

SANTA MARIA BONITA SCHOOL DISTRICT
CDS CODE 42-6912
2008-2010 LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM

The No Child Left Behind (NCLB) Act of 2001 Section 1116(c) (7) (A) requires that LEAs identified for PI shall develop or revise an LEA Plan, in consultation with parents, school staff, and others. Our LEA Plan Addendum addresses the fundamental teaching and learning needs in the schools and the specific academic problems of low-achieving students.

Following CDE guidance this addendum afforded our district an opportunity to utilize a variety of new tools to identify strengths and weaknesses with a focus on the Essential Program Components. We utilized an intensive review of Site Academic Program Surveys in tandem with the District Assistance Survey when revising our current plan. Our process has included multiple meetings with a variety of stakeholder groups to include the “No Child Left Behind Committee”, District Site Leadership Team (DSLTL), Central Office Administration, Site Administrators, the Curriculum and Instruction Special Advisory Group, and a variety of teacher groups.

To address the needs of our students and families, the district has engaged in strategically planning a district-wide systemic approach for continuous improvement. The goal is to ensure that all children have equal access to a quality education and can reach their highest potential. Our district strives to promote high standards, higher expectations, and a college-going culture for all children. To accomplish these goals, the district has—since 2003--been implementing programs in its schools to support the core instruction and address the needs of its diverse students, particularly English Learners. Examples include Saturday school, summer school, preschool, extended day, after school, reading interventions, math intervention, migrant support programs, and leveled ELD. To successfully implement high quality programs and differentiated instruction at each school, our district has hired additional teachers on special assignment (TOSA), intervention teachers, reading coaches, teacher tutors and instructional aides. All teachers are fully credentialed and highly qualified, and the majority has received AB466/SB472 training in the most recently adopted ELA and math programs. Additionally, thirty-seven teachers have received intensive professional development and coaching in Math and Science. However, despite our efforts and continuous improvement, our district has failed to meet some of the AYP targets and has been identified as a Program Improvement District Year 3. Eleven elementary schools and three junior high schools are also in Program Improvement status, and one of the PI schools has also been deemed as state-monitored (SAIT). There is a need to analyze our current practices, and update our district and school plans for improving academic achievement for all students.

What are the needs of our children and families in Santa-Maria Bonita?

District Profile: Santa Maria-Bonita School District serves the Santa Maria Valley, which is one of the most productive agricultural areas in the State of California. The economy is primarily agricultural. During the last two years, our city has been severely affected by the housing market crisis. In particular, our socio-economically disadvantaged population has been dramatically affected causing higher poverty levels and homelessness, and an increase in our already high mobility rates. We are currently serving 13,245 students in 15 Elementary schools and four Junior High schools. Santa Maria-Bonita School District is comprised of children from a variety of backgrounds with significant sub-groups including socio-economically disadvantaged, Hispanic/Latinos, and English Learners. Due to its large number of migrant families and students, our district serves as its own Migrant Region in Santa Barbara County.

- ✚ Eighty-two percent of our students qualify for free or reduced lunch.
- ✚ Eighty-eight percent of the 13,245 children enrolled in the District are Hispanic/Latinos.
- ✚ Fifty-four percent of the students in the District are classified as English learners, and are not yet proficient in English.
- ✚ We serve 3,043 Migrant students, who constitute 23% of our student population.
- ✚ We have a high mobility rate in our district. Traditionally, 34% of our students move out of the district during a school year. The majority of our students in grades K-6 attend three different schools during their elementary years. These mobility rates have dramatically increased during the last years due to the housing market crisis.
- ✚ A majority of children who are classified as English learners have Spanish as their first language. The second largest language group is Mixteco, which is a dialect spoken by families from Oaxaca, Mexico.
- ✚ Less than thirty percent of our four-year olds in Santa Maria have participated in any formal early childhood or preschool program.
- ✚ Forty percent of our parents have not graduated from high school, and a large number of parents have some elementary schooling or no schooling. The majority of our parents have limited English proficiency. A vast majority is socio-economically disadvantaged (82%), whose primary job is agriculture. Almost one-fourth of the families we serve are migrant farmers. The average educational level for these families is third grade.

Why is Santa Maria-Bonita School District in Corrective Action?

We find ourselves in corrective action because our English Learner, SED and SPED subgroups did not meet AYP targets in Language Arts. All Subgroups have met and exceeded AYP targets in Mathematics. The student performance in each subject area is analyzed on the following pages.

English Language Arts

Although we have failed to meet the AYP target of 35.2% in Language Arts for the English Learner subgroup, we have made significant growth since 2003. We have been successful in tripling the percentage of English Learners who are proficient and above in Language Arts. As can be seen in the table below, the percentage of English Learners proficient and above have increased from 6.1% to 22.9% over the last six years.

