



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

LCAP District Consultation Committee and Parent Advisory Committee

Dr. Stacy Williamson

Director of Assessment, Research, and Evaluation

March 5, 2024



Agenda


- Welcome
- Review Norms
- Review Q2 Data
- Review the Midyear LCAP expenditures
- Provide Suggestions for Next Steps in creating the 2024-25 LCAP
- Closure
 - Review Meeting Dates



Working Norms



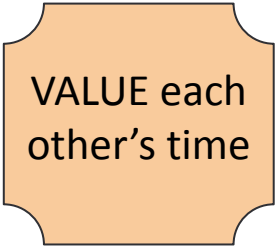
Be
part of
the
SOLUTION



Keep
EQUITY
at the
center



Be
PRESENT



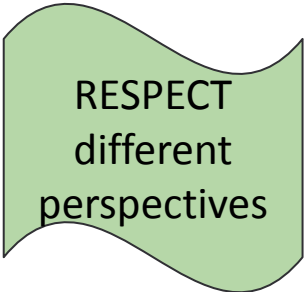
VALUE each
other's time



Maintain OPEN LINES
of communication



HONESTY
(Share Your
Truth)



RESPECT
different
perspectives



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



Metrics by Goal

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 Assessments by ELA and Math
- Secondary Grades for Fall Semester by EL status
- Reclassification Numbers and Rates



Metrics by Goal

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



Q2: Initial Findings Fall ELA Interim Performance

Areas of Success:

- **Star Early Literacy**
 - 57% (566) of students are At/Above Benchmark (PR)
- **Star Reading**
 - 68% (4,607) of students are At/Above Benchmark (Level 4)



Q2: Initial Findings Fall ELA Interim Performance

Star Assessment Areas for Growth:

- Subgroups with highest % of students needing Urgent Intervention
 - English Learners (161, 45%)
 - African American/Black (85, 19%)
 - Latinx (296, 15%)
 - Socioeconomic Disadvantaged (384, 17%)
 - Students with Disabilities (307, 33%)



Q3: Initial Findings Fall Math Interim Performance

Areas of Success:

- Star Math
 - 31% (2,032) of students are At/Above Benchmark (Level 4)
- 1st Grade Math Assessment
 - 77% (404) Exceeds/Meets Standards
- 2nd Grade Math Assessment
 - 71% (361) Exceeds/Meets Standards
- CAASPP Interim Assessment Block (IAB)
 - 29% (1,559) Above Standard
 - 47% (2,513) Near Standard



Q3: Initial Findings Fall Math Interim Performance

Star Assessment Areas for Growth:

- Subgroups with highest % of students needing Urgent Intervention
 - African American/Black (43, 16%)
 - Latinx (133, 11%)
 - English Learners (52, 19%)
 - Students with Disabilities (218, 26%)
 - Socioeconomic Disadvantaged (230, 12%)

Interim Assessment Block (IAB) Areas for Growth:

- Subgroups with highest % Below Standard on IAB
 - English Learners (146, 49%)
 - Students with Disabilities (358, 30%)
 - African American/Black (160, 39%)
 - Socioeconomic Disadvantaged (519, 30%)
 - Latinx (356, 33%)



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Secondary Grades for Fall Semester

August 24, 2023-December 22, 2023



Q2: Initial Findings- Middle School Grades

Areas of Success: Middle School Grades

- 12, 213 grades that were given
 - 446 of those grades were either D's or F's, which is 4%
- Total Middle School enrollment = 2, 028
 - 255 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
 - Socio-Economically Disadvantaged Students (168, 67%)
 - Latinx/Hispanic (120, 47%)
 - White (68, 27%)
 - Students with Disabilities (65, 25%)
 - African American/Black (44, 17%)

Course	Total D's and F's
Social Studies 8th Grade	53 (21%)
Math Core 7th Grade	40 (16%)
Math Core 8th Grade	34 (15%)



Q2: Initial Findings- High School Grades

Areas of Success: High School Grades

- 18, 265 grades that were given
 - 994 of those grades were either D's or F's, which is 5%
- Total High School enrollment = 3,006
 - 519 of those students were given at least one D and/or F, which is 17%

Areas of Growth: High School Grades

- The subgroups with the highest amount of failing grades
 - Socio-Economically Disadvantaged Students (312, 60%)
 - Latinx/Hispanic (266, 51%)
 - Students with Disabilities (149, 29%)
 - White (131, 25%)
 - African American/Black (83, 4%)

Course	Total D's and F's
Algebra II P	44 (8%)
Algebra P	39 (8%)
Geometry P	33 (6%)



