

# Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (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 x70281

## General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The impact of the COVID-19 pandemic has impacted the entire Santa Monica-Malibu Unified School District learning community and has greatly altered the lives of our students, families and staff. The physical school closures due to the pandemic that we continue to experience as a district community have affected every aspect of our daily lives.

Our students, families and staff are learning and working together through higher levels of anxiety and stress caused by the broader civil unrest, and the health and economic uncertainty. Families and students have experienced food insecurity and limited access to the internet and devices at much higher rates. Furthermore, our collective efforts to implement safety measures as a community have resulted in increased isolation and a greater feeling of disconnection. This physical distancing has altered the academic and social emotional connections and supports provided by our staff in our classrooms and schools.

To mitigate this new reality, students, families and staff have adapted and taken on different roles. Our families have taken on an even more active part in the facilitation of their students' distance learning experience. During this time, we have reaffirmed that the success of our students depends on the strength of our partnerships with families --we are interdependent and need to work together to ensure the safety, well-being and success of our students, families and staff. This shift in teaching and learning created competing needs for families and added an additional layer of stress: continue working and maintain a stable income for your family or stay home and care for your children. SMMUSD staff has also experienced this dilemma and work to balance their personal and professional responsibilities on a daily basis.

To further exacerbate the trauma experienced by COVID-19, many of our students, families, staff and community members continue to witness and/or experience an increase in racialized violence and trauma against African American/Black people. This systemic racism and oppression of BIPOC (Black, Indigenous, People of Color) brought to the forefront what has always been under the surface and that now demanded our undivided attention. Now was the time for us as a learning community to take a critical look at how we as individuals and as a

collective were contributing to practices that supported institutional racism or actively working towards deconstructing and building a more socially just school system. As a learning community we have recommitted to our core values and are prepared to answer the call to transform and work towards becoming an anti-racist learning community.

Through the past six months we have witnessed our entire learning community impacted by this double pandemic and when we delve deeper, we find that the families that continue to be disproportionately impacted include English Learners, Low-Income, Homeless, Foster Youth, Students with Disabilities, Latinx and African-American/Black families.

## **Stakeholder Engagement:**

[A description of the efforts made to solicit stakeholder feedback.]

SMMUSD stakeholder engagement regarding distance learning and planning for the 2020-21 school year began in March 2020 and continued throughout summer to culminate in the development of this plan. The following are the various stakeholder groups that provided input throughout this process.

### District Consultation Committee (DCC)

SMMUSD established an LCAP DCC committee made up of Bargaining Unit members (SMMCTA, SEIU), students, parents, district administrators, school principals, and community members. The committee met for two hours six times since March 2020 to provide input on how to best support students during the pandemic.

### Parent Advisory Committee (PAC)

SMMUSD established a LCAP PAC committee composed primarily of parents of unduplicated student groups. The committee met for two hours three times since March 2020 to provide input on how to best support students during the pandemic.

### District English Learner Advisory Committee (DELAC)

SMMUSD leadership met with the elected members from each school's ELAC. There were three meetings since March 2020 where input was gathered on how to best support students during the pandemic.

### SMMUSD Staff

District used the Let's Talk platform on the SMMUSD website to collect input and commentary from internal and external community members from March 2020 through June 2020.

### SMMUSD District and Site Administrators

District and site based administrators provided input and commentary during principals meetings.

### SMMUSD Parents, Families and Community

District implemented a staff and parent survey to gather input on the three models for reopening schools. To gain greater clarity on the input provided in the survey, five virtual focus groups were held (e.g. High School students, LCAP PAC/DELAC, PTA Council, LCAP PAC/Latinx families and LCAP PAC/African-American/Black families). In addition, the district held virtual town hall meetings to provide parents, families and community members the opportunity to learn about the models for Reopening schools and had the opportunity to provide input via the Let's Talk Portal.

The superintendent and/or his designee responded to community comments via the Let's Talk portal. In addition, the Superintendent and/or his designee responded in writing to any comments from the LCAP PAC and the DELAC.

District Teaching and Learning Redesign Working Groups:

The district established two working groups of district and site leadership, teachers, counselors and nursing staff that met between May and August for a combined total of nineteen meetings to develop common expectations for distance learning. These collaborative efforts also informed the development of the Distance Learning Parent Guide.

SMMUSD School Board

A public hearing of the draft LCP was held on September 17, 2020

LCP adoption by SMMUSD School Board was held on September 24, 2020

[A description of the options provided for remote participation in public meetings and public hearings.]

SMMUSD staff, parents, students and community has been provided the following options for remote participation:

- Virtual Meetings
  - Board meetings
  - District Consultation Committees
  - Parent Advisory Committees
  - Affinity Groups
- Surveys
- Let's Talk Portal
- Call number to leave messages

[A summary of the feedback provided by specific stakeholder groups.]

Overall the feedback that SMMUSD staff, parents, families and community members provided through surveys, and multiple virtual meetings provide meaningful insights and through deeper review brought to light common themes that guided our planning and improvement efforts throughout the summer. The following is a summary of the themes that emerged:

- Focus on student engagement and social emotional learning
- Improve quality of online teaching
- Additional supports for students
- Teacher professional learning

- Childcare needs
- Health and safety needs
- Improve communication between school and home

To gain greater input from specific stakeholder groups we held meetings with DELAC, LCAP DCC and LCAP PAC to review the draft plan and elicit their comments and suggestions. The following suggestions were provide by these stakeholder groups:

DELAC members made the following suggestions: 1) provide supplemental support for English Learners at the secondary level that is similar to what is provided at the elementary level by the Language and Literacy Interventionists; and 2) explore how to provide the before and after school intervention that is being funded if teachers are not available to deliver this service.

