



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

# Local Accountability Plan (LCAP) and Learning Continuity and Attendance Plan (LCP): Annual Update

Santa Monica-Malibu Unified School District

2020-21



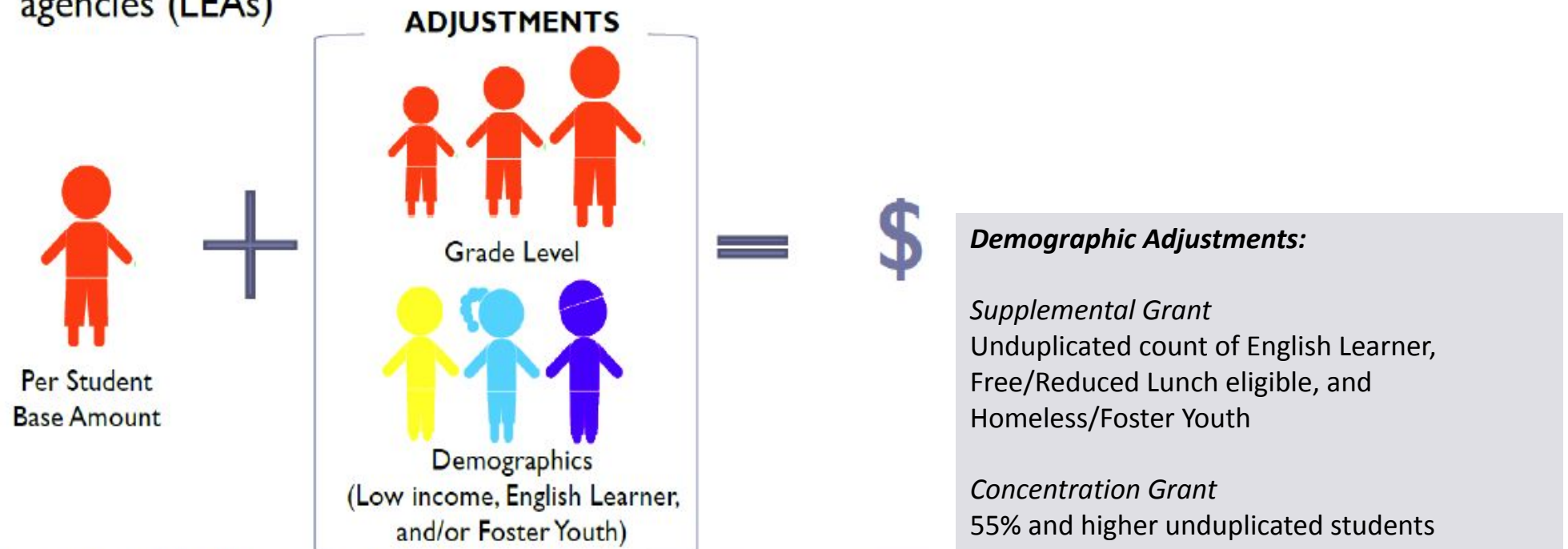
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

# LCAP and LCP Purpose & Process

# LCAP and LCP Overview

- Local Control Funding Formula (LCFF)

- ▶ Greatly simplifies state funding for local educational agencies (LEAs)



