SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

English Learner (EL) Services, Goals, and Objectives

Carmen Durand
Coordinator of Family Engagement and English Learner Programs

Programs Offerings

Program Offerings

Structured English Language Immersion

- A classroom setting for English learners in which nearly all classroom instruction is provided in English but with a curriculum and presentation designed for pupils who are learning English. At minimum, English learners will be provided a program of Structured English Immersion. [*EC* sections 305(a)(2) and 306(c)(3)].

SMMUSD Elementary Offering

Structured English Immersion

- Language learning and academic instruction in English
- Goals of high academic achievement and mastery of California Content Standards
- Designated ELD protected instructional block provided daily
- Integrated ELD provided across content areas to support understanding on concepts
- Available at 9 out of the 10 elementary schools and all secondary schools

Program Offering

Dual Language Immersion

- A classroom setting that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding [*Education Code (EC)* Section 306(c)(1)].

SMMUSD TK-12 Offering

Dual Language Immersion-Spanish

- Language learning and academic instruction in Spanish

- Goals of high academic achievement, bilingualism, biliteracy, and cross-cultural understanding

- Designated ELD provided during the instructional day

- Integrated ELD provided across content areas to support understanding on concepts presented in English

- Offered at Edison (PK-5), JAMS (6-8), and Samohi (9-12)

English Language Development (ELD)

Grade Levels	English Language Development
Elementary (PK – Grade 5)	• Designated ELD is a protected daily block of time scheduled during the instructional • Integrated ELD taught by the classroom teacher throughout the instructional day and all across content areas
Middle (Grades 6-8) High (Grades 9-12)	• Newcomer Class Block: For students who have been in the USA for 12 months or less; Instructional block consists of ELA and ELD • Designated ELD Support Class: One period class focused on ELD and academic language development • Students are grouped in cohorts to facilitate greater differentiation and support

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Supplemental Support for EL

Supplemental Support at Elementary Schools

- English learners in Grades 4 and 5 who are at risk for becoming Long-Term English learners (LTELS) may receive additional, supplemental language intervention support to accelerate their language and literacy achievement

- Instruction is provided by site-based Literacy & Language Interventionists, certificated teachers with content expertise in language and literacy

- Before or after school supplemental support is provided to ELs through the implementation of the Academic Vocabulary Toolkit

Supplemental Support at Secondary Schools

- Secondary English learners who require ELD intervention participate in ELD classes that focus on using core ELA content to teach ELD standards.

- Supplemental ELD intervention classes, provide students with direct instruction from certificated teachers with training in ELD content standards and instructional strategies.

- Focuses on building academic language through listening, speaking, reading and writing tasks. The progress of English learners in the ELD intervention classes is closely monitored and reviewed to determine readiness to exit the intervention class and/or continue with language support.

Questions or Comments

Goals and Objectives

- Ensure that English learners acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English.

- Ensure that English learners, within a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students.

Research to Practice

Key highlights from current research on English learners are listed below:

- English language proficiency development:
  - is a process that ==takes four to seven years== for those entering with emerging English,
  - benefits from coherent and aligned instruction across that time period, and
  - can take place as an integrated process simultaneous with academic content learning in addition to designated ELD and the development of bilingualism/biliteracy.

- Bilingualism provides benefits to communicate in more than one language, may enhance cognitive skills, and may improve academic outcomes.

- The diversity of the EL population (e.g., newcomers, long-term English learners, students with interrupted formal education, students with disabilities, accelerated students, and the expected continuous exiting of students from the EL category) necessitates pedagogy and educational support services that are differentiated and responsive.

- Brain development research reinforces the crucial period of birth through early childhood in the areas of cognitive social and language development. There is a great need for coherent, aligned support for dual language learners across the preschool and primary grade systems to begin developing their bilingual and biliterate capacities.

14

California Dashboard

EL Students' Progress in ELA

EL Students' Progress in Mathematics

School Dashboard Additional Reports and Data

Access the following reports: the Five-by-Five Placement Reports, the College/Career Reports, the Graduation Rate Additional Report, the Participation Rate Report, the Student Groups Report, and District/Charter Performance by County Reports.

Note Regarding 2020 Reports: Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard (Dashboard). However, state law requires that reliable and valid data that would have been included in the 2020 Dashboard to be reported. To meet this requirement, the Department has made available the College/Career Measures Report and Graduation Rate Additional Report on this web site. For more information on the data contained in the 2020 additional reports click here.

