



SANTA MONICA - MALIBU UNIFIED SCHOOL DISTRICT

LCAP DISTRICT CONSULTATION COMMITTEE

March 9, 2023 4:00 – 6:00pm

Virtual

- **Agenda**

- *Welcome*
- *Review Draft Annual Update*
- *2022-23 Q3 Lead Data Review: Key Findings*
 - *Goal Team Breakout Groups*
 - *Review 2022-23 Q3 Lead Data*
 - *Provide suggestions on next steps*
- *Closure*
 - *Review Meeting Dates*

- **Welcome**

- **Review Draft Annual Update**

- Enrollment is going down so this will impact funding for the 2023-24 school year.
- Meeting with the community, SEIU, SMMCTA and other stakeholders to discuss planning and to obtain feedback.
- LCAP Priority: (Slide 8, 3.9 LCAP Presentation)
 - 1, 2, 78, 9, 10 Conditions for learning.
 - 4 and 8 pupil outcomes.
 - 3, 5, 6 engagement.
- 2022-23 Evidence of Student Learning
 - California's Accountability System
 - ❖ Launched 12/2017
 - ❖ Uses multiple measures
 - ❖ Focus on equity
 - ❖ Supports our local decision-making process
 - ❖ Due to the Covid-19 pandemic, state law allows the 2022 Dashboard to only display the most current year data (also known as Status).
 - Student Population
 - ❖ 9,129 student enrollment
 - ❖ 23.8% socioeconomically disadvantaged
 - ❖ 7.9% English Learners
 - 8.7 points below standard
 - ❖ 0.2% Foster Youth
 - 26.3 points below standard
 - California Dashboard: English Learner Indicator (Slides 23-24, 3.9 LCAP Presentation)

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

1651 Sixteenth Street • Santa Monica • California 90404-3891 • (310) 450-8338 • www.smmusd.org

Board of Education: Keith Coleman • Craig Foster • Jon Kean • Maria Leon-Vazquez

Laurie Lieberman • Jennifer Smith • Dr. Richard Tahvildaran-Jesswein

Superintendent: Dr. Ben Drati



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- California Dashboard: Academic Engagement-Chronic Absenteeism (Slides 25-27, 3.9 LCAP Presentation)
- California Dashboard: Academic Engagement-Graduation Rate (Slide 28, 3.9 LCAP Presentation)
- California Dashboard: Conditions and Climate-Suspension (Slides 29-30, 3.9 LCAP Presentation)
- California Dashboard: Local Indicators (Slide 31, 3.9 LCAP Presentation)
- **2022-23 Q3 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 inquiry 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
 - Q3 Lead Metrics
 - Winter Diagnostic and Interim Assessments
 - Q3: Initial Findings-Winter Participation
 - ❖ Areas of Success: ELA

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- 93% participation district wide in Star Reading and Star Early Literacy on the Winter Diagnostic Assessment
 - This is a 2% increase in participation compared to Fall 2022
- 89% participation on the Interim IABs
 - This is a 1% decrease in participation compared to Fall 2022
- ❖ Areas of Need: ELA
 - Our goal is to have 95% participation rates for all district assessments
- ❖ Areas of Success: Math
 - 88% participation district wide on the Star Math Winter Diagnostic Assessment
 - This is a 2% increase in participation compared to Fall 2022
 - 87% participation on the Interim IABs
 - This is a 6% increase in participation compared to Fall 2022
- ❖ Areas of Need: Math
 - Our goal is to have 95% participation rates for all district assessments
- Comparing Fall to Winter Percentile Rank (At/Above Benchmark)
 - ❖ Star Early Literacy/Star Reading
 - 65% to 67% overall 2% increase
 - ❖ Star Math
 - 72% to 76% overall 4% increase
 - ❖ Q3: Initial Findings Winter ELA Performance
 - Areas of Success:
 - 67% at or above on Star Reading
 - This is a 2% increase compared to the Fall Diagnostic Assessment
 - 54% above standard on IAB
 - 38% near standard
 - Areas of Growth:
 - Subgroups with highest % of students needing Urgent Intervention
 - Students with Disabilities (37%)
 - English Learners (35%)
 - Socioeconomic Disadvantage (19%)
 - African American/Black (17%)
 - Latinx (15%)

