

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Monica-Malibu Unified School District

CDS Code: 19-64980-0000000

School Year: 2021-22

LEA contact information:

Jacqueline Mora, EdD

Assistant Superintendent, Educational Services

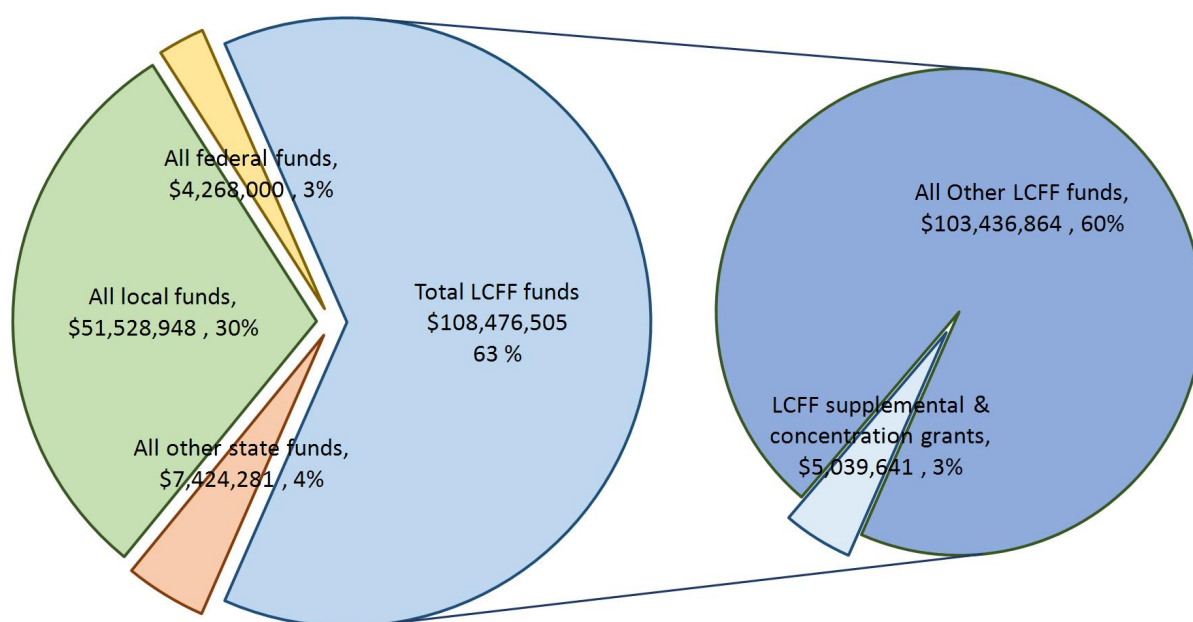
jmora@smmusd.org

(310) 450-8338

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



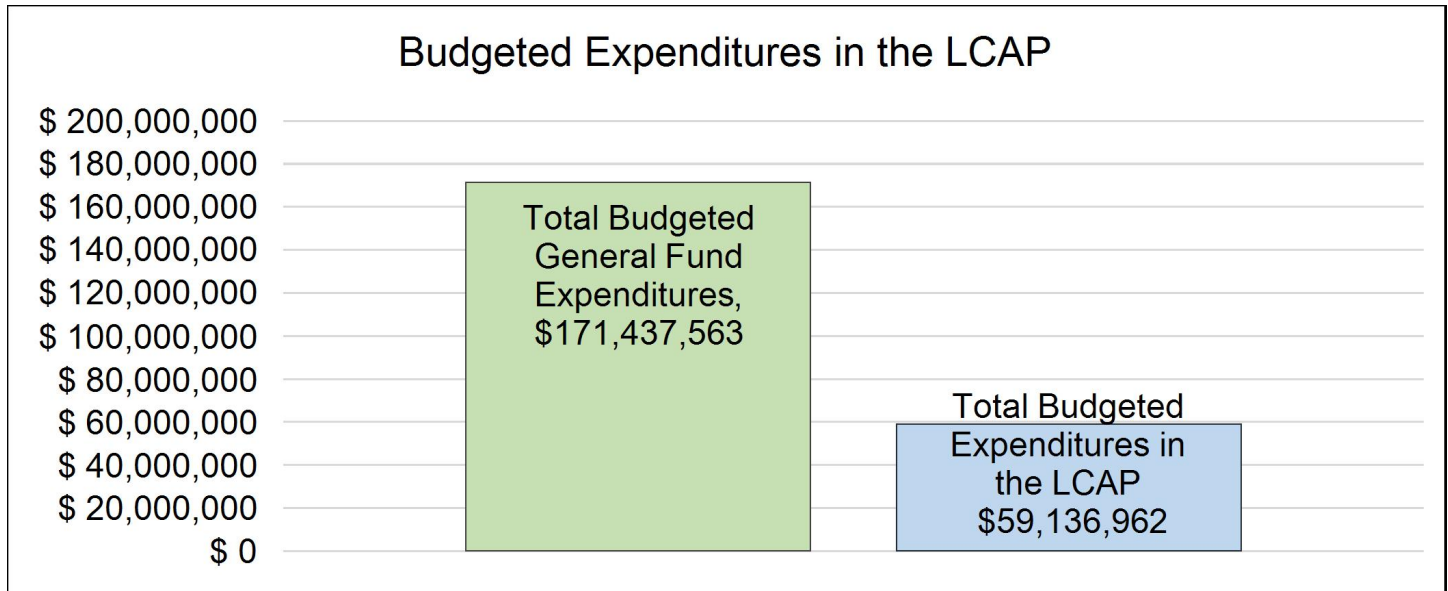
This chart shows the total general purpose revenue Santa Monica-Malibu Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Santa Monica-Malibu Unified School District is \$171,697,734, of which \$108,476,505 is Local Control Funding Formula (LCFF), \$7,424,281 is other state funds, \$51,528,948 is local funds, and \$4,268,000 is federal funds. Of the \$108,476,505 in LCFF Funds, \$5,039,641 is

generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

Santa Monica-Malibu Unified School District plans to spend \$171,437,563 for the 2021-22 school year. Of that amount, \$59,136,962 is tied to actions/services in the LCAP and \$112,300,601 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

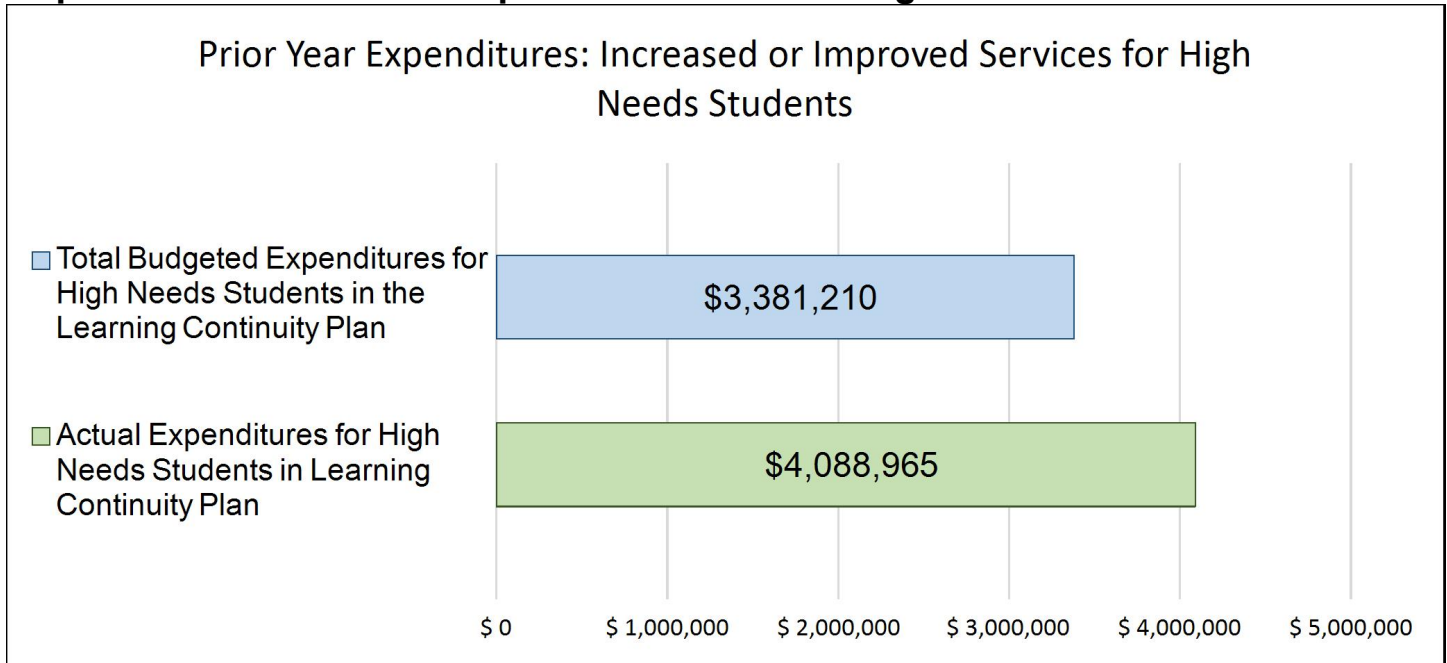
The budgeted expenditures not included in the LCAP will be used for the following general operating and basic services: all certificated and classified salaries and benefits; materials and supplies to operate all basic functions of district departments that support site-based needs; instructional materials, textbooks, and consumables for teachers and students; and all contracted services and other operational costs associated with maintaining the basic functioning of the district and school sites. These actions and services are aligned to the input we received from families for maintaining our 2021-22 actions and augmenting student supports as needed.

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

In 2021-22, Santa Monica-Malibu Unified School District is projecting it will receive \$5,039,641 based on the enrollment of foster youth, English learner, and low-income students. Santa Monica-Malibu Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Monica-Malibu Unified School District plans to spend \$7,644,519 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

In 2020-21, Santa Monica-Malibu Unified School District's Learning Continuity Plan budgeted \$3,381,210 for planned actions to increase or improve services for high needs students. Santa Monica-Malibu Unified School District actually spent \$4,088,965 for actions to increase or improve services for high needs students in 2020-21.

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

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

LEA Name	Contact Name and Title	Email and Phone
Santa Monica-Malibu Unified School District	Jacqueline Mora, EdD Assistant Superintendent, Educational Services	jmora@smmusd.org (310) 450-8338

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

Goal 1

All students are socially just and ready for careers and college

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator All teachers are credentialed for the subject(s) they teach or are on a path to obtaining the appropriate credential. 19-20 100% Baseline 100%	All teachers are credentialed for the subject(s) they teach
Metric/Indicator All students have access to standards-aligned textbooks. 19-20 100% Baseline 100%	100% of students had access to standards-aligned textbooks.
Metric/Indicator All curriculum guides, proficiency scales and district interim assessments are aligned to the California standards 19-20	All Curriculum guides, proficiency scales and district interim assessments are aligned to the California standards.

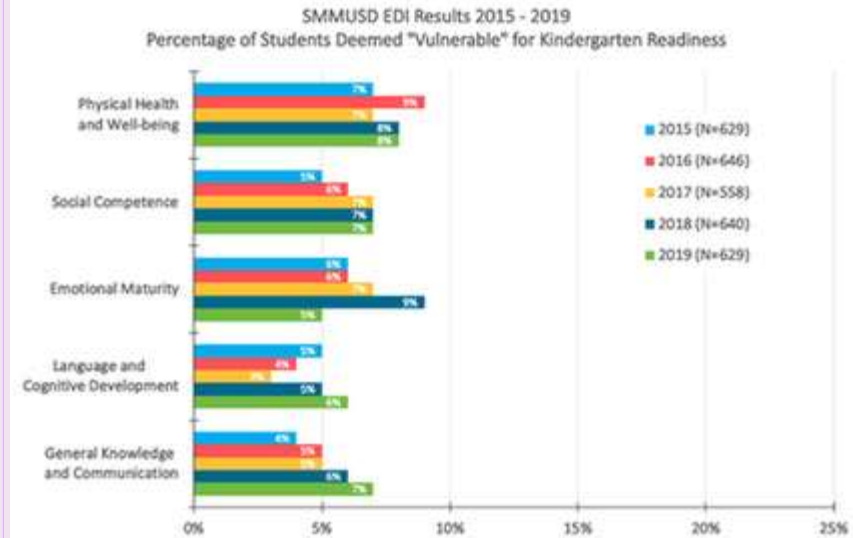
Expected	Actual
<p>ELA: 100% Math: 100% NGSS: 100% History: 100%</p> <p>Baseline ELA: 100% Math: 100%</p>	
<p>Metric/Indicator Increase the percent of students who are meeting or exceeding standards on the CAASPP ELA test.</p> <p>19-20 All 74 A 89 AA 58 H 60 W 85 SED 57 SWD 40 EL 41</p> <p>Baseline 14-15 All 66 A 83 AA 44 H 49 W 79 SED 50 SWD 27 EL 31</p> <p>15-16 All 71 A 86 AA 50 H 52 W 82</p>	<p>CDE's DataQuest provides data for "Economically Disadvantaged (ED)" subgroup instead of "Socio-Economically Disadvantaged (SED)." Although the CDE Dashboard provides data on the SED subgroup, it uses the "Distance from Standard" measure to calculate academic performance.</p> <p>The CAASPP ELA assessment was not available due to COVID-19 (the 2019-2020 summative test was canceled). We used three local measures for ELA: the CAASPP IAB, FASTBridge aReading screener, and the Renaissance Star Reading assessment. While the IABs measure the same skills as the CAASPP summative, they do not provide enough data to make comparisons and the assessments themselves do not have an equivalent "Meets Standard" rank. Therefore the IAB data cannot be compared to CAASPP ELA scores. With that in mind, below you will see the scores for the 2020-2021 CAASPP IABs. The Fall Score will be the most important as it gives a picture as to where students were performing at the beginning of the school year and it is the closest data we have about performance from the end of 2019-2020.</p> <p>The FastBridge Assessment given to grades 3-8 gives us data on how students are performing via a National Percentile Ranking. While still not comparable to the data below, it does give us some information about how students are performing in the pandemic. The scores are below.</p> <p>FastBridge aReading assessment: Percentage of students who performed in the 50-100% percentile National Rankings All: 68% Black/AA: 55% Hispanic/Latino: 52% ED: 47%</p>

Expected	Actual																																																																	
SED 49 SWD 32 EL 33	<p>SWD: 39% EL: 28%</p> <p>The numbers above are similar to the numbers in the chart below. While the tests are not the same, we can state our students are performing at similar levels now in English Language Arts assessments as they were pre-pandemic - the differences are at 8% or less in all measured categories.</p> <table><tr><th colspan="2">ELA Interim Scores (%)</th><th>All Students</th><th>English Learners</th><th>Students with Disabilities</th><th>Socio-Economically Disadvantaged</th></tr><tr><td rowspan="3">1 Standard Not Met</td><td>Fall</td><td>14%</td><td>50%</td><td>43%</td><td>28%</td></tr><tr><td>Winter</td><td>10%</td><td>30%</td><td>27%</td><td>21%</td></tr><tr><td>Change</td><td>-4%</td><td>-20%</td><td>-16%</td><td>-7%</td></tr><tr><td rowspan="3">2 At/Near Standard</td><td>Fall</td><td>47%</td><td>50%</td><td>49%</td><td>51%</td></tr><tr><td>Winter</td><td>35%</td><td>65%</td><td>46%</td><td>45%</td></tr><tr><td>Change</td><td>-12%</td><td>15%</td><td>-3%</td><td>-7%</td></tr><tr><td rowspan="3">3 Exceeds Standard</td><td>Fall</td><td>39%</td><td>0%</td><td>8%</td><td>21%</td></tr><tr><td>Winter</td><td>55%</td><td>6%</td><td>27%</td><td>34%</td></tr><tr><td>Change</td><td>16%</td><td>6%</td><td>19%</td><td>13%</td></tr><tr><td rowspan="2">Total</td><td>Fall</td><td>5532</td><td>302</td><td>574</td><td>1311</td></tr><tr><td>Winter</td><td>4168</td><td>217</td><td>405</td><td>940</td></tr></table>	ELA Interim Scores (%)		All Students	English Learners	Students with Disabilities	Socio-Economically Disadvantaged	1 Standard Not Met	Fall	14%	50%	43%	28%	Winter	10%	30%	27%	21%	Change	-4%	-20%	-16%	-7%	2 At/Near Standard	Fall	47%	50%	49%	51%	Winter	35%	65%	46%	45%	Change	-12%	15%	-3%	-7%	3 Exceeds Standard	Fall	39%	0%	8%	21%	Winter	55%	6%	27%	34%	Change	16%	6%	19%	13%	Total	Fall	5532	302	574	1311	Winter	4168	217	405	940
ELA Interim Scores (%)		All Students	English Learners	Students with Disabilities	Socio-Economically Disadvantaged																																																													
1 Standard Not Met	Fall	14%	50%	43%	28%																																																													
	Winter	10%	30%	27%	21%																																																													
	Change	-4%	-20%	-16%	-7%																																																													
2 At/Near Standard	Fall	47%	50%	49%	51%																																																													
	Winter	35%	65%	46%	45%																																																													
	Change	-12%	15%	-3%	-7%																																																													
3 Exceeds Standard	Fall	39%	0%	8%	21%																																																													
	Winter	55%	6%	27%	34%																																																													
	Change	16%	6%	19%	13%																																																													
Total	Fall	5532	302	574	1311																																																													
	Winter	4168	217	405	940																																																													
<p>Metric/Indicator</p> <p>Increase the percent of students who are meeting or exceeding standards on the CAASPP math test.</p> <p>19-20 All 66 A 86 AA 41 H 47 W 77 SED 43 SWD 35 EL 38</p>	<p>CDE's DataQuest provides data for "Economically Disadvantaged (ED)" subgroup instead of "Socio-Economically Disadvantaged (SED)." Although the CDE Dashboard provides data on the SED subgroup, it uses the "Distance from Standard" measure to calculate academic performance.</p> <p>The CAASPP ELA assessment was not available due to COVID-19 (the 2019-2020 summative test was canceled). We used two local measures for Math: the CAASPP IAB and MDTP Readiness assessment. While the IABs measure the same skills as the CAASPP summative, they do not provide enough data to make comparisons and the assessments themselves do not have an</p>																																																																	

Expected	Actual																																																																	
<p>Baseline 14-15 All 56 A 75 AA 29 H 33 W 69 SED 30 SWD 23 EL 29</p> <p>15-16 All 60 A 82 AA 33 H 39 W 74 SED 35 SWD 27 EL 30</p>	<p>equivalent "Meets Standard" rank. Therefore the IAB data cannot be compared to CAASPP ELA scores. With that in mind, below you will see the scores for the 2020-2021 CAASPP IABs. The Fall Score will be the most important as it gives a picture as to where students were performing at the beginning of the school year and it is the closest data we have about standard's based performance from the end of 2019-2020.</p> <table><tr><th colspan="2">Math Interim Scores (%)</th><th>All Students</th><th>English Learners</th><th>Students with Disabilities</th><th>Socio-Economically Disadvantaged</th></tr><tr><td rowspan="3">1 Standard Not Met</td><td>Fall</td><td>19%</td><td>35%</td><td>36%</td><td>29%</td></tr><tr><td>Winter</td><td>18%</td><td>42%</td><td>40%</td><td>32%</td></tr><tr><td>% Change</td><td>-1%</td><td>7%</td><td>4%</td><td>3%</td></tr><tr><td rowspan="3">2 At/Near Standard</td><td>Fall</td><td>50%</td><td>50%</td><td>49%</td><td>51%</td></tr><tr><td>Winter</td><td>45%</td><td>45%</td><td>41%</td><td>48%</td></tr><tr><td>% Change</td><td>-4%</td><td>-5%</td><td>-8%</td><td>-3%</td></tr><tr><td rowspan="3">3 Exceeds Standard</td><td>Fall</td><td>32%</td><td>14%</td><td>15%</td><td>19%</td></tr><tr><td>Winter</td><td>37%</td><td>13%</td><td>19%</td><td>19%</td></tr><tr><td>% Change</td><td>5%</td><td>-1%</td><td>4%</td><td>0%</td></tr><tr><td rowspan="2">Total</td><td>Fall</td><td>5731</td><td>407</td><td>665</td><td>1611</td></tr><tr><td>Winter</td><td>6875</td><td>449</td><td>630</td><td>1548</td></tr></table>	Math Interim Scores (%)		All Students	English Learners	Students with Disabilities	Socio-Economically Disadvantaged	1 Standard Not Met	Fall	19%	35%	36%	29%	Winter	18%	42%	40%	32%	% Change	-1%	7%	4%	3%	2 At/Near Standard	Fall	50%	50%	49%	51%	Winter	45%	45%	41%	48%	% Change	-4%	-5%	-8%	-3%	3 Exceeds Standard	Fall	32%	14%	15%	19%	Winter	37%	13%	19%	19%	% Change	5%	-1%	4%	0%	Total	Fall	5731	407	665	1611	Winter	6875	449	630	1548
Math Interim Scores (%)		All Students	English Learners	Students with Disabilities	Socio-Economically Disadvantaged																																																													
1 Standard Not Met	Fall	19%	35%	36%	29%																																																													
	Winter	18%	42%	40%	32%																																																													
	% Change	-1%	7%	4%	3%																																																													
2 At/Near Standard	Fall	50%	50%	49%	51%																																																													
	Winter	45%	45%	41%	48%																																																													
	% Change	-4%	-5%	-8%	-3%																																																													
3 Exceeds Standard	Fall	32%	14%	15%	19%																																																													
	Winter	37%	13%	19%	19%																																																													
	% Change	5%	-1%	4%	0%																																																													
Total	Fall	5731	407	665	1611																																																													
	Winter	6875	449	630	1548																																																													
<p>Metric/Indicator Decrease the percentage of kindergartners who score at the "Vulnerable" rate on the Educational Development Instrument.</p> <p>19-20 14%</p> <p>Baseline 15-16: 17% 16-17:</p>																																																																		

Expected

Actual



Metric/Indicator

Increase the a-g rate to 75% or higher.

19-20

All 72

W 79

H 59

AA 57

A 89+

SED 57

EL 33

Baseline

15-16

All 68

W 76

H 55

AA 53

A 89

SED 53

EL 29

The baseline number from 15-16 represents one-year graduation data (and not cohort data). 2016-17 and 2017-18 cohort data is available in CDE's DataQuest portal:

<https://data1.cde.ca.gov/dataquest/> The 2018-19 data in DataQuest is incorrect. The 2018-19 data listed below were part of the data presented to the school Board on 12/12/19 and reflect accurate counts.

