



**SANTA MONICA-
MALIBU UNIFIED
SCHOOL DISTRICT**

LCAP DCC-PAC

October 21, 2026

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

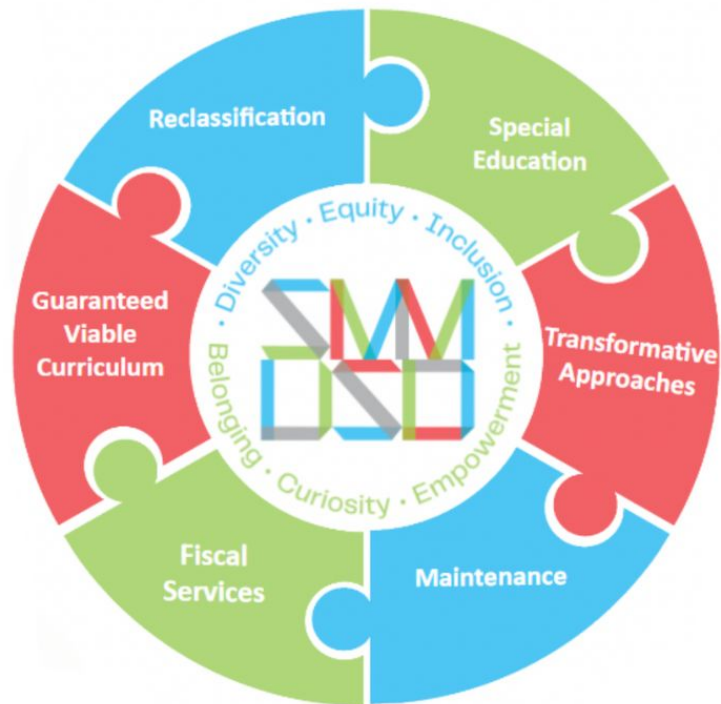
GOAL 3

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-risk students through targeted counseling, support services, partnerships, and family engagement.



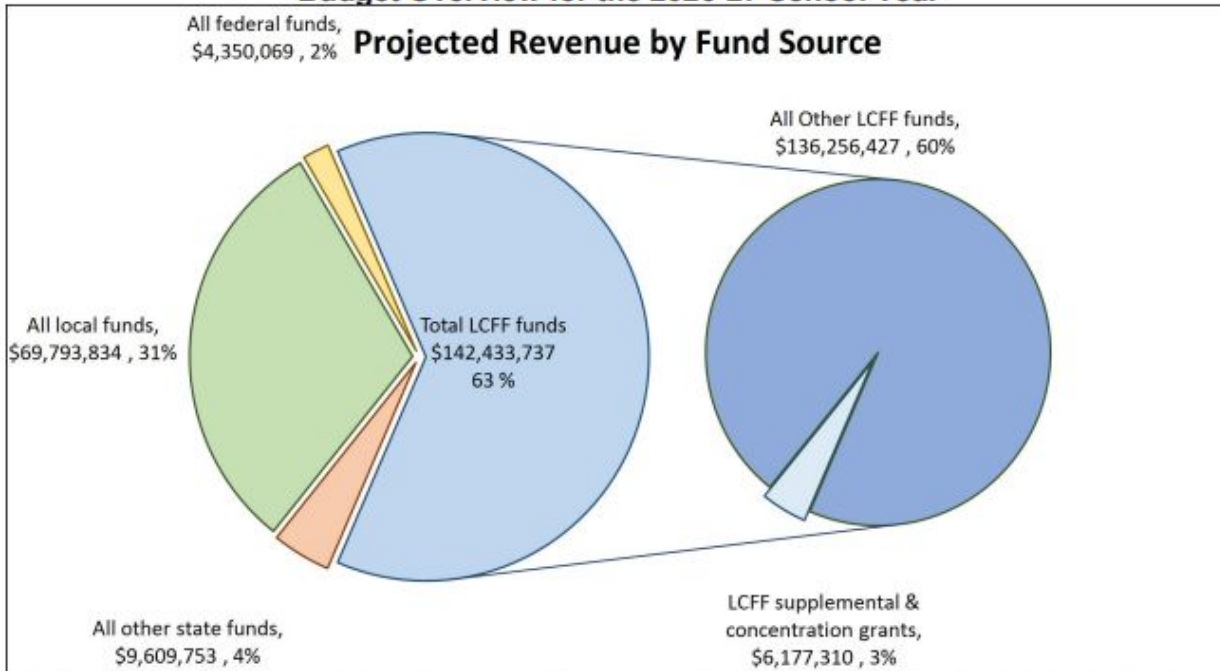




LCAP Action Number	Action Title
1.1	Fiscal Services

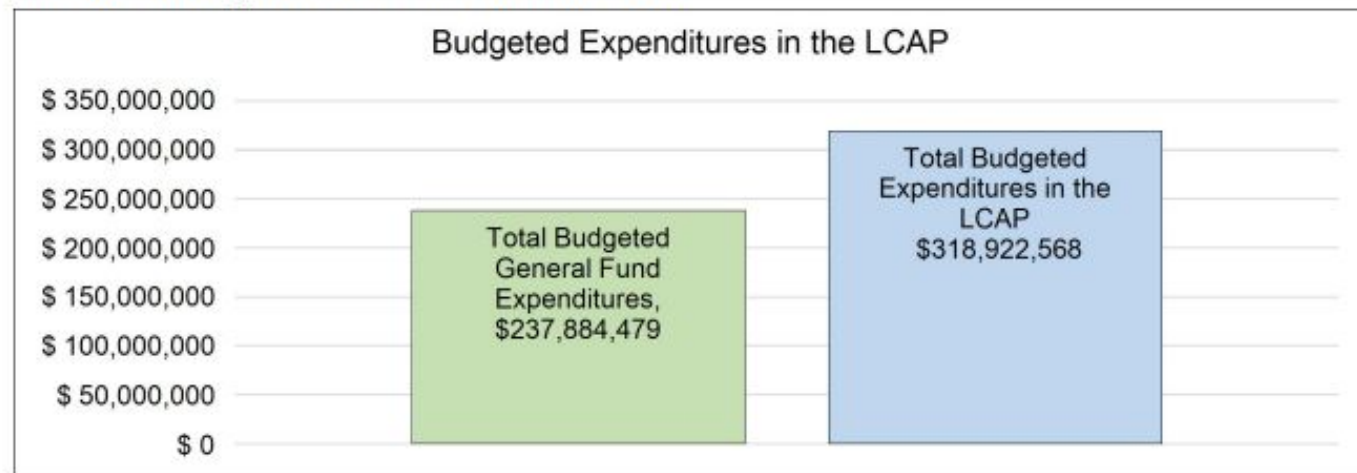


Budget Overview for the 2026-27 School Year



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

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Santa Monica-Malibu Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

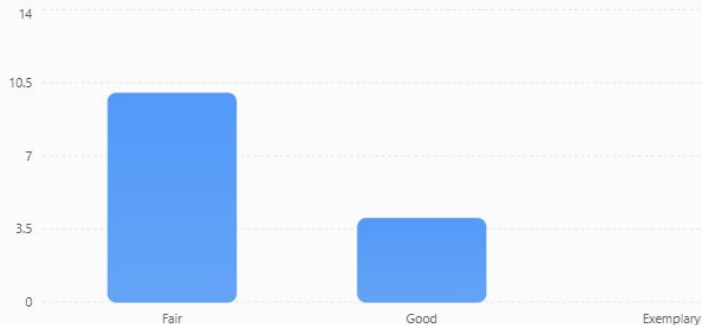


LCAP Action Number	Action Title
3.1	Maintenance
3.2	Future Facilities

3.2 Facility Inspection

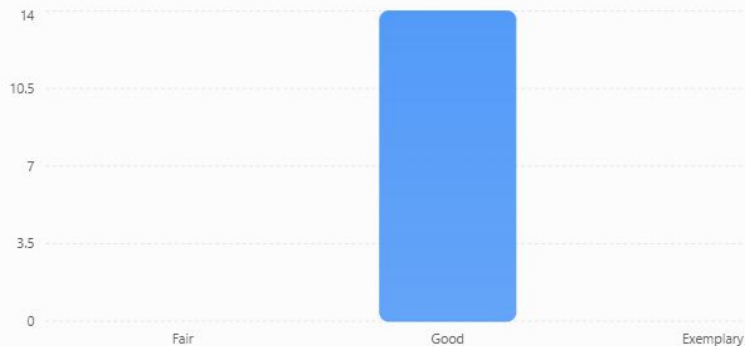
Fall 2023 FIT Ratings — Baseline

Districtwide distribution of Facility Inspection Tool ratings across 14 SMMUSD schools.



