



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

# LCAP Parent Advisory Committee

October 10, 2019



# Agenda

- Community Circle
- LCAP Overview
- Review 2019-20 LCAP Adjustments
  - Common Message
- Closure



# Community Agreements

1. Respect
2. Speak for myself
3. Be present
4. Take space, make space
5. Intent & Impact
6. Personal Responsibility
7. Check-in before you check-out
8. Leave it better than I found it
9. Finish strong
10. Assume good intentions





# Community Circle

## ■ Dialogue

- *Introduce yourself, share how you are feeling today and one thing you are looking forward to this school year.*
- *What do you enjoy most about being a member of the SMMUSD family?*
- *What are your hopes for our work this year?*



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# LCAP Overview



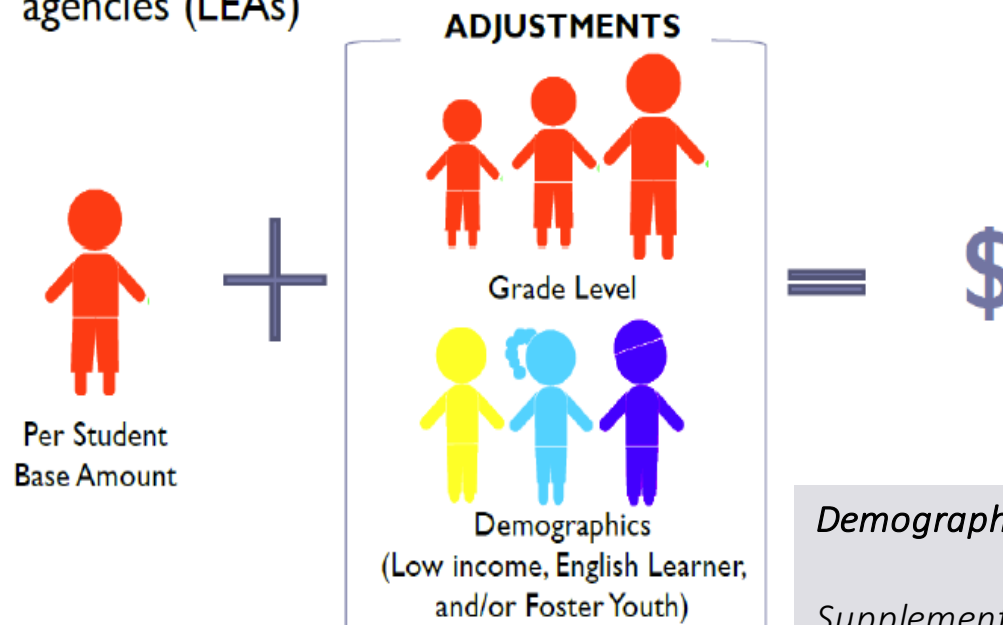
# What is the LCAP PAC?

- The passage of the legislation implementing the Local Control Funding Formula (LCFF) establishes a role for parent advisory committees in the development of the Local Control and Accountability Plan (LCAP).
- Education code 520 requires that districts establish two distinct parent advisory committees to review and comment on the LCAP prior to submission to the local board: the **Parent Advisory Committee** and the English Learner Parent Advisory committee.
- The Parent Advisory Committee must be composed of a *majority of parents or guardians* of pupils and include parents of pupils to whom the definitions of education code 42238.01 apply. These include parents or guardians of students eligible for free or reduced price lunch, English learners and foster youth.

