



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

# Superintendent's Budget Advisory Committee (SBAC)

Realigning our resources to face our fiscal challenges

Wednesday, February 5, 2020

4:00 p.m. - 7:00 p.m.



# Expected Meeting Outcomes

By the end of the February 5, SBAC meeting, members will:

- Get to know each other and feel part of cohesive team
- Be aware of the charge and purpose of the committee and members' roles
- Understand the process for reviewing budget realignment proposals and the committee's role in responding to SMMUSD Board Resolution



# Agenda

- Welcome and Why We Are Here –Dr. Ben Drati, Superintendent
  - Vision of a Realigned and More Impactful SMMUSD
  - Purpose of SBAC
  - Introduction to Coachman Moore & Associates Team
- Introductions: *Who's in the Room?*
- SBAC Charge and Scope
- How We Will Proceed: *Foundations for SBAC Team Development and Cohesion*
- Logistics and Next Steps



# Welcome

- Superintendent's Remarks

*"Our invitation is more than just a request to attend; it is a call to create an alternative future, to join in the possibility we have declared to participate in realigning and preparing SMMUSD for a future distinct from the past."*

\* (Peter Block, [Community, The Structure of Belonging](#), 2009, Berrett-Koehler Publishers, Inc., SF, page 114;



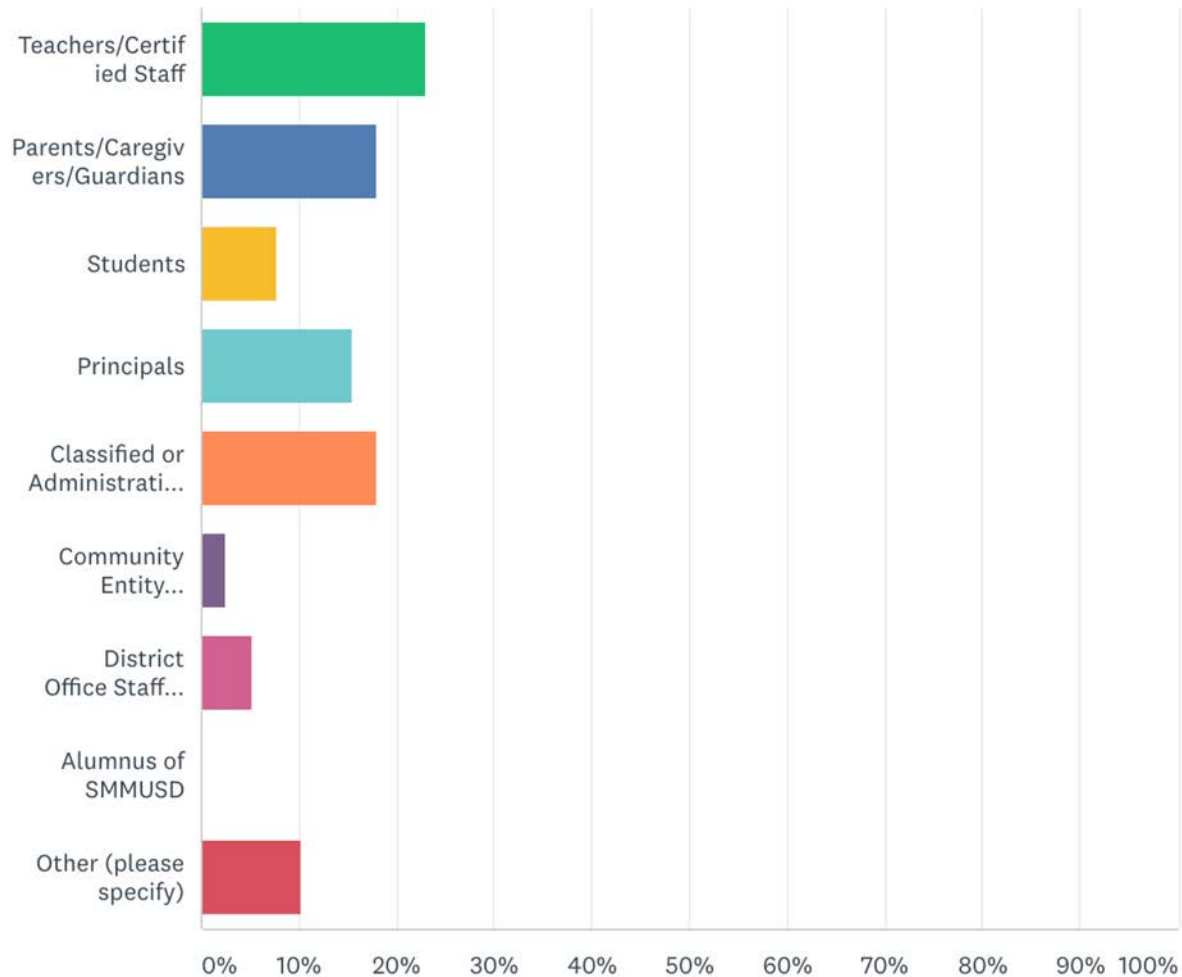
# Who's In the Room?

