



SANTA MONICA - MALIBU UNIFIED SCHOOL DISTRICT

LCAP DISTRICT CONSULTATION AND PARENT ADVISORY COMMITTEES

March 5, 2024 4:00-6:00 p.m.

Virtual

Agenda

- Welcome (5 min) Meeting started at 4:05pm
- Review Norms and Expectations
- Review 2022-23 Q2 Data
- Review the Midyear LCAP expenditures
- Metrics by Goal
- Goal 1: All Graduates are social just and ready for college and careers
 - Diagnostic Assessments for ELA and Math
 - Interim Assessments for ELA and Math
 - Secondary Grades for Fall Semester
- Goal 2 English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive, standards-aligned core curriculum
 - Diagnostic Assessment by EL Status for ELA and Math
 - Interim Assessment by ELA and Math
 - Secondary Grades for Fall Semester by EL status
 - Reclassification Numbers and Rates
- Goal 3 All students and families engage in safe, well-maintained schools that are culturally responsive and conducting to 21st century learning
 - Fall Attendance Data
 - Fall Discipline Data
- Initial Findings fall ELA Interim Performance – Areas of Success:
 - Star Early Literacy – 57% students At/Above Benchmark
 - Star Reading – 68% students At/Above Benchmark
- Star Assessment Areas for Growth -Subgroups with highest % needing urgent Intervention
 - English Learners 45%
 - African American/Black 19%
 - Latinx 15%
 - Socioeconomic Disadvantaged 17%
 - Students with Disabilities 33%
- Areas of Success:
 - Star Math - 31% At/Above Benchmark
 - 1st Grade Math Assessment - 77% Exceeds/Meets Standards

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Board of Education: Jon Kean • Maria Leon-Vazquez • Laurie Lieberman • Alicia Mignano

Stacy Rouse • Jennifer Smith • Dr. Richard Tahvildaran-Jesswein

Superintendent: Dr. Antonio Shelton

- 2nd Grade Math Assessment – 71% Exceeds/Meets Standards
- CAASPP Interim Assessment Block (IAB)
 - 29% Above Standard
 - 47% Near Standard
- Q3 Initial Findings Fall Math Interim Performance - Same sub groups sub-performing as in ELA
- Subgroups with highest percentage of students needing Urgent Intervention
 - African American/Black 16%
 - Latinx 11%
 - English Learners 19%
 - Students with Disabilities 26%
 - Socioeconomic Disadvantaged 12%
- Subgroups with highest percentage Below Standard on Interim Assessment Block
 - English Learners 49%
 - Students with Disabilities 30%
 - African American/Black 39%
 - Latinx 33%
- Q2 Initial Findings – Middle School Grades
 Areas of Success – 12,213 grades given – 4% either D’s or F’s
 Areas of Growth:
 Subgroups with highest amount of failing grades
 - Socio-Economically Disadvantaged students 67%
 - Latinx/Hispanic 47%
 - White 27%
 - Students with Disabilities 25%
 - African American/Black 17%
- Q2 Initial Findings - High school Grades
 Areas of Success – 18,265 grades given – 5% D’s or F’s
 Areas of Growth:
 Subgroups with highest amount of failing grades
 - Socio-Economically Disadvantaged students 60%
 - Latinx-Hispanic 51%
 - White 25%
 - African American/Black 4%
- Q2: Initial Findings – Reclassification
 - 61 students reclassified in fall cycle
 - Special Education Students will reclassify in next cycle
 - Winter Cycle will take place February 2024
- TK-12 Fall Attendance Overall
 - 30% Excellent
 - 32% Satisfactory
 - 23% Manageable
 - 12% Chronic

- 10-19% Chronic
- 3% Severe Chronic
- TK-12 Reasons for Absences
 - 63% excused absences – bereavement, doctor appointments
 - 52% Illness
 - 5% Unverified
 - 37% Unexcused
 - 1% Out of School Suspension
- Subgroup – Special Education (SPED)
 - 26% Excellent
 - 7% Satisfactory
 - 7% Manageable
 - 5% Chronic
 - 4% Severe Chronic
- Subgroup - Socio-economically Disadvantaged (SED)
 - 26% Excellent
 - 11% Satisfactory
 - 9% Manageable
 - 6% Chronic
 - 4% Severe Chronic
- Subgroup - English Learner (EL)
 - 28% Excellent
 - 4% Satisfactory
 - 5% Manageable
 - 3% Chronic
 - 2% Severe Chronic
- Q2 Initial Findings – Discipline
 - 53 suspensions from 8/24/23-12/22/23
 - 5 of these students had been suspended 2 times
 - 138 days out of school
- Main reasons for suspensions
 - 36% Possession of a controlled substance
 - 215% Willful use of force, except in self-defense
- Subgroups with the highest suspension rates
 - 45% Latinx/Hispanic
 - 26% African American/Black
 - 23% White
 - 53% Students with Disabilities
 - 40% Socio-Economically Disadvantages
- 23-24 Mid year LCAP Update
 Expenditures and Implementation – some things will be required to included in the upcoming LCAP Plan due to findings in audit from the state

