

**Santa Monica-Malibu Unified School District
Board of Education Meeting
UPDATE TO THE AGENDA**

February 16, 2017

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- S.01 Local Control Accountability Plan (LCAP) 2017-2020: Design and Process Committee (FDAC)
UPDATE: Agenda Item cover page and attached slides

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TO: BOARD OF EDUCATION

STUDY SESSION

FROM: BEN DRATI

02/16/17

UPDATE

RE: LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP) 2017-2020:
DESIGN AND PROCESS

STUDY SESSION NO. S.01

Background

Beginning with implementation of the Local Control Funding Formula (LCFF) in 2013-2014, all districts are required to prepare a three-year Local Control and Accountability Plan (LCAP) that describes how they intend to meet annual goals for all pupils, with specific activities to address state and local priorities. Through the LCAP, districts must explain how they will expend supplemental and concentration funds in the LCAP year, as well as how any proposed uses of these funds will support services that “are principally directed towards, and are effective in, meeting the goals for its unduplicated pupils.”

Overview of LCAP Design

Over the past three years, the district LCAP has evolved significantly, through an intense process of outreach toward and input from community stakeholders. In the prior LCAP cycle, twenty seven (27) goals were created, which referenced the district’s strategic plan with the intent of operationalizing elements of the plan. Subsequent to this year, the district has engaged in substantial work with the consult of Dr. Pedro Niguera and Dr. Sylvia Rousseau that produced the Excellence Through Equity District values, priorities, and mission. Therefore, the Santa Monica - Malibu Unified School District will engage in the second iteration of the LCAP during 2016-2017 and endeavor to use the LCAP process as a way of making district’s work towards excellence through equity transparent, authentic, well informed, and inclusive of community input. The 2017-18 LCAP will include an alignment to four (4) district goals that address the newly adopted district priorities, values, and mission of excellence through equity. More specifically, the plan will:

- Strengthen and focus professional learning on instructional practices shown to be effective for all students while principally impacting students that have often lagged behind as represented by the achievement and opportunity gap.
- Establish a culture of shared accountability by having leaders establish processes that drive continuous improvement with the following components:
 - Clarity of focus, outcomes, actions and supports
 - Active site and district engagement in weekly-to-monthly Check-Ins.
 - Regular Adjustment of actions/supports to improve the impact on learning.
 - School and district team conduct of Quarterly Reviews of progress and Refinement of plans by discussing successes and barriers
- Encourage and challenge research and development of a model of supports for students (i.e. instructional design, social-emotional, connectedness)

Goals for 2017-2020 LCAP will be refined to become more measurable and ensure opportunities for progress monitoring during subsequent cycles, particularly within each grade span, from early childhood through high school. Furthermore, actions and services designed to improve academic and learning outcomes will clearly and deliberately outline the focus on improvement for unduplicated students English learners, low-income students and foster youth specifically.

Structurally, the LCAP design will transition to a new state template, which should allow for greater transparency and ease of use. The current and revised plan components are as follows:

Current LCAP Template	Revised LCAP Template
<ol style="list-style-type: none"> 1. Section 1- Stakeholder Engagement 2. Section 2- Goals, Actions, Expenditures, and Progress Indicators 3. Annual Update 4. Section 3- Use of Supplemental and Concentration Grant Funds and Proportionality <p>* Instructions and guiding questions <i>throughout the template.</i></p>	<ol style="list-style-type: none"> 1. Plan Summary 2. Annual Update 3. Stakeholder Engagement 4. Goals, Actions and Services 5. Demonstration of Increased or Improved Services for Unduplicated Pupils <p>* Instructions and guiding questions <i>in addendums.</i></p>

LCAP Development, Process and Timeline

The table below captures the process and timeline district staff will use the LCAP process as a way of making district's work towards excellence through equity transparent, authentic, well informed, and inclusive of community input.

Phases & Actions	Timeline
<p>Quarter 1: Annual Update and Needs Assessment</p> <ul style="list-style-type: none"> ● Annual Update on goals and actions of 2015-2016 LCAP ● Analysis and interpretation of major trends in student outcomes ● Report on LCAP metrics associated with student-level outcomes; discussion of LCAP Indicator Report 	<p>September 2016 through October 2017</p>
<p>Quarter 2: Mid-Year Update, Engagement, and Report</p> <ul style="list-style-type: none"> ● Engagement and Update and needs assessment with <u>district committees and bargaining units</u>, including, but not limited to: <ol style="list-style-type: none"> 1. LCAP Committee 2. District English Learner Advisory Committee (DELAC) 3. Staff-Special Education Parent Advisory Committee (SSPAC) 4. Students 5. Parents 6. Faculty and staff 7. Principals 8. Local bargaining units 9. School Board 	<p>November / December 2017</p>
<p>Quarter 3: Mid-Year Update, Engagement, and Report</p> <ul style="list-style-type: none"> ● Engagement and Update and needs assessment with <u>district committees and bargaining units</u>, including, but not limited to: <ol style="list-style-type: none"> 1. LCAP Committee 2. District English Learner Advisory Committee (DELAC) 3. Staff-Special Education Parent Advisory Committee (SSPAC) 4. Students 5. Parents 6. Faculty and staff 	<p>March 2017</p>

