



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

School Plan for Student Achievement (SPSA) Evaluation Process

Evidence of Student Learning: Quarter 1 Lag Data



Leading a High Performing Culture

Establishing a culture of shared accountability requires that leaders establish processes that drive continuous improvement.

Three essential steps:

- District and School teams create an **Implementation Plan**.
 - ✓ Clarify focus, outcomes, actions and supports
- Teams engage in weekly-to-monthly **Check-Ins**.
 - ✓ Adjust actions/supports to improve the impact on learning
- Teams conduct **Quarterly Reviews** of progress.
 - ✓ Refine plans by discussing successes and barriers



Cycles of Inquiry

- An Inquiry Cycle is designed to monitor student progress in goals over the course of the year and from year to year.
- Essential Questions:
 - How are our student truly doing in this COVID world?
 - How are our most vulnerable populations performing?

August/Sept

- Review student achievement data
- Review Improvement strategy and goals
- Implement Strategies

November

- Review Interim progress data
- Measure Effectiveness of Current Strategies and goals
- Make necessary adjustments to strategy

Yearly evaluation and improvement through SPSA process

March/April

- Review Interim progress data
- Measure Effectiveness of Current Strategies and goals
- Make necessary adjustments to strategy

May / June

- Identify Goals & Key Improvements for following school year.
- Identify strategies the next school year
- Identify and Assign Resources to support the identified strategy
- Align goals, strategies, and resources with LCAP

Local Assessments

▪ Goal 1 & 2: Elementary

- ELA: FastBridge aReading (reading diagnostic)
- Math: FastBridge aMath (mathematics diagnostic)

▪ Goal 1 & 2: Secondary

- ELA: Renaissance Star Reading (reading diagnostic)
- Math: UC/CSU Mathematics Diagnostic Testing Project (Measures Readiness for next year's test, based upon curriculum)





English Language Arts Skills Assessed

Fastbridge aReading (ES)

- Assesses broad reading ability and predicts overall reading achievement in
 - Concepts of print
 - Phonological awareness
 - Phonics
 - Vocabulary
 - Comprehension
 - Orthography (Spelling)
 - Morphology (Word Study)
- Alignment to California State Standards

Star Reading (SEC)

- Assesses broad range of reading skills at each grade level in Literature, Informational Text and Language
 - Word Knowledge and Skills
 - Comprehension Strategies and Constructing Meaning
 - Analyzing Literary Text
 - Understanding Author's Craft
 - Analyzing Argument and Evaluating Text
- Alignment to College and Career Readiness benchmarks as outlined by ACT and College Board
- Predictability to students performance on SBAC summative measures



Mathematical Skills Assessed

Fastbridge aMath (ES)

- A comprehensive math assessment that measures broad math abilities and predicts overall math achievement in
 - Counting and cardinality
 - Operations and algebraic thinking
 - Number and operations in Base Ten
 - Number and operations with fractions
 - Measurement and data
 - Geometry

MDTP (SEC)

