



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Addressing Equity through the LCAP: Update, Renewal, Review

PTA Council
March 21, 2017



Equity Report Findings

- Despite 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 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
- The district lacks a **coherent and cohesive focus** related teaching and learning
- ***A culture of opposition*** among some staff



Moving from Insight to Action

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 guides 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:

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



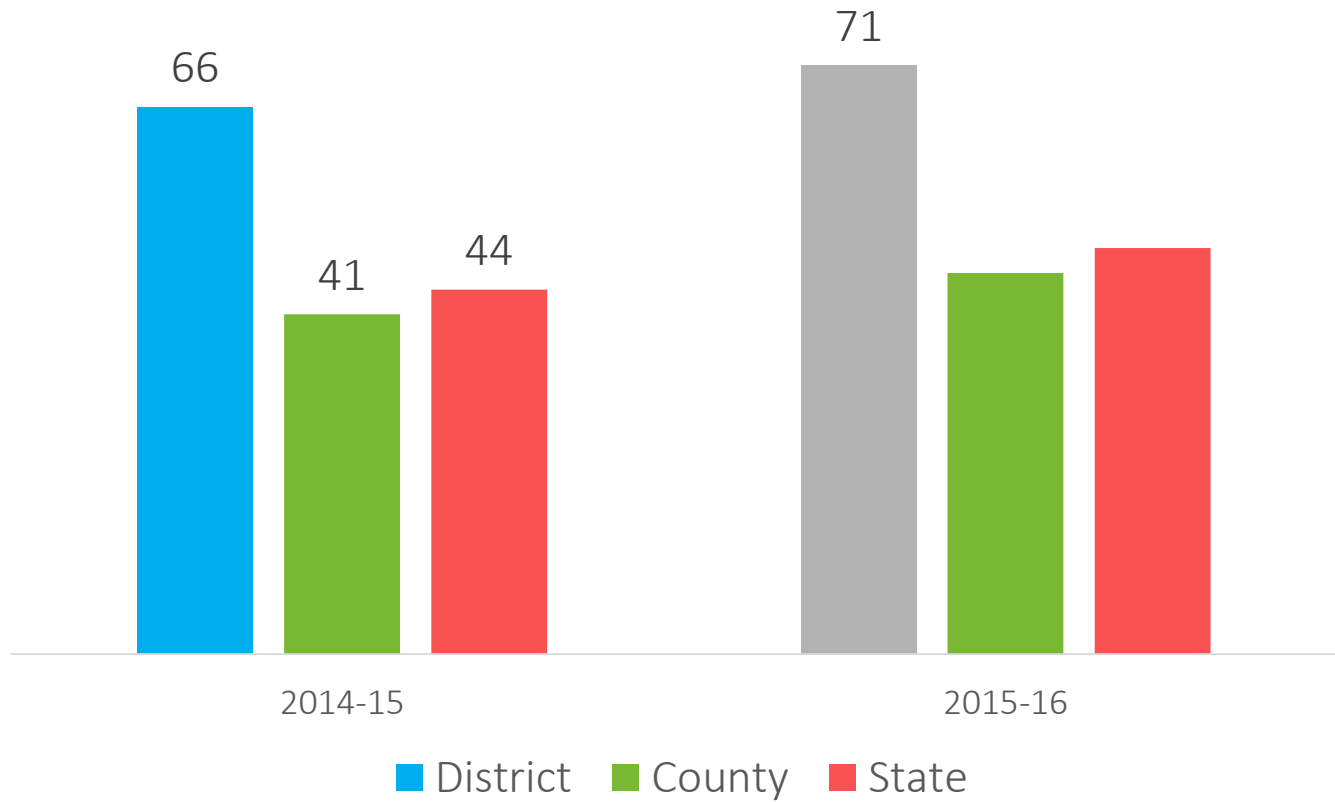
YOUR FEEDBACK IS IMPORTANT

All PreK-12 students engage in a rigorous, relevant and standards-aligned curriculum.

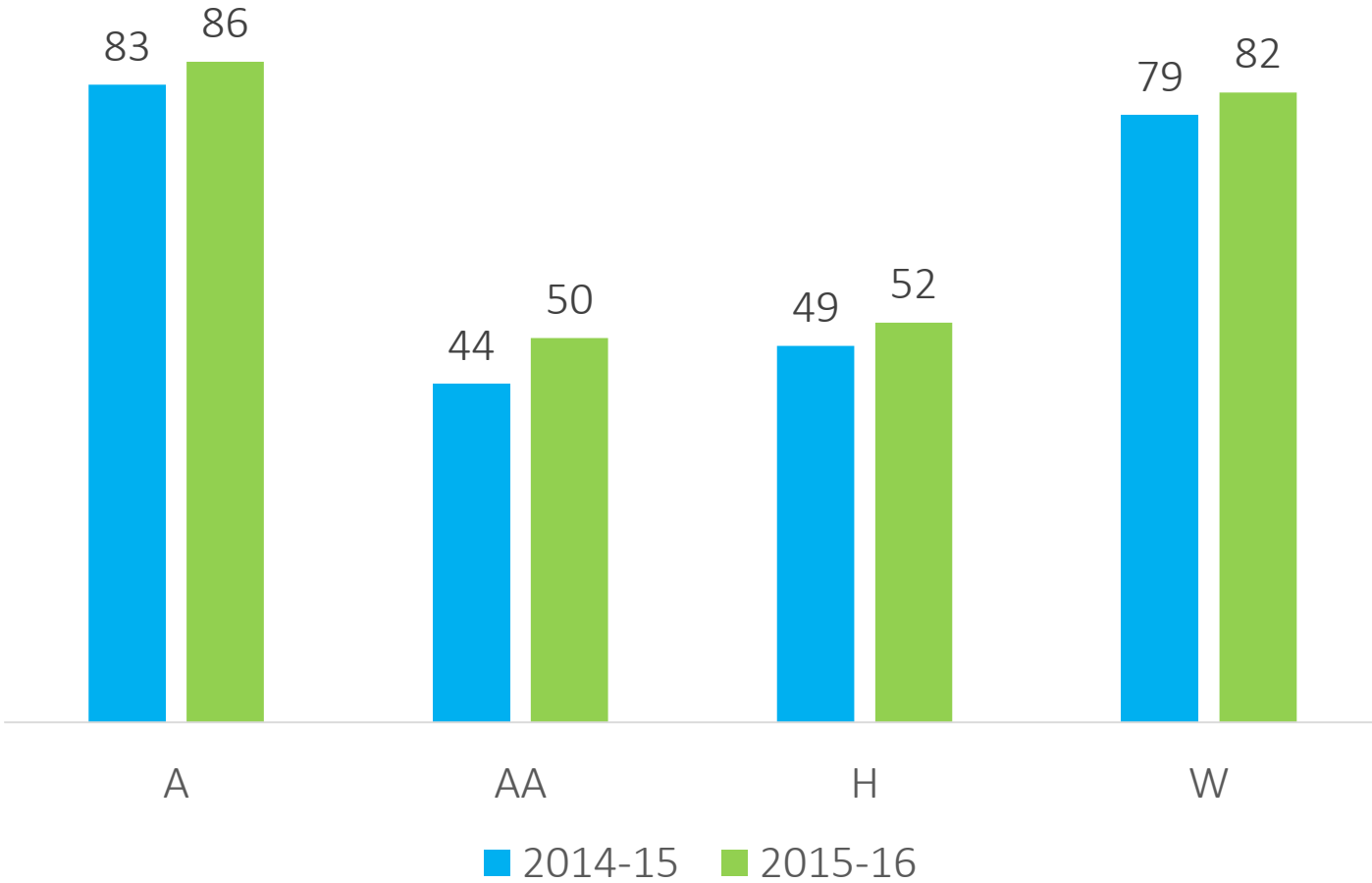
Appendix A: Goal 1 Data



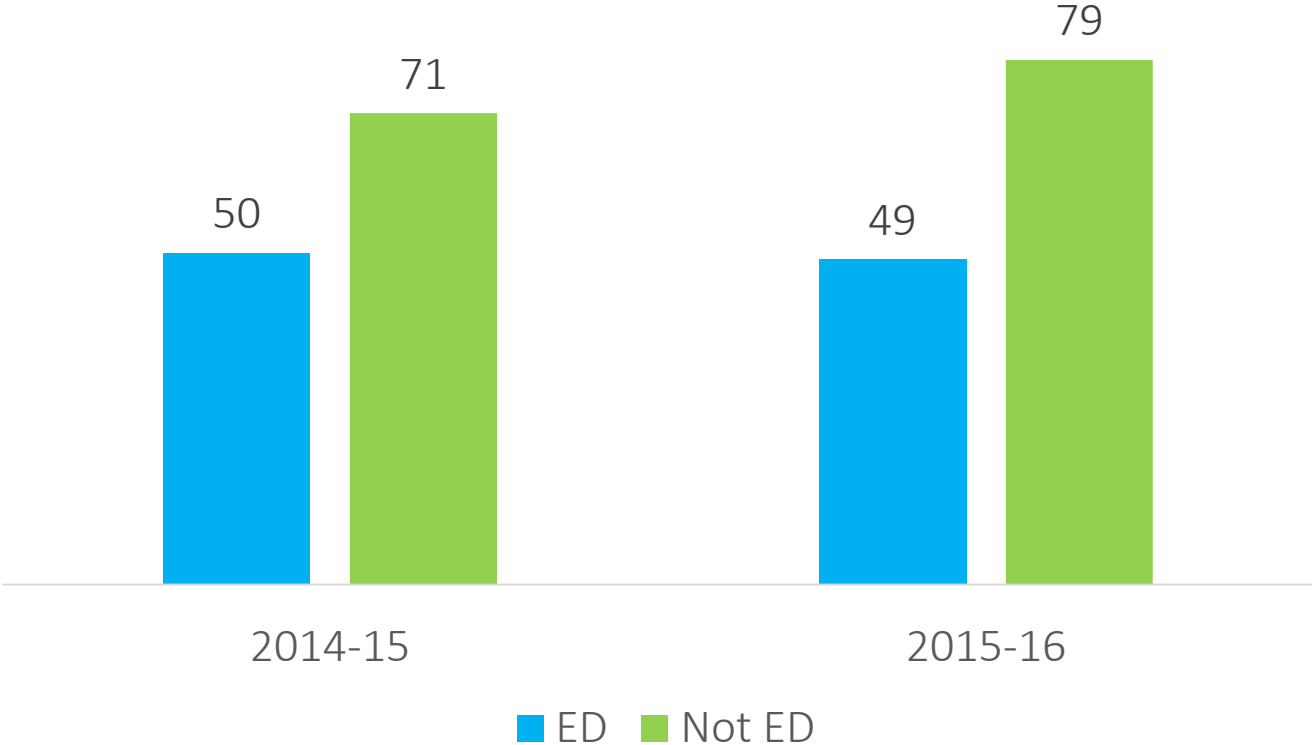
CAASPP ELA Results : All Students (% At/Exceeding Standards)



