

PI Year 3 LEA Plan Evidence of Progress (2014–15)  
End-of-Year Submission: October 30, 2015  
Local Educational Agency: Santa Maria-Bonita School District  
Submitted by Matthew Beecher, Interim Superintendent

1. Summarize the LEA's progress towards implementation of the strategies and actions in the LEA Plan.

In 2014-15, Santa Maria-Bonita School District continued implementing three main strategies and actions outlined in the LEA Plan:

- a. **Innovative Leadership and Coaching:** The district provided professional development for all administrators, certificated and classified staff on a monthly basis: 644 classroom teachers, 25 intervention teachers, 103 support staff, 49 school administrators and 22 district administrators received ongoing training on the following topics:
  - New SBE-adopted Math curriculum implemented in 2014-15
  - New SBE-approved ELA/ELD and Math Framework
  - New ELD Standards
  - Standards and Universal Design for Learners with Disabilities
  - Unpacking new state common core standards for ELA, Math, Science and Social Studies
  - Summative and Formative Assessments
  - Research-based instructional strategies for diverse learners (e.g., English learners, special needs, gifted and talented, etc.) to support ELD and content areas, including: Close Reading, Guided Student Writing, Differentiated Instruction, Number Talks, FactsWise, Math Progressions, TK/Kinder strategies, technology, etc.

Sixty-nine teachers from our 19 schools served as site lead learners and supported the district professional development by providing coaching and professional development at their school sites. The application of strategies learned in these professional development events is fully documented through observations, analysis of achievement data, and study lesson sessions at each of the schools.

Our district in partnership with Cal Poly State University initiated a three-year mathematics development program for teachers called Central Coast STEM Institutes. This program will help teachers develop a curriculum that links mathematics to the real world.

Two school psychologists attended the National Association of School Psychologists (NASP) convention and learned skills to successfully support students with special needs.

Building parents' capacity to become partners in their children's education was a main focus in our district in 2014-15. Over 1,000 parents participated in parent education programs provided by the Parent Institute for Quality Education (PIQE), Parent Project, and Love and Logic. Over 2,000 parents participated in the District-wide Parent Orientation to prepare parents to serve on various parent advisory committees at the school and district level. Over 200 English Learner Advisory Committee (ELAC) and School Site Council (SSC) members received training on parent leadership, parent involvement, Title I and Title III programs, and academic standards. The staff and parent participation have been documented through sign-in sheets, agendas, minutes and program materials.

- b. **Response to Intervention:** Our district continues implementing our Response to Intervention System model "Walking to Learn" to address the academic and linguistic needs of all students. Our Rtl model is successfully implemented in the areas of ELA/ELD in all elementary schools. Our district is fully implementing our board-approved ELA core program "California Treasures", and our board-approved reading intervention program "Inside" to meet the needs of struggling readers and our growing English learner population. Our district piloted new SBE-approved common core math programs in 2014-15, and our local governing board approved "Go Math" as the new math core program, which will be fully implemented in 2015-16. The "Swun Math" program was approved for Bonita Elementary School. Twenty-five intervention teachers were hired in 2014-15 to provide intensive intervention to English learners and students performing two or more years below grade level. All students were assessed in the beginning of the year to determine their reading, math and language levels and were assessed each trimester to monitor their progress. New students are assessed immediately upon enrollment. The following after school programs were offered for students who needed additional support in ELA, ELD or Math: Before school, After school, Extended Day, Saturday school, Winter Intersession, and Summer school. Over 6,500 students participated in these programs in 2014-15.
- c. **Improved Achievement for English Learners:** Our district is focusing on the new ELD standards and the new ELA/ELD framework to support English Learner instruction. All teachers received training on the new standards and framework, as well on research-based instructional strategies for English learners in 2014-15. New instructional materials were purchased to support ELD instruction and common core instruction for English learners. The Imagine Learning program is used as a supplemental ELD program for Newcomers and English learners during the school day and after school. The district has purchased unlimited Imagine Learning licenses for all students in the district. The English 3D program was purchased for all junior high schools to support ELD and academic English vocabulary instruction. The Frames for Fluency supplemental materials were purchased to supplement ELD and content area instruction for English learners in all elementary schools. Two schools implemented Carrousel of Ideas as ELD core program.

2. Analyze the LEA's progress towards student achievement goals in the LEA Plan. The CAASPP results for 2014-15 provide baseline data for achievement levels in ELA and Math. Our data indicates that 23% of our students met or exceeded the state standards in ELA, while 28% nearly met and 49% did not meet these standards. In the area of Math, the CAASPP results indicate that 17% of our students met or exceeded the state standards, while 32% nearly met and 51% did not meet the standards. The table below displays these numbers.

**2014-15 CAASPP RESULTS  
SANTA MARIA-BONITA SCHOOL DISTRICT  
Achievement Level by Grade Level  
All Students**

Grade	ELA Standard Not Met	ELA Standard Nearly Met	ELA Standard Met	ELA Standard Exceeded	Math Standard Not Met	Math Standard Nearly Met	Math Standard Met	Math Standard Exceeded
<b>3</b>	57%	26%	12%	4%	49%	31%	17%	3%
<b>4</b>	60%	22%	13%	5%	48%	38%	12%	2%
<b>5</b>	55%	26%	16%	3%	64%	27%	7%	2%
<b>6</b>	38%	35%	23%	4%	49%	35%	12%	3%
<b>7</b>	44%	28%	24%	4%	47%	32%	15%	6%
<b>8</b>	34%	34%	27%	4%	48%	29%	16%	7%
<b>District</b>	<b>49%</b>	<b>28%</b>	<b>19%</b>	<b>4%</b>	<b>51%</b>	<b>32%</b>	<b>13%</b>	<b>4%</b>

The results of the Annual Measurable Achievement Objectives (AMAOs) for English learners for the last three years show a slight decrease in language proficiency levels. Our district will provide more professional development in the area of English language acquisition and will hire additional staff to support ELD instruction and research-based strategies for English learners. An English Learner Coordinator and an English Learner Teacher on Special Assignment will be hired in 2015-16. The table below displays these results.

AMAO	2012-13	2013-14	2014-15
1. Annual Progress Learning English	50.0%	53.0%	49.9%
2a. English Proficiency (<5 yrs. in school)	13.2%	13.7%	12.7%
2b. English Proficiency (≥5 yrs. in school)	48.1%	45.5%	42.0%

3. Provide documentation of annual communication with the local governing board regarding the end-of-year evidence of progress.

Our Instructional Services team shared the end of year progress report for the LEA plan, as well as a revision of the LEA Plan Goal 2 and Title III plan, with the local governing board on June 17, 2015. The board agenda and minutes are posted on the district website and are available at:

[http://www.smbd.org/district/board\\_of\\_education/meeting\\_agendas\\_minutes\\_-\\_reuniones\\_agendas\\_ac](http://www.smbd.org/district/board_of_education/meeting_agendas_minutes_-_reuniones_agendas_ac)

Note: additional documents may be uploaded and attached in the “Associated Documents” section of the item.