<ul style="list-style-type: none"> 7. Principals 8. Local bargaining units 9. School Board 	
<p>Quarter 4: Community and Advisory Group Consultation on LCAP Draft</p> <ul style="list-style-type: none"> ● Outreach, engagement and consultation of 2018-2020 LCAP Draft with aforementioned <u>district committees and advisory groups</u>, as well as aforementioned <u>school-based committees and groups</u>. ● Conduct regional community meetings to elicit additional input from broader community. (Malibu, Lincoln, Adams pathways) ● Communication and input will also be conducted through various print and digital media, including district and school websites, e-News, etc. ● Single Plan for Student Achievement Presentations to the school board. ● A self-study of school culture followed by community affirmation of the work and recommendation to staff on next steps regarding school culture and practices associated with excellence through equity. This concept will require the use of a common language and understanding of work that demonstrates excellence through equity. This will also be a staggered approach in the schools selected to undergo a self-study. 	<p>May 2017</p>
<p>Linked is a document illustrating the metrics we will use to evaluate the work.</p>	

LEAD AND LAG METRICS 2017-18

LAG METRICS:

Annual: District level for informing resource allocation and focusing direction

LEAD METRICS:

Quarterly: District and school level for prioritizing teaching and learning supports

STUDENT SUCCESS INDICATORS:

Monthly: School and classroom level for informing instruction and targeting student supports

GOAL	LAG ASSESSMENT <i>September Q1 Stakeholder Report</i>	LAG METRICS	LEAD METRIC <i>November & March Q2 & Q3 Stakeholder Reports</i>	STUDENT SUCCESS INDICATORS
Goal 1: All PreK-12 students engage in a rigorous, relevant and standards-aligned curriculum.	<ol style="list-style-type: none"> 1. CAASPP ELA 2. CAASPP Math 3. EDI 4. June Semester (6-12) Math Grades 	<ol style="list-style-type: none"> 1. Performance Level Rate 2. Performance Level Rate 3. Vulnerable Rate (%) 4. D/F Rate (%) 	<ol style="list-style-type: none"> 1. District Interim ELA 2. District Interim Math 3. DRDP 4. Progress report D/F rates 	<ol style="list-style-type: none"> 1. Formative assessments 2. Formative assessments 3. TBD 4. Student work
Goal 2: All students are ready for college and careers.	<ol style="list-style-type: none"> 1. A-G rate 2. AP Exams 3. High School Drop-Out Rate 	<ol style="list-style-type: none"> 1. A-G rate 2. AP Exam scores 3. Cohort Drop-out Rate 	<ol style="list-style-type: none"> 1. Progress reports grades 2. Progress reports grades in AP courses 3. Progress report grades 	<ol style="list-style-type: none"> 1. TBD by SLT 2. TBD by SLT 3. TBD by SLT
Goal 3: English Learners will become proficient in English while engaging in a rigorous, standards-aligned	<ol style="list-style-type: none"> 1. CELDT 2. Reclassification Rate 	<ol style="list-style-type: none"> 1. Growth by one level+ (%) 2. Annual rate of ELs reclassified 	<ol style="list-style-type: none"> 1. District Interim ELA and ELD 2. TBD 	<ol style="list-style-type: none"> 1. TBD by SLT 2. TBD by SLT

curriculum in the core content areas.				
Goal 4: All students engage in schools that are safe, well-maintained and family-friendly.	<ol style="list-style-type: none"> 1. Chronic absence 2. Suspension rates 	<ol style="list-style-type: none"> 1. Chronic absence rate 2. Annual suspension v demographic rates 	<ol style="list-style-type: none"> 1. Chronic rates by quarter 2. Suspension v demographic rates by quarter 	<ol style="list-style-type: none"> 3. TBD by SLT 4. TBD by SLT

<p>Q4 (May - June)</p> <ol style="list-style-type: none"> 1. LCAP Process 2. Self Study and community Affirmation of school Culture for selected schools 	<ul style="list-style-type: none"> ● Outreach, engagement and consultation of 2018-2020 LCAP Draft with aforementioned <u>district committees and advisory groups</u>, as well as aforementioned <u>school-based committees and groups</u>. ● Conduct regional community meetings to elicit additional input from broader community. (Malibu, Lincoln, Adams pathways) ● Communication and input will also be conducted through various print and digital media, including district and school websites, e-News, etc. ● A self study of school culture followed by community affirmation of the work and recommendation to staff on next steps regarding school culture and practices associated with excellence through equity. This concept will require the use of a common language and understanding of work that demonstrates excellence through equity. This will also be a staggered approach in the schools selected to undergo a self study.
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SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Local Control Accountability Plan (LCAP): Update, Renewal, Review