Six-Year History for CST ELA – English Learner Subgroup		
Year	% Proficient & Above	Growth
2002	6.1%	-----
2003	12.3%	+6.2%
2004	13.3%	+1.0%
2005	17.2%	+3.9%
2006	20.5%	+3.3%
2007	20.7%	+0.2%
2008	22.9%	+2.2%

Correlation between ELA Achievement and English Language Proficiency

It is important to note that we had 4,100 valid scores on the CSTLA for English Learners in 2007. Of those 4,100 scores, 798 or 20% students are in the early two stages of learning English, 2,220 English Learners (54%) are at the basic level of Language proficiency yet they are being tested on grade level material written for a proficient English speaker. The 26% of English Learners who are proficient in English have met or exceeded the AYP target in Language Arts.

We have a significant number of English Learners identified at the Basic level. This illustrates that, although we missed our target, we have 58% of our English Learners on their way to proficiency. Page: 3

The table below further clarifies the relationship between English Learner levels and proficiency levels on grade-level assessments written for English-proficient students.

Far Below Basic	Below Basic	Basic	Proficient	Advanced
All English Learners				
886	1,348	1,596	476	71
20%	31%	36%	11%	2%
795 Valid Scores for Immersion Students at Early Levels of Learning English				
392	274	134	18	4
49%	31%	17%	2%	1%
3,563 Valid Scores for Mainstream Students continuing to learn but have not mastered English				
490	1,096	1,455	455	67
14%	31%	41%	13%	2%

Mathematics

Our English Learners have met and continue to exceed AYP targets in Mathematics on the CST Math. The table below reveals that the percentage of EL students identified as proficient and above in math exceeded the AYP target of 37% in 2008. Furthermore, the number of English Learners proficient and above has doubled over the last six years.

Six-Year History for CST MATH – English Learner Subgroup		
Year	% Proficient & Above	Growth
2002	19.4%	-----
2003	28.0%	+8.6%
2004	28.5%	+0.5%
2005	33.5%	+5.0%
2006	39.1%	+5.6%
2007	37.3%	-1.8%
2008	39.4%	+2.1%

