SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

LCAP District Consultation Committee/LCAP Parent Advisory Committee

Dr. Stacy Williamson
Assistant Superintendent, Educational Services
March 5, 2025

Agenda

- District Priorities Mid Year Update
- Provide Suggestions for Next Step

Working Norms

Be part of the SOLUTION

Keep EQUITY at the center

Be PRESENT

VALUE each other's time

RESPECT different perspectives
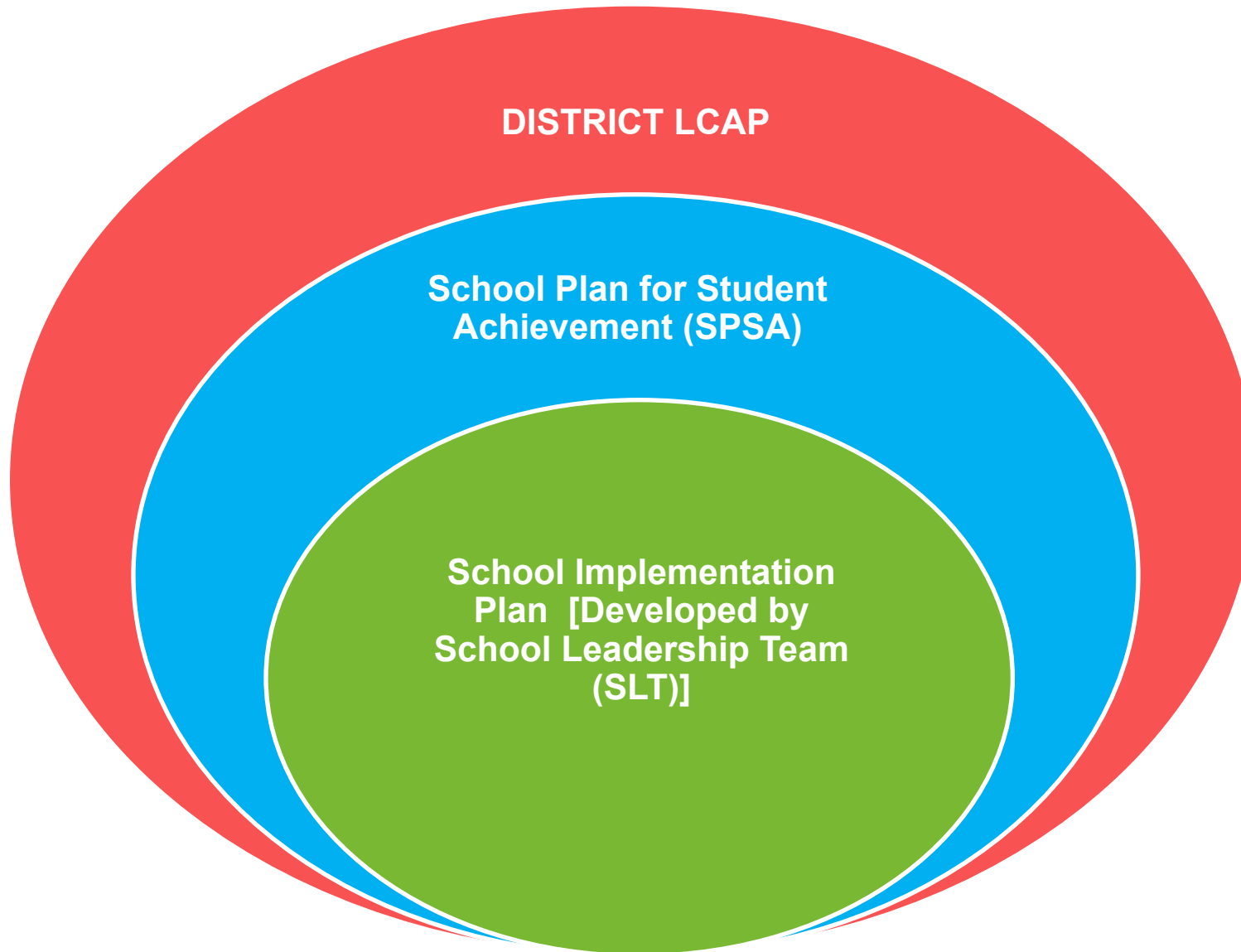
HONESTY (Share Your Truth)

Maintain OPEN LINES of communication

LCAP: One Unifying Plan

DISTRICT LCAP

School Plan for Student Achievement (SPSA)

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

LCAP Goals

Goal 1	All students will be college and career ready through socially just pathways rooted in curiosity, belonging, and empowerment.
Goal 2	Multilingual 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 feel connected and informed, engaging in safe, well-maintained, and culturally responsive schools that support future-ready learning.

SMMUSD Cycle of Inquiry

Spring Diagnostic Assessments and Available Summative Measures

Q4 LCAP Process

Q1 Lag Metrics

CAASPP, CAST, ELPAC, Surveys, and other Local Measures

Winter Diagnostic and Interim Assessments

Q3 Lead Metrics

**Q2 Lead Metrics**

Fall Diagnostic and Interim Assessments

- An Inquiry Cycle is designed to monitor student progress in goals over the course of the year and from year to year.