All other reports (e.g., Five-by-Five Placement, Participation Rate, Student Groups, and District/Charter Performance by County Reports) are not available for 2020.

District: Santa Monica-Malibu Unified

Return to Search

County	Los Angeles
Location	Santa Monica, CA 90404
CDS Code	19649800000000

17

Percentage of EL making Progress in English Proficiency

DISTRICT PERFORMANCE OVERVIEW

Santa Monica-Malibu Unified

Generate PDF Report 📄

View All Schools

View Additional Reports ⧉

2020 ⬍

Explore the performance of Santa Monica-Malibu Unified under California's Accountability System.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

District Details

NAME
Santa Monica-Malibu Unified

ADDRESS
1651 16th Street
Santa Monica, CA 90404-3891

WEBSITE
http://www.smmusd.org

GRADES SERVED
P-Adult

Progress of ELs in English Language Arts

School Dashboard Additional Reports and Data

Access the following reports: the Five-by-Five Placement Reports, the College/Career Reports, the Graduation Rate Additional Report, the Participation Rate Report, the Student Groups Report, and District/Charter Performance by County Reports.

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District: Santa Monica-Malibu Unified

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Important Information to Keep in Mind when Reviewing California Performance Trends Reports for English Only vs ELs

- **Performance trend reports are not appropriate for** judging whether the achievement of the EL subgroup is changing over time. Each year, new students enter the EL subgroup who are just beginning to learn English.

- Also each year, students with very high levels of English proficiency are reclassified out of the group. Because of this constant cycling, the average achievement of the EL subgroup tends to stay the same over time.

- In fact, the more students are reclassified (a potentially positive outcome), the lower the average achievement score will be for the students who remain.

- As a result, these graphics should not be used to draw conclusions about trends in EL achievement over time.

"Understanding English Learner Achievement in California"

Important Information to Keep in Mind when Reviewing California Performance Trends Reports for English Only vs ELs

- **Performance trend reports may be useful for** determining whether ELs are being prepared to meet grade-level achievement standards.

- However, it is important to keep in mind that gaps between current ELs and EOs reflect both the composition of the current EL population—which changes from year to year—and the rigor and quality of the instruction that EL and EO students receive.

- It can be difficult to disentangle these factors to interpret achievement, particularly when looking across time.

- For this reason, it is strongly recommended that this performance trend not be used as the sole basis for drawing conclusions about EL achievement within the state.

"Understanding English Learner Achievement in California"

Questions or Comments

Long Term English Learners

Long Term English Learners (LTEL)

- "Long-term English learner" means an English learner who is enrolled in any of grades 6 to 12, inclusive, has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years as determined by the English language development test identified or developed pursuant to Section 60810, or any successor test, and scores far below basic or below basic on the English language arts standards-based achievement test administered pursuant to Section 60640, or any successor test.

Assembly Bill No. 2193

English Learner at Risk of becoming a Long Term English Learner (LTEL)

- "English learner at risk of becoming a long-term English learner" means an English learner who is enrolled in any of grades 5 to 11, inclusive, in schools in the United States for four years, scores at the intermediate level or below on the English language development test identified or developed pursuant to Section 60810, or any successor test, and scores in the fourth year at the below basic or far below basic level on the English language arts standards-based achievement test administered pursuant to Section 60640, or any successor test.

Assembly Bill No. 2193

Long Term English Learners (LTELs)

Name	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
Edison Elementary	102	9	0	33	144	5	149
Franklin Elementary	33	0	0	7	40	5	45
Grant Elementary	37	8	0	11	56	9	65
John Adams Middle	8	1	25	50	84	112	196
John Muir Elementary	33	5	0	12	50	3	53
Lincoln Middle	25	1	11	40	77	93	170
Malibu Elementary School	21	1	0	9	31	5	36
Malibu High	3	0	4	5	12	29	41
Malibu Middle	2	1	9	9	21	21	42
McKinley Elementary	46	3	0	13	62	8	70

CDE DataQuest

2020-21 Long Term English Learners (LTELs)

Nonpublic, Nonsectarian Schools	0	0	0	0	0	0
Olympic High (Continuation)	0	0	2	0	2	4
Roosevelt Elementary	66	3	0	6	75	10
Santa Monica Alternative (K-8)	3	2	0	1	6	3
Santa Monica High	33	8	85	39	165	365
Webster Elementary	14	4	0	3	21	2
Will Rogers Elementary	28	5	0	10	43	5