# LCAP 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

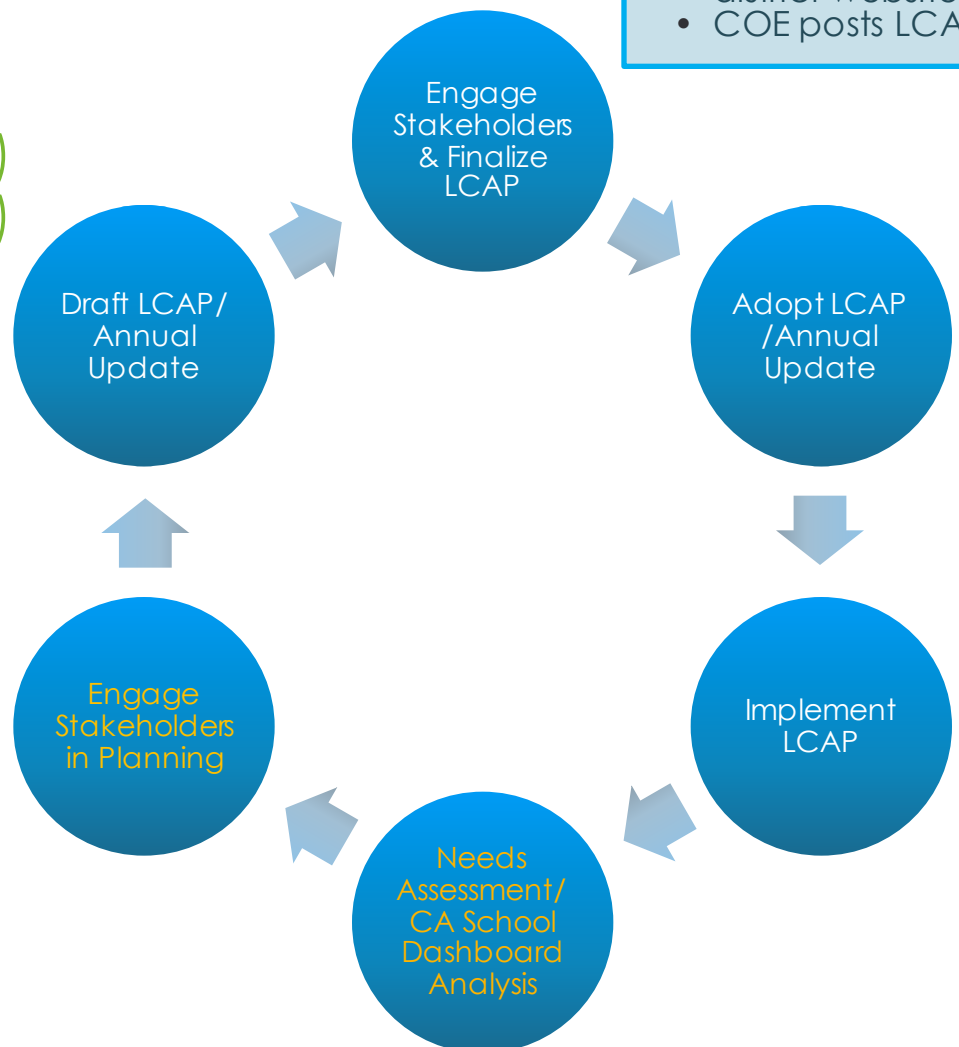
Year 1: 2017-18 (LCAP)  
Year 2: 2018-19 (Annual Update)  
Year 3: 2019-20 (Annual Update)

We are implementing Year 3,  
Planning for Year 1 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

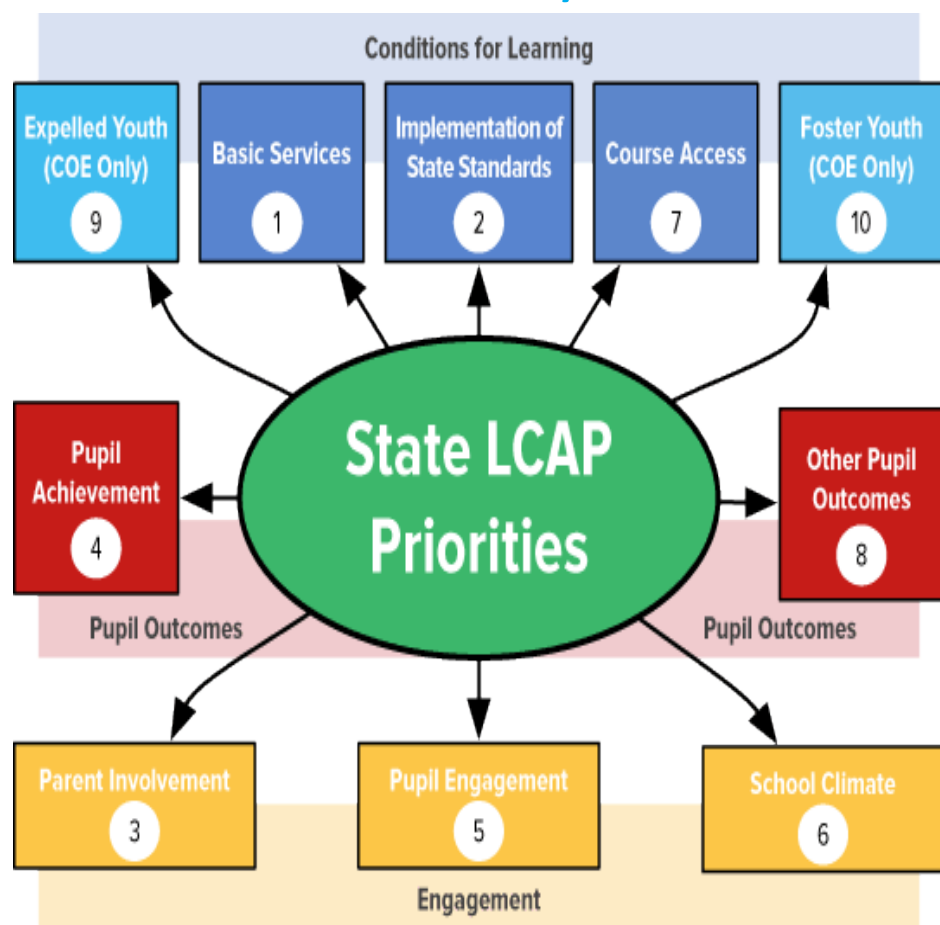
- Adopted concurrent with the district's budget
- Submitted to COE for approval
- Posted on district website
- COE posts LCAP

