



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Local Accountability Plan (LCAP): Annual Update

Santa Monica-Malibu Unified School District
2021-22



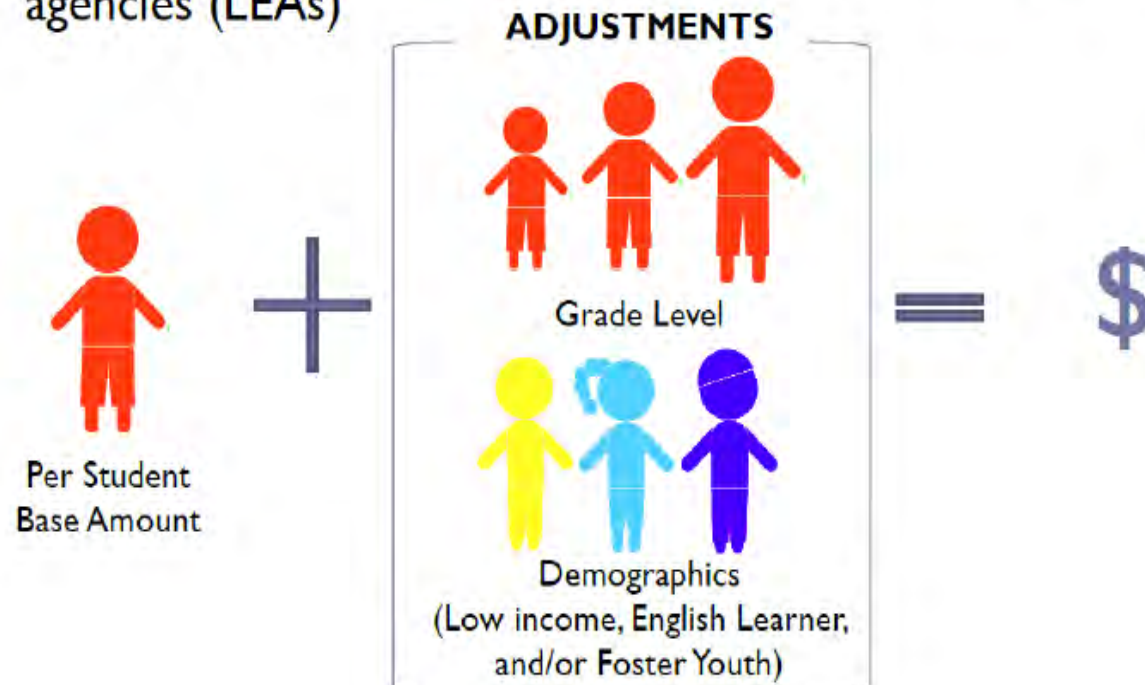
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

LCAP Purpose & Process

LCAP and LCP Overview

- Local Control Funding Formula (LCFF)

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



Demographic Adjustments:

Supplemental Grant

Unduplicated count of English Learner, Free/Reduced Lunch eligible, and Homeless/Foster Youth

Concentration Grant

55% and higher unduplicated students

3-Year LCAP Cycle

Year 1: 2021-22 (LCAP)

Year 2: 2022-23 (Annual Update)

