

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

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

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

# Goal 1

All students will receive high quality California State Standards (CSS) through classroom instruction and aligned curriculum as available, promoting college and career readiness

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 2: State Standards (Conditions of Learning)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 7: Course Access (Conditions of Learning)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Maintain current percentage of teachers that are fully credentialed in subject areas in which they are teaching and certified as required. (Priority 1)	Maintained 100% of teachers are fully credentialed in subject areas in which they are teaching and certified as required. Goal Met (Priority 1)
<b>19-20</b> Maintain 100% of teachers that are fully credentialed in subject areas in which they are teaching and certified as required. (Priority 1)	

Expected	Actual
<b>Baseline</b> 2016-17 Results: 100% of teachers are fully credentialed	
<b>Metric/Indicator</b>  <b>19-20</b>  <b>Baseline</b>	
<b>19-20</b>  <b>Baseline</b>	
<b>Metric/Indicator</b> 100% of students have access to California State Standards aligned curriculum for all areas of study (math, language arts, English Language Development, science, and social studies,	100% of students had access to CCSS aligned curriculum for all areas of study (pending K-8 Science adoption and 6-8 Social Studies/History Adoption) as demonstrated by zero (0%) Uniform Complaints. Goal Met (Priority 1.2.7.8)

Expected	Actual
<p>etc.) as measured by the number of Uniform Complaint filings. (Priority 1,2,7,8)</p> <p><b>19-20</b> 100% of students have access to CCSS aligned curriculum for all areas of study (math, language arts, English Language Development, science, and social studies, etc.) as demonstrated as Zero (0%) filings of Uniform Complaint. (Priority 1,2,7,8)</p> <p><b>Baseline</b> 2016-17 Results: Number of Uniform Complaints Filings as evidence of student access to CCSS aligned curriculum for all areas of study - Zero (0)</p>	
<p><b>Metric/Indicator</b> Maintain all facilities in good repair per Ed Code 17002(d) as demonstrated by 100% of schools maintain at least 90% on the Facility Inspection Tool Scores. (Priority 1)</p> <p><b>19-20</b> Maintain all facilities in good repair per Ed Code 17002(d) as demonstrated by 100% of schools maintain at least 90% on the Facility Inspection Tool Scores. (Priority 1)</p> <p><b>Baseline</b> All Schools are in good repair status as demonstrated in SARCs</p>	<p>Maintained all facilities in good repair per Ed Code 17002(d) as demonstrated by 100% of school sites reporting at least 90% on the Facility Inspection Tool (FIT) scores (annual SARCs). Goal Met (Priority 1)</p>
<p><b>Metric/Indicator</b> Increase the distances above Level 3 on the CA School Dashboard in ELA</p> <p><b>19-20</b></p>	<p>Distances above Level 3 on CA School Dashboard in ELA was not increased as expected.</p> <p>Fall 2019</p>

Expected	Actual
<p>ELA Fall 2019:</p> <p>All: 38 points above Asian: 63 points above White: 27 points above (Priority 2, 8)</p> <p><b>Baseline</b> Baseline ELA from Fall 2017:</p> <p>All: 32.8 points above Asian: 56.9 points above White: 21.1 points above</p>	<p>All: 26.7 above Asian: 52.8 above White: 20 above Hispanic: 30.3 below 2 or More: 51.5 above</p> <p>Goal Not Met (Priority 2, 4)</p>
<p><b>Metric/Indicator</b> Increase the distances above Level 3 on the CA School Dashboard in Math</p> <p><b>19-20</b> Math Fall 2019:</p> <p>All: 26 points above Asian: 67 points above White: 6 points above (Priority 2, 8)</p> <p><b>Baseline</b> Baseline Math from Fall 2017:</p> <p>All: 20.6 points above Asian: 61.4 points above White: 2.2 points above</p>	<p>Increase distances above Level 3 on CA School Dashboard in Math.</p> <p>Fall 2019</p> <p>All: 14.3 above Asian: 55.6 above White: 1.7 below Hispanic: 62.1 below 2 or More: 28.9 above</p> <p>Goal Not Met (Priority 2, 4)</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>BASE INSTRUCTIONAL PROGRAMS for ALL STUDENTS</p> <p>1.1 All Students will be served by teachers who are appropriately assigned and fully credentialed in their subject areas.</p> <p>1.2 All new teachers and principals will participate in an Induction program ( and supported by an Induction Support Provider/Coach. Teacher Induction Support Provider FTE will be at 0.4 FTE</p>	<p>1.1 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Base \$10,175,590</p> <p>1.1 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Special Education \$434,033</p> <p>1.2 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Base \$43,758</p> <p>1.2 5800: Professional/Consulting Services And Operating Expenditures Title II \$29,424</p> <p>1.2 5800: Professional/Consulting Services And Operating Expenditures Base \$9,800</p>	<p>1.1 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Base \$9,791,973</p> <p>1.1 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Locally Defined \$198,530</p> <p>1.1 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Special Education \$396,022</p> <p>1.2 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Locally Defined \$45,074</p> <p>1.2 5800: Professional/Consulting Services And Operating Expenditures Title II \$26,500</p> <p>1.2 5800: Professional/Consulting Services And Operating Expenditures Base \$9,798</p>
<p>1.3 Every student has sufficient access to the State Common Core Standard materials: newly adopted Math, ELA/ELD, and teacher designed curriculum that bridges other core areas.</p> <p>1.4 Selected teachers and administrators will participate in professional development that aligns to CA State Standards in accordance to the content areas in which they teach as new curriculum programs become available.</p>	<p>1.3 4000-4999: Books And Supplies Base \$115,000</p> <p>1.3 4000-4999: Books And Supplies Lottery \$55,179</p> <p>1.3 4000-4999: Books And Supplies Base \$51,765</p> <p>1.3 4000-4999: Books And Supplies Special Education \$20,500</p> <p>1.4 5800: Professional/Consulting Services And Operating Expenditures Base \$35,000</p>	<p>1.3 4000-4999: Books And Supplies Base \$86,517</p> <p>1.3 4000-4999: Books And Supplies Lottery \$89,956</p> <p>1.3 4000-4999: Books And Supplies Base \$29,343</p> <p>1.3 4000-4999: Books And Supplies Special Education \$10,668</p> <p>1.4 5800: Professional/Consulting Services And Operating Expenditures Base \$27,803</p>
<p>1.5 Technology teachers will continue to work with students in the area of technology. All classroom teachers will integrate digital curriculum</p>	<p>1.5 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits</p>	<p>1.5 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>and support programs into core subject area instruction. District technology will be supported by IT Support Staff.</p> <p>1.6 Various Teacher Committees will meet throughout the year to evaluate and make recommendations for professional development and support district initiatives, identify areas for district professional development, and Department Leadership at the Middle School.</p> <p>1.7 Music teachers will provide instruction at all sites.</p>	<p>Millbrae Education Foundation (MEF) \$219,069</p> <p>1.5 2000-2999 &amp; 3000-3999: Classified Salaries and Benefits Base \$243,922</p> <p>1.5 5800: Professional/Consulting Services And Operating Expenditures Lottery \$69,000</p> <p>1.5 5800: Professional/Consulting Services And Operating Expenditures Title III \$10,622</p> <p>1.6 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Base \$19,876</p> <p>1.7 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Millbrae Education Foundation (MEF) \$218,885</p>	<p>Millbrae Education Foundation (MEF) \$224,479</p> <p>1.5 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Base \$249,595</p> <p>1.5 5800: Professional/Consulting Services And Operating Expenditures Lottery \$61,101</p> <p>1.5 5800: Professional/Consulting Services And Operating Expenditures Title III \$9,740</p> <p>1.6 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Base 5,136</p> <p>1.7 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Millbrae Education Foundation (MEF) \$96,735</p> <p>1.7 5800: Professional/Consulting Services And Operating Expenditures Millbrae Education Foundation (MEF) \$38,832</p>
<p>1.8 Facilities will be maintained by grounds, maintenance, and custodial staffing. Site inspections performed monthly, deficiencies reported for corrective action. Annual reporting of facility condition in SARC.</p> <p>1.9 With the utilization of Proposition 39 Energy Expenditure Program, classrooms and related common areas will be upgraded with interior/exterior "smart" lighting controls and interior light fixture replacement. In addition, HVAC controls to be upgraded.</p>	<p>1.8 2000-2999 &amp; 3000-3999: Classified Salaries and Benefits Base \$1,491,696</p>	<p>1.8 2000-2999 &amp; 3000-3999: Classified Salaries and Benefits Base \$1,526,067</p>
<p>1.10 1.0 FTE Next Generation Science Standards (NGSS) Teacher on Special Assignment (TOSA) will support the roll out of the new</p>	<p>1.10 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits</p>	<p>1.10 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
standards to classroom teachers by providing guidance in the development of Science Units.	Millbrae Education Foundation (MEF) \$109,891	Millbrae Education Foundation (MEF) \$113,343

## Goal Analysis

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

School site, PE, SPED teachers all were budgeted and spent including induction, however the cost of these salaries was less than budgeted for due to staff placement on salary schedule. Additionally, monies budgeted for custodial staff were not fully spent due to not being fully staffed in this department. The District Committees (Curriculum Advisory Committee, Positive Behavior Interventions and Supports, and Social Emotional Learning Committee) met as scheduled for the first two thirds of the year, however the shelter in place order in March 2020 halted committee work thus making this costs budgeted for these meetings less than anticipated. A final Curriculum Advisory Committee meeting was held virtually in May 2020, however it was within teachers' contracted time therefore was no additional cost.

The Next Generation Science Teacher on Special Assignment pivoted support in March of 2020 supported the Educational Services Team with Distance Learning Support. Additionally, she, along with music and physical education provided science, music, and PE lessons to elementary students district wide on Wednesdays which allowed teachers to have professional learning and collaboration day. The second of two professional learning days for staff was less than anticipated due to most of staff participating in new curriculum adoption trainings, the cost of which were included in adoption purchases.

