



Santa Maria-Bonita School District

District Strategic Plan: Initiatives, Actions, and Services

2022-2023

Broad Goal #7 - In order to provide equity and access through all grade-level instruction, all schools will increase diversity, equity, and inclusion by providing a culturally competent environment, a sense of belonging for all students and staff, and a supportive classroom culture.

An explanation of why the LEA has developed this goal.

This goal was developed to support our efforts to facilitate Diversity, Equity, and Inclusion (DEI) toward eliminating disproportionality through cultural proficiency, culturally proficient practices, multicultural experiences, and social action. We continue to address the achievement gaps head-on and support our efforts to arrive at a new and necessary level of cultural proficiency and instructional effectiveness at all levels within the District.

From the Executive Summary Winter 2021-2022, our NWEA data showed that female students show a slightly stronger overall academic performance. Male students showed higher percentages in the lowest quintile, with the gap being largest in reading. In reading, females had a slight achievement advantage, with 17.14% of females scoring in the High or High Average Quintiles, compared to 14.14% of males. In math, males have a slight achievement advantage, with 13.74% scoring in the highest two quintiles, compared to 10.45% of females. More males scored in the lowest quintile in reading but females scored in the lowest quintile in math, with 49.96% in reading and 46.78% in math, as compared to females who scored 40.14% in reading and 47.28% in math. Our special education students (students with IEPs) performed at significantly lower achievement levels than non-special education students. In reading, 16.75% of general education students scored in the top 2 quintiles, compared to 3.64% of special education students. 41.81% of SMBSD general education students scored in the lowest quintile, but 80.61% of special education students scored in this range. In math, 12.98% of general education students scored in the top 2 quintiles, compared to 3.46% of special education students. 43.79% of SMBSD general education students score in the lowest quintile, but 80.65% of special education students score in this range. SMBSD's English learner students show a significant achievement gap in reading and math, compared to English Only and Redesignated Fluent English Proficient students. In reading, non-English learner students have an achievement advantage, with 28.65% of non-ELs scoring in the High or High Average Quintiles, compared to 5.77% of English learners. In math, non-English learner students also have an achievement advantage, with 18.95% of non-ELs scoring in the High or High Average Quintiles, compared to 7.01% of English learners. Our students experiencing housing insecurity show a significant achievement gap in reading and math, compared to non-homeless students. In reading, non-homeless students have a slight achievement advantage, with 16.23% of non-homeless students scoring in the High or High Average Quintiles, compared to 11.71% of homeless students. In math, non-homeless students have a slight achievement advantage, with 12.33% of non-homeless students scoring in the High or High Average Quintiles, compared to 11.01% of homeless students. Students in foster care

showed no significant achievement gap in reading and math, compared to non-foster students. While there are noticeable differences in the proportion of students falling into each achievement quintile, the differences are not significant enough (given the relatively small sample size of foster care students within the overall student population) to warrant definitive conclusions about the effect of foster status on performance. In reading non-foster students do not have a significant achievement advantage, with 15.65% of non-foster students scoring in the High or High Average Quintiles, compared to 9.52% of foster students. In math, non-foster students do not have a significant achievement advantage, with 12.16% of non-foster students scoring in the High or High Average Quintiles, compared to 8.82% of foster students.

This goal will ensure that SMBSD increases students' social awareness including how well students consider the perspectives of others, empathize with them, and increases staffs' commitment to diversity, equity, and inclusion; thus, building a more culturally competent environment and sense of belonging. This belief is intertwined in our Inclusion Plan that created the opportunity for students with IEPs to be placed back in general education classes as their least restrictive environment. During 2021-2022, phase one occurred in grades K-3. In 2022-2023, the plan will expand to additional grades.

In addition, this goal was developed to implement strategies to increase workforce diversity, review organizational contracting policies, and create DEI staff and management accountability mechanisms. Our commitment will focus on recruiting and retaining diverse staff and embedding staff support systems with high-quality professional learning to continuously build instructional capacity that encompasses multilingual, culturally relevant teaching and learning. We are also partnering with California Polytechnic State University, San Luis Obispo (Cal Poly) to specifically recruit, train, and hire teachers who are bilingual and who are going into the special education field.

In order to address Priority 7: Access to a Broad Course of Study, the District continues our commitment to expand our College and Career Readiness Program and College Technical Education (CTE) opportunities for all students, with special attention to special populations including demographics that have been historically marginalized. Using data provided by our Assessment and Accountability department, we evaluated current CTE programs for our junior high school students underrepresented and have continued work to address any unintended challenges or barriers for students. Several of the changes made within this goal include the offering of trimester elective courses for all of our junior high school students. Additionally, the next steps include a further review of our junior high Honors English and Algebra 1 classes and equity and access to field trips and other school activities on all of our campuses. This goal was also developed to ensure that SMBSD helps to increase the level of students graduating from our neighboring high school district, Santa Maria Joint Union High School District, and increase the number of English learners completing A-G requirements compared to all other subgroups, along with preparing students to continue on the pathway for graduating with the State Seal of Biliteracy.

