The Current State of Equity and Opportunities to Learn in the Santa Monica-Malibu Unified School District: Findings and Recommendations

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April 7, 2016

Introduction

Schools in the Santa Monica-Malibu Unified School District (SMMUSD) are widely regarded as being among the best public schools in the state of California. With high scores on standardized tests, excellent graduation and college attendance rates, and high Academic Performance Index at most of its schools, SMMUSD is widely perceived as among the most successful public school districts in the state. Its stellar reputation is well known throughout southern California, and for this reason, its schools attract students from many surrounding school districts.

Yet, despite its excellent track record, SMMUSD schools are characterized by wide and persistent disparities in academic achievement and long-term academic outcomes. Specifically, while White and Asian American students have on average performed at relatively high levels, African American and Latino students have historically performed at much lower levels. The persistence and pervasive nature of these disparities suggests that schools in SMMUSD are unclear about how to meet the educational needs of minority and socioeconomically disadvantaged (SED) students. Finding ways to reduce and hopefully eliminate these persistent disparities, and providing clear guidance on what can be done, is the purpose of this report.

Efforts to close gaps in achievement in SMMUSD are not new. For over twenty years, SMMUSD has undertaken a number of initiatives to address and reduce racial and socio-economic disparities in student achievement.[1] However, for a variety of reasons, none of these efforts have reduced disparities in student achievement or produced significant or sustainable improvements in academic outcomes for African American and Latino students, English language learners, children with learning disabilities and low-income students generally, in the school district.

As this report will show, several factors have contributed to the lack of progress. A high rate of turnover in leadership at both the district and site level, a failure to implement and

[1] We base this assertion on interviews conducted with stakeholders who have described several past initiatives in great detail.

evaluate new initiatives to ensure fidelity, political distractions and a wide variety of institutional obstacles are just some of the major factors cited in this report. As we will show in the following pages, lack of progress may also be attributed to a lack of clear and consistent focus on how to deliver high quality instructional support to *all* students.

To assist the school district in identifying the school-based factors that may be contributing to the persistence of gaps in academic achievement, PAN Ltd. (Pedro A. Noguera and Associates) was contracted by the Santa Monica-Malibu Unified School District (SMMUSD) to conduct an equity-based review of its schools, with the expectation that once the review was complete, strategies for addressing areas where improvements and interventions were needed would be undertaken with the support of PAN Ltd.

Though our review was extensive, carried out in all sixteen schools in the district, this is by no means an exhaustive study. We undertook this investigation recognizing at the outset that many factors influence student achievement, including: parents (their education levels, the resources at their disposal to support their children, etc.), peers, and what might broadly be described as community factors.[2] We also knew that understanding teacher beliefs and expectations and how these influenced student learning outcomes, as well as student attitudes toward school and learning generally, were highly relevant to the topic as well.[3] We deliberately limited the scope of our investigation to an examination of classroom practices and how effectively schools engaged students and supported their learning needs, as well as a cursory analysis of the learning environment within classrooms, and the

[2] For a review of the various factors known to influence student achievement see Equity and Excellence by R. Ferguson and Balfanz, R., & Byrnes, V. (2006). Closing the achievement gap in high-poverty middle schools: Enablers and constraints. *Journal of Education for Students Placed At Risk, 11,* 143-159.

[3] For studies on how teacher beliefs and expectations influence student learning outcomes see Baker, J. A. (1999). "Teacher-student interaction in urban at-risk classrooms: Differential behavior, relationship, quality, and student satisfaction with school." in *The Elementary School Journal*, 100(1), 57-70.
For examples of studies similar but more extensive than this one see *Unfinished Business: Closing the Achievement Gap in Our Nation's Schools* (Wiley and Sons 2006); "Integrated Schools, Integrated Futures? A case study of school desegregation in Jefferson County, Kentucky" by K. Phillips, et. al. in *From the Courtroom to the Classroom: The Shifting Landscape of School Desegregation* (Claire Smrekar and Ellen Goulding, eds. 2009) *Despite the Best of Intentions: How Racial Inequality Thrives in Good Schools* by Lewis and Diamond (Oxford University Press 2015).

culture/climate of schools overall, because these factors were the ones we deemed to be most readily susceptible to intervention.

We acknowledge from the outset that our observations provide at best a "snapshot" of instructional practice and school culture. If we had spent more time we would have undoubtedly learned more that could prove helpful. However, this is not primarily a research project, and it was our desire to avoid "over studying" the issues. We knew from the outset that there was danger of paralysis in the district due to a prevailing tendency to debate and process equity issues and to avoid taking concrete actions to address them. Just nine years ago, a similar study on racial and SED academic disparities in SMMUSD was carried out by faculty at UCLA with the support of district administrators, teachers, students and parents, and despite the clarity of the report, relatively little progress in furthering equity and reducing academic disparities was achieved.[4] Our goal, therefore, was to build upon prior work by investigating how schools and classrooms may have changed since the previous study was undertaken. We also sought to identify areas where changes in policy and practice could be adopted that would lead to tangible progress in reducing academic disparities. Having read past reports, and become familiar with past efforts to address these issues, we undertook our work recognizing the need to maintain a focus on practical solutions.

Although we are trained as researchers, we do not believe that research alone will provide answers, much less a solution to the achievement gap in SMMUSD. Previous reports have generated findings and recommendations that could have proven helpful in spurring progress in the effort to reduce and disrupt the predictable patterns of student achievement. Our assumption has been that while it is important and necessary to ascertain the character of learning conditions in classrooms and schools, sustainable solutions are most likely to come from deliberate actions in terms of policy (adopted by the SMMUSD School Board), the implementation of concrete steps in terms of classroom practices that are focused on improving teaching and learning, and sustaining practices and interventions that prove to be effective.

[4] Oakes study, 2006-2007 "Task force on the Achievement of Students of Color".

II. Methodology

Beginning in August of 2015, the PAN LTD research group conducted an "Equity Review" to better understand the factors that contribute to academic disparities among students in Santa Monica-Malibu Unified School District (SMMUSD). We accomplished this task by analyzing documents provided by the school district that related to the current state of the district's efforts to address academic disparities, as well as past efforts to do the same. We also conducted an equity review at each of the sixteen schools, and visited six classrooms at four preschool sites in the district, to gather and examine relevant data pertaining to teaching and learning and school culture in the district. The Equity Review was designed to provide context for the district's current efforts to address inequity and academic disparities in SMMUSD.

Our methodology for the Equity Review consisted of: 1) an analysis of previous district and school-based equity initiatives; 2) an analysis of the mechanisms used to initiate and support change processes; and 3) interviews with a variety of stakeholders to ascertain their perceptions of past, current and future efforts aimed at furthering equity in SMMUSD.

Document Scrutiny and Data Analysis

Quantitative data on educational achievement and acquisition was gathered and reviewed to understand trends across the district and at each school related to race, gender, socioeconomically disadvantaged (SED), English learners, and students with special needs. (See Section III – Academic Data Analysis)

In addition to student achievement/acquisition data, the Equity Review analyzed reports related to past attempts to address educational inequities.[5] Much of what was learned about SMMUSD's history of addressing disparities in student achievement was gained through stakeholder interviews. However, documents from past initiatives were also analyzed in an attempt to understand why past efforts had yielded so little measureable progress.

[5] Some of the reports reviewed include: "Unthinking Housing and School Integration Policy: What Federal, State and Local Governments Can Do" by P. Tegler, *Poverty and Race Research Action Council* (PRRAC), Issue Brief No. 5, 2014; Desegregation and Integration Committee Report to the Board of Education, July 1988; Equity and Access: Student Gap Analysis and System Response, Dr. Sandra Lyon, May 2015

The document review included: 1) an examination of the 2006-2007 "Task Force on the Achievement of Students of Color" (TFASC) report, carried out to improve race relations and determine ways to diminish the achievement gap in the district; 2) meeting minutes from SMMUSD school board meetings; 3) records from the Intercultural Equity and Excellence District Advisory Committee (IEEDAC), which was created to support the district's efforts to close the achievement gap and to advise the Board of Education on how to address the problems and educational needs of the diverse student and parent populations in SMMUSD; and related published articles and reports.

Stakeholder Interviews

After consulting with the district administration, 40 interviews were conducted with current and former district employees, educators, students, parents and community members, as well as all current SMMUSD school board members. The purpose of the interviews was to better understand perceptions of the district's past efforts to address educational inequities in opportunities and outcomes, as well as to ascertain perceptions of inequity within district schools. We also sought to understand why past change efforts had not yielded greater progress, and the rationale behind current policies and practices that are utilized to address student needs.

After an initial round of interviews with stakeholders, additional interviews were scheduled as we gained a better understanding of individuals and organizations that possessed knowledge of institutional history, district initiatives, and the district's professional learning culture. This was by no means an exhaustive process. There are several key stakeholders whose perceptions are important for understanding the current state of equity efforts in SMMUSD. However, we do believe that we were able to engage a significant sample of stakeholders throughout the district and community.

Site Reviews

School site reviews were intended to serve as a method for understanding the systems, structures, practices and processes currently used by schools to support student learning. We also used our observations and interviews at the sites to identify strengths and areas for growth. All schools were reviewed for 2 days, with the exception of district preschools (where a sample of four sites were visited) and Santa Monica High School, where a team of seven researchers spent three days. The number of reviewers at each site varied according to the size and student population of each school. A team of two to four reviewers carried out most reviews in order to maximize the number of classrooms observed, and persons interviewed. Reviews were organized with the support of site principals who used a sample schedule as a model for developing the Equity Review schedule (See Appendix, Figure. 1).

All reviews involved an initial meeting with site principals, followed by focus groups with a sample of teachers, classified staff, and students. Classified staff included classroom/school aids, coaches, advisors, counselors, community liaisons, school safety officers, school nurse, school psychologists, clerical staff and other directors/coordinators for special programs. When possible, meetings with assistant principals were included and planning meetings, special programs or activities, recess, transitions, and dismissals were observed.

Classroom learning observations ranged from 10 to 30 minutes. Each interview and focus group was approximately 45 minutes long however, interviews with principals ranged from 1 to 1.5 hours in length. Teacher participation rates varied at each school site due to scheduling constraints and the voluntary nature of the interviews. The site principal selected student participants for focus groups. Our goal was to interview a sample of students that was representative of the school population.[6] A total of 545 classrooms were observed during the course of the review, which lasted from October 2015 - February 2016.

[6] Principals were asked to select a sample of students who would be representative of the student population at the school.

Additionally, interviews were conducted with some central office leaders, including: Assistant Superintendent of Educational Services, Assistant Superintendent of Human Resources, Director of Curriculum and Instruction TK-5, Director of Curriculum and Instruction 6-12, Director of Assessment, Research and Evaluation, Director of Special Education, and the Director of Student Services.

