

Ventura Unified School District
Resolution # 21-28

Resolution Continuing Board of Trustees Authority to Hold Virtual Meetings
Pursuant to AB 361

WHEREAS, on March 4, 2020, Governor Gavin Newsom declared a statewide emergency arising from the coronavirus (COVID-19) that remains in effect; and

WHEREAS, on March 17, 2020, Governor Newsom issued Executive Order N-29-20 suspending certain provisions of the Brown Act pertaining to teleconferenced meetings; and

WHEREAS, on June 11, 2021, Governor Newsom issued Executive Order N-08-21 which indicated that Executive Order N-29-20's authorization for holding virtual meetings would expire on September 30, 2021; and

WHEREAS, on September 16, 2021, Governor Newsom signed AB 361 (Rivas) as urgency legislation effective immediately, which provides that legislative bodies may continue to meet remotely during a declared State of Emergency subject to certain conditions; and

WHEREAS, AB 361 amends the Brown Act (Government Code section 54953) to add the following provision:

(e)(1) A local agency may use teleconferencing without complying with the requirements of paragraph (3) of subdivision (b) if the legislative body complies with the requirements of paragraph (2) of this subdivision in any of the following circumstances:

(A) The legislative body holds a meeting during a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing.

WHEREAS, AB 361 amends the Brown Act (Government Code section 54953) to add the following provision:

(3) If a state of emergency remains active, or state or local officials have imposed or recommended measures to promote social distancing, in order to continue to teleconference without compliance with paragraph (3) of subdivision (b), the legislative body shall, not later than 30 days after teleconferencing for the first time pursuant to subparagraph (A), (B), or (C) of paragraph (1), and every 30 days thereafter, make the following findings by majority vote:

(A) The legislative body has reconsidered the circumstances of the state of emergency.

(B) Any of the following circumstances exist:

(ii) State or local officials continue to impose or recommend measures to promote social distancing.

WHEREAS, the Ventura County Office of Public Health Officer recommends that legislative bodies of Ventura County practice social distancing measures to slow the spread of COVID-19 by continuing to meet remotely.

THEREFORE, BE IT RESOLVED that the Board of Trustees of Ventura Unified School District finds that the Governor's March 4, 2020 declaration of a state of emergency due to the COVID-19 pandemic remains active.

BE IT FURTHER RESOLVED, the Board of Trustees of Ventura Unified School District finds that the Ventura County Public Health Officer continues to impose or recommend that legislative bodies of Ventura County practice social distancing measures to slow the spread of COVID-19 by continuing to meet remotely.

PASSED AND ADOPTED by the following vote of the Board of Trustees of Ventura Unified School District, County of Ventura, State of California on November 16, 2021.

AYES: _____

NOES: _____

ABSENT: _____

President, Board of Trustees

Districtwide Data Processes

November 16, 2021
Special Board Meeting



For the future of every student

Guiding Questions:

- In an environment of inconclusive data sets, how can longitudinal data inform instructional planning?
- How do conversations about growth differ from conversations about achievement and how might these distinctions guide our practices?

Data Sets

- Unduplicated Pupil Percentage (UPP) 2020
- ELA / Math CAASPP data 2018-19, 2020-21* (uneven participation rate across VUSD schools)
- CDE School-level Growth Data (elementary and middle schools only)
- NWEA Projected 2022 CAASPP scores (elementary only)
- CDE School-level Stability Data

- LCAP Goal(s)
 1. Increase student achievement for all students while decreasing performance gaps



Longitudinal Data: Multiple Measures (ES)

SCHOOLS	UPP 2020	ELA 2019 Met or Exceeded	Math 2019 Met or Exceeded	ELA 2019 Growth Decile	Math 2019 Growth Decile	ELA 2021 Met or Exceeded	Math 2021 Met or Exceeded	ELA 2022 NWEA (projected)	Math 2022 NWEA (projected)	2019-20 Stability Rate
Mound	28%	79%	77%	9	9	79%	64%	74%	55%	95.30%
Poinsettia	31%	67%	54%	10	5	68%	53%	68%	43%	92.60%
Loma Vista	33%	67%	61%	9	6	59%	56%	65%	50%	94.60%
Pierpont	40%	67%	62%	10	10	58%	46%	53%	44%	87.40%
Juanamaria	45%	56%	52%	7	9	46%	44%	59%	44%	96%
Junipero Serra	48%	57%	59%	7	9	60%	44%	59%	41%	92.80%
Citrus Glen	55%	55%	48%	3	7	39%	33%	59%	30%	90.90%
ATLAS	60%	55%	37%	5	1	39%	29%	59%	32%	89.90%
Sunset School	67%	42%	41%	5	5	44%	27%	37%	33%	94%
Montalvo	68%	46%	44%	9	7	36%	29%	35%	25%	92.50%
Will Rogers	68%	29%	25%	2	1	35%	23%	43%	27%	91.70%
Elmhurst	70%	39%	30%	1	2	33%	22%	47%	24%	90.80%
Lemon Grove School	70%	37%	34%	10	10	29%	23%	47%	24%	90.10%
Lincoln	70%	39%	35%	5	3	35%	26%	46%	24%	88.40%
Portola	70%	70%	71%	8	9	62%	49%	53%	43%	93.70%
E. P. Foster	90%	39%	32%	2	3	24%	19%	26%	14%	92.30%
Sheridan Way	97%	32%	18%	4	3	19%	16%	20%	11%	90.50%



For the future of every student

Longitudinal Data: Multiple Measures (MS)

SCHOOLS	UPP	ELA 2019	Math 2019	ELA 2019 Growth Decile	Math 2019 Growth Decile	ELA 2021	Math 2021	2019-20 Stability Rate
Cabrillo	39%	64%	51%	5	4	54%	36%	95%
Balboa	50%	53%	43%	3	5	46%	29%	94.10%
Anacapa	69%	46%	33%	2	2	36%	19%	92.80%
DATA	75%	53%	34%	7	2	37%	22%	92.90%

Longitudinal Data: Multiple Measures (HS)

SCHOOLS	UPP	ELA 2019	Math 2019	ELA 2021	Math 2021	2019-20 Stability Rate
Foothill Tech HS	33%	84%	65%	92%	66%	97.20%
El Camino	35%	86%	51%	79%	50%	75.10%
Buena HS	55%	54%	32%	66%	38%	90.20%
Ventura HS	60%	62%	35%	60%	25%	88.10%
Pacific HS	88%	3%	0%	none	none	48%

Special Education Data Processes



For the future of every student

Guiding Questions:

- What does LRE mean for students?
- How do we make data driven decisions surrounding LRE?
- What new practices do we want to achieve?

IDEA - General Rights

To be eligible for the services of special education, a child must be evaluated and found to have one of the following disabilities, *and* need special education and/or related services.

Individuals With Disabilities Education Act

13 Categories

Autism
Deaf-blindness
Deafness
Emotional disturbance
Hearing impairment
Intellectual disability
Multiple disabilities
Orthopedic impairment
Other health impairment
Specific learning disability
Speech or language impairment
Traumatic brain injury
Visual impairment (including blindness)

6 Principles

Zero Reject
Appropriate evaluation
Least restrictive environment
Individualized education
Parent participation
Procedural safeguards

Reminder

The 13 categories provide ACCESS to special education. They do NOT determine the supports and services provided in an IEP



Data Sources

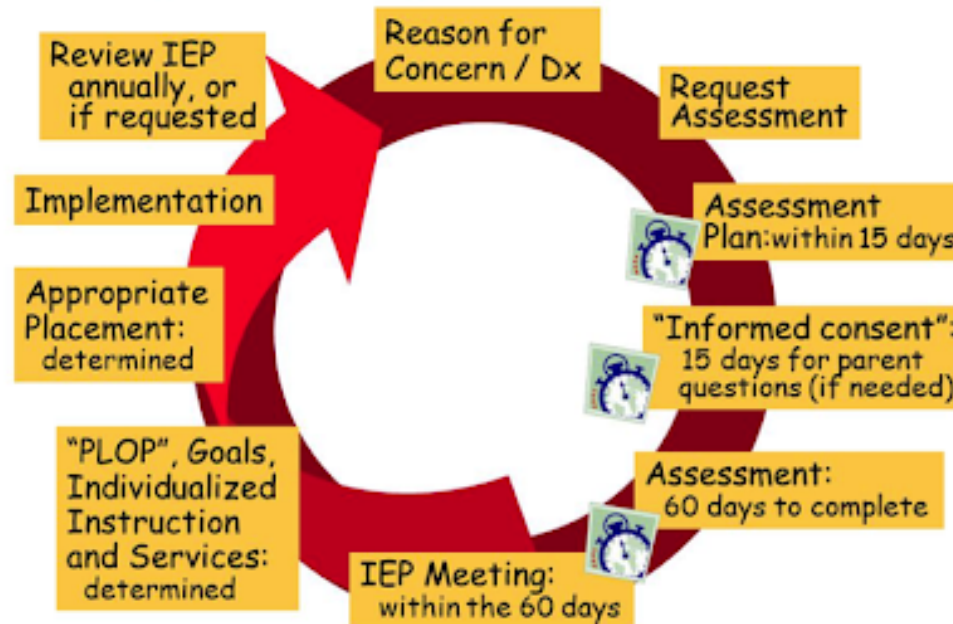
- Formal Psychoeducational Assessment
- Progress monitoring: Classroom level data gathering and analysis
- Monthly compliance and implementation reporting
- State level compliance, implementation and effectiveness monitoring data

- LCAP Goal(s)
 1. Increase student achievement for all students while decreasing performance gaps



Special Education Is An Iterative Cycle

Cycle of Special Education



Assessment Process

Areas for consideration	
Environmental, Cultural, Economic	Health and Developmental
Educational History	English Language Development
Assessment Data	
Observations	Cognitive Functioning/Processing
Academic Skills/Work Samples	Communication/Adaptive Skills
Social-Emotional Functioning	Parent, Teacher, Student Interviews

The IEP: Central Student Planning Tool for Each Eligible Student

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE
Ventura County SELPA IEP

Student Name _____ D.O.B. _____ Meeting Date _____

Describe present levels of performance in terms of general education expectations. Scores alone are not sufficient. Include specific strengths and weaknesses from the results of all evaluations including any state and/or district-wide assessments, as well as classroom performance. Areas of performance affected by the student's disability must be addressed in IEP; if not, provide rationale in the appropriate box below.

