



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Welcome!

Superintendent's Budget Advisory Committee

Realigning our resources to face our fiscal
challenges

Monday, March 30, 2020

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



Zoom Guidelines

- Who's in the Room? Rename yourself
- Refer to Zoom Guidelines PDF
 - [https://www.cilc.org/CILC/media/Documents/Zoom Participant Guide.pdf](https://www.cilc.org/CILC/media/Documents/Zoom_Participant_Guide.pdf)
- Meeting will not be recorded
- Microphone has been disabled
 - Mute/turn off your microphone
 - Will be enabled during report out
- Use the chat feature to ask questions
- Quick overview of key features
 - Turn your own video on or not, your choice



Expected Meeting Outcomes

At the end of the March 30, 2020 SBAC meeting, members will have:

- Provided input into additional realignment proposals
- Understood the personnel impact on the budget
- Provided feedback on the first realignment proposal



Agenda

1. Welcome and Meeting Overview
2. Financial Context – Personnel Impact on Budget
3. Presentation and Discussion of Realignment Proposal #1: *Bilingual Community Liaisons >> Family Resource Centers*
4. Small and Large Group Discussion
 1. Roadmap: *What would you like to add?*
 2. Feedback on Proposal #1



Review of Handouts

- Agenda
- Group Agreements
- Key points for listening and learning
- Roadmap for budget realignment
- Financial documents
- Budget proposal package evaluation tool
- Public Code of Conduct



Welcome and Review

- Superintendent's Remarks
- Facts vs. Fiction: Find it Online
 - Notes from February 5th and 18th meetings will be posted
 - Public comments and questions
 - Public Code of Conduct

>>

<https://www.smmusd.org/superintendent>



Review Code of Conduct

Members of the public are requested to adhere to the following behaviors:

- Observe the meeting and not engage with SBAC members during the course of the meeting.
- Do not make verbal comments and attempt to participate in the process.
- Provide comments and questions through the SMMUSD *Let's Talk* website portal or at Board of Education meetings.
- No photography, video or audio recording of materials, worksheets, or presentations. Presentations will be posted online following each meeting.
- Considering impact of any discussions outside of SBAC meetings, be respectful on all social media platforms regarding committee's work.