Percentage of Four-Year Cohort Graduates Meeting UC a-g Requirement				
	2016-17	2017-18	2018-19	2019-20
All	71.6%	68.4%	67.4%	73.2%
Asian	90.0%	79.5%	80.4%	92.0%
Black/AA	51.4%	48.3%	53.1%	68.5%
Hispanic/Latino	61.9%	56.6%	56.0%	62.9%
White	78.8%	75.7%	74.5%	77.0%
ED	57.1%	53.2%	51.8%	61.8%
SWD	22.5%	17.4%	20.5%	20.0%
EL	32.0%	28.9%	25.5%	33.3%

Expected	Actual																																
Metric/Indicator The percentage of students who pass an AP exam with a 3 or higher will meet or exceed 70%. 19-20 70% Baseline 15-16: 69% 16-17:	<p>The calculation for this metric is as follows: (Total Number of AP Exams with Score of 3, 4 or 5) divided by (Total Number of AP Exams Taken). The result does not reflect an unduplicated number of students -- i.e. some students may take more than one AP exam and all results are included.</p> <table><tr><th colspan="5">Success Rate for All AP Exams (Score of 3,4,5)</th></tr><tr><th>2015-16</th><th>2016-17</th><th>2017-18</th><th>2018-19</th><th>2019-20</th></tr><tr><td>70%</td><td>70%</td><td>73%</td><td>74%</td><td>72%</td></tr></table>	Success Rate for All AP Exams (Score of 3,4,5)					2015-16	2016-17	2017-18	2018-19	2019-20	70%	70%	73%	74%	72%																	
Success Rate for All AP Exams (Score of 3,4,5)																																	
2015-16	2016-17	2017-18	2018-19	2019-20																													
70%	70%	73%	74%	72%																													
Metric/Indicator Increase the percentage of eleventh graders who are "college ready" in ELA and math as determined by the CAASPP tests in ELA and math. 19-20 ELA 39 Math 28 Baseline 15-16 ELA 33 Math 22	<p>The percentage of eleventh graders who were "college ready" or "conditionally ready."</p> <p>This data is not available because the CAASPP in 2020 was canceled due to the pandemic.</p> <table><tr><th colspan="8">11th-grade Students Identified as College/Career Ready (EAP Status)</th></tr><tr><th colspan="4">ELA</th><th colspan="4">Math</th></tr><tr><th>2015-16</th><th>2016-17</th><th>2017-18</th><th>2018-19</th><th>2015-16</th><th>2016-17</th><th>2017-18</th><th>2018-19</th></tr><tr><td>65</td><td>80.3</td><td>78.4</td><td>80.4</td><td>50</td><td>51.5</td><td>50.2</td><td>56.2</td></tr></table>	11th-grade Students Identified as College/Career Ready (EAP Status)								ELA				Math				2015-16	2016-17	2017-18	2018-19	2015-16	2016-17	2017-18	2018-19	65	80.3	78.4	80.4	50	51.5	50.2	56.2
11th-grade Students Identified as College/Career Ready (EAP Status)																																	
ELA				Math																													
2015-16	2016-17	2017-18	2018-19	2015-16	2016-17	2017-18	2018-19																										
65	80.3	78.4	80.4	50	51.5	50.2	56.2																										
Metric/Indicator The eighth grade drop-out rate will be no greater than 1%. 19-20 0% Baseline 15-16: 0% 16-17:	<p>For the 2019-2020 School year the rate for 8th grade drop outs was <1% as per the CALPADS Reporting 2020 Fall 1.</p> <table><tr><th colspan="5">Eighth Grade Dropout Rate</th></tr><tr><th></th><th>2015-16</th><th>2016-17</th><th>2017-18</th><th>2018-19</th></tr><tr><td>Rate (%)</td><td>0.1%</td><td>0.0%</td><td>0.0%</td><td>0.0%</td></tr><tr><td>Dropouts</td><td>1</td><td>0</td><td>0</td><td>0</td></tr><tr><td>Total 8th Grade Class</td><td>838</td><td>902</td><td>875</td><td>832</td></tr></table>	Eighth Grade Dropout Rate						2015-16	2016-17	2017-18	2018-19	Rate (%)	0.1%	0.0%	0.0%	0.0%	Dropouts	1	0	0	0	Total 8th Grade Class	838	902	875	832							
Eighth Grade Dropout Rate																																	
	2015-16	2016-17	2017-18	2018-19																													
Rate (%)	0.1%	0.0%	0.0%	0.0%																													
Dropouts	1	0	0	0																													
Total 8th Grade Class	838	902	875	832																													
Metric/Indicator The high school cohort drop-out rate will be 5% or less.	Only four years of cohort data are available in CDE's DataQuest portal: https://data1.cde.ca.gov/dataquest/																																

Expected	Actual																																																		
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 Baseline 15-16 All 6.2 W 3.5 H 10.5 AA 4.7 EL 10.7 SWD 10.4 SED 10.1	<table><tr><th colspan="5">High School Cohort Dropout Rate by Year</th></tr><tr><th></th><th>2016-17</th><th>2017-18</th><th>2018-19</th><th>2019-20</th></tr><tr><td>All</td><td>2.5%</td><td>6.7%</td><td>4.7%</td><td>5.6%</td></tr><tr><td>Asian</td><td>3.7%</td><td>2.2%</td><td>1.8%</td><td>2.0%</td></tr><tr><td>Black/AA</td><td>5.0%</td><td>12.7%</td><td>8.5%</td><td>10.0%</td></tr><tr><td>Hispanic/Latino</td><td>2.0%</td><td>5.8%</td><td>5.7%</td><td>5.6%</td></tr><tr><td>White</td><td>1.8%</td><td>6.9%</td><td>4.8%</td><td>5.2%</td></tr><tr><td>ED</td><td>3.9%</td><td>7.5%</td><td>6.1%</td><td>7.5%</td></tr><tr><td>SWD</td><td>4.6%</td><td>11.2%</td><td>9.9%</td><td>15.7%</td></tr><tr><td>EL</td><td>1.8%</td><td>17.2%</td><td>5.4%</td><td>8.3%</td></tr></table>	High School Cohort Dropout Rate by Year						2016-17	2017-18	2018-19	2019-20	All	2.5%	6.7%	4.7%	5.6%	Asian	3.7%	2.2%	1.8%	2.0%	Black/AA	5.0%	12.7%	8.5%	10.0%	Hispanic/Latino	2.0%	5.8%	5.7%	5.6%	White	1.8%	6.9%	4.8%	5.2%	ED	3.9%	7.5%	6.1%	7.5%	SWD	4.6%	11.2%	9.9%	15.7%	EL	1.8%	17.2%	5.4%	8.3%
High School Cohort Dropout Rate by Year																																																			
	2016-17	2017-18	2018-19	2019-20																																															
All	2.5%	6.7%	4.7%	5.6%																																															
Asian	3.7%	2.2%	1.8%	2.0%																																															
Black/AA	5.0%	12.7%	8.5%	10.0%																																															
Hispanic/Latino	2.0%	5.8%	5.7%	5.6%																																															
White	1.8%	6.9%	4.8%	5.2%																																															
ED	3.9%	7.5%	6.1%	7.5%																																															
SWD	4.6%	11.2%	9.9%	15.7%																																															
EL	1.8%	17.2%	5.4%	8.3%																																															
Metric/Indicator 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 EL 84.1 SWD 79.9 SED 84.0 Baseline 15-16 All 90.7 W 94.8	<p>Only four years of cohort data are available in CDE's DataQuest portal: https://data1.cde.ca.gov/dataquest/</p> <table><tr><th colspan="5">High School Cohort Graduation Rate</th></tr><tr><th></th><th>2016-17</th><th>2017-18</th><th>2018-19</th><th>2019-20</th></tr><tr><td>All</td><td>92.5%</td><td>91.0%</td><td>93.9%</td><td>94.4%</td></tr><tr><td>Asian</td><td>92.6%</td><td>95.7%</td><td>98.2%</td><td>98.0%</td></tr><tr><td>Black/AA</td><td>90.0%</td><td>84.5%</td><td>90.1%</td><td>90.0%</td></tr><tr><td>Hispanic/Latino</td><td>94.2%</td><td>92.2%</td><td>91.5%</td><td>94.4%</td></tr><tr><td>White</td><td>92.3%</td><td>90.5%</td><td>94.3%</td><td>94.8%</td></tr><tr><td>ED</td><td>90.2%</td><td>89.7%</td><td>91.8%</td><td>92.5%</td></tr><tr><td>SWD</td><td>81.7%</td><td>80.4%</td><td>82.2%</td><td>84.3%</td></tr><tr><td>EL</td><td>87.7%</td><td>77.6%</td><td>91.1%</td><td>91.7%</td></tr></table>	High School Cohort Graduation Rate						2016-17	2017-18	2018-19	2019-20	All	92.5%	91.0%	93.9%	94.4%	Asian	92.6%	95.7%	98.2%	98.0%	Black/AA	90.0%	84.5%	90.1%	90.0%	Hispanic/Latino	94.2%	92.2%	91.5%	94.4%	White	92.3%	90.5%	94.3%	94.8%	ED	90.2%	89.7%	91.8%	92.5%	SWD	81.7%	80.4%	82.2%	84.3%	EL	87.7%	77.6%	91.1%	91.7%
High School Cohort Graduation Rate																																																			
	2016-17	2017-18	2018-19	2019-20																																															
All	92.5%	91.0%	93.9%	94.4%																																															
Asian	92.6%	95.7%	98.2%	98.0%																																															
Black/AA	90.0%	84.5%	90.1%	90.0%																																															
Hispanic/Latino	94.2%	92.2%	91.5%	94.4%																																															
White	92.3%	90.5%	94.3%	94.8%																																															
ED	90.2%	89.7%	91.8%	92.5%																																															
SWD	81.7%	80.4%	82.2%	84.3%																																															
EL	87.7%	77.6%	91.1%	91.7%																																															

Expected	Actual																		
H 83.8 AA 91.8 EL 83.5 SWD 79.3 SED 83.4																			
Metric/Indicator All foster youth have a literacy, culmination or graduation and post-secondary plan as grade-level appropriate. 19-20 100% Baseline 100%	100% of enrolled foster youth had a literacy, culmination or graduation/post-secondary plan as grade-level appropriate.																		
Metric/Indicator Increase the percentage of high school graduates who complete at least one college course (dual or concurrent enrollment) during high school to at least 15%. 19-20 15% or higher Baseline 14-15:11.6% 15-16: 21% 17-18: 17.8%	10.9 % of the Graduating Class of 2020 took one or more college course during high school.																		
Metric/Indicator 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 54% Baseline 15-16: 51% 16-17:	<table><tr><th colspan="6">Percentage of Graduates Passing an AP Exam with a Score of 3 or Higher during HS</th></tr><tr><th></th><th>2015-16</th><th>2016-17</th><th>2017-18</th><th>2018-19</th><th>2019-20</th></tr><tr><td>Graduates</td><td>50.8%</td><td>52.2%</td><td>49.9%</td><td>56.9%</td><td>56.6%</td></tr></table>	Percentage of Graduates Passing an AP Exam with a Score of 3 or Higher during HS							2015-16	2016-17	2017-18	2018-19	2019-20	Graduates	50.8%	52.2%	49.9%	56.9%	56.6%
Percentage of Graduates Passing an AP Exam with a Score of 3 or Higher during HS																			
	2015-16	2016-17	2017-18	2018-19	2019-20														
Graduates	50.8%	52.2%	49.9%	56.9%	56.6%														

