

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Millbrae Elementary School District

CDS Code: 41689730000000

School Year: 2021-22

LEA contact information:

Debra French

Superintendent

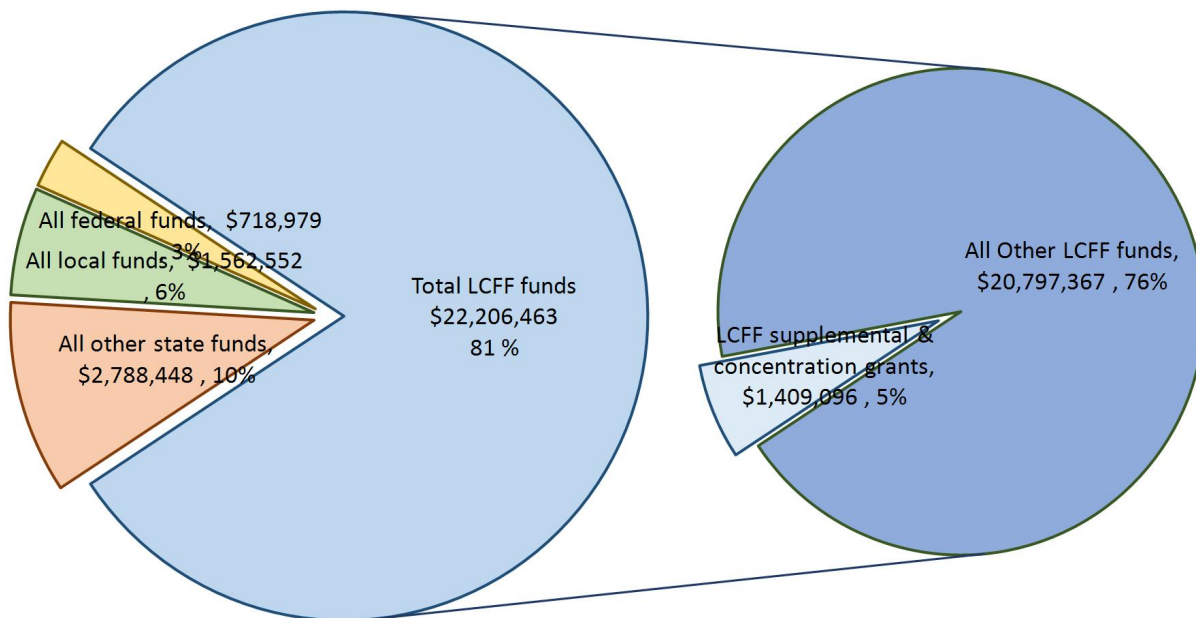
dfrench@millbraesd.org

(650) 697-5693

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



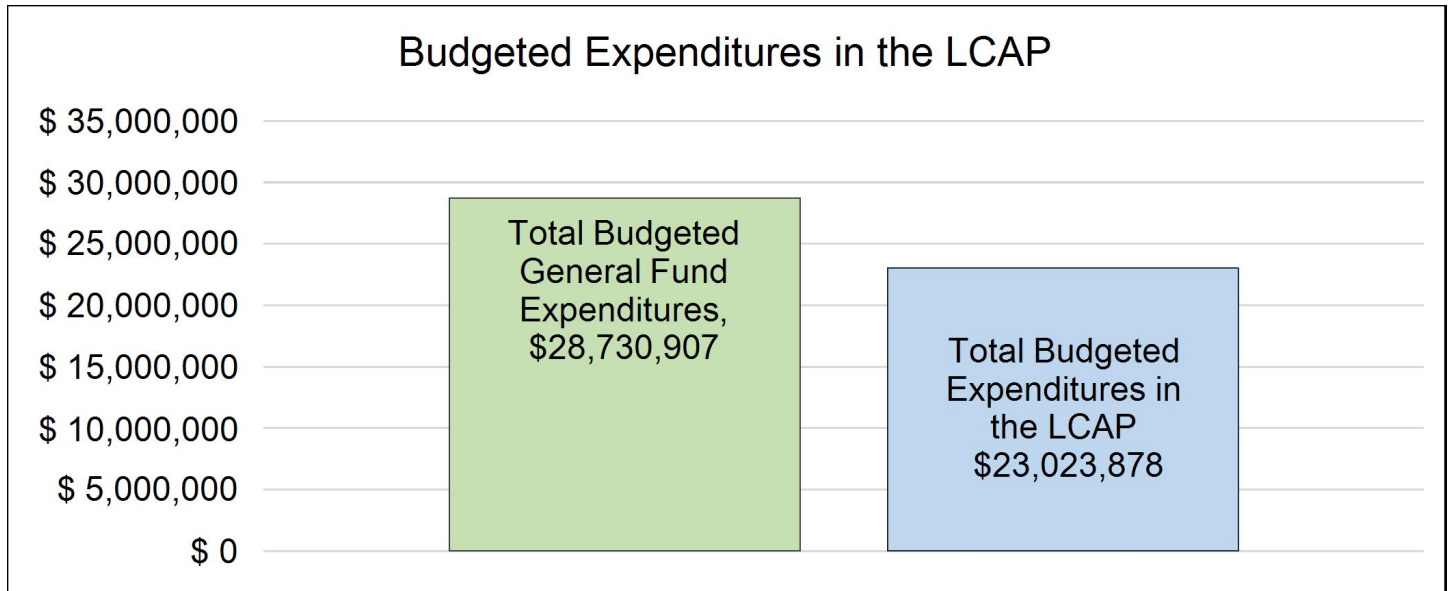
This chart shows the total general purpose revenue Millbrae Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Millbrae Elementary School District is \$27,276,442, of which \$22,206,463 is Local Control Funding Formula (LCFF), \$2,788,448 is other state funds, \$1,562,552 is local funds, and

\$718,979 is federal funds. Of the \$22,206,463 in LCFF Funds, \$1,409,096 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Millbrae Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Millbrae Elementary School District plans to spend \$28,730,907 for the 2021-22 school year. Of that amount, \$23,023,878 is tied to actions/services in the LCAP and \$5,707,029 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

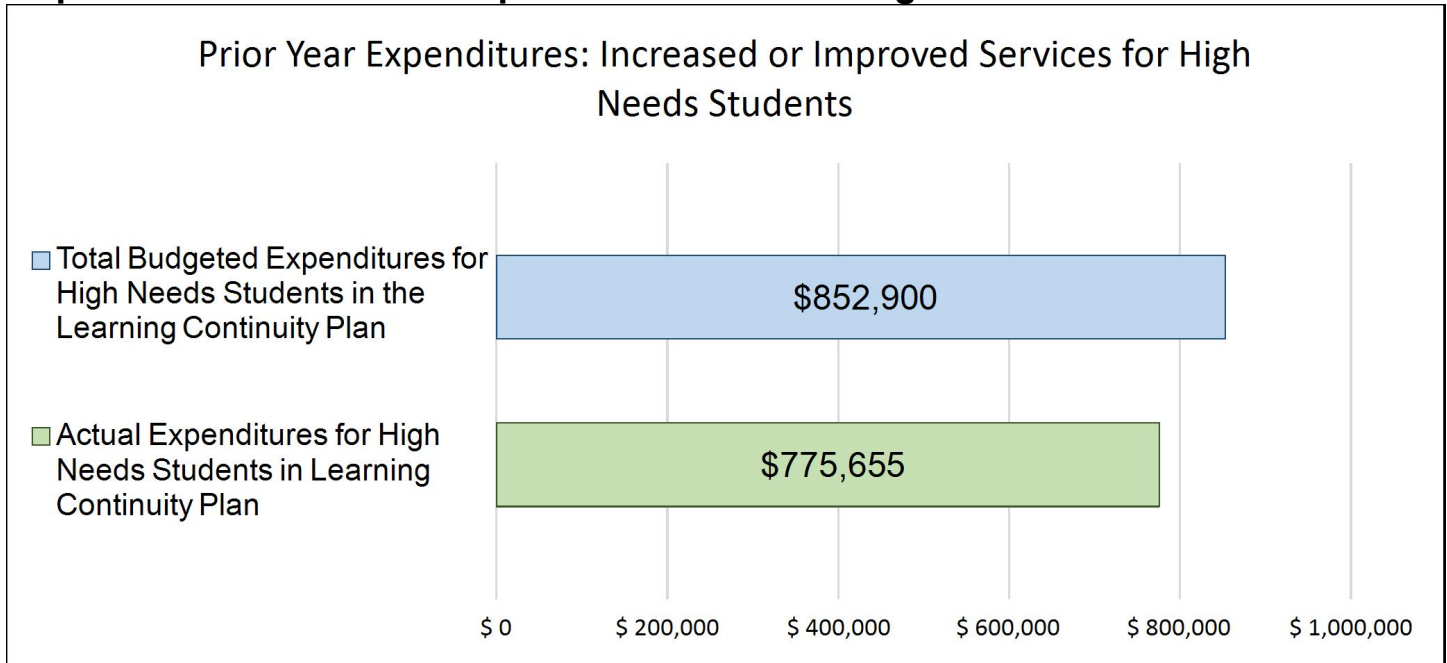
The normal operating expenditures such as personnel salaries, custodial expenditures, maintenance and operating costs, utilities, special education and other federal and state program expenditures are not included in the LCAP. The 2021-2022 Local Control and Accountability Plan is intended to address the goals and actions established to meet student needs and mitigate any impacts as a result of Covid-19.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Millbrae Elementary School District is projecting it will receive \$1,409,096 based on the enrollment of foster youth, English learner, and low-income students. Millbrae Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Millbrae Elementary School District plans to spend \$2,145,200 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Millbrae Elementary School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Millbrae Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Millbrae Elementary School District's Learning Continuity Plan budgeted \$852,900 for planned actions to increase or improve services for high needs students. Millbrae Elementary School District actually spent \$775,655 for actions to increase or improve services for high needs students in 2020-21.

For fiscal year 2021-22, the District is planning to spend 100% of the supplemental grant of \$1,409,096 on high needs students as outlined in the LCAP. Additionally, funds included in the LCP were not fully expended but are included to be spent within the funding timeline towards goals and actions outlined in the LCAP. The shortfall of expenditures for high need students did not impact the overall increased improved services for high need students.

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

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

LEA Name	Contact Name and Title	Email and Phone
Millbrae Elementary School District	Debra French Superintendent	dfrench@millbraesd.org (650) 697-5693

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

Expected	Actual
<p>Baseline 2016-17 Results: 100% of teachers are fully credentialed</p>	
<p>Metric/Indicator</p> <p>19-20</p> <p>Baseline</p>	
<p>19-20</p> <p>Baseline</p>	
<p>Metric/Indicator 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,</p>	<p>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)</p>

Expected	Actual
<p>etc.) as measured by the number of Uniform Complaint filings. (Priority 1,2,7,8)</p> <p>19-20 100% 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>Baseline 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>Metric/Indicator 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>19-20 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>Baseline 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>Metric/Indicator Increase the distances above Level 3 on the CA School Dashboard in ELA</p> <p>19-20</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>Baseline 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>Metric/Indicator Increase the distances above Level 3 on the CA School Dashboard in Math</p> <p>19-20 Math Fall 2019:</p> <p>All: 26 points above Asian: 67 points above White: 6 points above (Priority 2, 8)</p> <p>Baseline 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 & 3000-3999: Certificated Salaries and Benefits Base \$10,175,590</p> <p>1.1 1000-1999 & 3000-3999: Certificated Salaries and Benefits Special Education \$434,033</p> <p>1.2 1000-1999 & 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 & 3000-3999: Certificated Salaries and Benefits Base \$9,791,973</p> <p>1.1 1000-1999 & 3000-3999: Certificated Salaries and Benefits Locally Defined \$198,530</p> <p>1.1 1000-1999 & 3000-3999: Certificated Salaries and Benefits Special Education \$396,022</p> <p>1.2 1000-1999 & 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 & 3000-3999: Certificated Salaries and Benefits</p>	<p>1.5 1000-1999 & 3000-3999: Certificated Salaries and Benefits</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<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 & 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 & 3000-3999: Certificated Salaries and Benefits Base \$19,876</p> <p>1.7 1000-1999 & 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 & 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 & 3000-3999: Certificated Salaries and Benefits Base 5,136</p> <p>1.7 1000-1999 & 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 & 3000-3999: Classified Salaries and Benefits Base \$1,491,696</p>	<p>1.8 2000-2999 & 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 & 3000-3999: Certificated Salaries and Benefits</p>	<p>1.10 1000-1999 & 3000-3999: Certificated Salaries and Benefits</p>