Fall 2025 FIT Ratings — Year 2

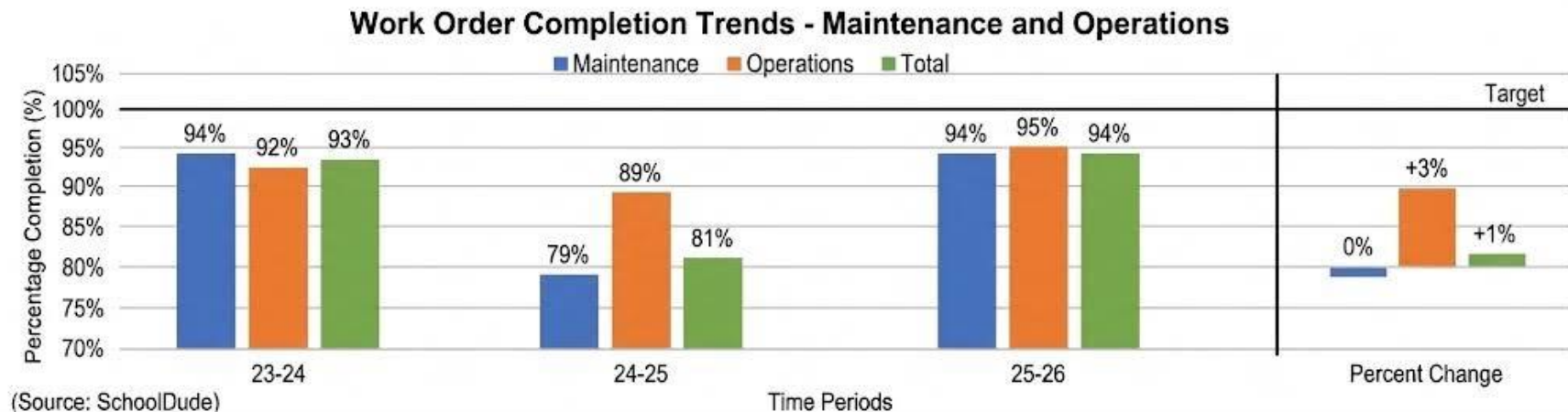
Districtwide distribution of Facility Inspection Tool ratings across 14 SMMUSD schools.



Schools that Shifted to “Good”

- Webster
- Ocean Park SH
- Roosevelt
- Will Rogers
- McKinley
- Grant
- Franklin
- JAMs
- Lincoln
- Samohi

3.2 Maintenance Work Order Completion



2023-24

Maintenance: $4,426/4,728 = 94\%$

Operations: $1,307/1,415 = 92\%$

Total: $5,733/6,143 = 93\%$

2024-25

Maintenance: $1,977/2,497 = 79\%$

Operations: $491/549 = 89\%$

Total: $2,468/3,046 = 81\%$

2025-26

Maintenance: $3,879/4,143 = 94\%$

Operations: $822/868 = 95\%$

Total: $4,701/5011 = 94\%$



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

1.19 Project-Based Learning

Training Schedule by School Year

2024–2025

Grant, McKinley, Olympic, Ocean Park, and Edison

2025–2026

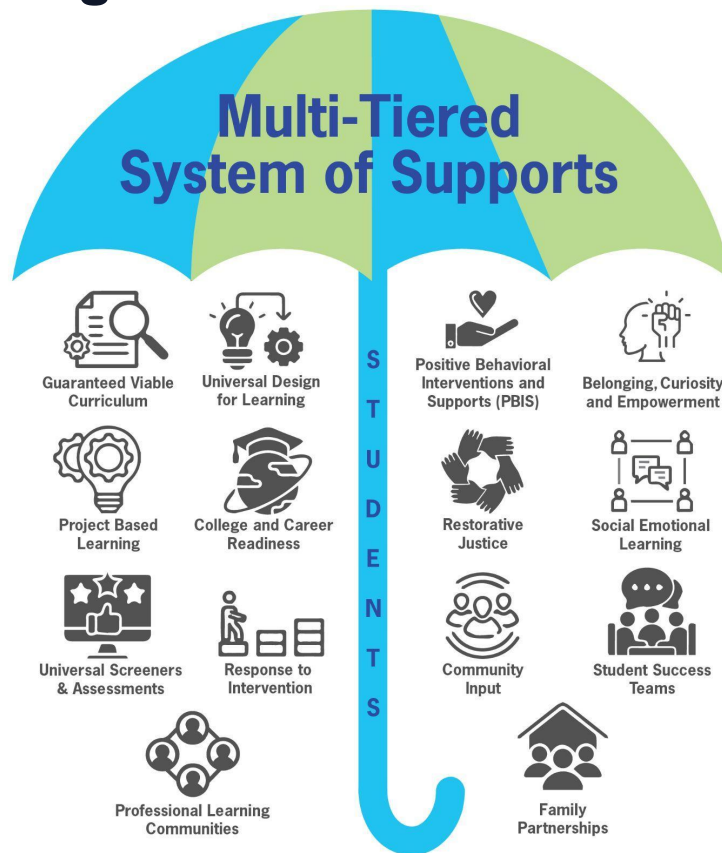
Roosevelt, Lincoln, Samohi, Webster, and Will Rogers

2026–2027

JAMS, Franklin, MES, MMS, and MHS

Model Overview

The MTSS Framework encompasses many asset-based frameworks including PBL. PBL is a transformative approach to teaching and learning that drives innovation in our classrooms.



1.21 Social Emotional Learning

Training Schedule by School Year

2024–2025

JAMS, Franklin, MES, MMS, and MHS

2025–2026

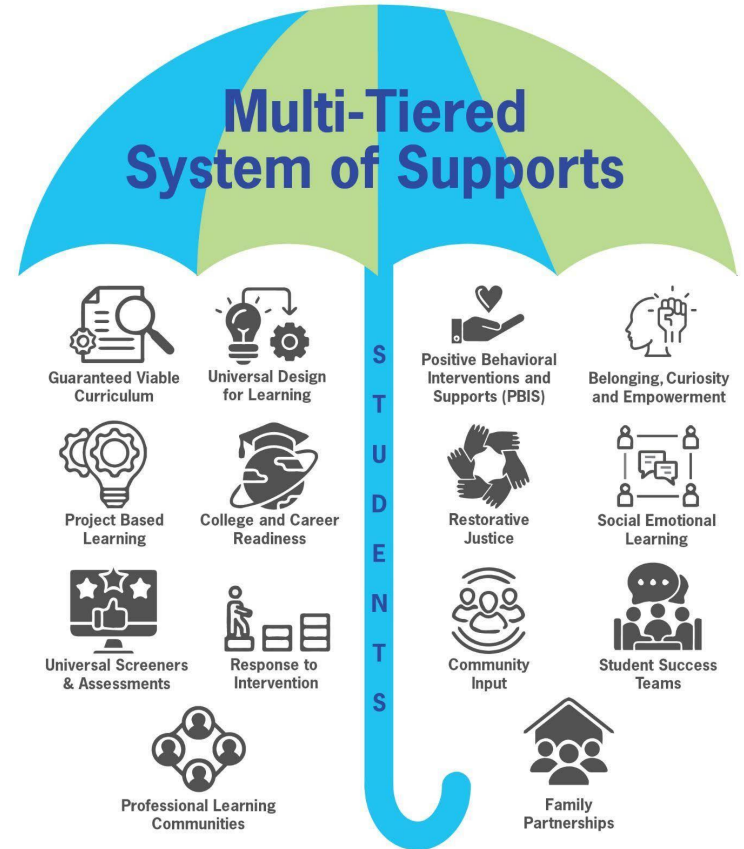
Grant, McKinley, Olympic, Ocean Park, and Edison

2026–2027

Roosevelt, Lincoln, Samohi, Webster, and Will Rogers

Model Overview

Social-Emotional Learning (SEL) is the process through which students develop skills to understand and manage emotions, build positive relationships, demonstrate empathy, and make responsible decisions.



