

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Santa Monica - Malibu USD

CDS code:

19-64980-0000000

Link to the LCAP:

(optional)

[Provide link.]

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(NOTE: This list only includes ESSA programs
with LEA plan requirements; not all
ESSA programs.)*

Title I, Part A; Title II, Part A; Title III, Part A; Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the

LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The SMMUSD is using federal funds to supplement and enhance the local priorities in several important ways. Title I dollars are being used to fund the district's Coordinator of Family Engagement, who will support the implementation of the SMMUSD Family Engagement Framework by guiding the district and sites' work on engaging parents in the education of their children to support their academic success. The framework is based on Joyce Epstein's Six Types of Involvement and the research she has done affirming the positive impact of connecting families to schools.

As an extension to SMMUSD's Family Engagement Framework, the coordinator of Coordinator of Family Engagement will also build on the initial research of current district language access practices to develop and introduce SMMUSD Language Access Guidelines to support staff and families. In addition, systems and structures will be identified to increase and improve language access services for families.

In addition, Title I funds are used by four elementary schools to support struggling students through the use of reading interventionists; professional development to support academic language acquisition and math differentiation; math intervention materials; training in Cognitively Guided Instruction for math; and collaborative planning time. These actions and services augment the supports provided through base and supplemental funds.

Second, the district is using Title II funding to pay for a district Math Coordinator, who provides professional development and support to site-level elementary math coaches, secondary department chairs as well as teams of teachers who engage in Lesson Study and other Professional Learning Community (PLC) processes and activities. Additionally, the Math Coordinator facilitates teacher teams in the development of curriculum guides and common assessments.

Title III funds are being utilized to enhance the professional learning, expand educational opportunities to increase language and academic proficiency of our English learners and to expand parent engagement opportunities.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The Santa Monica-Malibu Unified School district is committed to ensure, 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 practice to maximize equitable student outcomes.

To achieve this we have identified three key goals in our LCAP:

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

In addition, these goals are more specifically defined in the following district priorities:

Developing a Shared Culture of Accountability Through a Systems Approach

- Support and develop effective school and district leadership through ongoing professional learning opportunities and coaching.
- Work in highly-effective teams to support teaching and learning.

Teaching of Cross-Cultural and Social Emotional Skills

- Provide inclusive, engaging and culturally-responsive Tier I instruction to our diverse, PreK-12 student population.
- Integrate the Social Justice standards, College and Career Readiness, Technology, and 21st Century Skills throughout the curriculum.

Engaging in Constant Self-Reflection Around Issues of Equity

- Create positive school climate and school connectedness.
- Integrate Restorative Justice across all facets of the learning organization to establish a safe environment where courageous conversations focus on improving teaching and learning for students that have historically been underserved.

Cultivating Family/Parent and Community Partnerships

- Engage families meaningfully to support student learning with an emphasis on historically underrepresented families.
- Communicate news and information to staff, parents and the community in multiple ways and in a language that is understood.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. (N/A if your LEA is a charter school or COE)

THIS ESSA PROVISION IS ADDRESSED BELOW:

The SMMUSD Human Resources Department manages the recruitment and selection of certificated staff and oversees the evaluation of all certificated and classified staff. As a district we implement evaluation cycles for all staff and provide feedback and support as needed. For inexperienced or new teachers we provide support through the BTSA Induction program and for ineffective teachers we provide support through the targeted professional learning opportunities, coaching and recursive feedback.

This year, during our FPM review, we learned that 18 teachers did not have the appropriate certification to teach English Learners, as a result the HR department closely monitored their progress towards certification. The following was the status for the 18 teachers identified as of June 28, 2018:

*7 completed all requirements and either have their CLAD or are in the application process

*7 are in progress of completing requirements (exams or coursework)

*3 have their emergency and have not shown proof of any progress

*1 doesn't have anything, paperwork sent in couple of years ago was never received by CTC and copy of cashier's check was cashed but unreadable

After the approval of the LCAP the certification was resolved for all 18 teachers.

In addition, if disparities in the effectiveness or out-of-field certifications are discovered during a data analysis of our teaching force, our HR department will work with identified staff to develop an action plan to support their development of the skills and abilities to meet the needs of our students and ensure they complete the necessary requirements to receive the appropriate certification.

These actions and services are provided through the use of base funds.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In order to implement effective family engagement as described, SMMUSD will employ multiple strategies. Research indicates that families' involvement in the education of their children directly and positively affects educational outcomes. Building on the understanding that parents are a child's first and most important teachers, the partnership between home and school must be intentional and collaborative. There are research-based expectations for both, that conscientious district and schools should examine in the pursuit of quality family engagement. SMMUSD embraces the belief that ALL families want their children to be successful in school and all have a role regardless of the socio-economic status, racial and ethnic background, or education levels. Therefore, it is our responsibility to develop quality family, district/school and community partnerships.