## ▪ Appreciative Introductions

- 5 Groups of 8
  - *Name*
  - *Affiliation represented*
  - *What are your highest hopes for this process?*
  - *What concerns or fears do you have?*
  - *Which superpower do you (or would like) to have?*

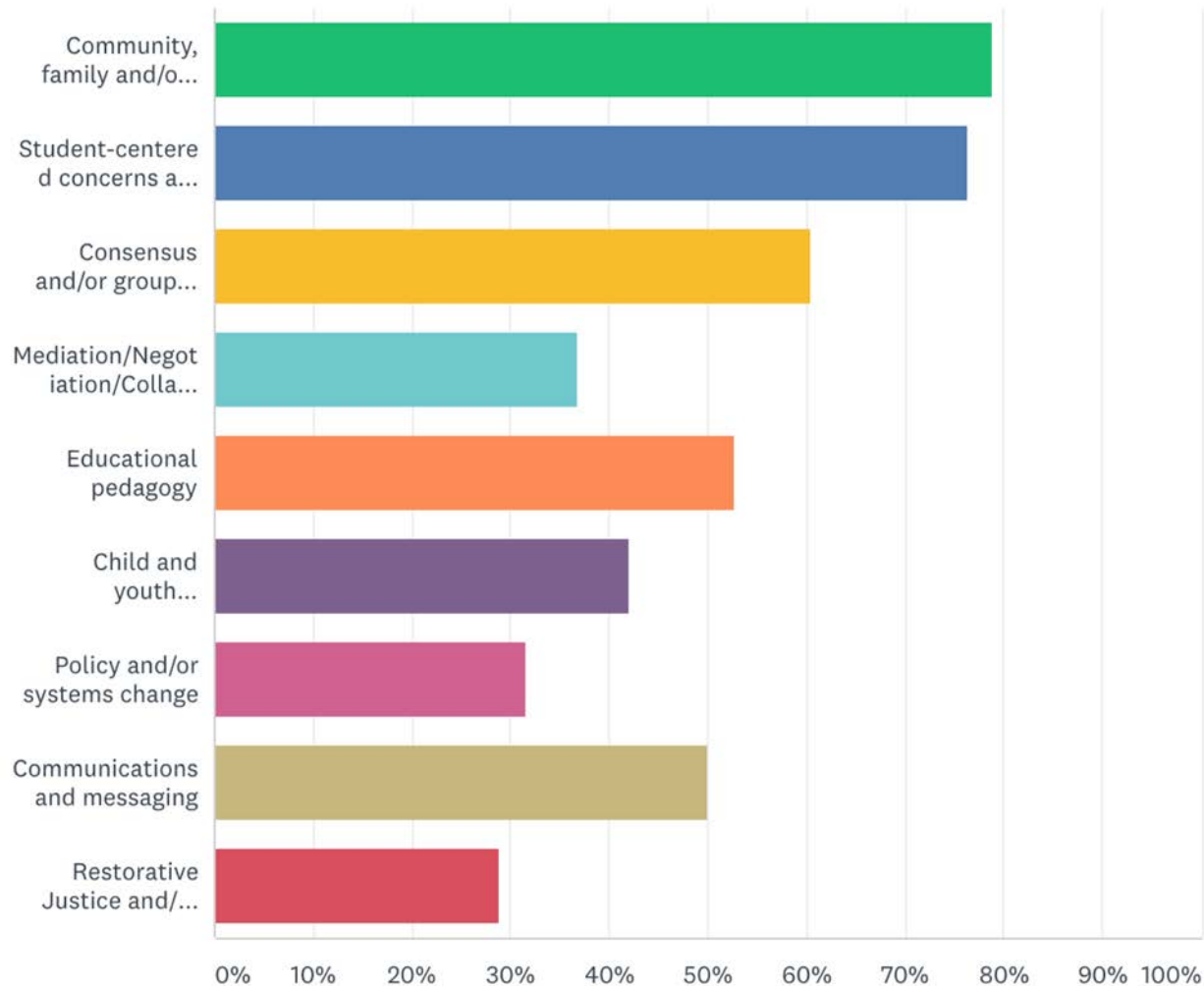
# SBAC Survey Results

## ■ Affiliation



# SBAC Survey Results

## ■ Skillsets





# SBAC Survey Results

- Ideal SMMUSD graduate

Engaged Lifelong learner prepared Innovative **Curious** Socially  
confident ready motivated empathetic resilient





# SBAC Survey Results

- Importance of Equity, Equality and Fairness

	NOT AT ALL IMPORTANT	SLIGHTLY IMPORTANT	IMPORTANT	FAIRLY IMPORTANT	VERY IMPORTANT	NO OPINION	TOTAL
▼ Equity	0.00% 0	0.00% 0	5.13% 2	2.56% 1	89.74% 35	2.56% 1	39
▼ Equality	0.00% 0	2.63% 1	7.89% 3	5.26% 2	78.95% 30	5.26% 2	38
▼ Fairness	0.00% 0	0.00% 0	7.89% 3	2.63% 1	89.47% 34	0.00% 0	38



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

# SMMUSD Next



# Why Are We Here?

- Opportunity to realign SMMUSD's processes and practices to resolve budget shortfall



# Board of Education's Charge

## Purpose

- To provide community involvement in the budget planning process from a broad range of stakeholders. (Superintendent's Budget Advisory Committee)

## Charge

- To develop and offer recommendations for budget priorities to the Superintendent and the Board of Education.
- Support the Superintendent's goal of creating budgets and aligning resources using a Theory of Action approach and bottom-up process focused on the best interest of SMMUSD students

SMMUSD is an excellent school district:

- 1. Thriving community
- 1. Great support from community (parents, city, businesses)
- 1. Academic achievement

We can do even better!

Reality  
Today



“Despite its excellent track record, SMMUSD schools are characterized by wide and persistent disparities in academic achievement and long-term academic outcomes.”

- Pedro A. Noguera, Ph.D.

# Reality Today



“For over twenty years, SMMUSD has undertaken a number of initiatives to address and reduce racial and socio-economic disparities in student achievement. However, for a variety of reasons,

**none of these efforts have reduced disparities in student achievement or produced significant or sustainable improvements in academic outcomes**

for African American and Latino students, English language learners, children with learning disabilities and low-income students generally, in the school district.”

- Pedro A. Noguera, Ph.D.

