



SANTA MONICA - MALIBU UNIFIED SCHOOL DISTRICT

DISTRICT LCAP CONSULTATION COMMITTEE

September 12, 2018 4:00 – 6:00pm

Board Room

▪ **Welcome and Introductions**

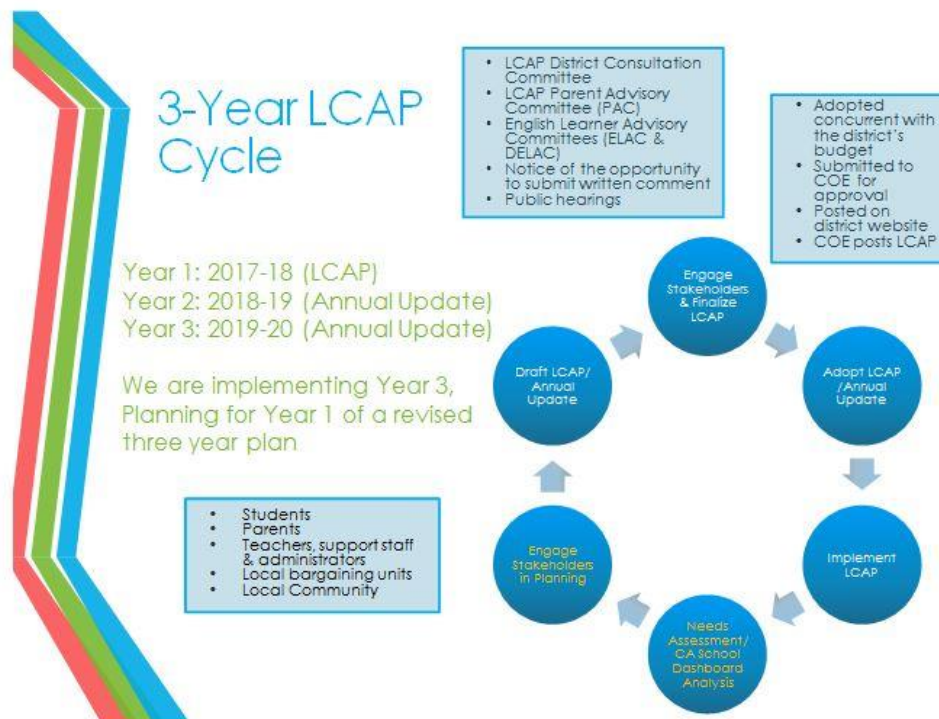
Dr. Jacqueline Mora welcomed everyone and conducted a warm-up activity for everyone to introduce themselves to one another. She then proceeded to explain what the LCAP is and how funds are allocated through this grant.

▪ **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.



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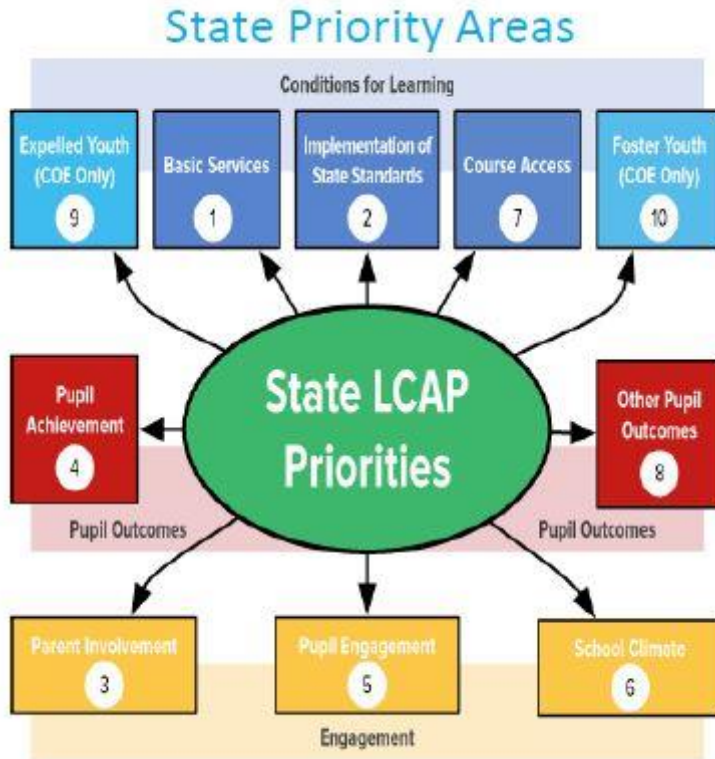
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a. Mapping State LCAP Priority Areas to SMMUSD Prior Goals

1. Consolidated 27 goals into 3 aligned with state priorities



-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)

2. Build school leadership capacity:

Principals

School Leadership Teams (SLTs)

Professional Learning Teams (PDs)

3. Align LCAP and School Site Plans

-Unifying the plan throughout the district

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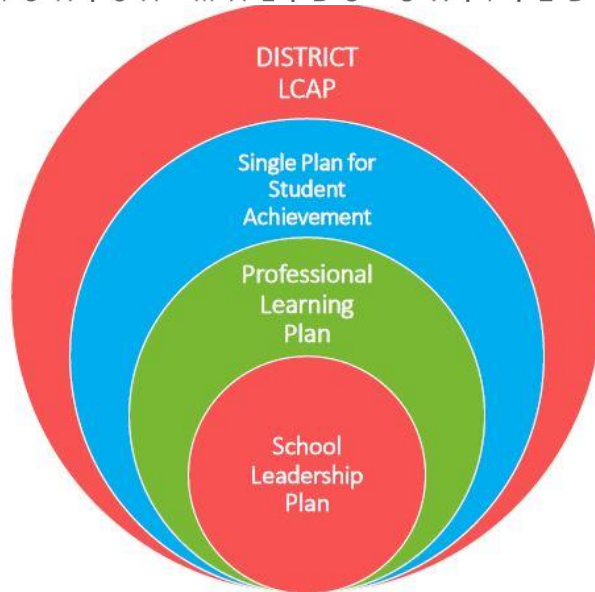
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- Review 2019-20 LCAP Adjustments
 - Plan f for increased/improved services for unduplicated students (English Learners, Socioeconomically Disadvantaged, Homeless/Foster Youth) and Special Populations (Students with Special Needs, Latinx and African American 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
 - ❖ 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

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 student's educational experience to ensure they see themselves reflected in the curriculum and feel valued by their school community

- ❖ 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

▪ **Adjournment: 5:45pm**

In Attendance: Lissette Bravo, Hayde Cervantes, Irene Gonzalez-Castillo, Lupe Ibarra-Smith, Yvonne Kyle, Jacqueline Mora, Berenice Onofre, Bertha Roman, Freda Rossi, Deanna Sinfield, Devon Smith, Amy Teplin, Andrea Ware

| Date | Time | Location | Topic |
|----------|--------------|------------|--|
| 11/14/19 | 4:00-6:00 pm | Board Room | <ul style="list-style-type: none"> ● Review 2019-20 SMMUSD Lag Data ● Highlights and Stretches |
| 1/30/20 | 4:00-6:00 pm | Board Room | <ul style="list-style-type: none"> ● Review Q2 Lead Data ● Review Draft Annual Update |
| 3/26/20 | 4:00-6:00 pm | Board Room | <ul style="list-style-type: none"> ● Review Q3 Lead Data ● Provide Suggestions for Next Steps |
| 4/21/20 | 4:00-6:00 pm | Board Room | <ul style="list-style-type: none"> ● Review Draft 2020-21 LCAP Components |

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