- Essential Questions: *How are our students performing? LCAP: How are our unduplicated count students performing (Socioeconomic disadvantaged, English Learner, Hoster/Unhoused)?*

2024-25 Goal Teams

- Goal 1a: Patrick Miller, Nazareth Riquelme, Jillian Bucciero, Ufuk Tuna, Alex Lofthus, Marni Kaminas, Elizabeth Badger

- Goal 1b: Devon Smith, Cindy Smith, Erin Hill, Nancy Chou, Wade Major, Jim Kennedy, Josue Alvarez, Megan Early

- Goal 2: Ashley Benjamin, Claudia Bautista-Nicholas, Dulce Dubonnet

- Goal 3: Bertha Roman, Victoria Hurst, Casper Casparian, Pamela Lewis, Ryan Medeirosman
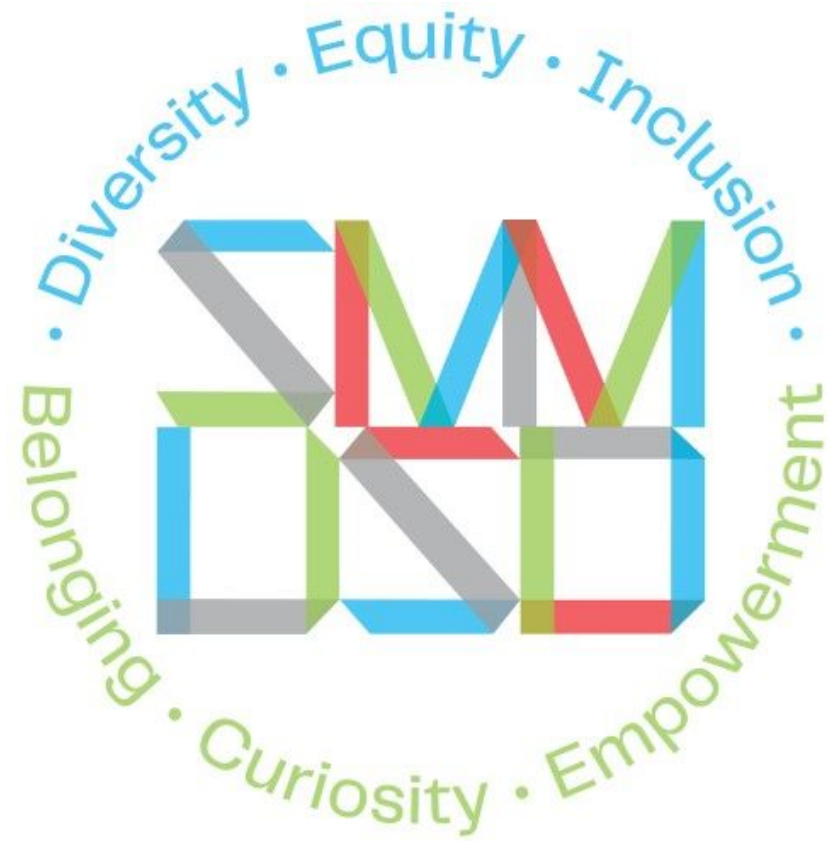
District Priorities Mid Year Update

LCAP Goals

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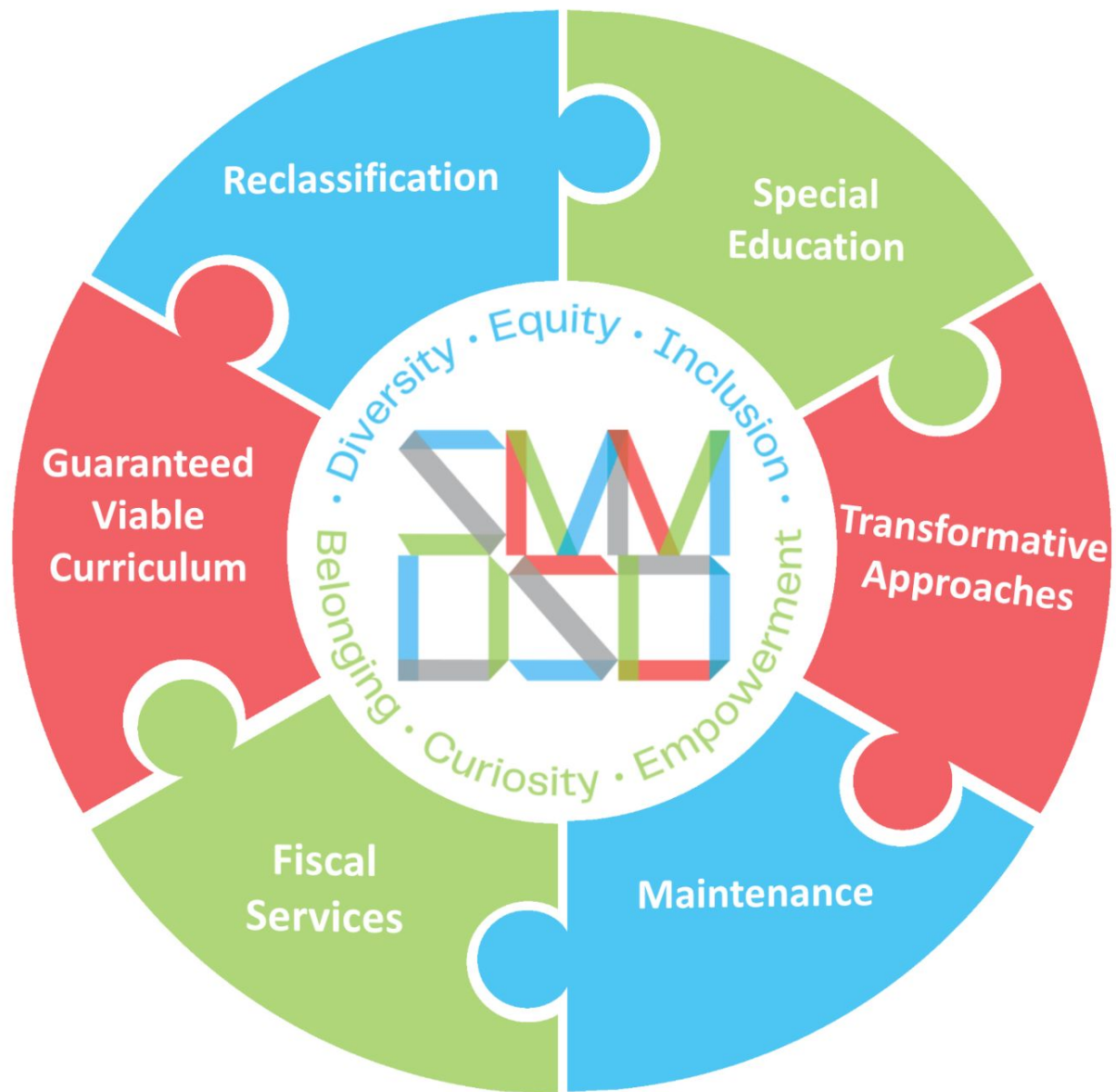
Guaranteed Viable Curriculum