The goal also addresses Priority 6: (School Climate) - the District support positive school culture that fosters healthy classroom climates where students feel a sense of belonging, purpose, and stewardship. Students become empowered to embrace their learning journey and contribute to their school community in ways that cultivate their college and career readiness.

Action	Title	Description	District Funds	Site Funds
7.1	Multilingual, Culturally Relevant Professional Learning	To actualize equity, access, and inclusion for all students, especially those who are most marginalized, the District will continue to provide ongoing professional learning opportunities for all staff. This professional learning will deepen self-awareness and inclusionary practices to ensure that there is common district messaging, understanding, and an approach to addressing systemic policies and practices. For the 2022-2023 school year, the District will provide targeted training to all site Culture Climate Team members, specific to supporting all students in equitable access to high-quality learning environments. Teachers will also continue to be supported in building their understanding of how to develop student social-emotional development competencies through the delivery of grade-level instruction. In addition, we will continue to support the district's Diversity, Equity, and Inclusion team.	\$600,000	\$28,735
Action	Title	Description	District Funds	Site Funds
7.2	Teacher on Special Assignment (TOSA) Culture and Climate	The District will continue to provide one Teacher (full-time certificated) on Special Assignment for Culture and Climate. This position will provide support and resources for the full implementation of the social-emotional learning program in support of high-quality instruction, along with direct support from the site culture and climate teams. Additionally, the TOSA of Culture Climate will work alongside site administrators and staff to provide support to what resources and professional development are available to assist in supporting the whole child.	\$120,664	N/A
Action	Title	Description	District Funds	Site Funds
7.3	State Seal of Biliteracy Pathways Program	The District will continue to provide supplies to support the program, and the Department of Teaching and Learning - Supplemental Programs will oversee the Seal of Biliteracy Pathway Program for all district sites and English Language Development Coaches will promote the program at the site level. The pathway program will begin in prekindergarten with four additional opportunities throughout elementary and junior high. Two will be at the end of elementary school (6th grade) and the other two at the end of junior high (8th grade).	\$20,000	\$1,000

		Students who successfully complete one of the elementary or junior high pathways will be supported in high school to maintain pathway involvement, resulting in the student obtaining the California Seal of Biliteracy upon graduation.		
Action	Title	Description	District Funds	Site Funds
7.4	Junior High Department Chairs	The District will continue to provide four junior high schools with a department chair for each of the core instructional areas, which include English language arts, mathematics, science, and social science/history, at both the 7th and 8th grade level, in an effort to align core subject offerings across school sites. In addition, for the 2022-2023 school year, the District will provide one Physical Education Department Chair at each site (4), a Spanish Department Chair to support all sites, a Drama/Art Department Chair to support all sites, and three Career and Technical Education Department Chairs to include family/consumer science, computer science/business marketing, and engineering and product development. Since Junior high chairs are instrumental in supporting the work of their content area teams, it is critical to have their voices as members of the site Instructional Leadership Teams. In addition, junior high chairs support the implementation of high-quality, grade-level instruction, for all students. Resources and professional learning will be provided in order to build capacity and ensure time for collaboration.	\$160,319	N/A
Action	Title	Description	District Funds	Site Funds
7.5	Junior High Deans	The District will continue to provide one dean (full-time certificated) at each junior high school and at our K-8th school. Additionally, the District is researching the possibility of changing the position of Dean to an Assistant Principal position. These positions will assist the site principal in organizing and fostering a positive, safe environment that is conducive to meeting the needs of all students, staff, and parents. They will help to build a sense of belonging and an engaging and caring atmosphere. They will promote a healthy junior high community by providing programming and leadership opportunities that enable students to flourish and proactively and effectively communicate with parents. In addition, this position will continue to support the whole child, ensuring that their academic and social-emotional needs are met	\$682,218	N/A

		and that they receive referrals to the necessary resources if they struggle.		
Action	Title	Description	District Funds	Site Funds
7.6	Interpretation Training to Improve Language Access	<p>Strong family-school relationships are an indicator of student success. Communication with Limited English Proficient (LEP) parents in a language they can understand provides a foundation for students' academic success and creates a welcoming school community; it provides these parents with access to all the necessary information about their child's education. The District will continue to improve translation/interpretation services by providing further opportunities for training for our staff to standardize our practice across the district and improve language access for SMBSD families.</p> <p>Translation/interpretation services will be used to provide equitable language access for students, families, and community educational partners. Bilingual and multilingual staff, including bilingual instructional aides, community liaisons, and other office staff will be provided with the opportunity to participate in interpreter training.</p>	\$100,000	N/A
Action	Title	Description	District Funds	Site Funds
7.7	Social Emotional Learning (SEL) Data Instrument	<p>In order to increase the practice of evaluation of programs and student achievement, the District will continue to provide a data instrument to all school sites that will evaluate resources to build social emotional-learning (SEL) competencies, create supportive classroom cultures, and develop teacher and staff SEL and well-being. The data sources that are provided to sites allow them to see where their areas of strength are (in regards to culture and climate) and areas of need are across campus. As culture climate teams meet and discuss these items, they can determine how to address issues, with which resources, and what lessons (for behavior) need to be retaught to students.</p>	\$85,160	\$0