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

Expected	Actual
<p>Metric/Indicator Maintain the percentage of English Language Learners (ELA) making annual progress in English proficiency as measured by CELDT (Priority 4)</p> <p>19-20 Maintain or increase the 72% of English Language Learners (ELL) making annual progress in English proficiency as measured by ELPAC (Priority 4)</p> <p>Baseline 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>Metric/Indicator Maintain or increase the percentage of teachers receiving professional development on implementation of CA Common Core State Standards.</p> <p>19-20 Maintain or increase the 93% of teachers receiving professional development on implementation of CA Common Core State Standards.</p> <p>Baseline 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>Metric/Indicator Increase the distance from above and decrease the distance below Level 3 on the CA Dashboard in ELA</p> <p>19-20 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>Baseline 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>Metric/Indicator Increase the distance above and decrease the distance below Level 3 on the CA Dashboard in Math</p> <p>19-20 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>Baseline 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
<p>Metric/Indicator Decrease the distance below Level 3 on the CA Dashboard in ELA and Math for Students with Disabilities.</p> <p>19-20 2019: ELA With Disabilities: - 46 points below</p> <p>Math With Disabilities: - 56 points below (Priority 2)</p> <p>Baseline Baseline from 2017: ELA With Disabilities: - 54.2 points below</p> <p>Math With Disabilities: - 64.8 points below</p>	<p>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.</p> <p>ELA Fall 19 All: 26.7 above</p> <p>SWD: 71.9 below</p> <p>Math Fall 19 All: 14.3 above</p> <p>SWD: 86.2 below</p> <p>Goal Not Met (Priority 4)</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>BASE INSTRUCTIONAL PROGRAMS for ALL STUDENTS</p> <p>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.</p> <p>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</p>	<p>2.1 1000-1999 & 3000-3999: Certificated Salaries and Benefits Base \$15,151</p> <p>2.1 1000-1999 & 3000-3999: Certificated Salaries and Benefits Base \$1,323</p> <p>2.2 5800: Professional/Consulting Services And Operating Expenditures One Time Funds for Outstanding Mandates \$50,000</p>	<p>2.1 1000-1999 & 3000-3999: Certificated Salaries and Benefits Base \$10,993</p> <p>2.1 1000-1999 & 3000-3999: Certificated Salaries and Benefits Base \$7,576</p> <p>2.2 5800: Professional/Consulting Services And Operating Expenditures Millbrae Education Foundation (MEF) \$58,871</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<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 & 3000-3999: Certificated Salaries and Benefits Supplemental \$265,104</p> <p>2.4 1000-1999 & 3000-3999: Certificated Salaries and Benefits Title I \$97,225</p> <p>2.4 1000-1999 & 3000-3999: Certificated Salaries and Benefits Supplemental \$26,495</p> <p>2.5 2000-2999 & 3000-3999: Classified Salaries and Benefits Supplemental \$163,480</p> <p>2.5 2000-2999 & 3000-3999: Classified Salaries and Benefits Title I \$22,717</p> <p>2.6 1000-1999 & 3000-3999: Certificated Salaries and Benefits Supplemental \$1,326</p> <p>2.7 Funded in 2.5</p> <p>2.8 1000-1999 & 3000-3999: Certificated Salaries and Benefits Supplemental \$27,484</p>	<p>2.4 1000-1999 & 3000-3999: Certificated Salaries and Benefits Supplemental \$274,481</p> <p>2.4 1000-1999 & 3000-3999: Certificated Salaries and Benefits Title I \$99,961</p> <p>2.4 1000-1999 & 3000-3999: Certificated Salaries and Benefits Supplemental \$27,297</p> <p>2.5 2000-2999 & 3000-3999: Classified Salaries and Benefits Supplemental \$165,029</p> <p>2.5 2000-2999 & 3000-3999: Classified Salaries and Benefits Title I \$23,102</p> <p>2.6 \$0.00</p> <p>2.8 1000-1999 & 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 & 3000-3999: Certificated Salaries and Benefits Special Education \$1,683,758</p> <p>2.9 1000-1999 & 3000-3999: Certificated Salaries and Benefits Base \$420,664</p> <p>2.10 2000-2999 & 3000-3999: Classified Salaries and Benefits Federal Funds \$930,255</p> <p>2.11 2000-2999 & 3000-3999: Classified Salaries and Benefits Special Education \$109,683</p> <p>2.12 2000-2999 & 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 & 3000-3999: Certificated Salaries and Benefits Special Education \$1,728,368</p> <p>2.9 1000-1999 & 3000-3999: Certificated Salaries and Benefits Base \$431,127</p> <p>2.10 2000-2999 & 3000-3999: Classified Salaries and Benefits Federal Funds \$833,225</p> <p>2.11 2000-2999 & 3000-3999: Classified Salaries and Benefits Special Education \$113,560</p> <p>2.12 2000-2999 & 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 & 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 & 3000-3999: Certificated Salaries and Benefits Supplemental \$576</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<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 & 3000-3999: Certificated Salaries and Benefits Supplemental \$91,323</p> <p>2.15 1000-1999 & 3000-3999: Certificated Salaries and Benefits Title III \$49,697</p> <p>2.16 2000-2999 & 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 & 3000-3999: Certificated Salaries and Benefits Supplemental \$81,482</p> <p>2.19 1000-1999 & 3000-3999: Certificated Salaries and Benefits Supplemental \$145,779</p>	<p>2.15 1000-1999 & 3000-3999: Certificated Salaries and Benefits Supplemental \$96,015</p> <p>2.15 1000-1999 & 3000-3999: Certificated Salaries and Benefits Title III \$55,123</p> <p>2.1 2000-2999 & 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 & 3000-3999: Certificated Salaries and Benefits Supplemental \$84,082</p> <p>2.19 1000-1999 & 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 & 3000-3999: Certificated Salaries and Benefits Supplemental \$97,126</p> <p>2.21 1000-1999 & 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 & 3000-3999: Certificated Salaries and Benefits Supplemental \$130,520</p> <p>2.21 1000-1999 & 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>Metric/Indicator Increase attendance rate by 2%. and reduce chronic absenteeism by 2%. (Priority 5)</p> <p>19-20 Reduce chronic absenteeism by 1%. Maintain or increase attendance rate. (Priority 5)</p> <p>Baseline 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>Metric/Indicator Lower suspension rates; current year is 46 student suspended for 1 or more days. (Priority 5,6)</p> <p>19-20</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>Baseline 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>Metric/Indicator Maintain the expulsion rate, which was zero expulsion for the 2016-17 school year. (Priority 5,6)</p> <p>19-20 Maintain the expulsion rate which is zero expulsions. (Priority 5,6)</p> <p>Baseline 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>Metric/Indicator Maintain the current Middle School dropout rate, which 2017 CALPAD Report 1.6 data is at 0%. (Priority 5,6)</p> <p>19-20 Maintain the current Middle School dropout rate (Priority 5,6)</p> <p>Baseline 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>Metric/Indicator Increase the percentage of students' sense of school connectedness as measured by the CA Healthy Kids Survey. (Priority 5,6)</p> <p>19-20</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>Baseline 2016 CA Healthy Kids Survey results for student connectedness - 70% responses felt connected to school</p>	<p>(Priority 5, 6)</p>
<p>Metric/Indicator 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>19-20 Maintain parent representation on our local Foundation. (Priority 3)</p> <p>Baseline 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 & 3.3 Funded in 1.4</p> <p>3.4 1000-1999 & 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 & 3000-3999: Certificated Salaries and Benefits Base \$1,119,610</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<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 & 3000-3999: Certificated Salaries and Benefits Supplemental \$187,988</p> <p>3.7 1000-1999 & 3000-3999: Certificated Salaries and Benefits Supplemental \$36,084</p> <p>3.8 1000-1999 & 3000-3999: Certificated Salaries and Benefits Supplemental \$90,415</p>	<p>3.7 1000-1999 & 3000-3999: Certificated Salaries and Benefits Supplemental \$175,679</p> <p>3.7 1000-1999 & 3000-3999: Certificated Salaries and Benefits Supplemental \$37,203</p> <p>3.8 1000-1999 & 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>	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<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 & 3.14 Funded in 3.4</p> <p>3.15 & 3.15.1 5800: Professional/Consulting Services And Operating Expenditures Base \$11,500</p>	<p>3.15 & 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.

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

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Millbrae Elementary School District	Debra French Superintendent	dfrench@millbraesd.org (650) 697-5693

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The Millbrae Elementary School District is a TK-8 district situated in northern San Mateo County adjacent to the San Francisco International Airport. The District operates five schools: Green Hills Elementary, Lomita Park Elementary, Meadows Elementary, Spring Valley Elementary and Taylor Middle School.

The city of Millbrae is a small suburban community with a population of 22,625, covering 3.2 square miles. It is a city of small businesses with no major industry. The District enjoys a positive working relationship with the City of Millbrae. There are quarterly Joint School Board/City Council meetings scheduled each year. This collaborative relationship extends to programs in conjunction with the Sheriff's and Fire Departments, the Millbrae Library, and the Department of Park and Recreation. Additionally, the schools receive active support from local service organizations: Millbrae Rotary and Lions, Peninsula Chinese Business Association, the Millbrae Community Foundation, Parent Teacher Associations/Organization at each school, and the Millbrae Education Foundation.

The community has changed in past years with the District reflecting the ethnic and socio-economic changes of the city of Millbrae. There are multiple family dwellings and apartments as well as single family homes. A large portion of the Millbrae community have been residents of Millbrae for a number of years. A changing population and increased home sales have impacted our student enrollment. The Global Pandemic of 2020 was also a contributing factor to declining enrollment, as families moved out of the Millbrae community. Many Millbrae families moved out of the Bay Area, even out of the country. District enrollment for the year 2020 was 2,349, a slight drop from 2,383 in 2019. The most current 2021 enrollment is 2,180, a drop of 169 students. The Millbrae School District student population is predominantly Asian (44.7%), Hispanic (20.4%), and White (16.5%), with smaller populations of Two or More Races (8.3%), Filipino (6.3%), and Pacific Islander (2.1%). The Millbrae School District student population is 26.9% Socioeconomically Disadvantaged, 21.8% English Learner, and 0.7% Homeless. The overall makeup of the Millbrae School District student population has remained similar over the years, with slight increases and/or decreases in specific populations.

The 2020 student population of each elementary school in the Millbrae School District reflects the specific, smaller community it serves, while the 2020 middle school student population reflects most closely the Millbrae community overall. Green Hills Elementary, with a student enrollment of 361, is predominantly Asian (51.2%), White (20%), and Hispanic (13.5%), with smaller populations of Two or More Races (9.7%), and Filipino (4.7%). The Green Hills Elementary student population is 17.4% Socioeconomically Disadvantaged and 31.2% English Learner. Lomita Park Elementary, with a student enrollment of 316, is predominantly Hispanic (53.5%), Asian (16.1%), and White (10.8%), with smaller populations of Filipino (6.6%), Pacific Islander (6.3%), and Two or More Races (4.1%). The Lomita Park Elementary student population is 61.4% Socioeconomically Disadvantaged and 43.7% English Learner. Meadows Elementary, with a student enrollment of 424, is predominantly Asian (48.3%), White (20.3%), and Hispanic (10.4%), with smaller populations of Filipino (9.2%), and Two or More Races (8.5%). The Meadows Elementary student population is 22.9% Socioeconomically Disadvantaged and 18.2% English Learner. Spring Valley Elementary, with a student enrollment of 416, is predominantly Asian (54.3%), White (14.7%), Two or More Races (13.9%), and Hispanic (10.6%), with smaller populations of Filipino (5.5%). The Spring Valley Elementary student population is 8.4% Socioeconomically Disadvantaged and 25.5% English Learner. Taylor Middle School, with a student enrollment of 829, is predominantly Asian (46%), Hispanic (21.4%), and White (16.4%), with smaller populations of Two or More Races (7%), Filipino (5.7%), and Pacific Islander (2.7%). The Taylor Middle School student population is 29.4% Socioeconomically Disadvantaged, 10.5% English Learner, and 1.8% Homeless.

The performance of the Millbrae School District under the California accountability system, reflected in the 2019 California Dashboard, demonstrates the District's commitment to long standing academic excellence. As accountability performance data was not documented in 2020, the most recent performance data was reflected in 2019. In the area of Mathematics, the District was 26.7 points above standard, 14.3 points above standard in English Language Arts, and 67.6% making progress towards English language proficiency. Along with academic success, the District experienced areas of need and improvement. Even though the areas of Mathematics and English Language Arts were above standard, both areas declined from the previous year - 4.4 points in Mathematics, and 3.1 points in English Language Arts. In addition, Chronic Absenteeism increased by 3%, at 9.7% of students chronically absent. Lastly, the Suspension Rate increased by 1.1%, where 1.6% of students are suspended at least once during the school year. The goals of the 2021-2024 LCAP reflect the importance of addressing the areas of identified need in order to best support the students of the Millbrae School District, both academically and socially/emotionally.

