



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

# LCAP Parent Advisory Committee

December 20, 2018



# Agenda

- **Welcome**
  - Community Circle
- **2017-18 SMMUSD Data Review**
  - Highlights and Stretches
- **Adjournment**
  - Process Check



# Circle Guidelines

- Respect the "talking piece"
- Speak from the heart
- Listen from the heart
- Say just enough
- Confidentiality



# Community Agreements

- Respect
- Speak for myself
- Be present
- Take space, make space
- Intent & Impact
- Personal Responsibility
- Check-in before you check-out
- Leave it better than I found it
- Finish strong
- Assume good intentions



# Community Circle

- How are you feeling today?
- What are you grateful for and why?

# 2018-19 Goal Teams

■ Goal 1a:

● Goals 1-11

■ Goal 1b:

● Goals 12-22

■ Goal 2:

■ Goal 3:

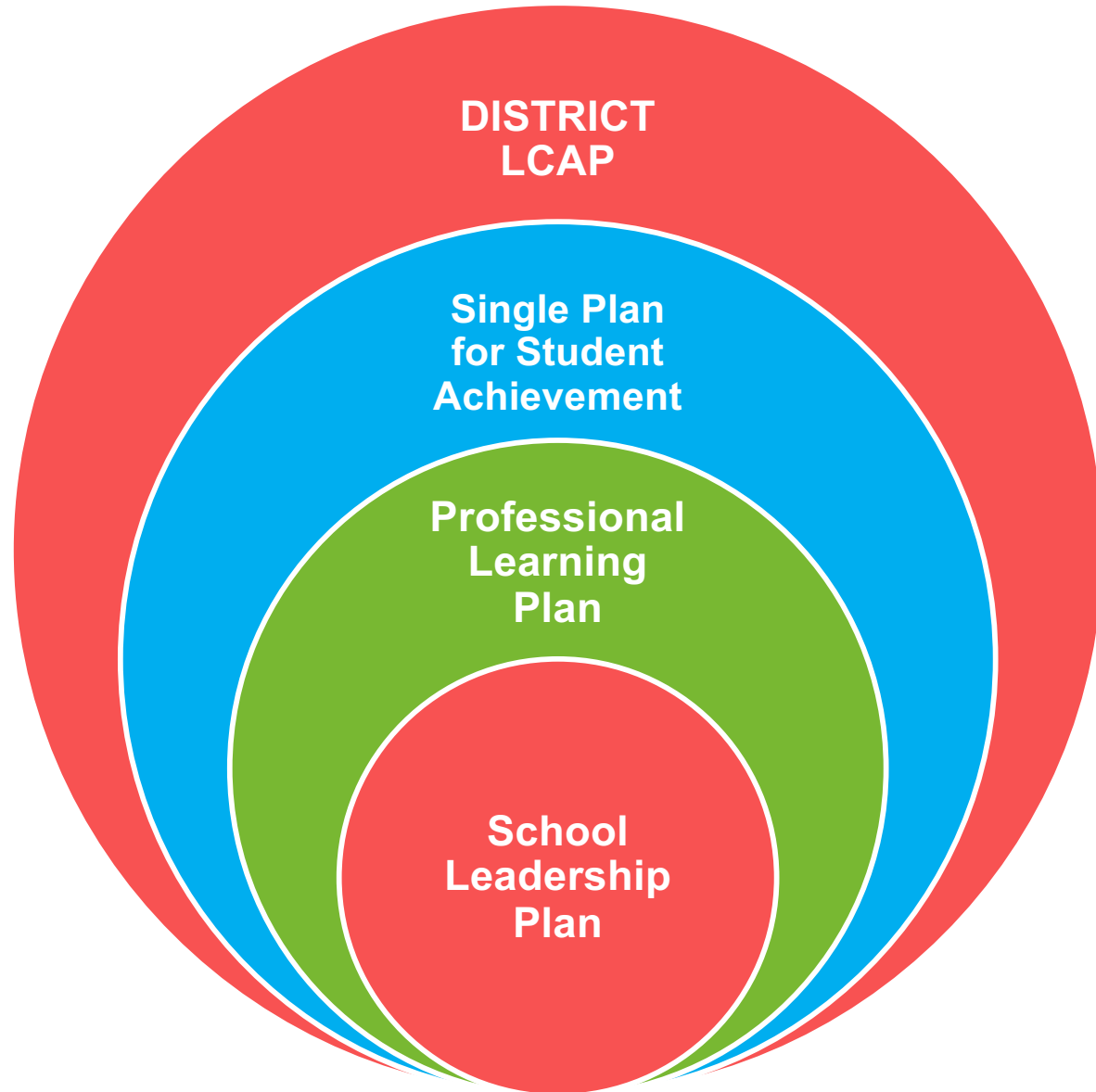




SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

# LCAP: Taking a Dive into our District-Wide Data

# LCAP: One Unifying Plan





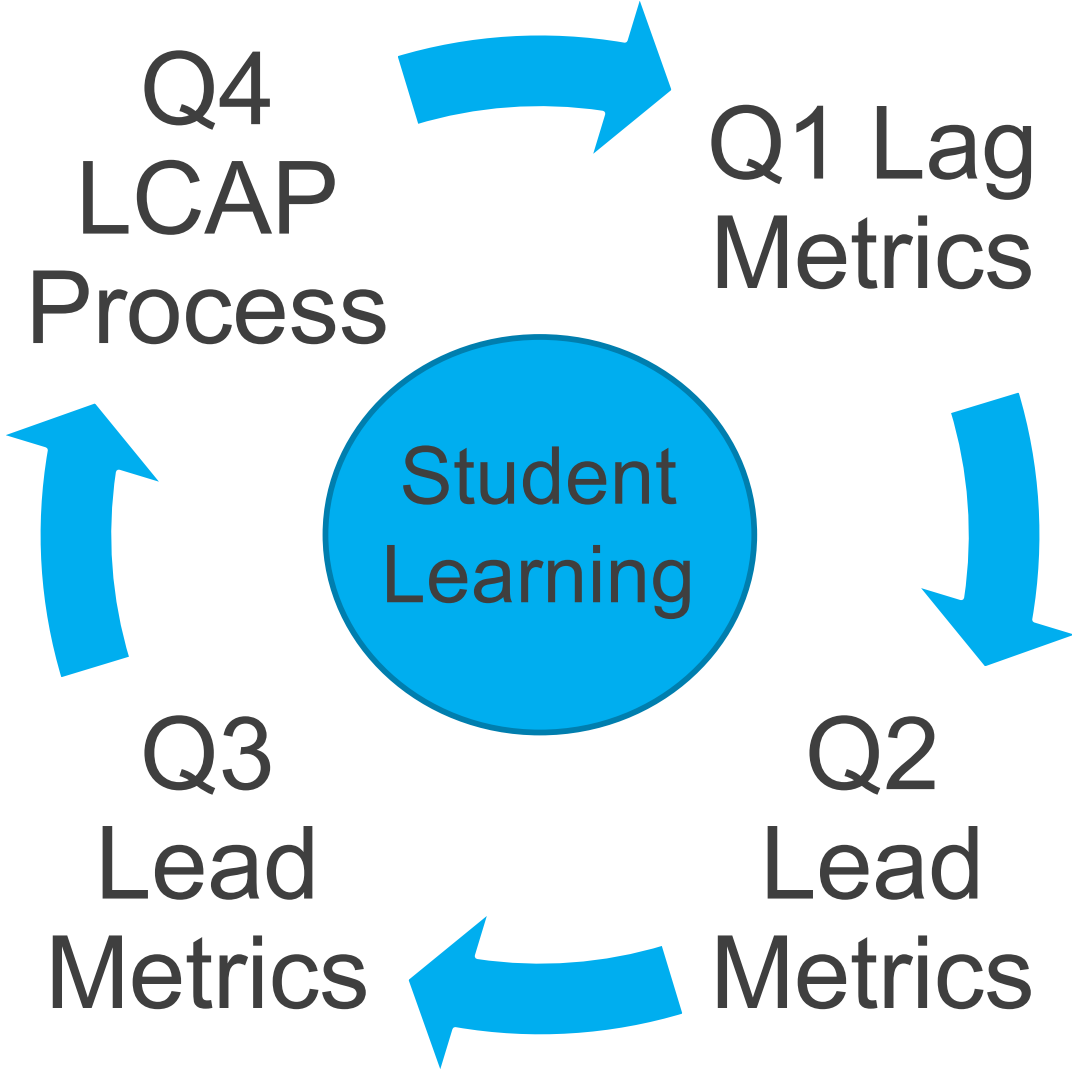


# 2018-19 LCAP Goals

- G1: All graduates are **socially just and** ready for college and careers
- G2: English Learners will become proficient in English while engaging in a rigorous, **culturally and linguistically responsive**, standards-aligned core curriculum
- G3: All students **and families** engage in safe, well-maintained schools **that are culturally responsive and conducive to 21<sup>st</sup> century learning**



# SMMUSD Cycle of Inquiry





SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

# Goal 1-3: Lag Metrics



# Lag Metrics

## Goal 1

- CAASPP
- Early Development Instrument (EDI)
- Cohort graduation rate
- Graduates meeting UC/CSU a-g requirements
- AP course enrollment
- Graduates passing one or more AP exams (3+)
- Graduates meeting SAT College and Career Readiness (CCR) benchmarks
- PSAT participants meeting College and Career Readiness (CCR) benchmarks



# Lag Metrics

## Goal 2

- Annual reclassification of English Learners
- Annual progress in English acquisition on ELPAC assessment

## Goal 3

- Dropout rate
- Suspension and expulsions
- Student attendance
- Student engagement survey
- Parent Survey



# Group Activity: Data review and analysis

- In your Goal teams identify a recorder and time keeper
- Review and analyze data using the following guiding questions (45 min):
  - What statements can be made based on the data? What patterns/trends emerge?
  - What does the data suggest?
  - What questions about instruction, assessment, curriculum, and systems arose from looking at data?
  - What actions/services may have contributed to the growth or lack thereof?
  - Record findings on chart paper
- Share out in larger group (10 min)
- Reflection (5 min)



# Materials

Each team will receive:

- Lag Metrics by Goal
- Document that includes
  - Goal
  - Metrics
  - Planned actions

Goal 1a: Actions 1-11

Goal 1b: Actions 12-22



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

# LET'S CROSS CHECK OUR FINDINGS





# Q1: Initial Findings

## Areas of Success

- Increase in student performance in ELA and Math overtime
- Increase in student performance by grade levels in ELA
- African American and Latino students have made some gains overtime
- SED students made some gains in ELA and Math

## Areas of Need

- Overall Math performance continues to be an area of need
- Significant % of Latino and African American students do not meet standards in ELA and Math
- Significant % of ELs and SWD do not meet standards in ELA and Math



# Q1: Initial Findings

## Areas of Success

- AP Participation rates improving and becoming representative of overall demographics
- Average AP pass rates higher than state and global scores, while on-par or better than previous years despite greater inclusion
- Maintaining focus on reclassification of EL students
- Drop our cohort rates have decreased overall

## Areas of Need

- Graduates completing a-g requirements on the decline
- AP participation and pass rates for SED, Hispanic, and/or AA student groups while improving lag behind other student groups
- Students report not being cognitively engaged as they progress through higher grade level




# Q1: Promising Staff Practices

- Fine-tune and continue to implement common assessments with clear learning expectations by grade level
- Use protocols to analyze evidence of student learning across all levels
- Maintain SLT focus and deepening implementation of instructional practices
- Implement Learning Walks to observe instruction and provide feedback
- Provide targeted professional development in the implementation of academic language development strategies and differentiated instruction



# Q1: Promising Staff Practices

- Implementation of Naviance and continued professional learning opportunities for counselors and advisors to provide targeted support to students in order to develop career and college plan
- Emphasis on culturally relevant content and instruction
- Targeted outreach to families to provide wrap around services and address barriers impacting student engagement
- Implementation of Restorative Justice strategies and/or Responsive Classroom practices



# Q1: Considerations for Next Steps

- School Leadership Teams (SLT) review of district and site based data and determine how the SLT focus supports Math
- Identify systematic intervention in the area of Math to support high quality first instruction
- Strengthen relationships and improve communication with parents to provide support for target students
- Provide opportunities for vertical articulation across the district in ELA and Math



# Q1: Considerations for Next Steps

- Increase focus on ensuring access to core curriculum for English Learners and SED
- Review classroom design and management systems to ensure that students remain engaged
- Additional professional development for teachers to deepen understanding and implementation of Restorative Justice practices
- Develop a framework that articulates a clear vision that identifies needed supports and actionable steps to implement Project-Based Learning program models and strengthen our CTE Pathways



# Thank you for your time

- **Next Meeting**

- Date: Meeting on February 14, 2019
- Time: 4:00 – 6:00 pm
- Location: Board Room



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

# Goal 1 Lag Metrics

Appendix A



# 2017-18 Smarter Balanced Performance Summary

## ELA (Summative): All Grades

Site: **SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT**  
 Roster Date: **17-18 | Yearlong**  
 Grades: **All**  
 English Proficiencies: **All**  
 Reported Race: **All Reported Races**  
 Gender(s): **Male & Female**  
 Special Education: **Special & Non Special Ed**  
 Socio-Economic: **SED & Not SED**

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

### Overall Score Levels

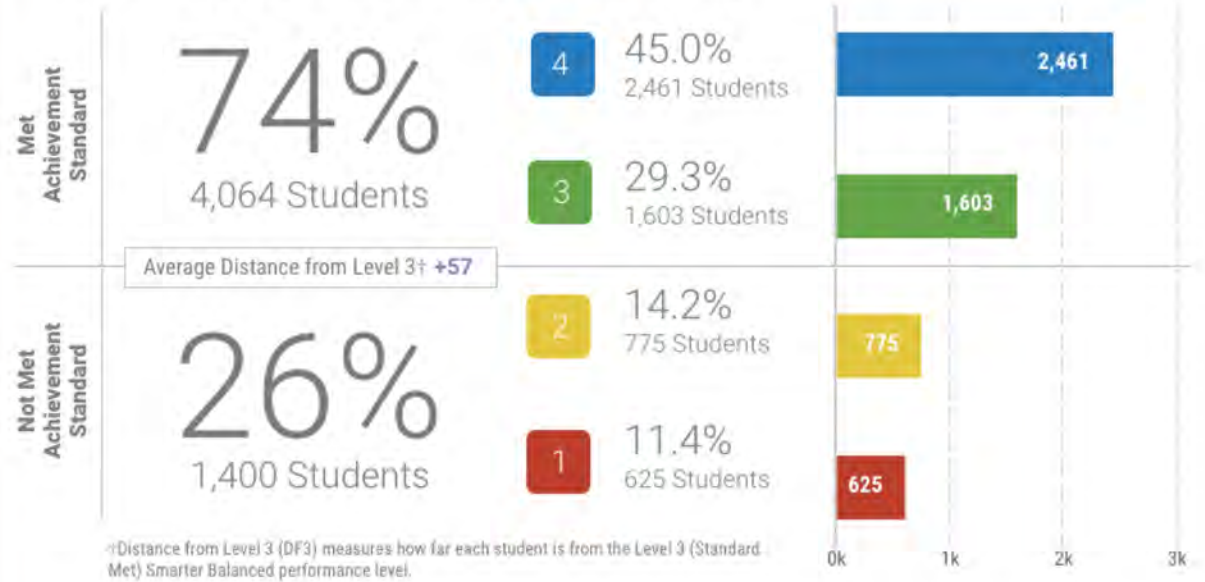
- 4 **Standard Exceeded**
- 3 **Standard Met**
- 2 **Standard Nearly Met**
- 1 **Standard Not Met**

### Claim Score Levels

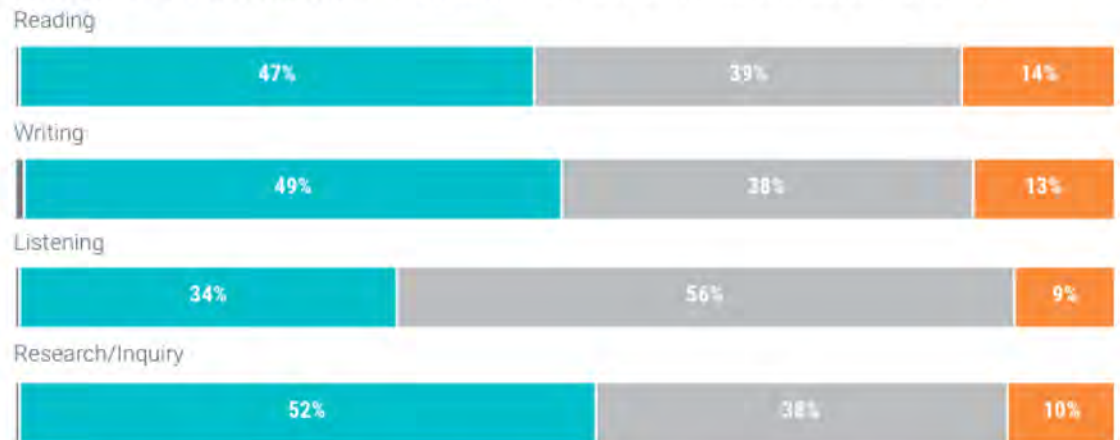
- Above Standard
- Near Standard
- Below Standard
- No score/Not taken

Generated on 11/27/2018  
 by Illuminate Education™

## Overall Performance: 5464 students



## Claim Performance: Percent of Students at Each Level



Calculations include students tested out of district. ADDITIONAL FILTERS APPLIED: Courses: **All Courses** Add'l Student Group: **All Students**

# 2017-18 Smarter Balanced Performance Summary

## Math (Summative): All Grades

Site: SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT  
 Roster Date: 17-18 | Yearlong  
 Grades: All  
 English Proficiencies: All  
 Reported Race: All Reported Races  
 Gender(s): Male & Female  
 Special Education: Special & Non Special Ed  
 Socio-Economic: SED & Not SED

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

### Overall Score Levels

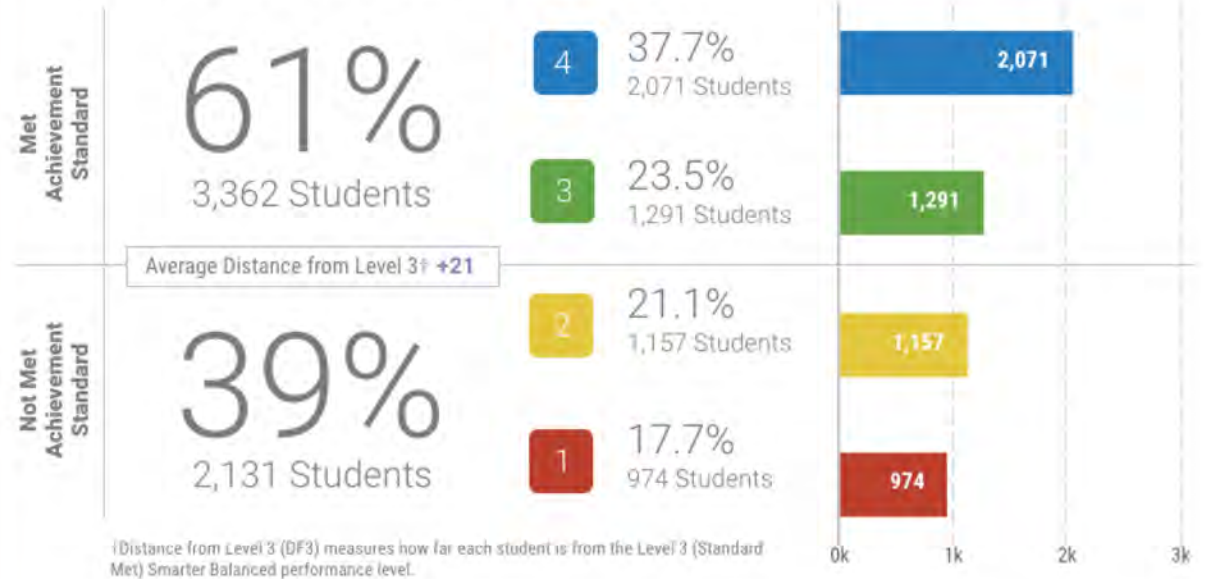
- 4 **Standard Exceeded**
- 3 **Standard Met**
- 2 **Standard Nearly Met**
- 1 **Standard Not Met**

### Claim Score Levels

- **Above Standard**
- **Near Standard**
- **Below Standard**
- **No score/Not taken**

Generated on 11/27/2018  
 by Illuminate Education™

## Overall Performance: 5493 students

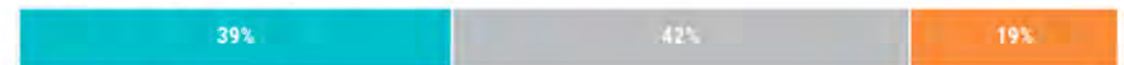


## Claim Performance: Percent of Students at Each Level

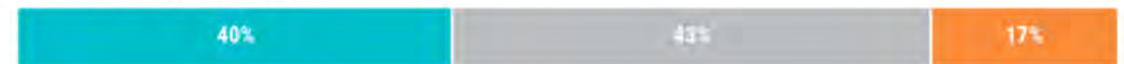
### Concepts & Procedures



### Problem Solving & Modeling/Data



### Communicating Reasoning



Calculations include students tested out of district. ADDITIONAL FILTERS APPLIED: Courses: All Courses Addl Student Group: All Students



# CAASPP Results - By Subgroups

## Smarter Balanced Subgroup Summary

2017-18 ELA (Summative): All Grade Levels Tested

Site: **SANTA MONICA-MALIBU UNIFIED SCHOOL**  
 Department: **DISTRICT**  
 Teacher: **All**  
 Grade: **All**

Roster Date: 17-18 | Yearlong

Gender(s): **Male & Female**

Reported Race: **All Reported Races**

Special Education: **Special & Non Special Ed**

Socio-Economic: **SED & Not SED**

English Proficiencies: **All**



# CAASPP Results - By Subgroups

## Smarter Balanced Subgroup Summary

2017-18 Math (Summative): All Grade Levels Tested

Site: **SANTA MONICA-MALIBU UNIFIED SCHOOL**  
 Department: **DISTRICT**  
 Teacher: **All**  
 Grade: **All**

Roster Date: 17-18 | Yearlong

Gender(s): **Male & Female**

Reported Race: **All Reported Races**

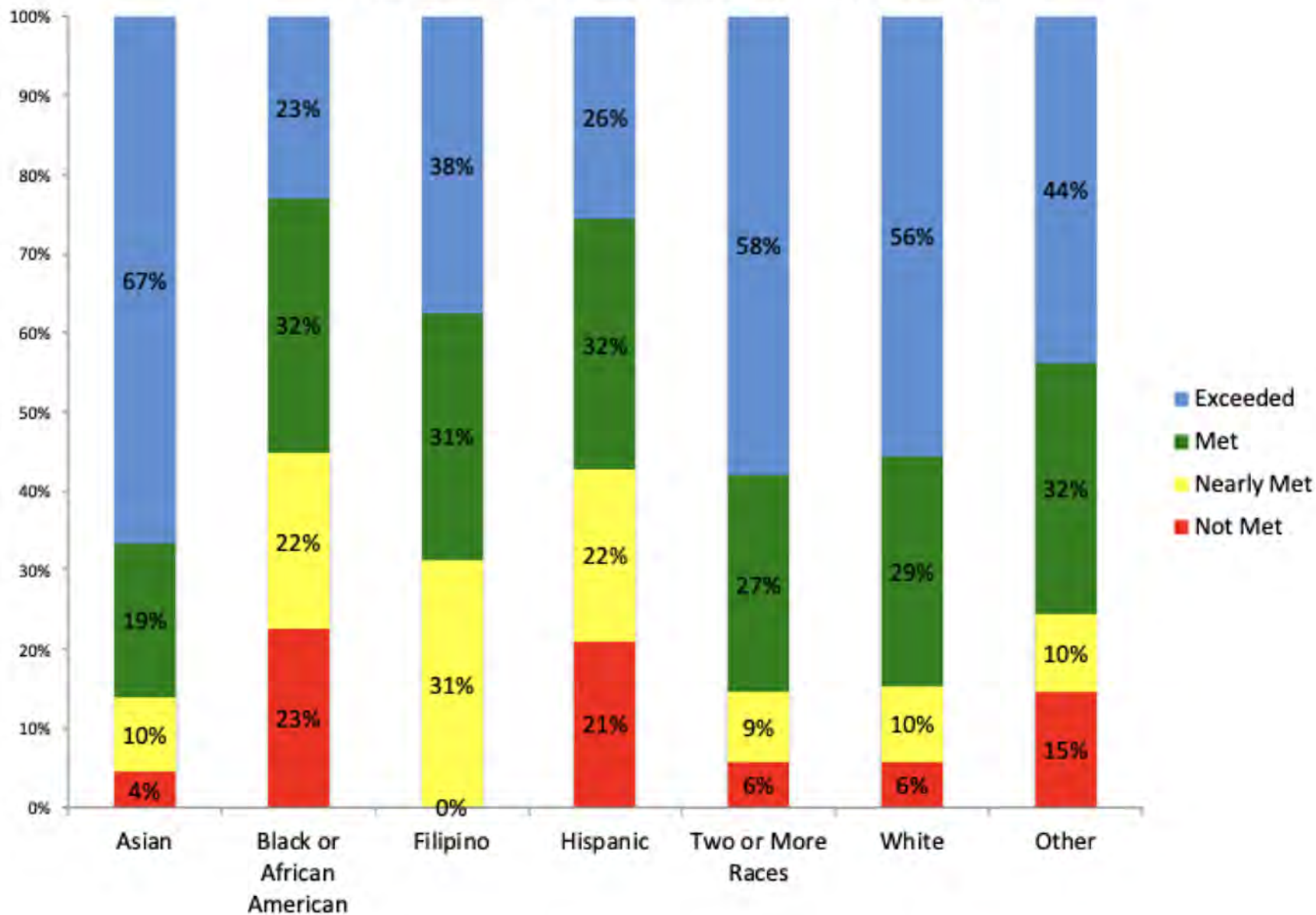
Special Education: **Special & Non Special Ed**

