

# 2021-22 Local Control Accountability Plan (LCAP)

## Actions & Services Mid-Year Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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### Goal 1

All students will be socially just and ready for careers and college

### Rationale

After careful review and reflection, SMMUSD decided to continue to focus on this goal because according to the 2019 California School Dashboard, there is a need to target our actions and services to support our Homeless/Foster Youth (O), Students with Disabilities (O), and EL (O) in the area of English Language Arts. In the area of mathematics, we have a need to target supports for Latinx/Hispanic (O), EL (O), Homeless/Foster Youth (O), Students with Disabilities (O), and SED (O). Based on our 2020-21 local measures, we have identified a need to maintain our focus on the before mentioned groups because although we saw an increase of students at/near standard or exceeding standards in ELA and Math as measured by the interim assessment, the opportunity gap that existed prior to the pandemic, although not exacerbated by the physical closures, still was evident in student performance. Based on our diagnostic assessments, we identified a 3% increase in the number of students needing Tier III supports in Literacy. In other words, have 773 students that according to our diagnostic winter assessment need targeted intervention in reading. When we analyzed this information further we found the greatest need in grades K-3 and 8 and specifically for ELs, SWD, and SED students.

### Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	All teachers are credentialed for the subject(s) they teach or are on a path to obtaining the appropriate credential	100%	100%	100%
	All students have access to standards aligned textbooks.	100%	100%	100%
	All curriculum guides, proficiency scales, and district interim assessments are aligned to the California standards	ELA: 100% Math: 100% Science: TBD History: TBD	ELA: 100% Math: 100% Science: TBD History: TBD	ELA: 100% Math: 100% Science: 100% History: 100%
	Increase the percent of students who are meeting or exceeding	2018-2019 All 74	This is end-of-year (Lag) data.	All 80 A 95

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	standards on the CAASPP ELA test	A 89 AA 58 H 60 W 85 SED 57 SWD 40 EL 41		AA 65 H 65 W 90 SED 65 SWD 45 EL 45
	Increase the percent of students who are meeting or exceeding standards on the CAASPP math test.	2018-2019 All 66 A 86 AA 41 H 47 W 77 SED 43 SWD 35 EL 38	This is end-of-year (Lag) data.	All 75 A 90 AA 45 H 55 W 85 SED 50 SWD 50 EL 45
	Decrease the percentage of kindergartners who score at the "Vulnerable" rate on the Educational Development Instrument.	19-20: 14%	This is end-of-year (Lag) data.	10%
	Increase the a-g rate to 75% or higher.	19-20 All 73 W 79 H 65 AA 65 A 89 SED 65 SWD 25 EL 35	This is end-of-year (Lag) data.	All 75 W 80 H 68 AA 68 A 89 SED 70 EL 40 SWD 30
	The percentage of students who pass an AP exam with a 3 or higher will meet or exceed 75%.	19-20: 75%	This is end-of-year (Lag) data.	78%

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	Increase the percentage of eleventh graders who are "college ready" in ELA and math as determined by the CAASPP tests in ELA and math.	18-19 ELA 39 Math 28	This is end-of-year (Lag) data.	ELA 45 Math 35
	The eighth grade drop-out rate will be no greater than 1%.	19-20: 0%	This is end-of-year (Lag) data.	0%
	The high school cohort drop-out rate will be 5% or less	19-20 All 5.6 W 3.5 or less H 9.7 AA 4.7 or less EL 9.9 SWD 9.7 EL 9.3	This is end-of-year (Lag) data.	All 5 W 3 or less H 5 AA 3 or less EL 5 SWD 5 EL 5
	The high school cohort graduation rate will be no less than 95%	19-20 All 91.3 W 95.0 or higher H 84.4 AA 92.4 SWD 79.9 SED 84.0 EL 84.1	This is end-of-year (Lag) data.	All 95 W 95.0 or higher H 90 AA 95 EL 90 SWD 90 SED 90
	All foster youth have a literacy, culmination or graduation and post-secondary plan as grade-level appropriate.	100%	This is end-of-year (Lag) data.	100%
	Increase the percentage of high school graduates who complete at least one college course (dual or concurrent enrollment)	19-20: 10.9%	This is end-of-year (Lag) data.	15% or higher

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	during high school to at least 15%.			
	The percentage of seniors who graduate with a 3 or high on at least one advanced placement exam will meet or exceed 55%.	19-20: 56.6%	This is end-of-year (Lag) data.	60%
	Increase the percentage of students in K-5 meeting the college pathway range benchmark of 70%ile or higher on FastBridge eReading or aReading	20-21 Spring 53% at College Pathway benchmark	21-22 Fall Data: 35% at the College Pathway benchmark	65%
	Increase the percentage of students in grades K-5 meeting college pathway range of 70%ile or higher on FastBridge aMath	Do not have the scores as of yet. The administration of this assessment is in-progress.	21-22 Fall Data: 31% at the College Pathway benchmark	70%  W H AA SWE SED EL
	Increase the percentage of students in grades 6-12 meeting 50% benchmark on Star Reading.	20-21 Percentage of Students in each Score Quartile  Below 25th: 820 students - 19%  25th - 49th: 1023 students, 24%  50th to 74th: 1345 students, 32%  75th & Above: 1054 students, 25%	21-22 Fall Data: 46% are above the 50th percentile mark.	Goal: 65% above the 50th percentile benchmark  W H AA SWE SED EL
	MDTP increased at all grade levels to 95%. This assessment tests readiness for the math	Fall 20-21 Baseline Scores	We will not be implementing the MDTP this year. We will be using Star Math in its place.	95% in the 3rd and 4th quartiles.

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	course students are enrolled in. Therefore, increased scores means that students are appropriately placed in math courses.	Students in the 3rd and 4th Quartiles (meets and exceeds standards)  6th Grade: 92% 7th Grade: 45.16% 8th Grade: 35.84% 9th Grade: 81.32% 10th Grade: 93.24% 11th Grade: 94.56% 12th Grade: 93.82%	21-22 Fall Star Math Data: 52.3% of students scored at or above the 40th percentile	
	Increase the percentage of students meeting or exceeding standards in ELA as measure by local interim assessments (CAASPP Interim Assessment Blocks).	20-21: All students Exceeding Standard: 54.88%  At/Near Standard: 34.81%	21-22 Fall ELA Interim Assessment:  Elementary Above Standard: 16% At/Near Standard: 33%  Secondary Above Standard: 27% At/Near Standard: 34%	75% exceeding standards
	Increase the percentage of students meeting or exceeding standards in Math as measure by local interim assessments (CAASPP Interim Assessment Blocks).	20-21: All students Exceeding standard 36.68%  At/Near Standard: 45.43%	21-22 Fall Math Interim Assessment:  Elementary Above Standard: 21% At/Near Standard: 11%  Secondary Above Standard: 20% At/Near Standard: 36%	75% exceeding standards
	Increase participation rate to 95% on interim assessments. Interim assessments are	20-21 Winter ELA: 70% Math: 62%	21-22 Fall Interim Assessment Participation	95% participation rate

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	standards-based assessments from the CAASPP Interim Assessment Block program.		<p>Elementary: ELA: 40% (No Interims for ELA in grades K-2) Math: 74%</p> <p>Secondary: (No Interims for ELA in grade 12) ELA: 72% Math: 68%</p>	
	Increase participation rate to 95% on diagnostic assessments (ELA diagnostic is Star Reading in grades 6-12 and FastBridge in grades K-5; Math is MDTP for secondary and FastBridge aMath for elementary).	<p>20-21 Spring Star Reading: FastBridge Math: need to establish a baseline MDTP: need to establish a baseline</p>	<p>21-22 Fall Diagnostic Assessment Participation</p> <p>FastBridge Reading: 93% FastBridge Math: 87% Star Reading: 87% Star Math: 78%</p> <p>W: 94% H: 95% AA:88% SWD: 78% SED:90% EL:91%</p> <p>MDTP: Not being administered</p>	95% participation rate
	Increase the percentage of students completing both A-G and CTE completer requirements	<p>20-21 Baseline</p> <p>Graduates from Class of 2021: 859 students A-G and CTE completers: 1% (8 students)</p>	This is end-of-year (Lag) data.	Increase combined A-G and CTE completers to 75%

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		(Compiled from CALPADS Student Outcome data files)		

## Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	<b>Develop a Socially Just and Anti-Racist Organization that Understands Implicit Bias and its Impacts on Student Success</b> District and site leaders continue to prioritize developing and maintaining an understanding of the impact of individual and institutional bias on the success of students. As a learning community, we will identify partnerships that will build cultural competency among all staff to support the authentic integration of the social justice standards and anti-racist practices.	Ongoing	No	LCFF \$79,905		\$79,905.00	In Progress: As a District we have developed a partnership to support our middle school DEI Change group to developed foundational definitions for diversity, equity, and inclusion to be used as a lens by which to view all aspects of the schools systems, structures, and practices. Focus groups with students were included as part of this foundational work and serve as a baseline of thought and perspectives on the district's commitment to social justice and anti-racism work.  Personnel: \$23,990 Non-Personnel: \$42,500 Total: \$66,490
1.2	<b>Socially Just and Culturally Responsive Hiring Practices</b> a. The Human Resources Department manages the recruitment and selection of	Ongoing	No	LCFF \$1,933,812	LCFF \$653,653	\$2,587,465.00	a. In Progress: Human Resources and the Personnel Commission are continuously

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	<p>certificated staff. The Personnel Commission manages the recruitment and selection of classified staff. The Human Resource Department oversees the evaluation of both certificated and classified staff. Other duties include Uniform complaint processes, Benefits management, Executive management contracts management, Salary schedules, Certificated substitutes, Credentials, and Licenses, New Teacher Induction, Staff recognition programs, and Staffing allocations.</p> <p>b. The Human Resources Department will refine its recruitment practices to ensure that candidates reflect the demographic of the district and that are culturally and linguistically responsive to the needs of our students and families.</p>						<p>facilitating the hiring process.</p> <p>With regard to both certificated and classified hiring, there have been unexpected vacancies created by teachers who resigned their positions just as school started or after school started and during the school year. Unexpected departures at atypical times makes recruiting more difficult as most potential candidates are under contract for the school year (certificated) or in positions in schools (classified) where the timing of their departure may adversely affect potential employment opportunities in the future.</p> <p>Leaves of absences have also created temporary vacant positions that have been difficult to fill because of a substitute teacher shortage in SMMUSD and surrounding districts. The continuing health crisis had been a significant factor in teachers and classified staff vacated positions during their</p>



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							<p>assignments and/or taking rightful leaves of absences. Human Resources has been successful filling vacancies, though with several taking more time than typical to fill. Unfortunately, despite creative recruitment efforts, the District has been unsuccessful in filling School Nurse vacant positions.</p> <p>The Personnel Commission continuously facilitates the hiring process for classified personal with many recruitments being on-going. The applicant pool in most classifications are smaller and even when the process results in selection of candidates (i.e. approved for hire), candidates are declining positions citing such factors as the on-going health crisis, compensation and other available employment opportunities.</p> <p>b. In Progress: Despite the many challenges just stated regarding difficulties in hiring, Human Resources continuous</p>

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									<p>to stress that the District values a workforce that reflective of our student population and communities.</p> <p>Personnel: \$998,655 Non-Personnel: \$428,120 Total: \$1,426,775</p>
1.3	<p><b>New Teacher Induction Program</b></p> <p>a. The Beginning Teacher Support and Assessment (BTSA) Teacher Induction program will provide onboarding and ongoing support to new teachers in completing credential requirements. As part of this program, teachers will be assigned a mentor who holds a like-credential to be a thought partner and support their reflection and growth along with the California Standards for the Teaching Professional (CSTP) continuum. Within the program, teachers will engage in continuous cycles of inquiry related to their Individual Learning Plan (ILP). Teachers developed their plan in a collaborative process with their site administrator(s), program coordinators, and mentor. Teachers within the program reflect regularly and receive support from mentors in determining best practices</p>	Ongoing	No	LCFF	\$161,460	LCFF	\$15,175	\$176,635.00	<p>In Progress: Overseen by two Induction Program Coordinators, the Induction Program is actively occurring engaging a total of 25 participants:</p> <ul style="list-style-type: none"> <li>• fourteen (14) participants are Year 1 candidates,</li> <li>• ten (10) are Year 2 candidates, and</li> <li>• one (1) participant is engaged in the Early Completion Option (ECO). Experienced and/or exceptional candidates who meet the ECO requirements, are eligible for</li> </ul>

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	that meet the needs of their diverse student body. The New Teacher Induction Program will provide a safe space for growth and reflection. Program surveys and exit interviews will serve to determine the effectiveness of the program and identify areas for possible improvement.						<p>a one-year program.</p> <p>The 25 Induction Program participants have been matched with 25 mentor teachers. The collaboration between participants and their mentors is one of the primary strategies used in the Induction Program to support new teachers as they work toward obtaining their clear teaching credential(s).</p> <p>All new teacher hires who need Induction were enrolled by the first day of school, with new teachers hired later in the school year to be considered for participation in the next school year.</p> <p>Induction participating teachers have developed their Individual Learning Plans (ILPs) in collaboration with their site administrator(s), Induction Program Coordinators, and mentor teachers. Participants are currently engaging in their personal cycle of inquiry, which they will complete at least one cycle of inquiry during</p>

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							<p>the school year. Additionally, Induction participant teachers and their mentors are attending monthly milestone meetings to receive support in navigating and completing the Induction Program requirements. Mentor teachers are being provided release time (i.e. provided a substitute teacher to cover their classes) to observe participants teaching (in action) and are providing feedback when meeting with participants as they are engaging in their personal cycle of injury. As needed, Induction participant teachers are also being provided with release to observe mentors other colleagues.</p> <p>In light of the continuing health crisis, the Induction Program Coordinators, participants and mentors have found it necessary to adapt the program to ensure that the program is being implemented with fidelity.</p> <p>Personnel: \$86,829</p>

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									Non Personnel: \$3,118 Total: \$89,947
1.4	<p><b>Create a Culture of Shared Accountability Through a Systems Approach</b></p> <p>We are committed to “all students graduating ready for college and careers from schools that are safe, socially responsive and academically rigorous. This is accomplished through a self-reflective, shared system of accountability that consistently uses culturally relevant best practices to maximize equitable student outcomes.”</p> <p>We plan to deepen our implementation of Fullan's Coherence framework across the entire organization and provide ongoing and differentiated support to School Leadership Teams (SLT). We will deepen the implementation and support of SLTs in the following actions: (1) redesigning their school implementation plans, (2) maintaining a focused direction of priorities, (3) strengthening the collaborative culture of inquiry, (4) deepening our learning of the root causes of student inequity to elevate precision of</p>	Ongoing	No	LCFF	\$1,231,587	LCFF	\$1,051,850	\$2,283,437.00	<p>In Progress: We are committed to “all students graduating ready for college and careers from schools that are safe, socially responsive and academically rigorous. This is accomplished through a self-reflective, shared system of accountability that consistently uses culturally relevant best practices to maximize equitable student outcomes.”</p> <p>Seven school sites have continued to deepen their implementation of Fullan's Coherence framework across the entire school and we have provided ongoing and differentiated support to the School Leadership Teams (SLT). As a result we have been able to continue supporting SLTs in the following actions: (1) redesigning their school implementation plans, (2) maintaining a focused direction of priorities, (3) strengthening the</p>

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	pedagogy, (5) emphasizing student engagement, tasks, and work samples, (6) securing accountability for student learning through student success indicators, such as assessments of learning and collective inquiry for improvement of practices and student supports.						collaborative culture of inquiry, (4) deepening our learning of the root causes of student inequity to elevate precision of pedagogy, (5) emphasizing student engagement, tasks, and work samples, (6) securing accountability for student learning through student success indicators, such as assessments of learning and collective inquiry for improvement of practices and student supports. School Leadership Teams (SLT) re-engaged in coherence work that focus on reviewing district and site based data to deepen the implementation of their strategic focus and determine how to support English Learners, Low Income, and At-Promise students (Latinx and African-American or Black students)  Personnel: \$580,434 Non-Personnel: \$788,146 Total: \$1,368,580
1.5	<b>Improve Instructional Outcomes through Cycles of Inquiry</b>	Ongoing	No	LCFF \$11,704,127	LCFF \$379,820	\$12,083,947.00	a. In Progress: We have implemented and refined our Assessment