Name	English Learners				EL Total	RFEP
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL		
Santa Monica-Malibu Unified	454	51	136	248	889	679
Los Angeles County	138,346	29,912	44,311	46,206	258,775	326,546
State	576,805	130,783	204,042	236,394	1,148,024	1,133,977

CDE DataQuest

Elementary 20-21 Lag Assessment Data - ELA

Participation

AREADING PARTICIPATION: ENGLISH PROFICIENCY STATUS
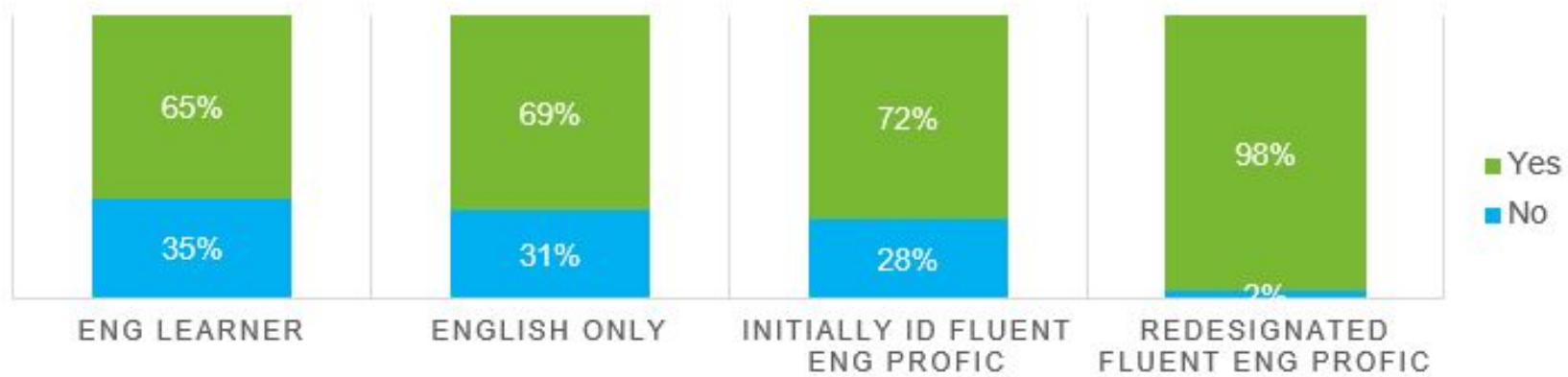
aReading Participation	No	Yes	Grand Total
Eng Learner	144	266	410
English Only	897	1964	2861
Initially Id Fluent Eng Profic	111	289	400
Redesignated Fluent Eng Profic	<11	83	85
Grand Total	1154	2602	3756