Socio-Economic: **SED & Not SED**

English Proficiencies: **All**



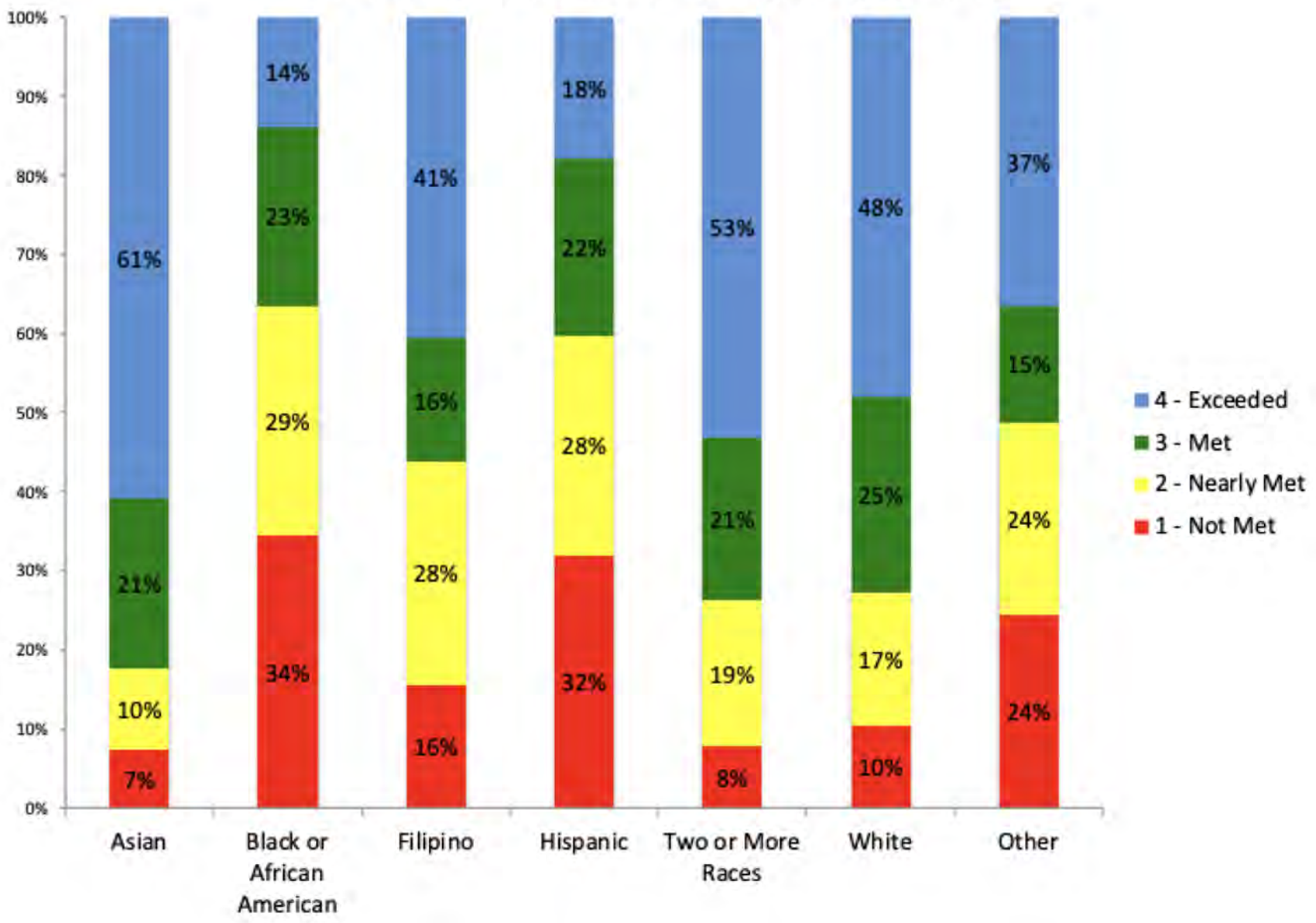
2018 ELA Performance Levels by Race/Ethnicity



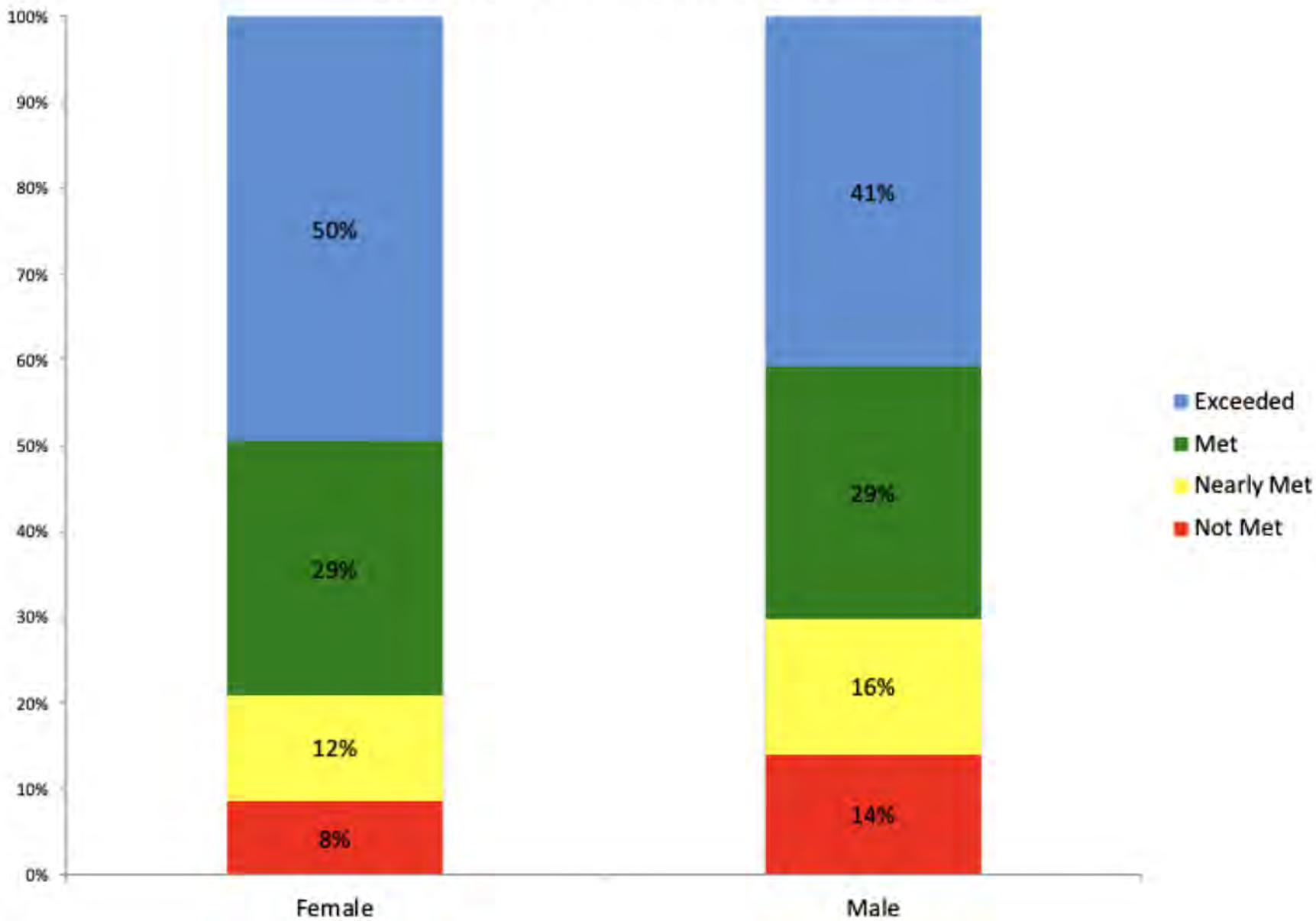




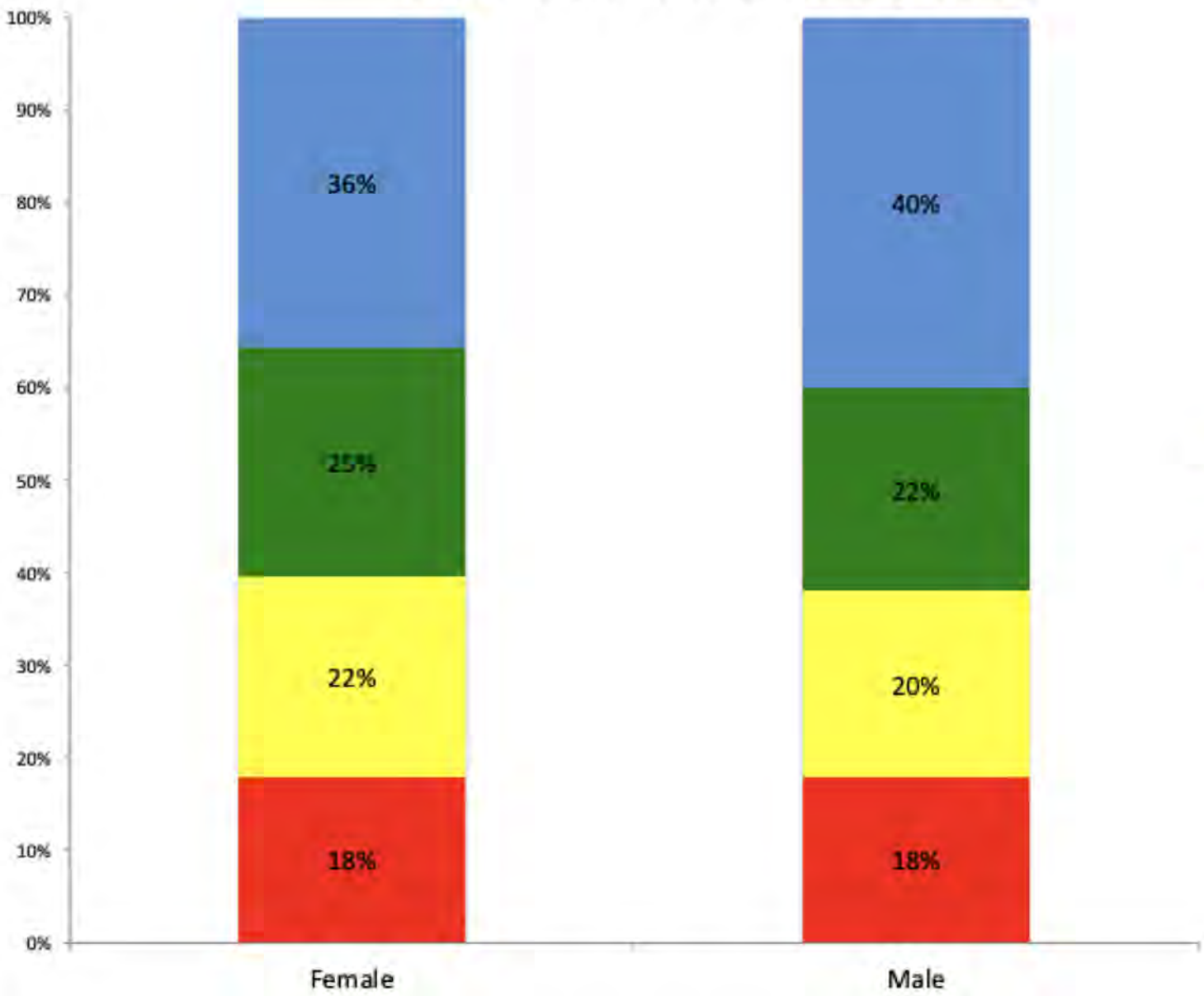
**2018 Math Performance Levels by Race/Ethnicity**



