



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

# 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
  - Webster Elem. School
  - Malibu High School
  - Santa Monica High 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



# 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](http://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 11<sup>th</sup> 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 on 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
- <http://www.smmusd.org/superintendent/index.html>

# Visible Evidence of Student Learning

<b>Higher Order Thinking Skills</b>	Students gradually released to complete DOK 3 & 4 level tasks that require: <ul style="list-style-type: none"><li>• use of analysis, evaluation, logic, reasoning, problem solving and justifying</li><li>• transfer of learning to new contexts via planning and creativity</li></ul>
<b>Close and Analytic Reading</b>	Students read/observe with a clear purpose and prompt that requires: <ul style="list-style-type: none"><li>• annotation, source-dependent questions, multiple readings and notetaking</li><li>• evidence-based conversations and completion of a writing-to-learn task</li></ul>
<b>Communicate using Precise Academic Language</b>	Students speak and write precisely using academic language that requires: <ul style="list-style-type: none"><li>• effective use of content and domain specific vocabulary</li><li>• productive discourse connected to prompts, starters, frames and scaffolds</li><li>• conveying understanding, sharing ideas and critiquing the reasoning of others</li></ul>
<b>Structured Collaborative Conversations</b>	Students effectively work in pairs or groups in a clearly defined task that requires: <ul style="list-style-type: none"><li>• accountability for roles, responsibilities and completion of task steps/process</li><li>• structured academic discourse to critique and justify using evidence</li></ul>
<b>Evidence-based Arguments</b>	Students develop claims, conjectures and hypotheses that require: <ul style="list-style-type: none"><li>• analyzing information and applying reasoning to justify with evidence</li><li>• constructing, applying and justifying mathematical/scientific models</li></ul>
<b>Evidence-based Writing</b>	Students clearly communicate through a range of writing that requires: <ul style="list-style-type: none"><li>• short responses and process writing (prewrite, draft, revise, edit and publish)</li><li>• responding to narrative, informational and argumentative prompts</li><li>• justifying opinions, reasoning and solutions with evidence</li></ul>



# 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.

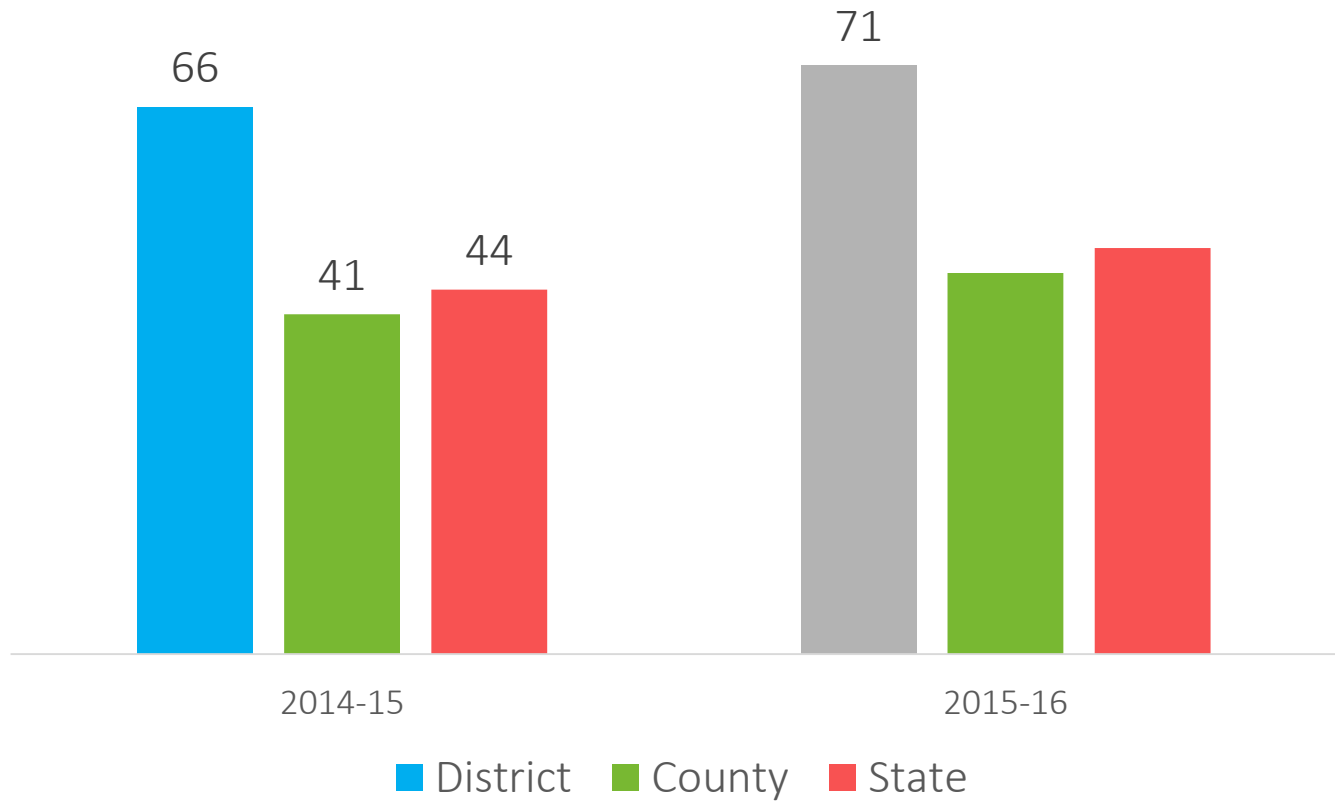


All PreK-12 students engage in a rigorous, relevant and standards-aligned curriculum.

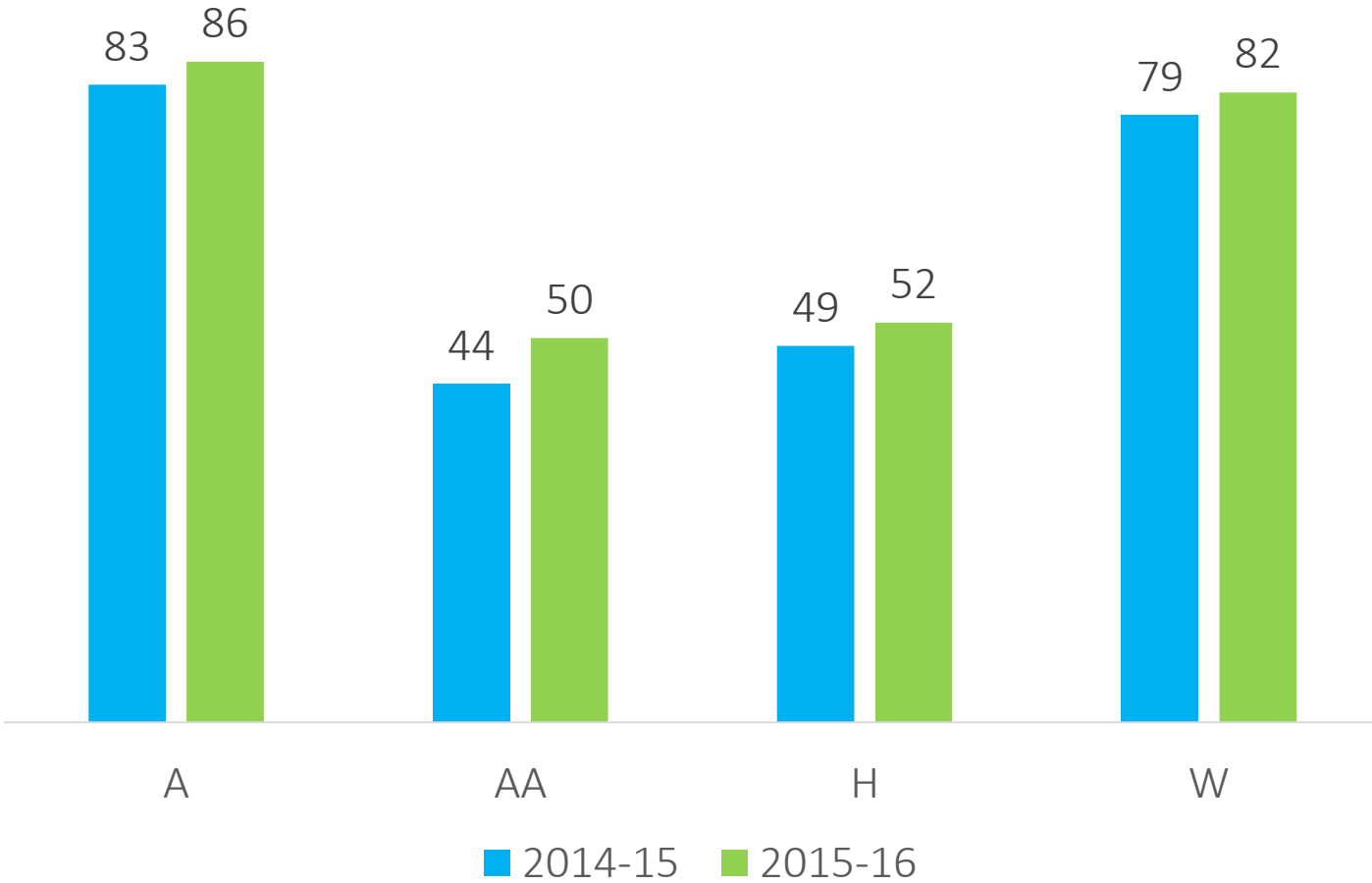
## Appendix A: Goal 1 Data



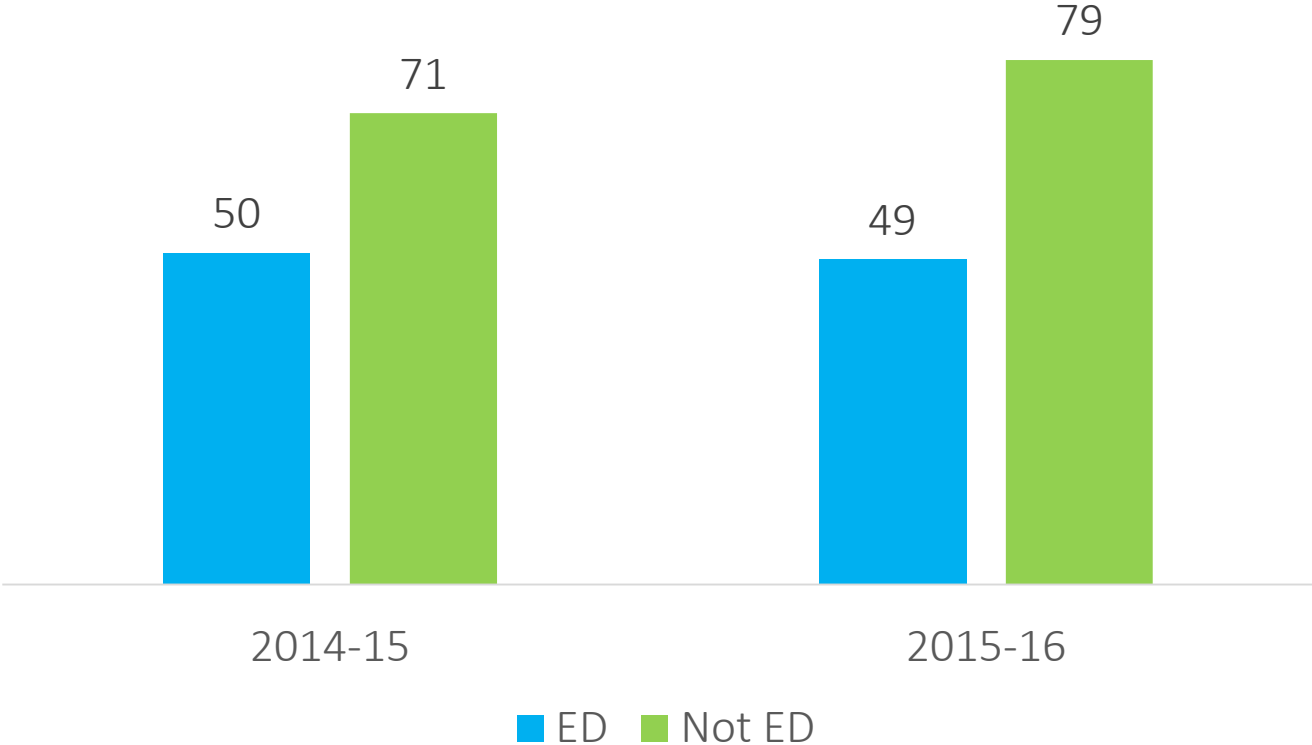
### CAASPP ELA Results : All Students (% At/Exceeding Standards)



