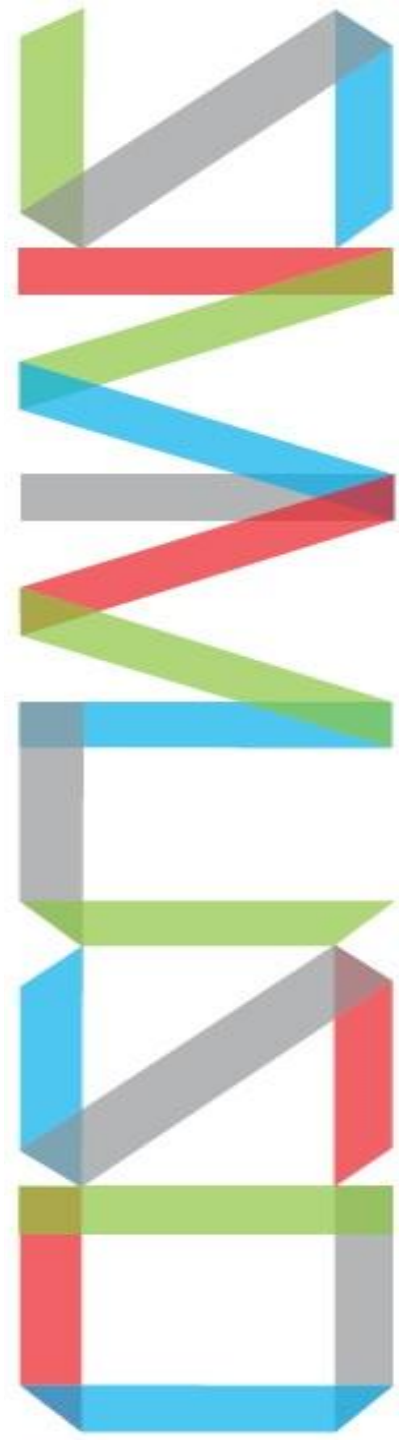# LCAP Parent Advisory Committee

February 11, 2021

Agenda

- Welcome / Working Norms

- LCP Executive Summary

- 2020-21 SMMUSD Lag Data Review
  - Diagnostics/Baseline
  - Existing Metrics
  - Participation and Performance

- Closure

- **Edison:** Heidi Vega Aimonetti

- **Franklin:** April Anderson

- **Grant:** Alicia Mignano

- **JAMS:** Zakiya, Laurel Joe

- **Muir:** Diana Maruri

- **Lincoln:** Rosa Moreno

- **Malibu ES:** Tara Buran

- **Malibu MS:** Josy Fajardo

- **McKinley:** Imelda Rueda

- **SAMOHI:** Lupe Ibarra

- **PBL:** Seth Jacobson

- **Webster:** Norah Cohen

- **Rogers:** Veronica Ramirez, Ericka Lesley

- **SMASH:** Kyo Yamashiro

LCAP PAC
Members
20-21

Educational Services Team Members:

Bertha Roman, Director of EdTech
Dr. Devon Smith, Coordinator of Innovation and Learning
Dr. Satinder Hawkins, ACES Coordinator

Norms
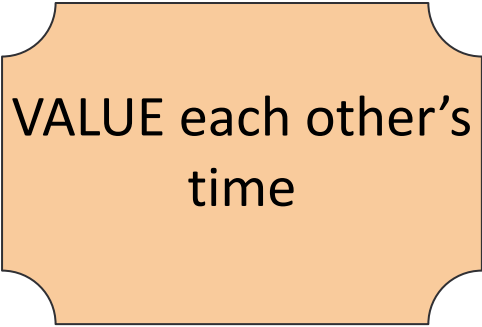
Be part of the SOLUTION
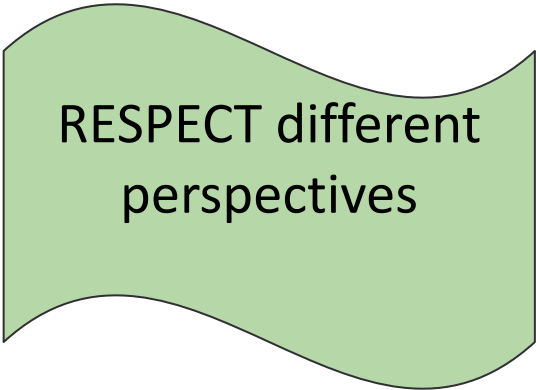
Be PRESENT

Keep EQUITY at the center

VALUE each other's time

RESPECT different perspectives

HONESTY (Share Your Truth)

Maintain OPEN LINES of communication

2020-21 Goal Teams

- Goal 1a: Alicia B., April, Veronica, Tara (Interpreter: Alex)
  Goals 1 - 11

- Goal 1b: Devon, Imelda, Seth, Laurel J, Kyo (Interpreter: Monica)
  Goals 12 - 22

- Goal 2: Satinder, Heidi, Alicia M., Norah, Rosa, Josy, Diana (Interpreter: Vanina)

- Goal 3: Bertha, Zakiya, Lupe, Ericka (Interpreter: Marie)

2020-21 LCP Executive Summary

Dr. Jacqueline Mora

Assistant Superintendent of Educational Services

LCAP/LCP: One Unifying Plan
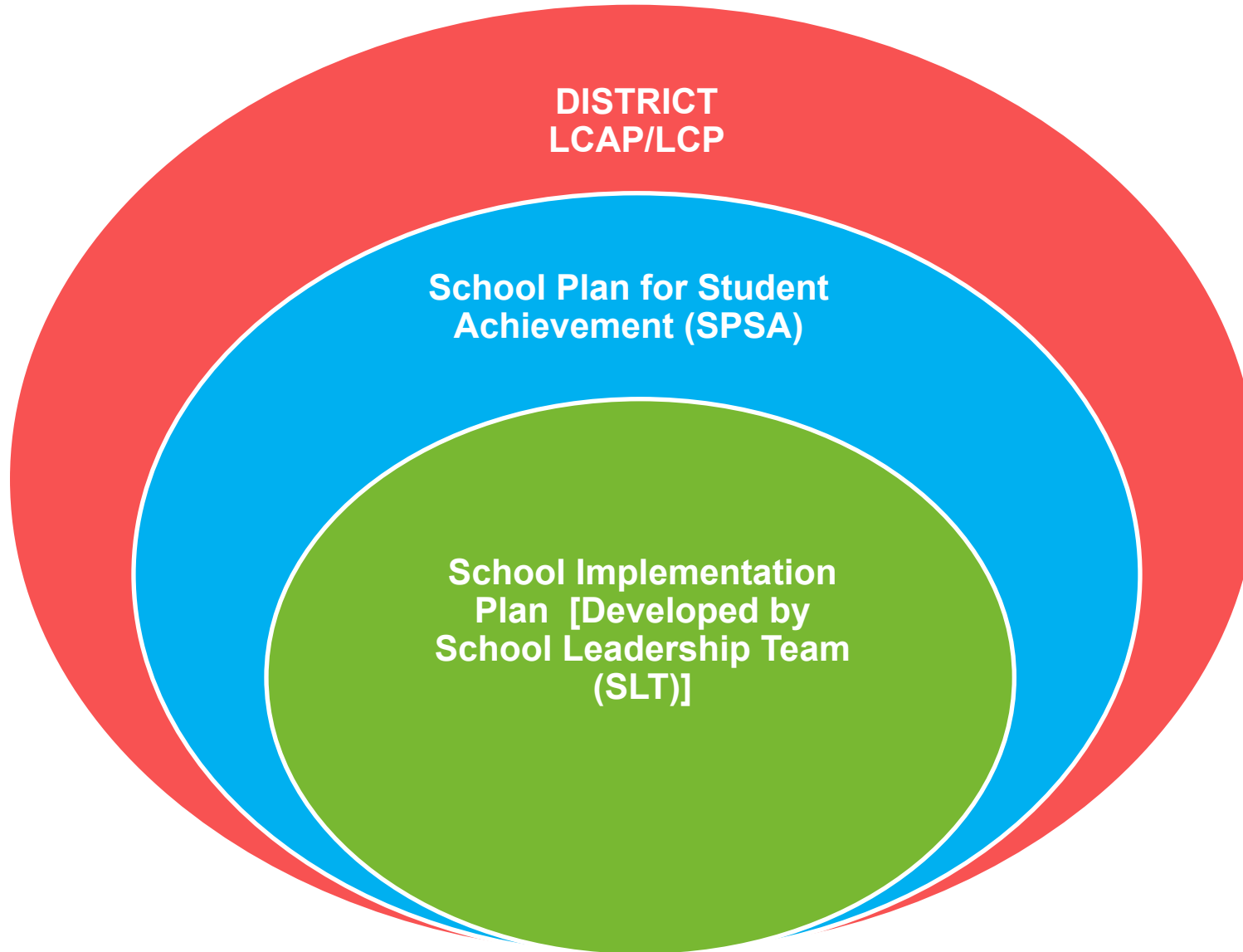
DISTRICT
LCAP/LCP

School Plan for Student
Achievement (SPSA)

School Implementation
Plan [Developed by
School Leadership Team
(SLT)]

LCAP/LCP Goals

- G1: All graduates are socially just and ready for college and careers

- G2: English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive, standards-aligned core curriculum

- G3: All students and families engage in safe, well-maintained schools that are culturally responsive and conducive to 21st century learning

2020-21 LCP Executive Summary

▪ Goal 1

- Provided teacher teams (PLCs) the opportunity to collaborate as a district and/or department to identify the essential standards in critical areas in SMMUSD's curriculum guides to build coherence in learning expectations during distance learning
- Use of diagnostic, formative, common, and interim assessments to determine student performance levels and identify areas of need particularly in the area of English language arts and mathematics
- Continue working with CTE teachers to strengthen our Career Learning Pathways
- Continue to support Math Teacher Leaders at each school site to provide support with redesigning instruction for a digital space
- Subsidies for AP, PSAT and SAT exams
- Allocation for site based professional development
- Intensive Intervention Summer School ES and MS ($1^{st} – 6^{th}$)
- Supplemental digital resources to provide differentiated or leveled reading material for students
- Educational Support System that provinces 24/7 live help and feedback from instructors on assignments for 6-12
- Academic Support Program for 6-8 (At-promise students and SED)

2020-21 LCP Executive Summary

- Goal 2
  - Extended day for middle school students to provide access to elective courses
  - Bilingual Assistants at Secondary sites
  - EL Program Leads at Secondary sites to support with the progress monitoring of ELs
  - Language and Literacy Interventionists provide Tier II and III support to English Learners (ELs) at risk of becoming Long Term English Learners (LTELs)
  - Literacy and Language Coordinator to support English Language Arts, Multilingual programs, World Languages, and Dual Language Immersion
  - Instructional Coaches to with support with implementation of EL strategies across the curriculum
  - Academic Vocabulary Toolkit Intervention before or after school
  - Supplemental digital instructional materials to support language development
  - Academic Support Program for TK-5 (EL and/or SED students)

2020-21 LCP Executive Summary

- Goal 3
  - Purchase additional Chromebooks to replace student devices that are not functioning (CARES)
  - Purchase hotspots for students to provide internet access (CARES)
  - Purchase laptops to replace teacher devices that are not functioning (CARES)
  - Increased professional development for teachers on Socio-Emotional Learning, Trauma Informed Classrooms Mindfulness strategies, and Restorative Justice
  - Additional funding to provide individual and group counseling services for students
  - Mental Health Case worker to support schools in leveraging and provide services to students
  - Restorative Justice Coordinator to provide training and technical support with the implementation of our RJ plan.
  - Student Outreach Specialist at Samohi focus on connecting with students and families that are facing attendance and behavior challenges
  - Family Engagement Coordinator to provide technical support on the implementation of the Family Engagement Framework
  - District Interpreter-Translators
  - Interpreter-Translator training
  - Bilingual Community Liaisons to support with family outreach
  - Continuation of Parent Conference
  - Continuation of Parent Education Offerings
    - *FIDA, Parent Project, & Latino Family Literacy Project*

LCP: Taking a Dive into our Q1 District-Wide Data

Dr. Alicia Baillie

Director, Assessment, Research and Evaluation

LCAP/LCP Goals

- G1: All graduates are socially just and ready for college and careers

- G2: English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive, standards-aligned core curriculum

- G3: All students and families engage in safe, well-maintained schools that are culturally responsive and conducive to 21st century learning

