Addressing Equity through the LCAP: Update, Renewal, Review

State of Our Schools – Spring 2017
District Programs & Highlights

- Three schools recognized as “National Blue Ribbon Schools”
  - Edison LA, Will Rogers LC, Lincoln MS
- Malibu and Santa Monica High Schools ranked among best schools in CA
  - MHS ranked #45 in U.S. News’ 2017 list of Best Public High Schools in CA – “Gold Medal” school status
  - Samohi ranked #105 in U.S. News’ 2017 list of Best Public High Schools in CA – “Silver Medal” school status
- Lincoln MS named “2015 Gold Medal” school
- Nine schools recognized as “California Distinguished Schools”
  - Franklin Elem. School
  - McKinley Elem. School
  - Lincoln Middle School
  - Roosevelt Elem. School
  - Will Rogers Learning Community
  - Point Dume Marine Science School
Community Support
(Thank You!)

- Successfully passed four general obligation bond measures
- Successfully passed six parcel tax Measures since 1984
- Strong working relationship with the cities of Santa Monica and Malibu resulting in substantial source of revenue with the following:
  - Transaction use tax measures (Measures Y/YY & Measures GS/GSH)
  - Master use agreements with Santa Monica and with Malibu
- Parent Teacher Association (PTA)
  - Provides leadership, advocacy, communication and funding to the District
  - Over 8,000 members volunteer approximately 200,000 hours annually
- Santa Monica-Malibu Ed Foundation (SMMEF)
  - Non-profit established in 1982 dedicated to preserving, supporting, & enhancing a comprehensive range of programs within the District
  - Raises funds in support of literacy, arts, & other needs for all students
Equity Report Findings

- Despite an excellent track record, SMMUSD schools have wide and persistent disparities in academic achievement and long-term academic outcomes.
- Prior efforts have failed to reduce disparities or produced sustainable improvements in academic outcomes for vulnerable student populations.
- Prior equity initiatives were not well implemented, systematically evaluated or well understood.
Why Prior Efforts Failed

- Lack of consistent implementation of systems, structures, processes and practices
- Failure to build capacity in support of equity because prior initiatives were abandoned
- Isolation and fragmentation across and within school sites, creating divergent approaches to key initiatives
- Lack of a coherent and cohesive focus related to teaching and learning
- A culture of opposition among some staff
Equity Report called for a plan that would:

- Focus on student learning
- Be clear and well-communicated
- Provide increased transparency and accountability
- Engage all stakeholders regularly
- Establish ongoing cycle of program evaluation and continuous improvement
- Be connected to resources
“Equity Through LCAP”

SMMUSD Equity Report Recommendations

1. Focus on Students
2. Move to Cohesion, Collaboration, and Accountability
3. Leaders as Collaborative, Problem-Solvers
4. Vision-driven Cycle of Continuous Evaluation and Improvement

LCAP Process Demands

1. Focus on Student Achievement and Equity
2. Accountability Across Eight State Priority Areas
3. Engagement of All District Stakeholders
4. Ongoing cycle of evaluation
LCAP 2017-2020: Summary of Key Process Changes

- Consolidated 27 goals into 3
- Build school leadership capacity: Principals, School Leadership Teams, and PLC Teams
- Implement Lag, Lead and Student Success metrics
- Establish LCAP as the one “Excellence through Equity” Plan
- Align LCAP and SPSA processes
Review of Annual LCAP Adoption Cycle

1. Consultation: Students, Parents, Staff, Principals, SMMCTA, SEIU (District Advisory Committee)

2. Feedback: DELAC, Parent Advisory Committee (PAC), DACs, Community

3. Public Hearing

4. Adoption of LCAP and District Budget

5. Submission to LACOE

6. Post to www.smmusd.org
SMMUSD LCAP Goal One: All graduates are ready for college and careers.

ACCOMPLISHMENTS:

- Curriculum guidelines 100% aligned with CA ELA & Math standards
- Text adoptions for ELA and Math complete or in process
- 71% of ALL students Meet/Exceed Standard ELA (CAASPP); 60% M/E in Math
- Increase of 3% of 11th graders “Ready” or “Conditionally Ready” in Math (EAP)
- Increase of 7% since 2013 of seniors with 3, 4 or 5 on one AP (51%)
- 21% of seniors graduate with at least one dual enrollment course
SMMUSD LCAP Goal One: All graduates are ready for college and careers.