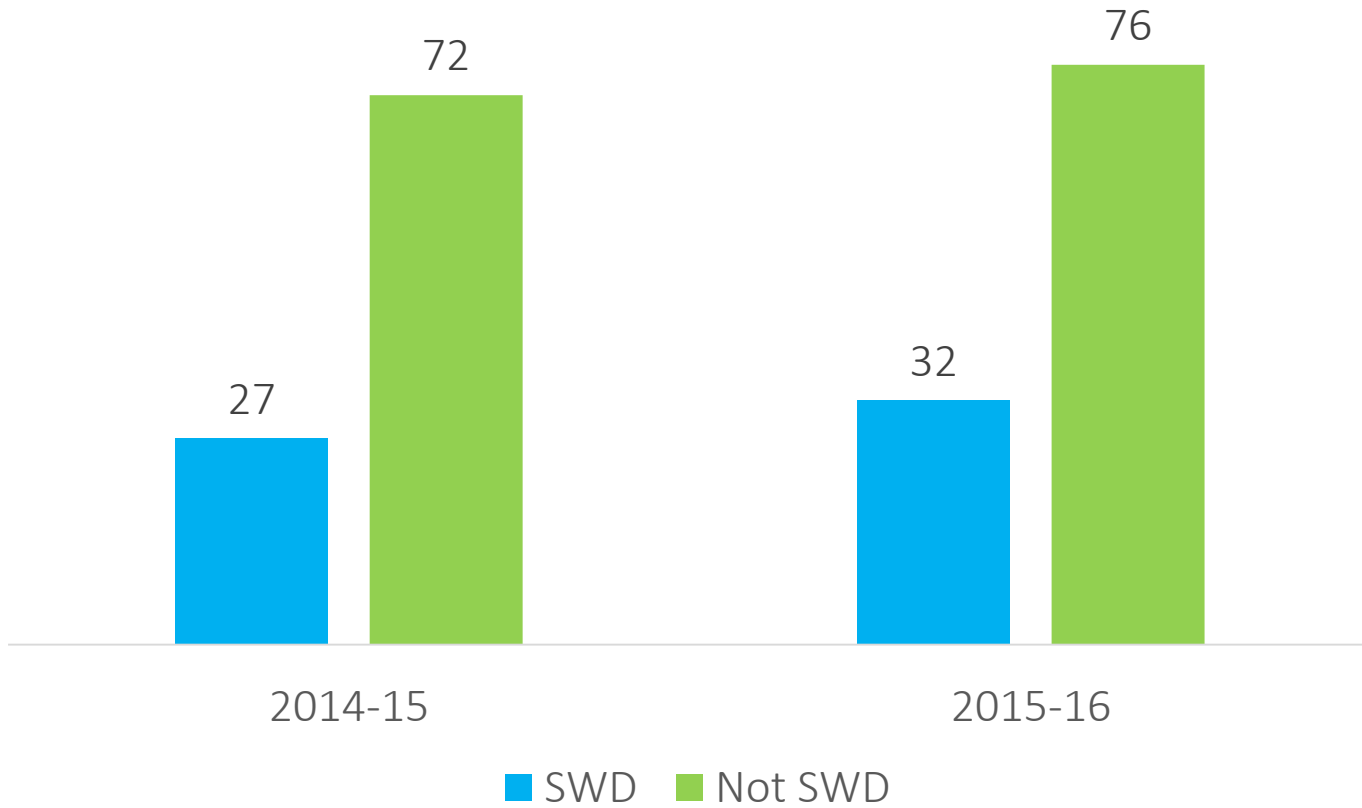
### CAASPP ELA Results: By Ethnicity (% At/Exceeding Standards)



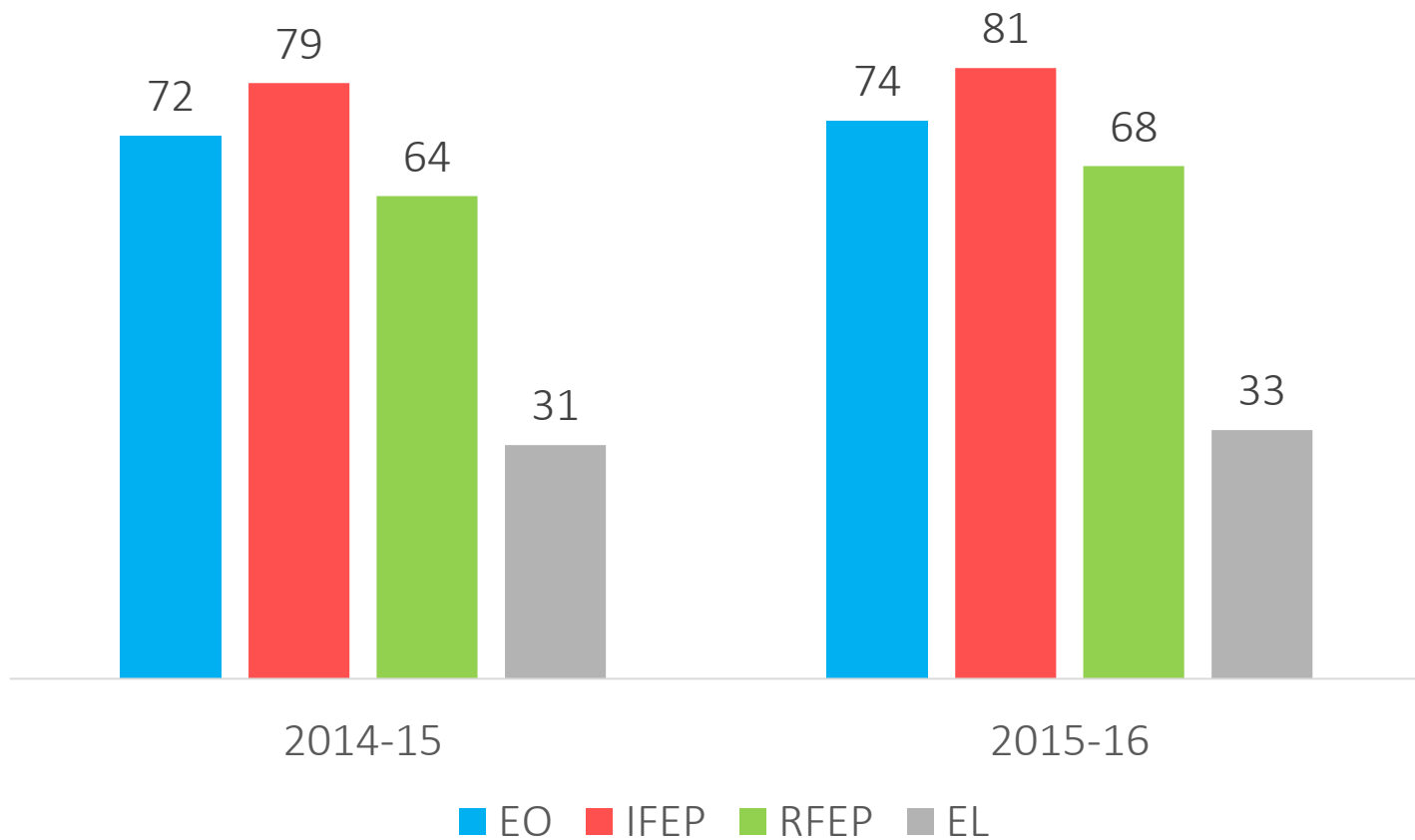
CAASPP ELA Results: By Economic Status  
(% At/Exceeding Standards)



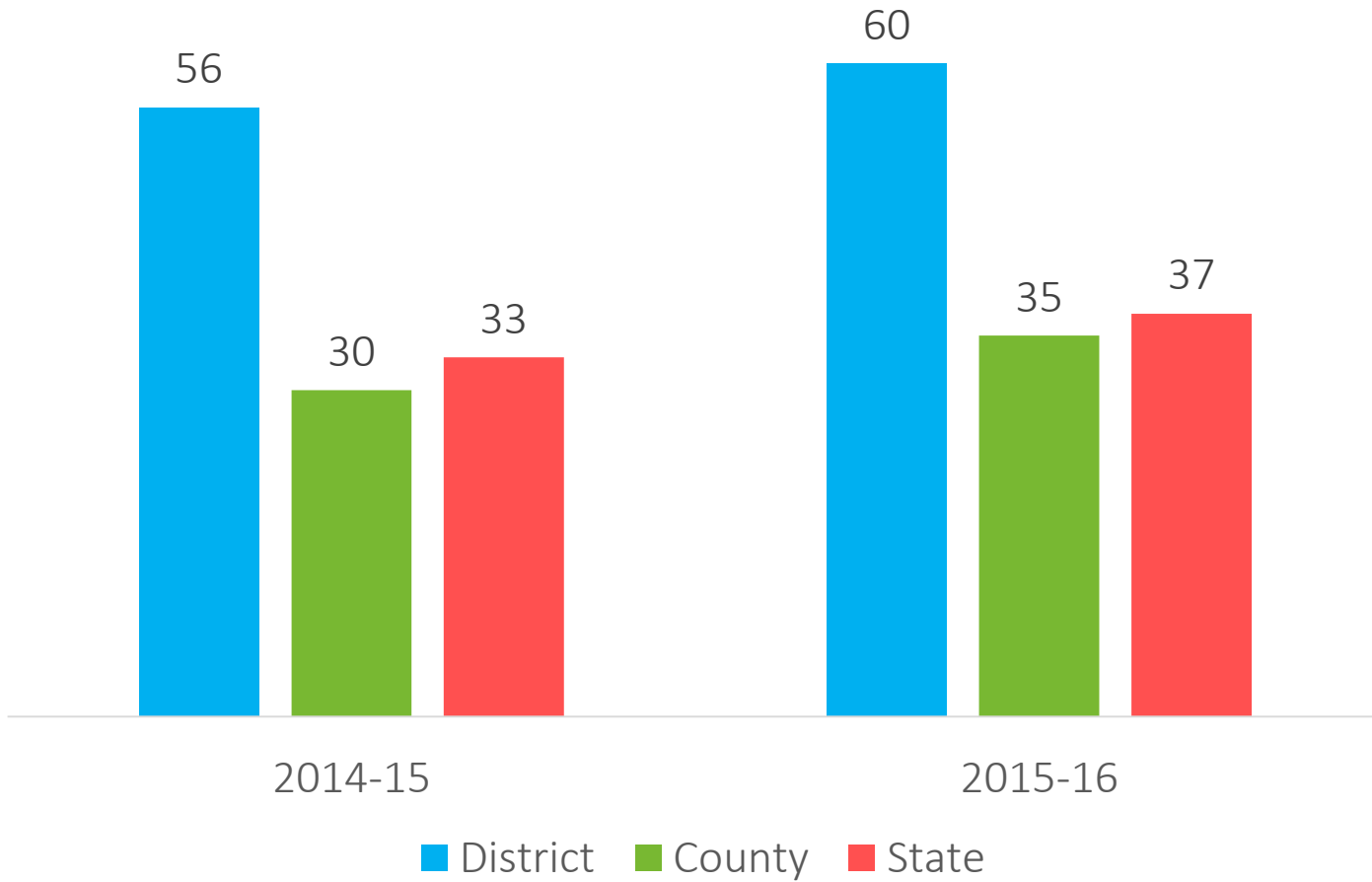
CAASPP ELA Results: By Disability Status  
(% At/Exceeding Standards)