LCAP DCC members made the following suggestions: 1) allocate funding to replace older technology that teachers and students are using; 2) provide teacher planning time during the embedded professional learning time; 3) allocate additional funding to pay staff to develop short three minute videos to help students with using technology; 4) provide tech troubleshooting workshops for families; 5) explore ways to expand professional learning opportunities to paraprofessionals and instructional assistants.

LCAP PAC members made the following suggestions: 1) allocate funding to purchase a digital resource that provides students with online reading materials that are differentiated; 2) provide supplemental digital resources for English Learners that focus on language development; 3) improve the quality of Spanish interpretation at IEPs.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Specific stakeholder input influenced multiple components of SMMUSD's Learning Continuity and Attendance Plan. This influence can be seen the following sections:

Specific actions in the Distance Learning Program section address replacing older technology for teachers and students, providing funding for the purchase of supplemental digital resources to specifically target language development for ELs, purchasing of digital resources that provide a library of leveled/differentiated reading materials, allocating funds for staff to develop short videos to support students and to develop parent tech troubleshooting workshops.

We have already started researching the supplemental digital resources for EL and for the digital library that includes leveled/differentiated literature and non-fiction text for students.

# Continuity of Learning

## In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Throughout the summer SMMUSD engaged in an ongoing process to gain input from multiple stakeholder groups to determine how to best provide in person instruction whenever possible. This process resulted in the identification of a [hybrid model](#) as a viable option for reopening that will be available for students from PK-12th grade.

Within the hybrid model, students have the opportunity for a combination of in-person instruction and remote independent learning experiences. Families and students opting to return to in-person instruction will receive part of their instruction at their school site. When not on campus students will be working independently on tasks and/or projects assigned by their teacher. We are exploring live streaming options for the remote learning experience.

If elementary students and families do not select the hybrid model they will have the option to continue in distance learning; however, the students might be assigned a different teacher. At the secondary level, students and families will have the opportunity to continue with an all online learning option through the virtual learning academy. We are still in discussions regarding the delivery model by which to provide synchronous and asynchronous learning opportunities. More details will be forthcoming.

While current conditions do not permit our implementation of a hybrid model; we will continue with the planning process to ensure that we are prepared once it is safe to return to campus. Throughout this planning process, we will continue to engage with teachers, parents, guardians and students regarding reopening plans and elicit their input on the development, refinement and implementation of in-person instruction.

In addition to developing reopening plans for a hybrid model, we are also working on plans to bring particular students on campus who have experienced significant learning loss due to school closures or are at a greater risk of experiencing learning loss due to continued physical school closures. To guide this work, we will continue to engage stakeholders and consider all input to determine how to best bring individual and small groups of students on campus.

Based on the recent guidance from the LA County of Department of Public Health (LACDPH), we are focusing on refining our plan to bring back students with Individualized Education Plans (IEPs) and English Learners. This new guidance allows for districts to bring students on to campus for one-on-one assessment and in-person instruction in small cohorts. To support in-person instructional offerings, we have developed protocols and practices that align to the guidelines established by LACDPH. We intend to implement this plan by bringing individual students on to campus for one-on-one assessments and evaluations. This initial step will further support any further adjustments and implementation of the small cohort strategy.

The implementation of the cohort strategy includes a tiered approach to in-person instruction and will begin with students who have the greatest risk of learning loss due to school closures. In this case, we will work to bring back students with IEPs who are in our specialized programs such as preschool, transition, social skills, intensive skills, life skills, STEP-E and STEP-I programs. We are looking at ways to bring other students with Individualized Education Plans (IEPs) onto campus for some services in a later phase. The plan also includes options for providing on campus experiences for English Learners and will also incorporate a phase in model.

**Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
The purchase of additional PPE to ensure all sites have the necessary resources to ensure the health and safety of staff on campus.	\$370,000	N
The purchase of additional cleaning supplies to ensure all sites have the necessary resources to ensure the health and safety of staff on campus.	\$97,000	N
The purchase of plexiglass to provide an additional layer of safety for district and school staff	\$280,000	N
The purchase hand washing stations to minimize the transmission for COVID-19	\$274,000	N
The purchase of safety signage for the district and schools that communicates the safety protocols that have been developed to increase the safety of staff and students.	\$165,000	N
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	N
Additional funding to increase the hours for Health Office Specialists to ensure staffing in the sick and well rooms at the each school site	\$100,000	N
Additional funding for nurses to come together to develop all health and safety protocols	\$20,000	N

**Distance Learning Program**

**Continuity of Instruction**

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA’s plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

SMMUSD launched distance learning in the spring of 2020 as a result of the COVID-19 pandemic. This was initiated in crisis mode, without teacher preparation or training. While we know there were some bright spots, we understand that distance learning needed to be improved

for the fall and we are confident that our teachers and staff will be ready to deliver curriculum and support when school resumes in August.. We are committed to the continuous improvement of our instructional practice and strive to support the social-emotional and academic success of our students.

Because we know that distance learning is a combination of live and independent learning experiences, synchronous and asynchronous lessons and learning activities will be delivered by credentialed teachers and supported by classified staff so students may continue to thrive as learners and socially-just citizens. Students will also receive social-emotional wellbeing interaction and support. Distance learning will provide structures for students to stay connected, engage in new learning, reduce loss of learning and access valuable resources.

Synchronous and asynchronous instruction will be aligned to grade-level standards and provide a level of quality and intellectual challenge substantially equivalent to in-person instruction.

### **Synchronous and asynchronous sessions**

Synchronous learning happens live in real time through several approved online platforms including: Zoom, SeeSaw, Google Classroom, Screencastify.

Synchronous instruction is defined as a student or a group of students engaged in learning at the same time using technology that allows the teacher and student to connect in real-time to deliver:

- Timely actionable feedback to students.
- Direct instruction to students through video conferencing.
- Whole and/or small group instruction.
- Teacher guided peer-to-peer learning.

