



# Santa Maria-Bonita School District

## District Strategic Plan: Initiatives, Actions, and Services

### 2022-2023

**Broad Goal #3 - In order to prepare successful citizens who are college and career ready and to ensure that every student will learn at grade-level and beyond by 2024, all classrooms will show evidence of our shared vision of instruction to include all five of the High-Quality Instructional Indicators (HQIIs) including a culture of learning with high expectations and challenging grade-level standard-based content.**

#### **An explanation of why the LEA has developed this goal.**

This goal supports our vision, mission, and student profile identified as part of our strategic action planning process to support our LCAP 2021-24 cycle. This goal was developed to reflect our district's commitment to student achievement by ensuring that all students are challenged to reach high standards in a way that maximizes individual capacity and achievement. Our deliberate, intentional culture of learning with high expectations and our expectation that all students in every classroom are tackling relevant, challenging content, taking ownership of their learning, and improving every day is reflected within this goal. The Santa Maria-Bonita School District (SMBSD) will examine the achievement gaps through an equity lens and implement research-based instructional and intervention practices. We will provide accelerated learning through pedagogical academic support and equitable access to rigorous grade-level classroom lessons grounded in high expectations.

The actions under this goal will continue to support accelerated learning and equitable access to high-quality instruction grounded in high expectations, build the collective capacity to improve instruction through continued funding of subject expert staff leaders, teacher support, and professional learning, and provide staff leaders who will assist with professional learning, implementation of new curriculum, and supporting teachers in every classroom.

When analyzing the California School Dashboard (2019) and local Northwest Evaluation Association (NWEA) data, the following observations were made in order to support the development of this goal and related actions and services.

The 2019 California Dashboard indicates the academic indicator for English Language Arts (ELA) and Mathematics at the Yellow performance level for our third through eighth-grade students.

- For ELA, the academic indicator for students in the District, indicates they are scoring at 39.1 points below standard yet increased 8.4 points.
- For ELA Students with Disabilities student group, the performance level is Orange, with the group scoring 126.9 points below standard with an increase of 8.4 points.
- For ELA, the African American, English Learners, Foster Youth, Hispanic, Homeless, Two or More Races, and Socially Disadvantaged student groups, performance level is Yellow with groups scoring:
  - African Americans are 45.1 points below standard with an increase of 14.8 points

- English learners are 53.6 points below standard with an increase of 3.6 points
- Foster youth are 60.3 points below standard with an increase of 34 points
- Hispanics are 41.5 points below standard with an increase of 8.4 points
- Homeless are 49.1 points below standard with an increase of 7.8 points
- Two or More Races are 4.6 points below standard with a decline of 5.39 points
- Socioeconomically Disadvantaged are 42.8 points below standard with an increase of 8 points
- Note: Although all groups saw a small increase, except the Two or More Races student group, there was not a significant increase to be noted and scores tend to be flat in comparison to the last four years.
- For Mathematics, the academic indicator for students in the district indicates they are scoring at 59.9 points below standard with an increase of 7.8 points.
- For Mathematics, the foster youth student group performance level is Red, 123.1 points below standard with a decline of 5.6 points. Additionally, the Students with Disabilities student group performance level for mathematics is Orange, with the group scoring 151.3 points below standard with an increase of 8.4 points.
- For Mathematics, African American, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and White student group with groups scoring:
  - African Americans are 60.4 points below standard with an increase of 5.1 points
  - English Learners are 70 points below standard and with an increase of 3.9 points
  - Hispanics are 62 points below standard and with an increase of 7.7 points
  - Homeless are 63.1 points below standard and with an increase of 7.8 points
  - Socioeconomically Disadvantaged are 62.6 points below standard and with an increase of 7.3 points
  - Whites are 27.6 points below standard and increased 14.2 points
- All groups maintained or improved performance levels with the exception of the foster youth student group which declined by 5.6 points below standard.

