SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

MINUTES OF DISTRICT LCAP PARENT ADVISORY COMMITTEE

October 21, 2026 - 4:00-6:00 p.m.
Virtual

- Welcome (5 min) - Dr. Stacy Williamson started the meeting at 4:02 pm
    - Dr. Stacy Williamson, Assistant Superintendent of Educational Services and Dr. Alyssa O'Grady, Director of Assessments, Research and Evaluation.

- Attendees – Dr. Stacy Williamson, Gerado Cruz, Dr. Alyssa O'Grady, Dr. Ashley Benjamin, Bertha Roman, Victoria Hurst, Dr. Devon Smith, Dr. Jim Wang, Erin Dineilli, Nazareth Riquelme, Cindy Smith, Carey Upton, Claudia Bautista-Nicolas, Patty Hernandez, Guy Barker -Interpreter, Monica Limon - Interpreter, Ryan Maderesman, Jim Kennedy, Benjamin Dee-Shapland, Mark Driver, Monica Milius, Sarah Rodriguez, Wade Major, Michael Levin, Sarika Sewak, Annie Hilo, Laura Hernandez.
  Absent: Douglas Meza, Glen Infuso, Dr. Frank Dussan, Savita Bharadwa

- Review Norms and Explanation of LCAP - Dr Stacy Williamson

- Review Progress on the LCAP Actions:
    - Dr. Stacy Williamson presented the LCAP Goals for Olympic HS. Goals 1 -3 and will meet to evaluate Goal 4
    - Gerardo Cruz presented about Fiscal Services (Group 1): Budget Overview for the 2026-27 School Year and the Budgeted Expenditures in the LCAP
    - Carey Upton presented about Maintenance and Future Facilities (Group 2): Carey shared about the Maintenance Work Order Completion, Facility Inspection- Schools that Shifted to "Good": (From Fair to Good)
        - Webster
        - Ocean Park SH
        - Roosevelt
        - Will Rogers
        - McKinley
        - Grant
        - Franklin
        - JAMS
        - Lincoln
        - Samohi
    - Dr. Alyssa O'Grady presented the following Groups:
        - (Group 3) Transformative Approaches and shared about Project-Based Learning (PBL), Social Emotional Learning, Positive Behavior Intervention Support, and Restorative Justice

        - (Group 4) Reclassification on the following Action Titles: English Language Development (ELD), ELD- Professional Development, English Learner (EL) and Long-Term English Learner Intervention and Support, English Language Proficiency Assessment for California Support, Reclassification Procedures, EL and Fluent English Proficient Student Progress Monitoring.
        - (Group 5) Special Education of the following Action Titles: Compliance Training, Inclusive Practices for Neurodiverse Learners.
        - (Group 6) Guaranteed Viable Curriculum. Professional Development, Site Leadership Teams, Guaranteed Viable Curriculum, Muti-Tiered Systems of Support (MTSS).

- Breakout Room Discussions - 40 minutes
    - Participants were assigned to breakout rooms based on their areas of interest to discuss the progress of the Local Control and Accountability Plan (LCAP) actions.
    - Each breakout room returned to the larger group to share a summary of their discussion, key observations, questions, and feedback.

        - Group 1 – Gerardo Cruz -
            - Discussion focused on district revenue and how funding benefits individual school sites.
            - Questions were raised regarding how funds are allocated and the level of discretion school sites have in utilizing funds through their School Site Councils
        - Group 2 – Carey Upton -
            - Discussion focused on the Franklin Elementary School project, including parent involvement in decision-making, project progress, and facility usage.
            - Participants appreciated the information and clarification provided regarding the project's planning and implementation.
        - Group 3 – Dr. Devon Smith and Dr. Jim Wang -
            - Discussion focused on restorative practices, staff training, and implementation across school sites.
            - Participants questioned the effectiveness of restorative practices in addressing bullying and student behavior.
            - Emphasis was placed on ensuring staff receive appropriate training and reviewing data to evaluate the effectiveness of these practices.
        - Group 4 – Nazareth Riquelme and Erin Dinielli -
            - Discussion focused on support and resources for English Learner (EL) students across all grade levels.
            - Participants discussed the use of funds to purchase instructional resources for teachers, noting that many resources are geared toward grades K–5. They expressed interest in expanding these resources and strategies to include middle and high school students.

- Emphasis was placed on providing teachers with continued support and effective instructional strategies for English Learners (ELs).
- Learning walks were highlighted as a valuable practice for identifying and addressing the instructional needs of EL students.
- Questions were raised regarding how parents respond to student progress reports and reclassification updates.
- Participants emphasized the importance of having teachers who are familiar with their students administer assessments, as this may help students feel more comfortable and supported during testing

  - Group 5 – Victoria Hurst and Bertha Roman -
    - Discussion highlighted professional development and staff training provided since August, including required training such as mandated reporter training.
    - Participants discussed co-teaching, instructional coaching, and the implementation of neurodiversity-supportive practices across school sites.
  - Group 6 – Dr. Ashley Benjamin and Cindy Smith-
    - Participants raised questions regarding the LCAP process, how data is reviewed and analyzed, and how feedback and suggestions are incorporated into the district's three-year plan.
    - Discussion highlighted the benefits of Project-Based Learning (PBL), particularly providing students with meaningful, real-world learning experiences.
    - Suggestions included incorporating theater, increasing parent involvement, and expanding learning opportunities to support students with Individualized Education Programs (IEPs), English Learners (ELs), and advanced learners seeking additional academic challenges
  - Dr. Alyssa O'Grady thanked all participants for their valuable input and shared that the feedback and suggestions would be considered as part of the ongoing LCAP planning process.