SMMUSD Cycle of Inquiry
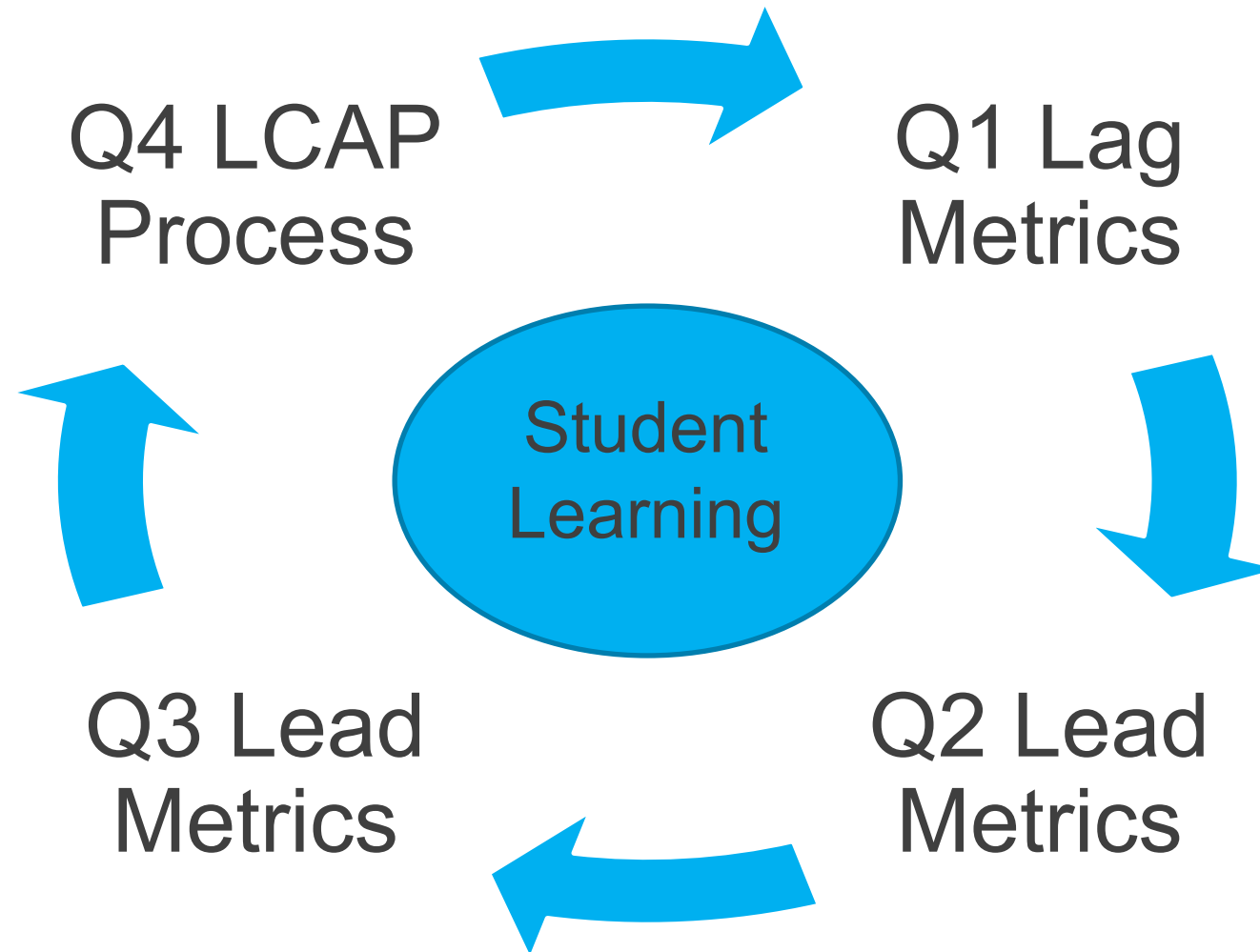
Q1: Lag Metrics

Goal 1-3

Lag Metrics

GOAL 1 (slides 31-47)

ELA Diagnostics

- Elementary
  - Fastbridge

- Middle School
  - Fastbridge

- High School
  - School-wide Essay

Math Diagnostics

- Elementary
  - Cognitive Guided Instruction (CGI) Assessment

- Middle School
  - MDTP

- High School
  - MDTP

ELA Diagnostics

ELA Baseline	ELA Test	Test Description	Dates Administered	Measurements
Kindergarten	Fastbridge	Early Reading (Concepts of Print; Onset Sounds*, Letter Names/Spanish is Syllable Reading, Letter Sounds)	Early September	Site, District and National percentiles; identification of risk (High, Some, Low)
1st Grade	Fastbridge	Early Reading (Word Segmenting, Nonsense Words/Spanish - Syllable Reading, Sight Words, Sentence Reading) aReading		
2nd Grade	Fastbridge	Early Reading (Sight Words), CBM Reading (fluency^, aReading^)		
3rd Grade	Fastbridge	aReading		
4th Grade				
5th Grade				
6th Grade				
7th Grade				
8th Grade				
9th Grade	Teacher Generated Assessment	Essay -Summer Reading		Samohi = 6-point scale; Malibu 4-point scale
10th Grade				
11th Grade				
12th Grade				

Math Diagnostics

Math Diagnostics	Math Test	Test Description	Dates Administered	Measurements
Kindergarten	CGI Into Assessments	Cognitive Guided Instruction (A paper assessment transferred to digital delivery (SeeSaw)	Ultimately was not administered to students	
1st Grade				
2nd Grade				
3rd Grade				
4th Grade				
5th Grade				
6th Grade	UC/CSU Math Assessment Project	MDTP Readiness	Late August, early September	Raw Score, Percent correct, and Quartile
7th Grade				
8th Grade				
9th Grade				
10th Grade				
11th Grade				
12th Grade				

Note about the Diagnostics

- Different Assessments (different purposes)
  - The assessment plan for the district focused on assessments that teachers can use to immediately help students in the classroom, throughout the year.
  - They do not focus on one skill over time

- Different Rates of participation

- Different measurements used by the assessments

- Therefore: some trends can be identified, but they cannot be completely compared.

Note about the Diagnostics

- Different measurements used by the assessments

- For example:

Assessment	Measurement						
MDTP	Quartiles	1st Quartile		2nd Quartile	3rd Quartile	4th Quartile	
Samo Essay	6-Point Rubric	1-Standard Not Met	2-Standards Not Met	3-Developing Standard	4-At Standard	5-Exceptional	6-Exemplary
MHS	4-Point Essay	1 - Standard Not Met		2- Near Standard	3- At Standard	4 - Above Standard	
CAASPP IABS	3 Point Scale	1 - Standard Not Met		2 - At/Near Standard		3 - Above Standard	

- Therefore: Measured the two extremes (Not Met & Above Standard). Movement in the middle will be visible there.

Lag Metrics

GOAL 1 (slides 48-56)

- ~~CAASPP~~ (2019-20 administration cancelled due to Covid-19)
- Early Development Instrument (EDI)
- Cohort graduation rate
- Graduates meeting UC/CSU a-g requirements
- AP course enrollment

- Graduates passing one or more AP exams (3+)
- Graduates meeting SAT College and Career Readiness (CCR) benchmarks
- PSAT participants meeting College and Career Readiness (CCR) benchmarks

Lag Metrics

GOAL 2 (slides 57-68)

- Annual reclassification of English Learners
- Annual progress in English acquisition on ELPAC assessment

GOAL 3 (slides 69-84)

- Dropout rate
- Suspension and expulsions
- Student attendance
- Student engagement survey
- Parent/Staff Survey
  - *Alternates each year*

Group Activity: Data review and analysis

- In your Goal teams identify a recorder and time keeper

- Review and analyze data using the following guiding questions (60 min):
  - What statements can be made based on the data? What patterns/trends emerge?
  - What does the data suggest?
  - What questions about curriculum, instruction, assessment, and systems arose from looking at data?
  - What actions/services may have contributed to the growth or lack thereof?
  - Record findings on Google doc

- Share out in larger group (10 min)

- Reflection (5 min)

Materials

Each team will receive:

- Access to Lag Metrics

- Document that includes
  - Goal
  - Planned actions

Goal 1a: ELA
Goal 1b: Math

2020-21 Goal Teams

- Goal 1a: Alicia B., April, Veronica, Tara, Nora (Interpreter: Alex)
  Goals 1 - 11

- Goal 1b: Devon, Imelda, Seth, Laurel J, Kyo (Interpreter: Monica)
  Goals 12 - 22

- Goal 2: Satinder, Heidi, Alicia M., Rosa, Josy, Diana (Interpreter: Vanina)

- Goal 3: Bertha, Zakiya, Lupe, Ericka (Interpreter: Marie)

Thank you for your time

- Next Meeting
  - Date: March 11, 2021
  - Time: 4:00 – 6:00 pm
  - Location: Virtual
  - Topic: Lead Data

Q1: Lag Metrics

Goal 1 Lag Metrics

Appendix A

Diagnostic Data

- **English Language Arts**
  - Includes each assessment by grade
  - Disaggregate by race/ethnicity, SED, SpEd and Homeless & Foster Youth

- **Math**
  - Includes each assessment by grade
  - Disaggregate by race/ethnicity, SED, SpEd and Homeless & Foster Youth

20-21 ELA Diagnostics - Participation Rates

Stacked Bar Percent of Current Grade Level by aReading Participation
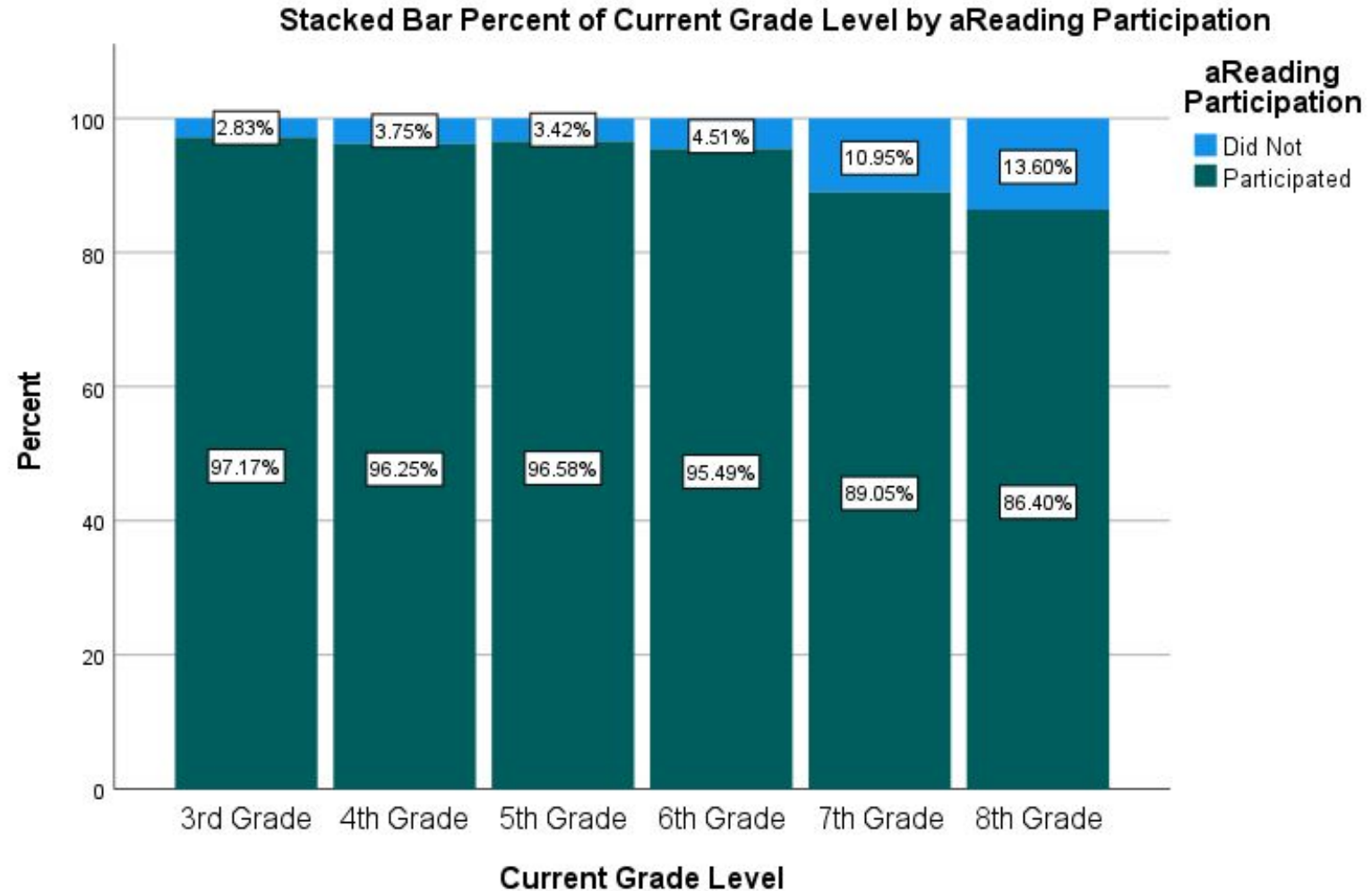
20-21 ELA Diagnostics - Participation Rates