Goal 1 – All graduates are socially just and ready for college and careers

Team Members – Ashley Benjamin, Devon Smith, Rosa Mejia, Naz Riquelme, Rosa Serratore, Amy Di Dario, Claudia Bautista-Nicholas, Margie Holland-Matthews, Jules Weber, Nancy Chou, Casper Casparian

- 1.1 Develop a Socially Just and Anti-Racist Organization that Understands Implicit Bias and its impacts on Student Success – In Progress
- 1.2 Socially Just and Culturally Responsive Hiring Practices – In Progress
- 1.3 New Teacher Induction Program – In Progress
- 1.4 Create a Culture of Shared accountability Through a Systems Approach – In Progress
- 1.5 Improve Instructional Outcomes Through Cycles of Inquiry - Completed
- 1.6 School Leadership Teams Professional Learning Plan – In Progress
- 1.7 Improve Instructional Outcomes Through Professional Learning and Collaboration (Literacy and Language) – In Progress
- 1.8 Improve Instructional Outcomes through Professional Learning and Collaboration (Math and Science) – In Progress
- 1.9 Meaningful student engagement through Project Based Learning – Completed
Coordinator to meet with Superintendent to renew engagement regarding the working Committee – In Progress
- 1.10 Relevant College and Career Pathways for Students (CTE) - Completed
- 1.11 Improve Instructional Outcomes through Professional Learning and Collaboration (History/Social Science) – In Progress
- 1.12 Teaching of Cross Cultural and Social Emotional Skills (SI Framework) – In Progress
- 1.13 Cultivating and Supporting Equitable Career and College Readiness – In Progress
- 1.14 Meeting the Needs of Unique Learners – In Progress
- 1.15 Visual and Performing Arts - In Progress
- 1.16 Transforming Practice through Instructional Coaching – In Progress
- 1.17 Embedded and expanded Learning Supports – In Progress
Explore the expansion of the Literacy and Language Tier II and III interventionist model to middle school as part of a district-wide Multi-Tiered System of Supports (MTSS) approach to address the language needs of English learners and provide academic supports of low-income students – Not Started
- 1.18 Strengthening and Expanding our Early Learning Pathway – In Progress
- 1.19 Supporting Student Success by Aligning Departments – In Progress
- 1.20 Coherence through a Strong Instructional Framework – In Progress

Goal 2 -English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive, standards-aligned core curriculum

Team Members – Victoria Hurst, Yvonne Strahn, Berenice Onofre, Isabel Martinez, Lori Orum, Adela Rogers, Joel Gomez

- 2.1 English Learner Master Plan – In Progress
- 2.2 Improve instructional Outcomes through Professional Learning and Collaboration (English Language Development) – In Progress
- 2.3 Cultivating and Supporting Equitable Career and College Readiness – In Progress
- 2.4 Transforming Practice through Instructional Coaching – In Progress
- 2.5 Embedded and expanding Learning Supports – In Progress

Goal 3 –All students and families engage in safe, well-maintained schools that are culturally responsive and conducive to 21st century learning

Bertha Roman, Johanna Del La Rosa, Nancy Gutierrez, Shuli Lotan, Amy Wiwuga, Stephanie Gibbons, Adriane Ransom, Gustavo Madero

3.1 Ensure a School Climate that is Culturally Responsive and Respectful of All its Members – In Progress

All staff be trained in Restorative Justice

3.2 Meet the Social-emotional and Mental-health Needs of our Students – In Progress

3.3 Ensure the Health and Wellbeing of All Students - Completed

3.4 Ensure Equitable Access to Rigorous Course of Study – In Progress

3.5 Student Participation and Engagement – In Progress

3.6 Embedded Supports – In Progress

3.7 Family and Parent Engagement – In Progress

3.8 Language Access and supports – In Progress

3.9 Parent, Family and community Outreach – completed

3.10 Integration of Technology to Improve Student Engagement and Outcomes – In Progress

3.11 Creating and Maintaining 21st Century Learning Environments – In Progress

3.12 Create Safe and Secure Campuses – In Progress

3.13 Student Transportation – In Progress

3.14 Ongoing Feedback from Families – completed

Split into three groups to discuss Goals 1, 2, 3 with suggestions on what to keep, change, add, or leave out in the next 2024-2025 LCAP – 1 hour

Suggestions for 2024-25 LCAP

- Berenice Onofre suggested we add to Student engagement- students to feel welcomed and belong to school and classroom
- Jules Weber suggested We Split Racial Awareness and Socially Just FROM College Readiness in this budget

Closure: Adjournment at 5:58 pm

Upcoming meetings:

Date	Time	Location	Tentative Topics
5/15/24	4:00-6:00 pm	Virtual	● Review Draft Actions and Services for 2024-25 LCAP
5/23/24 *Tentative	4:00-6:00 pm	Virtual	● Review Final Draft 2024-25 LCAP
6/25/24	4:00-6:00 pm	Virtual	● Meeting to be held if needed ● Topics to be Determined

To provide input on the 2024-25 LCAP:

- Visit the [Let's Talk portal](#)
- Leave a voice message at 323.402.4026