98

Performance

AREADING PERFORMANCE: ENGLISH PROFICIENCY STATUS

Legend:
- ■ Advanced Mastery of Skills / Dominio avanzado de habilidades
- ■ Mastery of Skills / Dominio de habilidades
- ■ Some Mastery of Skills / Algún dominio de habilidades
- ■ Low Mastery of Skills / Bajo dominio de habilidades
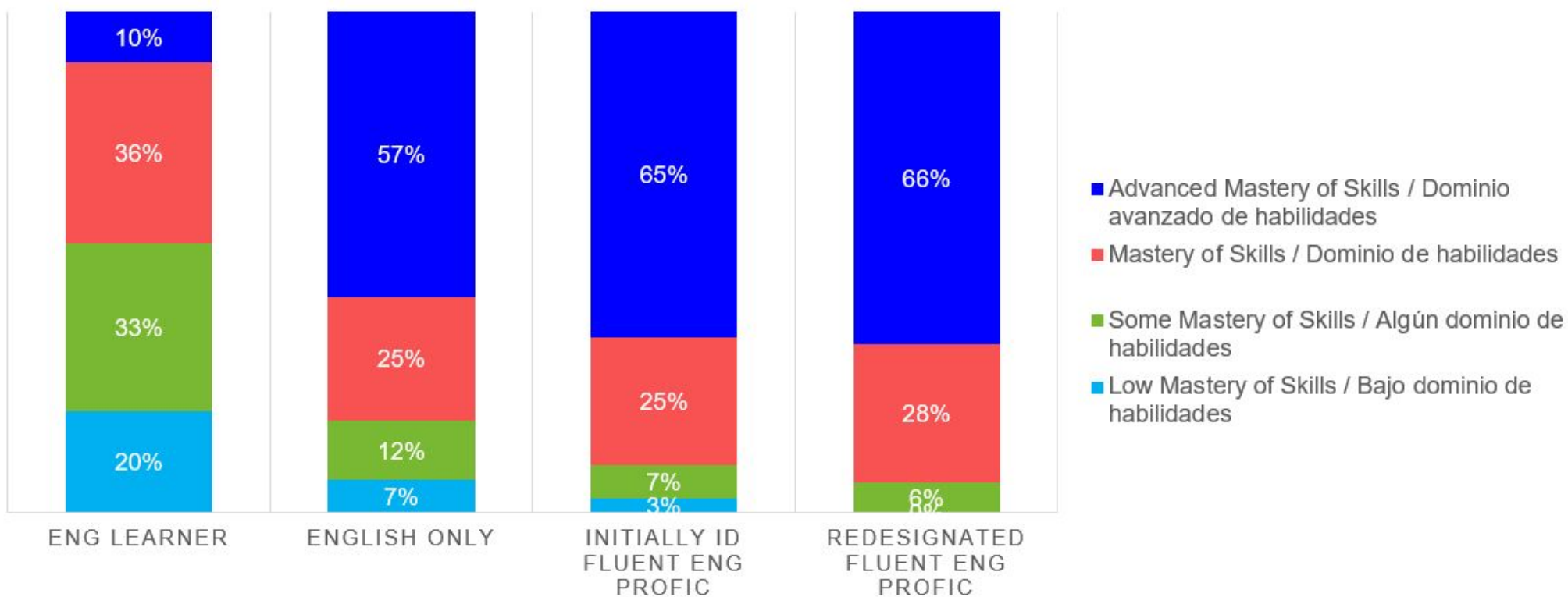
aReading Performance	Low Mastery of Skills / Bajo dominio de habilidades	Some Mastery of Skills / Algún dominio de habilidades	Mastery of Skills / Dominio de habilidades	Advanced Mastery of Skills / Dominio avanzado de habilidades	Grand Total
Eng Learner	54	89	96	27	266
English Only	128	236	484	1116	1964
Initially Id Fluent Eng Profic	<11	20	73	188	289
Redesignated Fluent Eng Profic	<11	<11	23	55	83
Grand Total	190	350	676	1386	2602

AREADING GROWTH FROM FALL TO SPRING: ENGLISH PROFICIENCY STATUS
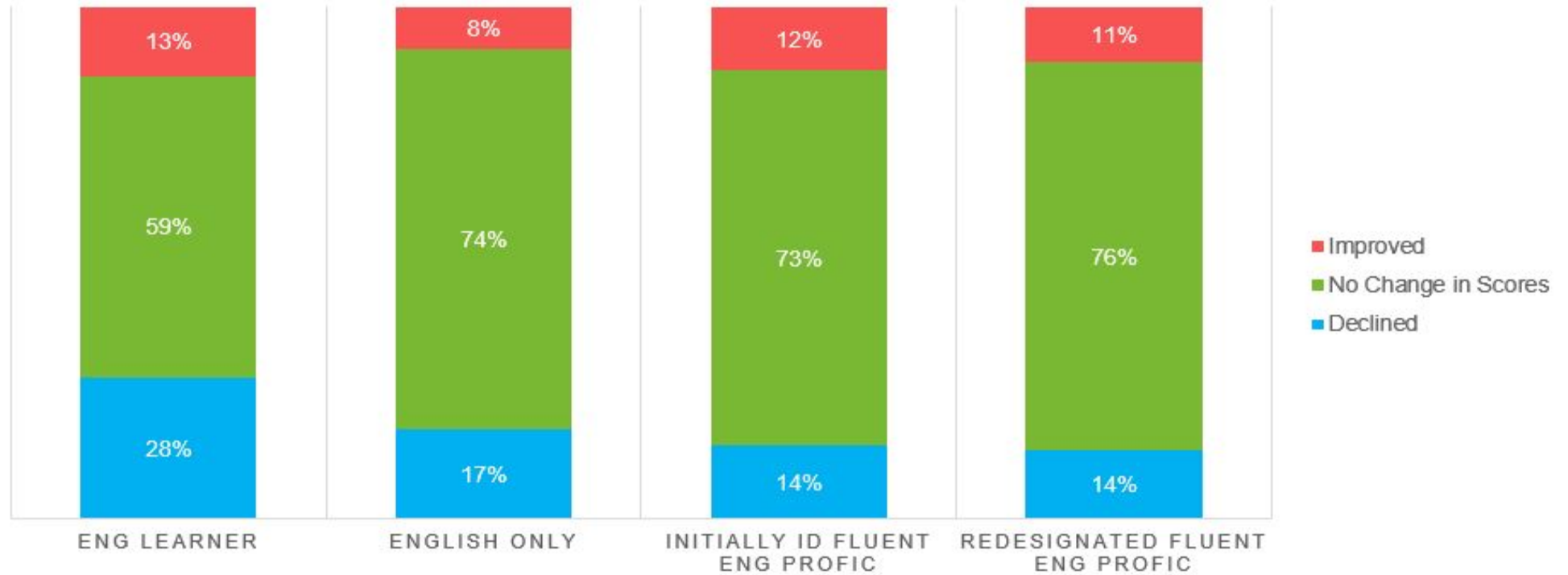
Growth from Fall to Spring	Declined	No Change	Improved	Grand Total
Eng Learner	70	149	34	253
English Only	273	1162	129	1564
Initially Id Fluent Eng Profic	31	160	27	218
Redesignated Fluent Eng Profic	<11	56	<11	74
Grand Total	384	1527	198	2109

