

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Monica-Malibu USD	Jacqueline Mora, Assistant Superintendent, Ed. Services	jmora@smmusd.org 310.450.8338

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

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

The Santa Monica Malibu Unified School District engaged various stakeholder groups on the funds provided through the Budget Act of 2021 throughout the LCAP process for the 2020-21 and 2021-22 cycles. The fund that was not included in the LCAP is the Educator Effectiveness Grant.

District Consultation Committee

SMMUSD established an LCAP DCC committee that included Bargaining Unit members (SMMCTA, SEIU), students, parents, district administrators, school principals, and community members. The committee has met three times during 2021-22 to provide input on how to address the changing academic and social-emotional needs of our students and the professional needs of our teachers. Their input was incorporated in the development of the Educator Effectiveness plan. We have three additional meetings scheduled for this year where additional input will be provided.

SMMUSD Teachers and Other School Personnel

The district used the Let’s Talk platform on the SMMUSD website to collect input and commentary from internal and external community members. In addition, SMMCTA provided the results of a survey that they administered to elicit input on the professional development needs of our certificated members. This input was used to inform the use of funds provided through the Educator Effectiveness Block Grant. Additional input will be provided as needed through monthly meetings with SMMCTA and SEIU leadership.

SMMUSD District and Site Administrators

District and site-based administrators provided input and commentary on the professional development needs during principals' meetings. These meetings included district-level administrators and coordinators from Educational Services, Special Education, Student Services, and Early Learning teams as well as all school principals. The input collected was used to inform the expenditures associated with the Educator Effectiveness Block Grant plan. Ongoing input will be provided as needed during principals' meetings and/or one-on-one meetings with department heads.

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

SMMUSD did not receive the additional concentration add-on funding to increase the number of staff who provide direct services to students on school campuses because our enrollment of students who are low-income (LI), English learner (EL), and/or foster youth is less than 55 percent.

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

The Santa Monica Malibu Unified School District engaged various stakeholder groups on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic throughout the LCAP process during the 2020-21 and 2021-22 cycles. The funds that were not included in the LCAP are the CARES Act, Expanded Learning Opportunity Grant, and the ESSER III.

District Consultation Committee

SMMUSD established an LCAP DCC committee that included Bargaining Unit members (SMMCTA, SEIU), students, parents, district administrators, school principals, and community members. The committee met eight times during the 2020-21 school year and has met three times during 2021-22 to provide input on how to address the changing academic and social-emotional needs of our students and their input was incorporated in the development and revision of the various expenditures and plans associated with the funds provided through the CARES Act, ELO, and ESSER III. These funds were discussed on April 27, 2021. The LCAP DCC has three additional meetings scheduled for this year.

Parent Advisory Committee (PAC)

SMMUSD established an LCAP PAC committee composed primarily of parents of unduplicated student groups. The committee met seven times during the 2020-21 school year to provide input on how to address the changing academic and social-emotional needs of our students. During the 2021-22 school year the LCAP PAC has met twice with three additional meetings scheduled for the remainder of the year. The LCAP PAC provides input on the actions and services for English Learners, Homeless and/or Foster Youth, Low-Income students, and students with disabilities that informed the expenditures associated with the CARES Act expenditures and the ELO and ESSER III plans. Every effort is made to ensure parent representation for these target groups. These funds were discussed on May 5, 2021.

District English Learner Advisory Committee (DELAC)

SMMUSD leadership met with the elected members from each school's ELAC throughout the year to review services for EL students. Members have provided input on the needs of English Learners throughout regularly scheduled DELAC meetings. In addition, special-purpose meetings have been scheduled to provide our EL families the opportunity to provide input on how to best support English Learners and this input has been incorporated in the expenditures associated with the CARES Act expenditures and the ELO and ESSER III plans. These funds were discussed on May 17, 2021.

SMMUSD Teachers and Other School Personnel

The district used the Let's Talk platform on the SMMUSD website to collect input and commentary from internal and external community members. This input was used to inform the use of funds provided through the CARES Act expenditures and the ELO and ESSER III plans.

SMMUSD District and Site Administrators

District and site-based administrators provided input and commentary on the LCAP during principals' meetings. These meetings included district-level administrators and coordinators from Educational Services, Special Education, Student Services, and Early Learning teams as well as all school principals. The input collected was used to inform the expenditures associated with the CARES Act expenditures and the ELO and ESSER III plans. These funds were discussed on May 18, 2021.