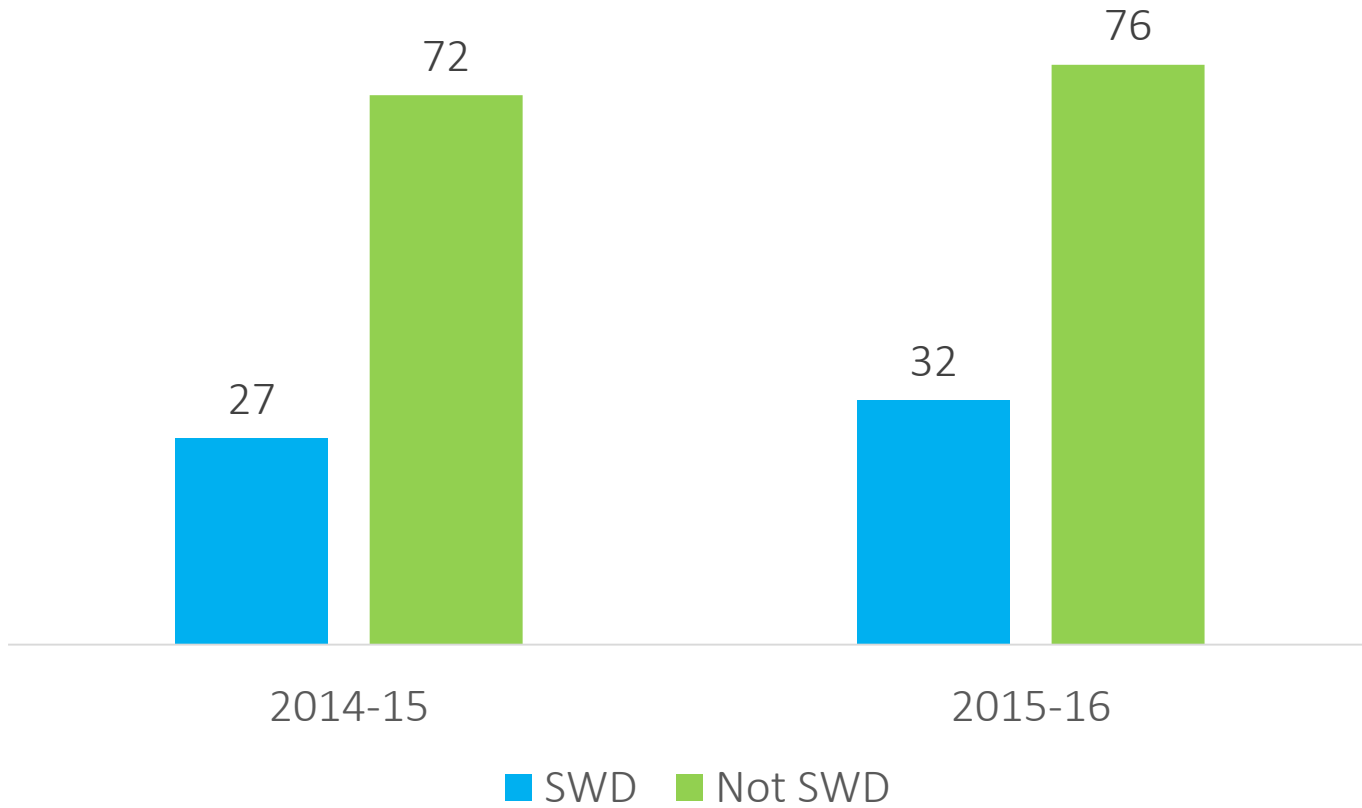
CAASPP ELA Results: By Ethnicity (% At/Exceeding Standards)



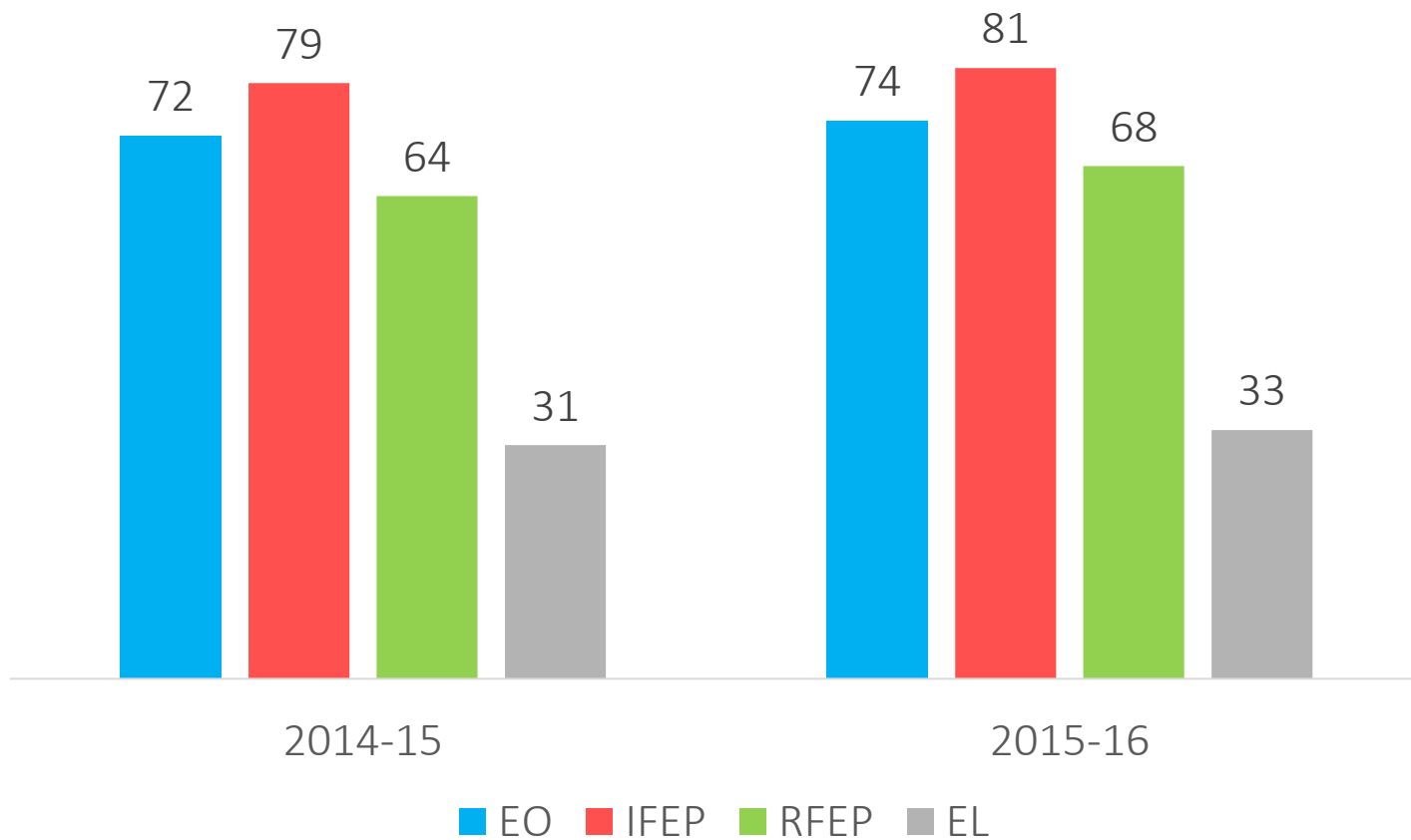
CAASPP ELA Results: By Economic Status
(% At/Exceeding Standards)



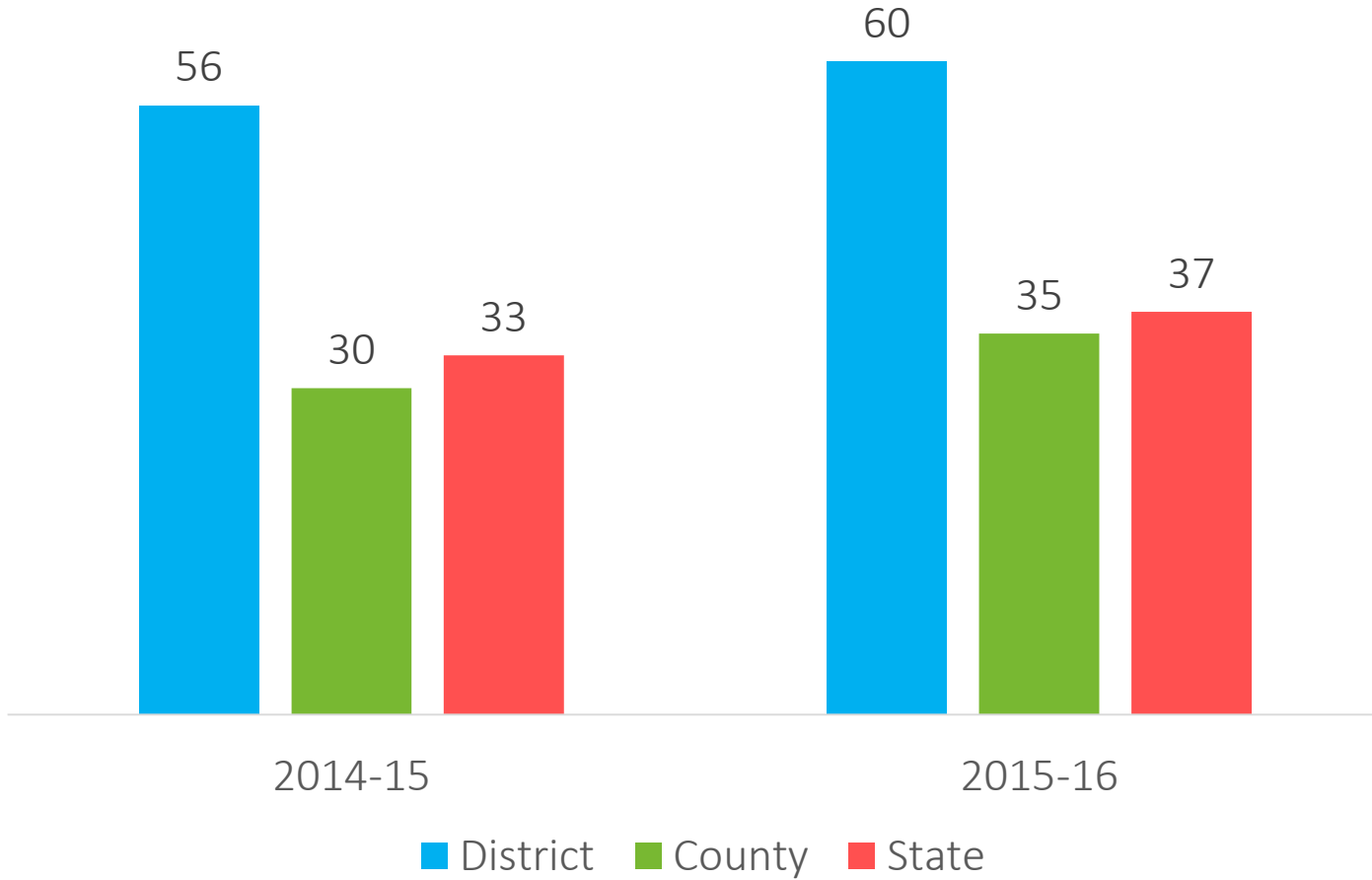
CAASPP ELA Results: By Disability Status
(% At/Exceeding Standards)



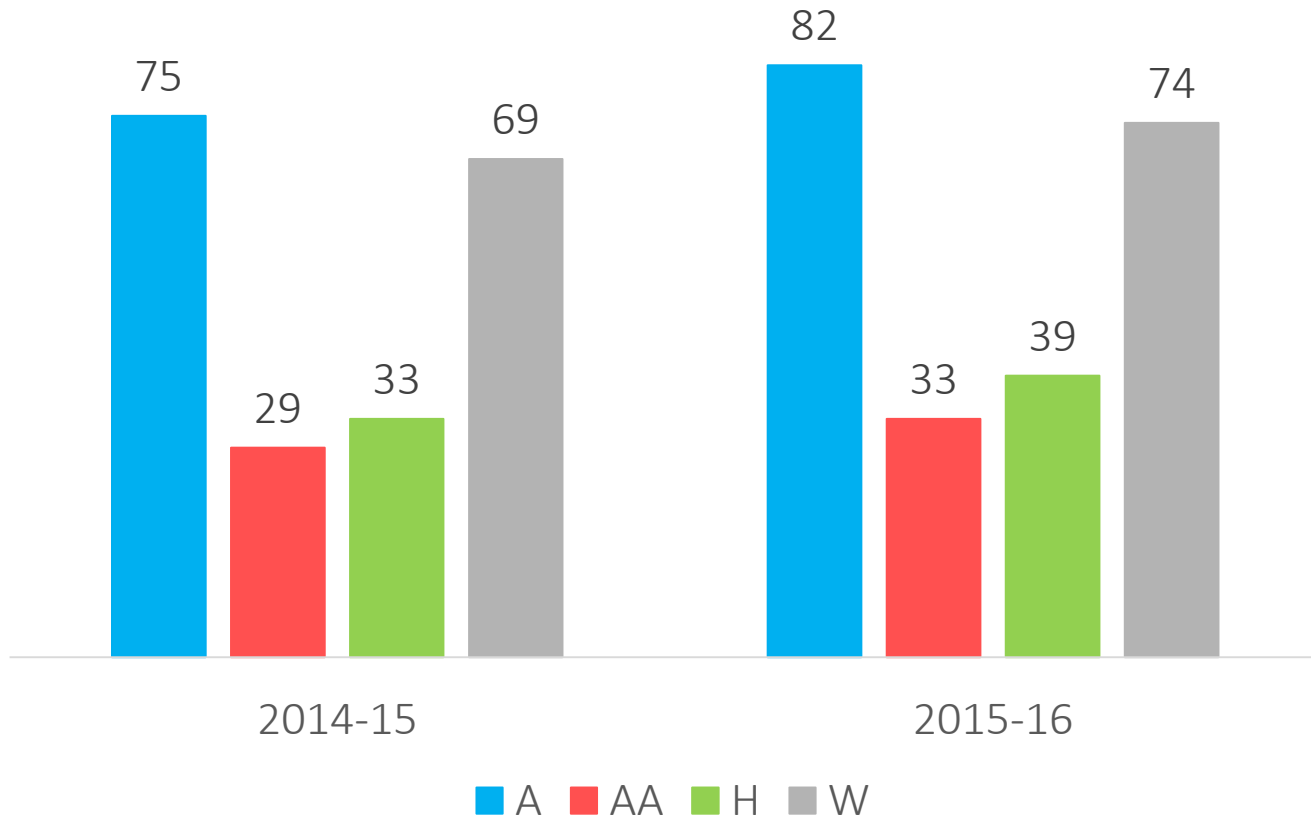
CAASPP ELA Results: By English Proficiency (% At/Exceeding Standards)