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. The Human Resources Department continues to manage the recruitment and selection of certificated staff. The Personnel Commission continues to manage the recruitment and selection of classified staff. The HR Department continues to oversee the evaluation of both certificate 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, leaves of absence, return to work for work injury, and Staffing allocations.</p> <p>All CTE teachers have appropriate CTE or Vocational Education credentials.</p> <p>Our HR department will continue to closely monitor the 18 remaining teachers identified as not having the certification to teach English Learners. Of those 18 teachers, six have emergency CLAD credentials and have shown proof of completing the coursework or tests required to obtain their CLAD. HR will ensure that any new teacher hired will have appropriate certification to teach English Learners.</p> <p>Staffing meetings will continue to be held with each school and each departments by HR staff to share the Board's commitment to hire teachers whose demographics (i.e. race, ethnicity, and gender) mirror student race and ethnicity demographics.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>HR Function 74000 1000-1999: Certificated Personnel Salaries LCFF \$431,195</p> <p>HR Function 74000 2000-2999: Classified Personnel Salaries LCFF \$1,032,335</p> <p>HR Function 74000 3000-3999: Employee Benefits LCFF \$663,746</p> <p>HR Function 74000 4000-4999: Books And Supplies LCFF \$42,450</p> <p>HR Function 74000 5000-5999: Services And Other Operating Expenditures LCFF \$528,000</p> <p>HR Function 74000 6000-6999: Capital Outlay LCFF \$0</p>	<p>HR Function 74000 1000-1999: Certificated Personnel Salaries LCFF \$365,100</p> <p>HR Function 74000 2000-2999: Classified Personnel Salaries LCFF \$993,658</p> <p>HR Function 74000 3000-3999: Employee Benefits LCFF \$607,923</p> <p>HR Function 74000 4000-4999: Books And Supplies LCFF \$25,312</p> <p>HR Function 74000 5000-5999: Services And Other Operating Expenditures LCFF \$628,211</p> <p>HR Function 74000: Copier Replacement 6000-6999: Capital Outlay LCFF \$7,524</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2. The Beginning Teacher Support and Assessment (BTSA) BTSA/Teacher Induction program will continue to provide ongoing support to new teachers in completing credential requirements.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>BTSA Function 21400 1000-1999: Certificated Personnel Salaries LCFF \$210,000</p> <p>BTSA Function 21400 3000-3999: Employee Benefits LCFF \$82,191</p> <p>BTSA Function 21400 4000-4999: Books And Supplies LCFF \$10,000</p> <p>BTSA Function 21400 5000-5999: Services And Other Operating Expenditures LCFF \$10,150</p>	<p>BTSA Function 21400 1000-1999: Certificated Personnel Salaries LCFF \$294,255</p> <p>BTSA Function 21400 3000-3999: Employee Benefits LCFF \$81,292</p> <p>BTSA Function 21400 4000-4999: Books And Supplies LCFF \$1,317</p> <p>BTSA Function 21400 5000-5999: Services And Other Operating Expenditures LCFF \$262,763</p>
<p>3. The Teaching and Learning Council will continue meeting once a month to work on the integration of culturally responsive practices and the Social Justice Standards. Teachers from each school site will serve as representatives on the Teaching and Learning Council and continue to deepen their understanding of culturally responsive practices and the Social Justice (SJ) standards. Members of this committee refine and implement the scope and sequence for the integration of the SJ standards by developing lessons and units of study to use in their own classrooms. TLC members will be provided time to publish these lessons and units as a resource for teachers. These actions are part of the larger Social Justice Framework that has been developed to support the district-wide effort to implement the SJ standards across all our classrooms.</p> <p>Funds continue to be used to systematically implement the Social Justice Framework that was created to integrate the standards across all grade levels and content areas. The district's approach and action plan build from the California's ELA/ELD Framework and the Teaching Tolerance Anti-Bias Framework. Instrumental in this implementation are our Teaching Learning Council (TLC) members and the Social Justice TOSA.</p> <p>The framework includes a five-year action plan that phases in the integration of the social justice standards beginning with an awareness phase in 2017-18. During the 2018-19 school year, the Social Justice</p>	<p>Instruction Function 10000 TLC Member Hourly 1000-1999: Certificated Personnel Salaries LCFF \$50,000</p> <p>Instruction Function 10000 Social Justice TOSA/Coordinator 1000-1999: Certificated Personnel Salaries LCFF \$83,745</p> <p>Instruction Function 10000 Social Justice TOSA/Coordinator and TLC Member Hourly 3000-3999: Employee Benefits LCFF \$47,980</p> <p>Instruction Function 10000 Social Justice TOSA/Coordinator 3000-3999: Employee Benefits LCFF \$47,660</p>	<p>Instruction Function 10000 TLC Member Hourly 1000-1999: Certificated Personnel Salaries LCFF \$18,196</p> <p>Instruction Function 10000 Social Justice TOSA/Coordinator 1000-1999: Certificated Personnel Salaries LCFF \$92,378</p> <p>Instruction Function 10000 Social Justice TOSA/Coordinator and TLC Member Hourly 3000-3999: Employee Benefits LCFF \$43,111</p> <p>Instruction Function 10000 Social Justice TOSA/Coordinator 3000-3999: Employee Benefits LCFF 38,754</p> <p>Instruction 24100 (Facing History and Ourselves) 5000-5999: Services And Other Operating Expenditures LCFF \$73,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>TOSA facilitated three secondary cohorts that focused on gaining a deeper understanding the SJ standards that supported the intentional integration of these standards within their content areas. For the 2019-20, teachers in these cohorts will continue to participate in two hour monthly meetings where they will continue to design lessons that integrated the SJ standards. The deliverable for the cohorts will be to integrate the SJ standards within their year-long course with the purpose of creating HS courses that fulfill the 2024 American Cultures and Ethnic Studies requirement. To further support this work, the SJ TOSA will collaborate with consultants and/or University partners to differentiate the professional learning opportunities provided for teachers.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>		
<p>4. Continue to allocate funding to provide teachers with ongoing professional development on the use of the ELA/ELD adopted instructional materials as a resource to implement the Curriculum Guides.</p> <p>Continue to allocate funding to provide release time for teachers to develop Science curriculum guides that address all components of the NGSS and implement the steps outlined in our NGSS Action Plan. These professional learning opportunities are intended to provide greater coherence and focus on how to integrate strategies to support English Learners and Low Income students. In addition, teachers will identify how to differentiate to address the needs of students with Special Needs.</p>	<p>Site textbook replacement from restricted lottery 4000-4999: Books And Supplies Other State Revenues \$9,000</p> <p>Instruction 10000 Teacher Substitute and Hourly 1000-1999: Certificated Personnel Salaries LCFF \$90,000</p> <p>Instruction 10000 Teacher Substitute and Hourly 3000-3999: Employee Benefits LCFF \$21,555</p> <p>Instruction 10000 HSS/NGSS Curriculum 4000-4999: Books And Supplies LCFF \$2,000,000</p>	<p>Instruction 10000 Site textbook replacement from restricted lottery 4000-4999: Books And Supplies Other State Revenues \$1,852</p> <p>Instruction 10000 Teacher Substitute and Hourly 1000-1999: Certificated Personnel Salaries LCFF \$69,220</p> <p>Instruction 10000 Teacher Substitute and Hourly 3000-3999: Employee Benefits LCFF \$16,662</p> <p>Instruction 10000 HSS/NGSS Curriculum 4000-4999: Books And Supplies LCFF \$231,579</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue to allocate funding to support the work needed to create History-Social Science curriculum guides and implement the steps outline in our History-Social Science Action Plan. These professional learning opportunities are intended to provide greater coherence and focus on how to integrate strategies to support English Learners and Low Income students. In addition, teachers will identify how to differentiate to address the needs of students with Special Needs.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>		
<p>5. Secondary librarians and elementary library coordinators (ELC) manage all textbook inventories. On a yearly basis our staff monitors damaged or lost materials and supplements as needed. They also work with staff to stock the collection with digital and hardbound resources aligned to curricular needs.</p> <p>Continue to allocate funds to add and/or replace lost and damaged books. As well as renew consumable materials.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Measure R: Libraries 24200 1000-1999: Certificated Personnel Salaries Locally Defined \$383,435</p> <p>Measure R: Libraries 24200 2000-2999: Classified Personnel Salaries Locally Defined \$473,650</p> <p>Measure R: Libraries 24200 3000-3999: Employee Benefits Locally Defined \$452,821</p> <p>Measure R: Libraries 24200 4000-4999: Books And Supplies Locally Defined 0</p> <p>Measure R: Libraries 24200 5000-5999: Services And Other Operating Expenditures Locally Defined \$55,000</p>	<p>Measure R: Libraries 24200 1000-1999: Certificated Personnel Salaries Locally Defined \$390,363</p> <p>Measure R: Libraries 24200 2000-2999: Classified Personnel Salaries Locally Defined \$491,171</p> <p>Measure R: Libraries 24200 3000-3999: Employee Benefits Locally Defined \$451,759</p> <p>Measure R: Libraries 24200 4000-4999: Books And Supplies Locally Defined 0</p> <p>Measure R: Libraries 24200 5000-5999: Services And Other Operating Expenditures Locally Defined \$25,326</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>6. Teachers will continue to implement and refine their use of Curriculum Guides aligned to the California State Standards. Teachers will implement interim assessments and meet as Professional Learning Communities (PLCs) to engage in cycles of inquiry to analyze student work, identify areas of strength and need and design instructional lessons to support student learning and mastery of the content.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Instruction 10000 1000-1999: Certificated Personnel Salaries LCFF \$40,155,988</p> <p>Instruction 10000 2000-2999: Classified Personnel Salaries LCFF \$1,453,589</p> <p>Instruction 10000 3000-3999: Employee Benefits LCFF \$16,879,655</p>	<p>Instruction 10000 1000-1999: Certificated Personnel Salaries LCFF \$37,048,380</p> <p>Instruction 10000 2000-2999: Classified Personnel Salaries LCFF \$675,540</p> <p>Instruction 10000 3000-3999: Employee Benefits LCFF \$15,386,847</p>
<p>7. Continue to allocate funding for the Literacy and Language (LLC) and Math Coordinators to provide ongoing support to curriculum teams, individual teachers, and PLCs in grades PK-12 in implementing the standards-aligned curriculum guides, promoting equity of access and outcomes for all 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.</p> <p>The Literacy and Language and Math Coordinators will continue to facilitate multiple meetings throughout the year with teacher representatives from all grade levels and/or content areas to collaboratively review and revise district standards-aligned curriculum guides. Teacher teams will revise interim assessments that were implemented district-wide by grade level to monitor student learning and plan instruction. These interims will be implemented three times a year to monitor student learning.</p> <p>Staff will continue to receive ongoing capacity building in teaching and learning. Specifically in the areas of Cognitively Guided Instruction (CGI) in for Math, Balanced Literacy (Readers and Writers Workshop) for ELA, Academic Vocabulary to build academic language,</p>	<p>SG Instruction Function 10000 L&L Coordinator, Early Learning Coach (1.6 FTE), L&L Coach (3.0 FTE) (repeat expenditure) 1000- 1999: Certificated Personnel Salaries Supplemental \$481,639</p> <p>SG Instruction Function 10000 L&L Coordinator, Early Learning Coach (1.6 FTE), L&L Coach (3.0 FTE) (repeat expenditure) 3000- 3999: Employee Benefits Supplemental \$204,662</p> <p>SG Instruction Function 10000 (repeat expenditure) 5000-5999: Services And Other Operating Expenditures Supplemental \$227,576</p> <p>Instruction Function 10000 Teacher Hourly and Sub Release Time (repeated expenditure)</p>	<p>SG Instruction Function 10000 L&L Coordinator, Early Learning Coach (1.0 FTE), Instructional Coach (3.0 FTE) (repeat expenditure) 1000-1999: Certificated Personnel Salaries Supplemental \$454,563</p> <p>SG Instruction Function 10000 L&L Coordinator, Early Learning Coach (1.0 FTE), Instructional Coach (3.0 FTE) (repeat expenditure) 3000-3999: Employee Benefits Supplemental \$202,052</p> <p>SG Instruction Function 10000 (repeat expenditure) 5000-5999: Services And Other Operating Expenditures Supplemental \$197,524</p> <p>Instruction Function 10000 Teacher Hourly and Sub Release Time (repeated expenditure)</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>implementation of NGSS shifts to provide more real-life experiences, integration of HSS and SJ to bring greater relevance to the curriculum, Blended Learning to provide personalized learning opportunities across content areas and on the implementation of the Social Justice standards to provide English Learners and Low Income students the opportunity to develop the skills and abilities to function effectively in a diverse community.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$459,428</p> <p>Instruction Function 10000 Teacher Hourly and Sub Release Time (repeated expenditure) 3000-3999: Employee Benefits Supplemental \$110,003</p> <p>Instruction Function 10000 Contracts (repeat expenditure) 1000-1999: Certificated Personnel Salaries Supplemental \$180,000</p> <p>TII Instruction Function 10000 Math Coordinator (repeat expenditure) 1000-1999: Certificated Personnel Salaries Title II \$120,107</p> <p>TII Instruction Function 10000 Math Coordinator (repeat expenditure) 3000-3999: Employee Benefits Title II \$38,468</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$68,957</p> <p>Instruction Function 10000 Teacher Hourly and Sub Release Time (repeated expenditure) 3000-3999: Employee Benefits Supplemental \$16,515</p> <p>Instruction Function 10000 Contracts (repeat expenditure) 1000-1999: Certificated Personnel Salaries Supplemental \$160,000</p> <p>TII Instruction Function 10000 Math Coordinator (repeat expenditure) 1000-1999: Certificated Personnel Salaries Title II \$123,755</p> <p>TII Instruction Function 10000 Math Coordinator (repeat expenditure) 3000-3999: Employee Benefits Title II \$42,114</p>
<p>8. Principals and co-administrators monitor classroom instruction to ensure that all students have access to the California standards and to reinforce teachers' implementation of district curriculum guides. Activities include the formal teacher evaluation process as well as informal classroom visits and learning walks.</p> <p>Certificated staff in Educational Services further support this work through training and facilitated learning walks on the use of Blended Learning and CGI Math.</p> <p>The Coordinator of Literacy and Language, under the direction of the Director of Curriculum and Instruction, supports the implementation and monitoring of the EL Master Plan.</p>	<p>21000 & 27000 1000-1999: Certificated Personnel Salaries LCFF \$4,503,582</p> <p>21000 & 27000 2000-2999: Classified Personnel Salaries LCFF \$4,044,078</p> <p>21000 & 27000 3000-3999: Employee Benefits LCFF \$2,403,893</p> <p>21000 & 27000 4000-4999: Books And Supplies LCFF \$236,752</p> <p>21000 & 27000 5000-5999: Services And Other Operating Expenditures LCFF \$233,659</p>	<p>21000 & 27000 1000-1999: Certificated Personnel Salaries LCFF \$4,570,349</p> <p>21000 & 27000 2000-2999: Classified Personnel Salaries LCFF \$4,180,349</p> <p>21000 & 27000 3000-3999: Employee Benefits LCFF \$3,915,347</p> <p>21000 & 27000 4000-4999: Books And Supplies LCFF \$30,366</p> <p>21000 & 27000 5000-5999: Services And Other Operating Expenditures LCFF \$72,332</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Computer techs continue supporting classroom instruction by maintaining the infrastructure and devices.</p> <p>School administrators, school site, and Educational Services staff, review lag (annual) and lead (interim) data based on the State Indicators of the LCAP Dashboard and used this information to tailor supports for schools, teachers, and students. These cycles of inquiry will be implemented throughout the year during the District Leadership Team (DLT) and School Leadership Team (SLT) professional development days with Innovate Ed, our principal meetings, and site faculty and/or PLC meetings.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>21000 & 27000 6000-6999: Capital Outlay LCFF \$0</p>	<p>21000 & 27000 6000-6999: Capital Outlay LCFF \$25,796</p> <p>21400 Teacher Substitute and Hourly 1000-1999: Certificated Personnel Salaries LCFF \$134,500</p> <p>21400 Teacher Substitute and Hourly 3000-3999: Employee Benefits LCFF \$32,212</p> <p>21400 Innovate Ed 5000-5999: Services And Other Operating Expenditures LCFF \$254,800</p>
<p>9. A number of other departments continued supporting classroom teachers and/or promoting student success. These included any cost related to:</p> <p>1. Other General</p> <p>2. Business and fiscal services</p> <p>3. Purchasing</p> <p>4. Printing Services</p>	<p>73000, 75500, 75300, 72000 2000-2999: Classified Personnel Salaries LCFF \$1,627,584</p> <p>73000, 75500, 75300, 72000 3000-3999: Employee Benefits LCFF \$853,122</p> <p>73000, 75500, 75300, 72000 4000-4999: Books And Supplies LCFF \$112,300</p> <p>73000, 75500, 75300, 72000 5000-5999: Services And Other Operating Expenditures LCFF \$1,898,158</p>	<p>73000, 73100, 75500, 75300, 72000 2000-2999: Classified Personnel Salaries LCFF \$1,483,978</p> <p>73000, 73100, 75500, 75300, 72000 3000-3999: Employee Benefits LCFF \$830,653</p> <p>73000, 73100, 75500, 75300, 72000 4000-4999: Books And Supplies LCFF \$81,347</p> <p>73000, 73100, 75500, 75300, 72000 5000-5999: Services And Other Operating Expenditures LCFF \$3,166,836</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>		<p>73000, 73100, 75500, 75300, 72000 (Technology Set Up) 6000-6999: Capital Outlay LCFF \$7,361</p>
<p>10. The Board of Education has outlined a clear vision for student learning that was co-constructed by our District Leadership Team (DLT) that included district and site administrators, teachers, and union representation. Our vision is that:</p> <p>All students graduate 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>To support the realization of this vision, the district will continue its partnership with Innovate Ed. With the guidance and support from the Educational Services department and our partnership with Innovate Ed, School Leadership Teams (SLT) at each school will continue to engage in ongoing professional development opportunities to deepen the implementation of Fullan's coherence framework across the entire organization. Throughout this coming year the district (DLT) and site leadership teams (SLT) will maintain a focused direction of priorities, strengthen the collaborative culture of inquiry, deepen our learning of the root causes of student inequity to elevate precision of pedagogy; emphasize student engagement, tasks and work samples; secure accountability for student learning through student success indicators, assessment of learning and collective inquiry for improvement of practices and student supports.</p>	<p>BOE 71100-71900 1000-1999: Certificated Personnel Salaries LCFF \$398,546</p> <p>BOE 71100-71900 2000-2999: Classified Personnel Salaries LCFF \$373,597</p> <p>BOE 71100-71900 3000-3999: Employee Benefits LCFF \$425,336</p> <p>BOE 71100-71900 4000-4999: Books And Supplies LCFF \$19,000</p> <p>BOE 71100-71900 5000-5999: Services And Other Operating Expenditures LCFF \$826,900</p>	<p>BOE 71100-71900 1000-1999: Certificated Personnel Salaries LCFF \$390,614</p> <p>BOE 71100-71900 2000-2999: Classified Personnel Salaries LCFF \$391,688</p> <p>BOE 71100-71900 3000-3999: Employee Benefits LCFF \$440,201</p> <p>BOE 71100-71900 4000-4999: Books And Supplies LCFF \$7,734</p> <p>BOE 71100-71900 5000-5999: Services And Other Operating Expenditures LCFF \$827,496</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>		
<p>11. Literacy and Language Coaches and Math Leaders will continue to provide additional teacher support in PreK-6 classrooms.</p> <p>Math Leaders (formerly math classroom based coaches) will continue to engage in cycles of inquiry. Through an analysis of student work and other measures, teacher teams will develop a "theory of action" and implement strategies to support the development of math concepts in their classrooms. The inquiry will culminate with a resources (to be shared with colleagues) demonstrating teachers utilizing math routines in their classrooms.</p> <p>Literacy and Language Coaches will engage in a series of English Language Development sessions, facilitated by the Literacy and Language Coordinator. The sessions will continue to focus on deepening their understanding of the ELD Standards, ELA/ELD Framework and instructional materials to support ELD. In addition, these sessions will provide LLCs with coaching tools and strategies to support peer coaching at individual school sites. ELD-focused learning walks in elementary and middle school will be incorporated in these workshop sessions. Additionally, the Literacy and Language Coaches will continue to provided individual support on balanced literacy and facilitate data analysis/inquiry sessions with site PLCs.</p> <p>Our Early Literacy coaches 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 in STEAM/NGSS (Vertical Alignment PD day), Reggio inspired, and purposeful play. The Early Literacy</p>	<p>SG Instruction 10000 L&L Coordinator, Early Learning Coach (1.6 FTE), L&L Coach (3.0 FTE) (repeat expenditure) 1000-1999: Certificated Personnel Salaries Supplemental See Goal 1 Action 7</p> <p>SG Instruction 10000 L&L Coordinator, Early Learning Coach (1.6 FTE), L&L Coach (3.0 FTE) (repeat expenditure) 3000-3999: Employee Benefits Supplemental See Goal 1 Action 7</p> <p>SG Instruction 10000 Seaside Subsidies 5000-5999: Services And Other Operating Expenditures Supplemental \$200,000</p> <p>SG Instruction 10000 Paraprofessionals and CDS staff Professional Learning 2000-2999: Classified Personnel Salaries Supplemental \$25,000</p> <p>SG Instruction 10000 Paraprofessionals and CDS staff Professional Learning 3000-3999: Employee Benefits Supplemental \$6,000</p>	<p>SG Instruction 10000 L&L Coordinator, Early Learning Coach (1.0 FTE), L&L Coach (3.0 FTE) (repeat expenditure) 1000-1999: Certificated Personnel Salaries Supplemental See Goal 1 Action 7</p> <p>SG Instruction 10000 L&L Coordinator, Early Learning Coach (1.0 FTE), L&L Coach (3.0 FTE) (repeat expenditure) 3000-3999: Employee Benefits Supplemental See Goal 1 Action 7</p> <p>SG Instruction 10000 Seaside Subsidies 5000-5999: Services And Other Operating Expenditures Supplemental \$200,000</p> <p>SG Instruction 10000 Paraprofessionals and CDS staff Professional Learning 2000-2999: Classified Personnel Salaries Supplemental \$483</p> <p>SG Instruction 10000 Paraprofessionals and CDS staff Professional Learning 3000-3999: Employee Benefits Supplemental \$159</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>coach will also with the school based literacy coaches so all trainings focus on how to accelerate academic language development for our English Learners and Low Income students.</p> <p>Subsidies will continue to be provided to parents who do not qualify for full funding from the California State Preschool Program (CSPP) in our Seaside neighborhood preschool programs. This will afford greater access to our youngest learners from low income families.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations Specific Grade Spans: Literacy Coaches PK-8; Math Leaders PK-12</p>		
<p>12. UDP students in grades 1 through 6 will be identified to participate in the district's summer school program in reading and math. English Learners will participate in summer ELD classes to extend the school year and to accelerate proficiency in English.</p>	<p>SG Instruction 10000 Summer School Teachers and Extra Hourly 1000-1999: Certificated Personnel Salaries Supplemental \$120,408</p> <p>SG Instruction 10000 Summer School 2000-2999: Classified Personnel Salaries Supplemental \$60,375</p> <p>SG Instruction 10000 Summer School 3000-3999: Employee Benefits LCFF \$48,669</p>	<p>SG Instruction 10000 Summer School Teachers and Extra Hourly 1000-1999: Certificated Personnel Salaries Supplemental \$111,652</p> <p>SG Instruction 10000 Summer School 2000-2999: Classified Personnel Salaries Supplemental \$11,484</p> <p>SG Instruction 10000 Summer School 3000-3999: Employee Benefits Supplemental \$29,003</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations Specific Grade Spans: 1st through 6th grade</p>	<p>SG Instruction 10000 Summer School 4000-4999: Books And Supplies Supplemental \$18,340</p>	<p>SG Instruction 10000 Summer School 4000-4999: Books And Supplies Supplemental 0</p>
<p>13. Continue to provide funding to strengthen the programs and services provided to students with disabilities. These additional supports may include ongoing professional development opportunities to for our staff and research-based materials more closely aligned to address the needs of our students.</p> <p>Develop a plan of action to implement a continuum of services to ensure that students with disabilities have access to core classes at the greatest extent possible. This plan will focus on providing a range of supports to meet the identified needs of students as per the IEP.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served Students with Disabilities</p> <p>Location(s) All Schools</p>	<p>Pupil Testing 31600 2000-2999: Classified Personnel Salaries LCFF \$750</p> <p>Pupil Testing 31600 3000-3999: Employee Benefits LCFF \$99</p> <p>Pupil Testing 31600 4000-4999: Books And Supplies LCFF \$17,850</p> <p>Pupil Testing 31600 5000-5999: Services And Other Operating Expenditures LCFF \$56,300</p>	<p>Pupil Testing 31600 2000-2999: Classified Personnel Salaries LCFF \$5,545</p> <p>Pupil Testing 31600 3000-3999: Employee Benefits LCFF \$673</p> <p>Pupil Testing 31600 4000-4999: Books And Supplies LCFF \$5,606</p> <p>Pupil Testing 31600 5000-5999: Services And Other Operating Expenditures LCFF \$108,290</p>
<p>14. In partnership with Santa Monica College staff, counselors will continue to advise students on dual enrollment courses. In addition, counselors and advisers will use the AP Potential reports based on the</p>	<p>SG Instruction 10000 AP, PSAT, and SAT 5000-5999: Services</p>	<p>SG Instruction 10000 AP, PSAT, and SAT 5000-5999: Services</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>PSAT to identify underrepresented students for advanced placement courses. Furthermore, in an effort to more authentically engage our foster youth, counselors will develop and implement appropriate plans to assist students in visualizing their course of study.</p> <p>Subsidies for AP exams will continue to be readily available for students to reduce financial hardship and increase access to identified student populations. In addition students will also continue to have access to PSAT and SAT exams to reduce financial hardship.</p> <p>Seniors will participate in college-preparedness remedies in ELA and math, such as CSU's Expository Reading and Writing Courses or SMC's dual enrollment courses in math. In addition, a course will be piloted at Samohi to provide a senior remedy in the area of math for students that need a viable alternative to repeating Algebra II to complete a third year of math.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services Schoolwide</p> <p>Locations Specific Schools: High Schools</p>	<p>And Other Operating Expenditures Supplemental \$85,000</p> <p>SG Instruction: IDS Software 4000-4999: Books And Supplies Supplemental \$5,490</p>	<p>And Other Operating Expenditures Supplemental \$64,329</p> <p>SG Instruction: IDS Software 4000-4999: Books And Supplies Supplemental \$5,490</p>
<p>15. The AVID program continues to be implemented to support under-served students in meeting the requirements for applying to college, in the process for applying to college, and in succeeding once in college. The continued support of these courses allows for student to receive both tutoring and mentoring, as well as additional skill building to help</p>	<p>SG Instruction AVID Tutors 2000-2999: Classified Personnel Salaries Supplemental \$28,000</p>	<p>SG Instruction AVID Tutors 2000-2999: Classified Personnel Salaries Supplemental \$16,670</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>ensure greater success in A-G coursework. An action plan will be implemented with a focus on deepening and enhancing our program, particularly in the area of tutoring and mentorship.</p> <p>AVID Coordinators will continue to receive release time for transition activities and professional development. Monthly after-school meetings with a consultant with LACOE will continue to refine the application process and certification requirements.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services Schoolwide</p> <p>Locations Specific Schools: Secondary Schools</p>	<p>SG Instruction AVID Tutors 3000-3999: Employee Benefits Supplemental \$5,175</p> <p>SG Instruction AVID Licenses 5000-5999: Services And Other Operating Expenditures Supplemental \$12,954</p>	<p>SG Instruction AVID Tutors 3000-3999: Employee Benefits Supplemental \$2,188</p> <p>SG Instruction AVID Licenses 5000-5999: Services And Other Operating Expenditures Supplemental \$19,677</p>
<p>16. The offices of Educational Technology and Information Services (ETIS) will continue to support the needs of students and staff. Funding for two EdTech TOSAs will continue in order to provide ongoing training for teachers across the district.</p> <p>With the support of our Education Technology Director, our EdTech TOSA will support staff through coaching and trainings in the following areas:</p> <p>*Coaching teachers that are implementing the Blended Learning Instructional Model</p> <p>*Facilitating EdTech Jedi network meetings.</p>	<p>COMPUTER SERVICES :77000 Comp. Techs 2000-2999: Classified Personnel Salaries LCFF \$142,428</p> <p>COMPUTER SERVICES :77000 3000-3999: Employee Benefits LCFF \$79,944</p> <p>COMPUTER SERVICES :77000 4000-4999: Books And Supplies LCFF \$13,000</p> <p>COMPUTER SERVICES :77000 5000-5999: Services And Other</p>	<p>COMPUTER SERVICES :77000 Comp. Techs 2000-2999: Classified Personnel Salaries LCFF \$161,290</p> <p>COMPUTER SERVICES :77000 3000-3999: Employee Benefits LCFF \$81,647</p> <p>COMPUTER SERVICES :77000 4000-4999: Books And Supplies LCFF \$24,482</p> <p>COMPUTER SERVICES :77000 5000-5999: Services And Other</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>*Trainings on classrooms technologies for new and returning teachers including chrome books and laptops in the classroom.</p> <p>*Technology Site EdTech Support Days where staff explores the use of new digital resources by visiting each of 16 sites at least once a month.</p> <p>*Support and Professional Development for digital resources (textbook, subject specific, Google Suite, etc.)</p> <p>*Support teachers and school sites with Digital citizenship PD and curriculum. Guided teachers through the Common Sense Media Educator Certification Process.</p> <p>*Support of the Digital Learning Program that included a one to one chromebook roll out plan for all grades. This included teacher training, development of staff, student and parent resources and support for all school sites.</p> <p>Digital Learning Program</p> <p>The EdTech Team will coordinate year 2 of the Digital Learning Program. This brought chromebooks to all students targeted in supporting curriculum and instruction tied to the LCAP Goals. The program includes funding for devices and professional development for all staff.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Operating Expenditures LCFF \$1,445,525</p> <p>Instruction Ed Tech TOSA (2.0 FTE) 1000-1999: Certificated Personnel Salaries LCFF \$169,645</p> <p>Instruction Ed Tech TOSA (2.0 FTE) 3000-3999: Employee Benefits LCFF \$72,525</p> <p>GSH: Digital Learning Program Student Devices 4000-4999: Books And Supplies Locally Defined \$1,000,000</p>	<p>Operating Expenditures LCFF \$870,918</p> <p>Instruction Ed Tech TOSA (2.0 FTE) 1000-1999: Certificated Personnel Salaries LCFF \$82,320</p> <p>Instruction Ed Tech TOSA (2.0 FTE) 3000-3999: Employee Benefits LCFF \$44,116</p> <p>GSH: Digital Learning Program Student Devices 4000-4999: Books And Supplies Locally Defined \$841,445</p>
<p>17. The VAPA coordinator will continue to refine and expand, the PK-12 visual and performing arts education program, particularly at the upper elementary through the expansion of an elementary mariachi ensemble to the middle school.</p>	<p>Co-Curricular/Athletics: 41000, 42000 1000-1999: Certificated Personnel Salaries LCFF \$120,212</p>	<p>Co-Curricular/Athletics: 41000, 42000 1000-1999: Certificated Personnel Salaries LCFF \$131,643</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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>All students will continue to have the opportunity to participate in co-curricular sports and performing arts.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Classified Salaries: Co-Curricular/Athletics: 41000, 42000 2000-2999: Classified Personnel Salaries LCFF \$221,745</p> <p>Co-Curricular/Athletics: 41000, 42000 3000-3999: Employee Benefits LCFF \$62,715</p> <p>Co-Curricular/Athletics: 41000, 42000 4000-4999: Books And Supplies LCFF \$11,286</p> <p>Services and Other Operating Expenses;Co-Curricular/Athletics: 41000, 42000 5000-5999: Services And Other Operating Expenditures LCFF \$115,640</p> <p>SMMEF Instruction 10000: P.S. Arts at Elementary Schools 5000-5999: Services And Other Operating Expenditures Locally Defined \$687,820</p> <p>SMMEF Instruction 10000: SMC Ballroom Dance at Elementary Schools (4th - 6th) 5000-5999: Services And Other Operating Expenditures Locally Defined \$73,000</p> <p>Measure R Instruction 10000: ES Music Teachers (10 FTE) 1000-1999: Certificated Personnel Salaries Locally Defined \$790,476</p> <p>Measure R Instruction 10000: ES Music Teacher (10 FTE) 3000-3999: Employee Benefits Locally Defined \$348,799</p>	<p>Classified Salaries: Co-Curricular/Athletics: 41000, 42000 2000-2999: Classified Personnel Salaries LCFF \$269,275</p> <p>Co-Curricular/Athletics: 41000, 42000 3000-3999: Employee Benefits LCFF \$75,910</p> <p>Co-Curricular/Athletics: 41000, 42000 4000-4999: Books And Supplies LCFF \$0</p> <p>Services and Other Operating Expenses;Co-Curricular/Athletics: 41000, 42000 5000-5999: Services And Other Operating Expenditures LCFF \$14,099</p> <p>SMMEF Instruction 10000: P.S. Arts at Elementary Schools 5000-5999: Services And Other Operating Expenditures Locally Defined \$687,088</p> <p>SMMEF Instruction 10000: SMC Ballroom Dance at Elementary Schools (4th - 6th) 5000-5999: Services And Other Operating Expenditures Locally Defined \$57,000</p> <p>Measure R Instruction 10000: ES Music Teachers (10 FTE) 1000-1999: Certificated Personnel Salaries Locally Defined \$769,346</p> <p>Measure R Instruction 10000: ES Music Teacher (10 FTE) 3000-3999: Employee Benefits Locally Defined \$446,772</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>18. Students from under-served subgroups 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 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>This action was previously part of goal 1 action 8.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations Specific Schools: High Schools</p>	<p>Mariachi Program: Musical Instruments 4000-4999: Books And Supplies Title IV \$17,088</p> <p>SG Instruction YG Collegians and Black College Expo 4000-4999: Books And Supplies Supplemental \$11,000</p>	<p>Mariachi Program: Musical Instruments 4000-4999: Books And Supplies Title IV \$3,136</p> <p>SG Instruction YG Collegians and Black College Expo 4000-4999: Books And Supplies Supplemental \$8,199</p>
<p>19. In a concerted effort to improve the learning outcomes for English learners, Low Income, and Foster Youth, each sites' SPSA/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; teacher release time to engage in structured Learning</p>	<p>SG Instruction: SLT Professional Learning Opportunities 5000-5999: Services And Other Operating Expenditures Supplemental \$196,000</p>	<p>SG Instruction: SLT Professional Learning Opportunities 5000-5999: Services And Other Operating Expenditures Supplemental \$47,900</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Walks, a variety of professional development opportunities that include but are not limited to: Thinking Maps, Responsive Classroom, Social Justice Standards, CGI, Write from the Beginning, Balanced Literacy and Math, and Academic Language Development strategies, as well as the purchasing of supplemental instructional resources that support the Balanced Literacy and Math model. School site 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>This action was previously part of goal 1 action 11.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>SG Instruction: SLT Professional Learning Opportunities Sub Release Time and Teacher Hourly 1000-1999: Certificated Personnel Salaries Supplemental \$100,000</p> <p>SG Instruction: SLT Professional Learning Opportunities Sub Release Time and Teacher Hourly 3000-3999: Employee Benefits Supplemental \$23,950</p>	<p>SG Instruction: SLT Professional Learning Opportunities Sub Release Time and Teacher Hourly 1000-1999: Certificated Personnel Salaries Supplemental \$96,005</p> <p>SG Instruction: SLT Professional Learning Opportunities Sub Release Time and Teacher Hourly 3000-3999: Employee Benefits Supplemental \$22,993</p>
<p>20. 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>The Superintendent's Working Committee on Project-Based Learning will meet as necessary to provide input on CTE and Project Based Learning Pathways. The Learning and Innovation Coordinator will continue to support teacher professional development and work to strengthen, develop and implement our CTE/PBL pathways.</p>	<p>PBL/CTE Teacher Release 1000-1999: Certificated Personnel Salaries LCFF \$200,000</p> <p>PBL/CTE Teacher Release 3000-3999: Employee Benefits LCFF \$48,300</p> <p>CTEIG Learning and Innovation Coordinator 1000-1999: Certificated Personnel Salaries Other State Revenues \$104,021</p>	<p>PBL/CTE Teacher Release 1000-1999: Certificated Personnel Salaries LCFF \$39,948</p> <p>PBL/CTE Teacher Release 3000-3999: Employee Benefits LCFF \$9,616</p> <p>CTEIG Learning and Innovation Coordinator 1000-1999: Certificated Personnel Salaries Other State Revenues \$117,908</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The Coordinator of Learning and Innovation will continue to organize professional learning opportunities 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.</p> <p>In order 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 included: High Tech High School; Big Picture Fresno Elementary and Middle Schools; and Innovations High School.</p> <p>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 included: 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.</p> <p>In order to facilitate professional development and vision around CTE, the coordinator will continue to organize teacher teams to various CTE-related conferences. These may include: Meeting of the Minds; CTE Conference; Educating for Careers Conference; and LA County Department of Education's CTE Symposium.</p> <p>This action was previously part of goal 1 action 14.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>CTEIG Learning and Innovation Coordinator and Teacher Hourly and Sub Release Time 3000-3999: Employee Benefits Other State Revenues \$57,459</p> <p>CTEIG Teacher Hourly and Sub Release Time 1000-1999: Certificated Personnel Salaries Other State Revenues \$9,000</p> <p>CTEIG 4000-4999: Books And Supplies Other State Revenues \$98,372</p> <p>CTEIG 5000-5999: Services And Other Operating Expenditures Other State Revenues \$16,000</p> <p>PBL/CTE 4000-4999: Books And Supplies LCFF \$7,600</p> <p>PBL/CTE 5000-5999: Services And Other Operating Expenditures LCFF \$44,540</p>	<p>CTEIG Learning and Innovation Coordinator and Teacher Hourly and Sub Release Time 3000-3999: Employee Benefits Other State Revenues \$63,904</p> <p>CTEIG Teacher Hourly and Sub Release Time 1000-1999: Certificated Personnel Salaries Other State Revenues \$5,894</p> <p>CTEIG 4000-4999: Books And Supplies Other State Revenues \$19,260</p> <p>CTEIG 5000-5999: Services And Other Operating Expenditures Other State Revenues \$10,993</p> <p>PBL/CTE 4000-4999: Books And Supplies LCFF \$1,242</p> <p>PBL/CTE 5000-5999: Services And Other Operating Expenditures LCFF \$114,048</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>21. Teachers will refine their use of Curriculum Guides aligned to the California State Standards and include differentiated resources to ensure access to English Learners (EL) and Low Income (LI).</p> <p>The district will continue to strengthen the dual immersion pathway for families. This program is offered at one elementary school (English, Spanish) whose student's transition to John Adams Middle School and Santa Monica High School.</p> <p>English learners will continue to be supported through designated and integrated ELD instruction. Funding will continue to be allocated for the Language and Literacy Interventionists and the EL Leads in order to facilitate the development of individualized learning plans for each Long-Term English Learner. We will expand this process for all English Learners.</p> <p>Allocate supplemental funding to provide release time to review instructional guides and integrate the use of differentiation strategies for English Learners and Low Income students. Professional learning will be focused on CGI for English Learners, development of academic language, the incorporation of culturally relevant practices, and blended learning to provide personalized instruction for students.</p> <p>This action was previously part of goal 1 action 6.</p>	<p>SG Instruction Function 10000 Teacher Hourly and Sub Release Time (repeat expenditure) 1000- 1999: Certificated Personnel Salaries Supplemental See Goal 1 Action 7</p> <p>SG Instruction Function 10000 Teacher Hourly and Sub Release Time (repeat expenditure) 3000- 3999: Employee Benefits Supplemental See Goal 1 Action 7</p> <p>SG Instruction Function 10000 Contracts (repeat expenditure) 5000-5999: Services And Other Operating Expenditures Supplemental See Goal 1 Action 7</p>	<p>SG Instruction Function 10000 Teacher Hourly and Sub Release Time (repeat expenditure) 1000- 1999: Certificated Personnel Salaries Supplemental See Goal 1 Action 7</p> <p>SG Instruction Function 10000 Teacher Hourly and Sub Release Time (repeat expenditure) 3000- 3999: Employee Benefits Supplemental See Goal 1 Action 7</p> <p>SG Instruction Function 10000 Contracts (repeat expenditure) 5000-5999: Services And Other Operating Expenditures Supplemental See Goal 1 Action 7</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>22. The district Literacy and Language and Math coordinators will provide direct support to our L&L Coaches and Math Leaders throughout the year to strengthen their facilitation skills, and support with the identification of resources to support English Learners and Low Income students.</p> <p>This action was previously part of goal 1 action 11.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>SG Instruction 10000 L&L Coaches 1000-1999: Certificated Personnel Salaries LCFF \$749,244</p> <p>SG Instruction 10000 L&L Coaches 3000-3999: Employee Benefits LCFF \$359,656</p>	<p>SG Instruction 10000 L&L Coaches 1000-1999: Certificated Personnel Salaries LCFF \$826,260</p> <p>SG Instruction 10000 L&L Coaches 3000-3999: Employee Benefits LCFF \$331,756</p>

Goal Analysis

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

Funds that were not expended as outlined in the actions and services for goal 1 were reallocated to support the implementation of English Learner Support Hubs during the 2020-21 school year. These support hubs provided an in-person learning experience to English Learners at two locations in Santa Monica and one location in Malibu and adhered to all safety guidelines and protocols set forth by LACDPH. These EL Support Hubs were staffed with certificated and classified staff that provided ongoing support and guidance for students as they participated in Distance Learning. In addition to these supports, students were also provided with instructional materials and supplies that help create a more authentic learning experience. In addition, student supervision and support were provided for low-income families in Malibu through the Malibu Boys and Girls Club Wellness Center.

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

The difference between the adjusted budgeted and actual expenditures had the following impact on our ability to increase and improve services for high needs students in the following ways: postponing sub-release time for ongoing district-wide and site-based professional learning opportunities for teachers that focused on specific strategies to support our English Learners and Low Income students; postponing sub-release time for school leadership teams to review data and determine next steps to better inform instruction; cancellation and postponement of contracts with various consultants that focused on site based strategic areas of focus geared specifically at addressing the needs of our EL and LI students impacted the sites ability to address the changing needs of our students; postponement of district-wide contracts with consultants limited our ability to provide professional learning opportunities to teachers and better address the needs of our LI and EL students because we were not able to provide cohesive follow through on targeted strategies. The postponing of sub-release time limited our ability to fully develop the NGSS aligned curriculum guides because we were not able to meet with teachers and build on the initial sessions that focused on developing a deeper understanding of NGSS and the identification of instructional strategies to support our target groups. Although we experienced some challenges due to the physical school closures that took place in March 2019, we were still able to successfully provide ongoing support to teachers and students through the implementation of virtual sessions that leveraged the expertise of our Coordinators, Ed Tech TOSAs, and Literacy Coaches. Our coordinators continued meeting with teachers after school to provide ongoing support with the transition to a full-distance learning approach and created various resources that were available online to reinforce key concepts and strategies. Our Coaches and TOSAs supported teachers with redesigning the curriculum to a digital format and provided virtual coaching on high leverage strategies and technology integration. As a district, we transitioned our summer learning programs to an online format. The curriculum for our Intensive Intervention Summer Program in ELA and Math was rewritten by our coaches to address the changing needs of our target student groups. In addition, the curriculum for Summer Language Academy was also redesigned from a STEM-focused experience to a Social Justice and Project-Based Learning approach that would draw upon the resources in students' home environment. The training was provided for summer school teachers on the new curriculum for IISS and SLA by our Coordinators of Literacy & Language, and Math & Science.