Reality  
Today





# Dr. Noguera's Observations

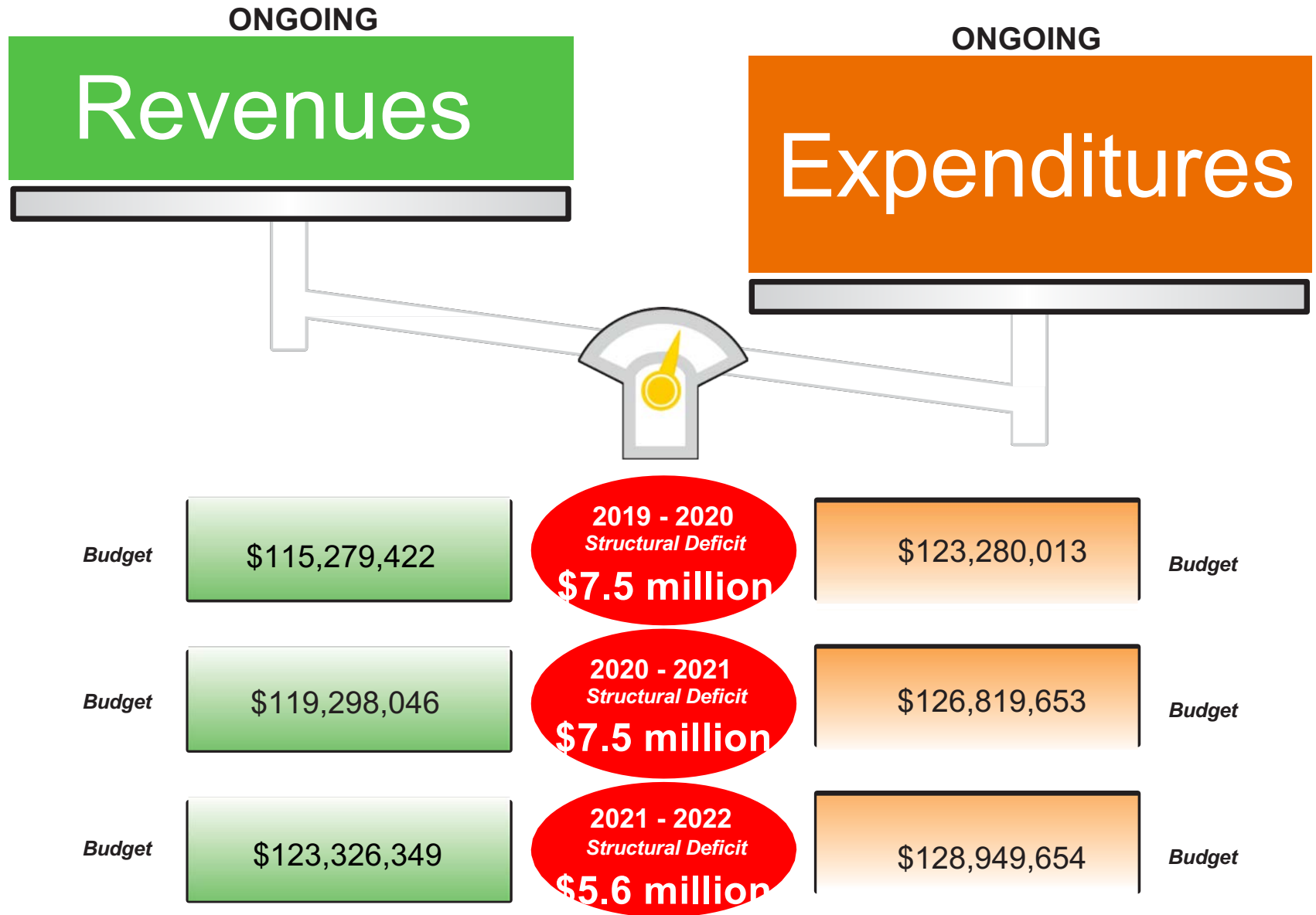
- “Lack of consistent implementation of systems, structures, processes and practices aimed at eliminating academic disparities, contributing to inconsistent and varied expectations for teaching and learning.”
- “Isolation and fragmentation across and within school sites, fostering divergent approaches to the implementation of key initiatives, and contributing to a lack of buy-in.”
- “The district lacks a coherent and cohesive focus related teaching and learning and its desire to advance equity at all schools.”
- “At many of the sites there is a culture of opposition among staff toward district led change and improvement efforts.”