Board of Education
February 16, 2017

LCAP:
Purpose
and
Process



Local Control Funding Formula (LCFF)

› Greatly simplifies state funding for local educational agencies (LEAs)

The diagram illustrates the LCFF formula as a sum of two components. On the left is a single red stick figure labeled 'Per Student Base Amount'. This is followed by a plus sign. To the right of the plus sign is a box labeled 'ADJUSTMENTS'. Inside this box, there are two groups of stick figures: three red figures labeled 'Grade Level' and three multi-colored figures (yellow, blue, purple) labeled 'Demographics (Low income, English Learner, and/or Foster Youth)'. This is followed by an equals sign and a dollar sign '\$'.

Demographic Adjustments:


- Supplemental Grant*
Unduplicated count of EL, F/R and Foster Youth
- Concentration Grant*
55% and higher unduplicated students

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State LCAP Priorities

1. Basic Conditions
2. CA Standards
3. Parent Engagement
4. Pupil Achievement
5. Pupil Engagement
6. School Climate
7. Course of Study
8. (Other) Pupil Outcomes

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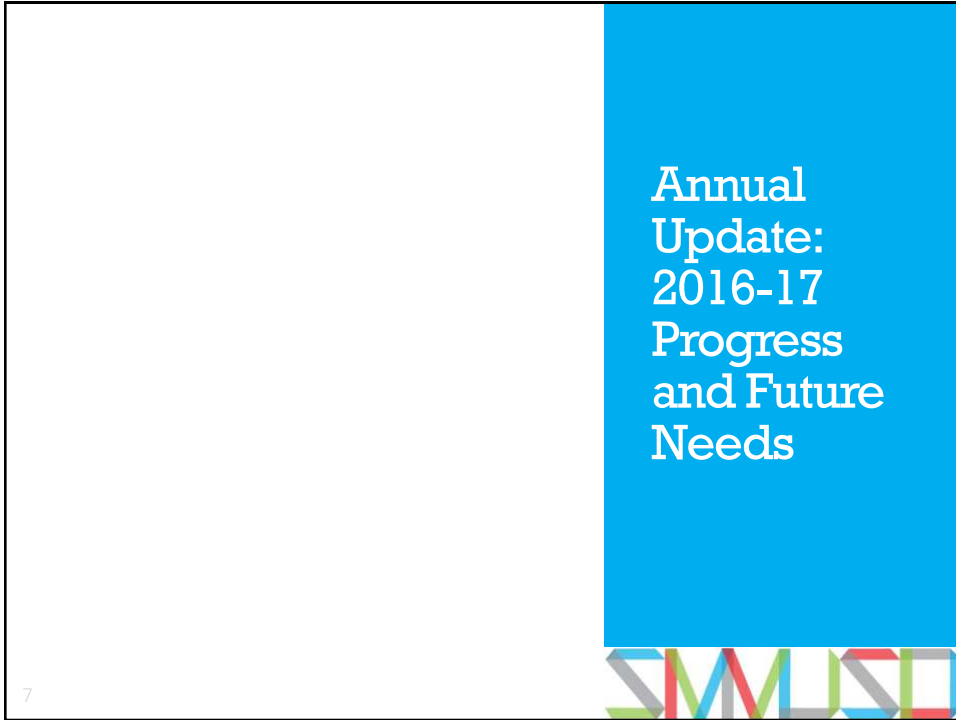

Review of Annual LCAP Adoption Cycle

1. Consultation: Students, Parents, Staff, Principals, SMMCTA, SEIU (DCC)
2. Feedback: DELAC, Parent Advisory Committee (PAC), DACs, Community
3. Public Hearing
4. Adoption of LCAP and District Budget
5. Submission to LACOE
6. Post to www.smmusd.org