NEEDS:

- Interim assessments in ELA/Math with release time for review of student results
- Develop RTI for Math and a Multi-Tiered System of Support for Grades 6-12
- Develop senior remedies in math for students who are not yet college-ready
- Increase parent understanding of college and career readiness PreK-12
SMMUSD LCAP Goal One: All graduates are ready for college and careers.

NEEDS (cont.):

- Establish a framework for building coherence, collaboration, clarity, and mutual accountability for teaching and learning.

- Incorporate culturally relevant and socio-emotional instruction in all classrooms.

- Collaborate with counseling staff to evaluate the processes of counseling services against the American School Counseling Association national model and establish processes to enhance counseling services.
SMMUSD LCAP Goal Two: English Learners will become proficient in English while engaging in a rigorous, standards-aligned core curriculum.

ACCOMPLISHMENTS:

- EL annual “progress toward proficiency” at 71% -- higher than the State’s goal
- Exceeding state target for annual progress by more than 10%
- Decline in LTEL rate from 25% to 12% since 2013
- Standardized enrollment, identification and reclassification of ELs
- Implemented English 3D to students at risk of becoming long-term ELs
SMMUSD LCAP Goal Two: English Learners will become proficient in English while engaging in a rigorous, standards-aligned core curriculum.

NEEDS:

- Align reclassification data with appropriate, rigorous metrics
- Embed ELD standards in curriculum guides
- Train teachers in designated and integrated ELD
- Develop an EL Master Plan
- Meet regularly with EL administrators
- Extend the school day for ELs in middle school so that they can participate in both ELD and an elective.
SMMUSD LCAP Goal Three: All students engage in schools that are safe, well-maintained and family-friendly.

ACCOMPLISHMENTS:

- 14 schools receiving Good/Exemplary rating on FIT
- New Coordinator of Family Engagement
- Implementing Olweus curriculum district-wide
- Successful first summer of Windows, Paint and Floors projects at Cabrillo, Rogers and Grant
- Coordinator of Student and Parent Engagement and Director of Assessment trained in Dr. Epstein’s Parent and Community Partnership model
SMMUSD LCAP Goal Three: All students engage in schools that are safe, well-maintained and family-friendly.

NEEDS:

- Chronic absence rate requires attention
- Suspension rate disproportionality
- Require early warning indicator system
- Interim metrics for attendance/suspension
- Develop a process of establishing common language and understanding of implicit bias as it pertains to curriculum and instruction, school climate, parent and engagement, and hiring practices
- Establish a curriculum through freshmen Seminar that explores the American experience through the perspective of all Americans
- Continue to build on the parent engagement framework
QUESTIONS

- Based on the progress made, what adjustments or additions would you recommend for consideration?
- Specifically, what adjustments or additions would recommend for English Learners, students on F/R meals and foster youth?
YOUR FEEDBACK IS IMPORTANT

- “Let’s Talk!” button in the links column on the SMMUSD home page
## Higher Order Thinking Skills
Students gradually released to complete DOK 3 & 4 level tasks that require:
- use of analysis, evaluation, logic, reasoning, problem solving and justifying
- transfer of learning to new contexts via planning and creativity

## Close and Analytic Reading
Students read/observe with a clear purpose and prompt that requires:
- annotation, source-dependent questions, multiple readings and notetaking
- evidence-based conversations and completion of a writing-to-learn task

## Communicate using Precise Academic Language
Students speak and write precisely using academic language that requires:
- effective use of content and domain specific vocabulary
- productive discourse connected to prompts, starters, frames and scaffolds
- conveying understanding, sharing ideas and critiquing the reasoning of others

## Structured Collaborative Conversations
Students effectively work in pairs or groups in a clearly defined task that requires:
- accountability for roles, responsibilities and completion of task steps/process
- structured academic discourse to critique and justify using evidence