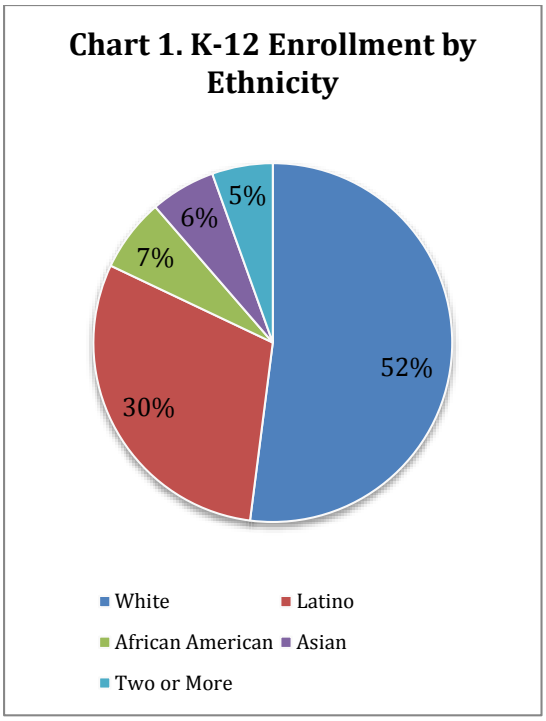
III. Achievement Data Analysis: The Scope and Extent of the Problem[7]

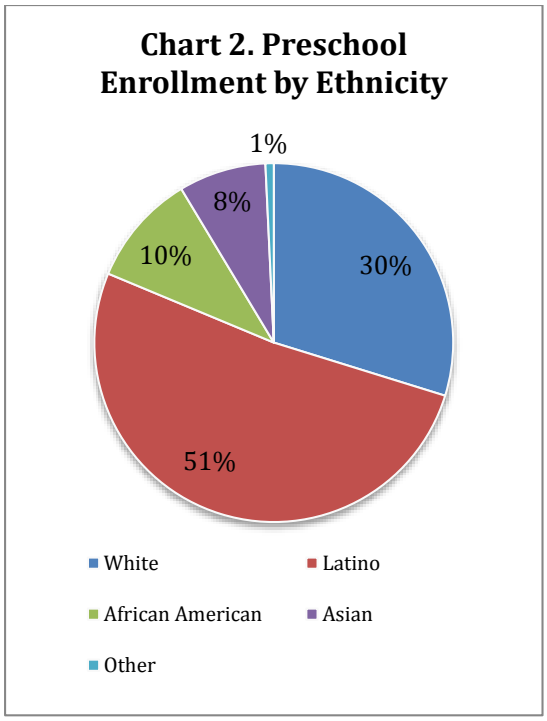
Description

Santa Monica-Malibu Unified School District (SMMUSD) serves approximately 11,000 students at its 10 elementary schools, two middle schools, one K-8 alternative school, one 6-12 secondary school, one high school, and one alternative (continuation) high school. 800 children participate in preschool programs. Additional educational services provided by the district include: an adult education program, independent studies, and the off-campus learning center.

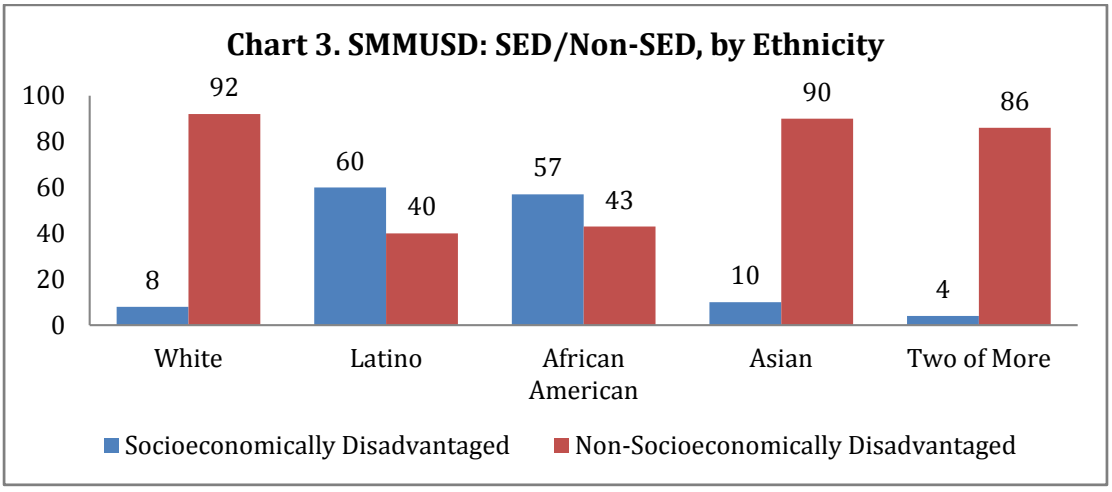
In grades K-12, the ethnicity/race distribution has been fairly consistent for the past 6 years. Currently it is: 51.3% White, 29.6% Latino, 6.5% African American, 5.8% Asian. 5.4% of children identify with two or more racial/ethnic groups. At 51%, Latino students make up a much higher percentage of the preschool population than their percentage of the K-12 population. White children make up only 29% of the preschool population.

[7] Sources: ed-data.org, cde.ca.gov, caaspp.cde.ca.gov, smmusd.org, and select presentations to the SMMUSD Board





Twenty-nine percent of SMMUSD students are classified as socioeconomically disadvantaged (SED). The differences in the percentage of SED classification between ethnic groups is large: 60% of Latino students and 57% of African American students are SED while only 10% of Asians and 8% of Whites are identified. Latinos make up 30% of the district-wide population. However, they represent between 40 and 76% of the student population at the four schools with the highest rates of socioeconomically disadvantaged students. While Whites represent 51% of the district population, they represent between 60 and 88% of the populations of the four schools with the lowest poverty rates.



There are significant concentrations of students of color in some schools, while White students constitute the overwhelming majority in other schools, at both the K-12 and preschool levels. Across all preschool sites, 51% of students are Latino, 29% are White, 10% are African American, 8% are Asian, and 1% are Native American, Native Hawaiian, Alaskan or Pacific Islander. Preschool sites with concentrations of students of color include: Woods, which serves 90% Latino children; Will Rogers, where Latinos make up 70% of the preschool population and African Americans make up another 12%; and John Muir, where African American and Latino children represent 86% of the site enrollment. The most diverse preschool programs are Pine Street, Grant, and Washington West. Some of the least racially diverse schools include: Point Dume Elementary (88% White), Malibu High (79% White), Webster Elementary (78% White), Edison Elementary (76% Latino), Franklin Elementary (73% White), Olympic Continuation (61% Latino, 10% African American), John Adams Middle School (JAMS) (49% Latino, 10% African American), Lincoln (58% White).

The concentration of low-income students of color at particular schools is an issue that should be of concern to the district given the higher levels of social and academic support such students typically require to be successful. Additionally, research has shown that concentrating the neediest students into particular schools also significantly increases the likelihood that students and the schools they attend will perform at lower levels academically.[8]

Academic Performance Index

A 3-year average API was produced in May 2014 before the change in testing took effect. All but one of the SMMUSD schools with valid scores exceeded the statewide target API of 800 on their school-wide score. Over the past decade, the schools have performed well, and progressively better, according to their API. In 2006, six of 16 schools with valid scores, performed below 800. By 2008, 15 schools with valid scores performed above 800,

[8] "Why Segregation Matters: Poverty and Educational Inequality." By G. Orfield and C. Lee, Civil Rights Project, January 2005.

only Samohi performed below 800 (Olympic was not rated that year). Since then, Samohi floated above and below the line, Olympic stayed in the low 500/high 400 range when it received scores, SMASH was not scored except in 2010 (when it scored 780), and all other schools exceeded 800, many far above county and state averages. *While the rate of academic performance is noteworthy and significant, it is also important to recognize that during this period most schools had at least one subgroup with an average API below 800. Even schools where all subgroups averaged above 800 had large differences between the highest and lowest scoring subgroups.* (See Appendix, Charts 7-20).

Examining the 3-year weighted average API produced in 2014, the average API for socioeconomically disadvantaged (SED) students was lower than the school-wide average in all schools with a SED subgroup. Three schools where the achievement gap between SED API and non-SED API was the greatest were Franklin Elementary (121-point difference), Lincoln Middle School (107-point difference), and Grant Elementary (102-point difference). It is important to note that 6% of the Franklin population are SED, while Lincoln serves 18%, and Grant serves 30% SED. At Grant, all ethnic subgroups performed above 800. However, EL, SED, and SWD subgroups did not reach the 800 target score and represent one example of the large divide between highest and lowest scoring groups that exists at most schools across the district. Notably, two schools with high concentrations of SED students that performed well above 800 were McKinley (41% SED, 827 for the SED API) and Edison (53% SED, 835 for the SED API). The average API for Students with Disabilities (SWD) was lower than the school average in all schools. The difference ranged from as much as 304 points at Samohi to as little as 42 points at Franklin. The average API for Students with Disabilities was more than 100 points lower than the school-wide API at all schools except Franklin (See Appendix, Charts 7-20 for similar information about all 14 schools with 3-year average API scores available).

2013 California State Test: English Language Arts and Math

Across the district, 75% of students scored at proficient or advanced on the ELA CST (See Appendix, Chart 21). Disparities by ethnicity/race are exemplified by the 52% proficiency rate for African American students and 58% proficiency rate for Latino students (See Chart 4). Further disparities within the ethnicity groups exist between SED and non-SED students (See Chart 5). Girls outperform boys in both groups; African American girls outperform boys 56% to 46%, and Latino girls outperform boys 60% to 55%. Only 55% of students identified as SED demonstrated ELA proficiency. The outcomes in math were lower across the district, and high school scores were significantly lower than elementary scores.

Chart 4. 2013 CST: Math & ELA, by Ethnicity
Percent of Students Scoring Proficient or Advanced

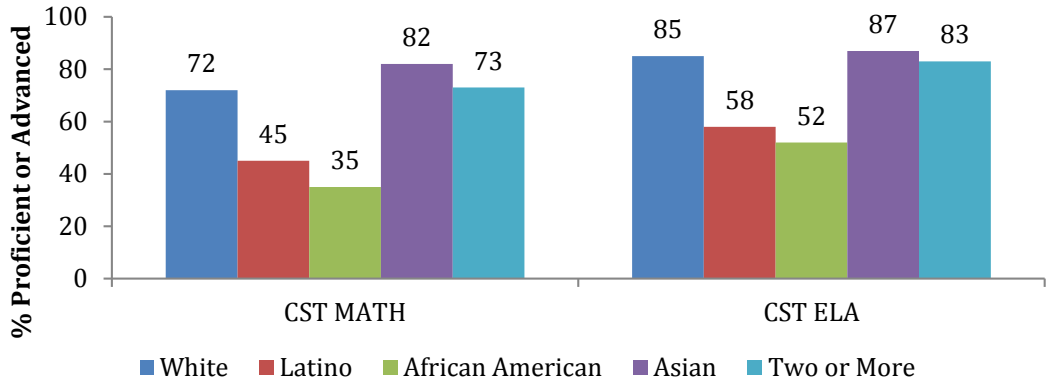
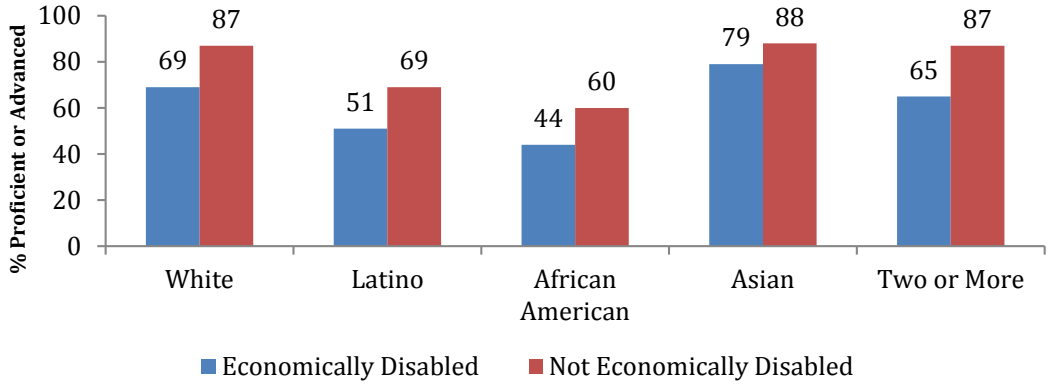
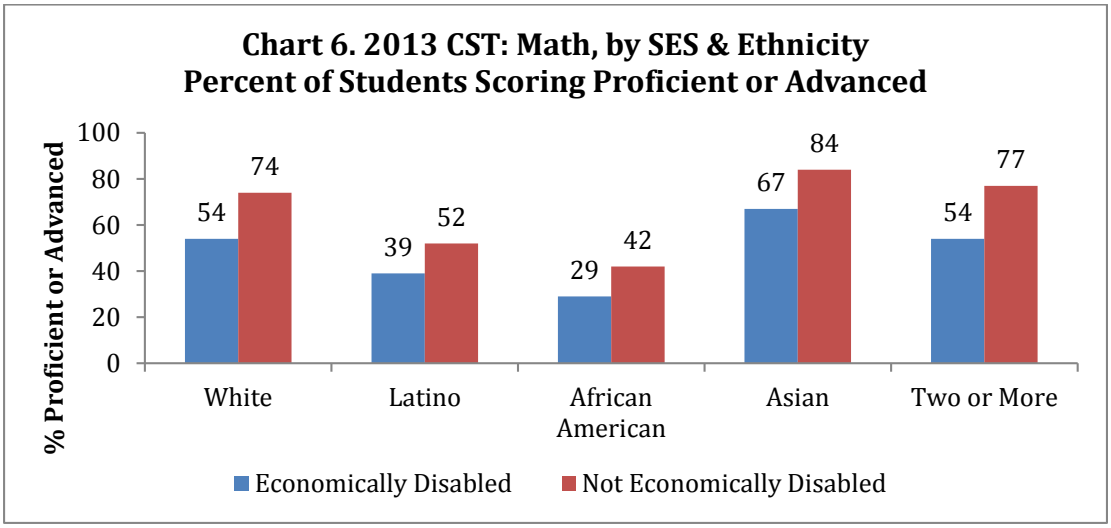