AREADING EL PERFORMANCE: SCHOOL

- Low Mastery of Skills / Bajo dominio de habilidades
- Some Mastery of Skills / Algún dominio de habilidades
- Mastery of Skills / Dominio de habilidades
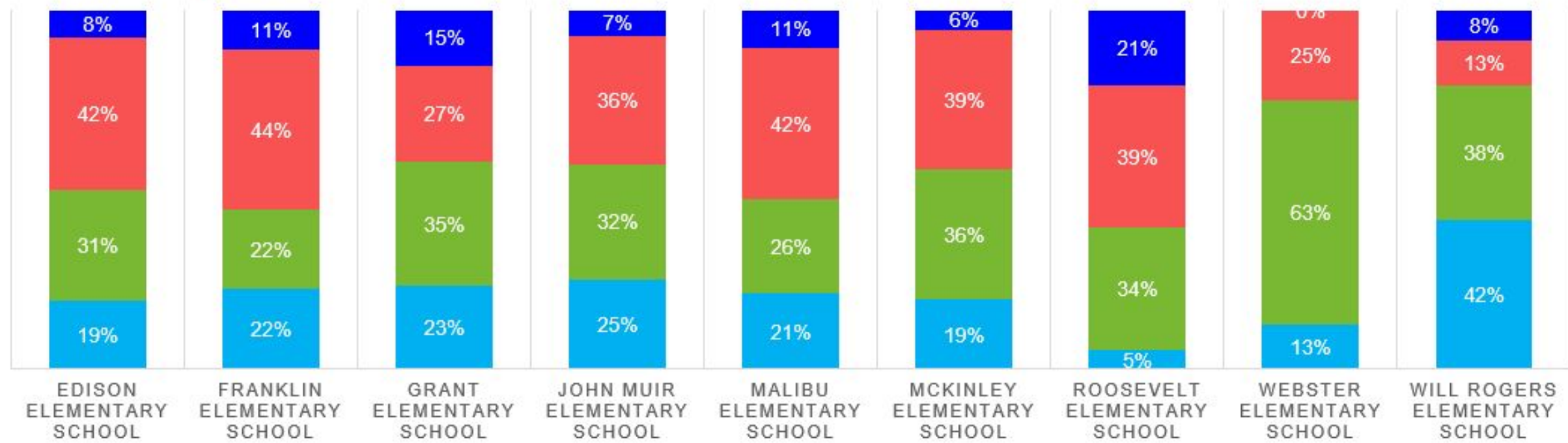- Advanced Mastery of Skills / Dominio avanzado de habilidades

