SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

LCAP District Consultation Committee

November 14, 2019

Agenda

- Community Circle
- 2018-19 SMMUSD Lag Data Review
  - Highlights and Stretches
- Common Message
  - How do we communicate our findings?
- Closure

Circle Guidelines

1. Respect the talking piece
2. Speak from the heart
3. Listen from the heart
4. Say just enough
5. Confidentiality

Community Agreements

1. Respect
2. Speak for myself
3. Be present
4. Take space, make space
5. Intent & Impact
6. Personal Responsibility
7. Check-in before you check-out
8. Leave it better than I found it
9. Finish strong
10. Assume good intentions

Community Circle

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

2019-20 Goal Teams

- Goal 1a: Sam Koshy, Claudia Bautista-Nicholas, Steve Richardson, Devon Smith, Riley Martelle
  - Goals 1-11
- Goal 1b: Rosa Serratore, Hayde Cervantes, Amy DiDario, Lupe Ibarra-Smith, Zakiya
  - Goals 12-22
- Goal 2: Deanna Sinfield, Yvonne Kyle, Berenice Onofre, Amy Teplin, Andrea Ware
- Goal 3: Bertha Roman, Nancy Gutierrez, Lissette Bravo, Freda Rossi, Ann Maggio

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

2019-20 LCAP Executive Summary

2019-20 Executive Summary

- Goal 1
  - Provided teacher teams (PLCs) the opportunity to design instruction and evaluate student work and connect it to effective instructional strategies (SLT plan)
  - Provided extra hourly for teachers to work on implementation of SJ standards
  - Re-engaged CTE teachers to strengthen our Career Learning Pathways
  - Professional development for NGSS implementation TK-12
  - Subsidies for AP, PSAT and SAT exams
  - Allocation for site based professional development
  - Refinement of curriculum guides to include strategies to support EL and LI students

Annual Update Executive Summary

- Goal 2
  - Extended day for middle school students to provide access to elective courses
  - Language and Literacy Interventionists provide Tier II and III support to English Learners (ELs) at risk of becoming Long Term English Learners (LTELs)
  - Funding our Literacy and Language Coordinator to support ELA and the implementation of the EL Master Plan
  - Provide extra-hourly or release time for teachers to more deeply integrate the ELD standards in curriculum guides

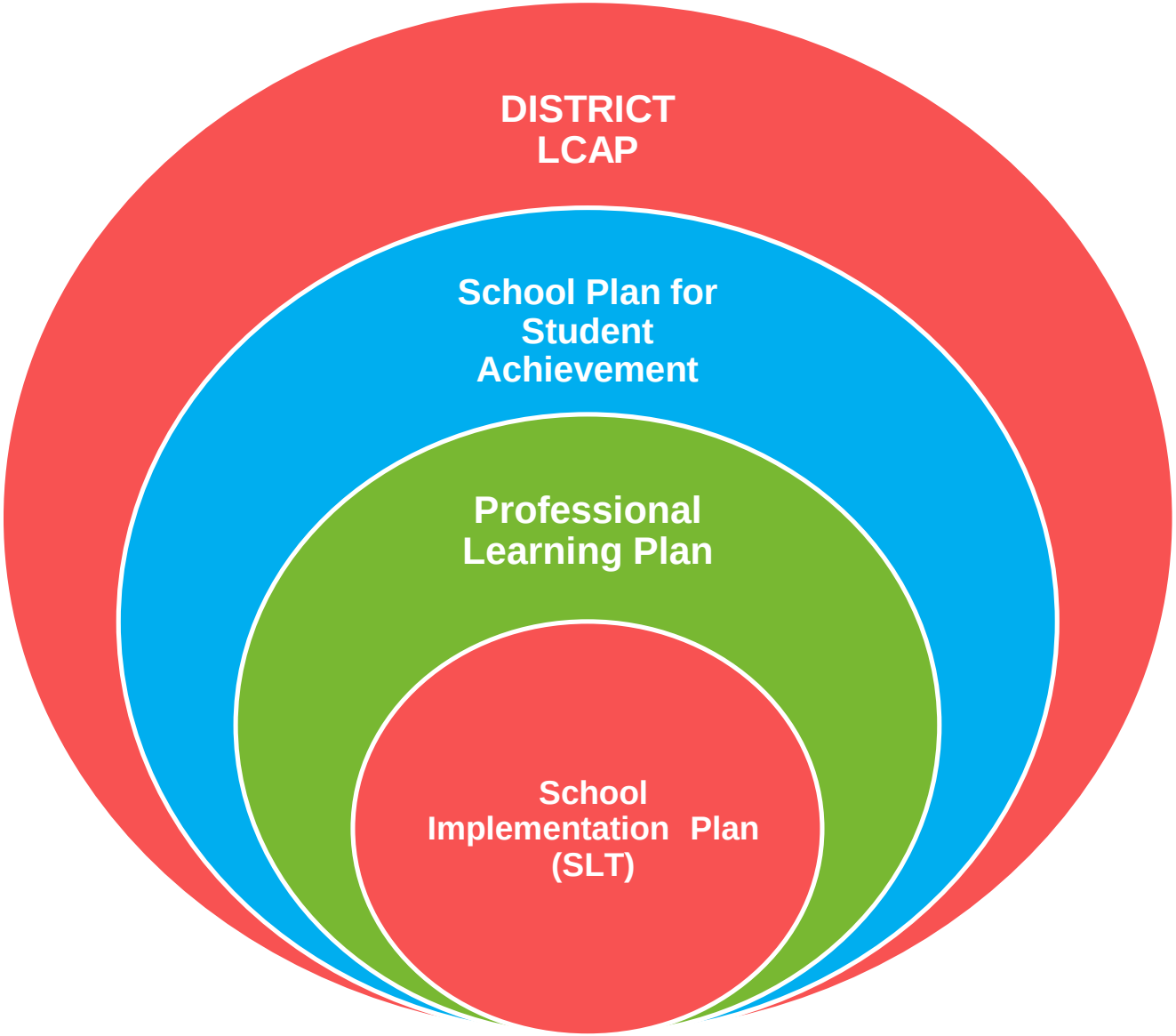
Annual Update Executive Summary

- Goal 3
  - Expansion of Restorative Justice through Level I and Level II training
  - Continue with training for School Counselors and Advisors
  - Professional development for teachers on Socio-Emotional Learning and Mindfulness strategies
  - Provide Language Justice Trainings to staff and development of Language Access Guidelines and job descriptions for a Language Access Unit
  - Technical support provided to sites on the implementation of the Family Engagement Framework
  - Continuation of Parent Conference
  - Expansion of Parent Education Offerings
    - *FIDA, Parent Project, Latino Family Literacy Project, CABE*

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

LCAP: Taking a Dive into our District-Wide Data

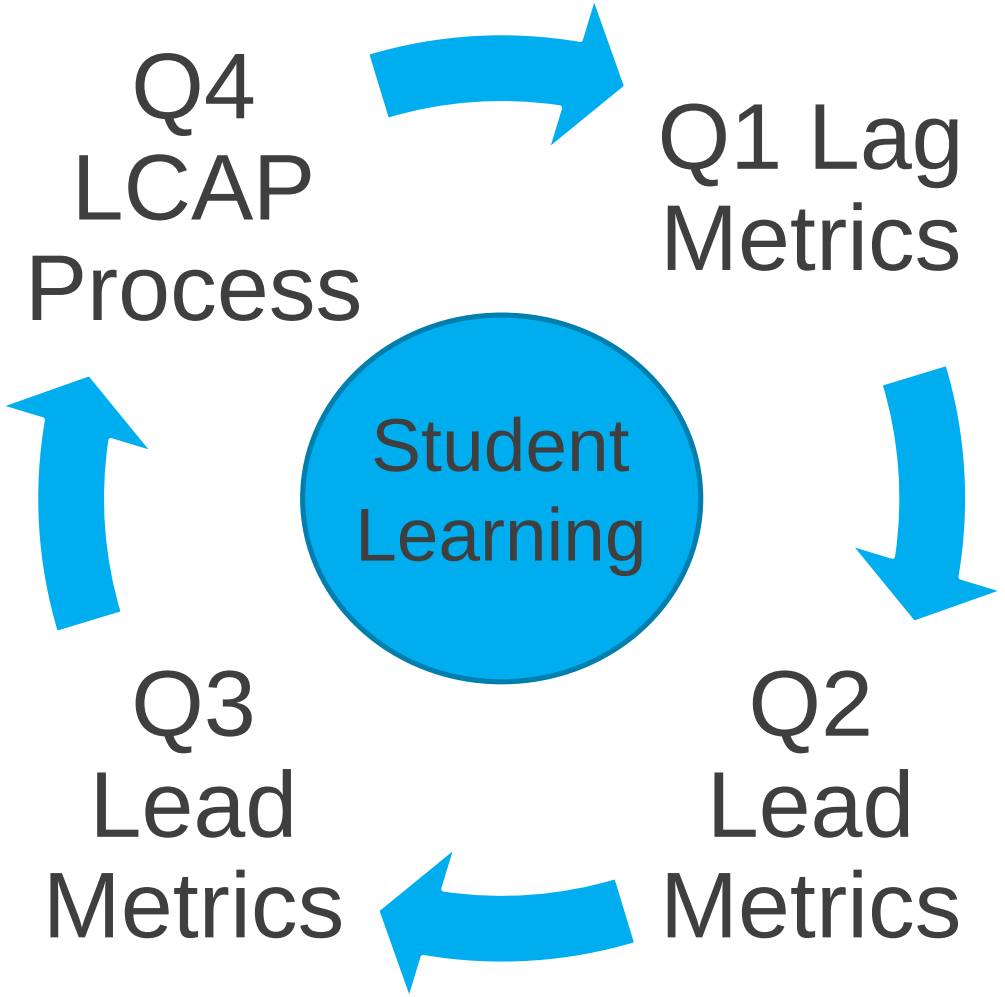
LCAP: One Unifying Plan



2019-20 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



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Goal 1-3: Lag Metrics

Lag Metrics

GOAL 1

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

Lag Metrics

GOAL 2

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

GOAL 3

- Dropout rate
- Suspension and expulsions
- Student attendance
- Student engagement survey
- Parent/Staff Survey
  - *Alternates each year*

Group Activity: Data review and analysis

- In your Goal teams identify a recorder and time keeper
- Review and analyze data using the following guiding questions (60 min):
  - What statements can be made based on the data? What patterns/trends emerge?
  - What does the data suggest?
  - What questions about instruction, assessment, curriculum, and systems arose from looking at data?
  - What actions/services may have contributed to the growth or lack thereof?
  - Record findings on chart paper
- Share out in larger group (10 min)
- Reflection (5 min)

Materials

Each team will receive:

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

Goal 1a: Actions 1-11

Goal 1b: Actions 12-22

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Common Messaging

Circles of Communication

Common Messaging

- Get together in stakeholder groups
- Identify the following:
  - What are two points that we should share regarding our lag data?
  - What are two points that we should share about our actions/strategies?
  - How might you message this to your peers?
- Each group will share out

Thank you for your time

- Next Meeting
  - Date: Meeting on January 30, 2020
  - Time: 4:00 – 6:00 pm
  - Location: Board Room
  - Topic: Lead Data

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Goal 1 Lag Metrics

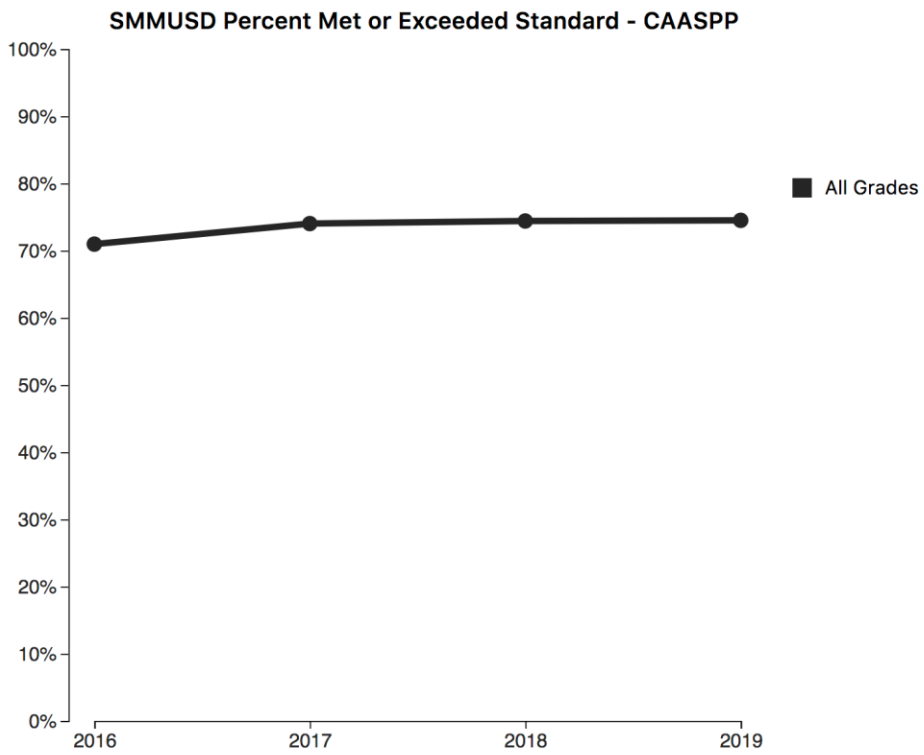
Appendix A

CAASPP data

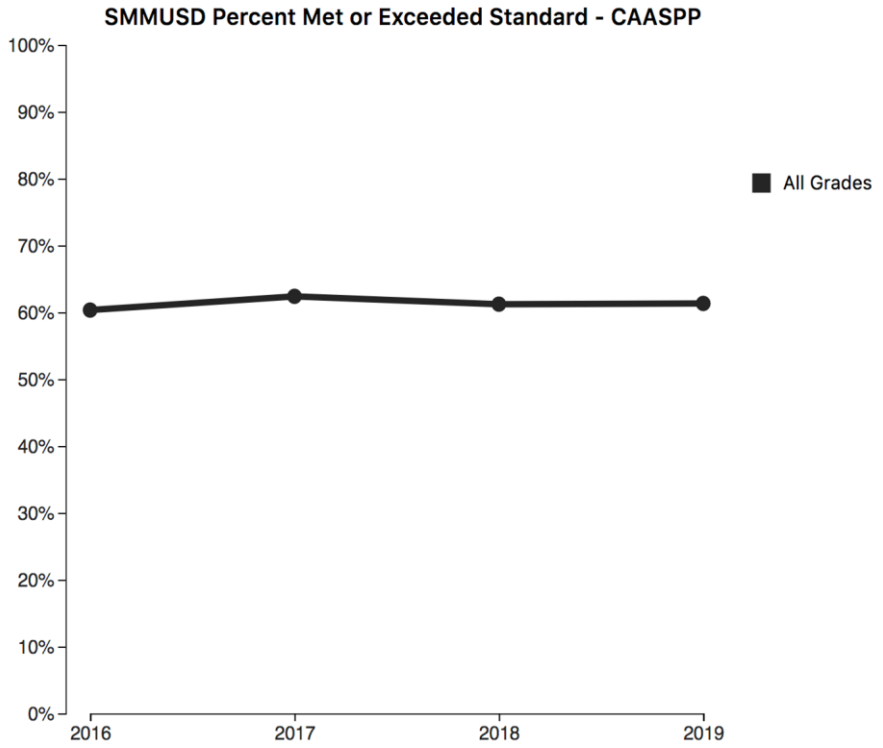
- District-wide: Overall
  - Percent Met/Exceeded ELA and Math
  - ELA Performance Levels
  - Math Performance Levels
- District-wide: Disaggregated
  - Percent Met/Exceeded by Grade Levels
  - Percentage Met/Exceeded by Language Proficiency
  - Percentage Met/Exceeded by Race/Ethnicity
  - Percentage Met/Exceeded by Other Subgroups

2016 — 2019 CAASPP Percent Met/Exceeded Standard
All Students

ELA



Math



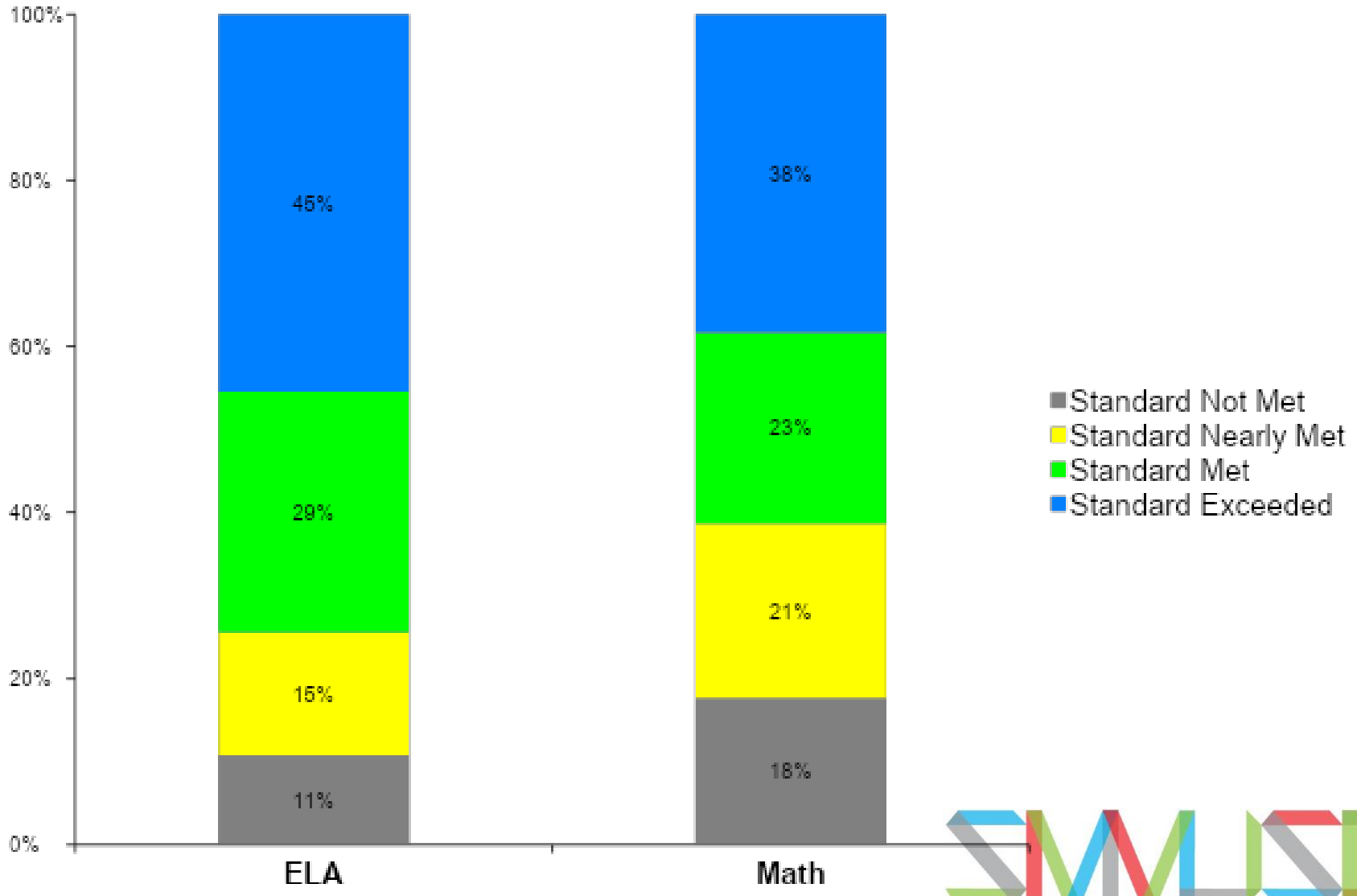
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

2016 — 2019 CAASPP Percent Met/Exceeded Standard
All Students

	2016 Met	2016 Tested	2017 Met	2017 Tested	2018 Met	2018 Tested	2019 Met	2019 Tested
ELA	71%	5700	74%	5686	74%	5459	74%	5276
Math	60%	5706	62%	5675	61%	5488	61%	5289

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

2019 CAASPP ELA and Math Performance Levels
All Students



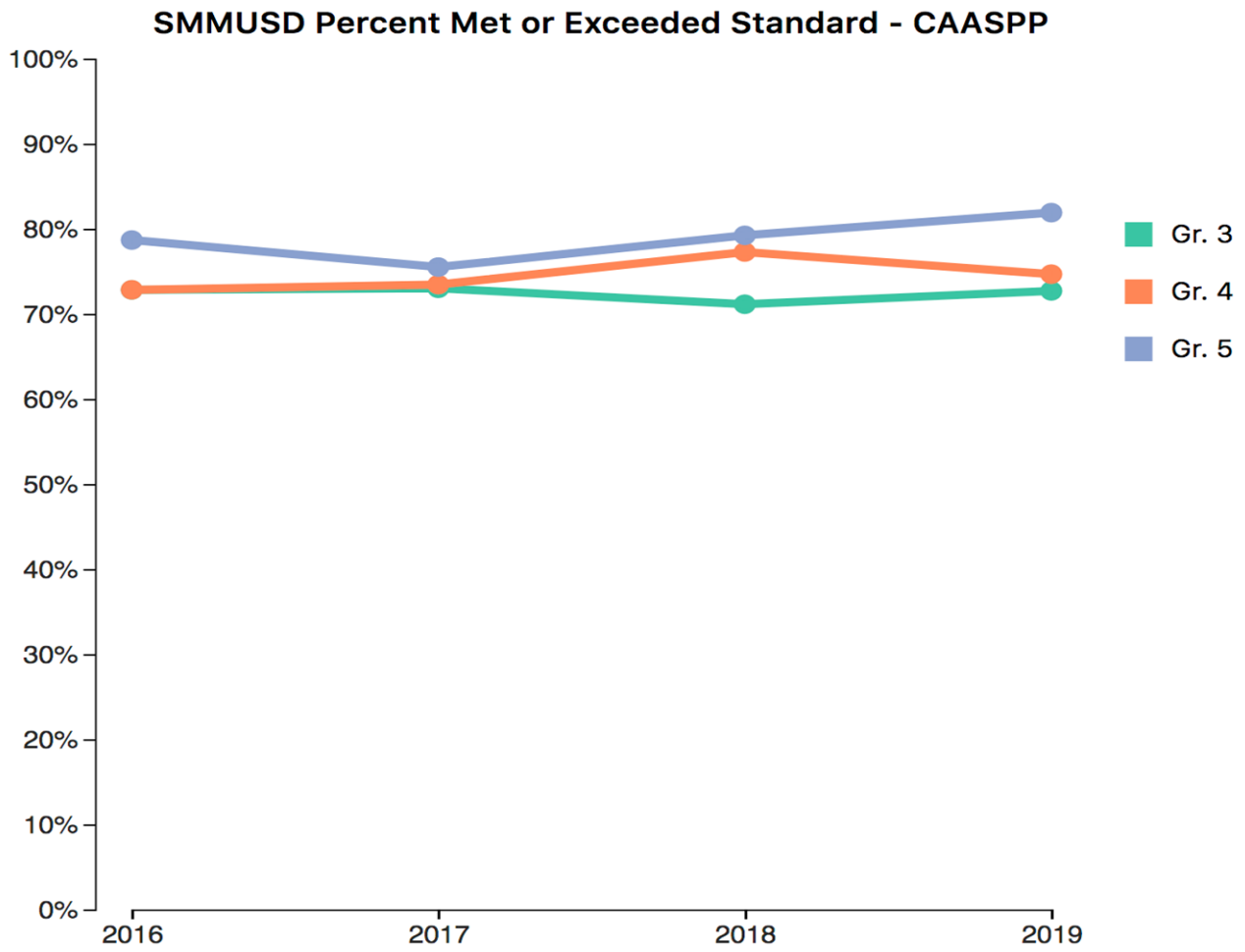
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

2019 CAASPP ELA and Math Performance Levels
All Students

	Exceeded	Met	Nearly Met	Not Met	Students Tested	Enrollment
ELA	45%	29%	15%	11%	5276	5805
Math	18%	21%	23%	38%	5289	5805