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<p>Quarter 1: Annual Update and Needs Assessment</p> <ul style="list-style-type: none"> • Annual Update on goals and actions of 2015-2016 LCAP • Analysis and interpretation of major trends in student outcomes • Report on LCAP metrics associated with student-level outcomes; discussion of LCAP Indicator Report 	September Q1
<p>Quarter 2 and 3 Mid Year Update, Engagement, and Report</p> <ul style="list-style-type: none"> • Engagement , update and needs assessment with: LCAP Committee , District English Learner Advisory Committee (DELAC), Staff-Special Education Parent Advisory Committee (SSPAC), Students, Parents, Faculty and staff, Principals, Local bargaining units, School Board 	November Q2 March Q3
<p>Quarter 4: Community and Advisory Group Consultation on LCAP Draft</p> <ul style="list-style-type: none"> • Outreach, engagement and consultation of 2018-2020 LCAP Draft with aforementioned <u>district committees and advisory groups</u>, as well as aforementioned <u>school-based committees and groups</u>. • Conduct regional community meetings to elicit additional input from broader community. (Malibu, Lincoln, Adams pathways) • Communication and input will also be conducted through various print and digital media, including district and school websites, e-News, etc. • Single Plan For Student Achievement Presentations to the school board. (commence 2018-19 school year) • A self study of school culture followed by stake holder affirmation of the work and recommendations to staff on next steps. This concept will require the use of common language and understanding of work that demonstrates excellence through equity. This will also be a staggered approach with the schools selected to undergo a self study. 	May - June Q 4







Mapping State Priorities to SMMUSD LCAP Goals

State LCAP Priorities	SMMUSD LCAP Goals
1. Basic Conditions	1. CA Standards & Assessments: 1, 2, 4, 8
2. CA Standards	2. College and Career Readiness: 4, 5, 7, 8
3. Parent Engagement	3. English Learners: 2, 4, 8
4. Pupil Achievement	4. Culture and Climate: 1, 3, 5, 6
5. Pupil Engagement	
6. School Climate	
7. Course of Study	
8. (Other) Pupil Outcomes	

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Goal 1 Progress: CA Standards and Assessments




Accomplishments & Needs

- 2014: MS Math
- 2015: ES, HS Math; ES PE
- 2016: HS ELA/ERWC
- 2017: ES ELA/ELD
- 2018: MS ELA/ELD; HS NGSS
- 2019: MS ES NGSS
- 2020: HS History
- 2021: ES, MS History
- 2022: MS, HS Foreign Language

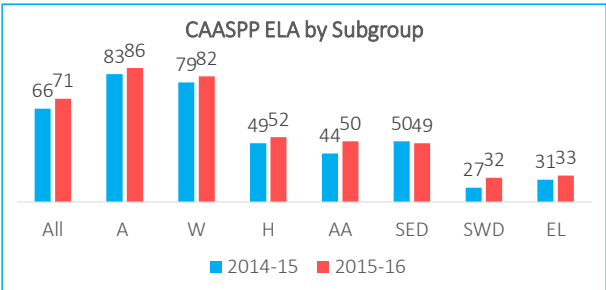
- All students have access to standards-aligned textbooks.

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Goal 1 Progress: CA Standards and Assessments

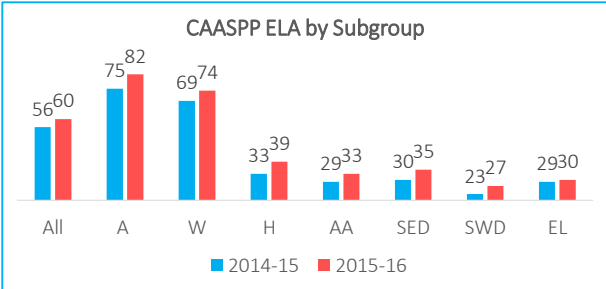


CAASPP ELA by Subgroup



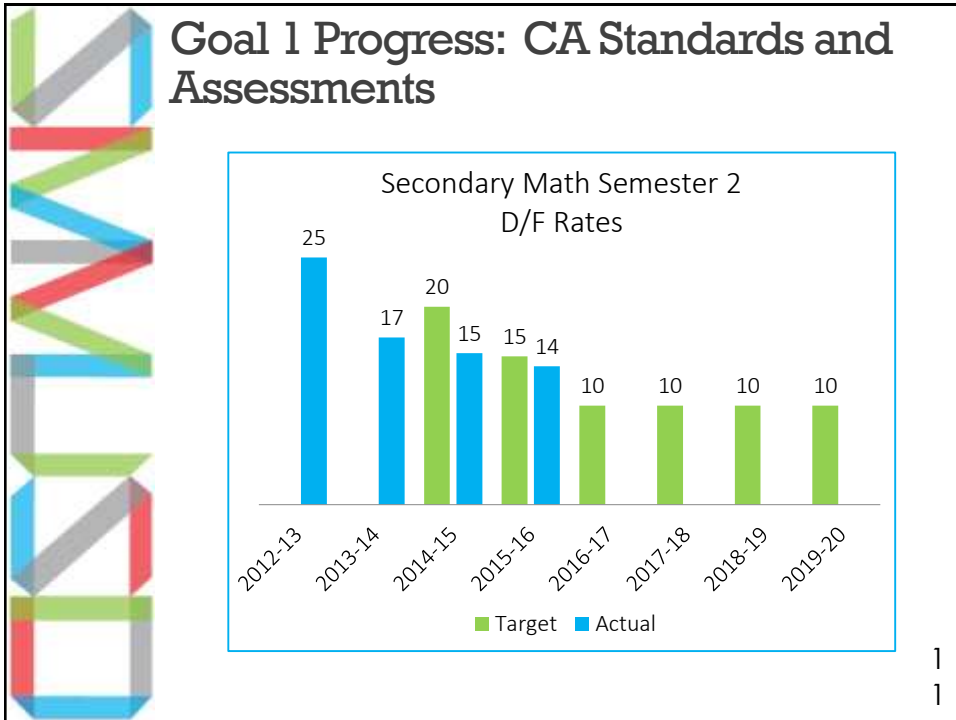
Subgroup	2014-15	2015-16
All	66	71
A	83	86
W	79	82
H	49	52
AA	44	50
SED	50	49
SWD	27	32
EL	31	33