# California's persistent teacher shortage fueled by attrition & high demand, say newly released studies



# True Structural Deficit w/out Budget Adjustments

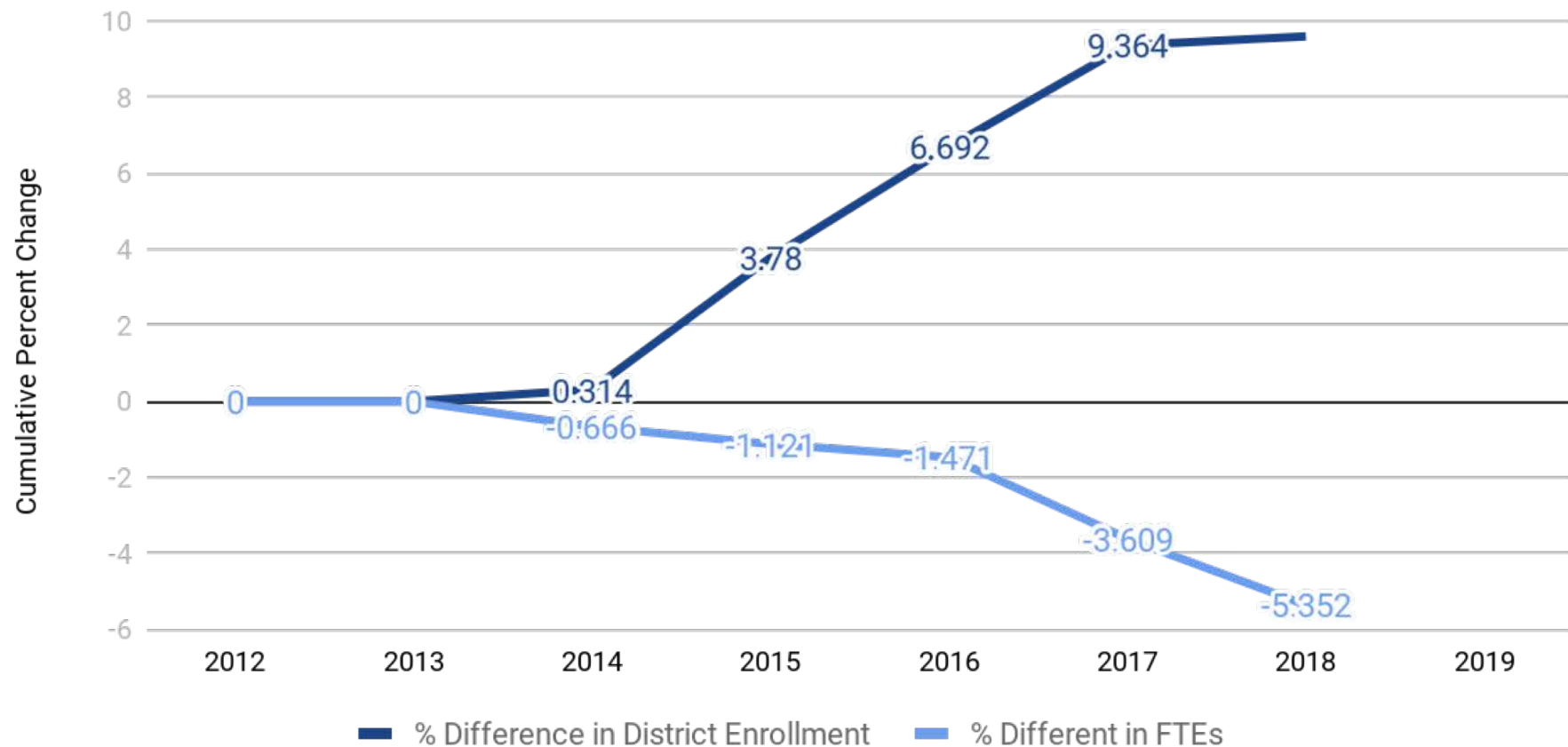


**Structural deficit** refers to deficits that are ongoing. Deficit is the amount by which spending exceeds revenue over a particular period of time.