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator ELD curriculum guides for designated and/or integrated instruction guide instruction. 19-20 TK-12 Designated ELD: 100% TK-12 Integrated ELD in ELA 100%: TK-12 Integrated ELD in math: 100% Baseline TK-12 Designated ELD: 0% TK-5 Integrated ELD in ELA 0%: TK-5 Integrated ELD in math: 0%	TK-12 Designated ELD: 100% TK-12 Integrated ELD in ELA 100%: TK-12 Integrated ELD in math: 100%
Metric/Indicator The percentage of ELs making progress towards proficiency in English will exceed the state target of 59%. 19-20	In 2018-19, 65.8% of EL students increased at least one English Learner Progress Indicator (ELPI) level or maintained the ELP criterion (Level 4)

Expected	Actual																																						
<p>Increase by 4% over the 17-18 baseline.</p> <p>Baseline 14-15: 75.6% 16-17:</p>	<p>This data is not available. Due to COVID-19, the state dashboard was suspended and the administration of the ELPAC was interrupted halfway through - therefore no districtwide conclusions can be made from the data.</p> <div><p>65.8% making progress towards English language proficiency</p><p>Number of EL Students: 657</p><p>Progress Levels</p><div><p>Very High = 65% or higher</p><p>High = 55% to less than 65%</p><p>Medium = 45% to less than 55%</p><p>Low = 35% to less than 45%</p><p>Very Low = Less than 35%</p></div></div>																																						
<p>Metric/Indicator The EL reclassification rate will be no less than 12% annually.</p> <p>19-20 12% or higher</p> <p>Baseline 15-16: 15.8% 16-17:</p>	<p>Students redesignated from EL to FEP status increased by 2%.</p> <table><tr><th colspan="6">Reclassification (RFEP) Counts and Rates</th></tr><tr><th rowspan="2">Year</th><th rowspan="2">Enrollment</th><th colspan="2" rowspan="2">English Learners</th><th colspan="2">Students</th></tr><tr><th colspan="2">Redesignated FEP</th></tr><tr><td>2019-20</td><td>10350</td><td>888</td><td>8.6%</td><td>94</td><td>10.6%</td></tr><tr><td>2018-19</td><td>10625</td><td>818</td><td>7.7%</td><td>73</td><td>8.9%</td></tr><tr><td>2017-18</td><td>10860</td><td>827</td><td>7.6%</td><td>72</td><td>8.7%</td></tr><tr><td>2016-17</td><td>11005</td><td>733</td><td>6.7%</td><td>130</td><td>17.7%</td></tr></table>	Reclassification (RFEP) Counts and Rates						Year	Enrollment	English Learners		Students		Redesignated FEP		2019-20	10350	888	8.6%	94	10.6%	2018-19	10625	818	7.7%	73	8.9%	2017-18	10860	827	7.6%	72	8.7%	2016-17	11005	733	6.7%	130	17.7%
Reclassification (RFEP) Counts and Rates																																							
Year	Enrollment	English Learners		Students																																			
				Redesignated FEP																																			
2019-20	10350	888	8.6%	94	10.6%																																		
2018-19	10625	818	7.7%	73	8.9%																																		
2017-18	10860	827	7.6%	72	8.7%																																		
2016-17	11005	733	6.7%	130	17.7%																																		

Expected	Actual																																								
<p>Metric/Indicator</p> <p>The percentage of long-term English Learners (LTELs) will be no more than 12%.</p> <p>19-20</p> <p>11% or lower</p> <p>Baseline</p> <p>15-16: 12% 16-17: 11%</p>	<p>Note: The 2018–19 determinations of Long-Term English Learners (LTEL) reflect a significant one year increase in LTEL counts from previous years. These changes stem from having only one year of ELPAC data available in the 2017–18 academic year required for making LTEL determinations. Specifically, Education Code Sections 313.1(a)(1)(2) and 313(b)(1)(2) state that students for which the required testing data are not available shall not be excluded from LTEL determinations. Due to the one-year transition from the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC), two years of ELPAC data were not available to make these determinations as in prior years.</p> <p>Success: LTELs large decrease from 18-19 at 238 students to 19-20 at 136 students. Below the data is included for the 19-20 school year.</p> <table><tr><th rowspan="3">Level</th><th colspan="4">English Learners</th><th rowspan="3">EL Total</th><th rowspan="3">RFEP</th><th rowspan="3">Total (Ever-EL)</th></tr><tr><th>EL</th><th>At-Risk</th><th>LTEL</th><th>EL 4+ Years Not At- Risk or LTEL</th></tr><tr><th>0-3 Years</th><th>4-5 Years</th><th>6+ Years</th><th></th></tr><tr><td>Santa Monica-Malibu Unified</td><td>454 (51%)</td><td>51 (5.7%)</td><td>136 (15.3%)</td><td>248 (27.9%)</td><td>889</td><td>679</td><td>1,568</td></tr><tr><td>Los Angeles County</td><td>138,346 (53.5%)</td><td>29,912 (11.6%)</td><td>44,311 (17.1%)</td><td>46,206 (17.9%)</td><td>258,775</td><td>326,546</td><td>585,321</td></tr><tr><td>State</td><td>576,805 (50.2%)</td><td>130,783 (11.4%)</td><td>204,042 (17.8%)</td><td>236,394 (20.6%)</td><td>1,148,024</td><td>1,133,977</td><td>2,282,001</td></tr></table>	Level	English Learners				EL Total	RFEP	Total (Ever-EL)	EL	At-Risk	LTEL	EL 4+ Years Not At- Risk or LTEL	0-3 Years	4-5 Years	6+ Years		Santa Monica-Malibu Unified	454 (51%)	51 (5.7%)	136 (15.3%)	248 (27.9%)	889	679	1,568	Los Angeles County	138,346 (53.5%)	29,912 (11.6%)	44,311 (17.1%)	46,206 (17.9%)	258,775	326,546	585,321	State	576,805 (50.2%)	130,783 (11.4%)	204,042 (17.8%)	236,394 (20.6%)	1,148,024	1,133,977	2,282,001
Level	English Learners				EL Total	RFEP				Total (Ever-EL)																															
	EL		At-Risk	LTEL							EL 4+ Years Not At- Risk or LTEL																														
	0-3 Years	4-5 Years	6+ Years																																						
Santa Monica-Malibu Unified	454 (51%)	51 (5.7%)	136 (15.3%)	248 (27.9%)	889	679	1,568																																		
Los Angeles County	138,346 (53.5%)	29,912 (11.6%)	44,311 (17.1%)	46,206 (17.9%)	258,775	326,546	585,321																																		
State	576,805 (50.2%)	130,783 (11.4%)	204,042 (17.8%)	236,394 (20.6%)	1,148,024	1,133,977	2,282,001																																		

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. With the guidance from the Director of Curriculum and Instruction, the Literacy and Language Coordinator (LLC) will work with K-12 ELA teachers to refine the ELA-ELD curriculum guides. K-12 teachers will	SG 21000 Literacy and Language Coordinator (repeat expenditure) 1000-1999: Certificated Personnel	SG 21000 Literacy and Language Coordinator (repeat expenditure) 1000-1999: Certificated Personnel

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>continue to access and more deeply implement the adopted ELA-ELD board-adopted instructional materials which are referenced within the curriculum guide.</p> <p>The LLC in collaboration with the Literacy and Language coaches will focus professional development opportunities in the area of designated and integrated ELD with a strong focus on academic language. To provide support in the implementation of strategies geared at accelerating language development, the LLC will continue to coordinate Learning Walks as requested to provide targeted feedback and coaching.</p> <p>In addition, the Literacy and Language Coordinator will facilitate professional learning and resource development around the English Language Arts Standards in the area of Language as well as the English Language Development Standards. In collaboration with Literacy and Language Coaches and members of the ELA/ELD Curriculum and Assessment Team, the Literacy and Language Coordinator will facilitate professional development for teachers that focuses on building content knowledge and competency with the ELA Language Standards and the ELD Standards. Teachers and Literacy and Language Coaches at the elementary and secondary level have expressed a shared need to better understand the Language and ELD Standards and develop resources to amplify and enhance existing instructional materials.</p> <p>In addition, our Math coordinator will continue to facilitate professional development opportunities for teachers that deepen the implementation of CGI strategies for English Learners. This will be coupled with Learning Walks to provide feedback and coaching to teachers on their implementation of learned strategies.</p>	<p>Salaries Supplemental See Goal 1 Action 7</p> <p>SG 21000 Literacy and Language Coordinator and Literacy and Language Coaches (repeat expenditure) 3000-3999: Employee Benefits Supplemental See Goal 1 Action 7</p> <p>SG 21000 Literacy and Language Coaches (3.0 FTE) (repeat expenditure) 1000-1999: Certificated Personnel Salaries Supplemental See Goal 1 Action 7</p>	<p>Salaries Supplemental See Goal 1 Action 7</p> <p>SG 21000 Literacy and Language Coordinator and Literacy and Language Coaches (repeat expenditure) 3000-3999: Employee Benefits Supplemental See Goal 1 Action 7</p> <p>SG 21000 Literacy and Language Coaches (3.0 FTE) (repeat expenditure) 1000-1999: Certificated Personnel Salaries Supplemental See Goal 1 Action 7</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>2. Bilingual instructional assistants will continue to provide language and content support to English Learners in content classes.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners</p> <p>Scope of Services Limited to Unduplicated Student Group(s)</p> <p>Locations Specific Schools: Secondary Schools</p>	<p>SG Instruction 10000 Bilingual IAs 2000-2999: Classified Personnel Salaries Supplemental \$51,539</p> <p>SG Instruction 10000 Bilingual IAs 3000-3999: Employee Benefits Supplemental \$16,889</p>	<p>SG Instruction 10000 Bilingual IAs 2000-2999: Classified Personnel Salaries Supplemental \$46,242</p> <p>SG Instruction 10000 Bilingual IAs 3000-3999: Employee Benefits Supplemental \$11,131</p>
<p>3. Literacy and Language Interventionists (LLI) will continue providing Tier II and III intervention supports to at-risk LTELs.</p> <p>LLIs and Site Leadership Teams (SLT) will implement identified assessment tools to be used as a lead metric for 18-19. These metrics provide information by which to determine the effectiveness of this action/service.</p>	<p>SG Instruction 10000 Literacy and Language Interventionists (6.9 FTEs) 1000-1999: Certificated Personnel Salaries Supplemental \$597,541</p> <p>SG Instruction 10000 Literacy and Language Interventionists (6.9 FTEs) 3000-3999: Employee Benefits Supplemental \$253,153</p>	<p>SG Instruction 10000 Literacy and Language Interventionists (6.9 FTEs) 1000-1999: Certificated Personnel Salaries Supplemental \$654,448</p> <p>SG Instruction 10000 Literacy and Language Interventionists (6.9 FTEs) 3000-3999: Employee Benefits Supplemental \$262,681</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Middle schools will continue to receive an additional section to ensure English Learner access to both core (e.g. ELA, ELD) and elective classes (e.g. music).</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners</p> <p>Scope of Services LEA-wide</p> <p>Locations Specific Schools: Elementary and Middle Schools</p>	<p>SG Instruction 10000 Additional Section at Middle School (0.4 FTE) 1000-1999: Certificated Personnel Salaries Supplemental \$40,000</p>	<p>SG Instruction 10000 Additional Section at Middle School (0.4 FTE) 1000-1999: Certificated Personnel Salaries Supplemental \$40,993</p> <p>SG Instruction Additional Section at Middle School (0.4 FTE) 3000-3999: Employee Benefits Supplemental \$9,867</p>
<p>4. Under the guidance from the Director of Curriculum and Instruction, the Literacy and Language Coordinator (LLC) will monitor the implementation of the EL Master Plan. As part of this monitoring we will strengthen the following actions:</p> <p>a.) 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 continue receiving training from one of our Literacy and Language Interventionists (LLI) 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>b.) Literacy Coaches (PreK-8) will continue to support Family Literacy Nights and parent trainings at their respective sites</p> <p>c.) Literacy Coaches (PreK-8) will continue to provide ongoing PD support for classroom teachers at their sites.</p> <p>d.) LLC will provide ongoing PD support at the high school level with a continued focus on Academic Language.</p>	<p>Sub Release Time: Teacher Professional Learning Days 1000-1999: Certificated Personnel Salaries Title III \$20,000</p> <p>Classified Hourly: Interpretation 2000-2999: Classified Personnel Salaries Title III \$4,100</p> <p>Teacher Hourly, Sub Release Time, and Classified Hourly 3000-3999: Employee Benefits Title III \$8,698</p> <p>Title III Supplemental Materials 4000-4999: Books And Supplies Title III \$28,000</p> <p>Teacher Hourly: Intervention and Parent Training 1000-1999: Certificated Personnel Salaries Title III \$20,000</p>	<p>Sub Release Time: Teacher Professional Learning Days 1000-1999: Certificated Personnel Salaries Title III \$9,790</p> <p>Classified Hourly: Interpretation 2000-2999: Classified Personnel Salaries Title III \$1,246</p> <p>Teacher Hourly, Sub Release Time, and Classified Hourly 3000-3999: Employee Benefits Title III \$9,783</p> <p>Title III Supplemental Materials 4000-4999: Books And Supplies Title III \$13,860</p> <p>Teacher Hourly: Intervention and Parent Training 1000-1999: Certificated Personnel Salaries Title III \$30,850</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The LLC will continue collaborated with the Director of Instructional Technology (IT) to refine the systematized progress-monitoring tools developed to evaluate EL student progress. The LLC will also continue to monitor its implementation and provide ongoing training and support to site administrators and counselors.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>Title III Conference 5000-5999: Services And Other Operating Expenditures Title III \$13,912</p>	<p>Title III Conference 5000-5999: Services And Other Operating Expenditures Title III \$9,623</p>

Goal Analysis

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

Funds that were not expended for substitute release time for professional learning opportunities as outlined in the actions and services within this goal were reallocated to provide English Learner Support Hubs and Supervision Hubs for Low Income students during the 2020-21 school year as outlined in Goal 1.

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

The physical school closures that took place in March 2020 impact our ability to increase and improve services for high needs students in the following ways: postponing the sub-release time for ongoing district-wide professional learning opportunities for teachers that focused on including specific resources and strategies to support our English Learners in our existing K-12 grade curriculum guides, the Literacy & Language Coordinator was not able to provide ongoing professional learning opportunities on academic language due to the transition and focus on supporting teachers to transition to online instruction, and at the elementary level our Literacy and Language Interventionists focused on providing targeted small group synchronous instruction to only identified Tier III English Learners in literacy. An added challenge we faced was securing instructors to provide extended learning supports for

EL students before or after school resulting from the additional time needed for teachers to plan distance learning instruction. Although we experienced some challenges, we were able to successfully implement or partially implement most of our goals. Instructional assistants at the secondary level were able to provide ongoing supports to our English Learners in distance learning and we were able to meet the needs of our most vulnerable English Learners through the implementation of Tier III supports at the elementary level.

Goal 3


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

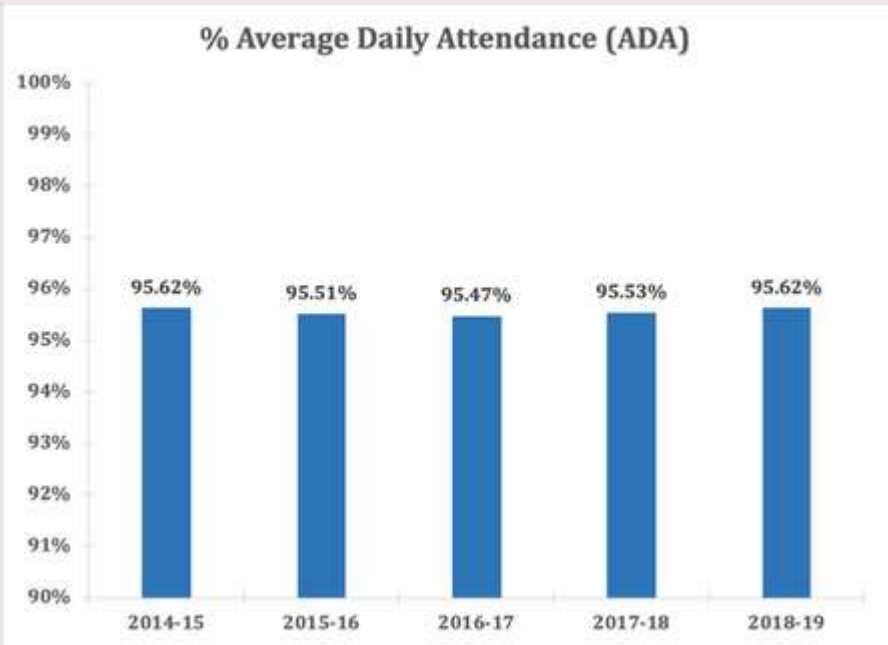
State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

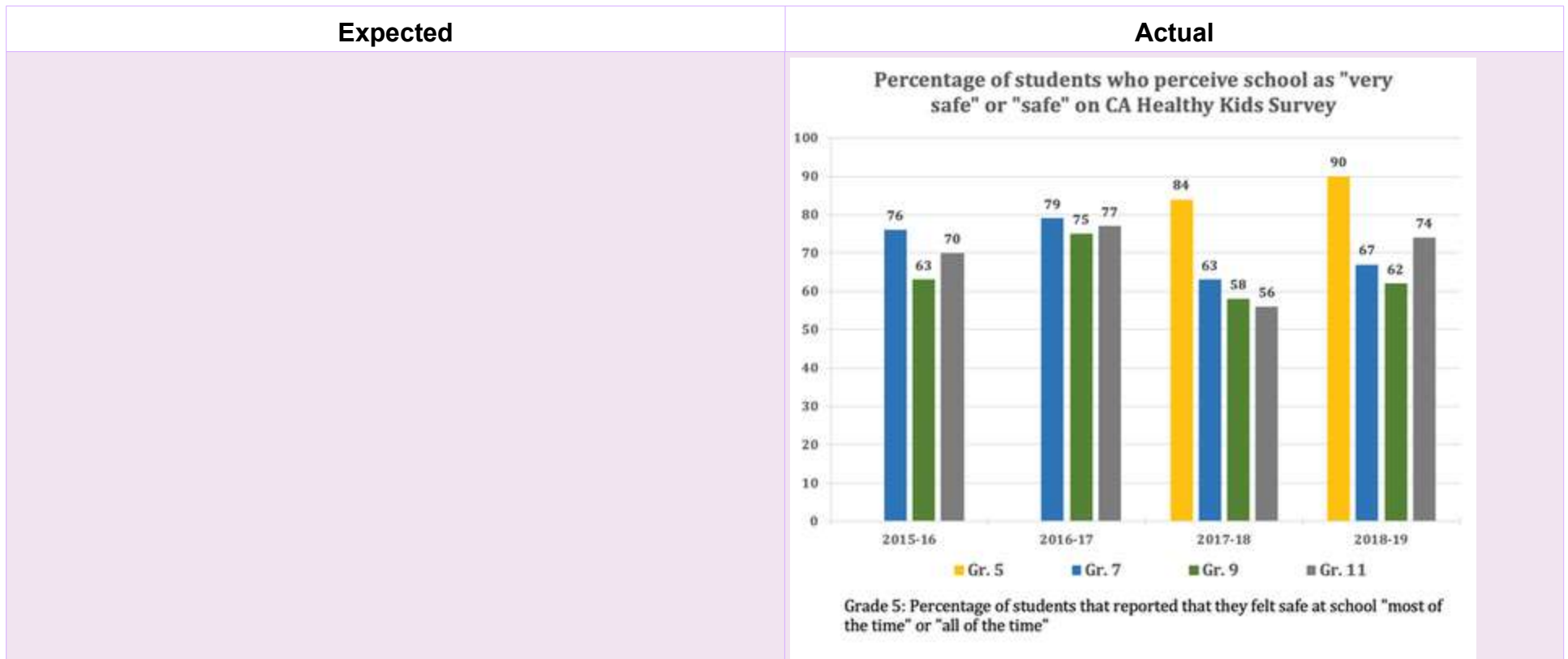
Expected	Actual																														
<p>Metric/Indicator All schools (16) will be at the "Good" or "Exemplary" level on the Facility Inspection Tool (FIT.)</p> <p>19-20 Poor 0 Fair 0 Good 15 Exemplary 1</p> <p>Baseline 2016-17 Poor 0 Fair 2 Good 13 Exemplary 1</p>	<p>Due the constraints of the pandemic the FIT was not possible to employ in the 2019-2020 school year. Instead the SMMUSD team has focused on getting schools reopened for students to return and making significant facility improvements.</p> <div><p>Overall Rating on Facilities Inspection Tool (FIT)</p><table><thead><tr><th>Year</th><th>Poor</th><th>Fair</th><th>Good</th><th>Exemplary</th></tr></thead><tbody><tr><td>Fall 2015</td><td>4</td><td>11</td><td>1</td><td>0</td></tr><tr><td>Fall 2016</td><td>2</td><td>13</td><td>1</td><td>0</td></tr><tr><td>Fall 2017</td><td>1</td><td>10</td><td>5</td><td>0</td></tr><tr><td>Fall 2018</td><td>1</td><td>14</td><td>1</td><td>0</td></tr><tr><td>Fall 2019</td><td>0</td><td>9</td><td>7</td><td>0</td></tr></tbody></table></div>	Year	Poor	Fair	Good	Exemplary	Fall 2015	4	11	1	0	Fall 2016	2	13	1	0	Fall 2017	1	10	5	0	Fall 2018	1	14	1	0	Fall 2019	0	9	7	0
Year	Poor	Fair	Good	Exemplary																											
Fall 2015	4	11	1	0																											
Fall 2016	2	13	1	0																											
Fall 2017	1	10	5	0																											
Fall 2018	1	14	1	0																											
Fall 2019	0	9	7	0																											
<p>Metric/Indicator The average daily attendance will meet or exceed 95%.</p> <p>19-20 Meet or exceed 95%.</p>	<p>This data for the 19-20 and 20-21 school years is not available due to the pandemic.</p>																														

Expected	Actual												
<p>Baseline 95.0%</p>	 <table border="1"> <caption>% Average Daily Attendance (ADA)</caption> <thead> <tr> <th>School Year</th> <th>Attendance (%)</th> </tr> </thead> <tbody> <tr> <td>2014-15</td> <td>95.62%</td> </tr> <tr> <td>2015-16</td> <td>95.51%</td> </tr> <tr> <td>2016-17</td> <td>95.47%</td> </tr> <tr> <td>2017-18</td> <td>95.53%</td> </tr> <tr> <td>2018-19</td> <td>95.62%</td> </tr> </tbody> </table>	School Year	Attendance (%)	2014-15	95.62%	2015-16	95.51%	2016-17	95.47%	2017-18	95.53%	2018-19	95.62%
School Year	Attendance (%)												
2014-15	95.62%												
2015-16	95.51%												
2016-17	95.47%												
2017-18	95.53%												
2018-19	95.62%												
<p>Metric/Indicator Chronic absenteeism will not exceed 5%.</p> <p>19-20 All 9.5% W 9.5% A 6% H 10.5% AA 9.5%</p> <p>Baseline 2015-16 All 11% W 11% A 6% H 12% AA 11%</p>	<p>Students are determined to be chronically absent if they were enrolled for a total of 30 days or more at the selected reporting level during the academic year and they were absent for 10% or more of the days they were expected to attend. Beginning in 2016–17, the absenteeism data were submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual End of Year 3 (EOY 3) data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). Data for previous years are not available in DataQuest.</p> <p>Data for Chronic Absenteeism is not available due to the pandemic for school years 2019-20 and 2020-2021.</p>												

