

## **Evaluation of Title I Program in the Santa Maria-Bonita School District**

The Santa Maria-Bonita School District (SMBSD) reviewed student performance data to evaluate the effectiveness of its Title I programs and services. The data collected and analyzed included local and state measures focused on English language arts, math, and English proficiency. Quantitative data and analysis is provided below for a three-year period, 2013-2016. It should be noted that the California Department of Education (CDE) replaced its summative assessments during the 2014-2015 year. Comparison of summative student performance data was only possible for two years – 2014-2016.

In fall 2016, an analysis of student achievement data and state and federal programs was conducted by the District Stakeholder Committee and the Santa Barbara County Education Office in preparation for writing the current Local Educational Agency (LEA) Plan. Student achievement data including CAASPP, CELDT, California Healthy Kids Survey, district benchmark data, student attendance, student behavioral data, LCAP Survey, and the last AYP, API and AMAO reports were reviewed. Information on the degree of implementation of the nine Essential Program Components identified in the Academic Program Survey for each school site was gathered, aggregated into summaries for elementary and junior high school prior to review. District staff analyzed the level of implementation of Corrective Action 6, the district instructional priorities and student achievement. Site principals, teachers and classified staff provided input into the level of implementation of the instructional programs through the LEA Staff Survey. Parents provided input for the LEAP through the Parent Satisfaction Survey, and meetings of District English Learner Advisory Council (DELAC), School Site Councils (SSCs), School English Learner Advisory Councils (ELACs), Migrant Parent Advisory Committee (PAC), Parents of Gifted and Talented Education (PAGE), Preschool Committee, and Special Education Committee. The analysis and stakeholder input described above were used to evaluate the effectiveness of the Title I, Title II and Title III programs and assess the needs of students and schools, which guided the writing and focus of the revised LEA Plan for 2016-19.

### **PROGRAM IMPROVEMENT STATUS**

The District is currently in Program Improvement Year Three+ (Cohort 7) and was required in November 2008 to contract with a DAIT provider, the Lowell Institute, in order to implement Corrective Action 6, fully implement a new SBE-approved curriculum and offer professional development. The district continued to work with the Lowell Institute in 2009-2012 to implement the DAIT provider recommendations and DAIT Plan designed to increase student learning. The District is currently contracted with the Santa Barbara County Education Office for technical assistance. Of the district's 20 schools, 18 are in Program Improvement with the following placements:

Year 1	Year 2	Year 3	Year 4	Year 5+	Not PI
0	0	1	3	14	2

## **THREE-YEAR DATA SUMMARY**

The Santa Maria-Bonita School District developed and initiated a series of strategies to improve teaching and learning between 2013 and 2016. The strategies were grouped under four major headings:

1. Innovative Leadership and Coaching
2. Response to Intervention
3. Improved Achievement for English Learners
4. Family Engagement

Sampling of specific strategies provided under each of the above categories included:

- Extensive Professional Development for Teachers, Administrators, and Parents in Math, ELA, and ELD
- Partnership with Google Education
- Adoption of Math (Go Math), ELA (Treasures), ELD (English 3D) Curriculum
- Partnership with the South Coast Writing Project
- Initial Implementation of Positive Behavior Interventions and Supports
- Partnership with the Parent Institute for Quality Education (PIQE)
- Partnership with Cal Poly SLO (Central Coast STEM Institutes)
- Implementation of AVID Curriculum
- Implementation of Reading Intervention Program (Inside)
- Hired additional staff to support teachers and students (TOSAs and Intervention Teachers)

Data analysis for the three-year period, indicated that an improvement in student performance in ELA, Math, and English language proficiency.

- In local assessments, 34% of students scored proficient or advanced in the writing test at the end of the school year.
- In Oral Reading (fluency), 66% of students were proficient or advanced.
- In math, 35% of students scored proficient or advanced.
- In 2013, 36% of students scored proficient or advanced in ELA on the California Standardized Test. In math, 52% scored proficient or advanced on the CST.
- The 2014-2015 CAASPP results (baseline) indicated that 23% of students met or exceeded the standards. In math, 17% of students met or exceeded standards. The following year (2015-16), the percent of students who “met” or “exceeded” standards increased by 4% in ELA and 2% in math.
- In 2015-16, AMAOs results indicated that 50% of English learners made annual progress in learning English and moved to the next language proficiency level.

Overall, student performance data indicates that the district is moving in the right direction. By focusing on innovative leadership and coaching, response to intervention, improved achievement for English learners, and family engagement the district anticipates continued improvements in

student performance.

The district's LEA Plan, LCAP, and other strategic plans will continue to be focused and aligned to support effective initiatives.