Parent/Student Educational Concerns and Comments:

Academic: Reading <input type="checkbox"/> Annual Goal(s)	Cognitive Functioning <input type="checkbox"/> Annual Goal(s)	Vocational/Prevocational/Community Access <input type="checkbox"/> Annual Goal(s)
Academic: Written Language <input type="checkbox"/> Annual Goal(s)	Communication <input type="checkbox"/> Annual Goal(s)	Self-Care/Independent Living <input type="checkbox"/> Annual Goal(s)
Academic: Mathematics <input type="checkbox"/> Annual Goal(s)	Motor Abilities and/or Recreation/Leisure <input type="checkbox"/> Annual Goal(s)	Health Status/Summary Hearing: Date <input type="checkbox"/> Passed <input type="checkbox"/> Failed Vision: Date <input type="checkbox"/> Passed <input type="checkbox"/> Failed Corrective Lenses: <input type="checkbox"/> Yes <input type="checkbox"/> No Medication: <input type="checkbox"/> Yes <input type="checkbox"/> No if yes, list below: Overall Health:
Statewide Assessment Results (mo/yr) Area Test Score Level Date ELA _____ Math _____ Science _____	Social Emotional/Behavioral Functioning <input type="checkbox"/> Annual Goal(s)	Impact of Disability Describe how student's disability affects student's involvement and progress in the general education curriculum and/or participation in age appropriate activities.
English Language Assessment Results Listening _____ Speaking _____ Reading _____ Writing _____ Oral Language _____ Written Language _____ Overall _____	Additional Information: <input type="checkbox"/> Annual Goal(s)	

ANNUAL GOALS
Ventura County SELPA IEP

Student Name _____ D.O.B. _____ Meeting Date _____

Area of Need: _____ Responsible Personnel: _____
Reason for goal (Describe current needs in this area. Summarize progress on last year's goal in this area, if applicable): _____

Baseline (must include observable behavior or skill, current level of accuracy and consistency, & measurement instrument): _____

For EL students, the goal is linguistically appropriate. Specify language of instruction: English Spanish Other: _____

Annual Goal _____

Enables student to be involved/progress in general curriculum and/or Addresses other educational needs resulting from the disability
Category: _____ Standard Number _____ Domain: _____

Area of Need: _____ Responsible Personnel: _____
Reason for goal (Describe current needs in this area. Summarize progress on last year's goal in this area, if applicable): _____

Baseline (must include observable behavior or skill, current level of accuracy and consistency, & measurement instrument): _____

For EL students, the goal is linguistically appropriate. Specify language of instruction: English Spanish Other: _____

Annual Goal _____

Enables student to be involved/progress in general curriculum and/or Addresses other educational needs resulting from the disability
Category: _____ Standard Number _____ Domain: _____

Parents will receive a report of progress on these goals at the intervals specified on the Agreement/Attendance page.

STUDENT INFORMATION AND SERVICES
Ventura County Special Education Local Plan Area (SELPA) Individualized Education Program (IEP)

Enter dates on the arrange meeting section in the IEP Manager.

Student _____ D.O.B. _____ Age _____ Grade _____ Sex _____ Meeting Date _____
Parent/Guardian/Surrogate _____ Case Manager _____ Meeting Purpose _____
Address _____ Case Manager Phone _____
Phone Home _____ Cell _____ Work _____ Case Manager Email _____ Teacher (Elem. only) _____
E-mail _____ School Attending _____ Student ID # _____
Parent/Guardian _____ Home School _____ SSID _____
Address _____ Residency _____ District of Service (DOS) _____
Phone Home _____ Cell _____ Work _____ Native Language _____ District of Responsibility _____
E-mail _____ English Learner Status: TBD EO IFEP EL (see ELD page) RFEP Eligible for Migrant Program

Initial Entry (0-22) _____ Dates _____ Next Review _____ Agency Services (outside of IEP) _____ Ethnicity/Race _____ In General Education _____
Initial IEP _____ Next Triennial _____ None Regional Center (RC) Hispanic/Latino _____ Percent of the school day that the student is in the general education classroom/setting (pages 3-22): _____
Implementation (this plan) _____ Exit Date _____ DCS Mental Health (DMH) _____ Race _____ Physical Education _____
Exit Reason _____ Social Services Rehabilitation (DR) _____ General Modified General Adapted Exempt Specialized Designated N/A

*Contingent upon full IEP team approval of plan. **Exit Workflow**

A Eligibility (Check Primary) Intellectual Disabilities Other Health Impairment Deafness (LI) Specialized Physical Health Care Services (S) N/A
 Speech/Language Impairment Multiple Disability Visual Impairment (LI) Health &/or Emergency Care Plan _____ Date _____
 Specific Learning Disability Traumatic Brain Injury Orthopedic Impairment (LI) Behavior Intervention Plan _____ Date _____
 Autism Established Medical Disability (2-4 year olds) Hearing Impairment (LI) Hearing Impairment (LI) Special Transportation _____ ?
 Emotional Disturbance Deaf/Blindness (LI) If yes, specify level: 1 2 3 4 5 X _____ Service: _____
Secondary (if any) _____ LI = Low Incidence _____ Special Requirements: _____ Dismissed From _____
 Not Eligible (explanation/comments) _____ Emergency Drop off: _____ Service: _____

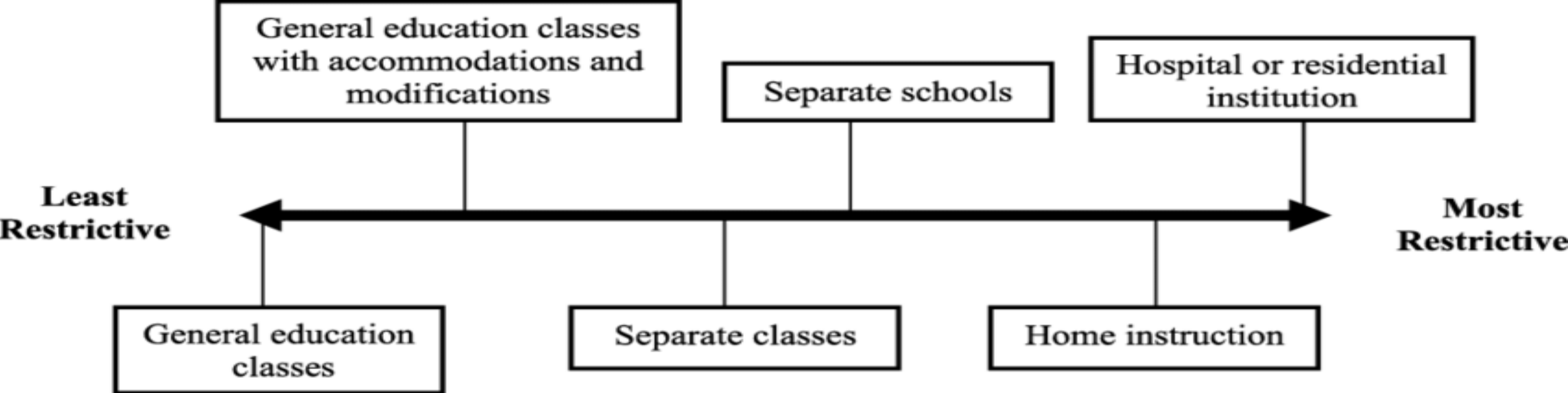
Special Education Services and/or Related Services	Begin Date (current yr)	End Date (optional)	Location	Frequency	Total Minutes	Provider
1 Primary _____						
2 _____						
3 _____						
4 _____						
5 _____						
6 _____						
7 _____						
8 _____						
9 _____						
10 _____						
11 _____						
12 _____						

Note: Services will only be provided on regular school days, per the student's school calendar, unless otherwise specified. For services with a frequency of "weekly," services may not be provided if school is not in session on the day(s) student is scheduled to receive services. For services with a frequency of "monthly" the total minutes will be prorated for months with less than 4 weeks of school. Services with "yearly" frequency include minutes provided during ESY.

Copy to: District Office General Education/Cumulative File Case Manager Parent/Adult Student Related Services Agency Other _____



IDEA - Least Restrictive Environment (LRE)



Implementation: The Keys to Student Success

- All adults who interact with each student know the plan
- All adults who interact with each student know how to design instruction and delivery according to the plan
- All adults who interact with each student know how to monitor the effectiveness of the plan
- All adults who interact with each student know what to do if the plan isn't working
- All adults who interact with each student know what to do if the plan is working

Compliance and Accountability Data Usage

- The CDE Special Education Division (SED) uses 17 “performance indicators” to measure the effectiveness and compliance of each school district within the state.
- The CDE collects IEP related data through CalPads at regular intervals and tests this information against these performance indicators
- Beginning Spring 2022, the CDE will also begin randomly sampling service tracking logs to further monitor and assist districts in the implementation of student IEPs.
- VUSD uses this and other compilations of data to monitor, evaluate and enhance its special education programs and instructional practices.

Child Development

Jumpstart State Preschool Program
“Building Young Lives with their future in Mind”



For the future of every student

Guiding Questions:

1. Which Early Childhood assessments does Jumpstart conduct?
2. How do we utilize data collected to implement, plan and present engaging relevant learning experiences for our youngest students?
3. How are we developing and fostering Social and Emotional Development?

Assessments, Process and Data Driven Student Planning

*Desired Results Developmental Profile 2015

Ages and Stages Questionnaires - (versions: 3 and SE)

Environmental Classroom Rating System (ECRS)

Classroom Assessment Scoring System (CLASS)

*The Teaching Pyramid - Center on Social Emotional Foundations for Early Learning
(CSEFEL)

Desired Results Developmental System - Program Data

DRDP 2015 / Essential View Profile

DRDP Student Progress Reports

DRDP Parent Survey

DRDP Parent Survey Action Plan

DRDP Classroom Summary of Findings

DRDP Program Action Plan

DRDP is a system with multiple components that serve as an evaluative process to facilitate program reflection and high quality early childhood education.

Desired Results Assessment Instrument - *Program Data*

DRDP 2015 Profile: *IS A FORMATIVE ASSESSMENT. It is a Developmental Continuum.*

- Completed twice per school year on each child
- Completed within first 60 calendar days (Pre)
- Completed a second time in April or 6 months after the students first day (Post)
- 8 Developmental Domains
- 29 measures of student development levels and progress
- Conducted by ongoing observation in a natural setting

Anecdotal notes are documented of students engaged in various activities throughout the school year.