SMMUSD Parents, Families, and Community

The district scheduled a virtual community meeting to provide parents, families, and staff the opportunity to provide commentary and input on actions and services via the Let's Talk portal. The SMMUSD community was informed of the regional meeting and of the opportunity to provide feedback for the development of the various plans via the Let's Talk portal through emails and flyers.

[Expanded Opportunity Plan](#): page 1

[ESSER III Plan](#): page 2-3

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

SMMUSD is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan in alignment with guidelines and in response to the input provided by various stakeholder groups.

The Learning Loss Mitigation Fund - CR was used to purchase personal protective equipment and additional cleaning supplies to ensure the health and well-being of students and staff. In addition, extra hours were provided for teacher teams to come together to plan for the launch of the 2020-21 Distance Learning school year. To provide the best possible learning experience, access to digital platforms were purchased such as Zoom, Seesaw, and Screencastify. Additional Chromebooks were purchased for students and outdated laptops were replaced for teachers. Although the transition to Distance Learning had its challenge we were able to provide

our teachers and students with the necessary resources and support to transition into a virtual learning experience. Total Allocation: \$4,103,874; Deadline 12.30.2020

The Learning Loss Mitigation Fund - GEER was used to replenish personal protective equipment at our high schools, VAPA students, and transportation to ensure the health and safety of students and staff. To fully implement the COVID Safety and Health protocols there was a need to secure contracted services to address the staffing constraints experienced in our Custodial department. In addition to staffing constraints in our custodial team, we also experienced similar challenges with coverage at the sites once we moved to a hybrid and into full in-person learning; therefore, each site was assigned two floating substitute teachers to support with coverage of classrooms and/or implementation of safety and health protocols. To address the needs of families, we provided virtual parenting groups that parents or guardians could attend to learn about the resources available to them to mitigate the impacts of the pandemic. To support our students, we developed a partnership to provide an educational support system that provides 24/7 live help via chat to students in grades 6-12 that align with their individual schedule of courses. Total Allocation: \$613,655; Deadline 9.30.2022

The Elementary and Secondary School Emergency Relief (ESSER) was used to purchase hotspots to ensure students and families had internet access. The coordination and deployment of hotspots and the devices purchased with CR funds required the allocation of additional hours for our Educational Technology and Information Services (ETIS) team. Some of the challenges faced with the deployment of technology were due to the increased delivery time that resulted from increased demand for technology. In addition to providing students access to the necessary technology, we also secured various contracts to provide direct mental health services to students, build teacher capacity in the implementation of social-emotional learning strategies in a virtual learning environment. As part of this focus on social-emotional and mental health, the summer school offers integrated social-emotional learning through the inclusion of a protected block of time and the expansion of mental health services to students attending summer school. Although we provided increased access to mental health services throughout the year and in the summer, we experienced low participation due to Zoom fatigue. This was also evident in the number of students that participated in summer school. We had planned for a robust offering and we had low participation from students and increased staffing shortages. Total Allocation: \$935,457; Deadline 9.30.2022

The Elementary and Secondary School Emergency Relief (ESSER II) was used to provide all certificated staff additional days to prepare prior to the launch of the 2020-21 school year. As conditions improved and the guidelines permitted the transition to hybrid learning, additional hours were provided to certificated and classified staff to prepare for the transition. In addition, elementary IAs transition to six hours to support students during the hybrid and full in-person transition that took place in the spring of 2021. To further support the full in-person transition hours were extended for elementary Physical Activities Specialists (PAS), and Campus supervisors. Funds were also used to support the implementation of food distribution sites that ensure students had access to grab and go breakfast and lunch during the school week. To mitigate the staffing shortages experienced during our transition to hybrid and full in-person learning, each site was assigned two floating substitute teachers to support with coverage of classrooms and/or implementation of safety and health protocols. In addition, resources were used to provide student supervision to students and families in need beyond the instructional days. Funds were also used to provide additional compensation to all certificated and classified staff, including management for their collective efforts. Currently, funds are being used to purchase additional personal

protective equipment, and moveable outdoor structures to support in-person learning and maintain the implementation of all safety and health protocols. Total Allocation: \$3,733,573; Deadline 9.30.2023