### 2018 ELA Performance Levels by Gender



2018 Math Performance Levels by Gender

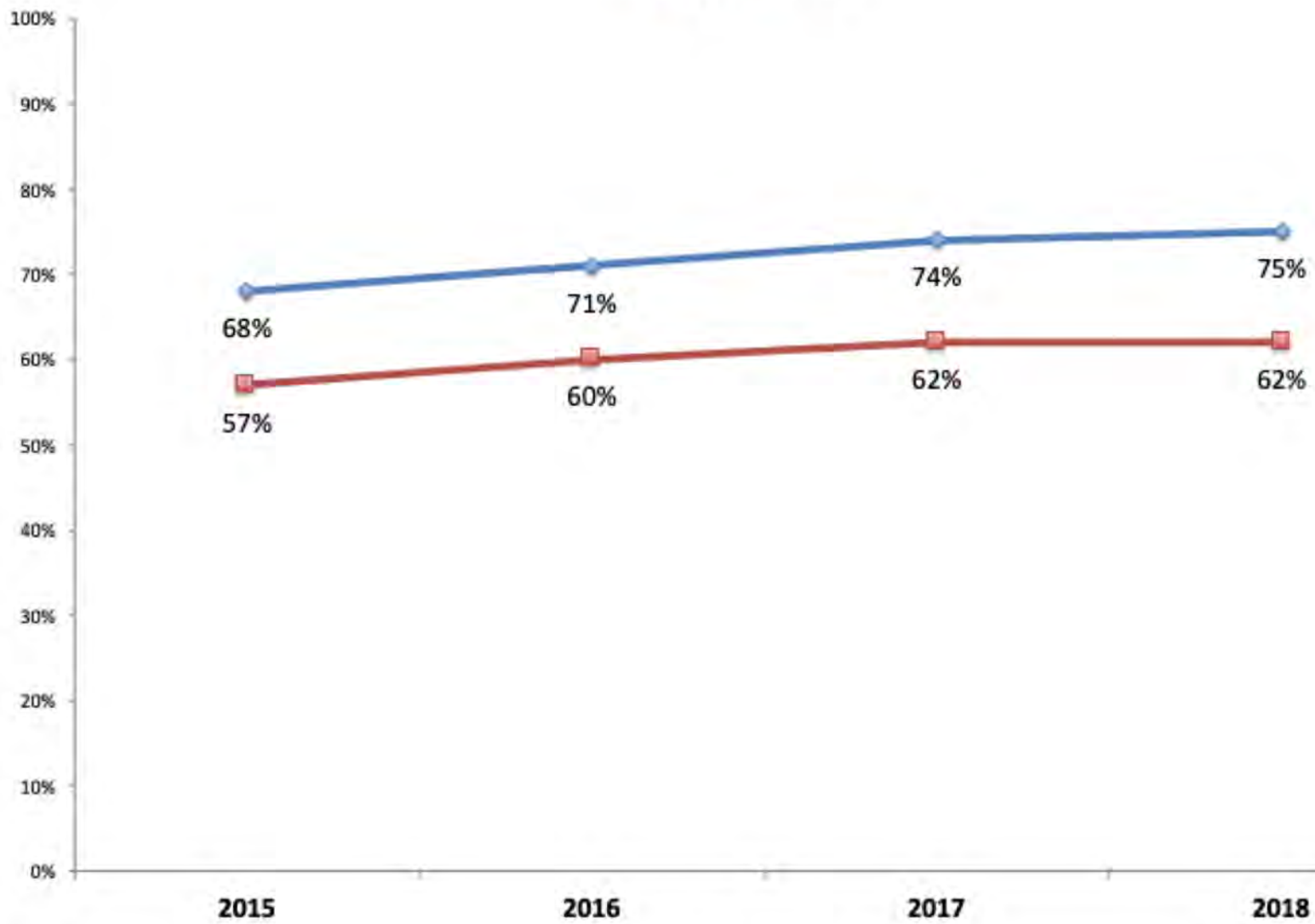


- 4 - Exceeded
- 3 - Met
- 2 - Nearly Met
- 1 - Not Met

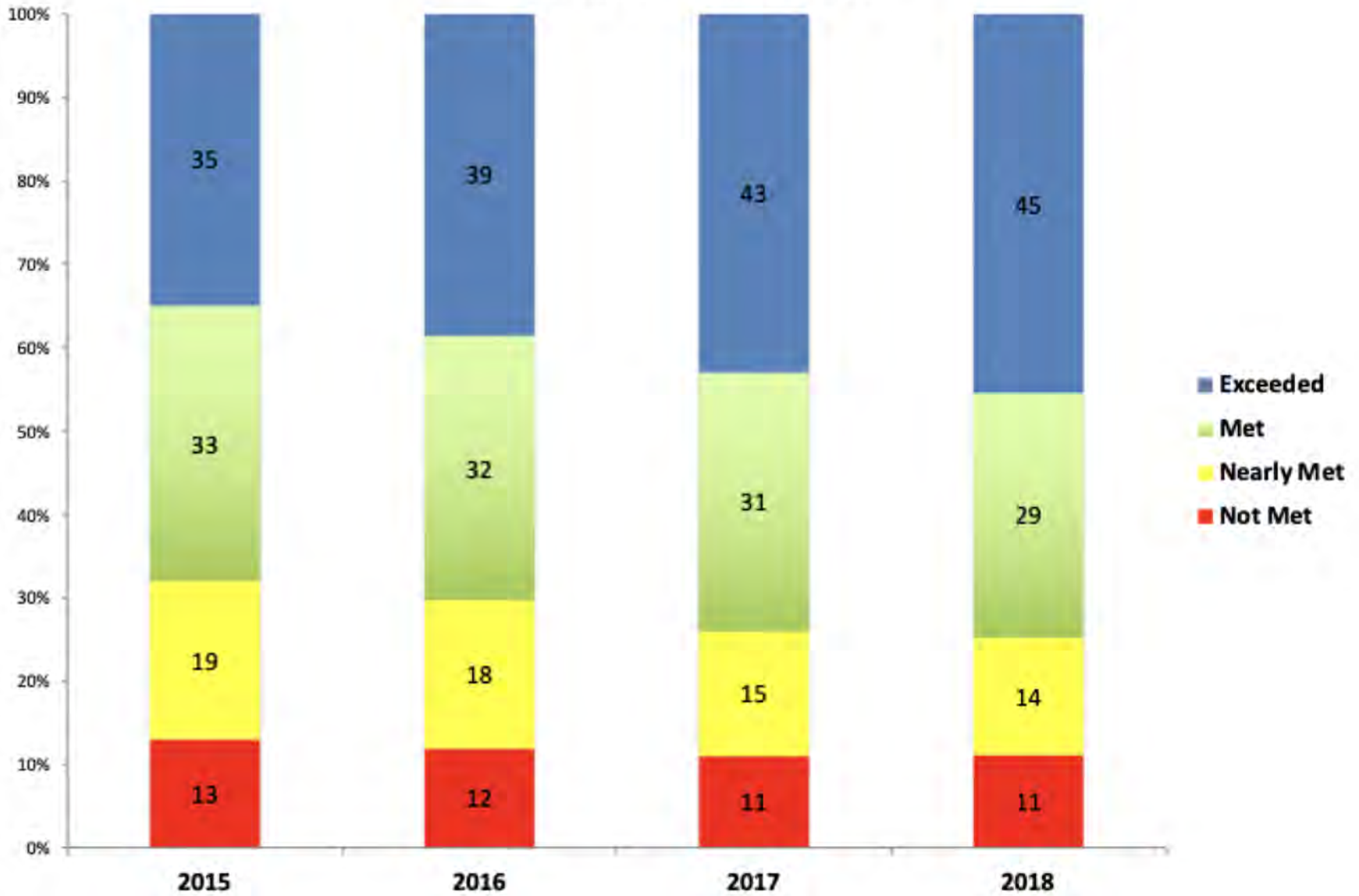


# SMMUSD CAASPP Percent Met or Exceeded Standards 2015 - 2018: All Grades Combined

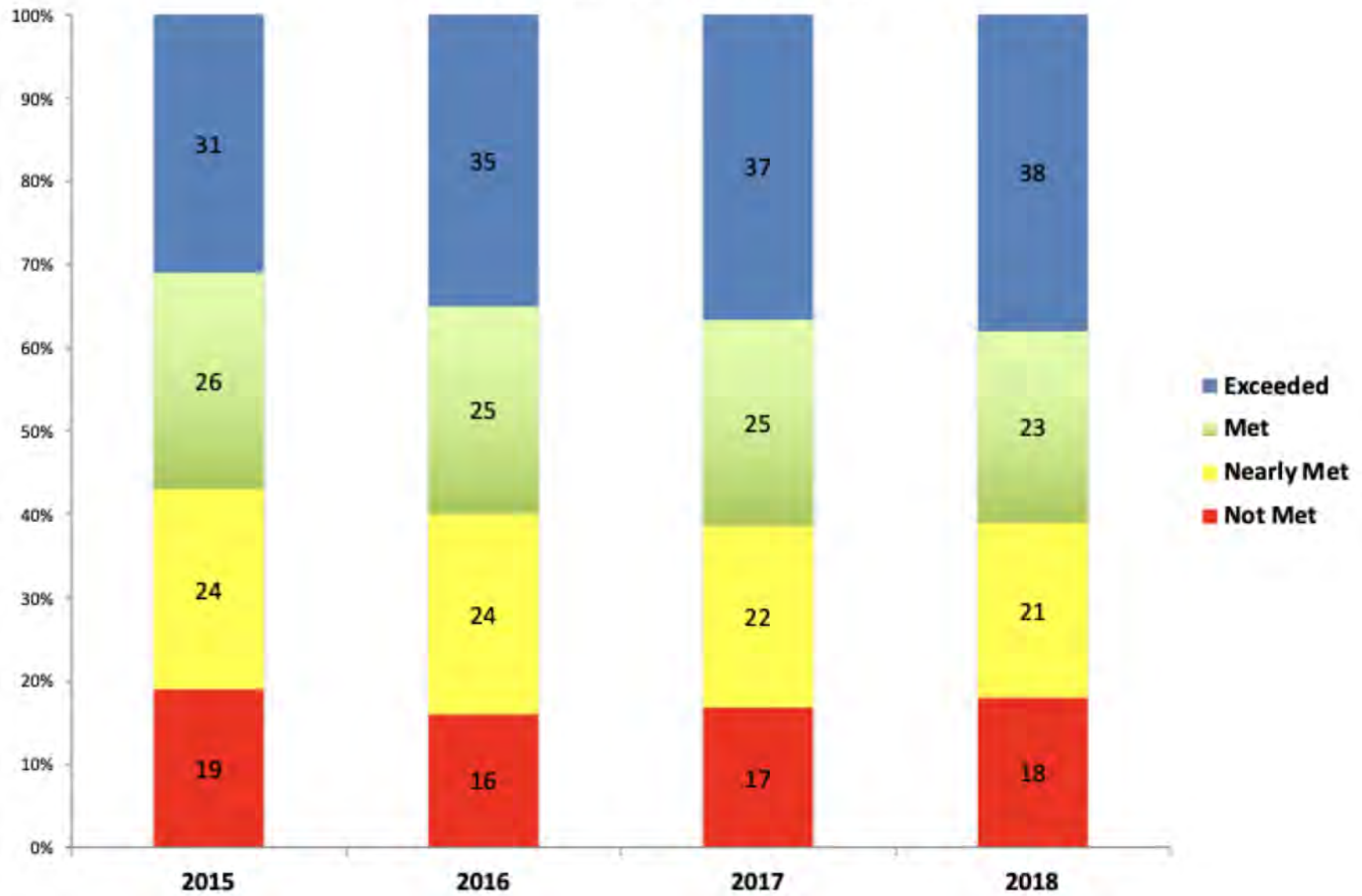
—◆— ELA —■— Math



### SMMUSD CAASPP Performance Levels 2015 - 2018: All Grades Combined - ELA

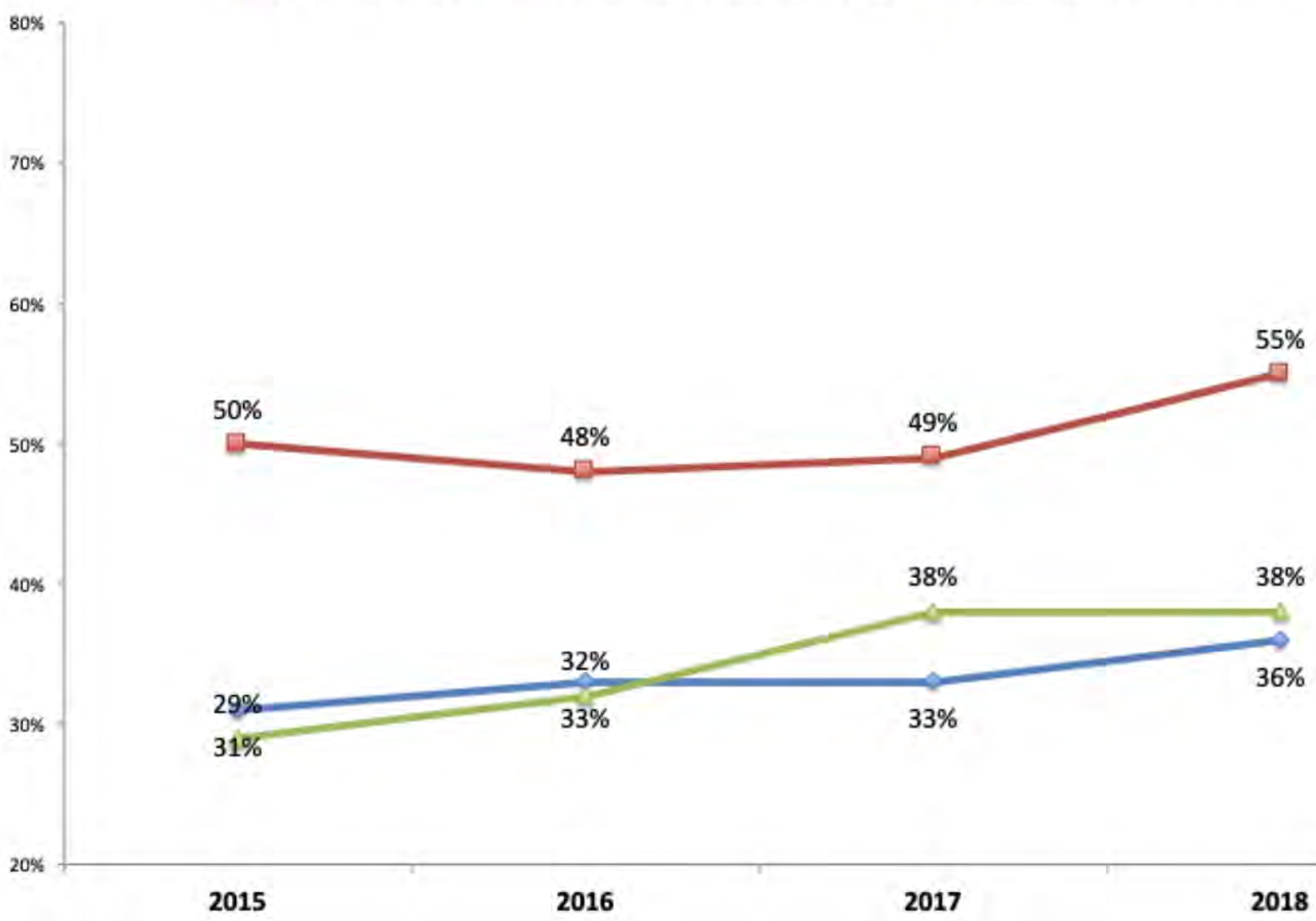


### SMMUSD CAASPP Performance Levels 2015 - 2018: All Grades Combined - Math



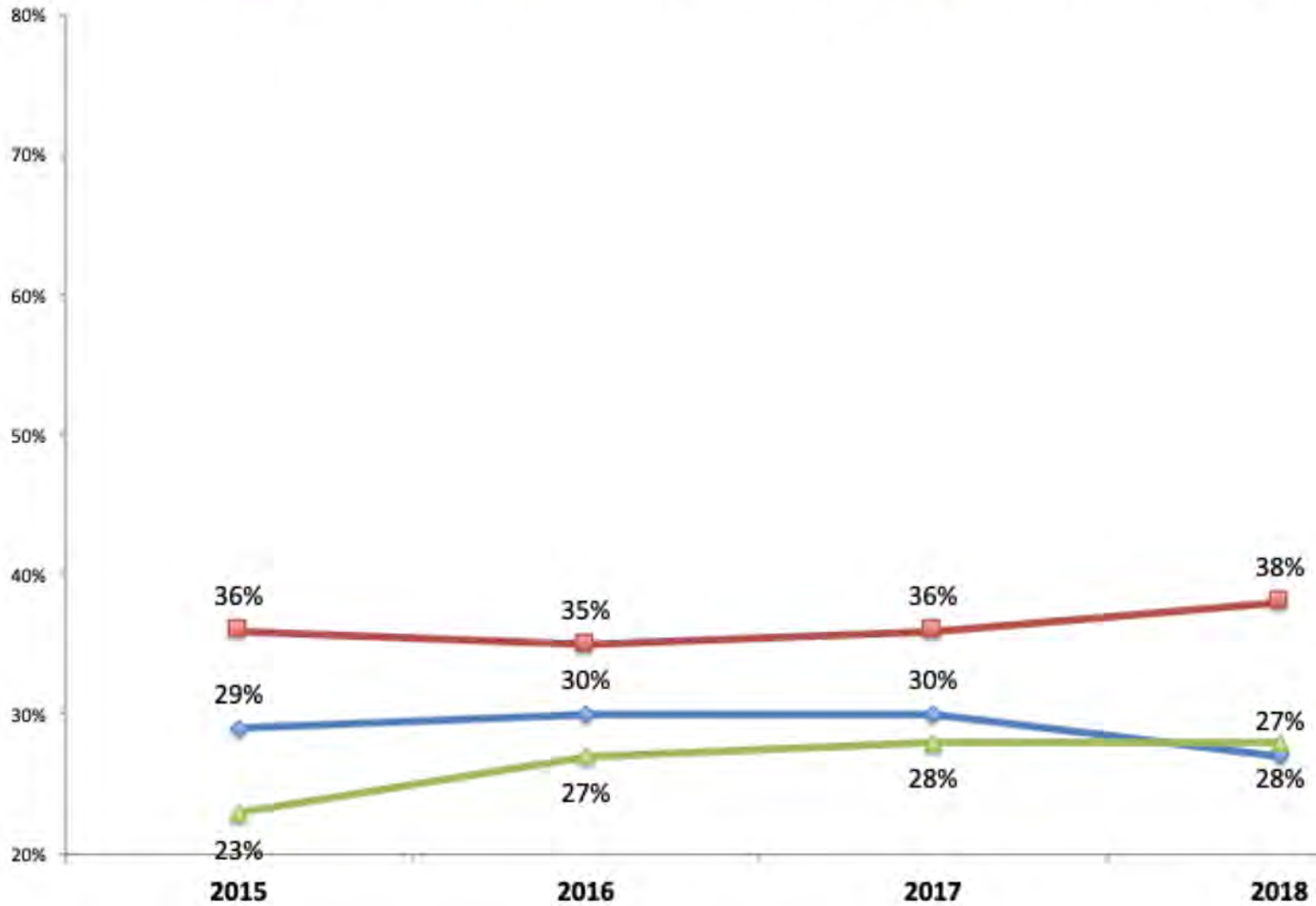
### SMMUSD CAASPP Percent Met or Exceeded **ELA** Standards by Selected Subgroups (All Grades Combined)

English Learners   Economically Disadvantaged   Students With Disability



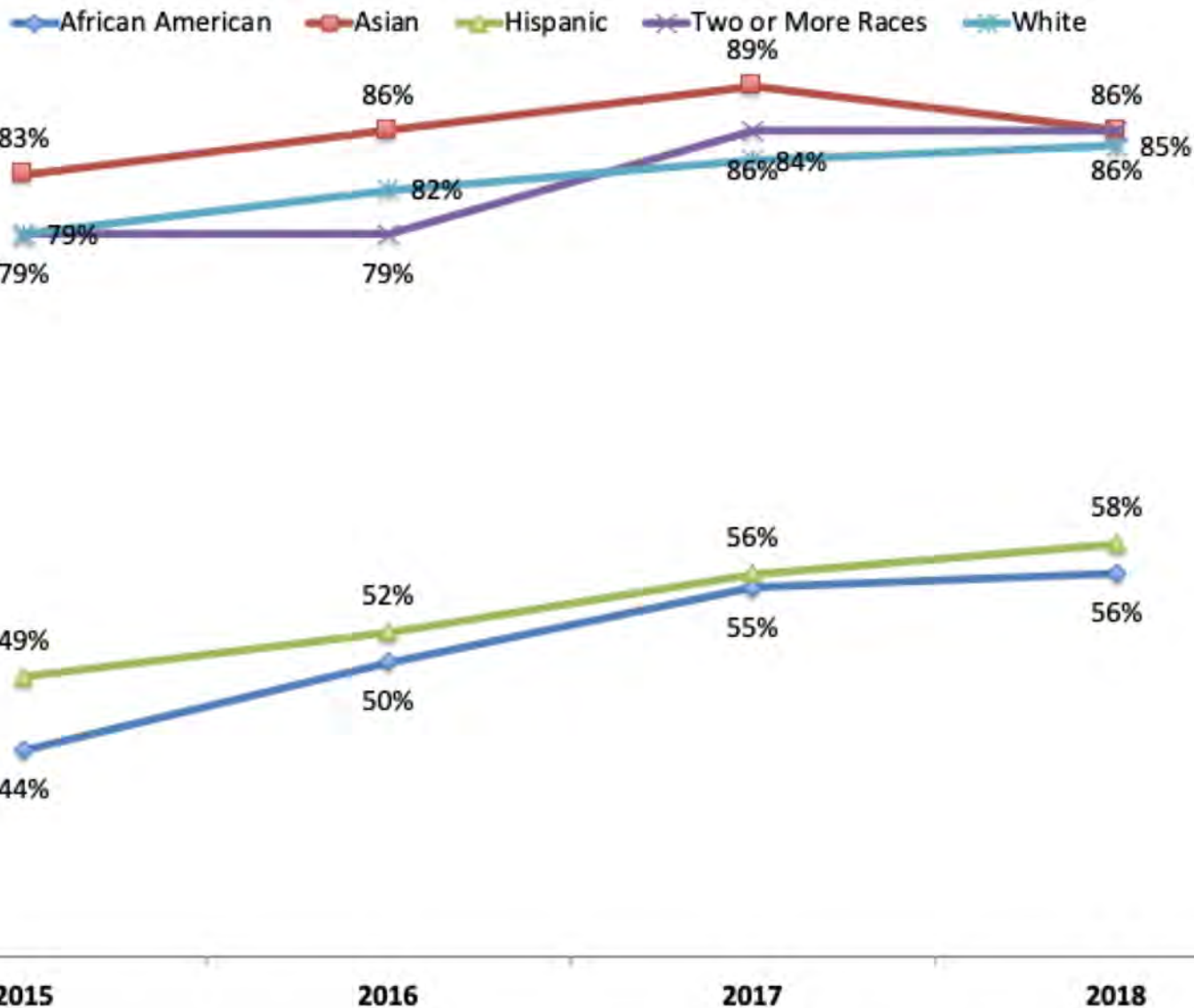
# SMMUSD CAASPP Percent Met or Exceeded **Math** Standards by Selected Subgroups (All Grades Combined)

English Learners   Economically Disadvantaged   Students With Disability



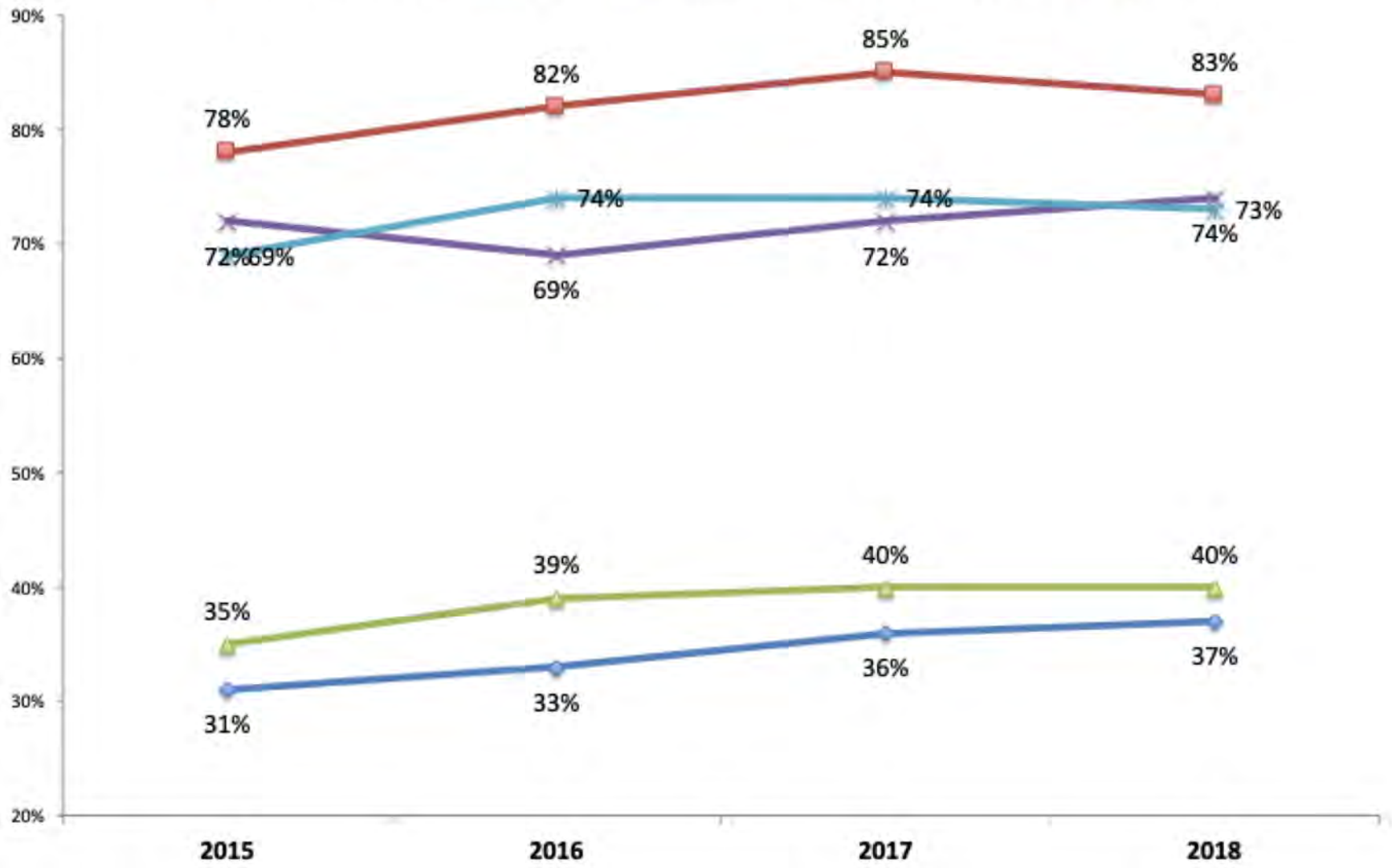


### SMMUSD CAASPP Percent Met or Exceeded **ELA** Standards by Race/Ethnicity (All Grades Combined)



### SMMUSD CAASPP Percent Met or Exceeded **Math** Standards by Race/Ethnicity (All Grades Combined)

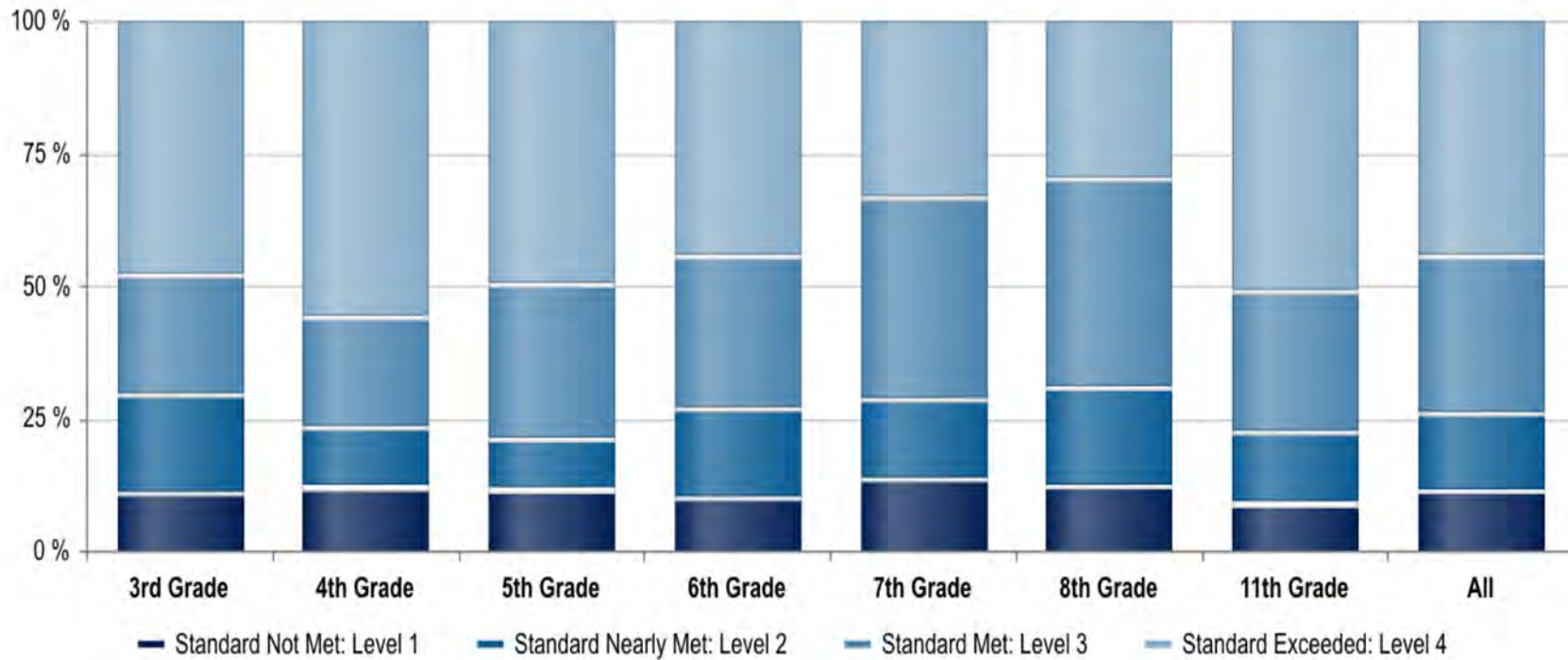
◆ African American   
 ■ Asian   
 ▲ Hispanic   
 ✕ Two or More Races   
 ✦ White