The Millbrae School District will continue the District Vision and Mission of nurturing emotional intelligence, promoting a passion for learning, fostering an innovative learning environment, and connecting to self and learning to the world by inspiring our community with opportunities to learn and thrive, committing to a shared purpose that guarantees each student a strong academic foundation, and ensuring equity through access and opportunity for all.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Academic Indicators:

Based on a review of performance on the state and local performance indicators, Millbrae Elementary School District is proud of progress made toward previous LCAP goals. Overall, students maintained level green in English language arts and mathematics. Districtwide, there

were successful achievements in the state indicators for specific student subgroups: In English language arts, the subgroup of two or more races and subgroup of white students maintained academic performance in English language arts. In mathematics, the Filipino student subgroup demonstrated an increased performance of +9.8 and the white student subgroup increased by +4.3. Site specifically in the area of English language arts, Green Hills Elementary, Meadows Elementary, and Taylor Middle continue to perform at the green level, while Spring Valley continues at the blue level; in the area of mathematics, Meadows Elementary and Taylor Middle performs at the green level, while Green Hills Elementary and Spring Valley Elementary performs at the blue level.

As noted by teacher leadership groups when analyzing local performance data, academic gains have been made in reading at the elementary level. Math scores show steady improvement in elementary with significant gains at the middle school level. In principal study sessions to analyze California Dashboard results, each leader identified bright spots for their sites: Green Hills Elementary noted progress in English language learners; Lomita Park Elementary highlighted the success of English learner scores in mathematics making a gain of +9.8 as well as some student subgroups maintaining in the area of chronic absenteeism; Meadows Elementary noted a gain of +6.3 in mathematics within the student subgroup of English language learners; Spring Valley Elementary celebrates maintaining or increasing overall scores in both academic areas along with 81% of English language learners making progress; Taylor Middle notes the achievement in the student subgroup of two or more races increasing in English language arts and their English language learners making great progress.

School Climate:

In stakeholder surveys reflecting on the learning experience during the 2020-2021 school year, families noted that their children were motivated to attend school daily. Furthermore, families found that their children's academic growth was progressing and their needs were being met during distance learning due to the COVID-19 pandemic. Channels exist and are utilized by families to contact their children's school and teachers.

Results of the California Healthy Kids Survey (CHKS) provide us with information to be proud of regarding school climate as well. When students were asked about their academic motivation and caring adult relationships at school, the data is encouraging. Districtwide, 84% of students surveyed responded "yes" or "yes, most of the time" when asked if they finish all their class work, if they keep working until they get it right, and if they keep trying even if it's hard. At Green Hills, Lomita Park and Meadows, 84% of students responded "yes" and "yes, most of the time" while at Spring Valley 86% did so. When students were asked if their teachers and other adults at school care about them, listen to what they have to say and make an effort to get to know them, districtwide 74% of students responded "yes" or "yes, most of the time". Although there is room for improvement, we know that caring adult relationships foster academic success and we are proud of the work we've done thus far.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Millbrae Elementary School District's 2019 California Dashboard reported overall performance for Millbrae students in the "orange" performance category for two of the 4 state indicators included for elementary school districts: chronic absenteeism and suspension. The

district's chronic absenteeism defined as "The percentage of students who are absent 10 percent or more of the instructional days they were enrolled" is 9.7% - a 3% increase from 2018. Within the indicators of chronic absenteeism, the following student groups scored in the red (or lowest) performance category: Filipino, Hispanic, Pacific Islander, Socioeconomically Disadvantaged, and White. For each of these student groups, chronic absenteeism increased from the prior year, with the largest increase for students in the Filipino group which increased 8.7% to 17.2% of students chronically absent. The highest percentage chronically absent is found in the Pacific Islander student group where 25.5% chronic absenteeism represents an increase of 6.6%. Three student groups – Students with Disabilities, English Learners, and students of two or more races – were in the orange performance category. All three groups reflected increases: Students with Disabilities (12.4% chronically absent) increased 1.7%, English Learners (11.7% chronically absent) increased 2% and students in the Two or more Races groups (9.2% chronically absent) increased 2.4%. Only Students experiencing homelessness, declined in chronic absenteeism by 6.8% to 4.8% chronically absent.

Chronic absenteeism for students in the White student group as well as the results (red) for the same students in the suspension indicator qualified Millbrae for technical assistance from the San Mateo County Office of Education. Steps Millbrae took to address chronic absenteeism began with a deeper review of attendance, monitoring of attendance, policies (including policies for independent study) and evaluation of staff attendance. The goal of these efforts is to uncover the roots of the increases in chronic absenteeism. Steps to improve attendance began in Fall of 2020 with the development of tiered re-engagement strategies detailed in the Local Control and Attendance Plan (LCP), and district and school leaders implemented compliance processes in addition to the student and family supports to improve attendance. However, during the pandemic, student and staff attendance improved due to the restrictions in travel and the advent of at-home learning. Student attendance for the district has averaged 97%. Also, intervening on individual students missing school through Student Attendance Review Team (SART) meetings was manageable allowing for home visits, follow ups, and other tiered re-engagements for select students. For this reason, the 2021-2024 Local Control and Accountability Plan (LCAP) and each school's School Plan for Student Achievement (SPSA) includes an attendance goal and specific strategies to improve and celebrate staff and student attendance. Select activities include implementing and monitoring interventions including calling home and talking with families when students are absent, sharing with families the impact of absenteeism, and celebrating attendance.

The suspension rate is another indicator in which student groups were in the red and orange performance category. As previously mentioned, 3.6% of the 422 students in the White student groups were suspended at least once - an increase of 2.5% in the past year. Five student groups had increases in suspension rates and are in the orange category: 2.4% of students who are Hispanic were suspended at least once (+1.6%), 2.9% of students in the socioeconomically disadvantaged group were suspended at least once (+2.1%), 2.4% of students in the two or more races groups were suspended at least once (+2.4), 3.9% of students in the Pacific Islander groups suspended at least once (+2%), and 2.1% of students with disabilities suspended at least once (+0.8%). Behavior indicators obviously improved during the pandemic, therefore efforts to improve culture and climate are a priority detailed in our Broad Goal #3. Improving student, staff, and family engagement and connectedness will be a focus through culturally responsive efforts to create a socially and emotionally safe environment. Through analysis of results from the California Healthy Kids Survey administered in 2020 and 2021, and surveys of our parents, we uncovered only 27.9% of our families were not at all concerned about their student's social-emotional well-being and 70% of staff agreed or strongly agreed teachers need professional development support students exposed to trauma and stressful life events. Therefore Millbrae is investing in additional supports for students including a community liaison and will provide professional learning for staff in trauma informed practices. This along with a reboot of our Positive Behavior and Intervention Supports (PBIS) program are just a few of the strategies we will use to reduce our suspension rate.

In the academic indicators, MESD's overall performance is in the green performance category on the California Dashboard for 2019. Students meeting or exceeding state standards for English language arts were at 50.87% of students in grades 3-8 and 39.73% of students grades 3-8 meeting or exceeding standards in math. However, for English language arts, differences in performance between student groups reflect gaps in achievement. Also, the California Dashboard Equity Report shows that all student groups declined in English language arts (ELA). This increased the gap between all students who score 26 points above the standard in ELA and Students with Disabilities who score 72 points below standard, Students considered Socioeconomically Disadvantaged who score 28 points below standard, and English Learners who score 7 points below standard. Student groups 2 or more performance levels below the All Students (Green) level in performance include Students with Disabilities (red), English learners (orange), Homeless (orange), Socioeconomically Disadvantaged (orange), Hispanic (orange), and Pacific Islanders (orange). Local assessments, including interim assessments and STAR Renaissance, were administered in at-home learning, but do not reflect improvements; teachers report at the lower grade levels that students' reading in at-home learning showed less negative impact than writing. The link to average daily attendance which improved during the pandemic, and the increased reading necessary to participate in distance learning may have contributed. However, our goal number 1 and the actions detailed are intended to address gaps we saw in the 2019 statewide data and accelerate learning to address any unfinished learning from the last year. Teachers will have monthly collaboration time to review student work and assessments to guide their instruction. Another strategy we expect will decrease gaps is promoting more inclusion of our Students with Disabilities in all general education programming as appropriate. Access to general education curriculum and assessments with appropriate modifications is included in our plan. An aligned English language arts scope and sequence detailing the order in which state standards are learned and tested can help teachers match English language development in the classroom so student learning English make progress. Finally, our goal number 2 focuses on differentiated interventions to address student needs when good first teaching is not enough. Historically we have provided 30 minutes of daily instruction with a reading specialist, for instance, for students who are below grade level and daily English language development with a classified ELD tutor for English learners. However, in 21-22 we expect to develop a Multi-Tiered System of Support (MTSS) which will allow us to better match and differentiate our menu of supports to individual student needs.

In math, all students are in the green performance category, but four student groups are two or more performance levels lower: Students experiencing homelessness (orange), Students considered socioeconomically disadvantaged (orange), Students with disabilities (orange), and Students in the Hispanic group (orange). Local assessments (STAR) show mixed results and have the same reliability issues surfaced for ELA since students completed many of these assessment independently. Strategies to increase daily attendance, engagement, and access to the curriculum previously mentioned will support the improvement in math outcomes for many of the students underperforming in math. Access to general education, grade level curriculum, for instance, is necessary for Students with Disabilities to learn and achieve in math. Teacher analysis of student's responses in math tasks and tests and collaboration on appropriate strategies for good first teaching will also support improvements. Development of a math scope and sequence will also help in prioritizing standards and the creation of tasks that teachers can use in daily instruction to monitor and discuss student progress during collaboration time.

In the English Learner Progress indicator, 67.6% of our English learners were reported making progress towards language proficiency in 2019. This performance level is very high. However, nearly 23% maintained their level (didn't increase) and 10% decreased. English learners who are current English learners and not reclassified have large gaps in performance on the English language arts (ELA) and math tests. Current English learners score 72 points below standard in ELA compared with reclassified students (students who reached proficiency) who score 22.4 points above standards. Math data is similar with current English learners scoring 58.5 points below standard in

math compared with reclassified English learners who score 9.3 points above standard. Two other data points of concern for students who are English learners is the number of Long Term English Learners (students in English learner programs 5 or more years) who total 40 at our middle school, and the significant disproportionality for English learners referred to special education. To address the overall achievement of our English learners, our LCAP includes a focus goal to improve language acquisition for our English learners. Our EL Coordinator led a team of teachers and administrators to attend training in a statewide initiative called EL Rise this year, and we developed an English Learner Master Plan. The plan and the enthusiastic group of committed teachers and leaders will be key to our improvement efforts further detailed in the actions in our goal 5.

One final area of need is detailed in our Significant Disproportionality Comprehensive Coordinated Early Intervening Services Plan (CCEIS). The following information details the data collected and analyzed to understand why Hispanic students are six times more likely to be referred to special education: “Quantitative data was obtained from our Student Information System (Synergy) and SEIS SPED/EL; CALPADS, DataQuest ELPAC data and referral data. The team reviewed all current data from the sources listed above. This data was used to assist the team in unpacking our significant disproportionality in reviewing the relationship between EL data and referral data for the 2018-2019 academic year. Additionally, the team used the data to determine that there were significant discrepancies between school sites in regards to referrals for special education services. In reviewing the data from multiple sources the team was able to determine the high propensity a Latin X student has for being referred for special education and specifically being determined to have a specific learning disability. It quickly became evident that the team was looking for data in relation to the interventions students received prior to evaluation, but unfortunately the district did not maintain that data. Furthermore, the team was interested in determining if a pattern of referral existed by grade level or teacher within the school site. The district also did not track this data point, but since the meeting has begun to track this information.” Actions to reverse this trend are embedded under each of our LCAP goals: ensuring all student have access to general education curriculum and assessments so all receive tier 1 instruction (good first teaching), develop a Multi-tiered System of Support to differentiate and monitor interventions, provide teacher training in more inclusive practices and culture and climate, and improve English language development instruction.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Over the course of the 20-21 school year, while managing the impacts of COVID-19, the Millbrae Elementary School District strategically embarked on a continuous improvement effort. Outside drivers, including compliance expectations due to the significant disproportionality in our Students with Disabilities' identifications - and differentiated assistance due to chronic absenteeism - led to root cause analyses with broad-based teams to develop improvement plans and actions. Inside drivers, including the need for the development of an English Learner Master Plan and evaluation of outcomes for English learners, Students with Disabilities, Hispanic students, and low-income students, led to identification of necessary improvements. Much of this work set a foundation for strategic planning and is memorialized in our Local Control and Accountability Plan. The district will focus on accountability in 21-22 and began in January to share data, draft goals and actions and to launch the process that led to a plan.

