

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Facilities Inspection Tool</p> <p>How many school sites were rated "Good"?</p> <p><b>19-20</b> Goal: 17 sites will be rated good on the Facilities Inspection Tool.</p> <p><b>Baseline</b> In January of 2017, 11 sites were rated good on the Facilities Inspection Tool.</p>	<p>2019-20: 4/5 Williams schools were rated by District staff using the Facility Inspection Tool were Good/Exemplary. Due to the COVID pandemic additional inspections were interrupted and SMCOE was also not able to provide onsite inspections.</p>
<p><b>Metric/Indicator</b> Students will have access to standards aligned instructional materials in core instructional areas as materials are adopted.</p> <p>Does the inventory of books/materials match the number of students at each grade level?</p> <p><b>19-20</b> Goal: 100 percent of our students will have access to standards aligned instructional materials in Mathematics and English Language Arts/English Language Development (and additional adoptions).</p>	<p>2019-20: 100% of students had access to standards-aligned instructional materials.</p>

Expected	Actual
<p>The inventory of books/materials is greater than or equal to the number of students at each grade level.</p> <p><b>Baseline</b> In 2016-2017, 100 percent of our students had access to standards aligned instructional materials in Mathematics.</p>	
<p><b>Metric/Indicator</b> Students will have credentialed teachers.</p> <p>The percentage of teachers without a full credential or teachers teaching outside their subject area of competence.</p> <p><b>19-20</b> Goal: 100 percent of teachers will have a full credential.</p> <p><b>Baseline</b> In 2016-2017, 100 percent of teachers had a full credential.</p>	<p>2019-20: 100% of teachers with a full credential and teaching in their subject area of competence</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.1.1. District base instructional program:</p> <p>1.1.1.a. Certificated teachers (24:1 for grades TK-2 and 30:1 for grades 3-8)</p> <p>1.1.1.b. Principal</p> <p>1.1.1.c. Assistant Principal (Middle Schools &amp; Large Elementary Schools)</p> <p>1.1.1.d. Counselor (1 per Middle School and 1 Elementary School)</p> <p>1.1.1.e. Nurses- 2 Nurses, 2 LVN, 1 Health Clerk</p> <p>1.1.1.f. Custodial Staff</p> <p>1.1.1.g. Office Staff</p>	<p>1.1.1 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Base \$86,381,885</p> <p>1.1.1.o 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Base \$15,523,439</p> <p>1.1.1.o 1000-5000: Salaries, Benefits, Books, Supplies,</p>	<p>1.1.1 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Base 66,476,189</p> <p>1.1.1.o 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Base 23,207,487</p> <p>1.1.1.o 1000-5000: Salaries, Benefits, Books, Supplies,</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
1.1.1.h. Student Supervision 1.1.1.i. Core Instructional Materials 1.1.1.j. Technology- 3:1 Chromebooks 1.1.1.k. Librarian or Para-educator for Library/Media 1.1.1.l. TK-4 Music 1.1.1.m. 5th Grade Instrumental or Choral Music 1.1.1.o. Special Education 1.1.1.p. Physical Education 1.1.1.q. Transportation  1.1.2 Maintain all school sites in good repair.  1.1.3. Students will have access to California standards aligned instructional materials based on current adoption cycle. Note: Lottery carryover 1.1.3.a. Implement newly adopted Science materials Fall 2019 middle schools & Spring 2020 elementary schools. 1.1.3.b. Purchase additional materials for adopted programs in ELA/ELD, Math or MS Science 1.1.3.c. Provide software systems to support materials management.  1.1.4 Teachers are fully credentialed in the subject area that they are assigned.	Services & Other Federal Funds 2,382,327  1.1.1.o 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Special Education \$6,037,037  1.1.2 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Base \$5,337,861  1.1.3 4000 & 5000: Books & Supplies and Services & Other Lottery \$500,000  1.1.3.a 4000 & 5000: Books & Supplies and Services & Other Base \$2,200,000  1.1.3.b 5000-5999: Services And Other Operating Expenditures Lottery \$80,000  1.1.3.c 5000-5999: Services And Other Operating Expenditures Base \$37,500  1.1.3.c 1000, 3000 & 5000: Certificated Salaries, Benefits & Services Base \$10,000  1.1.4 (Included in the base costs) Base	Services & Other Federal Funds 4,068,594  1.1.1.o 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Special Education 23,207,486  1.1.2 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Base 3,481,984  1.1.3 4000 & 5000: Books & Supplies and Services & Other Lottery 18,110  1.1.3.a 4000 & 5000: Books & Supplies and Services & Other Base 145598  1.1.3.b 5000-5999: Services And Other Operating Expenditures Lottery 27887  1.1.3.c 5000-5999: Services And Other Operating Expenditures Base 32652  1.1.3.c 1000, 3000 & 5000: Certificated Salaries, Benefits & Services Base 48784

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were implemented, except for 1.1.3.a. A new elementary science curriculum was adopted and purchased, but the middle school science curriculum pilot process was extended for lack of teacher consensus, and then was interrupted by the pandemic and move to distance learning in March 2020. The planned expenditures were not implemented. The middle school pilot and adoption process will resume in 2021-22, with the planned expenditure in this year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

As noted above, SMFCSD met all but one of its annual measurable outcomes for this goal and successfully implemented all planned actions and services--with one exception: the middle school science curriculum pilot process was extended for lack of teacher consensus, and then was interrupted by the pandemic and move to distance learning in March 2020. The planned expenditures were not implemented. The middle school pilot and adoption process will resume in 2021-22, with the planned expenditure in this year. The FIT was used to rate the 5 Williams schools and 4/5 were rated Good/Exemplary. SMFCSD will resume regular site inspections in 2021-22.

## Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> CAASPP Results ELA	<p>MET Goal of Green for all students. NOT MET Goal: 27.8 points above level 3. Actual 24.8 points above level 3. Improved 1.3 point.</p> <p>Hispanic/Latino Students: NOT MET Goal of Yellow. Actual Orange. NOT MET Goal of 36 points below level 3. Actual 43.2 points below level 3. Improved 0.7 points.</p> <p>White Students: MET Goal: Blue NOT MET Goal of 60.7 points above level 3. Actual: 57.9 points above level 3. Improved 1.4 Points</p> <p>Asian Students: MET Goal: Blue MET Goal of 84.4 points above level 3. Actual 84.4 points above standard. Improved 4.4 Points</p> <p>Two or More Races: MET Goal: Blue NOT MET Goal of 70.1 points above level 3. Actual 68.5 points above level 3. Improved 2.9 Points</p>

Expected	Actual
<p><b>19-20</b> Revised Goals based on 2018-19 Data</p> <p>The dashboard indicator: Goal: Green for all students. 27.8 points above level 3</p> <p>Hispanic/Latino Students: Goal: Yellow 36 points below level 3</p> <p>White Students: Goal: Blue 60.7 points above level 3</p> <p>Asian Students: Goal: Blue 84.4 points above level 3</p> <p>Two or More Races: Goal: Blue 70.1 points above level 3</p> <p>Filipino Students: Goal: Blue 40.6 points above level 3</p> <p>Pacific Islander Students: Goal: Yellow 22 points below level 3</p> <p>Socioeconomically Disadvantaged Students: Goal: Yellow Status - 35 points below level 3</p> <p>English Learners: Goal: Yellow Status - 20 points below level 3</p> <p>New student groups goals:</p>	<p>Filipino Students: NOT MET Goal of Blue. Actual Green MET Goal of 40.6 points above level 3. Actual 41.9 points above standard. Increased 5.3 Points</p> <p>Pacific Islander Students: NOT MET Goal of Yellow. Actual Orange NOT MET Goal of 22 points below level 3. Actual 37.9 points below standard. Declined 8.4 Points</p> <p>Socioeconomically Disadvantaged Students: NOT MET Goal of Yellow. Actual Orange. NTO MET Goal of 35 points below level 3. Actual 51.3 points below standard. Decreased -1.8 Points</p> <p>English Learners: NOT MET Goal of Yellow. Actual Orange. NOT MET Goal of 20 points below level 3. Actual 46.2 points below standard. Declined 8.7 Points</p> <p>New student groups goals:</p> <p>African American Students: MET Goal of Yellow NOT MET Goal of 22.9 points below level 3. Actual 25.8 points below standard. Increased 4.7 Points</p> <p>Students with Disabilities: MET Goal of Orange NOT MET Goal of 89.3 points below level 3. Actual 93.7 points below standard. Increased 12.1 Points</p> <p>Homeless Students: MET Goal of Orange NOT MET Goal of 53.1 points below level 3. Actual 65.4 points below standard. Increased 2.6 Points</p> <p>Foster Youth: Group size too small for reporting.</p>

Expected	Actual
<p><b>Metric/Indicator</b> CAASPP Results Mathematics</p> <p><b>19-20</b> Revised Goals based on 2018-19 Data</p> <p>The dashboard indicator is Goal: Green for all students. 10.7 points above level 3</p> <p>Hispanic/Latino Students: Goal: Yellow 65.2 points below level 3</p> <p>White Students: Goal: Blue 35.7 points above level 3</p> <p>Asian Students: Goal: Blue 92.2 points above level 3</p> <p>Two or More Races: Goal: Blue 58.6 points above level 3</p> <p>Filipino Students: Goal: Green 13.3 points above level 3</p> <p>Pacific Islander Students: Goal: Yellow 50.8 points below level 3</p> <p>Socioeconomically Disadvantaged Students: Goal: Yellow Status - 58.8 points below level 3</p>	<p>MET Goal of Green for all students. NOT MET Goal: 10.7 points above level 3. Actual 8.7 points above standard. Increased 1.2 Points</p> <p>Hispanic/Latino Students: NOT MET Goal of Yellow. Actual Orange. NOT MET Goal of 65.2 points below level 3. Actual 72.5 points below standard. Declined -2.5 Points</p> <p>White Students: MET Goal of Blue NOT MET Goal of 35.7 points above level 3. Actual 35.1 points above standard. Increased 2.6 Points.</p> <p>Asian Students: MET Goal of Blue. MET Goal of 92.2 points above level 3. Actual 94.7 points above standard. Increased 5.9 Points</p> <p>Two or More Races: MET Goal: Blue NOT MET Goal of 58.6 points above level 3. Actual 56 points above standard. Increased 1.1 Points</p> <p>• -----</p> <p>Filipino Students: MET Goal of Green. MET Goal of 13.3 points above level 3. Actual 20.9 points above standard. Increased 10.6 Points</p> <p>Pacific Islander Students: NOT MET Goal of Yellow. Actual Orange NOT MET Goal of -50.8 points below level 3. Actual -62.3 points below standard. Declined 6.6 Points</p> <p>Socioeconomically Disadvantaged Students: NOT MET Goal of Yellow. Actual Orange.</p>

Expected	Actual
<p>English Learners: Goal: Yellow Status - 34.9 points below level 3</p> <p>New student groups goals:</p> <p>African American Students: Goal: Yellow</p> <ul style="list-style-type: none"> <li>62.4 points below level 3</li> </ul> <p>Students with Disabilities: Goal: Orange Status - 109.6 points below level 3</p> <p>Homeless Students: Goal: Yellow Status - 76.4 points below level 3</p> <p>Foster Youth: Establish baseline if cohort size reaches required size for reporting</p> <p><b>Baseline</b> The dashboard indicator is Green for all students. 9.5 points above level 3</p> <p>Hispanic/Latino Students: Yellow 61 points below level 3</p> <p>White Students: Green 31.6 points above level 3</p> <p>Asian Students: Blue 84.5 points above level 3</p> <p>Two or More Races: Blue 45.2 points above level 3</p>	<p>NOT MET Goal of -58.8 points below level 3. Actual -78.4 points below standard. Decreased 5 Points</p> <p>English Learners: NOT MET Goal of Yellow. Actual Orange. NOT MET Goal of -34.9 points below level 3. Actual -61.3 points below standard. Declined 9.1 Points</p> <p>New student groups goals:</p> <p>African American Students: MET Goal of Yellow MET Goal of -62.4 points below level 3. Actual -57.4 points below standard. Increased 10.1 Points</p> <p>Students with Disabilities: MET Goal of Orange NOT MET Goal of - 109.6 points below level 3. Actual -116.2 points below standard. Increased 10 Points</p> <p>Homeless Students: MET Goal of Yellow NOT MET Goal of - 76.4 points below level 3. Actual -87.4 points below standard. Increased 4 Points</p> <p>Foster Youth: Group size too small for reporting.</p>

Expected	Actual
<p>Filipino Students: Green 12.5 points above level 3</p> <p>Pacific Islander Students: Yellow 42 points below level 3</p> <p>Socioeconomically Disadvantaged Students: Yellow 68.9 points below level 3</p> <p>English Learners: Yellow 45.7 points below level 3</p> <p>Baseline for new student groups from 2018 dashboard:</p> <p>African American Students: Orange 67.4 points below level 3</p> <p>Students with Disabilities: Red Status - 124.6 points below level 3</p> <p>Homeless Students: Orange Status - 91.4 points below level 3</p> <p>Foster Youth: No Performance Color Status - data not displayed for privacy</p>	
<p><b>Metric/Indicator</b> Galileo ELA <b>19-20</b> Goal: 60% of classes meet or exceeded growth targets. 61% of all students met or exceeded standard on final benchmark.</p> <p><b>Baseline</b></p>	<p>This 2019-20 district benchmark metric was unavailable due to the pandemic. The end-of-year administration was scheduled for the spring of 2020, but canceled due to the sudden transition to distance learning.</p> <p>To support teachers to provide the best possible instruction, while in distance and hybrid learning, SMFCSD focused on implementing formative and interim assessments embedded in the adopted curriculum. This strategy strengthened teacher ability to</p>

Expected	Actual
<p>102 out of 224 classes met or exceeded growth targets (46%). 52% of all students met or exceeded standard on final benchmark.</p>	<p>monitor student progress and adjust instruction, but did not support the kind of cross-district annual academic outcome analysis needed for the LCAP.</p>
<p><b>Metric/Indicator</b> Galileo Mathematics</p> <p><b>19-20</b> Goal: 64% classes met or exceeded growth targets. 66% of all students met or exceeded standard on final benchmark.</p> <p><b>Baseline</b> 108 out of 214 classes met or exceeded growth targets (50%). 57% of all students met or exceeded standard on final benchmark.</p>	<p>This 2019-20 district benchmark metric was unavailable due to the pandemic. The end-of-year administration was scheduled for the spring of 2020, but canceled due to the sudden transition to distance learning.</p> <p>To support teachers to provide the best possible instruction, while in distance and hybrid learning, SMFCSD focused on implementing formative and interim assessments embedded in the adopted curriculum. This strategy strengthened teacher ability to monitor student progress and adjust instruction, but did not support the kind of cross-district annual academic outcome analysis needed for the LCAP.</p>
<p><b>Metric/Indicator</b> Fountas &amp; Pinnell Assessment</p> <p><b>19-20</b> Goal: 75.1% K-2 Students Meet Grade Level</p> <p>Small group instruction observation: establish baseline</p> <p><b>Baseline</b> Baseline established in 2018-19 71.1% K-2 Students Met Grade Level</p>	<p>This 2019-20 district benchmark metric was unavailable due to the pandemic. The end-of-year administration was scheduled for the spring of 2020, but canceled due to the sudden transition to distance learning.</p> <p>To support teachers to provide the best possible instruction, while in distance and hybrid learning, SMFCSD focused on implementing formative and interim assessments embedded in the adopted curriculum. This strategy strengthened teacher ability to monitor student progress and adjust instruction, but did not support the kind of cross-district annual academic outcome analysis needed for the LCAP.</p>
<p><b>Metric/Indicator</b> Low Performing Student Block Grant Student Group Growth Change in performance on CAASPP math</p>	<p>Baseline for CAASPP change in cohort performance: Change in distance from level 3 from previous year Spring 2018 to Spring 2019: +5</p>

Expected	Actual
<p><b>19-20</b> CAASPP change in cohort performance: Change in distance from level 3 from previous year +20</p> <p><b>Baseline</b> Establish CAASPP Math Baseline from Spring 2019 Data</p>	
<p><b>Metric/Indicator</b> Low Performing Student growth on Galileo Math Student Block Grant Student Group Growth</p> <p><b>19-20</b> Galileo growth: 1.5 times the expected grade level growth from pretest to benchmark #2.</p> <p><b>Baseline</b> Establish Galileo Math Baseline from Fall Benchmark</p>	<p>This 2019-20 district benchmark metric was unavailable due to the pandemic. The end-of-year administration was scheduled for the spring of 2020, but canceled due to the sudden transition to distance learning.</p>
<p><b>Metric/Indicator</b> Math Support Data - Math Support cohort change in performance on CAASPP Math assessment:</p> <p><b>19-20</b> Goal: Change in distance from level 3 from previous year: +20</p> <p><b>Baseline</b> Change in distance from level 3 from 2015-2016: +3.4</p>	<p>CAASPP change in cohort performance: NOT MET Change in distance from level 3 from previous year Spring 2018 to Spring 2019: +2.4</p>
<p><b>Metric/Indicator</b> English Learner Progress: Dashboard Indicators Progress on CELDT Reclassification Rate At risk and Long-Term English Learner Rates</p> <p><b>New Metric: Progress on ELPAC</b></p>	<p>Dashboard indicator: NOT MET Goal of Green. Actual Yellow. Established baseline for % of students making progress on ELPAC: 54.1% NOT MET Goal of 50% of eligible students reclassified FEP. Actual 36.4% At-Risk ELs: 508 (19.3%) LTEL: 410 (15.6%)</p>

Expected	Actual
<p><b>19-20</b> Dashboard indicator: Goal: Green Establish baseline for % of students making progress on ELPAC 50% of eligible students reclassified FEP At-Risk ELs: 347 (1.6%) LTEL: 216 (1.7%)</p> <p><b>Baseline</b> Dashboard indicator: Orange 57.4% of ELs making one level of progress or are level 4/5 21% of eligible students reclassified FEP At-Risk ELs: 347 (7.6%) LTEL: 216 (4.7%)</p>	
<p><b>Metric/Indicator</b> CAASPP Assessment 3rd-8th Grade</p> <p><b>19-20</b> CAASPP Participation Rate: Goal: 99.5%</p> <p><b>Baseline</b> CAASPP Participation Rate: 99.5%</p>	<p>MET CAASPP Participation Rate Goal of 99.5%. Actual 99.5%</p>
<p><b>Metric/Indicator</b> Galileo Assessment 3rd-8th Grade</p> <p><b>19-20</b> Assessment: Galileo Participation Rates: Goal: 98%</p> <p><b>Baseline</b> Galileo Participation Rate: 97.3%</p>	<p>This 2019-20 district benchmark metric was unavailable due to the pandemic. The end-of-year administration was scheduled for the spring of 2020, but canceled due to the sudden transition to distance learning.</p>