Work samples and photos are also used as documentation

Parents are encouraged to offer input

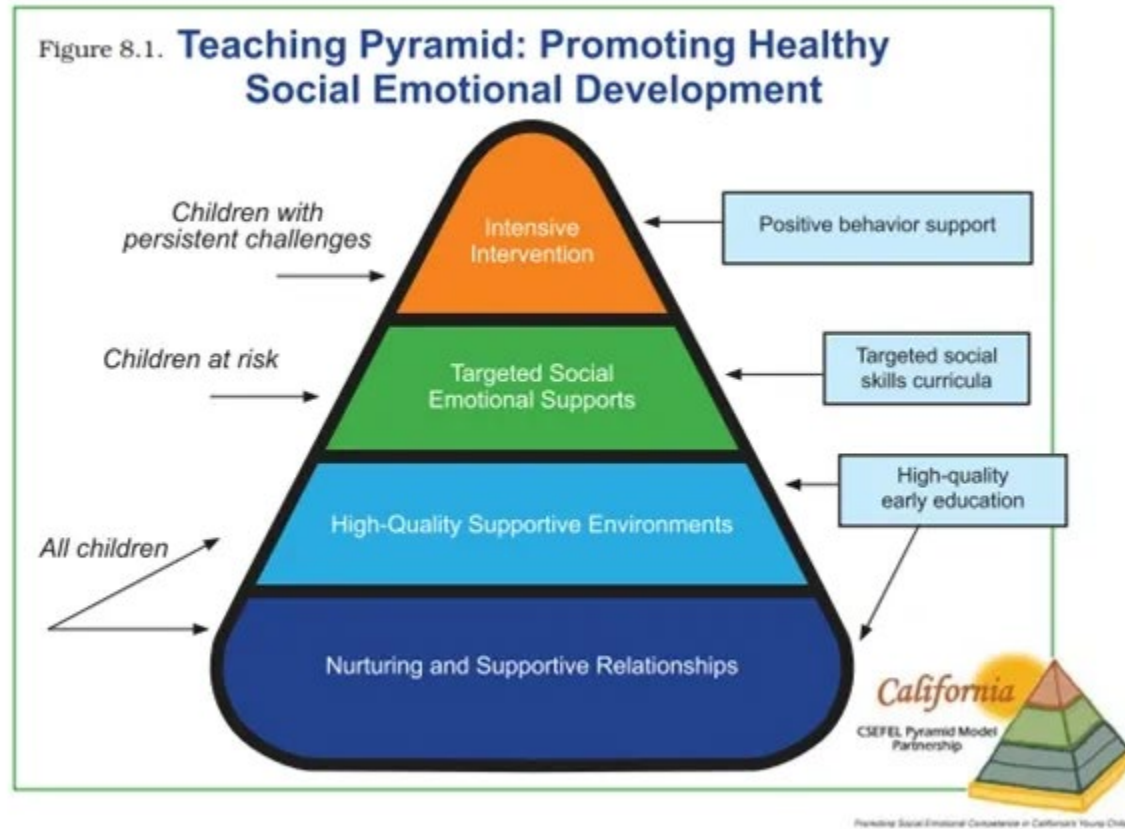
Data driven lesson planning and learning opportunities

- Small Individualized Learning cohorts (Daily)
- Universal Design for Learning experiences thru the school day
- Intentionally designed learning centers
- Thematically driven Language and Literacy daily lessons presented in small groups
- Daily activities aligned with Preschool Learning Foundations & Desired Results measures
- Classroom environment serves as curricula
- Outdoor intentional activities
- Activities based on cultural relevance and funds of knowledge

Data Driven Practices

- Weekly documented reflection of desired results embedded and reached
- Weekly reflection of what we need to do differently to reach student developmental ratings
- Ongoing professional development
- School to Home connections/communication
- Parent Education workshops
- Program Professional Reads
- CDE focus on Inclusive classrooms

Promoting the Social-Emotional Competence of Young Children - *The Teaching Pyramid*



The Teaching Pyramid: 3 Great Expectations

1. We are Friendly
2. We are Safe
3. We are Respectful

The 3 great expectations are posted around the classroom and are chanted and/or practiced thru song daily.

Parents are introduced to the “3 Great Expectations” and are encouraged to practice the expectations at home.

The Parent Advisory Council is provided with training relating to the Teaching Pyramid components and Great Expectations.

“Every child needs at least one person that is crazy about them” (CSEFEL)

DRDP 2015 Profile- Social and Emotional Development Domain

SED Measures:

Identity of Self in Relation to others

Social and Emotional Understanding

Relationships and Social Interactions with familiar adults

Relationships and Social Interactions with peers

California Preschool Learning Foundations

The California Preschool Learning Foundations are aligned with the Desired Results Developmental Profile instrument.

SED Foundation: Social Emotional Development Domains

1. Self
2. Social Interaction
3. Relationships

Elementary Data Processes



For the future of every student

Guiding Questions:

- How does this data support our District goals?
- What are our strengths and areas of need?
- How do we accelerate learning? In what grades?
- What adjustments need to be made?

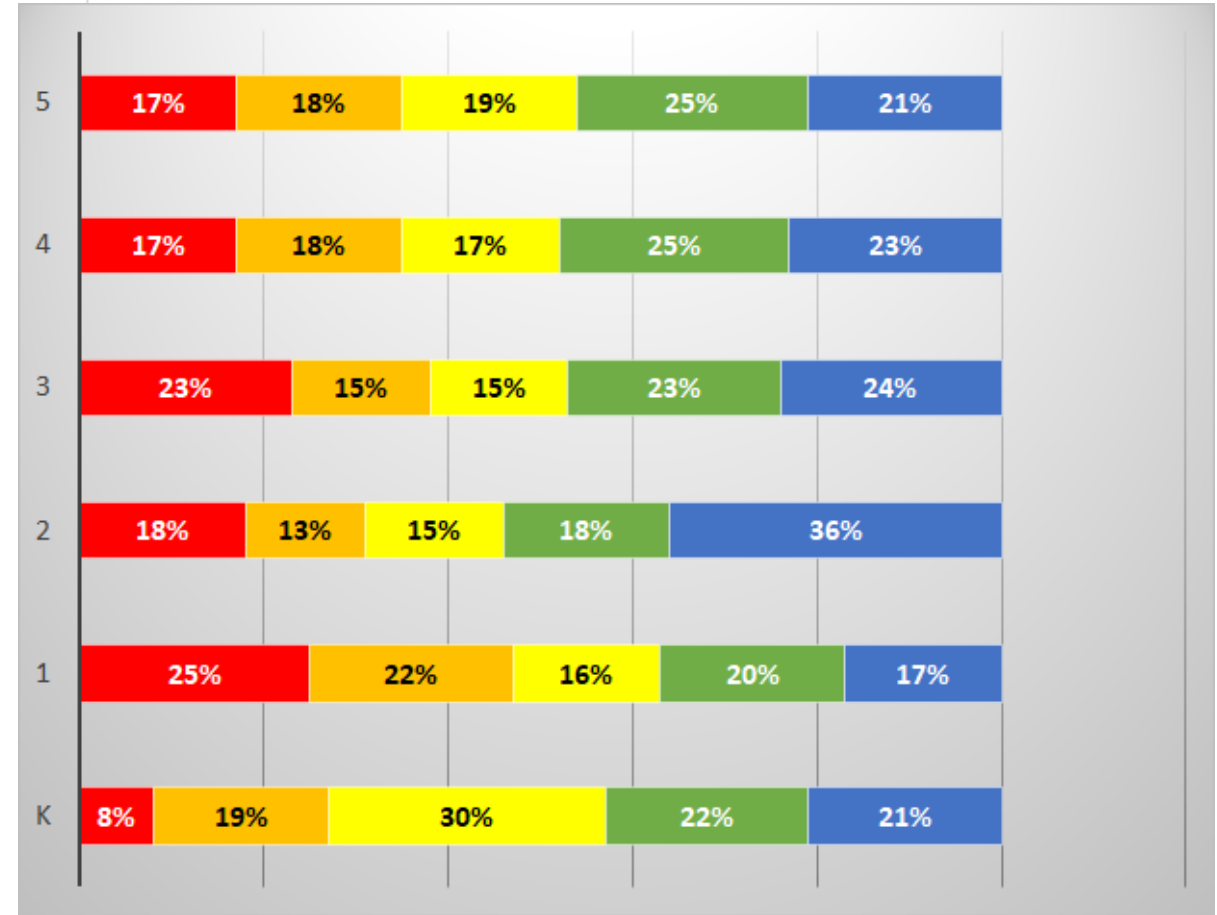
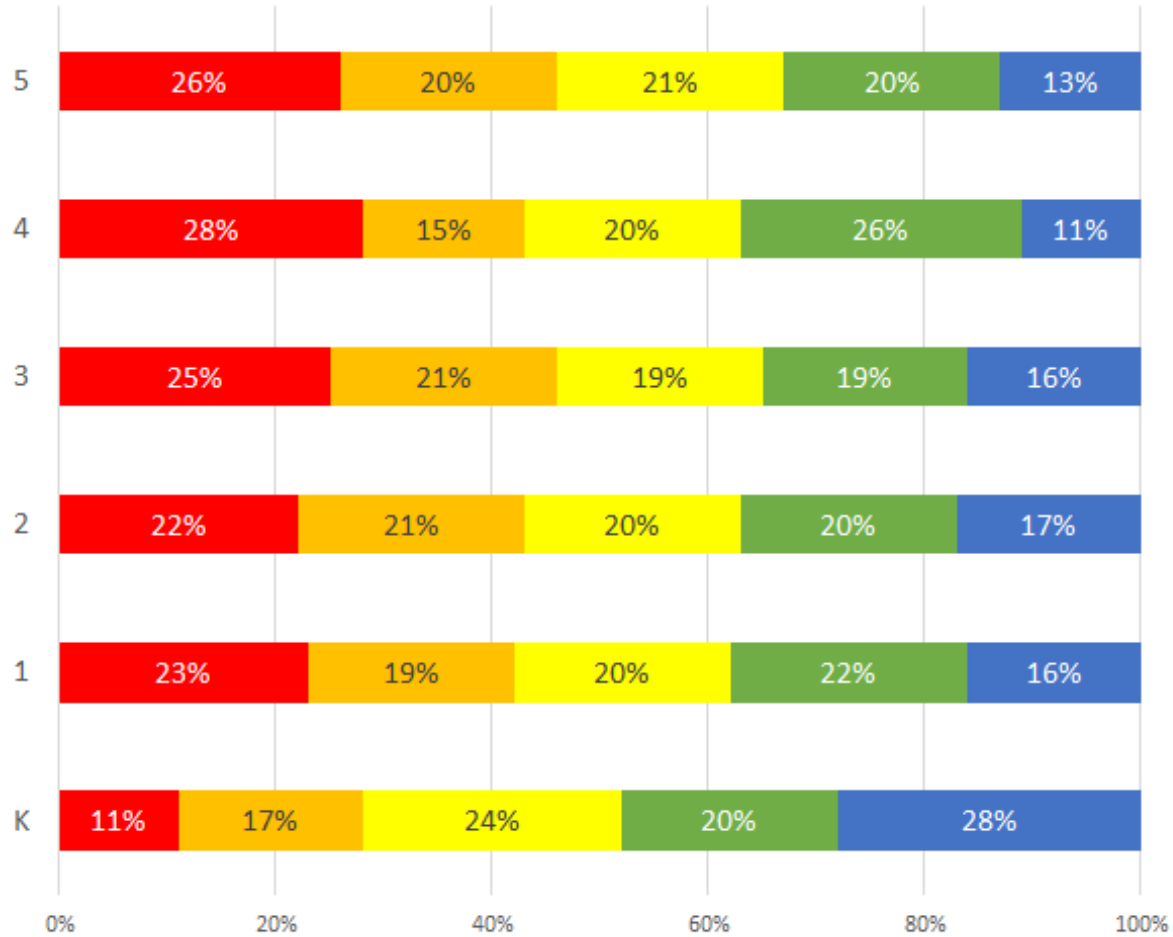
Elementary

- District Assessments
 - Grades K-5
 - MAP Growth Reading
 - MAP Growth Mathematics
 - MAP Reading Fluency
- New or planned pending data usages
 - Instructional planning
 - Student progress monitoring
 - Program planning
- LCAP Goal(s)
 - 1. Increase student achievement for all students while decreasing performance gaps