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Reclassification



Q2: Initial Findings-Reclassification

2023-2024 Fall Cycle:

- 61 English Learners were reclassified
- Special Education Team is refining the process and will reclassify during the next cycle
- Winter Cycle will take place in February 2024



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Fall Attendance

August 24, 2023-January 12, 2024



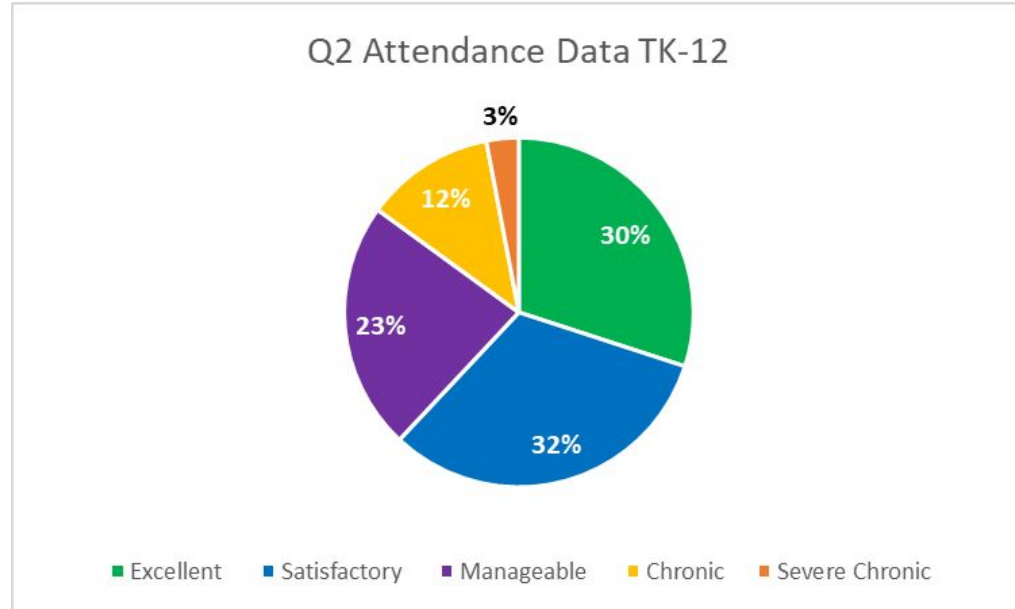
Chronic Absenteeism

A “chronic absentee” has been defined in California *Education Code (EC)* Section 60901(c)(1) as “a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.”

<https://www.cde.ca.gov/ls/ai/cw/>

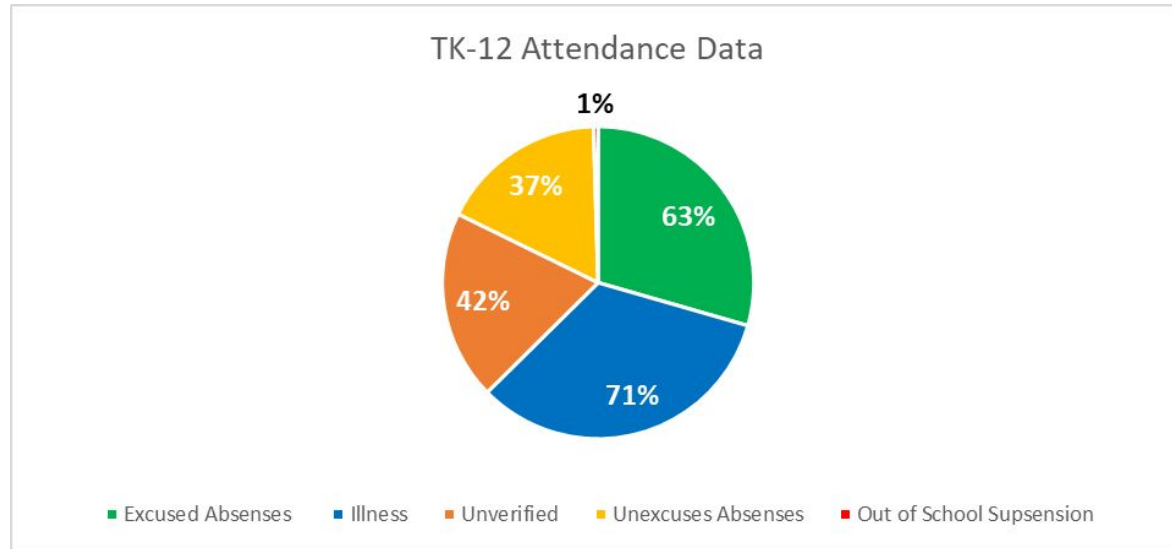
TK-12 Attendance Overall

Excellent	<1 days missed 2,566 students (30%)
Satisfactory	1%-4% 2-4 days absent 2,867 students 32%
Manageable	5%-9% 5-8 days absent 2,042 students 23%
Chronic	10%-19% 9-16 days absent 1,088 students 12%
Severe Chronic	>20% 17 days or more absent 298 students 3%