Guaranteed Viable Curriculum

Ensures all SMMUSD students receive high-quality, standards-aligned, and engaging instruction.

Multi-Tiered Systems of Support (MTSS)

- Supports GVC by addressing academic, social, and emotional needs.
- Comprehensive framework with system-wide resources, strategies, and practices.
- Proactively addresses barriers to learning.
- Student-centered, outlining key methods for TK-12 teaching and support.

School Leadership Teams (SLTs)

- Implement ongoing cycles of inquiry to tailor instruction to student needs.
- Analyze various data to identify growth areas.
- Determine effective practices to maintain a Guaranteed Viable Curriculum.
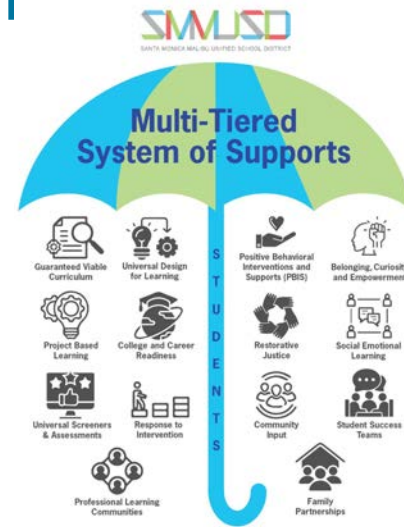
Celebration

- Sites are in the process of receiving comprehensive **Professional Development (PD)** in their district priority area of focus for Year 1 of 3 (Social-Emotional Learning, Restorative Justice, and Project-Based Learning). The PD is tailored to their site needs.
- All sites' **Site Leadership Teams (SLTs)** participated in training and developed and refined Site Implementation Plans (SIPs) focused on a cycle of inquiry based on data.
- Site administrators and district leadership participated in **Learning Walks** around the SIPs.

Metric	Baseline Data (end of year June 2023)	Mid-Year Review (Jan. 2025)	End of Year Review (June 2025)

Completion of A-G requirements	2022-2023
	All: 77.1%
	  African American/Black: 78.9%
	  Asian-84.4% LatinX-79.5% White: 77.7%
	  Two or More Races: 64.7%
	  Socially Economically Disadvantaged: 76.6%
	  Students with Disabilities: 61.5%
	  English Learners: 93.3%
		N/A	

Passage of an AP exam with a 3 or higher	2022-2023
	Total Number of graduating seniors who scored a 3 or higher on at least one AP exam: 317 (68.6%)
	  African American/Black: 47.4%
	  Asian-90.6% LatinX-51.3% White: 76.5%
	  Two or More Races: 66.7%
	  Socially Economically Disadvantaged: 49.2%
	  English Learners: 40%
	  Students with Disabilities: 46.2%
		N/A	

Early Assessment Program students prepared for college in ELA & Math	2022-2023 ELA: 81% (596) Math: 48% (350) Tentative for 23-24: ELA: 81% (607), Math 54% (408)	N/A	

Metric	Baseline Data (end of year June 2023)	Mid-Year Review (Jan. 2025)	End of Year Review (June 2025)
High school graduation rate	2022-2023 CA School Dashboard: Graduation Rate Indicator: 95.2%	N/A	

High school dropout rate	2022-2023
	All: 2.9%
	  African American/Black: 3.2%
	  Asian: 4.9%
	  LatinX-3.8% White: 2.3%
	  Two or More Races: 1.6%
	  Socially Economically Disadvantaged: 4.5%
	  Students with Disabilities: 7.4%
	  English Learners: 6.3%
		N/A	

Dashboard college/career preparedness indicator	2022-2023 Percentage of high school graduates who are placed in the "Prepared" level on the Dashboard College/Career Indicator: (High)
	  Prepared 58.9%
	  Approaching prepared: 15.4%
	  Not Prepared: 25.6%
		N/A	

