

Local Control Accountability Plan (LCAP): Preview

Santa Monica Malibu Unified School District
June 6, 2019



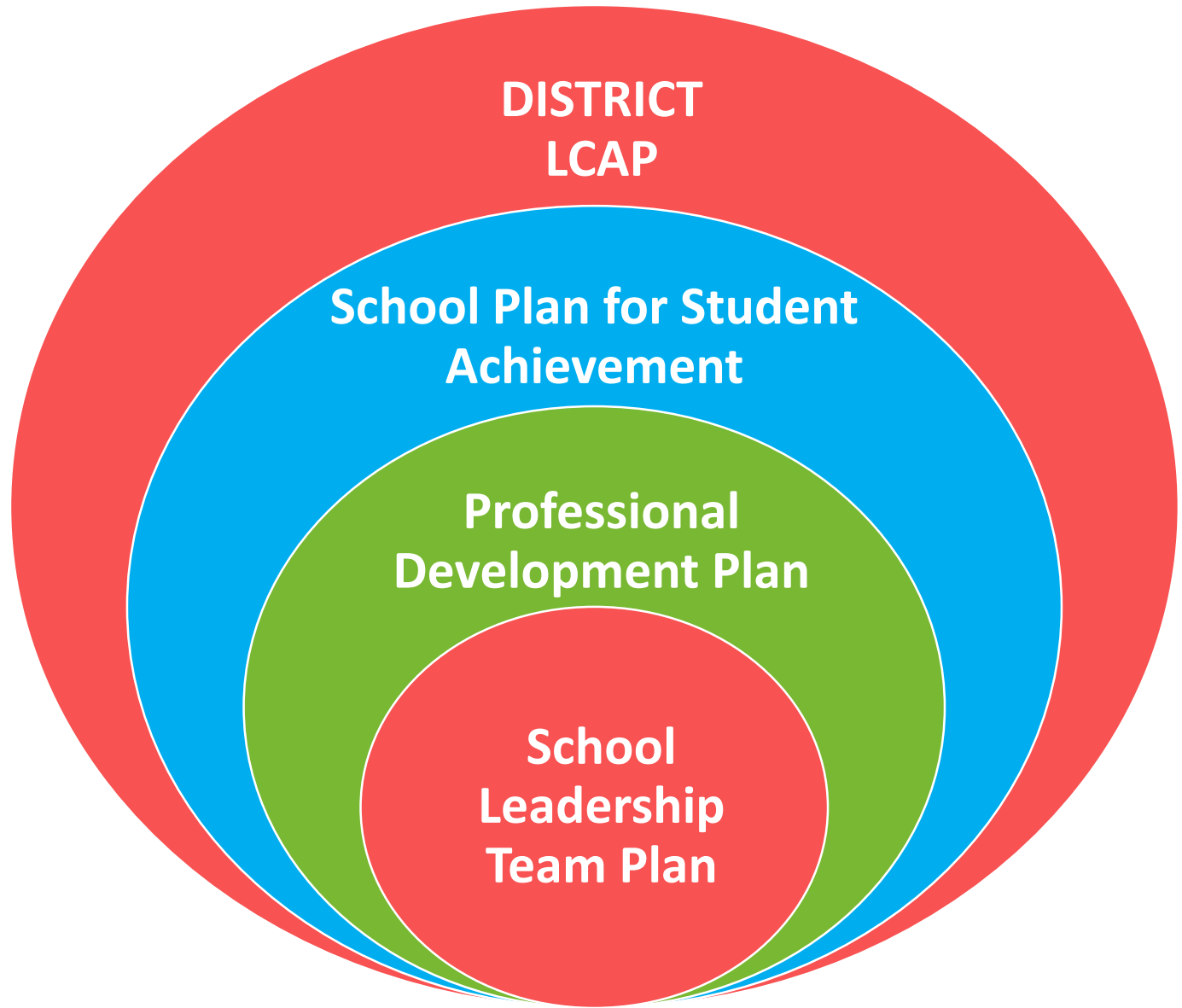
Purpose

- Provide a preview of our LCAP
 - Key Highlights
 - Identified Needs
 - Summary of Services
 - Projected Expenditures

Annual Update and Moving Forward

Progress, Future Needs and Plans

LCAP: One Unifying Plan





Annual Update: Key Accomplishments

- Continued to refine ELA and Math guides based on key learnings from formative and interim assessment data



- HS ELA team refined curriculum guides and developed interim assessments
- Provided extended learning opportunities to English Learners before and/or after school
- Provided professional development to all teachers on the implementation of NGSS with a focus on strategies that support ELs
- Provided professional development to secondary HSS teachers on the new History Social Science Framework
- Developed and implemented year one (1) of the Digital Learning Program



- Developed and implemented a Project Based Learning (PBL) plan that identified four key tenets

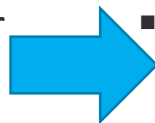
- Implemented our Social Justice Framework and action plan and provided professional learning opportunities to three SJ cohorts.