3.7 PBIS/3.8 Restorative Justice

Training Schedule by School Year

2024–2025

Roosevelt, Lincoln, Samohi, Webster, and Will Rogers

2025–2026

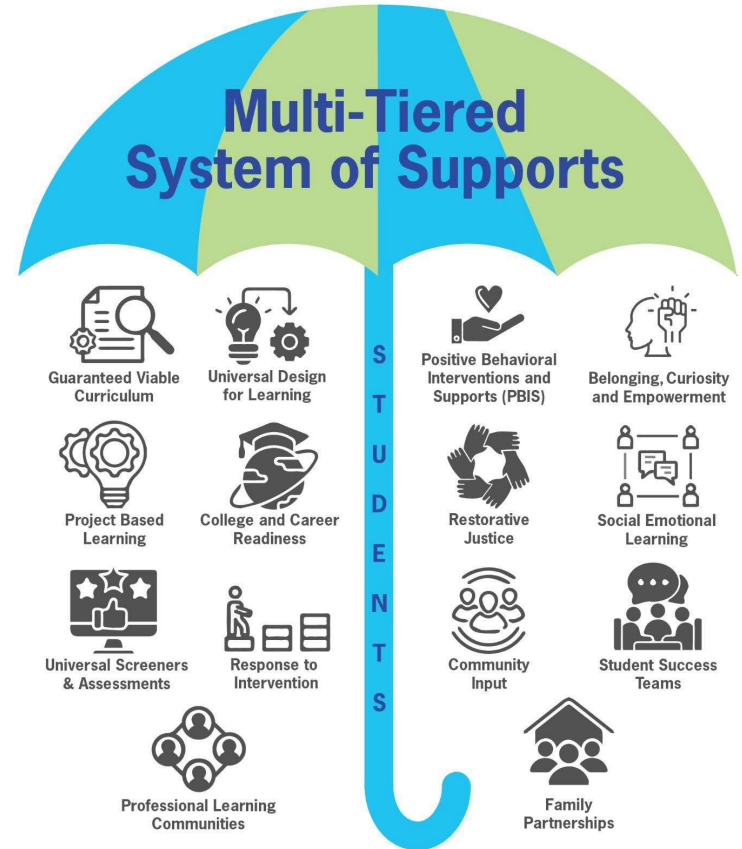
JAMS, Franklin, MES, MMS, and MHS

2026–2027

Grant, McKinley, Olympic, Ocean Park, and Edison

Model Overview

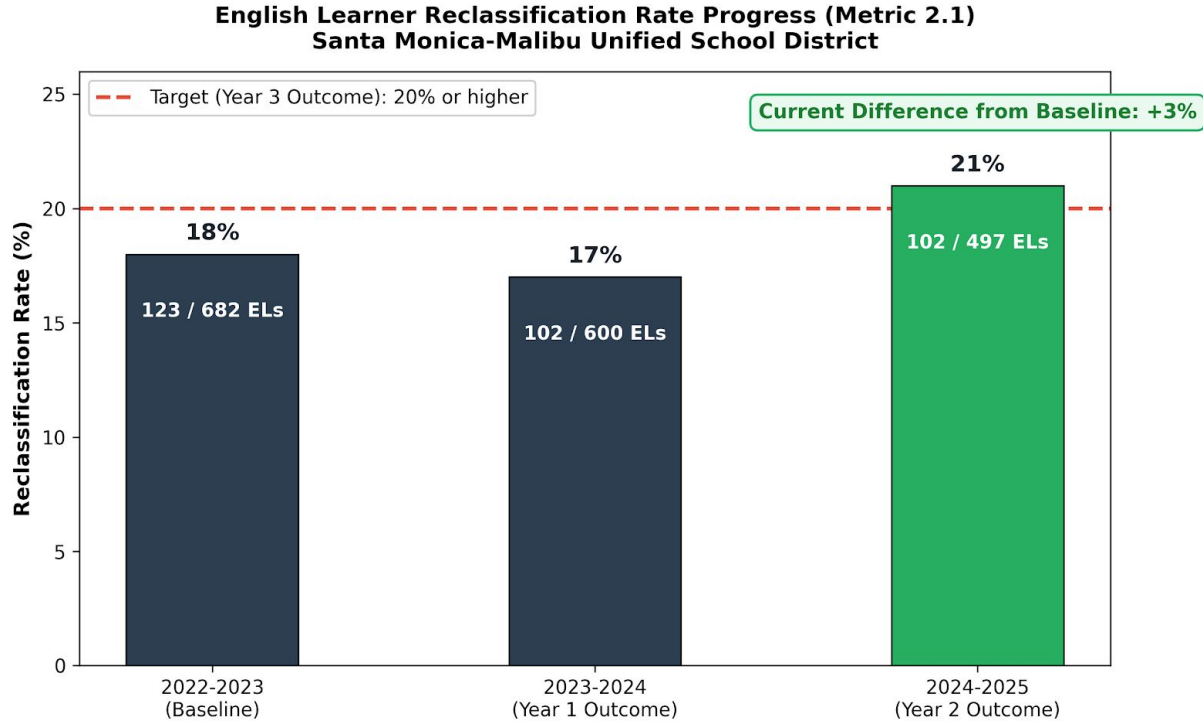
Restorative justice is an approach to repairing harm and relationships between communities.





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

2.1 English Language Development



2.1 English Language Development

- **Professional development for teachers** led by EL Program staff, Instructional Coaches, EL Site Leads, and Literacy Language Interventionists
- Focus on **effective instructional strategies and practices** for ELs, including:
 - Integrated & Designated ELD
 - ELD Standards & EL Roadmap
 - SDAIE & GLAD strategies
 - ELD curriculum and supplemental resources
- Support for **Integrated ELD, culturally responsive practices, and Social Justice Standards**
- **ELD-focused Learning Walks** to strengthen instructional practices across sites
- **Targeted support at Santa Monica High School** for ELs and Students with Disabilities in Math
 - Collaborative PD with Math, EL, and Instructional Coaching staff
 - Focus on effective strategies to support ELs in mathematics



2.3 English Learner & LTEL Intervention and Support

Targeted Support

Tier III Intervention

Provides targeted support for ELs at risk of becoming Long-Term English Learners (LTELs).

LL Interventionists (LLIs)

Literacy & Language Interventionists provide supplemental language and literacy intervention.

Fidelity & Monitoring

Designated ELD Impact

Declining need for intervention reflects increased fidelity in Designated ELD implementation.

Role Assessment

Continue to monitor and assess the role and need for LLI positions based on student needs.

Staffing & Partnerships

Instructional Support

Successfully hired Bilingual Instructional Assistants to strengthen support for multilingual learners.

Recruitment Solutions

Personnel Commission partnership helped address long-standing recruitment challenges.

2.4 English Language Proficiency Assessment for California Support

Roving Teacher Support

Roving teachers will support ELPAC testing across school sites to assist with test administration.

Administration Efficiency

Promotes efficiency, consistency, and accuracy in ELPAC administration throughout the district.

Substitute Coverage

Special Education teachers administering the Alternative ELPAC will receive dedicated substitute coverage.

Timely Assessments

Ensures dedicated time for accurate and timely assessment of all English Learners.

2.5 Reclassification Procedures



Reclassification Cycles

Coordinate reclassification cycles to ensure a timely, accurate, and consistent process.



Guidance & Support

Clear, step-by-step guidance for General and Alternative Reclassification. Provide training and support to site administrators and EL Leads.



Parent Involvement

Parent involvement integrated throughout the reclassification process.



Ellevation Platform

Ellevation platform used to document reclassification requirements and track and confirm parent participation.

