

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Mateo-Foster City School District	David Chambliss Assistant Superintendent, Education Services	DChambliss@smfcsd.net 650-312-7242

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

The San Mateo-Foster City School District has engaged, or plans to engage, with our educational partners on the use of the following funds, provided through the Budget Act of 2021, that were not included in the 2021-22 Local Control and Accountability Plan (LCAP):

1. Educator Effectiveness Block Grant (\$2,415,798 allocation): SMFCSD developed its plan for the EEBG in a series of meetings with key educational partners. The initial brainstorming of EEBG strategies took place in engagements supporting the district's development of its ESSER III Expenditure Plan (currently posted on the district's website at <http://www.smfcsd.net/en/assets/files/Ed%20Services/docs/SMFCSD%20ESSER%20III%20Expenditure%20Plan.pdf>). This plan describes engagements in the fall with the SMFCSD Stakeholder Advisory Team, the Special Education District Advisory Committee, the District English Language Advisory Committee, the district's Labor Management Initiative group, district labor bargaining groups, and the district's leadership team. A handful of improvement strategies, including needed professional development activities, did not end up being funded by ESSER III, and so the district explored how to fund them through the EEBG. Starting with these proposals, the district convened its Stakeholder Advisory Team, which is composed of a family and staff representative from each of the district's 21 schools, on November 2 and December 6, 2021 to draft and refine a set of educator effectiveness development activities. These proposed activities were reviewed by the district's Leadership Group on November 18. Following legislative direction, the draft EEBG was brought to the district's Board of Trustees for review and public comment on November 18, 2021 and again for approval and public comment on December 6, 2021. The EEBG Plan is posted on the district's website at

<http://www.smfcsd.net/en/assets/files/Ed%20Services/docs/EducatorEffectivenessBlockGrant2021.pdf>.

2. Expanded Learning Opportunities Program (\$2,290,431): As noted above, engagement with educational partners on the use of the ELOP funds began with the district's development of its ESSER III Expenditure Plan (currently posted on the district's website at <http://www.smfcsd.net/en/assets/files/Ed%20Services/docs/SMFCSD%20ESSER%20III%20Expenditure%20Plan.pdf>). Recommendations from educational partners about expanding learning opportunities, that could not be implemented through the ESSER III plan, are serving as draft ideas for the ELOP. District leadership is engaging with current participants in the district's Annex Program (before and after school

enrichment programming) to collect feedback. In addition the district has held a series of community and teacher listening sessions (January 26 and February 9, 2022 English-language and February 2, 2022 Spanish-language community sessions and February 9, 2022 teacher sessions) to collect educational partner feedback on a range of improvement strategies, including expanded learning. Additional engagements are planned with the Stakeholder Advisory Team during the scheduled February and March, 2022 meetings.

3. Universal Pre-kindergarten Planning and Implementation Grant Program (\$277,393): Similar to the ELOP planning described above, engagement with educational partners on the use of the Universal Pre-K planning funds began with the district's development of its ESSER III Expenditure Plan (currently posted on the district's website at <http://www.smfcisd.net/en/assets/files/Ed%20Services/docs/SMFCSD%20ESSER%20III%20Expenditure%20Plan.pdf>). Recommendations from educational partners about opportunities to accelerate student learning through strategies beginning in pre-kindergarten are serving as draft ideas for the PreK planning. District leadership is also engaging with current participants in the district's PreSchool Program to collect feedback. In addition the district has held a series of community and teacher listening sessions (January 26 and February 9, 2022 English-language and February 2, 2022 Spanish-language community sessions and February 9, 2022 teacher sessions) to collect educational partner feedback on a range of improvement strategies, including those related to PreK learning. Additional engagements about the PreK plan will occur with the Stakeholder Advisory Team during the scheduled February and March, 2022 meetings.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

San Mateo Foster City School District does not receive concentration funding and did not receive the additional concentration grant add-on funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

As described below, the San Mateo-Foster City School District has engaged with our educational partners on the use of one-time federal funds intended to support recovery from the COVID-19 pandemic and the impacts for distance learning on students:

For four federal fund resources (ESSER I with \$789,539 in district funding; LLM with \$4,421,133 in district funding; LLM GEER I with \$509,232 in district funding; LLM P98 with \$851,467 in district funding), the district engaged with educational partners as part of its development of the 2020-21 Learning Continuity and Attendance Plan, approved by the Board in September, 2020. The district described this engagement on pages 2-3 of the plan (linked on the district website at http://www.smfcisd.net/en/assets/files/Communications/documents/News/Coronavirus%202020/2020_Learning_Continuity_and_Attendance_Plan_Updated%206-7-21.pdf). That description is as follows:

SMFCSD began its planning for the 2020-21 school year in spring of the 2019-20 school year, during the first phases of school closures and

distance learning, and has continued to date. Several task forces were formed to develop recommended actions for areas such as the elementary and middle school programs; special education, pre-school and childcare/after school programs; student wellness; staffing; health and safety logistics, etc. These task forces included central program leaders, school site leaders, teacher leaders and classroom teachers. Weekly through spring and summer, the Superintendent provided written updates and requests for feedback on the task force work and on the actions planned and taken for the 2020-21 school year. These written updates were translated, posted on the District website, sent to families and community stakeholders via email and text, and paper copies were posted at the school sites where meals were provided to families. In addition, SMFCSD staff provided digital presentations and oral updates through a variety of virtual meetings, including Superintendent Coffee Chats; Equity Task Force, Special Education District Advisory Committee, Sanctuary Task Force, PTA Council and Labor Management Initiative meetings; and the SMFCSD Board of Trustee Regular and Special meetings. All of these were translated into Spanish and made accessible via computer or cell phone. Based on these written and oral communications, staff, families and community stakeholders gave the District feedback on the actions planned and taken for the 2020-21 school year via email and telephone calls; digital and in-person surveys (detailed below); and orally during the various virtual meetings identified. All stakeholder feedback was translated and stakeholders provided their feedback through either online or phone access.

As noted above, SMFCSD has conducted several surveys since May 2020. These surveys, which could be completed by stakeholders on either computer devices or personal cell phones, were an essential way that the District collected feedback on the actions planned and taken for the 2020-21 school year; this feedback is captured in this Learning Continuity and Attendance Plan. The surveys enabled all stakeholders to inform the District of their computer and wifi accessibility needs; to provide feedback on the strengths and challenges of distance learning in the spring of 2020; to indicate their preferences for different hybrid models when students can return to campuses; to indicate their preferences to attend (families) and work (staff) in either the planned full-time distance learning or hybrid models; and, most recently, to provide written feedback on the specific actions and expenditures outlined in the Learning Continuity and Attendance Plan. Again, all these survey instruments were translated and stakeholders provided feedback through either online or phone access. The stakeholder survey also included opportunities for in-person, translated, survey responses at District meal pick-up sites.

An additional key effort to solicit stakeholder feedback for this Learning Continuity and Attendance Plan was the collaboration between District leadership and teacher labor leaders, starting in spring 2020, which has resulted in two successive memorandums of understanding (MOUs) regarding District programs and strategies during the pandemic. The District also successfully negotiated an MOU with classified labor leadership and is currently completing work on a second MOU. These collaborations during regular weekly meetings over several months produced specific recommended actions for implementing distance and hybrid learning; these actions are captured in this Plan.

Finally, in addition to the survey noted above, feedback on the specific actions and expenditures of this Plan was solicited in a series of meetings with key family and community stakeholders, including a Superintendent Coffee Chat and the District's PTA Council, Special Education District Advisory Committee and District Advisory Committee/District English Language Advisory Committee (DAC/DELAC). Stakeholders were given the opportunity to provide both oral and written feedback. Participants in the DAC/DELAC also received written responses to their feedback.

For four other federal fund resources (AB IPI with \$3,248,780 in district funding; AB86 ELO with \$7,108,965 in district funding; ESSER II with \$2,894,501 in district funding; ESSER III with \$6,544,235 in district funding), the district engaged with educational partners as part of its development of the 2021-22 AB86 Supplemental Instruction and Support Plan (approved May 2021 by the Board) and the ESSER III Expenditure Plan (approved September, 2021 by the Board). The AB86 and ESSER III plans were planned together to ensure alignment between these two plans and alignment with the 2021-22 LCAP, and therefore educational partner engagement was overlapping. For the AB86 Plan, the district described this engagement on page 1 of the plan (linked on the district website at

[http://www.smfcscd.net/en/assets/files/Communications/COVID-](http://www.smfcscd.net/en/assets/files/Communications/COVID-19/SMFCSD%20AB86%20Supplemental%20Instruction%20and%20Support%20Plan--May%202020%202021.pdf)