Middle School drop out rate	2022-2023 8th Grade Dropout Rate: 0%	N/A	

Metric	Baseline Data (end of year June 2023)	Mid-Year Review (Jan. 2025)	End of Year Review (June 2025)
Proficiency on CAASPP ELA	2022-2023 DataQuest All: 73% Asian: 85% African American/Black: 54% LatinX: 58% White: 82% Two or More Races: 60% Socioeconomically Disadvantaged: 54% Students with Disabilities: 35% English Learners: 23%	N/A	
Proficiency on CAASPP Math	2022-2023 DataQuest All: 58% Asian: 80% African American/Black: 38% LatinX: 38% White: 68% Two or More Races: 49% Socioeconomically Disadvantaged: 35% Students with Disabilities: 28% English Learners: 21%	N/A	
Proficiency on the CAASPP California Science Test	2022-2023 DataQuest All: 57.91% Asian: 74% African American/Black: 26% LatinX: 39% White: 70% Two or More Races: 77% Socially Economically Disadvantaged: 35% Students with Disabilities: 25% English Learners: 8%	N/A	

| Metric	Baseline Data (end of year June 2023)	Mid-Year Review (Jan. 2025)	End of Year Review (June 2025)

Proficiency in ELA on the Renaissance Star Reading assessment	2023-2024 Spring Diagnostics
	Star Early Literacy Grades TK-1 District Benchmark:
	  Students At/Above Benchmark: 67%
	  Students On Watch: 12%
	  Intervention: 13%
	  Urgent Intervention: 8%
	Star Reading Grades K- 12 District Benchmark
	  Students At/Above Benchmark: 71%
	  Students On Watch: 12%
	  Intervention: 10%
	  Urgent Intervention: 7%
		2024-2025 Fall Diagnostics
		Star Early Literacy Grades TK-1 District Benchmark:
		  Students At/Above Benchmark: 68% (531/782)
		  Students On Watch: 13% (98/782)
		  Intervention: 13% (104/782)
		  Urgent Intervention: 6% (49/782)
		Star Reading Grades K- 12 District Benchmark
		  Students At/Above Benchmark: 81% (5672/6993)
		  Students On Watch: 9% (600/6993)
		  Intervention: 7% (459/6993)
		  Urgent Intervention: 4% (262/6993)	

Proficiency in Math on the Renaissance Star Math assessment	2023-2024 Percentage of students performing At/Above Benchmark in Math on Renaissance Star Math
	Grades 2-12 District Benchmark
	  Students At/Above Benchmark: 76%
	  Students On Watch: 9%
	  Intervention: 8%
	  Urgent Intervention: 7%
		2024-2025 Percentage of students performing At/Above Benchmark in Math on Renaissance Star Math
		Grades 2-12 District Benchmark
		  Students At/Above Benchmark: 79% (5356/6744)
		  Students On Watch: 9% (617/6744)
		  Intervention: 7% (495/6744)
		  Urgent Intervention: 4% (276/6744)	

Metric	Baseline Data (end of year June 2023)	Mid-Year Review (Jan. 2025)	End of Year Review (June 2025)
Participation rate in Renaissance Star Early Literacy, Star Reading and Math	2023-2024 Spring Diagnostic Participation Rates Grades TK-12 Star Early Literacy/Star Reading: 89% (89% Spring 2023) Star Math: 91% (85% in Spring 2023)	2023-2024 Spring Diagnostic Participation Rates Grades TK-12 Star Early Literacy/Star Reading: 94% Star Math: 96%	
Proficiency in CAASPP ELA Interim Assessment Blocks	District Removed IABs for ELA in 2023-2024, so there is No Data to report; however, these assessments will be returning during 2024-25.	2024-25 Fall IABs Meeting or Exceeding Standard Grades 3-12 Level 2: 45% (2649/5826) Level 3: 39% (2252/5826)	

Metric	Baseline Data (end of year June 2023)	Mid-Year Review (Jan. 2025)	End of Year Review (June 2025)

Proficiency in Math on the CAASPP Math Interim Assessment Blocks	2023-24 Winter IABs Meeting or Exceeding Standard Grades 3-8 and High School Math
	  Level 2: 28% (1755)
	  Level 3: 48% (2376)
		2024-25 Fall IABs Meeting or Exceeding Standard Grades 3-8 and High School Math
		  Level 2: 46% (2225/4890)
		  Level 3: 31% (1527/4890)	

Participation rate on the English Language Arts (ELA) and Math California Assessment of Student Performance and Progress (CAASPP) Interim Assessment Blocks (IABs)	2023-24 Winter IABs Participation Rates Grades 3-8 and High School
	  ELA: 86% on DIWA
	  Math: 89%
	
	In 2022-2023, Winter IAB Participation ELA - 89%, Math -87%
		2024-25 Fall IABs Participation Rates Grades 3-8 and High School:
		
		ELA - 83%
		Math - 93%	

Teacher participation in Professional Development	This is a new metric, Baseline data will be established during 2024-25		