Expected	Actual
<p><b>Metric/Indicator</b> Percentage of Faculty Attending Professional Development</p> <p><b>19-20</b> Percent teachers participating in Professional Development: Goal: 95%</p> <p><b>Baseline</b> Percent teachers participating in Professional Development: 89.8%</p>	<p>This 2019-20 metric was incomplete due to the pandemic. The scheduled professional development days in the spring were repurposed to support the sudden transition to distance learning.</p>
<p><b>Metric/Indicator</b> Daily Use of Technology</p> <p><b>19-20</b> Goal: Average daily device usage over a 7 day period: 3600 April 2020 drive usage:</p> <ul style="list-style-type: none"> <li>• Forms: 5,000</li> <li>• Slides: 60,000</li> <li>• Sheets: 25,000</li> <li>• Docs: 500,000</li> <li>• Files Uploaded: 1,700,000</li> </ul> <p><b>Baseline</b> Average daily device usage over a 7 day period: 3100 April 2017 drive usage:</p> <ul style="list-style-type: none"> <li>• Forms: 2659</li> <li>• Slides: 31764</li> <li>• Sheets: 11570</li> <li>• Docs: 263405</li> <li>• Files Uploaded: 732926</li> </ul>	<p>Note: This data is stored only for a year, making the 2019-20 data unavailable. The following data is therefore the actual data for 2020-21.</p> <p>Actual in 2020-21: Average daily device usage over a 7 day period: 10,230 April 2020 drive usage:</p> <ul style="list-style-type: none"> <li>• Forms: 3,000</li> <li>• Slides: 216,000</li> <li>• Sheets: 5,405</li> <li>• Docs: 227,000</li> <li>• Files Uploaded: 693,000</li> </ul>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.1 Improve "first" (Tier 1) instructional services to students by providing teachers with resources, professional learning, and program supports to continue quality implementation of curriculum and programs aligned with California Content Frameworks in Math, English Language Arts/English Language Development (ELA/ELD), Science, History/Social Studies, Visual &amp; Performing Arts (VAPA).</p> <p>2.1.1 (Discontinued. Specific activities captured in subsequent sections.)</p> <p>2.1.2 (Moved to 1.1.3.a)</p> <p>2.1.3 (Moved to 2.9.6 below)</p> <p>2.1.4 (Moved to 2.3.7 below)</p> <p>2.1.5 Increase services to teacher leaders and teacher teams for additional inquiry and planning time, outside the duty day, to pilot, adopt, and implement new instructional materials aligned with California Content Frameworks for History/Social Studies and Science.</p> <p>2.1.6 Improve visual &amp; performing arts (VAPA) services to students by convening a stakeholder group that identifies additional VAPA resources to support and strengthen programs and program alignment with the CA VAPA Framework.</p> <p>2.1.7 Improve instructional services for all students by convening the Equity Task Force, the Sanctuary Task Force, and Compacted Math and GATE stakeholder groups that recommend additional resources and program strategies.</p>	<p>2.1.1 Discontinued</p> <p>2.1.2 (see 1.1.3.a)</p> <p>2.1.3 (see 2.9.6)</p> <p>2.1.4 (see 2.3.7)</p> <p>2.1.5 1000 &amp; 3000: Certificated Salaries &amp; Benefits Prior Year S&amp;C Carryover \$25,000</p> <p>2.1.6 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Prior Year S&amp;C Carryover \$10,000</p> <p>2.1.7 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Prior Year S&amp;C Carryover \$10,000</p>	<p>2.1.1 Discontinued</p> <p>2.1.2 (see 1.1.3.a)</p> <p>2.1.3 (see 2.9.6)</p> <p>2.1.4 (see 2.3.7)</p> <p>2.1.5 1000 &amp; 3000: Certificated Salaries &amp; Benefits Prior Year S&amp;C Carryover 80,891.95</p> <p>2.1.6 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Prior Year S&amp;C Carryover 2,574.82</p> <p>2.1.7 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Prior Year S&amp;C Carryover 33,218.66</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>2.2 Increase site-based instructional supports for unduplicated students</p> <p>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)</p> <p>2.2.2 Provide increased support for targeted students during after-school Homework Clubs/Tutoring programs (Abbott, Bayside, Borel, Bowditch, Fiesta Gardens, Sunnybrae)</p> <p>2.2.3 Provide increased support for targeted students using library/media academic services (additional library/computer staff hours at Abbott, Borel, Sunnybrae)</p> <p>2.2.4 Provide additional electives in middle school for targeted students exiting math or reading support classes (Bayside)</p> <p>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)</p> <p>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)</p>	<p>2.2.1 2000 &amp; 3000: Classified Salaries &amp; Benefits Supplemental \$177,892</p> <p>2.2.2 4000-4999: Books And Supplies Prior Year S&amp;C Carryover \$2,500</p> <p>2.2.2 1000 &amp; 3000: Certificated Salaries &amp; Benefits Prior Year S&amp;C Carryover \$96,092</p> <p>2.2.3 1000 &amp; 3000: Certificated Salaries &amp; Benefits Supplemental \$39,124</p> <p>2.2.4 1000 &amp; 3000: Certificated Salaries &amp; Benefits Base \$91,000</p> <p>2.2.5 1000 &amp; 3000: Certificated Salaries &amp; Benefits Supplemental \$341,463</p> <p>2.2.6 1000 &amp; 3000: Certificated Salaries &amp; Benefits Supplemental \$12,450</p>	<p>2.2.1 2000 &amp; 3000: Classified Salaries &amp; Benefits Supplemental 224,048</p> <p>2.2.2 4000-4999: Books And Supplies Prior Year S&amp;C Carryover 0.0</p> <p>2.2.2 1000 &amp; 3000: Certificated Salaries &amp; Benefits Prior Year S&amp;C Carryover 25,667.63</p> <p>2.2.3 1000 &amp; 3000: Certificated Salaries &amp; Benefits Supplemental 27,122.90</p> <p>2.2.4 1000 &amp; 3000: Certificated Salaries &amp; Benefits Base 88,421.30</p> <p>2.2.5 1000 &amp; 3000: Certificated Salaries &amp; Benefits Supplemental 266,059.05</p> <p>2.2.6 1000 &amp; 3000: Certificated Salaries &amp; Benefits Supplemental 5,954.29</p>
<p>2.3. Improve learning supports for unduplicated students through teacher and administrator use of multiple assessment measures to drive instruction and academic interventions</p> <p>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</p>	<p>2.3.1 1000 &amp; 3000: Certificated Salaries &amp; Benefits Supplemental \$89,300</p> <p>2.3.2 5000-5999: Services And Other Operating Expenditures Base \$1000</p> <p>2.3.3 2000 &amp; 3000: Classified Salaries &amp; Benefits Supplemental \$136,826</p>	<p>2.3.1 1000 &amp; 3000: Certificated Salaries &amp; Benefits Supplemental 9,390.26</p> <p>2.3.2 5000-5999: Services And Other Operating Expenditures Base 1753.45</p> <p>2000 &amp; 3000: Classified Salaries &amp; Benefits Supplemental 48,435.13</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>2.3.2 Improve supports to teachers and administrators to analyze formative and summative student performance data, through tools for gathering, organizing and reporting student and assessment data.</p> <p>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 (all students and English Learners)</p> <p>2.3.4 Increase supports to teachers to manage the implementation of California Assessment of Student Performance and Progress (CAASPP) by providing additional time for site testing coordinators.</p> <p>2.3.5 (New) Improve math learning supports for English Learners, SED Students, and other struggling performers through district-wide implementation of a K-8 math benchmark performance assessment that supports teacher inquiry &amp; planning (Note this action is part of, but funded separately from, the Low Performing Student Block Grant).</p> <p>2.3.6 (New) Improve language &amp; 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 &amp; planning</p> <p>2.3.7 (Moved from 2.1.4) Improve instructional supports for higher performing students through use of multiple assessment measures to identify students for the Gifted and Talented and the Compacted Math Pathways Programs.</p>	<p>2.3.4 1000 &amp; 3000: Certificated Salaries &amp; Benefits Base</p> <p>2.3.5 4000 &amp; 5000: Books &amp; Supplies and Services &amp; Other Lottery \$25,000</p> <p>2.3.6 4000 &amp; 5000: Books &amp; Supplies and Services &amp; Other Supplemental \$20,000</p> <p>2.3.7 4000 &amp; 5000: Books &amp; Supplies and Services &amp; Other Base \$5,000</p>	<p>2.3.4 1000 &amp; 3000: Certificated Salaries &amp; Benefits Base 0.0</p> <p>2.3.5 4000 &amp; 5000: Books &amp; Supplies and Services &amp; Other Lottery 2,400.09</p> <p>2.3.6 4000 &amp; 5000: Books &amp; Supplies and Services &amp; Other Supplemental 194,113.73</p> <p>2.3.7 4000 &amp; 5000: Books &amp; Supplies and Services &amp; Other Base 0</p>
<p>2.4 Increase and improve professional learning services for administrators and teachers and credential supports for teachers, to improve instructional supports for unduplicated students.</p> <p>2.4.1 (New) Increase and improve language &amp; literacy professional learning supports for teachers and administrators through services provided by a Language &amp; Literacy Program consultant.</p>	<p>2.4.1 1000 &amp; 3000: Certificated Salaries &amp; Benefits Prior Year S&amp;C Carryover \$50,000</p> <p>2.4.2 1000, 3000 &amp; 5000: Certificated Salaries, Benefits &amp; Services Prior Year S&amp;C Carryover \$50,000</p>	<p>2.4.1 1000 &amp; 3000: Certificated Salaries &amp; Benefits Prior Year S&amp;C Carryover 40,803.02</p> <p>2.4.2 1000, 3000 &amp; 5000: Certificated Salaries, Benefits &amp; Services Prior Year S&amp;C Carryover 33,218.66</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.4.2 Increase and improve math professional learning supports for teachers and administrators through expanded collaboration with Silicon Valley Math Initiative (Note this action is part of, but funded separately from, the Low Performing Student Block Grant).</p> <p>2.4.3 Increase and improve professional learning supports for new and developing teachers by providing them extra time to attend expanded/targeted professional learning activities outside the duty day (evenings, summer, etc.; across contents)</p> <p>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.</p> <p>2.4.5 Increase supports for classified and certificated staff to earn teaching credentials &amp; certifications in hard to fill math, Montessori and science positions by providing extra-time and training costs.</p> <p>2.4.6 Increase supports for preliminary credential, intern, and pre-credential teachers through new teacher program mentors</p> <p>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-based Language and Literacy Teachers on Special Assignment (ToSA)</p> <p>2.4.8 Increase and improve professional learning for teachers and administrators to provide quality Tier 1/2 supports, through site-based consultant training, coaching, and collaboration on cultural competency and language &amp; literacy strategies to support English learners and students who are socioeconomically disadvantaged.</p> <p>2.4.9 (New) Improve professional learning supports for new and developing teachers, through peer educator observation of identified</p>	<p>2.4.3 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Title II \$60,000</p> <p>2.4.4 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Supplemental \$180,065</p> <p>2.4.4 1000 &amp; 3000: Certificated Salaries &amp; Benefits Base</p> <p>2.4.5 1000 &amp; 3000: Certificated Salaries &amp; Benefits Prior Year S&amp;C Carryover \$20,000</p> <p>2.4.5 1000 &amp; 3000: Certificated Salaries &amp; Benefits Title II \$18,969</p> <p>2.4.6 1000, 3000 &amp; 5000: Certificated Salaries, Benefits &amp; Services Base</p> <p>2.4.7 1000, 3000 &amp; 5000: Certificated Salaries, Benefits &amp; Services Supplemental \$849,471</p> <p>2.4.7 1000, 3000 &amp; 5000: Certificated Salaries, Benefits &amp; Services Title I \$322,626</p> <p>2.4.8 5000-5999: Services And Other Operating Expenditures Prior Year S&amp;C Carryover \$150,000</p> <p>2.4.9 1000 &amp; 3000: Certificated Salaries &amp; Benefits Title II \$10,000</p>	<p>2.4.3 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Title II 77,425.50</p> <p>2.4.4 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Supplemental 220,675.54</p> <p>2.4.4 1000 &amp; 3000: Certificated Salaries &amp; Benefits Base 196,587.26</p> <p>2.4.5 1000 &amp; 3000: Certificated Salaries &amp; Benefits Prior Year S&amp;C Carryover 4,029.37</p> <p>2.4.5 1000 &amp; 3000: Certificated Salaries &amp; Benefits Title II 25,207.91</p> <p>2.4.6 1000, 3000 &amp; 5000: Certificated Salaries, Benefits &amp; Services Base 93836.19</p> <p>2.4.7 1000, 3000 &amp; 5000: Certificated Salaries, Benefits &amp; Services Supplemental 722,908.75</p> <p>2.4.7 1000, 3000 &amp; 5000: Certificated Salaries, Benefits &amp; Services Title I 562,320</p> <p>2.4.8 5000-5999: Services And Other Operating Expenditures Prior Year S&amp;C Carryover 115,100</p> <p>2.4.9 1000 &amp; 3000: Certificated Salaries &amp; Benefits Title II 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Model Teachers, who have extra-time and coaching to serve as this support</p> <p>2.4.10 (New) Increase and improve professional learning for teachers and administrators to provide quality Tier 1/2/3 supports through services provided by Director of Curriculum &amp; Instruction (1.0 FTE for elementary services and 1.0 FTE for middle services)</p> <p>2.4.11 (New) Provide mentoring to principals in their first two years as leaders in the District</p>	<p>2.4.10 1000 &amp; 3000: Certificated Salaries &amp; Benefits Supplemental \$228,887</p> <p>2.4.11 1000 &amp; 3000: Certificated Salaries &amp; Benefits Prior Year S&amp;C Carryover \$41,900</p>	<p>2.4.10 1000 &amp; 3000: Certificated Salaries &amp; Benefits Supplemental 238,432</p> <p>2.4.11 1000 &amp; 3000: Certificated Salaries &amp; Benefits Prior Year S&amp;C Carryover 41,000</p>
<p>2.5. Support site-based professional learning for teachers:</p> <p>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)</p> <p>2.5.2 Support site-based professional learning for the International Baccalaureate program at Sunnybrae</p> <p>2.5.3 (New) Support site-based professional learning on Tier 1 and 2 instructional strategies and supports, across all sites, as identified in site SPSAs</p>	<p>2.5.1 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Supplemental \$103,235</p> <p>2.5.1 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Base</p> <p>2.5.2 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Base</p> <p>2.5.3 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Supplemental \$35,000</p>	<p>2.5.1 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Supplemental 30,116.42</p> <p>2.5.1 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Base 15,222.92</p> <p>2.5.2 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Base 200,158.62</p> <p>2.5.3 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Supplemental 11,592.87</p>
<p>2.6. Increase technology resources and services to students to support standards-aligned learning</p> <p>2.6.1 Students in grades TK-8 will have access to technology devices for learning and assessment purposes.</p> <p>2.6.2 (Discontinued)</p>	<p>2.6.1 4000 &amp; 5000: Books &amp; Supplies and Services &amp; Other Base</p> <p>2.6.2 discontinued</p> <p>2.6.3 4000 &amp; 5000: Books &amp; Supplies and Services &amp; Other Base</p>	<p>2.6.1 4000 &amp; 5000: Books &amp; Supplies and Services &amp; Other Base 16,944.22</p> <p>2.6.2 discontinued</p> <p>4000 &amp; 5000: Books &amp; Supplies and Services &amp; Other Base 7112.20</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.6.3 Develop plans and curate resources for educating students about the ethical and safe use of the internet as a learning tool.</p> <p>2.6.4 (Discontinued)</p>	2.6.4 discontinued	2.6.4 discontinued
<p>2.7 Increase and improve district-level supports for English Learners, SED students, and other struggling readers to make progress in learning English and achieving academic standards</p> <p>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.</p> <p>2.7.2 Improve supplementary instructional materials for newcomers and LTELs</p> <p>2.7.3 Draft English Learner Master Plan and ensure a collaborative process that includes input from all stakeholders</p> <p>2.7.4 Administer ELPAC to initial and continuing EL students as a summative measure.</p> <p>2.7.5 Improve and increase site-based reading intervention supports for targeted students by providing a Language &amp; Literacy Program Specialist who builds the expertise of site Reading Specialists.</p> <p>2.7.6. Improve and increase site-based reading intervention supports for targeted students by providing Reading Specialists to sites.</p> <p>2.7.7 Support school/district inquiry and strengthen reclassification procedures through the use of data systems for monitoring English Learner performance data</p>	<p>2.7.1 1000, 3000 &amp; 5000: Certificated Salaries, Benefits &amp; Services Supplemental \$119,464</p> <p>2.7.1 1000, 3000 &amp; 5000: Certificated Salaries, Benefits &amp; Services Title III \$46,458</p> <p>2.7.2 4000 &amp; 5000: Books &amp; Supplies and Services &amp; Other Lottery \$10,000</p> <p>2.7.3</p> <p>2.7.4 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Base</p> <p>2.7.5 1000, 3000 &amp; 5000: Certificated Salaries, Benefits &amp; Services Title I \$148,189</p> <p>2.7.6 1000 &amp; 3000: Certificated Salaries &amp; Benefits Title I \$123,083</p> <p>2.7.6 1000 &amp; 3000: Certificated Salaries &amp; Benefits Supplemental \$2,102,181</p> <p>2.7.7 4000 &amp; 5000: Books &amp; Supplies and Services &amp; Other Supplemental \$36,000</p>	<p>2.7.1 1000, 3000 &amp; 5000: Certificated Salaries, Benefits &amp; Services Supplemental 0</p> <p>2.7.1 1000, 3000 &amp; 5000: Certificated Salaries, Benefits &amp; Services Title III 192,266</p> <p>2.7.2 4000 &amp; 5000: Books &amp; Supplies and Services &amp; Other Lottery 25,129</p> <p>2.7.3</p> <p>2.7.4 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Base 197,075.97</p> <p>2.7.5 1000, 3000 &amp; 5000: Certificated Salaries, Benefits &amp; Services Title I 338,268.65</p> <p>2.7.6 1000 &amp; 3000: Certificated Salaries &amp; Benefits Title I 123,083</p> <p>2.7.6 1000 &amp; 3000: Certificated Salaries &amp; Benefits Supplemental 2,316,774.56</p> <p>2.7.7 4000 &amp; 5000: Books &amp; Supplies and Services &amp; Other Supplemental \$36,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.8 Increase and improve supports for English Learners through site-based teachers and staff providing targeted interventions</p> <p>2.8.1 (Discontinued)</p> <p>2.8.2 (Discontinued)</p> <p>2.8.3 Increase and improve supports for English Learners through Newcomer classes and program resources at Abbott and Bayside Middle Schools</p> <p>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)</p>	<p>2.8.1 discontinued</p> <p>2.8.2 discontinued</p> <p>2.8.3 2000 &amp; 3000: Classified Salaries &amp; Benefits Supplemental \$185,536</p> <p>2.8.3 1000 &amp; 3000: Certificated Salaries &amp; Benefits Title III \$239,736</p> <p>2.8.4 1000-4000: Employee Salaries, Benefits, Books &amp; Supplies Supplemental \$149,397</p>	<p>2.8.1 discontinued</p> <p>2.8.2 discontinued</p> <p>2.8.3 2000 &amp; 3000: Classified Salaries &amp; Benefits Title III 156,992</p> <p>2.8.3 1000 &amp; 3000: Certificated Salaries &amp; Benefits Title III 125,863</p> <p>2.8.4 1000-4000: Employee Salaries, Benefits, Books &amp; Supplies Supplemental 166,255.63</p>
<p>2.9 . Increase and improve Mathematics learning supports for English Learners, SED Students, and other math struggling performers</p> <p>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.</p> <p>2.9.2 Improve math learning supports for English Learners, SED Students, and other struggling performers through student use of specialized math learning software.</p> <p>2.9.3 (Moved to 2.7.7)</p> <p>2.9.4 (New) Increase and improve math professional learning supports for teachers and administrators in the Abbott Complex of schools (Abbott MS, Beresford, Meadow Heights, Fiesta Gardens, Laurel, &amp; George Hall ES) through site-based Math Teachers on Special</p>	<p>2.9.1 1000 &amp; 3000: Certificated Salaries &amp; Benefits Supplemental \$248,863</p> <p>2.9.2 5000-5999: Services And Other Operating Expenditures Prior Year S&amp;C Carryover \$20,000</p> <p>2.9.3 moved to 2.7.7</p> <p>2.9.4 1000 &amp; 3000: Certificated Salaries &amp; Benefits 7510 Low Perform Student Block Grant \$352,598</p> <p>2.9.5 1000 &amp; 3000: Certificated Salaries &amp; Benefits Supplemental \$97,356</p>	<p>2.9.1 1000 &amp; 3000: Certificated Salaries &amp; Benefits Supplemental 265,929.19</p> <p>2.9.2 4000 &amp; 5000: Books &amp; Supplies and Services &amp; Other Prior Year S&amp;C Carryover 55,000</p> <p>2.9.3 moved to 2.7.7</p> <p>1000 &amp; 3000: Certificated Salaries &amp; Benefits 7510 Low Perform Student Block Grant 393,763.12</p> <p>1000 &amp; 3000: Certificated Salaries &amp; Benefits Supplemental 19,769.29</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>Assignment who lead training, team inquiry, coaching and model teacher observation (funded through 2-year Low Performing Student Block Grant).</p> <p>2.9.5 (New) Increase teacher team math inquiry and planning time in the Abbott Complex elementary schools (Beresford, Meadow Heights, Fiesta Gardens, Laurel, &amp; George Hall ES) through a cadre of permanent subs who release teachers from their classrooms during the school day (Note this action is part of, but funded separately from the Low Performing Student Block Grant).</p> <p>2.9.6 (Moved from 2.1.3) 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).</p>	<p>2.9.6 1000 &amp; 3000: Certificated Salaries &amp; Benefits Supplemental \$106,729</p>	<p>1000 &amp; 3000: Certificated Salaries &amp; Benefits Supplemental 193,622.36</p>
<p>2.10 . 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</p> <p>2.10.1 Implement AVID program (coordinators, membership, professional learning &amp; field trips at Abbott, Borel, Bayside and Bowditch)</p> <p>2.10.2 Implement AVID Electives at Abbott, Borel, Bayside and Bowditch</p> <p>2.10.3 (new) Hire AVID tutors at Abbott, Borel, Bayside and Bowditch</p>	<p>2.10.1 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Prior Year S&amp;C Carryover \$297,276</p> <p>2.10.2 1000 &amp; 3000: Certificated Salaries &amp; Benefits Supplemental \$127,933</p> <p>2.10.3 2000-2999: Classified Personnel Salaries Prior Year S&amp;C Carryover \$59,234</p>	<p>1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Prior Year S&amp;C Carryover 203,509.74</p> <p>1000 &amp; 3000: Certificated Salaries &amp; Benefits Supplemental 146,308.63</p> <p>2.10.3 2000-2999: Classified Personnel Salaries Prior Year S&amp;C Carryover 0</p>
<p>2.11 Increase academic supports for English Learners, SED students, and other struggling learners through extended learning opportunities</p>	<p>2.11.1 1000-4000: Employee Salaries, Benefits, Books &amp; Supplies Title I \$180,000</p>	<p>2.11.1 1000-4000: Employee Salaries, Benefits, Books &amp; Supplies Title I 147,440.27</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.11.1 Increase learning time for targeted students through Summer School and Kick Off to Kindergarten programs</p> <p>2.11.2 Improve student access to academic learning and supports through bus passes for SED students that facilitate transportation back and forth from school.</p> <p>2.11.3 Improve student access to academic learning and supports through bus passes for Homeless students that facilitate transportation back and forth from school.</p> <p>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.</p>	<p>2.11.1 1000 &amp; 3000: Certificated Salaries &amp; Benefits Prior Year S&amp;C Carryover \$10,000</p> <p>2.11.2 5000-5999: Services And Other Operating Expenditures Prior Year S&amp;C Carryover \$10,000</p> <p>2.11.3 5000-5999: Services And Other Operating Expenditures Title I \$10,000</p> <p>2.11.4 5000-5999: Services And Other Operating Expenditures Prior Year S&amp;C Carryover \$100,000</p>	<p>2.11.1 1000 &amp; 3000: Certificated Salaries &amp; Benefits Prior Year S&amp;C Carryover 11,957.35</p> <p>2.11.2 5000-5999: Services And Other Operating Expenditures Prior Year S&amp;C Carryover 10,000</p> <p>2.11.3 5000-5999: Services And Other Operating Expenditures Title I 14,975.96</p> <p>2.11.4 5000-5999: Services And Other Operating Expenditures Prior Year S&amp;C Carryover 0</p>
<p>2.12. Improve student access to academic learning and supports through professional development for Administrators and Teachers on topics specific to unduplicated pupils.</p> <p>2.12.1 Provide Reading Recovery training for teachers (Reading Specialists and classroom teachers) and materials and training for current Reading Recovery trained teachers who serve unduplicated students.</p> <p>2.12.2 Early Learning Math Initiative professional development open to all teachers but focused on schools with students who have a high number of unduplicated students.</p> <p>2.12.3 (Discontinued)</p> <p>2.12.4 (Discontinued)</p>	<p>2.12.1 1000, 3000 &amp; 5000: Certificated Salaries, Benefits &amp; Services Prior Year S&amp;C Carryover \$60,000</p> <p>2.12.2 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Prior Year S&amp;C Carryover \$15,000</p> <p>2.12.3 discontinued</p> <p>2.12.4 discontinued</p>	<p>2.12.1 1000, 3000 &amp; 5000: Certificated Salaries, Benefits &amp; Services Prior Year S&amp;C Carryover 37,561.43</p> <p>2.12.2 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Prior Year S&amp;C Carryover 31,093.62</p> <p>2.12.3 discontinued</p> <p>2.12.3 discontinued</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.13 Increase and improve academic services for students with disabilities to ensure accelerated learning in ELA and Mathematics, within the least restrictive environment.</p> <p>2.13.1 Students with disabilities will be taught by highly qualified teachers in the Least Restrictive Environment (LRE), using grade level curriculum with appropriate accommodations/modifications according to his or his Individualized Education Plan (IEP).</p> <p>2.13.2 Students with IEPs have academic goals aligned with state standards.</p> <p>2.13.3 Students' IEPs will be reviewed no less than annually, with goals and services updated as reflected by revised IEPs.</p> <p>2.13.4 General Education and Special Education teachers will collaborate to plan instructional strategies in order to meet the needs of diverse learners, including students with IEPs, within the Least Restrictive Environment, focusing on inclusion strategies to successfully support students who spend less than 40% of their day with general education peers.</p> <p>2.13.5 Identify and purchase ELA/ELD materials to support students in Mild/Moderate Special Day Classes. (New)</p> <p>2.13.6 Professional Development for all staff addressing increased inclusion of Special Education students into the general education setting, focusing particularly on inclusion strategies to successfully support students who spend less than 40% of their day with general education peers.</p> <p>2.13.7 (New) Program Analyst mentor to support new Special Education Teachers</p>	<p>2.13.1 Included in Base program 2.13.2 2.13.3 2.13.4 2.13.5 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Base</p> <p>2.13.6 1000, 3000 &amp; 5000: Certificated Salaries, Benefits &amp; Services Prior Year S&amp;C Carryover \$25,000</p> <p>2.13.7 1000 &amp; 3000: Certificated Salaries &amp; Benefits Locally Defined \$40,257</p> <p>2.13.7 1000, 3000 &amp; 5000: Certificated Salaries, Benefits &amp; Services Title II \$80,513</p> <p>2.13.7 1000 &amp; 3000: Certificated Salaries &amp; Benefits Base 0</p> <p>2.13.8 4000 &amp; 5000: Books &amp; Supplies and Services &amp; Other Lottery \$142,000</p> <p>2.13.9 1000-1999: Certificated Personnel Salaries Prior Year S&amp;C Carryover \$10,000</p> <p>2.13.10 5000-5999: Services And Other Operating Expenditures Prior Year S&amp;C Carryover \$40,000</p> <p>2.13.10 5000-5999: Services And Other Operating Expenditures Locally Defined \$40,000</p>	<p>2.13.1 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Base</p> <p>2.13.6 1000, 3000 &amp; 5000: Certificated Salaries, Benefits &amp; Services Prior Year S&amp;C Carryover 0</p> <p>2.13.7 1000 &amp; 3000: Certificated Salaries &amp; Benefits Locally Defined 32,963</p> <p>2.13.7 1000 &amp; 3000: Certificated Salaries &amp; Benefits Supplemental 32,963</p> <p>2.13.7 1000 &amp; 3000: Certificated Salaries &amp; Benefits Base 32,962</p> <p>2.13.8 4000 &amp; 5000: Books &amp; Supplies and Services &amp; Other Lottery 142,000</p> <p>2.13.9 1000-1999: Certificated Personnel Salaries Prior Year S&amp;C Carryover 10,000</p> <p>2.13.10 5000-5999: Services And Other Operating Expenditures Prior Year S&amp;C Carryover 40,000</p> <p>2.13.10 5000-5999: Services And Other Operating Expenditures Locally Defined 40,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.13.8 (New) Purchase Spire reading intervention curriculum, leveled libraries for special day classrooms, Unique Learning curriculum licenses, and GoalBook Toolkit for special education teachers.</p> <p>2.13.9 (New) Support Performance Indicator Review (PIR) advisory team and the Inclusion Collaborative to provide recommendations and guidance to remedy PIR findings, focusing on inclusion strategies to successfully support students who spend less than 40% of their day with general education peers.</p> <p>2.13.10 (New) Increase supports for classified and certificated staff to earn teaching credentials &amp; certifications needed to be Special Education Teachers by providing credential training costs.</p>		
<p>2.14 Increase and improve instructional and social-emotional services to students by providing analytical and facilitation resources for district-wide inquiry and planning for high quality improvement strategies and programs</p> <p>2.14.1 Provide surveys, data gathering software, dashboards and data analytics systems, and document tracking tools for district-wide inquiry and planning for high quality improvement strategies and programs</p> <p>2.14.2 Provide facilitation services to the Equity Task Force to support quality inquiry and planning</p>	<p>2.14.1 4000 &amp; 5000: Books &amp; Supplies and Services &amp; Other Prior Year S&amp;C Carryover \$94,000</p> <p>2.14.2 5000-5999: Services And Other Operating Expenditures Prior Year S&amp;C Carryover \$38,000</p>	<p>2.14.1 4000 &amp; 5000: Books &amp; Supplies and Services &amp; Other Prior Year S&amp;C Carryover 94,000</p> <p>2.14.2 5000-5999: Services And Other Operating Expenditures Prior Year S&amp;C Carryover 38,360</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