CAASPP ELA by Subgroup



Subgroup	2014-15	2015-16
All	56	60
A	75	82
W	69	74
H	33	39
AA	29	33
SED	30	35
SWD	23	27
EL	29	30

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Goal 1 Progress: CA Standards and Assessments

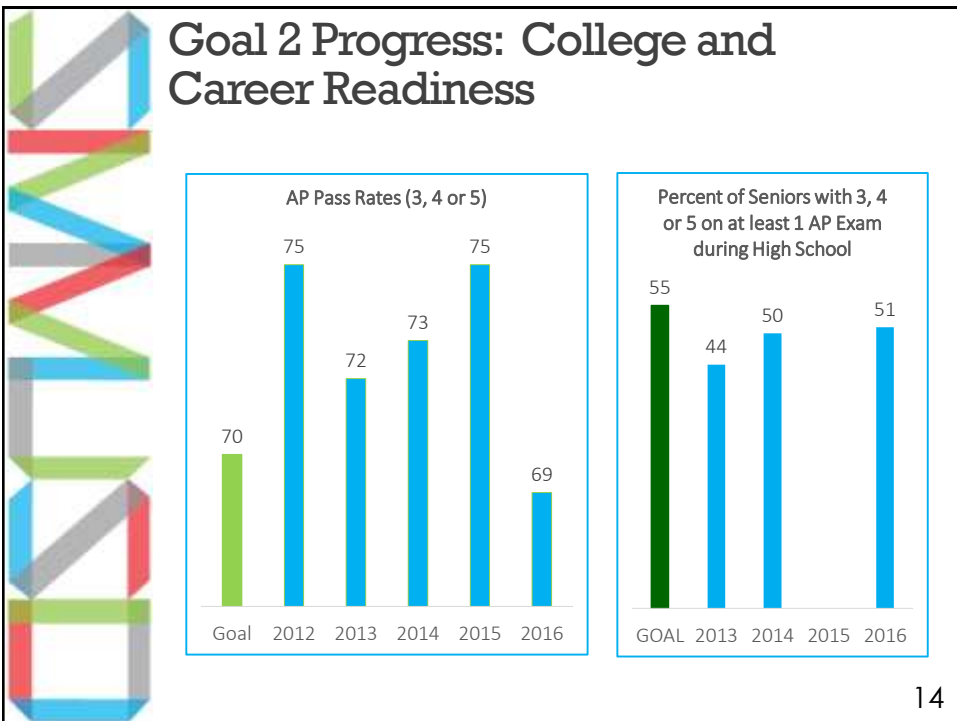
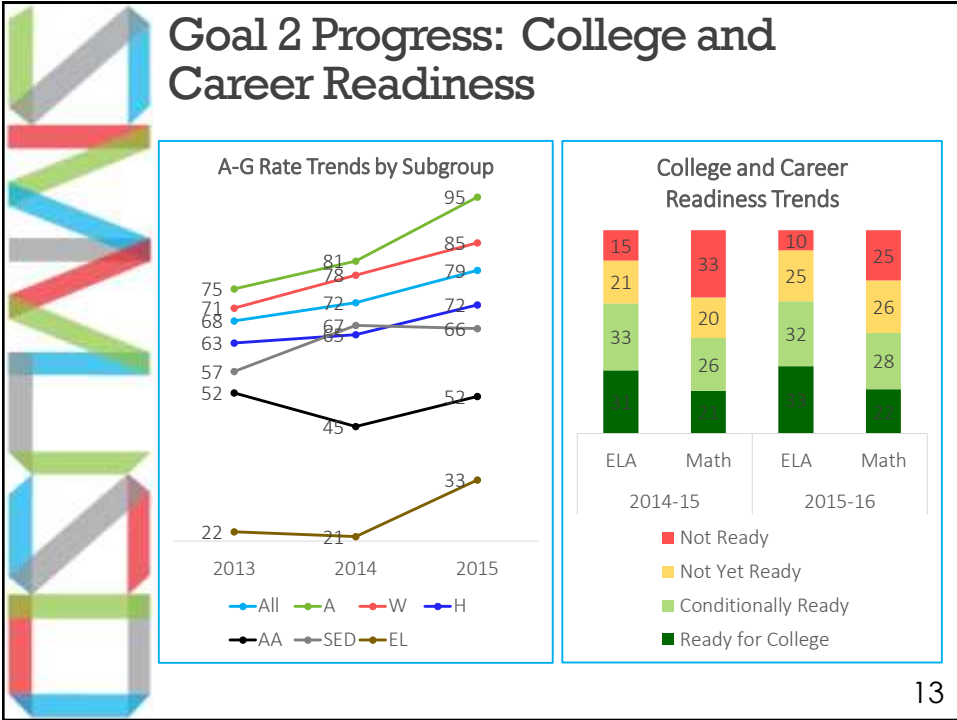
Accomplishments