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

In support of State Priority 1, 100% students were served by teachers appropriately assigned and fully credentialed in their subject areas.

New teachers were provided a mentor and participated in the San Mateo County Office of Education's Induction program. These ten teachers completed cycles of inquiry with their mentors that included planning instruction, analyzing student progress, differentiating instruction, and self-assessing their growth on the California Standards for the Teaching Profession. In support of the growth of our newer principals completed San Mateo County Office of Education's Tier II administrator program which provided mentorship and opportunities for goal setting and reflection through cycles of inquiry.

All new teachers participated in a two day orientation where they were provided initial training in District adopted programs to ensure their students have equitable access to core curriculum.



Successes continued in the areas of installing standards based curriculum in all grades and subjects in support of State Priority 2. Through the exploration of standards and corresponding frameworks for the subjects of science and history-social science, district pilot teams adopted curriculum programs that equip teachers with materials for rigorous, standards aligned classroom instruction. Training and ongoing support and professional learning in both programs and best practices for instruction supported pilot teachers throughout the 19-20 school year, arranged and facilitated by teachers on special assignment on the Educational Services team. These included "pop up" support sessions with publishers, trainings, and observations of lessons.

This work culminated in the selection and adoption of three new curriculum programs:

TK-5 Science: Twig Science

6-8 Science: McGraw Hill Inspire Science

6-8: National Geographic/Cengage History

Initial trainings were held in spring 2020 for all staff, and ongoing support was scheduled for the first year of implementation. This work was led by a Next Generation Science Coach/Teacher on Special Assignment and the Curriculum/Assessment Coordinators under the supervision of the Assistant Superintendent of Education Services. Teachers were trained on these programs during the morning of the April 24, 2020 professional learning day. Due to the pandemic, these trainings were offered virtually. New content coupled with a new way to deliver professional learning made for a challenging learning environment for teachers. During a time when they were preoccupied with learning to teach distance learning, focusing on learning a new science curriculum was difficult for participants, however this training date was needed for this content as it was the final non-student day of the school year. To address this, sessions were recorded and participants had the ability to revisit them as needed. Additionally, these recorded sessions were used to train teachers as they joined our team in fall. As an additional layer of implementation support which was requested by teachers, grade level planning time was provided after the initial training was completed in the afternoon.

All classroom teachers integrated digital curriculum and support programs into core subject area instruction. Teachers on Special Assignment (0.8 Educational Technology Integration Specialist and 0.4 Elementary Technology Integration Coach) support these programs. The sudden pivot to distance learning, though challenging, boosted teachers' proficiency with educational technology. A notable success was an immediate and consistent use of Google Classroom TK-8 as our District's Learning Management System (LMS). A challenge was finding ways to support teachers as they rapidly discovered different tools and surfaced varied questions and needs. A distance learning staff website was quickly developed to house resources, tutorials, and engagement ideas. Site leaders highlighted resources and tools contained in this site for their staff.

Distance Learning began on March 16, 2020 and consisted of the distribution of devices and hot spots for students who were in need. Teachers provided both synchronous and asynchronous standards based lessons to students via Google Meet or Zoom. As spring continued, and it was clear that distance learning was not going to be a short term situation, the Educational Services team, in collaboration with site administrators developed a weekly instructional schedule that provided consistency to families and included time for the necessary professional learning, collaboration, and community engagement necessary to transform instructional delivery and support students and families.

Increasing collaboration between District office and school sites, several committees convened for the 19-20 school year. The Curriculum Advisory Committee, which helps to drive professional learning, met every other month to review data and provide input on teacher learning needs. This group also piloted two elementary math assessments and moved forward with the recommendation to use the STAR math assessment at the elementary level. A similar process was to be conducted in spring 2020 at the middle school level, however the shift to distance learning and shelter in place due to COVID caused us to put a pause on teacher assessment piloting. Though piloting wasn't feasible, there was an absence of CAASSP data, therefore the Curriculum Advisory Committee made the decision to put in place the STAR math assessment at the middle school level as well. Middle school math teachers were trained on this tool during the spring 2020 professional learning day.

Music teachers provided instruction at all sites in accordance with the Visual and Performing Arts Standards. Additional enrichment activities were provided to elementary students by LEAP Arts in Education, providing students with creativity, team work, empathy, and critical thinking. This work ceased in March of 2020 due to the shelter in place and abrupt shift to distance learning.

Student progress was measured in a variety of ways. The District Assessment Matrix provided regular opportunities for teachers to capture student learning. Continuing from the 2018-2019 school year, we utilized CAASPP Interim Assessments that are aligned with the state standards to better monitor student progress and provide timely intervention for struggling students. Educational services team members (Technology Integration Specialist and Curriculum and Assessment Coordinators) in collaboration with IT department, incorporated local assessments into our data platform, Data Zone from Santa Clara County Office of Education. This work focused on creating the timeline for administration of local assessments, inputting of student scores, and availability of data viewable on dashboards. Another layer of this work was developing cut points to determine what scores were "met" and "not met" which were developed with input from reading specialists.

## Goal 2

Students will receive sufficient and appropriate tiered supports that promote and sustain their academic growth and positive social/emotional development that enable them to learn and thrive in their classrooms.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 7: Course Access (Conditions of Learning)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Maintain or increase the percentage of English Language Learners that are reclassified annually. (Priority 4)	2019-20 annual RFEP rate 24.2%  Goal Met (Priority 4 and 8)
<b>19-20</b> Maintain or increase the percentage of English Language Learners that are reclassified annually. (Priority 4)	
<b>Baseline</b> 2016 ELL Students Re-Classified 16%	
<b>Baseline</b>	

Expected	Actual
<p><b>Metric/Indicator</b> Maintain the percentage of English Language Learners (ELA) making annual progress in English proficiency as measured by CELDT (Priority 4)</p> <p><b>19-20</b> Maintain or increase the 72% of English Language Learners (ELL) making annual progress in English proficiency as measured by ELPAC (Priority 4)</p> <p><b>Baseline</b> 2016 CELDT Progress 72%</p>	<p>The district maintained the percentage of ELL making annual progress in English proficiency as measured by ELPAC at 67.6% (Very High)</p> <p>Goal Met for Dashboard Status(Priority 4 and 8)</p>
<p><b>Metric/Indicator</b> Maintain or increase the percentage of teachers receiving professional development on implementation of CA Common Core State Standards.</p> <p><b>19-20</b> Maintain or increase the 93% of teachers receiving professional development on implementation of CA Common Core State Standards.</p> <p><b>Baseline</b> 93% of teachers attended 2016-17 professional development days based on sign in sheets.</p>	<p>The district was able to maintain the percentage of teachers receiving professional development of implementation of CA State Standards. 95% of teachers attended professional development days in 2019-2020 based on sign in sheets and Google Forms.</p> <p>Professional Learning Day - April 24, 2020 Goal Met (Priority 2 and 7)</p>
<p><b>Metric/Indicator</b> Increase the distance from above and decrease the distance below Level 3 on the CA Dashboard in ELA</p> <p><b>19-20</b> ELA Fall 2019:</p> <p>All: 38 points above ELL: 11 points above</p>	<p>Based on the fall CA School Dashboard, the district was not able to decrease the distance below Level 3 or increase the distance above Level 3 for the ELL, Homeless and Soci-Eco Disadvantaged students.</p> <p>ELA Fall 19</p> <p>All: 26.7 above ELL: 7.3 below</p>

Expected	Actual
<p>Homeless: 3 points above Soci-Eco Disadvantaged: - 14 points below (Priority 2)</p> <p><b>Baseline</b> Baseline from Fall 2017:</p> <p>All: 32.8 points above ELL: 3.7 points above Homeless: - 4.5 points below Soci-Eco Disadvantaged: - 22.3 points below</p>	<p>Homeless: 46.2 below Socio-Eco Disadvantaged: 27.7 below</p> <p>Goal Not Met (Priority 4)</p>
<p><b>Metric/Indicator</b> Increase the distance above and decrease the distance below Level 3 on the CA Dashboard in Math</p> <p><b>19-20</b> Math Fall 2019:</p> <p>All: 26 points above ELL: 7 points above Homeless: - 31 points below Soci-Eco Disadvantaged: - 34 points below (Priority 2)</p> <p><b>Baseline</b> Baseline from Fall 2017:</p> <p>All: 20.6 points above ELL: 1.9 points above Homeless: - 39.2 points below Soci-Eco Disadvantaged: - 41.4 points below</p>	<p>Based on the fall CA School Dashboard, the district was not able to decrease the distance below Level 3 or increase the distance above Level 3 for the ELL, Homeless and Soci-Eco Disadvantaged students.</p> <p>Math Fall 19</p> <p>All: 14.3 above ELL: 12 below Homeless: 67.1 below Soci-Eco Disadvantaged: 46.2 below</p> <p>Goal Not Met (Priority 4)</p>

Expected	Actual
<b>Metric/Indicator</b> Decrease the distance below Level 3 on the CA Dashboard in ELA and Math for Students with Disabilities.  <b>19-20</b> 2019: ELA With Disabilities: - 46 points below  Math With Disabilities: - 56 points below (Priority 2)  <b>Baseline</b> Baseline from 2017: ELA With Disabilities: - 54.2 points below  Math With Disabilities: - 64.8 points below	Based on the CA Dashboard, the district was not able to decrease the distance below Level 3 or increase the distance above Level 3 for the students with disabilities.  ELA Fall 19 All: 26.7 above  SWD: 71.9 below  Math Fall 19 All: 14.3 above  SWD: 86.2 below  Goal Not Met (Priority 4)