TK-12 Reasons for Absences

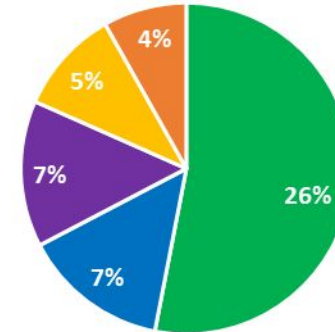
Excused Absences	26,767 63%
Illness	22,185 52%
Unverified	2,025 5%
Unexcused Absences	15,742 37%
Out of School Suspension	139 1%



Subgroup: Special Education (SPED)

Excellent	<1 days missed 401 students 26%
Satisfactory	1%-4% 2-4 days absent 112 students 7%
Manageable	5%-9% 5-8 days absent 113 students 7%
Chronic	10%-19% 9-16 days absent 78 students 5%
Severe Chronic	>20% 17 days or more absent 56 students 4%

Q2 Attendance Data SPED

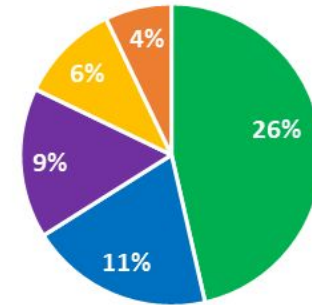


■ Excellent ■ Satisfactory ■ Manageable ■ Chronic ■ Severe Chronic

Subgroup: Socio-Economically Disadvantaged (SED)

Excellent	<1 days missed 665 students 26%
Satisfactory	1%-4% 2-4 days absent 291 students 11%
Manageable	5%-9% 5-8 days absent 245 students 9%
Chronic	10%-19% 9-16 days absent 155 students 6%
Severe Chronic	>20% 17 days or more absent 99 students 4%

Q2 Attendance Data Socio-Economically Disadvantaged (SED)

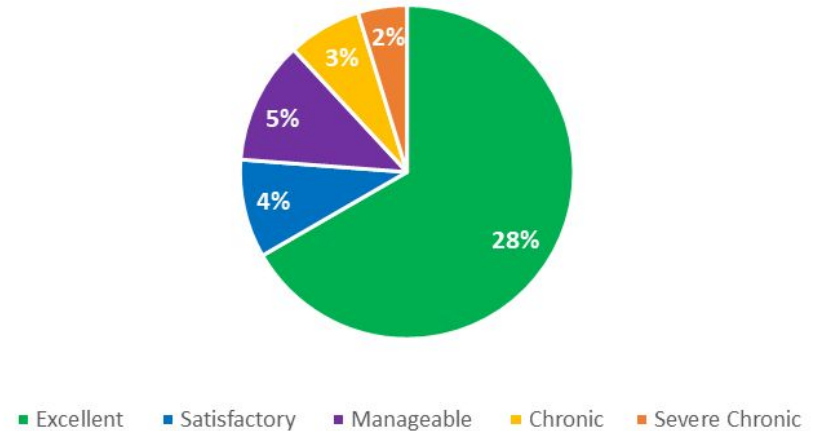


■ Excellent ■ Satisfactory ■ Manageable ■ Chronic ■ Severe Chronic

Subgroup: English Learner (EL)

Excellent	<1 days missed 152 students 28%
Satisfactory	1%-4% 2-4 days absent 22 students 4%
Manageable	5%-9% 5-8 days absent 29 students 5%
Chronic	10%-19% 9-16 days absent 15 students 3%
Severe Chronic	>20% 17 days or more absent 13 students 2%

Q2 Attendance Data English Learner (EL)





SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Discipline Data

August 24, 2023-December 22, 2023



Q2: Initial Findings- Discipline

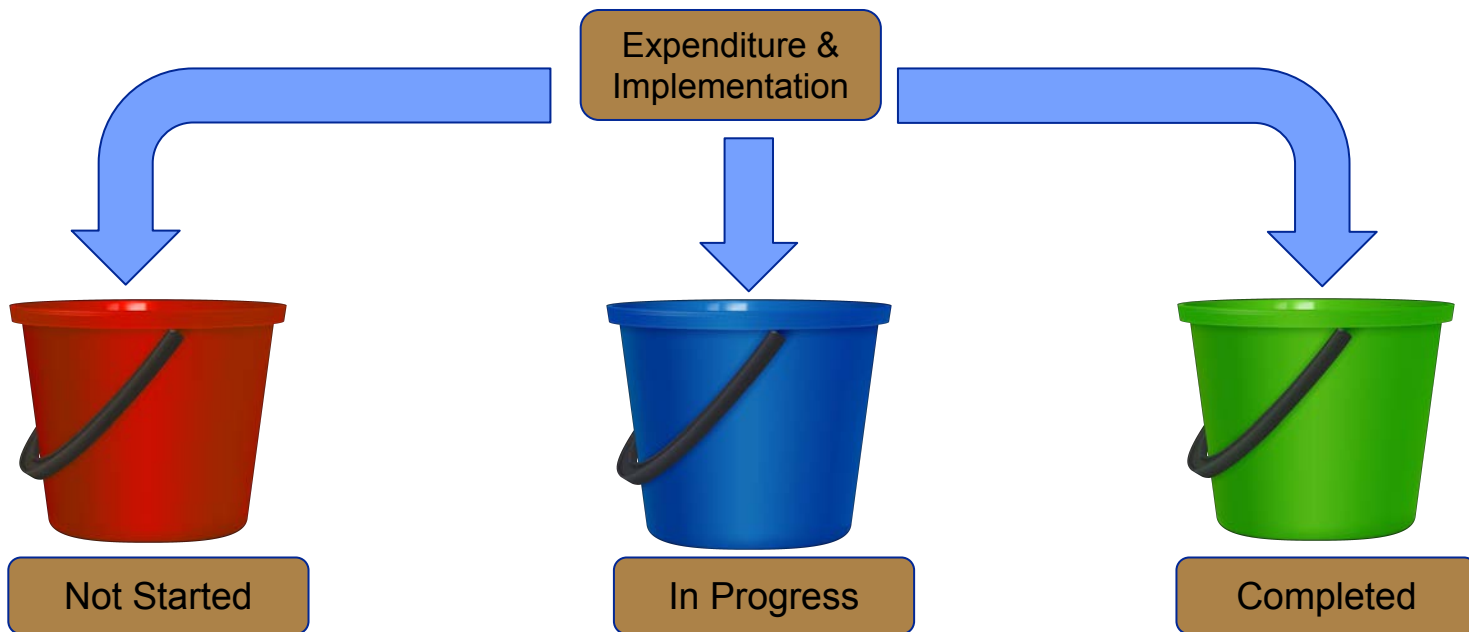
- 53 suspensions from August 24, 2023-December 22, 2023
 - 5 of those students have been suspended 2 times
 - 138 days out of school
- Main Reasons for Suspensions
 - Possession of a controlled substance (19, 36%)
 - Willful use of force, except in self defense (13, 25%)
- Subgroups with the highest suspension rates
 - Latinx/Hispanic (24, 45%)
 - African American/Black (14, 26%)
 - White (12, 23%)
 - Students with Disabilities (28, 53%)
 - Socio-Economically Disadvantaged (SED) (21, 40%)



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

2023-2024 Mid-Year LCAP Update

Mid-year Update: LCAP Expenditures and Implementation



Similarly, at this point in the school year, some LCAP actions have Not Started, some are In Progress, and some have been Completed. An update of LCAP actions will be shared with expenditures through February 2024.



