

PI Year 3 LEA Plan Evidence of Progress (2014-2015)
End-of-Year Submission: October 30, 2015
Local Educational Agency: San Bernardino City Unified School District
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Description of the LEA's progress towards implementation of the strategies and action in the LEA Plan.

INTRODUCTION

The goals outlined in the LEA plan, and identified as the three priorities of the District during the 2014-2015 school year address: 1) Proficiency in Reading/Language Arts and Mathematics, 2) Meeting the District's Key Performance Indicators, and 3) Meeting the goals for English Learners, based on the AMAO 1, 2a, 2b, and 3.

The LEA Plan incorporates San Bernardino's Community Engagement Plan (CEP) and Local Control Accountability Plan (LCAP). The strategies, actions, and local evidence are summarized under each goal in the LEA Plan. The Local Control Funding Formula, coupled with Title I allocations, reinforce the LEA plan.

LEA GOALS AND EVIDENCE

GOAL 1) All students will reach high standards attaining proficiency in reading/language arts and mathematics. Academic alignment process will focus on Common Core State Standards, curriculum, professional development, progress monitoring, interventions, and accountability through the SPSA.

- Align each school's Single Plan for Student Achievement with the goals and actions of the Community Engagement Plan, LCAP, and LEA plan, including the allocation of funds. SPSA goals were monitored using the following:

Local Evidence: 1) Single Plan for Student Achievement reviewed and approved by Board of Trustees, Superintendent's Cabinet, Assistant Superintendent of Educational Services and Directors 2) District Administrators' walk-throughs logs and Instructional Rounds Logs 3) Progress monitoring data results from Renaissance STAR Reading/Math 4) budget reports 5) logs of professional development by each site 6) intervention schedules with students' progress monitoring results 7) Teachers' and coaches' weekly meetings in a Professional Learning Communities forum 8) weekly collaboration time agendas and sign-ins that identify essential learning targets, planning for Common Core State Standards, lesson delivery, and planning based on assessment results 9) Training of substitutes in the core and intervention programs so they can provide continuity of instruction when the teacher must be out, and 10) Monitoring of program improvement schools.

- Reading/Language Arts: The District's shift from using only the 1997, Standards-based, core textbook, to using units of Rigorous Curriculum Design (RCD), was a means of building a bridge between Common Core State Standards, and the adopted textbook.
- The RCD units incorporated the Common Core State Standards and 21st- Century Skills, while the curriculum and instructional offices facilitated the implementation of fully developed, comprehensive Rigorous Curriculum Design (RCD), grade-level units in the areas of English Language Arts.
- Additionally, the District provided academic coaches for the schools in most need, based on data results.
- A universal progress monitoring system (K-12) using Renaissance STAR Reading and STAR Math programs was implemented.
- Mathematics: In shifting from a standards-based math textbook to curriculum that integrated the Common Core State Standards, the District created Units of Rigorous Curriculum Design (RCD) as a means to bridge the gap.
- The RCD units incorporated the Common Core State Standards (CCSS) and 21st- Century Skills, while the curriculum and instructional offices facilitated the implementation of fully developed, comprehensive Rigorous Curriculum Design (RCD), grade-level units in the area of mathematics.
- Additionally, the District provided academic coaches for the schools in most need, based on data results.
- District Professional Development for continued implementation of Common Core State Standard, included coaching for teachers, and administrator training.
- Site specific Professional Development continued to incorporate instructional methods, such as, Explicit Direct Instruction, Effective First Teaching, Gradual release of Responsibility and Differentiated instruction.
- In the spring of 2014-15, The District adopted California State Standards-aligned Mathematics textbooks, which will be used with the District Units of Study for grades K through 12 beginning the 2015-2016 school year.
 - Local Evidence: 1) Data results of state and local assessments 2) Results of Key Performance Indicators 3) Agendas, sign-ins, handouts for ELA and Mathematics training and coaching 4) Agendas, calendars, and sign-ins for the RCD grade-level writing teams 5) Completed RCD units that teachers began using during the year 6) Minutes from regular teachers' meeting, in PLCs, to develop and monitor SMART goals based on required data 7) Records that demonstrate teachers completed required diagnostic assessments and placed students in appropriate interventions 8) Data results from:
 - Diagnostic assessments
 - Formative assessments
 - Summative assessments
 - Progress monitoring assessments
 - 9) Grade level lesson designs that include active engagement, on-going checking for understanding strategies, differentiation and scaffolded instruction integrated into daily instructional practice 10) Aligned site coaching practices to

provide direct services to teachers, 11) Frequent and regular walk-throughs by District personnel, Superintendent's cabinet, as well as site administrators 12) Records of how categorical funds are used to provide coaches at the school site 13) Intensive training provided for secondary sites in the Integrated Math 1 and Common Core Mathematics Readiness program with correct student placement into the course 14) Records that show preparation of students for college level reading and writing by creating courses approved by UC and CSU to meet requirements under ERWC, and 15) Records of students completing Advanced Placement coursework, Honors coursework, and International Baccalaureate coursework