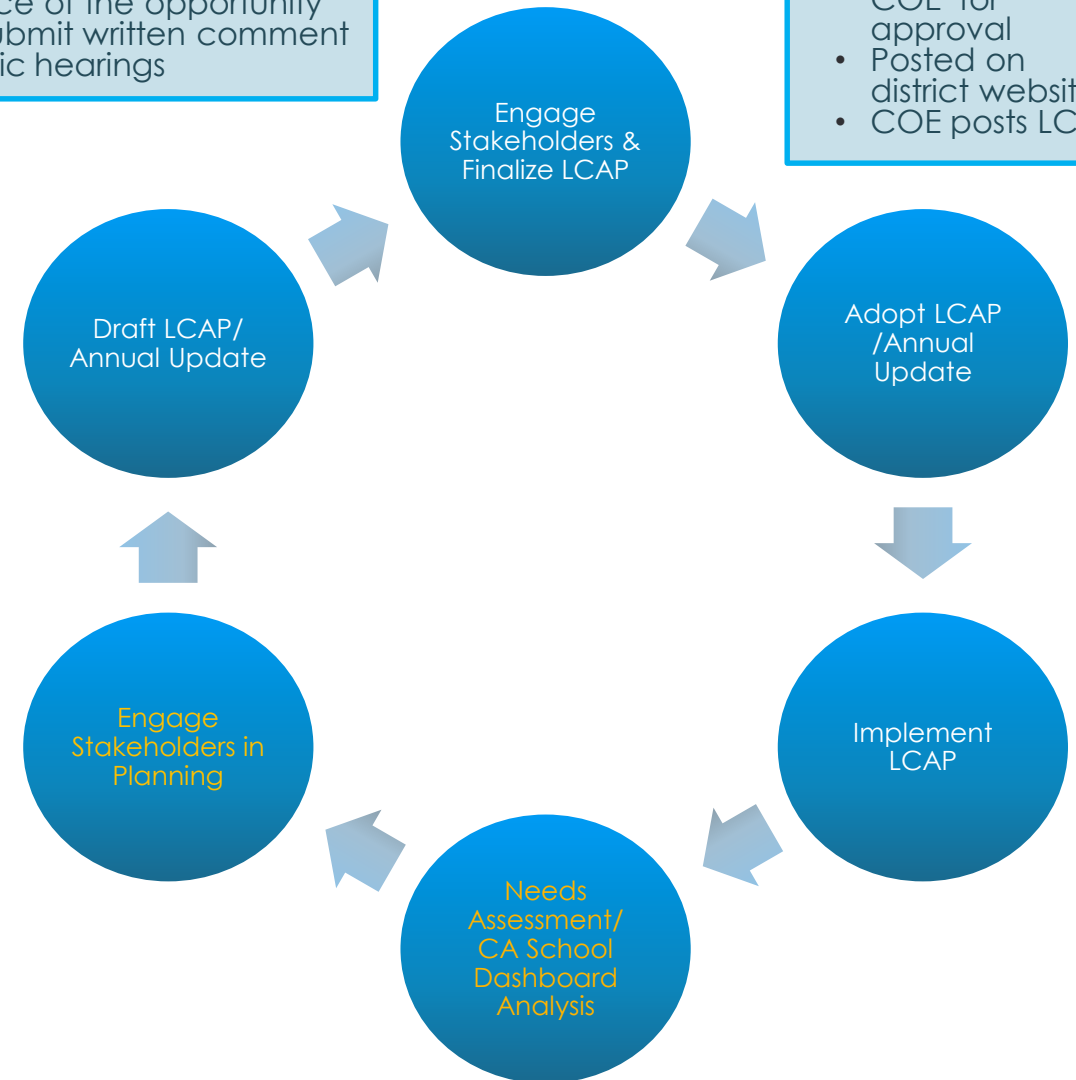
Year 3: 2023-24 (Annual Update)

We implementing the 2021-22 LCAP and planning for year 2 of a revised three year plan

- LCAP District Consultation Committee
- LCAP Parent Advisory Committee (PAC)
- English Learner Advisory Committees (ELAC & DELAC)
- Notice of the opportunity to submit written comment
- Public hearings

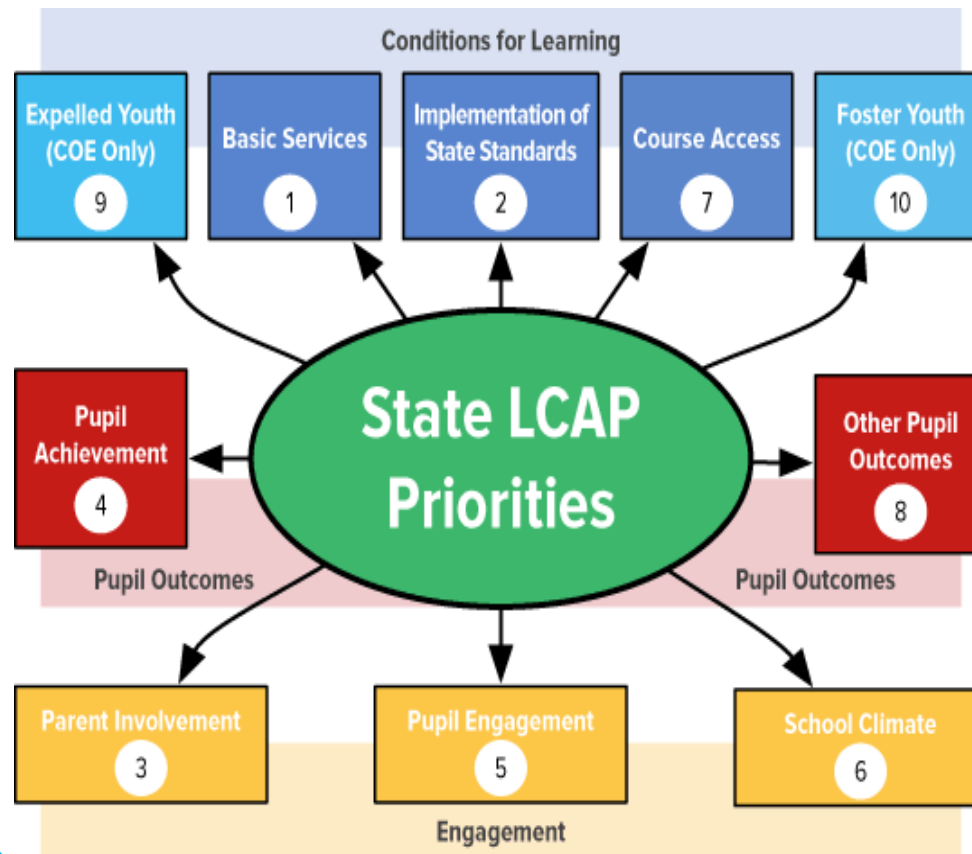
- Adopted concurrent with the district's budget
- Submitted to COE for approval
- Posted on district website
- COE posts LCAP