**YEAR: 2013-2014**

In **2013-14**, Santa Maria-Bonita School District implemented strategies and actions outlined in the LEA/DAIT Plan:

- a. **Innovative Leadership and Coaching:** The district hired a new Director of Curriculum and Instruction, and new Coordinator of Instructional Services to lead the curriculum and instructional services department. The professional development activities were focused on math, writing and technology. The math trainings included the new math common core standards, Math Engage NY program, FactsWise and Number Talks. Our district partnered with the Santa Barbara County Education Office to provide the math training to all district and school administrators, as well as all classroom teachers and paraprofessionals. Additional Teachers on Special Assignment (TOSA) were hired to design lesson plans, and provide additional on-site training and coaching to teachers. A total of 572 teachers participated in the math trainings. The district also partnered with the South Coast Writing Project to provide training in writing for all teachers and site administrators. In the area of technology, our district partnered with Google Education to implement the google applications and technology in the classroom. Chromebooks were purchased for all classrooms at each of the 19 schools, and trainings were provided for teachers and administrators.
- b. **Response to Intervention:** The district continued to implement the Response to Intervention model to address the academic needs of students. The new model also addressed the behavioral needs of students, and included the Positive Behavior Intervention and Support (PBIS).
- c. **Improved Achievement for English Learners:** SMBSD partnered with the Santa Barbara County Education Office to assist with the implementation of the new English Language Development standards. Student enrollment grew at steady pace and the number of English Learner and newcomer students also increased. New teachers received intensive training and coaching on English Learner instruction, as well as on the new English Language Arts program, California Treasures, and the new Reading Intervention Program--Inside.

An analysis of the LEA's progress towards student achievement goals in the LEA Plan based on local assessment data.

**English Language Arts**

Santa Maria-Bonita School District used several measures to monitor student progress, including District Benchmark Assessments, DIBELS, Curriculum-Embedded Assessments (e.g., Inside, California Treasures), Diagnostic Assessments (e.g., Kindergarten Entrance Profile, DRDP, ECERS, Inside Placement Test, Imagine Learning, etc.), End of Unit tests, quick tests, and

summative tests. Benchmark assessment data showed that students were making progress in several areas. A summary of the results of the final benchmark test data is displayed below.

**Table 1. Writing**

Level	# Students	% Students
FBB	315	4.1
BB	1,571	20.6
B	3,112	40.8
Prof.	2,150	28.2
Adv.	473	6.2
Total	7,621	100.0

Table 1 above shows the results of the end-of-year writing test. **About 34% of students scored proficient or advanced in the writing test at the end of the school year. Students showed the greatest gains in the area of Oral Reading (Fluency), having a vast majority of students scoring proficient or advanced (66%), as it is shown in Table 2 below.**

**Table 2. Oral Reading**

Level	Frequency	Percent
FBB	173	2.6
BB	628	9.2
B	1,520	22.2
Prof.	2,447	35.8
Adv.	2,065	30.2
Total	6,833	100.0

The English Language Arts assessment included vocabulary, grammar, concepts of print, and reading comprehension. Local assessment data indicated that about one third of the students were proficient or advanced in ELA (see Table 3 below). Local assessments were more rigorous than the state assessments. **About 36% of students scored proficient or advanced in ELA on the California Standardized Tests in 2012-13.**

**Table 3. ELA**

Level	Frequency	Percent
FBB	460	8.1
BB	1,707	30.2
B	1,804	31.9
Prof.	1,567	27.7
Adv.	110	1.9
Total	5,648	100.0

## Math

Local assessment data showed that 35% of the students scored proficient or advanced. **About 52% of students scored proficient or advanced in math on the California Standardized Tests in 2012-13.**

**Table 4. Math**

<b>Level</b>	<b>Frequency</b>	<b>Percent</b>
FBB	508	16.3
BB	788	25.3
B	742	23.8
Prof.	868	27.9
Adv.	206	6.6
Total	3,112	100.0

The Santa Maria-Bonita Board of Education reviewed the LEA/DAIT Plan strategies, actions, and progress toward student performance goals on a regular basis.

The implementation of the LEA Plan and progress made was monitored and presented to the Board of Education every year. Each section of the LEA/DAIT Plan was reviewed at the following Board meetings in 2013-14:

1. July 10, 213: Quarterly Report on Williams Uniform Complaints.
  2. August 14, 2013: Approval of Local Agreement for Child Development Services.
  3. August 14, 2013: Approval for Teacher on Special Assignment to attend the Cradle to Career Network in Dallas, Texas.
  4. August 14, 2013: Approval to furnish and install fencing at all school sites to improve student/school safety.
  5. August 14, 2013: Approval of Plan for future school facilities, classroom needs and classroom capacity to reduce class size and accommodate new students due to enrollment growth.
  6. August 14, 2013: Approval to hire new teachers and additional teachers on special assignment and teacher tutors to provide students with appropriate interventions.
- August 14, 2013: Approval of new Board Policy and Administrative Regulations for Preschool/Early Childhood Education.
  - August 15, 2012: Review and Approval of Plan for Categorical Programs and Consolidated Application for the 2012-13 school year.
  - September 11, 2013: Approval to implement new technology in the classrooms, including network and wireless upgrades.
  - September 11, 2013: Common Core Implementation Updates.