2.1 Overall for these actions and services, actual expenditures exceeded budgeted expenditures. Particularly for actions 2.1.5 and 2.1.7, the funding for actual expenditures, in supporting teacher inquiry and planning and in engaging with these key stakeholder groups, was drawn from actions (explained below) where actual expenditures were below budgeted expenditures.

2.2 The funds for instructional support actions, where actual expenditures were significantly below budgeted expenditures (2.2.2 and 2.2.5), were applied to action 2.2.1, where actual expenditures exceeded budgeted expenditures, and used in the Fall 2020 to pay staff to facilitate Distance Learning Hubs for students who were struggling with connectivity and engagement from home.

2.3 The funds for assessment actions, where actual expenditures were significantly below budgeted expenditures (2.3.1, 2.3.3 and 2.2.5), were applied to action 2.3.6, where actual expenditures exceeded budgeted expenditures and to actions in section 2.1.

2.4 Actual expenditures for these staff professional learning actions overall balanced, with the funds for actions where actual expenditures were below budgeted expenditures being applied to actions where actual expenditures exceeded budgeted expenditures.

2.5 Actual expenditures for these teacher professional learning actions were generally below budgeted expenditures. Funds that were not implemented were used for actions in section 2.1 and, in the Spring 2020, to pay teachers and staff extra time to collaborate and plan distance learning curriculum and instruction.

2.6 The funds for these educational technology actions were expended as planned.

2.7 Overall for these language and literacy support actions, actual expenditures exceeded budgeted expenditures. The funding for actual expenditures, in supporting student and teacher learning, was drawn from actions in other sections where actual expenditures were below budgeted expenditures. Note also that actual expenditures for action 2.7.1 reflect funding adjustments made as a result of Federal Program Monitoring.

2.8 The funds for these newcomer student support actions were expended as planned. Note also that actual expenditures for action 2.8.3 reflect funding adjustments made as a result of Federal Program Monitoring.

2.9 Overall for these math support actions, actual expenditures exceeded budgeted expenditures. The funding for actual expenditures, in supporting student and teacher learning, was drawn from actions in other sections where actual expenditures were below budgeted expenditures.

2.10 Actual expenditures for these AVID actions were generally below budgeted expenditures. Funds that were not implemented were used for actions in section 2.9 and, in the Spring 2020, to pay teachers and staff extra time to collaborate and plan distance learning curriculum and instruction.

2.11 With the exception of action 2.11.4, the funds for these extended learning actions were expended as planned. The funding for action 2.11.4 was applied to actions in section 2.9.

2.12 Overall for these professional learning actions, actual expenditures exceeded budgeted expenditures.

2.13 Overall for these professional learning and resource support actions, actual expenditures matched budgeted expenditures, including 2.13.7 where there was an amended budget plan.

2.14 Actual expenditures matched budgeted expenditures.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

#### 2.1 - Successes:

K-5 completed the elementary science textbook adoption and built a team to build capacity on the teaching of NGSS;

K-5 contracted with Benchmark to engage in site-based PD on the ELA/ELD standards;

6-8 hosted ELD PD across all content areas on Wednesday afternoons;

Equity Task Force, Sanctuary Task Force and GATE Committee convened to address issues of equity and access for all students

#### 2.1 - Challenges:

COVID-19 pandemic ceased professional development implementation in the spring. All resources pivoted to providing distance learning to students. We held professional development for teachers on Google Classroom, Screencastify and Google Meet in order to support their instruction.

#### 2.2 - Successes:

Provided the planned supports for sites to deliver targeted support to unduplicated students for small group instruction, after school programs, Middle School electives, additional library/media support, and assessment analysis. Three Middle School sites provided additional staffing to support Tier 1 SEL instruction.

#### 2.2 - Challenges:

COVID-19 pandemic caused all staff to pivot how they were providing support to unduplicated students. The staff we hired focused their time and resources to connecting with families and ensuring that students were accessing online instruction.

#### 2.3 - Successes:

Sites engaged in cycles of data inquiry in literacy math at targeted sites;

Improved math learning supports for unduplicated students by funding 3 math TOSAs in Low Performing School Block Grant; GATE and Compacted Math Pathways continued despite COVID-19 challenges

#### 2.3 - Challenges:

COVID-19 pandemic caused us to not administer the CAASPP or the planned MARS assessment;

COVID-19 pandemic causes us to skip an cycle of literacy assessments (RI for Middle School and F&P for Elementary School)

#### 2.4 - Successes:

Teams of teachers participated in SVMl work with TOSAs and engaged in on-site and off-site professional learning opportunities.

Benchmark consultants provided on-site professional learning with grade level teams on effective ELA and ELD practices.

Math and Science site-based TOSAs provided on-site professional learning with grade level teams on instructional routines.

We filled specialized positions by providing additional resources and support with credentialing.

Directors of Curriculum and Instruction provided ongoing professional learning and coaching to principals.

Teachers were paid at their hourly rate to participate in professional learning outside the school day to support tier one instruction for unduplicated students.

#### 2.4 - Challenges:

COVID-19 pandemic caused all staff to pivot how they were providing professional learning. TOSAs focused their time and resources to connecting with families and ensuring that students were accessing online instruction. Work with Benchmark and SVMl stopped in March.

#### 2.5 - Successes:

Schools received additional funding for site-based professional development to support tier one and tier two strategies to align with SPSA goals.

#### 2.5 - Challenges:

COVID-19 pandemic forced a pause on all professional learning.

#### 2.6 - Successes:

COVID-19 pandemic caused us to quickly reallocate our technology resources. We gathered data on which students had the most urgent needs and then used that data to purchase additional chromebooks and hotspots and to distribute to families. We created a Distance Learning website for teacher resources and for family resources and we curated our curriculum.

#### 2.6 - Challenges:

Because it was a global pandemic access to purchasing technological devices was limited.

#### 2.7 - Successes:

We hired two Middle School Language and Literacy TOSAs to begin the planning of the Middle School Language Pathways and redesign the Middle School master schedule.

The Language and Literacy Program Specialist supported the site-based TOSAs on small group instruction, specifically for English Learners.

We administered the summative ELPAC to selected students (due to the pandemic) and the initial ELPAC to all new students.

We implemented the "EL Snapshot" as a way to communicate student progress to families and to support the reclassification process.

The work in Middle School laid the foundation for future work.

#### 2.7 - Challenges:

COVID-19 pandemic put a pause on the EL Master Planning.

#### 2.8 - Successes:

We redesigned the Newcomer Year 1 program at Middle School.

Paras continued to support English Learners at the given sites.

#### 2.8 - Challenges:

The focus on Middle School led to determining consistent exit criteria and the need for adding a 3rd Newcomer class at another middle school.

#### 2.9 - Successes:

The math work in the Abbott Complex maintained until the pandemic and teachers met on a regular basis with their TOSAs.

The math team began the work of redesigning mathematics instruction, using instructional routines and assessments.

A focus on K-8 mathematics has led to a cohesive plan across elementary and middle schools.

We implemented the Math Foundations courses at Middle School.

#### 2.9 - Challenges:

COVID-19 pandemic caused the math team to pivot on their site-based coaching and support, however, the work on instructional routines and assessments continued.

Fluctuations in master scheduling make it difficult to ensure Math Foundations courses at every school.

#### 2.10 - Successes:

We implemented AVID at the focused sites.

#### 2.10 - Challenges:

Inability to hire tutors and to support AVID with central office staff.

#### 2.11 - Successes:

We implemented a summer school program, despite the challenges of the COVID-19 pandemic.

We distributed bus passes.

#### 2.10 - Challenges:

We had limited spots available due to the COVID-19 pandemic.

#### 2.11 - Successes:

We continued to support the implementation of Reading Recovery.

We offered professional development to teachers on early learning mathematics.

#### 2.12 - Challenges:

COVID-19 pandemic forced a pause on Reading Recovery and ELMI professional development.

#### 2.13 - Successes -

One Program Specialist was assigned to focus on curriculum and instruction and collaborated with Education Services in planning for professional development training and facilitating joint learning opportunities for general education and Special Education staff.

Para-educator trainings were provided to enhance skills and confidence in supporting students with IEPs' educational needs (academic, behavioral, socio-emotional)

Program Specialists scheduled site-based coordinated training sessions with all staff (IEP process, IEP development and writing, standards-based instruction).