- Students
- Parents
- Teachers, support staff & administrators
- Local bargaining units
- Local Community



Mapping State LCAP Priority Areas to SMMUSD Prior Goals

State Priority Areas



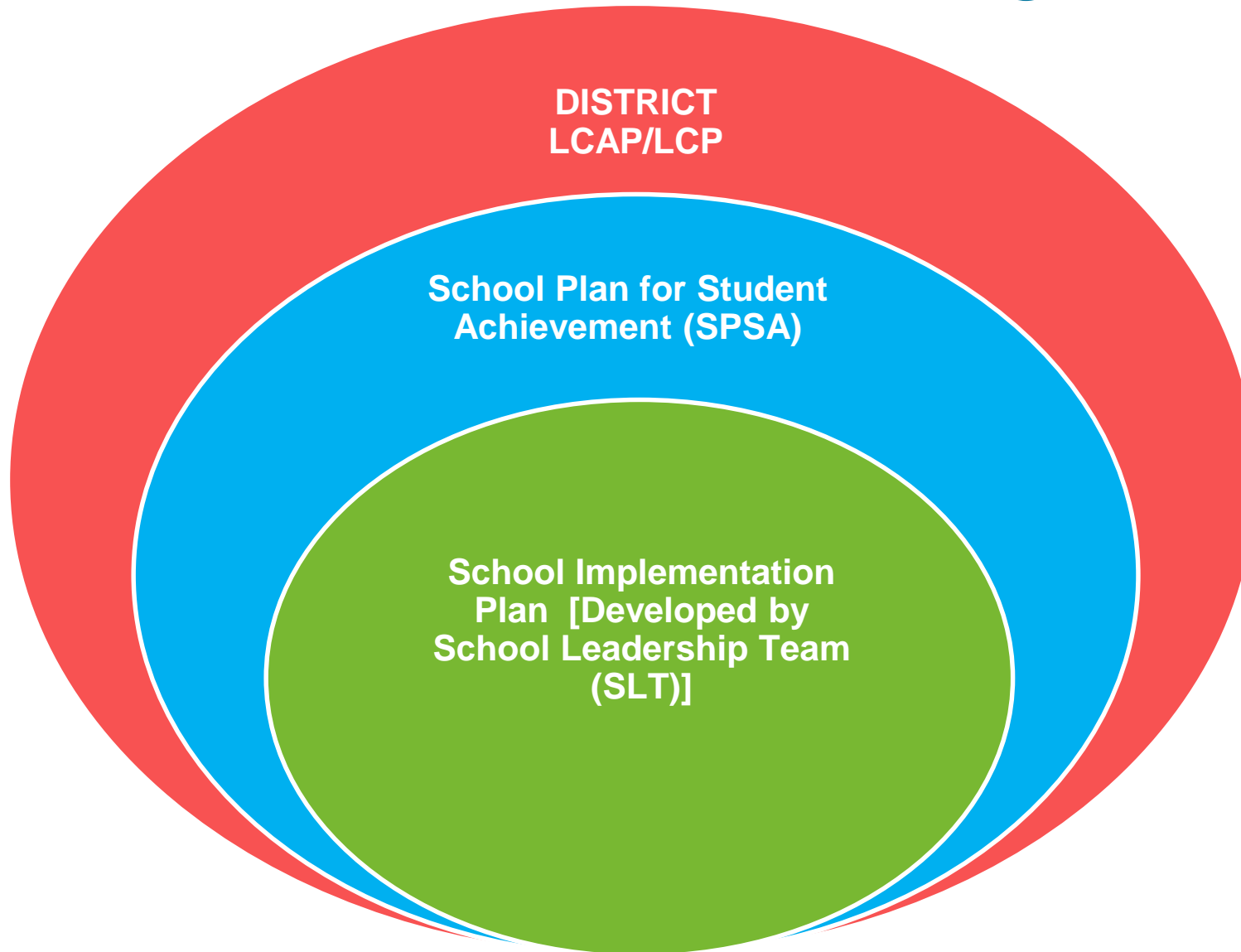
SMMUSD LCAP Goals Mapped to State Priority Areas