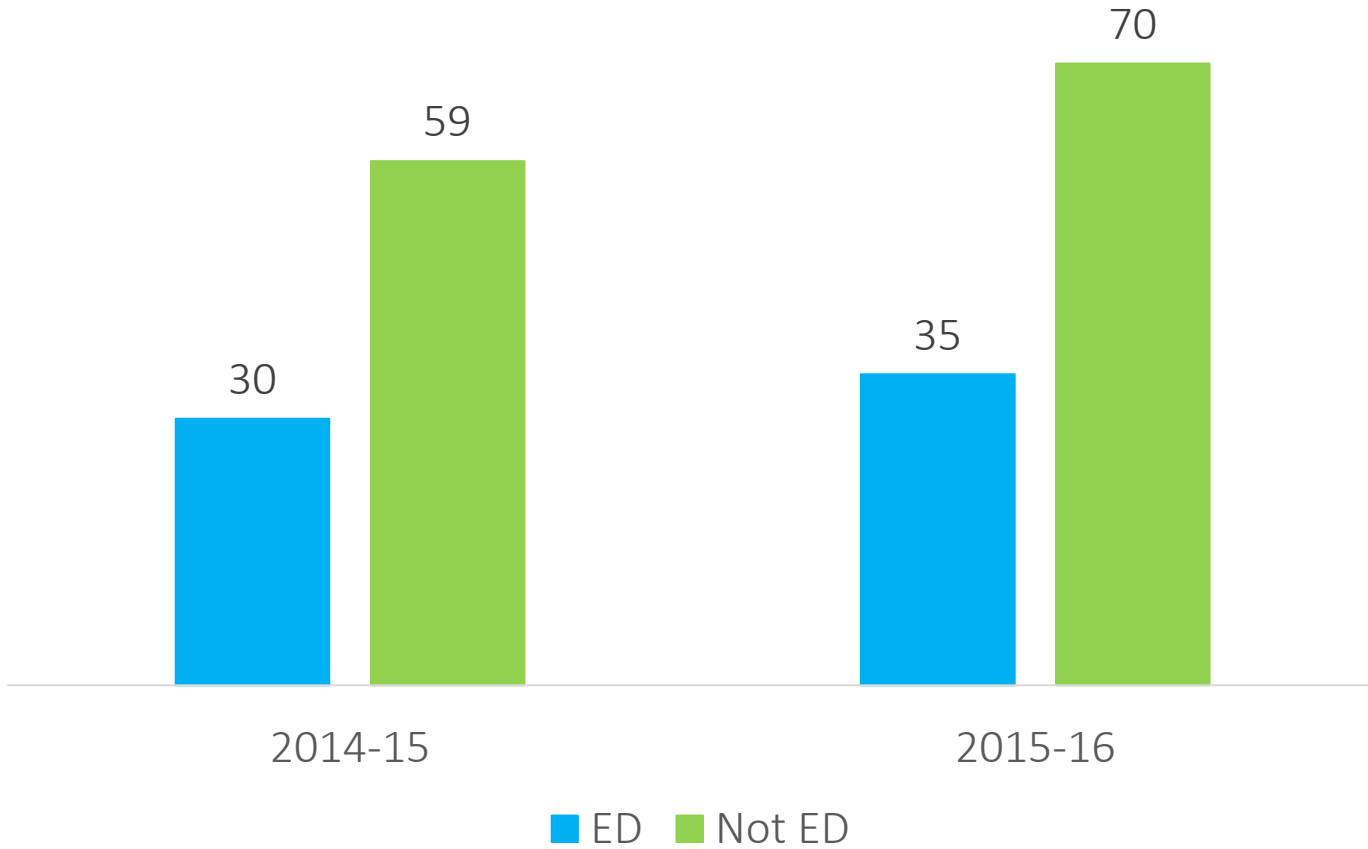
CAASPP Math Results: All Students (% At/Exceeding Standards)



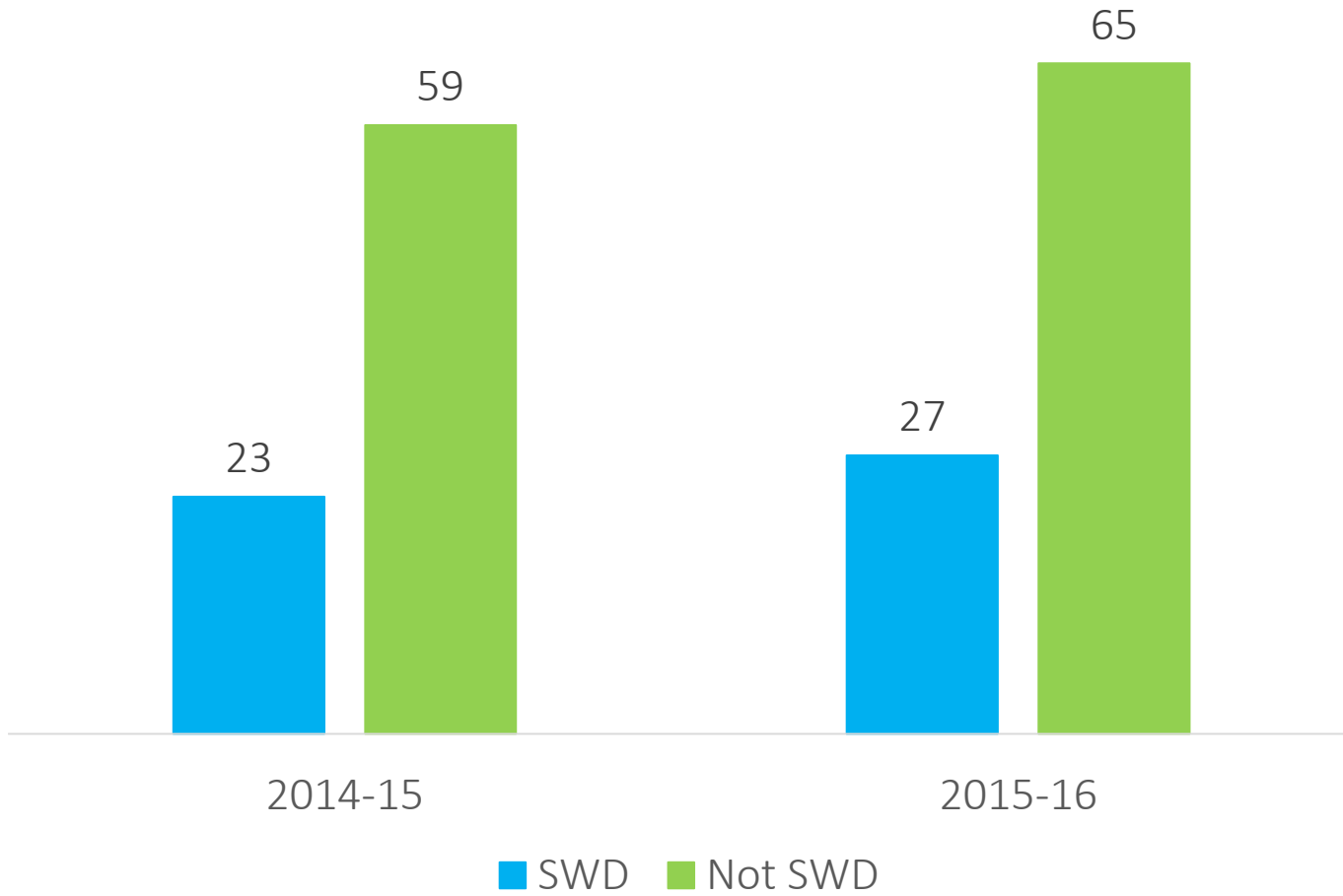
CAASPP Math Results by Ethnicity (% At/Exceeding Standards)



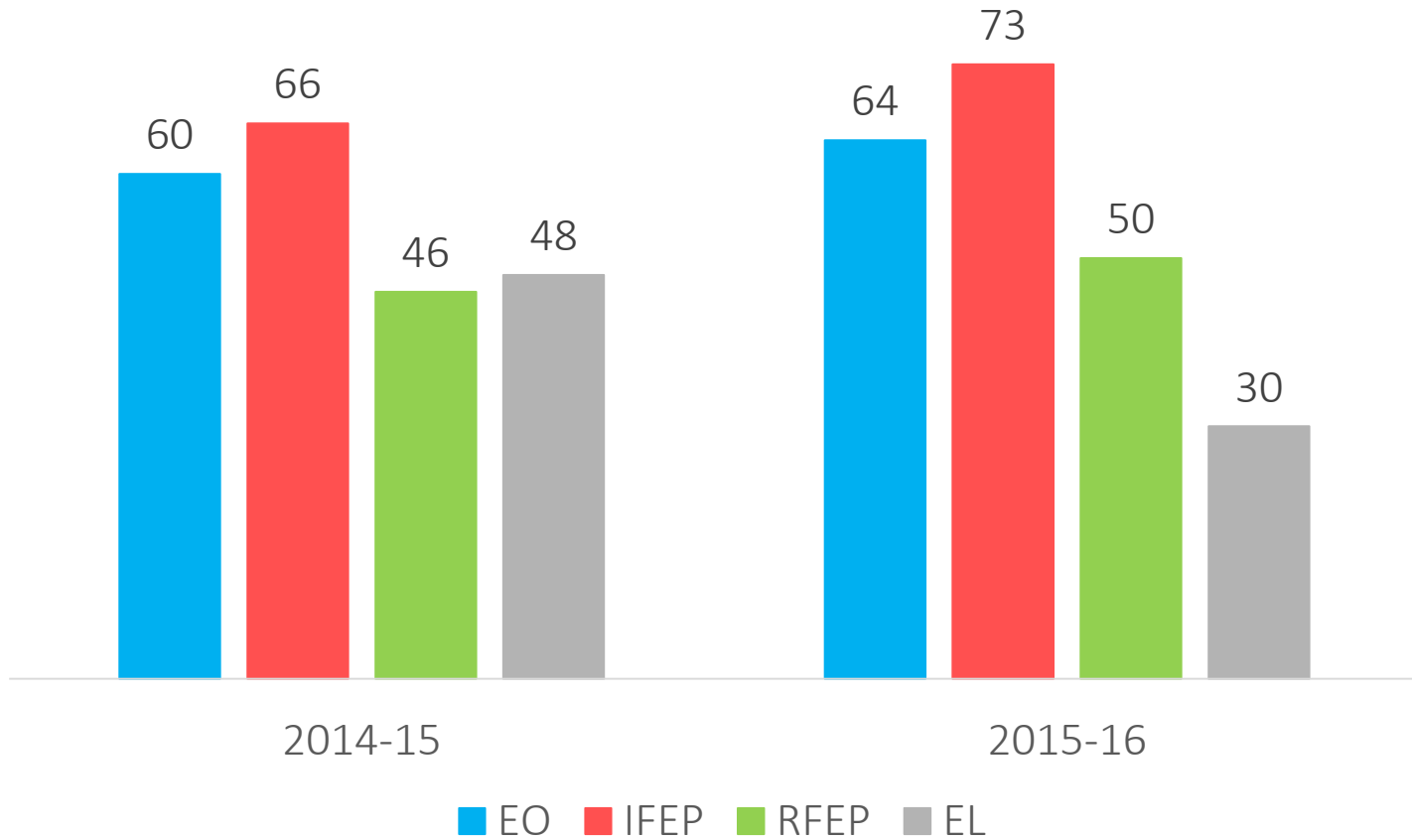
CAASPP Math Results by Economic Status (% At/Exceeding Standards)