Next Steps

- Continue to implement our **LCAP goals and actions**
- Continue to provide **professional development** to our staff around the district priorities
- Continue to provide **support** to school sites with data analysis and on site coaching
- Continue to support sites in implementing **Cycles of Inquiry**
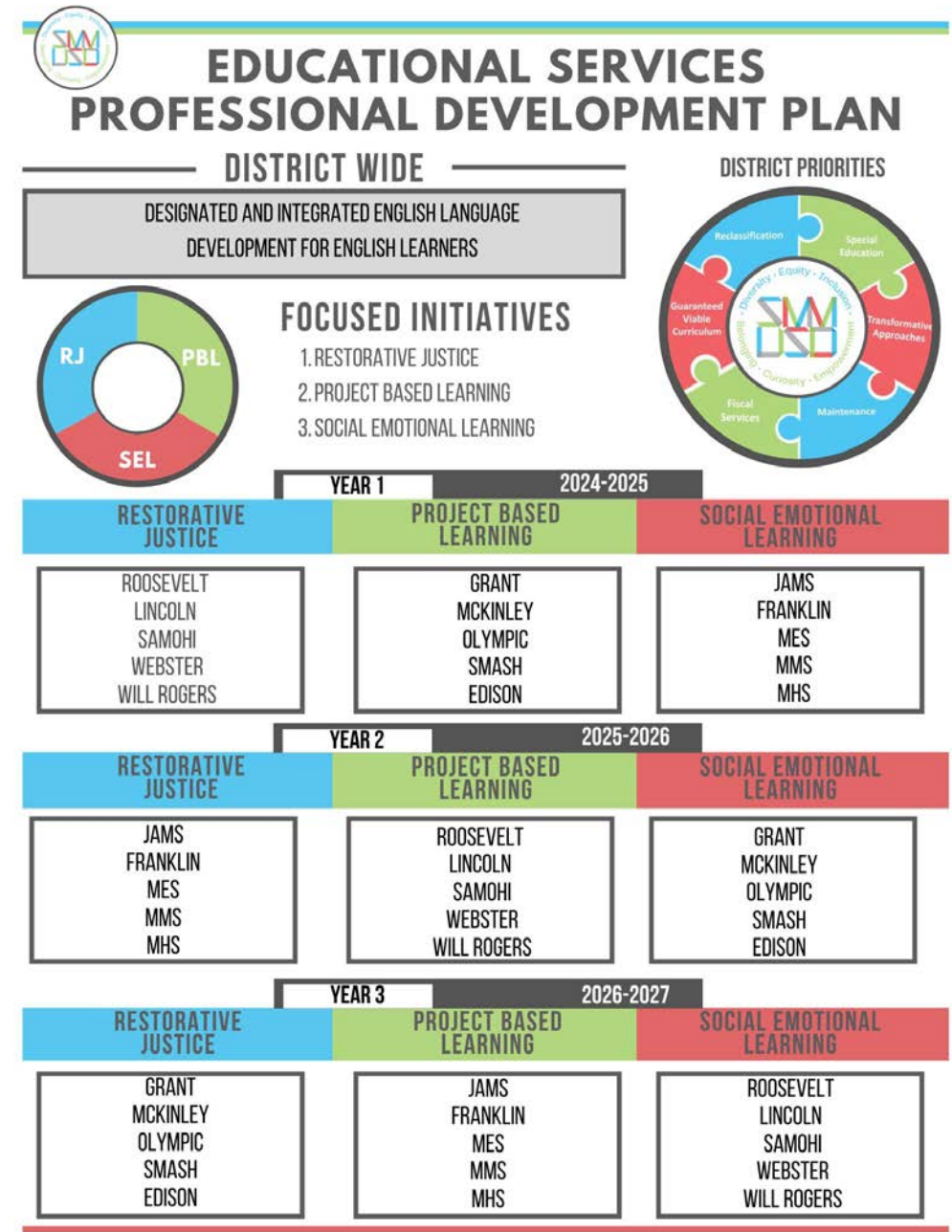
Reclassification

Reclassification

- Reclassification is when a multilingual learner becomes **proficient** in English reading, writing, listening, and speaking.
- We in SMMUSD ensure that our multilingual learners thrive academically by
  - **monitoring their progress**
  - providing **explicit and intentional instruction** in English Language Development

Celebration

- Instructional Coaches received in-depth training in English Language Development (ELD) and are in the process of providing the **Professional Development** to their school sites.
- The new English Learner (EL) and Reclassified English Proficient (RFEP) **progress monitoring** process was successfully implemented.
- The new California Department of Education (CDE) **Observation Protocol for Teachers of English Learners (OPTEL) Form** was successfully implemented as the Teacher Input for Reclassification Form and as the EL progress monitoring form.
- The **elementary report card** was updated to include scores for proficiency in English reading, writing, listening, and speaking.

Metric	Baseline Data (end of year June 2024)	Mid-Year Review (Jan. 2025)	End of Year Review (June 2025)
English Learner reclassification rate	2022-23: 18% (123 out of 682 ELs) 2023-24: 17% (103 out of 600 ELs)	2024-25: 62 in cycle 1	
English Learner progress towards proficiency on the Dashboard (EL Progress Indicator)	2022-2023 Dashboard: Overall Score: 63.5% (Green) Student English Language Acquisition Results: Decreased at least 1 ELPI Level: 15.7% Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 20.3% Maintained ELPI Level 4: 18.7% Progressed at least 1 ELPI Level: 45.3%	2023-2024 Dashboard: Overall Score: 56.6% (Yellow); LTELs 60% (Green) Student English Language Acquisition Results: Decreased at least 1 ELPI Level: 21.3% Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 21% Maintained ELPI Level 4: 13.5% Progressed at least 1 ELPI Level: 44.2%	
English Learner Proficiency on the Summative English Language Proficiency Assessment for California (ELPAC)	2022-2023: Level 4 Well Developed: 37.63% Level 3 Moderately Developed: 38.49% Level 2 Somewhat Developed: 16.67% Level 1 Minimally Developed: 7.22%	2023-24: Level 4 Well Developed: 31.57% Level 3 Moderately Developed: 43.99% Level 2 Somewhat Developed: 17.11% Level 1 Minimally Developed: 7.33%	
English Learner proficiency on the Summative Alternative ELPAC	2022-2023 Dashboard: Students who progressed: 18/8% Students who maintained level 3: 31.3% Students who did not progress: 50% Level 3 Fluent English Proficient: 34.78% Level 2 Intermediate EL: 39.13% Level 1- Novice EL: 26.09%	2023-2024 Dashboard: Students who progressed: 37.5% Students who maintained level 3: 18.8% Students who did not progress: 43.8% Level 3 Fluent English Proficient: 36.84% Level 2 Intermediate EL: 42.11% Level 1- Novice EL: 21.05%	