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Financial Context

Personnel Budget Impact

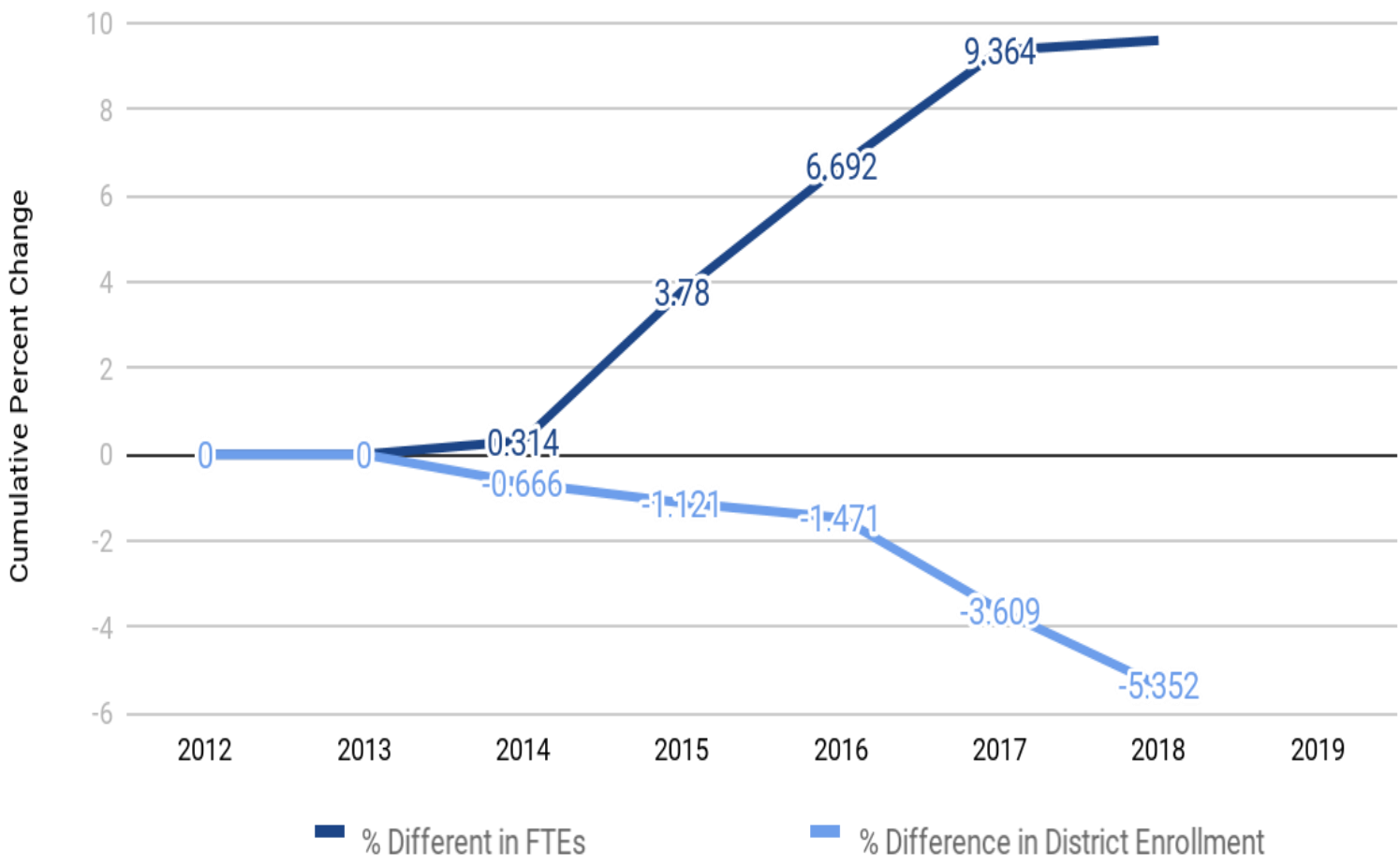


Financial Context: Personnel Budget Impact

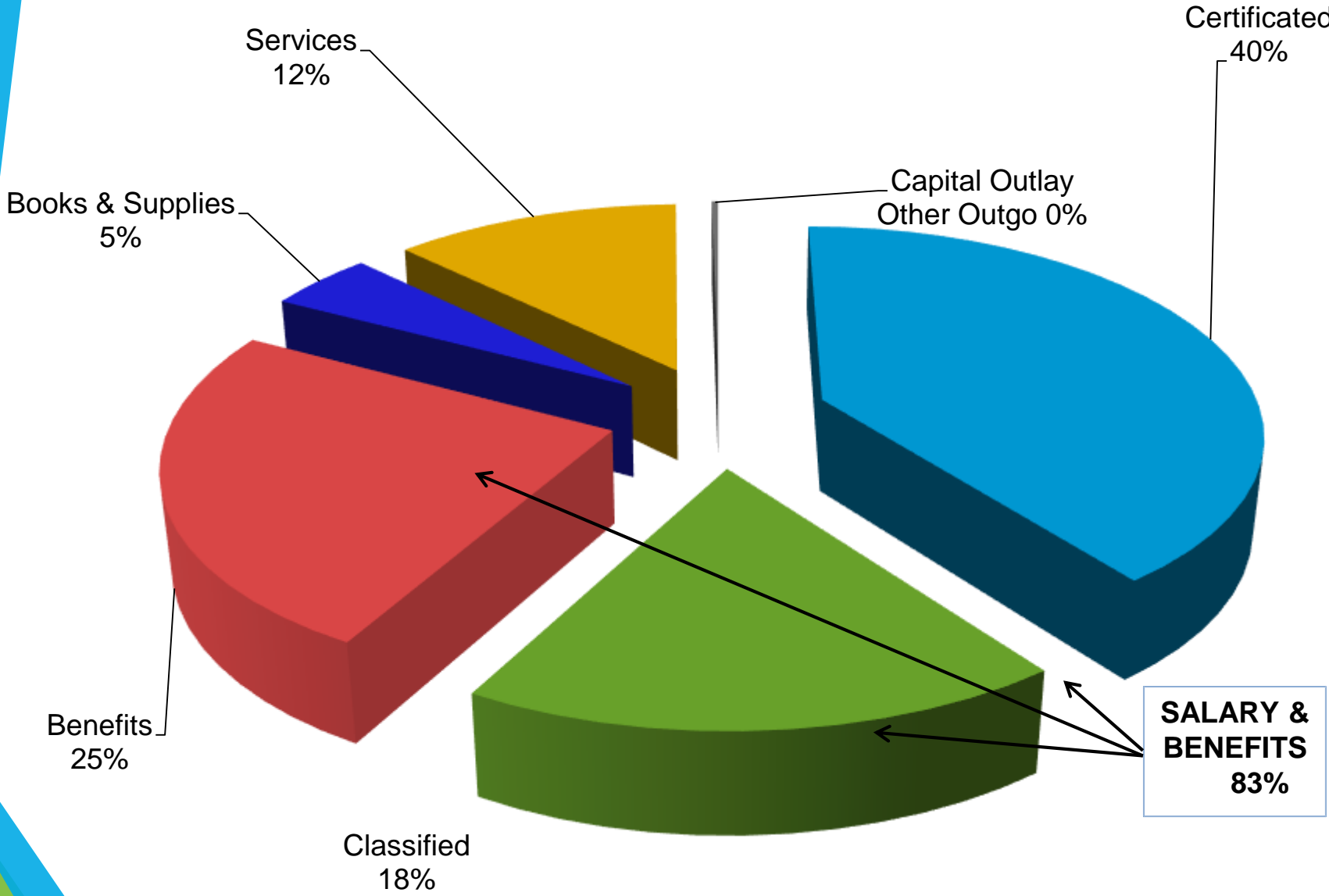
Assistant Superintendent Melody Canady
and Gerardo Cruz, Director of Fiscal &
Business Services