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- Subgroups with highest % Below Standard on IAB
 - English Learners (26%)
 - Students with Disabilities (25%)
 - African Americans/Black (16%)
 - Socioeconomic Disadvantaged (13%)
 - Latinx (10%)
- ❖ Q3: Initial Findings Winter Math Performance
 - Areas of Success:
 - 76% at or above on Star Math
 - This is a 4% increase compared to the Fall Diagnostic Assessment
 - 30% above standard on IAB
 - 44% near standard
 - Areas for Growth:
 - Subgroups with highest % of students needing Urgent Intervention
 - English Learners (28%)
 - Students with Disabilities (26%)
 - African American/Black (14%)
 - Socioeconomic Disadvantaged (14%)
 - Latinx (12%)
 - Subgroups with the highest % below standard on IAB
 - English Learners (50%)
 - Students with Disabilities (46%)
 - African American/Black (44%)
 - Socioeconomic Disadvantaged (33%)
 - Latinx (31%)
- ❖ Q3: Initial Findings- RP 4 Middle School Grades
 - Areas of Success: Middle School Grades
 - 12,208 grades that were given
 - 644 of those grades were either D's or F's, which is 5%
 - 1% increase
 - Total Middle School enrollment=1,980
 - 403 of those students were given either a D and/or F, which is 20%
 - 7% increase
 - Areas of Growth: Middle School Grades
 - The subgroups with the highest amount of failing

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grades

- Latinx/Hispanic (45%)
 - Socioeconomically disadvantaged students (45%)
 - White (36%)
 - Students with Disabilities (21%)
 - African American/Black (12%)
- ❖ Q3: Initial Findings- RP 4 High School Grades
- Areas of Success: Middle School Grades
 - 18,636 grades that were given
 - 1,953 of those grades were either D's or F's, which is 10%
 - 4% increase
 - Total High School enrollment=3,063
 - 1,003 of those students were given either a D and/or F, which is 33%
 - 15% increase
 - Areas of Growth: High School Grades
 - The subgroups with the highest amount of failing grades
 - Latinx/Hispanic (47%)
 - Socioeconomically disadvantaged students (44%)
 - White (38%)
 - Students with Disabilities (20%)
 - African American/Black (10%)
- ❖ Q3: Winter Reclassification
- 2022-2023 Enrollment as of 10.05.2022 CALPADS reporting
 - 8825 students TJ-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
 - 2022-23 Winter Cycle: In progress
 - 31 potential general education students for reclassification
 - Special education is still in the process of

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identifying possible candidates

- ❖ Q3: Attendance Data (Slides 44-49, 3.9 LCAP Presentation)
 - ❖ Q3: Discipline Data (Slides 50-51, 3.9 LCAP Presentation)
 - Group Activity (slides 52-58, 3.9 LCAP Presentation)
 - Q3 Key Findings review and suggestions for next steps
 - ❖ Current Actions and Services
 - Group 1a (Slide 53, 3.9 LCAP Presentation)
 - Group 1b (Slide 54, 3.9 LCAP Presentation)
 - Group 2 (Slide 55, 3.9 LCAP Presentation)
 - Group 3 (Slide 56, 3.9 LCAP Presentation)
 - ❖ In each goal group, the groups answered the following questions.
 - Questions:
 - Based on our local measures, prioritize the actions outlined in your goal section.
 - Are there adjustments, additions or eliminations you would recommend?
 - Specifically, consider the needs of our target student populations:
 - English Learners
 - Socioeconomically Disadvantaged/Low Income students
 - Homeless/Foster youth students
 - Students with Disabilities
 - At-Promise Students
 - Latinx/Hispanic
 - African American/Black students
 - What do the key findings suggest?
 - LCAP Process and Timeline
 - Needs Assessment
 - ❖ January-April
 - Annual Update
 - ❖ February-May
 - Community Outreach
 - ❖ May
 - Public Hearing
 - ❖ June
 - Board Adoption
 - ❖ June
- **Closure: adjournment 6:10pm**

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Date	Time	Location	Topic
5/11/23	4:00-6:00 pm	Virtual	<ul style="list-style-type: none">• Review Draft Actions and Services for 2023-24 LCAP
5/25/23	4:00-6:00 pm	Virtual	<ul style="list-style-type: none">• Review Final Draft 2023-24 LCAP
6/15/23*Tentative	4:00-6:00 pm	Virtual	<ul style="list-style-type: none">• Meeting to be held if needed• Topics to be Determined

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