Local Accountability Plan (LCAP)
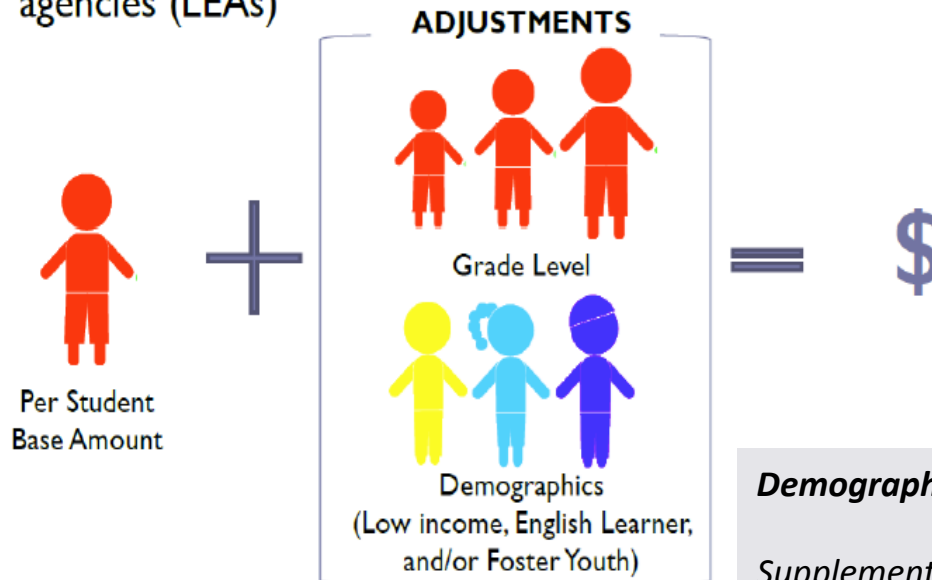
Community Input
Santa Monica Malibu Unified School District
2018-19

LCAP Purpose & Process

LCAP Overview

- ## Local Control Funding Formula (LCFF)

  ▸ Greatly simplifies state funding for local educational agencies (LEAs)

Per Student Base Amount + **ADJUSTMENTS** (Grade Level / Demographics (Low income, English Learner, and/or Foster Youth)) = **$**

Demographic Adjustments:

Supplemental Grant
Unduplicated count of English Learner, Free/ Reduced Lunch eligible, and Homeless/Foster Youth

Concentration Grant
55% and higher unduplicated students
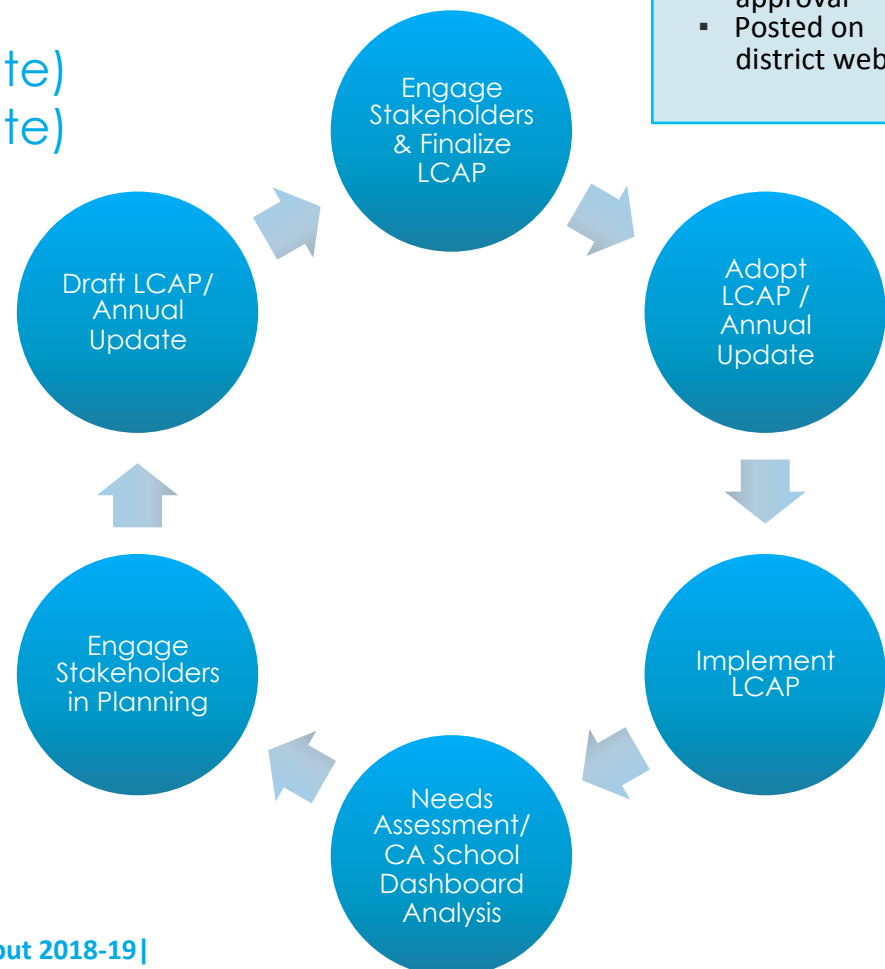
Review of Annual LCAP Cycle