Percent of Students in Each Quintile

Math

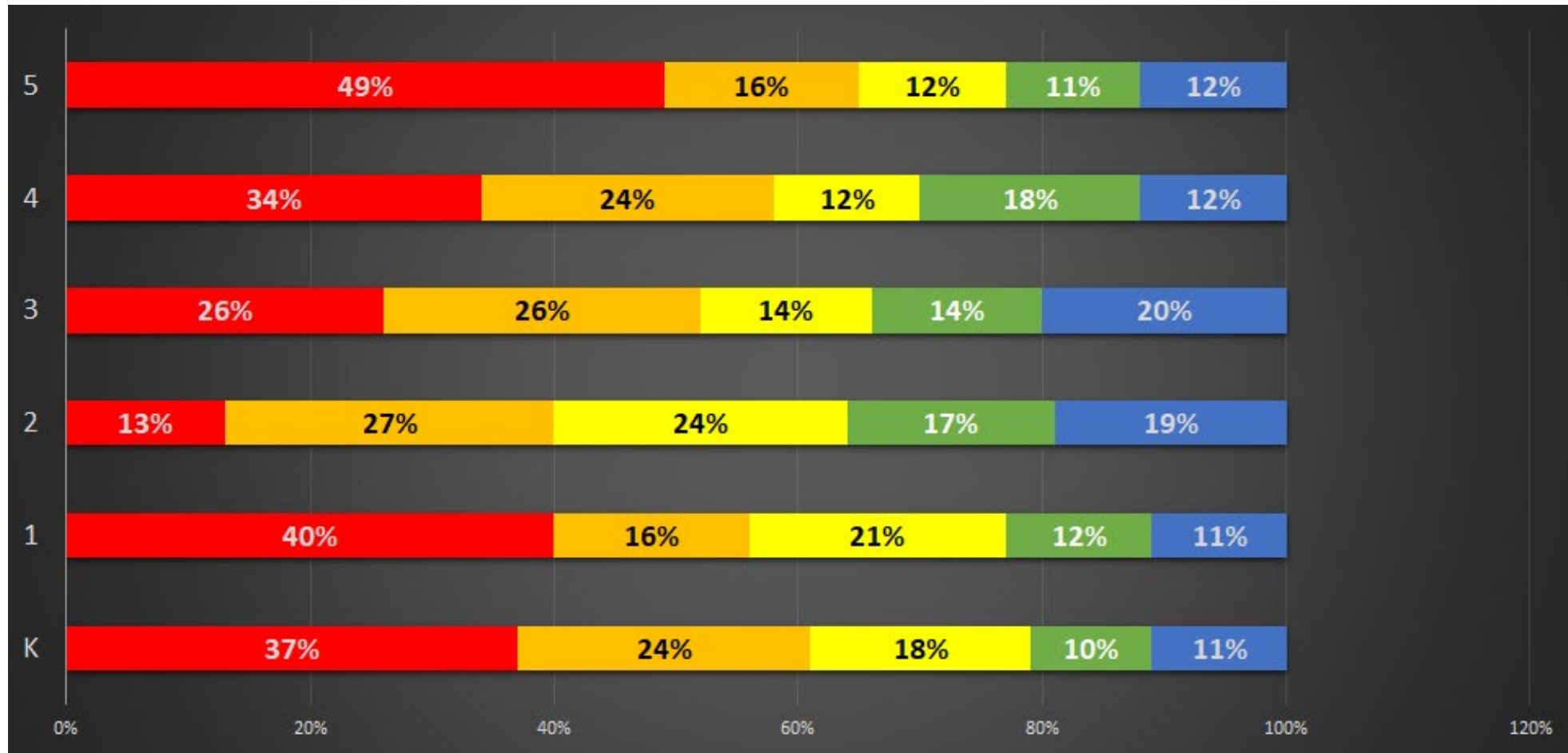


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 ■ LoAvg
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 ■ High

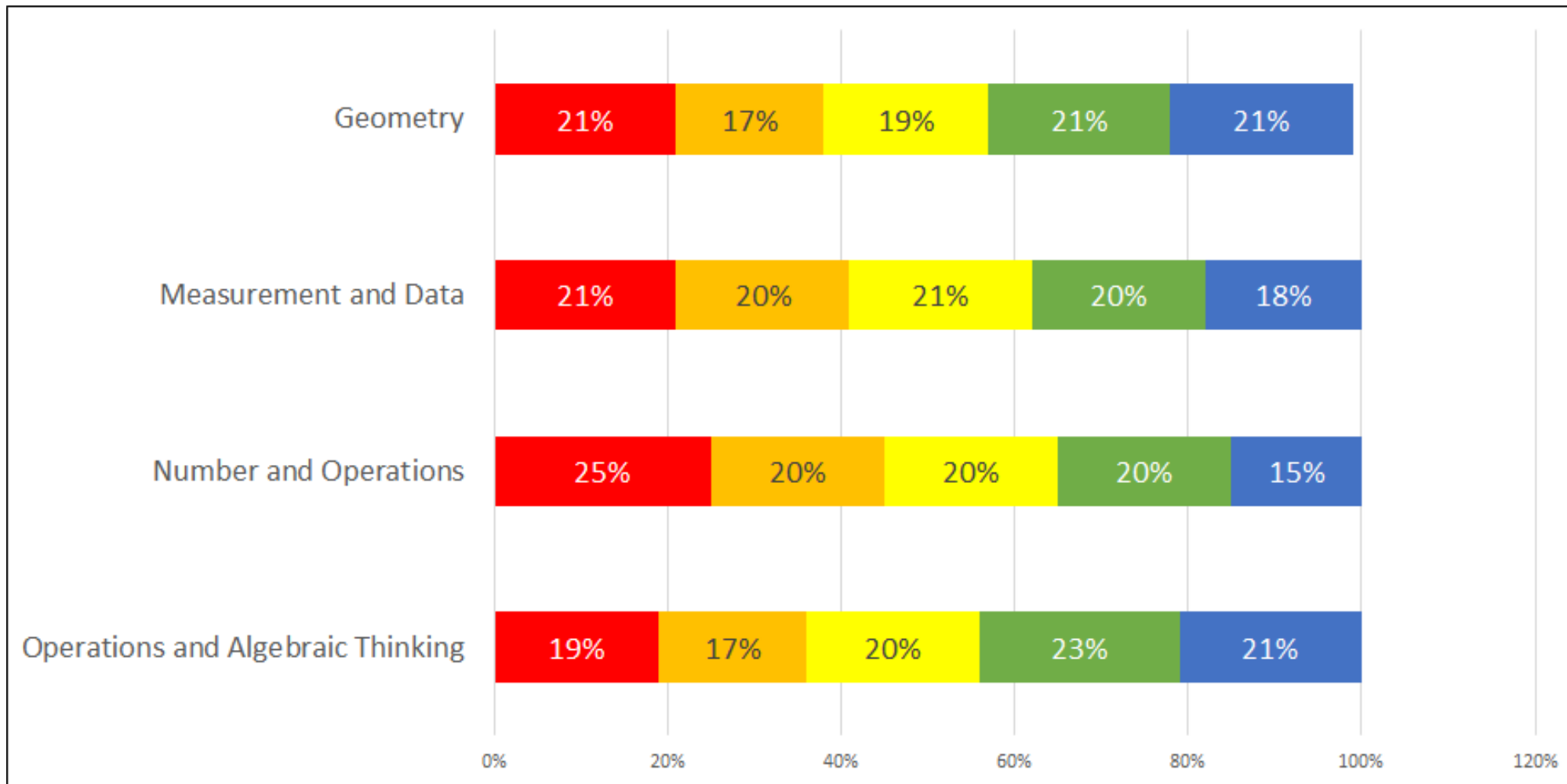
For the future of every student

Spanish Reading

Percent of Students in Each Quintile



Instructional Area Performance - Math



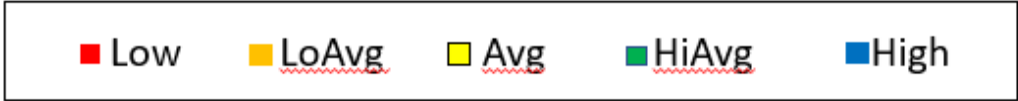
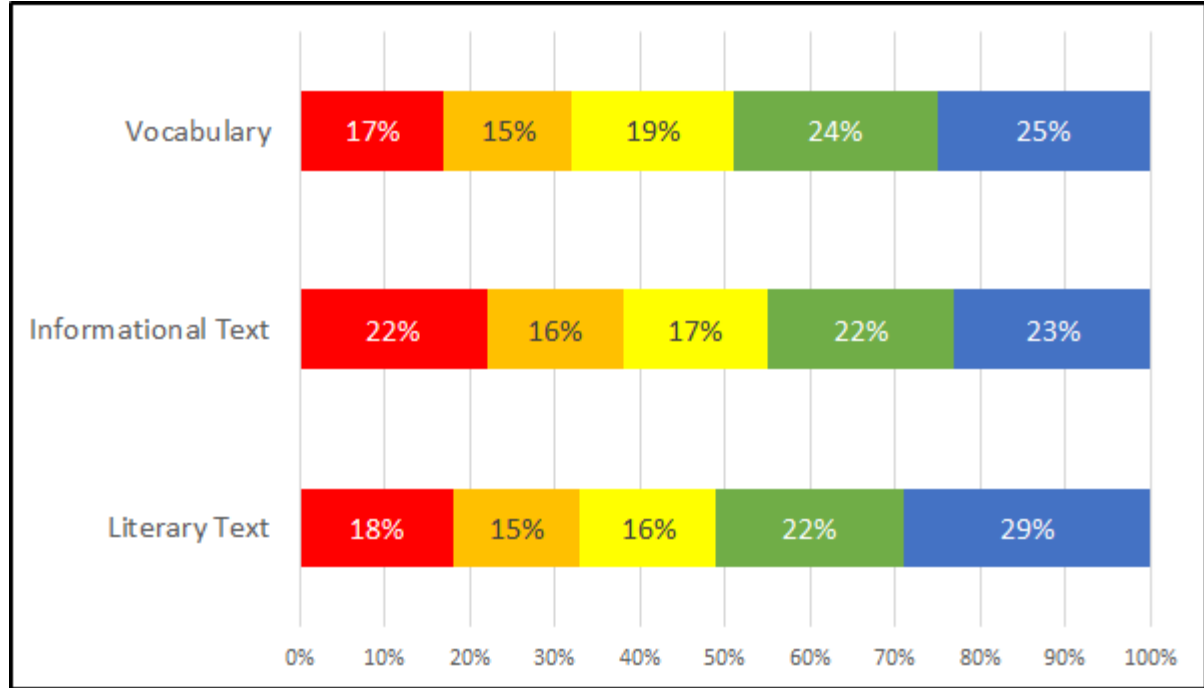
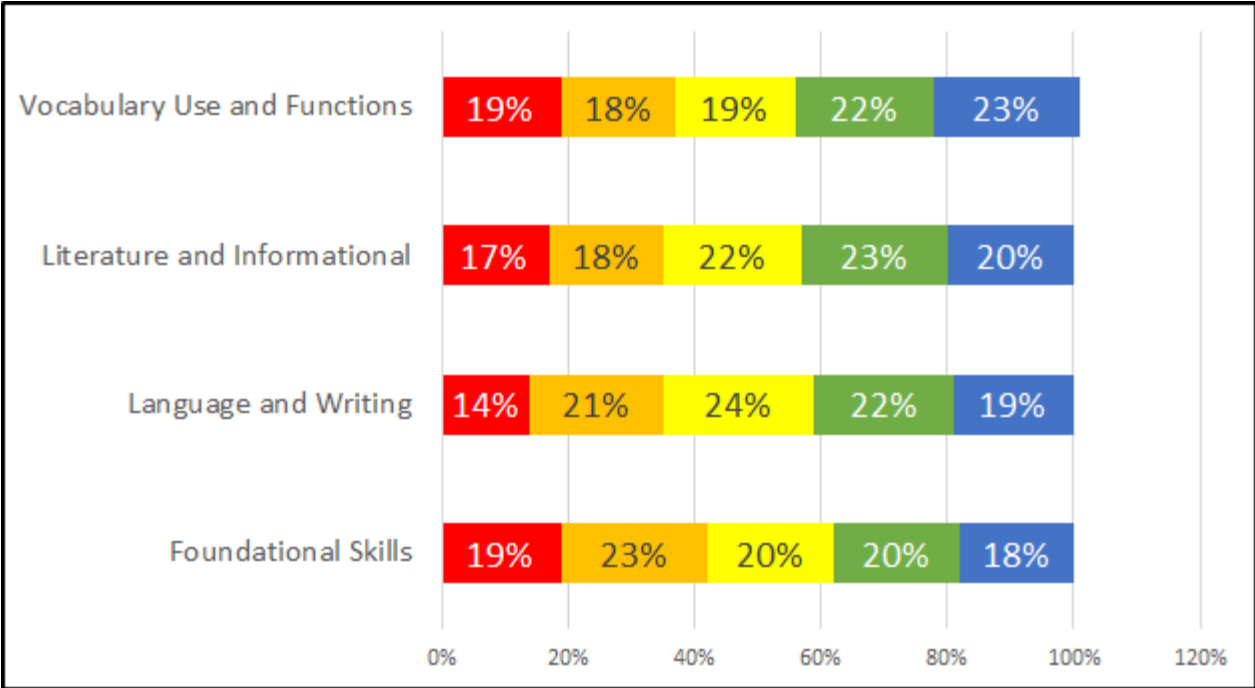
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Instructional Area Performance - Reading

