



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

A Three-Pronged Approach to Excellence through Equity



District Programs & Highlights

- Three schools recognized as National Blue Ribbon Schools
- Malibu and Santa Monica High Schools ranked among best schools in CA
- Lincoln MS named 2015 California Gold Ribbon School
- Nine schools recognized as California Distinguished Schools

- Successfully passed four general obligation bond measures
- Successfully passed six parcel tax Measures since 1984
- Strong working relationship with the cities of Santa Monica and Malibu, resulting in substantial source of revenue
- Parent Teacher Association
- Santa Monica-Malibu Ed Foundation



Community Support

Thank you!

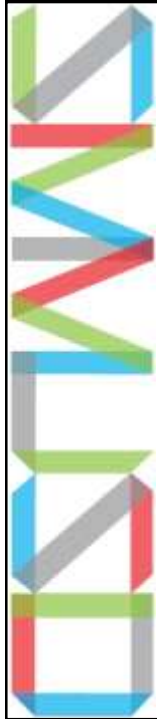
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Equity Report Findings

- Despite an excellent track record, SMMUSD schools have wide and persistent disparities in academic achievement and long-term academic outcomes.
- Prior efforts have failed to reduce disparities or produced sustainable improvements in academic outcomes for vulnerable student populations.
- Prior equity initiatives were not well implemented, systematically evaluated or well understood.

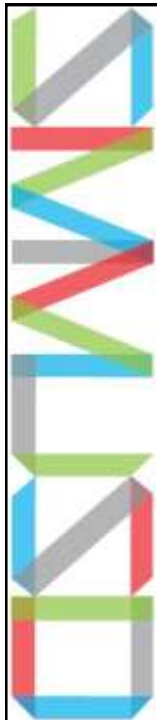
– The Current State of Equity and Opportunities to Learn in the Santa Monica-Malibu Unified School District: Findings and Recommendations (Noguera, April 2016)



Why Prior Efforts Failed

- **Lack of consistent implementation** of systems, structures, processes and practices
- **Failure to build capacity** in support of equity because prior initiatives were **abandoned**
- **Isolation and fragmentation** across and within school sites, creating divergent approaches to key initiatives
- **Lack of a coherent and cohesive focus** related to teaching and learning
- **A culture of opposition** among some staff

– *The Current State of Equity and Opportunities to Learn in the Santa Monica-Malibu Unified School District: Findings and Recommendations (April 2016)*



Moving from Insight Action

Equity Report called for a plan that would:

- Focus on student learning
- Be clear, and well-communicated
- Provide increased transparency and accountability
- Engage all stakeholders regularly
- Establish ongoing cycle of program evaluation and continuous improvement
- Be connected to resources

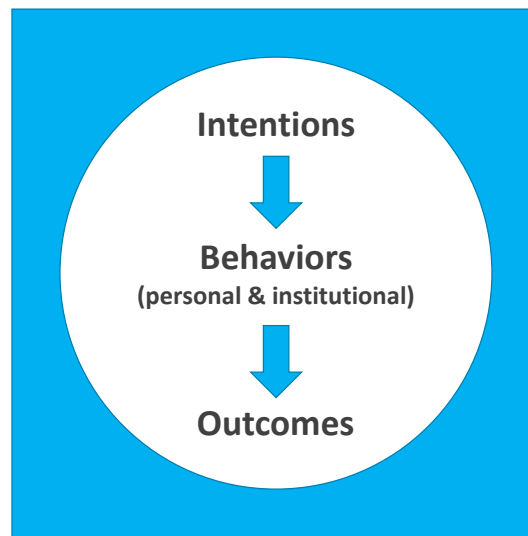
1. Create a Culture of Shared Accountability through a Systems Approach
2. Teach Cross-cultural and Socio-emotional Skills
3. Engage in Constant Self-reflection around Issues of Equity

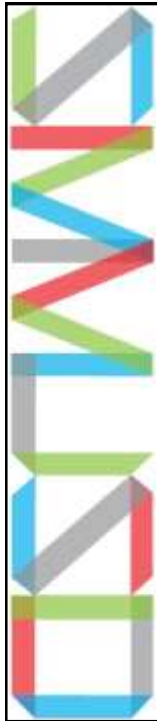
A Three-Pronged Approach

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Intentions, Behaviors, & Outcomes





Institutional & Personal Behaviors, Assumptions, & Attitudes

UNCONTROLLABLE

- Level of poverty
- Living conditions
- Parent education level
- Attendance
- Whether someone does homework or not
- Reading over the weekend and during the summer

CONTROLLABLE

- Having clarity of student learning outcomes
- Engagement in professional learning and execution of best teaching practices
- Authentic engagement in collaboration with peers around student learning outcomes
- Having a growth mindset
- Engaging in learning through cycles of Inquiry

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

Three essential steps:

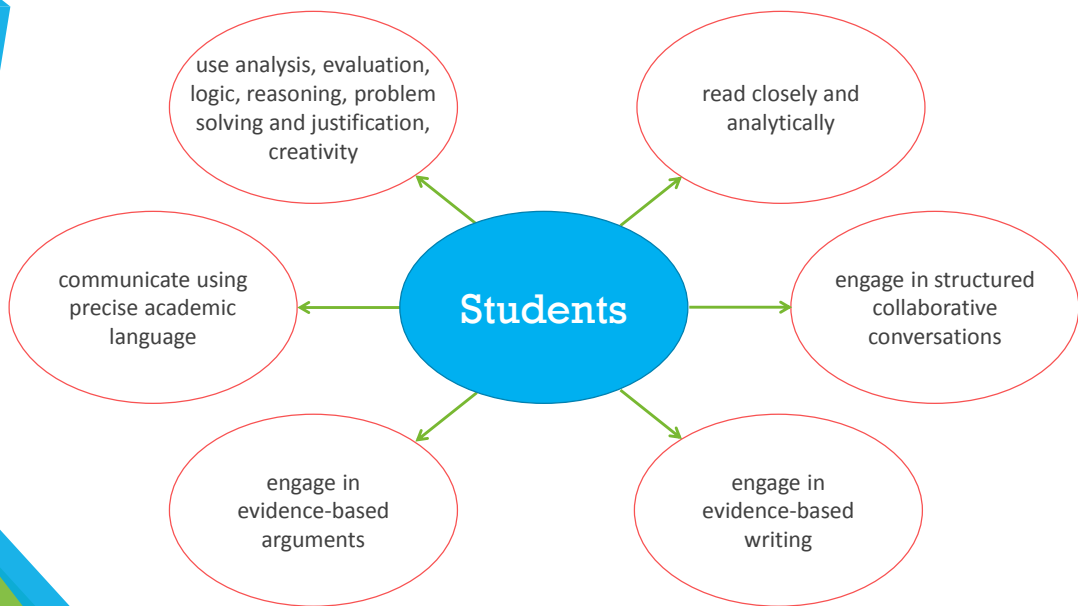
1. School leadership team creates an **Implementation Plan**
 - Clarify focus, outcomes, actions and supports
2. Engage in weekly PLC and monthly SLT **Check-Ins**
 - Adjust actions/supports to improve the impact on learning
3. Conduct **Quarterly Review** of progress
 - Refine school action steps by reviewing successes and barriers

Approach 1

Create a Culture of Shared Accountability through a Systems Approach



Visible Evidence of Student Learning



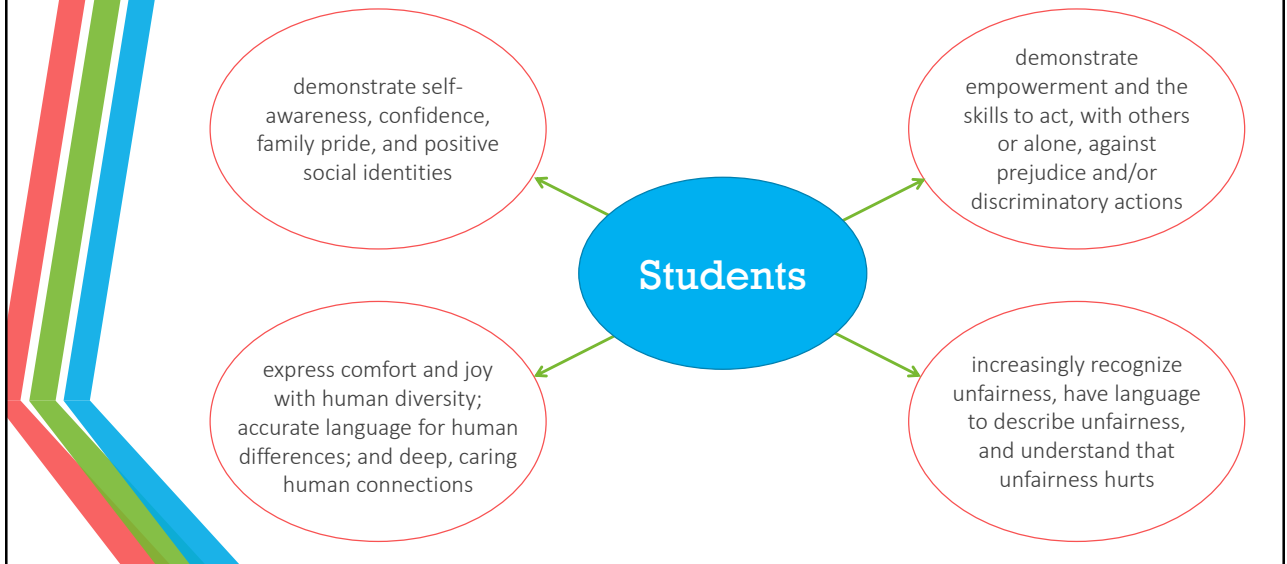
The ways in which students learn and think are deeply influenced by their cultural identity and heritage, and that to teach a diverse student population effectively requires educational approaches that value and recognize their cultural backgrounds.

Approach 2

Teach Cross-cultural and Socio-emotional Skills



Interpersonal Outcomes that Will Lead to Improved Academic Success



Establish common language and understanding of behaviors, attitudes, and conditions that serve as support or barriers for achieving the desired academic and socioemotional outcomes for all students.

Approach 3

Institute an Equity Reflective Process

