SANTA MONICA-
MALIBU UNIFIED
SCHOOL DISTRICT

Local Control Accountability Plan (LCAP)

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

January 28, 2026

3-Year LCAP Cycle

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

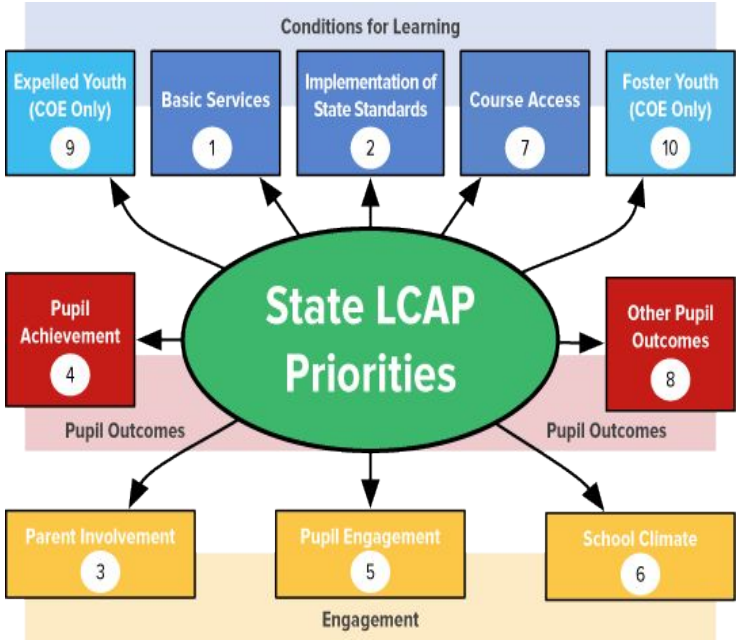
- Adopted concurrent with the district's budget
- Submitted to COE for approval
- Posted on district website
- COE posts LCAP

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

Mapping State LCAP Priority Areas to SMMUSD Prior Goals

State Priority Areas



SMMUSD LCAP Goals Mapped to State Priority Areas

Goal 1: All students will be college and career ready through socially just pathways rooted in curiosity, belonging, and empowerment(1, 2, 4, 7, 8)

Goal 2: Multilingual 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 feel connected and informed, engaging in safe, well-maintained, and culturally responsive schools that support future-ready learning. (1, 3, 5, 6)

SMMUSD LCAP Goals for Olympic HS

GOAL 1

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

GOAL 2

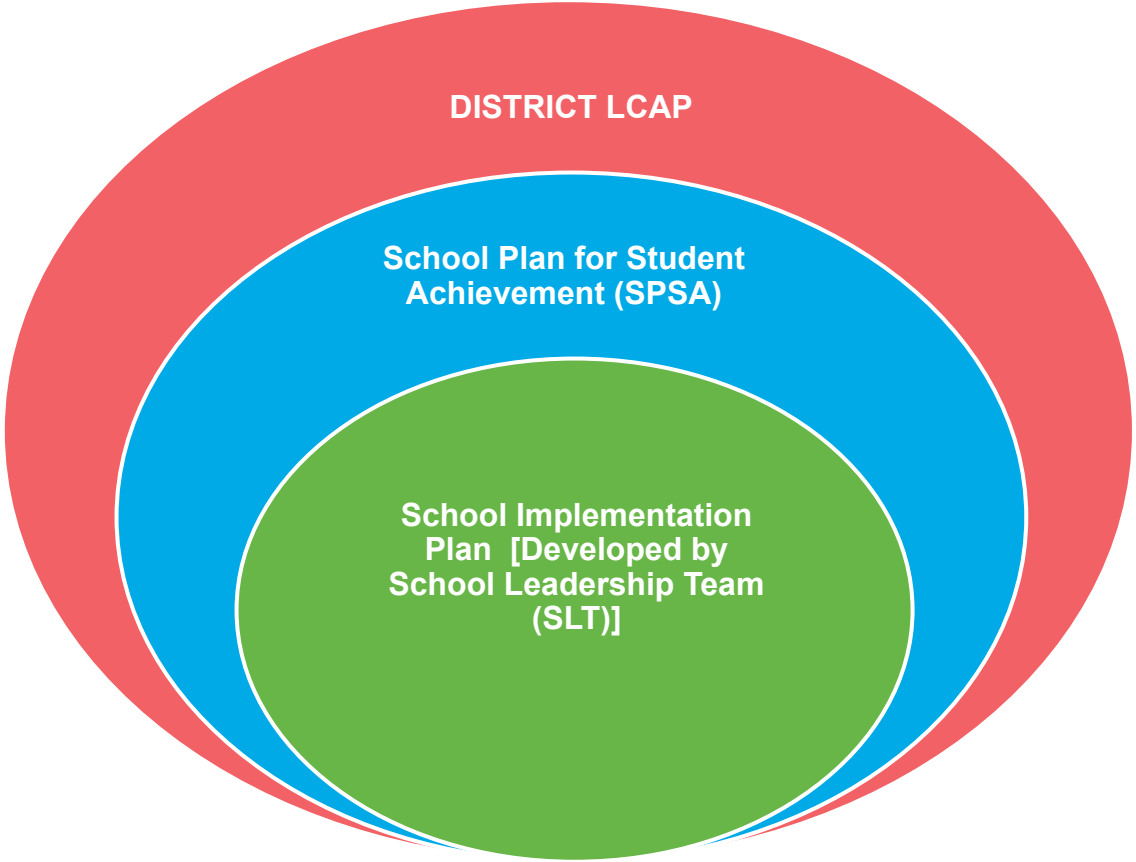
Multilingual Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive, standards-aligned core curriculum

