

# 2021-22 Local Control Accountability Plan (LCAP)

## Actions & Services Mid-Year Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Mateo-Foster City School District	Diego Ochoa Superintendent	DiegoOchoa@smfcsd.net (650) 312-7348

### Goal 1

**BASIC SERVICES:** To ensure that students experience a safe, supportive, and high quality instructional program in every school, the District will provide well-maintained facilities, with standards-aligned instructional materials, taught by credentialed teachers.

### Rationale

This "maintenance of progress" goal addresses the importance of ensuring that every student in every school experiences the basic services of attending school in well-maintained facilities, with standards-aligned instructional materials, taught by credentialed teachers. Even while the district identifies, in Goals 2-8, the key improvement actions needed beyond the district's basic services, it is essential that the district define its basic services in the LCAP for key stakeholders. In this way the district clarifies what all students and school communities can expect in every school and enlists them in monitoring delivery of these basic services, using the metrics and information below.

State and/or Local Priorities addressed by this goal: Priority 1, Basic (Conditions of Learning).

### Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Facilities Inspection Tool	2019-20: 7 out of 20 sites rated good or exemplary status.		2023-24:  21 out of 21 sites rated good or exemplary status.
	Evaluation of Student Access to standards-aligned instructional materials	2020-21: 100% of students had access.	2021-22: 100% of students had access.	2023-24:  100% of students have access.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Number & Percent of mis-assignments of teachers of English Learner Students	2020-21: #0 and 0%	2021-22: #0 and 0%	2023-24: #0 and 0%
	Number & Percent of total teacher mis-assignments	2020-21: #0 and 0%	2021-22: #0 and 0%	2023-24: #0 and 0%
	Percent of employees that identify as Latinx, Pacific Islander, or African American.	2019-20 Where 0%, data is still to be determined.  Classified: Latinx. 0% Pacific Islander. 0% African American. 0%  Certificated: Latinx. 6.2% Pacific Islander. 0.2% African American. 1.4%  Management: Latinx. 0% Pacific Islander. 0% African American. 0%	2021-22  Classified: Latinx. 36% Pacific Islander. 2.4% African American. 2.6%  Certificated: Latinx. 10% Pacific Islander. 0.2% African American. 1.6%  Management: Latinx. 17% Pacific Islander. 0% African American. 3%	2023-24: Proportional to 2019-20 student enrollment  Classified: Latinx. 37% Pacific Islander. 2% African American. 1%  Certificated: Latinx. 37% Pacific Islander. 2% African American. 1%  Management: Latinx. 37% Pacific Islander. 2% African American. 1%

## Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	<b>IM.1 Adopted Instructional Materials--additional</b> Purchase needed supplemental, replacement and consumable materials,	2021-24	No		Other State 100,000	\$100,000.00	Completed: Needed materials purchased.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	for currently adopted curriculum, so that students will have access to CA standards-aligned instructional materials.  Lottery funds								
<b>1.2</b>	<b>IM.2 Middle School Science curriculum adoption</b> Pilot and adopt science curriculum, for purchase in Fall 2021 and for implementation in Spring 2022, including planning and training of teachers, so that middle school students will have access to CA standards-aligned Science instructional materials.  LCFF (base) funds	2021-22	No	LCFF	30,000	LCFF	1,000,000	\$1,030,000.00	In Progress: Plan to purchase this spring for Fall 2022 implementation.
<b>1.3</b>	<b>IM.3 Middle School History curriculum adoption</b> Pilot and adopt history curriculum, for purchase in Spring 2022 and for implementation in 2022-23, including planning and training of teachers, so that middle school students will have access to CA standards-aligned History instructional materials.  LCFF (Base) funds	2021-22	No	LCFF	15,000	LCFF	1,000,000	\$1,015,000.00	In Progress: In Progress: Plan to purchase this spring for Fall 2022 implementation.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
1.4	<b>IM.4 Middle School Math curriculum materials</b> Purchase Illustrative Math curriculum and online licenses for MathNation and Desmos, so that middle school students will have access to CA standards-aligned Math instructional materials  LCFF (base) and Lottery funds	2021-22	No	LCFF	15,000	Other State	120,000	\$135,000.00	Completed: Needed materials purchased.
1.5	<b>IM.5 Elementary School Math instructional materials</b> Purchase Zearn curriculum and online licenses, so that elementary students will have access to CA standards-aligned Math instructional materials  Lottery funds	2021-22	No			Other State	250,000	\$250,000.00	Completed: Needed materials purchased.
1.6	<b>IM.6 Instructional materials management systems</b> Provide software (Follett) and staffing (IMC library instructional media technician) to support instructional materials management, so that students will have access to CA standards-aligned instructional materials.	2021-24	No	LCFF	108,000	LCFF	35,000	\$143,000.00	Completed: Needed materials purchased.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	LCFF (Base) funds						
<b>1.7</b>	<b>IM.7 Instructional technology</b> Provide instructional technology hardware, learning management systems (SeeSaw, Presence) and applications (Google; curriculum content applications), to support 1:1 computer use, so that students will have access to CA standards-aligned instructional materials.  Other State funds (AB86 IBI) for hardware. Other State funds (Lottery) for learning management systems and educational applications. LCFF (base) for technical support contracts.	2021-22	No		LCFF 50,000 Other State 438,000	\$488,000.00	Completed: Needed materials and hardware purchased.
<b>1.8</b>	<b>S.1 Base Staffing</b> Provide base staffing, so that students experience a safe, supportive, and high quality instructional program in every school. a. Certificated teachers (24:1 for grades TK-3 30:1 for grades 4-5; 185 student contacts for middle school teachers, with the exception of PE and music at 240) b, Principal	2021-24	No	LCFF 70,056,746 Other State 7,625,342 Local 8,750,077 Federal 4,763,373		\$91,195,538.00	Completed: Base staffing hired.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	c. Assistant Principal (Middle Schools & Large Elementary Schools) d. Counselor (1 per Middle School and 4 shared across Elementary School) e. Nurses and other health staff shared across schools f. Custodial Staff g. Office Staff h. Student Supervision i. Librarian or Para- educator - Library/Media j. Special Education staffing k. TK-4 Music staffing l. 5th Grade Instrumental or Choral Music m. Physical Education staffing						
<b>1.9</b>	<b>S.2 Teacher Credentialing</b> Ensure that all teaching staff are fully credentialed in the subject area to which they are assigned, so that students experience a high quality instructional program in every school.  LCFF (Base)	2021-24	No		LCFF 10,000	\$10,000.00	Completed: No credential costs.
<b>1.10</b>	<b>F.1 School Facilities</b> Maintain all school sites in good repair, so that students experience a safe, clean facility in every school.	2021-24	No		LCFF 0	\$0.00	In Progress: To date, all facilities in good repair, with work orders in progress.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report

## Goal 2

**ACADEMIC ACCELERATION: Students will accelerate their progress toward meeting or exceeding grade level performance expectations as defined by the California Standards.**

### Rationale

This "broad" goal addresses the acceleration of students to meet or exceed the learning expectations set by the California State Standards, which includes the additional resources and systems the District will put in place to ensure identified students receive targeted and intensive support. Based on the last 2019 CAASPP assessments, our students are making progress, with high status (green) in both ELA and math on the state dashboard. District 2019 CAASPP growth indicators suggest the District is supporting modest improvement in student literacy performance, but math performance is flat. Local benchmark assessment indicators over the last year of both in-person and distance learning affirm essentially the same picture of holding steady without much acceleration. The state and district data for specific groups of students show varied strengths and challenges, with the performance of English Learners, Students with Disabilities, Students from so-called Socio-Economically Disadvantaged circumstances, and Pacific Islander students indicating that these students are not yet supported for acceleration to high performance.

In 2019-20 and 2020-21, the District implemented important supports to accelerate student performance and additional actions and services focused on "first" instruction and "first" social-emotional supports ("Tier One" strategies in the language of Multi-Tiered Systems of Support--MTSS). The actions outlined in this 2021-24 Goal 2 are intended to build on these strategies and focus on supporting our teachers and staff with the resources and professional learning (training, team inquiry, coaching) to consistently deliver high quality Tier One supports, grounded in the state frameworks (ELA/ELD, Science, History/Social Studies, Health Education, etc). In addition, the actions outlined describe continued and new targeted and intensive support for identified students ("Tier Two" and "Tier 3" strategies in the language of Multi-Tiered Systems of Support--MTSS) that will enable these students to make rapid progress toward meeting or exceeding the standards. These actions also address the fact that support for teachers and staff cannot be consistently high quality without effectively supporting site and district leaders, building their capacity and providing them with the resources they need to lead improvement in District schools.

State and/or Local Priorities addressed by this goal: Priority 2, State Standards (Conditions of Learning); Priority 4, Pupil Achievement (Pupil Outcomes); and Priority 7 (Course Access).

### Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	CAASPP LITERACY	2018-19	2020-21	2023-24
	Percent Met/Exceeded Standard (for the group)	All Students: 62.28%  Socioeconomically Disadvantaged: 29.61%  English Learners: 9.43%	All Students: 59%  Socioeconomically Disadvantaged: 25%	All Students: 75% (5 points per year)  Socioeconomically Disadvantaged: 59.61%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		Students with Disabilities: 14.14%  Hispanic/Latinx: 34.12%	English Learners: 11%  Students with Disabilities: 17%  Hispanic/Latinx: 28%	(10 points per year)  English Learners: 39.43% (10 points per year)  Students with Disabilities: 44.14% (10 points per year)  Hispanic/Latinx: 64.12% (10 points per year)
	CAASPP MATH  Percent Met/Exceeded Standard (for the group)	2018-19  All Students: 55.6%  Socioeconomically Disadvantaged: 19.24%  English Learners: 11.26%  Students with Disabilities: 14.65%  Hispanic/Latinx: 22.71%	2020-21  All Students: 49%  Socioeconomically Disadvantaged: 15%  English Learners: 12%  Students with Disabilities: 14%  Hispanic/Latinx: 16%	2023-24  All Students: 75% (6 points per year)  Socioeconomically Disadvantaged: 49.24% (10 points per year)  English Learners: 41.26% (10 points per year)  Students with Disabilities: 44.65% (10 points per year)  Hispanic/Latinx: 52.71% (10 points per year)
	ENGLISH LEARNER PROGRESS	2018-19  54.1%	2021-22  In Progress: use CA Dashboard data, available December 2022	2023-24  66%



Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	<p>Percent ELs making progress toward English language proficiency on the ELPAC</p> <p>Progress = progressed at least one ELPI level or maintained ELPI level 4</p>			
	<p>Fountas &amp; Pinnell Elementary Reading Assessment</p> <p>Percent of group meeting Grade Level Benchmark (at end of year)</p>	<p>2018-19</p> <p>K: 66%</p> <p>1st: 73%</p> <p>2nd: 76%</p> <p>3rd: 70%</p> <p>4th: 69%</p> <p>5th: 63%</p>	<p>2021-22</p> <p>In Progress: use end of year data</p> <p>Beginning of Year:</p> <p>K: 7%</p> <p>1st: 48%</p> <p>2nd: 46%</p> <p>3rd: 55%</p> <p>4th: 54%</p> <p>5th: 52%</p> <p>....</p> <p>Mid Year:</p> <p>K: 40%</p> <p>1st: 43%</p> <p>2nd: 56%</p> <p>3rd: 53%</p> <p>4th: 54%</p> <p>5th: 57%</p>	<p>2023-24</p> <p>K-5th: 80%</p>
	Fountas & Pinnell Elementary Reading Assessment	2018-19	2021-22	2023-24

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Percent of group meeting Grade Level Benchmark (at end of year)	3rd Grade Socioeconomically Disadvantaged: 4%  English Learners: 3%  Students with IEPs: 2%  Hispanic/Latinx: pending -- 0%  5th Grade Socioeconomically Disadvantaged: 5%  English Learners: 3%  At-Risk LTEL: 1%  Students with IEPs: 3%  Hispanic/Latinx: pending--0%	In Progress: use end of year data  Beginning of Year:  3rd Grade Socioeconomically Disadvantaged: 19%  English Learners: 22%  Students with IEPs: 23%  Hispanic/Latinx: 27%  5th Grade Socioeconomically Disadvantaged: 12%  English Learners: 20%  At-Risk LTEL: 12%  Students with IEPs: 21%  Hispanic/Latinx: pending: 25% ....  Mid Year:  3rd Grade Socioeconomically Disadvantaged: 22%  English Learners: 22%  Students with IEPs: 4%	3rd Grade Socioeconomically Disadvantaged: 34% (10 points per year)  English Learners: 33% (10 points per year)  Students with IEPs: 32% (10 points per year)  Hispanic/Latinx: 30% (10 points per year)  5th Grade Socioeconomically Disadvantaged: 35% (10 points per year)  English Learners: 33% (10 points per year)  At-Risk LTEL: 31% (10 points per year)  Students with IEPs: 33% (10 points per year)  Hispanic/Latinx: 30% (10 points per year)

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			<p>Hispanic/Latinx: 27%</p> <p>5th Grade Socioeconomically Disadvantaged: 18%</p> <p>English Learners: 24%</p> <p>At-Risk LTEL: 12%</p> <p>Students with IEPs: 23%</p> <p>Hispanic/Latinx: pending: 32%</p>	
	<p>Reading Inventory Middle</p> <p>Percent of group meeting Grade Level Benchmark (at end of year)</p>	<p>2020-21</p> <p>Baseline pending</p> <p>6th-8th 0</p>	<p>2021-22</p> <p>In Progress: use end of year data</p> <p>Beginning of Year</p> <p>6th: 69%</p> <p>7th: 72%</p> <p>8th: 73%</p> <p>....</p> <p>Mid-Year not completed at this time.</p>	<p>2023-24</p> <p>6th-8th: 80%</p>
	Reading Inventory Middle	<p>2020-21</p> <p>Baseline pending</p>	2021-22	<p>2023-24</p> <p>8th Grade</p>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Percent of group making Expected Growth (start of year to end of year)	8th Grade Socioeconomically Disadvantaged: pending--0% English Learners: pending--0% LTEL: pending--0% Students with IEPs: pending--0% Hispanic/Latinx: pending--0%	In Progress: use end of year data Beginning of Year 8th Grade Socioeconomically Disadvantaged: 49% English Learners: 5% LTEL: 7% Students with IEPs: 26% Hispanic/Latinx: 48% .... Mid-Year not completed at this time.	Socioeconomically Disadvantaged: 80% English Learners: 80% LTEL: 80% Students with IEPs: 80% Hispanic/Latinx: 80%
	EngageNY/Zearn Benchmark--Elementary Percent of group meeting Grade Level Benchmark (at end of year)	2021-22 New Benchmark metric: Baseline to be determined with full, year-long implementation TK-2nd 0 3rd-5th: 0	2021-22 In Progress: use end of year data Beginning of Year: TK-2nd: 47% 3rd-5th: 40% Mid-Year: TK-2nd: 39%	2023-24 TK-2nd 80% 3rd-5th: 80%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			3rd-5th: 49% ....	
	Illustrative/Math Nation Benchmark--Middle  Percent of group meeting Grade Level Benchmark (at end of year)	2021-22 New Benchmark metric: Baseline to be determined with full, year-long implementation  Math 6: 0  Math 8: 0  Algebra 1: 0	2021-22  In Progress: use end of year data  Beginning of Year:  Math 6: 34%  Math 8: 16%  Algebra 1: Math CFAs are not administered to students enrolled in Algebra 1 courses, as they use an alternative curriculum.  Mid-Year:  Math 6: 50%  Math 8: 20%  Algebra 1: Math CFAs are not administered to students enrolled in Algebra 1 courses, as they use an alternative curriculum. ....	2023-24  Math 6 80%  Math 8 80%  Algebra 1 80%
	Algebra 1 Enrollment	2020-21:  1. 20%	2021-22  1. 15%	2023-24  1. 45%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	1. Percent of 8th graders enrolled in Algebra 1  2. Percent of 8th graders completing Algebra with a C or better  2. Percent of 8th grade Latinx students enrolled in Algebra 1	2. 0 (Baseline set at year's end)  3. 5%	2. In progress: use end of year grades  3. 2%	2. 85%  3. 35%
	Math Social-Emotional Learning Screener  1. Student reported confidence in Math 3, Math 5, Math 6, Math 8, and Algebra 1: All Students, Latinx, Girls  2. Student reported growth mindset in Math 3, Math 5, Math 6, Math 8, and Algebra 1: All Students, Latinx, Girls	2021-22 New Metric: Baseline to be determined with full, year-long implementation  Math 3: All Students 0 Latinx 0 Girls 0  Math 5: All Students 0 Latinx 0 Girls 0  Math 6: All Students 0 Latinx 0 Girls TBD  Math 8: All Students 0 Latinx 0 Girls 0  Algebra 1: All Students 0 Latinx 0 Girls 0	2021-22  In Progress: use end of year screener results	2023-24:  Math 3: All Students 80% Latinx 80% Girls 80%  Math 5: All Students 80% Latinx 80% Girls 80%  Math 6: All Students 80% Latinx 80% Girls 80%  Math 8: All Students 80% Latinx 80% Girls 80%  Algebra 1: All Students 80% Latinx 80% Girls 80%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24

## Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
2.1	<b>L&amp;L.Acc.1 Language &amp; Literacy Acceleration--SiteToSAs</b> Provide 22 language & literacy teachers on special assignment, for curriculum support, teacher coaching and for team inquiry & planning facilitation, to improve Tier 1 "first" and Tier 2 targeted instruction, focused on unduplicated students (including ToSA professional learning costs).  Also provide language & literacy teachers on special assignment to increase and improve Tier 2 targeted and Tier 3 intensive L&L support--all so that identified students accelerate their learning of grade-level standards.	2021-24	Yes	LCFF	4,025,562	LCFF	115,000	\$4,924,004.00	Finished: We have 20 ToSAs hired. 1 unfilled and 1 resignation. All ToSAs are delivering services as stated.
				Federal	783,442				
2.2	<b>L&amp;L.Acc.2 Small group differentiation</b> Provide paraeducators to improve Tier 1 "first" instruction, through small group differentiation, so that identified students accelerate their learning of	2021-22	Yes	LCFF	235,000			\$235,000.00	Finished: Five out of six sites were able to hire staff to provide services as stated.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	grade-level standards. (8 staff, working total of 4 fte, at the following schools: Bayside Academy, Bowditch, Laurel, Beresford, Fiesta Gardens, LEAD)						
<b>2.3</b>	<b>L&amp;L.Acc.3 Site Extended Day</b> Provide teachers and para-educators for Tier 2 extended day learning support, so that students accelerate their learning of grade level standards. (LCFF/supplemental for staff extra-time at the following sites: Abbott, Bayside, Borel, Bowditch, Fiesta Gardens)	2021-22	No	LCFF 68,000		\$68,000.00	Finished: All sites are providing extended learning opportunities to accelerate student learning.
<b>2.4</b>	<b>L&amp;L.PL.1 Professional Learning--School Site</b> Provide language & literacy professional learning, determined by priorities at specific site, so that students accelerate their learning of grade level standards. (LCFF/supplemental for teacher extra-time at the following sites: Borel, Brewer Island, College Park, Fiesta Gardens, Foster City, Laurel, North Shoreview, Parkside, San Mateo Park)	2021-22	No	LCFF 62,450		\$62,450.00	In Progress: Professional learning needs varied by site, including whether time is needed outside the work day. Sites are in various stages of implementing this professional learning.



Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.5	<b>L&amp;L.PL.2 Data Inquiry-- School Site</b> Provide support for elementary and middle school teacher teams at all sites to analyze formative & benchmark assessment data and to adjust instruction, so that targeted students experience improved and increased support for L&L learning. (LCFF/supplemental for teacher extra-time)	2021-24	Yes	LCFF 57,100		\$57,100.00	In Progress: Site teams are meeting to analyze data, however, this is happening outside the school day as subs are difficult to place for needs other than staff absences and IEP meetings, which take priority.
2.6	<b>L&amp;L.PL.3 Professional learning--District Priorities</b> Implement key district-wide professional learning and support for teachers, site leaders in the use of formative assessments. Establishing curriculum pacing guides; formative assessments; benchmark assessments and screeners;  Tier 1-3 curriculum implementation professional learning for teachers/staff and curriculum supervision for site leaders--all so that targeted students experience improved and increased support for L&L learning.	2021-24	No	LCFF 50000	LCFF 50000 Other State 25000	\$125,000.00	Finished: Teachers were provided pacing guides for ELA curriculum. Staff received professional development on foundational skills with a scope and sequence with Heggerty. Over 100 teachers also attended Orton Gillingham foundational literacy training.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	\$25,000 Other State funds (lottery) for assessments & screeners \$100,000 LCFF funds (supplemental) for curriculum professional learning (\$50,000 for contractors; \$50,000 for extra time)						
2.7	<b>L&amp;L.PL.4 Language Immersion professional learning</b> Provide language immersion professional learning, determined by site priorities, so that students experience improved and increased support for L&L learning. (LCFF/supplemental for teacher extra-time at the following sites: College Park, Fiesta Gardens, Abbott)	2021-22	No		LCFF 29,000	\$29,000.00	In Progress: Immersion schools are providing professional learning to support their school programs.
2.9	<b>Math.Acc.1 SiteToSAs</b> Provide 5 math teachers on special assignment to deliver and support Tier 1 “first” and Tier 2 targeted Math instruction, so that identified students accelerate their learning of grade-level standards.  (Note: additional 4 math TOSA positions in AB86 ELO plan)	2021-24	Yes	LCFF 530,000 Federal 130,000		\$660,000.00	Finished: Five TOSAs hired and are currently providing services as described.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses	Total Funds	Mid-Year Report
	\$530,000 LCFF (supplemental) and \$130,000 Federal (Title 1) for site TOSAs at SM Park, FGIS, Sunnybrae, LEAD and 2 central TOSAs							
<b>2.10</b>	<b>Math.Acc.2 MS Math Foundation/extended learning</b> Provide middle school Tier 2 targeted math foundation classes and expand extended learning options before & after school (see also Goal 7), so that identified students accelerate their learning of grade-level standards.  LCFF (supplemental)	2021-24	Yes	LCFF	250,000		\$250,000.00	Finished: Sections of Math Foundations were implemented at the planned sites.
<b>2.11</b>	<b>Math.PL.1 Math Data Inquiry--School Site</b> Provide support for elementary and middle school teacher teams to analyze formative & benchmark assessment data and to adjust instruction, so that targeted students experience improved and increased support for Math learning. In 2021-22, this inquiry includes reviewing math district benchmark assessment tools and providing input for district selection of the	2021-22	Yes			LCFF 0	\$0.00	Finished: At both the elementary and middle school level, District Math TOSAs supported teachers to analyze end of unit/trimester assessment data that included rubric development, scoring calibration, and reengagement.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	assessment tool. (See Goal 2, Action 5 for funding)								
<b>2.12</b>	<b>Math.PL.2 District Priorities</b> Implement key district-wide math professional learning and support priorities for teachers, site leaders, and staff, so that students accelerate their learning of grade level standards: math curriculum pacing guides; math benchmark assessments and screeners; math Tier 1-3 curriculum implementation professional learning for teachers/staff and curriculum supervision for site leaders--all so that students experience improved and increased support for Math learning.  LCFF (supplemental) for curriculum professional learning contractors and staff extra time. Funding for assessments & screeners in AB86 ELO plan.	2021-24	No	LCFF	40000	LCFF	16000	\$56,000.00	Finished: District Math TOSAs and teacher leaders completed the math pacing guides and developed and delivered the content for full day of math focused professional development on September 17 and the afternoon of January 4.
<b>2.13</b>	<b>Science.Acc.1 Student Acceleration--STEM electives</b> Provide STEM elective sections to improve Tier 1 "first" science instruction, so that students accelerate	2021-24	No			LCFF	80,000	\$80,000.00	Completed: Bayside currently has STEM elective classes/sections.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses	Total Funds	Mid-Year Report
	their learning of grade-level standards.  LCFF (magnet) for course sections at Bayside.							
<b>2.14</b>	<b>Science.PL.1 ToSAs</b> Provide 2 science teachers on special assignment, to support curriculum implementation through teacher professional learning and team inquiry & planning, to improve Tier 1 “first” instruction, so that students accelerate their learning of grade-level standards.  LCFF (supplemental) and Local Funds (grant)	2021-24	No	LCFF	120,000		\$240,000.00	Finished: Two science TOSAs hired and currently providing services as described.
				Local	120,000			
<b>2.15</b>	<b>CIA.1 Curriculum/Instruction/Assessment Management</b> Provide 2 Directors of Curriculum & Instruction, to plan and implement district-wide CIA and related leader & teacher professional learning, so that students accelerate their learning of grade-level standards.  LCFF (Base & supplemental) for staff and teacher extra time	2021-24	No	LCFF	518,000		\$518,000.00	Finished: Two Directors of Curriculum and Instruction hired and currently providing services as described.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
2.16	<b>Programs.Acc.1 Special Program-- Middle school AVID</b> Provide Advancement Via Individual Determination (AVID) electives and Tier 2 targeted supports to identified middle school students, so that identified students accelerate their learning of grade-level standards.  LCFF (supplemental) for elective sections and staff training at the following schools: Abbott, Bayside, Borel, Bowditch	2021-24	Yes	LCFF	130,000	LCFF	20,000	\$150,000.00	Finished: AVID classes offered to identified middle school students.
2.17	<b>Programs.Acc.2 Special Program --Site IB</b> Provide high-rigor International Baccalaureate programs and curricula at Sunnybrae Elementary School, to improve Tier 1 "first" instruction at school with high percentage of English Learners and students from economically struggling families, so that targeted students accelerate their learning of grade-level standards.  LCFF (magnet) for coordinator, language teacher, and teacher extra time	2021-24	Yes	LCFF	225,000			\$225,000.00	Finished: The I.B. program is currently offered at Sunnybrae Elementary School.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
2.18	<b>Programs.Acc.3 Special Program-- Site library services</b> Provide additional library services, to improve Tier 1 “first” instruction, so that students accelerate their learning of grade-level standards.  LCFF (supplemental) for staff extra hours at Sunnybrae, Abbott, and Borel.	2021-22	No	LCFF	31,000			\$31,000.00	Finished: Currently Library services are provided to help improve Tier 1 instruction.
2.19	<b>Programs.Acc.4 Special Program-- Site Montessori</b> Provide additional Montessori teacher on special assignment and additional program development resources, to improve and expand implementation of Tier 1 “first” Montessori instruction (TK-5-TK-8), so that students accelerate their learning of grade-level standards.  LCFF (Magnet) for ToSA, staff extra time, consultants, fees, and materials	2021-22	No	LCFF	177,000	LCFF	45,000	\$222,000.00	Finished: A Montessori TOSA was hired to improve and expand implementation of Tier 1 Montessori instruction.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
<b>2.20</b>	<b>Programs.Acc.5 Special Program--Elementary Music</b> Provide instrumental music instruction to elementary students, so that students accelerate their learning of visual and performing arts standards.  Local funds for Music 4 Minors contract	2021-22	No		Local 700,000	\$700,000.00	Finished: All fifth grade students receive instrumental music instruction.
<b>2.21</b>	<b>Programs.Support.1 New Teacher Support--Induction</b> Provide new teacher support programming to assist teachers in finishing their professional credentialing, so that all students have access to qualified teachers who support them to accelerate their learning of grade-level standards.  LCFF (New Teacher) for coordinator, mentors, and program costs	2021-24	No	LCFF 300,000		\$300,000.00	Finished: Coordinators and mentors were hired to implement the Induction program.
<b>2.22</b>	<b>Programs.Support.2 New Teacher Certification tuition assistance</b> Strengthen teacher recruitment by providing certification tuition assistance to candidates for hard to fill positions, including Special Ed,	2021-24	No	Federal 165,000		\$165,000.00	Completed: Funds allocated to assist staff with tuition costs in earning certifications in hard-to-fill positions.



Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	Bilingual, Montessori, Speech.  Federal (Title 2) funds								
2.23	<b>Programs.Support.3 New Principal Mentors</b> Provide new principals mentoring support, to create strong instructional leaders, so that all students have access, at every school, to high quality academic programs that accelerate their learning of grade-level standards.  Federal/Title 2 funds for employment agreements	2021-24	No	Federal	40,000			\$40,000.00	Not started: Leadership implemented new principal supports without hiring outside mentors.
2.24	<b>Assessment.1 Staffing State &amp; Local Assessments</b> Provide staffing for management, administration, and analysis of state and local assessments, to ensure high quality student performance data, so that students/families have complete information on student acceleration toward learning grade-level standards and staff have complete information to monitor district strategies.  LCFF (base) for coordinator, data analyst,	2021-24	No			LCFF	537,256	\$537,256.00	Finished: Coordinator, data analyst, admin assistant, and testing proctors hired to support state & local assessments.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses	Total Funds	Mid-Year Report
	admin Assistant, and testing proctors							
<b>2.25</b>	<b>Assessment.2 Site Staffing Local assessments</b> Provide additional time and staffing at LEAD elementary school for administration of local assessments, determined by site priorities, to ensure high quality student performance data, so that students/families have complete information on student acceleration toward learning grade-level standards and staff have complete information to monitor district strategies.  LCFF (supplemental) for teacher extra time	2021-24	No	LCFF	2000		\$2,000.00	In progress: Teachers at the site are earning extra time for local assessments.
<b>2.26</b>	<b>Assessment.3 Assessment &amp; Data Inquiry Resources</b> Provide analytical resources for site inquiry and planning, to ensure high quality student and program performance data, so that students/families have complete information on student acceleration toward learning grade-level standards and staff have complete information to monitor district strategies.	2021-22	No			LCFF 106,000 Other State 45,000	\$151,000.00	Finished: Data collection tools and analytical applications purchased.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	LCFF (base) and Lottery for data collection tools and analytical applications						
<b>2.27</b>	<b>CSI.1 Planning Team</b> Support Comprehensive Support & Improvement Planning (CSI) Team to lead the design, implementation, and monitoring of LEAD's CSI plan, so that students have access to high quality academic programs that accelerate their learning of grade-level standards.  Other State (CSI) funds for staff extra time	2021-22	No	Other State 6100		\$6,100.00	In Progress: The LEAD CSI Team is conducting this work.
<b>2.28</b>	<b>CSI.PL.1 DEI Professional Learning</b> Provide professional learning time and resources in Diversity/Equity/ Inclusion (DEI) for teacher team inquiry & planning, to improve Tier 1-3 student support, so that students accelerate their learning of grade-level standards.  Other State (CSI) funds for staff extra time, consultant support, and professional learning materials	2021-22	No	Other State 6,100	Other State 15,000	\$21,100.00	In Progress: The LEAD staff is engaged in this professional learning.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
<b>2.29</b>	<b>CSI.PL.2 Language &amp; Literacy</b> Provide language & literacy professional learning time and resources, based on the CSI plan, so that students accelerate their learning of grade-level standards.  Other State (CSI) funds for staff extra time, consultant support, and professional learning materials	2021-22	No	Other State 10,500	Other State 46,100	\$56,600.00	In Progress: The LEAD staff is engaged in this professional learning and utilizing funded resources.
<b>2.30</b>	<b>CSI.PL.3 Mathematics</b> Provide math professional learning time and resources, based on the CSI plan, so that students accelerate their learning of grade-level standards.  Other State (CSI) funds for staff extra time and professional learning materials	2021-22	No	Other State 6,100	Other State 7,000	\$13,100.00	In Progress: The LEAD staff is engaged in this professional learning and utilizing funded resources.
<b>2.31</b>	<b>CSI.PL.3 Social Emotional Learning</b> Provide Social Emotional Learning professional learning, based on the CSI plan, so that students accelerate their learning of grade-level standards.	2021-22	No	Other State 4,000	Other State 10,600	\$14,600.00	In Progress: The LEAD staff is engaged in this professional learning and utilizing funded resources.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Other State (CSI) funds for staff extra time and professional learning materials						
<b>2.32</b>	<b>CSI.Family.1 Family Engagement</b> Implement strategies to strengthen school-to-home communications, integrate family assets into school services, and engage families to deepen their support for their child's academic and social-emotional growth, so that students accelerate their learning of grade-level standards.  Other State (CSI) funds for engagement materials	2021-22	No		Other State 11,000	\$11,000.00	In Progress: The LEAD staff is implementing family engagement activities using these resources.
<b>2.33</b>	<b>CSI.Acc.1 Acceleration Strategies</b> Provide additional and extended academic and engagement interventions for identified struggling students, so that students accelerate their learning of grade-level standards.  Other State (CSI) funds for staff extra time	2021-22	No	Other State 26,000		\$26,000.00	In Progress: The LEAD staff is implementing academic acceleration activities using these resources.
<b>2.34</b>	<b>CSI.Program.1 Program Monitoring</b>	2021-22	No		Other State 15,000	\$15,000.00	In Progress: District and site staff are

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Provide analytical and monitoring resources for site &amp; district inquiry and planning, to ensure high quality student and program performance, so that students/families have complete information on student acceleration toward learning grade-level standards and staff have complete information to monitor CSI strategies.</p> <p>Other State (CSI) funds for evaluation contract</p>						monitoring CSI program implementation at LEAD.
<b>2.35</b>	<p><b>Special Program Accel 1. MTSS PoSA (Principal on Special Assignment)</b> Provide an MTSS Principal on Special Assignment to support elementary and middle school principals and site teams with coordination and resource support, to begin implementation of MTSS strategies using the CA MTSS Framework process, as part of the state CCEIS initiative, so that students build social emotional wellness and accelerate their learning of grade-level standards.</p> <p>Federal (Special Education) funds</p>	2021-2024	No	Federal	150,000	\$150,000.00	Finished: The MTSS PoSA was hired.

## Goal 3

**PUPIL ENGAGEMENT AND SCHOOL CLIMATE (WELLNESS):** Students' mental and social/emotional health, as well as physical wellness will be supported so that they can engage and achieve in school and in life.

### Rationale

This "broad" goal addresses students' overall mental and physical health as we emerge from the COVID-19 pandemic. 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. Based on California Healthy Kids Survey information (5th and 7th grade students) collected in 2020 and in 2021, our students indicated reduced connectedness with school, though did indicate they have a caring friend or adult in their lives. In addition, both 5th and 7th graders were not very interested in doing their homework from home: 41% and 33%, respectively. Of concern is a rise in the percentage of 7th grade students who have considered suicide and an increase in chronic sadness. It appears that this is a continuing concern for our students who identify as LGBTQ+. Informal information gathered from students (3rd-8th grade students) during distance learning this year showed that engagement in remote learning was difficult, with 'Zoom' fatigue a reality for many. Most students experienced technology difficulties at some during the year, and up to 13% of the students who responded to the survey indicated difficulties with learning through online curricula. However, students rated very highly, the support and consistency of Morning Meetings (elementary) and Advisory/Homeroom (middle school). Attendance issues during the school year were more pronounced for our Pacific Islander/Hispanic-Latino/Black students when compared to our Filipino/Asian/White students. The difference was approximately 6%-7% more Pacific Islander/Hispanic-Latino/Black students identified as chronically absent.

In 2019-20 and 2020-21 school years, the District implemented specific actions targeting social/emotional and physical wellness, including supporting each school in completing a self-assessment regarding PBIS and Restorative Practices strategies so that school teams can develop an individualized development plan for their school culture. In the physical health area, the Teacher on Special Assignment has continued with support at each school site, and in conjunction with our TUPE TOSA, they have developed curricular materials focusing on tobacco and vaping prevention at the middle school level. The District employed 10 additional counselors this school year, with 6 assigned to elementary schools, and the remaining 4 assigned to the comprehensive middle schools. This proved to be very valuable during the COVID-19 pandemic and remote learning, as the counselor team developed a connected series of community meeting/advisory lessons for teachers to develop community within a virtual classroom setting. These materials were developed for each week of the school year.

State and/or Local Priorities addressed by this goal: Priority 5, Pupil Engagement (Engagement); Priority 6, School Climate (Engagement); and Priority 8 (Other Pupil Outcomes).

### Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	CA PHYSICAL FITNESS TEST	2018-19:	In Progress: CA Fitness Test scheduled for May 2022	2023-24:
	Percent of students in the Healthy Fitness Zone, averaged across the 6 Fitness Areas	5th: 74% 7th: 73%		5th: 85% 7th: 85%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	CA HEALTHY KIDS SURVEY  Average student rating of 'Caring Adult' (Strongly Agree/Agree): 5th grade: 7th grade:	2020-21  5th: 80%  7th: 66%	In Progress: CA Healthy Kids Survey administered February 2022	2023-24  5th: 87%  7th: 73%
	CA HEALTHY KIDS SURVEY  Considered suicide in past 12 months Chronic sadness in past 12 months	2020-21  7th grade: Considered suicide: 17% (increase) Chronic sadness: 37% (increase)	In Progress: CA Healthy Kids Survey administered February 2022	2023-24  7th grade Considered suicide: 14% Chronic sadness: 28%
	ATTENTION TO ATTENDANCE (A2A)  At 7th week of school- Confirmed Chronically Absent (missing 10% or more of 180 days of school year)	2020-21  Native Hawaiian/Pacific Islander: 6.5% Hispanic/Latino: 2.5% Homeless: 7.4% SED: 3.2% Special Education: 2.5% English Learner: 2.6%	2021-22  Mid Year Chronic Absence Rate:  Native Hawaiian/Pacific Islander: 0.5% Hispanic/Latino: 3.8% Homeless: 0.8% SED: 1.0% Special Education: 0.8% English Learner: 2.8%	2023-24 At 7th week of school:  Native Hawaiian/Pacific Islander: 4.0% Hispanic/Latino: 1.0% Homeless: 5.0% SED: 2.0% Special Education: 1.5% English Learner: 1.6%
	PROFESSIONAL LEARNING  Actions #8 and #13  Number of staff participating in professional learning:	2021-22 Baseline to be established  0# Trauma-informed practices	In Progress: to be completed at the end of the year. Note that the September PD Day included approximately 50	2023-24  100 Trauma-informed practices Mindfulness



Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Trauma-informed practices Mindfulness PBIS Restorative Practices Responsive Classrooms	Mindfulness PBIS Restorative Practices Responsive Classrooms	classified staff that received trauma-informed practices PD. Note that the April PD Day is entirely devoted to these contents for all teachers.	PBIS Restorative Practices Responsive Classrooms
	SUSPENSION RATE  Overall District suspension rate	2019-20  1.6% (Orange)	2021-22  Mid Year: 1%  Local Calculation (Non CA School Dashboard)	2023-24  0.4% (Blue)

### Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	<b>Culturally Responsive Environments: Supports 1: Transportation support</b> Provide transportation support for foster youth, homeless youth, low-income youth.  LCFF supplemental	2021-24	Yes		LCFF \$50,000	\$50,000.00	In Progress: bus passes distributed monthly to all sites for all students who need SamTrans support.
3.2	<b>Culturally Responsive Environments: Support 2: Community Service Workers</b> Increase Community Service Workers support to engage families in culturally responsive ways that align school and family support for student academic and	2021-24	No	Other State 600,000		\$600,000.00	In Progress. Community Service Workers support N. Central families at LEAD, Fiesta Gardens, Highlands, Laurel, Meadow Heights, and Sunnybrae