Chart 5. 2013 CST: ELA, by SES & Ethnicity
Percent of Students Scoring Proficient or Advanced



On the Math CST, 62% of students scored proficient or advanced (See Appendix, Chart 22). As with ELA, disparities between students of different ethnic groups are observable.

Whereas the district average proficiency is 62%, the proficiency rates for African Americans (35%) and Latinos (45%) are far below that of their White (72%), and Asian (82%) peers. The subgroup with the lowest rate of proficiency is Students with Disabilities (36%), followed by Socioeconomically Disadvantaged students (42%). Within ethnic groups, females outperform males in most groups by as many as 9 points (African American), and non-SED students outperform SED students in all groups by as many as 23 points for students who identify with two of more races to a 13-point difference for African American and Latino subgroups (See Chart 6).



2015 CAASPP (SBAC)[9]

While the stated expectation that CAASPP tests are too different from the previous tests to compare scores, the results of the baseline CAASPP indicate that achievement gaps exist for African American, Latino, English Learners, SED, and SWD remain. Across the district, 68% of students met or exceeded standards in ELA. However, an examination of performance by ethnicity/race reveals a 35-point achievement gap between African American and White students and a 30-point gap between Latino and White student groups. Only 44% of African American and 49% of Latino students met or exceeded standards, while 83% of Asian and 79% of White students met or exceeded the ELA standards. The differences by socio-economic status are also striking: 71% of non-SED students met or

[9] Refer to SMMUSD Board Presentation "CAASPP Results 2014-15 Board of Education, September 17, 2015" for additional information.

exceeded standard, while only 50% of SED students met or exceeded the ELA standard. Latino students who are also poor (SED) fared even worse: only 40% met or exceeded the ELA standard. Meanwhile, 60% percent of socioeconomically disadvantaged White students met/exceeded standards in ELA. This group outperformed both non-SED African American and non-SED Latino student groups by 10 and 14 points, respectively.

Fifty-seven percent of all tested students met or exceeded math standards on the *CAASPP*. The differences by socio-economic status in math are slightly larger than those in ELA: while 60% of non-SED students met or exceeded standard, only 36% of SED students did so, representing a socio-economic gap of 24 points. The 38-point math achievement gap between African American and White students was slightly larger than the ELA gap and also larger than the 34-point gap between Latino and White student performance in math. Overall, only 31% of African American and 35% of Latino students met or exceeded math standards, while 78% of Asian and 69% of White students did so. Non-SED African Americans outperformed their socioeconomically disadvantaged African American peers by 9 points in math.

High School Outcomes[10]

The cumulative high school GPA for Hispanic high school students is a 2.6 (C/C+). On average, Hispanic females complete their studies with higher GPA than males in this group (2.7 vs. 2.5). The cumulative high school GPA for African American students is a 2.5 (C/C+). And again, African American females complete their studies with higher average GPAs than males in this group (2.6 vs. 2.3). Comparatively, White students average 3.2 GPA and Asian students average 3.5 GPA. Like the other subgroups, White and Asian females earn higher GPAs than their male counterparts.

In a report issued in May of 2015 entitled, Equity and Access: Student Gap Analysis and System Response, Ms. Sandra Lyon and her staff presented a comprehensive analysis of what might broadly be termed "equity issues" to the SMMUSD Board of Education. The

[10] Refer to Presentation to the SMMUSD Board Presentation, "Equity and Access: Student Gap Analysis and System Response. May 21, 2015" for additional details.

report presented a detailed analysis of achievement patterns and related issues for the purpose of sharing with the Board and the broader public the challenges facing schools throughout the district. We summarize some of the major findings from that report here to reinforce the widely shared notion that SMMUSD are not serving certain populations of students, namely African American, Latino, English language learners, and in some cases, students identified as needed special education, as well as it should and could.

Disparities in student achievement are evident throughout the school district, at all sixteen schools in SMMUSD. According to the report, gaps in achievement are evident in course grades, Advanced Placement course enrollment and passing rates,[11] and the A – G completion rate.[12]

White students are both more likely to enroll and more likely to pass Advanced Placement courses than their African American and Latino peers. While 78% of White students completed an A-G program, only 65% of Latinos, and 45% of African Americans in the 2013-14 cohort left high school prepared for college. The percent of Hispanic students enrolled in A-G programs increased by 10 points between 2009-10 and 2013-14. Over the same period, the percentage of African American students enrolled in A-G programs has declined by 5 points, and the number of White students enrolled in A-G programs has decreased from 82% to 78%.

Drop out rates for African American students decreased from 9.6% in the 2011-12 cohort to 5.2% in the 2013-14 cohort, while drop out rates for White students increased from 3.6% on 2011-12 to 5.5% in 2013-14. In the 2013-14 cohort, Latino male students had the highest drop out rate (8.4%), followed by African American males (6.1%), and White males

[11] When compared to their representation in the district, White students were over represented in AP courses (57% compared to 51%), while Latino and African American students were under represented - 21% of students in AP courses are Latino while they comprise 30% of the students in the district, and 4% of the students are African American while they comprise 6% of students in the district. Similar patterns are reflected in AP scores. 78% of White students receive a score of 3, 4 or 5 (3 is the minimum needed to obtain college credit) while 57% of Latinos and 53% of African Americans receive scores of 3, 4 or 5.
[12] In the 2013 – 14 academic year 45% of African American students, 65% of Latino students and 78% of White students had completed the A – G course requirements that are used by the State of California to determine college readiness.

(5.9%). However, at the high school level, 15% of African Americans, 12% of Latinos, and 10% of Whites had chronic or very chronic rates of truancy in 2013-14.

IV. District-wide Findings

Our equity review of SMMUSD revealed that the central leadership of the district is knowledgeable and aware of district-wide needs. The leadership has set equity and access as a clear priority, and it has a clear vision for how this can be achieved. It has also attempted to implement well-regarded, research-based programs and initiatives to improve the quality of learning and teaching.

However, many of the promising initiatives that have been undertaken have not been well implemented, nor have they been systematically evaluated. In our reviews at the sites we learned that most new initiatives, including Professional Learning Communities (PLCs), Response to Intervention (RTI), the use of literacy coaches, etc., are not clearly understood, and in many cases, are being implemented unevenly. As a result, the impact of these initiatives on the effort to reduce disparities and improve student learning generally, have largely not been realized.

To a large degree, frequent changes in leadership at both the district and site level, has contributed to a lack of follow-through and incomplete implementation of promising initiatives. Importantly, the fact that most of these initiatives have not been subject to rigorous evaluation, and in many cases, have not been sustained, has led to a high degree of cynicism among staff. Lack of follow through and cynicism among staff has in fact become a major obstacle to ongoing improvement efforts.

This combination of factors has resulted in the following:

- Lack of consistent implementation of systems, structures, processes and practices aimed at eliminating academic disparities, contributing to inconsistent and varied expectations for teaching and learning.

- Failure of previous initiatives to build capacity in support of equity because they have typically been abandoned when leadership has changed.
- Isolation and fragmentation across and within school sites, fostering divergent approaches to the implementation of key initiatives, and contributing to a lack of buy-in.
- The district lacks a coherent and cohesive focus related teaching and learning and its desire to advance equity at all schools.
- At many of the sites there is a culture of opposition among staff toward district-led change and improvement efforts.

The lack of focus and coherence throughout the district has undermined many of the strategies aimed at improving teaching and learning. Additionally, lack of progress can also be attributed to the frequent distractions experienced by district leaders, board members, central office directors and site leaders. As measured by the time and attention devoted to improving teaching and learning, it is clear that other issues, often unrelated to education, frequently become priorities that distract those in leadership from maintaining a clear focus on improving the quality of student learning. At many of the schools, classroom observations are rare because site leaders are preoccupied with managing the demands of parents and other constituencies. *While engaging parents is clearly important for improving school performance and student outcomes, a proper balance must be struck with maintaining a clear and consistent focus on teaching and learning.* At most of the sites, professional development is not tailored to address the specific needs of teachers, and in many of the classrooms we observed, students were well-behaved but insufficiently engaged.

As a result of the distractions and the lack of coherence with respect to district strategies, we observed the following:

1. A lack of "buy-in" and understanding of district strategies and goals, and little agreement related to the process of implementation. Not all school administrators and few teachers are clear about which of the initiatives are "must-do" essentials (and why), and which are "may-do" and therefore optional.

2. There is not a shared understanding of the meaning of equity or how an equity agenda should be implemented. Many educators indicated that the equity efforts are intended to benefit minority, English language learners and special education students. Such perceptions reinforce the notion that a zero-sum scenario is in play: more attention to the needs of some students will come at the expense of serving the needs of others (i.e.

affluent, advanced students). *To the degree that this perception persists, it is unlikely that greater progress will be achieved.*

3. There is a perception that equity is only an issue of concern to schools serving low-income, minority students. Given the relatively concentration on low-income and minority students at a relatively small number of schools, many of the schools in SMMUSD regard equity as an issue that should not be their primary concern.

4. There is a perception that efforts to further equity will undermine efforts to serve the needs of advanced (typically more affluent) students. Given that affluent parents are more likely to demand the time and attention of district staff, this perception is likely to serve as a major obstacle to change.

5. There is a perception that school and professional autonomy are highly valued, and mean that individual schools and staff can choose *not to comply* with district strategies.

6. Malibu-Santa Monica tension – the ongoing debate over separation, the intense debates that have unfolded over equity in funding and resources, have served as a major source of distraction from district equity efforts.

7. History of racial tensions in the district and the fact that several issues related to bias and discrimination were not fully resolved, has contributed to distrust and feelings of marginalization among many students, parents and staff of color, and others.