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

2016 — 2019 ELA Percent Met/Exceeded Elementary Grades



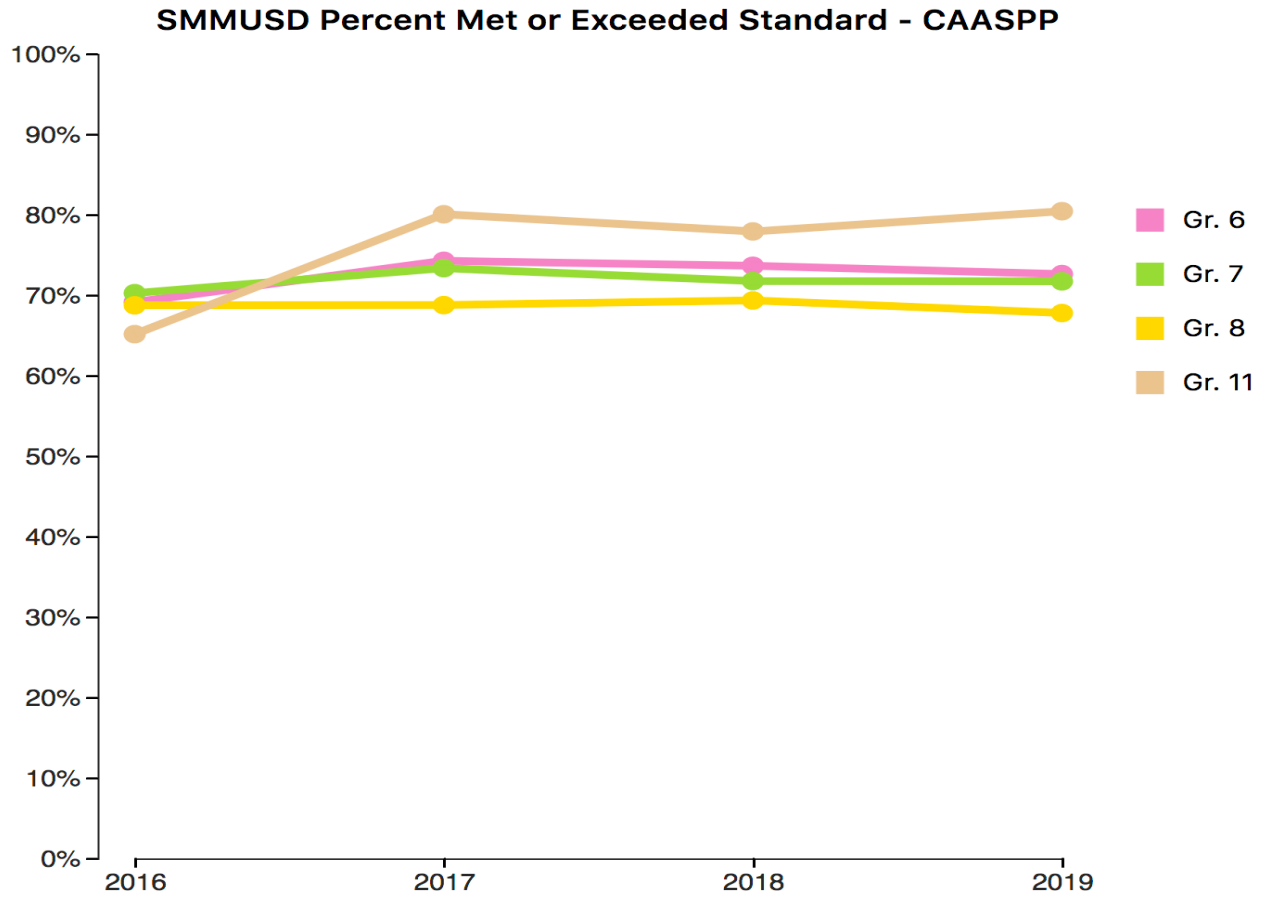
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

2016 — 2019 ELA Percent Met/Exceeded
Elementary Grades

Grade	2016 Met	2016 Tested	2017 Met	2017 Tested	2018 Met	2018 Tested	2019 Met	2019 Tested
3	73%	798	73%	785	71%	651	73%	703
4	73%	802	73%	798	77%	796	75%	655
5	79%	750	75%	816	79%	794	82%	773

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

2016 — 2019 ELA Percent Met/Exceeded
Middle and High School



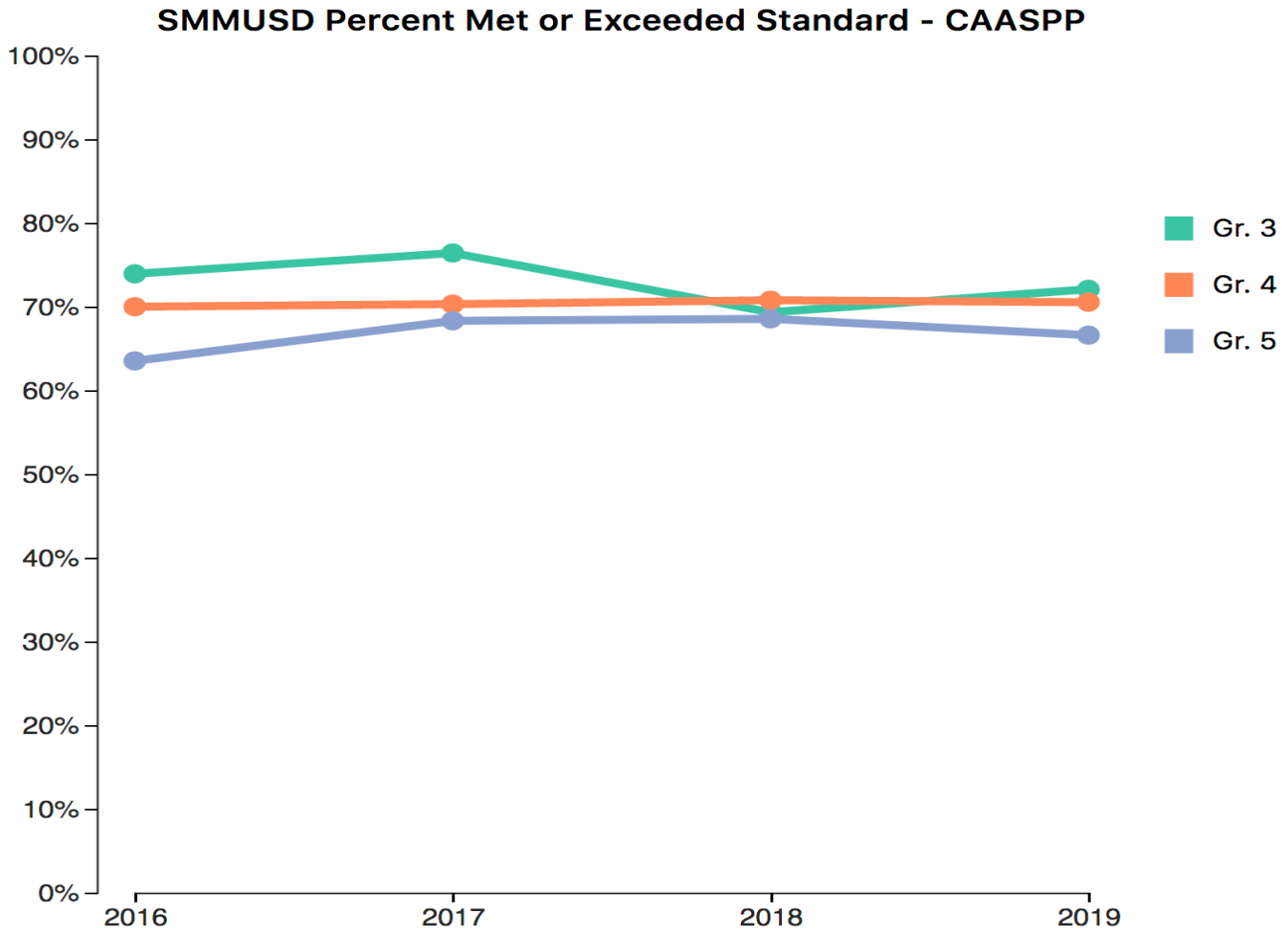
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

2016 — 2018 ELA Percent Met/Exceeded
Middle and High School

Grade	2016 Met	2016 Tested	2017 Met	2017 Tested	2018 Met	2018 Tested	2019 Met	2019 Tested
6	69%	852	74%	781	74%	812	73%	594
7	70%	857	73%	833	72%	775	72%	573
8	69%	806	69%	861	69%	825	68%	530
11	65%	835	80%	812	78%	806	80%	600

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

2016 — 2019 Math Percent Met/Exceeded Elementary Grades



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

2016 — 2019 Math Percent Met/Exceeded Elementary Grades

Grade	2016 Met	2016 Tested	2017 Met	2017 Tested	2018 Met	2018 Tested	2019 Met	2019 Tested
3	74%	801	76%	788	69%	655	72%	705
4	70%	806	70%	801	71%	800	71%	658
5	64%	748	68%	820	69%	804	67%	781

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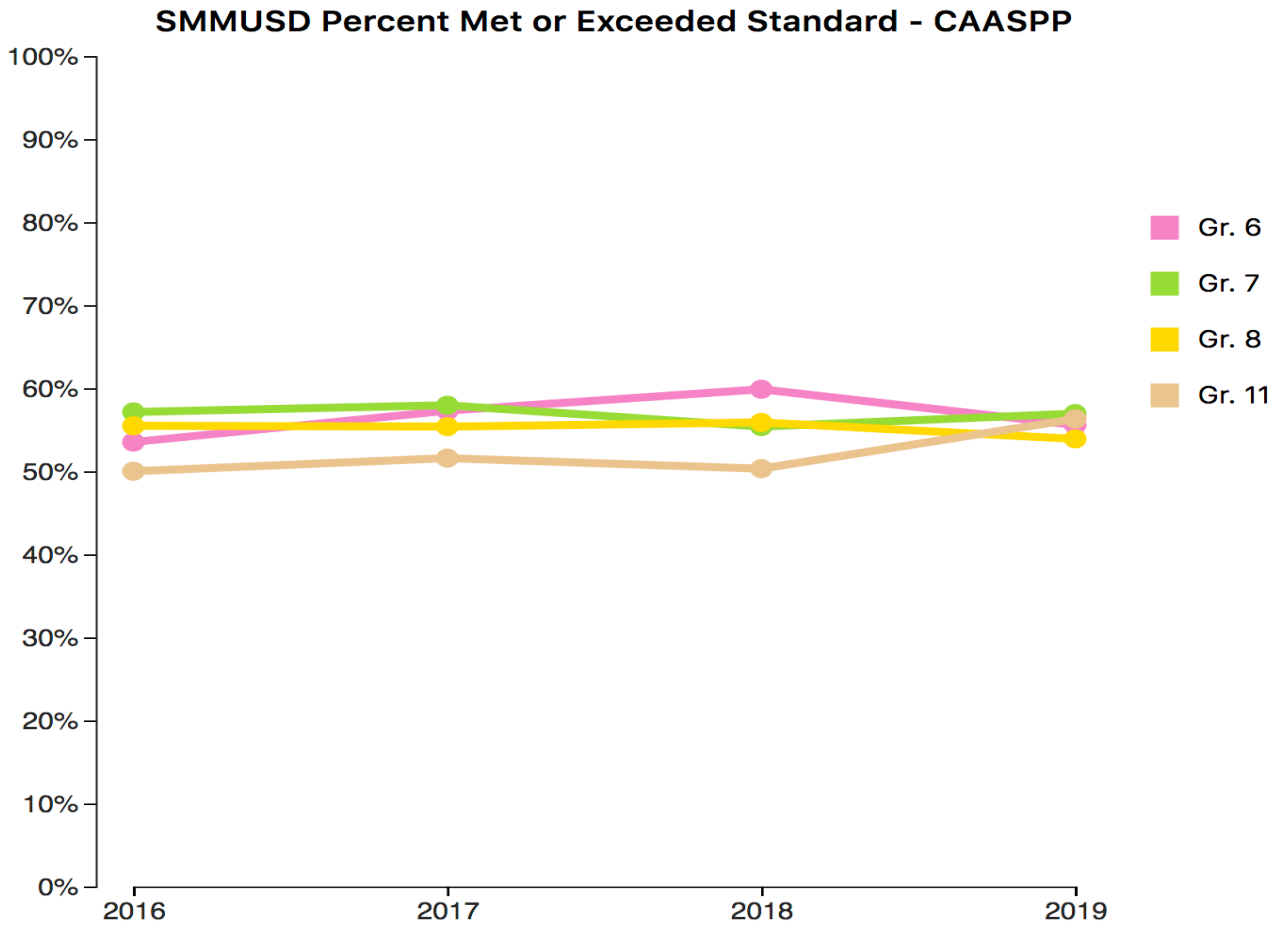
2016 — 2019 Math Percent Met/Exceeded Standard
Middle and High School



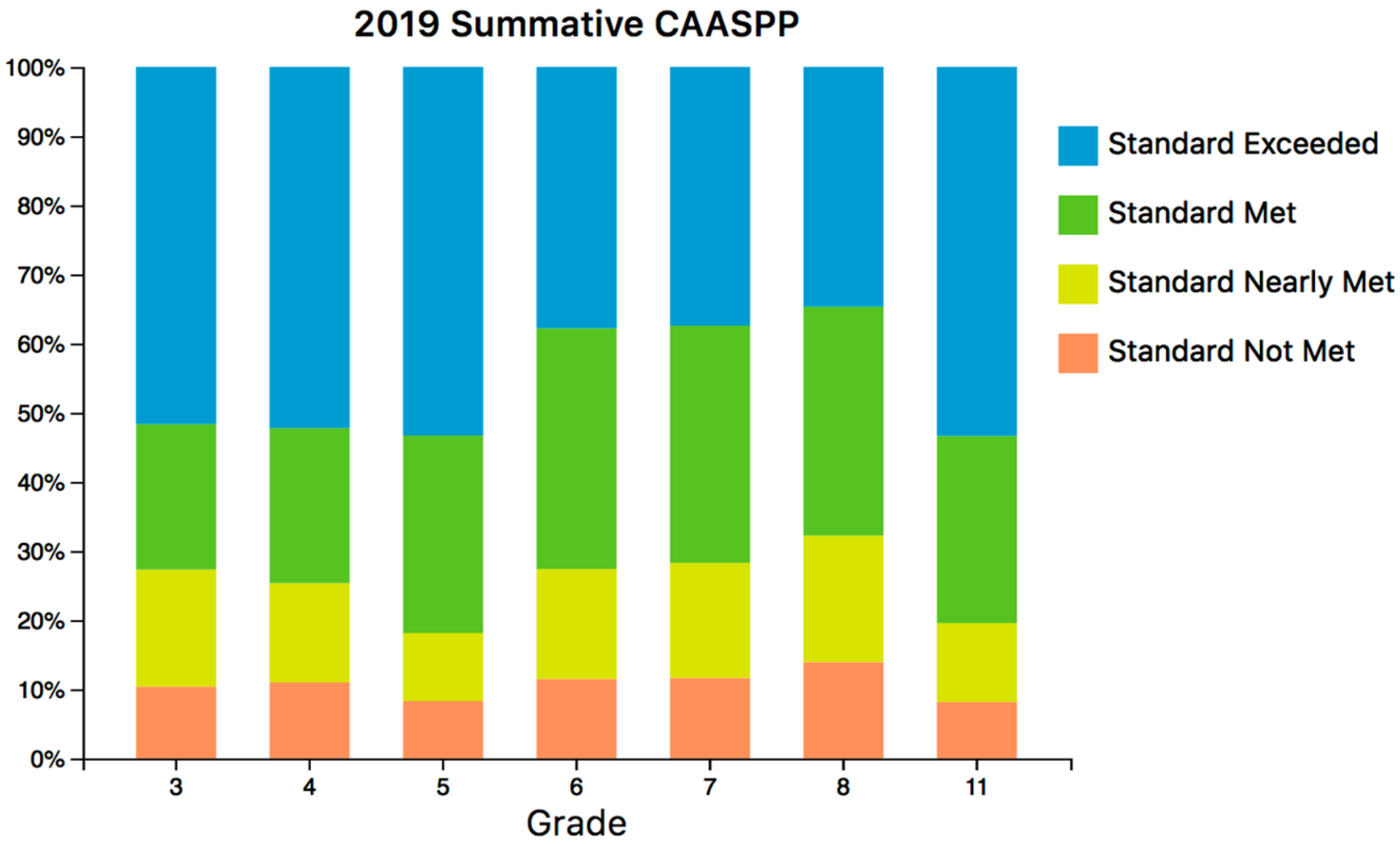
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

2016 — 2019 Math Percent Met/Exceeded Standard
Middle and High School

Grade	2016 Met	2016 Tested	2017 Met	2017 Tested	2018 Met	2018 Tested	2019 Met	2019 Tested
6	54%	854	57%	782	60%	815	56%	817
7	57%	861	58%	837	55%	780	57%	799
8	55%	804	55%	856	56%	825	54%	783
11	50%	832	52%	791	50%	809	56%	746

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

2019 ELA Performance Levels by Grade Level

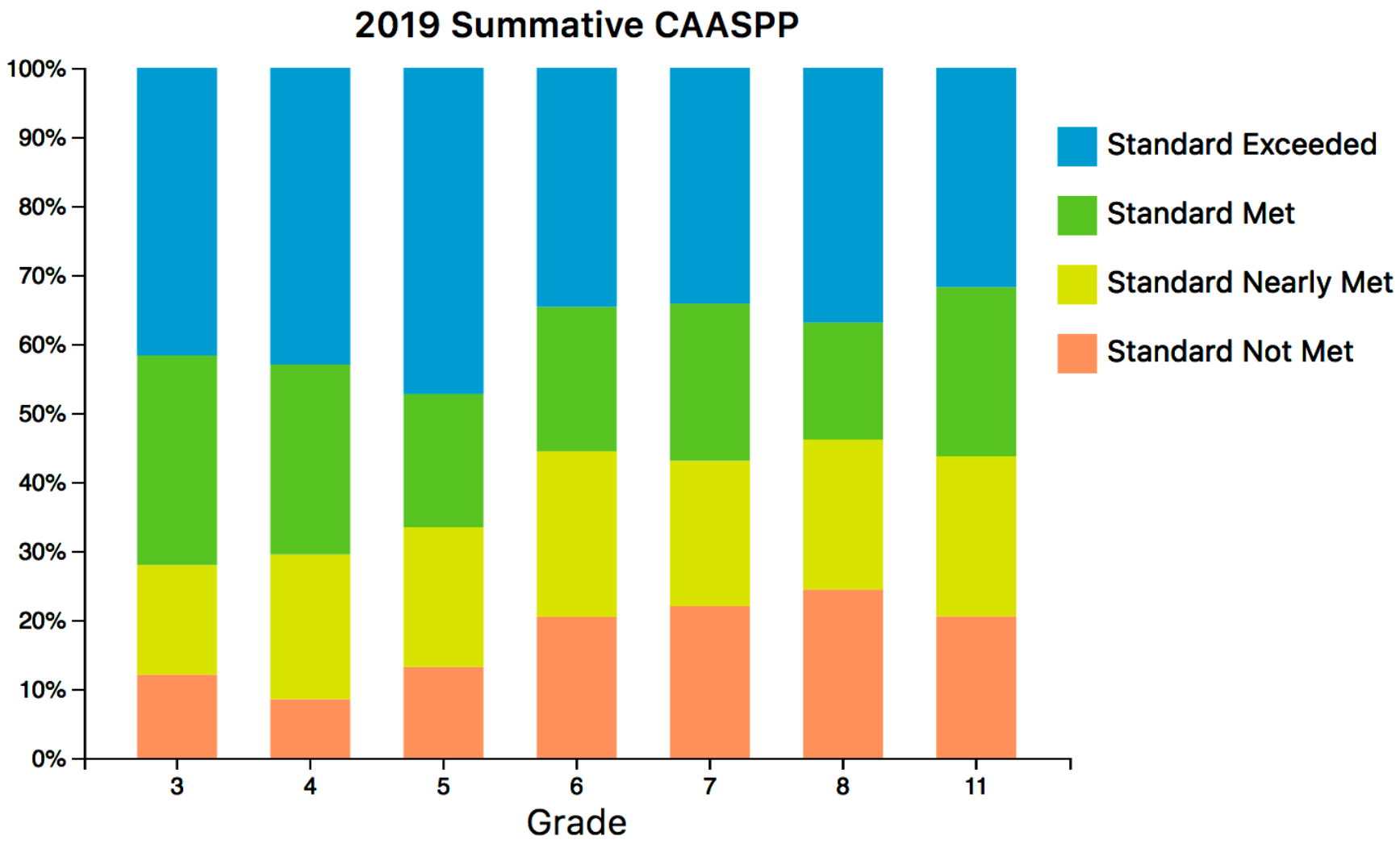


SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

2019 ELA Performance Levels by Grade

Grade	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met	Students Tested	Enrollment
3	52%	21%	17%	10%	703	772
4	52%	22%	14%	11%	655	735
5	53%	29%	10%	8%	773	853
6	38%	35%	16%	11%	818	899
7	37%	34%	17%	12%	799	859
8	35%	33%	18%	14%	782	845
11	53%	27%	11%	8%	746	842

2019 Math Performance Levels by Grade



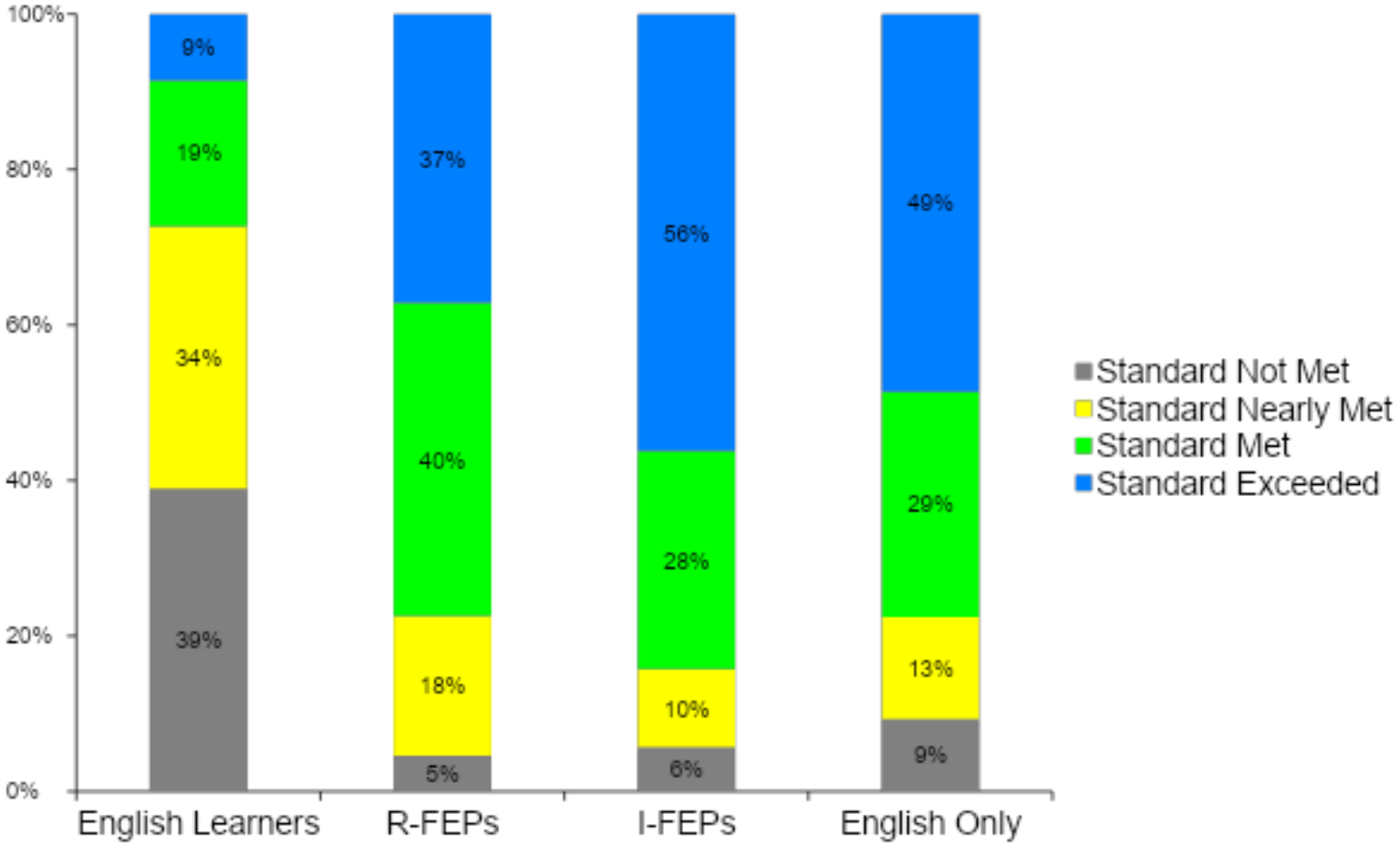
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

2019 Math Performance Levels by Grade

Grade	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met	Students Tested	Enrollment
3	42%	30%	16%	12%	705	772
4	43%	28%	21%	9%	658	735
5	47%	19%	20%	13%	781	853
6	35%	21%	24%	20%	817	899
7	34%	23%	21%	22%	799	859
8	37%	17%	22%	24%	783	845
11	32%	25%	23%	21%	746	842