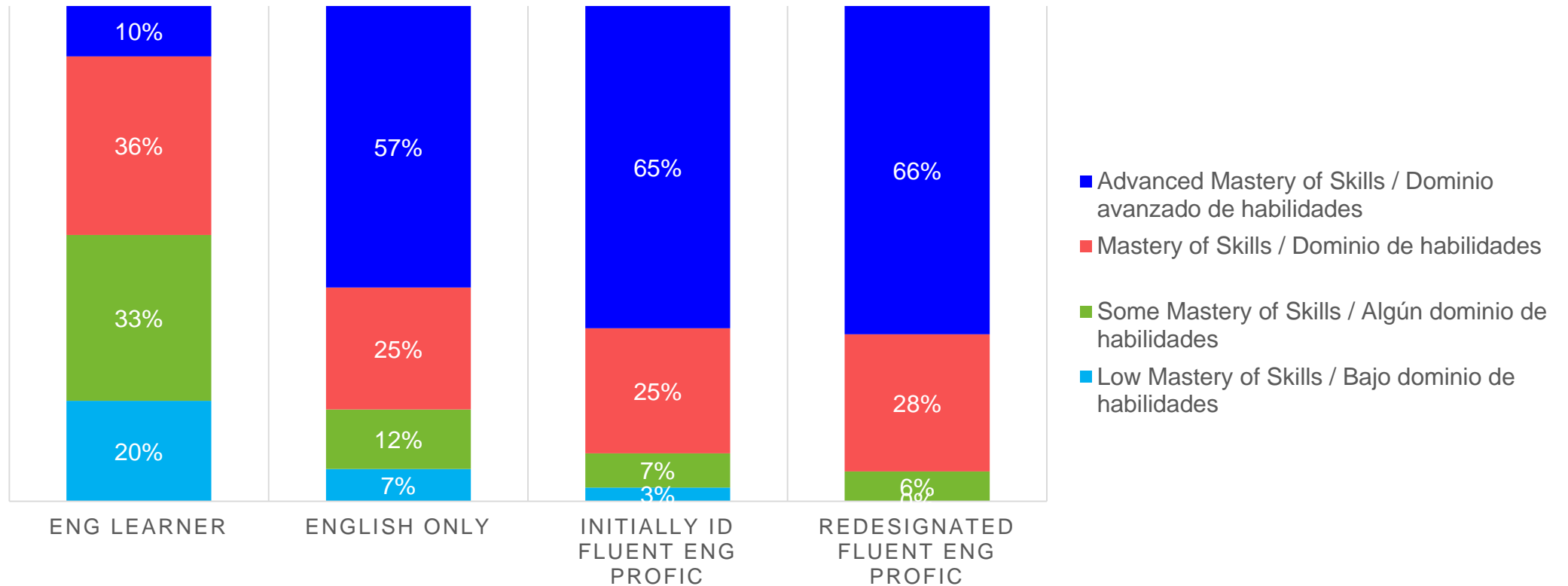
- Grade-level and course-level diagnostic assessments are designed to measure students' mathematical preparation in foundational topics of the course students are entering, and/or to inform students' preparation for the mathematical content in the course they are promoting into
- Current score indicates how prepared they were in May to enter this year's course



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

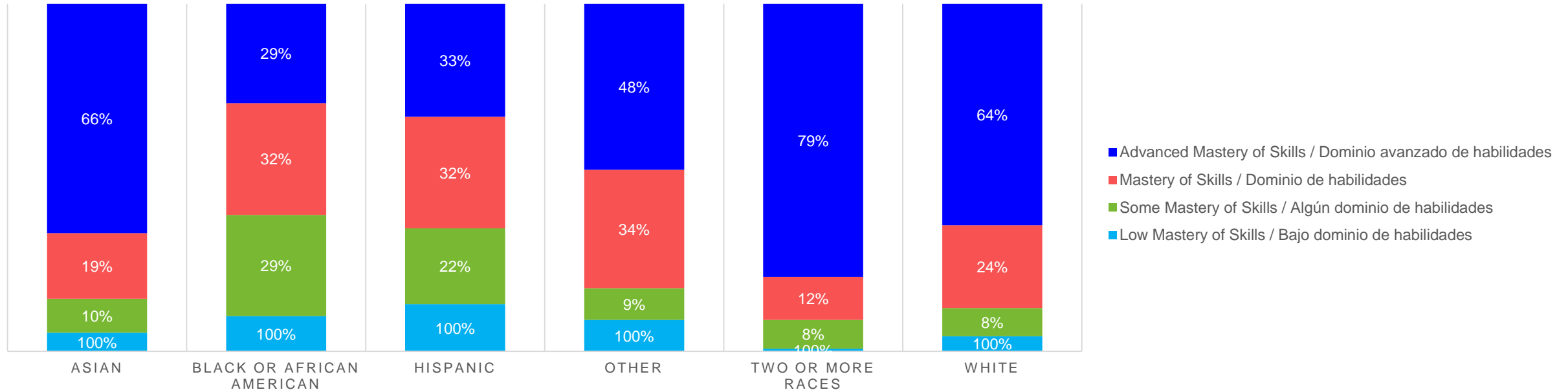
ELA Elementary

AREADING PERFORMANCE: ENGLISH PROFICIENCY STATUS



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 PERFORMANCE: RACE/ETHNICITY