- Teaching and Learning Council (TLC) began the development of the scope and sequence for the SJ standards



- Implemented components of the Family Engagement Framework and provided training to staff and families

- Deepened implementation of Restorative Justice district wide by providing Level I and II training to site teams



- Transition to expanding our own Early Learning program (Seaside PK)



Annual Update: Identified Needs

According to the California Dashboard:

- Need to increase % of students meeting and exceeding state standards in ELA/Literacy and Math, particularly for Students with Disabilities (O), Latinx (O), EL (O), African American/Black (Y), and SED (Y)
- Need to continue decreasing truancy and chronic absenteeism for Homeless (O), African American/Black (Y), SED (Y), Latinx (Y), and Students with Special Needs (Y)
- Continue to reduce suspension and expulsion rates for African American/Black (O), and Homeless/Foster Youth (R), Latinx (Y), SWD (Y) and White (Y)

LCAP: Stakeholder Engagement

Gathering Input



Stakeholder Engagement

- **LCAP District Consultation Committee**
 - Seven Meetings
- **LCAP PAC**
 - Five Meetings
- **District English Learner Advisory Committee**
 - One Meeting
- **Community Meetings**
 - Two Regional Meetings
- **School Consultation**
 - Principal Lead Meetings
- **Principals**
 - One Meeting
- **Bargaining Units**
 - One Meeting

LCAP: Summary of Services

Incorporating Stakeholder Input



Summary of 2019-2020 Services

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

- Continue to monitor LCAP for 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
- Refine Lead metrics (interim assessments) that inform instruction and are predictive of student achievement on Lag metrics and consistently implement cycles of inquiry



Summary of 2019-2020 Services

- Expand the implementation of strategies and supports to promote student engagement, including attendance, behavior, sense of safety, and mental health and wellness through the integration of a Restorative Justice Framework
- Continue to strengthen professional learning on instructional practices that accelerate academic language and have shown to be effective with aforementioned student groups
- Strengthen culturally responsive practices and socio-emotional instruction through the integration of the Social Justice standards 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



Summary of 2019-2020 Services, cont.

- Continue to implement the four tenets of our Project-based Learning plan to expand the use of PBL as an approach to bring greater meaning, relevance, and connectedness to students learning experience
- Expand on the steps taken to implement the Family Engagement Framework and continue to focus our effort on engaging the families of our unduplicated students
- Strengthen our Math instruction through targeted professional development that center on identified collective commitments
- Continue to align our early learning environments to our belief that early learning is the foundation upon which our students future success is built

LCAP: Projected Expenditures



Supplemental Grant

- To increase or improve services for unduplicated pupils (ELs, SED, and Homeless/Foster Youth)
- To increase or improve services for special populations (African American/Black, Latinx, and 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)
- Coordinator, Literacy and Language (1.0 FTE)
- Summer School Teachers
- Extended EL MS Day (0.4 FTE)
- Samohi Interventionist (0.2 FTE)
- Substitutes and Teacher Hourly for Training
- Blended Learning Summer Bootcamp



Supplemental Grant: Ongoing Costs

CLASSIFIED

- Bilingual Community Liaisons (10.0)
- Bilingual Instructional Assistants (1.68 FTE)
- AVID Tutors
- Summer School IAs
- Mental Health Caseworker (1.0 FTE)
- Student Outreach Specialist (3.0 FTE)
- Extra hourly for training
- Language Access Services

SOFTWARE

- Reflex Math
- RTI Screener (Fastbridge)
- RTI Screener (Spanish)

MATERIALS/SUPPLIES

- AP Exam Waivers
- PSAT/SAT Registration
- Summer School
- Lit & Lang Intervention
- Early Learning Seaside Expansion
- Black College Expo
- Young Collegians



Supplemental Grant: Ongoing Costs

CONTRACT/SERVICES

- AVID
- CORE
- Olweus
- Mindfulness
- Convocation
- School Smarts/Latino Family Literacy Project/Parent Engagement Activities
- UCLA Science Project
- CSUN Science
- UCLA Math Project
- Naviance Platform
- Naviance Curriculum
- Hatching Results
- Teacher's College Summer Institute
- Social Justice Training
- Preschool Subsidy
- Illuminate Training
- Just Communities
- K-12 Insight/Let's Talk
- SLT PL Needs



LCFF Base Funding: Ongoing Costs

CERTIFICATED

- Ed Tech TOSAs (2.0 FTE)
- Dual Immersion Teacher Stipends
- ES/MS Lit & Language Coaches (8.5 FTE)
- Social Justice TOSA (1.0 FTE)
- VAPA Coordinator (1.0)
- Substitute and Teacher Hourly for trainings
- Summer School Teachers

MATERIALS/SOFTWARE

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

CONTRACTS/SERVICES

- Innovate Ed: SLT and PLC work
- CTA: Matrix of Bias



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
- Professional Development to Create Supplemental Materials
- Supplemental Instructional Materials

■ Title IV

- Support Mariachi program expansion
- Mental Health Service Contract
- Mental Health Interns (six)



LCAP Projected Budget

Other State Revenues	\$807,876
Title I	\$242,298
Title II	\$174,538
Title III	\$95,682
Title IV	\$61,275
Supplemental Grant	\$4,971,929
Local Funds	\$2,879,842
LCFF Funds	\$97,355,024
TOTAL	\$106,588,464



Next Steps

- Finalize the LCAP Budget Expenditures
- Present Draft LCAP on 6/6
- Public Hearing of LCAP and LCAP Addendum on 6/20
- Approval of LCAP and LCAP Addendum on 6/27
- Submit to LACOE

Questions and Comments