Our District created our Local Control and Accountability Plan (LCAP) with input from a wide range of stakeholders, including School Site Councils, Superintendent's Advisory Council, District English Language Learner Advisory Committee (DELAC), and other district committees and we aligned our LCAP with our district's Strategic Plan and our School Plans (Single Plans for Student Achievement, or SPSAs). Students, staff, and parents provide ongoing input - through surveys and other feedback loops - to review and update our LCAP. Our district leadership team analyzed achievement and other student outcomes and has developed a list of prioritized areas of needs in our schools and in our District. These areas of need are embedded in three broad goals and two focus goals for the 21-24 LCAP. The goals address the state priority areas intended to improve outcomes for all students:

Goal 1: By June 2024, tasks, formative and summative assessments will be administered to students and analyzed in teacher PLC's to ensure ALL students have access to California State Standards (CSS) and the guaranteed and viable curriculum because gaps in achievement for students in some student groups* indicate opportunity to learn gaps.

*English Learners, Socio-economically disadvantaged students, Students with Disabilities

Goal 2: By June 2024, students'* individual needs will be met through tiered academic, social/emotional, mental health, and language supports that are monitored, measured, and reviewed as measured by scores on the state assessments, local assessments, and the California Healthy Kids Survey.

*Hispanic

*Students with Disabilities

*Students categorized as disadvantaged

*English learners

Goal 3: By June 2024, student, staff and family engagement and connectedness to schools will improve through deliberate efforts to create a culturally responsive environment that is socially, emotionally, and physically safe as measured by behavior data and the California Healthy Kids Survey.

Goal 4: By June 2023, the District will increase daily attendance (ADA) from 96.5% to 97% and reduce chronic absenteeism by reducing the number of students absent greater than 5% of the school year by ensuring attendance for all students and staff will be celebrated, supported and monitored to optimize teaching and learning.

Goal 5: English Language Learners acquisition of English Language and learning of state standards will improve to close the achievement gaps over the next two years.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

NA

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

NA

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

NA

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Millbrae Elementary School District celebrates a strong relationship with stakeholder groups. Meetings with internal and external stakeholders were held throughout the Spring of 2020, including the Pandemic Recovery Task Force which met biweekly during June, July and August. The Task force informed the development of reopening plans for 2020-2021, the content for the Learning Continuity and Attendance Plan, and the resulting structures for the instructional models. Meeting the needs of the entire community under COVID 19 prioritized health and wellness as well as continuity of instruction, but as the 20-21 school year progressed, student outcomes, including test scores, survey results, grades and attendance, and teacher needs detailed in surveys and end of training evaluations were inserted into these stakeholder meetings.

Because Millbrae qualified for Differentiated Assistance due to chronic absenteeism and Significant Disproportionality because of an over-representation of LatinX students referred for Special Education, compliance obligations created opportunity for more targeted conversations with stakeholder groups. We evaluated programs and services for English learners, students with disabilities, struggling readers, etc. and conducted root cause analyses with diverse stakeholder teams to identify how to make improvements. These efforts, as well as sharing the continuous improvement information about these meetings at other gatherings like principal coffees, town halls, and board meetings, led to meaningful input we used in development of the LCAP goals and actions. What follows is a summary of the stakeholder groups and processes.

- * Students Services: Monthly meetings in the first trimester of the school year to address significant disproportionality and to develop a Comprehensive Coordinated Early Intervening Services (CCEIS) plan and the Special Education Plan (SEP) Team

- * Consultation with Special Education Local Plan Area (SELPA): The SELPA team provided consultation and support in the development of the MESD LCAP on 3/30/21, 4/6/21, and 4/9/21

- * Board of Trustees: Bimonthly Board Meetings via Zoom where presentations on Reading and EL Data, Significant Disproportionality, Differentiated Assistance, Surveys and draft goals were shared to engage the Board, staff, parents, and community stakeholders

- * Cabinet: Weekly Town Halls, Monthly Millbrae Education Foundation (MEF) meetings, Weekly Local Control and Accountability Plan (LCAP) Internal Stakeholder Meetings, LCAP External Stakeholder Meetings in the 20-21 school year with increased frequency to biweekly during Jan. - May 2021

- * Site Administrators: Weekly Coffee chats, Monthly PTA/O, Monthly Millbrae Education Foundation (MEF) meetings, Monthly Staff Meetings, Quarterly ELAC/DELAC meetings, empathy interviews with students and parents, Quarterly School Site Council and leadership meetings

- * Teacher Leaders/TOSA: Bimonthly Curriculum Advisory Council, Teacher Support meetings, Itinerant employee support meetings, Weekly Induction meetings, Monthly Technology Integration Support meetings, English Language Arts Task development pilot team, empathy interviews, Quarterly ELAC/DELAC meetings.

- * Teachers: Weekly Grade level collaboration attended by leaders and TOSA's, Weekly Department level collaboration with feedback to leaders, Middle School "House" collaboration with leaders, California Healthy Kids Survey (CHKS) staff survey

- * Students: CHKS survey grades 3-8, Middle School Leadership elective, Middle School Journalism elective

* Parent/Family: Return to School Survey, attendance at school-based weekly coffee chats, Monthly MEF meetings, MEF virtual events, empathy interviews, Quarterly ELAC/DELAC meetings.

* Community: Superintendent meeting with partners including Chinese Business Association, Rotary Club, Lions Club, and Millbrae Education Foundation

Using the feedback and resulting improvement plans from the stakeholder engagement meetings led to the development of draft LCAP goals and actions. To further solicit feedback, the Superintendent sent out a survey to the community, scheduled internal and external stakeholder meetings, shared draft goals and actions with bargaining leads, and the school leadership to seek additional feedback. These efforts coincided with the Expanded Learning Opportunity grant, so feedback on the use of all district resources, including additional grants, were shared with the internal and external stakeholder so they could tell us their priorities. This feedback helped shape additions including before care and after school programs, additional teacher professional learning to meet the needs of English learners, additional staffing to provide interventions in the schools for learning recovery, addition of social/emotional professional learning, and the addition of professional learning days in the calendar. Teacher committees, including the Curriculum Advisory Committee (CAC) and the EL Rise Participants provided feedback that prioritized the culturally responsive practices professional learning and the language acquisition training. Parent concerns about student learning loss informed the addition of staff for tutoring and extended day programs. School leader feedback informed the need to support teachers in the use of data to inform practice.

A summary of the feedback provided by specific stakeholder groups.

A summary of feedback provided by specific stakeholder groups follows:

Student Services: Comprehensive Coordinated Early Intervening Services (CCEIS)

As part of our development of the Comprehensive Coordinated Early Intervening Services Plan (CCEIS) to address Significant Disproportionality, we developed a diverse stakeholder group to provide on-going feedback to the Leadership Team. What follows is a list of dates and content. 9/14/2020 : During this initial Stakeholder meeting, facilitated by the TA Facilitator, an overview of CCEIS was provided and relevant quantitative data for significant disproportionality was reviewed. The group brainstormed some potential root causes to be addressed at a subsequent meeting. Notes 9/23/2020 The Team reviewed the qualitative data obtained from the Principal focus group (9/14/20) along with the data obtained from the Teacher focus group (9/17/20) . In conjunction with the qualitative data, - the group further refined their thoughts around root causes for the significant disproportionality of our LatinX students with SLD eligibility. 10/12/2020: The team engaged in a conversation regarding the themes that can be the source of our root causes that can be reflected in our work as a CCEIS team. 11/4/202: The team reviewed the current information from all focus groups and reviewed the themes that emerged from the groups. The group had open dialogue regarding the themes and how the themes connect to potential root causes of our significant disproportionality. Specific feedback include the following observations:

Students may need language acquisition support to access the curriculum

MESD may need a more consistent SST Process that details the interventions and students' response to the interventions

Teachers often identify student behaviors and attendance as challenges without probing what is behind the behavior challenges

Teachers need to build instructional strategies, culturally responsive strategies, and curriculum. Teachers are mostly white women and the students are expected to fit in.

We need to consider the whole child and identify the other barriers students are experiencing

The Special Education Plan (SEP) plan team and the subsequent collaborations provided additional root cause analysis data around the underperformance of students with disabilities on state assessments including students with IEP's not having access to all general education curriculum and students with disabilities not participating in interim assessments. This excludes them from an opportunity to practice the accommodations and modifications.

Teachers and Staff

Teachers (school staff, Curriculum Advisory Committee (CAC), internal stakeholder meetings), Teachers on Special Assignment (TOSA's) Teachers met weekly with their school leaders and while many of these meetings focused on mitigating the impact of the pandemic on teaching and troubleshooting strategies for return to in-person learning, staff time was also dedicated to strategies to support students, assessment protocols, and social and emotional supports. Teachers were also surveyed using the California Healthy Kids Survey. Results of note that helped inform this plan include 70% of staff agreeing and strongly agreeing teachers need professional development to support students exposed to trauma or stressful events. The CAC, which meet bimonthly, recommended and supported the coordination of professional learning throughout the school year. In their meetings, they reviewed student outcome data and survey data, as well as evaluations following professional development to assess how well the training met teacher needs. In the spring, the CAC began examining data with a lens of what teachers need to meet the needs of student. They presented their findings to the Board of Trustees and Teachers on Special Assignment (TOSAs) embedded these recommendations for professional learning in the calendar for 21-22.

Reading intervention teachers have shared a need for more time to collaborate with classroom teachers and the need for additional assessment to STAR for upper grades. The need for additional professional collaboration time was echoed by the Curriculum and Assessment Coordinators: Need for consideration of itinerant staff (relevant professional learning, collaboration), and training in small group instruction support. Data analysis at CAC revealed teacher desire for support in anti-racist education, cultivating data literacy in leaders and CAC reps, looking to broaden at the teacher level moving forward. Progress towards this includes the use of the data warehousing system.

Local Bargaining Units

Union leadership and local bargaining units reviewed student achievement data including reading and math data, English learner data, attendance data, and discussed how resources have been invested in teacher training and additional staff to support struggling students. Participants agreed that while reading specialists and English Language development tutors help support some students, that teachers needed further training in how to meet the needs of English learners and students who are not meeting standards. The bargaining unit members also reviewed the proposed budget expenditures as well as draft goals and strategies to improve student outcomes. These conversations led to agreements to add professional development days to the annual schedule for the 21-22 and 22-23 school year. Additionally, the contract include regular professional learning communities (PLC) and collaboration time every month to ensure teachers can analyze student work and co-design lessons.

School and Executive Leadership

Because Millbrae qualified for Differentiated Assistance for Chronic Absenteeism, a team was formed to analyze data, programs and services with leadership from the San Mateo County Office of Education. The team met frequently beginning in November 2020, and brought reports and activities to the Leadership Council meetings. Based on the work of this team and the subsequent sessions with site and district leaders, improvements were implemented including the addition of attendance monitoring and tiered interventions. Home visits for child welfare, parent letters of notification, the development of School Attendance Review Teams (SART), and School Attendance Review

processes were instituted to address absenteeism. However, because of the limitations during COVID 19 and with distance learning much of the year, testing the efficacy of our improvements will require a more "normal" school year. For this reason, we have an Attendance Focus Goal and all schools included an attendance goal in their School Plans for Student Achievement. School leaders also surfaced needs for teachers use of assessments and student work analysis to inform instruction and strategies in small group instruction. Through 20-21 during weekly leadership meetings principals reviewed data on the California Dashboard, analyzed English learner data with the EL Coordinator and staff, and brainstormed strategies for improvements. Improving "tier 1" instruction and understanding strategies to intervene in the classroom, improving implementation of the social and emotional curriculum, and training in best practices for English learners were all surfaced by leaders as necessary to improve outcomes.