- LCAP DCC
- LCAP PAC
- Broader Community
- Notice of opportunity to submit written comment
- Public hearing

- Adopted of LCAP concurrent with the district's budget
- Submission to LACOE for approval
- Posted on district website

Year 1: 2017-18 (LCAP)
Year 2: 2018-19 (Annual Update)
Year 3: 2019-20 (Annual Update)
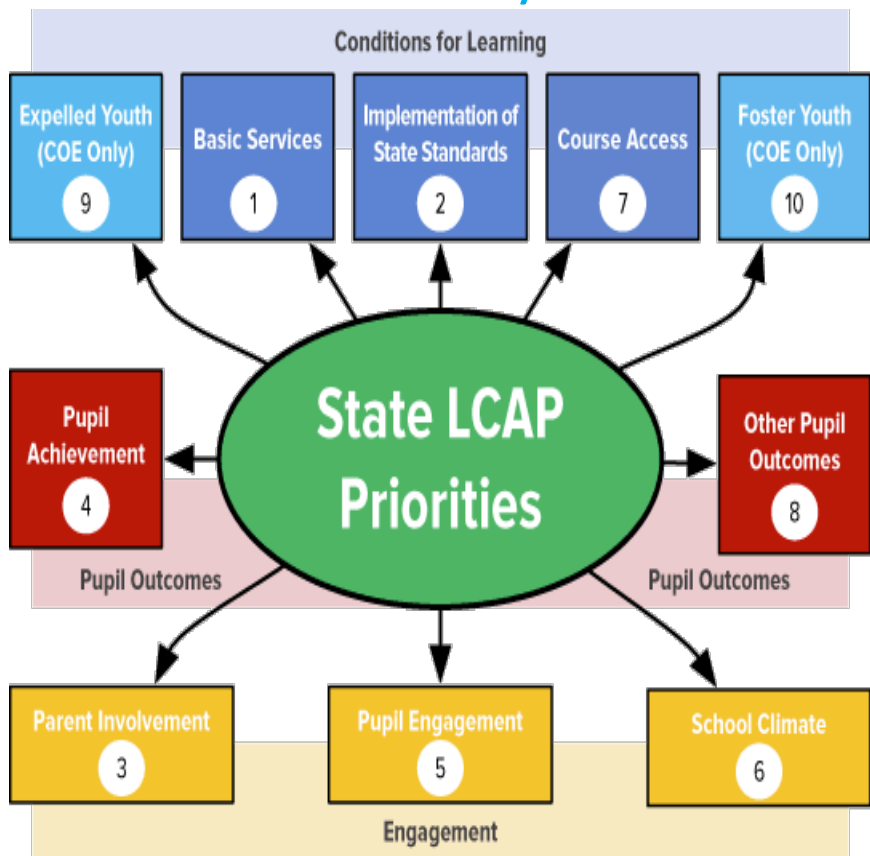
We are implementing Year 2, Planning for Year 3

- Students
- Parents
- Faculty and staff
- Principals
- Local bargaining units
- LCAP District Consultation Committee (DCC)
- LCAP PAC
- Broader Community

Engage Stakeholders & Finalize LCAP

Adopt LCAP / Annual Update

Draft LCAP/ Annual Update

Implement LCAP

Engage Stakeholders in Planning

Needs Assessment/ CA School Dashboard Analysis

Mapping State LCAP Priority Areas to SMMUSD Prior Goals

State Priority Areas

SMMUSD LCAP Goals Mapped to State Priority Areas

Goal 1: All graduates are socially just and ready for college and careers (1, 2, 4, 7, 8)

Goal 2: English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive standards-aligned core curriculum (1, 2, 4, 7, 8)

Goal 3: All students and families engage in safe, well-maintained schools that are culturally responsive and conducive to 21st century learning(1, 3, 5, 6)