The Coordinator of Family Engagement will support the implementation of the SMMUSD Family Engagement Framework by guiding the district and sites' work on engaging parents in the education of their children to support their academic success. Fundamental to the framework are Epstein's Six Types of Involvement, her research supports the need to connect the family engagement activities to the SPSA goals.

As an extension to SMMUSD's Family Engagement Framework, the coordinator of Parent and Student Engagement will build on the initial research of current district language access practices to develop and introduce SMMUSD Language Access Guidelines to support staff and families. In addition, systems and structures will be identified to increase and improve language access services for families.

Supplemental funding will support the implementation of the district's language access guidelines by norming centralized and site-based services, identifying interpreter-translator trainings that will be made available to district and site staff that support with providing language access services to families and staff, as well as working towards meeting the language access needs at district level meetings and translation of relevant written communication and documents.

In addition, the Coordinator of Family Engagement will continue working with schools to deepen their understanding of how the School SMARTS program supported their SPSA goal on family engagement. The Coordinator will support schools to incorporate the program into their family involvement plan with program training, implementation and delivery. The Coordinator will provide technical support to principals on the development of their family engagement plans.

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 Parent Engagement Coordinator will continue meeting with each site administrator to review ELAC requirements, provided support as needed and ensure that each site establishes and maintains an ELAC webpage.

The Coordinator of Family Engagement will begin developing specific learning modules for families that focus on SMMUSDs initiatives (i.e. Social Justice Standards, Project Based Learning, Special Education, CTE Pathways, Balanced Literacy, etc.). In addition to these modules, the Coordinator will continue working with the Adult School to support English as a Second Language (ESL), computer literacy classes, designed for EL parents without computer experience along with any other classes that will support families having greater access to their students' educational programs.

These actions and services are provided through the use of Title I and supplemental funds.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Although only four elementary schools are receive Title I funds and are identified as Schoolwide, all school sites are required to engage in a process with their School Site Council (SSC) and larger community to develop their Single Plan for Student Achievement (SPSA). Each SPSA is directly aligned to the three LCAP goals and identifies specific actions and services to support students in meeting grade-level standards. Schools sites engage in an annual evaluation of the goals and actions in their SPSAs to determine next steps. This evaluation is followed with ongoing monitoring of student progress to refine practices and meet student needs throughout the year.

The four elementary schools that receive Title I funding, identified the following expenditures through the use of multiple measures: additional reading interventionist time; professional development to support academic language acquisition and math differentiation, training in Cognitively Guided Instruction for math, and collaborative planning time. In addition, these were also used to provide supplemental instructional materials based on identified student needs.

SMMUSD does not have any school sites that are Targeted Assistance.

These resources were used to augment the actions and services provided through base and supplemental funds.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Director of Student Services, who serves as the LEA Homeless Liaison, 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.

At the site level, 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.

With guidance and support from the Director of Student services (Homeless Liaison), the district mental health case worker, will support schools in leveraging and providing services to students. The case worker will serve to coordinate services and be a liaison between the district and external partners.

To more authentically engage our homeless and foster youth, counselors will develop and implement appropriate plans to assist students in visualizing their course of study. Counselors will monitor students progress and provide guidance and support as needed.

In addition to services provided with base and supplemental funds, Title I funds reserved for Homeless provide additional resources to students and their families at non-Title I schools. These

resources may include, but is not limited to: assistance with transportation, school supplies, health referrals, and guidance with district and school procedures.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In partnership with Santa Monica College staff, counselors will continue to advise students on dual/concurrent enrollment courses. In addition, counselors and advisers will use the AP Potential reports based on the 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.

Students from underserved student groups will continue to participate in the Young Collegians program, a partnership between Santa Monica College (SMC) and the District that provides freshman students who are the first in their family to go to college, the opportunity participate in SMC courses beginning in the summer after their ninth grade year and continue enrolling in courses each subsequent summer until they graduate from high school. Informational meetings are 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.

These actions and services are provided through the use of supplemental funds.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SMMUSD only reserves funding at the district level for the Family Engagement Coordinator who is responsible for providing direct services to parents and sites. Funds are also reserved to support Homeless and Foster Youth.

All other Title I funds are distributed to the four elementary schools that are identified as schoolwide.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes,

child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Beginning Teacher Support and Assessment (BTSA)

The BTSA Teacher Induction program will continue to provide ongoing support to new teachers in completing credential requirements. This program is facilitated by two half time coordinators that provide ongoing professional learning opportunities in district initiatives. Teachers participating in this program receive support through at BTSA mentor teacher. This action and service is funded through the use of base funds.