- September 11, 2013: Approval of Board Policies and Administrative Regulations on Interdistrict attendance.
- October 9, 2013: Approval of Google Aps for Education – Student Accounts Pilot.
- November 13, 2013: Common Core State Standards Implementation Funding.
- November 13, 2013: First Reading Revised Family Life Series curriculum and materials for health education.
- November 13, 2013: Presentation of Training on math practices and content standards, Number Talks and FactsWise to support practices in the Common Core Math Standards.
- November 13, 2013: Facilities Update – School Site progress to reduce class size.
- January 15, 2014: Quarterly Report on Williams Uniform Complaints.
- January 15, 2014: E-Rate Application.
- January 15, 2014: Local Control and Accountability Plan and Annual Update
- February 12, 2014: Timeline for Approval of the Local Control Accountability Plan.
- February 12, 2014: Presentation of Comprehensive Safe School Plans.
- February 12, 2014: Adoption of Board Policy and Administrative Regulations on Use of School Facilities; Tobacco-Free Schools; and Drugs, Tobacco, Alcohol Drugs and Alcohol.
- February 12, 2014: Approval of Comprehensive Safe Schools Plan.
- February 12, 2014: Approval for parents to Attend the 35<sup>th</sup> Annual State Migrant Parents Conference in Los Angeles, California.
- February 12, 2014: Presentation of Dual Immersion Alliance.
- February 12, 2014: Presentation of Local Control Accountability Plan Survey.
- February 12, 2014: Report on Common Core Math Standards Implementation and Course Placements for 7<sup>th</sup> and 8<sup>th</sup> grade Students.
- April 9, 2014: Quarterly Report on Williams Uniform Complaints.
- April 9, 2014: Approval of Engage NY as the Common Core Math Standards for Kindergarten-Sixth Grade.
- April 9, 2014: Approval of Engage NY as the Common Core Math Standards Materials for 7<sup>th</sup> and 8<sup>th</sup> grade students.
- April 9, 2014: Report on Dual Immersion
- April 9, 2014: Report on Local Control Accountability Plan Updates.
- April 9, 2014: Approval of the Education Protection Account (EPA) Plan.
- May 14, 2014: Public Hearing and Update of Local Control Accountability Plan
- May 14, 2014: Declaration of Need for Fully Qualified Educations for 2014-15.

- May 14, 2014: Review of List of Improvement Projects and input from stakeholder groups (parents, staff, community).
- May 14, 2014: Budget Study Session.
- June 18, 2014: Approval of Special Education Plan.
- June 18, 2014: Public Hearing and approval of Local Control Accountability Plan.
- June 18, 2014: Award Bid of Common Core Math Modules
- June 18, 2014: Public Hearing and Resolution on The Education Protection Account Plan.

### **YEAR: 2014-2015**

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

- 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 was documented through sign-in sheets, agendas, minutes and program materials.

- b. **Response to Intervention:** The district continued implementing our Response to Intervention System model "Walking to Learn" to address the academic and linguistic needs of all students. The RtI model was successfully implemented in the areas of ELA/ELD in all elementary schools. Our district fully implemented 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 were 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 focused 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 was 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 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.

**Analysis of the LEA’s progress towards student achievement goals in the LEA Plan.**

The CAASPP results for 2014-15 provided baseline data for achievement levels in ELA and Math. **Our data indicated 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 indicated 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 CAASP RESULTS  
SANTA MARIA-BONITA SCHOOL DISTRICT  
Achievement Level by Grade Level  
All Students**

<b>Grade</b>	<b>ELA Standard Not Met</b>	<b>ELA Standard Nearly Met</b>	<b>ELA Standard Met</b>	<b>ELA Standard Exceeded</b>	<b>Math Standard Not Met</b>	<b>Math Standard Nearly Met</b>	<b>Math Standard Met</b>	<b>Math Standard Exceeded</b>
<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 showed 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.

<b>AMAO</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
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%

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

### **YEAR: 2015-2016**

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:** The 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 was 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.

The SMBSD 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. The district has been 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. Teachers 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 were assessed on a regular basis to monitor their progress. New students were 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:** The district focused 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 were 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 was 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.

**Analyze the LEA's progress towards student achievement goals in the LEA Plan.**

The CAASPP results for 2014-15 provided baseline data for achievement levels in ELA and Math. This was the second year with CAASPP results and the first year that it was 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.

**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 implied greater diversity of program and/or student background factors across schools. In Junior High, the percent meeting or exceeding ELA standards ranged from 28% to

45%; this was a narrower spread than elementary schools. In this situation student background factors were 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. The tables below display these numbers.

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

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

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

<b>School</b>	<b>2016 Standard Met*</b>	<b>2015 Standard Met*</b>	<b>Change</b>
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%
<b>District 3-6</b>	<b>24%</b>	<b>20%</b>	<b>4%</b>

School	2016 Standard Met*	2015 Standard Met*	Change
Arellanes Jr	28%	25%	3%
El Camino	28%	19%	9%
Fesler	35%	32%	3%
Tommy Kunst	45%	41%	4%
<b>District 7-8</b>	<b>35%</b>	<b>30%</b>	<b>5%</b>

\* Students scoring either Standard Met or Standard Exceeded combined

**Mathematics:** The District's track record on math tests was "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 or exceeded the State standards. Overall, Santa Maria-Bonita students improved by 2% in math districtwide.