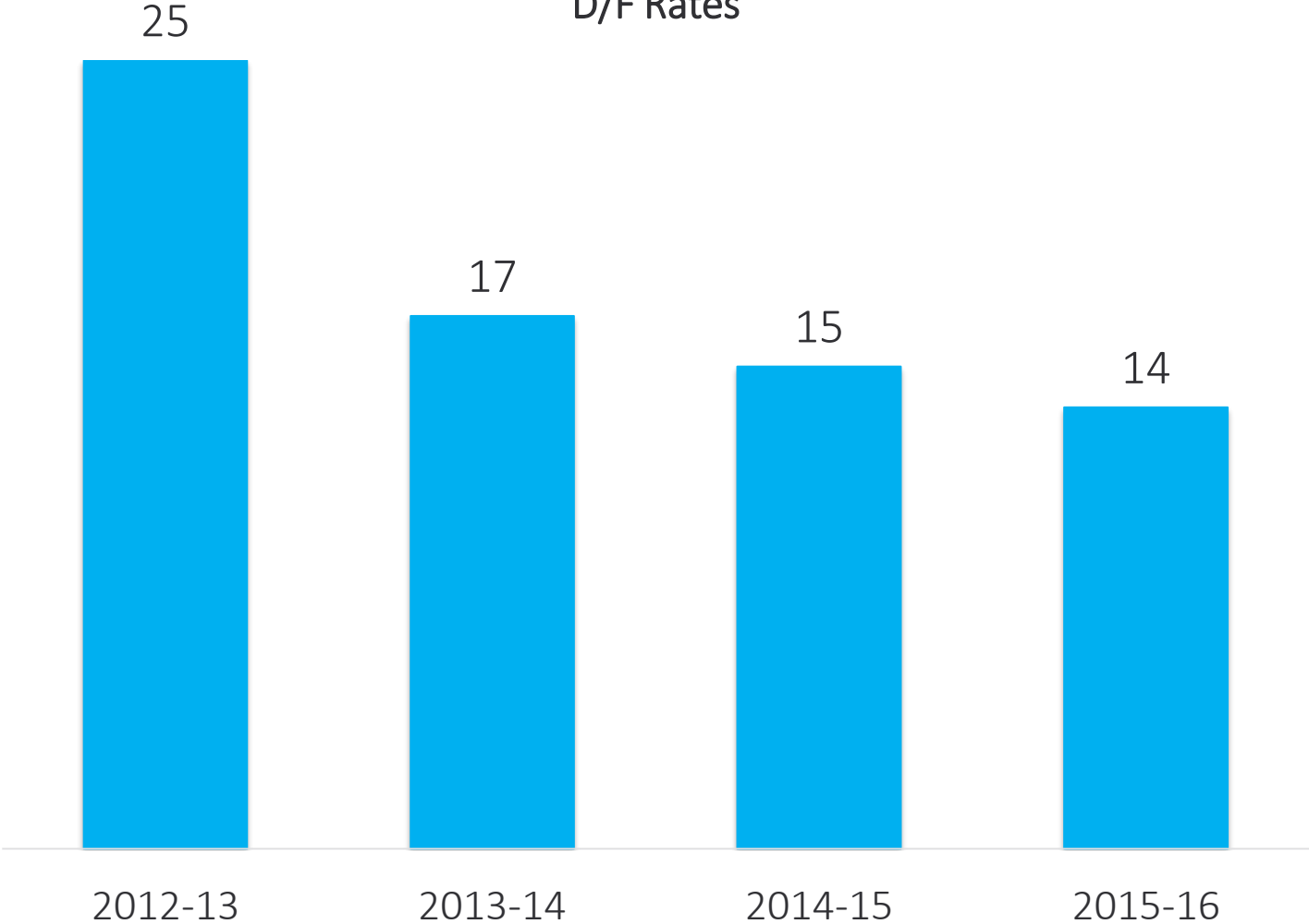
CAASPP Math Results by Disability Status (% At/Exceeding Standards)



CAASPP Math Results by Language Proficiency (% At/Exceeding Standards)



Secondary Math June Math Grades:
D/F Rates

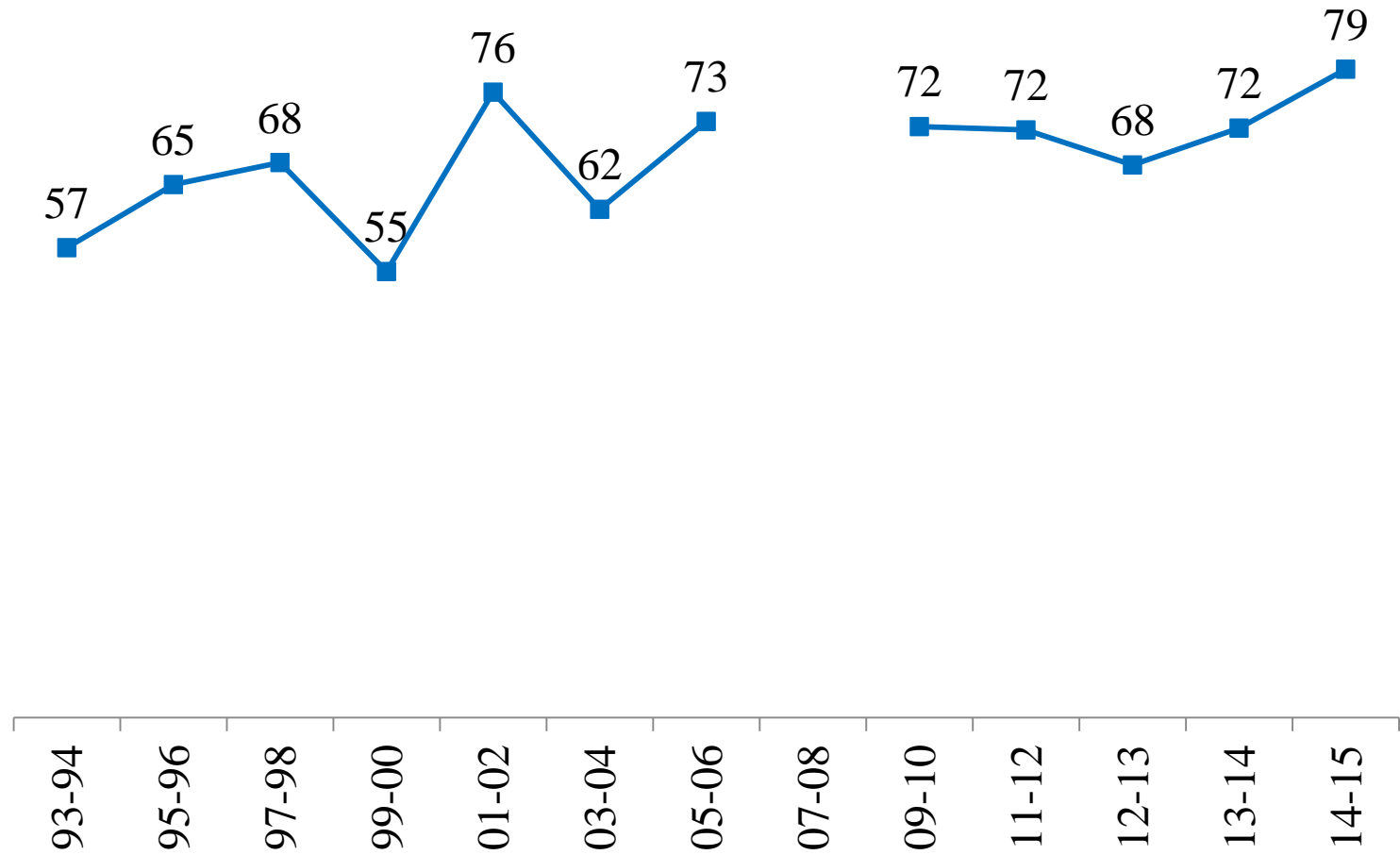


All students are ready for college and careers.