Expected	Actual																																																																						
	<table><tr><th colspan="4">Chronic Absenteeism Rate (%)</th></tr><tr><th></th><th>2016-17</th><th>2017-18</th><th>2018-19</th></tr><tr><td>All</td><td>9.4</td><td>9.3</td><td>9.6</td></tr><tr><td>Asian</td><td>5.5</td><td>6.4</td><td>4.3</td></tr><tr><td>Black/AA</td><td>10.8</td><td>10.0</td><td>12.8</td></tr><tr><td>Hispanic/Latino</td><td>10.2</td><td>9.6</td><td>10.6</td></tr><tr><td>White</td><td>9.4</td><td>9.3</td><td>9.3</td></tr><tr><td>SED</td><td>12.7</td><td>12.0</td><td>13.4</td></tr><tr><td>SWD</td><td>15.4</td><td>14.9</td><td>14.9</td></tr><tr><td>EL</td><td>8.8</td><td>7.5</td><td>7.8</td></tr></table>	Chronic Absenteeism Rate (%)					2016-17	2017-18	2018-19	All	9.4	9.3	9.6	Asian	5.5	6.4	4.3	Black/AA	10.8	10.0	12.8	Hispanic/Latino	10.2	9.6	10.6	White	9.4	9.3	9.3	SED	12.7	12.0	13.4	SWD	15.4	14.9	14.9	EL	8.8	7.5	7.8																														
	Chronic Absenteeism Rate (%)																																																																						
		2016-17	2017-18	2018-19																																																																			
	All	9.4	9.3	9.6																																																																			
	Asian	5.5	6.4	4.3																																																																			
	Black/AA	10.8	10.0	12.8																																																																			
	Hispanic/Latino	10.2	9.6	10.6																																																																			
	White	9.4	9.3	9.3																																																																			
	SED	12.7	12.0	13.4																																																																			
	SWD	15.4	14.9	14.9																																																																			
EL	8.8	7.5	7.8																																																																				
<p>Metric/Indicator The aggregate suspension rate will not exceed 3%. The difference between the subgroup suspension and demographic rates will not exceed 2%.</p> <p>19-20 *Will increase as other subgroups decrease.</p> <p>Enrollment All NA A 6% W 51% H 30% AA 6% EL 9% SED 27%</p> <p>Suspension All 1.8% A 0.4% W 1.0% H 2.8%</p>	<table><tr><th colspan="7">Suspension Rate</th></tr><tr><th></th><th>2014-15</th><th>2015-16</th><th>2016-17</th><th>2017-18</th><th>2018-19</th><th>2019-20</th></tr><tr><td>All</td><td>1.8%</td><td>1.8%</td><td>2.1%</td><td>2.4%</td><td>2.0%</td><td>1.5%</td></tr><tr><td>Asian</td><td>80.0%</td><td>0.7%</td><td>80.0%</td><td>0.8%</td><td>0.9%</td><td>0.3%</td></tr><tr><td>Black/AA</td><td>4.5%</td><td>4.7%</td><td>3.5%</td><td>4.0%</td><td>5.0%</td><td>4.4%</td></tr><tr><td>Hispanic/L</td><td>2.2%</td><td>2.2%</td><td>3.3%</td><td>3.2%</td><td>2.7%</td><td>2.2%</td></tr><tr><td>White</td><td>1.4%</td><td>1.3%</td><td>1.5%</td><td>2.1%</td><td>1.3%</td><td>1.0%</td></tr><tr><td>ED</td><td>**</td><td>3.2%</td><td>3.7%</td><td>3.4%</td><td>3.8%</td><td>2.9%</td></tr><tr><td>SWD</td><td>**</td><td>4.4%</td><td>4.3%</td><td>4.3%</td><td>4.6%</td><td>3.4%</td></tr><tr><td>EL</td><td>**</td><td>1.4%</td><td>1.6%</td><td>1.5%</td><td>1.9%</td><td>1.3%</td></tr></table>	Suspension Rate								2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	All	1.8%	1.8%	2.1%	2.4%	2.0%	1.5%	Asian	80.0%	0.7%	80.0%	0.8%	0.9%	0.3%	Black/AA	4.5%	4.7%	3.5%	4.0%	5.0%	4.4%	Hispanic/L	2.2%	2.2%	3.3%	3.2%	2.7%	2.2%	White	1.4%	1.3%	1.5%	2.1%	1.3%	1.0%	ED	**	3.2%	3.7%	3.4%	3.8%	2.9%	SWD	**	4.4%	4.3%	4.3%	4.6%	3.4%	EL	**	1.4%	1.6%	1.5%	1.9%	1.3%
Suspension Rate																																																																							
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20																																																																	
All	1.8%	1.8%	2.1%	2.4%	2.0%	1.5%																																																																	
Asian	80.0%	0.7%	80.0%	0.8%	0.9%	0.3%																																																																	
Black/AA	4.5%	4.7%	3.5%	4.0%	5.0%	4.4%																																																																	
Hispanic/L	2.2%	2.2%	3.3%	3.2%	2.7%	2.2%																																																																	
White	1.4%	1.3%	1.5%	2.1%	1.3%	1.0%																																																																	
ED	**	3.2%	3.7%	3.4%	3.8%	2.9%																																																																	
SWD	**	4.4%	4.3%	4.3%	4.6%	3.4%																																																																	
EL	**	1.4%	1.6%	1.5%	1.9%	1.3%																																																																	

Expected	Actual																																			
AA 3.0% EL 1.1% SED 3.2% Baseline 2014-15 Enrollment All NA A 6% W 51% H 30% AA 6% EL 9% SED 27% Suspension All 2% A 3% W 39% H 36% AA 17% EL 9% SED 47%																																				
Metric/Indicator Maintain an expulsion rate of 1% or lower. 19-20 0% Baseline 2014-15 0%	<table><tr><th colspan="7">Expulsion Rate</th></tr><tr><th></th><th>2014-15</th><th>2015-16</th><th>2016-17</th><th>2017-18</th><th>2018-19</th><th>2019-20</th></tr><tr><td>Students Expelled</td><td>4</td><td>3</td><td>1</td><td>-</td><td>-</td><td>-</td></tr><tr><td>District Enrollment</td><td>11,670</td><td>11,581</td><td>11,326</td><td>11,121</td><td>10,880</td><td>10,582</td></tr><tr><td>Expulsion Rate</td><td>0.03%</td><td>0.03%</td><td>0.01%</td><td>0.00%</td><td>0.00%</td><td>0.00%</td></tr></table>	Expulsion Rate								2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	Students Expelled	4	3	1	-	-	-	District Enrollment	11,670	11,581	11,326	11,121	10,880	10,582	Expulsion Rate	0.03%	0.03%	0.01%	0.00%	0.00%	0.00%
Expulsion Rate																																				
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20																														
Students Expelled	4	3	1	-	-	-																														
District Enrollment	11,670	11,581	11,326	11,121	10,880	10,582																														
Expulsion Rate	0.03%	0.03%	0.01%	0.00%	0.00%	0.00%																														
Metric/Indicator	Parents are only surveyed in alternating years.																																			

Expected	Actual				
<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>19-20 21% Strongly Agree</p> <p>52% Agree</p> <p>Baseline 20% Strongly Agree</p> <p>50% Agree</p>	<p>Ability to survey was interrupted by the pandemic.</p> <div data-bbox="1056 232 1896 743"> <p>Percentage of Parents Reporting that they "Strongly Agreed" or "Agreed" on School Quality Dimensions Related to Family Involvement</p> <table> <tr> <th>2015-16</th><th>2017-18</th></tr> <tr> <td>82</td><td>82</td></tr> </table> </div>	2015-16	2017-18	82	82
2015-16	2017-18				
82	82				
<p>Metric/Indicator Percent of students who feel safe at school (CHKS)</p> <p>19-20 7th: 79</p> <p>9th: 66</p> <p>11th: 73</p> <p>Baseline 7th: 76</p> <p>9th: 63</p> <p>11th: 70</p>	<p>The CA Healthy Kids survey (administered every two years, and due 20-21) was not administered during the pandemic.</p>				



Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. M&O employees:</p> <p>1. Maintain and repair/replace as necessary each facility's mechanical, electrical, structural, technical and safety systems.</p> <p>2. Clean and sanitize educational, ancillary and auxiliary spaces including classrooms, specialized instructional spaces, rest rooms, support spaces (libraries, offices, cafeterias, etc.) and other ancillary spaces and/or auxiliary facilities.</p> <p>3. Maintain the exterior environs of each facility in a safe, orderly, clean</p>	<p>Civic/M&O: 54000,81000,82000 2000-2999: Classified Personnel Salaries LCFF \$4,832,001</p> <p>Civic/M&O: 54000,81000,82000 3000-3999: Employee Benefits LCFF \$3,667,212</p> <p>Civic/M&O: 54000,81000,82000 4000-4999: Books And Supplies LCFF \$491,000</p>	<p>Civic/M&O: 54000,81000,82000 2000-2999: Classified Personnel Salaries LCFF \$4,783,389</p> <p>Civic/M&O: 54000,81000,82000 3000-3999: Employee Benefits LCFF \$2,510,402</p> <p>Civic/M&O: 54000,81000,82000 4000-4999: Books And Supplies LCFF \$436,557</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>and visually appealing manner in support of various educational activities.</p> <p>The district will implement a windows, paint, floors and doors project. Summer 2018: Franklin, McKinley, Point Dume, Malibu Summer 2019: Muir, SMASH, Washington West, Malibu</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Civic/M&O: 54000,81000,82000 6000-6999: Capital Outlay LCFF \$50,000</p> <p>Civic/M&O: 54000,81000,82000 5000-5999: Services And Other Operating Expenditures LCFF \$3,406,925</p>	<p>Civic/M&O: 54000,81000,82000 6000-6999: Capital Outlay LCFF 0</p> <p>Civic/M&O: 54000,81000,82000 5000-5999: Services And Other Operating Expenditures LCFF \$2,690,410</p>
<p>2. 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 other programs; including CREST. They will also continue working with families in difficult circumstances that required special attention and time.</p> <p>The School Smarts program will continue at all schools. The Family Engagement Coordinator will continue to provide the Latino Family Literacy Project at our elementary schools. In addition, the nine Bilingual Community Liaisons from both elementary and secondary schools will collaborate to facilitate the Latino Family Literacy Project at their respective schools.</p> <p>The Family Engagement Coordinator will continue to deliver a Spanish-series of Parent Project to families throughout the district to serve parents with adolescents that require specific parenting skills and strategies.</p>	<p>SG PARENT PARTICIPATION: 24950 Bilingual Community Liaisons 2000-2999: Classified Personnel Salaries Supplemental \$423,070</p> <p>SG PARENT PARTICIPATION: 24950 Bilingual Community Liaisons 3000-3999: Employee Benefits Supplemental \$260,805</p> <p>SG PARENT PARTICIPATION: 24950 Parent Education Programming (School SMARTS, Latino Family Literacy Project, Conferences, etc.) 5000-5999: Services And Other Operating Expenditures Supplemental \$25,000</p> <p>SG PARENT PARTICIPATION: 24950 Parent Education Programming (School SMARTS,</p>	<p>SG PARENT PARTICIPATION: 24950 Bilingual Community Liaisons 2000-2999: Classified Personnel Salaries Supplemental \$442,046</p> <p>SG PARENT PARTICIPATION: 24950 Bilingual Community Liaisons 3000-3999: Employee Benefits Supplemental \$273,925</p> <p>SG PARENT PARTICIPATION: 24950 Parent Education Programming (School SMARTS, Latino Family Literacy Project, Conferences, etc.) 5000-5999: Services And Other Operating Expenditures Supplemental \$27,528</p> <p>SG PARENT PARTICIPATION: 24950 Parent Education Programming (School SMARTS,</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The Family Engagement Coordinator will continue to collaborate with families, community and staff to deliver a district-wide parent conference that includes a community resource faire with community agencies.</p> <p>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. The liaisons continue to utilize multiple communication strategies to encourage involvement; including personal calls, mailings, Balckboard Connect, flyers, etc.</p> <p>The Bilingual Community Liaisons will continue to provide interpretation and translation support for families and staff, so that language is not a barrier for 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 Language Access that is part of the Family Engagement Framework.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>Latino Family Literacy Project, etc.) 4000-4999: Books And Supplies Supplemental \$15,000</p>	<p>Latino Family Literacy Project, etc.) 4000-4999: Books And Supplies Supplemental \$16,455</p> <p>SG PARENT PARTICIPATION: 24950 Bilingual Community Liaisons (Hourly, OT, and Subs) 2000-2999: Classified Personnel Salaries Supplemental \$15,402</p> <p>SG PARENT PARTICIPATION: 24950 Bilingual Community Liaisons (Hourly, OT, and Subs) 3000-3999: Employee Benefits Supplemental \$5,066</p>
<p>3. The Coordinator of Family Engagement will continue to support sites with the implementation of the School Smarts Program as a component of the Family Engagement Framework rollout. The Coordinator will</p>	<p>Title I: 21000 Family Engagement Coordinator 1000-1999:</p>	<p>Title I: 21000 Family Engagement Coordinator 1000-1999:</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>continue providing training around the use of the CA Family Engagement Toolkit as a tool to the development of each site's Family Engagement Plan. The Coordinator will continue to be available to provide support to principals in their use of the Toolkit as they develop and refine their site's family engagement plans.</p> <p>As an extension to SMMUSD's Family Engagement Framework, the Family Engagement Coordinator will continue to partner with the Language Access Consultant (Just Communities-Lena Moran) to develop the SMMUSD Language Access Guidelines to support staff and families. This will include systems and structures to increase and improve language access services for families via the the development of a Language Access Unit at the district level. This unit will support with the translation of district level documents and written communication and will provide interpretation services at district level meetings (Board meetings, SARB, LCAP DCC, etc).</p> <p>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 trainings available to district and site staff that support with providing language access services to families and staff.</p> <p>With the guidance of the Director of Curriculum & Instruction, the Family Engagement Coordinator will support sites in their implementation of an ELAC Handbook as a resource for staff and ELAC officers. The Family Engagement Coordinator will meet with site administrators, to review ELAC requirements, provided support as needed and ensured 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>The Coordinator of Family Engagement in collaboration with other department coordinators (SpEd, Math, Social Justice, ELA/ELD and Learning & 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</p>	<p>Certificated Personnel Salaries Title I \$112,593</p> <p>Title I: 21000 Family Engagement Coordinator 3000-3999: Employee Benefits Title I \$35,318</p> <p>Title I: 21000 Parent Involvement/Programming 4000-4999: Books And Supplies Title I \$12,583</p> <p>Title I: 21000 Parent Involvement/Programming 5000-5999: Services And Other Operating Expenditures Title I \$2,150</p> <p>Title I: 21000 Parent Involvement/Programming 2000-2999: Classified Personnel Salaries Title I \$2,000</p> <p>Title I: 21000 Parent Involvement/Programming 3000-3999: Employee Benefits Title I \$260</p> <p>24950 Language Access and Supports: District Interpreter-Translator 2000-2999: Classified Personnel Salaries Supplemental \$87,456</p> <p>24950 Language Access and Supports: District Interpreter-Translator 3000-3999: Employee Benefits Supplemental \$65,799</p> <p>Language Access and Supports: District Interpreter-Translator OT 2000-2999: Classified Personnel Salaries Supplemental \$16,000</p>	<p>Certificated Personnel Salaries Title I \$127,456</p> <p>Title I: 21000 Family Engagement Coordinator 3000-3999: Employee Benefits Title I \$38,601</p> <p>Title I: 21000 Parent Involvement/Programming 4000-4999: Books And Supplies Title I 0</p> <p>Title I: 21000 Parent Involvement/Programming 5000-5999: Services And Other Operating Expenditures Title I \$3,856</p> <p>Title I: 21000 Parent Involvement/Programming 2000-2999: Classified Personnel Salaries Title I \$456</p> <p>Title I: 21000 Parent Involvement/Programming 3000-3999: Employee Benefits Title I \$77</p> <p>24950 Language Access and Supports: District Interpreter-Translator 2000-2999: Classified Personnel Salaries Supplemental \$17,849</p> <p>24950 Language Access and Supports: District Interpreter-Translator 3000-3999: Employee Benefits Supplemental \$10,844</p> <p>Language Access and Supports: District Interpreter-Translator OT 2000-2999: Classified Personnel Salaries Supplemental 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>4. 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 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 student information system, Illuminate.</p> <p>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>Pupil Services: 31300, 39000 1000-1999: Certificated Personnel Salaries LCFF \$950,626</p> <p>Pupil Services: 31300, 39000 2000-2999: Classified Personnel Salaries LCFF \$104,096</p> <p>Pupil Services: 31300, 39000 3000-3999: Employee Benefits LCFF \$416,397</p> <p>Pupil Services: 31300, 39000 4000-4999: Books And Supplies LCFF \$7,250</p> <p>Pupil Services: 31300, 39000 5000-5999: Services And Other Operating Expenditures LCFF \$164,000</p>	<p>Pupil Services: 31300, 39000 1000-1999: Certificated Personnel Salaries LCFF \$979,120</p> <p>Pupil Services: 31300, 39000 2000-2999: Classified Personnel Salaries LCFF \$112,037</p> <p>Pupil Services: 31300, 39000 3000-3999: Employee Benefits LCFF \$416,913</p> <p>Pupil Services: 31300, 39000 4000-4999: Books And Supplies LCFF \$9,288</p> <p>Pupil Services: 31300, 39000 5000-5999: Services And Other Operating Expenditures LCFF \$141,613</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>		
<p>5. With guidance and support from the Director of Student services, the district mental health case worker, will support schools in leveraging and providing services to students. Position will serve to coordinate services and be a liaison between the district and external partners. Schools will continue having access to mental health services on site.</p> <p>At Samohi, three Student Outreach Specialists (SOS) will work with at risk freshmen to provide supports based on identified needs.</p> <p>The interventionist will continue to support athletes by providing guidance, mentorship and ensure students are successful in their coursework.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>SG 31100 Mental Health Case Worker and Samohi Interventionist (0.2 FTE) 1000-1999: Certificated Personnel Salaries LCFF \$126,753</p> <p>SG 31100 Student Outreach Specialists 2000-2999: Classified Personnel Salaries Supplemental \$166,350</p> <p>SG 31100 Mental Health Case Worker and Interventionist, and Student Outreach Specialists 3000-3999: Employee Benefits Supplemental \$138,605</p>	<p>SG 31100 Mental Health Case Worker and Samohi Interventionist (0.2 FTE) 1000-1999: Certificated Personnel Salaries LCFF \$84,342</p> <p>SG 31100 Student Outreach Specialists 2000-2999: Classified Personnel Salaries Supplemental \$180,145</p> <p>SG 31100 Mental Health Case Worker and Interventionist, and Student Outreach Specialists 3000-3999: Employee Benefits Supplemental \$129,670</p> <p>31100 Samohi Interventionist (0.2 FTE) 3000-3999: Employee Benefits LCFF \$33,205</p> <p>SG 31100 Mental Health Case Worker 1000-1999: Certificated Personnel Salaries Supplemental \$87,617</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>6. The district's registered nurses and health assistants support the physical health of our students.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>HEALTH SERVICES: 31400 1000-1999: Certificated Personnel Salaries LCFF \$561,932</p> <p>HEALTH SERVICES: 31400 3000-3999: Employee Benefits LCFF \$271,130</p> <p>HEALTH SERVICES: 31400 4000-4999: Books And Supplies LCFF \$3,650</p> <p>HEALTH SERVICES: 31400 5000-5999: Services And Other Operating Expenditures LCFF \$6,050</p> <p>HEALTH SERVICES: 31400 2000-2999: Classified Personnel Salaries LCFF \$211,516</p>	<p>HEALTH SERVICES: 31400 1000-1999: Certificated Personnel Salaries LCFF \$476,869</p> <p>HEALTH SERVICES: 31400 3000-3999: Employee Benefits LCFF \$246,800</p> <p>HEALTH SERVICES: 31400 4000-4999: Books And Supplies LCFF \$14,282</p> <p>HEALTH SERVICES: 31400 5000-5999: Services And Other Operating Expenditures LCFF \$4,207</p> <p>HEALTH SERVICES: 31400 2000-2999: Classified Personnel Salaries LCFF \$226,775</p>
<p>7. The district will continue to provide transportation services for school and school-related activities.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>PUPIL TRANSPORTATION :36000 2000-2999: Classified Personnel Salaries LCFF \$1,287,107</p> <p>PUPIL TRANSPORTATION :36000 3000-3999: Employee Benefits LCFF \$843,234</p> <p>PUPIL TRANSPORTATION :36000 4000-4999: Books And Supplies LCFF \$209,200</p> <p>PUPIL TRANSPORTATION :36000 5000-5999: Services And Other Operating Expenditures LCFF \$225,075</p> <p>PUPIL TRANSPORTATION :36000 6000-6999: Capital Outlay LCFF \$0</p>	<p>PUPIL TRANSPORTATION :36000 2000-2999: Classified Personnel Salaries LCFF \$1,312,160</p> <p>PUPIL TRANSPORTATION :36000 3000-3999: Employee Benefits LCFF \$791,944</p> <p>PUPIL TRANSPORTATION :36000 4000-4999: Books And Supplies LCFF \$139,837</p> <p>PUPIL TRANSPORTATION :36000 5000-5999: Services And Other Operating Expenditures LCFF \$244,179</p> <p>PUPIL TRANSPORTATION :36000 6000-6999: Capital Outlay LCFF \$187,214</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>8. 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 case conferencing a wraparound support.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>GUIDANCE/COUNSELING SERVICES: 31100 1000-1999: Certificated Personnel Salaries LCFF \$1,178,564</p> <p>GUIDANCE/COUNSELING SERVICES: 31100 3000-3999: Employee Benefits LCFF \$415,757</p>	<p>GUIDANCE/COUNSELING SERVICES: 31100 1000-1999: Certificated Personnel Salaries LCFF \$1,190,770</p> <p>GUIDANCE/COUNSELING SERVICES: 31100 3000-3999: Employee Benefits LCFF \$417,959</p>
<p>9. Security staff assist with keeping the secondary campuses safe.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) Specific Schools: Secondary Schools</p>	<p>SECURITY: 83000 2000-2999: Classified Personnel Salaries LCFF \$778,016</p> <p>SECURITY: 83000 3000-3999: Employee Benefits LCFF \$504,234</p> <p>SECURITY: 83000 4000-4999: Books And Supplies LCFF \$3,500</p> <p>SECURITY: 83000 5000-5999: Services And Other Operating Expenditures LCFF 0</p>	<p>SECURITY: 83000 2000-2999: Classified Personnel Salaries LCFF \$741,882</p> <p>SECURITY: 83000 3000-3999: Employee Benefits LCFF \$436,984</p> <p>SECURITY: 83000 4000-4999: Books And Supplies LCFF \$4,684</p> <p>SECURITY: 83000 5000-5999: Services And Other Operating Expenditures LCFF 0</p>
<p>10. With the support of the Director of Student Services, the Restorative Justice consultant will develop an implementation plan that will outline a process for the expansion and integration of Restorative Justice across our district and schools.</p> <p>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>SG 31100 Restorative Justice Consultant 5000-5999: Services And Other Operating Expenditures LCFF \$100,000</p>	<p>SG 31100 Restorative Justice Consultant 5000-5999: Services And Other Operating Expenditures LCFF \$160,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>This action was previously part of goal 3 action 5.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>		
<p>11. Schools will continue to receive a small amount of mental health services through district coordinated services, city resources and/or site funds. In addition, our Mental Health Case Worker will coordinate and offer professional learning opportunities to teachers on Social Emotional Learning strategies 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>This action was previously part of goal 3 action 6.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>SG Contract with Malibu Boys and Girls Club Wellness Center 5000-5999: Services And Other Operating Expenditures Title IV \$20,000</p> <p>SG Teacher Hourly for Professional Development on Social Emotional Learning strategies 1000-1999: Certificated Personnel Salaries Supplemental \$21,000</p> <p>SG Teacher Hourly for Professional Development on Social Emotional Learning strategies and Wellness Interns 3000-3999: Employee Benefits Supplemental \$5,030</p> <p>SG Wellness Intern Stipends 2000-2999: Classified Personnel Salaries Title IV \$18,000</p> <p>SG Wellness Intern Stipends 3000-3999: Employee Benefits Title IV \$5,899</p>	<p>SG Contract with Malibu Boys and Girls Club Wellness Center 5000-5999: Services And Other Operating Expenditures Title IV \$20,450</p> <p>SG Teacher Hourly for Professional Development on Social Emotional Learning strategies 1000-1999: Certificated Personnel Salaries Supplemental \$6,278</p> <p>SG Teacher Hourly for Professional Development on Social Emotional Learning strategies and Wellness Interns 3000-3999: Employee Benefits Supplemental 1,504</p> <p>SG Wellness Intern Stipends 2000-2999: Classified Personnel Salaries Title IV \$10,721</p> <p>SG Wellness Intern Stipends 3000-3999: Employee Benefits Title IV \$1,412</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>12. Counselors/advisors will refine their support for all 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 engaging in training with Hatching Results, a consulting firm created by Trish Hatch, the author of the American School Counseling Association (ASCA) Frameworks. They 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.</p> <p>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>Counselors/advisors will support students to develop an academic plan that addresses their yearlong learning needs. These plans will range from credit recovery to dual enrollment options. Students who need credit recovery options, will enrolled in summer school and/or APEX online classes.</p> <p>School site administrators and counselors will receive ongoing technical support by district staff to develop and implement a protocol by which to actively identify, recruit, and place students in A-G, AP, and Dual enrollment courses at the secondary schools. Secondary teams will closely monitor student data to throughout the year to address students in successfully completed identified courses.</p> <p>This action was previously part of goal 3 action 8.</p>	<p>SG HATCHING RESULTS TRAINING FOR COUNSELORS 5000-5999: Services And Other Operating Expenditures Supplemental \$25,000</p> <p>SG NAVIANCE CURRICULUM AND PLATFORM 5000-5999: Services And Other Operating Expenditures Supplemental \$46,326</p>	<p>SG HATCHING RESULTS TRAINING FOR COUNSELORS 5000-5999: Services And Other Operating Expenditures Supplemental \$50,000</p> <p>SG NAVIANCE CURRICULUM AND PLATFORM 5000-5999: Services And Other Operating Expenditures Supplemental \$63,274</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations Specific Schools: Middle and High Schools</p>		
<p>13.We are expanding our implementation of the Reggio Inspired classroom because it serves to support the learning experience for our UDP students. As ELs, LI and HFY students explore their environment, they create, ask questions and improve their thinking skills. In addition, with teacher support, providing interesting materials and an appropriate space to explore them, students build academic language, cognition and social skills. This develops into more complex play and thinking.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations Specific Grade Spans: Early Learning (PK and TK)</p>	<p>SG 85000 Seaside Bridges Early Learning Expansion 5000-5999: Services And Other Operating Expenditures Supplemental \$80,000</p>	<p>SG 85000 Seaside Bridges Early Learning Expansion 5000-5999: Services And Other Operating Expenditures Supplemental \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>14. Let's Talk communication is a tool activated to increase the participation of parents of 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.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>SG Communication K-12 Insight and Let's Talk 5000-5999: Services And Other Operating Expenditures Supplemental \$77,000</p>	<p>SG Communication K-12 Insight and Let's Talk 5000-5999: Services And Other Operating Expenditures Supplemental \$22,000</p>

Goal Analysis

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

Funds that were not expended due to our inability to hire a second interpreter-translator were used to provide language access by contracting with local agencies to ensure interpretation at board meetings, parent advisory council meetings, workshops and training sessions.

