



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

LCAP District Consultation Committee

Dr. Jacqueline Mora

Assistant Superintendent, Educational Services

November 9, 2021



Agenda

- Welcome
- Review our Norms
- 2020-21 Lag Data Review: Key Findings
 - Local Assessments and Additional Indicators
 - Provide Suggestions for Next Steps
- Closure

Working Norms



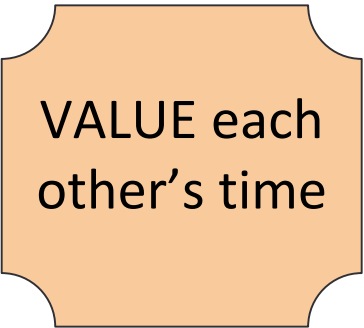
Be
part of
the
SOLUTION



Keep
EQUITY
at the
center



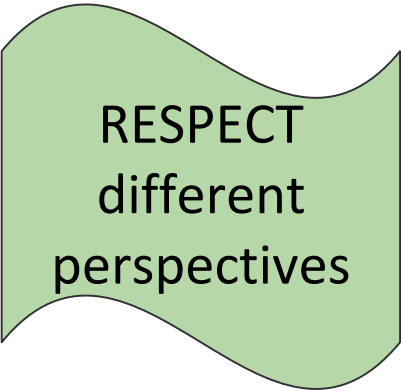
Be
PRESENT



VALUE each
other's time



HONESTY
(Share Your
Truth)



RESPECT
different
perspectives



Maintain OPEN LINES
of communication



2021-22 Goal Teams

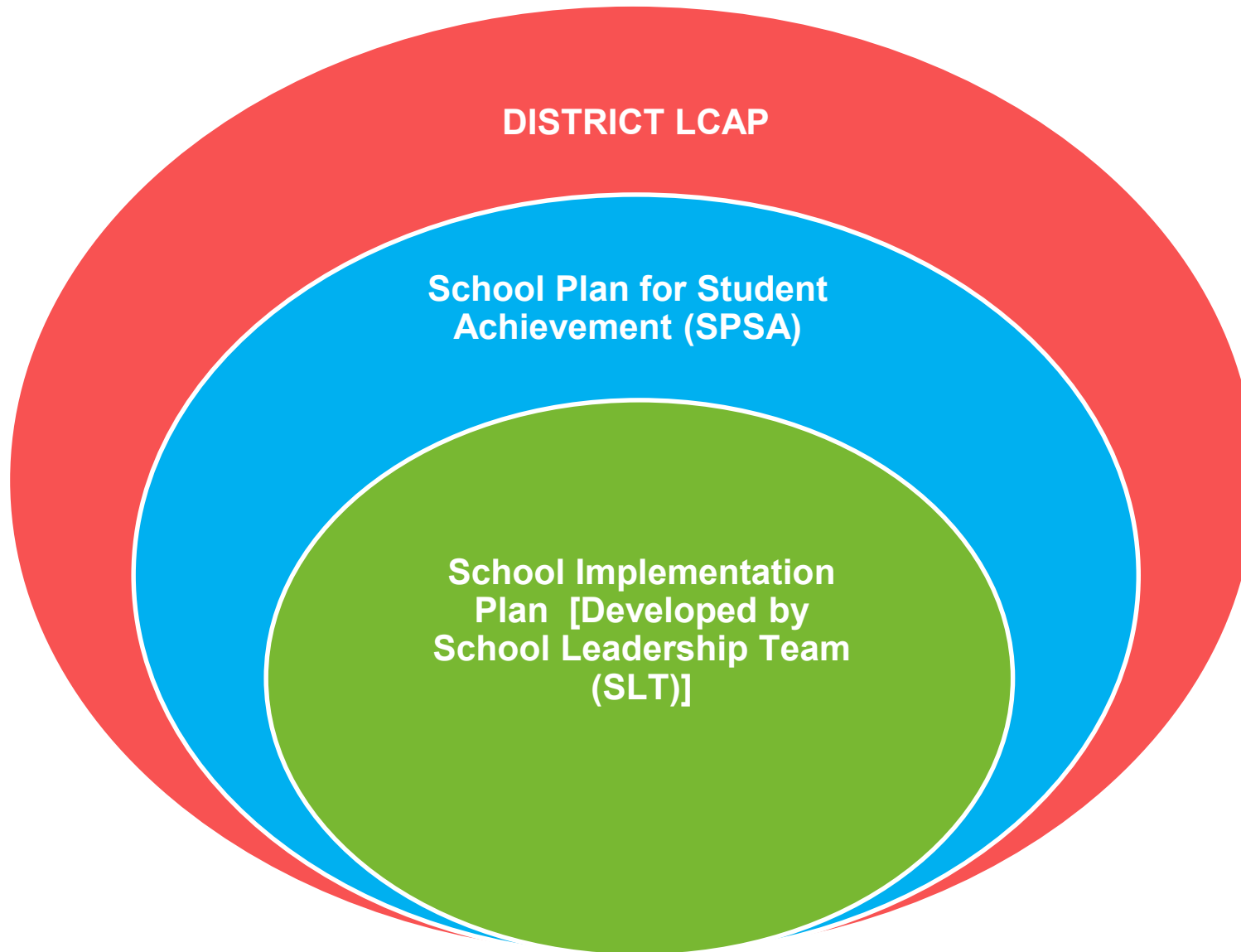
- Goal 1a: Alicia Baillie, Devon Smith, Chris Mock, Rosa Mejia, Naz Riquelme, Jennifer Goldberg, Satinder Hawkins, Felix De Raspide Ross
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2020-21 Q1 Lag Data: Key Findings

LCAP: One Unifying Plan

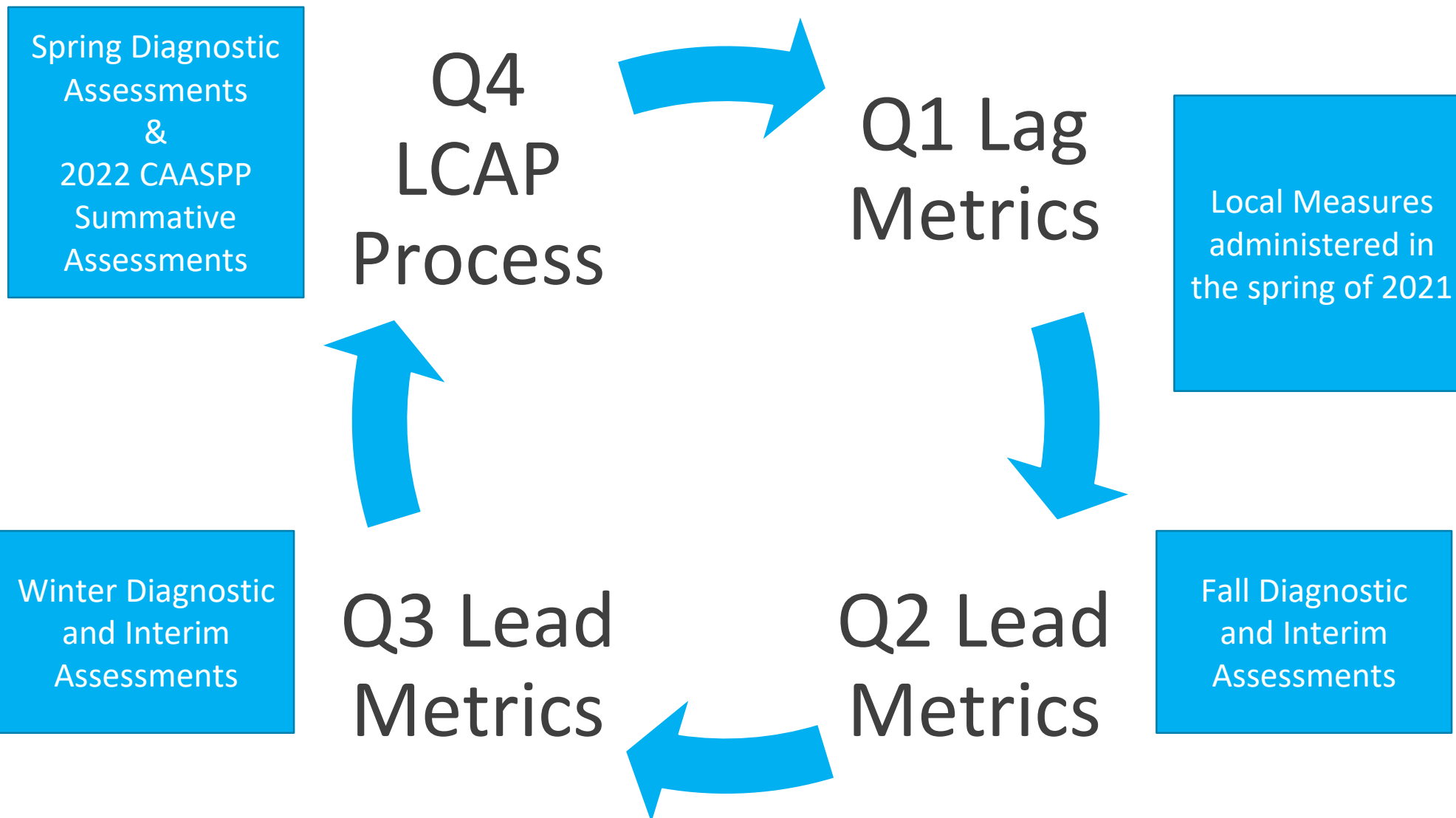




LCAP Goals

- 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 21st century learning

SMMUSD Cycle of Inquiry





Cycles of Inquiry

- An Inquiry Cycle is designed to monitor student progress in goals over the course of the year and from year to year.
- Essential Questions:
 - How are our student truly doing in this COVID world?
 - How are our most vulnerable populations performing?

Local Assessments

- Goal 1 & 2: Elementary

- ELA: FastBridge aReading (reading diagnostic)
- Math: FastBridge aMath (mathematics diagnostic)

- Goal 1 & 2: Secondary

- ELA: Renaissance Star Reading (reading diagnostic)
- Math: UC/CSU Mathematics Diagnostic Testing Project (Measures Readiness for next year's test, based upon curriculum)
- Malibu High School - CAASPP





Additional Indicators

Goal 1

- Cohort Graduation and Drop Out Rate
- Graduates meeting UC/CSU a-g requirements
- **AP Course Enrollment**
- Graduates passing one or more AP exams (3+)
- Early Development Instrument (EDI)
- Graduates meeting SAT College and Career Readiness (CCR) benchmarks
 - SAT became optional reporting items for some college applications
- PSAT participants meeting College and Career Readiness (CCR) benchmarks

Goal 2

- Annual reclassification of English Learners
- Summative ELPAC performance and subtest scores

Goal 3

- Student engagement survey
- Suspension and expulsions
- Student attendance



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Key Findings

From 2021 Spring Local Measures and Additional Indicators



Q1: Initial Findings Participation

Areas of Success: ELA

- Participation in grades 3-8 is above 90%
- At-Promise (Latinx and African-American/Black) & Unduplicated (ELs, SED/LI) students participated at similar rates as their peers (within 1% -10% of each other)

Areas of Need: ELA

- Increase participation to 95% in all grades
 - Focus on increasing participation in High School, specifically 11th and 12th grade
- Increase participation for At-Promise (Latinx and African-American/Black) & Unduplicated (ELs, SED/LI) students



Q1: Initial Findings Participation

Areas of Success: Math

- Participation in grades 3-5 ranging from 96% to 97%
- At-Promise (Latinx and African-American/Black) & Unduplicated (ELs, SED/LI) students participated at the same rate or close to the same rate as their peers (within 1% -10% of each other)

Areas of Need: Math

- Increase participation in High School, Middle School (ranges from 57%- 79%)
- Increase participation for At-Promise (Latinx and African-American/Black) & Unduplicated (ELs, SED/LI) students



Q1: Initial Findings Performance

AREAS OF SUCCESS: ELA

- In grades 3-5, Fastbridge aReading scores remained steady from Fall to Spring (77% of student scores remained unchanged)
- In Elementary, 79% of students scored at the mastery or advanced mastery level on Fastbridge aReading
- In secondary, 70% of students scored at Meet or Exceed standards on Star Reading
- In secondary, 61% of Reclassified Fluent English Proficient (RFEP) students scored meet or exceed standards on Star Reading

AREAS OF NEED: ELA

- Districtwide 70% of secondary students scored at meet or exceed, whereas there is an identified need for the following students:
 - 44% of Black/African American students meet or exceed
 - 48% Socio-Economically Disadvantaged/Low-Income meet or exceed
 - 52% of Latinx students meet or exceed



Q1: Initial Findings Performance

AREAS OF SUCCESS: MATH

- In Elementary 74% of students scored at mastery or advanced mastery levels on Fastbridge aMath
- In Grades 6 - 7, 68% of students scored 50% and above on the MDTP
- In Secondary, Socio-Economically Disadvantaged/Low-Income students scored comparatively to their peers
 - 32% of SED/LI students scoring above 50% on the MDTP
 - *16% difference between Non SED/LI students*
- Reclassified Fluent English Proficient (RFEP) students scored comparatively to their peers
 - 84% Reclassified (RFEP) Elementary students scored Mastery and above in Fastbridge aMath
 - *RFEP students scored higher than English Only students in Elementary*
 - 39% Reclassified (RFEP) Secondary students scored above 50% on the MDTP
 - *8% difference between English Only students*



Q1: Initial Findings Performance

AREAS OF NEED: MATH

- Increase achievement as measured by diagnostic assessments for At-Promise(Latinx and African-American/Black) and Low Income (SED) students
- Although we have seen success with our Reclassified (RFEP) students we need to continue to support English Learners as they develop language and mathematical concepts
 - In Elementary, 35% of EL students scored at the mastery level and above on Fastbridge aMath
 - In Secondary, 13% of EL students scored at 50% or above on the MDTP



Q1: Goal 1 Additional Indicators

AREAS OF SUCCESS

- Graduation: Rates increased during the pandemic overall (98% for the class of 2021)
- Graduation: High graduation rates for all groups (above 96% for all but one student group)
- A-G: The Class of 2021 has improved their A-G completion by 9% as compared to pre-Covid-19 rates (77.6% in 2021)
- The increase is also true across student groups (English Learner, SED, SWD, and H/FY)

AREAS OF NEED

- Graduation: Focus on Homeless and Foster Youth Students (83% earn a Diploma)
- A-G: Students who are an English Learner as a senior are unlikely to complete A-G requirements (only 35.6% are A-G Completers)



Q1: Goal 1 Additional Indicators

AREAS OF SUCCESS

- A-G: Socio-Economically Disadvantaged/Low Income Students complete A-G requirements close to the same rate as their peers (71% SED, 77% Non SED)
- Dual Enrollment: Socio-Economically Disadvantaged/Low Income students participate at a higher rate than non-SED students (11% and 9% respectively)
- EDI: the majority of kindergarten students are On Track

AREAS OF NEED

- A-G: Students who are Homeless/Foster Youth are unlikely to complete A-G Requirements (only 28.6% complete A-G; N=<11)
- Dual Enrollment: Only 8% of students in grades 9-12 participate in the Dual Enrollment Program



Q1: Goal 2 Additional Indicators

AREAS OF SUCCESS

- ELPAC Summative Scores: 45% of English Learners scored at a Level 4
 - 36% of English Learners scored Level 3.
- ELPAC Growth: In measuring growth from the 2020 Summative ELPAC to the 2021 Summative ELPAC, 39% of students saw a growth up one or two levels. This occurred in the midst of the pandemic.
- Reclassified 79 students from November 2020-June 2021 (10%)

AREAS OF NEED

- NOTE: ELPAC Participation: Participation rates at the High School Level were impacted County-Wide by pandemic related situations.
- Increase reclassification percentages at each school site (10% or higher)



Q1: Goal 3 Additional Indicators

AREAS OF SUCCESS

- Marks: Over 82% of students in high school earned No D or F marks in the 2020-2021 school year.
- Suspensions/Absenteeism: Low rates of both
- Survey: Most stakeholders have a positive impression of the overall quality of education provided at their school

AREAS OF NEED

- Marks: English Learners are more likely to get a D or F compared to their peers (Of the total marks earned by EL students, 21% were D/F whereas 7% of English Only, 10% of RFEP Students and 6% of IFEP marks were a D or an F)
- Survey: While most students report that they feel included (79%) and welcome (79%) at their school, fewer feel comfortable issuing complaints about racism and discrimination (60%) and are satisfied with how SMMUSD has handled complaints (45%)



Promising Staff Practices

- Provide opportunities for focused collaboration on the implementation of the Guaranteed Viable Curriculum (GVC) across the district in ELA, Math, History/Social Science, and Science
- Re-engage site based PLCs to focus on the use of diagnostic, interim, and formative assessments to inform instruction and respond to the learning needs of students
- Continue to provide targeted small group instruction during the instructional day to students in identified area of need (ELA, Math, and Science)
- Provide targeted professional development on Cognitively Guided Instruction to support ELs in developing mathematical concepts and academic language



Promising Practices

- Implement Star Math 6-12 as diagnostic and progress monitoring assessment that will be implemented three times a year to inform instruction and address students mathematical needs
- Continue to integrate social emotional and trauma informed practice within the instructional day to build relationships and support student well-being
- Maintain current focus on integration of the Social Justice standards in our curriculum guides, expansion of Project Based Learning and implementation of Restorative Justice
- External partnership focused on providing supplemental academic, intervention, and targeted support services for our homeless and foster youth. Students will receive tutoring, academic support, and support services to meet their specific needs
- Continue Diversity, Equity and Inclusion work at our middle schools with a focused lens on addressing the needs of our BIPOC students



Consideration for Next Steps

- Focus on increasing student participation on diagnostic and interim assessments to 95%
- Continue providing access to after school personalized learning opportunities to target groups in ELA, Math, or Science
- Review the design of assessments to ensure like comparisons, administered two to three times a year
- District and site level teams will engage in cycles of inquiry throughout the year to inform instruction and districtwide supports



Consideration for Next Steps

- Five School Leadership Teams (SLT) re-engage in coherence work that focus on reviewing district and site based data to deepen the implementation of their strategic focus and determine how to support English Learners, Low Income, and At-Promise students
- Continue to monitor the implementation of EL programs and adjust as necessary to support our English Learners
- Continue to fine-tune the development and monitoring of all Foster Youth academic plans to increase graduation rate
- Re-evaluate our existing systems and structures to ensure all resources are maximized



Group Activity: Q1 Key Findings Review and Suggestions for Next Steps

- In your Goal teams identify a recorder and time keeper
- Review key findings using the following guiding questions (60 min):
 - What do the key findings suggest?
 - What questions about curriculum, instruction, assessment, and systems arose from the key findings?
 - What actions/services may have contributed to the growth or lack thereof?
 - What suggestions do you have for next steps?
- Share out in larger group (10 min)
- Reflection (5 min)



2021-22 Goal Teams

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Q1 Appendices: Charts based upon LCAP Goals



Organization of Appendices

- Appendix A:
 - Skills assessed by each diagnostic assessment that was administered in the Spring of 2021. Fastbridge aReading and aMath, and Star Reading and Math are the diagnostic assessments administered this year along with the interim assessments.
- Appendix B:
 - Focus on Goal 1 and looking at student performance by grade level in all three assessments (ELA Diagnostic, ELA Interim, and Math Interim)
- Appendix C:
 - Focus on Goal 2 and breaks down English Learner participation and performance on the three assessments. Data is disaggregated by grade and English Proficiency status.
- Appendix D:
 - Focus on Goal 1 and looking at Districtwide indicators of student academic achievement such as A-G Completion Rates and Advanced Placement Scores
- Appendix E:
 - Focus on Goal 2 and breaks down English Learner reclassification rates and summative ELPAC scores
- Appendix :
 - Focus on Goal 3 and breaks down Student Engagement Indicators such as drop out rates and survey responses.



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Appendix A: Local Assessments

Skills Assessed



English Language Arts Skills Assessed

Fastbridge aReading (ES)

- Assesses broad reading ability and predicts overall reading achievement in
 - Concepts of print
 - Phonological awareness
 - Phonics
 - Vocabulary
 - Comprehension
 - Orthography (Spelling)
 - Morphology (Word Study)
- Alignment to California State Standards

Star Reading (SEC)

- Assesses broad range of reading skills at each grade level in Literature, Informational Text and Language
 - Word Knowledge and Skills
 - Comprehension Strategies and Constructing Meaning
 - Analyzing Literary Text
 - Understanding Author's Craft
 - Analyzing Argument and Evaluating Text
- Alignment to College and Career Readiness benchmarks as outlined by ACT and College Board
- Predictability to students performance on SBAC summative measures



Mathematical Skills Assessed

Fastbridge aMath (ES)

- A comprehensive math assessment that measures broad math abilities and predicts overall math achievement in
 - Counting and cardinality
 - Operations and algebraic thinking
 - Number and operations in Base Ten
 - Number and operations with fractions
 - Measurement and data
 - Geometry

MDTP (SEC)

- Grade-level and course-level diagnostic assessments are designed to measure students' mathematical preparation in foundational topics of the course students are entering, and/or to inform students' preparation for the mathematical content in the course they are promoting into
- Current score indicates how prepared they were in May to enter this year's course



Transition to Star Math 6-8: Skills Assesses

Grades 6 – 8

- Counting and Cardinality
- Operations and Algebraic Thinking
- Geometry
- Expressions and Equations
- Number and Operations – Fractions
- Functions
- Ratios and Proportional Relationships
- The Number System
- Measurement and Data
- Number and Operations in Base Ten
- Statistics and Probability



Transition to Star Math 9-12: Skills Assesses

Grades 9 - 12

- Quantities
- Interpreting Functions
- Interpreting Categorical and Quantitative Data
- Circles
- Conditional Probability and the Rules of Probability
- Linear, Quadratic and Exponential Models
- The Real Number System
- Seeing Structure in Expressions
- Congruence
- Making Inferences and Justifying Conclusions
- Creating Equations
- Building Functions
- Arithmetic with Polynomials and Rational Expressions
- Trigonometric Functions
- Using Probability to Make Decisions
- Expressing Geometric Properties with Equations
- The Complex Number System
- Geometric Measure and Dimensions
- Reasoning with Equations and Inequalities



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Appendix B: Goal 1 Metrics

Quarter 1 Lag Metrics/Indicators



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Types of Assessments Used



Grades 3-5

- **Grades 3-5 Mathematics:** FastBridge aMath
- **“aMath (Adaptive Math)** is a fully automated computer-adaptive measure of broad math skills. Items tap a variety of skills including counting and cardinality, operations and algebraic thinking, number and operations in base ten, numbers and operations, measurement and data, and geometry.”
<https://www.fastbridge.org/product-math/amath/>
- **Grades 3-5 ELA:** FastBridge aReading
- **“aReading (Adaptive Reading)** is a computer-administered adaptive measure of broad reading that is individualized for each student, but may be individually or group administered in about 15-30 minutes. Items tap a variety of skills including concepts of print, phonemic awareness, phonics, comprehension, and vocabulary.” <https://www.fastbridge.org/reading/areading>



Grades 6-12

- **Grades 6-11 Mathematics:** the CSU/UC Mathematics Diagnostic Testing Project (MDTP)
 - The MDTP “ grade-level and course-level diagnostic assessments are designed to measure students’ mathematical preparation in foundational topics of the course students are entering, and/or to inform students’ preparation for the mathematical content in the course they are promoting to. Students in grades 6-11 were administered the MDTP for the math course they will be taking next year. Their score will indicate how prepared they are to enter next year’s course.”
- **Grades 6-11 ELA:** Star Renaissance Reading
 - Star assessments are “short tests that provide teachers with learning data.” Star tests are computer adaptive, which means they adjust to each answer your child provides. This helps teachers get the best data to help your child in the shortest amount of testing time (about one-third of the time other tests take).



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ELA Participation & Performance



ELA Elementary

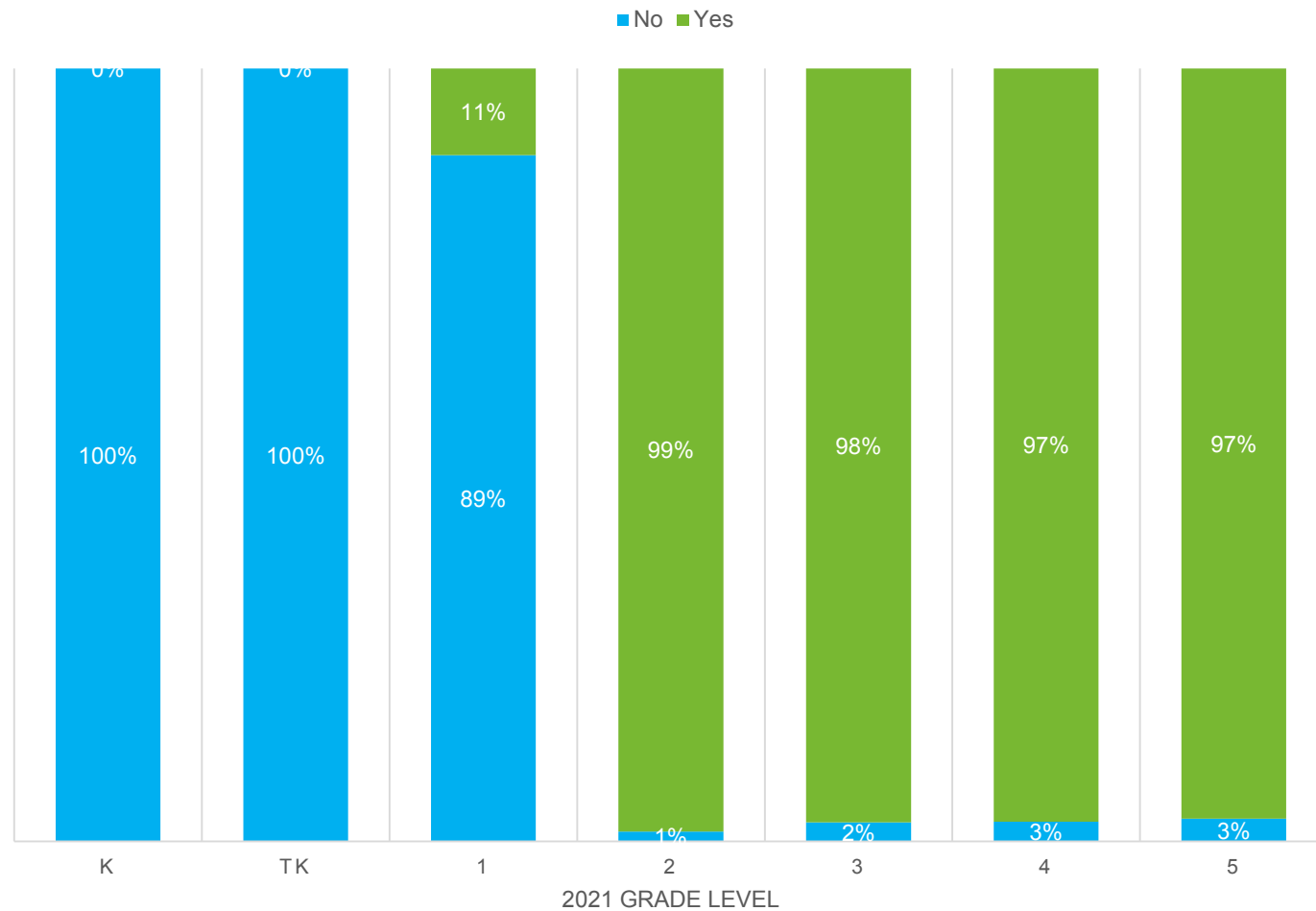


Fastbridge aReading

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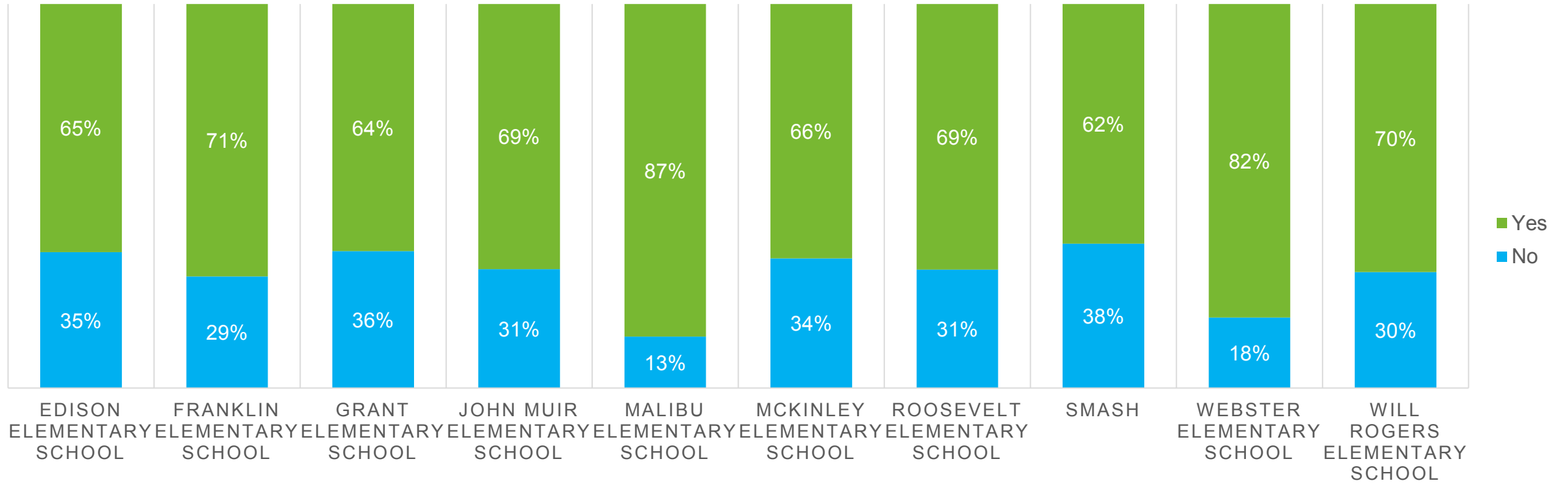
<https://www.fastbridge.org/reading/areading>

AREADING PARTICIPATION: GRADE LEVEL



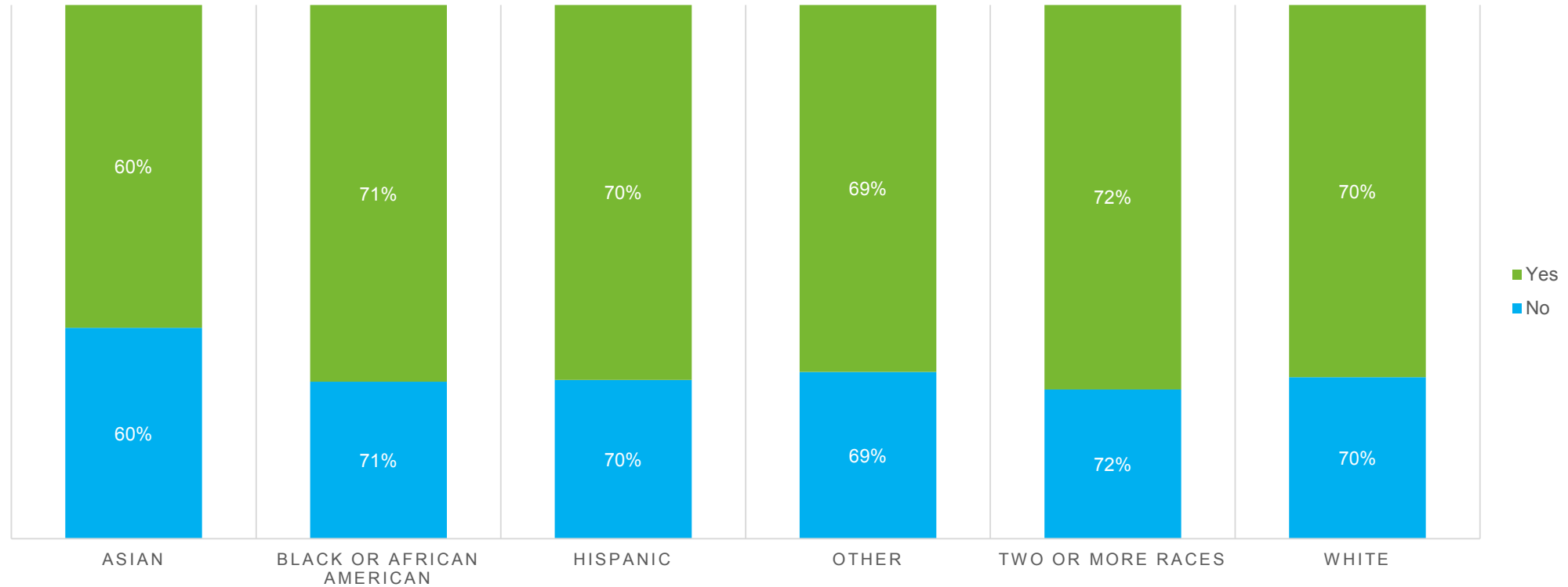
Participation	TK	K	1	2	3	4	5	Total
No	92	496	506	8	15	17	21	1155
Yes	0	0	64	606	595	643	694	2602
Grand Total	92	496	570	614	610	660	715	3757

AREADING PARTICIPATION: SCHOOL



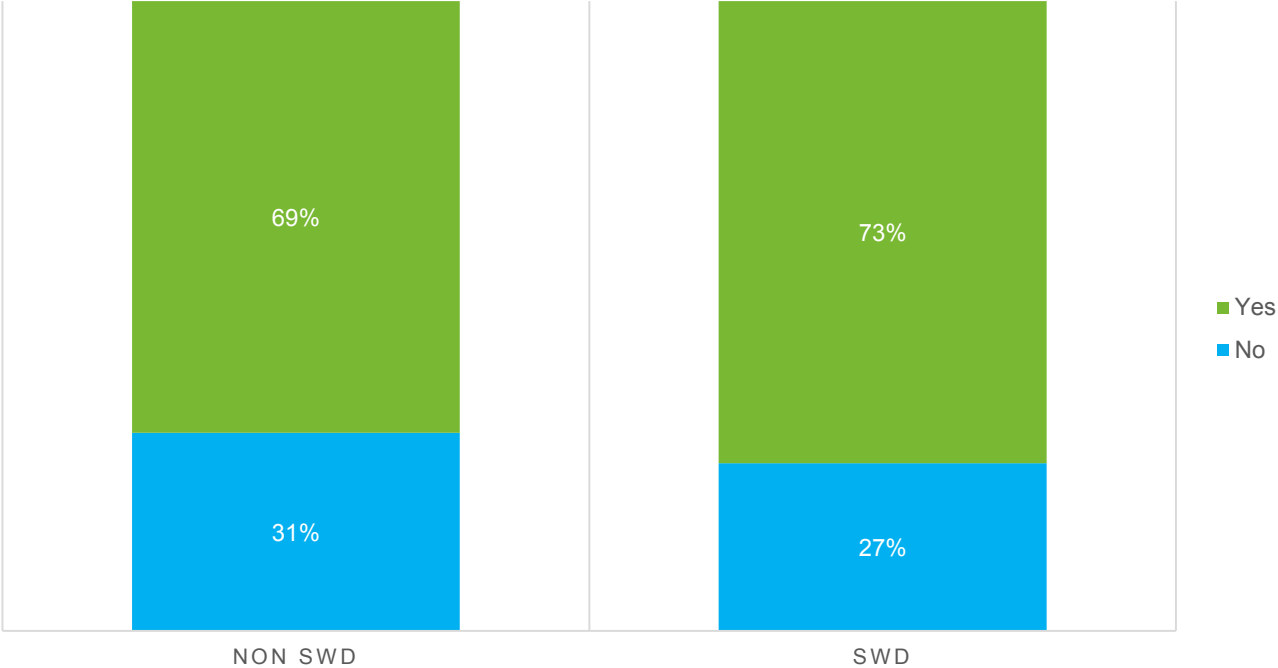
aReading Participation	No	Yes	Grand Total
EDISON ELEMENTARY SCHOOL	145	265	410
FRANKLIN ELEMENTARY SCHOOL	177	432	609
GRANT ELEMENTARY SCHOOL	191	345	536
JOHN MUIR ELEMENTARY SCHOOL	74	165	239
MALIBU ELEMENTARY SCHOOL	25	162	187
MCKINLEY ELEMENTARY SCHOOL	132	259	391
ROOSEVELT ELEMENTARY SCHOOL	190	426	616
SMASH	53	88	141
WEBSTER ELEMENTARY SCHOOL	38	169	207
WILL ROGERS ELEMENTARY SCHOOL	126	291	417
Grand Total	1151	2602	3753

AREADING PARTICIPATION: RACE/ETHNICITY



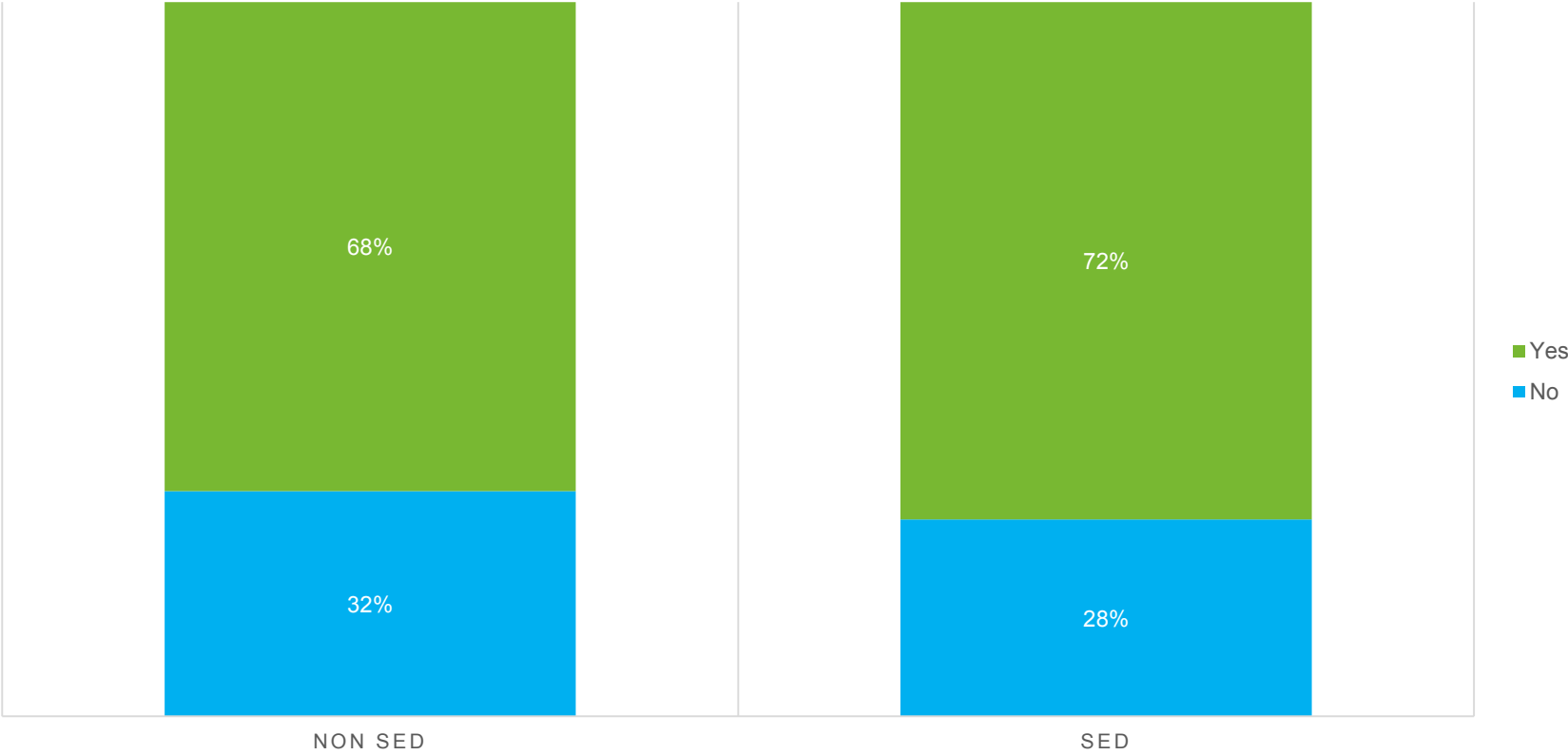
aReading Participation	No	Yes	Grand Total
Asian	121	185	306
Black or African American	70	168	238
Hispanic	309	729	1038
Other	20	44	64
Two or More Races	47	121	168
White	588	1355	1943
Grand Total	1155	2602	3757

AREADING PARTICIPATION: STUDENTS
WITH DISABILITIES



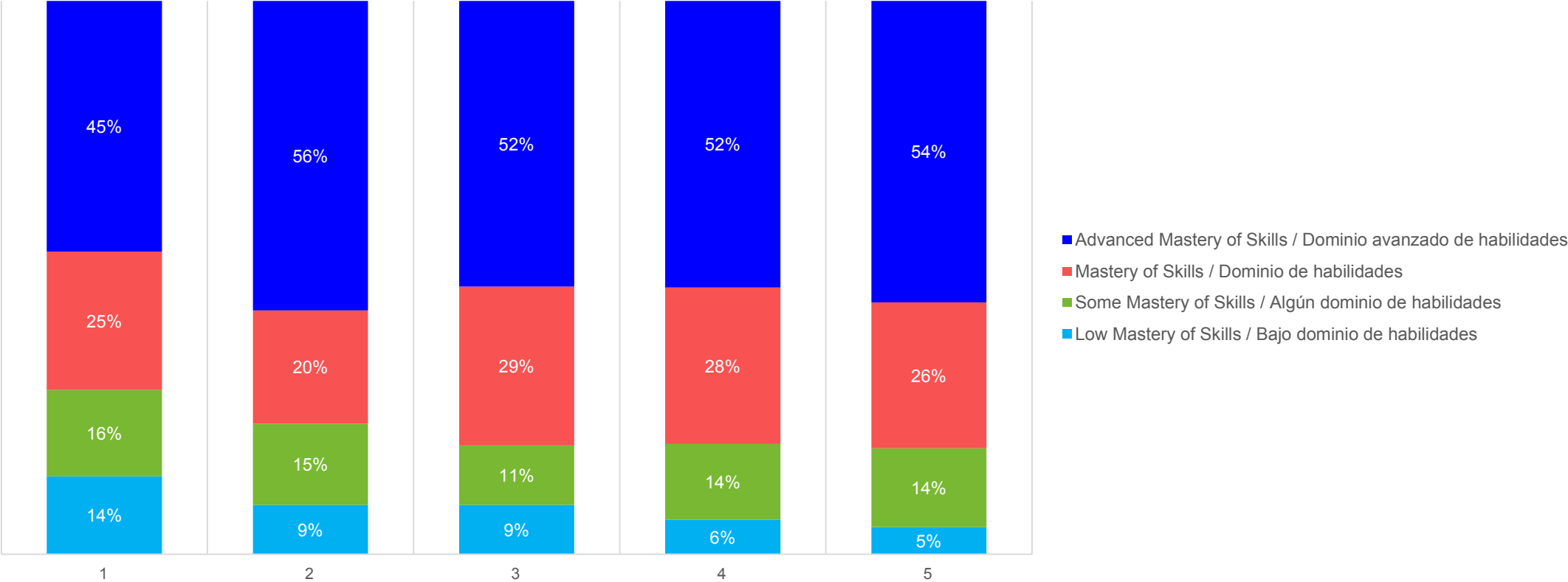
aReading Participation	No	Yes	Grand Total
Non SWD	1009	2200	3209
SWD	146	402	548
Grand Total	1155	2602	3757

AREADING PARTICIPATION: SOCIO-ECONOMICALLY
DISADVANTAGED



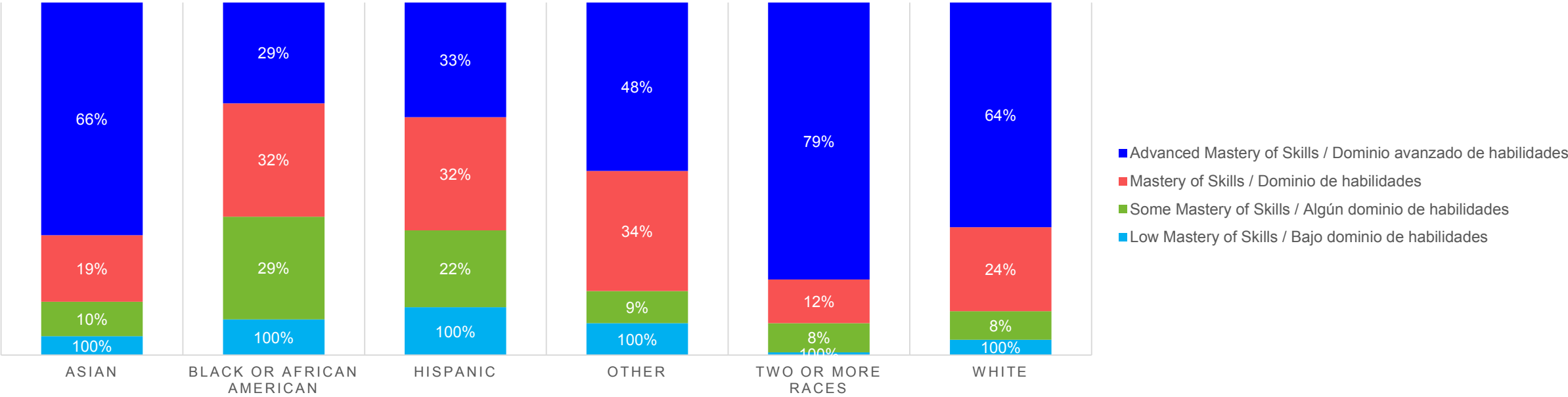
aReading Participation	No	Yes	Grand Total
Non SED	949	2061	3010
SED	206	541	747
Grand Total	1155	2602	3757

AREADING PERFORMANCE: GRADE LEVEL



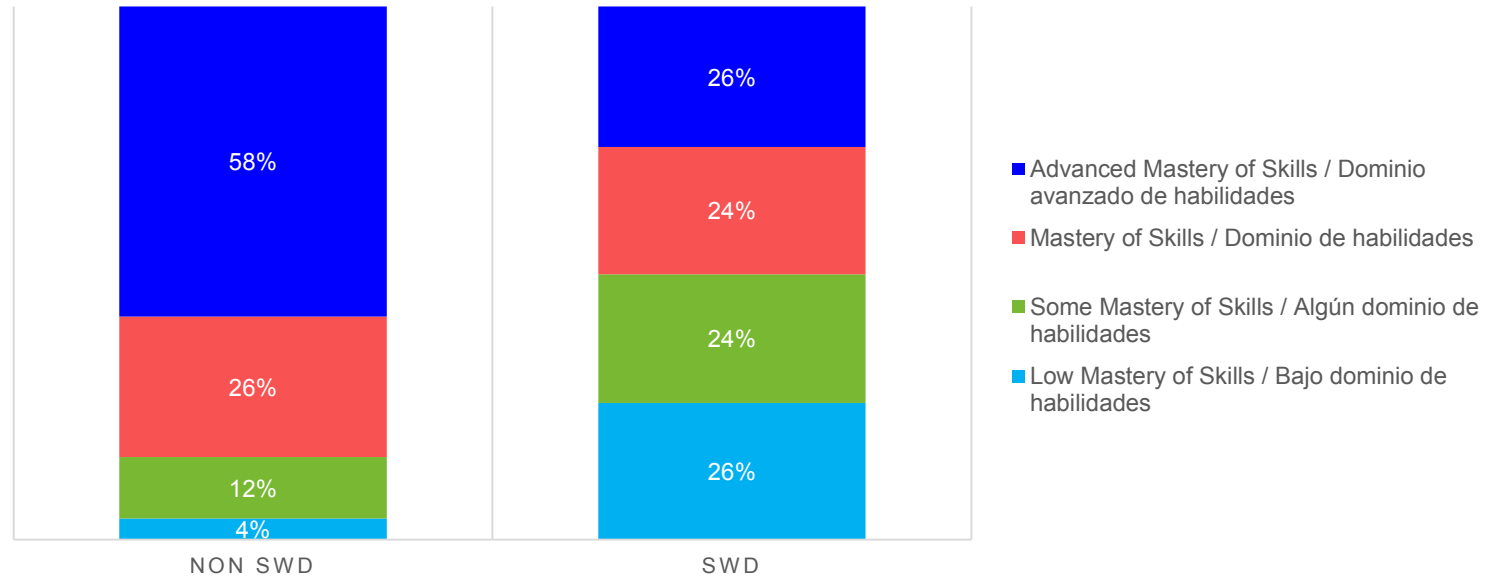
Performance Levels	TK	K	1	2	3	4	5	Total
Advanced Mastery of Skills / Dominio avanzado de habilidades	0	0	29	339	307	333	378	1386
Mastery of Skills / Dominio de habilidades	0	0	16	124	171	182	183	676
Some Mastery of Skills / Algún dominio de habilidades	0	0	<11	89	64	88	99	350
Low Mastery of Skills / Bajo dominio de habilidades	0	0	<11	54	53	40	34	190
Grand Total	0	0	64	606	595	643	694	2602

AREADING PERFORMANCE: RACE/ETHNICITY



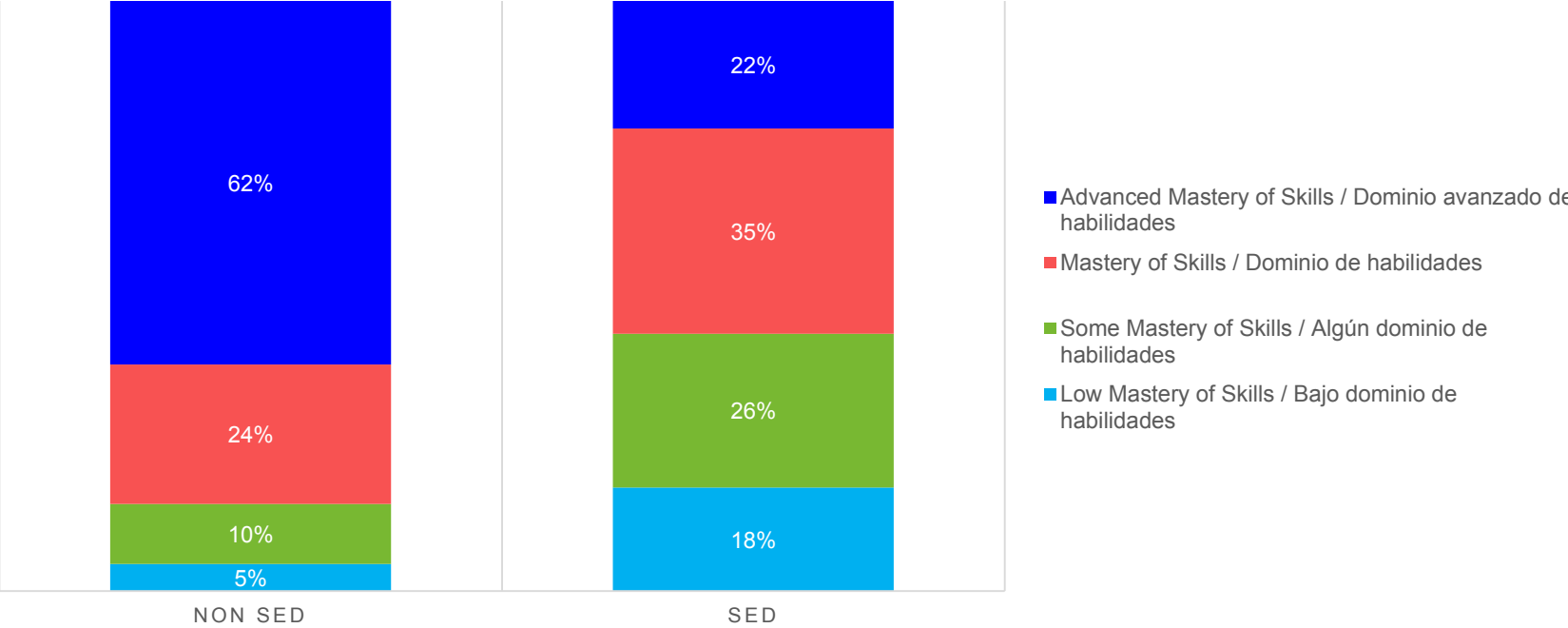
aReading	Low Mastery of Skills / Bajo dominio de habilidades	Some Mastery of Skills / Algún dominio de habilidades	Mastery of Skills / Dominio de habilidades	Advanced Mastery of Skills / Dominio avanzado de habilidades	Grand Total
Asian	10	18	35	122	185
Black or African American	17	49	54	48	168
Hispanic	99	159	234	237	729
Other	<11	<11	15	21	44
Two or More Races	<11	<11	15	95	121
White	59	110	323	863	1355
Grand Total	190	350	676	1386	2602

AREADING: STUDENTS WITH DISABILITIES



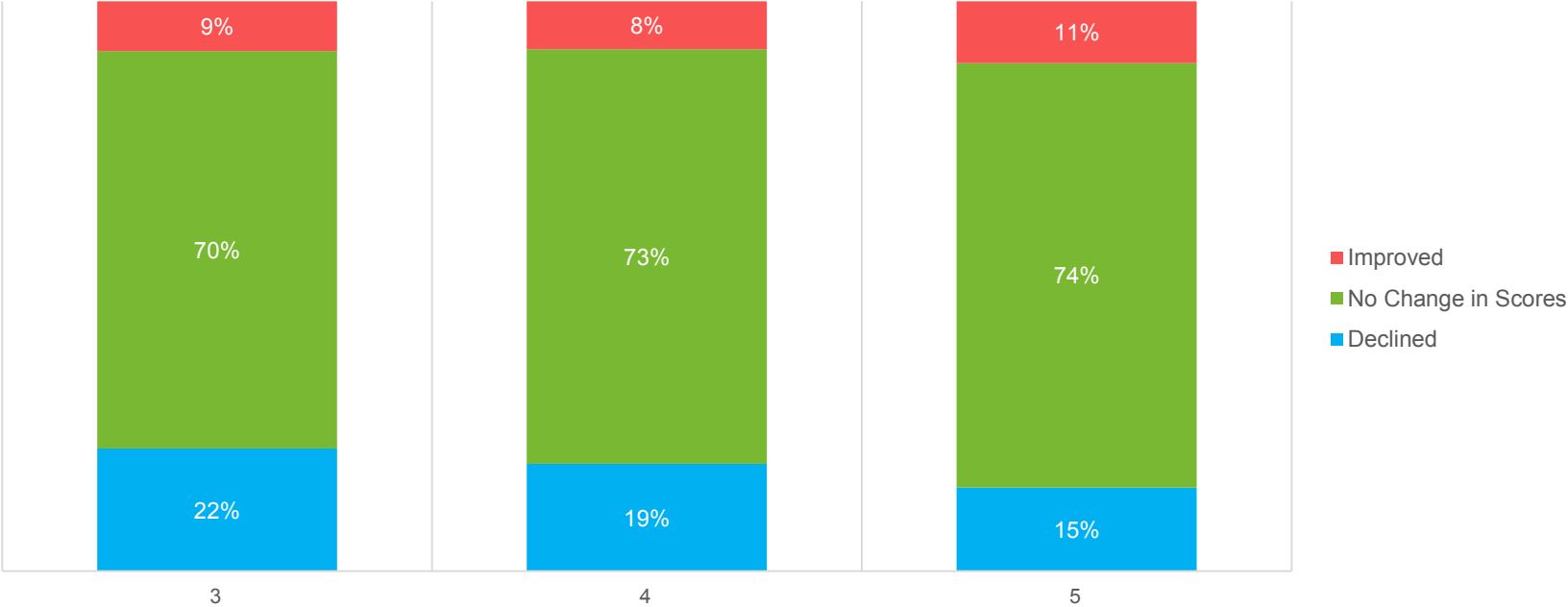
aReading	Low Mastery of Skills / Bajo dominio de habilidades	Some Mastery of Skills / Algún dominio de habilidades	Mastery of Skills / Dominio de habilidades	Advanced Mastery of Skills / Dominio avanzado de habilidades	Grand Total
Non SWD	87	253	580	1280	2200
SWD	103	97	96	106	402
Grand Total	190	350	676	1386	2602

AREADING: SOCIO-ECONOMICALLY DISADVANTAGED



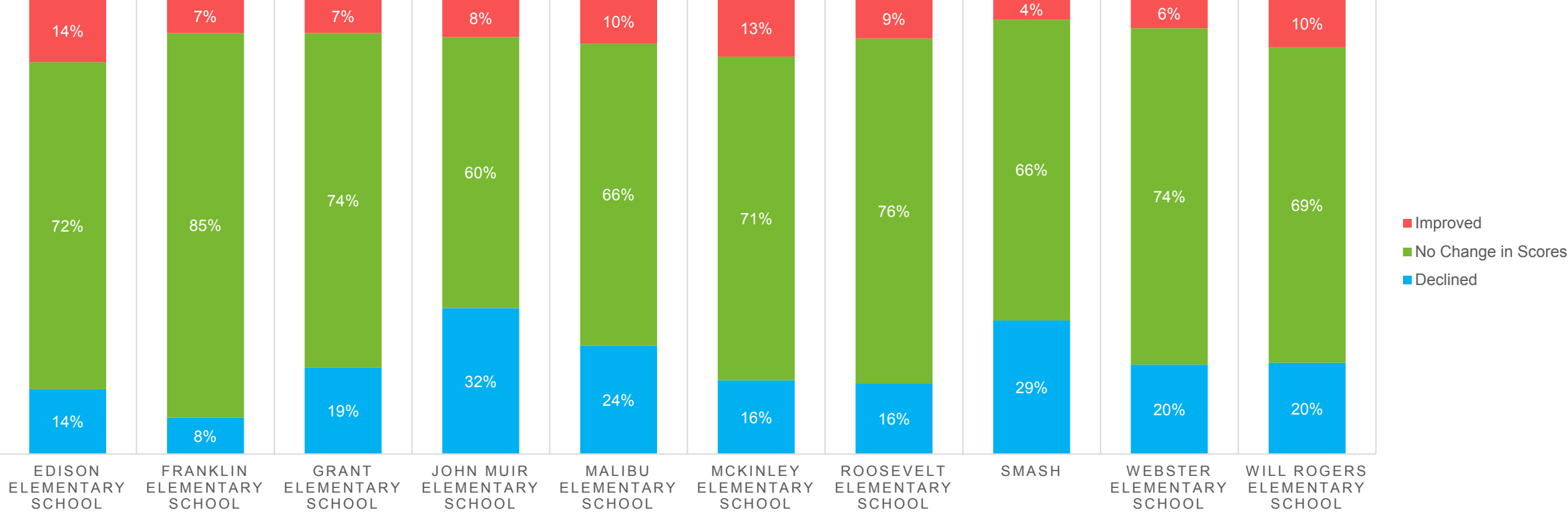
	Low Mastery of Skills / Bajo dominio de habilidades	Some Mastery of Skills / Algún dominio de habilidades	Mastery of Skills / Dominio de habilidades	Advanced Mastery of Skills / Dominio avanzado de habilidades	Grand Total
aReading					
Non SED	95	209	488	1269	2061
SED	95	141	188	117	541
Grand Total	190	350	676	1386	2602