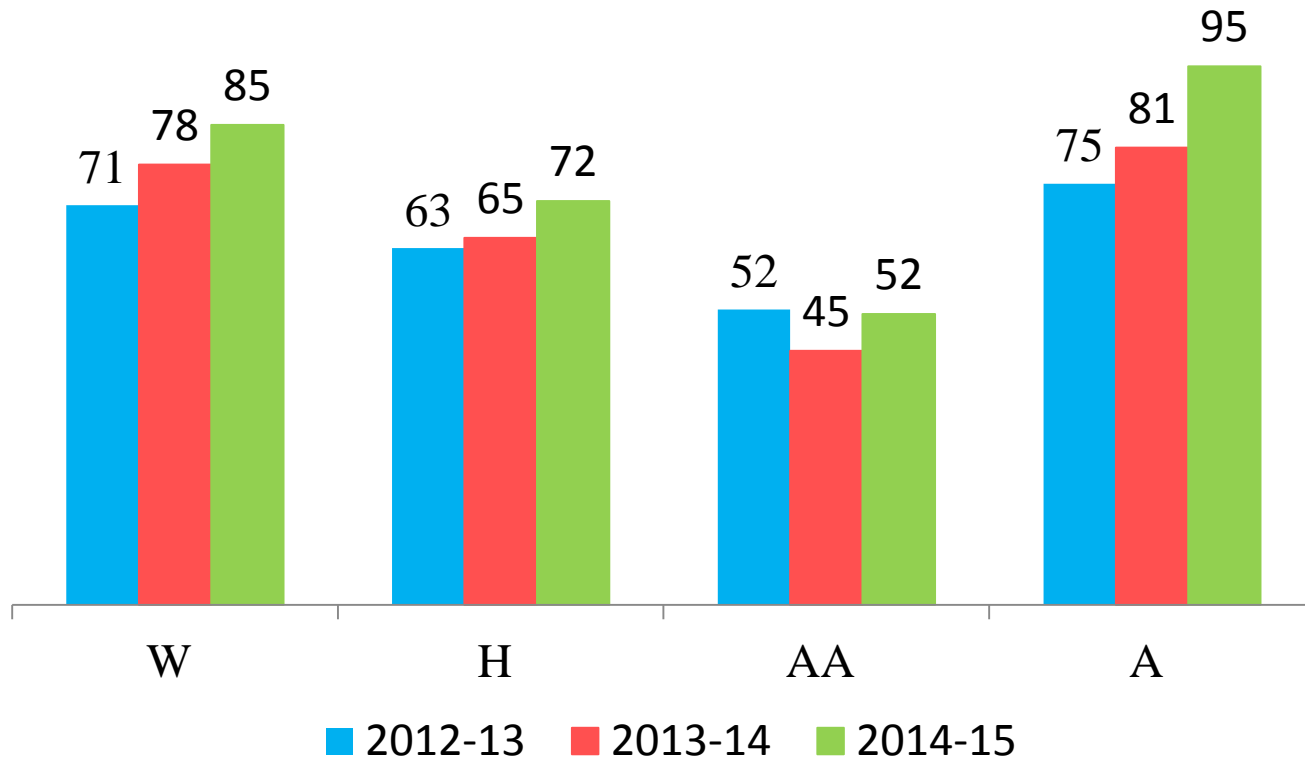
Appendix B: Goal 2 Data



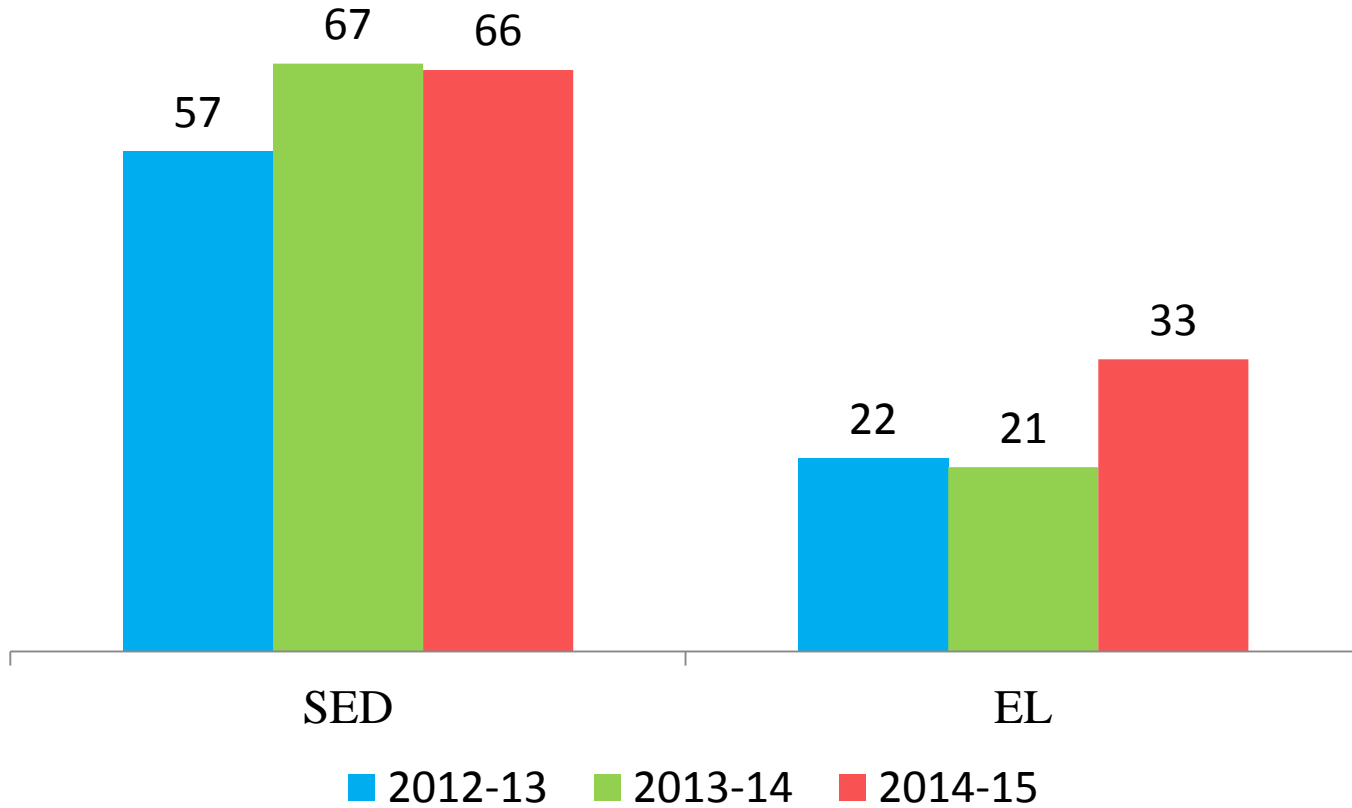
A-G Rate (%): 1993/4 - 2014/15



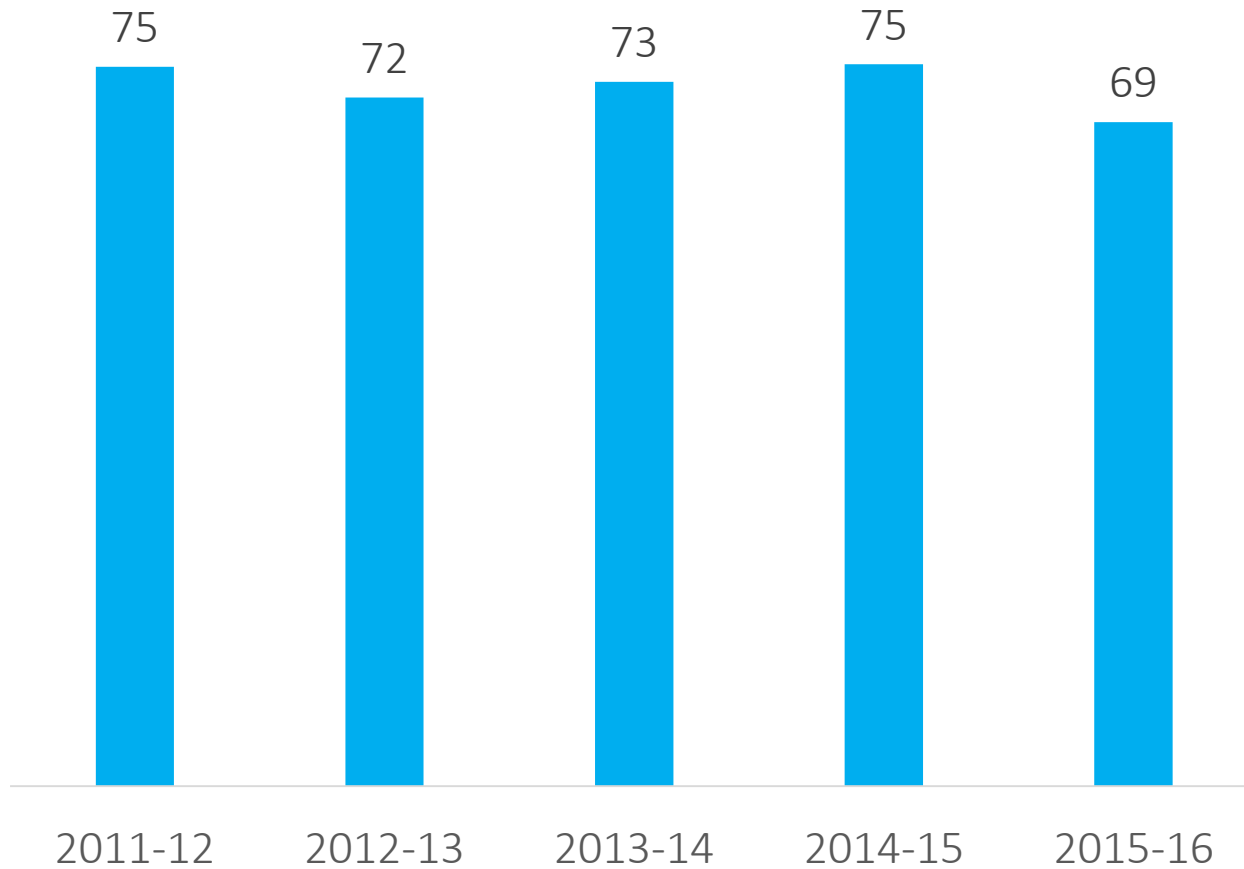
A-G Rate (%) by Ethnicity



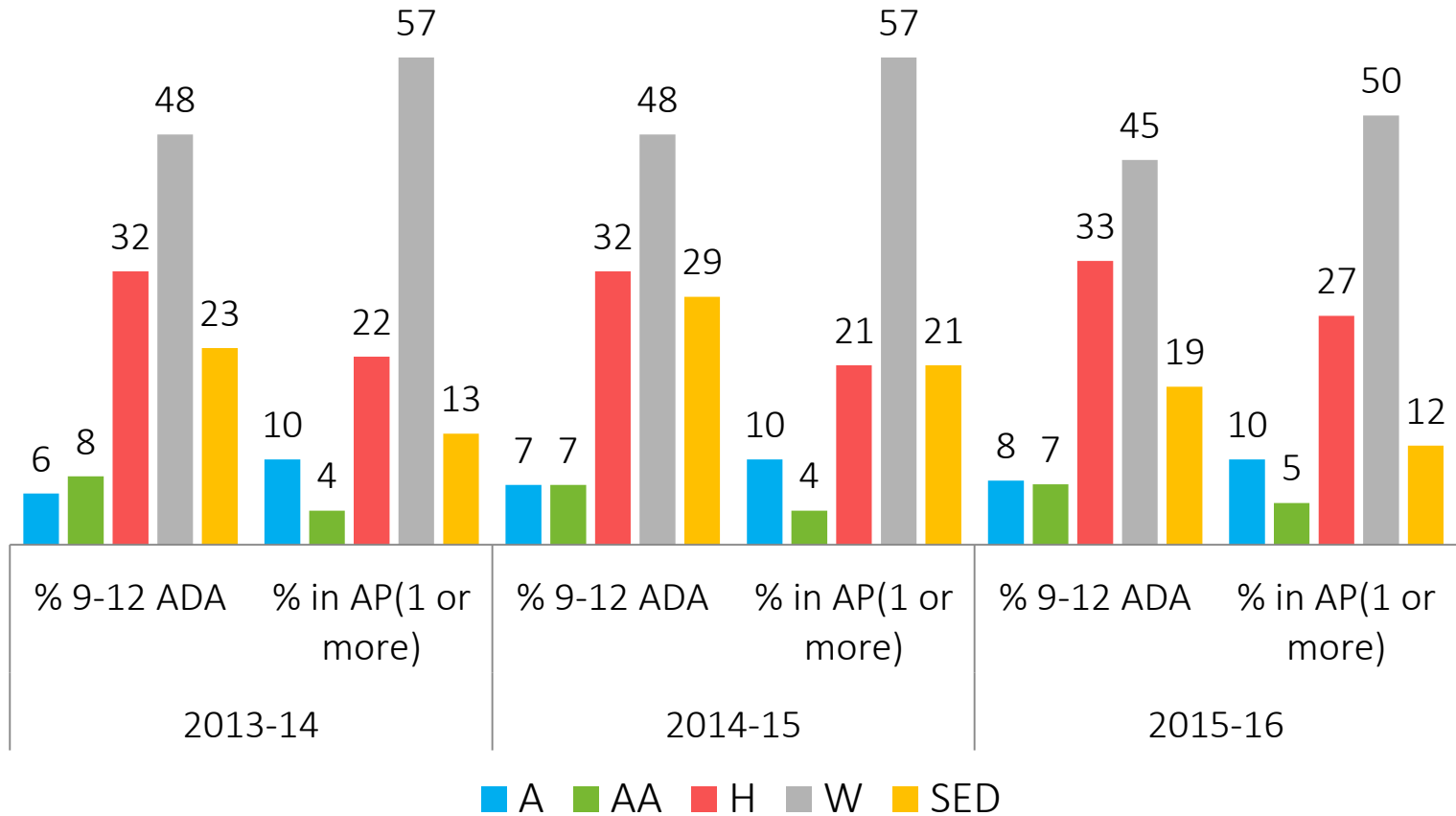
A-G Rate (%) by Program



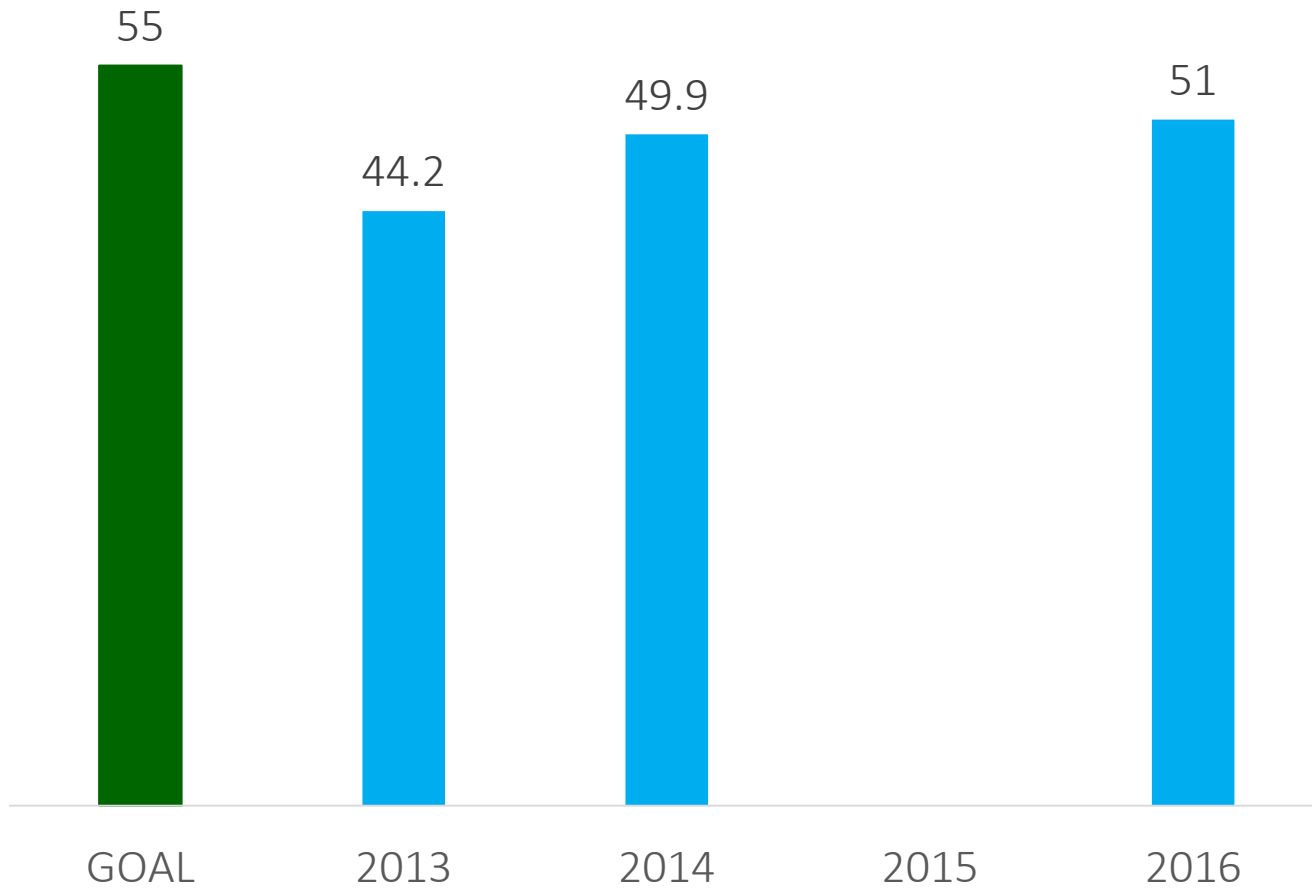
AP Pass Rates (3, 4 or 5)