Asynchronous instruction is defined as:

- Learning done on students' own time or schedule.
- Students work independently.
- Self-guided instructional modules.
- Pre-recorded lessons.
- Discussion, emails or chats that are not happening in real time.

To ensure a guarantee and viable curriculum is implemented district-wide, teachers came together as district grade level and/or department teams to identify the essential standards and critical areas in SMMUSD's curriculum guides to build coherence in learning expectations during distance learning and/or in-person learning. These resources are being used by site teams to implement common pacing, design lessons and projects, develop common formative assessments, and adjust instruction to best meet the needs of students. In addition, curricular materials, such as textbooks and consumables have been provided to students along with providing any digital resources that are available. We will continue to review available digital resources to augment the distance learning for students in ELA, Math and ELD.

To monitor student learning, teachers will use assessments at the start of the year to determine student performance levels and identify areas of need particularly in the areas of English language arts and mathematics. A variety of diagnostic/formative assessments to gauge student learning and/or engagement (exit slips, learning reflections, classroom polls, Google forms) will be implemented. Grade level and department teams are developing common formative assessments to monitor student learning. Districtwide interim assessments (by grade level and department) to determine student learning and progress will be used as in prior years.

Newly enrolled students may require administration of the English Language Proficiency Assessments for California (ELPAC) to determine English Learner status. The ELPAC is designed for a student to be assessed in-person. If in person testing cannot be facilitated and ELPAC is not adjusted by the California Department of Education (CDE) to be administered remotely, we will develop a plan to bring students back once it is safe. In the meantime, students will continue to receive English language development (ELD) services through distance learning instruction until proficiency in English can be officially determined through the ELPAC as per CDE guidelines.

### **Access to Devices and Connectivity:**

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

In support of SMMUSD's distance learning plan Chromebooks are available for students that do not have a device to use at home. These chromebooks are treated as textbooks and are part of the student's library circulation record. Hotspots with limited data plans are also available. Families were surveyed in April 2020 and in August 2020 to identify students that needed access to these two resources. We will continue to survey families to ensure that they have access to devices and internet access. Technical Support is available to all families through school site Technology Support Assistants.

The Educational Technology Services department will work closely with the sites to determine the technology needs of teachers and staff and work on a plan to order and replace older devices that are no longer working at optimal levels.

### **Pupil Participation and Progress**

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

To measure participation, teachers will take daily attendance to document participation in online instruction, including completing work assignments and assessments. Students who do not participate daily in distance learning will be marked absent.

#### **Daily instructional days and minutes**

The number of instructional days and of daily instructional minutes needed per grade level to meet the minimum school day requirements have not changed:

- Instructional calendar:
  - 180 days
- Instructional minutes:
  - TK-K 180 minutes



- 1st - 3rd 230 minutes
- 4th - 12th 240 minutes

### **Elementary school**

Teachers will provide 230 minutes of daily live instructional time (synchronous). Students' experience with live instruction will vary and may consist of a combination of whole group, small group, one-on-one live instruction and independent (asynchronous) work for students. The classroom teacher provided a more specific schedule to families prior to the first day of school and provides a weekly summary of learning outcomes to families. The classroom teacher maintains participation and engagement records for each student. As part of these records teachers will be responsible for assigning time value to assignments given in their classes.

### **Middle school**

Teachers will provide 240 minutes of daily live instructional time (synchronous), except for the compressed day. Students' experience with live instruction will vary and may consist of a combination of whole group, small group, one-on-one live instruction and independent (asynchronous) work for students. The classroom teacher provided a more specific schedule to families prior to the first day of school and provides a weekly communication of learning outcomes to families. The classroom teacher maintains participation and engagement records for each student. As part of these records teachers will be responsible for assigning time value to assignments given in their classes.

A block schedule with a compressed day will be implemented where students are scheduled by period. Learning will be managed through Google classroom and incorporate Zoom and/or Seesaw as determined by the teacher.

### **Synchronous time**

#### Teacher expectations (Monday):

- Teachers will facilitate live interaction for the duration of the 25-minute period in a compressed schedule and assign 90 minutes of asynchronous work to total 240 instructional minutes.

#### Teacher expectations (Tuesday - Friday):

- Teachers will be online with class, facilitating live interaction, for the duration of the 80 min. period -- a combination to include, but not limited to, whole group, small group, individual instruction, guided practice, directed independent work, and student conferencing. The total amount of minutes for all combined activities must equal 80 mins. Sample breakdowns of minutes are suggested.
- Teachers will provide an opportunity for formative assessment and feedback on the lesson (e.g. Exit Ticket)

#### Student expectations (Monday - Friday):

- Keep computers connected to the online class for the duration of the period.
- Students are to keep their cameras on during direct live class interaction.
- Students must complete all assigned and/or asynchronous work.

## High school

Teachers will provide 240 minutes of daily live instructional time (synchronous), except for the compressed day. Students' experience with live instruction will vary and may consist of a combination of whole group, small group, one-on-one live instruction and independent (asynchronous) work for students. The classroom teacher provided a more specific schedule to families prior to the first day of school and provides a weekly communication of learning outcomes to families. The classroom teacher maintains participation and engagement records for each student. As part of these records teachers will be responsible for assigning time value to assignments given in their classes.

A block schedule with a compressed day will be implemented where students are scheduled by period. All learning will be managed through Google classroom.

## Synchronous time

### Teacher expectations:

- Block schedule four days a week: During the class period, the teacher is interacting with students for all 80 minutes, and the session is open for all 80 minutes using whichever platform the school site chooses (Google Meet or Zoom). Likewise, the students are engaged in a combination of synchronous and asynchronous activities during the entire time block, subject to teacher lesson design (for example: during the first period, students are engaged in government work, including interacting with teachers, reading, group discussion, etc.)