aReading	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
Asian	10	18	35	122	185
Black or African American	17	49	54	48	168
Hispanic	99	159	234	237	729
Other	<11	<11	15	21	44
Two or More Races	<11	<11	15	95	121
White	59	110	323	863	1355
Grand Total	190	350	676	1386	2602

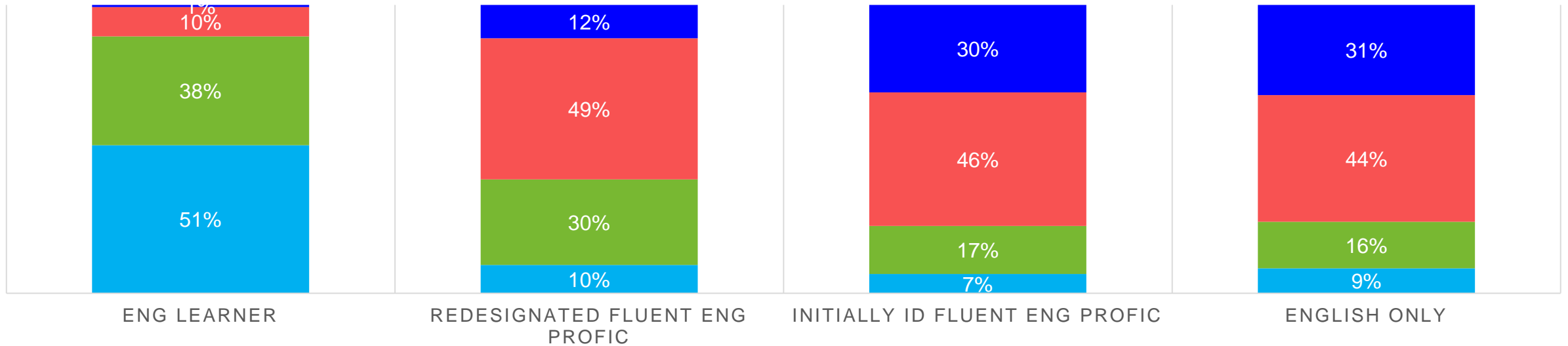


SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

ELA Secondary

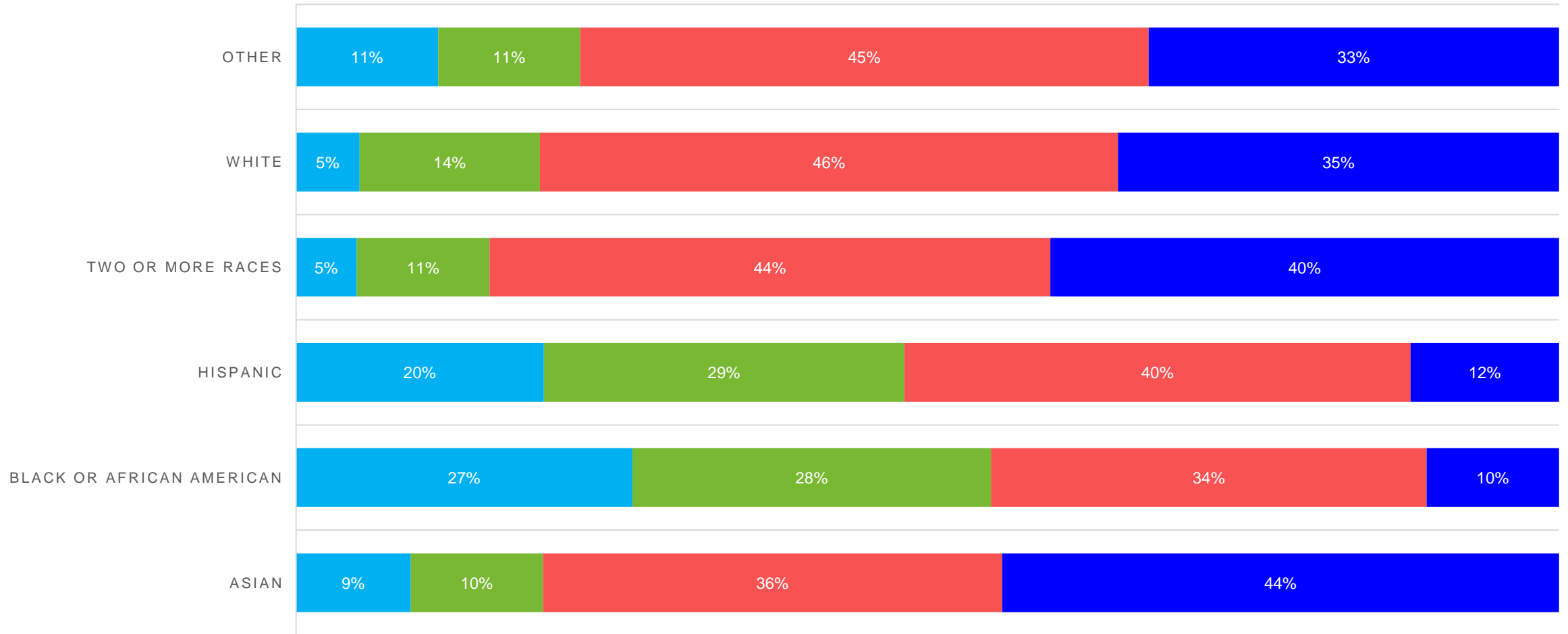
STAR READING PERFORMANCE BY ENGLISH PROFICIENCY STATUS