Action	Title	Description	District Funds	Site Funds
7.8	Preschool Programs	<p>Santa Maria-Bonita School District is committed to ensuring all children have an equitable start for college, career, and life readiness. This is accomplished by providing child-centered environments and high-quality educational programs that value and respect culture, language, and the needs of all students, families, staff, and communities. We are committed to providing safe environments to our youngest students where they can explore, play, and learn skills that will lay the foundation for long-range social and academic success.</p> <p>The District will continue to offer preschool programs (PK) at 10 of the 17 elementary sites serving our most at-risk, eligible students. As the district transitions to transitional kindergarten (TK) for all four year olds, our preschool program will be absorbed into transitional kindergarten. SMBSD will not expand its current preschool offerings beyond what is currently provided.</p> <p>This support includes one preschool Midday Assistant per classroom, supplemental supplies and materials, professional learning, field trips, seven Bilingual Instructional Assistants (BIAs), seven classroom teachers, and operations costs to support program quality, as well as compliance.</p>	\$939,059	N/A
Action	Title	Description	District Funds	Site Funds
7.9	Supplemental Supplies and Programs to Increase Access to Elective Course Offerings for Junior High School Students	<p>The District will continue to support college and career readiness, to include A-G/Career Technical Education (CTE) elective courses at all junior highs. Three additional CTE elective courses will be offered which include Course A: Family & Consumer Sciences, Course B: Computer Science/Business/Marketing, and Course C: Engineering & Product Development. These new courses will require a substantial investment to support the newly selected CTE coursework including, technical support, lab modules, supplemental materials, setup and assembly for eight labs (2 per site), College and Career Ready expendables, and additional supplemental supplies for all four junior high school sites. In addition, the District will purchase textbooks to support A-G Spanish courses for 8th graders.</p>	\$783,560	\$4,000

Action	Title	Description	District Funds	Site Funds
7.10	Social Emotional Learning (SEL) Support	In order to provide staff with additional support about how to better meet the needs of students, the District and school sites will continue to provide CCSS aligned supplemental instructional materials to support social-emotional learning (SEL). Supplemental support materials will be used to support teachers in providing instruction and expanded learning opportunities. These items will supplement Panorama lessons and surveys that are provided to each school site. Based on data received from these surveys, as well as the AERIES discipline dashboard, school sites will use these instructional materials to support the SEL needs of their students.	\$300,000	\$119,079
Action	Title	Description	District Funds	Site Funds
7.11	College and Career Readiness Experiences	<p>The District will continue to provide College and Career Readiness (CCR) experiences to enhance college and career opportunities for low income pupils, English learners, redesignated fluent English proficient pupils, foster youth, and other identified subgroups. Resources will be allocated to support college and career-ready, grade-level standard-aligned opportunities and field trips to close achievement gaps. College field trips provide students the opportunity to explore and experience the college atmosphere, which may lead to career development opportunities at secondary levels. CCR learning experiences will be included in the larger CCR district plan to ensure equity across all sites.</p> <p>School sites may increase the support by using site funds to pay for transportation, admissions, and other costs for curriculum-aligned enrichment trips that will provide economically disadvantaged students an equal opportunity to experience learning outside of the classroom that their families might not afford otherwise.</p>	\$840,000	\$159,447

Action	Title	Description	District Funds	Site Funds
7.12	District Support Specialist	The District will provide six District Support Specialists. These specialists will be under the guidance of the Special Education Office Administrative Team. They will provide professional learning on evidence-based practices in the area of specially designed instruction, behavior, interventions, data collection, progress monitoring, and inclusive practices in order to build the capacity of staff to support students in the least restrictive environment. District support specialists will work as a multi-disciplinary team to support the whole child by conducting observations, collecting data, developing individual student intervention plans utilizing evidence-based practices, attending IEP meetings when necessary, and providing follow-up with staff and families for students with our most extensive needs.	\$200,319	N/A
Action	Title	Description	District Funds	Site Funds
7.13	Universal Transitional Kindergarten - Equity and Access Program	In order to increase access to a full day of learning for our unduplicated, low income, and foster youth students, SMBSD will support Transitional Kindergarten and Kindergarten classes by increasing the learning to a full day program at elementary school sites, as space allows. The District will support this expansion by purchasing supplemental instructional materials, manipulatives, and other necessary resources to enhance learning in every classroom. By providing these resources teachers will be able to better provide our youngest learners an opportunity to learn and grow in an environment tailored to meet their academic and social needs.	\$450,000	N/A
TOTAL			\$5,281,299	\$312,261