Building Teacher Capacity

The district uses Title II funds to provide a district Math Coordinator, who provides professional development and support to site-level elementary math coaches, secondary department chairs, as well as teams of teachers that engage in Lesson Study and other Professional Learning Community (PLC) processes and activities. Additionally, the Math Coordinator facilitates teacher teams in the development of curriculum guides and common formative assessments.

Building Principal and School Leaders Capacity

The district uses Title II funds to provide a district Math Coordinator, who facilitates Learning Walks for principals and school leaders that focus on structured classroom observations of mathematics instruction to gain an understanding of the implementation of strategies that support students in understanding of mathematical concepts. These Learning Walks expand the instructional leadership of school principals and leaders by observing teaching and learning, identifying the instructional strategies implemented and discussing the evidence of student work. As a result, the school receives targeted feedback on implementation of strategies observed and recommendations for possible next steps.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district prioritizes both fiscal and human capital resources to support schools with the highest percentage of low income students by providing targeted professional learning opportunities in the area of literacy and mathematics.

Staff will continue to receive ongoing training and support, specifically in Cognitively Guided Instruction (CGI) in Math, Balanced Literacy (Readers and Writers Workshop) for ELA, Academic

Vocabulary to support Standard English Learners and build academic language, Blended Learning to provide personalized learning opportunities across content areas, and on the implementation of the Social Justice standards to provide students the opportunity to develop the skills and abilities to function effectively in a diverse community.

These actions and services are provided through the use of Title II and supplemental funds.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SMMUSD supports the Title II programs continuous improvement by collecting, sharing and consulting around data and feedback received from principals, teachers, parents, and community members throughout the LCAP involvement process. This data has been used to clarify our goals, refine our practice, and ensure that we are meeting the needs of our students, staff and families.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Enhanced Professional Development:

There continues to be a need to focus on ensuring access to the core curriculum for English Learners by providing targeted professional development on the implementation of academic language development strategies and differentiated instruction.

The Literacy and Language Coordinator (funded through LCAP), provides professional learning for site administrators, counselors and parent liaisons, directly related to our Master Plan for English Learners. Topics include placement, reclassification and progress monitoring practices.

LCAP funding is also utilized to provide professional learning for teachers related to the ELA-ELD standards and framework. Title III funds will be utilized to enhance professional development in two ways.

1) Guided Language Acquisition Development (GLAD) Training for Literacy Coaches

Rationale: As outlined in the LCAP, the ELA-ELD curriculum teams continue to refine the ELA curriculum guides through the integration of ELD standards. In an effort to provide our classroom

teachers with expanded opportunities to implement the curriculum, SMMUSD will utilize Title III funds to advance our Literacy Coaches' expertise in GLAD strategies so that they can provide demonstration lessons, side by side teaching and facilitate lesson planning with teacher teams.

2) Supporting English Learners in a Cognitively Guided Instruction (CGI) Mathematics Classroom.

Rationale: To expand on SMMUSD's multi-year focus on Cognitively Guided Instruction (CGI) in mathematics and in an effort to address the math achievement of our English Learners, Preschool-5th grade teachers will be invited to attend a two-day session, provided by UCLA Math Center X, designed specifically for supporting English Learners through a CGI mathematics approach.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

With the publication of the Newcomer Toolkit (U.S. Department of Education, 2016), SMMUSD utilized many of the recommendations/guidelines outlined in this document.

Welcoming newcomers to a safe school environment is essential. In 17-18, our Literacy and Language Coordinator and an interventionist piloted new instructional materials (Inside the U.S.A.) to complement our core program. Lessons were specifically designed to support both the English language development and social emotional/ transitional needs for students new to our country.

Additionally, our Family Engagement Coordinator and Bilingual Community Liaisons developed newcomer parent sessions and implemented these in each of our feeder pathways. The sessions were developed based on the Newcomer Toolkit, Chapter 5: Establishing Partnerships with Families. Topics included getting to know school personnel and services; parent and student rights, the importance of attendance and site procedures; and opportunities for getting involved.

In 18-19, we are not accepting Immigrant funding. However, our literacy and language interventionists (funded through LCAP) will implement these new program materials in the classroom. Additionally, our Bilingual Community Liaisons (also funded through LCAP) will continue to offer the site based newcomer parent sessions.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

English Proficiency:

Literacy and Language Interventionists (LLI) provide Tier II and III literacy intervention support as well as supplemental English and Academic language instruction to at-risk LTELs using research-based programs including English 3D. At the middle school level, our literacy and language coordinator and site literacy coaches support classroom teachers in their implementation of designated ELD through modeling the use of newly purchased instructional materials.