Through a further review of our most recent quantitative local NWEA 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 students' growth in reading and mathematics. All Santa Maria-Bonita students do not currently perform at or above grade level in English language arts or mathematics. In addition, we want all students to improve academic achievement across the standards. The Local Indicator for Implementation of Academic Standards identifies the need to support the implementation of collaboration and to build capacity around essential standards and quality first instruction. We continue to build capacity around essential standards and quality first instruction through implementing the actions and services within this goal in order to meet this local indicator.

After reviewing data showing results from the past and current school years, feedback, and recommendations from Educational Partners, SMBSD will continue to support the actions and service within this goal. This support will allow students in becoming college and career ready including:

- providing all students high-quality grade-level instruction every day in every classroom,
- supplying all students with standards a aligned core curriculum,
- building capacity with instructional coaches,
- monitoring the correlation between professional learning and student growth,

- monitoring best practices,
- delivering appropriate and relevant professional learning district-wide,
- recording professional learning opportunities,
- providing training for mathematics and technology,
- using data and applying it to instruction,
- differentiating and scaffolding supports to meet the needs of all students including culturally responsive teaching practices, inclusionary practices, and social emotional learning, and
- training teachers that need help with student engagement.

By continuing the actions and services within this goal and by improving the quality of these actions and services, we expect to continue to see increased access to effective tier one instruction which will translate to improved scores on state assessments from 2019-2020 for our low-income, foster youth, and English learner student population. Furthermore, we have added actions to this goal in order to ensure that we provide the best education possible by reducing the impact of elementary school combination classes to better support students and ensure students living in poverty have optimal conditions for success. SMBSD will add additional teachers above school baseline staffing levels as space and staffing allow.

We expect to further close the achievement gap that is reflected on the California State Dashboard 2019-2020 and on NWEA benchmark data among all students and among specific student groups that need the most support. The actions and metrics outlined within this goal will help achieve SMBSD's goal of preparing successful citizens who are college and career ready and to ensure that every student will learn at grade level and beyond by 2024.

The goal addresses State Priority 4: Student Achievement (Pupil Outcomes) and State Priority 2: Implementation of Content and Performance Standards California Dashboard Local Indicator, Implementation of Academic Standards

Action	Title	Description	District Funds	Site Funds
3.1	Professional Learning	<p>In order to continue to build collective capacity and growth toward the achievement of district/school goals, the District will continue to provide ongoing teacher, paraeducator, and administrator professional learning (workshops, coaching, conferences, and collaborative time) to support the implementation of the Common Core State Standards (CCSS), and effective high-quality first instruction, and to build capacity in reference to:</p> <ul style="list-style-type: none"> <li>● high functioning professional learning communities (PLCs) and Culture and Climate Teams,</li> <li>● mathematical practices (TK-8),</li> <li>● student goal setting as part of student ownership (HQII) - junior high level,</li> <li>● student engagement through effective use of technology for all instructional models,</li> <li>● accelerated learning and equitable access to high-quality instruction,</li> <li>● best practices for implementing Social Emotional Learning (SEL) student supports,</li> <li>● PL specific to all elective teachers that align with their content area, and</li> <li>● literacy foundational skills for grades K-5.</li> </ul> <p>Professional learning for our teachers and administrators is critical to maximizing impact on student learning. We will continue to provide a baseline of professional learning that all teachers and administrators receive. This learning will be coupled with targeted learning for specific job roles (i.e. Instructional Coaches, ELD Coaches, PE teachers, etc.) as well as additional optional learning for those seeking learning in specific areas. This comprehensive plan allows for all SMBSD educators to ensure they are meeting the needs of all of their students.</p> <p>The District will provide materials, mileage, lodging, registration, and meals to attend conferences/training for Santa Maria-Bonita School District staff. The allocation will be increased to cover any increase in the cost of professional development services.</p> <p>School sites will continue to provide educators time to meet regularly, share expertise, and work in collaboration with a focus on student evidence,</p>	\$955,750	\$171,011