AREADING: FROM FALL TO SPRING



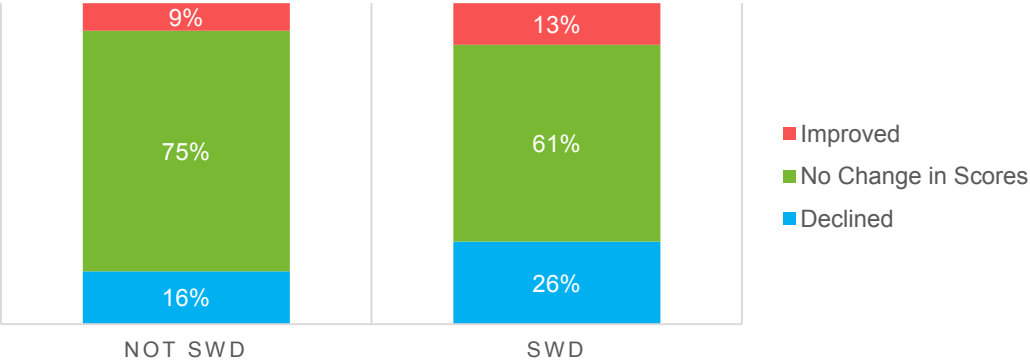
Growth from Fall to Spring	Declined	No Change	Improved	Grand Total
3rd Grade	143	463	58	664
4th Grade	130	502	58	690
5th Grade	111	562	82	755
Grand Total	384	1527	198	2109

AREADING: GROWTH FROM FALL TO SPRING



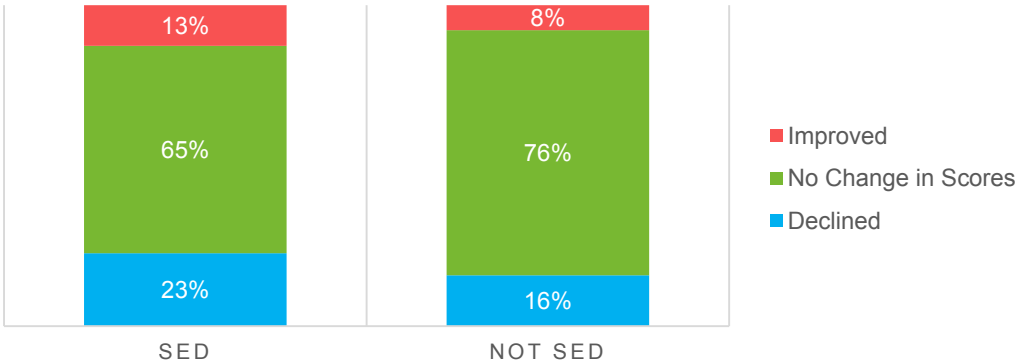
Growth from Fall to Spring	Declined	No Change in Scores	Improved	Grand Total
EDISON ELEMENTARY SCHOOL	28	141	27	196
FRANKLIN ELEMENTARY SCHOOL	26	274	24	324
GRANT ELEMENTARY SCHOOL	49	190	19	258
JOHN MUIR ELEMENTARY SCHOOL	35	65	<11	109
MALIBU ELEMENTARY SCHOOL	27	75	11	113
MCKINLEY ELEMENTARY SCHOOL	31	136	24	191
ROOSEVELT ELEMENTARY SCHOOL	51	248	28	327
SMASH	20	45	<11	68
WEBSTER ELEMENTARY SCHOOL	25	94	<11	127
WILL ROGERS ELEMENTARY SCHOOL	46	159	24	229
Grand Total	338	1427	177	1942

AREADING GROWTH FROM FALL TO SPRING: STUDENTS WITH DISABILITIES



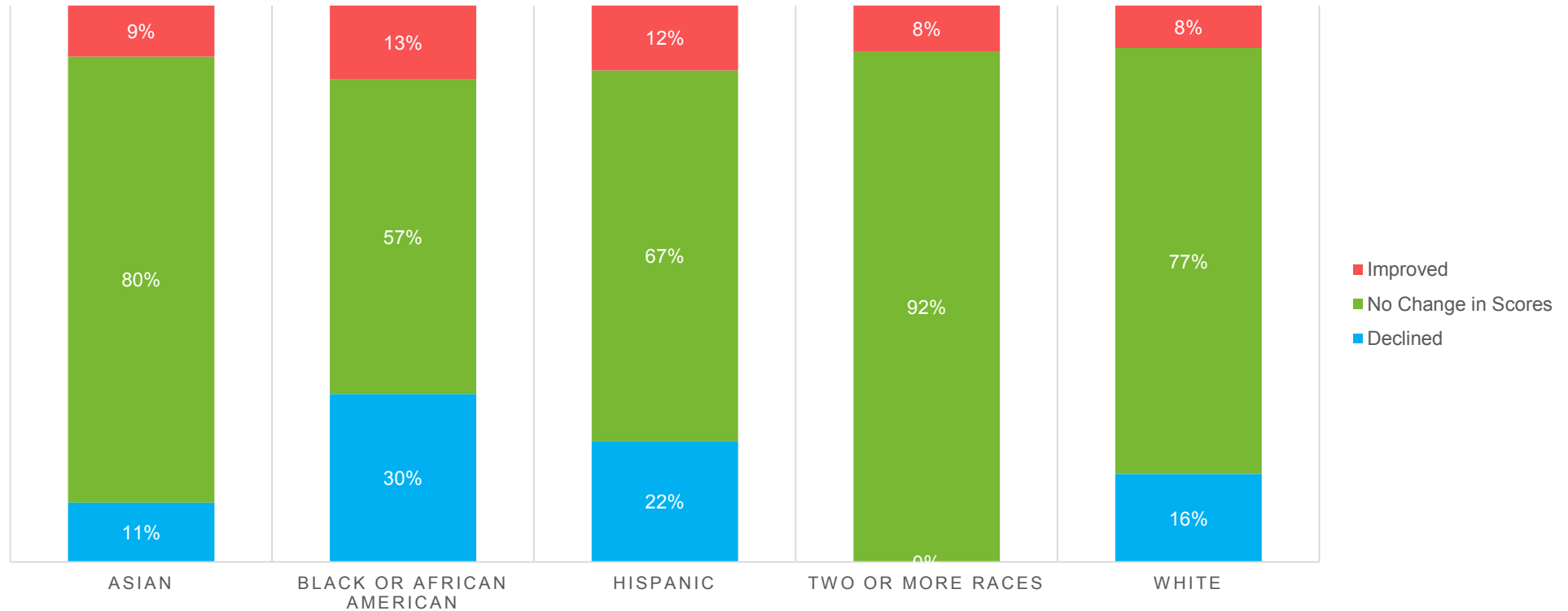
Growth from Fall to Spring	Declined	No Change	Improved	Grand Total
Not SWD	281	1281	146	1708
SWD	103	246	52	401
Grand Total	384	1527	198	2109

AREADING GROWTH FROM WINTER TO SPRING: SOCIO- ECONOMICALLY DISADVANTAGED



Growth from Fall to Spring	Declined	No Change	Improved	Grand Total
SED	164	466	91	721
Not SED	220	1061	107	1388
Grand Total	384	1527	198	2109

AREADING GROWTH FROM FALL TO SPRING: BY RACE/ETHNICITY



Growth from Fall to Spring	Declined	No Change	Improved	Grand Total
Asian	14	105	12	131
Black or African American	48	90	21	159
Hispanic	142	435	76	653
Two or More Races	0	<11	<11	12
White	162	784	78	1024
Grand Total	366	1425	188	1979



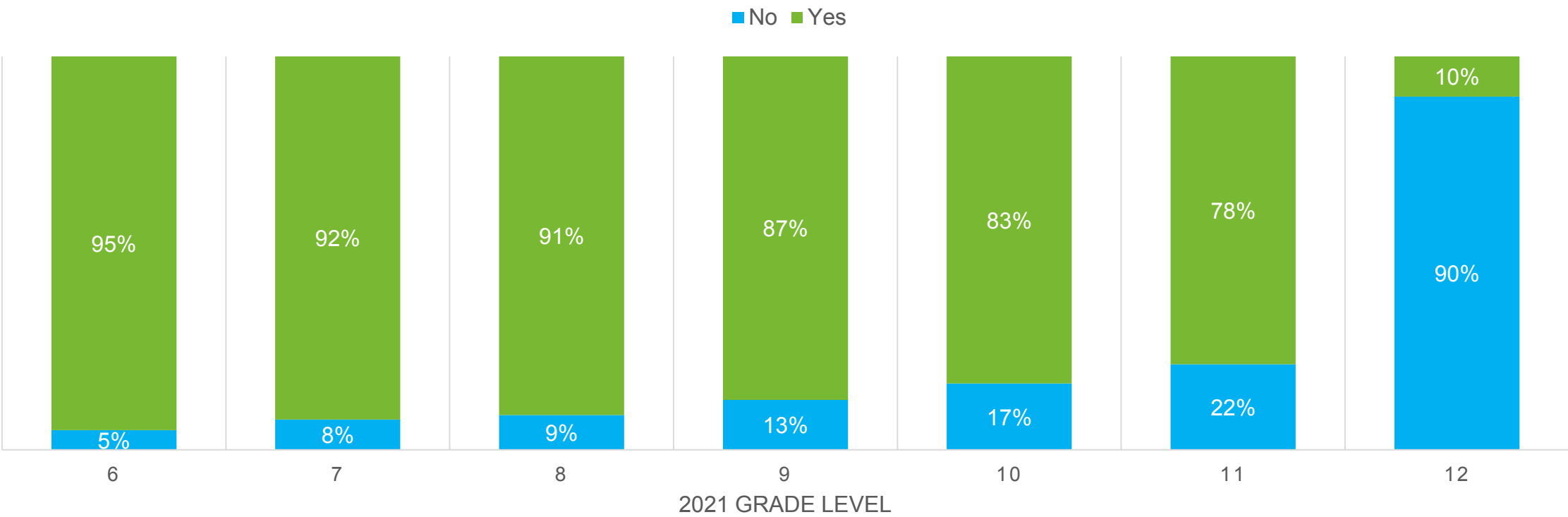
ELA Secondary



Renaissance Star Reading

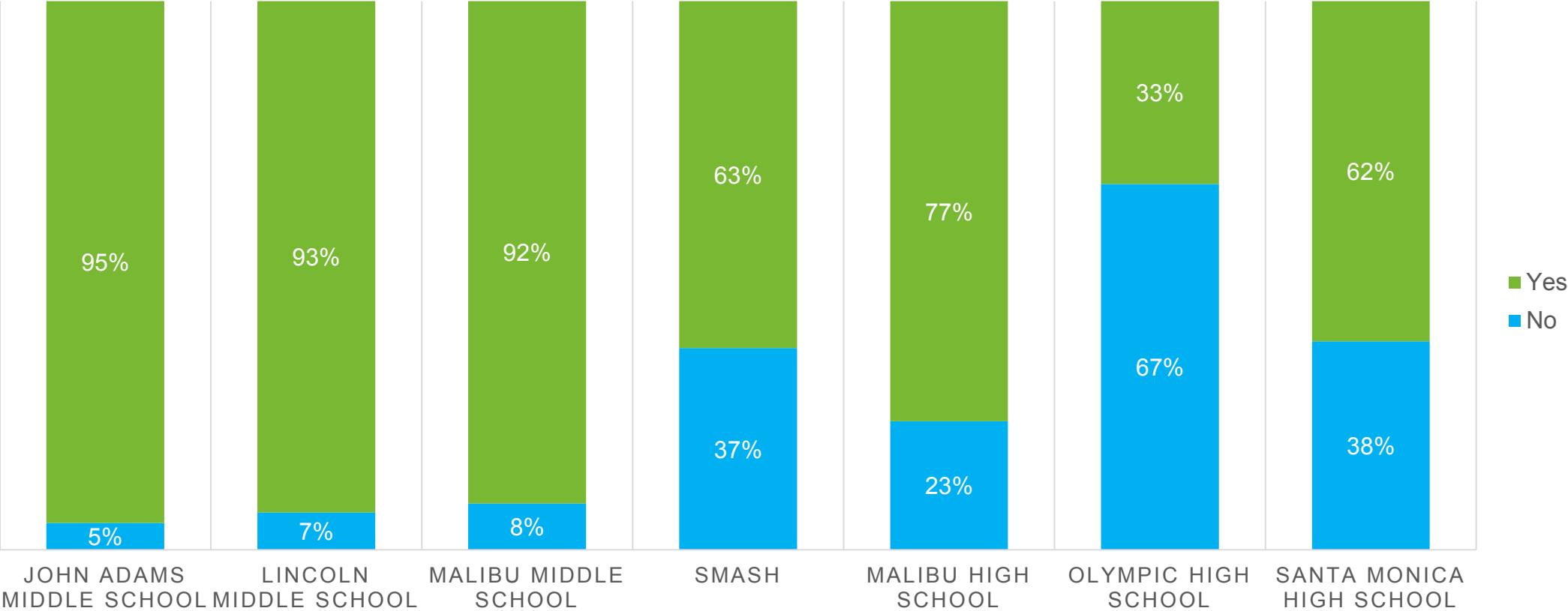
- **Grades 6-11 ELA: Renaissance Star Reading**
 - Star assessments are “short tests that provide teachers with learning data.” Star tests are computer adaptive, which means they adjust to each answer your child provides. This helps teachers get the best data to help your child in the shortest amount of testing time (about one-third of the time other tests take).

STAR READING PARTICIPATION: BY GRADE



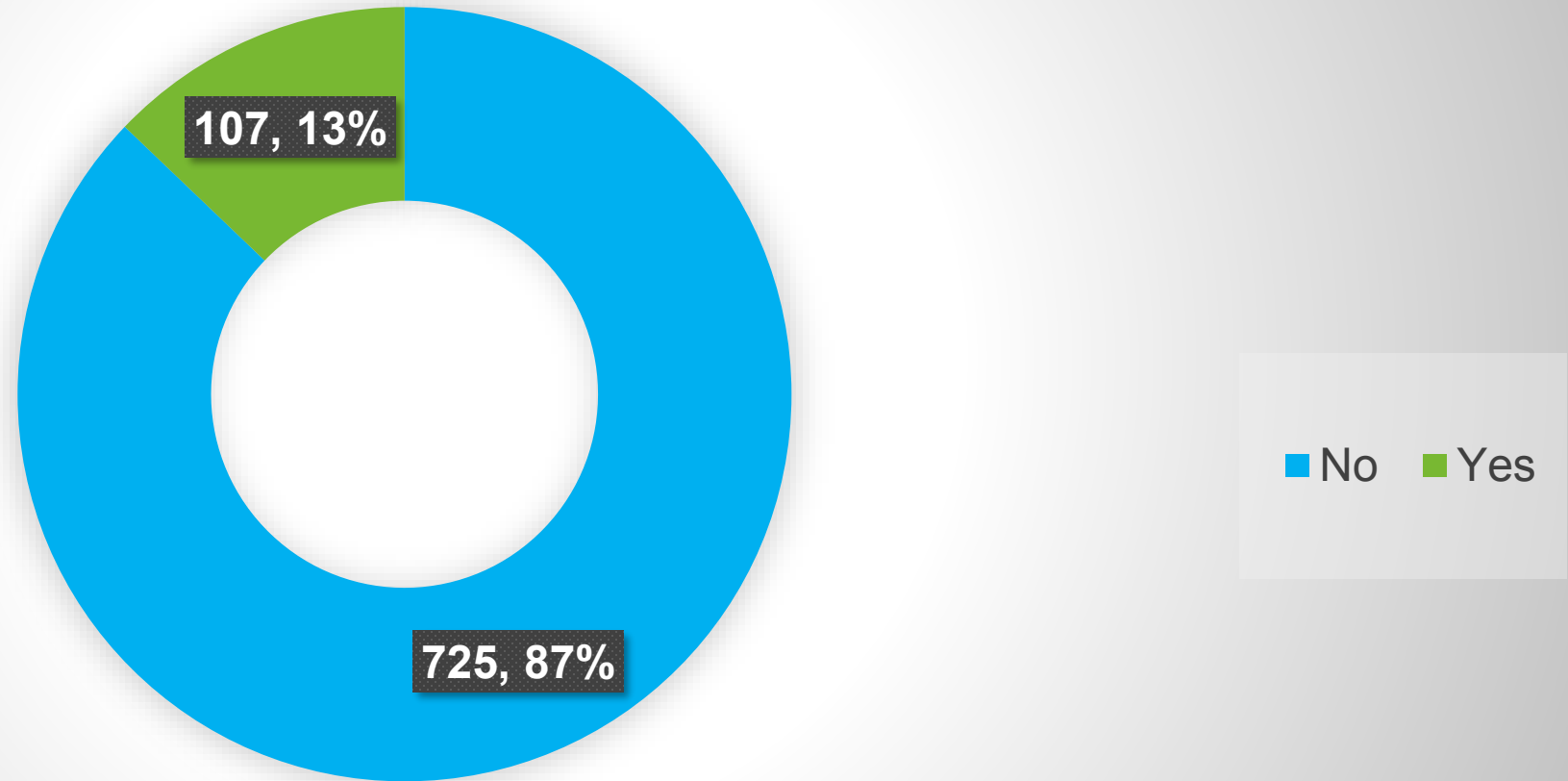
Participated?	6 th	7 th	8 th	9 th	10 th	11 th	12 th	Total
No	37	64	83	104	134	181	790	1393
Yes	701	766	852	714	659	651	90	4433
Grand Total	738	830	935	818	793	832	880	5826

STAR READING PARTICIPATION: BY SCHOOL



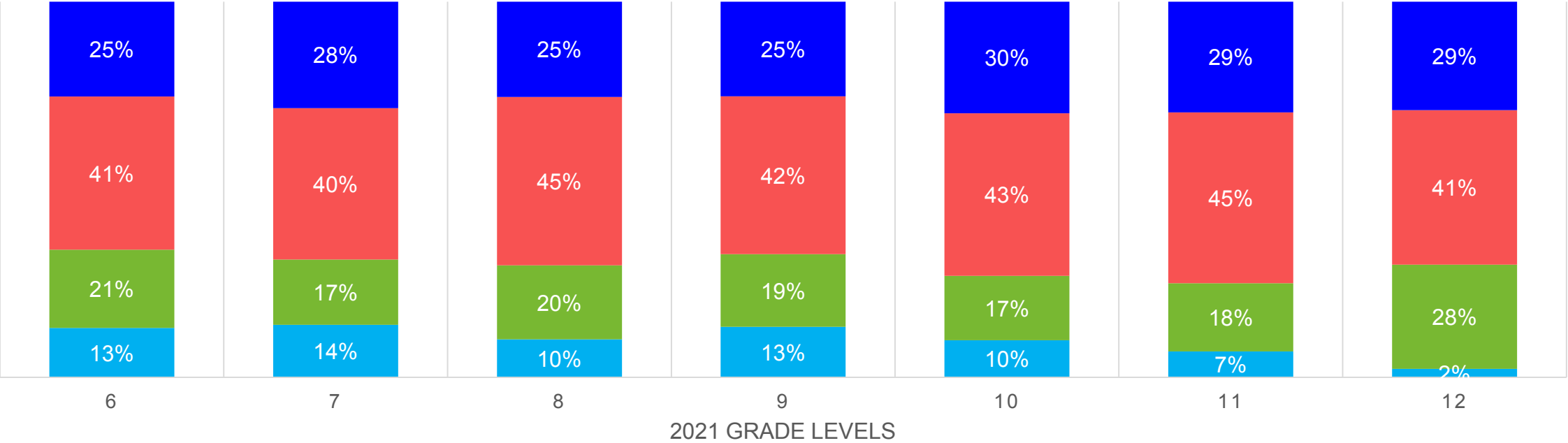
Star Reading Participation	No	Yes	Grand Total
JOHN ADAMS MIDDLE SCHOOL	48	934	982
LINCOLN MIDDLE SCHOOL	77	1057	1134
MALIBU MIDDLE SCHOOL	25	272	297
SMASH	32	55	87
MALIBU HIGH SCHOOL	111	363	474
OLYMPIC HIGH SCHOOL	18	<11	27
SANTA MONICA HIGH SCHOOL	1068	1742	2810
Grand Total	1379	4432	5811

CAASPP Participation – ELA – Malibu High School



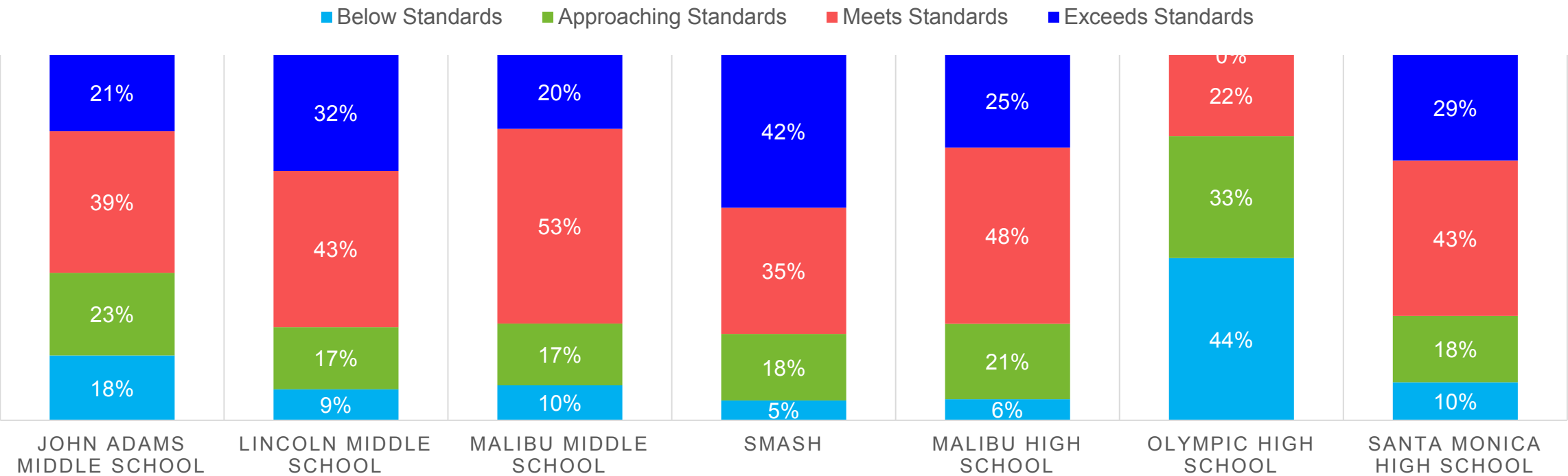
STAR READING PERFORMANCE: BY GRADE

Below Standards Approaching Standards Meets Standards Exceeds Standards



Performance Levels	6 th	7 th	8 th	9 th	10 th	11 th	12 th	Grand Total
Exceeds Standards	177	217	216	180	196	192	26	1204
Meets Standards	286	309	382	300	285	296	37	1895
Approaching Standards	146	133	168	138	113	118	25	841
Below Standards	92	107	86	96	65	45	<11	493
Grand Total	701	766	852	714	659	651	90	4433

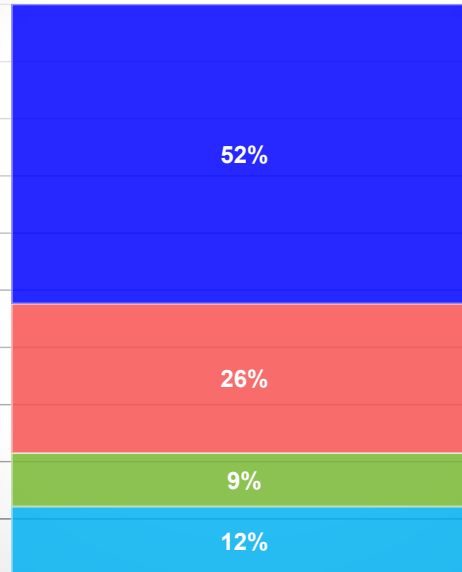
STAR READING PERFORMANCE: BY SCHOOL



Star Performance	Below Standards	Approaching Standards	Meets Standards	Exceeds Standards	Grand Total
JOHN ADAMS MIDDLE SCHOOL	166	211	362	195	934
LINCOLN MIDDLE SCHOOL	90	180	451	336	1057
MALIBU MIDDLE SCHOOL	26	46	145	55	272
SMASH	<11	<11	19	23	55
MALIBU HIGH SCHOOL	21	75	175	92	363
OLYMPIC HIGH SCHOOL	<11	<11	<11	<11	9
SANTA MONICA HIGH SCHOOL	182	316	741	503	1742
Grand Total	492	841	1895	1204	4432

CAASPP Performance – ELA – Malibu High School

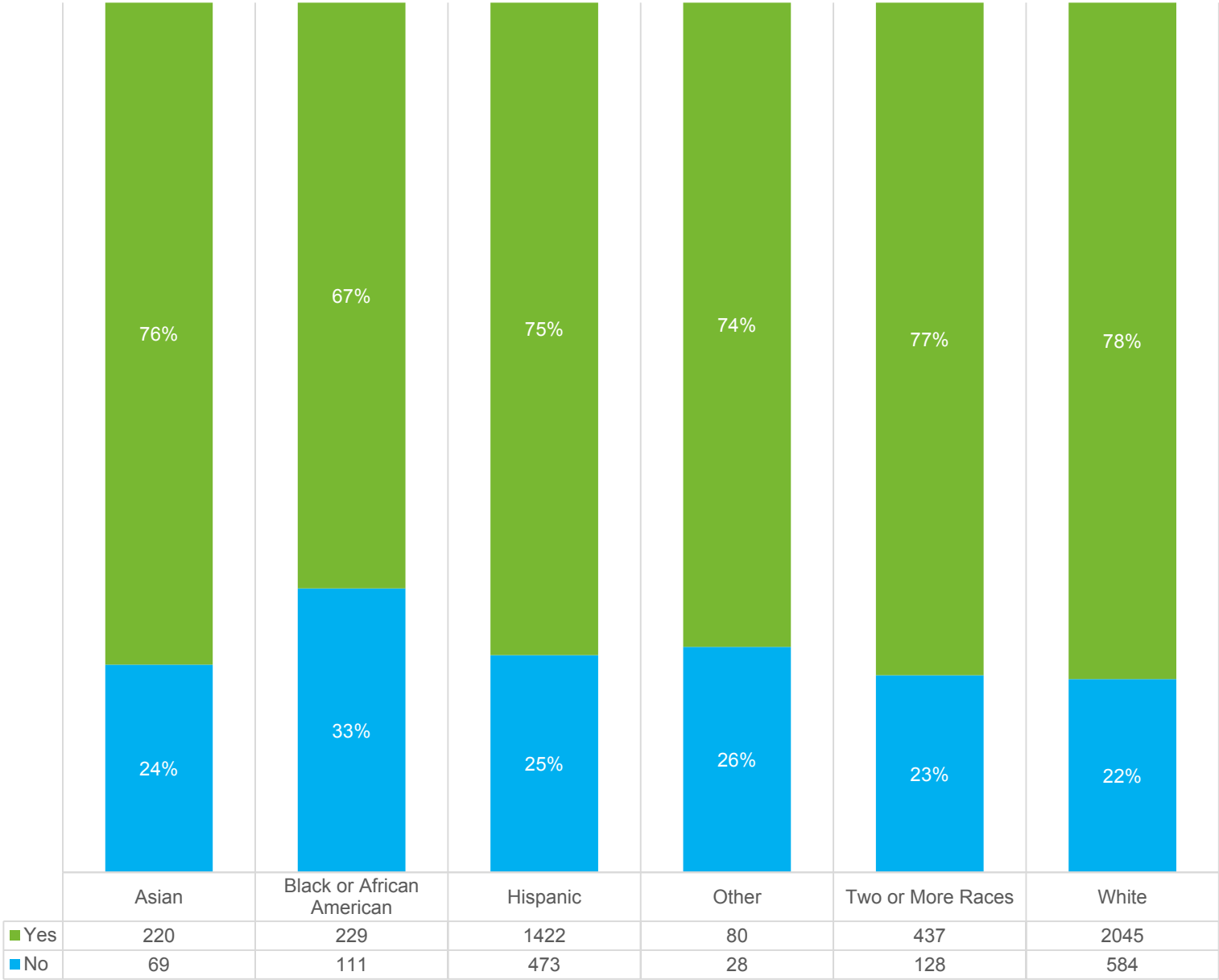
■ Below Standard
 ■ Approaching Standard
 ■ Meets Standard
 ■ Exceeds Standard



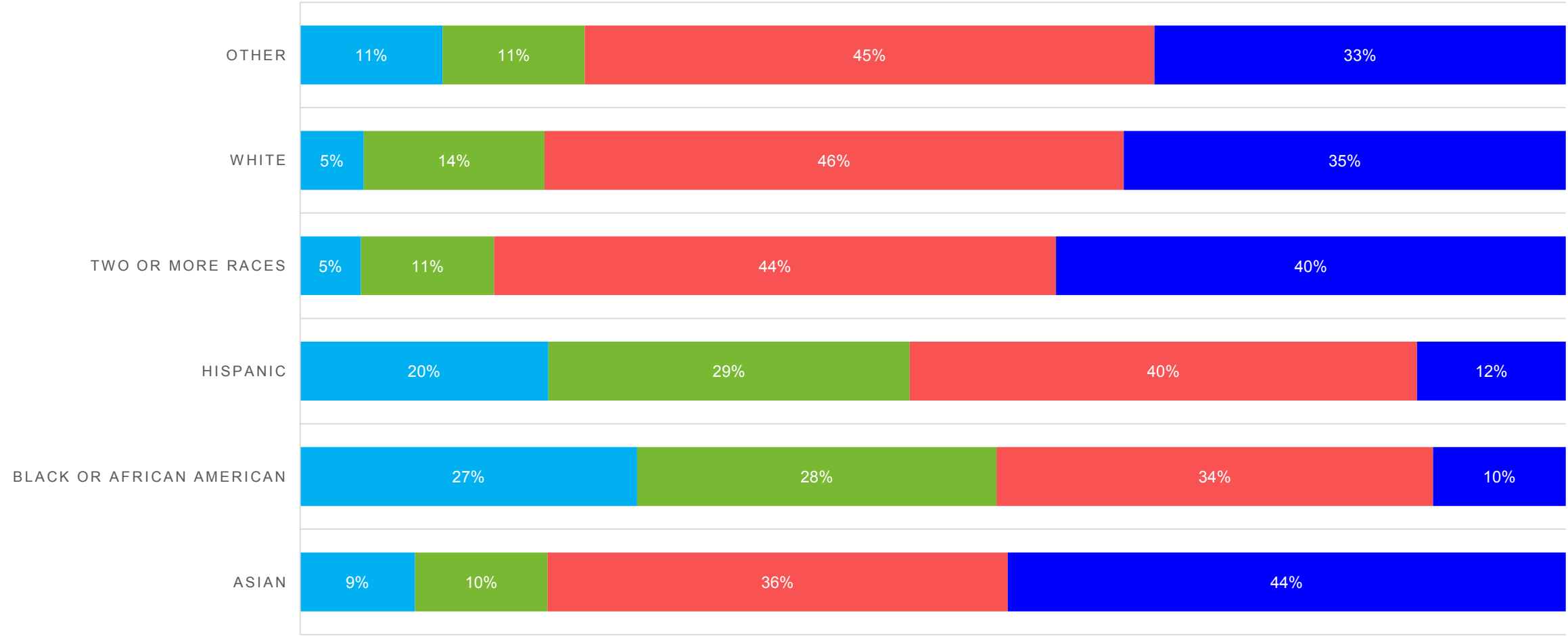
11
2021 Grade Level

Performance Level	11th	Grand Total
Exceeds Standard	56	56
Meets Standard	28	28
Approaching Standard	<11	<11
Below Standard	13	13
Grand Total	107	107

STAR READING PARTICIPATION: BY RACE

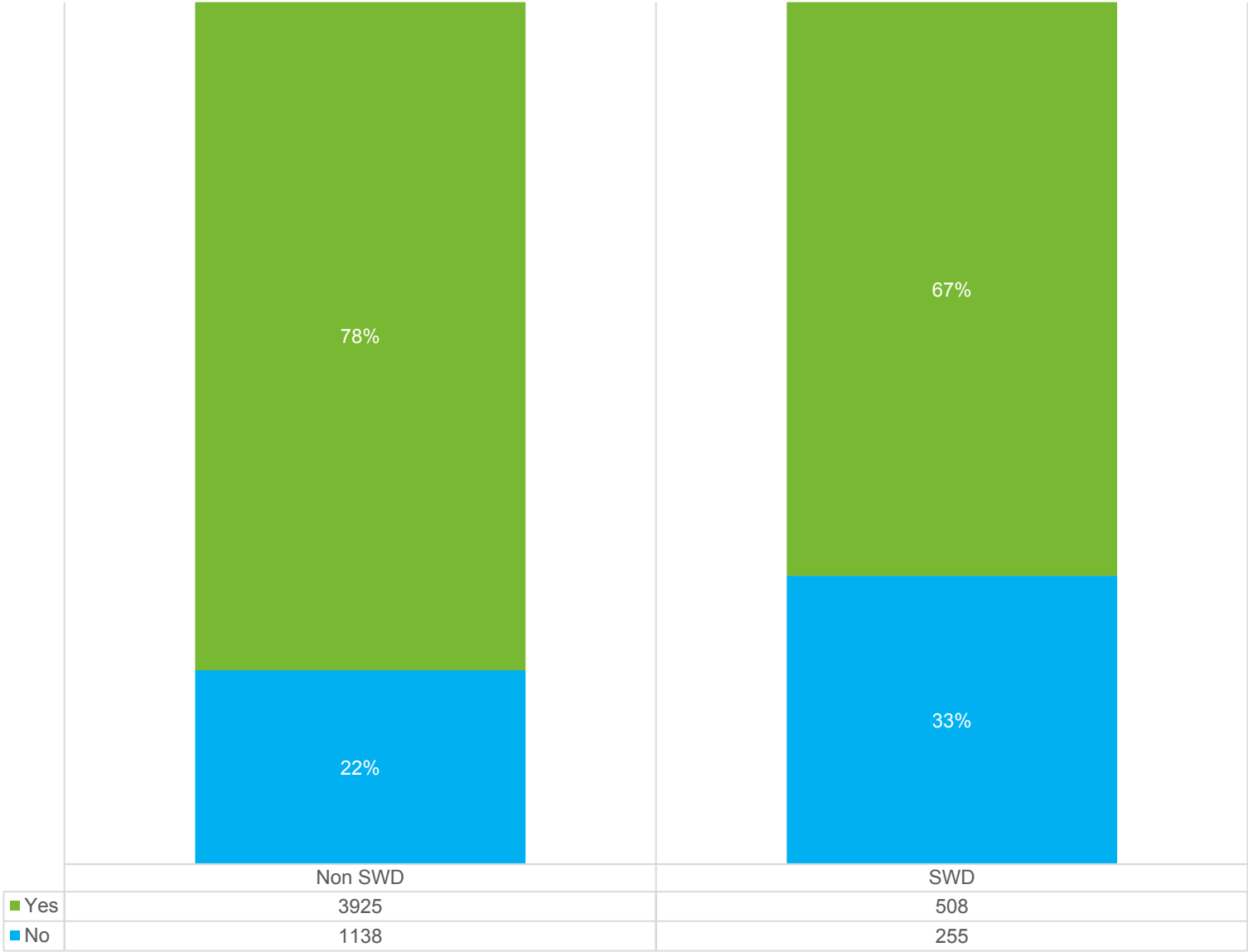


STAR READING PERFORMANCE: BY RACE/ETHNICITY

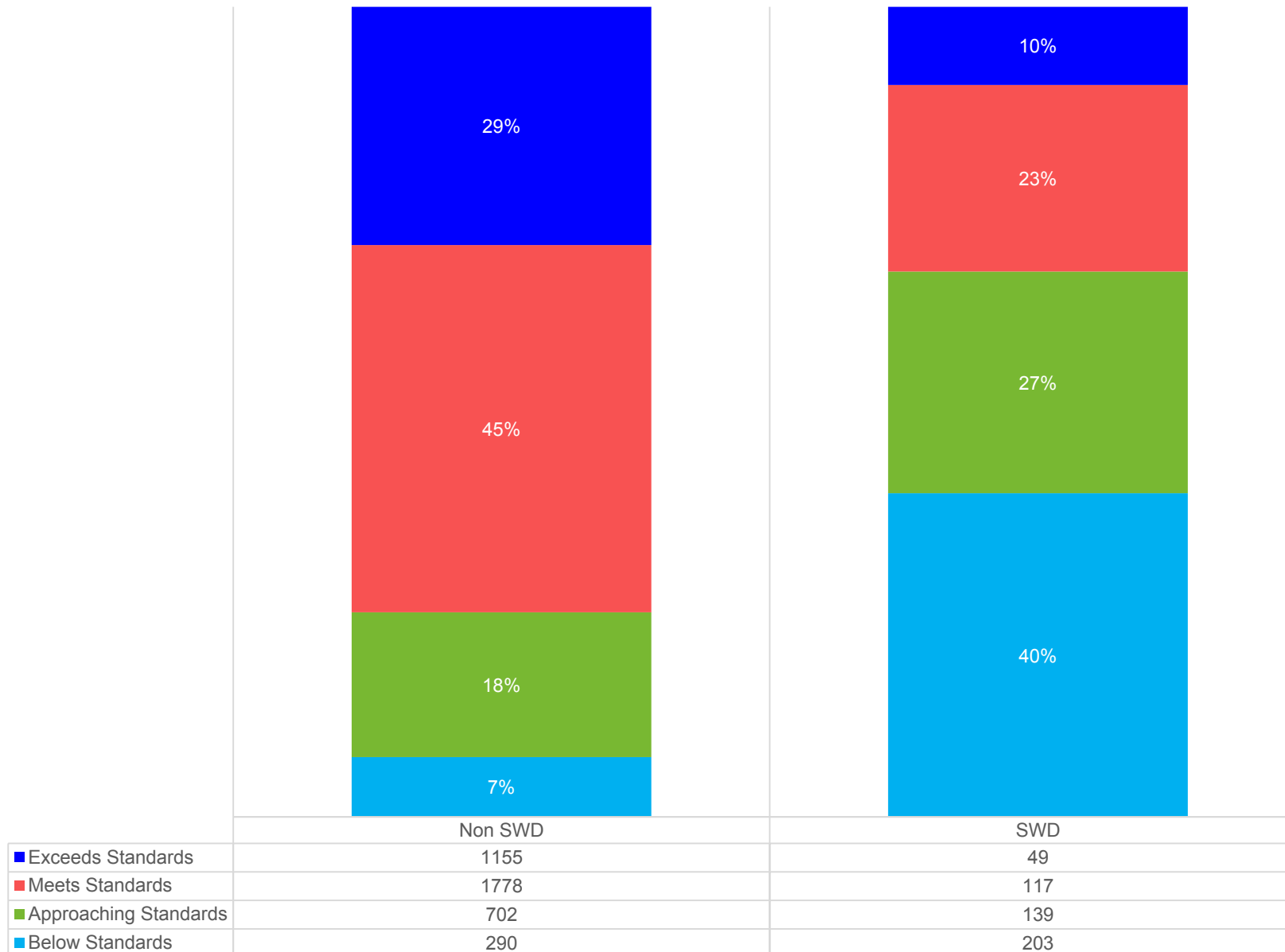


	Asian	Black or African American	Hispanic	Two or More Races	White	Other
Below Standards	20	61	279	21	103	9
Approaching Standards	23	65	406	46	292	9
Meets Standards	80	79	570	194	936	36
Exceeds Standards	97	24	167	176	714	26
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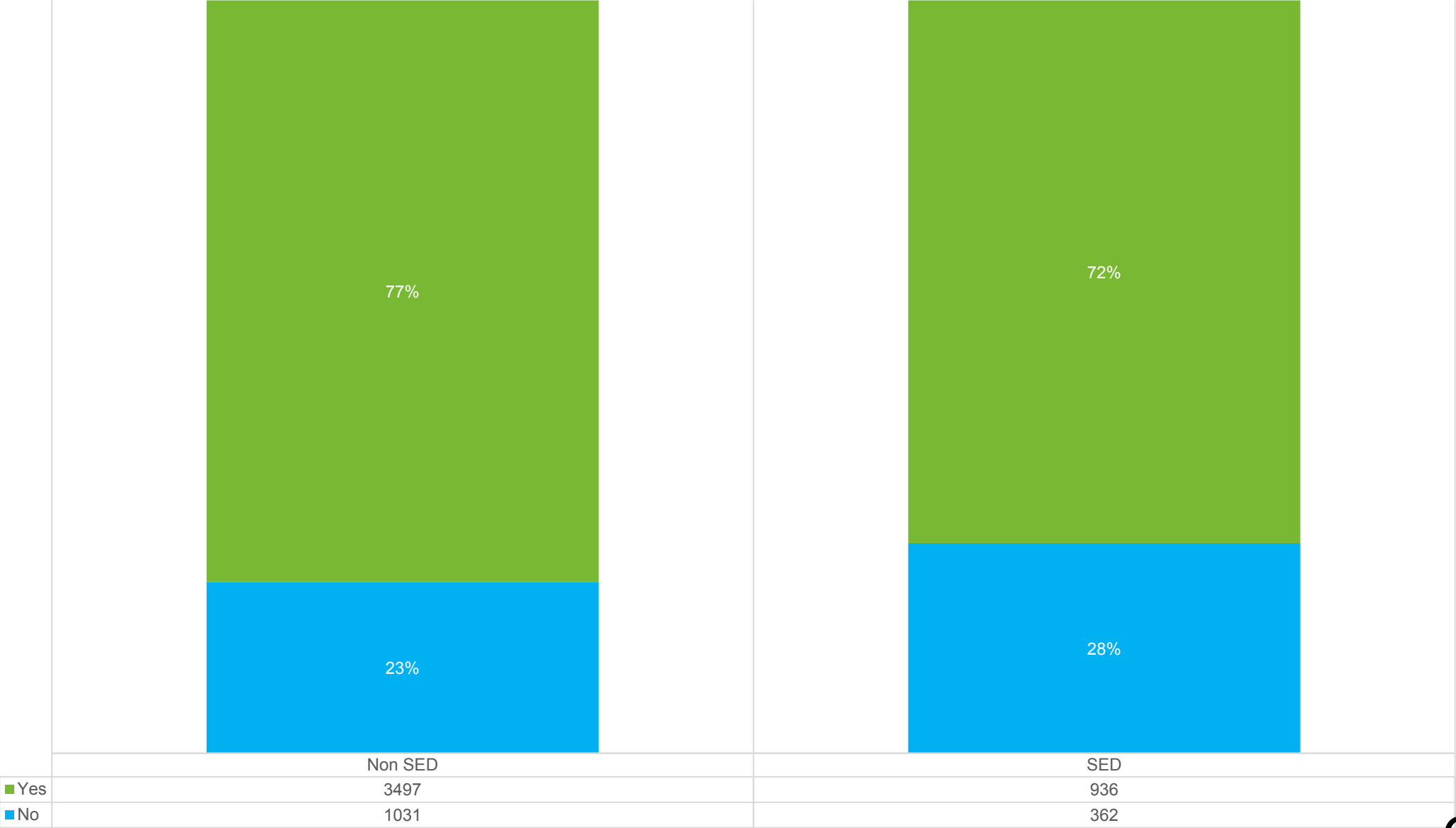
STAR READING PARTICIPATION: BY STUDENTS WITH DISABILITIES



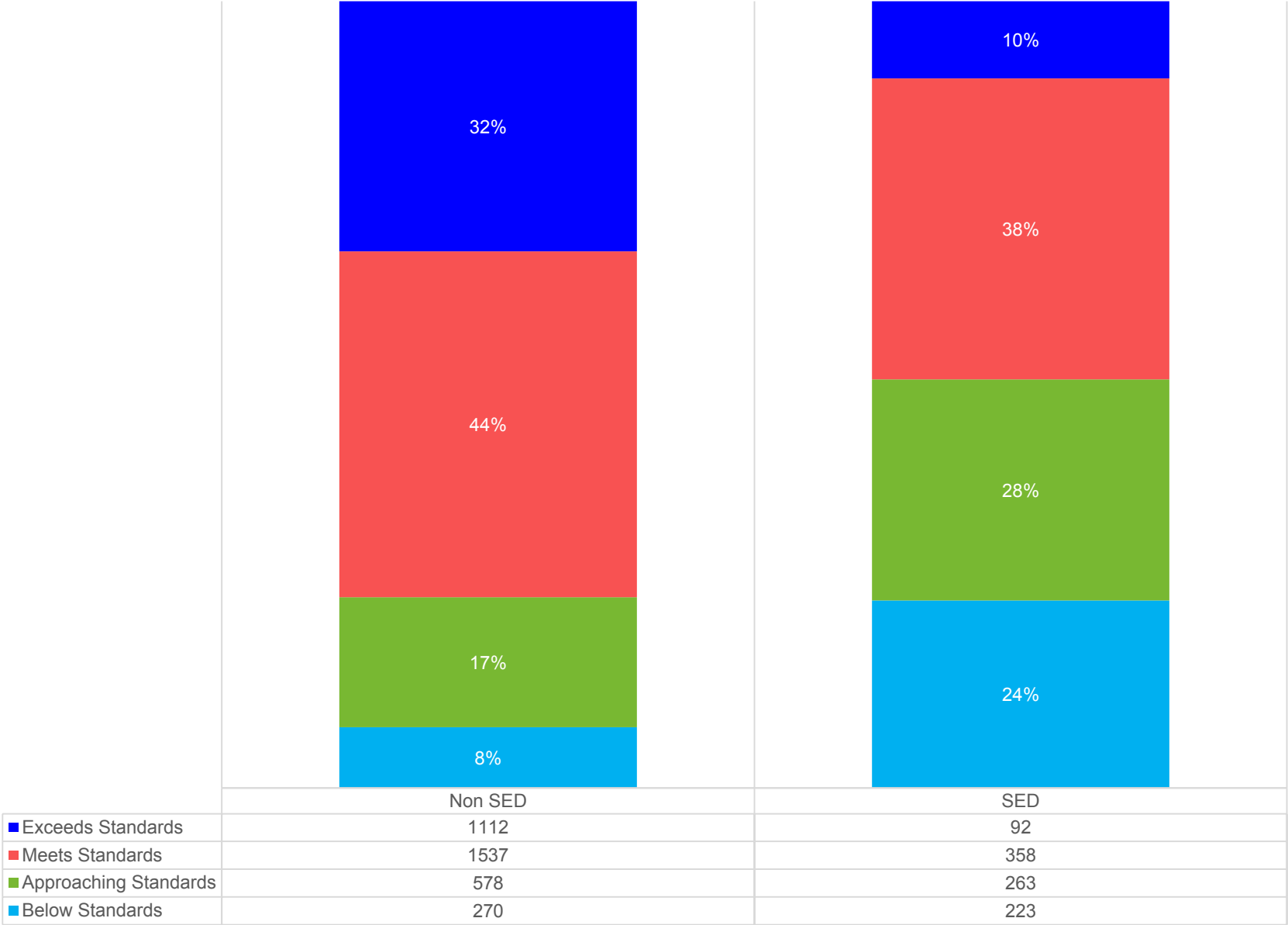
STAR READING PERFORMANCE: BY STUDENTS WITH DISABILITIES



STAR READING PARTICIPATION: SOCIO-ECONOMICALLY
DISADVANTAGED



STAR READING PERFORMANCE: SOCIO-ECONOMICALLY DISADVANTAGED





SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Math Participation & Performance



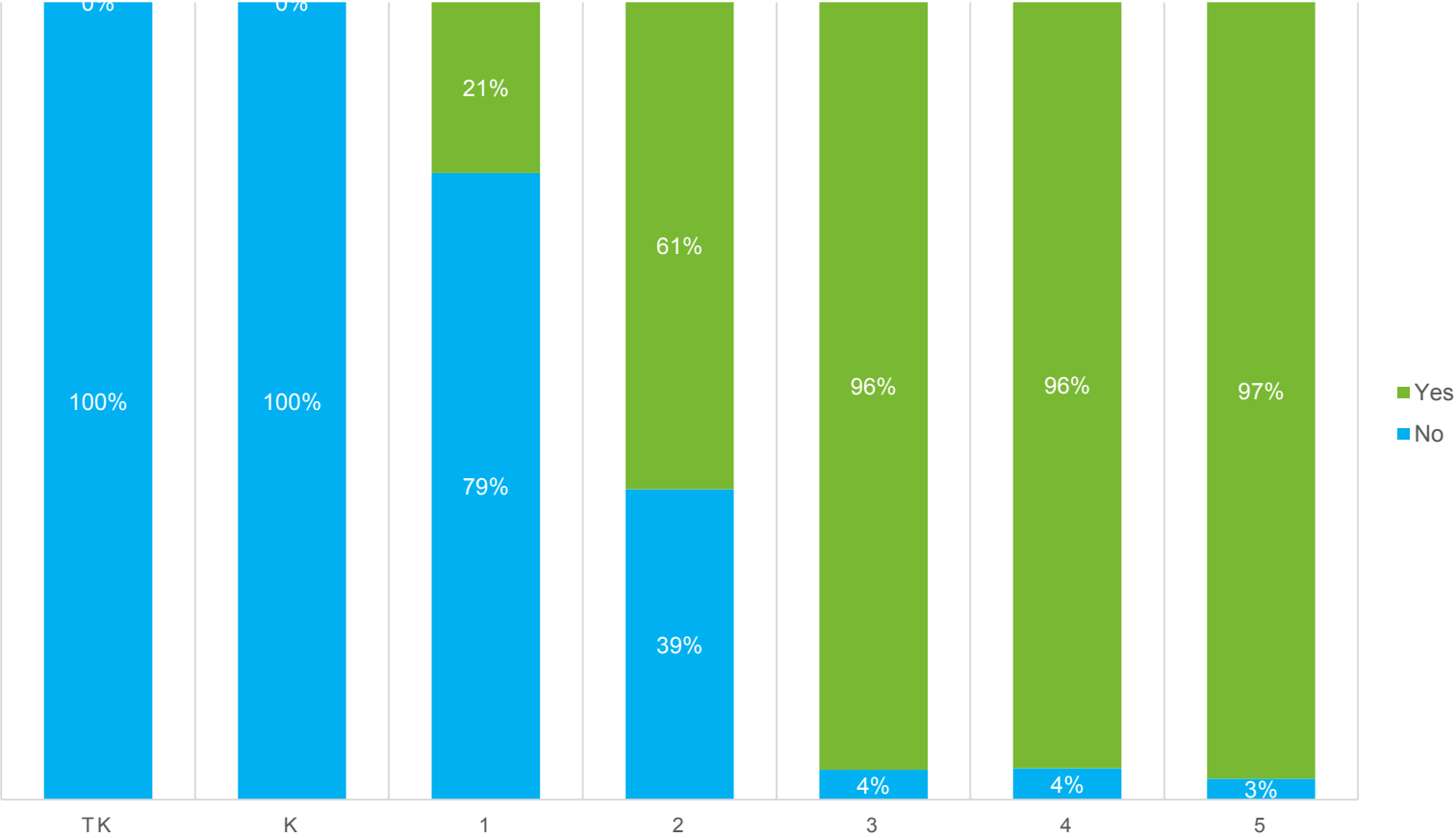
Math Elementary



Fastbridge aMath

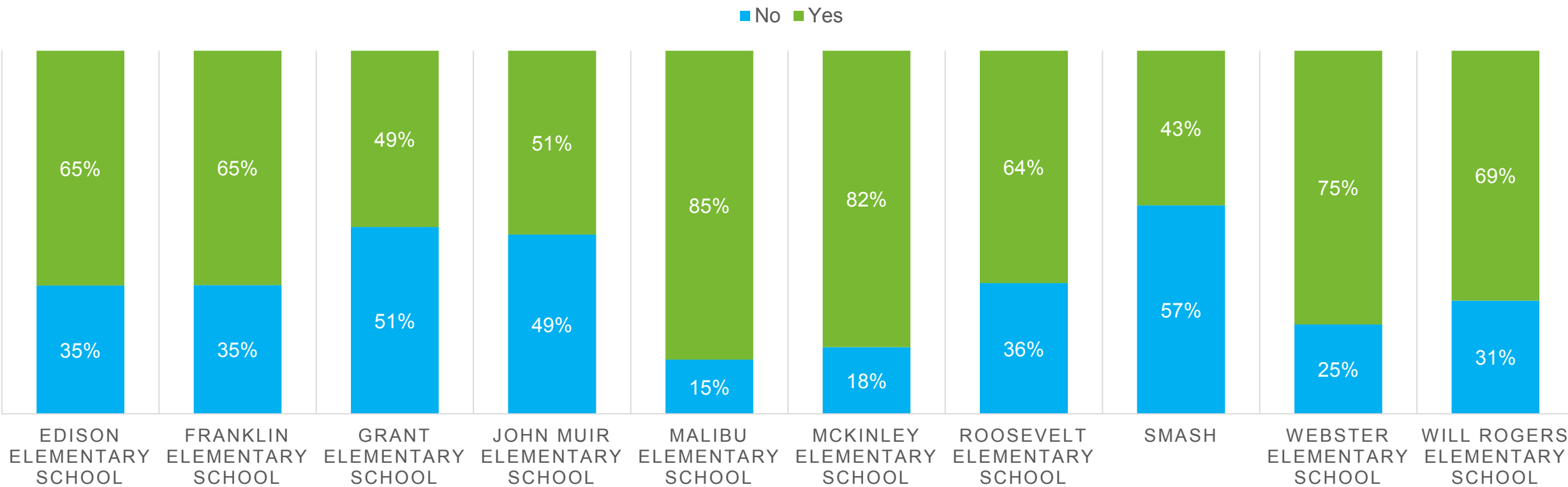
- **Grades 3-5 Mathematics:** FastBridge aMath
- **“aMath (Adaptive Math)** is a fully automated computer-adaptive measure of broad math skills. Items tap a variety of skills including counting and cardinality, operations and algebraic thinking, number and operations in base ten, numbers and operations, measurement and data, and geometry.”
<https://www.fastbridge.org/product-math/amath/>

AMATH PARTICIPATION: GRADE LEVEL



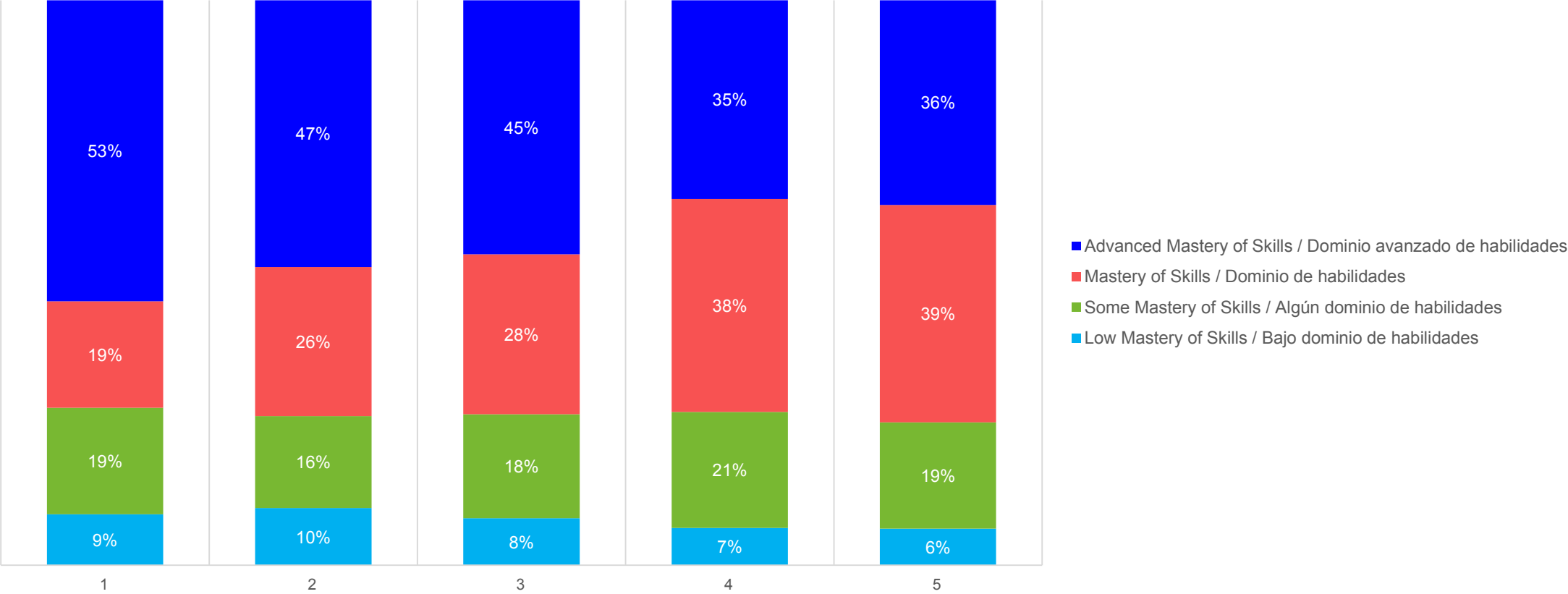
Participation	TK	K	1	2	3	4	5	Total
No	92	496	448	239	23	26	19	1343
Yes	0	0	122	375	587	634	696	2414
Grand Total	92	496	570	614	610	660	715	3757