LCAP: One Unifying Plan

DISTRICT LCAP

SPSA

PD PLAN

SLT FOCUS PLAN
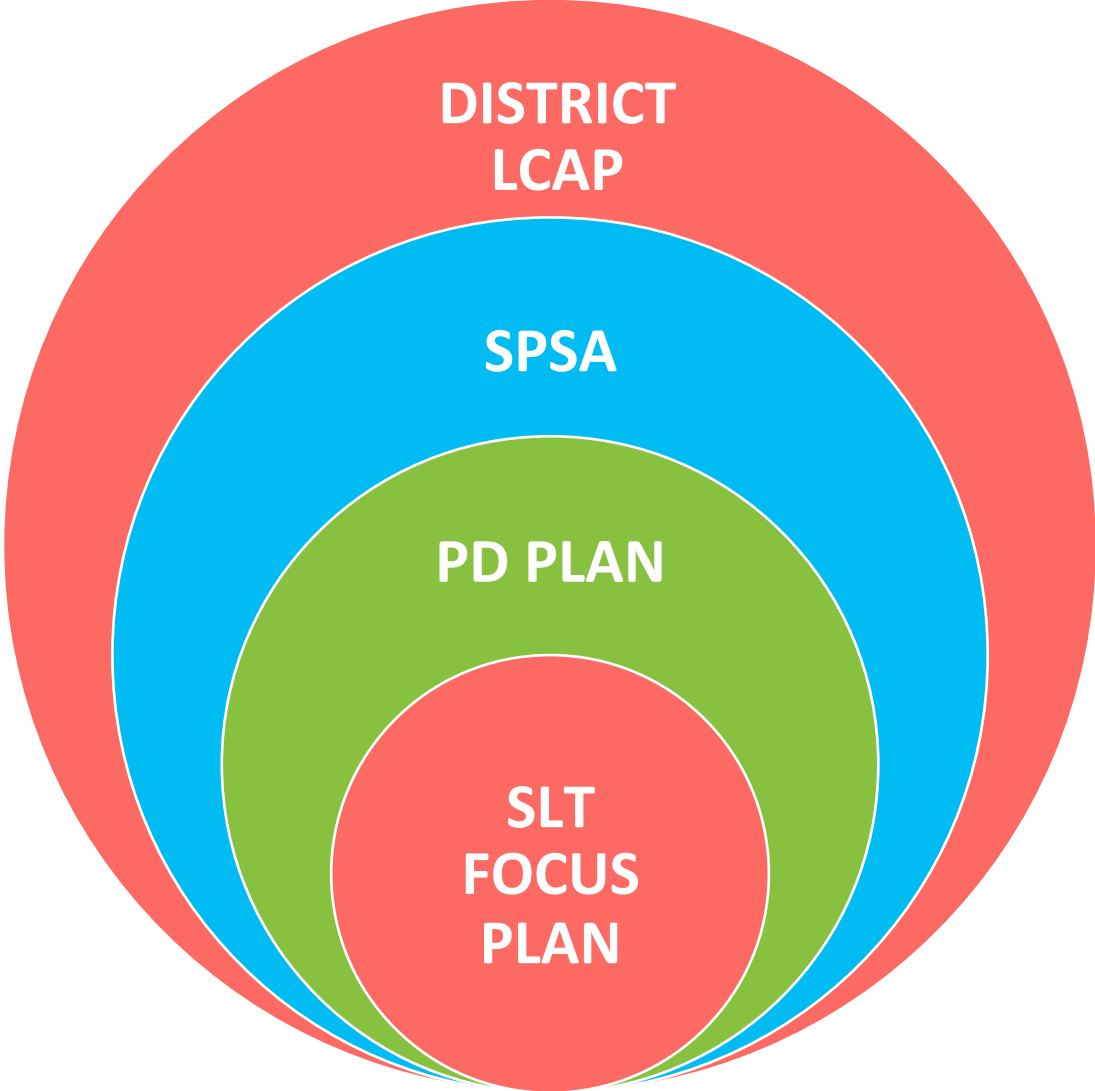
Annual Update

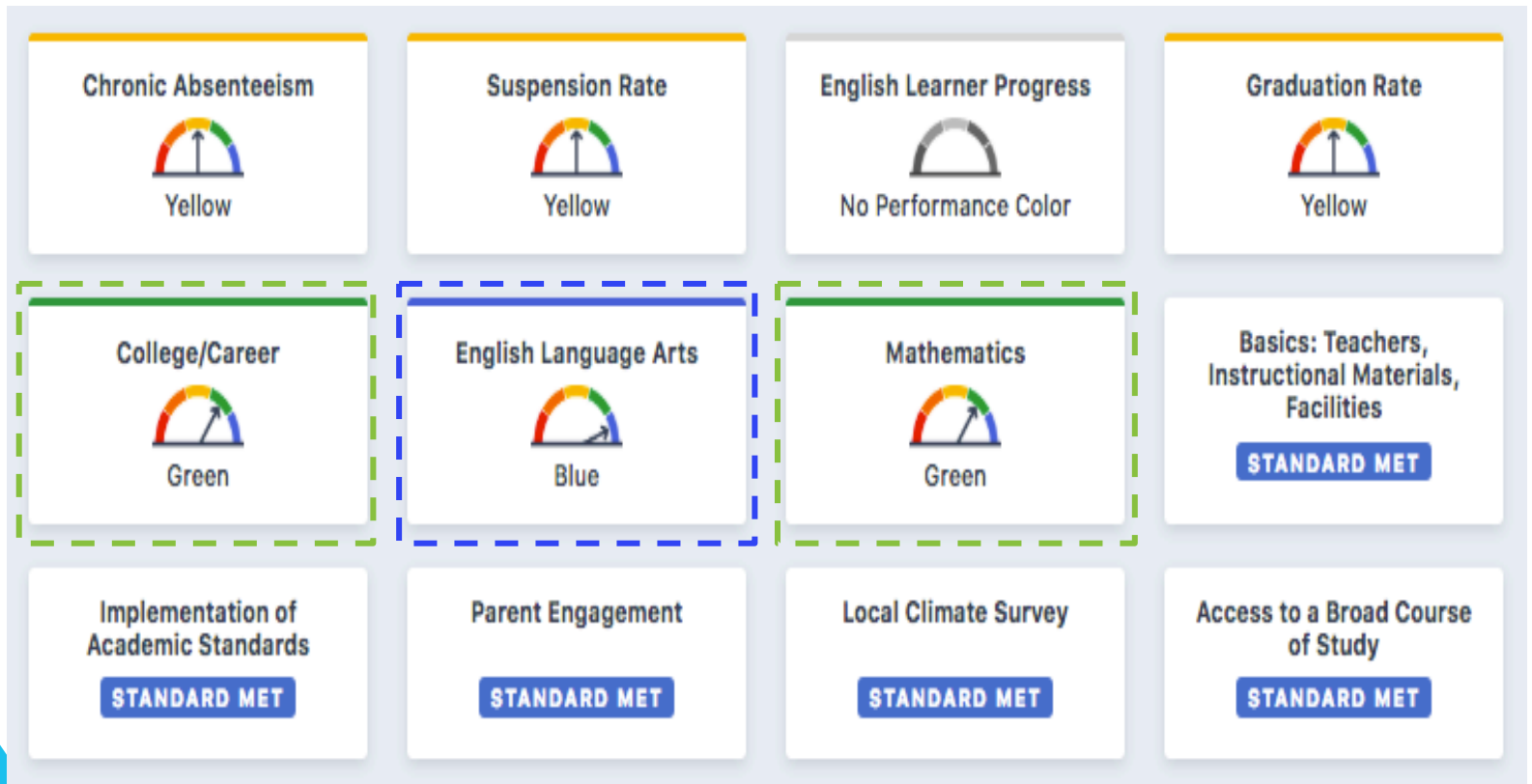## 2018-19 Progress and Future Needs

California's Accountability System

- Launched December 2017

- Uses multiple measures

- Focus on equity

- Supports our local decision making process

- Continue to report all other LCAP metrics in the Annual Update

California School DASHBOARD

California Dashboard: Performance Overview