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

The physical closure impacted our ability to interview and hire the second interpreter-translator that would be a part of the district Language Access Team. This challenge impacted our ability to provide language access services to families in a more streamlined manner and resulted in having to contract services with outside agencies. Although we faced this challenge, were able to successfully implement all other actions within this goal. With respect to student connectedness and engagement, we were able to provide

ongoing support to students, families, and staff on the implementation of Restorative Justice and Olweus practices. We also provided direct mental health and social-emotional services to students and families in need and developed a district-wide resource page on our website that was available to families in English and Spanish to connect them to much-needed social services. In the area of family engagement, we deepened the implementation of our Family Engagement framework and successfully transitioned all parent advisory meetings and workshops or training to a virtual format. Our bilingual community liaisons continued to provide language access at the school sites and support families by connecting them to site and district level distance learning supports. In addition, the Educational Services and Student Services team collaborated to develop an online distance learning landing page for families that included instructional resources, community resources, parent education on anti-racism and wellness, and ongoing updates on Covid related issues.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The purchase of additional PPE to ensure all sites have the necessary resources to ensure the health and safety of staff and students on campus.	370,000	457,743	No
The purchase of additional cleaning supplies to ensure all sites have the necessary resources to ensure the health and safety of staff and students on campus.	97,000	178,571	No
The purchase of Plexiglass to provide an additional layer of safety for district and school staff and students.	280,000	280,000	No
The purchase hand washing stations to minimize the transmission of COVID-19.	274,000	274,000	No
The purchase of safety signage for the district and schools that communicates the protocols that have been developed to increase the safety of staff and students.	165,000	165,000	No
Additional funding for custodial staff to uphold all health and safety protocols by maintaining and monitoring a cleaning schedule at each school site.	573,313	767,723	No
Additional funding to increase the hours for Health Office Specialists to ensure staffing in the sick and well rooms at each school site.	100,000	133,910	No
Additional funding for nurses to come together to develop all health and safety protocols.	20,000	24,632	No

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

In the actions related to In-Person Instructional Offerings, we see a difference of \$397,624 between the expenditures projected and the estimated actuals. These increases are reflected in the projected expenditures for personalized protective equipment (PPE) and the ongoing need to purchase cleaning supplies to maintain all cleaning protocols to ensure a healthy and safe campus for students and staff. We also experienced a greater need for additional custodial and facilities staff support to prepare the learning environment and ensure that all safety and health guidelines were addressed as outlined in preparation for a future full return. The increased personnel also resulted in additional health and welfare costs that are included in the estimated actual expenditures. In addition, we did not anticipate the following costs (that are not included in the actions outlined above) but we found it necessary to support our transition from Distance Learning to a full reopening this spring: (1) Hero pay of certificated: \$1,815,378, (2) Hero pay Classified: \$1,805,107 to support the full reopening of schools in April 2021, (3) Nutrition Services that provided meal services to all students: \$227,859, (4) Teacher substitutes to cover absences during DL Plus, Hybrid, and full reopening: \$398,842, (5) contracts to ensure teaching staff and paraprofessionals were available to support students with disabilities upon full reopening: \$122,685, and (6) the In-Person Support and Learning Hubs that began in October of 2020: \$1,098,337. The expenditures delineated in the action above directly supported our ability to provide in-person experiences for students in a phased-in approach and in full alignment with Los Angeles County Department of Public Health (LACDPH) guidelines.

Below are brief descriptions of the implementation for each action:

- PPE was purchased for staff and students in accordance with Los Angeles County Department of Public Health (LACDPH) protocols and best practices.
- To meet the developing LACDPH reopening protocols, additional cleaning supplies and equipment were purchased.
- Portable and attached Plexiglass was purchased and installed in offices, classrooms, and areas recommended by the LACDPH.
- To improve students' hand washing, portable hand washing stations were purchased.
- In accordance with LACDPH reopening protocols, safety signage was purchased and deployed around each campus.
- To meet the additional cleaning requirements, additional custodians were hired and additional time allotted.
- Health Office Specialists were increased to 6 hours and we are in the process of hiring HOS' for sites that still need them. The district took over the funding from the sites.
- Nurses worked additional hours at their established hourly rate to prepare PPE for distribution, update the district website, work on protocols, be on call during winter and spring breaks, and conduct contact tracing.

Analysis of In-Person Instructional Offerings

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

During the 2020-21 school year we experienced successes and challenges in the implementation of in-person instruction; however, all of these experiences allowed us to evolve and positioned us for a full reopening in April of 2021. Although our Learning Continuity and Attendance Plan (LCP) was adopted in December 2020, a lot of the work began as early as March 2020, when we responded to the pandemic and physically closed our schools. The ability of our teachers, support staff, and administrators to meet throughout the summer as part of our Teaching and Learning Redesigned team created the conditions for us to adjust, pivot, and evolve as conditions changed and in-person instruction became an option for our students. During the summer months our Maintenance and Operations, Facilities, and Purchasing Department worked to procure the necessary equipment, materials, and supplies to upgrade our facilities and prepare the school and classroom environment as outlined by the LACDPH guidelines to ensure the safety and well-being of our students and staff for in-person offerings. One of the initial challenges we faced was the ordering and receiving of the necessary supplies due to the overwhelming demand that all vendors were experiencing. Despite this initial challenge, our team secured the necessary resources and outfitted the campus on a phased approach model that aligned with the in-person offerings that we provided beginning in the Fall of 2020.

Beginning in September of 2020, in-person assessments for students with special needs and English Learners were completed at 3 sites. All sites followed CDC and LACDPH guidelines including using outdoor stations, Plexiglass shields, and proper PPE. Staff and students had to self-screen prior to coming on campus. Parents had to sign that they understood all protocols. Then upon arrival, staff screened students, and temperatures were taken. Parts of the assessments were able to be completed online, and if parents requested not to have in-person assessments, alternate means of assessments were provided. In November, we began in-person instruction for students in our specialized special education programs, bringing programs back a few at a time, beginning with our adult transition program and preschools. All specialized academic instruction programs such as transition, social skills, intensive skills, life skills, STEP-E, and STEP-I programs opened by March 2021. We also set up learning hubs in Malibu for students to work on their distance learning while being supervised by teachers and paraeducators. All cohorts were small and followed LACDPH guidelines. All parents attended a virtual meeting before their students attended in-person instruction to go over LACDPH guidelines, screening protocols, and PPE use. All special educators and support staff were provided with training about COVID-19 protocols (1 hour online and then in-person). Classrooms were set up following guidelines as well. Beginning in April 2021, our special education preschool, elementary and middle school specialized programs, and high school transitions students were able to participate in up to 5 days of in-person learning. Distance learning options continued for any students and families who preferred to remain in a virtual format.

In early October 2020, all English Learner families were offered the opportunity to indicate if they would like In-School Support Hub opportunities (providing support on campuses) supervised by staff to assist while they also still participated in their home classrooms via Distance Learning. Families and students were offered spaces in priority order of lowest ELPAC scores as well as youngest students in need. One of the challenges we faced with the implementation of in-person offerings for our most vulnerable English Learners was the low response from families. When the demand did not materialize from as many of these families, we opened it up to all English Learner students in TK-5 in both Santa Monica and Malibu. We served at 3 Santa Monica sites and 1 Malibu site for students during the school day from November through March when we transitioned into full in-person school days again. Although we

expanded the offering to all ELs, the response rate remained low. The feedback we received from our EL families, through DELAC was a great appreciation for this support coupled with anxiety with sending their students to campus. In addition to the EL In-School Support Hubs, we also implemented Supervision Hubs for children of staff members that required this support. This resource became invaluable, especially as we began to prepare to transition to a Distance Learning Plus and Hybrid model.

Throughout late Fall and early Winter, we held multiple meetings with stakeholder groups to review the various in-person models and discuss our transition from Distance Learning to In-Person Learning. As a result of these ongoing conversations, it was determined that the best course of action was to implement a Distance Learning Plus model where students engaged in synchronous Distance Learning in the morning and in the afternoon had the opportunity to participate in a variety of in-person experiences at their school. If families opted not to have their students participate, they would have asynchronous learning and/or synchronous learning in the afternoon. The Distance Learning Plus model ultimately provided elementary sites with the flexibility to implement an am/pm of a full-day model, as long as we honored the agreements outlined in the MOU with SMMCTA. At the Secondary level, all sites implemented an afternoon model that allowed them to adhere to the health and safety guidelines. The Distance Learning Plus model supported our ability to transition to a hybrid model at the secondary level and ultimately the full reopening that took place in April 2021. One of the challenges we faced in the transition from Distance Learning to Distance Learning Plus and the Full Reopening was the need for substitute teachers and paraprofessionals to cover any unforeseen absences. Another challenge we faced was the need to pivot at a moment's notice, especially as the health and safety protocols changed from 6 feet distancing to 3 feet distancing and they outlined to what extent we were able to meet the in-person needs of our most vulnerable students. With the full reopening, we also faced the challenge of finding additional classroom teachers to provide the DL-only option for elementary students. Unlike the secondary sites, where teachers provided synchronous learning from the classroom to students at home. This was not feasible at the elementary level. Despite the challenges we faced, we successfully transitioned to a full reopening this Spring and met the needs of all students and families with a 5-day in-person experience and the option to remain in Distance Learning for the remainder of the school year.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase on online learning platforms and licenses to ensure teachers and students able to engage in distance learning (Google Suite Enterprise, Zoom Pro, Screencastify, Seesaw, Go Guardian	122,315	122,812	No
Purchase of hotspots to ensure families have access to the internet	550,000	702,284	No
Purchase of Chromebooks to ensure families have access to a working device	2,683,796	2,683,796	No
Purchase of laptops to ensure teachers have working devices	400,000	460,000	No
Overtime for Technology Support Assistants to fulfill the ongoing needs for access to internet and device distribution and provide tech support to families and staff	50,000	40,173	No
Additional funding to pay staff to develop three-minute videos to help students use technology and provide tech troubleshooting workshops for families.	5,000	3,694	Yes
Additional professional developments days for teachers to prepare for the launch of distance learning.	657,528	809,811	No
Additional days for school year classified employees to prepare for the launch of distance learning.	154,124	141,751	No
Teacher extra hourly for School Leadership Teams, Faculty Advisory Councils, and Grade-level or Department teams to collaborate and prepare for the launch of distance learning in the summer.	82,787	172,495	Yes
Support of professional learning needs identified by each School Leadership Team (SLT). Each SLT identified an instructional focus and research-based practices to support their school's identified student needs. These supports are directly aligned to the three LCAP goals and are data-driven and directly impact the learning opportunities for English Learners and Low-Income Students.	320,000	119,737	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Expansion of APEX contract to provide secondary virtual learning academy.	38,714	38,714	No
Funding for the Literacy and Language Interventionists at all elementary schools to provide targeted instruction to English Learners (ELs) at-risk of becoming Long Term English Learners (LTELs). This additional service provides ELs the opportunity to receive additional instruction that is focused on the acceleration of language through reading.	511,526	786,119	Yes
Instructional Coaches to provide additional time at Title I schools. This additional time allows the coaches to target their supports to address the instructional needs of UDP by facilitating data conversations, supporting the development of tiered lessons and modeling the use of research-based strategies to support UDPs.	326,349	345,224	Yes
Purchase of supplemental digital resources to support English Learners with language development.	20,000	9,460	Yes
Purchase of supplemental digital resources to provide leveled/differentiated reading materials across content areas for students.	140,000	82,095	Yes

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

The actions related to the Distance Learning Program were all implemented fully. There is a difference of approximately \$195,929 between the expenditures projected and the estimated actuals. This difference is attributed to increased expenditures for the ongoing cost of the data plans associated with the internet hotspots. These were provided to students and families to ensure access to the internet. We also purchased additional laptops to replace outdated devices. Students and families checked out hotspots in support of distance learning. Multiple hotspots may have been needed per family due to limited home internet bandwidth. We also had an increase in costs associated with the two additional professional development days provided: (1) for teachers to plan and prepare for the launch of our DL program in the Fall, (2) the extra hourly provided for School Leadership Teams, Faculty Advisory Councils, and teacher teams to review our district-wide DL agreements and develop site-based schedules that aligned to the protocols and met the needs of their respective school communities. They also formulated an action plan for communication to families. We also experienced a decrease in expenditures in a few of the actions such as overtime for the Educational Technology Services Department, the extra-hourly needed for the creation of videos for students and families, the final costs of supplemental digital resources; and the amount of professional development provided at schools sites in support of their SLT focus. The latter was due in large part to a need to prioritize

the planning and implementation of a robust DL program that took into account the changing needs of our students and families. In addition, we did not account for the additional meal costs and services provided during DL by our Nutrition Services department. These actions resulted in an additional cost of 672,141 that was not included in the actions outlined in the plan.

Below are brief descriptions of the implementation for each action:

- SMMUSD purchased licenses for several online learning digital resources that were utilized for distance learning. These include Google Suite Enterprise, Zoom, Screencastify, Seesaw, and GoGuardian.
- SMMUSD successfully deployed hotspots to all families who requested one. Students and families checked out hotspots in support of distance learning. Multiple hotspots may have been needed per family due to limited home internet bandwidth.
- A large batch of SMMUSD's Chromebooks reached the end of life and could no longer be updated. SMMUSD, therefore, purchased Chromebooks for all 3rd to 5th-grade students in Santa Monica and Malibu Schools. Additionally, 6th -8th grade Chromebooks were purchased for Santa Monica Middle Schools. Malibu Middle School had been 1 to 1 for three years, meaning each student is assigned their own device. Chromebooks were deployed in order to meet the technology needs of participating in a virtual meeting while accessing digital content at the same time. Our old Chromebook could not do that. Students had to leave the virtual meeting to do their work and then return when it was time to meet with the teacher. New Chromebooks allow for more robust collaboration during distance learning and in-person instruction.
- Educational Technology Services Department deployed new teacher laptops to all teaching staff. This technology was needed to replace the over 6-year-old teacher computers. These new technologies assisted teachers in distance learning and in-person instruction.
- Technology Support Assistants compose the majority of our EdTech Services department. They are responsible for maintaining student and staff technologies on a daily basis. Extra time was utilized by site technicians to respond to student, parent, and family issues after the regular workday. Additionally, staff assisted in the set-up of new technologies such as hotspots, teacher laptops, and Chromebook deployment
- Educational Technology Teacher on Special Assignment (EdTech TOSA) created short video tutorials for students' parents, and staff to more easily navigate through the various digital learning planforms implemented during distance learning.
- Additional professional developments days for teachers to prepare for the launch of distance learning
- Additional days for the school year classified employees to prepare for the launch of distance learning
- Teacher extra hourly pay for School Leadership Teams, Faculty Advisory Councils, and Grade-level or Department teams to collaborate and prepare for the launch of distance learning in the summer
- Support of professional learning needs identified by each School Leadership Team. Each SLT identified an instructional focus and research-based practices to support their schools' identified student needs. These supports are directly aligned to the three LCAP goals and are data-driven and directly impact the learning opportunities for English Learners and Low-Income students
- SMMUSD contracted with APEX Learning to provide a learning management platform and curriculum for SMMUSD's Secondary Virtual Learning Academy. The academy faced some resistance from the community and was not launched during the 2020-2021 school year. It is anticipated that the Academy will launch during the Fall of 2021
- Funding for the Literacy and Language Interventionists at all elementary schools to provide targeted instruction to English Learners (ELs) at-risk of becoming Long Term English Learners (LTEs). This additional service provides ELs the opportunity

to receive additional instruction that is focused on the acceleration of language through reading. The services were provided via distance learning and the interventionist found that students responded positively to small group instruction.

- Each Title I school has the support of an instructional coach. The instructional coaches have been supported in adding math data analysis to their toolkit of data meetings for which they are versed for ELA. Instructional Coaches have learned and shared engagement strategies in support of both distance and in-person learning: technology used to engage such as Jamboard, Seesaw, Google slides, math sense-making routines for problem solving and vocabulary acquisition, and small group practices. They have supported teachers with analyzing assessment data in order to design interventions based on identified areas of need. Coach-facilitated conversations about assessment data have led to the creation of robust schoolwide intervention initiatives and systems for monitoring progress.
- Teachers in grades 2-12 across the district received access to ELA, Social Studies, and Science NewsELA content to be used for synchronous and asynchronous learning. Teachers were provided with training opportunities to learn how to leverage the platform's features such as annotations, Lexile level adjustments, comprehension prompts, searches, and lesson planning to supplement their reading resources. Additionally, teachers in grades TK-5 were provided digital reading content through Renaissance/myON Reader. This provided teachers and students access to a library of digital books and reading content to support differentiated reading. In addition to increased access to reading materials, teachers and students were able to use platform features such as quizzes, and question prompts annotations to support literacy.

Analysis of the Distance Learning Program

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

Continuity of Learning

SMMUSD began the 2020-21 school year implementing a Distance Learning Program. In an effort to incorporate the learnings from the abrupt implementation of DL from the 2020 Spring semester, we established the Teaching and Learning Redesign group that was comprised of elementary, middle, and high school teacher representatives from Santa Monica and Malibu schools, as well as site-based and district-level administrators and union representation. This group met every week from June to August to develop common Distance Learning Agreements across all grade spans that created coherence across the organization and provided enough flexibility for school teams to address site-specific needs. These agreements were fully implemented and only required a small adjustment to live teacher time at the elementary level that did not impact the minimum instructional minutes required.

In an effort to support the implementation of the DL common agreements and create greater alignment and coherence, a group of teachers and instructional coaches met over the summer (July 28, 2020, August 3, August 7, August 10, August 13) to identify priority and essential standards that were the teaching focus during distance learning. A set of Essential Standards for both ELA and Math were identified and a one-page summary of selected standards and a DL Curriculum Guide with the essential standards highlighted was created to facilitate use by teachers. These guiding documents for the 2020-2021 school year were shared with teachers and site

administrators. The Instructional Coaches who worked on these documents provided background on the selection process as well as assisted in the implementation of these Essential Standards. Elementary Mathematics Teacher Leaders (MTL), and Secondary Math Dept Chairs supported the use of essential standards and curriculum guides with their colleagues. During January 2021, MTLs and Dept Chairs revisited the DL curriculum guides to note where students and teachers were in terms of the essential standards mastered or needing more time as we moved into spring and beyond. The challenges faced focused primarily on teachers' and students' familiarity with the use and integration of technology. In addition, the development and delivery of lessons required more time for the virtual platforms. Checking for true understanding has also been a challenge although teachers have definitely learned to leverage technology to maintain the learning throughout this school year. To support and prepare for a DL program for our youngest learners, a core of Preschool (PreK), Transitional Kindergarten (TK), and Kindergarten teachers (the Early Learning Team) met over the summer to determine ways to support the early learning team (including for the Convocation Professional Development days) members in a DL format throughout the school year. PreK and TK teachers continued to meet online weekly to develop a DL core curriculum based on the Desired Results Developmental Profile (DRDP). The TK and Kinder teachers continued to work with colleagues at the elementary school level to adhere to the essential standards and curriculum guide previously developed. The Early Learning coach has continued to meet weekly with the TK teachers to assist in their adaptation of standards-based work since they don't have grade-level colleagues at their site.

To further support the implementation of the DL curriculum, digital reading resources were provided for all students and teachers through NewsELA and Renaissance myON, giving them access to differentiated reading content for classroom and independent reading. To further support instruction and differentiate as needed, high-quality grade-level texts were accessible to complement reading, writing, social studies, and science. To address the language needs of our English Learners and to augment the Designated ELD time incorporated daily, BrainPop was purchased for all ELs. Supports were provided for teachers to implement these resources as part of their DL program. These resources were identified and incorporated based on input from our LCAP DCC, LCAP PAC, and DELAC.

Access to Devices and Connectivity:

In support of SMMUSD's distance learning plan Chromebooks were available for students that did not have a device to use at home. The EdTech and IT teams worked directly with school sites to develop a deployment plan to ensure all students had working devices at home. The Chromebooks that were available for students are managed in the same manner as textbooks and are part of the student's library circulation record. Hotspots with limited data plans were also available. Multiple hotspots may have been needed per family due to limited home internet bandwidth. Families requested access to these resources via their school site technology support staff. We continued to monitor family needs to ensure that they have access to devices and internet access. Technical Support was available to all families through the school site Technology Support Assistants. Since this year, many of our existing devices reached the end of life and were no longer able to update. We purchased Chromebooks for all 3rd to 5th-grade students in Santa Monica and Malibu Schools. Additionally, 6th-8th grade Chromebooks were purchased for Santa Monica Middle Schools. Malibu Middle School had been 1 to 1 for three years. These new devices supported a more meaningful collaboration experience for students and teachers during distance learning and in-person instruction. Included in this purchase were laptops for teaching staff. These new devices replaced over 6-year-old teacher computers and further supported the integration of technology and the delivery of a more robust and authentic learning experience. To support teachers, staff, and families, our Technology Support Assistants addressed all technology

needs for their respective school sites on a daily basis. Overtime was utilized by site technicians to respond to any challenges faced by students, families, and staff after the regular workday. Additionally, as mentioned previously, staff assisted in the set-up of new technologies such as hotspots, teacher laptops, and Chromebook deployment

Pupil Participation and Progress:

SMMUSD has developed a multi-tiered attendance plan that outlines the roles and responsibilities of staff. Elementary and secondary teachers took attendance daily in accordance with the attendance accounting procedures outlined by Student Services. Both Elementary and Secondary teachers reported better attendance data overall during distance learning due to the fact that students could be counted "present" if one or more of the following factors are true: (1) You saw the students' faces. (2) The student logged on. (3) The student participated. (4) The teacher had some contact with the student during the school day. (5) The student completed asynchronous work. Because the definition of "present" was so broad it was challenging to determine the level of supports needed by students and families as it related to attendance. Attendance Clerks did well with coding the absences using the distance learning codes. If any questions arose related to attendance, they contacted Student Services for clarification. Distance Learning letters were mailed to families once students reached pre-established DL letter triggers. Administrators and counselors held conferences and a SART meeting after letter #2 when necessary. The SARB process was not utilized during COVID. Teachers, administrators, and counselors continued to work with students offering support (counseling, academic assistance, SST, 504, and conferencing). SMPD supported with home visits and welfare checks as well when necessary.

To measure student progress, teachers implemented SMMUSD's assessment continuum as outlined in the yearly assessment calendar that aligned to the modified Distance Learning Guaranteed and Viable Curriculum (GCV) and that included diagnostic and interim assessments in ELA and Math. The diagnostic assessments were administered three times this year and the interim assessments were administered twice in grades 3-11 in English Language Arts (ELA) and 1-12 in Math. This breadth and depth of assessments provided SMMUSD with evidence of student learning that demonstrated students maintained did not experience significant learning loss when compared to pre-Covid data points. During our winter administration of the interim assessments, we found a slight increase in the percentage of students scoring at "Exceeding Standard" in English Language Arts (ELA) for all student groups and a slight increase in the percentage of students scoring at "Exceeding Standard" in Math for most student groups compared to the 2020 interim administration. This success was due to our teachers' work in identifying the essential standards, delving deeply into key concepts, and providing differentiated learning opportunities for students. However, based on the winter diagnostic and progress monitoring assessment, we saw a 3% increase in the percentage of students needing Tier III supports in literacy (11% to 14% or Fall 615/Winter 773). When we delve deeper into this data we found that students in grades K-3 demonstrated the greatest need that we need to focus more on providing additional supports for our At-Promise, Socio-Economically Disadvantaged (SED), English Learners (ELs), and Students With Disabilities (SWD). Some challenges that we faced in the monitoring of student learning were related to ensuring all students participated in diagnostic and interim assessments and that these were administered within the given administration windows. Our participation rates were at about 75% for all students and 76% or higher for English Learners (ELs), Socio-Economically Disadvantaged (SED), Students With Disabilities (SWD), Homeless/Foster Youth (HFY), and At-Promise students. Even though our participation rates were below 95% we are confident through our multiple measures that students did not experience significant decreases in learning due to the physical closure. In addition, our robust plan for assessments served us well when it was deemed "not viable" to administer the Summative CAASPP assessments; we had already planned assessments to fulfill

reporting requirements especially with the implementation of the Renaissance Star Reading Assessment 6-12. The Star assessment was brought on board at the secondary level in order to fill a gap for an ELA Diagnostic measurement at the secondary level (in particular none existed at the high school level). It also allowed SMMUSD to adopt an assessment for English Learners that gave us better information for reclassification, more tools for remediation, and will give us progress-monitoring information.

Distance Learning Professional Development:

SMMUSD has developed a professional learning plan for our teachers and support staff that will be delivered throughout the 2020-21 school year. Staff received initial professional development on technology integration and the use of best pedagogical practices to engage students in a distance learning environment. School Leadership Teams and Faculty Advisory Councils (FAC) met during the summer to prepare and plan for the start of the school year. As part of this, work grade level and department teams were also provided time to collaborate virtually. In addition to these initial planning days, SMMUSD provided five days of professional learning that included districtwide targeted workshops and site-based professional development and planning. The dates and purpose are as follows: (1) August 17: Districtwide convocation and conference, including teacher workshops - 8 a.m. to 12:30 p.m. and Site meetings - 1:30 - 3 p.m., (2) August 18: Districtwide teacher workshops - 8:30 - 11:45 a.m. with Teacher planning - 12:30 - 3:00 p.m., and (3) August 19, 20 and 21: Site-based professional development and planning.