Metric	Baseline Data (end of year June 2024)	Mid-Year Review (Jan. 2025)	End of Year Review (June 2025)

English Learner proficiency in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP)	Overall EL Academic Performance: Orange
	Percentage of EL students who are meeting or exceeding standards on the 2022-2023 CAASPP:
	  Level 4 Exceeding Standard: 4.49% (11)
	  Level 3 Standard Met: 18% (46)
	  Level 2 Standard Nearly Met: 32% (79)
	  Level 1 Standard Not Met: 45% (114)
		Overall EL Academic Performance: Orange
		Percentage of EL students who are meeting or exceeding standards on the 2023-2024 CAASPP; (LTELS Red):
		  Level 4 Exceeding Standard: 6% (13)
		  Level 3 Standard Met: 20% (47)
		  Level 2 Standard Nearly Met: 32% (75)
		  Level 1 Standard Not Met: 42% (99)	

English Learner proficiency in Math on the California Assessment of Student Performance and Progress (CAASPP)	Overall EL Academic Performance: Orange
	Percentage of EL students who are meeting or exceeding standards on the 2022-2023 CAASPP:
	  Level 4 Exceeding Standard: 5.82% (16)
	  Level 3 Standard Met: 15.27% (43)
	  Level 2 Standard Nearly Met: 27.64% (77)
	  Level 1 Standard Not Met: 51% (143)
		Overall EL Academic Performance: Yellow
		Percentage of EL students who are meeting or exceeding standards on the 2023-2024 CAASPP; (LTELs Red):
		Level 4 Exceeding Standard: 7% (18)
		  Level 3 Standard Met: 17% (43)
		  Level 2 Standard Nearly Met: 29% (72)
		  Level 1 Standard Not Met: 46% (113)	

Metric	Baseline Data (end of year June 2024)	Mid-Year Review (Jan. 2025)	End of Year Review (June 2025)
EL proficiency in ELA on the Renaissance Star Reading assessment	At/Above Benchmark: 18% On Watch: 18% Intervention: 26% Urgent Intervention: 38%	Fall 2024: At/Above Benchmark: 26% (85) On Watch: 24% (78) Intervention: 27% (87) Urgent Intervention: 24% (77)	
EL proficiency in Math on the Renaissance Star Math assessment	At/Above Benchmark: 44% On Watch: 14% Intervention: 17% Urgent Intervention: 25%	Fall 2024: At/Above Benchmark: 39% (119) On Watch: 22% (67) Intervention: 22% (69) Urgent Intervention: 17% (52)	
EL Participation rate in Star Early Literacy, Reading, and Math	Early Literacy/Reading: 92% Math: 89%	Fall 2024 Early Literacy/Reading: 88% (395) Math: 92% (300)	
EL proficiency in ELA on the CAASPP ELA Interim Assessment Blocks	The district did not administer this assessment in 2023-24	Fall ELA IAB (3rd-12th) Exceeds Standard: 17% (50) At/Near Standard: 36% (107)	
EL proficiency in Math on the CAASPP Math Interim Assessment Blocks	Exceeds Standard: 9% At/Near Standard: 44%	Fall Math IAB (3rd-12th) Exceeds Standard: 8% (35) At/Near Standard: 43% (112)	

Metric	Baseline Data (end of year June 2024)	Mid-Year Review (Jan. 2025)	End of Year Review (June 2025)
Percentage of completed Teacher Input Forms in Ellevation	Reclassification: 100% EL Progress Monitoring: New for 2024-25 TBD RFEP Progress Monitoring: New for 2024-25 TBD	Reclassification: Cycle 1 Elem 100% (25/25); Cycle 1 Secondary 91% (142/156); Winter Cycle 2 and Spring Cycle 3 TBD EL Progress Monitoring: Winter Elem in progress (TBD/320); Winter Secondary 73% (513/701); Spring Elem and Spring Secondary TBD RFEP Progress Monitoring: Elem in progress (TBD/107); 83% Secondary (977/1182)	
Percentage of Long-term English Learners	2022-23 DataQuest Number ELs 0-3 Years: 302 Number At-risk 4-5 Years: 62 Number LTEL 6+ Years: 113 Number ELS not at-risk or LTEL: 205	2023-24 DataQuest Number ELs 0-3 Years: 302 Number At-risk 4-5 Years: 55 Number LTEL 6+ Years: 101 Number ELS not at-risk or LTEL: 142	
State Seal of Biliteracy	138 students met the criteria	N/A	

Next Steps

Professional Development and Support	Instructional Coaches will continue to provide professional development and coaching to school sites in reclassification procedures, effective instructional practices for Multilingual Learners, and English Language Development (ELD) instruction.
Progress Monitoring	The elementary window for EL and RFEP progress monitoring closes February 7; secondary closed December 20. The next window for EL monitoring is in the spring. Communication will be provided about the process and deadlines and support available.
Reclassification	The reclassification Cycle 2 is in progress and Cycle 3 will occur in the Spring. Support will be available to teachers in completing the OPTEL form. All reclassified students will be celebrated at a districtwide ceremony in the spring.