### Teacher expectations:

- Compressed schedule one day a week (Wednesday or Fri): During the class period, the teacher is interacting with students for the duration of the period, and the session is open for the entire time using whichever platform the school site chooses (Google Meet or Zoom). Likewise, the students are engaged in a combination of synchronous and asynchronous activities during the entire time block, subject to teacher lesson design. Teacher will assign asynchronous work to a total 240 minimum instructional minutes.

### Student expectations (Monday - Friday):

- Students are expected to participate in class with both audio and video.
- Student attire must be school appropriate
- Students must complete all assigned and/or asynchronous work

To measure student progress, teachers will implement SMMUSD's assessment continuum as outlined in the yearly assessment calendar. Teachers will use interim and formative assessments to monitor students progress and adjust their instructional practice to meet the needs of their students.

## District Interim Assessments

A District wide interim assessment calendar has been developed to establish coherence and consistency in how student learning needs are assessed and, in turn, appropriate instruction or intervention is identified and provided to improve student outcomes. The purpose of these assessments is to inform teaching and learning and to monitor student progress on grade level content.

As part of this assessment continuum, diagnostic assessments will be administered at the beginning of the year in English Language Arts and Math to determine a baseline of student mastery. These diagnostic assessments will provide teachers with more detailed information of students' individual needs and should be used to inform lesson and unit design. In addition, these data points will provide teachers with information on areas of growth for students that may inform the focus of the targeted small group instruction that will be provided throughout the day.

## **Distance Learning Professional Development**

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

SMMUSD has developed a professional learning plan for our teachers and support staff that will be delivered throughout the 2020-21 school year. Staff will receive initial and ongoing training 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:

August 17: Districtwide convocation and conference, including [teacher workshops](#) - 8 a.m. to 12:30 p.m. Site meetings - 1:30 - 3 p.m.

August 18: [Districtwide teacher workshops](#) - 8:30 - 11:45 a.m., Teacher planning - 12:30 - 3 p.m.

August 19, 20 and 21: Site-based professional development and planning.

Beginning in October teachers will be provided with ongoing professional learning opportunities on a weekly basis: on Tuesday for secondary teachers and on Thursday for elementary teachers. Teachers are required to attend these sessions. These professional learning opportunities will consist of five to six week learning sessions. Teachers will choose from a menu of offerings that will support their implementation of districtwide priorities as well as teacher-identified areas of need as determined by the professional learning survey and input from the teaching and learning redesign working group. These 90 minutes professional learning sessions will incorporate time for teacher collaboration and planning.

## Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

The physical school closures due to COVID-19 have impacted the roles and responsibilities of staff across the district. In some cases, roles and responsibilities are still being defined (or refined) and will continue to evolve as we prepare to reopen sites for in-person instruction. Following are some of the key changes to roles and responsibilities of staff:

Technology Support Assistants and Senior Technology Support Assistants:

Addition of Student/Parent technology support in accessing student log-in information, troubleshooting student chromebook and hotspots.

Check out of student chromebook and hotspots.

Establish and maintain remote technology support for staff working remotely.

Network Engineers:

Establish and maintain VPN environments for staff to be able to work remotely.

Establish and maintain remote support for staff working remotely.

Classroom Teachers:

Develop synchronous and asynchronous learning experiences for students

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

Record student participation and engagement in a weekly log

Support and connect families to district staff to provide access to needed resources

Communicate with families on a weekly basis regarding the learning outcomes

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

Participate in weekly district wide embedded professional learning opportunities

Instructional Coaches:

Support with administration of diagnostic assessments

Provide support and feedback to teachers on distance learning strategies

Counselors:

Outreach to families and students to ensure students have the necessary supports to meet their academic and social emotional goals

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

**School Site Administrators:**

- Ensure all students have access to internet and devices to engage in distance learning
- Monitor teaching and learning virtually to provide feedback and support to teachers
- Engage and collaborate with teachers and staff virtually and coordinate and facilitate faculty meetings virtually
- Communicate in an ongoing basis with school community to provide updates on distance learning implementation
- Coordinate and facilitate virtual community and/or committee meetings

**Nurses:**

- Develop health and safety protocols to address the guidelines set out by local agencies
- Develop and facilitate training sessions for all staff on COVID-19 protocols and response

**Child Development Services (CDS):**

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

**Special Education Coordinators & Director:**

- Held meetings with all staff to provide inservicing 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 on-line 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:**

- Help IEPs on-line with parents

Completed on-line assessments with students  
Delivered individual and group services.  
Created individualized work for each student

## **Supports for Pupils with Unique Needs**

[A description of the additional supports the LEA will provide during distance learning to assist 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.]

### **English Learners**

At the elementary level teachers will provide 20-30 minutes of synchronous designated English language development (ELD) on a daily basis for English learners. Classroom teachers will also be providing targeted small instruction to English Learners across various content areas to ensure they are making progress. In addition to the core designated ELD provided by the classroom teacher, Literacy and language Interventionists will provide 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) will continue to receive designated ELD as outlined in their schedule. In addition, ELs that require additional support receive supplemental ELD intervention classes. Teachers will also provide differentiation for EL students through the use of small groups in content areas to accelerate learning. This will be delivered during their 80 minute instructional period and during identified support/flex time.

Only if/when deemed safe, begin to bring students on campus in small groups in a tiered approach according to individual need following Center for Disease Control (CDC), Los Angeles County Department of Health (LACDPH), Los Angeles County Office of Education (LACOE), and the California Department of Education (CDE) guidelines.

### **Socio-economically disadvantaged students (SED)**

Teachers will utilize 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 will refer students and families to 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 will develop plans for material pick-up (devices, hotspots, books, instruments, art supplies, consumables). Additional materials and supplies will be provided to students by the district and/or the school, as needed.