- 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

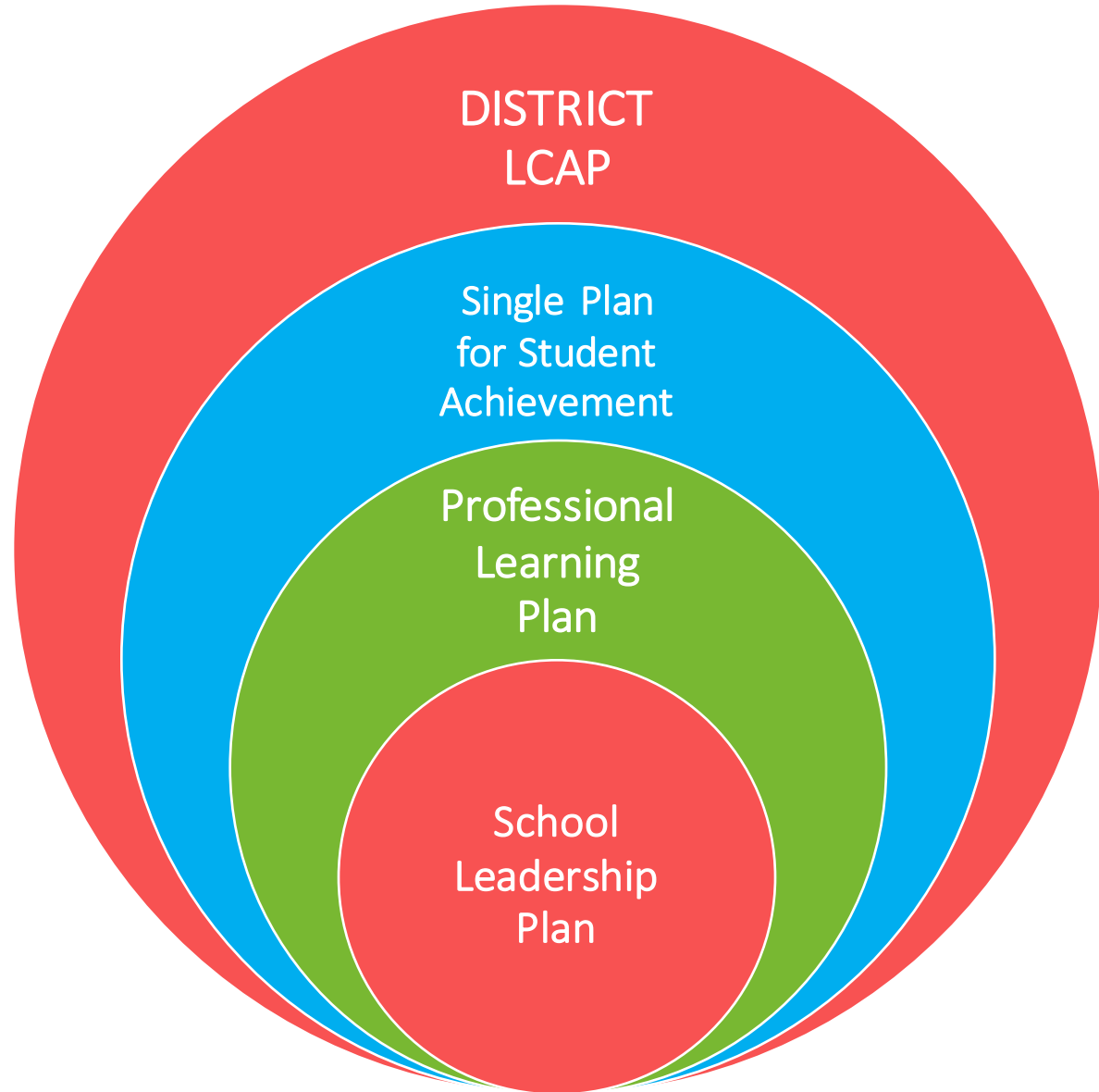
Goal 1: All graduates are socially just and ready for careers and college (1, 2, 4, 7, 8)