GOAL 3

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

GOAL 4

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

District Priorities

Last Meeting:

- Provided a comprehensive overview of the **entire LCAP**
- Reviewed goals, actions, and metrics across all areas

Today's Update:

- Narrowing our focus to the **District Priorities**
- Sharing progress and key highlights of the work completed to date
- Demonstrating how this work is moving our priorities forward in classrooms, schools, and systems

Looking Ahead:

- Continued implementation and refinement
- Ongoing monitoring of data and feedback to guide next steps

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SCHOOL DISTRICT

Fiscal Services & Maintenance

Gerardo Cruz & Dr. Douglas Meza

Metric
Number of Financial Audit Findings
Revenue Projection variance Compared to Actuals
Expenditure Projection variance Compared to Actuals
Increase Reserve for Economic Uncertainties
Number of Staff Attending Professional Development Trainings

LCAP Action Number	Action Title
1.1	Fiscal Services

Fiscal Services

Celebrations

- 2024-25 Audit Report had zero (0) financial audit findings for first time in approx. eight years
- Revenue budget to actuals had only 0.23% variance for LCFF Funding & only 2.16% variance for Other Revenue
- Board adopted reserve language in Board Policy & Administrative Regulation 3100 -- Budget
- General obligation bonds refinancing: savings of $3.6M

Fiscal Services

Next Steps

- 2026-27 Budget Development
  - Assess and evaluate expenditure efficiencies for all programs
  - Assess and evaluate revenue projections from all sources
- 2025-26 Second Interim Financials at 3/11/26 Board of Education Meeting
  - Monitor current and future year obligations as well as revenue projections

Metric
Facility Inspection Tool (FIT)
Maintenance work order completion
Future Facilities Initial & Completed Construction

LCAP Action Number	Action Title
3.1	Maintenance
3.2	Future Facilities

Maintenance

Celebrations

- **Construction** - Completed 261 projects totaling $3.5 million
- **Operations** - Purchased two autonomous “X4 Rovr” robotic floor scrubbers; being deployed at Samohi Exploration Building and new Malibu HS building
- **Maintenance** - Launched “Work Order Completion Blitz” during summer, competing 477 work orders

Maintenance

Next Steps

Contracted with Brightly to develop and implement
Strategic Asset Investment & Capital Planning Project:

- Survey and Bar Code all Facility Equipment
- Data-driven understanding of building health
- Develop a Strategic Preventative Maintenance Program
- Prioritize repairs to reduce risk
- Plan capital investments
- Supports smarter budgeting