K-2

2-5

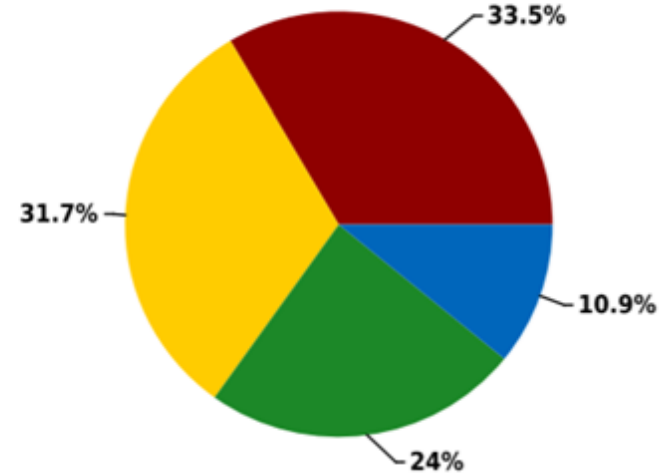


Math: Math K-12

Projected to: CA-Smarter Balanced Assessment Consortia taken in spring.

View Linking Study: <https://www.nwea.org/resources/california-linking-study/>

Grade	Student Count	Not Met		Nearly Met		Met		Exceeded	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	971	291	30.0%	294	30.3%	285	29.4%	101	10.4%
3	990	341	34.4%	246	24.8%	260	26.3%	143	14.4%
4	981	304	31.0%	337	34.4%	256	26.1%	84	8.6%
5	959	369	38.5%	359	37.4%	134	14.0%	97	10.1%
Total	3901	1305	33.5%	1236	31.7%	935	24.0%	425	10.9%

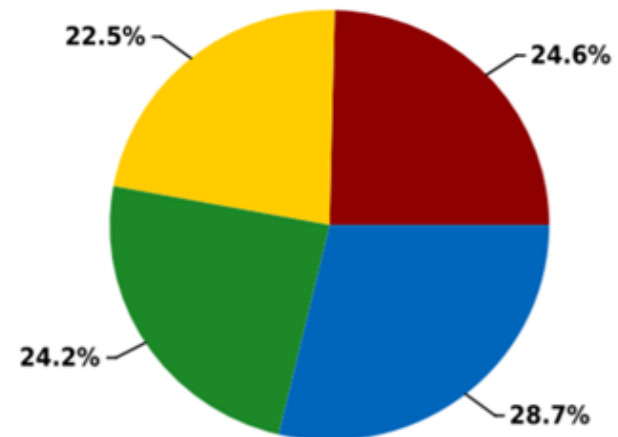


Language Arts: Reading

Projected to: CA-Smarter Balanced Assessment Consortia taken in spring.

View Linking Study: <https://www.nwea.org/resources/california-linking-study/>

Grade	Student Count	Not Met		Nearly Met		Met		Exceeded	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	832	171	20.6%	232	27.9%	190	22.8%	239	28.7%
3	862	250	29.0%	189	21.9%	191	22.2%	232	26.9%
4	916	231	25.2%	193	21.1%	213	23.3%	279	30.5%
5	948	224	23.6%	186	19.6%	266	28.1%	272	28.7%
Total	3558	876	24.6%	800	22.5%	860	24.2%	1022	28.7%



Secondary Data Processes



For the future of every student

Guiding Questions:

1. How did this placement process come to be? What problems did it help resolve, and how will it improve in the future?
1. In this more data-drive/informed course placement system, how does VUSD balance the tensions between the value of assigning students to intervention courses that they may need in order to be successful long term while still allowing students to aspire to transcend their past academic performances and forego intervention courses or enroll in honors/AP coursework?

Secondary Learning, Achievement/Performance Data

VUSD District Quarterly Assessments in Math and ELA

Reading Inventory (RI) scores 6-12 in ELA

Course Grades (e.g., D and F rates)

ELA CAASPP Scores for 6th, 7th and 8th Grades

Math CAASPP Scores for 6th, 7th and 8th Grades

ELPAC Scores

Credit Deficiencies (e.g., Alternate Placement/PHS, CR)

Course Enrollment Rates (e.g., Math 1 Readiness)

Advanced Placement Course Pass Rates

UC/CSU A-G Completion Rate

Site/District Graduation Rates

College/Career Indicator (CCI Dashboard) rates

ELA CAASPP Scores 11th Grade

Math CAASPP Scores 12th Grade

Science CAST Scores





SAT/ACT/PSAT scores

Future Data Points/In Process:

Counselor Data Dropdown Data

VUSD District Assessments in Science (CER)

VUSD District Assessment in History-Social Science

	Green = Student-specific, student-level actionable
	Yellow = Course-specific, generally NOT student-level actionable
	Red = Student-specific, but NOT student-level actionable
	Blue = Student-specific, but more global

How VUSD Secondary Student-Level Actionable Data is Used

The Unified 8th-9th Grade Placement Spreadsheet (ELA, Math, Science, TWI/WL) is...

... how VUSD systematically places incoming Freshman/9th grade students into appropriate coursework and identifies students for subject-specific interventions based on multiple measures of **Actionable Student-Specific Data** *and* district-facilitated conversations between teachers/counselors/students/site & district administration *about each student's data*.

High School counselors register incoming 9th grade students in the spring of their 8th grade year according to this placement sheet.



8th-9th Unified Course Placement Process: A Brief Dive

[2021-22 School Year 8th-9th Grade Unified Course Placement Sheet](#)

Multilingual & Multicultural Department



For the future of every student

Guiding Questions:

- What does this data tell us about our Multilingual Learners?
- What are our areas of strength and need?
- How can we support teachers, students, and families based on what the data is telling us?
- How can we celebrate our Multilingual Learner progress and milestones?

Multilingual & Multicultural Department: TK-12

- **Data Sources:**

- Multilingual Learners Grades K-12: District and State Assessments (SBAC, MAP/DNA, ELPAC)
- Dual Language Education (IPT, CSA, OPTEL*, District/State Assessments in Spanish)
- ELLevation
- Course Grades and Report Cards
- UC/A-G data on Multilingual Learners and African American students from Q
- DELAC family needs assessment

- **New or planned pending data informed practices:**

- Multilingual Learners and Reclassified Multilingual Students progress monitoring: Multilingual Progress Monitors and Site Multilingual Liaisons
 - Social & Emotional Learning
 - College & Career Readiness
 - Advocacy: Building relationships and navigational community wealth
- Reclassification
- Instructional planning
- Program planning
- Professional Development
- Family Engagement, Education and Networking



LCAP Goal(s): Connected to Data Informed Practices

Goal 1: Increase student achievement for all students while decreasing performance gaps

- Action 2: District-based instructional supports
- Action 6: Curriculum & staffing supports for English Learners
- Action 8: Digital instructional access & progress monitoring

Goal 3: Increase parent and community involvement

- Action 2: Family education and engagement
- Action 4: African American Community Engagement

District TOSAs, Multilingual Progress Monitors and Multilingual Site Liaisons and ELLevation

1. Maricela Aguilar: Multilingual Learner Progress Monitor: TK-5
2. Carlos Sanchez: Multilingual Progress Monitor: 6-12
3. Claudia Escobedo Esquivel: Dual Language Education TOSA TK-5
4. Danna Lomax: Dual Language Education TOSA 6-12
5. Site Liaisons:
 - Elementary: one educator paid extra hours based on # of multilingual students
 - Secondary: one educator per site is given period(s) to support multilingual students
6. ELLevation

Data QA Dashboard ▾

Set as District Homepage

EL Students	2562	RFEP (Monitored) Students	559	RFEP (Fully Exited) Students	519
IFEP Students	585	TBD Students	126	EL Students with IEP	482
EL Students without an Entry Date	0	EL Students with an Exit Date	0	Monitored students without an RFEP Date	0
Students without schedules	95	Students without a Native Language	0	Students without a Home Language	0

Multilingual Learner ELPAC Comparison Report

Test Name and Date	Overall				Listening			Speaking			Oral Language				Reading			Writing			Written Language			
ELPAC Summative 5/18/2021	1	2	3	4	1	2	3	1	2	3	1	2	3	4	1	2	3	1	2	3	1	2	3	4
	3				2			3			3				2			2			2			
	(1517)										(1525)										(1508)			
ELPAC Summative 2/13/2020	1	2	3	4	1	2	3	1	2	3	1	2	3	4	1	2	3	1	2	3	1	2	3	4
	3				3			3			4				1			2			1			
	(1524)										(1581)										(1466)			

Course Grades

No Course Grades available

Standardized Test Results

Test Name and Date	Grade	Scores
SRI 5/26/2021	6	Lexile: 538
SRI 2/26/2021	5	Lexile: 381
ELA Benchmark 12/13/2019	4	Percent Correct: 8.7 Performance Level: 1 - Standard Not Met
SRI 10/9/2019	4	Lexile: 0
SRI 5/6/2019	3	Lexile: 0



Course Grades

VUSD D.O.

