



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Local Control Accountability Plan (LCAP)

Santa Monica Malibu Unified School District
2017-18



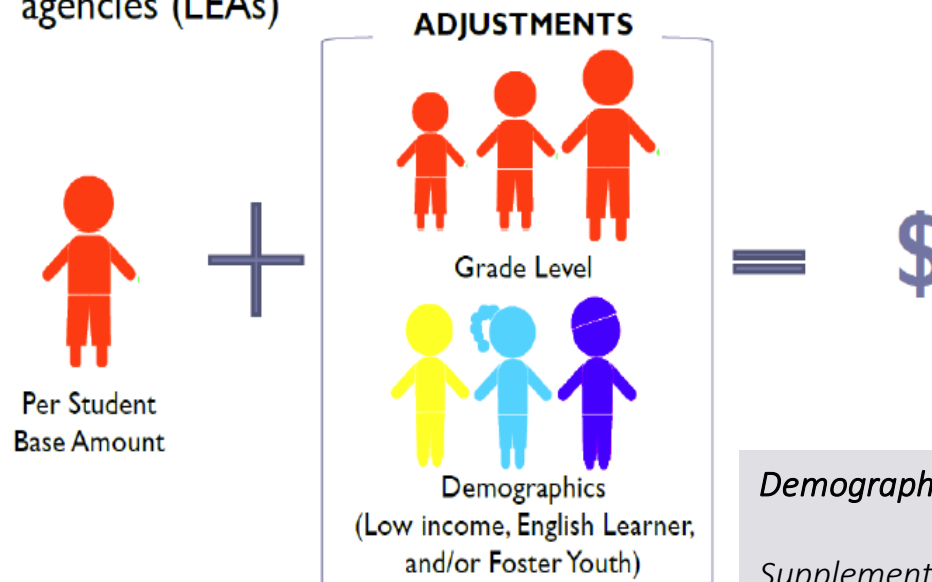
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

LCAP Purpose & Process

LCAP Overview

■ Local Control Funding Formula (LCFF)

- ▶ Greatly simplifies state funding for local educational agencies (LEAs)



Demographic Adjustments:

Supplemental Grant

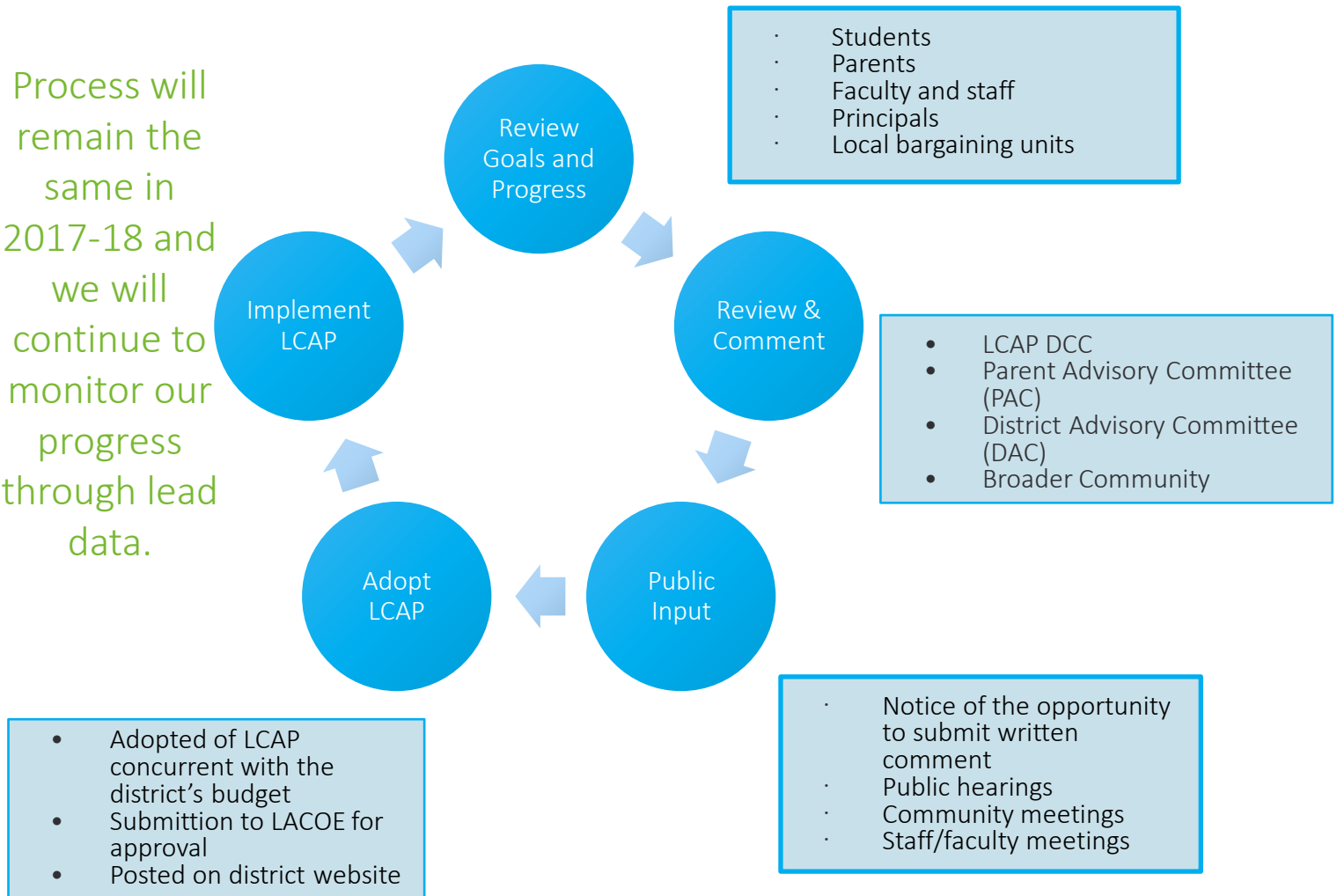
Unduplicated count of English Learner, Free/Reduced Lunch eligible, and Homeless/Foster Youth

Concentration Grant

55% and higher unduplicated students

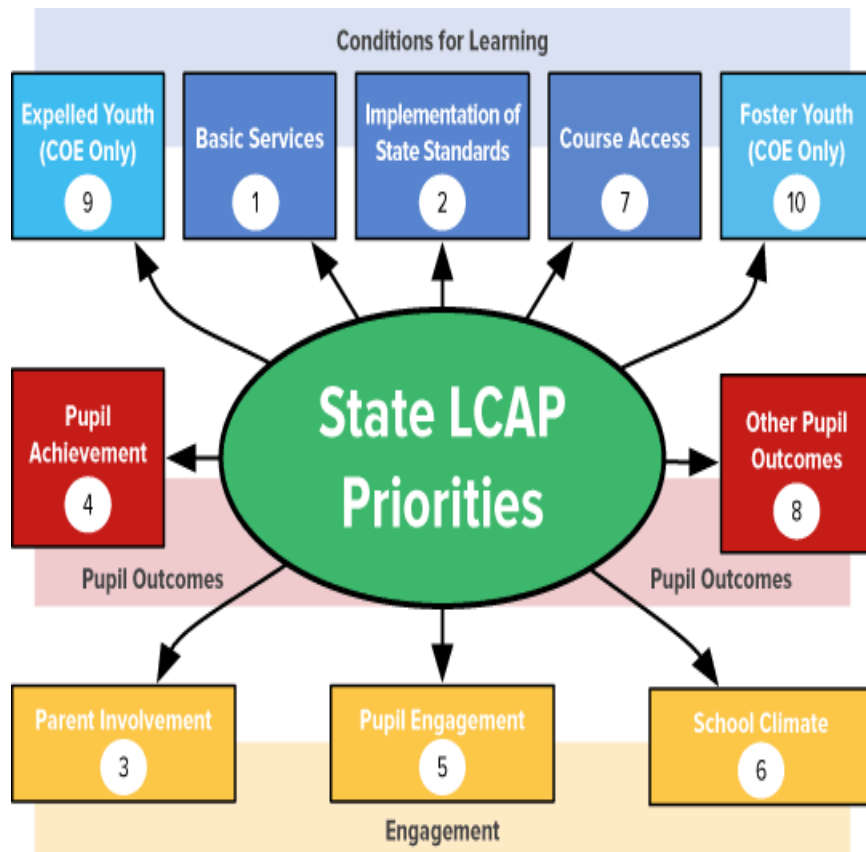
Review of Annual LCAP Cycle

Process will remain the same in 2017-18 and we will continue to monitor our progress through lead data.



Mapping State LCAP Priority Areas to SMMUSD Prior Goals

State Priority Areas



SMMUSD LCAP Goals Mapped to State Priority Areas

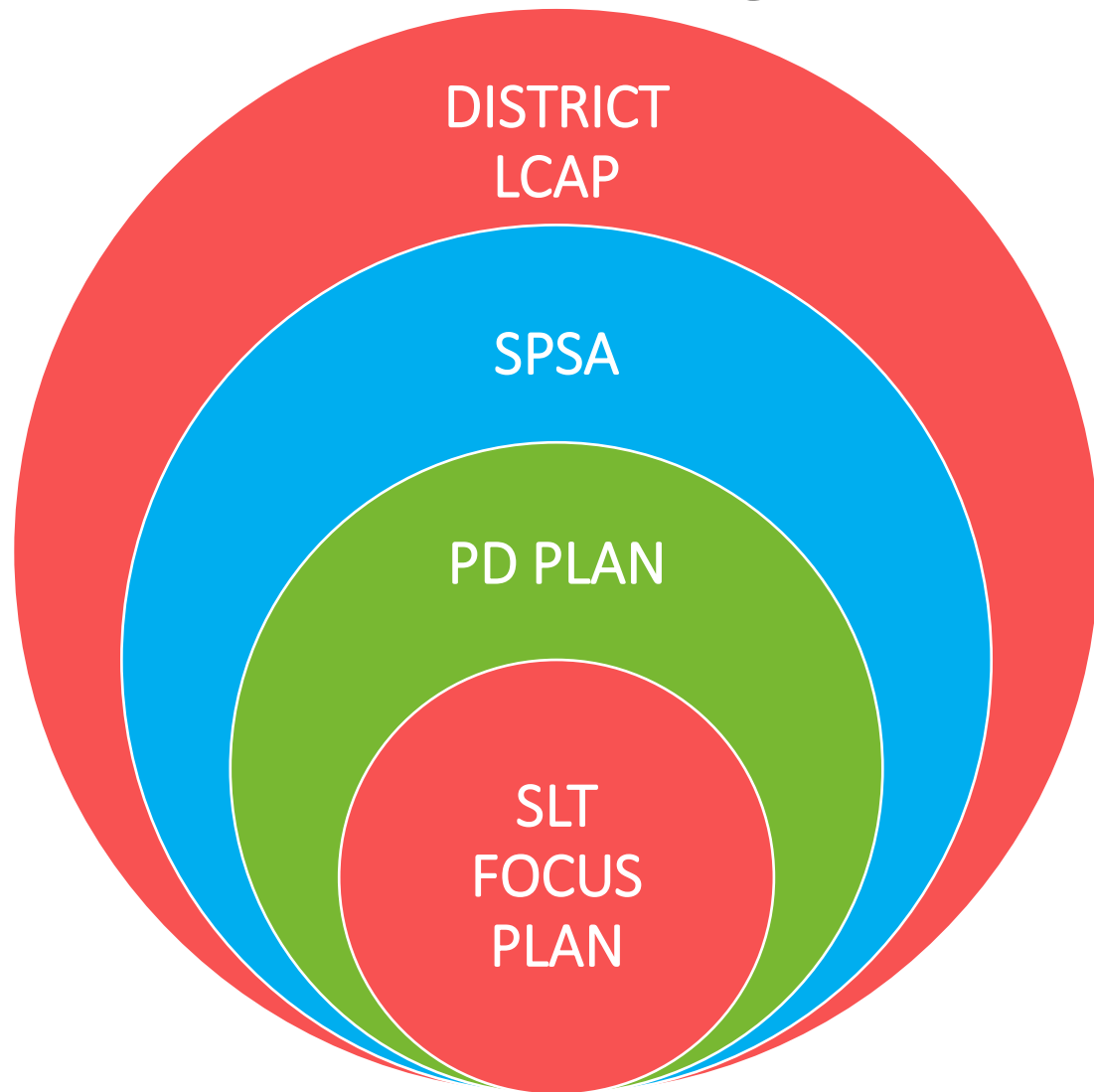
Goal 1: All graduates are ready for college and careers (1, 2, 4, 7, 8)

Goal 2: English Learners will become proficient in English while engaging in rigorous standards-aligned core curriculum (1, 2, 4, 7, 8)