- Questions - 15 minutes
  - Gerardo Cruz shared a question raised by Sarah Rodriguez, a John Adams Middle School (JAMS) parent representative, regarding the LCAP process and her role on the committee.
  - Sarah Rodriguez expressed interest in better understanding her responsibilities as a committee representative, including serving as a liaison between JAMS parent groups and the LCAP committee to gather and share feedback. She also requested a clearer understanding of the overall LCAP process, how district funds are allocated and spent, and where additional information could be found to share with the JAMS school community.
  - Dr. Stacy Williamson shared the purpose of the LCAP committee in the Zoom chat, referencing Education Code requirements. She explained that committee members have an opportunity to provide input during the development of the LCAP and serve as advocates for their school communities, particularly during the May review process.

- Sarah Rodriguez asked whether additional information would be provided regarding LCAP reports and expenditures.
- Dr. Williamson explained that the January meeting would include updates on expenditures and financial reports for parents to review.
- Sarah Rodriguez asked for confirmation that the committee would meet in May to review the proposed LCAP.
- Laura Hernandez asked whether LCAP information and reports were available online.
- Dr. Ashley Benjamin explained that the LCAP document begins with a budget overview and includes actions under each district goal. Each action identifies its estimated expenditures and funding sources, allowing parents to review how funds are allocated. At the end of the year, actual expenditures are reported to show how much was spent. During the development of a new LCAP, the district reviews data and performance metrics to evaluate the effectiveness of existing actions, identify areas for improvement, and determine whether adjustments are needed.
- Dr. Stacy Williamson explained that the Los Angeles County Office of Education (LACOE) requires the district to report on 19 or more metrics, including specific mandatory measures that must be included in the LCAP
- Claudia Bautista-Nicolas raised concerns regarding the use of substitute teachers during student assessments and suggested that students may benefit from being tested by their regular classroom teachers. She also asked whether there was an opportunity for parents to provide feedback on the effectiveness of interventions and assessment practices.
- Dr. Stacy Williamson explained that assessment practices are discussed during principal meetings and with teachers. She noted that some teachers have expressed concerns regarding administering alternate assessments, while in many other districts, classroom teachers administer these assessments to their own students.
- Wade Major, a Malibu representative, shared concerns regarding the unique needs of Malibu schools, particularly student displacement due to the fires, enrollment challenges, and educational pathways that support student retention. He acknowledged Dr. Shelton's efforts in providing transportation to help students remain enrolled at Webster Elementary, Malibu Middle School, and Malibu High School. He emphasized that recovery remains an ongoing process and expressed the importance of ensuring that the LCAP remains flexible and responsive to Malibu's specific needs rather than adopting a one-size-fits-all approach.
- Dr. Stacy Williamson clarified that the LCAP reflects districtwide priorities and expenditures, including funding allocated through the Local Control Funding Formula (LCFF).She explained that school sites also receive discretionary funding, including Title funds, which principals may use to address specific school needs in accordance with funding requirements. She encouraged committee members to bring forward larger concerns and needs that may require districtwide attention.
- Mark Driver shared that he joined the Transformative Approaches breakout room expecting to learn more about Artificial Intelligence (AI). He asked about the district's perspective and policies regarding AI, noting that it is an important topic of national discussion. Since AI was not addressed during the breakout room discussion, he asked where these conversations are taking place within the district.
- Dr. Stacy Williamson clarified that AI is not currently addressed in the LCAP but is being discussed through the district's Technology Working Group. She invited Bertha Roman to provide additional information.

- Bertha Roman explained that the Technology Working Group is not an open committee but includes representatives from school sites. She encouraged interested parents to share their questions and feedback with their school representatives. Current discussion topics include YouTube usage and the role of AI in instruction, with an emphasis on gathering input from school stakeholders.
- Dr. Stacy Williamson shared a link to the district's Instructional Technology webpage in the meeting Zoom chat.
- Mark Driver requested that the link be emailed to him, and Dr. Williamson asked Patty Hernandez to follow up with the information.

- Review Meeting Dates
  - The following upcoming LCAP meeting dates, times, locations and topics were discussed

    - January 20, 2027
      - Time: 4:00 pm - 6:00 pm
      - Location: Zoom
      - Topic: *Review Progress on the LCAP Actions and Provide Suggestions for Next Step*

    - May 12, 2027
      - Time: 5:00 pm - 7:00 pm
      - Location: Zoom
      - Topic: *Community Meeting for Feedback on LCAP*

    - May 19, 2027
      - Time: 4:00 pm - 6:00 pm
      - Location: Zoom
      - Topic: *Review Draft Actions and Services for 2027-28 LCAP*

- Closure
  - Dr. Alyssa O'Grady thanked all participants for their time, participation, and valuable feedback.
  - Meeting closed at 5:38 pm