**Note:** 2019-2020, 2021-2022 and 2022-2023 do not include salary schedule increases.

# FTE Change vs. Enrollment Change

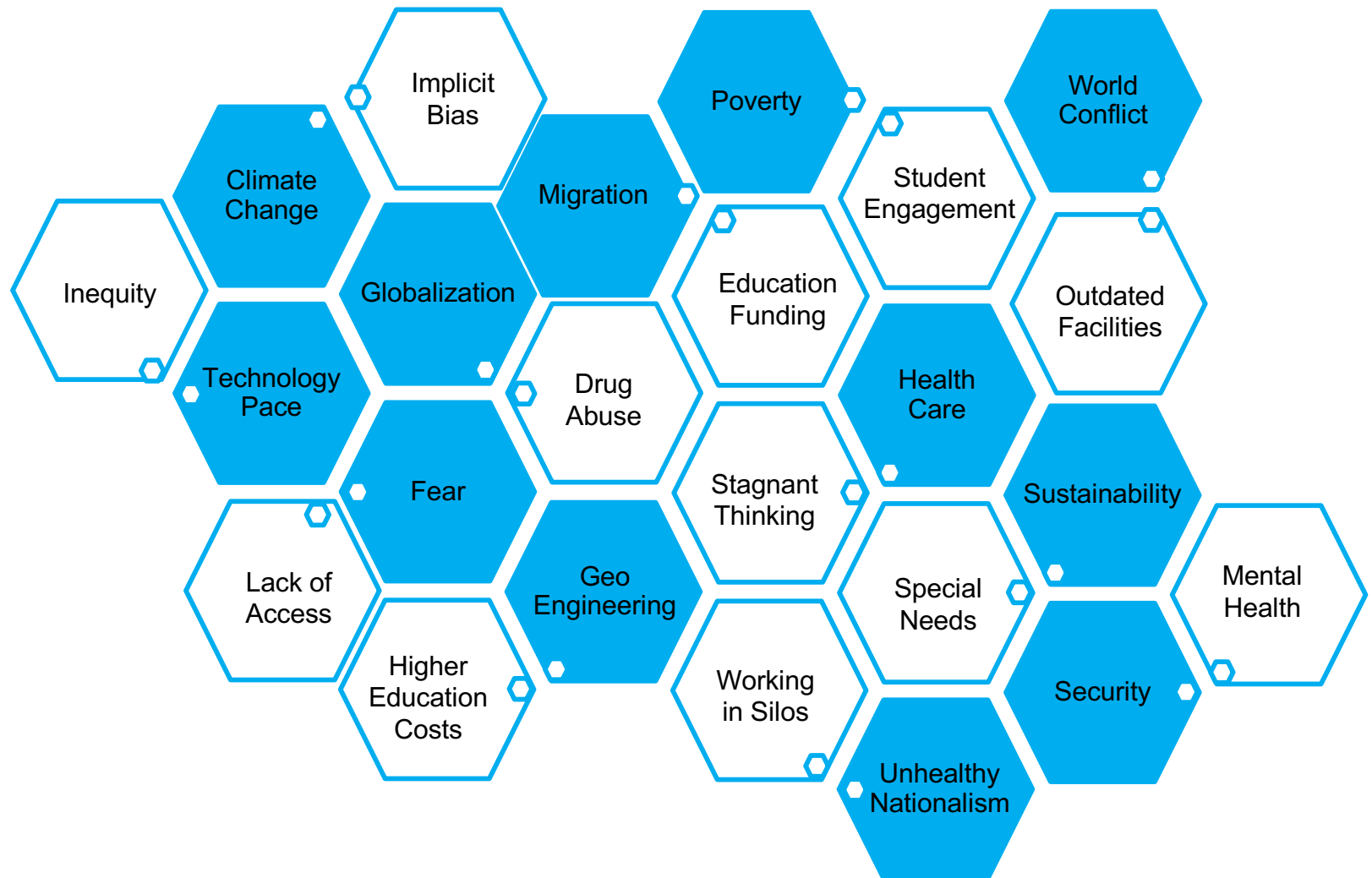
Cumulative Change from Base Year (Source: CDE)





**“Transforming education is one of the signature challenges of our times.”**

**– Michael Fullan**





THE SOCIETY

# The Solution to Our Education Crisis Might be AI

Are educators

KRISTIN HOUSER

Tomorrow's

Robots will

That's the  
Festival in

Seldon r  
first to

## Could Artificial Intelligence Replace Our Teachers?



Print

# Intelligent machines will replace teachers within 10 years, leading public school headteacher

n tutors will be sidelined in near future as AI takes central  
n of Wellington College

- Focus
- Traditional excellence
- New practices
- Re-alignment

Opportunity for  
Transformational  
Change





SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

# Concept of Superintendent's Budget Advisory Committee (SBAC)



# Approach to the Work

The Superintendent's Budget Advisory Committee is to align its decisions and budget priorities with our district's policies, goals, and values so as to guide the work with a focus on ensuring a commitment to providing high-level service to SMMUSD students, families, and staff.





# Board of Education's Charge

## Purpose

- To provide community involvement in the budget planning process from a broad range of stakeholders. (Superintendent's Budget Advisory Committee)

## Charge

- To develop and offer recommendations for budget priorities to the Superintendent and the Board of Education.
- Support the Superintendent's goal of creating budgets and aligning resources using a Theory of Action approach and bottom-up process focused on the best interest of SMMUSD students



# What's on your mind?

>> Clarifying Questions

>> Reflections

>> Discussion



“We’ve heard this before.  
Then we find the money”

- What’s different this time?

- No new parcel tax forthcoming
- Transaction tax (with City) won’t happen again
- No new state revenue (basic aid)
- Revenue is set for foreseeable future

- Realignment is the only option!