LCAP Goals

Goal 1

All graduates are socially just and ready for college and careers

LCAP Goal 1: Actions

Action Title	Adopted LCAP Budget	Estimated Actuals (1st Interim)	Implementation Note
1.1 Develop a Socially Just and Anti-Racist Organization that Understands Implicit Bias and its Impacts on Student Success	\$125,000	\$87,500	In Progress: Our district has expanded the partnership with Tribesy and have trained our Management Team and District Leadership team. We have engaged in a DEI assessment process to determine where we are as a district in our collective journey in everyday interactions.
1.2 Socially Just and Culturally Responsive Hiring Practices	\$2,782,666	\$949,894	In Progress: To support this commitment to hire and retain a diverse certificated and classified workforce, the District has established a Diversity, Equity and Inclusion (DEI) committee to support staff, through professional development, in building a culture that is steeped in our core values of belonging, curiosity and empowerment. Where the stories and perspectives of our diverse population are honored and leveraged to ensure a collective commitment to success for all.
1.3 New Teacher Induction Program	\$222,232	\$59,498	In Progress: The 24 Induction Program candidates have been matched with high quality mentor teachers who have at least three years of teaching experience and share similar credentials and working contexts. The collaboration between candidates and their mentors is one of the primary strategies used in the Induction Program to support new teachers as they work toward obtaining their clear teaching credential(s). New teachers receive a minimum of 4 hours of support each month through these weekly collaborative meetings with their mentors.
1.4 Create a Culture of Shared Accountability Through a Systems Approach	\$3,280,818	\$637,911	In Progress: Fourteen school sites have continued to deepen their implementation of Fullan's Coherence framework across the entire school and we have provided ongoing and differentiated support to the School Leadership Teams (SLT).
1.5 Improve Instructional Outcomes through Cycles of Inquiry	\$11,538,918	\$3,942,383	Completed: We have implemented and refined our Assessment Continuum PK-12 that consists of site-based formative assessments, district-wide interim, and diagnostic assessments that provide evidence of student learning and mastery toward meeting grade-level standards.

LCAP Goal 1: Actions

Action Title	Adopted LCAP Budget	Estimated Actuals (1st Interim)	Implementation Note
1.6 School Leadership Teams Professional Learning Plan	\$320,000.00	\$91,095	In Progress: To improve learning outcomes for all students and with a focus on English Learners, Low Income, and Foster Youth, each school's 2023-24 SPSA was revised by the School Leadership Team and approved by the School Site Council and board. Work on the 2024-25 SPSA has started.
1.7 Improve Instructional Outcomes through Professional Learning and Collaboration (Literacy and Language)	\$559,854	\$317,017	In Progress: The Literacy and Language Coordinator (LLC) provided ongoing support to curriculum teams and Professional Learning Communities (PLCs) in grades PK-12 in the implementation of the standards-aligned curriculum guides that integrate the ELD standards and promote equity of access and outcomes for EL students, including the development and implementation of assessments. Dual Language Immersion and World Languages teams engaged in collaborative planning and alignment work to support the exploration of best practices and cohesion. Completed: All digital literacy platforms are available for students and usage continues to be monitored
1.8 Improve Instructional Outcomes through Professional Learning and Collaboration (Math and Science)	\$617,157	\$179,983	In Progress: Capacity has been built among elementary and secondary math and science leaders, coaches, and PLCs in implementing standards-aligned curriculum and social justice standards. The districts Belonging, Curiosity, Empowerment have been at the forefront of collaborative efforts.
1.9 Meaningful Student Engagement through Project Based Learning	\$248,718	\$819	Completed: An update on the progress of the district's PBL initiative was provided to the Board of Education in April 2023. In Progress: The Coordinator will meet with the Superintendent to renew engagement regarding the Working Committee. Completed: The Coordinator of Learning and Innovation organized professional development for teachers district-wide who volunteered for the 2023-24 Project-Based Learning (PBL) Cohort. Training continued to include foundational PBL lesson design and facilitation within two inquiry and delivery cycles with a focus on core academic standards, global competencies, social justice, human development, and a diversity, equity, and inclusion lens.
1.10 Relevant College and Career Pathways for Students (CTE)	\$306,979	\$159,479	Completed: The Coordinator of Learning and Innovation (District CTE Lead) secured financial and human resources to support CTE programs and innovations.