- Career Technical Education and College to Career Pathways: The District continues the work of implementing a comprehensive Career Technical Educational program, and a College to Career Pathways program, which allow flexible learning experiences that better met the needs of all students. The programs continue to establish collaboration between SBCUSD and higher education, trade and vocation, and the business and professional communities.
 - Local Evidence: 1) *Business*: business advisories, affiliate agreements, advisory members, 2) *Colleges*: Articulation meeting/attendance, college field trips, college guest speakers, and college night participation 3) Lesson planning is accomplished by meeting with businesses to align lessons with Industry Standards and Career Technical Education Model Curricular Standards 4) Pathways course descriptions at each high school's College/Career Center and 5) Records and notes from mentoring programs
- Technology: continue training to implement fully and integrate instructional technology that is used in preparation for increased student learning through the implementation of Common Core State Standards.
 - Local Evidence: 1) Training agendas 2) Discovery Educational trainings 3) iPad Boot camps 4) Tech bytes' training 5) Purchasing guidelines and templates 6) SBAC training 7) Expanded one-to-one iPad classroom models and 8) Agendas, sign-ins and evaluations
- Response to Intervention (RtI) program - Ensure master schedules and intervention schedules are created, based on student need (from the data), and that programs support students as they move toward proficiency.
 - Local Evidence: 1) Implementation and monitoring of computer, web-based, course-specific classes for credit recovery for students 2) Establish support for students in before/after-school programs that assist with the California High School Exit Exam, includes diagnostics, specific content instruction and test-taking skills 3) results from curriculum embedded assessments 4) reading level/fluency growth 5) grades and progress reports 6) movement toward less dependency on RTI programs and construct an emphasis on the first teaching 7) Intervention program descriptions that address the needs for Integrated

Mathematics program 8) Establish readiness for Grade 11 Early Assessment Program (EAP) for college- level coursework in English and Math 9) records of initial screener to validate appropriate student placement in ELA and math classes 10) formative and progress monitoring assessment results 11) progress monitoring and Tier II data from Multi-Tier System of Support 12) coursework, letter grades, and 13) 4 year cohort graduation rates.

- High Achiever/GATE and Honors programs address the needs by providing challenging/ rigorous coursework aligned to standards and validated by examinations. Continue the Middle College program that provides college-level learning and offers credit and/or placement options upon entering college.
 - Local Evidence: 1) formative assessment results 2) results of early screeners 3) grades, and 4) graduation rates and college entry
- Advanced Placement (AP) / International Baccalaureate (IB) programs designed to prepare students for college/university courses through the use of rigorous high school curriculum and exams with college-level learning and assessments.
 - Local Evidence: 1) formative and benchmark assessment results 2) results of early screeners 3) grades, and 4) graduation rates and college entry records
- High Priority Students: receive instruction and services from Title I funds in the form of reading and math intervention, Homeless Education, learning centers, use of instructional technology, and extended learning time through summer sessions. In addition, the Equity and Targeted Student Achievement Department supports subgroups who show an achievement gap in relation to students Districtwide. African American students are demonstrating the largest gap in achievement and there is an emphasis to raise their achievement.
 - Local Evidence: 1) SBCUSD's task force study and recommendations for African American achievement 2) Disproportionality Study from six schools 3) task force study and recommendations for English Learners 4) formative and benchmark assessment results 5) grades 6) results of early screeners 7) D and F reports, and 8) graduation rates.
- Parent and Community Engagement activities and programs are designed at the District Level, Family Resource Center, and at the school site, which includes a Parent Portal. These activities and programs are meant to prepare parents to understand the Common Core State Standards and to assist their children at home with their homework. Additionally the Parent Portal gives access to parents on attendance and class assignments.
 - Local Evidence: 1) Flyers and notices 2) sign-ins and agendas 3) handouts and take home materials 4) LCAP agendas for community meetings 4) lists of resources used by Family Resource Center and school sites 5) parent comments and evaluations 6) Parent Portal records of use (6900 parents using the portal) 7) records of home/school compacts, and 8) records of home visits.