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	<p>a. We will consistently implement and refine our Assessment Continuum PK-12 that consists of site-based formative assessments, district-wide interim, and diagnostic assessments that provide evidence of student learning and mastery toward meeting grade-level standards. The Assessment Continuum allows the district and school teams to monitor student progress and growth points in literacy and mathematics and make the necessary adjustments to instructional practice to address any areas of academic need. The administration timelines will be clearly articulated and implemented as outlined in the assessment calendar to provide ample time for site teams to engage in cycles of inquiry.</p> <p>b. With guidance and support from the Educational Services team, principals and co-administrators will monitor the implementation of our local assessments and facilitate cycles of inquiry with their School Leadership Team (SLT), and grade-level or department teams (Professional Learning Communities) to engage in "systems thinking" and</p>						<p>Continuum PK-12 that consists of site-based formative assessments, district-wide interim, and diagnostic assessments that provide evidence of student learning and mastery toward meeting grade-level standards. The Assessment Continuum allows the district and school teams to monitor student progress and growth points in literacy and mathematics and make the necessary adjustments to instructional practice to address any areas of academic need. The administration timelines were clearly articulated but required adjustment in order to address the increased absenteeism by students and staff due to COVID.</p> <p>b. In Progress: With guidance and support from the Educational Services team, principals and co-administrators monitored the implementation of our local assessments and facilitated cycles of</p>

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	<p>further advance each school strategic focus as outlined in the School's Implementation Plan (SIP) Each school team will focus on evidence of student learning using "lead" data to identify areas of success, share best practices, identify areas of student need, and develop Tier I and Tier II supports to be implemented by the classroom teacher. Site administrators will conduct classroom visits to ensure that all students have access to the state standards and reinforce teachers' implementation of district curriculum guides and provide feedback on the implementation of strategies identified as part of the cycles of inquiry and/or the School's Implementation Plan.</p> <p>c. School administrators, school site, and Educational Services staff, will review lag (annual) and lead (interim) data based on the State Indicators of the LCAP Dashboard and use this information to tailor supports for schools, teachers, and students. These cycles of inquiry will be implemented throughout the year during the Principals Meetings, School Leadership Team (SLT), faculty, and/or Professional</p>						<p>inquiry with their School Leadership Team (SLT), and grade-level or department teams (Professional Learning Communities) to engage in "systems thinking" and further advance each school strategic focus as outlined in the School's Implementation Plan (SIP) Each school team focused on evidence of student learning using "lead" data to identify areas of success, share best practices, identify areas of student need, and develop Tier I and Tier II supports to be implemented by the classroom teacher. Site administrators conducted classroom visits when available, to ensure that all students have access to the state standards and reinforce teachers' implementation of district curriculum guides and provide feedback on the implementation of strategies identified as part of the cycles of inquiry and/or the School's Implementation Plan. Although the site administrators and site</p>



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	Learning Community (PLC) site meetings						<p>teams did their very best to implement the before mentioned practices, the everchanging COVID landscape impeded their ability to implement cycles of inquiry and classroom visits with greater depth and fidelity.</p> <p>c. In Progress: School administrators, school site, and Educational Services staff, reviewed lag (annual) and lead (interim) data based on the State Indicators of the LCAP Dashboard and use this information to tailor supports for schools, teachers, and students. These cycles of inquiry have been implemented twice this year during the Principals Meetings, School Leadership Team (SLT), faculty, and/or Professional Learning Community (PLC) site meetings.</p> <p>Personnel: \$4,101,972 Non-Personnel: \$183,214 Total: \$4,285,186</p>
1.6	<b>School Leadership Teams Professional Learning Plan</b> To improve the learning outcomes for English	Ongoing	Yes		LCFF \$320,000	\$320,000.00	In Progress: To improve learning outcomes for English Learners, Low Income, and Foster Youth,

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	<p>learners, Low Income, and Foster Youth, each sites' School Plan for Student Achievement (SPSA) and School Leadership Team (SLT) plans will continue to be directly aligned to the LCAP goals, and funds will be allocated to provide the following learning opportunities: teacher release time to engage in structured cycles of inquiry that directly influence instruction for EL, LI, and FY students; teacher release time to engage in structured Learning Walks to observe how EL, LI, and FY are responding to instructional strategies and accessing learning, a variety of professional development opportunities that include but are not limited to: Thinking Maps, Responsive Classroom, Social Justice Standards, CGI for ELs, Write from the Beginning, Deep Learning/Project-Based Learning (PBL), Balanced Literacy and Math, and Academic Language Development strategies. School leadership teams will evaluate their work and determine the gains English Learners, Low Income and Foster Youth are making as a result of the instructional strategies identified in their plans.</p>						<p>each school's SPSA was revised by the School Leadership Team and approved by the School Site Council to reflect the high yield instructional practices that have been identified to increase learning outcomes.</p> <p>Peronnel: \$0 Non-Personnel: \$91,095 Total: \$91,095</p>

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1.7	<p><b>Improve Instructional Outcomes through Professional Learning and Collaboration (Literacy and Language)</b> As a result of the professional development delivered by the Coordinator of Literacy and Language, English learners will experience reading and writing lessons that more deeply integrate strategies that accelerate language development. This will support students in developing the necessary language skills to access content, meet the grade-level standards, and reclassify. Low-Income students will experience differentiated reading and writing lessons that address their need to expand their academic vocabulary and deepen their understanding of how the language of the discipline works to support their comprehension of grade-level text and articulate their understanding in written form.</p> <p>a. Continue to allocate funding for the Literacy and Language Coordinator (LLC) to provide ongoing support to curriculum teams, individual teachers, and Professional Learning Communities (PLCs) in grades PK-12 in the</p>	Ongoing	Yes	LCFF	\$565,373	LCFF	\$133,000	\$698,373.00	<p>a. In Progress: The Literacy and Language Coordinator has provided ongoing support to instructional coaches and teachers in high leverage areas such as the development of independent reading practices, PLC development through data analysis, identification of effective teaching strategies and instructional components that lead to high student engagement and success, setting district benchmarks for reading levels, and structures for implementation of observation and coaching cycles that build teacher capacity. The Literacy and Language Coordinator has engaged in ongoing professional development with the world languages department to build foundational and common understanding of the new world language standards including unpacking the standards by proficiency levels in preparation for a textbook adoption.</p>

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	<p>implementation of the standards-aligned curriculum guides that integrate the ELD standards, promoting equity of access and outcomes for EL students, including the development of pathways, scope and sequences, identification of instructional materials and resources, development of lessons and units of study, and the development and implementation of assessments. During the course of this work, the Literacy and Language Coordinator will collaborate with fellow coordinators to integrate the Social Justice Standards and Project-Based Learning approaches throughout the sessions with various ELA, Dual Language Immersion, and World Languages teams.</p> <p>b. The Literacy and Language Coordinator will facilitate meetings prior to the start of the school year (if possible) and throughout the year with teacher representatives from all grade levels and/or content areas to collaboratively review and revise district standards-aligned curriculum guides and interim assessments, as needed. Meeting with the curriculum and assessment teams to review, discuss</p>						<p>b. In Progress: The Literacy and Language Coordinator and ELD Coordinator are in the planning phase of facilitating initial and orientation meetings with the Curriculum and Assessment team with teacher representatives from all grade levels and/or content areas to collaboratively create a common reading and writing assessment for K-12. A plan is being implemented for clarity around the standards to be assessed, select writing genres to be assessed, organize standards assessed plans, and supporting materials for administration in fall 2022 (tasks/prompts, rubrics, and directions for administration). These interims will be implemented twice a year to monitor EL and LI student learning. The Coordinator supported data conversations with Instructional Coaches to model the use of the Inquiry Cycle and identify areas of success and growth points for English</p>

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	<p>and identify any necessary adjustments to our delivery model is crucial as we prepare for the upcoming school year. Teacher teams will revise interim assessments that were implemented district-wide by grade level to monitor EL and LI student learning and plan instruction. These interims will be implemented twice a year to monitor EL and LI student learning. The Coordinator will facilitate data conversations with Instructional Coaches and Curriculum and Assessment teams to model the use of the Inquiry Cycle and identify areas of success and growth points for English Learners and Low-Income students.</p> <p>c. Staff will continue to receive ongoing capacity building in teaching and learning. Specifically, in the areas of Balanced Literacy (Readers and Writers Workshop) for English Language Arts (ELA), Academic Vocabulary to build academic language, integration of the Social Justice Standards to bring greater relevance to the curriculum will provide English Learners and Low-Income students the opportunity to develop the skills and abilities to</p>						<p>Learners and Low-Income students through the use of a reviewing data protocols that was used during site staff and PLC meetings.</p> <p>c. In Progress: The Literacy and Language Coordinator has worked with the elementary and middle school instructional coach team to clearly identify the essential elements of a balanced literacy curriculum in ELA in order to support consistent and effective implementation of those components in daily instruction. Collaboration with the Coordinator of ELs and of the Social Justice Standards have been part of the planning sessions, providing important perspective and guidance on how to implement strategies that give all students access to grade level content and support relevant learning opportunities.</p> <p>d. Completed: All supplemental digital resources have continued to be</p>

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	<p>function effectively in a diverse community.</p> <p>d. Continue funding existing supplemental digital resources to provide differentiated or leveled reading material for EL and LI students and provide training and ongoing support to teachers on implementation and use of resources to support student learning.</p>								<p>provided at the elementary and secondary levels with the goal of providing differentiated or leveled reading material for EL and LI students. Training opportunities were provided during Convocation and ongoing support to teachers is offered through the platform on effective implementation, expanded collections, and additional tools.</p> <p>Personnel: \$307,776 Non-Personnel: \$113,119 Total: \$420,895</p>
1.8	<p><b>Improve Instructional Outcomes through Professional Learning and Collaboration (Math and Science)</b></p> <p>As a result of the professional development delivered by the Coordinator for Math and Science, English learners will experience math and science that more deeply integrate strategies that accelerate language development. This will support students in developing the necessary language skills to access content and meet the grade-level standards. Low-Income students will</p>	Ongoing	Yes	Federal	\$182,244	LCFF	\$160,000	\$342,244.00	<p>a. In Progress: Some of this may be stated in Part c re: math/science teacher support. Math and Science Coordinator provided ongoing support to tk-8 Instructional Coaches with focused learning around best math instruction with an equity lens. Coaches and coordinator held learning rounds and discussed balanced mathematics instruction and what it entails. Coordinator is in progress of</p>

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	<p>experience differentiated math and science lessons that address their need to expand their academic vocabulary and deepen their understanding of how the language of the discipline works to support their learning of complex scientific and mathematical concepts.</p> <p>a. Continue to allocate funding for the Math and Science (M&amp;S) Coordinator to provide ongoing support to curriculum teams, individual teachers, and Professional Learning Communities (PLC) in grades PK-12 in the implementation of the standards-aligned curriculum guides, promoting equity of access and outcomes for EL and LI students, including the development of pathways, scope and sequences, identification of instructional materials and resources, development of lessons and units of study, and the development and implementation of assessments. During the course of this work, the M&amp;S Coordinator will collaborate with fellow coordinators to integrate the Social Justice Standards and Project-Based Learning approaches throughout the sessions with various Math</p>						<p>providing one-on-one support to coaches around review of assessment data and follow up needs.</p> <p>PK-12 math supports to individual teachers and Professional Learning Communities in the implementation of the standards-aligned curriculum and instruction that promotes equity of access and outcomes for EL and LI students is ongoing.</p> <p>Pk-12 science support is in progress in the development and implementation of appropriate scope and sequence with NGSS in mind. Work with secondary leads is ongoing regarding first semester standards aligned curriculum guides. Elementary leads are in the process of identifying instructional materials and laying out curriculum. Bringing curricular teacher teams together is in progress and delayed due to covid protocols and challenges.</p> <p>Coordinator has participated in fall PBL Advisory meeting and Exhibitions of Learning</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>and Science teacher teams.</p> <p>b. The Math and Science Coordinator will facilitate meetings before the start of the school year (if possible) and throughout the year with teacher representatives from all grade levels and/or content areas to collaboratively review and revise district standards-aligned curriculum guides and interim assessments, as needed. Meeting with the curriculum and assessment teams to review, discuss and identify any necessary adjustments to our delivery model is crucial as we prepare for the upcoming school year. Teacher teams will revise interim assessments that were implemented district-wide by grade level to monitor EL and LI student learning and plan instruction. These interim assessments will be implemented twice a year to monitor student learning. The Coordinator will facilitate data conversations with Instructional Coaches and Curriculum and Assessment teams to model the use of the Inquiry Cycle and identify areas of success and growth points for English Learners and low-income students.</p>						<p>in support of math/science project based learning and social justice integration. Coordinator has been a critical friend at PPBL and with individual secondary math and/or science teachers.</p> <p>b. In Progress: The Math and Science Coordinator facilitated secondary department chair meetings before the start of the school year to address district standards-aligned curriculum guides and interim assessments in use. This leadership team was also supported during fall in guiding teachers in the use of new mathematics diagnostic STAR assessment and its informative reports. Department chairs continue to be supported with their meeting agendas as needed. The Coordinator is in progress of supporting and facilitating middle school instructional coaches in the use of the Inquiry Cycle, in particular analyzing math achievement data with English</p>



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	<p>c. Staff will continue to receive ongoing capacity building in teaching and learning. Specifically, capacity will be built in the following areas: Cognitively Guided Instruction for Math, Academic Vocabulary to build academic language, implementation of NGSS shifts to provide more real-life experiences, integration of the Social Justice standards to provide English Learners and Low-Income students the opportunity to develop the skills to authentically participate in Math and Science learning experiences.</p> <p>d. Identify a supplemental digital resource that provides differentiated computer-adaptive math support for EL and LI students in identified skills and provide training and ongoing support to teachers on implementation and use of resources to support student learning.</p>						<p>Learners and low-income students as focal students. Site TK-5 elementary mathematics teacher leaders and teacher developers of interim k-2 math assessments met in fall to approve selected gr 3-5 interims based on standards aligned curriculum guides and address any needed edits to our standards aligned k-2 interims.</p> <p>c. In Progress: The implementation of cognitively guided instruction professional development which addresses numeracy and thinking strategies for all math students with an extra focus on multilingual students is in progress. Covid protocols and attendance challenges have slowed the work for in-person collaboration and learning. This professional learning has been conducted via zoom for both large groups and individualized support for teachers. Sense making routines to hone discourse, acquisition and use of academic vocabulary,</p>

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							<p>and engagement with rich tasks are virtually highlighted in the professional learning and in-person during any coordinator site visits.</p> <p>Implementation of CCSS mathematics application and NGSS shifts to provide more real-life experiences is ongoing. Middle and High mathematics teachers have come together at the start of the school year and in fall to address coherence and accelerated learning in mathematics with equity and access in mind. Middle and High science teachers have come together at the start of the school year and in fall to build capacity in best implementation of newly adopted curricula and NGSS 3-Dimensional instructional principles and to note supports for EL and LI within teaching resources. Elementary NGSS teacher site leads have come together to reboot review of NGSS aligned materials for adoption purposes. Elementary Mathematics Teacher</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							<p>Leaders for sites began their cycle of inquiry around best practices during their fall interactions.</p> <p>All math/science work in the integration of the Social Justice standards to provide English Learners and Low-Income students the opportunity to develop the skills to authentically participate in Math and Science learning experiences is in progress and at the forefront of and ongoing during each facilitated staff professional learning experience.</p> <p>d. In Progress: DreamBox Learning for tk-8 mathematics instruction was identified spring 2021 as a supplemental digital resource that provides differentiated computer-adaptive math support for EL and LI students in identified skills. Training in its use began during intensive intervention summer school, continued during start of school year convocation, and is continues during all site staff professional</p>

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									<p>development. Coordinator and Ed Tech TOSAs are in progress of adding to resources for ongoing support along with continued one-on-one and PLC site support.</p> <p>Check ins occur with the DreamBox Learning company representatives to assist Ed Services team in understanding implementation and achievement reports; they have happened in October, November, and January thusfar. Across district full implementation is in progress.</p> <p>Personnel: \$103,912 Non-Personnel: \$157,354 Total: \$261,266</p>
1.9	<p><b>Meaningful Student Engagement through Project Based Learning</b></p> <p>a. The Superintendent's Working Committee on Project-Based Learning (PBL) will meet as necessary to provide input on the progress of the Project-Based Learning Implementation Plan.</p> <p>b. The Coordinator of Learning and Innovation will continue to organize professional learning</p>	Ongoing	No	LCFF	\$70,137	LCFF	\$60,810	\$130,947.00	<p>a. In Progress: Meetings have been delayed since 2020 due to ongoing challenges and priorities imposed by COVID-19. However, the committee has been re-organized and meetings have been scheduled for February and beyond.</p> <p>b. Completed: The Coordinator of Learning and</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>opportunities for teachers district-wide that center on the integration of PBL as an approach to more authentically engage students and bring greater relevance to the learning experiences in the classroom. During the course of this work, the Learning and Innovation Coordinator will collaborate with fellow coordinators to connect the PBL approach into the Math, Science, English Language Arts (ELA), and History-Social Science curriculum development meetings.</p> <p>c. To inform the District's vision and planning around project-based learning, the Coordinator of Learning and Innovation will continue to organize site visits to schools that specialize in project-based approaches. These visits may include High Tech High School; the Davinci Schools; Geffen Academy; Dos Pueblos Engineering Academy (DPEA); the Center for Advanced Research and Technology (CART), and other sites known to specialize in project-based approaches.</p> <p>d. The Coordinator of Learning and Innovation will continue to facilitate discussions and consultations for District</p>						<p>Innovation has organized and delivered professional learning opportunities for teachers district-wide including: four sessions during the Teaching and Learning Conference (virtual, August); two-day PBL design training (September); site professional developments at Franklin Elementary (in-person, August) and Malibu High School (virtual, November / in-person, December); monthly virtual advisory sessions with PBL teacher Cohort 6; and four "Learning and Innovation Workshops" (September, October, December, and January). The Coordinator of Learning and Innovation engaged fellow District coordinators for STEM, ELA, and SS/History to provide consultation to teachers within the PBL Teacher Cohort 6. Coordinators also participated in the PBL Teacher Exhibition of Learning (in-person, December). The Coordinator of</p>

