

PI Year 3 LEA Plan Evidence of Progress (2012-13)
End-of-Year Submission: September 30, 2013
Local Educational Agency: San Bernardino City Unified School District
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In addition to the LEA plan, the Superintendent led the Board of Education, District staff, and San Bernardino community in a bold approach to improve the academic achievement for all of the San Bernardino City Unified School District students. The development of the Community Engagement Plan serves the purpose of bringing all partners together to invest in the education of the youth in the city. The LEA plan coupled with the Community Engagement Plan will ensure focus on what matters most-excellence in education.

1. Summarize the LEA Plan strategies and actions implemented during 2012-13, including a description of local evidence used to determine effective implementation.

The three (3) goals outlined in the LEA plan Identified three (3) priorities of the District during the 2012-13 school year. The strategies and actions implemented as well as the description of the local evidence is summarized under each goal. You will note that many of the evidence collected integrate in the strategies.

GOAL 1) All students will reach high standards attaining proficiency in reading and mathematics. Academic Alignment process will focus on Common Core State Standards, curriculum, professional development, monitoring, interventions and accountability.

- Align the schools' Single Plan for Student Achievement with the goals and actions of the LEA plan, including the allocation of the funds.
 - Local Evidence: 1) Single Plan for Student Achievement reviews by Chief Academic Officer and Directors, 2) District Administrators' walk-throughs with logs, 3) Illuminate data results on common assessments, benchmark assessments, and CST/STAR results, and Renaissance Learning STAR data results 4) budget reports, 5) logs of professional development by each site, and intervention schedules with students' progress monitoring system. 6) Teachers and coaches meet weekly using the Professional Learning Communities design. 7) Use of weekly collaboration time to identify essential learning targets, introduction to common core state standards, lesson delivery and planning based on assessment results and provide for intervention placement. 8) Training of substitutes in the core and intervention programs to provide continuity of instruction when the teacher must be out. 9) 11 SIG schools, 6 year 1 program improvement schools, 1 year 4 restructuring school, and 1 school in year 5 worked with Learn It and Performance Fact to refine the instructional focus and determine Teacher practices, Leadership practices, and Organizational practices embedded in the SPSA,
- Provide facilitation in the areas of English language arts and mathematics through academic coaches at the neediest schools, based on data results.
 - Local Evidence: 1) Logs showing specific work with the teachers, lesson plans/designs that demonstrate strategies are implemented, 2) Teams regularly set and monitor SMART goals that support school wide Academic Performance Index and annual Yearly Progress targets. 3)

Ensure that teachers complete required district benchmarks, diagnostic, program placement and site common assessments and that the results are uploaded into Illuminate, 4) Use current research and protocols to encourage the development of assessment literacy in the understanding and use of student data provided in:

- a. Diagnostic assessments
- b. Common formative assessments
- c. Summative assessments
- d. Progress monitoring assessments

5) Direct teachers to develop lesson designs that include active engagement, ongoing checking for understanding, differentiation and scaffold instruction as part daily instructional practice, 6) Align site coaching practices to provide direct services to teachers, 7) Frequent and regular Walk-throughs by District personnel, Superintendent's cabinet, as well as site administrators, 8) Utilize Categorical funds to provide for site coaching in the areas of English language arts and math and provide for the facilitation of the work of coaches at the school site. 8) Hire outside consultants to inservice 4 pilot schools in learning the SWUN approach to mathematics, 9) Provide intensive training for secondary sites in the Algebra Project with an accurate student placement into the course, 10) Prepare students for college level reading and writing by creating courses approved by UC and USC to meet requirements under ERWC, and 11) Planned and created a Virtual School to open in the 13-14 school year for students who find the traditional environment restrictive.

- Provide leadership and training necessary to fully implement integrated student technology use in preparation for increase student learning through the implementation of Common Core State Standards.

Local Evidence: 1) Tech training for staff, 2) Discovery Educational trainings for staff, 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 built on student need for support as student move toward proficiency.

Local Evidence: 1) Implementation and monitoring of the computer, web-based course specific for credit recovery for students deficient in mathematics and English credits (high school). 2) Established 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 and, 6) movement toward less dependency on RTI programs and construct and emphasis on the first teaching.

- Principals monitor, with the support of Educational Services, appropriate placement of students in intervention and core programs (secondary).