Goal 1: All graduates are socially just and ready for college and careers (1, 2, 4, 7, 8)

Goal 2: English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive standards-aligned core curriculum (1, 2, 4, 7, 8)

Goal 3: All students and families engage in safe, well-maintained schools that are culturally responsive and conducive to 21st century learning (1, 3, 5, 6)

LCAP/LCP: One Unifying Plan





SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

2021-22 Annual Update

California's Accountability System

- Launched December 2017
- Uses multiple measures
- Focus on equity
- Supports our local decision making process
- Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2021 Dashboard.



Lead Metrics

- Diagnostic (skill development over time)
 - ELA:
 - *FastBridge, grades K-5*
 - *Star Renaissance, grades 6-12*
 - Math:
 - *FastBridge grades K-5*
 - *Star Renaissance, grades 6-12*
- Interim (focused on a narrow set of curriculum standards)
 - ELA:
 - *TK-2 In development*
 - *CAASPP IABs, grades 3-8, and 11*
 - *Illuminate Item Bank, grades 9-10*
 - *12th In development*
 - Math
 - *CAASPP IABs, grades 3-11*
 - *SMMUSD teacher-generated assessments, grades K-2*
- Reclassification Numbers





Q3 Initial Findings: Participation Low due to COVID surge

- Diagnostic Assessments and Interim Assessment windows fell in January and February
 - Diagnostic: ELA 78%; Math 43%
 - Interim: ELA 66%; Math 76%
- This was in the midst of the Omicron variant surge and so participation was impacted due to absences. Rates are slightly higher than Fall administration.
- Goal is to reach 95%.



Q3 Initial Findings: Diagnostic Growth Rates

- For the Math and ELA Diagnostic Assessments, scores were compared between the Fall and Winter.
 - ELA 70% scored 3 or 4; Math 58% scored 3 or 4
- The majority of students did not drop levels, which means they are progressing towards the standards mastery for the grade level.
 - ELA 75% maintained or increased
 - Math 80% maintained or increased
- English Learners maintained their learning progress from Fall to Winter at similar rates as their English Only Students in ELA (ELs:77% and EOs:78%) and Math (ELs: 82% and EOs:81%)



Q3 Initial Findings: Interim Growth Rates

- Overall performance is strong 49% of ELA scores Exceed Standard and 33% of Math scores Exceed Standard.
- At the secondary level ELA focus should be reading fictional texts and the Math focus should be algebra and functions.
- At the elementary level 3rd Grade should be a focus as it has the lowest rates of Meets/Exceeds Standards in ELA and Math.



Q3 Initial Findings: Reclassification Numbers

- Fall Reclassification
 - 57 EL students Reclassified
- Winter Reclassification
 - 33 EL students Reclassified
 - *Waiting for ELs with Special Needs numbers*
- Spring Reclassification
 - In progress
- Total: 90 students reclassified



Q3 Initial Findings: School Climate- Absenteeism & Suspension

- We are currently at about a 2% suspension rate as of late March. The suspension rate for the entire 2018-2019 school year was 2%.
- Chronic Absenteeism rates appear higher. Typically absenteeism is an indicator for school climate. However, the data has been significantly impacted by the complications with the pandemic and should not be used to make conclusions about school connectedness.

