

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Santa Monica-Malibu USD	Jacqueline Mora, EdD	jmora@smmusd.org	June 25, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

In SMMUSD we incorporated a blended distance learning approach to meet the needs of our students and families. In phase one (March 13th - April 3rd) of our distance learning plan we implemented the following:

At the elementary level, all teachers created a learning packet with three-weeks of academic lessons and activities to maintain continuity of learning for our students that could be completed with some parent facilitation. Students had the opportunity to pick up materials.

At the middle school level (6-8), teachers created three-weeks of academic lessons and activities to be delivered through a blended model of learning packets and digital format on Google Classroom. Students had the opportunity to pick up their textbooks, resources, and devices on March 13th and 16th.

At the high school level (9-12), teachers created three-weeks of academic lessons and activities to be delivered digitally on Google Classroom. Lessons were delivered in a synchronous and asynchronous manner. Students had the opportunity to pick up their textbooks, resources, and devices on March 13th and 16th.

As part of phase one, the educational services and student services department created resources to support families with Distance Learning. These resources were available via our district website. These resources included online academic resources as well as community resources that included health and wellness support. These supports included a parent mental health series in English and Spanish. In addition, our parent advisory committees (DELAC, ELAC, LCAP PAC, and SSC) received training to transition to a virtual format.

In phase two (March 23rd – April 3rd), the Ed Tech team distributed over 850 Chromebooks to students, across all grade levels, to support with the full implementation of distance learning upon our return from Spring Break. As part of this work, the Educational Services team provided online training sessions to staff on the four platforms that we are using district wide: 1) Google Classroom; 2) Seesaw; 3) Screencastify; and 4) Zoom.

To further support these efforts, sample distance learning schedules were created with guidelines for schools to use as they created their own site-based distance learning schedules. Each school principal engaged their staff to develop a schedule that would best meet the needs of their

respective school community; while adhering to common district-wide agreements. These schedules were made available at each site by the principals and classroom teachers. In addition, sites created their own family resource pages to provide more tailored support to their respective community and reached out to vulnerable families to connect them to needed resources.

Phase three began on April 20th, with students and teachers re-engaging in online distance learning after two-weeks of Spring break. Throughout phase three, students received a combination of whole group, small group and one on one interactive lesson and/or prerecorded lessons through the online platforms mentioned previously. To support teachers in transitioning to this online approach, the Educational Services department created a Distance Learning Teacher Hub that included resources for teachers and a calendar of ongoing differentiated online professional learning opportunities held twice a week. In addition, our Family Engagement Coordinator provided workshops and webinars to assist families in accessing Zoom. She also facilitated training sessions on wellness and resilience for teachers and families.

To assist students and staff with online learning, the Educational Services department deployed devices and hotspots to students and staff to support teaching and learning in this new format. Part of phase three, also included the collaboration with teachers, counselors and administrators to provide input in the development of an alternative grading policy for spring 2020. This input was given to the Board of Education and a resolution was passed to address the evaluation and grading during distance learning.

To improve our distance learning delivery model and prepare for fall 2020, Teaching and Learning groups have been established with district and site level staff to begin the redesign of teaching and learning based on the successes and growth points that have been identified during our current implementation. These working groups are tasked with creating a plan for three possible scenarios: distance learning, hybrid learning, or in-person instruction for Fall 2020. To support this work, SMMUSD developed a parent and staff survey to gather input on how to improve our practice, this data will inform the direction of the working groups. As part of this process, meetings have been scheduled to engage multiple parents groups to collect their feedback as we move forward.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

To address the needs of our English Learners, site administrators and classroom teachers were notified regarding the expectation to continue Integrated and Designated ELD during COVID-19 school closure. It was outlined in the sample schedules provided that designated ELD was to be implemented through a Social-Emotional Learning approach on a daily basis. In addition, resources and professional learning opportunities around ELD were provided to classroom teachers by the district's Instructional Coaches as well the Coordinator of Literacy and Language. Teachers have been encouraged to utilize a small group format for direct instruction of English learners.

Teachers, counselors, and support staff reached out multiple times to families to provide devices and hotspots in order to address the needs of foster youth and low income students and ensure that all had access to distance learning. Additionally, counselors continued to support students with accessing necessary supports and working towards their post-secondary goals.

Low-income students continue to receive semi-private music lessons through our Bergmann instructors. Instructors reached out to families to determine the best mode of instruction and designed lessons to meet these needs. Students benefited from phone conferences and/or

synchronous sessions using Zoom and/or Google meets. Low income students also received financial support from community fundraisers to cover costs of housing and food for students who were "food insecure".

English Learners, foster youth and low-income students with IEPs continued to receive services to support their progress towards their IEP goals. Special Education providers adjusted how students are served based on their ability to access information. All students were provided with the necessary technology; however, some students and families preferred phone calls, paper-pencil assignments and asynchronous learning opportunities. In addition, all transitional meetings (elementary to MS, MS to HS) were held in a virtual format to ensure students were placed appropriately in their new school. Interpretation services were provided to families as needed.

In addition, at the elementary level our Literacy and Language Interventionists worked with identified English Learner and low-income students that needed Tier III support in literacy in a small group synchronous setting. During these sessions students received additional instruction through the use of Systemic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) and Fountas and Pinnell's Leveled Literacy Intervention (LLI) programs. These two resources complement each other and support students by strengthening foundational skills and expanding students reading comprehension skills.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

To ensure that high-quality instruction continued in the distance learning format, we took a number of actions. As instruction moved online, a series of training sessions in the use of online platforms (Zoom, Screencastify, Google Meet, and Seesaw) were rolled out and conducted by district office staff throughout the duration of school closures. The district technology team redesigned the website to provide teachers with distance learning resources in one easy to access location. After the initial training sessions, central office staff then worked with specific content areas (history, math, arts, science and ELA/ELD) to help guide the design of pedagogical strategies that would be effective and successful in an online format. This also included the incorporation of a project-based learning approach in an online setting. Teachers that participated in these cohorts engaged in peer-to peer sharing of projects, pedagogy and training sessions to enhance distance learning.

In addition, a focus on ensuring delivery of instruction to key student groups (including EL, Low-Income, Foster Youth and SpEd) was maintained by specific and designated coordinators and directors. To further support our special education students, families and staff, a procedural manual was developed that clarified expectation and provided guidance for delivering services.

Lastly, during summer 2020, Instructional Coaches, under the direction of the Coordinators of Literacy/Language and Math and Science, redesigned our district summer intervention programs (elementary and middle school) to support student learning in ELA and Math in a digital format. Summer school design centered around providing small group instruction throughout the day to facilitate greater levels of support and engagement for Tier III students and Tier II English Learners. Extended School Year (ESY) summer school for special education has been redesigned to an online and individualized approach for students through the use of small group and one-on-one sessions along with individualized assignments and tasks for students. At the high school level students who require extended learning time to fulfill graduation requirements have the opportunity to attend distance learning summer school.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

To ensure the access to daily meals during the physical closure of schools, Food and Nutrition Services operated four (4) sites strategically located across our district boundaries. These food distribution sites were 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.

A communication plan, that included phone calls, text messages, emails, and social media platforms, to ensure families were aware of the food distribution centers located at the four school sites and additional resources available in the community.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

To support families in arranging supervision for students during ordinary school hours, we notified and connected families to the resource and referral agency, Connections for Children, which is working with agencies that continue to remain open during the pandemic should any childcare/supervision needs arise. To date, no families have requested immediate supervision/childcare support.

California Department of Education
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