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	schools on implementing project-based programs, activities, and/or approaches according to individual site plans.						<p>Learning and Innovation will continue to collaborate with other coordinators in various PBL activities moving forward in 2022.</p> <p>c. In Progress: The Coordinator of Learning and Innovation led strategic teams from Samohi and Malibu High School to the Center for Advanced Research and Technology (CART) in November. Due to travel and meeting limitations related COVID-19, site visits have been extremely limited.</p> <p>d. Completed: The Coordinator of Learning and Innovation facilitated virtual school-wide trainings in deep learning with global partner, New Pedagogies in Deep Learning. Sessions occurred September - December and included McKinley Elementary, Grant Elementary, Malibu Elementary, and Webster Elementary schools in accordance to their individual SPSA plans. In</p>

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							<p>November, the coordinator consulted with Samohi teacher teams to plan integrated PBL-driven academies. The coordinator has had on-going discussions with key staff members concerning the creation of said academies at Samohi and the vision for PBL labs at Malibu High School. Furthermore, the coordinator has facilitated discussions between community partner, Malibu Boys and Girls Club and Malibu schools concerning strategic plans to develop, support, and amplify project-based outcomes beginning with Malibu schools. The Coordinator of Learning and Innovation coordinated support for activities held at the PBL Pathway including: facilitating partnership with a local technology company to provide programming and mentorship; facilitating involvement from local hip hop professional to launch a project; recruiting staff members to participate in student showcases and presentations;</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							<p>securing human, financial and physical resources to create the Innovation Studio (iStudio). The Coordinator of Learning and Innovation also consulted with key district staff on plans to implement PBL programming at Olympic High School and the Adult Education Center. The coordinator also engaged Malibu eSports team in talks with a local tech company concerning existing DEI and college and career opportunities.</p> <p>Personnel: \$7,106 Non-Personnel: \$37,861 Total: \$44,967</p>
<b>1.10</b>	<p><b>Relevant College and Career Pathways for Students (CTE)</b></p> <p>a. The district and high schools will continue to research viable options to strengthen current Career Technical Education (CTE) Pathways and develop and implement new CTE options based on the district's CTE plan, student interest, and market needs.</p> <p>b. The CTE Advisory Committee will meet</p>	Ongoing	No	<p>Other State \$105,510 Federal \$24,669</p>	<p>Other State \$193,990 Federal \$33,437</p>	\$357,606.00	<p>a. In Progress: The District-wide CTE team expanded with new additions at Samohi (2) and at Malibu HS (3). The Coordinator of Learning and Innovation collaborated with Malibu High School teachers and re-aligned resources to engage in the process of launching three new CTE pathways for the</p>



Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>throughout the year to review the CTE plan and provide input on how to strengthen existing programs.</p> <p>c. The Learning and Innovation Coordinator will continue to support teacher professional development and work to strengthen, develop and implement our CTE pathways.</p> <p>d. The coordinator will also continue to organize site visits to schools with High-Quality CTE programs in order to inform the district's vision and planning around CTE. The sites may include: Dos Pueblos Engineering Academy, The Center for Advanced Research and Technology, The DaVinci Schools, Santa Susanna High School, Hillside Middle School, and John Muir High School, and other model CTE programs.</p> <p>e. In order to facilitate professional development and vision around CTE, the coordinator will continue to organize teacher teams to attend various CTE-related conferences. These may include Meeting of the Minds; CAROCP/CALCP CTE Conference; Educating for Careers Conference; and LA County Department of</p>						<p>2022-23 school year based on students' demonstrated interest. In January, one of the Graphic Design courses will be offered as dual enrollment, thus affording students the opportunity to earn early college credit in accordance with the CTE plan.</p> <p>b. In Progress: The District-wide Advisory Committee (now known as the "District Stakeholder Committee" met in December to evaluate the progress of the CTE program at Samohi and to provide input for improvement. Input was shared with the CTE Team and will be incorporated into a needs assessment to meet compliance as well as to contribute to a roadmap for improvement. The second meeting for the year will be held in the Spring of 2022.</p> <p>c. In Progress: The Coordinator of Learning and Innovation supports professional development as well as the strengthening, development, and implementation of</p>

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	Education's CTE Symposium.						<p>pathways through bi-monthly planning with site leadership, monthly meetings with the District CTE team. The Coordinator of Learning and Innovation recruited high-level business and higher education leaders to participate as panelist for the District-wide convocation (virtual, August). Furthermore, the coordinator facilitated the involvement of district and state-level administration to participate in the CTE Orientation and Training meeting (virtual, August). The coordinator also on-boarded the new team at Malibu High School (August)</p> <p>d. In Progress: The Coordinator of Learning and Innovation led strategic teams from Samohi and Malibu High School to the Center for Advanced Research and Technology (CART) in November. Due to travel and meeting limitations related COVID-19, site visits have been extremely limited.</p>

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									<p>e. In Progress: Meetings and travel have been limited since 2020 due to ongoing challenges (e.g.: cancellations of conferences, sub-shortages) and priorities imposed by COVID-19. LACOE's CTE Symposium (January) and the Educating for Careers Conference (February).</p> <p>Personnel: \$100,439 Non-personnel: \$132,561 Total: \$233,000</p>
1.11	<p><b>Improve Instructional Outcomes through Professional Learning and Collaboration (History/Social Science)</b> As a result of the professional development delivered by the Coordinator for American Cultures and Ethnic Studies, English learners will experience lessons that more deeply integrate the social justice standards and EL strategies that support them in making meaningful connections among concepts and builds and honors their prior knowledge. This will support students in developing the necessary language skills to access</p>	Ongoing	Yes	LCFF	\$177,214	LCFF	\$21,000	\$198,214.00	<p>a. In Progress: Support was provided to help teachers move forward in collaborating on best practices. A series of professional development sessions was conducted with Muir during which the faculty engaged in the development of strategies using the newly provided SJS books (see section 1.12) on integrating SJS into practice. Teachers at Muir worked in grade level teams to begin designing lessons. The ACES and ELA Coordinators worked</p>

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	<p>content, meet the grade-level standards, and feel values and seen within their curriculum. Low-Income students will experience differentiated lessons that address their need to expand their academic vocabulary through a meaningful and relevant real-world application that takes into account their lived experiences.</p> <p>a. Continue to allocate funding for the American Cultures and Ethnic Studies (ACES) Coordinator to provide ongoing support to curriculum teams, individual teachers, and PLCs in grades PreK-12 in the implementation of the standards-aligned curriculum guides, promoting equity of access and outcomes for EL and LI students, including the development of pathways, scope and sequences, identification of instructional materials and resources, development of lessons and units of study, and the development and implementation of assessments. During the course of this work, the ACES Coordinator will collaborate with fellow coordinators to integrate PBL and ELD approaches throughout the sessions</p>						<p>with the administration at Muir to create a rubric to determine levels of student learning in both ELA and SJS. Ideas and strategies for starting the integration of SJS standards as early as TK were discussed with Early Childhood Coach and Teacher.</p> <p>b. In Progress: Professional Development meetings have been conducted for the district's secondary History-Social Science teachers (grades 6-12). Two meetings each, with both the high school and middle school teams were held between October and December 2021. At each of these day-long sessions, there was a focus, practice, and expected application of instructional strategies that facilitate learning for all students, particularly those groups that have shown gaps in achievement. Topics included engagement strategies, checks for understanding, clarity of learning targets,</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>with various History-Social Science teacher teams.</p> <p>b. The ACES coordinator will facilitate meetings prior to the start of the school year (if possible) and throughout the year with teacher representatives from all grade levels and/or content areas to collaboratively review and revise district standards-aligned curriculum guides, as needed. Meeting with the HSS teams to review, discuss and identify any necessary adjustments to our delivery model is crucial as we prepare for the upcoming school year. Teacher teams will review student work to determine progress toward mastery and adjust instruction to address identified student needs. The Coordinator will facilitate the use of protocols to review student work and introduce the Inquiry Cycle to identify areas of success and growth points for English Learners and low-income students.</p> <p>c. Staff will receive ongoing capacity building in teaching and learning. Specifically, Academic Vocabulary to build academic vocabulary and the integration of integrated ELD strategies to address</p>						<p>and varying methods of delivering instruction. Lesson exemplars were shared and discussed. Teachers were asked to begin learning and using the gradual release model and to design learning objectives that utilized Depth of Knowledge cognitive levels.</p> <p>In addition to all of these elements, Middle school teachers examined the state's History-Social Science framework to discuss and ensure alignment. They also began the process of identifying key academic discourse/vocabulary in anticipation of creating common district wide lists.</p> <p>The high school team created (and subsequently administered) common assessments in the 4 core history-social science areas (World History, U.S. History, Economics, Government). Teachers followed up with an examination of the performance data under the guidance</p>

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	the needs of English Learners.						<p>and direction of their site administration.</p> <p>c. In Progress: A selected group of ELA teachers at the high school were supported in their application to participate in a UCLA California Reading and Literature Project training which will allow them to bring innovative strategies that are designed specifically to serve Black/African American youth achievement in ELA. These teachers will begin their training in January.</p> <p>Personnel: \$101,688 Non-Personnel: \$0 Total: \$101,688</p>
1.12	<b>Teaching of Cross Cultural and Social Emotional Skills (SJ Framework)</b> As a result of the professional development delivered by the Coordinator for American Cultures and Ethnic Studies, English learners will experience lessons that more deeply integrate the social justice standards and EL strategies that support them in making meaningful connections among concepts and builds and honors their prior	Ongoing	Yes	LCFF	\$171,715	\$171,715.00	<p>a. In Progress: The Social Justice Framework continues to guide the district's reform work and is reviewed, reflected, and updated each year. While the pandemic closures did limit the full achievement of some goals, the majority of items in the SJS were achieved. The goals for this year were adjusted to reflect COVID limitations.</p>

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	<p>knowledge. This will support students in developing the necessary language skills to access content, meet the grade-level standards, and feel valued and seen within their curriculum. Low-Income students will experience differentiated lessons that address their need to expand their academic vocabulary through a meaningful and relevant real-world application that takes into account their lived experiences.</p> <p>a. Continue to systematically implement the 5-year Social Justice Framework and action plan that was created to integrate the standards across all grade levels and content areas. The district's approach and action plan build upon California's ELA/ELD Framework and the Learning for Justice Anti-Bias Framework as a pathway to develop a culturally and linguistically responsive curriculum that addresses the needs of EL and LI students.</p> <p>b. The American Cultures and Ethnic Studies (ACES) Coordinator will continue meeting and working with The Teaching and Learning Council (TLC), Freshman Seminar Cadre of teachers,</p>						<p>b. In progress: The TLC has met monthly and made significant progress on the development of resources to help teachers integrate SJS into the ELA curriculum for grades K-5. Following up from last year, when a Scope and Sequence with SJS was completed, the TLC members created a list of books that authentically and meaningfully integrate and celebrate diversity to support the Scope and Sequence. Each elementary school was provided with 54 new books and the TLC expects to be finished with Read-Aloud lesson resources for each title purchased by the beginning of February. These Read Alouds will provide guidance and suggestions to help teachers deepen their students understanding in both ELA and Social Justice. The secondary members of the team have developed a Learning Walk protocol to be used for classroom observations. This protocol is in draft</p>

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	the History-Social Science team, and content-based teacher teams to continue the work of integrating the Social Justice (SJ) standards within specific content areas and across the entire organization. During the course of this work, the ACES Coordinator will collaborate with fellow coordinators to support the integration of the SJ standards and Project-based learning approaches in content-specific courses with the purpose of providing a more relevant, meaningful, and deep learning experience for students, specifically our ELs and Low-Income students.								<p>form, and a completed version, ready to be piloted, is expected by mid March.</p> <p>Collaboration between the ACES and other coordinators is ongoing. The ACES and VAPA coordinators have planned a series of PD sessions to begin integration of the SJS into the district's Arts classes. Input from the ELA coordinator is used to guide the work of the TLC since this year has continued the focus on ELA.</p> <p>Personnel: \$106,327 Non-Personnel: \$0 Total: \$106,327</p>
1.13	<b>Cultivating and Supporting Equitable Career and College Readiness</b> a. In partnership with Santa Monica College staff, counselors will continue to advise EL, LI, and HM/FY students on dual enrollment courses. In addition, counselors and advisers will use the Advanced Placement (AP) Potential reports based on the Preliminary Scholastic Aptitude Test (PSAT) to identify EL, LI, and HM/FY students for advanced	Ongoing	Yes	LCFF	\$24,517	LCFF	\$96,000	\$120,517.00	<p>a. Status update will be provided at later time once director of ARE has information.</p> <p>b. In Progress: Subsidies for AP exams will be made readily available as the registration for AP exams, PSAT and SAT exams.</p> <p>c. Completed: A course (Intro to Data Science) continues to be implemented at Samohi to provide a</p>



Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>placement courses. Furthermore, in an effort to more authentically engage our Foster Youth, counselors will meet with them more regularly to develop, implement, and monitor differentiated plans to assist students in visualizing their course of study.</p> <p>b. Subsidies for AP exams will be made readily available to Low Income and English Learners students to reduce financial hardship and increase access to identified student populations. In addition, students will continue to have access to PSAT and SAT exams to reduce financial hardship. Ongoing monitoring and discussions will take place to respond to the changes in the admission requirements at UC/CSU related to the Scholastic Aptitude Test (SAT) and American College Testing (ACT) to inform our steps moving forward.</p> <p>c. Seniors will participate in college-preparedness strategies in ELA and math, such as CSU's Expository Reading and Writing Courses. SMC's dual enrollment courses in math are not offered. In addition, a course (Intro to Data Science) continued to be</p>						<p>senior remedy in the area of math for students that need a viable alternative from repeating Algebra II multiple times without success and to complete the third year of math. The implementation of Intro to Data Science will ensure that our Low Income and English Learner students are better served and are more successful.</p> <p>The District is in the process of exploring offering more sections of IDS, in lieu of general statistics, at Samohi and one at MHS in an effort to be current with needed mathematics offerings that are high demand college and career readiness appropriate.</p> <p>d. In Progress: Young Collegians Program, a partnership between the Santa Monica College (SMC) and the District to provide students beginning in the summer after their freshman high school year and continue participating in courses each subsequent summer until they graduate from high school is in</p>

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	<p>implemented at Samohi to provide a senior remedy in the area of math for students that need a viable alternative from repeating Algebra II to complete the third year of math. The implementation of Intro to Data Science will ensure that our Low Income and English Learner students are better served and are more successful.</p> <p>d. English Learners and Low-Income students continue to participate in the Young Collegians Program, a partnership between the Santa Monica College (SMC) and the District that provide freshman students who are the first to go to college in their family the opportunity to participate in SMC courses beginning in the summer after their freshman high school year and continue enrolling in courses each subsequent summer until they graduate from high school. Informational meetings were held with students and their families to demystify the process and provide guidance and support as they begin this journey. Site and district leaders oversee this program.</p> <p>e. The Advancement Via Individual Determination</p>						<p>the process of recruiting this year's cohort of students and supporting students already in the program. Cohorts are made up of students who have traditionally been underrepresented in postsecondary education and who have not had access to the academic preparation needed to meet college readiness standards; students for whom the cost of college is prohibitive, English Learners and first generation to attend college.</p> <p>Site, College, and District leaders oversee this program. SMC-SMMUSD connected with present collegians in fall to maintain relationships with students and to discuss success strategies. SMC-SMMUSD leaders have connected to calendar informational spring meetings for new students and with site counselors to review recommendation criteria.</p>