LCAP Goal 1: Actions

Action Title	Budgeted Expenditure	Implementation Note
1.1 Develop a Socially Just and Anti-Racist Organization that Understands Implicit Bias and its Impacts on Student Success	\$79,905.00	Completed: As a District we have developed a partnership with Tribesy to support our middle school DEI Change group that developed foundational definitions for diversity, equity, and inclusion to be used as a lens by which to view all aspects of the schools systems, structures, and practices. Focus groups with students were included as part of this foundational work and serves as a baseline of thought and perspectives on the district's commitment to social justice and anti-racism work.
1.2 Socially Just and Culturally Responsive Hiring Practices	\$2,587,465.00	In Progress: Despite the many challenges with hiring, Human Resources continuous to stress that the District values a workforce that is reflective of our student population and communities.
1.3 New Teacher Induction Program	\$176,635.00	In Progress: In light of the continuing health crisis, the Induction Program Coordinators, participants and mentors have found it necessary to adapt the program to ensure that the program is being implemented with fidelity.
1.4 Create a Culture of Shared Accountability Through a Systems Approach	\$2,283,437.00	Completed: Seven school sites have continued to deepen their implementation of Fullan's Coherence framework across the entire school and we have provided ongoing and differentiated support to the School Leadership Teams (SLT).
1.5 Improve Instructional Outcomes through Cycles of Inquiry	\$12,083,947.00	Completed: The district is implementing a comprehensive assessment continuum and supporting the cycle of inquiry with principal and various stakeholder teams. In addition our EL teams will engage in a process to redesign the interim assessment and will launch a TK-12 district wide writing assessment in the fall of 2022.

LCAP Goal 1: Actions

Action Title	Budgeted Expenditure	Implementation Note
1.6 School Leadership Teams Professional Learning Plan	\$320,000.00	In Progress: To improve learning outcomes for all students and with a focus on English Learners, Low Income, and Foster Youth, each school's 2021-22 SPSA was revised by the School Leadership Team and approved by the School Site Council and board. Work on the 2022-23 SPSA has started. <i>It was challenging for school sites to fully implement their PD plans due to substitute shortages.</i>
1.7 Improve Instructional Outcomes through Professional Learning and Collaboration (Literacy and Language)	\$698,373.00	Completed: The Literacy and Language Coordinator continue working with the instructional coach team to strengthen the implementation of a Balanced Literacy Approach. <i>Due to substitute shortage it was challenging to complete all PD activities</i> Completed: All digital literacy platforms are available for students and usage continues to be monitored. In Progress: Redesign of ELA interim writing assessment is currently underway.
1.8 Improve Instructional Outcomes through Professional Learning and Collaboration (Math and Science)	\$342,244.00	Completed: The Math and Science Coordinator continue working with the instructional coach team to identify high yield research based strategies to support student learning. <i>Due to substitute shortage it was challenging to complete all PD activities.</i> A supplemental digital tool was identified and ongoing support and monitoring is taking place
1.9 Meaningful Student Engagement through Project Based Learning	\$130,947.00	Completed: The PBL Sup. Advisory committee meetings and the visits to model programs have been delayed due to COVID. Completed: Trainings have been provided in a virtual format to our existing Deep Learning and PBL cohorts.
1.10 Relevant College and Career Pathways for Students (CTE)	\$357,606.00	Completed: The CTE program offerings expanded at Samohi and at Malibu High. The district wide CTE advisory committee met to evaluate programs and provide input on next steps. <i>Due to substitute shortages, it was challenging to attend conferences.</i>

LCAP Goal 1: Actions

Action Title	Budgeted Expenditure	Implementation Note
1.11 Improve Instructional Outcomes through Professional Learning and Collaboration (History/Social Science)	\$198,214.00	Completed: Support was provided to help elementary teachers move forward in collaborating on best practices. PD was conducted for the district's secondary History-Social Science teachers (grades 6-12) in the fall. <i>Due to substitute shortages, adjustments had to be made to PD offerings.</i>
1.12 Teaching of Cross Cultural and Social Emotional Skills (SJ Framework)	\$171,715.00	Completed: The SJ Framework continues to guide the district's reform work and is reviewed, reflected, and updated each year. While the pandemic closures did limit the full achievement of some goals, the majority of items in the SJS were achieved. The TLC met monthly after school and made significant progress on their SJ work. Collaboration to increase ACES offerings continues with other content areas. <i>Due to substitute shortages, adjustments had to be made to PD offerings.</i>
1.13 Cultivating and Supporting Equitable Career and College Readiness	\$120,517.00	Completed: Subsidies are available to support access to AP, PSAT and SAT exams. Ongoing partnership with SMC to support the Young Collegians program. Continued capacity building to strengthen our AVID program.
1.14 Meeting the Needs of Unique Learners	\$261,909.00	Completed: Ongoing refinement and development of programs to meet the needs of students with unique needs. Purchase of supplemental materials to support instruction. Structures and processes are implemented to monitor the identification of Latinx students in Special Education.
1.15 Visual and Performing Arts	\$506,506.73 (\$1,918,819.00)	Completed: Despite the challenges presented by the pandemic, the mariachi program at the elementary and middle school levels has continued in person. The VAPA Coordinator has been working with SMC to offer mariachi at the high school in Fall of 2022-23 as a dual enrollment class.

