

PI Year 3 LEA Plan Evidence of Progress (2015–16)
End-of-Year Report
Due on October 14, 2016
Local Educational Agency: Santa Maria-Bonita School District
Submitted by Luke Ontiveros, Superintendent

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

In 2015-16, Santa Maria-Bonita School District continued implementing four main strategies and actions outlined in the District Assistance and Intervention Team (DAIT) LEA plan:

- a. **Innovative Leadership and Coaching:** Our district continued providing professional development for all administrators, certificated and support staff on a regular basis. A total of 694 teachers, 103 paraprofessionals, 43 school administrators and 26 district administrators received training on various topics, including:
- New SBE-adopted Math curriculum
 - 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
 - English Learner Institute for Teaching Excellence
 - Summative and Formative Assessments, and Performance Tasks
 - After School Institutes (all content areas)
 - Research-based instructional strategies for diverse learners (English learners, special needs, gifted and talented) to support ELD and content areas, including: Close Reading, Guided Writing, Scaffolds for English Learners, Academic Vocabulary, Number Talks, FactsWise, Math Connections, Problem Solving, Mathematical Discourse, TK/Kinder strategies, EdTech and technology.

In 2015-16, 86 teachers served as site lead learners and supported the district professional development by providing coaching and professional development at 16 elementary and 4 junior high schools. 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.

Forty-seven teachers, school and district administrators attended the ELD Teaching Excellence Summer Institute at the Santa Clara County Office of Education in June 2016.

Our district in partnership with the California Polytechnic State University implemented the “Central Coast STEM Institute”, a three-year mathematics development program for teachers. Through this program, teachers will develop a curriculum that links mathematics to the real world. Sixty teachers are participating in the STEM Institute.

Teachers, paraprofessionals and administrators attended national conferences, including the National AVID District Leadership Conference, National Council for the Social Studies (NCSS), and Bi-National Symposium for the Education of Indigenous Children.

- b. **Response to Intervention:** Students not meeting the state standards were provided with reading and math interventions during the school day and outside of the school day. Our district is fully implementing the new state standards in ELA and math. In 2015-16, our district continued implementing the board-approved ELA program “California Treasures” in grades K-8, and the board-approved reading intervention program “Inside” in grades 4-8 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 program, which was fully implemented in 2015-16. The “Swun Math” program was approved for Bonita Elementary School. Ten schools purchased Achieve 3000 to provide targeted and intensive reading intervention to students during the school day. Eighteen intervention teachers, 54 teacher tutors, and 327 paraprofessionals were hired in 2015-16 to provide interventions and academic support for English learners and students not meeting state standards. Students were assessed in the beginning of the year to determine their reading, math and language levels and are assessed on a regular basis 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 7,000 students participated in after school programs in 2015-16.

- 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. A Coordinator of English Learner Services and a Teacher on Special Assignment for English Learners have been hired to provide professional development on Designated and Integrated English Language Development and research-based instructional strategies for English learners. Sixteen English Learner Coaches will be hired in 2016-17 to provide professional development and assist teachers in the implementation of the ELD programs and research-

based instructional strategies. In 2015-16, our district contracted with the Ventura County Office of Education to provide the English Learner Institute for Teaching Excellence (ELITE), a series of four modules on research-based approaches for high quality English Language Development programs. Forty-three school administrators, 14 district administrators and 9 teachers on special assignment attended the ELITE Institute. All teachers received training on the new ELD standards and ELA/ELD framework, research-based instructional strategies for English learners, and ELD instructional programs. 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 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, Scaffolds for Supporting English Learners and Academic Vocabulary Toolkit were purchased to supplement ELD and content area instruction for English learners in all elementary schools. Two schools are implementing Carrousel of Ideas as ELD program.

- d. **Family Engagement:** Building parents' capacity to become partners in their children's education was a main focus in our district in 2015-16. Over 1,000 parents participated in parent education programs provided by the Fighting Back Santa Maria Valley, Parent Institute for Quality Education, Migrant Education Program Region 22, and Love and Logic. 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.