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

2019 ELA Performance Levels by Language Status

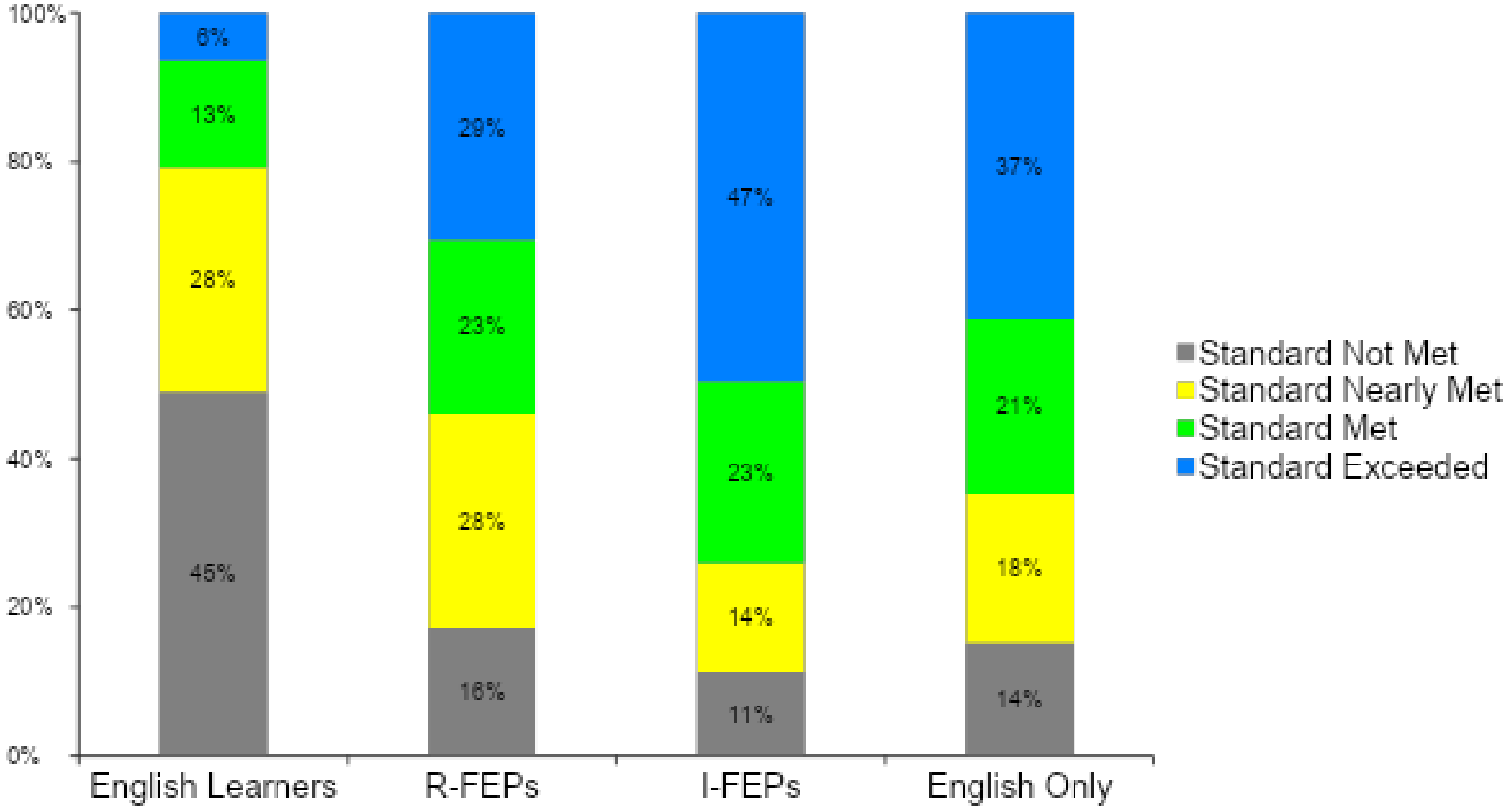


SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

2019 ELA Performance Levels by Language Status

	Exceeded	Met	Nearly Met	Not Met	Students Tested	Enrollment
English Learners	9%	19%	34%	39%	385	441
R-FEPs	37%	40%	18%	5%	460	480
I-FEPs	56%	28%	10%	6%	477	500
English Only	49%	29%	13%	9%	3954	4382

2019 Math Performance Levels by Language Status



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

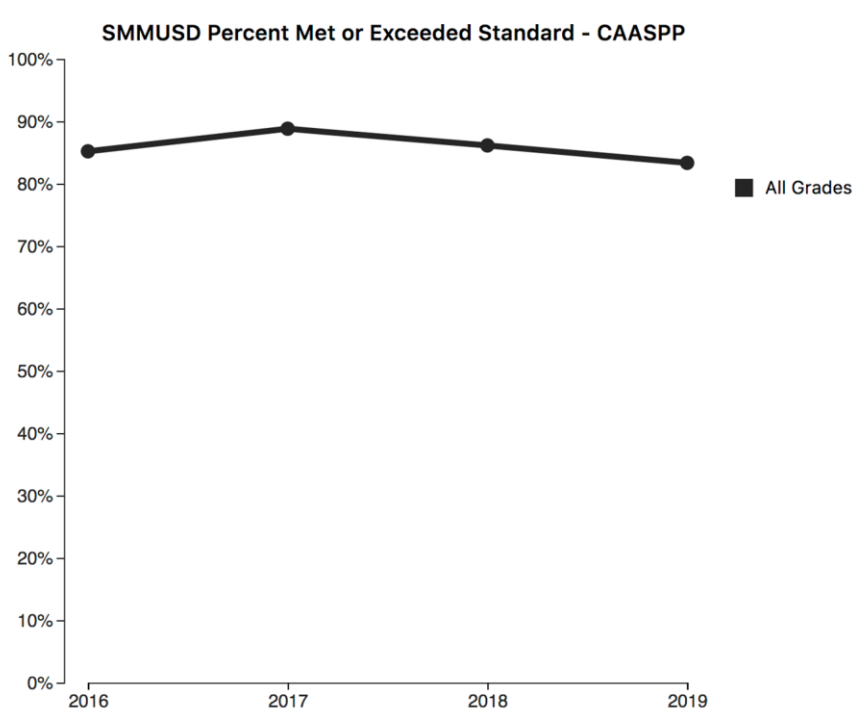
2019 Math Performance Levels by Language Status

	Exceeded	Met	Nearly Met	Not Met	Students Tested	Enrollment
English Learners	6%	13%	28%	45%	404	441
R-FEPs	29%	23%	28%	16%	459	480
I-FEPs	47%	23%	14%	11%	478	500
English Only	37%	21%	21%	14%	3948	4382

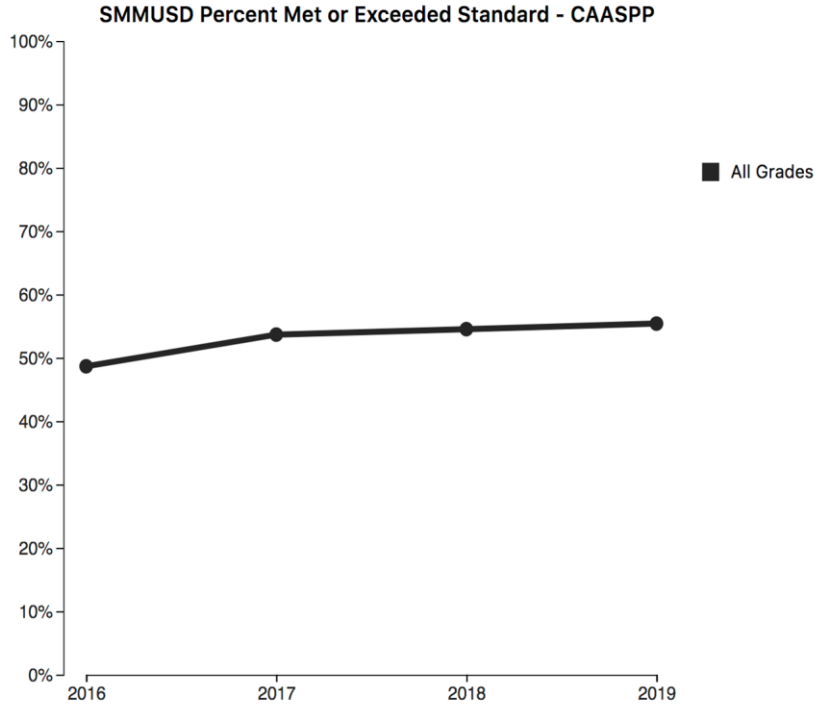
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

2016 – 2019 ELA Met/Exceeded by Race/Ethnicity

Asian

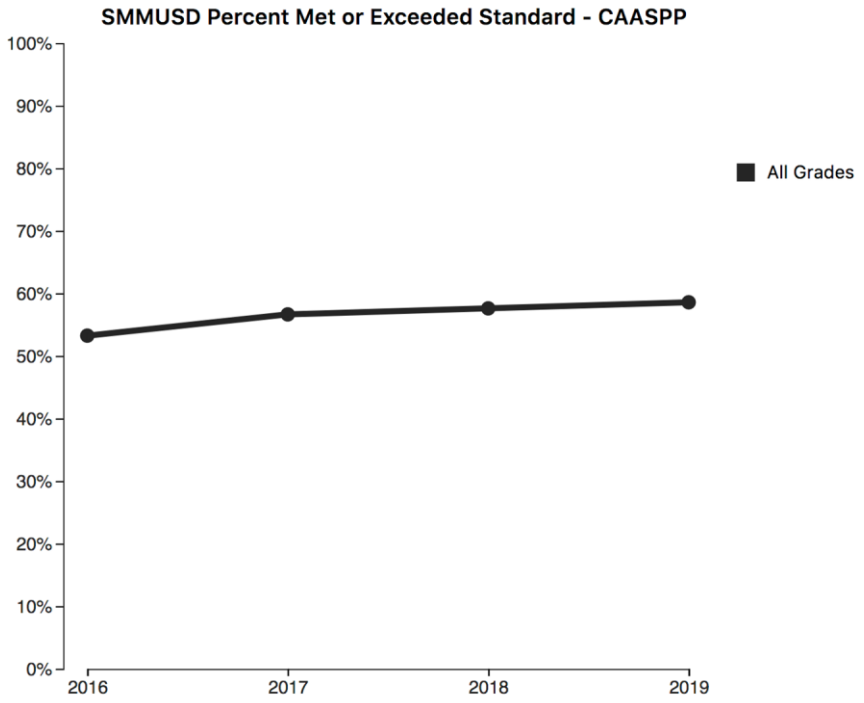


Black or African American

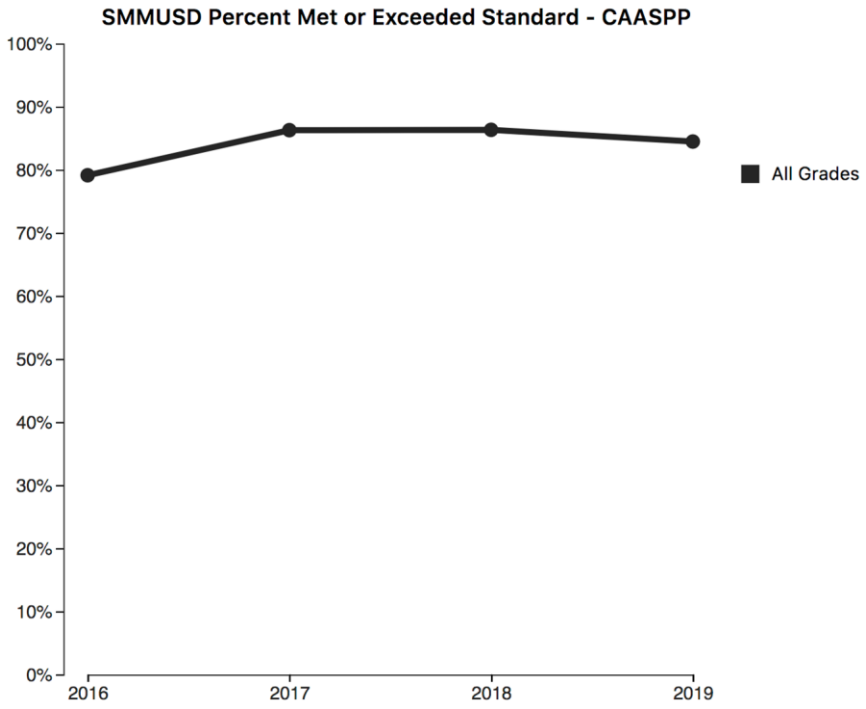


2016 – 2019 ELA Met/Exceeded by Race/Ethnicity

Hispanic

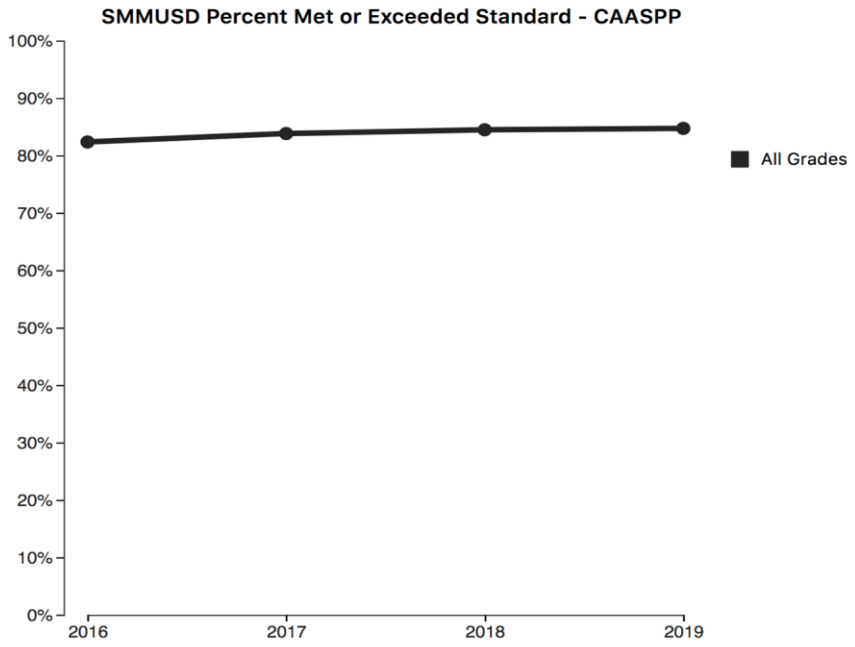


Two or More Races



2016 – 2019 ELA Met/Exceeded by Race/Ethnicity

White

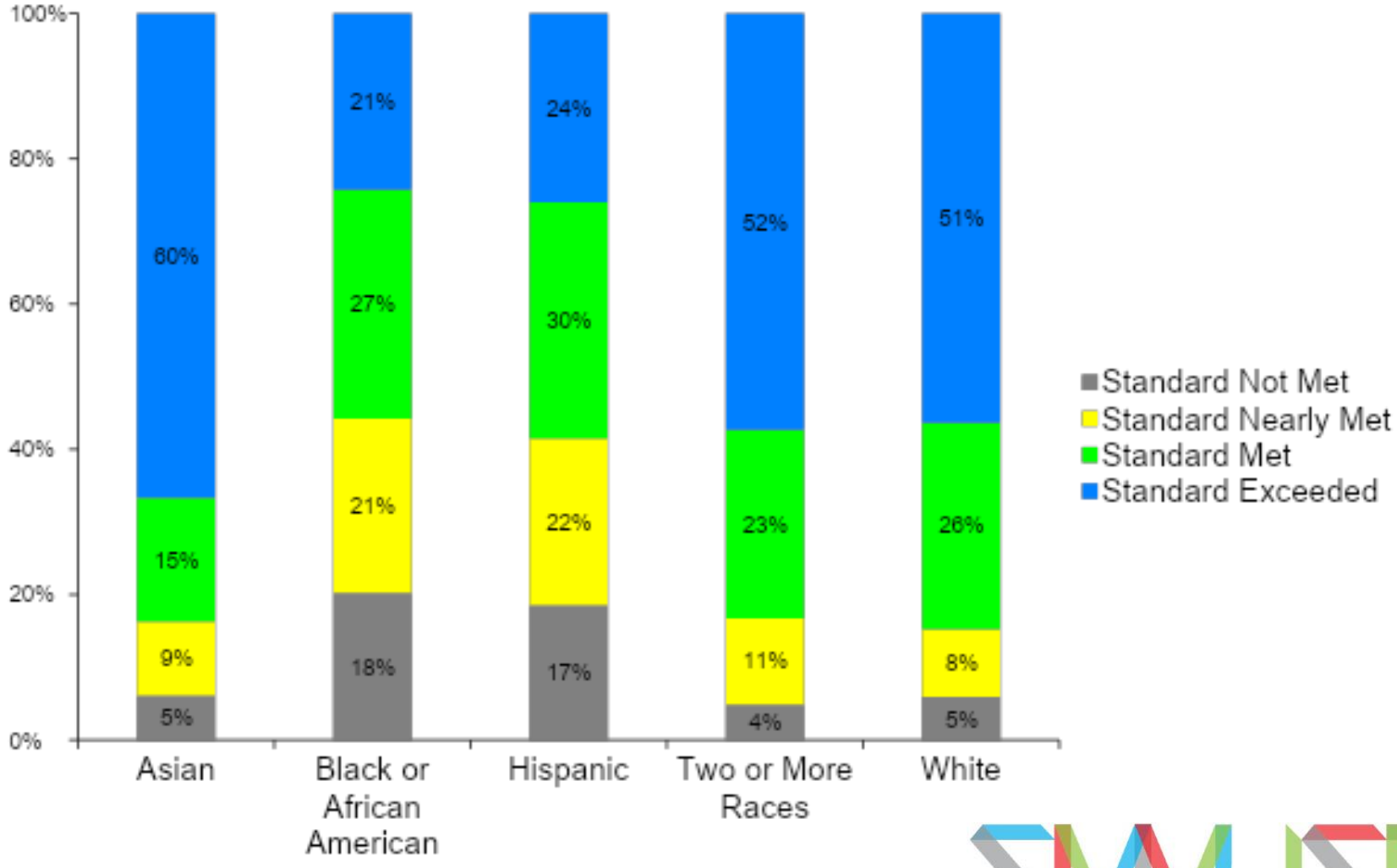


2016 — 2019 ELA Met/Exceeded by Race/Ethnicity

Grade	2016 Met	2016 Tested	2017 Met	2017 Tested	2018 Met	2018 Tested	2019 Met	2019 Tested
Asian	85%	297	89%	286	86%	310	83%	306
Black/African American	49%	335	54%	328	55%	343	55%	343
Hispanic	53%	1801	57%	1769	58%	1670	59%	1632
Two or More Races	79%	456	86%	466	86%	402	84%	354
White	82%	2724	84%	2755	84%	2658	85%	2563

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

2019 ELA Performance Levels by Race/Ethnicity



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

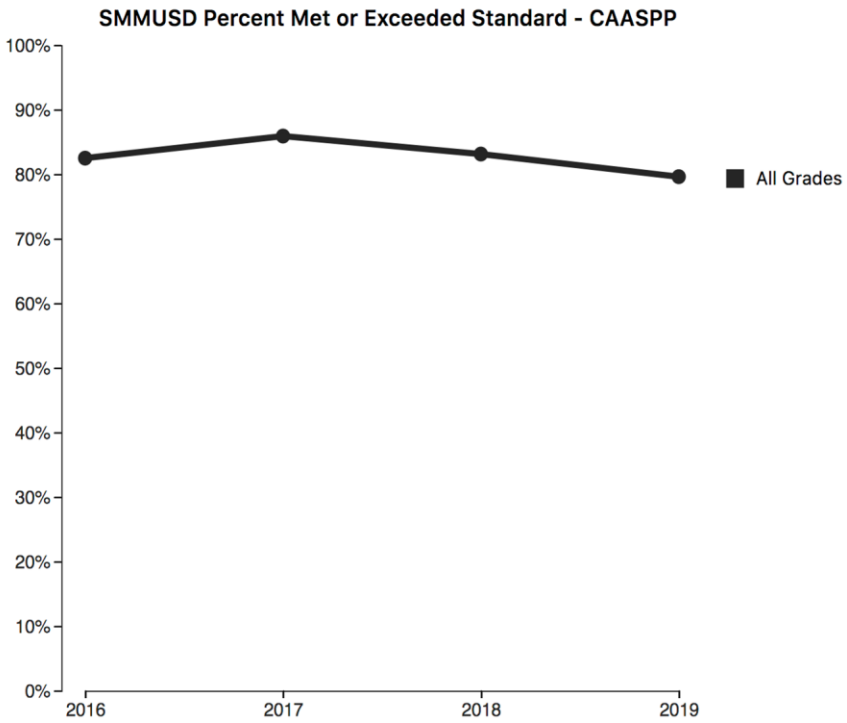
2019 ELA Performance Levels by Race/Ethnicity

	Exceeded	Met	Nearly Met	Not Met	Students Tested	Enrollment
Asian	60%	15%	9%	5%	312	347
Black or African American	21%	27%	21%	18%	346	398
Hispanic	24%	30%	22%	17%	1621	1731
Two or More Races	52%	23%	11%	4%	328	363
White	51%	26%	8%	5%	2597	2886

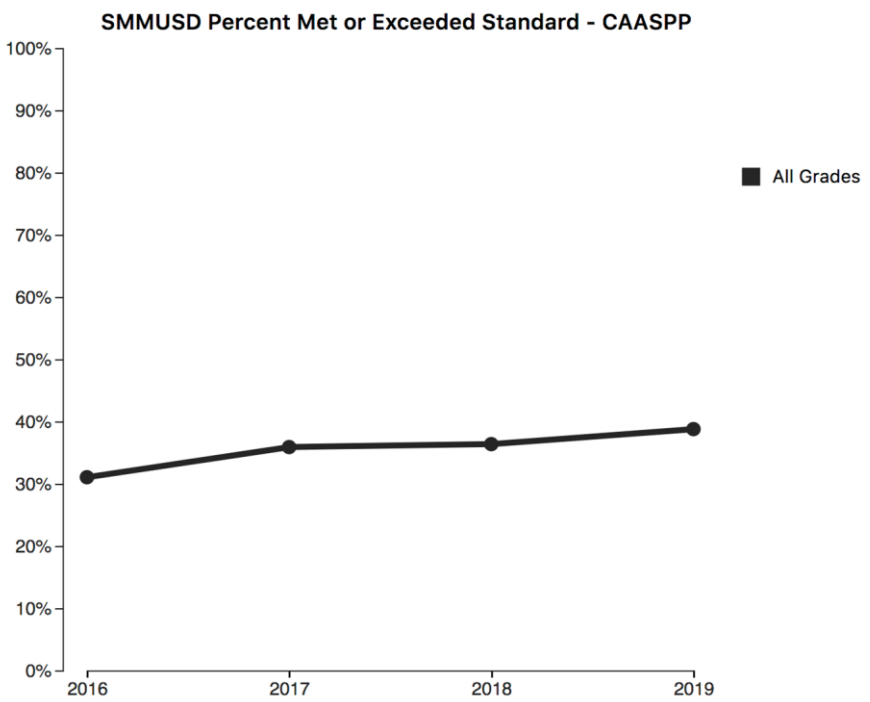
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