Current Grade Level * aReading Participation Crosstabulation

			aReading Participation		Total
			Did Not	Participated	
Current Grade Level	3rd Grade	Count	18	619	637
		% within Current Grade Level	2.8%	97.2%	100.0%
	4th Grade	Count	26	668	694
		% within Current Grade Level	3.7%	96.3%	100.0%
	5th Grade	Count	25	706	731
		% within Current Grade Level	3.4%	96.6%	100.0%
	6th Grade	Count	30	635	665
		% within Current Grade Level	4.5%	95.5%	100.0%
	7th Grade	Count	88	716	804
		% within Current Grade Level	10.9%	89.1%	100.0%
	8th Grade	Count	114	724	838
		% within Current Grade Level	13.6%	86.4%	100.0%
Total		Count	301	4068	4369
		% within Current Grade Level	6.9%	93.1%	100.0%

20-21 ELA Diagnostics - Participation Rates

Stacked Bar Percent of Current Grade Level by Essay (Baseline) Count
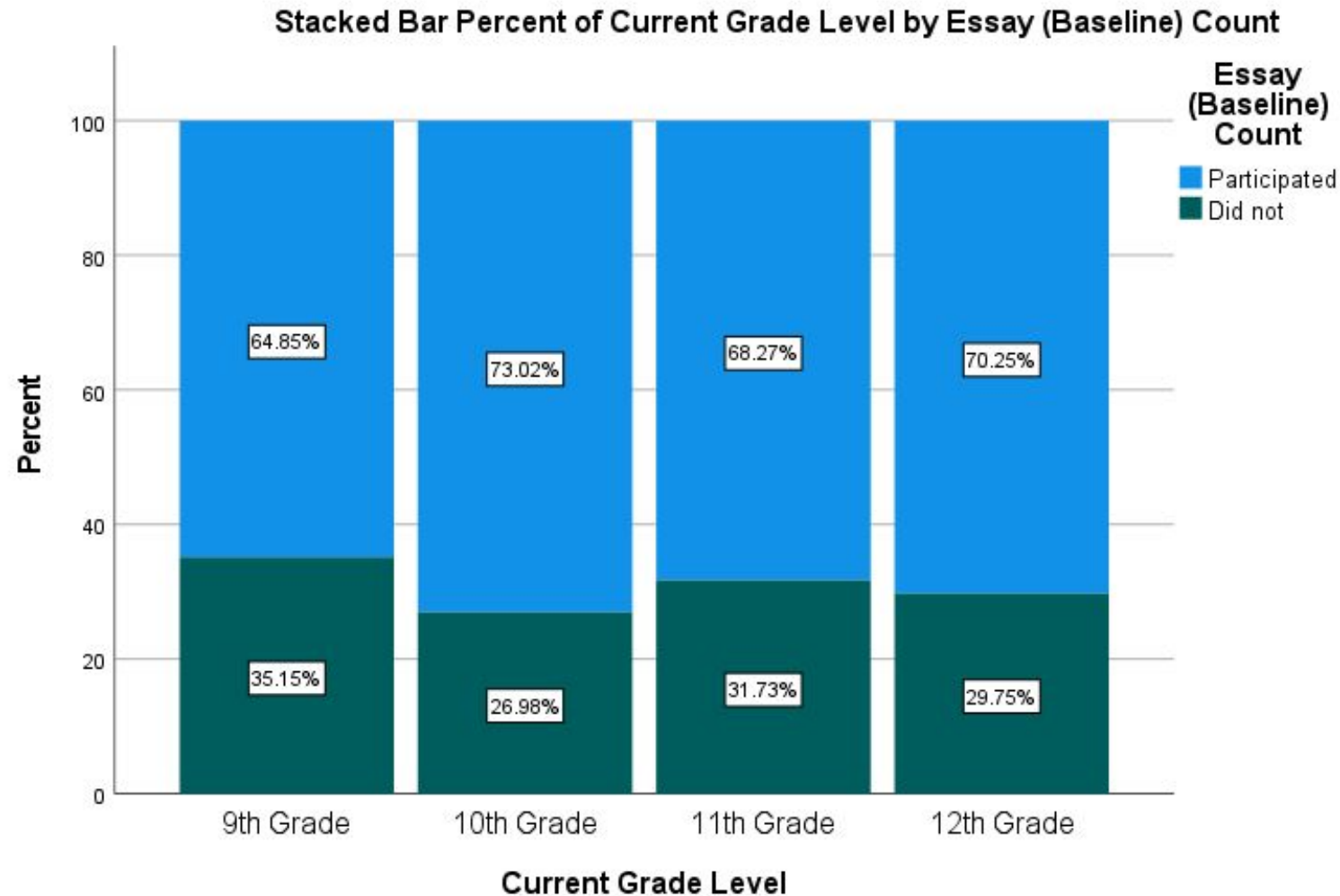
20-21 ELA Diagnostics - Participation Rates

Current Grade Level * Essay (Baseline) Count Crosstabulation

			Essay (Baseline) Count		
			Did not	Participated	Total
Current Grade Level	9th Grade	Count	284	524	808
		% within Current Grade Level	35.1%	64.9%	100.0%
	10th Grade	Count	221	598	819
		% within Current Grade Level	27.0%	73.0%	100.0%
	11th Grade	Count	271	583	854
		% within Current Grade Level	31.7%	68.3%	100.0%
	12th Grade	Count	266	628	894
		% within Current Grade Level	29.8%	70.2%	100.0%
Total		Count	1042	2333	3375
		% within Current Grade Level	30.9%	69.1%	100.0%

20-21 Math Diagnostics - Participation Rates

Stacked Bar Percent of Current Grade Level by MDTPParticipation
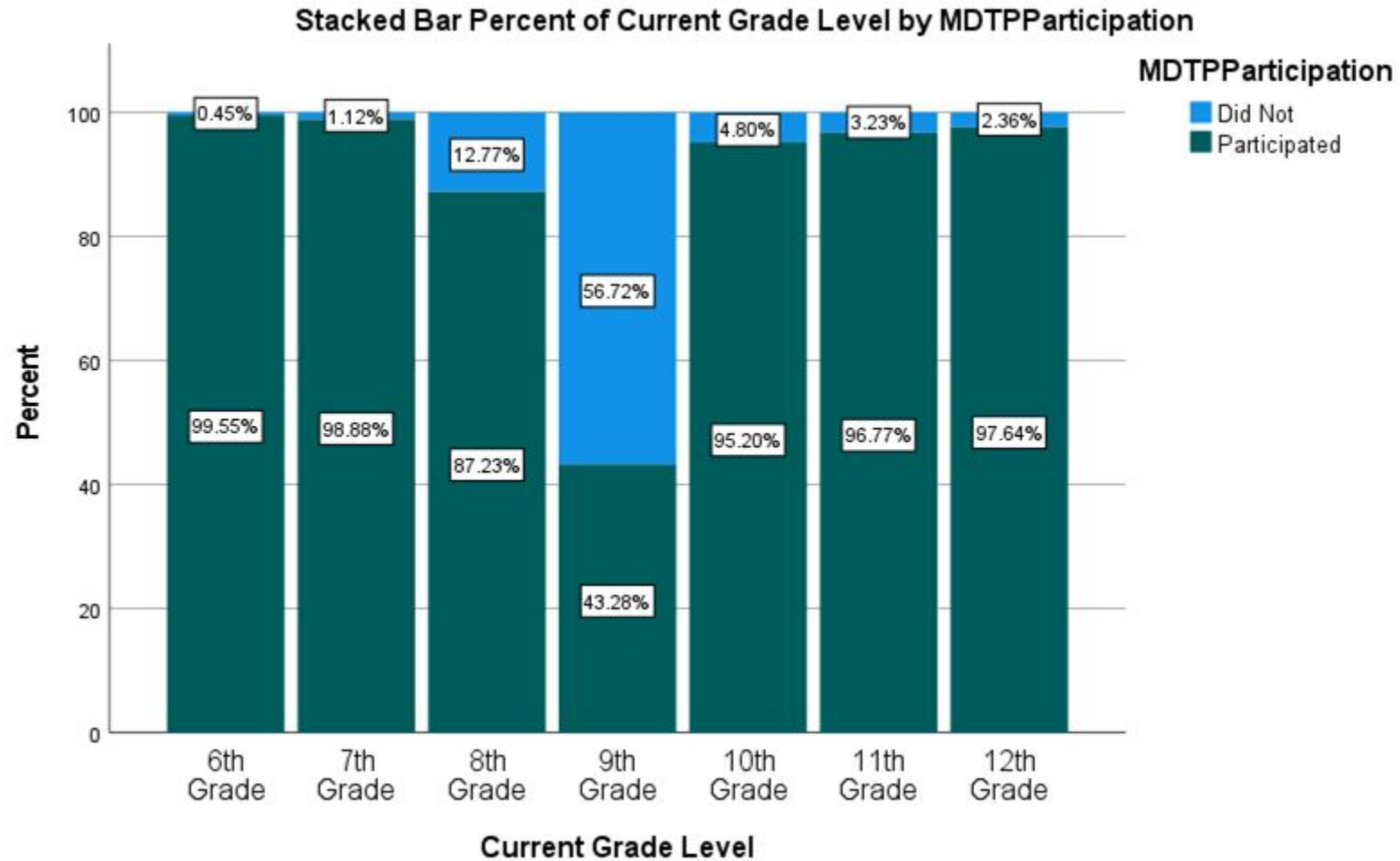
20-21 Math Diagnostics – Participation Rates

Current Grade Level * MDTPParticipation Crosstabulation

			MDTPParticipation		
			Did Not	Participated	Total
Current Grade Level	6th Grade	Count	3	662	665
		% within Current Grade Level	0.5%	99.5%	100.0%
	7th Grade	Count	9	795	804
		% within Current Grade Level	1.1%	98.9%	100.0%
	8th Grade	Count	107	731	838
		% within Current Grade Level	12.8%	87.2%	100.0%
	9th Grade	Count	456	348	804
		% within Current Grade Level	56.7%	43.3%	100.0%
	10th Grade	Count	38	754	792
		% within Current Grade Level	4.8%	95.2%	100.0%
	11th Grade	Count	27	809	836
		% within Current Grade Level	3.2%	96.8%	100.0%
	12th Grade	Count	21	869	890
		% within Current Grade Level	2.4%	97.6%	100.0%
Total		Count	661	4968	5629
		% within Current Grade Level	11.7%	88.3%	100.0%