Special Education staff and para-educators participated in curriculum training sessions along with general education staff.

The two Inclusion TOSAs were hired and assigned to support 3 pilot schools (elementary) to improve inclusive practices and to implement differentiated instructional strategies.

Spire, Sounds Sensible, and iSpire have been purchased for classes K-8.

Provided ongoing PD, coaching and ongoing support for behavior with accommodations and modifications.

Provided opportunity for virtual bi-weekly drop-in behavioral consultations and collaboration with teacher and school psychologists.

#### 2.13 - Challenges:

Goalbook Pathways curriculum implementation that was planned to be piloted by selected schools in 2020-21 has been moved to next school year due to priorities associated with switching to a distance learning platform.

The pandemic and distance learning made it difficult to explore additional inclusion opportunities and inclusion was limited, and often difficult, for students via remote learning.

COVID pandemic interrupted professional development on Universal Design for Learning.

#### 2.14 - Successes:

The work of the Equity Task Force deepened and progressed under the facilitation of a new consultant, brought on mid-year.

#### 2.14 - Challenges:

Efforts to improve analytical and facilitation resources for district-wide inquiry and planning were delayed in the fall due to staff work on Federal Program Monitoring and then interrupted fully by the COVID pandemic.

## Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 5: Pupil Engagement (Engagement)  
                             Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Suspension Rate  <b>19-20</b> Dashboard Indicator: Goal: Blue Status: very low - 0.4%  <b>Baseline</b> Dashboard indicator: Green Status: Low - 1.4%	NOT MET 2019-20 Dashboard data for suspensions indicate an increase of 1.4% to 1.6% (Orange)
<b>Metric/Indicator</b> District Attendance Data  <b>19-20</b> District Attendance Data: Goal: 80% Excellent or Satisfactory	NOT MET 2019-20 District Attendance Data indicates 78% of student had Excellent or Satisfactory attendance

Expected	Actual
<p><b>Baseline</b> 76.8% Excellent or Satisfactory Attendance (Students who miss less than 5% of the school year)</p> <p><b>Metric/Indicator</b> Chronic Absences</p> <p><b>19-20</b> Goal: 3.5% Chronic 0% Severe Chronic</p> <p><b>Baseline</b> 4.3% Chronic Absences (10% to 20% of the school year) 0.5% Severe Chronic (Greater than 20% of the school year)</p>	<p>NOT MET 2019-20 Dashboard data indicates that 6% of all students were chronically absent, which is an increase of 1% (Orange)</p>
<p><b>Metric/Indicator</b> Student Expulsion Rate</p> <p><b>19-20</b> Goal: 0 Students Expelled</p> <p><b>Baseline</b> 4 Students Expelled</p>	<p>MET 2019-20: 0 Students Expelled</p> <p>Note: This 2019-20 district metric of expulsions has validity problems due to the pandemic. The district data on expulsion is not truly comparable for this analysis because of the dramatic change in schooling conditions, when the district went to full-time distance learning in March.</p>
<p><b>Metric/Indicator</b> Middle School Dropout Rate</p> <p><b>19-20</b> Goal: 0 Students Dropped Out</p> <p><b>Baseline</b> 0 Students Dropped Out</p>	<p>MET 2019-20: 0 Middle School Students Dropped Out</p> <p>Note: This 2019-20 district metric of middle school drop outs has validity problems due to the pandemic. The district data is not truly comparable for this analysis because of the dramatic change in schooling conditions, when the district went to full-time distance learning in March.</p>
<p><b>Metric/Indicator</b> California Healthy Kids Survey Grade 5 School Connectedness Grade 5 School Safety Grade 7 School Connectedness</p>	<p>California Healthy Kids Survey Results for 2019-2020 MET Grade 5 School Connectedness - 74% NOT MET Grade 5 School Safety - 80% NOT MET Grade 7 School Connectedness - 54% NOT MET Grade 7 School Safety - 55%</p>

Expected	Actual
<p>Grade 7 School Safety</p> <p><b>19-20</b> Goal: Grade 5 School Connectedness- 62% Grade 5 School Safety- 91% Grade 7 School Connectedness- 56% Grade 7 School Safety- 69%</p> <p><b>Baseline</b> Baseline established 2017-2018 Grade 5 School Connectedness- 58% Grade 5 School Safety- 87% Grade 7 School Connectedness- 52% Grade 7 School Safety- 65%</p>	<p>Note: Each year the district completes this surveying in February. In 2019-20 it therefore occurred before the move to distance learning caused by the pandemic. It is therefore comparable to previous years and useful for analysis.</p>
<p><b>Metric/Indicator</b> Student Group Chronic Absenteeism Dashboard Indicators</p> <p><b>19-20</b> Foster Youth Goal: Yellow 42.8% Chronically Absent</p> <p>Homeless students Goal: Green 12.6% Chronically Absent</p> <p>Students with Disabilities Goal: Green 8.7% Chronically Absent</p> <p>Pacific Islander students Goal: Yellow 22.7% Chronically Absent</p>	<p>2019-20 Dashboard data for Student Group Chronic Absenteeism indicates: MET Foster Youth: Yellow; 16.7% chronically absent NOT MET Homeless Students: Orange; 15.4% chronically absent NOT MET Students with Disabilities: Orange; 13% chronically absent NOT MET Pacific Islander Students: Red; 32.1% chronically absent</p>

Expected	Actual
<p><b>Baseline</b> New Metric Baseline Established 2018-19:</p> <p>Foster Youth: Red 45.8% Chronically Absent</p> <p>Homeless students: Orange 15.6% Chronically Absent</p> <p>Students with Disabilities: Orange 11.7% Chronically Absent</p> <p>Pacific Islander Students: Red 25.7% Chronically Absent</p>	
<p><b>Metric/Indicator</b> Student and Staff Conditions</p> <p><b>19-20</b> New Metric: District Student and Staff Survey indicators with Baseline to be established.</p> <p><b>Baseline</b> New Metric: District Student and Staff Survey indicators with Baseline to be established.</p>	<p>No data: Due the Governor's Shelter-in-Place order (March 2020), our survey process was interrupted.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3.1 Improve health and physical education services to students, aligned with the CA Health Education Framework</p> <p>3.1.1 Provide additional health &amp; physical education instructional materials and resources to teachers, aligned with the six key concepts outlined in the CA Health Education Framework</p> <p>3.1.2 Increase services to teachers and teacher teams for professional learning to pilot, adopt, and implement instructional materials aligned with California Health Education Framework</p> <p>3.1.3 Improve professional learning services to teachers by providing a Health &amp; Physical Education Teacher on Special Assignment (ToSA) to coordinate and deliver these services</p> <p>3.1.4 Provide additional social-emotional learning and play-based physical education resources to Title 1 schools and additional schools with high percentages of SED students</p>	<p>3.1.1 4000-4999: Books And Supplies Lottery \$15,000</p> <p>3.1.2 1000 &amp; 3000: Certificated Salaries &amp; Benefits Title II \$11,000</p> <p>3.1.3 1000, 3000 &amp; 5000: Certificated Salaries, Benefits &amp; Services Base</p> <p>3.1.4 2000 &amp; 3000: Classified Salaries &amp; Benefits Prior Year S&amp;C Carryover \$27,222</p> <p>3.1.4 5000-5999: Services And Other Operating Expenditures Title IV \$137,789</p>	<p>3.1.1 4000-4999: Books And Supplies Lottery 9,217.02</p> <p>3.1.2 1000 &amp; 3000: Certificated Salaries &amp; Benefits Title II 6,102.50</p> <p>3.1.3 1000, 3000 &amp; 5000: Certificated Salaries, Benefits &amp; Services Base 92,090.25</p> <p>3.1.4 2000 &amp; 3000: Classified Salaries &amp; Benefits Prior Year S&amp;C Carryover 108.28</p> <p>3.1.4 5000-5999: Services And Other Operating Expenditures Title IV 111,056.97</p>
<p>3.2 Increase and improve social-emotional supports for unduplicated students.</p> <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 4 additional counselors</p> <p>3.2.3 Provide increased counseling supports and services to targeted students at elementary schools through additional counseling interns (YSB &amp; Art Therapy).</p>	<p>3.2.1 1000, 3000 &amp; 5000: Certificated Salaries, Benefits &amp; Services Supplemental \$424,340</p> <p>3.2.2 1000, 3000 &amp; 5000: Certificated Salaries, Benefits &amp; Services Supplemental \$471,852</p> <p>3.2.3 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Supplemental \$372,322</p>	<p>3.2.1 1000, 3000 &amp; 5000: Certificated Salaries, Benefits &amp; Services Supplemental 462,715.85</p> <p>3.2.2 1000, 3000 &amp; 5000: Certificated Salaries, Benefits &amp; Services Supplemental 450,842.16</p> <p>3.2.3 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Supplemental 480,844.68</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3.2.4 . Provide increased counseling supports and services to targeted students at middle schools through School Safety Advocates and Groups.</p> <p>3.2.5 . Provide increased social-emotional safety supports to targeted students at middle schools through School Resource Officers.</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. Note: T1 Carryover</p> <p>3.2.7 (New) Provide increased social-emotional supports to Foster Youth through site-based support meetings with foster family and school staff and leaders (part of Differentiated Assistance program).</p>	<p>3.2.4 5000-5999: Services And Other Operating Expenditures Supplemental \$101,920</p> <p>3.2.5 5000-5999: Services And Other Operating Expenditures Supplemental \$126,321</p> <p>3.2.5 5000-5999: Services And Other Operating Expenditures Base 0</p> <p>3.2.5 5000-5999: Services And Other Operating Expenditures Tobacco-Use Prevention Education \$5,000</p> <p>3.2.6 5000-5999: Services And Other Operating Expenditures Title I \$161,734</p> <p>3.2.7 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Prior Year S&amp;C Carryover \$4,600</p>	<p>3.2.4 5000-5999: Services And Other Operating Expenditures Supplemental 174,025.00</p> <p>3.2.5 5000-5999: Services And Other Operating Expenditures Supplemental 0</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental 104,933.58</p> <p>3.2.5 5000-5999: Services And Other Operating Expenditures Tobacco-Use Prevention Education 0</p> <p>3.2.6 5000-5999: Services And Other Operating Expenditures Title I 0</p> <p>3.2.7 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Prior Year S&amp;C Carryover 0</p>
<p>3.3 Improve social-emotional supports for unduplicated students through safe, positive, engaging learning environments.</p> <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>3.3.3 Increase supportive alternative learning environments for targeted students through the services of an alternative education teacher.</p>	<p>3.3.1 5000-5999: Services And Other Operating Expenditures Title I \$40,000</p> <p>3.3.2 1000 &amp; 3000: Certificated Salaries &amp; Benefits Prior Year S&amp;C Carryover \$10,000</p> <p>3.3.3 1000 &amp; 3000: Certificated Salaries &amp; Benefits Supplemental \$82,468</p> <p>3.3.3 1000 &amp; 3000: Certificated Salaries &amp; Benefits Tobacco-Use Prevention Education \$24,633</p>	<p>3.3.1 5000-5999: Services And Other Operating Expenditures Title I 0</p> <p>1000 &amp; 3000: Certificated Salaries &amp; Benefits Prior Year S&amp;C Carryover 1,164.30</p> <p>3.3.3 1000 &amp; 3000: Certificated Salaries &amp; Benefits Supplemental 83,011</p> <p>3.3.3 1000 &amp; 3000: Certificated Salaries &amp; Benefits Tobacco-Use Prevention Education 50,428</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>3.3.4 Improve social-emotional supports for targeted students through increased teacher/principal professional learning in Trauma Informed Practices.</p> <p>3.3.5 Improve social-emotional supports for LGBTQ+ students through Inclusion Team consultation with schools and staff professional learning.</p> <p>3.3.6 Improve social-emotional supports for targeted students through professional learning services for school counselors, psychologists, and counseling interns.</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>3.3.8 (New) Improve social-emotional supports for targeted students through site and district staff professional learning on Mindfulness.</p> <p>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</p>	<p>3.3.4 5000-5999: Services And Other Operating Expenditures Prior Year S&amp;C Carryover \$5000</p> <p>3.3.5 4000 &amp; 5000: Books &amp; Supplies and Services &amp; Other Prior Year S&amp;C Carryover \$7,950</p> <p>3.3.6 5000-5999: Services And Other Operating Expenditures Prior Year S&amp;C Carryover \$3,850</p> <p>3.3.7 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Prior Year S&amp;C Carryover \$40,000</p> <p>3.3.8 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Prior Year S&amp;C Carryover \$5000</p> <p>3.3.9 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Supplemental \$20,000</p>	<p>5000-5999: Services And Other Operating Expenditures Prior Year S&amp;C Carryover 1,299.34</p> <p>3.3.5 4000 &amp; 5000: Books &amp; Supplies and Services &amp; Other Prior Year S&amp;C Carryover 0</p> <p>3.3.6 5000-5999: Services And Other Operating Expenditures Prior Year S&amp;C Carryover 7,782.91</p> <p>3.3.7 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Prior Year S&amp;C Carryover 0</p> <p>3.3.8 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Prior Year S&amp;C Carryover 5,608.98</p> <p>3.3.9 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Supplemental 0</p>
<p>3.4 Improve wellness supports and safe, positive, engaging learning environments district-wide through the services of a Wellness Coordinator.</p>	<p>3.4 1000, 3000 &amp; 5000: Certificated Salaries, Benefits &amp; Services Supplemental \$195,352</p>	<p>3.4 1000, 3000 &amp; 5000: Certificated Salaries, Benefits &amp; Services Supplemental \$197,401</p>
<p>3.5 Improve wellness supports for students through teacher, leader, and stakeholder inquiry, using multiple measures of wellness, to plan and implement student wellness strategies</p> <p>3.5.1 Support teacher, leader, and stakeholder inquiry using Attention 2 Attendance and Behavioral Alert data collection, analytics, and reporting.</p>	<p>3.5.1 5000-5999: Services And Other Operating Expenditures Prior Year S&amp;C Carryover \$83,050</p> <p>3.5.2 4000 &amp; 5000: Books &amp; Supplies and Services &amp; Other Prior Year S&amp;C Carryover \$11,000</p>	<p>3.5.1 5000-5999: Services And Other Operating Expenditures Prior Year S&amp;C Carryover \$84,900</p> <p>3.5.2 4000 &amp; 5000: Books &amp; Supplies and Services &amp; Other Prior Year S&amp;C Carryover 0</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>3.5.2 (New) Support teacher, leader, and stakeholder inquiry using Wellness survey data and reporting.</p> <p>3.5.3 (New) Conduct teacher, leader, and stakeholder inquiry through Student Wellness and Behavior Study GroupTeam</p>	<p>3.5.2 4000 &amp; 5000: Books &amp; Supplies and Services &amp; Other Tobacco-Use Prevention Education \$4,000</p> <p>3.5.3 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Prior Year S&amp;C Carryover \$6000</p>	<p>3.5.2 4000 &amp; 5000: Books &amp; Supplies and Services &amp; Other Tobacco-Use Prevention Education 0</p> <p>3.5.3 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Prior Year S&amp;C Carryover 0</p>
<p>3.6 Improve wellness supports and safe, positive, engaging learning environments for targeted students at sites through additional school site counseling, social emotional learning, and intervention programs and services</p> <p>3.6.1 Improve wellness supports for targeted students through school implementation of social-emotional learning strategies and curricula.</p> <p>3.6.2 Improve wellness supports for targeted students through additional Youth Service Bureau intern counseling (College Park and Foster City ES)</p> <p>3.6.3 (Moved to Goal 2, Action 2.5)</p> <p>3.6.4 Improve wellness supports at LEAD ES for targeted students by providing an additional counselor.</p> <p>3.6.5 Improve wellness supports at District middle schools for targeted students through Restorative Practices training and coaching.</p> <p>3.6.6 Improve wellness supports at Sunnybrae ES for targeted students through the additional services of School Safety Advocates.</p> <p>3.6.7 (Moved to Goal 2, Action 2.3)</p>	<p>3.6.1 5000-5999: Services And Other Operating Expenditures Prior Year S&amp;C Carryover \$63,180</p> <p>3.6.2 5000-5999: Services And Other Operating Expenditures Prior Year S&amp;C Carryover \$12,900</p> <p>3.6.3 (Moved)</p> <p>3.6.4 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Supplemental \$100,214</p> <p>3.6.5 1000 &amp; 3000: Certificated Salaries &amp; Benefits Prior Year S&amp;C Carryover \$43,316</p> <p>3.6.6 1000 &amp; 3000: Certificated Salaries &amp; Benefits Prior Year S&amp;C Carryover \$54,958</p> <p>3.6.7 (moved)</p> <p>3.6.8 1000-4000: Employee Salaries, Benefits, Books &amp; Supplies Prior Year S&amp;C Carryover \$35,923</p> <p>3.6.9 (moved)</p>	<p>3.6.1 5000-5999: Services And Other Operating Expenditures Prior Year S&amp;C Carryover 7,816.66</p> <p>3.6.2 5000-5999: Services And Other Operating Expenditures Prior Year S&amp;C Carryover 25,972</p> <p>3.6.3 moved</p> <p>3.6.4 1000 &amp; 3000: Certificated Salaries &amp; Benefits Supplemental \$139,953</p> <p>3.6.5 1000 &amp; 3000: Certificated Salaries &amp; Benefits Prior Year S&amp;C Carryover 0</p> <p>3.6.6 5000-5999: Services And Other Operating Expenditures Prior Year S&amp;C Carryover \$36,450</p> <p>3.6.7 moved</p> <p>3.6.8 1000-4000: Employee Salaries, Benefits, Books &amp; Supplies Prior Year S&amp;C Carryover 0</p> <p>3.6.9 moved</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.6.8 Improve wellness supports for targeted students at specific schools through professional learning for staff and leaders.		
3.6.9 (Moved to Goal 3, Action 3.8)		
3.7 Review current LCAP measures and targets for Goal 3 and revise, particularly to include additional measures and targets regarding wellness: student social emotional learning outcomes (e.g., self management, growth mindset, self efficacy, social awareness); school & classroom culture (e.g., student sense of academic support, belonging, safety; teacher/staff sense of efficacy, support, safety).	3.7 \$0	3.7 0

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

3.1 PE Improve health and physical education services to students, aligned with the CA Health Education Framework  
Funds were utilized to support the PE and health education of our students. PE teachers conducted PE class remotely until we moved to In-person instruction when they were able to see classes outside.

3.2 Increase and improve social-emotional supports for unduplicated students.  
Overall, across all 7 planned actions/services, we spent \$5270 more than was allocated. The most funds spent were in the certificated salaries/benefits/services areas. In addition, due to the pivot to distance learning, there were expenditures for books/supplies/materials, as well is in the 'other operating procedures category.

3.3 Improve social-emotional supports for unduplicated students through safe, positive, engaging learning environments.  
Some of the activities/services under this goal area were affected by the COVID pandemic and the shift to distance learning by the shelter-in-place order. The services of the alternative education teacher continued, though site-based professional learning was curtailed. However, counseling staff were supported to participate in Mindfulness training. The unspent funds were re-allocated, in the Spring 2020, to pay teachers and staff extra time to communicate and "virtually" meet with students and families who "lost contact" in the transition to distance learning.