LCAP Goal 1: Actions

Action Title	Budgeted Expenditure	Implementation Note
1.16 Transforming Practice through Instructional Coaching	\$1,127,740.00	Completed: The Math and Science Coordinator and the Literacy and Language Coordinator met regularly with the Instructional Coach team to facilitate the professional development of math and ELA content and coaching strategies.
1.17 Embedded and Expanded Learning Supports	\$2,347,698.00	Completed: The Academic Support Program in elementary and middle school that provides students with one-on-one personalized academic support through weekly, virtual sessions with an instructor is underway. Completed; The partnership to provide an educational support system that provides 24/7 live help via chat to students in grades 6-12 that aligns with their scheduled courses is place. In Progress: Planning is currently underway for summer school programs and will launch June 20, 2022.
1.18 Strengthening and Expanding our Early Learning Pathway	\$203,269.00	Completed: Our Seaside program reopened at all our pre-Covid sites. The Early Learning Coach developed relationships with the on-site Instructional coaches, observed data meetings and hosted school-based coaches in the PK and TK classrooms. We continue to provide subsidies to families who live in Santa Monica and Malibu
1.19 Supporting Student Success by Aligning Departments	\$3,210,388.00	In Progress: Risk management, Business & Fiscal Services, and Purchasing continue to support student success.
1.20 Coherence through a Strong Instructional Framework	\$79,905.00	In Progress: As part of the coherence work, an instructional framework was developed that captured the district's shared values and commitments. Its primary purpose is to communicate a common vision and district priorities. Unfortunately, due to the additional COVID demands placed on the team we have not been able to focus our efforts on deepening the implementation of our instructional framework

LCAP Goal 2: Actions

Action Title	Budgeted Expenditure	Implementation Note
2.1 English Learner Master Plan	\$217,964.00	In Progress: <i>The EL TOSA position has been posted and will be hired for the 2022-23 school year. The Family Engagement and EL Programs Coordinator has been presenting the components of the EL Master plan during DELAC meetings.</i>
2.2 Improve Instructional Outcomes through Professional Learning and Collaboration (English Language Development)	\$56,503.00	Completed: <i>The Family Engagement and EL Programs Coordinator worked with the ELA/ELD curriculum teams and is meeting with the EL Program Leads and the LLIs. The CGI training was offered in the Spring to build teacher capacity in supporting ELs in math.</i>
2.3 Cultivating and Supporting Equitable Career and College Readiness	\$50,341.00	Completed: <i>English Learners have access to a seven period day. By working with site administrators and counselors, we ensure that designated ELD and an elective period is offered.</i>
2.4 Transforming Practice through Instructional Coaching	\$3,796.00	Completed: <i>The Family Engagement and EL Programs Coordinator collaborated with fellow coordinators to integrate the ELD standards and culturally and linguistically responsive practices throughout meetings with the Instructional Coach team.</i> Not Started: <i>Due to staffing shortages providing professional development has been challenging and has not been provided.</i>
2.5 Embedded and Expanding Learning Supports	\$920,182.00	Completed: <i>Literacy and Language Interventionists (LLI) have continued to provide Tier II and III intervention supports for 3rd - 5th-grade students at risk of becoming LTELs.</i> In Progress: <i>Planning is currently underway for summer school programs and they will launch June 20, 2022.</i> Not Started: <i>We have not explored the expansion of Tier III Interventions due to low candidate pool for MTSS TOSA. The position has been posted and this will support the expansion in future years. We have not identified intervention programs for Middle school EL students.</i>