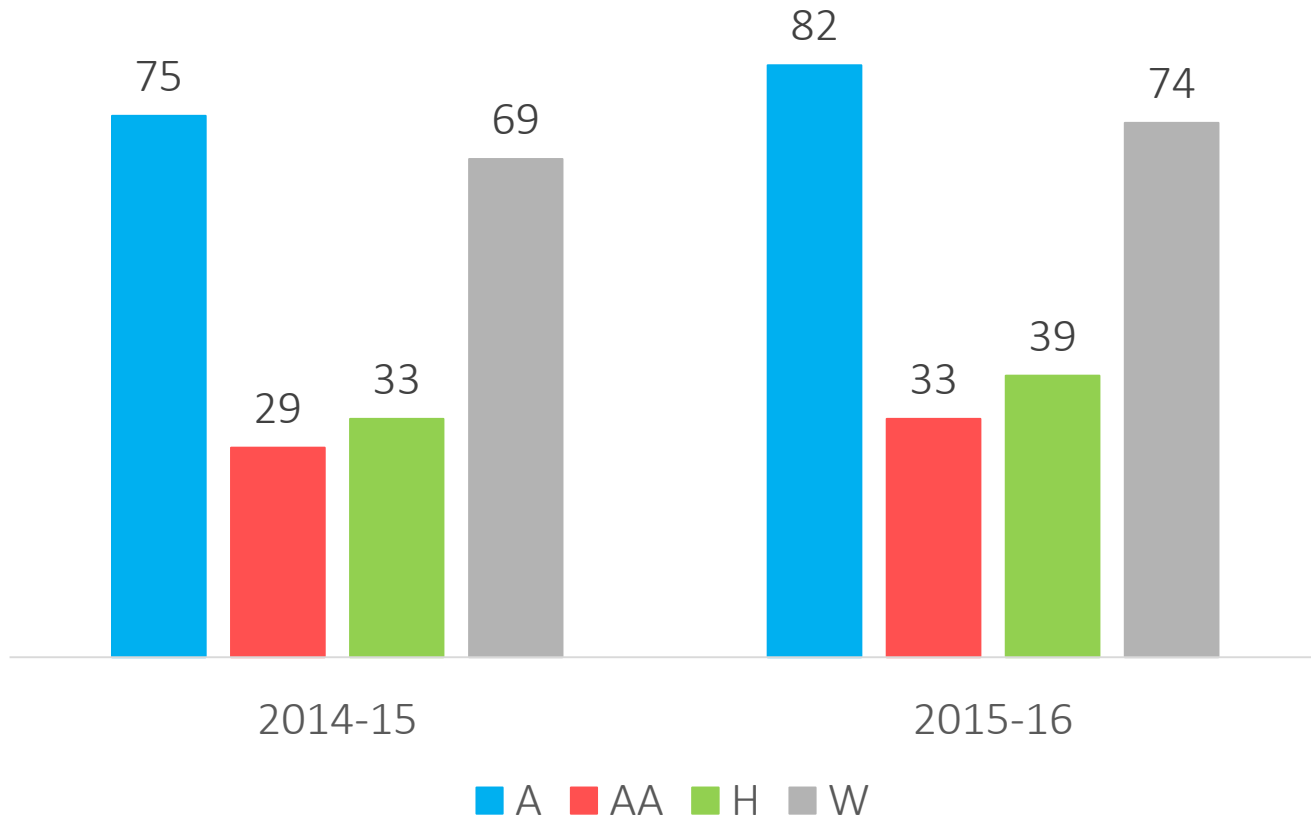
### CAASPP ELA Results: By English Proficiency (% At/Exceeding Standards)



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

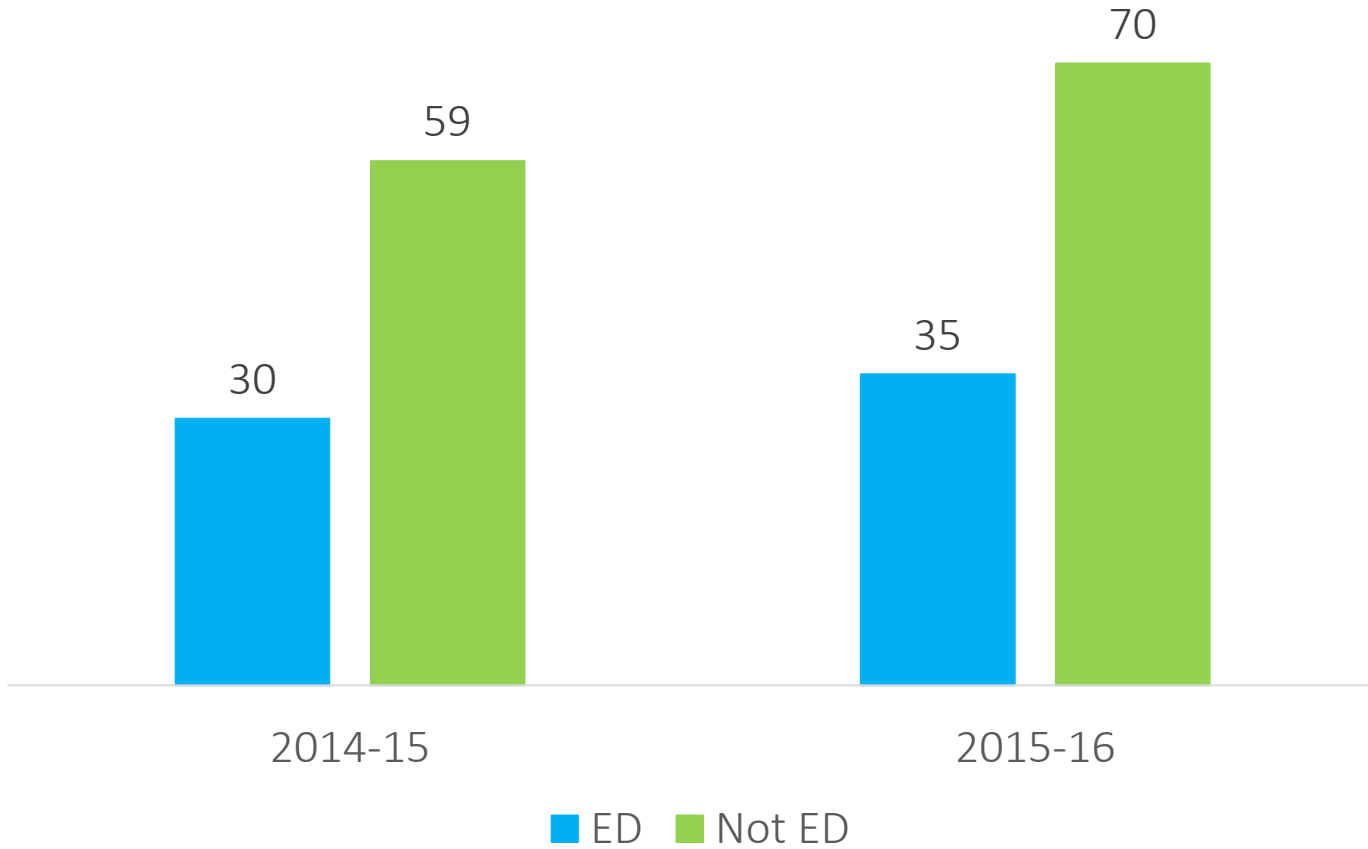


### CAASPP Math Results by Ethnicity (% At/Exceeding Standards)

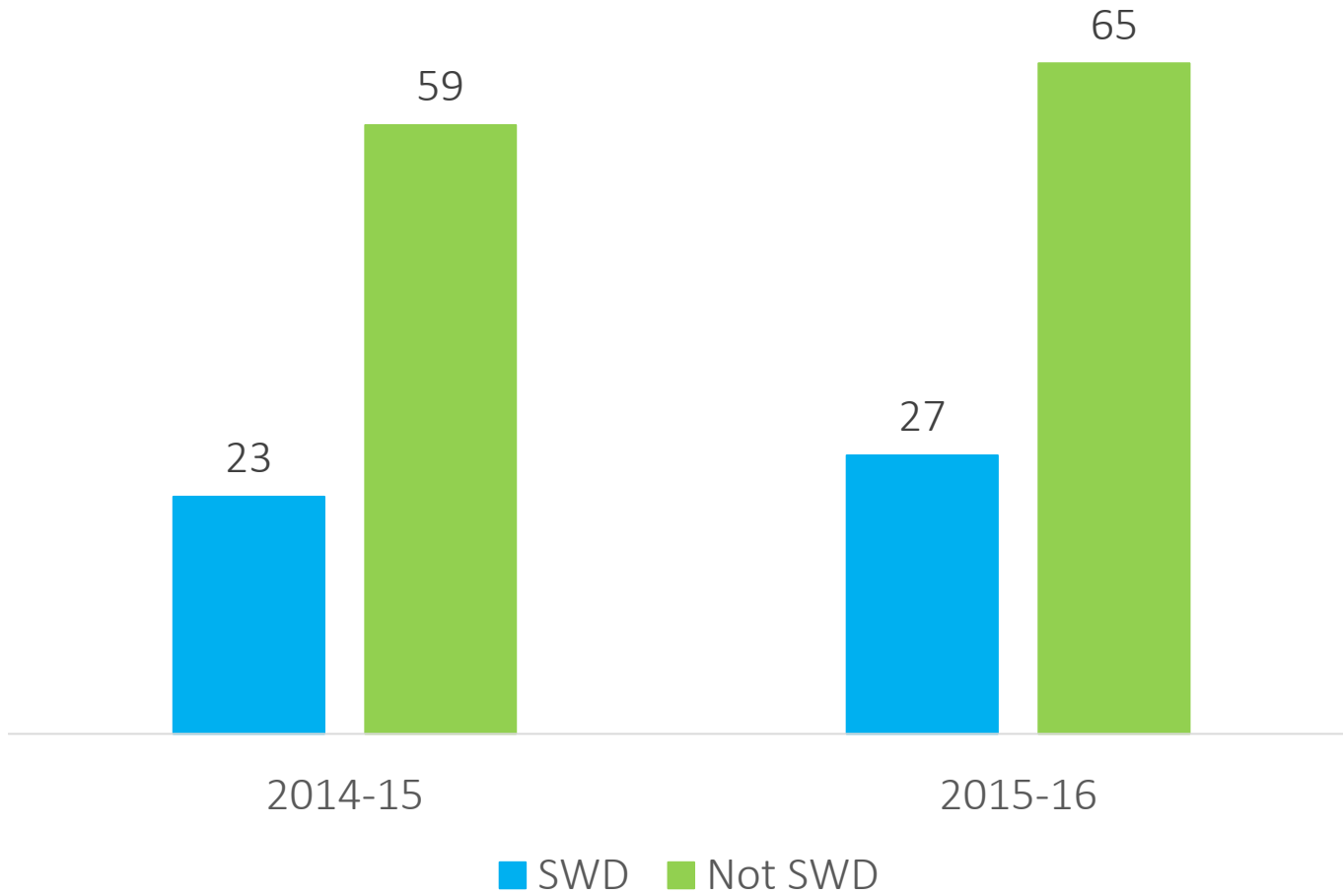




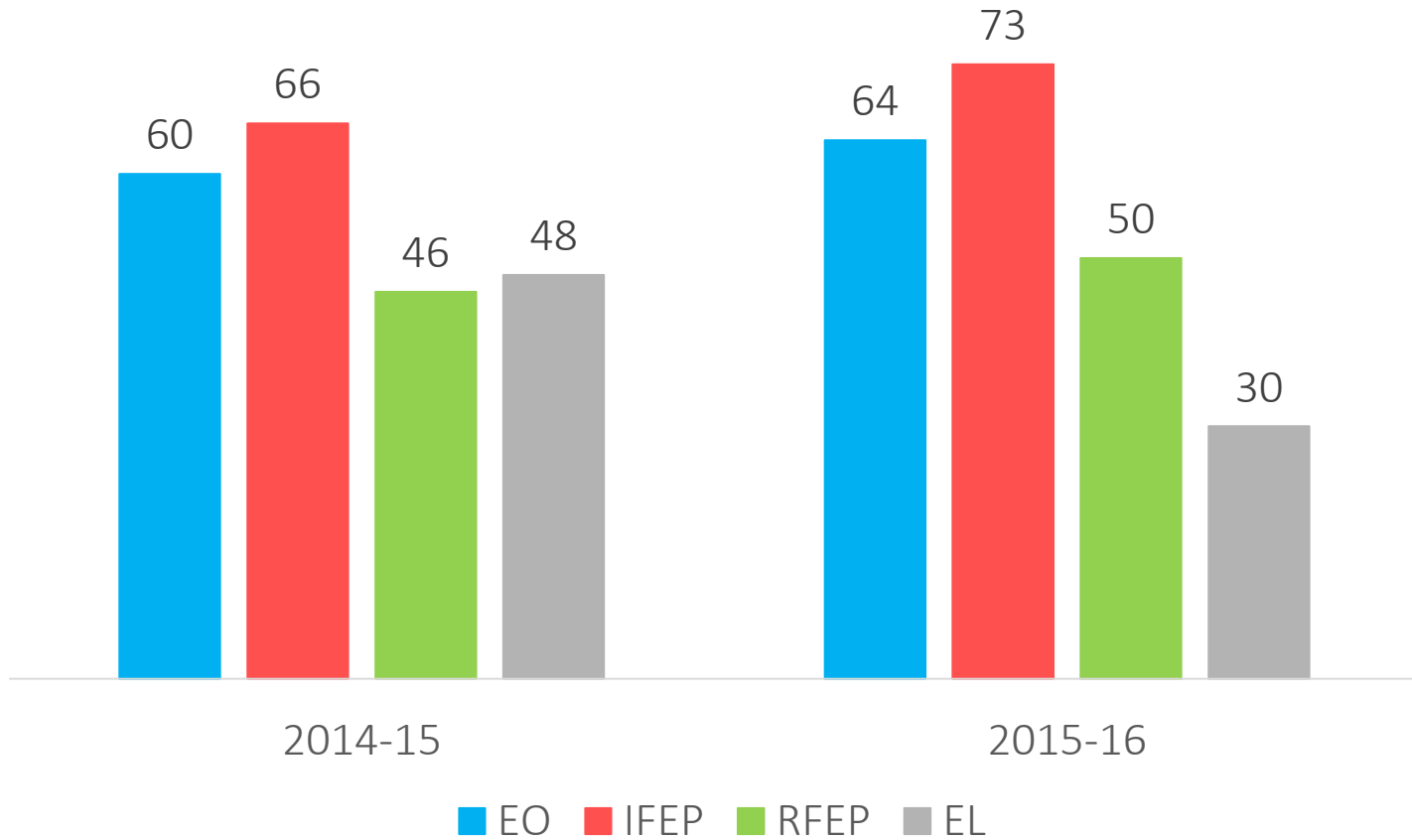
## CAASPP Math Results by Economic Status (% At/Exceeding Standards)