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
BASE INSTRUCTIONAL PROGRAMS for ALL STUDENTS  2.1 Professional development for selective staff in Universal Design for Learning and differentiated instruction to support the variety of learners present in all classrooms, including ELL, GATE, and students not performing at grade level.  2.2 Faculty meeting time will be utilized for analyzing student data and aligning instruction to students' identified needs. Teachers will engage in collaborative meetings to analyze student work products and	2.1 1000-1999 & 3000-3999: Certificated Salaries and Benefits Base \$15,151  2.1 1000-1999 & 3000-3999: Certificated Salaries and Benefits Base \$1,323  2.2 5800: Professional/Consulting Services And Operating Expenditures One Time Funds for Outstanding Mandates \$50,000	2.1 1000-1999 & 3000-3999: Certificated Salaries and Benefits Base \$10,993  2.1 1000-1999 & 3000-3999: Certificated Salaries and Benefits Base \$7,576  2.2 5800: Professional/Consulting Services And Operating Expenditures Millbrae Education Foundation (MEF) \$58,871

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>assessment results to determine effectiveness of lesson, student growth and learning and next instructional steps.</p> <p>2.3 Implement district assessment system to monitor student academic achievement.</p>	<p>2.3 5800: Professional/Consulting Services And Operating Expenditures Base \$8,300</p>	<p>2.3 5800: Professional/Consulting Services And Operating Expenditures Base \$6,182</p>
<p>INCREASED or IMPROVED SERVICES for TARGET STUDENTS</p> <p>ELA/Reading</p> <p>Additional support will be provided for struggling readers (students reading approximately 2 years below grade level) through the following services:</p> <p>2.4 Three Reading Intervention Teachers (K-5) and One Additional Reading Intervention Section (6-8) to support students performing below grade level in reading comprehension.</p> <p>2.5 Five Instructional Aides (K-5)</p> <p>2.6 Continue providing reading support materials and training for our Reading Intervention Teachers.</p> <p>Mathematics</p> <p>Additional support will be provided for students in the area of mathematics through small group, push-in or pull out settings, or additional instruction</p> <p>2.7 Five Instructional Aides (K-5) to support students performing below grade level in mathematics.</p>	<p>2.4 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Supplemental \$265,104</p> <p>2.4 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Title I \$97,225</p> <p>2.4 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Supplemental \$26,495</p> <p>2.5 2000-2999 &amp; 3000-3999: Classified Salaries and Benefits Supplemental \$163,480</p> <p>2.5 2000-2999 &amp; 3000-3999: Classified Salaries and Benefits Title I \$22,717</p> <p>2.6 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Supplemental \$1,326</p> <p>2.7 Funded in 2.5</p> <p>2.8 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Supplemental \$27,484</p>	<p>2.4 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Supplemental \$274,481</p> <p>2.4 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Title I \$99,961</p> <p>2.4 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Supplemental \$27,297</p> <p>2.5 2000-2999 &amp; 3000-3999: Classified Salaries and Benefits Supplemental \$165,029</p> <p>2.5 2000-2999 &amp; 3000-3999: Classified Salaries and Benefits Title I \$23,102</p> <p>2.6 \$0.00</p> <p>2.8 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Supplemental \$28,053</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.8 One Additional Math Intervention Section (6-8) to support students performing below grade level in mathematics.		
<p>BASE INSTRUCTIONAL PROGRAMS for ALL STUDENTS</p> <p>2.9 All students identified by school psychologists with disabilities will be served by teachers who are appropriately assigned and fully credentialed in their subject areas including Director of Special Education and other staff that provide services as outlined in student IEP.</p> <p>2.10 Special Education Instructional Aides will provide student instructional support.</p> <p>2.11 Tiered behavior interventions will be in place to provide increasing levels of intervention for students with disabilities by Behavior Specialist</p> <p>2.12 SpEd students identified as needing occupational services will be provided by the district Occupational Therapist.</p> <p>2.13 SpEd students with unique needs that can not be met by district services will be provided instruction through the local non-public schools/agencies, or the San Mateo County Office of Education (SMCOE), or North County Consortium</p>	<p>2.9 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Special Education \$1,683,758</p> <p>2.9 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Base \$420,664</p> <p>2.10 2000-2999 &amp; 3000-3999: Classified Salaries and Benefits Federal Funds \$930,255</p> <p>2.11 2000-2999 &amp; 3000-3999: Classified Salaries and Benefits Special Education \$109,683</p> <p>2.12 2000-2999 &amp; 3000-3999: Classified Salaries and Benefits Special Education \$144,959</p> <p>2.13 7000-7439: Other Outgo Special Education \$687,877</p> <p>2.13 7000-7439: Other Outgo Federal Funds \$22,527</p> <p>2.13 5800: Professional/Consulting Services And Operating Expenditures Special Education \$460,000</p>	<p>2.9 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Special Education \$1,728,368</p> <p>2.9 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Base \$431,127</p> <p>2.10 2000-2999 &amp; 3000-3999: Classified Salaries and Benefits Federal Funds \$833,225</p> <p>2.11 2000-2999 &amp; 3000-3999: Classified Salaries and Benefits Special Education \$113,560</p> <p>2.12 2000-2999 &amp; 3000-3999: Classified Salaries and Benefits Special Education \$171,080</p> <p>2.13 7000-7439: Other Outgo Special Education \$661,062</p> <p>2.13 5800: Professional/Consulting Services And Operating Expenditures Special Education \$479,978</p>
<p>INCREASED or IMPROVED SERVICES for TARGET STUDENTS</p> <p>English Language Learner (EL)</p> <p>2.14 Professional Development will occur for all grades and staff, including EL Tutors and Aides on ELD Standards in the following areas: New Comers – Imagine Learning</p>	<p>2.14 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Supplemental \$1,654</p> <p>2.14 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2,400</p>	<p>2.14 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Supplemental \$576</p>



<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>Integrated – CALL Training Designated – ADEPT Assessment Data</p> <p>2.15 EL Coordinators will support all teachers in the area of ELD Instruction. Monitoring of all EL, to include RFEP students, in core academics to ensure academic growth through use of ADEPT</p> <p>2.16 Four ELD tutors will support EL Students in the area of assessment, data analysis and instruction.</p> <p>2.17 Identify and purchase supplemental materials of ELD to help ELs access the core curriculum and online software (Imagine)</p> <p>2.18 TA Middle School EL Teacher will provide instruction for ELL Students</p> <p>2.19 Professional Development will be provided to Certificated Staff in the area of differentiation and universal design to support all learners and in implementation of CA Common Core Standards.</p>	<p>2.15 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Supplemental \$91,323</p> <p>2.15 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Title III \$49,697</p> <p>2.16 2000-2999 &amp; 3000-3999: Classified Salaries and Benefits Supplemental \$191,478</p> <p>2.17 4000-4999: Books And Supplies Supplemental \$500</p> <p>2.18 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Supplemental \$81,482</p> <p>2.19 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Supplemental \$145,779</p>	<p>2.15 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Supplemental \$96,015</p> <p>2.15 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Title III \$55,123</p> <p>2.1 2000-2999 &amp; 3000-3999: Classified Salaries and Benefits Supplemental \$196,325</p> <p>2.17 4000-4999: Books And Supplies Supplemental \$3,182</p> <p>2.18 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Supplemental \$84,082</p> <p>2.19 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Supplemental \$142,329</p>
<p>2.20 Additional Intermediate Teacher to lower class size</p> <p>2.21 Student Services Teacher on Special Assignment to support improving student achievement for all students with special attention to targeted populations</p> <p>2.22 Implementation of the ASES Program to provide at-risk students the following services: (a) Educational and Literacy (b) Educational Enrichment</p>	<p>2.20 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Supplemental \$97,126</p> <p>2.21 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Supplemental \$131,698</p> <p>2.22 5000-5999: Services And Other Operating Expenditures After School Education and Safety (ASES) \$114,962</p>	<p>2.20 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Supplemental \$130,520</p> <p>2.21 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Supplemental \$135,602</p> <p>2.22 5000-5999: Services And Other Operating Expenditures After School Education and Safety (ASES) \$124,000</p>

## Goal Analysis

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

Monies to provide sufficient and appropriate tiered supports to sustain the academic growth and positive social/emotional development of students were directed to fund: release time for teachers, English learner tutors, teacher on special assignment at Lomita Park, speech therapists, psychologists, para-educators, behavior specialists, occupational therapists, reading intervention teachers, English learner coordinators, and non-public school placements.

Alignment exists between budgeted funds that were allocated and what was actually spent. Due to the COVID 19 shelter in place order, support was altered but not discontinued. In few cases where funds planned that were planned for special education non public school placement funds were redirected to student programs, services, or placements serving the same population of students.

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

Our district continues to promote and sustain academic growth by providing a system of support for all learners.

Staff received professional learning in supporting the variety of learners present in all classrooms, which was the emphasis of the November 1, 2019 professional learning day, Engaging and Supporting all Learners. Aligned with the 2019-2020 District vision, "Meet Students Where They Are and Understand Their Story" each session of this "mini-conference" was carefully designed to address the increasing demands on the 21st century teacher and the changing experience of today's young people. The morning keynote address, "Yeah, But What About this Kid?" gave teachers and administrators the strategies and structures to create effective classroom and school wide expectations for students and to improve interventions and supports for tier 3 students. For the remainder of the day, teachers and administrators self-selected sessions including: Understanding the Mind of the Child with Learning Differences, The Well-Balanced Student, Breathe New Life in to Designated ELD using Visual Literacy, Understanding Behavior to Create an Effective Environment, Dyslexia Screening and Instructional Implications, and Supporting Students with Universal Design for Learning. Teachers then shared their learning with colleagues when they returned to their school sites during faculty meeting collaboration time. In light of suspension data, office referral data, and absenteeism showed a need for more effectively engaging students in their learning, leaders were heartened to see that participant feedback surveys noted 85% of teachers felt strategies shared in the keynote address could immediately be put into practice in their classrooms to better support students. Another key theme that emerged from participant feedback was the importance of building positive relationships with students and a desire for more support in alternate strategies to traditional discipline.