[19/SMFCSD%20AB86%20Supplemental%20Instruction%20and%20Support%20Plan--May%202020%202021.pdf](http://www.smfcscd.net/en/assets/files/Communications/COVID-19/SMFCSD%20AB86%20Supplemental%20Instruction%20and%20Support%20Plan--May%202020%202021.pdf)). For the ESSER III plan, the district described essentially the same engagement, as AB 86, with additional engagements that occurred between May and September 2021. That description is found on pages 2-3 of the ESSER III plan. Since the ESSER III plan was approved last and is the most comprehensive, it is provided here:

SMFCSD developed its ESSER III plan in coordination with the district's AB86 ELO plan (see above "AB86 Supplemental Instruction and Support Plan"), approved by the Board of Trustees in May 2021. The district's approach has been to identify and implement a consistent set of strategies across three years, funded by AB86 for 2021-22 and ESSER III for 2022-23 and 2023-24, that also complement strategies outlined in the 2021-24 LCAP. So beginning in the Spring 2021--to develop first the AB 86 plan for 2021-22 and lay out the strategies for ESSER III funds for 2022-23 and 2023-24--district staff convened input, planning, and feedback meetings with several stakeholder teams and community partners and presented at Board meetings for public comment.

These meetings and Board sessions included reviewing the program requirements of AB86 and ESSER III; consideration of research-based best practices; asking participants to suggest strategies they thought would address student "unfinished learning" and accelerate student learning; and providing feedback on drafts of proposed strategies and funding allocations. These meetings were with the following stakeholders:

1. The SMFCSD Stakeholder Advisory Team is composed of a family and a staff representative from each of the district's 21 schools; the leads from the district's classified and certificated bargaining units; the lead from the district's management representative organization; and the lead of the district's PTA Governance Council. The Advisory Team met four times (April 15, April 29, May 13, and October 4, 2021), focused on providing input and feedback on the district's AB86 and ESSER III plans.
2. The Special Education District Advisory Committee is composed of central Special Education leaders, site leaders and Special Education teachers, and families of students with IEPs. The SEDAC met on April 20, 2021 to provide input on potential strategies for the district's AB86 and ESSER III plans and for the 2021-22 LCAP.
3. The Labor Management Initiative group is composed of classified and certificated staff, the leads from the district's classified and certificated bargaining units, site leaders and central management. This group met on April 21, 2021 to provide input on potential strategies for the district's AB86 and ESSER III plans.
4. District certificated staff and their bargaining unit Governing Council representatives met twice on April 26 and 28, 2021 to provide input on potential strategies both for the district's 2021-22 LCAP and the AB86 and ESSER III plans.
5. Similarly district families participated in three input sessions (May 4, 5, and 10, 2021) to provide input on potential strategies both for the district's LCAP and the AB86 and ESSER III plans.
6. The district's leadership team--composed of central and site, classified and certificated managers--also met three times (April 15 and 29, and May 13 2021), focused on providing input and feedback on the district's AB86 and ESSER III plans.
7. The District English Language Advisory Committee is composed of families of English Learner students, teachers and site leaders, and central English Learners programs leaders. The DELAC met on April 20, 2021 to provide input on potential strategies for the district's AB86 and ESSER III plans and for the 2021-22 LCAP.
8. In the AB86 and ESSER III planning for summer programs, district leaders also met with non-profit childcare providers and community service organizations that serve diverse families in San Mateo and Foster City to design expanded summer enrichment programming. The District engaged in meaningful consultation with a wide variety of professional and community stakeholders in these meetings and Board sessions. While the district did not meet specifically with community civil rights groups, participants in these engagements included students

and families of English Learners and students with IEPs, as noted; comprised staff, family, and community members of the district's Sanctuary Task Force and Equity Task Force; and advocated for the needs and priorities of community civil rights groups in which many participate.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The District has presented a 3 year plan for the combined use of the Expanded Learning Opportunity Grant (AB86) and ESSER III funding, with the Expanded Learning Opportunity Grant (AB86) funds expended first, over this year (2021-22) and next year (2022-23), and ESSER III funds expended second, over next year (2022-23) and the following year (2023-24). See the link to the AB86 plan (<http://www.smfcSD.net/en/assets/files/Communications/COVID-19/SMFCSD%20AB86%20Supplemental%20Instruction%20and%20Support%20Plan--May%202020%202021.pdf>) and to the ESSER III plan (<http://www.smfcSD.net/en/assets/files/Ed%20Services/docs/SMFCSD%20ESSER%20III%20Expenditure%20Plan.pdf>) for more information on the specific strategies planned.

The Expanded Learning Opportunity Grant (AB86) Plan draws on six separate categories of state and federal funding. Given the plan to spend these funds over two years, the District has first and to-date expended only state funds and cannot yet report on the implemented use of the federal funds (Resource Code 3218 with \$682,862 in district funding; and Resource Code 3219 with \$1,177,162 in district funding) as prompted in this section.