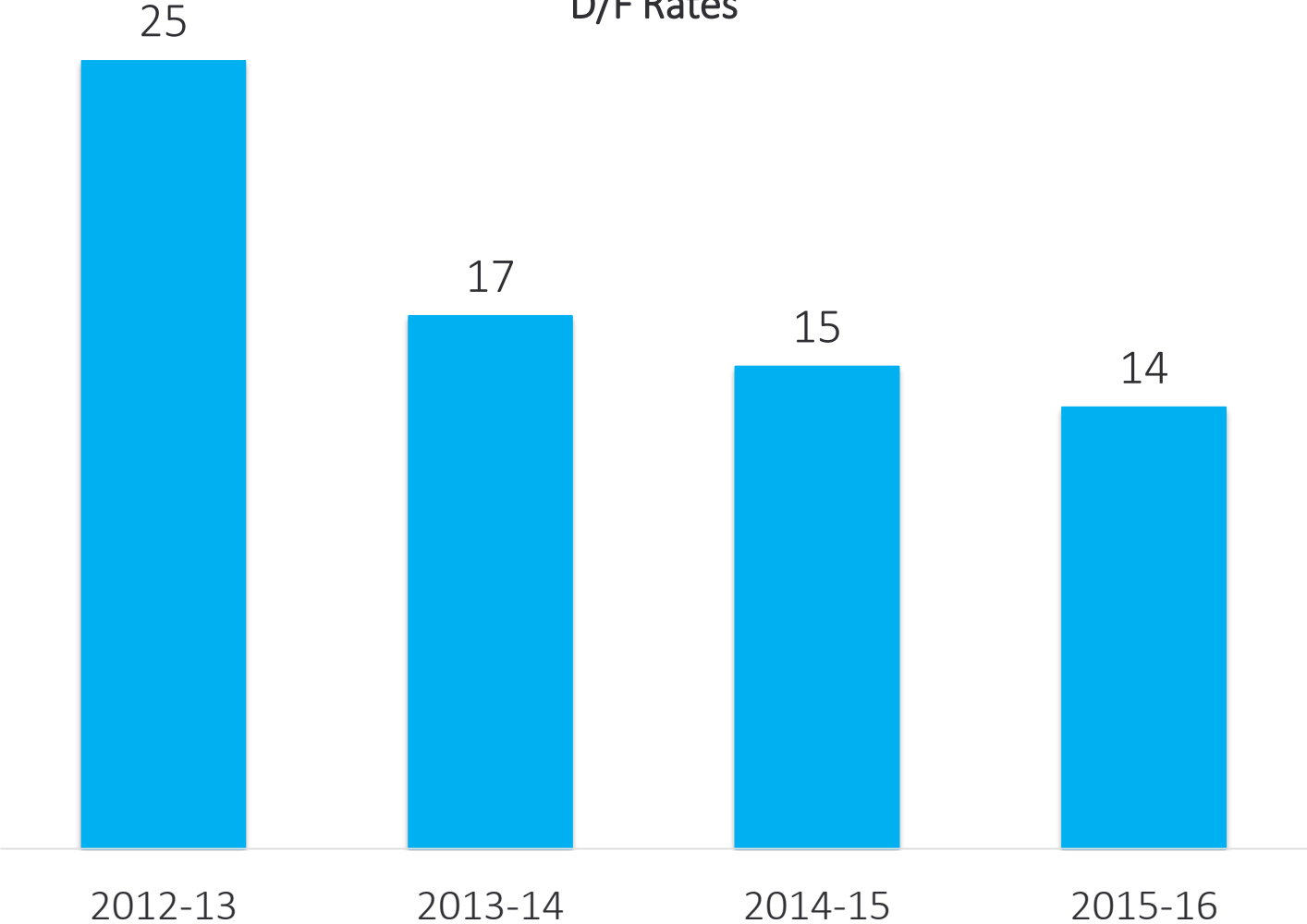
### CAASPP Math Results by Disability Status (% At/Exceeding Standards)



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



Secondary Math June Math Grades:  
D/F Rates

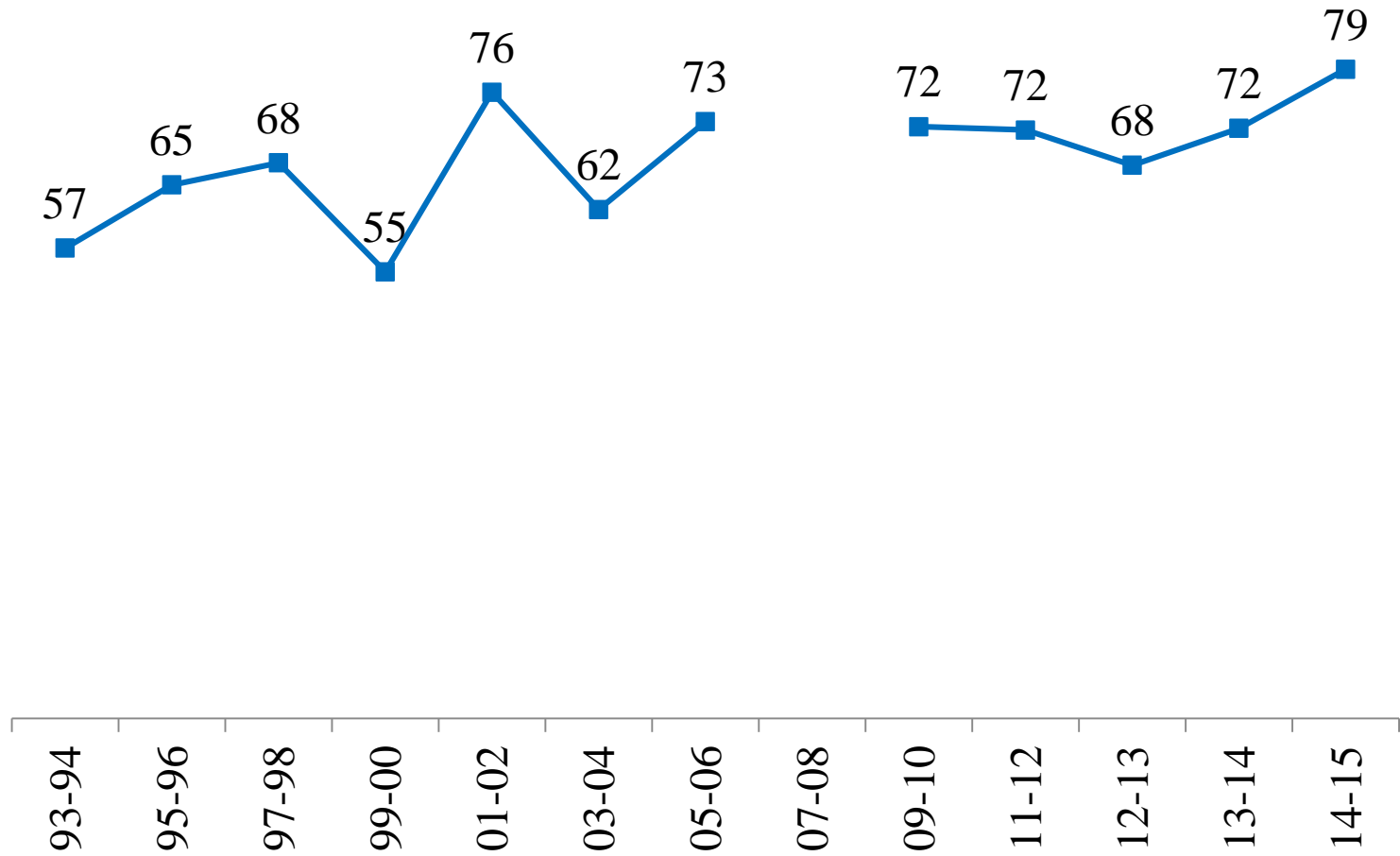


All students are ready for college and careers.