| aReading Performance by School	Low Mastery of Skills / Bajo dominio de habilidades	Some Mastery of Skills / Algún dominio de habilidades	Mastery of Skills / Dominio de habilidades	Advanced Mastery of Skills / Dominio avanzado de habilidades	Grand Total
EDISON ELEMENTARY SCHOOL	15	24	33	<11	78
FRANKLIN ELEMENTARY SCHOOL	<11	<11	<11	<11	9
GRANT ELEMENTARY SCHOOL	<11	<11	<11	<11	26
JOHN MUIR ELEMENTARY SCHOOL	<11	<11	<11	<11	28
MALIBU ELEMENTARY SCHOOL	<11	<11	<11	<11	19
MCKINLEY ELEMENTARY SCHOOL	<11	13	14	<11	36
ROOSEVELT ELEMENTARY SCHOOL	<11	13	15	<11	38
WEBSTER ELEMENTARY SCHOOL	<11	<11	<11	<11	8
WILL ROGERS ELEMENTARY SCHOOL	<11	<11	<11	<11	24
Grand Total	54	89	96	27	266

Secondary 20-21 Lag Assessment Data - ELA

Participation

Secondary Students
Estudiantes de la Secundaria

STAR READING PARTICIPATION BY ENGLISH PROFICIENCY STATUS
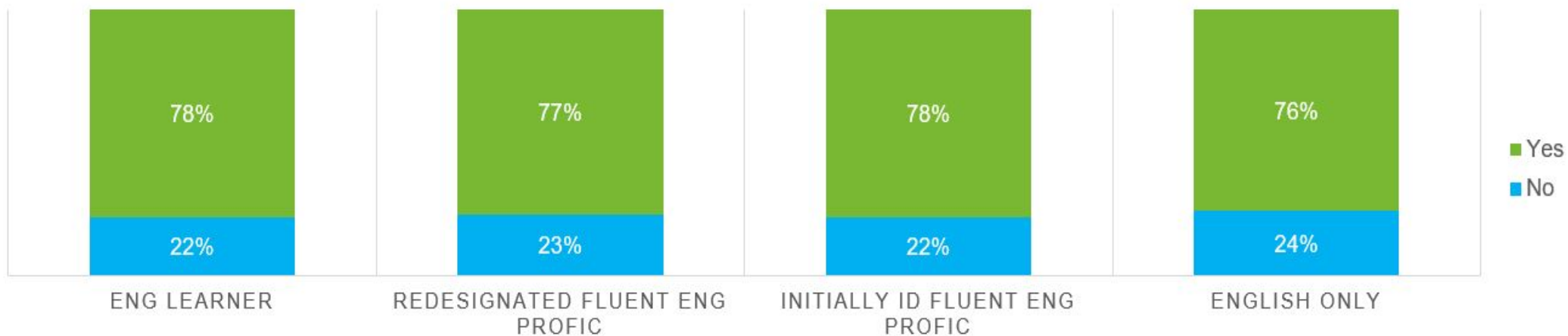
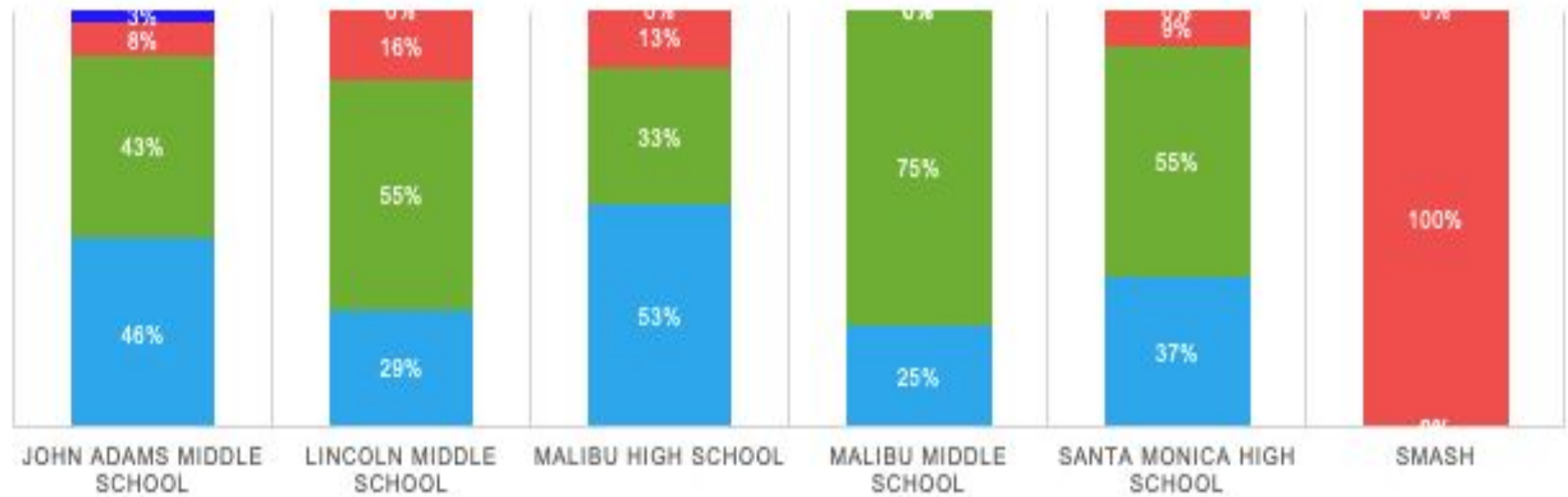| Star Reading Participation	No	Yes	Grand Total
Eng Learner	73	257	330
Redesignated Fluent Eng Profic	152	509	661
Initially Id Fluent Eng Profic	117	415	532
English Only	1051	3252	4303
Grand Total	1393	4433	5826