GOAL 2) Key Performance Indicators

The Key Performance Indicators are integrated in the following four objectives:

1. *Each student will develop and pursue an academic and career plan based on his or her interests and talents*
 - Local Evidence: 1) Survey data 2) Stability/Mobility Rates and 3) End of the Year enrollment/promotions for the following school year
2. *Each student will demonstrate independent initiative, civic responsibility, and community pride.*
 - Local Evidence: 1) Gallup Student Poll, and 2) school site records of community service hours
3. *Each student will develop creativity through mastery of fundamental knowledge and applied skills.*
 - Local Evidence: 1) Proficiency data 2) AYP Reports 3) CAHSEE reports 4) Participation records 5) Annual Measurable Achievement Objective (AMAO) data 5) Reclassification Rates, and 6) Reduce Failure rate reports
4. *Students will enjoy learning throughout life by learning how to learn*
 - Local Evidence: 1) CDE 4-Year Cohort Graduation Report 2) Early Assessment Program data 3) A-G Completion Rate Data 4) Local and State Data on Achievement, including SEAL of Merit records 5) School attendance records 6) Suspension/Expulsion data, and 7) CDE Fitnessgram Data

GOAL 3) All limited-English proficient students will reach high academic standards and proficiency in reading and mathematics by 2014.

- The District will hold schools accountable for ELs making annual progress in learning English and administer the State's EL assessment (CELDT).
 - Local Evidence: 1) CELDT annual results 2) GLAD/SIOP Training records, and 3) walk-through logs 4) advancement and reclassification records 5) AMAOs
- Placement of students, use of appropriate language Instruction, monitoring advancement and reclassifications, to ensure student growth:
 - Local Evidence: 1) monitor consistency of implementation of standards-based ELD instruction through lessons plans 2) assessments and progress monitoring results 3) agendas, Sign-ins, training handouts of professional growth activities in working with newcomers and long term English Learners 4) walk-through logs and reflections from Instructional Rounds 5) records and logs from ELD academic Program Specialists working with teachers of English Learners 6) assessments: California English Language Development Test (CELDT), California High School

Exit Examination (CAHSEE), AMOs, AMAO, committee surveys 7) school site records of assemblies and boot camps 8) records of parent meetings and information provided and 9) calendars and agendas of in-service training with Educational Assistants, Special Education teachers, and Transitional Kindergarten teachers.

- Provide Rigorous Curriculum Design ELD lessons and assessments (ELD District Benchmark, Elementary) to measure achievement toward meeting the ELD standards, provide a sequential program, and monitor student growth.
 - Local Evidence: 1) results from the assessment 2) reclassification data 3) grades, and 4) curriculum embedded assessments showing growth in student understanding of standards
- Provide the EDGE curriculum and assessments (ELD District Benchmark, High School) to measure achievement toward meeting the ELD standards, provide a sequential program, and monitor student growth.
 - Local Evidence: 1) results from the assessment 2) reclassification data 3) grades, and 4) curriculum embedded assessments showing growth in student understanding of standards
- Provide the Inside curriculum and Test (ELD District Benchmark, Middle School) to measure achievement toward meeting the ELD standards, provide a sequential program, and monitor student growth.
 - Local Evidence: 1) results from the assessment 2) reclassification data 3) grades, and 4) curriculum embedded assessments showing growth in student understanding of standards
- End of the Year Summative Writing District Assessment
 - Local Evidence: 1) results from the assessment 2) writing samples, and 3) rubric results
- English Language Development (ELD) Progress Report (Portfolio)
 - Local Evidence: 1) portfolios of student work that follow the students from K-12 and are aligned with the new ELD standards and Common Core State Standards 2) grades 3) results of assessments, and 4) advancement and reclassification data
- District continues to be fully staffed with highly qualified teachers who are authorized to teach English Learners.
 - Local Evidence: 1) District records

An analysis of the LEA's progress toward student achievement goals in the LEA Plan.

Goal 1: Reading/Language Arts and Mathematics

Since standardized state summative assessment data for reading/language arts and mathematics was unavailable to assess student progress during the 2013-14 and 2014-15 school years, SBCUSD began using local assessments to indicate an approximate range of student progress. In reviewing the data from local assessments, there were a significant number of students below grade level, in both areas, in need of intervention strategies/programs. The data in mathematics, at the elementary level, demonstrates there were slightly more students who fell at the basic and above level of understanding and applying mathematics. Data from the 2015 CAASPP assessments of overall student progress shows that

- In ELA, 28% of the students meet or exceed standards.
- In Math, 17% of students meet or exceed standards.
- CAHSEE Census data indicates that in the 2013-14, 39% Grade 10 students were proficient in ELA, and 47% were proficient in Mathematics.
- Graduation Rates
San Bernardino City Unified School District exceeded the San Bernardino County 4-year cohort graduation rate for the Class of 2014, with 79.9 percent of students earning a high school diploma, 1.3 percent higher than the county rate of 78.6 percent.

Current state data shows SBCUSD high schools graduated more students and fewer students dropped out. The District's graduation rate has increased by 4.4 percent, according to data from the California Department of Education. This is the third consecutive year that the District's graduation rate showed growth.
- Science CST Assessment Data
Current data from CDE demonstrates that in the 2014-15 year, students in SBCUSD reported the following proficiency levels:
 - Grade 5 – 36% proficient (N=3513)
 - Grade 8 – 54% proficient (N=3187)
 - Grade 10 – 37% proficient (N=2293)

GOAL 2) Key Performance Indicators

There are four objectives with specific evidence to show growth.

