SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Local Control Accountability Plan (LCAP)

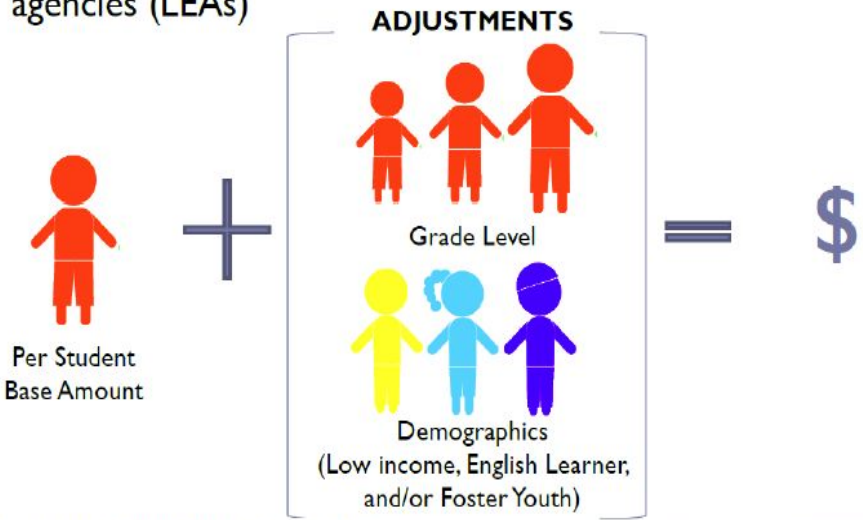
District Consultation Committee (DCC)
Parent Advisory Committee (PAC)

October 28, 2025

LCAP Overview

- Local Control Funding Formula (LCFF)

- Greatly simplifies state funding for local educational agencies (LEAs)

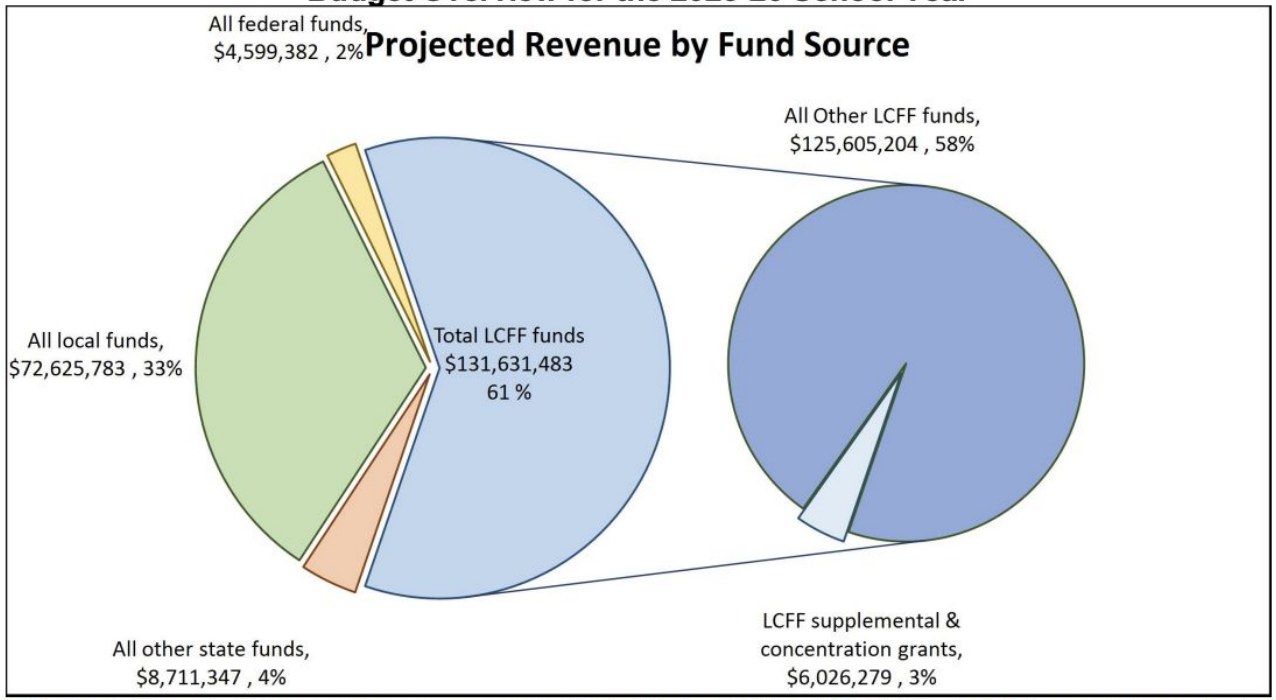


Demographic Adjustments:

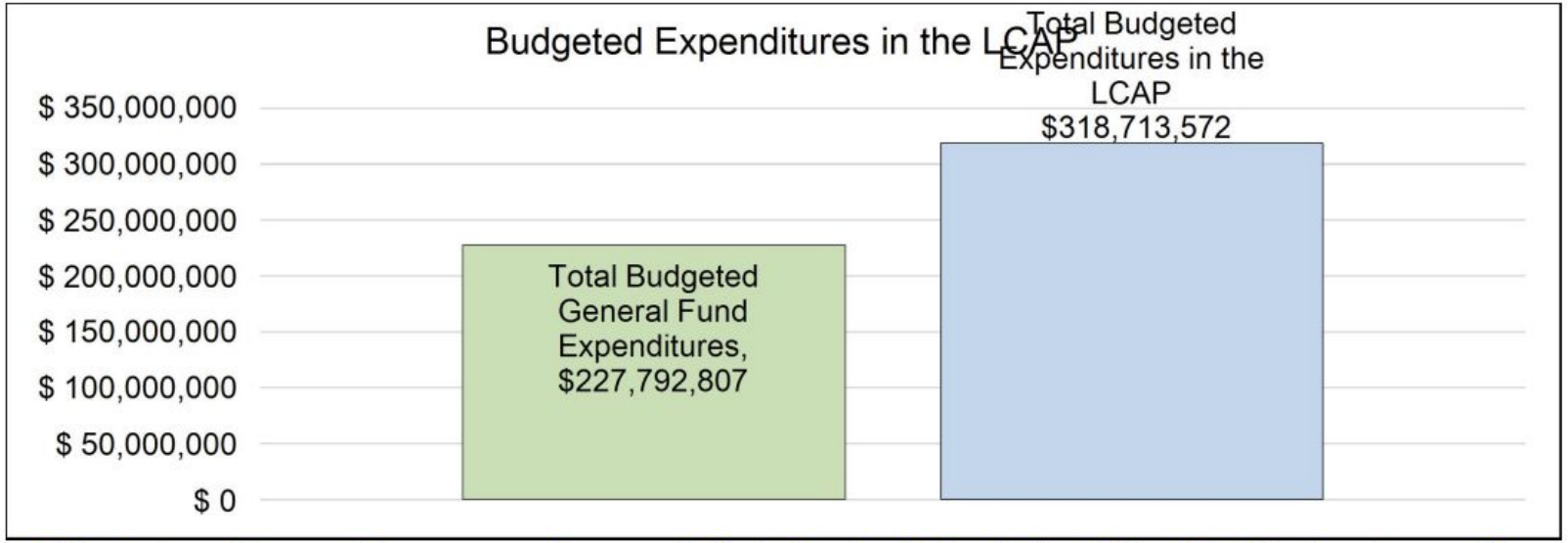
Supplemental Grant
Unduplicated count of English Learner, Free/Reduced Lunch eligible, and Homeless/Foster Youth

Concentration Grant
55% and higher unduplicated students

Budget Overview for the 2025-26 School Year



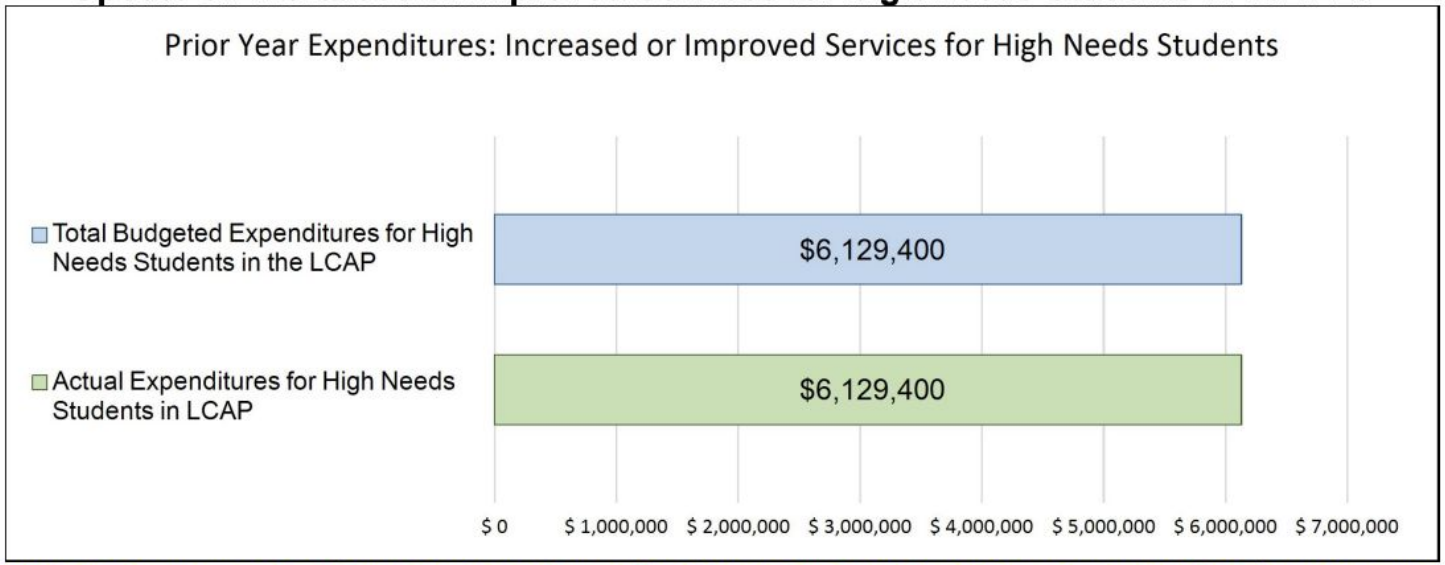
This chart shows the total general purpose revenue Santa Monica-Malibu Unified School District expects to receive in the coming year from all sources.