FTE Change vs. Enrollment Change

Cumulative Change from Base Year (Source: CDE)



2019-20 GENERAL FUND (01) EXPENDITURES



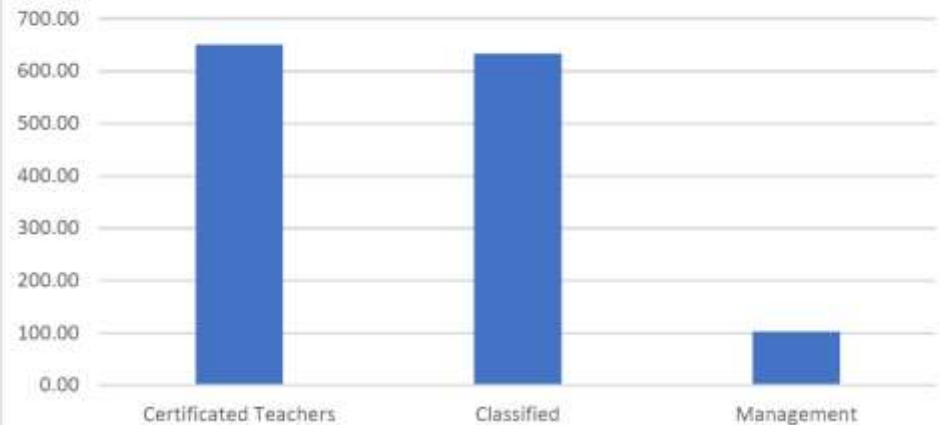
Site Teachers	650.75	47%
Site Classified Staff	402.25	29%
Site Management	37.40	3%
District Management	65.20	5%
District Classified	231.01	17%
Total	1,386.61	100%

Certificated Teachers	650.75	47%
Classified	633.26	46%
Management	102.60	7%
Total	1,386.61	100%

FTE Comparison



FTE By Bargaining Unit





Updates Since February 18th SBAC Meeting

Assistant Superintendent Dr. Mark Kelly:

- **Aligning Staff to Enrollment**



Questions?

- Please use the chat feature to ask a question?

Break





SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Family Engagement

A proposal towards a system-wide
centralized model



Family Engagement

WHY

- Disparities in student achievement
- Noguera's Observations

WHAT

- Implement SMMUSD Family Engagement Framework
- Ensure Research-based Practices: Epstein's 6 Types or Parent Engagement / CA Family Engagement Framework

HOW

- Pathway Family Resource Centers
- Schoolsite Family Engagement Policy and Compact

“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



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.”