ELA Diagnostic Performance

Stacked Bar Percent of Current Grade Level by aReading (FastBridge) Risk Level
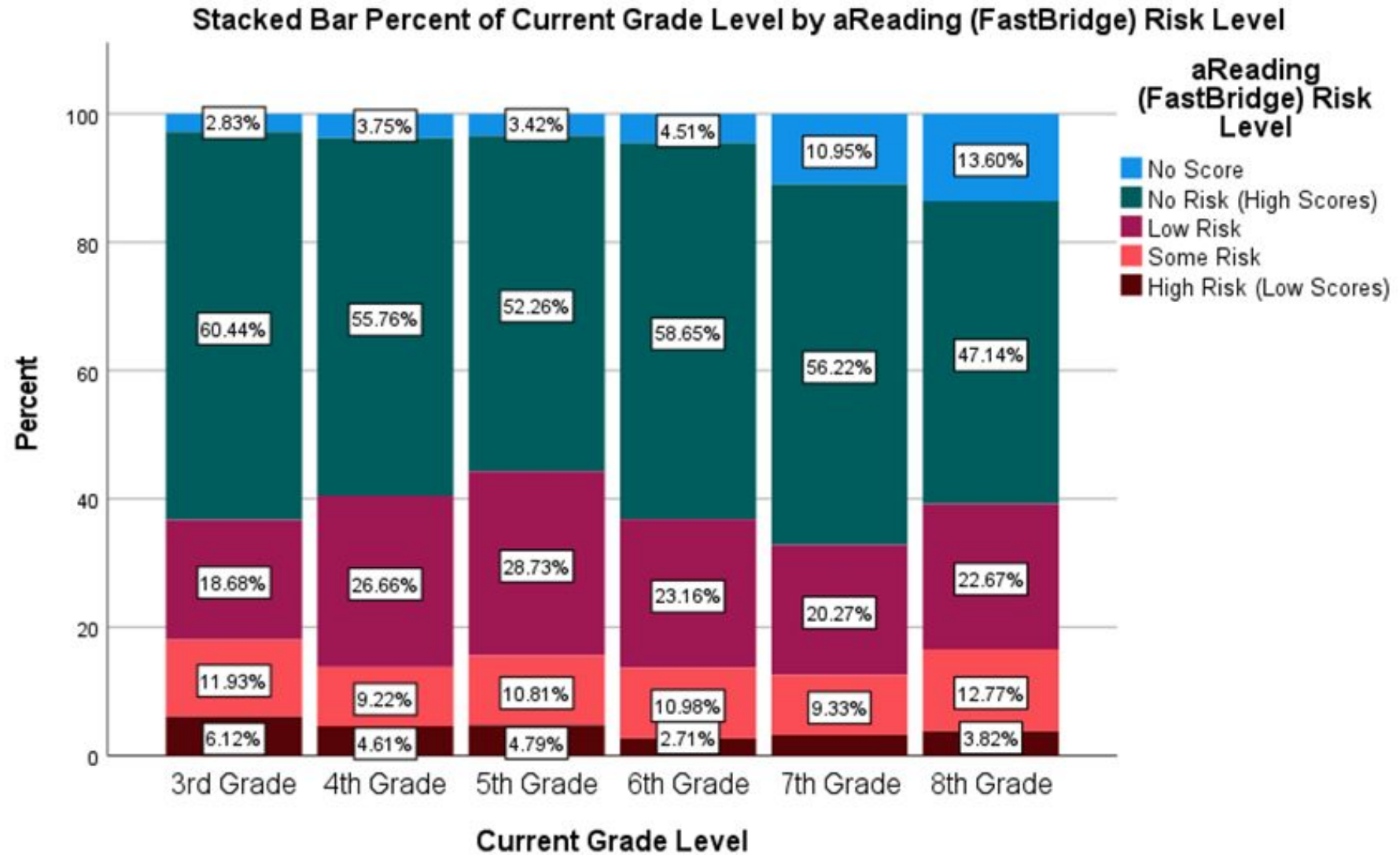
ELA Diagnostic Performance

Current Grade Level * aReading (FastBridge) Risk Level Crosstabulation

			aReading (FastBridge) Risk Level					Total
			No Score	High Risk (Low Scores)	Some Risk	Low Risk	No Risk (High Scores)	
Current Grade Level	3rd Grade	Count	18	39	76	119	385	637
		% within Current Grade Level	2.8%	6.1%	11.9%	18.7%	60.4%	100.0%
	4th Grade	Count	26	32	64	185	387	694
		% within Current Grade Level	3.7%	4.6%	9.2%	26.7%	55.8%	100.0%
	5th Grade	Count	25	35	79	210	382	731
		% within Current Grade Level	3.4%	4.8%	10.8%	28.7%	52.3%	100.0%
	6th Grade	Count	30	18	73	154	390	665
		% within Current Grade Level	4.5%	2.7%	11.0%	23.2%	58.6%	100.0%
	7th Grade	Count	88	26	75	163	452	804
		% within Current Grade Level	10.9%	3.2%	9.3%	20.3%	56.2%	100.0%
	8th Grade	Count	114	32	107	190	395	838
		% within Current Grade Level	13.6%	3.8%	12.8%	22.7%	47.1%	100.0%
Total		Count	301	182	474	1021	2391	4369
		% within Current Grade Level	6.9%	4.2%	10.8%	23.4%	54.7%	100.0%

ELA Diagnostic Performance

Stacked Bar Percent of Current Grade Level by Baseline Essay (High School) 3 Intervals
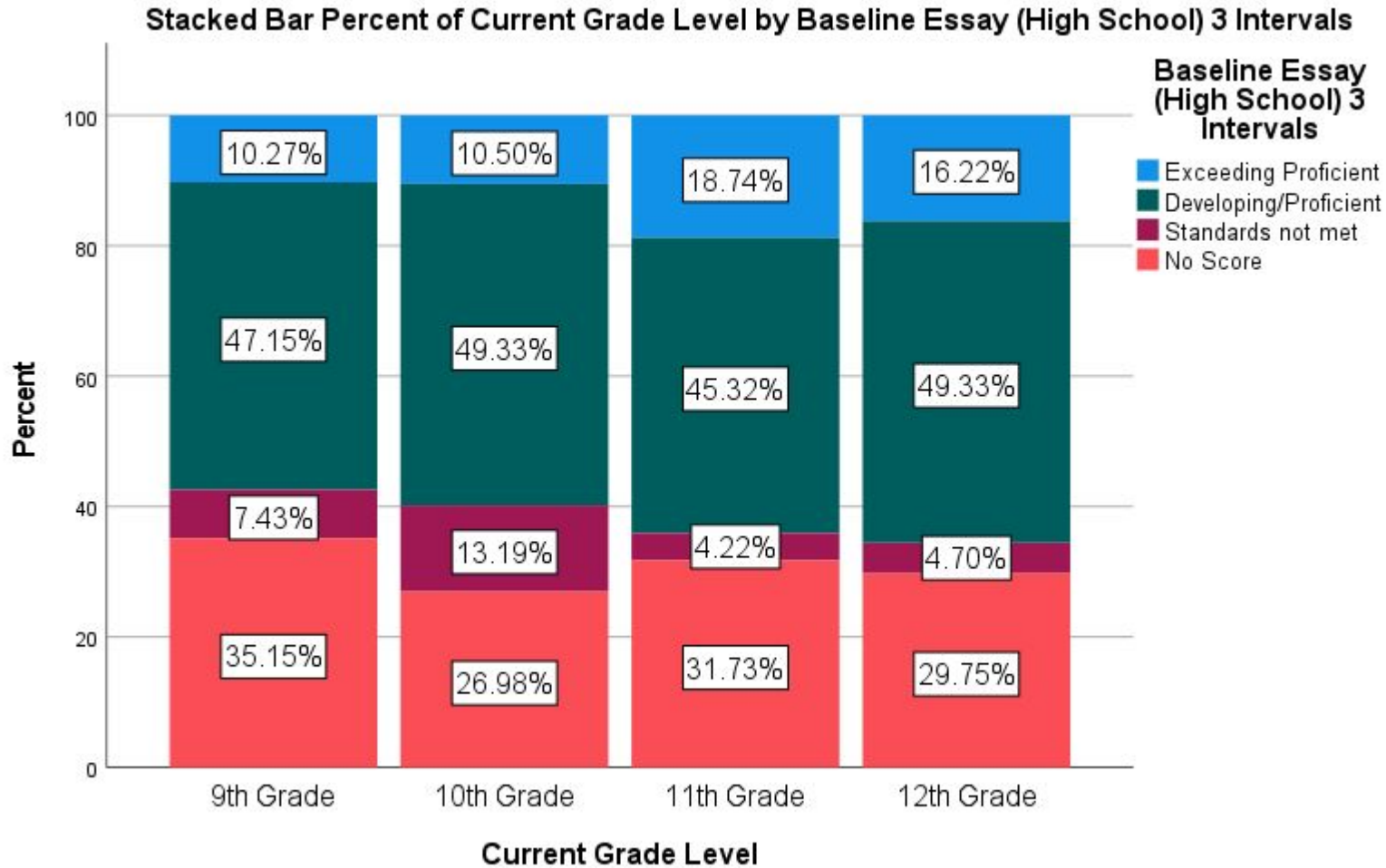
ELA Diagnostic Performance

Baseline Essay (High School) 3 Intervals * Current Grade Level Crosstabulation

			Current Grade Level				
			9th Grade	10th Grade	11th Grade	12th Grade	Total
Baseline Essay (High School) 3 Intervals	0-No Score	Count	284	221	271	266	1042
		% within Baseline Essay (High School) 3 Intervals	27.3%	21.2%	26.0%	25.5%	100.0%
	1-Standards not met	Count	60	108	36	42	246
		% within Baseline Essay (High School) 3 Intervals	24.4%	43.9%	14.6%	17.1%	100.0%
	2-Developing/Proficient	Count	381	404	387	441	1613
		% within Baseline Essay (High School) 3 Intervals	23.6%	25.0%	24.0%	27.3%	100.0%
	3-Exceeding Proficient	Count	83	86	160	145	474
		% within Baseline Essay (High School) 3 Intervals	17.5%	18.1%	33.8%	30.6%	100.0%
Total		Count	808	819	854	894	3375
		% within Baseline Essay (High School) 3 Intervals	23.9%	24.3%	25.3%	26.5%	100.0%

20-21 ELA Diagnostic Assessment Performance Rates by Group

Performance of At-Promise Groups on High School Diagnostic Essay

At Promise Group Performance
- 3-Exceeding Proficient
- 2-Developing/Proficient
- 1-Standards not met
- 0-No Score
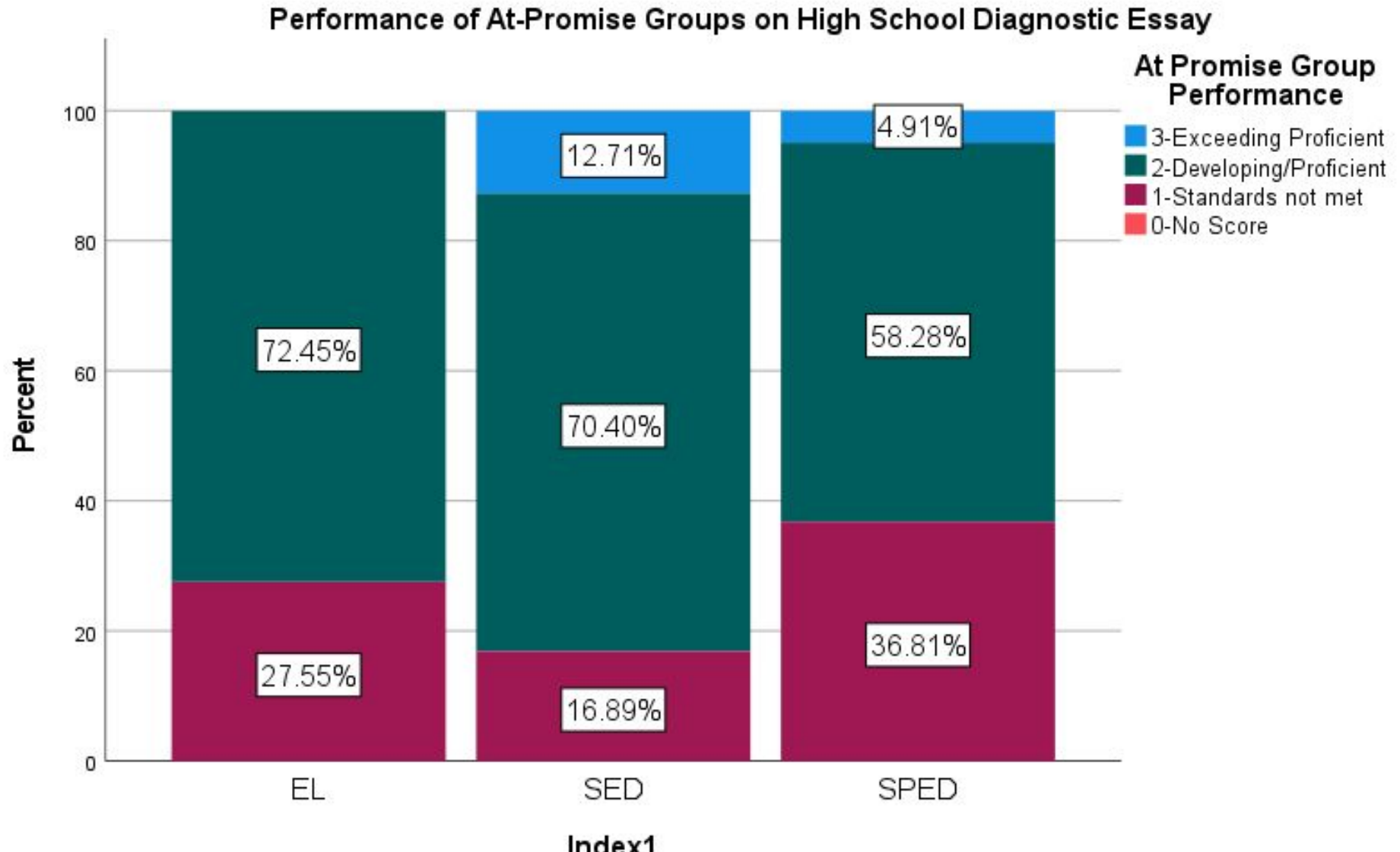
20-21 ELA Diagnostic Assessment Performance Rates by Group