Goal 3: All students engage in schools that are safe, well-maintained and family-friendly (1, 3, 5, 6)



LCAP: One Unifying Plan





SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Annual Update

2017-18 Progress and Future Needs

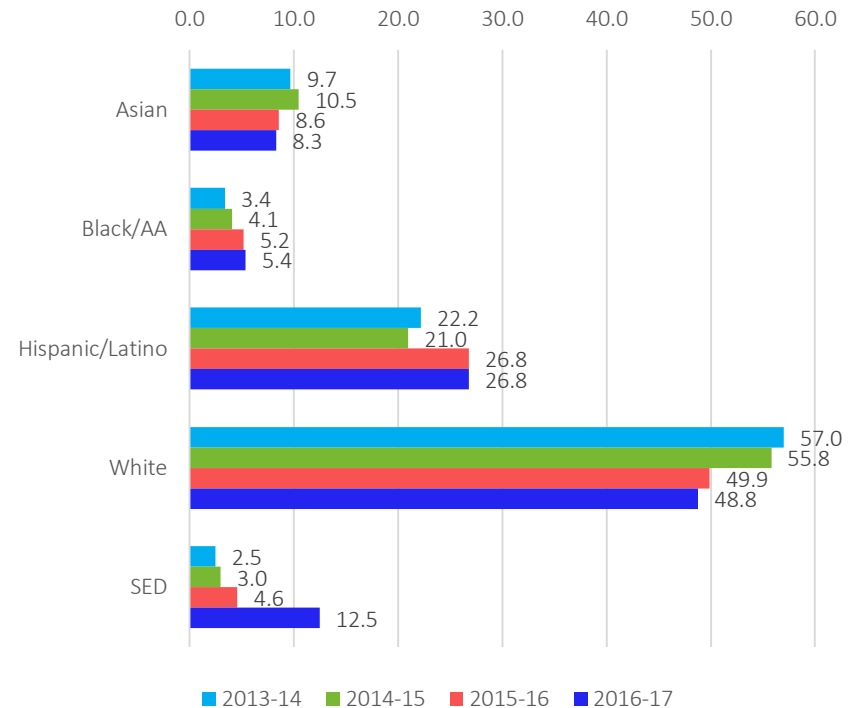
Goal 1 Progress: All graduates are ready for college and careers

Accomplishments and Needs

■ Greatest Progress

- 52.2% of seniors passed at least one AP exam with a 3,4 or 5
- Increase of 8% in SED students enrolled in AP courses

Relative Distribution (%) of Subgroup Enrollment in AP Courses





Goal 1 Progress:

All graduates are ready for college and careers

Accomplishments and Needs

■ Greatest Need

- Increase proportionality to advanced courses and supports for English Learners, SED, Special Ed, Homeless/Foster Youth, Latino and African American students
- Increase parent understanding of college and career readiness PK-12
- Collaborate with counseling staff to evaluate current practice and establish processes to enhance counseling services
 - *Specifically focus on early intervention to increase Latino and SED a-g completion and graduation rates*

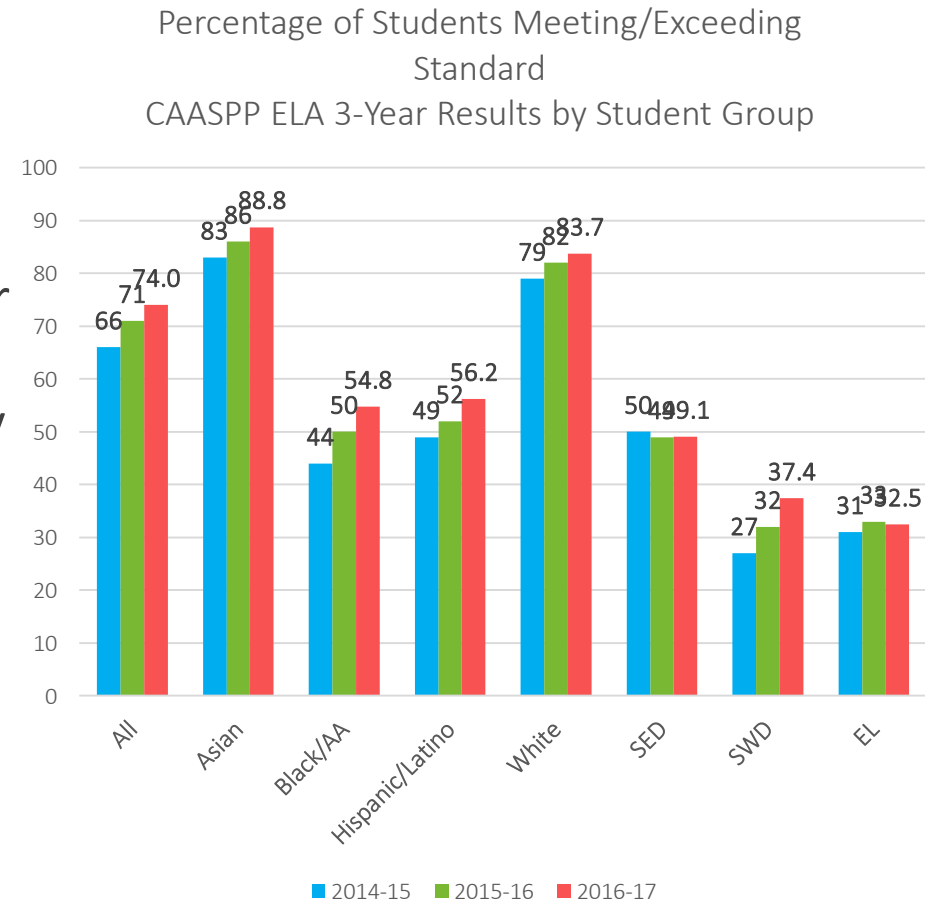
Goal 1 Progress: All graduates are ready for college and careers

% of Students Meeting or Exceeding State Standards in English Language Arts/Literacy

Accomplishments and Needs

■ Greatest Progress

- Curriculum guidelines 100% aligned to CCSS ELA
- 74% of students meeting or exceeding standard
- 80.9% of 11th graders ready or conditionally ready on the Early Assessment Program (EAP) in ELA
- Interim assessments developed in ELA K-11 with embedded time for sites to review student progress and plan instruction



*State avg. in 14-15 was 44%,
15-16 was 49% and in 16-17
was 48%



Goal 1 Progress:

All graduates are ready for college and careers

% of Students Meeting or Exceeding State Standards in English Language Arts/Literacy

Accomplishments and Needs

■ Greatest Need

- Increase % of students meeting or exceeding standards for Latino, African American, English Learners (EL), Students with Disabilities, and SED
- Establish a framework for building coherence, collaboration, clarity and mutual accountability for teaching and learning
- Incorporate culturally relevant and socio-emotional instruction into the classroom
- Continue providing professional development for teachers on strategies for learners at all levels, including English Learners and exceptional learners

Goal 1 Progress: All graduates are ready for college and career

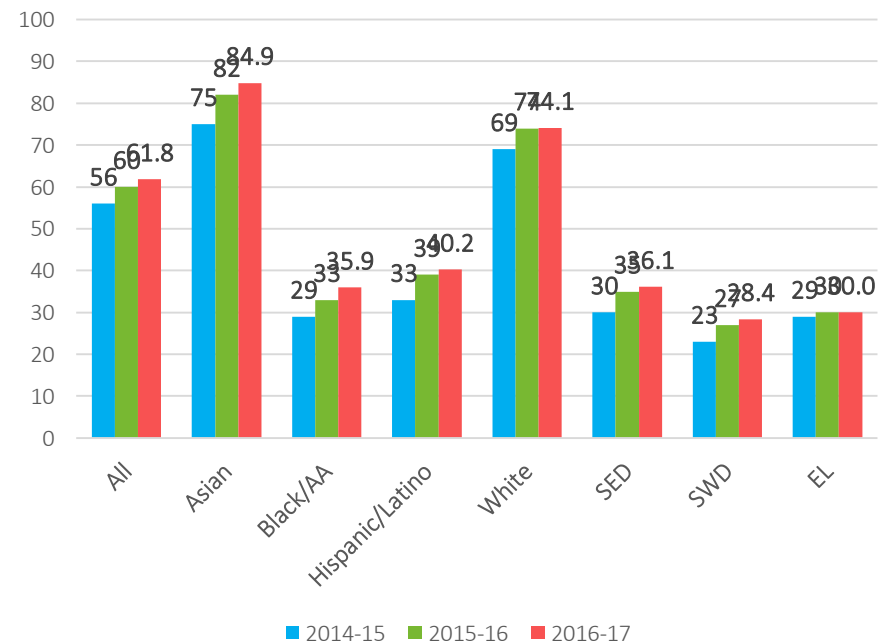
% of Students Meeting or Exceeding State Standards in Mathematics

Accomplishments and Needs

Greatest Progress

- Curriculum guidelines 100% aligned to CCSS Math
- 61.8% of students meeting or exceeding standard
- 51.5% of 11th graders ready or conditionally ready on the Early Assessment Program (EAP) in Math
- Interim assessments developed in Math K-11 with embedded time for sites to review student progress and plan instruction

Percentage of Students
Meeting/Exceeding Standard
CAASPP Math 3-Year Results by
Student Group



*State avg. in 14-15 was 33% , 15-16 was 37% , and 16-17 was 37%



Goal 1 Progress:

All graduates are ready for college and career

% of Students Meeting or Exceeding State Standards in Mathematics

Accomplishments and Needs

■ Greatest Need

- Need to increase % of students meeting and exceeding state standards particularly for Latino, African American, English Learners (EL), Homeless/Foster Youth, and Students with Special Needs, and SED
- Develop senior remedies in math for students who are not yet college-ready
- Incorporate culturally relevant and socio-emotional instruction into the classroom
- Continue providing professional development for teachers on strategies for learners at all levels, including English Learners and exceptional learners

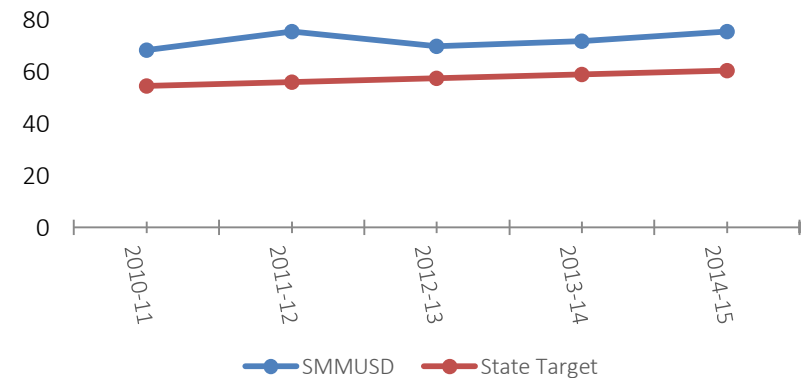
Goal 2 Progress: English Learners will become proficient in English while engaging in rigorous, standards-aligned core curriculum

Accomplishments and Needs

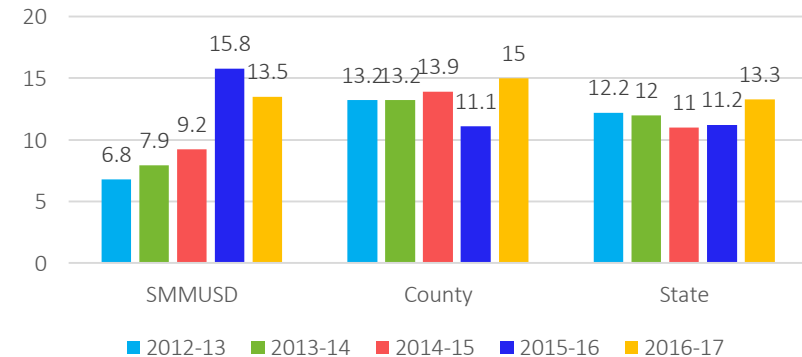
■ Greatest Progress

- 76% (565/745) of ELs met annual “progress toward proficiency”
- 13.5% of ELs were reclassified as English proficient (RFEP)
- Extended the school day for some English Learners in middle schools
- Provided extended learning opportunities for some ELs after school in ELA or Math
- English Language Development (ELD) standards embedded in curriculum guides

EL Rate of Improving 1 or more levels on CELDT



Percentage of English Learners Reclassified as Fluent English Proficient





Goal 2 Progress:

English Learners will become proficient in English while engaging in rigorous, standards-aligned core curriculum

Accomplishments and Needs

■ Greatest Need

- Need to increase the % of EL students becoming proficient in English and reclassifying
- Increase the % of EL students meeting ELA and Math standards
- Continue providing training to teachers in designated and integrated ELD

Goal 3 Progress:

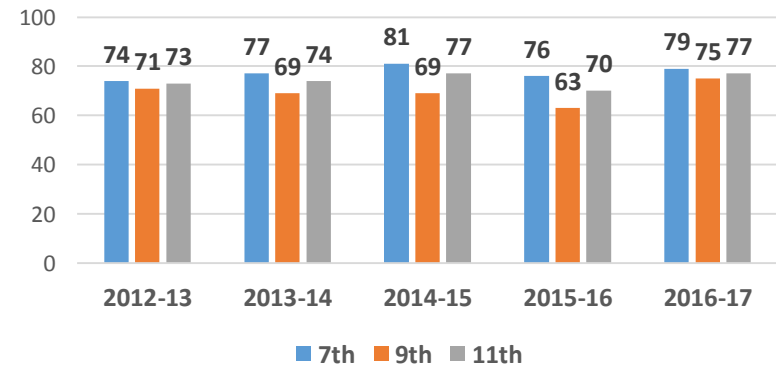
All students engage in schools that are safe, well-maintained, and family-friendly

Accomplishments and Needs

■ Greatest Progress


- Decrease in percentage of Chronic Absenteeism among most student groups
- Offered a pilot parent training in area of literacy
- Increase in percentage of students feeling safe or very safe at school

Percentage of Students who perceive school as "very safe" or "safe"



Percentage of Students Missing 10% or more of School (Chronic Absenteeism)					
	2012-13	2013-14	2014-15	2015-16	2016-17
All	10.4	5.3	10.8	10.7	9.5
Asian	NA	2	4.8	5.6	5.6
Black/AA	NA	7.9	17.1	11.3	10.9
Hispanic/Latino	NA	6	13.1	11.9	10.1
White	NA	4.8	9.8	10.7	9.5
SED	NA	NA	NA	12.6	11.7
SWD	NA	NA	NA	17.1	15.9
EL	NA	NA	NA	8.2	9.3

Subgroup data not reported for all years.