WHAT should Family Engagement look like in the SMMUSD?

- Family Engagement systems, structures, processes and practices should be **CONSISTENTLY IMPLEMENTED** and **aimed at eliminating academic disparities through engaging ALL families.**
- Family Engagement practices across and within school sites should **ELIMINATE isolation and fragmentation** specifically for traditionally marginalized groups (Low-Income, Latinx, African Americans, Students with Disabilities, LGBTQ).
- **Family Engagement strategies should be implemented in a coherent and cohesive district-wide model** grounded on culturally-relevant and equitable practices.”



SMMUSD Instructional Framework Elements

Culturally
Responsive
Practices

Guaranteed Viable
Curriculum

Student, Staff, and
Family Engagement

High Performing
Teams



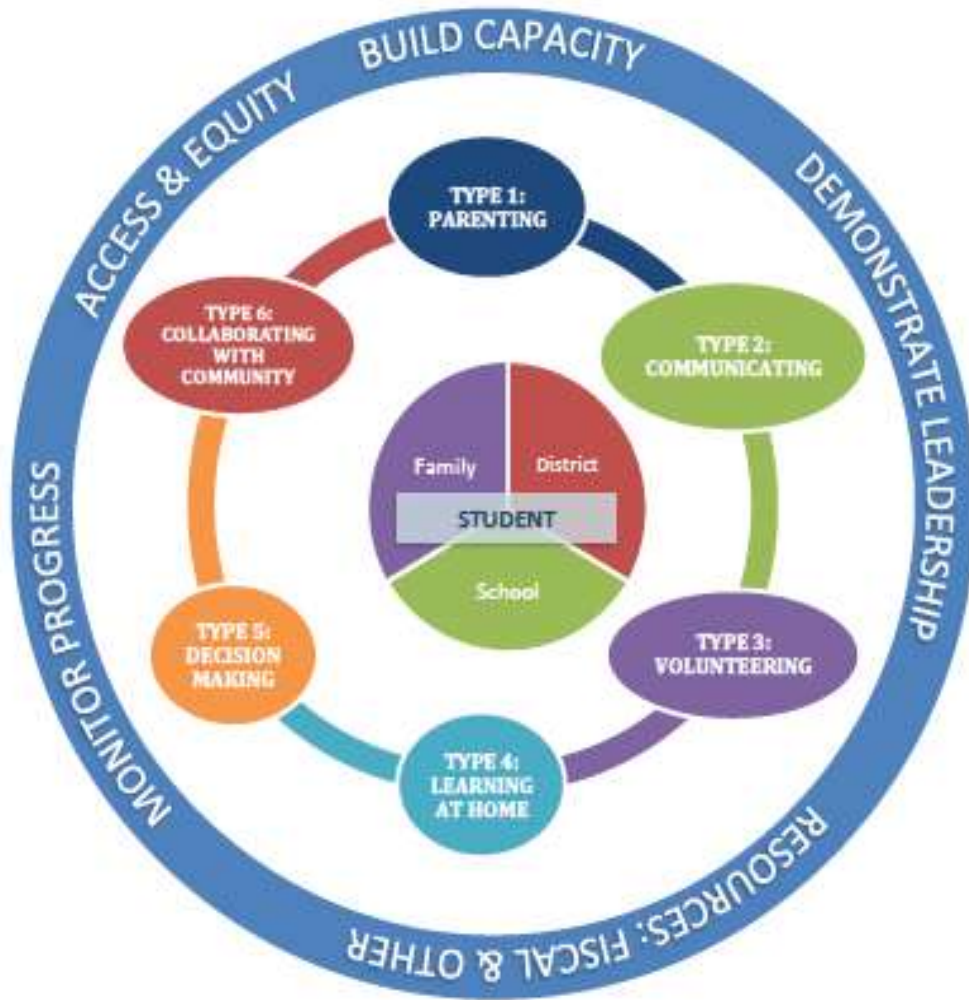
Student success occurs when all stakeholders are engaged

Family Members who are engaged...