Operations developing break-out list for each district custodian, including list of areas to be cleaned, allotted times, and duties for day and night shift

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Facility Improvements

Facility Improvement Projects

Current Bond Measures		
Measure M	2018	Santa Monica, SFID No. 1
Measure SMS	2018	Malibu, SFID No. 2
Measure MM	2024	Santa Monica, SFID No. 1
Measure QS	2024	Malibu, SFID No. 2

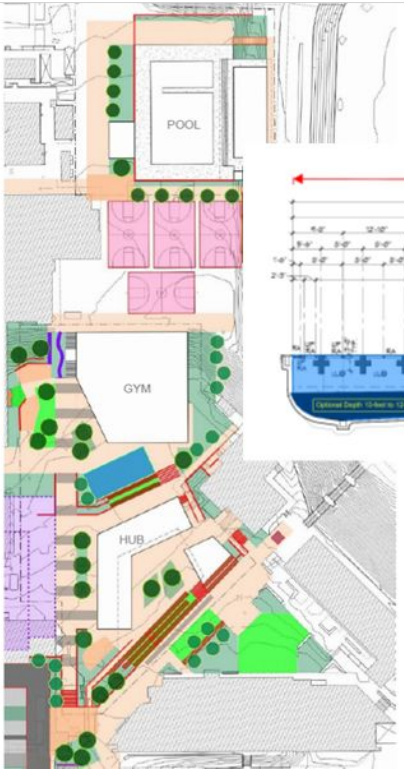
Facility Improvement Projects

Malibu	
• Malibu High School New Building (M) • Phase 2/3a Design – Middle School Hub, Gym, Aquatics (MM) • Elementary School Assessments (M) • Alternative/Emergency Power Project (MM)	
Santa Monica	
• Samohi Athletics Improvements (SMS) • Infant/Toddler Center Restroom Addition (SMS) • S House Modernization (SMS) • Samohi Phase 4 – Student Services and Black Box Theater Building Design (QS) • Ocean Park Neighborhood School (fka: Muir / SMASH) (SMS and QS) • Will Rogers Early Education Building (SMS) • McKinley Admin/Classroom Building (SMS)	• Grant Early Education Building (QS) • Grant Library Modernization (QS) • Grant New Classroom Building (QS) • Lincoln 500s Building (QS) • Roosevelt Early Education Building and Library (QS) • JAMS STEM Building (QS) • Franklin Early Education Building Design (QS)

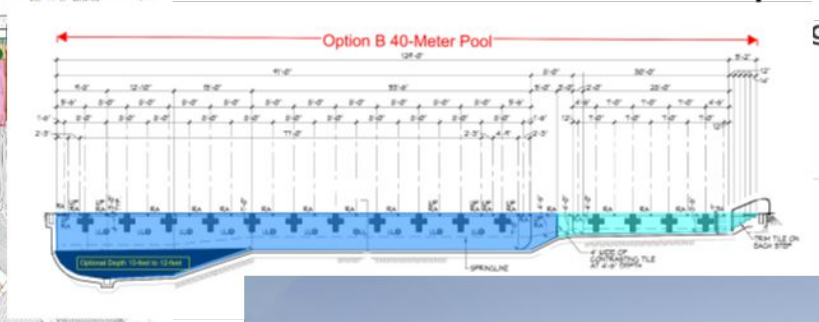
Malibu High School - New Building

Completed one semester early, on budget, in use
Ongoing HVAC issue: temporary solution in place, permanent solution in design

Malibu Middle School and High School - MS Hub, Gym, Aquatics Center



Pool Redesign (50m) Underway, Gym/MS Hub at DSA, construction anticipated to begin Spring 2026.