AMATH PARTICIPATION: SCHOOL



aMath Participation	No	Yes	Grand Total
EDISON ELEMENTARY SCHOOL	145	265	410
FRANKLIN ELEMENTARY SCHOOL	216	393	609
GRANT ELEMENTARY SCHOOL	276	260	536
JOHN MUIR ELEMENTARY SCHOOL	118	121	239
MALIBU ELEMENTARY SCHOOL	28	159	187
MCKINLEY ELEMENTARY SCHOOL	72	319	391
ROOSEVELT ELEMENTARY SCHOOL	222	394	616
SMASH	81	60	141
WEBSTER ELEMENTARY SCHOOL	51	156	207
WILL ROGERS ELEMENTARY SCHOOL	130	287	417
Grand Total	1339	2414	3753

AMATH PERFORMANCE: GRADE LEVEL



Performance	TK	K	1	2	3	4	5	Total
Advanced Mastery of Skills / Dominio avanzado de habilidades	0	0	65	177	264	223	252	981
Mastery of Skills / Dominio de habilidades	0	0	23	99	166	239	268	795
Some Mastery of Skills / Algún dominio de habilidades	0	0	23	61	108	130	131	453
Low Mastery of Skills / Bajo dominio de habilidades	0	0	11	38	49	42	45	185
Grand Total	0	0	122	375	587	634	696	2414

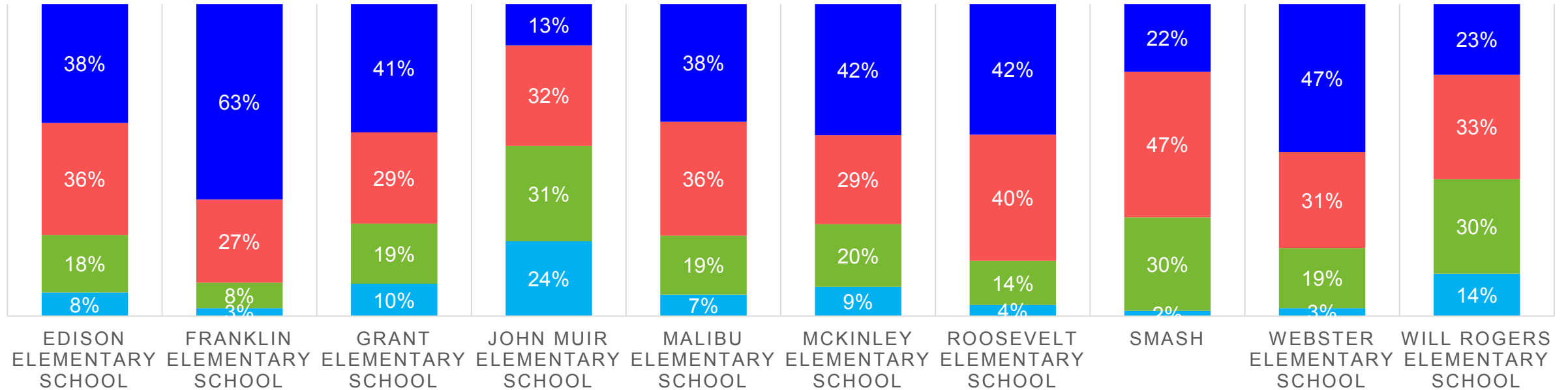
AMATH PERFORMANCE: SCHOOL

■ Low Mastery of Skills / Bajo dominio de habilidades

■ Some Mastery of Skills / Algún dominio de habilidades

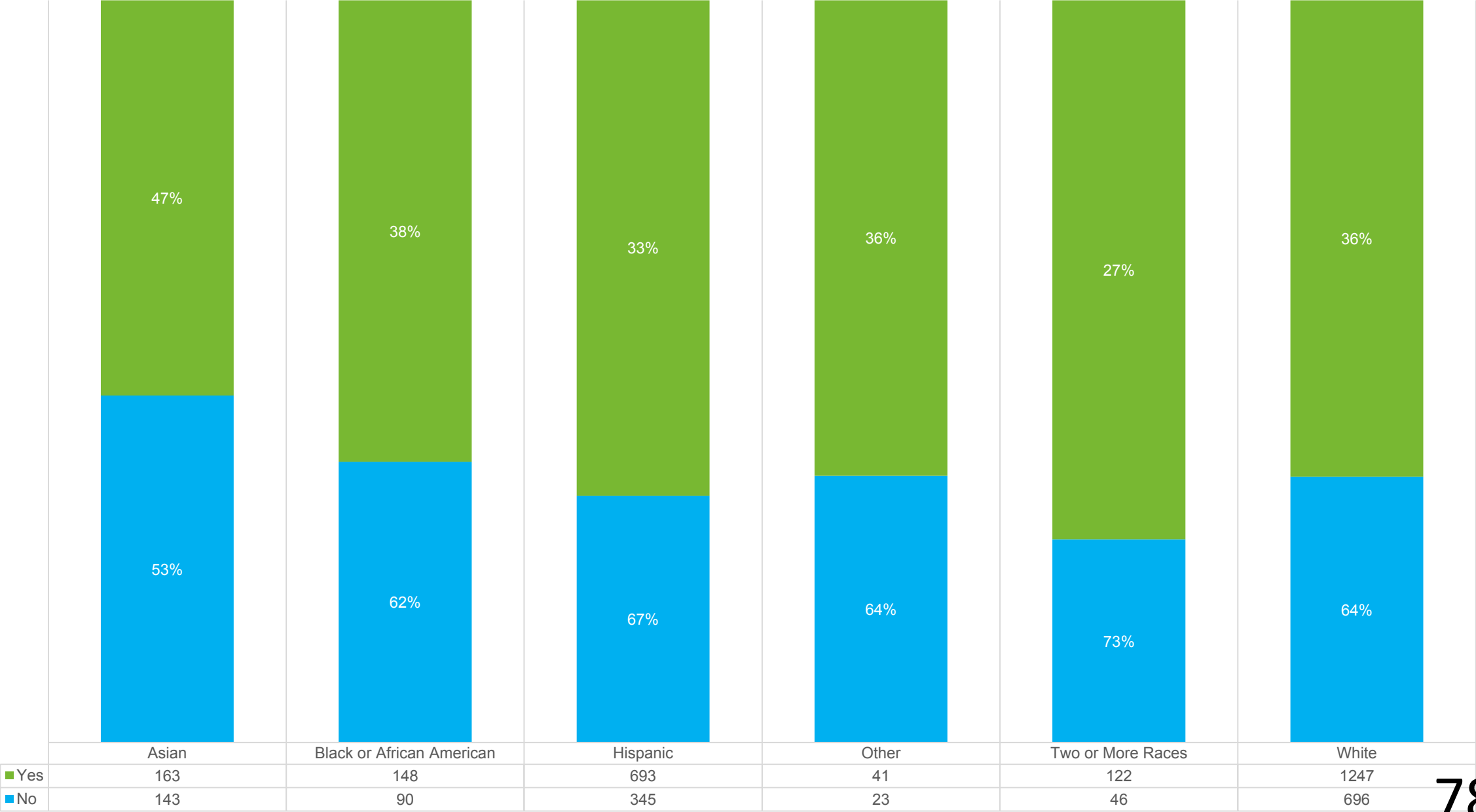
■ Mastery of Skills / Dominio de habilidades

■ Advanced Mastery of Skills / Dominio avanzado de habilidades

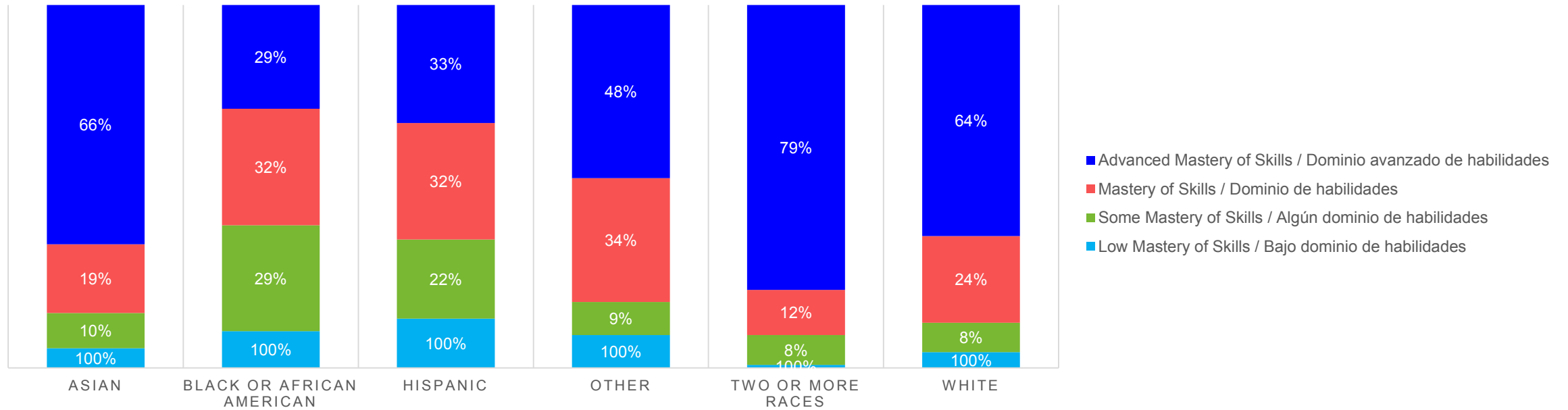


aMath Performance	Low Mastery of Skills / Bajo dominio de habilidades	Some Mastery of Skills / Algún dominio de habilidades	Mastery of Skills / Dominio de habilidades	Advanced Mastery of Skills / Dominio avanzado de habilidades	Grand Total
EDISON ELEMENTARY SCHOOL	20	49	95	101	265
FRANKLIN ELEMENTARY SCHOOL	<11	32	105	246	393
GRANT ELEMENTARY SCHOOL	27	50	76	107	260
JOHN MUIR ELEMENTARY SCHOOL	29	37	39	16	121
MALIBU ELEMENTARY SCHOOL	11	30	58	60	159
MCKINLEY ELEMENTARY SCHOOL	30	64	91	134	319
ROOSEVELT ELEMENTARY SCHOOL	14	56	159	165	394
SMASH	<11	18	28	13	60
WEBSTER ELEMENTARY SCHOOL	<11	30	48	74	156
WILL ROGERS ELEMENTARY SCHOOL	39	87	96	65	287
Grand Total	185	453	795	981	2414

AMATH PARTICIPATION: RACE/ETHNICITY

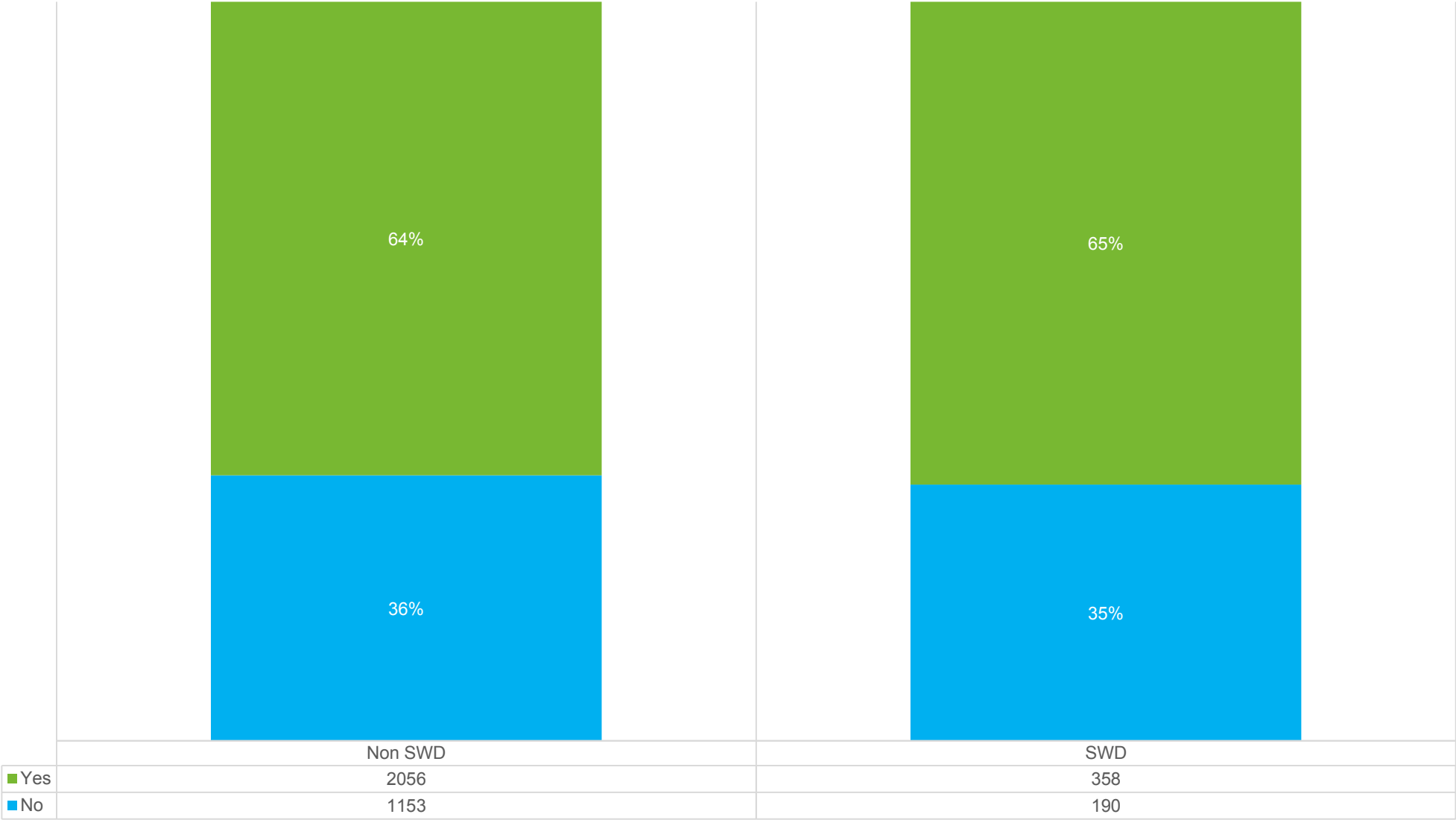


AREADING PERFORMANCE: RACE/ETHNICITY

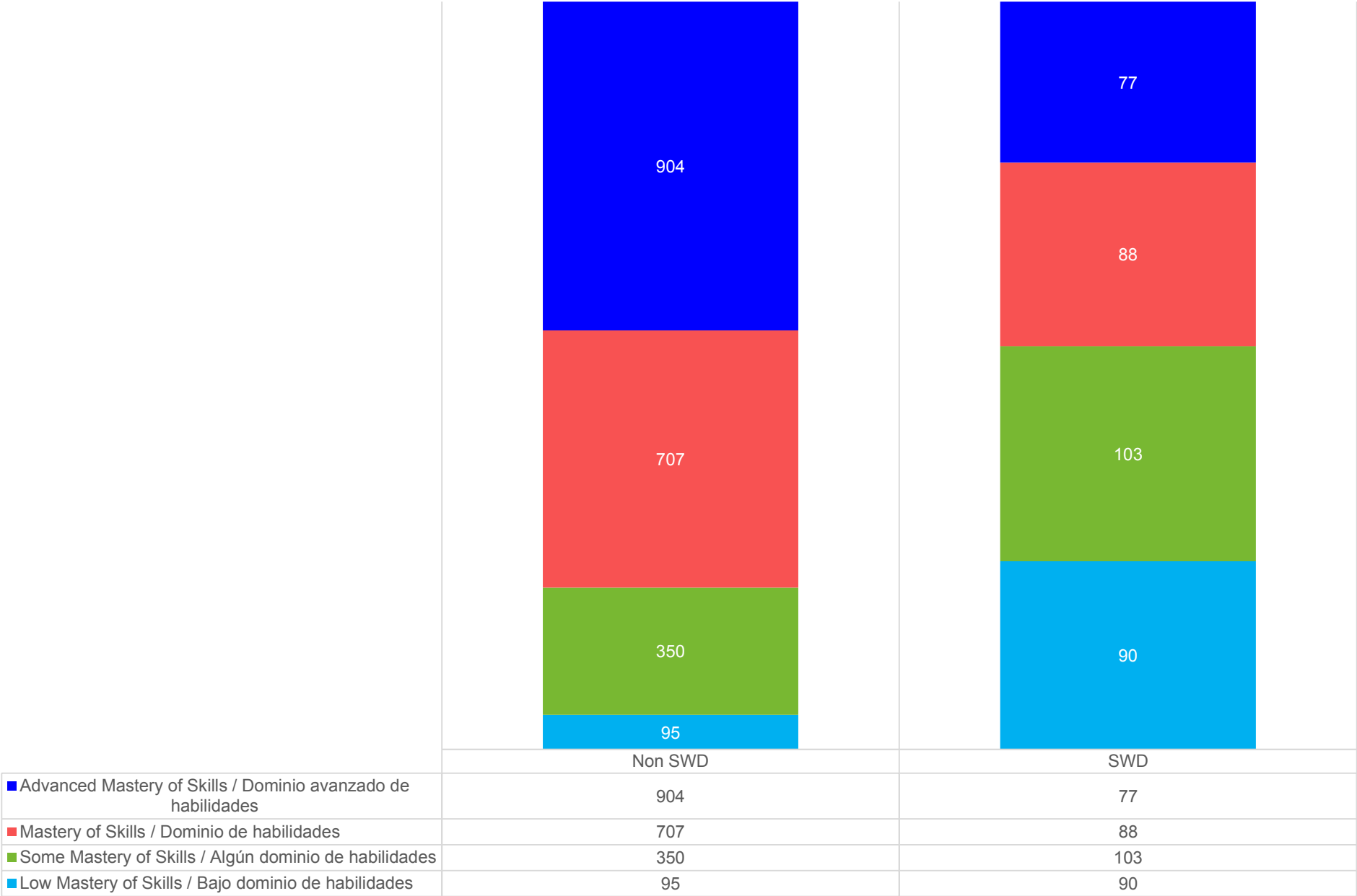


aReading	Low Mastery of Skills / Bajo dominio de habilidades	Some Mastery of Skills / Algún dominio de habilidades	Mastery of Skills / Dominio de habilidades	Advanced Mastery of Skills / Dominio avanzado de habilidades	Grand Total
Asian	<11	18	35	122	185
Black or African American	17	49	54	48	168
Hispanic	99	159	234	237	729
Other	<11	<11	15	21	44
Two or More Races	<11	<11	15	95	121
White	59	110	323	863	1355
Grand Total	190	350	676	1386	2602

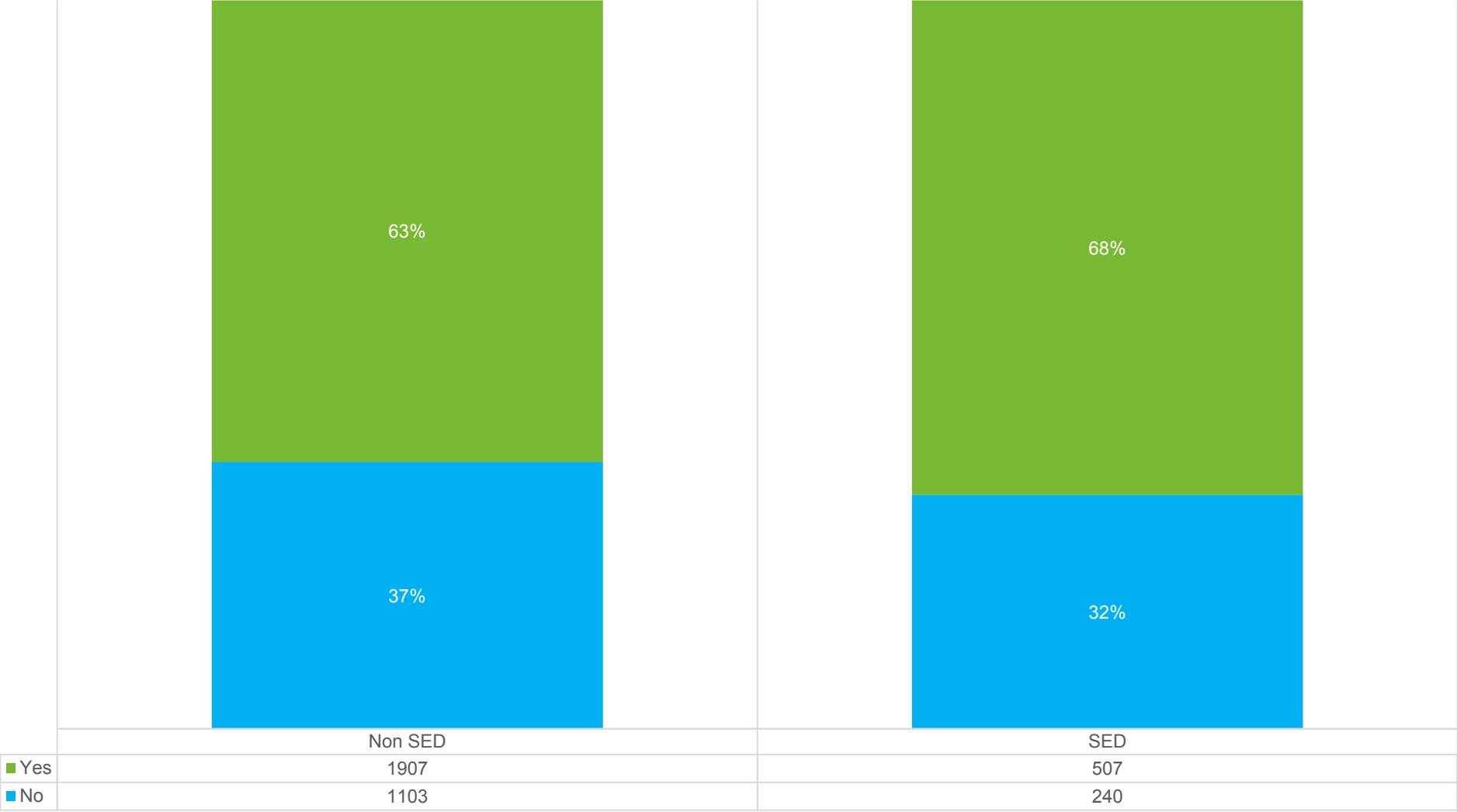
AMATH PARTICIPATION: STUDENTS WITH DISABILITIES



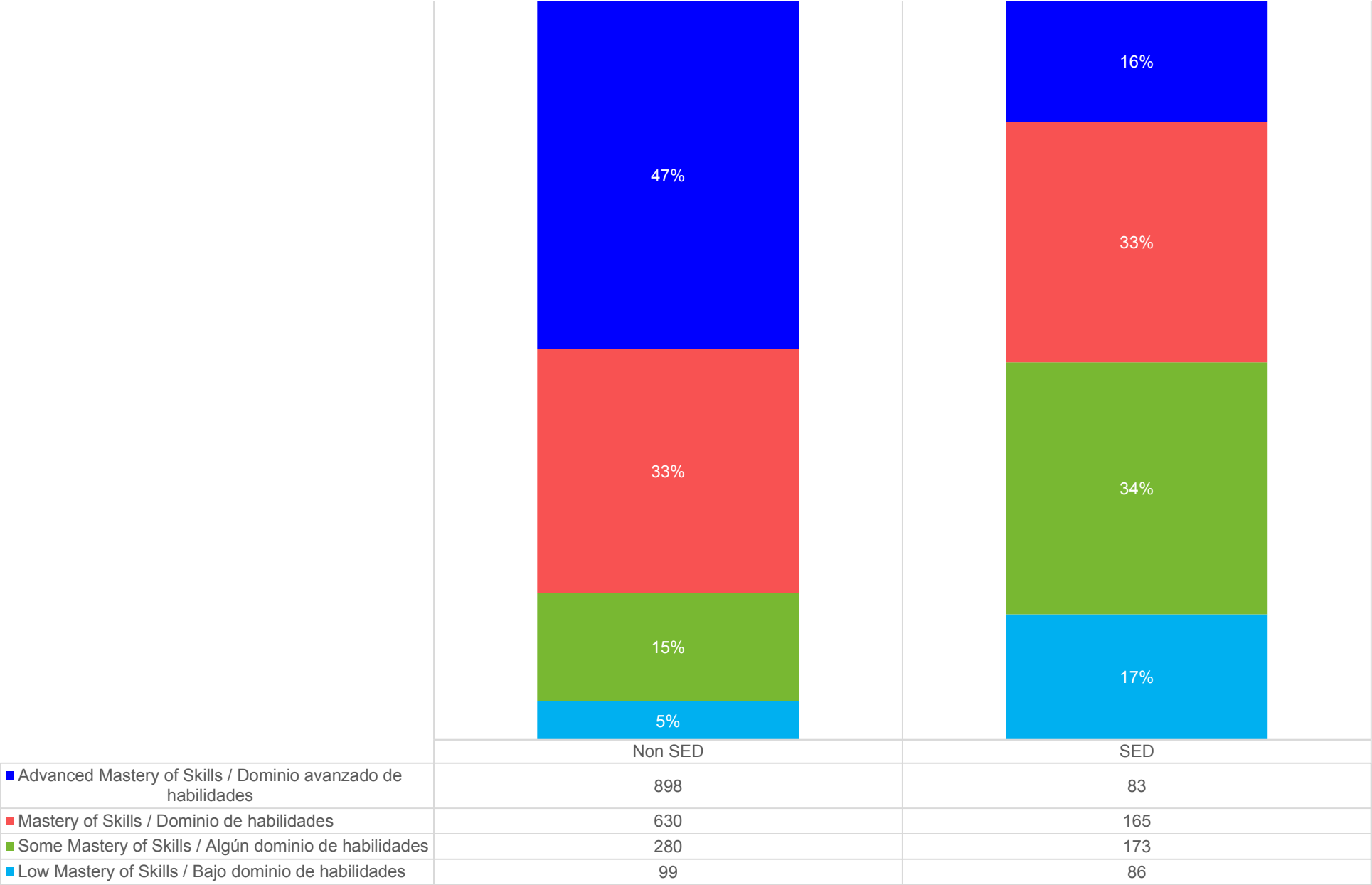
AMATH PERFORMANCE: STUDENTS WITH DISABILITIES



AMATH PARTICIPATION: SOCIO-ECONOMICALLY
DISADVANTAGED




AMATH PERFORMANCE: SOCIO-ECONOMICALLY DISADVANTAGED





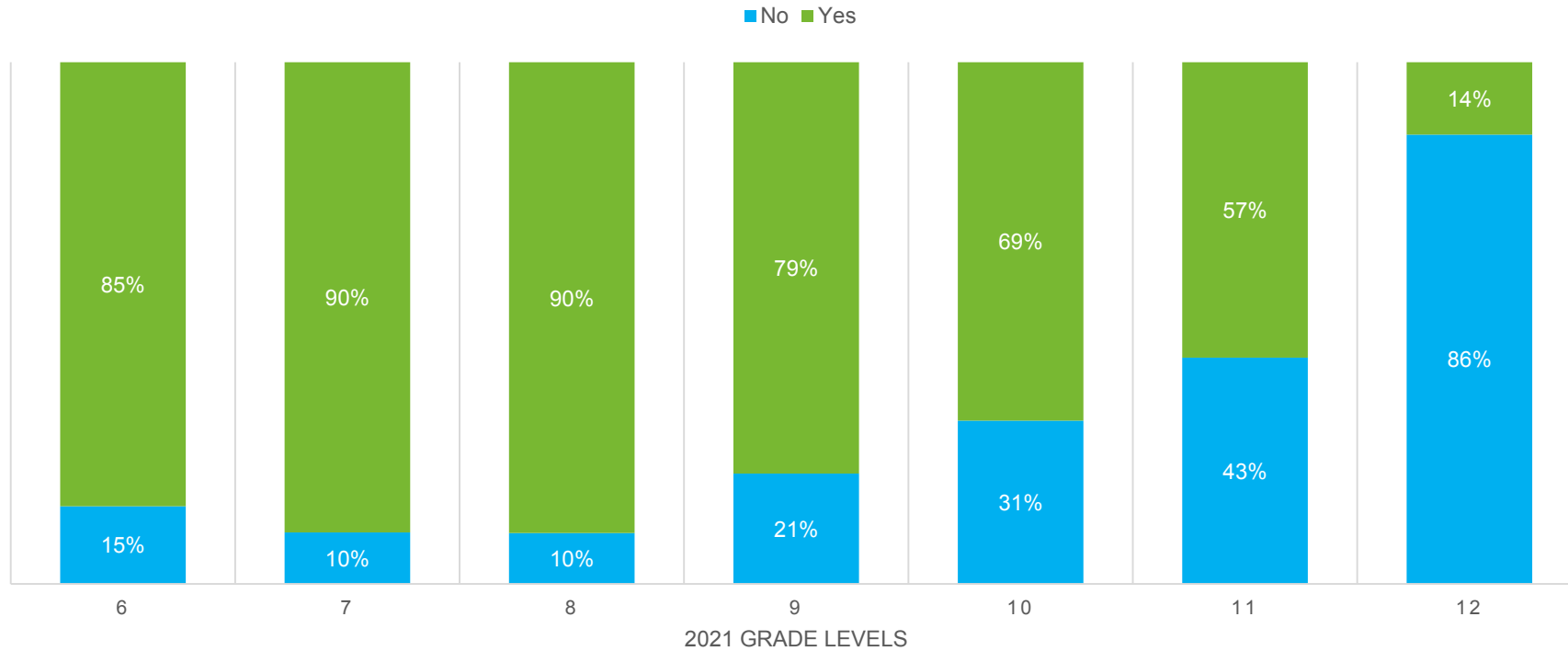
Math Secondary



Mathematics Diagnostic Testing Project (MDTP)

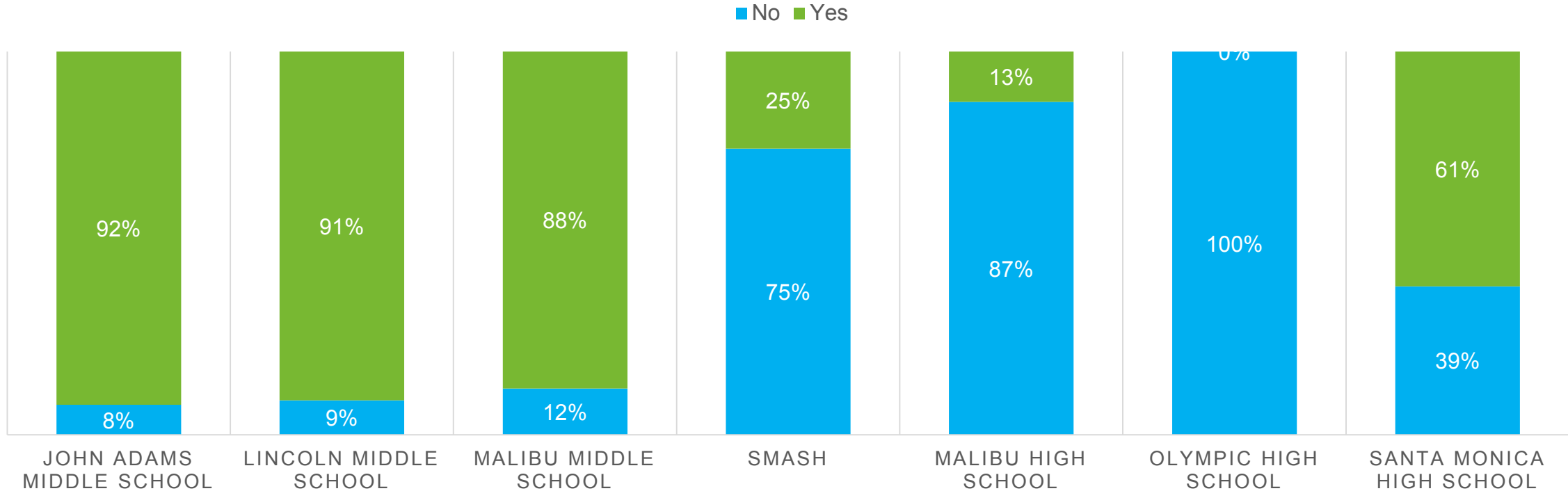
- **Grades 6-11 Mathematics:** the CSU/UC Mathematics Diagnostic Testing Project (MDTP)
 - The MDTP “grade-level and course-level diagnostic assessments are designed to measure students’ mathematical preparation in foundational topics of the course students are entering, and/or to inform students’ preparation for the mathematical content in the course they are promoting to. Students in grades 6-11 were administered the MDTP for the math course they will be taking next year. Their score will indicate how prepared they are to enter next year’s course.”

MDTP PARTICIPATION: BY GRADE



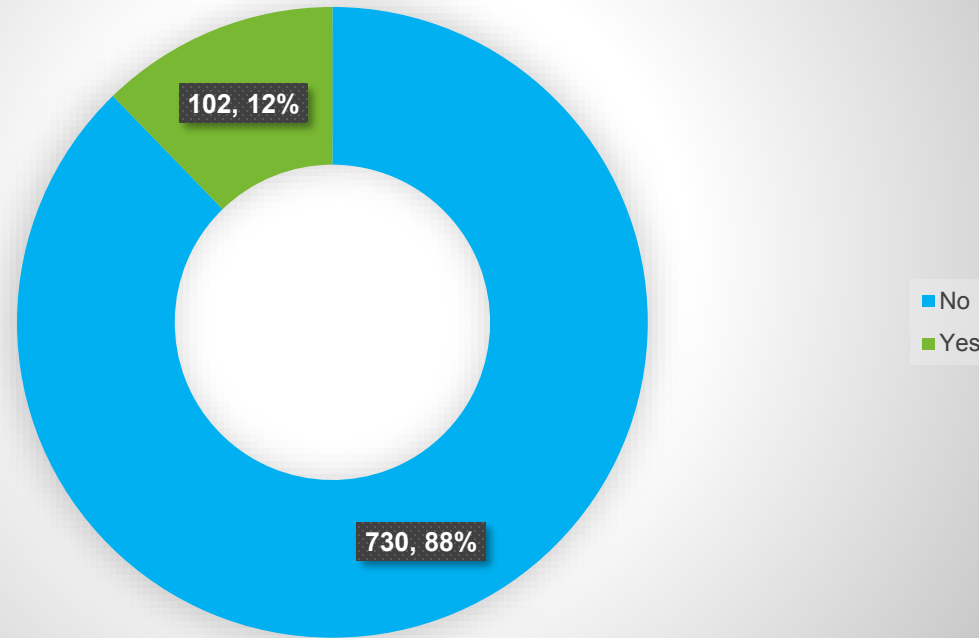
Participation	6th	7th	8th	9th	10th	11th	12th	Total
No	110	82	91	173	248	361	758	1823
Yes	628	748	844	645	545	471	122	4003
Grand Total	738	830	935	818	793	832	880	5826

MDTP PARTICIPATION: BY SCHOOL

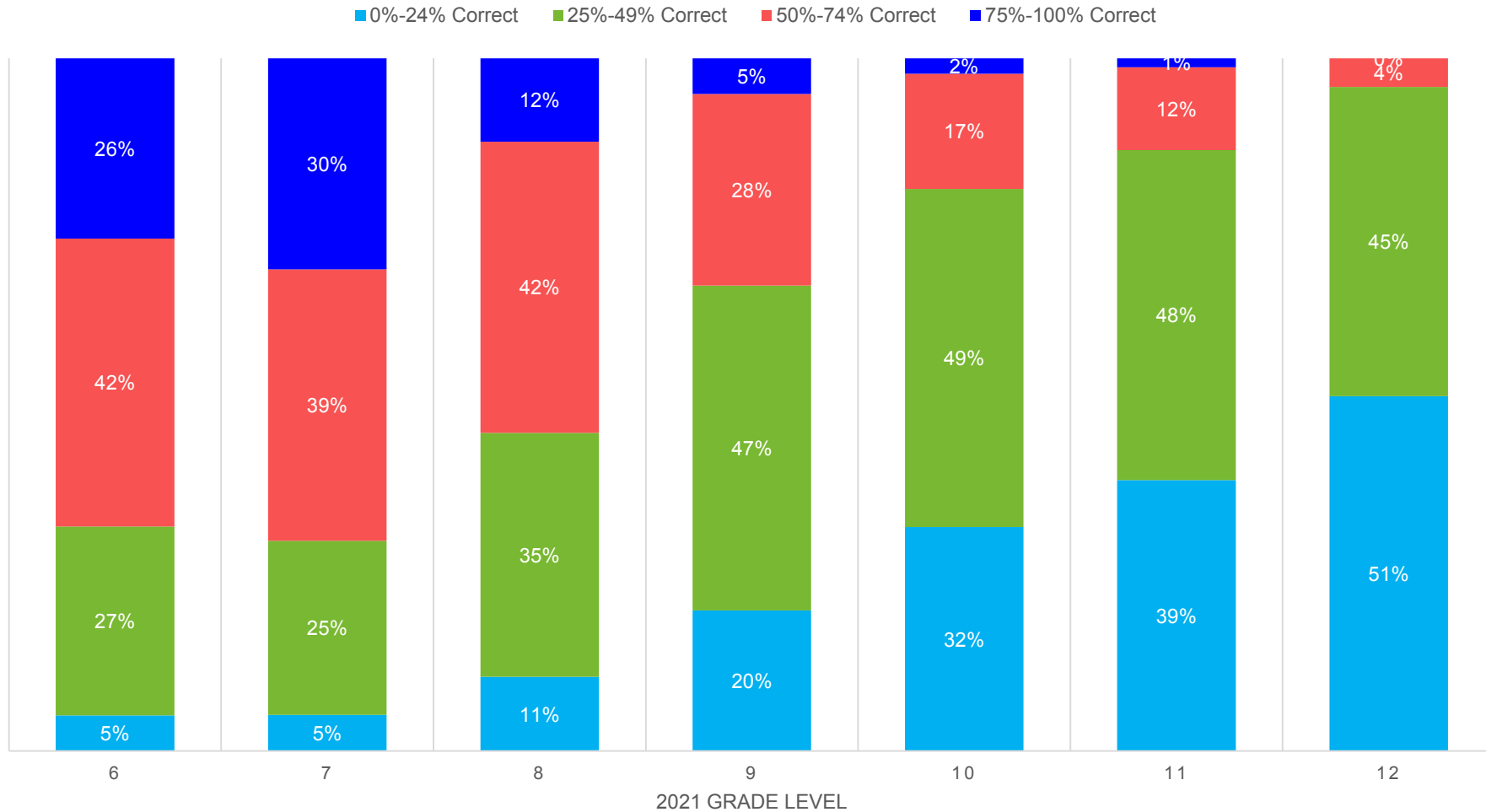


MDTP	No	Yes	Grand Total
DISTRICT SCHOOL	14	0	14
JOHN ADAMS MIDDLE SCHOOL	77	905	982
LINCOLN MIDDLE SCHOOL	102	1032	1134
MALIBU MIDDLE SCHOOL	36	261	297
SMASH	65	22	87
MALIBU HIGH SCHOOL	412	62	474
OLYMPIC HIGH SCHOOL	27	0	27
SANTA MONICA HIGH SCHOOL	1089	1721	2810
Grand Total	1823	4003	5826

CAASPP Participation – Math (Malibu High School)



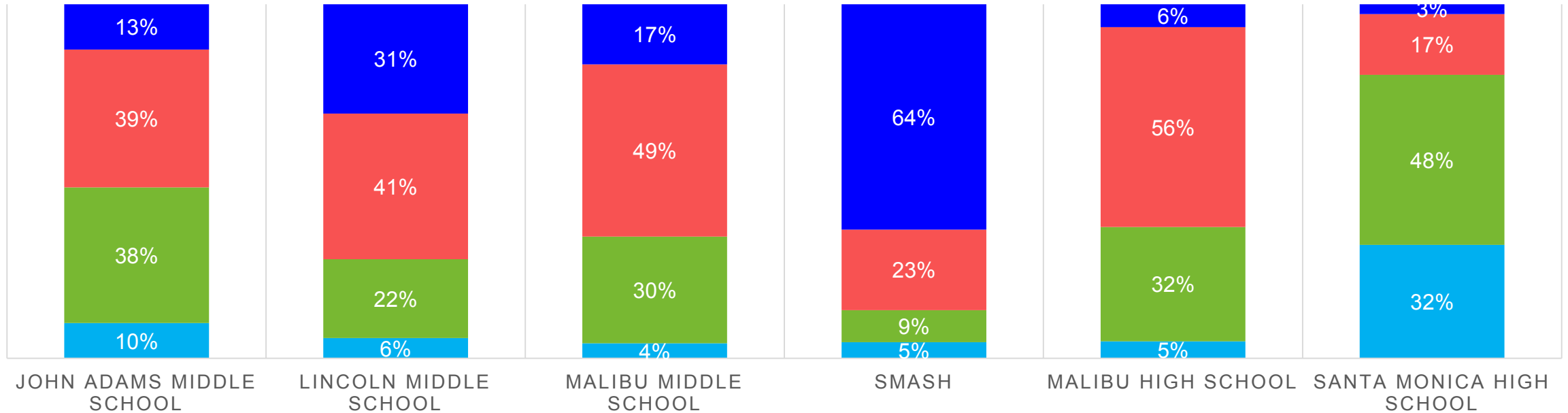
MDTP PERFORMANCE: GRADE



Performance Level	6th	7th	8th	9th	10th	11th	12th	Grand Total
75%-100% Correct	162	227	101	33	12	<11	<11	541
50%-74% Correct	259	292	353	177	90	56	5	1232
25%-49% Correct	170	187	296	300	264	223	54	1494
0%-24% Correct	32	39	90	130	175	183	62	711
Grand Total	623	745	840	640	541	468	121	3978

MDTP PERFORMANCE: SCHOOL

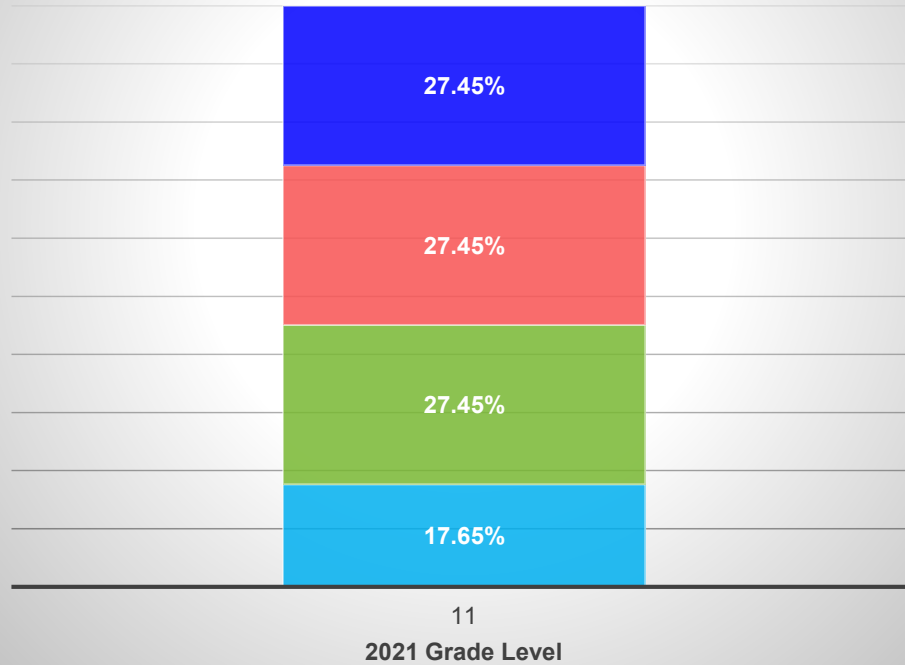
0%-24% Correct 25%-49% Correct 50%-74% Correct 75%-100% Correct



MDTP Performance	0%-24% Correct	25%-49% Correct	50%-74% Correct	75%-100% Correct	Grand Total
JOHN ADAMS MIDDLE SCHOOL	90	345	351	115	901
LINCOLN MIDDLE SCHOOL	59	228	422	317	1026
MALIBU MIDDLE SCHOOL	11	78	126	44	259
SMASH	<11	<11	<11	14	22
MALIBU HIGH SCHOOL	<11	20	35	<11	62
SANTA MONICA HIGH SCHOOL	547	821	293	47	1708
Grand Total	711	1494	1232	541	3978

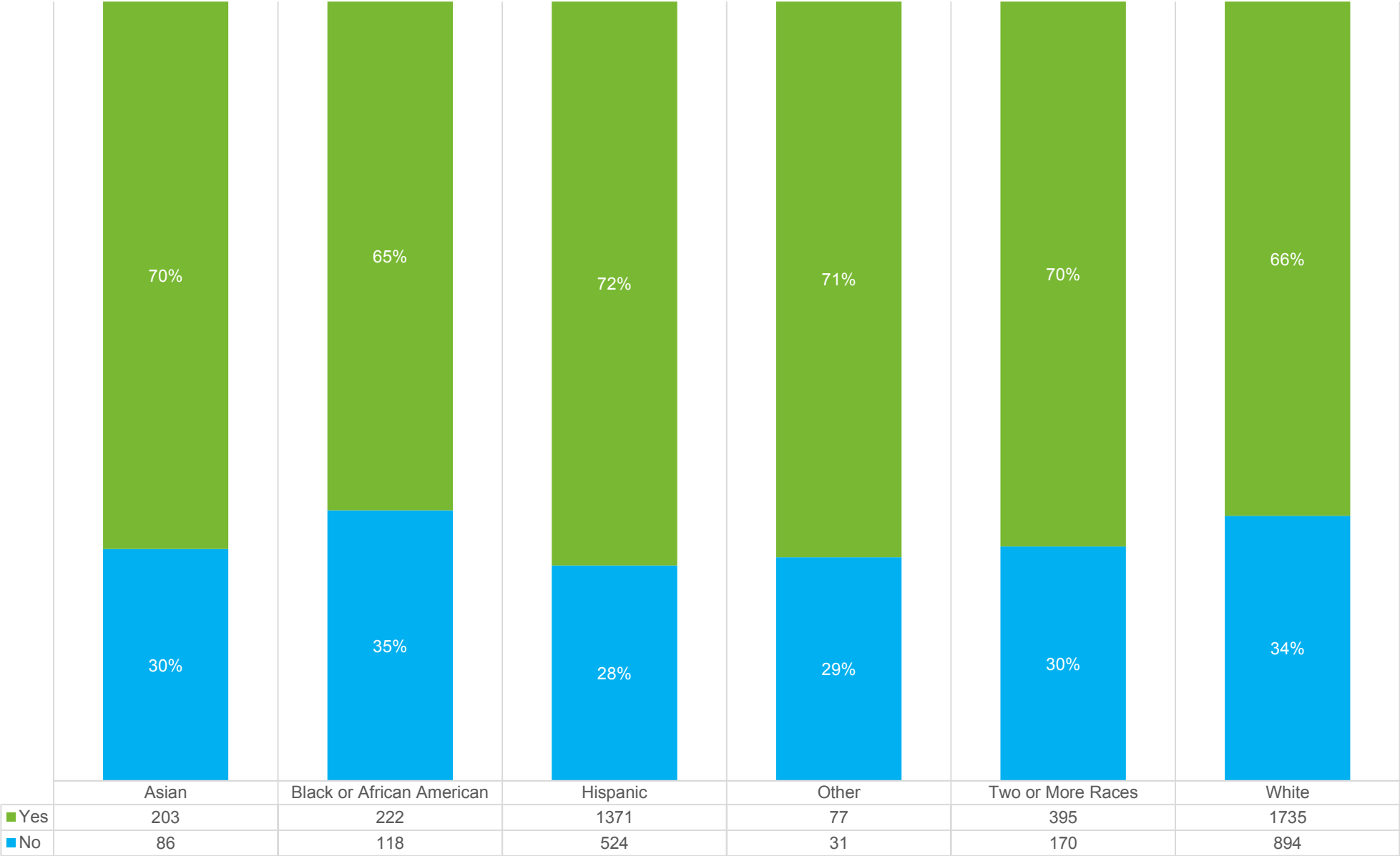
CAASPP Performance – Math – Malibu High School

■ Below Standard ■ Approaching Standard
■ Meets Standard ■ Exceeds Standard

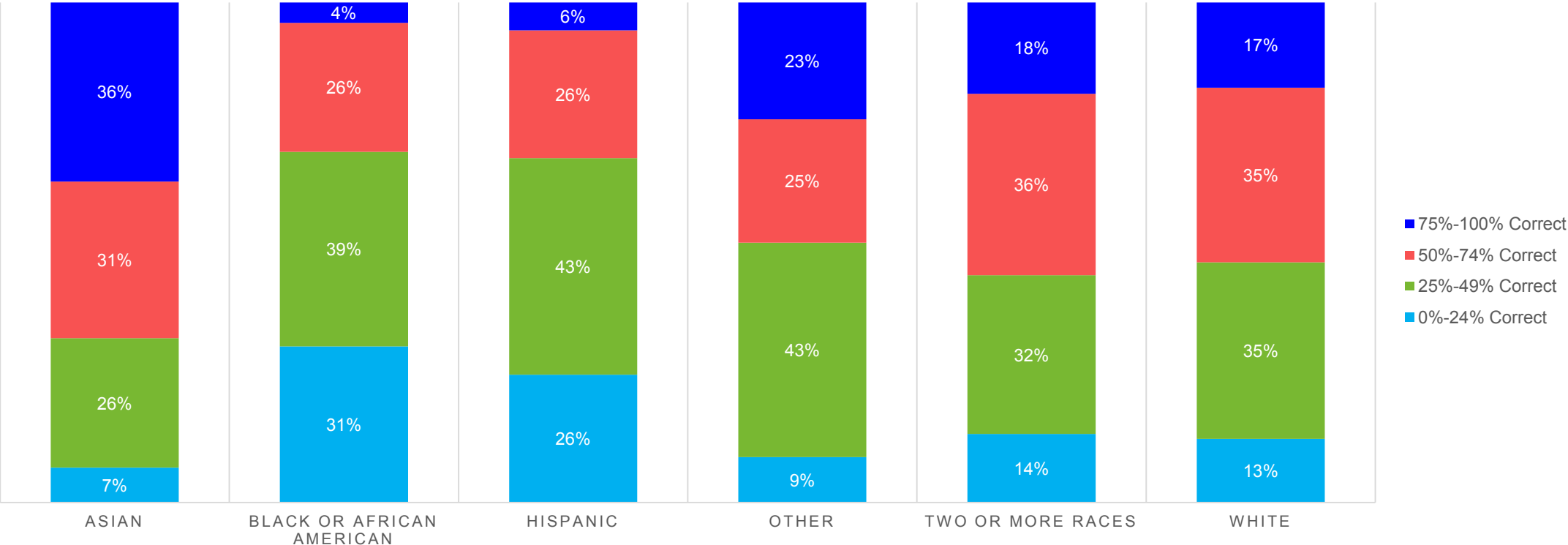


Performance Level	11th	Grand Total
Exceeds Standard	28	28
Meets Standard	28	28
Approaching Standard	28	28
Below Standard	18	18
Grand Total	102	102

MDTP PARTICIPATION: RACE/ETHNICITY

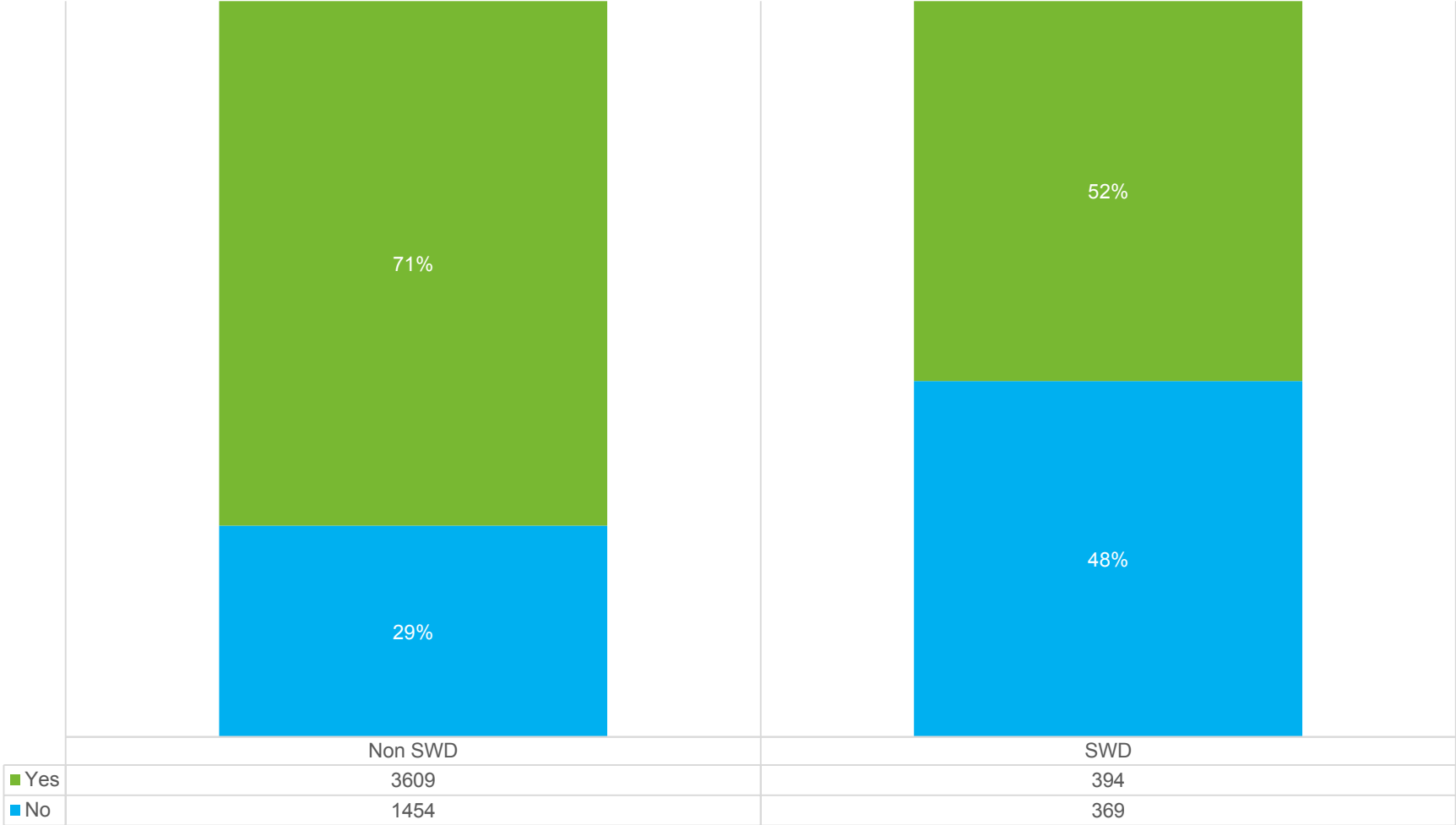


MDTP PERFORMANCE: RACE/ETHNICITY

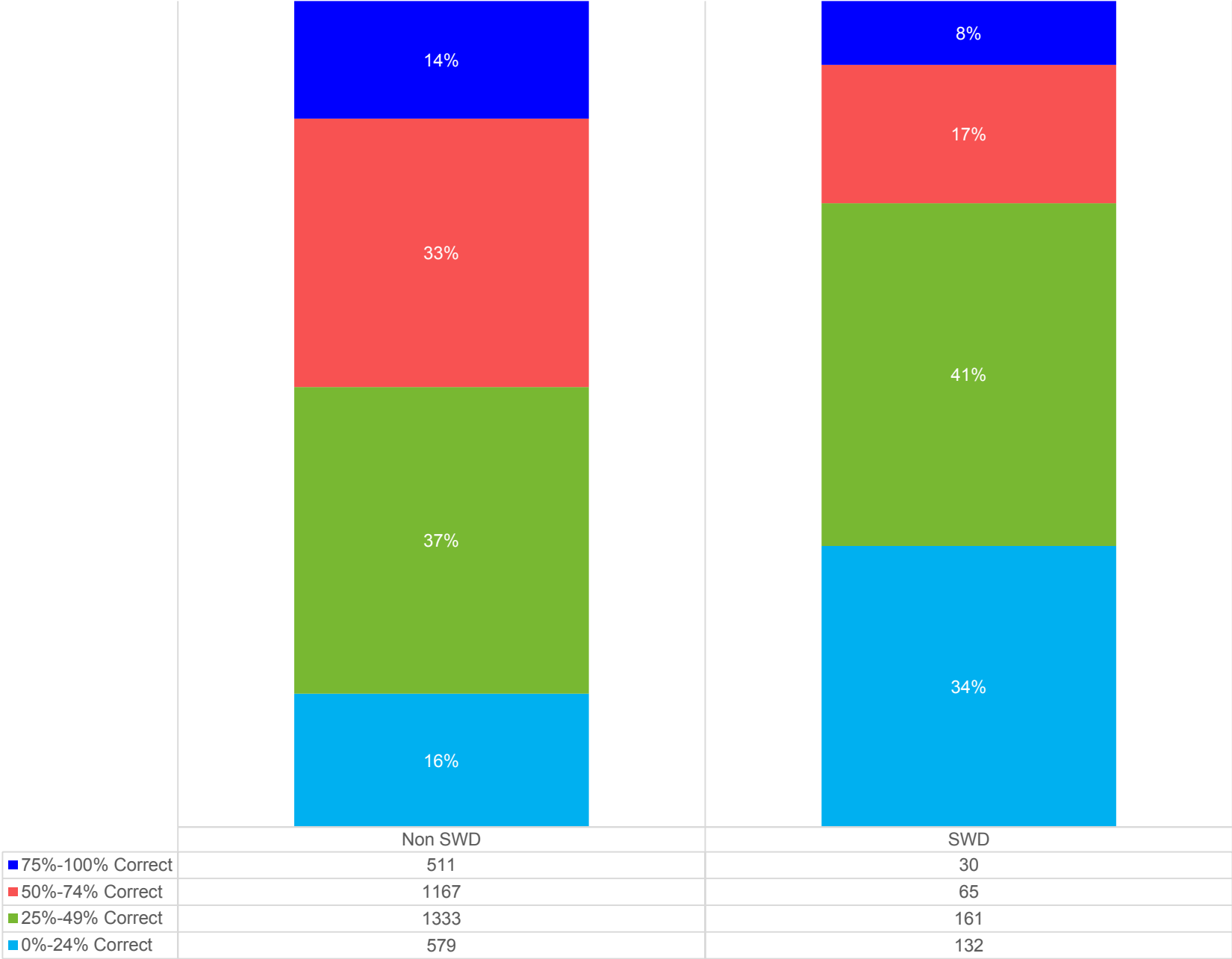


MDTP Performance	0%-24% Correct	25%-49% Correct	50%-74% Correct	75%-100% Correct	Grand Total
Asian	14	52	63	72	201
Black or African American	69	86	57	<11	221
Hispanic	347	589	347	76	1359
Other	<11	33	19	18	77
Two or More Races	54	125	143	72	394
White	220	609	603	294	1726
Grand Total	711	1494	1232	541	3978