Greatest Progress: English Language Arts; College and Careers and Mathematics

Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate
Yellow	Yellow	No Performance Color	Yellow

College/Career	English Language Arts	Mathematics	Basics: Teachers, Instructional Materials, Facilities
Green	Blue	Green	STANDARD MET

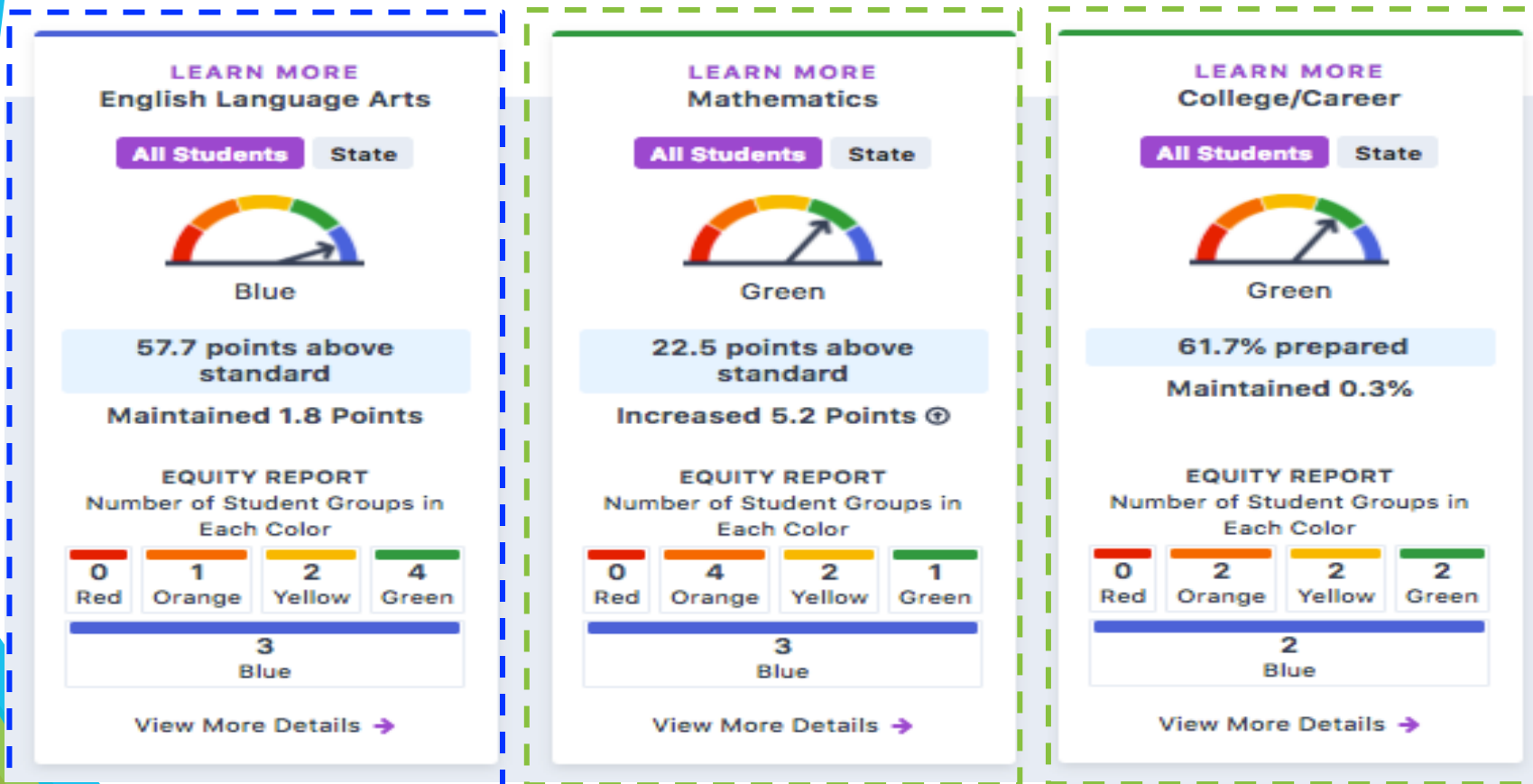| Implementation of Academic Standards	Parent Engagement	Local Climate Survey	Access to a Broad Course of Study
STANDARD MET	STANDARD MET	STANDARD MET	STANDARD MET