# CAASPP Results 2017-18

## ENGLISH LANGUAGE ARTS/LITERACY

### Achievement Level Distribution

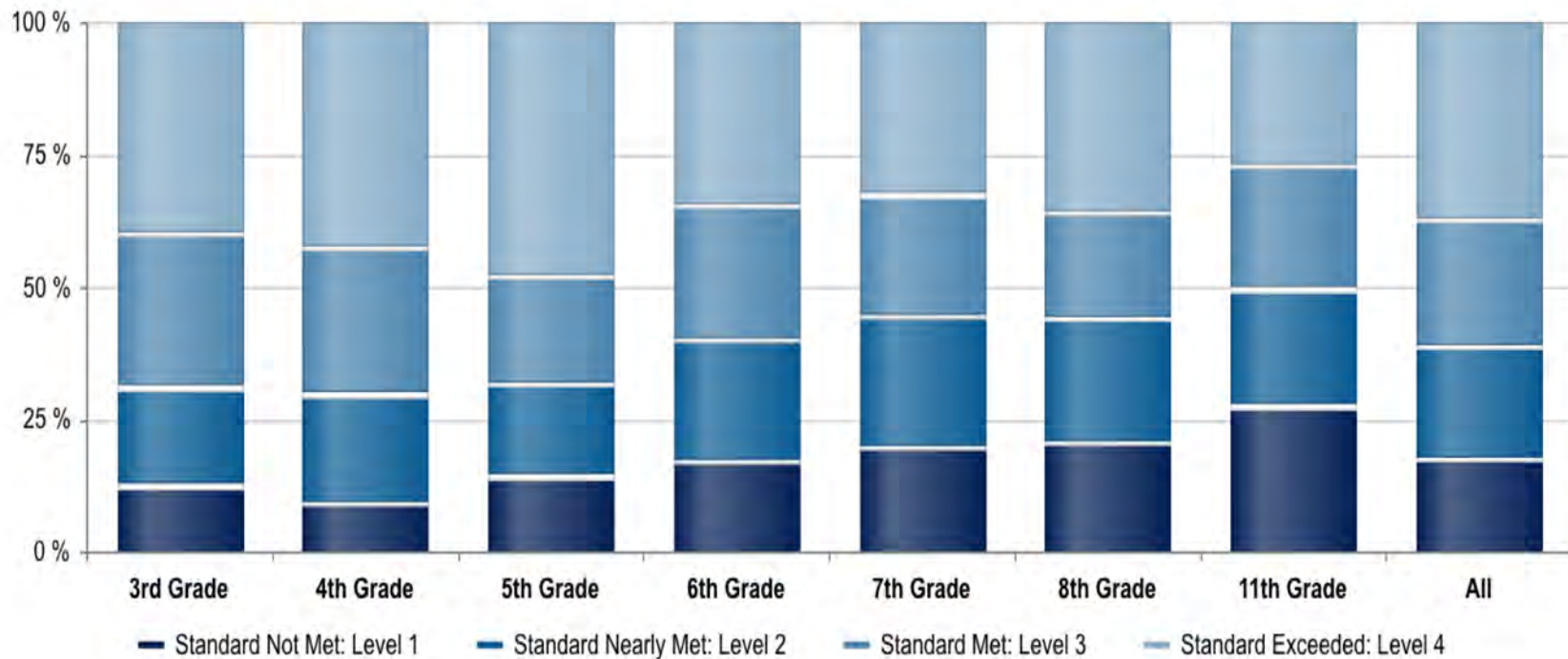




# CAASPP Results 2017-18

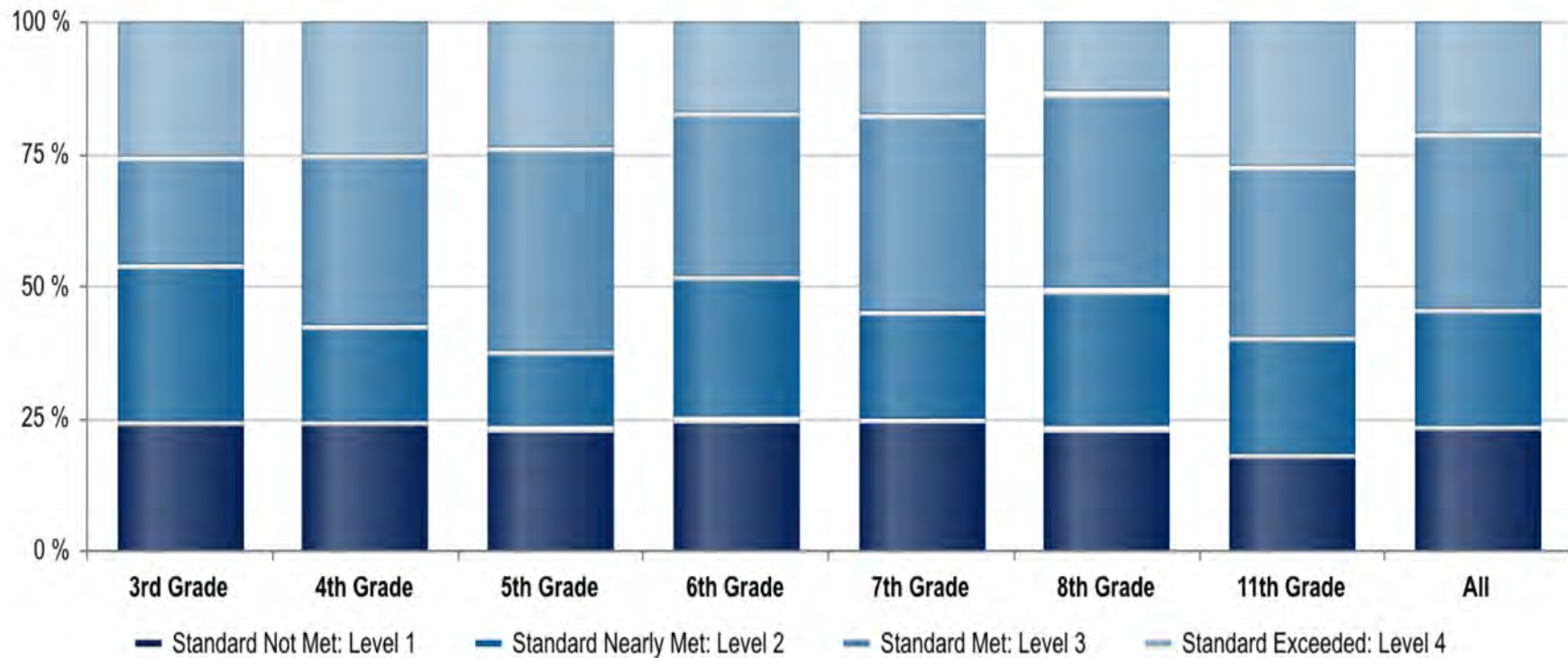
## MATHEMATICS

### Achievement Level Distribution



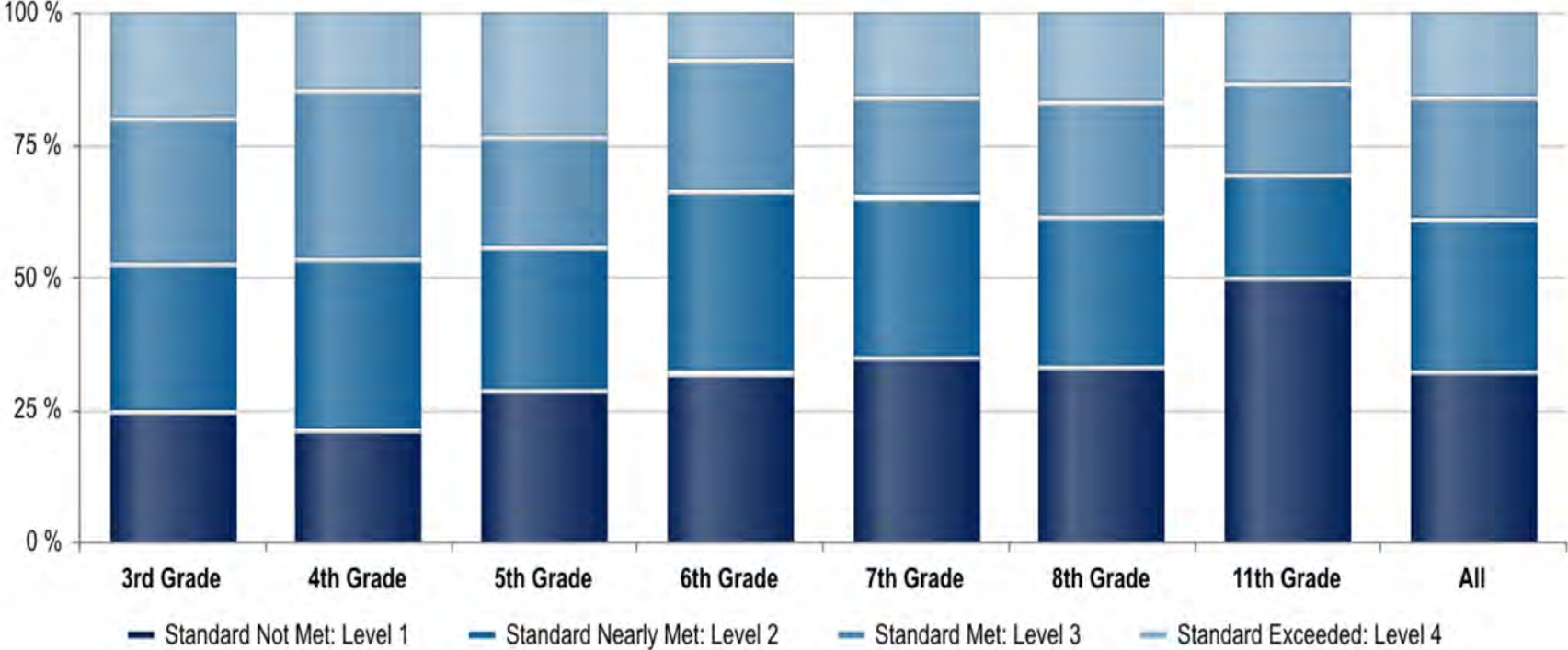
# CAASPP Results 2017-18 – SED (ELA)

Achievement Level Distribution



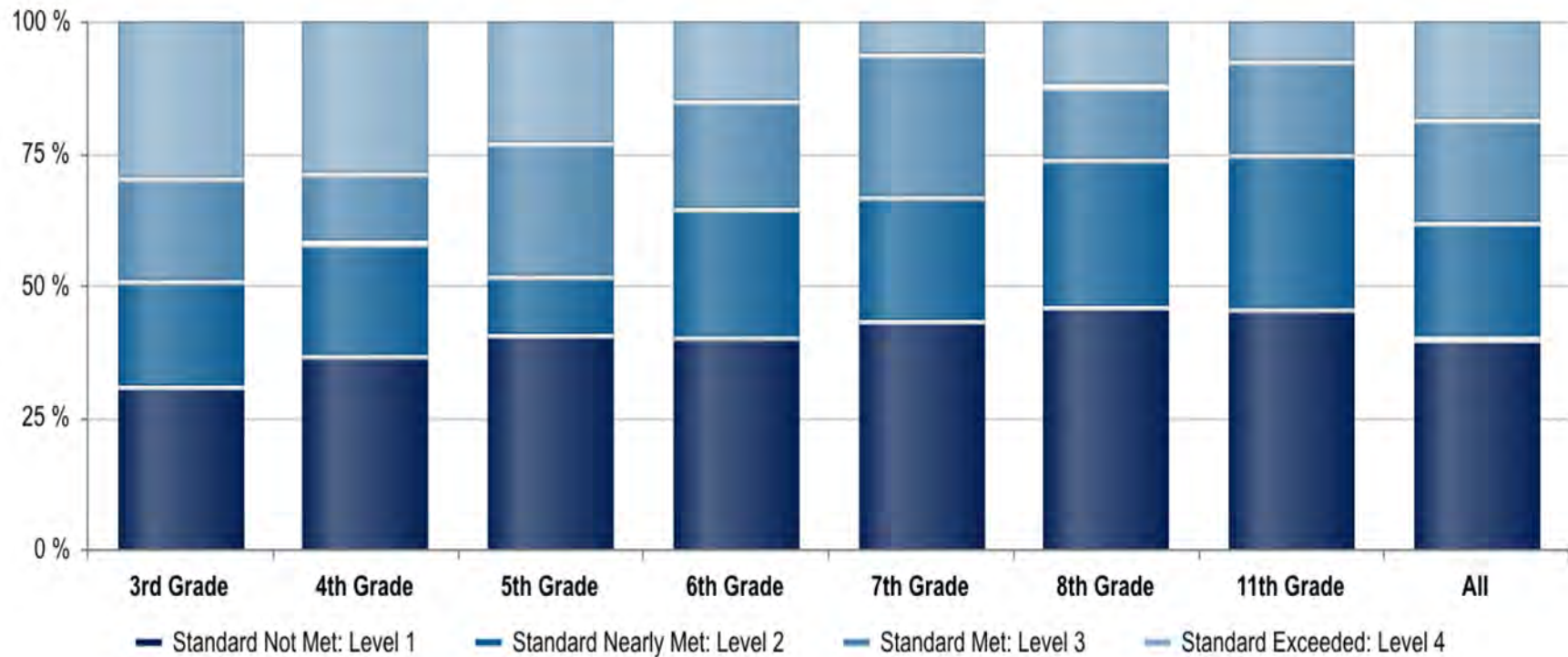
# CAASPP Results 2017-18 – SED (Math)

Achievement Level Distribution



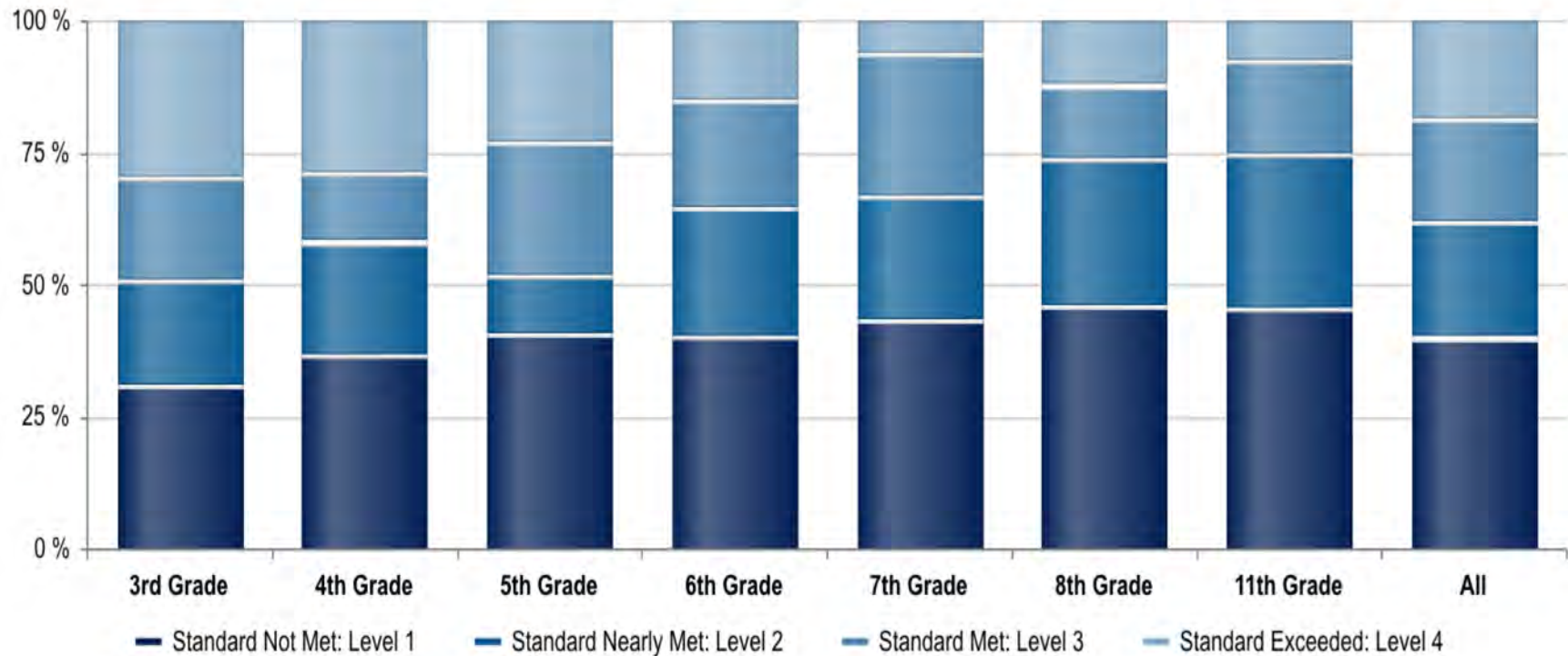
# CAASPP Results 2017-18 – SPED (ELA)

Achievement Level Distribution



# CAASPP Results 2017-18 – SPED (Math)

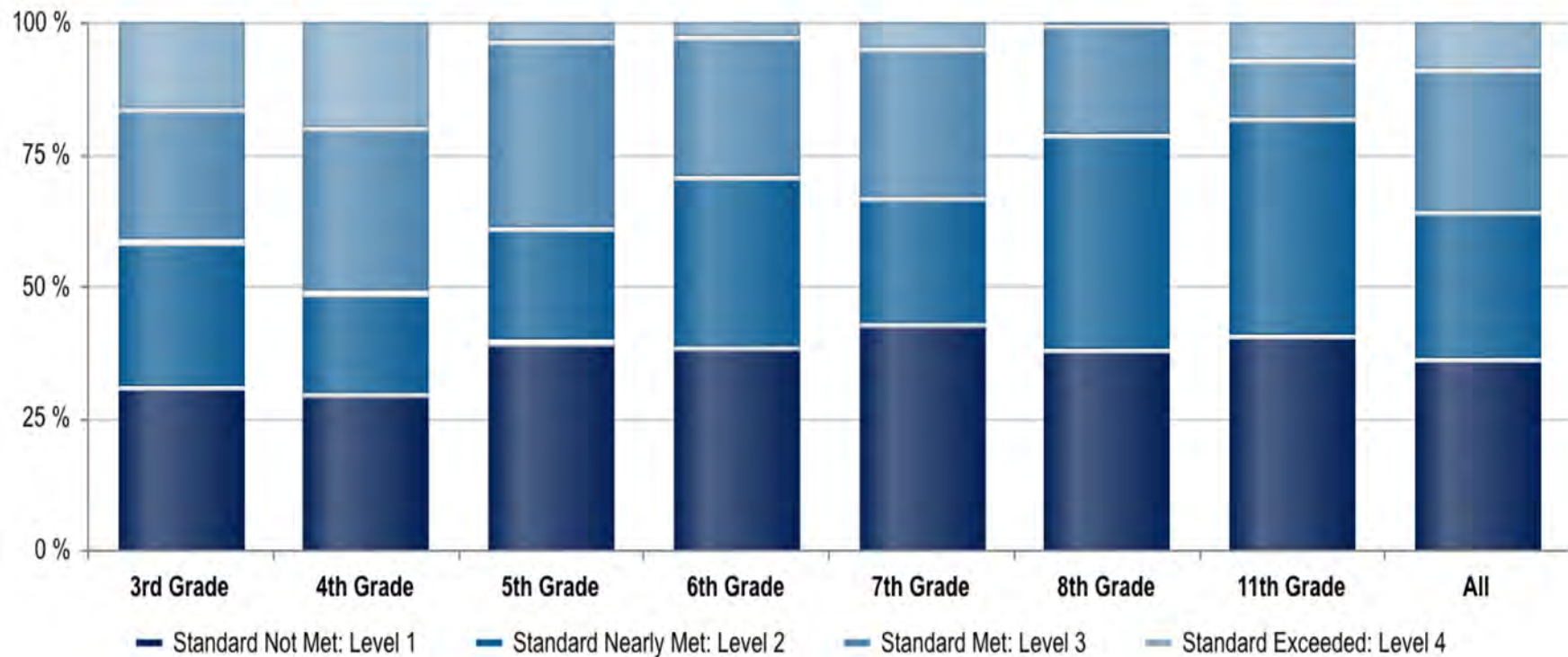
Achievement Level Distribution





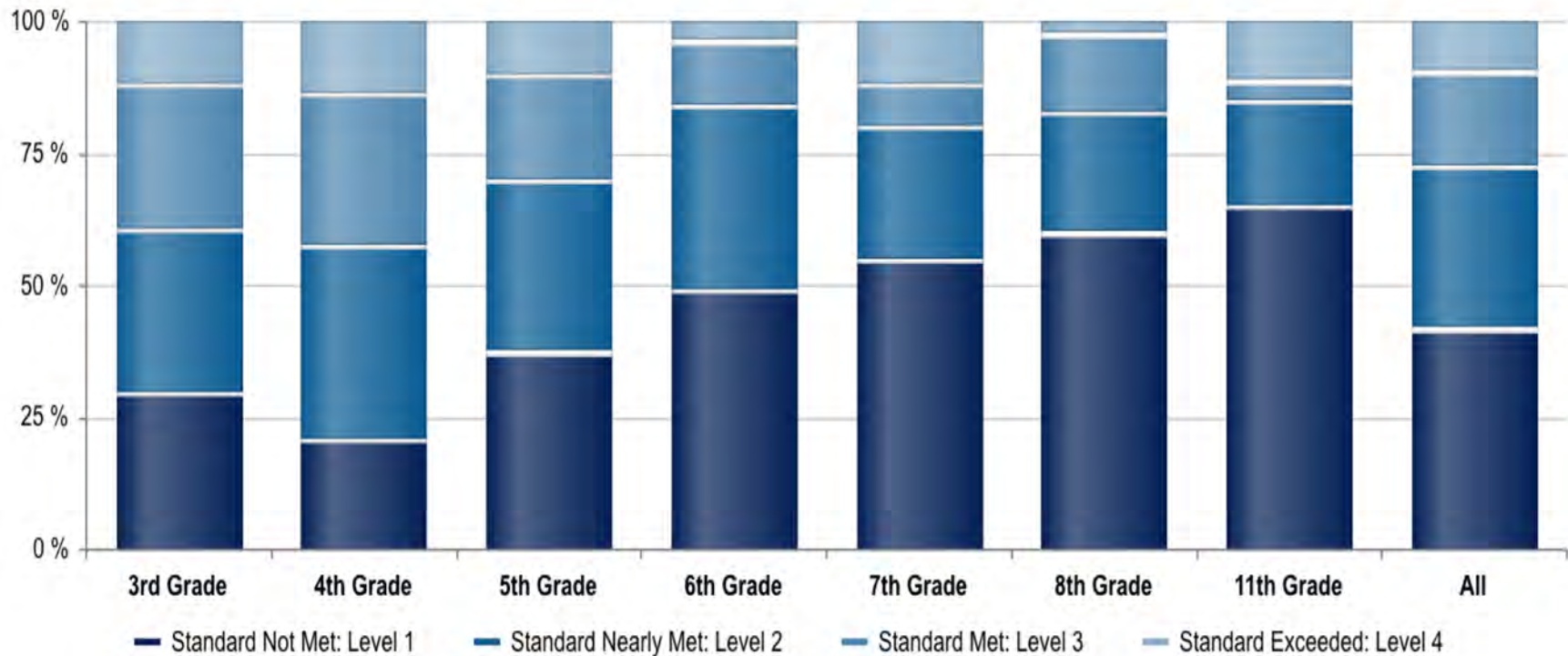
# CAASPP Results 2017-18 – EL (ELA)

Achievement Level Distribution



# CAASPP Results 2017-18 – EL (Math)

Achievement Level Distribution





SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

# Early Development Instrument (EDI) 2017-18

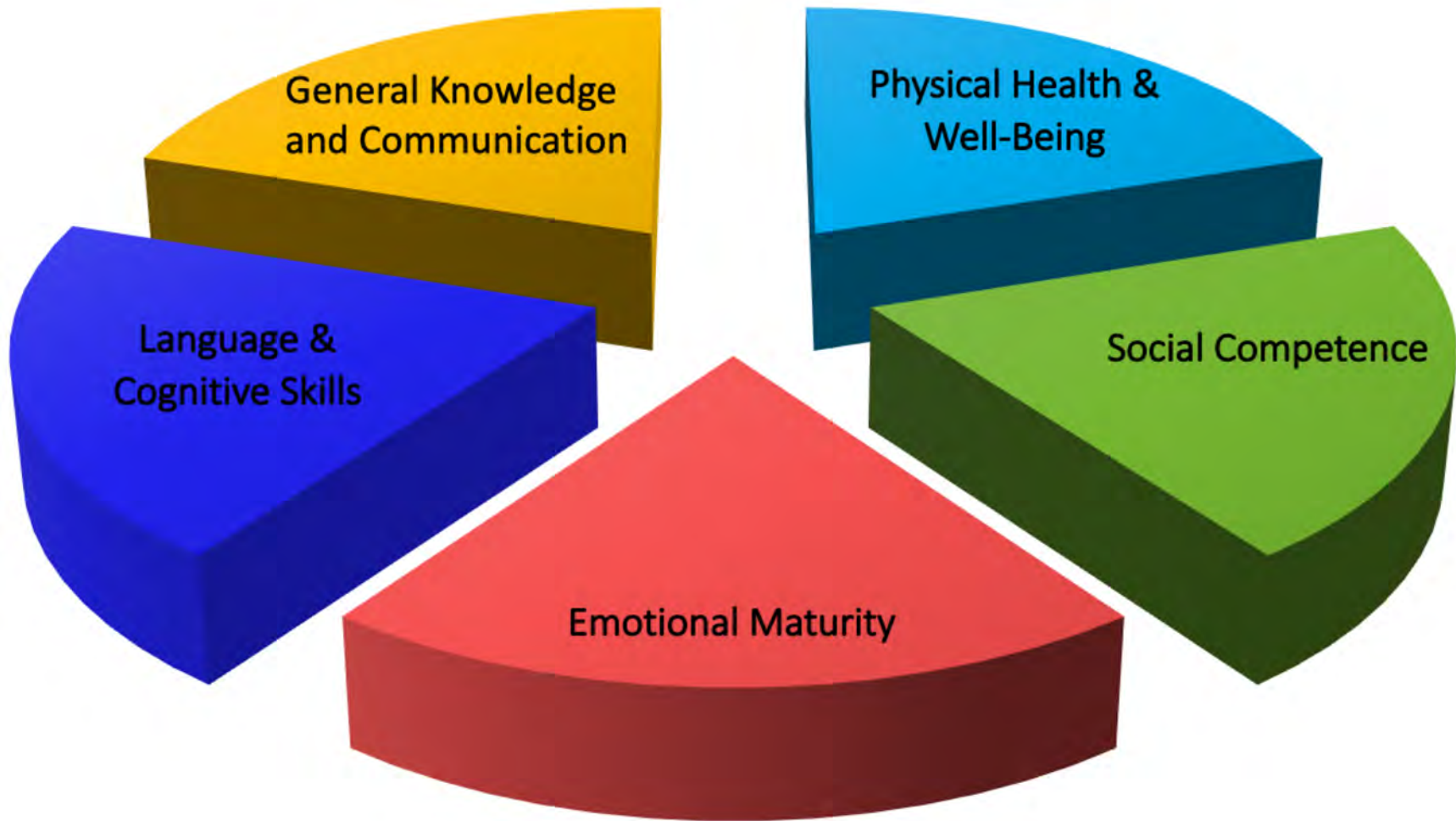




# What Is the EDI?

- Population level assessment
- No results on individual children
- Not a tool to evaluate schools or teachers
- Focus on community-based preventative interventions
- Results show “vulnerability” in certain areas by neighborhood