2.6 English Learner and Fluent English Proficient Student Progress Monitoring

- Rigorous progress monitoring for EL students and 4 years post-reclassification (RFEP)
- Use multiple indicators to monitor:
 - Academic progress
 - English language proficiency
 - Report card grades
 - Ellevation progress-monitoring forms
- Early intervention and support when students are not making adequate progress
- Professional development for site administrators and EL Leads to support consistent monitoring
- Family communication regarding:
 - Student's current EL level
 - Reclassification criteria
 - Ways families can support learning at home
- Progress shared through ELPAC/CAASPP results, grades, parent portals, report cards, and conferences



LCAP Action Number	Action Title
1.5	Compliance Training
1.11	Inclusive Practices for Neurodiverse Learners

1.5 Compliance Training

Annual compliance training aligned to staff roles and responsibilities

- Uniform Complaint Procedures
- Mandated reporting
- Other job-specific compliance requirements

Ongoing communication and training provided by Special Education for:

- Site administrators
- School Psychologists
- Special Education teachers
- General Education teachers

Collaborative planning with the Tri-City SELPA Assistant Superintendent to identify relevant training topics

Practical, scenario-based learning

- Real-world compliance scenarios
- Problem-solving opportunities
- Application of policies and procedures to school-based situations



3.7 Inclusive Practices for Neurodiverse Learners



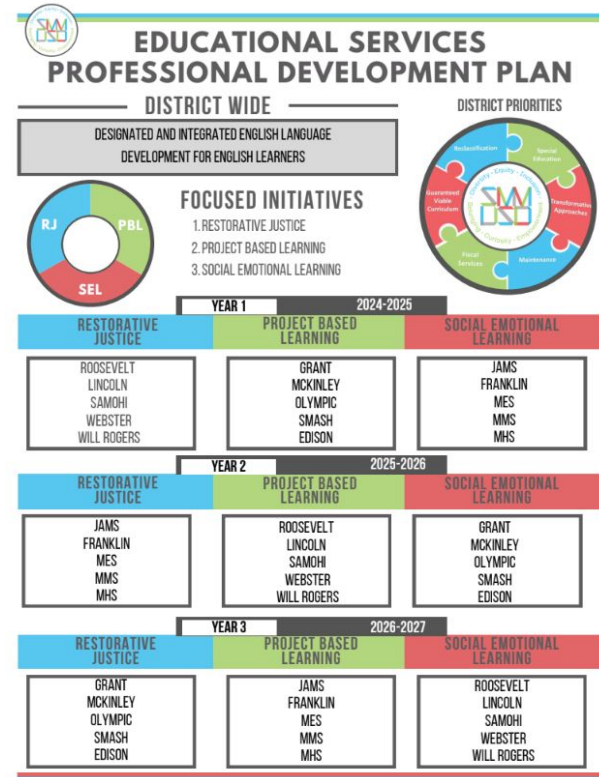
- SMMUSD continues to strengthen inclusive practices and support high-quality services for students with disabilities through ongoing professional learning and direct site support.
- Professional development was provided to co-teachers in “collaborative classrooms” to strengthen high-quality collaborative instruction.
- In addition, the Special Education District Board Certified Behavior Analyst (BCBA) team provided direct support to school sites to address students’ behavioral, social, and emotional needs.
- The Department of Special Education also provided ongoing communication and training in IEP development, WIAT assessment, and SEIS, along with regular job-alike and department meetings to review compliance requirements and ensure continued support for staff and students.



LCAP Action Number	Action Title
1.6	Professional Development
1.8	Site Leadership Teams
1.9	Guaranteed Viable Curriculum
1.12	Multi-Tiered Systems of Support

1.6 Professional Development

- **100% of schools participated in professional development** aligned to District priorities during Year One of the District's Professional Development Wheel Framework. This consistent annual participation demonstrates the District's continued **commitment to providing educators with ongoing, aligned professional learning** in support of student success.



1.8 Site Leadership Teams

- All sites established **Site Leadership Teams (SLTs)**
- **Analyzed student data** to identify schoolwide areas of need
- Developed **School Implementation Plans (SIPs)** to address identified needs
- Held **three full-day collaborative meetings** to support planning and implementation
- Department of Educational Services supported **Learning Walks** with site administrators and Instructional Coaches
- SLT funds supported:
 - **Lesson Links**
 - **Learning Rounds**
 - **Professional Development**
 - **Data Analysis**



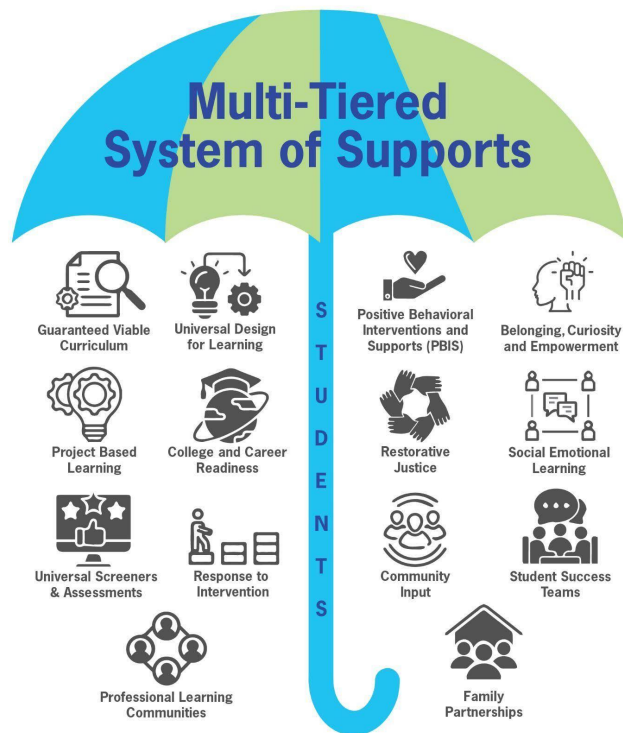
1.9 Guaranteed Viable Curriculum



100% of students have access to standards-aligned textbooks and curriculum designed to prepare them for success on the CAASPP assessment and for college and career readiness. This level of access has remained **consistent over the past three years.**

1.12 Multi-Tiered Systems of Supports

- **Districtwide MTSS framework** to proactively address students' **academic, social-emotional, and behavioral needs**
- **Student-centered approach** with aligned supports across all school sites
- Strengthens alignment and collaboration through:
 - Common professional learning
 - Collaborative data analysis
 - Shared practices and interventions
- **MTSS TOSA, Instructional Coaches, and site staff support** implementation of:
 - **Tier I, II, and III** interventions and supports
 - Data conversations and intervention planning
 - Teacher capacity-building
- Professional development focused on **Universal Design for Learning (UDL)** and proactive differentiation
- **MTSS webpage** to provide resources and information for staff and educational partners
- **SPSAs aligned to the district MTSS framework** to document site-based programs and practices
- Executive Directors support **site-to-district alignment** and SPSA development





Questions?



Groups

Group 1: Fiscal Services

Dr. Douglas Meza, Gerardo Cruz

Group 2: Maintenance

Carey Upton, Glen Infuso

Group 3: Transformative Approaches

Dr. Devon Smith, Dr. Jim Wang

Group 4: Reclassification

Nazareth Riquelme, Erin Dinielli

Group 5: Special Education

Victoria Hurst

Group 6 Guaranteed Viable Curriculum

Dr. Ashley Benjamin, Bertha Roman, Cindy Smith



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Appendix



**SANTA MONICA-
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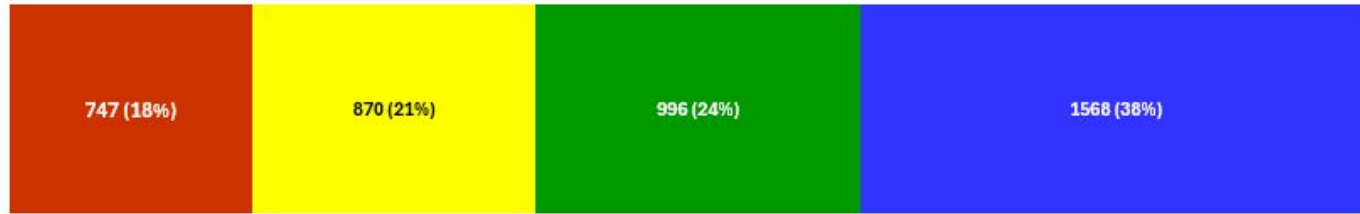
District-Wide CAASPP Data