Board of Trustees and Community

The Board of Education reviewed and discussed California Dashboard Data, Differentiated Assistance work related to attendance, Special Education root cause analysis reports related to CCEIS, and Educational Services slide presentations that presented analysis of English learner data, survey data and reading data. Board members expressed surprise and concern at low reading scores for English learners and low incomes students and asked that staff review the current investments in reading specialists and tutors to make sure we do all we can to improve outcomes. Survey data about student social and emotional health was also discussed. Further surveys of family and community was developed in 3 languages to assess needs and priorities. The survey allowed stakeholders to address questions related to our draft goals and actions. Results of these surveys were shared in an internal and external stakeholder meeting. Polling was used in the internal stakeholder meeting to further assess staff priorities for addressing the needs of the students. Finally, a summary of the results from all of this engagement was shared with the Board of Trustees before being used by the LCAP writing team to inform the development of the LCAP goals and actions.

District English Learner Advisory Committee (DELAC)/English Learner Advisory Committee (ELAC)/English Learner Rise Committees:

The District and School Site English Language Advisory Committees (ELAC) and District English Language Advisory Committee (DELAC) meetings with our English Language Learner stakeholders were critical in disseminating information about the needs of English Language Learners. The ELAC/DELAC members recommended that one to one interviews be conducted with the parents of English language learners. Based on the feedback, a need for more enrichment opportunities was identified. DELAC members also recognized a need to provide a strong implementation process around the English Learner Master Plan for effective implementation of the policies and procedures of the plan. In addition, student empathy interviews were conducted, and students revealed they did not view second language as an asset. In addition, input from parent and student surveys, and feedback from the teachers and administrators who attended the EL Rise workshops identified a need for more culturally responsive campuses and classrooms. This stakeholder input is reflected throughout the LCAP and directly influenced the development of the LCAP Goal 5.

Students were engaged through the California Healthy Kids Survey (CHKS) administered in April 2021 to grades 3-8 and empathy interviews with English learners. We learned 20% of 6th graders, 32% of 7th graders, and 44% of 8th graders reported chronic sadness or hopelessness. The CHKS survey provided insights into the experience of students during distance learning. 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 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. Many student reported being able to stay focused on work completion: 6th (35%), 7th (34%), 8th (29%) disagreed or strongly disagreed with the following statement: It is hard for me to stay focused when doing my schoolwork. High percentages of middle school students reported teachers held high expectation for them. However, in parent involvement, about 50% of middle school students agreed or strongly agreed with the following statements: Teachers at this school communicate with parents about what students are expected to learn in class. - Parents feel welcome to participate at this school. - School staff take parent concerns seriously.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Aspects of the LCAP influenced by specific stakeholder input include the following:

Feedback from the Students Services/CCEIS and the Special Education Plan (SEP) Team process helped inform our Goals 2, 3 and 4 as well as actions that highlight promoting more inclusive practices. This ensures that students with disabilities have access to general education curriculum and participate in all district assessments, including interim assessments, so they have opportunity to practice with computer adapted assessments. Goal 2 which focuses on ensuring interventions are targeted at unique student needs and are assessed and monitored came from the root cause analyses in the CCEIS and SEP Teams (as well as data analysis by district and school leaders). Tier 1 instruction, good first teaching, will be addressed through professional learning and monitored through district assessments and teacher PLC's. Actions to provide teacher training on supporting the whole child, learning trauma informed practices, and improving in culturally responsive practices were based on the feedback in this group. Goal 2 includes improving the multi-tiered system of support (MTSS) with 2.0 coordinators - a suggestion that emerged from the work of both the SEP Team and CCEIS work. Finally, elements of Goal 3 which focus on school climate and a reboot of PBIS came from stakeholder input during root cause analysis in the CCEIS/SEP team work, the Differentiated Assistance work with school leaders, and in the surveys of parents, students and staff.

Teachers and Staff influenced the development of Goals 1, 2 and 3 and especially Goal 5 focused on English learners. Not only did the staff survey (CHKS) surface the need for teacher training in culturally responsive practices, but meetings with staff in the schools and through the CAC surfaced the need for teacher training around data analysis, small group instruction, and culturally responsive practices. When the Curriculum Advisory Council (CAC) met and reviewed the California Healthy Kids Survey, comments about the percentage of students experiencing sadness surfaced a trend we have heard elsewhere to further our training in trauma informed practices. Teachers who attended English Learner training this year provided input on the expansion of the EL Rise training, implementation of English language development in the classroom, and the development of strategies for long term English learners. This echoed a trend we heard from teachers in staff meetings at the school level when teachers reviewed the English learner progress data and comments we heard from teachers on the bargaining team.

Local Bargaining Units provided input and support that led to the addition of professional development days in the district calendar and professional learning community time monthly for all staff (actions under Goal 1). Union leaders' examination of student data helped shape our actions to implement assessments and analyze data. They also supported the addition of support staff and interventions under Goal 2.

School and Executive Leadership, in addition to bringing forward the feedback from their parents and community members for the LCAP furthered our work in Goal 4 around staff and student attendance. Each school contributed to the development of the tiered interventions and strategies to improve attendance- and added an attendance goal to their own school improvement plans. Most actions listed under the attendance goal has roots in the differentiated assistance work this year among the leaders. Leadership input also shaped the actions under goal 5. School leaders attended English learner training and learned about the English Learner Roadmap in CA. This helped inform the addition of an ELD Coordinator, the expansion of English language development, and furthering of tutoring for English learners.

Board of Trustees and Community: MESD Board and Community, including the Millbrae Education Foundation, continue to promote social emotional support and enrichment activities for students as engagement strategies. This is embedded in our use of Expanded Learning Grant funds and LCAP actions around after school programs. Continuing the use of Second Step and using counselors to support students are also high priorities for the board and community. These are embedded in our LCAP.

English Learner Advisory Groups/Students: Input from students informed our focus in Goal 3 on school climate, connectedness, and belonging. Positive Behavior and Support Interventions - also embedded in goal 2 actions around MTSS - will reinvigorate staff implementation of this system of support for students. Feedback from students on the CHKS survey drove home the importance of culturally responsive practices and trauma informed practices for staff - found in our Expanded Learning Grant and our LCAP. We are also investing in more mental health supports for students based on student feedback in the CHKS. English learners interviewed during English learner Language Proficiency Assessments informed the district emphasis on English Learner training through EL Rise which offers an asset based approach to programs for English learners. Also student feedback at the middle school about frustration that they have not been reclassified contributed to the actions designed to improve Long Term English Learner Plans.

Goals and Actions

Goal

Goal #	Description
1	<p>By June 2024, tasks, formative and summative assessments will be administered to students and analyzed in teacher PLC's to ensure ALL students have access to California State Standards (CSS) and the guaranteed and viable curriculum because gaps in achievement for students in some student groups* indicate opportunity to learn gaps.</p> <p>*English Learners, Socio-economically disadvantaged students, Students with Disabilities</p>

An explanation of why the LEA has developed this goal.

This goal is a revision of the 2019-2020 goal. Our efforts for the past seven years have been focused on guaranteeing our students have equitable access to standards based curriculum through piloting and adoption of state approved curriculum. With these curriculum and supplementary programs now installed, we are pivoting to the analysis of student performance according to state standards. We commit to providing structures to support analysis of student work through professional learning communities and have developed twice monthly collaboration meetings for teachers for the 21-22 school year. By having this structure in place, we will provide teachers the opportunity to uncover learning gaps, collaborate around appropriate interventions, and reflect upon and refine their instructional practices.

Due to the pandemic, this work was put on pause and focus shifted to delivering instruction remotely and the web based offerings of adopted curriculum. For the 2021-2022 school year, refocus is now needed on student progress to address the gaps that already existed and those that have emerged or have been exacerbated due to the extended lapse of in person learning. The California Dashboard 2019 English Language Arts Equity Report showed Millbrae students who were English learners scoring 7 points below standard, students from low - income families scoring 28 points below standard, and students with disabilities scoring 72 points below standard. Actions detailed here address 5 state priorities and are intended to close achievement gaps.

- 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)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of Academic Standards	Professional Development ELA 5, ELD 5, Mathematics 5, Science 3, History 3 Instructional Materials ELA 5, ELD 5, Mathematics 5, Science 3, History 3				Professional Development ELA 5, ELD 5, Mathematics 5, Science 5, History 5 Instructional Materials ELA 5, ELD 5, Mathematics 5, Science 5, History 5
Participation rate in ELA/Math Tasks	0% (Baseline will be available 2021-2022)				98%
Participation rate in PLCs - Meeting Logs	0% (Baseline will be available 2021-2022)				100%
Basic Services	Mis-Assignments (0 EL) Of Teachers Of English Learners: 0 Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home: 0 Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies): 0				Mis-Assignments (0 EL) Of Teachers Of English Learners: 0 Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home: 0 Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies): 0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Course Pathways	Percent of students with access to all course domains:				Percent of students with access to all course domains: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Hire and retain fully certificated, highly qualified staff	Ensure 100% of staff hired to teach students are certificated.	\$10,050,508.00	No
2	All students will access general education, grade-level standards	Provide ongoing training in adopted materials to staff, including administrators and support staff. Provide initial training to new employees on core programs, including new teachers, administrators, and support staff to ensure all students, including Students with Disabilities and English learners have access to curricula	\$167,728.00	Yes
3	Teach a focused English Language Arts (ELA) scope and sequence and implement writing tasks	Implement revised reading tasks (writing in response to reading) that is embedded in ELA curriculum and is aligned to scope and sequence for teachers to analyze in collaboration	\$1,063,468.00	No
4	All teachers will review student work, collaborate with service providers,	Implement a structure for professional learning community time used to analyze student work to inform instruction using a professional learning community (PLC) model.	\$74,206.00	No

Action #	Title	Description	Total Funds	Contributing
	develop assignments, etc.			
5	All students will take interim assessments throughout the year	Continue to include interim assessments, for all students, as part of the District Assessment Matrix and analyze scores to identify and address student learning gaps.	\$102,427.00	No
6	Develop a math scope and sequence and tasks as part of the broader county math collaboration	Create a math scope and sequence with math formative assessment tasks that are standards based for teachers to implement and analyze in PLC's	\$0.00	No
7	Ensure facilities are in good repair	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.	\$1,596,413.00	No
8	Enrichment classes will be offered to students	Music, Computer Science, technology, fitness, and other enrichment and elective activities for student engagement.	\$366,309.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	<p>By June 2024, students'* individual needs will be met through tiered academic, social/emotional, mental health, and language supports that are monitored, measured, and reviewed as measured by scores on the state assessments, local assessments, and the California Healthy Kids Survey.</p> <ul style="list-style-type: none"> *Hispanic *Students with Disabilities *Students categorized as disadvantaged *English learners

An explanation of why the LEA has developed this goal.

The extension of this goal from 2019-2020 is to address the over identification of student referrals to instructional intervention and special education programs in addition to the core program. Millbrae Elementary has been identified as significantly disproportionate in the number of Latinx students referred for special education and the number of long term English learners is increasing. The responsibility of meeting students' individual needs will be a team effort involving district and school leaders, educators, school community members, and families.

The district has adopted and implemented standard-aligned curricula along with local assessments that provide data on student achievement, however we are still observing over identification for instructional support programs and student scores declining in English language arts and math. District leadership with county office support, has led groups in discussion around student achievement focusing on these areas of concern. Findings from these conversations concluded that now that curriculum has been installed, the next phase of implementation is to focus our efforts on utilizing best instructional practices to increase motivation and student success. Differentiation, small group instruction, designated English language instruction, and other instructional strategies will be the emphasis. While professional learning for best instructional practices and tier one intervention strategies will be provided, decisions around these needs will be supported by an analysis of student achievement data. Concurrently, processes for special education referrals and recommendation to intervention programs will be developed and implemented, personnel will be added to the student services team to develop plans for a multi-tiered system support.