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>social-emotional growth; and to expand school and community-based resources available to families, particularly at schools serving our families from North Central San Mateo.</p> <p>Other State funds (AB86 IPI and ELO) for equivalent of 6 full-time positions.</p>						
3.3	<p><b>Mental/Physical Wellness: Support 1: Physical Education ToSA</b> Provide a program specialist and teacher leads to support CA standards-aligned health &amp; physical education curriculum development and professional learning for teachers and para-educators, so that students accelerate their learning of health and physical ed grade-level standards.</p> <p>LCFF (Base) for position and teacher leads extra time</p>	2021-24	No	LCFF 174,000		\$174,000.00	Completed: TOSA hired and providing services.
3.4	<p><b>Mental/Physical Wellness: PL 1: Curricular materials and professional learning</b> Provide PE teachers with standards-aligned resources TK-8 and</p>	2021-24	No	LCFF 10,000	LCFF 15,000	\$25,000.00	In Progress: Resources purchased and PD activities expensed on-going.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>professional development opportunities, so that students accelerate their learning of health and physical ed grade-level standards.</p> <p>LCFF (base) for materials and staff extra time</p>						
3.5	<p><b>Mental Wellness-Trauma Informed Support 1: Wellness Coordinator</b> Provide management for the Districts' counseling and mental wellness services and initiatives, to strengthen site implementation of wellness strategies, so that students build social emotional wellness and readiness to accelerate their learning of grade-level standards.</p> <p>LCFF (supplemental)</p>	2021-2024	No		LCFF 208,221	\$208,221.00	Completed: Wellness Coordinator hired and delivering services.
3.6	<p><b>Mental Wellness-Trauma Informed Support 2: Wellness Program Specialist</b> Provide a Wellness Program Specialist to support the Community Service Workers in serving families and students, to strengthen site implementation of "full service community school" strategies, so that students</p>	2021-22	No	Other State 140,000		\$140,000.00	Not Started: Anticipate 2022-23 for implementation.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>build social emotional wellness and readiness to accelerate their learning of grade-level standards.</p> <p>Other State funds (AB 86 ELO)</p>							
3.7	<p><b>Mental Wellness-Trauma Informed Support 3: Supported Play</b> Implement site-based strategies for health and safety through supported play, so that students build physical, mental and social/emotional health.</p> <p>Federal funds (Title 4) for staff extra time</p>	2021-22	No	Federal	87,778		\$87,778.00	In Progress: Play Works implemented at 1 site, and other sites implementing activities with staff extra time.
3.8	<p><b>Mental Wellness-Trauma Informed Support 4: Professional Learning</b> Provide specific professional development opportunities on trauma-informed practices/mindfulness to support counseling staff implementation of these strategies, so that students build social emotional wellness and readiness to accelerate their learning of grade-level standards.</p> <p>LCFF (supplemental) for staff extra time</p>	2021-24	Yes	LCFF	8,000		\$8,000.00	In Progress: Trauma informed PD for Tier 1 and 2 for school counselors and classified staff. New school counselors have been trained in mindfulness.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses	Total Funds	Mid-Year Report
3.9	<b>Culturally Responsive Environments: Support 3: Restorative Practices Professional Learning</b> Provide staff opportunities for professional learning in Restorative Practices strategies, to support staff implementation of these strategies, so that students build social emotional wellness and readiness to accelerate their learning of grade-level standards.  LCFF (supplemental) for staff extra time	2021-24	No			LCFF 5,000	\$5,000.00	In Progress: Professional Development planned.
3.10	<b>Social-Emotional Wellness: Support 1: Elementary and Middle School Counselors</b> Provide direct support for students through school-wide and individual counseling and intervention, so that students build social emotional wellness and readiness to accelerate their learning of grade-level standards.  4 MS counselors (Supplemental); 4 Elementary counselors (Supplemental); 4 MS counselors (Measure V); 6 Elementary counselors (Measure V); 3 Elementary	2021-24	Yes	LCFF 834,168 Local 1,516,660			\$2,350,828.00	Completed: Counselors and clinicians hired and delivering services.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	counselors (Other State-- AB 86 IPI); additional Licensed Mental Health Clinicians (Supplemental)						
3.11	<b>Culturally Responsive Environments: Support 4: Newcomer Program Specialist</b> Provide newcomer program specialist to support Newcomer students and families with health and wellness wrap-around services, so that students build social emotional wellness and readiness to accelerate their learning of grade-level standards.  LCFF (supplemental)	2021-24	Yes	LCFF 161,734		\$161,734.00	Completed: Social Worker hired and delivering services.
3.12	<b>Social-Emotional Wellness: Support 2: Student Safety Advocates</b> Provide Tier 2 and Tier 3 intervention services for students at the middle- school level requiring more intensive mental health/behavioral/counselin g services, so that students build social emotional wellness and readiness to accelerate their learning of grade-level standards.  LCFF supplemental	2021-24	Yes	LCFF 161,312		\$161,312.00	In Progress: some modification to personnel with a trainee mental health clinician.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses	Total Funds	Mid-Year Report
3.13	<b>Social-Emotional Wellness.Support.3: Site PL &amp; Planning</b> Provide social-emotional wellness professional learning and planning time (PBIS, Restorative Practices, Responsive Classroom, Mindfulness), determined by site priorities, so that students build social emotional wellness and readiness to accelerate their learning of grade-level standards.  LCFF (supplemental) for staff extra time at the following schools: George Hall, LEAD, Laurel, Meadow Heights, San Mateo Park, Sunnybrae, Brewer Island, Highlands, Fiesta Gardens, College Park, Beach Park, Bayside, Borel, Bowditch	2021-24	No	LCFF	78,142		\$78,142.00	In Progress: sites engaged in various stages of implementation.
3.14	<b>Social-Emotional Wellness: Support 4: Art Therapy Trainees</b> Provide Tier 2 and Tier 3 intervention services for students requiring more intensive mental health/behavioral/counseling services, so that students build social emotional wellness and readiness to	2021-24	Yes			LCFF 59,050	\$59,050.00	In Progress: Art Therapy at Beresford, Bayside, Audubon, Fiesta Gardens, LEAD.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>accelerate their learning of grade-level standards.</p> <p>LCFF (supplemental) for trainee contracts</p>						
3.15	<p><b>Social-Emotional Wellness: Support 5: Youth Services Bureau Interns</b></p> <p>Provide Tier 2 and Tier 3 intervention services for students requiring more intensive mental health/behavioral/counseling services, so that students build social emotional wellness and readiness to accelerate their learning of grade-level standards.</p> <p>LCFF (supplemental) for intern contracts</p>	2021-24	No	LCFF 75,600		\$75,600.00	In Progress: Brewer Island, Highlands, Laurel, Baywood, Foster City, Sunnybrae
3.16	<p><b>Culturally Responsive Environments: Support 5: Alternative Education Teacher</b></p> <p>Provide education/instruction services to students expelled/suspended or those needing individual support to access and re-integrate into regular school environment and to accelerate their learning of grade-level standards.</p> <p>LCFF (base)</p>	2021-24	No	LCFF 118,945		\$118,945.00	In Progress: position filled at beginning of year, but position has been eliminated as January 2022.



Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
3.17	<b>Social-Emotional Wellness/Attendance: Support 6: A2A and Behavior Alert/Study Groups</b> Technology platform supports for school sites to assist with tracking and reviewing attendance and behavior to increase support for students and families to address barriers to attendance and accelerate student learning of grade-level standards.  LCFF (base) for tech platform and staff extra time		No	LCFF	6000	LCFF	84,000	\$90,000.00	In Progress: program current paused due to COVID pandemic.

## Goal 4

**FAMILY ENGAGEMENT & SUPPORT:** Students and their families will experience a more fully developed “full-service” approach to family engagement and support, as evidenced by: 1. improved frequency and quality of school-home communications; 2. greater integration of family strengths and resources into school services and supports; 3. stronger engagement of families to align school and family support for student academic and social-emotional growth; and 4. expansion of school and community-based resources available to families, particularly at schools serving our families from North Central San Mateo.

## Rationale

Family engagement and support is essential for SMFCSD schools to be successful in accelerating students’ academic performance and promoting their health and well-being. While there are strong habits of family participation in our schools, we have only recently begun to measure that participation and to understand how SMFCSD families from different backgrounds and contexts engage with SMFCSD schools differently. Preliminary data indicates the need for more culturally responsive outreach and educational programs to support all families being engaged with their children’s schools and bringing their family assets to the school community and to their children’s academic growth. The last year of working during the COVID-19 pandemic made this even more apparent. Various software applications and on-demand translation resources were highly utilized in connecting students and parents to teachers and classrooms to stay up to date on classroom activities and student progress. And still the district received considerable qualitative and survey feedback that students and families, particularly where English is not the first language or where economic circumstances are difficult, remain greatly disconnected from schools, and as a result their students struggle to perform at high levels and to have positive health and wellness outcomes. The district will address these challenges through this “broad” goal and will pursue a variety of strategies that improve school-home

communications; integrate more effectively family strengths and resources into school services and supports; engage families in culturally responsive ways that align school and family support for student academic and social-emotional growth; and expand school and community-based resources available to families, particularly at schools serving our families from North Central San Mateo.

State and/or Local Priorities addressed by this goal: Priority 3, Parental Involvement (Engagement).

## Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	<b>CA HEALTHY KIDS SURVEY. PARENT FEEDBACK</b>  1. Promotion of parent involvement 2. School promotes respect of cultural beliefs and practices	2020-21  1. 31% rated strongly agree (5-point ratingscale)  2. 35% rated strongly agree (5-point rating scale)	In Progress: CA Healthy Kids Survey administered February 2022	2023-24  1. 60% rate strongly agree  2. 60% rate strongly agree
	<b>PARENT &amp; FAMILY ENGAGEMENT SURVEY</b>  Percent Rating a 4 or 5 (Full Progress/Being Sustained)  1. Welcoming: Progress in creating welcoming environments for all families in the community.  2. Learn about Families: Progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.  3. Student Progress: Progress in implementing policies or programs for teachers to meet with families and students to discuss student	2020-21  1. Welcoming: 23% 2. Learn about Families: 8% 3. Student Progress: 13% 4. Decision-making: 31% 5. Input: 23%	In Progress: Parent & Family Engagement Survey to be administered May 2022.	2023-24  1. Welcoming: 60% 2. Learn about Families: 60% 3. Student Progress: 60% 4. Decision-making: 60% 5. Input: 60%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	<p>progress and ways to work together to support improved student outcomes.</p> <p>4 Decision-making: Progress in supporting family members to effectively engage in advisory groups and decision-making.</p> <p>5. Input: Progress in providing all families with opportunities to give input on policies and programs, and in implementing strategies that obtain input from underrepresented groups in the school community.</p>			
	<p>SPANISH-LANGUAGE PARENT &amp; FAMILY PARTICIPATION RATE in District Informational Meetings &amp; on Key Advisory Groups</p> <p>Average percent of total attendees</p>	<p>2020-21</p> <p>0% - this data has not been previously collected</p>	In Progress: Baseline data being collected.	<p>2023-24</p> <p>30% of total attendees</p>

### Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.1	School/Community Outreach Staff	2021-24	Yes	LCFF 410,000		\$410,000.00	Completed: Staff hired and providing services.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	<p>Provide family engagement specialists and community outreach workers, to improve school-home communications; to engage families in culturally responsive ways that align school and family support for student academic and social-emotional growth; and to expand school and community-based resources available to families, particularly at schools serving our families from North Central San Mateo. (See also complementary action in Goal 3.Action 2)</p> <p>LCFF (supplemental) for 10 staff (equivalent to 6.5 fte)  Baywood, LEAD, Laurel, Meadow Heights, San Mateo Park, Sunnybrae, Highlands, Fiesta Gardens, Abbott, Bayside</p>								
<b>4.2</b>	<p><b>Translation Services</b>  Provide on-demand translation and interpreting services to strengthen school-home communication and family engagement, so that students attend regularly and build social-emotional wellness and readiness to accelerate their learning of grade-level standards.</p>	2021-24	No	LCFF	190,000	LCFF	40,000	\$230,000.00	Completed: Staff hired and contract in place to provide services.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	LCFF (base) for translator staff and translation contract						
<b>4.3</b>	<b>Communication Digital Applications</b> Standardize, across elementary and middle schools, the electronic means of communicating with families (SchoolLoop and Class Dojo) and ensure staff receive the training to clarify communication expectations and use these tools effectively, to strengthen school-home communication and family engagement, so that students attend regularly and build social-emotional wellness and readiness to accelerate their learning of grade-level standards.  LCFF (base)	2021-24	No		LCFF 25,000	\$25,000.00	Completed: Applications purchased.
<b>4.4</b>	<b>Family Feedback</b> Expand district and school efforts to get input and feedback from families, including the number of "Spanish-first" engagements/regular coffee chats, to strengthen integration of family strengths and resources into school services and supports, so that students	2021-24	Yes	LCFF 7000	LCFF 3000	\$10,000.00	In Progress: On-going services to improve family feedback, including "Spanish-first" engagements.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	attend regularly and build social-emotional wellness and readiness to accelerate their learning of grade-level standards.  LCFF (supplemental) for staff extra time and materials								
4.5	<b>Site-based Family Engagement &amp; Education</b> Implement school site family engagements and education for families where English is not the first language and/or where economic circumstances are difficult, so that students attend regularly and build social-emotional wellness and readiness to accelerate their learning of grade-level standards.  LCFF (supplemental) and Federal (Title 1) for staff extra time and materials	2021-24	Yes	LCFF Federal	20,000 7,000	LCFF	17,000	\$44,000.00	In Progress: Staff engaged in extra time to provide services and use materials needed.
4.6	<b>Full Service Community School Strategies</b> Implement full service community school strategies (e.g., parenting classes, legal support, medical resources) at specific schools serving our families from North Central San Mateo, in order to expand school and	2021-24	Yes	LCFF	15,000	LCFF	15,000	\$30,000.00	In Progress: Planning steps being taken to pursue state funding to implement strategies at identified schools.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	community-based resources available to families where English is not the first language and/or where economic circumstances are difficult, so that students attend regularly and build social-emotional wellness and readiness to accelerate their learning of grade-level standards.  LCFF (supplemental) for staff extra time and materials								
<b>4.7</b>	<b>Input &amp; Feedback Family Engagements</b> Implement regular family engagements, facilitated by different district departments, to gather input and feedback in order to strengthen key district strategies (e.g., middle school math pathways) and to align school and family support for student academic and social-emotional growth, so that students attend regularly build social-emotional wellness, and accelerate their learning of grade-level standards.  LCFF (supplemental) for staff extra time and materials	2021-24	No	LCFF	8,000	LCFF	2,000	\$10,000.00	In Progress: Family engagements are being held with staff extra time and materials.





## Goal 5

**STUDENTS WITH IEPs: Students with IEPs will be provided with inclusive opportunities to participate in educational and instructional activities with peers through standard-aligned IEPs leading to increased achievement in ELA and Math.**

### Rationale

This "targeted" goal addresses the intent of the District to provide a more inclusive environment for students with disabilities with their non-disabled peers, by developing a high-quality Special Education program. The components of the program will include: staff qualifications and expertise, effective education practices, education opportunities and learning environments, teamwork and collaboration, and school/community partnerships. Through the implementation of a MTSS framework and the use of Universal Design for Learning strategies, students with disabilities and other students with diverse needs will be more successful academically and receive the supports they need. Based on the CAASPP scores of students with disabilities, we have made uneven, though increasing progress in ELA and Math achievement. In addition, our students with disabilities are also spending more time in inclusive settings for their instruction, though more progress needs to be made. The District is also involved in CCEIS strategic work to address the significant disproportionality issue of over-identification of Hispanic/Latinx students in the SLD eligibility category. Three specific outcomes and accompanying activities have been identified and targeted, with team leads assigned.

In 2019-20 and 2020-21, the District implemented targeted activities to support students with disabilities, including a review of resources and materials used by Ed Specialists in RSP and self-contained classrooms. This effort led to an infusion of materials to specifically address literacy and math instruction for diverse learners, and the initiation of Goalbook Toolkit for Special Education staff, with the next phase to include implementation of Goalbook Pathways with general education teachers. Simultaneously 4 elementary schools with self-contained programs were undertaking an Inclusion Initiative to develop an inclusive school culture and include students with disabilities in general education classrooms for academic instruction. This work has decreased the percentage of students with disabilities who spend more than 40% of their school day in segregated classrooms. This focused work was accelerated by a comprehensive plan of collaborative professional development for Special Education and general education teachers throughout the year. As part of the development of a quality Special Education program, the District focused on shoring up the administrative/technical staff to support the program through the addition of one Coordinator and one Program Specialist allowing for more site-based support for teachers and students.

State and/or Local Priorities addressed by this goal: Priority 2, State Standards (Conditions of Learning) and Priority 4, Pupil Achievement (Pupil Outcomes).

### Expected Annual Measurable Objectives for Goal 5

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Total Number of new Special Education teachers and new Speech Language who receive tuition assistance	2020-21 8 new Special Education professionals received tuition assistance	2021-22 8 new Special Education professionals received tuition assistance	8 new Special Education professionals will receive tuition assistance
	Retention Percentage for these new Special Education professionals	75% (6) retention rate with District employment	Retention rate with District employment to be determined at year end.	88% (7) retention rate with District employment

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Number of schools that have Implemented The Inclusive Education Checklist: A Self-Assessment of Best Practices (R. Villa, EdD. & J. Thousand, PhD.)	2020-21 0/21 school teams have completed the Inclusive Education checklist.	Realigning metric to update for new Strategic Plan	21/21 school teams have completed the Inclusion Checklist
	Significant Disproportionality Risk Ratio for Hispanic students identified under the SLD category	2019-20 Significant Disproportionality Risk Ratio is over 3% for Hispanic students identified under the SLD category (CDE Indicator for the Comprehensive Coordinated Early Intervening Services program--CCEIS)	2020-21 Significant Disproportionality Risk Ratio is over 3% for Hispanic students identified under the SLD category (CDE Indicator for the Comprehensive Coordinated Early Intervening Services program--CCEIS)	Significant Disproportionality Risk Ratio is under 3% for Hispanic students identified under the SLD category
	Percent of Special Education staff and Percent of General Ed staff using Goalbook Toolkit and Goalbook Pathways	2020-21 55% of Special Education staff have utilized the Goalbook resource (Usage report from the Goalbook online application)  0% of General Education staff have utilized the Goalbook resource	2021-22 55% of Special Education staff have utilized the Goalbook resource (Usage report from the Goalbook online application)  0% of General Education staff have utilized the Goalbook resource	85% of Special Education staff and 50% of general education staff use Goalbook Toolkit/ Pathways regularly
	CAASPP Literacy and Mathematics performance by students with IEPs  See Goal 2	2018-19  See Goal 2	2020-21  See Goal 2	2023-24  See Goal 2
	DUAL IDENTIFIED PROGRESS	2018-19  30.29%	2020-21  20%	2023-24  45%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	<p>of English Learners who are also Students with IEPs</p> <p>Percent of Dual Identified Students scoring a 3 (moderately developed) or a 4 (well developed) on the ELPAC</p> <p>Proficient = level 4</p>			
	<p>PARENT &amp; FAMILY ENGAGEMENT SURVEY (For Families with Students with IEPs)</p> <p>Percent Rating a 4 or 5 (Full Progress/Being Sustained)</p> <p>1. Welcoming: Progress in creating welcoming environments for all families in the community.</p> <p>2. Learn about Families: Progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.</p> <p>3. Student Progress: Progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.</p>	<p>Baseline to be established in 2021-22</p> <p>1. Welcoming: 0%</p> <p>2. Learn about Families: 0%</p> <p>3. Student Progress: 0%</p> <p>4. Decision-making: 0%</p> <p>5. Input: 0%</p>	<p>In Progress: Parent &amp; Family Engagement Survey to be administered May 2022.</p>	<p>2023-24</p> <p>1. Welcoming: 60%</p> <p>2. Learn about Families: 60%</p> <p>3. Student Progress: 60%</p> <p>4. Decision-making: 60%</p> <p>5. Input: 60%</p>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	<p>4 Decision-making: Progress in supporting family members to effectively engage in advisory groups and decision-making.</p> <p>5. Input: Progress in providing all families with opportunities to give input on policies and programs, and in implementing strategies that obtain input from underrepresented groups in the school community.</p>			

### Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
5.1	<p><b>Special Programs.Support.1 New Special EducationTeacher Support Programs-Mentor support</b> Provide new Special Education teacher mentoring supports, through a Program Specialist mentor to provide orientation to District procedures, IEP meetings and IEP development, student management and data collection.</p> <p>LCFF (Base)</p>	2021-2024	No	LCFF 80,000		\$80,000.00	Completed: Program specialist hired and providing services.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
5.2	<b>Programs.Support.2 New Special Education Teacher Support Program -- Certification tuition assistance</b> Strengthen Special Education teacher recruitment by providing certification tuition assistance to candidates.  See funding in Goal 2, Action 22.	2021-2024	No				In Progress: program is operating and providing tuition assistance to....
5.3	<b>Programs.Support.3 New Speech Language Pathologist Support Program -- Certification tuition assistance</b> Strengthen speech language pathologist recruitment by providing certification tuition assistance to candidates  See funding in Goal 2, Action 22.	2021-2024	No				Completed: Funds allocated to assist staff with tuition costs in earning certifications in this position.
5.4							
5.5							

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
5.6	<b>Special Program Accel 3. Inclusion Checklist</b> Implement the Inclusive Education Checklist to develop best practices to serve the needs of diverse learners. (The Inclusive Education Checklist: A Self-Assessment of Best Practices by R. Villa, EdD. & J. Thousand, PhD.)	2021-24	No		LCFF 0	\$0.00	In Progress: Inclusion team is investigating best practices and goal is ongoing.
5.7	<b>Special Program Accel 4. Special Program Acceleration- Comprehensive Coordinated Early Intervening Service Plan (CCEIS)</b> Implement CCEIS plan to address the disproportionate identification of Hispanic/Latino students under the SLD eligibility category  Outcome 1: MTSS Framework implementation Outcome 2: English Learning Roadmap for appropriate instruction for EL learning, including students with disabilities Outcome 3: Coordinated SST and referral process, with a normed process to collect and use data to make decisions		No		Federal 201,000.37	\$201,000.37	In Progress: Committee is working to make recommendations on SST and referral process. EL Roadmap is on target. MTSS framework is in process and work is ongoing.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses	Total Funds	Mid-Year Report
	Federal (Special Education) funds targeted at the following schools: Laurel, Meadow Heights, Lead, Sunnybrae, Bayside, SM Park, George Hall.							
5.8	<b>Inclusion.PL.1 Special Education Professional Learning --Inclusion ToSAs</b> Provide two Inclusion specialists assignment, for teacher coaching and for team inquiry & planning facilitation, to improve inclusion practices school-wide.  LCFF (supplemental) for ToSAs at the following schools: Laurel, George Hall, Meadow Heights.	2021-24	No	LCFF	246,626		\$246,626.00	In Progress: ToSA at George Hall is providing services; ToSA at Laurel/Meadow Heights vacant. Not intending to fill vacancy at this time.
5.9	<b>Inclusion.PL.2 Universal Design for Learning-Professional Learning</b> Provide professional development learning opportunities on Universal Design for Learning/differentiated instruction to increase equitable access and engagement for all students.	2021-23	No			LCFF 0	\$0.00	Not Started. Goal to be reviewed in Spring 2022.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
5.10	<p><b>Inclusion.PL.3 Special Education Professional Learning --Goalbook Toolkit and Goalbook Pathways</b></p> <p>Guide educators working with specialized populations to vary the levels of instructional support through research-based best practices and impactful instruction, and support teachers to to design multiple pathways for all students to succeed.</p> <p>Other State (Lottery) funds for education application.</p>		Yes		Other State 55000	\$55,000.00	In Progress: District PD day in January. Safety Care training and Summer Institute for Special Education staff.



## Goal 6

**ENGLISH LEARNERS: Students identified as English Learners will make progress toward meeting or exceeding grade level performance expectations as defined by the California Content Standards and demonstrate growth on the English Language Development Standards.**

### Rationale

English Learners is a large student group (24.1% of total enrollment) in SMFCSD that has persistently under-performed. Based on the last 2019 CAASPP assessments English learner students are scoring well below average for this group. Only 5%-20% met or exceeded grade level expectations in English and math, while 60%-77% of our English-only K-8 students met or exceeded grade level proficiency. Furthermore, while students learning English make up 23% of our total population, they make up 45% of our students with Individualized Education Plans (IEP).

The purpose in having a separate "targeted" LCAP goal for this student group is to highlight the district's targeted, equity focus on supporting these students more effectively and accelerating their performance. The intent is that every student identified as an English learner, preschool through eighth grade, will receive quality, standards-based instruction in all content areas to enable them to matriculate to high school fully prepared to engage in all coursework. All students learning English, therefore, will be provided with equitable and meaningful access to the core curriculum. This will be accomplished by leveraging four priority areas: Priority 1: Advancing Quality Instruction for English Learners with Designated and Integrated ELD, Priority 2: Monitoring, Evaluation and Accountability for English Learners, Priority 3: Meeting the Needs of the Whole Child, and Priority 4: Expanding and Enhancing Robust Language Programs.

In 2019-20 and 2020-21, the district implemented support targeting these 4 priority areas moving away from a compliance-driven approach and ensuring that staff are attending to the components of an aligned continuous improvement model that has been proven to improve outcomes for this group of learners. To do this, the district reimagined how we are serving English learners, by building the capacity of the system to respond more effectively. The services and actions outlined in this 2021-24 plan build on and expand the foundation laid in the previous plan.

State and/or Local Priorities addressed by this goal: Priority 2, State Standards (Conditions of Learning) and Priority 4, Pupil Achievement (Pupil Outcomes).

### Expected Annual Measurable Objectives for Goal 6

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	CAASPP LITERACY	2018-19	2020-21	2023-24
	Percent Met/Exceeded Standard (for the group)	English Learners: 9.43%	English Learners: 10.9%	English Learners: 39.43% (10 points per year)
	CAASPP MATH	2018-19	2020-21	2023-24
	Percent Met/Exceeded Standard (for the group)	English Learners: 11.26%	English Learners: 12%	English Learners: 41.26% (10 points per year)

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	<p><b>ENGLISH LEARNER PROGRESS</b></p> <p>Percent ELs making progress toward English language proficiency on the ELPAC</p> <p>Progress = progressed at least one ELPI level or maintained ELPI level 4</p>	<p>2018-19</p> <p>54.1%</p>	<p>2021-22</p> <p>In Progress: use CA Dashboard data, available December 2022</p>	<p>2023-24</p> <p>66%</p>
	<p>Fountas &amp; Pinnell--Elementary Reading Assessment</p> <p>Percent of group meeting Grade Level Benchmark (at end of year)</p>	<p>2018-19</p> <p>3rd Grade English Learners: 3%</p> <p>5th Grade English Learners: 3%</p> <p>At-Risk LTEL: 1%</p>	<p>2021-22</p> <p>3rd Grade English Learners: 22%</p> <p>5th Grade English Learners: 24%</p> <p>At-Risk LTEL: 12%</p>	<p>2023-24</p> <p>3rd Grade English Learners: 33% (10 points per year)</p> <p>5th Grade English Learners: 33% (10 points per year)</p> <p>At-Risk LTEL: 31% (10 points per year)</p>
	<p>Reading Inventory--Middle</p> <p>Percent of group meeting Grade Level Benchmark (at end of year)</p>	<p>2020-21</p> <p>Baseline pending</p> <p>8th Grade English Learners: pending--0%</p> <p>LTEL: pending--0%</p> <p>Newcomer Pathway: pending--0%</p>	<p>2021-22</p> <p>In Progress, Mid Year 8th Grade</p> <p>English Learners: 5%</p> <p>LTEL: 7%</p> <p>Newcomer Pathway: pending--0%</p>	<p>2023-24</p> <p>8th Grade English Learners: Baseline + 30 percentage points (10 points per year)</p> <p>LTEL: Baseline + 30 percentage points (10 points per year)</p>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
				Newcomer Pathway: Baseline + 30 percentage points (10 points per year)
	RECLASSIFICATION Rate  Overall Reclassification rate  Percentage Reclassifying each Year by language group  Average number of years as EL upon reclassification by language group	2019-20  Overall 36.4%  2020-21 Analysis pending on new metric: Spanish: 0%/0# of years  Chinese: 0%/0# of years  Japanese: 0%/0# of years  Other: 0%/0# of years	2020-21  This data has not yet been certified and will be provided when available.	2023-24  Overall: 50%  Spanish: 50%/3# of years  Chinese: 50%/3# of years  Japanese: 50%/3# of years  Other: 50%/3# of years
	LTEL ENROLLMENT in MS  % of LTELS enrolled, as part of the Total MS enrollment	2020-21  12%	2021-22  12%	2023-24  6%
	BILITERACY PATHWAY CERTIFICATE  Percent of students awarded the Biliteracy Certificate from Dual Language Immersion pathways	2021-22 Analysis pending on new metric  Kindergarten: 0  3rd: 0  5th: 0  8th: 0	2021-22 To be determined at end of year.	2023-24  Kindergarten: 80%  3rd: 80%  5th: 80%  8th: 80%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	<p>ATTENTION TO ATTENDANCE (A2A)</p> <p>At 7th week of school- Confirmed Chronically Absent (missing 10% or more of 180 days of school year)</p>	<p>2020-21 At 7th week of school:</p> <p>English Learners: 2.6%</p>	<p>2021-22</p> <p>Mid Year</p> <p>English Learner: 2.8%</p>	<p>2023-24 At 7th week of school:</p> <p>English Learners: 1.3%</p>
	<p>PARENT &amp; FAMILY ENGAGEMENT SURVEY</p> <p>Percent Rating a 4 or 5 (Full Progress/ Being Sustained) by FAMILIES OF ENGLISH LEARNERS</p> <p>1. Welcoming: Progress in creating welcoming environments for all families in the community.</p> <p>2. Learn about Families: Progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.</p> <p>3. Student Progress: Progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.</p> <p>4 Decision-making:</p>	<p>2021-22 Baseline to be established</p> <p>FAMILIES OF ENGLISH LEARNERS</p> <p>1. Welcoming: 0%</p> <p>2. Learn about Families: 0%</p> <p>3. Student Progress: 0%</p> <p>4. Decision-making: 0%</p> <p>5. Input: 0%</p>	<p>In Progress: Parent &amp; Family Engagement Survey to be administered May 2022.</p>	<p>2023-24</p> <p>FAMILIES OF ENGLISH LEARNERS</p> <p>1. Welcoming: 60%</p> <p>2. Learn about Families: 60%</p> <p>3. Student Progress: 60%</p> <p>4. Decision-making: 60%</p> <p>5. Input: 60%</p>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	<p>Progress in supporting family members to effectively engage in advisory groups and decision-making.</p> <p>5. Input: Progress in providing all families with opportunities to give input on policies and programs, and in implementing strategies that obtain input from underrepresented groups in the school community.</p>			

## Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
6.1	<p><b>1.1.a IELD &amp; DELD Professional Learning</b> All principals, teachers and TOSAs will be provided with ongoing professional learning on English Language Development, including Integrated and Designated ELD, so that identified students accelerate their learning of grade-level standards.</p> <p>EL Program Specialist will provide on-going support and professional learning to teachers, TOSAs, and site leaders on language-rich structured literacy practices. This position will support English only teachers to utilize cross-linguistic transfer when</p>	2021-24	Yes		Federal 50,000	\$50,000.00	Finished. Every principal, TOSA, and teacher has had professional learning on integrated and designated ELD.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	teaching foundational skills. This position will also help articulate our language programs from elementary to middle school, focusing on continuing to develop our ALAC courses, begin designing our at-risk of LTEL courses, and establish coherence between the elementary and middle school newcomer pathways.  Federal funds (Title 3)						
<b>6.2</b>	<b>1.1.b IELD</b> Implement guidance and professional learning on High-Impact Language and Literacy Practices, using the "Three Shifts" throughout middle school content instruction, facilitated by the coordinator of English Learner Services, to improve Tier 1 instruction, so that English Learner students accelerate their learning of grade-level standards.  Federal funds (Title 3)	2021-24	No	Federal 192,266		\$192,266.00	Finished. All middle school teachers had professional learning on this topic.
<b>6.3</b>	<b>1.1.c DELD &amp; IELD Acceleration</b> Site leaders will consistently implement and monitor quality Integrated	2021-24	No		LCFF 0	\$0.00	In progress. Principals continue to provide training and support to teachers.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	and Designated ELD, facilitated by the coordinator of English Learner services, to improve Tier 1 instruction, so that English Learner students accelerate their learning of grade-level standards. (see funding in Goal 6, Action 2 above).						
<b>6.4</b>	<b>1.1.d DELD &amp; IELD</b> Teachers will implement best-practice resources (middle school, district-created curriculum; additional elementary supplemental materials) in support of Integrated and Designated ELD, so that English Learner students accelerate their learning of grade-level standards.  Other State funds (Lottery) for instructional materials	2021-24	No		Other State 15,000	\$15,000.00	In progress. Middle school programs use materials to support LTELs.
<b>6.5</b>	<b>1.2.a DELD &amp; IELD</b> All site leaders, teachers and TOSAs will be provided with ongoing professional learning in effective language support for dual identified students (English Learners who also have IEPs), to improve Tier 1 services for English Learners, so that dual identified students accelerate their learning of grade-level standards. (see	2021-24	Yes		LCFF 25,000	\$25,000.00	Not Started. Implementation tied to upcoming personnel shifts.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>also funding in Goal 6, Action 1 above).</p> <p>English Language Specialist will provide professional learning to ensure teachers develop language goals in Individualized Education Plans, create and maintain structures to support reclassification of dual identified students, develop SPED-ELL teacher leaders with foundational knowledge on language acquisition and supporting students with special needs, develop systems to address permanent placement of dually identified students in special education, and vet assessment instruments to ensure assessments are culturally and linguistically appropriate for diverse populations.</p> <p>LCFF (supplemental) for EL program consultants</p>						
<b>6.6</b>	<p><b>1.3.a EL Family Engagement</b></p> <p>Implement recommendations from key English Learner stakeholder groups, through the guidance provided by the EL master plan, to improve Tier 1, 2 &amp; 3 services for English Learners, so that they</p>	2021-24	No		LCFF 0	\$0.00	In progress. Collecting information using DELAC.



Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	accelerate their learning of grade-level standards. (See funding above for EL coordinator and EL supports)						
<b>6.7</b>	<b>2.1.a Data &amp; Assessment-ELL</b> Provide analytical resources for teachers, staff and site leaders to know who their English Learners are, to know their stage of language development, to track their progress, and to work with students and families--all so that students/families have complete information on EL student acceleration toward learning grade-level standards and staff have complete information to support students and monitor progress.  LCFF (base) for educational software.	2021-24	Yes		LCFF 36,000	\$36,000.00	Completed.  All district staff has access to ELLevation.
<b>6.8</b>	<b>2.1.b Data &amp; Assessment-ELL</b> Educators across the system will analyze ELL data to make informed instructional and program decisions, facilitated by the coordinator of English Learner services, to improve Tier 1 instruction, so that English Learner students accelerate their	2021-24	No		LCFF 0	\$0.00	Completed. Distributed the ELL Snapshot to all students learning English. The ELL Snapshot informs students, families, and teachers the data for all three gatekeepers to reclassification.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	learning of grade-level standards. (See funding in Goal 6, Action 2)						Guidance and example goals also shared with schools.
<b>6.9</b>	<b>2.1.c Data &amp; Assessment-MTSS</b> Central and site leaders will implement Multi-Tiered System of Support (MTSS) Tier 1 universal, Tier 2 targeted, and Tier 3 intensive instructional supports, based on English Learners "language typology", so that English Learner students accelerate their learning of grade-level standards. (See funding in Goal 5 Action 4 and Goal 6, Action 2 for MTSS PoSA and EL Coordinator)	2021-24	No		LCFF 0	\$0.00	Not started at site level. District guidance and supports in development
<b>6.10</b>	<b>3.1.a Whole Child--Sanctuary Resolution</b> Staff, community and student leaders will fully implement the Sanctuary Resolution, facilitated by the Sanctuary Task Force and the EL coordinator, so that undocumented students build social emotional wellness and readiness to accelerate their learning of grade-level standards. (see funding also in Goal 6, Action 2)  LCFF funds (supplemental) for extra time for teacher and staff planning,	2021-24	No	LCFF 20,000	LCFF 5,000	\$25,000.00	In progress.  The STF meets weekly and provides events for families, including medical, cal fresh, and other core agencies.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	materials, and building capacity in STF priorities.						
6.11	<b>3.2.a Whole Child--Family engagement</b> District and school staff will provide families of English Learners with the EL Snapshot and other resources and needed information, supported by the EL coordinator, so that families can be informed and engaged partners in their children's education, so that EL students build social emotional wellness and readiness to accelerate their learning of grade-level standards.	2021-24	No		LCFF 0	\$0.00	In progress. EL Snapshots have been distributed to schools and shared with students. Systems for sharing with families are in development.
6.12	<b>3.2.a.1 Whole Child--Social Work Program Specialist</b> Hire bilingual social work program specialists at high ELL count schools, to coordinate guidance and staff professional learning on bullying and EL inclusion, so that EL students build social emotional wellness and readiness to accelerate their learning of grade-level standards.  Provide trauma-sensitive and culturally attuned intake of students when registering at schools,	2021-24	No		LCFF 0	\$0.00	In progress. All of the following services are being provided: Provide trauma-sensitive and culturally attuned intake of students when registering at schools, facilitate meaningful inclusion groups (i.e. Language Ambassadors) and 1:1 clinical support, work closely with family liaisons to ensure culturally inclusive and strengths-based communication, connect families with community partners to

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>facilitate meaningful inclusion groups (i.e. Language Ambassadors) and 1:1 clinical support, work closely with family liaisons to ensure culturally inclusive and strengths-based communication, connect families with community partners to ensure wrap-around services.</p> <p>See funding in Goal 3, Action 11 and AB86 ELO plan</p>						ensure wrap-around services.
6.13	<p><b>3.2.b Whole Child-- Community Service staff</b></p> <p>Increase Community Service Worker support to engage families in culturally responsive ways that align school and family support for student academic and social-emotional growth; and to expand school and community-based resources available to families, particularly at schools serving our families from North Central San Mateo.</p> <p>(See funding in Goal 3, Action 2 and Goal 4, Action 1)</p>	2021-24	Yes		LCFF 0	\$0.00	Not Started. Central resources being aligned to implement in 2022-23.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
<b>6.14</b>	<b>4.1.a Newcomer Pathways</b> Implement elementary and middle school newcomer pathways (staff and instructional materials), with linguistically diverse learning environments (including inclusion and ELD by typology), so that newcomer students build social emotional wellness and accelerate their learning of grade-level standards.  Federal (Title 3) for newcomer program teachers for class size reduction and para-educators. Other State (Lottery) for instructional materials	2021-24	No	Federal	282,855	Other State	25,000	\$307,855.00	Completed. Teachers and para-educators hired.
<b>6.15</b>	<b>4.2.a Long-Term English Learners (LTEL)</b> Implement engaging, high-quality ELD courses for LTELs, with reduced class size, so that LTEL students build social emotional wellness and accelerate their learning of grade-level standards.  LCFF (Base) for 6 additional sections due to class size reduction.	2021-24	Yes	LCFF	135,000			\$135,000.00	Completed. ELD courses implemented with smaller class size.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
6.16	<b>4.3.a Dual Language Immersion Programs</b> Support dual language immersion program improvement and monitoring to ensure: 1. language allocation practices provide content that is built upon and not repeated in L2; 2. effective Tier 1, 2, & 3 supports for English Learners; and 3. students progress toward biliteracy and multilingualism--all so that students accelerate their learning of grade-level standards. (see funding in Goal 6, Action 2- EL Coordinator)	2021-24	No		LCFF 0	\$0.00	Not started. Planned for 2022-23.