Site Findings

During the course of our site equity reviews we observed and interviewed several teachers who were passionate, deeply committed to equity, and extremely talented. We interviewed many teachers who embrace the district's goal of furthering equity and who are willing to do their part to achieve the district's goals. However, we also observed a surprisingly high percentage of classrooms where lecture and direct instruction were the exclusive mode of teaching relied upon. With respect to our classroom observations, our central finding is that *efforts to advance equity will not gain traction unless there is a willingness to systematically improve learning and teaching across the district, and utilize pedagogical practices that research has shown are more likely to produce equitable student outcomes.*[13]

[13] For examples of studies that document some of the practices that have been shown to reduce disparities in student learning outcomes see: *Creating the Opportunity to Learn: Moving From Research to Practice to Close the Achievement Gap* by A. W. Boykin and P. Noguera (ASCD 2011); Barbarin, O. (2002). The Black-White achievement gap in early reading skills: Familial and sociocultural context. In B. Bowman (Ed.), *Love to read: Essays in developing and enhancing early literacy skills of African American children* (pp. 1-15). Washington, DC: National Black Child Development Institute; Blackwell, L. A., Trzesniewski, K. H., &

These findings listed below reflect common needs across and within schools throughout SMMUSD.

Learning, Teaching and Assessment

1. At most school sites, although not all, the practice of communicating learning objectives to students is inconsistent. Where such practices are used they do not always indicate the new knowledge and skills to be learned.

2. In our 545 classroom observations, instruction was predominantly teacher-centered and a wide variety of strategies for engaging students were not utilized. As a result, opportunities to develop and utilize higher order thinking skills are not consistently available to students.

3. Students have insufficient opportunities to assess their own work or the work of their peers. In many cases, they are unaware of the standards they are expected to meet, and lack a clear sense of how rubrics are used to assess their progress or determine what they need to improve.

4. Few examples of differentiated instruction were observed across schools. Many teachers do not have a plan to meet the different learning need of students in their classrooms. This is particularly true for students with special needs and English language learners.

5. In some schools there is excessive reliance on "pull outs" for students who require additional support (e.g. students with special needs, English language learners, etc.). This suggests that efforts to develop the professional capacity of teachers are not very well developed or advanced.

6. Most students are generally on task and are moderately engaged in their own learning. Engagement in lessons is, in some cases, limited by a lack of effort or capacity in how to integrate linguistic and culturally responsive pedagogical strategies.

7. In elementary schools, literacy coaches examine outcomes and look for trends in assessment data. They are beginning to have conversations with teachers and PLCs about how to create lessons or intervention plans that respond to the identified needs of students in a timely manner. However, assessment data is not consistently utilized to address under-achievement, plan next steps in learning, and ensure that all students are making progress across the district. More work is required to ensure that literacy coaches are understood and accepted by teachers as instructional leaders whose focus

Dweck, C. S. (2007). Theories of intelligence and achievement across the junior high school transition: A longitudinal study and an intervention. *Child Development*, 78, 246-263.

is to build capacity so that teachers can better meet the needs of all students in the classroom. Still, the use of data initiated by literacy coaches in elementary schools are some of the strongest examples in the district. Utilization of data to determine and revise learning plans, guide intervention, group students, and differentiate is a significant area for growth across the middle and high schools.

8. While many teachers hold themselves accountable for their impact on student learning outcomes, many do not. This reflects a problematic "disconnect" between teaching and learning that is common in many schools. While there are teachers who are focused and reflective about the need to employ strategies to improve student learning, many others do not demonstrate such awareness, and therefore are less able to improve the outcomes of students who are falling behind or effectively encourage students who are capable, ready and willing to perform at higher levels.

9. Co-planning among teachers is often dependent on informal relationships, which results in uneven implementation of district initiatives and lack of cohesion among staff related to school and district goals. *Many teachers are unclear about how to utilize the time allocated for professional learning communities*.

10. Technology is not utilized creatively and consistently in classrooms.

11. The curriculum generally provides opportunities for students to participate in a range of learning experiences. At most sites, a number of enrichment programs are embedded in the curriculum for each grade and most core subjects. The arts, music, and physical education are included and are given priority in the school's schedule.

Leadership, Management and Accountability

1. Central administrators and site leaders are consistently dedicated and hard working. They take their work seriously and value the importance of pursuing equity in the district. However, they are not present in schools on a regular and consistent basis, nor are they widely seen as a resource by school staff for addressing the challenges they face.

2. Most site leaders have a vision for school improvement, but in many cases it has not been clearly communicated to the staff, nor is there sufficient buy-in related to the vision. As a result, the schools lack a vibrant sense of collaboration on how to achieve district or school goals.

3. With the exception of the sites where the school's vision and mission are understood by all stakeholders, priorities and procedures within the schools are not clear for all school staff, and in many cases, they are not consistently applied. At some schools, there are no clear agreements on school norm and rules (e.g. eating in class, punctuality, revising student work, etc.), therefore, students, and in some cases teachers, do not always know what is expected of them. This is particularly important for teachers who

are expected to understand how to effectively address the diverse learning needs of their students.

4. School leaders provide learning and achievement gap information to faculty and staff. Equity principles are articulated. However, important gaps in the understanding of staff members with respect to effective strategies and use of data are apparent. This suggests that current efforts have not gone far enough to achieve school and district-wide "buy-in" for the goals and priorities set by the Board.

5. Culturally responsive teaching practices are limited and inconsistently utilized across and within schools.

6. School leaders have established school-wide and departmental/grade level plans to monitor the school's progress toward meeting goals in the SPSA. While the plans do contain clear goals and time-bound action steps, not all schools have established benchmarks, nor do they monitor progress or measure success in time to inform instruction or respond to the needs of individual or groups of students.

7. Most school leaders have not been able to prioritize being present in classrooms on a regular basis to assess the quality of learning and teaching, provide useful feedback to teachers, and share findings to improve planning. It should be noted that some site leaders are doing this very well. However, in many cases, site leaders create few opportunities for teachers to observe their colleagues.

8. At the elementary level, school leaders are more likely to collect and review data that provides a comprehensive picture of student and the school's performance. However, in many cases, teachers were not aware of the gaps in achievement that exist in their schools, nor do they have a clear sense of how to make use of disaggregated data to monitor their efforts and student performance.

9. At the middle and high school levels, student level data is not regularly utilized to inform collaboration or instruction, to monitor student progress, or to apply interventions in a timely manner.

10. Not all schools are making efficient use of professional learning and collaborative planning times established by the district.

School Culture

1. School learning environments are positive in most respects, with a few instances of insensitive behavior toward students, and relatively few instances of problematic behavior by students toward staff.

2. Learning environments are inconsistent in the ways they promote high expectations and engage students. Few of the classrooms we observed utilize rubrics to set success

criteria, assign grades, and provide clear guidance on how to meet high standards for student work.

3. At many school sites, well-established routines are evident; however, some schools do not have routines and disciplinary procedures that are either fully known or accepted by staff. As a result, at these schools, school routines are not implemented consistently resulting in patterns of behavior that vary widely among classrooms.

4. There is a widely shared perception that underperformance, particularly among SED and English Learners, is due to their families not valuing education or being unable to support their learning. The tendency to blame parents and students is a major obstacle to the effort to eliminate and reduce academic disparities.

V. Recommendations

District-Wide

The effort to further equity and reduce academic disparities must be led by a clear and unequivocal commitment of the School Board. As such, the Board must establish clear priorities and goals related to equity and stick to them. This means it must not allow other concerns to distract the central administration and site leaders from implementing strategies to improve learning and teaching. The Board must be willing to hold itself accountable for following through and maintaining the focus on its own goals.

1. There must be a clear directive from the Board enabling the district's central staff to carry out their plans without distraction. This should include a specific requirement that *principals devote a significant portion of their time to being present in classrooms and to the development and implementation of strategies to improve learning and teaching.*

2. Central leadership must devise mechanisms to improve communication, support, and accountability for district priorities, and they must be present in schools on a consistent basis to assess and support the implementation of district initiatives.

3. Initiate trainings for all central office and site leaders on how to implement equity-based strategies and obtain commitment and buy-in from staff throughout the district.

Although this will take time and concerted effort, there must be a cultural shift, throughout the district in the following areas:

- From focus on adults to clear focus on students and student needs

- From reactive planning to a vision-driven cycle of development and improvement with clear focus on priorities, strengths and needs
- From professional isolation and a distorted sense of professional autonomy, to cohesion, collaboration and accountability
- From leaders as managers to collaborative problem solvers focused on improving learning and teaching

Initiate a continuous cycle of development and improvement:

Establish norms and routines that support staff at all levels in improving their practice. There must be an emphasis on utilizing data to make decisions, on learning from evidence to improve teaching, and evaluating practices and interventions at all levels of the system. Greater priority must be placed on prioritizing professional collaboration and sharing knowledge, particularly related to equity efforts.

A continuous cycle of development and improvement should contain the following components:

- Clear understanding of current challenges related to student achievement;
- Clear understanding of how to meet the needs of diverse learners and how to pursue academic excellence through equity;
- Implementation of plans that provide value-added support to students and schools and that generate a sense of internal accountability to established processes;
- An ongoing review and evaluation of established goals, and a willingness to revise goals based on new information and an understanding of context and needs.

In order to implement a cycle of continuous improvement, the district must be committed to building the professional capacity of its teachers and administrators so that they are aligned with the needs of students. It must develop broad the adaptive and technical knowledge of its leaders so that they can use evidence of student learning to guide all decisions aimed at improving student learning.

Key Points of Change

The following principles should guide the leadership as they carry out these change efforts:

1. Adopt a developmental approach to change. Rather than expecting change to occur quickly, research shows that sustainable change generally occurs incrementally.[14] District leaders should identify a few complementary initiatives and maintain a sustained focus on them, building on them over time with multiple opportunities for learning from trainings and colleagues and a clear and shared understanding of the expected outcomes of these initiatives. Each of the chosen initiatives should invest in the knowledge and skills of site leadership, and maintain a clear focus on student learning needs. Student learning should serve as the basis of prioritization and decision-making.

2. Balance mandates and be clear about the areas where flexibility in implementation is desired and expected. The central office must provide support in implementing and refining district initiatives. It must engage in collaborative problem solving with site leaders and staff, and be willing to revise district initiatives when information obtained from school sites suggests that the strategies and plans do not meet the needs of the sites or the students.

3. Build commitments, improve communication and develop relationships to support and sustain vision-driven change. Prioritize building trust, buy-in and relationships to support capacity building and higher motivation for change.

4. Implement early intervention strategies by strengthening the understanding of and efficacy in implementing staged interventions (RTI) at all schools. Continue to expose teachers and site leaders to research-based practices that support the learning needs of students both within the regular classroom and also during instructional interventions. Once the instructional supports are well established, introduce a parallel system of behavior interventions that support the instructional interventions.

5. Engage school administrators in the decision-making process and model how to initiate a deliberative process with their staff that will build their engagement and support for key initiatives. Ensure that supports to staff are differentiated sufficiently such that all leaders have their learning needs met while developing or deepening their understanding of each initiative and how they work together to increase student learning.

6. Set an example of highly effective and differentiated support by reorganizing the structure of Principal meetings. Introduce Principal PLCs that focus on developing instructional capacity, that are driven by the collaboratively identified needs of principals, supported by highly structured protocols, and connected to measures of success.

7. Work toward shifting the culture of the district from top-down mandates that are intended to generate compliance to reciprocal accountability. Accountability should be reframed from a focus on meeting external demands (e.g. as set by the state of

[14] See Bryk, A. S., Sebring, P. B., Allensworth, E., Easton, J. Q., & Luppescu, S. (2010). *Organizing schools for improvement: Lessons from Chicago*. University of Chicago Press.

California) to meeting shared and agreed district expectations for work so that all schools feel a sense of *shared accountability*.

8. Engage teachers in developing and setting grade and subject level performance benchmarks so that there is greater clarity regarding what all students should be able to do.

9. Increase intentionality and frequency of learning walks at schools and include teachers in this practice.

10. Differentiate support for teachers and site leaders in order to build professional capacity.

11. Initiate an annual public forum for principals to present their student performance data, at which they can share and identify areas for improvement, and commit to strategies and plans for improvement.