This chart provides a quick summary of how much Santa Monica-Malibu Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Santa Monica-Malibu Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Santa Monica-Malibu Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

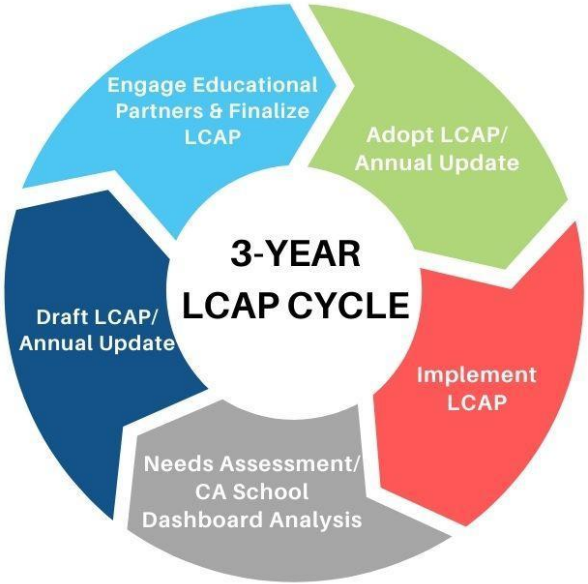
3-Year LCAP Cycle

Year 1: 2024-25 (LCAP)
Year 2: 2025-26 (Annual Update)
Year 3: 2026-27 (Annual Update)

We are creating the next 3 year cycle for the LCAP

Educational Partners

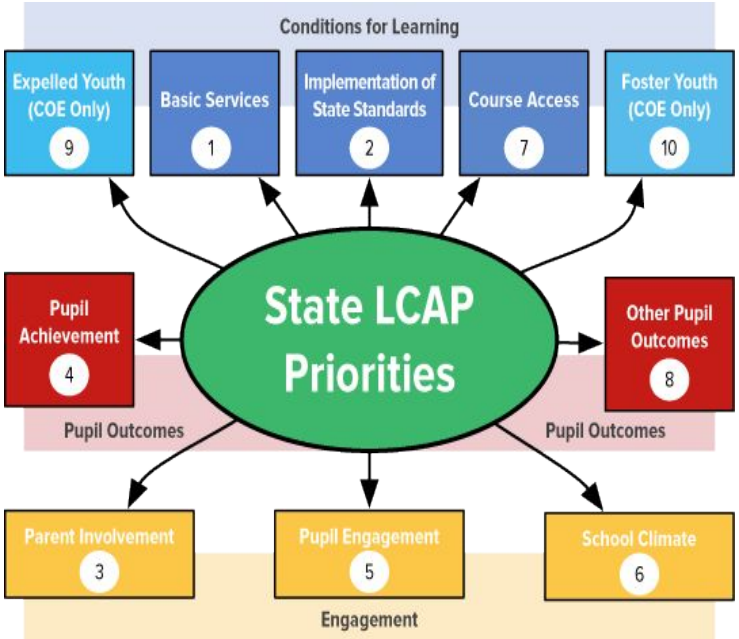
- LCAP District Consultation Committee
- LCAP Parent Advisory Committee (PAC)
- English Learner Advisory Committees (ELAC & DELAC)
- Notice of the opportunity to submit written comment
- Public hearings
- Students
- Parents
- Teachers, support staff, & administrators
- Local bargaining units
- Local Community



- Adopted concurrent with the district's budget
- Submitted to COE for approval
- Posted on district website
- COE posts LCAP

Mapping State LCAP Priority Areas to SMMUSD Prior Goals

State Priority Areas



SMMUSD LCAP Goals Mapped to State Priority Areas

Goal 1: All graduates are socially just and ready for college and careers (1, 2, 4, 7, 8)

Goal 2: English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive standards-aligned core curriculum (1, 2, 4, 7, 8)

Goal 3: All students and families engage in safe, well-maintained schools that are culturally responsive and conducive to 21st century learning (1, 3, 5, 6)