# 3-Year LCAP Cycle

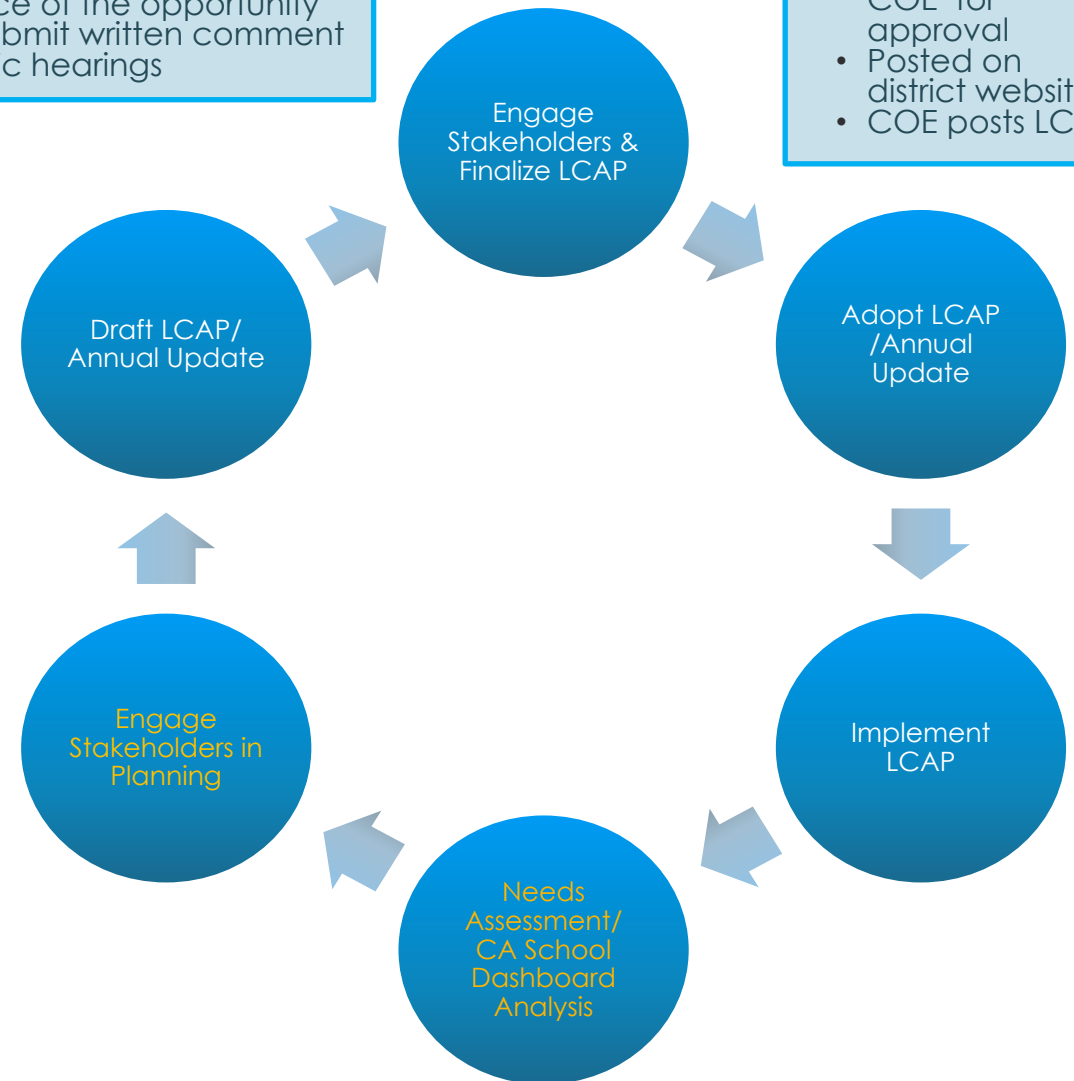
Year 1: 2021-22 (LCAP)  
Year 2: 2022-23 (Annual Update)  
Year 3: 2023-24 (Annual Update)

We implementing the 2020-21 Learning Continuity and Attendance Plan (LCP) and planning for year 1 of a revised three year plan

- LCAP District Consultation Committee
- LCAP Parent Advisory Committee (PAC)
- English Learner Advisory Committees (ELAC & DELAC)
- Notice of the opportunity to submit written comment
- Public hearings