Samohi - Phase 4 Design/Permitting

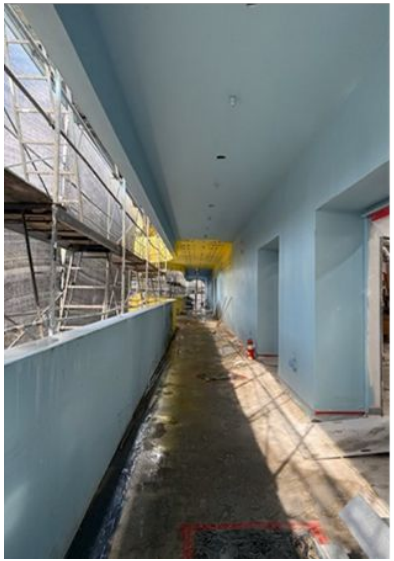
Student Services/Student Center and Black Box Theater

Ocean Park Neighborhood School

Water Intrusion Remediation and Modernization

McKinley Elementary School - Administration/Classroom Building

Planned Partial Opening Spring Break 2026



Grant Elementary School - Library Expansion/Modernization

Construction Commenced Summer 2025

Grant Elementary School - Classroom Building

Construction Underway

Lincoln Middle School - 8th Grade Science Hub (500s)

Construction Underway

Roosevelt Elementary School - Early Education/Library Building

Construction Underway

John Adams Middle School - STEM Building

Construction Underway

Franklin Elementary School - Early Education Building

Construction to Commence Summer 2026

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Reclassification

Dr. Alyssa O'Grady

Metric
Percentage of Long term 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

LCAP Action Number	Action Title
2.1	English Language Development
2.2	English Language Development Professional Development
2.3	English Learner and Long Term 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

Reclassification

Celebrations

- 79 students reclassified in fall cycle
- All K-6 teachers trained in new Designated English Language Development (ELD) curriculum; all English Learners (EL) receiving high-quality Tier I instruction
- Phonics instruction occurring in primary classrooms with UFLI curriculum benefiting ELs and all students
- Continued use of the EL and Reclassified Student (RFEP) progress monitoring process
- Increased use of Ellevation digital platform; teachers are aware of who their multilingual students are to best support them

Next Steps

- Principals able to observe each other's ELD structures and share best practices
- Continue Instructional Coach support for ELD instruction and progress monitoring forms
- Share information with ELAC and DELAC groups, so parents can continue to be partners in their child's education

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Special Education
Group 3

Victoria Hurst

Metric
● Number of regular parent monthly letters sent by the Director
● Number of parent workshops and events
● State Indicator: Percent of parents who reported that schools facilitated parent involvement as a means of improving services and results for students with disabilities
● State Indicator: Percent of students with disabilities that are served inside the regular classroom for at least 80% of the day
● Number of regular staff communications
● Percent of staff that participated in yearly Compliance Training
● Percent attendance at Job Alike Trainings

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

Special Education

Celebrations

- 100% of certificated special education staff participated in beginning-of the-year compliance training
- No increase in legal filings as prevention and compliance efforts continue to strengthen
- Timely completion of progress notes increased from 77% in 2024 to 86% in 2025
- Opened co-taught TK class in Malibu

Special Education

Next Steps

- Continue to increase parent participation in workshops
- Add special education topics to regular principals' meeting agendas
- Continue compliance monitoring and targeted training
- Continue to build special education handbook to increase compliance resources

Diversity · Equity · Inclusion · Empowerment · Curiosity · Belonging

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Transformative Approaches
Group 4

Dr. Devon Smith, Dr. Frank Dussan

Metric
Number of schools trained in Project-Based Learning (PBL)
Number of schools trained in Restorative Justice (RJ)

LCAP Action Number	Action Title
1.19	Project-Based Learning
3.7	Positive Behavior Intervention Support
3.8	Restorative Justice

Transformative Approaches

PBL Celebrations

- 209 certificated staff (across four new sites) trained in Gold Standard PBL Design
- To-date, two-thirds (338 certificated staff or 10 sites) trained in PBL Design

Transformative Approaches

PBL Next Steps

- Complete foundational training in Gold Standard PBL by fall 2026

Transformative Approaches

RJ Celebrations

- Completed **five school site assessments** to identify campus needs and guide next steps
- Delivered 1**0 school site trainings** to build staff capacity and strengthen implementation
- Supported teams in developing **six action plans** to turn priorities into clear, trackable work
- Facilitated **four assemblies & SEL trainings** to reinforce social-emotional learning and shared expectations
- Provided **five district team trainings** to align practices and support consistency across sites
- Developed behavioral plans to address targeted student needs
- Offered case consultation to support problem-solving on complex cases and intervention planning