September, 2026

Math CAASPP Data



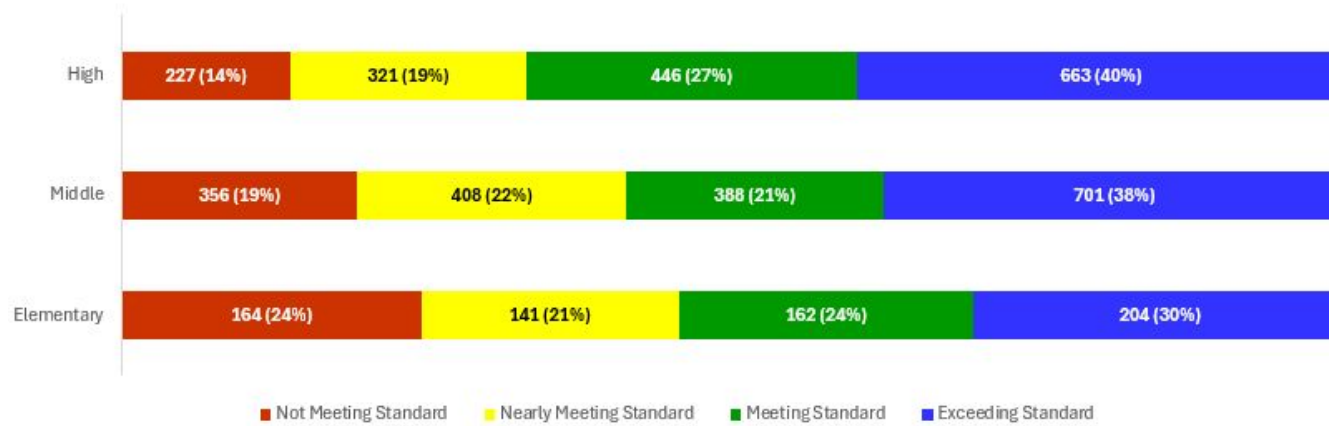
2025-26 CAASPP Math - SMMUSD District Wide



■ Not Meeting Standard
 ■ Nearly Meeting Standard
 ■ Meeting Standard
 ■ Exceeding Standard



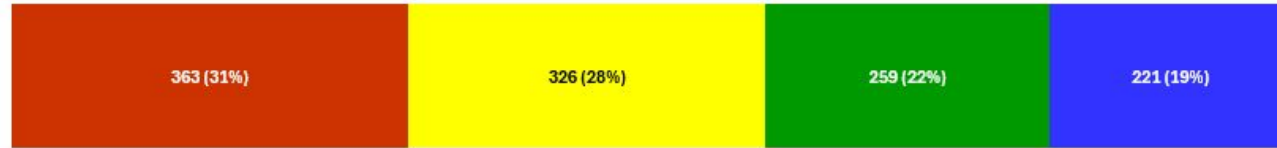
2025-26 CAASPP Math - SMMUSD District Wide Disaggregated by Grade Level





CAASPP Math Performance by Race/Ethnicity

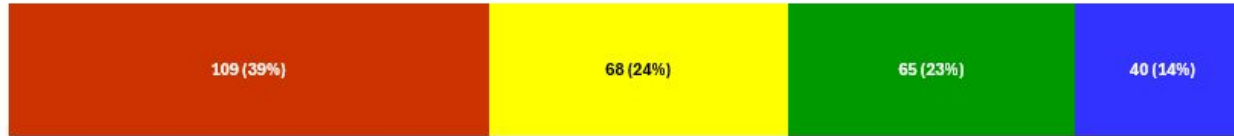
2025-26 CAASPP Math - SMMUSD District Wide
Disaggregated by Race/Ethnicity
LatinX



■ Not Meeting Standard
 ■ Nearly Meeting Standard
 ■ Meeting Standard
 ■ Exceeding Standard



2025-26 CAASPP Math - SMMUSD District Wide
Disaggregated by Race/Ethnicity
Black or African American



■ Not Meeting Standard ■ Nearly Meeting Standard ■ Meeting Standard ■ Exceeding Standard



Math English Learner Performance Data



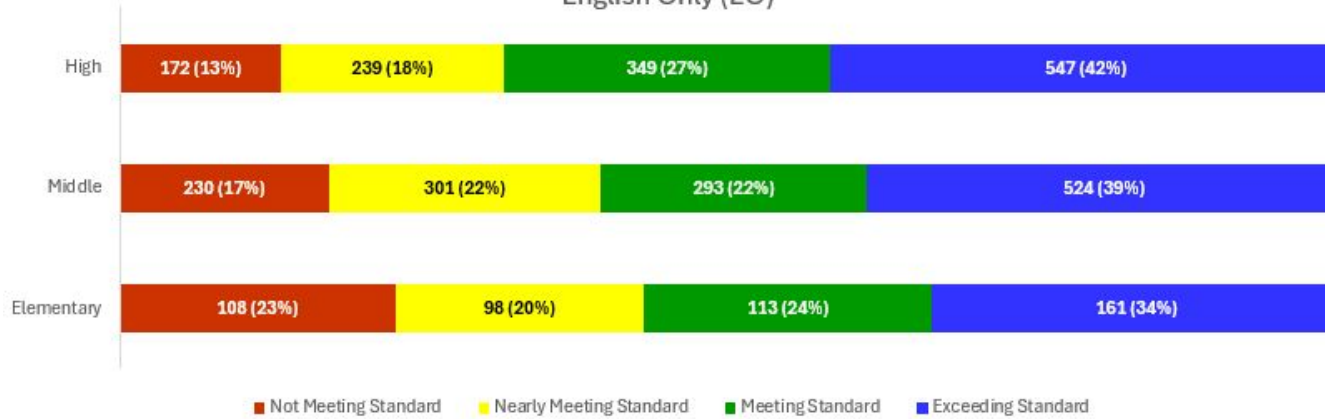
2025-26 CAASPP Math - SMMUSD District Wide
Disaggregated by Language Proficiency
English Only (EO)



■ Not Meeting Standard ■ Nearly Meeting Standard ■ Meeting Standard ■ Exceeding Standard



2025-26 CAASPP Math - SMMUSD District Wide
Disaggregated by Language Proficiency by Grade Level
English Only (EO)



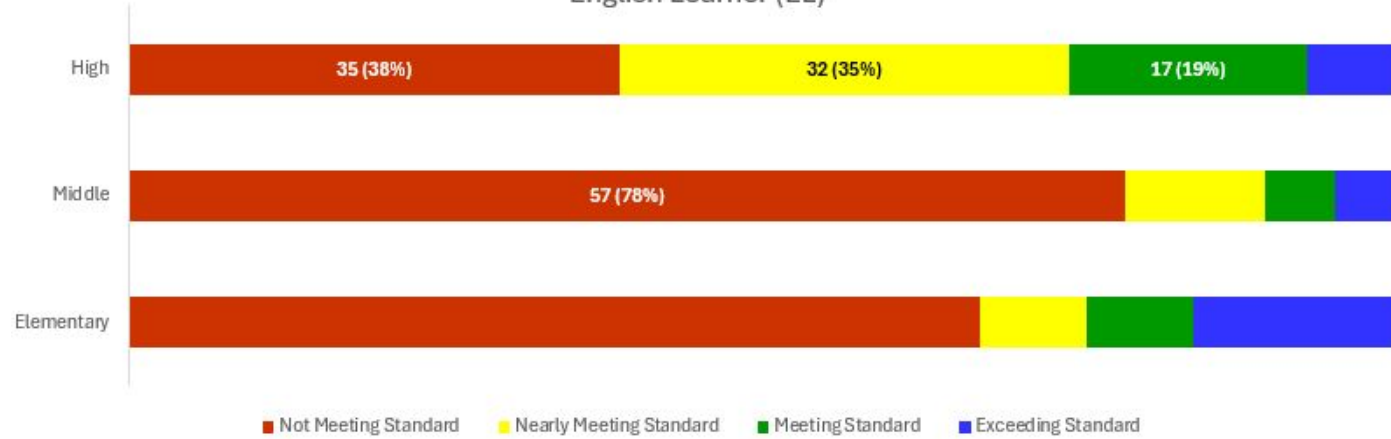
2025-26 CAASPP Math - SMMUSD District Wide
Disaggregated by Language Proficiency
English Learner (EL)