# What Does EDI Measure?



# How Are Results Reported?

Community-wide

By Neighborhood

Confidential School Reports

Vulnerable

At Risk

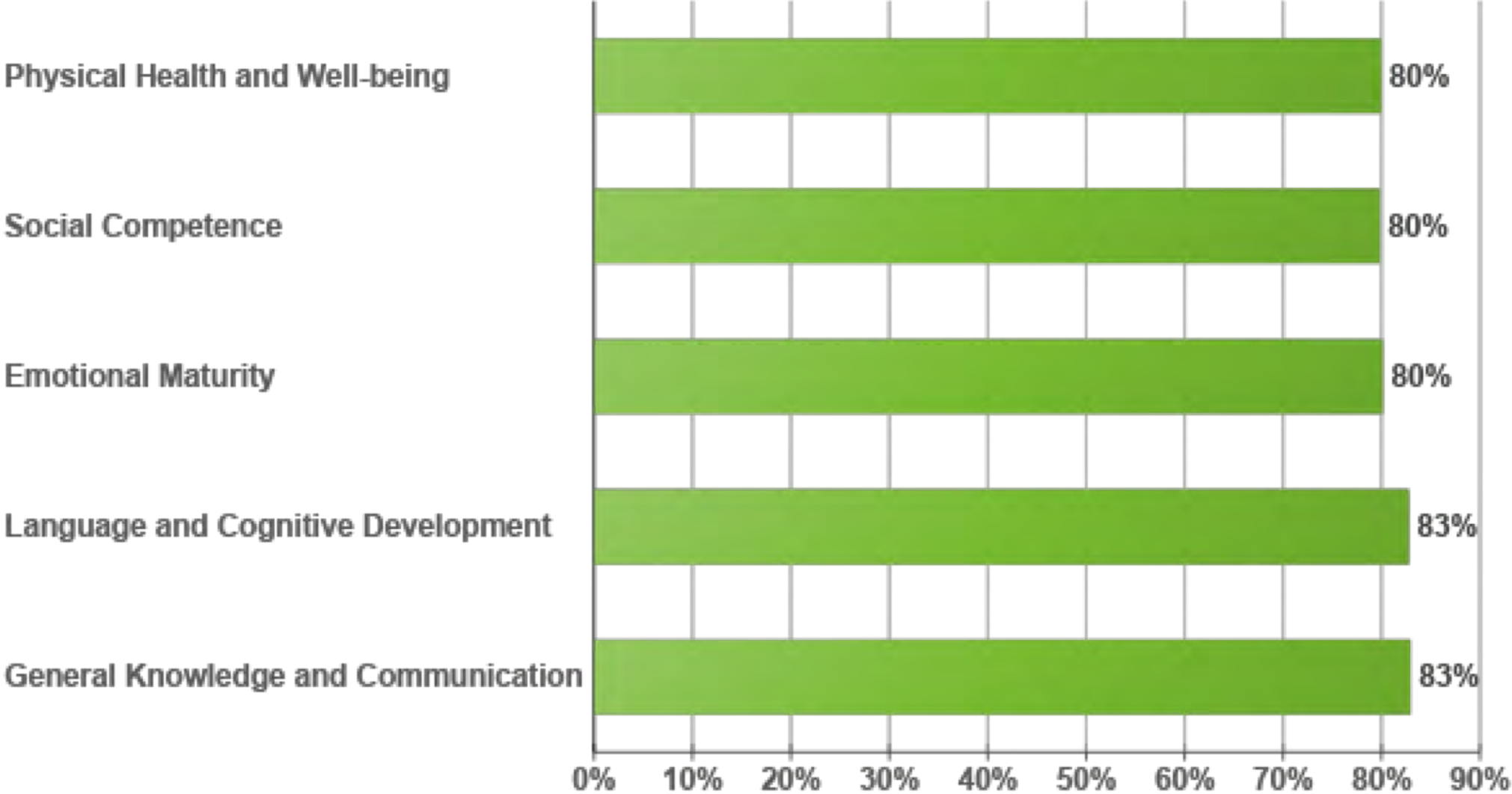
Middle

Top  
(Very  
Ready)

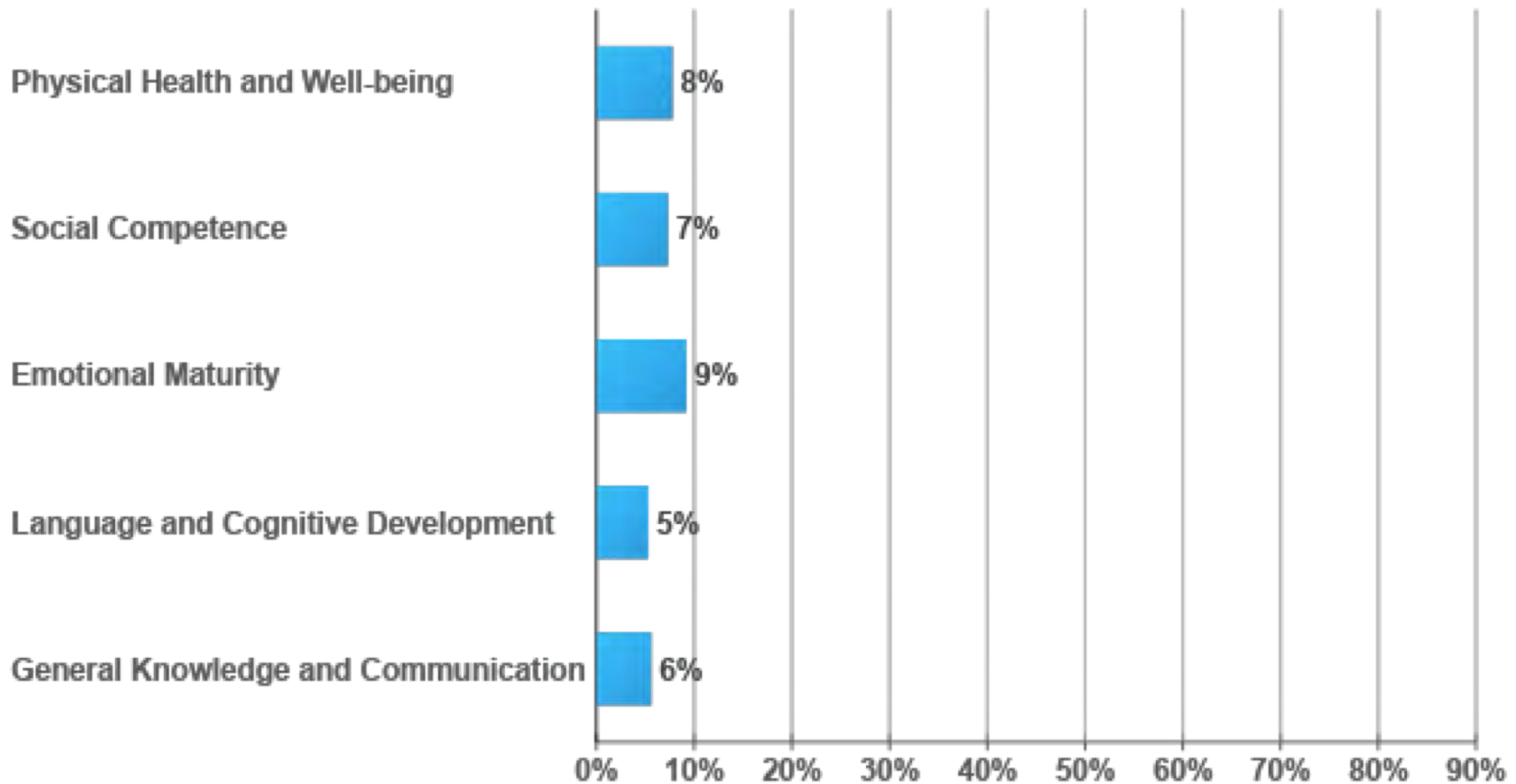
**On Track**



**2018 SMMUSD EDI Results:  
Percentage of Students Deemed "On Track" for Kindergarten  
Readiness**



## 2018 SMMUSD EDI Results: Percentage of Students Deemed "Vulnerable" for Kindergarten Readiness





# What Does Physical Well-Being Mean?

Absence of disease or impairment, access to adequate and appropriate nutrition, and gross and fine motor skills. Necessary gross and fine motor abilities to complete common kindergarten and first grade tasks, including items such as controlling a pencil or turning pages without tearing the pages.

## Sample Items:

- Attendance/Illness
- Underweight/overweight
- Level of energy throughout the school day
- Overall physical development
- Fine motor (holding pencil, crayons, etc.)


**Poor**

**Average**

**Good**

Don't Know





# What Does Social Competence Mean?

Children need to meet general standards of acceptable behavior in public places, control their behavior, cooperate with others, show respect for adult authority, and communicate feelings and needs in a socially acceptable manner

## Sample Items:

- Child is able to play with various children
- Child demonstrates self-control
- Child shows tolerance to someone who made a mistake (e.g., when a child gives a wrong answer to a question posed by the teacher)
- Child is able to adjust to changes in routines
- Child is curious about the world

**Often or Very True**

**Sometimes or  
Somewhat  
True**

**Never or Not  
True**

**Don't Know**



# What Does Emotional Maturity Mean?

Emotional maturity is characterized by a balance between a child's curiosity about the world, an eagerness to try new experiences, and some ability to reflect before acting.

## Sample Items:

- Child volunteers to help clear up a mess someone else has made
- Child appears worried
- Child cries a lot
- Child takes things that do not belong to him/her
- Child has difficulty awaiting turn in games or groups

**Often or Very True**

**Sometimes or  
Somewhat  
True**

**Never or Not  
True**

**Don't Know**



# Language and Cognitive Development

Language skills refer to vocabulary size and a child's ability to name letters and attend to the component sounds within words. Cognitive skills involve the ways in which children perceive, organize, and analyze information.

## Sample Items:

- Child knows how to handle a book (e.g., turn a page)
- Child is aware of writing directions in English (left to right, top to bottom)
- Child is interested in reading (inquisitive/curious about the meaning of printed material)
- Child is able to write simple sentences
- Child is able to sort and classify objects by a common characteristic (e.g., shape, color, size)

**Yes**

**No**

**Don't Know**



# Communication Skills & General Knowledge

Children must be able to understand verbal communications with other adults and children and to verbally communicate experiences, ideas, wishes, and feelings in a way that can be understood by others.

## Sample Items:

- Able to take part in imaginative play
- Able to articulate clearly, without sound substitutions
- Answers questions showing knowledge about the world (e.g., leaves fall in the autumn, apple is a fruit, dogs bark)

**Poor**

**Average**

**Good**

**Don't Know**



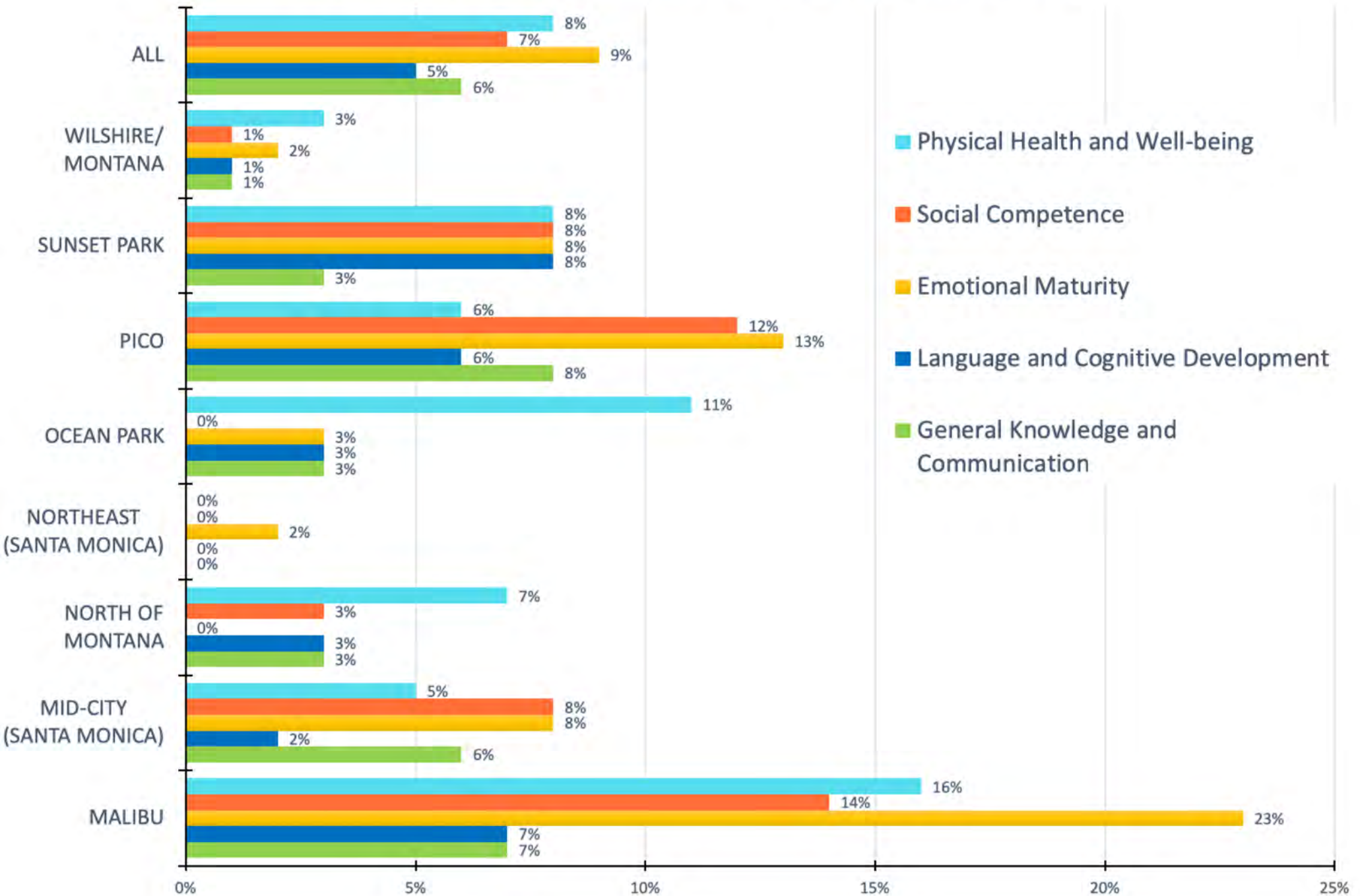
# Neighborhood Reports

- Based on where the student lives NOT where he/she attends school
- Students who live outside the boundaries of Santa Monica or Malibu are included in the “all” or community report



# EDI 2017-18 Data

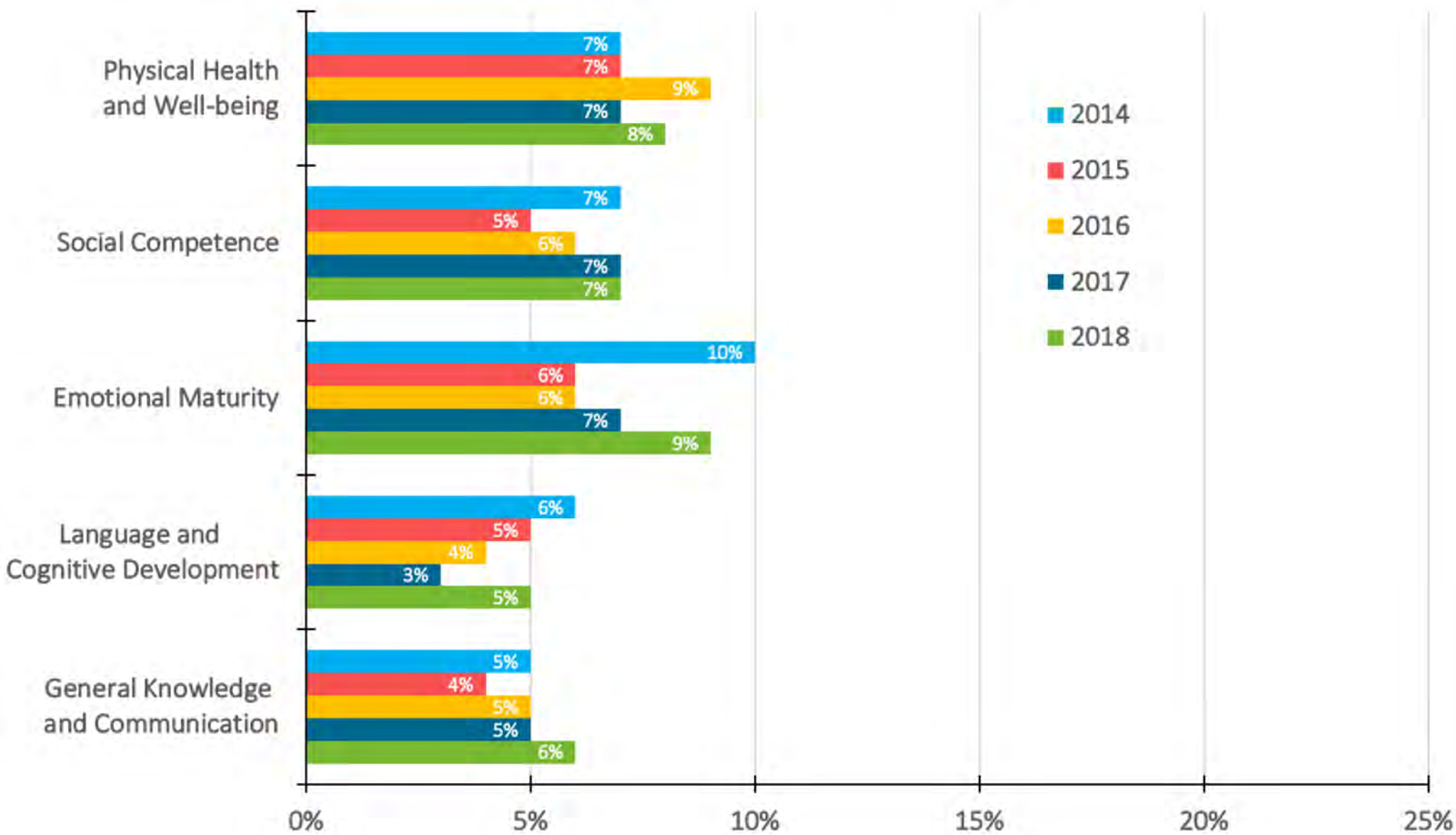
## K Students Deemed Vulnerable (By Neighborhood)





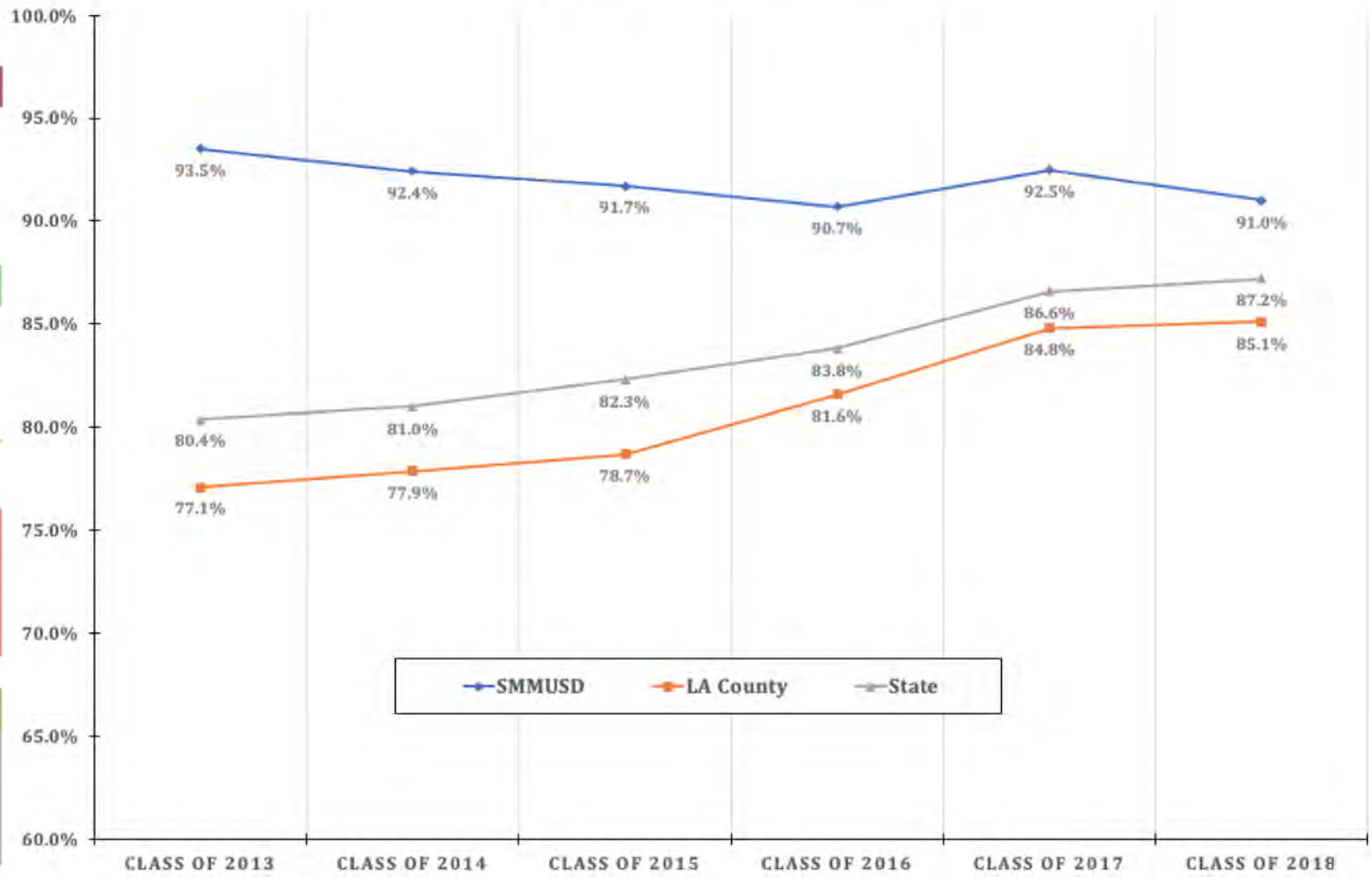
# SMMUSD EDI Results 2014 - 2018

## Percentage of Students Deemed "Vulnerable" for Kindergarten Readiness



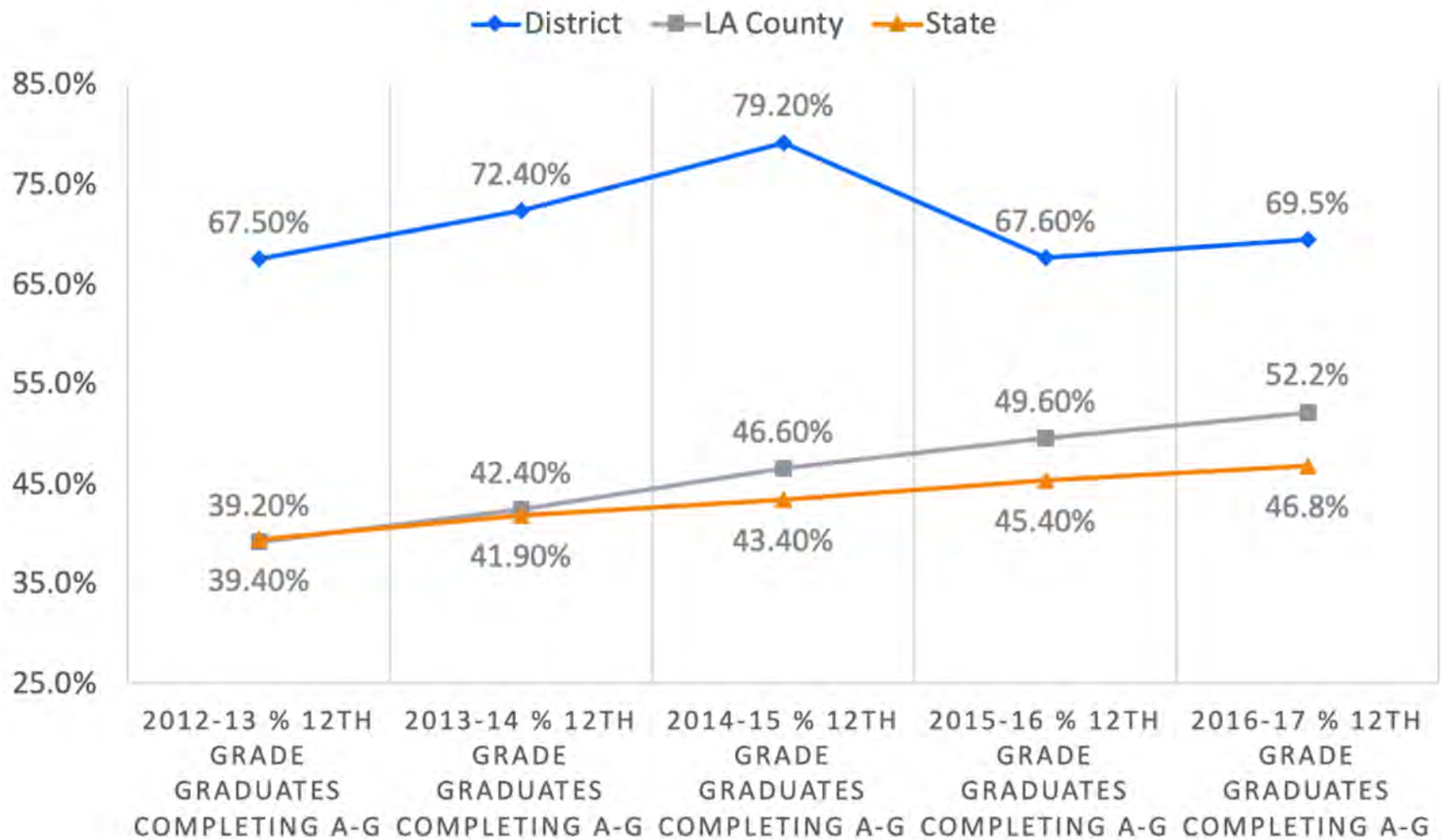
# Cohort Graduation Rate (2013-2018)