As was noted in the ELA narrative 7<sup>th</sup>/8<sup>th</sup> grade scores were higher than elementary ones and scores improved each grade from 5<sup>th</sup> to 8<sup>th</sup>. Though 5<sup>th</sup> grade did improve from last year, it was still noticeably lower than other grades. Last year statewide 5<sup>th</sup> grade math scores dipped below other elementary scores, while 5<sup>th</sup> grade ELA scores were commensurate with other elementary grades. The implication is that the dip may be a test calibration issue. Taylor and Fairlawn showed the highest gains, having 8% improvement in math.

The tables below display the CAASPP-Math results from 2015-16 by grade level and school.

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

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

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

<b>School</b>	<b>2016 Standard Met*</b>	<b>2015 Standard Met*</b>	<b>Change</b>
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%
<b>District 3-6</b>	<b>18%</b>	<b>15%</b>	<b>3%</b>
Arellanes Jr	23%	24%	-1%
El Camino	20%	15%	5%
Fesler	18%	18%	0%
Tommy Kunst	33%	30%	3%
<b>District 7-8</b>	<b>24%</b>	<b>21%</b>	<b>3%</b>

\* Students scoring either Standard Met or Standard Exceeded combined

**Scale Scores:** Public attention will most likely be focused on the degree to which schools were getting students to meet or exceed standards. Percent proficient was 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 were 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 5<sup>th</sup> and 7<sup>th</sup> scored lower than the last years 5<sup>th</sup> and 7<sup>th</sup> graders.

**CAASPP ELA  
2015-16 Mean Scaled Score**

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

**CAASPP Mathematics  
2015-16 Mean Scaled Score**

<b>Grade</b>	<b>2016</b>	<b>2015</b>	<b>Change</b>
<b>3</b>	2386.6	2380.0	6.6
<b>4</b>	2426.5	2415.9	10.6
<b>5</b>	2434.4	2434.7	-0.3
<b>6</b>	2468.4	2466.2	2.2
<b>7</b>	2485.0	2487.2	-2.2
<b>8</b>	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.

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

<b>AMAO</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
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%

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

### **SUMMARY OF DISTRICT PROGRESS ON DAIT RECOMMENDATIONS**

From 2009-2016, Santa Maria-Bonita School District has focused on five goals that were aligned to five District Assistance Intervention Team (DAIT) Strands based on the DAIT team findings and recommendations. Below is a summary of the findings and recommendations for each DAIT Strand:

1. **Governance:** Santa Maria-Bonita School District needs to develop a coaching model for teachers, school and district staff.
2. **Alignment of Curriculum, Instruction and Assessments to State Standards:** The district needs to develop a comprehensive intervention approach to serve the needs of English learners and other students at risk, which should include the full implementation of the most recent SBE adopted standards-based materials for English Language Arts (fall 2010) and Math (fall 2009). A Response to Intervention model (RtI) model is necessary to address the instructional needs of all students. There is need for ongoing support and coaching for teachers and administrators to successfully implement the RtI model and the new adopted programs.
3. **Data Systems and Achievement Monitoring:** The district should implement a comprehensive diagnostic/placement, formative and summative assessment system to provide students with needed interventions as well as monitor progress and exit students.
4. **Professional Development:** SB472 training in the new SBE approved math programs should be provided for all teachers as soon as the local governing board approves the new math program. SB472 training in English Learner instruction (ELPD) should be provided for all teachers immediately.
5. **Parent and Community Involvement:** There is need to strengthen the communication between parents and school staff. Due to the particular characteristics of the population that the district serves, there is need for improving three main areas: parent education programs, outreach and communication, and parent leadership.

. The chart below outlines the structure of the DAIT Process:

<b>Organizational Structure of DAIT Process</b>				
<b>Oversight/DAIT Lead: Assistant Superintendent of Instruction</b>				
<b>Goal 1: Innovative Leadership &amp; Coaching</b>	<b>Goal 2: Response to Intervention</b>	<b>Goal 3: Comprehensive Assessment System</b>	<b>Goal 4: Fully Implement Title III LEA Addendum</b>	<b>Goal 5: Involving Parents in Governance</b>
<b>Lead:</b>  <b>Director of Curriculum</b>  Persons Involved: Superintendent Assistant Superintendent of Instruction 26 District Admin. 20 Principals 19 Ass. Principals 4 JH Deans 8 District TOSA's 86 Lead Learners	<b>Lead(s):</b>  <b>Director of Special Ed</b>  <b>Director of Pupil Personnel</b>  Persons Involved: Coordinator of After School 20 Principals 19 Ass. Principals 16 Site Intervention Teachers SPED Staff	<b>Lead:</b>  <b>Coordinator of Curriculum</b>  Persons Involved: Director of Curriculum Director of Consolidated Projects Coordinator of IT 20 Principals 19 Ass. Principals 8 District TOSAs 16 Site Intervention Teachers	<b>Leads:</b>  <b>Coordinator of English Learner Services</b>  Persons Involved: Director of Curriculum 2 EL TOSAs 16 Site EL Coaches 20 Principals 19 Ass. Principals 4 JH Deans 4 ELA Dpt. Chairs	<b>Lead:</b>  <b>Director of Consolidated Projects</b>  Persons Involved: Coordinator of English Learners Assistant Admin. of Migrant DAC/DELAC Representatives PAC Represent. Migrant TOSAs GATE TOSA Preschool TOSA

The following statements describe the progress made in implementing five goals based on the recommendations developed by the DAIT team for Santa Maria-Bonita School District and adopted by the district as the focus for their improvement reforms. These activities were funded by the Local Control Funding Formula and partially supplemented by Title I, Title II and Title III.