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)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA - All and Major Student Groups	2019 Distance from Standard: All 26.7 Black/African American -13.2 Asian 52.8 English Learner -7.3 Filipino 35.7 Hispanic -30.3 Homeless -46.2 Two or More 51.5 Pacific Islander -39.3 Socioeconomically Disadvantaged -27.7 Students with Disabilities -71.9 White 20.0				Distance from Standard: All 47.7 Black/African American 31.8 Asian 73.8 English Learner 37.7 Filipino 56.7 Hispanic 14.7 Homeless -1.2 Two or More 72.5 Pacific Islander -5.7 Socioeconomically Disadvantaged 17.3 Students with Disabilities -26.9 White 41.0
CAASPP Math - All and Major Student Groups	2019 Distance from Standard: All 14.3 Black/African American -64.7 Asian 55.6 English Learner -12 Filipino 22.5 Hispanic -62.1 Homeless -67.1 Two or More 28.9				Distance from Standard: All 35.3 Black/African American -19.7 Asian 64.6 English Learner 9.0 Filipino 43.5 Hispanic -17.1 Homeless -22.1 Two or More 49.9

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Pacific Islander -71.3 Socioeconomically Disadvantaged -46.2 Students with Disabilities -86.2 White -1.7				Pacific Islander -26.3 Socioeconomically Disadvantaged -1.2 Students with Disabilities -41.2 White 19.3
Local Benchmark ELA	STAR Reading Winter 2020-2021: 71% At/Above				85% At/Above
Local Benchmark Math	STAR Math Winter 2020-2021: 79% At/Above				90% At/Above
California Healthy Kids Survey Results	School Connectedness Domain Average: 60% Meaningful Participation Domain Average 31% Academic Motivation Domain Average: 78%				School Connectedness Domain Average: 80% Meaningful Participation Domain Average 60% Academic Motivation Domain Average: 85%
Students Identified for IEP's					X% of Hispanic Students with an IEP for Specific Learning Disability

Actions

Action #	Title	Description	Total Funds	Contributing
1	Hire Multi-tiered System of Support Coordinators	Multi-tiered System of Support Coordinators will develop the system for monitoring the tiered interventions	\$253,249.00	No

Action #	Title	Description	Total Funds	Contributing
2	Students identified with disabilities will be served by credentialed staff	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 the Director of Special Education and other staff that provide services as outlined in students' IEP's.	\$3,669,373.00	No
3	Reading Interventions and Supports for Struggling Readers	Students who read below grade level will be supported by 3.0 reading specialists and monitored using the Developmental Reading Assessment (DRA)	\$383,021.00	Yes
4	Support students and families with a community liaison/social worker	A community liaison will support students and families in accessing community and school resources to meet their unique needs	\$126,624.00	No
5	Mitigation of unfinished learning due to COVID-19 pandemic	Train 5.0 long term subs to deliver interventions and supports to mitigate unfinished learning	\$220,723.00	No
6	Provide interventions and supplemental instruction	Train 5.0 paraprofessionals to deliver interventions and supplemental instruction	\$223,334.00	No
7	Provide extended learning opportunities	Provide Extensive Summer Programming, including ESY, before care and additional after school programs to expand learning options for students	\$300,198.00	No

Action #	Title	Description	Total Funds	Contributing
8	Provide professional learning in best practices	Add additional professional development days in the school calendar to train staff on integrated and designated English language development and provide professional learning opportunities on implementing small group and differentiated instruction	\$147,421.00	No
9	Provide training on student data analysis	Provide teachers and leaders with training in professional learning community (PLC) protocols and analyzing student performance data for program and instructional decisions	\$0.00	No
10	Ensure students have supplemental instruction	Hire and train instructional aides to support students with interventions and supplemental instruction	\$197,244.00	Yes
11	Provide induction support for beginning teachers	Contract with the SMCOE to continue offering induction training and mentoring for 1st and 2nd year teachers.	\$31,656.00	No
12	Provide a Principal on Special Assignment	Hire a Principal on Special Assignment to support implementation of learning acceleration programs, differentiated supports, and extended day programming.	\$172,361.00	Yes
13	Ensure placements address identified needs of students	For students with unique needs and individual education plan (IEP) goals that would better be addressed at private placement, ensure the students have access to outside placement	\$1,359,033.00	No
14	Hire and retain Special Education Staff	Hire and support speech pathologists, school psychologists, and	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
15	Ensure Consistent Special Education Referral Process	All referrals for special education will include a completed referral packet detailing interventions provided to students referred.	\$3,500.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

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A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	By June 2024, student, staff and family engagement and connectedness to schools will improve through deliberate efforts to create a culturally responsive environment that is socially, emotionally, and physically safe as measured by behavior data and the California Healthy Kids Survey.

An explanation of why the LEA has developed this goal.

Input received from stakeholders through the LCAP development process indicates a desire to improve student and parent connectedness to their school community. We plan to increase student, staff and family voice and engagement through principal coffees, newsletters from individual departments, parent training, PTO & PTA meetings, coffee with counselors and aligning the work of Educational Services and Student Services

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate - All and Major Student Groups	2019-2020 All: 1.8% African American: 5.3% Asian: 1.0% Filipino: 1.3% Hispanic or Latino: 2.2% Pacific Islander: 3.8% White: 3.3%				All: 0.3% African American: 1.5% Asian: 0.2% Filipino: 0.2% Hispanic or Latino: 0.7% Pacific Islander: 1.0% White: 1.8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Two or More Races: 2.0% English Learners 1.3% Students with Disabilities 3.6% Socioeconomically Disadvantaged 3.4% Homeless 0%				Two or More Races: 0.6% English Learners 0.2% Students with Disabilities 0.9% Socioeconomically Disadvantaged 0.8% Homeless 0%
Middle School Dropout Rate - All and Major Student Groups	2019-2020 Overall Dropout 0%				0%
Percentage of Students with IEPs with at least 15% of day in Gen Ed Classroom	90% (2018-19 SELPA report)				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Social Emotional Curriculum and support	Provide follow up training and training for new staff on the implementation of the District's social emotional curriculum, Second Step.	\$0.00	Yes
2	Provide coordinated Health Services	Employ one District nurse and at minimum 3 Licensed Vocational Nurses to ensure the health and safety of students throughout the District	\$354,949.00	Yes
3	Provide Mental Health Services	Employ 4 school psychologists, 2 elementary counselors, 1 middle school counselor and contract with an outside agency for mental	\$380,621.00	Yes

Action #	Title	Description	Total Funds	Contributing
		health therapists to increase accessibility to mental health services to ensure the social/emotional needs of our students and staff are met.		
4	Implement and support inclusive practices for students with disabilities	District will have all students on general education rosters and all students will spend a portion of their day in the general education classroom.	\$120,670.00	No
5	Develop District-wide use of Positive Behavioral Interventions and Supports	Re-invigorate staff engagement around Positive Behavioral Interventions and Supports (PBIS). District will provide training and ongoing support for the implementation of PBIS in the classroom and throughout the school site.	\$13,256.00	No
6	Title IX	Train staff on the definition and actions related to the IX. Review and revise policies and procedures under Title IX.	\$7,100.00	No
7	Monitor Student and Staff Feedback	Analyze and utilize the data from the California School Climate, Health and Learning Survey (CHKS) to increase engagement and connectedness throughout the District	\$2,500.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	By June 2023, the District will increase daily attendance (ADA) from 96.5% to 97% and reduce chronic absenteeism by reducing the number of students absent greater than 5% of the school year by ensuring attendance for all students and staff will be celebrated, supported and monitored to optimize teaching and learning.

An explanation of why the LEA has developed this goal.

Our goal was developed to target chronic absenteeism based on an identified need as referenced in the CA Dashboard. The District was supported by the San Mateo County Office of Education to develop a plan for improvement that was lead by the Director of Student Services who established a District team to mitigate chronic absenteeism. Although the white student group qualified Millbrae for Differentiated Assistance, additional student groups were identified as needing improvement (Filipino, Hispanic, Native Hawaiian/Pacific Islander, Socio-economically disadvantaged students). Therefore, in coordination and consultation with school leaders and executive cabinet members the District determined a focused goal in the area of attendance could ensure implementation of the tiered interventions we identified this year. Along with a focus goal, site leaders included an attendance goal in the School Plan for Student Achievement (SPSA) to reduce chronic absenteeism. This was developed based on data from Attendance Works that suggests that chronic absenteeism puts students academically at risk with research showing that missing 10% of a school year for any reason can lead to students having difficulty learning to read by 3rd grade. Furthermore, chronic absenteeism can be significantly reduced when schools, districts, community agencies and families work together to monitor the data, identify and remove barriers for getting students to class and nurture a habit of regular attendance. When students who had been chronically absent begin attending school regularly again, their grades and chances for graduation improve, the latest research reveals. Since the District's attendance rate in 18/19 was 96.5%, which was a decline from the District's historic rate of 97%. Due to the pandemic, attendance data for 2019-20 and 2020-21 is not factored into this goal as any improvement could be an anomaly.

Finally, since attendance improves when schools engage students and parents in positive ways. Therefore, the District will implement strategies from Attendance Works to engage students and increase daily attendance with the following best practices:

- Connect students with school through leadership activities, elective and sports
- Physically health learning environment
- Welcoming, socially-emotionally safe, trauma-informed school climate
- Enrichment activities and clubs
- Positive relationships between school staff, students and families
- Predicable daily/weekly routines, rituals and celebrations
- Active engagement of parents and students in planning and problem solving

State Priorities:

Priority 4: Pupil Achievement (Achievement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate	2019 CA School Dashboard Chronic Absenteeism Rate: All: 9.7% Asian : 3.4% African American: 6.3% Students with Disabilities: 12.4% English Learners: 11.7% Filipino: 17.2% Hispanic or Latino: 16.4% Homeless: 4.8% Pacific Islander: 25.5% Socioeconomically Disadvantaged: 17.7% Two or More Races: 9.2% White: 14%				2019 CA School Dashboard Chronic Absenteeism Rate: All: 5.2% Asian : 2.4% African American: 3.3% Students with Disabilities: 6.4% English Learners: 5.7% Filipino: 8.2% Hispanic or Latino: 8.4% Homeless: 2.8% Pacific Islander: 16.5% Socioeconomically Disadvantaged: 8.7% Two or More Races: 4.7% White: 7.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	2018-2019 Attendance Rate: 96.4%				97%
# of staff absences	2018-19 Staff Attendance: 7 Absences per FTE				5 Absences per FTE
Parent Engagement - Building Relationships	<p>1. Rate the LEA’s progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. Full Implementation</p> <p>2. Rate the LEA’s progress in creating welcoming environments for all families in the community. Initial Implementation</p> <p>3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children. Full Implementation</p> <p>4. Rate the LEA’s progress in</p>				<p>1. Rate the LEA’s progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. Full Implementation</p> <p>2. Rate the LEA’s progress in creating welcoming environments for all families in the community. Full Implementation</p> <p>3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children. Full Implementation</p> <p>4. Rate the LEA’s progress in</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. Initial Implementation				developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. Full Implementation
Parent Survey	Concerned about child's academic growth: Not at all concerned/slightly concerned 48.7% I feel a sense of belonging with my child's school community: Strongly agree/agree 53.6% I know how to communicate with my child's school: Strong agree/agree 80%				Concerned about child's academic growth: Not at all concerned/slightly concerned 68.7% I feel a sense of belonging with my child's school community: Strongly agree/agree 73.6% I know how to communicate with my child's school: Strong agree/agree 90%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Family and Community Outreach	Implement “Attendance Matters” to improve attendance through parent education, incentives to schools for improved attendance, track attendance data and develop strategies to support and celebrate good attendance	\$780,743.00	No

Action #	Title	Description	Total Funds	Contributing
2	Analyze data to intervene when students are absent	Staff will analyze data and develop, monitor, and assess daily attendance during collaboration time.	\$0.00	No
3	Creating a positive environment that promotes attendance	District will continue to implement PBIS at all school sites to foster a positive environment to promote student attendance	\$0.00	No
4	Family Engagement	District will hire a 1.0 Social Worker to assist families with additional resources to mitigate chronic absenteeism	\$16,669.00	Yes
5	Increase staff attendance to demonstrate and model attendance	Increase staff attendance in accordance with revised CBA language and calendar development to improve attendance along with financial incentives to encourage attendance.	\$46,841.00	No
6	Provide before and after school programs	Contract with Boys and Girls Club to expand extended day programs to include before care at Lomita Park	\$124,619.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

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A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
5	English Language Learners acquisition of English Language and learning of state standards will improve to close the achievement gaps over the next two years.

An explanation of why the LEA has developed this goal.

During the 2020-21 school year, multiple indicators of student progress, including English language development, academic achievement on the California Dashboard, attendance, and interim assessments were analyzed by school leaders and school staff. DELAC members identified areas to revise, strengthen, and add to the LCAP by utilizing the Dashboard analysis exercises, and exemplary rubric provided by EL Rise. Through this work, achievement gaps were identified on the 2019 State Assessment of 33 points difference in ELA between 'All students' (26 points above standard) and 'English Language Learners' (7 points below standard) and the increasing number of Long Term English Language Learners (LTEL's) at Taylor Middle School (40) highlighted a need for improvement. The Millbrae School District was also identified for Significant Disproportionality and a Coordinated Early Intervention Plan was developed because of a high percentage of LatinX students were referred for Individualized Education Program (IEP's).