ELA Diagnostic - Baseline Essay for High School by At Promise Groups

			EL	SED	SpEd	Total
				Index1		
At Promise Group Performance	1-Standards not met	Count	27	89	60	176
		% within At Promise Group Performance	15.3%	50.6%	34.1%	100.0%
	2-Developing/Proficient	Count	71	371	95	537
		% within At Promise Group Performance	13.2%	69.1%	17.7%	100.0%
	3-Exceeding Proficient	Count	0	67	8	75
		% within At Promise Group Performance	0.0%	89.3%	10.7%	100.0%
Total		Count	98	527	163	788
		% within At Promise Group Performance	12.4%	66.9%	20.7%	100.0%

20-21 ELA Diagnostic Assessment Performance Rates by Group

ELA Diagnostic - aReading by At-Promise Groups

At Promise Groups
- No Risk
- Some/Low Risk
- High Risk

ELScores: No Risk 14.46%, Some/Low Risk 68.00%, High Risk 17.54%

SEDScores: No Risk 30.24%, Some/Low Risk 59.22%, High Risk 10.54%

SPEDScores: No Risk 32.33%, Some/Low Risk 47.83%, High Risk 19.85%
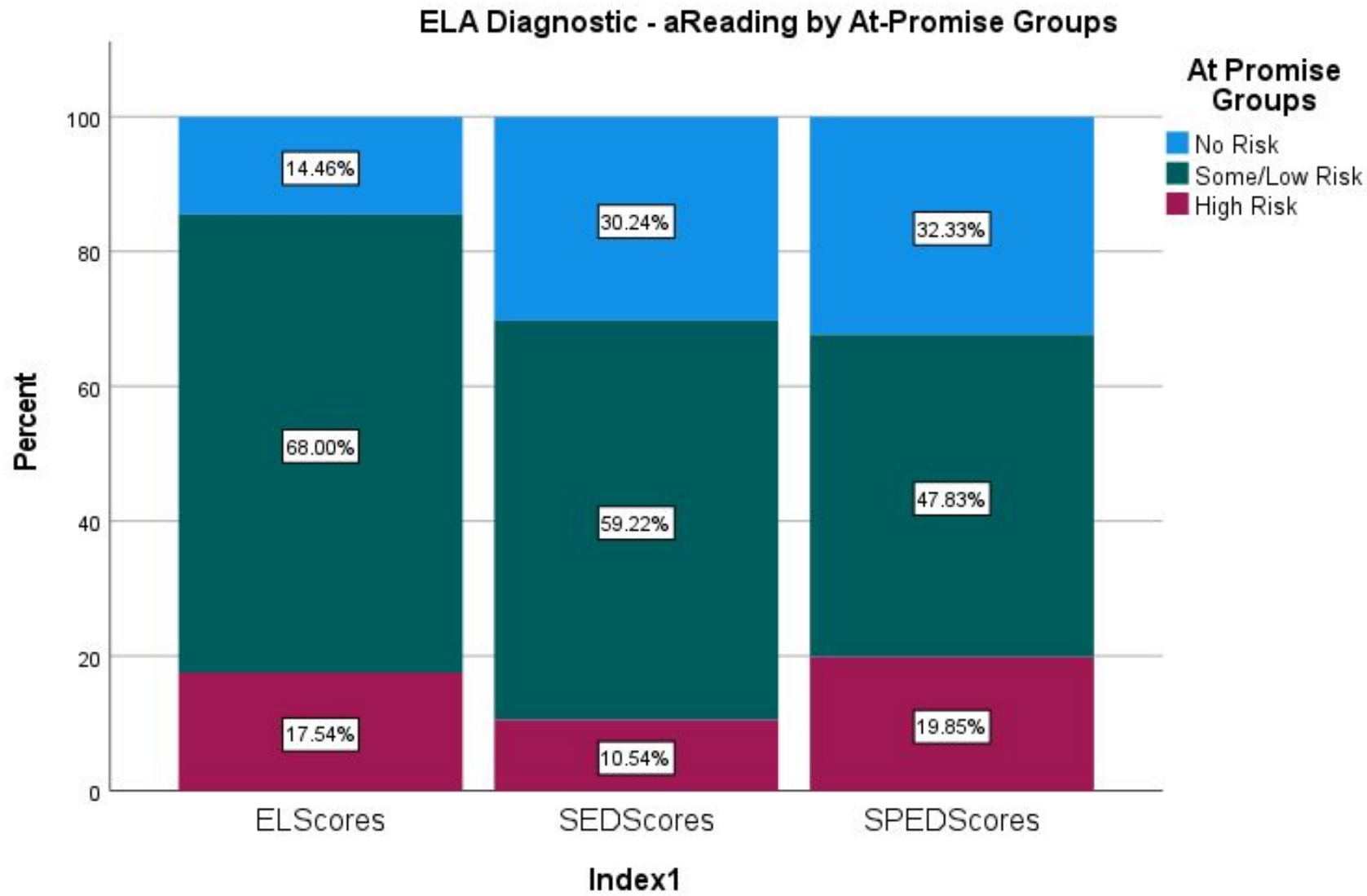
20-21 ELA Diagnostic Assessment Performance Rates by Group

ELA Diagnostic - aReading Grades 3-5

			Index1			
			ELScores	SEDScores	SPEDScores	Total
At Promise Groups	High Risk	Count	57	100	105	262
		% within At Promise Groups	21.8%	38.2%	40.1%	100.0%
	Some/Low Risk	Count	221	562	253	1036
		% within At Promise Groups	21.3%	54.2%	24.4%	100.0%
	No Risk	Count	47	287	171	505
		% within At Promise Groups	9.3%	56.8%	33.9%	100.0%
Total		Count	325	949	529	1803
		% within At Promise Groups	18.0%	52.6%	29.3%	100.0%
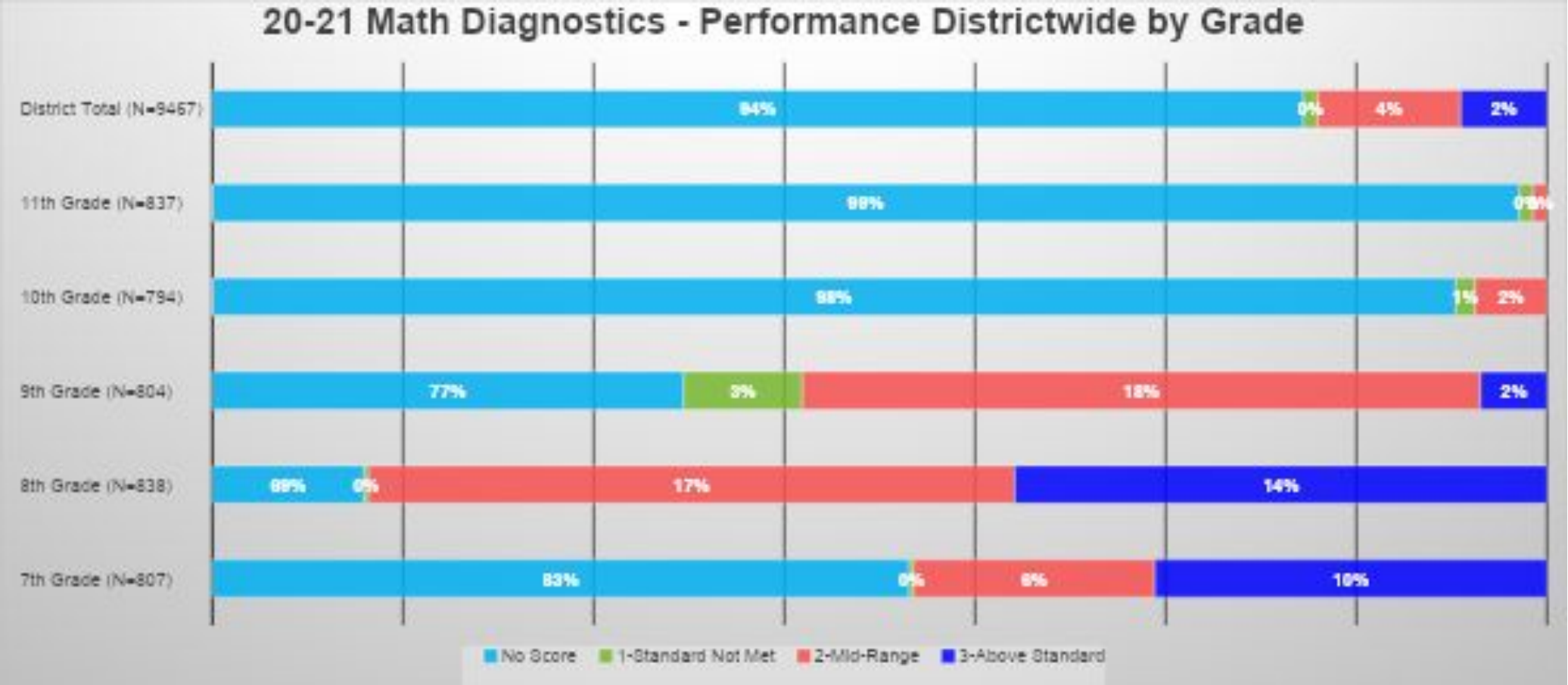
20-21 Math Diagnostics - Performance Districtwide by Grade

20-21 Math Diagnostics - Performance Districtwide by Grade	No Score	1-Standard Not Met	2-Mid-Range	3-Above Standard	
7th Grade (N=807)	83%	0%	6%	10%	100%
8th Grade (N=838)	69%	0%	17%	14%	100%
9th Grade (N=804)	77%	3%	18%	2%	100%
10th Grade (N=794)	98%	1%	2%	0%	100%
11th Grade (N=837)	99%	0%	0%	0%	100%
District Total (N=9467)	94%	0%	4%	2%	100%

The grades presented here, were the grades the diagnostic was administered to.

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20-21 Math Diagnostics - Performance Districtwide by Group