California Dashboard: Performance Overview

Greatest Progress: English Language Arts; College and Careers and Mathematics

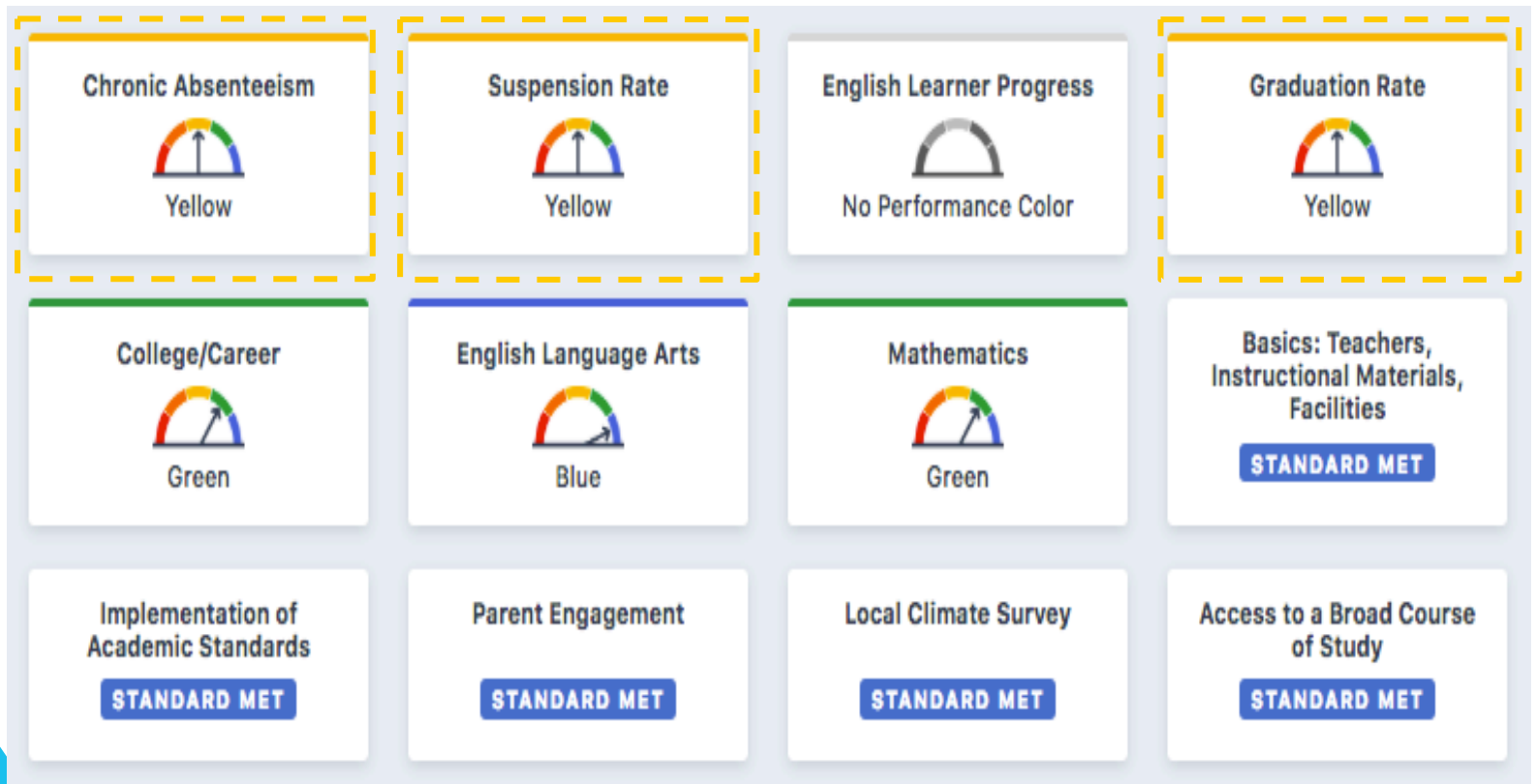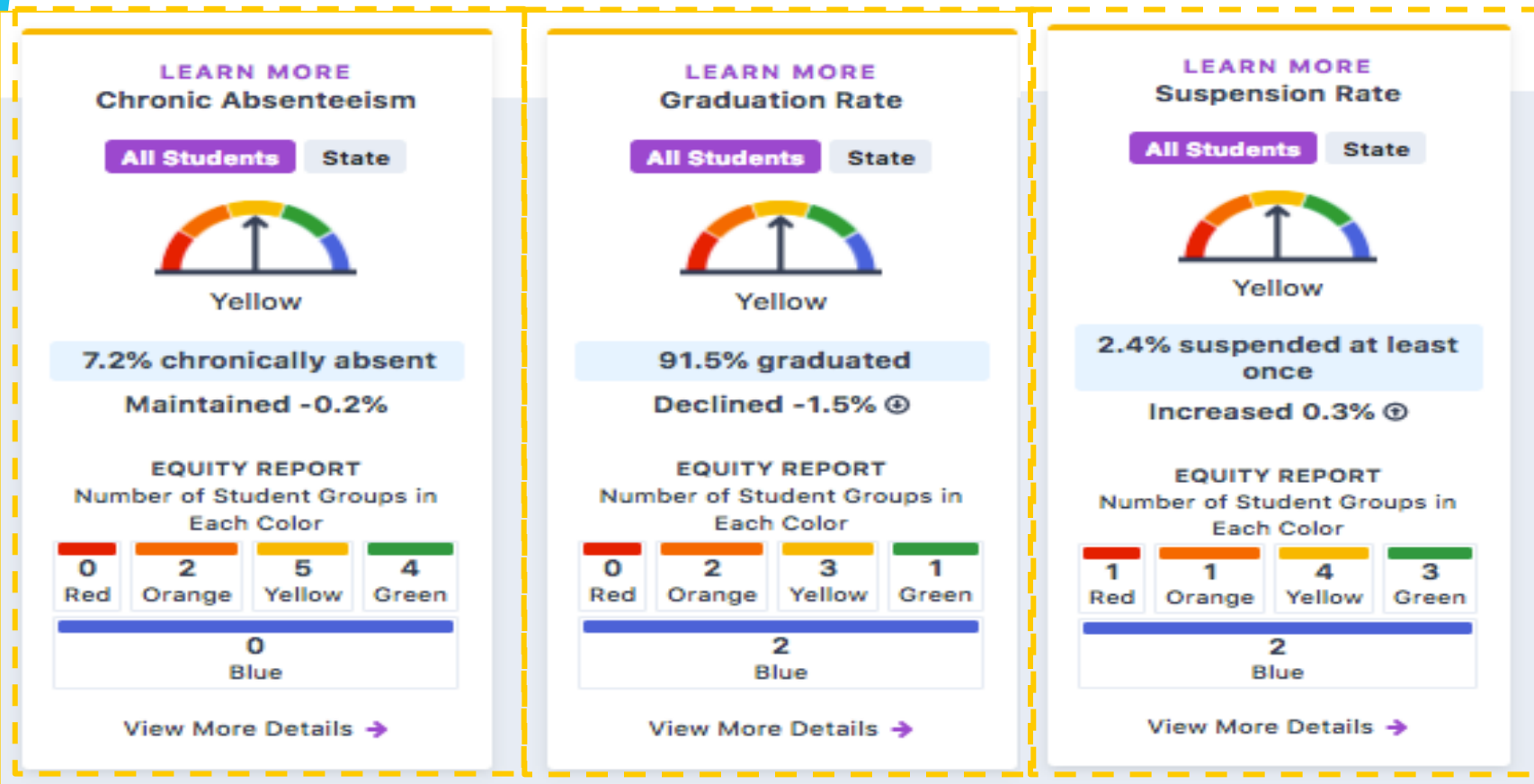|		
LEARN MORE English Language Arts	**LEARN MORE** Mathematics	**LEARN MORE** College/Career
All Students State	All Students State	All Students State
Blue	Green	Green
57.7 points above standard	22.5 points above standard	61.7% prepared
Maintained 1.8 Points	Increased 5.2 Points	Maintained 0.3%
EQUITY REPORT Number of Student Groups in Each Color	**EQUITY REPORT** Number of Student Groups in Each Color	**EQUITY REPORT** Number of Student Groups in Each Color
0 Red 1 Orange 2 Yellow 4 Green	0 Red 4 Orange 2 Yellow 1 Green	0 Red 2 Orange 2 Yellow 2 Green
3 Blue	3 Blue	2 Blue
View More Details →	View More Details →	View More Details →