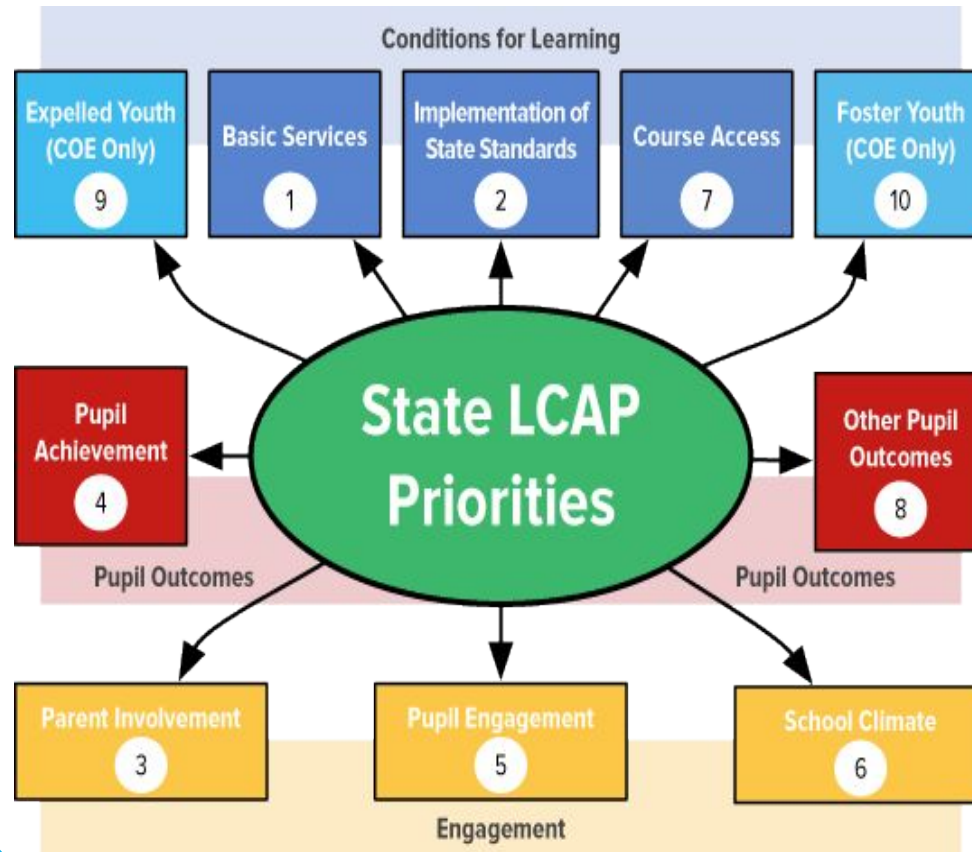
- Adopted concurrent with the district's budget
- Submitted to COE for approval
- Posted on district website
- COE posts LCAP

- Students
- Parents
- Teachers, support staff & administrators
- Local bargaining units
- Local Community



# Mapping State LCAP Priority Areas to SMMUSD Prior Goals

## State Priority Areas



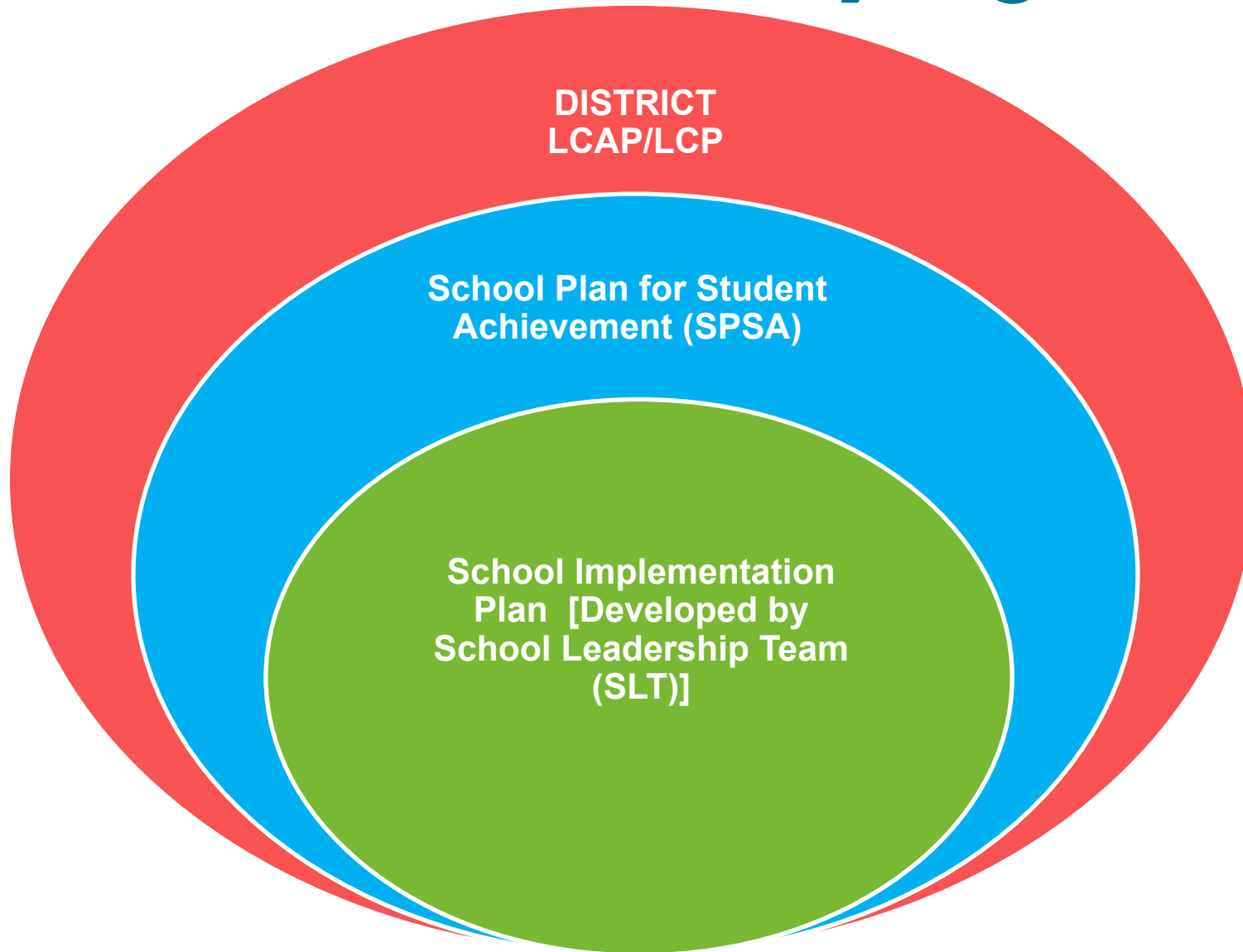
## SMMUSD LCAP Goals Mapped to State Priority Areas