For these reasons the English Learner Master Plan was updated in February 2021 by the district's English Language Learner Coordinator in collaboration with a site principal. The redevelopment of the English Language Master Plan focuses on district systems as well as the need for ongoing training and support related to the policies, programs and practices of the plan. Additionally, the plan was influenced by the principles guiding the California Department of Education's English Language Learner Roadmap.

In addition to the staff embarking on a system wide examination of student progress, it is imperative that special attention be given to our English learner population. In recent years, reclassification and long term English language learner data has revealed a need to focus on English language development and language acquisition strategies in both integrated and designated ELD.

To support this endeavor, we are collaborating with the San Mateo County Office of Education's EL Rise team to provide training and ongoing support for school leaders, teachers, and support staff during professional development days. Due to additional funding provided by the 'CARES Act' or 'Extended Learning and Academic Support', capacity building has occurred in the 2020-2021 school year through initial training's attended by site representatives, EL Coordinators, and principals. They will be key leaders in this work. To sustain the momentum gained this year and help lessen the impact of a long absence from in-person learning we identified a need to feature English Language learners in an LCAP focus goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress Indicator	2019 CA School Dashboard: 67.6% making progress towards English language proficiency. Progress Levels: Very High				80% making progress towards English language proficiency. Progress Levels: Very High
At-Risk LTEL Rate	2019-2020: At-Risk 4-5 Years: 3.9%				At-Risk 4-5 Years: 1.0%
LTEL (Long-Term English Learner) Rate	2019-2020: LTEL 6+ Years: 2.5%				LTEL 6+ Years: 0.5%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Fund 3.0 EL tutors	EL tutors support English learners with English Language Development, administering assessments, and monitoring student progress.	\$152,991.00	Yes
2	Provide 1.6 EL Coordinators	Hire 1.0 EL teacher to partner with EL coordinator to implement EL Master Plan and support mitigation of unfinished learning for English learners. Additional staff can also supervise EL tutors, coordinate state testing and build capacity in use of data and best practices for English Language Learners.	\$211,608.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Offer EL Rise Professional Development (Continue)	<p>EL Rise: Increase educator knowledge about the English Learner Roadmap and build skills and strategies for implementing evidence-based strategies. Develop an asset based model and mindset toward multilingual students (crossover to goal 3)</p> <p>4 half day Professional Development Days 5 Follow-up facilitation Days 5 (one from each site) to attend after school workshops - 4 sessions - 2 hours each EL Rise Team to support implementation - 4 meetings - 1 hour each</p>	\$47,087.00	No
4	Implement ELD through training, programs and resources	<p>Provide training to all staff in English language development and strategies to support success of English learner in teaching and learning. Use the ELD curriculum already supported by the district: Imagine Learning Wonders ELD</p>	\$147,420.00	No
5	Taylor Middle School ELD teacher	<p>A middle school English Language Development Teacher will provide instruction for English Language Learners with a focus on acceleration to ensure reclassification of Long Term EL's</p>	\$105,852.00	Yes
6	Long Term English Language Learner Program	<p>Improve and expand Long Term English Language Learner program at Taylor Middle school Off site visits/observations to partnering District (San Mateo Foster) - 6 hours of coverage</p>	\$2,156.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	After school tutoring and enrichment programs	Provide before and after school programs that also include ELD after the bell. This will be in partnership with Boys and Girls Club.	\$0.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.23%	1,409,096

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 2, Action 3: 3.0 Reading Teachers (281,885.00) Students who are English learners, low income, or foster youth are prioritized for support from the reading specialists in daily intervention which helps in their progress toward reading on grade level. This year, additional books and materials were sent home for the students which increased engagement in at-home learning. Monitoring of progress for the students using the Development Reading Assessment (DRA) reveals that many students "graduated" by improving to the grade level expectations from the intervention this year, but by building out a Multi-tiered System of Support next year, assessing how students respond to the intervention will improve. It was determined that the Reading Teachers were the most effective use of funds for unduplicated pupils as reading is the foundation of educational access. Since the implementation of common core standards, cross curricular lessons and the increased need for grade level reading has increased significantly. Students require the additional structured support to gain access and independence in the curriculum. As students were continuing with the reading specialists for multiple years, it was determined that while the expenditure is carried over from the 2017-2020 LCAP, the practices are being refined and training is being increased for our Reading Teachers to better serve our students.

Goal 5, Action 5: 1.0 English learner teacher at Taylor Middle School (105,852.00) . English learners who have not been reclassified when they enter middle school (Long Term English Learners) and Newcomers (EL's new to the US) have a class with an EL teacher at middle school. This teacher teaches English language development and assesses the students. In 20-21, part of this teacher's time was spent in the coordination of services for English learners which reduced his time in direct teaching. In 21-22 all of his time will be dedicated to teaching and assessing this priority group of students with support from 1.6 EL Coordinators district-wide. To better meet the objective of reclassifying students 5 or more years in the program before they enter high school, the teacher has visited a successful program at a

neighboring district along with our English Learner Coordinator and will be implementing this in 21-22. This and improved English Learner Proficiency Assessment practices and implementation for MESD's EL Master Plan will lead to more English learners making progress.

Goal 5, Action 2: English Learner Coordinators (202,397.00): MESD increased the investment in English learner coordinators to support practices detailed in our LCAP goal 5. During the pandemic, progress for many English learners was impacted greater than English only students with the limited incidental access to second language exposure and practice. Additional supports through materials and online curriculum helped, but next year, to ensure timely supports including tutoring, before and after school programs, and implementation of best practices learned through participating with the statewide initiative EL Rise, EL Coordinators will ensure English learners goals are met. The EL Coordinators will also support the use of EL language and academic data in our Multi-tiered System of Support, and support school leaders with data use at the school level to ensure integrated and designated English language development implementation leads to increase language proficiency. The district increased this allocation as the team determined that the expected actions were not as effective as expected due to the staffing allocation. The team saw that the need was greater than could be provided by one coordinator across the district, in turn, it was determined that increased staffing would allow for more targeted, structured response to student and staff need for support.

Goal 3, Action 3: Counselors (189,827.00): Counselors prioritize the needs of foster youth, English learners and low- income students through the referral process as a tier 2 intervention that builds on the social and emotional support program "Second Step". Counselors help direct unduplicated pupils to other necessary services working with Student Services, nurses and LVNs and outside providers to help meet the diverse needs of unduplicated students. Student support teams provide a structure for this coordination as does the Multi-tiered System of Support (MTSS) at our most impacted school, Lomita Park. In 21-22, counselors will be instrumental in the build and implementation of the MTSS program, and will work with the social worker to meet the needs of the Foster Youth, English learners and low-income students. Many of our unduplicated students are in need of support navigating the options for mental health support in the schools and in the community, our counselors provide that support directly to the students and their families. Creating relationships with students, specifically our unduplicated students, helps create and increase connectedness to school. When students know that an adult sees them and supports them, the positive relationship increases a feeling of connectedness for the student and family. In reviewing our data of students served by the school counselors it was found that many of our unduplicated students are referred for support of the school counselor and maintain services for an appropriate duration.

Goal 2, Action 10: Instructional Aides (171,461): School and district leaders (including EL Coordinators) help determine which students need additional support from Instructional Aides and thus prioritize unduplicated students when scheduling instructional aides in the classrooms. This is effective in meeting the needs of foster youth or low-income students as it provides 1:1 or small group support in learning standards. For English learners, instructional aides can support their access to curriculum within the classroom when language is a barrier. During distance learning, break-out rooms in the Zoom virtual space were used for some of the interventions provided by Instructional Aides, but the effectiveness will improve in in-person learning as well as the new coordinated efforts under our MTSS structures and use of data in teacher collaboration. Many of our unduplicated students require intensive adult support and intervention. Utilizing the instructional aides to prioritize our unduplicated students allows for not only academic support, but another layer of social emotional connection and support for our students. Utilization of our instructional aides in this manner creates a system of checks and balances for our unduplicated students and allows for additional touch points for our students. The continued implementation of the instructional aides creates another layer of

targeted support for our unduplicated students in response to their scores on local and state assessments. Additionally, this also creates increased access points for students with the intent of increasing their feelings of connectedness as measured by the CHKS.

Goal 5, Action 1: Tutors (152,991.00): Reclassification rates of English learners and progress for English learner in reading (as measured by Development Reading Assessment and CAASPP results) demonstrated students not making adequate progress in language acquisition such that English learners can access and learn grade level content. During COVID 19, we also noticed Long Term English learners failing core classes in middle school. This need caused us to increase our training in ELD. Meanwhile, tutors provide instruction exclusively for English learners to support with language acquisition. Tutors also support assessment, both state and local assessments, for English learners. This tutoring augments the instruction English learners receive in the regular classroom and from other specialists like the reading specialists. Effectiveness improved with the addition of curricula adapted for English learners. In 20-21, with more systemic implementation of English language development through the district participation in EL Rise, the tutoring services will have greater impact. It was determined that the past action related to Goal 5, Action 1, was impactful for our ELs, but not to the levels expected. Increased training, engagement, collaboration and support are part of our next steps in ensuring high impact for our students.

Goal 5, Action 4: Release Time for CALL/RALLI Training/Reading (1,656.00): Millbrae invested in California Reading and Literature Program (CRLP) professional development to support teachers working with English learners. This has improved English learner access to curriculum as it focuses on reading and writing, an area of challenge for EL's. Continuing to provide release time for teachers who need additional training can ensure sustainability of this support for students and build capacity in staff in this "High Quality PD".

Goal 5, Action 4: EL Supplies & Tech (4000's)(500): English learners are served by teachers and tutors and prioritized based on student academic and language progress. Additional materials are bought annually to resupply consumable materials and will contribute to our efforts to accelerate language acquisition for the students.

Goal 3, Action 2: Nurse (100,939.00). The needs of foster youth, English learners, and students from low-income families in health and welfare increased during the pandemic and can be an impediment to academic progress without a comprehensive set of supports. The Millbrae investment in a nurse will support the coordination of these supports and services in partnership with other staff (counselors, MTSS Coordinators, EL Coordinators, student services experts, etc.) to prioritize the needs of unduplicated pupils and ensure more strategic monitoring of health and welfare interventions. When students' physical needs are left unmet, it continues to be challenging to access academics. The District Nurse coordinates and connects unduplicated families to appropriate care resources within the community. They assist families in navigating and understanding all levels of health coverage and making connections between potential ailments and the impact on academics. Many of our unduplicated pupils needed assistance in finding local care for health services, understanding their insurance and learning the health system. Providing a contact within the district has allowed families to have a more supportive, streamlined approach to connecting with care and understanding the potential impacts on learning when care is not provided.

Goal 2, Action 8: 2 additional Days Professional Development (157,994.00): In 20-21, selected Millbrae teachers participated in EL Rise to learn strategies to support English learners, a group of students who have underperformed. Additionally, through evaluation of data for students from low-income families, we see reading and English language arts scores for the students are far below their peers. Through

meetings with site leaders and staff, including bargaining unit leads, adding professional development days to the calendar to ensure on-going PD was prioritized. This will impact the learning of unduplicated pupils through broad dissemination of research based best practices.

Goal 2, Action 12: Principal on Special Assignment (51,708.00): Millbrae will have new school leaders at every school next year. To ensure the needs of unduplicated pupils are prioritized under the leadership of the new, but experienced, leaders, a Principal on Special Assignment will support the use of data and data systems, coordination of programs, and work alongside the EL Coordinator and Teacher On Special Assignment, to support the development of the Multi-tiered System of Support and monitoring of programs and services for English learners, Foster Youth and students from low-income homes. The Principal on Special Assignment (POSA) will be responsible for the coordination and implementation of interventions and supports for unduplicated students throughout the district. This will allow for a quicker and more systemic response to student needs and a clear system of accountability of support for unduplicated pupils. The POSA provides a clear system and structure for creating responses for unduplicated students when needs are identified through state and local assessments in conjunction with the results from CHKS. It was determined that the POSA position was an effective use of funds as at this time, the District is developing systems of response for our identified vulnerable learners. As many of our identified vulnerable learners are also students in our unduplicated count, it provides a system of check and balances for our students. It was imperative to the committee that we develop a process that does not allow for additional lost time in providing interventions and support. Having a point of contact for our unduplicated students, acting as a case manager, was determined to be a supportive response to the need.