COHORT GRADUATION RATE



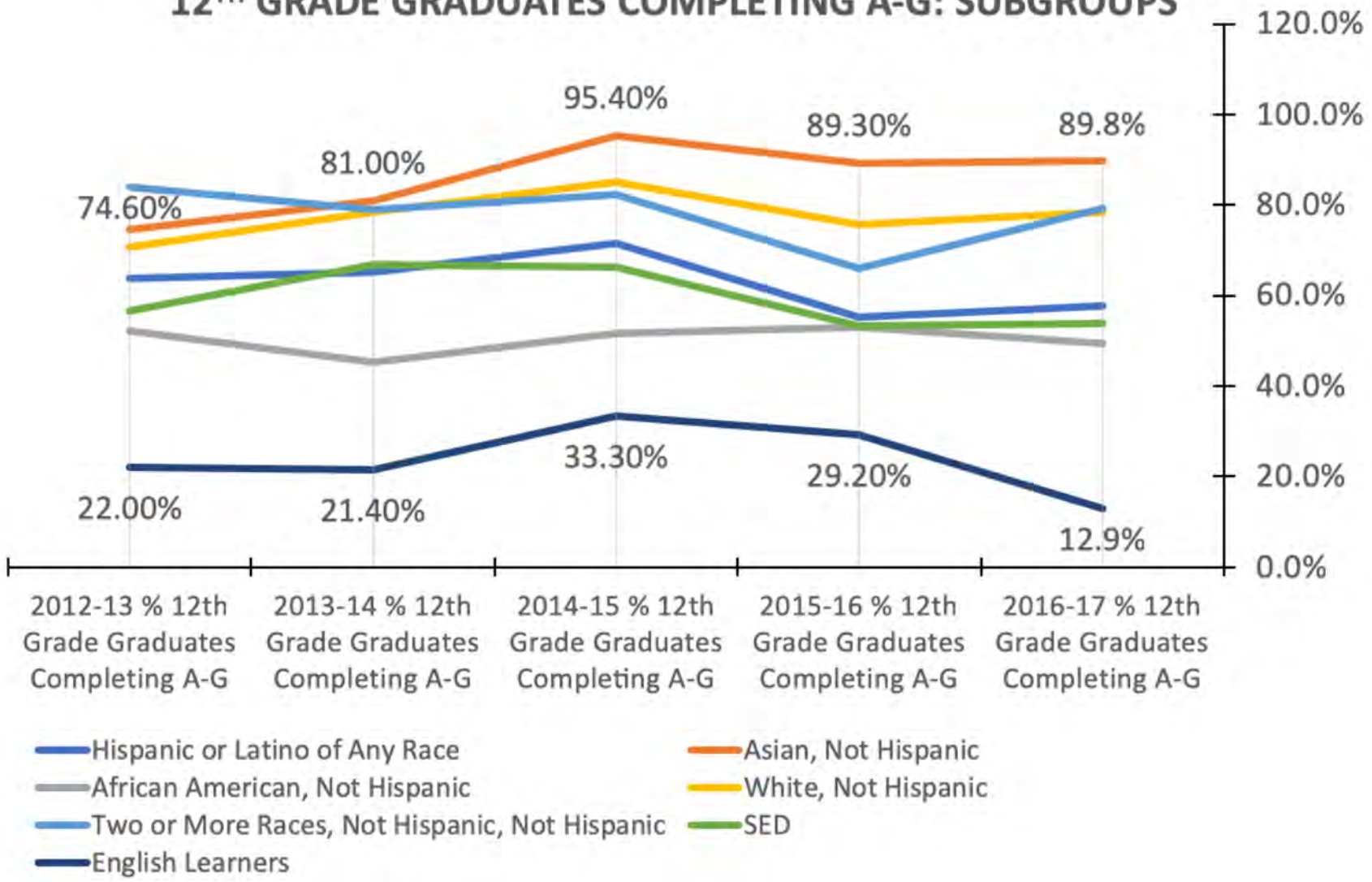
# Grads Completing UC/CSU A-G Requirements (2013-2017)

## 12TH GRADE A-G COMPLETION RATES



# Grads Completing UC/CSU A-G Requirements - By Subgroups

12<sup>TH</sup> GRADE GRADUATES COMPLETING A-G: SUBGROUPS







# Access to AP Courses Senior Exit Survey Results

How *satisfied or dissatisfied* were you with the following...

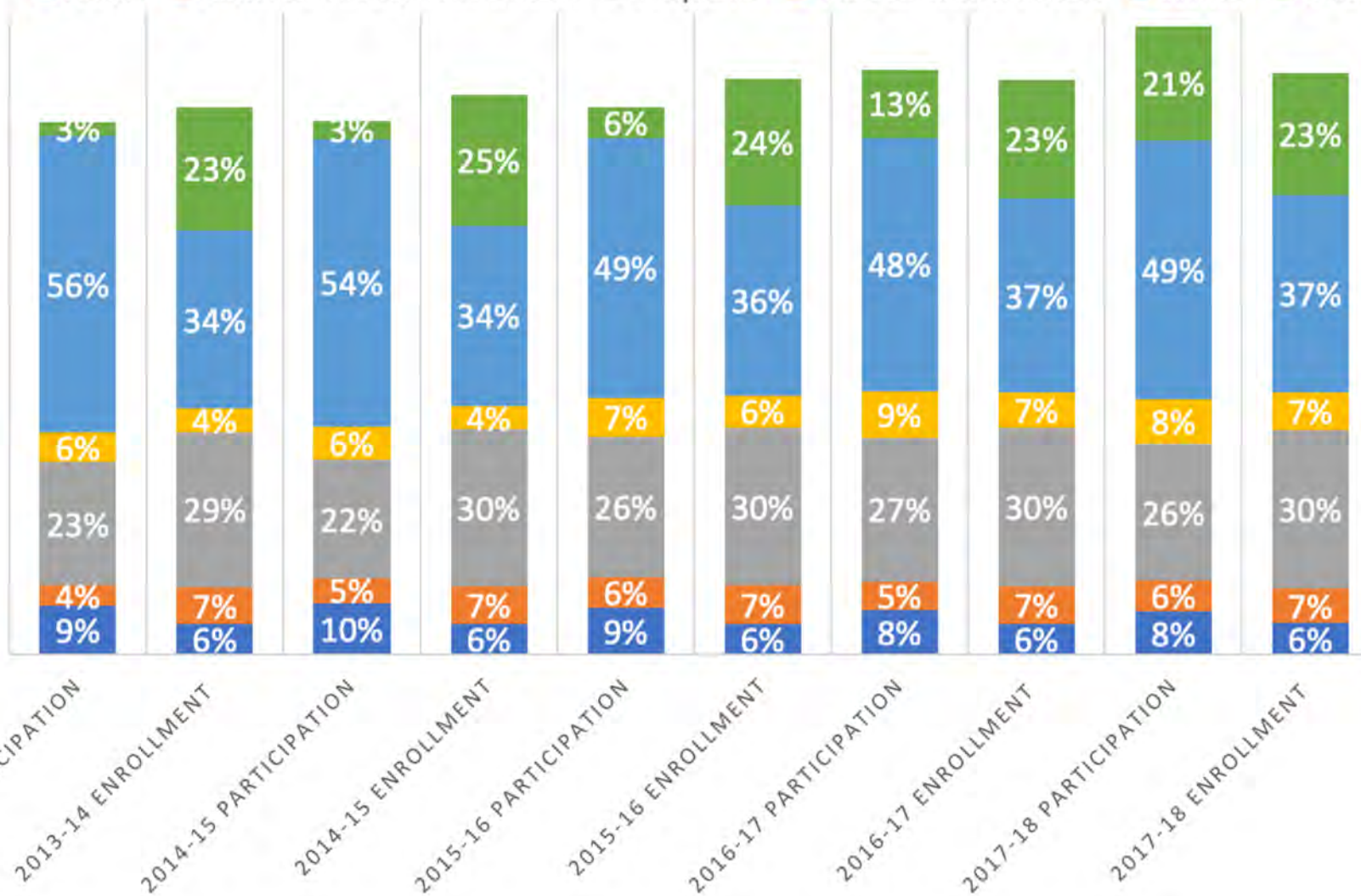
	2018	2017	2016
Variety of AP courses	90%	90%	89%
Access to AP courses	92%	91%	91%

**\*Responded being “Very Satisfied” or “Satisfied”**

# AP Participation and Enrollment by Race (2013-2018)

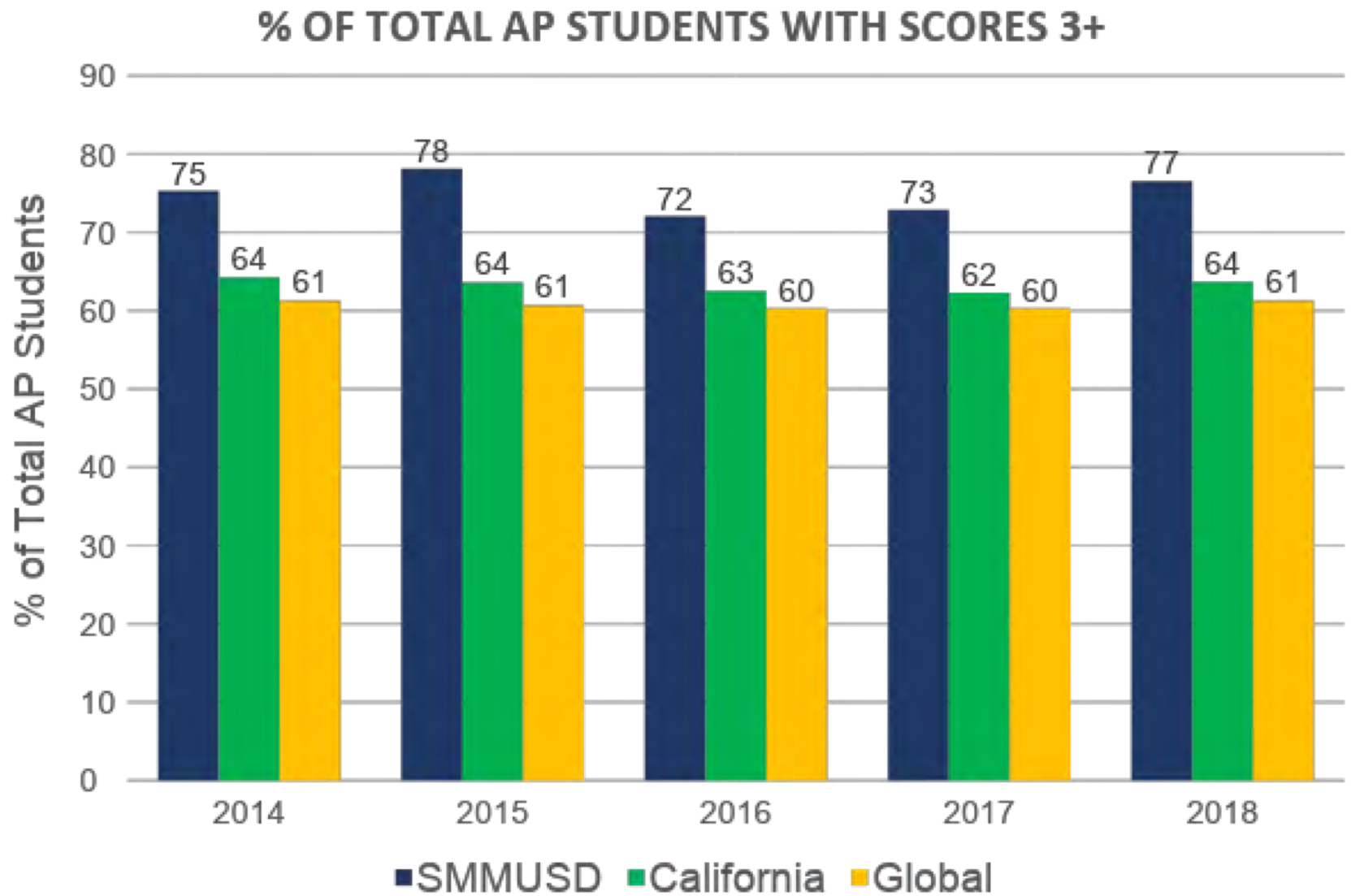
AP PARTICIPATION RATES AND OVERALL ENROLLMENT

Asian Black or African American Hispanic Two or More Races White SED





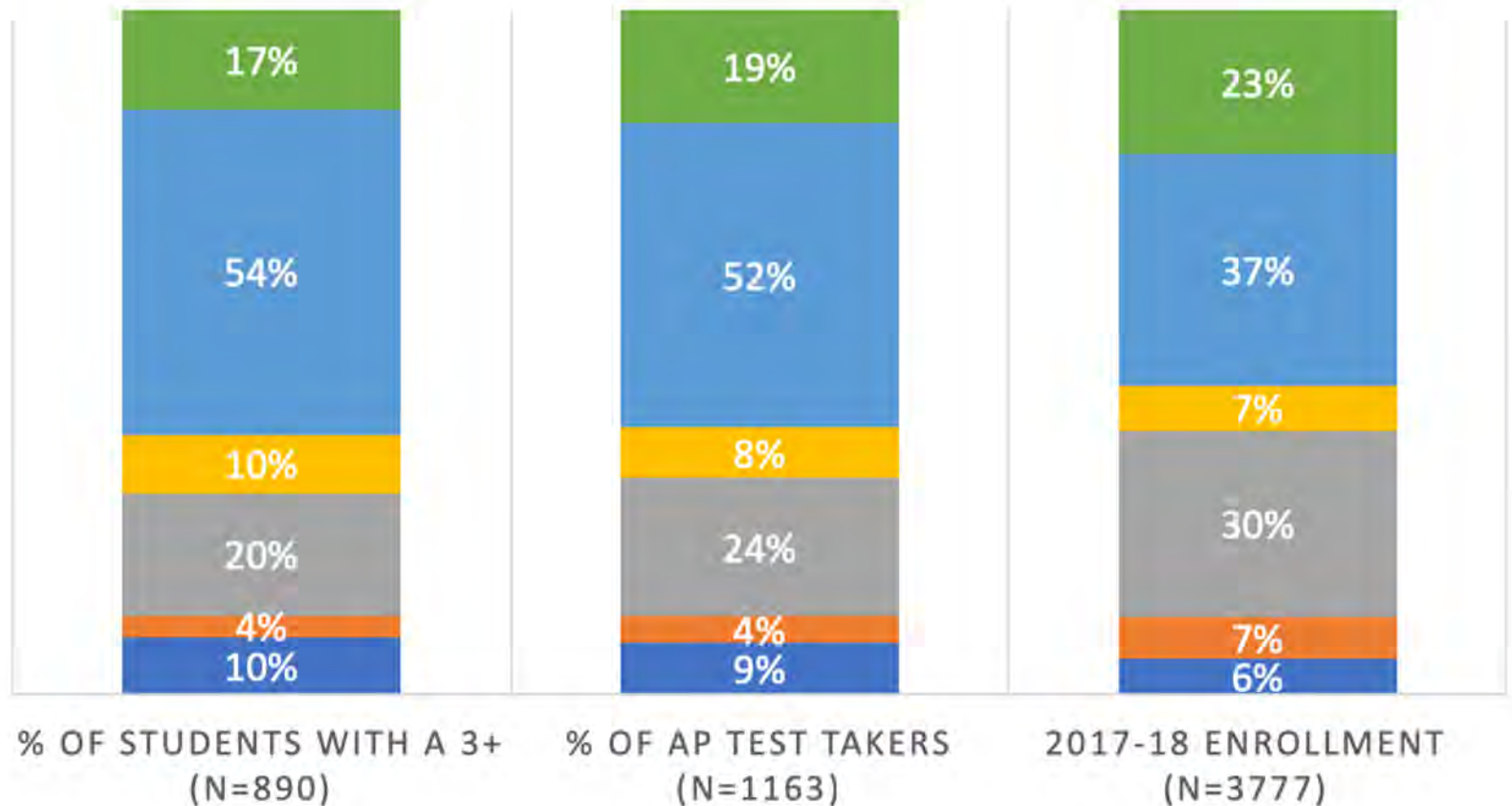
# AP Exam Success (2014-18)



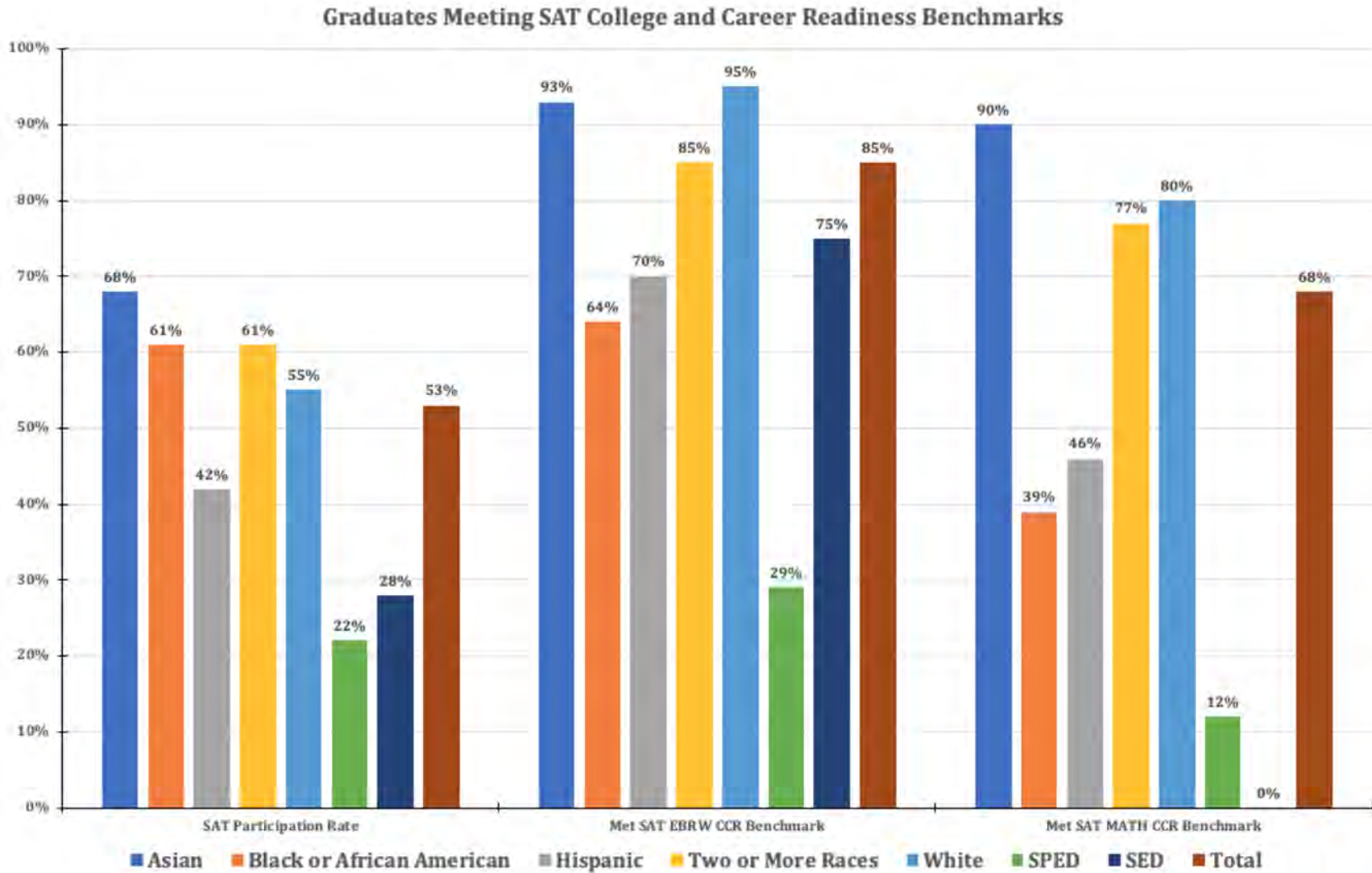
# AP Exam Success by Race (2017-2018)

## COMPARISON OF AP TEST PARTICIPATION RATE WITH OVERALL ENROLLMENT (2017-18)

■ Asian   
 ■ Black or African American   
 ■ Hispanic   
 ■ Two or More Races   
 ■ White   
 ■ SED



# 2018 Graduates - Meeting SAT College and Career Readiness Benchmarks



# Graduates Meeting SAT College and Career Readiness Benchmarks

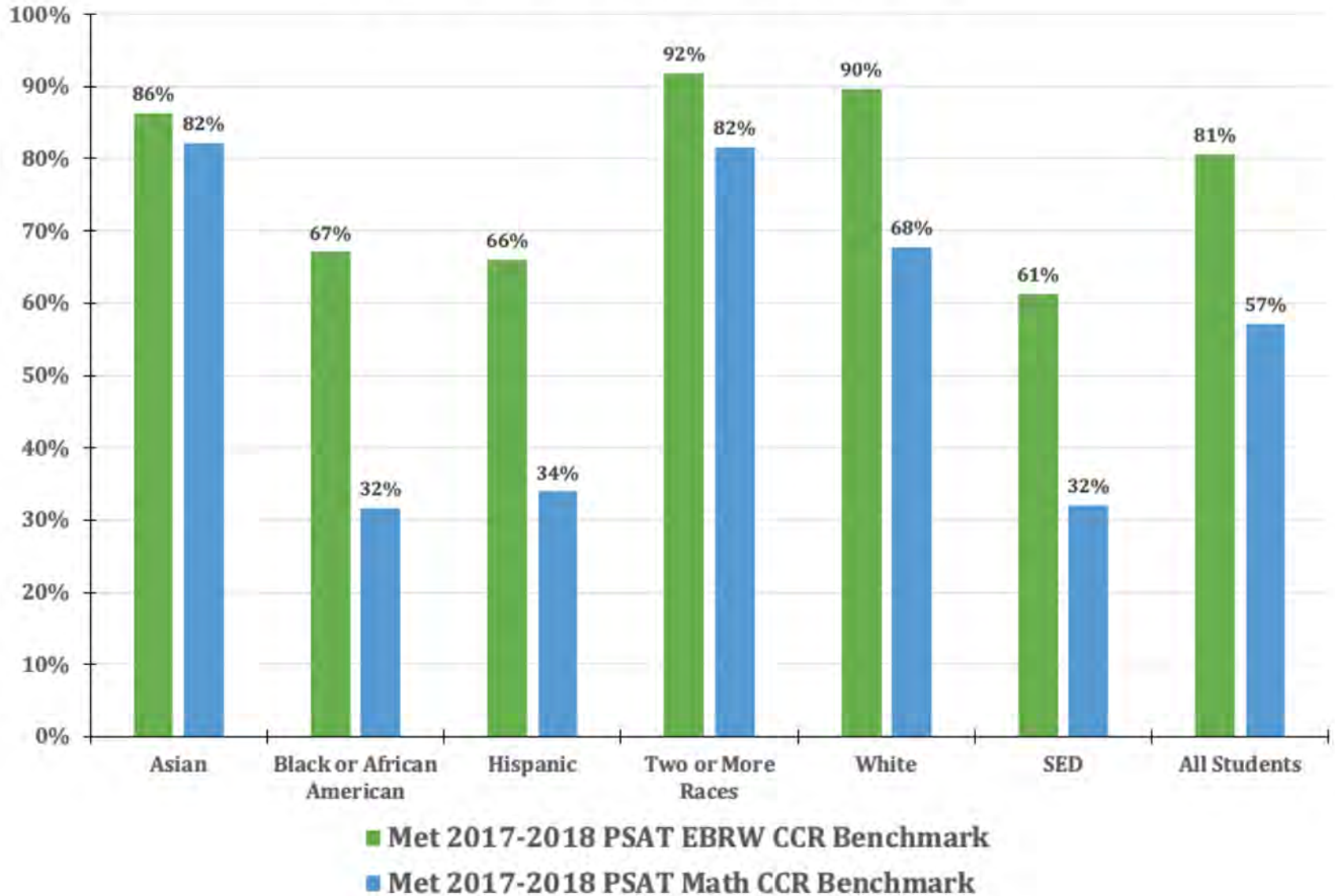
	Met SAT EBRW CCR Benchmark	Met SAT MATH CCR Benchmark	Took SAT	All Graduates
<b>Asian</b>	28	27	30	44
<b>Black or African American</b>	23	14	36	59
<b>Hispanic</b>	82	54	117	277
<b>Two or More Races</b>	33	30	39	64
<b>White</b>	200	167	210	379
<b>SPED</b>	*	*	17	76
<b>SED</b>	*	*	*	29
<b>Total</b>	377	301	445	839