California Dashboard: Performance Overview

Greatest Need: Chronic Absenteeism; Suspension Rate and Graduation Rate

California Dashboard: Performance Overview

Greatest Need: Chronic Absenteeism; Suspension Rate and Graduation Rate

LEARN MORE Chronic Absenteeism	LEARN MORE Graduation Rate	LEARN MORE Suspension Rate
All Students State	**All Students** State	**All Students** State
Yellow	Yellow	Yellow
7.2% chronically absent	91.5% graduated	2.4% suspended at least once
Maintained -0.2%	Declined -1.5% ⊙	Increased 0.3% ⊙
EQUITY REPORT Number of Student Groups in Each Color	EQUITY REPORT Number of Student Groups in Each Color	EQUITY REPORT Number of Student Groups in Each Color
0 Red　2 Orange　5 Yellow　4 Green	0 Red　2 Orange　3 Yellow　1 Green	1 Red　1 Orange　4 Yellow　3 Green
0 Blue	2 Blue	2 Blue
View More Details →	View More Details →	View More Details →

California Dashboard: Student Group Performance

Equity Gaps: Every indicator has two or more performance level differences between student groups

Student Group	Chronic Absenteeism **G/O**	Suspension Rate **B/R**	Graduation Rate **B/O**	College/Career **B/O**	English Language Arts **B/O**	Mathematics **B/O**
All Students	Yellow	Yellow	Yellow	Green	Blue	Green
English Learners	Yellow	Green	Orange	Yellow	Yellow	Orange
Foster Youth	Yellow	Red	None	None	None	None
Homeless	Orange	Green	None	None	Yellow	Orange
Socioeconomically Disadvantaged	Yellow	Green	Green	Green	Green	Yellow
Students with Disabilities	Yellow	Yellow	Yellow	Orange	Orange	Orange
African American	Green	Orange	Orange	Orange	Green	Yellow
American Indian or Alaska Native	None	None	None	None	None	None
Asian	Green	Blue	Blue	Blue	Blue	Blue
Filipino	Green	Blue	None	None	Green	Green
Hispanic	Green	Yellow	Yellow	Yellow	Green	Orange
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Yellow	Yellow	Yellow	Green	Blue	Blue
Two or More Races	Orange	Yellow	Blue	Blue	Blue	Blue

California Dashboard: Student Group Progress

Progress from previous year: SED: Suspensions, Graduation Rate, ELA and Math; SWD: Graduation; African American: ELA and Math; Latinx: Suspensions and ELA

Outstanding Performance: Asian, Filipino, Two or More Races and SED

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Yellow	Yellow	Yellow	Green	Blue	Green
English Learners	Yellow	Green	Orange	Yellow	Yellow	Orange
Foster Youth	Yellow	Red	None	None	None	None
Homeless	Orange	Green	None	None	Yellow	Orange
Socioeconomically Disadvantaged	Yellow	Green	Green	Green	Green	Yellow
Students with Disabilities	Yellow	Yellow	Yellow	Orange	Orange	Orange
African American	Green	Orange	Orange	Orange	Green	Yellow
American Indian or Alaska Native	None	None	None	None	None	None
Asian	Green	Blue	Blue	Blue	Blue	Blue
Filipino	Green	Blue	None	None	Green	Green
Hispanic	Green	Yellow	Yellow	Yellow	Green	Orange
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Yellow	Yellow	Yellow	Green	Blue	Blue
Two or More Races	Orange	Yellow	Blue	Blue	Blue	Blue

California Department of Education

College/Career Indicator Report and Data

Percent Prepared by Student Groups
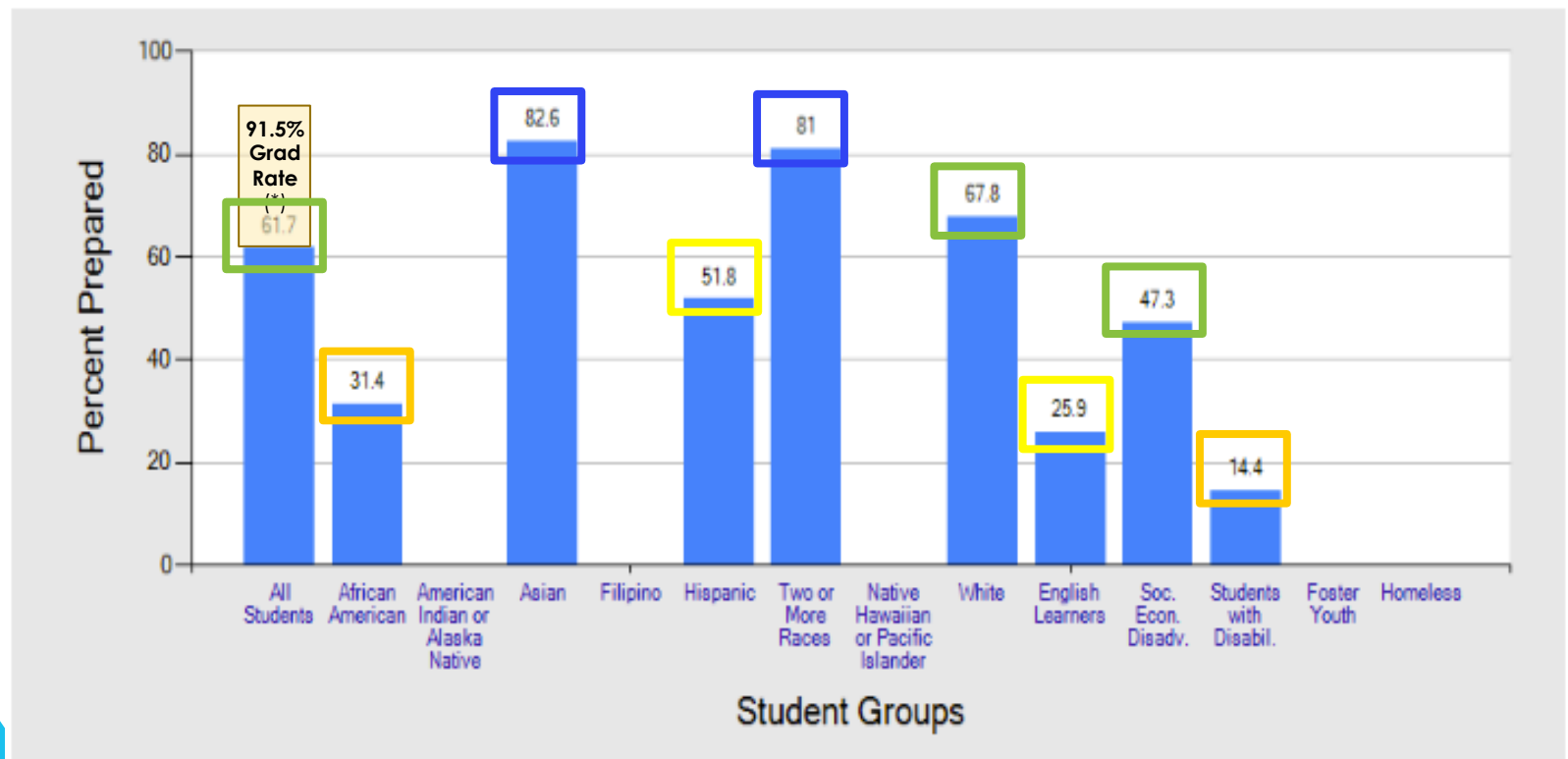
Moving Forward