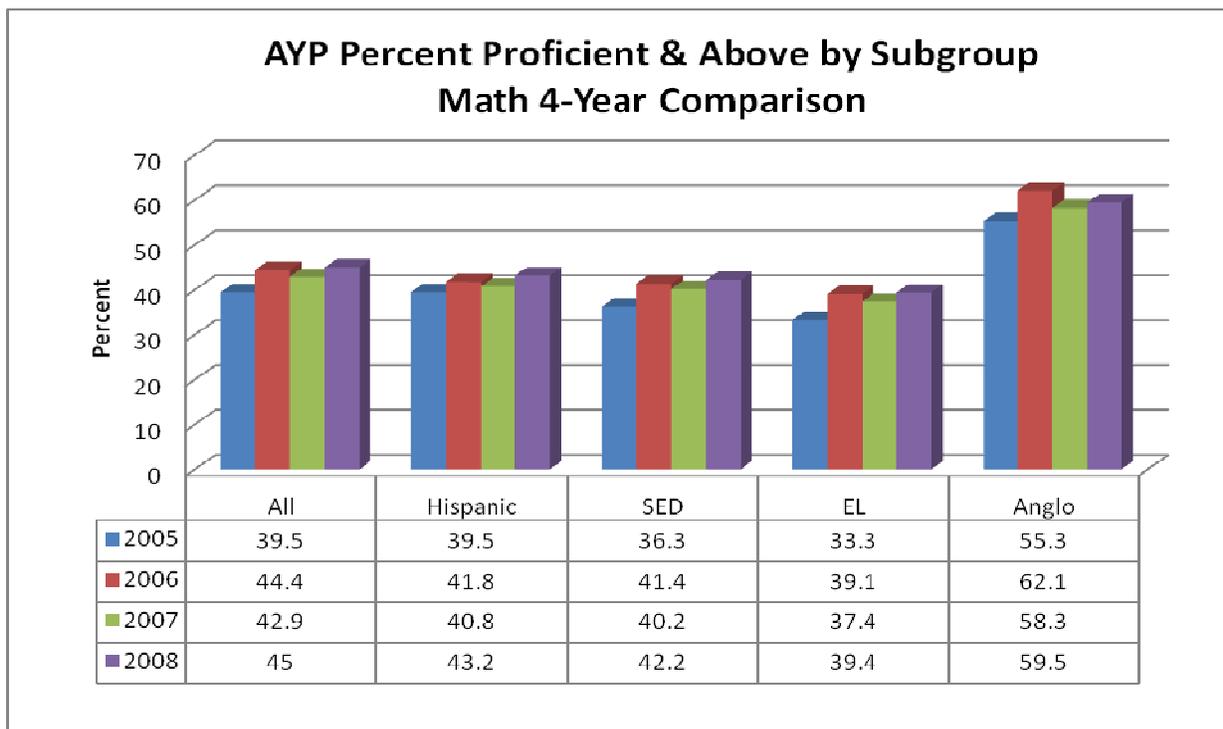
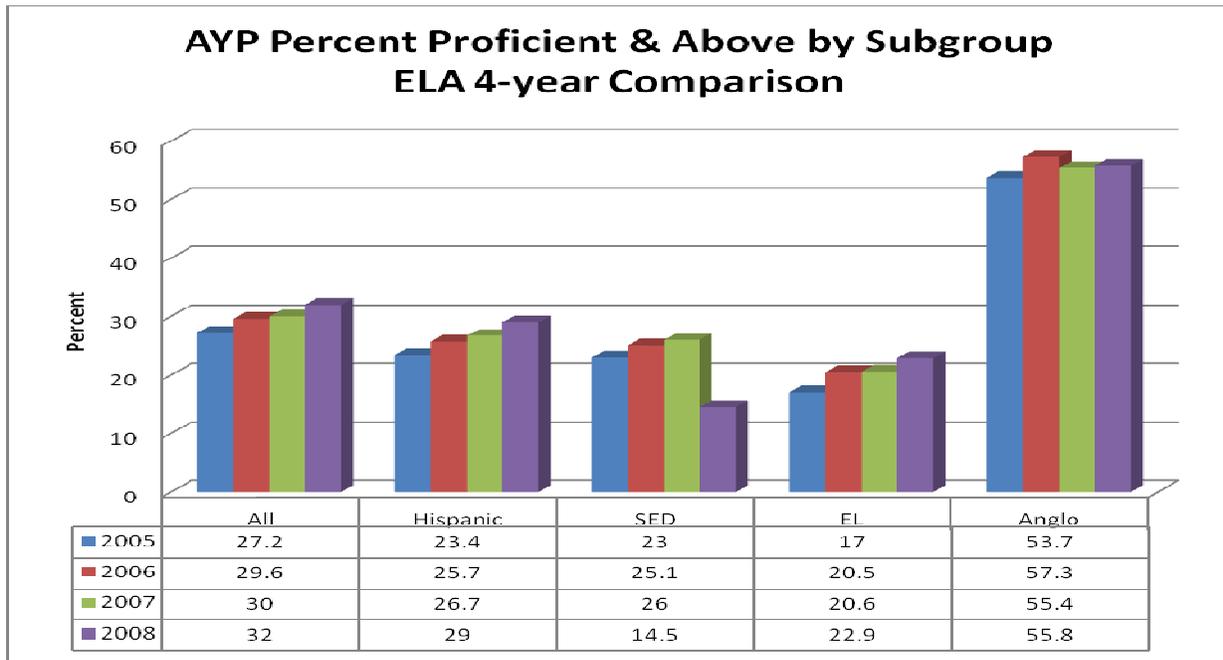
Academic Performance Index (API)

Our district API also had a positive growth during the last six years. Our API increased by 76 points from 2002 to 2008.

Six-Year History for LEA API		
Year	District API Growth Score	Actual API Growth
2002	629	----
2003	658	+29
2004	669	+ 9
2005	684	+16
2006	698	+14
2007	701	+1
2008	708	+7

Academic Performance Across Subgroups: Four-Year Comparison

Overall, all significant subgroups have improved their scores on the CST ELA every year. However, three subgroups did not meet the AYP targets in 2008: English Learners, Socio-economically disadvantaged, and Students with Disabilities. The tables below reveal the continuous AYP growth in Language Arts and Mathematics by each subgroup for the last four years.



What is the most significant challenge for our district and our schools?

Since the advent of No Child Left Behind our schools and district have been a part of the Program Improvement identification process. Program Improvement judges a school over time on meeting the AYP targets. If we reflect upon our own schooling, most of us perhaps attended one or two neighborhood elementary schools, one junior high, and one high school. That is not the case with our district's students. Based upon a recent study, mobility is the most significant factor when judging our schools or our district. Since NCLB began in 2001, we have taken a close look at our sixth grade classes.

The chart below indicates our findings with regard to students with continuous vs. disrupted district enrollment. Over one-third of our students exit and enroll in other districts during their elementary school years.