Goal 3 Progress:

All students engage in schools that are safe, well-maintained, and family-friendly

Accomplishments and Needs

■ Greatest Need

- Remedy disproportionality of suspension rates for African American, Latino, Socioeconomically Disadvantaged and Students with Special Needs
- Monitor interim metrics for attendance and suspensions
- Establish and implement a curriculum through Freshman Seminar that explores the American experience through the perspective of all Americans
- Build on and implement our family engagement framework



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Moving Forward

Future Plans



Summary of Key Changes in the 2017-2020 LCAP

Plan for increased/improved services for unduplicated students (English Learners, Socioeconomically Disadvantaged, Homeless/Foster Youth, Students with Special Needs):

- Review LCAP for alignment to our District's three prong approach – 1) Create a Culture of Shared Accountability through a Systems Approach, 2) Teach Cross-Cultural and Socio-emotional Skills, and 3) Engage in Constant Self Reflection around Issues of Equity
- Strengthen and focus professional learning on building the leadership capacity of Principals and School Leadership Teams (SLT) to improve teaching and learning for the aforementioned student groups
- Develop, implement and fine-tune Lead metrics that inform instruction and are predictive of student achievement on Lag metrics



Discussion

2017-2020 LCAP Goals

- Goal 1: All graduates are ready for college and careers
- Goal 2: English Learners will become proficient in English while engaging in a rigorous, standards-aligned core curriculum
- Goal 3: All students engage in schools that are safe, well-maintained and family friendly

Questions

- Based on the progress made, what adjustments or additions would you recommend for consideration?
- Specifically, what adjustments or additions would you recommend for English Learners, Socioeconomically Disadvantaged, Homeless/Foster Youth, and students with special needs?



Provide Feedback

■ District Level

- Regional Meetings
 - *Malibu*
 - *Santa Monica*

■ Site Level

- ELAC
- SSC
- PTA

■ Lets Talk

- <http://www.smmusd.org/superintendent/index.html>





SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Appendix A: GOAL 1



LCAP Goal 1 Metrics

- Implementation of state standards
- Performance on statewide assessments
 - CAASPP ELA
 - CAASPP Math
- Grade 11 students identified as “College & Career Ready” by Early Assessment Program (EAP)
- Graduation rate
- UC/CSU a-g completion rate
- Enrollment in AP courses
- Passing rate on AP exams
- AP Equity Report (% Grads Passing 1+ AP exams)



LCAP Goal 1 Metrics (cont.)

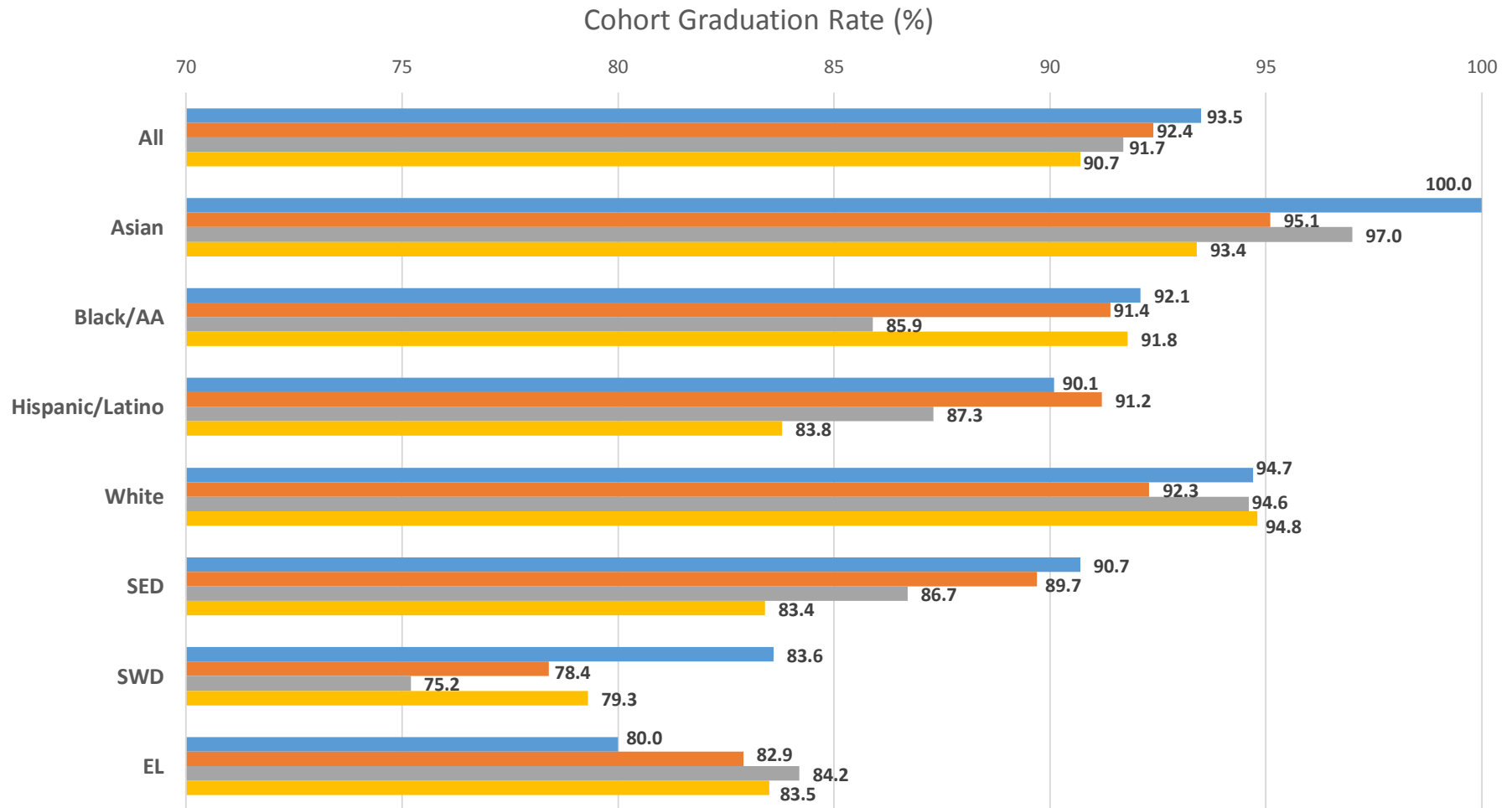
- Dual enrollment course completion
- Secondary math course (Spring) D/F rate
- Access to standards-aligned textbooks
- Foster Youth literacy, culmination, graduation or post-secondary plan



Graduation Rate

Cohort Graduation Percentage Rate (4-year)				
	2012-13	2013-14	2014-15	2015-16
All	93.5	92.4	91.7	90.7
Asian	100.0	95.1	97.0	93.4
Black/AA	92.1	91.4	85.9	91.8
Hispanic/Latino	90.1	91.2	87.3	83.8
White	94.7	92.3	94.6	94.8
SED	90.7	89.7	86.7	83.4
SWD	83.6	78.4	75.2	79.3
EL	80.0	82.9	84.2	83.5

Graduation Rate



Results of 2016-17 Cohort available in Spring, 2018

■ 2012-13 ■ 2013-14 ■ 2014-15 ■ 2015-16





UC a-g Completion Rate

Percentage of Cohort Graduates Meeting UC a-g Requirements (4-year)

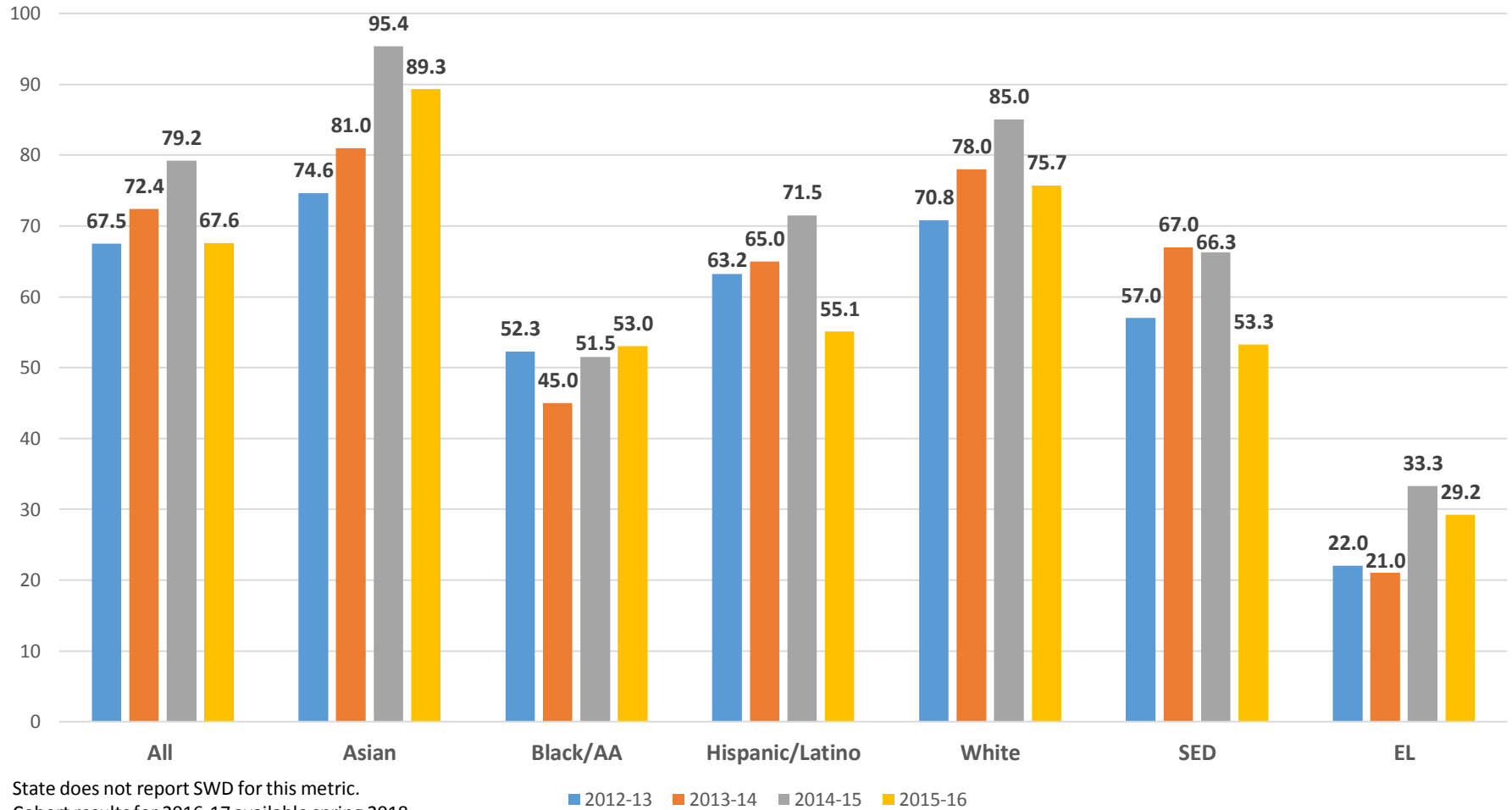
	2012-13	2013-14	2014-15	2015-16
All	67.5	72.4	79.2	67.6
Asian	74.6	81.0	95.4	89.3
Black/AA	52.3	45.0	51.5	53.0
Hispanic/Latino	63.2	65.0	71.5	55.1
White	70.8	78.0	85.0	75.7
SED	57.0	67.0	66.3	53.3
EL	22.0	21.0	33.3	29.2

State does not report SWD for this metric.

