



SANTA MONICA - MALIBU UNIFIED SCHOOL DISTRICT

Notice of Special Meeting of the District English Language Learner Advisory Committee (DELAC) Minutes

Thursday, March 23, 2023

5:00 – 6:30 p.m.

Zoom Meeting

1. Welcome, Introductions and Expressions of Appreciations
 - Meeting started at 5:12 p.m. No executive members were present therefore Dr. Mora presented the LCAP Annual Update to parents and DELAC members present during the meeting.
2. Review of the Supplemental to the LCAP
 - LCAP Purpose and Process
 - LCAP and LCP Overview
 - ❖ Local Control Funding Formula (LCFF)
 - Greatly simplifies state funding for local educational agencies. (LEAs)
 - Supplemental Grant
 - Unduplicated count of English Learner, Free/Reduce Lunch eligible, and Homeless/Foster Youth
 - Concentration Grant, 55% and higher unduplicated students
 - 3-Year LCAP Cycle
 - ❖ Year 1: 2021-22 (LCAP)
 - ❖ Year 2: 2022-23 (Annual Update)
 - ❖ Year 3: 2023-24 (Annual Update)
 - ❖ We are implementing the 2022-23 LCAP and planning for year 3 or a revised three-year plan
 - Mapping State LCAP Priority Areas to SMMUSD Prior Goals (Slide 6, LCAP Annual Update Presentation)



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- ❖ Goal 1: All graduates are socially just and ready for college and careers (1, 2, 4, 7, 8)
- ❖ Goal 2: English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive standards-aligned core curriculum (1, 2, 4, 7, 8)
- ❖ Goal 3: All students and families engage in safe, well-maintained schools that are culturally responsive and conducive to 21st century learning (1, 3, 5, 6)
- SMMUSD Cycle of Inquiry-an inquiry cycle is designed to monitor student progress in goals over the course of the year and from year to year.
 - ❖ Q1 Lag Metric: 2022 CAASPP Summative Assessments & Spring Diagnostic Assessments
 - ❖ Q2 Lead Metrics: Fall Diagnostic and Interim Assessment
 - ❖ Q3 Lead Metrics: Winter Diagnostic and Interim Assessments
 - ❖ Q4 LCAP Process: Spring Diagnostic Assessments & 2023 CAASPP Summative Assessments
- 2022-23 Evidence of Learning
 - California's Accountability System
 - ❖ Launched December 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)
 - 2022 California Dashboard (Slides 13-29, LCAP Annual Update Presentation)
 - ❖ Student Population
 - 9,129 enrollment
 - 23.8% socioeconomically disadvantaged



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- 7.9% English Learners
- 0.2% Foster Youth
- 2022-23 Q3 Lead Data: Key Findings
 - Q3: Initial Findings-Winter Participation
 - ❖ Areas of Success: ELA
 - 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
 - Q3 Star Reading: Strengths and Growth Points
 - ❖ Strengths:
 - Information Text: Craft and Structure: 46%
 - 56% (10% growth)
 - Informational Text: Key Ideas and Details: 50%
 - 57% (7% growth)
 - Literature: Craft and Structure: 47%



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- 53% (6% growth)

❖ Growth Points

- Informational Text: Integration of Knowledge and Ideas 45%
 - 53% (8% growth)
- Literature: Range of Reading and Level of Text Complexity: 44%
 - 55% (11% growth)

○ Q3 Star Math: Strengths

❖ Grades 2nd-8th

- Algebra: Operations and Algebraic Thinking: 17%
 - 29% (12% growth)
- Numbers and Operations: Ratios and Proportional Relationships: 18%
 - 24% (6% growth)
- Statistics and Probability: Statistics and Probability: 17%
 - 20% (3% growth)

❖ High School

- Statistics and Probability: Making Interferences and Justifying Conclusions: 21%
 - 46% (25% growth)
- Statistics and Probability: Interpreting Categorical and Quantitative Data: 15%
 - 27% (12% growth)
- Geometry: Modeling with Geometry: 12%
 - 15% (3% growth)

