

2017–18 Title III ESSA Transition Plan

All English Learner (EL) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

CDS Code: 42-69120-000000

LEA Name: Santa Maria-Bonita

Fiscal Year: 2017-2018

Plan to Provide Services for English Learner Students

Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.

| How the LEA will: | | Persons Involved/Timeline (Optional) |
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| Required Content | <p>Provide effective professional development.</p> <ul style="list-style-type: none"> • SMBSD teachers will receive further professional development with emphasis on the best teaching practices for English Language Development. SMBSD will utilize local resources and hire outside agencies to lead this work. Some of the training includes the appropriate use of supplemental ELD materials and teaching strategies that include efficient use of Academic Vocabulary Toolkit, English 3D, and the effective use of classroom routines that target language development. • Professional Development will be provided to all the Instructional Aides on how to support newcomers, Long-Term English Learners, and English Learners in general in the language acquisition process. • Professional development will be provided to extended day teachers who will work specifically on the development of reading and writing skills for Newcomers and Long-Term English Learners during intervention programs outside of the regular school day. | <p style="text-align: right;">\$ 100, 000</p> <p style="text-align: right;">\$ 10, 000</p> <p style="text-align: right;">\$ 8, 952</p> |
| | <p>Implement effective programs and activities.</p> <ul style="list-style-type: none"> • Supplemental materials will be purchased to support the ELD instruction for English Learners which include supplemental materials for Long-Term English Learners and Newcomers. These materials include Academic Vocabulary Toolkit, Oxford Dictionary Content Areas for Kids, English 3D, Language dictionaries (in various languages such as Farsi, Spanish, and some others), Frames for Fluency, reading books for newcomers amongst other supplemental materials including teacher’s editions. We will purchase iPads to provide <i>Tell</i> assessment and instruction of English learners. | <p style="text-align: right;">\$ 101, 200</p> |

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| | <p>Ensure English proficiency and academic achievement.</p> <ul style="list-style-type: none"> • SMBSD will provide assessment to better track the academic growth and language development of all English Learners' needs, which include appropriate placement, monitoring, and exiting of specific programs in a timely fashion. It is important that the students are assessed various times per school year using an instrument that is research based. We must assess listening, speaking, reading, and writing. • SMBSD will hire twenty Bilingual Instructional Assistants to provide extra support to newcomers and long-term English learners in their academic growth providing a higher level of access to the curriculum. • Funds set aside for the individual sites to conduct their own extended day programs targeting English learners with emphasis on reading and writing for newcomers and Long-Term English learners. • Long-Term English learners will participate in extended day classes with an emphasis on reading and writing. | <p>\$ 20, 000</p> <p>\$ 320, 000</p> <p>\$ 230, 000</p> <p>\$ 175, 000</p> |
| | <p>Promote parent, family, and community engagement in the education of English Learners.</p> <ul style="list-style-type: none"> • Provide parental notifications to all parents and guardians of English learners within 30 days of enrollment and placement relevant to Title III. Also, to hire support staff to provide parent outreach and parent communication, and support EL monitoring and redesignation. • SMBSD will provide Family Literacy Nights at each school site. The Family Literacy Nights will engage English learners and their parents in reading and conversation. The English learners and their parents will participate in reading activities where they will read together. If parents do not have the skills to read, their children will read to them and parents will ask questions about the reading. The children will have sentence starters that will guide them in their interactions. At the end of the activity parents and children will receive two books to continue reading at home. • English learners and their parents will participate in Family Literacy Nights at the Santa Maria City Library for literacy activities. In these activity parents and children will engage in reading activities; parents will be reminded of the importance of reading in academic achievement and language acquisition. Parents will receive concrete suggestions on how to support their children's education at home and how to foster literacy for their children and family in general. Parents and children will be helped in the process of obtaining their public library card during | <p>\$ 100, 000</p> <p>\$ 10, 000</p> <p>\$ 10, 000</p> |

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| | <p>this event.</p> <ul style="list-style-type: none"> Parents will participate in meetings where they will be informed of their students' English Learner status, the reclassification process, the relevance of A-G courses at high school, and what parents can do at home to support their children's reclassification. | \$5,000 |
| | Title III EL 2% for Administrative / Indirect Costs | \$ 22,248.00 |

| LEAs receiving or planning to receive Title III EL funding may include authorized activities. | | Persons Involved/Timeline (Optional) |
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| Other Authorized Activities | <p>Describe all authorized activities chosen by the LEA relating to: Supplementary services as part of the language instruction program for English Learner students.</p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/authorizedcosts.asp for a list of authorized EL activities.</p> | |

Plan to Provide Services for Immigrant Students

| Please complete this table if the LEA is receiving or planning to receive Title III Immigrant funding. | Persons Involved/Timeline (Optional) |
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| Purchase supplementary materials to accelerate the language acquisition of immigrant students. | \$ 13,489.00 |
| Immigrant Administrative/Indirect Costs (3.79%) | \$ 511.00 |