>> Clarifying Questions, Reflections and Discussion



# Board Resolution and Our Charge

RESOLUTION TO IDENTIFY THE AMOUNT OF BUDGET REDUCTIONS NEEDED IN 2020-21 AND 2021-22 AND TO REQUIRE THAT A LIST OF BUDGET REDUCTIONS FOR 2020-21 AND 2021-22 BE INCLUDED IN THE 2019-20 SECOND INTERIM REPORT

>> Clarifying Questions, Reflections and Discussion

Break





SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

# Core Values and SMMUSD Foundational Principles



# SMMUSD Student Snapshot

Demographically, the District serves the following student groups:

- Hispanic/Latinx: 29.7% (3266)
- Black/African American: 6.7% (734)
- Asian: 5.8% (639)
- Filipino: 0.7% (82)
- American Indian or Alaskan Native: 0.3% (28)
- Pacific Islander: 0.2% (18)
- Two or more races: 5.9% (650)
- White: 50.4% (5559)
- Low-Income/Socioeconomically Disadvantaged (SED): 26.1% (3,006)
- English Learners: 8.4% (924)
- Students with Disabilities (SWD): 11.6% (1278)



# SMMUSD Mission

- Extraordinary achievement for all while simultaneously closing the achievement gap





# Capacities of SMMUSD Students

## COLLEGE AND CAREER READY

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

## SOCIALLY JUST

- Demonstrate self-awareness, confidence, family pride, and positive social identities
- Express comfort and joy with human diversity; possess accurate language for human differences; and deep, caring human connections
- Increasingly recognize unfairness, have language to describe unfairness, and understands that unfairness hurts
- Demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions



# Deep Learning Experiences

Increases self and others' expectations for more learning and achievement by providing a process for this that:

- Increases student engagement in the learning through personalization and ownership
- Connects students to the “real world,” which is often more reflective of their own reality and cultural identity, which can be particularly important for students from other cultures
- Resonates with spiritual values that link to vast numbers of the population, whether secular or religious
- Builds skills, knowledge, self-confidence, and self-efficacy through inquiry
- Builds new relationships with and between the learner, their family, their communities, and their teachers
- Deepens human desire to connect with others to do good



# SMMUSD Shared Values

## **Student-Centered**

We make decisions and allocate resources with “students first” in mind.

## **Equity**

We meet our students where they are and provide the necessary resources and attention to make all students successful.

## **Engagement**

We engage students in meaningful, rigorous and relevant educational experiences where they are inspired, supported, challenged and motivated.



# SMMUSD Shared Values (continued)

## **Collaboration**

We are stronger when we collaborate, dialogue and listen to each other in a civil, productive way, to improve outcomes for our students.

## **Diversity**

We respect and value our diverse student and staff population as an integral part of our learning community.

## **Civility**

We work and dialogue with each other in a respectful manner, setting the example for our students of how civil discourse leads to positive outcomes.



# Our Common Message

All students graduate ready for college and careers from schools that are safe, socially responsive and academically rigorous. This is accomplished through a self-reflective, shared system of accountability that consistently uses culturally relevant best practices to maximize equitable student outcomes.



# 2017-2020 LCAP Goals

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



# Foundations for SBAC Team Development and Cohesion

- Guiding Principles
- Community Engagement
- 5 Dysfunctions of a Team
- Restorative Practices
- Consensus Decision-Making
- Group Agreements



# SBAC Guiding Principles\*

To assure alignment and impact, the SBAC process will:

- Be Student-Centered to Ensure Resources are Allocated in Ways to Best Serve Students
- Ensure Equity of Opportunity for All Students

\*Derived from: Best Practices in School District Budgeting, Government Finance Officers Association





# SBAC Guiding Principles\* (continued)

- Be Inclusive, Collaborative, and Transparent to Ensure Diverse Perspectives
- Critically Re-examine Patterns of Spending
- Take a long-term approach

\*Derived from: Best Practices in School District Budgeting, Government Finance Officers Association



# Community Engagement\*

- The process of working collaboratively with and through groups of people affiliated by geographic proximity, special interest, or similar situations to address issues affecting the well-being of those people
- It is a powerful vehicle for bringing about environmental and behavioral changes that will improve the health (*education*) of the community and its members
- It often involves partnerships and coalitions that help mobilize resources and influence systems, change relationships among partners, and serve as catalysts for changing policies, programs, and practices

