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Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (*) are required

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: *

18, 18, 0

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: *

100%

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): *

2

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

- ☐ Met
☒ Not Met
☐ Not Met For Two or More Years

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.

Text limit is 1500 characters

Item 1 -- Teacher misassignments, reflects teachers lacking appropriate credentials for serving English Learners during the 2016-17 school year. In the fall of 2017, the district's Human Resources and Ed Services Departments, are undertaking a comprehensive audit of all staff to ensure that staff lacking CLAD or SDAIE certification are pursuing these certifications.

Item 3 -- The two schools failing to meet the "good repair" standing on the 2016-17 Facilities Improvement Tool (FIT) -- Olympic Continuation High School and Webster Elementary -- are undergoing significant remodeling projects during the 2017-18 school year/

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Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Text is limited to 3000 characters

The district has chosen as it's metric for the implementation of state academic standards, the development of standards-based curriculum guides across all content areas. These guides will be completed sequentially in coordination with the state's implementation timeline based on the Frameworks. This metric is embedded in the district's LCAP plan.

For 2016-17, the annual measurable outcome in the LCAP for this metric was that 100% of all ELA and Math curriculum guides would be aligned with the Common Core Standards. This measure was achieved. However, a secondary expectation, that the English Language Development (ELD) standards would be integrated within both the ELA and Math curriculum guides, was not met. This work continues during the 2017-18 school year. In addition, work will begin in 2017-18 on curriculum guides for science that are aligned with the Next Generation Science Standards.

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

- ☐ Met
- ☒ Not Met
- ☐ Not Met For Two or More Years

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.

Text limit is 1500 characters

While the district did not meet the local indicator for 2016-17, based on the inability to meet the LCAP's stated outcome of integrating the English Language Development standards in the district's curriculum guides for Math and ELA, significant progress was made in this process. Work continues during the 2017-18 school on this project, using teacher leaders and district administration.

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Self-Reflection Tool for Parent Engagement (Priority 3)

This is the submission form for the local educational agency (school districts, charter school, and county office of education) to complete on the local performance indicator for parent engagement (Priority 3).

Standard: Local educational agency annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflection tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies will provide a narrative summary of their progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress must be based either on information collected through surveys of parents/guardians or other local measures. Under either option, the local educational agency briefly describes why it chose the selected measures, including whether the local educational agency expects that progress on the selected measure is related to goals it has established for other Local Control Funding Formula priorities in its Local Control and Accountability Plan.

Option 1: Survey

If the local educational agency administers a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K–5, 6–8, 9–12), summarize:

1. The key findings from the survey related to seeking input from parents/guardians in school and district decision making;
2. The key findings from the survey related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

Text is limited to 3000 characters

For the purposes of measuring Parent Engagement, the district administered the Family and School Partnerships Survey, developed by K12 Insight.

In the survey, SMMUSD asked parents for feedback about how their child's school promotes family engagement by building trusting, collaborative relationships among teachers, families, and community members; recognizing, respecting, and addressing families' needs; and sharing power and responsibility. Results will be used to develop a plan to improve family and school partnerships throughout the district.

K12 Insight partnered with district leaders to develop the Family and School Partnerships Survey, which addressed the following topics: exchanging knowledge; building relationships; linking to learning; sharing power.

The survey was open from May 1 through June 2, 2017. K12 Insight emailed individual invitations with unique links to parents of SMMUSD students. Parents with more than one child in the district could take the survey for each child. The survey was available in English and Spanish.

There were 943 responses to the survey, out of 7,178 invitations (all families' primary contact, less duplicates), representing a 13% response rate.

- More than half of participants said they were a member of the PTA/PTO/PTSA, and 46% of those participants attended a meeting this school year.
- 43% of participants said they have received sufficient information from SMMUSD about child development, including physical, brain, and/or social development. Slightly more than half (54%) of participants said there are workshops available on topics that interest them, while 89% of participants feel communications from their child's school are easy to read and understand.
- A majority of participants said there are ways to be involved in their child's school, either at school, at home, or in the community, and feel they can share ideas about how they would like to be involved in their child's educational experience. Overall, 70% said they are satisfied with the opportunities to be involved in their child's education.
- A majority of participants said home visits are not part of the school's family engagement culture.
- 60% of participants said they receive sufficient information from their child's school about what they can do at home to help their child improve his or her learning. Of those parents, 90% feel the information they received about how to help their child was useful.
- While 93% of participants believe that their involvement makes a difference in their child's academic success, less than half (46%) said they have been asked about their goals for their child's learning and even fewer (38%) have been asked to share their opinions about what classes or programs their child should take or participate in at school.
- A strong majority (85%) of participants said their child's school sees them as a partner in the educational process. However, only 56% of participants feel they have a voice in shaping school policy.

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following:*

- ☒ Met
- ☐ Not Met
- ☐ Not Met For Two or More Years

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.

Text limit is 1500 characters

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School Climate (Priority 6)

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

Standard: Local educational agency administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the local educational agency serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency administers a survey as specified and reports the results to its local governing board. Local educational agency determines its progress by completing the self-reflection tool below. Local educational agencies will provide a narrative summary of the local administration as analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K-5, 6-8, 9-12). Specifically, local educational agencies will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey that are particularly relevant to school safety and connectedness.

Text is limited to 3000 characters

In the spring of 2017, the district administered the California Healthy Kids Survey (CHKS) in grades 7, 9 and 11. The count and percentage of responses included 772 in Grade 7 (88%); 624 in Grade 9 (73%); and 25 Non-Traditional students from Olympic Continuation (45%).

For purposes of comparison, responses for the same grades from the 2014-15 CHKS are presented in parenthesis beside 2017 results. In this administration, the percentage of students indicating that they perceived their school to be safe or very safe, by grade level was:

Grade 7, 79% (81%, 2015)
Grade 9, 75% (72%, 2015)
Grade 11, 77% (77%, 2015)
Non-traditional, 76% (92%, 2015)

The percentage of students indicating a high level of school connectedness by grade level was:

Grade 7, 68% (71%, 2015)
Grade 9, 62% (58%, 2015)
Grade 11, 61% (45%, 2015)
Non-traditional, 60% (73%, 2015)

This is the baseline year for reporting these specific metrics. Additional analysis will be conducted as part of the LCAP process.

For a comprehensive view of the responses to these questions disaggregated by race/ethnicity and gender, the full report can be downloaded at the following URL: <http://www.smmusd.org/surveys/PDF/SMMUSDSecondary2016-17MainReport.pdf>

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following:*

- ☒ Met
☐ Not Met
☐ Not Met For Two or More Years

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.

Text is limited to 1500 characters

Grade 5 will be administered in alternating years beginning in 2017-18 to meet the Local Indicator requirement of surveying one grade per grade span at least every other year.)

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