LCAP Goal 1: Actions

Action Title	Adopted LCAP Budget	Estimated Actuals (1st Interim)	Implementation Note
1.11 Improve Instructional Outcomes through Professional Learning and Collaboration (History/Social Science)	\$200,589	\$66,134	In Progress: The ACES TOSA provided ongoing support to curriculum teams, individual teachers, and Professional Learning Communities (PLCs) in grades K-12 in the implementation of the standards-aligned curriculum guides, promoting equity of access and outcomes for EL and LI students, including the development of pathways, scope and sequences, identification of instructional materials and resources, development of lessons and units of study, and the development and implementation of assessments
1.12 Teaching of Cross Cultural and Social Emotional Skills (SJ Framework)	\$25,154	\$6,289	In Progress: Continued to systematically implement the 5-year Social Justice Framework and action plan that was created to integrate the standards across all grade levels and content areas. The district's approach and action plan builds upon California's ELA/ELD Framework and the Learning for Justice Anti-Bias Framework and a pathway to develop a culturally and linguistically responsive curriculum that addresses the needs of EL and LI students.
1.13 Cultivating and Supporting Equitable Career and College Readiness	\$29,000	\$15,000	In Progress: Subsidies are available to support access to AP, PSAT and SAT exams. Ongoing partnership with SMC to support the Young Collegians program. Continued capacity building to strengthen our AVID program.
1.14 Meeting the Needs of Unique Learners	\$380,061	\$144,082	In Progress: Ongoing refinement and development of programs to meet the needs of students with unique needs. Purchase of supplemental materials to support instruction. Structures and processes are implemented to monitor the identification of Latinx students in Special Education.
1.15 Visual and Performing Arts	\$2,623,208	\$768,128	In Progress: With the passage of Prop 28 in November, SMMUSD will receive approximately \$1.1 million (slight reduction from the May revise) for arts education for fall of the 2023 school year. Discussions and meetings with senior cabinet, educational partners, teachers and community members are taking place to decide which new arts classes will begin implementation to benefit all 4 arts disciplines while using a DEI lens for those decisions. The new mariachi class began in the fall of 2022 at Samohi as a concurrent class with Santa Monica College.
1.16 Transforming Practice through Instructional Coaching	\$764,433	\$191,108	In Progress The Math and Science Coordinator and the Literacy and Language Coordinator met with Instructional Coaches to support the professional development of content and coaching strategies across the district in their content areas. Coordinators supported with prioritizing the work and focus of the instructional coach team based on site and district priorities in Math/Science and ELA.

LCAP Goal 1: Actions

Action Title	Adopted LCAP Budget	Estimated Actuals (1st Interim)	Implementation Note
1.17 Embedded and Expanded Learning Supports	\$1,393,543	\$220,470	<p>In Progress: Tier III unduplicated English Learners, Low Income, and Foster Youth students in grades 1 through 8 were identified to participate in the district's summer school program. Students in grades 1-5 IISS, received instruction in English Language Arts, Math, and designated ELD and in grades 6-8 IISS students received instruction in English and Math instruction within an integrated ELD model. Students were supported with social-emotional learning lessons at the start of each day.</p> <p>In Progress: Mental health and social-emotional support was provided during the summer school program time frame to support students and families.</p> <p>In Progress:The Academic Support Program (ASP) was provided for students in elementary and middle school with an identified academic need. Students were provided one-on-one personalized academic support through weekly, virtual sessions with an instructor. English Learners, Low Income, and Foster Youth in grades 1-5 received support in reading, writing, or math, while students in grades 6-8 received support in English, math, or science.</p> <p>Not Started: 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 for Low-Income students</p>
1.18 Strengthening and Expanding our Early Learning Pathway	\$100,000	\$100,000	<p>In Progress: In addition to the work that has been implemented over the last few years, our preschool and Transitional Kindergarten teachers have received professional development to support students who are entering at a younger age in both levels. In preschool, teachers are working on their Early Childhood Environment Rating Scale (ECERS) with an ECERS coach who has significant preschool experience.</p>
1.19 Supporting Student Success by Aligning Departments	\$5,913,711	\$ 2,628,018	<p>In Progress: Risk management, Business & Fiscal Services, and Purchasing continue to support student success.</p>
1.20 Coherence through a Strong Instructional Framework	\$221,498	\$221,498	<p>In Progress: As part of the coherence work, an instructional framework was developed that captured the district's shared values and commitments. Its primary purpose is to communicate a common vision and district priorities.</p>



LCAP Goals

Goal 2

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

LCAP Goal 2: Actions

Action Title	Adopted LCAP Budget	Estimated Actuals (1st Interim)	Implementation Note
2.1 English Learner Master Plan	\$254,491	\$40,793	In Progress: Families and and parents have access to a variety of resources under the parent and family engagement tab through our district webpage. Parents of English learners also have access to additional information regarding the EL Master Plan and the services available to them through SMMUSD.
2.2 Improve Instructional Outcomes through Professional Learning and Collaboration (English Language Development)	\$28,500	\$0	In Progress: The Coordinator of Family Engagement and EL Programs will provide ongoing support to curriculum teams, individual teachers, and PLCs in grades PK-12 in the implementation of the standards-aligned curriculum guides, promoting equity of access and outcomes for EL students. The Coordinator of Family Engagement and EL Programs is beginning the work of collaborating with fellow coordinators to integrate the ELD standards and culturally and linguistically responsive practices.
2.3 Cultivating and Supporting Equitable Career and College Readiness	\$58,399	\$58,090	In Progress: Middle schools continue to offer an additional supplemental section of supplemental ELD so that English learners have access to select an elective of their choice.
2.4 Transforming Practice through Instructional Coaching	\$2,000	\$0	In Progress: Language and Literacy Coordinator and Math and Science Coordinator provided professional development on CGI lessons to support the Math curriculum; EL Program Coordinator and History Social Science Coordinator will engage teachers in lesson design that incorporates strategies for language development, and accessibility to content for EL's.
2.5 Embedded and Expanding Learning Supports	\$982,399	\$202,741	In Progress: Ongoing site based support by LLI's to provide Tier II and III intervention supports for 3-5 at risk for LTEL status. In Progress: MTSS Tosa has been hired and will support the exploration of an expansion of the LLI model to middle school as well as the development and implementation of a district wide MTSS framework. In Progress: Bilingual instructional assistants continue to provide in classroom language and content support for EL