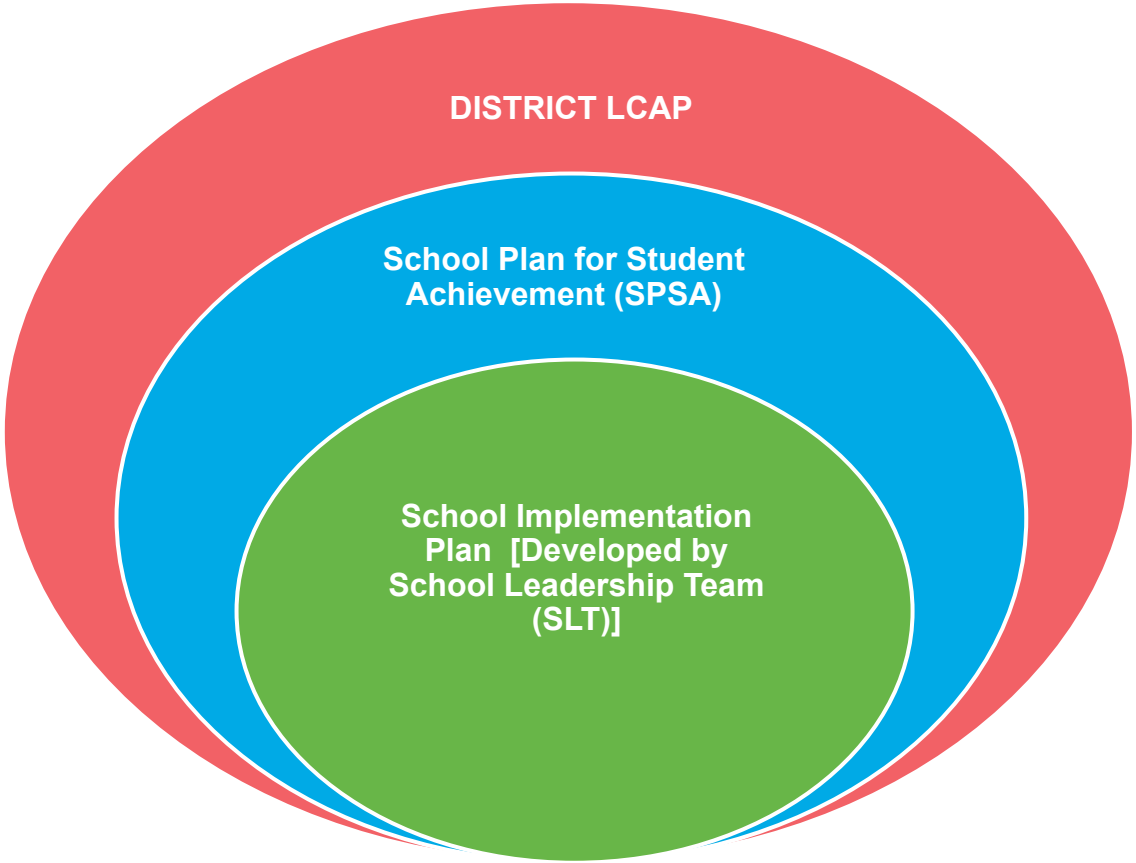
SMMUSD LCAP Goals

All students will be college and career ready through socially just pathways rooted in curiosity, belonging, and empowerment

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

All students and families feel connected and informed, engaging in safe, well-maintained, and culturally responsive schools that support future-ready learning.

Increase student achievement, readiness, well-being, and engagement for at-promise students through targeted counseling, support services, partnerships, and family engagement.


DISTRICT LCAP
School Plan for Student Achievement (SPSA)
School Implementation Plan [Developed by School Leadership Team (SLT)]

Reclassification
Special Education
Guaranteed Viable Curriculum
Transformative Approaches
Fiscal Services
Maintenance
Diversity · Equity · Inclusion · Belonging · Curiosity · Empowerment

Groups

Group 1: Fiscal Services and Maintenance

Dr. Douglas Meza, Gerardo Cruz, Carey Upton, Glen Ufuso

Group 2: Reclassification

Nazareth Riquelme, Deborah Luick

Group 3: Special Education

Victoria Hurst, Brandyi Phillips

Group 4: Transformative Approaches

Dr. Devon Smith, Dr. Jim Wang, Erin Dinielli

Group 5: Transformative Approaches/Guaranteed Viable Curriculum

Dr. Frank Dussan, Carmen Durand

Group 6 Guaranteed Viable Curriculum

Dr. Ashley Benjamin, Bertha Roman, Dr. Alyssa O'Grady, Cindy Smith,

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Fiscal Services and Maintenance
Group 1

Dr. Douglas Meza, Gerardo Cruz, Carey Upton, Glen Ufuso

Fiscal Services and Maintenance Group 1

Metric
Percentage of credentialed and appropriately assigned teachers
Facility Inspection Tool (FIT)
Maintenance work order completion

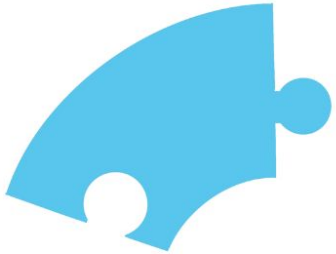
Fiscal Services and Maintenance Group 1

LCAP Action Number	Action Title
1.1	Fiscal Services
1.2	Diverse Highly Qualified Staff
1.3	New Teacher and Administrator Induction
3.1	Maintenance
3.2	Future Facilities
3.9	Campus Security