- 1. Each student will develop and pursue an academic and career plan based on his or her interests and talents.**

Progress toward written career plans and career exploration indicates that 122 high school students have completed a 4-year academic plan, while others responded to career plan interest surveys. In this large urban setting, nearly 86% of students are considered “stable” and arrive within the first two weeks of school and remain in place throughout the school year. Mobile students, who arrive late and/or leave early, account more than 23,000 enrollment changes, filling each open seat nearly 3 times. At the school site, administrators, teachers, and other staff are assisting students in pursuing academic and career goals. As of the October 2015 CBEDS data, it is estimated that 91.0% of 5th graders and 92.3% of ninth graders returned and were promoted.

2. Each student will demonstrate independent initiative, civic responsibility, and community pride.

This objective reflects how students engaged in activities and programs at their school site or in the community rate their beliefs in having Hope, Engaged, and Thriving as measured by a Gallup Poll and school site records. Forty-seven percent (47%) of students indicated they felt Hopeful about their future, 52% indicated they felt they were Engaged in their school and activities, and 59% of students indicated they had a sense Well-Being or Thriving.

3. Each student will develop creativity through mastery of fundamental knowledge and applied skills.

This objective demonstrates the academic outcomes on local and/or State assessments.

- CAHSEE Proficiency Rate
 - Title III AMAO Objectives

During the 2013-14 school years, the ELA proficiency rate was 39% in ELA and 47% in Math.

2014-15 AMAO 1: SBCUSD did not meet the State’s expected AMAO 1 target of 60.5%. The percentage of students who met this expectation was 51.7% according to the CDE report.

2014-15 AMAO 2a: SBCUSD did not meet the State’s expected AMAO 2a target of 24.2%. The percentage of students who met this expectation was 18.9% according to the CDE report.

2014-15 AMAO 2b: SBCUSD did not meet the State’s expected AMAO 2b target of 50.2%. The percentage of students who met this expectation was at 37.2% according to the CDE report.
- English Learner Reclassification Rate

EL reclassification rate in 2014-15 was 13.3%.

4. Students will enjoy learning throughout life by learning how to learn.

Programs that are systematic, objective, and rigorous and are able to act as a safeguards for students are essential in giving students the tools they need to continue their learning

throughout life. Lack of college readiness is a challenge for students. It is critical to review areas that will help to ensure successful entry into “beyond high school” experiences.

Graduation rates are discussed on page 7 and two areas are closely tied to graduation rates are: 1) student attendance remains steady with 95.6% in 2014-15, despite the many challenges students face; they continue to believe school is important and 2) The percentage of students who were suspended (6.4%) or have incident reports (12.9%) dropped during the 2014-15 school year from the previous school year (8.4% of student suspension rate; 17.9% incident rate).

Using the 2015 Early Assessment Program (EAP) test results as a measure, 12% of students are demonstrating college readiness and 29% are conditionally ready based on ELA assessments. In mathematics, 3% of students are demonstrating college readiness and 12% are conditionally ready.

In reviewing the number of students who are currently meeting the A-G requirements, 43.9% of students in grades 9-12 are on-target for meeting A-G requirements. In grade 12, 26.3% have met the A-G requirements.

Data from students who are participating in college coursework demonstrates that during the 2014-15 school year, 40.4% of the students participated in a career pathway, based on the CTE participation rate estimated annually.

A number of students earned a Seal of Achievement during the 2014-15 school year.

- Golden State Seal Merit Diploma – 172 students
- Seal of Bi-literacy – 260 students
- International Baccalaureate – 36 students
- Advanced Placement Diploma – 25 students
- Associate of Arts Degree – 11 students

Physical Fitness is an essential goal in ensuring that students are ready for life-long benefits in meeting the emotional and physical needs of the adult. In the chart below, grades 5, 7, and 9 show the percentage of students who are in the *High Fitness Zones* in each of the areas according to the 2013-14 Overall Summary Report on CDE website.

Fitness Area	Grade 5	Grade 7	Grade 9
• Aerobic Capacity	48.2	41.6	38.4
• Body Composition	51.5	51.5	53.9
• Abdominal Strength	77.5	80.3	80.1
• Trunk Extension Strength	92.1	83.4	92.1
• Upper Body Strength	62.6	68.6	63.7
• Flexibility	70.5	77.9	73.0

Documentation of annual communication with the local governing board regarding the end-of-year evidence of progress.

San Bernardino updates the governing board throughout the year on the implementation of LEA Plan strategies and actions. In the 2014-15 school year, the board dates included: March 3, April 7, April 21, May 19, and October 6, 2015.

Board agendas showing the presentations are attached.