School	Total Number 6 th Graders	Continuously Enrolled at School since 2001	ELL's Continuously at School since 2001	Continuously Enrolled in District Since 2001		Students Not Continuously Enrolled	
Adam	71	11	9	46	65%	25	35%
Alvin	75	8	4	48	64%	27	36%
Arellanes	29	9	4	17	59%	12	41%
Battles	97	25	19	66	68%	31	32%
Bonita	44	6	5	25	57%	19	43%
Bruce	93	30	21	63	68%	30	32%
Fairlawn	80	22	16	46	58%	34	43%
Liberty*	86	50	34	50	58%	36	42%
Miller	84	33	13	61	73%	23	27%
Oakley	103	35	21	80	78%	23	22%
Ontiveros	110	44	36	90	82%	20	18%
Rice	100	25	7	69	69%	31	31%
Sanchez*	78	54	46	46	59%	32	41%
Taylor	135	35	11	74	55%	61	45%
Tunnell	99	37	7	68	69%	31	31%
District	1284	424	253	849	66%	435	34%

It is significant that 34% percent of our students are not continuously enrolled in our schools or within our district.

Findings for those students continuously enrolled also indicate a high mobility rate within our district. As can be seen in the table below, the majority of our students experience many interruptions during their elementary schooling. Therefore, our district plays an important role in providing our highly mobile students and families with the support they need during their transition from school to school and from district to district. In Santa Maria-Bonita, our district and schools are constantly communicating, coordinating and sharing resources, as well as standardizing practices to minimize any interruptions in instruction. The table below demonstrates inter-district mobility with the sixth grade class from 2001.

Site	Continuously enrolled	1 school move		2 school moves		3 school moves		More than 4 moves	
Adam	46	15	33%	14	30%	4	9%	2	4%
Alvin	48	14	29%	18	38%	5	10%	3	6%
Arellanes	17	5	29%	3	18%	0	0%	0	0%
Battles	66	22	33%	10	15%	5	8%	4	6%
Bonita	25	10	40%	3	12%	5	20%	1	4%
Bruce	63	14	22%	13	21%	4	6%	2	3%
Fairlawn	46	15	33%	5	11%	4	9%	0	0%
Liberty*	57	19	33%	30	53%	6	11%	2	4%
Miller	61	16	26%	6	10%	5	8%	1	2%
Oakley	80	20	25%	14	18%	8	10%	3	4%
Ontiveros	90	19	21%	14	16%	12	13%	1	1%
Rice	69	19	28%	16	23%	6	9%	3	4%
Sanchez*	46	23	50%	17	37%	3	7%	3	7%
Taylor	74	46	62%	20	27%	8	11%	0	0%
Tunnell	68	11	16%	13	19%	5	7%	2	3%
District	856	268	31%	196	23%	80	9%	27	3%

It is significant that only 66% of our students are continuously enrolled in our district. It is significant that the majority experience two to three moves within their elementary years.

Within Program Improvement Identification there is not a mechanism to include mobility when judging a school over time. If you reflect on a school, such as Adam, who out of seventy-six sixth graders only eleven have been continuously enrolled since Kindergarten can you extrapolate data that can judge a school as a whole on meeting or exceeding an AYP target. If you look to the eleven who remained at the site their entire school career you will find that all met “Proficient” or “Advanced” on both CSTLA and CSTM. We will continue building our data reflections to include a focus on those students continuously enrolled in one school and continuously enrolled in our district.

Academic Program Survey

Each of our fifteen elementary schools and four junior highs revisited their APS prior to the submission of this Addendum. On the following page you will find a compilation of site findings.

Academic Program Survey – Compilation of Site Findings

Essential Program Component	Fully	Substantially	Partially	Minimally
1. Instructional Program	1.1 LA		HM	
	1.2 LA			Some schools implementing Language!
	1.3 Math			Piloting new SBE-math Intervention
2. Instructional time	2.1 LA	Uninterrupted time		
	2.2 LA			Some schools allocate time for strategic Intervention
	2.3 Math	Uninterrupted time		
	2.4 Math			Some schools provide math Intervention
3. School Principals' Instructional leadership Training	3.1 LA	All		
	3.2 Math	All		
4. Credentialed Teachers and Teacher Professional Development Opportunity	4.1a Cred	All		
	4.1b Cred	All		
	4.2 LA	AB 466		Some schools SB472 for Language!
	4.3 Math			No AB 466
5. Student Achievement Monitoring System	5.1 LA			Need Diagnostic - RTI
	5.2 Math		Benchmark assessment	Piloting New Assessment
6. On-going Instructional Assistance and Support for Teachers	6.1 LA		Primary Coach	No Intermediate
	6.2 Math			Math TOSA, No Coaches
7. Monthly Collaboration by Grade Level for Teachers Facilitated by the Principal	7.1 LA			Need Time
	7.2 Math			Need Time
8. Lesson Pacing Schedule	8.1 LA		Pacing Themes	Pacing Standards
	8.2 Math			Pacing Standards per Trimester
9. Fiscal Support	9.1 LA		General & Categorical	
	9.2 Math		General & Categorical	