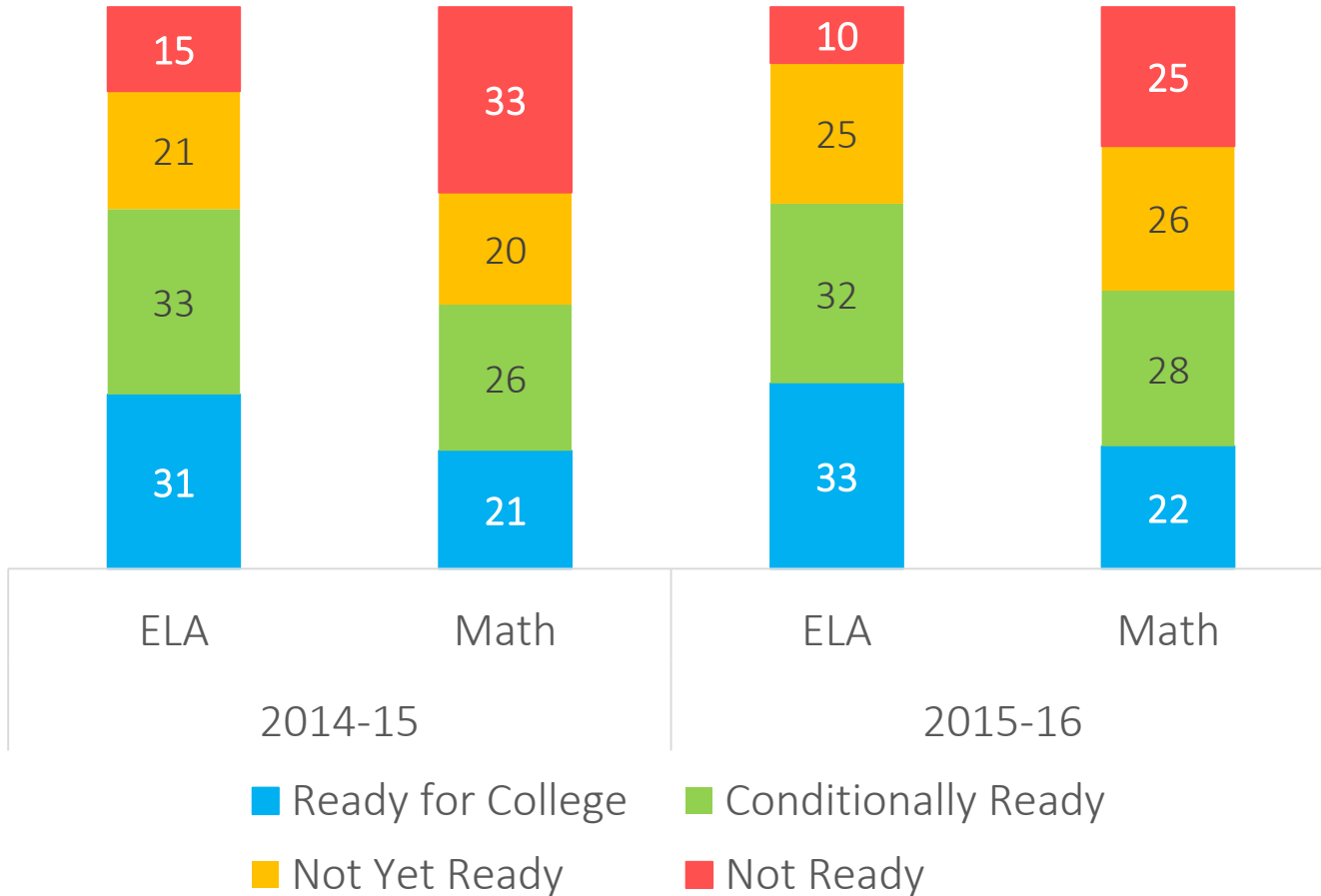
9-12 Unique Student Enrollment in One or More AP Courses



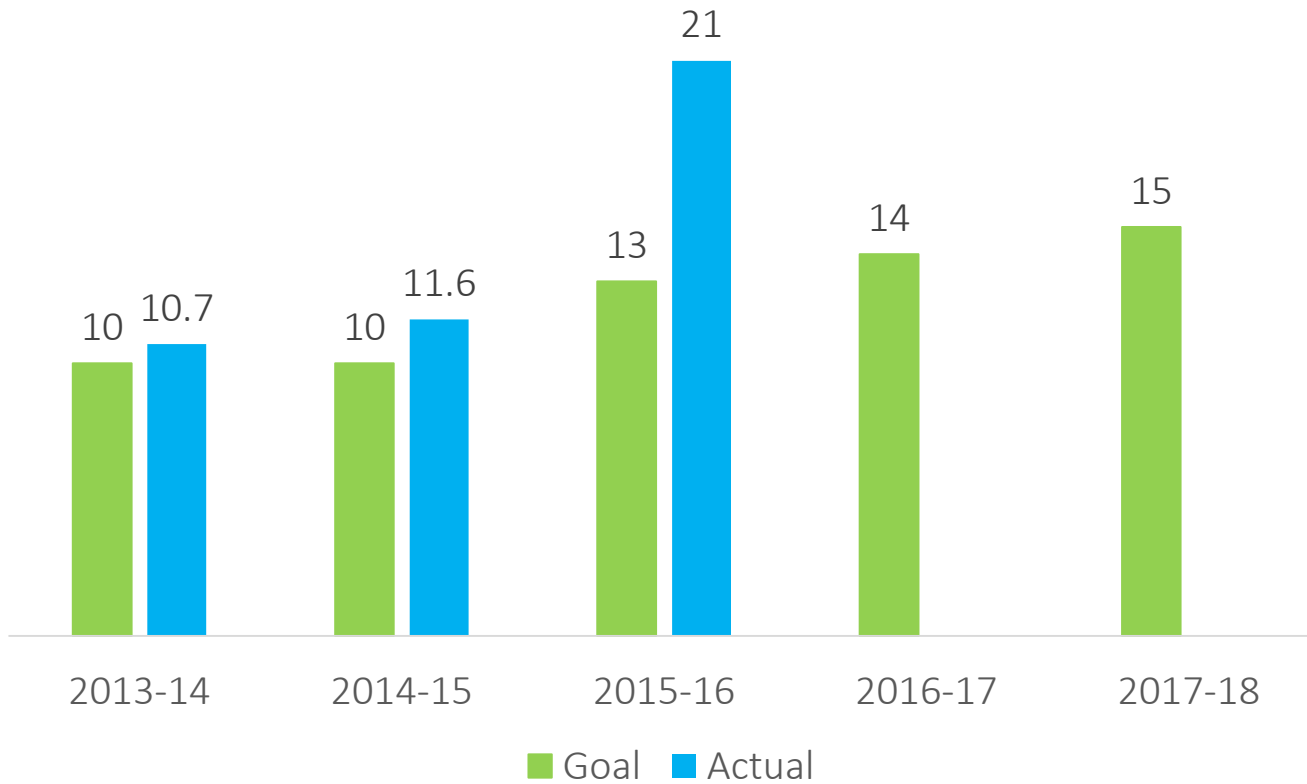
Percent of Seniors with 3, 4 or 5 on at least 1 AP Exam during High School



College and Career Readiness Trends

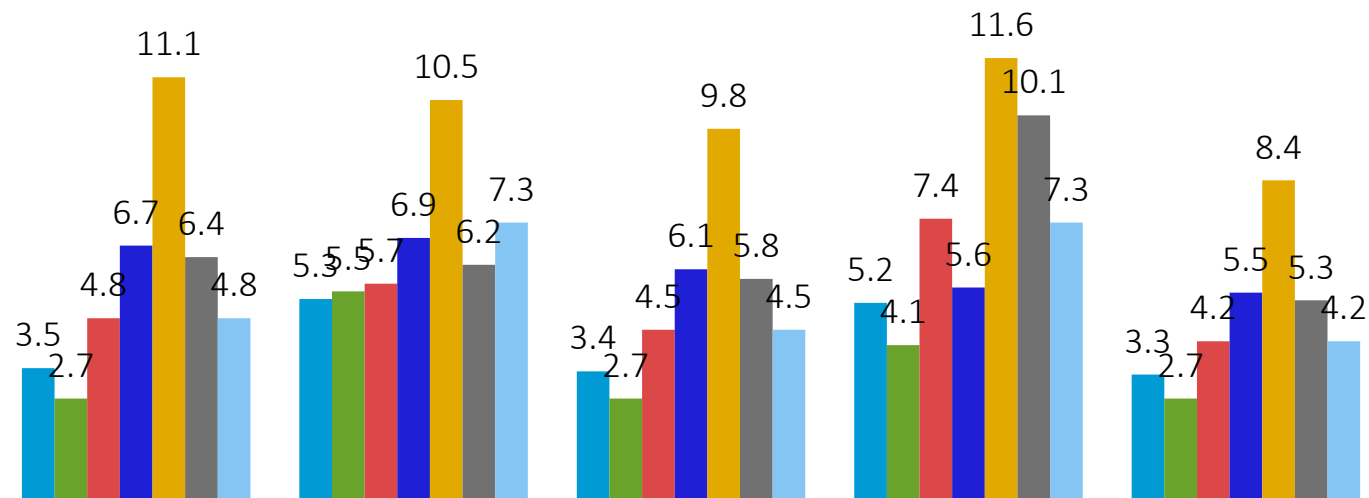


Seniors with 1 or more Dual/Concurrent Enrollment Courses on Transcripts



8th Grade Drop-Out Rate				
	2011-12	2012-13	2013-14	2014-15
Rate	0.4	0.1	0.3	0.0
Dropouts	4	1	3	0
Total 8th grade class	941	896	881	877

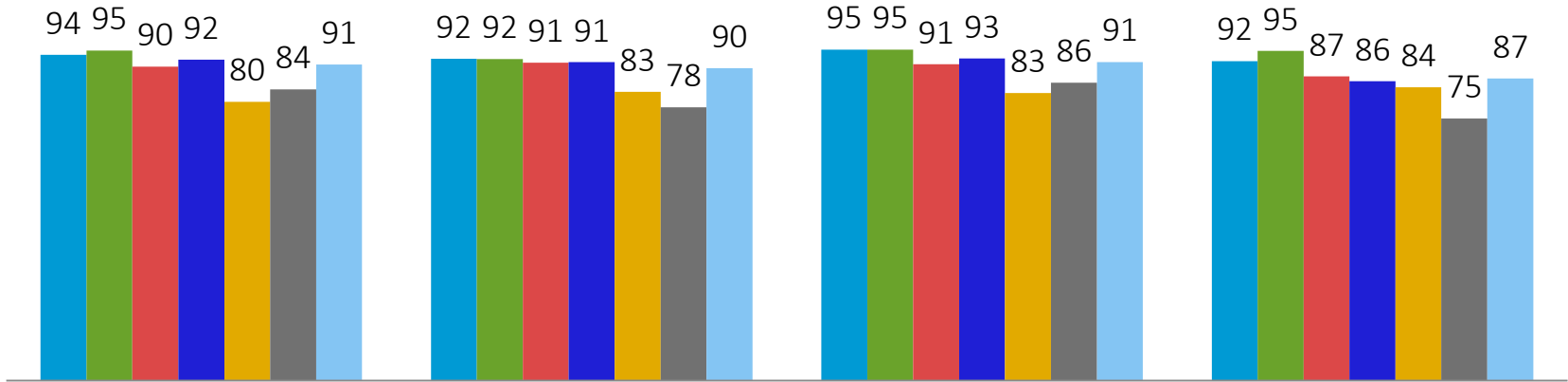
High School Drop-Out Rates



	2012-13	2013-14	Goal	Actual	Goal	Actual
	2012-13		2013-14		2014-15	
	2012-13		2013-14		2015-16	
All:	3.5	5.3	3.4	5.2	3.3	
W:	2.7	5.5	2.7	4.1	2.7	
H:	4.8	5.7	4.5	7.4	4.2	
AA:	6.7	6.9	6.1	5.6	5.5	
EL:	11.1	10.5	9.8	11.6	8.4	
SWD:	6.4	6.2	5.8	10.1	5.3	
SED:	4.8	7.3	4.5	7.3	4.2	