		content standards, improved teaching strategies, reviewing site trends in academics, behavior, and attendance, Professional Learning capacity building, and district adopted curricular programs.		
Action	Title	Description	District Funds	Site Funds
3.2	Instructional Coaches	<p>English learners, foster youth, and socio-economically disadvantaged students represent a diverse group of learners. Feedback from our educational partners has consistently returned a need for additional academic support within the classroom for students in these groups. Furthermore, these groups of students lag behind the national average in both literacy and mathematics on state and local measures.</p> <p>In order to provide additional support to English learners, foster youth, and socio-economically disadvantaged students, we will build the collective capacity to improve instruction and assist teachers in the implementation of the grade-level core curriculum. The District will continue to provide one Instructional Coach (full-time certificated teacher) at each school site. Site Instructional Coaches are critical in their role as they support teachers at their site with the planning and implementation of high-quality grade-level instruction. As the Site Instructional Coach support increases (to a level where the support will impact all teachers) and becomes systematic throughout the school site, the positive impact on student learning will continue to increase. The funds to support Instructional Coaches will come from Title I funds that are to be used to support effective, evidence-based educational strategies that close the achievement gap and enable the students to meet the state's challenging academic standards. The action has been included in the LCAP Federal Addendum.</p>	\$0	N/A
Action	Title	Description	District Funds	Site Funds
3.3	Coordinator of Teaching and Learning	In order to support English learners, foster youth, and socio-economically disadvantaged students and build the collective capacity to improve teaching and learning, the District will provide one Coordinator of Teaching and Learning position. This position will continue to assist the Director of Teaching and Learning with the overall organization, administration, and supervision of teaching and learning programs, and oversee and lead the district Teachers on Special Assignment who support the implementation of CCSS aligned, grade-level standards, through effective high quality first instruction teaching practices.	\$192,488	N/A

Action	Title	Description	District Funds	Site Funds
3.4	<b>Teacher on Special Assignment (TOSA)</b>	In order to continue to provide additional support to English learners, foster youth, and socio-economically disadvantaged students and to build the collective capacity to improve instruction, the District will provide nine Teacher on Special Assignment positions. The specific areas of support include technology (2), social studies/literacy (2), GATE (1), VAPA/PE (1), and STEAM/Literacy (3). These areas have been reviewed and changes have been made to ensure that positions developed would nurture highly effective professional learning, understand the new curriculum, and support teachers districtwide. Teachers on Special Assignment will continue to provide direct support to site coaches, school leaders, and directly to classroom teachers or teams, in the implementation of the effective good first instruction.	<b>\$1,198,833</b>	<b>N/A</b>
Action	Title	Description	District Funds	Site Funds
3.5	<b>Recruit and Retain Experienced and Qualified Certificated Teachers</b>	SMBSD's English learners, foster youth, and socio-economically disadvantaged students lag behind the national average in both ELA and mathematics on state and local measures (SBAC/NWEA LCAP metrics]). Feedback from our educational partners indicates that a smaller class size, with a high-quality teacher, provides for a more personalized class environment in order to better impact the academic outcomes for English learners, foster youth, and socioeconomic disadvantaged students. SMBSD will add additional teachers above school baseline staffing levels as space and staffing allows. All new additional hires to SMBSD, starting with the 2022-2023 school year, will have their verified and relevant certificated public school experience considered and applied to their placement on the appropriate SMBSD Certificated Salary Schedule. In addition, in order to retain highly qualified teachers, current employees that were hired prior to the recruitment for the 2022-0223 school year, will be afforded the same opportunity to have their prior verified and relevant certificated public school/non SMBSD years of service considered and applied at the start of the 2022-2023 school year. This action will help recruit and retain experienced and qualified candidates to serve the students in our District. As a result of providing highly qualified and experienced teachers, SMBSD will ensure that all classroom positions are	<b>\$1,104,883</b>	<b>N/A</b>

		filled early in the hiring process with the most qualified candidates, as well as reducing class size in early grades as much as spacing allows at each site.		
<b>TOTAL</b>			<b>\$3,451,954</b>	<b>\$171,011</b>

Final