- 1. Innovative Leadership and Coaching:** The first priority of the Santa Maria-Bonita School District is the improvement of reading language arts and mathematics instruction for all students as validated by their increased learning and achievement. To accomplish this, our district has worked with outside consultants (Lowell Institute, University of California Santa Barbara, Santa Barbara County Education Office) to implement a leadership institute for all administrators and provide ongoing professional development and coaching for all district/school administrators, teachers and support staff with a focus on student learning. Our

district has further strengthened its purposeful actions to improve the reading language arts and mathematics instruction for all students by:

- Designating additional staff and fiscal resources to directly support these programs.
- At the district level the Assistant Superintendent of Instructional Services, Director of Curriculum and Instruction, Coordinator of Curriculum, Director of Consolidated Projects, Coordinator of English Learner Services, EL Teachers on Special Assignment (TOSAs) and Curriculum TOSAs are all responsible for the instructional program and student progress monitoring.
- Provide all administrators training to implement leadership skills for using and monitoring the data analysis protocol by their grade/course level teams as they meet in Professional Learning Communities (PLCs).
- Provide professional development that supports collaboration across designated school sites and grade levels with an emphasis on student achievement and its relationship to standards, English language instruction, effective assessment practices, research-based instructional strategies, and the effective implementation of standards-aligned materials.
- 20 Principals and 20 Assistant Principals (16 elementary and 4 junior high), 4 JH Deans, and 8 Curriculum TOSAs are designated to provide ongoing professional development for 700 teachers and monitor student progress.
- All 1-6 classrooms are providing 2.5 hrs of daily instruction in English Language Arts and 1 hr of daily instruction in math.
- All K-8 classrooms will provide additional time for strategic and intensive math support during the school day. Reading intervention teachers and teacher tutors will provide support for struggling readers as a push-in program. RSP and SDC teachers will work in a learning center model to serve special education and general education students.
- All K-8 classrooms are fully implementing the most recent state board adopted language arts program on a daily basis. The “California Treasures” was adopted by the local governing board as the core program for ELA for grades K-8 and has been implemented since the 2010-11 school year. Three new SBE approved adoptions for ELA in grades K-8 will be piloted in all schools in 2016-17.
- New state board adopted math programs were piloted in 2014-15 and two new programs were fully implemented in 2015-16. The “Go Math” was adopted by the local governing board as the math core program for 19 schools, and the “Swun Math” core program was approved for Bonita Elementary School.
- Our district renewed the partnership with the California Polytechnic State University to implement the “Central Coast STEM Institute”, a three-year mathematics development program for teachers. Through this program, teachers are developing a curriculum that links mathematics to the real world. Sixty teachers are participating in the STEM Institute.
- All teachers at Santa Maria-Bonita School District are receiving training by the Santa Barbara County Office of Education to assist with the implementation of the new California ELA/ELD Framework and Common Core State Standards.
- A Teacher Induction Program was implemented in 2015-16 to develop capacity of beginning teachers and prepare them to teach the new State standards.

- An LEA Stakeholder Committee has been established to evaluate the state and federal programs, revise the LEA Plan, and monitor the implementation of the LEA Plan. The district has contracted with the Santa Barbara County Education Office to guide the work of the LEA Stakeholder Committee. The committee is composed of district and site administrators, teachers, classified staff, parents and community members. The committee, in consultation with diverse stakeholder groups, has prepared a new board approved LEA Plan that will be implemented in 2016-17.
- During the last eight years, all Single Plans for Student Achievement (SPSAs) were revised on an annual basis and were aligned with LEA/DAIT goals and RtI systems to accelerate learning and close the achievement gaps for ELs and SWDs in ELA and math. All 20 schools will write new Single Plans for Student Achievement in 2016-17 to align them to the new LEA Plan and LCAP Plan.

**2. Response to Intervention:** The district has provided professional development for principals and site leadership teams in the foundational principles of Response to Intervention including the culture of “All students can learn,” the effective use of assessment, data teams, research-based instruction and interventions, and cultural proficiency. Sites used surveys provided by DAIT to determine needed changes in their practices for implementing positive school culture, common formative assessments, efficient data teams, and effective instruction and intervention strategies. Teams were given guided development for their site RtI with Tier I, Tier II, and Tier III interventions. This year, the district expanded development of these site systems of Response to Instruction and Intervention (RtI ) to better meet the instructional needs of all students in ELA and math, especially English Learners. Our district added these components to deepen the district-wide RtI:

- A Response to Intervention model was fully implemented to navigate the new RLA adoption options to include entry and exit criteria. Students will be identified to be placed in advanced, benchmark, strategic, and intensive groupings to occur during the day and during extended day offerings.
- Provided ongoing monitoring of the revision and implementation of each site’s RtI Plans.
- Continued to increase the number of collaborative/team teaching of general and special education teachers with the inclusion of special education students in regular classes.
- 18 full-time site Intervention Teachers have been hired to provide intensive and strategic support to students in the areas of ELA and math.
- 54 part-time Teacher Tutors and Limited Assignment Teachers were hired in 2015-16 to provide targeted interventions in ELA and math during the school day.
- 327 bilingual instructional assistants have been hired to provide instructional support for English learners in all classrooms. Each kindergarten and first grade classroom has a part time (3.5 hrs. per day) bilingual instructional assistant.
- Ancillary materials and supplemental materials were fully implemented during universal access time to support the RLA programs, and provide strategic intervention for students 1-2 years below grade level.
- The Inside program was fully implemented as the core replacement program for intensive reading intervention for grades 4-8 since 2010-11. Our district is piloting

new SBA reading intervention programs aligned to the new common core standards. The new programs will not be used as core replacement but will be used in addition to the newly adopted ELA core program during RtI.

- SRA REACH/Corrective Reading was implemented in 4th-8th grade special day classes, 7th & 8th grade RSP classes and many elementary RSP programs. SRA Reading Mastery is being used in a variety of special education programs. These programs are being implemented with direct instruction coaching support. Our district is piloting new SBA approved materials for students with special needs.
- Supplemental instructional materials were purchased to supplement the new common core standards and provide additional support for English Learners and Newcomer students, including: English at Your Command, Avenues, Newcomer Kit, Engage New York, Swun Math, and others.
- Supplemental instructional software and hardware were purchased to support the ELA and math interventions. The Imagine Learning software has been purchased for all students in the district, SuccessMaker has been purchased for 10 schools, and Achieve 3000 has been purchased for 8 schools. iPads have been purchased for lower grades, and Chromebooks have been purchased for upper grade classrooms. Google educational apps are used in all classrooms. Document cameras, projectors and laptops have been purchased installed in all classrooms to support instruction.
- Our district expanded the extended day programs to provide additional interventions in ELA/ELD and math for Migrant, Homeless, Newcomer, English Learners scoring Beginning and Early Intermediate, and Long Term English Learner students entering 6th, 7th and 8th grades. In 2015-16, over 1,500 students attended the Saturday School program for 22 weeks; 3,000 students attended the 4-week Summer Program; and 500 students attended the 2-week Winter Intersession Program. Over 2,500 students attended extended day programs (3 hrs. every day), and 1,000 students attended Before and After School Tutoring, Homework Club, AVID, AVID Excel, Speech & Debate, and college residential programs and college and career activities to build their experiential base (e.g., field trips, guest speakers, university outreach).

**3. Comprehensive Assessment and Student Monitoring System:** Santa Maria-Bonita School District continues this year to develop its comprehensive assessment and data system using the Online Assessment Reporting System (OARS) data collection system for easy access by teachers and administrators to create reports and analyze disaggregated data to monitor student achievement at state, district, and school levels. This system for summative and formative assessments is essential to the ability of the district and site staff to monitor student learning, determine who is not learning, and provide appropriate interventions. The following are new and continuing actions to build this comprehensive assessment and data system:

- Train staff to administer the district benchmark assessment three times per year at grades K-8 and disaggregate data for use to inform instructional practices and design intervention opportunities.
- Continued training to use PLCs and data teams consisting of grade or course level teachers at all sites to analyze formative student data from ELA and math standards-based district benchmarks and formative assessments to determine an effective instructional response and appropriate intervention for students not achieving

proficiency.

- Establish a district wide Pilot Committee and Selection Committee to pilot and recommend State adopted math materials for adoption and implementation. A professional development plan and training schedule have been developed for implementation in 2017-2018.
- Establish a district PLC of principals and district administrators to analyze district, site, and grade level student data to identify areas of strength and weakness and needs for additional professional development.
- The process for monitoring is clearly established in the District Multi-Tier System of Supports (MTSS) for interventions.

**4. Improved Achievement for English Learners.** The main focus of our improvement efforts is instruction for English learners to accelerate their language acquisition and reclassification, as well as to improve their academic performance. Key to the success of this year's programs for English Learners is the implementation and monitoring of consistent district EL guidelines for these programs. An English Learner Coordinator was hired by the District in 2015-16 to oversee all programs and services for English learners and address the needs of our Long-Term English Learners (LTEL) and English learners at risk, and guide the implementation of the new ELD standards during Designated and Integrated ELD. To accomplish this goal, our district is implementing the following strategies:

- District Policy and Administrative Regulations for Education of English Learners have been revised and approved by the School Board to include adequate resources and guidelines for programs and services for ELs.
- An English Learner Master Plan Advisory Committee has been established to prepare the District EL Master Plan. Composition of the committee includes parents, teachers, administrators, community members, and support staff.
- The district has contracted with Dr. Kate Kinsella to provide district-wide professional development for all teachers and administrators on EL instruction, classroom observation, and EL progress monitoring. All teachers are receiving ongoing training as well as classroom support from site TOSAs, EL TOSAs, and site administrators.
- 43 school administrators and 14 district administrators and 9 TOSAs participated in the English Learner Institute for Teaching Excellence (ELITE) professional development series provided by the Ventura County Office of Education in our district in 2015-16 to prepare our administrators for Designated and Integrated ELD instruction.
- 47 teachers, school and district administrators attended the 4-day ELD Teaching Excellence Summer Institute at the Santa Clara County Office of Education in Summer 2016. We have contracted with Santa Clara County to provide the ELD Institute in our district in 2016-17.
- All K-8 classrooms are providing 30 minutes of daily ELD Designated instruction.
- To assist teachers in better adapting instruction to give EL students access to the core curriculum, our district implemented the Academic Vocabulary Toolkit, Frames for Fluency and Scaffolds for Supporting English Learners in all 16

elementary schools, and English 3D and AVOD Excel at the 4 junior high schools.

- 16 full-time site English Learner Coaches will be hired in 2016-17 to support the implementation of the English Language Development standards, provide intensive and strategic support to English learners in the areas of ELA and math, and provide ongoing professional development and coaching on EL instruction and Designated/Integrated ELD at each elementary site.
- 2 full-time District English Learner TOSAs will be hired in 2016-17 to support the implementation of Designated/Integrated ELD and provide ongoing professional development and coaching at each elementary school and junior high.
- A Dual Language Immersion Program (90/10 model) was implemented in 2015-16 at Jimenez School to promote student biliteracy in English and Spanish.
- In the absence of the California Standards Test, our district revised the Reclassification criteria for English Learners to identify local measures to assess English Learner's basic skills.
- Our district instructional services team has conducted an extensive data review of longitudinal CELDT data, which has guided our educational plan for Long Term English Learners and Students at Risk.

**5. Parent and Community Involvement:** Santa Maria-Bonita School District provides multiple education opportunities for parents and community members to prepare them to support student learning and parent/community involvement. All schools provide multiple opportunities for parents and family members to access school programs and staff, receive student and school information and resources, and are a part of decision-making. Our district also promotes parental involvement and parent participation in leadership and decision making at school and district level. To effectively partner with parents and community members, our district has been focusing on three main areas of parent involvement: Parent Education, Parent Outreach and Communication, and Parent Leadership. The following programs and services are provided by the district:

**Parent Education:**

- Parent Engagement programs are provided at 10 schools every year. Our district contracts with the Parent Institute for Quality Education (PIQE) and Fighting Back Santa Maria Valley (FBSMW) to provide the parent engagement programs. The nine-week programs focus on parenting skills, academic standards, how to navigate the school system, how to support learning at home, how to support the child's socio-emotional development; how to be involved at school; and how to support their children to be college and career ready.
- Adult education programs are provided to support the families' literacy in their primary language. Our district in partnership with Allan Hancock College provides Spanish Literacy classes at 2 school sites to develop the families' literacy levels in their primary language.
- Our district is expanding the English as a Second Language program to additional schools in partnership with Allan Hancock College. The ESL classes will be provided at 13 school sites in 2016-17. Our district hired teachers and bilingual

instructional assistants to provide ELD instruction to the participants' children concurrently with their parents' instruction.

- Our district contracts with Fighting Back Santa Maria Valley to provide programs Program for parents and family members of children at risk at all 4 junior high schools and 16 elementary schools. Programs include Too Good for Drugs, DARE, District Smoke Cessation TUPE program, Outreach Program and Parent Project. Through these programs, parents develop and reinforce their parenting skills, and learn how to deal with difficult, defiant or destructive children's behavior. Children learn effective prevention and intervention techniques in order to grow into safe and competent citizens. Topics include prevention and intervention for alcohol, tobacco and drug abuse, identification and prevention of gang involvement, counseling, behavior contracts & intervention plans, family support, after school activities, monitoring attendance and home visits.
- Parents are provided opportunities to attend local, regional, state and national parent conferences.

### **Parent Outreach and Communication:**

- Our district has established protocols, resources, and trainings to maximize outreach efforts to the parents of Students at Risk (SED, EL, SPED).
- Paramount to the success of our school district is the engagement of parents in their children's educational process. Our district conducted a comprehensive parent survey to identify areas of strength and need which yielded over 6,000 responses for use in guiding the LCAP, LEA Plan and EL Master Plan.
- Each school holds regular parent meetings every year: Open House, Back to School Night, Parent Advisory Committee Orientation, Title I Orientation, English Learner Orientation, and three annual Parent-Teacher Conferences.
- Each school in Program Improvement status holds an annual meeting with all parents to inform them about school choices, Supplemental Educational Services available, and school plan to improve student achievement.
- Each school office is staffed with a full-time Bilingual Community Liaison to complete a variety of outreach activities to include individual meetings with parents to refer to all district EL programs, encourage attendance at parent education events, provide written resources to district services (e.g., State Preschool, ESL, Homeless, Migrant Services), CELDT result notifications, and explanations of the variety of ELD settings available to their children.
- Two full-time homeless/foster liaisons are hired in partnership with Fighting Back Santa Maria Valley to outreach families, assess students and families' needs, and provide adequate services to homeless and foster children and youth.
- A full-time Migrant/Homeless Family Advocate was hired by the district in 2015-16 to outreach families, assess the needs of students and families, and refer them to services and programs available at the district, schools, and community.
- Three full-time district bilingual translators have been hired by the district to facilitate the translation and communication with our increased English learner population. A full-time trilingual translator (English-Spanish-Mixteco) will be hired by the district in 2016-17 to facilitate the communication with our increased Mixteco population.