Need for District/Chain of command to support site level decisions

"Refusing parents is death for principals. It's been proven time and again." This is a paraphrasing of a quote heard from several principals when discussing the power and influence of parents. It is one reason why so many Principals dedicate significant amounts of time responding to parent's inquiries, even regarding matters that could be easily handled by a teacher or an alternate staff member. Some principals reported that there have been instances when the central administration or Board Members have overridden decisions they made. This encourages parents go up the ladder of the district to seek redress, and to circumvent their authority. As a result of this practice, the ability of principals to lead has been consistently eroded. The alternative of such an approach is not to ignore the concerns of parents. Rather, it is essential for the district to establish protocols for providing all parents with an opportunity to express their concerns at the site and district level. It is also essential that all parties in the district adhere to these protocols.

Clearly define Equity (vs. Equality)

Many staff do not grasp or full understand the difference between Equity and Equality in policy and practice. For example, an elementary school classified staff person asserted, "Here everyone gets equal opportunity. Parents & students need to take advantage [of what is offered]." This suggests that some staff do not understand that equity compels us to recognize the different needs of students and parents. On the topic of what specific process

existed to identify and address the needs of students who were not demonstrating growth based on the standard curriculum and the instructional strategies utilized, one elementary Principal explained, "I only implement programs that are good for all students."

Lack of staff diversity impacts curriculum and school-level communication

Although a significant number of classified staff are people of color, there are few teachers or administrators of color. Many of the staff of color report feeling silenced by the views held by their colleagues. They also report feeling unable to speak up on issues of race and culture due to a concern that they will alienate and estrange themselves from their colleagues.

It was telling that many staff of color asked to speak to the reviewers in private after group meetings. In these meetings they frequently raised issues related to the treatment of special education and minority students across the district. They also cited examples of cultural biases reflected in curricula and discipline practices. Finally, staff of color in SMMUSD cited several examples of favoritism for the children of affluent parents, unequal participation in special or accelerated programs by ethnic minorities and low-income groups, and uneven use of the cafeteria (particularly at the high school). These examples were cited as evidence of disparate treatment throughout SMMUSD.

It is important to note that the lack of diversity in the curriculum and the teaching staff was not raised at schools that have deliberately built strong relationships between the staff and the diverse communities they serve.

VI. Conclusion

This report is not intended to cast blame on particular constituents or schools for the presence and persistence of the achievement gap in SMMUSD. All stakeholders in the district – students, parents, teachers, administrators, and Board Members - bear some degree of responsibility for addressing the issue, and the only way progress will be made is if each party accepts responsibility for their role in the educational process. However, it must be emphasized that *there is no reason why a district with the resources of talents of*

SMMUSD should not be able to make more progress than it has. We firmly believe that if the recommendations contained in this report are acted upon, steady, incremental progress in reducing disparities in academic performance can be realized. The fact that there are school districts with similar demographics that are making more progress in reducing the predictable ways in which race, SED and language are implicated in patterns of student achievement is the clearest indication that it can be done in SMMUSD as well.

Appendix

Figure 1. - Equity Review Sample Schedule

Equity Review Elements

Meetings	Allotted Time
Principal Meeting (may include AP, if applicable)	60 minutes, Day 1 & 30 minutes, Day 2
Student Focus Group	45 minutes
Teacher Focus Group	45 minutes
Classified Focus Group (Include Instructional Assistants)	45 minutes
Literacy Coach, Math Coach, AP, Counselors	45-60 minutes. Optional, as needed

Sample Elementary Schedule

Time	Day One	Day Two
8:00 – 9:00	Meet with Principal (60)	Meet with Principal (30) Meet with Literacy Coach/ELD Coach (30)
9:00 – 10:30	Classroom visits	Classroom visits
10:30 – 11:15	Classroom visits	Classified focus group (45)
11:15 – 12:00	Classroom visits	Reviewer lunch & reflection
12:00 – 12:45	Reviewer lunch & reflection	Teacher focus group (45)
12:45 – 2:15	Classroom visits	Classroom visits
2:15 – 3:00	Student focus group (45)	Classroom visits
3:00 – 3:30	Observe any after school activities	Reviewer reflection

Sample Middle & High School Schedule

Time	Day One	Day Two	Day Three (Large School Only)
8:00 – 9:00	Meet with Principal (60)	Meet with Department Chairs, APs, Instructional Leaders or Observe Faculty Professional Development/PLC	Classroom visits
9:00 – 10:00	Classroom visits	Classroom visits	Meet Principal, APs
10:00 – 11:00	Classroom visits	Classroom visits	Classroom visits
11:00 – 12:00	Classroom visits	Classroom visits	Classroom visits
12:00-12:45	Teacher focus group (45)	Meet with Counselor/Advisor (45) ~concurrently~ Meet with special program coordinator, if applicable	Additional focus group or Meet with Instructional Leaders, as needed
12:45 – 1:30	Reviewer lunch & reflection	Reviewer lunch & reflection	Reviewer lunch & reflection
1:30 – 2:00	Classroom visits	Classroom visits	Classroom visits
2:00 – 2:45	Classroom visits	Student focus group (45) ~concurrently~ Classified focus group (45)	Meet with special program coordinator, if applicable ~concurrently~ Classroom visits

2:45 – 3:15	Meet with Principal	Reviewer reflection	Reviewer reflection

Site Reviews

Santa Monica High School
Dates of Review: November 2, 4 and 6, 2015
Reviewers: 7
Stakeholder interviews/focus groups: principal meeting, (4x) house principal meetings, (4x) classified staff focus group, teacher focus group, (4x) student focus group, PLC meeting observations
Co-administrator meeting: 4 house principles
Student sample: 20
Teacher sample: 10
Classified sample: 10
Counselor/Advisor sample: 10
Classroom observations: 76

Malibu Middle and High School
Dates of Review: January 11 and 13, 2016
Reviewers: 3
Stakeholder interviews/focus groups: principal meeting, leadership meeting observation, teacher focus group, (2x) classified staff focus group, (2x) student focus group
Teacher sample: 7
Student sample: 14
Classified sample: 6
Classroom observations: 51

Olympic Continuation High School
Dates of Review: January 25 and 27, 2016
Reviewers: 2
Stakeholder interviews/focus groups: principal meeting, teacher focus group, classified staff focus group, student focus group, adult learning center (ALC) focus group, off-campus learning center (OCLC) focus group, senior student advisory meeting observation
Teacher sample: 9
Student sample: 11
Classified sample: 4
ADL and OCLC sample: 5
Classroom observations: 16

Lincoln Middle School

Dates of Review: November 30 and December 2, 2015
Reviewers: 3

Stakeholder interviews/focus groups: principal and assistant principal (combined) meeting, teacher focus group, (2x) classified staff focus group, student focus group, PLC meeting observation
Teacher sample: 12
Student sample: 15
Classified sample: 7
Classroom observations: 36

John Adams Middle School (JAMS)
Dates of Review: December 4 and 7, 2015
Reviewers: 3
Stakeholder interviews/focus groups: principal meeting, assistant principal meeting, teacher focus group, (2) classified staff focus group, student focus group
Teacher sample: 12
Student sample: 30
Classified sample: 8
Classroom observations: 30

McKinley Elementary School
Dates of Review: February 3 and 5, 2016
Reviewers: 2
Stakeholder interviews/focus groups: principal meeting, assistant principal meeting, (2x) teacher focus group, coaches meeting, classified staff focus group, student focus group
Teacher sample: 13
Student sample: 7
Classified sample: 10
Coaches sample: 4
Classroom observations: 21

Webster Elementary School
Dates of Review: November 12 & 13, 2015
Reviewers: 2
Stakeholder interviews/focus groups: principal meeting, teacher focus group, coach meeting, student focus group
Teacher sample: 14
Student sample: 14
Classified sample: NA
Coach sample: Literacy Coach, PD Leader
Classroom observations: 35

Santa Monica Alternative School House (SMASH) Elementary & Middle School
Dates of Review: November 16 & 17, 2015
Reviewers: 3

Stakeholder interviews/focus groups: principal meeting, teacher focus group, classified staff focus group, student focus group, observation of mindfulness training for parents & students
Teacher sample: 11
Student sample: 15
Classified sample: 6
Classroom observations: 21

Franklin Elementary School
Dates of Review: November 19 & 20, 2015
Reviewers: 2
Stakeholder interviews/focus groups: principal meeting, assistant principal meeting, teacher focus group (x2), classified staff focus group, student focus group, BCL
Teacher sample: 31
Student sample: 19
Classified sample: 6
Classroom observations: 40

Point Dume Marine Science Elementary School
Dates of Review: November 23 & 24, 2015
Reviewers: 2
Stakeholder interviews/focus groups: principal meeting, teacher focus group, coach meeting, classified staff focus group, student focus group
Teacher sample: 8
Student sample: 3
Classified sample: 5
Coach sample: Literacy Coach, Math Coach/PD Leader
Classroom observations: 25

Edison Elementary School
Dates of Review: December 9 & 10, 2015
Reviewers: 2
Stakeholder interviews/focus groups: principal meeting, teacher focus group, coach meeting, classified staff focus group, student focus group, observation of parent "cafecito" and bilingual book sale.
Teacher sample: 19
Student sample: 20
Classified sample: 8
Coach sample: Literacy Coach, ELD Coach
Classroom observations: 38

Grant Elementary School
Dates of Review: December 14 & 15, 2015
Reviewers: 2

Stakeholder interviews/focus groups: principal meeting, assistant principal meeting, teacher focus group (x2), coach meeting, classified staff focus group, student focus group, classroom visits with coaches
Teacher sample: 31 (including psychologist, SAI, speech, SPED)
Student sample: 34
Classified sample: 7
Coach sample: 2 Literacy Coaches
Classroom observations: 37

Roosevelt Elementary School
Dates of Review: December 17 & 18, 2015
Reviewers: 3
Stakeholder interviews/focus groups: principal meeting, teacher focus group, coach meeting, classified staff focus group, student focus group
Teacher sample: 9
Student sample: 14
Classified sample: 11
Coach sample: 2 Literacy Coaches
Classroom observations: 33

Cabrillo Elementary School
Dates of Review: January 14 & 15, 2016
Reviewers: 2
Stakeholder interviews/focus groups: principal meeting, teacher focus group, math coach meeting, and literacy coach meetings, ELD & BCL meeting, classified staff focus group, student focus group, PLC Observation
Teacher sample: 9
Student sample: 13
Classified sample: 10
Coach sample: 1 Literacy Coach, 3 Math Coaches, ELD & BCL
Classroom observations: 23

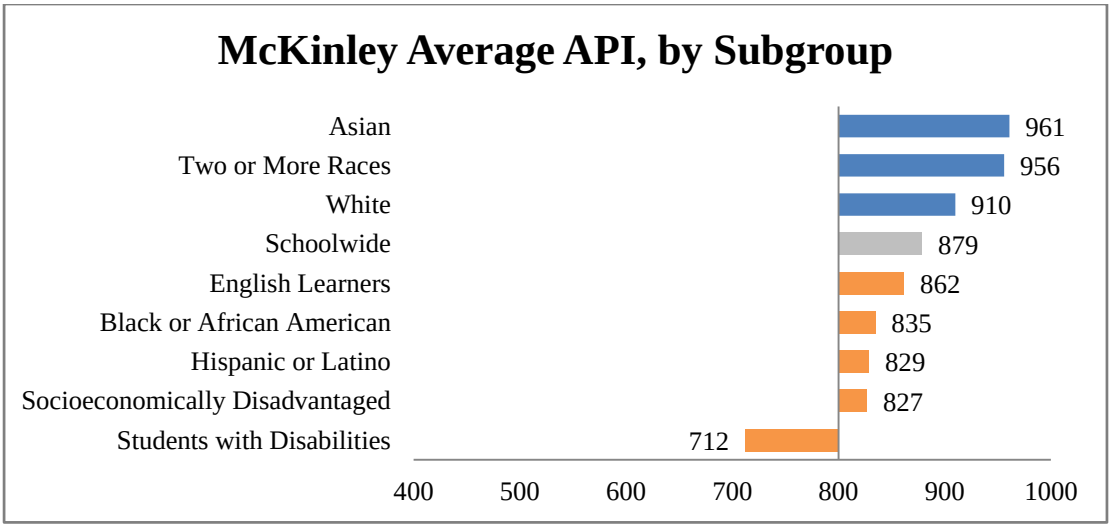
Will Rogers Elementary School
Dates of Review: January 20 & 21, 2016
Reviewers: 3
Stakeholder interviews/focus groups: principal meeting, teacher focus group (x2), literacy coach and ELD coach meeting, STEM coach meeting, classified staff focus group, student focus group
Teacher sample: 33 (19 Day 1, 14 Day 2. Some repeat participants.)
Student sample: 10
Classified sample: 11
Coach sample: 1 Literacy Coach, 1 ELD Coach/Reading Specialist, STEM Coach
Classroom observations: 29