2016 – 2019 Math Met/Exceeded by Race/Ethnicity

Asian

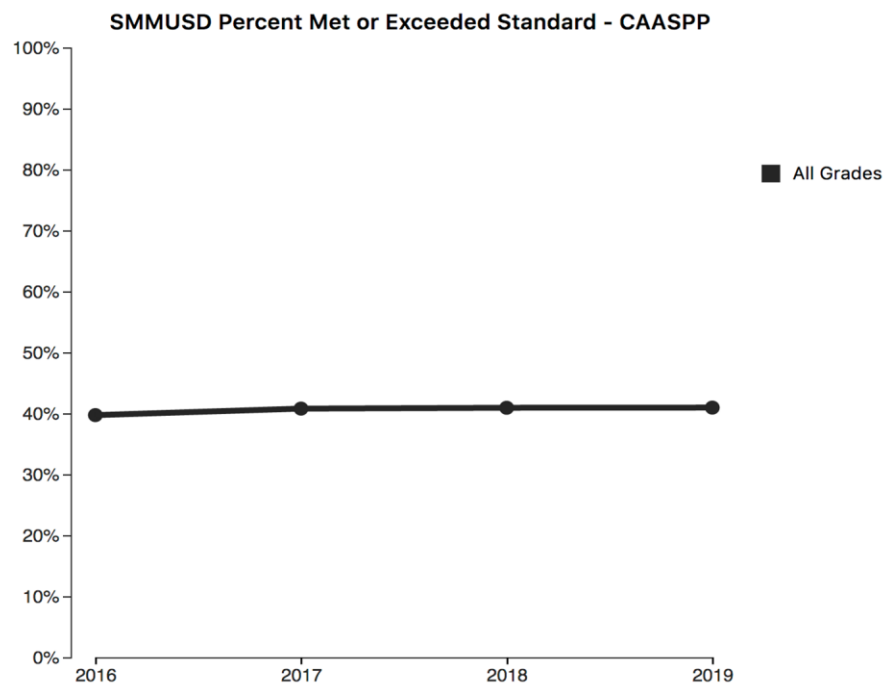


Black or African American

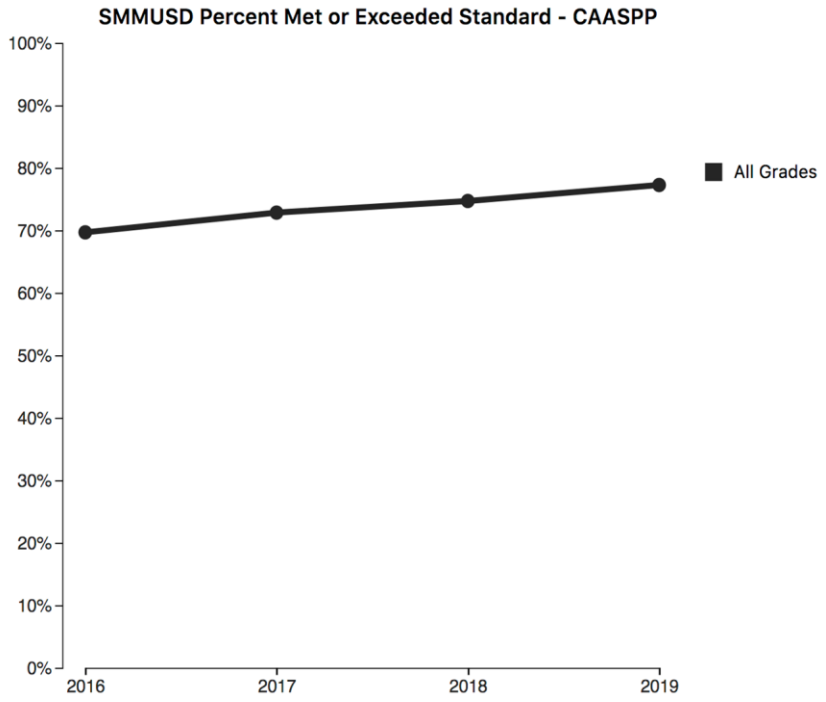


2016 – 2019 Math Met/Exceeded by Race/Ethnicity

Hispanic

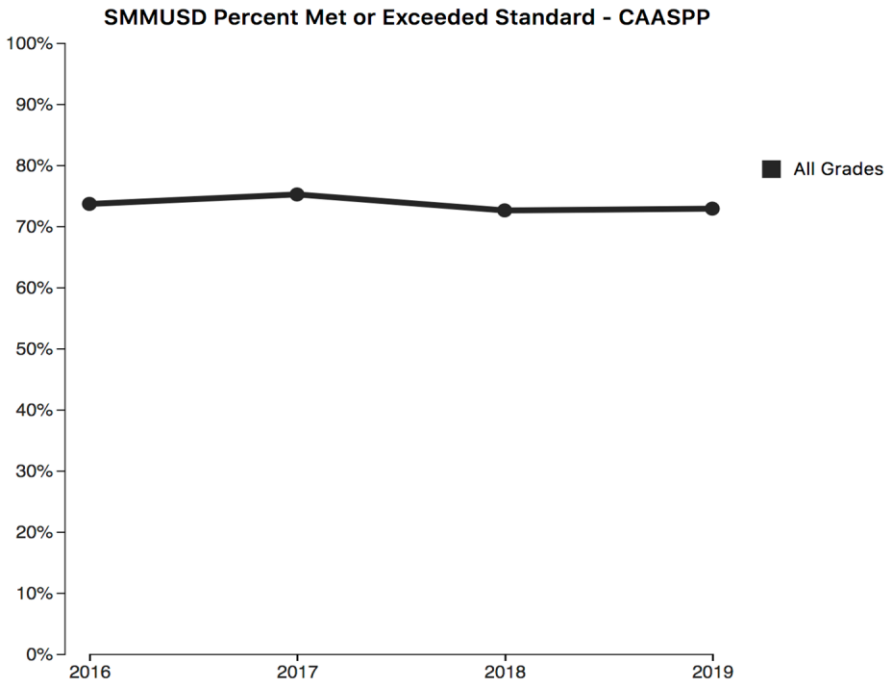


Two or More Races



2016 – 2019 Math Met/Exceeded by Race/Ethnicity

White

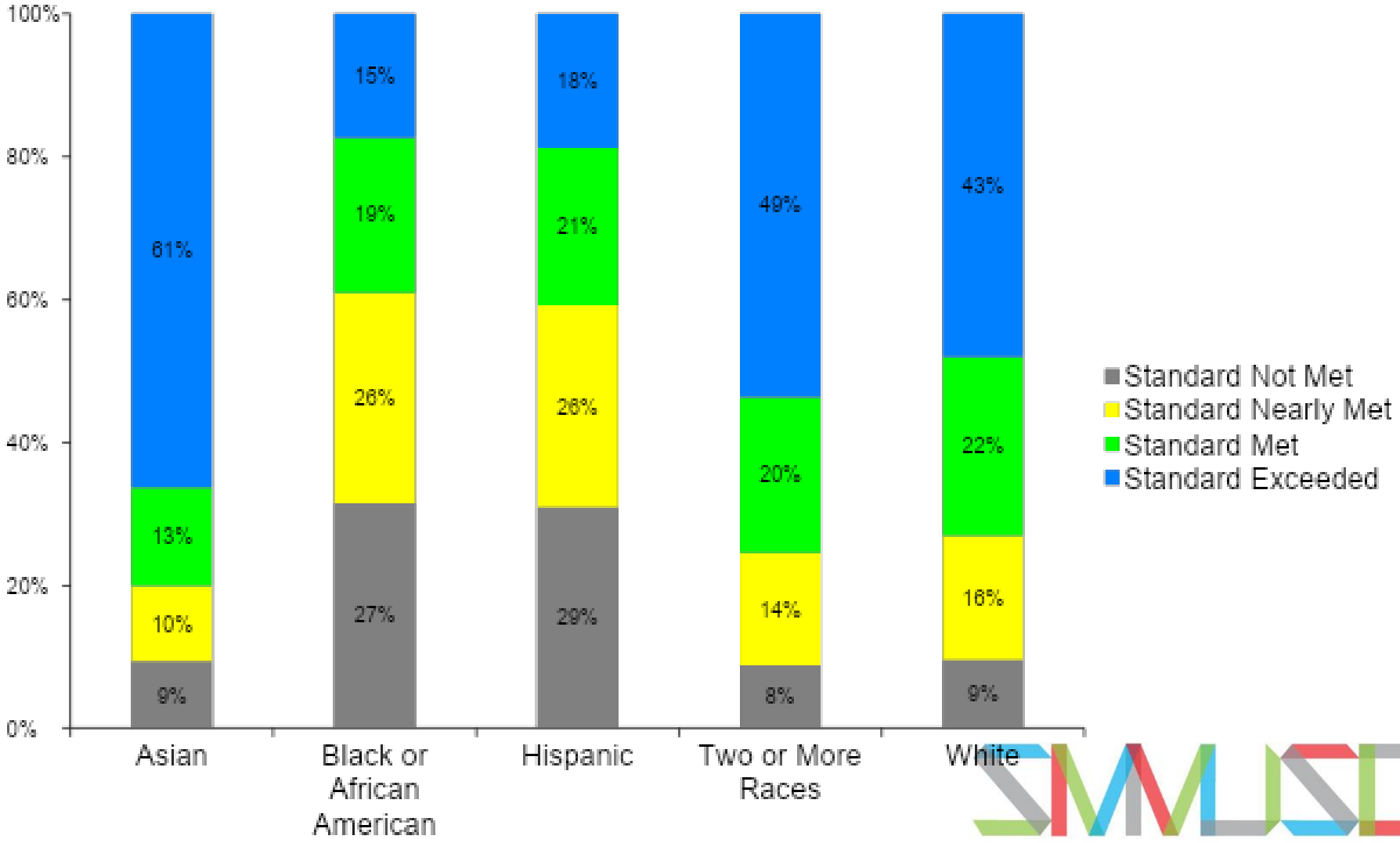


2016 — 2019 Math Met/Exceeded by Race/Ethnicity

Grade	2016 Met	2016 Tested	2017 Met	2017 Tested	2018 Met	2018 Tested	2019 Met	2019 Tested
Asian	82%	297	86%	291	83%	320	80%	314
Black/African American	31%	335	36%	326	36%	341	39%	343
Hispanic	40%	1803	41%	1768	41%	1679	41%	1629
Two or More Races	70%	455	73%	460	75%	403	77%	356
White	74%	2727	75%	2748	73%	2669	73%	2568

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

2019 Math Performance Levels by Race/Ethnicity



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

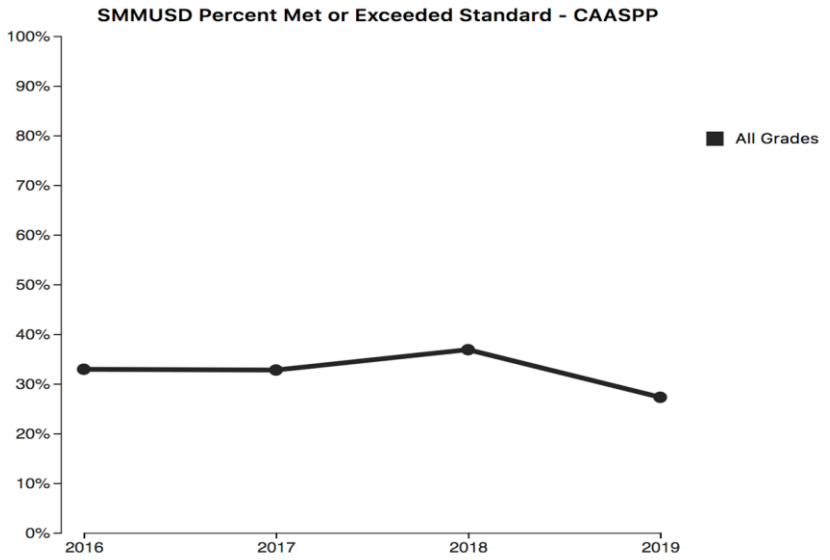
2019 Math Performance Levels by Race/Ethnicity

	Exceeded	Met	Nearly Met	Not Met	Students Tested	Enrollment
Asian	61%	13%	10%	9%	347	347
Black or African American	15%	19%	26%	27%	398	398
Hispanic	18%	21%	26%	29%	1731	1731
Two or More Races	49%	20%	14%	8%	363	363
White	43%	22%	16%	9%	2886	2886

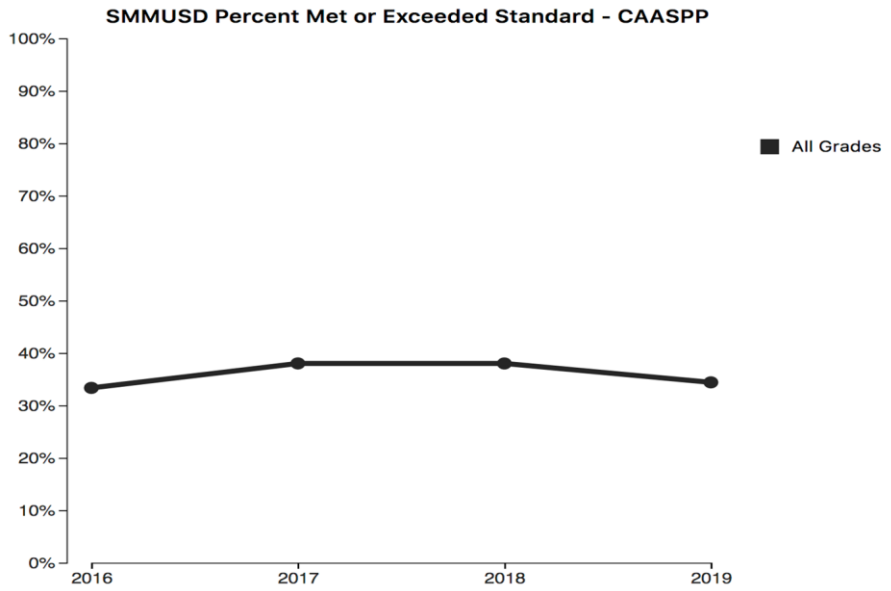
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

2016 - 2019 ELA Met/Exceeded by Subgroup

English Learners



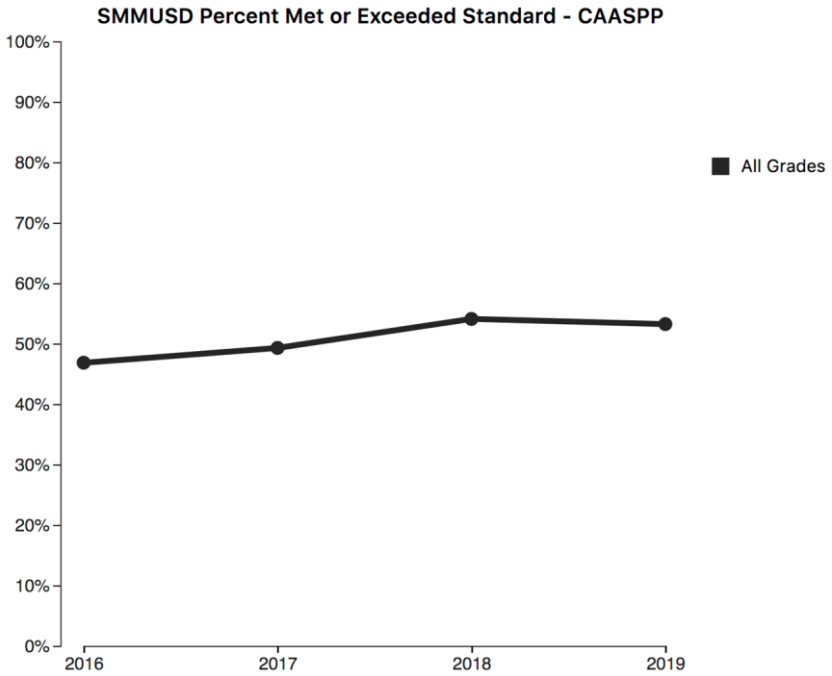
Students with Disabilities



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

2016 - 2019 ELA Met/Exceeded by Subgroup

Socio-economically Disadvantaged



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

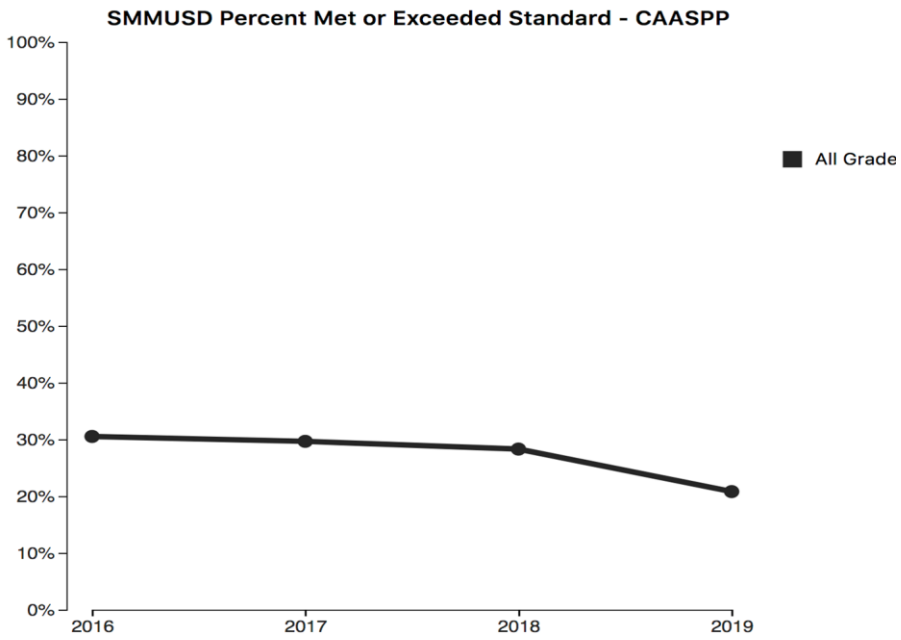
2016 - 2019 ELA Met/Exceeded by Subgroup

Grade	2016 Met	2016 Tested	2017 Met	2017 Tested	2018 Met	2018 Tested	2019 Met	2019 Tested
English Learners	33%	477	33%	464	37%	464	27%	385
Socio-Economically Disadvantaged	47%	1467	49%	1461	54%	1411	53%	1428
Students with Disabilities	33%	600	38%	600	38%	637	34%	631

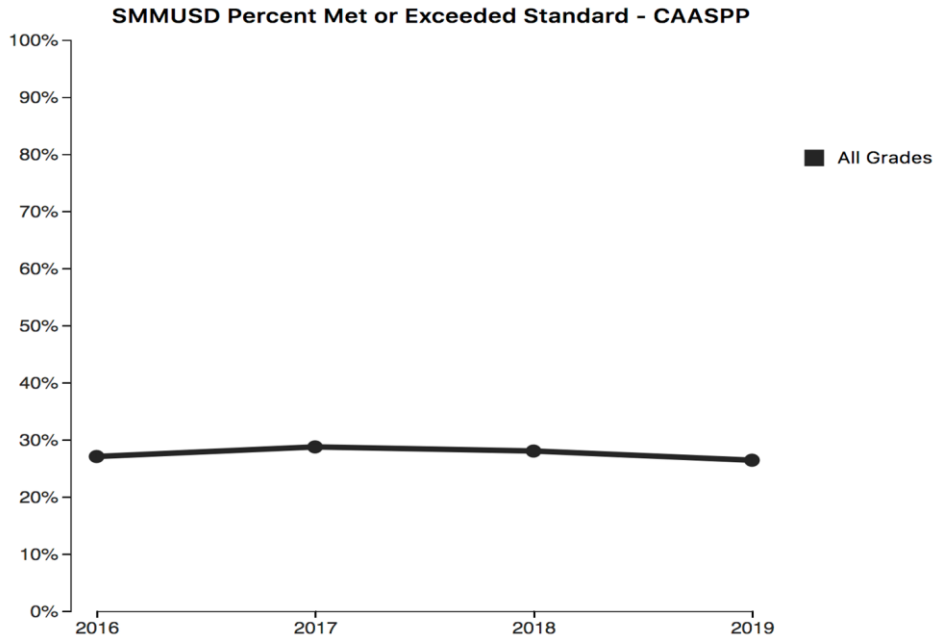
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

2016 — 2019 Math Met/Exceeded by Subgroup

English Learners



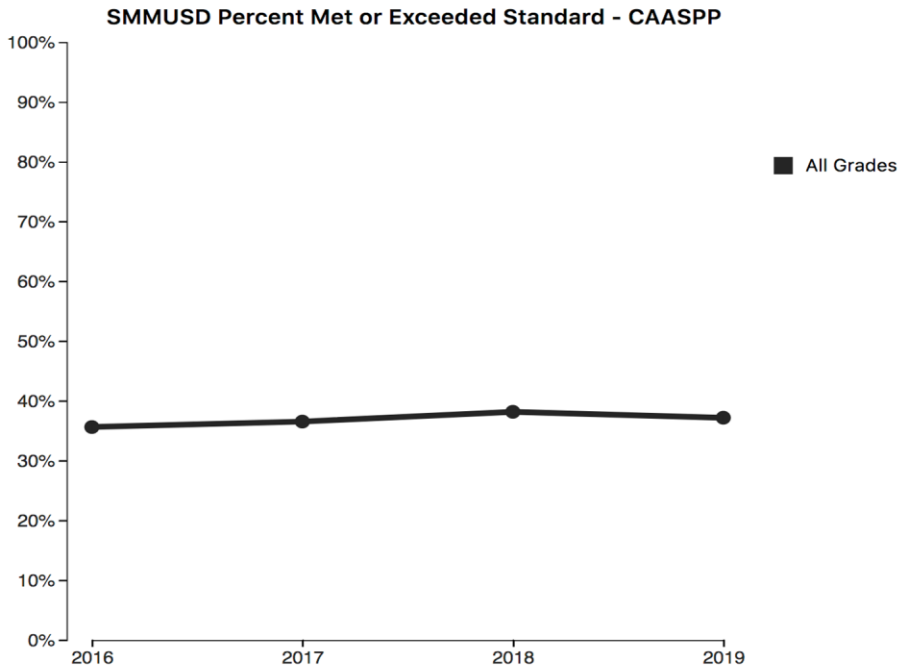
Students with Disabilities



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

2016 — 2019 Math Met/Exceeded by Subgroup

Socio-economically Disadvantaged



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

2016 — 2019 Math Met/Exceeded by Subgroup

Grade	2016 Met	2016 Tested	2017 Met	2017 Tested	2018 Met	2018 Tested	2019 Met	2019 Tested
English Learners	31%	495	30%	479	28%	495	21%	404
Socio-Economically Disadavantaged	36%	1466	37%	1454	38%	1418	37%	1426
Students with Disabilities	27%	595	29%	595	28%	639	26%	621

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

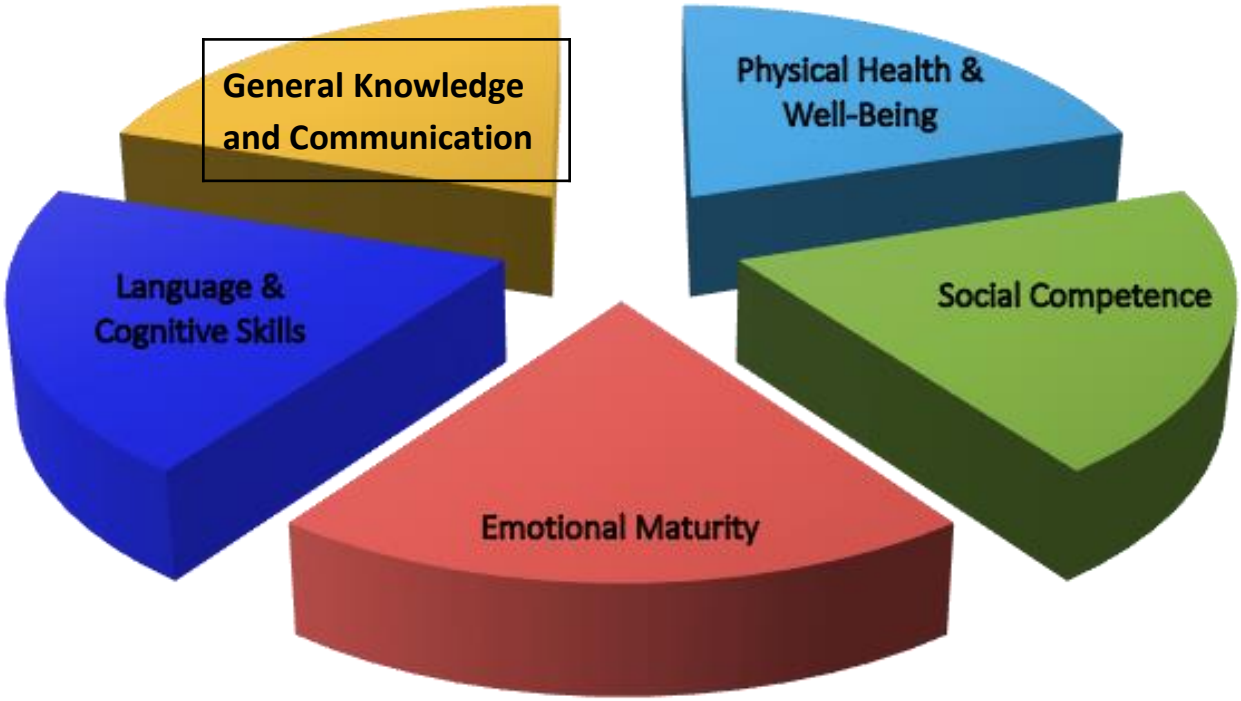
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Early Development Instrument (EDI) 2018-19

What Is the EDI?

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

What Does EDI Measure?



How Is EDI Administered?