Transformative Approaches

RJ Next Steps

RJ/Positive Behavior Intervention & Supports

- Support sites in implementing action plans based on assessment recommendations
- Support additional sites with assessments
- Provide parent training
- Finalize program evaluation and integration of Restorative Practices

Restorative Practices

- Train DO team in all levels
- Integrate into PBIS program
- Train sites based on scope (teacher, counselor, social worker, admin)

Diversity · Equity · Inclusion · Empowerment · Curiosity · Belonging

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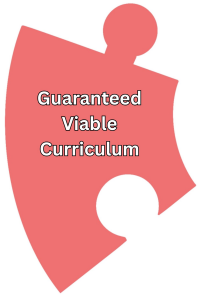
Guaranteed Viable Curriculum
Group 6

Dr. Ashley Benjamin

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



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

Guaranteed
Viable
Curriculum

Celebrations

- Formed Math Curriculum Pilot Committee; engaging in collaborative consensus making
- Administrators received training in new math framework
- MTSS TOSA collaborating with PD Wheel team
- Cycles of Inquiry occurring at all sites with Learning Walks
- All sites have School Improvement Plan based on data and student needs
    - Street Data used to gather qualitative data and student voice
- Trainings in topics such as Artificial Intelligence and Early Learning
- Instructional Coaches supporting MTSS through coaching, demo lessons, co-teaching, and data meetings

Next Steps

- Continue partnership with LACOE to support Cycles of Inquiry
- District Equity Leadership Team meets regularly with LACOE EDI team to develop equity plan and determine strategies to address student attendance and engagement
- Instructional Coaches continue to meet as Professional Learning Community to guide their coaching and support
- Math Curriculum Pilot Committee come to consensus on curriculum to be recommended to board in April

Break Out Rooms- Discussions

Group 1: Fiscal Services and Maintenance

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

Group 2: Reclassification

Dr. Alyssa O'Grady, Nazareth Riquelme, Deborah Lukic, Laura Hernandez, Samantha Carpenter, Elizabeth Pineda Espinosa

Group 3: Special Education

Victoria Hurst, Brandyi Phillips, Sarika Sewak

Group 4 and Group 5: Transformative Approaches

Dr. Devon Smith, Dr. Jim Wang, Erin Dinielli, Caitlin Lili, Jim Kennedy, Annie Sinzinger, Anita, Yuan, Casper Casparian, Dr. Frank Dussan, Carmen Durand, Wade Major, Johanna Kracke, Ryan Medeirosman

Group 6 Guaranteed Viable Curriculum

Dr. Ashley Benjamin, Bertha Roman, Cindy Smith, Anne Warlaumont, Savita Bharadwa, Benjamin Dee-Shapland

Questions?

Thank you for your time

- LCAP Community Input Meeting

  Date: May 6, 2026

  Time: 5:00-7:00 pm

  Location: Zoom

  Topic: *Feedback on the LCAP Draft*

- Next Meeting

  Date: June 3, 2026

  Time: 4:00 – 6:00

  Location: Zoom

  Topic: *Review Draft LCAP*

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SCHOOL DISTRICT

Appendix A

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Fiscal Services

Fiscal Services

2024-25 Audit Report	https://resources.finalsite.net/images/v1767984495/smmusdorg/xqgqzvtqfd1yanrfiq17/SMMUSDAuditStatement2025.pdf
2024-25 Unaudited Actuals	https://www.smmusd.org/departments/fiscal-business-services/budget-information
2025-26 First Interim Report	https://www.smmusd.org/departments/fiscal-business-services/budget-information
BP 3100 -- Budget AR 3100 -- Budget [reserve language added to both]	BP: https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030435&revid=LkbTgTbp9vuA18VjER8C1Q==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=y1ZW0qRGjEafuplusqEjNeK2Q==&PG=6&IRP=0&isPndg=false AR: https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030435&revid=9zTslshpeGgZuIQ0vNRFGpzbg==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=y1ZW0qRGjEafuplusqEjNeK2Q==&PG=6&IRP=0&isPndg=false
Financial Calendar Year-End Review	https://resources.finalsite.net/images/v1765930256/smmusdorg/tackqcvkrcxs3qixnps0/PR-EndofYearFiscalHighlights121625.pdf