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Reclassification
Group 2

Nazareth Riquelme, Deborah Luick



Reclassification Group 2

Metric
Percentage of Longterm English Learners
English Learner progress towards proficiency on the Dashboard
English Learner proficiency on the Summative English Language Proficiency Assessment for California (ELPAC)
English Learner proficiency on the Summative Alternative English Language Proficiency Assessment for California (ELPAC)
English Learner proficiency in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP)
English Learner proficiency in Math on the California Assessment of Student Performance and Progress (CAASPP)
English Learner proficiency in English Language Arts (ELA) on the Renaissance Star Reading assessment
English Learner proficiency in Math on the Renaissance Star Math assessment
English Learner proficiency in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP) ELA Interim Assessment Blocks (IABs)
English Learner proficiency in Math on the California Assessment of Student Performance and Progress (CAASPP) Math Interim Assessment Blocks (IABs)
English Learner reclassification rate
Percentage of completed Teacher Input Forms in Ellevation

Reclassification Group 2

LCAP Action Number	Action Title
2.1	English Language Development
2.2	English Language Development Professional Development
2.3	English Learner and Longterm English Learner Intervention and Support
2.4	English Language Proficiency Assessment for California Support
2.5	Reclassification Procedures
2.6	English Learner and Fluent English Proficient Student Progress Monitoring
3.13	District English Learner Advisory Council
3.14	Wrap Around Services and Interpretation/Translation

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Special Education
Group 3

Victoria Hurst, Brandyi Phillips

Special Education Group 3

Metric
Communication Systems
Parent Community Engagement
Local Control Accountability Plan (LCAP) Parent Advisory Committee (PAC) participation
Parent programming
School Site Council composition
District English Language Advisory Committee (DELAC) participation

Special Education Group 3

LCAP Action Number	Action Title
1.4	Administrator Professional Development
1.5	Compliance Training
1.11	Inclusive Practices for Neurodiverse Learners
3.10	Input from Educational Partners
3.11	Communication Systems
3.12	Parent Community Engagement
3.15	Parent Education

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Transformative Approaches
Group 4

Dr. Devon Smith, Dr. Jim Wang, Erin Dinielli

Transformative Approaches
Group 4

Metric
Completion of A-G requirements
Passage of an Advanced Placement (AP) exam with a 3 or higher
High school graduation rate
High school dropout rate
Dashboard college/career preparedness indicator
Middle school drop out rate
Completion of a Career Technical Education (CTE) pathway
Completion of both A-G and Career Technical Education (CTE) completer requirements
Number of schools trained in Project-Based Learning (PBL)

Transformative Approaches Group 4

LCAP Action Number	Action Title
1.15	Expanded Learning Opportunities Program
1.16	College and Career Readiness
1.17	Dual and Concurrent Enrollment
1.18	Career Technical Education Pathways
1.19	Project-Based Learning
1.20	American Cultures and Ethnic Studies
1.21	Social-Emotional Learning
1.22	Environmental Education
1.23	Visual and Performing Arts
1.24	Physical Education
1.25	Early Learning

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Transformative Approaches/Guaranteed Viable Curriculum Group 5

Dr. Frank Dussan, Carmen Durand

Transformative Approaches and Guaranteed Viable Curriculum Group 5

Metric
Attendance Support
Physical Health and Wellness
School safety based on the California Healthy Kids Survey (CHKS)
Suspension rate
Expulsion rate
Olweus anti-bullying student survey
Number of schools trained in Restorative Justice (RJ)

Transformative Approaches and Guaranteed Viable Curriculum Group 5

LCAP Action Number	Action Title
3.4	Attendance Support
3.5	Physical Health and Wellness
3.6	Mental Health and Wellness
3.7	Positive Behavior Intervention Support
3.8	Restorative Justice

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Guaranteed Viable Curriculum
Group 6

Dr. Ashley Benjamin, Bertha Roman, Dr. Alyssa O'Grady, Cindy Smith,

Guaranteed Viable Curriculum
Group 6

Metric
Teacher participation in Professional Development (PD)
Early Assessment Program students prepared for college in English Language Arts and Math
Proficiency in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP)
Proficiency in Math on the California Assessment of Student Performance and Progress (CAASPP)
Proficiency in Science on the California Science Test (CAST)
Proficiency in English Language Arts (ELA) on the Renaissance Star Reading assessment
Proficiency in Math on the Renaissance Star Math assessment
Participation rate in Renaissance Star Reading and Math
Proficiency in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP) ELA Interim Assessment Blocks (IABs)
Proficiency in Math on the California Assessment of Student Performance and Progress (CAASPP) Math Interim Assessment Blocks (IABs)
Participation rate on the English Language Arts (ELA) and Math California Assessment of Student Performance and Progress (CAASPP) Interim Assessment Blocks (IABs)
Classroom and student technology

Guaranteed Viable Curriculum
Group 6

LCAP Action Number	Action Title
1.6	Professional Development
1.7	Instructional Coaches
1.8	Site Leadership Teams
1.9	Guaranteed Viable Curriculum
1.10	Diversity, Equity, Inclusion, and Belonging, Curiosity, Empowerment
1.12	Multi-Tiered Systems of Support
1.13	Assessments and Response to Intervention
1.14	Summer School
1.26	Libraries and Literature
3.3	Digital Technology