Legend: ■ No Score ■ 1-Standard Not Met ■ 2-Mid-Range ■ 3-Above Standard
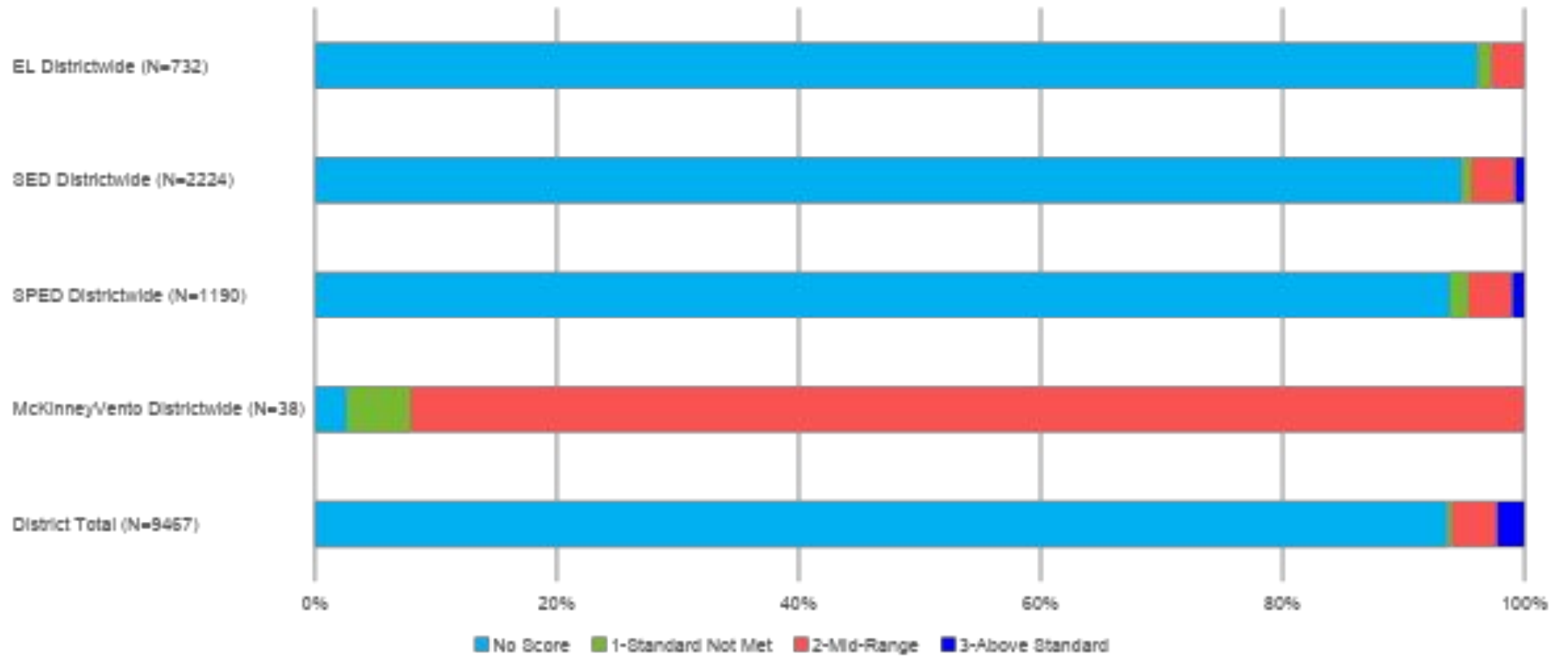
20-21 Math Diagnostics - Performance Districtwide by Group	No Score	1-Standard Not Met	2-Mid-Range	3-Above Standard
District Total (N=9467)	94%	0%	4%	2%
McKinneyVento & Foster Youth Districtwide (N=38)	3%	5%	92%	0%
SPED Districtwide (N=1190)	94%	2%	4%	1%
SED Districtwide (N=2224)	95%	1%	4%	1%
EL Districtwide (N=732)	96%	1%	3%	0%
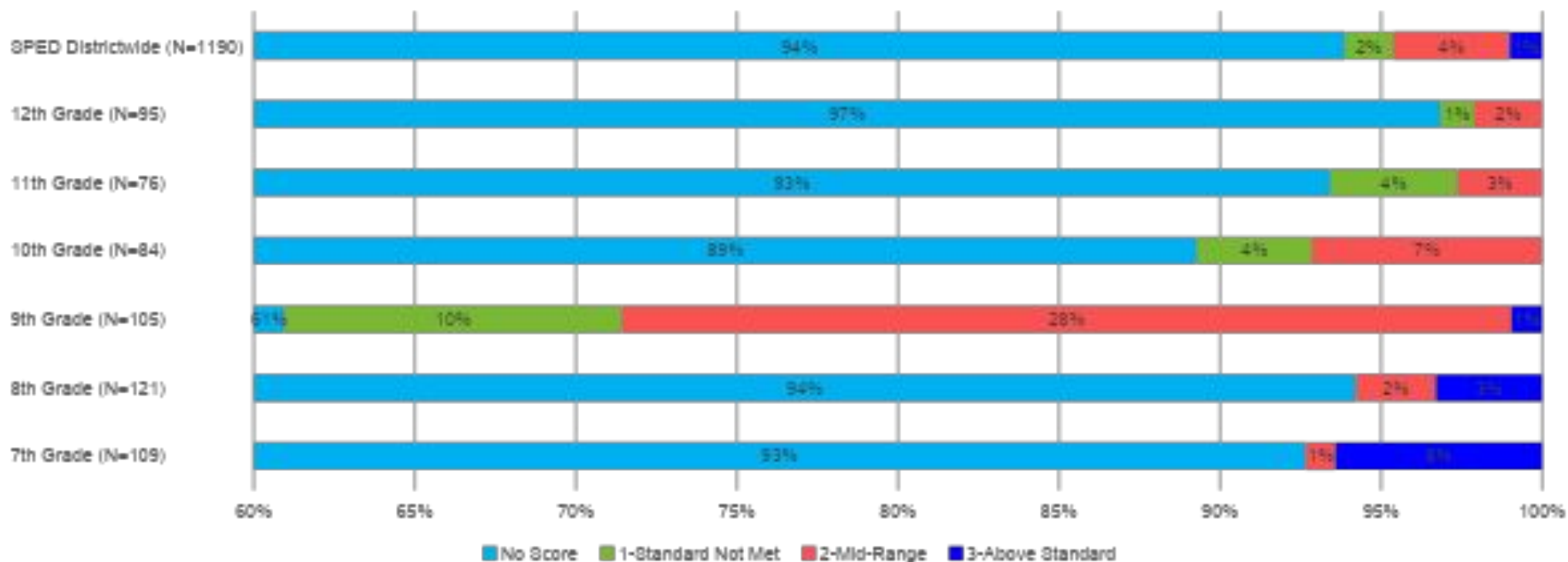
45

20-21 Math Diagnostics - SPED Performance by Grade

20-21 Math Diagnostics - SPED Performance by Grade	No Score	1-Standard Not Met	2-Mid-Range	3-Above Standard
7th Grade (N=109)	93%	0%	1%	6%
8th Grade (N=121)	94%	0%	2%	3%
9th Grade (N=105)	61%	10%	28%	1%
10th Grade (N=84)	89%	4%	7%	0%
11th Grade (N=76)	93%	4%	3%	0%
12th Grade (N=95)	97%	1%	2%	0%
SPED Districtwide (N=1190)	94%	2%	4%	1%

The grades presented here, were the grades the diagnostic was administered to.

20-21 Math Diagnostics - SED Performance by Grade
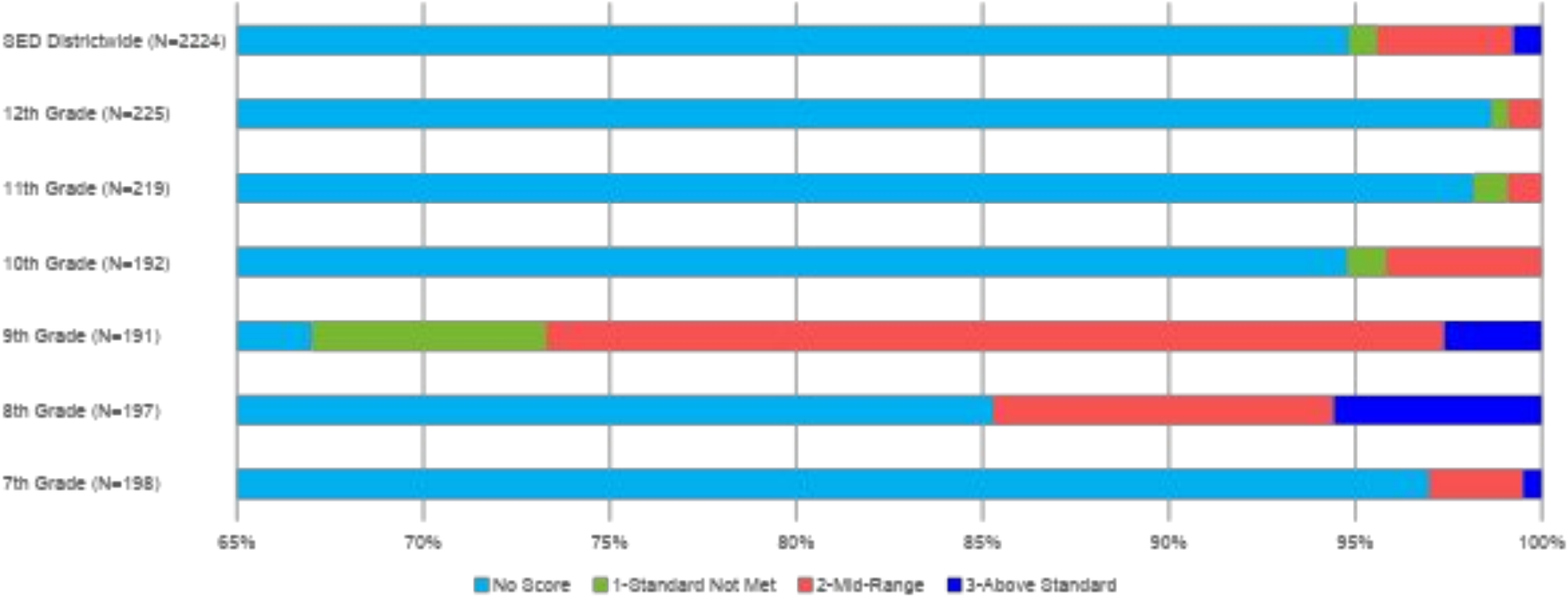
20-21 Math Diagnostics - SED Performance by Grade	No Score	1-Standard Not Met	2-Mid-Range	3-Above Standard
7th Grade (N=198)	97%	0%	3%	1%
8th Grade (N=197)	85%	0%	9%	6%
9th Grade (N=191)	67%	6%	24%	3%
10th Grade (N=192)	95%	1%	4%	0%
11th Grade (N=219)	98%	1%	1%	0%
12th Grade (N=225)	99%	0%	1%	0%
SED Districtwide (N=2224)	95%	1%	4%	1%

The grades presented here, were the grades the diagnostic was administered to.

20-21 Math Diagnostics - EL Performance by Grade
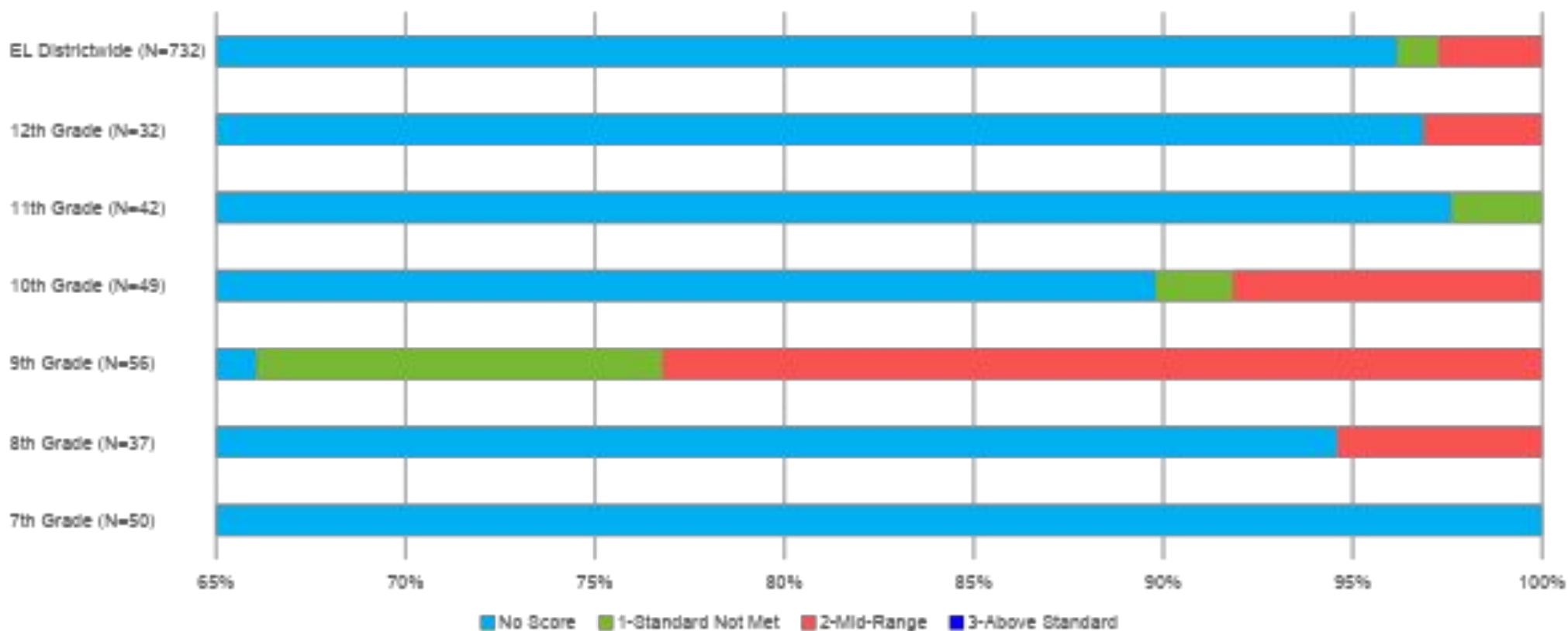
20-21 Math Diagnostics - EL Performance by Grade	No Score	1-Standard Not Met	2-Mid-Range	3-Above Standard
7th Grade (N=50)	100%	0%	0%	0%
8th Grade (N=37)	95%	0%	5%	0%
9th Grade (N=56)	66%	11%	23%	0%
10th Grade (N=49)	90%	2%	8%	0%
11th Grade (N=42)	98%	2%	0%	0%
12th Grade (N=32)	97%	0%	3%	0%
EL Districtwide (N=732)	96%	1%	3%	0%

The grades presented here, were the grades the diagnostic was administered to.