Goal 1, Action 2: Additional PD Days (152,768): Current English learners scored 71.9 points below standard in English language arts on the 2019 Smarter Balance Summative Assessment compared with their English only peers who scored 31 points above standards. Students from low-income homes score 28 points below standard. All student groups declined in English language arts. MESD aligned the current curriculum with ELA content standards in a scope and sequence and developed formative assessments to measure progress. District-wide PD days will be used for training in the new scope and sequence, curriculum materials that best meet the standards, and modifications to address the identified needs of all students including English learners and students from low-income homes to close gaps. This action is above and beyond because the PD will include specific strategies to meet the needs of English learners and struggling readers and will include all staff, but it also links with other actions to under goal 2 (Multi-tiered system of support, reading specialists and interventionists). Measurable outcomes include the measures under goal 5 (reducing LTEL's) and goal 1 measures of reducing distance from standards for the identified student groups.

Goal 2, Action 3: Community Liaison/Social Worker (126,624): Prior to COVID 19, MESD identified needs beyond academic needs in vulnerable students including Foster Youth, English learners, and students from low-income families. Lomita Park, a Title 1 school, with the largest percentage of students from these groups and their families, experienced more needs (i.e. health and welfare, mental health, etc.) so that those needs didn't impact learning. To meet those needs, a community liaison/social worker will be hired to work alongside counselors, teachers, leaders, and other school staff in the Multi-tiered System of Support (MTSS) to link students and families to community resources and outside agencies. All district students, but especially English learners and low-income families, will benefit from these linkages, but our focus will be on the students at Lomita Park who often fall into more than one of these categories. It will help the students by helping school staff by identifying needs and ultimately ensure students and families access the resources they need so that academic impact is minimized.

Goal 2, Action 7: Provide Extended Learning Time (300,198): While ample resource is being provided for Extended Learning, MESD will continue to prioritize English learners and students who are from low-income families as the gaps in their achievement (in ELA and Math, as

well as grades in middle school) are highest. The distance previously mentioned in ELA is similar for math with current EL's scoring 32 points below standard on the Smarter Balance Test and students from low-income families scoring 43 points below standard. This compares with White students who score nearly 6 points above standard. By having extended day programs either after school or in summer, these students have access to tutors and teachers who can support their learning and help improve their performance on State and District Assessments and language assessments. Millbrae also intends to add before care programs at Lomita Park as a strategy to improve attendance for English learners and low-income students as families have indicated this is a need.

Goal 4, Action 1: Family and Community Outreach (780,743): To address MESD's chronic absenteeism rates, which continued to be high for all students, especially English learners and low-income students, administrators developed School Plan for Student Achievement (SPSA) goals to improve attendance and reduce chronic absenteeism. Actions to meet these goals included research based best practices from Attendance Works and provided in Attendance Matters Resources. Family education on the important of attendance began during 20-21, but the pandemic improved attendance since travel was challenging and students learned in distance learning for the majority of the year. Two locations with the largest concentration of EL's and low-income students, Lomita Park and Taylor Middle will have additional support for Family and Community outreach (MTSS coordinators, social worker) which school leaders will coordinate. The school leaders will be providing incentives to students as well as implementing tiered engagement strategies and monitoring attendance using the student information system and the District data warehouse, Datazone.

Goal 5, Action 6: Long Term English Learner Program (2,156): Taylor Middle School has a high number of Long Term English Learners (English learner enrolled in programs beyond 5 years). When students do not exit programs in reclassification, they have reduced course options and often score poorly on assessments. A local K-8 district has developed programming that has proven successful in helping LTEL's progress, so this expenditure will support the middle school EL teacher in learning and implementing the lessons and curriculum for the impacted students to exit the program. The measure will be the reclassification rate for English learners.

Goal 4, Action 4: Family Engagement (16,669.00): The implementation of a Social Worker creates another layer of support and an additional type of response to student attendance, specifically chronic absenteeism. Many of our unduplicated students are unaware of community resources that can assist with supports and services to allow family responsibilities to be supported through outside agencies. Additionally, the social worker is able to assist families in making and sustaining connections with community resources to fill potential needs such as food, shelter, health and dental care along with connecting with other social service agencies within the county. It was determined that this need was unable to be met through only the Director of Student Services and the students needed an additional layer of support that was able to maintain a consistent presence across school sites. This allows for a continued restorative response to chronic absenteeism and creates a case manager for students experiencing high levels of absenteeism. It was determined the previous student services TOSA was not able to fulfill the expectations due to the limits created by the position of TOSA. The district reflected on that decision and determined the need for attendance response would be better met through the skill set of a social worker.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Foster Youth: Millbrae had 2 students in the Foster Youth system in the 20-21 school-year, and those students will not be in Millbrae next year. However, should we have qualifying students, the increased or improved services include reading specialists to provide reading intervention supports should they read below grade level, counseling supports to meet their identified social and emotional needs by being on the regular caseload for the counselors, instructional aides should they need support in the regular classroom, and access to a Nurse to assess and coordinate health and mental health services and needs. Foster youth would also benefit from the social worker who can ensure coordination of services for youth in the system. Foster Youth would also be prioritized in any extended day programs providing them service beyond other students not in this unduplicated student groups.

English Learners (EL): In 21-22, EL programs and services are being increased to mitigate impact of the pandemic and to reverse the academic trends in the 2019 California Dashboard. Improvements in reading support through the Reading specialists and the ELD tutors will be implemented based on lessons learned in the 20-21 school year, and best practices detailed in the EL Master Plan adopted by Millbrae this year. Counselors and instructional aides will prioritize the needs of these students through the strategic efforts of the ELD coordinators and Principal on Special Assignment, a new position at Millbrae next year. The multi-tiered system of support being furthered in Lomita Park and developed at Taylor Middle School will further ensure unduplicated pupils are prioritized in the services included before and after-care. Teacher training in best practices to serve the needs of English learners through the EL Rise Statewide Initiative will be an increase for 21-22 and benefit EL's through more systemwide implementation of those practices. Supplies and on-going training for teachers, including the EL Teacher at the Middle School, will improve the services in effective practice for our Long Term EL's at middle school. A Community Liaison/Social Worker will provide coordination of services for English Learners and their families and further the work of school leaders in tiered strategies to address chronic absenteeism.

Students from Low-income families: Our students from low-income homes began to make progress on local assessments with improvements in the interventions were implemented in 20-21, but many of the students in our highly impacted Title 1 school, Lomita Park, struggled with attendance, and needed additional social and emotional supports. Counselors, instructional aides, and a nurse will increase the supports for the students by meeting their social and emotional needs as well as coordinating any community or mental health needs while intervening academically. Also, to ensure seamless transition for the new, but experienced leaders, into all of our schools, but especially our high impact school with the large percentages of unduplicated pupils, a Principal on Special Assignment will provide continuity of services for the students in low-income homes. A Community Liaison/Social Worker will provide coordination of services for students from low-income homes and their families and further the work of school leaders in tiered strategies to address chronic absenteeism.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$15,184,009.00	\$6,072,757.00	\$872,927.00	\$894,185.00	\$23,023,878.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$20,624,921.00	\$2,398,957.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Hire and retain fully certificated, highly qualified staff	\$9,054,881.00	\$591,436.00	\$404,191.00		\$10,050,508.00
1	2	English Learners Foster Youth Low Income	All students will access general education, grade-level standards	\$167,728.00				\$167,728.00
1	3	All	Teach a focused English Language Arts (ELA) scope and sequence and implement writing tasks	\$1,063,468.00				\$1,063,468.00
1	4	All	All teachers will review student work, collaborate with service providers, develop assignments, etc.	\$35,406.00	\$38,800.00			\$74,206.00
1	5	All	All students will take interim assessments throughout the year			\$102,427.00		\$102,427.00
1	6	All	Develop a math scope and sequence and tasks as part of the broader county math collaboration					\$0.00
1	7	All	Ensure facilities are in good repair	\$1,596,413.00				\$1,596,413.00
1	8	All	Enrichment classes will be offered to students			\$366,309.00		\$366,309.00
2	1	All	Hire Multi-tiered System of Support Coordinators		\$189,937.00		\$63,312.00	\$253,249.00
2	2	Students with Disabilities	Students identified with disabilities will be served by credentialed staff	\$1,150,313.00	\$2,073,849.00		\$445,211.00	\$3,669,373.00
2	3	English Learners Foster Youth Low Income	Reading Interventions and Supports for Struggling Readers	\$281,885.00			\$101,136.00	\$383,021.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	All	Support students and families with a community liaison/social worker		\$126,624.00			\$126,624.00
2	5	All	Mitigation of unfinished learning due to COVID-19 pandemic		\$220,723.00			\$220,723.00
2	6	All	Provide interventions and supplemental instruction		\$223,334.00			\$223,334.00
2	7	All Students with Disabilities	Provide extended learning opportunities		\$300,198.00			\$300,198.00
2	8	All	Provide professional learning in best practices		\$147,421.00			\$147,421.00
2	9	All	Provide training on student data analysis					\$0.00
2	10	English Learners Foster Youth Low Income	Ensure students have supplemental instruction	\$171,461.00			\$25,783.00	\$197,244.00
2	11	All	Provide induction support for beginning teachers				\$31,656.00	\$31,656.00
2	12	English Learners Foster Youth Low Income	Provide a Principal on Special Assignment	\$34,472.00	\$137,889.00			\$172,361.00
2	13	Students with Disabilities	Ensure placements address identified needs of students		\$1,359,033.00			\$1,359,033.00
2	14	Students with Disabilities	Hire and retain Special Education Staff					\$0.00
2	15	All	Ensure Consistent Special Education Referral Process		\$3,500.00			\$3,500.00
3	1	English Learners Foster Youth Low Income	Social Emotional Curriculum and support					\$0.00
3	2	English Learners Foster Youth Low Income	Provide coordinated Health Services	\$100,939.00	\$254,010.00			\$354,949.00
3	3	English Learners Foster Youth Low Income	Provide Mental Health Services	\$189,827.00	\$10,794.00		\$180,000.00	\$380,621.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	4	Students with Disabilities	Implement and support inclusive practices for students with disabilities		\$120,670.00			\$120,670.00
3	5	All Students with Disabilities	Develop District-wide use of Positive Behavioral Interventions and Supports	\$13,256.00				\$13,256.00
3	6	All	Title IX	\$7,100.00				\$7,100.00
3	7	All	Monitor Student and Staff Feedback		\$2,500.00			\$2,500.00
4	1	All	Family and Community Outreach	\$780,743.00				\$780,743.00
4	2	All	Analyze data to intervene when students are absent					\$0.00
4	3	All	Creating a positive environment that promotes attendance					\$0.00
4	4	English Learners Foster Youth Low Income	Family Engagement	\$16,669.00				\$16,669.00
4	5	All Students with Disabilities	Increase staff attendance to demonstrate and model attendance	\$46,841.00				\$46,841.00
4	6	All	Provide before and after school programs		\$124,619.00			\$124,619.00
5	1	English Learners	Fund 3.0 EL tutors	\$152,991.00				\$152,991.00
5	2	English Learners	Provide 1.6 EL Coordinators	\$211,608.00				\$211,608.00
5	3	All	Offer EL Rise Professional Development (Continue)				\$47,087.00	\$47,087.00
5	4	All	Implement ELD through training, programs and resources		\$147,420.00			\$147,420.00
5	5	English Learners	Taylor Middle School ELD teacher	\$105,852.00				\$105,852.00
5	6	English Learners	Long Term English Language Learner Program	\$2,156.00				\$2,156.00
5	7	All	After school tutoring and enrichment programs					\$0.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$1,435,588.00	\$2,145,200.00
LEA-wide Total:	\$1,327,580.00	\$2,037,192.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$108,008.00	\$108,008.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	All students will access general education, grade-level standards	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$167,728.00	\$167,728.00
2	3	Reading Interventions and Supports for Struggling Readers	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$281,885.00	\$383,021.00
2	10	Ensure students have supplemental instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$171,461.00	\$197,244.00
2	12	Provide a Principal on Special Assignment	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$34,472.00	\$172,361.00
3	1	Social Emotional Curriculum and support	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00
3	2	Provide coordinated Health Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,939.00	\$354,949.00
3	3	Provide Mental Health Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$189,827.00	\$380,621.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	4	Family Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$16,669.00	\$16,669.00
5	1	Fund 3.0 EL tutors	LEA-wide	English Learners	All Schools	\$152,991.00	\$152,991.00
5	2	Provide 1.6 EL Coordinators	LEA-wide	English Learners	All Schools	\$211,608.00	\$211,608.00
5	5	Taylor Middle School ELD teacher	Schoolwide	English Learners	Specific Schools: Taylor Middle School	\$105,852.00	\$105,852.00
5	6	Long Term English Language Learner Program	Schoolwide	English Learners	Specific Schools: Taylor Middle School 6th - 8th	\$2,156.00	\$2,156.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.