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Appendix

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Fiscal Services and Maintenance
Group 1

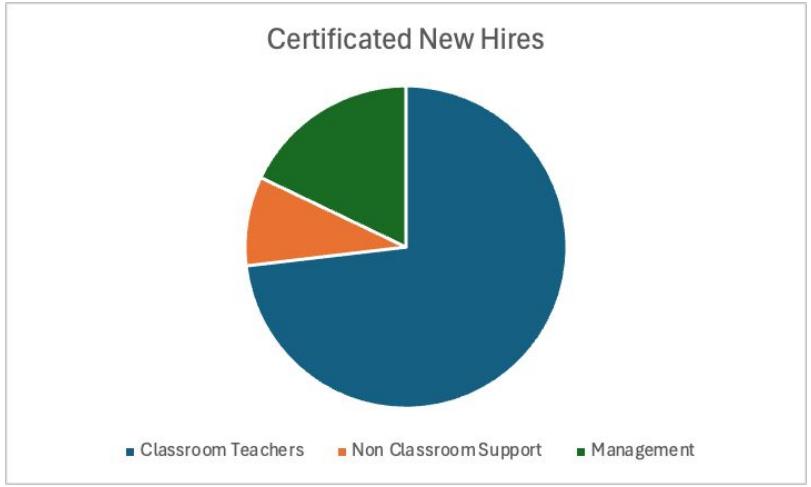
Credentialed and Appropriately Assigned Teachers

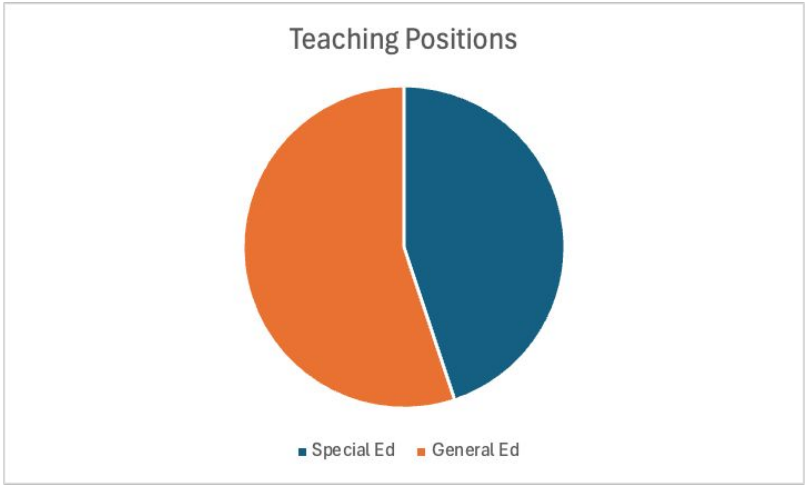
100% of teachers are credentialed for the subject(s) they teach or are on a path to obtaining the appropriate credential and are appropriately assigned for the courses/grades they are teaching upon Human Resources state reporting.

Metric 1.1

2025-26 School Year Certificated Hiring

67 New Hires





*Other Significant Hiring Groups: TK (6) / Math/Science (8)

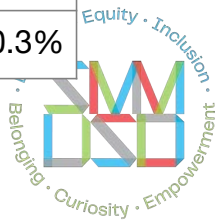
Teacher Induction Program Impact

About 34% (n=166) current classroom teachers have been involved in the induction program (mentor/candidate) within the past 7 years

75% of candidates who completed our induction program (n=57) have achieved tenure and remain in SMMUSD

California Basic Educational Data System (CBEDS) - Certificated Staff

Academic Year	Total Staff Count	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2024-25	658	7.3%	0.2%	3.8%	0.9%	21.3%	3.0%	60.8%	2.4%	0.3%
2023-24	634	6.2%	0.3%	4.1%	0.9%	20.7%	3.0%	62.0%	2.7%	0.2%
2022-23	651	5.8%	0.2%	4.5%	1.1%	19.5%	2.9%	62.2%	2.5%	1.4%
2021-22	652	6.0%	0.3%	4.6%	0.9%	18.9%	3.4%	62.4%	2.1%	1.4%
2020-21	660	5.5%	0.5%	4.4%	1.1%	18.2%	3.6%	64.5%	2.1%	0.2%
2019-20	676	5.5%	0.4%	4.6%	1.2%	16.9%	3.7%	65.4%	2.1%	0.3%



California Basic Educational Data System (CBEDS)

Staff

Academic Year	Total Staff Count	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2024-25	658	7.3%	0.2%	3.8%	0.9%	21.3%	3.0%	60.8%	2.4%	0.3%
2023-24	634	6.2%	0.3%	4.1%	0.9%	20.7%	3.0%	62.0%	2.7%	0.2%

Students

Academic Year	Total Staff Count	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2024-25	8,623	6.5%	0.2%	7.4%	0.7%	29.8%	0.1%	47.9%	7.4%	0.0%
2023-24	8,641	6.6%	0.2%	7.2%	0.7%	30.1%	0.1%	47.8%	7.0%	0.2%