\*Count of less than 10 is suppressed



# Met 2017-18 PSAT College and Career Readiness Benchmark

## Met 2017-18 PSAT CCR Benchmark



# PSAT participants meeting College and Career Readiness Benchmarks

## 2017-18 PSAT 10

### Performance Summary

Includes all scores

Grade: 9

Site: SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Roster Date: 17-18 | Yearlong

English Proficiencies: All

Report Race: All Reported Races

Gender(s): Male & Female

Special Ed.: Special & Non Special Ed

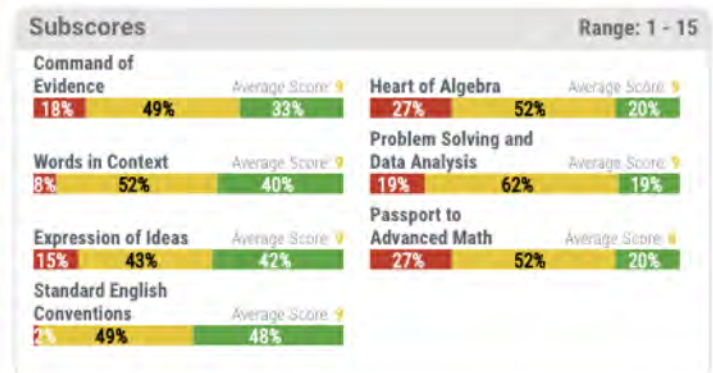
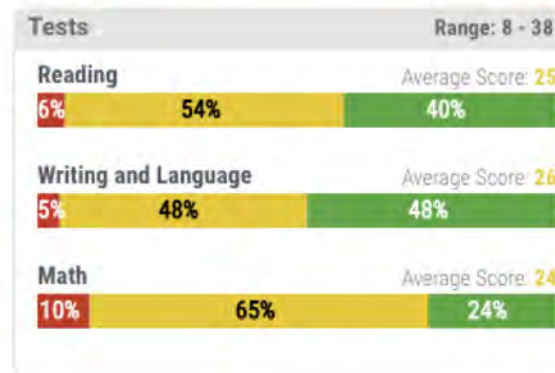
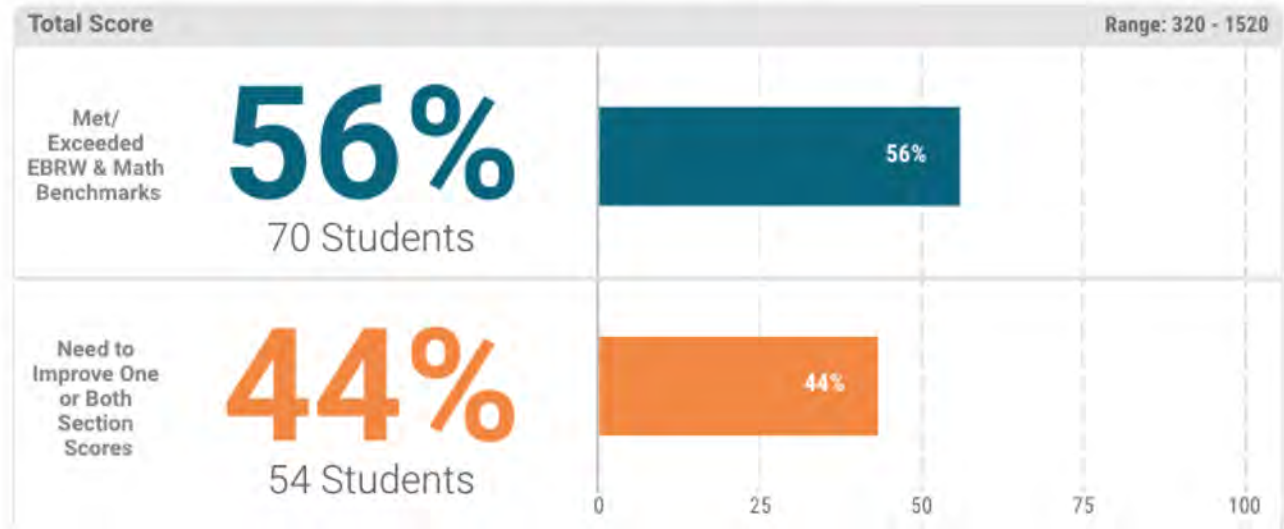
Socio-Economic: SED & Not SED

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

### Performance Levels

- Meet or Exceed Benchmark
- Approaching Benchmark
- Need to Strengthen Skills

Overall Performance: 124 Students Tested





# PSAT participants meeting College and Career Readiness Benchmarks

## 2017-18 PSAT 10

### Performance Summary

Includes all scores

Grade: 10

Site: SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Roster Date: 17-18 | Yearlong

English Proficiencies: All

Report Race: All Reported Races

Gender(s): Male & Female

Special Ed.: Special & Non Special Ed

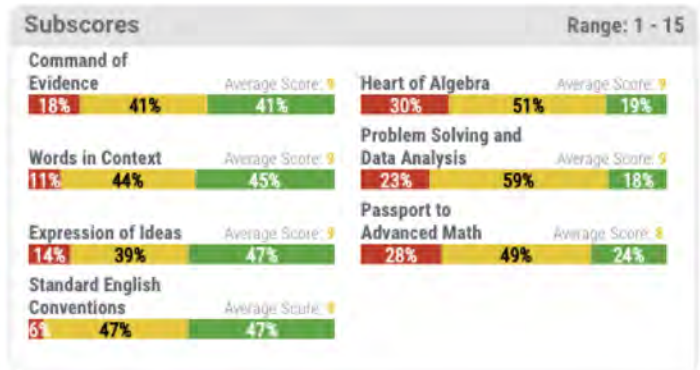
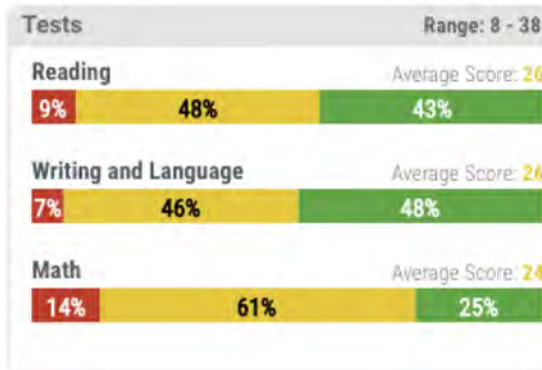
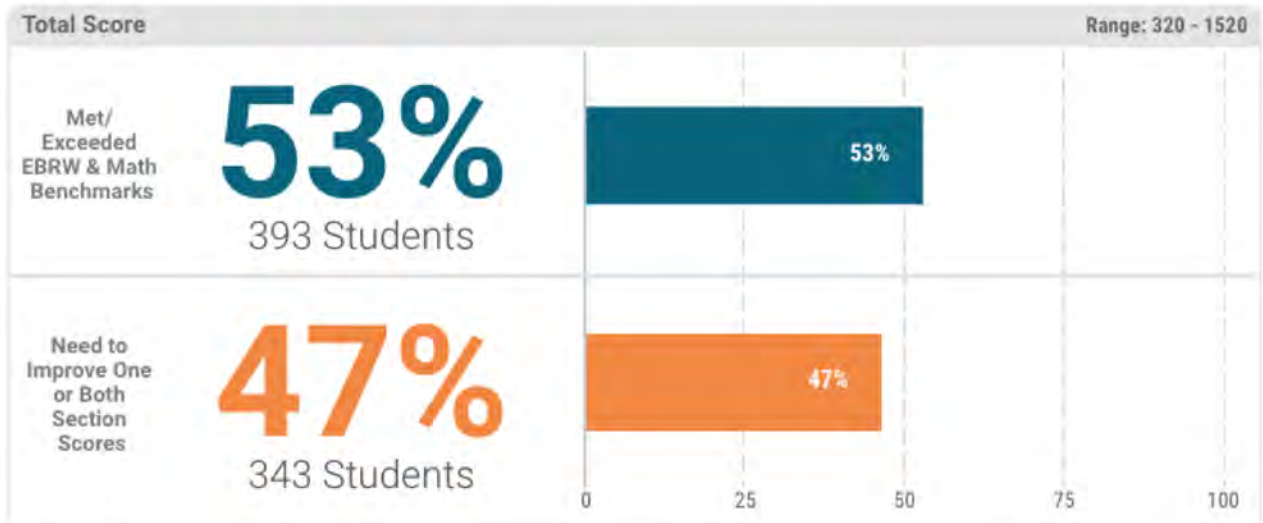
Socio-Economic: SED & Not SED

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

### Performance Levels

- Meet or Exceed Benchmark
- Approaching Benchmark
- Need to Strengthen Skills

Overall Performance: 736 Students Tested



# PSAT participants meeting College and Career Readiness Benchmarks

## 2017-18 PSAT 10

### Performance Summary

Includes all scores

Grade: 11

Site: **SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT**

Roster Date: 17-18 | Yearlong

English Proficiencies: **All**

Report Race: **All Reported Races**

Gender(s): **Male & Female**

Special Ed.: **Special & Non Special Ed**

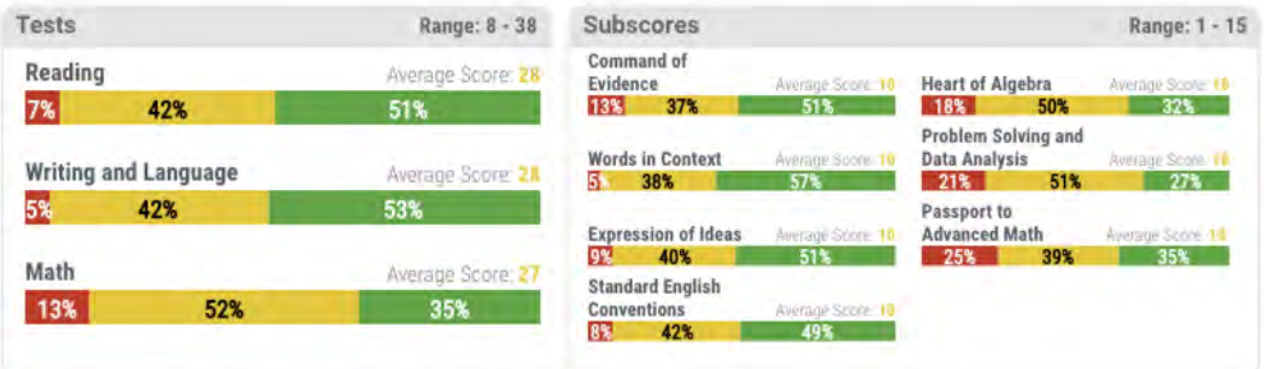
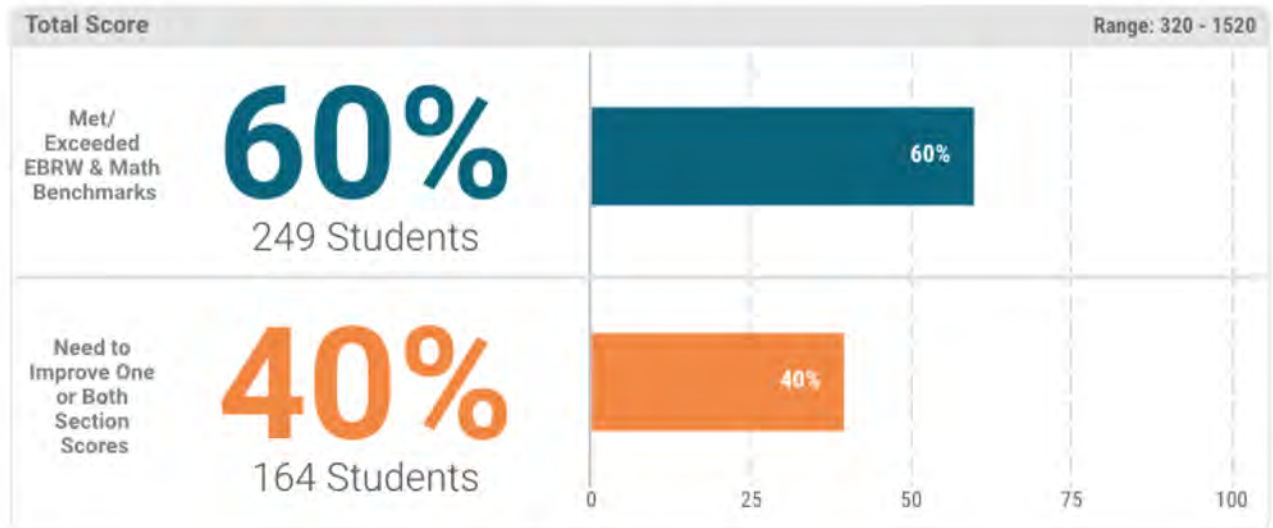
Socio-Economic: **SED & Not SED**

More information about this report can be found at [help.illuminateed.com](http://help.illuminateed.com).

### Performance Levels

- Meet or Exceed Benchmark
- Approaching Benchmark
- Need to Strengthen Skills

Overall Performance: 413 Students Tested





SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

# Goal 2 Lag Metrics

Appendix B

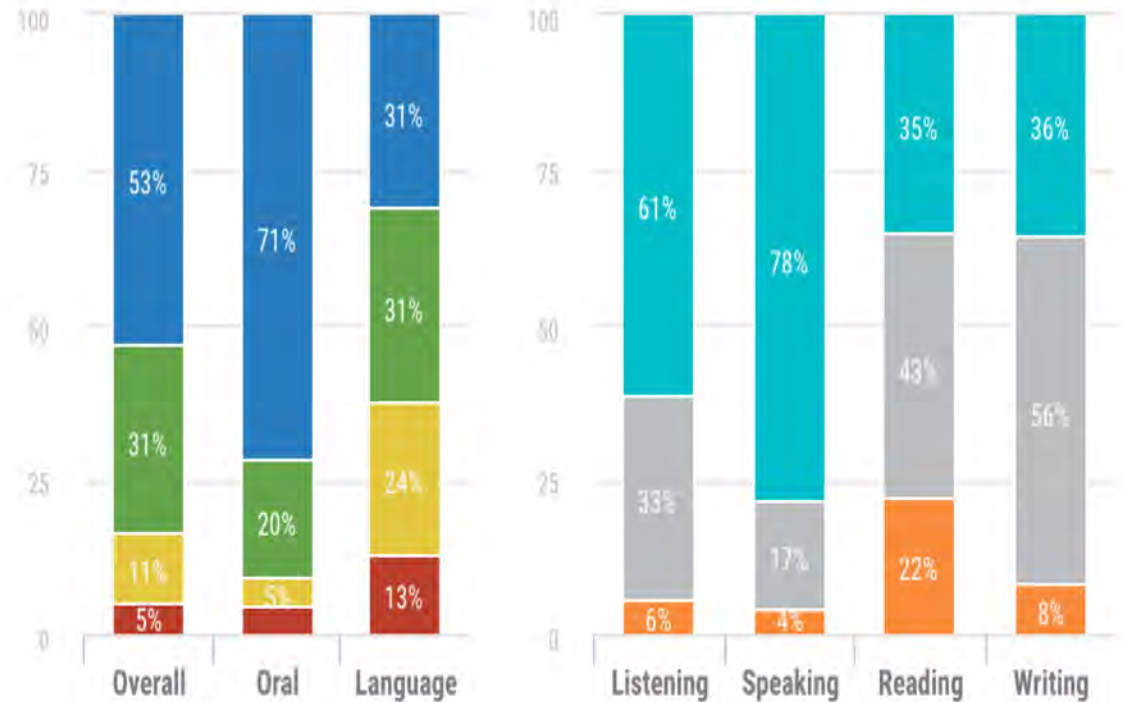
# ELPAC Summative 2017-18

Performance Level	Overall		Oral		Written	
	%	#	%	#	%	#
Level 4	53	450	71	608	31	264
Level 3	31	261	20	166	13	111
Level 2	11	94	5	39	24	208
Level 1	5	46	4	38	24	208

Performance Level	Oral				Written			
	Listening		Speaking		Reading		Writing	
	%	#	%	#	%	#	%	#
Well Developed	61	521	78	667	35	298	36	303
Somewhat/Moderately	33	282	17	148	43	363	56	480
Beginning	6	48	4	35	22	190	8	68

# Tested		851
Overall Average	PL	4
	SS	1473
Oral Average	PL	4
	SS	1473
Listening Average	PL	3
Speaking Average	PL	3
Written Average	PL	4
	SS	1506
Reading	PL	3
Writing	PL	3

## Number of Students at Each Level





# Reclassification Rate of English Learners 2012-2018 (6 years)

<b>Reclassification (RFEP) Counts and Rates</b>			
<b>Year</b>	<b>Enrollment</b>	<b>English Learners</b>	<b>Students Redesignated FEP</b>
2017-18	10,806	939 (8.7%)	72 (7.8%)
2016-17	11,005	924 ( 8.4 %)	130 ( 13.5 %)
2015-16	11,249	961 ( 8.5 %)	161 ( 15.8 %)
2014-15	11,289	1,020 ( 9.0 %)	89 ( 9.2 %)
2013-14	11,341	972 ( 8.6 %)	77 ( 7.9 %)
2012-13	11,417	984 ( 8.6 %)	70 ( 6.8 %)

\*RFEP percentage is with respect to the previous year EL count



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

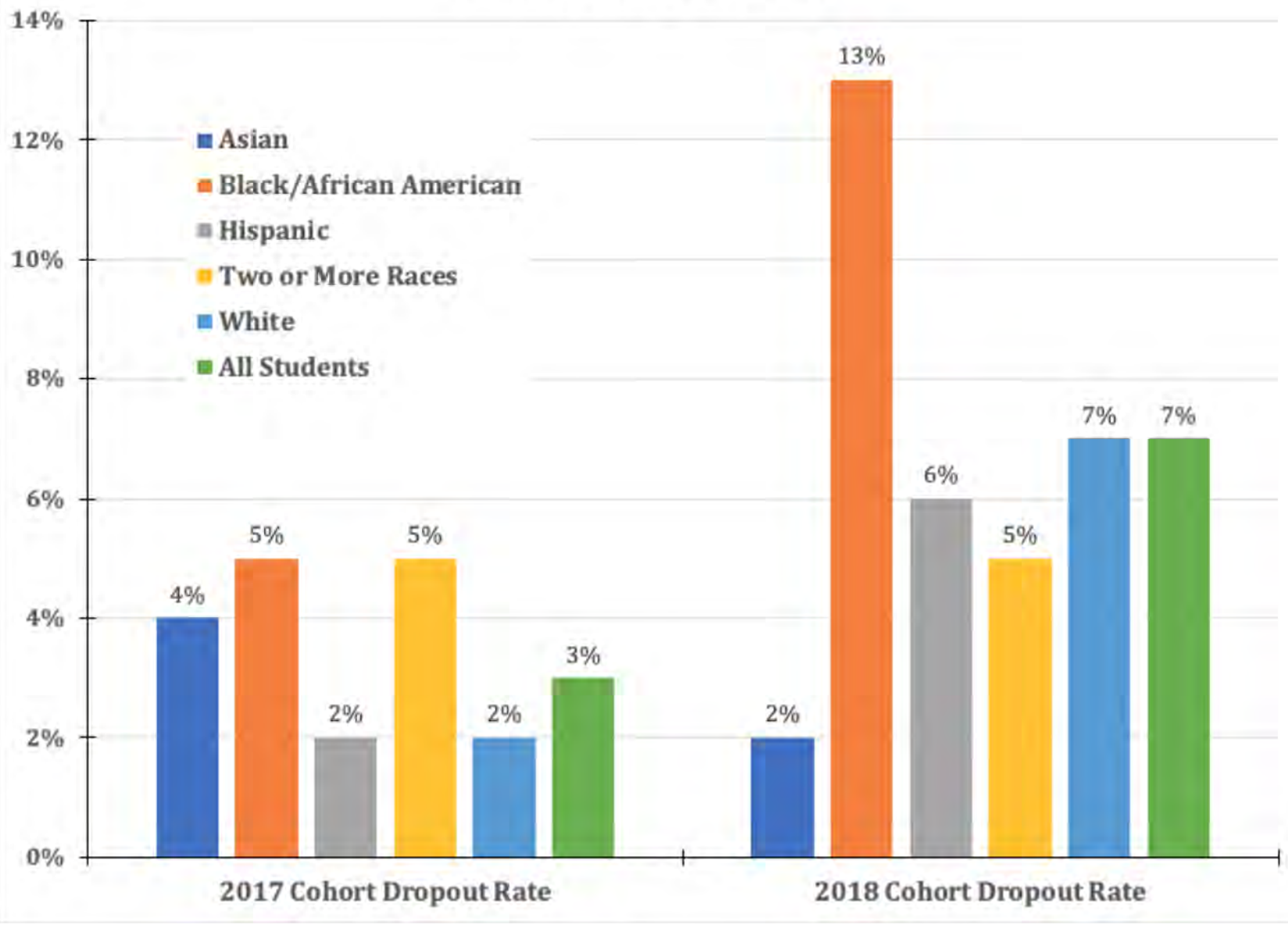
# Goal 3 Lag Metrics

Appendix C





## Cohort Dropout Rate



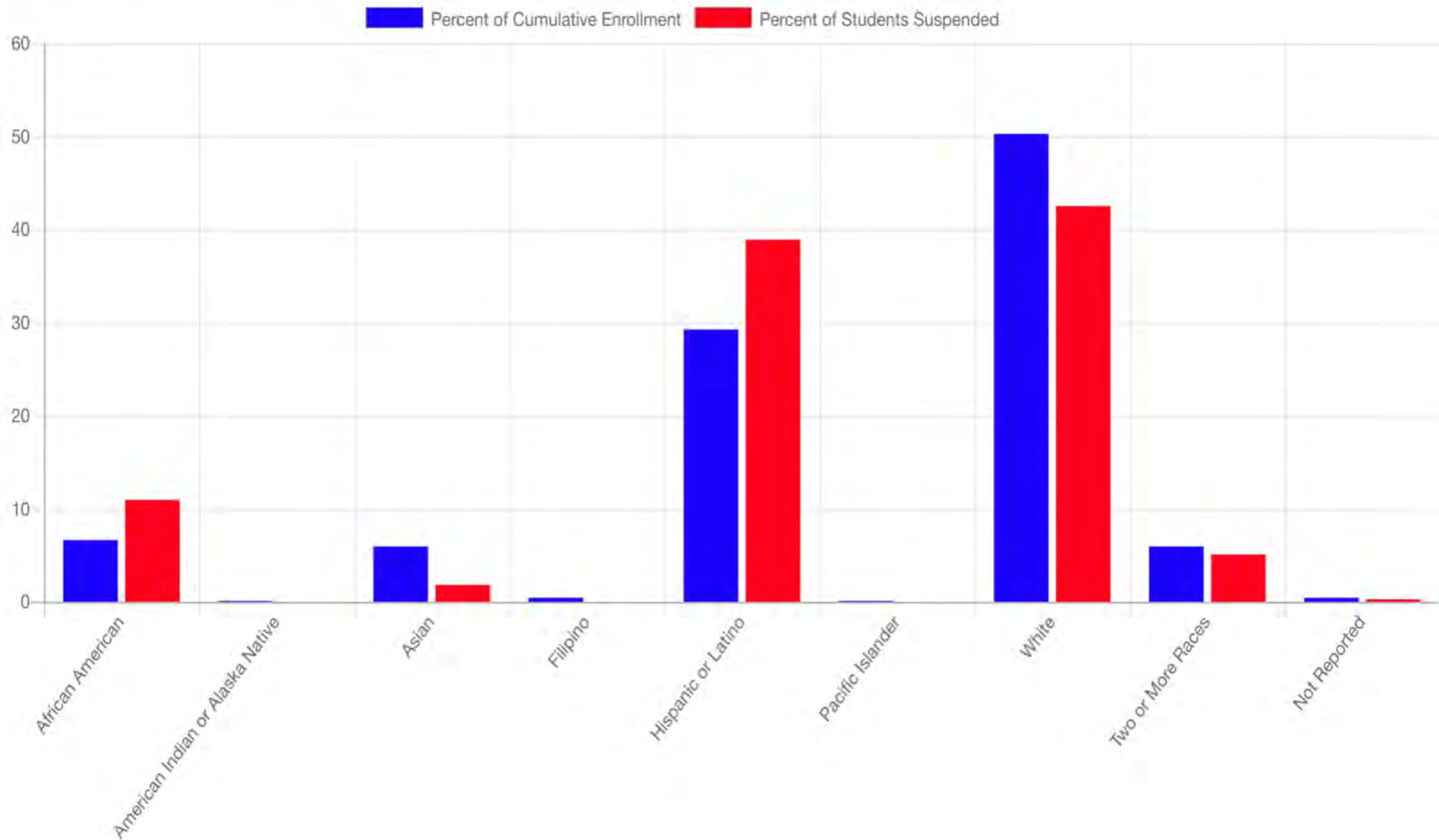
Rate of students that leave the 9-12 instructional system without a high school diploma, passing a high school equivalency exam (i.e., GED, HiSET, TASC), or special education certificate of completion and do not remain enrolled after the end of the 4th year.

