SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

MINUTES OF LCAP DISTRICT CONSULTATION COMMITTEE

October 28th, 2025 - 4:00-6:00 p.m.
Virtual

- Welcome (5 min) - Dr. Stacy Williamson started the meeting at 4:05 pm
    - Presenters Dr. Stacy Williamson, Assistant Superintendent of Educational Services and Gerardo Cruz Assistant Superintendent of Business and Fiscal Services

- Introductions of committee members – parents and staff
  Attendees – Dr. Stacy Williamson, Dr. Ashley Benjamin, Jim Wang, Carman Durand, Carey Upton, Deborah Lukic, Douglas Meza, Victoria Hurst, Patty Hernandez, Alyssa O'Grady, Bertha Roman, Erin Dineilli, Cindy Smith, Claudia Bautista-Nicolas, Gerado Cruz, Chelsea Burris, Dr. Devon Smith, Casper Casparian, Benjamin Dushatlin, Anita Yuan, Samantha Carpenter, Ryan Maderesman, Dr. Frank Dussan, Guy Barker - interpreter, Monica Limon - interpreter, Victor Frozdich, Annie, Caitlin Lili, Wade Major, Johanna Kracke, Elizabeth Parent from JAMS, Sarika, Anne Waralamont, Jim Kennedy, Wade Major.

- Review and Explanation of LCAP - Dr Stacy Williamson

- 2025-26 LCAP Overview and Executive Summary - Dr. Stacy Williamson

- Dr. Stacy Williamson presented the overview of the LCAP Plan and Goals

- Gerardo Cruz explained the Local Control Funding Formula (LCFF) funding
    - Gerardo Cruz explained the Local Control Funding Formula (LCFF) funding and presented the Budget Overview for Parents. He explained the LCFF Base, Supplemental, and Concentration Grants, and answered a parent question about whether Concentration Grants are related to our status as a Basic Aid district.

    - Gerardo reviewed the annual budget and projected revenue, explaining the operational general fund and restricted general fund. He also explained what it means to be a Basic Aid or Community Funded district, and how that relates to our budget.

    - He reviewed budgeted expenditures and expenditures for high-needs students in the LCFF Budget Overview for Parents and the community.

- A parent asked how much the district spends per student. Gerardo shared that we receive approximately $23,000 in revenue and spend approximately $24,000 per student.

- Gerardo answered a question about the district reserve, explaining that the current balance is 28.7%, equal to $62M. The state recommends that state-funded districts maintain a 17% reserve, while community-funded districts maintain 30%.

- A parent asked about how to avoid depleting the reserve and how to align expenditures with revenue. Gerardo explained that the district budgets for higher expenditures and lower revenue as a conservative approach, and when we deficit spend, the difference is covered by the reserve.

- A parent also asked if our reserve funds are kept in a high-yield savings account. Gerardo explained that all district funds are held in the Los Angeles County Treasury's Office, which determines the investment structure and rate, currently set at the federal rate.

- Dr. Stacy Williamson talked about the changes made from the last LCAP Plan

  - Dr. Williamson discussed changes made from the last LCAP plan and explained the LCAP process, which includes the District Consultation Committee, Parent Advisory Committee, English Learner Advisory Committees (ELAC and DELAC), Public Hearings, Community feedback (teachers/parents/students), and collaboration with local bargaining units and educational partners.

  - She explained how the LCAP and district budgets must align and reviewed Goal 1, Goal 2, and Goal 3, and how they align with our State Priority Areas. She also explained that Goal 4 addresses the Olympic High School context.

  - A parent asked about rewriting the LCAP, and Dr. Williamson explained that the district will begin that process after the current three-year cycle is completed.

  - She reviewed the approach to breakout sessions this year, which will show the direct connection between the LCAP goals and district goals. She explained that, based on board feedback, the data slides will be simplified, and committee members will review the data independently and propose metrics as a group.

  - A parent asked about the percentage of the budget allocated to salaries. Gerardo responded that Certificated Salaries make up 35% (teachers), Classified Salaries 19% (non-teaching staff), and Statutory and Health Benefits 27%, for a total of 81%.

  - A parent asked about the student-to-teacher ratio. Dr. Meza shared the following stats TK–3rd Grade: 24:1, 4th–5th Grade: 27:1, Middle School: 34:1, High School: 35:1. Specialized classes vary, for example Science 34:1, Art 28:1.

- Breakout Room - Review of LCAP Metrics Data and Review of LCAP Action Items
- Group 4 reviewed Transformative Approaches. Erin Dineilli reviewed the metrics for this group. A parent asked what A–G requirements are. Erin explained that the letters represent subject areas: A – History, B – English, C – Math, D – Science, E – Language, F – Visual and Performing Art, G – College Prep Electives
    - Dr. Smith discussed Project-Based Learning (PBL) and its history in the district. When the district began implementing PBL, teachers at different sites had competing priorities. Under Dr. Shelton's leadership as Superintendent, the district expanded PBL implementation to all sites, beginning with Grant Elementary.
    - The district is currently in Year 2 of a three-year implementation plan. Ten schools are currently trained, and five are in Year 1. A total of 213 teachers have been trained in PBL since June. Dr. Smith also discussed how this connects with restorative practices, and how both efforts are transforming teaching and learning in the district.
    - Erin presented metrics on AP Exam passing scores (3 or higher). Dr. Smith discussed the number of schools trained in PBL and CTE, and the supports available for students who are not college-bound.
        - **Review of Each Room's Experience in the Breakout Room and Feedback**

          Group 2 – Did not make any notes and did not have time to provide feedback after reviewing slides.

          Group 3 – Had a good discussion about information that was new to a parent and suggested that more information be shared with parents through additional communication channels.

          Group 4 – Had a great conversation about supporting students who are not college-bound and expressed interest in continuing that discussion.

          Group 5 – Discussed updating language around Restorative Justice to make it more appealing to the community and reviewed ways to increase student engagement. Suggested looking into newer or improved programs.

          Group 6 – Reviewed the content to better understand viable curriculum and professional development. Teachers and principals expressed that they feel supported by instructional coaches. The group also discussed professional development for substitutes and possible logistics.
        - Feedback from the chat – A parent asked, "Could we get a one-sheet that can be shared at PTA meetings?" Dr. Williamson confirmed.

- Provide Suggestions for Next Step
    - Parent feedback included a request to more clearly explain the purpose of these meetings and how the 20-minute breakout sessions connect to LCAP implementation.

- Dr. Meza joined the discussion to further explain teacher-to-student ratios and how these ratios are established through negotiations with the teachers' union.

- Parent comment – "I would be interested in continuing the conversation around the student cap. Thirty-four students in a middle school classroom and thirty-five students in a high school classroom seems unmanageable, and there's just absolutely no way that students aren't slipping through the cracks."

Closure

- Thank you everyone for your time
- Review Meeting Dates – Next meeting date 1/28/2026 4:00pm via Zoom
- Meeting closed at 6:05pm