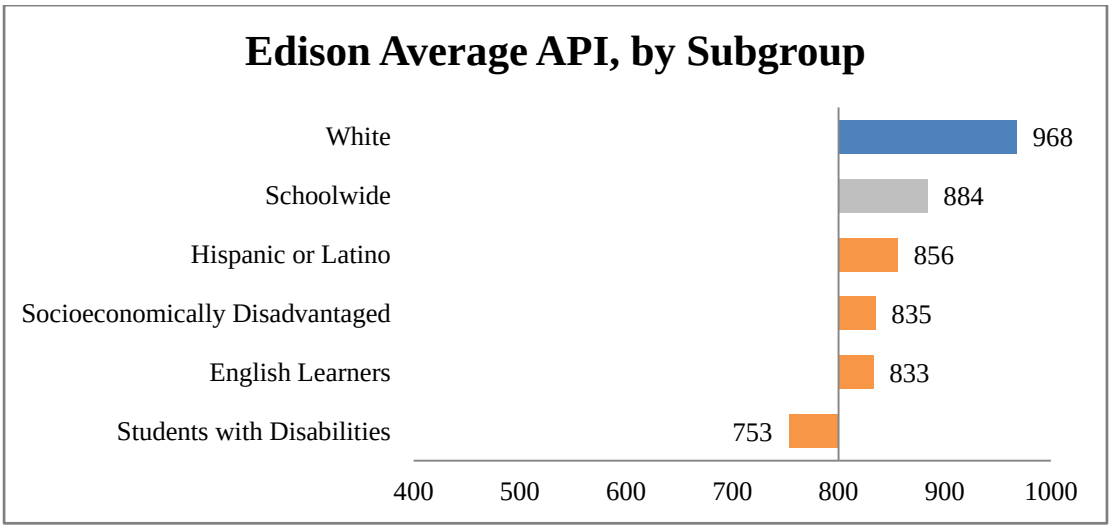
Muir Elementary School
Dates of Review: January 28 & 29, 2016
Reviewers: 2
Stakeholder interviews/focus groups: principal meeting, teacher focus group, literacy coach and ELD coach meeting, classified staff focus group, student focus group, Observation of PLC
Teacher sample: 13
Student sample: 12
Classified sample: 7
Coach sample: 1 Literacy Coach, 1 ELD Coach
Classroom observations: 29

Pre School Program
Dates of Review: February 4 (meeting with administrator), January 29 & February 19 (site visits), 2016
Reviewers: 1
Review activity: Document/Data scrutiny--Enrollment and professional development plans
Classroom observations: 6

Achievement Data

Charts 7-20. 2014 3-Year Weighted Average API, by Subgroup. The horizontal axis is marked at 800, the statewide target score. Colored bars are utilized to demonstrate the differences above and below the schoolwide average; Subgroups scoring above schoolwide average are blue, schoolwide average is grey, subgroups scoring below the school average are orange.




Edison Average API, by Subgroup
White
Schoolwide
Hispanic or Latino
Socioeconomically Disadvantaged
English Learners
Students with Disabilities
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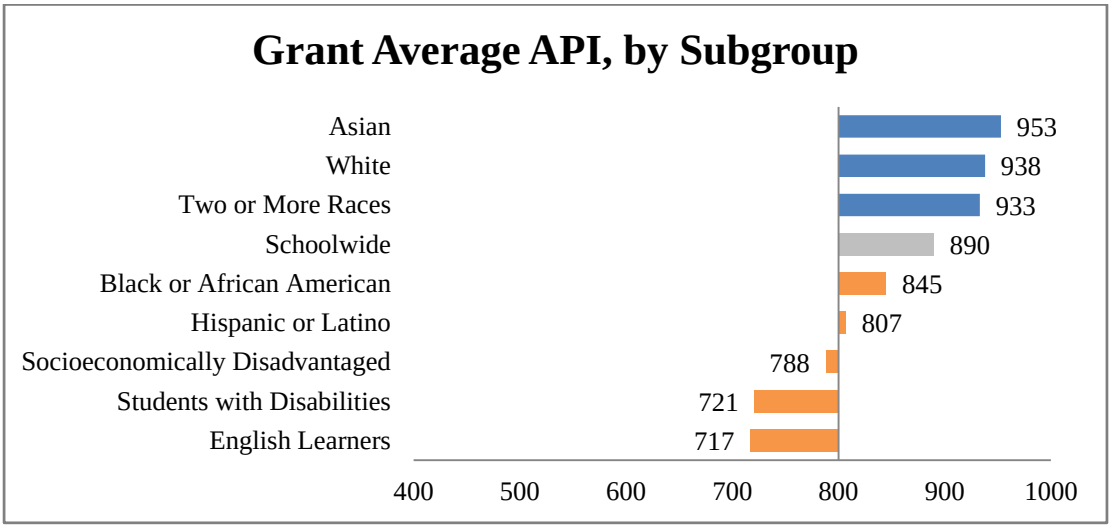
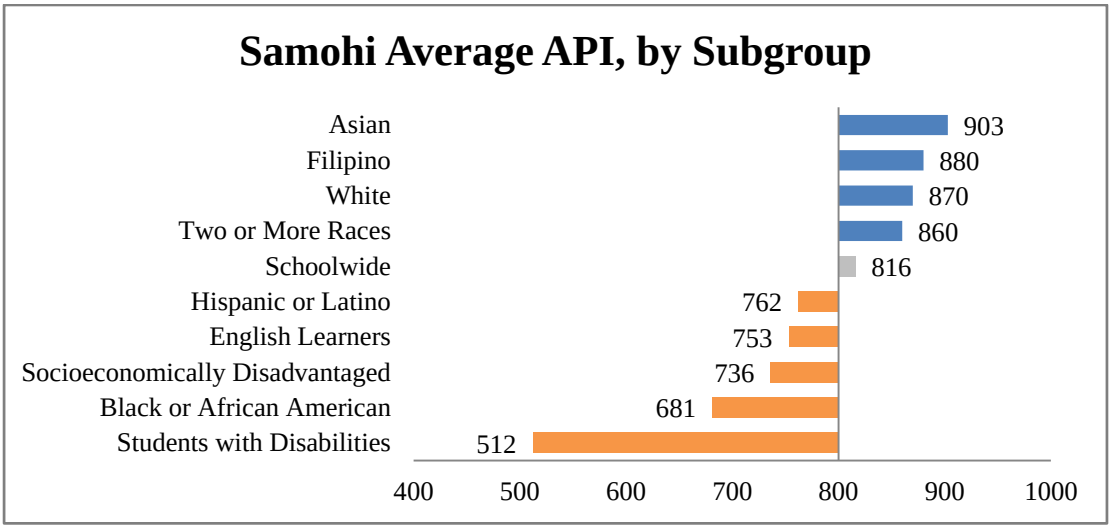
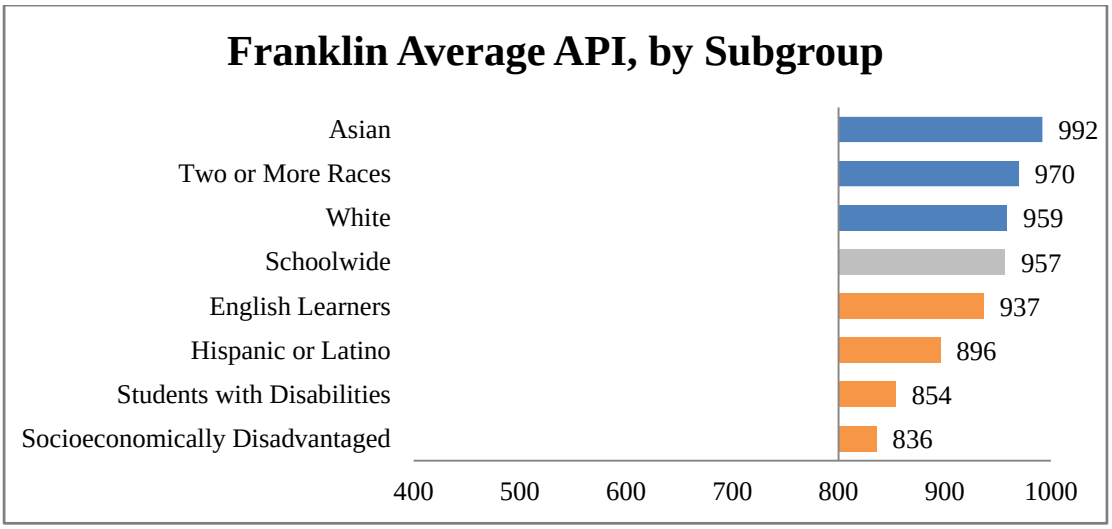
884
856
835
833
753
400
500
600
700
800
900
1000


Grant Average API, by Subgroup
Asian
White
Two or More Races
Schoolwide
Black or African American
Hispanic or Latino
Socioeconomically Disadvantaged
Students with Disabilities
English Learners
953
938
933
890
845
807
788
721
717
400
500
600
700
800
900
1000


Samohi Average API, by Subgroup
Asian
Filipino
White
Two or More Races
Schoolwide
Hispanic or Latino
English Learners
Socioeconomically Disadvantaged
Black or African American
Students with Disabilities
903
880
870
860
816
762
753
736
681
512
400
500
600
700
800
900
1000


Franklin Average API, by Subgroup
Asian
Two or More Races
White
Schoolwide
English Learners
Hispanic or Latino
Students with Disabilities
Socioeconomically Disadvantaged
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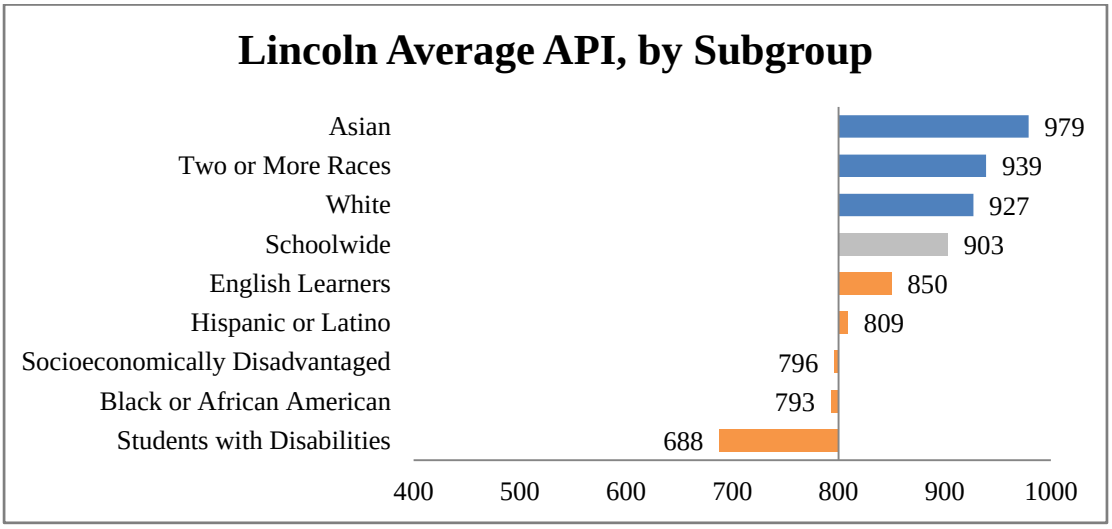
959
957
937
896
854
836
400
500
600
700
800
900
1000