Special Education

Special Education

Compliance

Ensures special education programs meet legal and regulatory standards, protecting students' rights and providing them with appropriate support

Training

Equips educators with the skills and knowledge needed to effectively address the diverse needs of students with disabilities

Effective Communication

Fosters collaboration among educators, parents, and students, enhancing the learning environment and promoting student success

Celebration

- All co-teachers in prek-12th participated in a co-teaching training that emphasized instructional planning and lesson design.
- Monthly communication to parents regarding special education updates.
- Increase in participation in Alternative Dispute Resolution to resolve anticipated disputes.

Metric	Baseline Data (end of year June 2024)	Mid-Year Review (January 2025)	End of Year Review (June 2025)
Number of professional developments/trainings provided for teachers during 2023-24	19	10	
Teacher participation in professional development	70%	83%	
Number of lawsuits in 2023-24	11	6	
Analysis of types of lawsuits from previous years	Private school placement, IEPs not being fully implemented	Private school placement, wanted something different than FAPE	

Next Steps

Elementary SAI Teachers	Train new teachers in Spire. Continue to monitor implementation of Spire.
Incoming 9th grade cohort	Participate in the Alternative Diploma Pathway, using a standards-aligned modified curriculum to meet Cal. Ed. Code § 51225.31.
Special Education Coordinators	Identify the most common or high-leverage errors in IEPs and provide written guidance and on-going coaching/
New Special Education Teachers	Participate in ongoing support groups after school. Receive 1:1 support from assistant director regarding IEP compliance.

Transformative Approaches

Transformative Approaches

OUR GOALS

All staff will be trained in and apply the transformative approaches of Restorative Justice (RJ) and Project-Based Learning (PBL) and Social-Emotional Learning (SEL) in order to engage students in a safe, positive, inclusive learning environment that incorporates students' voice and choice.

Students will have opportunities to be exposed to, explore, and experience Career Technical Education (CTE) to be prepared for college, career, and life.

Metric	Baseline Data (end of year June 2024)	Mid-Year Review (Jan. 2025)	End of Year Review (June 2025)
Number of schools trained in Restorative Justice Practices	2023-24 5 trained in Level 1	2024-25 4 Trained in Level 1 30 Staff Members Trained in Level 2	
Number of schools trained in Project Based Learning	2023-24 1	5 Schools in progress • Yr. One ➔ Edison ➔ Grant ➔ McKinley ➔ SMASH • Yr. Two ➔ Grant	
Completion of a Career Technical Education (CTE) pathway	2022-23 CA Dashboard 1.3%	• 99 completers in '24 • 146 currently enrolled in capstones	
Completion of both A-G and CTE requirements	2022-23 CA Dashboard 0.8%	N/A	
Completion of A-G Requirements	2022-23 CA Dashboard 77.1%	N/A	

Celebration

Engagement & Learning

Leveraging Spaces
Innovative WBL
Favorable PD

Development, Expansion & Support

Growing Partnerships
Increasing Alignment
Grant Supports

Next Steps

Instructional Coaches	Instructional Coaches continue to receive training in SEL, RJ, and PBL and meet as a team to build capacity to support sites.
PD Wheel	Continue to implement the "PD Wheel," where all schools are trained in RJ, SEL, and PBL over the course of three years.
Integrated Academies	Launch Health & Wellness and Law & Public Policy Academies
Samohi Exploration Building	The new learning space is enhancing CTE instruction.
Middle School Exploration	Align & launch College & Career Exploration Wheels
Dual Enrollment Courses	Increase student access & enrollment for equitable outcomes

Maintenance

Maintenance

Supporting the District's instructional program by providing **safe, well-maintained school environments**:

- Maintenance and Operations
- Facility Use
- Facility Improvements
- Sustainability

Celebration

Completion of Work Orders in the Past Year (FY 24-25)		
Maintenance	1,977 completed out of 2,497	79%
Operations	491 completed out of 1,415	89%
TOTAL	**2,468 completed out of 3,046**	**81%**

Metric	Baseline Data (end of year June 2024)	Mid-Year Review (Jan. 2025)	End of Year Review (June 2025)
Facility Inspection Tool	Percent of instances where facilities do not meet the "good repair" standard: 71% ▪ Santa Monica High School - Fair ▪ Malibu High School - Good ▪ Lincoln Middle School - Good ▪ Malibu Middle School - Good ▪ John Adams Middle School - Fair ▪ Edison Elementary - Good ▪ Franklin Elementary - Fair ▪ Grant Elementary - Fair ▪ Malibu Elementary - Fair ▪ McKinley Elementary - Fair ▪ Will Rogers Elementary - Fair ▪ Roosevelt Elementary - Fair ▪ SMASH - Fair ▪ Webster Elementary - Fair Poor: 0 Fair: 10 Good: 4 Exemplary: 0	Percent of instances where facilities do not meet the "good repair" standard: 78% ▪ Santa Monica High School - Fair ▪ Malibu High School - Good ▪ Lincoln Middle School - Fair ▪ Malibu Middle School - Good ▪ John Adams Middle School - Fair ▪ Edison Elementary - Good ▪ Franklin Elementary - Fair ▪ Grant Elementary - Fair ▪ Malibu Elementary - Fair ▪ McKinley Elementary - Fair ▪ Will Rogers Elementary - Fair ▪ Roosevelt Elementary - Fair ▪ SMASH - Fair ▪ Webster Elementary - Fair Poor: 0 Fair: 11 Good: 3 Exemplary: 0	