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Maintenance

Maintenance

Facility Inspection Tool (FIT)
Metric 3.1

SMMUSD	
Poor	0
Fair	0
Good	14
Exemplary	0

By School	
Samohi	Good
Malibu HS	Good
Lincoln MS	Good
Malibu MS	Good
John Adams MS	Good
Edison LA	Good
Franklin ES	Good
Grant ES	Good
Malibu ES	Good
McKinley ES	Good
Roosevelt ES	Good
Webster ES	Good
Will Rogers LC	Good
SMASH (Obama)	Good

Diversity · Equity · Inclusion · Belonging · Curiosity · Empowerment

Maintenance

Maintenance Work Order Completion
Metric 3.2

Maintenance Work Orders	4216 out of 4543 (92.8%)
Operations Work Orders	1094 out of 1261 (86.8%)
Total Work Orders	**5310 out of 5804 (91.5%)**

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Reclassification

Reclassification

English Learner Reclassification Rate
Metric 2.1

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

Diversity · Equity · Inclusion · Belonging · Curiosity · Empowerment

Reclassification

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)

Diversity · Equity · Inclusion · Empowerment · Curiosity · Belonging

Reclassification

English Learner Proficiency on the Summative 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% (*)
Level 2 Intermediate EL	55% (11)
Level 1-Novice EL	15% (*)

*Data with 10 or fewer students cannot be shown

Data percentages were compiled from DataQuest

Diversity · Equity · Inclusion · Belonging · Curiosity · Empowerment

Reclassification

English Learner Progress Towards Proficiency on the Dashboard

Metric 2.4

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%

Data percentages were compiled from DataQuest

Diversity · Equity · Inclusion · Empowerment · Curiosity · Belonging

Reclassification

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)

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Reclassification

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%

Data percentages were compiled from DataQuest

Diversity · Equity · Inclusion · Belonging · Curiosity · Empowerment

Reclassification

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%

Data percentages were compiled from DataQuest

Diversity · Equity · Inclusion · Empowerment · Curiosity · Belonging

Reclassification

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%

Data percentages were compiled from DataQuest

Diversity · Equity · Inclusion · Belonging · Curiosity · Empowerment

Reclassification

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%)

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Reclassification

State Seal of Biliteracy Goal

Metric 2.14

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

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Special Education

Special Education

Number of regular parent communication	5/5 Monthly Parent Communications sent
Number of parent workshops and events	7 Parent Workshops scheduled for 2025-2026
State Indicator: Percent of parents who reported that schools facilitated parent involvement as a means of improving services and results for students with disabilities	99.9% of parents reported that schools facilitated parent involvement as a means of improving services and results for students with disabilities

Special Education

Special Education

State Indicator: Percent of students with disabilities that are served inside the regular classroom for at least 80% of the day	62% of SWD served in the regular classroom for at least 80% of the day
Number of regular staff communication	8/8 Regular staff communication emails sent
Percent of staff that participated in yearly Compliance Training	100% of Certificated staff participate in Yearly Compliance Training
Percent attendance at Job Alike Trainings	90% attendance at Joba Alike Trainings

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Transformative Approaches

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)

Transformative Approaches

Number of Schools Trained in Project Based Learning (PBL)

Metric 1.19

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

Diversity · Equity · Inclusion · Empowerment · Curiosity · Belonging

Transformative Approaches

Number of Schools Trained in Restorative Justice

Metric 3.9

Number of Schools Trained	6

Diversity · Equity · Inclusion · Belonging · Curiosity · Empowerment

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Guaranteed Viable Curriculum

Guaranteed
Viable
Curriculum

Classroom and Student Technology
Metric 3.3

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

Diversity · Equity · Inclusion · Empowerment · Curiosity · Belonging

Guaranteed Viable Curriculum

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

Metric 1.7

Percentage of pupils who demonstrate college preparedness pursuant to 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)

Diversity · Equity · Inclusion · Empowerment · Curiosity · Belonging

Guaranteed Viable Curriculum

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)