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. This is the second year with CAASPP results and the first year that it is possible to assess growth. All grade levels saw an increase in the percentage of students scoring proficient in both subjects tested. The percent of students scoring at the "Met Standard" or higher performance levels increased by 4 percentage points in ELA and 2 points in Math. Results from last spring testing of 3rd through 8th graders include 27% met or exceeded standard in ELA and 19% in Mathematics. The tables below display these numbers.

**CAASPP
2015-16
English Language Arts
Percent Meeting or Exceeding Standard by Grade Level**

Grade	2016 Standard Met*	2015 Standard Met*	Change
3	19%	16%	3%
4	25%	18%	7%
5	26%	19%	7%
6	28%	27%	1%
7	33%	28%	5%
8	37%	31%	6%
District	27%	23%	4%

**English Language Arts
Percent Meeting or Exceeding Standard by School**

School	2016 Standard Met*	2015 Standard Met*	Change
Adam	19%	17%	2%
Alvin	25%	19%	6%
Arellanes El	20%	20%	0
Battles	25%	21%	4%
Bonita	18%	11%	7%
Bruce	14%	14%	0
Fairlawn	16%	13%	3%
Jimenez	21%	N/A	NA
Liberty	19%	20%	-1%
Miller	27%	20%	7%
Oakley	20%	14%	6%
Ontiveros	36%	32%	4%
Rice	28%	22%	6%
Sanchez	28%	20%	8%
Taylor	36%	31%	5%
Tunnell	31%	20%	11%
District 3-6	24%	20%	4%
Arellanes Jr	28%	25%	3%
El Camino	28%	19%	9%
Fesler	35%	32%	3%
Tommy Kunst	45%	41%	4%
District 7-8	35%	30%	5%

* Students scoring either Standard Met or Standard Exceeded combined

**CAASPP
2015-16
Mathematics
Percent Meeting or Exceeding Standard by Grade Level**

Grade	2016 Standard Met*	2015 Standard Met*	Change
3	23%	20%	3%
4	20%	14%	6%
5	11%	9%	2%
6	17%	15%	2%
7	21%	21%	0%
8	26%	23%	3%
District	19%	17%	2%

**Mathematics
Percent Meeting or Exceeding Standard by School**

School	2016 Standard Met*	2015 Standard Met*	Change
Adam	16%	14%	2%
Alvin	20%	18%	2%
Arellanes El	12%	13%	-1%
Battles	15%	12%	3%
Bonita	20%	15%	5%
Bruce	10%	9%	1%
Fairlawn	14%	6%	8%
Jimenez	17%		NA
Liberty	11%	11%	0%
Miller	15%	16%	-1%
Oakley	17%	13%	4%
Ontiveros	26%	27%	-1%
Rice	22%	16%	6%
Sanchez	20%	18%	2%
Taylor	25%	17%	8%
Tunnell	19%	15%	4%
District 3-6	18%	15%	3%
Arellanes Jr	23%	24%	-1%
El Camino	20%	15%	5%
Fesler	18%	18%	0%
Tommy Kunst	33%	30%	3%
District 7-8	24%	21%	3%

* Students scoring either Standard Met or Standard Exceeded combined

English Language Arts: A total of 10,216 third through eighth grade students took part in the computer adaptive administration of the English Language Arts test. That number represents better than 98% of enrolled students. Over 27% met or exceeded the ELA standards. While this is a marked improvement from last year's results, it is still lower than the mid thirty percent proficient that was typical of scores on the California Standards Test.

When examining results by grade level we find that the percent meeting standard increases with each grade. While 19% of third graders met standard, that figure nearly doubles to 37% by the end of 8th grade. Elementary schools had 24% meeting standard, up 4 percentage points from the previous year. Our Junior High schools also improved on their percent proficient by 5 percentage points to 35%. Individual elementary schools' scores range from 11% to 32% meeting standard. Unlike last year, when schools' scores were generally clustered near the District average, in 2016 only two schools were within a point or two of the District average. This implies greater diversity of program and/or student background factors across schools. In Junior High, the percent meeting or exceeding ELA standards ranges from 28% to 45%; this is a narrower spread than elementary schools. In this situation student background factors are more of a consideration when comparing individual schools. Tunnell and El Camino Junior High showed the highest increase in the number of students meeting or exceeding the ELA standards, having 11% and 9% growth respectively. Taylor and Fairlawn showed 8% improvement in math.