Metric	Baseline Data (end of year June 2024)	Mid-Year Review (Jan. 2025)	End of Year Review (June 2025)
Maintenance work order completion	Maintenance 4,426 completed out of 4,728 = 94% Operations 1,307 completed out of 1,415 = 92% Total 5,733 completed out of 6,143 = 93% *(Source: SchoolDude)*	From July 1, 2024 - Jan 13, 2025 Maintenance 1977 completed out of 2497 = 79% (520 Work Orders in the Queue) Operations 491 completed out of 1,415 = 89% (58 Work Orders in the Queue) Total 2,468 completed out of 3,046 = 81% *(Source: SchoolDude)*	

M&O Next Steps

Professional Development	Train plant supervisors and custodial staff on proper methods and procedures in resurfacing floors and cleaning surfaces, including classrooms and restrooms.
Work Orders	Continue to monitor work orders submitted through School Dude.
Preventative Maintenance	Develop a strategic preventative maintenance plan (1-2 years).

Facility Improvements

CELEBRATIONS

- Passed Bond Measure QS for Santa Monica
- Passed Bond Measure MM for Malibu
- Opened Samohi Exploration & Gold Gymnasium
- Adams Library Modernization near complete

Facility Improvements

Project Highlights

- Construction In Process:
  - Malibu High School Phase 1 Building
  - Will Rogers Early Learning Building
  - McKinley Classroom/Administration Building
  - Ocean Park (Muir/SMASH) Water Intrusion and Seismic Modernization
  - Samohi Bleachers Project

Facility Improvements

Project Highlights

- Construction Beginning this Year:
  - Roosevelt Library & Early Learning Building
  - Lincoln 500s Building STEM Modernization
  - John Adams STEM Building
- Projects in Design:
  - Franklin Early Learning Building
  - Samohi Student Center/Service Building
  - Malibu Middle School Building, Gym and Pool

Facility Improvements Next Steps

Complete Projects	Complete the Primary Measures QS and MM projects, including the move, commissioning and expanded educational use
Next Projects	Develop additional Measures QS and MM projects, including Malibu Elems, CDS, SPED and Edison
Education Specs	Review Ed Specs and the District Facility Plan, including pursuit of state funding

Budget

Fiscal Services

FISCAL GOAL

Continuous monitoring of fiscal operations to ensure our District's fiscal integrity is reflected in our financial reports and auditor's reviews

Celebration

- Board adopted the **Unaudited Actuals** in September of 2024.
  - Detailed how District spending priorities ultimately materialized through realized expenditures that are consistent with the implementation of our District's **vision, mission, and goals**
  - Several one-time revenue sources increased the District's Ending Fund Balance that contributed to higher than projected reserves. This higher reserve will assist in assessing **data-determined needs**, in accordance with board policies, accepted business procedures, and a reliable budget development process
- Los Angeles County Office of Education (LACOE) concurred with the District's 2024-25 First Interim Positive Certification of the **new three-year LCAP cycle**.

Metric	Baseline Data (end of year June 2024)	Mid-Year Review (Jan. 2025)	End of Year Review (June 2025)
Number of Staff attending Professional Development Training Sessions	Office Managers: 11 Management: 5	Office Managers: 26 Management: 11	
Number of Audit Findings in Annual Financial Audit Report	2023-24 Interim Audit 1. Short-term Independent Study Contracts 2. Long-term Independent Study Contracts 3. Professional Development & Training Sessions Annually	2023-24 Final Audit 4. Audit adjustments that contributed to additional funds going to the reserve.	

Next Steps

Fiscal Procedures Professional Development	Provide at least annual training to site office managers and administrators in fiscal procedures as recommended by audit firm.
2024-25 Second Interim Budget Report	Post 2nd Interim Report entries by mid February for 1/31/2025 financials to be reported at the 3/13/2025 Board of Education Meeting
2023-24 Audited Financials	Resolve Final Audit Findings as outlined in the metrics by 1/31/2025 as required in State Audit Guidelines.
2024-25 LCAP Mid-Year Review	Collaborate with Education Services to conduct a mid-year review of the 2024-25 LCAP to assess expenditure outcomes presented at the 2/20/2025 Board of Education Meeting.

Questions/Comments?

2024-25 Goal Teams

- Goal 1a: Patrick Miller, Nazareth Riquelme, Alex Lofthus, **Marni Kaminas**, Elizabeth Badger

- Goal 1b: Devon Smith, Cindy Smith, Erin Hill, Wade Major, Jim Kennedy, Josue Alvarez

- Goal 2: Ashley Benjamin, Claudia Bautista-Nicholas, Dulce Dubonnet

- Goal 3: Bertha Roman, Victoria Hurst, Casper Casparian, Pam Lewis, Ryan Medeirosman

Group Activity: Q2 Key Findings Review and Suggestions for Next Steps

- In your Goal teams identify a recorder and time keeper

- Review key findings using the following guiding questions (60 min):
  - What do the key findings suggest?
  - What questions about curriculum, instruction, assessment, and systems arose from the initial findings?
  - What actions/services may have contributed to the growth or lack thereof?
  - What suggestions do you have for next steps?

- Share out in larger group (10 min)

- Reflection (5 min)

Thank you for your time!

- Next Meeting
  - Date: May 14, 2025
  - Time: 4:00 – 6:00 pm
  - Location: Via Zoom
  - Topic: Review Draft Actions and Services for 2025-26 LCAP