Student:	Ident:	Gender:	Grade:	Couns:	Advisor:
Per Class	Q1/A	Comments			
1	1531-1 WHist/Cul/Geo P S1	F			
	Teacher: [REDACTED]				
2	1071-1 English 10 P S1	F			
	Teacher: [REDACTED]				
3	3371-5 Chem in the Earth Sys P S1	F			
	Teacher: [REDACTED]				
5	2051M1-3 Mathematics 1 P S1	F			
	Teacher: [REDACTED]				
Student:	Ident:	Gender: F	Grade: 10	Couns:	Advisor:
Per Class	Q1/A	Comments			
1	1071-3 English 10 P S1	F			
	Teacher: [REDACTED]				
2	3371-2 Chem in the Earth Sys P S1	F			
	Teacher: [REDACTED]				
3	1531-2 WHist/Cul/Geo P S1	F			
	Teacher: [REDACTED]				
Student:	Ident:	Gender: M	Grade: 10	Couns:	Advisor: Unassigned.
Per Class	Q1/A	Comments			
4	3381-2 Chem in the Earth Sys H S1	D			
	Teacher: [REDACTED]				
Student:	Ident:	Gender: F	Grade: 10	Couns:	Advisor:
Per Class	Q1/A	Comments			
1	4101-2 Spanish 3 P S1	F			
	Teacher: [REDACTED]				
2	1071-1 English 10 P S1	D			
	Teacher: [REDACTED]				
3	3371-5 Chem in the Earth Sys P S1	F			
	Teacher: [REDACTED]				
4	2051M1-5 Mathematics 1 P S1	D			
	Teacher: [REDACTED]				



Multilingual Progress Monitoring Form

This student is subject to monitoring their academic and English Language Development progress monitoring. As this student's classroom teacher, your feedback is invaluable. Please answer the questions below to provide feedback on how this student is performing academically.

Student Information

First Name		Middle Initial		Last Name	
Local ID		Student #		Date of Birth	
Grade Level		School		IEP	
Enrolled in US		Entered EL		Native Language	
Home Language					

Monitoring Questions

1. Is the student making adequate growth in class?	
<input type="checkbox"/>	Yes
<input type="checkbox"/>	No, I will complete the Targeted Intervention and Strategies section below
2. Targeted Language Intervention: Area of Concern - In which language domain(s) does the student need support?	
<input type="checkbox"/>	Reading
<input type="checkbox"/>	Writing
<input type="checkbox"/>	Speaking
<input type="checkbox"/>	Listening
3. Targeted Language Strategies: What specific and measurable interventions will be implemented to support the language intervention of concern?	
<input type="checkbox"/>	Designated ELD
<input type="checkbox"/>	Integrated ELD Strategies (all subject areas)
<input type="checkbox"/>	Visuals
<input type="checkbox"/>	Manipulatives
<input type="checkbox"/>	Activate Prior Knowledge/Experiences

5. What other factors may be contributing to the student's progress?	
<input type="checkbox"/>	N/A - Student is making adequate progress.
<input type="checkbox"/>	Attendance
<input type="checkbox"/>	Behavior
<input type="checkbox"/>	Work Habits
<input type="checkbox"/>	Social Emotional Factors
<input type="checkbox"/>	Health Concerns
<input type="checkbox"/>	Other (Comment below.)
6. If you selected "Other" above, please write the factor(s) below.	
7. What are some of the student's strengths?	
<input type="checkbox"/>	Reading
<input type="checkbox"/>	Writing
<input type="checkbox"/>	Speaking
<input type="checkbox"/>	Listening
<input type="checkbox"/>	Musical Ability
<input type="checkbox"/>	Cooperative/Helpful
<input type="checkbox"/>	Sense of Humor
<input type="checkbox"/>	Athletic
<input type="checkbox"/>	Determined
<input type="checkbox"/>	Curiosity
<input type="checkbox"/>	Bilingual/Multilingual
<input type="checkbox"/>	Hard-working
<input type="checkbox"/>	Risk-taking
<input type="checkbox"/>	Kind/Loving/Compassionate
<input type="checkbox"/>	Artistic
<input type="checkbox"/>	Mathematical



	Elementary	Secondary
August	Initial Training	Initial Training
September	Next Level Training - Administrators & Teachers	Next Level Training - Administrators & Teachers
October	<p>2nd Reclassification</p> <ul style="list-style-type: none"> • update reclassification form and upload in ELLevation • find out who is eligible for reclassification • share the form with teacher • get teacher feedback regarding reclassification of students <p>ML Liaisons print ML rosters for all teachers</p> <ul style="list-style-type: none"> • Coach of Coaches model • ML Progress Monitors support Liaisons with rosters • ML Progress Monitors go over Active ML & RFEP forms with Liaisons 	<p>2nd Reclassification</p> <ul style="list-style-type: none"> • update reclassification form and upload in ELLevation • find out who is eligible for reclassification • share the form with teacher • get teacher feedback regarding reclassification of students <p>ML Liaisons print ML rosters for all teachers</p> <ul style="list-style-type: none"> • Coach of Coaches model • ML Progress Monitors support Liaisons with rosters • ML Progress Monitors go over Active ML & RFEP forms with Liaisons
November	<p>Strategies to support instruction</p> <p>Strategies Training:</p> <p>Interventions - small group</p> <p>Discuss modifications for MLs on testing</p> <p>Site Progress Monitoring Multilingual Learners</p>	<p>Strategies to support instruction</p> <p>Strategies Training:</p> <p>Interventions - small group</p> <p>Discuss modifications for MLs on testing</p> <p>Site Progress Monitoring of Multilingual Learners with D's and F's</p> <p>District in person monitoring of Multilingual Learners students with D's and F's</p> <p>High school talks about reclassification, graduation requirements, study skills, etc.</p>

December	<p>Strategies to support instruction</p> <p>Interventions - small group</p> <p>Discuss modifications for MLs on testing</p>	<p>Strategies to support instruction</p> <p>Interventions - small group</p> <p>Discuss modifications for MLs on testing</p> <p>High school talks about reclassification, graduation requirements, study skills, etc.</p>
January	<p>Progress Monitors and Liaisons</p> <ul style="list-style-type: none"> • continue monitoring progress of MLs 	<p>Progress Monitors and Liaisons</p> <ul style="list-style-type: none"> • continue monitoring progress of MLs
February	<p>Progress Monitors and Liaisons continue monitoring progress of MLs</p>	<p>Progress Monitors and Liaisons continue monitoring progress of MLs</p>
March	<p>Spring Reclassification</p> <p>ML Progress Monitors mention and support site celebrations for students who have been reclassified</p>	<p>Spring Reclassification</p> <p>ML Progress Monitors mention and support site celebrations for students who have been reclassified</p>
April	<p>Progress Monitors and Liaisons continue monitoring progress of MLs</p>	<p>Progress Monitors and Liaisons continue monitoring progress of MLs</p> <p>Focus on meeting graduation requirements</p>
May	<p>Site Celebrations for Reclassification</p>	<p>Site Celebrations for Reclassification</p>
June		
July		

Family Engagement, Education and Networking

- **Mucho mas que Miercoles**
- **African American Parent Council**
- **Academic Coach**

School Climate



For the future of every student

Guiding Questions: School Climate

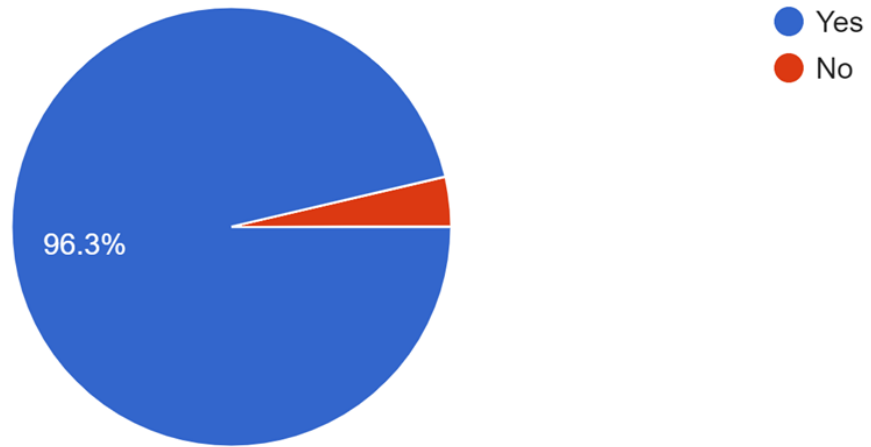
- In which ways does this data amplify student voice?
- Which elements of this data provide guidance as to enhance services for students and families?

Secondary Snapshot Survey



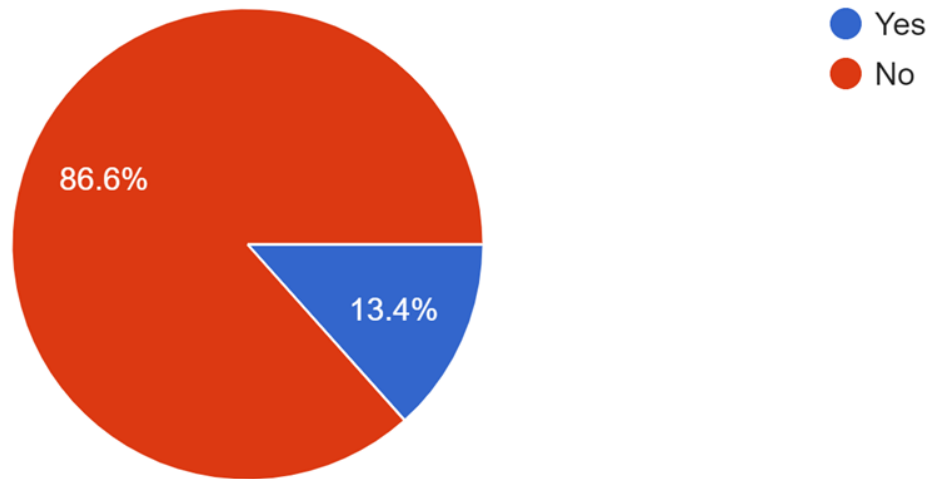
I know how to get help if I am having academic difficulties.