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

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



# LCAP: One Unifying Plan





# LCAP Process Timeline

- Annual Update and Needs Assessment
  - January 2020
- Community Engagement and Consultation
  - February and March 2020
- 2020-2023 Year 1 LCAP Revision
  - April and May 2020
- Public Hearing and Board Adoption
  - June 2020



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# Review of 2019-20 LCAP



# Annual Update Executive Summary

## ■ Budget Summary

- Overview
- LCFF Budgeted Expenditures
- Supplemental Grant Expenditures

## ■ Goal 1

- Provided teacher teams (PLCs) the opportunity to design instruction and evaluate student work and connect it to effective instructional strategies (SLT plan)
- Provided extra hourly for teachers to work on implementation of SJ standards
- Re-engaged CTE teachers to strengthen our Career Learning Pathways
- Professional development for NGSS implementation TK-12
- Subsidies for AP, PSAT and SAT exams
- Allocation for site based professional development
- Refinement of curriculum guides to include strategies to support EL and LI students



# Annual Update Executive Summary

## ■ Goal 2

- Extended day for middle school students to provide access to elective courses
- Language and Literacy Interventionists provide Tier II and III support to English Learners (ELs) at risk of becoming Long Term English Learners (LTELs)
- Funding our Literacy and Language Coordinator to support ELA and the implementation of the EL Master Plan
- Provide extra-hourly or release time for teachers to more deeply integrate the ELD standards in curriculum guides



# Annual Update Executive Summary

## ■ Goal 3

- Expansion of Restorative Justice through Level I and Level II training
- Continue with training for School Counselors and Advisors
- Professional development for teachers on Socio-Emotional Learning and Mindfulness strategies
- Provide Language Justice Trainings to staff and development of Language Access Guidelines and job descriptions for a Language Access Unit
- Technical support provided to sites on the implementation of the Family Engagement Framework
- Continuation of Parent Conference
- Expansion of Parent Education Offerings
  - *PIDA, Parent Project, Latino Family Literacy Project, CAFE*





# Summary of 2017-2020 LCAP

Plan for increased/improved services for unduplicated students (English Learners, Socioeconomically Disadvantaged, Homeless/Foster Youth) and Special Populations (Students with Special Needs, Latinx and African American Students):

- Continue to monitor LCAP for alignment to our District's priorities: 1) Creating a Culture of Shared Accountability through a Systems Approach, 2) Teaching Cross-Cultural and Socio-emotional Skills, and 3) Engaging in Constant Self Reflection around Issues of Equity
- Continue to strengthen and focus professional learning on building the leadership capacity of Principals, School Leadership Teams (SLT), and site Professional Learning Communities (PLC) to improve teaching and learning for the aforementioned student groups
- Refine Lead metrics (interim assessments) that inform instruction and are predictive of student achievement on Lag metrics and consistently implement cycles of inquiry
- Expand the implementation of strategies and supports to promote student engagement, including attendance, behavior, sense of safety, and mental health and wellness through the integration of a Restorative Justice Framework