### 3.4 Improve wellness supports and safe, positive, engaging learning environments district-wide through the services of a Wellness Coordinator

For the activities/services of the Wellness Coordinator, we spent the allocated amount of funds for the cost of this position.

### 3.5 Improve wellness supports for students through teacher, leader, and stakeholder inquiry, using multiple measures of wellness, to plan and implement student wellness strategies

We spent 82% of the funds allocated for the activities/services in operational expenditures. The funds allocated for tobacco-use prevention were utilized to cover expenditures in 3.2.

### 3.6 Improve wellness supports and safe, positive, engaging learning environments for targeted students at sites through additional school site counseling, social emotional learning, and intervention programs and services

To support the activities/services in this section, we spent the majority of funds on certificated salaries and benefits, as well other operational procedures. The remaining funds were directed to support activities/services under Goal 3.1 (Improving health and physical education services).

### 3.7 Review current LCAP measures and targets for Goal 3 and revise, particularly to include additional measures and targets regarding wellness: student social emotional learning outcomes (e.g., self management, growth mindset, self efficacy, social awareness); school & classroom culture (e.g., student sense of academic support, belonging, safety; teacher/staff sense of efficacy, support, safety)

No funds were allocated for this goal.

The unspent funds within this larger Goal 3 were targeted to support two critical priorities due to the pandemic: 1. professional learning services and planning time for administrators and teachers to improve instructional supports for students as we transitioned to distance learning and continued in distance learning for most of the school year; and 2 the implementation of distance learning hubs and site family outreach strategies to support students who struggled with distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

#### 3.1 Successes

We provided consistent PE instruction during Distance Learning and then when we moved to in-person instruction we were able to offer outdoor PE for all students on campus. We worked with Health Connected and developed teams of teachers to support classroom teachers with their delivery of the Health Education Curriculum.

#### 3.1 Challenges

Due to distance learning challenges, PE staff were unable to discern if students were actually able to participate in their classes. Students struggled with camera issues and lack of appropriate setting do actually do PE work. Due to limited time during the school day and staff who were still working remotely once we moved to in-person instruction, we were only able to provide 1-2 in-person PE classes each week to students.

### 3.2 Successes

We continued to provide increased counseling supports and services to targeted students at middle schools through 4 additional school counselors for a total of 3 counselors per site at Abbott, Bayside, Borel and Bowditch. There are focus areas for school counselor support include: school climate, behavior and safety, promoting equity and access for students, promoting college and career readiness, mental health and wellness, addressing chronic absenteeism, and consulting with staff and parents.

We provided increased counseling supports and services to targeted students at elementary schools through 4 additional Counselors for a total of 7 school counselors. Their services were inclusive of individual and group counseling as well as in-class Tier 1 support through SEL lessons.

We provided increased counseling supports and services to targeted students at elementary schools through additional counseling interns (YSB & Art Therapy). Counseling supports, including individual and group therapy, was provided at SMSCSD elementary sites by 11 trainee interns and 2 MFT Associates. These trainees and associates were supervised by qualified university and agency personnel and managed by a District administrator.

An additional MFT Associate was contracted in the spring of 2020 to assist with contact with Spanish speaking families and to provide counseling services to referred Spanish speaking newcomer students.

We provided increased counseling supports and services to targeted students at middle schools through School Safety Advocates and Groups. SSA's provided both individual and group counseling and worked collaboratively with site teams in support of students.

### 3.2 Challenges

We provided increased social-emotional safety supports to targeted students at middle schools through School Resource Officers. Per School Board decision August 2020, the SRO program was put on hold until stakeholder feedback was gathered as to the direction the District should go in terms of having police on our campuses.

One school counselor assigned to 2 school sites resigned in October 2019. It took until January 2020 to fill the position and for the new counselor to begin.

One returning school counselor was initially assigned to 3 sites. This workload was adjusted by relieving the school counselor from duties at one site. For services at that site, an Art Therapy Associate who had worked in SMFCSD as a trainee providing individual and group counseling support, and a Mindfulness instructor was contracted to provide related SEL instruction.

### 3.3 Successes

Restorative Practices (RP) trainings offered to Middle School teachers in Fall of 2019, though enrollment was low.

We developed a multi-year PBIS and RP Implementation Plan.

Site leaders completed RP Implementation Rubrics to help in process of identifying what is in place for RP and what needs to be done.

Restorative Practices continue to be used as alternative to suspension at middle school sites.

### 3.3 Challenges

We did not complete school community engagement and assessment of school site commitment and leadership for RP.

Pandemic interrupted planning for continued RP and PBIS implementation development.

### 3.4 Successes

The SMFCSD Wellness Coordinator worked towards promoting and supporting the physical and mental well-being of students. Activities included:

- Coordination of YSB Counseling intern and School Safety Advocate services and coordination of Art therapy intern and associate services
- Supervision of Elementary Counselors
- Leadership of Wellness Task Force and the Task Force subcommittee
- Coordination and support for Restorative Practices trainings and implementation
- Coordination of professional development for teachers and school counselors related to mental health
- Provision of Spanish and English language SEL resources for parents and teachers to use with students during DL, many of which were created by school counselors
- Development of District guidelines for teletherapy for distance learning
- Development of guidelines for supporting students with mental health challenges or crisis while in distance learning

### 3.4 Challenges

We experienced low enrollment of middle school teachers in fall 2019 voluntary training.

### 3.5 Successes

#### 3.5 Challenges

This activity was interrupted due to the pandemic, however our bi-monthly Leadership Team meetings with Site/School Leaders included discussion about improving services and supports for students and families.

We were not able to implement additional measures regarding social-emotional outcomes or school/classroom culture.

### 3.6 Successes

#### 3.6 Challenges

This activity was interrupted due to the pandemic, however our bi-monthly Leadership Team meetings with Site/School Leaders included discussion about improving services and supports for students and families.

We were not able to implement additional measures regarding social-emotional outcomes or school/classroom culture.

### 3.7 Successes

#### 3.7 Challenges

This activity was interrupted due to the pandemic, however our bi-monthly Leadership Team meetings with Site/School Leaders included discussion about improving services and supports for students and families.

We were not able to implement additional measures regarding social-emotional outcomes or school/classroom culture.

## Goal 4

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.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Middle School School Loop enrollment  <b>19-20</b> School Loop enrollment: Goal: Student goal: 99% Household goal: 90%  <b>Baseline</b> School Loop enrollment and access rates Percentage of students enrolled: Abbott: 97.5% Borel: 95.4% Bowditch: 99.1% Bayside: 98.3%  Percentage of households enrolled: Abbott: 65.8% Borel: 75.9% Bowditch: 94.2% Bayside: 78.8%	School Loop enrollment and access rates: This data is only available in the current year, so this actual is for 2020-21.  Percentage of students enrolled: MET Abbott: 97.2% MET Borel: 99.3% MET Bowditch: 99.4% MET Bayside: 97.5%  Percentage of households accessing: NOT MET Abbott: 76.7% MET Borel: 98.4% MET Bowditch: 90.7% NEAR MET Bayside: 87.8%
<b>Metric/Indicator</b> Number of participants	NOT MET: 2019-20 DAC/DELAC attendance (until pandemic interruption): 23

Expected	Actual
<p>DELAC/DAC sign-in sheets</p> <p><b>19-20</b>            DAC/DELAC attendance goal: Goal: 35 parents attending/participating</p> <p><b>Baseline</b>            DAC/DELAC attendance: 15</p>	
<p><b>Metric/Indicator</b>            Family Engagement Learning Institute: Participating Schools and Measurable Outcomes</p> <p><b>19-20</b>            Goal:            Participating Schools: 16            Parent Events: 16</p> <p><b>Baseline</b>            Baseline established in 2017-2018            Schools: 6            Parent Events: 6</p>	<p>2019-20: FELI initiative discontinued.</p>
<p><b>Metric/Indicator</b>            Parent Institute for Middle School Families: I am Here and Ready to Learn</p> <p><b>19-20</b>            Program has been discontinued.</p> <p><b>Baseline</b>            Baseline to be determined in 2018-2019</p>	<p>Discontinued</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.1 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.	4.1.1 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Prior Year S&C Carryover \$10,000	4.1.1 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Prior Year S&C Carryover \$1,850
4.1.1 Engage families to deepen their support through district-wide parent workshops.	4.1.1 4.1.2 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Base	4.1.2 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Base \$135,325.57
4.1.2 Strengthen school-home communication and family engagement by providing translation and interpreting services.	4.1.3 2000 & 3000: Classified Salaries & Benefits Base	2000 & 3000: Classified Salaries & Benefits Base \$60,949.94
4.1.3 Strengthen school-home communication and family engagement by providing a district coordinator of translation and interpreting services.	4.1.3 4.1.4 5000-5999: Services And Other Operating Expenditures Base	5000-5999: Services And Other Operating Expenditures Base \$24,224
4.1.4 Strengthen school-home communication and family engagement by standardizing, across elementary and middle schools, the electronic means of communicating with families and ensuring teachers/leaders receive the training to use these tools effectively.	4.1.4 1000 & 3000: Certificated Salaries & Benefits Prior Year S&C Carryover \$5,000	4.1.4 1000 & 3000: Certificated Salaries & Benefits Prior Year S&C Carryover \$1,818.61
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.	4.1.5 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Supplemental \$10,000	4.1.5 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Supplemental \$2502.53
4.1.6 Strengthen integration of family assets into schools and family engagement by providing the services of the Family Engagement Learning initiative to schools.	4.1.6 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Prior Year S&C Carryover \$75,000	4.1.6 0.00
4.1.7 Strengthen school-home communication, particularly with families of English Learners and Students with Disabilities, through the inquiry and planning of the District Communications Committee and its efforts to standardize electronic communications in the district.	4.1.7 1000-5000: Salaries, Benefits, Books, Supplies, Services & Other Base 4.1.8 (moved)	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.1.8 (Moved to Goal 2, Action 11.4)		
<p>4.2 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.</p> <p>4.2.1 Strengthen integration of family assets into schools and family engagement by SITES providing improved/increased parent engagement activities, including formal bodies such as the School Site Council and the English Language Advisory Committee.</p> <p>4.2.2 Strengthen school-home communication and the integration of family assets by SITES employing School Community Outreach Coordinators to engage the families of English Learners.</p> <p>4.2.3 Strengthen integration of family assets into schools and family engagement by SITES using the Parent Involvement Preschool Program.</p> <p>4.2.4 (New) Strengthen integration of family assets into schools and family engagement by SITES increasingly using their Teacher-Family conferences to share data and evidence of targeted student work and to enlist families in goal setting and monitoring of student progress toward CA standards.</p> <p>4.2.5 (New) Support site-based professional learning and planning for family engagement, across all sites, as identified in site SPSAs</p>	<p>4.2.1 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Prior Year S&amp;C Carryover \$36,998</p> <p>4.2.1 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Title I \$6,991</p> <p>4.2.2 2000 &amp; 3000: Classified Salaries &amp; Benefits Title I \$237,349</p> <p>4.2.2</p> <p>4.2.3 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Other \$61,000</p> <p>4.2.4 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Prior Year S&amp;C Carryover \$10,000</p> <p>4.2.5 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Supplemental \$15,000</p>	<p>4.2.1 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Prior Year S&amp;C Carryover \$15,249.17</p> <p>4.2.1 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Title I \$722.62</p> <p>4.2.2 2000 &amp; 3000: Classified Salaries &amp; Benefits Title I \$210,967.88</p> <p>4.2.3 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Other \$61,000</p> <p>4.2.4 1000-5000: Salaries, Benefits, Books, Supplies, Services &amp; Other Prior Year S&amp;C Carryover \$2,625</p> <p>4.2.5 0.00</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
4.3 Review current LCAP measures and targets for Goal 4 and revise, particularly to include additional measures and targets re: family engagement in the Family Engagement Learning Initiative; number of Teacher/Family conferences at different reporting periods during the year; translator services satisfaction; rate of family enrollment in and use of digital school communication platforms, etc.	4.3 \$0	4.3 \$0

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

4.1 Funding for actions 4.1.1, 4.1.5 and 4.1.6 were used in the Spring 2020 to pay teachers and staff extra time to communicate and "virtually" meet with students and families who "lost contact" in the transition to distance learning; and in the Fall 2020 to pay staff to facilitate Distance Learning Hubs for students who were struggling with connectivity and engagement from home.

4.2 Funding for action 4.2.1 was used in the Spring 2020 to pay teachers and staff extra time to communicate and "virtually" meet with students and families who "lost contact" in the transition to distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

### 4.1 Successes:

We provided translation services and training on School Messenger.

We expanded district and school LCAP input sessions for families, including pre-existing groups (i.e SEDAC, PTA Council, DELAC).

### 4.1 Challenges:

We continue to grapple with providing meaningful opportunities for families of unduplicated students to be active participants of the LCAP process.

We continue to work on ways to bring student voices into decision-making.

### 4.2 Successes:

We hired School Community Outreach Coordinators to support families and increase the school-home communications.

We implemented the PIP program in targeted preschools.

### 4.2 - Challenges:

We continue to grapple with providing meaningful opportunities for families of unduplicated students to be active participants of the LCAP process.

We continue to work on ways to bring student voices into decision-making.

#### 4.3 - Successes:

We reviewed current LCAP measures and targets for Goal 4 and revised, particularly to include additional measures and targets for number of Teacher/Family conferences at different reporting periods during the year; translator services satisfaction; rate of family enrollment in and use of digital school communication platforms, etc.

#### 4.4 - Challenges:

We are no longer partnering with FELI.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
When the District begins to return students to campuses, the priority is to bring back “vulnerable” students first in learning hubs (students with disabilities, English Learners, homeless youth, foster youth, students from socioeconomically disadvantaged families and others struggling with attendance and engagement) and “transitioning” students (kindergarteners in elementary; sixth graders in middle). The District seeks to improve services for these vulnerable student groups by providing this on-campus academic intervention strategy to support their accelerated progress during distance learning.	\$1,000,000	1,340,000	Yes
When the District begins to have students back on campuses and physical distancing is still required, middle school students will remain in distance learning (except for vulnerable and transitioning students) until it is safe for all to return to campus.	0	0	No
When the District begins to have students back on campuses and physical distancing is still required, elementary students will come back on a paired-day, hybrid schedule until it is safe for all to return to campus.	0	0	No
The District will implement the District guidance for campus access and logistics <a href="https://drive.google.com/file/d/1Qsuak2i_Hlj6wS94s5VnFPmw2yBJNm6i/view?usp=sharing">https://drive.google.com/file/d/1Qsuak2i_Hlj6wS94s5VnFPmw2yBJNm6i/view?usp=sharing</a> across all schools.	0	0	No
The District will implement the District guidance for health and hygiene	\$257,000	234,923	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<a href="https://drive.google.com/file/d/1qI5uxPc0Rh_ZWvxrbEeC2jID5vB4lvlh/view?usp=sharing">https://drive.google.com/file/d/1qI5uxPc0Rh_ZWvxrbEeC2jID5vB4lvlh/view?usp=sharing</a> practices across all schools.			
The District will implement the District guidance for cleaning and disinfecting <a href="https://drive.google.com/file/d/1KXWpgiYM1JsxgCDDhugpPAN2LjI8YNHN/view?usp=sharing">https://drive.google.com/file/d/1KXWpgiYM1JsxgCDDhugpPAN2LjI8YNHN/view?usp=sharing</a> routines across all schools.	\$200,000	287,074	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There were no substantive differences between planned actions and budgeted expenditures and what was implemented and expended, other than the district implemented more distance learning hubs, to serve a greater number of students, than originally anticipated.

## Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Bringing back vulnerable students first:

We were able to bring small groups of vulnerable students to campus in "learning hubs". We prioritized students at Title 1 schools and who were identified as Students with Disabilities, Homeless, Foster Youth, English Learners. Over the course of the year we were able to open more hubs and more schools.

Challenges included staffing (need for negotiation with unions), facilities and communication with families who we targeted as having urgent needs.

Middle School and distance learning:

The original plan was to only have vulnerable student groups on campus and we were able to provide that in the learning hubs. Over the course of the year we received feedback from our families that more would be ready to be on campus. Therefore we opened our middle schools to all students who opted into in-person instruction for 4 days/week. Challenges included the complexity of the master schedule, and ensuring our staffs and facilities were well-prepared to follow the safety protocols.

Elementary School and distance learning:

The school year started with learning hubs for vulnerable student groups. The in-person plan was to work in a hybrid model with paired days. Once the hybrid model began, and health protocols allowed, we received feedback from our families that more students should be on campus for longer periods of time. Therefore we opened our elementary schools 5 mornings a week for all students who

opted in. Challenges included the complexity of student-teacher assignments and ensuring our staffs and facilities were well-prepared to follow the safety protocols.

District Guidance for opening schools:

We had a committee that created a Guidance Document that included handbooks for staff and families, school site health and safety walkthroughs protocols and informational slide decks for principals to share with staff and families. The biggest challenge was the constantly moving targets and guidance from the county and state health departments.

District Guidance for health and safety:

The district supported staff to raise the awareness of how to not spread COVID-19 by providing information, EPE, and conducting site walkthroughs. We provided temperature checks, health apps and COVID-19 testing for all staff. Challenges included high costs, health app was not accessible for all families, the use of EPE as a new process, constantly shifting guidance from state and county health departments.