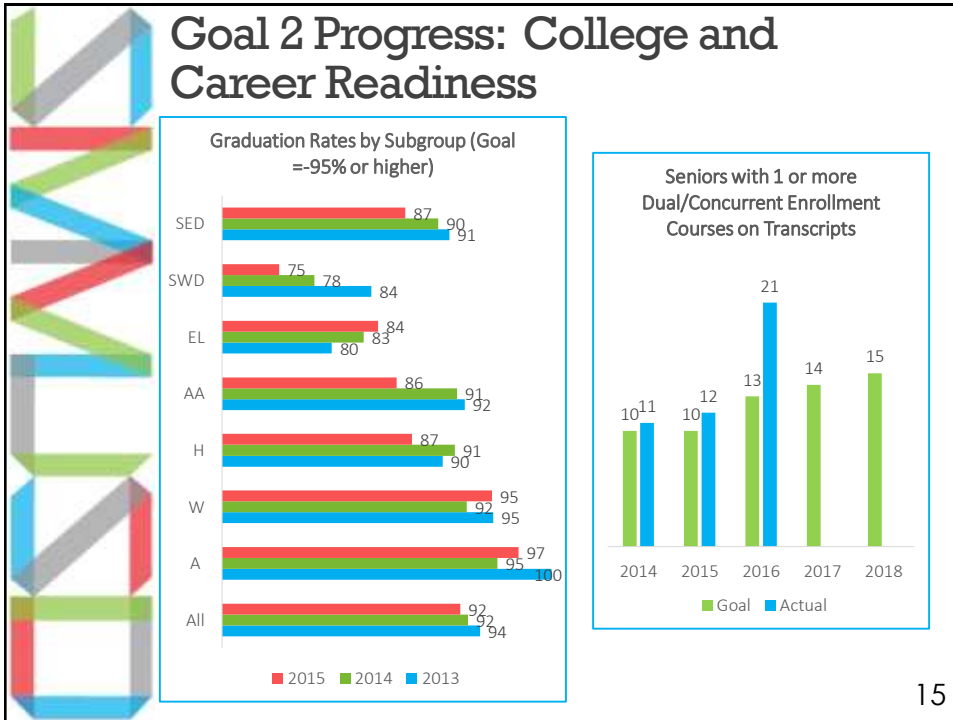
- Teachers consult curriculum guides in ELA/Math to ensure coherence on what students are to learn
- Literacy and math coaches support classroom teachers
- RTI in literacy is in place for TK-5
- Summer school provides targeted support in ELA and math for grades 1-7
- Trained assistants support students in TK-5
- Summer school provided a flexible schedule that targeted the needs of individual students in middle school math

Needs

- Broaden coaching support to middle schools and Olympic
- Implement interim assessments in ELA and math and provide release time for teachers to review data
- Develop a plan for RTI in math
- Increase time for PLC teams to plan and review student work
- Develop a systematic system of academic support for students in grades 7-12
- Establish a framework for building coherence, collaboration, clarity, and mutual accountability for teaching and learning.
- Establish a framework and training for the integration of culturally relevant instruction that all staff can incorporate in their instruction.