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



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

STAR READING PERFORMANCE: BY RACE/ETHNICITY



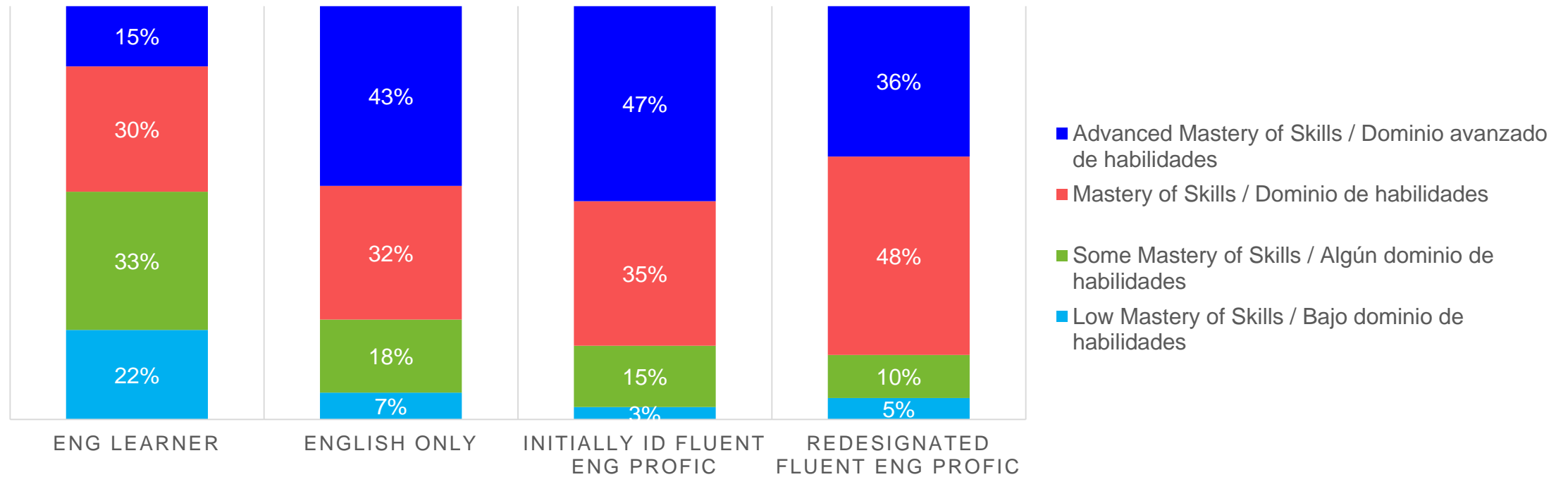
	Asian	Black or African American	Hispanic	Two or More Races	White	Other
■ Below Standards	20	61	279	21	103	9
■ Approaching Standards	23	65	406	46	292	9
■ Meets Standards	80	79	570	194	936	36
■ Exceeds Standards	97	24	167	176	714	26
■ (blank)						