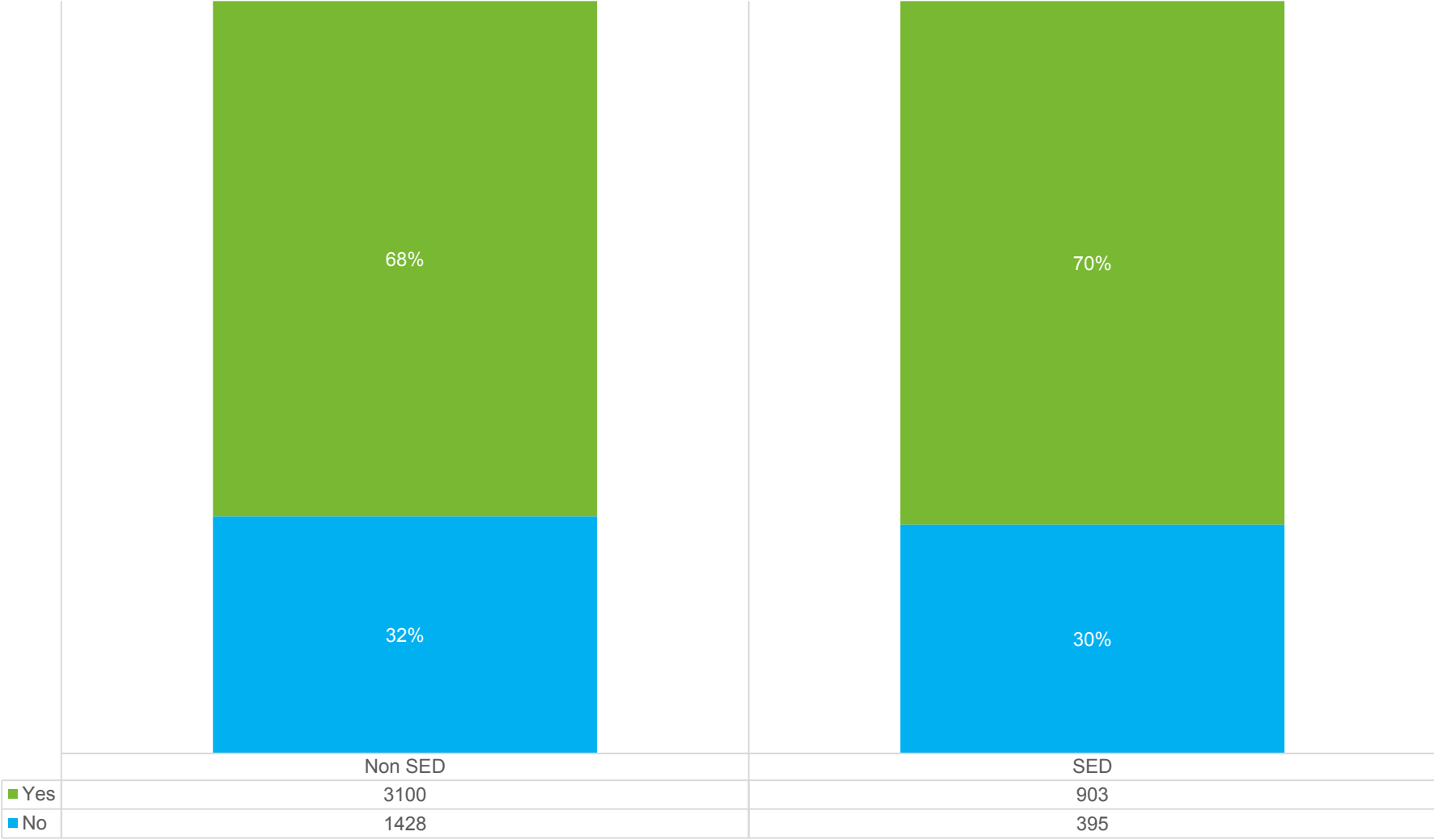
MDTP PARTICIPATION: STUDENTS WITH DISABILITIES



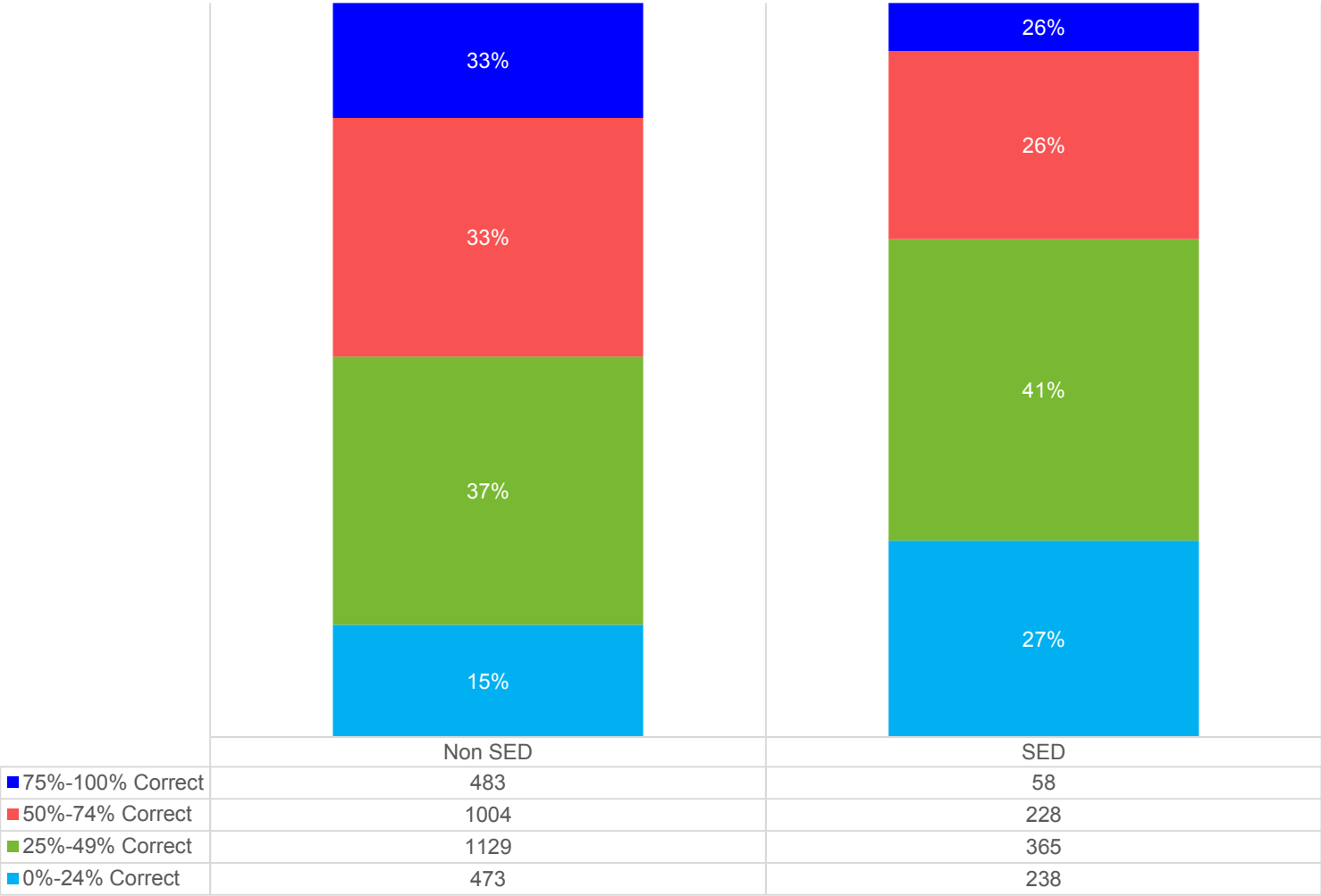
MDTP PERFORMANCE: STUDENTS WITH DISABILITIES



MDTP PARTICIPATION: SOCIO-ECONOMICALLY
DISADVANTAGED



MDTP PERFORMANCE: SOCIO-ECONOMICALLY
DISADVANTAGED





SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Appendix C: Goal 2

English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive, standards-aligned core curriculum



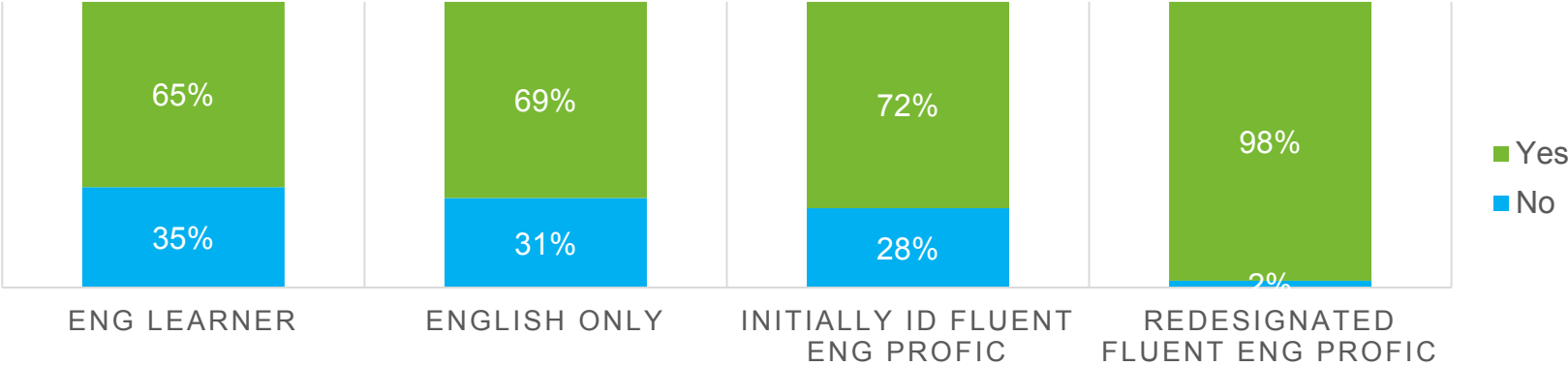
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

EL –ELA Participation & Performance



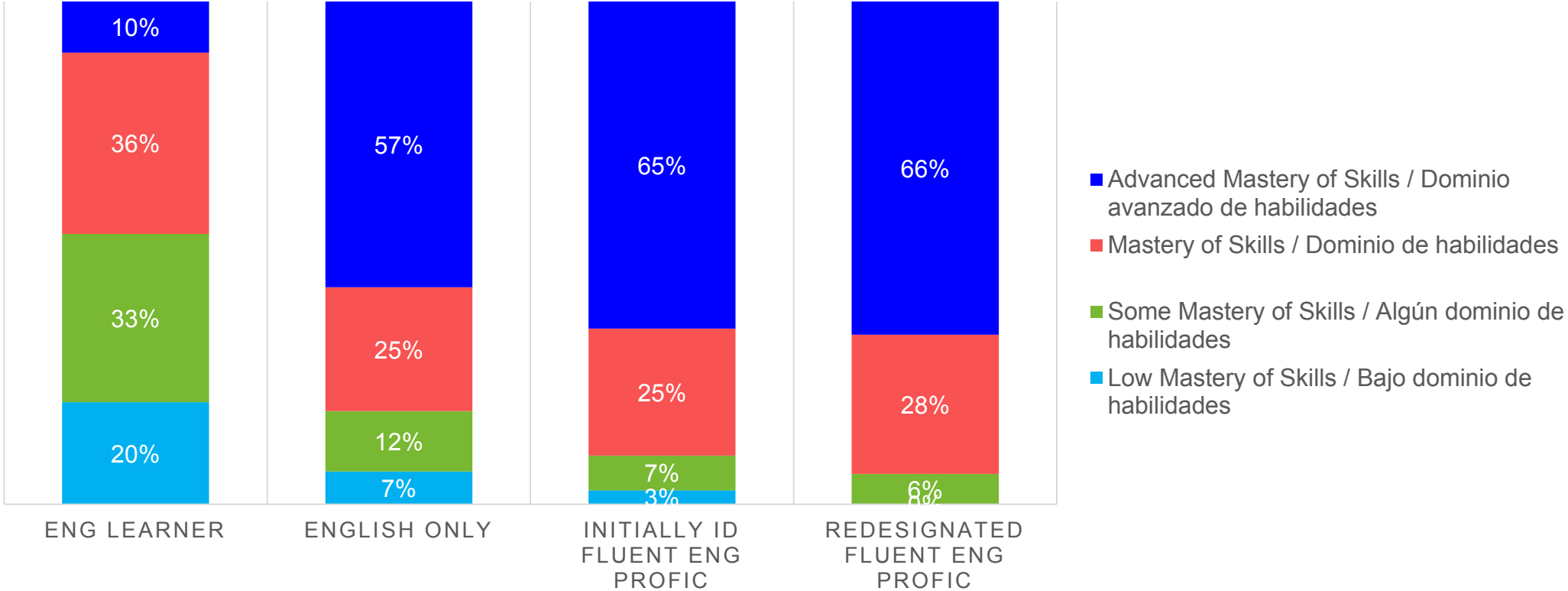
ELA Elementary

AREADING PARTICIPATION: ENGLISH PROFICIENCY STATUS



aReading Participation	No	Yes	Grand Total
Eng Learner	144	266	410
English Only	897	1964	2861
Initially Id Fluent Eng Profic	111	289	400
Redesignated Fluent Eng Profic	<11	83	85
Grand Total	1154	2602	3756

AREADING PERFORMANCE: ENGLISH PROFICIENCY STATUS



	Low Mastery of Skills / Bajo dominio de habilidades	Some Mastery of Skills / Algún dominio de habilidades	Mastery of Skills / Dominio de habilidades	Advanced Mastery of Skills / Dominio avanzado de habilidades	Grand Total
aReading Performance					
Eng Learner	54	89	96	27	266
English Only	128	236	484	1116	1964
Initially Id Fluent Eng Profic	<11	20	73	188	289
Redesignated Fluent Eng Profic	<11	<11	23	55	83
Grand Total	190	350	676	1386	2602

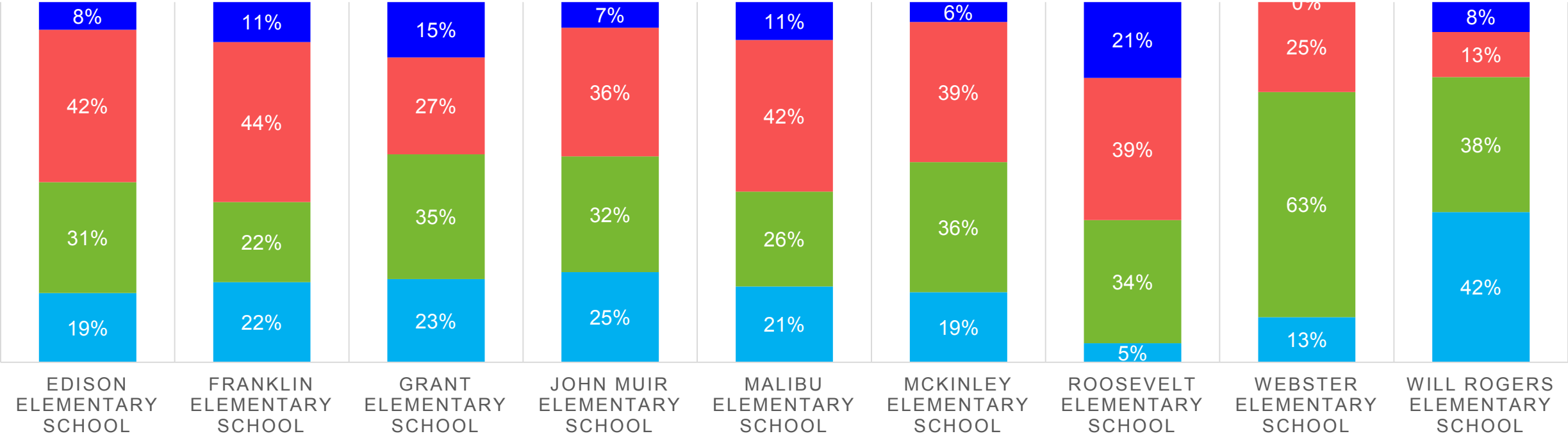
AREADING EL PERFORMANCE: SCHOOL

■ Low Mastery of Skills / Bajo dominio de habilidades

■ Some Mastery of Skills / Algún dominio de habilidades

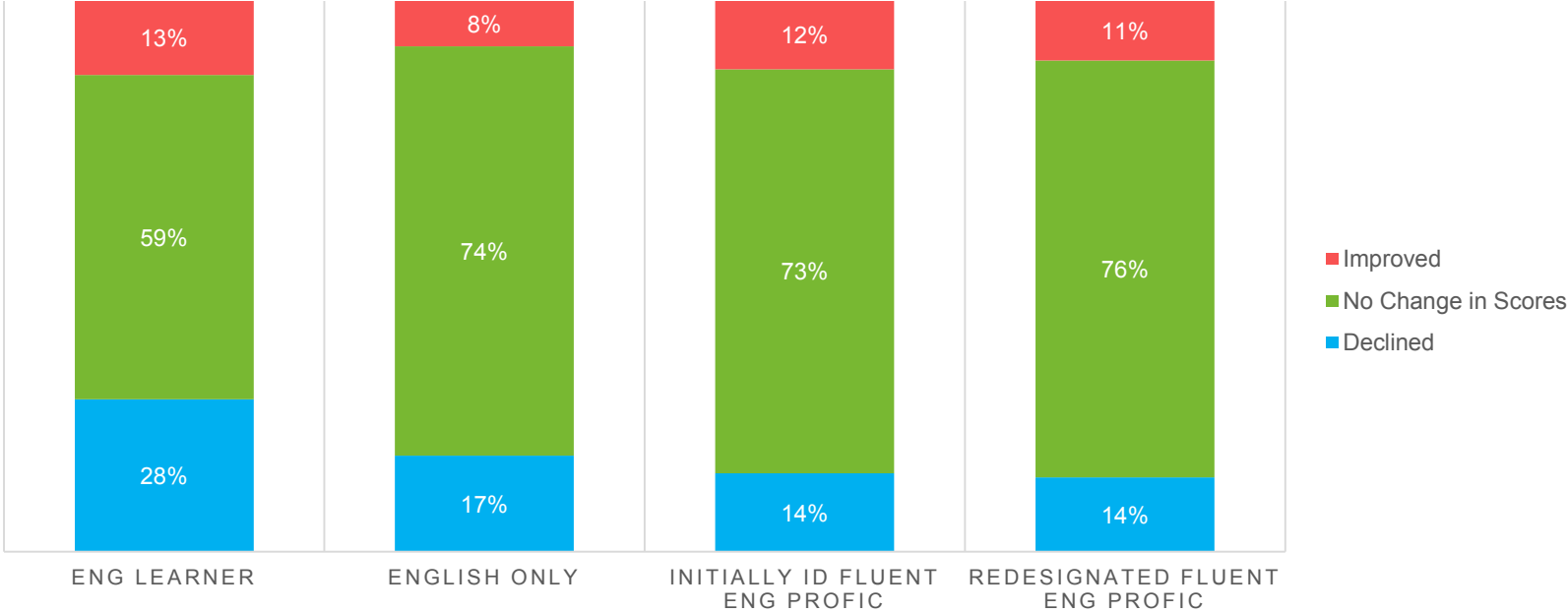
■ Mastery of Skills / Dominio de habilidades

■ Advanced Mastery of Skills / Dominio avanzado de habilidades



aReading Performance by School	Low Mastery of Skills / Bajo dominio de habilidades	Some Mastery of Skills / Algún dominio de habilidades	Mastery of Skills / Dominio de habilidades	Advanced Mastery of Skills / Dominio avanzado de habilidades	Grand Total
EDISON ELEMENTARY SCHOOL	15	24	33	<11	78
FRANKLIN ELEMENTARY SCHOOL	<11	<11	<11	<11	9
GRANT ELEMENTARY SCHOOL	<11	<11	<11	<11	26
JOHN MUIR ELEMENTARY SCHOOL	<11	<11	<11	<11	28
MALIBU ELEMENTARY SCHOOL	<11	<11	<11	<11	19
MCKINLEY ELEMENTARY SCHOOL	<11	13	14	<11	36
ROOSEVELT ELEMENTARY SCHOOL	<11	13	15	<11	38
WEBSTER ELEMENTARY SCHOOL	<11	<11	<11	<11	8
WILL ROGERS ELEMENTARY SCHOOL	<11	<11	<11	<11	24
Grand Total	54	89	96	27	266

AREADING GROWTH FROM FALL TO SPRING: ENGLISH PROFICIENCY STATUS

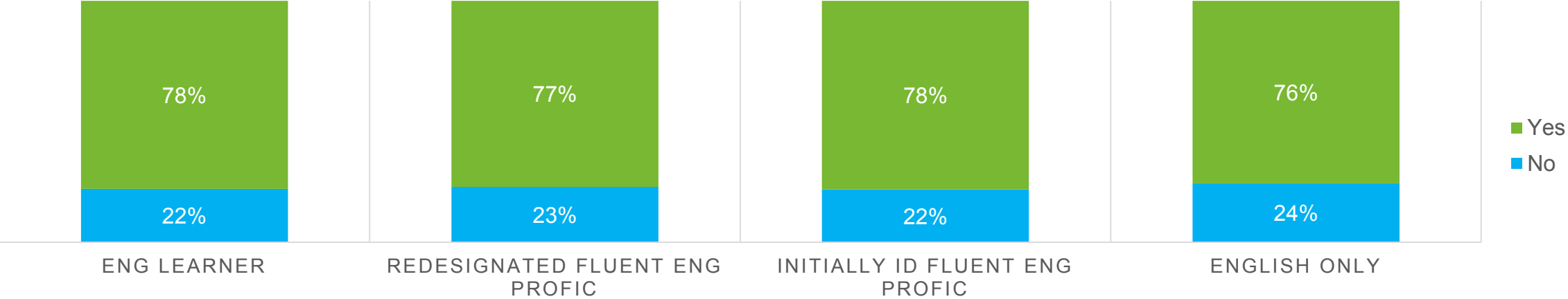


Growth from Fall to Spring	Declined	No Change	Improved	Grand Total
Eng Learner	70	149	34	253
English Only	273	1162	129	1564
Initially Id Fluent Eng Profic	31	160	27	218
Redesignated Fluent Eng Profic	<11	56	<11	74
Grand Total	384	1527	198	2109



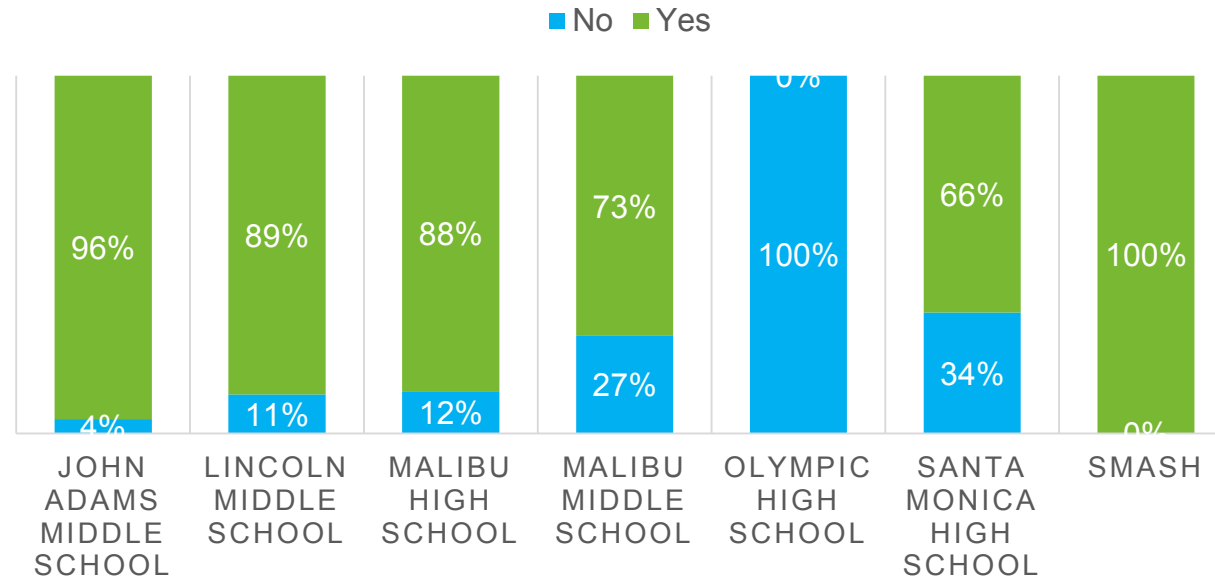
ELA Secondary

STAR READING PARTICIPATION BY ENGLISH PROFICIENCY STATUS



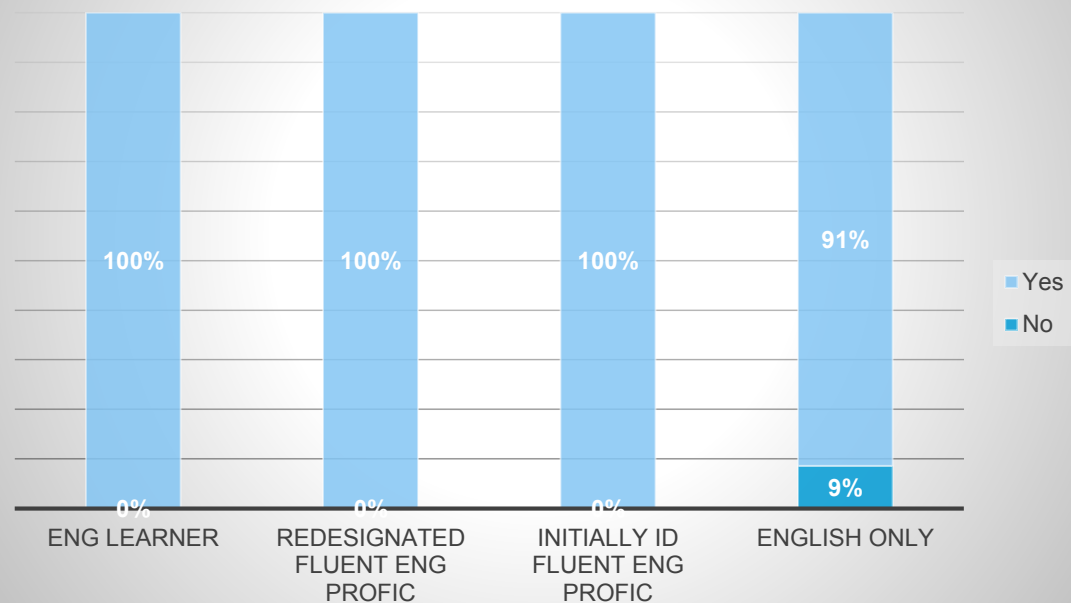
Star Reading Participation	No	Yes	Grand Total
Eng Learner	73	257	330
Redesignated Fluent Eng Profic	152	509	661
Initially Id Fluent Eng Profic	117	415	532
English Only	1051	3252	4303
Grand Total	1393	4433	5826

STAR READING EL PARTICIPATION: SCHOOL



Star EL Participation	No	Yes	Grand Total
JOHN ADAMS MIDDLE SCHOOL	<11	72	75
LINCOLN MIDDLE SCHOOL	<11	49	55
MALIBU HIGH SCHOOL	<11	15	17
MALIBU MIDDLE SCHOOL	<11	16	22
OLYMPIC HIGH SCHOOL	<11	<11	<11
SANTA MONICA HIGH SCHOOL	53	104	157
SMASH	<11	<11	<11
Grand Total	73	257	330

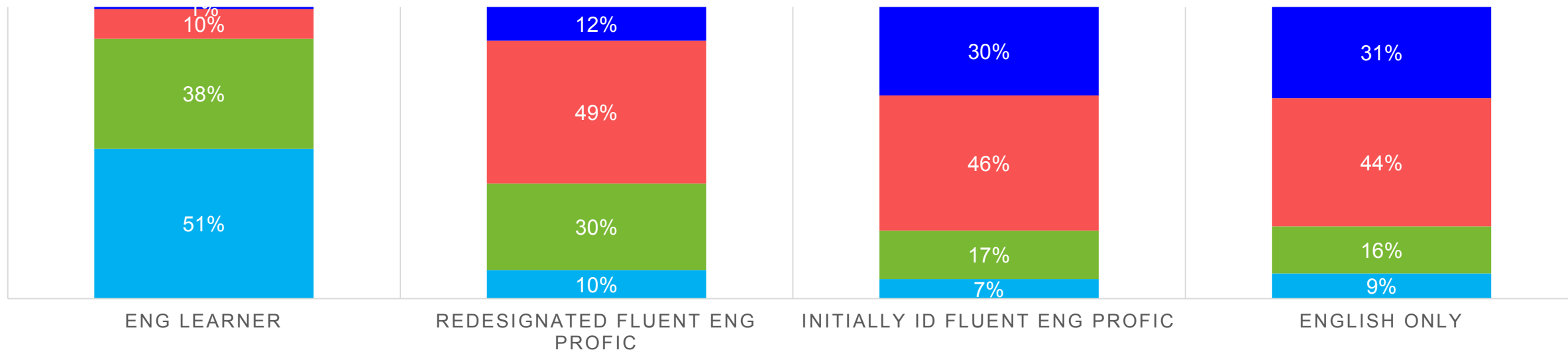
CAASPP ELA Participation - by EL Status (Malibu High School)



CAASPP ELA Participation	No	Yes	Grand Total
Eng Learner	<11	<11	<11
Redesignated Fluent Eng Profic	<11	<11	<11
Initially Id Fluent Eng Profic	<11	<11	<11
English Only	<11	96	105
Grand Total	<11	106	115

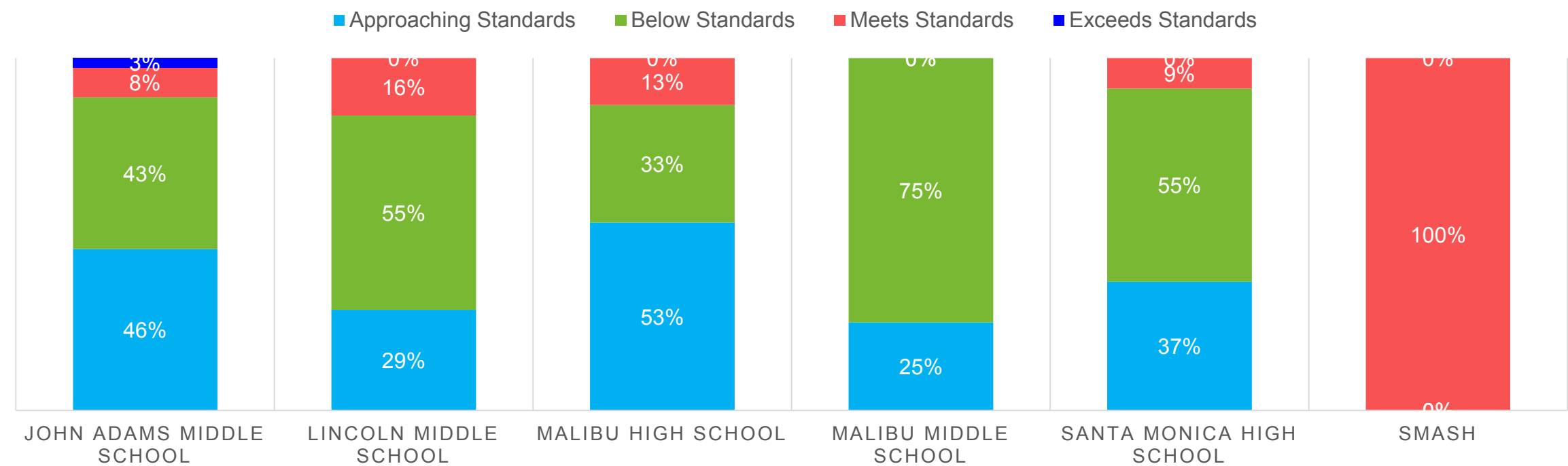
STAR READING PERFORMANCE BY ENGLISH PROFICIENCY STATUS

■ Below Standards ■ Approaching Standards ■ Meets Standards ■ Exceeds Standards



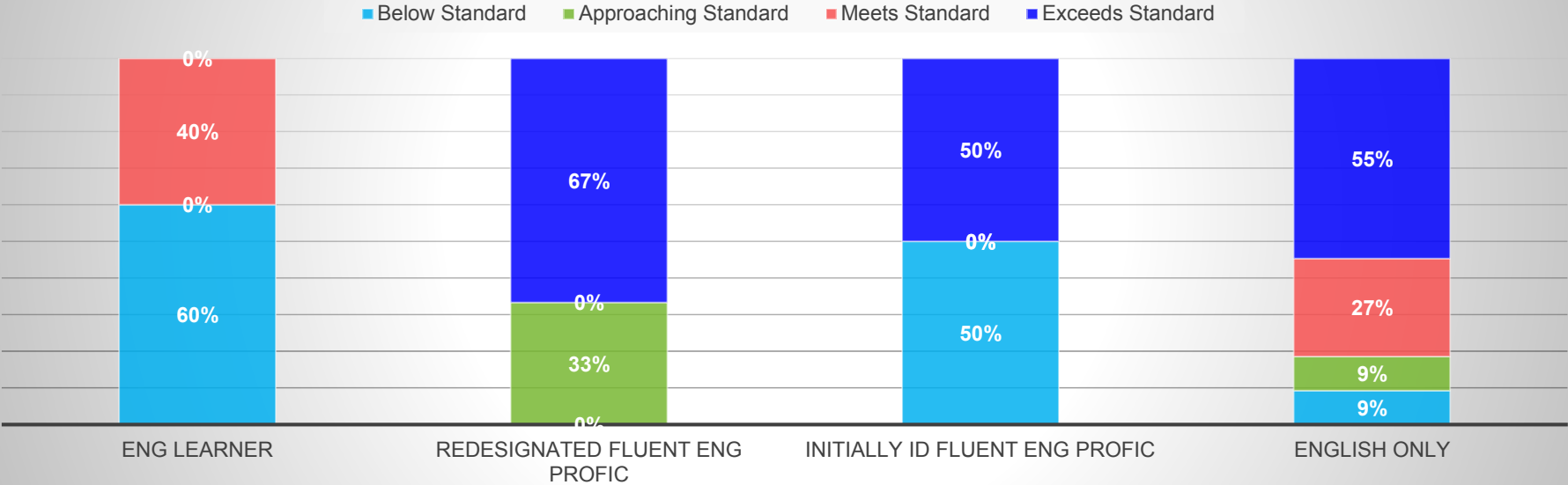
Star ELA Performance	Below Standards	Approaching Standards	Meets Standards	Exceeds Standards	Grand Total
Eng Learner	132	97	26	<11	257
Redesignated Fluent Eng Profic	50	151	249	59	509
Initially Id Fluent Eng Profic	28	69	192	126	415
English Only	283	524	1428	1017	3252
Grand Total	493	841	1895	1204	4433

STAR READING EL PERFORMANCE: SCHOOL



Star Reading - EL Performance by School	Approaching Standards	Below Standards	Meets Standards	Exceeds Standards	Grand Total
JOHN ADAMS MIDDLE SCHOOL	33	31	<11	<11	72
LINCOLN MIDDLE SCHOOL	14	27	<11	<11	49
MALIBU HIGH SCHOOL	<11	<11	<11	<11	15
MALIBU MIDDLE SCHOOL	<11	12	<11	<11	16
SANTA MONICA HIGH SCHOOL	38	57	<11	<11	104
SMASH	<11	<11	<11	<11	<11
Grand Total	97	132	26		257

CAASPP ELA Performance - Malibu High School



CAASPP ELA	Below Standard	Approaching Standard	Meets Standard	Exceeds Standard	Grand Total
Eng Learner	<11	<11	<11	<11	<11
Redesignated Fluent Eng Profic	<11	<11	<11	<11	<11
Initially Id Fluent Eng Profic	<11	<11	<11	<11	<11
English Only	<11	<11	26	53	97
Grand Total	13	10	28	56	107



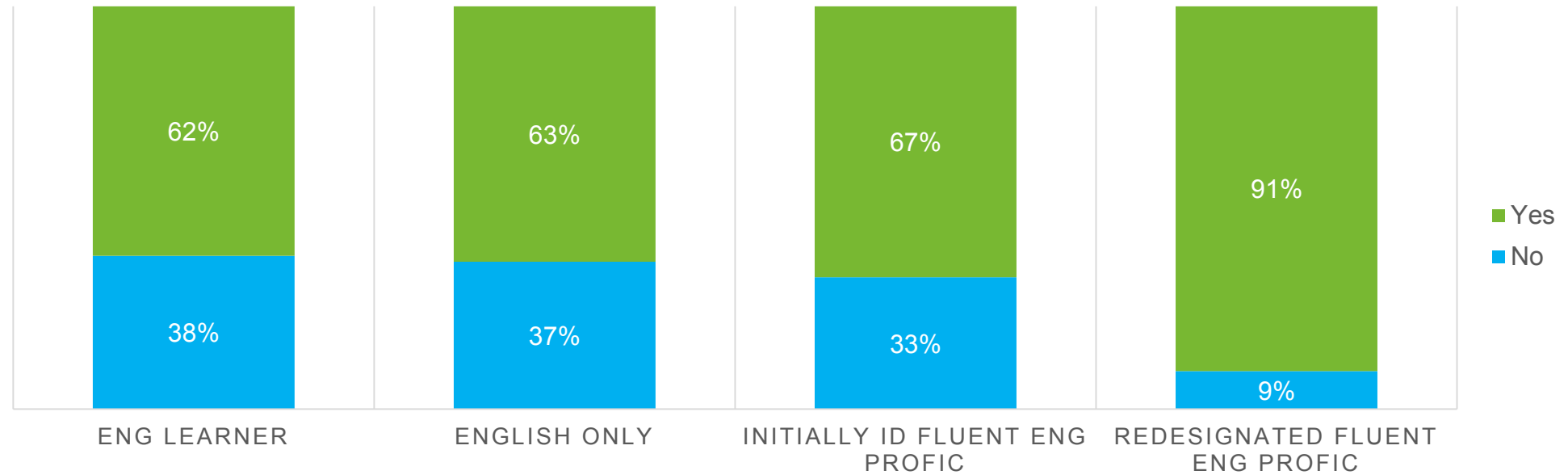
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

EL – Math Performance & Participation



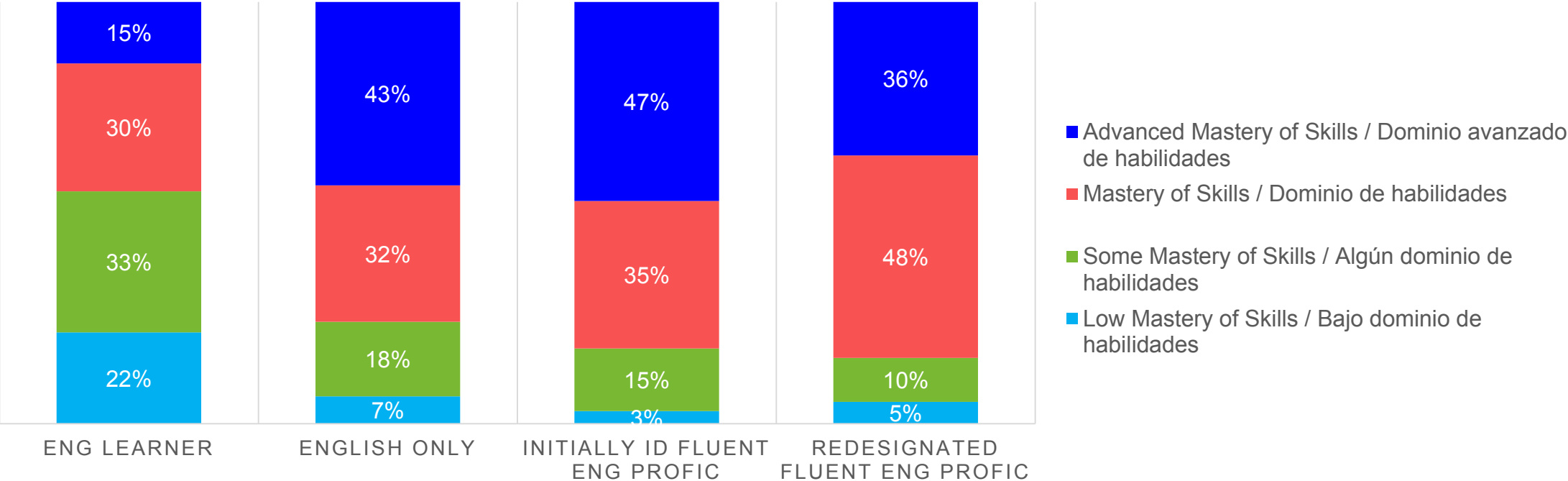
Math Elementary

AMATH PARTICIPATION BY ENGLISH PROFICIENCY STATUS



aMath Participation	No	Yes	Grand Total
Eng Learner	156	254	410
English Only	1047	1814	2861
Initially Id Fluent Eng Profic	131	269	400
Redesignated Fluent Eng Profic	<11	77	85
Grand Total	1342	2414	3756

AMATH PERFORMANCE BY ENGLISH PROFICIENCY STATUS



aMath Performance	Low Mastery of Skills / Bajo dominio de habilidades	Some Mastery of Skills / Algún dominio de habilidades	Mastery of Skills / Dominio de habilidades	Advanced Mastery of Skills / Dominio avanzado de habilidades	Grand Total
Eng Learner	55	85	77	37	254
English Only	118	320	587	789	1814
Initially Id Fluent Eng Profic	<11	40	94	127	269
Redesignated Fluent Eng Profic	<11	<11	37	28	77
Grand Total	185	453	795	981	2414

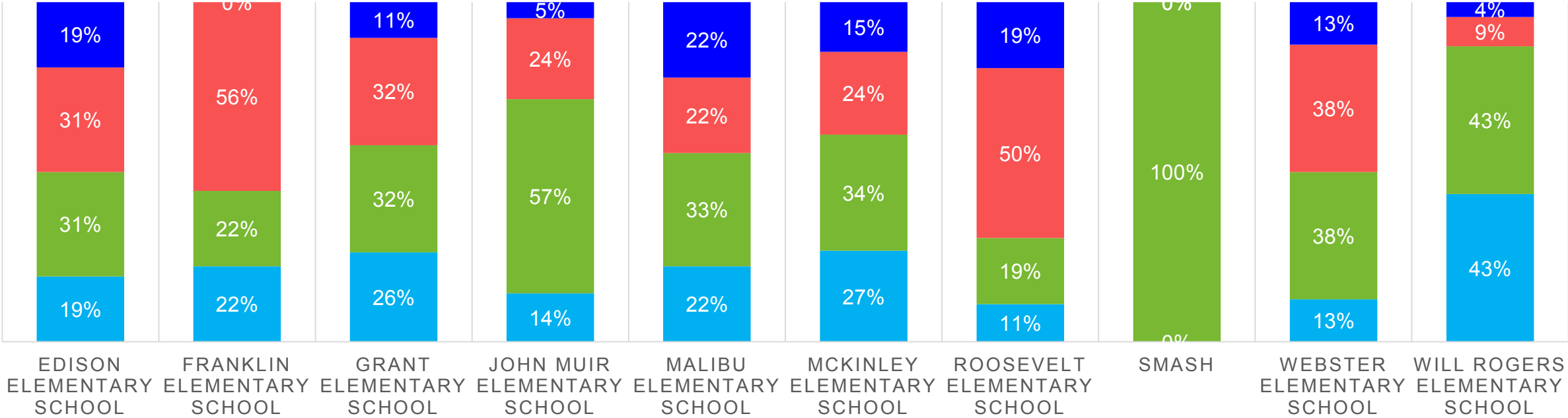
ENGLISH LEARNER AMATH PERFORMANCE BY SCHOOL

Low Mastery of Skills / Bajo dominio de habilidades

Some Mastery of Skills / Algún dominio de habilidades

Mastery of Skills / Dominio de habilidades

Advanced Mastery of Skills / Dominio avanzado de habilidades



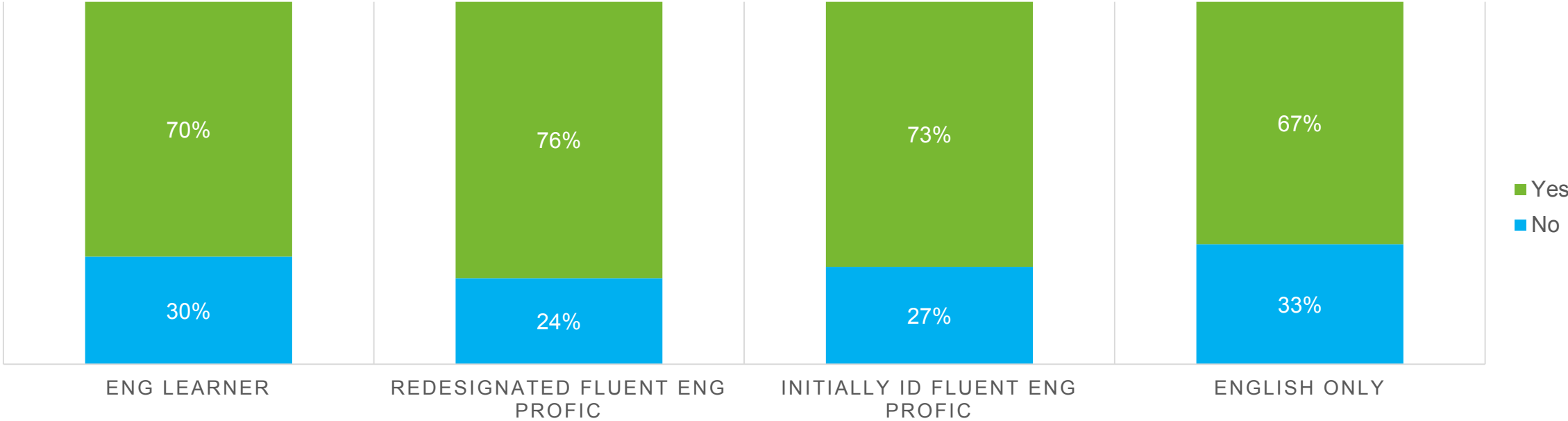
aMath Performance	Low Mastery of Skills / Bajo dominio de habilidades	Some Mastery of Skills / Algún dominio de habilidades	Mastery of Skills / Dominio de habilidades	Advanced Mastery of Skills / Dominio avanzado de habilidades	Grand Total
EDISON ELEMENTARY SCHOOL	15	24	24	15	78
FRANKLIN ELEMENTARY SCHOOL	<11	<11	<11	<11	9
GRANT ELEMENTARY SCHOOL	<11	<11	<11	<11	19
JOHN MUIR ELEMENTARY SCHOOL	<11	12	<11	<11	21
MALIBU ELEMENTARY SCHOOL	<11	<11	<11	<11	18
MCKINLEY ELEMENTARY SCHOOL	11	14	<11	<11	41
ROOSEVELT ELEMENTARY SCHOOL	<11	<11	18	<11	36
SMASH	<11	<11	<11	<11	<11
WEBSTER ELEMENTARY SCHOOL	<11	<11	<11	<11	8
WILL ROGERS ELEMENTARY SCHOOL	<11	10	<11	<11	23
Grand Total	55	85	77	37	254

116



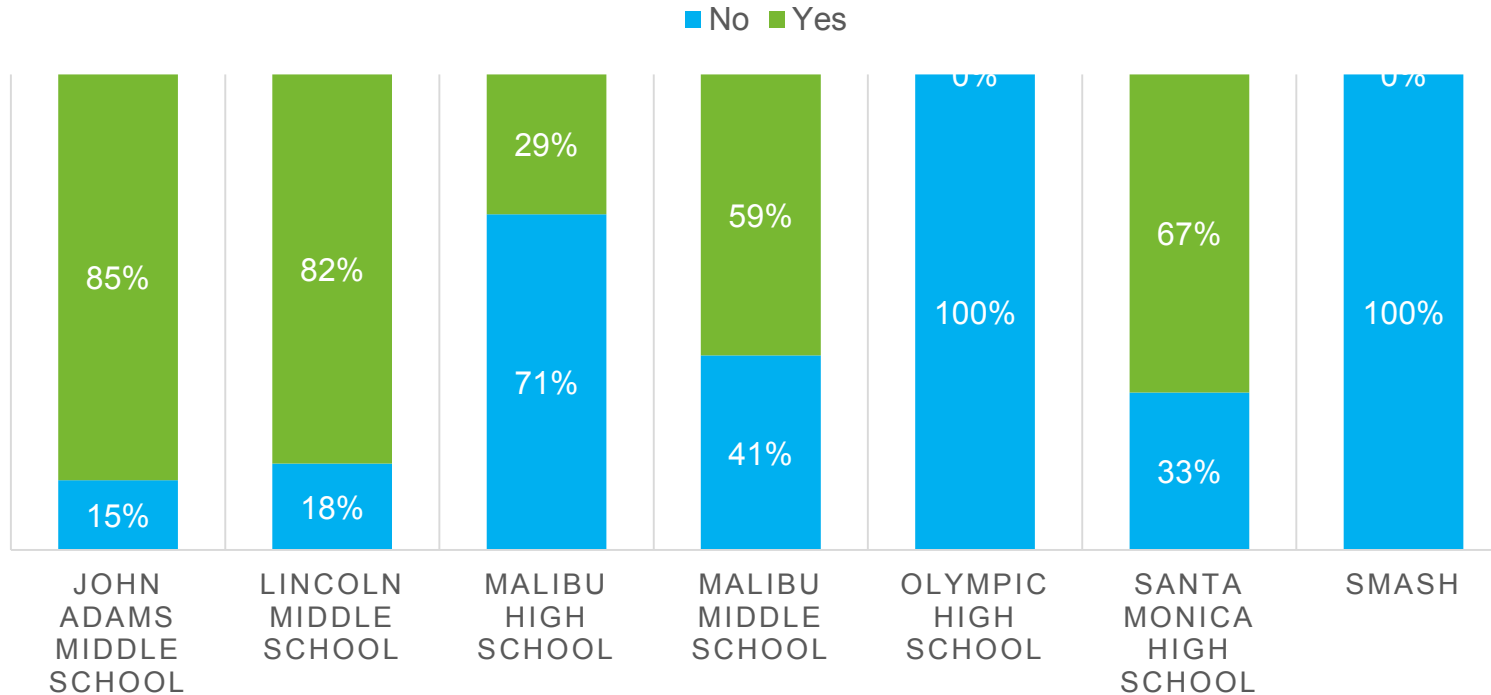
Math Secondary

MDTP PARTICIPATION BY EL STATUS



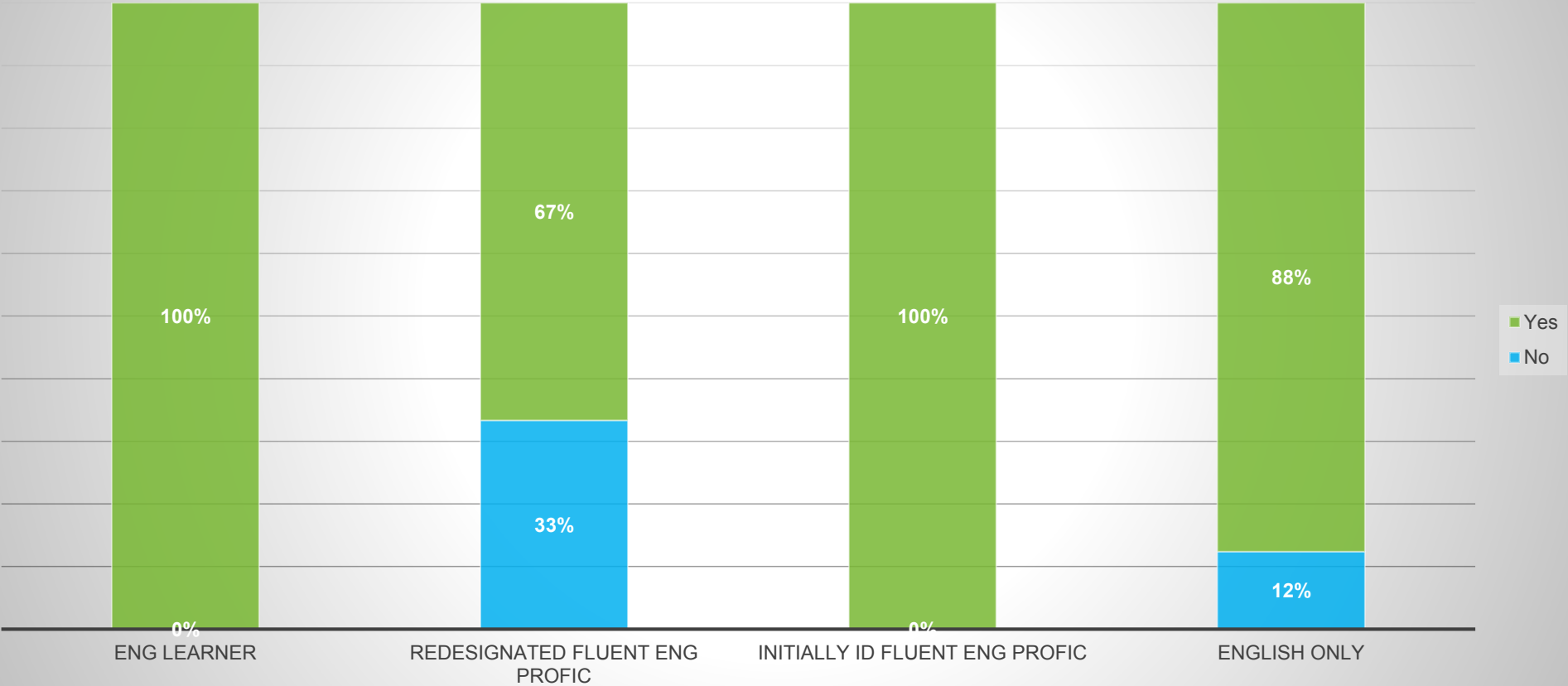
MDTP Participation	No	Yes	Grand Total
Eng Learner	98	232	330
Redesignated Fluent Eng Profic	157	504	661
Initially Id Fluent Eng Profic	143	389	532
English Only	1425	2878	4303
Grand Total	1823	4003	5826

MDTP PARTICIPATION - ELS BY SCHOOL



MDTP Participation	No	Yes	Grand Total
JOHN ADAMS MIDDLE SCHOOL	11	64	75
LINCOLN MIDDLE SCHOOL	<11	45	55
MALIBU HIGH SCHOOL	12	<11	17
MALIBU MIDDLE SCHOOL	<11	13	22
OLYMPIC HIGH SCHOOL	<11	<11	<11
SANTA MONICA HIGH SCHOOL	52	105	157
SMASH	<11	<11	<11
Grand Total	98	232	330

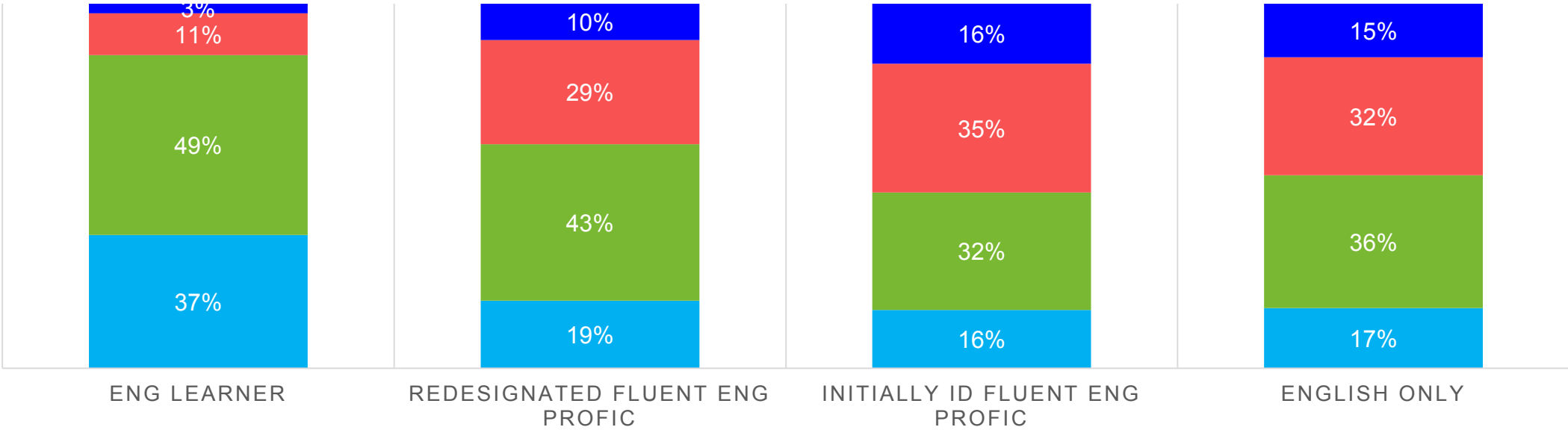
CAASPP Math Participation by EL Status (Malibu High School)



CAASPP Math Participation	No	Yes	Grand Total
Eng Learner	<11	<11	<11
Redesignated Fluent Eng Profic	<11	<11	<11
Initially Id Fluent Eng Profic	<11	<11	<11
English Only	13	92	105
Grand Total	14	101	115