Mathematics: The District's track record on math tests is "close to State/National average" or "50% proficient" or just "a lot higher than ELA scores". On CAASPP-Math 19% of students District wide met standards. As was noted in the ELA narrative 7/8th grade scores were higher than elementary ones and scores improved each grade from 5th to 8th. Though 5th grade did improve from last year, it was still noticeably lower than other grades. Last year statewide 5th grade math scores dipped below other elementary scores, while 5th grade ELA scores were commensurate with other elementary grades. The implication is that the dip may be a test calibration issue.

Scale Scores: Public attention will most likely be focused on the degree to which schools are getting students to meet or exceed standards. Percent proficient is easy to explain and like all easy ways to understand complex issues a whole lot of valuable information gets ignored in the name of expediency. Scale scores are like a percentile score in that they allow you to track a students' growth. A student scoring Not at Standard may make considerable progress during the year, but not sufficient to advance to the Near to Standard performance level. Scale score would reveal that growth. Scaled scores on CAASPP are vertically aligned: i.e. they can be used to track growth from grade level to grade level. Results presented below are in terms of change in average scaled score for all students. Later reports will present data on cohorts of students. ELA scaled score results show positive change at all grades, while math scores are more mixed. Students in grades 5th and 7th scored lower than the last years 5th and 7th graders.

**ELA
2015-16
Mean Scaled Score**

Grade	2016	2015	Change
3	2366.5	2359.8	7.7
4	2413.0	2397.8	15.2
5	2444.4	2434.8	9.6
6	2482.7	2479.4	3.3
7	2505.9	2497.6	8.3
8	2532.8	2524.2	8.6

**Mathematics
2015-16
Mean Scaled Score**

Grade	2016	2015	Change
3	2386.6	2380.0	6.6
4	2426.5	2415.9	10.6
5	2434.4	2434.7	-0.3
6	2468.4	2466.2	2.2
7	2485.0	2487.2	-2.2
8	2514.9	2506.3	8.6

English Language Proficiency: The results of the Annual Measurable Achievement Objectives (AMAOs) for English learners for the last three years show a slight decrease in language proficiency. About 50% of our English learners have made annual progress in learning English every year, moving to the next language proficiency level. About 13% of English learners with less than five years in American schools have attained English proficiency, and 42% of English learners with five or more years in American schools attained English proficiency. Our district did not meet the AMAO targets for English language proficiency in the last three years. The table below displays the results of the AMAOs for the last three years.

**Annual Measurable Achievement Objectives (AMAO)
2012-2015
Percent of English Learners Meeting the English Language Proficiency
Objectives**

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.

An update on the implementation of the LEA Plan and revised LEA Plan Goal 2 and Title III plan was presented to the local governing board on June 8, 2016. The End-of-year Evidence of Progress Report for 2015-16 was shared with the local governing board on October 12, 2016. In July 2016, our district formed a LEA Stakeholder committee to evaluate the current LEA Plan and develop a new LEA Plan for 2016-19. A draft of the revised plan was shared with the local governing plan on October 12, 2016. The LEA plan and progress reports are posted on the district website for public review and are available at:

http://www.smbd.org/district/program_improvement/local_education_plans

The agendas and minutes from our local governing board meetings are posted on the district website at:

http://www.smbd.org/district/board_of_education/meeting_agendas_minutes_-_reuniones_agendas_ac

The End-of-Year Evidence of Progress report will be submitted electronically to the California Department of Education on October 14, 2016.

Note: additional documents may be accompanied with the submission via e-mail to LEAP@cde.ca.gov.