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Math Elementary

AMATH PERFORMANCE BY ENGLISH PROFICIENCY STATUS



aMath 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	55	85	77	37	254
English Only	118	320	587	789	1814
Initially Id Fluent Eng Profic	<11	40	94	127	269
Redesignated Fluent Eng Profic	<11	<11	37	28	77
Grand Total	185	453	795	981	2414

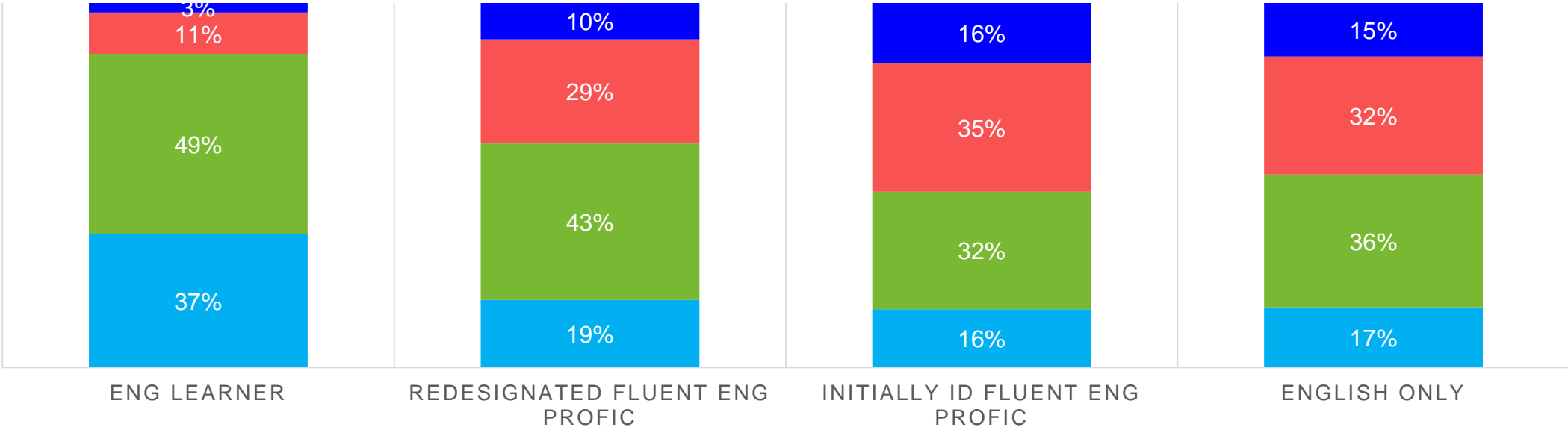


SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Math Secondary

MDTP PERFORMANCE BY EL STATUS

■ 0%-24% Correct
 ■ 25%-49% Correct
 ■ 50%-74% Correct
 ■ 75%-100% Correct



MDTP Performance	0%-24% Correct	25%-49% Correct	50%-74% Correct	75%-100% Correct	Grand Total
Eng Learner	83	112	26	<11	227
Redesignated Fluent Eng Profic	93	215	143	50	501
Initially Id Fluent Eng Profic	62	125	137	64	388
English Only	473	1042	926	421	2862
Grand Total	711	1494	1232	541	3978





SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

2020-21 DELAC Recommendations

DELAC Recommendations from 2020-21

Recommendation	Process for doing this	Timeline
In-depth assessment of English Learner programs across the district to inform the development of programs and supports at all levels in the district	Accomplished through the SPSA Inquiry Process	Yearly and within the year
Report of all funds spent for English Learners and effectiveness of the programs	The Family Engagement and EL coordinator can provide at the end of the year (Spring)	This can be accomplished in the spring on a yearly basis
Establish an ELD Progress Report as part of the report cards for all English Learners	<p>This will be incorporated through our new student information system (Aeries) or data information system (Illuminate DnA).</p> <p>We are also exploring the use of Ellevation to provide targeted progress monitoring for ELs, RFEPs and LTELs.</p>	<p>This will be accomplished by this year. The approximate time will be November or December and this will be a part of reporting of student progress for parents. (Aeries or Illuminate)</p> <p>Ellevation timeline January.</p>
Establish an EL monitoring system that includes: staff role, use of protocols, and assessments of English Learners to ensure reclassification before entering the secondary level.	<p>Accomplished through the SPSA Inquiry Process</p> <p>The Family Engagement and EL coordinator will provide through review of EL Master Plan</p>	<p>We can institute this throughout the year and a summary at the end of the year in the spring</p> <p>Included in the DELAC Yearly Calendar of Topics</p>

DELAC Recommendations from 2020-21

Recommendation	Process for doing this	Timeline
Parents /guardians of English Learners be informed about the EL Plan and the staff responsible for executing the plan	<p>Accomplished through the SPSA Inquiry Process of each school</p> <p>The Family Engagement and EL coordinator will provide through review of EL Master Plan</p>	<p>At the beginning of each year</p> <p>Included in the DELAC Yearly Calendar of Topics</p>
Principals follow the process required by the law in the development of the school plan during SSC meetings and ELAC meetings; including bylaws	<p>The Director of ARE and Family Engagement and EL programs coordinator will provide yearly SSC and ELAC training to principals</p> <p>Principals will provide evidence of the process implemented to ensure SSC and ELAC fulfill their roles and responsibilities</p>	<p>During the school year</p>
Implement family involvement policy in SPSAs to ensure that all schools develop a parent engagement plan to ensure that sites provide resources and workshops for the success of English Learners	<p>The Director of ARE with support from the Family Engagement and EL programs coordinator will provide training and support to principals in the development of the Family Involvement Policy and Compact</p>	<p>Ongoing support</p> <p>Updated yearly</p>
We ask that all schools have ELACs as required by law and be constituted according to the bylaws	<p>Site principals will receive ongoing support from the Family Engagement and EL programs coordinator to assist in the establishment of ELACs at all sites</p>	<p>Ongoing</p>

DELAC Recommendations from 2020-21

Recommendation	Process for doing this	Timeline
<p>Hire a diverse staff that reflects student demographics to ensure the integration of cultural sensitivity toward parents/guardians, families of English learners and families of color</p>	<p>Hiring Bilingual, bicultural, and diverse staff is one of the considerations as we interview all positions. (Classified, Certificated, and management)</p>	<p>We can provide a yearly update as to our hiring outcomes</p>
<p>Administer a survey to gather the perspective of students and families of English learners and students of color regarding their experiences with racism and language-based discrimination.</p>	<p>Climate survey administered in partnership with Hanover to all students, families and staff</p> <p>Data is disaggregated by special populations</p>	<p>Yearly administration</p>
<p>Provide interpretation/translation to ensure linguistic access during meetings with staff at the school level and at the district level. Bilingual community liaisons are not always available.</p>	<p>Site based interpretation needs are coordinated by the site principals.</p> <p>District wide interpretation needs are coordinated and overseen by the Family Engagement and EL programs Coordinator through the Language Access Unit</p>	<p>Ongoing</p> <p>Ongoing</p>