\*Source: Centers for Disease Control and Prevention, 1997, p 9

# Five Dysfunctions of a Team\*

Inattention to  
Results

*Focus on  
Collective  
Outcome*

Avoidance of  
Accountability

*Confront  
Difficult  
Issues*

Lack of  
Commitment

*Work Hard  
to Achieve  
Clarity and  
Closure*

Fear of Conflict

*Mine  
for/Dance  
with Conflict*

Absence of  
Trust

*Go First*

*\*Patrick Lencioni, The Table Group, 2005*





# What is Restorative Justice?

- Restorative Justice is a philosophy and practice rooted in the belief that a healthy community requires healthy interpersonal connections. It is a shift in the ways we see and interact with one another.
- Restorative Justice focuses on 2 areas:
  - **Prevention:** Building and strengthening healthy, respectful, and inclusive group relationships.
  - **Intervention & accountability:** Repairing and restoring those relationships after harm, conflict, or crime impacts those relationships.



# Restorative Practices: Fair Process\*

- A fair process is when:

“...individuals are most likely to trust and cooperate freely with systems—whether they themselves win or lose by those systems—when fair process is observed” (Kim & Mauborgne, 2003).

\* Source: Harvard Business Review article about the concept of fair process producing effective outcomes in business organizations (Kim & Mauborgne, 2003).



# Restorative Practices: 3 Principles\*

- Engagement — involving individuals in decisions that affect them by listening to their views and genuinely taking their opinions into account
- Explanation — explaining the reasoning behind a decision to everyone who has been involved or who is affected by it
- Expectation clarity — making sure that everyone clearly understands a decision and what is expected of them in the future

\*Source: Kim & Mauborgne, 1997



# Conflict as a Construct – *Seeing Possibilities*

- Two magic ingredients that transform conflict:
  - Vulnerability
  - Curiosity
- Conflict is an energy source for
  - Innovation
  - Creativity
  - Transformation
- When stuck in conflict
  - Use it
  - Don't diffuse it

Conflict – Use It, Don't Defuse It | CrisMarie Campbell & Susan Clarke  
| TEDxWhitefish. <https://www.youtube.com/watch?v=o97fVGTjE4w>



# Consensus Decision Making

Decisions reached by consensus are made when all concerns have been addressed.

- *“What clarifying questions, if any, do you have that will help you understand this item?”*
- *“Are there any unresolved or remaining concerns that must be addressed? If so, please write them down so that we can get more information.”*
- *“Can we consent to continue moving forward in the direction proposed?”*





# Clarification, Discussion and Reflection

- *What did you hear?*
- *What did you wish you had heard?*
- *What's missing?*



# Group Agreements / Consensus

## Small Group Work

- *Consensus: Trader Joe's vs. Sprouts*
- *How will you all work together?*
  - Share responsibility: everyone contributes to the running of the group and allows other to contribute
  - Confidentiality: what is shared in the group remains in the group
  - Listen: actively listening to each member
  - Respect: we respect everyone in the group has different opinions, experiences and backgrounds

# Break





SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

# The Budgeting Approach and Process



## *How's this going to work?*

- Executive Cabinet and staff develop proposals and options for presentation and discussion
- Continue to seek input from the Principals
- Refined proposals are brought to SBAC for your consideration, input and recommendations



# What is your role?

## Through Consensus

- To provide community involvement in the budget planning process for 2021/22 from a broad range of stakeholders. (Superintendent's Budget Advisory Committee)

## Charge

- To develop and offer recommendations for budget priorities to the Superintendent and the Board of Education.
- Support the Superintendent's goal of creating budgets and aligning resources using a Theory of Action approach and bottom-up process focused on the best interest of SMMUSD students



# Process Outline

Here's how that looks over the next several meetings

- **February 5, 2020**      4:00pm-7:00pm
  - Introductions and Group/Team Development
- **February 18, 2020**    4:00pm-7:00pm
  - Overview of Budget Picture
- **March 2, 2020**            4:00pm-7:00pm
  - Budget Package Presentation and Discussion
- **March 18, 2020**        4:00pm-7:00pm
  - Budget Package Presentation and Discussion
- **March 30, 2020**        4:00pm-7:00pm
  - Budget Package Presentation and Discussion
- **April 20, 2020**           4:00pm-7:00pm
  - Budget Package Presentation and Discussion
- **Date To Be Determined, 2020**                    4:00pm-7:00pm
  - SBAC Recommendations



# Closing Remarks

- Next Steps
- Reflections
- Next Meeting
  - Date
  - Time
  - Location
  - What to Expect/Agenda