Performance

STAR READING PERFORMANCE BY ENGLISH PROFICIENCY STATUS

■ Below Standards ■ Approaching Standards ■ Meets Standards ■ Exceeds Standards

ENG LEARNER
- 1%
- 10%
- 38%
- 51%

REDESIGNATED FLUENT ENG PROFIC
- 12%
- 49%
- 30%
- 10%

INITIALLY ID FLUENT ENG PROFIC
- 30%
- 46%
- 17%
- 7%

ENGLISH ONLY
- 31%
- 44%
- 16%
- 9%
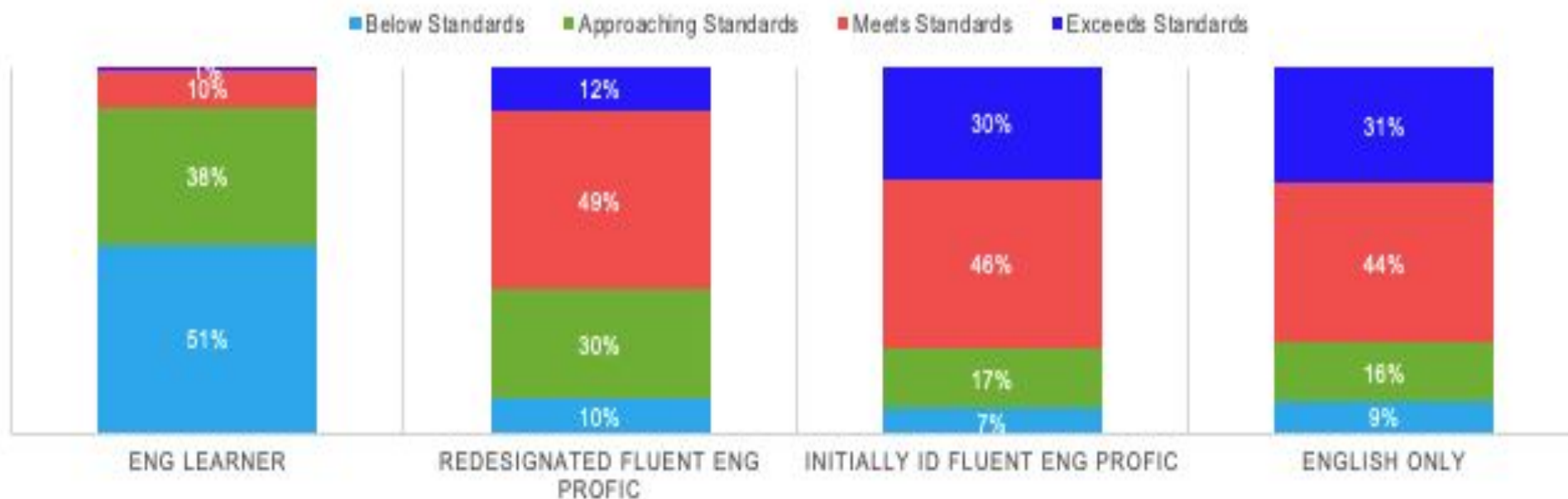
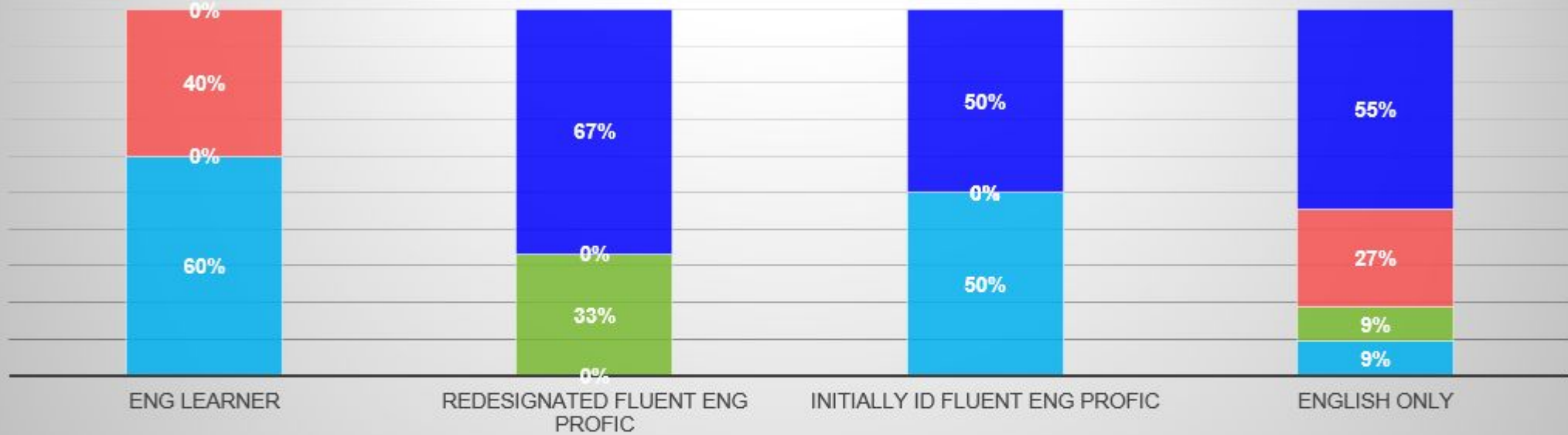| Star ELA Performance	Below Standards	Approaching Standards	Meets Standards	Exceeds Standards	Grand Total
Eng Learner	132	97	26	<11	257
Redesignated Fluent Eng Profic	50	151	249	59	509
Initially Id Fluent Eng Profic	28	69	192	126	415
English Only	283	524	1428	1017	3252
Grand Total	493	841	1895	1204	4433

