LCAP DISTRICT CONSULTATION COMMITTEE
January 26, 2023 4:00 – 6:00pm
Virtual

- **Agenda**
  - *Welcome*
  - *2022-23 Q2 Lead Data Review: Key Findings*
    - *Goal Team Breakout Groups*
      - *Review 2022-23 Q2 Lead Data*
      - *Provide suggestions on next steps*
  - *Closure*
    - *Review Meeting Dates*
- **Welcome**
- **2022-23 Q2 Lead Data Review: Key Findings**
  - Goal Teams:
  The LCAP District Committee members were placed into groups under each goal.
    - Goal 1a: Stacy Williamson, Devon Smith, Rosa Mejia, Naz Riquelme, Jennifer Goldberg
    - Goal 1b: Isaac Burgess, Rosa Serratore, Amy Di-Dario, Claudia Bautista-Nicholas, Margie Holland-Matthews
    - Goal 2: Deanna Sinfield, Yvonne Kyle, Berenice Onofre, Isabel Martinez, Satinder Hawkins, Lori Orum
    - Goal 3: Bertha Roman, Johanna De La Rosa, Nancy Gutierrez, Shuli Lotan, Zakiya
  - LCAP Goals
    - G1: All graduates are socially just and ready for college and careers.
    - G2: English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive, standards-aligned core curriculum.
    - G3: All students and families engage in safe, well-maintained schools that are culturally responsive and conducive to 21st century learning.
  - SMMUSD Cycle of Inquiry: An injury cycle is designed to monitor student progress in goals over the course of the year from year to year.
    - Q1 Lag Metrics
      - ❖ 2022 CAASPP Summative Assessments & Spring Diagnostic Assessments
    - Q2 Lead Metrics
      - ❖ Fall Diagnostic and Interim Assessments
    - Q3 Lead Metrics
      - ❖ Winter Diagnostic and Interim Assessments

- ▪ Q4 LCAP Process
    - ❖ Spring Diagnostic assessments and 2023 CAASPP Summative Assessments
- o Q2 Lead Metrics
    - ▪ Metrics by Goal
        - ❖ Goal 1
            - ➢ Diagnostic Assessments for ELA and Math
            - ➢ Interim Assessments for ELA and Math
            - ➢ Secondary Grades for Fall Semester
        - ❖ Goal 2
            - ➢ Diagnostic Assessments by EL Status for ELA and Math
            - ➢ Interim Assessments by ELA and Math
            - ➢ Secondary Grades for Fall Semester by EL status
            - ➢ Reclassification Numbers and Rates
            - ➢
        - ❖ Goal 3
            - ➢ Fall Attendance Data
            - ➢ Fall Discipline Data
- o Key Findings (slides 15-23)
    - ▪ Q2: Initial Findings-Fall Participation
        - ❖ Areas of Success: ELA
            - ➢ 91% participation district wide in Star Reading and Star Early Literacy on the Fall Diagnostic Assessment
                - o This is a 36% increase in participation compared to Spring 2022
            - ➢ 90% participation on the Interim IABs
        - ❖ Areas of Need: ELA
            - ➢ Our goal is to have 95% participation rates for all district assessments
        - ❖ Areas of Success: Math
            - ➢ 86% participation district wide on the Star Math Fall Diagnostic Assessment
                - o This is a 38% increase in participation compared to Spring
            - ➢ 93% participation on the Interim IABs
        - ❖ Areas of Need: Math
            - ➢ Our goal is to have 95% participation rates for all district assessments
    - ▪ Q2: Initial Findings-Middle School Grades
        - ❖ Areas of Success: Middle School Grades

- 12, 176 grades that were given
  - 443 of those grades were either D's or F's, which is 4%
- Total Middle School enrollment=2,041
  - 260 of those students were given either a D and/or F, which is 13%
- ❖ Areas of Growth: Middle School Grades
  - The subgroups with the highest amount of failing grades
    - Latinx/Hispanic (52%)
    - Socio-Economically Disadvantaged Students (51%)
    - White (35%)
    - Students with Disabilities (17%)
    - African American/Black (8%)
- ▪ Q2: Initial Findings-High School Grades
  - ❖ Areas of Success: High School Grades
    - 18,624 grades that were given
      - 1,077 of those grades were either D's or F's, which is 6%
    - Total High School enrollment=3,099
      - 547 of those students were given at least one D and/or F, which is 18%
  - ❖ Areas of Growth: High School Grades
    - The subgroups with the highest amount of failing grades
      - Socio-Economically Disadvantaged Students (55%)
      - Latinx/Hispanic (53%)
      - White (33%)
      - Students with Disabilities (16%)
      - African American/Black (10%)
- ▪ Q2: Initial Findings-Reclassification
  - ❖ 2022-23 Enrollment as of 10.05.2022 CALPADS reporting
    - 8825 students TK-12
    - 682 English Learners
  - ❖ 2022-23 Fall Cycle:
    - 81 English Learners were reclassified
    - 9 EL students with IEPs were reclassified using the alternate reclassification process
  - ❖ Fall Semester Total Number of students that were reclassified: 90
    - Winter Cycle will take place in February 2023

- ▪ Q2: Initial Findings-Attendance
- ▪ Areas of Growth:
  - ❖ We have a high Chronic Absenteeism rate of 31%
  - ❖ Chronic absenteeism numbers have gone up even compared to last year
  - ❖ Elementary grade levels show the biggest jumps in chronic absenteeism
  - ❖ Subgroups with highest chronic absenteeism
    - ➢ Students with Disabilities (38.4%)
    - ➢ LATINX/Hispanic (38.7%)
    - ➢ Socio-Economically Disadvantaged (37.0%)
    - ➢ Native American (33.3%)
    - ➢ African American/Black (30.9)
    - ➢ English Learners (30.7%)
- ▪ Q2: Initial Findings-Discipline
  - ❖ 95 suspensions from August 18, 2022-December 16, 2022
    - ➢ 13 of those students have been suspended 2 or more times (14%)
  - ❖ Main Reason for suspensions (77%)
    - ➢ Possession of a controlled substance (37%)
    - ➢ Caused attempted or threatened physical injury (22%)
    - ➢ Willful use of force, except in self-defense (18%0
  - ❖ Subgroups with the highest suspension rates
    - ➢ White (485)
    - ➢ Latinx/Hispanic (31%)
    - ➢ Students with Disabilities (23%)
    - ➢ African American/Black (185)
- o Group Activity (slides 32-168)
  - ▪ Q2 Key Findings review and suggestions for next steps
    - ❖ In each goal group, the groups answered the following questions.
      - ➢ What do the key findings suggest?
      - ➢ What questions about curriculum, instruction, assessment, and systems arose from the initial findings?
      - ➢ What actions/services may have contributed to the growth or lack thereof?
      - ➢ What suggestions do you have for next steps?
- **Closure: adjournment 6:10pm**

Date	Time	Location	Topic
3/09/23	4:00-6:00 pm	Virtual	● Review 2022-23 Q3 Lead Data ● Provide Suggestions for Next Steps
5/11/23	4:00-6:00 pm	Virtual	● Review Draft Actions and Services for 2023-24 LCAP
5/25/23	4:00-6:00 pm	Virtual	● Review Final Draft 2023-24 LCAP
6/15/23*Tentative	4:00-6:00 pm	Virtual	● Meeting to be held if needed ● Topics to be Determined