Cohort results for 2016-17 available spring 2018.

UC a-g Completion Rate

Percentage of Cohort Graduates Meeting UC a-g Requirements (4-year)



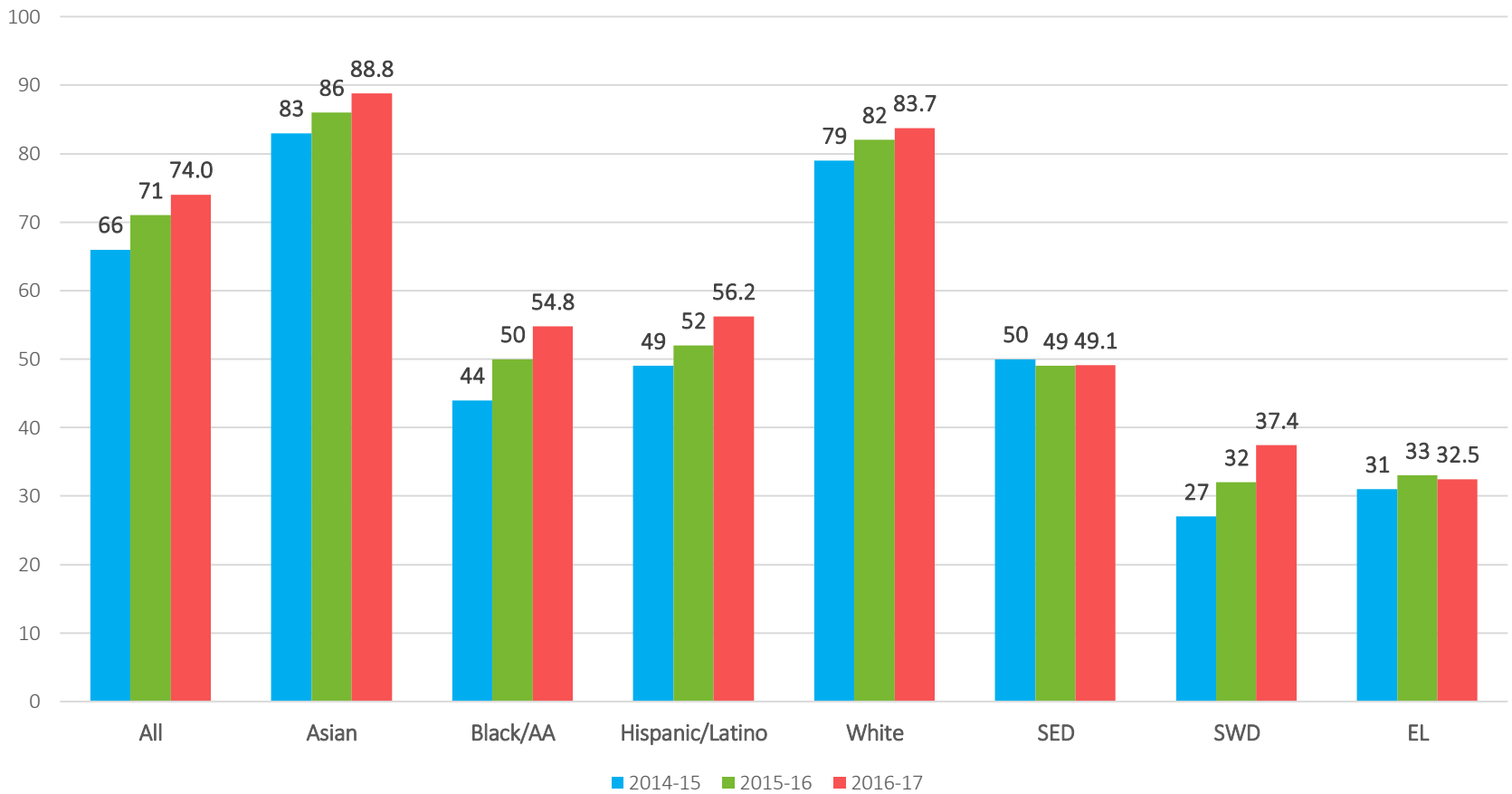


CAASPP ELA Results

Percentage of Students Meeting or Exceeding Standard (CAASPP ELA)			
	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>
<i>All</i>	66	71	74.0
<i>Asian</i>	83	86	88.8
<i>Black/AA</i>	44	50	54.8
<i>Hispanic/Latino</i>	49	52	56.2
<i>White</i>	79	82	83.7
<i>SED</i>	50	49	49.1
<i>SWD</i>	27	32	37.4
<i>EL</i>	31	33	32.5

CAASPP ELA Results

Percentage of Students Meeting/Exceeding Standard
CAASPP ELA 3-Year Results by Student Group



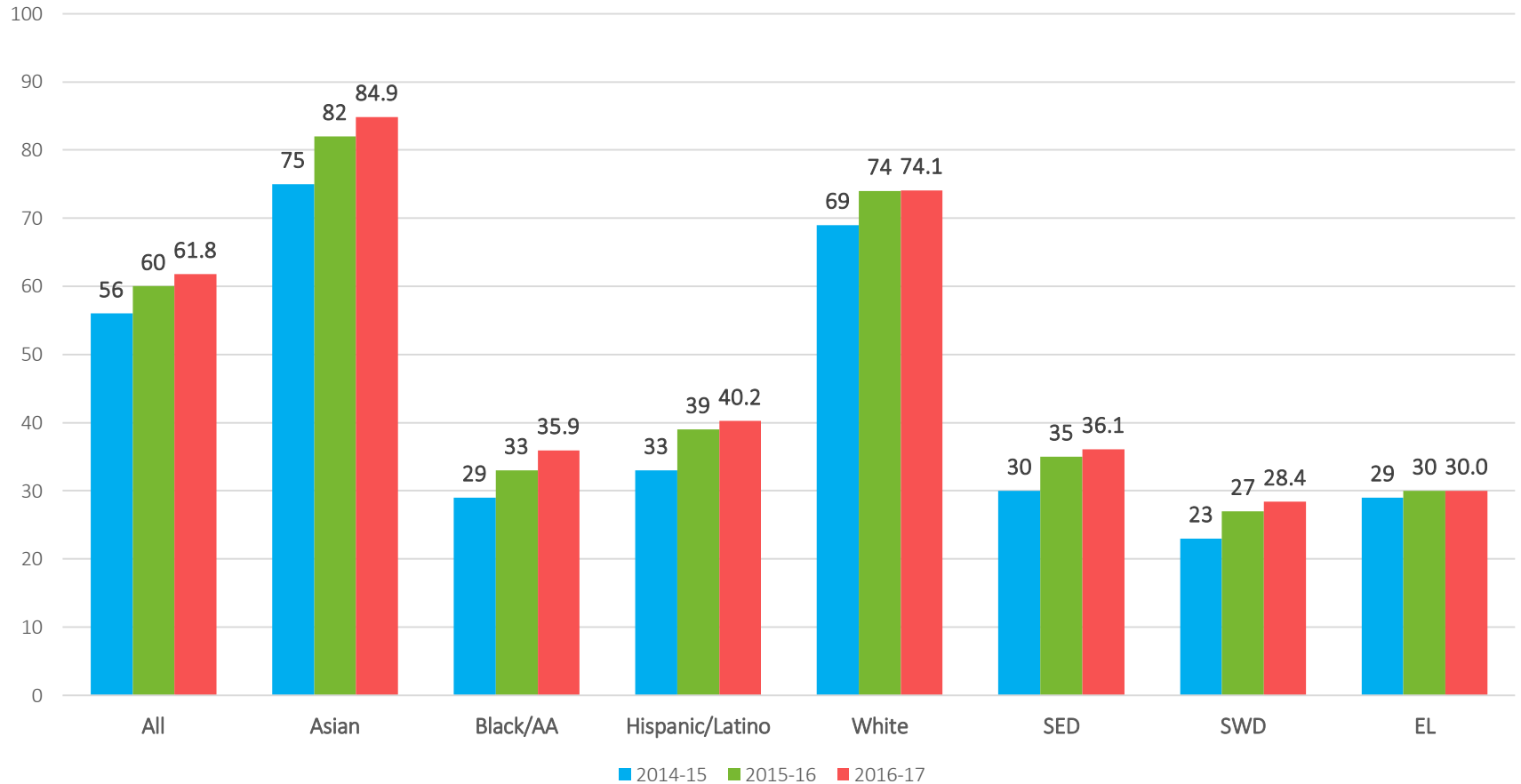


CAASPP Math Results

Percentage of Students Meeting/Exceeding Standard (CAASPP Math)			
	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>
<i>All</i>	56	60	61.8
<i>Asian</i>	75	82	84.9
<i>Black/AA</i>	29	33	35.9
<i>Hispanic/Latino</i>	33	39	40.2
<i>White</i>	69	74	74.1
<i>SED</i>	30	35	36.1
<i>SWD</i>	23	27	28.4
<i>EL</i>	29	30	30.0

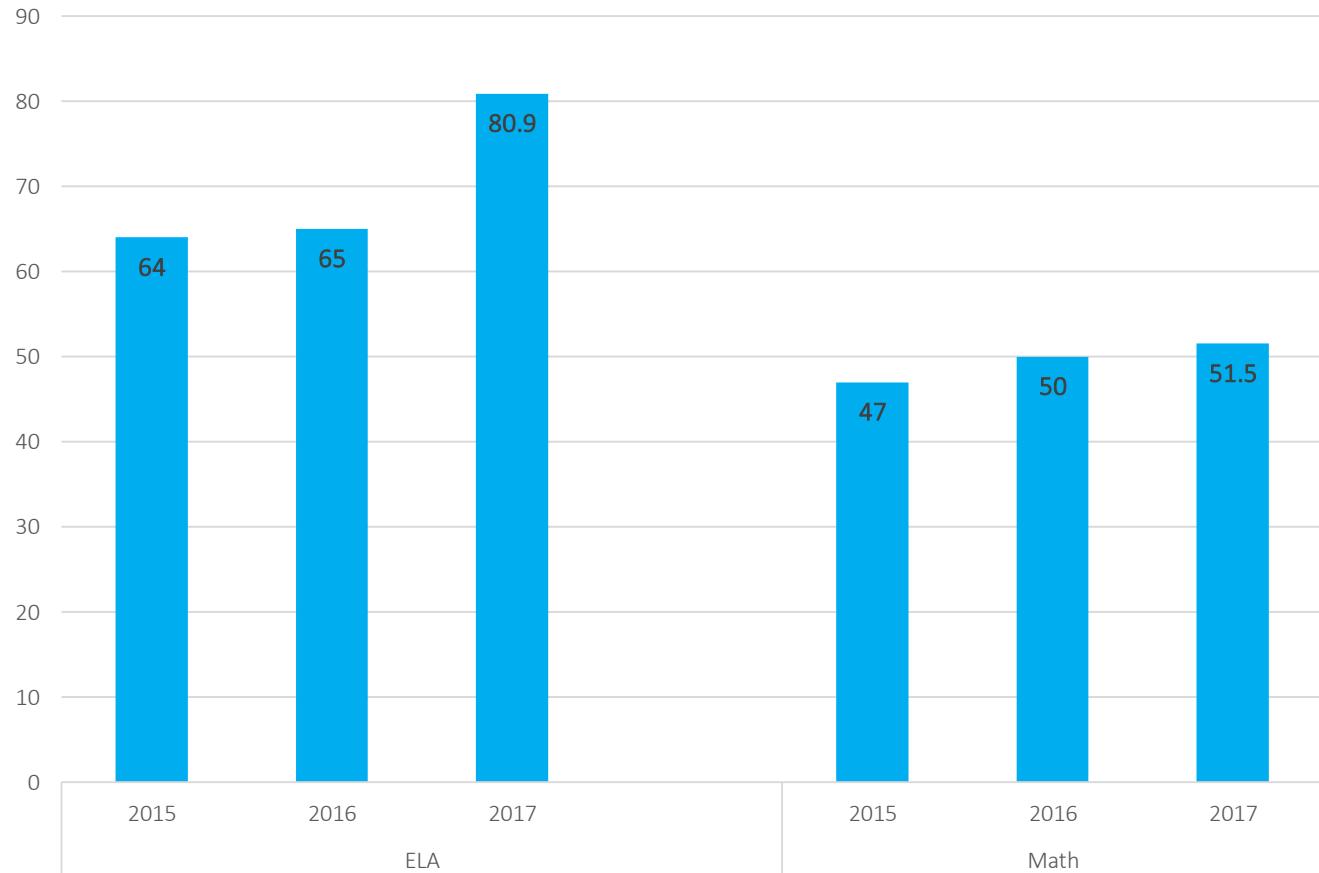
CAASPP Math Results

Percentage of Students Meeting/Exceeding Standard
CAASPP Math 3-Year Results by Student Group