■ All:
 ■ W:
 ■ H:
 ■ AA:
 ■ EL:
 ■ SWD:
 ■ SED:

High School Graduation Rates



	2012-13	2013-14	Goal	Actual
	2014-15			
All:	94	92	95	92
W:	95	92	95	95
H:	90	91	91	87
AA:	92	91	93	86
EL:	80	83	83	84
SWD:	84	78	86	75
SED:	91	90	91	87

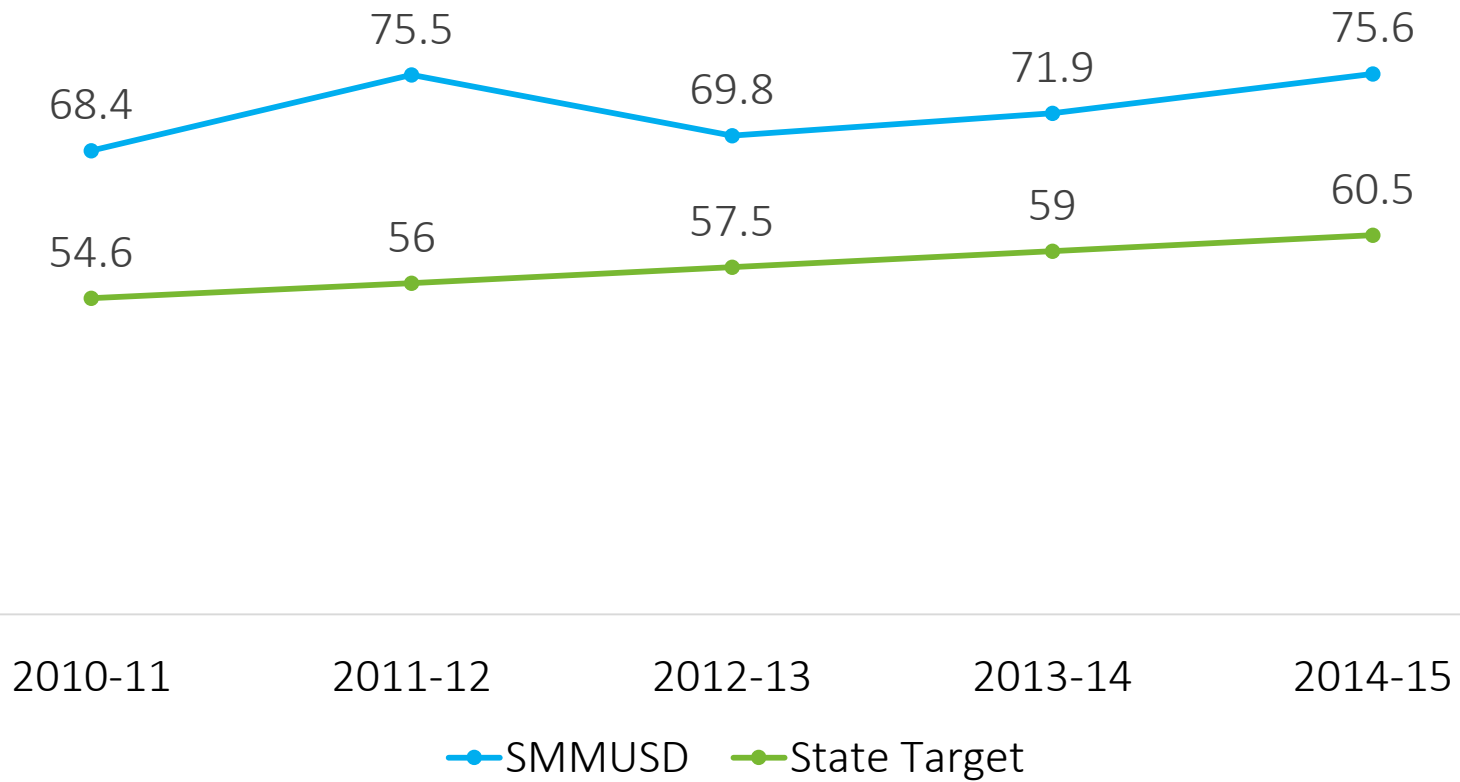
■ All:
 ■ W:
 ■ H:
 ■ AA:
 ■ EL:
 ■ SWD:
 ■ SED:

English Learners will become proficient in English while engaging in a rigorous, standards-aligned curriculum in the core content areas.

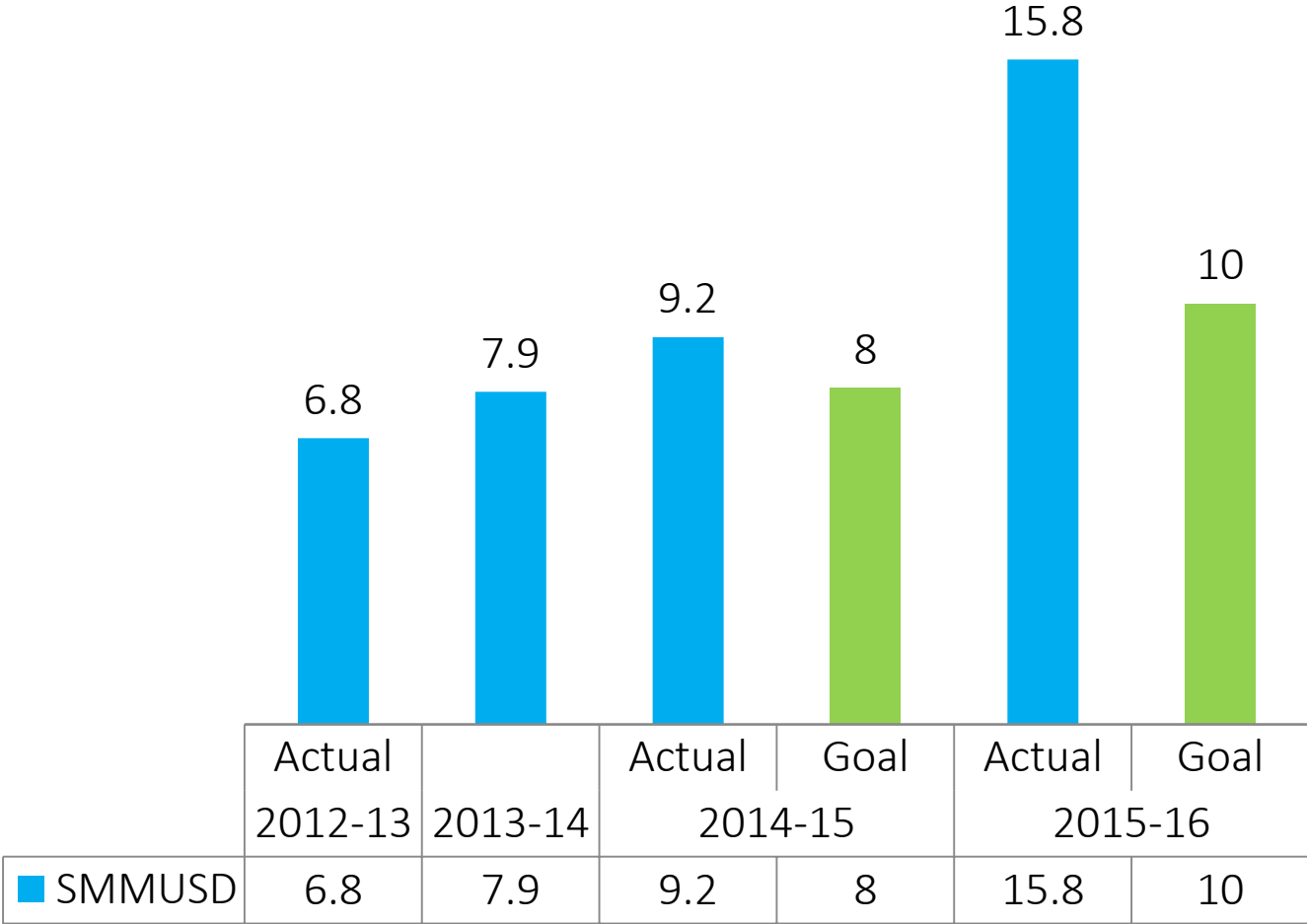
Appendix C: Goal 3 Data



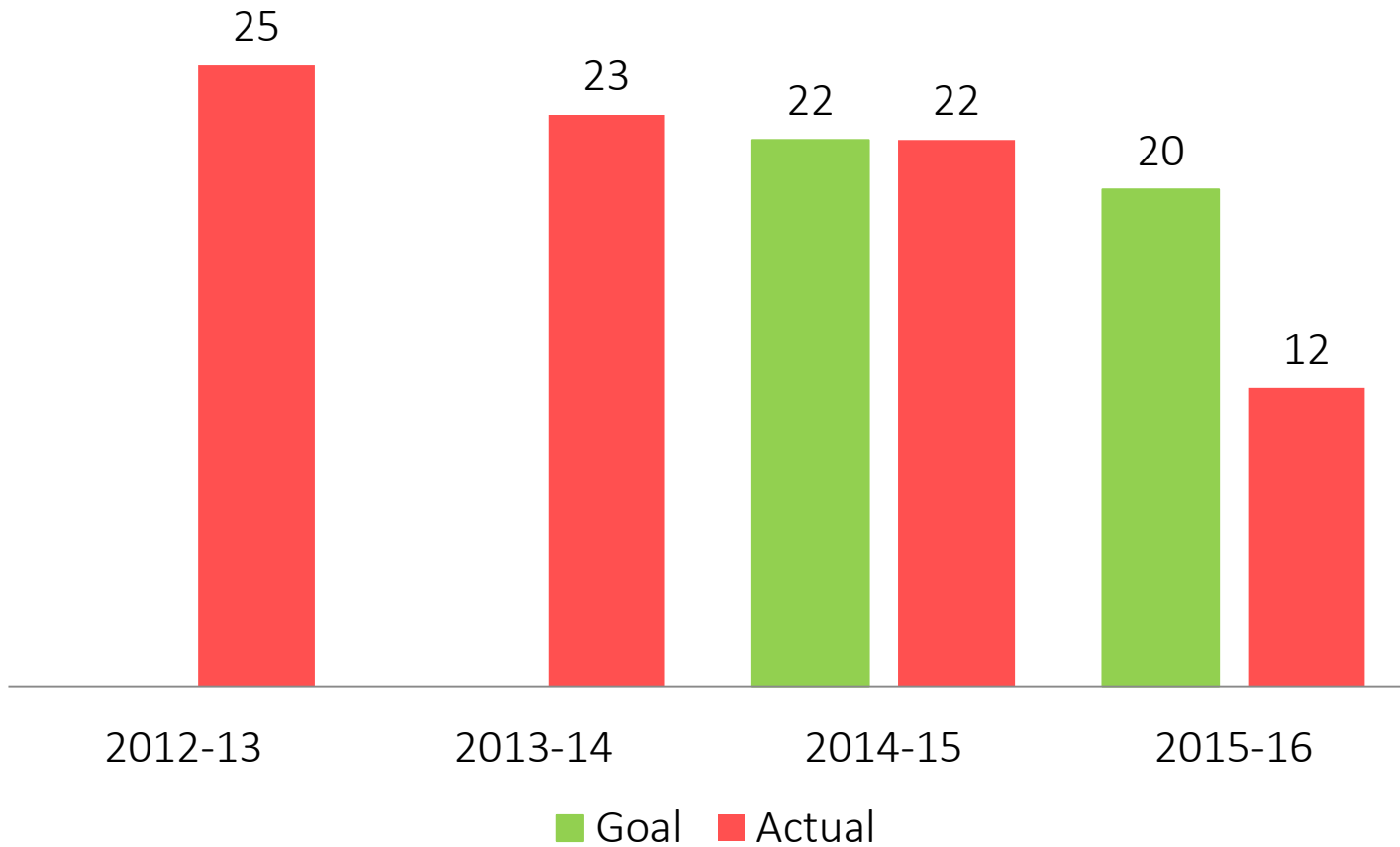
EL Rate of Improving 1 or more levels on CELDT



