

Alliance Renee & Meyer Luskin Academy
School Site Advisory Council Meeting
November 14, 2022: 5-6 pm

<u>Item</u>	<u>Time</u>
I. Call to Order (<i>Chair will call the meeting to order and name the time and date</i>)	5:00
II. Roll Call of Members <ul style="list-style-type: none"> ○ Brandon Lee ○ Amy Lozano ○ Joshua Salas ○ Lucylibeth Gomez ○ Marianna Tabares ○ Sami Arroyo ○ Rochelle Witz ○ Taleah P. 	5:00-5:05
III. Public Comment	5:05-5:10
IV. Principal in Residence Report, Ms. Lozano <ul style="list-style-type: none"> ○ LCAP <ul style="list-style-type: none"> ■ What it is, what our role is ■ Data to direct our budget discussions 	5:10-5:45
V. New Business <ul style="list-style-type: none"> ○ Creation of New Class for Senior Class <ul style="list-style-type: none"> ■ Samira Arroyo 	5:45-5:50
VI. Announcements <ul style="list-style-type: none"> ○ Next Meeting we will discuss year to date budget 	5:50-5:55
VII. Next Meeting <ul style="list-style-type: none"> ● December 5th (5-6) 	5:55-6:00
VIII. Adjourn	6:00

Meeting Minutes

- Attendance: Quorum Met
- Discussion of LCFF
 - LCFF uses demographic info to determine amount of funding in order to provide resources for scholars
 - Stakeholder engagement and scholar outcomes
- Discussion of LCAP
 - Allocation of state funding
 - Plan submitted at the end of the school year
 - Discussed in school committees to outline how the state funds will be used
 - Transparency of the use of funds
 - Use of money aligned to data and intended outcomes
 - Previous committees discussed the need for student activities and mental health support which helped inform current use of funds
 - Look at data and determine areas of need.
- Priorities
 - Aligned to positive outcomes for scholars and adults
 - SSAC, ILT, and other committees provide multiple opportunities for feedback
 - SSAC allows feedback for how to spend our local funds
 - October 2022 - February 2023 feedback on spending
 - Budget Review in March 2023 before sending in for Budget Approval in June
- Data Review and Feedback
 - CAASPP ELA Data (Test taken at end of year for 11th graders)
 - Data showed a decline up to 2018
 - Why? We saw a decrease in ELA scores due to interrupted learning.
 - Power Hour implemented to provide individual support for struggling students
 - ELA teacher will provide support where there are a higher # of NPs or low reading scores from iReady assessments.
 - Lozano opened to questions and comments:
 - What happened in 2017 and 2018? The subsequent data makes sense due to COVID, but not the previous data.
 - The years leading up to 2017 we had the highest teacher retention rate. 2018 had a teacher on leave for a year. Same with a history teacher. This may have impacted literacy rates and decrease in ELA scores.
 - Idea that may help: reading support class. Due to two Wilson Reading courses showing increases in reading, a similar class may help (whether they have IEPs or not). Reading intervention course, for example.
 - Possible cause: increased phone usage. Cell phone policies such as turning phones in could increase rates of attention in class.
 - Data shows a normal distribution.
 - Did the switch from Engage NY to HMH impact the data?
 - Math Data
 - Decrease after pandemic
 - Response includes the math support class
 - Increased support from Mr. Estrada for the math support teacher
 - Lozano opened to questions and comments:
 - One class did not have a teacher all year which may have impacted math scores.
 - Curious to see how the trends change after this year
 - Why not continue with math support beyond freshman year? Might benefit to create a support based on the test data and historic math grades.

- Upcoming conversations and data will help us see what we can provide for support courses.
 - Has the math support class been available since Luskin was opened?
 - Yes, math and English support
 - Why did we remove the English support class?
 - It was not having the impact expected.
 - How much of the scores are reflective of student achievement? Their abilities seem to be much higher than the scores they are receiving? How do we communicate to students that these tests are important? How do we give them a sense of ownership on their end?
 - Incentivize testing to increase engagement
- EL Reclassification
 - Clarifying EL designation and meaning of Reclassification
 - During quarantine, we had many students come to take the test on campus. It was their first time since pandemic that they were on campus.
 - Similar declines reflected in LAUSD data.
 - Likely cause of decline in scores related to students taking the test from home in a noisy environment
 - We have an ELD Coordinator who supports the ELD program and pushes into classes. We also added an ELD teacher for levels 3 and 4.
 - Question about reclassification: What does reclassification look like? Can we provide more training and support for teachers to see reclassification beyond an ELPAC score.
 - Not sure if teachers understand the components of the ELPAC.
 - Is the no-homework policy contributing to lower numbers? If scholars don't put into practice what they learn right away, are they reinforcing their learning outside of school?
 - Having an extra person in ELD to help the students who are struggling the most.
 - Question to scholars in the meeting: Do you feel like you are receiving enough practice time during class? Scholar response: We do, but it does help to put in practice. Scholar response: People don't really take advantage of that practice time.
- Satisfaction Surveys
 - Parent and Student Surveys
 - 58% of students reported satisfaction with Luskin
 - Transition to in-person setting was very hard for parents and students
 - Extra field trips, after school activities have been implemented to help improve this data. An increase of 2% was seen. Staff would like to see a higher increase.
 - Lozano opened to comments/feedback/questions:
 - Incentives are a good way to start off because they make school more fun. More incentives and spirit week are things that help to build the culture and increase student sense of belonging
 - The field trips are actually helpful
 - Whole school activities like pep rallies rather than separating by grade
 - We can come together and create a better environment for students to feel welcomed and safe.
 - Opportunities for people to voice concerns and ideas
 - Events like sports are great opportunities to bring the school community together
 - Whole school assemblies that we used to hold outside were successful
- ADA

- Average ADA has increased since the start of this school year. It is the highest it has been in 5 years. It is 2.2% higher than the Alliance-wide average
- Clubs and incentives have increased student desire to come to school.
- Classroom environments make students feel like school is a place they want to be in
- Certificates/tangible celebrations that students can take home
- Events like Fall Festival and Karaoke Night were a fun way to hang out. More events like these should be held.
- Enrollment
 - This year's enrollment goal was 500 scholars. If we do not meet that enrollment goal, it affects mid-year budget and hiring.
 - We are currently over budget and have strong ADA which should support our current staffing for three years.
 - Planning events for next semester
 - Communicating to the local community to come check out our school
 - Lozano opened for suggestions/comments:
 - Recruitment fairs
 - Our current operations team is great at organizing to build support for each other as our enrollment specialist connects with the middle school
 - Leveraging social media and the way our school is branded and perceived
 - Fun Fridays - school wide event to do something on the field
- [Additional Feedback](#)
 - Sami's presentation will be delivered at our next meeting since it will correlate with the discussion about our budget
- Adjournment
 - Seconded by Mr. Lee
 - Ended 6:03pm