LCAP Goal 3: Actions

Action Title	Budgeted Expenditure	Implementation Note
3.1 Ensure a School Climate that is Culturally Responsive and Respectful of All its Members	\$160,000.00	In Progress: The Restorative Justice Consultant will review and make any necessary adjustments to the RJ implementation plan. PD on Restorative Justice, and Olweus was scheduled; however, <i>due to low participation PD was postponed.</i>
3.2 Meet the Social-emotional and Mental-health Needs of our Students	\$488,002.00	In Progress: The Mental Health Counseling Coordinator has worked with community partners and school-based social work interns to offer individual and group counseling sessions at all schools. A Social Emotional TOSA was hired and works alongside our Mental Health Counseling Coordinator to offer PD to staff. <i>Due to substitute shortage, PD activities have been postponed.</i>
3.3 Ensure the Health and Wellbeing of All Students	\$1,951,030.00	In Progress. Additional funding was added to support our school sites during the health crisis. We expanded the health office specialist allocation to ensure that every elementary school site had two six hour health office specialists. <i>Need to hire 3 more 6-hour positions.</i>
3.4 Ensure Equitable Access to Rigorous Course of Study	\$75,000.00	In Progress: Counselors and advisors refine their support for students in Grades 6-12 with specific strategies that support EL's. Low Income, and Foster Youth. The district continues to implement Naviance at the secondary level to support the development of the 10-year plan. School site administrators and counselors receive ongoing technical support from district staff.
3.5 Student Participation and Engagement	\$1,907,394.00	In Progress: The Director of Student Services continues to oversee district and school procedures related to attendance. Classified office staff monitors attendance reports daily and ensure the regular communication is provided by the A2A program.

LCAP Goal 3: Actions

Action Title	Budgeted Expenditure	Implementation Note
3.6 Embedded Supports	\$5,178,935.00	In Progress: Counselors continue to support all students in grades 6 - 12. This includes making referrals to the City of Santa Monica Youth Resource Team (YRT) for students in need of wraparound support. Completed: The Librarian team, has engaged in planning and identification of culturally and linguistically relevant resources by highlighting them in the physical libraries as well as in digital bookshelves.
3.7 Family and Parent Engagement	\$229,798.00	Completed: The Family Engagement and EL Programs Coordinator has supported with the planning and coordination of workshops for families on SEL strategies, the impacts of COVID on learning, and also held meetings with DELAC on the components of the master plan. Additional workshops and trainings are scheduled for Spring. Not started: The Coordinator of Family Engagement and EL Programs did not provide the Latino Family Literacy Project this Spring at elementary schools nor the Spanish series of Parent Project to families throughout the district to serve parents with adolescents that require specific parenting skills and strategies. The Parent Conference also did not take place this year. These offerings were impacted by COVID surges.
3.8 Language Access and Supports	\$196,089.00	Completed: The Language Access Team was expanded by the hiring of an additional district level interpreter. Language access services are available at all district-level meetings and all district communication to families is translated to Spanish.
3.9 Parent, Family and Community Outreach	\$794,814.00	Completed: The Bilingual Community Liaisons assist families, particularly those who are underserved and historically under-participatory in becoming aware and accessing school site supports and other programs. They provide interpretation and translation support for families and staff.
3.10 Integration of Technology to Improve Student Engagement and Outcomes	\$3,443,043.00	Completed: The EdTech TOSAs coached teachers in the embedding of technology into lesson development to more authentically engage their students and incorporate resources of high interest. The Director of Education Technology and TOSAs continue to monitor the implementation of the Digital Learning Program. Completed: The TOSAs scheduled monthly Site Support Days for the Spring 2022 semester to assist staff in the integration of new digital resources. TOSAs have covered classrooms when substitutes were not available.

LCAP Goal 3: Actions

Action Title	Budgeted Expenditure	Implementation Note
3.11 Creating and Maintaining 21st Century Learning Environments	\$11,868,726.00	In Progress: Despite the challenges and additional demands caused by the pandemic, the maintenance and cleaning of interior and exterior facilities continued. COVID brought increased demands for cleaning and ventilation systems. This was challenged by the lack of staff and the availability of additional staff. This caused some refocus of staffing and support. The Maintenance Construction department was finally properly staffed and funded to plan for and complete multiple maintenance projects that have been deferred for years
3.12 Create Safe and Secure Campuses	\$1,455,285	In Progress: Security continue to assist with keeping the secondary campuses safe.
3.13 Student Transportation	\$2,801,640	In Progress: The district continues to provide transportation services for school and school-related activities. <i>Staffing shortages have impacted our ability to provide pre-COVID levels of service.</i>
3.14 Ongoing Feedback from Families	\$50,000.00	Completed: The Let's Talk communication tool is activated to increase the participation of all parents, especially of our English Learners, Low Income, and Homeless/Foster Youth as equal partners via an online platform.



