



SANTA MONICA - MALIBU UNIFIED SCHOOL DISTRICT

LCAP DISTRICT CONSULTATION COMMITTEE

September 22, 2022 4:00 – 6:00pm

Virtual

- **Agenda**

- *Welcome*
- *Review Norms and Expectations*
- *2022-23 LCAP Overview and Executive Summary*
- *Budget Overview for Parents*
- *Closure*
 - *Select Goal Teams for the Year*
 - *Review Meeting Dates*

- **Welcome**

Dr. Jacqueline Mora welcomed everyone and then proceeded to explain what the LCAP is and how funds are allocated through this grant.

- **LCAP Overview**

It is a per student-based amount that is adjusted by grade level and demographics (Low income, English Learner, Free/Reduced Lunch eligible, and Homeless/Foster Youth).

-Demographic Adjustments: (Supplemental Grant)-Unduplicated count of English Learner, Free/Reduced Lunch eligible, and Homeless/Foster Youth. Funding only offered through one category so if a student falls within two or all three categories, they only receive funding for one.

(Concentration Grant)-SMMUSD does not meet the requirements for this grant. The requirement is to have 55% and higher unduplicated students.

- 3-Year LCAP Cycle
 - Year 1: 2021-22 (LCAP)
 - Year 2: 2022-23 (Annual Update)
 - We are implementing the 2021-22 LCAP and planning for year 2 of a revised three-year plan.
 - Year 3: 2023-24 (Annual Update)
- Mapping State LCAP Priority Areas to SMMUSD Prior Goals
 - Consolidated 27 goals into 3 aligned with state priorities (Conditions for Learning) (Slide 7, LCAP DCC Presentation)
 - 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 21st century learning (1, 3, 5, 6)

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- Align LCAP and School Site Plans
 - Unifying the plan throughout the district
- **Executive Summary**
 - Celebrations:
 - Perseverance with academics through COVID
 - Close alignment between CAASPP and STAR in both ELA and Math
 - CAST: (Exceeded/Met Standard) Grades 5, 8, 11, and 12) 55%
 - ELPAC (Level 4) 40%
 - Fastbridge aReading 56% College Pathway
 - Fastbridge aMath 54% College Pathway
 - Growth Areas:
 - Participation rates vary with Fastbridge and STAR Assessment data
 - Overall Math performance continues to be an area of need
 - Significant % of African-American/Black students did not meet standards in ELA or Math
 - Significant % of Latinx students did not meet standards in ELA or Math
 - Goal 1-All graduates are socially just and ready for college and careers
 - Implement the Social Justice scope and sequence in ELA and begin work to develop a sequence in Math
 - Continue with Academic Support Program for Tier III Unduplicated and At-promise students in grades 1-8
 - Professional learning opportunities for teachers on SJ integration
 - Identify a supplemental digital resource that provides differentiated computer adaptive math support for students in identified skills
 - Professional learning on NGSS, HSS and integration of strategies to support identified student groups
 - Literacy & Language and Math & Science Coordinators provide ongoing support to ELA and Math curriculum and assessment teams to refine GVC and corresponding assessments
 - Teacher implement diagnostics and interim assessments and meet as PLCs to engage in cycles of inquiry
 - 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
 - Continue funding existing supplemental digital resources to provide differentiated or leveled reading materials for students
 - Professional Learning opportunities for PK (Seaside) and TK (Bridges) teachers to strengthen and accelerate academic language development
 - Continue funding the Educational Support System for Tier III BIPOC students to provide 24/7 live help and feedback from instructors on assignments for 6-12
 - Subsidies to parents who do not qualify for California State Preschool
 - Identified Tier II and III student groups in 1st-8th to participate in summer school

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- Provide embedded professional learning opportunities on the integration of technology in the classroom
- Provide mental health and social emotional supports during the summer school program time frame to support students and families
- Continue young collegians partnership between SMC and Samohi
- Els participate in elementary summer language academy to accelerate English proficiency
- Support professional learning needs of each site as outlined in their SLT plans
- Provide ongoing professional learning opportunities that focuses on improving learning opportunities for SWD
- Teacher hourly and/or sub release time to refine curriculum guides and include differentiated resources to support identified student groups
- AP Waives, Subsidies for PSAT and SAT
- Literacy & Language and Math & Science coordinator provide direct support to Instructional coached to strengthen instruction for Els, Low Income, and At-promise students
- 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
- Continue strengthening of Dual Enrollment and CTE offerings at Samohi
- Goal 2-English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive, standards-aligned core curriculum
 - Literacy & Language Coordinator provides ongoing support to teachers in English Language Arts, World Languages, and Dual Language Immersion
 - Literacy & Language Interventionists provide targeted Tier III targeted instruction to students and Long-Term English Learners in grades 3-5
 - Continue providing professional learning opportunities on Cognitively Guided Instruction for English Learners and At-promise students in the areas of Math
 - Explore the expansion of the Literacy and Language Tier III interventionist model to middle school as part of a district-wide MTSS approach
 - 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
 - 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 support with the monitoring of EL programs and services at each school site.

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- Goal 3-All students and families engage in safe, well-maintained schools that are culturally responsive and conducive to 21st century learning
 - Bilingual Community Liaisons
 - Parent education programming
 - Professional Learning on Language Justice and creating multilingual spaces
 - Interpretation and translation services
 - Let's talk communication platform
 - Student outreach specialist at SAMOHI
 - Restorative Justice Coordinator
 - Mental Health Counseling Coordinator
 - Restorative Justice, Olweus and Mindfulness training
 - Continue with existing mental health supervisor and intern model in Malibu and expand this model to Santa Monica
 - Expand Mental Health Intern support to assist with social emotional need of students and families
 - Deepen the implementation of Naviance
- **Budget Overview for Parents**
 - Review the Budget Overview for Parents
 - Projected Revenue by Funding Source
 - Budgeted Expenditures in Local Control Accountability Plan (LCAP)
 - Prior Year Expenditures: Increased or Improved Services for High Needs Students
- **2022-23 LCAP Infographics (Slide 20, LCAP DCC Presentation)**
- **Closure: adjournment 5:30pm**

Date	Time	Location	Topic
11/8/22	4:00-6:00 pm	Virtual	<ul style="list-style-type: none"> ● Review 2020-21 Q1 Lag Data and 2022-23 Lead Diagnostic Data ● Provide Suggestions for Next Step
1/26/23	4:00-6:00 pm	Virtual	<ul style="list-style-type: none"> ● Review Draft Annual Update ● Review 2022-23 Q2 Lead Data ● Provide Suggestions for Next Step
3/9/23	4:00-6:00 pm	Virtual	<ul style="list-style-type: none"> ● Review 2022-23 Q3 Lead Data ● Provide Suggestions for Next Steps
5/11/23	4:00-6:00 pm	Virtual	<ul style="list-style-type: none"> ● Review Draft Actions and Services for 2023-24 LCAP
5/25/23	4:00-6:00 pm	Virtual	<ul style="list-style-type: none"> ● Review Final Draft 2023-24 LCAP
6/15/23*Tentative	4:00-6:00 pm	Virtual	<ul style="list-style-type: none"> ● Meeting to be held if needed ● Topics to be Determined

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