Lincoln Average API, by Subgroup
Asian
Two or More Races
White
Schoolwide
English Learners
Hispanic or Latino
Socioeconomically Disadvantaged
Black or African American
Students with Disabilities
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939
927
903
850
809
796
793
688
400
500
600
700
800
900
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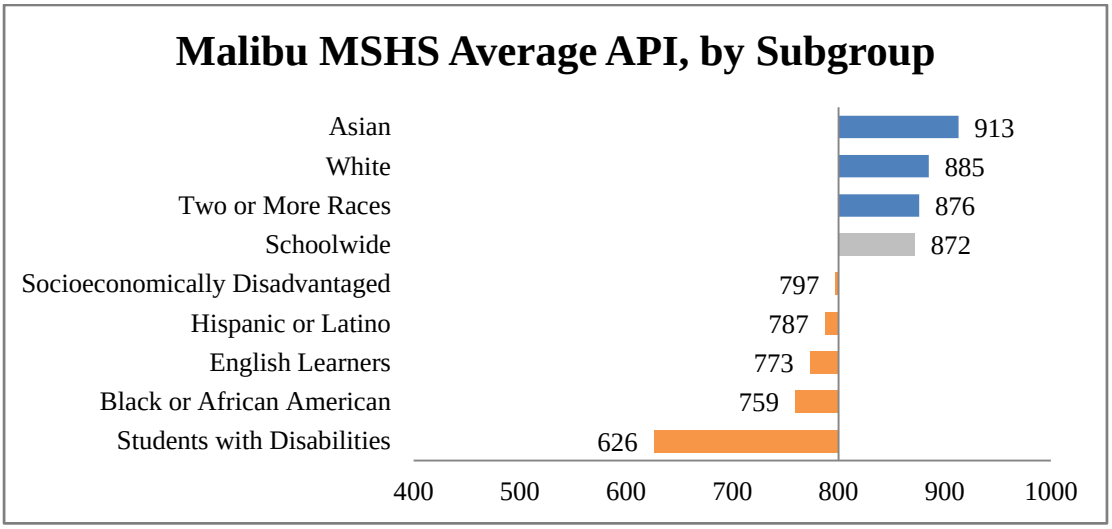
Malibu MSHS Average API, by Subgroup
Asian
White
Two or More Races
Schoolwide
Socioeconomically Disadvantaged
Hispanic or Latino
English Learners
Black or African American
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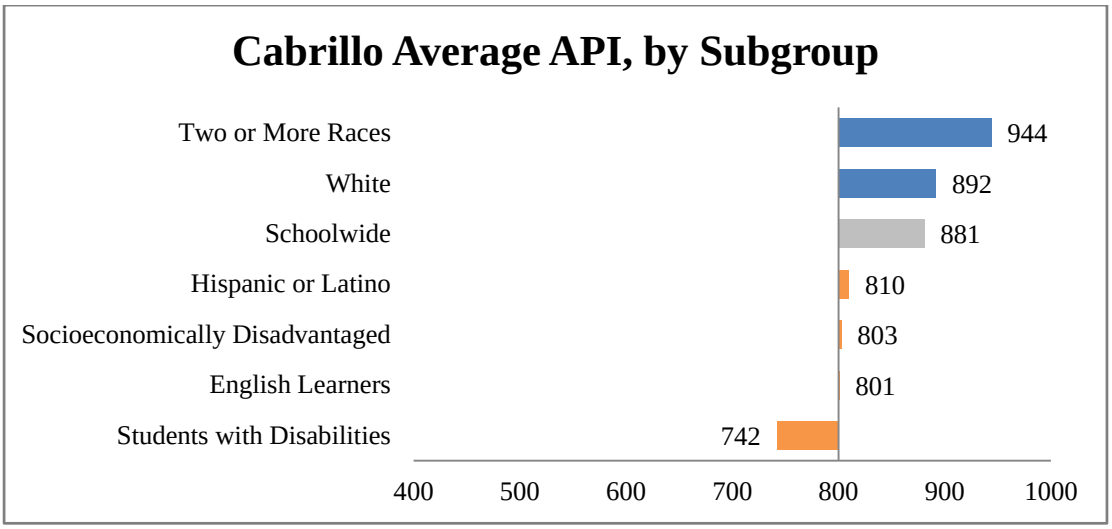
773
759
626
400
500
600
700
800
900
1000


Cabrillo Average API, by Subgroup
Two or More Races
White
Schoolwide
Hispanic or Latino
Socioeconomically Disadvantaged
English Learners
Students with Disabilities
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892
881
810
803
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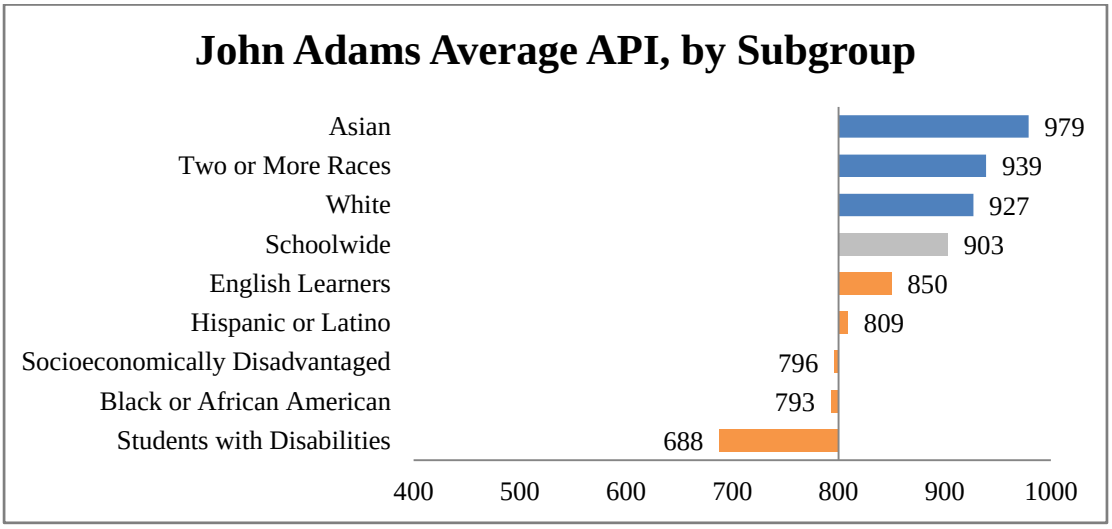
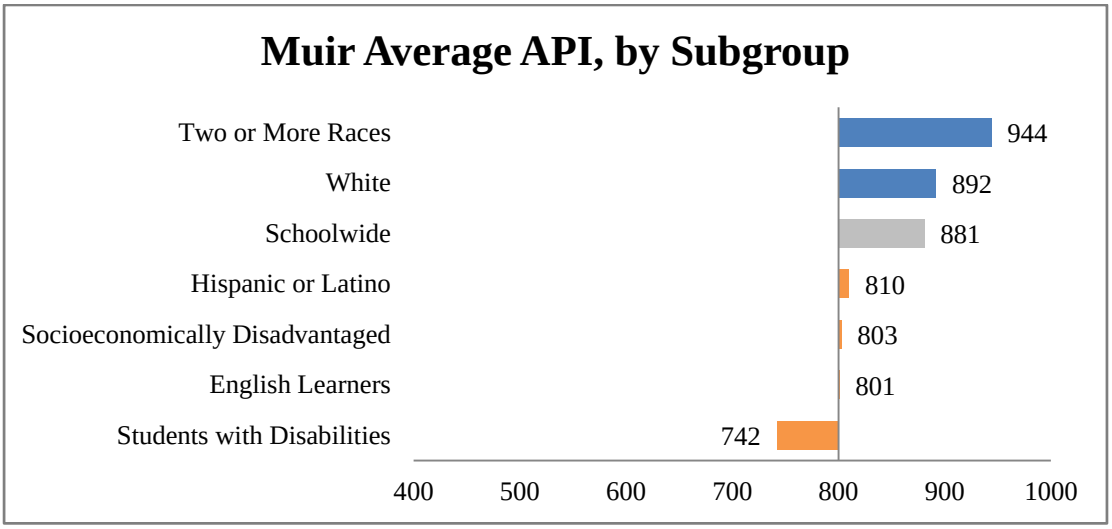
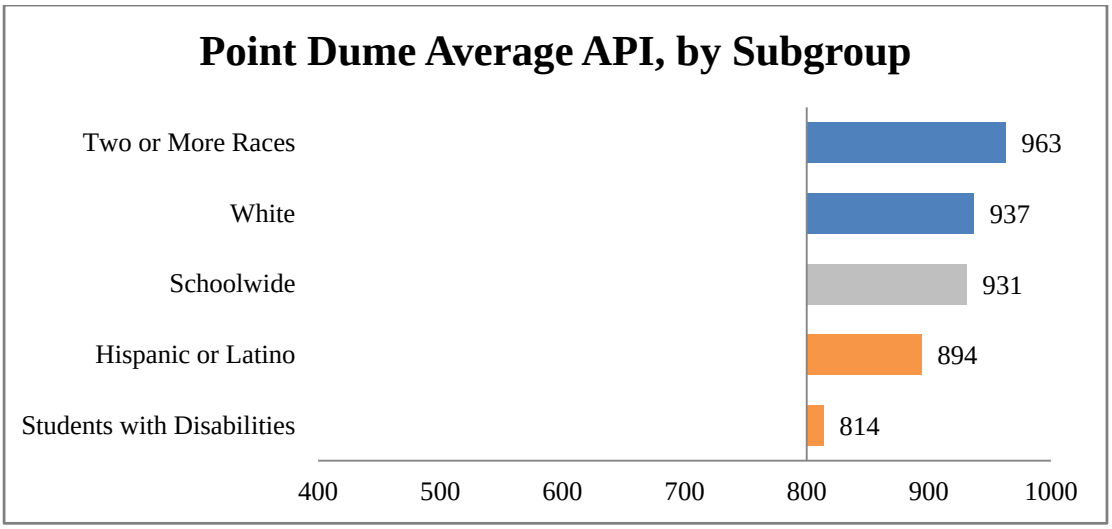
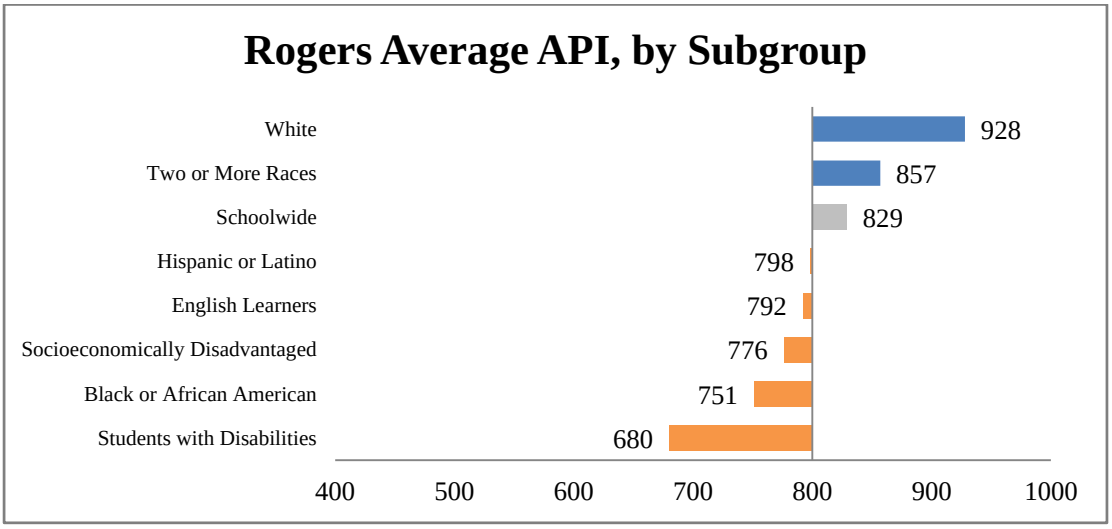
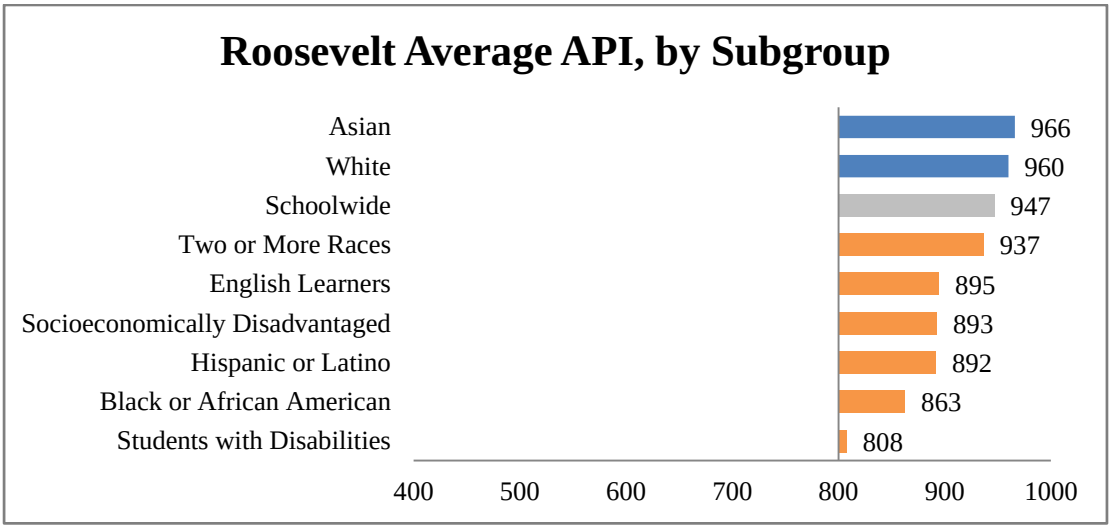
500
600
700
800
900
1000