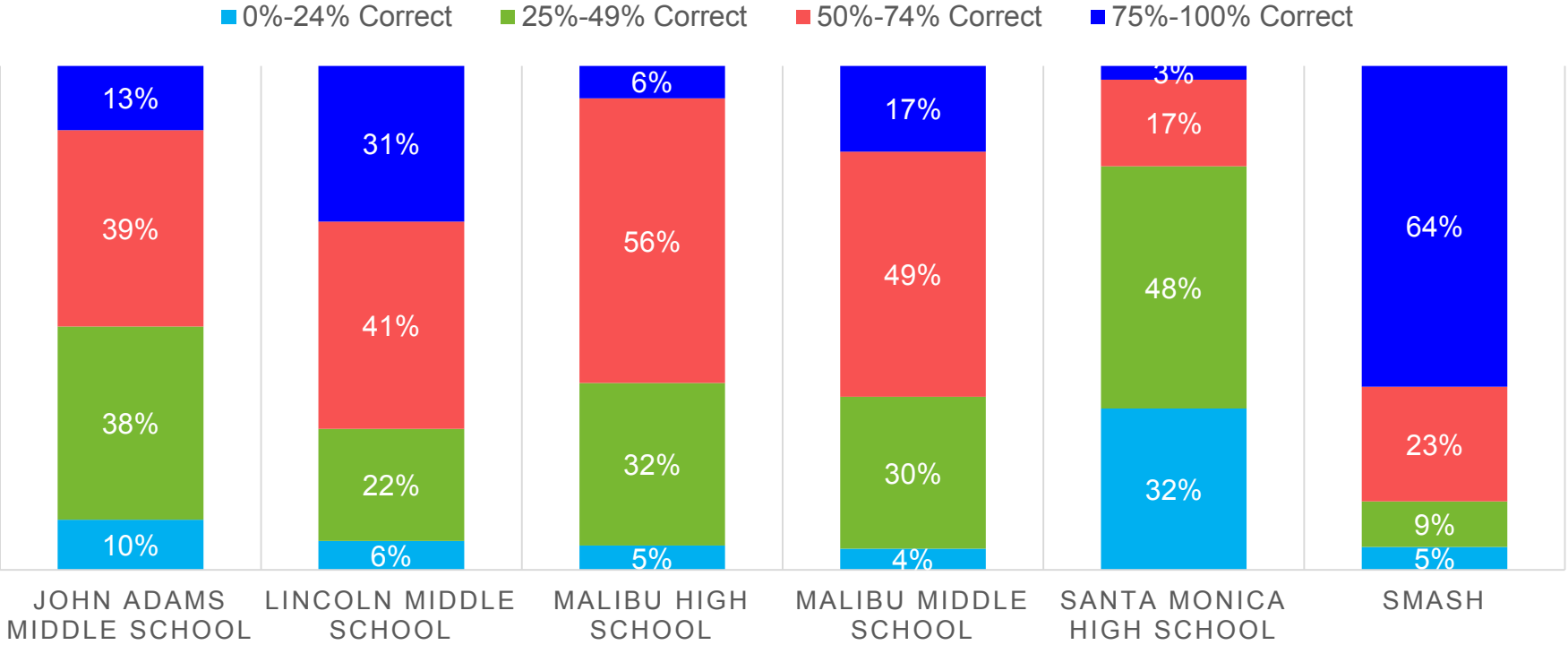
MDTP PERFORMANCE BY EL STATUS

0%-24% Correct 25%-49% Correct 50%-74% Correct 75%-100% Correct



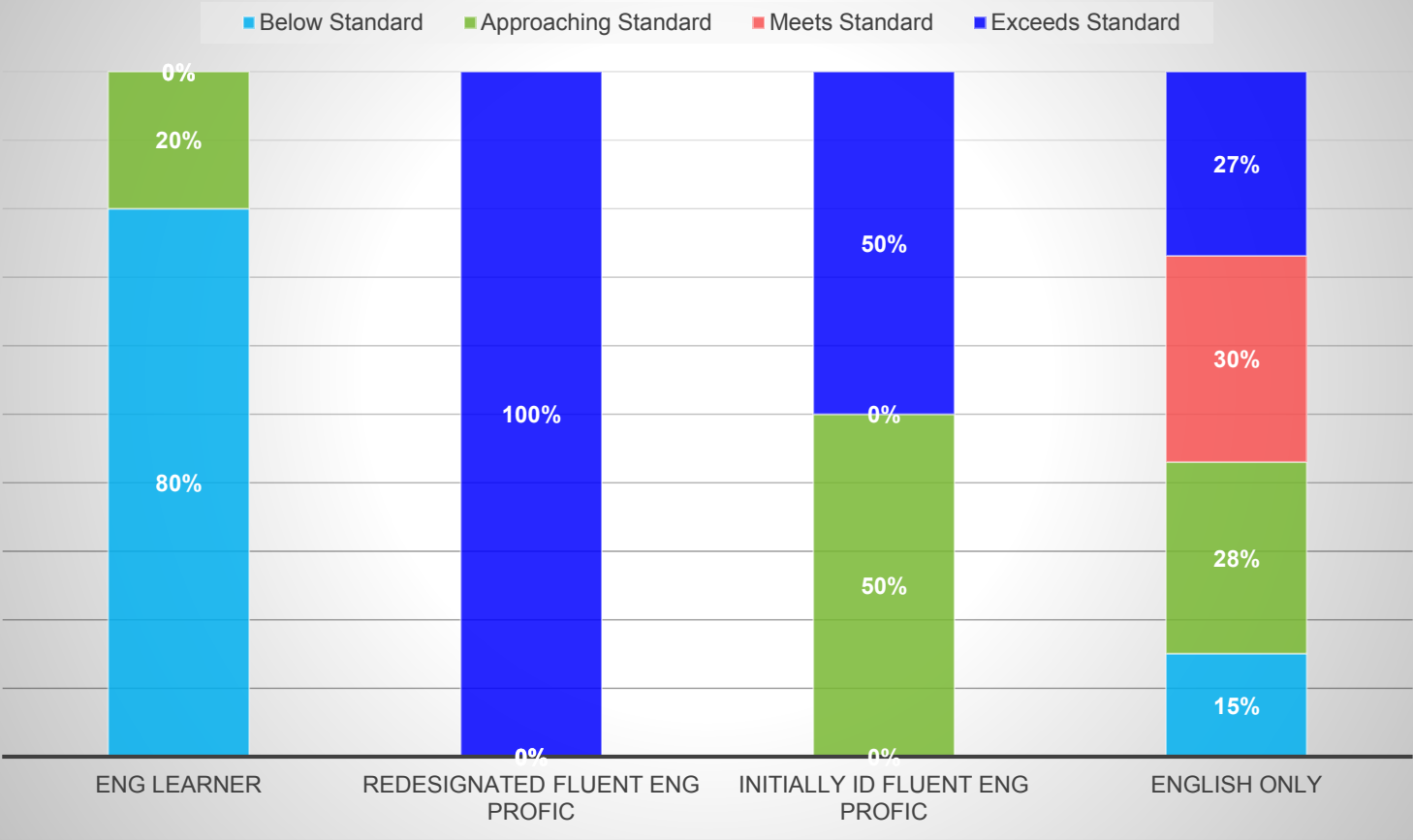
MDTP Performance	0%-24% Correct	25%-49% Correct	50%-74% Correct	75%-100% Correct	Grand Total
Eng Learner	83	112	26	<11	227
Redesignated Fluent Eng Profic	93	215	143	50	501
Initially Id Fluent Eng Profic	62	125	137	64	388
English Only	473	1042	926	421	2862
Grand Total	711	1494	1232	541	3978

MDTP EL PERFORMANCE BY SCHOOL



MDTP EL Performance	0%-24% Correct	25%-49% Correct	50%-74% Correct	75%-100% Correct	Grand Total
JOHN ADAMS MIDDLE SCHOOL	12	42	<11	<11	64
LINCOLN MIDDLE SCHOOL	<11	19	11	<11	43
MALIBU HIGH SCHOOL	<11	<11	<11	<11	<11
MALIBU MIDDLE SCHOOL	<11	<11	<11	<11	12
SANTA MONICA HIGH SCHOOL	59	41	<11	<11	103
Grand Total	83	112	26	<11	227

CAASPP Math Performance - ELs at Malibu High



CAASPP Math Performance	Below Standard	Approaching Standard	Meets Standard	Exceeds Standard	Grand Total
Eng Learner	<11	<11	<11	<11	<11
Redesignated Fluent Eng Profic	<11	<11	<11	<11	<11
Initially Id Fluent Eng Profic	<11	<11	<11	<11	<11
English Only	14	26	28	25	93
Grand Total	18	28	28	28	102



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

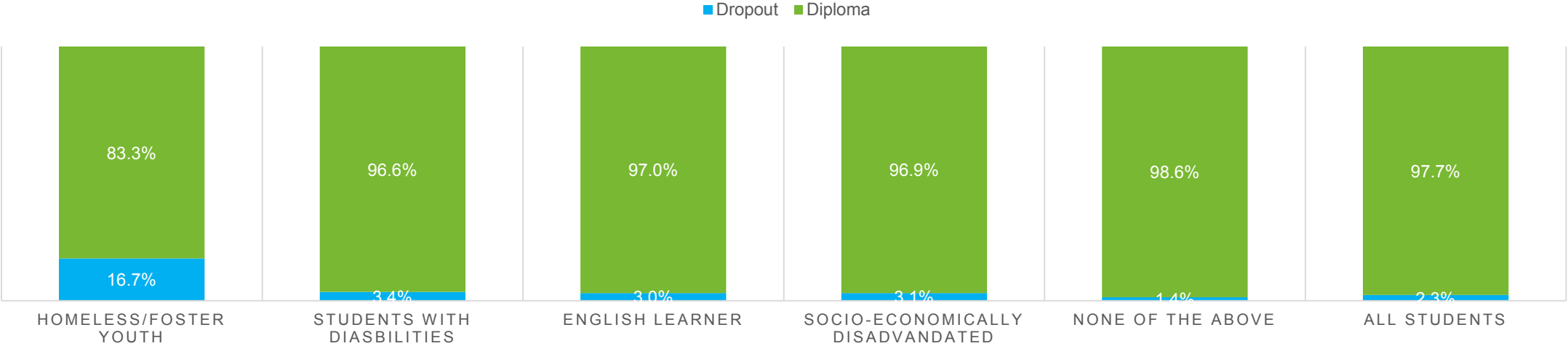
Appendix D: Goal 1 Metrics



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

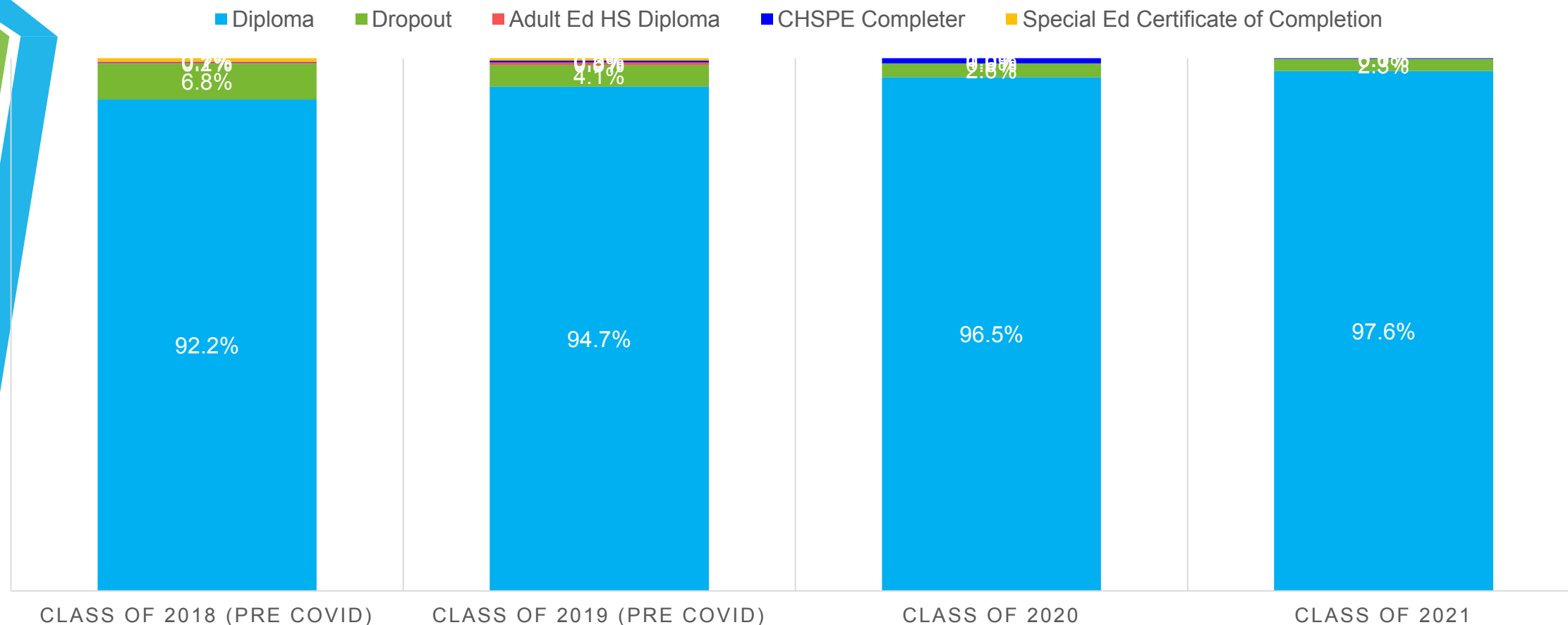
Graduation and Drop Out Rates

GRADUATION STATUS OF THE CLASS OF 2021 BY UNDUPLICATED GROUPS



Graduation Counts	Dropout	Diploma	Total
Homeless/Foster Youth	<11	<11	<11
Students with Disabilities	<11	84	87
English Learner	<11	32	33
Socio-Economically Disadvantaged	<11	221	228
None of the Above	<11	507	514
All Students	20	854	874

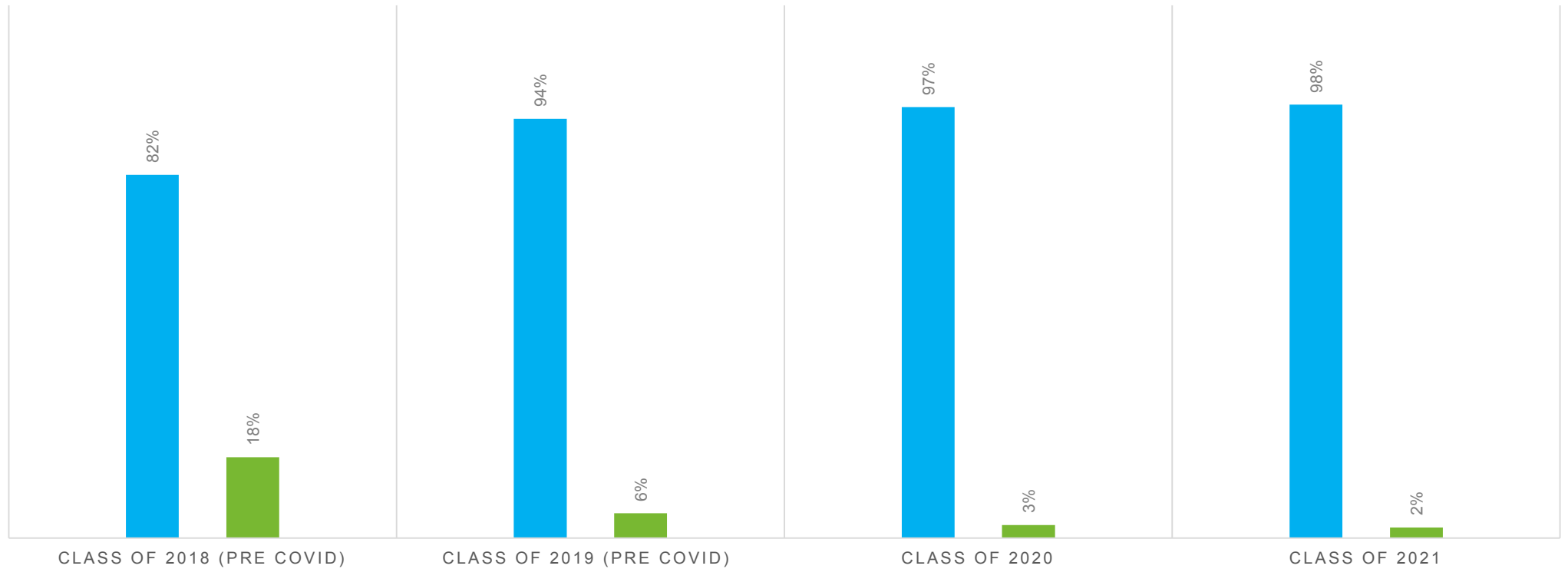
GRADUATION STATUS



Graduation Counts	Diploma	Dropout	Adult Ed HS Diploma	CHSPE Completer	Special Ed Certificate of Completion	Grand Total
Class of 2018 (pre Covid)	832	61	<11	<11	<11	902
Class of 2019 (pre Covid)	834	36	<11	<11	<11	881
Class of 2020	791	21	<11	<11	<11	820
Class of 2021	854	20	<11	<11	<11	875

ENGLISH LEARNERS

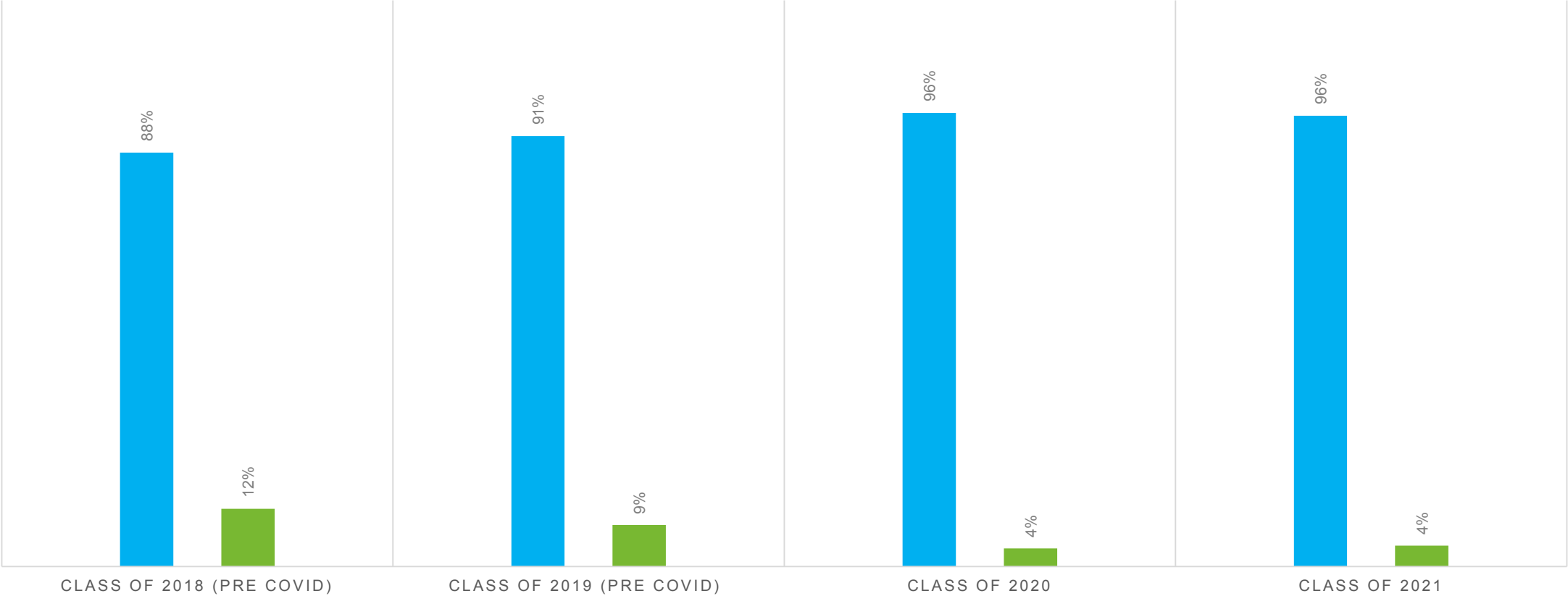
■ Diploma ■ Dropout



English Learners	Diploma	Dropout	Grand Total
Class of 2019 (pre-Covid)	45	<11	55
Class of 2020	51	<11	54
Class of 2021	33	<11	34
2021	41	<11	42

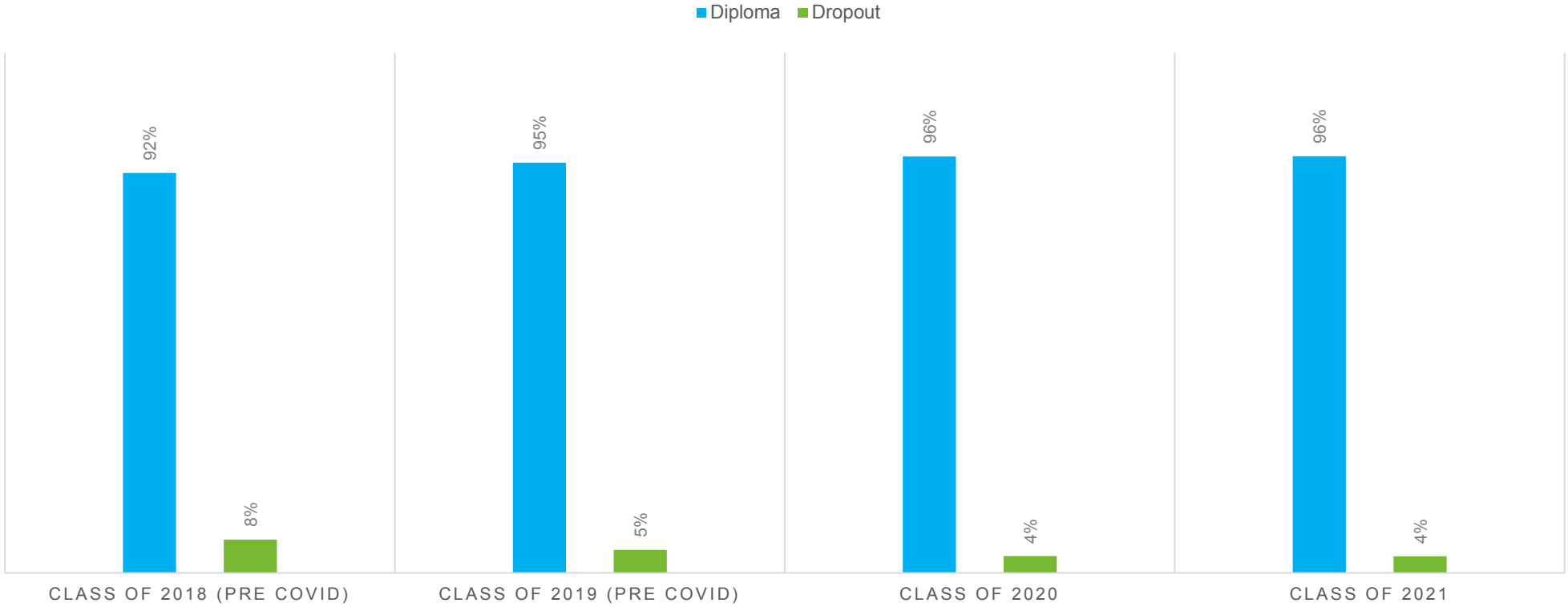
STUDENTS WITH DISABILITIES

Diploma Dropout



Students with Disabilities	Diploma	Dropout	Grand Total
Class of 2018 (pre Covid)	86	<11	98
Class of 2019 (pre Covid)	83	<11	91
Class of 2020	75	<11	78
Class of 2021	86	<11	90

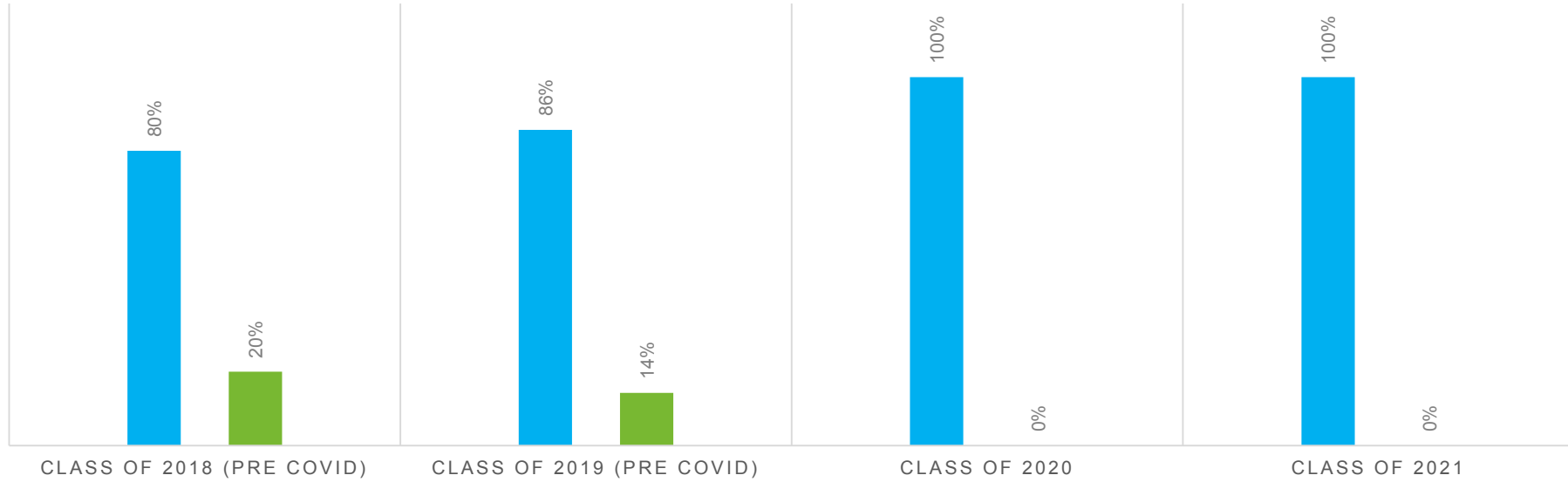
SOCIO-ECONOMICALLY DISADVANTAGED



Socio-Economically Disadvantaged	Diploma	Dropout	Grand Total
Class of 2018 (pre Covid)	312	26	338
Class of 2019 (pre Covid)	303	17	320
Class of 2020	272	11	283
Class of 2021	302	12	314

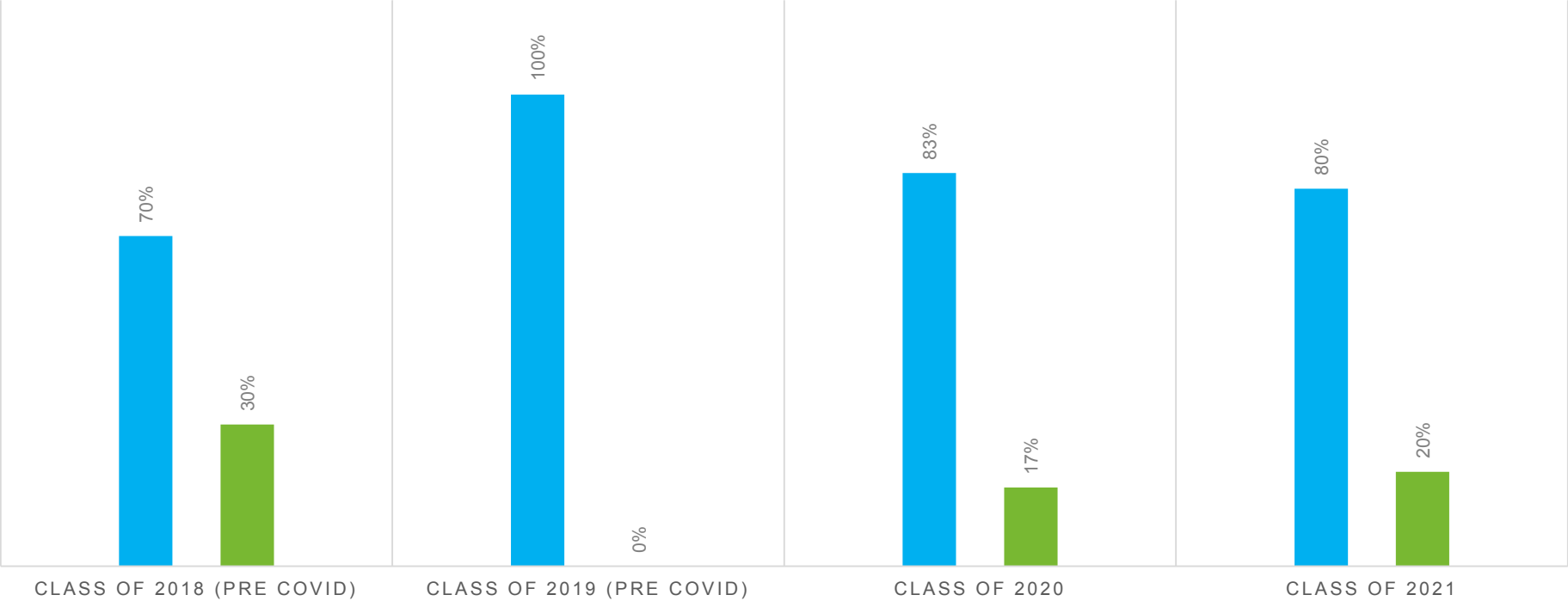
FOSTER YOUTH (N<11)

■ Diploma ■ Dropout

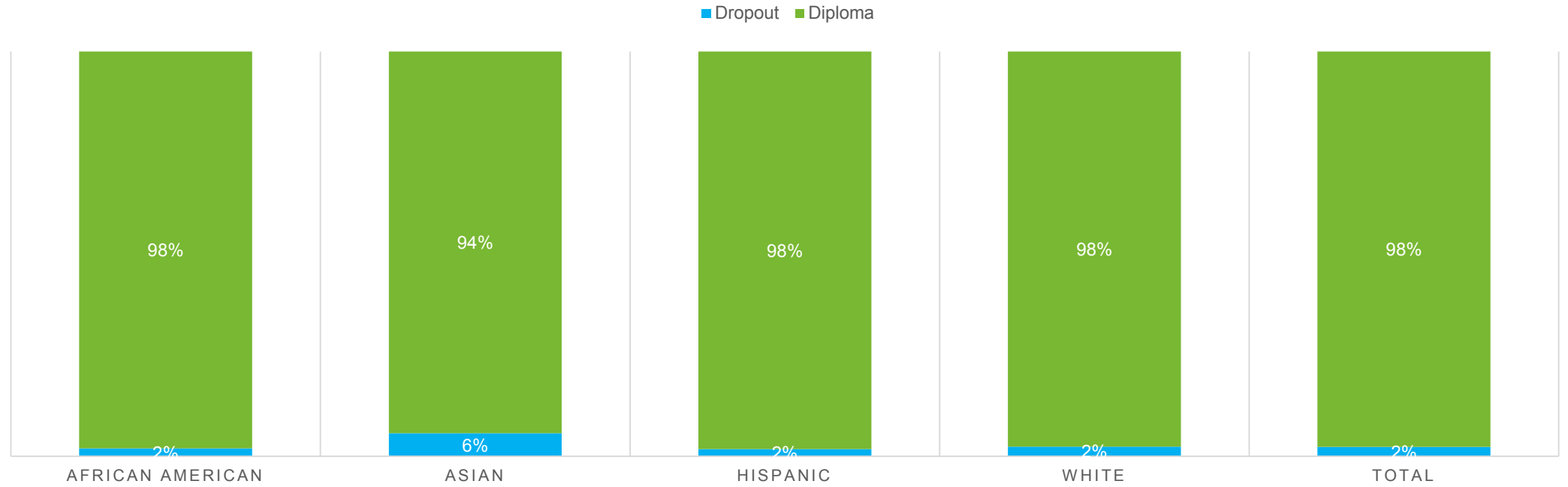


HOMELESS (N<11)

Diploma Dropout



CLASS OF 2021: GRAD STATUS BY RACE/ETHNICITY



Race/Ethnicity	Dropout	Diploma	Grand Total
African American	<11	50	51
Asian	<11	50	53
Hispanic	<11	280	285
White	<11	377	386
Total	18	757	775

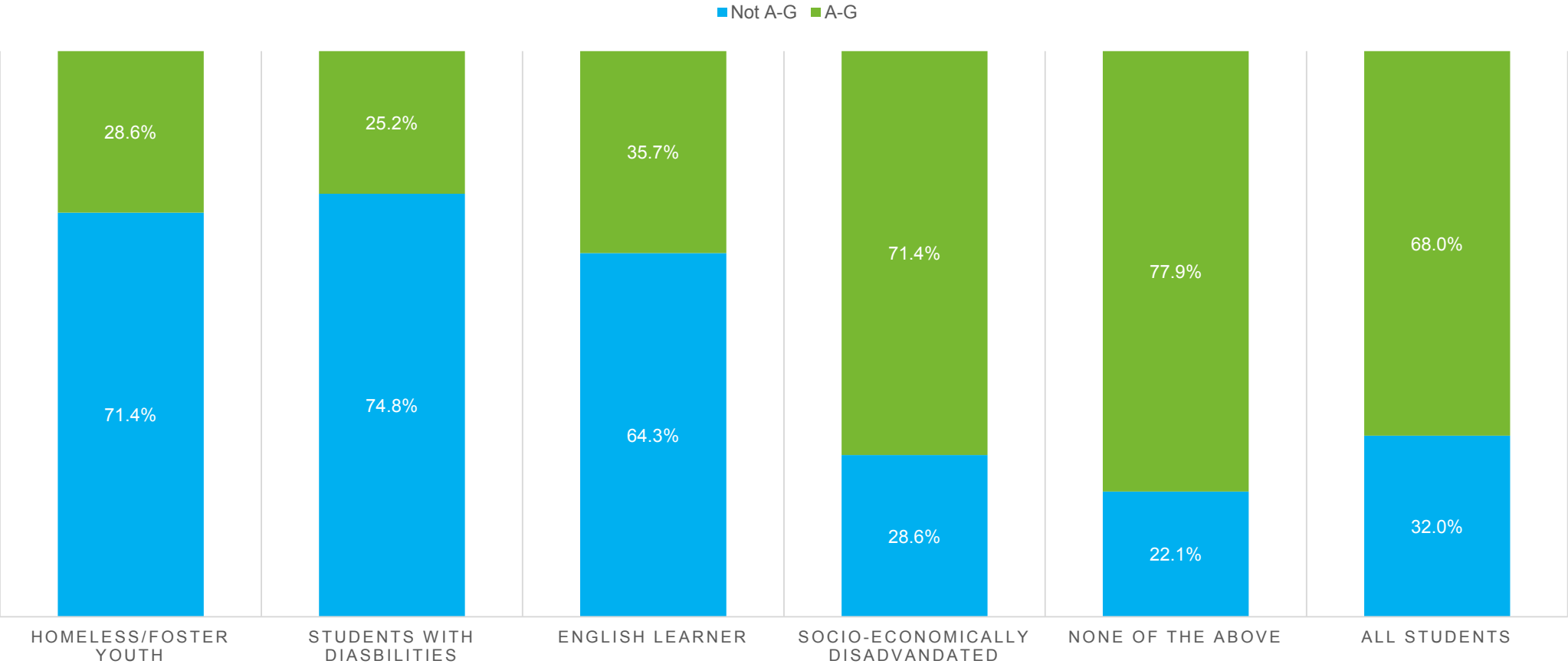


SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Cohort A-G Graduation Rates

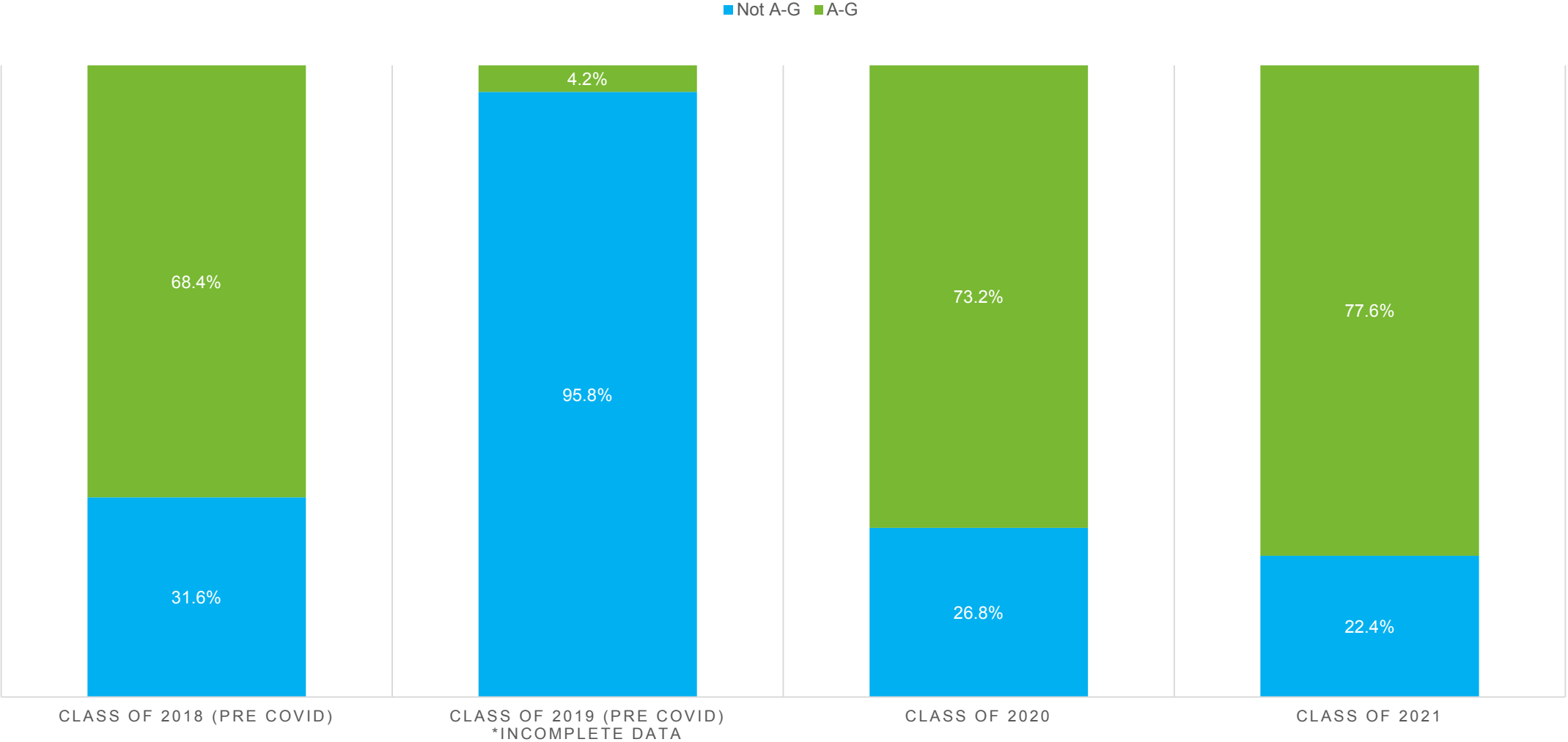
Graduates meeting UC/CSU course requirements for high school (known as A-G requirements)

A-G STATUS OF THE CLASS OF 2021 BY UNDUPLICATED GROUPS



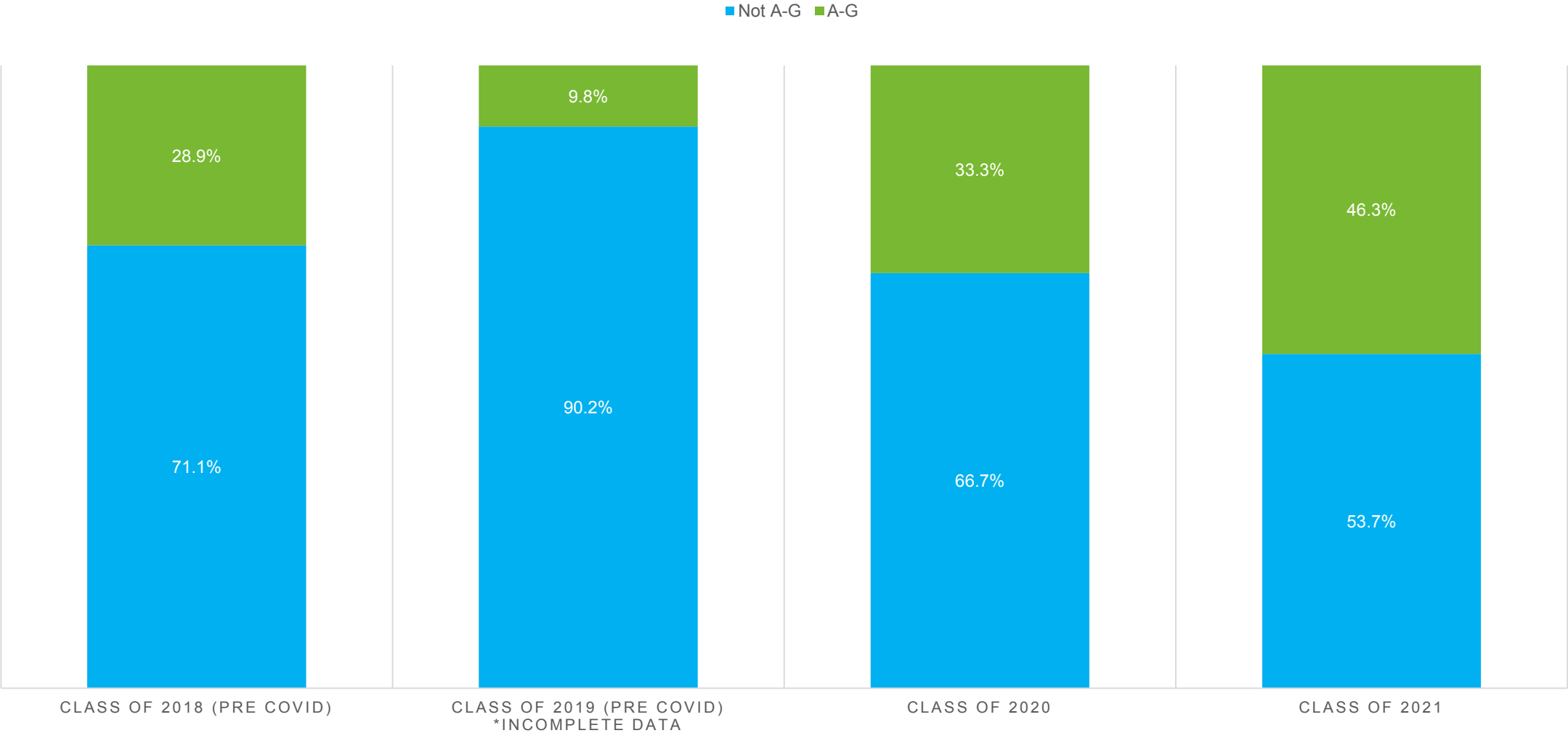
Student Groups	Not A-G	A-G	Total
Homeless/Foster Youth	<11	<11	<11
Students with Disabilities	80	27	107
English Learner	27	15	42
Socio-Economically Disadvantaged	68	170	238
None of the Above	127	447	574
All Students	312	663	975

GRADUATES MEETING A-G REQUIREMENTS



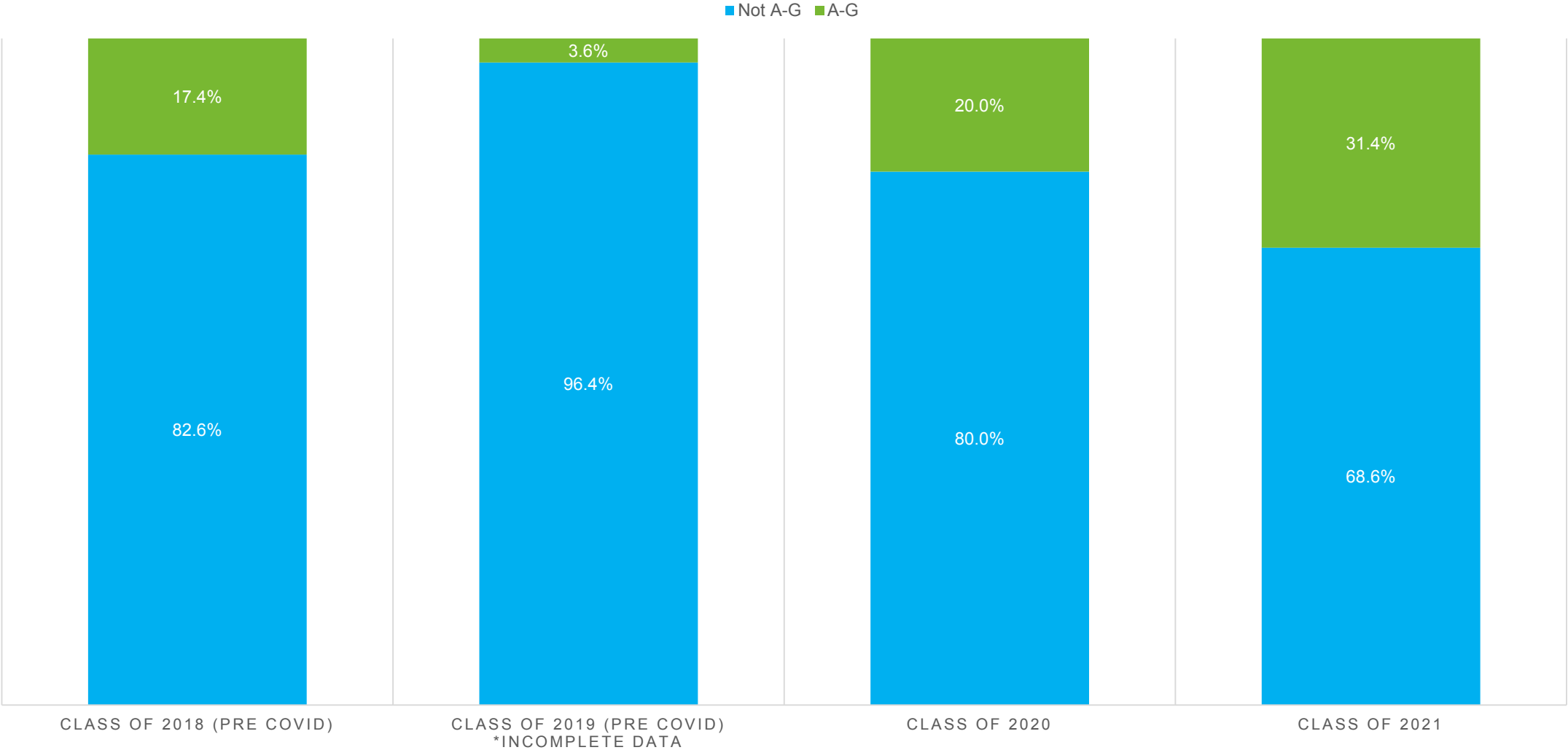
Graduates Completing A-G	Not A-G	A-G	Total
Class of 2018 (pre Covid)	263	569	832
Class of 2019 (pre Covid) *Incomplete Data	799	35	834
Class of 2020	212	579	791
Class of 2021	191	663	854

ENGLISH LEARNER GRADUATES MEETING A-G REQUIREMENTS



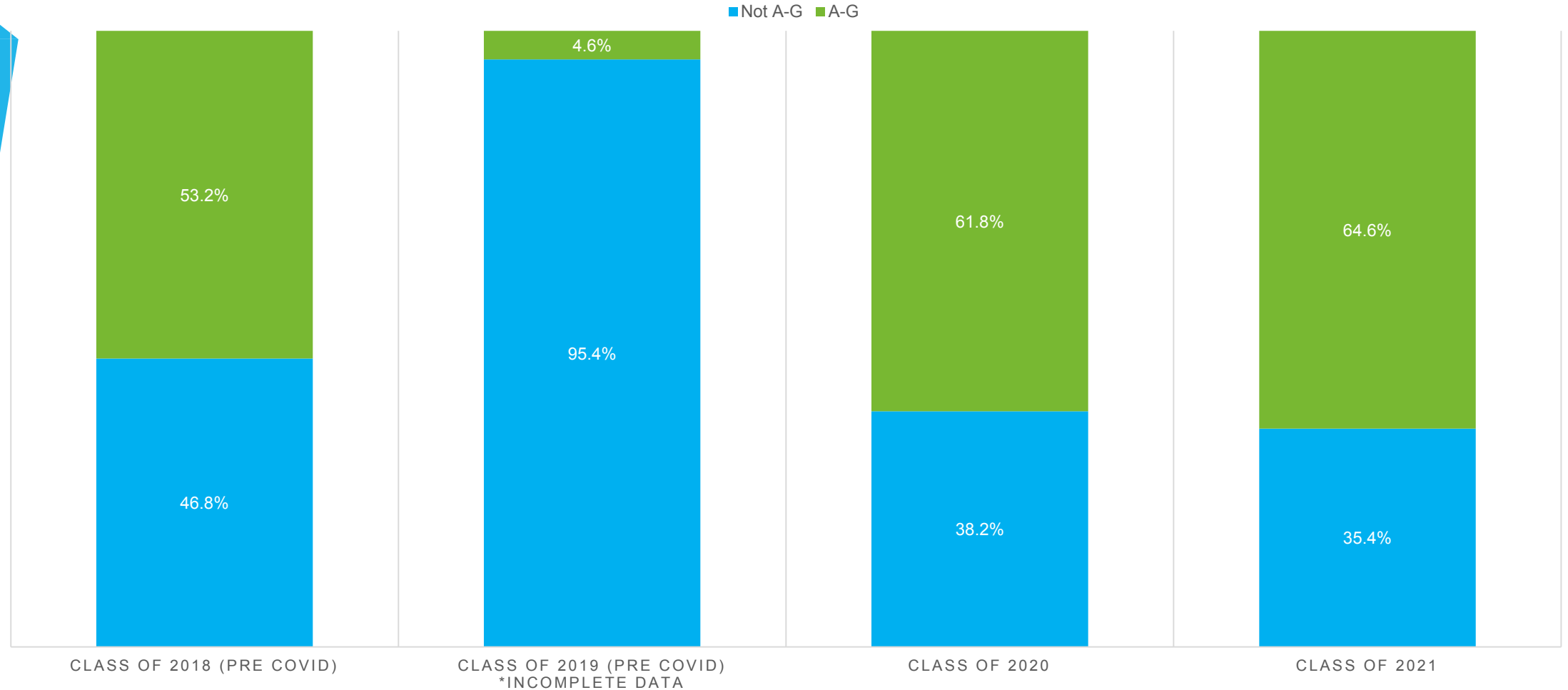
EL Graduates Completing A-G	Not A-G	A-G	Total
Class of 2018 (pre Covid)	32	13	45
Class of 2019 (pre Covid) *Incomplete Data	46	5	51
Class of 2020	22	11	33
Class of 2021	22	19	41

STUDENTS WITH DISABILITIES (DIPLOMA) GRADUATES MEETING A-G REQUIREMENTS



SWD Diploma Graduates Completing A-G	Not A-G	A-G	Total
Class of 2018 (pre Covid)	71	15	86
Class of 2019 (pre Covid) *Incomplete Data	80	<11	83
Class of 2020	60	15	75
Class of 2021	59	27	86

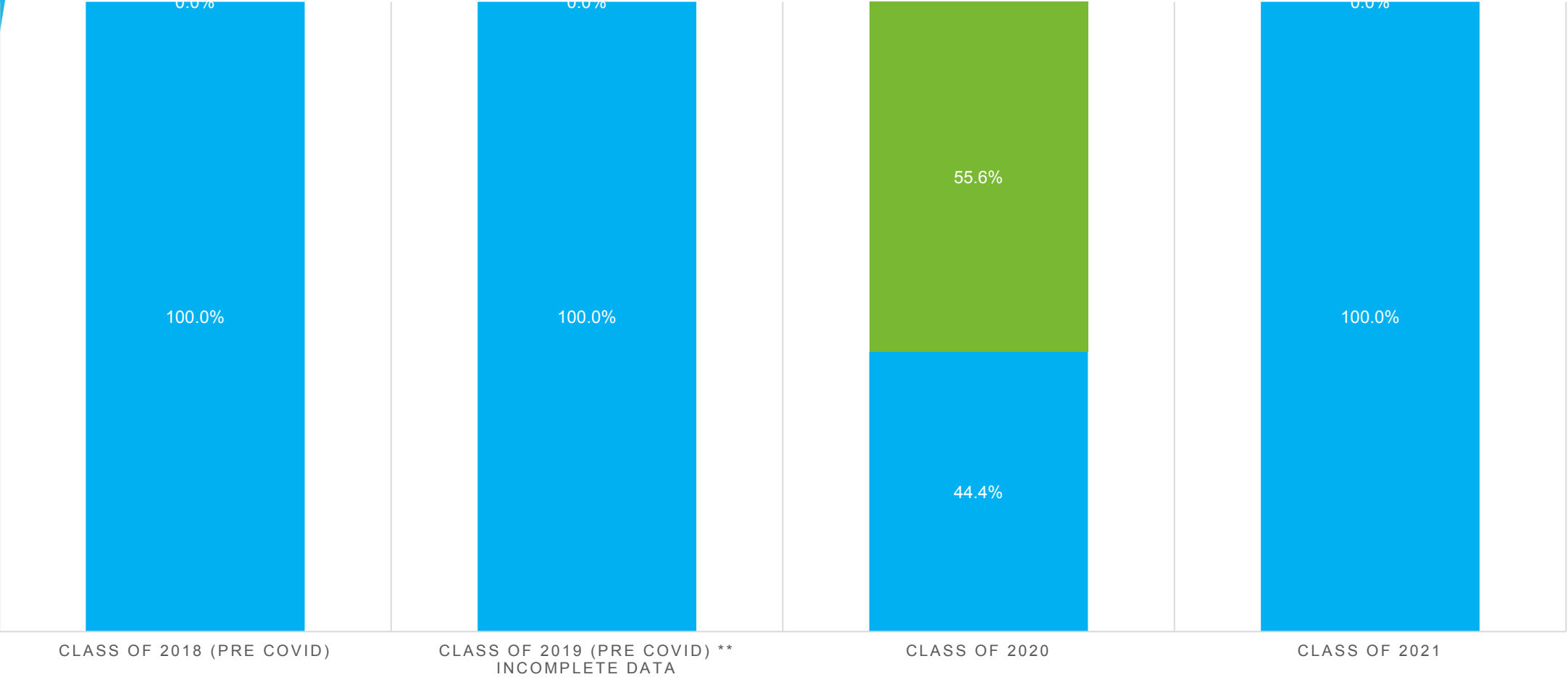
SOCIO-ECONOMICALLY DISADVANTAGED GRADUATES MEETING A-G REQUIREMENTS



SED Diploma Graduates Completing A-G	Not A-G	A-G	Total
Class of 2018 (pre Covid)	146	166	312
Class of 2019 (pre Covid) *Incomplete Data	289	14	303
Class of 2020	104	168	272
Class of 2021	107	195	302

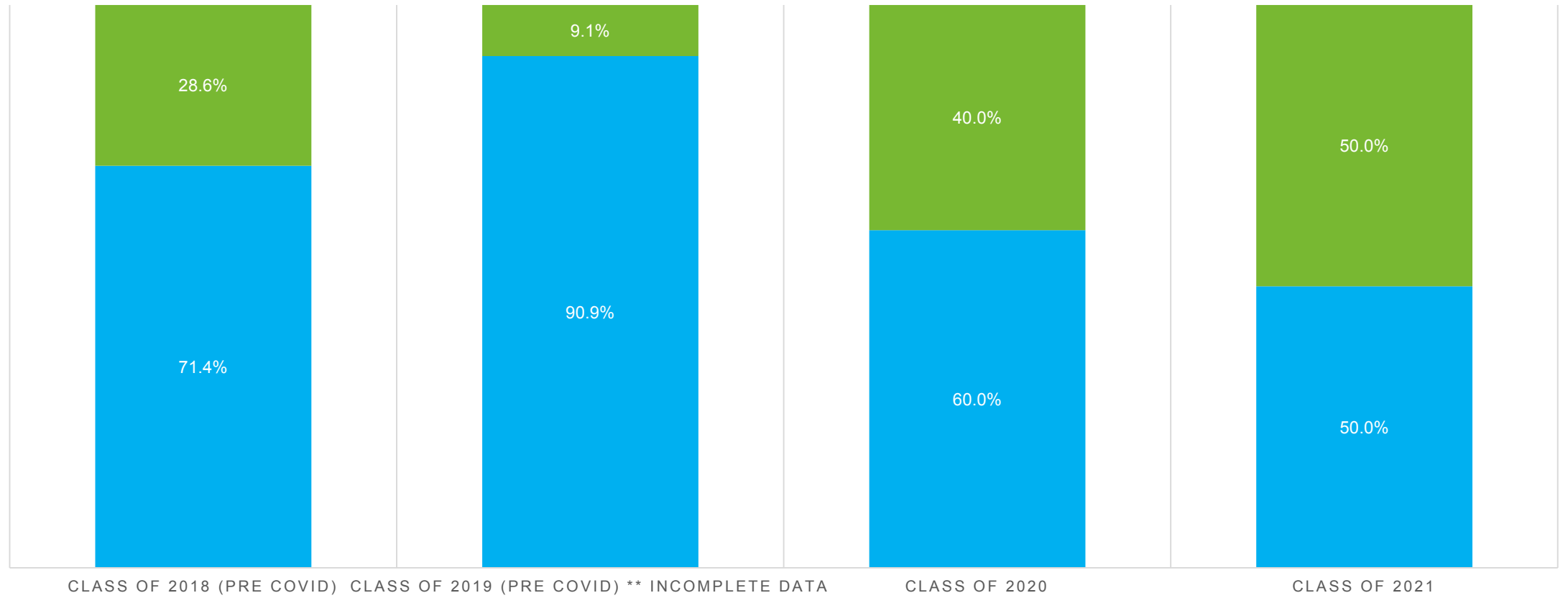
FOSTER YOUTH GRADUATES MEETING A-G REQUIREMENTS (N=<11)