Facility Inspection Tool (FIT)
Metric 3.1

SMMUSD	Poor: 0 Fair: 0 Good: 14 Exemplary:0
By School	SaMoHi: Good MHS: Good Lincoln Middle: Good Malibu Middle: Good JAMS: Good Edison: Good Franklin: Good Grant: Good MES: Good McKinley: Good Roosevelt: Good Webster: Good Will Rogers: Good SMASH (Obama): Good

Maintenance Work Order Completion
Metric 3.2

Maintenance Work Orders	3879 out of 4143 (93.6%)
Operations Work Orders	822 out of 868 (94.7%)
Total Work Orders	4701 out of 5011 (93.8%)

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Reclassification Group 2

English Learner Reclassification Rate Metric 2.1

Percent of Students Reclassified	Number of Students Reclassified
20.5%	102 out of 497

English Learner Proficiency on the Summative English Language Proficiency Assessment for California (ELPAC) Metric 2.3

English Language Proficiency for Summative ELPAC

Level 4 Well Developed:	37.50% (159)
Level 3 Moderately Developed:	34.91% (148)
Level 2 Somewhat Developed:	20.28%(86)
Level 1 Minimally Developed:	7.31% (31)

English Learner Proficiency on the Summative Alternative English Language Proficiency Assessment for California (ELPAC) Metric 2.3

Students who progressed	37.5%
Students who maintained Level 3	18.8%
Students who did not Progress	43.8%

English Language Proficiency for the Alternative Summative ELPAC

Level 3 Fluent English Proficient	30% (6)
Level 2 Intermediate EL	55% (11)
Level 1-Novice EL	15% (3)

English Learner Progress Towards Proficiency on the Dashboard

English Learners making progress towards English language proficiency on the Dashboard 2024

English Learner Progress Indicator Overall score:	56.6% (Yellow)
Decreased at least 1 ELPI Level	21.3%
Maintained ELPI Levels	21%
Maintained ELPI Level 4	13.5%
Progressed at least 1 ELPI Level	44.2%

Metric 2.4

English Learner Proficiency in English Language Arts (ELA) on the California Assessment of Student Performance and Progress (CAASPP) Metric 2.5

Percentage of EL students who are meeting or exceeding standards on the CAASPP ELA test

Level 4 Standard Exceeded	1.73% (7,987)
Level 3 Standard Met	8.68% (40,190)
Level 2 Standard Nearly Met	22.76% (309,342)
Level 1 Standard Not Met	66.83% (462,884)

English Learner: Orange (42.9 points below standard, declined 8 points)

English Learner Proficiency in English Language Arts (ELA) on the Renaissance Star Reading Assessment Metric 2.6

Percentage of EL students performing at At/Above Benchmark on ELA on Star

At/Above Benchmark	16%
On Watch	20%
Intervention	36%
Urgent Intervention	28%

English Learner Proficiency in Math on the Renaissance Star Math Assessment **Metric 2.8**

Percentage of EL students performing at Level 3 (at standard) and level 4 (above standard) in Math on Renaissance Star

At/Above Benchmark	30%
On Watch	16%
Intervention	33%
Urgent Intervention	21%

English Learner Participation Rate in Renaissance Star Early Literacy/Star Reading and Math Metric 2.9

Star Early Literacy/Star Reading Percentage of ELs Participating	94%
Math Percentage of ELs Participating	96%

Percentage of Long Term English Learners Metric 2.13

Percentage of Long Term English Learners

Number of ELs 0-3 Years	277 (23.7%)
Number of At-Risk 4-5 Years	43 (3.7%)
Number of LTEL 6+ Years	78 (6.7%)
Number of ELs not at Risk or LTEL	99 (8.5%)

State Seal of Biliteracy Goal Metric 2.14

Number of Students Met the Criteria for the State Seal of Biliteracy	159 out of 159

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Special Education
Group 3

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Transformative Approaches
Group 4

Passage of an Advanced Placement (AP)exam with a 3 or higher **Metric 1.6**

Total number of graduating seniors, fully prepared, who scored a 3 or higher on at least one AP exam:

African American/Black	40% (6)
Asian	75% (18)
LatinX	58.3% (77)
White	77.9% (205)
Two or More Races	77.4% (48)
Socially Economically Disadvantaged	51.7% (75)
English Learners	38.9% (7)
Students with Disabilities	50% (10)

Number of Schools Trained in Project Based Learning (PBL)

Metric 1.19

Number of Schools	10 out of 15 Schools (67%)

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Transformative Approaches/Guaranteed Viable Curriculum Group 5

Average Days Absent Metric 3.4

All	11.3 Days
African American/Black	12.9 Days
Asian	8.2 Days
LatinX	13.1 Days
White	10.6 Days
Two or More Races	10 Days
Socially Economically Disadvantaged	14.0 Days
Students with Disabilities	14.4 Days
English Learner	12.5 Days