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	(AVID) program will continue to be implemented at JAMS and Samohi to support our Low-Income students in meeting the requirements and completing the process for applying to college. To implement the action plan, additional funding will be provided to support collaboration during the day or after school. We will continue to partner with the community college to help recruit tutors. All tutors will continue to be trained to ensure the tutorial program is properly implemented. Site teams will continue to review student progress at the end of each grading period and collaborate to deepen understanding of certification requirements and strengthen the program.						e. In Progress: The Advancement Via Individual Determination (AVID) program continues to be focus on targeted areas for growth and improvement at JAMS and Samohi. This year began with a three day planning meeting. All members of the team (including teachers, adminsitators, and counselors) discussed and prioritized focus areas for the 2021-2022 school year. The most pressing need was to hire and train tutors to effectively run the AVID Tutorials, which are the heart of the program. During the pandemic year we lost all of the previous tutors and knew we needed to replace these employees. Between June and August we recruited through SMC and EdJoin and were able to interview, hire, and fully train six tutors, bringing us to almost full staffing. The AVID tutorials have resumed as required by the AVID Center and our students are receiving the full benefits of having adult tutors guide them through the AVID

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							<p>metacognitive tutorial process. A second identified area of need was to provide students with more college exposure. To address this a college field trip has been planned to local universities (CSU, UC, and private). The field trip will proceed as soon as COVID protocols allow. In addition, the AVID team planned and held a Financial Aid Info night for parents, continues to ensure that 100 percent of the AVID seniors complete their college applications as well as their FAFSA forms. This year both sties will resume the use of a protocol called the Certification and Coaching Instrucment (CCI) which requires the collection of specific academic and demographic data and provides a guided reflection on areas of strength and need. The district's AVID Director is now fully trained, having completed the required 5 professional development seminars.</p> <p>Personnel: \$12,258</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
									Non-Personnel: \$89,408 Total:\$101,666
1.14	<p><b>Meeting the Needs of Unique Learners</b></p> <p>a. Provide resources to strengthen the programs and services provided to students with disabilities and provide ongoing support for staff to successfully implement the supplemental curriculum and assistive technology to support learning that has been purchased. In order to determine student needs more accurately, new assessment materials have been purchased for school psychologists and speech pathologists.</p> <p>b. Three schools participated in classroom-based pivotal response training study at no cost to the school district. We have found that the curriculum implemented has helped address needs that were not being addressed by modifying general education alone. Using a curriculum across campuses supports our ability to collect common data on students and design instructional programs to meet their identified needs. Our CPRT training will continue into next year.</p>	Ongoing	No	LCFF	\$11,439	LCFF	\$250,470	\$261,909.00	<p>a. In Progress: Five teachers have been provided Do The Math in order to supplement the general education curriculum and provide alternatives to teaching core elementary grade level concepts in math. Several teachers were provided Engage New York to assist with supplementing math instruction for middle and high school. In ELA, Readwell and Read Naturally continue to be used. We are working on a District training to provide additional training to those who have been using the program and may need a refresher and new employees. We also have purchased Lexercise as a pilot for the Malibu area as well as for Lincoln Middle School. Our reading specialist in Malibu recently attended a Wilson Reading Training and new materials are on order for her to use this program with students who receive reading supports in</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>c. Students are provided a continuum of services based on their needs. Our offerings range from programs that focus on various life skills to inclusive programs such as collaborative teaching. We provide the full range of related services including but not limited to speech and language services, occupational and physical therapy, orientation and mobility services, DHH services, counseling, ERICS counseling, and nursing services. Programs are based on Individualized Education Plans. We have implemented co-teaching at a number of schools; however, there are still adjustments that need to be made to ensure planning time to meet these goals. The special education department will need to assist with the development of the master schedule in order to keep collaborative classes balanced</p> <p>d. Focus on addressing the disproportionate identification of Latinx/Hispanic students in special education, by providing focused professional development to staff on addressing the academic needs of culturally and linguistically diverse students. In</p>						<p>Malibu. School psychologists and speech pathologists are using new materials and using the information to produce comprehensive assessments for students.</p> <p>b. In Progress: As of 6/11/2021, 3 additional special education providers were trained in CPRT bringing our total to 7 in the District. The Special education Director and one Coordinator participated in trainings as to how to continue serving our students best.. Trained teachers continue to use techniques in their classroom to help students grow behaviorally and academically. We continue to need to monitor use of CPRT since returning after Distance Learning. Currently, trainings have been completed, but we will continue to promote use of the CPRT with our students on the Autism Spectrum.</p> <p>c. In progress: This year, we shifted some</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>addition, a thorough and in-depth review of the existing identification process needs to take place to 1) determine at what point Latinx/Hispanic students are being over-identified; 2) when the referral process is initiated and by who; 3) and what interventions were implemented by the classroom teacher as part of the SST process prior to assessing for special education.</p> <p>e. 2021 ESY will be held in person and after ESY is completed, a two-week reading and math institute (one week of math and one week of reading) will be held for students who may need assistance getting ready for Fall 2021. Pre-and post-assessments (Brigance) will be administered to track progress. For students who require more life skills, reading and math institutes will be provided to work on daily living skills. Again, pre-and post-assessments (Brigance) will be administered to track progress. These programs will be available for students with IEPs in grades K-12. For transition-age students, we will be providing a 2-week institute in order to work on daily living skills and job readiness skills. The</p>						<p>of our programs to meet the needs of our students. We opened our S.E.A.D. program which is a program that oversees students with executive functioning issues and tend to be on the spectrum in middle school. We also converted our Life Skills Program in Malibu to a Social Skills Program to meet the current population in Malibu. We moved on teacher from our Malibu Elementary to become our Reading Specialist to serve all of Malibu. At the High School, we changed our divided our students in our Life Skills and Social Skills Program into one class and Intensive Program in another class. We added a third instructor to our Life Skills/Social Skills Program to lower to ratio. We added another special education instructor to our Project-Based Learning Program. For our Independent Study Students, we added a full-time instructor for our students with the most intensive needs and added 3 periods of</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>special education team is planning a Speech &amp; Language institute for one week for those students who may need additional support in the areas of vocabulary development and language comprehension. Finally, the Tri-City SELPA is planning a "get ready for school" institute to help students who may need additional support with executive and social-emotional functioning for one week prior to the beginning of school. Other supports that will be available in Fall 2021, social-emotional supports through school psychologists and school psychology interns.</p>						<p>Specialized Academic Instruction for Students in the General Education Program. Our programs continue to change to meet student need. We continue to offer a continuum of services to our students.</p> <p>d. In Progress: The special education department publishes information about disproportionality in the weekly bulletin for administrators. Further information about disproportionality has been shared with all special educators. Information about the pre-referral process has been shared with families, administrators and staff. We continue to work with each school on an individual basis when patterns of disproportionality referrals of students for special education. The special education team continues to look at data within our SEIS system to determine at what point Latinx/Hispanic students are being over-identified. We are gathering data from school psychologists</p>



Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							<p>as to when the referral process is initiated and by whom. We continue to work with administrators and counselors on when and how to use the SST process. This goal continues to be an area of need and is in progress.</p> <p>e. Completed: 2021 ESY will be held in person and after ESY is completed, a two-week reading and math institute (one week of math and one week of reading) will be held for students who may need assistance getting ready for Fall 2021. Pre- and post-assessments (Brigance) will be administered to track progress. For students who require more life skills, reading and math institutes will be provided to work on daily living skills. Again, pre-and post-assessments (Brigance) will be administered to track progress. These programs will be available for students with IEPs in grades K-12. For transition-age students, we will be providing a 2-week</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
									<p>institute in order to work on daily living skills and job readiness skills. The special education team is planning a Speech &amp; Language institute for one week for those students who may need additional support in the areas of vocabulary development and language comprehension. Finally, the Tri-City SELPA is planning a "get ready for school" institute to help students who may need additional support with executive and social-emotional functioning for one week prior to the beginning of school. Other supports that will be available in Fall 2021, social-emotional supports through school psychologists and school psychology interns.</p> <p>Personnel: \$8,292 Non-Personnel: \$156,985 Total: \$164,277</p>
1.15	<b>Visual and Performing Arts</b> a. The VAPA coordinator will continue to refine and expand, the PreK-12 visual and performing arts	Ongoing	No	LCFF	\$1,413.726	Local	\$505,093	\$506,506.73	a. In Progress: Despite the challenges presented by the pandemic, the mariachi program at the elementary and

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>education program, particularly at the upper elementary through the expansion of the Mariachi ensemble to additional middle school grades.</p> <p>b. Funds will be allocated to provide professional development opportunities to increase access and culturally relevant musical selections within our VAPA programs. These professional learning opportunities may include learning rounds that focus on the use of academic language and structured collaborative conversations to better meet with needs of ELs and Low-Income students.</p> <p>c. All students will continue to have the opportunity to participate in co-curricular sports and performing arts.</p>						<p>middle school levels has continued in person. The VAPA Coordinator has also been working with Santa Monica College to offer mariachi at the high school in Fall of 2022-23 as a dual enrollment class so students can earn college credit as well as high school credit for mariachi.</p> <p>In addition, progress has begun toward the goal of initiating a new Ballet Folklorico dance program for students in grades 3-5 at three pathway elementary sites. Classes are expected to begin in early spring with students receiving 3 hours of instruction per week.</p> <p>b. In Progress: All VAPA teachers were provided professional development from TCAP (The California Arts Project) in August of 2021 and another all day session is scheduled for January 20, 2022. Due to a the Omicron Variat and lack of subs, the training may need to be postponed. Both sessions provide teachers strategies to</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							<p>ensure that their curriculum reflects the new California VAPA standards, the district's social justice standards and is culturally relevant to the students we serve.</p> <p>c. In Progress: All students in the SMMUSD are encouraged to participate in the district's high quality arts programs. The SMMUSD has tremendous support for SED students in music through the Dream Music program, which provides funding for students of need to receive extra support in their music classrooms at our Title 1 elementary schools and both middle schools in Santa Monica. In addition, the Santa Monica Education Foundation provides funding for 200 SED students to received 18 free lessons each year and also \$15,000 of new instruments each year for some SED students.</p> <p>Due to some funding challenges in Malibu, related to the City of Malibu's desire to</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							<p>begin a new fundraising entity for Malibu, some students have lost some access to programs such as P.S. Arts (primarily visual art for elementary students), previously funded by the Santa Monica-Malibu Education Foundation, which is now the Santa Monica Education Foundation. Other programs like elementary music, Ballet Folklorico and 4th and 5th grade dance are still provided by the district in Malibu.</p> <p>Personnel: \$678,663 Non-Personnel: \$183,293 Total: \$860,956</p>
1.16	<b>Transforming Practice through Instructional Coaching</b> a. The Math and Science Coordinator and the Literacy and Language Coordinator will meet monthly with the Instructional Coaches to facilitate the professional development of content and coaching strategies. These professional learning sessions serve a dual purpose: to strengthen content understanding in math and science, while simultaneously deepening	Ongoing	No	LCFF	\$1,127,740	\$1,127,740.00	a. In Progress/Ongoing: The Math and Science Coordinator and the Literacy and Language Coordinator have met regularly with the Instructional Coach team to facilitate the professional development of math and ELA content and coaching strategies. Coaches drafted work plans to identify high leverage areas of focus. In math, they have continued to

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>their understanding of transformative coaching practice. Discussions center around how to apply new learning to coaching support with teachers on-site.</p> <p>b. Ongoing capacity building will be provided, specifically on strategies for designated and Integrated ELD, academic vocabulary development, and academic discourse.</p>						<p>build from work done last year and engaged in classroom observations using a look fors protocol for reflection. In ELA coaches have engaged in dicussion around the essential elements of balanced literacy with an focus on identifying an area to strategically direct coaching support, PD, and PLC work ahead.</p> <p>Professional Learning for Instructional Coaches between September and December was focused on mathematics best instructional practices. Coaches were charged with taking stock of site math instruction via learning rounds and use of a common observation protocol. Opportunities to learn from coordinator and other mathematics educators along with video clips of both district math teachers and others have been shared and continue to be used in an effort to build capacity. Efforts of Math Teacher Leaders and Department Chairs is also shared in an effort</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							<p>towards coherence of best practices across sites and among site PLCs. Instructional Coaches continue to be invited and included in professional learning around cognitively guided instruction and other math and science professional development. ICs have also been included in elementary ngss materials review and ngss implementation and in secondary ngss efforts with curriculum and their standards aligned resources.</p> <p>b. In Progress/Ongoing: Throughout coaching meetings, observations, and planning, ELD specific strategies are discussed in order to address the needs of all students. Upcoming coaching meetings will embed ELD strategies to be used within all content areas.</p> <p>Personnel: \$563,835 Non-Personnel: \$0 Total: \$563,835</p>
1.17	Embedded and Expanded Learning Supports	Ongoing	Yes	LCFF \$24,586	LCFF \$259,416	\$2,347,698.00	a. Not started: Planning for IISS summer school

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>a. Tier III unduplicated English Learners, Low Income and Foster Youth students in grades 1 through 8 will be identified to participate in the district's summer school program. Students in grades 1-5 IISS, will receive instruction in English Language Arts, Math, and designated ELD time will be included and in grades 6-8 Intensive Intervention Summer School (IISS) students will participate in English and Math with integrated ELD will be explicitly noted. The students will also be supported with social-emotional learning lessons at the start of each day.</p> <p>b. Provide mental health and social-emotional supports during the summer school program time frame to support students and families</p> <p>c. Continue the Academic Support Program (ASP) in elementary and middle school to provide students with one-on-one personalized academic support through weekly, in-person sessions with an instructor. English Learners, Low Income, and Foster Youth in grades 1-5 will receive support in reading, writing, or math, while students in grades 6-</p>			<p>Other State \$657,696</p> <p>Federal \$406,000</p>	Other State \$1,000,000		<p>program currently underway. Eligibility criteria as been determined for 1st through 8th grade students and are awaiting for the data to be provided by the Director of ARE.</p> <p>b. Not Started: Planning for mental health and social emotional supports for summer school programs is underway.</p> <p>c. In Progress/Ongoing: The Academic Support Program in elementary and middle school to provide students with one-on-one personalized academic support through weekly, in-person sessions with an instructor is underway since fall 2021. English Learners, Low Income, and Foster Youth in grades 1-5 will receive support in reading, writing, or math, while students in grades 6-8 receive support in English, math, or science. We are in the process of extending support to students based on December data.</p>



Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>8 receive support in English, math, or science.</p> <p>d. Continue with the partnership to provide an educational support system that provides 24/7 live help via chat to English Learners, Low Income and Foster Youth students in grades 6-12 that aligns with their scheduled courses.</p> <p>e. Explore the expansion of the Literacy and Language Tier II and III interventionist model to middle school as part of a district-wide Multi-Tiered System of Supports (MTSS) approach to address the language needs of English Learners and provide academic supports for Low-Income students.</p>						<p>d. Completed: Paper support partnership in place. We had a soft pilot launch in the Spring (April 2021) and this is our 1st year of implementation (August 2022) post distance learning and transitioning to in person instruction due to the pandemic. Students have access through their district accounts to 24/7 academic tutoring support. Teachers have access to this platform and are encouraged to integrate as needed and share with students and families this tool as an additional support to their core/direct instruction. In the fall, teachers and paper site leads (administrators) were provided professional development during our annual TLC in the use of paper and its various resources. Additionally, a parent webinar was held in November. During this webinar parents were informed about this academic support tool available to students in grades 6-12 to include resources such as free webinars and provided</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							<p>an opportunity to ask questions. Ongoing collaborative conversations have occurred with the Paper site leads and Paper representative to discuss student usage, specific content areas being accessed the most, proposed actionable steps with supports. In January a semester review occurred of paper given we are in our 1st year of implementation. The 6-12 grades data shows a positive trend and increase in student usage from August-December. Also, the data suggests that students who are using paper are finding it to be beneficial.</p> <p>e. In Progress: Intervention programs are being utilized at the middle school level to support struggling readers; however, research still needs to take place to determine how to strengthen existing structures.</p> <p>Personnel: \$321,308 Non-Personnel: \$304,819 Total: \$626,127</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
1.18	<p><b>Strengthening and Expanding our Early Learning Pathway</b></p> <p>a. The Director of Early Learning provides direct oversight of our Early Learning Pathway (PK, TK, and K) and will focus on rebuilding our Seaside Preschool program in the coming year. Support will be provided to deliver professional learning opportunities for teachers in order to address the specific needs of our English Learners, and Low-Income students.</p> <p>b. Our Early Literacy Coach will continue to provide training and coaching in our Early Learning Seaside and Bridges classrooms. The coach will work on individual growth areas with classroom teachers. Group PD will focus specifically on STEAM/NGSS (Vertical Alignment PD day), Reggio-inspired, and purposeful play. The Early Literacy coach will also work with the school-based instructional coaches so all training focuses on how to accelerate academic language development for our English Learners and Low-Income students.</p> <p>c. Subsidies continue to be provided to Low-Income</p>	Ongoing	Yes	Local	\$3,269	LCFF	\$200,000	\$203,269.00	<p>a. In Progress: During the return to physical school, we have been able to reopen 12 of our 17 preschool classrooms, and all 6 of our Transitional Kindergarten classrooms, in addition to our Kindergarten classrooms. Our Seaside program reopened at all our pre-Covid sites, and at Franklin Elementary and one preschool classroom at McKinley. Our professional development opportunities are ongoing, and stem from the beginning of the year when our entire Early Learning Pathway participated in a preservice where teaching staff studied an article entitled, "Agency and Power in Young Children's Lives: Five Ways to Advocate for Social Justice as an Early Childhood Educator". Teachers discussed ways the early learning environment can engage in rejecting deficit talk, de-privileging white-centric philosophies, prioritizing children's</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>parents who do not qualify for full funding from the California State Preschool Program (CSPP) in our Seaside neighborhood preschool programs. This has afforded our youngest learners from low-income families the opportunities to enter their neighborhood pre-schools and make stronger connections that continue as they enter that elementary school after preschool.</p>						<p>agency, making space for children's realities and community knowledge, and creating healing spaces for children</p> <p>b. In Progress: The Early Learning Coach has developed relationships with the on-site Instructional coaches, observed data meetings and hosted school-based coaches in the PK and TK classrooms. The Early Learning Coach continues to attend regular professional development alongside the school-based elementary coaches and collaborates over foundational ideas, including the use of oral language and storytelling as a bridge to reading and writing (to support our ELL students) that follow the trajectories through the elementary years. As a coaching group, we continue to analyze data to help revise instruction and assessments to best support all students.</p> <p>Completed: Early Literacy Coach has hosted and been part</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							<p>of TK Alignment Days, PreK Professional Development Meetings, Early Learning Team and Vertical Alignment Days to ensure common goals and cohesion within the PK, TK and K teacher Teams. The Early Learning Coach has collaborated and discussed how to support students in their everyday work, which we call purposeful play. The coach has attended Reggio-inspired, CGI Math, NGSS, Emergent Literacy trainings alongside teacher teams and used observations, research and PD experiences to implement positive change in their classrooms based on data and assessments.</p> <p>c. In Progress: We continue to try and support families who live in Santa Monica and Malibu, but cannot necessarily afford the full price of tuition for a full day of preschool programming. At this point, we continue to support the approximately 20</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
									<p>families who fall under the poverty guideline, 20 families who fall between 101% and 159% of the federal guidelines, and just over 10 families who land above the 160% of the federal guidelines. These families are able to stay at their 'home schools' and then matriculate into TK or Kinder after participating in our Seaside preschool programs.</p> <p>Personnel: \$0 Non-Personnel: \$200,000 Total: \$200,000</p>
1.19	<p><b>Supporting Student Success by Aligning Departments</b></p> <p>Several other departments continued supporting classroom teachers and/or promoting student success. These included any cost related to:</p> <p>1. Other General: Under administrative direction from the Assistant Superintendent of Business and Fiscal Services, the Risk Management department plans, organizes, establishes, monitors, and directs the District's risk management operations. Risk</p>	Ongoing	No	LCFF	\$1,194,944	LCFF	\$2,015,444	\$3,210,388.00	<p>1. In progress/Ongoing: Risk management continues to support student success through working with individual school sites, maintenance &amp; operations, and facility improvement to identify risk factors to students and staff.</p> <p>2. In Progress: Business &amp; Fiscal Services continues to monitor restricted and unrestricted funds, build and balance budgets both at the district and school site</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Management operations include but is not limited to worker's compensation and property &amp; liability. Risk Management division plans, implement and monitor the risks and exposures of the District; administer cost-effective insurance, benefits, safety and loss control, and other related programs of the District; serve as the District's liaison to insurance carriers, brokers and JPA's.</p> <p>2. Business and fiscal services: The Business and Fiscal Services Division plans, organizes, and directs the budget processing, attendance accounting, fiscal accounting, payroll, and internal control activities and functions of the District. Supports school business management, accounting, and budget analysis, within a K-12 school district environment. The division plans, organizes, and directs a variety of activities and functions related to Fiscal Services including District budget processing, payroll, attendance accounting, fiscal accounting, cafeteria accounting, special projects accounting, and other fiscal programs; develops and implements procedures for</p>						<p>level in an effort to support student success.</p> <p>3. In Progress/Ongoing: Purchasing continues to procure printers/copiers, instructional materials, school site office supplies, restroom supplies, kitchen supplies, furniture, sun shades, and any other items needed.</p> <p>4. Completed: The internal Print Services department has been eliminated. Print services have been shifted to outside printing vendors, and all copiers and printer's maintenance agreements are maintained by the purchasing department.</p> <p>Personnel: \$807,181 Non-Personnel: \$3,441,916 Total: \$4,249,097</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>internal control for various District programs.</p> <p>3. Purchasing: Under administrative direction from the Assistant Superintendent of Business and Fiscal Services, the Purchasing Department plans, organizes, establishes, monitors, and directs the District's purchasing, contract management operations, and preparing bid specifications for the purchase of materials, supplies, and equipment. The Department also directs and coordinates staff in the collection, processing, monitoring, tracking, and auditing of material related to purchasing and contracting.</p> <p>4. Printing Services: Printing Services although no longer a function of the District since 2019-20, under general supervision from the Director of Purchasing, the Purchasing Department procures copiers for on-site quick printing and monitors the renewal of copier maintenance agreements.</p>						
<b>1.20</b>	<b>Coherence through a Strong Instructional Framework</b>	Ongoing	No	LCFF	\$79,905	\$79,905.00	In Progress: As part of the coherence work, an instructional



Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	As part of the coherence work, an instructional framework was developed that captured the district's shared values and commitments. Its primary purpose is to communicate a common vision and district priorities that include: a common language by which to speak about our work, create district-wide coherence, and align district, school, and community resources. Its secondary purpose includes: "connecting the dots" to support our staff in identifying how our current work builds on past practice and maximizes enthusiasm towards our common goal. The instructional framework provides the building blocks that ground our work: Culturally Responsive Practices, Guaranteed Viable Curriculum, High Performing Teams (PLCs), and Student, Staff, and Family Engagement. We all play a crucial role in the realization of our vision and this framework is applicable across all district departments and school sites. In the coming year, we will focus our efforts on re-introducing our instructional framework and ensuring all actions are aligned.						framework was developed that captured the district's shared values and commitments. Its primary purpose is to communicate a common vision and district priorities that include: a common language by which to speak about our work, create district-wide coherence, and align district, school, and community resources. Its secondary purpose includes: "connecting the dots" to support our staff in identifying how our current work builds on past practice and maximizes enthusiasm towards our common goal. The instructional framework provides the building blocks that ground our work: Culturally Responsive Practices, Guaranteed Viable Curriculum, High Performing Teams (PLCs), and Student, Staff, and Family Engagement. We all play a crucial role in the realization of our vision and this framework is applicable across all district departments and school sites. In the coming year, we will focus our efforts

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							<p>on re-introducing our instructional framework and ensuring all actions are aligned.</p> <p>Unfortunately, due to the additional COVID demands placed on the team we have not been able to focus our efforts on deepening the implementation of our instructional framework though professional development pull out days; however, the some school leadership teams have re-engaged in the coherence work at a smaller scale.</p> <p>Personnel: \$23,990 Non-Personnel: \$0 Total: \$23,990</p>

## Goal 2

**English learners will become proficient in English while engaging in rigorous, culturally and linguistically responsive, standards-aligned curriculum**

### Rationale

After careful review and reflection, SMMUSD decided to continue focusing on this goal because although we have made consistent progress on outcomes for English Learners as measured by the ELPAC, the consistent reclassification rates, and a reduction in the number of LTELs, we believe that it is necessary to strengthen the instructional program for English Learners in order to continuously improve performance outcomes. The 2019 Dashboard continued to identify ELs as needing additional supports in ELA and Math. In addition, our local measures identified ELs as part of the Tier III students in grades K-3 and 8 that would benefit from targeted supports in literacy.

## Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	ELD curriculum guides for designated and/or integrated instruction guide instruction.	TK-12 Designated ELD: 100% TK-12 Integrated ELD in ELA 100%: TK-12 Integrated ELD in math: 100%	TK-12 Designated ELD: 100% TK-12 Integrated ELD in ELA 100%: TK-12 Integrated ELD in math: 100%	TK-12 Designated ELD: 100% TK-12 Integrated ELD in ELA 100%: TK-12 Integrated ELD in math: 100%
	The percentage of ELs making progress towards proficiency in English will exceed the state target of 59%.	18-19: 65.8%	This is end-of-the-year data (Lag).	Increase by 4% over the 18-19 baseline.
	The EL reclassification rate will 10% or higher annually.	19-20: 10.6%	Window 1 of 2021-2022 saw 55 Regular Ed and Special Ed Students reclassified.	10% or higher
	The percentage of long-term English Learners (LTELs) will be 10% or less	19-20: 15.3%	This is end-of-the-year data (Lag).	10% or lower
	Increase the percentage of EL students in K-5 meeting the college pathway range benchmark of 70%ile or higher on Fastbridge eReading or aReading to support reclassification	Winter 20-21 FastBridge % meeting college pathway EO - 58.% EL 17% RFEP 53% IFEP 62%	21-22 Fall FastBridge % of each group meeting college pathway EO - 58.% EL 12% RFEP 58% IFEP 66%	25% of ELs meeting the college pathway benchmark
	Increase the percentage of EL students in grades K-5 meeting college pathway range of 70%ile or higher on FastBridge aMath	Administration for the 20-21 year is in progress as of the time of writing.	21-22 Fall FastBridge % of each group meeting college pathway EO - 50% EL 18% RFEP 57% IFEP 58%	TBD
	Increase the percentage of EL students in grades 6-12 meeting 38%ile or higher benchmark on	20-21 Spring ELs meeting 38th %ile or higher: 5%	21-22 Fall Star Reading ELs meeting 38th percentile or higher: 1%	10%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Star Reading to support reclassification			
	MDTP increased at all grade levels to 95%. This assessment tests readiness for the math course students are enrolled in. Therefore, increased scores means that there are good number of students that are appropriately placed in math courses.	<p>Fall 20-21 Baseline Scores Students in the 3rd and 4th Quartiles (meets and exceeds standards)</p> <p>EO: 75.41% ELs: 81.6% RFEP: 76.41%</p>	<p>The MDTP will no longer be administered. We will administer Star Math in its place.</p> <p>21-22 Fall Star Math EO scoring at or above benchmark: 42% ELs scoring at or above benchmark: 12% RFEP scoring at or above benchmark: 33% IFEP scoring at or above benchmark: 51%</p>	95% for 3rd and 4th quartiles
	Increase the percentage of EL students at nearly met/met or exceeding standards in math as measured by local interim assessments	<p>Winter 20-21 Math interim</p> <p>EL students at Exceeds Standard: 18% EL students At/Near Standard: 44%</p>	<p>21-22 Fall Interim Math</p> <p>Elementary EL Students at Exceeds Standard: 11% EL Students At/Near Standard: 33%</p> <p>Secondary EL Students at Exceeds Standard: 6% EL Students At/Near Standard: 32%</p>	25% of EL students exceeding standard
	Increase the percentage of EL students at nearly met/met or exceeding standards in ELA as measured by local interim assessments	<p>Winter 20-21 ELA interim</p> <p>EL students at Exceeds Standard: 16.23% EL students At/Near Standard: 53.58%</p>	<p>21-22 Fall Interim ELA</p> <p>Elementary EL Students at Exceeds Standard: 11%</p>	25% of EL students exceeding standard

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			EL Students At/Near Standard: 33%  Secondary EL Students at Exceeds Standard:3% EL Students At/Near Standard35%	
	Increase EL participation rate to 95% on interim assessments	20-21 Winter ELA: 55% of ELs Math: 68% of ELs	21-22 Fall Interim ELA: 54% of ELs Math: 73% of ELs	95%
	Increase EL participation rate to 95% on ELA diagnostic assessments	20-21 Winter K-5 FastBridge: 55% of ELs  20-21 Spring 6-12 Star Reading: 85% of ELs	21-22 Fall ELA Diagnostic (FastBridge & Renaissance Star) ELA: 88% of ELs	95%
	Increase EL participation rate to 95% on Math diagnostic assessments	20-21 Spring K-5 Fastbridge aMath: Baseline to be established 6-12 MDTP: Baseline to be established	21-22 Fall Math Diagnostic (FastBridge & Renaissance Star) ELA: 82% of ELs	95%
	Increase the percent of EL students from not meeting to nearly met and from nearly met to met standards on the CAASPP ELA test	Baseline unavailable until 2021-2022 school year due to COVID (canceled in 19/20 and not viable to administer 20/21)	This is end-of-the-year data (Lag).	95%
	Increase the percent of EL students from not meeting to nearly met and from nearly met to met standards on the CAASPP math test	Baseline unavailable until 2021-2022 school year due to COVID (canceled in 19/20 and not viable to administer 20/21)	This is end-of-the-year data (Lag).	40%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Increase the percent of EL students performing at ELPAC level 4 proficiency.	19-20 ELPAC (scores incomplete due to COVID) 34% earning a 4 (206 students out of 597)  18-19 ELPAC 32% earning a 4 (230 students out of 716)	This is end-of-the-year data (Lag).	TBD

## Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
2.1	<p><b>English Learner Master Plan</b></p> <p>Families and parents of English Learners will have access to a variety of resources via an EL webpage developed and updated by the EL TOSA, that will provide information regarding the various components of the EL Master Plan and the services available to their students. This will increase families' and parents' understanding of the EL program and the available services for their students.</p> <p>English Learners will receive more targeted and differentiated support to address their identified language needs as a result of the EL TOSA supporting the implementation and monitoring of services by working closely with the LLIs and EL Program Leads. This will assist in</p>	Ongoing	Yes	LCFF	\$200,964	LCFF	\$5,000	\$217,964.00	<p>In Progress: While an EL TOSA has not yet been hired due to limited candidate pool, families and parents of English Learners have access to a variety of resources via an EL webpage on the SMMUSD website, updated by the Coordinator of Family Engagement and EL Programs.</p> <p>Through DELAC meetings, families learn about the various components of the EL Master Plan and the services available to their students. This has increased families' and parents' understanding of the EL program and the available services for their students, and can be referenced whenever they need it.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>addressing the specific needs of English Learners at risk of becoming LTELs at the elementary level and/or LTELs at the secondary level.</p> <p>a. The English Learner Program Teacher on Special Assignment (TOSA) will support the implementation and monitoring of the English Learner Master Plan. This will include the following: professional learning sessions with various stakeholder groups (e.g., Assistant Principals, Counselors/Advisors, EL Program Leads, Literacy and Language Interventionists (LLI), DELAC) on requirements outlined in the Master Plan for English Learners such as identification, program offerings, placement, reclassification, and monitoring,</p> <p>b. The EL TOSA will support the implementation and monitoring of EL progress towards reclassification and meet with the LLIs and EL Program Leads throughout the year to support coherence and consistent monitoring of ELs and RFEP students.</p> <p>c. The EL TOSA will update the EL webpage to provide</p>						<p>English Learners have received more targeted and differentiated support to address their identified language needs as a result of the LLIs and EL Program Leads providing support at their school sites. Working closely with the LLIs and EL Program Leads, the Coordinator of Family Engagement and EL Programs supports the implementation and monitoring of services through monthly meetings and frequent communication with them.</p> <p>a. In Progress and Ongoing: In lieu of an English Learner Program Teacher on Special Assignment (TOSA), the Coordinator of Family Engagement and English Programs has been supporting the implementation and monitoring of the English Learner Master Plan. The English Learner Master Plan is being addressed monthly and systematically during DELAC meeting. Literacy and Language</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	families easy access to the Master Plan and various resources.						<p>Interventionists (LLI) and EL Leads review the requirements outlined in the Master Plan on a regular basis during different parts of the year as the natural cycle of identification, program offerings, placement and reclassification come up, (Beginning middle and at the end of the year, for example).</p> <p>b. In Progress and Ongoing: The Coordinator of Family Engagement and English Programs has been working on the reclassification of students following the criteria set up by the district. Monthly meetings with LLIs and EL Leads are held so that monitoring is continuous.</p> <p>c. In Progress and Ongoing: The EL webpage on the SMMUSD website is updated by the Coordinator of Family Engagement and EL Programs on a regular basis. Flyers for upcoming DELAC meetings and their agendas are uploaded biweekly and flyers for other workshops are</p>



Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
									<p>uploaded a minimum of two weeks before the event.</p> <p>Personnel: \$25,412 Non-Personnel: \$0 Total: \$25,412</p>
2.2	<p><b>Improve Instructional Outcomes through Professional Learning and Collaboration (English Language Development)</b></p> <p>As a result of the professional development delivered by the EL TOSA, English learners will experience lessons across the curriculum that more deeply integrate strategies that accelerate language development. This will support students in developing the necessary language skills to access content and meet the criteria for reclassification.</p> <p>a. The EL TOSA to provide ongoing support to curriculum teams, individual teachers, and PLCs in grades PK-12 in the implementation of the standards-aligned curriculum guides, promoting equity of access and outcomes for EL students, including the development of EL pathways, scope and sequences, identification of instructional materials and resources, development of</p>	Ongoing	Yes	LCFF	\$29,503	LCFF	\$27,000	\$56,503.00	<p>In Progress: The EL TOSA has not been hired to provide targeted professional development to teachers. However, the Family Engagement and EL Programs coordinator has made herself available to support sites as needed. It has been challenging to provide professional development opportunities during the day due to substitute shortages.</p> <p>a. In Progress: The EL Coordinator started with SMMUSD in mid-October. She has begun to provide support to curriculum teams, with the intent to work starting January with teachers by providing Professional Development, promoting equity of access and outcomes for EL students, including the development of EL pathways, scope and</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>lessons and units of study, and the development and implementation of assessments. During the course of this work, EL TOSA will collaborate with fellow coordinators to integrate the ELD standards and culturally and linguistically responsive practices throughout with Instructional Coach, ELA, Math, Science, and EL pathway teams, including the EL Leads and LLIs.</p> <p>b. The EL TOSA will co-facilitate meetings with content-specific coordinators prior to the start of the school year (if possible) and throughout the year with teacher representatives from all grade levels and/or content areas to collaboratively review and revise district ELD standards-aligned curriculum guides, as needed. The EL TOSA will provide support to the curriculum and assessment teams to review, discuss and identify any necessary adjustments to support ELs as we prepare for the upcoming school year.</p> <p>c. Staff will continue to receive ongoing capacity building in teaching and learning. Specifically, in the areas of CGI for English Learners, Academic</p>						<p>sequences, identification of instructional materials and resources, development of lessons and units of study, and the development and implementation of assessments.</p> <p>b. In Progress: The EL Coordinator has begun to collaborate with fellow coordinators to integrate the ELD standards and culturally and linguistically responsive practices throughout with Instructional Coach, ELA, Math, Science, and EL pathway teams, including the EL Leads and LLIs.</p> <p>c. In Progress: Because of the late hire of the EL Coordinator and having no EL TOSA meetings were not co-facilitate with content-specific coordinators prior to the start of the school year. The EL Coordinator is currently working to support to the curriculum and assessment teams to review, discuss and identify any necessary adjustments to support</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	Vocabulary development, and Designated and Integrated ELD Strategies to support and accelerate language development.								ELs Designated and Integrated ELD Strategies to support and accelerate language development.  Personnel: \$0 Non-Personnel: \$0 Total: \$0
<b>2.3</b>	<p><b>Cultivating and Supporting Equitable Career and College Readiness</b> English Learners will have access to a seven-period day to ensure that students have access to a designated ELD and elective period. This provides EL students with the opportunity to select an elective of their choice.</p> <p>Middle schools will continue to receive an additional section to ensure English Learner students have access to both core (e.g. ELA, ELD) and elective classes.</p>	Ongoing	Yes	LCFF	\$50,341			\$50,341.00	<p>Completed: English Learners have access to a seven period day. By working with site administrators and counselors, we ensure that designated ELD and an elective period is offered. The goal has been to ensure that EL students have the opportunity to select an elective. This goal will be ongoing.</p> <p>Completed: At the Middle School level, schools have continued to receive an additional section to ensure EL students have access to both core and elective classes.</p> <p>Personnel: \$28,260 Non-Personnel: \$0 Total: \$28,260</p>
<b>2.4</b>	<b>Transforming Practice through Instructional Coaching</b>	Ongoing	Yes	LCFF	\$2,796	LCFF	\$1,000	\$3,796.00	In Progress: The Family Engagement and EL Coordinator has begun to

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>As a result of the professional development provided by the EL TOSA, the Literacy and Language, and Math and Science Coordinator, English learners will experience lessons across the curriculum that more deeply integrate strategies to accelerate language development. This will support students with developing the necessary skills to access content and reclassify.</p> <p>Families and parents of English Learners will be provided training sessions on how language needs are addressed at their respective schools by the Instructional Coach. This will increase parents' understanding of how EL services are being implemented at their school to support their students and will increase the home-school connection.</p> <p>a. In collaboration with the Literacy and Language and Math and Science Coordinators, the EL TOSA will work with the Instructional Coaches to facilitate professional development on EL strategies.</p> <p>b. The Instructional Coaches will support Family Literacy Nights and</p>						<p>collaborate with fellow coordinators to integrate the ELD standards and culturally and linguistically responsive practices throughout with Instructional Coach, ELA, Math, Science, and EL pathway teams, including the EL Leads and LLIs.</p> <p>a. Not Started: The EL TOSA has not been hired.</p> <p>b. In Progress: The Instructional Coaches work with the Bilingual Community Liaisons (BCL) and participate in ELAC meetings to provide families with information on things such as the ELPAC testing schedules, content, understanding ELPAC results, the reclassification process, and English Learner Programs, They have held presentations around reading, reading intervention, academic vocabulary and academic discourse. They have also addressed with families the instructional strategies</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	<p>parent training sessions for EL families on how language needs are addressed at their respective sites</p> <p>c. The Instructional Coaches will continue to provide ongoing ELD PD support for classroom teachers at their sites.</p> <p>b. Ongoing capacity building will be provided, specifically on strategies for designated and Integrated ELD, academic vocabulary development, and academic discourse.</p>								<p>teachers might use during ELD and iELD.</p> <p>c: In Progress: The Instructional Coaches' work with teachers varies from site to site, as it is sometimes during site banked time (department, schoolwide, and PLC) and sometimes during individual teacher's prep periods. They have supported teachers with Designated and Integrated EL Instruction, data on benchmarks, data on Dreambox, reading development, academic vocabulary and academic discourse.</p> <p>d. Not Started: Due to staffing shortages providing professional development has been challenging.</p> <p>Personnel: \$0 Non-Personnel: \$0 Total: \$0</p>
2.5	<p><b>Embedded and Expanding Learning Supports</b></p> <p>a. Literacy and Language Interventionists (LLI) will continue providing Tier II and III intervention supports for 3rd - 5th-grade</p>	Ongoing	Yes	LCFF	\$778,650	LCFF	\$50,000	\$920,182.00	<p>a. In Progress: Literacy and Language Interventionists (LLI) have continued to provide Tier II and III intervention supports for 3rd - 5th-grade students at risk of becoming LTELs.</p>
				Federal	\$31,824	Federal	\$59,708		

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>students at risk of becoming LTELs.</p> <p>b. Explore the expansion of the Literacy and Language Tier II and III interventionist model to middle school as part of a district-wide Multi-Tiered System of Support (MTSS) approach.</p> <p>c. Bilingual Instructional Assistants will continue to provide language and content support to English Learners in content classes.</p> <p>d. Continue 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.</p> <p>e. The EL TOSA will research intervention programs for Middle school</p>						<p>They communicate with families regarding their work during ELAC meetings on things such as ELPAC reading results, supporting students at home, Designated and Integrated EL Instruction, reading development, and academic vocabulary.</p> <p>b. Not Started: We have not yet begun to explore the expansion of the Literacy and Language Tier II and III interventionist model to middle school as part of a district-wide Multi-Tiered System of Support (MTSS) approach.</p> <p>c. Completed: Bilingual Instructional Assistants will continue to provide language and content support to English Learners in content classes at the secondary schools.</p> <p>d. In progress: Continue before and after school extended learning opportunities, with a focus on Academic Language provided to English Learners. Participating sites will secure</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>English Learners to implement before or after school to accelerate language development and support reclassification.</p> <p>f. 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.</p>						<p>instructors for this before or after-school supplemental instruction. The instructors (Classroom teachers and/or Literacy and language interventionists) will receive training from the Coordinator of Family Engagement and EL programs, to strengthen their instructional delivery and increase student success, however, this has not yet started. Update all instructional materials needed to implement the Academic Vocabulary Toolkit was completed. An virtual review of AVT had to be postponed due to the number of people absent as a result of COVID. Training will take place in February.</p> <p>e. In Progress: The Coordinator of Family Engagement and EL programs will research intervention programs for Middle school English Learners to implement before or after school to accelerate language development and support reclassification. This is pending, due to her late hire.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							<p>f. Not Started: Planning has started for Elementary Tier II English Learners 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.</p> <p>Personnel: \$368,142 Non-Personnel: \$15,546 Total: \$383,688</p>

### Goal 3

**All students and families engage in safe, well-maintained schools that are culturally responsive, and conducive to 21st-century learning**

#### Rationale

After careful review and reflection, SMMUSD decided to continue with this goal because the 2019 Dashboard identified a need focus on attendance and implementing strategies that will reduce the percentage of students chronically absent. We also need to continue focusing on increasing the participation of families and parents of unduplicated students in various site based activities and committees. In addition, we found that students were in need of direct services in the area of social emotional and mental health to address the trauma resulting from the pandemic.

### Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	All schools (16) will be at the "Good" or "Exemplary" level on the Facility Inspection Tool (FIT.)	Due to the constraints of the pandemic, the FIT was not possible to employ in the 19-20 school year, nor in the 20-21 school year. Instead, the	2021 FIT report Poor 0 Fair 3 Good 10 Exemplary 2	Poor 0 Fair 0 Good 15 Exemplary 1



Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		SMMUSD team has focused on getting schools reopened for students to return and making significant facility improvements.		
	The average daily attendance will meet or exceed 95%.	18-19: 95.0% The data for the 19-20 and 20-21 school years is not available due to the pandemic.	93% as of January 2022 (Aeries Report)	Meet or exceed 95%.
	Chronic absenteeism will not exceed 5%.	2018-19 Chronic Absenteeism All 9.6 A 4.3% W 9.3% H 10.6% AA 12.8% EL 7.8% SED 13.4% SWD 14.9	21-22 Mid Year Report Chronic Absenteeism All 13% Asian 6% White 11% Hispanic 16% African American 9% English Learner 16% Socio-Economically Disadvantaged 17% Students with Disabilities 20% Homeless/Foster Youth 19%	All 7.6% A 3.3% W 8% H 9% AA 10% EL 6% SED 10% SWD 10%
	The aggregate suspension rate will not exceed 3%. The difference between the subgroup suspension and demographic rates will not exceed 2%.	19-20 Suspension All 1.5% A 0.3% W 1% H 2.2% AA 4.4% EL 1.3% SED 2.9% SWD 3.4%	21-22 Mid Year Report Suspension All 4% Asian 1% White 2% Hispanic 2% African American 3% English Learner 3% Socio-Economically Disadvantaged 6% Students with Disabilities 8% Homeless/Foster Youth 10%	Suspension All 1.% A 1% W 1.0% H 1% AA 1.0% EL 1.% SED 1%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Maintain an expulsion rate of 1% or lower.	19-20: 0%	21-22 Mid Year Report None at present	0%
	<p>Increase the percentage of parents who are satisfied with opportunities to be involved in their children's education.</p> <p>These opportunities may involve, but are not limited to, participation in decision-making bodies such as LCAP PAC, DELAC, SSC, and ELAC.</p>	<p>Most recent survey (due to pandemic) is 17-18: 82% Strongly Agree or Agree</p>	This is an end-of-year measure (Lag data).	90% Strongly Agree or Agree
	Percent of students who feel safe at school	<p>Baseline Data from the 18-19 CA Healthy Kids Survey (CHKS) Key Indicators Trends report (Table 2.1).</p> <p>School perceived as "Very Safe" or "Safe"</p> <p>Grade 5: 90% Grade 7: 67% Grade 9: 62% Grade 11: 74%</p>	This is an end-of-year measure (Lag data).	<p>Increase percentage of students at elementary school who feel "Very Safe" or "Safe" by 3%</p> <p>Increase percentages of secondary students who feel "Very Safe" or "Safe" to 75% or higher</p>
	Percent of parents who feel their school is a safe place for their student	<p>As reported on the CA Healthy Kids Survey in 19-20: 39% of parents Strongly Agree, 51% of parents Agree, totaling 90%.</p> <p>Elementary School: Strongly Agree or Agree: 95%</p> <p>Middle School: Strongly Agree or Agree: 83%</p>	This is an end-of-year measure (Lag data).	<p>Maintain a 90% or above overall.</p> <p>Increase percentages of families who agree at the Middle and High School levels to 90% or above.</p>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		High School: Strongly Agree or Agree: 89%.  (Table A6.4)		
	Percent of teachers who feel school is a safe place	Baseline Data from 19-20 CA Healthy Kids Survey (CHKS) Districtwide results on Staff Survey (from CHKS Web Dashboard).  Average percent of respondents reporting "Strongly Agree"  Teachers: 40% Sped Teachers: 26%	This is an end-of-year measure (Lag data).	Increase to 45%
	Percent of students who feel connected to the school	Baseline Data from the 18-19 CA Healthy Kids Survey (CHKS) Key Indicators Trends report (Compiled from Exhibit 1.1 from Secondary and Elementary Report).  Percent Reporting "Agree or "Strongly Agree" as to if they feel connected to school. Grade 5: 82% Grade 7: 64% Grade 9: 62% Grade 11: 66%	This is an end-of-year measure (Lag data).	Increase to 85% at Elementary level; Increase to 70% at the Secondary level.
	Percent of families who feel connected to the school	Baseline Data from 19-20 CA Healthy Kids Survey (CHKS) Districtwide results on Parent Survey (Table A4.1).	This is an end-of-year measure (Lag data).	Increase the number of parent respondents - ? Increase the number of parent respondents – to get back to past response

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<p>Number of respondents: 512 parents</p> <ul style="list-style-type: none"> <li>--</li> </ul> <p>Percentage of parents who report "Strongly Agree" or "Agree" to the following questions:</p> <p>"School allows input and welcomes parent's contributions" - 78%</p> <p>"School encourages me to be an active partner with the school in educating my child" - 84%</p> <p>"School actively seeks the input of parents before making important decisions" - 59%</p> <ul style="list-style-type: none"> <li>--</li> </ul> <p>Percent of survey respondents who participated in a school or class event: 87%</p>		<p>rates of 76% of the student population.</p> <p>Increase the percentage of parents responding positively to school connectedness questions to 85%.</p>
	Percent of teachers who feel connected to the school	<p>Baseline Data from 19-20 CA Healthy Kids Survey (CHKS) Districtwide results on Staff Survey (Table A4.4).</p> <p>Percentage of staff who report "Strongly Agree"</p> <p>Staff working environment is positive: 29% of Teachers 21% of Sped Teachers</p>	This is an end-of-year measure (Lag data).	Increase to 30%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		Staff Collegiality: Teachers 28% Sped Teachers 18%		

## Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	<p><b>Ensure a School Climate that is Culturally Responsive and Respectful of All its Members</b></p> <p>The RJ consultant will provide professional development to staff that will support their implementation of restorative practices. As a result: English Learners will experience a learning environment that honors their cultural and linguistic lived experience and in turn, increase their sense of connectedness and improve academic learning. Low-Income/Foster Youth students will experience a learning environment that takes into account the external financial constraints faced and be provided with safe/brave spaces to articulate their needs and receive targeted supports. Low-Income students will experience a sense of belonging, develop supportive relationships with adults on campus and improve their overall learning experience.</p>	Ongoing	Yes		LCFF \$160,000	\$160,000.00	<p>In progress: In a district-wide rollout the execution varies but there's momentum especially for community building. Low-Income/Foster Youth students will experience a learning environment that takes into account the external financial constraints faced and be provided with safe/brave spaces to articulate their needs and receive targeted support.</p> <p>In progress. Community building circles and support circles are still being used as well as less formal restorative check-ins with students. Low-Income students will experience a sense of belonging, develop supportive relationships with adults on campus and improve their overall learning experience.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>a. The Restorative Justice Consultant will review and make any necessary adjustments to the RJ implementation plan. The plan outlines a process for the expansion and integration of Restorative Justice across our district and schools.</p> <p>b. The RJ consultant will continue providing professional development to staff and training for parents to expand and deepen their understanding of RJ practices to strengthen relationships and resolve conflict.</p> <p>c. Elementary and middle schools will continue deepening their implementation of the Olweus anti-bullying curriculum. Student Services will continue to support Professional Development with Secondary School Staff and Communities around LGBTQIA / OUT for Safe Schools.</p>						<p>In progress. With equity as a target, district-wide teachers and on other site staff are being encouraged and trained to create a space experience where students feel connected to adult staff on campus.</p> <p>a. In Progress: The Restorative Justice Consultant will review and make any necessary adjustments to the RJ implementation plan. The plan outlines a process for the expansion and integration of Restorative Justice across our district and schools.</p> <p>b. In Progress: The RJ consultant will continue providing professional development to staff and training for parents to expand and deepen their understanding of RJ practices to strengthen relationships and resolve conflict. The RJ consultant will offer training for parents and will resume as soon as possible.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
									<p>c In Progress. Elementary and Middle Schools continue deepening their implementation of the Olweus anti-bullying curriculum. Student Services is continuing to support Professional Development. During COVID-19, we have not been able to have group training as planned and are hoping to have in-person training during the 2022-2023 school year. In addition, we have formed an LGBTQIA planning committee to plan and support further Professional Development in a continued effort to foster LGBTQIA-friendly campuses and cultures of support on our campuses.</p> <p>Personnel: 0 Non-Personnel: \$160,000 Total: \$160,000</p>
3.2	<b>Meet the Social-emotional and Mental-health Needs of our Students</b> The Mental Health Case Worker will coordinate one-on-one or group sessions to address the social-emotional and well-being of	Ongoing	Yes	LCFF	\$408,002	LCFF	\$80,000	\$488,002.00	In Progress: The Mental Health Counseling Coordinator has worked with community partners and school-based social work interns to offer individual and