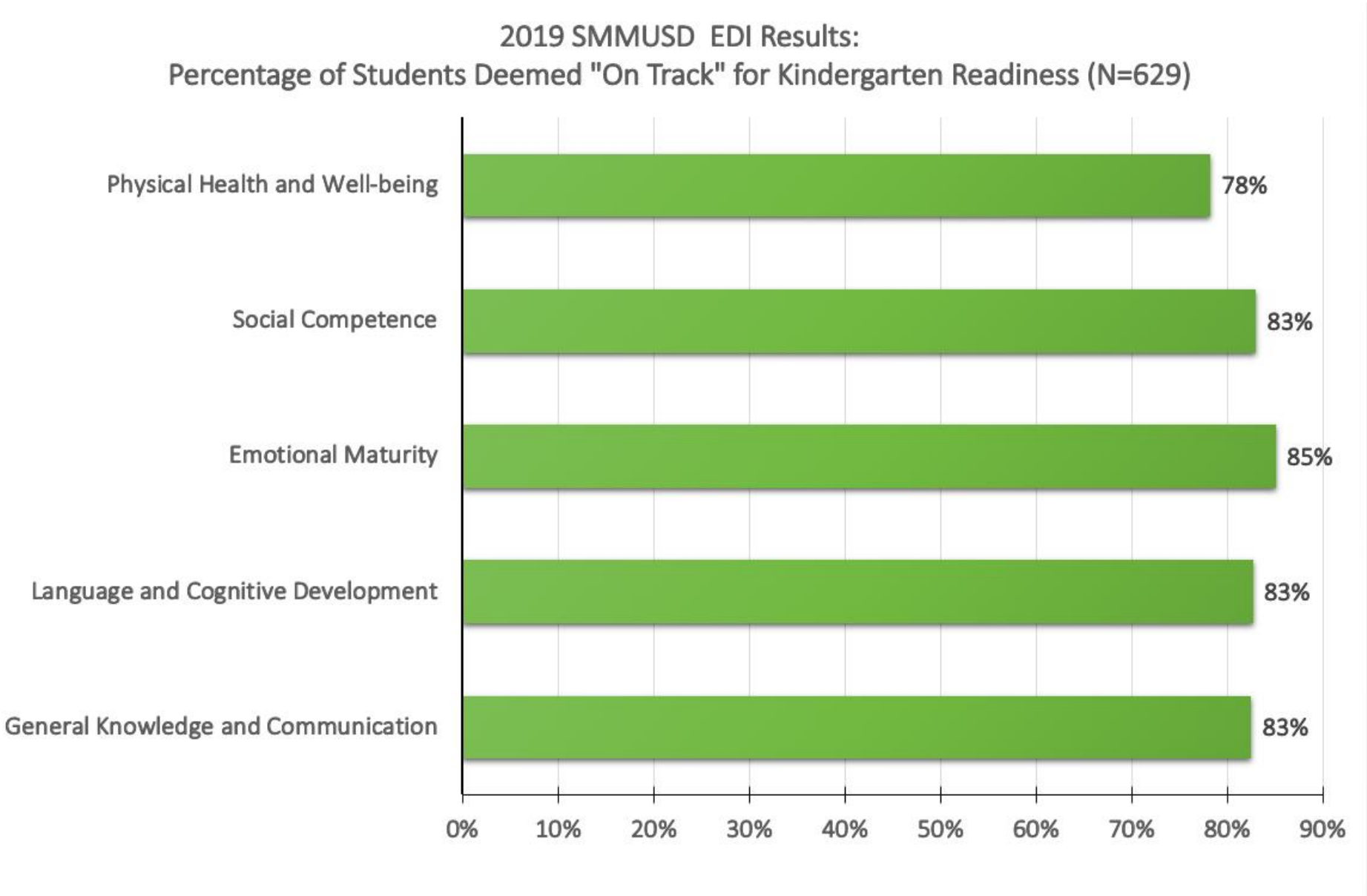
- K Teachers trained to use the instrument
- K Teachers respond to survey items for each individual child
- Reflection of how “ready” students entered K in each of the five domains
- Teachers complete surveys online, on their own time – students are not asked to perform tasks or answer questions

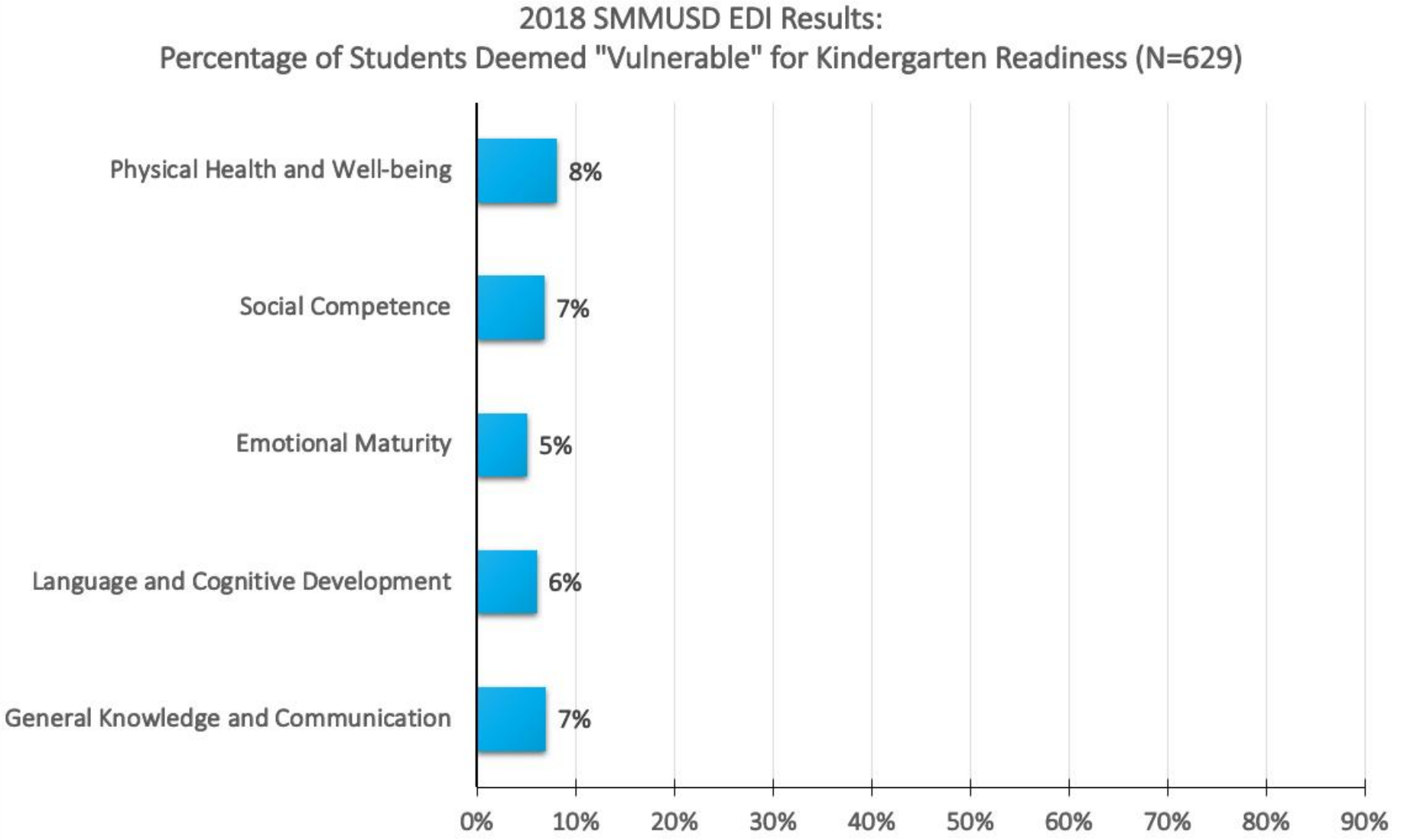
How Are Results Reported?

Community-wide

By Neighborhood

Confidential School Reports


2019 SMMUSD EDI Results:
Percentage of Students Deemed "On Track" for Kindergarten Readiness (N=629)
Physical Health and Well-being
78%
Social Competence
83%
Emotional Maturity
85%
Language and Cognitive Development
83%
General Knowledge and Communication
83%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%


2018 SMMUSD EDI Results:
Percentage of Students Deemed "Vulnerable" for Kindergarten Readiness (N=629)
Physical Health and Well-being
8%
Social Competence
7%
Emotional Maturity
5%
Language and Cognitive Development
6%
General Knowledge and Communication
7%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%

What Does Physical Well-Being Mean?

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

Sample Items:

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

What Does Social Competence Mean?

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

Sample Items:

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

What Does Emotional Maturity Mean?

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

Sample Items:

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

Often or Very True | **Sometimes or Somewhat True** | **Never or Not True**

Don't Know

Language and Cognitive Development

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

Sample Items:

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

Yes **No** **Don't Know**

Communication Skills & General Knowledge

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

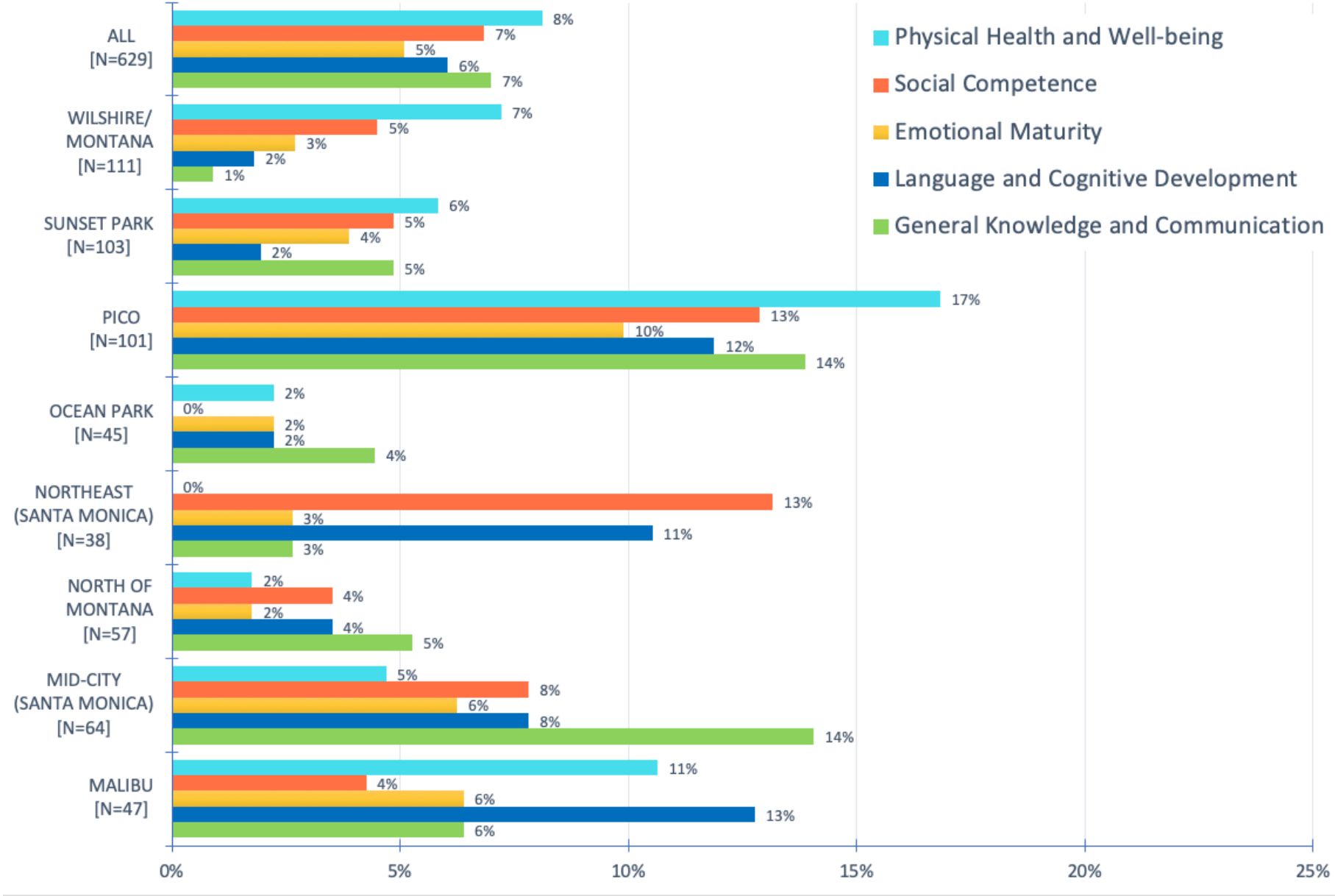
Sample Items:

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

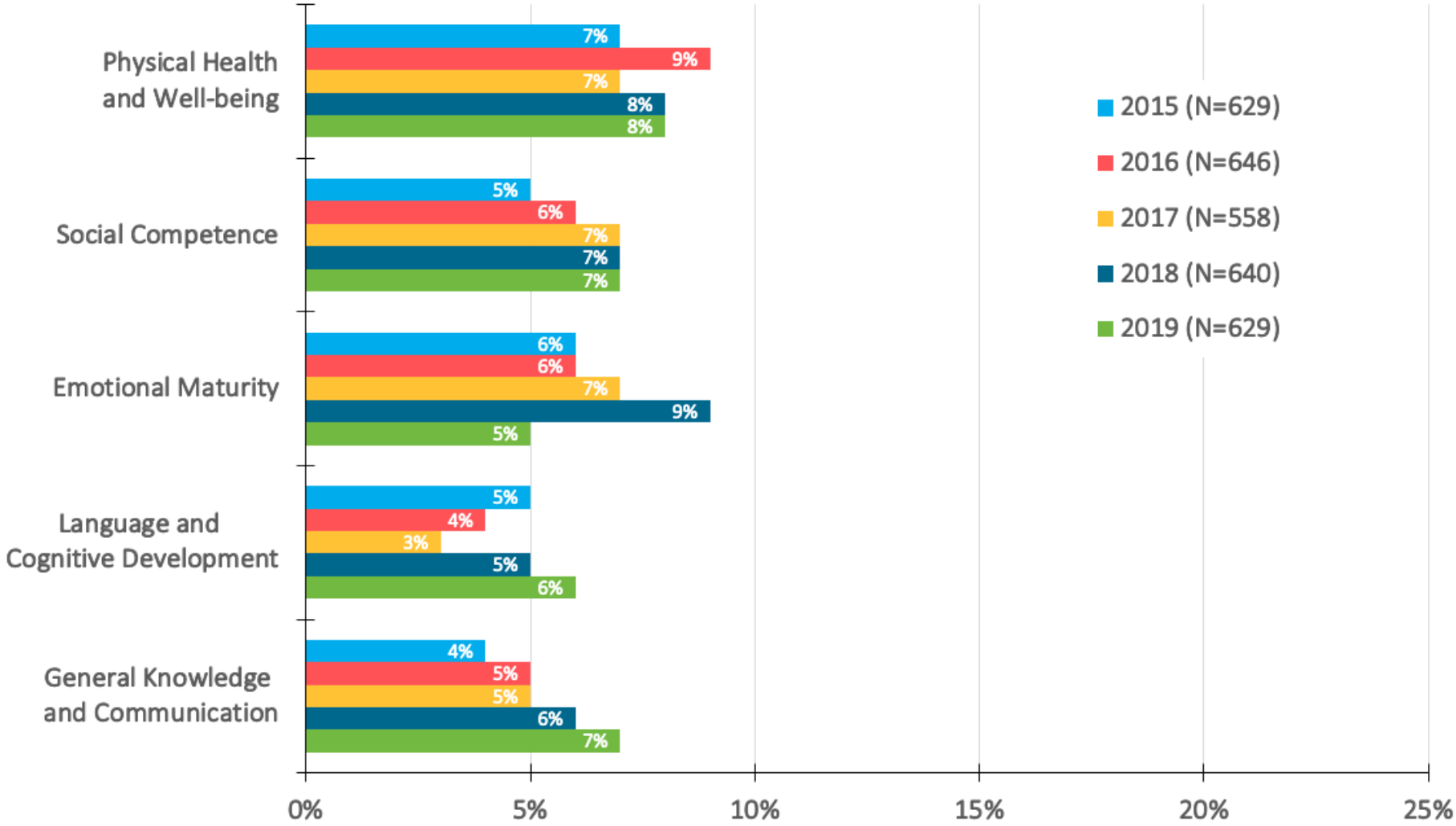
Neighborhood Reports

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

EDI 2018-19 Data
K Students Deemed Vulnerable (By Neighborhood)



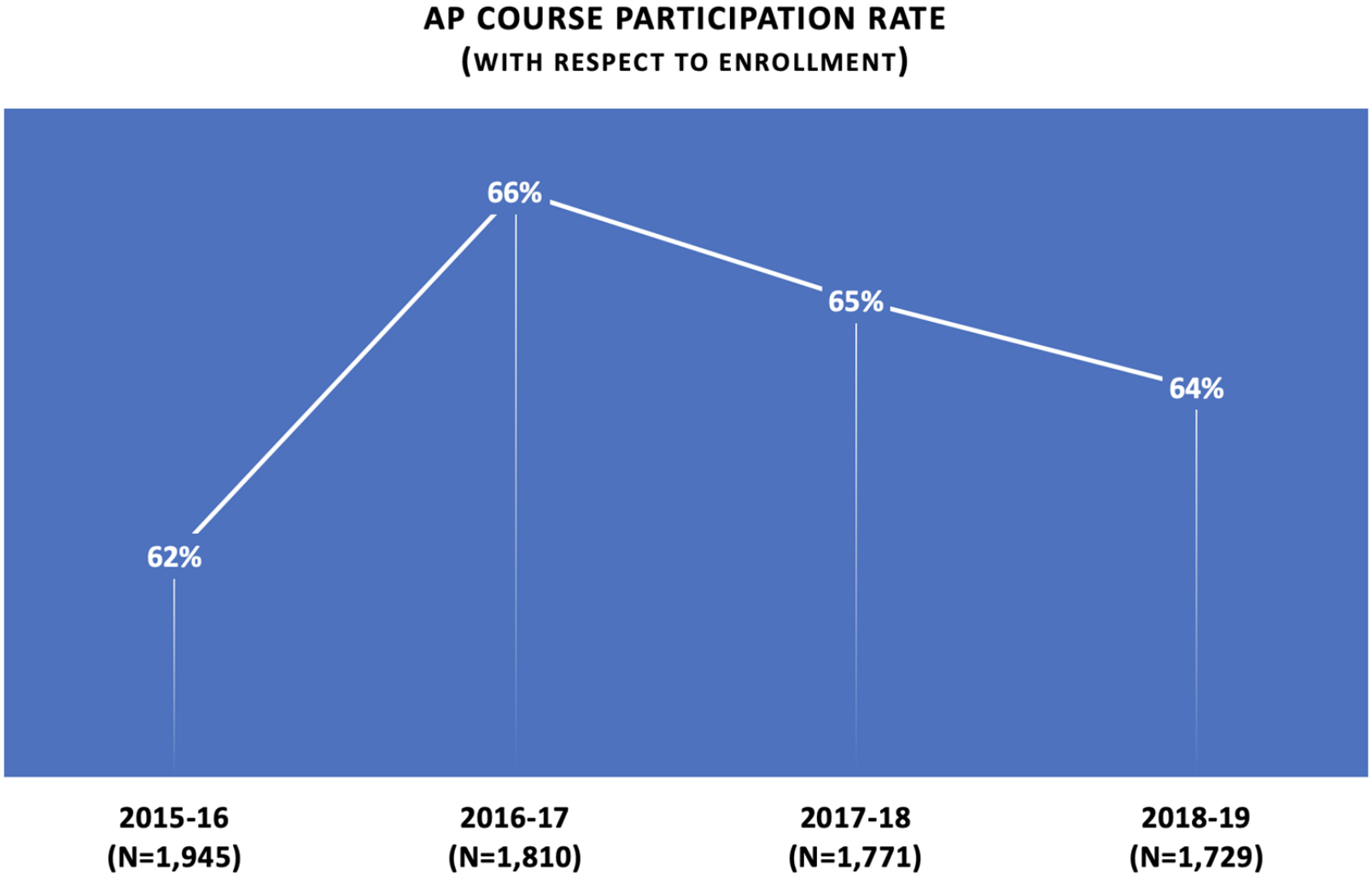
SMMUSD EDI Results 2015 - 2019
Percentage of Students Deemed "Vulnerable" for Kindergarten Readiness



AP Data

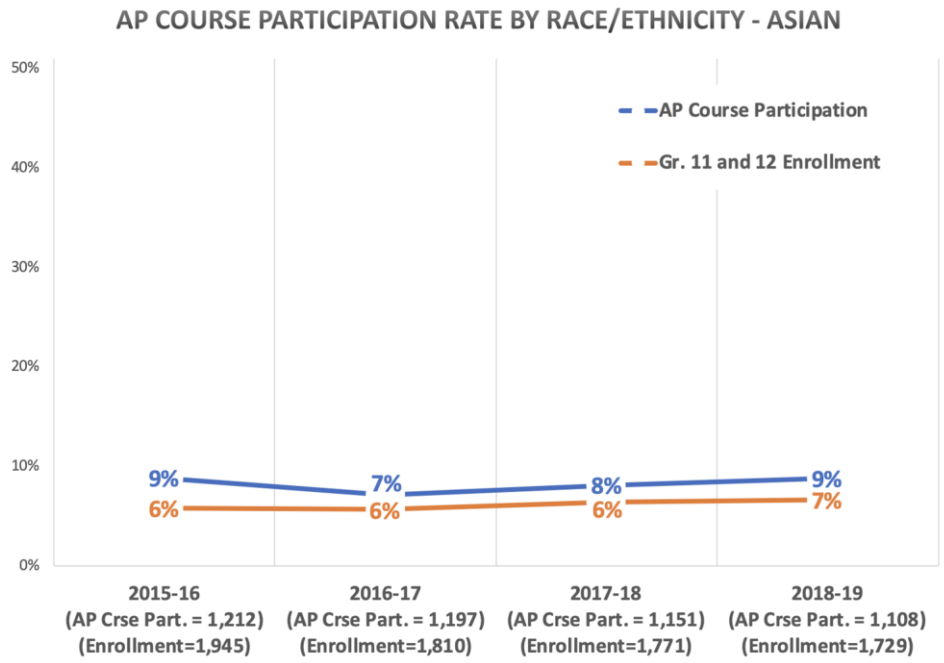
- AP Course Participation Rates
  - Grade 11 and 12 Participation Rate
  - Course Participation Rate by Race/Ethnicity
  - Course Participation Rate by Subgroups
- Senior Exit survey results
- AP Exam Results

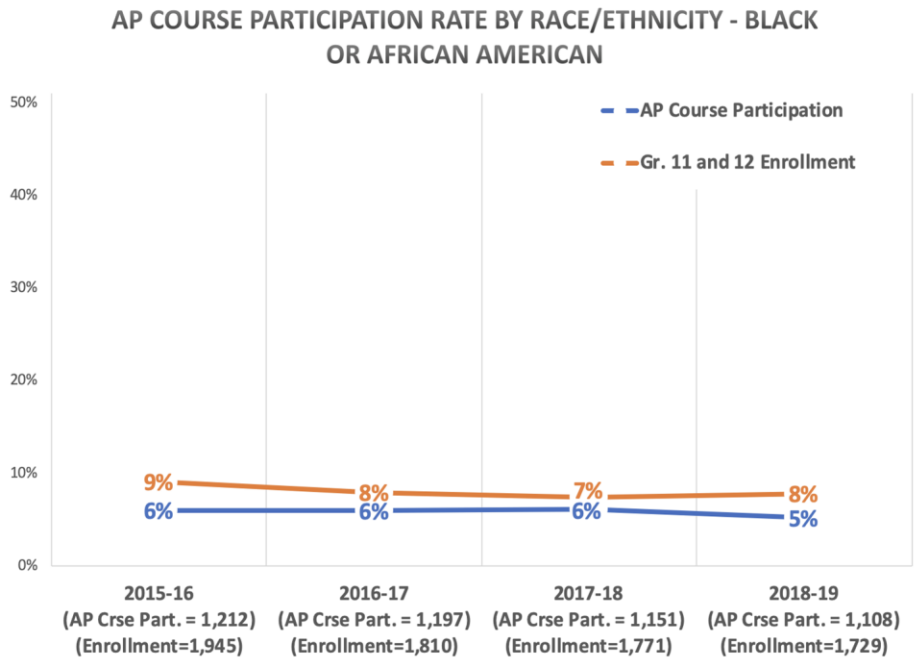
Percent of Gr. 11 and 12 students enrolled in one or more AP courses



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

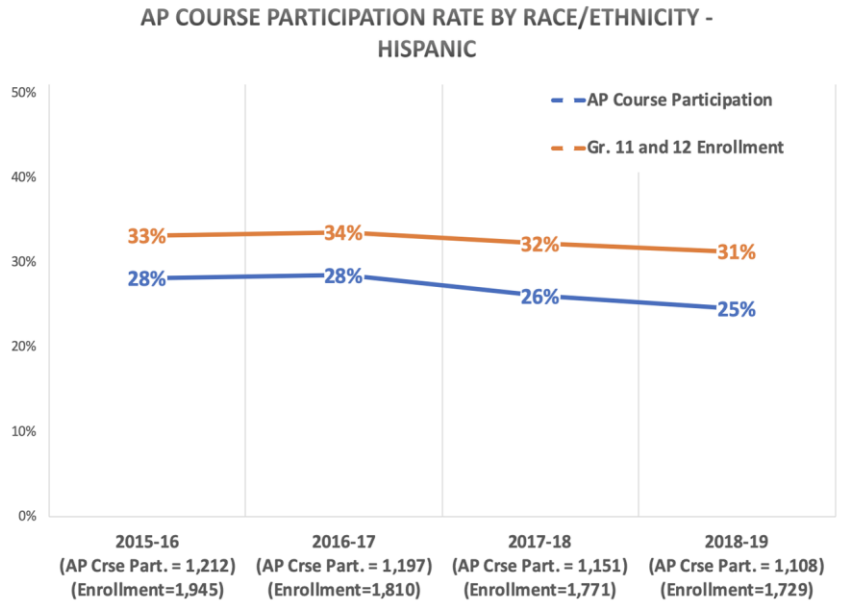
AP course participation rates (Gr. 11 and 12 students) By Race/Ethnicity