20-21 Math Diagnostics - McKinneyVento & Foster Youth Performance by Grade	No Score	1-Standard Not Met	2-Mid-Range	3-Above Standard	

#s are too small to mask identity of students.

McKinneyVento & Foster Youth Districtwide (N=38)	3%	5%	92%	0%	100%

College Readiness Data

- PSAT College Readiness Indicators

- AP Passage Rates

Santa Monica High School

	2016	2017	2018	2019	2020
Total AP Students	954	1002	938	864	1023
Number of Exams	1750	1809	1763	1654	1928
AP Students with Scores 3+	664	706	718	689	804
% of Total AP Students with Scores 3+	69.6	70.5	76.5	79.7	78.6

PSAT/NMSQT Fall 2019, 11th grade - Scores & Benchmarks

Group	Number of Test Takers	# Test Takers Met Both Benchmarks	% Test Takers Met Both Benchmarks	# Test Takers Met ERW Benchmark	% Test Takers Met ERW Benchmark	# Test Takers Met Math Benchmark	% Test Takers Met Math Benchmark	# Test Takers Met No Benchmarks	% Test Takers Met No Benchmarks
District	820	432	53%	652	80%	438	53%	162	20%
State	237936	76220	32%	135664	57%	79291	33%	99201	42%

PSAT/NMSQT Fall 2019, 10th grade - Scores & Benchmarks

Group	Number of Test Takers	# Test Takers Met Both Benchmarks	% Test Takers Met Both Benchmarks	# Test Takers Met ERW Benchmark	% Test Takers Met ERW Benchmark	# Test Takers Met Math Benchmark	% Test Takers Met Math Benchmark	# Test Takers Met No Benchmarks	% Test Takers Met No Benchmarks
District	793	397	50%	615	78%	408	51%	167	21%
State	253062	74870	30%	131809	52%	79468	31%	116655	46%

Santa Monica High School

% OF TOTAL AP STUDENTS WITH SCORES 3+

Year	%
2016	70%
2017	70%
2018	77%
2019	80%
2020	79%
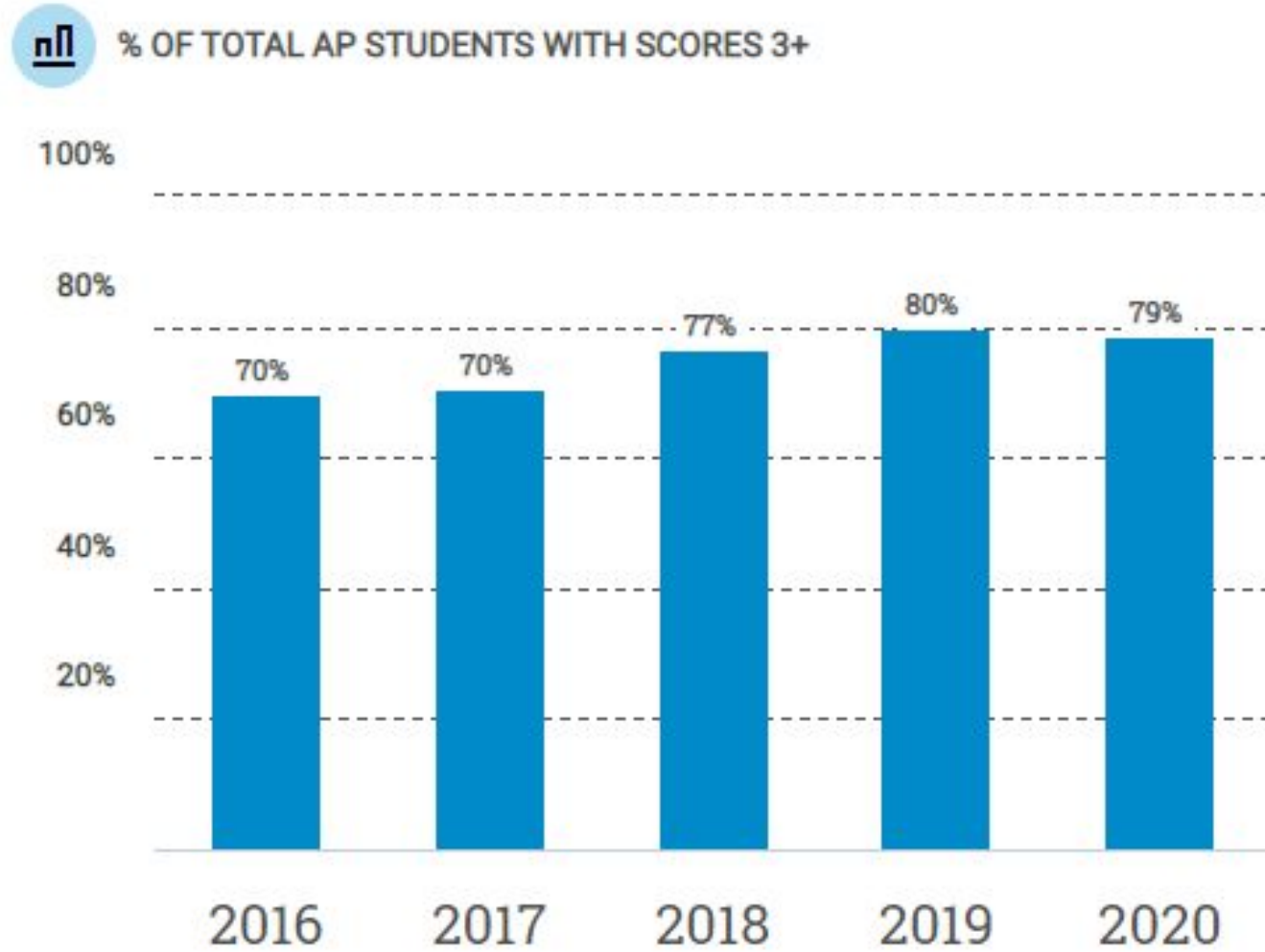
Malibu High School

	2016	2017	2018	2019	2020
Total AP Students	256	236	225	243	227
Number of Exams	552	496	469	499	497
AP Students with Scores 3+	208	196	172	189	198
% of Total AP Students with Scores 3+	81.3	83.1	76.4	77.8	87.2

Malibu High School

% OF TOTAL AP STUDENTS WITH SCORES 3+

2016	2017	2018	2019	2020
81%	83%	76%	78%	87%

Districtwide Scores by Race/Ethnicity

Race/Ethnicity	Score	District Data	Race/Ethnicity	Score	District Data	Race/Ethnicity	Score	District Data	Race/Ethnicity	Score	District Data
Black or African American	1	21	**Hispanic or Latino (including Spanish origin)**	1	74	**White (including Middle Eastern origin)**	1	86	**Two or more races, non-Hispanic**	1	12
	2	27		2	123		2	227		2	30
	3	20		3	146		3	358		3	71
	4	12		4	137		4	358		4	55
	5	5		5	78		5	2166		5	38
	Total Number of Exams	85		Total Number of Exams	558		Total Number of Exams	1295		Total Number of Exams	206
	Mean Score	2.45		Mean Score	3.04		Mean Score	3.38		Mean Score	3.37
	Standard Deviation	1.18		Standard Deviation	1.25		Standard Deviation	1.18		Standard Deviation	1.12

Districtwide Scores by Race/Ethnicity

Race/Ethnicity	Score	District Data	Race/Ethnicity	Score	District Data	Race/Ethnicity	Score	District Data	Race/Ethnicity	Score	District Data
Black or African American	1	21	**Hispanic or Latino (including Spanish origin)**	1	74	**White (including Middle Eastern origin)**	1	86	**Two or more races, non-Hispanic**	1	12
	2	27		2	123		2	227		2	30
	3	20		3	146		3	358		3	71
	4	12		4	137		4	358		4	55
	5	5		5	78		5	2166		5	38
	Total Number of Exams	85		Total Number of Exams	558		Total Number of Exams	1295		Total Number of Exams	206
	Mean Score	2.45		Mean Score	3.04		Mean Score	3.38		Mean Score	3.37
	Standard Deviation	1.18		Standard Deviation	1.25		Standard Deviation	1.18		Standard Deviation	1.12

Districtwide Data for SED	Score	District Data
Fee Reduction Granted - Option 1 (Low-Income Students)	1	67
	2	111
	3	110
	4	99
	5	71
	Total Number of Exams	458
	Mean Score	2.99
	Standard Deviation	1.29

Goal 2 Lag Metrics

Appendix B

Lag Metrics

- Diagnostic/Baseline ELA and Math
  - Disaggregate by language proficiency
- Annual reclassification of English Learners
- Annual progress in English acquisition on ELPAC assessment

Diagnostic Data

20-21 ELA Diagnostic by English Proficiency	No Score	1-Standard Not Met	2-Mid Ranges	3-Above Standard	Grand Total
Eng Learner	177	104	379	72	732
English Only	1086	387	3055	2602	7130
Initially Id Fluent Eng Profic	153	42	343	380	918
Redesignated Fluent Eng Profic	135	38	322	175	670
Grand Total	1551	571	4099	3229	9450

20-21 Math Diagnostic by English Proficiency	No Score	1-Standard Not Met	2-Mid-Range	3-Above Standard	Grand Total
Eng Learner	704	8	20		732
English Only	6668	21	276	165	7130
Initially Id Fluent Eng Profic	864	3	20	31	918
Redesignated Fluent Eng Profic	609	3	40	18	670
Grand Total	8862	35	356	214	9467

Reclassification Data 2018-2020

	2017-2018			2018-2019			2019-2020		
	EL	# RFEP	% RFEP	EL	# RFEP	% RFEP	EL	# RFEP	% RFEP
Edison	114	10	9%	141	7	5%	144	10	7%
Franklin	44	8	18%	40	1	3%	42	5	12%
Grant	42	8	19%	57	6	11%	57	7	12%
Muir	52	2	4%	54	1	2%	53	3	6%
Cabrillo	38	4	11%	39	1	3%	N/A	N/A	N/A
Malibu ES	N/A	N/A	N/A	N/A	N/A	N/A	32	3	9%
McKinley	66	9	14%	80	4	5%	66	8	12%
Pt. Dume	12	4	33%	11	2	18%	N/A	N/A	N/A
Roosevelt	71	16	23%	80	3	4%	60	5	6%
Rogers	53	10	19%	54	1	2%	45	4	9%
SMASH	6	2	33%	5	0	0%	6	0	0%
Webster	21	3	14%	20	1	5%	24	1	4%

Reclassification Data 2018-2020

	2017-2018			2018-2019			2019-2020		
	EL	# RFEP	% RFEP	EL	# RFEP	% RFEP	EL	# RFEP	% RFEP
JAMS	113	35	31%	97	17	18%	86	16	19%
Lincoln	88	28	32%	78	9	12%	79	15	19%
Malibu MS	23	7	30%	22	1	5%	22	0	0%
Malibu HS	5	0	0%	10	0	0%	12	1	8%
Olympic HS	7	0	0%	3	0	0%	4	0	0%
Samohi	136	16	18%	149	6	4%	170	19	11%

	2017-2018			2018-2019			2019-2020		
	EL	# RFEP	% RFEP	EL	# RFEP	% RFEP	EL	# RFEP	% RFEP
SMMUSD	891	162	18%	940	60	6%	922	97	11%
LA County	305,310	55,811	17%	272,914	53,901	18%	258,755	41,962	15%
State	1,271,150	193,899	15%	1,195,621	175,746	14%	1,148,024	16,653	14%

2019-2020 ELPAC Summative Overall Performance Level (Please note that the administration of this test was interrupted by COVID)					
Grade	Well Developed	Moderately Developed	Somewhat Developed	Beginning to Develop	Grand Total
Kindergarten	14	14	28	12	68
1st Grade	24	12	14	*	56
2nd Grade	17	*	24	17	65
3rd Grade	*	12	28	13	55
4th Grade	*	12	11	11	38
5th Grade	*	*	12	10	38
6th Grade	*	13	16	21	54
7th Grade	*	10	13	13	37
8th Grade	*	*	14	34	55
9th Grade	*	12	27	11	53
10th Grade	*	*	13	21	41
11th Grade	*	*	13	11	31
12th Grade	*	*	*	*	*
Grand Total	88	111	214	180	593