39

STAR READING EL PERFORMANCE: SCHOOL

Legend: Approaching Standards | Below Standards | Meets Standards | Exceeds Standards

Star Reading - EL Performance by School	Approaching Standards	Below Standards	Meets Standards	Exceeds Standards	Grand Total
JOHN ADAMS MIDDLE SCHOOL	33	31	<11	<11	72
LINCOLN MIDDLE SCHOOL	14	27	<11	<11	49
MALIBU HIGH SCHOOL	<11	<11	<11	<11	15
MALIBU MIDDLE SCHOOL	<11	12	<11	<11	16
SANTA MONICA HIGH SCHOOL	38	57	<11	<11	104
SMASH	<11	<11	<11	<11	<11
Grand Total	97	132	26		257

CAASPP ELA Performance - Malibu High School

CAASPP ELA	Below Standard	Approaching Standard	Meets Standard	Exceeds Standard	Grand Total
Eng Learner	<11	<11	<11	<11	<11
Redesignated Fluent Eng Profic	<11	<11	<11	<11	<11
Initially Id Fluent Eng Profic	<11	<11	<11	<11	<11
English Only	<11	<11	26	53	97
Grand Total	13	10	28	56	107

41

Questions or Comments

Reclassification Update

Reclassification Numbers and Rates

RECLASSIFICATION NUMBERS					
	2016-17	2017-18	2018-19	2019-20	2020-21
ALL	69	162	60	97	81
NON-SPED	66	159	55	92	67
SPED	3	3	5	5	14

RECLASSIFICATION RATES					
	2016-17	2017-18	2018-19	2019-20	2020-21
ALL	5.04	4.99	5.66	5.27	14.6
NON-SPED	5.02	4.97	5.63	5.33	13.9
SPED	5.62	5.86	6.06	4.13	18

44

Questions or Comments