Essential Program Components Analyzed

EPC 1: Instructional Programs

The Houghton Mifflin Language Arts program has been substantially implemented in all fifteen elementary schools. Both the APS and the DAS reveal a major area of improvement with the integration of SBE approved intervention materials. Two schools are currently implementing Language! as a core replacement for intensive reading intervention. The District is currently reviewing SBE Approved Language Arts Adoption 5 materials for piloting in Fall 2009. Math core programs have been piloting has been completed for grades K-8 and will be going forward to the Board for approval in early spring. Currently three of the SBE-approved math interventions are being piloted for additional time during the school day and for extended day programs.

Seven schools are under the Williams Act review and their instructional programs for the four core subjects (language arts, math, science, and social studies/history) are monitored by the Santa Barbara County Education Office every year. All of these schools have successfully passed the Williams Review.

EPC 2: Instructional Time

All schools are providing adequate instructional time for language arts and math. Some schools have allocated extra time for strategic reading interventions during the school day. Eighteen schools are providing extra reading and math support after school during ASES, Saturday Academies, Summer Schools, Migrant, or Extended Day programs. Math interventions are provided in some schools during the school day as a pull-out program.

EPC 3: School Principals' Training

All School Principals and Assistant Principals have participated in AB430 training for Modules I-III and have completed 40 hours of follow-up practicum in language arts and math. There is a plan to provide AB430 training for new school administrators.

EPC 4: Credentialed Teachers & Teacher Professional Development

All certificated staff are highly qualified, and all have received AB466 training and 80 hours of follow-up practicum in Houghton Mifflin, our board-adopted language arts program. New SBE-approved math programs are being piloted. SB472 training in math will be provided to all teachers as soon as the new programs are adopted by the local governing board.

EPC 5: Student Monitoring Achievement System

The OARS database system is currently used to monitor the student progress in language arts and math. The district has implemented trimester benchmark assessments for math. Recently our Trimester Benchmark assessment system has moved away from Reading Lions to the Houghton-Mifflin California Summative Assessment. After a careful review of Reading Lions, HM Theme Tests, and the California Summative we arrived at the conclusion that the California Summative was

more closely aligned to the STAR and RLA standards. There is a continued need to improve our trimester benchmark system at each grade level that will drive classroom instruction. There is need for to identify diagnostic assessments for our Response to Intervention model. Three schools are currently piloting diagnostic and formative tests for placement in SBE approved Level 5 ELA Intensive Materials for English Learners.

EPC 6: On-going Instructional Assistance and Support for Teachers

All schools have hired a full-time or part-time reading/intervention coaches to support K-8 teachers. Reading First schools have a Reading First Coach for grades K-3. There are full-time district “Teachers on Special Assignment” (TOSA’s) for ELD, math, science, technology, GATE, music, and assessment that provide specialized instruction, training and coaching for teachers.

EPC 7: Grade Level Monthly Collaboration Meetings

Several schools have implemented formal grade level collaboration meetings facilitated by the school administrators. Most of these meetings are focused on language arts and ELD. There is need to institutionalize these collaboration meetings across schools. Six of the fifteen elementary sites have received intensive training in Professional Learning Communities.

EPC 8. Lesson Pacing Schedule

The district has developed a lesson pacing schedule for the language arts program. This pacing schedule needs to be revised to center around Key Standards at each grade level rather than a program-based, story-centered pacing. There are trimester standards guides in place for math, which include benchmark assessments, and interventions for each grade level. A committee of Administrators and teachers are currently working on the identification of Key Standards which will then drive our lesson pacing schedule.

EPC 9. Fiscal Support

General and Categorical funds are allocated to support language arts and math.

The District Assistance Survey

We reversed the order of level of implementation to align with the APS.

EPC		Fully	SUBSTANTIAL LY	PARTIALLY	MINIMALLY	
Standards-based Curriculum, Instruction and Assessment	1A	Adoption in Place				
	1B			2 sites are implementing Language!	13 Sites do not have Intensive materials for 4-8.	
	1C	Does not apply K-8 District				
	1D			Math Intervention Adoption Process in Place		
	2A	HM in place				
	2B			2 sites are implementing Language!	13 Sites do not have a replacement core	
	2C	Does not apply K-8 District				
	2D			Math Intervention Adoption in Process		
	3A -3F	Grade level Standards are in place and communicated with all stakeholders.				
	4					
	5A	Grade level Standards are in place and communicated with all stakeholders.				
	5B	Grade level Standards are in place and communicated with all stakeholders.				
	5C			2 sites are implementing Language!	13 Sites do not have a replacement core	
	6					
	7A			2 sites are utilizing Language!, DRP and SIPPS (pilot) for placement	Placement test are currently not being used. Need for RTI model	
	7B					
	7C			Math Intervention Adoption Process in Place with placement tests		
	7D					
	7E	Corrective Reading in place in RSP.				
	7F	LAS Links and CELDT utilized for EL placement				
8A	Instructional minutes monitored					
	8B	Not applicable we are a K-8 District				