Goal 1: All graduates are socially just and ready for college and careers (1, 2, 4, 7, 8)

Goal 2: English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive standards-aligned core curriculum (1, 2, 4, 7, 8)

Goal 3: All students and families engage in safe, well-maintained schools that are culturally responsive and conducive to 21<sup>st</sup> century learning (1, 3, 5, 6)

# LCAP/LCP: One Unifying Plan





SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

# 2020-21 Annual Update



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

# 2019-20 What We Did

Local Control Accountability Plan (LCAP)





# 2019-20 Actions and Services

## GOAL 1

- Integration of the SJ standards in curriculum guides – **Partially Implemented**
- Professional Learning for teachers on SJ integration – **Partially Implemented**
- Professional Learning on NGSS /HSS and integration of strategies to support identified student groups – **Partially Implemented**
- Teacher implement interims and met as PLCs to engage in cycles of inquiry – **Partially Implemented**
- Professional Learning opportunities for PK teachers (Seaside) – **Partially Implemented**
- Literacy & Language and Math & Science Coordinators provide ongoing support to ELA/ELD and Math curriculum and assessment teams – **Partially Implemented**
- Professional Learning in area of Cognitive Guided Instruction in Math, CORE, Readers Workshop, Academic Vocabulary Toolkit, PBL, and Blended Learning – **Partially Implemented**
- Literacy & Language and Early Learning Coaches
- Subsidies to parents who do not qualify for Head Start or California State Preschool



# 2019-20 Actions and Services

## GOAL 1

- Identified student groups in K – 6<sup>th</sup> participate in summer school
  - ELs participate in summer ELD classes to accelerate English proficiency
  - Provide ongoing Professional Learning that focuses on improving learning opportunities for SWD – [Partially Implemented](#)
  - AP Waivers, Subsidies for PSAT and SAT
  - Provide alternative strategies for Seniors such as Into to Data Science (math)
  - Continue to support AVID and Black College Expo at our secondary sites
  - Building teacher capacity to support technology through Tech Jedi program
- Professional Learning on the integration of technology in the classroom – [Expanded to support transition to Distance Learning](#)
  - Young Collegians Partnership between SMC and Samohi – [Partially Implemented](#)
  - Support Professional Learning needs of each site as outlined in their SLT plans – [Partially Implemented](#)
  - Teacher hourly to refine curriculum guides and include differentiated resources to support identified student groups – [Partially Implemented](#)
  - Professional Learning opportunities to strengthen Dual Immersion programs - [Partially Implemented](#)
  - Literacy and Language and Math Coordinator provide direct support to Instructional Coaches to strengthen instruction for ELs and Low Income students
  - Strengthening of Dual Enrollment and CTE offerings at Samohi



