



Santa Maria-Bonita School District

District Strategic Plan: Initiatives, Actions, and Services

2022-2023

Focus Goal #4 - English language proficiency rates for multilingual learners will improve as demonstrated by a 10% increase in the number of English learner students Reclassified as Fluent English Proficient, each year.

An explanation of why the LEA has developed this goal.

Input received from educational partners through the Local Control and Accountability Plan (LCAP) development process indicates a strong desire for students to increase their English language proficiency rates on the English Language Proficiency Assessments for California (ELPAC), so that a greater number of students may be reclassified. There is a concern with the steady decline in reclassification rates over the past three years which fell to 4.3% in 2020-21 and an overall ELPAC proficiency rate of 5.61% in the 2020-21 school year. By increasing language proficiency and reclassification rates, more students will leave SMBSD on the path to college and career readiness.

The District will continue to monitor student progress on a regular basis using local and state assessments to ensure annual progress.

In 2018-2019, the California Department of Education (CDE) allowed for an overall score of 3 or 4 on the Summative ELPAC assessment to meet Criterion 1 (Assessment of English Language Proficiency) of the state's reclassification criteria. During this year, SMBSD had a reclassification rate of 25.9%. For the 2019-2020 school year, the CDE changed the requirement; an overall score of 4 was required to meet Criterion 1. Due to the change, SMBSD's reclassification rate decreased to 10.4%. Summative ELPAC testing was not completed for all English learners in the spring of the 2020 school year due to distance learning; the CDE waived standardized testing during this timeframe. In the fall of 2021, students that were close to reclassifying took the Optional Summative ELPAC assessment. For the 2020-21 school year, SMBSD's redesignation rate was 4.3%.

Furthermore, an analysis of the Academic Performance in English Language Arts (ELA) and Mathematics for the English learners' subgroup on the 2019 California Dashboard for ELA was Yellow, 53.6 points below standard and with an increase of 3.6 points. For mathematics, it was Yellow, 70 points below standard and with an increase of 3.9 Points. It is important to note that the English learner subgroup included all English learners and reclassified students in grades 3-8. The 2019 California Dashboard also provides a comparison of the academic performance of current English learners, Reclassified English learners, and English Only student groups. During the 2020-2021 school year, state law suspended the reporting of state and local indicators on the 2020 Dashboard.

The 2018-2019 data shows that Current English learners were 112 points below standard in ELA and 115.8 points below standard in mathematics. The achievement gap between current English learners, Reclassified English learners, and their English Only peers increased in 2019. While

Reclassified English learners and English Only Students maintained or increased their scores, current English learners are still far below standard and only increased by 5.7 points in ELA and 4.5 points in mathematics.

Though the State Dashboard was suspended, we continue to monitor our English Language Learner students' progress on local benchmarks. EL students continue to perform below grade level standard, and below English Only SMBSD students. However, winter benchmark data shows a much smaller gap between the two groups. Average RIT Scores on the NWEA MAP Growth assessment showed EL students averaging just 6 points lower than all SMBSD students. Additionally, 71% of EL students showed growth on MAP from fall to winter 2021-2022, and 41% met their individual target growth metric. Our focus on high quality tier one instruction for all students is showing incremental impact for ELs, and we predict that with continued focus, our reclassified fluent English proficient rates will rise and we will meet the target in 2022-2023.

Through a further review of our most recent quantitative data (shown in the Reflections of Identified Needs section of the plan), we feel an urgent need to continue to implement, monitor, and increase programs to support language acquisition for English learners. From our most recent data analysis of the NWEA Growth Reading and Mathematics scores, the SMBSD Average Mean RIT scores were reviewed. The scores in Reading showed that English learner students had a significant achievement gap, compared to English Only (EO), Initial Fluent English Proficient (I-FEP), and Redesignated Fluent English Proficient (R-FEP) students. In Mathematics, the average mean RIT scores showed that English learner student had a significant achievement gap, compared to English Only (EO), Initial Fluent English Proficient (I-FEP), and Redesignated Fluent English Proficient (R-FEP) students. In Science (taken by 7th and 8th graders only), English learner students show a highly significant achievement gap, compared to English Only (EO), Initial Fluent English Proficient (I-FEP), and Redesignated Fluent English Proficient (R-FEP) students. However, R- and I-FEP students show a significant outpacing of both ELs and EOs.