John Adams Average API, by Subgroup
Asian
Two or More Races
White
Schoolwide
English Learners
Hispanic or Latino
Socioeconomically Disadvantaged
Black or African American
Students with Disabilities
979
939
927
903
850
809
796
793
688
400
500
600
700
800
900
1000


Muir Average API, by Subgroup
Two or More Races
White
Schoolwide
Hispanic or Latino
Socioeconomically Disadvantaged
English Learners
Students with Disabilities
944
892
881
810
803
801
742
400
500
600
700
800
900
1000


Point Dume Average API, by Subgroup
Two or More Races
White
Schoolwide
Hispanic or Latino
Students with Disabilities
963
937
931
894
814
400
500
600
700
800
900
1000


Rogers Average API, by Subgroup
White
Two or More Races
Schoolwide
Hispanic or Latino
English Learners
Socioeconomically Disadvantaged
Black or African American
Students with Disabilities
928
857
829
798
792
776
751
680
400
500
600
700
800
900
1000


Roosevelt Average API, by Subgroup
Asian
White
Schoolwide
Two or More Races
English Learners
Socioeconomically Disadvantaged
Hispanic or Latino
Black or African American
Students with Disabilities
966
960
947
937
895
893
892
863
808
400
500
600
700
800
900
1000

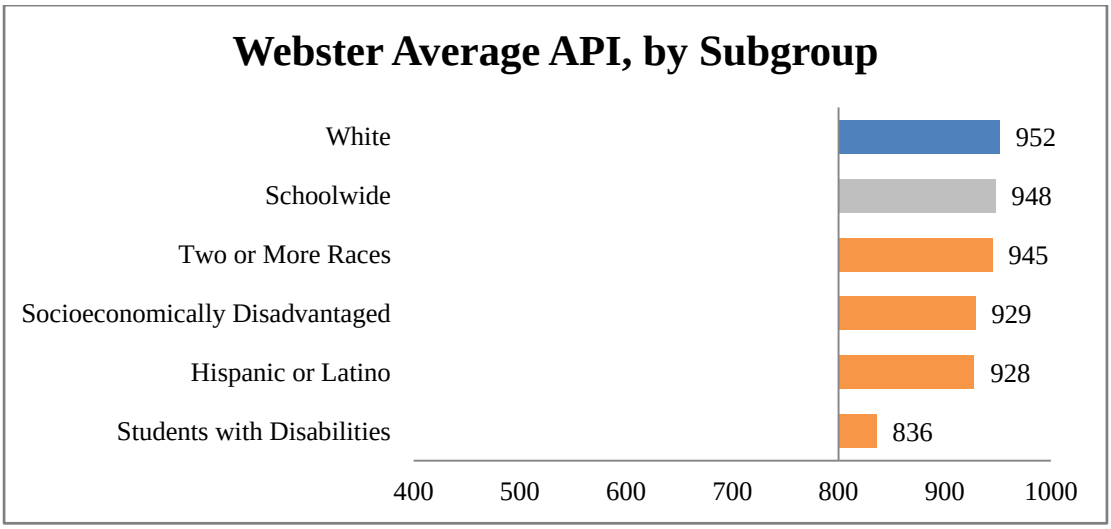


Chart 21. SMMUSD CST: English Language Arts. 2009-10 through 2001-13

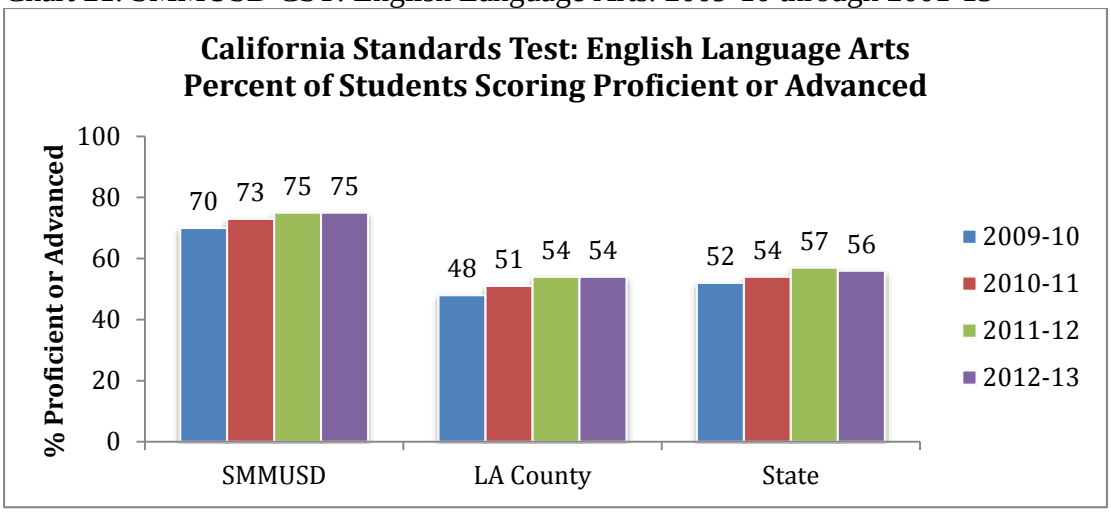
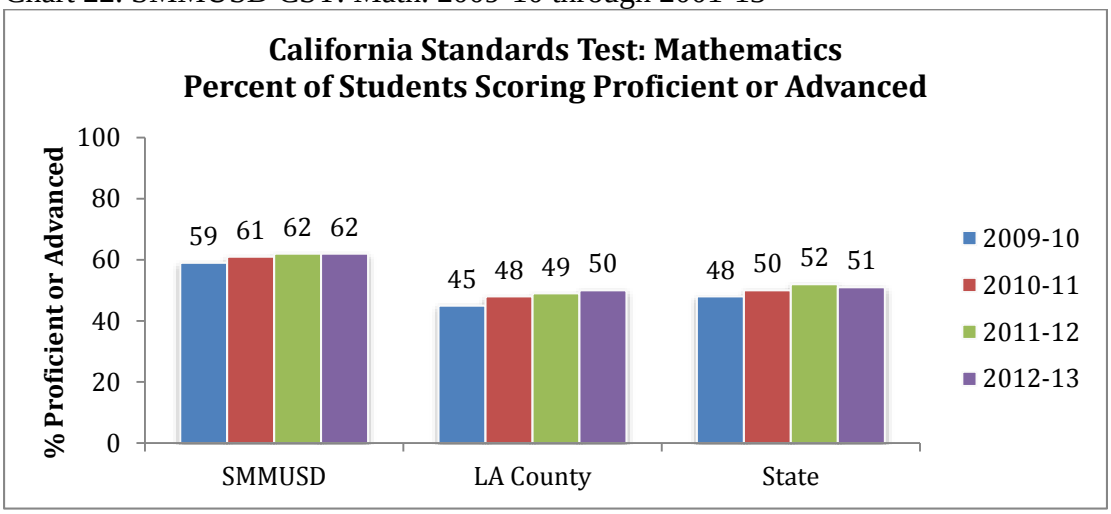


Chart 22. SMMUSD CST: Math. 2009-10 through 2001-13



Author Biographies

Pedro Noguera is the Distinguished Professor of Education at the Graduate School of Education and Information Studies at UCLA. He is the author of twelve books and over 200 articles and monographs on a broad variety of topics related to education, race and ethnicity in American society, and social policy and. Prior to joining the faculty at UCLA he served as a tenured professor and holder of endowed chairs at New York University (2003 – 2015) Harvard University (2000 – 2003) and the University of California, Berkeley (1990 – 2000). From 2009 - 2012 he served as a Trustee for the State University of New York (SUNY) as an appointee of the Governor. In 2014 he was elected to the National Academy of Education. Noguera has received awards from the Center for the Advanced Study of the Behavioral Sciences at Stanford University, from the National Association of Secondary Principals, and from the McSilver Institute at NYU for his research and advocacy efforts aimed at fighting poverty.

Isis Delgado is a consultant to schools, after-school programs, and non-profit organizations in the areas of program design, management, evaluation and policy. Delgado served as Chief of Staff for the Division of Teaching and Learning and the Division of Community Engagement at NYC Department of Education where she oversaw the development of the Empowering Boys of Color initiative and managed the revision of the Promotion Policy, which ended social promotion in NYC. Previously, Delgado served as Program/Policy Director for the Quality Review, one of three major accountability initiatives for NYC DOE, and was the Founding Director of an afterschool program in Pasadena, CA. She holds a bachelor's degree in Social Welfare from University of California, Berkeley.

Joaquin Noguera is currently a PhD student in the Graduate School of Education and Information Studies at UCLA and a member of the education faculty at Bard College's Masters in Teaching program. Prior to beginning his doctoral studies, Joaquin worked as a K-12 teacher and school leader in New York City, and as an education consultant where he coached and mentored teachers and school leaders, supported developmental evaluation and strategic planning for schools and district, and provided training in lesson and curriculum design, culturally responsive learning and teaching strategies, and improving collaborative processes.