■ Not A-G ■ A-G

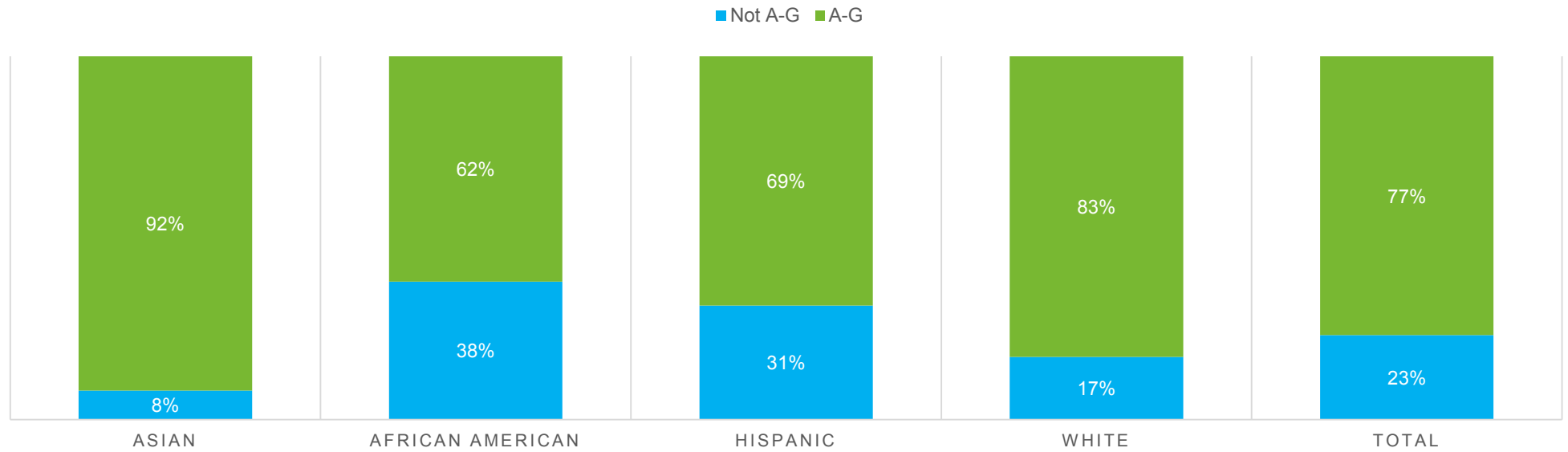


HOMELESS GRADUATES MEETING A-G REQUIREMENTS (N<11)


■ Not A-G ■ A-G



CLASS OF 2021 A-G COMPLETION BY RACE/ETHNICITY



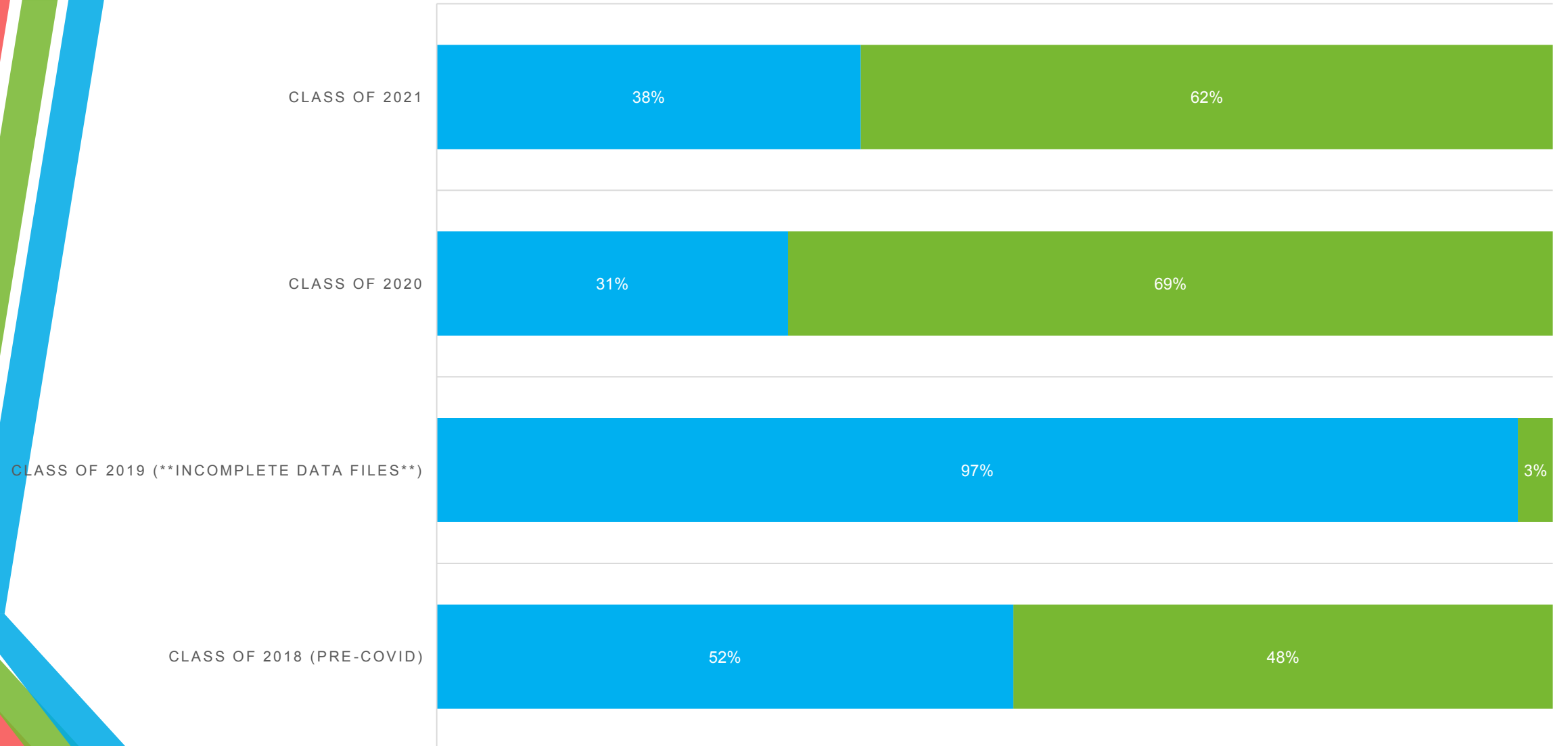
Race/Ethnicity	Not A-G	A-G	Grand Total
Asian	<11	46	50
African American	19	31	50
Hispanic	88	192	280
White	65	312	377
Grand Total	176	581	757



Ethnicity/Race	Not A-G	A-G	Grand Total
African American	129	99	228
Class of 2018 (pre-Covid)	31	29	60
Class of 2019 (**Incomplete Data Files**)	62	<11	64
Class of 2020	17	37	54
Class of 2021	19	31	50
Asian	67	133	200
Class of 2018 (pre-Covid)	<11	35	44
Class of 2019 (**Incomplete Data Files**)	50	<11	56
Class of 2020	<11	46	50
Class of 2021	<11	46	50
Hispanic	546	514	1060
Class of 2018 (pre-Covid)	118	154	272
Class of 2019 (**Incomplete Data Files**)	247	<11	257
Class of 2020	93	158	251
Class of 2021	88	192	280
White	605	889	1494
Class of 2018 (pre-Covid)	92	287	379
Class of 2019 (**Incomplete Data Files**)	365	12	377
Class of 2020	83	278	361
Class of 2021	65	312	377
Grand Total	1347	1635	2982
Class of 2018 (pre-Covid)	250	505	755
Class of 2019 (**Incomplete Data Files**)	724	30	754
Class of 2020	197	519	716
Class of 2021	176	581	757

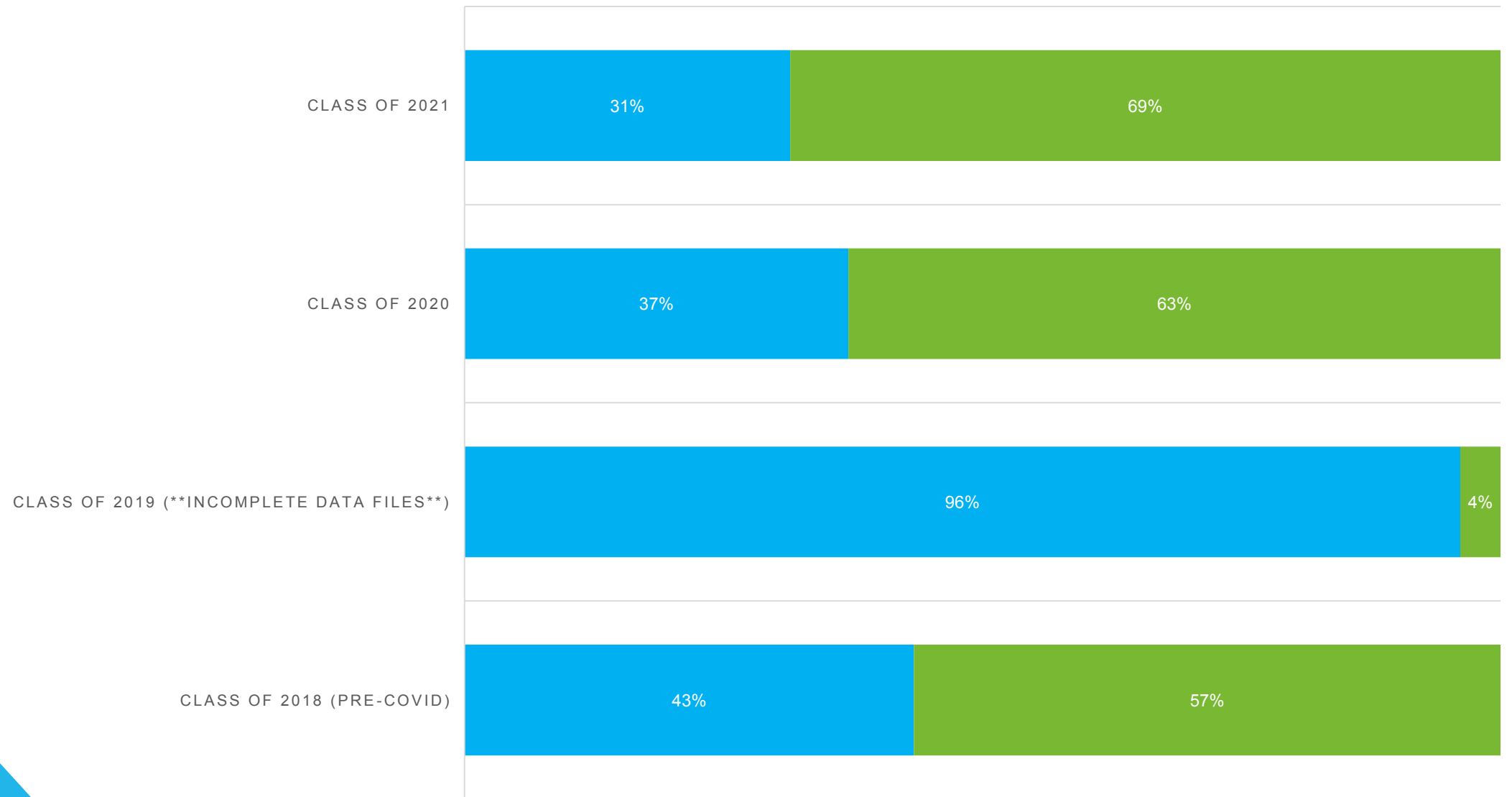
AFRICAN AMERICAN/BLACK

■ Not A-G ■ A-G



HISPANIC/LATINX

■ Not A-G ■ A-G





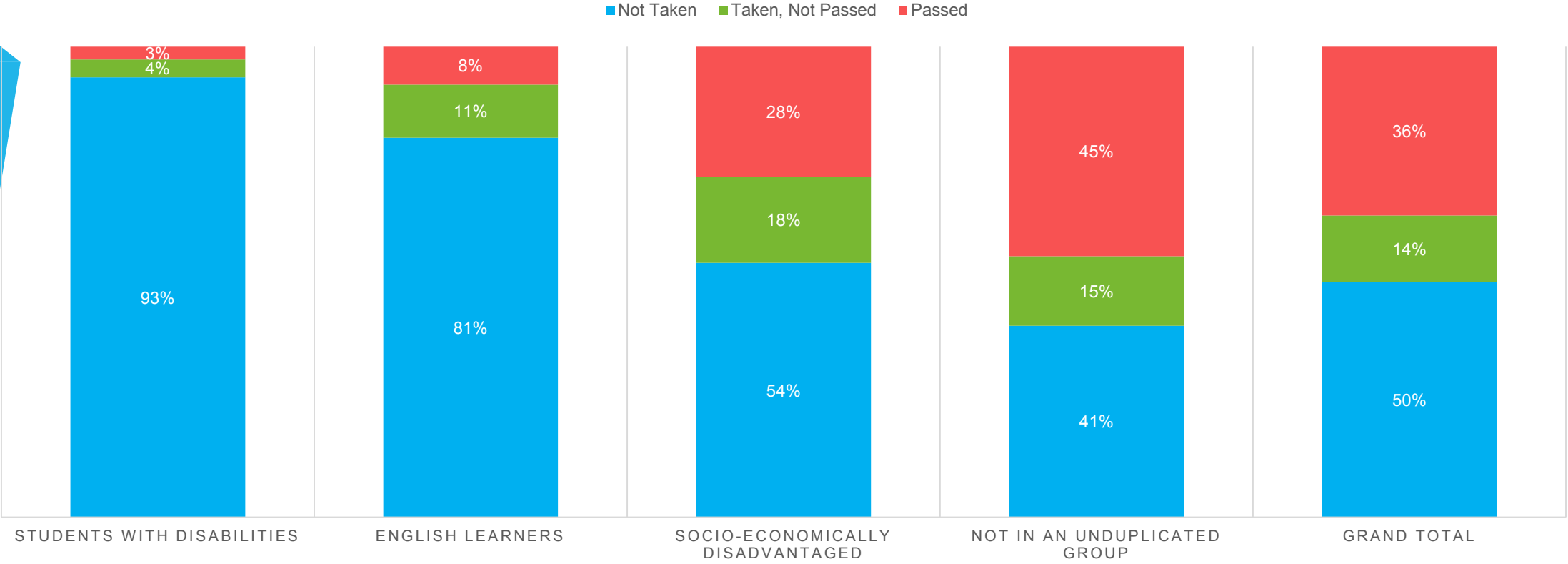
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Cohort Advanced Placement

Assessments taken to earn college-credit from College Board.

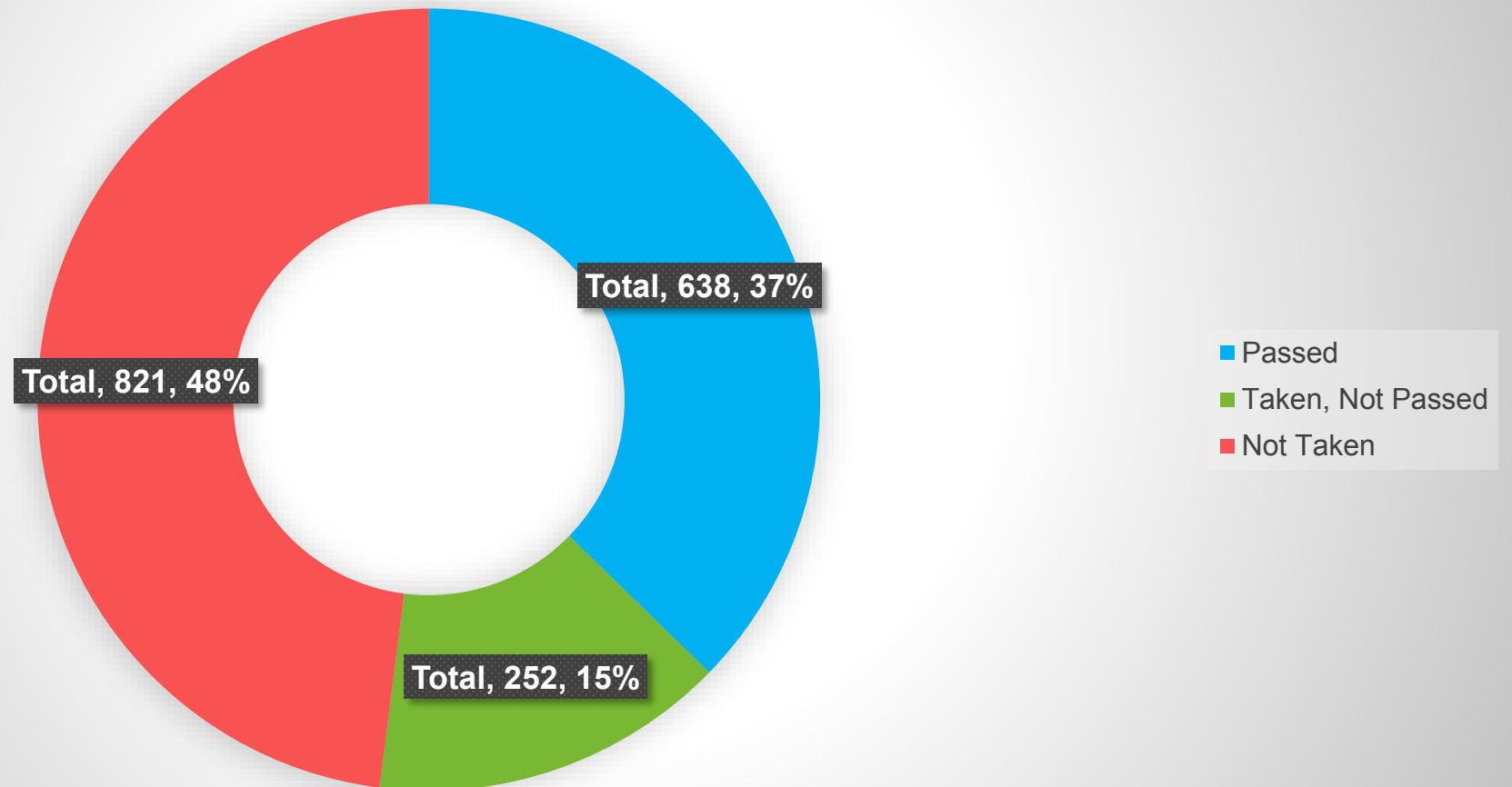
These are the scores for the Classes of 2021 and 2022 (Most AP courses/exams are available during the Junior and Senior Year)

2021 AP EXAM RESULTS FOR THE CLASS OF 2021 AND 2022

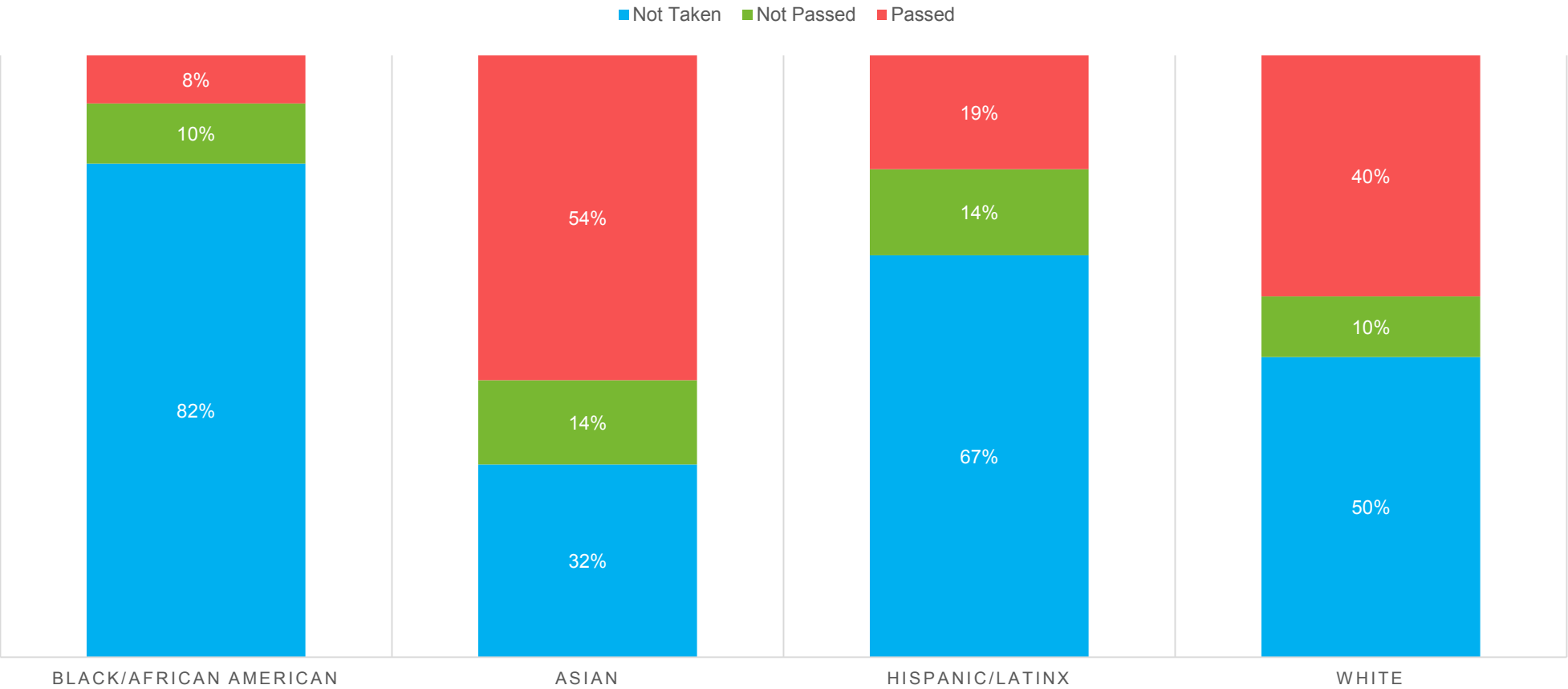


AP Exams	Not Taken	Taken, Not Passed	Passed
Students with Disabilities	172	7	5
English Learners	50	7	5
Socio-Economically Disadvantaged	174	59	89
Not in an Unduplicated Group	493	179	539
Grand Total	889	252	638

2021 AP Exam Passage Data for the Classes of 2021 & 2022



CLASS OF 2021 GRADUATES - AP PASSAGE BY RACE/ETHNICITY



2021 Graduates	Not Taken	Not Passed	Passed	Total
Black/African American	41	<11	<11	50
Asian	16	<11	27	50
Hispanic/Latinx	187	40	53	280
White	188	38	151	377
Total	432	90	235	757



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

SAT & PSAT

SAT School Day March 2021 - May 2021

11th grade

Mean Total Score [?](#)

1187 | 400 to 1600

71% Met Both Benchmarks

Mean ERW Score [?](#)

603 | 200 to 800

91% Met ERW Benchmark

Mean Math Score [?](#)

584 | 200 to 800

72% Met Math Benchmark

Participation

292 Total test takers

Percentage of Test Taker Population by Gender

Female **49%** | Male **51%** | No Response **0%**

PSAT/NMSQT Fall 2020

11th grade

Mean Total Score ?

1181 | 320 to 1520

79% Met Both Benchmarks

Mean ERW Score ?

607 | 160 to 760

91% Met ERW Benchmark

Mean Math Score ?

573 | 160 to 760


79% Met Math Benchmark

Participation

127 Total test takers

Percentage of Test Taker Population by Gender

Female **48%** | Male **52%** | No Response **0%**



PSAT/NMSQT Fall 2020, 11th grade - Scores & Benchmarks

District
Mean Score

1181

Number of Participants

127

Met Both Benchmarks

79%

Met ERW

(460) **91%**

Met Math

(510) **79%**

Met None

9%

State
Mean Score

1148

Number of Participants

22,685

Met Both Benchmarks

68%

Met ERW

(460) **89%**

Met Math

(510) **69%**

Met None

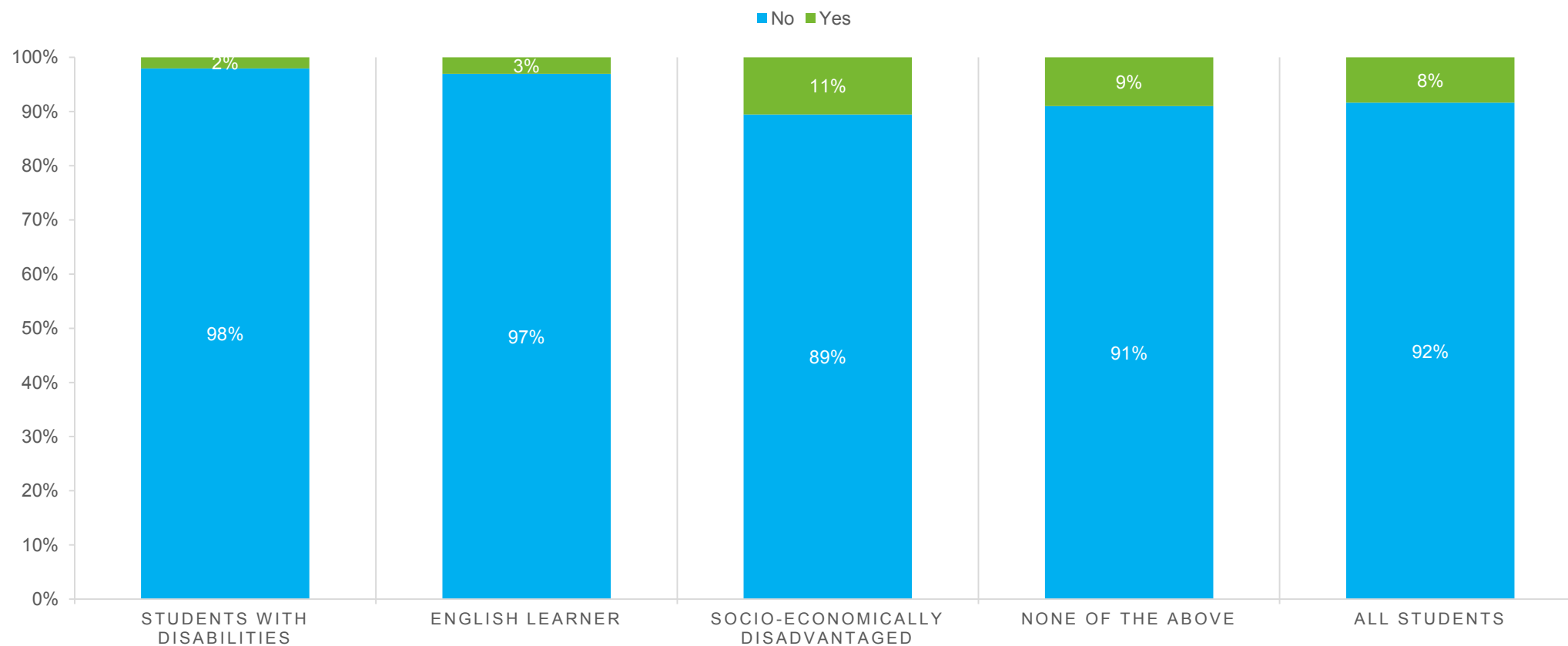
10%



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Dual Enrollment

COUNT OF UNDUPLICATED STUDENTS WHO PARTICIPATED IN THE DUAL ENROLLMENT PROGRAM



Unduplicated Groups	No	Yes	Grand Total
Students with Disabilities	381	<11	--
English Learner	127	<11	--
Socio-Economically Disadvantaged	781	92	873
None of the Above	1846	183	2029
All Students	3135	287	3422



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Early Development Instrument (EDI)



What is the EDI?

- The EDI measures developmental trends in populations of children at a variety of levels including at the school, neighborhood, city, and county. Data are never reported or interpreted for an individual child and therefore results cannot be used to screen, identify, or diagnose individual children.
- By using EDI as a population measure, those involved in improving outcomes for young children will be able to see variations in children's vulnerability across places and time and to think about how to improve conditions for all children in the community.
- Understanding how populations of children are doing allows stakeholders from school districts, community-based organizations, public service sectors, and residence and policy makers to make informed decisions and investments in a large variety of areas including new or improved programs, curriculum development, and policies that support young children and their families.








What is the EDI?

- The EDI is a checklist, filled out by teachers on children between the ages of four and six years. It was developed by the Offord Centre for Child Studies at McMaster University in Canada. The UCLA Center for Healthier Children, Families, and Communities is implementing the EDI in the United States as part of a national initiative to improve the service systems that help children prepare for and succeed in school.



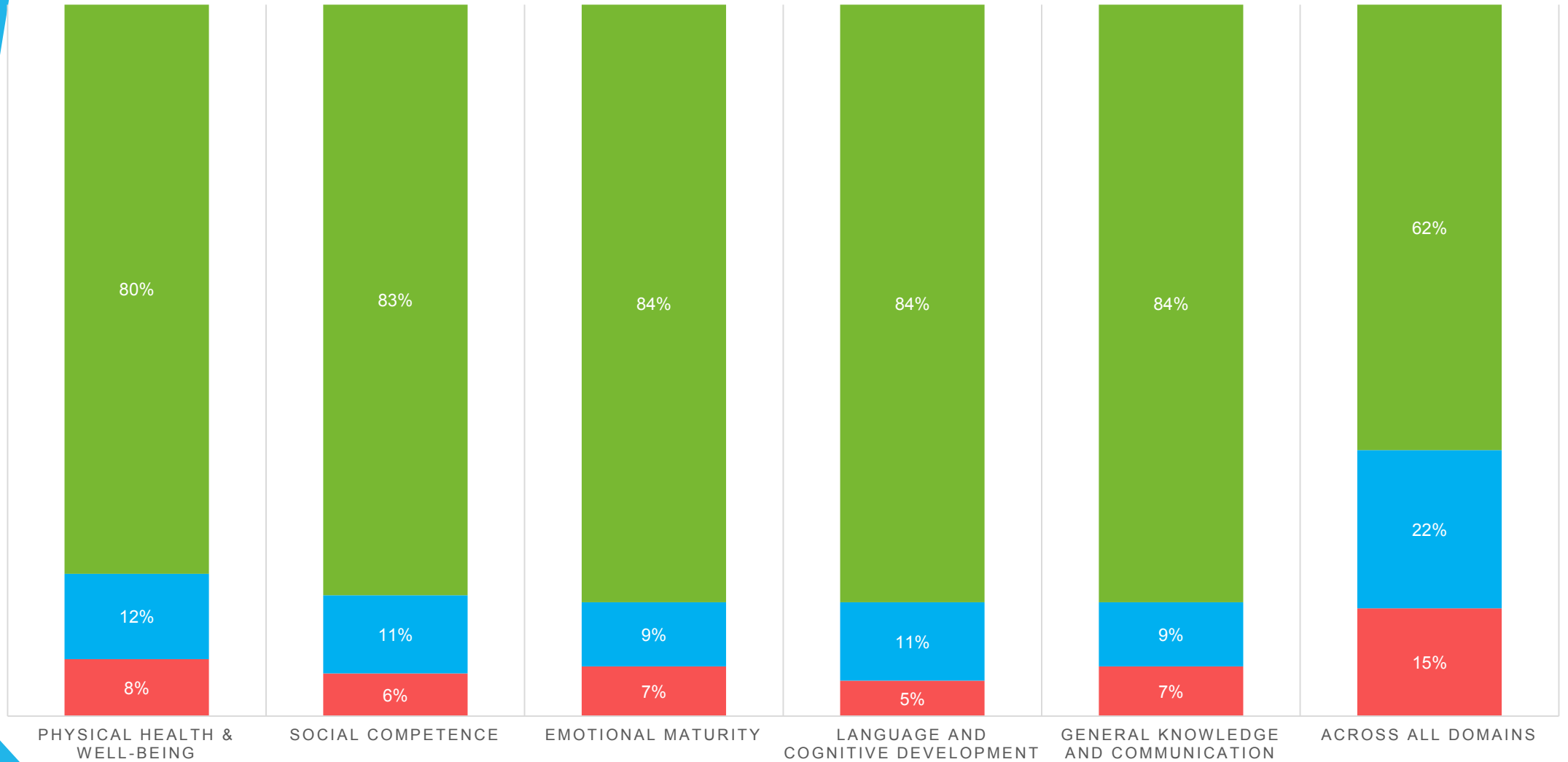
What does the EDI measure?

- The EDI is a holistic look at children because it measures all five of the developmental domains that are known to be predictive of later success in school and beyond. These five developmental domains are:
 - 1) Physical Health and Well-being;
 - 2) Social Competence;
 - 3) Emotional Maturity;
 - 4) Language and Cognitive Development; and
 - 5) Communication skills and General Knowledge.

Domain	Description
 Physical Health & Well-being	<p>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.</p>
 Social Competence	<p>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.</p>
 Emotional Maturity	<p>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. A child who is fearful and reluctant to engage in new activities misses learning opportunities that are seized upon by a child with a positive approach to life.</p>
 Language & Cognitive Development	<p>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.</p>
 Communication Skills & General Knowledge	<p>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.</p>

EDI - DISTRICTWIDE RESULTS BY DOMAIN (N=1689)

■ Vulnerable ■ At risk ■ On Track





SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT


Appendix E: Goal 2 Metrics

English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive, standards-aligned core curriculum



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Reclassification Rates



Schools	2019			2020			2021		
	Redesignated	Total EL	RFEP %	Redesignated	Total EL	RFEP %	Redesignated	Total EL	Total EL
EDISON ELEMENTARY SCHOOL	<11	99	6%	<11	122	8%	<11	133	8%
FRANKLIN ELEMENTARY SCHOOL	<11	15	7%	<11	24	21%	<11	25	8%
GRANT ELEMENTARY SCHOOL	<11	39	10%	<11	48	13%	<11	51	6%
JOHN MUIR ELEMENTARY SCHOOL	<11	36	3%	<11	42	7%	<11	43	5%
JUAN CABRILLO ELEMENTARY SCHOOL	<11	30	3%	<11			<11		
MALIBU ELEMENTARY SCHOOL	<11	0		<11	28	11%	<11	23	4%
MCKINLEY ELEMENTARY SCHOOL	<11	44	9%	<11	54	15%	<11	59	7%
POINT DUME ELEMENTARY SCHOOL	<11	7	29%	<11			<11		
ROOSEVELT ELEMENTARY SCHOOL	<11	44	7%	<11	59	8%	<11	61	7%
SMASH	<11	3	0%	<11	4	0%	<11	6	17%
WEBSTER ELEMENTARY SCHOOL	<11	8	0%	<11	14	7%	<11	14	7%
WILL ROGERS ELEMENTARY SCHOOL	<11	42	17%	<11	37	11%	<11	43	9%
JOHN ADAMS MIDDLE SCHOOL	18	80	23%	15	72	21%	15	72	21%
LINCOLN MIDDLE SCHOOL	<11	47	19%	15	56	27%	15	56	27%
MALIBU MIDDLE SCHOOL	<11	16	6%	<11	19	0%	<11	24	8%
MALIBU HIGH SCHOOL	<11	4	0%	<11	11	0%	<11	20	10%
OLYMPIC HIGH SCHOOL	<11	0		<11	2	0%	<11	5	0%
SANTA MONICA HIGH SCHOOL	<11	63	5%	<11	118	8%	13	165	8%
Grand Total	60	577	10%	85	710	12%	79	800	10%

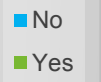
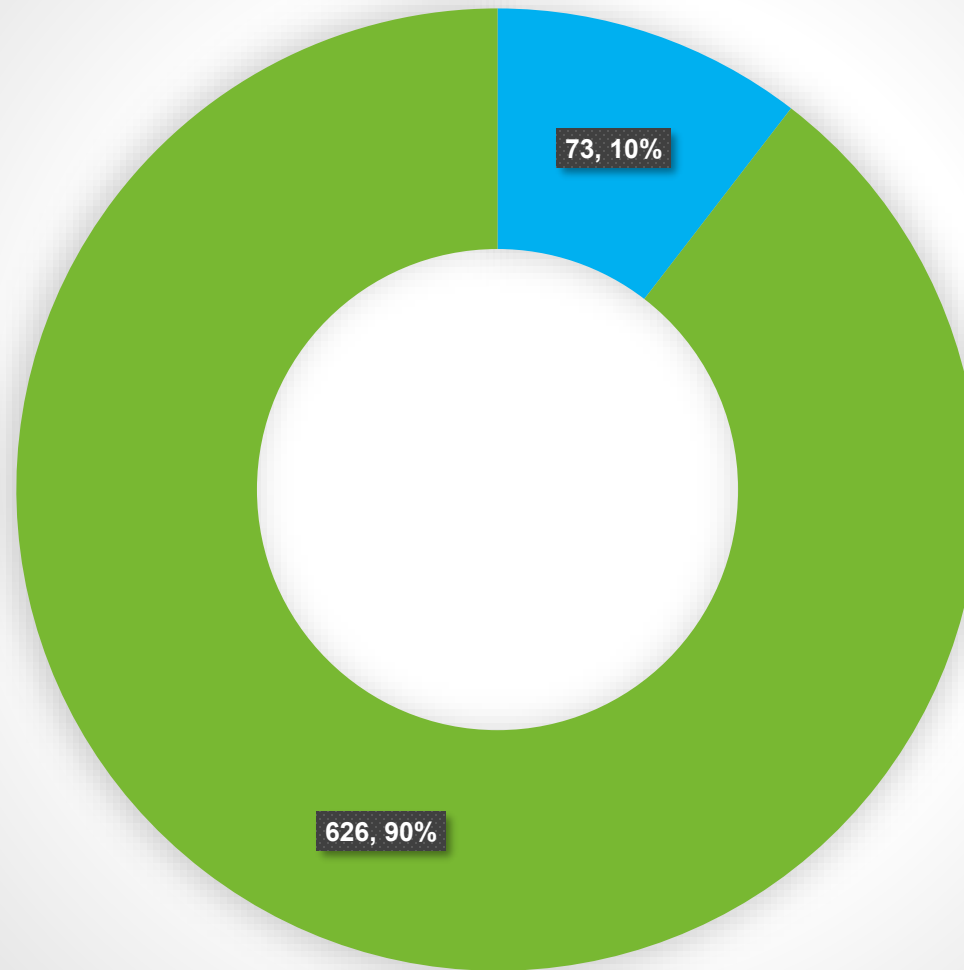
Figures are from the reclassification cycles taking place within each school year. The 2020-21 reclassification cycle was from November 2020 – June 2021.



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

ELPAC – Summative Scores

ELPAC Participation



ELPAC PARTICIPATION

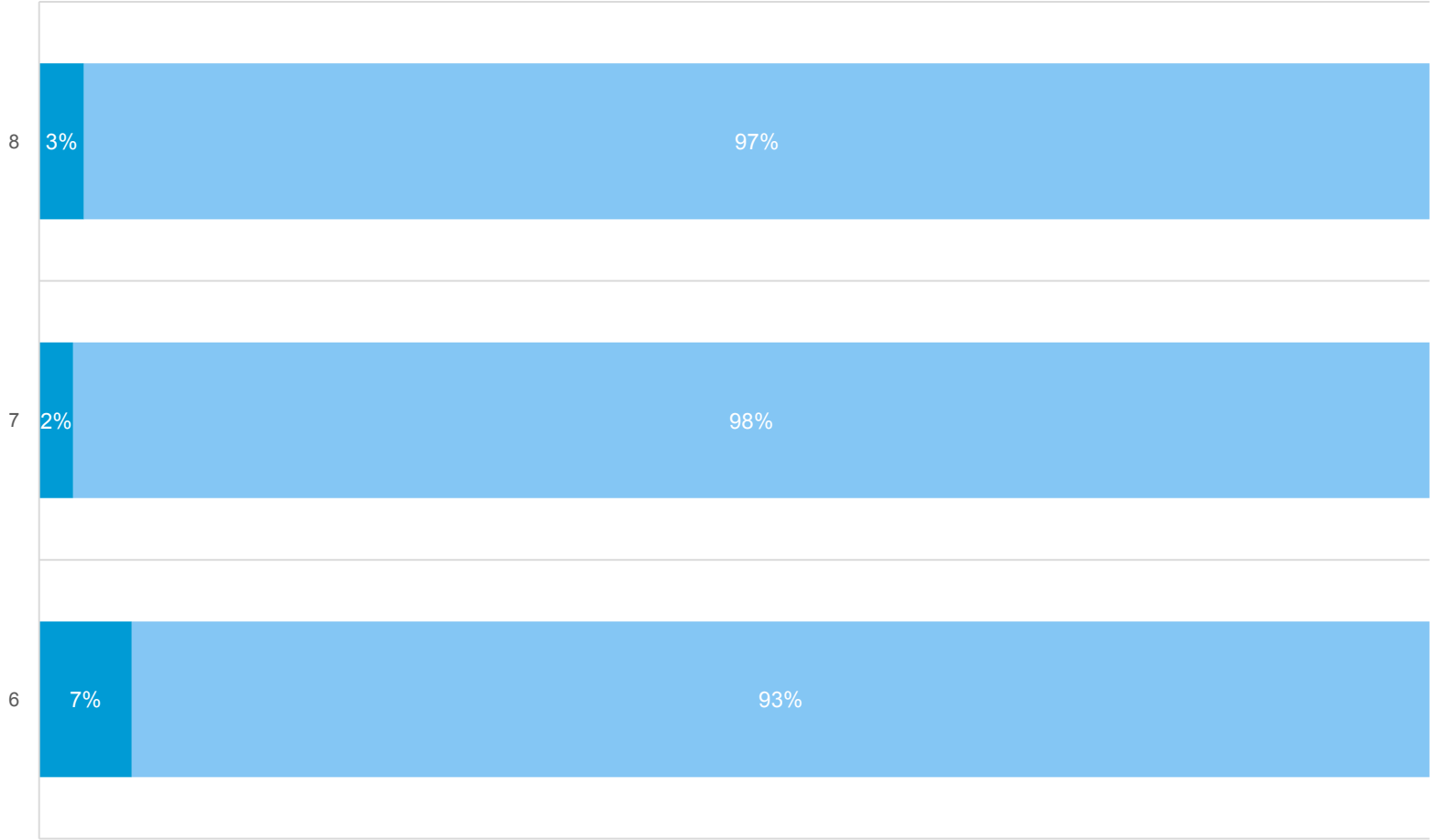
No Yes





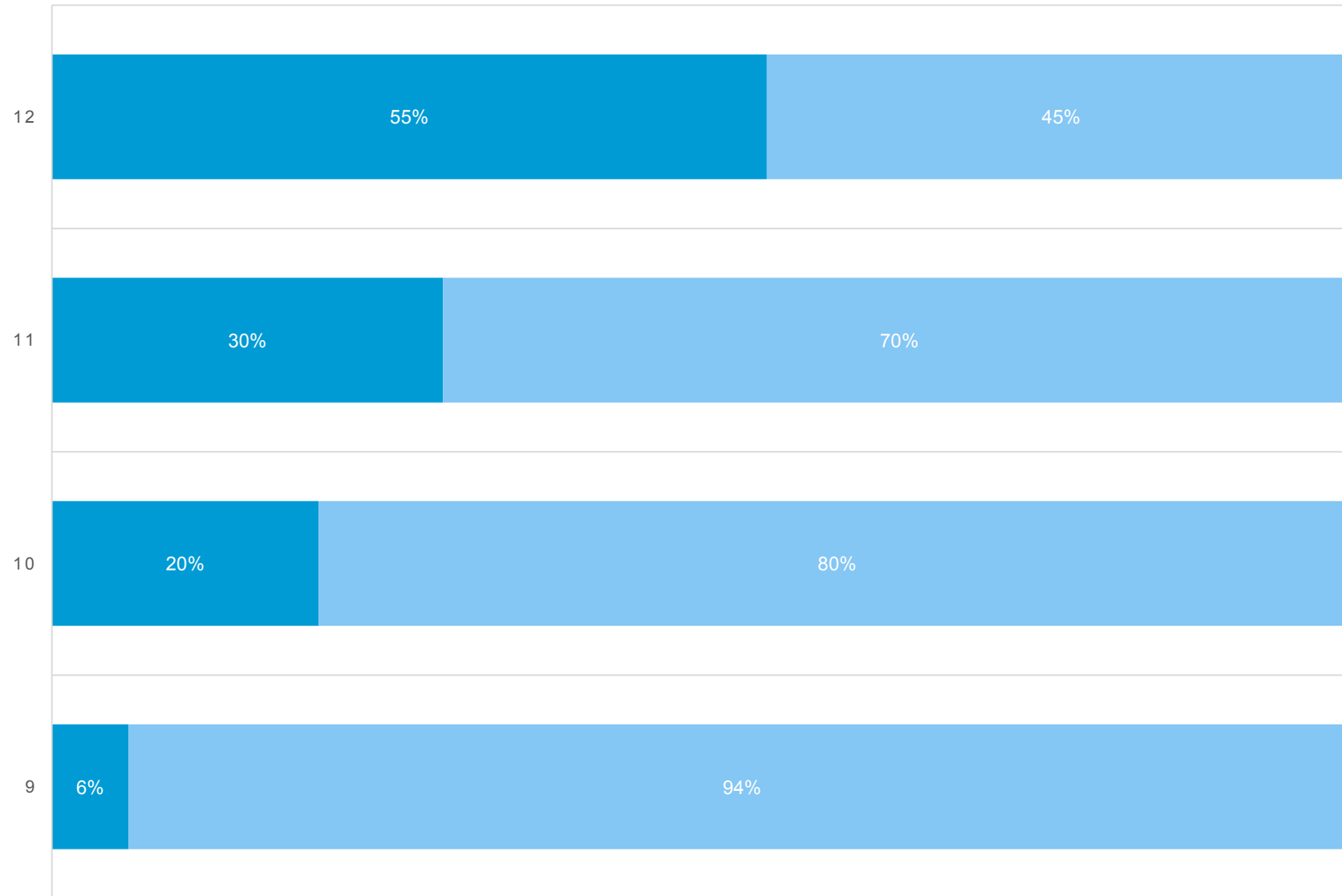
ELPAC PARTICIPATION


No Yes



ELPAC PARTICIPATION

■ No ■ Yes



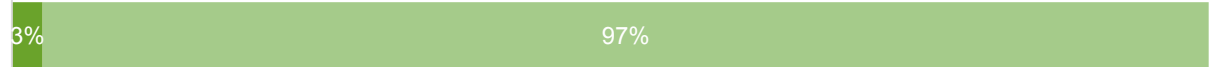


ELPAC Participation	No	Yes	Grand Total
TK	<11	12	14
Kindergarten	<11	55	62
1st Grade	<11	61	63
2nd Grade	<11	58	63
3rd Grade	<11	78	83
4th Grade	<11	71	75
5th Grade	<11	54	56
6th Grade	<11	42	45
7th Grade	<11	40	41
8th Grade	<11	30	31
9th Grade	<11	48	51
10th Grade	<11	35	44
11th Grade	12	28	40
12th Grade	17	14	31
Grand Total	73	626	699

ELPAC PARTICIPATION BY SCHOOL

No Yes

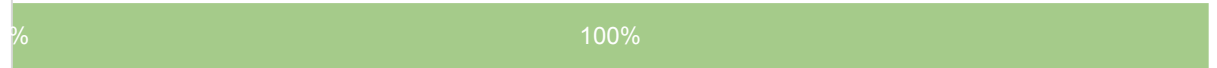
WILL ROGERS ELEMENTARY SCHOOL



WEBSTER ELEMENTARY SCHOOL



SMASH



ROOSEVELT ELEMENTARY SCHOOL



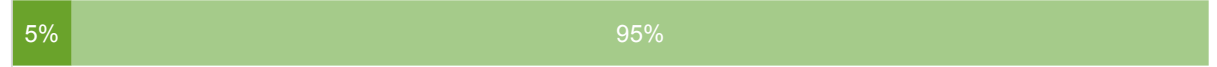
MCKINLEY ELEMENTARY SCHOOL



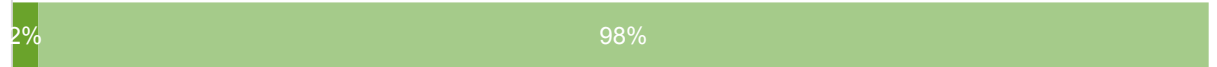
MALIBU ELEMENTARY SCHOOL



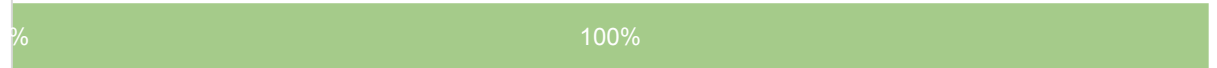
JOHN MUIR ELEMENTARY SCHOOL



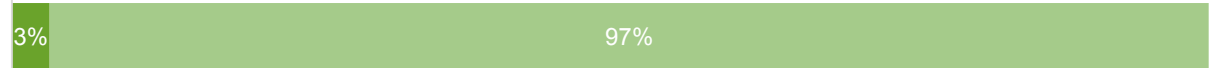
GRANT ELEMENTARY SCHOOL



FRANKLIN ELEMENTARY SCHOOL



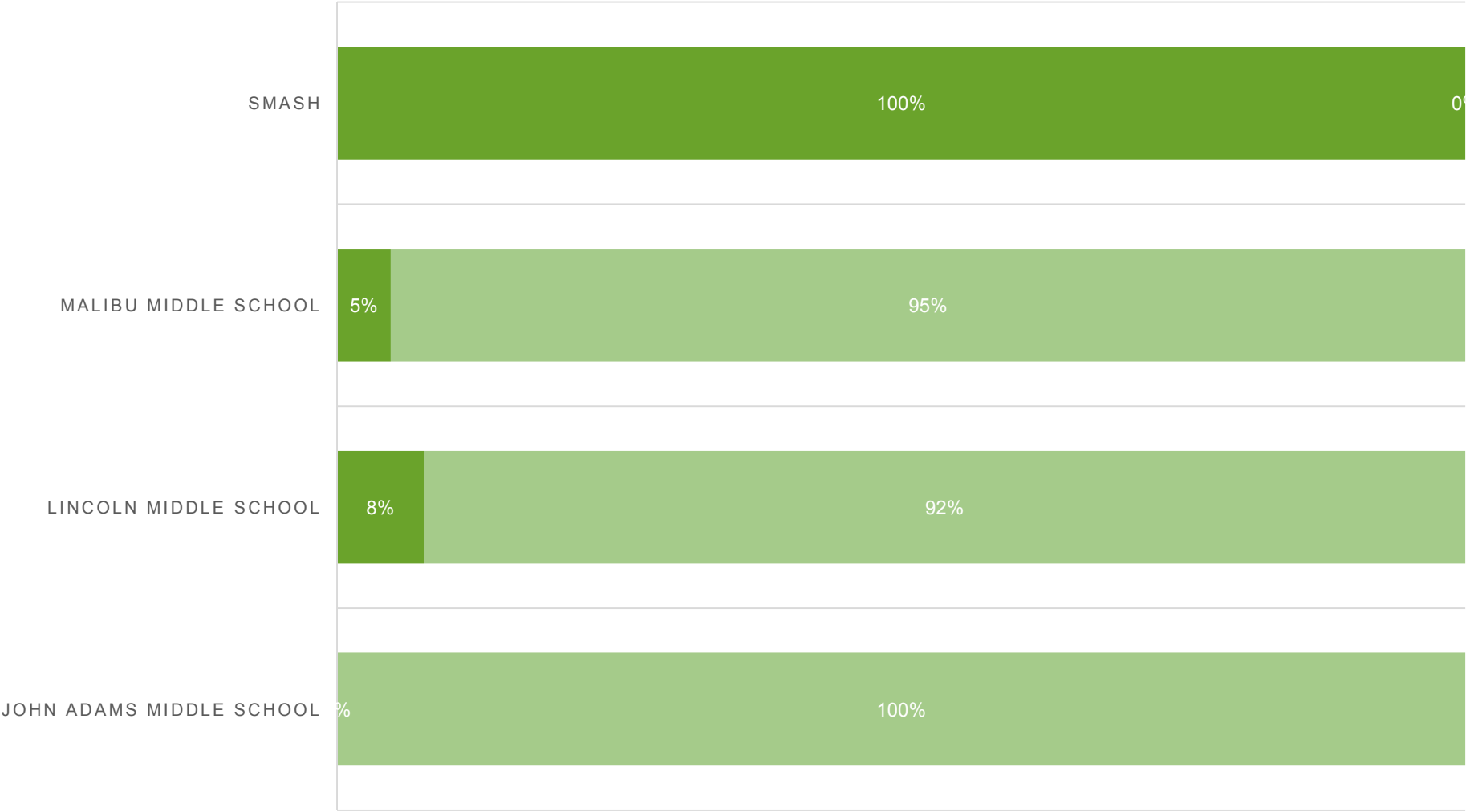
EDISON ELEMENTARY SCHOOL





ELPAC PARTICIPATION BY SCHOOL

No Yes



ELPAC PARTICIPATION BY SCHOOL

■ No ■ Yes

SANTA MONICA HIGH SCHOOL

25%

75%

OLYMPIC HIGH SCHOOL

67%


33%

MALIBU HIGH SCHOOL

13%

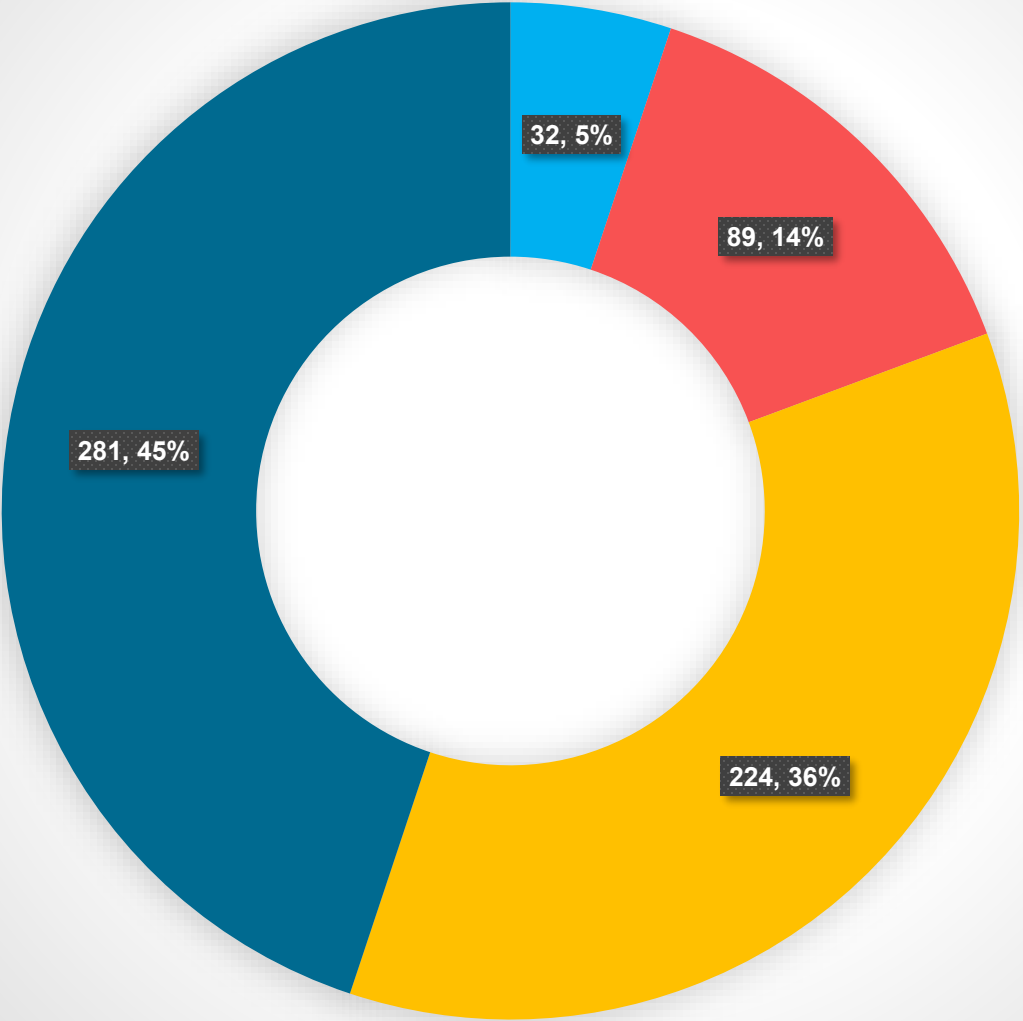
88%





ELPAC Participation	No	Yes	Grand Total
EDISON ELEMENTARY SCHOOL	<11	123	127
FRANKLIN ELEMENTARY SCHOOL	<11	19	19
GRANT ELEMENTARY SCHOOL	<11	45	46
JOHN ADAMS MIDDLE SCHOOL	<11	56	56
JOHN MUIR ELEMENTARY SCHOOL	<11	38	40
LINCOLN MIDDLE SCHOOL	<11	36	39
MALIBU ELEMENTARY SCHOOL	<11	19	21
MALIBU HIGH SCHOOL	<11	14	16
MALIBU MIDDLE SCHOOL	<11	20	21
MCKINLEY ELEMENTARY SCHOOL	12	43	55
OLYMPIC HIGH SCHOOL	<11	<11	3
ROOSEVELT ELEMENTARY SCHOOL	<11	47	51
SANTA MONICA HIGH SCHOOL	37	110	147
SMASH	<11	<11	5
WEBSTER ELEMENTARY SCHOOL	<11	13	14
WILL ROGERS ELEMENTARY SCHOOL	<11	38	39
Grand Total	73	626	699