In an effort to provide ongoing professional development in effective Distance Learning Practices and on our district priorities a professional development plan that was embedded during the workday was developed. It consisted of 4 Professional Development Blocks. Each block provided a variety of high leverage topics that were delivered in a five-week series during the workday on Tuesdays (2:15 - 3:45) for secondary teachers and on Thursdays (2:00 - 3:30) for elementary teachers. These topics would be offered in each block to reach as many teachers, as possible, based on their area of interest. The topics were identified based on a PD survey that was conducted in May 2020 and also included input from the Teaching and Learning Redesign group that met during the summer. The offerings included: Technology Integration, Restorative Justice, Integration of the Social Justice Standards, Creating Greater Relevance through a PBL Approach, Cultivating Genius: Culturally and Historically Responsive Literacy, Mindfulness in a Virtual Classroom, Incorporating Trauma-informed Practices, to name a few. The Educational Services and Student Services teams worked hard to design these experiences and provide an enriching learning experience for teachers that would provide them with practical classroom applications. We were able to successfully implement one block; however due to low participation rates, once the sessions became voluntary, we had to cancel the remaining Professional Development Blocks due to extremely low participation (1-3 participants).

Since the embedded PD Block was not a viable option, our Educational Services team decided to provide professional learning opportunities during department meetings, modified day schedules, or during the workday (3:15-3:45) by teacher team request.

History-Social Science

History-Social Science teachers met and three teams of teachers (11th grade AP U.S. History, 12th-grade Economics, and 10-11th grade Ethnic Studies) collaborated on writing curriculum guides for these courses. These courses fulfilled the Board of Education's American Cultures and Ethnic Studies (ACES) graduation requirement. In addition, a district team of teachers began creating a curriculum guide for Freshman Seminar (9th grade) expected to be completed by December 2021. Their planning focused on

integrating a local history art installation moved forward and is now awaiting official release by the city of Santa Monica which will be housing the instructional units. The History department led in the implementation of the first district-wide mock election. Students from K-12 had the opportunity to engage in classroom lessons that built their knowledge about the election process, the importance of civic engagement, and how to become and be a voter. Approximately 1,000 district students cast a ballot in the district's mock election. Social Justice training at Webster Elementary, Malibu HS, Santa Monica HS, and a 5-series of workshops at Muir were conducted that allowed teachers the opportunity to learn strategies on how to integrate Social Justice Standards into their own lessons. Examples of Social Justice aligned lessons that could be utilized in the digital environment were shared each month between September-February to align with various commemorations. Additionally, two SJS training sessions were held for parents at large (August 21, March 8) as well as specifically for Santa Monica High School (Feb 9, Feb 19) to provide information on the ACES graduation requirement. Standards-based grading conversations were initiated at Santa Monica High School by a group of teacher leaders. Using the book *Grading for Equity*, teachers and the principal met each week for 5 weeks to discuss ways to begin implementing SBG at the site and possible ways to lead this reform as early as next year. The district AVID team met regularly over the course of the year. In June 2020, over the course of 3 days, areas of needed improvement were identified (particularly recruitment and tutorial processes) and this meeting time was used to identify strategies to address these. A new set of recruitment materials and processes were devised (including online applications and AVID web pages on the district site as well as at each individual site). The use of these materials was launched during the second semester and the AVID team met weekly to monitor the success, and adjust as needed. Although it was not required this year, both sites completed the extensive DATA compilations and self-evaluation processes (CCI) requested by the AVID Center and continued to meet regularly at their sites.

Project-Based Learning

Ed Services provided District-wide online PD workshop in project-based instruction and culturally relevant pedagogy on 8/17/20 as planned. A one-day, online PD workshop in project-based instructional design and pedagogy to Olympic HS Staff (August 2020). Beginning September, two vendors provided coaching, consultation in project-based design, and instructional support to Olympic HS staff. A 5-week site-based project-based workshop was facilitated at McKinley Elementary. To continue providing ongoing support office hours were hosted for teachers that focused on Project-Based Instructional methods and sharing of best practices. To reinforce Project-Based learning practices and expand our reach, a digital newsletter was created that provided curated digital resources to support teachers trained and/or interested in PBL (via the website and bi-weekly publication). This work was further highlighted by the production, publishing, and distribution of a series of podcast episodes focusing on district teacher practices surrounding PBL. Meetings were held to facilitate program design for emerging Samohi Academy and Malibu HS Integrated Design teams which included consultations with the Center for Academic Research and Technology, an exemplar project-based learning secondary institution. Additionally, selected Malibu HS staff and community stakeholders visited UCLA Geffen Academy, an exemplar project-based learning institution, to enhance plans for MHS's emerging integrated instructional design.

Special Education

The Special Education Coordinators provided training for staff members in the areas of best practices for Distance Learning, Special education law and implementation, and new special educator training. In conjunction with UC Davis and UC San Diego, teachers could opt into training in Classroom Pivotal Response Training (CPRT). This training was a weekly group training and those who participated also received individualized instruction in CPRT as part of a study. Special Education leadership took part in monthly

training sessions and planning times with a UC Davis professor. The sessions incorporated goal-setting and staff support that would help support CPRT in our schools. In addition, additional resources requested in academic areas, behavior, and autism were provided to the leadership team. Beginning September 14, seven sessions were held for teachers and paraprofessionals to discuss reopening protocols, ask questions and understand current LACDPH guidance. In these meetings, assessments, IEPs, and student needs were discussed. Monthly school psychologist, speech & language, and occupational therapist meetings were held. These meetings were centered around the unique learning needs of our students, assessments, and guidelines. The Special Education District Advisory Committee has been meeting monthly in order to help advise the Special Education leadership and provide feedback.

Mathematics and Science

Convocation sessions focused on engagement and equity in the math/science classroom and curriculum, building community in math classrooms, amplifying student voices in math, addressing unfinished learning/instructional priorities, support of MDTP--math diagnostic testing project, and secondary NGSS materials review and pilot. Embedded PD sessions included Elementary Sense-Making Math Routines, Secondary Math Dept Chair articulation time, Secondary NGSS Leaders worked on material review and curriculum guide development. Due to teachers needing more preparation time, secondary sessions on best practices in distance learning including Desmos and other tech platform use was not fully offered. Support was provided to high school science with their efforts in curriculum layout and materials review. Extra support in Physics of the Universe to 9th graders: time with colleagues in Pasadena Unified and collaborative time with fellow physics teachers in preparation of curriculum and communication to families. Facilitated and guided teacher leader groups (MTLs, Dept Chairs, Instructional Coaches) who continued to meet and were provided with opportunities to learn among themselves and via online conferences, webinars, county office sessions in Mathematics with a focus on equity and English learners/multi-lingual students.

Early Learning

The Early Learning Team, comprised of PK, TK, and Kinder teachers developed a two-session Distance Learning PD for Convocation at the beginning of the year. Best practices in Early Learning were discussed, and tools were considered as the best ways to support teachers, students, and families during Distance Learning. During the school year, Preschool Teachers have met weekly to utilize the Desired Results Developmental Profile (DRDP) as a guiding tool to support curriculum development in a DL model (until some preschools returned to in-person learning in January). In addition, the preschool teachers worked with the Early Learning coach to develop consistent models of implementation for programming. At the TK level, the TK team worked with their Kindergarten colleagues to work with the TK standards as well as review K standards and information from the DRDP to set up a DL environment that combined the belief of developed play as well as standards-based lessons. In addition, the TK team participated in the district's ongoing weekly professional development opportunities during the fall. They joined together to more fully explore teacher-identified areas of need and to further discuss ways to ensure student engagement and demonstration of learning. As we began to explore hybrid and full-return models, our coach transitioned from weekly virtual meetings with each teacher to in-person support or virtual coaching, depending on the TK teacher and classroom need. In addition, the Early Learning coach has continued to support the teacher who is supporting TK students in a Distance Learning format if they chose not to return to in-person instruction in the spring.

Language Arts

Elementary and middle school instructional coaches engaged in professional development throughout the year that centered on building capacity in using student-centered instructional practices in order to create learning opportunities that are rigorous and elicit high levels of engagement, especially given the unique challenges of distance learning. Instructional coaches identified planning objectives and practices to implement within small group work whose design lent itself to creating visible evidence of student learning. Models focused collaborative shares, and guided practice opportunities grounded the professional growth sessions. Areas of focus included backward planning, clarity of lesson cycle, academic discourse, and, feedback.

The elementary dual language immersion program participated in a series of focused professional development sessions centered around the cross-linguistic transfer. These sessions offered a deep dive into supportive language structures and teaching practices that bridge English and Spanish. Teachers focused on identifying and unpacking instructional practices that allow students to show their literacy and bi-literacy skills.

Support was provided to the high school English department team with their efforts in re-envisioning their English 9 and 10 courses. A lesson tuning protocol was used to allow teachers to share their novel units and receive feedback from team members. Teachers engaged in meaningful discussions about unit/lesson objectives, learning progression and lesson design, scaffolds for diverse learners, and assessment.

Staff Roles and Responsibilities:

The physical school closures impacted the roles and responsibilities of staff across the district and some of the roles and responsibilities were adjusted to better respond to the changing needs of our staff, students, and families. We successfully adapted to the needs of our learning community and the following changes to roles and responsibilities took effect:

Technology Support Assistants and Senior Technology Support Assistants:

Provided additional Student/Parent technology support in accessing student log-in information, troubleshooting student Chromebooks and hotspots.

Checked out student Chromebooks and hotspots.

Established and maintained remote technical support for staff working remotely.

Network Engineers:

Established and maintained VPN environments for staff to be able to work remotely.

Established and maintained remote support for staff working remotely.

Classroom Teachers:

Developed synchronous and asynchronous learning experiences for students

Implemented district-wide learning platforms to create coherence in learning experiences (Google Classroom, Seesaw, and Zoom)

Recorded student participation and engagement in a weekly log

Supported and connected families to district staff to provide access to needed resources

Communicated with families on a weekly basis regarding the learning outcomes

Collaborated with grade level and/or department teams to design lessons, common formative assessments and share best practices to support student learning

Instructional Coaches:

Supported with the administration of diagnostic assessments

Provided support and feedback to teachers on distance learning strategies

Counselors:

Outreached to families and students to ensure students had the necessary supports to meet their academic and social-emotional goals

Connected with families and students via Google classroom, video conferencing, and/or phone calls

School Site Administrators:

Ensured all students had access to the internet and devices to engage in distance learning

Monitored teaching and learning virtually and provided feedback and support to teachers

Engaged and collaborated with teachers and staff virtually and coordinated and facilitated faculty meetings virtually

Communicated on an ongoing basis with the school community and provided updates on distance learning implementation

Coordinated and facilitated virtual community and/or committee meetings

Nurses:

Developed health and safety protocols to address the guidelines set out by local agencies

Developed and facilitated training sessions for all staff on COVID-19 protocols and response

Child Development Services (CDS):

As a whole, CDS had to transition into two new areas. First, staff had to reconfigure their work via a completely virtual format when we opened in Distance Learning. The content was adjusted for an online atmosphere and staff adapted to students participating only via an online classroom. In addition, staff reformed the supervision aspect for students when small cohorts of supervised student groups were allowed to be on campus in In-School Work Hubs. These were supervised cohorts of students who were still participating in Distance Learning for their instruction, but who needed a safe place in which to work. The department took on the organization and implementation of these small In-School Work Hubs.

Special Education Coordinators & Director:

Held meetings with all staff and provided training on IEP processes and service delivery models during Distance Learning.

Developed a manual for special educators to use when serving students with IEPs

Trained staff on Emergency Learning Plan procedures

Held Town Halls for parents to help explain Distance Learning for students with IEPs, accommodations, and modifications, and social-emotional needs

Developed ESY schedules and progress monitoring

Trained general education teachers on accommodations/modifications during Distance Learning.

DHH provider and Assistive Technology Specialist:

Helped find supports for students with hearing loss during distance learning to help with access to online platforms

Assistive Technology Specialist:

Found technology to assist students during Distance Learning

Provided supplementary or replaced technology for students who required greater supports during Distance Learning

Identified and help purchase supplementary curriculum and tools for students with IEPs

Special Educators:

Held IEPs online with parents

Completed online assessments with students

Delivered individual and group services.

Created individualized work for each student

Support for Pupils with Unique Needs:

Support for English Learners

At the elementary level teachers provided 20-30 minutes of synchronous designated English language development (ELD) on a daily basis for English learners. Classroom teachers also provided targeted small instruction to English Learners across various content areas to ensure they were making progress. In addition to the core designated ELD provided by the classroom teacher, Literacy and language Interventionists provided supplemental small group ELD instruction to 3rd through 5th-grade students at risk of being identified as Long-Term English Learners (LTELs). At the secondary level, English Learners (EL) continued to receive designated ELD as outlined in their schedule. In addition, ELs that required additional support receive supplemental ELD intervention classes. Teachers also provided differentiation for EL students through the use of small groups in content areas to accelerate learning. This was delivered during their 80-minute instructional period and during identified support/flex time. English Learners Support Hubs were provided to families beginning October 2020; however, there was very low participation because families were concerned with having their students attend in-person instruction as cases increased. We also allocated additional funding to provide targeted before and after school instruction by a classroom teacher and had a difficult time identifying staff that was interested in providing this support. For this reason, we transitioned and developed the Academic Support Program to provide TK-5 Tier III EL and SED students two 30-minute one-on-one personalized virtual sessions in Reading, Writing, Math, or ELD.

Supports for Socio-economically disadvantaged students (SED)

Teachers utilized small group instruction and any additional time built into the day to target academic support and accelerate learning. In addition to the classroom teachers providing targeted small group instruction, the Literacy and Language Interventionists at all elementary schools will provide targeted instruction to Low-Income students that have been identified as at-risk and require Tier II and Tier III targeted instruction in reading. Teachers referred students and families to the appropriate site or district personnel

(counselors, community liaisons, administration, parent partners) in order to receive access to resources provided by the district and community. School sites developed plans for material pick-up (devices, hotspots, books, instruments, art supplies, consumables). Additional materials and supplies were provided to students by the district and/or the school, as needed. In addition, the Academic Support Program was developed to provide 6-8 Tier III SED students one 60 minute or two 30-minute one-on-one virtual sessions in English, Math, or Science.

Homeless and Foster Youth Students

During the 2020-2021 school year, our SMMUSD homeless and foster youth students at both Santa Monica High School and Olympic Continuation High School were supported by the Children's Youth and Family Collaborative (CYFC). CYFC utilizes a whole-student, full-service care approach in working with our homeless and foster youth. CYFC has assigned both schools a Youth Education Specialist (YES). The YES has connected with each homeless and foster youth that consent to be involved in their program to form individualized service plans (ISP's) that address their individual needs and guide targeted academic intervention and remediation for each student. The support provided to each student includes support for their academic, social service, trauma-informed care, and mental health needs. They also work with our students one-on-one to ensure they have equity and access to any support services they need for higher education access by assisting with financial aid, financial literacy, and work readiness. At the elementary level, our homeless and foster youth continued to receive targeted academic support during the instructional day, were referred to social services in our community, and were provided with wellness and mental health support by our agency partners. As needed, our bilingual community liaisons delivered instructional resources, hotspots, and devices to a location convenient to the family. In addition, all sites had material pick-up days scheduled throughout the year to replenish materials.

Students with IEPs

All Individual Education Plan (IEP) meetings were quickly transitioned to an electronic platform and have occurred online. Services continued from last Spring through the present day. Most services were provided at the same level as the services noted in the IEP. Some services were adjusted to meet the needs of individual students. For example, some of our students required individual sessions, so that is what was provided. PWNs were sent home when we transitioned to Distance Learning, to explain Extended School Year Services, when we started the school year in a Distance Learning platform, and then again for individual students as needed to describe how their services would be delivered. As part of our IEPs, students' needs were examined and discussed in order to best meet student needs. Before the school year began, special education case carriers sent letters home to welcome families back and let them know all the providers and paraeducators with whom students may interact at school. They also held Zoom Meet & Greet with students and families. We began transitioning students back to campus in November with two to three days a week of in-person learning and the rest delivered via distance learning. Hours were chosen to minimize the need to take off masks and to help ease students back on campus. Families had the choice to stay in Distance Learning and continue services. SAI classrooms provided the same amount of minutes as the general education minutes and online mainstreaming occurred as much as possible. The teamwork that occurred between the teachers/providers and families often helped families understand how to help their children. The providers learning more about the challenges parents encountered at home. A great deal of communication occurred between parents and providers. The biggest challenge occurred when there were internet issues or students missed sessions for family reasons. Also, some parents did not want to participate as much as the providers would have liked because it was challenging to have some students work online. The providers demonstrated a great deal of flexibility and attempted to help families overcome

obstacles. This year, we also developed a course description page for special education students in grades 9-12 at Santa Monica High School in order to help with transition meetings.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Support of summer learning opportunities to extend the learning time for our UDP. The summer program provides UDPs the opportunity to receive instruction in ELA and Math through a four-hour structured program.	295,194	415,828	Yes
Additional funding to provide targeted small group intervention before or after school to UDP that have been identified as needing Tier II or Tier III support in English Language Arts, Math and/or ELD. We will be engaging in a process to identify and/or develop learning modules to be implemented.	75,000	2,500	Yes
Additional funding to provide online support for UDP students in ELA, Math, and/or ELD outside of the regular school day,	100,000	606,000	Yes

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

In the actions related to Pupil Learning Loss, we see a difference of approximately \$554,134 between the expenditures projected and the estimated actuals. This difference is attributed to an increase in two of the three actions and a decrease in one. The expanded summer school offerings to support Tier II and III students in grades K-8 had increased costs associated with ensuring that we had the necessary support staff to assist with implementing the LACDPH guidelines for in-person instruction. We also expanded the offerings from six grade levels to nine grade levels and this increased the number of teachers and instructional assistants as well as the general supplies, materials, and curricular resources needed to implement all the summer school offerings of the 2020 school year. We experienced an increase in providing online support to students outside of the regular school day due to the need for the development of partnership to assist with the delivery of one-on-personalized virtual live sessions for students as part of our Academic Support Program (ASP) for Tier III students in grades K-8 and the implementation for an educational support system that provides personalized online chat support for students in grades 6-12 in any of their scheduled courses. We did experience a decrease in expenditure in the targeted small group instruction provided before or after school by classroom teachers and this was due to the amount of time required for them to plan, prepare and reach out to students as part of our DL program.

Analysis of Pupil Learning Loss

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

SMMUSD measured pupil learning loss through the implementation of our district-wide assessment continuum. The purpose of the continuum is to provide evidence of student learning, inform instructional decisions, and monitor student progress on grade-level content throughout the year. As part of this assessment continuum, diagnostic assessments were identified and administered at the beginning of the year in English Language Arts and Math to determine a baseline of student mastery and throughout the year to monitor progress. These diagnostic assessments provided teachers with more detailed information on students' individual needs. In addition, these data points provided teachers with information on areas of growth for students that may inform the focus of targeted small group instruction that was provided throughout the day. To further support the continuous cycle of improvement and monitor student learning, we also implemented district-wide interim assessments twice during the course of the year. School sites were provided with five to six weeks to administer the diagnostic assessment to allow for the effective establishment of a safe learning environment and engagement of students in school. The ongoing formative data that teachers gathered throughout the instructional year is a critical component to understanding what learning has taken place and to address student's individual learning needs. The data provided through the assessment continuum supported the reclassification of EL students more frequently and provided us an understanding of how we were faring in the Distance Learning model. The interim assessments (standard-based, one point in time assessments) identified little to no evidence of learning loss with our students. The ELA diagnostic assessments, however, did show gradual loss of student literacy skills from Fall to Winter. We are currently in the administration of the Spring diagnostic assessments and will use the data to inform our Learning Recover Plan. In the meantime, the data was used to identify students for the expanded summer school offerings of Intensive Intervention Summer School for TK-8 Tier III students, Summer Language Academy for Tier II elementary EL students, and Summer Accelerated Math Support for Tier I and II 6-7 only.

Academic Support Program

SMMUSD's Academic Support Program in elementary and middle school provided students with one-on-one personalized academic support through weekly, virtual sessions with a teaching guide. Students in grades K-5 receive support in reading, writing, or math, while students in grades 6-8 received support in English, math, or science. Students chose one or two supported content areas to focus on during their hour-per-week sessions. The program provided 20 weeks of personalized support to our EL, SED, Homeless, and Foster Youth. The Academic Support Program was effective because it engaged students in a one-on-one virtual setting. The students received targeted support from a highly trained instructor in identified areas of need.

Educational Support System

Partnership with an external organization that provided personalized online chat support 24/7 for students in grades 6-12 in any of their scheduled courses. The partnership with Paper was effective because secondary students were able to receive support in any of their courses by highly trained instruction when it was most convenient for the student. We found that students utilized this resource prior to our assessment windows.

Summer School Program Offerings

IISS Elementary and Middle:

An in-person program was offered this year with added grades kinder, 6th, and 7th. Planning also for the virtual programs for students who need a distance-learning option. Summer 2020 was full virtual for grades 1-6. Last summer's program was well received by students and teachers. It leveraged Google Classroom and small group instruction that positively impacted student achievement. This year's intensive intervention summer school was built on those successes. The curriculum was retooled to support greater engagement and instructional practices in readers/writers workshop and conceptual math understanding through game-based, sense-making elements, and real-life applications. In our K-5 IISS, designated ELD time was included and in grades 6-8 IISS integrated ELD was explicitly noted. All students were also supported with SEL lessons at the start of each day.

HS Credit Recovery and Geometry:

An in-person HS Summer School was provided and expanded to provide ample opportunities for students to recover credits for graduation. Summer school teacher applications were posted for certificated staff to apply. The Human Resources team provided the lists for Credit Recovery and Geometry teachers who met the application screening criteria to the HS summer school administrators. High school summer school site administrators engaged in the process of interviewing/selecting teachers for their respective sites based on course offerings and the number of students. Communication to students, families, and teachers regarding summer school logistics was implemented. Also, due to the low number of teacher applicants for Geometry a decision was made to repost for these positions. Internal and external applicants were considered.

Special Education

Last summer 2020, we offered an online extended school year program (ESY). The program model offered students having at least 2 group sessions per day and at least 2 individual sessions per week with the SAI teacher. A pre-and post-assessment was administered to monitor student progress and inform next steps. Each child had an individualized schedule and classes were kept to no more than 10 students. Feedback from parents indicated that they favored the individualized supports and sessions. The challenges faced were related to an all-online offering without in-person components.

This summer, 2021, ESY was held in person. More students will be able to attend in order to help them get prepare for Fall 2021. 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 additional supports. 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 special education team is also planning a Speech & 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 provided by school psychologists and school psychology interns.

Analysis of Mental Health and Social and Emotional Well-Being

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

During the 2020-21 school year, SMMUSD experienced successes and challenges in monitoring and supporting the mental health and social-emotional well-being of students. As part of our multi-faceted approach, we continued with community partnerships, increasing to sixteen different community agencies, covering all district schools. Agencies continued providing a continuum of services through virtual TeleHealth models this year, from prevention (classroom, parent, and teacher workshops on mental health, trauma and resilience, substance use, and general social-emotional wellbeing) to intervention (group and individual counseling, assertive case management, substance use intervention, and physical health services). Outreach efforts continued throughout the year to make sure families were aware of available supports. Information was also channeled to staff throughout the year regarding staff well-being, referrals to the EASE program continued, and additional individual staff support was provided by partner therapists at many school sites.

A contract with the Malibu Boys and Girls Club Wellness Center was continued in the 2020-21 school year, to hire a licensed clinical supervisor who could oversee both MSW and MFT interns to provide individual and group mental health services to students in the Malibu schools. Because of an outside grant that this agency also received, they were able to expand their offering of virtual telehealth counseling to students and parents throughout the district. In addition, the "Allied Voices" Curriculum was created and implemented through a contract with the Malibu Boys and Girls Club Wellness Center's consultant. The Women of Color Therapy group facilitators offered virtual support groups for all district 4th/5th graders, middle school students, and high school age groups. Ten-week support groups were conducted in the fall of 2020 for all age groups, exploring racial identity development, processing difficult emotions, and learning about allyship. Counseling groups on other topics (coping with depression and anxiety, grief support, grade and gender-specific supports, LGBTQ+ support, etc) were offered and conducted at all schools; overall we saw a decline in interest/enrollment from prior years, perhaps due to groups being offered virtually rather than in person, so not all topics offered were implemented, dependent on interest. One-time workshops, some that were student-led, were also conducted at the high school level with outreach to middle school students as well.

The focus on trauma and resilience-informed education continued this school year, through virtual offerings at convocation, at staff meetings throughout the year, and an expansion to parents through virtual workshops on the same topic. Workshops were modified and expanded to include information about the pandemic and its effects on student, parent, and staff functioning and well-being, as well as specific tips embedded into the annual training for teachers on suicide prevention, regarding how to recognize signs of depression and self-harm through virtual platforms. Professional development sessions were offered during the August 17th convocation day on the topics of "A Trauma-Informed Approach to Teaching through a Pandemic" as well as "Implementing Mindfulness in the Virtual Classroom", for both elementary and secondary educators. Two sessions on "Fostering Social-Emotional Development in the Virtual Classroom" were provided the following day for the August 18th professional development sessions. Due to the stressors of the pandemic, the weekly ongoing embedded professional development opportunities became optional for teachers rather than required - this resulted in lower attendance at many of the sessions than anticipated, and the cancellation of some of the individual sessions and ultimately all embedded professional development opportunities throughout the year. Despite the cancellation

of the embedded professional development sessions, we were able to successfully facilitate "Integrating Social-Emotional Learning in the Classroom" through a partnership with a local agency, the Social Emotional Wellness Initiative and "Integrating Mindfulness into the Elementary and Secondary Classroom" were offered to district staff throughout the school year, through a partnership with a highly-trained district Elementary school teacher and through a partnership with a local agency, the Center for Mindful Living.