English Learner Reclassification Rates



LTEL Rate (% LTEL of all ELs)

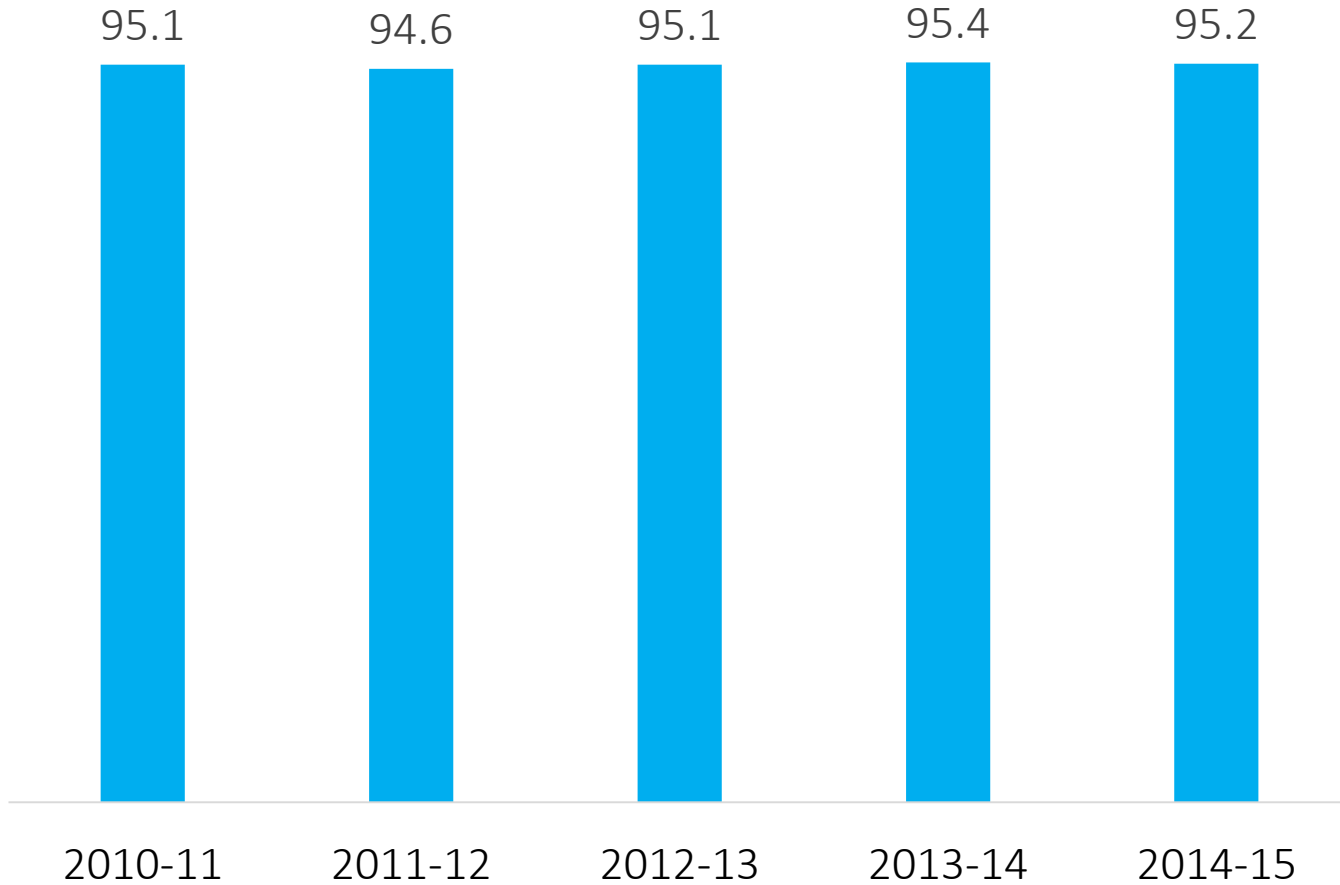


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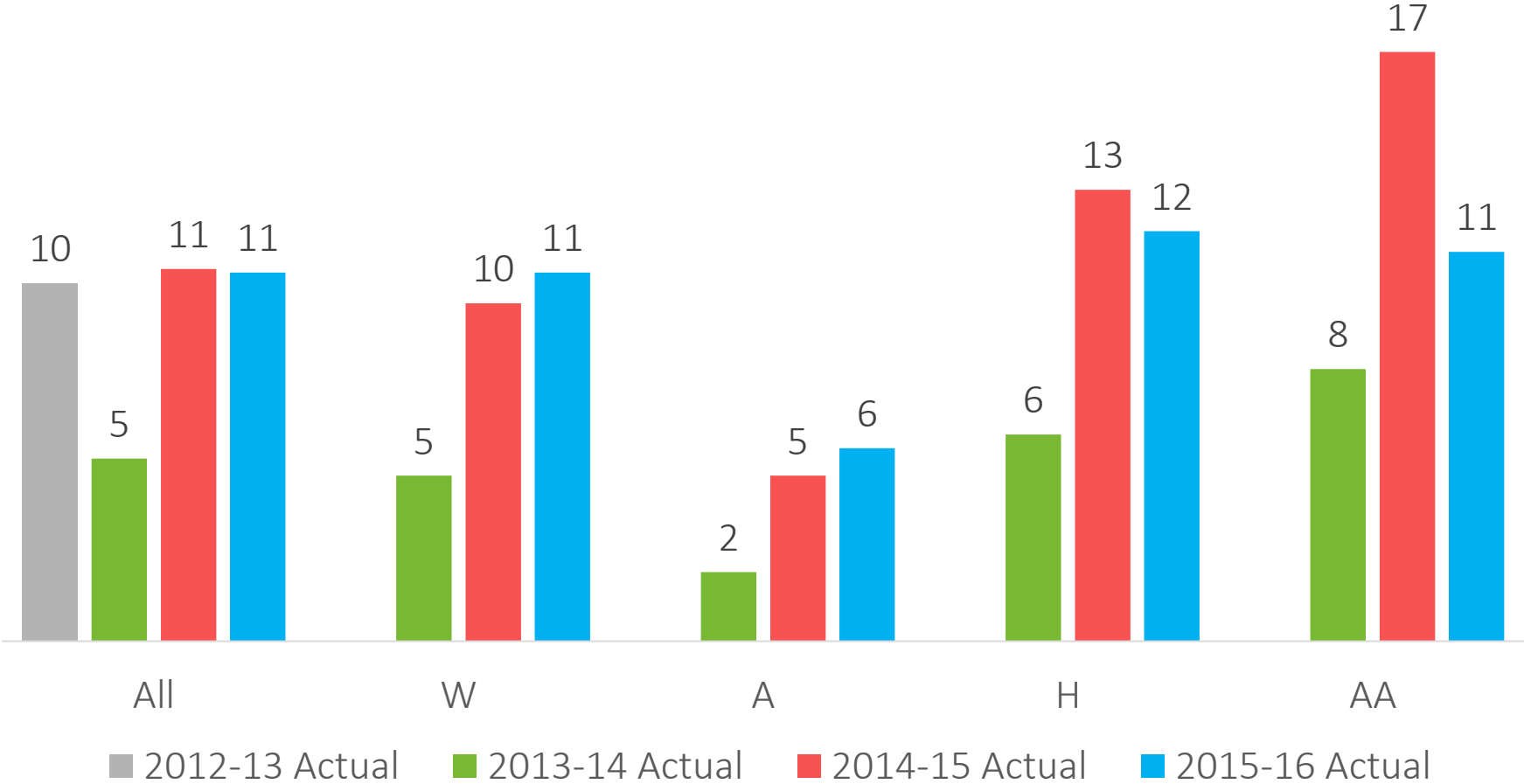
Appendix D: Goal 4 Data



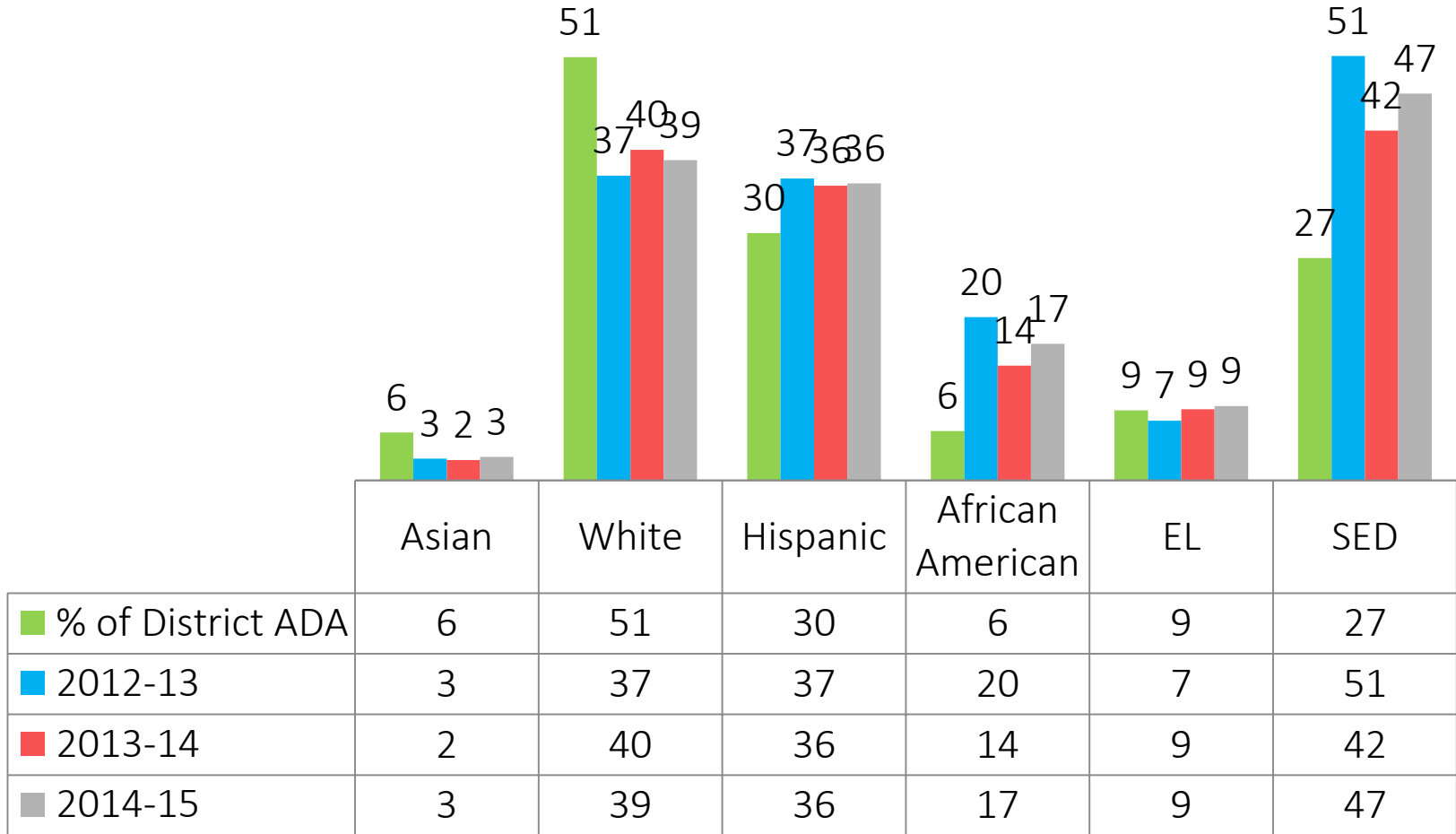
Average Daily Attendance (% of all students) (ADA) Trends



Chronic Absentee Rate (days absent >=36)



Suspension Rates



■ % of District ADA
 ■ 2012-13
 ■ 2013-14
 ■ 2014-15

SMMUSD Expulsion Rate Trends				
	2011-12	2012-13	2013-14	2014-15
Students Expelled	4	4	0	4
District Enrollment	11,468	11,417	11,347	11,289
Percent Expelled	0.03	0.04	0.00	0.04