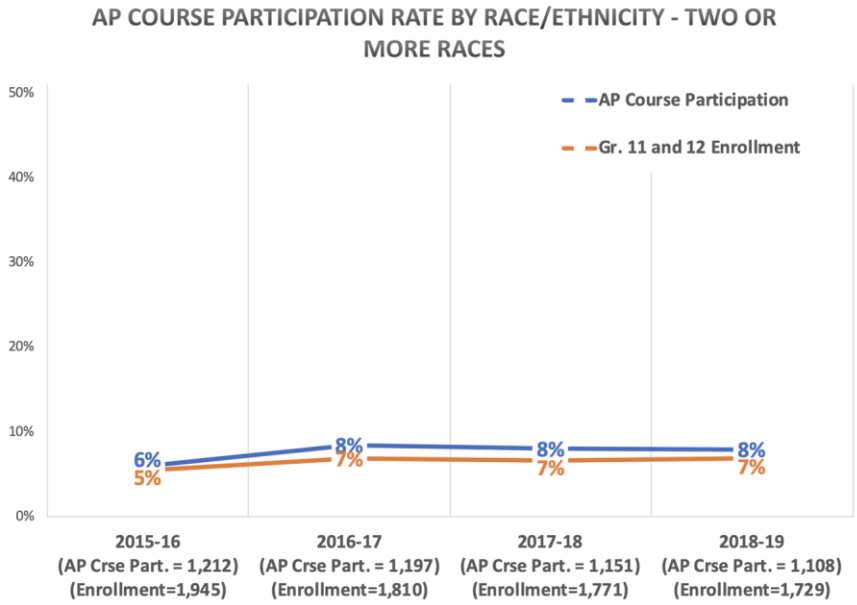




SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

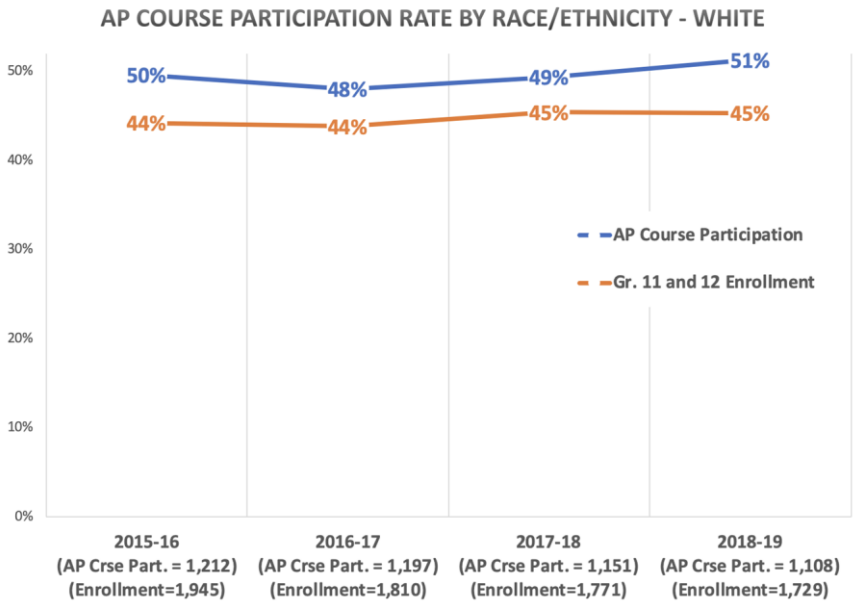
AP course participation rates (Gr. 11 and 12 students) By Race/Ethnicity





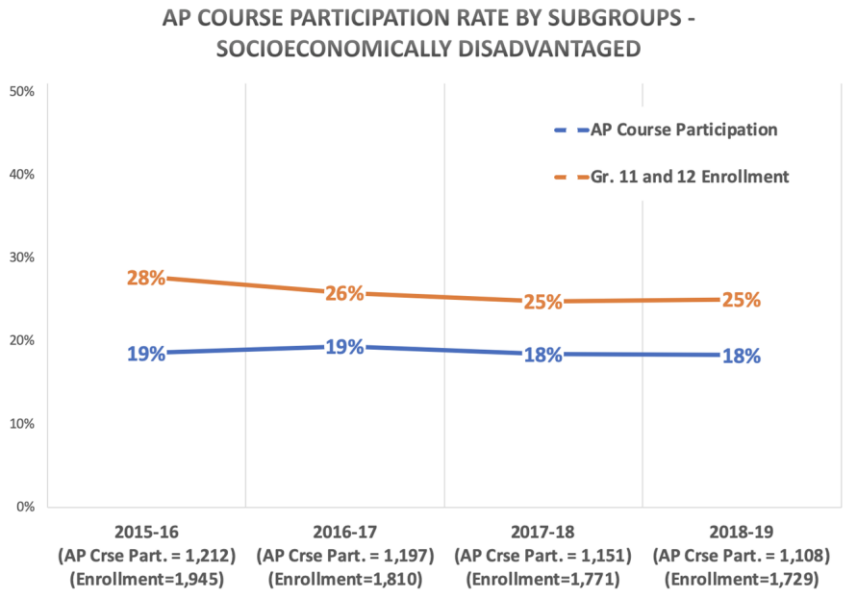
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

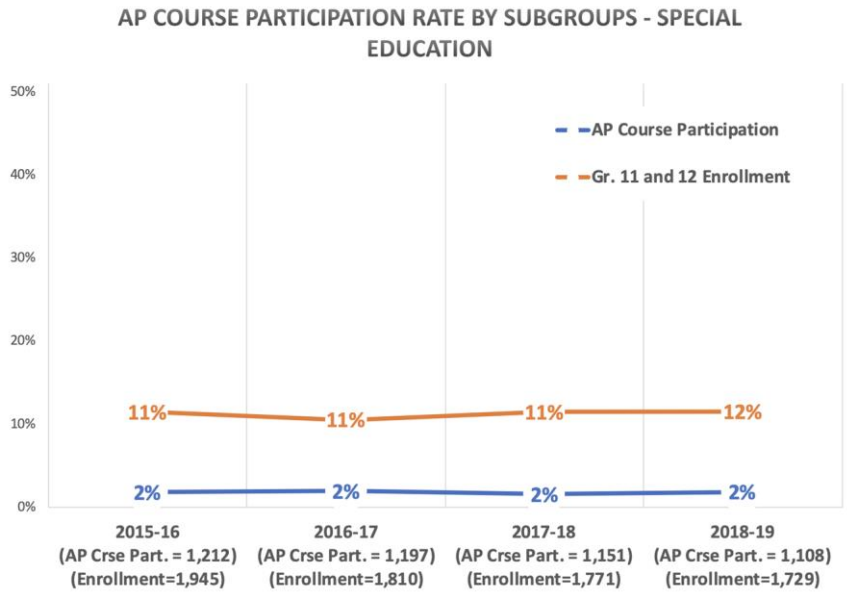
AP course participation rates (Gr. 11 and 12 students) By Race/Ethnicity



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

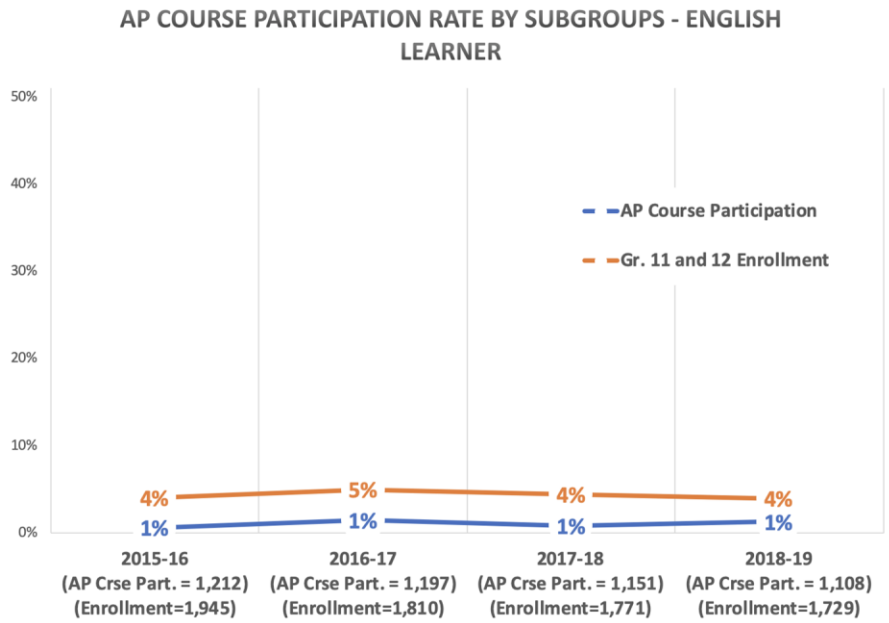
AP course participation rates (Gr. 11 and 12 students) By Subgroups





SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

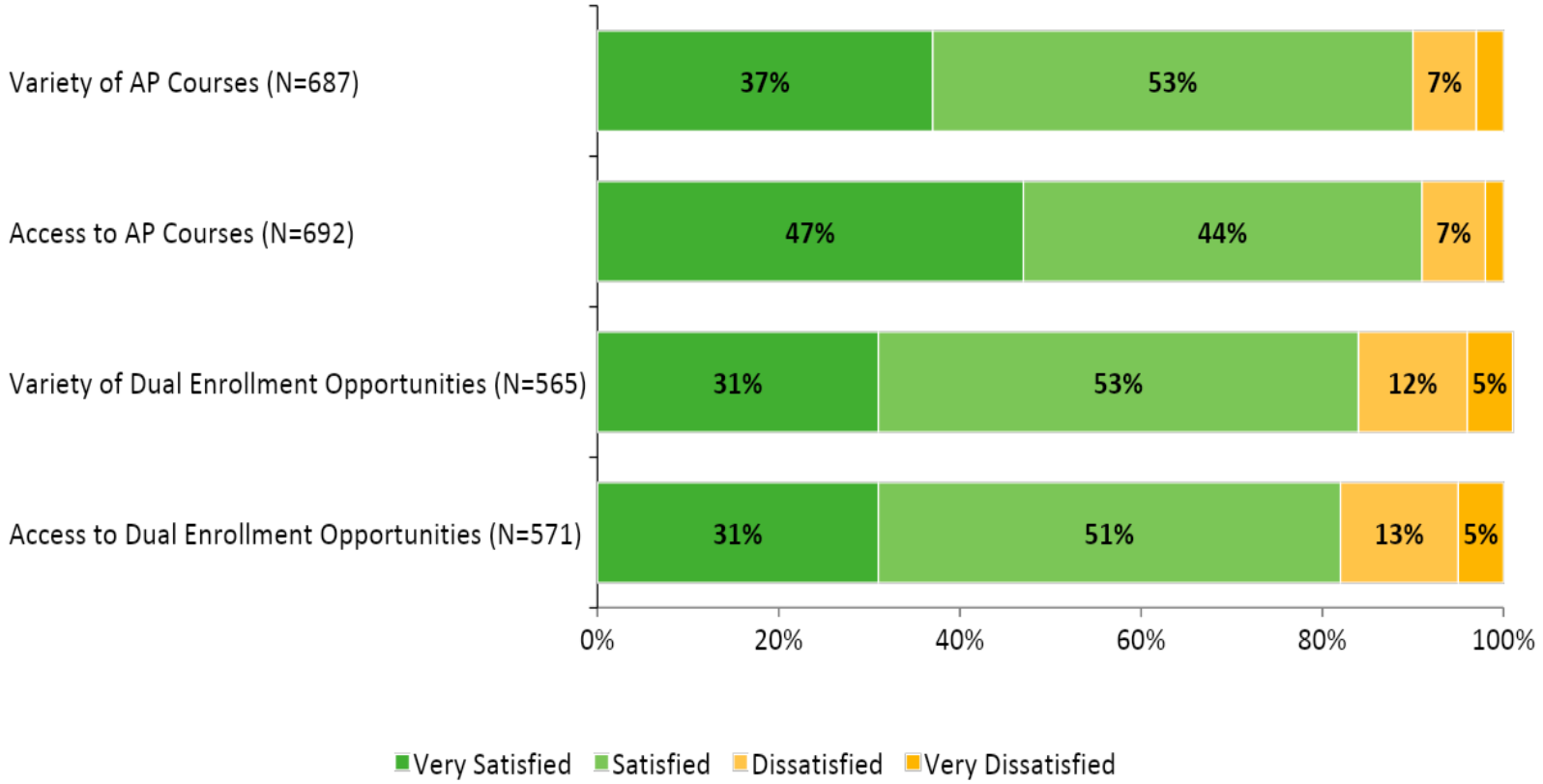
AP course participation rates (Gr. 11 and 12 students) By Subgroups



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

AP and Dual Enrollment Opportunities

How satisfied or dissatisfied were you with the following …



Note: Don't Know/Not Applicable responses have been excluded from calculations.

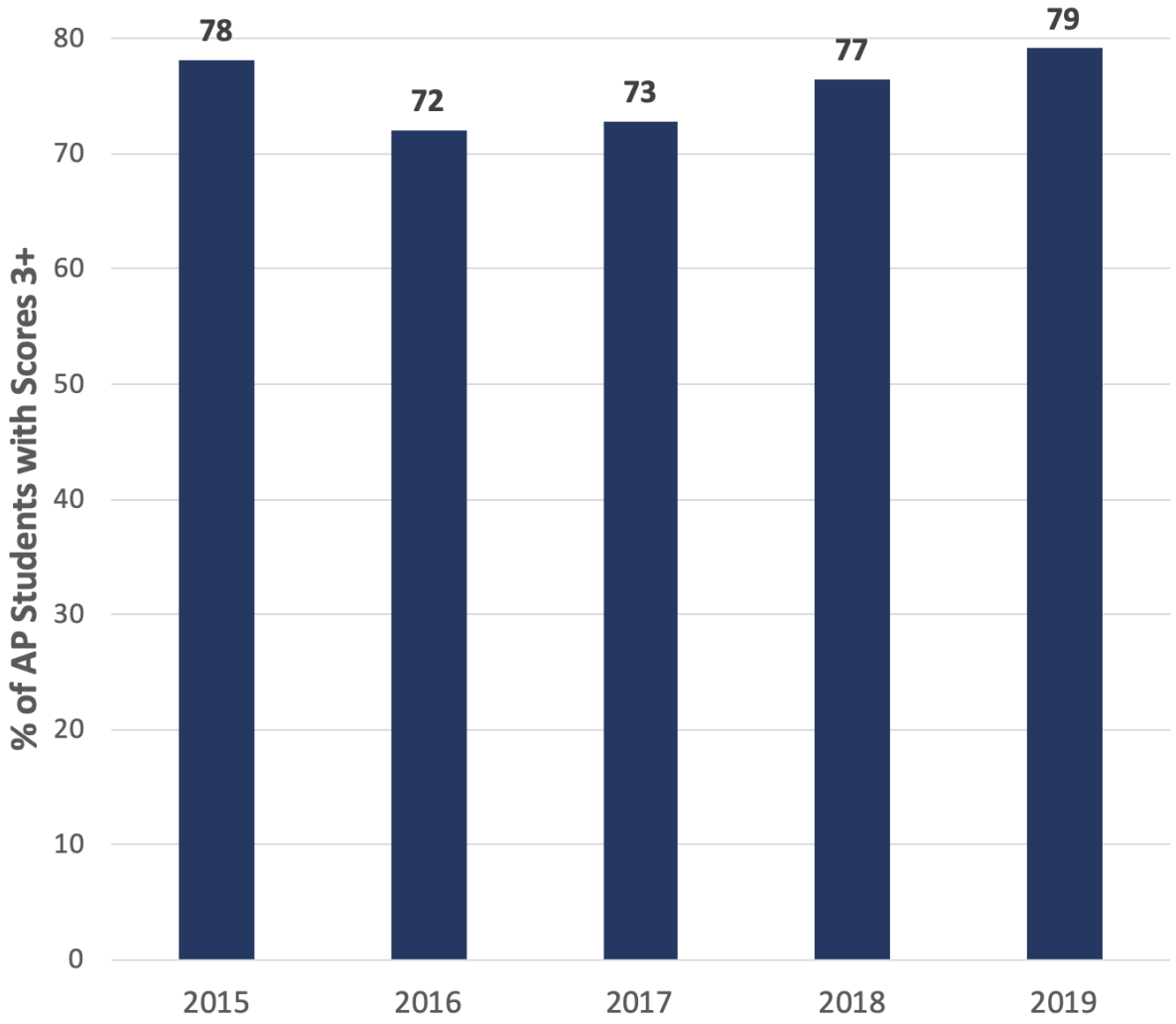
AP and Dual Enrollment Opportunities: Comparison Over Time

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

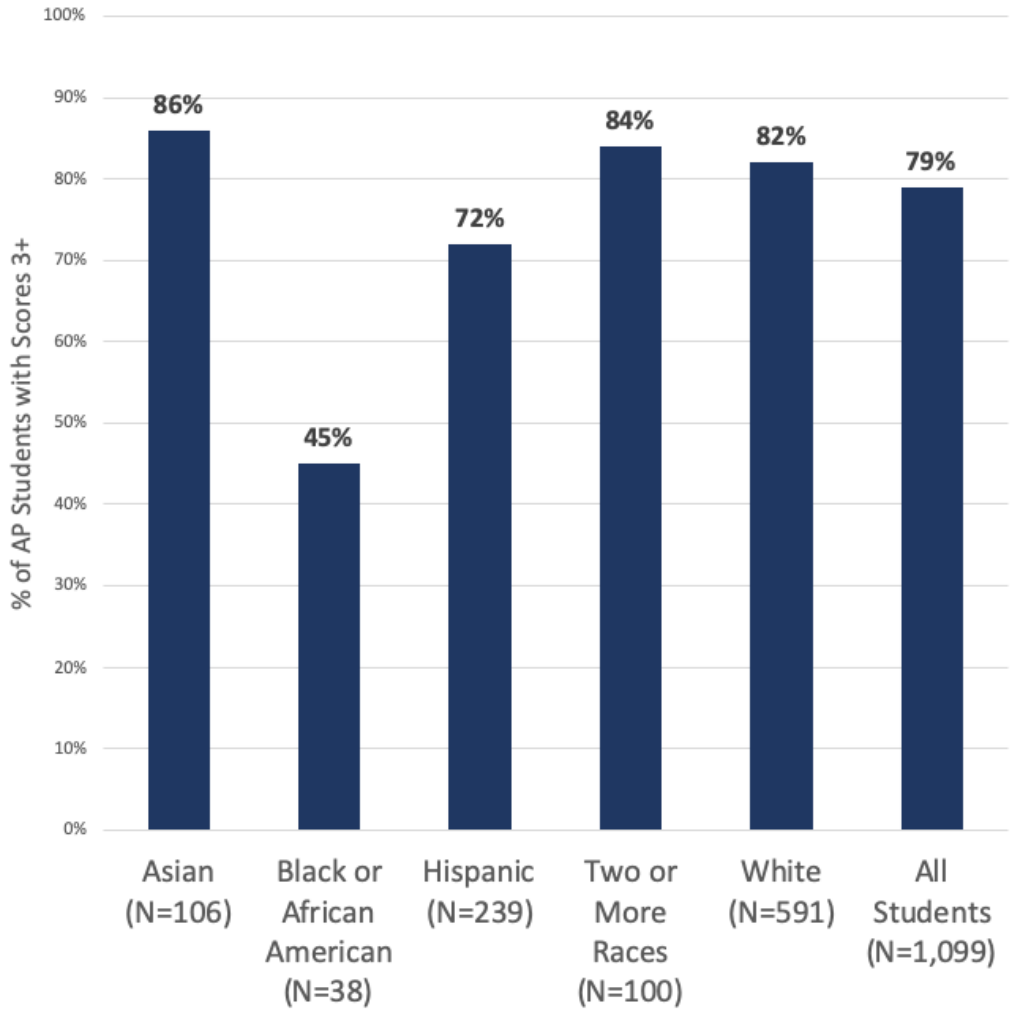
	2016	2017	2018	2019	
	Percentage Very Satisfied or Satisfied				
Access to Dual Enrollment Opportunities	80%	83%	83%	**82%**	-1
Variety of AP Courses	89%	90%	89%	**90%**	1
Access to AP Courses	91%	91%	92%	**91%**	-1
Variety of Dual Enrollment Opportunities	81%	81%	85%	**84%**	-1

Answer options: Very Satisfied, Satisfied, Dissatisfied, Very Dissatisfied, Don't Know/Not Applicable
Notes: Don't Know/Not Applicable responses have been excluded from calculations. The percentage-point change only reflects the difference from 2018 to 2019.

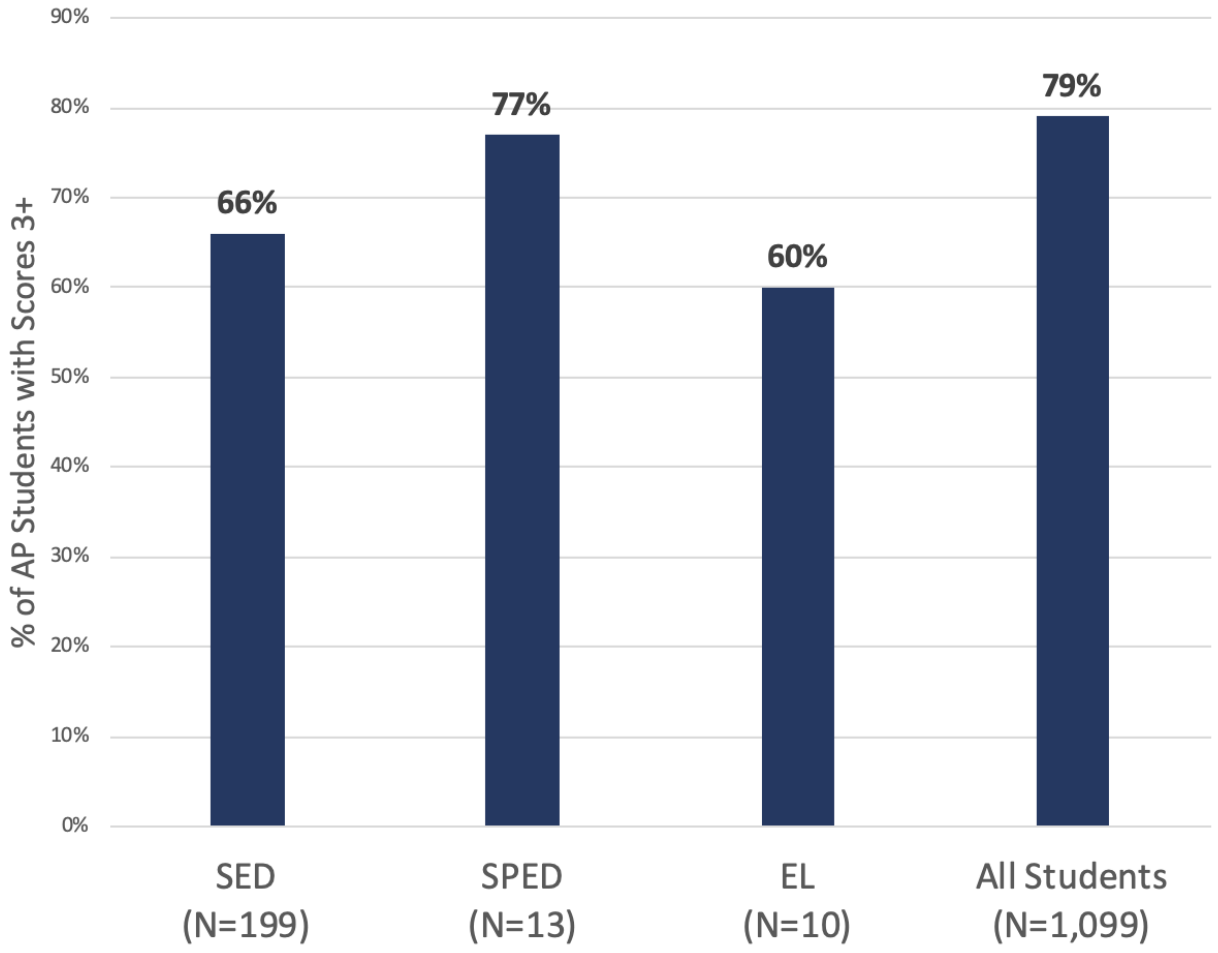
AP Exam Pass Rate



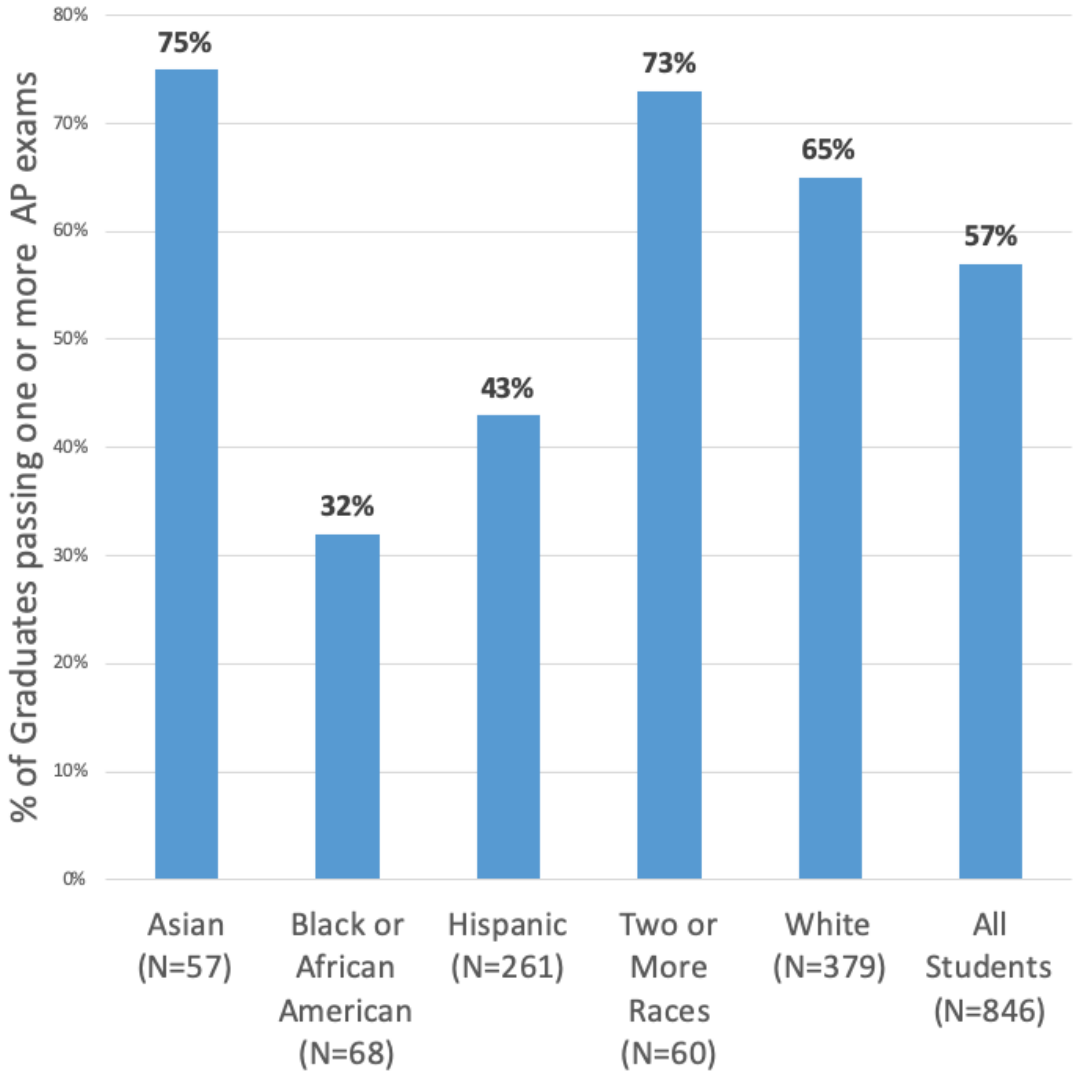
2018-19 AP Exam Pass Rate — By Race/Ethnicity