Early Assessment Program (EAP)

Percentage of Gr. 11 Identified as Ready/Conditionally Ready
on Early Assessment Program (EAP/CAASPP)



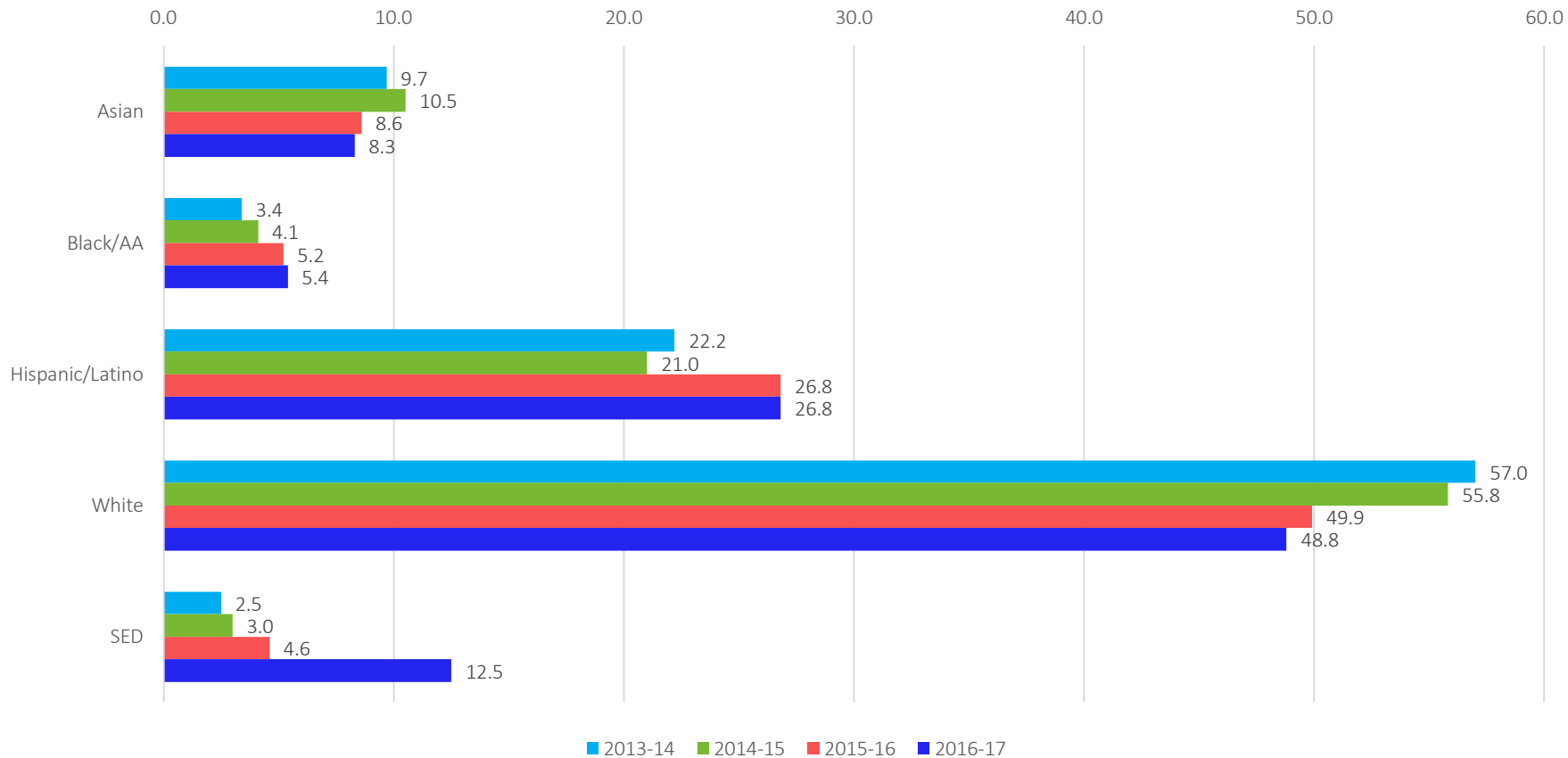
AP Course Enrollment

	2013-14		2014-15		2015-16		2016-17	
	% of District 9-12 Enrollment	% in AP (1 or more)	% of District 9-12 Enrollment	% in AP (1 or more)	% of District 9-12 Enrollment	% in AP (1 or more)	% of District 9-12 Enrollment	% in AP (1 or more)
Asian	6	9.7	5.7	10.5	5.6	8.6	5.9	8.3
Black/AA	8.1	3.4	8.2	4.1	8.4	5.2	7.9	5.4
Hispanic/Latino	32.8	22.2	33.7	21.0	33.4	26.8	33.0	26.8
White	46.8	57.0	45.2	55.8	43.9	49.9	44.4	48.8
SED	25	2.5	25	3.0	24.5	4.6	23.1	12.5



AP Course Enrollment

Relative Distribution (%) of Subgroup Enrollment in AP Courses

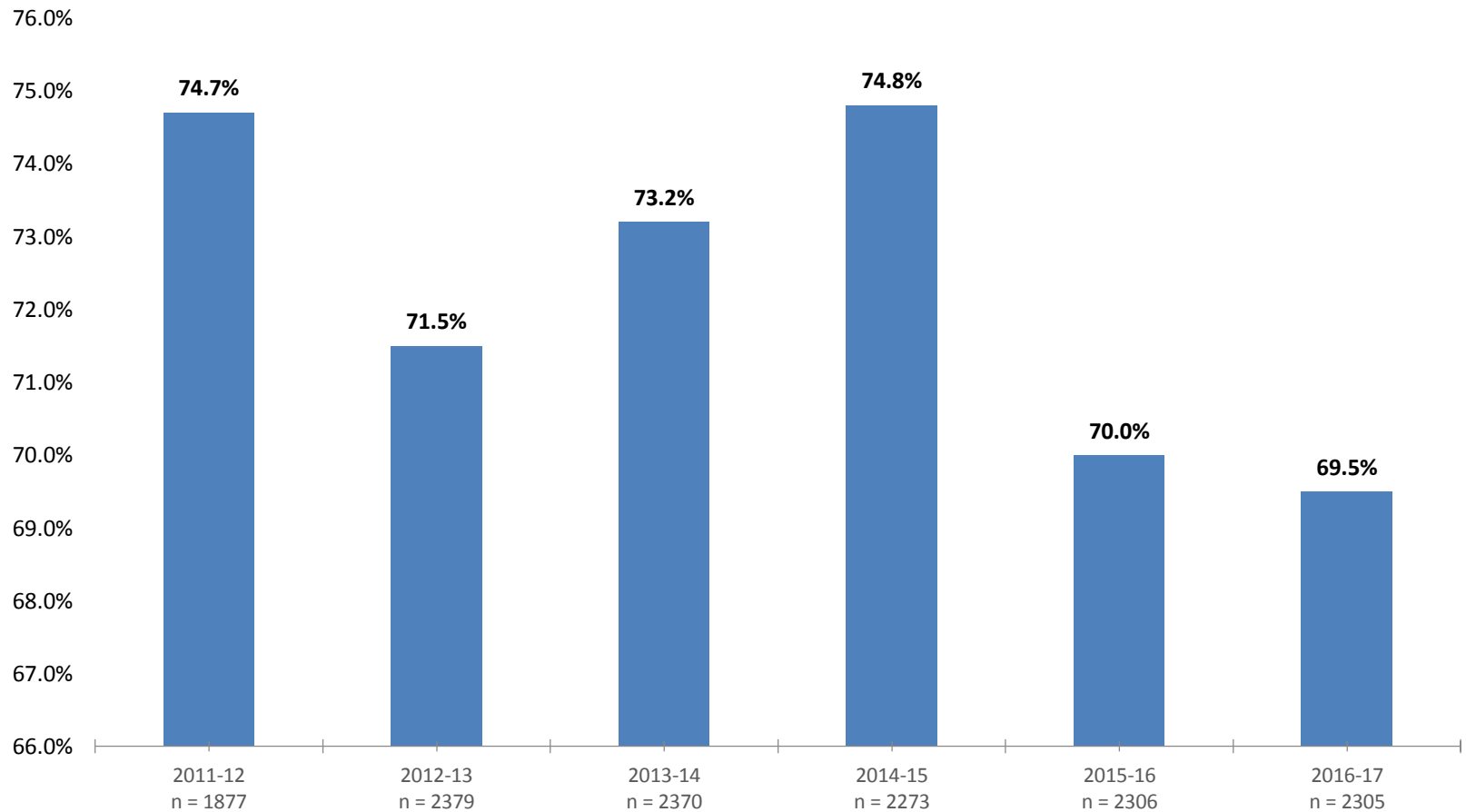


Enrollment of EL and SWD students not sufficient to report.



Passing Rate on AP Exams

AP Pass Rates (3, 4 or 5)



AP Pass Rate = Passing Scores (3, 4, 5) divided by All Scores. Includes multiple tests taken by individual students.





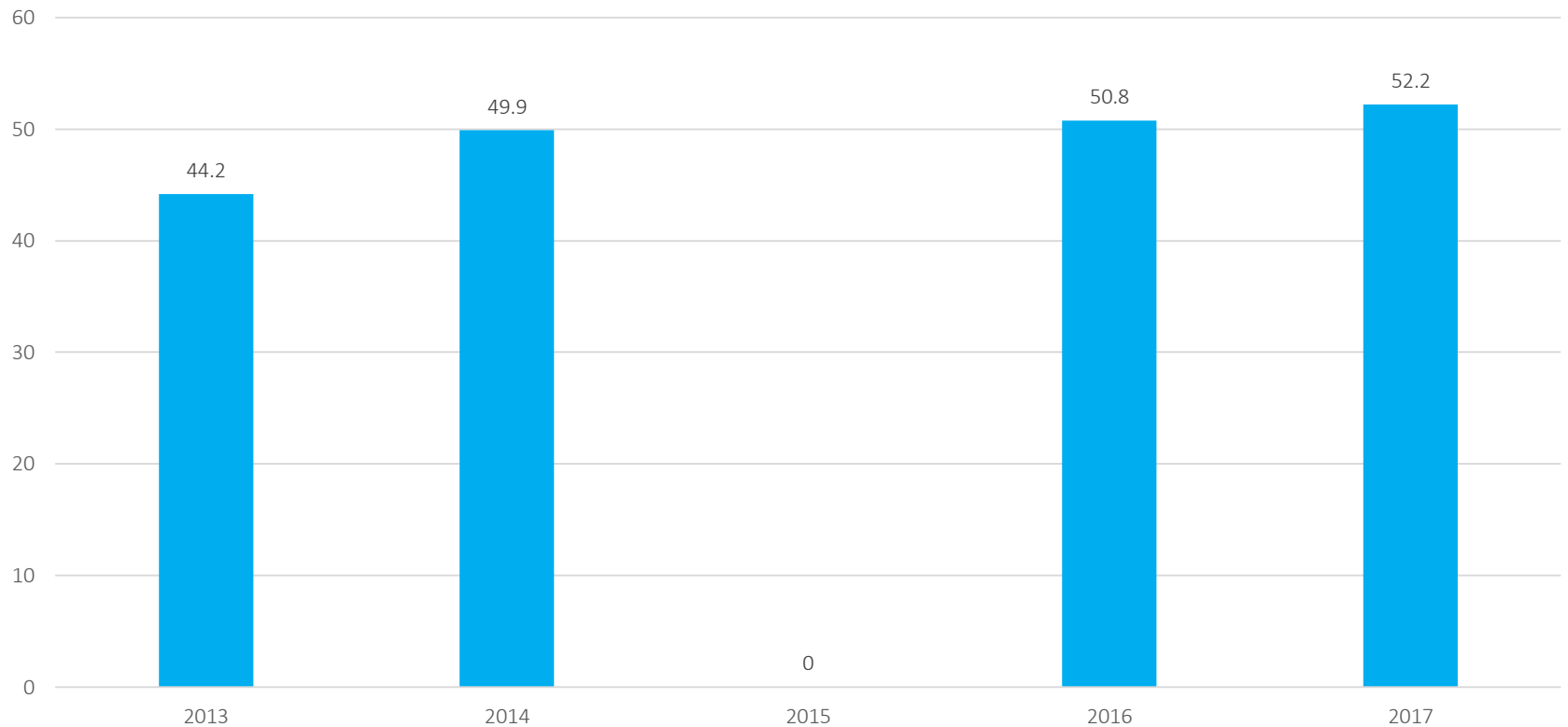
AP Equity Rate

Percentage of Graduates Passing an AP Exam with a Score of 3 or higher during HS					
	2013	2014	2015	2016	2017
Graduates	44.2	49.9	0	50.8	52.2
12th Only	37.2	40.3	-	38.9	41
11th Only	40.8	39.1	-	41.2	45.4
10th Only	16.7	19.9	-	16.6	19.3

The data for 2015 is not available from the College Board due to missing enrollment that year.