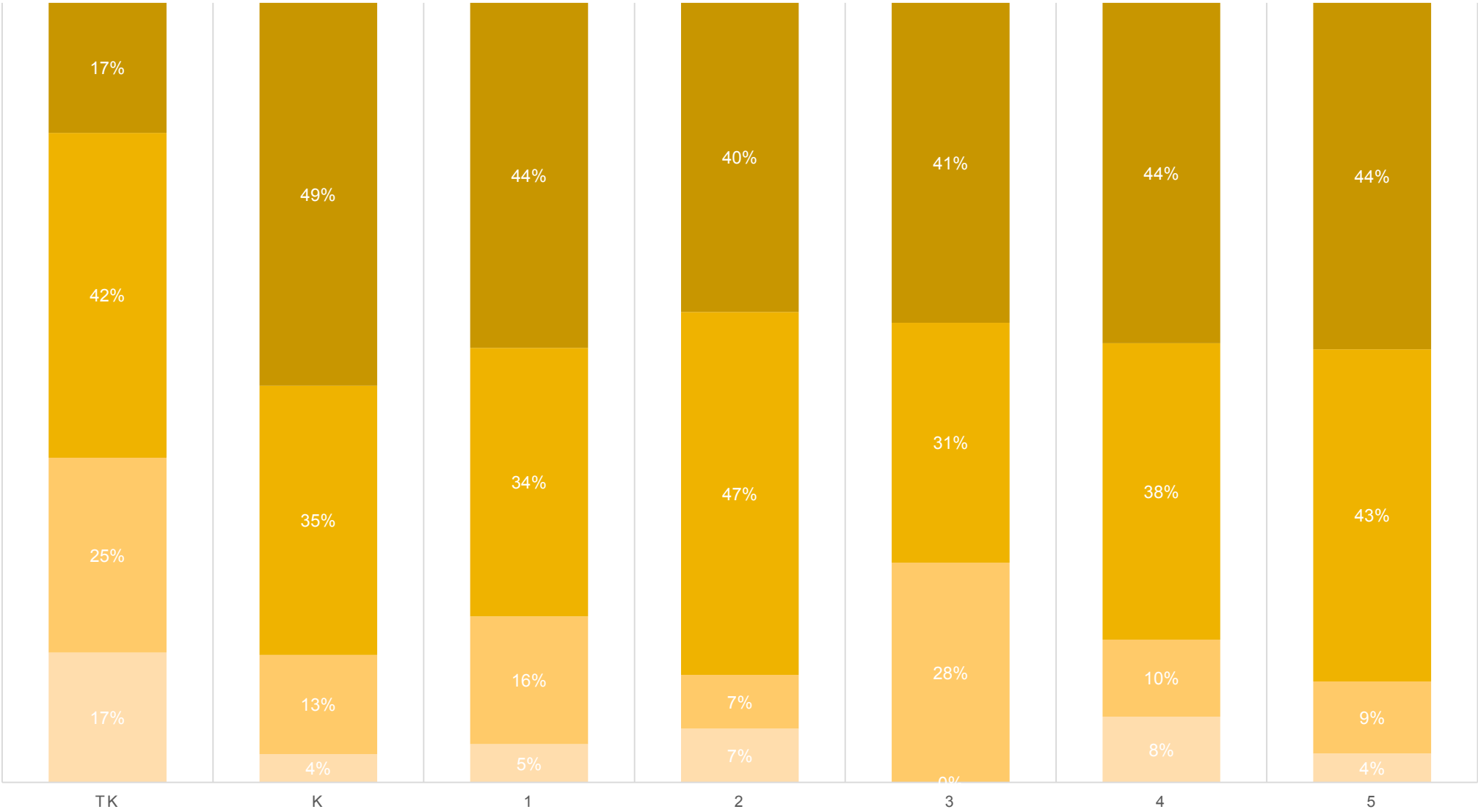
Overall Performance Levels



- Level 1
- Level 2
- Level 3
- Level 4

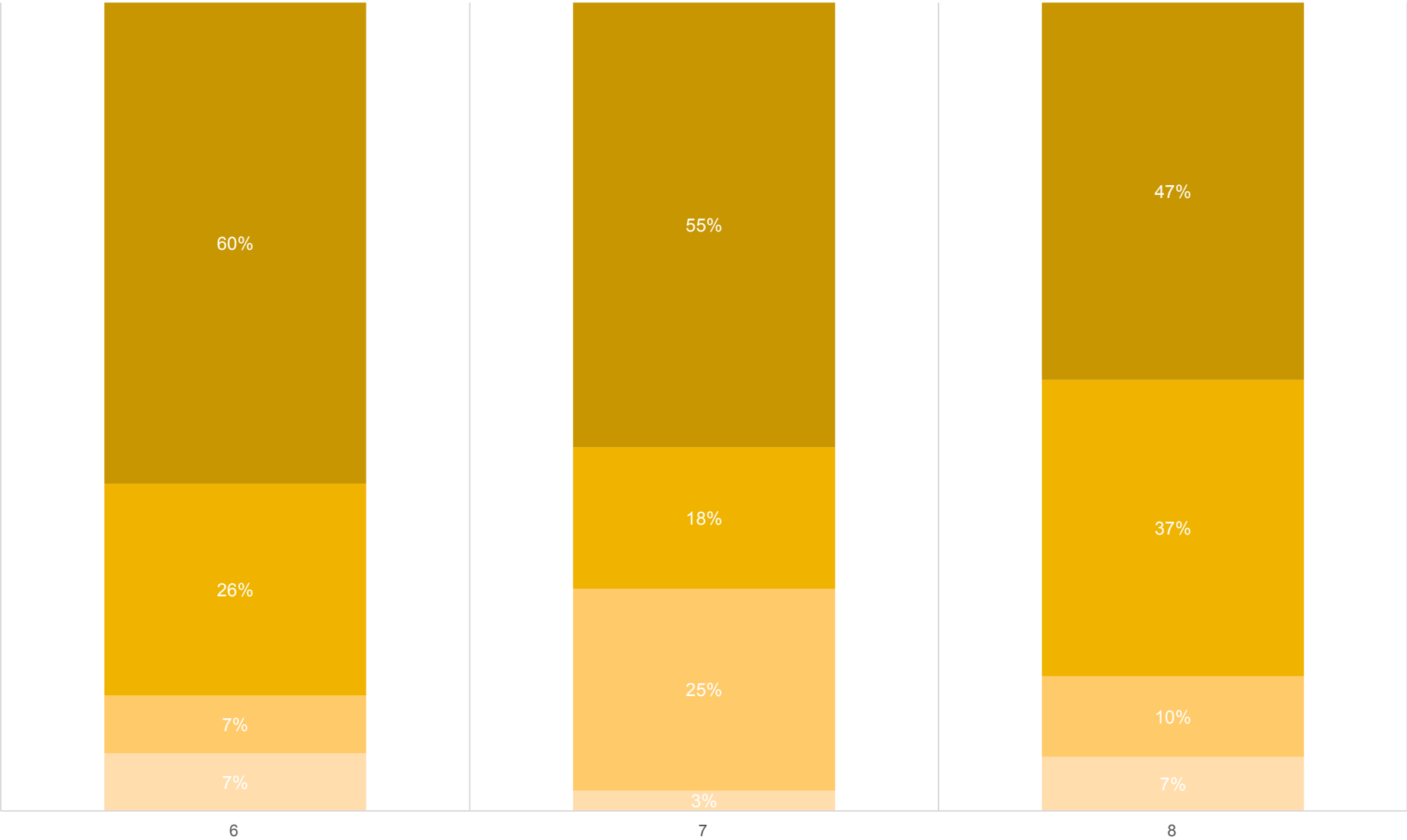
ELPAC OVERALL PERFORMANCE LEVEL

Level 1 Level 2 Level 3 Level 4



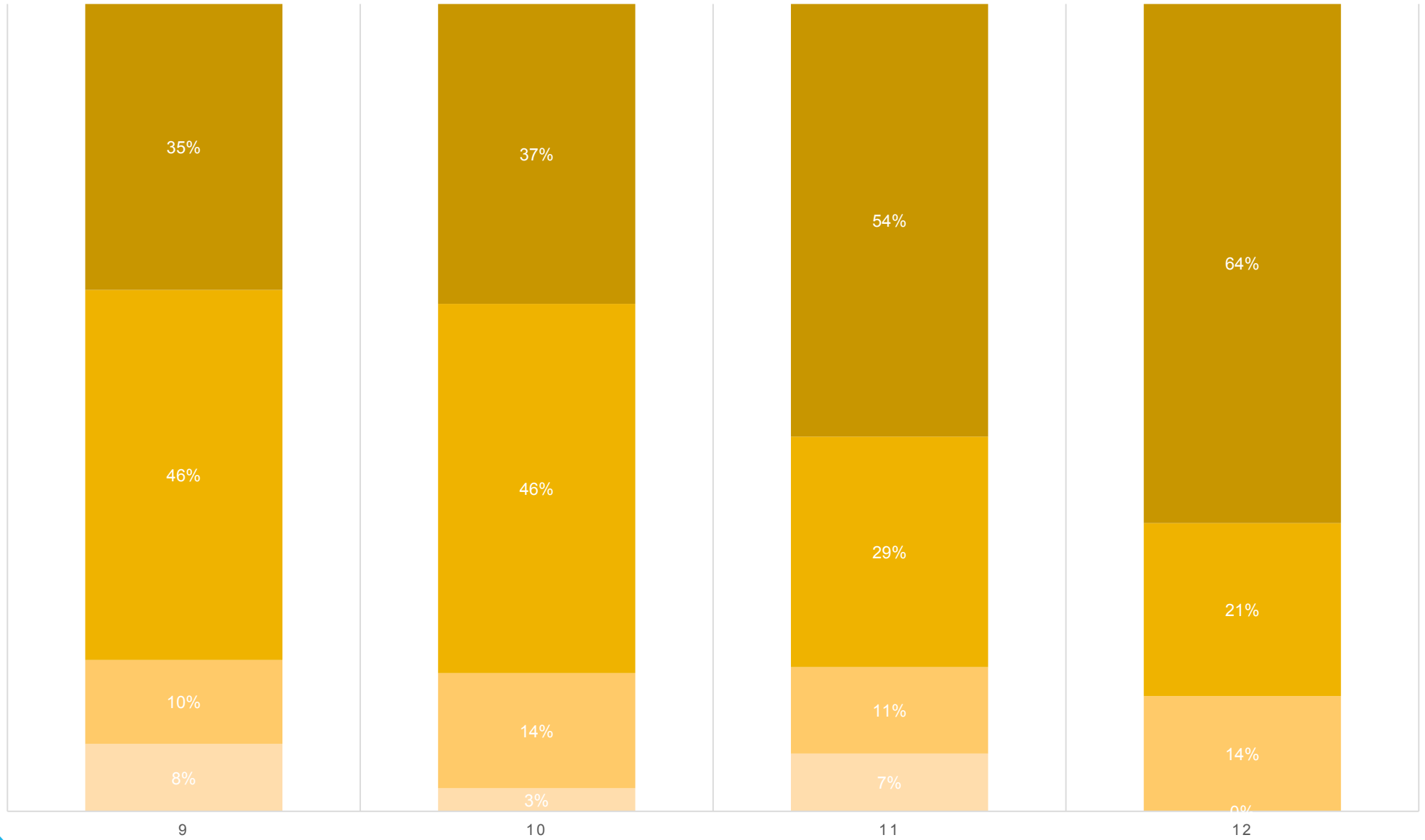
ELPAC OVERALL PERFORMANCE LEVEL


Level 1 Level 2 Level 3 Level 4



ELPAC OVERALL PERFORMANCE LEVEL

Level 1 Level 2 Level 3 Level 4

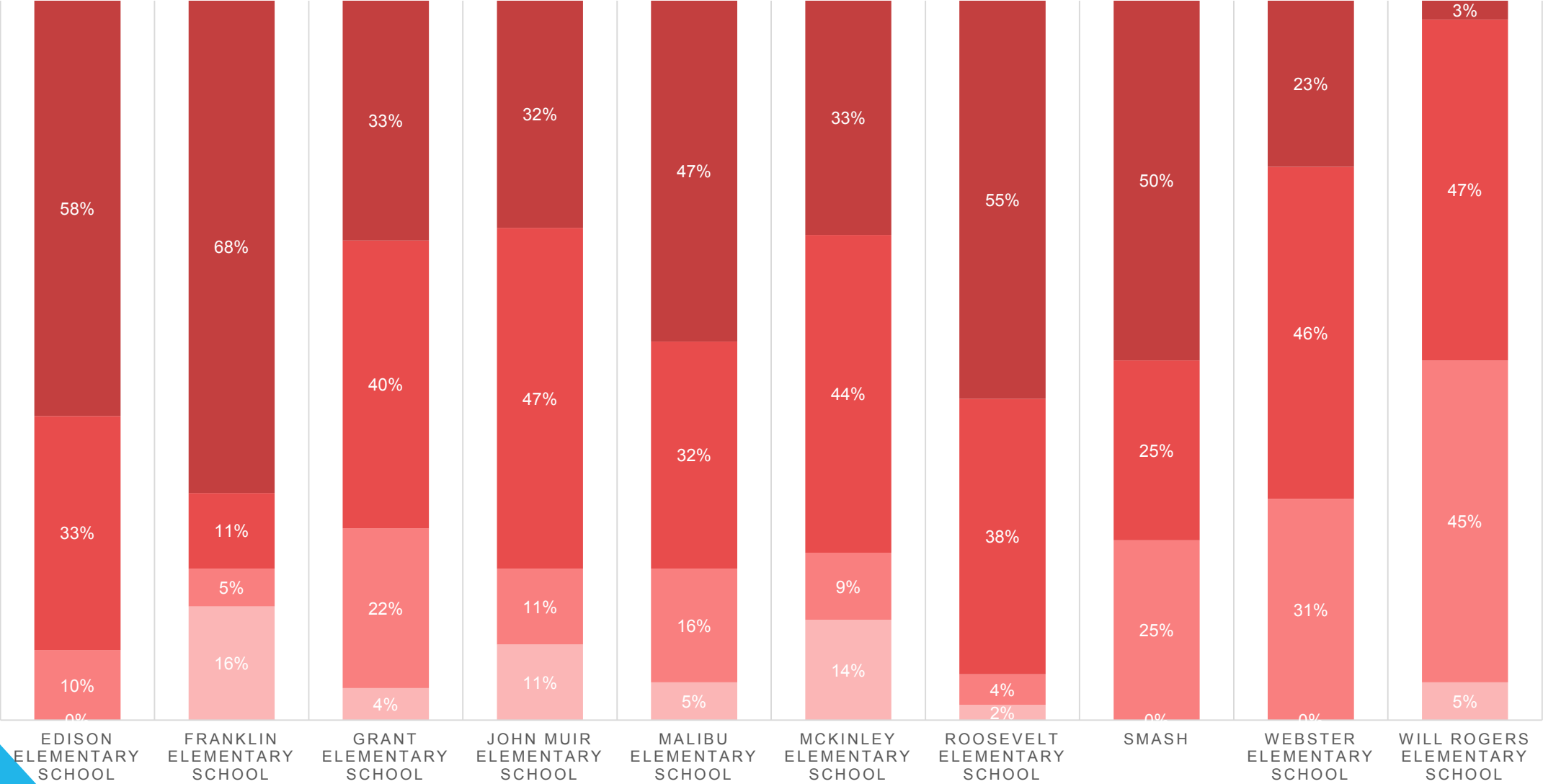




Overall Performance	Level 1	Level 2	Level 3	Level 4	Grand Total
TK	<11	<11	<11	<11	12
Kindergarten	<11	<11	19	27	55
1st Grade	<11	10	21	27	61
2nd Grade	<11	<11	27	23	58
3rd Grade	<11	22	24	32	78
4th Grade	<11	<11	27	31	71
5th Grade	<11	<11	23	24	54
6th Grade	<11	<11	11	25	42
7th Grade	<11	<11	<11	22	40
8th Grade	<11	<11	11	14	30
9th Grade	<11	<11	22	17	48
10th Grade	<11	<11	16	13	35
11th Grade	<11	<11	<11	15	28
12th Grade	<11	<11	<11	<11	14
Grand Total	32	89	224	281	626

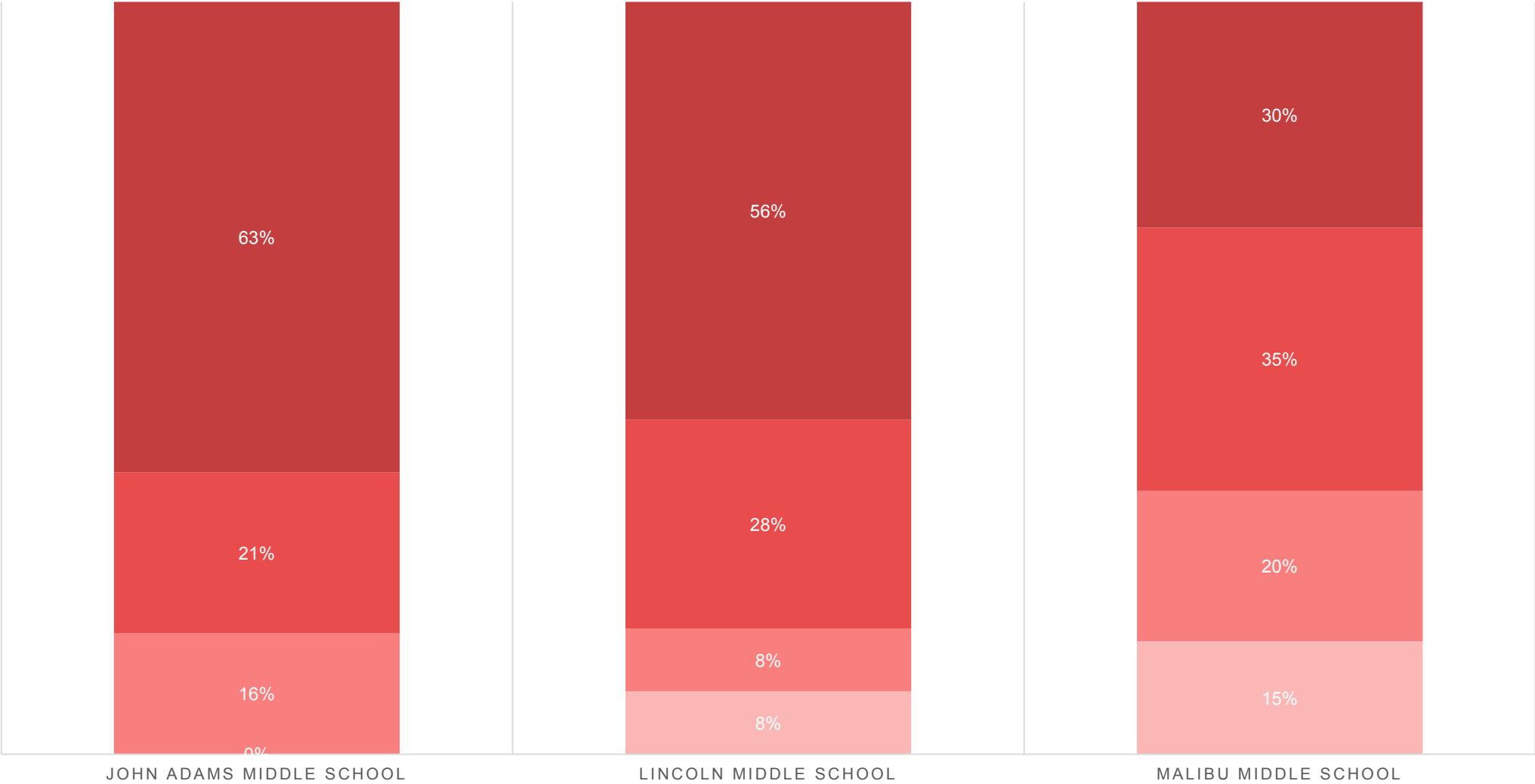
ELPAC OVERALL PERFORMANCE BY SCHOOL

Level 1 Level 2 Level 3 Level 4



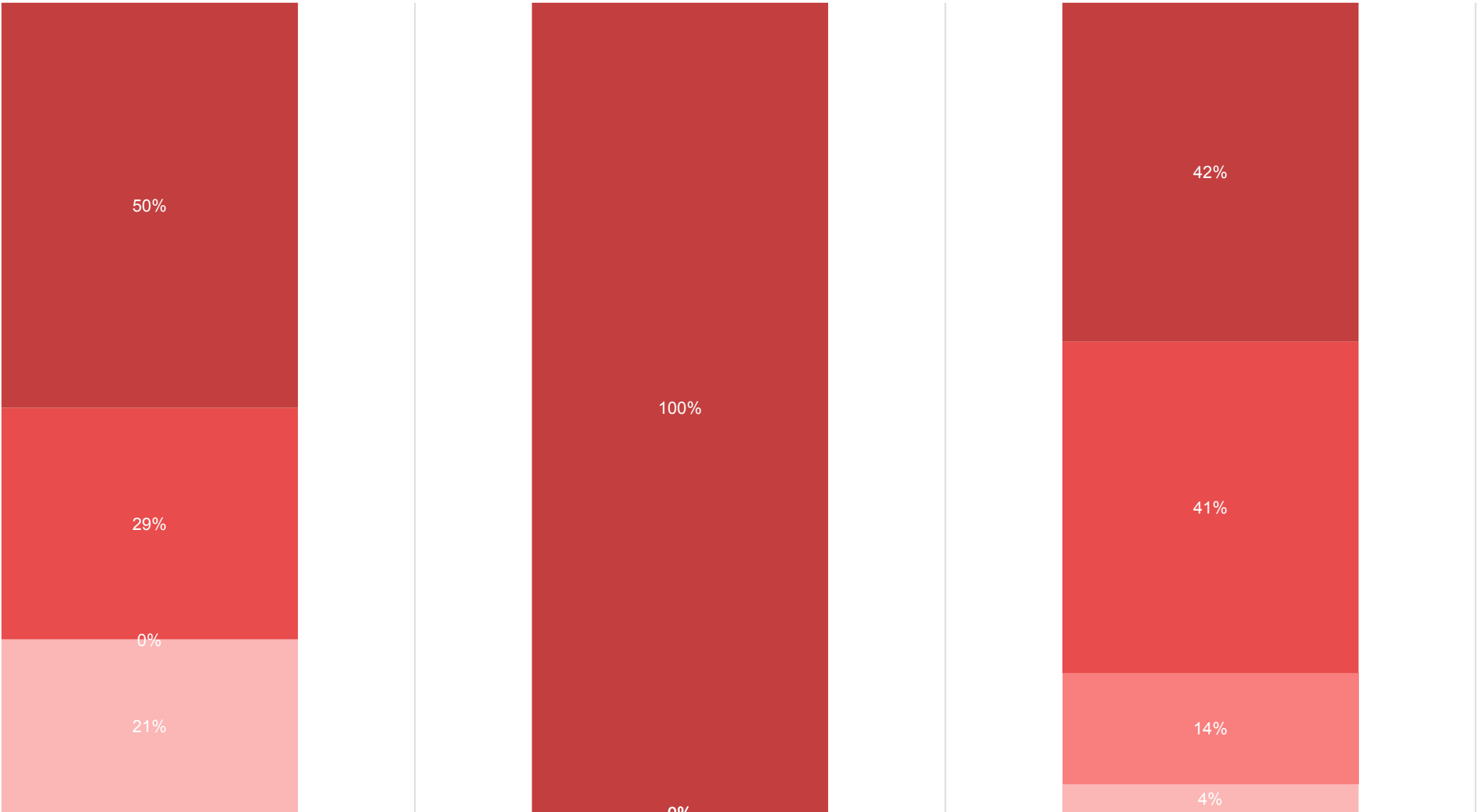
ELPAC OVERALL PERFORMANCE BY SCHOOL

Level 1 Level 2 Level 3 Level 4



ELPAC OVERALL PERFORMANCE BY SCHOOL


Level 1 Level 2 Level 3 Level 4



MALIBU HIGH SCHOOL

OLYMPIC HIGH SCHOOL

SANTA MONICA HIGH SCHOOL



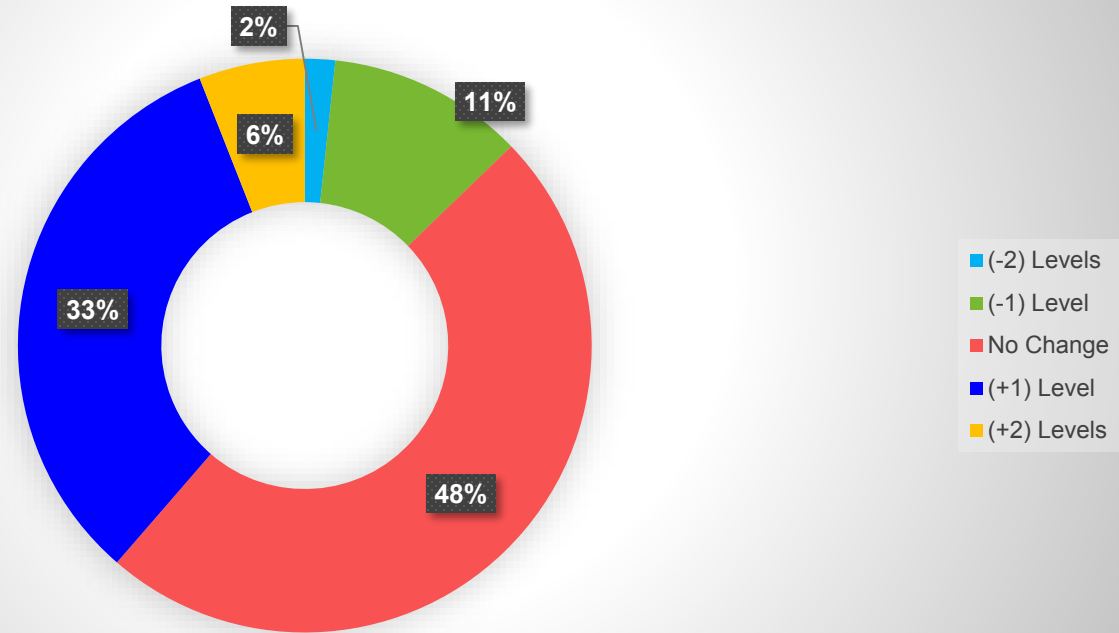
Overall ELPAC Performance	Level 1	Level 2	Level 3	Level 4	Grand Total
EDISON ELEMENTARY SCHOOL	<11	12	40	71	123
FRANKLIN ELEMENTARY SCHOOL	<11	<11	<11	13	19
GRANT ELEMENTARY SCHOOL	<11	<11	18	15	45
JOHN ADAMS MIDDLE SCHOOL	<11	<11	12	35	56
JOHN MUIR ELEMENTARY SCHOOL	<11	<11	18	12	38
LINCOLN MIDDLE SCHOOL	<11	<11	<11	20	36
MALIBU ELEMENTARY SCHOOL	<11	<11	<11	<11	19
MALIBU HIGH SCHOOL	<11	<11	<11	<11	14
MALIBU MIDDLE SCHOOL	<11	<11	<11	<11	20
MCKINLEY ELEMENTARY SCHOOL	<11	<11	19	14	43
OLYMPIC HIGH SCHOOL	<11	<11	<11	<11	<11
ROOSEVELT ELEMENTARY SCHOOL	<11	<11	18	26	47
SANTA MONICA HIGH SCHOOL	<11	15	45	46	110
SMASH	<11	<11	<11	<11	<11
WEBSTER ELEMENTARY SCHOOL	<11	<11	<11	<11	13
WILL ROGERS ELEMENTARY SCHOOL	<11	17	18	<11	38
Grand Total	32	89	224	281	626



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

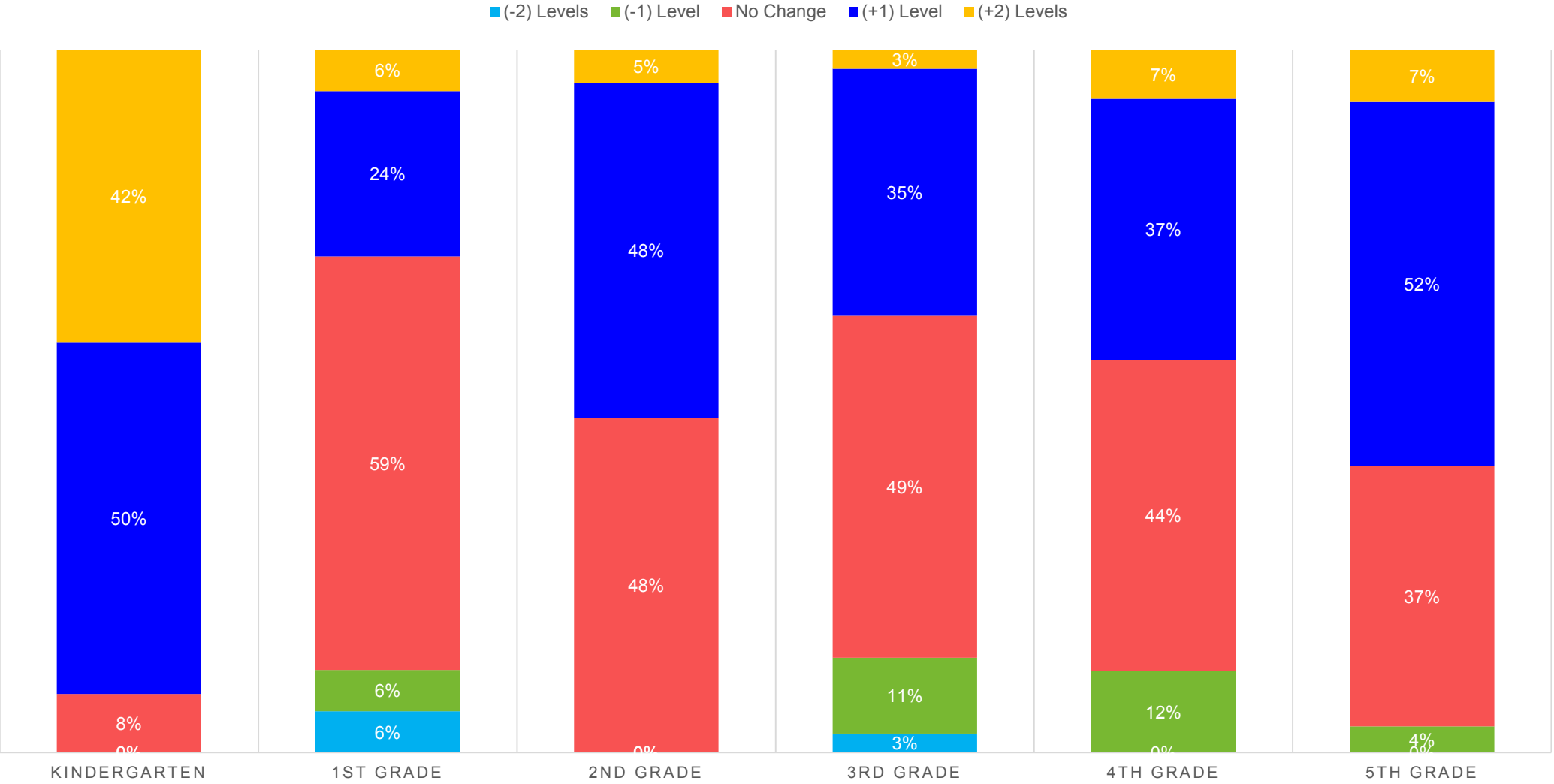
ELPAC – Growth from 2020 Summative Exam to the 2021 Summative Exam


ELPAC Student Growth in Levels from 2020 to 2021 Summative Tests



Row Labels	Count of Growth from 2020 to 2021
(-2) Levels	<11
(-1) Level	39
No Change	171
(+1) Level	115
(+2) Levels	21
Grand Total	352

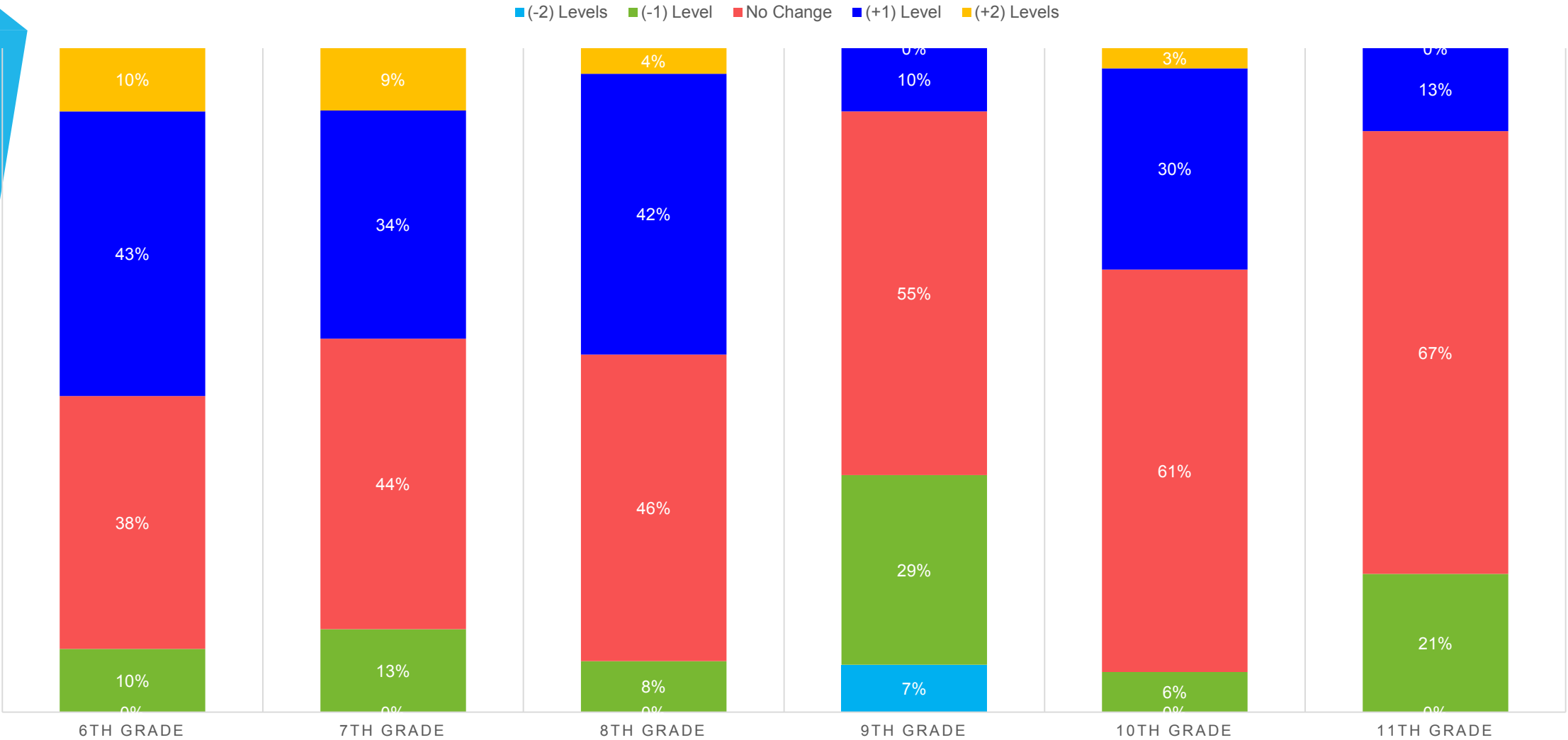
GROWTH FROM 2020 TO 2021 SCORES (ELPAC SUMMATIVE)






Growth from 2020 to 2021 - ELPAC	(-2) Levels	(-1) Level	No Change	(+1) Level	(+2) Levels	Total
Kindergarten	<11	<11	<11	<11	<11	12
1st Grade	<11	<11	20	<11	<11	34
2nd Grade	<11	<11	10	<11	<11	21
3rd Grade	<11	<11	18	13	<11	37
4th Grade	<11	<11	19	16	<11	43
5th Grade	<11	<11	<11	14	<11	27

GROWTH FROM 2020 TO 2021 SCORES (ELPAC SUMMATIVE)





Growth from 2020 to 2021 - ELPAC	(-2) Levels	(-1) Level	No Change	(+1) Level	(+2) Levels	Total
6th Grade	<11	<11	<11	<11	<11	21
7th Grade	<11	<11	14	11	<11	32
8th Grade	<11	<11	12	11	<11	26
9th Grade	<11	12	23	<11	<11	42
10th Grade	<11	<11	20	10	<11	33
11th Grade	<11	<11	16	<11	<11	24
Grand Total	<11	39	171	115	21	352



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Appendix F: Goal 3 Metrics

All students and families engage in safe, well-maintained schools that are culturally responsive and conducive to 21st century learning



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

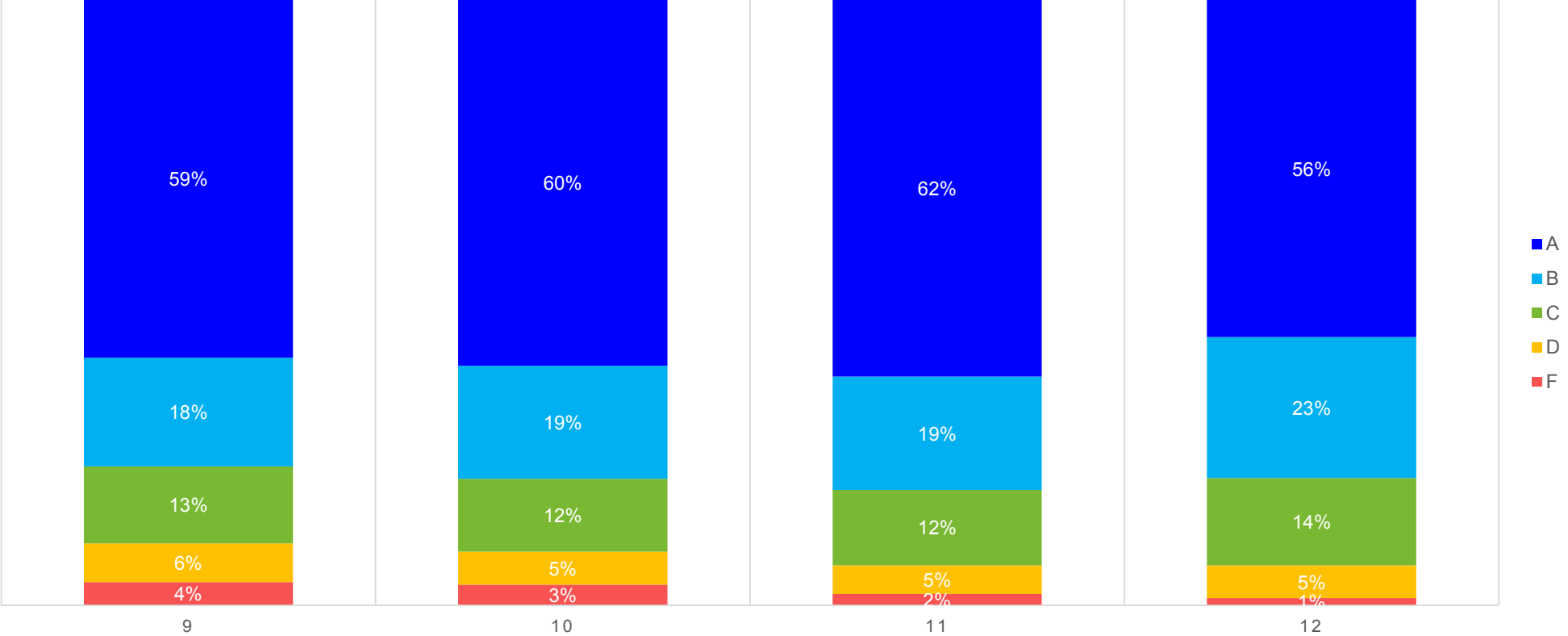
High School Marks for Grading Period 6 in 2020- 2021

Second Semester Grade Totals.



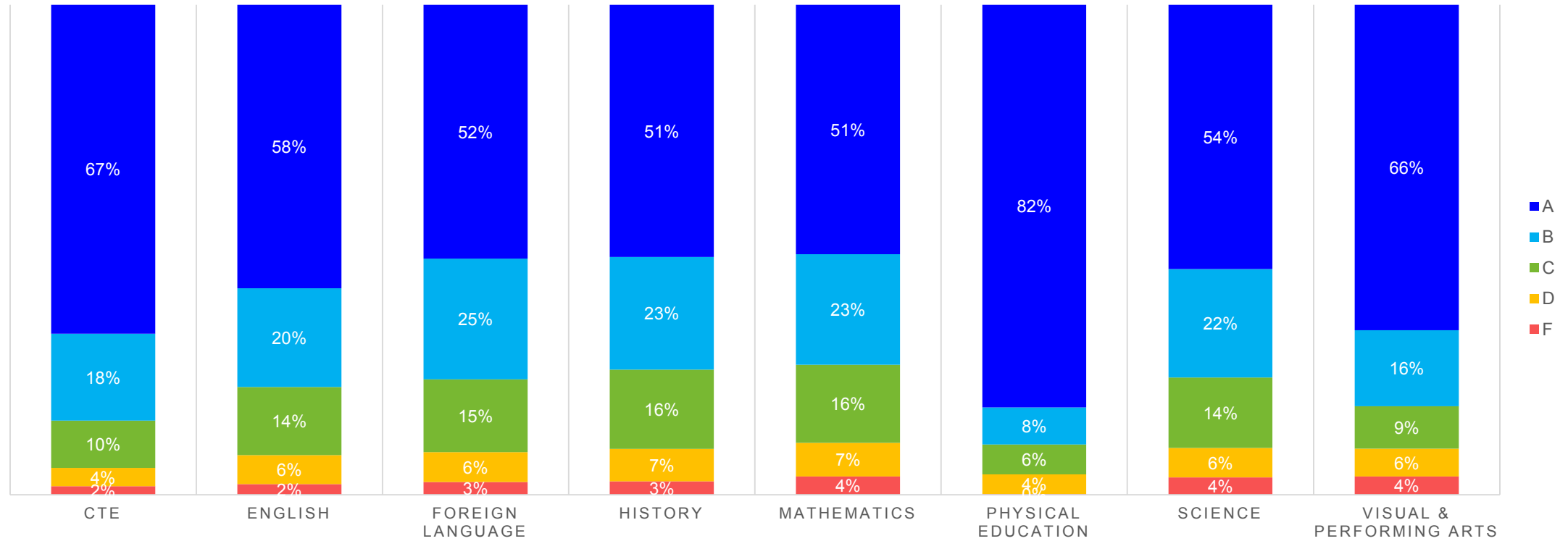
Students grades 9-12	#	%
0 D or F	2705	82%
1 D or F	222	7%
2 Ds or Fs	134	4%
3 Ds or Fs	105	3%
4 Ds or Fs	72	2%
5 Ds or Fs	60	2%
6 Ds or Fs	17	1%
Students in grades 9-12 = 3,316		

GRADING PERIOD 6 2021 - MARKS BY GRADE



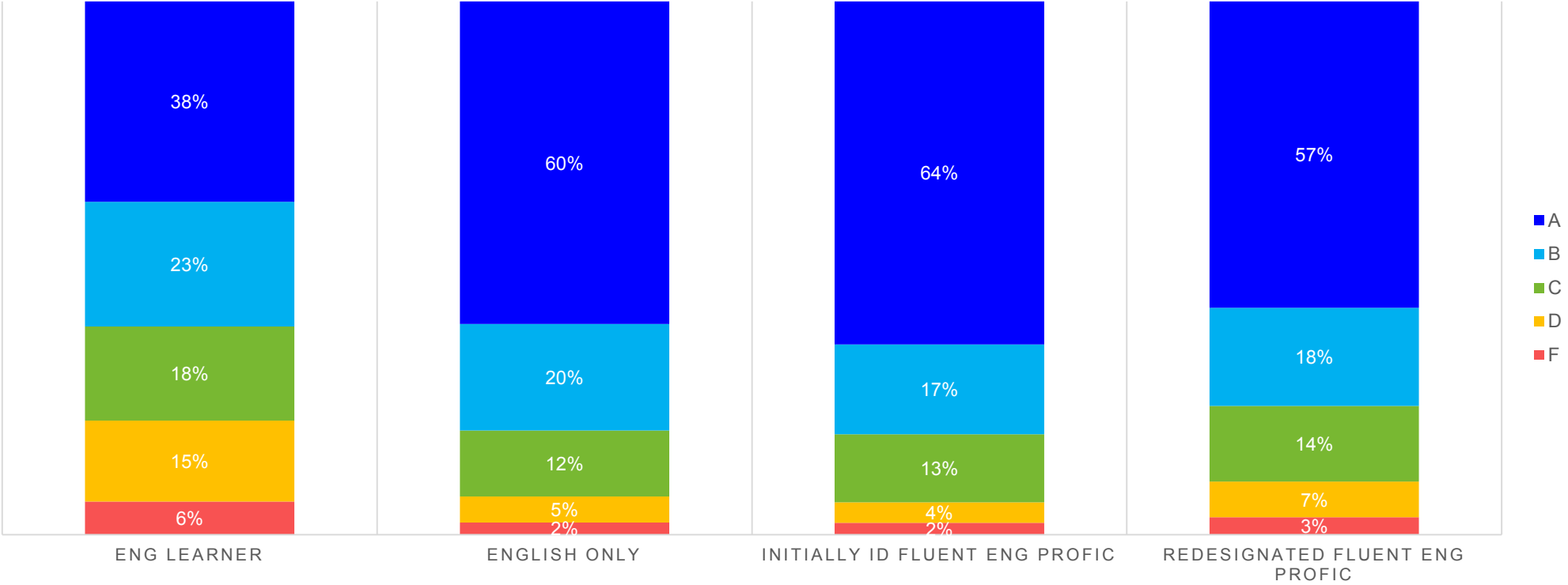
Marks by Grade Level	A	B	C	D	F	Total
9th Grade	2646	806	569	287	172	4480
10th Grade	2913	901	580	263	164	4821
11th Grade	2950	888	591	226	88	4743
12th Grade	2558	1072	663	248	55	4596
Grand Total	11067	3667	2403	1024	479	18640

GRADING PERIOD 6 2021 - MARKS BY DEPARTMENT



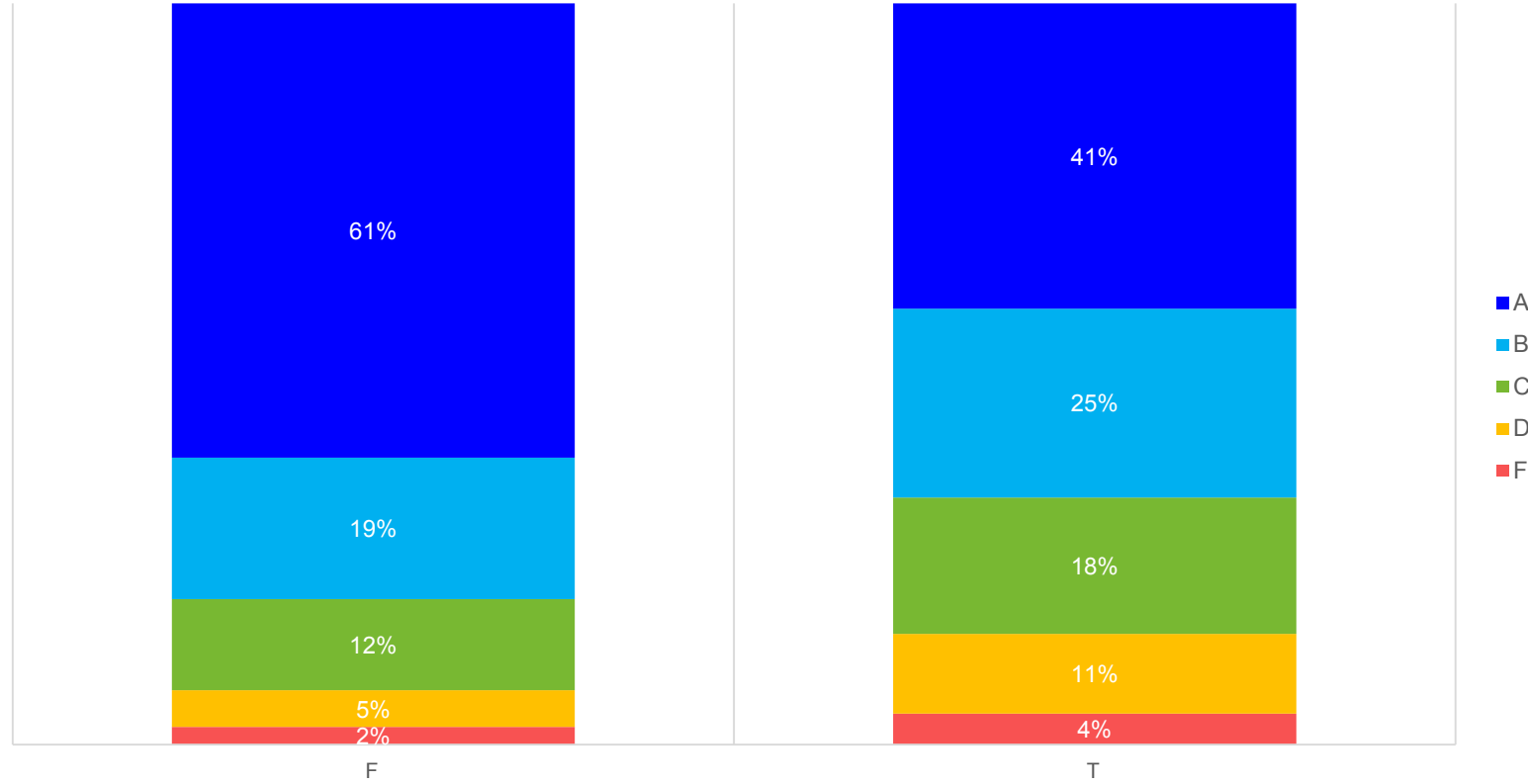
Marks by Department	A	B	C	D	F	Total
CTE	306	81	44	17	<11	456
ENGLISH	1930	672	464	197	73	3336
FOREIGN LANGUAGE	1126	536	324	132	57	2175
HISTORY	1574	702	495	203	84	3058
MATHEMATICS	1591	704	499	214	117	3125
PHYSICAL EDUCATION	512	47	38	25	<11	623
SCIENCE	1436	590	382	160	95	2663
VISUAL & PERFORMING ARTS	621	145	81	53	35	935
Grand Total	9096	3477	2327	1001	470	16371

GRADING PERIOD 6 2021 - MARKS BY ENGLISH FLUENCY STATUS



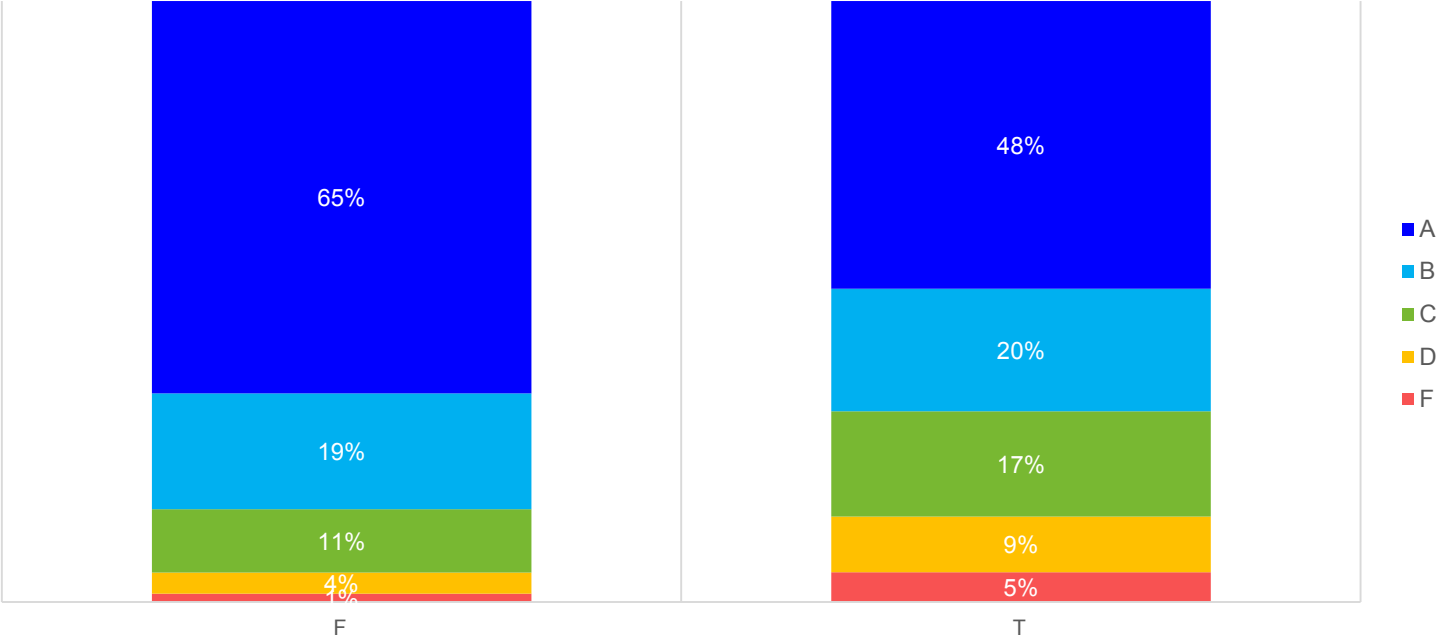
EL Status	A	B	C	D	F	Total
Eng Learner	334	208	157	135	55	889
English Only	8325	2748	1706	670	313	13762
Initially Id Fluent Eng Profic	1105	290	219	66	38	1718
Redesignated Fluent Eng Profic	1293	415	319	151	73	2251
Grand Total	11057	3661	2401	1022	479	18620

GRADING PERIOD 6 2021 - MARKS BY DISABILITY STATUS (F = NON SWD, T = SWD)



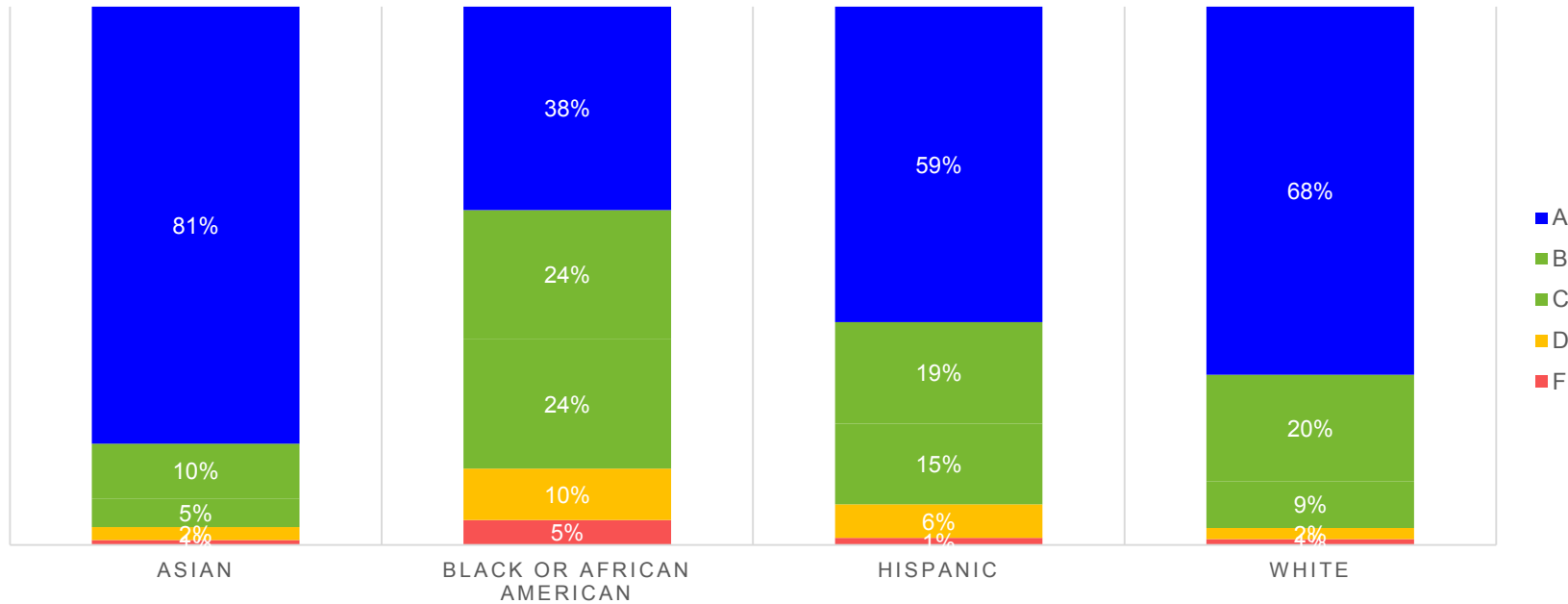
SWD Status	A	B	C	D	F	Total
Non SWD	10340	3217	2078	834	405	16874
SWD	727	450	325	190	74	1766
Total	11067	3667	2403	1024	479	18640

GRADING PERIOD 6 2021 - MARKS BY SOCIO-ECONOMIC DISADVANTAGED STATUS(F = NON SED, T = SED)



SED Status	A	B	C	D	F	Total
Non SED	8040	2375	1296	436	167	12314
SED	3027	1292	1107	588	312	6326
Total	11067	3667	2403	1024	479	18640

GRADING PERIOD 6 2021 - MARKS BY RACE/ETHNICITY (STUDENTS WHO ARE ENGLISH ONLY, NON SED, & NON SWD)



Reported Race	A	B	C	D	F	Total
Asian	367	46	24	11	<11	452
Black or African American	107	68	68	27	13	283
Hispanic	862	278	220	92	19	1471
White	4116	1190	524	124	64	6018
Total	5452	1582	836	254	100	8224



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

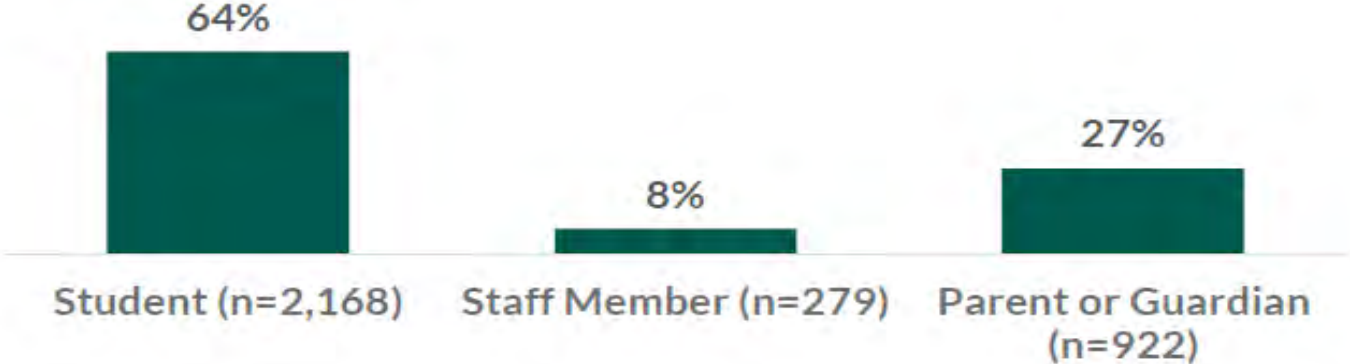
Student Engagement Survey

Hanover Student Engagement Survey Administered in
May of 2021

SURVEY BACKGROUND

Total Survey Responses:

3,369



Student Respondents by Grade Level



Parent/Guardian Respondents by Grade Level



KEY FINDINGS: SOCIAL AND ACADEMIC ENVIRONMENT

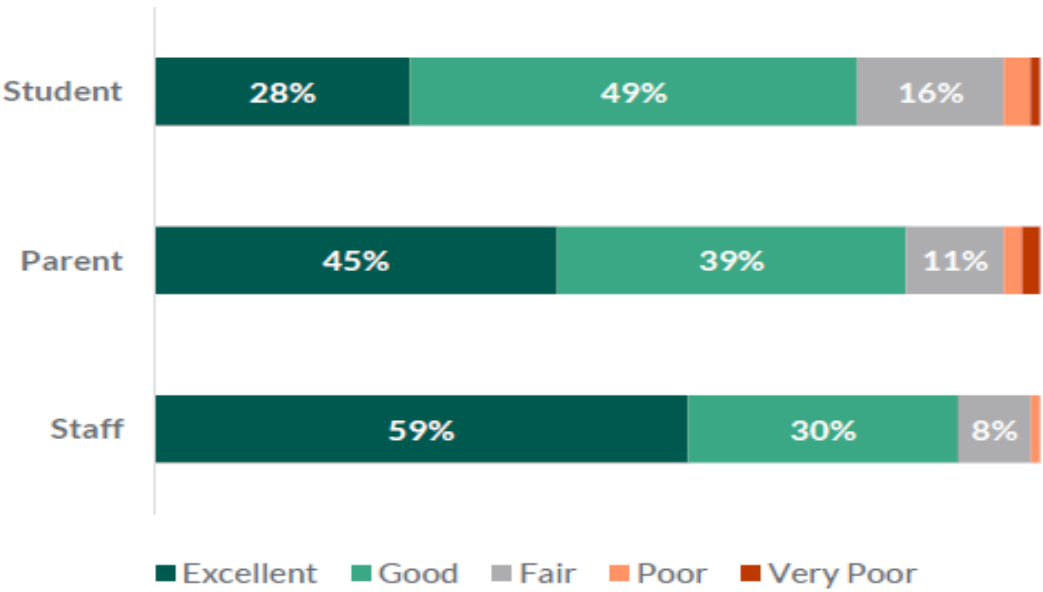


Most stakeholders have a positive impression of the overall quality of education provided at their school. Eighty-nine percent of staff, 84 percent of parents, and 77 percent of students rate the quality of education as either *good* or *excellent*. Similarly, the majority of students, parents, and staff agree that they like their school.