2018-19 AP Exam Pass Rate — By Subgroups



Graduates passing one or more AP exams (in 4 yrs of HS)



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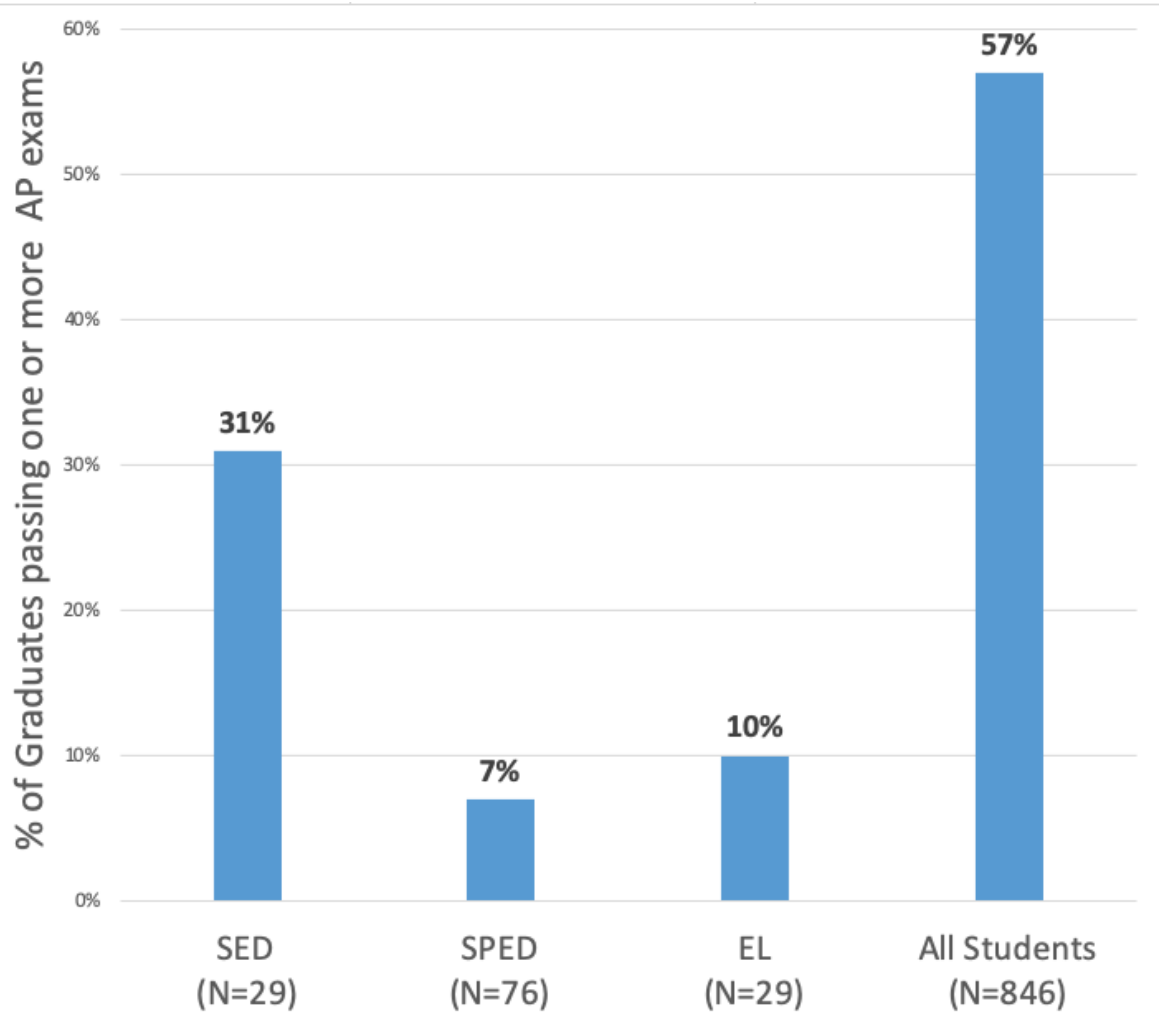
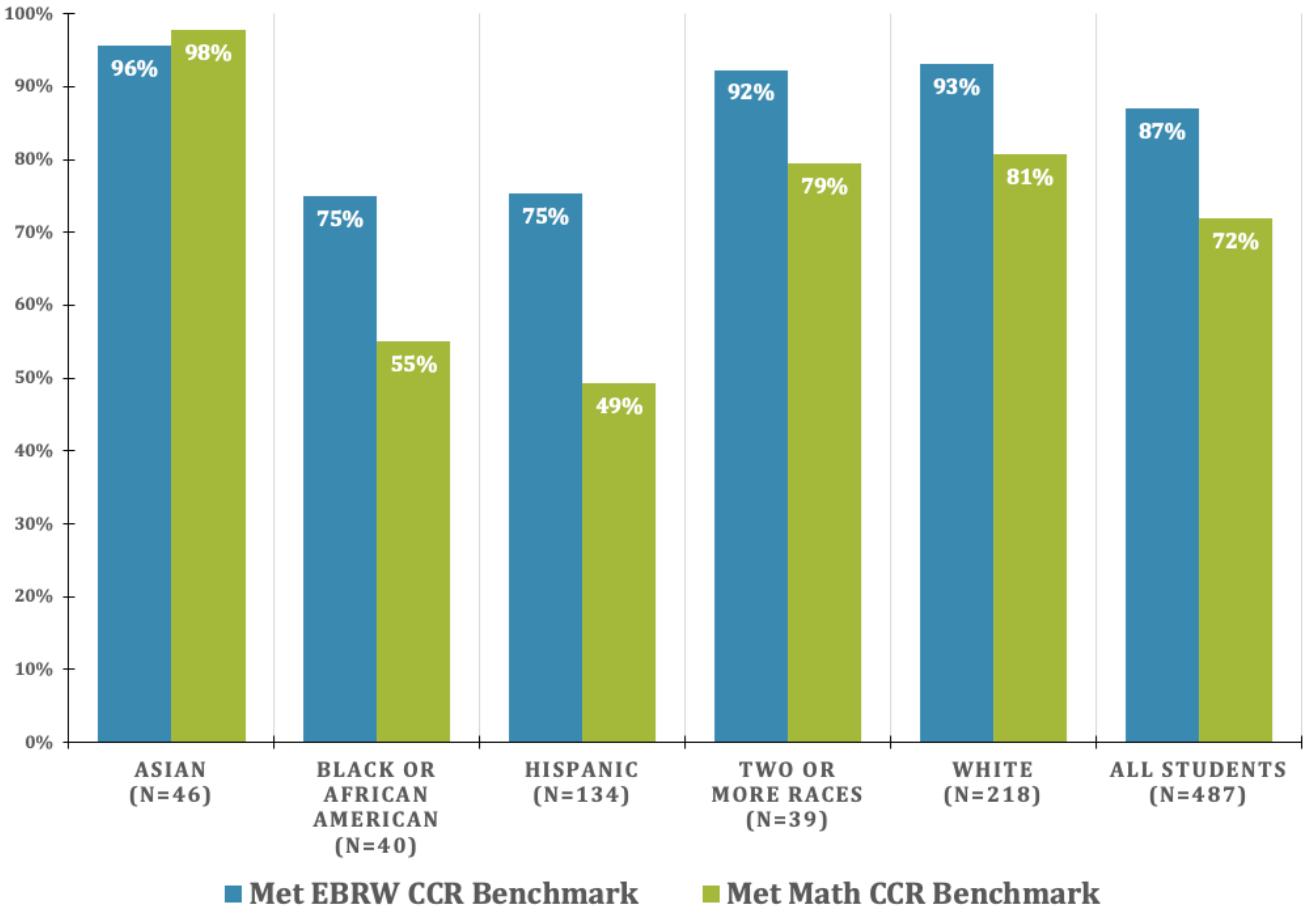
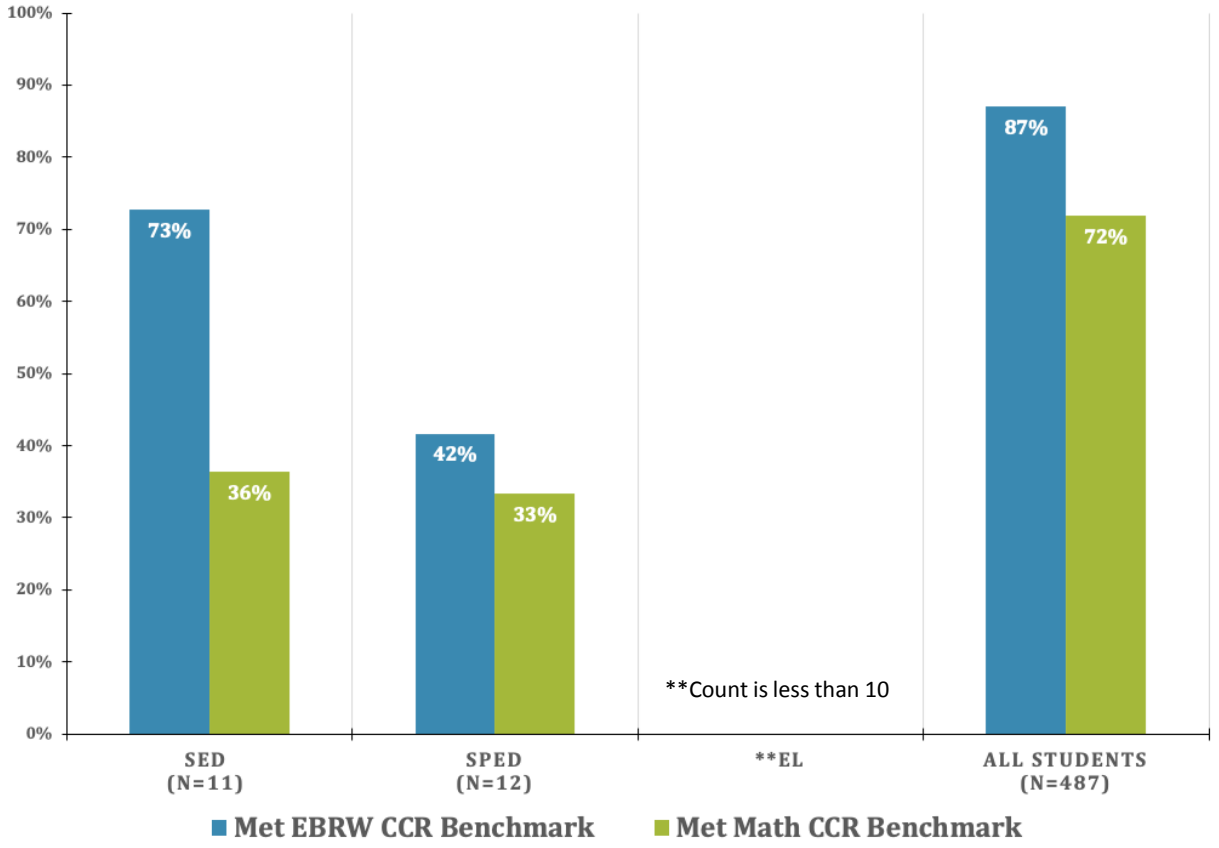


Graduates meeting SAT College and Career Readiness Benchmarks



- The SAT Evidence-Based Reading and Writing (EBRW) benchmark is the SAT Evidence-Based Reading and Writing section score associated with a 75% chance of earning at least a C in first-semester, credit bearing, college-level courses in history, literature, social science, or writing.
- The SAT Math benchmark is the SAT Math section score associated with a 75% chance of earning at least a C in first-semester, credit bearing, college-level courses in algebra, statistics, precalculus, or calculus.

Graduates meeting SAT College and Career Readiness Benchmarks



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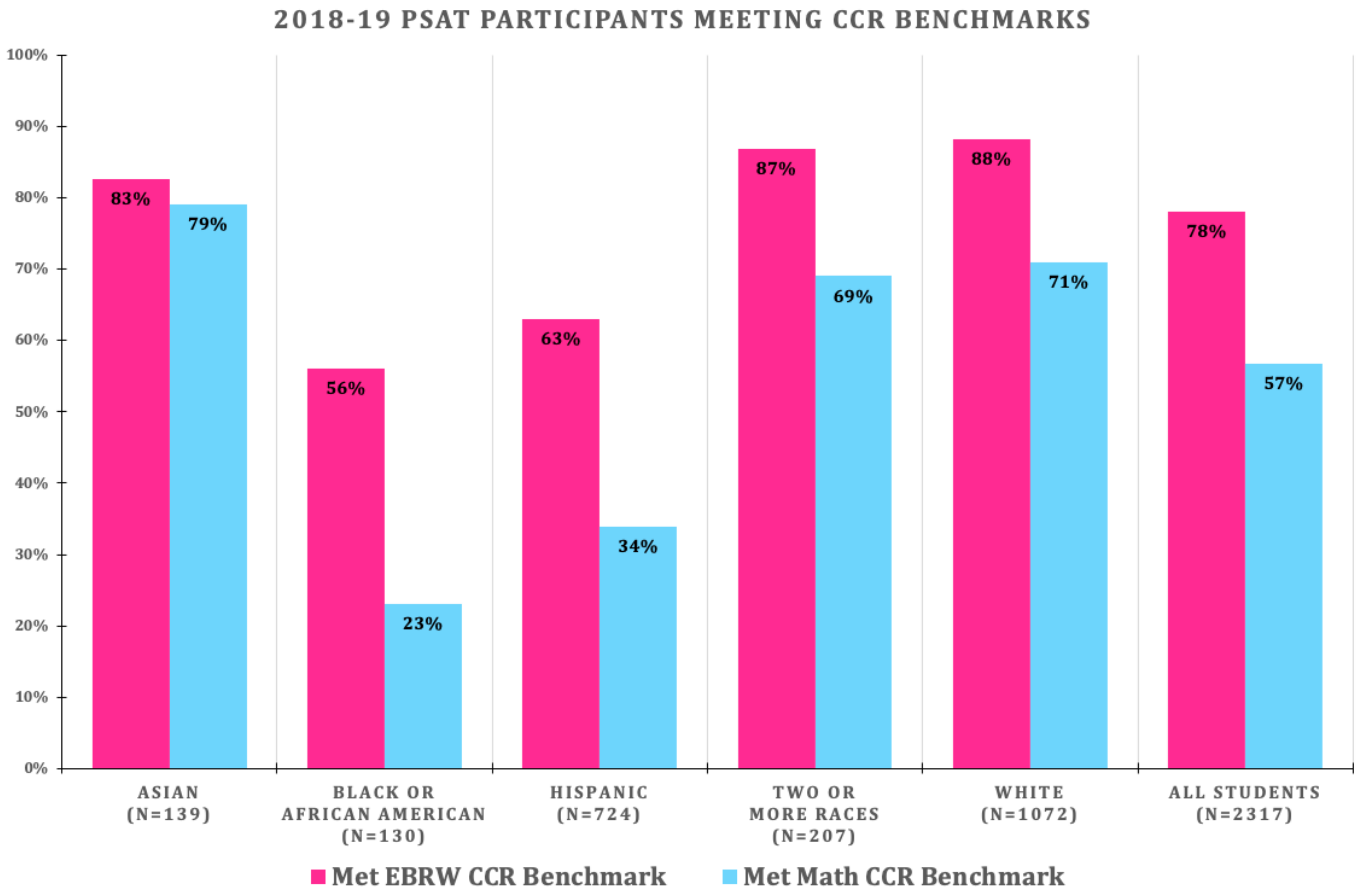
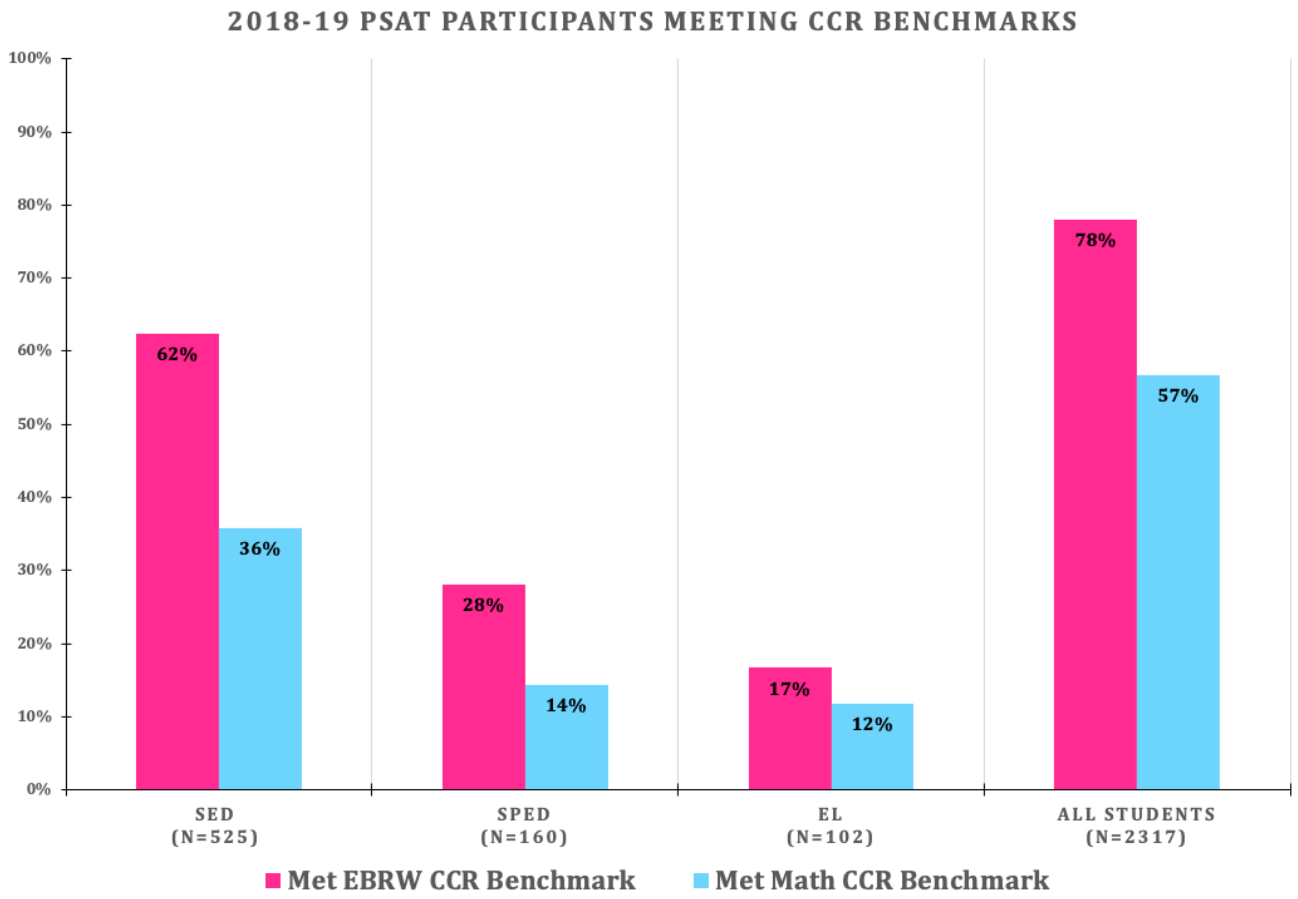
- The SAT Math benchmark is the SAT Math section score associated with a 75% chance of earning at least a C in first-semester, credit bearing, college-level courses in algebra, statistics, precalculus, or calculus.

PSAT participants meeting College and Career Readiness Benchmarks (Gr. 9-11)



PSAT participants meeting College and Career Readiness Benchmarks (Gr. 9-11)



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Goal 2 Lag Metrics

Appendix B

Reclassification Rate of English Learners 2012-2019 (7 years)

Reclassification (RFEP) Counts and Rates			
Year	**Enrollment**	**English Learners**	**Students Redesignated FEP**
2018-19	10,625	888 (8.4%)	*73 (7.8%)
2017-18	10,860	939 (8.7%)	72 (7.8%)
2016-17	11,005	924 (8.4 %)	130 (13.5 %)
2015-16	11,249	961 (8.5 %)	161 (15.8 %)
2014-15	11,289	1,020 (9.0 %)	89 (9.2 %)
2013-14	11,341	972 (8.6 %)	77 (7.9 %)
2012-13	11,417	984 (8.6 %)	70 (6.8 %)

*posted 28-Mar-2019

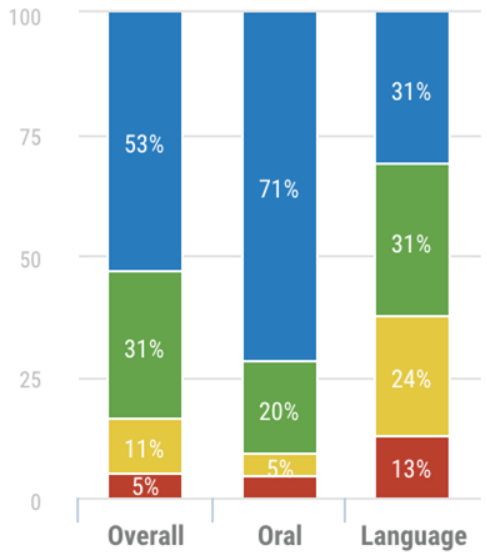
ELPAC Summative 2017-18

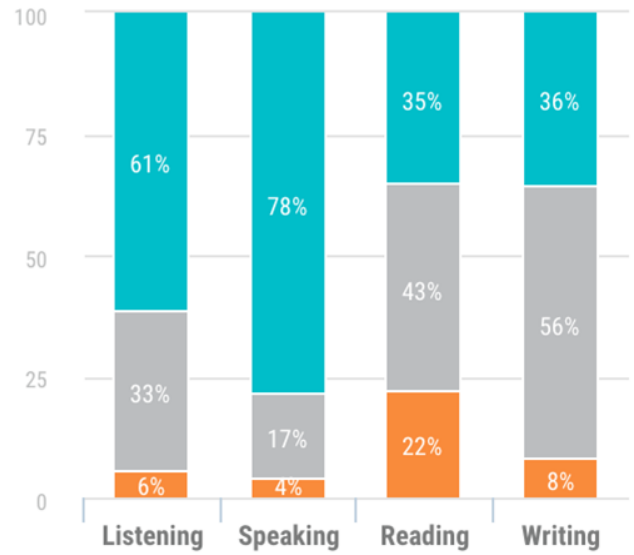
Performance Level	Overall		Oral		Written	
	%	#	%	#	%	#
Level 4	53	450	71	608	31	264
Level 3	31	261	20	166	13	111
Level 2	11	94	5	39	24	208
Level 1	5	46	4	38	24	208