	8c		Many opportunities are in place but consistent offerings with entry and exit criteria need to be developed.		
Professional Development	1A-1B				
	2A	All teachers have completed AB 466			
	2B	Not applicable (we are a K-8 District)			
	3				
	4				
	5A-5C			A focus on collaborative meetings around data need to be reinforced	
	6A -6G			Additional staff development needed in collaboration; use of formative data; and the needs of strategic and intensive students.	
Human Resources	1A-1B				
	2A -2D				
	3A	Outstanding BTSA program			
	3B	Each site has an intervention/coach for English Learners			
	3C				
	4A -4C				
	5	All Paraprofessionals are highly qualified			
Data System	1A	Extensive data base in place			
	1B			Data system is under review to promote ease of use	
	1C				Need for curriculum embedded formative assessments and integration into data base.
	1D				
	2			Revisions for trimester benchmark system are in process	
	3A				Need for consistent formative assessments with entry and exit

	3B-3F	Comprehensive system in place with longitudinal data on all state assessments with a focus on AYP			
	4	State assessment results along with Standards-based report cards embedded in a comprehensive notification system via mail, telephone and parent education events.			
	5				
Parent and Community	1A				
	1B		Additional parent friendly pathways are under construction for a variety of programs and reporting.		
	1C				
	1D				
	2A		Additional parent trainings under construction with DELAC, DAC and PAC		
	2B				
	3				
Fiscal Operations	1A				
	1B			Classes for strategic and intensive need to be clearly defined with appropriate curriculum and entry/exit criteria	
	1C				
	1D				SBE approved Intervention programs need to be in place
	1E		Myriad of offerings currently being reviewed for success – hours in treatment – impact on CSTLA		
	2A -5A				

	5B			Greater focus on expenditures to support strategic and intensive curricula and implementation	
Governance & Leadership	1A -1B				
	2A		We believe with changes outlined in this plan we will accomplish a strong, coherent focus		
	2B				
	2C				
	2D				
	3A				
	3B				Intensive and Strategic need to be clearly defined in an RTI model with entry and exit criteria.
	3C				
	3D				
	3E				Entry and exit criteria need to be defined and a common set of strategic and intensive extended day settings need to be clearly defined. We are looking for pockets of excellence that exist.
	3F				
	4A			A focus on “innovative leadership” and a variety of professional development offerings along with coaching need to be fully implemented.	
	4B				
	4C				
	5A		Building on current leadership structures in place we need to use data to a greater extent during leadership professional development and coaching		
	5B				
	5C				
	5D				
	5E				
	6A			A realigned support system needs to be put in place with coaching.	
	6B				
	6C				

Findings Based on the District Assistance Survey

The DAS was revised through a variety of stakeholder groups to include the District “No Child Left Behind/DSLIT Team”, the Instructional Services Department, and the Curriculum and Instruction Special Advisory Committee. This process was facilitated by our DAIT provider, The Lowell Institute. You will see trends emerge the leads us to four focus areas for our DAIT plan.

Standards-based Curriculum, Instruction and Assessment findings: Minimal - Partial Implementation:

1. *Reading Interventions for all students who are more than two grade levels behind (K-8) are not in place;*
2. *Mathematics Interventions for all students who are more than two grade levels behind (K-8) are not in place:*
3. *Available interventions for K-8 students more than two grade levels behind in reading/language arts and math are not in place;*
4. *The district ensures the use of an assessment system, including on-going diagnostic assessments to appropriately place students in intensive and strategic interventions in reading/language arts and math are not in place.*
5. *The most current SBE mathematics materials are being piloted for adoption May 2008;*
6. *The most current SBE Reading Language Arts materials will be piloted beginning November 2008.*

Professional Development findings: Minimal - Partial Implementation:

1. *AB 472 Training in Mathematics and English Learners has not been fully implemented;*
2. *Professional development does not focus on individual school needs, teacher needs, and student needs around formative and summative data with coaching support.*
3. *Systematic Professional Development focused on standards-based content, ease of application, coaching, coherence within schools and a review of research-based strategies.*

Data System/Data Analysis/Ongoing Monitoring: Minimal - Partial Implementation:

1. *Although there is a data system in place it is not consistently in an easy to read format and relevant.*

- 2. Our data system does not include curriculum-embedded assessments, exit and entry assistance, and diagnostic assessments district wide;*
- 3. There is a need for unified formative assessments.*

Fiscal Operations:

Minimal - Partial Implementation:

- 1. Additional classes for strategic and intensive intervention students below grade level for students below grade level in RLA, Math and for English Learners are not consistently in place;*
- 2. Full and timely provision of SBE adopted “intervention materials” has not been implemented;*
- 3. A greater focus on expenditures to support strategic and intensive curricula and implementation is needed.*

Governance/Leadership:

Minimal - Partial Implementation:

- 1. District and site administration need support/training to implement the Essential Program Components;*
- 2. School visits by district staff and classroom visits to monitor EPC need to be implemented;*
- 3. Coaches/content experts work inside the classroom to support teachers;*
- 4. Curriculum embedded assessments – formative & summative with common cut points need to be implemented and support provided for implementation.*

Into Action

In July of 2008, there was a significant reorganization of the Instructional Services department with a renewed focus on working as a collaborative group to fully support curriculum and instruction integrating base and categorical programs.,

A collaborative instructional team has been formed to coordinate all academic and student support services. Additional personnel to include a new Coordinator of Curriculum and Instruction position has been added to support the full implementation of the four core subjects, formative assessments and staff development; 3) The Pupil Services unit has been reorganized to include health, safety and discipline; 4) A bilingual Director of Consolidated Projects with extensive experience in research, assessment and evaluation has been hired to oversee the full implementation of federally- and state-funded categorical programs for students and families, and support the core curriculum and implementation of research-based practices; 5) A Library Media Coordinator has been hired to streamline the adoption process, assist with the integration of technology, and institute a new textbook and supplemental programs management system; 6) The former Director of Consolidated Projects has been hired as Director of Curriculum and Instruction, which will facilitate the coordination of activities between curriculum and categorical programs; 7) A bilingual English Learner TOSA (Teacher on Special Assignment) has been hired to oversee the English Learner and English Language Development curriculum; 8) A Standards and Assessment Teacher on Special Assignment has been hired to integrate new formative and summative assessments into the OARS database, as well as, coordinate data output for sites using our expansive categorical student information data base.

The local educational agency vision, mission, values and priorities based up our findings from the DAS have arrived at four focus areas around DAIT standards as the focus of our LEA plan to include:

Governance:

A.1. The LEA's policies, culture and practices reflect a commitment to implementing systematic reform, innovative leadership, and high expectations to improve student achievement and learning.

Analysis:

Although all administration has received AB 430 training there exists a disconnect between the offerings and implementation in our district. There is a need for a comprehensive leadership training based on the EPC's and how to implement research based practices effectively at each school site. There are variety of promising practices to include guided walk-through's, Professional Learning Communities, and collaborative grade level team meetings that need to be replicated at each school site. Guidance from the ACSA coaching academy, Quality Educational Services Leadership Training, and the support of the Lowell Institute/University of California Santa Barbara through gathering information from each school site utilizing interviews and surveys to arrive at best practices that have led to significant movement of students to proficiency in RLA and mathematics. There are pockets of excellence at the school site, grade level and classroom level that need to be identified and replicated throughout the district. The Lowell Institute has access to a variety of resources and research to support our Leadership training.

Alignment of Curriculum, Instruction, and Assessments to State Standards:

B.3. The district provides and fully implements SBE-adopted and standards-based materials for all students, **including intervention in reading/language arts and mathematics**, and support for students failing to demonstrate proficiency in history, social studies, and science.

B.6. The district uses a variety of assessment systems to appropriately place students at grade level and in **intervention** and other special support programs.

Analysis: 1) *Students at risk to include English Learners, SED, and Special Education) do not consistently receive instruction focused on intensive and strategic and SBE approved materials for students two grade levels or below have not been fully implemented in all schools;* 2) *English Learners do not consistently receive English Language Development targeted to their proficiency levels;* 3) *Standards-aligned supplemental ELD materials (SB 1113) and Replacement core programs for 4-8 grade two levels behind have not been consistently implemented in all classrooms.* 4) *There is need for research-based instructional strategies to assist Students at Risk (SED, EL, SPED) to move through AYP proficiency levels;* 4) *School sites have not consistently implemented a response to intervention model inclusive of certificated teachers (Intervention teachers to reduce class size or push-in) to support those Students at Risk (SED, EL, SPED) in need of intensive ELD or ELA literacy skills;* and 5) *Not all sites have utilized additional certificated staff (Intervention teachers) to focus on Students at Risk (SED, EL, SPED)* 6) *Pockets of excellence within school sites, grade level teams and classroom teachers do exist which need to be identified and findings of effective strategies shared throughout the district.*

Data Systems and Achievement Monitoring:

F.2. The District provides an accurate and timely school-level assessment and data system, as needed by teachers in focusing on student learning.