## Evidence-based Arguments
Students develop claims, conjectures and hypotheses that require:
- analyzing information and applying reasoning to justify with evidence
- constructing, applying and justifying mathematical/scientific models

## Evidence-based Writing
Students clearly communicate through a range of writing that requires:
- short responses and process writing (prewrite, draft, revise, edit and publish)
- responding to narrative, informational and argumentative prompts
- justifying opinions, reasoning and solutions with evidence
Interpersonal Outcomes that Will Lead to Improved Academic Success

1. demonstrate self-awareness, confidence, family pride, and positive social identities;
2. express comfort and joy with human diversity; accurate language for human differences; and deep, caring human connections;
3. increasingly recognize unfairness, have language to describe unfairness, and understand that unfairness hurts;
4. demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions.
Social Justice Standards

IDENTITY

- Students will develop positive social identities based on their membership in multiple groups in society.
- Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
- Students will recognize that people’s multiple identities interact and create unique and complex individuals.
- Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.
Social Justice Standards

DIVERSITY

- Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
- Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- Students will respond to diversity by building empathy, respect, understanding and connection.
- Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.
Social Justice Standards

JUSTICE

- Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
- Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
- Students will analyze the harmful impact of bias and injustice on the world, historically and today.
- Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
- Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.
Social Justice Standards

**ACTION**

- Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
- Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
- Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
- Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
- Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.
Appendix A: Goal 1 Data

All PreK-12 students engage in a rigorous, relevant and standards-aligned curriculum.
CAASPP ELA Results: All Students
(% At/Exceeding Standards)

<table>
<thead>
<tr>
<th>Year</th>
<th>District</th>
<th>County</th>
<th>State</th>
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</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>66</td>
<td>41</td>
<td>44</td>
</tr>
<tr>
<td>2015-16</td>
<td>71</td>
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</tr>
</tbody>
</table>
CAASPP ELA Results: By Ethnicity
(\% At/Exceeding Standards)

CAASPP ELA Results: By Economic Status (% At/Exceeding Standards)

- 2014-15:
  - ED: 50
  - Not ED: 71

- 2015-16:
  - ED: 49
  - Not ED: 79
CAASPP ELA Results: By Disability Status (% At/Exceeding Standards)

- 2014-15:
  - SWD: 27
  - Not SWD: 72

- 2015-16:
  - SWD: 32
  - Not SWD: 76

Legend:
- SWD
- Not SWD
CAASPP ELA Results: By English Proficiency
(% At/Exceeding Standards)

2014-15
- EO: 72
- IFEP: 79
- RFEP: 64
- EL: 31

2015-16
- EO: 74
- IFEP: 81
- RFEP: 68
- EL: 33
CAASPP Math Results: All Students
(% At/Exceeding Standards)

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<tr>
<td>2015-16</td>
<td>60</td>
<td>35</td>
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CAASPP Math Results by Ethnicity
(% At/Exceeding Standards)

<table>
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<tr>
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<td><strong>33</strong></td>
<td><strong>39</strong></td>
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<tr>
<td><strong>H</strong></td>
<td><strong>33</strong></td>
<td><strong>33</strong></td>
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CAASPP Math Results by Economic Status
(% At/Exceeding Standards)

<table>
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</tr>
<tr>
<td>2015-16</td>
<td>35</td>
<td>70</td>
</tr>
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</table>
CAASPP Math Results by Disability Status (% At/Exceeding Standards)

- **2014-15**
  - SWD: 23
  - Not SWD: 59

- **2015-16**
  - SWD: 27
  - Not SWD: 65
CAASPP Math Results by Language Proficiency
(% At/Exceeding Standards)

- 2014-15:
  - EO: 60
  - IFEP: 66
  - RFEP: 46
  - EL: 48

- 2015-16:
  - EO: 73
  - IFEP: 50
  - RFEP: 30
  - EL: 30
Secondary Math June Math Grades: D/F Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>D/F Rate</th>
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<td>15</td>
</tr>
<tr>
<td>2015-16</td>
<td>14</td>
</tr>
</tbody>
</table>
All students are ready for college and careers.
A-G Rate (%): 1993/4 - 2014/15
A-G Rate (%) by Ethnicity