■ Not Meeting Standard ■ Nearly Meeting Standard ■ Meeting Standard ■ Exceeding Standard



2025-26 CAASPP Math - SMMUSD District Wide
Disaggregated by Language Proficiency by Grade Level
English Learner (EL)



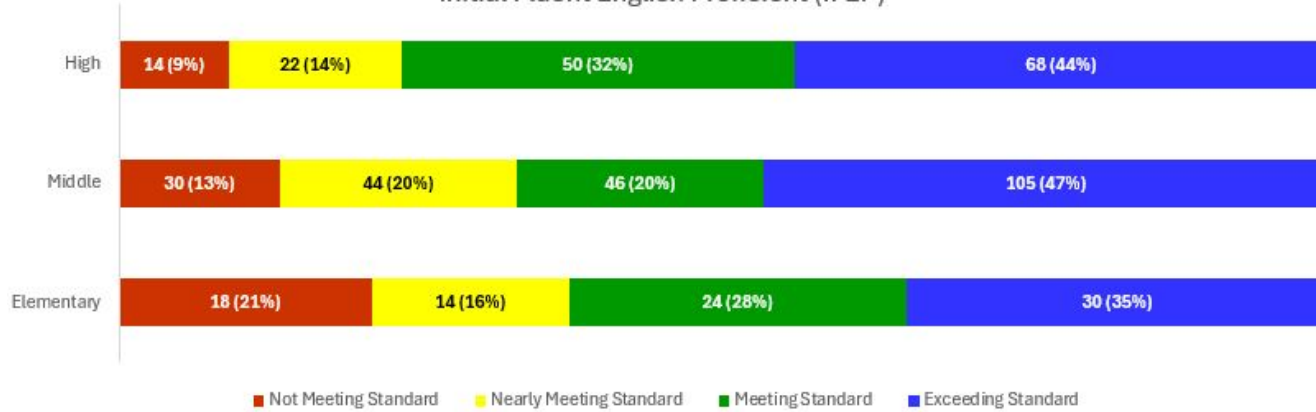
2025-26 CAASPP Math - SMMUSD District Wide
Disaggregated by Language Proficiency
Initial Fluent English Proficient (IFEP)



■ Not Meeting Standard ■ Nearly Meeting Standard ■ Meeting Standard ■ Exceeding Standard



2025-26 CAASPP Math - SMMUSD District Wide
Disaggregated by Language Proficiency by Grade Level
Initial Fluent English Proficient (IFEP)



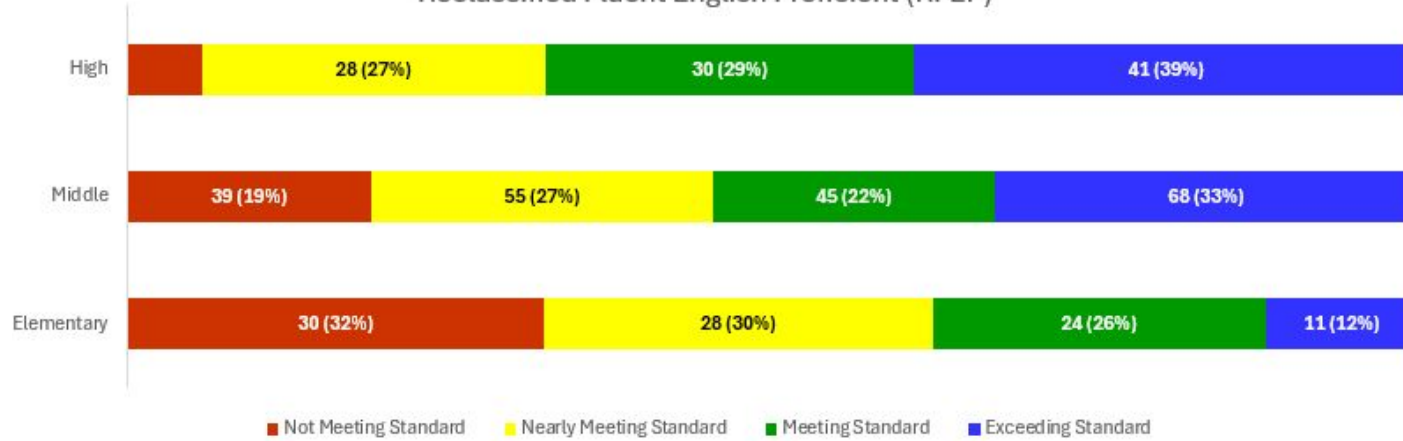
2025-26 CAASPP Math - SMMUSD District Wide
Disaggregated by Language Proficiency
Reclassified Fluent English Proficient (RFEF)



■ Not Meeting Standard
 ■ Nearly Meeting Standard
 ■ Meeting Standard
 ■ Exceeding Standard



2025-26 CAASPP Math - SMMUSD District Wide
Disaggregated by Language Proficiency by Grade Level
Reclassified Fluent English Proficient (RFEP)



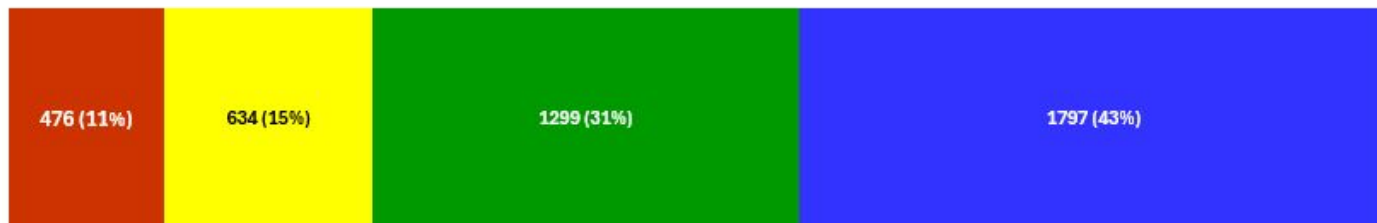
ELA CAASPP Data





CAASPP ELA Performance by Race/Ethnicity

2025-26 CAASPP ELA - SMMUSD District Wide



■ Not Meeting Standard ■ Nearly Meeting Standard ■ Meeting Standard ■ Exceeding Standard



2025-26 CAASPP ELA - SMMUSD District Wide Disaggregated by Grade Level



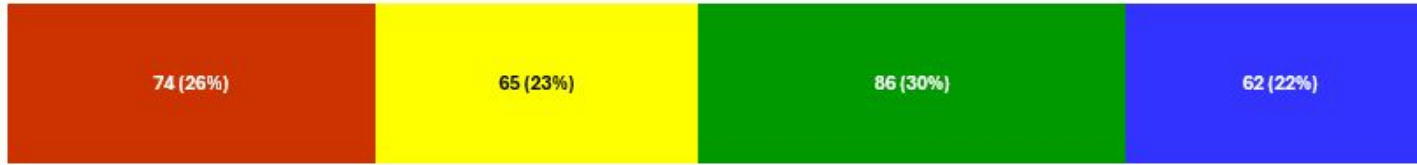
2025-26 CAASPP ELA - SMMUSD District Wide
Disaggregated by Race/Ethnicity
LatinX



■ Not Meeting Standard
 ■ Nearly Meeting Standard
 ■ Meeting Standard
 ■ Exceeding Standard



2025-26 CAASPP ELA - SMMUSD District Wide
Disaggregated by Race/Ethnicity
Black or African American