District Guidance for cleaning and disinfecting:

There are new and consistent practices across all schools that support the cleaning of the facilities and student and staff hygiene, including a cleaning log for each site and classroom. The custodial team played an integral role in supporting the facilities. Even though we learned that COVID-19 is less likely to be spread by surfaces, the attention to the cleaning and disinfecting of the schools will provide lasting change. A challenge was the need to hire outside crews for extensive cleaning when we have a positive COVID case and the cost of the supplies. In addition we are unsure about the need for ongoing deep cleaning at the sites.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Full-time distance learning model and the hybrid learning model will have four hours of daily live engagement between the teacher and students for the purposes of instruction/interaction, progress monitoring and maintaining school connectedness.	0	0	No
At the middle school level, full-time distance learning will have a seven-period block schedule.	0	0	No
<p>The following online curriculum and learning management system decisions were approved to ensure continuity of learning between the distance learning, hybrid and full-return programs:</p> <p>Elementary Level: (for general and special education program implementation)</p> <ul style="list-style-type: none"> <li>• ELA/ELD: continue online Benchmark Universe for Advanced/Adelante (no cost); add online Steps to Advance for intervention (cost \$143,000)</li> <li>• Math: adopt online Zearn program (cost of \$255,000)</li> <li>• Science: continue Twig Online (no cost)</li> <li>• History: continue Harcourt curriculum (no cost)</li> <li>• Learning Management System: For TK-K, adopt SeeSaw (cost \$9,000). For 1st-5th, continue Google Classroom (no cost)</li> </ul> <p>Middle Level:</p> <ul style="list-style-type: none"> <li>• ELA/ELD: continue online Springboard program (no cost); add CommonLit (cost \$2,000); add RIGOR for ELD (cost \$95,000)</li> <li>• Math: adopt Math Nation (cost \$50,000)</li> <li>• Science: adopt STEMScopes (cost \$84,000)</li> <li>• History: continue McGraw Hill curriculum (no cost)</li> <li>• Learning Management System: continue Google Classroom</li> </ul> <p>Special Education program:</p> <ul style="list-style-type: none"> <li>• ELA/ELD: continue Spire and Unique (no additional cost)</li> </ul>	\$680,000	1,089,936	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<ul style="list-style-type: none"> <li>• Learning Management System: adopt Presence Learning Platform (cost \$30,000)</li> <li>• Online Assessment System: adopt Q-Global platform (cost \$8000)</li> </ul>			
The District will provide Chromebooks to all students and give hotspots to any student who has connectivity needs. (Action amended after LCP adoption due to clerical error.)	\$2,000,000	1,497,597	Yes
The District will provide Chromebooks to all paraeducators and give hotspots to any paraeducator who has connectivity needs, to improve services for students with unique needs with distance learning. Cost included above.	cost included above	cost above	Yes
<p>Providing a wide variety of technology supports is another key set of actions SMFCSD is taking to ensure students have access to distance learning. These resources support students and families to manage their Chromebooks and hotspots and remain connected to distance learning:</p> <ul style="list-style-type: none"> <li>• The SMFCSD Family Resources webpage (with Spanish translation) which provides guidance for operating Chromebooks and using the various online distance learning resources;</li> <li>• Regular District and school communications (email, text, and webpage, with Spanish translation) with key links to guidance documents and the SMFCSD Family Resources webpage;</li> <li>• Student/Family Tech Help Google form (with Spanish translation) which communicate tech and online resources needs to a central support team;</li> <li>• Video and written guidance for Google tools and other online resources (all translated into Spanish);</li> </ul>	\$30,000	190,852	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<ul style="list-style-type: none"> <li>• Tech support provided by both central and site-based resources (with on-demand translation available); and</li> <li>• Spanish-language tech support call-in center for families that struggle with any of the above resources.</li> </ul>			
<p>These technology resources support teachers and staff to remain connected and build their capacity to solve their own technical challenges and those of the students and families with whom they work:</p> <ul style="list-style-type: none"> <li>• The SMFCSD Teacher Resources webpage which provides guidance for operating Chromebooks and using the various online distance learning resources;</li> <li>• Video and written guidance for Google tools and other online resources;</li> <li>• Teacher and staff virtual training for Google tools and other online resources; and</li> <li>• Staff Tech Help Google forms which communicate tech and online resources needs to a central support team.</li> </ul>	0	0	No
<p>Student attendance and engagement in distance learning will be tracked through the District's current Aeries procedures. Students will be marked present by participating in live, synchronous meetings with their teachers. Students that are having known access challenges that prevent their appearance in live meetings will be marked as such in Aeries and have the opportunity to complete assignments separately (asynchronously) and have their mark corrected as in attendance.</p>	0	0	No
<p>Student academic progress will be tracked by teachers in their online grade book, based on their performance on these tasks and assessments as indicators. Families will receive regular progress updates through communications embedded in the online grade book</p>	0	0	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
systems and through the District's Aeries report card system at the end of reporting periods.			
For students who are not consistently attending or engaging in distance learning, staff will follow defined procedures to ensure reengagement and consistent attendance.	0	0	No
SMFCSD implemented a plan to support teachers with two weeks of professional learning in preparation for distance learning, focused on the curriculum (academic and social-emotional learning) and learning management system resources. Aspects of this professional learning focused on improving teaching and learning services to students with unique needs, including students with disabilities, English Learners and students from socioeconomically disadvantaged families.	\$800,000	528,504	Yes
SMFCSD formed and coordinated central and site teacher teams to prepare standardized distance learning curricula and learning management systems to support teachers with the launch of distance learning during the first three to four weeks of school. Teachers accessed this prepared content and planned during the two weeks of professional development before school started. These planning teams will continue their work throughout the year of preparing standardized units and lessons. Aspects of these planned materials focus on improving teaching and learning services to students with unique needs, including students with disabilities, English Learners and students from socioeconomically disadvantaged families.	\$75,000	68,091	Yes
SMFCSD will also implement a series of monthly Wednesday PD Days for professional learning and planning each month to provide regular opportunities for continued professional learning and follow-up teacher support for distance learning. Aspects of this professional learning again will focus on improving teaching and learning services to students with unique needs, including students with disabilities, English Learners and students from socioeconomically disadvantaged families.	0	0	Yes
SMFCSD is implementing several different professional learning resources and technical supports for teachers and paraeducators to	\$50,000	118,505	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
manage their devices and connectivity for distance learning. Teachers have the option of working from school and using the District's wifi or working from home, supplemented by a District hotspot if needed. They have access to key links to the SMFCSD Teacher Resources webpage, tech help Google forms, video and written guidance for Google tools and other online resources. Ongoing tech support is provided by both central and site-based resources.			
Long-term/permanent substitute teachers have been added to support every school site with the different student needs evident in the distance and anticipated hybrid learning models, particularly improving services to vulnerable students (e.g., students with disabilities, English Learners, homeless youth, foster youth, other struggling students): meeting with small groups of vulnerable students to reinforce instruction; assisting teachers with preparing acceleration learning tasks for vulnerable students; communicating with and supporting students and families struggling to engage; and so on, depending on the site.	\$1,000,000	401,488	Yes
Language and Literacy and mathematics teachers on special assignment (ToSAs) have taken on different responsibilities under distance learning, specifically to support the implementation of distance learning curricula, by serving as central online curriculum developers and as lead facilitators of professional development for this curricula.	\$1,600,000	2,157,693	No
Additional staff in the Special Education department will support the unique learning needs of students with exceptional challenges related to distance learning (as described above): Coordinator; Program Specialist; and two Inclusion TOSAs.	\$135,800	181,723	No
A Program Specialist for Newcomer Wellness Support was added this year under LCAP supplemental strategies and the original responsibilities of this position have been modified to expand services for newcomer students/families, including supporting student engagement during distance learning and coordinating with	\$40,000	37,253	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
community resources to ensure families have access to resources that help with job, food and housing insecurity.			
School librarians and aides have taken on different responsibilities under distance learning, specifically to assist students and families with access and digital literacy and citizenship either through their own virtual lessons or by joining the virtual classrooms of their teacher colleagues.	0	0	No
The Alternative Education teacher for the District has taken on different responsibilities, specifically to work directly with schools sites to improve services for homeless students by supporting their engagement and attendance in distance learning.	\$28,000	28,488	Yes
SMFCSD improved distance learning curriculum supports for English Learners (ELs), through new online MS ELD core curricula matched to the different profiles (or typologies) ELs have based on their educational background and proficiencies and through expanded licenses for online math supplementary curriculum and new literacy supplementary curriculum that specifically target EL learning needs.	\$70,000	100,780	Yes
SMFCSD improved translation resources by providing on-demand, call-in translation support that can be used by any teacher or school staff to communicate and engage with non-English-speaking families about academic or social-emotional matters.	\$40,000	20,000	Yes
A Distance Learning Plan is being developed for all students with an Individualized Education Program (IEP) that describes for parents the special education services a student will receive while in distance learning.	0	0	Yes
Online assessment processes/protocols have been purchased to allow the District to move forward with assessments that had been paused in spring 2020. Assessments can now be initiated and completed by School Psychologists, SLPS, Education Specialists and OTs for initial assessments or three-year reevaluations. New referrals and assessments can be initiated and completed virtually, which had not been possible in spring 2020.	\$8,000	27,224	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Two new learning platforms were purchased for completing assessments and providing therapy sessions: Q-Global through Pearson for school psychologists and education specialists and Presence Learning for speech and occupational therapists. These platforms provide a means of working remotely with students and families in a confidential manner. Assessments can now be initiated and completed by School Psychologists, SLPS, Education Specialists and OTs for initial assessments or three-year reevaluations. New referrals and assessments can be initiated and completed virtually, which had not been possible in spring 2020.	\$38,000	54,600	No
Access has been provided to all Special Education staff, including paraeducators, to District math, language arts and science online curricula for alignment of IEP goals to general education standards.	0	0	No
Special education paraeducators participated in behavior and academic intervention strategies professional development prior to the beginning of school.	\$10,000	Included above	No
When safe to do so, in-person 1:1 services will be provided, as well as on-site services for students with disabilities. These services will occur following health and safety protocols and guidance from the County Office of Education and the California Department of Public Health.	0	0	No
Each school will have an assigned foster/homeless youth liaison (school counselor) to monitor and support student engagement and progress in the distance learning program.	0	0	Yes
The District Homeless/Foster Youth Liaison will work with new homeless/foster youth and their families, and the District's Technology Department to ensure that students have the necessary technology to engage in learning. Ongoing connection with these students and families is occurring at the school-level.	0	0	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences in planned actions and what was implemented. Variations between budgeted expenditures and what was expended were due primarily to the challenges of estimating with precision the costs of the actions. The one exception was the action related to long-term/permanent substitutes where the district planned to hire more substitutes than in fact happened, and therefore the actual expenditure was substantially less than planned.

## **Analysis of the Distance Learning Program**

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

**Full-time Distance Learning Program and Hybrid Program:**

The Elementary and Middle School FTDL and Hybrid Programs were implemented using the MOUs established by the teachers union and district administration. Successes include consistency across the models and schools, the emphasis on accessing grade level content, the emphasis on live engagement and interaction, and the use of common curriculum. Challenges include the shifting of roles for our itinerant staff (mostly TOSAs), the need to pivot quickly to bring 100% online and not having a technology department that was robust enough to handle staff, student and family needs.

**Online curriculum and Learning Management Systems:**

We purchased the online curriculum as intended. Successes include a smooth transition with Google Classroom since that was what was being used last spring, an overall ease of use of the platforms, and support provided by our IT Consultant. Challenges included consistent and limited tech support for all and that the transition to hybrid in elementary school created conditions for teachers that necessitated teaching both online and in person. Once we moved to 5 days/week, that was alleviated.

**Providing a variety of technology supports to families:**

We developed a Family Resource Webpage in English and Spanish. While we consistently heard feedback that these resources were underutilized, they did provide a common place for families to gain information. We implemented a General Tech Ticket and On-Demand translation for families to communicate issues they were having with their applications and devices. The biggest challenge here is that the need outweighed the resources we have to support it. All family communications resources have been implemented and have been well-received by families although we know we continue to struggle to reach our families who are homeless, foster youth and English Learners. Challenges include staffing for tech support, adequate tracking systems, managing Aeries parent data, and systematizing survey data collection and analysis.

**Providing a variety of technology supports to staff:**

The SMFCSD Teacher Resources webpage provides guidance for operating Chromebooks and using the various online distance learning resources. This has been well-received and also underutilized. We created video and written guidance for Google tools and

all online curriculum. Staff received virtual training for Google tools and other online resources and we implemented Staff Tech Help Google forms which communicate tech and online resources needs to a central support team. Challenges included lack of tech staff to support the needs and the shifts from FTDL to Hybrid and then In-person learning that created various student and staff reassignments.

#### Student attendance and engagement:

We restructured attendance-taking to add participation and implemented the Teacher Weekly Engagement Report to monitor student attendance and participation. This led to more consistent attendance-taking practices across the district. When we shifted to hybrid and in-person instruction we needed to revisit the procedures and communicate to all; these changes caused challenges. We struggled to ensure that our most vulnerable students were not just attending but also participating.

#### Tracking student academic progress:

In elementary school, we were able to have families access their child's report cards on the Aeries parent portal.

#### Addressing students who are not attending/participating in class:

Schools implemented site-based CARE Teams to monitor student attendance and participation. Sites followed procedures when students were not attending or participating in class, which included communication with staff and families to try to solve the issues.

#### Summer professional learning:

We provided 2 weeks of professional learning on all content areas and on best practices for the use of online resources. We provided a menu of options as well as consistent training on core content. This PD continued throughout the school year during monthly trainings and was focused on accessing grade level content, particularly English learners. Specific PD was provided for our special ed staff. The PD this year increased grade level and department collaboration and alignment. In an effort to increase collaboration between general ed and special ed staff, we had district planning teams that focused on middle school math for SDC teachers.

#### Centralized district curriculum teams:

Teams started working over the summer to curate curriculum and create guidance documents and pacing calendars based on the priority standards. These resources were rolled out throughout the year and were posted on the Distance Learning website. This was a successful effort as it provided students access to grade level content and led to alignment and collaboration within and across schools. The biggest challenge was the teams of teachers and TOSAs were pulled in so many directions, especially once hybrid and in-person teaching started.

#### Monthly Wednesday PD Days:

We implemented a series of professional learning and planning each month to provide regular opportunities for continued professional learning and follow-up teacher support for distance learning. Aspects of this professional learning focused on teaching and learning services to students with unique needs, including students with disabilities, English Learners and students from socioeconomically disadvantaged families. Successes included the ability to ensure all teachers within a grade span shared similar experiences, the ability for sites to have dedicated time each month for site-specific work, and a yearlong focus in math in elementary school.

Challenges included the need to respond to the changes from distance learning to hybrid to in-person instruction as well as our platforms not always being able to accommodate the needs of the presenters or the participants.

Technology resources and supports for teachers and paraprofessionals:

All staff were given the option of working from school and using the District's wifi or working from home, supplemented by a District hotspot if needed. They were given access to key links to the SMFCSD Teacher Resources webpage, tech help Google forms, video and written guidance for Google tools and other online resources. Ongoing tech support was provided by both central and site-based resources, however we learned that the support needed outweighed our ability to provide it.

Long-term/permanent substitute teachers:

These staff were added to support every school site and proved to be a valuable resource for site leaders and staff. Substitutes were used to cover teacher absences, grade level meetings, IEP and SST meetings and support small group instruction. The challenges were around the inconsistency of support given by substitutes at each site and the technical challenges that occurred when a substitute needed to take over for a classroom in the short or long term.

TOSA support:

Site-based Language and Literacy and Math TOSAs shifted their responsibilities to ensure that the guidance documents and curricular resources provided to teachers were high quality and reflected the priority content standards. This led to a relatively smooth implementation of the curriculum and alignment across schools as well as a focus for teacher learning on student access to grade level content. Teacher leaders rose from this work and will continue for the future. A challenge was the enormous workload of this group as they were pulled for site responsibilities.

Additional staff for special education:

New administrative special education staff and specialists were hired and a coordinated effort was made to ensure teachers had the curriculum, resources and training they needed to provide instruction to their students with disabilities. Special and general education staff were able to collaborate on curriculum and training. A challenge was the ongoing shifts to hybrid and distance learning that highlighted specific and unique needs for students with disabilities.

Newcomer Program Specialist:

A Program Specialist was hired to develop supports for newcomers, including an intake process, family engagement, coordination of community resources, and professional development for teachers. These supports were necessary for our families and staff. A challenge was coordinating support for families who struggle to access school resources during a pandemic.

School librarians and aides:

Staff have taken on different responsibilities under distance learning, specifically to assist students and families with access and digital literacy and citizenship either through their own virtual lessons or by joining the virtual classrooms of their teacher colleagues. Challenges were on the need to pivot staff into different positions and responsibilities as the year progressed.

#### Alternative Education:

This teacher has taken on different responsibilities, specifically to work directly with schools sites to improve services for homeless students by supporting their engagement and attendance in distance learning. Staff provided outreach to families directly and coordinated with the Food Services Department to ensure access. The challenge is that we did not have the resources to ensure access to these services for all families.

#### Middle School EL curriculum:

New curriculum was developed and provided to staff to support the different typologies of English Learners in middle school. Additional supplementary curriculum was provided for math and ELD.

#### Translation resources:

We provided on-demand, call-in translation support for staff to communicate and engage with non-English-speaking families about academic or social-emotional matters. The challenges are around the cost and ensuring that families know about the resource.

#### IEPs in Distance Learning:

We developed a Distance Learning Plan for students with IEPs that described services students will receive in distance learning and improved collaboration between staff and families. Challenges were around the changing of services throughout the year and the minimal growth that some students made.

#### Online assessment processes/protocols/platforms:

These have been purchased to allow us to initiate and complete assessments by School Psychologists, SLPS, Education Specialists and OTs for initial assessments or three-year reevaluations. New referrals and assessments can be initiated and completed virtually, which had not been possible in spring 2020. These platforms provide a means of working remotely with students and families in a confidential manner. The challenge was the time it took for the companies to provide this resource and for us to train staff on usage, and the increased time it took to work with families remotely rather than in person.

#### Paraeducator staff in Special Education:

Access has been provided to all Special Education staff, including paraeducators, to District math, language arts and science online curricula for alignment of IEP goals to general education standards. Staff also participated in training over the summer and throughout the school year to ensure they were able to provide high quality academic and behavior instruction and intervention for students. The challenge for this was the amount of time it took to coordinate at the beginning of the year to ensure the right staff had access to the right colleagues and students as well as making quick adjustments when assignments changed throughout the year.

#### 1:1 services:

Once the CDPH allowed, we were able to provide in-home services for students with severe cognitive or behavioral supports to access online learning. This behavioral and socio-emotional support increased student participation and engagement and allowed providers the opportunity to model educational strategies to the families.