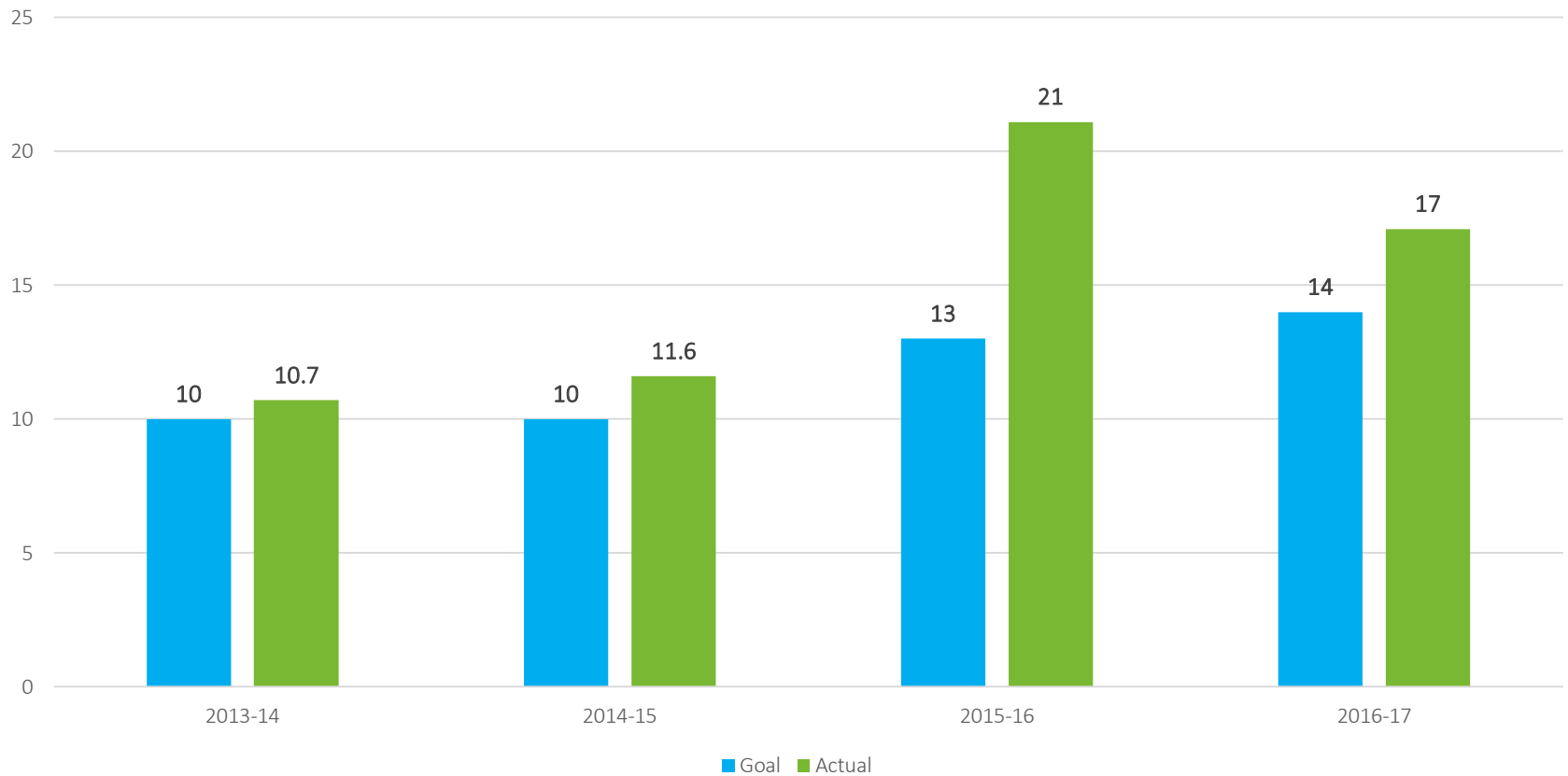
AP Equity Rate

Percentage of Graduates Who Passed at Least One
AP Exam During HS with Score of 3 or Higher



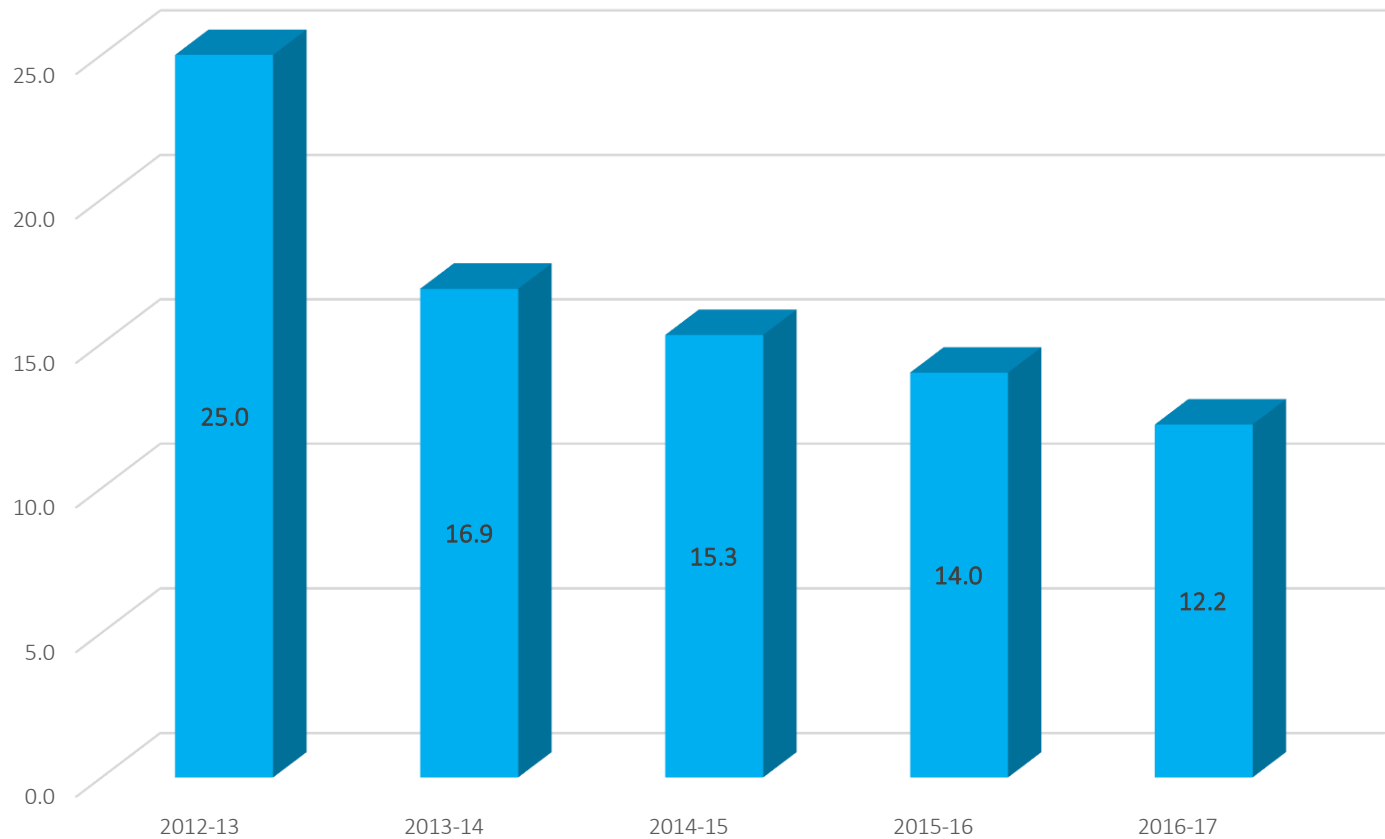
Dual Enrollment Rate

Percentage of Seniors Completing One or More Dual or Concurrent Enrollment Courses During High School



Secondary Math D/F Rate

Percentage of Students in Grades 6-12 Receiving D or F
in Math in Spring Semester





Early Development Instrument

Year	N	NOT ON TRACK				ON TRACK	
		Developmentally Vulnerable on One or More Domains		Developmentally At Risk on One or More Domains		Developmentally On Track on All ² Domains	
		N	%	N	%	N	%
2016	650	119	18%	129	20%	402	62%
2017	559	86	15%	136	24%	337	60%

EDI Domains include Physical Health & Well-Being; Social Competence; Emotional Maturity; Language and Cognitive Development; and Communication Skills and General Knowledge.



Access to Standards-Aligned Textbooks

Percentage of students with access to standards-aligned textbooks				
2012-13	2013-14	2014-15	2015-16	2016-17
100	100	100	100	100

Access to standards-aligned textbooks as measured by annual Williams' Instructional Materials Sufficiency survey of schools.



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Appendix B: Goal 2



LCAP Goal 2 Metrics

- Integration of ELD Standards
- English Learner Progress in Language Proficiency
- English Learner Reclassification Rate
- Percentage of Long-term English Learners



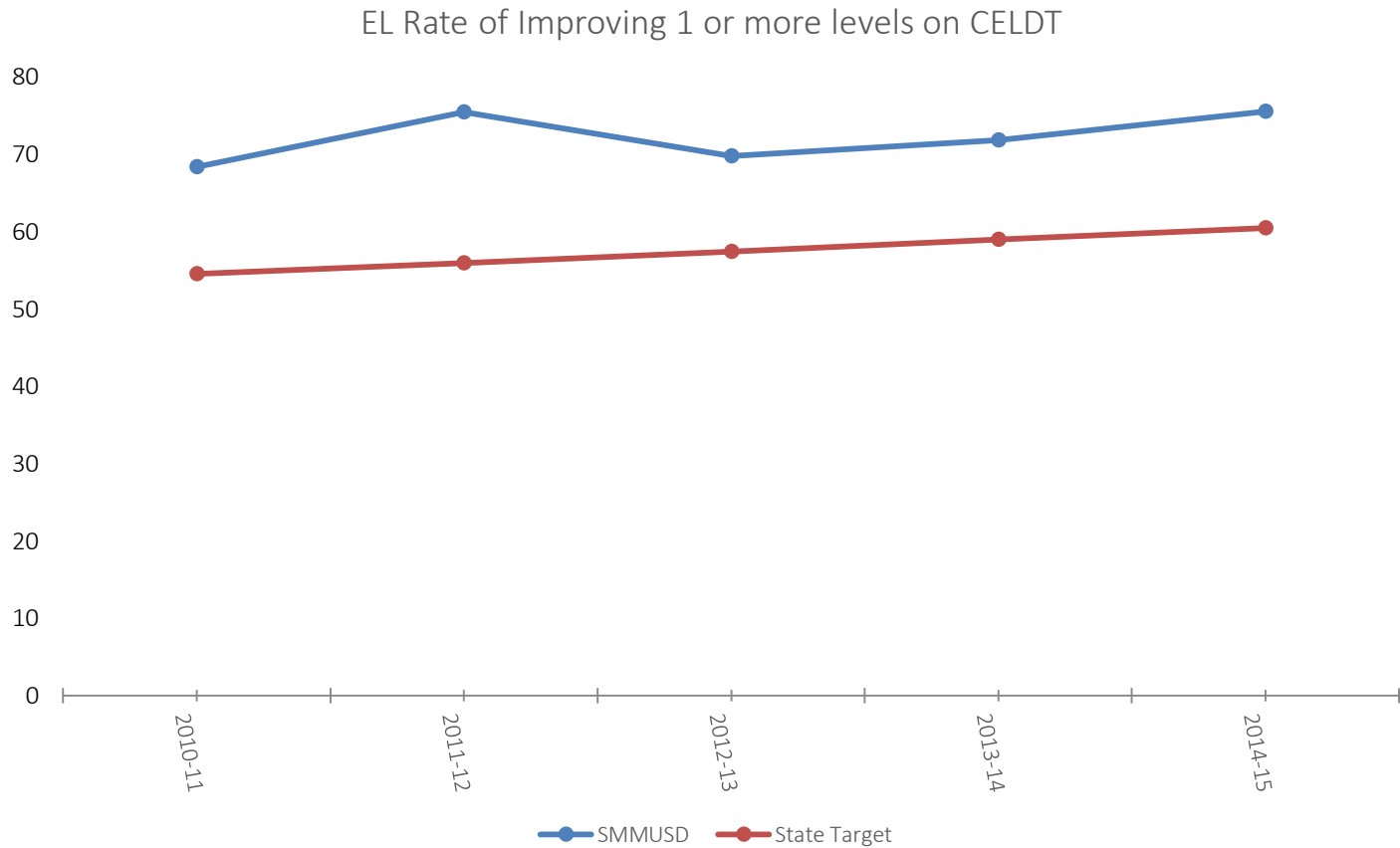
Progress in English Language Proficiency