A-G Rate (%) by Program

SED

- 2012-13: 57%
- 2013-14: 67%
- 2014-15: 66%

EL

- 2012-13: 22%
- 2013-14: 21%
- 2014-15: 33%
AP Pass Rates (3, 4 or 5)

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<th>Year</th>
<th>Pass Rate</th>
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<td>2011-12</td>
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<tr>
<td>2014-15</td>
<td>75</td>
</tr>
<tr>
<td>2015-16</td>
<td>69</td>
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### 9-12 Unique Student Enrollment in One or More AP Courses

<table>
<thead>
<tr>
<th></th>
<th>% 9-12 ADA</th>
<th>% in AP(1 or more)</th>
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<tbody>
<tr>
<td>2013-14</td>
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<td></td>
</tr>
<tr>
<td>A</td>
<td>6</td>
<td>8</td>
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<tr>
<td>AA</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>H</td>
<td>13</td>
<td></td>
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<tr>
<td>W</td>
<td></td>
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<tr>
<td>SED</td>
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<tr>
<td>2014-15</td>
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<tr>
<td>A</td>
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<td>SED</td>
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<td>2015-16</td>
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<tr>
<td>A</td>
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<td>W</td>
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<tr>
<td>SED</td>
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Percent of Seniors with 3, 4 or 5 on at least 1 AP Exam during High School

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<th>Year</th>
<th>Percentage</th>
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<td>2013</td>
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<tr>
<td>2015</td>
<td>51</td>
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<tr>
<td>2016</td>
<td>51</td>
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College and Career Readiness Trends

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<tbody>
<tr>
<td>Ready for College</td>
<td>15</td>
<td>26</td>
<td>10</td>
<td>33</td>
</tr>
<tr>
<td>Conditionally Ready</td>
<td>33</td>
<td>20</td>
<td>32</td>
<td>13</td>
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<tr>
<td>Not Yet Ready</td>
<td>31</td>
<td>21</td>
<td>25</td>
<td>28</td>
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<tr>
<td>Not Ready</td>
<td>21</td>
<td>22</td>
<td>25</td>
<td>28</td>
</tr>
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</table>

Legend:
- Ready for College
- Conditionally Ready
- Not Yet Ready
- Not Ready
Seniors with 1 or more Dual/Concurrent Enrollment Courses on Transcripts

<table>
<thead>
<tr>
<th>Year</th>
<th>Goal</th>
<th>Actual</th>
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<tbody>
<tr>
<td>2013-14</td>
<td>10</td>
<td>10.7</td>
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<tr>
<td>2014-15</td>
<td>10</td>
<td>11.6</td>
</tr>
<tr>
<td>2015-16</td>
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<td>21</td>
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<tr>
<td>2016-17</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>2017-18</td>
<td>15</td>
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## 8th Grade Drop-Out Rate

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</thead>
<tbody>
<tr>
<td>Rate</td>
<td>0.4</td>
<td>0.1</td>
<td>0.3</td>
<td>0.0</td>
</tr>
<tr>
<td>Dropouts</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Total 8th grade class</td>
<td>941</td>
<td>896</td>
<td>881</td>
<td>877</td>
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## High School Drop-Out Rates

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</thead>
<tbody>
<tr>
<td>All:</td>
<td>3.5</td>
<td>5.3</td>
<td>3.4</td>
<td>5.2</td>
<td>3.3</td>
<td>5.3</td>
</tr>
<tr>
<td>W:</td>
<td>2.7</td>
<td>5.5</td>
<td>2.7</td>
<td>4.1</td>
<td>2.7</td>
<td>4.2</td>
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<tr>
<td>H:</td>
<td>4.8</td>
<td>5.7</td>
<td>4.5</td>
<td>7.4</td>
<td>4.2</td>
<td>5.5</td>
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<tr>
<td>AA:</td>
<td>6.7</td>
<td>6.9</td>
<td>6.1</td>
<td>5.6</td>
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<td>5.5</td>
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<tr>
<td>EL:</td>
<td>11.1</td>
<td>10.5</td>
<td>9.8</td>
<td>11.6</td>
<td>8.4</td>
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<td>6.2</td>
<td>5.8</td>
<td>10.1</td>
<td>5.3</td>
<td>10.1</td>
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<td>SED:</td>
<td>4.8</td>
<td>7.3</td>
<td>4.5</td>
<td>7.3</td>
<td>4.2</td>
<td>7.3</td>
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</tbody>
</table>