Further support for Universal Design for Learning occurred in February 2020 with four staff members (3rd grade teacher, 8th grade teacher, RSP teacher, and Induction Mentor) attended Taking UDL to the Next Level Professional Learning at San Mateo County Office of Education with Curriculum and Assessment Coordinator/Induction. An additional session of this offering was cancelled due to the COVID 19 Shelter in Place.

Support staff (para-educators and English Learner tutors) were trained in August 2019 by the California Reading and Literature Project. This session, "Unpacking and Implementing California's ELD Standards", equipped staff in direct support of students with tools to support academic language development and a deeper understanding of the ELA/ELD framework.

Faculty release time was made possible by contracting with Legarza Sports, who provided students with activities by grade level at each elementary school. During this time, grade level teams met to collaborate, analyze student work, and align instruction. The Assistant Superintendent of Educational Services collaborated with site leaders for focus areas for these sessions with an emphasis on allowing teachers frequent, collaborative analysis of student work and assessments. They found that teachers, still learning new curriculums focused more on instructional planning and design. Moving forward, data analysis and student work analysis protocols will be a main component of professional learning.

The District Assessment Matrix continued mostly as before, however adjustments were made to better and more frequently capture student progress and allow for more timely supportive interventions. For example, the Developmental Reading Assessment at the primary level administration was adjusted, an additional administration of the STAR Reading Assessment was required mid-year, and the middle school added an additional administration of the CAASPP Interim assessments.

Three reading intervention teachers (K-5) and one additional section of reading intervention (6-8) supported students performing below grade level in reading comprehension. Educational Services in collaboration with the elementary reading intervention teachers worked to align practices to ensure universal support for struggling readers at each site. This team also further refined the dyslexia screening timeline and piloted upper elementary dyslexia screeners. To further build capacity for teachers in identifying and supporting students with dyslexia, 24 teachers attended a session at the November 1, 2019 professional learning day led by reading intervention teacher leader. Additionally, four primary teachers attended a Dyslexia Guidelines Study Session facilitated by the UC Berkeley California Reading and Literature Project. This session was well-received and fostered collaboration between teachers and reading specialists in this area. Again, providing reading support suddenly in March of 2020 due to COVID 19 shelter in place orders. Reading Specialists responded to this challenge by fulfilling the following district expectations: joining staff meetings, providing reading support to students at home, creating distance learning reading groups 2-3 days a week, utilize Read Naturally and Guided Reading and monitor student progress, and identify focus areas and communicate those to classroom teachers.

Additional intervention support was offered to students in an effort to close achievement gap in math at the sixth grade level. This course was taught by a sixth grade math teacher, and content was determined based on common assessments and through collaboration with the sixth grade team.

Five instructional aides (K-5) supported students within their classroom in reading and math instructional time. Aides reported a higher level of confidence in supporting students in using academic language as a result of the August Professional Learning. A challenge that remains is optimizing the use of instructional aides within the classroom to enable small group instruction focused on struggling readers and writers. When the pandemic caused a need for shelter in place, instructional aides faced the challenge of supporting individuals and small groups virtually. The District's Distance Learning Plan called upon Instructional Aides and Paraprofessionals to

fulfill the following expectations: check in with Educational Specialists to determine supports consistent with IEP goals; check in with regularly scheduled teachers; help to create teacher resources for teaching (i.e. create samples) or find materials; log in to virtual circle time or other activities; may lead sections while the teacher supervises in the meeting; gather information from the teacher's Google Classrooms and can support students in general education classrooms; can be used for translation and interpretation to support instruction. Along with teachers, instructional aides quickly pivoted to supporting learners virtually, and we commend their efforts during this unprecedented time.

The district continued to provide tiered supports to students with disabilities by teachers who are appropriately assigned and fully credentialed in their subject areas to fulfill student IEP goals. Behavior Specialists supported both students and teachers to provide tiered behavior interventions. Behaviorists led various professional learning sessions to build capacity within the general education classroom in mitigating and responding to behavioral challenges. Occupational therapists engaged identified students in meaningful activities to help remove barriers to engagement and participation. Challenges presented these support staff when the shelter in place order was instituted and remote learning commenced. Students with unique needs that could not be met by District services were placed in a non-public school setting.

Professional learning to support English learners continued, though some was interrupted due to the shelter in place order and sudden transition to distance learning. A refresher training on A Developmental English Proficiency (ADEPT) English Learner assessment and Imagine Learning refresher trainings were postponed to 2020-2021 school year. Elementary English Learner support by tutors was a challenge addressed in the District's Distance Learning Plan which called for the following support: Support and monitoring of students via Imagine Learning with weekly email feedback to students and teacher. Additionally, these tutors joined classes and supported small groups with academic language in breakout rooms. At the middle school level, newcomer teacher and English learner coordinator worked in collaboration with the District English Learner coordinator to monitor all English learners, which special attention paid to those students who have been reclassified. A significant challenge occurred in the ability to test all English Learners on the ELPAC which was suspended due to shelter in place orders.

To directly support unique needs at Lomita Park Elementary, a title I school, funds were allocated to reduce class size in the upper elementary grades allowing teachers a great opportunity to devote more instructional time and attention to these students. Additionally, a 1.0 FTE Student Services Teacher on Special Assignment initiated a Wellness center, engaged the parent community, and assisted with social emotional support. With the onset of the shelter in place order, her work pivoted to connecting and communicating with high-priority students 1-2 times per week and following up with specific students and families who were not fully engaged or not engaged at all in distance learning in collaboration with the attendance secretary and principal.

The ASES program at Lomita Park served 100 students grades TK-5. The program provided enrichment activities, leadership opportunities, academic support and social/emotional development and guidance. Volunteers from the Jewish Coalition for Literacy (JCL) worked with students to provide reading support and practice, Boys and Girls Club staff taught art and literature lessons, and all students also engaged in group and teamwork activities which built a sense of community and created positive relationships amongst the students as well with the adults on campus.

After March 11, 2020 it became difficult for ASES staff to remain in contact with students and families. An effort was made on the part of staff to call and connect with families, but limited internet connectivity and a limited number of students who have computers at home made this difficult.

## Goal 3

Increase school connectedness at each school site by providing a socially, physically, and emotionally safe environment that is culturally responsive to all students and families.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                              Priority 5: Pupil Engagement (Engagement)  
                              Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Increase attendance rate by 2%. and reduce chronic absenteeism by 2%. (Priority 5)</p> <p><b>19-20</b>            Reduce chronic absenteeism by 1%.            Maintain or increase attendance rate. (Priority 5)</p> <p><b>Baseline</b>            Based on 2016 - 2017 our school attendance rate 97% and our chronic absenteeism rate is 8%.</p>	<p>2018-19 Attendance rate: 97.2%</p> <p>2019 CA School Dashboard Chronic Absenteeism: 9.7%</p> <p>Goal Not Met (Priority 5)</p>
<p><b>Metric/Indicator</b>            Lower suspension rates; current year is 46 student suspended for 1 or more days. (Priority 5,6)</p> <p><b>19-20</b></p>	<p>2019 CA School Dashboard Suspension Rate: 1.6%</p> <p>Goal Not Met (Priority 5, 6)</p>

Expected	Actual
<p>Lower suspension rates by 2% for the number of student suspended for 1 or more days. (Priority 5,6)</p> <p><b>Baseline</b> Lower suspension rates; current year is 46 student suspended for 1 or more days. (Priority 5,6) and Maintain or decrease the expulsion rate, which was zero expulsion for the 2016-17 school year.</p>	
<p><b>Metric/Indicator</b> Maintain the expulsion rate, which was zero expulsion for the 2016-17 school year. (Priority 5,6)</p> <p><b>19-20</b> Maintain the expulsion rate which is zero expulsions. (Priority 5,6)</p> <p><b>Baseline</b> Maintain the expulsion rate, which was zero expulsion for the 2016-17 school year.</p>	<p>2018-19 Expulsion Rate: 0%</p> <p>Goal Met (Priority 5,6)</p>
<p><b>Metric/Indicator</b> Maintain the current Middle School dropout rate, which 2017 CALPAD Report 1.6 data is at 0%. (Priority 5,6)</p> <p><b>19-20</b> Maintain the current Middle School dropout rate (Priority 5,6)</p> <p><b>Baseline</b> Maintain the current Middle School dropout rate, which 2017 CALPAD Report 1.6 data is at 0%. (Priority 5,6)</p>	<p>2018-19 Middle School dropout rate: 0%</p> <p>Goal Met (Priority 5, 6)</p>
<p><b>Metric/Indicator</b> Increase the percentage of students' sense of school connectedness as measured by the CA Healthy Kids Survey. (Priority 5,6)</p> <p><b>19-20</b></p>	<p>2019 CA Healthy Kids Survey results for student connectedness: 60% respondents reported "Agree" or "Strongly agree" on school connectedness scale questions</p> <p>Goal Not Met</p>



Expected	Actual
<p>Increase by 2% CA Healthy Kids Survey results for student connectedness (Priority 5,6)</p> <p><b>Baseline</b> 2016 CA Healthy Kids Survey results for student connectedness - 70% responses felt connected to school</p>	(Priority 5, 6)
<p><b>Metric/Indicator</b> Increase parent education and participation. Currently 4 of 5 of our schools have parent representation on our local Foundation. 5 out of 5 of our schools will be represented. (Priority 3)</p> <p><b>19-20</b> Maintain parent representation on our local Foundation. (Priority 3)</p> <p><b>Baseline</b> Currently 4 of 5 of our schools have parent representation on our local Foundation.</p>	<p>Parent education and participation: 5 out of 5 of our schools have parent representation on our local Foundation.</p> <p>Goal Met (Priority 3)</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>BASE INSTRUCTIONAL PROGRAMS for ALL STUDENTS</p> <p>3.1 Continue to implement School Success Team (SST) Process to determine needs of whole child (Academic, Social, Emotional)</p> <p>3.2 Provide teachers with resources and support to respond to needs of students.</p> <p>3.3 Teachers will continue to receive professional development in the area in positive behavior intervention support and strategies.</p> <p>3.4 Continue tracking and follow up with student attendance concerns (tardies, absences, independent study contracts). Monitor discipline</p>	<p>3.1 Funded in 1.1</p> <p>3.2 &amp; 3.3 Funded in 1.4</p> <p>3.4 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Base \$1,087,013</p> <p>3.5 5800: Professional/Consulting Services And Operating Expenditures Tobacco-Use Prevention Education 0</p>	<p>3.4 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Base \$1,119,610</p>