- Support their students to be academically successful
 - Ensure their students to regularly attend school
 - Communicate with students the importance of graduating from high school, college-and-career ready
- Discuss school with child at home
 - Directly communicate with the principal, teacher, and support staff
 - Attend school events; when possible
 - Participate in committees as they are able
- Set and monitor progress towards achieving goals
 - Access and monitor student academic information (e.g Report Cards, Parent Portal, etc.)
 - Ask principals, teachers and support staff questions about school and connect student learning to the home and community

WHAT is the Current Need

Centralized approach to Family Engagement to ensure equitable practices throughout the district that are focused on STUDENT OUTCOMES.



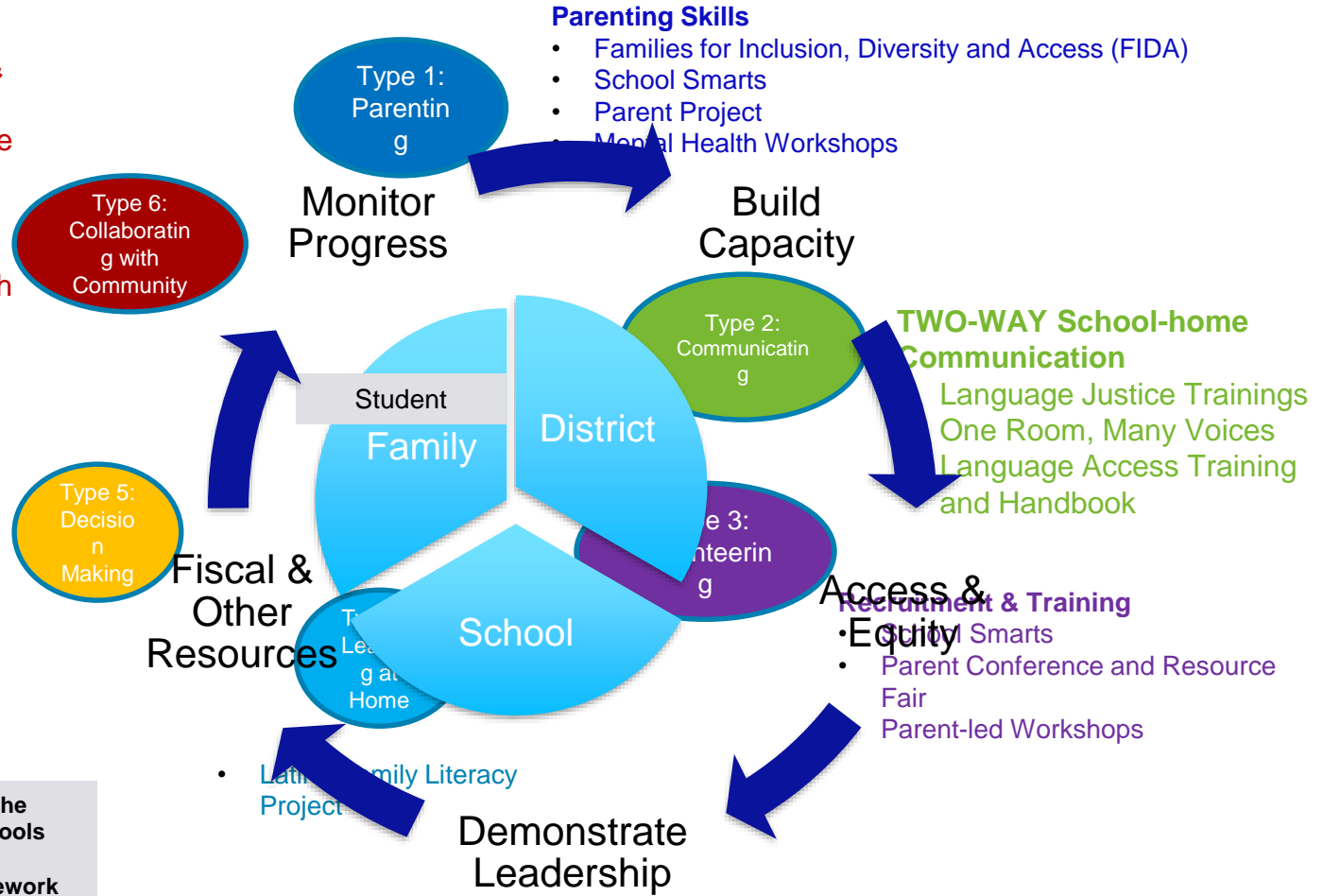
Coordination of Resources & Services


- Parent/Guardian Conference and Community Resource Fair
- Parent Project
- Department of Mental Health Series