F.4. District and School site staff analyze data from multiple sources, including API, AYP, and student group data to ensure that all applicable results can be used to improve student learning and achievement.

Analysis: 1) *Teachers and administrators do not consistently use information from on-going assessments to plan and provide instruction based on student language proficiency and academic performance goals;* 2) *Students are not consistently placed in strategic and intensive settings during or after the school day;* 3) *Formative assessments focused on vocabulary and reading comprehension are not consistently implemented every six week to monitor student progress;* 4) *Collaborative grade level team meetings are not consistently implemented focused on data along with focused discussions on what will occur when students do not learn standards to plan interventions and reteaching.* 5) *Teachers and administrators do not consistently meet regularly to monitor ELD groupings using formative assessments to plan instruction.* 6) *The district has multiple data bases that need to be combined for easy teacher and administrative access for formative, trimester benchmark and CST data to drive instruction – currently teachers can access OARS which needs to be expanded to include newly developed formative and trimester benchmark data.*

Professional Development:

G.1. Content of Assembly AB 466 – SB 472 for mathematics, English Learners and RLA for upcoming adoptions will be implemented;

G.1. Development of leadership skills in teachers and school and district administrators;

G.2. Coaching skills applicable to providing support for teachers, principals, district administrative staff and superintendents.

Analysis: 1) All teachers have not been provided AB 472 trainings in mathematics and English Learners; 2) There will be a need to implement AB 472 in RLA following the adoption 3) Content experts and coaches have not been consistently implemented to support and assist teachers to deliver strategic and intensive instruction; and 4) professional development has not been consistently provided to utilize formative and summative benchmark assessments to drive instructional delivery. 4) Teacher leaders have not received leadership training to support administration in district-wide reform. 5) School sites using categorical funding have attended a variety of conferences and professional learning opportunities but implementation of information gathered, research-based promising practices do not have an avenue for district review or sharing. Due to the mobility of our students a common set of research based practices need to be implemented district wide.

Parent and Community Involvement:

D.1. The LEA provides clear, timely and two-way communications with parents, families and community members about student achievement, academic and other expectations, accountability requirements, and support for their students' academic success.

Analysis: 1) Parents do not consistently receive parent education opportunities, including how to assist their child in learning English and acquiring literacy, throughout the district; 2) Our findings from reviewing parent education events during 2007-08 reveal that an inadequate percentage of all EL parents are involved at schools; 3) The District has not fully established protocols, resources, trainings and an accountability system to maximize outreach opportunities for EL parents in schools throughout the district; and 4) Our district is serving a large number of immigrant families and farmer migrant population with low levels of literacy in their primary language and limited or none English language proficiency; these families need to learn how to navigate the American school system to better support their children's education, as well as enhance literacy in their primary language and develop English language skills. There is need for comprehensive parent education programs that address the families' needs as well as promote parental involvement

Organizational Structure of DAIT Process				
Oversight/Governance: DAIT Lead, Assistant Superintendent IS, Director of Curriculum, Director of Categorical Programs				
Goal 1: Innovative Leadership & Coaching	Goal 2: Response to Intervention	Goal 3: Comprehensive Assessment System	Goal 4: Fully Implement Title III LEA Addendum	Goal 5: Involving Parents in Governance
Leads: Director of Curriculum DAIT Lead Committee: 2 Retired Administrative Coaches 3 Retired Lead Teacher Coaches 19 Site Intervention/Coaches 8 District TOSA's NCLB Team Member	Lead: Director of Special Education Committee: DAIT Researcher (2) Curriculum & Instruction SAC RTI TOSA Assessment TOSA EL TOSA 5 Psychologists Coordinator of Curriculum and Instruction SPED Staff NCLB Team Member	Lead: Director of Curriculum Committee: DAIT RTI Consultant Curriculum & Instruction SAC COT Info Tech Staff Assessment TOSA EL TOSA CaMSP TOSA GATE TOSA Principal Reps Intervention/Coaches Reps Reading First Coaches NCLB Team Member	Leads: Coordinator of Curriculum & Instruction EL TOSA Committee: ELD Cadre – 32 members BTSA TOSA EL TOSA CaMSP TOSA Assistant Principal reps Director of Curriculum and Instruction NCLB Team Member	Lead: Director of Categorical Programs Committee: Director of Student Services Coordinator of ASES DELAC Representatives DAC Representatives Migrant TOSA GATE TOSA 19 Teacher Site Reps NCLB Team Member