LCAP Goals

Goal 3

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

LCAP Goal 3: Actions

Action Title	Adopted LCAP Budget	Estimated Actuals (1st Interim)	Implementation Note
3.1 Ensure a School Climate that is Culturally Responsive and Respectful of All its Members	\$170,000	\$138,000	<p>In Progress: Restorative Justice practice Level 1 training and implementation is now mandated practice, and we continue to encourage and slowly grow the awareness and implementation of restorative practices district wide.</p> <p>In Progress: We have a few more trainings including Level 3 RJ training. We had an intro to RJ for district parents in October 2023 and will have an intro training for Spanish Speaking parents March 2nd and 9th. The Director of Student Services and the Restorative Justice Practices Director have offer continued support via online convening for staff that have completed specific levels of training. In addition, we are also providing continued professional development to staff.</p> <p>In Progress: Elementary and middle schools are continuing to deepen their implementation of the Olweus anti-bullying curriculum. Student Services will continue to support Professional Development with Elementary and Secondary School Staff and Communities around LGBTQIA/OUT for Safe Schools.</p>
3.2 Meet the Social-emotional and Mental-health Needs of our Students	\$594,400	\$83,633	<p>In Progress: The Mental Health Counseling Coordinator continues to oversee the operations and progress of 16 entities who provide one-on-one and/or group therapy sessions to SMMUSD students. She directly supervises MSW interns who are doing their practicum placements in our district as part of their MSW program through local universities, and also serves as the liaison between SMMUSD and partner Community Mental Health Agencies with staff and interns.</p>
3.3 Ensure the Health and Wellbeing of All Students	\$3,967,811	\$481,178	<p>Completed: The district's registered nurses and health assistant specialists supported the physical health of our students.</p>

LCAP Goal 3: Actions

Action Title	Adopted LCAP Budget	Estimated Actuals (1st Interim)	Implementation Note
3.4 Ensure Equitable Access to Rigorous Course of Study	\$75,000	\$59,611	In Progress: Counselors and advisors are refining their support for students in Grades 6-12 with a specific focus on implementing strategies that support ELs, Low Income, and Foster Youth. All counselors/advisors are continuing to implement practices that align with the American School Counseling Association (ASCA) Frameworks. They will continue developing and implementing a comprehensive, data-driven process at each of their schools with a focus on the following: monitoring students A-G progress; developing a process by which to develop and monitor a 10-year plan and ensuring progress monitoring continues through high school; adjusting the learning plan to meet the changing needs of students with the goal of preparing them for college and/or career. Counselors and advisors are continuing to provide information nights and connect with families regarding related topics.
3.5 Student Participation and Engagement	\$1,876,622	\$1,378,914	In Progress: The Director of Student Services continues to oversee district and school procedures related to attendance. She is providing regular reports to sites from A2A as well as support programs to encourage school attendance. In addition, the Director of Assessment, Research, and Evaluation with the Ed Data (CALPADS) Specialist continues to support school staff through meetings in the technical aspects of attendance reporting in the district's newly implemented student information system, Aeries.
3.6 Embedded Supports	\$5,586,697	\$1,058,821	In Progress: Counselors continue to support all students in grades 6 - 12. This includes making referrals to the City of Santa Monica Youth Resource Team (YRT) for students in need of wraparound support. The Librarian team, has engaged in planning and identification of culturally and linguistically relevant resources by highlighting them in the physical libraries as well as in digital bookshelves.
3.7 Family and Parent Engagement	\$269,677	\$50,255	In Progress: The Family Engagement and EL Programs Coordinator has supported with the planning and coordination of workshops for families on SEL strategies, and also held meetings with DELAC on the components of the master plan. Additional workshops and trainings are scheduled for Spring.
3.8 Language Access and Supports	\$235,047	\$49,220	Completed: Spanish interpretation at site-based events will be provided by the Bilingual Community Liaisons and at district-level events by the district interpreters-translators and when necessary by a local agency. This will increase the participation of Spanish-speaking EL families at district meetings because the information will be provided in their preferred language of communication.