Diversity · Equity · Inclusion · Empowerment · Curiosity · Belonging

Guaranteed Viable Curriculum

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)

Diversity · Equity · Inclusion · Empowerment · Curiosity · Belonging

Guaranteed Viable Curriculum

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)

Diversity · Equity · Inclusion · Empowerment · Curiosity · Belonging

Guaranteed Viable Curriculum

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)

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Guaranteed Viable Curriculum

Proficiency in Math on the Renaissance Star Math Assessment

Metric 1.16

Star Math Grades K-12 District Benchmark

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

Data percentages were compiled from Renaissance

Diversity · Equity · Inclusion · Empowerment · Curiosity · Belonging

Guaranteed Viable Curriculum

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%

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Data percentages were compiled from Renaissance

SANTA MONICA-
MALIBU UNIFIED
SCHOOL DISTRICT

Appendix B

Metric
Completion of A-G requirements
Passage of an Advanced Placement (AP) exam with a 3 or higher
Completion of a Career Technical Education (CTE) pathway
Completion of both A-G and Career Technical Education (CTE) completer requirements

Transformative Approaches

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
1.20	American Cultures and Ethnic Studies
1.22	Environmental Education
1.23	Visual and Performing Arts
1.24	Physical Education
1.25	Early Learning
3.4	Attendance Support
3.5	Physical Health and Wellness
3.6	Mental Health and Wellness
3.4	Attendance Support
3.5	Physical Health and Wellness
3.6	Mental Health and Wellness

Transformative Approaches

Celebrations

Samohi Academies

- All (3) Integrated Academics launched at Samohi

CTE

- 97 graduating completers (20% increase district-wide)
- Expanded College & Career Exploration programing in middle school

Dual Enrollment

- All (3) high schools offer dual enrollment courses
  - DE Courses: 32 (Sum=10; Fall=10; Spring=12)
  - Enrollments: approx 880 (Sum=270; Fall=260; Spring=350)

Transformative Approaches

Celebrations

Attendance

Metric	# of Students 2024-25	# of Students 2025-26
Excellent Attendance	828	1369 (+541)
Satisfactory Attendance	3515	3697 (+182)
Chronic Attendance	1425	1129 (-296)
Metric	**Improvement Rate 2024-25**	**# of Students 2025-26**
Conference Effectiveness (EL)	60% (72 conferences)	50% (14 conferences)
Internship Program	**Activity**	
18 Interns	• 257 Students' Families Attempted • 166 Students' Families Reached	

Transformative Approaches

Celebrations

School Nursing

Activity	Count
Health office visits	44,878 (90% returned to class)
Vision Screenings	3,045
Hearing Screenings	2,703
UCLA Dental Education & Kits	All 1st Graders in SM
IEP Health Assessments	415
Student Trainings	72
Staff Trainings	66
Parent Presentations	5

Transformative Approaches

Celebrations

School-Based Mental Health

Activity	# of Students 2024-25	2024-2025 Outcomes
Individual Mental Health Services	427	81% made improvements in psychosocial functioning
Group Mental Health Services	296	92% made socio-emotional improvements
Risk Screenings	92	Stabilized and referred to services

Transformative Approaches

Celebrations

Visual & Performing Arts

160 VAPA classes offered across all secondary sites

- MS Art: Art Foundation, Exploratory
- MS Music: Multiple levels of Band / Choir / Orchestra
- MS Theatre: At all sites (SMASH joins JAMS)
- MS Dance: Hip-hop (PE), Mariachi
- HS Art: Multiple levels of Drawing, Painting, Ceramics, AP Studio Art
- HS Music: Multiple levels of Band / Choir / Orchestra, including Marching Band, Jazz Band, Theatre Orchestra, Mariachi
- HS Theatre: Acting, Directing, Theatre Production
- HS Dance: Color, Pep Squad
- HS Media Arts (CTE): Film/Video Production, Photography, Digital Design

Malibu A-G: F) Visual and performing arts

- **316** students enrolled in UC-approved high school VAPA courses

Samohi A-G: F) Visual and performing arts

- **1,695** students enrolled in UC-approved high school VAPA courses