<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>records (detentions, suspensions, expulsions) and develop of proactive support programs.</p> <p>3.5 Administer the Healthy Kids Survey in grades 5 and 7.</p>		
<p>INCREASED or IMPROVED SERVICES for TARGET STUDENTS</p> <p>3.6 District staff will participate in PBIS training and planning.</p> <p>3.7 School Counselors (TK-8) and Assistant Principal of Student Services (6-8) will provide additional support to students and their families.</p> <p>3.8 Nursing Services will provide additional support to students and their families in the area of student health and wellness.</p>	<p>3.6 Funded in 1.4</p> <p>3.7 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Supplemental \$187,988</p> <p>3.7 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Supplemental \$36,084</p> <p>3.8 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Supplemental \$90,415</p>	<p>3.7 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Supplemental \$175,679</p> <p>3.7 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Supplemental \$37,203</p> <p>3.8 1000-1999 &amp; 3000-3999: Certificated Salaries and Benefits Supplemental \$92,930</p>
<p>BASE INSTRUCTIONAL PROGRAMS for ALL STUDENTS</p> <p>3.9 Continue parent/community engagement and participation process through SSC, DELAC, DAC, PTA, PTA, MEF</p> <p>3.10 Strengthen communication tool regarding school/district events (online newsletter, social media, etc.) encouraging parent/community participation.</p> <p>3.11 (School Climate) Continue with the San Mateo County's Big Five School Emergency Protocols as designed In the School Emergency Guidelines Immediate Action Response Handbook of 2015.</p> <p>.</p> <p>3.12. Conduct monthly safety drills (Secure Campus, Lockdown/Barricade, Drop, Cover and Hold, Shelter and Place, and Evacuation.</p>	<p>3.9 - 3.12 Funded in 3.4</p>	

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>INCREASED or IMPROVED SERVICES for TARGET STUDENTS</p> <p>3.13 Continue to build relationships with Community/Services Opportunities for student participation beyond the school day.</p> <p>3.14 Implement Mentoring Programs to enhance student experiences.</p> <p>3.15 Materials to be translated into the home languages spoken by the majority of English Language Learner Families</p> <p>3.15.1 Provide translation services/devices at all parent meetings</p>	<p>3.13 &amp; 3.14 Funded in 3.4</p> <p>3.15 &amp; 3.15.1 5800: Professional/Consulting Services And Operating Expenditures Base \$11,500</p>	<p>3.15 &amp; 3.15.1 5800: Professional/Consulting Services And Operating Expenditures Base \$6,695</p>

## Goal Analysis

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

This goal primarily funded positions with direct support to providing a physically and emotionally safe environment for students and families. Funds budgeted supported roles such as site administrators, counselors, and a dean of students at the middle school. These staff members created a home-school connection through community outreach, site leadership, and direct student support.

Actual expenditures were slightly more (1%) than budgeted due to salary increase.

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

School sites continued to implement School Success Team (SST) process to determine needs of whole child (academic, social, emotional). District assessments were used to determine progress of students and gauge effectiveness of interventions. Grade level collaboration meetings occurring on a regular basis were a success for our district at the elementary level this year. At the middle school level, grade level meetings consist of larger groups and occur less frequently, but still addressed actionable interventions for students of concern and were attended by either a site administrator or school counselor.

Another success that occurred in the area of student support was the training of paraprofessionals and Educational Services Teachers on Special Assignment in Safety Care Training, in an effort to better equip staff who are often called upon to support and manage

student behavioral challenges with the skills and competencies necessary to effectively prevent, minimize, and manage these instances.

Committee work continued with the addition of two more District committees for the 2019-2020 school year, the Social Emotional Learning Committee (SEL), and the Positive Behavior Intervention Supports Committee (PBIS). These committees were comprised of representatives from each school, administrator(s), a member of the Educational Services team, and were facilitated by the Assistant Superintendent of Educational Services. Asset visits to school sites in the spring of 2019 identified these areas were seen as imperative in boosting student engagement. To support the district's initiative around Social Emotional Learning (SEL), a committee comprised of representatives from each school site met several times throughout the year. This group established and support the roll out plan for year one of Second Step SEL implementation and shared best practices from each site. Recognizing the importance of SEL when facing the COVID 19 public health crisis, elementary and middle school distance learning schedules included dedicated time for teachers to build community and continue to implement the District's adopted SEL curriculum, Second Step.

To reflect upon implementation progress and further support Positive Behavior Intervention Supports (PBIS), San Mateo County Office of Education PBIS Coordinator co-facilitated this committee with Assistant Superintendent. The group met three times instead of four due to shelter in place starting in March 2020. During the three meetings, the team set goals, completed the Tiered Fidelity Inventory (TFI) and engaged in data analysis with support from San Mateo County Office of Education School Climate Coordinator. TFI data indicated Millbrae was in the initial implementation phase of PBIS and recommendations for short term goals by school and by district were made. Efforts were made by teachers to utilize the framework of PBIS to align remote learning expectations to their traditional expectations. In this vein, attendance and engagement was recognized and celebrated.

Much work was done in the 2019-2020 school year to address differentiated assistance in the area of chronic absenteeism. The District was supported by leadership from the San Mateo County Office of Education. Stakeholders took part in a series of work days to determine root cause and opportunities for growth in this area. This work was interrupted due to the emergency nature of adjusting to the remote delivery of instruction, however this work continues in the 2020-2021 school year. Moving forward, encouraging strong attendance for both student and staff has emerged as a focus goal for our District.

Tobacco Use and Prevention funds allowed for the administration of the Healthy Kids Survey to students at grades 5 and 7, staff and families, revealing noteworthy results. Fifty percent of teachers who responded to the survey expressed desire for professional learning on culturally relevant pedagogy and working with diverse populations. Thirty two percent of last year's 7th graders reported chronic sadness or hopelessness underscoring the need to engage in trauma informed practices district wide and prioritizing social emotional well-being. It is important to note that this survey was administered before the pandemic so we expect this percentage is unfortunately higher at present time. This data informed both the 20-21 professional learning plan and again is highlighted in the actions/services planned in the 2021-2024 LCAP. Other work done under the umbrella of student health and tobacco use/prevention funding was the training of physical education teachers and other interested staff who took part in professional learning by Stanford Health Professionals. Sessions included support and free, online curriculum on addiction and the developing brain and the prevalence, predatory marketing strategies, and evolving nature of e-cigarettes. The possibility of instituting the Stanford Toolkit's

alternative to suspension education initiative was explored, but halted due to the pandemic. It will be revisited in 2021-2022 school year.

Our District nurse continued her role in supported students and families in the area of wellness. She played a part in educating school leaders in COVID protocols and safety.

Home school connectedness continued with partnerships through school site councils, district English learner advisory, District advisory, parent teacher association/organization, and Millbrae Education Foundation. These groups helped to engage stakeholders from throughout our community to inform our work and increase the effectiveness of our initiatives. A parent education night, scheduled for March 25, 2020 was cancelled due to the pandemic and shelter in place orders. This event was aimed at support students and families in an increasingly high pressure environment in the Bay Area/Silicon Valley. Facilitated by Stanford University's Challenge Success, "The Well-Balanced Child" was a companion session to the one presented to staff on the November 1, 2019 professional learning day. This event may be revisited for the 2021-2022 school year.

A challenge our District has faced for some time was the need to modernize our website, a time consuming endeavor that involves all units of the organization. Though first steps in this process were underway in early 2020, the pandemic created an urgent need for frequent, urgent communication as COVID transmission increased locally in February and early March 2020. Once distance learning plans were underway, communication was drastically improved through the development of both a district (external) and staff (internal) distance learning websites. Principals recorded weekly messages and teachers posted class schedules for families. These sites were developed and maintained by the Superintendent (external website) and Educational technology specialist (internal website). A full website overhaul resumed in fall 2020 and went live in April 2021, led by Educational Technology Integration Specialist.

Site administrators continued to improve our District's emergency preparedness in collaboration with San Mateo County Office of Education's Big Five Emergency Protocols. Monthly safety drills continued until paused due to spring shelter in place orders.

The Interact Club, a collaboration between Rotary Club and Taylor Middle School continued with monthly meetings until March 2020. This service learning organization partners middle school students with community Rotarians to identify and implement service learning projects. Lunchtime meetings occurred throughout the school year were open to all students.

Translation services improved with surveys and other communication, especially as the need for urgent communication regarding transition to distance learning and support throughout the remainder of the 2019-2020 school year.

Counselors provided additional support to students, assisted with the year 1 implementation of Second Step Social Emotional Learning instruction, and were a part of the District's Wellness Team. To address support during distance learning, counselors who saw students throughout the school year offered weekly meetings with their caseload students. These meetings provided a continuity of care for those students who require the support of a school based counselor. The counselor provided direct support to students over Zoom or Google Meet. Session lengths varied as determined by professional expertise of the counselor as some students required a shorter duration of teletherapy than that offered in person. Each counselor also hosted office hours by appointment for new

students that parents or teachers are concerned about during the “distance learning” period. The counselor set up these appointments with the student or parent to offer individualized recommendations during office hours. Counselors maintained service logs and communication logs documenting direct services and attempts at services and updated the website with additional resources for their students/families to utilize during distance learning.

# Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
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## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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## Goal Analysis

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

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

# Goal 5

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
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## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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## Goal Analysis

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

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

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

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

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
PPE, Health/Safety and Custodial	\$220,000	\$108,459	No
District Nurse	\$100,000	\$91,486	Yes
Contract Tracing and COVID -19 Testing with 3rd party vendor	\$15,000	\$11,900	No

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

The only difference between the planned actions and the budgeted expenditures for in-person instruction is that Licensed Vocational Nurses (LVNS) were secured instead of nurses.

### Analysis of In-Person Instructional Offerings

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

During the 2020-21 school year, MESD provided in-person instruction to selected student groups between October 26-November 21, 2020. In Fall, students with disabilities whose IEP's qualified them learned on 3 campuses daily from. English learners in middle school identified as Newcomers also engaged in in-person learning from 2 classroom teachers. Beginning 3rd Trimester, March 11, in-person instruction was offered to all students. Nearly 60% of families opted to participate in the hybrid model with students learning on campus 2 days each week in an A/B model to conform to CDPH/CDC guidelines.

Successes implementing in-person instruction include the following:

- Surveillance testing was provided at District Office by LVN's and later on school campuses
- PPE and Health and Safety materials were secured and detailed in school and district safety plans with communication to families



- 3rd Trimester, in-person instruction was offered to all families who were interested and expanded to 4 days for many students based on capacity and need
- When MESD pivoted to in-person instruction, students remained with their teacher (no teacher changes)
- Expert users of technology in school staffs helped with developing optimum technology setups for delivering in-person instruction
- Reading specialists offered direct instruction to students on-campus
- EL (ELPAC) one-on-one testing, though logistically challenging, attention and focus on task increased from when administered in-person
- Use of adopted curriculum increased providing equity in instruction
- Teachers across grade levels were able to hold student centered collaboration meetings
- Use of technology continued for asynchronous Mondays and integrated in concurrent instruction model: LMS (Google Classroom, Seesaw), online differentiation programs, formative assessments
- Student attendance and engagement was easier to monitor and support
- An external stakeholder survey provided the following feedback on in-person learning: 65% responded quite well and extremely well to this question: How well did the school, teachers and staff meet your child's needs during in-person instruction? 28% responded "somewhat"
- Results of the staff survey (CHKS) revealed 50% strongly agreed regarding efficacy of MESD's provision of PPE and Health Safety protocols: "Resources provide a safe campus" and 54% strongly agreed that schools were "a safe place for staff" while 69% strongly agreed schools were "as safe place for students". Staff were also surveyed on perceived safety related to COVID 19. Of elementary staff respondents, 42% strongly agreed with "safety measures to keep staff healthy" and 14% of middle school staff strongly agreed. Responding to "safety measures to keep students healthy" 43% of staff at elementary strongly agreed and 29% of middle school staff strongly agreed. In both areas, district averages exceeded state averages.

Families also rated the District and School efforts at safety were a success. In a survey of families, 73% reported learning in-person, of those respondents described safety measures as "about the right amount" in answer to this prompt: School Safety: How would you describe the level of COVID-related safety measures and protocols in your school to keep your students healthy?

Challenges in implementing in-person instruction included the following:

- Shifting expectations and guidance from health agencies to which we needed to respond
- Coordinating surveillance testing in the beginning
- Accommodating all of the students while following the social distance guidelines
- Pivoting back to distance learning in the fall for our vulnerable learners
- Securing the additional technology for delivering hybrid instruction and creating optimum classroom set up was time-consuming with

limited staff

- Developing district and school re-opening plans to meet the changing mitigation policy and health data resulting in constant revisions

to reopening plans

- To ensure adequate staffing, securing adequate substitutes proved challenging
- Providing training needed for all involved with in-person instruction in a hybrid model “on the job and just in time” proved challenging

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
ESGI Coordinator	\$1500	\$1,574	Yes
Elementary Math Instruction Support	\$1500	\$1,574	Yes
Purchase of Zoom Licenses for all District Leaders and Certificated Staff to support Online Learning	\$9,000	\$8,264	No
Increase TK FTE for additional supports needed for Distance Learning as well as in-person	\$46,000	\$45,765	Yes
Purchase of additional technology devices (student devices, teacher devices, hotspots)	\$450,000	\$506,128	Yes
Purchase of additional online subscriptions and curriculum to support during Distance Learning	\$149,000	\$100,995	Yes
Additional Professional Development Day for staff related to Distance Learning	\$165,000	\$66,154	Yes
Ongoing Professional Development/Coaching related to Distance Learning	\$99,381	\$20,500	Yes

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

The only substantive difference between the budgeted expenditures for distance learning and what was expended was related to professional development for staff. Teacher training was embedded into the school day for many staff.

## Analysis of the Distance Learning Program

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

Successes and challenges in implementing elements of the distance learning program in the 20-21 school year following organized by element.

## CONTINUITY OF INSTRUCTION

### Successes

- All students began the 2020-2021 school year in distance learning and were provide devices and hotspots to access curricular materials. District curriculum was available online and augmented with additional online programs so students had access to full curriculum of substantially similar quality curriculum regardless of delivery.
- In accordance with Senate Bill 98, all students received daily contact with certificated staff using Zoom; students participated in schedules that included live contact, synchronous and asynchronous instruction detailed in engagement logs to ensure instructional minutes were met
- When select student groups (Newcomer English learners and select students with disabilities) transitioned to learning in October and November, their peers in distance learning experienced concurrent instructions.
- During distance learning, teachers needing better wifi access taught from their classrooms at the school sites.
- Students in reading support improved their DRA scores and Continued Reading Intervention support via zoom (leveled books home and on line as well as targeted instruction)
- Instructional support staff (tutors, aides, etc.) were able to support students in changing learning environments; acquired skills that were previously not required
- Instructional support staff (tutors, aides, etc.) were able to support students in changing learning environments; acquired skills that were previously not required
- Creation of middle school “houses” to encourage student relations, needs, and increase teacher collaboration on student progress, supports, and lesson planning
- Increase in use of adopted curriculum, thus increase of equity in instruction
- When in-person learning began in March, teachers moved seamlessly into concurrent teaching with some students learning from home and some from the classroom

### Challenges:

- When in-person learning began for all in March, some families elected to remain in distance learning
- In some schools, physical distance limitations did not allow for all students electing to be in-person to attend all 4 days
- MESD administered the California Healthy Kids Survey (CHKS) in March/April to all staff K-8 and students 3-8 to collect information around impacts of COVID 19 academically, socially, emotionally, and mentally. Questions related to student learning during COVID 19 provided insights into the successes and challenges of remote learning:
- In response to “Students are coping well with remote learning” 22% of elementary staff responding strongly agreed and 10% of middle school staff responding strongly agreed. In response to “Students are less engaged in remote learning” 28% of all staff strongly agreed
- Students were surveyed on the domain of “Learning from Home”. In response to the statement, “(Hybrid and Remote Only) Are you interested in doing your schoolwork from home?” 44% of 4th grades and 37% of 5th graders strongly agreed. Students were also asked’ “Do the teachers and other grown-ups from your school provide you with interesting activities to do while you are learning from home?” 41% of 4th graders and 35% of 5th graders strongly agreed. In assessing

synchronous instruction, students responded to this statement, “After your school was closed, how many days in the past week did you participate in a school class where your teacher talked to students from a computer, phone, or iPad?” 45% of 4th graders and 55% of 5th graders reported 4 or more days of synchronous instruction.

## ACCESS TO DEVICES AND CONNECTIVITY

### Successes:

- MESD provided students with devices (Chromebooks) and hot spots to support connectivity
- Chromebook exchanges and a help desk supported families and their students to ensure students could participate in distance learning
- MESD expanded the use of digital learning tools: Learning Management Systems (Google Classroom, Seesaw), online differentiation programs, and formative assessments
- After school programs provided a place for 36 students to participate in distance learning daily

### Challenges:

- Some student and families still struggled with connectivity, but additional devices and support was provided by the district and technology support personnel
- During administration of the CAASPP, additional devices had to be provided to ensure the secure testing environment

## PUPIL PARTICIPATION AND PROGRESS

### Successes

- In accordance with Senate Bill 98, all students received daily contact with certificated staff using Zoom; students participated in schedules that included live contact, synchronous and asynchronous instruction detailed in engagement logs to ensure instructional minutes were met
- Schedules included time for teacher collaboration to monitor student progress and community outreach time for staff to contact families of students needing additional support
- K-5 parent teacher conferences were held with families using Zoom
- In our parent survey, 52% of parents responded quite well or extremely well to the following: How well did the school, teachers and staff meet your child's needs during distance learning instruction?
- In the same survey, when families were asked, "What worked well with your child's virtual classroom education that you would like to see continued? " replies included:

more classwork executed and submitted electronically.

more electronic communications and checklists so that parents have an easy-to-access record of lesson plans and what's due.

more computer-based learning, since it will prepare kids for the future.

- 49% of families responded “extremely well” or “quite well” to the following: Support for pupils with Unique Needs: How well did the school, teachers and staff meet the unique needs of your child in 2020-2021?