# Summary of 2017-2020 LCAP, cont.

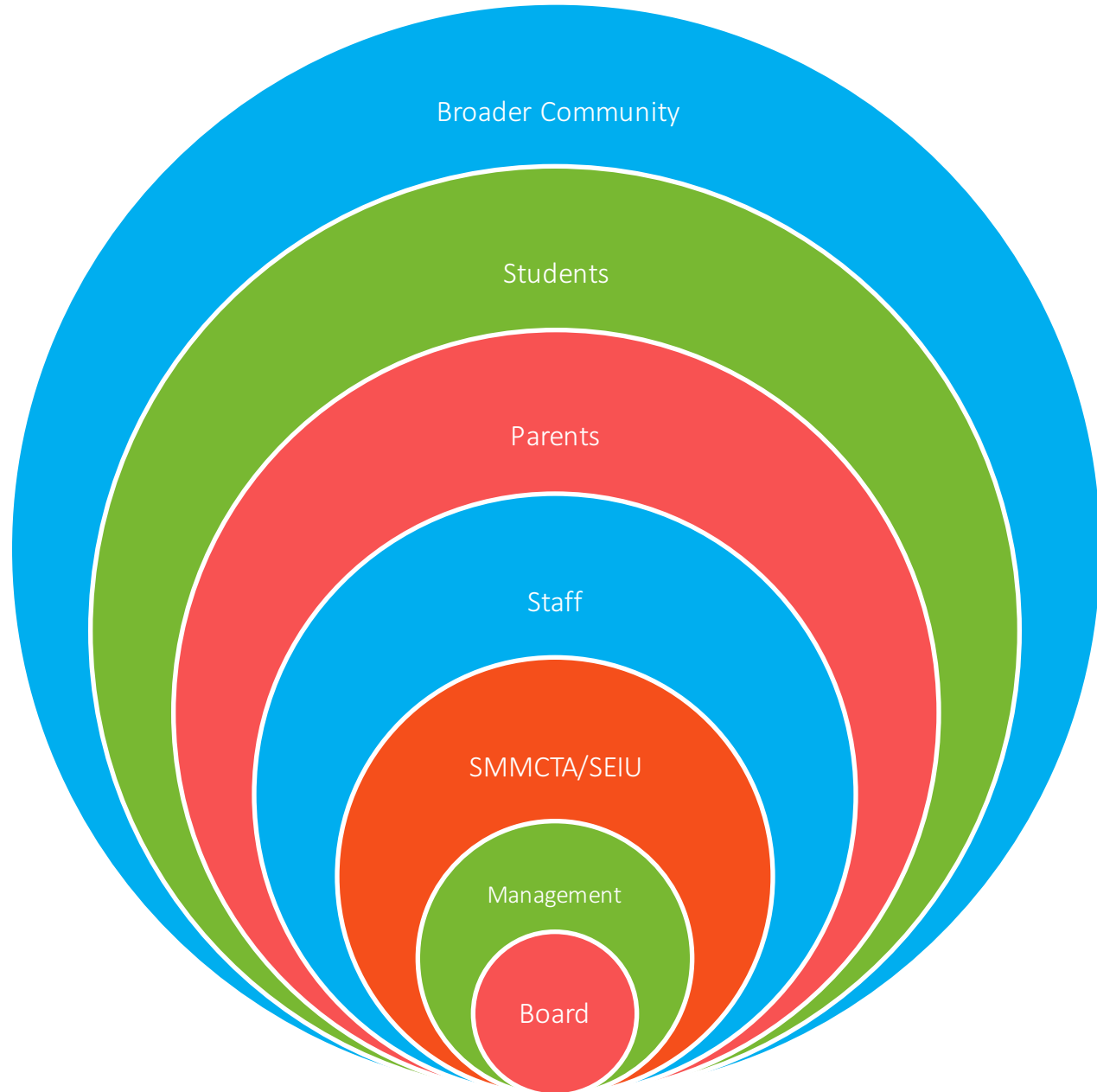
- Continue to strengthen professional learning on instructional practices that accelerate academic language and have shown to be effective with aforementioned student groups
- Strengthen culturally responsive practices and socio-emotional instruction through the integration of the Social Justice standards across all aspects of a student's educational experience to ensure they see themselves reflected in the curriculum and feel valued by their school community
- Continue to implement the four tenets of our Project-based Learning plan to expand the use of PBL as an approach to bring greater meaning, relevance, and connectedness to students learning experience
- Expand on the steps taken to implement the Family Engagement Framework and continue to focus our effort on engaging the families of our unduplicated students
- Strengthen our Math instruction through targeted professional development that center on identified collective commitments



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# Common Messaging

# Circles of Communication





# Common Messaging

- Get together in stakeholder groups
- Identify the following:
  - What are two points that we should share regarding our progress?
  - What are two points that we should share about our actions/strategies?
  - How should we communicate this to our district community?
  - How might you message this to your peers?
- Popcorn Share Out



# Thank you for your time

- Selection of Goal Areas
- Next Meeting
  - Date: December 5, 2019
  - Time: 4:00 – 6:00 pm
  - Location: Board Room