



SANTA MONICA - MALIBU UNIFIED SCHOOL DISTRICT

LCAP PARENT ADVISORY COMMITTEE

November 15, 2023 4:00-6:00 p.m.

Virtual

Agenda

- Welcome (5 min)
- Review Norms and Expectations
- Review 2022-23 Q1 Lag Data and 2023-24 Lead Diagnostic Data
- Provide Suggestions for Next Step
- Closure
- Review Meeting Dates

Welcome at 4:02pm

Dr. Stacy Williamson welcomed everyone to the meeting. Lag data to be reviewed prior to working in groups. Two parents wanted to be notified in advance with the PowerPoint to prepare for the breakout sessions.

Review Norms and Expectations

Dr. Williamson reviewed the community agreements:

- Be part of the solution
- Value each other's time
- Maintain open lines of communication
- Keep equity at the center
- Honesty – Share your truth
- Be Present
- Respect different perspectives
- Stay Curious

Review 2022-23 Q1 Lag Data and 2023-24 Lag Diagnostic Data

LCAP - One Unifying Plan

Cycle of inquiry – designed to monitor student progress over the course of the year from year to year
State Assessments

- State Testing: Goal 1 & 2
 - CAASPP-ELA Math: grades 3-8, 11
 - CAST: 5, 8, 11, and 12 if not taken in 11th grade
- Fall - Interim Assessments: Goal 1 & 2
 - Goal 1 & 2 – ELA DIWA TK-12
 - Math grades 1-8 and high school math courses
 - Star Early Literacy grades TK-1, Star Reading and Math grades 6-12
- Winter – Interim Assessment: Goal 1 & 2

- Goal 1 & 2 – ELA DIWA TK-12
- Math grades 1-8 and high school math courses
- Star Early Literacy grades TK-1, Star Reading and Math grades 6-12
- Spring – Interim Assessments: Goal 1 & 2
 - Kindergarten Math Assessment
 - Renaissance Star Early Literacy grades TK-1, Star Reading and Math grades 6-12

Quarter 1: Goal 1 Initial Findings

Celebrations:

- Close alignment between Star and CAASPP scores in both ELA CAASPP 72%/Star 70% and Math CAASPP 57%/Star 50%
- 58% students exceeded or met CAST standard
- 38% of students reached level 4 on ELPAC

Areas of Growth

- Participation rates vary with Star assessment data, declines in spring
- Overall Math performance continues to be an area of need
- Significant % of LatinX and Black/African American students do not meet standards in ELA and Math

SAT Suite Report Benchmarks:

- 12th Grade Participants – 75% (568)
 - Met both benchmarks – 51% (290)
 - Met Evidence-Based Reading and Writing (ERW) benchmark – 76% (432)
 - Met Math benchmark – 52% (295)
- SAT Suite Report – PSAT/NMSQT
 - 11th Grade Participants – 80% (621) , 10th Grade Participants– 86% (678)
 - 10th Grade – 47% (319) met both, 75% (508) met ERW, 50% (339) met math
 - 11th Grade – 47% (292) met both, 73% (453) met ERW, 49% (304) met math

Early Developmental Instrument shows 1% increase in kindergartners who scored at the “Vulnerable” rate on the EDI

100% of Foster Youth have a literacy, culmination, or graduation and post-secondary plan as grade-level appropriate.

Quarter 1: Goal 2 Initial Findings

- Higher reclassification rate for 2022-2023 – 142 students out of 682 total students- 20.8% vs 2021-2022 - 106 students out of 725 total students
- Long Term English Language (LTEL) students has decreased over the past three years:
 - 2020-2021 257 students
 - 2021-2022 245 students
 - 2022-2023 113 students
- Chronic Absenteeism reduced in 2022-2023 19.8% from 23.5% in 2021-2022
- Quarter 1: Initial Findings – CA Healthy Kids Survey Participation Rates increased in 2022-2023. This is a survey required by California Ed Code. This survey is an opt-in survey.
- The survey shows an Increase of participation this past year from students, parents, staff showing they feel safe at school. There is a slight increase in students who feel connect to school.

- There was a decrease in the percentage of parents who feel connected to the school. With an increase of staff who feel connected to school.
- The district gives an additional survey, the Culture and Climate Survey, in February to add additional grade levels, spanning 4-12, and additional questions. This allows more people to be surveyed.
- Respondents indicate higher satisfaction with instructional expectations.
- Student perceptions of classroom instruction have improved.
- Parents indicate they participate more in activities at their school site and with their child at home.

Areas of Need -

- Enhance structures to include and elicit student voice to allow students to raise issues as they occur.
- Maintain effective communication channels between parents and administration by maintaining and/or increasing engagement opportunities.
- Further gauge education partners' perceptions around developing skills that would prepare students for college or a future career.
- Students reported they didn't feel comfortable voicing complaints regarding issues about discrimination based on race/ethnicity.

Prep for breakout sessions: Identify a recorder and time keeper

Return from breakout rooms – 5:28pm

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

- What does it mean to be college ready?
- Not all colleges require SAT.
- Site Leadership Teams-(SLT) protocols are expanding knowledge of what other sites are going.

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

- Dual language schools have the highest reclassification rates throughout the dual language pathway.
- What do we need to do to support other school sites?

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

- To counter increased challenges in discrimination, provide parent training in restorative justice.
- Since BCLs are the main/primary contract for EL students, are all BCLs trained in restorative justice to assist families.
- Need to build sense of community and belonging for parents at school sites.
- Support for various parent groups to work better together with more integration.
- Recommendation on parent reps to take back information to site parent groups to get more input to bring to the LCAP PAC meeting in January.

Closure: Adjournment at 6:00pm

Upcoming meetings – LCAP PAC will combine with LCAP DCC in future meetings:

Date	Time	Location	Tentative Topics
1/23/24	4:00-6:00 pm	Virtual	<ul style="list-style-type: none"> • Review Draft Annual Update • Review 2023-24 Q2 Lead Data

			<ul style="list-style-type: none"> ● Provide Suggestions for Next Step
3/5/24	4:00-6:00 pm	Virtual	<ul style="list-style-type: none"> ● Review 2023-24 Q3 Lead Data ● Provide Suggestions for Next Step
5/5/24	4:00-6:00 pm	Virtual	<ul style="list-style-type: none"> ● Review Draft Actions and Services for 2024-25 LCAP
5/23/24 *Tentative	4:00-6:00 pm	Virtual	<ul style="list-style-type: none"> ● Review Final Draft 2024-25 LCAP
6/25/24	4:00-6:00 pm	Virtual	<ul style="list-style-type: none"> ● 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