Analysis of Pupil and Family Engagement and Outreach

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

During the 2020-21 school year, SMMUSD experienced successes and challenges in implementing pupil and family engagement and outreach. At the district level, the Family Engagement Coordinator supported the implementation of SMMUSD's Family Engagement Framework and provided support to school sites. The Coordinator collaborated with other departments and/or offices to develop and co-facilitate specific learning modules for families that focus on SMMUSDs initiatives. Part of this effort included: Back to Learning Conference, Mental Health Workshops, Social Justice Workshops, and, the Parent Leadership Academy along with Parent Project and Cuentos Familiares. The Coordinator continued to work with the Adult School to support English as a Second Language (ESL) computer literacy classes, designed for EL parents without computer experience.

The online offerings of parent workshops allowed for increased participation and more offerings for parents to choose from. The zoom platform has an interpretation feature that allows for the use of simultaneous interpretation which allowed for seamless use of interpreters. Furthermore, the ability to record webinars and post the recordings for future viewing allowed for parents to access parent workshops at any time. Parents/guardians were also able to participate from home and this allowed for an increase in participation from parents that traditionally have not had the opportunity to participate. Online parent workshops have definitely increased parent involvement. In order to promote the implementation of the Family Engagement Framework of our most vulnerable families, zoom training sessions were provided, interpretation was offered, webinars and meetings were provided to support families with the use of the different platforms. A Back to Learning Conference was provided with great participation district-wide to provide families with tools, resources, and strategies related to both distance learning and hybrid programs. Several parent seminar series were provided in the following topics: Social-emotional learning, Antiracism and Resilience, Mental Health Awareness, Grief Support during a time of Loss, Wellness, and Mindfulness workshops. Furthermore, staff and principals were provided with ongoing support and training to support the work of parent advisory committees both at the site and district level. During the 20-21 school year, School Smarts was not delivered because there wasn't an online version to present to parents.

As part of a District-wide Back to Learning Conference, the Special Education Director and Coordinators met with parents of students with special needs to assist them with strategies to use during Distance Learning. Following this conference, a parent town hall was held. During this meeting, health orders from the LACDPH were reviewed, fall programming and services were discussed and questions were answered. Ongoing monthly and bi-monthly parent informational and input meetings were held by our Special Education district team to keep parents abreast of the changes taking place with health protocols, our ongoing adjustments to the educational program offerings, and to answer any questions and clarify any wonderings. As programs reopened, parent sessions

were held to inform parents of safety protocols, distancing and masking requirements, hours of in-person learning, and screening protocols for each school or group of schools opening.

The Special Education administrators meet with parents on the Special Education Advisory Committee monthly to discuss success, challenges, and next steps. Approximately 6 times a year, the special education administration met with parents in our Parent Resource Network (PRN). This is a group of parents who help to support other parents who have students with special needs access services and learn about special education processes. Based on input from our SEDAC parents, UCLEND provided a human development course for students with special needs and their parents after school in order to help them understand more about their developmental changes. This was a voluntary session and parents gave permission for students to attend. In conjunction with the SELPA, one of the SMMUSD school psychologists took the role of CAPTAIN lead. He coordinated guest speakers and co-presented for parents in a 3-part parent education series. Monthly workshops for special education preschool parents were also held. Each month there was a designated topic (behavior, pre-academic skills, transitioning to kindergarten) that was presented by the special education team. There was also time for parents to ask questions and get support from another as well as the team. Language access was available for all meetings.

To support all of these family outreach efforts, resources were provided to ensure Language Access services and support (interpretation and translation) for families to ensure they receive information in a language they understand. Through these services, families were able to more readily engage in their child's education and build stronger partnerships with the district and school. This action continues to be grounded in the Parent Engagement framework outlined by CDE. One success to be highlighted is the new practice of providing simultaneous interpretation at all Board meetings, district townhalls, district meetings, and all district-level communications were provided in Spanish / English to ensure language access. The Lead Interpreter/Translator position was filled and served to ensure that all communications were sent out to parents in Spanish and English in a timely manner. Furthermore, the Family Engagement Coordinator and Lead Interpreter/Translator developed training modules and provided ongoing support to school sites, departments, staff, admin, and, teachers to ensure the implementation of the Language Access Guidelines for all site and district-level meetings. Ongoing support was provided in the use of the zoom interpretation feature along with protocols to be used during parent meetings; including IEPs.

At the site level, the Bilingual Community Liaisons continued to provide families a point of contact for support at the sites. This year the BCLs did not provide workshops on parent-identified topics of interest that support student success in the classroom. This was an area of challenge due to the distance learning format. Instead, the Family Engagement Coordinator provided ongoing districtwide parent workshops to support student success and these workshops were accessible by parents from all the schools in both an online format and via a video library of workshop offerings. The Family Engagement Coordinator coordinated various efforts with the BCLs in order to provide guidance and support to families on how to access community resources to support their children in both a distance learning and hybrid model. BCLs supported families to secure devices and hotspots by connecting them with the site Technology Support Assistant. The BCLs also supported the implementation of district-led academic supports such as the Academic Support Program and our Summer School Programs by contacting parents directly and assisting them with completing the digital interest forms. BCLs also provided interpretation and translation support for families at their respective school sites.

Our pupil outreach efforts also required that we modify our approach. At the site level, elementary and secondary teachers took attendance daily in accordance with the attendance accounting procedures outlined by Student Services. Both Elementary and Secondary teachers reported better attendance data overall during distance learning due to the fact that students could be counted "present" if one or more of the following factors were true: (1) You saw the students' faces. (2) The student logged on. (3) The student participated. (4) The teacher had some contact with the student during the school day. (5) The student completed asynchronous work. Attendance Clerks did well with coding the absences using the distance learning codes. As questions came up, our Student Services team was available to provide ongoing support. To address attendance concerns, a Distance Learning Letters was developed and mailed to families once students reached distance letter triggers. Administrators and Counselors held conferences and SART after letter #2 when necessary. SARB was not utilized during COVID. Teachers, Administrators, and Counselors continued to work with students offering support (counseling, academic assistance, SST, 504, and conferencing) SMPD supported with home visits and welfare checks as well when necessary. In addition, the Student Outreach Specialists continue to focus on connecting with 9th-grade students that were facing attendance and behavior challenges. The Student Outreach Specialist worked with UDP students and families to develop the best course of action to ensure the student's attendance and behavior improves and they experience academic success. To further support our students with special needs, our Special Education teachers were instructed to reach out to students who were not participating in Distance Learning during the school year and document all communication and attempts to communicate with families. In addition, special education coordinators sent home PWNs when parents asked for changes to their student's IEP to inform them how we were intending to serve the student per the IEP and worked diligently with families to help students access their learning.

Analysis of School Nutrition

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

During Distance Learning, SMMUSD provided grab-and-go breakfast and lunch for all students, Monday - Friday, excluding holidays. Service was available to families from 7:30 - 9:30 a.m. at four schools: Santa Monica High School, McKinley Elementary, Will Rogers Learning Community in Santa Monica, and Webster Elementary in Malibu. These food distribution sites are easily accessed by families. To streamline the distribution of breakfast and lunch, each site had two (2) tables set up in front of the school where students were able to pick up one (1) breakfast and one (1) lunch. These tables were placed six (6) feet apart from each other to maintain proper physical distancing guidelines. Markings were placed on the pavement that delineated where students needed to stand while waiting for their turn to pick up their meals. To further reinforce the distancing guidelines, signage and staff were available to remind students and families of maintaining social distancing and to wear face coverings. The signs are available in two (2) major languages, English and Spanish. To further support families, we developed a rotation schedule where at least 2 people on site each day were fluent in Spanish in order to support our parents. All the parents and students that visited our sites during DL greatly benefited from these services.

Now that we have transitioned to a full reopening, students that are in person have access to breakfast and lunch at their school site while adhering to all safety measures as outlined in the LACDPH guidelines. In addition, we continue to provide grab-and-go lunches at specific locations for students that opted to remain in Distance Learning for the Spring semester.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Additional funding for provide mental health and social emotional support groups for students to process impact of double pandemic	13,125	13,125	Yes
Mental Health and Social and Emotional Well-Being	Additional funding to provide individual and group health and mental services to students.	44,000	40,000	Yes
Mental Health and Social and Emotional Well-Being	The Mental Health Counseling Coordinator supports schools in leveraging and providing services to students. They will coordinate ongoing professional development opportunities to teach on the integration of SEL strategies to address the social emotional needs of UDP in the classroom.	86,660	129,458	Yes
Mental Health and Social and Emotional Well-Being	The Coordinator of Restorative Justice supports the implementation and of Restorative Justice district wide by providing ongoing professional learning opportunities and onsite coaching to school site teams.	160,000	160,000	Yes
Mental Health and Social and Emotional Well-Being	Additional funding to provide professional learning opportunities to elementary and secondary teachers in the integration of mindfulness	22,050	22,050	Yes
Pupil Engagement and Outreach	Support of Student Outreach Specialists that focus on needs of 9th grade students that are facing attendance and behavior challenges. The SOS will work with UDP students and families to develop the best course of action to ensure the student's attendance and behavior improves and they experience academic success.	175,597	197,733	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	The Family Engagement Coordinator will continue to support the implementation of SMMUSD's Family Engagement Framework and provide support to school sites. The Coordinator will collaborate with other departments and/or offices to develop and co-facilitate specific learning modules for families that focus on SMMUSDs initiatives. The Coordinator will continue to work with the Adult School to support English as a Second Language (ESL) computer literacy classes, designed for EL parents without computer experience along with any other classes that will support families having greater access to their students' educational programs.	153,343	164,275	Yes
Pupil Engagement and Outreach	Resources to provide Language Access services and support (interpretation and translation) for families of UDP students will ensure families receive the information in a language they understand. Through these services families will be able to more readily engage in their child's education and build stronger partnerships with the district and school. This action is grounded in the Parent Engagement framework outlined by CDE.	119,747	78,689	Yes
Pupil Engagement and Outreach	Support for Bilingual Community Liaisons will continue providing families of UDP a point of contact for support at the sites. The BCL will provide workshops on parent identified topics of interest that support student success in the classroom. In addition, the BCL will provide guidance and support to families on how to access community resources that will support their children. In addition, the BCLs will support families to secure devices and hotspots by connecting them with the site Technology Support Assistant. We will	730,832	740,483	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	continue to fund this action based on the increased academic and socio-emotional needs of our UDPs.			

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

In the Additional Actions to be Implemented, we see a difference of approximately \$44,459 between the expenditures projected and the estimated actuals. This difference is attributed to an increase in certificated and classified benefit costs. We also experienced a decrease in expenditure in one of the outlined actions because we did not hire the second district-level interpreter translator prior to the drafting of this update. The actions were implemented in the following ways:

During the 2020-21 school year, SMMUSD experienced successes and challenges in monitoring and supporting the mental health and social-emotional well-being of students. As part of our multi-faceted approach, we continued with community partnerships, increasing to sixteen different community agencies, covering all district schools. Agencies continued providing a continuum of services through virtual TeleHealth models this year, from prevention (classroom, parent, and teacher workshops on mental health, trauma and resilience, substance use, and general social-emotional wellbeing) to intervention (group and individual counseling, assertive case management, substance use intervention, and physical health services). Outreach efforts continued throughout the year to make sure families were aware of available supports. Information was also channeled to staff throughout the year regarding staff well-being, referrals to the EASE program continued, and additional individual staff support was provided by partner therapists at many school sites.

A contract with the Malibu Boys and Girls Club Wellness Center was continued in the 2020-21 school year, to hire a licensed clinical supervisor who could oversee both MSW and MFT interns to provide individual and group mental health services to students in the Malibu schools. Because of an outside grant that this agency also received, they were able to expand their offering of virtual tele-health counseling to students and parents throughout the district. In addition, the "Allied Voices" Curriculum was created and implemented through a contract with the Malibu Boys and Girls Club Wellness Center's consultant. The Women of Color Therapy group facilitators offered virtual support groups for all district 4th/5th graders, middle school students, and high school age groups. Ten-week support groups were conducted in the fall of 2020 for all age groups, exploring racial identity development, processing difficult emotions, and learning about allyship. Counseling groups on other topics (coping with depression and anxiety, grief support, grade and gender-specific supports, LGBTQ+ support, etc) were offered and conducted at all schools; overall we saw a decline in interest/enrollment from prior years, perhaps due to groups being offered virtually rather than in person, so not all topics offered were implemented, dependent on interest. One-time workshops, some that were student-led, were also conducted at the high school level with outreach to middle school students as well.

The focus on trauma and resilience-informed education continued this school year, through virtual offerings at convocation, at staff meetings throughout the year, and an expansion to parents through virtual workshops on the same topic. Workshops were modified and expanded to include information about the pandemic and its effects on student, parent, and staff functioning and well-being, as well as specific tips embedded into the annual training for teachers on suicide prevention, regarding how to recognize signs of depression and self-harm through virtual platforms. Professional development sessions were offered during the August 17th convocation day on the topics of “A Trauma-Informed Approach to Teaching through a Pandemic” as well as “Implementing Mindfulness in the Virtual Classroom”, for both elementary and secondary educators. Two sessions on “Fostering Social-Emotional Development in the Virtual Classroom” were provided the following day for the August 18th professional development sessions. Due to the stressors of the pandemic, the weekly ongoing embedded professional development opportunities became optional for teachers rather than required - this resulted in lower attendance at many of the sessions than anticipated, and the cancellation of some of the individual sessions and ultimately all embedded professional development opportunities throughout the year. Despite the cancellation of the embedded professional development sessions, we were able to successfully facilitate "Integrating Social-Emotional Learning in the Classroom" through a partnership with a local agency, the Social Emotional Wellness Initiative and "Integrating Mindfulness into the Elementary and Secondary Classroom" were offered to district staff throughout the school year, through a partnership with a highly-trained district Elementary school teacher and through a partnership with a local agency, the Center for Mindful Living.

The Family Engagement Coordinator supported the implementation of SMMUSD's Family Engagement Framework and provided support to school sites. The Coordinator collaborated with other departments and/or offices to develop and co-facilitate specific learning modules for families that focus on SMMUSDs initiatives. Part of this effort included: Back to Learning Conference, Mental Health Workshops, Social Justice Workshops, and, the Parent Leadership Academy along with Parent Project and Cuentos Familiares. The Coordinator continued to work with the Adult School to support English as a Second Language (ESL) computer literacy classes, designed for EL parents without computer experience. Resources were provided to ensure Language Access services and support (interpretation and translation) to ensure families received the information in a language they understood. Through these services, families were able to more readily engage in their child's education and build stronger partnerships with the district and school. This action continues to be grounded in the Parent Engagement framework outlined by CDE. One success to be highlighted is the new practice of providing simultaneous interpretation at all Board meetings, district townhalls, district meetings, and all district-level communications were provided in Spanish / English to ensure language access. The Lead Interpreter/Translator position was filled and served to ensure that all communications were sent out to parents in Spanish and English in a timely manner. Furthermore, the Family Engagement Coordinator and Lead Interpreter/Translator developed training modules and provided ongoing support to school sites, departments, staff, admin, and, teachers to ensure the implementation of the Language Access Guidelines for all site and district-level meetings. Ongoing support was provided in the use of the zoom interpretation feature along with protocols to be used during parent meetings, including IEPs.

Bilingual Community Liaisons continued to provide families a point of contact for support at the sites. The BCLs did not provide workshops on parent-identified topics of interest that support student success in the classroom. This was a challenge due to the distance learning format. Instead, the Family Engagement Coordinator provided ongoing districtwide parent workshops to support student success and these workshops were accessible by parents from all the schools in both an online format and via a video library of workshop offerings. The Family Engagement Coordinator coordinated various efforts with the BCLs in order to provide guidance

and support to families on how to access community resources to support their children in both a distance learning and hybrid model. BCLs supported families' interpretation and translation services for their respective school communities. They also supported families to secure devices and hotspots by connecting them with the site Technology Support Assistant.

Overall Analysis

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

During this past year, we have learned many lessons from the implementation of distance learning and our transition to in-person and full reopening. As it relates to continuity of student learning, we found that what greatly supported our students and teachers in mitigating the various transition was the development of common agreements that included the identification of essential learning standards and common grading practices that would be implemented for the duration of the year. In doing so, we were able to maintain a common focus on learning and supports for students. This year of constant transition also taught us that for many of our students having a distance learning option was the best educational program to meet their needs and this is informing the educational offerings that we consider developing for the 2021-22 school year. In the area of health and safety, there is still a need to provide school sites with an increased level of health office specialist supports for the following year. Our 2020-21 plan included an increase of social-emotional and mental health supports for students, but we did not anticipate students not responding to virtual sessions; therefore, we are preparing to offer supports to students participating in our summer school programs and expanding supports for the 2021-22 school year. Although, we were not successful with the implementation of the embedded professional development plan, what we learned is, that when we provided relevant and engaging professional development opportunities via Zoom we had an increase of participation from teachers in Santa Monica and Malibu. Similarly, parent participation in district level and site level meetings and advisory councils also increased via the virtual platform. Taking this into consideration, we will continue to incorporate virtual meetings whenever possible. We also found that our students and families responded positively to the personalized instructional support they were provided as part of the Academic Support Program. The development of this program allowed identified EL and SED Tier III students to receive the targeted support after school. We intend to expand this offering to all Tier III students and if possible, include Tier II EL, SED, Homeless, Foster Youth, and At-Promise students. Lastly, we found that when we focused our efforts on key digital platforms and resources teachers and students had a more authentic and meaningful experience with technology. We will continue to streamline the digital tools that we implement to ensure they are implemented fully.

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

Currently, we are completing the Spring administration of our local assessments that are outlined in our Assessment Continuum. At the elementary level, we are administering FastBridge eReading, aReading, and aMath in grades K-5, Star Reading, and MDTP in grades 6-12 as part of our progress monitoring. This will assist us in demonstrating evidence of student learning that will further inform any adjustments made to our summer school offerings and the level of expansion needed for the Academic Support Program that was developed this year that provides one-on-one personalized academic instruction to Tier III EL and SED students. The plan is to

provide all Tier III, and if possible, Tier II students with this personalized support in Reading/Writing, Math, and/or ELD for students in grades 1-5 and in English, Math, or Science in grades 6-8. All secondary students will continue to have access to the education support system that provides 24/7 live help via chat on scheduled courses. In addition to academic supports, we also need to continue integrating mindfulness strategies, trauma-informed practices, and social-emotional learning as part of our daily instruction to support the development of meaningful relationships that we know are the foundation for deep learning. As part of these efforts, we also identified a need to increase the level of direct social-emotional and mental health services for students. In addition, we will continue to provide expanded learning opportunities across the full continuum of services to students with disabilities by developing summer institutes beyond the ESY summer school offerings and providing targeted small group or one-on-one supports during and after the school day. Homeless and Foster youth will continue to receive wrap-around services by connecting them to our partner agencies and through the continued partnership with CYFS at our secondary sites and participate in the Academic Support Program to receive personalized academic instruction in identified areas of need.

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

A description of any substantive differences between the description of the actions or services identified as contributing have been described within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update.

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

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

The analysis and reflection on student outcomes for the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan informed the development of the 2021-22 through 2022-24 LCAP in the following ways:

- Maintain the partnership that provides an educational support system that provides 24/7 live help via chat to students in grades 6-12 on their scheduled courses
- Expansion of the Academic Support Program for Tier III and Tier II EL, SED, HM/FY, and At-promise in grades 1-5 in Reading/Writing, Math, or ELD and 6-8 in English, Math, or Science
- Expansion of Summer School offerings for the 2021 and 2022 school years to meet the needs of students in K-8 and 1-8 respectively and include social-emotional and mental health services to participating students
- Expansion of direct social-emotional and mental health services provided to students during the 2021-22 school year
- Development of MTSS framework that includes concrete steps to address the academic and social needs of students and that clearly addresses the needs of our At-promise (Standard English Learners), Low Income, and English students
- Ongoing professional development on the integration of Mindfulness strategies, Trauma-Informed Practices for classrooms, and Restorative Justice
- Ongoing professional development to develop cultural competency and anti-bias practices that will support the authentic and meaningful engagement of our students, particularly Latinx/Hispanic, African-American/Black, English Learners, Low Income, Homeless/Foster Youth, and our At-promise students
- Ongoing professional development on instructional strategies that focus on Academic Language and Academic Discourse in ELA and Math
- Provide ongoing professional development on the integration of Project-based learning to provide more real-world, meaningful deep learning experiences that integrate student interest
- Ongoing monitoring of the implementation of EL Programs and reclassification rates
- Ongoing professional development on the highest level strategies for designated and integrated ELD
- Consistent implementation of cycles of inquiry across the organization that focus on reviewing the evidence of student learning as outline in the Assessment Continuum to inform instructional decisions

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	116,610,236.00	108,735,562.00
LCFF	106,599,644.00	99,797,487.00
Locally Defined	4,265,001.00	4,160,270.00
Other State Revenues	293,852.00	219,811.00
Supplemental	4,972,563.00	4,110,808.00
Title I	164,904.00	170,446.00
Title II	158,575.00	165,869.00
Title III	94,710.00	75,152.00
Title IV	60,987.00	35,719.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	116,610,236.00	108,735,562.00
1000-1999: Certificated Personnel Salaries	53,539,680.00	50,050,139.00
2000-2999: Classified Personnel Salaries	17,464,382.00	16,571,481.00
3000-3999: Employee Benefits	30,252,803.00	28,822,947.00
4000-4999: Books And Supplies	4,399,711.00	1,923,330.00
5000-5999: Services And Other Operating Expenditures	10,903,660.00	11,139,770.00
6000-6999: Capital Outlay	50,000.00	227,895.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	116,610,236.00	108,735,562.00
1000-1999: Certificated Personnel Salaries	LCFF	49,980,032.00	46,794,264.00
1000-1999: Certificated Personnel Salaries	Locally Defined	1,173,911.00	1,159,709.00
1000-1999: Certificated Personnel Salaries	Other State Revenues	113,021.00	123,802.00
1000-1999: Certificated Personnel Salaries	Supplemental	2,000,016.00	1,680,513.00
1000-1999: Certificated Personnel Salaries	Title I	112,593.00	127,456.00
1000-1999: Certificated Personnel Salaries	Title II	120,107.00	123,755.00
1000-1999: Certificated Personnel Salaries	Title III	40,000.00	40,640.00
2000-2999: Classified Personnel Salaries	LCFF	16,108,842.00	15,337,566.00
2000-2999: Classified Personnel Salaries	Locally Defined	473,650.00	491,171.00
2000-2999: Classified Personnel Salaries	Supplemental	857,790.00	730,321.00
2000-2999: Classified Personnel Salaries	Title I	2,000.00	456.00
2000-2999: Classified Personnel Salaries	Title III	4,100.00	1,246.00
2000-2999: Classified Personnel Salaries	Title IV	18,000.00	10,721.00
3000-3999: Employee Benefits	LCFF	28,215,010.00	26,790,927.00
3000-3999: Employee Benefits	Locally Defined	801,620.00	898,531.00
3000-3999: Employee Benefits	Other State Revenues	57,459.00	63,904.00
3000-3999: Employee Benefits	Supplemental	1,090,071.00	977,598.00
3000-3999: Employee Benefits	Title I	35,578.00	38,678.00
3000-3999: Employee Benefits	Title II	38,468.00	42,114.00
3000-3999: Employee Benefits	Title III	8,698.00	9,783.00
3000-3999: Employee Benefits	Title IV	5,899.00	1,412.00
4000-4999: Books And Supplies	LCFF	3,184,838.00	1,013,633.00
4000-4999: Books And Supplies	Locally Defined	1,000,000.00	841,445.00
4000-4999: Books And Supplies	Other State Revenues	107,372.00	21,112.00
4000-4999: Books And Supplies	Supplemental	49,830.00	30,144.00
4000-4999: Books And Supplies	Title I	12,583.00	0.00
4000-4999: Books And Supplies	Title III	28,000.00	13,860.00
4000-4999: Books And Supplies	Title IV	17,088.00	3,136.00
5000-5999: Services And Other Operating Expenditures	LCFF	9,060,922.00	9,633,202.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
5000-5999: Services And Other Operating Expenditures	Locally Defined	815,820.00	769,414.00
5000-5999: Services And Other Operating Expenditures	Other State Revenues	16,000.00	10,993.00
5000-5999: Services And Other Operating Expenditures	Supplemental	974,856.00	692,232.00
5000-5999: Services And Other Operating Expenditures	Title I	2,150.00	3,856.00
5000-5999: Services And Other Operating Expenditures	Title III	13,912.00	9,623.00
5000-5999: Services And Other Operating Expenditures	Title IV	20,000.00	20,450.00
6000-6999: Capital Outlay	LCFF	50,000.00	227,895.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	93,079,935.00	87,288,594.00
Goal 2	1,053,832.00	1,100,514.00
Goal 3	22,476,469.00	20,346,454.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,879,313.00	\$2,281,579.00
Distance Learning Program	\$6,062,139.00	\$6,518,165.00
Pupil Learning Loss	\$470,194.00	\$1,024,328.00
Additional Actions and Plan Requirements	\$1,505,354.00	\$1,545,813.00
All Expenditures in Learning Continuity and Attendance Plan	\$9,917,000.00	\$11,369,885.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,879,313.00	\$2,281,579.00
Distance Learning Program	\$4,656,477.00	\$4,999,341.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$6,535,790.00	\$7,280,920.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$1,405,662.00	\$1,518,824.00
Pupil Learning Loss	\$470,194.00	\$1,024,328.00
Additional Actions and Plan Requirements	\$1,505,354.00	\$1,545,813.00
All Expenditures in Learning Continuity and Attendance Plan	\$3,381,210.00	\$4,088,965.00