Percentage of EL Students making progress in English acquisition

	2010-11	2011-12	2012-13	2013-14	2014-15
SMMUSD	68.4	75.5	69.8	71.9	75.6
State Target	54.6	56	57.5	59	60.5

- *Because of changes under the new Every Student Succeeds Act, 2014-15 is the final year these data will be available. We hope to replace these graphs once the new measures of English learner progress are established.*

Progress in English Language Proficiency



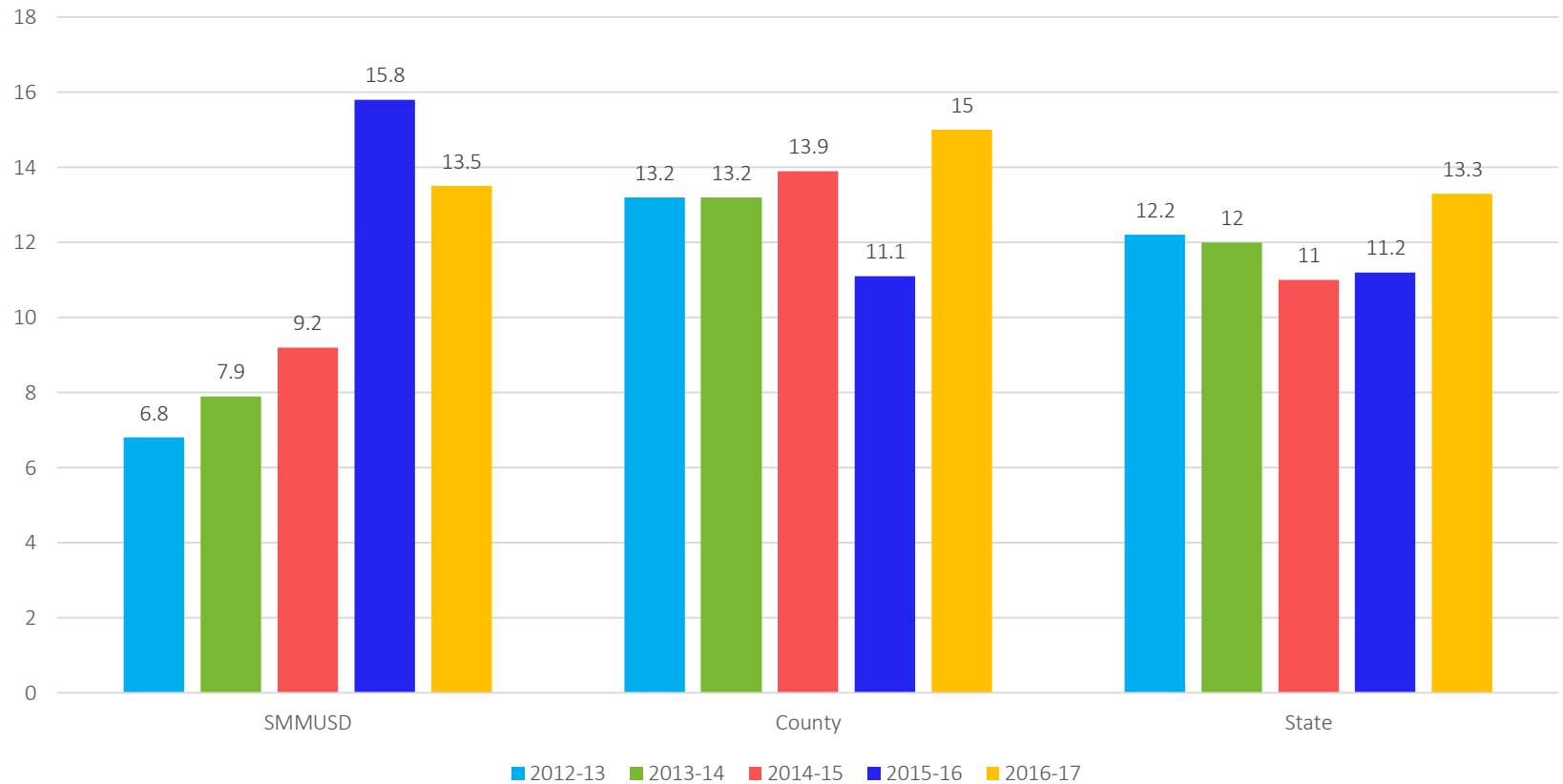


Reclassification Rate of English Learners

Annual Rate of English Learner Reclassification					
	2012-13	2013-14	2014-15	2015-16	2016-17
SMMUSD	6.8%	7.9%	9.2%	15.8%	13.5%
County	13.2%	13.2%	13.9%	11.1%	15.0%
State	12.2%	12.0%	11.0%	11.2%	13.3%

Reclassification Rate of English Learners

Percentage of English Learners Reclassified as Fluent English Proficient





Long-Term EL Rate (2-year)

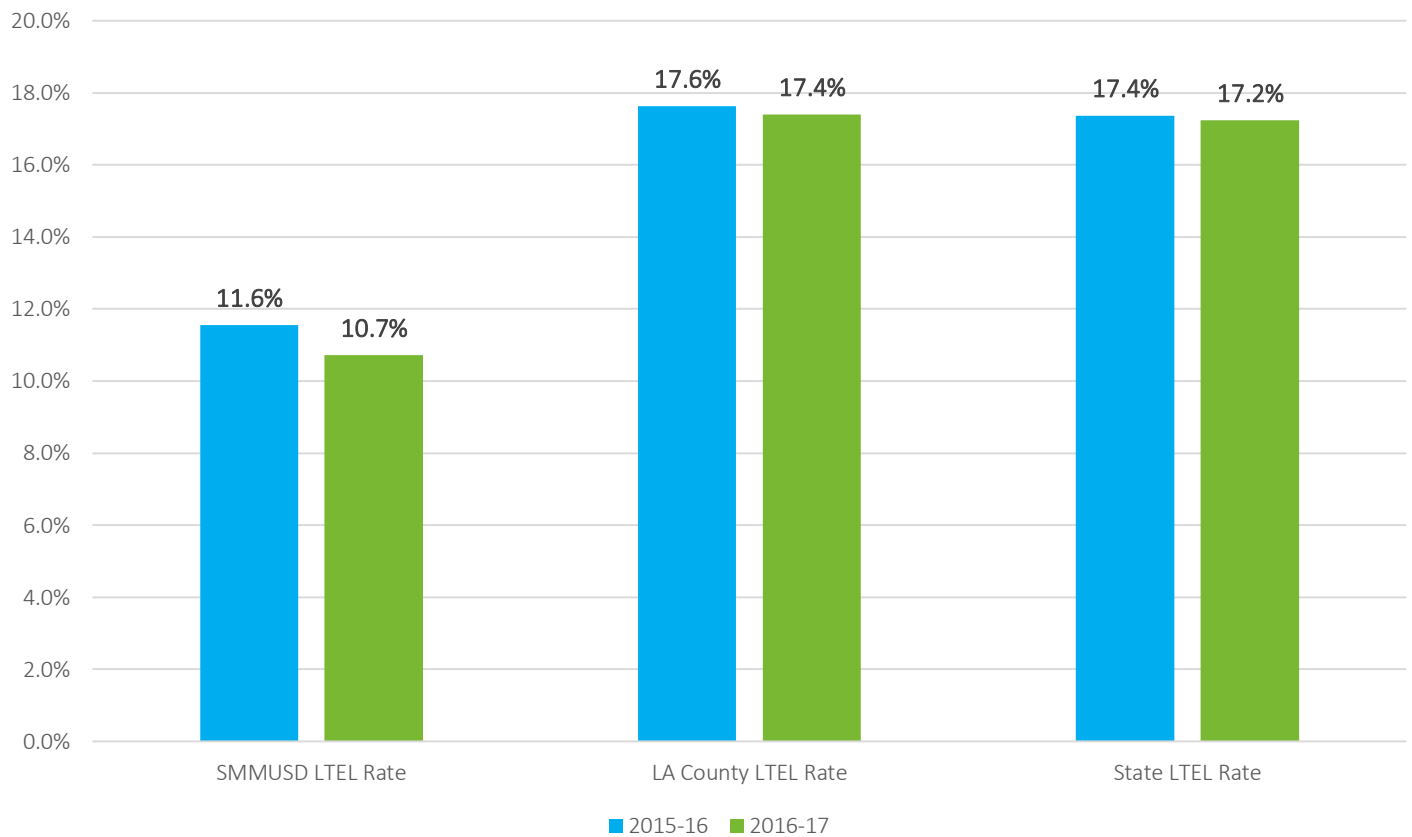
	2015-16	2016-17
SMMUSD ELs	961	924
SMMUSD LTEL	111	99
SMMUSD LTEL Rate	11.6%	10.7%

LTEL Rate = total number of English Learners divided by the number of Long-term English Learners

Long-Term English Learner. Long-term English learner (or LTEL) is a formal educational classification given to students who have been enrolled in American schools for more than six years, who are not progressing toward **English** proficiency, and who are struggling academically due to their limited **English** skills.

Long-Term EL Rate Comparison (2-year)

Rates of LTELs at SMMUSD, LA County, State





SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Appendix C: Goal 3



LCAP Goal 3 Metrics

- Annual school attendance rates
- Annual chronic absenteeism rates
- Annual pupil suspension rates
- Annual pupil expulsion rates
- Student climate survey results (CHKS)
- Parent involvement (Survey)
- Condition of facilities (FIT)
- Percentage of properly credentialed teachers

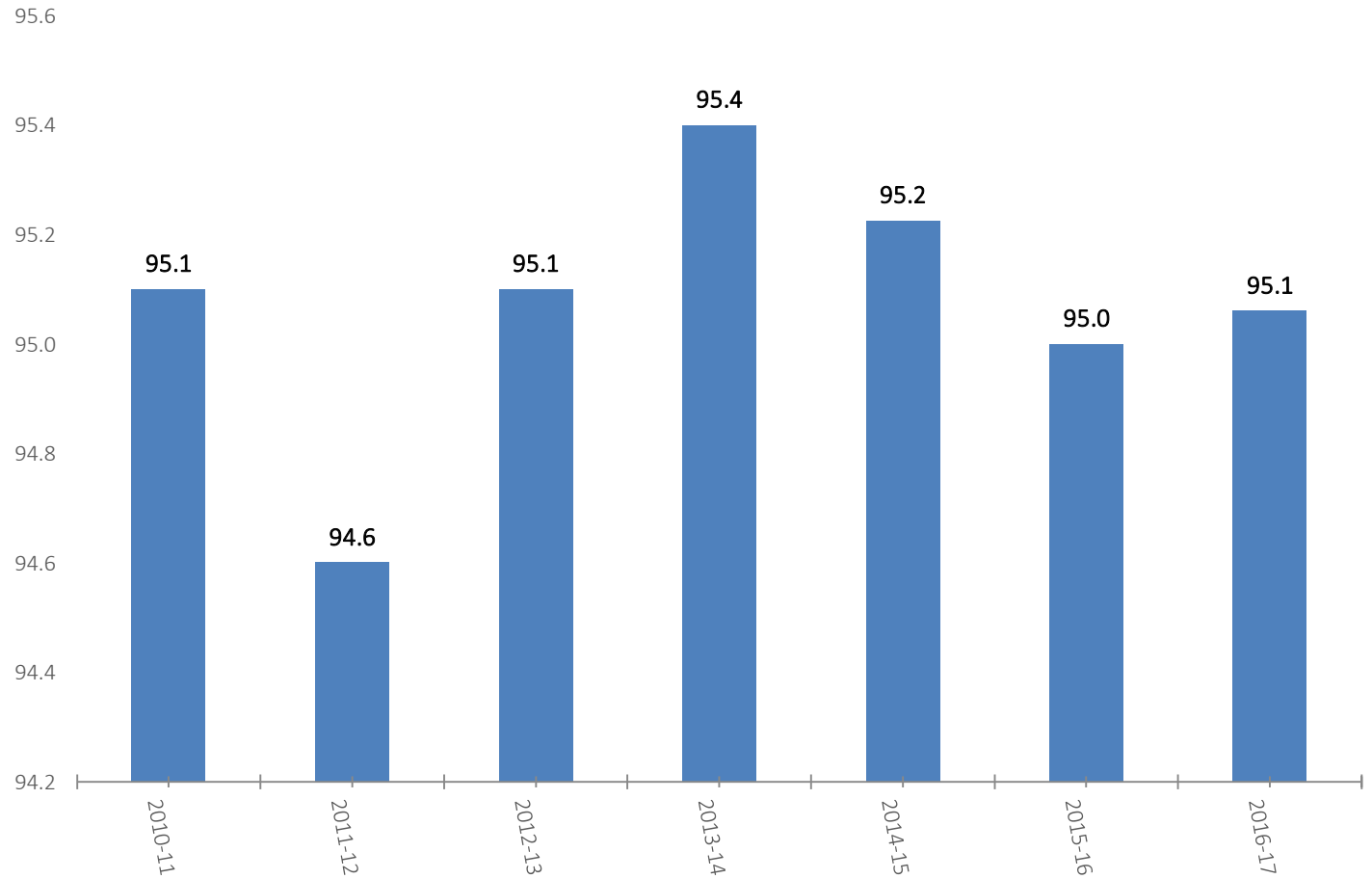


LCAP Goal 3 Metrics

- Eighth-grade dropout rate
- High-school dropout rate
- Development of pre-K programs