Only if/when deemed safe, begin to bring students on campus in small groups in a tiered approach according to individual need following Center for Disease Control (CDC), Los Angeles County Department of Health (LACDPH), Los Angeles County Office of Education (LACOE), and the California Department of Education (CDE) guidelines.

### **Homeless and/or Foster youth**

Teachers will utilize 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 homeless and/or foster youth that have been identified as at-risk and require Tier II and Tier III targeted instruction in reading.

Online academic support services will be offered to eligible homeless and/or foster youth

Teachers will refer students and families to appropriate site or district personnel (counselors, community liaisons, administration, parent partners) in order to receive access to resources provided by the district and community.

Monitoring of attendance and participation and targeted outreach by school staff as needed to provide additional supports

School sites will develop plans for material pick-up (devices, hotspots, books, instruments, art supplies, consumables). Additional materials and supplies will be provided to students by the district and/or the school, as needed.

At the secondary level counselors reached out before school started to make sure students have necessary resources. Counselors will continue to monitor student needs to ensure we are able to address the changing needs for students and families.

Only if/when deemed safe, begin to bring students on campus in small groups in a tiered approach according to individual need following Center for Disease Control (CDC), Los Angeles County Department of Health (LACDPH), Los Angeles County Office of Education (LACOE), and the California Department of Education (CDE) guidelines.

### **Students with an IEP**

All Individual Education Plan (IEP) meetings will be held via electronic platform (Distance Learning) until further notice and every effort will be made to accommodate parent requests.

Services in IEPs will be delivered in small-group or individual sessions in order to work on IEP goals. Collaborative teaching may occur between the general education teacher and special education teacher as well.

Special education providers such as occupational therapists, physical therapists, speech and language pathologists, visual instructors, orientation and Mobility instructors, adapted physical education specialists, deaf and hard of hearing specialists may work with students

individually, in small groups, or they may co-treat in order to meet student needs. They will work with the student's teacher(s) in order to find the best time of the day to work with the student so as to not to interfere with content areas.

Self-contained specialized academic instruction (SAI) classrooms will follow the school-wide learning plan to the greatest extent possible.

A prior written notice (PWN) will be sent out within the first two weeks of school to explain the learning platform change. Most parents and students were provided with a welcome letter prior to the start of school that outlined all the people who would be working with students. Nearly all special education teachers and providers held welcome meetings on-line prior to the first school day. These transitional activities were done in order to help students feel more comfortable beginning school.

If a child requires a more substantial change of services during distance learning, a meeting to discuss the IEP will be convened.

Teachers, providers, and staff will continue to implement accommodations/modifications per the IEP. All general education teachers with students in their class who have IEPs will be provided student's accommodations/modifications and goals from their IEPs. Teachers and providers will also work with families in order to find the best ways to accommodate student learning needs.

Students will be supported within their general education programs per their IEPs. General education and special education teachers will collaborate to implement appropriate behavioral supports as per IEP.

Only if/when deemed safe, begin to bring students on campus in small groups in a tiered approach according to individual need following Center for Disease Control (CDC), Los Angeles County Department of Health (LACDPH), Los Angeles County Office of Education (LACOE), and the California Department of Education (CDE) guidelines. Health plans will be developed for students prior to them returning to campus.

All safety protocols will be followed before and as we bring students on campus.

### **Students with a 504 Plan**

Within the first two weeks of school, the site section 504 coordinator (the site administrators and/or counselor) will connect with each parent/guardian of students with a section 504 plan by sending them a prior written notice (PWN), and /or a notice of action (NOA).

This notification will specify which of the student's existing section 504 accommodations and supports will be implemented in the distance learning environment. In addition, the PWN or NOA will encourage parents to communicate with the school site section 504 coordinator if they believe additional accommodations or supports beyond those in the student's existing section 504 plan are necessary to ensure equal access during distance learning.

If that is the case, the school site will hold a virtual 504 meeting to discuss the additional requests. The standard is equal access to the learning environment, which in this circumstance is distance learning.



**Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]**

Description	Total Funds	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	N
Purchase of hotspots to ensure families have access to the internet	\$550,000	N
Purchase of Chromebooks to ensure families have access to a working device	\$2,683,796	N
Purchase of laptops to ensure teachers have working devices	\$400,000	N
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	N
Additional funding to pay staff to develop short three minute videos to help students with using technology and provide tech troubleshooting workshops for families	\$5,000	Y
Additional professional developments days for teachers to prepare for the launch of distance learning	\$657,528	N
Additional days for school year classified employees to prepare for the launch of distance learning	\$154,124	N
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	Y
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	\$320,000	Y
Expansion of APEX contract to provide secondary virtual learning academy	\$38,714	N
Funding for the Literacy and Language Interventionists at all elementary schools to provide targeted instruction to ELs at risk of becoming LTEL. This additional service provides ELs the	\$511,526	Y

opportunity to receive additional instruction that is focused on the acceleration of language through reading.		
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	Y
Purchase of supplemental digital resources to support English Learners with language development.	\$20,000	Y
Purchase of supplemental digital resources to provide leveled/differentiated reading materials across content areas for students.	\$140,000	Y

## Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

SMMUSD will measure pupil learning loss through the implementation of our district wide interim assessment calendar. The purpose of these assessments is to inform teaching and learning and to monitor student progress on grade level content throughout the year. As part of this assessment continuum, diagnostic assessments will be administered at the beginning of the year in English Language Arts and Math to determine a baseline of student mastery. These diagnostic assessments will provide teachers with more detailed information of students' individual needs and should be used to inform lesson and unit design. In addition, these data points will provide teachers with information on areas of growth for students that may inform the focus of the targeted small group instruction that will be provided throughout the day. To further support the continuous cycle of improvement and monitor student learning, we will also implement district wide interim assessments twice during the course of the year.