DELAC Recommendations from 2020-21

Recommendation	Process for doing this	Timeline
<p>Ensure Linguistic Justice by translating Individual Educational Plans (IEPs) into the parent/guardian's language before and during meetings.</p>	<p>Interpretation will be provided at IEPs to provide language access to families</p> <p>Every effort will be made to translate, when possible, supporting documents prior to the IEP meeting</p>	<p>Ongoing</p>
<p>Hire trained interpreters to ensure linguistic access during IEPs that are trained with the Special Education program. Bilingual community liaisons are not always available.</p>	<p>BCLs will receive ongoing training to build their capacity to provide interpretation at IEPs</p> <p>Special Education district interpreter-translator will provide resources to support BCLs during IEP meetings</p>	<p>Ongoing</p>
<p>Ensure the implementation of a reclassification plan for English learners with IEPs; there is no such plan as of today.</p>	<p>Alternate reclassification process for ELs with IEPs was revised in 2020-21 and implemented in Spring 2021</p>	<p>Three reclassification cycles will be implemented yearly</p>
<p>Ensure inclusion of Special Education students in all school activities; for example: excursions and assemblies.</p>	<p>All students with IEPs are included in excursions and assemblies</p>	<p>Ongoing</p>
<p>Staff training (teachers, principals) regarding social justice, restorative justice and linguistic justice issues to ensure the inclusion of all student groups.</p>	<p>Staff will be trained on social, restorative, and linguistics justice by Student Services and Ed Services staff. Contracted services will be secured as needed.</p>	<p>Convocation Yearly</p>

DELAC Recommendations from 2020-21

Recommendation	Process for doing this	Timeline
The current music program is not available to English learners when they enter middle school.	Students are provided access to music program at Malibu	Ongoing
The city's sports program is not accessible to low-income students in Malibu and this creates exclusion for students who are low-income and at the same time identified as English learner.	We don't control what the city of Malibu offers in terms of the city run programs. We will advocate for the city to make the sports programs accessible to all students.	
An evaluation of programs for English learners in Malibu is requested to identify areas of improvement.	<p>Accomplished through the SPSA Inquiry Process</p> <p>The Family Engagement and EL coordinator will provide through review of EL Master Plan</p>	<p>We can institute this throughout the year and a summary at the end of the year in the spring</p> <p>Included in the DELAC Yearly Calendar of Topics</p>
Keep bilingual community liaisons in the schools to continue supporting Spanish- speaking parents.	Maintained current staffing ratios for BCLs	Yearly

DELAC Recommendations from 2020-21

Recommendation	Process for doing this	Timeline
Keep the Family Engagement Coordinator position to continue receiving support with ELAC/DELAC and related trainings that assist parents/guardians to better understand the education system and improve engagement.	Hired a Family Engagement and EL programs coordinator that will support DELAC, ELAC, SSC and coordinate trainings that assist parents in understanding the educational system and being more meaningfully involved	October 2021 Ongoing Parent trainings
We request a Communication Plan for Parents of English Learners to ensure that they are informed about the programs and the staff responsible for monitoring these program.	Accomplished through the SPSA Inquiry Process of each school The Family Engagement and EL coordinator will provide through review of EL Master Plan	We can institute this throughout the year and a summary at the end of the year in the spring Included in the DELAC Yearly Calendar of Topics
Hire a bilingual Coordinator or Director at the district level who specifically serves to lead and oversee Programs for English Learner.	Hired a Family Engagement and EL programs coordinator that will oversee TK-12 EL Programs	October 2021
Hire bilingual school principals (Spanish/English) to ensure cultural sensitivity and promote relationships between principals and parents of Spanish speaking families.	Hiring Bilingual staff is one of the considerations as we interview all positions (Classified, Certificated, and management)	We can provide a yearly update as to our hiring outcomes