Governance & Advocacy

- English Learner Advisory Committee Trainings
- School Site Council Trainings
- FIDA

- Dr. Joyce L. Epstein, the director of the National Network of Partnership Schools
- California Family Engagement Framework





Delivery Models for Family Engagement

CURRENT Decentralized Model

Bilingual Community Liaison Program

- Translation / Interpretation
- Support with ELAC
- Connecting parents with community resources and outreach
- Facilitates School Smarts, coordinates parent workshops, and, supports with family events
- Clerical help, answering phones and helping in front office


PROPOSED Centralized Model

Pathway Family Resource Center (3)


- DESIGNATED places for families to explore and access BOTH district and community resources with language support
- Parent education opportunities based on Pathway needs (ESL, Spec Ed, English Learner, Digital Literacy, Curriculum)
- Parent leadership skills-building to promote family involvement at school sites
- Community Partnerships to provide push-in services (Mental Health, Housing, Transportation, Special Education)




A few wondering have come up related to this centralized model



Who will help our Spanish-speaking parents at the school sites?



What about site interpretations for IEPs?



Who will provide a welcoming environment at the school site?



What would Family Engagement look like at the school site level with Pathway Family Resource Centers?

- Each site would have a Family Engagement Policy and Compact developed with site parent input and involvement of School Site Council, PTA, and, English Learner Advisory Committee.
- Pathway Family Resource Center Staff (Teacher, Interpreter/Translator, Family Engagement Liaison) working with and in support of schools within Pathway to compliment and support school sites' family engagement policies.
- District-wide, coherent implementation of SMMUSD Family Engagement Framework focused on **EQUITABLE** outcomes for ALL students.

Delivery Models for Family Engagement

CURRENT Decentralized Model

Bilingual Community Liaison Program

- Bilingual Community Liaisons (10 Fulltime Employees-FTEs)

Total \$730,832

PROPOSED Centralized Model

Pathway Family Resource Center (3)

- Teacher on Special Assignment to deliver and coordinate parent workshops for the pathway (estimated market rate \$100,000; source Edjoin)
- Interpreter/Translator to provide interpretation and translation for the pathway (estimated market rate \$39,648; source: SMMUSD).
- Family Engagement Liaison for outreach (estimate market rate \$25,000 year; source: Edjoin)

Total: \$493,944 (\$164,648 per Pathway)



Family Engagement

WHY

- Disparities in student achievement
- Noguera's Observations

WHAT

- SMMUSD Family Engagement Framework
- 6 Types of Parent Engagement / CA Family Engagement Framework

HOW

- Pathway Family Resource Centers
- Schoolsite Family Engagement Policy and Co



Clarifying Questions

Please use the chat feature to ask your clarifying questions.

Break





Breakout Rooms: 2 Parts

1. Feedback on the proposal

- Use the "SBAC Proposal Evaluation Tool" to guide your group's input and feedback.

2. Feedback on the Roadmap.

- Review List and brainstorm with your team
- What else would you add to the list?

TIP: Identify Roles

- Facilitator
- Note taker
- Timekeeper
- Reporter
- Technology assistance

- [Report back to the main room at TIME.](#)

>>Note takers: Please scan all notes and submit to Coachman Moore & Associates.

Report Out: Full Group

- Share key discussion points
 - Proposal
 - Roadmap
- Send notes to:
smmusd@coachmanmoore.com





Closing Remarks

- Summary and Next Steps, Reflections (Plus/Delta)
 - Please use the chat feature
- Updates to future SBAC meetings
 - Keep: April 20
 - New: May 11
 - New: June 1



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Next SBAC Meeting

April 20, 2020

4:00 – 7:00 PM