School sites were provided with five weeks to administer the diagnostic assessment to allow for effective establishment of a safe learning environment and engagement of students in school. The ongoing formative data that teachers will gather throughout the instructional year is a critical component to understanding what learning loss has occurred and each student's individual learning needs.

## Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The actions and services that we will use to address learning loss and accelerate learning progress for students will be delivered in a tiered approach during synchronous time. The actions and strategies are as follows:

**Tier I Provided by the Classroom Teacher:**

All students will receive standards-aligned instruction that is focused on the essential standards identified by grade level and/or department teams. By teachers coming together to identify the essential standards they can now focus their collective efforts on designing and delivering lessons and units that delve deeper into key skills and concepts. As part of the lesson design process teachers will use diagnostic, and formative assessment data to incorporate strategies to address targeted areas of need for students. Classroom teachers will schedule small group instruction to support students that need more targeted instruction as determined by diagnostic, formative and interim assessments.

**Tier II Provided by the Classroom Teacher and/or Certificated Support Staff:**

Additional support will be provided by the classroom teacher by scheduling additional synchronous small group sessions that address students' needs. In addition at the elementary level certificated support staff will provide supplemental ELD instruction to English Learners and supplemental reading instruction to low-income, Homeless and/or Foster Youth.

**Tier III Provided by the Classroom Teacher, and Certificated Support Staff:**

Students who need more intensive support will receive additional one-on-one or small group instruction during office hours, flex and/or support time. Extended learning opportunities will also be provided before and after school by trained staff. These sessions will focus on the development of specific skills that have been identified by formative assessments during whole and small group instruction.

For English Learners, low-income, foster youth, students with disabilities and students experiencing homelessness this tiered approach will provide multiple opportunities for them to receive targeted synchronous instruction throughout their day by their classroom teacher, certificated staff and/or classified staff members. For English learners, not only will teachers be incorporating integrated and designated EL on a daily basis, their intentional use of small group instruction to provide targeted support in language development and or skill development is an added support for students. For students with disabilities these additional supports may include collaboration with service providers to differentiate the learning experience throughout the day, as well as individualized support by instructional assistants and/or paraprofessionals. Foster Youth and students experiencing homeless, will be provided additional resources to ensure they have access to synchronous one-on-one and small group sessions to address their social emotional and academic needs. These supports will also include the coordination of services provided by external partners to support families.

## **Effectiveness of Implemented Pupil Learning Loss Strategies**

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress. This will include the interim assessments for ELA and Math administered twice during the course of the 2020-21 school year.

Based upon the results of assessments for students (individual and overall), teachers and school sites will be able to determine the impact of the small group and individual supports being provided. If practices demonstrate evidence of success, they may be replicated and scaled to positively impact a broader range of students. If there is a lack of evidence of success, staff may engage in continuous improvement efforts to adjust their approach toward addressing learning loss.

**Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]**

Description	Total Funds	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	Y
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	Y
Additional funding to provide online support for UDP students in ELA, Math, and/or ELD outside of the regular school day	\$100,000	Y

## Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

SMMUSD has a robust system of mental health support in place for students prior to the physical schools closures. We have partnered with thirteen different community agencies and have written MOU's to provide individual and group counseling, assertive case management, and implementation of wellness services (mental health, substance use prevention and intervention, physical health through a Teen Clinic) covering all of our district schools, prek-12. Implementation and tracking of services through these partnerships are coordinated by the district Mental Health Counseling Coordinator. All of these agencies have transitioned successfully to TeleHealth in the spring and are continuing to provide services in this format to students. Outreach efforts have increased through district and community channels to ensure that families know these supports are still available for students and families. Staff continue to have access to the district's EAP (EASE) program through LACOE and can also contact the Mental Health Counseling Coordinator for assistance in getting connected to longer term mental health supports.

Trauma and resilience-informed education had already been a focus at many of our school sites over the last school year and is now being expanded to all school sites. The "Innovations 2" project through the Department of Mental Health-UCLA Prevention Center of Excellence

funds two of our primary mental health agencies to provide training to school staff in Santa Monica on trauma, self-care for educators, and building resilience in our students. Through a SAMHSA grant given to a partner agency in Malibu after the Woolsey fires, trauma-informed schools have been and will continue to be a topic of staff, student, and family education at all of our Malibu schools. Due to the impact of Covid-19 these trainings are being adapted with current information to support our teachers in being able to monitor students' mental health through distance-learning 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.

Beginning in September, teachers were provided with ongoing professional learning opportunities on a weekly basis: on Tuesday for secondary teachers and on Thursday for elementary teachers. Teachers are required to attend these sessions. These professional learning opportunities will consist of five to six week learning series. Teachers will choose from a menu of offerings that will support their implementation of districtwide priorities as well as teacher-identified areas of need as determined in the professional learning survey and input from the teaching and learning redesign working group. Sessions on “Social-Emotional Learning from Theory to Practice” and “Mindfulness in the Virtual Classroom” will be offered so that teachers can take a deeper dive into these topics and share in small groups their strategies for implementation in daily SEL lessons offered to students.

In addition to the Covid pandemic, the community is also continuing to process the ongoing racial violence pandemic that has plagued all of us and has become more of an open conversation topic in recent months. Supportive 10-week workshops called “Allied Voices for Change” will be offered starting at the end of September for upper elementary, middle, and high school students on the topics of racial healing and advocacy through the arts. Other counseling groups that are in the works for Santa Monica High School, for example, include “Coping Skills for Anxiety and Depression”, “Feeling through Art”, “Positive Action (substance use prevention/intervention)”, LGBTQI2-S support group, a “Transition to High School” group for 9th grade girls, a Grief and Loss group, and a “Selfy (Social Emotional Learning for Youth) group. At this school there are also one-time student workshops planned on the topics of Depression and Suicide Prevention and Mindfulness for Coping with Stress. Each school site will offer a variety of student-focused workshops and groups dependent on assessed needs.