# 2019-20 Actions and Services

## GOAL 2

- Literacy and Language Coordinator provides ongoing support to Instructional Coaches in area of designated and integrated ELD
- Literacy & Language Coordinator provides ongoing support to ELA/ELD curriculum and assessment teams – **Partially Implemented**
- Professional Learning Opportunities on Cognitively Guided Instruction for English Learners in the area of Math - **Partially Implemented**
- Bilingual Assistants to provide support to English Learners in content classrooms at Secondary level
- Literacy and Language Interventionist work with Tier II/III students and Long Term English Learners
- Middle schools receive additional section to provide English Learners an additional period for an elective



# 2019-20 Actions and Services

## GOAL 3

- Bilingual Community Liaisons
- Parent education programming (School SMARTs, FIDA, Latino Literacy Project, Parent Project, etc.)
- Professional Learning on Language Justice and creating multilingual spaces – [Partially Implemented](#)
- Resources to develop SMMUSD Language Access Guidelines
- Interpretation and translation services – [Partially Implemented](#)
- Let's Talk communication platform
- (3.0) Student Outreach Specialist at Samohi
- Restorative Justice, Olweus and Mindfulness training
- Mental Health Counseling Coordinator
- Mental Health Interns
- Training with Hatching Results for Counselors (ASCA Framework)
- Implementation of Naviance
- Expanded the implementation of Seaside/Bridges Reggio inspired learning environments



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

# 2020-21 What We Are Doing

Learning Continuity and Attendance Plan (LCP)



# LCP Summary of Actions and Services by Goal

## ■ Goal 1

- Provided teacher teams (PLCs) the opportunity to collaborate as a district and/or department to identify the essential standards in critical areas in SMMUSD's curriculum guides to build coherence in learning expectations during distance learning
- Use of diagnostic, formative, common, and interim assessments to determine student performance levels and identify areas of need particularly in the area of English language arts and mathematics
- Continue working with CTE teachers to strengthen our Career Learning Pathways
- Continue to support Math Teacher Leaders at each school site to provide support with redesigning instruction for a digital space
- Subsidies for AP, PSAT and SAT exams
- Allocation for site based professional development
- Intensive Intervention Summer School ES and MS (1<sup>st</sup> – 6<sup>th</sup>)
- Supplemental digital resources to provide differentiated or leveled reading material for students
- Educational Support System that provides 24/7 live help and feedback from instructors on assignments for 6-12
- Academic Support Program for 6-8 (At-promise students and SED)



# LCP Summary of Actions and Services by Goal

## ▪ Goal 2

- Extended day for middle school students to provide access to elective courses
- Bilingual Assistants at Secondary sites
- EL Program Leads at Secondary sites to support with the progress monitoring of ELs
- Language and Literacy Interventionists provide Tier II and III support to English Learners (ELs) at risk of becoming Long Term English Learners (LTELs)
- Literacy and Language Coordinator to support English Language Arts, Multilingual programs, World Languages, and Dual Language Immersion
- Instructional Coaches to with support with implementation of EL strategies across the curriculum
- Academic Vocabulary Toolkit Intervention before or after school
- Supplemental digital instructional materials to support language development
- Academic Support Program for TK-5 (EL and/or SED students)



# LCP Summary of Actions and Services by Goal

## ■ Goal 3

- Purchase additional Chromebooks to replace student devices that are not functioning (CARES)
- Purchase hotspots for students to provide internet access (CARES)
- Purchase laptops to replace teacher devices that are not functioning (CARES)
- Increased professional development for teachers on Socio-Emotional Learning, Trauma Informed Classrooms Mindfulness strategies, and Restorative Justice
- Additional funding to provide individual and group counseling services for students
- Mental Health Case worker to support schools in leveraging and provide services to students
- Restorative Justice Coordinator to provide training and technical support with the implementation of our RJ plan.
- Student Outreach Specialist at Samohi focus on connecting with students and families that are facing attendance and behavior challenges
- Family Engagement Coordinator to provide technical support on the implementation of the Family Engagement Framework
- District Interpreter-Translators
- Interpreter-Translator training
- Bilingual Community Liaisons to support with family outreach
- Continuation of Parent Conference
- Continuation of Parent Education Offerings
  - *FIDA, Parent Project, & Latino Family Literacy Project*





SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

# LCP Actions and Services by Component



# In Person Offerings

- Purchased additional PPE to ensure all sites have the necessary resources to ensure the health and safety of staff on campus.
- Purchased additional cleaning supplies to ensure all sites have the necessary resources to ensure the health and safety of staff on campus.
- Purchased of plexi-glass to provide an additional layer of safety for district and school staff
- Purchased hand washing stations to minimize the transmission for COVID-19
- Purchased safety signage for the district and schools that communicates the safety protocols that have been developed to increase the safety of staff and students.
- Increased custodial staff to uphold all health and safety protocols by maintaining and monitoring a cleaning schedule at each school site
- Increased hours for Health Office Specialists to ensure staffing in the sick and well rooms at each school site
- Extra hourly for nurses to come together and develop all health and safety protocols



# In Person Offerings

- Provided the following in-person services:
  - One-on-one assessments for students with Individualized Education Plans and English Learners
  - English Learner Student Support Hubs (cohort model)
  - Special Education Learning Hubs (cohort model)
  - Student Supervision Hubs (cohort model)
  - Distance Learning Plus
  - Purchased instructional materials and supplies for hubs



# Distance Learning Program

- Purchased online learning platforms and licenses to ensure teachers and students able to engage in distance learning (Google Suite Enterprise, Zoom Pro, Screencastify, Seesaw, Go Guardian)
- Expansion of APEX contract to provide secondary virtual learning academy
- Purchased hotspots to ensure **students and** families have access to the internet
- Purchased Chromebooks to ensure **students and** families have access to a working device
- Purchased laptops to ensure teachers have working devices
- Provided overtime for Technology Support Assistants to fulfill the ongoing needs for access to internet and device distribution and provide tech support to families and staff.
- Additional funding to pay staff to develop short three minute videos to help students with using technology and provide tech troubleshooting workshops for families



# Distance Learning

- Additional professional development days for teachers to prepare for the launch of distance learning
- Additional days for school year classified employees to prepare for the launch of distance learning
- Teacher extra hourly for School Leadership Teams, Faculty Advisory Councils, and Grade-level or Department teams to collaborate and prepare for the launch of distance learning in the summer
- Support of professional learning needs identified by each School Leadership Team. Each SLT identified an instructional focus and research-based practices to support their schools identified student needs. These supports are directly aligned to the three LCAP goals and are data-driven and directly impact the learning opportunities for English Learners and Low-Income students
- Instructional Coaches to provide additional time at Title I schools. This additional time allows the coaches to target their supports to address the instructional needs of UDP by facilitating data conversations, supporting the development of tiered lessons and modeling the use of research-based strategies to support UDPs.



# Distance Learning

- Funding for the Literacy and Language Interventionists at all elementary schools to provide targeted instruction to Tier III students and English Learners.
- Purchased BrainPop ELL as a supplemental digital resources to support English Learners with language development.
- Purchased MyOn (K-5) and NewsELA (2-12) as supplemental digital resources to provide leveled/differentiated reading materials across content areas for students.



# Pupil Learning Loss

- Support of expanded summer learning opportunities to extend the learning time for our unduplicated students. The summer program provides targeted Tier III support in ELA, Math, ELD and SEL through a four-hour structured program for students in grades K-8.
- Additional funding to provide targeted small group intervention before or after school to unduplicated students that have been identified as needing Tier II or Tier III support in English Language Arts, Math and/or ELD.
- Additional funding to provide personalized synchronous one-on-one support for English Learners, Low Income and At-promise students in Reading, Writing and/or Math outside of the regular school day (Academic Support Program)
- Educational Support System that provides 24/7 live help and feedback from instructors on assignments for students in grades 6-12.



# Mental Health and Social Emotional Well Being

- Additional funding to provide mental health and social emotional support groups for students to process impact of double pandemic.\*
- Additional funding to provide individual and group health and mental services to students.\*
- The Mental Health Case Worker supports schools in leveraging and providing services to students. They will coordinate ongoing professional development opportunities to teach on the integration of SEL strategies to address the social emotional needs of UDP in the classroom.\*
- The Coordinator of Restorative Justice supports the implementation and of Restorative Justice district wide by providing ongoing professional learning opportunities and onsite coaching to school site teams.\*
- Additional funding to provide professional learning opportunities to elementary and secondary teachers in the integration of mindfulness.\*

\*Identified in *Additional Actions* Section of LCP





# Pupil and Family Outreach

- Student Outreach Specialists focus on needs of 9th grade students that are facing attendance and behavior challenges. The SOS will work with UDP students and families to develop the best course of action to ensure the student's attendance and behavior improves and they experience academic success.\*
- The Family Engagement Coordinator will continue to support the implementation of SMMUSD's Family Engagement Framework and provide support to school sites. The Coordinator will collaborate with other departments and/or offices to develop and co-facilitate specific learning modules for families that focus on SMMUSDs initiatives.\*
- The Coordinator will continue to work with the Adult School to support English as a Second Language (ESL) computer literacy classes, designed for EL parents without computer experience along with any other classes that will support families having greater access to their students' educational programs.\*