○ Q3 Star Math: Growth Points

❖ Grades 2nd-8th

- Algebra: Expressions and Equations: 7%
 - 11% (4% growth)
- Measurement and Data: 1%
 - 12% (11% growth)
- Numbers and Operations: Number and Operations-Fractions: 3%
 - 6% (3% growth)

❖ High School



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- Algebra: Creating Equation: 3%
 - 10% (7% growth)
- Number and Quantity: The Real Number System: 3%
 - 9% (6% growth)
- Number and Quantity: Quantities: 3%
 - 9% (6% growth)
- 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 for Growth:
 - Subgroups with highest % of students needing Urgent Intervention
 - Student with Disabilities (37%)
 - English Learners (35%)
 - Socioeconomic disadvantage (19%)
 - African American/ Black (117%)
 - Latinx (15%)
 - Subgroups with highest % below standard on IAB
 - English Learners (26%)
 - Students with Disabilities (25%)
 - African American/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 of Growth:



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- 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 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
 - ❖ Areas of Growth: Middle School Grades
 - Total middle school enrollment = 1,980
 - 403 of those students were given either a D and/or F, which is 20%
 - 7% increase
- Q3: Initial Findings- RP4 High School Grades
 - ❖ Areas of Success: High School
 - 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 at least one D and/or FG, which is 33%
 - 15% increase
 - ❖ Areas of Growth: High School Grades
 - The subgroups with the highest amount of failing grades
 - Latinx/Hispanic (47%)
 - Socio-Economically Disadvantaged Students (44%)



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- White (38%)
 - Students with disabilities (20%)
 - African American/Black (10%)
- Q3: Winter 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 processFall 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 identifying possible candidates
- Q3: Attendance Data (Slides 42-45, LCAP Annual Update Presentation)
 - ❖ Initial findings
 - Subgroups chronic absenteeism rates
 - Socio-economically disadvantaged (18%)
 - Latinx/Hispanic (17%)
 - Students with disabilities (16%)
 - African American/Black (16%)
 - English Learners (11%)
- Q3: Discipline Data (Slides 46-47, LCAP Annual Update Presentation)
 - ❖ 129 suspensions from August 18, 2022-February 24, 2023 (.01%)
 - 34 more suspensions since Q2 Lead Data Presentation
 - 23 of those students have been suspended 2 or more times (18%)
 - ❖ Main Reason for Suspensions
 - Unlawfully possessed, used, sold, furnished or been under the influence of any controlled substance, alcoholic beverage or intoxicant (49 suspensions, 40%)



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- Caused, attempted to cause, or threatened serious physical injury to another person (31 suspensions, 24%)
 - Willfully used force or violence on another person (19 suspensions, 15%)
 - ❖ Subgroups with the highest suspension rates
 - White (50%)
 - Latinx/Hispanic (33%)
 - Students with Disabilities (24%)
 - African American/Black (17%)
 - 2023-24 Proposed Actions and Services Goal 1a (Slide 49, LCAP Annual Update Presentation)
 - 2023-24 Proposed Actions and Services Goal 1b (Slide 50, LCAP Annual Update Presentation)
 - 2023-24 Proposed Actions and Services Goal 2 (Slide 51, LCAP Annual Update Presentation)
 - 2023-24 Proposed Actions and Services Goal 3 (Slide 52, LCAP Annual Update Presentation)
 - LCAP Process and Timeline
 - Needs Assessment
 - ❖ January-April
 - Annual Update
 - ❖ February-May
 - Community Outreach
 - ❖ May
 - Public Hearing
 - ❖ June
 - Board Adoption
 - ❖ June
 - Let's Talk Platform for comments
3. Public Comment
- Maria Guadalupe Puga- Is this going to be shared with all school sites?
 - Dr. Mora-Yes, it will be shared with the principals and community members. All input can be given via the Let's Talk Portal.
4. Meeting Adjourned at 6:32 p.m.