# 2017-18 Suspension Rate

Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
<a href="#">Santa Monica-Malibu Unified</a>	11,121	363	270	2.4%	73.3%	26.7%
<a href="#">Los Angeles County</a>	1,548,191	46,756	31,366	2.0%	74.0%	26.0%
<a href="#">Statewide</a>	6,384,919	363,406	223,867	3.5%	69.4%	30.6%

# 2017-18 Suspension Rate

Cumulative Enrollment vs Students Suspended



# 2017-18 Suspension Rate – Subgroups

Subgroup	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
English Learners	1,043	18	16	1.5%	93.8%	6.3%
Foster Youth	41	12	8	19.5%	75.0%	25.0%
Homeless Youth	94	5	4	4.3%	75.0%	25.0%
Socioeconomically Disadvantaged	3,095	142	105	3.4%	74.3%	25.7%
Students with Disabilities	1,396	90	60	4.3%	63.3%	36.7%



# 2017-18 Suspension Rate – SED\*

*\*Unduplicated – No EL, No SPED*

Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
<a href="#">Santa Monica-Malibu Unified</a>	2,089	85	65	3.1%	76.9%	23.1%
<a href="#">Los Angeles County</a>	732,625	22,233	15,831	2.2%	76.2%	23.8%
<a href="#">Statewide</a>	2,526,196	171,320	109,539	4.3%	70.6%	29.4%



# 2017-18 Expulsion Rate

Name	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
<a href="#">Santa Monica-Malibu Unified</a>	11,121	0	0	0.00%
<a href="#">Los Angeles County</a>	1,548,191	459	458	0.03%
<a href="#">Statewide</a>	6,384,919	5,369	5,326	0.08%

# 2017-18 Chronic Absenteeism Rate

Name	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
<a href="#">Santa Monica-Malibu Unified</a>	11,121	11,005	1,020	9.3%
<a href="#">Los Angeles</a>	1,548,191	1,519,569	165,861	10.9%
<a href="#">Statewide</a>	6,384,919	6,315,131	702,531	11.1%

Students are determined to be chronically absent if they were enrolled for a total of 30 days or more at the selected reporting level during the academic year **and** they were absent for 10% or more of the days they were expected to attend.

# 2017-18 Chronic Absenteeism Rate

Ethnicity	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
African American	754	741	74	10.0%
American Indian or Alaska Native	23	23	4	17.4%
Asian	662	657	42	6.4%
Filipino	69	69	5	7.2%
Hispanic or Latino	3,261	3,237	311	9.6%
Pacific Islander	19	19	1	5.3%
White	5,596	5,534	514	9.3%
Two or More Races	682	671	62	9.2%
Not Reported	55	54	7	13.0%



# 2017-18 Chronic Absenteeism Rate - Subgroups

Subgroup	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
English Learners	1,043	1,031	77	7.5%
Foster Youth	41	41	13	31.7%
Homeless Youth	94	85	37	43.5%
Socioeconomically Disadvantaged	3,095	3,060	367	12.0%
Students with Disabilities	1,396	1,373	204	14.9%



# Student Engagement Survey

- Santa Monica-Malibu Unified School District (SMMUSD) Student Engagement Survey was administered from February 13 to April 23, 2018
- Students in grades 6, 8, and 10
- Two types of student engagement measured:
  - *Cognitive engagement* (psychological engagement in academic tasks and activities)
  - *Social and emotional engagement* (includes self-awareness and social awareness)
- Higher scores reflect stronger engagement





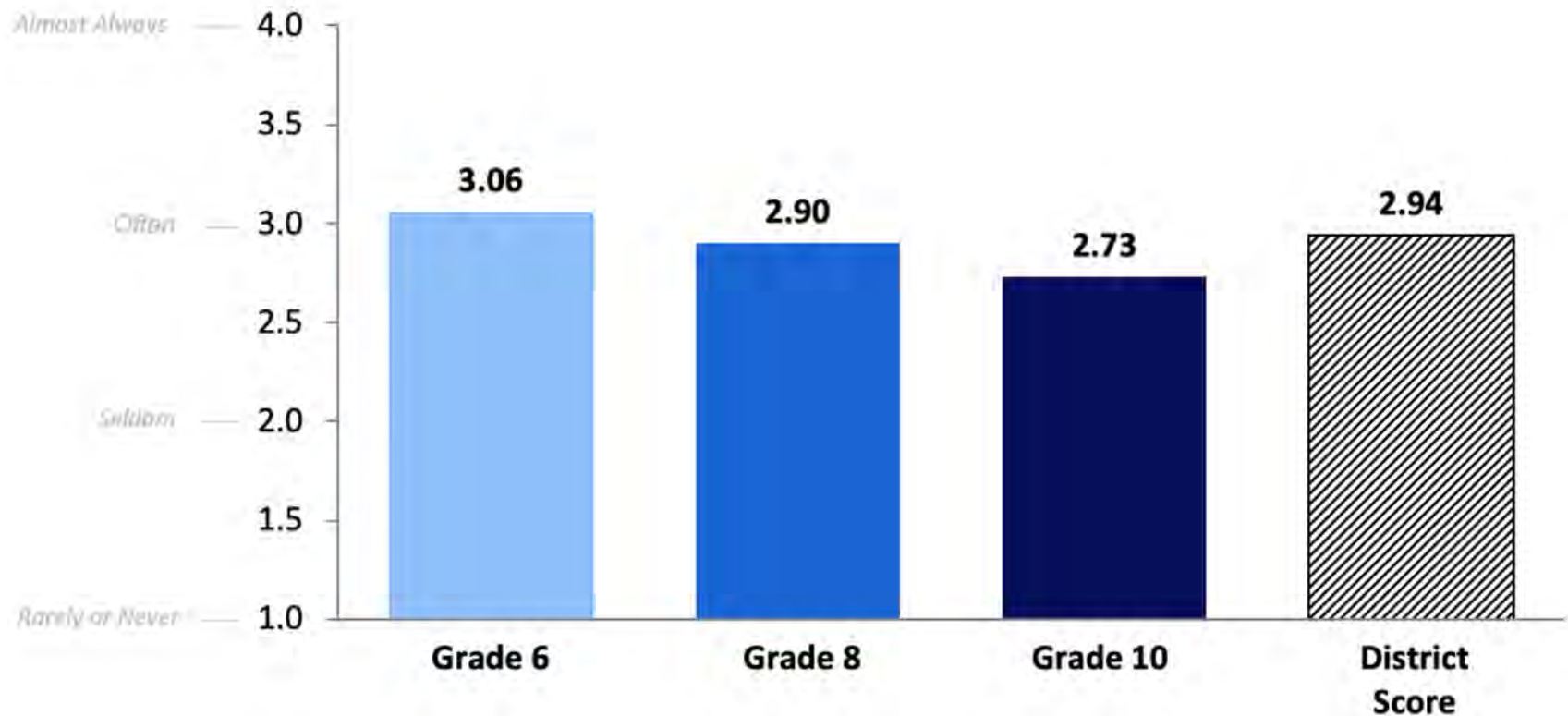
# Student Engagement Survey: Participation

Grade Cluster	Number of Participants (N)			Total Number of Students (NMax)			Participation Rate (%)		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Grades 6-8	1,196	1,999	1,207	2,658	2,592	2,539	45%	77%	46%
Grades 9-10	1,145	1,162	134	1,793	1,714	1,740	64%	68%	8%
Grades 11-12	1,133	889	—	2,005	1,771	—	57%	50%	—
<b>Overall</b>	3,474	4,050	<b>1,341</b>	6,456	6,077	<b>6,037</b>	54%	67%	<b>22%</b>

In 2018, a total of **1,341** students participated in the survey, which is **22%** of middle and high school students. In previous years, participation was higher since students in grades 6 -12 were surveyed:

- 2017: 4,050 students surveyed or 67% of middle and high school students
- 2016: 3,474 students surveyed or 54% of middle and high school students

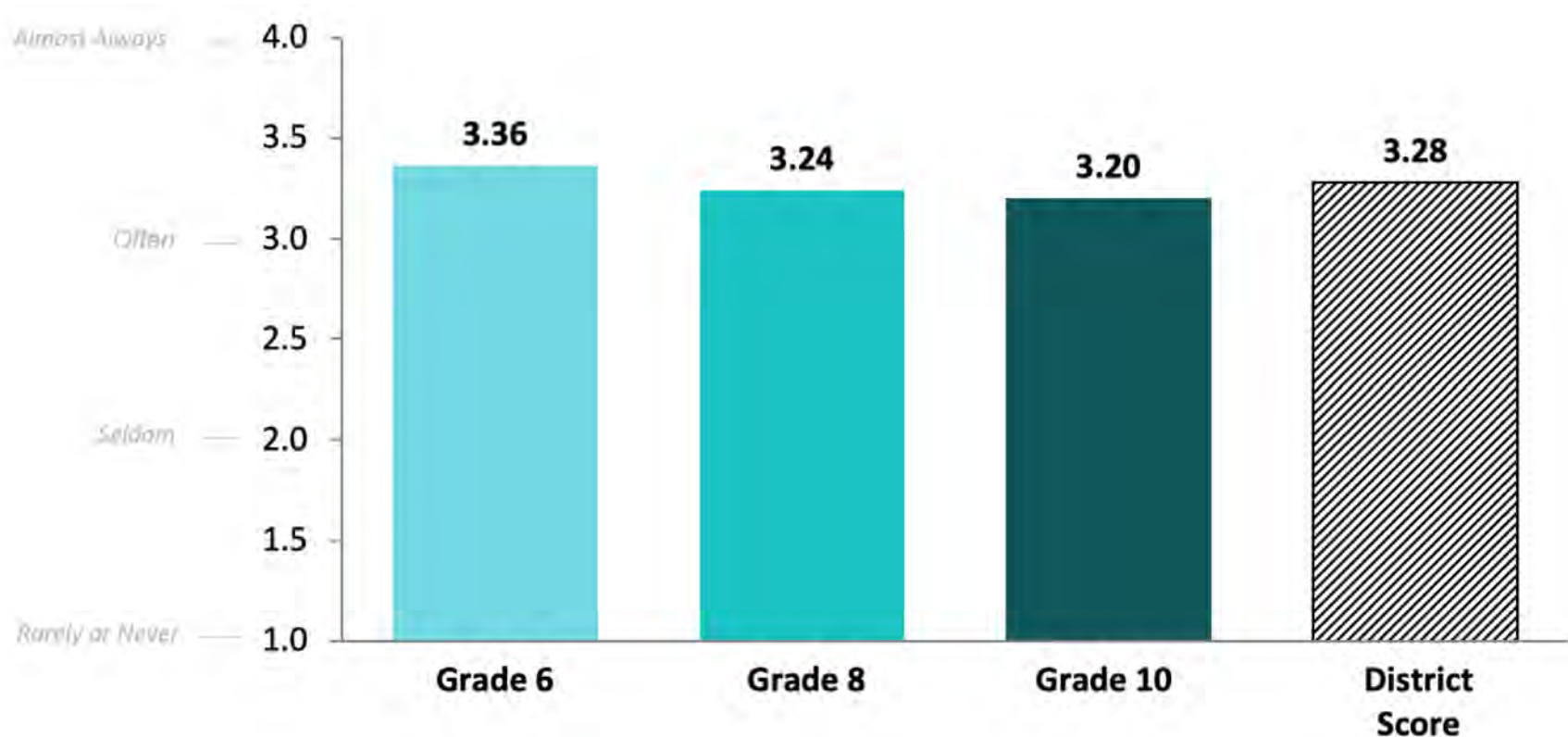
# Student Engagement Survey: Cognitive Engagement by Grade



2016-2017 Cognitive Engagement Scores by “Grade Clusters”:


- 3.01 (Grades 6-8)
- 2.69 (Grades 9-10)
- 2.72 (Grades 11-12)
- **2.85 (District Score)**

# Student Engagement Survey: Social and Emotional Engagement by Grade



2016-2017 Social and Emotional Engagement Scores by “Grade Clusters”:

- 3.29 (Grades 6-8)
- 3.11 (Grades 9-10)
- 3.08 (Grades 11-12)
- **3.19 (District Score)**



# Student Engagement Survey: Average Engagement by Demographics

	Overall Engagement	Cognitive Engagement	Social and Emotional Engagement
<b>Overall</b>	<b>3.19</b>	<b>2.94</b>	<b>3.28</b>
<b>Gender</b>			
Female (N=692)	3.15	2.90	3.28
Male (N=649)	3.05	2.83	3.16
<b>Race/Ethnicity</b>			
Black or African American (N=61)	3.13	2.96	3.20
Chinese (N=20)	3.19	2.94	3.29
Japanese (N=12)	3.35	3.05	3.47
Did not Identify (N=25)	3.19	3.05	3.24
Two or More Races(N=138)	3.20	2.96	3.29
White (N=1,043)	3.19	2.93	3.28
Hispanic (N=357)	3.21	3.03	3.28



# Student Engagement Survey: Average Engagement by Demographics (continued)

	Overall Engagement	Cognitive Engagement	Social and Emotional Engagement
<b>Overall</b>	<b>3.19</b>	<b>2.94</b>	<b>3.28</b>
<b>Special Education</b>			
No (N=1,227)	3.20	2.94	3.29
Yes (N=114)	3.10	2.93	3.17
<b>Free or Reduced-Price Lunch Status</b>			
N/A (N=1,032)	3.19	2.92	3.29
Directly Certified – Free Medical (N=92)	3.12	2.90	3.20
Directly Certified – Free SNAP (N=48)	3.19	3.04	3.26
Directly Certified – Reduced Medical (N=16)	3.22	3.09	3.26
Free (N=101)	3.18	2.99	3.26
Reduced (N=51)	3.24	3.05	3.31



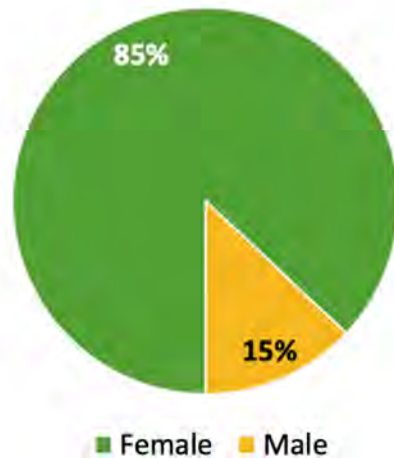
# School Quality Survey for Parents

## Participation

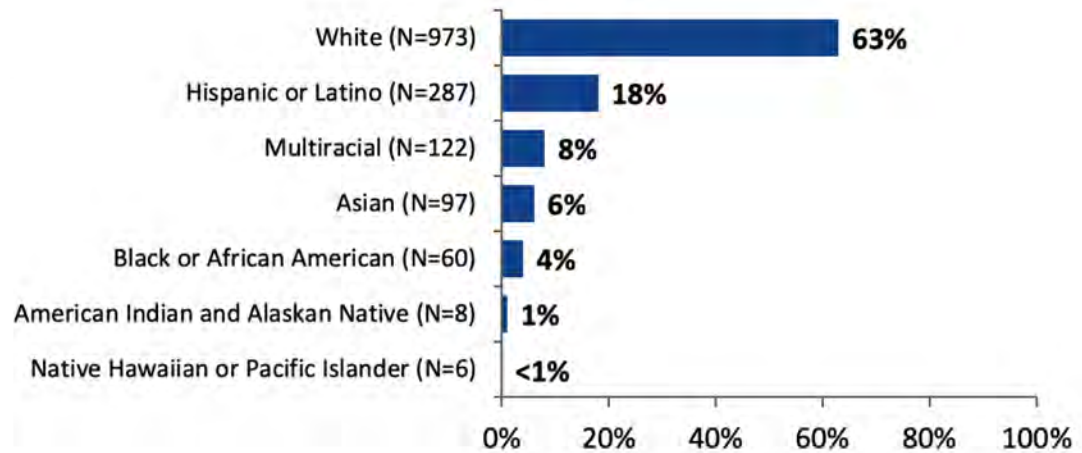
A total of 1,648 parents and guardians joined the conversation on school climate in 2017-2018.

School Year	Number of Invitations Delivered	Number of Responses via Emailed Invitation	Number of Responses via Public Access URL	Total Number of Responses
2017-2018	7,278	1,250	398	1,648
2015-2016	7,212	1,000	517	1,517

Gender



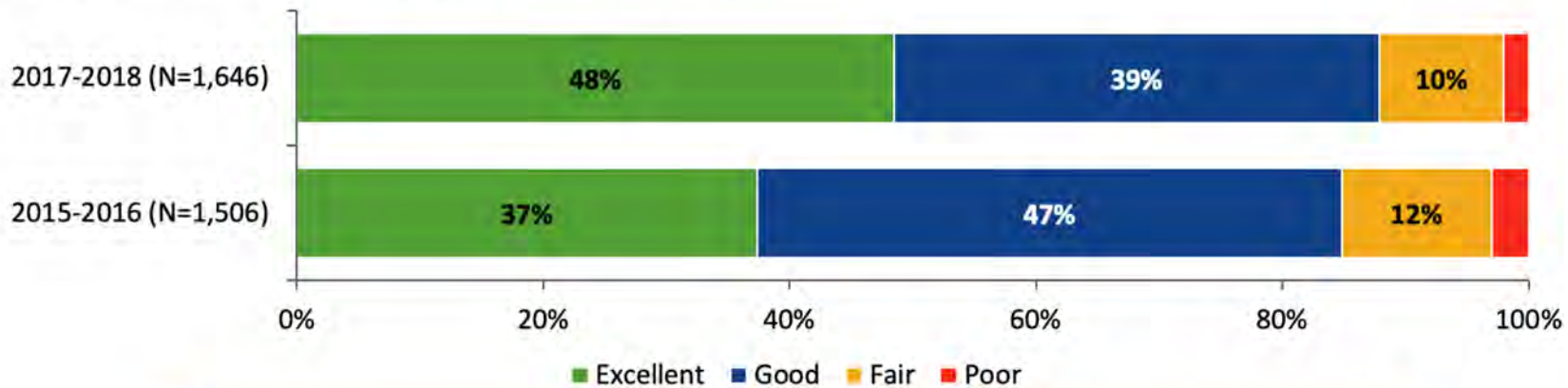
Race/Ethnicity



# School Quality Survey for Parents

## Overall Quality of School

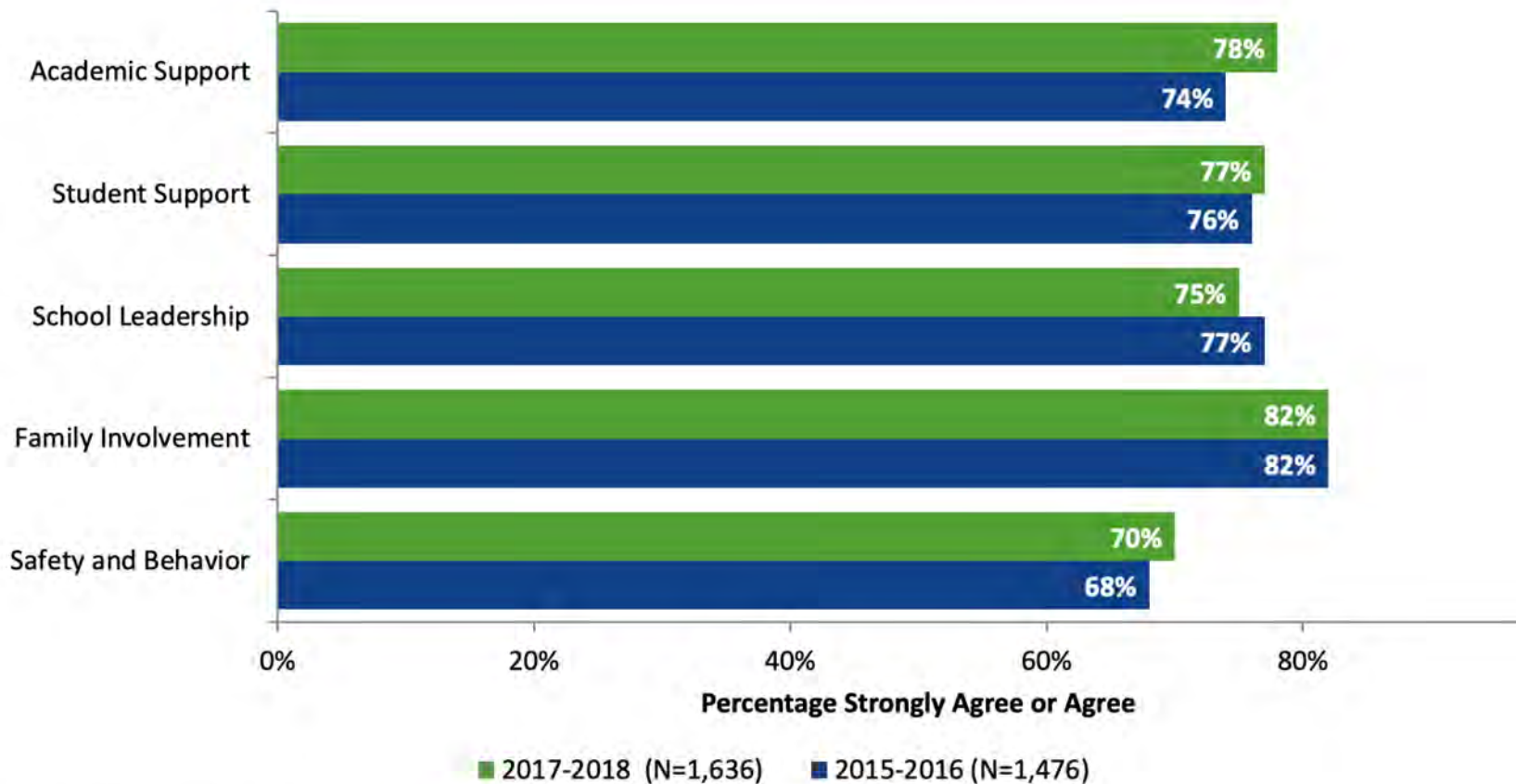
How would you rate the overall quality of your school? (N=1,646)



School Level	Percentage Excellent + Good
Elementary	93%
Middle	86%
High	87%
Malibu MS/HS	63%
SMASH	95%

# School Quality Survey for Parents

## School Quality Dimension Comparison by School Year



*Note: This graph shows Strongly Agree or Agree responses for all items in each dimension.*



# School Quality Survey for Parents

## School Quality Dimension Comparison by School Level

Dimension	Elementary	Middle	High	Malibu MS/HS	SMASH
<b>Percentage Strongly Agree + Agree</b>					
Academic Support	82%	75%	73%	65%	88%
Student Support	79%	73%	80%	64%	89%
School Leadership	78%	73%	71%	61%	94%
Family Involvement	87%	75%	78%	69%	94%
Safety and Behavior	78%	68%	59%	52%	89%





# School Quality Survey for Parents

## Highest Ranking Indicators

Survey Item	Percentage Strongly Agree or Agree (%)	School Climate Topic
Families are encouraged to attend school-sponsored activities, such as back-to-school night.	97%	Family Involvement
Families are informed about school-sponsored activities, such as tutoring, after-school programs, and student performances.	89%	Family Involvement
Staff members and families treat each other with respect.	89%	Family Involvement
This school encourages families to volunteer.	88%	Family Involvement
There is a teacher, counselor, or other staff member to whom a student can go for help with a school problem.	86%	Student Support

## Lowest Ranking Indicators

Survey Item	Percentage Strongly Disagree or Disagree (%)	School Climate Topic
Students in this school receive support that addresses their individual needs.	21%	Student Support
Teachers give timely feedback about student work.	20%	Academic Support
Teachers give helpful feedback about student work.	18%	Academic Support
This school uses family input to improve instruction.	17%	Family Involvement
This school offers a variety of academic courses.	17%	Academic Support