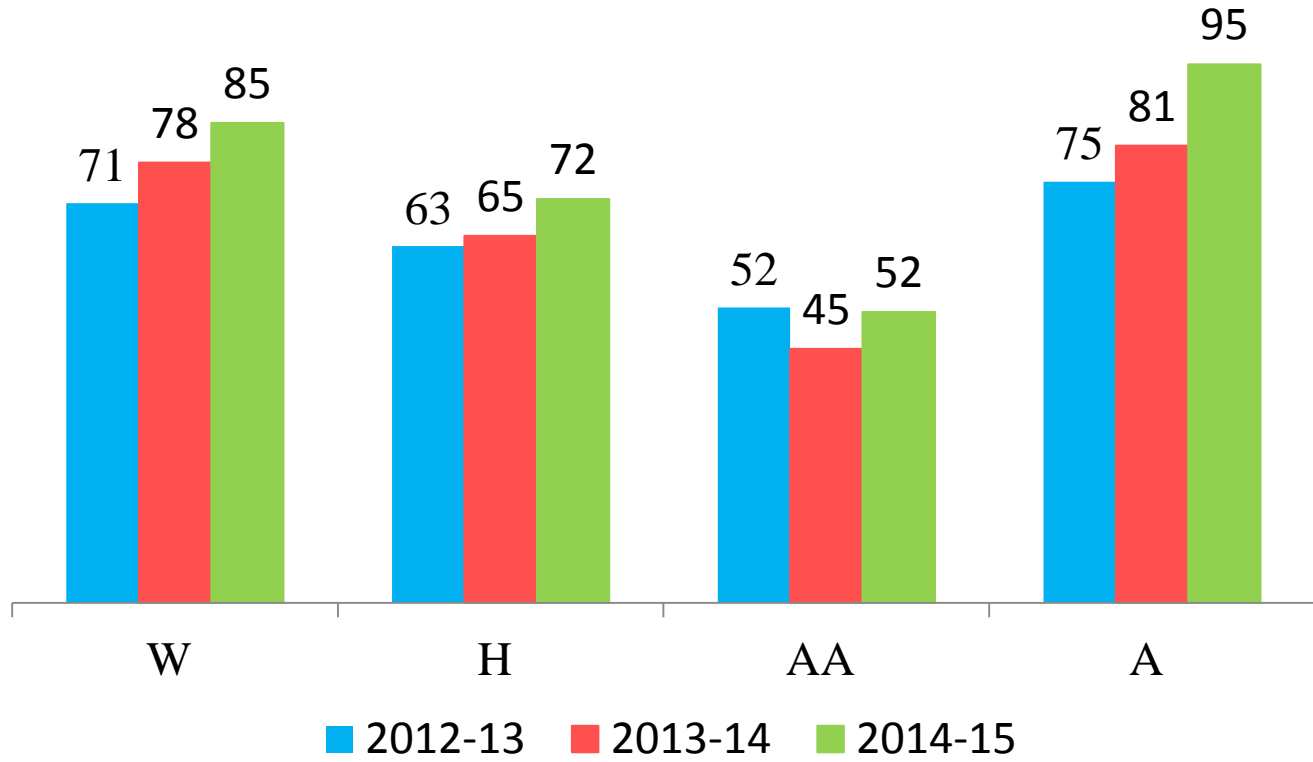
## Appendix B: Goal 2 Data



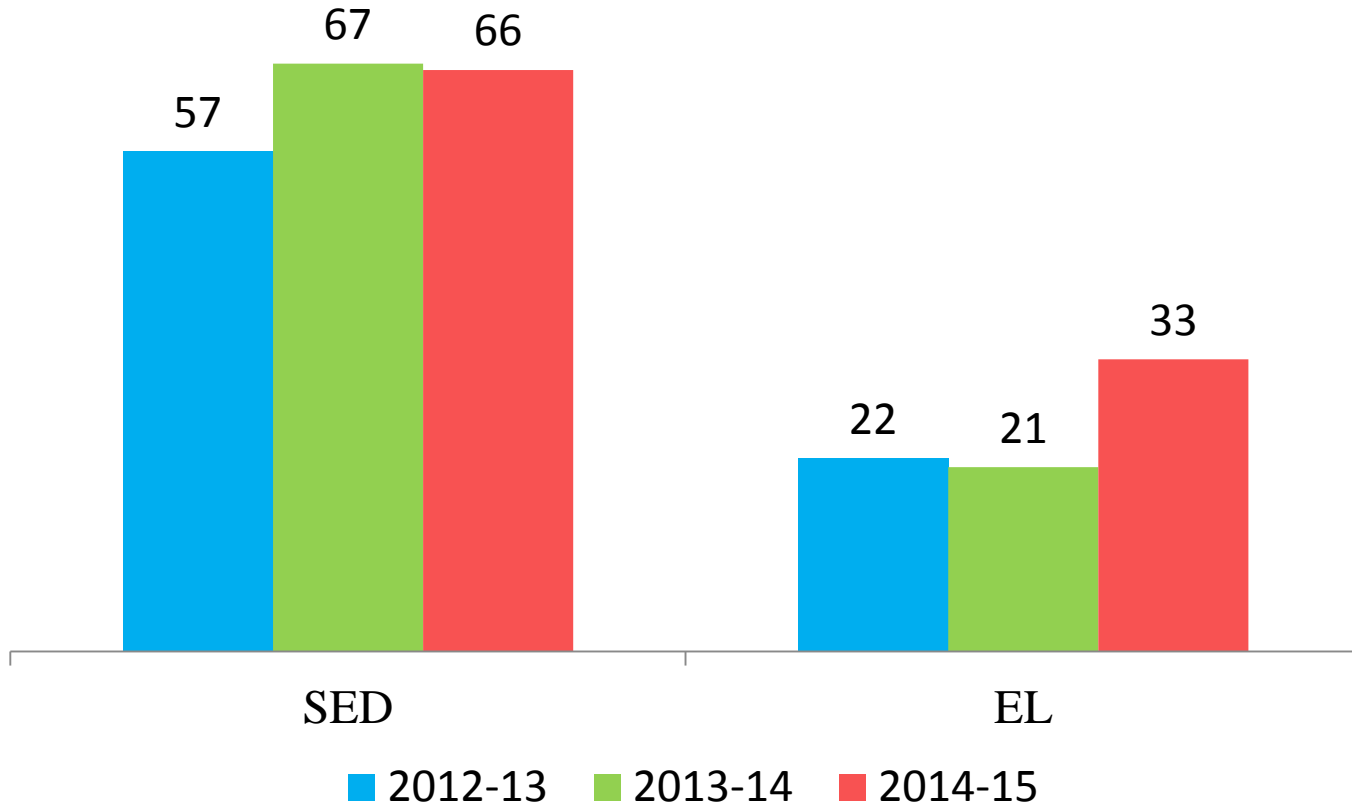
### A-G Rate (%): 1993/4 - 2014/15



### A-G Rate (%) by Ethnicity

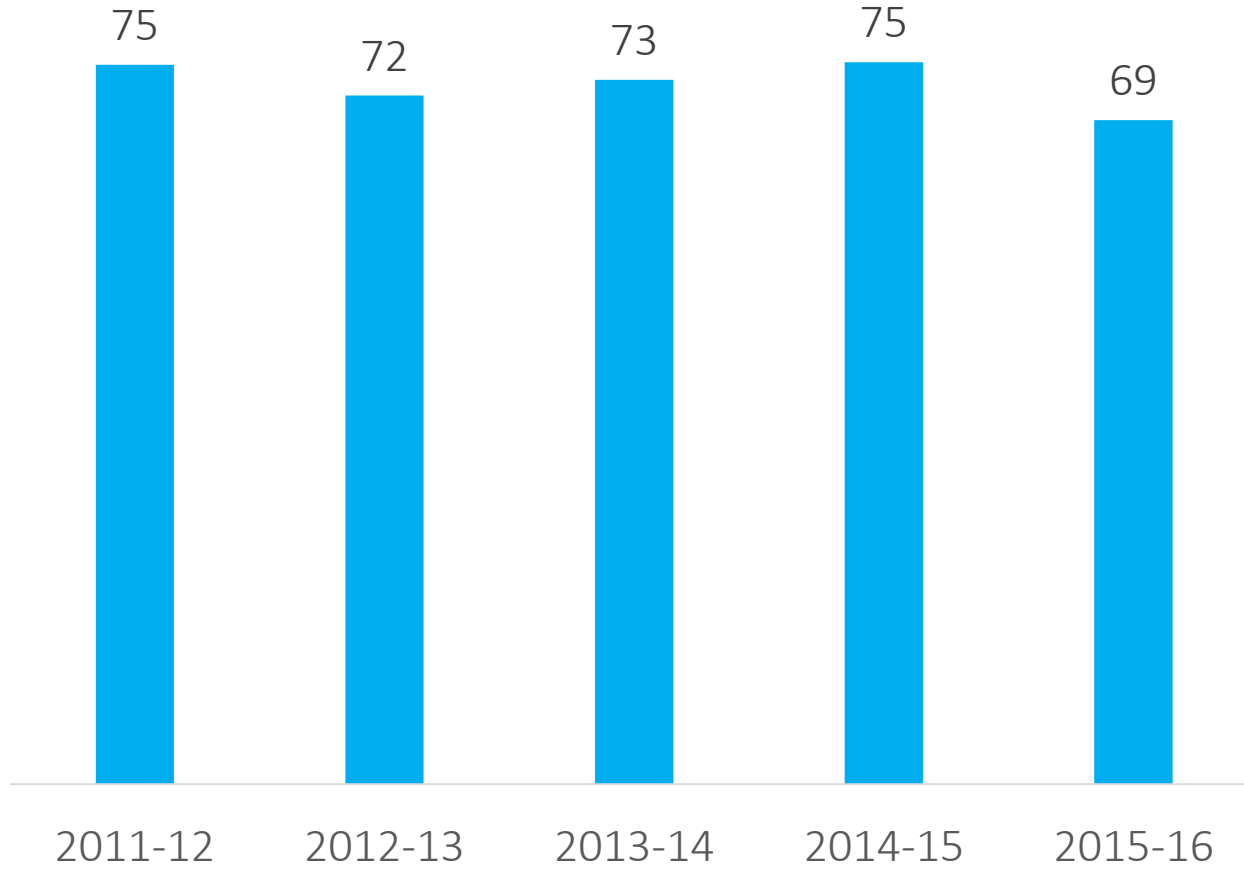


### A-G Rate (%) by Program

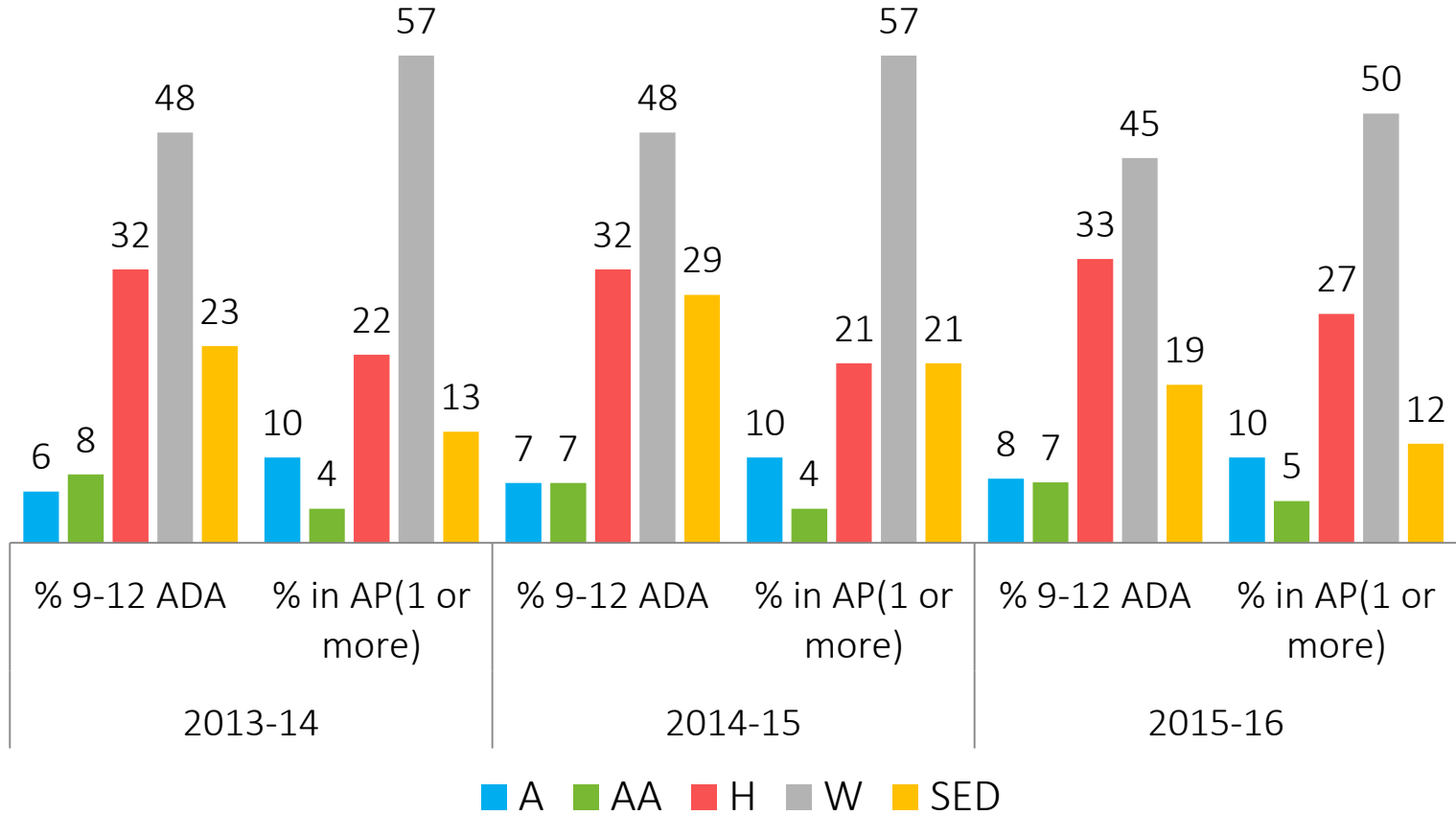




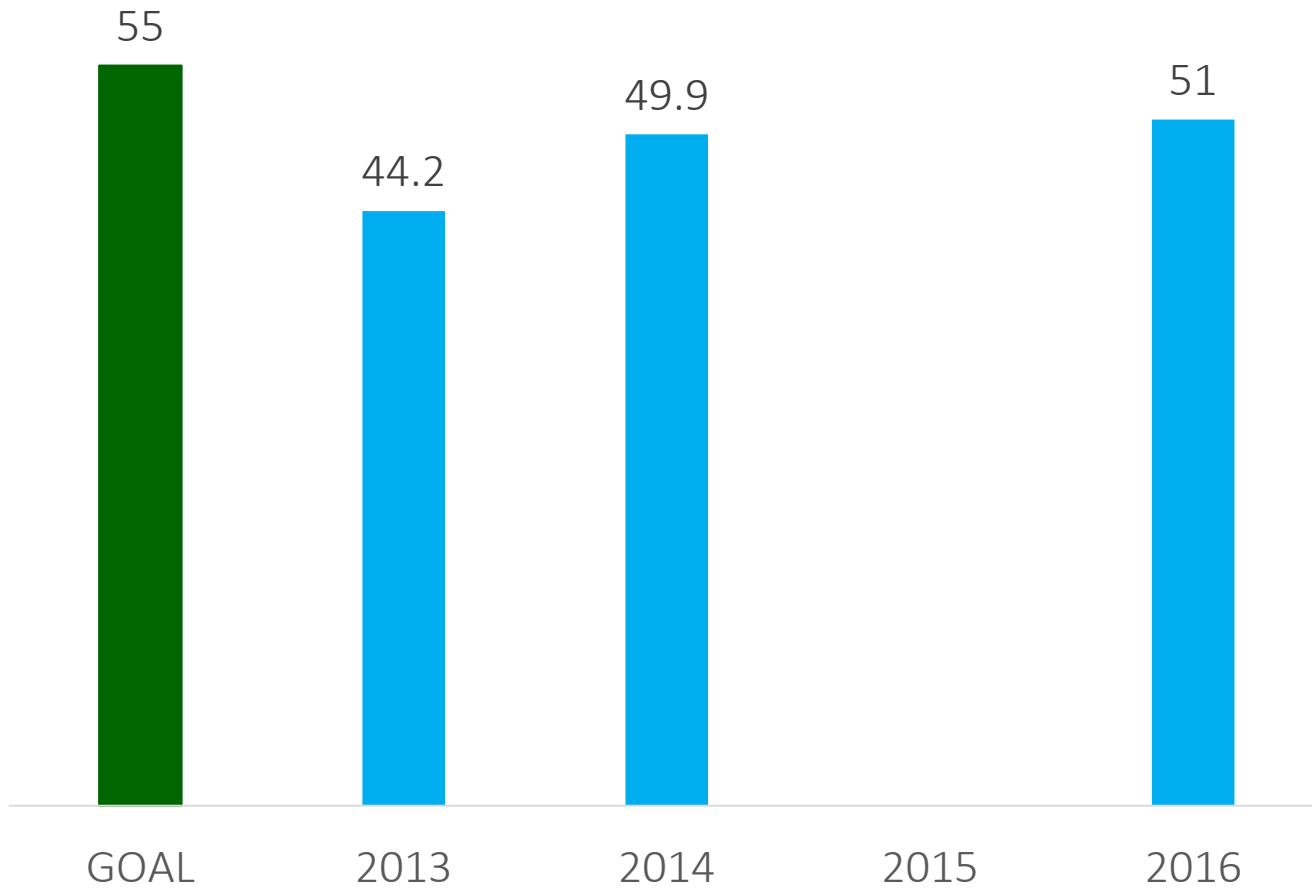
### AP Pass Rates (3, 4 or 5)



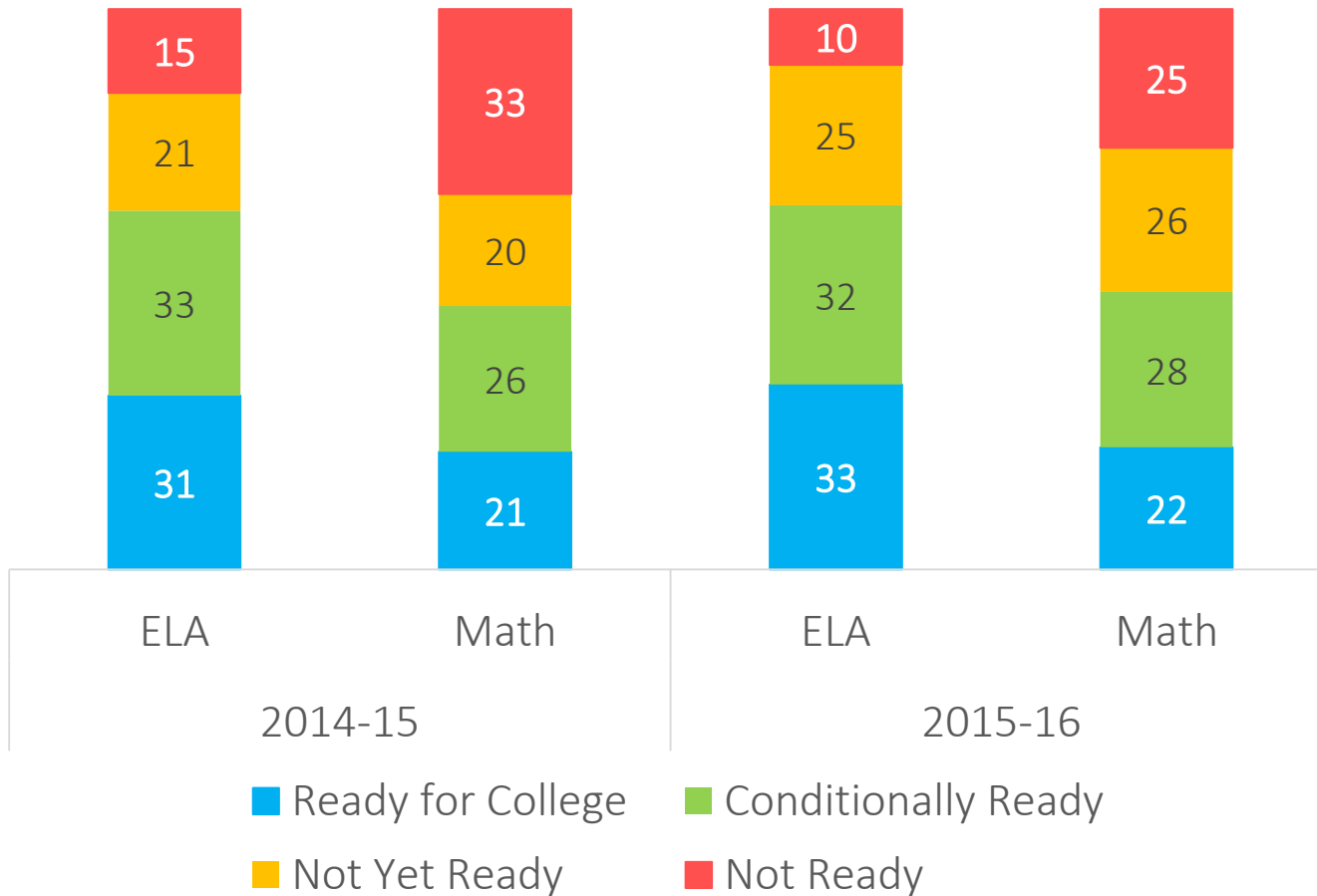
## 9-12 Unique Student Enrollment in One or More AP Courses



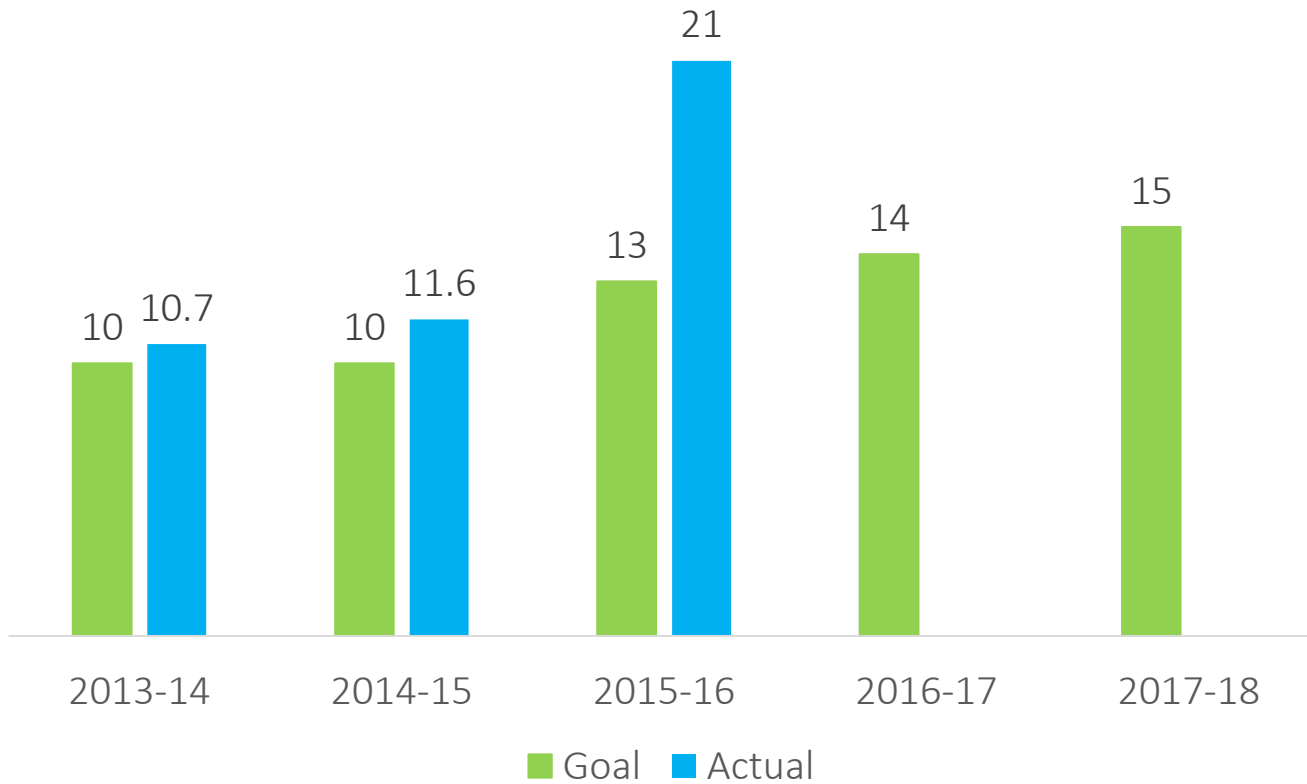