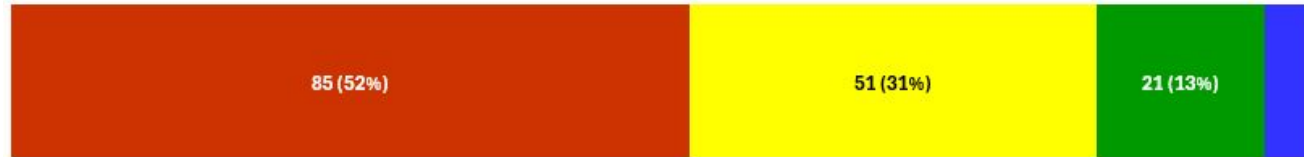
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ELA English Learner Performance Data



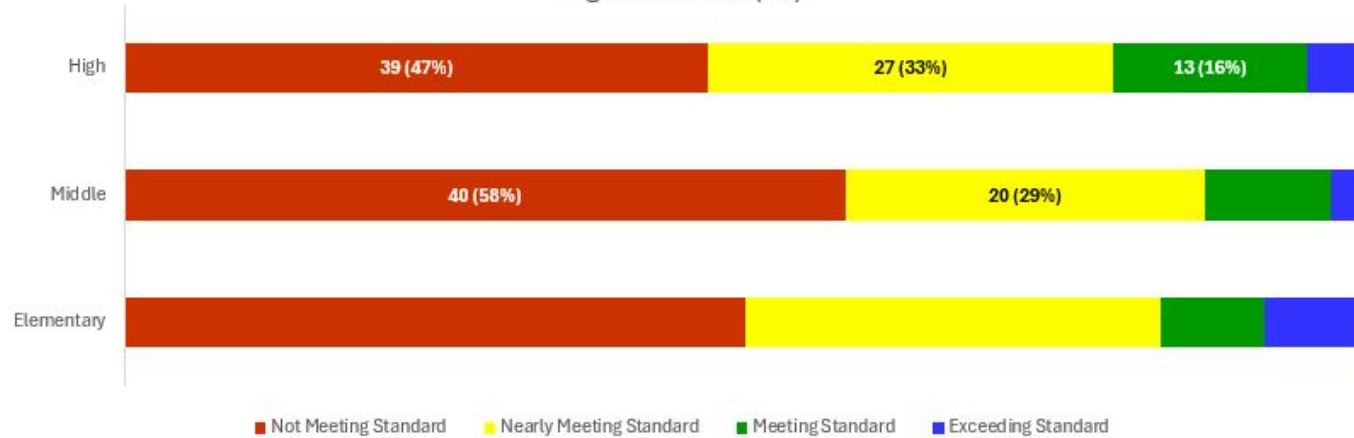
2025-26 CAASPP ELA - SMMUSD District Wide
Disaggregated by Language Proficiency
English Learner (EL)



■ Not Meeting Standard ■ Nearly Meeting Standard ■ Meeting Standard ■ Exceeding Standard



2025-26 CAASPP ELA - SMMUSD District Wide
Disaggregated by Language Proficiency by Grade Level
English Learner (EL)



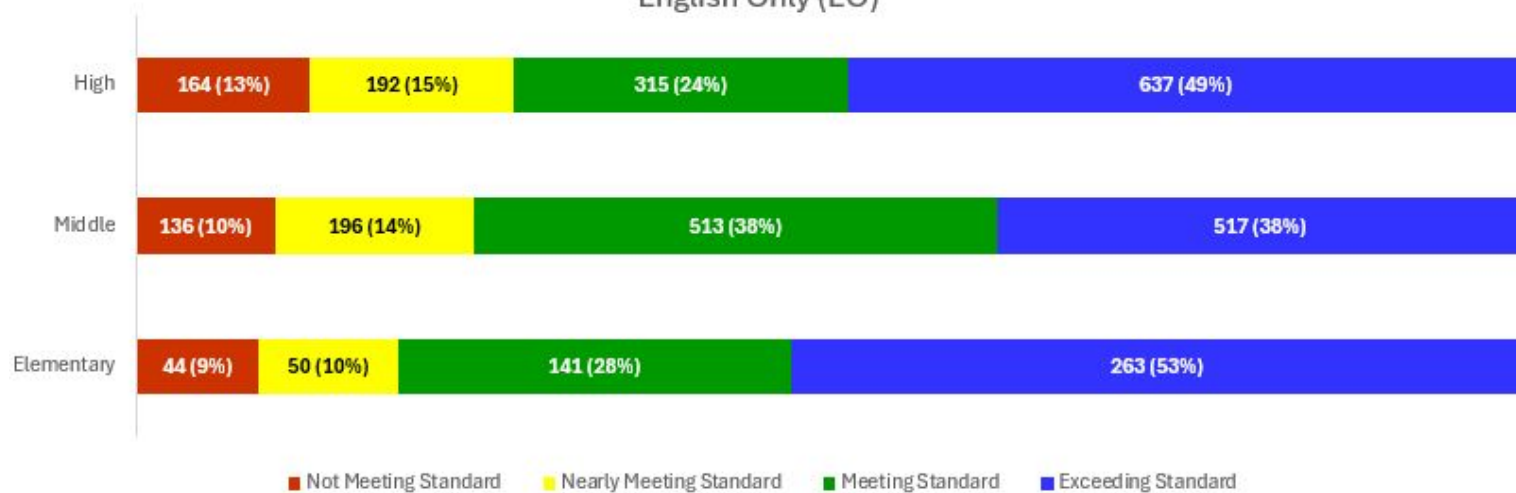
2025-26 CAASPP ELA - SMMUSD District Wide
Disaggregated by Language Proficiency
English Only (EO)



■ Not Meeting Standard ■ Nearly Meeting Standard ■ Meeting Standard ■ Exceeding Standard



2025-26 CAASPP ELA - SMMUSD District Wide Disaggregated by Language Proficiency by Grade Level English Only (EO)



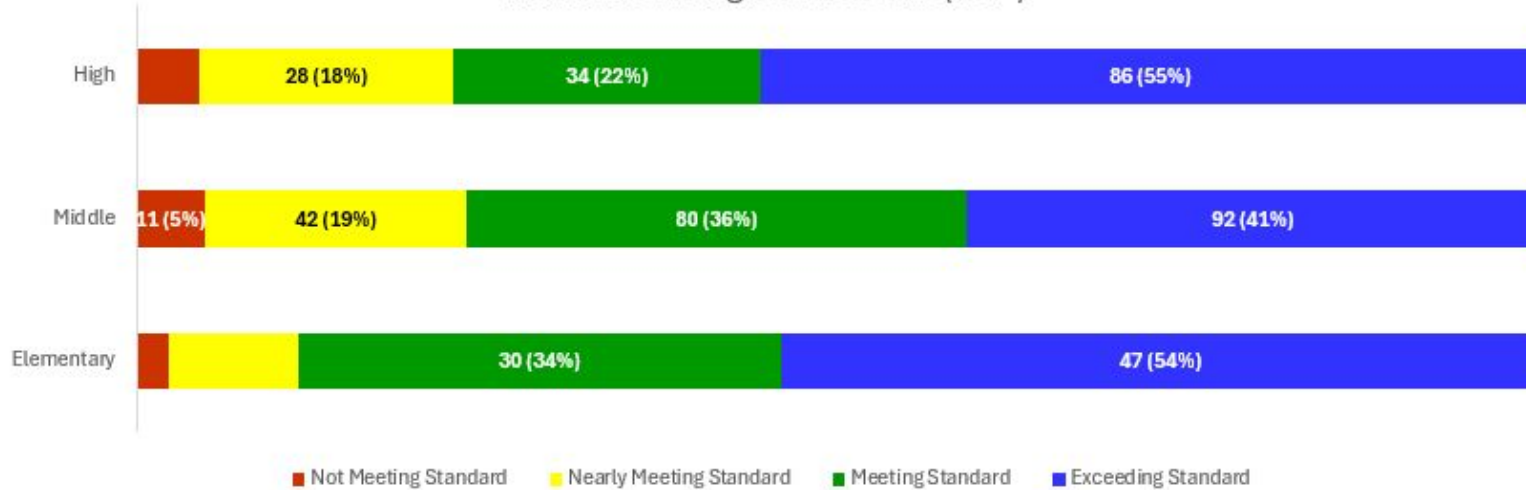
2025-26 CAASPP ELA - SMMUSD District Wide
Disaggregated by Language Proficiency
Initial Fluent English Proficient (IFEP)