School Attendance Rate

Average Daily Attendance (% of all students) (ADA) Trends





Chronic Absenteeism Rate

Percentage of Students Missing 10% or more of School (Chronic Absenteeism)

	2012-13	2013-14	2014-15	2015-16	2016-17
All	10.4	5.3	10.8	10.7	9.5
Asian	NA	2	4.8	5.6	5.6
Black/AA	NA	7.9	17.1	11.3	10.9
Hispanic/Latino	NA	6	13.1	11.9	10.1
White	NA	4.8	9.8	10.7	9.5
SED	NA	NA	NA	12.6	11.7
SWD	NA	NA	NA	17.1	15.9
EL	NA	NA	NA	8.2	9.3

Subgroup data not reported for all years.

Pupil Suspension Rate

Group	2015 Count	2015 Percent	2016 Count	2016 Percent	2017 Count	2017 Percent
All Students	196	1.7	218	1.9	239	2.2
Asian	5	0.7	6	0.9	5	0.8
Black/AA	33	4.3	39	5	27	3.7
Hispanic/Latino	68	2	77	2.3	110	3.4
White	79	1.3	78	1.4	83	1.5
Socioeconomically Disadvantaged	90	2.7	87	2.9	112	4.2
Students with Disabilities	67	5.1	60	4.9	59	4.9
English Learners	16	1.6	13	1.4	16	1.7



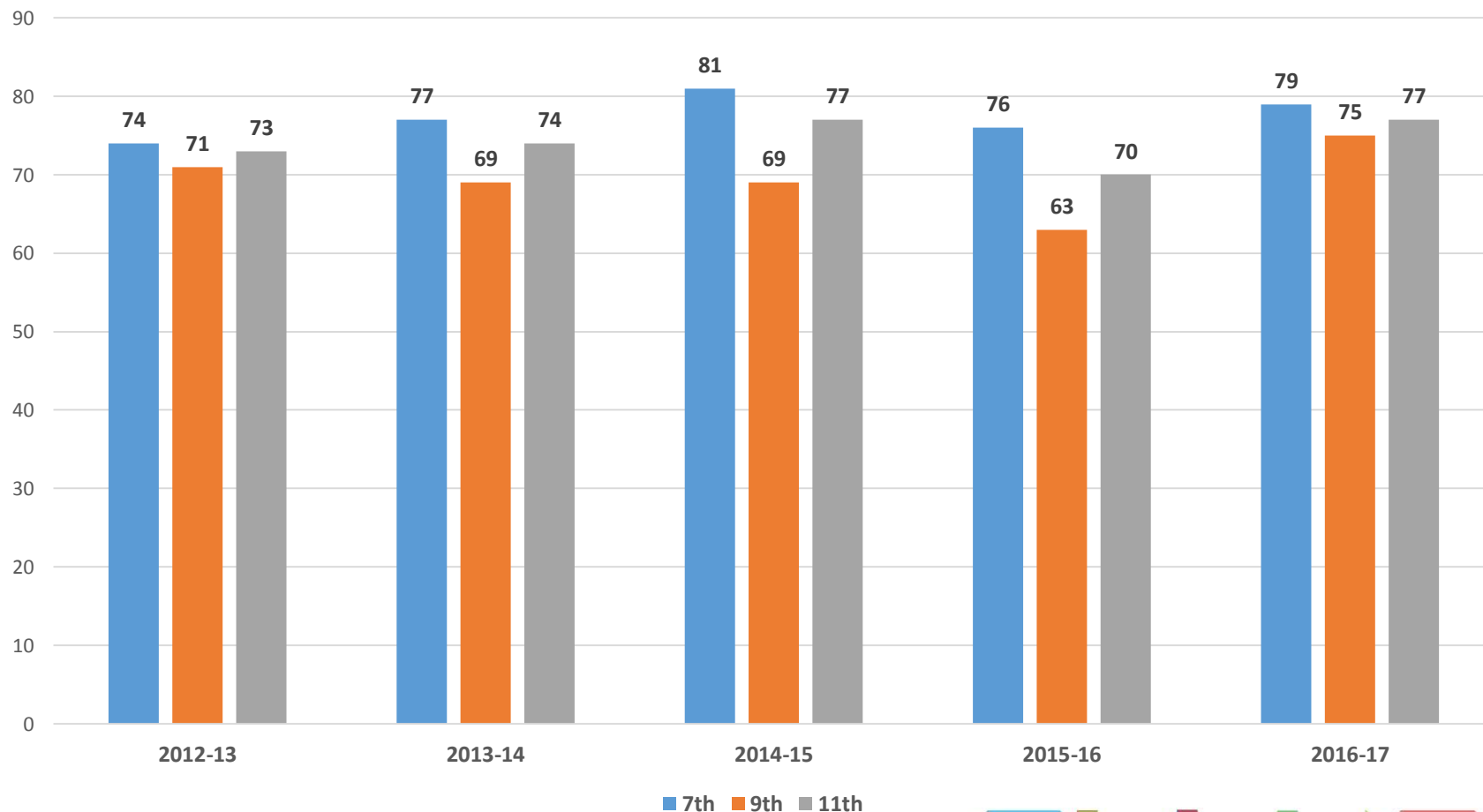
Pupil Expulsion Rate

Expulsion Rate						
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Students Expelled	4	4	0	4	3	1
District Enrollment	11468	11417	11347	11289	11581	11326
Expulsion Rate (%)	0.035	0.035	0	0.035	0.03	0.01



Student Climate Survey Results

Percentage of Students who perceive school as "very safe" or "safe"



■ 7th ■ 9th ■ 11th

Source: California Healthy Kids Survey





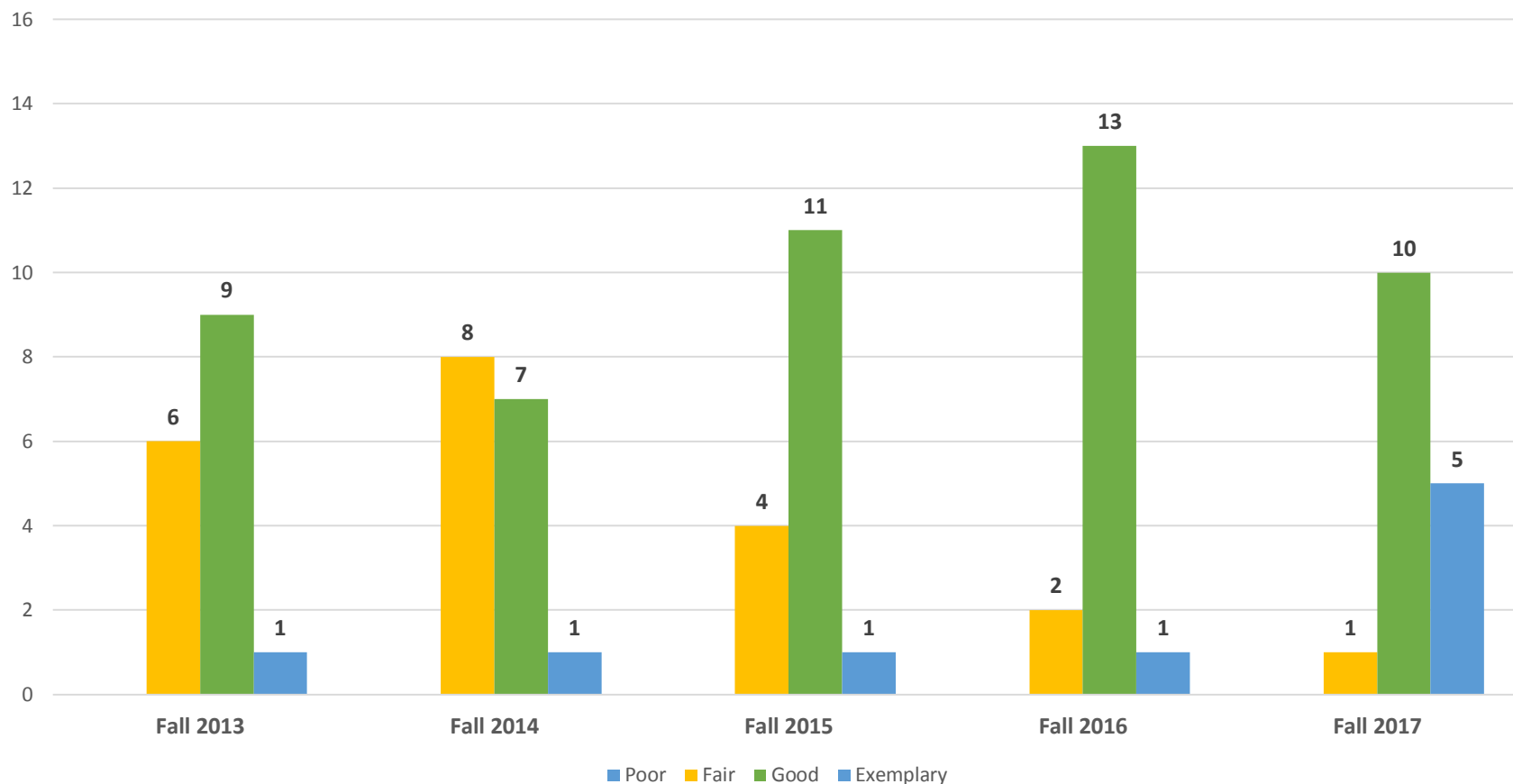
Parent Involvement (Survey)

Percentage of Parents Reporting that they were “Satisfied” or “Very Satisfied” with the quality of their children’s education

2014-15	2015-16	2016-17
91%	91%	N/A

Facilities Inspection Tool (FIT) Results

Schools' Overall Rating on Facilities Inspection Tool (FIT)





Percentage of Properly Credentialed Teachers

Teacher Misassignments			
	2014-15	2015-16	2016-17
Missing EL Authorization			18
All Misassignments			18

Eighth-grade Dropout Rate

Eighth-grade Dropout Rate					
	2011-12	2012-13	2013-14	2014-15	2015-16
Rate (%)	0.4%	0.1%	0.3%	0.0	0.1%
Dropouts	4	1	3	0	1
Total 8th grade class	941	896	881	877	838



High-School Dropout Rate

Graduating Cohort Dropout Count & Rate (%) by Year

	2013-14			2014-15			2015-16		
	Cohort #	Cohort D/O	Dropout Rate	Cohort #	Cohort D/O	Dropout Rate	Cohort #	Cohort D/O	Dropout Rate
All Students	935	50	5.3%	925	48	5.2%	1000	62	6.2%
Asian	61	*	3.3%	66	*	3.0%	61	*	4.9%
Black/AA	58	*	6.9%	71	*	5.6%	85	*	4.7%
Hispanic/Latino	296	17	5.7%	298	22	7.4%	333	35	10.5%
White	470	26	5.5%	442	18	4.1%	457	16	3.5%
SED	331	24	7.3%	369	27	7.3%	385	39	10.1%
SWD	97	*	6.2%	109	11	10.1%	135	14	10.4%
English Learners	76	*	10.5%	95	11	11.6%	103	11	10.7%



Foster Youth

All Foster Youth will have a literacy, culmination or graduation/post-secondary plan as grade-level appropriate.

Reported as 100% for all years.