A Covid-19 resource list, in English and Spanish, was created last spring, [published on the district website](#), and sent to all families. These lists include specific community resources as well as written information to support the mental health and social and emotional well-being of pupils and staff. In addition, a comprehensive [Distance Learning Guide](#) was created and includes information for parents, students, and staff on social emotional well being.

## Pupil Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English,

when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

SMMUSD has developed a multi-tiered attendance plan that outlines the roles and responsibilities of staff:

Elementary Teachers: Teachers will take attendance each day on Illuminate during the first 15-20 minutes of class. Teachers should not mark students tardy during distance learning. If a student is present, the teacher needs to continue to follow past protocol and don't mark anything. Present means one or more of the following factors are true: (1) You saw the students' face. (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. If a student is Absent (meaning they did not participate in any distance learning activities that day) mark them absent with a "I" and follow up with a phone call and/or email to the parent to find out the reason and get them to write a note. Please communicate the reason with the attendance clerk so that they can code it correctly. If a student logs on and then leaves class for the rest of the day, please communicate this with your attendance clerk so that they can change the code and mark the student absent a ½ day.

Secondary Teachers: Teachers will take attendance *each period in Illuminate before the end of each period*. Teachers will not mark students tardy during distance learning. If a student is present, the teacher needs to continue to follow past protocol and don't mark anything. Present means one or more of the following factors are true: (1) You saw the students' face. (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. If a student is Absent (meaning they did not participate in any distance learning activities that day) mark them absent with a "I" and follow up with a phone call and/or email to the parent to find out the reason and get them to write a note. Please communicate the reason with the attendance clerk so that they can code it correctly. If a student logs on and then leaves class for the rest of the day, please communicate this with your attendance clerk so that they can change the code and mark the student absent a ½ day.

Attendance Clerks: Once a student absence reason has been verified, attendance clerks will code the absence. If the reason given is related to distance learning, the attendance clerks will code it with one of our new Distance Learning Attendance Codes. If the reason is not related to distance learning, the attendance clerks will follow past practice and utilize our current codes: Attendance Codes and A2A will upload attendance reports from Illuminate at midnight DAILY. This will enable reports and the distance attendance letters to be more accurate.

General Information: A2A has created specific letters for absence from distance learning that will be automatically mailed to families from A2A at the same letter thresholds as they have currently been using: Distance Learning A2A Letter Triggers, however, tardy letters will not be mailed during distance learning. The first distance learning attendance letter will be mailed to families from A2A approximately 2 weeks after school starts. A2A also has a new text feature so if schools want to schedule a conference with the family and you use A2A to do that, then A2A will be able to send out a conference/meeting notification via text and then the school can communicate via text directly with the family using the texting tool within A2A.

Attendance Recovery month is September 2020, and our district social work interns will focus on students absent from distance learning: They will be trained in how to contact families in a supportive, strengths-based way to determine if there are any obstacles (i.e. technology, basic needs, mental health concerns) preventing students from engaging fully in distance learning and strategizing with families in how to

connect them to any needed supports. These calls will be made in both English and Spanish, in coordination with any other prior efforts that schools have already made to engage disconnected families. If families on the lists do not answer after 3 call attempts, a letter will be sent home informing them that someone will be coming by their home (a School Resource Officer, who is able to do socially-distanced home visits with PPE) to check in on their student. Students who are already part of one of the community-based assertive case management programs will be visited by their assigned case managers rather than the SRO.

#### September 2020 Recovery month activities and information:

**9/14** - Coordinator will run lists from A2A of families that need to be contacted (those who have had chronic attendance issues for first several weeks of school)

#### **9/14-9/25- Reviewing Attendance Lists**

- Preceptors and interns are to review the list of students and make notes on students/families we are familiar with through mental health services already
- Interns and/or preceptors should also check in via email, phone call or zoom with other school staff (front office staff, principal, counselors) that may be able to provide additional information on the families

#### **9/21 and 9/23- Attendance Recovery Month Training**

- Interns will be learning about our attendance systems and how they will be participating in the District's attendance recovery program
- Interns will review and role play how to contact families on our lists

#### **9/25- Recovery Day Phone Calls**

- MSW Interns (with Shuli and Janet) will be calling families on the list and logging follow up information on phone call log
  - Some families may not answer, some may decline services, some may require follow ups- next steps will be indicated on log

#### **9/28-10/9- Follow Up Phone calls**

- MSW interns will be calling/following up with families
- Preceptors will support MSW Interns during these calls- please coordinate a time with preceptors
- Interns will update phone call logs and indicate parent response

#### **10/9- Final Phone Calls**

- If 3 attempts were made and the family did not respond, letters will be sent home to families.
  - MSW Interns will consult with Janet or Shuli prior to sending out letters
  - Letters should include info on how to reach us and let them know someone will be coming to the home to check on them (SRO, or if family is already connected with YRT or MSST, their staff)
  - MSW Interns will prepare envelopes. Home addresses can be found in Illuminate.

- o Preceptors will send out letters no later than 10/11

## School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

SMMUSD will continue to provide grab-and-go breakfast and lunch, Monday - Friday, excluding holidays. Service is 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. Currently, each site has two (2) tables set-up in front of the school where students can pick up one (1) breakfast and one (1) lunch. The tables that hold the meals are six (6) feet apart from each other in order to maintain proper social distancing guidelines. We have markings on the pavement that delineate where students need to stand while waiting to their turn to pick up their meals. To further reinforce the distancing guidelines, signage and staff are 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.

Free and reduced meal recipients need to provide a student identification number to pick up meals. Other families may pick up breakfast for \$2.75 per person or lunch for \$4.75.

## Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Mental Health and Social Emotional Well-being	Additional funding for provide mental health and social emotional support groups for students to process impact of double pandemic	\$13,125	Y
Mental Health and Social Emotional Well-being	Additional funding to provide individual and group health and mental services to students.	\$44,000	Y
Mental Health and Social Emotional Well-being	The Mental Health Case Worker supports schools in leveraging and providing services to students. They will coordinate ongoing professional development opportunities to	\$86,660	Y



	teach on the integration of SEL strategies to address the social emotional needs of UDP in the classroom.		
Professional Development	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	Y
Professional Development	Additional funding to provide professional learning opportunities to elementary and secondary teachers in the integration of mindfulness	\$22,050	Y
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	Y
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	Y
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	\$119,747	Y

	stronger partnerships with the district and school. This action is grounded in the Parent Engagement framework outlined by CDE.		
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 continue to fund this action based on the increased academic and socio-emotional needs of our UDPs.	\$730,832	Y

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5.15%	\$4,856,007

### Required Descriptions

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

The Supplemental Grant Funds are principally directed to increasing and/or improving service for unduplicated pupils above and beyond those services provide for all students. To ensure that unduplicated students experience meaningful benefits we aim to provide these actions, services and programs district-wide and/or school-wide.

The following actions aim to address systemic challenges, such as disproportionality in achievement, access and opportunity among student groups, and the increased need for targeted support due to the physical school closures resulted by the pandemic.

**LEA WIDE:**

The Early Learning Coach will continue to provide ongoing professional development opportunities and coaching support for PK, TK and K teachers on the integration of strategies that accelerate language development across content areas. The integration of these strategies will support English Learners and Low-income students though the development of lessons that more closely address their needs. Through the visiting of the online lessons, teachers will receive coaching and support from the current Early Learning Coach.

Support for Math Teacher Leaders at each school site to provide ongoing coaching and support in the integration of technology and evidence-based strategies to target our unduplicated student pupils identified needs. Through this ongoing support UDPs will be provided increased opportunities to make meaning of math content through tiered lessons and targeted instruction. Based on our implementation of this strategy and its positive impact on the differentiation of instruction for UDPs, we will continue to fund this action.

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 UDPs. Based on our implementation of this strategy and its positive impact on teaching and learning for UDP, we will continue to fund this action.

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.

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.

Implementation of Family Engagement Framework and resources to develop educational programs for families. These programs would focus on supporting and building the capacity of UDP families to more authentically engage as partners in their child's educational journey. This action is grounded in the Parent Engagement framework outlined by CDE and incorporates Epstein's framework. We will continue to provide families with multiple opportunities to develop leadership, participate in decision making opportunities and build their capacity to support their children at home (Just Communities, School Smarts, Parent Project and The Latino Family Literacy project, etc.)

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 continue to fund this action based on the increased academic and socio-emotional needs of our UDPs.

The Coordinator of Restorative Justice supports the implementation of Restorative Justice district wide by providing ongoing online professional learning opportunities and coaching to school site teams.

The Mental Health Case Worker supports schools in leveraging and providing services to students. They will coordinate ongoing professional development opportunities to teach on the integration of SEL strategies to address the social emotional needs of UDP in the classroom. Based on our prior implementation of this strategy and on the continued need for the coordination and increase of mental health services, we will continue to fund this position.

Additional funding to purchase digital resources that provide students with access to differentiated/level reading materials from home.

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

In some situations, actions, service and programs are exclusively targeted to meeting the needs of unduplicated pupils. The following actions, services and programs are provided exclusively to target unduplicated students:

**LEA-WIDE:**

Support for Instructional Coaches to provide additional time at Title I schools. This additional time allows the coaches to target their time 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.

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. The program incorporates small class sizes, instructional assistant support and coaching/training support to ensure identified strategies are implemented with fidelity.

Support for ELD Leads at each school to monitor and support our English Learners to successfully reclassify and succeed in core classes. This action provides an additional safety net for our ELs and ensures that individualized learning plans are created for LTELs.

Support for the Literacy and Language Interventionists at all elementary schools provides targeted instruction to ELs at risk of becoming LTEL. This additional service provides ELs the opportunity to receive additional instruction that is focused on the acceleration of language through reading.

The Literacy and Language Interventionists at all elementary schools provide targeted instruction to Low-Income, English Learners that have been identified as at-risk and require Tier II and Tier III targeted instruction in reading. This additional service provides students the opportunity to receive targeted small group instruction that is focused building students foundational and comprehension skills in reading.

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.

Additional funding to purchase digital resources that are computer adapting to support language development for English Learners.

**SCHOOL WIDE:**

Support of subsidies for AP, PSAT and SAT exams for all unduplicated pupils (UDP) to increase their opportunity to pursue post-secondary school by removing the financial barrier. UDP students take the PSAT to prepare them for the SAT in subsequent years. Based on our implementation of this strategy and its positive impact for our UDP and the increased fiscal constraints students and families are experiencing, we will continue to fund this action.

Continue to support an alternative option for UDP seniors to complete a third year of math (IDS). This action provides our UDP students the opportunity to complete a third year of math that fulfills the CSU/UC requirement. This offering is a project-based learning approach to mathematics and provides students a non-traditional opportunity to learn and apply mathematical concepts.

Support for AVID staffing, program and professional learning and services to increase UDP students' academic achievement and prepare them to enter a four-year college or university. This action provides students with the skills, strategies, and support structures (tutoring) to successfully complete their courses.

Support for UDP students to take dual enrollment courses at SMC beginning the summer of their freshman year and throughout their high school experience in order to encourage a college going mindset and provide the necessary structures, supports and skills to successfully complete college level coursework.

Bilingual instructional assistants to support English Learners in content areas at our secondary sites. This service is directed specifically for our newcomer students that need language supports in their core content classes.

Provide an additional section at the middle schools during the day for English Learners to take an elective. This support provides English Learner students an additional period during the instructional day to explore courses beyond the core academic sequence.

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.