Local Accountability Plan (LCAP)

Community Input
Santa Monica Malibu Unified School District
2018-19
LCAP Purpose & Process
Local Control Funding Formula (LCFF)

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

**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

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
Mapping State LCAP Priority Areas to SMMUSD Prior Goals

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
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 Dashboard: Performance Overview

Greatest Progress: English Language Arts; College and Careers and Mathematics
California Dashboard: Performance Overview

Greatest Progress: **English Language Arts**; **College and Careers and Mathematics**
California Dashboard: Performance Overview

Greatest Need: **Chronic Absenteeism**; **Suspension Rate** and **Graduation Rate**

- **Chronic Absenteeism**: Yellow
- **Suspension Rate**: Yellow
- **English Learner Progress**: No Performance Color
- **Graduation Rate**: Yellow
- **College/Career**: Green
- **English Language Arts**: Blue
- **Mathematics**: Green
- **Basics: Teachers, Instructional Materials, Facilities**: STANDARD MET
- **Implementation of Academic Standards**: STANDARD MET
- **Parent Engagement**: STANDARD MET
- **Local Climate Survey**: STANDARD MET
- **Access to a Broad Course of Study**: STANDARD MET
California Dashboard: Performance Overview

Greatest Need: **Chronic Absenteeism; Suspension Rate and Graduation Rate**
California Dashboard: Student Group Performance

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

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Chronic Absenteeism</th>
<th>Suspension Rate</th>
<th>Graduation Rate</th>
<th>College/Career</th>
<th>English Language Arts</th>
<th>Mathematics</th>
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## 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

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California Department of Education

College/Career Indicator Report and Data

Percent Prepared by Student Groups
Moving Forward

Actions and Services
Process Timeline
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 Learning 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
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

- **Let's Talk**
  - [http://www.smmusd.org/superintendent/index.html](http://www.smmusd.org/superintendent/index.html)