LCAP Goal 3: Actions

Action Title	Adopted LCAP Budget	Estimated Actuals (1st Interim)	Implementation Note
3.9 Parent, Family and Community Outreach	\$787,119	\$215,854	Completed: The Bilingual Community Liaisons assist families, particularly those who are underserved and historically under-participatory in becoming aware and accessing school site supports and other programs. They provide interpretation and translation support for families and staff.
3.10 Integration of Technology to Improve Student Engagement and Outcomes	\$6,370,506	\$2,333,676	In Progress: The office of Educational Technology and Information Services (ETIS) continued to support the needs of students and staff. The ongoing funding for two EdTech Teachers on Special Assignment (TOSAs) and the Site Technology Support Assistants will continued in order to support classroom instruction by maintaining the infrastructure and devices. In Progress: The EdTech TOSAs support by coaching teachers in the embedding of technology into lesson development to more authentically engage their students and incorporate resources of high interest. They support with the development and delivery of Professional Development on districtwide digital resources (dreambox, digital resources from textbook, subject-specific, Google Suite, etc.) and integrate the SAMR model throughout the various offerings.
3.11 Creating and Maintaining 21st Century Learning Environments	\$14,545,634	\$4,442,620	In Progress: Maintenance made strong strides completing work orders, maintenance improvements and deferred maintenance projects.
3.12 Create Safe and Secure Campuses	\$1,1813,085	\$427,635	In Progress: Security staff continue to assist with keeping the secondary campuses safe. They continue to receive training in Disaster Preparedness, Search and Rescue, Active Shooter, First Aid, and the mandated SB390 training as well.
3.13 Student Transportation	\$3,021,148	\$786,101	In Progress: The district continues to provide transportation services for school and school-related activities as well as Homeless and Foster Youth as needed.
3.14 Ongoing Feedback from Families	\$19,000	\$19,000	Completed: The Let's Talk communication tool is activated to increase the participation of all parents, especially of our English Learners, Low Income, and Homeless/Foster Youth as equal partners via an online platform.



Group Discussion

Questions

2023-24 LCAP Goals

- Goal 1: All graduates are socially just and ready for college and careers
- Goal 2: English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive, standards-aligned core curriculum
- Goal 3: All students and families engage in safe, well-maintained schools that are culturally responsive and conducive to 21st century learning

- In your Goal teams identify a recorder and time keeper
- Review the mid year update using the following guiding questions (60 min):

Based on actions outlined in your goal section.

- Are there any suggestions on new ways to present the LCAP Goals?
- 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
- Share out in larger group (10 min)
- Reflection (5 min)



2023-24 Goal Teams

- Goal 1: [Ashley Benjamin](#), Devon Smith, Rosa Mejia, Naz Riquelme, Victoria Hurst, Rosa Serratore, Amy Di Dario, Claudia Bautista-Nicholas, Margie Holland-Matthews, Jules Weber, Nancy Chou, Casper Casparian
- Goal 2: [Victoria Hurst](#), Yvonne Strahan, Berenice Onofre, Isabel Martinez, Lori Orum, Adela Rogers, Joel Gomez
- Goal 3: [Bertha Roman](#), Johanna De La Rosa, Nancy Gutierrez, Shuli Lotan, Amy Wiwuga, Stephanie Gibbons, Adriane Ransom



2023-24 Goal Teams

- Goal 1a: [Ashley Benjamin](#), Devon Smith, Rosa Mejia, Amy Di Dario, Claudia Bautista-Nicholas, Jules Weber, Nancy Chou,
- Goal 1b: [Rosa Serratore](#), Amy Di Dario, Margie Holland-Matthews, Casper Casparian, Naz Riquelme, Victoria Hurst
- Goal 2: [Adela Rogers](#), Carmen Durand, Yvonne Strahan, Berenice Onofre, Isabel Martinez, Lori Orum, Adela Rogers, Joel Gomez
- Goal 3: [Bertha Roman](#), Johanna De La Rosa, Nancy Gutierrez, Shuli Lotan, Amy Wiwuga, Stephanie Gibbons, Adriane Ransom



SHARE



Thank you for your time

▪ Next Meeting

- Date: May 15, 2024
- Time: 4:00 – 6:00
- Location: Zoom
- Topic: Review Draft Actions and Services for 2024-25 LCAP



Where Do I Access the LCAP

- [SMMUSD Website](#)
 - Under Department
 - Select Educational Services
 - On left hand menu select LCAP

Or

- [LCAP Webpage](#)