Foster/homeless youth liaison:

A District administrator was assigned as the Homeless/Foster Youth Liaison and each school was assigned foster/homeless youth liaison (school counselor) to monitor and support student engagement and progress in the distance learning program. We worked with shelter liaisons, conducted home visits with their school teams, and offered transportation to homeless families struggling with transportation to learning hubs. The technology department staff worked with the District Homeless/Foster Youth Liaison to provide devices for specific students who needed them. As a result of the coordinated efforts, students received the wrap around service support they needed.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
SMFCSD will modify its system of English Language Arts and English Language Development (ELA/ELD) diagnostic and benchmark assessments. Initial elementary screening and trimester "interim" assessments will be done using online sub-tests of the Fountas & Pinnell assessment, the Benchmark Universe Oral Fluency Assessment and the Benchmark Universe Unit Assessments. Initial middle school screening and semester "interim" assessments will be done using the online Scholastic Reading Inventory and supports provided within the adopted curriculum and Interim Assessment Blocks.	0	0	No
SMFCSD will modify its Mathematics diagnostic and benchmark assessments. At the Elementary level, initial formative screenings and end of mission assessments will be given throughout the year, along with the use of formative MARS tasks. At the middle school level, initial screenings and formative assessments are embedded in the newly adopted online curricula to support teacher instructional decisions. End of unit assessments within the curriculum will be given throughout the year with an "interim" reassessment twice a year.	0	0	No
This Plan has already outlined, in the sections above and specifically in the section "Supports for Students with Unique Needs," most of the key strategies the District will use to address "learning loss" and to accelerate student learning at grade level standards.	--	--	
The District's strategy is to support teachers to reject "skill recovery" strategies (e.g. starting the year teaching "recovery" curriculum from last year's content) which research has shown particularly leave further behind specific vulnerable students, such as English Learners, students from lower-income families, foster and homeless youth and students with exceptional needs. The District supports teachers to implement instead grade level content, with re-teaching of prerequisite standards and content integrated into it.	0	0	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
SMFCSD implemented ELA, ELD and mathematics planning teams that started working in June will continue through the year to develop core curriculum units and lessons for all teachers that take this strategic approach to address the challenges of unfinished learning from last spring.	Cost Above	Cost Above	No
District professional learning strategies (initially during the start-of-year PD weeks and then ongoing on monthly Wednesday PD Days) introduce these curated curricula to teachers and support them in their planning.	Cost Above	Cost Above	No
The District is improving resources for English Learners by implementing English Language Development planning teams to work throughout the year with the adopted curricula at elementary and newly adopted curricula at middle and and prepare model units and lessons for all teachers of Designated ELD (D-ELD) that strategically address the challenges of unfinished learning for English Learners from last spring.	Cost Above	Cost Above	Yes
The District is improving services for students with exceptional needs by adopting and adapting online core curricula, training teachers and paraeducators and working to ensure that all Special Education staff have access to these resources for alignment of IEP goals and instruction to general education standards, including the online Goalbook resource.	0	0	No
SMFCSD is improving services for students with exceptional needs by purchasing online assessment processes/protocols to replace in-person assessments that can not be used in distance learning. These assessments can be initiated and completed by school psychologists, SLPS, education specialists and occupational therapists as needed for initial assessments or three-year reevaluations	0	0	No
The District is improving services for students with exceptional needs by training paraeducators in behavior and online academic intervention strategies as an additional layer of support during distance learning.	0	0	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
SMFCSD is implementing regular monitoring and evaluation of the effectiveness of “learning loss” actions and other actions delineated in this plan. As part of the distance and hybrid learning decisions, this evaluation will be disseminated to the staff, community and Board during the sixth, tenth, and fourteenth weeks of the school year. Ongoing staff program adjustments and Board decisions will be based on additional evaluation points throughout the year.	0	0	No
SMFCSD schools will provide: regular family updates of student academic progress through various online learning management systems; teacher email updates through District learning management systems; student attendance/engagement protocols that lead to family contacts and case management if students are struggling to participate; and site leader updates through virtual meetings, email updates and newsletters.	0	0	No
The District will provide: Superintendent Coffee Chats; frequent, detailed Superintendent and site leader email updates and newsletters in multiple formats; dedicated District and site web pages; posting of announcements on social media; and virtual updates at Board meetings.	0	0	No
SMFCSD’s plan for monitoring and evaluation will focus on three main areas of performance: 1. The quality and consistency across all schools of teaching and learning in the distance and hybrid learning models; 2. The effectiveness of academic and social-emotional support for vulnerable student groups (students with disabilities, English Learners, homeless youth, foster youth) and any struggling learners generally; and 3. The effectiveness of outreach to and supports for families, especially those with struggling learners.	0	0	No
<p>SMFCSD’s plan for monitoring these three areas of performance will use a variety of qualitative and quantitative measures to understand the effectiveness of the above actions. For academic strategies and actions, the measures will include:</p> <ul style="list-style-type: none"> <li>Repeated “pulse” surveys to capture key stakeholders’ views (students, families, teachers, staff and site leaders) on the performance areas above;</li> </ul>	0	0	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<ul style="list-style-type: none"> <li>Regular stakeholder focus groups, oral surveys and spot interviews;</li> <li>Teacher survey feedback on the centrally curated curriculum lessons and units;</li> <li>Student benchmark assessments results (by key student group);</li> <li>Student attendance and engagement data (by key student group, as coded in Aeries); etc.</li> </ul>			
<p>SMFCSD's plan for monitoring these three areas of performance will use a variety of qualitative and quantitative measures to understand the effectiveness of the above actions. For strategies and actions regarding mental health and social-emotional well-being, the measures will include:</p> <ul style="list-style-type: none"> <li>Comparison of referral concerns and degree the concerns impact student academic and social functioning through counseling referral and post--counseling survey</li> <li>District and site surveys, including annual California Healthy Kids Survey and surveys related to needs and experience of students/families for distance and hybrid learning contexts</li> <li>School site student and parent counseling check-in requests</li> <li>Documentation of suicide risk assessments</li> <li>SEL Second Step summative assessment.</li> </ul>	0	0	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences in planned actions and what was implemented. Actual costs were either noted in the Distance Learning section of the LCP or were already part of the district's essential educational and student services staffing and support.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The plan to address learning loss was to focus on ensuring all students had access to the priority content standards through multiple measures, including SEL strategies and rejecting “skill recovery” strategies (e.g. starting the year teaching “recovery” curriculum from last year’s content) by creating guidance documents, curated curriculum and professional development for teachers to implement grade level content, with re-teaching of prerequisite standards and content integrated into it. SMFCSD’s plan for focused on three main areas of performance:

- The quality and consistency across all schools of teaching and learning in the distance and hybrid learning models:

We successfully developed a modified Fountas & Pinnell assessment, which was administered to grades TK-5 and the online Scholastic Reading Inventory to students in Grades 6-8. Challenges to our implementation are related to our district-wide participation rates. We successfully modified our Middle School assessment but struggled with the administration and therefore participation rates. In mathematics, we successfully developed formative assessments to be used within Elementary classrooms and offered guidance using MARS tasks. Challenges include an extensive PD and administration process, which prevented a twice a year implementation, given the need to begin a more extensive CAASPP Administration.

We successfully provided curricular resources for teachers by creating teams of teachers and TOSAs to work throughout the year to analyze the priority standards and modified curriculum. Professional development was provided districtwide (monthly) and at the sites during staff meetings. The special education department provided additional trainings for the specific online resources their staff needed for individual students.

- The effectiveness of academic and social-emotional support for vulnerable student groups (students with disabilities, English Learners, homeless youth, foster youth) and any struggling learners generally:

Counselors at the elementary and middle school levels agreed to be site level liaisons between the students/families and the District. The District Homeless Liaison has provided counselors with information, partnership and resources. School Administration and the District Foster Youth Liaison have been invited to county level meetings to share information about our foster youth receiving services/being monitored by county agencies. This is the first time that this collaboration has happened. Professional development was provided for all staff on trauma informed classroom practices and supports for distance learning.

- The effectiveness of outreach to and supports for families, especially those with struggling learners:

Student attendance/engagement protocols led to family contacts and case management via CARE Teams. At times, connection and attendance concerns included home visits by a small team of staff to connect in person with families and help problem-solve issues. The Sanctuary Task Force worked with community partners to safely deliver free food homes, supported families to utilize the eviction moratorium and utilize the various Immigrant Relief funds and P-EBT cards.

District Department leads facilitated regular meetings to discuss the implementation of our distance learning programs and services.

Surveys were sent to families and staff throughout the year. Adjustments to the plans were made as needed. Updates were presented to the School Board on a regular basis and plans were communicated to families consistently via: Superintendents Coffee Chats, newsletters, websites, social media. Challenges were related to the changing health and safety guidance and its impact on our programs and services.

Monitoring the effectiveness of our academic programs and services included:

- -“Pulse” surveys to capture key stakeholders’ views (students, families, teachers, staff and site leaders) - these surveys worked best when in remote meetings as opposed to being sent out to stakeholders.
- -Regular stakeholder focus groups, oral surveys and spot interviews - we collected feedback from student focus groups and from the committees and task forces that were operationalized this year.
- -Teacher survey feedback on the centrally curated curriculum lessons and units - we collected surveys from teachers and principals and used this to inform resource development.
- -Student benchmark assessments results (by key student group) - we administered assessments in literacy and math but struggled with participation rates.
- -Student attendance and engagement data (by key student group, as coded in Aeries); etc. - we implemented a process that allowed teachers to easily report this on a weekly report.

Monitoring the effectiveness of our social/emotional wellness programs and services included:

- -District and site surveys, including annual California Healthy Kids Survey and surveys related to needs and experience of students/families for distance and hybrid learning contexts were administered.
- -School site student and parent counseling check-in requests - this was implemented successfully through an online method but data collection is a challenge.
- -Documentation of suicide risk assessments - we did this in partnership with Star Vista.
- -SEL Second Step summative assessment - pending evaluation at the end of the school year.

## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Systemic adjustments in support of teachers transitioning into the school year, including extra time for professional development, preparation and community building prior to school starting  
Calendar adjustment made through MOU to provide time for PD and prep for teachers.

Professional development offerings on trauma-informed practices and secondary trauma  
Trauma informed classroom practices and supports for distance learning for all certificated and classified Special Education staff (8/07/20);  
Addressing the Stress and Trauma of Our Reality through the Community Resiliency Model, offered to all middle school teachers (8/10/20)  
Community Resiliency Model training for counselors and school psychologists (12/8/20)  
Trauma Informed Strategies for Supporting Students and Self-Care Middle School PD (3/03/21)  
PD for elementary staff provided on 4/28  
Online learning resources available for educators: Trauma Sensitive Schools Training Package: Understanding Trauma and its Impacts; Support for Teachers Affected by Trauma (STAT) Program.  
Community resilience training could have been focused on more  
Limited time for the PD offerings  
Virtual platform a different instructional model

School Counseling Staff lead staff wellness activities at staff meetings (mindfulness-based)  
Elementary Counselors lead wellness activities at staff meetings at most sites at least monthly, if not more frequently  
Lack of consistency across school sites  
Sometime difficult to secure time during staff meetings  
Comfort level of counselors in leading these activities varies

Teacher Wellness Resources available on a SMFCSD Adult Wellness Resources Website  
An Elementary Counselor created an adult wellness website for staff and parents that is periodically publicized to staff

Principals provide periodic reminders of the Optum Employee Assistance Program and other Wellness resources to teachers in their teacher communication (such as weekly newsletters, etc.)  
Frequency of implementation by principals is unknown.  
Optum EAP Information and, since January 2021, +Care Solace information is periodically provided to staff by the Wellness Coordinator in emails or during select PD's. Peninsula Health Care District gifted Care Solace services to SMFCSD through June.  
Care Solace is an online

resource that provides a 24/7 multilingual Care Concierge team to connect students, families and staff with available, verified mental health providers and substance use treatment programs matched to their needs regardless of circumstances. The Care Concierge Team navigation system taps into a vast database of mental healthcare resources to find carefully vetted local therapists and programs in minutes. Data indicate 34 anonymous for staff and their families; 329 inquiries for students and their families, and 24 anonymous searches 14 initial appointments scheduled 42 'warm hand-offs' from the District to Care Solace

SMFCSD Distance Teaching & Learning Educator Resources website updated to include Wellness resources for teachers  
Information was collected/provided  
No staff identified to maintain the page, so was not posted

School Site Sunshine Committees create staff social interaction opportunities  
This was handled at school sites  
No specific data collected about this activity

SMFCSD expanded ability to support the mental, social and emotional health of students through the additional of wellness-related staff: 6 new elementary counseling positions (funding through Measure V); 4 new middle school counseling positions (funding through Measure V); 1 Program Specialist for Newcomer Wellness Support; Added 3.8 FTE Student Support Services Teacher on Special Assignment positions at 4 Title 1 school sites (1 position each) 6 new Elementary Counselors hired and assigned to schools 1 New additional School Counselors at each Middle School (Abbott, Bayside, Borel, Bowditch) 1 Program Specialist for Newcomer Wellness Support split between Bayside and Abbott ToSAs pulled to support classrooms and/or hubs

Implement social-emotional learning lessons during distance learning  
Elementary: School Counselors collectively worked together to record weekly Second Step lessons for K- 5th grades and to provide related daily activities for teachers to use in morning meeting with students; School Counselors also supported SEL lessons at their sites, including live virtual instruction of Second Step or other SEL Guidance lessons; A five week series of daily SEL morning meeting activities was created and implemented during morning meetings for TK- 5th grades No method of monitoring fidelity of implementation For most teachers, no PD supporting SEL implementation Middle School: Middle School SEL teams created bi-weekly SEL lessons and activities for use during the two extended homeroom periods per week; In Feb./March of 2021, Middle School SEL teams were trained by Second Step to lead their sites in implementing the new Second

Step Middle School curriculum. Two sites will begin teaching the curriculum this school year and the other two will begin implementation next year.

No method of monitoring fidelity of implementation

For most teachers, no PD supporting SEL implementation

Daily homeroom meeting for middle school students with an extended 45-minute homeroom period on Friday for community-building circles

This daily meeting and twice weekly extended homeroom period used for SEL and community building were built into the Middle School Distance Learning schedule. As of March 2021, the schedule is being developed for Hybrid.

Lack of PD and support for teachers around the SEL and community-building lessons

Difficulty encouraging students to turn on camera for participation

Some teachers not using the time

Daily morning community meetings for elementary school students that includes wellness check-in with site follow-up for students whose check-in yields concern

Daily morning meetings were required in both Distance Learning and Hybrid schedules.

Data on fidelity of implementation and whether check-in's and related referrals to counselors were made is unavailable.

Not all teachers have had PD opportunities to learn how to hold community meetings

Use of site teams, such as Care, Wellness or COST team, to identify and monitor interventions for students including connecting students and families with counseling services and community resources

School sites are implementing Care teams with related intervention monitoring process

Data on fidelity of implementation unavailable

Group counseling conducted by providers including school counselors, school psychologists and counseling trainees and associates contracted through community partners. Focus of groups may include, but are not limited to: desensitization for students averse to appearing on camera in Distance Learning; Spanish-speaking middle school Newcomer groups; groups for students who have experienced trauma using research based curriculum such as Support for Students Experiencing Trauma (SSET), including specific support for foster/homeless youth

Group counseling services are occurring, including trauma-focused groups conducted by a community partner, One Life Counseling, at Lead elementary and Bayside Academy.

There is incomplete data on groups: trainees & SSA's are surveyed mid-year, but school counselors are not surveyed

Goal-based Individual Counseling conducted by providers including school counselors, school psychologists and counseling trainees and associates contracted through community partners

Counselors and other professional staff are providing these services to students

Service tracking logs are collecting the data

Data retrieval laborious, and we have not yet been able to pull the data

Check-in's with the school counselor that can be requested by students or for students by parents/guardians  
Online counselor check-in forms are available for students and their parents/guardians  
As of March 11, 2021, 168 requests had been made by use of these forms  
Requests are also made through email, phone or other site-favored communication methods

Training of staff in identifying student mental health concerns and how to respond (required for teachers in grades 7 and 8)  
10/28/20 Middle School staff trained by Educational Support Solutions: "Having Hope: Suicide Prevention"  
Training was only provided once for MS teachers

Implement Suicide Risk Intervention process that includes safety planning and related monitoring  
SMFCSD follows the SMCOE suicide risk intervention process and guidelines. This process includes safety planning with students and monitoring students who have returned from a hospitalization or had a related risk assessment  
SMCOE has updated the protocol for this school year  
We will need to update protocol for the return to Hybrid

School Counselor support for homeless students through monitoring and resource linking  
Training opportunities regarding supports for homeless/foster youth students have been provided.  
Lists of community resources have been provided to counselors for family referral

Counselors identified as school liaisons for homeless youth to more closely monitor attendance and participation.  
They attended homeless seminar on September 17 at SMCOE  
The Homeless Liaison met quarterly with the counselors to share additional information and resources

School Counselors and the District Homeless/Foster Youth Liaison will meet quarterly to discuss ongoing supports for students and families.  
Created a homeless/foster youth informational slidedeck for counselors to share with school staffs including current District data  
District Liaison provided Aeries use training on attendance and discipline to elementary counselors

Parent Education (with translation) through workshops and presentations, newsletters, website, Facebook and Instagram—on topics such as the 3 R's (Routines, Relationships, and Regulation) and Trauma and Resilience  
Parent education workshops provided District-wide in August and October 2020; Community partner, Peninsula Health Care District is providing frequent parent education, workshop, and forum event opportunities to SMFCSD parents with Parent Venture being the organization  
contracted to provide these educational services for San Mateo County schools (this started in December 2020); Site-based parent education; Monthly Pondering Parenting articles; weekly Spanish language parent group conducted by contracted Mental Health Clinician

SMFCSD improved family outreach services by providing bilingual support for Spanish-speaking families to access COVID-19 relief funds and resources, including: call-in support for writing letters and completing forms; information on how to access community food resources; etc.

On-demand translation services were available for use by all staff to contact families

Bi-lingual nursing staff communicated with specific families who contacted the district about COVID resources

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Here are descriptions of the success and challenges for the activities under this section:

Tier 1 actions: Classroom teachers will engage all students and reengage struggling/absent students through daily community meetings and other social-emotional learning strategies; small group instruction; 1:1 follow-up instruction and student meetings; routines of family virtual meetings and communication using on-demand translation services (e.g. through adopted learning management systems); and standardized attendance protocols.

In tracking these Tier 1 actions at sites, the district noted they were substantial and persistent, but not consistently strategic. Teachers developed new routines and communication strategies. Students reported positively on opportunities to meet in small groups or 1:1 with their teachers, but as reported these opportunities varied across teachers. It was evident that some schools implemented systemic Tier 1 strategies. Some schools did not, revealing inconsistent management, lack of staffing, or inconsistent district systems and supports.

Tier 2 actions: Schools will reengage struggling/absent students by implementing effective site interventions primarily through additional staffing; translation resources; routines of family virtual meetings and communication, using on-demand translation services; and clear attendance, academic and social-emotional referral processes and protocols.

Existing attendance procedures/resources and academic and social-emotional referral processes and protocols adapted over time, to the new distance learning circumstances, and became more effective. Translation supports, particularly on-demand, were expanded and proved critical to engaging students and families. Staff also began to innovate with specific communication applications (e.g., Talking Points). That said, the problems of disengaged students and families persisted. Many instances were resolved as distance learning hubs expanded in November, but several remained into the spring.

Tier 3 actions: Central leaders will provide more intensive case management support (with translation resources) in coordination with schools' attendance, academic and social emotional referral processes and protocols. Central leaders will also collaborate with community programs and resources to identify academic learning pods that can support struggling/absent students with distance learning or to intervene in support of students and families impacted by job, food and/or housing insecurity.

Several central resources (e.g., principal on special assignment for prevention services; the district alternative education teacher; the social work program specialist; the Sanctuary Task Force) provided additional Tier 3 support for a range of challenges, including distance learning disengaged students; students and families in social-emotional crisis; families facing food and/or housing insecurity. Central leaders also collaborated with community partners, who stepped in and provided numerous distance learning hubs for SMFCSD students.

Tier 3 actions: When it is safe to do so, the District will coordinate all schools to prioritize bringing back on campus struggling/absent students who need additional support to engage successfully with distance learning.

By November 2020, a combination of district and community-based distance learning hubs were supporting approximately 500 SMFCSD struggling students. By March 2021, with the addition of several more school-based hubs, approximately 650 students were being supported.

SMFCSD's standardized attendance protocols include these tiered actions:

At 3 unexcused absences and/or non-participation, teachers will reach out to students/families (Tier 1)

At 6 unexcused absences and/or non-participation, families will receive an attendance letter from the school through our Attention to Attendance system (Tier 1)

At 8 unexcused and/or non-participation absences, families will receive a second letter (Tier 2)

At 10 unexcused and/or non-participation absences, families will receive an invitation to meet with the school to discuss attendance (Tier 2)

At 12 unexcused and/or non-participation absences, families will be invited to a District-level attendance meeting to develop a plan for improved attendance (Tier 3)

Eighteen students and their families were invited to District SARB

One family participated in a County SARB meeting with agreed upon outcomes and follow-up

Parent communications regarding the attendance and participation guidelines within the District handbook and follow-up in later communications

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

When students were in distance learning and not onsite for in-person instruction, grab-and-go breakfast and lunch meals were available for pickup for any student enrolled in the San Mateo-Foster City School District. Beginning Tuesday, September 1 and approved through December 30, grab-and-go school meals, including breakfast and lunch, were free to all community youth aged 18 and under. USDA provided further flexibility and approval through June 30, 2021, to continue operating under the Seamless Summer Option, and meals have continued to be provided free for all 18 years and younger. The free meal grab-and-go meal program has supported our students' and families' nutritional needs during the year.



# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being				
Mental Health and Social and Emotional Well-Being	Systemic adjustments in support of teachers transitioning into the school year, including extra time for professional development, preparation and community building prior to school starting;	0	0	No
Mental Health and Social and Emotional Well-Being	Professional development offerings on trauma-informed practices and secondary trauma	0	0	Yes
Mental Health and Social and Emotional Well-Being	School Counseling Staff lead staff wellness activities at staff meetings (mindfulness-based)	0	0	No
Mental Health and Social and Emotional Well-Being	Teacher Wellness Resources available on a SMFCSD Adult Wellness Resources Website	0	0	No
Mental Health and Social and Emotional Well-Being	Principals provide periodic reminders of the Optum Employee Assistance Program and other Wellness resources to teachers in their teacher communication (such as weekly newsletters, etc.)	0	0	No
Mental Health and Social and Emotional Well-Being	SMFCSD Distance Teaching & Learning Educator Resources website <a href="https://sites.google.com/smfc.k12.ca.us/smfcddistancelearning/home">https://sites.google.com/smfc.k12.ca.us/smfcddistancelearning/home</a> updated to include Wellness resources for teachers	0	0	No

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	School Site Sunshine Committees create staff social interaction opportunities	0	0	No
Mental Health and Social and Emotional Well-Being	SMFCSD expanded ability to support the mental, social and emotional health of students through the additional of wellness-related staff: 6 new elementary counseling positions (funding through Measure V); 4 new middle school counseling positions (funding through Measure V); 1 Program Specialist for Newcomer Wellness Support; Added 3.8 FTE Student Support Services Teacher on Special Assignment positions at 4 Title 1 school sites (1 position each)	0	0	Yes
Mental Health and Social and Emotional Well-Being	Implement social-emotional learning lessons during distance learning	0	0	No
Mental Health and Social and Emotional Well-Being	Daily homeroom meeting for middle school students with an extended 45-minute homeroom period on Friday for community-building circles	0	0	Yes
Mental Health and Social and Emotional Well-Being	Daily morning community meetings for elementary school students that includes wellness check-in with site follow-up for students whose check-in yields concern	0	0	Yes
Mental Health and Social and Emotional Well-Being	Use of site teams, such as Care, Wellness or COST team, to identify and monitor interventions for students including connecting students and families with counseling services and community resources	0	0	Yes
Mental Health and Social and Emotional Well-Being	Group counseling conducted by providers including school counselors, school psychologists and counseling trainees and associates contracted through community partners. Focus of groups may	0	0	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	include, but are not limited to: desensitization for students averse to appearing on camera in Distance Learning; Spanish-speaking middle school Newcomer groups; groups for students who have experienced trauma using research-based curriculum such as Support for Students Experiencing Trauma (SSET), including specific support for foster/homeless youth			
Mental Health and Social and Emotional Well-Being	Goal-based Individual Counseling conducted by providers including school counselors, school psychologists and counseling trainees and associates contracted through community partners	0	0	No
Mental Health and Social and Emotional Well-Being	Check-in's with the school counselor that can be requested by students or for students by parents/guardians	0	0	No
Mental Health and Social and Emotional Well-Being	Training of staff in identifying student mental health concerns and how to respond (required for teachers in grades 7 and 8)	0	0	Yes
Mental Health and Social and Emotional Well-Being	Implement Suicide Risk Intervention process that includes safety planning and related monitoring	0	0	No
Mental Health and Social and Emotional Well-Being	School Counselor support for homeless students through monitoring and resource linking	0	0	Yes
Mental Health and Social and Emotional Well-Being	Counselors identified as school liaisons for homeless youth to more closely monitor attendance and participation. They attended a training on September 17 at SMCOE.	0	0	Yes
Mental Health and Social and Emotional Well-Being	School Counselors and the District Homeless/Foster Youth Liaison will meet quarterly	0	0	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	to discuss ongoing supports for students and families.			
Mental Health and Social and Emotional Well-Being	Social-Emotional Learning resources posted on Family and Staff Resources websites	0	0	No
Mental Health and Social and Emotional Well-Being	Parent Education (with translation) through workshops and presentations, newsletters, website, Facebook and Instagram—on topics such as the 3 R's (Routines, Relationships, and Regulation) and Trauma and Resilience	0	0	No
Mental Health and Social and Emotional Well-Being	SMFCSD improved family outreach services by providing bilingual support for Spanish-speaking families to access COVID-19 relief funds and resources, including: call-in support for writing letters and completing forms; information on how to access community food resources; etc.	0	0	Yes
Pupil Engagement and Outreach	Tier 1 actions: Classroom teachers will engage all students and reengage struggling/absent students through daily community meetings and other social-emotional learning strategies; small group instruction; 1:1 follow-up instruction and student meetings; routines of family virtual meetings and communication using on-demand translation services (e.g. through adopted learning management systems); and standardized attendance protocols.	0	0	Yes
Pupil Engagement and Outreach	Tier 2 actions: Schools will reengage struggling/absent students by implementing effective site interventions primarily through additional staffing; translation resources; routines of family virtual meetings and communication, using on-demand translation services; and clear	0	0	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	attendance, academic and social-emotional referral processes and protocols.			
Pupil Engagement and Outreach	Tier 3 actions: Central leaders will provide more intensive case management support (with translation resources) in coordination with schools' attendance, academic and social-emotional referral processes and protocols.	0	0	Yes
Pupil Engagement and Outreach	Tier 3 actions: Central leaders will also collaborate with community programs and resources to identify academic learning pods that can support struggling/absent students with distance learning or to intervene in support of students and families impacted by job, food and/or housing insecurity.	0	0	Yes
Pupil Engagement and Outreach	Tier 3 actions: When it is safe to do so, the District will coordinate all schools to prioritize bringing back on campus struggling/absent students who need additional support to engage successfully with distance learning.	Cost above	Cost above	Yes
Pupil Engagement and Outreach	SMFCSD's standardized attendance protocols include these tiered actions: <ul style="list-style-type: none"> <li>• At 3 unexcused absences and/or non-participation, teachers will reach out to students/families (Tier 1)</li> <li>• At 6 unexcused absences and/or non-participation, families will receive an attendance letter from the school through our Attention to Attendance system (Tier 1)</li> <li>• At 8 unexcused and/or non-participation absences, families will receive a second letter (Tier 2)</li> <li>• At 10 unexcused and/or non-participation absences, families will receive an</li> </ul>	0	0	No

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	invitation to meet with the school to discuss attendance (Tier 2) <ul style="list-style-type: none"> <li>At 12 unexcused and/or non-participation absences, families will be invited to a District-level attendance meeting to develop a plan for improved attendance (Tier 3)</li> </ul>			
School Nutrition	When students are in distance learning and not onsite for in-person instruction, grab-and-go breakfast and lunch meals will be available for pickup for any student enrolled in the San Mateo-Foster City School District. Beginning Tuesday, September 1 and approved through December 30, grab-and-go school meals, including breakfast and lunch, are free to all community youth aged 18 and under.	\$2,000,000 Estimated	\$2,389,000	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

For the actions listed above related to Social-Emotional Wellness, and Pupil/Parent Engagement and Outreach, the actions are duplicates and are discussed and covered in previous sections, and any associated costs are delineated elsewhere in the plan review. School Nutrition had one action regarding the availability of breakfast and lunch meals for any student enrolled in the District, and then those meals were made available to all community youth aged 18 and younger. The District spent an additional \$389,000 over the planned \$2,000,000 due to an increase in the number of students participating in the free grab-and-go meal service compared to what we originally expected.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

This year has been one of many lessons learned as the District moved quickly to distance learning in March 2020, and then continued and improved the quality of remote instruction and support into the 2020-21 school year. San Mateo-Foster City SD remained in

distance learning for 7 months, with the first group of students returning to a hybrid model March 8th and March 15th. These two groups included TK-5th grades and all students in self-contained classrooms (IEPs). Middle school students returned to in-person learning in phases beginning on April 19th. We currently have elementary students and middle school students on campus for in-person learning, though full time distance learning has continued based on parent choice. We have learned that distance learning can be difficult for students and families to access without appropriate technology (chromebooks, Wifi), and that some students with disabilities have difficulty accessing instruction in a 2-dimensional environment. However, some students have been very successful with this model, describing their positive comments about teacher instruction, small group work and homework. We learned the importance of building community and relationships in a virtual environment, and this was equally important for students experiencing difficulty with distance learning, and those thriving in distance learning. Due to attendance, connectivity and social-emotional issues, we found success in implementing learning hubs for vulnerable students. In the learning hubs, students have support in logging into classes and checking in about work completion. In addition, the social support of being with a small cohort of peers cannot be underscored. We have learned that communication with parents is key, using a variety of strategies including texting, phone calls in the evening with translation, homevisits (with social distancing) to check on the welfare and attendance concerns of students. In addition, the flexibility and nimbleness of staff was evident throughout the school year with the quick transition to distance learning, provision of technology resources for students, development of appropriate professional development for teachers and paraeducators on new resources and curricula, and custodial staff implementing new disinfecting protocols.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

This past year has required much flexibility on the part of students, staff, families and communities. Our District will continue to assess the learning loss issues that students are experiencing in academics and social/mental and physical health, especially our vulnerable students: students with special needs, foster and homeless youth, English learners and students experiencing limited resources. 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.

This school year each school developed priority lists of students needing support for distance learning, which were utilized to offer spaces in our learning hubs 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; 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 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. 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 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.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Overall, there were no substantive differences between planned and implemented actions identified as contributing towards meeting the increased or improved services requirement. Any exceptions were due primarily due to adjustments in the numbers of students needing to be served by a particular strategy or in the efforts to reach more staff with resources and support. In the In Person Instruction goal related to implementing distance learning hubs, we increased the number to serve a greater number of students, than originally anticipated. and student services staffing and support. Another exception was the action related to long-term/permanent substitutes where the district planned to hire more substitutes than in fact happened, and therefore the actual expenditure was substantially less than planned. In the School Nutrition goal area we served a great number of student meals than originally anticipated.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

This past year has required much flexibility on the part of students, staff, families and communities. Our District will continue to assess the learning loss issues that students are experiencing in academics and social/mental and physical health, especially our vulnerable students: students with special needs, foster and homeless youth, English learners and students experiencing limited resources. 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.

This school year each school developed priority lists of students needing support for distance learning, which were utilized to offer spaces in our learning hubs 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; 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 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. 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.

With the shelfer-in-place mandate directed in March 2020, Distance Learning Plans were developed by IEP teams to identify the goals that could be addressed within a virtual/remote environment resulting in limited or minimal progress of students skills across all goals. Individual IEP teams will need to re-evaluate students' progress on goals and objectives, and develop new plans based on the students' current needs.

Professional development was an integral component of the District's work this year, with new technology, curricula, online platforms (e.g., Zoom, Google Meet, See Saw) and other student/family resources. This urgent need during the school year has influenced our planning for a focused professional development schedule prior to school starting, with a sequenced plan for the remainder of the year. It is also critical to coordinate topics for both general education and special education teachers. 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.

Many of our students and their families experienced trauma associated with the pandemic, whether it be illness or death of family members/loved ones, food insecurity, loss of income and housing, and social isolation from remote/distance learning. District and community support was vital in providing access to medical services, food, mental health support. Parent education workshops by community partners were very valuable, as well as the resource, Care Solace in connecting parents and staff to mental health services. This need will continue for our students and families, and we plan to continue our collaboration with Peninsula Health Care, and will be increasing social/wellness services for students/families next year with the additional of 3 more counselors and 1 additional social worker. The learning from this also has informed our plans to begin to build out "full service community school" models in several of schools with higher enrollment of English Learners and students from economically struggling families.

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.



# Annual Update for the 2019–20 Local Control and Accountability Plan Year

## Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	130,232,884.00	133,100,359.28
	0.00	0.00
7510 Low Perform Student Block Grant	352,598.00	393,763.12
Base	109,587,685.00	94,555,357.89
Federal Funds	2,382,327.00	4,068,594.00
Locally Defined	80,257.00	72,963.00
Lottery	772,000.00	224,743.11
Other	61,000.00	61,000.00
Prior Year S&C Carryover	1,784,949.00	1,100,631.50
Special Education	6,037,037.00	23,207,486.00
Supplemental	7,306,961.00	7,272,700.40
Title I	1,229,972.00	1,397,778.38
Title II	180,482.00	108,735.91
Title III	286,194.00	475,121.00
Title IV	137,789.00	111,056.97
Tobacco-Use Prevention Education	33,633.00	50,428.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	130,232,884.00	133,100,359.28
	0.00	0.00
1000 & 3000: Certificated Salaries & Benefits	4,744,296.00	5,028,002.85
1000, 3000 & 5000: Certificated Salaries, Benefits & Services	2,803,265.00	3,232,212.94
1000-1999: Certificated Personnel Salaries	10,000.00	10,000.00
1000-4000: Employee Salaries, Benefits, Books & Supplies	365,320.00	313,695.90
1000-5000: Salaries, Benefits, Books, Supplies, Services & Other	117,146,250.00	122,170,133.23
2000 & 3000: Classified Salaries & Benefits	764,825.00	701,501.23
2000-2999: Classified Personnel Salaries	59,234.00	0.00
4000 & 5000: Books & Supplies and Services & Other	3,054,950.00	736,407.24
4000-4999: Books And Supplies	17,500.00	9,217.02
5000-5999: Services And Other Operating Expenditures	1,267,244.00	899,188.87

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	130,232,884.00	133,100,359.28
		0.00	0.00
1000 & 3000: Certificated Salaries & Benefits	7510 Low Perform Student Block Grant	352,598.00	393,763.12
1000 & 3000: Certificated Salaries & Benefits	Base	91,000.00	317,970.56
1000 & 3000: Certificated Salaries & Benefits	Locally Defined	40,257.00	32,963.00
1000 & 3000: Certificated Salaries & Benefits	Prior Year S&C Carryover	356,266.00	207,332.23
1000 & 3000: Certificated Salaries & Benefits	Supplemental	3,476,754.00	3,745,289.53
1000 & 3000: Certificated Salaries & Benefits	Title I	123,083.00	123,083.00
1000 & 3000: Certificated Salaries & Benefits	Title II	39,969.00	31,310.41
1000 & 3000: Certificated Salaries & Benefits	Title III	239,736.00	125,863.00
1000 & 3000: Certificated Salaries & Benefits	Tobacco-Use Prevention Education	24,633.00	50,428.00
1000, 3000 & 5000: Certificated Salaries, Benefits & Services	Base	10,000.00	234,710.44
1000, 3000 & 5000: Certificated Salaries, Benefits & Services	Prior Year S&C Carryover	135,000.00	70,780.09
1000, 3000 & 5000: Certificated Salaries, Benefits & Services	Supplemental	2,060,479.00	1,833,867.76
1000, 3000 & 5000: Certificated Salaries, Benefits & Services	Title I	470,815.00	900,588.65
1000, 3000 & 5000: Certificated Salaries, Benefits & Services	Title II	80,513.00	0.00
1000, 3000 & 5000: Certificated Salaries, Benefits & Services	Title III	46,458.00	192,266.00
1000-1999: Certificated Personnel Salaries	Prior Year S&C Carryover	10,000.00	10,000.00
1000-4000: Employee Salaries, Benefits, Books & Supplies	Prior Year S&C Carryover	35,923.00	0.00
1000-4000: Employee Salaries, Benefits, Books & Supplies	Supplemental	149,397.00	166,255.63
1000-4000: Employee Salaries, Benefits, Books & Supplies	Title I	180,000.00	147,440.27
1000-5000: Salaries, Benefits, Books, Supplies, Services & Other	Base	107,243,185.00	93,713,443.08
1000-5000: Salaries, Benefits, Books, Supplies, Services & Other	Federal Funds	2,382,327.00	4,068,594.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
1000-5000: Salaries, Benefits, Books, Supplies, Services & Other	Other	61,000.00	61,000.00
1000-5000: Salaries, Benefits, Books, Supplies, Services & Other	Prior Year S&C Carryover	519,874.00	295,729.99
1000-5000: Salaries, Benefits, Books, Supplies, Services & Other	Special Education	6,037,037.00	23,207,486.00
1000-5000: Salaries, Benefits, Books, Supplies, Services & Other	Supplemental	835,836.00	745,732.04
1000-5000: Salaries, Benefits, Books, Supplies, Services & Other	Title I	6,991.00	722.62
1000-5000: Salaries, Benefits, Books, Supplies, Services & Other	Title II	60,000.00	77,425.50
2000 & 3000: Classified Salaries & Benefits	Base	0.00	60,949.94
2000 & 3000: Classified Salaries & Benefits	Prior Year S&C Carryover	27,222.00	108.28
2000 & 3000: Classified Salaries & Benefits	Supplemental	500,254.00	272,483.13
2000 & 3000: Classified Salaries & Benefits	Title I	237,349.00	210,967.88
2000 & 3000: Classified Salaries & Benefits	Title III	0.00	156,992.00
2000-2999: Classified Personnel Salaries	Prior Year S&C Carryover	59,234.00	0.00
4000 & 5000: Books & Supplies and Services & Other	Base	2,205,000.00	169,654.42
4000 & 5000: Books & Supplies and Services & Other	Lottery	677,000.00	187,639.09
4000 & 5000: Books & Supplies and Services & Other	Prior Year S&C Carryover	112,950.00	149,000.00
4000 & 5000: Books & Supplies and Services & Other	Supplemental	56,000.00	230,113.73
4000 & 5000: Books & Supplies and Services & Other	Tobacco-Use Prevention Education	4,000.00	0.00
4000-4999: Books And Supplies	Lottery	15,000.00	9,217.02
4000-4999: Books And Supplies	Prior Year S&C Carryover	2,500.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	38,500.00	58,629.45
5000-5999: Services And Other Operating Expenditures	Locally Defined	40,000.00	40,000.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
5000-5999: Services And Other Operating Expenditures	Lottery	80,000.00	27,887.00
5000-5999: Services And Other Operating Expenditures	Prior Year S&C Carryover	525,980.00	367,680.91
5000-5999: Services And Other Operating Expenditures	Supplemental	228,241.00	278,958.58
5000-5999: Services And Other Operating Expenditures	Title I	211,734.00	14,975.96
5000-5999: Services And Other Operating Expenditures	Title IV	137,789.00	111,056.97
5000-5999: Services And Other Operating Expenditures	Tobacco-Use Prevention Education	5,000.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	118,490,049.00	120,714,771.00
Goal 2	8,567,603.00	9,334,629.48
Goal 3	2,707,894.00	2,533,723.48
Goal 4	467,338.00	517,235.32
Goal 5		0.0

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,457,000.00	\$1,861,997.00
Distance Learning Program	\$6,604,800.00	\$6,502,734.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		\$2,389,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$8,061,800.00	\$10,753,731.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$457,000.00	\$521,997.00
Distance Learning Program	\$2,521,800.00	\$3,629,681.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		\$2,389,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$2,978,800.00	\$6,540,678.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,000,000.00	\$1,340,000.00
Distance Learning Program	\$4,083,000.00	\$2,873,053.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$5,083,000.00	\$4,213,053.00