### Notes:
- **All:** Total drop-out rate.
- **W:** White students.
- **H:** Hispanic students.
- **AA:** American Indian students.
- **EL:** English Language Learners.
- **SWD:** Special Education Students.
- **SED:** Socio-Economic Designated.
<table>
<thead>
<tr>
<th></th>
<th>2012-13</th>
<th>2013-14</th>
<th>Goal</th>
<th>2014-15</th>
<th>Actual</th>
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<tbody>
<tr>
<td>All:</td>
<td>94</td>
<td>92</td>
<td>95</td>
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<td>W:</td>
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High School Graduation Rates
English Learners will become proficient in English while engaging in a rigorous, standards-aligned curriculum in the core content areas.
EL Rate of Improving 1 or more levels on CELDT

<table>
<thead>
<tr>
<th>Year</th>
<th>SMMUSD</th>
<th>State Target</th>
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<tbody>
<tr>
<td>2010-11</td>
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<tr>
<td>2011-12</td>
<td>75.5</td>
<td>56</td>
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<tr>
<td>2012-13</td>
<td>69.8</td>
<td>57.5</td>
</tr>
<tr>
<td>2013-14</td>
<td>71.9</td>
<td>59</td>
</tr>
<tr>
<td>2014-15</td>
<td>75.6</td>
<td>60.5</td>
</tr>
</tbody>
</table>
## English Learner Reclassification Rates

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>SMMUSD</td>
<td>6.8</td>
<td>7.9</td>
<td>9.2</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td>15.8</td>
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</table>
LTEL Rate (% LTEL of all ELs)

<table>
<thead>
<tr>
<th>Year</th>
<th>Goal</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>2013-14</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2014-15</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2015-16</td>
<td>20</td>
<td>12</td>
</tr>
</tbody>
</table>

Goal | Actual
All students engage in schools that are safe, well-maintained and family-friendly.
Average Daily Attendance (% of all students) (ADA) Trends

2010-11: 95.1
2011-12: 94.6
2012-13: 95.1
2013-14: 95.4
2014-15: 95.2
Chronic Absentee Rate (days absent >=36)

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>All</td>
<td>10</td>
<td>11</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>5</td>
<td>10</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>2</td>
<td>5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>6</td>
<td>13</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>AA</td>
<td>8</td>
<td>17</td>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>

Legend:
- **Gray**: 2012-13 Actual
- **Green**: 2013-14 Actual
- **Red**: 2014-15 Actual
- **Blue**: 2015-16 Actual
## Suspension Rates

<table>
<thead>
<tr>
<th></th>
<th>Asian</th>
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<th>Hispanic</th>
<th>African American</th>
<th>EL</th>
<th>SED</th>
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</thead>
<tbody>
<tr>
<td>% of District ADA</td>
<td>6</td>
<td>51</td>
<td>30</td>
<td>6</td>
<td>9</td>
<td>27</td>
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<tr>
<td>2012-13</td>
<td>3</td>
<td>37</td>
<td>37</td>
<td>20</td>
<td>7</td>
<td>51</td>
</tr>
<tr>
<td>2013-14</td>
<td>2</td>
<td>40</td>
<td>36</td>
<td>14</td>
<td>9</td>
<td>42</td>
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<tr>
<td>2014-15</td>
<td>3</td>
<td>39</td>
<td>36</td>
<td>17</td>
<td>9</td>
<td>47</td>
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</tbody>
</table>

Legend:
- **% of District ADA**
- **2012-13**
- **2013-14**
- **2014-15**
<table>
<thead>
<tr>
<th>SMMUSD Expulsion Rate Trends</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Expelled</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>District Enrollment</td>
<td>11,468</td>
<td>11,417</td>
<td>11,347</td>
<td>11,289</td>
</tr>
<tr>
<td>Percent Expelled</td>
<td>0.03</td>
<td>0.04</td>
<td>0.00</td>
<td>0.04</td>
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</table>