The Elementary and Secondary School Emergency Relief (ESSER III) funds are being used to provide additional classified staff and material resources to provide expanded health services, mitigate the spread of COVID and support all protocols to support student wellness. We have been successful at maintaining most school sites at the agreed-upon staffing levels. However, we have found it extremely difficult to hire and retain nurses at pre-COVID levels. In addition, custodial staff and overtime hours, as needed, have been provided to facilitate the safe operations of in-person learning. It has been challenging to maintain custodial staffing levels due to absences. Additional substitutes have been made available to support sites as needed to address student learning needs, wellness, and to monitor the complexities of student gatherings and movement. Instructional assistants were funded for the 2021-22 school at the elementary level to support targeted small group instruction and support students with the implementation of all safety protocols. Funds were also allocated to provide additional staff to support after-school supervision; however, finding staff to fill existing positions has been difficult and certificate management has been utilized to cover classes. Funding has been allocated to expand academic and social-emotional and mental health summer school offerings and planning is underway for these services. The summer school planning team is currently waiting for the summer school data to be provided. Chromebooks have been purchased to replace outdated devices for students to ensure that they have access to digital resources beyond the school day. Additional support is continuing for our homeless and foster youth through a partnership with CYFC that provides tutoring, academic support, and wrap-around services to address students' and families' specific needs. In addition, funding has been allocated to continue the Academic Support Program (ASP) for students in grades 1-8 that provide targeted personalized support with highly qualified instructors in English Language Arts, Math, and/or Science. One of the challenges we have faced with the implementation of ASP is the response rate from families. Our goal is to reach all Tier III EL, SED, and non-SED students in grades 1-8 and we have families that have opted to not access this support. We will continue our outreach and extend services to Tier II EL, and SED students. Total Allocation: \$8,392,635; Deadline 9.30.2024

[ESSER III Plan](#)

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

SMMUSD is using its fiscal resources received for the 2021-22 school year in a manner that is consistent with the applicable plans and that is aligned with the 2021-22 LCAP in the following ways:

The Social-Emotional and Well-being Practices action in the ESSER III plan that focuses on providing ongoing opportunities to all certificated and classified staff on the integration of social-emotional and well-being practices into their daily practice to support their own well-being and that of our students. These additional funds will provide the opportunity to implement a multi-year approach to supporting the integration of social-emotional and well-being practices to ensure they become a part of our daily practice and interactions with students, staff, and families, is directly aligned to the actions in the ELO Plan and that support Goal 3 of the 2021-22 LCAP.

The Embedded and Expanded Learning Supports: SEL and Mental Health Services action in the ESSER III plan focuses on providing targeted support to address barriers to learning for students experiencing social-emotional or mental health challenges. Expand partnerships to provide counseling and social-emotional support to mitigate barriers to learning and support student social-emotional, mental health, and overall well-being directly aligns to the LCAP Goal 1, Action 7. These additional funds will ensure that we are able to provide the necessary differentiated direct mental health services to students that will address the social-emotional barriers impacting their academic success.

The Embedded and Expanded Learning Supports: Summer School action in the ESSER III plan focuses on expanding summer school offerings to address the needs of all Tier III students during the 2022 and 2023 summer school programming. As part of this expansion, we will include social-emotional and mental health services to students and families through existing or new agency partnerships. This action directly aligns to LCAP, Goal 1 Action 17, and builds from the ELO Plan.

The Embedded and Expanded Learning Supports: Academic Vocabulary Toolkit for ELs action in the ESSER III plan focuses on expanding before and after school extended learning opportunities, with a focus on Academic Language provided to English Learners. Participating sites will secure instructors for this before or after-school supplemental instruction. The instructors (Classroom teachers and/or Literacy and language interventionists) will receive training from the EL TOSA to strengthen their instructional delivery and increase student success. Continue to provide and update all instructional materials needed to implement the Academic Vocabulary Toolkit. This will allow us to expand the services currently provided through the supplemental grant. This action directly aligns with LCAP, Goal 2 Action 5.

The Embedded and Expanded Learning Supports: Summer Language Academy for ELs action in the ESSER III plan focuses on expanding elementary Tier-II English Learners will be offered the opportunity to participate in a Summer Language Academy that focuses on English Language Development through the integration of the social justice standards that accelerate language development. This will allow the opportunity to expand this opportunity to more students. This action directly aligns with LCAP, Goal 2 Action 5.

The actions outlined above from the ESSER III plan that aligns to the 2021-22 LCAP and the ELO plans demonstrate our concerted effort to expand on the input provided by our various stakeholder groups to address the needs of our students, specifically our English Learners, Low Income, and At-promise students.

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

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have the flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has the flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
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