### Challenges

- In our parent survey, 51% of families were somewhat to extremely concerned about their child's academic growth right now

- 70% of families responded slightly to extremely concerned when asked “I am concerned about my child's social-emotional well being right now”

## DISTANCE LEARNING PROFESSIONAL DEVELOPMENT

### Successes:

- During the school year, professional development days allowed for teacher training focused on distance instructional strategies Experts in hyperdocs, Seesaw, nearpod, etc. engaged staff in 'just in time' training.
- Evaluations from the professional development showed high percentages of staff satisfied with the training and recorded sessions were available in the districts curriculum site
- Teacher leaders supported set up of webcams at the middle school to make hybrid instruction easier
- Three district Teachers on Special Assignment provided just in time supports for teachers
- Training videos were created to provide training on use of programs and tools
- Weekly 90 minute professional learning periods were bargained with the bargaining units to allow for teacher collaboration
- Online professional learning for teachers of Physical Education (PE) was provided

### Challenges

- While there were several teacher professional development opportunities, differentiation was a challenge
- The California Healthy Kids Survey data provided staff perceptions on professional development needs. Responding to this statement: “Teachers need more professional development, training, mentorship, or other support in COVID-related safety measures and protocols to keep staff and students healthy.” 35% of staff strongly agreed. In response to “Teachers need more professional development, training, mentorship, or other support in motivating students through remote learning” 60% of staff strongly agreed

## STAFF ROLES AND RESPONSIBILITIES

### Successes

- Educational Services staff developed and coordinated professional development days and secured additional materials for teachers
- District and principal communication was frequent with town hall meeting for community, Medical expert meetings, Superintendent emails, principal newsletters and weekly principal coffees
- In a community survey, 80% of families agreed or strongly agreed with the following: I know how to communicate with the school.
- Technology staff distributed digital tools and hotspots and provided technology support to staff and families
- Executive leadership and bargaining unit team collaborated to offer additional PD days for all staff to participate in training specific to delivery of instruction using digital tools and applications plus 90 minutes weekly
- District office staff coordinated and conducted surveillance testing for COVID until LVN's could be secured
- Teacher leaders supported administration of kindergarten testing and set up of technology for staff moving to hybrid instruction
- Reading specialists and English language development tutors continued small group instruction

## Challenges

- With a lean district office staff, developing return to school and safety plans in the shifting environment was a challenge

## SUPPORT FOR PUPILS WITH SPECIAL NEEDS

### Successes

- In accordance with Senate Bill 98, all students received daily contact with certificated staff using Zoom; students participated in schedules that included live contact, synchronous and asynchronous instruction detailed in engagement logs to ensure instructional minutes were met
- Additional software programs supported learning including speech and language subscriptions. MESD purchased Seesaw accounts, online Spanish programs, Ed1stop, Read Naturally, virtual units of study, online vocabulary and BrainPop and made accessible for all students.
- Schedules included time for teacher collaboration to monitor student progress and community outreach time for staff to contact families of students needing additional support
- English learners received language tutoring and English Language Learner tutors were provided Imagine Learning and BrainPop for English learners so English learners had appropriate curriculum in the virtual setting
- K-5 parent teacher conferences were held with families using Zoom
- Students with IEP's received direct services via distance learning as defined by the student's IEP
- Both "push in" and "pull out" services - as outlined in IEP's was provided
- Teacher collaboration time allowed for special education and general education staff to confer and discuss students' unique needs
- When needed, 504 meetings were held to adjust accommodations for students to meet their needs in the distance learning
- In our parent survey, 52% of parents responded quite well or extremely well to the following: How well did the school, teachers and staff meet your child's needs during distance learning instruction?
- In the same survey, when asked, What worked well with your child's virtual classroom education that you would like to see continued?
- More classwork executed and submitted electronically.
- More electronic communications and checklists so that parents have an easy-to-access record of lesson plans and what's due.
- More computer-based learning, since it will prepare kids for the future.
- 49% of families responded "extremely well" or "quite well" to the following: Support for pupils with Unique Needs: How well did the school, teachers and staff meet the unique needs of your child in 2020-2021
- For foster youth and students experiencing homelessness, transition meetings were held to prepare for distance learning and follow ups as appropriate
- School psychologists had training in bilingual assessments to address the over-representation of Hispanic students identified as SLD; a bilingual decision making matrix was created to be used going forward.

## Challenges

- In our parent survey, 51% of families were somewhat to extremely concerned about their child's academic growth right now
- 70% of families responded slightly to extremely concerned when asked "I am concerned about my child's social-emotional well being right now"
- Connectivity for some low-income families was a challenge
- Inconsistent attendance for some of our low-income and English learners interrupted learning



# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Monthly Special Education Collaborations	\$0	\$0	No
Monthly Counselor Collaborations	\$0	\$0	No
Monthly Wellness Team Meeting	\$0	\$0	No
Unique Curriculum Adoption for Moderate Learning Programs PK-8	\$6,300	\$6,273	Yes
School Psychologist Training for Bilingual Assessments and Virtual Best Practices	\$1,600	\$1,600	Yes
Provide ongoing student support during Distance Learning	\$23,000	\$37,328	Yes

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

Expenditures for providing student support during Distance Learning exceeded budgeted funds.

## Analysis of Pupil Learning Loss

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

Efforts to assess pupil learning loss during the 20-21 school year included administration of local assessments including the following:  
TK-1: ESGI (an online assessment for Kindergarten students), Developmental Reading Assessments (DRA), and On-demand writing  
Grades 2-8: STAR Renaissance Reading and Math assessments, and on-demand Writing  
English learners: ADEPT assessment

Teachers also used curriculum based assessments and formative assessments to measure and address pupil learning loss. Baseline assessments were collected in the beginning of the year, and professional learning provided time for lesson development. For students who struggle with reading (Title 1), Reading Specialists used frequent curriculum based assessments to adjust instruction.

For students with individualized education plans (IEP's) and students with 504's, IEP's and 504's were reviewed and compared with formal and informal assessment data to determine additional supports and services the students might need. Case managers reached out to families to support access to online curriculum and adaptations to lessons were made where appropriate.

Students services provided additional training and each school site provided outreach for homeless and foster youth to make sure students had access to continuity of instruction. Families and older students were made aware of food distribution sites, counseling and community services, and Tier II mental health services to ensure all needs were met to improve learning.

Assessing the effectiveness of our attempts to address student learning loss is hard to measure at this point. Not only is the view incomplete because we do not have all assessment results yet, but also the administration of assessment was variable with some students being assessed at home and some being assessed at school. However, we believe our efforts to have more teachers reviewing student data in teams (like we did with reading specialists and the Curriculum Advisory Council) to inform next steps will become a frequent practice next year due to weekly collaboration time. Meanwhile, we did see some impact this year.

Additional successes and challenges in our continuing efforts to address pupil learning loss follow:

#### Successes:

- Grade level collaboration and student/community outreach was embedded in teacher schedule to all for assessing and addressing student learning loss
- All students, including students with disabilities, participated in interim assessments
- District provided training to staff in appropriate modifications and accommodations for students with disabilities so they could be successful in computer adapted assessments
- Special education collaboration meetings continued and SST were held to support unique learner needs
- District Assessment Matrix detailing cycle of assessment was implemented and followed to provide student achievement data
- Implementation of Math assessment to inform instruction
- Small group instruction happened in several classrooms where teachers were more comfortable with break out rooms in Zoom
- High participation rate of the Interim Assessments which helped inform on student progress and prepare student for state assessments
- Increase in use of adopted curriculum, thus increase of equity in instruction
- Data analysis at all levels including Educational Services, administrative team. and teacher leaders. Results guided teacher training decisions.
- Targeted interventions like reading specialist time continued and was improved to better meet students needs

#### Challenges:

- Limited vertical articulation meetings, especially from June 2020 to August 2020
- Implementation of small group instruction was difficult in some classrooms

- Constraints within the school schedule: Less instructional time for students; less tier two support, less offerings for after school support
- Devoting time for data analysis to drive decisions at organizational and instructional level

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

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

What follows is a description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 20-21 school year

### Successes:

- Staff continued to implement the Social Emotional Support (SEL) curriculum Second Step
- School psychologists and counselors coordinated services for school-based mental health programs and supports for students in a tiered approach starting with school SEL
- School counselors worked with their caseloads and provided support to students and families based on referrals
- The Behavior Supervisor and Behavior Specialist provided tiered supports to behavior modification, management and services in the virtual environment.
- A community based mental health support service, CareSolace, was made available for families and students needing additional mental health services
- Community Resilience Model (CRM) training was provided as well as trauma informed practices training for teachers
- Contacts with families including phone calls, home visits allowed district and school staff to provide families with support and resources,
- Virtual meetings with families were provided

### Challenges:

- Large numbers of students and families needing support
- Virtual environment and connectivity made implementation of best practices in de-escalation challenging, but staff persisted.
- In our stakeholder survey over 70% of families surveyed responded they were slightly to extremely concerned to the following statement: I am concerned about my child's social-emotional well being right now.
- Students reporting frustration, isolation and other challenges
- Family impacts to COVID impacting students (layoffs, divorce and separation)

## Analysis of Pupil and Family Engagement and Outreach

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

What follows is a description of pupil and family engagement and outreach in the 20-21 school year. Pupil and family engagement in 20-21 was primarily virtual using Zoom, email, and software applications that sent texts to families. However, given the nature of at home-learning, and the unique circumstances hindering travel, Millbrae held more frequent town hall meetings, principal coffees, and family engagement meetings. Additionally, with the MESD Board meetings online via Zoom, participation increase dramatically.

### Successes

- Engagement/ attendance was monitored for students and tiered responses for absent students including home visits were more timely
- District staff continued to do home visits despite COVID.
- The response to absences included family contact, home visits, site based meetings and Student Attendance Review Team (SART) meetings.
- Teachers and leaders reached out to families and students and set goals for attendance and participation
- Middle school teams met and used a team approach to re-engage students
- Student services led efforts to improve tiered approaches to re-engage and improve attendance
- A Student Attendance Review Boards (SARBs) was not necessary due to use of SART, and principals began educating families about the impact of absences
- On our stakeholder survey, almost 70% of respondents agreed or strongly agreed with this statement: My child is motivated to attend school daily.