Educational partner input included, but was not limited to, providing further support for newcomer and Mixteco students, professional learning for Integrated and Designated English Language Development (ELD), continuing Bilingual Instructional Assistants for primary grades, and continuing to provide ELD Coaches at every site. We feel that the actions below will increase our English learners' academic and social-emotional progress and feel that providing high-quality first instruction, with appropriate support when needed, to all students is vital in order to close achievement gaps.

Action	Title	Description	District Funds	Site Funds
4.1	Professional Learning to Support the Multilingual Program	<p>The District will continue to provide ongoing teacher, paraeducator, and administrator professional learning to support multilingual learners. At a minimum, the professional learning will include:</p> <ul style="list-style-type: none"> • Integration of the ELD standards, • differences between integrated (iELD) and designated (dELD), • English language development (ELD) components of the adopted standards-aligned curriculum, • technology for English learners, • reclassification of students, and • strategies for bilingual instructional assistants. <p>Providing professional learning to support our multilingual learners will provide staff and educators with knowledge and research-based practices to better support our multilingual learners, which comprise 55% of our student population.</p>	\$200,000	\$11,879
Action	Title	Description	District Funds	Site Funds
4.2	Bilingual Instructional Assistants for Primary Grades	<p>The District will continue to provide Bilingual Instructional Assistants (BIAs) for the primary grades (TK-2). For the 2022-2023 academic year, the District will increase the services and use the 15% supplemental concentration grant funds to provide:</p> <ul style="list-style-type: none"> • Transitional Kindergarten (TK) - one full-time BIA per classroom (6.5 hours) • Kindergarten - one full-time BIA per classroom (6.5 hours) <p>We will prioritize the full-time BIAs by adding them to the full-day TK and K classes first.</p> <p>For the 2022-2023 academic year, the District will use supplemental/concentration grant funds to provide:</p> <ul style="list-style-type: none"> • 1st Grade - one part-time BIA per classroom (3.5 hours) • 2nd-grade - one part-time BIA per classroom (3.5 hours) <p>If all BIA positions are filled in 1st and 2nd grades, the BIAs serving in the primary grades may be used at the elementary school campuses to support the upper-grade newcomer students (at the discretion of the school site principal).</p>	<p>TK \$1,643,875</p> <p>Kindergarten \$3,589,634</p> <p>1st \$3,707,918</p> <p>2nd \$1,129,747</p>	N/A

		<p>BIA's support certificated teachers in providing small groups or 1:1 instructional reviews to English learners. Additionally, the BIA's support the certificated teacher by:</p> <ul style="list-style-type: none"> ● monitoring and reporting student progress regarding performance, ● assisting in the guidance and support to the student in English and Spanish, ● translating and interpreting for students, parents, counselors, teachers, and others as assigned, and ● supporting the administration of assessments. <p>Having this support benefits our primary multilingual learners, especially newcomer students, in having additional targeted academic and linguistic support.</p>		
Action	Title	Description	District Funds	Site Funds
4.3	Bilingual Instructional Assistants for Junior High Schools	<p>The District will increase the services and use the 15% supplemental concentration grant fund to provide one full-time Bilingual Instructional Assistant (BIA) to each junior high school to support newcomer students for the 2022-2023 academic year. The BIA's support certificated teachers in providing small groups or 1:1 instructional reviews to newcomer students. Additionally, the BIA's support the certificated teacher by:</p> <ul style="list-style-type: none"> ● monitoring and reporting student progress regarding performance, ● assisting in providing guidance and support to the student in English and Spanish, ● translating and interpreting for students, parents, counselors, teachers, and others as assigned, and ● supporting the administration of assessments. <p>Having this support benefits our junior high multilingual learners, especially newcomer students, in having additional targeted academic and linguistic support. In order to provide further site support for newcomer students, each junior high will increase the service by one BIA, if needed.</p>	\$263,708	\$14,790