436 responses



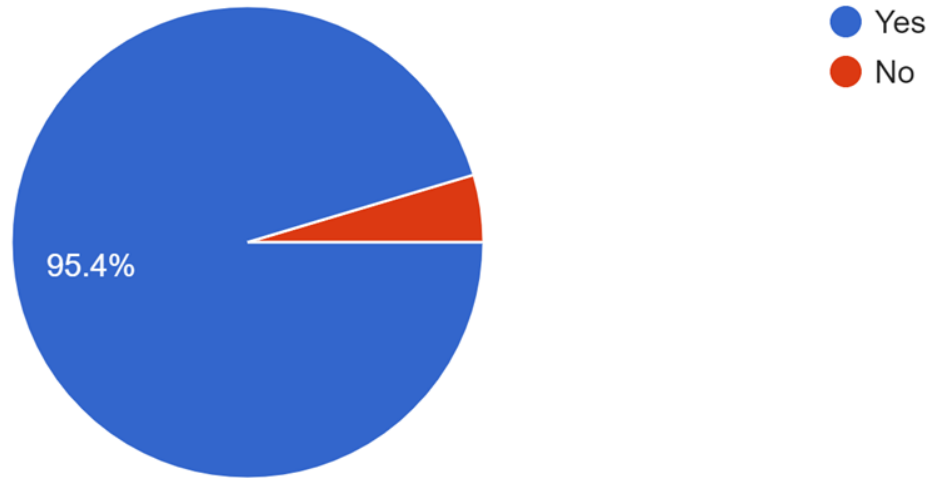
I would like to speak to someone about academic difficulties I am experiencing.

433 responses



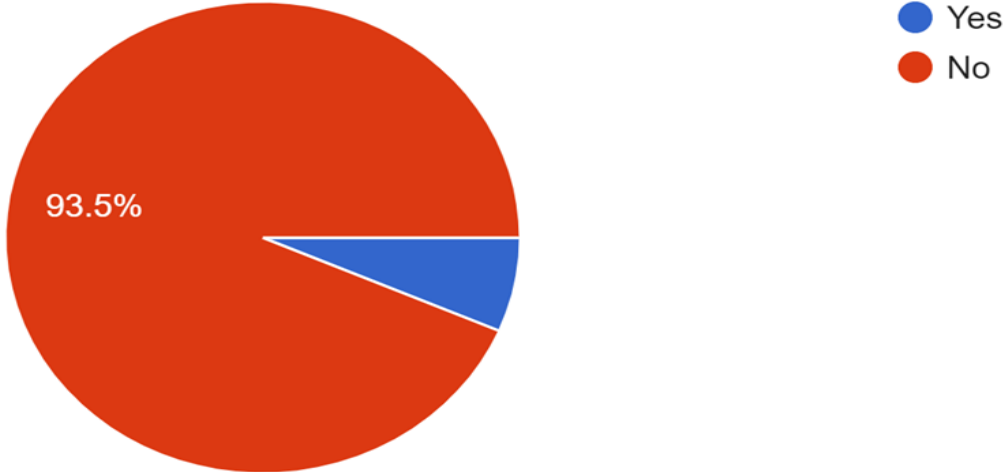
I know how to get help if I am having social emotional difficulties.

434 responses



I would like to speak to someone about social emotional issues that I am experiencing.

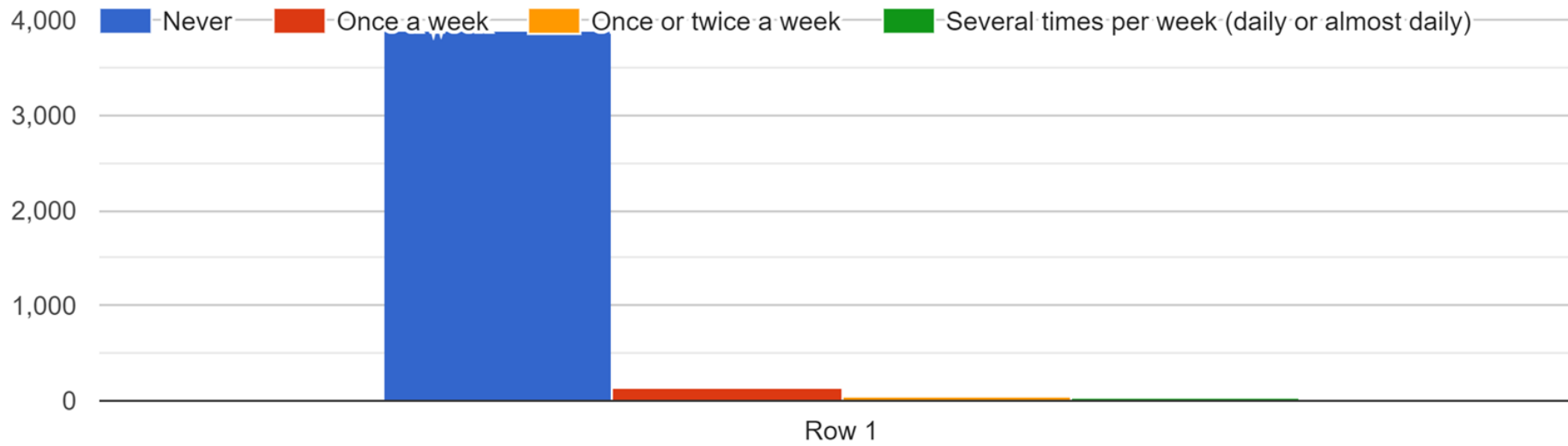
433 responses



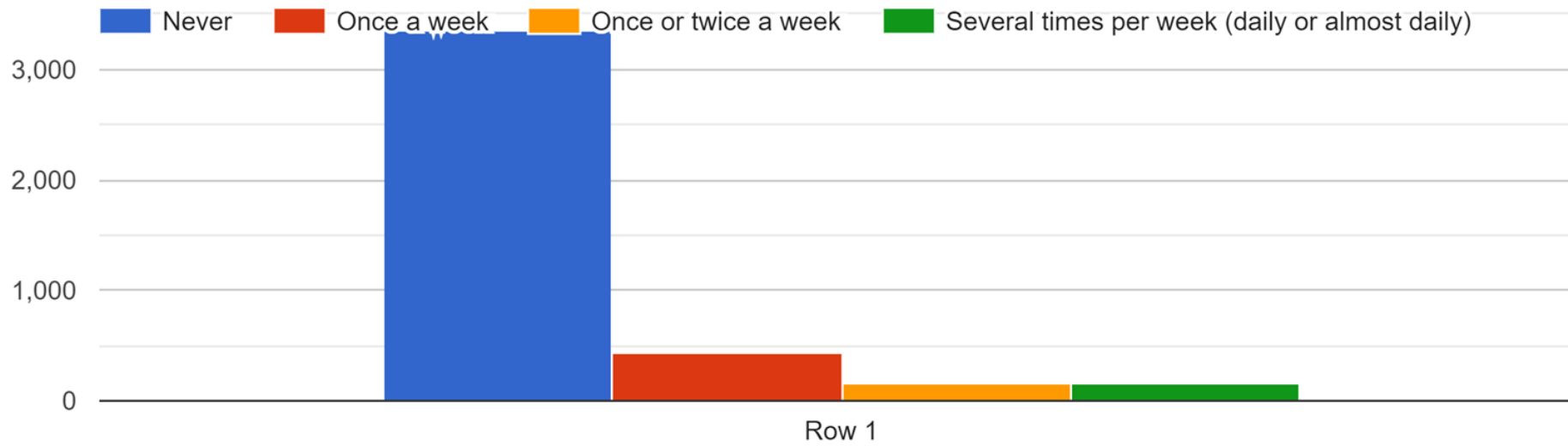
Secondary School Climate Survey



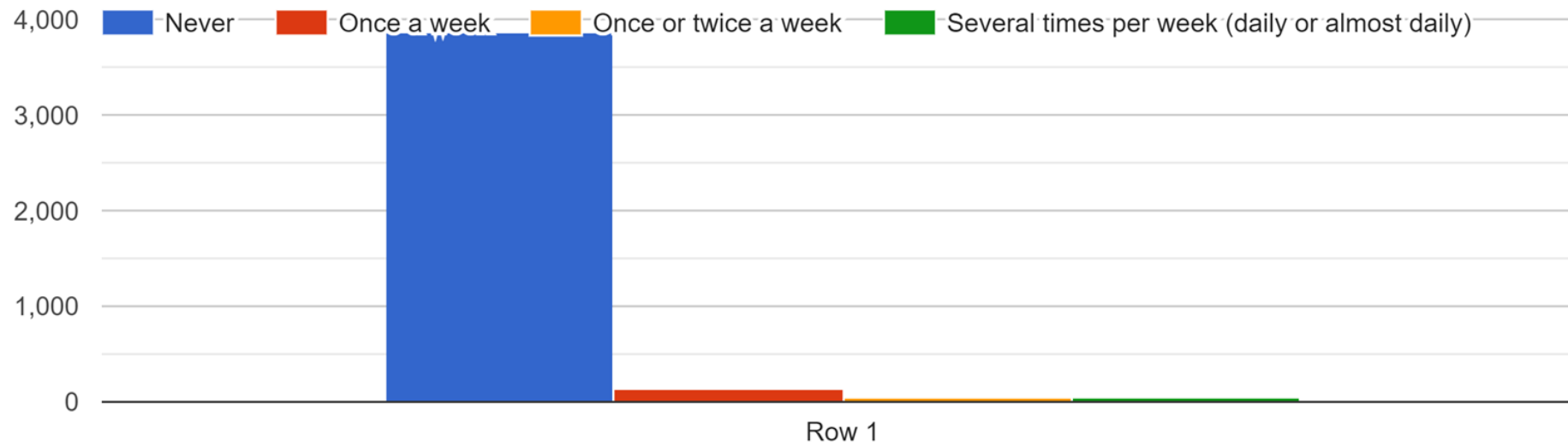
In the past month, I have been physically bullied or threatened with physical bullying.



In the past month, I have been made fun of, insulted, or called names.

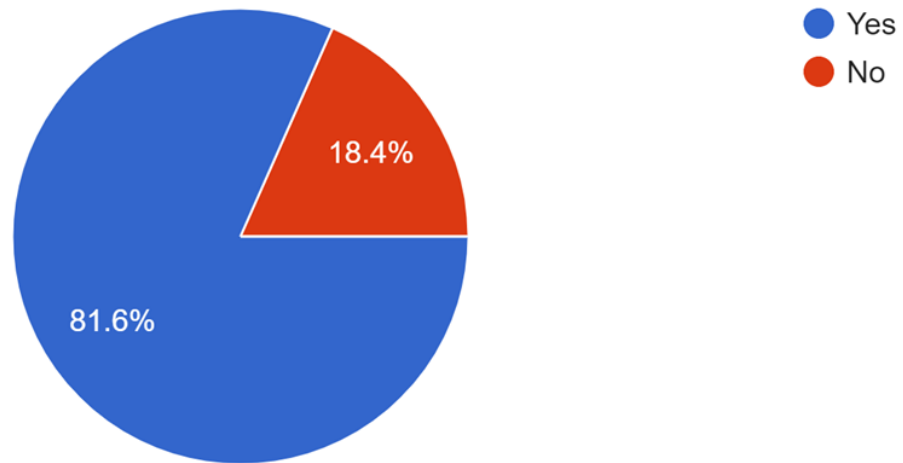


In the past month, I have been made fun of, insulted, or called names on social media.



