

# Local Control Accountability Plan (LCAP): Public Hearing

Board of Education

June 14, 2018



# Key Adjustments

- Included missing SED data
- Adjusted order of “college and career” in goal 1 to read:
  - All students are socially just and ready for career and college.
- Adjustments based on feedback provided by LACOE's review of LCAP
  - Cross-walk and clarification of content transferred from previous plan onto current template
  - Formatting feedback
  - No substantial changes to the content



# Next Steps

- Make adjustments based on direction from the board
- Make adjustments based on LACOE review of current LCAP
- Approval of LCAP on 6/28
- Submit to LACOE for approval

# Questions and Comments

# APPENDIX A

## LCAP: Annual Update and Moving Forward



# Annual Update: Key Accomplishments

- Aligned our curriculum guides to CCSS in ELA and Math and integrated ELD standards
- Developed interim assessments in ELA and Math and provided embedded time for sites to review student progress and plan instruction
- Provided extended learning opportunities to English Learners before or after school
- Began to implement the American Counseling Association national model at secondary schools
- Aligned LCAP, SPSA, SLT and PD plans to support three unifying goals
- Developed a Social Justice Framework and action plan to integrate the Social Justice standards into our instructional practice
- Developed a Social Justice Professional Learning Series for secondary teachers to redesign existing courses to meet the 2024 American Cultures and Ethnic Studies graduation requirement
- Developed the SMMUSD Family Engagement Framework that provides guidance to sites on possible actions and activities to strengthen family and school partnerships
- Provided ongoing training to build capacity of principals and School Leadership Teams (SLT)



# Annual Update: Identified Needs

- Increase access, support, and successful participation in advanced courses for ELs, SED, Latino, African American, Students with Special Needs, and Homeless/Foster Youth
- Need to increase % of students meeting and exceeding state standards in ELA/Literacy and Math, particularly for EL, SED, Students with Special Needs, African American and Latino
- Need to continue decreasing truancy and chronic absenteeism for Latino, African American, SED and Students with Special Needs
- Continue to reduce suspension and expulsion rates for African American, Latino, SED and Students with Special Needs

# LCAP: Stakeholder Engagement

Gathering Input





# Stakeholder Engagement

- **LCAP District Consultation Committee**
  - Monthly Meetings (8)
- **LCAP PAC**
  - Monthly Meetings (4)
- **District English Learner Advisory Committee**
  - Two Meetings
- **Community Meetings**
  - Two Regional Meetings
- **School Consultation**
  - Principal Lead Meetings
- **Principals**
  - Two Meetings
- **Bargaining Units**
  - SMMCTA/SEIU (1)

# LCAP: Key Adjustments

Incorporating Stakeholder Input



# Summary of Key Adjustments in the 2017-2020 LCAP

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

- Refined our LCAP Goals: G1: All graduates are **socially just and** ready for college and careers; G2: English Learners will become proficient in English while engaging in a rigorous, **culturally and linguistically responsive**, standards-aligned core curriculum; G3: All students **and families** engage in safe, well-maintained schools **that are culturally responsive and conducive to 21<sup>st</sup> century learning**
- Monitor LCAP for continued 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



# Summary of Key Adjustments in the 2017-2020 LCAP, cont.

- Refine and continue implementing Lead metrics that inform instruction and are predictive of student achievement on Lag metrics
- Implement the SMMUSD Family Engagement Framework that provides guidance to sites on possible actions and activities to strengthen family and school partnerships
- Continue to strengthen professional learning on instructional practices that accelerate academic language and that are shown to be effective with aforementioned student groups



# Summary of Key Adjustments in the 2017-2020 LCAP, cont.

- Strengthen implementation of strategies and supports to promote student engagement, including attendance, behavior, sense of safety, and mental health and wellness through the development and integration of a Restorative Justice Framework
- Incorporate culturally responsive practices and socio-emotional instruction 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
- Develop a framework that articulates a clear vision that identifies needed supports and actionable steps to implement Inquiry-Based Learning program models and strengthen our CTE Pathways

# APPENDIX B

## LCAP: Projected Expenditures



# Supplemental Grant

- To increase or improve services for unduplicated pupils (ELs, SED, Homeless/Foster Youth)
- To increase or improve services for special populations (Latino, African American, Students with Disabilities)



# Supplemental Grant: Ongoing Costs

## CERTIFICATED

- ELD and Math Leads
- Literary and Language Interventionists (6.9 FTE)
- ES Literacy and Language Coaches (3.0 FTE)
- Early Learning Coaches (1.6 FTE)
- Mental Health Caseworker (1.0 FTE)
- Summer School
- Extended EL MS Day (0.4 FTE)
- Coordinator, Literacy and Language (1.0 FTE)
- Samohi Interventionist (0.2 FTE)
- Substitutes and Teacher Hourly for Training





# Supplemental Grant: Ongoing Costs

## CLASSIFIED

- Bilingual Community Liaisons (10.0)
- Bilingual Instructional Assistants (1.68 FTE)
- Summer School IAs
- Student Outreach Specialist (3.0 FTE)
- Extra hourly for TLC training for Paras and CDS staff
- Language Access and Supports

## SOFTWARE

- Reflex Math (3-8)
- RTI Universal Screener
- RTI Universal Screener (Spanish)

## MATERIALS/SUPPLIES

- AP Exam Waivers
- PSAT Registration
- SAT Registration
- Summer School
- Lit & Lang Intervention
- IDS Technology



# Supplemental Grant: Ongoing Costs

## CONTRACT/SERVICES

- AVID
- CORE
- Mental Health Services
- Teaching and Learning Conference
- School Smarts/Family Engagement Activities
- UCLA Science Project
- UCLA Math Project
- SLT PL Needs
- Restorative Justice Consultant
- Naviance Platform
- Naviance Curriculum
- Hatching Results
- Teacher's College Summer Institute
- Social Justice Training
- Preschool Subsidy
- Blended Learning
- Teaching Tolerance (SJS)
- Language Access and Supports



# General Fund: Ongoing Costs

## CERTIFICATED

- Ed Tech TOSAs (2 FTE)
- Dual Immersion Teacher Stipends
- ES/MS Lit & Language Coaches (8.5 FTE)
- Social Justice Coordinator/TOSA (1.0 FTE)
- Substitute and Teacher Hourly for trainings
- Summer School
- Coordinator, VAPA

## MATERIALS/SOFTWARE

- Summer School
- Adobe Software
- Apex Courses and Tutorials
- Typing Club

## CONTRACTS/SERVICES

- Innovate Ed: SLT Work
- CTA: Matrix of Bias
- Blended Learning Summer Bootcamp
- Project Lead the Way



# Federal Funds: Ongoing Costs

## ■ Title I

- Coordinator, Family Engagement
- Family Engagement Activities

## ■ Title II

- Coordinator, Math

## ■ Title III

- Before and/or After School Intervention
- Summer School Opportunities for ELs
- Supplemental Instructional Materials



# LCAP Projected Budget

Other State Revenues	\$523,781
Title I	\$374,806
Title II	\$193,088
Title III	\$86,068
Supplemental Grant	\$4,739,038
General Fund	\$125,529,539
<b>TOTAL</b>	<b>\$131,446,320</b>