Chronic Absenteeism Rate

Metric 3.5

All	13.4%
African American/Black	21.8%
Asian	5.3%
LatinX	19.2%
White	10.6%
Two or More Races	9.5%
Socially Economically Disadvantaged	22.3%
Students with Disabilities	18.9%
English Learner	17.1%

Suspension Rate Metric 3.6

All	1.8%
African American/Black	4.9%
Asian	0.6%
LatinX	2.5%
White	1.3%
Two or More Races	1.0%
Socially Economically Disadvantaged	3.5%
Students with Disabilities	3.6%
English Learners	2.6%

Number of Schools Trained in Restorative Justice Metric 3.9

Number of Schools Trained	

Expulsion Rate Metric 3.7

Expulsion Rate	0.01%

Parent Participation in School Based on the California School Parent Survey

Goal 3.6 Metric 3.10

Percentage of parents who are satisfied with opportunities to be involved in their children's education.

"School encourages me to be an active partner with the school in educating my child"	Strongly Agree or Agree (All Parents): 88% Strongly Agree or Agree (Elementary): 94% Strongly Agree or Agree (Middle): 82% Strongly Agree or Agree (High School): 80%
"Parents feel welcome to participate at this school"	Strongly Agree or Agree (All Parents): 86% Strongly Agree or Agree (Elementary): 95% Strongly Agree or Agree (Middle): 79% Strongly Agree or Agree (High School): 74%
Percent of survey respondents who had involvement in school:	Yes (All Parents): 65% Yes (Elementary): 72% Yes (Middle): 59% Yes (High School): 58%

School Safety Based on the California Healthy Kids Survey (CHKS) Goal 3.6 Metric 3.10

Do you feel safe at school?	Grade 5: 83% Grade 7: 63% Grade 9: 69% Grade 11: 66%
Percent of parents who feel their school is a safe place for their students.	Strongly Agree or Agree: 90% (All Parents) Strongly Agree or Agree: 94% (Elementary) Strongly Agree or Agree: 86% (Middle) Strongly Agree or Agree: 87% (High School)
Percent of Teacher who feel school is a safe place.	Strongly Agree: 33% Agree: 51%

Olweus Anti-Bullying Student Survey
Metric 3.8

Number of Students Who Participated	
Percentage of Students who were bullied 2-3 times per month	
Of the % of students who reported bullying, the top three ways of being bullied are	
Of students who reported bullying, where the bullying occured	
Of students who reported bullying, the percentage of students who have told/not told anybody about the bullying	

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Guaranteed Viable Curriculum
Group 6

Classroom and Student Technology
Metric 3.3

Percentage of Classrooms with Interactive Technology	100%
Percentage of students with access to technology at School	100%

Early Assessment Program students prepared for college in English Language Arts (ELA) and Math

Metric 1.7

The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program, CAASPP ELA & Math Results for 11th Grade of % Standard Exceeded (Ready) and % Met (Conditionally Ready) and % Met

ELA	79.81% (3453)
Math	54.25% (2347)

Proficiency in Math on the California Assessment of Student Performance and Progress (CAASPP)

Metric 1.13

All	59.97% (2595)
Asian	80.69% (305)
African American/Black	31.31% (93)
LatinX	40.23% (502)
White	70.59% (1,495)
Two or More Races	73.03% (176)
Socially Economically Disadvantaged	36.31% (451)
Students with Disabilities	29.85% (177)
English Language Learners	2.89% (53)

Proficiency in English Language Arts (ELA) on the California Assessment of Student Performance of Progress (CAASPP) Metric 1.12

All	72.39% (3,133)
Asian	82.35% (308)
African American/Black	46.96% (139)
LatinX	57.74% (720)
White	81.49% (1731)
Two or More Races	83.06% (201)
Socially Economically Disadvantaged	53.43% (661)
Students with Disabilities	35.57% (212)
English Language Learners	22.93% (47)

Proficiency in Science on the California Science Test Metric 1.4

All	55.42% (1120)
Asian	71.85% (97)
African American/Black	25.54% (36)
LatinX	38.69% (248)
White	67.54% (649)
Two or More Races	68.25% (86)
Socially Economically Disadvantaged	31.87% (197)
Students with Disabilities	25.19% (66)
English Language Learners	6.25% (5)

Participation Rate in Renaissance Star Early Literacy, Star Reading and Star Math Metric 1.17

Early Literacy	96.05% (706)
Reading	94.12% (8102)
Math	90.17% (6596)

Proficiency in Math on the Renaissance Star Math Assessment

Star Math Grades K-12 District Benchmark Metric 1.16

Students At/Above Benchmark	80%
Students on Watch	9%
Intervention	7%
Urgent Intervention	4%

Proficiency in English Language Arts (ELA) on the Renaissance Star Early Literacy and Star Reading Assessment Metric 1.15

Star Early Literacy Grades TK-1 District Benchmark:

Students At/Above Benchmark	70%
Students on Watch	13%
Intervention	11%
Urgent Intervention	6%

Star Reading Grades K-12 District Benchmark:

Students At/Above Benchmark	83%
Students on Watch	8%
Intervention	6%
Urgent Intervention	3%