2019-2020 ELPAC Summative Oral Language Performance Level (Please note that the administration of this test was interrupted by COVID)					
Grade	Well Developed	Moderately Developed	Somewhat Developed	Beginning to Develop	Grand Total
Kindergarten	12	*	30	17	68
1st Grade	28	*	*	15	56
2nd Grade	18	*	13	33	65
3rd Grade	*	*	22	27	55
4th Grade	*	*	12	20	38
5th Grade	11	*	*	19	38
6th Grade	*	*	12	33	54
7th Grade	*	*	11	22	37
8th Grade	*	*	10	42	55
9th Grade	*	*	27	19	53
10th Grade	*	*	*	25	41
11th Grade	*	*	*	19	31
12th Grade	*	*	*	*	*
Grand Total	92	40	169	292	593

*Counts below 11 redacted to ensure privacy of students

2019-2020 ELPAC Summative Written Language Performance Level (Please note that the administration of this test was interrupted by COVID)					
Grade	Well Developed	Moderately Developed	Somewhat Developed	Beginning to Develop	Grand Total
Kindergarten	17	35	10	*	68
1st Grade	26	16	12	*	56
2nd Grade	23	12	24	*	65
3rd Grade	*	30	16	*	55
4th Grade	*	17	10	*	38
5th Grade	*	19	*	*	38
6th Grade	10	20	16	*	54
7th Grade	*	20	*	*	37
8th Grade	*	20	17	14	55
9th Grade	*	17	21	*	53
10th Grade	*	11	15	10	41
11th Grade	*	14	*	*	31
12th Grade	*	*	*	*	*
Grand Total	122	232	164	75	593

*Counts below 11 redacted to ensure privacy of students

2019-2020 ELPAC Summative Listening Performance (Please note that the administration of this test was interrupted by COVID)				
Grade	Well Developed	Somewhat/Moderately Developed	Beginning to Develop	Grand Total
Kindergarten	11	39	18	68
1st Grade	13	16	27	56
2nd Grade	14	26	25	65
3rd Grade	*	27	22	55
4th Grade	*	17	17	38
5th Grade	*	23	10	38
6th Grade	*	30	19	54
7th Grade	*	22	10	37
8th Grade	*	33	19	55
9th Grade	*	37	10	53
10th Grade	*	17	17	41
11th Grade	*	25	*	31
12th Grade	*	*	*	*
Grand Total	84	313	196	593

*Counts below 11 redacted to ensure privacy of students

2019-2020 ELPAC Summative Speaking Performance Level (Please note that the administration of this test was interrupted by COVID)				
Grade	Well Developed	Somewhat/ Moderately Developed	Beginning to Develop	Grand Total
Kindergarten	13	37	18	68
1st Grade	27	15	14	56
2nd Grade	18	12	35	65
3rd Grade	*	12	40	55
4th Grade	*	16	19	38
5th Grade	*	*	28	38
6th Grade	*	*	44	54
7th Grade	*	*	32	37
8th Grade	*	*	51	55
9th Grade	*	10	41	53
10th Grade	*	*	34	41
11th Grade	*	*	28	31
12th Grade	*	*	*	*
Grand Total	86	122	385	593

*Counts below 11 redacted to ensure privacy of students

2019-2020 ELPAC Summative Writing Performance Levels
(Please note that the administration of this test was interrupted by COVID)

Grade	Well Developed	Somewhat/Moderately Develoiped	Beginning to Develop	Grand Total
Kindergarten	20	37	11	68
1st Grade	27	28	*	56
2nd Grade	20	35	10	65
3rd Grade	*	38	14	55
4th Grade	*	24	10	38
5th Grade	11	21	*	38
6th Grade	*	35	15	54
7th Grade	*	32	*	37
8th Grade	*	50	*	55
9th Grade	*	48	*	53
10th Grade	*	36	*	41
11th Grade	*	21	*	31
12th Grade	*	*	*	*
Grand Total	100	406	87	593

*Counts below 11 redacted to ensure privacy of students

2019-2020 ELPAC Summative Reading Performance Level (Please note that the administration of this test was interrupted by COVID)				
Grade	Well Developed	Somewhat/Moderately Developed	Beginning to Develop	Grand Total
Kindergarten	14	49	*	68
1st Grade	24	19	13	56
2nd Grade	24	25	16	65
3rd Grade	21	27	*	55
4th Grade	*	24	*	38
5th Grade	11	18	*	38
6th Grade	22	24	*	54
7th Grade	16	16	*	37
8th Grade	16	22	17	55
9th Grade	10	30	13	53
10th Grade	*	20	15	41
11th Grade	*	20	*	31
12th Grade	*	*	*	*
Grand Total	182	295	116	593
*Counts below 11 redacted to ensure privacy of students				

Goal 3 Lag Metrics

Appendix C

Lag Metrics

- Dropout rate
  - Disaggregate by race/ethnicity, SED, SpEd and Homeless & Foster Youth
- Suspension and expulsions
  - Disaggregate by race/ethnicity, SED, SpEd and Homeless & Foster Youth
- Student attendance
  - Disaggregate by race/ethnicity, SED, SpEd and Homeless & Foster Youth
- Student engagement survey
  - Disaggregate by race/ethnicity, SED, SpEd and Homeless & Foster Youth
- Parent/Staff Survey
  - *Alternates each year*

2019-2020 Four-Year Adjusted Cohort Graduation Rate

Race/Ethnicity	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning A Golden State Seal Merit Diploma
African American	60	54	90.0%	37	5	11
American Indian or Alaska Native	*	*	*	*	*	*
Asian	51	50	98.0%	46	14	39
Filipino	*	*	*	*	*	*
Hispanic or Latino	266	251	94.4%	158	70	75
Pacific Islander	*	*	*	*	*	*
White	381	361	94.8%	278	72	197
Two or More Races	63	58	92.1%	48	14	35
Not Reported	*	*	*	*	*	*

*Counts below 11 redacted to ensures student privacy

2019-2020 Four-Year Adjusted Cohort Graduation Rate – Report Totals

Race/Ethnicity	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning A Golden State Seal Merit Diploma
Santa Monica-Malibu Unified	838	791	94.4%	579	178	364
LA County	94,130	81,468	86.5%	40,929	11,676	22,366
Statewide Total	424,058	371,436	87.6%	188,038	47,618	101,889

2019-2020 Four-Year Adjusted Cohort Outcome

Race/Ethnicity	Cohort Students	Regular HS Diploma Graduates	CHSPE Completers	Adult Education HS Diploma	Special Ed Certificate of Completion	GED Completers	Other Transfers	Still Enrolled	Dropouts
African American	60	54	0	0	0	0	0	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	51	50	0	0	0	0	0	0	*
Filipino	*	*	*	*	*	*	*	*	*
Hispanic or Latino	266	251	*	0	0	0	0	*	*
Pacific Islander	*	*	*	*	*	*	*	*	*
White	381	361	*	0	0	*	0	*	*
Two or More Races	63	58	*	0	0	0	0	0	*
Not Reported	*	*	*	*	*	*	*	*	*

*Counts below 11 redacted to ensures student privacy

2019-2020 Four-Year Adjusted Cohort Outcome – Report Totals

Name	Cohort Students	Regular HS Diploma Graduates	CHSPE Completers	Adult Education HS Diploma	Special Ed Certificate of Completion	GED Completers	Other Transfers	Still Enrolled	Dropouts
Santa Monica-Malibu Unified	838	791	*	0	0	*	0	17	21
LA County	94,130	81,468	292	2	957	17	680	4,033	6,681
Statewide Total	424,058	371,436	1,223	278	4,198	186	3,343	13,592	29,802

*Counts below 11 redacted to ensures student privacy

19-20 Suspension Rate by Most Violent Categories

Name	Cumulative Enrollment	Total Suspensions	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
Santa Monica-Malibu Unified	10,582	196	28	78	*	63	*	11
Los Angeles County	1,260,271	26,757	2,693	14,457	832	4,348	3,076	1,351
Statewide	5,624,643	221,843	32,926	107,964	7,040	41,390	24,018	8,505

*Counts below 11 redacted to ensures student privacy

19-20 Suspension Rate by Most Violent Categories

Ethnicity	Cumulative Enrollment	Total Suspensions	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
African American	675	37	*	20	*	*	0	*
American Indian or Alaska Native	21	0	0	0	0	0	0	0
Asian	659	*	*	0	*	*	0	0
Filipino	64	*	*	0	0	0	0	0
Hispanic or Latino	3,083	79	16	26	*	26	0	*
Pacific Islander	21	0	0	0	0	0	0	0
White	5,295	54	*	22	0	19	*	*
Two or More Races	686	21	*	*	*	*	*	0
Not Reported	78	*	0	0	0	*	0	0

*Counts below 11 redacted to ensures student privacy

19-20 Expulsion Count by Most Serios Offense Category

Name	Cumulative Enrollment	Total Expulsions	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
Santa Monica-Malibu Unified	10,582	0	0	0	0	0	0	0
Los Angeles County	1,260,271	244	37	69	37	88	0	13
Statewide	5,624,643	3,111	863	853	417	871	22	85

19-20 Expulsion Count by Most Serios Offense Category

Ethnicity	Cumulative Enrollment	Total Expulsions	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
African American	675	0	0	0	0	0	0	0
American Indian or Alaska Native	21	0	0	0	0	0	0	0
Asian	659	0	0	0	0	0	0	0
Filipino	64	0	0	0	0	0	0	0
Hispanic or Latino	3,083	0	0	0	0	0	0	0
Pacific Islander	21	0	0	0	0	0	0	0
White	5,295	0	0	0	0	0	0	0
Two or More Races	686	0	0	0	0	0	0	0
Not Reported	78	0	0	0	0	0	0	0

18-19 Chronic Absenteeism
19-20 Data compromised by COVID

Name	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Santa Monica-Malibu Unified	10,880	10,788	1,038	9.6%
Los Angeles	1,295,622	1,273,554	176,832	13.9%
Statewide	5,678,140	5,611,163	676,060	12.0%

18-19 Chronic Absenteeism
19-20 Data compromised by COVID

Ethnicity	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
African American	715	704	90	12.8%
American Indian or Alaska Native	21	21	*	23.8%
Asian	662	655	28	4.3%
Filipino	77	76	*	10.5%
Hispanic or Latino	3,161	3,144	334	10.6%
Pacific Islander	20	20	*	5.0%
White	5,447	5,396	503	9.3%
Two or More Races	700	696	57	8.2%
Not Reported	77	76	12	15.8%

*Counts below 11 redacted to ensures student privacy

California Staff Survey

Module Sample

	All	ES	MS	HS	NT^
Number of respondents	300	108	51	141	-

Notes: ^NT includes continuation, community day, and other alternative school types. K-12 schools and Alternative Schools of Choice were classified into elementary, middle, or high schools based on grade-specific enrollment.

California Staff Survey

Key Indicators of School Climate and Student Well-Being	All %	ES %	MS %	HS %	NT %
School Supports for Students					
Caring adult relationships†	40	53	28	33	–
High expectations-adults in school†	44	52	36	41	–
Opportunities for meaningful student participation†	35	48	22	30	–
Promotion of parent involvement†	37	50	24	31	–
Student learning environment†	40	53	32	33	–
Facilities upkeep†	25	41	18	15	–
Social emotional supports at school†	27	38	24	20	–
Provides adequate counseling and support services†	37	35	33	39	–
Anti-bullying climate†	32	48	21	23	–
School Supports for Staff					
Staff working environment†	29	37	26	25	–
Staff collegiality†	28	34	24	25	–

Notes: Cells are empty if there are less than 5 respondents.

†Average percent of respondents reporting "Strongly agree."

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School Safety	All %	ES %	MS %	HS %	NT %
Is a safe place for staff†	38	47	33	33	–
Is a safe place for students†	39	53	32	32	–
Has sufficient resources to create a safe campus†	32	42	40	19	–
Fairness, Rule Clarity, and Respect for Diversity†					
Fairness and rule clarity†	26	37	15	20	–
Respect for diversity†	36	47	29	30	–

Notes: Cells are empty if there are less than 5 respondents.

†Average percent of respondents reporting "Strongly agree."

	All %	ES %	MS %	HS %	NT %
Student Behavior					
Student readiness to learn†	15	21	13	11	–
Cutting classes or being truant moderate/severe problem	30	4	28	48	–
Harassment/bullying moderate/severe problem	23	10	58	21	–
Substance Use and Mental Health					
Alcohol and drug use moderate/severe problem	40	0	40	69	–
Tobacco use moderate/severe problem	30	0	37	49	–
Vaping/e-cigarette use moderate/severe problem	48	0	57	79	–
Student depression moderate/severe problem	54	26	56	74	–

Notes: Cells are empty if there are less than 5 respondents.

†Average percent of respondents reporting "Strongly agree."