Also the District cannot yet report on the implemented use of ESSER III (Resource Code 3213 with \$5,248,589 in district funding and Resource Code 3214 with \$1,312,147 in district funding), as prompted in this section. As noted, the District has planned to expend ESSER III funds over next year (2022-23) and the following year (2023-24).

The District also anticipates receiving funding, under the American Rescue Plan Act, to provide support services for Homeless Children and Youth. This funding has not been allocated in its full amount yet, so the District cannot yet report on its implementation.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

SMFCSD developed its plans for using the additional fiscal resources received for the 2021-22 school year (the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan), as a three-year plan that would address the requirements of these programs and also strengthen and complement the District's three-year 2021-24 Local Control and Accountability Plan (LCAP). District leaders and key educational partners were in strong agreement that they wanted to see the additional strategies implemented with these

funds align with the 2021-24 LCAP both in content and duration. They thought that three years of work, augmenting the LCAP, would be necessary to meaningfully address the academic and social emotional consequences of the pandemic. The following summarizes how the funds received are supporting and working in tandem with the LCAP:

The SMFCSD 2021-24 LCAP supports implementation of various strategies to extend instructional learning time, for example, through summer learning programs. The additional fiscal resources received for the 2021-22 school year enables the district to significantly expand and diversify summer programs, to support more students and to implement a greater variety of strategies to reach the different academic and social emotional needs of students returning to school after distance learning. The 2021-24 LCAP also includes after-school intervention strategies, primarily developed and delivered by sites. The additional fiscal resources received for the 2021-22 school year enables the district to implement district-wide strategies for after-school academic intervention, such as the Math Boost program, developed and coordinated by District Math leads, who then support its implementation at school sites. The additional fiscal resources received for the 2021-22 school year also enables the district to implement high quality supplemental resources, such as Footsteps2Brilliance and STMath, which extend literacy and math learning time into the home with family support.

The SMFCSD 2021-24 LCAP also supports implementation of various strategies for enhancing classroom-based differentiated Tier 1 universal instruction and Tier 2 targeted classroom academic/social-emotional supports particularly for English Language Arts and English Language Development content, focused on the needs of English Learners (e.g., language and literacy teachers on special assignment, reduced class size for key English Learner classrooms, etc.). The additional fiscal resources received for the 2021-22 school year enables the district to add these kind of strategies for Mathematics content, including additional math teachers to reduce 6th grade math classes, math coaching supports, and resources for math curriculum and assessment development.

The SMFCSD 2021-24 LCAP also supports a variety professional development strategies to strengthen the ability of district staff to address the needs of students and accelerate their learning. The additional fiscal resources received for the 2021-22 school year, however, enables the district to dramatically expand its professional development work, including supporting all staff to participate in five extra days of paid professional learning during the summer. This ensures that all staff receive the foundational training in the district's key academic and social-emotional support strategies that will address student lost instructional time and eroded readiness to learn, as a result of the pandemic.

The SMFCSD 2021-24 LCAP also specifically focuses on strategies that address the social-emotional needs of English Learners, students with IEPs, and students from families who struggle economically (e.g., additional counselors and a social worker; implementation of social-emotional support curriculum and interventions, etc.). The additional fiscal resources received for the 2021-22 school year enables the district to expand and deepen these strategies to address the inequitable impact of the pandemic on these student groups. This includes the implementation of practices (included in the LCAP as well), such as trauma-informed Instruction, Restorative Practices, 2nd Steps social-emotional learning curriculum, and Responsive Classroom, that build joy and engagement in learning and respond to the cultural experiences of SMFCSD students and families. In addition these resources enable the District to add to its LCAP investment in counselors, community outreach staff, and social workers, that address the mental and emotional health needs of our students coming out of the pandemic,

Finally, the SMFCSD 2021-24 LCAP supports student social-emotional development and academic acceleration by assuming students are learning in-person. But, as we have learned this year, we cannot assume that students will be in attendance. The additional fiscal resources received for the 2021-22 school year enables the district to support additional staff and teacher extra-time to engage and teach students in

various circumstances, both short-term and long-term, of learning at home. Perhaps most importantly, the resources enables the district to implement health mitigation strategies (e.g., masks, testing, cleaning, etc.) and additional staffing (e.g., long-term substitute teachers; teacher extra-time) that keeps students in school, with a highly-qualified adult supporting their learning.