### Challenges

- Students experiencing homelessness had challenges with connectivity
- Chronically absent students were often hard to contact and re-engage, but staff persisted

## Analysis of School Nutrition

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

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

### Successes:

- The district comprises four Elementary Schools and one Middle School. During the 2020-21 school year, our food services team was able to provide nutritionally adequate meals to our MESD students and our Millbrae community in a safe and organized manner while protecting the well-being of our students, food workers, and community members. Using reliable data to quantify the amount of full reimbursable meals provided, the district has served the following amount of meals:
- August 8,283 reimbursable meals
- September 12,736 reimbursable meals
- October 12,769 reimbursable meals
- November 10,217 reimbursable meals
- December 7,620 reimbursable meals
- January 9,549 reimbursable meals
- February 8,864 reimbursable meals

- March 23,698 reimbursable meals
- April 23,160 reimbursable meals
- May 12,878 reimbursable meals

Community, staff, and business partners members have expressed their gratitude and appreciation for the ongoing and consistent nutritional services offered not only to our students but to the Millbrae community at large. The MESD food services team is proud and committed to continue serving Nutritious meals throughout the Summer to continue serving the current nutritional needs of our students and community.

Challenges:

- The biggest challenge and risk factor under a global pandemic was the health risks and uncertainty of interacting with other individuals while preparing and distributing meals. Thanks to our safety protocols in place, we were able to protect our food service staff (essential workers) and community, and no COVID cases were reported.

Our food service team consists of a small group of dedicated individuals and staffing challenges is always present in our department. Under a pandemic, one of the major challenges while trying to deliver nutritional services to our students and community was keeping social distance and doing less with more (personnel wise), due to illness or special accommodations to protect the health and wellbeing of our most vulnerable employees.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	N/A	N/A		

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

None to report.

## Overall Analysis

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

Lessons learned from implementing in-person and distance learning programs from March 2020 through 2021 included the importance of a scope and sequence for English language arts and math to make sure all students have access to standards based-instruction, how implementation of the district assessment matrix can help in monitoring student progress in learning the standards, and the need for a system-wide multi-tiered system of support. MESD had a district curriculum, a comprehensive assessment matrix and interventions; however, during the pandemic the need to pull the pieces together into a systemwide plan that is monitored both at the school level and district level became evident. Accountability is the overarching initiative for Millbrae in the 2021-2021 school year, corresponding goals and actions that were informed by these lessons learned include a goal (goal 1) that emphasizes teachers collaborating in the review of student work and test results, interventions being differentiated for students after it is clear that Tier 1 instruction is not enough to support their needs (goal 2), and school connectedness and belonging creating a positive culture with high expectations for ALL students.

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

Pupil learning loss will continue to be assessed in the 2021 Local Control and Accountability Plan (LCAP) through the implementation of the Millbrae Assessment Matrix, but added to that will be regular collaboration time for teachers to analyze the results on the tests and tasks tied to the standards which produce student work. The district calendar now includes monthly teachers collaboration time to work together in professional learning communities (PLC's) and additional professional development days will allow for teacher training to meet the unique needs of our students including professional learning in English language development and supporting struggling readers in small group instruction. Embedded in the LCAP goals and actions are inclusive practices to ensure students with

disabilities have access to general education curriculum and assessments consistent with their IEP's. This will allow us to address the needs of ALL students through good first teaching. Goal 2 in the Millbrae LCAP focuses on a multi-tiered system of support (MTSS) with coordinators to build this system from existing work and newly developed strategies so that interventions better meet the unique needs of students. In addition to the overall focus on inclusive practices to improve services for students with IEP's and strategies for English language development, a program will be implemented at middle school to accelerate learning and language acquisition for Long Term English Learners.

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

Any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496, and the actions and/or services that Millbrae implemented to meet the increased or improved services requirement are detailed within the In-Person Instruction, Distance Learning Program, and Learning Loss.



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

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

The process of analyzing and reflecting on the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan as well as the engagement with our stakeholder groups helped shape the three broad goals in the MESD 2021-2024 LCAP and two focus goals in the 21-24 LCAP. The three broad goals, revisions of our previous goals, build in greater accountability and responsibility for all staff to use data to inform tier 1 instruction, inclusive practices to ensure ALL students, including English learners and students with disabilities have access to grade level standards and curriculum, and more specific and deliberate interventions in tier 2 and tier 3. Student outcomes that led to this included an analysis of the student group data from the 2019 California Dashboard that revealed a large gaps between groups and the distance below standard for some groups (including the Students with Disabilities who were 72 points below standard). Another outcome that shaped these goals includes data about English learners, especially students still in EL programs beyond 5 years categorizing them as Long Term English learners. Outcomes detailed in our greatest needs in the 21-24 LCAP, including the student and staff survey results, also shaped elements of our goal 3 where a focus on creating a culture and climate that is culturally responsive is prioritized. The analysis of EL data this year, as well as the development of an EL Master Plan, led to the creation of a focus goal to increase outcomes for our English Learners with metrics that will hold us accountable to those results. Finally, we have a focus goal targeted to improve student and staff attendance. Millbrae students had high chronic absenteeism prior to the pandemic. With at home learning, attendance improved, but this year's development of improved attendance protocols will need to be assessed going forward. The focus goal will help with that accountability. Stakeholders, including union leadership and principals, echoed the need to improve staff attendance as well, so that is included in this focus goal.

## Instructions: Introduction

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

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

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

### Annual Update

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

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

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

#### Goal Analysis

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

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

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

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

### **Annual Update**

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Analysis of School Nutrition**

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

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

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

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

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

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

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

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

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



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

## Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	20,812,437.00	20,557,028.00
	0.00	0.00
After School Education and Safety (ASES)	114,962.00	124,000.00
Base	13,730,358.00	13,308,415.00
Federal Funds	952,782.00	833,225.00
Locally Defined	0.00	243,604.00
Lottery	124,179.00	151,057.00
Millbrae Education Foundation (MEF)	547,845.00	532,260.00
One Time Funds for Outstanding Mandates	50,000.00	0.00
Special Education	3,540,810.00	3,560,738.00
Supplemental	1,541,816.00	1,589,303.00
Title I	119,942.00	123,063.00
Title II	29,424.00	26,500.00
Title III	60,319.00	64,863.00
Tobacco-Use Prevention Education	0.00	0.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	20,812,437.00	20,557,028.00
	0.00	0.00
1000-1999 & 3000-3999: Certificated Salaries and Benefits	15,759,891.00	15,798,412.00
2000-2999 & 3000-3999: Classified Salaries and Benefits	3,298,190.00	3,028,388.00
4000-4999: Books And Supplies	242,944.00	219,666.00
5000-5999: Services And Other Operating Expenditures	114,962.00	124,000.00
5800: Professional/Consulting Services And Operating Expenditures	686,046.00	725,500.00
7000-7439: Other Outgo	710,404.00	661,062.00

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



Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	20,812,437.00	20,557,028.00
		0.00	0.00
1000-1999 & 3000-3999: Certificated Salaries and Benefits	Base	11,763,375.00	11,616,010.00
1000-1999 & 3000-3999: Certificated Salaries and Benefits	Locally Defined	0.00	243,604.00
1000-1999 & 3000-3999: Certificated Salaries and Benefits	Millbrae Education Foundation (MEF)	547,845.00	434,557.00
1000-1999 & 3000-3999: Certificated Salaries and Benefits	Special Education	2,117,791.00	2,124,390.00
1000-1999 & 3000-3999: Certificated Salaries and Benefits	Supplemental	1,183,958.00	1,224,767.00
1000-1999 & 3000-3999: Certificated Salaries and Benefits	Title I	97,225.00	99,961.00
1000-1999 & 3000-3999: Certificated Salaries and Benefits	Title III	49,697.00	55,123.00
2000-2999 & 3000-3999: Classified Salaries and Benefits	Base	1,735,618.00	1,526,067.00
2000-2999 & 3000-3999: Classified Salaries and Benefits	Federal Funds	930,255.00	833,225.00
2000-2999 & 3000-3999: Classified Salaries and Benefits	Special Education	254,642.00	284,640.00
2000-2999 & 3000-3999: Classified Salaries and Benefits	Supplemental	354,958.00	361,354.00
2000-2999 & 3000-3999: Classified Salaries and Benefits	Title I	22,717.00	23,102.00
4000-4999: Books And Supplies	Base	166,765.00	115,860.00
4000-4999: Books And Supplies	Lottery	55,179.00	89,956.00
4000-4999: Books And Supplies	Special Education	20,500.00	10,668.00
4000-4999: Books And Supplies	Supplemental	500.00	3,182.00
5000-5999: Services And Other Operating Expenditures	After School Education and Safety (ASES)	114,962.00	124,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	64,600.00	50,478.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
5800: Professional/Consulting Services And Operating Expenditures	Lottery	69,000.00	61,101.00
5800: Professional/Consulting Services And Operating Expenditures	Millbrae Education Foundation (MEF)	0.00	97,703.00
5800: Professional/Consulting Services And Operating Expenditures	One Time Funds for Outstanding Mandates	50,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Special Education	460,000.00	479,978.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	2,400.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	29,424.00	26,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	10,622.00	9,740.00
5800: Professional/Consulting Services And Operating Expenditures	Tobacco-Use Prevention Education	0.00	0.00
7000-7439: Other Outgo	Federal Funds	22,527.00	0.00
7000-7439: Other Outgo	Special Education	687,877.00	661,062.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	13,353,010.00	13,037,212.00
Goal 2	6,046,427.00	6,087,699.00
Goal 3	1,413,000.00	1,432,117.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$335,000.00	\$211,845.00
Distance Learning Program	\$921,381.00	\$750,954.00
Pupil Learning Loss	\$30,900.00	\$45,201.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$1,287,281.00	\$1,008,000.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$235,000.00	\$120,359.00
Distance Learning Program	\$9,000.00	\$8,264.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$244,000.00	\$128,623.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$100,000.00	\$91,486.00
Distance Learning Program	\$912,381.00	\$742,690.00
Pupil Learning Loss	\$30,900.00	\$45,201.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$1,043,281.00	\$879,377.00