\*Identified in *Additional Actions* Section of LCP



# Pupil and Family Outreach

- Continue to provide families with multiple opportunities to develop their leadership skills, participate in decision making opportunities, and build their capacity to support their children at home (Just Communities, School Smarts, Parent Project and The Latino Family Literacy project, etc.).\*
- Provide Language Access services and support (interpretation and translation) for families of UDP students.\*
- Bilingual Community Liaisons will continue providing families of UDP students a point of contact for support at the sites. The BCL will provide workshops on parent identified topics of interest that support student success in the classroom.\*
- BCLs provide guidance and support to families on how to access community resources that will support their children. In addition, the BCLs will support families to secure devices and hotspots by connecting them with the site Technology Support Assistant. \*

\*Identified in *Additional Actions* Section of LCP



# Nutrition Services

- Continue to provide grab-and-go breakfast and lunch for students, Monday - Friday, excluding holidays.
- Service has been from 7:30 - 9:30 a.m. at four schools:
  - Santa Monica High School
  - McKinley Elementary
  - Will Rogers Learning Community
  - Webster Elementary
- Upon full reopening services were modified and all students continued to receive free breakfast and lunch at their respective school sites.



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

# 2020-21 Evidence of Student Learning and Future Needs

Proposed Actions and Services

Timeline

# California's Accountability System

- Launched December 2017
- Uses multiple measures
- Focus on equity
- Supports our local decision making process
- Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.





# Lead Measures: Interim Assessments



- What: CAASPP Interim Assessment Blocks (IABs) or teacher created
- Who: ELA Grades 3-11 IABs and grades 9-10 teacher created; Math Grades 1-2 teacher created and grades 3-11 IABs
- When: Administered after an essential piece of the Guaranteed and Viable Curriculum has been taught
- Why: To gauge if we are achieving our curriculum and lesson goals



# Participation on Diagnostic and Interim Assessments

## AREAS OF STRENGTH

- Participation over 75% in all tested grades
- Participation 76% or higher for EL, SED, SWD, HFY and At-promise students
- Increased participation in most grade levels in ELA and Math Interim from Winter 2020 to Winter 2021

## AREAS OF GROWTH

- Need to expand participation to high school
- Need to increase participation in Kindergarten, 7<sup>th</sup> and 8<sup>th</sup> grade
- Need to increase participation to 95% or higher for EL, SED/LI, SWD, HFY and At-promise students
- Need to increase ELA and Math Interim participation rates to reach 95%
- Need to include grades K-2 and 12 in ELA Interims
- Need to increase participation on Math interim in 12<sup>th</sup> grade





# Performance on Diagnostic and Interim Assessments

## AREAS OF STRENGTH

- Maintenance of student performance on both ELA and Math Interim Assessments
- Slight increase in percentage of students scoring at “Exceeding Standard” in ELA for all student groups
- Slight increase in percentage of students scoring at “Exceeding Standard” in Math for most student groups

## AREAS OF GROWTH

- 3% increase of percentage of students needing Tier III supports in literacy (11% to 14%) based on diagnostic assessment
  - Grades K-3 and 8 demonstrated greatest need
  - At-promise, SED, ELs and SWD demonstrated greatest need



# 2021-24 Proposed Actions and Services

## GOAL 1

- Implement the Social Justice scope and sequence in ELA and begin work to develop a sequence in math
- Professional learning opportunities for teachers on SJ integration
- Professional learning on NGSS, HSS and integration of strategies to support identified student groups
- Teacher implement interims and meet as PLCs to engage in cycles of inquiry
- Continue funding existing supplemental digital resources to provide differentiated or leveled reading material for students
- Continue funding the Educational Support System that provides 24/7 live help and feedback from instructors on assignments for 6-12 (CARES Funds)
- Continue with Academic Support Program for Tier III Unduplicated and At-promise students in grades 1-8
- Identify a supplemental digital resource that provides differentiated computer adaptive math support for students in identified skills
- Literacy & Language and Math & Science Coordinators provide ongoing support to ELA and Math curriculum and assessment teams to refine GVC and corresponding assessments
- Instructional Coaches and Early Learning Coach support with the alignment of district wide instructional priorities related to meeting the learning needs of English Learners, Low Income, Homeless/Foster Youth and At-promise students
- Professional Learning opportunities for PK (Seaside) and TK (Bridges) teachers to strengthen and accelerate academic language development
- Subsidies to parents who do not qualify for California State Preschool