### Percent of Seniors with 3, 4 or 5 on at least 1 AP Exam during High School



## College and Career Readiness Trends

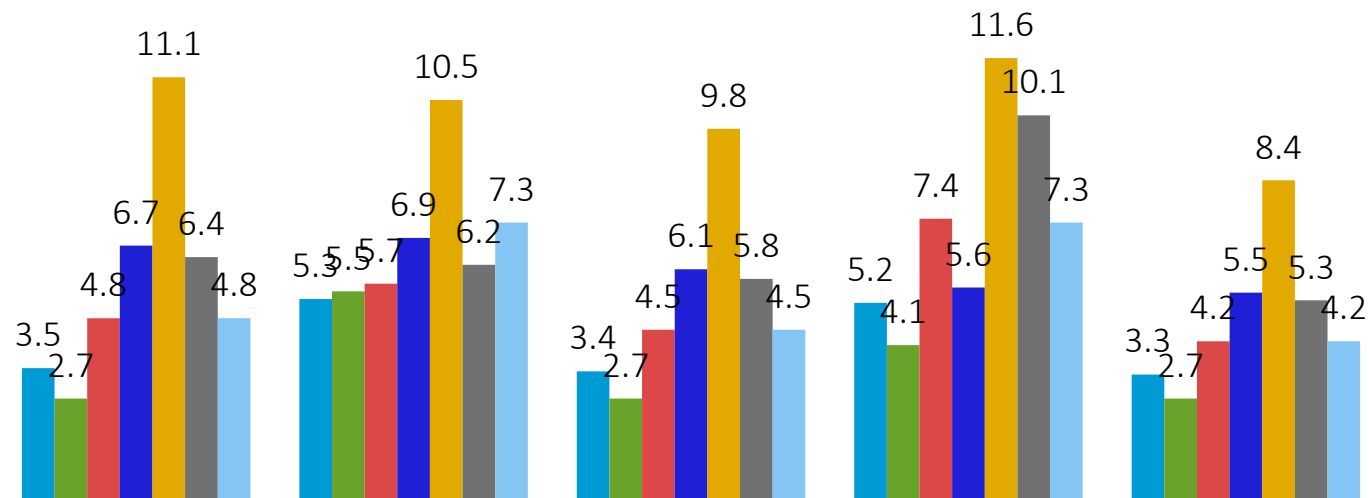


## Seniors with 1 or more Dual/Concurrent Enrollment Courses on Transcripts



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

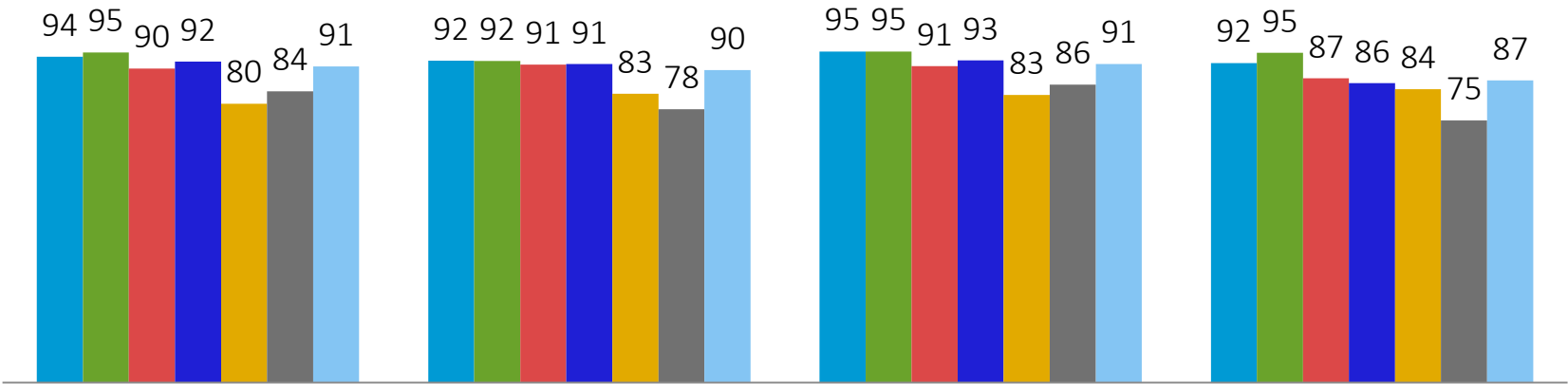
## High School Drop-Out Rates



	2012-13	2013-14	2014-15	2014-15	2015-16	2015-16
			Goal	Actual	Goal	Actual
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:

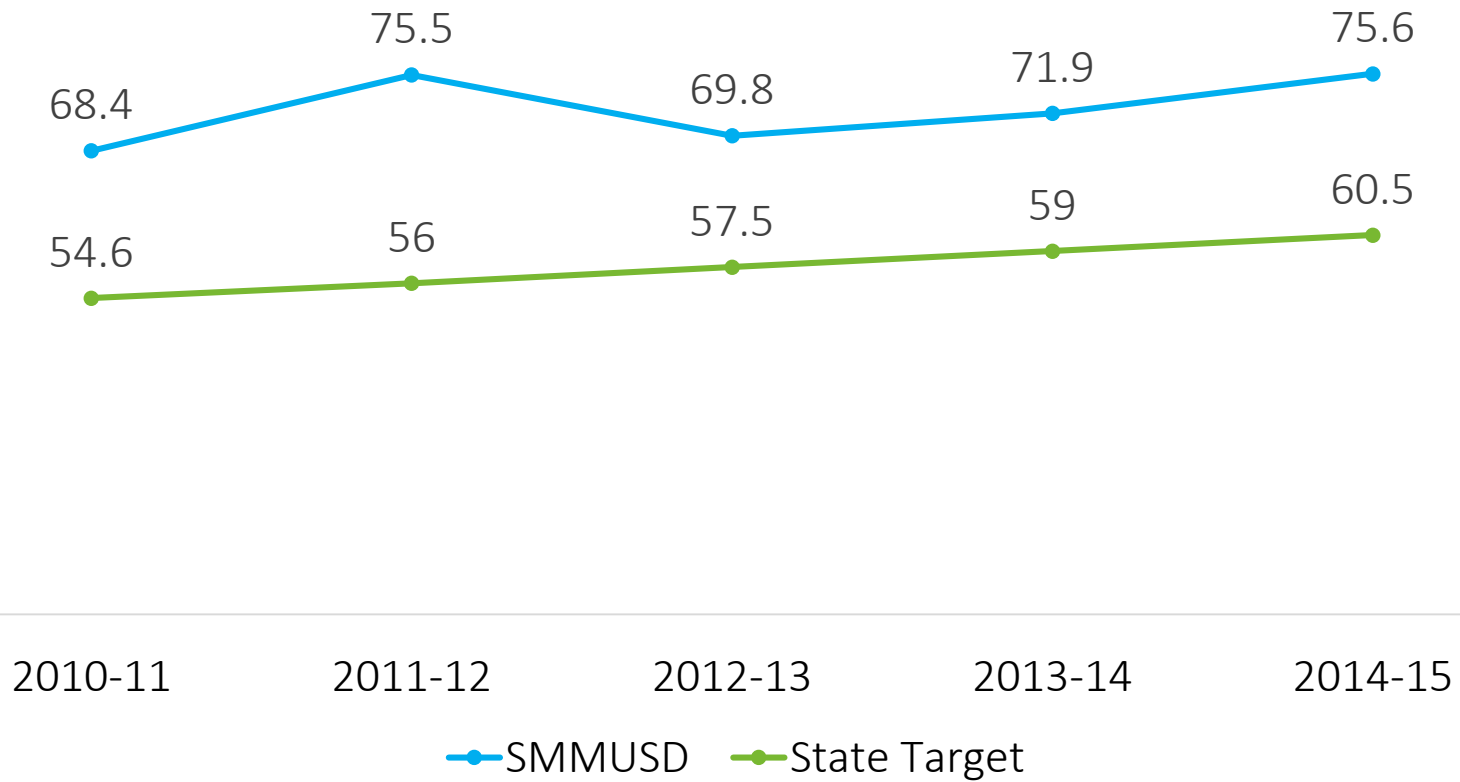


English Learners will become proficient in English while engaging in a rigorous, standards-aligned curriculum in the core content areas.

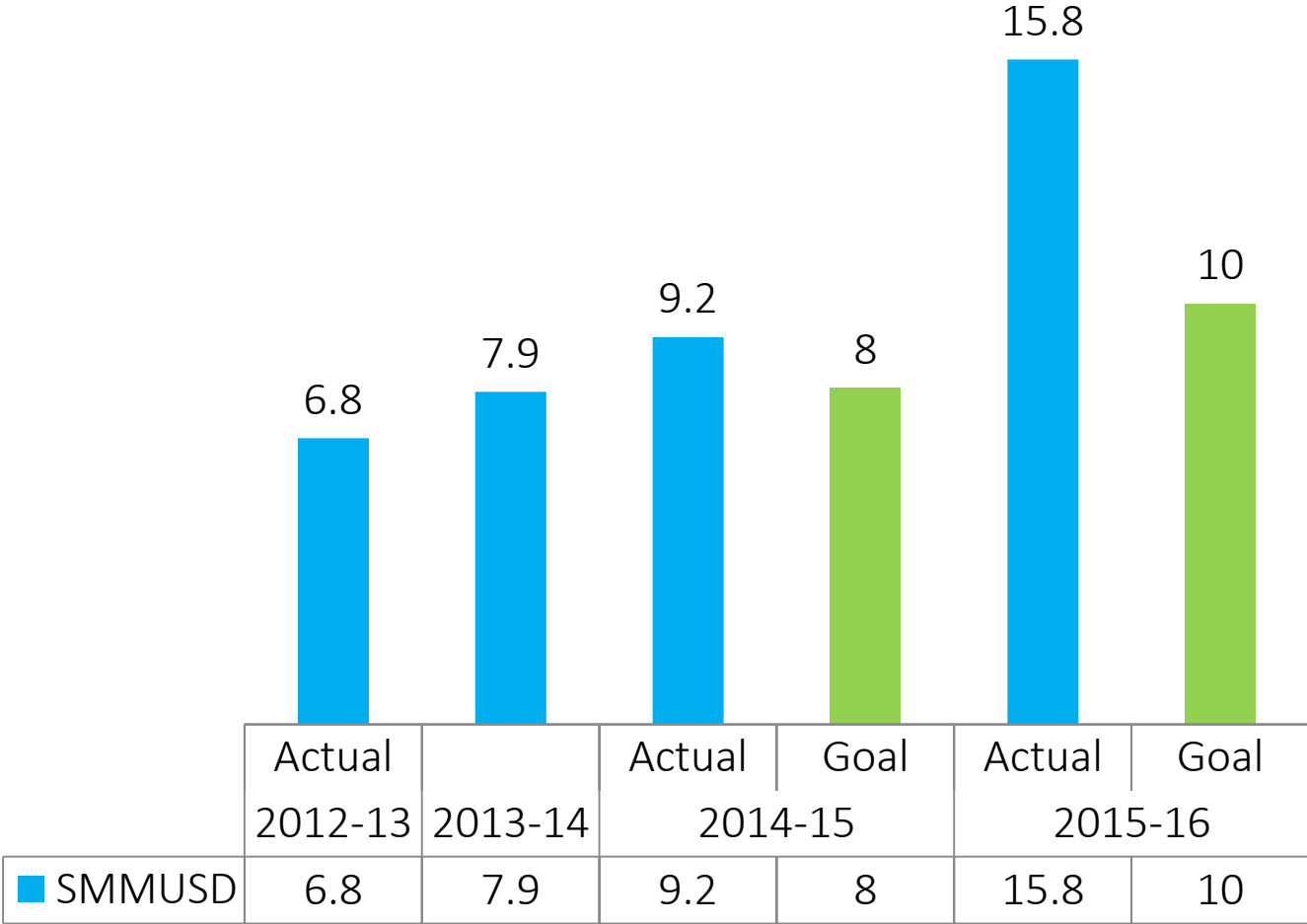
## Appendix C: Goal 3 Data



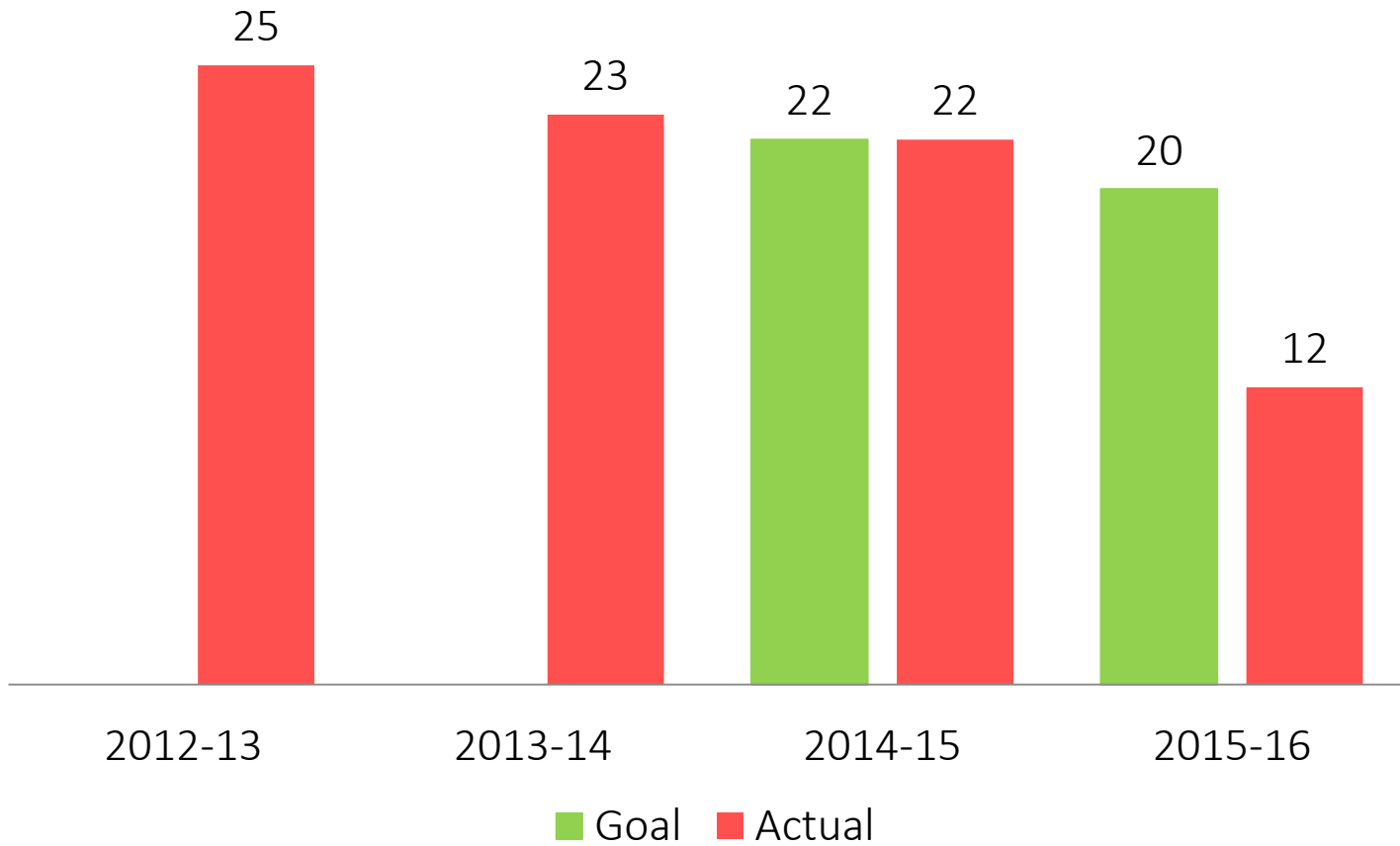
### EL Rate of Improving 1 or more levels on CELDT