Action	Title	Description	District Funds	Site Funds
4.4	Limited Assignment Teachers (part-time certificated teachers on contract that work 3 hours per day) ~ Discontinued	The District will not be providing each junior high school with one certificated Limited Assignment Teacher (LAT) for the 2022-2023 academic year. This particular FTE had not been following the LCAP actions and services and had a different function at each site; therefore, we could not ascertain the effectiveness of these positions in support of our English learners. Within the new junior high master schedule design, EL students now have more opportunities and choices in getting their academic needs met. These choices expand beyond traditional dELD and include AVID Excel, Spanish A-G, etc.	\$0	N/A
Action	Title	Description	District Funds	Site Funds
4.5	Native Language Proficiency Assessments	The District will continue to provide assessments to newcomers to assess their proficiency in their native language. These assessments will help determine a newcomer's placement for the appropriately designated ELD class, provide insight into the student's language proficiency in the four language domains (reading, writing, listening, and speaking), and help develop appropriate supports for learning. Having native language proficiency assessments to assess our newcomers' language abilities and providing this data to classroom teachers is beneficial to the students' social and academic success.	\$20,000	N/A
Action	Title	Description	District Funds	Site Funds
4.6	Teachers on Special Assignment (TOSA) for English Learners	The District will continue to provide two Multilingual TOSAs (full time certificated teachers) that will provide support to district staff, students, and parents in the following areas: <ul style="list-style-type: none"> • District English learner advisory committee (DELAC), • dual language immersion (DLI) program, • Multilingual (ML) Masterplan, • ELD site coaches, • pacing guides, • State Seal of Biliteracy Pathways, • training, and • native language assessments. 	\$221,430	N/A

		The areas of support will reinforce the principles of the California English Learner Roadmap, designated and integrated English language development (ELD), ELD standards, and the variety of English learner profiles that are served in grades PK-8. Providing these two positions directly benefits ELD Site Coaches and students through the support these positions provide.		
Action	Title	Description	District Funds	Site Funds
4.7	Program Specialist (PS) for Multilingual Services	<p>The District will continue to provide two Program Specialists for Multilingual Services. These positions will support district staff, students, and parents that include the following focus areas:</p> <ul style="list-style-type: none"> ● assessment and progress monitoring, ● compliance, ● continuity of learning for equitable access, ● educator professional development, ● English language development, and ● responsiveness to EL profiles. <p>By having these positions, SMBSD will be able to provide direct support to all levels of the district regarding multilingual learners and provide guidance around federal, state, and district policies.</p>	\$329,000	N/A
Action	Title	Description	District Funds	Site Funds
4.8	Dual Language Immersion (DLI) Program	The District will continue to support the Dual Language Immersion (DLI) program by building the capacity for bilingual educators and leaders to address the needs of our dual language learners. This support will include professional learning for dual immersion teachers and staff, implementation of the elementary and junior high DLI master plan, and Spanish literacy materials. These supports will allow for continued learning around best practices for DLI programs and the expansion of culturally relevant literacy materials.	\$18,000	N/A

Action	Title	Description	District Funds	Site Funds
4.9	English Language Development Coaches	<p>The District will provide one full-time certificated English Language Development (ELD) Coach for each site (21). This position will support the development of the school's designated and integrated ELD program through:</p> <ul style="list-style-type: none"> ● instructional modeling of best practices for first instruction in both iELD and dELD, ● co-teaching and co-planning, ● one-on-one coaching, and ● assisting in leading professional learning opportunities at staff and/or grade level meetings. <p>By providing these positions, each site will receive daily support for multilingual learners and provide ongoing professional learning to staff.</p>	\$2,902,195	N/A
TOTAL			\$14,025,507	\$26,669