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>our students. Specifically, English Learners will receive targeted services to support them with feelings of anxiety or confusion as they engage in their daily learning. This service will lower English Learners' affective filter and provide them with the opportunity to more authentically participate in learning. Low-Income/Foster Youth students will receive emotional or behavioral support in a one-on-one or group setting to support them in developing the knowledge and skills to recognize their emotions, needs and self-regulate to engage more fully in their learning.</p> <p>a. The district mental health caseworker will support schools in leveraging and providing services to students. The position will serve to coordinate services and be a liaison between the district and external partners. Students will continue having access to mental health services on site.</p> <p>b. Students will receive expanded mental health services through district coordinated services, city resources, and/or site funds in response to increased student needs due to COVID.</p>						<p>group counseling sessions at all schools, to address students' social-emotional needs across the board. More targeted outreach to English Learners and Low-Income/Foster Youth will take place to make sure that these populations are aware of the available school-based supports that can benefit their school engagement.</p> <p>a. Completed: The Mental Health Counseling Coordinator continues in her role as liaison between the district and our external social services partners. Funds from outside sources are leveraged to provide a comprehensive range of services from Tier 1 prevention through Tier 3 individualized counseling. Students continue to access services on site which eliminates many barriers for families in accessing these services in the community, as many agencies are still providing services remotely which can be a challenge for many.</p>



Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>c. Continue with the existing mental health supervisor and intern model in Malibu and expand this model to Santa Monica.</p> <p>d. Expand Mental Health Intern support to assist with the social-emotional needs of students and families.</p> <p>e. In addition, our Mental Health Case Worker will coordinate and offer professional learning opportunities to teachers on Social Emotional Learning strategies, Trauma-Informed practices, and techniques to incorporate in the classroom to support English learners, Low Income, and Foster Youth in developing the abilities and skills to self-regulate and develop positive relationships.</p> <p>f. At Samohi, three Student Outreach Specialists (SOS) will work with at-risk English Learners and Low-Income/Foster Youth freshmen students to provide ongoing social-emotional supports based on identified needs.</p>						<p>b. In Progress: Although city of Santa Monica funds did not increase, we were able to expand our mental health service offerings through Covid relief funds as well as LCAP funds. Thus far, we have contracted with some new and some already-existing mental health providers to offer the following new services (beyond what is typically offered during the school year from existing partnerships): Individual and group counseling during summer school (summer 2021), additional groups for middle and high school students using Acceptance Commitment Therapy and Intuitive Eating models (to address the increase in Anxiety, Depression, and Eating Disorders that we are seeing), online counseling groups for students enrolled in the Independent Studies Program, and expanded service hours for providers at some school sites. Teacher and parent socio-emotional</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							<p>support has also been expanded this year.</p> <p>c. Completed: Funds were allocated again to the Wellness Center of the Boys and Girls Club of Malibu to retain their LCSW supervisor who is overseeing their internship program and serving all Malibu schools. Another LCSW supervisor was contracted this year to oversee an additional 4 MSW interns who are providing additional expanded services to Santa Monica schools, in addition to the interns that the Mental Health Counseling Coordinator is supervising.</p> <p>d. Completed: As mentioned in the above section, we were able to double the size of our mental health intern program this school year. Typically, the Mental Health Counseling Coordinator takes on 4 MSW students who are in their 2nd year of graduate school, and this year our supervisory team was able to take on 9 MSW students and 2</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							<p>volunteers (one ACSW and one AMFT) to provide expanded coverage across all district schools. In addition to providing direct service counseling in groups and one-on-one, interns are assisting with attendance outreach, referring families to needed community resources, and conducting staff trainings and student workshops focused on mental health and wellness.</p> <p>e. Progress: SMMUSD was able to create a new position this year, a Teacher on Special Assignment for Social Emotional Learning. This TOSA has been able to work alongside our Mental Health Counseling Coordinator to offer trainings/PD to admin and teachers across the district focused on the above topics. One example of a training that was done for Santa Monica High School staff, in partnership with the Community Schools Program and Margaret's Place (a trauma-specific counseling program),</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
									<p>was entitled “How Self-Reflection Supports Trauma Informed Care &amp; SEL Practices in the Classroom”.</p> <p>f. In Progress: At SAMOHI, the Student Outreach Specialists (SOS) are working with at-promise English Learners and Low-Income/Foster Youth freshmen students in order to provide ongoing social-emotional supports based on identified needs.</p> <p>Personnel: \$211,910 Non-Personnel: \$55,000 Total: \$265,910</p>
3.3	<b>Ensure the Health and Wellbeing of All Students</b> a. The district's registered nurses and health assistant specialists support the physical health of our students. Additional funding will be provided to expand health assistant specialist time for the upcoming school year to assist with the implementation of changing COVID-19 health protocols.	Ongoing	No	LCFF	\$1,944,930	LCFF	\$6,100	\$1,951,030.00	a. In Progress. In order to support the physical health of our students, additional funding was added to support our school sites during this time of national pandemic. We expanded our health office specialist allocation so that every elementary school site can have two six hour health office specialists. With the exception of three vacancies, we have fulfilled this goal. We still need to hire the

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							<p>more 6 hour Health Office Specialists and are working together with the Personnel Commission to do so.</p> <p>Personnel: \$753,234 Non-Personnel: \$31,413 Total: \$784,647</p>
3.4	<p><b>Ensure Equitable Access to Rigorous Course of Study</b> English Learners, Low-Income/Foster Youth students will receive additional support from their counselor to develop, review and revise their 10-year plan, and ensure that English Learners are receiving the necessary language support to access a broad course of student and that Low-Income/Foster Youth receive the academic and emotional supports needed to persevere in their course work.</p> <p>a. Counselors and advisors will refine their support for students in Grades 6-12 with a specific focus on implementing strategies that support ELs, Low Income, and Foster Youth. All counselors/advisors will continue implementing practices that align with the American School Counseling Association (ASCA) Frameworks. They</p>	Ongoing	Yes		LCFF \$75,000	\$75,000.00	<p>a. In Progress: Counselors and advisors are working on refining their support for students in Grades 6-12 with specific strategies that support EL's. Low Income, and Foster Youth. All counselors have been trained by Hatching Results in implementing practices that align with the American School Counseling Association (ASCA) Frameworks. They have developed success plans and have a c comprehensive, data driven process at each of their schools. The process focuses on monitoring students A-G progress, and they help each student develop a plan for their high school career and beyond. They continue to monitor and adjust plans based on data and student individual</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>will continue developing and implementing a comprehensive, data-driven process at each of their schools with a focus on the following: monitoring students A-G progress; develop a process by which to develop and monitor a 10-year plan and ensure progress monitoring continues through high school; adjust the learning plan to meet the changing needs of students with the goal of preparing them for college and/or career. Counselors and advisors will continue to provide information nights and connect with families regarding related topics.</p> <p>b. The district will continue implementing Naviance at the secondary level (6-12) to support the development of the 10-year plan. To deepen this work, the counselors will use the Naviance College and Career Readiness Curriculum to address key areas that research shows are critical for students to achieve their long-term college and career readiness goals.</p> <p>c. Counselors/advisors will continue supporting students to develop an academic plan that addresses their yearlong learning needs. These</p>						<p>needs. Counselors have been connecting with families on zoom this year instead of in-person information nights due to Covid-19 safety protocols.</p> <p>b. In Progress: The district is continuing to implement Naviance at the secondary level (6-12) to support the development of the 10-year plan. To deepen this work, the counselors are using the Naviance College and Career Readiness Curriculum to address key areas that research shows are critical for students to achieve their long-term college and career readiness goals.</p> <p>c. In Progress: Counselors/advisors are continuing to support students to develop an academic plan that addresses their yearlong learning needs. These plans range from credit recovery to dual enrollment options. Students who need credit recovery options, are encouraged to enroll in summer school and/or APEX online classes.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	<p>plans will range from credit recovery to dual enrollment options. Students who need credit recovery options, will enroll in summer school and/or APEX online classes.</p> <p>d. School site administrators and counselors will receive ongoing technical support from district staff to develop and implement a protocol by which to actively identify, recruit, and place students in A-G, Advanced Placement (AP), and Dual enrollment courses at the secondary schools. Secondary teams will closely monitor student data throughout the year to address students in successfully completed identified courses.</p>								<p>d. In Progress: School site administrators and counselors are receiving ongoing technical support from district staff to develop and implement a protocol by which to actively identify, recruit, and place students in A-G, Advanced Placement (AP), and Dual enrollment courses at the secondary schools. Secondary teams are closely monitoring student data throughout the year to address students in successfully completed identified courses.</p> <p>Personnel: \$0 Non-Personnel: \$37,500 Total: \$37,500</p>
<b>3.5</b>	<p><b>Student Participation and Engagement</b></p> <p>a. The Director of Student Services will continue to oversee district and school procedures related to attendance. She will provide regular reports to sites from A2A as well as support programs to encourage school attendance. In addition, the Director of Assessment, Research, and Evaluation</p>	Ongoing	No	LCFF	\$1,557,681	LCFF	\$349,713	\$1,907,394.00	<p>a. In Progress: The Director of Student Services is continuing to oversee district and school procedures related to attendance. She is providing regular reports to sites from A2A as well as support programs to encourage school attendance. In addition, the Director of Assessment,</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>with the Ed Data (CALPADS) Specialist will continue to support school staff through meetings in the technical aspects of attendance reporting in the district's newly implemented student information system, Aeries.</p> <p>b. Classified office staff will continue to monitor attendance reports daily and ensure the regular communication provided by the A2A program. At the high school, Student Outreach Specialists will make outreach calls to students' homes when they are in danger of becoming chronically absent.</p>						<p>Research, and Evaluation with the Ed Data (CALPADS) Specialist is continuing to support school staff through meetings in the technical aspects of attendance reporting in the district's newly implemented student information system, Aeries.</p> <p>b. In Progress: Classified office staff is continuing to monitor attendance reports daily and ensure the regular communication provided by the A2A program. At the high school, Student Outreach Specialists are continuing to make outreach calls to students' homes when they are in danger of becoming chronically absent.</p> <p>Personnel: \$778,840 Non-Personnel: \$117,339 Total: \$896,179</p>
3.6	<p><b>Embedded Supports</b></p> <p>a. Counselors will continue supporting all students in grades 6 - 12. This will also include making referrals to the City of Santa Monica Youth Resource Team (YRT) for middle and high school students in need of</p>	Ongoing	No	<p>LCFF \$3,663,249</p> <p>Local \$1,515,686</p>		\$5,178,935.00	<p>a. In Progress: Counselors are continuing to support all students in grades 6 - 12. This also includes making referrals to the City of Santa Monica Youth Resource Team (YRT)</p>



Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>case conferencing wraparound support.</p> <p>b. Continued support for secondary certificated librarians and elementary library coordinators (ELC) to improve student access to library services and expansion of culturally and linguistically relevant resources for all students. The library services team will continue to monitor damaged or lost materials and supplement as needed. They will also work with staff to stock the collection with digital and hardbound resources aligned to curricular needs.</p>						<p>for middle and high school students in need of case conferencing wraparound support.</p> <p>b. In Progress/On-going: Secondary librarians and elementary library coordinators meet regularly to discuss library updates, functioning, and initiative to continue to support access to library resources. Teams have engaged in planning and implementation for making culturally and linguistically relevant resources by highlighting them in the physical libraries as well as in digital bookshelves. Teams have collaborated on how to make teachers aware of resources and make it easily accessible for them. Library teams routinely review collections, monitor stock, weed, and add to the collections. Secondary teams have worked on curating digital collection on Sora and making content easily accessible to students and teachers. In light of textbook adoptions, the teams are working</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
									on coordinating disposal of old materials in order to plan for delivery and distribution of new materials.  Personnel: \$1,395,153 Non-Personnel: \$20,634 Total: \$1,415,787
3.7	<b>Family and Parent Engagement</b> The Coordinator of Family Engagement will support English learners' families and parents by coordinating and inviting them to participate in workshops on how to support their students at home. Specifically, these workshops will focus on services for English Learners and the integration of EL strategies across the curriculum. Whenever possible these sessions will be recorded and made available for parents to view at a more convenient time. This will support families' understanding of the educational programming available for their students and strengthen the home-school connection. In addition, Low-Income/Foster Youth students' parents and families will be invited to participate in workshops that focus on strategies to	Ongoing	Yes	LCFF	\$169,798	LCFF	\$30,000	\$229,798.00	The Coordinator of Family Engagement and EL Programs has supported English learners' families and parents by coordinating and inviting them to participate in workshops on how to support their students at home. To date, the Coordinator of Family Engagement and EL Programs has held DELAC meetings which center on the SMMUSD EL Master Plan for English Learners.  In Progress: During the spring 2022, Coordinator of Family Engagement and EL Programs will hold workshops that focus on services for English Learners and the integration of EL strategies across the curriculum. A three-session workshop on