# English Learner Reclassification Rates



### LTEL Rate (% LTEL of all ELs)

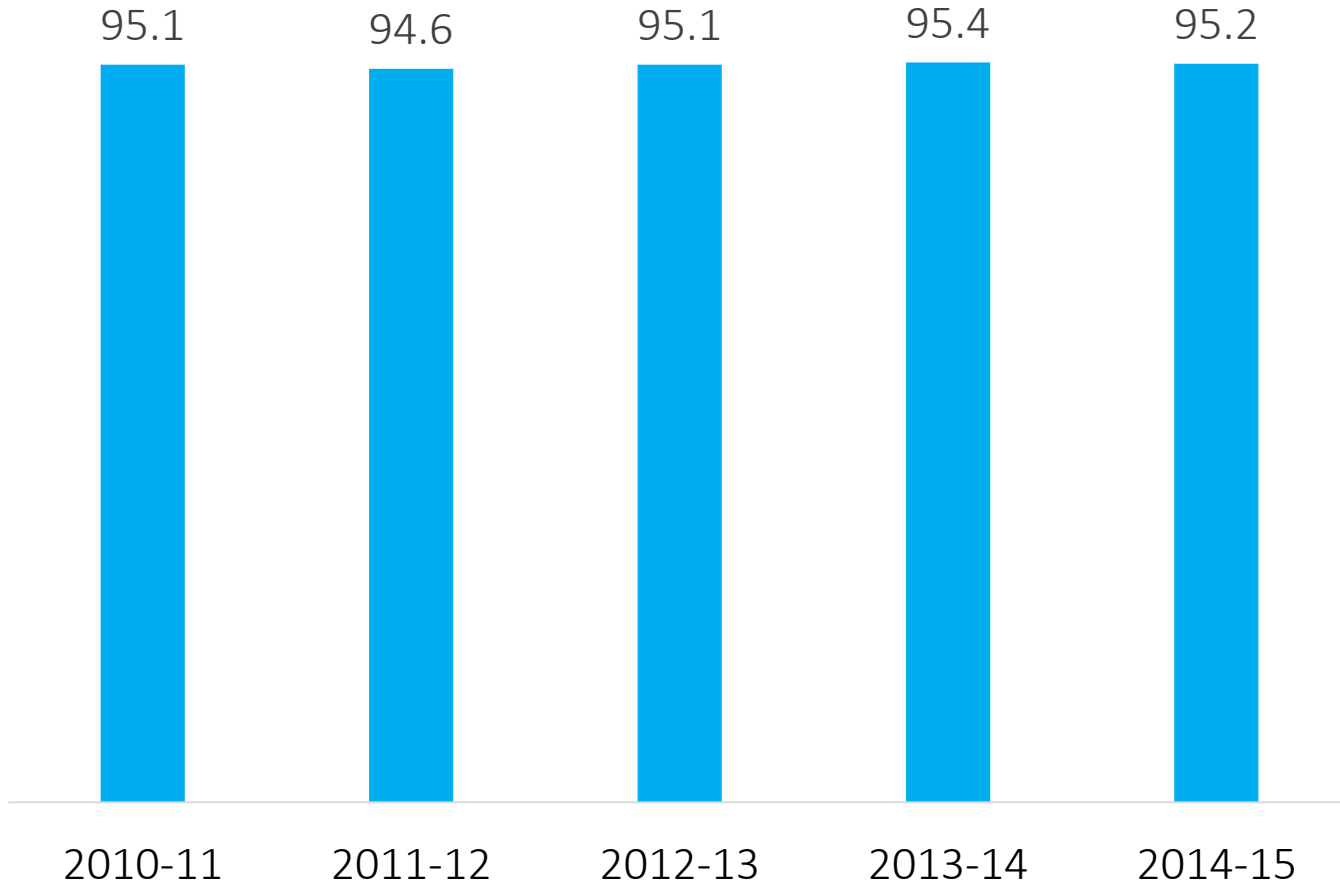


All students engage in schools that are safe, well-maintained and family-friendly.

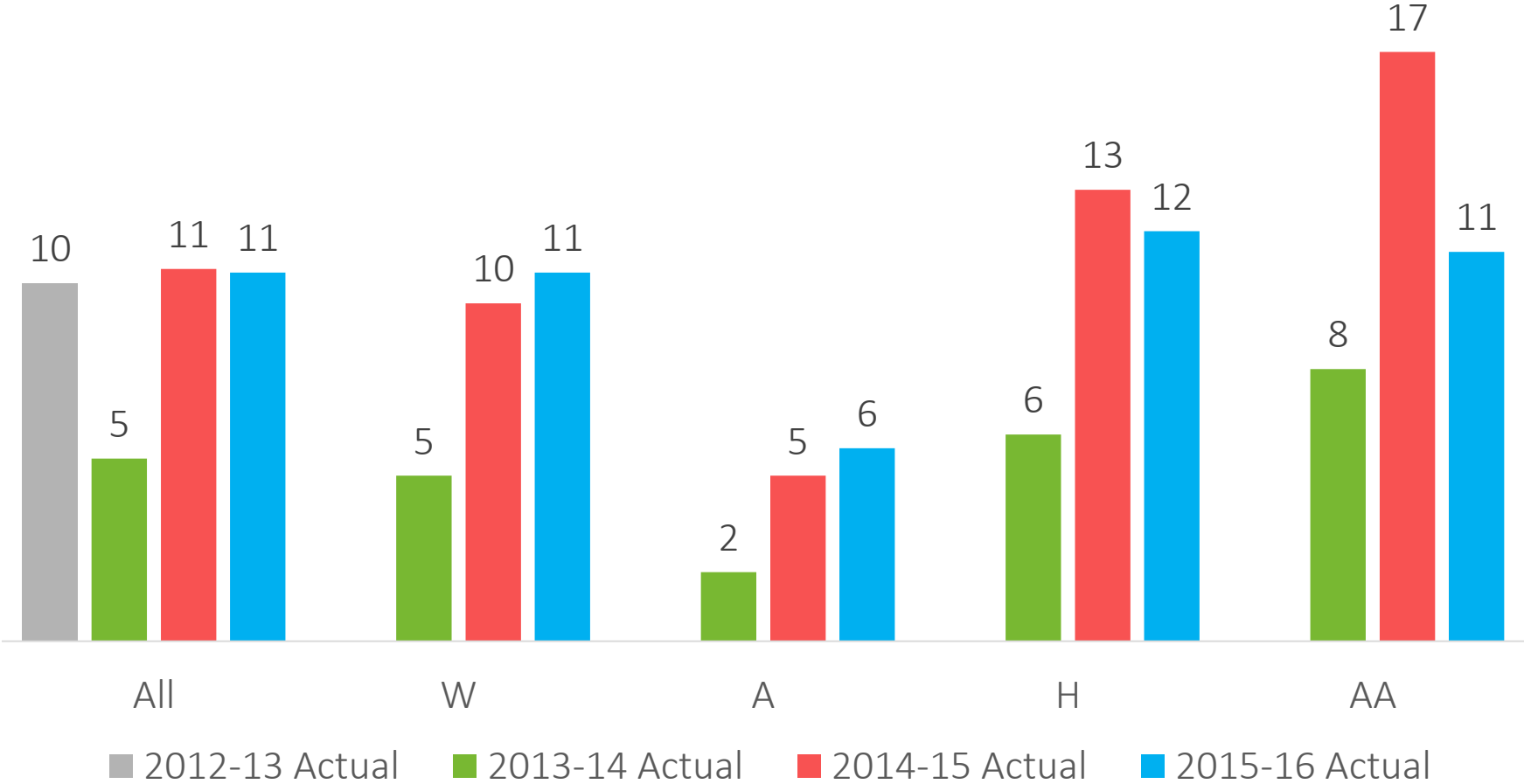
## Appendix D: Goal 4 Data



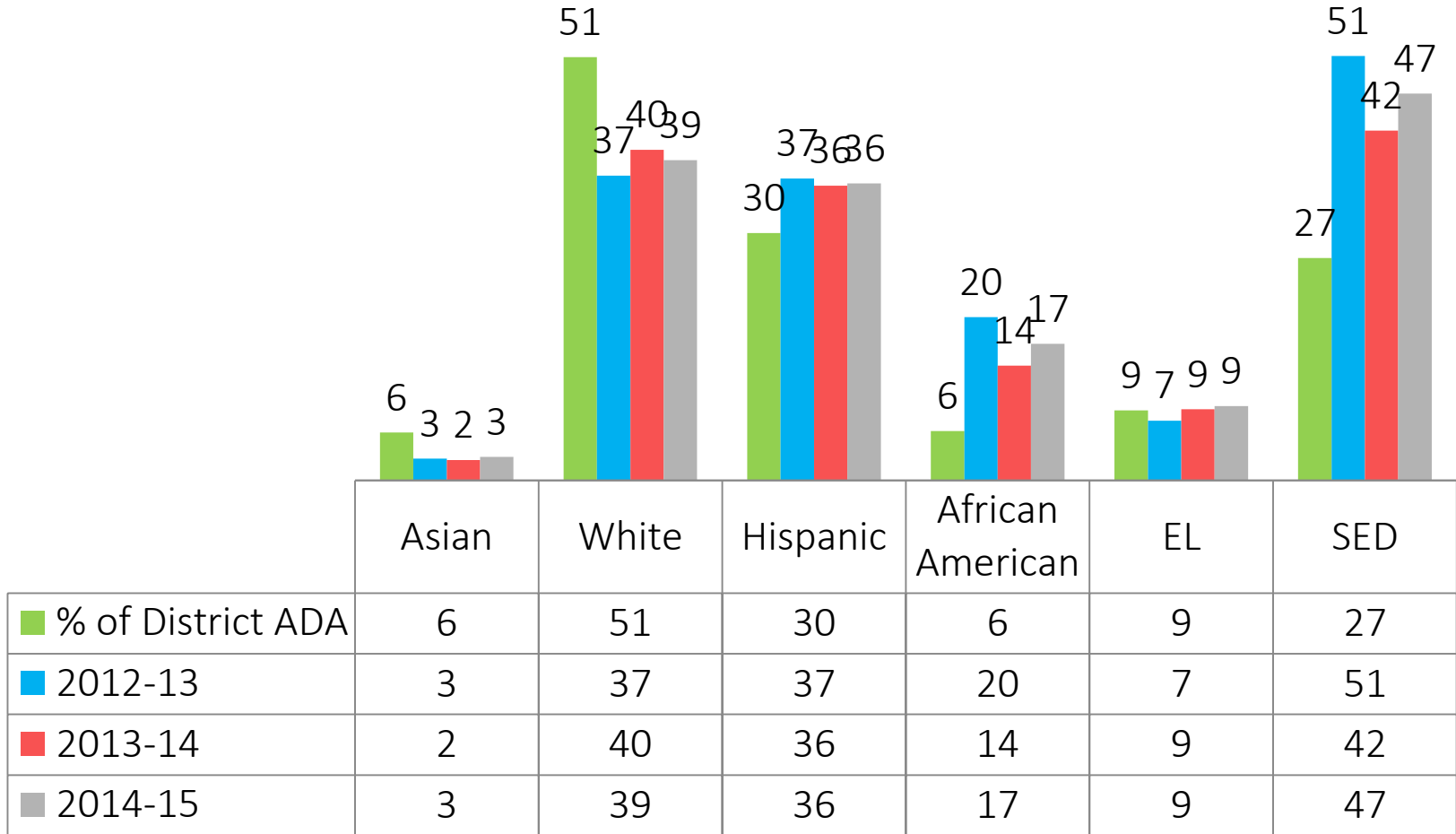
## Average Daily Attendance (% of all students) (ADA) Trends



Chronic Absentee Rate (days absent  $\geq 36$ )



### Suspension Rates



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



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