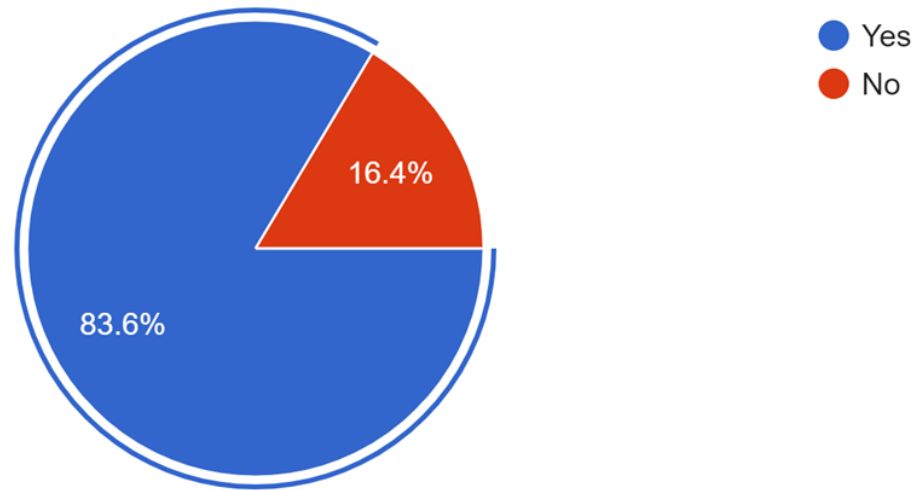
Is there at least one adult on campus (teacher, principal, counselor, or other adult) you can talk to when you have a problem or need to talk to someone?

4,092 responses



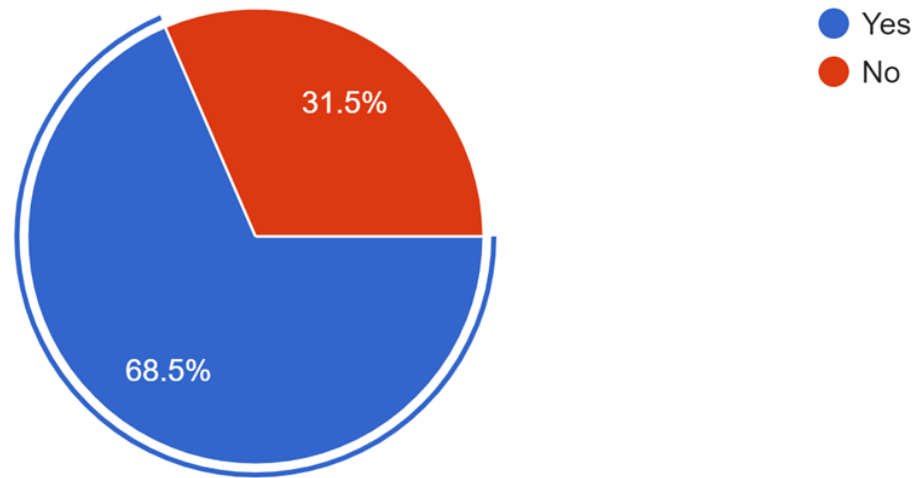
Is there at least one adult on campus (teacher, principal, counselor, or other adult) who listens to you?

4,092 responses



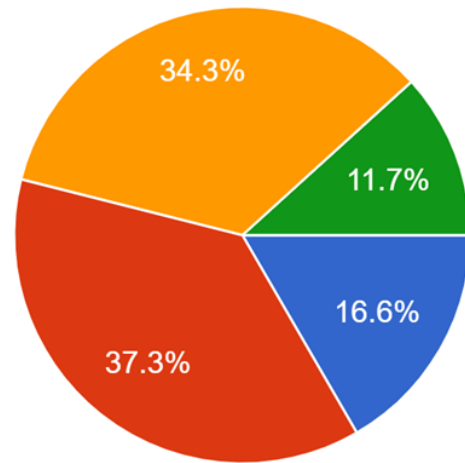
Is there at least one adult on campus (teacher, principal, counselor, or other adult) who you know really cares about you?

4,092 responses



How connected do you feel to your school?

4,092 responses



- I feel very connected.
- I feel connected.
- I feel somewhat connected.
- I don't feel connected at all.

Additional Services to Address Social Emotional / Mental Health Needs

- Series of Webinars featuring Nationally Renowned Speakers
 - Sessions for students, staff and parents
- Expanded SEL Team
 - MTSS TOSA, elementary behavior team, counselors
 - SEL Community of Practice
 - Elementary and Secondary Groups
 - Sharing of best practices and ready to go lessons and activities that can be used by school sites.
 - Site liaisons
- Second Step SEL Curriculum
 - Expanded to include middle school.
 - Focus on staff development and implementation
 - SEL for Adults!
- Additional Opportunities for Student Voice
 - Community Circles
 - Before harm is done to build community
 - After harm is done to restore community
 - Restorative Practices
 - Student Discipline Panels
- Care Solace



Guiding Questions: Attendance

- How does attendance affect school connectedness?
- How can we address attendance concerns yet be sensitive to context?

Chronic Absenteeism

October 2019-20 compared to October 2021-22

School Type	2019-20 VUSD	2019-20 State	2021-22 VUSD	21-22 State
Elementary	7.03%	8.20%	16.63%	25.88%
Middle	8.08%	8.93%	16.46%	23.13%
High	12.50%	15.40%	21.05%	30.80%
Totals	8.92%	10.84%	18.08%	26.60%



For the future of every student

How are We Addressing Chronic Absenteeism?

- **Training of Site Attendance Teams**
 - **Prevention**
 - Positive Attendance Campaigns
 - Recognize improved attendance
 - Recognize COVID 19 challenges
 - Positive Interactions between school and home.
 - **SART (School based attendance process)**
 - Identify and remove barriers
 - Solutions focused
 - Attendance contracts
 - School and community supports
 - **SARB (District based attendance process)**
 - Focus on severe cases
 - Only level with DA involvement

Adult Education Data Processes



Guiding Questions

- What assessments are provided to adult students at VACE?
- How is assessment data utilized for instructional planning, progress reporting, and funding of programs?
- How do adult education students utilize assessment results to establish individualized goals and celebrate benchmarks achieved?



Comprehensive Adult Student Assessment Systems

- Standardized Assessment Instruments and Tracking
- Life and Work Series
- Reading GOALS and Math GOALS Series
- Secondary Level Assessment
- Reading for Citizenship Series
- POWER and Adult Life Skills Color Photo Tests
- Aztec
- GED Ready© or HiSET®
- CAR – CTE Licensure Exams



Why CASAS?

- CDE requirement for all WIOA, Title II and Adult Education and Family Literacy program providers
- CAEP Outcomes Reporting Requirement
- Data Collection and Reporting Software to report educational gain benchmarks by EFLs
- TopsPRO Enterprise customized reports
- College and career readiness
- Accurately target instruction
- Provides longitudinal performance information needed to make effective decisions that improve learning, teaching, and training



What is tested?

- Reading, math, listening, speaking, and writing from the lowest literacy skills to high school exit and transition to postsecondary education and training
- Basic and academic skills for youth and adults that cover everyday situations that relate to adult students' lives, goals, and employment
- The Department of Labor has approved CASAS to certify work-related skills and English language proficiency
- Basic life skills and independent living skills along with community awareness for adults with cognitive challenges

LCAP Goals:

Goal 1: Increase student achievement for ALL students while decreasing performance gaps.



What does the data show us?

	Educational Functioning Levels	CASAS Level	Life and Work Reading 80 Series Scale Score Ranges	Reading GOALS 900 Series Scale Score Ranges	Life Skills Math 30 Series Scale Score Ranges
1	Beginning ABE Literacy	A	200 and below	203 and below	200 and below
2	Beginning Basic Education	B	201 - 210	204 - 216	201 - 210
3	Low Intermediate Basic Education	B	211 - 220	217 - 227	211 - 220
4	High Intermediate Basic Education	C	221 - 235	228 - 238	221 - 235
5	Low Adult Secondary Education	D	236 - 245	239 - 248	236 - 245
6	High Adult Secondary Education	E	246 and above	249 and above	246 and above

CASAS ABE Reading Scores by EFL and Grade Level Equivalents





NRS Levels	Reading ABE/ASE EFLs		Reading GOALS Score Ranges	Grade Level
1	Beginning ABE Literacy	Basic Skills Deficient	193 and below 194 - 203	K 1
2	Beginning Basic Education	Basic Skills Deficient	204 - 210 211 - 216	2 3
3	Low Intermediate	Basic Skills Deficient	217 - 222 223 - 227	4 5
4	High Intermediate	Basic Skills Deficient	228 - 230 231 - 234 235 - 238	6 7 8
5	Low Adult Secondary Education	Not Basic Skills Deficient	239 - 243 244 - 248	9 10
6	High Adult Secondary Education	Not Basic Skills Deficient	249 - 253 254 and above	11 12

How assessment results are used to provide targeted supports

	Educational Functioning Levels	CASAS Level	Life and Work Reading 80 Series Scale Score Ranges	Life Skills Math 30 Series Scale Score Ranges
1	Beginning ESL Literacy	A	180 and below	180 and below
2	Low Beginning ESL	A	181 - 190	181 - 189
3	High Beginning ESL	A	191 - 200	190 - 199
4	Low Intermediate ESL	B	201 - 210	200 - 209
5	High Intermediate ESL	B	211 - 220	210 - 218
6	Advanced ESL	C	221 - 235	219 - 227

EFL	Diversity Passing Score	Total Points Possible
Advanced	36	40
Int. High	32	40
Int. Low	28	40
Beg. High	24	40
Beg. Low	18	40

How assessment results are used to provide targeted supports or determine placement

<p>ELL</p> <p>Citizenship</p>		<ul style="list-style-type: none"> • Assignment to course sections • Possible referral to ABE small group instruction • Assignment to Burlington English Core • Assignment to EL Civics • Skill level gains = WIOA payment points
<p>ABE</p> <p>ASE</p>		<ul style="list-style-type: none"> • Assignment to ABE or HSE • Provide Individualized Study Plan to improve foundational reading and/or math skills • Demonstrate mastery • Interventions • Skill level gains = WIOA payment points
<p>CTE</p>		<ul style="list-style-type: none"> • Possible referral to ABE small group instruction • Student-teacher conference and Individualized Study Plan • Competency descriptors correspond to performance in employment and life skills contexts • Mastery of CTE competencies • SAP
<p>AWD</p>		<ul style="list-style-type: none"> • Determination of Life Skills Assessment Level • Development of individualized goals and study plans • Narrows curricular focus to only those areas shown to be necessary • Skill level gains = WIOA payment points

EL CIVICS Competency Areas



Employment

English Literacy Programs linked to civics education in seven competency areas

LCAP Goals:
Goal 3 - Family Involvement - Increase parent and community involvement.



Health



Government and Law



Community Resources



Transition



Consumer Economics



Workforce Training

ESL students successfully transition to employment



Thank You



For the future of every student