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Goal 2 Progress: College and Career Readiness

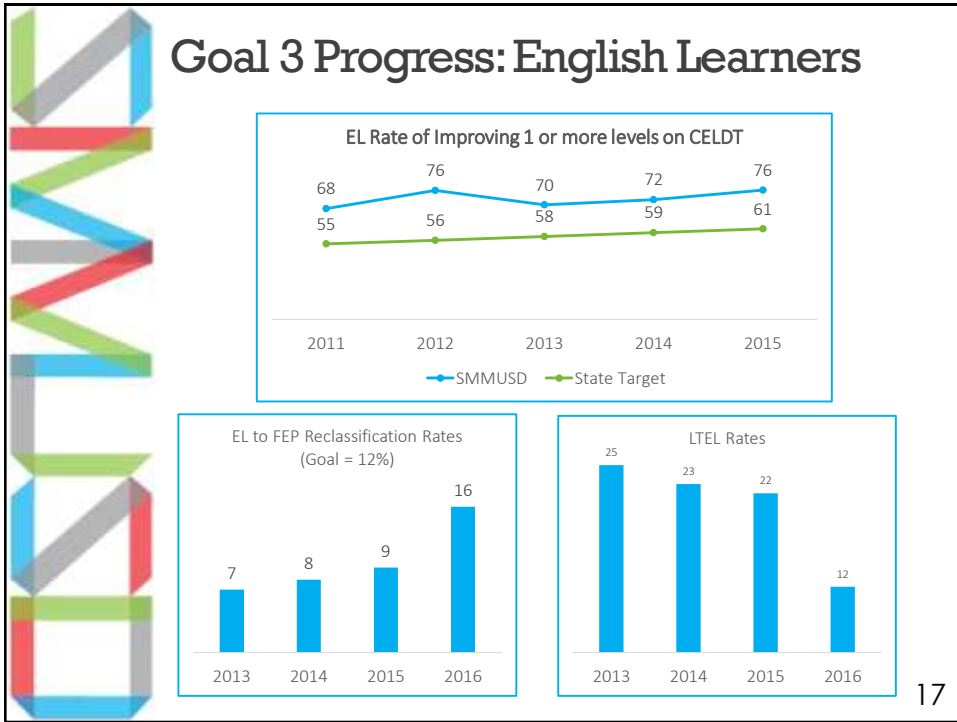
Accomplishments

- AVID and Young Collegians support students
- All 10th grade students take the PSAT on a school day
- Senior remedies are in place in ELA for students who are not college-ready
- Students can recover credits or improve a-g course grades during summer school
- Students have access to financial assistance for costs of AP tests
- Students have increased access to free dual enrollment courses
- Students have access to CTE pathways

Needs

- Need to continue to increase access to advanced courses and supports for EL, SED, Latino, and African American students.
- Develop senior remedies in math for students who are not yet college-ready
- Develop a system of early warning indicators to support graduation rates
- Increase parent understanding of college and career readiness PreK-12
- Collaborate with counseling staff to evaluate the processes of counseling services against the American School Counseling Association national model and establish processes to enhance counseling services.

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Goal 3 Progress: English Learners