- All schools use various means to reach out parents: letters, flyers, phone calls, home visits. All documents addressed to parents are written in English and the parents' home language. The Parent Square Automated Phone Call System is used by each school site to ensure all parents receive information about parent meetings, parent educational programs, school events, parent-teacher conferences, and other school-wide or district-wide events involving students and parents.
- All school sites provide adequate number of professional translators/interpreters who can perform two-way translation to facilitate the communication between school staff (administrators, teachers, office staff) and families at all events. During Back to School Nights, a translator is provided for each classroom.
- All Community Liaisons meet every month with the English Learner Coordinator to standardize the parent outreach practices with a renewed focus on reaching out to English Learner parents as documented through contact logs and correspondence.
- A district committee will be formed to review and expand brochures, parent notification letters, along with community and district resources for the parents of Students at Risk (SED, EL, SPED).
- The district is carefully monitoring all parent outreach activities through invitation letters/flyers, phone calls, agendas, sign-in sheets, and material examples, including a review of how many English learner parents are reached out at each site. The English Learner Coordinator and Director of Consolidated Projects will oversee these activities.
- Contact logs for parent outreach will be created and utilized to monitor outreach to parents.
- Community Liaisons will receive ongoing training on interpretation strategies, outreach strategies and services available for EL's and parent events.
- All parent notifications and reports (EL Identification, Reclassification, CELDT, CAASPP, Program Improvement, Migrant, Homeless) will be provided within 15 days of identification and placement.
- All district/school plans and progress reports, including LEA Plan, EL Master Plan, Title III Plan, LCAP Plan, School Accountability Report Card, Single Plan for Student Achievement, Title I Evaluation Report, End-of-Year Report of Progress, etc., are translated in Spanish and are posted on the District website for public review.

#### **6. Parent Leadership:**

- The district provides an orientation for all parents on State and Federal Programs and Parent Involvement every other year.
- All School Site Council (SSC), English Learner Advisory Committee (ELAC), and Migrant Parent Advisory Committee (PAC) members from each school site are provided with appropriate training on the No Child Left Behind Act, Role of SSC/ELAC/PAC, State and Federal Categorical Programs, Budgets, Single Plan for Student Achievement, and Migrant Regional Applications. Two training sessions for all SSC/ELAC members will be provided in 2016-17.
- District parent advisory committee members (DAC/DELAC/PAC/GATE) are provided with leadership programs and other educational activities to help them

develop their leadership skills and enhance their knowledge to successfully support their children’s school improvement plans.

- Monthly meetings are held with district parent advisory committees at least six times per year to plan parent education programs and promote parental involvement at the school level and district level.
- Each school holds regular meetings with SSC and ELAC members at least six times during the school year. Meetings minutes, agendas and sign-in sheets are collected at each site. The Director of Consolidated Projects monitors these meetings and maintain records for these activities.
- Each school site will prepare a two-year Single Plan for Student Achievement in conjunction with the SSC, ELAC and other school advisory committees in 2016-17. These plans will be aligned to the new LEA and LCAP Plans and revised annually by the school site councils.
- Each school revises their Title I Parent Involvement Policy and Parent-Compact with their SSC, ELAC and other school advisory committees annually. The school parent involvement policy and compact are approved in a public parent meeting every year and a copy is mailed to all parents.

**TITLE I FUNDED ACTIVITIES (2015-16)**

<b>Activity/Service</b>	<b>Cost</b>
5 Curriculum TOSAs (2.5%-60% salaries)	\$195,000
4 Computer Lab Assistants (25%-50% salaries)	\$71,585
4 Intervention Teachers (25%-50% salaries)	\$189,290
4 Limited Assignment Teachers	\$125,771
9 Teacher Tutors	\$137,760
6 Library Media Assistants (25%-50% salaries)	\$118,198
Supplemental Instructional Materials	\$298,493
Parent Engagement Programs	\$213,249
Two Homeless Liaisons (50% salaries)	\$44,344
Professional Development	\$224,557
Instructional Software/Hardware	\$898,775
Supplemental Educational Services & School Choice	\$581,558
Extended Day Programs	\$124,047
Program Administration	\$460,309
Indirect Cost	\$138,013
Carryover for 2016-17	\$167,865
<b>Total Allocation for 2015-16</b>	<b>\$3,988,814</b>

As Santa Maria-Bonita School District moves forward with the implementation of the new LEA Plan for 2016-19, the activities outlined above might be modified based on the analysis of new data and recommendations from the LEA Stakeholder Committee.