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

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

Number of Students at Each Level





SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

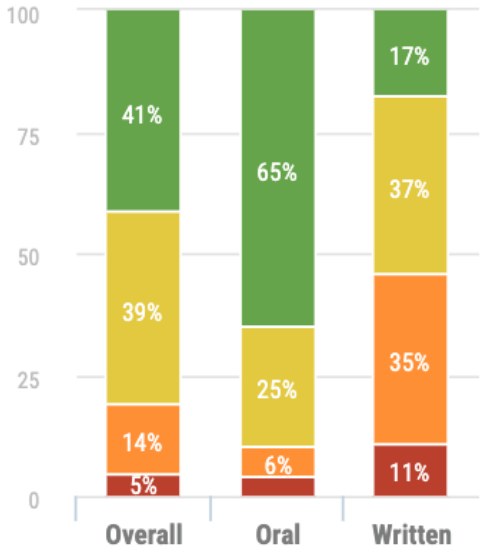
ELPAC Summative 2018-19

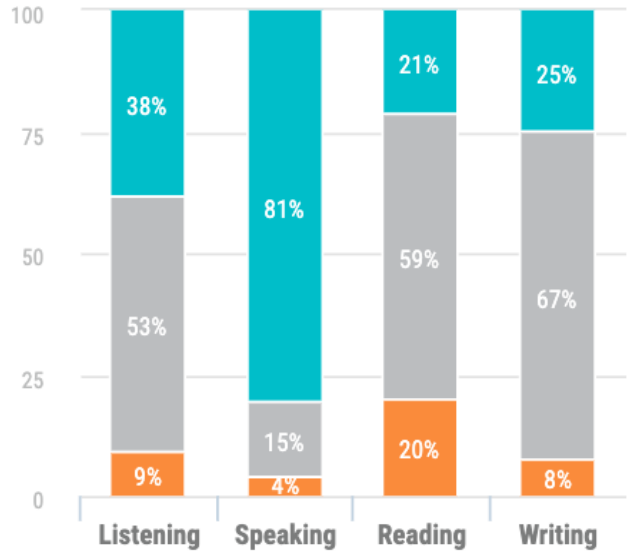
Performance Level	Overall		Oral		Written	
	%	#	%	#	%	#
Level 4	41	343	65	536	17	143
Level 3	39	325	25	206	37	306
Level 2	14	120	6	50	35	288
Level 1	5	40	4	36	11	91

Performance Level	Oral				Written			
	Listening		Speaking		Reading		Writing	
	%	#	%	#	%	#	%	#
Well Developed	38	314	81	667	21	176	25	205
Somewhat/Moderately	53	438	15	126	59	486	67	558
Beginning	9	76	4	35	20	166	8	65

# Tested		**828**
Overall Average	**PL**	**3**
	SS	**1542**
Oral Average	**PL**	**4**
	SS	**1558**
Listening Average	PL	2
Speaking Average	PL	3
Written Average	**PL**	**3**
	SS	**1522**
Reading	PL	2
Writing	PL	2

Number of Students at Each Level





SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

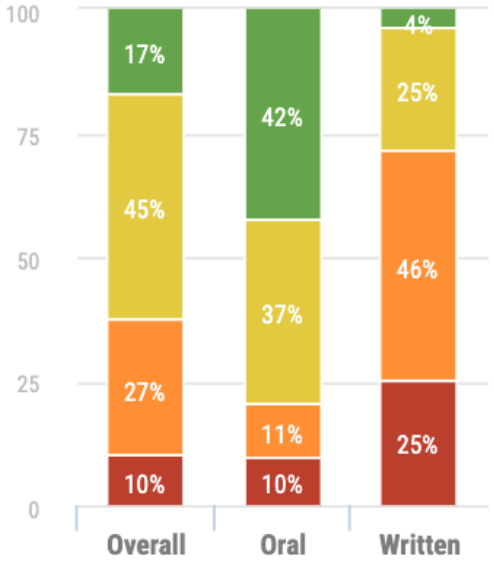
ELPAC Summative 2018-19 (SPED)

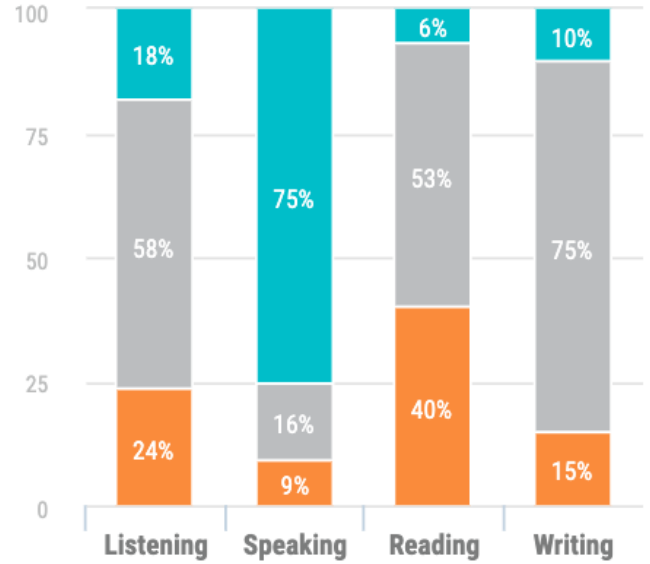
Performance Level	Overall		Oral		Written	
	%	#	%	#	%	#
Level 4	17	32	42	79	4	7
Level 3	45	84	37	69	24	46
Level 2	27	51	11	20	46	86
Level 1	10	19	10	18	25	47

# Tested		**188**
Overall Average	**PL**	**3**
	SS	**1497**
Oral Average	**PL**	**3**
	SS	**1509**
Listening Average	PL	2
Speaking Average	PL	3
Written Average	**PL**	**2**
	SS	**1485**
Reading	PL	2
Writing	PL	2

Performance Level	Oral				Written			
	Listening		Speaking		Reading		Writing	
	%	#	%	#	%	#	%	#
Well Developed	18	34	74	140	6	12	10	19
Somewhat/Moderately	57	108	15	29	53	99	74	139
Beginning	23	44	9	17	40	75	15	28

Number of Students at Each Level





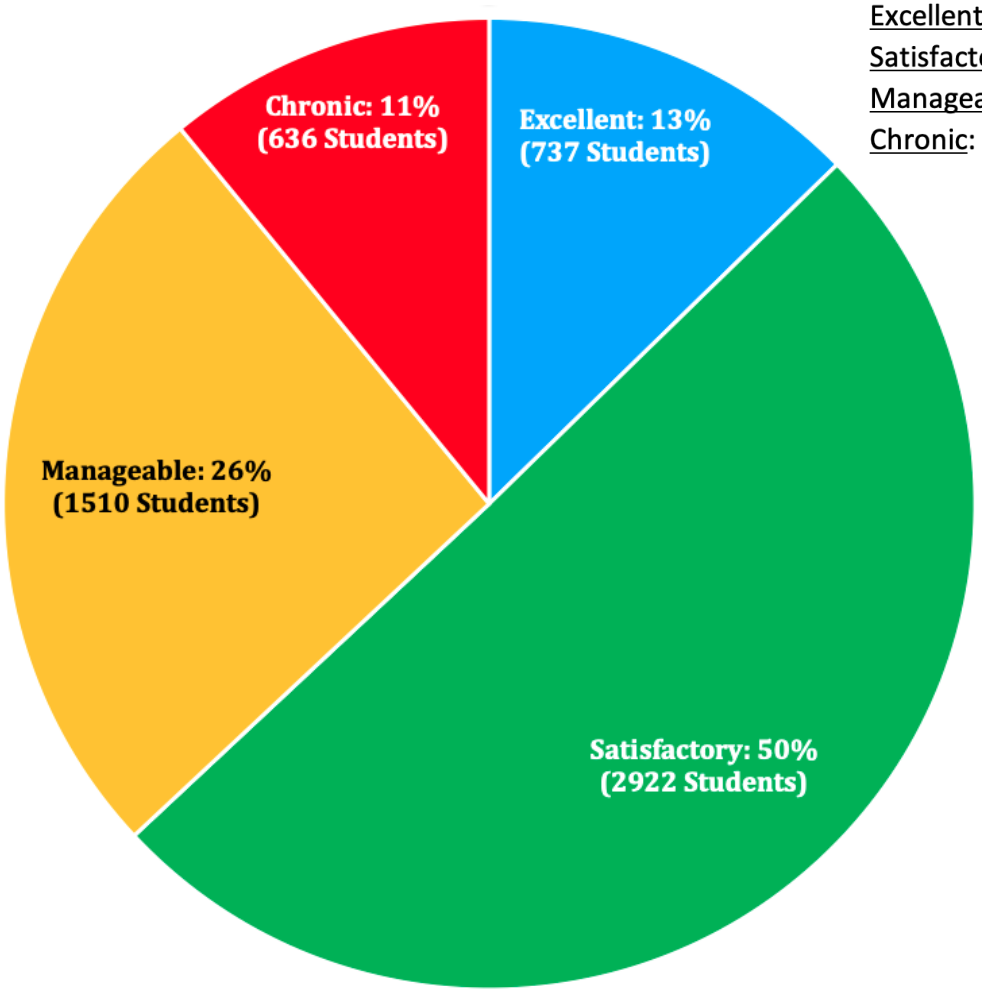
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Goal 3 Lag Metrics

Appendix C

2018-19 Attendance Summary for Grades 3-8, 11



Attendance Categories:

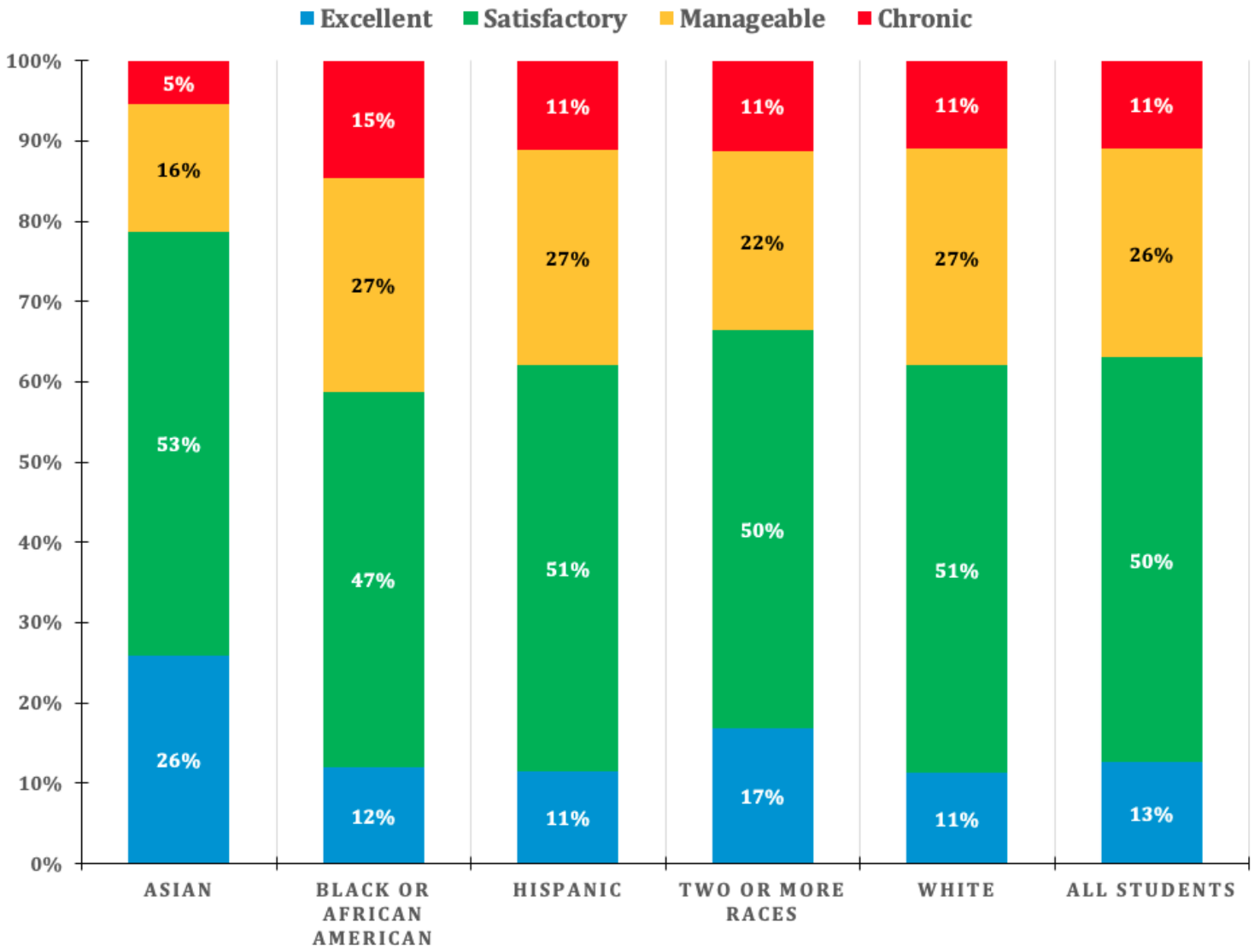
Excellent: Missed less than 1% of instructional days

Satisfactory: Missed between 1% and 4.99%

Manageable: Missed between 5% and 9.99 %

Chronic: Missed 10% or more

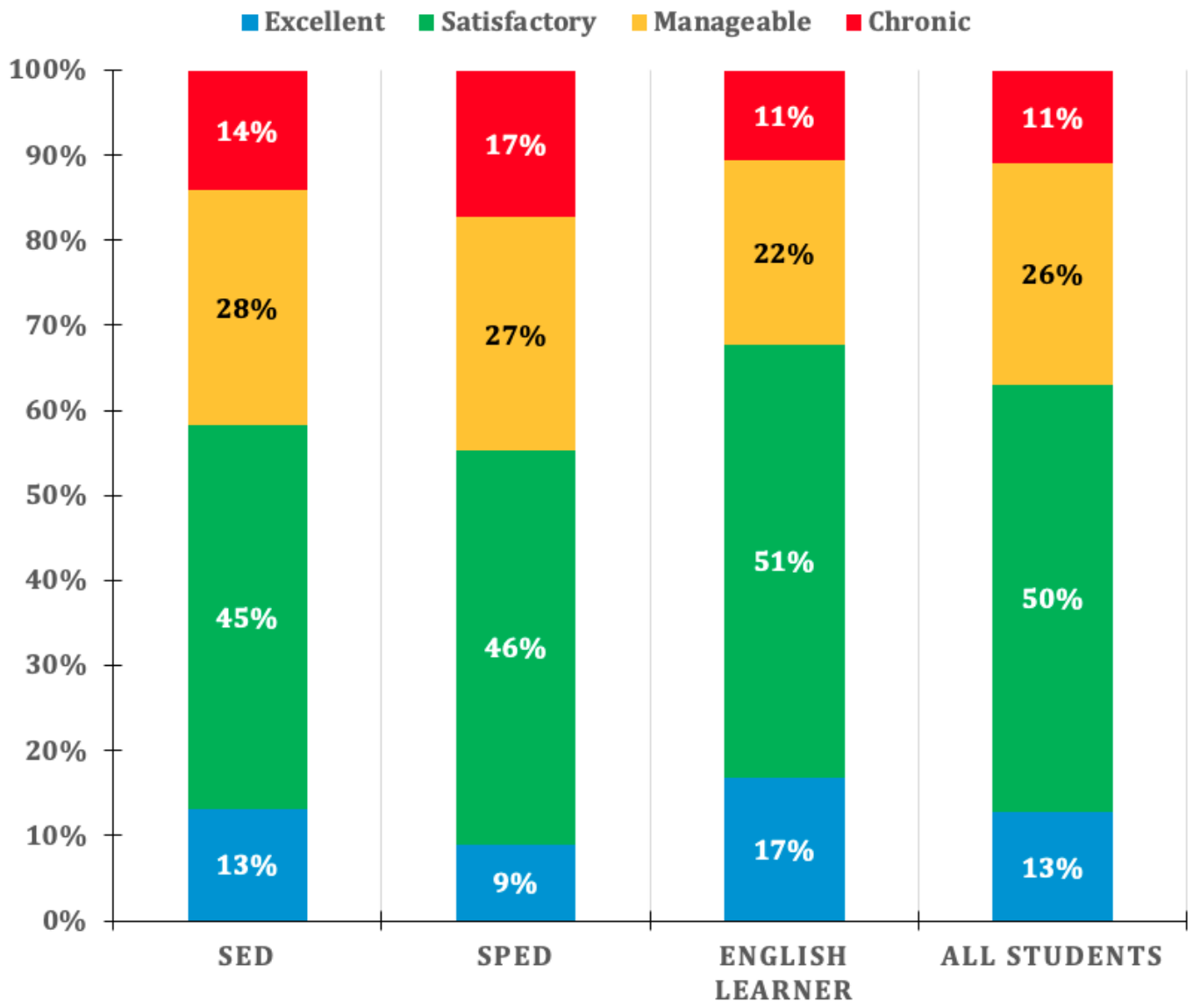
Attendance Summary By Race/Ethnicity (Grades 3-8, 11)



Attendance Summary By Race/Ethnicity (Grades 3-8, 11)

	Excellent	Satisfactory	Manageable	Chronic	Total
Asian	90	183	55	19	347
Black or African American	48	186	106	58	398
Hispanic	199	875	466	191	1731
Two or More Races	61	180	81	41	363
White	325	1466	779	316	2886
All Students	737	2922	1510	636	5805

Attendance Summary - Subgroups (Grades 3-8, 11)



Attendance Summary - Subgroups (Grades 3-8, 11)

	Excellent	Satisfactory	Manageable	Chronic	Total
SED	211	723	443	227	1604
SPED	69	357	212	133	771
EL	74	225	95	47	441
All Students	737	2922	1510	636	5805

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Student Engagement Survey

•Santa Monica-Malibu Unified School District (SMMUSD) Student Engagement Survey was administered to students in grades 6, 8, and 10

•Two types of student engagement measured:

- *Cognitive engagement* (psychological engagement in academic tasks and activities)
- *Social and emotional engagement* (includes self-awareness and social awareness

•Higher scores reflect stronger engagement

Student Engagement Survey: Participation

Grade Cluster	Number of Participants (N)				Total Number of Students (NMax)				Participation Rate (%)			
	2019	2018	2017	2016	**2019**	2018	2017	2016	**2019**	2018	2017	2016
Grades 6-8	**841**	1,207	1,999	1,196	**1,698**	1,733	2,592	2,658	**50%**	46%	77%	45%
Grades 9-10	**498**	134	1,162	1,145	**880**	845	1,714	1,793	**57%**	8%	68%	64%
Grades 11-12	—	—	889	1,133	—	—	1,771	2,005	—	—	50%	57%
Overall	**1,339**	1,341	4,050	3,474	**2,578**	2,578	6,077	6,456	**52%**	22%	67%	54%

In 2019, 1,339 students participated in the survey

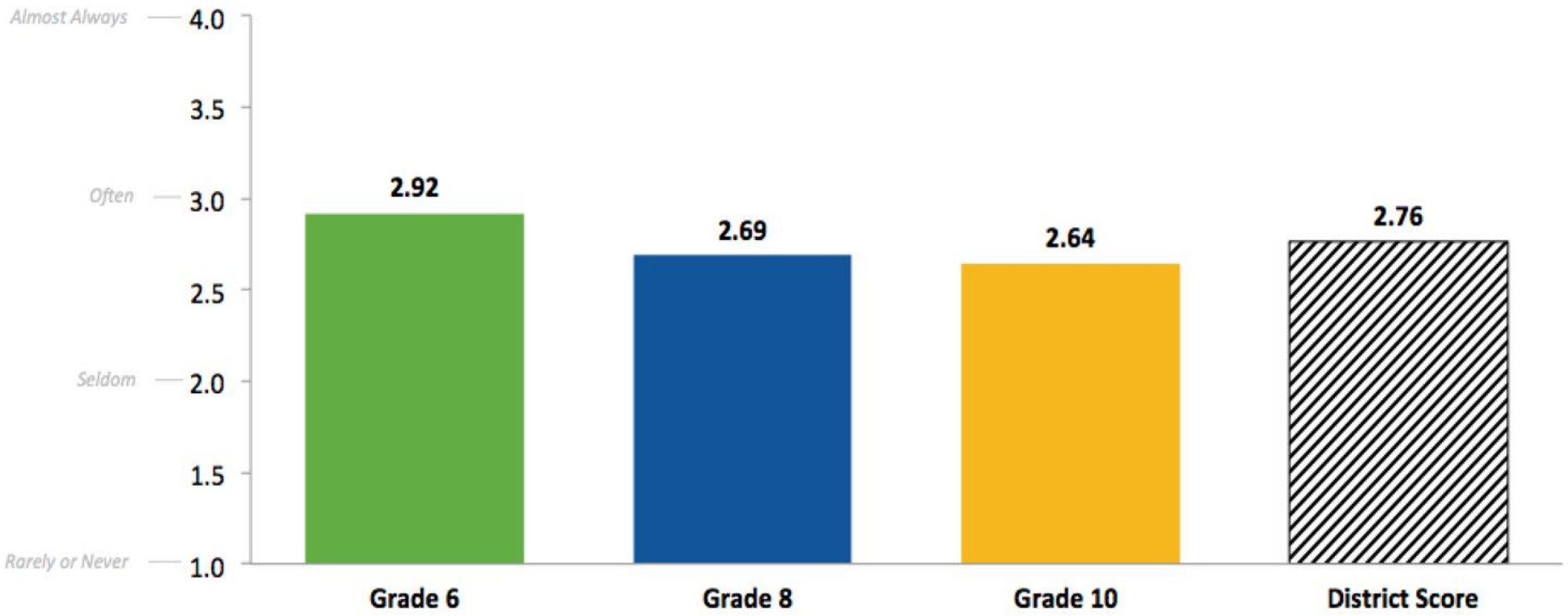
In 2018, 1,341 students participated in the survey

In 2017, 4,050 students participated in the survey

In 2016, 3,474 students participated in the survey

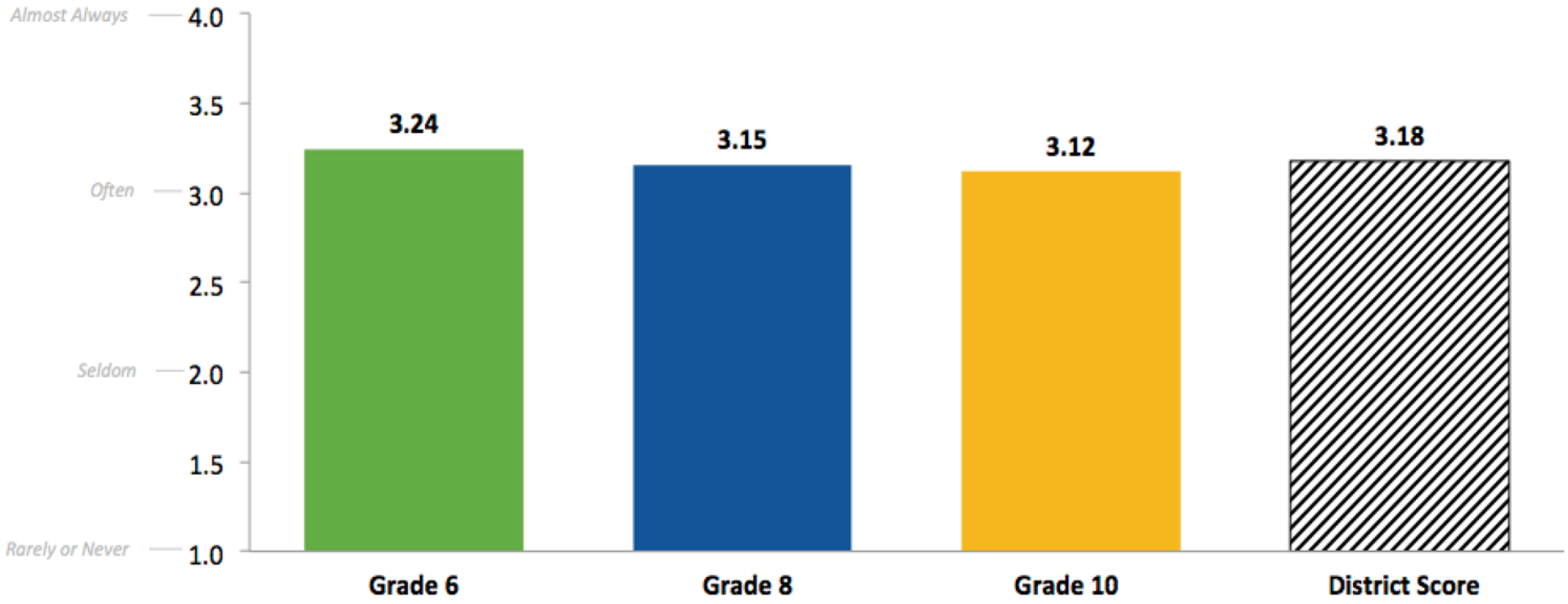
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Student Engagement Survey: Cognitive Engagement by Grade



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Student Engagement Survey:
Social and Emotional Engagement by Grade



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Student Engagement Survey: Average Engagement by Demographics

	Overall Engagement	Cognitive Engagement	Social and Emotional Engagement
All Students	3.06	2.76	3.18
Gender			
Female (N = 654)	3.10	2.78	3.22
Male (N = 685)	3.02	2.75	3.13
Race/Ethnicity			
Asian (N = 69)	3.08	2.84	3.17
Black or African American (N = 61)	3.00	2.79	3.09
Hispanic (N = 444)	3.01	2.75	3.11
Two or More Races (N = 99)	3.04	2.72	3.17
White (N = 648)	3.10	2.77	3.23

Student Engagement Survey:
Average Engagement by Demographics (Continued)

	Overall Engagement	Cognitive Engagement	Social and Emotional Engagement
Disability Status			
Students with Disabilities (N = 366)	3.04	2.82	3.12
Students without Disabilities (N = 973)	3.07	2.74	3.20
English Proficiency			
English Learners (N = 82)	3.04	2.84	3.11
R-FEPs (N = 137)	3.07	2.76	3.19
I-FEPs (N = 122)	3.00	2.70	3.11
English Only (N = 997)	3.07	2.76	3.19