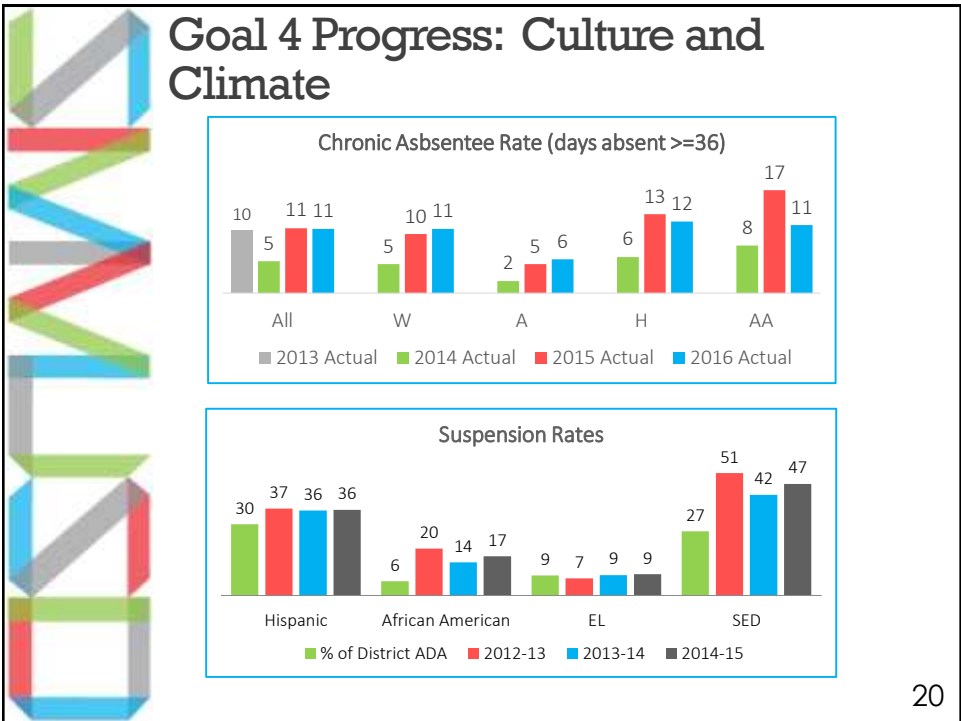
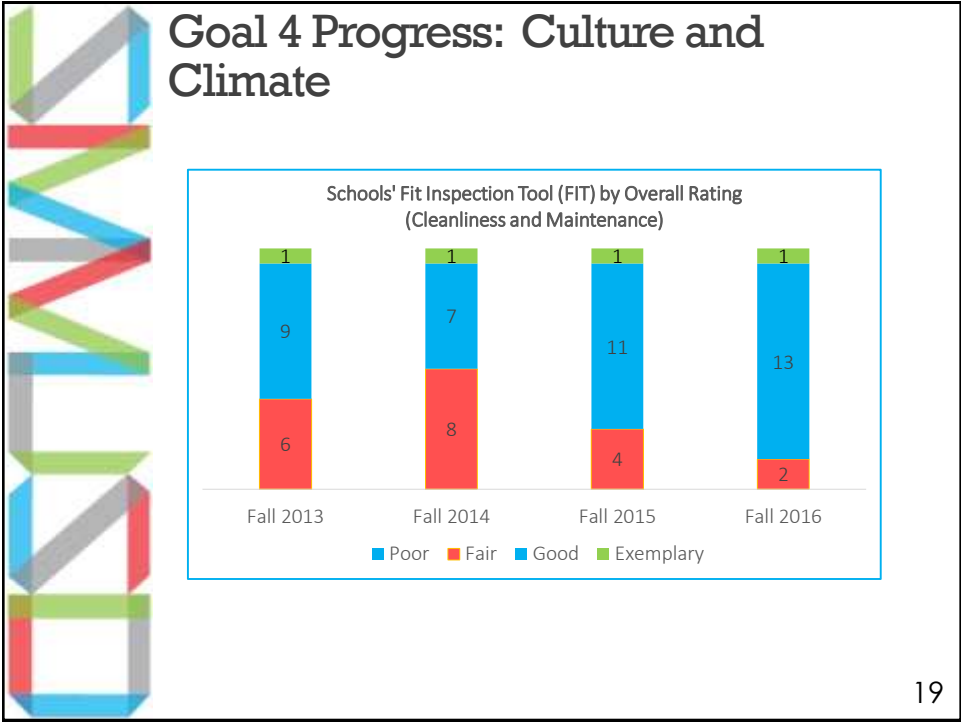
Accomplishments

- A Coordinator of Literacy and Language supports teachers in serving ELs
- The school year is extended for ELs
- Literacy coaches assist classroom teachers support ELs in TK-5
- Literacy and Language Interventionists provide additional support to ELs in TK-5
- Secondary schools provide targeted support during the school day to LTELs

Needs

- Embed ELD standards in curriculum guides
- Train teachers in designated and integrated ELD
- Develop ELD curriculum guides to assist teachers in planning designated ELD
- Develop ELD interim assessments and provide teachers with release time to review data and plan.
- Align reclassification data with appropriate, rigorous metrics

1
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Goal 4 Progress: Culture and Climate

Accomplishments


- Bilingual Community Liaisons supports families
- Implicit Bias training
- A mental health casework leverages district and community services
- Schools provide mental health services to students through district or city resources at no or lost cost
- Considerable training has increased the use of alternative means of correction
- Schools are implementing Olweus safe school curriculum
- Some schools have implemented restorative programs to re-engage students
- The Coordinator of Student and Family engagement supports schools in increasing involvement.

Needs

- Develop early warning indicators and appropriate response systems
- Implement interim and school metrics for monitoring attendance and suspensions throughout the school year
- Develop a community campaign around the importance of good attendance.
- Develop a process of establishing common language and understanding of implicit bias as it pertains to curriculum and instruction, school climate, parent and engagement, and hiring practices.
- Establish a curriculum through freshmen Seminar that exploits the American experience through the perspective of all Americans.
- Continue to build on the parent engagement framework adopted by the school board in 2016/17.

Moving Forward: Future Plan





LCAP 2017-2020: Summary of Key Process Changes

- Consolidated 27 goals into 4
- Build school leadership capacity: Principals, SLTs, and PLC Teams
- Implement lead, lag and student success metrics
- Establish LCAP as the one “Excellence through Equity” Plan
- Align LCAP and SPSA processes

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Discussion


SMMUSD LCAP Goals

1. CA Standards & Assessments
2. College and Career Readiness
3. English Learners
4. Culture and Climate

Questions

- Based on the progress made, what adjustments or additions would you recommend for consideration?
- Specifically, what adjustments or additions would recommend for English Learners, students on F/R meals and foster youth?

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Your Feedback

Please provide your feedback and ask additional questions by XXXXX at:

[Google Survey Link](#)

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