# 2021-24 Proposed Actions and Services

## GOAL 1

- Identified Tier II and III student groups in 1st – 8th to participate in summer school
- Provide mental health and social emotional supports during the summer school program time frame to support students and families
- ELs participate in elementary summer language academy to accelerate English proficiency
- Provide ongoing professional learning opportunities that focuses on improving learning opportunities for SWD
- AP Waivers, Subsidies for PSAT and SAT
- Provide alternative strategies in math for Seniors such as Intro to Data Science
- Continue to support AVID and Black College Expo at our secondary sites
- Build teacher capacity to support technology through Tech Jedi program
- Provide embedded professional learning opportunities on the integration of technology in the classroom
- Continue Young Collegians Partnership between SMC and Samohi
- Support professional learning needs of each site as outlined in their SLT plans
- Teacher hourly and/or sub release time to refine curriculum guides and include differentiated resources to support identified student groups
- Literacy & Language and Math & Science Coordinator provide direct support to Instructional Coaches to strengthen instruction for ELs, Low Income, and At-promise students
- Continue strengthening of Dual Enrollment and CTE offerings at Samohi



# 2021-24 Proposed Actions and Services

## GOAL 2

- Literacy & Language Coordinator provides ongoing support to teachers in English Language Arts, World Languages, and Dual Language Immersion
- Continue providing professional learning opportunities on Cognitively Guided Instruction for English Learners and **At-promise students** in the area of Math
- Bilingual Assistants to provide support to English Learners in content classrooms at secondary level
- **Continue funding digital platform that supports and streamlines the monitoring of EL and RFEP progress**
- Literacy & Language Interventionist provide targeted Tier III students and Long Term English Learners in grades **3-5**
- **Explore the expansion of the Literacy and Language Tier III interventionist model to middle school as part of a district-wide MTSS approach**
- **ELD TOSA at the district level to support with the monitoring of English Learner programs and the delivery of professional learning opportunities in designated and integrated ELD**
- Additional section at the middle school to provide English Learners an additional period for an elective
- Continue funding EL Program Leads at the secondary to support with the monitoring of EL programs and services at each school site



# 2021-24 Proposed Actions and Services

## GOAL 3

- Bilingual Community Liaisons
- Parent education programming (SMMUSD Parent Conference, FIDA, Latino Literacy Project, Parent Project, etc.)
- Professional Learning on Language Justice and creating multilingual spaces
- Interpretation and translation services
- [Let's Talk communication platform](#)
- Student Outreach Specialists at Samohi
- Restorative Justice Coordinator
- Mental Health Counseling Coordinator
- Restorative Justice, Olweus and Mindfulness training
- Continue with existing mental health supervisor and intern model in Malibu and [expand this model to Santa Monica](#)
- [Expand Mental Health Intern support to assist with social emotional need of students and families](#)
- Deepen the implementation of Naviance

# LCAP Process and Timeline

- Needs Assessment
  - January - April
- Annual Update
  - April/May
- Community Outreach
  - May
- Public Hearing
  - June
- Board Adoption
  - June





# Discussion

## 2022-24 LCAP Goals

- Goal 1: All graduates are socially just and ready for college and careers
- Goal 2: English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive, standards-aligned core curriculum
- Goal 3: All students and families engage in safe, well-maintained schools that are culturally responsive and conducive to 21<sup>st</sup> century learning

## Questions

- Based on our local measures, what adjustments or additions would you recommend for consideration?
- Specifically, what adjustments or additions would you recommend for English Learners, Socioeconomically Disadvantaged/Low Income, Homeless/Foster Youth, Students with Disabilities, At-Promise students, Latinx/Hispanic and African American/Black students?

# Provide Feedback

- District Level
  - Community Meeting
    - *May 11*
    - *5:00 – 6:00 pm*
    - *Via Zoom*
- Site Level
- Let's Talk
  - <https://www.k12insight.com/Lets-Talk/embed.aspx?k=WY8G5NIT>