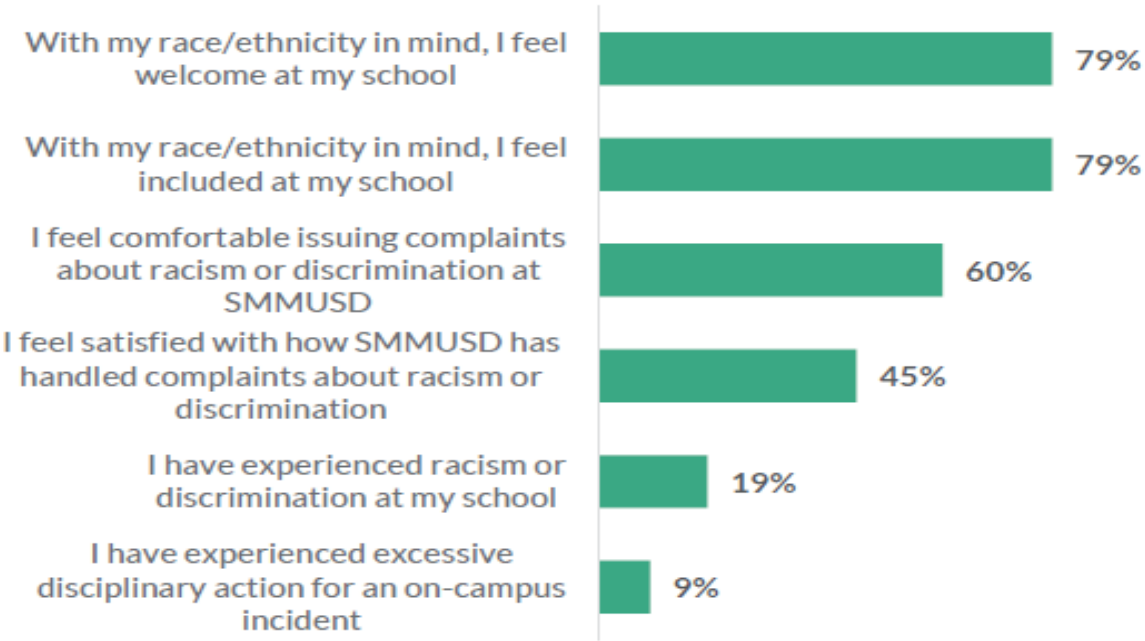
While most students report that they feel included (79%) and welcome (79%) at their school (with race/ethnicity in mind), fewer feel comfortable issuing complaints about racism and discrimination (60%) and are satisfied with how SMMUSD has handled complaints (45%). Additionally, some students report that they have experienced racism or discrimination at school (19%) or excessive disciplinary actions for an on-campus incident (9%).

How would you rate the overall quality of the education provided at your school?



Student Experiences

(% Agree + % Strongly Agree)



Note: Only students answered these questions.

KEY FINDINGS: TEACHING AND INSTRUCTION



Most stakeholders agree that their or their child's school provides a well-rounded curriculum, coursework, and teaching and instruction that supports achievement and success. However, parents generally report lower levels of agreement compared to staff and students. For example, 52 percent of parents agree that their child's school adequately challenges advanced students compared to 73 percent of students and 77 percent of staff.



Stakeholders also report positive perceptions of teachers, with nearly all agreeing that teachers want students to succeed (89% overall) and expect students to do their best (88% overall). However, parents and students are less likely to agree that teachers provide helpful comments on student work (70% of parents, 70% of students) and praise students' effort on schoolwork (79% of parents and 63% of students).

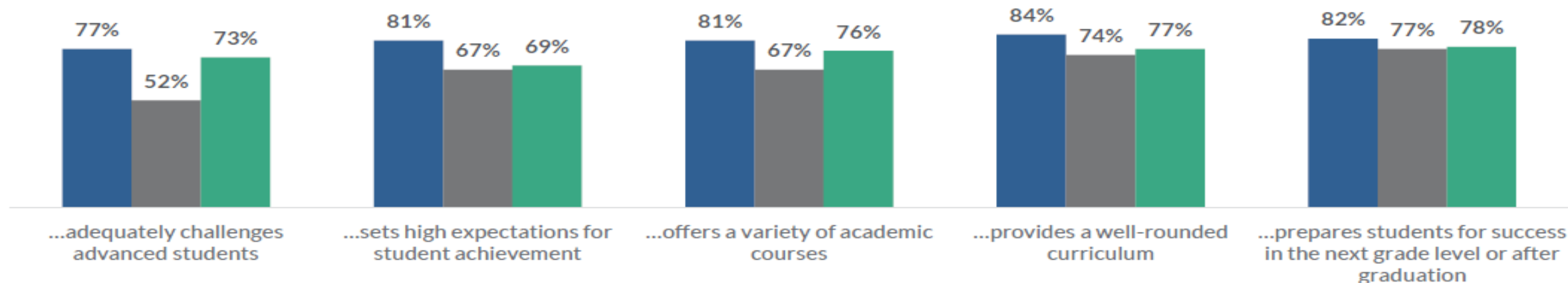


A strong majority of stakeholders agree that students and teachers have access to relevant learning resources. Across all groups, stakeholders agree that students have Internet access (91% overall) and reliable computers (88%) for learning purposes, that teachers have the materials that they need (87%), and that instructional materials are in good condition (81%).

My/My Child's School....

(% Agree + % Strongly Agree)

■ Staff ■ Parent ■ Student



KEY FINDINGS: STUDENT OUTCOMES



Stakeholders are more likely to agree that students develop collaboration and critical thinking skills at school and less likely to agree that students develop self-reflection and emotion management skills. For all skill areas included in the survey, staff are most likely to agree that students develop the skill or ability, followed by parents and then students.

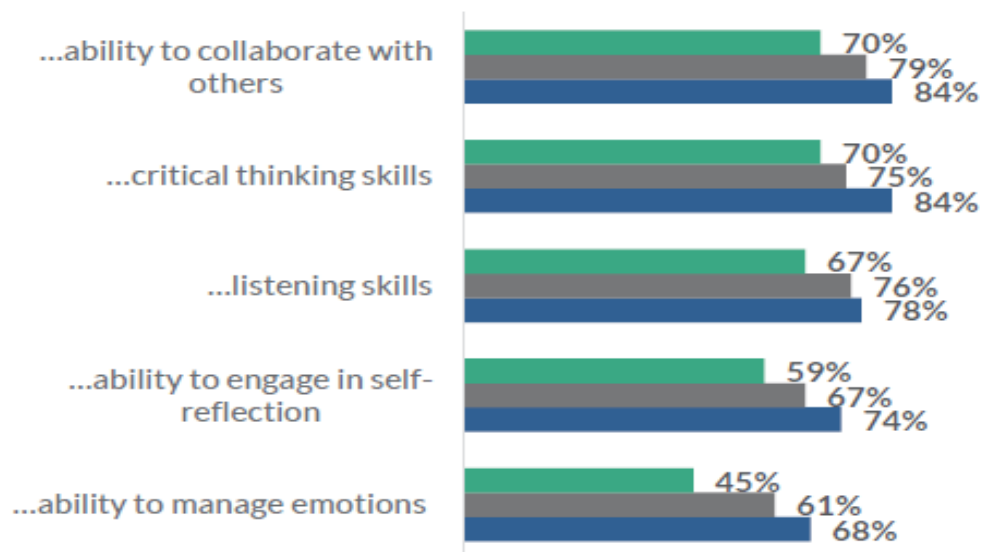


Stakeholders are more likely to agree that their or their child's school prepares students for college than for a career. Parents are less likely than staff and students to agree that their child's school prepares students for college and career.

My/My Child's School Develops Students'

(% Agree + % Strongly Agree)

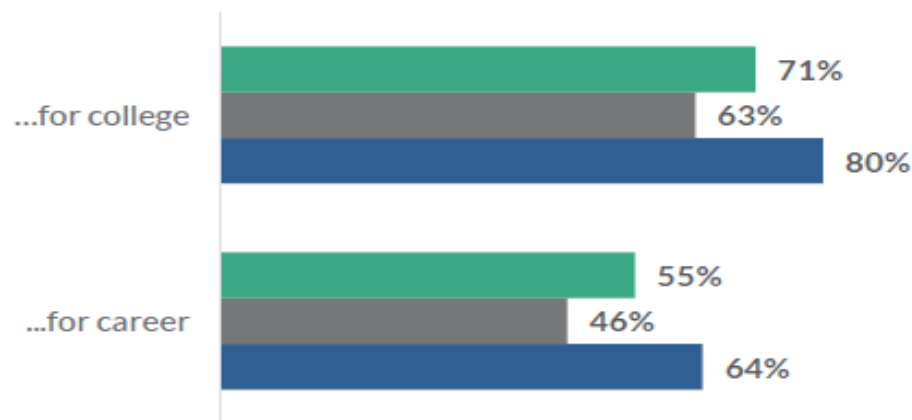
■ Student ■ Parent ■ Staff



My/My Child's School Prepares Students

(% Agree + % Strongly Agree)

■ Student ■ Parent ■ Staff



KEY FINDINGS: STUDENT SUPPORT AND RESOURCES



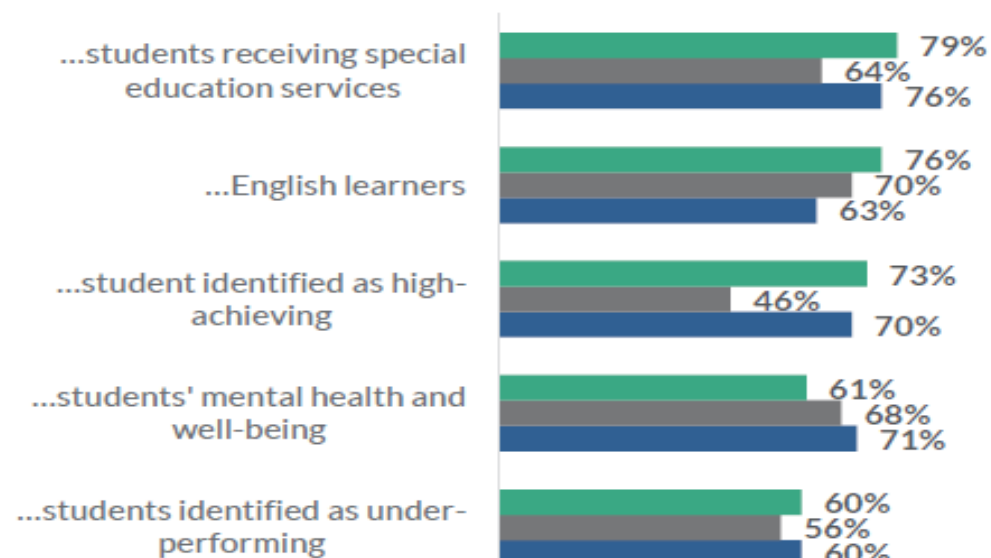
Stakeholders report varying perceptions on if their or their child's school provides enough resources and supports; perspectives vary based on the type of support and stakeholder role. Relative to other areas, stakeholders are most likely to agree that schools support students receiving special education services and English learners and least likely to agree that schools support students identified as under-performing and students' mental health and well-being. Parents are also less likely to agree that schools support students identified as high-achieving.



Compared to staff and students, parents are less likely to agree that their child's school provides quality and enough co-curricular extracurricular activities (50-70%). Comparatively, about 70 to 80 percent of staff and students agree that schools provide quality and enough co-curricular and extracurricular activities.

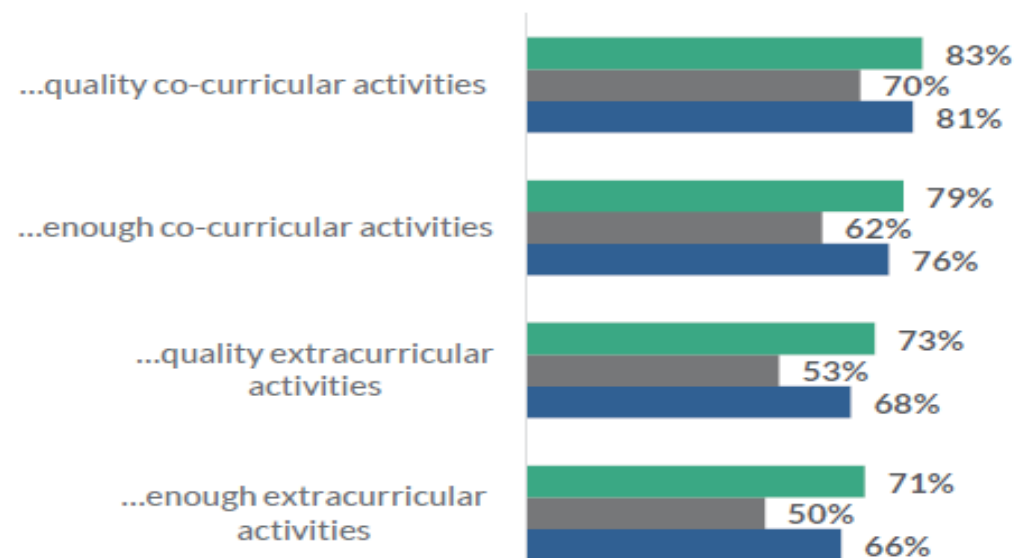
**My/My Child's School Provides Enough
Resources and Support for**
(% Agree + % Strongly Agree)

■ Students ■ Parents ■ Staff



**My/My Child's School Provides Enough
Resources and Support for**
(% Agree + % Strongly Agree)

■ Students ■ Parents ■ Staff



KEY FINDINGS: STUDENT SUPPORT AND RESOURCES



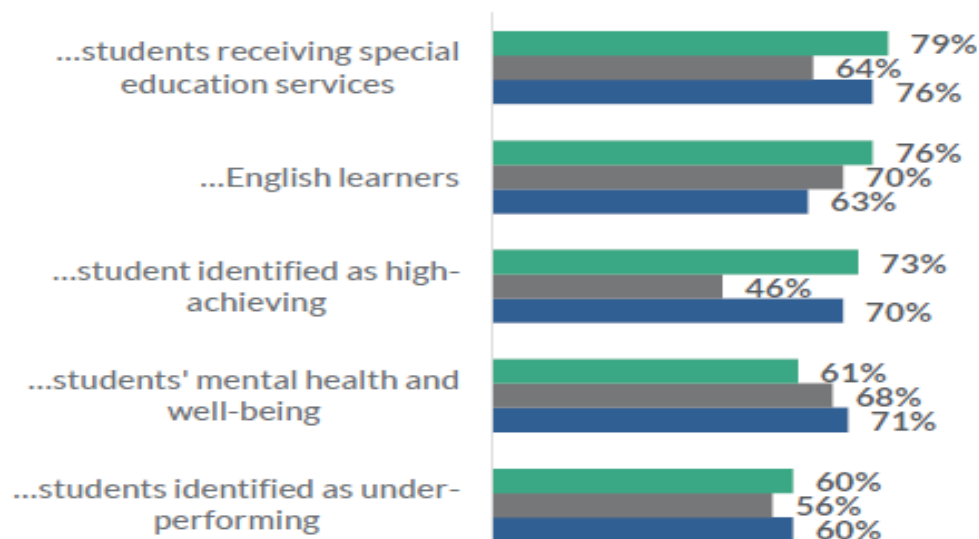
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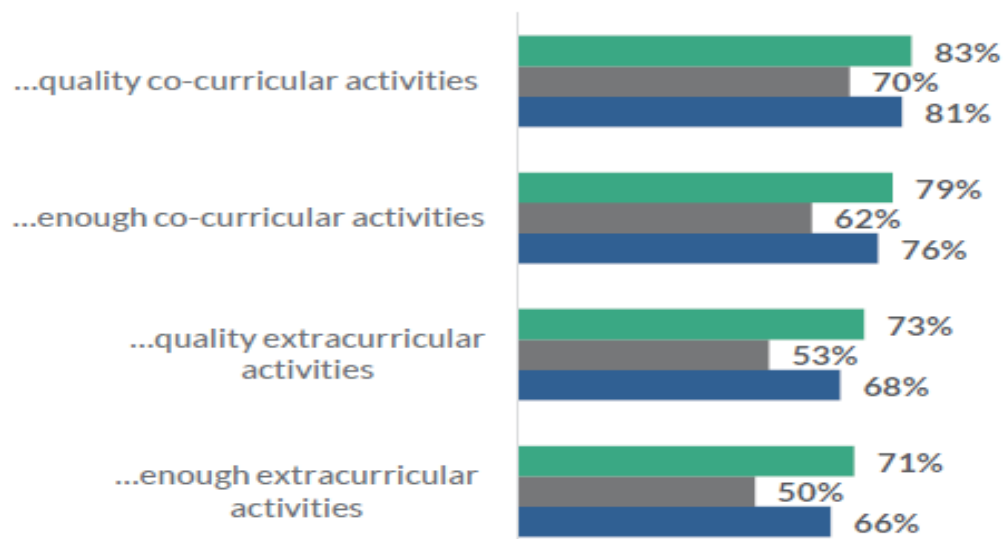
**My/My Child's School Provides Enough
Resources and Support for**
(% Agree + % Strongly Agree)

■ Students ■ Parents ■ Staff



**My/My Child's School Provides Enough
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(% Agree + % Strongly Agree)

■ Students ■ Parents ■ Staff



KEY FINDINGS: SCHOOL AND DISTRICT LEADERSHIP



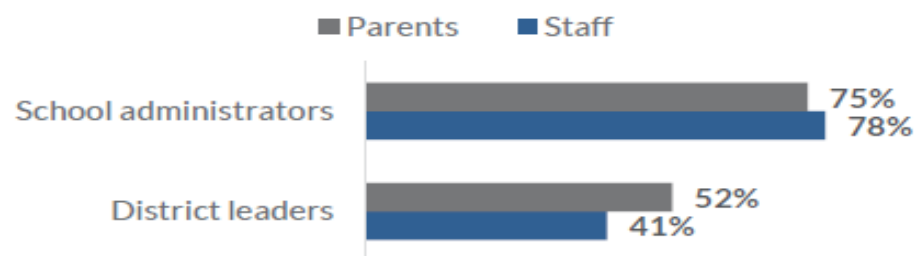
Staff and parents generally report higher perceptions of school-level administrators than district leaders. For example, While 78 percent of staff and 75 percent of parents agree that school administrators at their/their child's school make decisions that support student learning, only 41 percent of staff and 52 percent of parents similarly agree that district leaders make decisions that support student learning. Fewer than half of staff and parents agree that district leaders communicate a strong vision for the district (44% staff, 49% parents), are in tune with school-level issues or concerns (23% staff, 42% parents), and manage the district budget responsibly (26% staff, 35% parents).



Most staff and parents agree that the district attracts and retains high quality teachers. Fewer, though still a majority, also agree that the district attracts and retains staff members from diverse backgrounds.

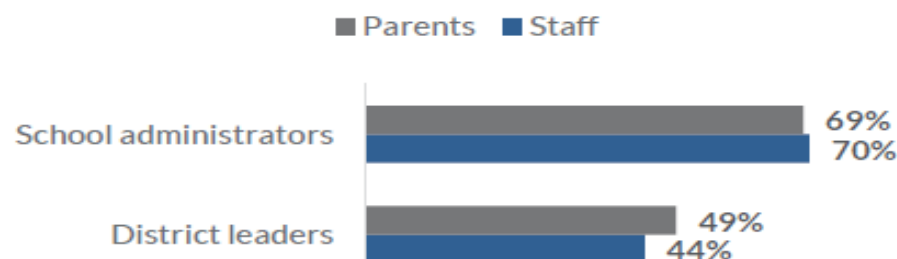
Make Decisions that Support Student Learning

(% Agree + % Strongly Agree)



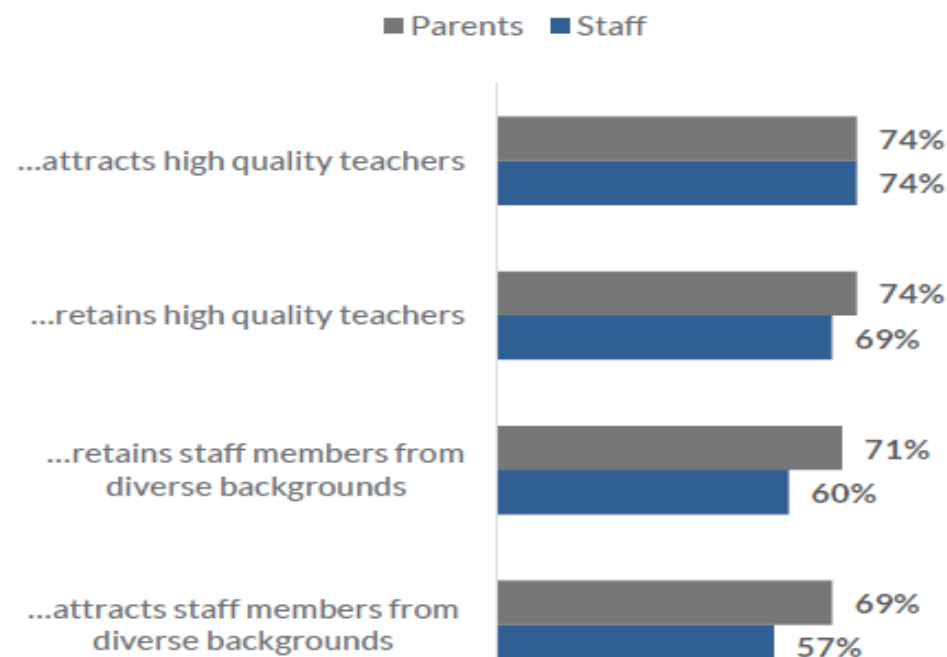
Communicate a Strong Vision for School/District

(% Agree + % Strongly Agree)



The District

(% Agree + % Strongly Agree)



KEY FINDINGS: DISCIPLINE AND SAFETY

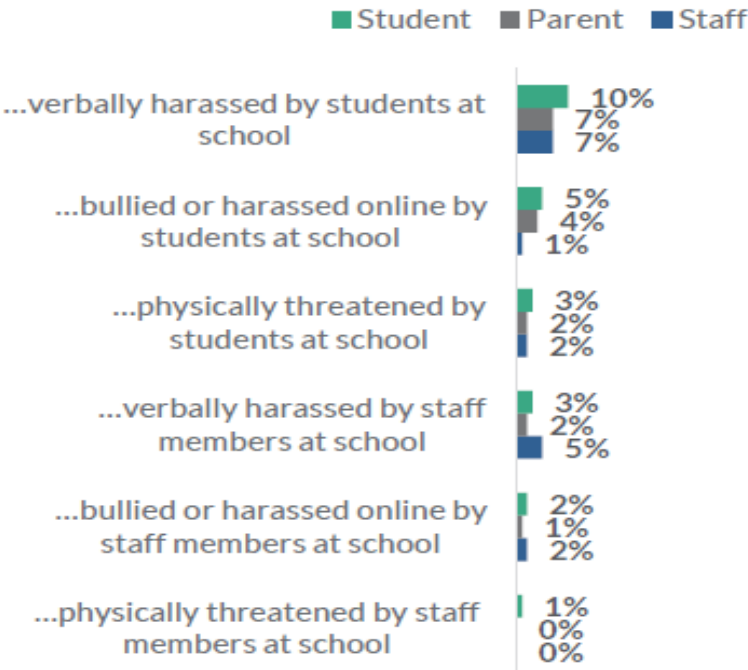


Few stakeholders report instances of harassment and bullying in schools. Among these few instances, students are most likely to report verbal harassment by students at school (10% of students indicating occurrence two or more times in past month). Bullying or harassment online by students at school is the second most reported occurrence (5% of students). Further, the vast majority (95-97%) of staff have experienced harassment or bullying only a few times a year or almost never based on a range of attributes (e.g., religion, race/ethnicity, and sex).

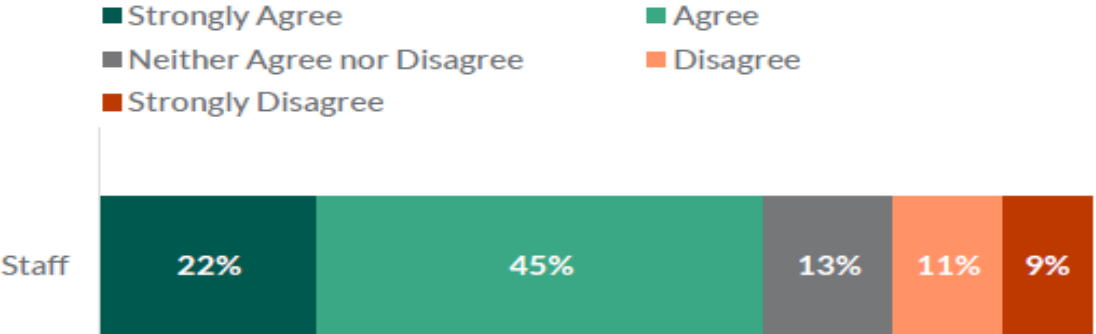


The majority, 67 percent, of staff members agree that they have the support they need to maintain order and discipline in school. Across all stakeholder groups, most agree with statements related to the awareness, use, and effectiveness of school safety and security procedures. However, relative to other areas, fewer students (64%) and parents (66%) agree that staff are responsive when students report bullying.

I have/my child has been
(% 2 or more times in past month)



I have the support I need to maintain order
and discipline in the school



Note: Only staff answered questions

KEY FINDINGS: STUDENT ENGAGEMENT

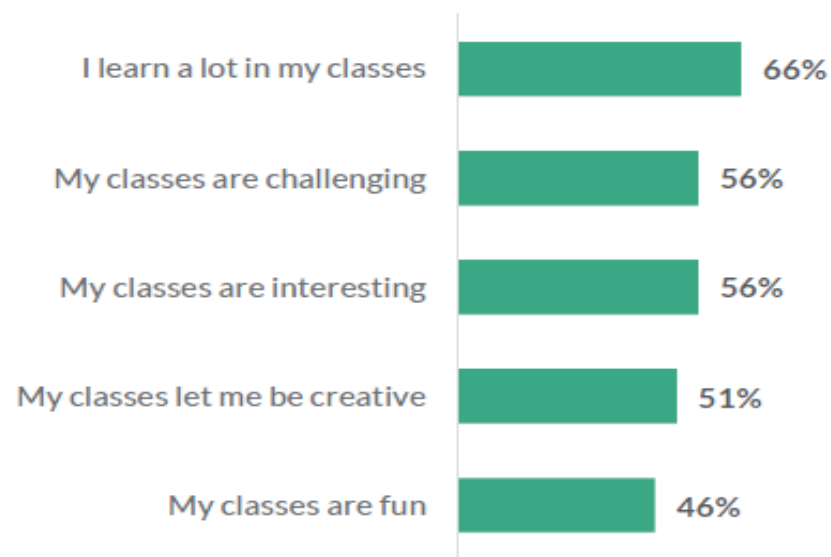


Relatively few students believe that most students at their school show enthusiasm for school. Only about one-third of students agree that students at their school enjoy learning (32%) and get excited to learn new things (31%). Fewer than half of students also report that they participate in extracurricular activities (42%) or attend school activities (41%) often or very often.

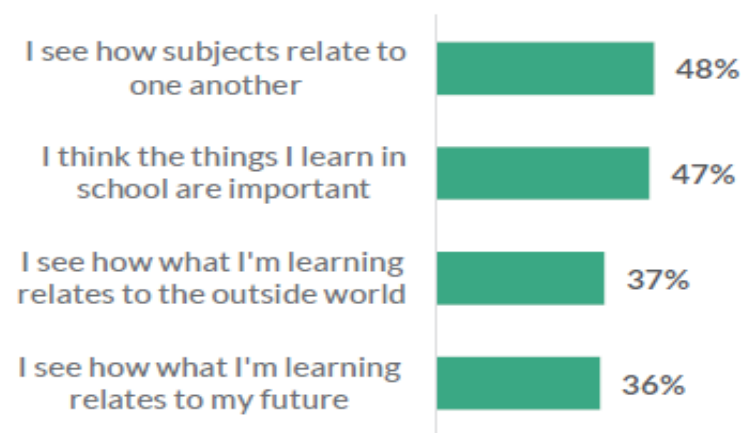


Most students report participating in their classes, but some students do not perceive the content as interesting or relevant. About two-thirds of students agree that they learn a lot in class (66%), that they participate in class activities and discussions often or very often (63%), and that most students come to class prepared (62%). About half of students agree that their classes are challenging (56%), interesting (56%), let them be creative (51%), and are fun (46%). However, only just over one-third of students can see and make connections between their classes and the outside world (37%) or their future (36%).

Student Classroom Experiences (% Agree + % Strongly Agree)



How often were the following true about things you learned in your classes this school year (% Often + % Very Often)



Note: Only students answered questions

KEY FINDINGS: PARENT AND FAMILY ENGAGEMENT



Parents are most likely to engage with their child's school through attending parent conferences (85%). Fewer than half of parents have attended PTA/PTO meetings (47%) or school-sponsored parent workshops or courses (37%) or participated in school councils or committees (34%). However, a higher percentage of parents report awareness of these opportunities at their school (e.g., 73% of parents are aware of workshops or courses on parenting skills offered at their school). Barriers to parent participation most commonly relate to inconvenient timing (36%) and lack of interest in activity or topic (34%).



Some parents may lack adequate language and translation support to engage with their child's school, but the majority of parents indicate they have this support. Seventy percent agree that their child's school provides a translator when needed, 26% neither agree nor disagree with this statement and 3% disagree. However, most parents report that parent engagement activities and resources are almost always available in a language you understand (88%). Further, almost all parent respondents express comfortability engaging with parents from different backgrounds (95%).

Cross-Cultural Parental Engagement

% Agree + % Strongly Agree

I feel comfortable interacting with parents of cultural backgrounds that are different from my own

95%

My child's school provides a translator when I request one

70%

How frequently are parent engagement activities/resources available in a language you understand?

Almost Always

88%

Often

8%

Sometimes

1%

Rarely

0%

Never

1%

KEY FINDINGS: PARENT AND FAMILY ENGAGEMENT

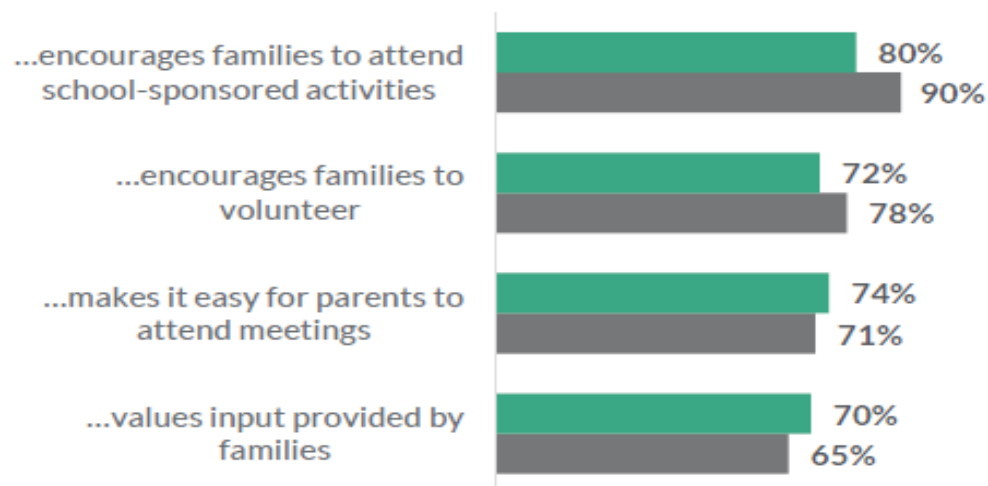


Parents have a more positive perception of school-based parent engagement and communication compared with their perceptions about district-level engagement and communication. Only slightly more than half of parents agree that the district effectively communicates with (57%) and engages parents (55%). However, most parents and students agree that their school supports and informs parents and families in engagement activities. Most parents also agree that staff members at their child's school are responsive, welcoming, and effective in communicating.

My School

(% Agree + % Strongly Agree)

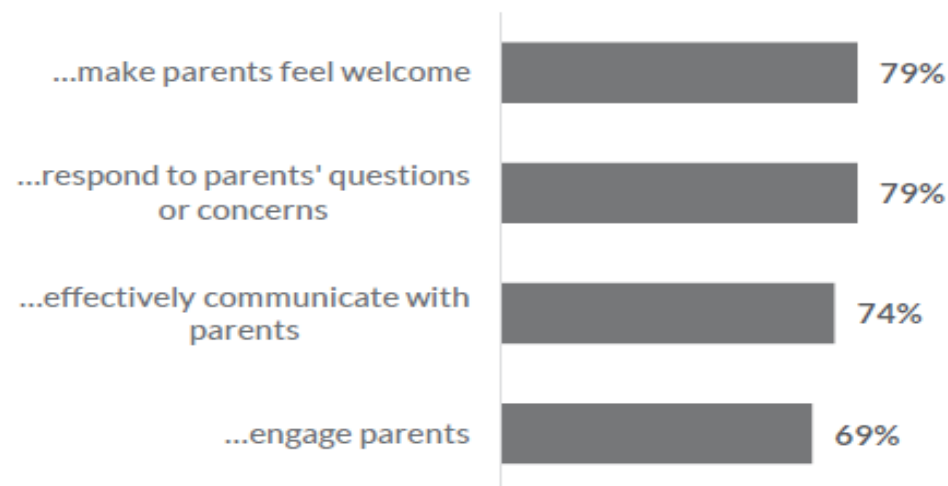
■ Student ■ Parent



My School

(% Agree + % Strongly Agree)

■ Parent



KEY FINDINGS: STAFF ENGAGEMENT



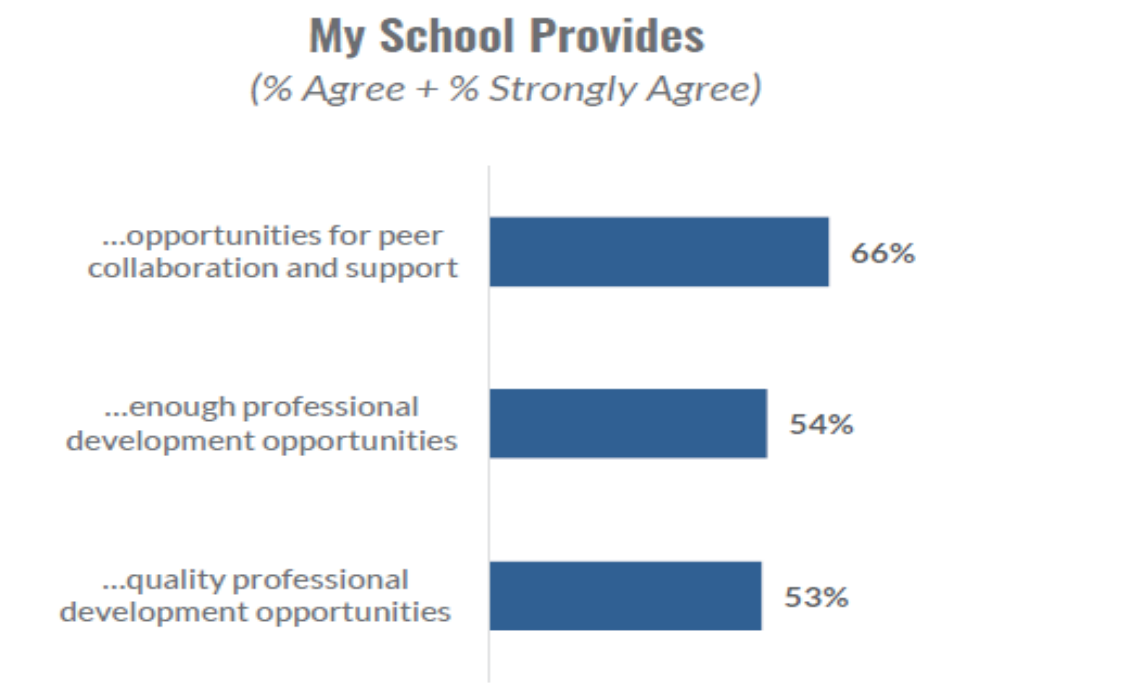
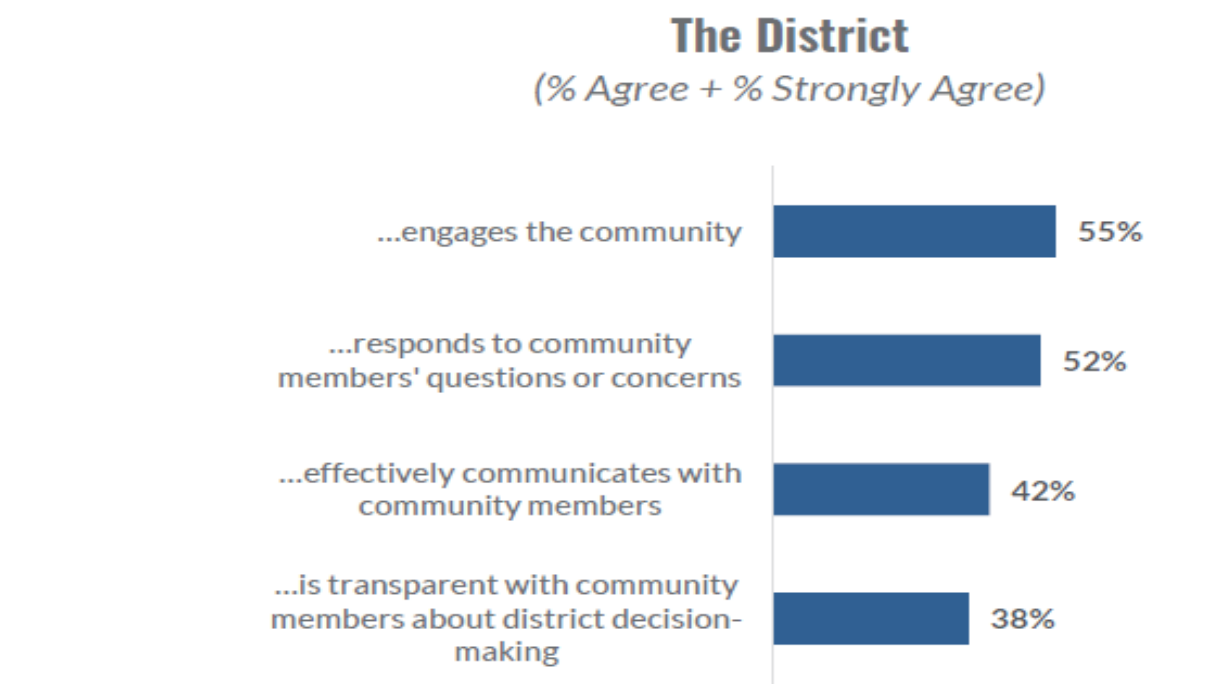
Staff report strong positive perceptions of their relationships with students (98% agree) and other staff members (93%) at school. Similarly, most staff agree that their colleagues are caring (82%) and supportive of their professional development (78%) and that their supervisor also supports their professional development (78%) and cares about them (76%).



A majority, though comparatively fewer, staff also agree that their school provides opportunities for peer collaboration (66%), enough professional development opportunities (54%), and quality professional development opportunities (53%).



About half or fewer staff members agree that the district is doing enough to engage and communicate with community members. In particular, only 38 percent of staff agree that the district is transparent with community members about district decision-making.



KEY FINDINGS: COLLEGE AND CAREER PREPARATION AND SUPPORT



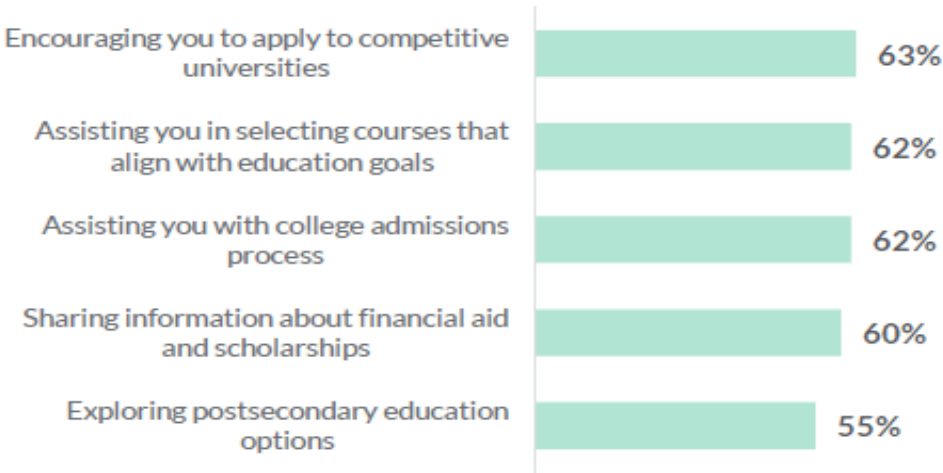
Most high school students rate their high school counselor, advisor, or college counselor as most effective in areas related to their college choices and preparation. About 60 percent of students believe counselors are effective in encouraging application to competitive universities, assisting in college admissions and course selection for college plans, and sharing financial aid information.



Fewer high school students rate their high school counselor, advisor, or college counselor as effective across a range of career-related areas, including assisting in course selection to fit career (54%), helping to identify career goals (52%), and helping with job seeking and employment skills (45%). Reflecting this, 56% of students believe that their high school has not prepared them well enough for job-seeking skills.

**Effectiveness of High School Counselor -
College/Education Goals**
(% Effective + % Extremely Effective)

■ Grade 9-12 Student



**Effectiveness of High School Counselor -
Career Goals**
(% Effective + % Extremely Effective)

■ Grade 9-12 Student



KEY FINDINGS: COLLEGE AND CAREER PREPARATION AND SUPPORT



Most high school students have talked with their parents or family about finding the right college/career path (72%) but are less likely to report seeking out the assistance of other adults at school or in their community. For example, only 37 percent of students have talked to a high school counselor about finding the right college/career path.



Fewer high school students have taken steps to learn about college costs and financial aid opportunities. Forty-three percent report that they have not completed any of the cost and financial aid-related steps listed in the survey. The most commonly completed steps include learning about their family's ability to support college costs (40%) and obtaining information about tuition costs (31%) and financial aid (27%).

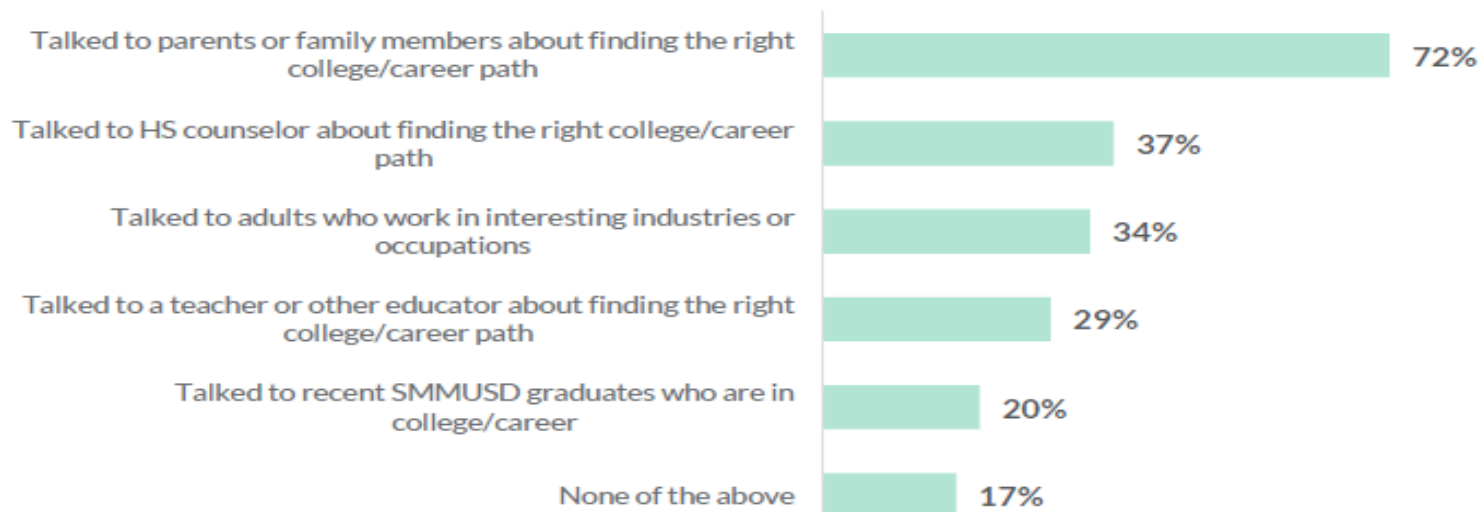


Nearly half of high school students can recall talking with adults at their middle school about college and career options (42%), and students are most likely to have had these conversations with teachers (67%) and/or guidance counselors or advisors (55%).

Steps Taken to Prepare for College/Career

(Select all that apply)

■ Grade 9-12 Student



KEY FINDINGS: POST-GRADUATION PLANS



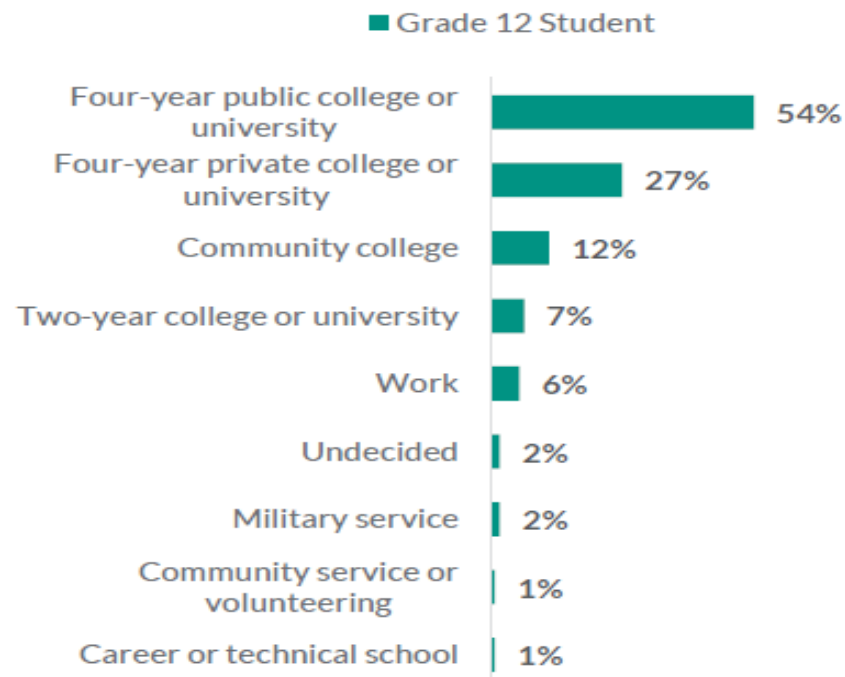
Most Grade 12 students plan to continue their education after high school graduation and plan to attend college. Eighty-one percent of Grade 12 students plan to attend a four-year college or university next year, with an additional 20 percent planning to attend a two-year or community college or technical school (students could select multiple response options). Few students report barriers to attending college in the fall after their senior year of high school. Students most commonly report not completing application requirements (7%) and not having the money or financial resources (5%) as reasons for not attending college.



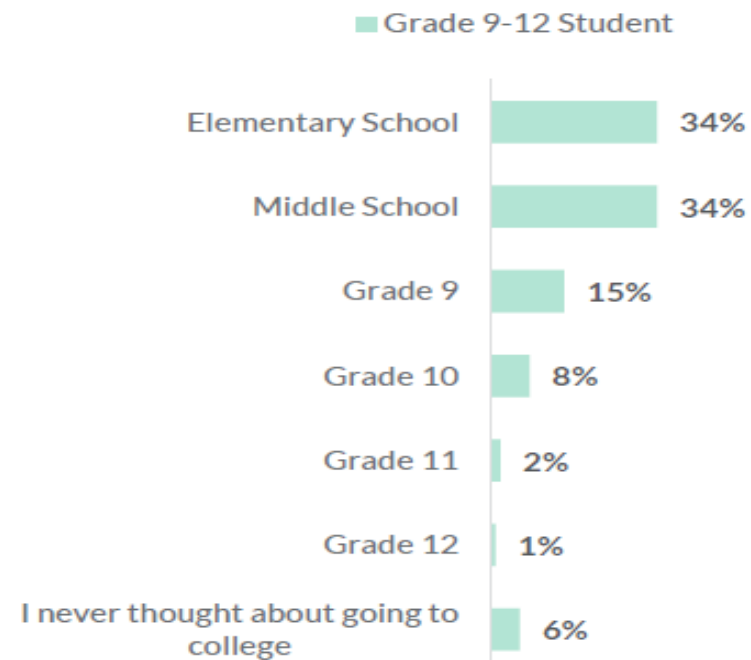
Most high school students report first thinking about going to college in either elementary (34%) or middle (34%) school. Only 6 percent of students report never thinking about going to college. Among students currently in Grades 9-11, most are considering attending a four-year public (60%) and/or private (48%) college (students could select multiple response options).

Plans for Next Year

(Select all that apply)



When did you first start thinking about going to college?





SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Suspension & Expulsion Data

There were no Expulsions in the 2020-2021 School Year



Suspension Length	Count
Total # of Suspensions	20
>3 days	<11
3 Days	4
2 Days	5
1 Day	10



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Attendance Data

		Cumulative Enrollment*		Absence Information		Students Absent <5%		Students Absent >=5% and <10%		Students Absent >=10% and <20%		Students Absent >=20%	
School Code	School Name	Total Unduplicated**	Total LEA Duplicated***	# Stu. w/ Absence Data	# of Stu. Absence Data Exemptions	#	%	#	%	#	%	#	%
Total - Selected Schools		9774	9813	9774	0	8588	87.87%	711	7.27%	294	3.01%	181	1.85%
6022545	Edison Elementary	425	N/A	425	0	373	87.76%	38	8.94%	12	2.82%	<11	0.47%
6022552	Franklin Elementary	652	N/A	652	0	589	90.34%	49	7.52%	12	1.84%	<11	0.31%
6022560	Grant Elementary	576	N/A	576	0	508	88.19%	45	7.81%	18	3.13%	<11	0.87%
6058531	John Adams Middle	936	N/A	936	0	845	90.28%	46	4.91%	27	2.88%	18	1.92%
6022578	John Muir Elementary	254	N/A	254	0	179	70.47%	41	16.14%	22	8.66%	12	4.72%
6061659	Lincoln Middle	1037	N/A	1037	0	986	95.08%	26	2.51%	16	1.54%	<11	0.87%
6022602	Malibu Elementary	218	N/A	218	0	178	81.65%	28	12.84%	<11	3.67%	<11	1.83%
1995737	Malibu High	484	N/A	484	0	447	92.36%	14	2.89%	17	3.51%	<11	1.24%
0139311	Malibu Middle	310	N/A	310	0	298	96.13%	<11	2.90%	<11	0.65%	<11	0.32%
6022594	McKinley Elementary	420	N/A	420	0	364	86.67%	36	8.57%	17	4.05%	<11	0.71%
1933373	Olympic High (Continuation)	59	N/A	59	0	19	32.20%	<11	16.95%	<11	10.17%	24	40.68%
6022610	Roosevelt Elementary	669	N/A	669	0	629	94.02%	26	3.89%	14	2.09%	<11	0.00%
6093538	Santa Monica Alternative (K-8)	230	N/A	230	0	217	94.35%	11	4.78%	<11	0.87%	<11	0.00%
1938000	Santa Monica High	2836	N/A	2836	0	2379	83.89%	274	9.66%	100	3.53%	83	2.93%
6022636	Webster Elementary	241	N/A	241	0	217	90.04%	18	7.47%	<11	2.49%	<11	0.00%
6022644	Will Rogers Elementary	466	N/A	466	0	383	82.19%	46	9.87%	20	4.29%	17	3.65%

ELEMENTARY CHRONIC ABSENTEEISM

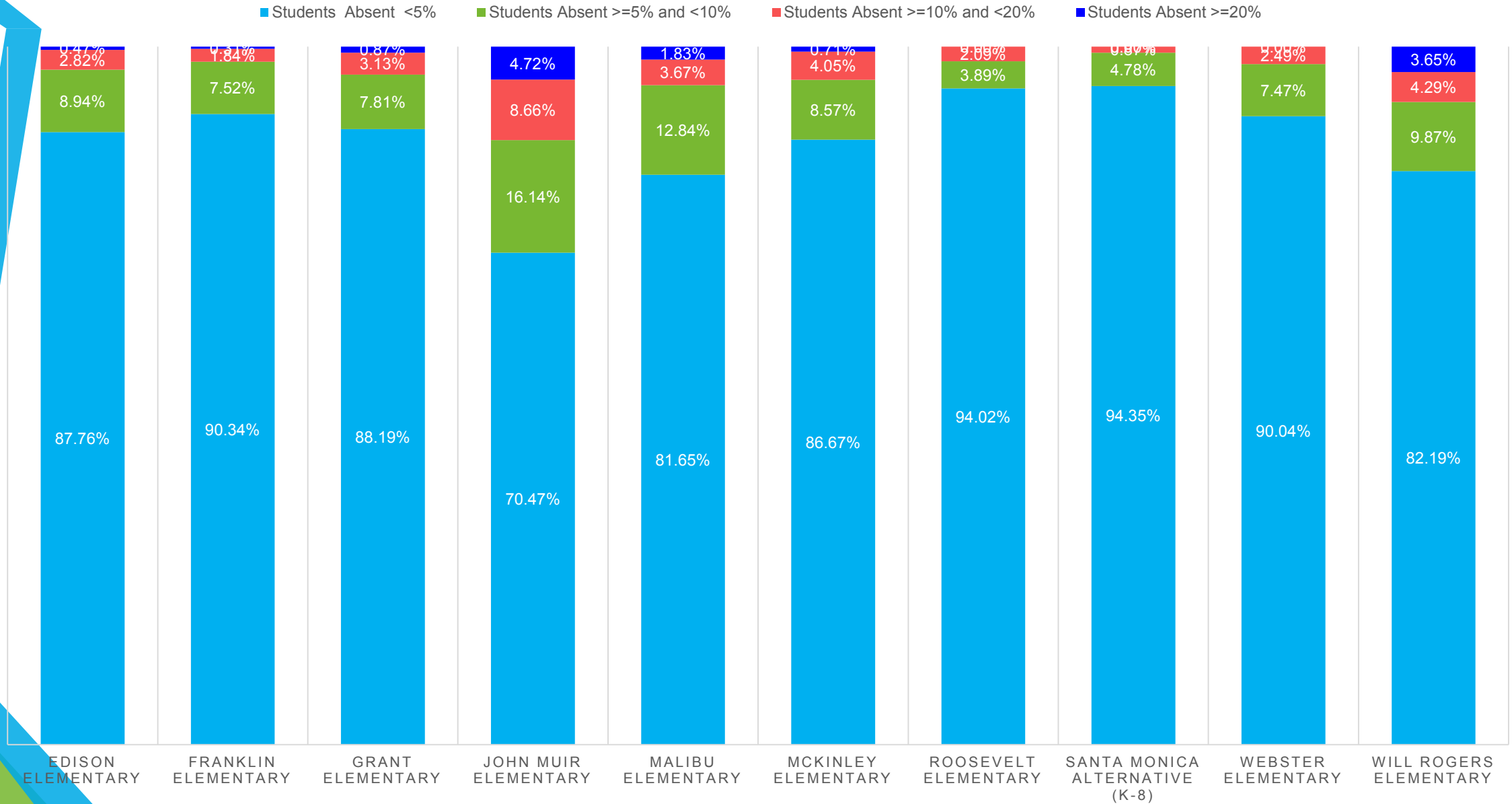


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