SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

LCAP PAC Notes
September 21, 2023 4:00 – 6:00pm
Virtual

- **Agenda**
  - *Welcome*
  - *Review Norms and Expectations*
  - *2023-24 LCAP Overview and Executive Summary*
  - *Budget Overview for Parents*
  - *Closure*
    - *Review Meeting Dates*
- **Welcome**

  Dr. Stacy Williamson 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)
    - Year 3: 2023-24 (Annual Update)
      - We are implementing the 2022-23 LCAP and planning for year 3 of a revised three-year plan.
  - Mapping State LCAP Priority Areas to SMMUSD Prior Goals
    - Consolidated 27 goals into 3 aligned with state priorities (Conditions for Learning)
      - 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)

    - Align LCAP and School Site Plans
      - Unifying the plan throughout the district

- **Executive Summary**
  - Celebrations:
    - Close alignment with the scores STAR shows with CAASPP in both ELA and Math
      - Math CAASPP 57%
        - STAR MATH 50%
      - ELA CAASPP 72%
        - STAR READING 70%
    - CAST (Exceeded/Met Standard) 58%
    - ELPAC (Level 4) 38%
  - Growth Areas:
    - Participation rates vary with STAR Assessment data
    - Overall Math performance continues to be an area of need
    - Significant % of Latinx and African-American/Black 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
    - 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.
- 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
- **2023-24 LCAP Infographics**
- **Closure: adjournment 4:30pm**

Date	Time	Location	Topic
11/15/23	4:00-6:00 pm	Virtual	• Review 2022-23 Q1 Lag Data and 2023-24 Lead Diagnostic Data • Provide Suggestions for Next Step
1/24/24	4:00-6:00 pm	Virtual	• Review Draft Annual Update • Review 2023-24 Q2 Lead Data • Provide Suggestions for Next Step
3/6/24	4:00-6:00 pm	Virtual	• Review 2023-24 Q3 Lead Data • Provide Suggestions for Next Step
5/22/24	4:00-6:00 pm	Virtual	• Review Draft Actions and Services for 2024-25 LCAP
5/23/24 *Tentative	4:00-6:00 pm	Virtual	• Review Final Draft 2024-25 LCAP
6/26/24	4:00-6:00 pm	Virtual	• Meeting to be held if needed • Topics to be Determined

Board of Education: Jon Kean • Maria Leon-Vazquez • Laurie Lieberman • Alicia Mignano
Stacy Rouse • Jennifer Smith • Dr. Richard Tahvildaran-Jesswein
Superintendent: Dr. Antonio Shelton

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