Enhanced Programs and Activities:

As recommended by our District English Learners Advisory Committee (DELAC), we will utilize Title III funds to provide supplemental language development opportunities for our English Learners. Currently, we provide Structured English Immersion (SEI) within the TK-5 classroom, which includes both designated and integrated ELD. At the secondary level, we provide SEI designated ELD within a protected class period and integrated ELD throughout the school day. Additionally, SMMUSD offers a Dual Language Immersion (DLI) strand from TK-12 beginning at Edison Elementary (school-wide) and continues as a strand at John Adams Middle School and Santa Monica High School.

Rationale: As outlined in the SMMUSD LCAP, metrics identified for Goal 2 illustrate a consistent increase in the percentage of ELs demonstrating annual progress in language proficiency and reclassifying. However, when we review our ELA and Math progress for ELs we notice a discrepancy in achievement levels compared to their peers. Based on this, there continues to be a need to provide extended language learning opportunities using core content as the vehicle.

1) Academic Vocabulary Toolkit Program

This supplemental before/after school program will continue to be offered at the elementary and middle school level and supplements ELD instruction already taking place during the school day.

2) Science Language Academy:

This supplemental four-week summer program, provides an extension to the school year for English Learners in grades K-4 who have are nearly meeting reclassification criteria. In 17-18, we served 62 English Learners who scored at the Tier 2 level (between the 25th-50th percentile) on the universal screening instrument.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Academic Achievement:

Our literacy and language coordinator developed a new progress monitoring report, including grading period information and benchmark assessment data. The benchmark assessment data included interim assessment data (grades 3-11) and results from the Fastbridge universal screening in literacy

(grades K-6). She provides follow-up support to sites to monitor the academic progress of English learners and collaborates with the site teams regarding instructional strategies and placement. Additionally, site literacy coaches and interventionists provided additional formative assessment data (e.g. running records, English 3D work samples) during team meetings to more closely monitor student progress.

As noted above, our Math coordinator organized professional development opportunities for teachers that focused on CGI strategies for English Learners. Following the training a Learning Walk was scheduled to provide feedback to teachers on their implementation of learned strategies.

In 18-19, our literacy and language coordinator will develop an English Proficiency continuum to support literacy coach discussions with site teams as they discuss students' academic and language needs and next instructional steps.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Well-Rounded Education

At SMMUSD 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.

Staff will continue to receive ongoing capacity building in teaching and learning. Specifically in the areas of Cognitively Guided Instruction (CGI) for Math, Balanced Literacy (Readers and Writers Workshop) for ELA, Academic Vocabulary to support English Learners and build academic language, Blended Learning to provide personalized learning opportunities across content areas and on the implementation of the Social Justice standards to provide students the opportunity to develop the skills and abilities to function effectively in a diverse community.

Funds will be allocated to systematically implement the Social Justice Framework that was created to integrate the social justice standards across all grade levels and content areas. 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. 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 Coordinator/TOSA. Our TLC members will be working on developing a scope and sequence to be coupled with our curriculum guides and the Social Justice Coordinator/TOSA will be providing professional development on the integration of the social justice standards to teachers, with an initial focus at the secondary level.

Sense of Safety, Health and Well-Being

As an extension to the integration of the Social Justice Framework, the Restorative Justice consultant with the support from the Director of Student Services, will develop an implementation plan that will outline a process for the expansion and integration of Restorative Justice across our district and schools. This action plan coupled with our targeted efforts to increase mental health services through the onboarding of four social worker interns that will provide individual and group counseling at all Santa Monica schools, a partnership with the Wellness Center at the Boys and Girls Club of Malibu to provide individual and group counseling for the Malibu schools, and professional learning opportunities for teachers to gain more knowledge and skill through targeted training on SEL strategies will support students by increasing their sense of safety and connectedness to school.

Effective Use of Technology In Schools

To support the implementation of Blended Learning, our Director of Educational Technology will continue to implement the professional learning plan that supports teachers on the effective integration of technology in their classrooms in order to differentiate instruction for students. The action plans calls out the need to provide devices, technology apps, and ongoing training, as well as a train the trainers model to build internal capacity and ensure sustainability of the program.

The objective of these actions and services is to increase student achievement, reduce suspensions, increase student attendance and sense of connectedness. The team will review attendance, suspension and student achievement as well as student and teacher feedback three times a year to determine the effectiveness of such actions and identify next steps for improvement.

These actions and services are provided through the use of Title IV, base and supplemental funds.