Actions and Services
Process Timeline

Actions and Services

GOAL 1

- Integration of the SJ standards in curriculum guides

- Professional Learning for teachers on SJ integration

- Professional Learning on NGSS /HSS and integration of strategies to support identified student groups

- Teacher implement interims and meet as PLCs to engage in cycles of inquiry

- Professional Learning opportunities for PK teachers (Seaside)

- Literacy and Language Coordinator provides ongoing support to ELA/ELD curriculum and assessment teams

- Professional Leaning in area of CGI, Illuminate, CORE/ Readers Workshop, Academic Vocabulary Toolkit, and Blended learning.

- Literacy and Early Learning Coaches

- Subsidies to parents who do not qualify for Head Start or California State Preschool

Actions and Services

GOAL 1 Continued

- Identified student groups in 1st – 6th participate in summer school

- ELs participate in summer ELD classes to accelerate English proficiency

- Provide ongoing Professional Learning that focuses on improving learning opportunities for SWD

- AP Waivers, Subsidies for PSAT and SAT

- Provide alternative strategies for Seniors such as Into to Data Science (math)

- Continue to support AVID and Black College Expo at our secondary sites

- Building teacher capacity to support technology through Tech Jedi program

- Professional Learning on the integration of technology in the classroom

- Young Collegians Partnership btw SMC and Samohi

- Support Professional Learning needs of each site as outlined in their SLT plans

- Teacher hourly to refine curriculum guides and include differentiated resources to support identified student groups

- Professional Learning opportunities to strengthen Dual Immersion programs

- Literacy and Language Coordinator provide direct support to Literacy Coaches to strengthen instruction for ELs and Low Income students

Actions and Services

GOAL 2

- Literacy and Language Coordinator provides ongoing support to Literacy Coaches in area of ELD (D/I)

- Professional Learning Opportunities on CGI for English Learners

- Bilingual Assistants to provide support to ELs in content classrooms at Secondary level

- Literacy and Language Interventionist work with Tier II an III LTELS

- MS receive one additional section to provide ELs options for electives

Actions and Services

GOAL 3

- Bilingual Community Liaisons

- Professional Learning on Language Justice and creating multilingual spaces

- Resources to develop SMMUSD Language Access Guidelines

- Interpretation and translation services

- Parent trainings
  - School Smarts, Latino Family Literacy Project, Parents for Inclusion, Diversity and Access

- (3.0) Student Outreach Specialist at Samohi

- (.2) Samohi Interventionist

- Restorative Justice, Olweus and Mindfulness training

- Mental Health Coordinator/Case Worker

- Training with Hatching Results for Counselors (ASCA Framework)

- Implementation of Naviance

LCAP Process Timeline, 2019

- **Annual Update and Needs Assessment:** Jan/Feb 2019

- **Community Engagement:** Mar 2019

- **2017-2020 LCAP Revision:** April/May 2019

- **Public Hearing and Board Adoption**: May/June 2019

Discussion

2017-2020 LCAP Goals

- Goal 1: All graduates are socially just and ready for college and careers

- Goal 2: English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive standards-aligned core curriculum

- Goal 3: All students and families engage in safe, well-maintained schools that are culturally responsive and conducive to 21st century learning

Questions

- Based on the CA Dashboard, what adjustments or additions would you recommend for consideration?

- Specifically, what adjustments or additions would you recommend for English Learners, Socioeconomically Disadvantaged , Homeless/ Foster Youth, and students with disabilities?

Provide Feedback

- **District Level**
  - Regional Meetings
    - *Malibu*
      - 3/28 6:30: Webster ES Library
    - *Santa Monica*
      - 3/20 6:30: Rogers ES Cafeteria
- **Site Level**
  - ELAC
  - SSC
  - PTA

- **Lets Talk**
  - http://www.smmusd.org/superintendent/index.html