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Moving Forward

2022-24 Proposed Actions and Services

Process Timeline



2022-24 Proposed Actions and Services

GOAL 1

- Implement the Social Justice scope and sequence in ELA and begin work to develop a sequence in math
- Professional learning opportunities for teachers on SJ integration
- Professional learning on NGSS, HSS and integration of strategies to support identified student groups
- Teacher implement interims and meet as PLCs to engage in cycles of inquiry
- Continue funding existing supplemental digital resources to provide differentiated or leveled reading material for students (MyOn and NewsELA) (ELO)
- Continue funding the Educational Support System that provides 24/7 live help and feedback from instructors on assignments for 6-12 Tier III BIPOC students (CARES Funds)
- Continue with Academic Support Program for Tier III Unduplicated and At-promise students in grades 1-8 (ELO)
- Continue funding digital resource that provides differentiated computer adaptive math support for students in identified skills (Dreambox) (ELO)
- Literacy & Language and Math & Science Coordinators provide ongoing support to ELA and Math curriculum and assessment teams to refine GVC and corresponding assessments
- Instructional Coaches and Early Learning Coach support with the alignment of district wide instructional priorities related to meeting the learning needs of English Learners, Low Income, Homeless/Foster Youth and At-promise students
- Professional Learning opportunities for PK (Seaside) and TK (Bridges) teachers to strengthen and accelerate academic language development
- Subsidies to parents who do not qualify for California State Preschool



2022-24 Proposed Actions and Services

GOAL 1

- Identified Tier III student groups in 1st – 8th to participate in summer school (ELO)
- Continue to provide mental health and social emotional supports during the summer school program time frame to support students and families (ELO)
- ELs participate in elementary summer language academy to accelerate English proficiency
- Provide ongoing professional learning opportunities that focuses on improving learning opportunities for SWD
- AP Waivers, Subsidies for PSAT and SAT
- Provide alternative strategies in math for Seniors such as Intro to Data Science
- Continue to support AVID and Black College Expo at our secondary sites
- Build teacher capacity to support technology through Tech Jedi program
- Provide embedded professional learning opportunities on the integration of technology in the classroom
- Continue Young Collegians Partnership between SMC and Samohi
- Support professional learning needs of each site as outlined in their SLT plans
- Teacher hourly and/or sub release time to refine curriculum guides and include differentiated resources to support identified student groups
- Literacy & Language and Math & Science Coordinator provide direct support to Instructional Coaches to strengthen instruction for ELs, Low Income, and At-promise students
- Continue strengthening of Dual Enrollment and CTE offerings at Samohi



2022-24 Proposed Actions and Services

GOAL 2

- Literacy & Language Coordinator provides ongoing support to teachers in English Language Arts, World Languages, and Dual Language Immersion
- Continue providing professional learning opportunities on Cognitively Guided Instruction for English Learners and At-risk students in the area of Math
- Bilingual Assistants to provide support to English Learners in content classrooms at secondary level
- Continue funding digital platform that supports and streamlines the monitoring of EL and RFEP progress (Title III)
- Identified Tier II EL student groups in 1st – 4th to participate in summer language academy school (Title III)
- Literacy & Language Interventionist provide targeted Tier III students and Long Term English Learners in grades 3-5
- Explore the expansion of the Literacy and Language Tier III interventionist model to middle school as part of a district-wide MTSS approach (ELO)
- ELD TOSA at the district level to support with the monitoring of English Learner programs and the delivery of professional learning opportunities in designated and integrated ELD
- Additional section at the middle school to provide English Learners an additional period for an elective
- Continue funding EL Program Leads at the secondary to support with the monitoring of EL programs and services at each school site



2022-24 Proposed Actions and Services

GOAL 3

- Bilingual Community Liaisons
- Parent education programming (SMMUSD Parent Conference, Latino Literacy Project, Parent Project, etc.)
- Professional Learning on Language Justice and creating multilingual spaces
- Interpretation and translation services
- Let's Talk communication platform
- Student Outreach Specialists at Samohi
- Restorative Justice Coordinator
- Mental Health Counseling Coordinator
- Restorative Justice, Olweus and Mindfulness training
- Continue with expanded mental health supervisor and intern model in Malibu and Santa Monica
- Continue with Mental Health Intern support to assist with social emotional need of students and families
- Deepen the implementation of Naviance

LCAP Process and Timeline

- Needs Assessment
 - January - April
- Annual Update
 - April/May
- Community Outreach
 - May
- Public Hearing
 - June
- Board Adoption
 - June





Discussion

2022-24 LCAP Goals

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

Questions

- Based on our local measures, what adjustments or additions would you recommend for consideration?
- Specifically, what adjustments or additions would you recommend for English Learners, Socioeconomically Disadvantaged/Low Income, Homeless/Foster Youth, Students with Disabilities, At-Promise students, Latinx/Hispanic and African American/Black students?

Provide Feedback

- Let's Talk
 - <https://www.k12insight.com/Lets-Talk/embed.aspx?k=WY8G5NIT>