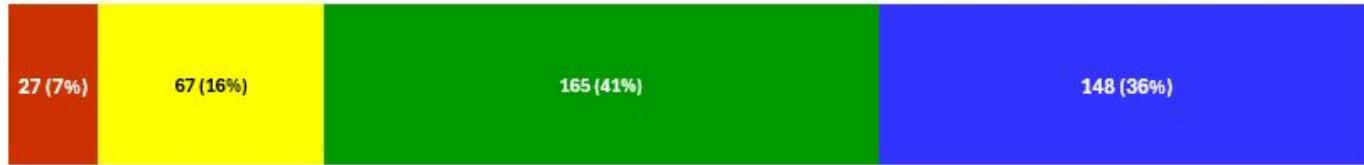
■ Not Meeting Standard ■ Nearly Meeting Standard ■ Meeting Standard ■ Exceeding Standard



2025-26 CAASPP ELA - SMMUSD District Wide
Disaggregated by Language Proficiency by Grade Level
Initial Fluent English Proficient (IFEP)



2025-26 CAASPP ELA - SMMUSD District Wide
Disaggregated by Language Proficiency
Reclassified Fluent English Proficient (RFEP)



■ Not Meeting Standard ■ Nearly Meeting Standard ■ Meeting Standard ■ Exceeding Standard



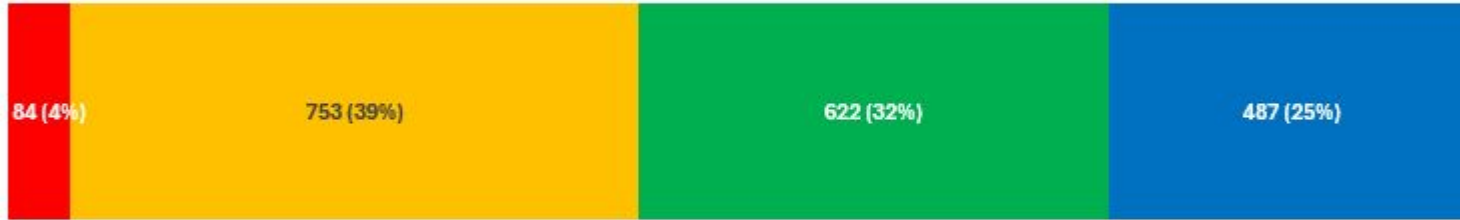
2025-26 CAASPP ELA - SMMUSD District Wide
Disaggregated by Language Proficiency by Grade Level
Reclassified Fluent English Proficient (RFEP)



CAST Data



2025-26 CAASPP CAST District Wide



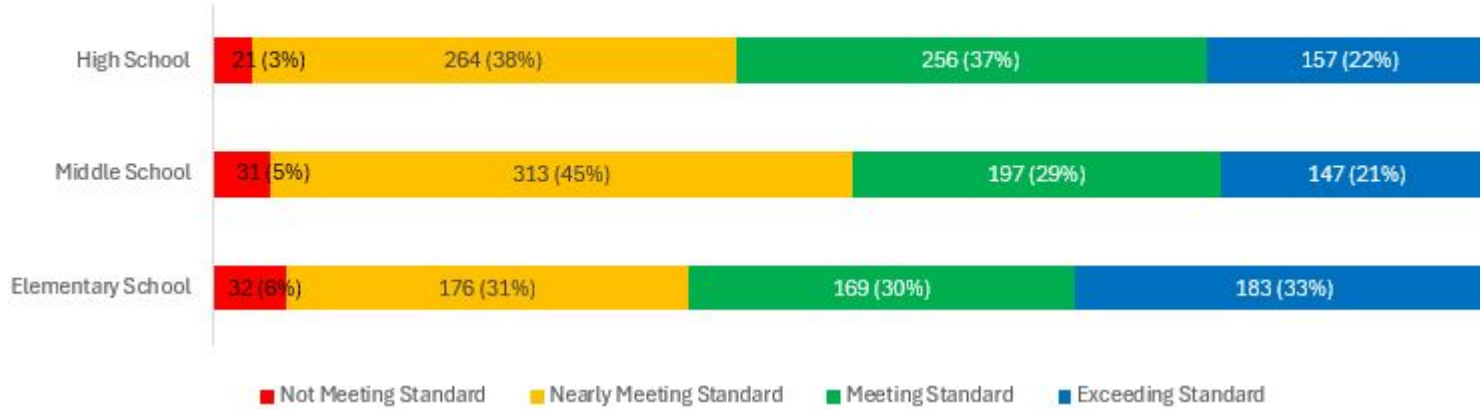
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CAST Data Disaggregated by Grade Level

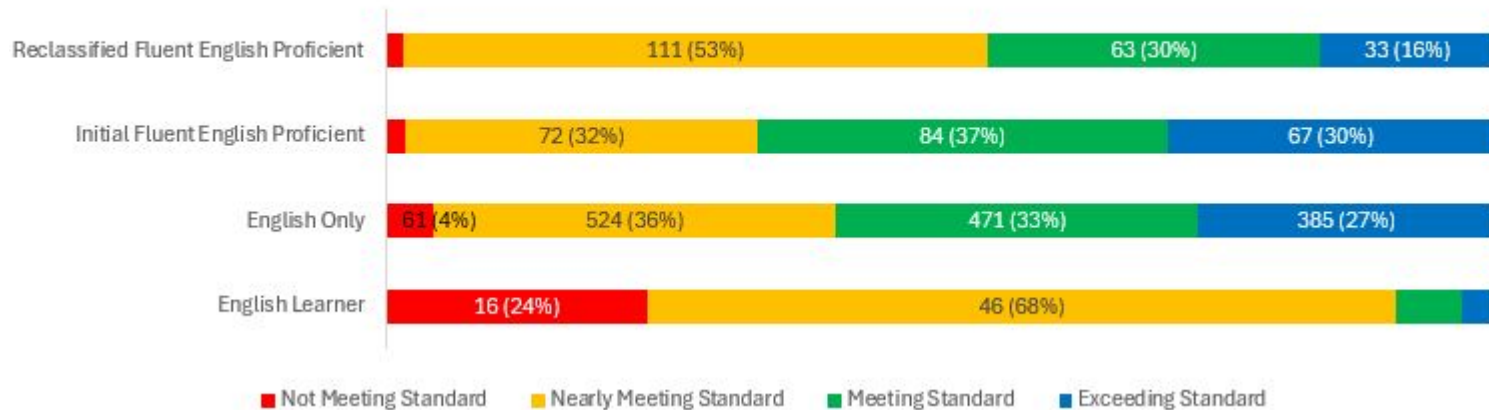
2025-26 CAASPP CAST - District Wide Disaggregated by Grade Level





24-25 CAASPP CAST

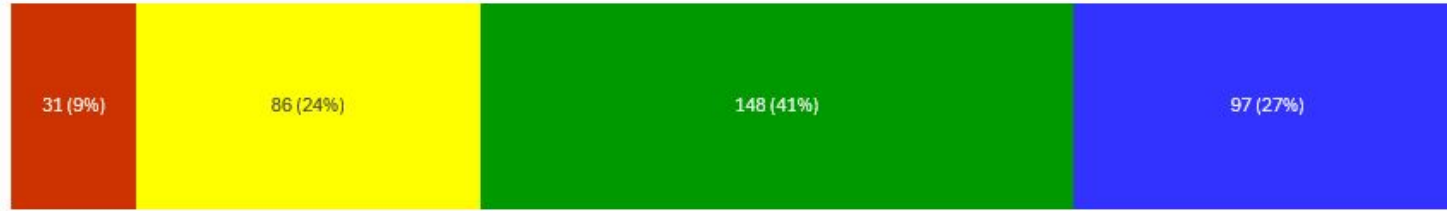
2025-26 CAASPP CAST - District Wide Disaggregated by Language Proficiency



ELPAC Assessment



2025-26 CAASPP ELPAC - SMMUSD District Wide



■ Level 1 ■ Level 2 ■ Level 3 ■ Level 4



2025-26 CAASPP ELPAC - SMMUSD District Wide Disaggregated by Grade Level