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>support homework, establishing rituals and routines, and incorporating SEL practices to address the academic and social-emotional well-being of their students and family. This will support families' understanding of the educational programming available for their students and strengthen the home-school connection.</p> <p>a. The Coordinator of Family Engagement will continue to support sites with the implementation of the parent education programs, as a component of the Family Engagement Framework rollout.</p> <p>b. The Coordinator will support sites in their implementation of an SSC and ELAC Handbook as a resource for staff and SSC and ELAC officers. The Family Engagement Coordinator will meet with site administrators, to review ELAC requirements, provide support as needed, and ensure that each site establishes and maintains an ELAC. The Coordinator of Family Engagement will also provide training to new DELAC Officers and provided support to them as they transitioned into their new roles.</p>						<p>differentiation is being planned for teachers across the district as well one in which integrated ELD for instructional coaches. Separately, workshops will be held for families. Whenever possible these sessions will be recorded and made available for parents to view at a more convenient time. This will support families' understanding of the educational programming available for their students and strengthen the home-school connection. In addition, Low-Income/Foster Youth students' parents and families have been invited to participate in workshops that focus on mental health. As part of these workshops, strategies establishing rituals and routines, and incorporating SEL practices to address the academic and social-emotional well-being of their students and the family have been discussed. This will support families' understanding of the educational programming available for their students and</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>c. The Coordinator will collaborate with other department coordinators (SpEd, Math, Social Justice, Literacy and Language, and Learning &amp; Innovation) will continue to develop and co-facilitate specific learning modules for families that focused on SMMUSDs initiatives. In addition to these modules, the Coordinator will continue working 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.</p> <p>d. The Coordinator will provide the Latino Family Literacy Project at elementary schools and a Spanish series of Parent Project to families throughout the district to serve parents with adolescents that require specific parenting skills and strategies. The bilingual community liaisons will continue to provide outreach to all parents to participate in school and district parent activities</p> <p>e. The Coordinator will collaborate with families,</p>						<p>strengthen the home-school connection.</p> <p>a. In Progress: The Coordinator of Family Engagement and EL Programs will continue to support sites with the implementation of the parent education programs, as a component of the Family Engagement Framework rollout.</p> <p>b. In Progress: At the beginning of the year, schools were supported in their implementation of an SSC and ELAC Handbook as a resource for staff and SSC and ELAC officers, by the Assistant Superintendent of Ed. Services. The Assistant Superintendent of Ed. Services also provided training to new DELAC Officers and provided support to them as they transitioned into their new roles. The Coordinator of Family Engagement and EL Programs has met with site administrators, to review ELAC requirements, provide support as needed, and ensure that each</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	community, and staff to deliver a district-wide parent conference that includes a community resource fair with community agencies. The bilingual community liaisons will continue to provide outreach to all parents to participate in school and district parent activities. Their highest priority continues to be engaging families who historically are under-represented in school activities, particularly those who are parents of English Learners.						<p>site establishes and maintains an ELAC.</p> <p>c. In Progress: The Coordinator of Family Engagement and EL Programs has collaborated with other department coordinators (SpEd, Math, Social Justice, Literacy and Language, and Learning &amp; Innovation) to develop and co-facilitate specific learning modules for teachers that focused on SMMUSDs initiatives. In addition to these modules, the Coordinator will continue working 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.</p> <p>d. In Progress: The Coordinator of Family Engagement and EL Programs will provide the Latino Family Literacy Project this Spring at elementary</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							<p>schools and a Spanish series of Parent Project to families throughout the district to serve parents with adolescents that require specific parenting skills and strategies. The bilingual community liaisons have continued to provide outreach to all parents to participate in school and district parent activities.</p> <p>e. In Progress The Coordinator of Family Engagement and EL Programs will collaborate with families, community, and staff to deliver a district-wide parent conference that includes a community resource fair with community agencies in the Spring, in conjunction with the Santa Monica Community College. The bilingual community liaisons continue to provide outreach to all parents to participate in school and district parent activities.</p> <p>Middle school English Learners to implement before or after school to accelerate language development and</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
									support reclassification.  Personnel: \$35,669 Non-Personnel: \$10,656 Total: \$46,325
3.8	<p><b>Language Access and Supports</b> Spanish interpretation at site-based events will be provided by the Bilingual Community Liaisons and at district-level events by the district interpreters-translators and when necessary by a local agency. This will increase the participation of Spanish-speaking EL families at district meetings because the information will be provided in their preferred language of communication.</p> <p>a. Supplemental funding will continue to support the implementation of the district's language access guidelines by norming centralized and site-based services, providing interpreter-translator training available to district and site staff that support with providing language access services to families and staff.</p> <p>b. Continue funding district-level interpreter-translator positions to ensure language access services</p>	Ongoing	Yes	LCFF	\$166,089	LCFF	\$30,000	\$196,089.00	<p>Spanish interpretation at site-based events has been provided by the Bilingual Community Liaisons and at district-level events by the district interpreters-translators and when necessary by a local agency. This has increased the participation of Spanish-speaking EL families at district meetings because the information is provided in their preferred language of communication. Bilingual Community Liaison interprets for things such as IEPs, SSC, and ELAC meetings, as well as for teachers during parent-teacher conferences.</p> <p>a. Completed: Supplemental funding has continued to support the implementation of the district's language access guidelines by norming centralized and site-based</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>are available at all district-level meetings and that all district communication to families is translated.</p> <p>c. Funding will be made available for contracted services when district-level interpreters-translators are not available to interpret or when documents are too long and technical in nature (ex LCAP).</p>						<p>services, providing interpreter-translator training available to district and site staff that support with providing language access services to families and staff.</p> <p>b. Completed: Continue funding district-level interpreter-translator positions to ensure language access services are available at all district-level meetings and that all district communication to families is translated. On a regular basis, district-level interpreters translate documents that go out to the community and Board meetings, for example.</p> <p>c. Completed: Funding continues to be made available for contracted services when district-level interpreters-translators are not available to interpret or when documents are too long and technical in nature (ex LCAP).</p> <p>Personnel \$100,775 Contracts \$3,086 Total: \$103,861</p>



Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.9	<p><b>Parent, Family and Community Outreach</b> Families of English Learners, Low-Income and Foster Youth will receive support from the school site's Bilingual Community Liaison through personalized phone calls, site-based workshops, and connection to academic and social-emotional resources available within our district and the broader community. Spanish-speaking English Learner families will receive information and supports in their preferred language of communication. These efforts will increase communication and participation for EL, Low-Income, and Foster Youth families.</p> <p>a. The Family Engagement Coordinator will continue to provide ongoing support to the bilingual community liaisons on strategies that focus on increasing family participation and on the development and delivery of site-based workshops.</p> <p>b. The bilingual community liaisons will continue assisting families, particularly those who are underserved and historically under-participatory in becoming aware and accessing school site supports and</p>	Ongoing	Yes	LCFF \$794,814		\$794,814.00	<p>Families of English Learners, Low-Income and Foster Youth receive support from the school site's Bilingual Community Liaison through personalized phone calls, site-based workshops, and connection to academic and social-emotional resources available within our district and the broader community. Spanish-speaking English Learner families receive information and support in their preferred language of communication. These efforts have increased communication and participation for EL, Low-Income, and Foster Youth families.</p> <p>a. In Progress: The Family Engagement Coordinator has continued to provide ongoing support to the bilingual community liaisons on strategies that focus on increasing family participation and on the development and delivery of site-based workshops by continuing to have the bilingual community liaisons inform families</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>other programs; including CREST. They will also continue working with families in difficult circumstances that required special attention and time.</p> <p>c. The bilingual community liaisons will continue to provide outreach to all parents to participate in school and district parent activities. Their highest priority continues to be engaging families who historically are under-represented in school activities, particularly those who are parents of English Learners, Low Income, and Homeless/Foster Youth. The liaisons continue to utilize multiple communication strategies to encourage involvement; including personal calls, mailings, Blackboard Connect, and flyers, to name a few.</p> <p>d. The Bilingual Community Liaisons will continue to provide interpretation and translation support for families and staff, so that language is not a barrier to two-way communication. In order to continue supporting their skill-set in interpretation and translation, bilingual community liaisons will receive ongoing training in interpretation and translation as part of</p>						<p>of upcoming events, activities, and donations for which they might be eligible.</p> <p>b. Completed: The bilingual community liaisons continue assisting families, particularly those who are underserved and historically under-participatory in becoming aware and accessing school site supports and other programs; including CREST. They will also continue working with families in difficult circumstances that required special attention and time. As a result, they helped connect families with the Weekend Backpack program which provided students experiencing weekend food insecurity with nutritious, easy-to-prepare bags of food for the weekends. They also helped connect families with the Salvation Army and helped them obtain food and toys for their children during the holiday season.</p> <p>c. Completed: The bilingual community</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Language Access that is part of the Family Engagement Framework.</p> <p>e. The BCLs will continue to support site-based outreach for district-led efforts that include: Parent Education offerings, Parent Workshops, Summer School Programming, and Academic Supports for students.</p>						<p>liaisons have provided outreach to all parents to participate in school and district parent activities. Their highest priority continues to be engaging families who historically are under-represented in school activities, particularly those who are parents of English Learners, Low Income, and Homeless/Foster Youth. The liaisons continue to utilize multiple communication strategies to encourage involvement; including personal calls, mailings, Blackboard Connect, and flyers, to name a few. The bilingual community liaisons are in constant communication with the families in their schools and have become integral in helping families understand procedures with regards to COVID.</p> <p>d. Completed: The Bilingual Community Liaisons continue to provide interpretation and translation support for families and staff, so that language is not a barrier to two-way communication. In</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
									<p>order to continue supporting their skill-set in interpretation and translation, bilingual community liaisons will receive ongoing training in interpretation and translation as part of Language Access that is part of the Family Engagement Framework. Work in this area will begin in the Spring of 2022.</p> <p>e. Completed: The BCLs continue to support site-based outreach for district-led efforts that include: Parent Education offerings, Parent Workshops, Summer School Programming, and Academic Supports for students. They regularly remind families of ELAC and DELAC meetings as well as other site-based meetings.</p> <p>Personnel \$317,865 Non-Personel: \$0 Total: \$317,865</p>
3.10	<b>Integration of Technology to Improve Student Engagement and Outcomes</b> The office of Educational Technology and Information Services (ETIS) will continue to support the	Ongoing	No	LCFF	\$557,290	LCFF	\$700,600	\$3,443,043.00	The office of Educational Technology and Information Services (ETIS) continues to support the needs of students and staff. Ongoing funding for

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>needs of students and staff. Ongoing funding for two EdTech Teachers on Special Assignment (TOSAs) and the Site Technology Support Assistants will continue in order to support classroom instruction by maintaining the infrastructure and devices.</p> <p>The Ed Tech TOSAs will support the purposeful integration of technology to more meaningfully engage students:</p> <p>a. The EdTech TOSAs will support by coaching teachers in the embedding of technology into lesson development to more authentically engage their students and incorporate resources of high interest.</p> <p>b. Support with the development and delivery of Professional Development on districtwide digital resources (textbook, subject-specific, Google Suite, etc.) and integrate the SAMR model throughout the various offerings.</p> <p>c. Support teachers and school sites with Digital Citizenship Professional Development and curriculum and showcase the progress teachers are making with integrating</p>						<p>two EdTech Teachers on Special Assignment (TOSAs) and the Site Technology Support Assistants continued during this school year in order to support classroom instruction by maintaining the infrastructure and devices.</p> <p>The Ed Tech TOSAs supported the purposeful integration of technology to more meaningfully engage students:</p> <p>a. Completed: The EdTech TOSAs supported by coaching teachers in the embedding of technology into lesson development to more authentically engage their students and incorporate resources of high interest. Additionally, during the Fall 2021 semester, Ed Tech TOSAs supported the onboarding of SMMUSD's new Student Information System Aeries. They provided support to teachers as it relates to monitoring student progress through the use of the online gradebook and</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>digital citizenship within their practice.</p> <p>d. Ed Tech TOSAs will continue to support the Digital Learning Program that includes the development of training for teachers, staff, and students. As part of this work develop parent resource videos that can be made available on our website to support families and school sites.</p> <p>e. Continue scheduling Technology Site EdTech Support Days where staff explored the use of new digital resources by regularly visiting each of 16 sites at least once every month.</p> <p>f. The Site Technology Support Assistants will support the maintenance of the infrastructure and devices for staff and students.</p> <p>g. Continue to monitor the implementation of the Digital Learning Program to ensure all devices are maintained at an optimum level and a refresh plan for teacher and student devices is established and implemented consistently.</p>						<p>production of student data reports.</p> <p>b. Completed: The EdTech TOSAs supported the development and delivery of Professional Development on districtwide digital resources (textbook, subject-specific, Google Suite, assessment softwares, etc.) and integrate the SAMR model throughout the various offerings.</p> <p>c. Completed: The EdTech TOSAs supported teachers and school sites with Digital Citizenship Professional Development and curriculum and showcase the progress teachers are making with integrating digital citizenship within their practice. A large portion of the professional development was around Aeries our new Student Information System for all staff including teachers, students and parents.</p> <p>d. Completed: The Ed Tech TOSAs</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							<p>continued to support the Digital Learning Program that is providing one to one Chromebooks for 2nd-12th grade that includes the development of training for teachers, staff, and students. As part of this work develop parent resource videos that can be made available on our website to support families and school sites.</p> <p>e. In Progress: The EdTech TOSAs scheduled Technology Site EdTech Support Days for the Spring 2022 semester where staff explored the use of new digital resources by regularly visiting each of 16 sites at least once every month. There was a delay in starting this due to Aeries Student Information Implimentation.</p> <p>f. Completed: The Site Technology Support Assistants are supporting with the maintenance of the infrastructure and devices for staff and students. Additionally, they support student Google for Education</p>

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									<p>Accounts as well as school based technology tools and applications.</p> <p>g. Completed: The EdTech TOSAs and Director of Education Technology continue to monitor the implementation of the Digital Learning Program to ensure all devices are maintained at an optimum level and a refresh plan for teacher and student devices is established and implemented consistently.</p> <p>Personnel: \$1,694,759 Non-Personnel: \$1,201,460 Total: \$2,896,219</p>
3.11	<b>Creating and Maintaining 21st Century Learning Environments</b> M&O employees: a. Maintain and repair/replace as necessary each facility's mechanical, electrical, structural, technical, and safety systems. b. Clean and sanitize educational, ancillary, and auxiliary spaces including classrooms, specialized instructional spaces, restrooms, support spaces (libraries, offices, cafeterias, etc.), and other	Ongoing	No	LCFF Local	\$8,222,242 \$86,284	LCFF	\$3,560,200	\$11,868,726.00	M&O: a, b, & c. Despite the challenges and additional demands caused by the pandemic, the maintenance and cleaning of interior and exterior facilities continued. COVID brought increased demands for cleaning and ventilation systems. This was challenged by the lack of staff and the availability of additional staff. This



Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>ancillary spaces and/or auxiliary facilities.</p> <p>c. Maintain the exterior environs of each facility in a safe, orderly, clean, and visually appealing manner in support of various educational activities.</p> <p>d. Deferred Maintenance projects based on the facility needs assessment will be completed as funding allows</p> <p>Facility Improvements:</p> <p>a. Complete modernization of the window, paints, floors, doors, accessibility, and fire alarms at John Muir ES and SMASH</p> <p>b. Complete the updates of Heating, Ventilation, and Air Conditioning at Grant ES., Will Rogers ES, Roosevelt ES, Muir ES, SMASH, and Lincoln MS</p> <p>c. Open new Discovery Building at Samohi and John Adams MS Performing Arts Center</p> <p>d. Begin and complete construction of Phase 3 Exploration Building and Gold Gym at Samohi and Phase 1 Malibu HS Building.</p> <p>e. Design and begin construction of Measure SMS ES and MS projects</p> <p>f. Complete 21st Century Furniture project at ES &amp; MS.</p>						<p>caused some refocus of staffing and support.</p> <p>d. The Maintenance Construction department was finally properly staffed and funded to plan for and complete multiple maintenance projects that have been deferred for years. Over the 2021-22 school year, there are about fifty major deferred maintenance projects scheduled to be completed by the summer of 2022. Over the next three years, the department can make strong strides toward reducing the deferred maintenance projects provided the funding continues.</p> <p>Facility Improvements:</p> <p>a. The modernization project at Muir/SMASH is nearing completion. This campus is the last elementary school to receive the modernization project.</p> <p>b. Five campuses received upgraded HVAC systems and other upgrades. The projects at Grant ES, Rogers ES, and Roosevelt ES have been substantially completed. The project at Muir/SMASH should be completed by the</p>

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							<p>end of February. The Lincoln project should be completed this fiscal year. This will conclude the HVAC projects.</p> <p>c. The Discover Building opened for students at the beginning of the Fall Semester in August. It is a transformative educational space. The John Adams Performing Arts Center had a soft open in August. The facility has had numerous events and concerts, following the COVID protocol restrictions. An official opening is postponed until COVID allows.</p> <p>d. The plans for Samohi Phase 3 project is at the Division of State Architects pushing for approval. Demolition of the Cafeteria, History and Art buildings has been completed. The site has been graded and shoring is being installed for the new building. Construction is to commence in April with a planned completion in January 2024. The Malibu MMS campus plan is proceeding. The Phase 1 High School</p>

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							<p>Building is in DSA and should commence with construction this calendar year. The planned opening is Fall Semester 2024. There are still entitlement hurdles that might delay the opening.</p> <p>e. The Measure SMS Elementary and Middle School projects have proceeded slowly. Programming and Schematic Design has been completed. The Historic Resources Reports have been completed. We need direction from the BOE to proceed with designs. The plan is to have some of the projects commence in the summer of 2023. The campus plans are being solidified and the CEQA process has begun.</p> <p>f. The 21st century furniture projects have been completed with the exception of Muir/SMASH which was deferred to the summer of 2022 due to construction.</p> <p>Personnel: \$4,845,990 Non-Personnel: \$1,594,708 Total: \$6,440,698</p>

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3.12	<b>Create Safe and Secure Campuses</b> Security staff assist with keeping the secondary campuses safe.	Ongoing	No	LCFF	\$1,454,785	LCFF	\$500	\$1,455,285	In progress. SMMUSD Security continue to assist with keeping the secondary campuses safe.  Personnel: \$719,971 Non-Personnel: \$1,441 Total: \$721,412
3.13	<b>Student Transportation</b> The district will continue to provide transportation services for school and school-related activities.	Ongoing	No	LCFF	\$2,499,440	LCFF	\$302,200	\$2,801,640	In progress. The district continues to provide transportation services for school and school-related activities.  Personnel: \$1,153,842 Non-Personnel: \$54,792 Total: \$1,208,634
3.14	<b>Ongoing Feedback from Families</b> Let's Talk communication is a tool activated to increase the participation of parents of unduplicated (UDP) students as equal partners via an online platform. Parents are able to submit ideas and comments regarding all three LCAP goals. This two-way communication platform is available through a button on the SMMUSD homepage and on the Superintendent's page. Information is presented in English and Spanish.	Ongoing	Yes			LCFF	\$50,000	\$50,000.00	Completed: The Let's Talk communication tool is activated to increase the participation of parents of unduplicated (UDP) students as equal partners via an online platform. Parents are able to submit ideas and comments regarding all three LCAP goals. This two-way communication platform is available through a button on the SMMUSD homepage and on the Superintendent's page. Information is

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							presented in English and Spanish.  Personnel: \$0 Non-Personnel: \$25,000 Total: \$25,000