Local Evidence: 1) Core curriculum embedded assessments, READ 180 assessments, REACH assessments, Diagnostic screening assessments (STAR) trimester reports, common formative assessments, Tier II assessments, Quarterly assessments for Algebra and Geometry.

- Educational Services developed expectations for grade level standards, fully implemented professional learning descriptions that align with the standards, developed benchmark summative assessments, assisted schools in continuing to refine common formative assessments, aligned pacing charts, and established professional development training for teachers. Additionally, three initiatives were established: 1) Writing, 2) Data Action and Analysis, and 3) Transitioning to Common Core State Standards

Local Evidence: 1) Portfolios, 2) common assessments, 3) Pupil Progress Reports, 4) student writing and work samples, 5) assessment results from formative and summative assessments, 6) rubrics for writing, and 7) professional development calendars and evaluations.

- Implemented intervention programs to address the needs for foundational/readiness for algebra, established readiness for Grade 11 Early Assessment Program (EAP) for college level coursework in English and Math, and give an initial screener to validate appropriate student placement in Algebra.

Local Evidence: 1) formative and benchmark assessment results, 2) results of early screeners, 3) grades, and 4) graduation rates and college entry

- Address the needs of the high achiever/GATE students through IB courses and exams and continue the Middle College program that provides college-level learning and assessment, which provides credit and/or placement upon entering college.

Local Evidence: 1) formative and benchmark assessment results, 2) results of early screeners, 3) grades, and 4) graduation rates and college entry

- Advanced Placement (AP) tests and exams with college level learning and assessments, which provides credit and/or advanced placement upon entering college:

Local Evidence: 1) formative and benchmark assessment results, 2) results of early screeners, 3) grades, and 4) graduation rates and college entry

- Continue to use the STAR Renaissance Reading Screener District Assessment for determining student individual reading level and appropriate instructional support.

Local Evidence: 1) growth in assessments and reading levels, 2) results of initial screen each year, and 3) grades

GOAL 2) Data systems and achievement monitoring areas focused on measurable outcomes for students in all subgroups.

- Illuminate was the data warehouse for monitoring formative and summative assessments and providing teachers with the ability to receive results in a timely manner, which were used to guide instruction.

Local Evidence: 1) charts/graphs showing incremental growth as well as significant growth or decline, 3) agendas and minutes from teacher collaborative time showing discussion of results and steps taken to assist student achievement, 4) school site and district walk-throughs, and 5) feedback and results were provided that linked achievement with the district initiatives

- All SPSAs included measurable outcomes for students in all subgroups. Weekly collaboration sessions were held with grade level and /or departments to analyze results and discuss lesson delivery. Data protocols and guidelines were used to determine student progress toward strengthening the support for all students.

Local Evidence: 1) principal/teacher data-chat records, 2) charts/graphs showing incremental growth as well as significant growth or decline, 3) agendas and action plans, and 4) school site and district walk-throughs.

- District Administrators, Directors, and principals met regularly for Data Analysis and Action sessions to review benchmark assessments and to plan next steps. Additionally, principals developed action plans of how District personnel could assist them with their educational programs.

Local Evidence: 1) Scheduling calendars, 2) Reflection summary, 3) Data used during the session, and 4) action plan steps with timelines and priorities assigned to departments/personnel.

- Implement and use a new District data warehouse for student data in order to plan and adjust instruction for maximized student achievement.

Local Evidence: 1) District training for all stakeholders for Illuminate, 2) Saturday workshops, and 3) Weekend/Night support for Illuminate questions.

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

- California English Language Development Test (CELDT) used to determine the level of English language proficiency of students and measure student progress in acquiring skills.

Local Evidence: 1) annual results from the CELDT

- Several efforts were made in order to bring consistency to ELD instruction

Local Evidence: 1) Teacher training records, 2) students were made aware of the importance of the assessment, 3) assemblies were held to motivate students, 4) parent were provided information as to importance of the assessment and why it is important to their student, 5) teachers provide descriptors of the different levels so they could incorporate effective strategies in their lesson planning and instruction, 6) calendars and agendas of inservice training with Educational Assistants and Special Education teachers, 7) teachers in Transitional Kindergartens were provided information and ELD lessons for their students, coupled with progress reports, report cards, as well as guidelines in reporting, 8) roll out records of 2012 ELD standards, 9) inservice training records of professional development on the prevention of Long Term English

Learners, and 20) records on walkthroughs, meeting independently with teachers and staff, as well as modeling lessons.

- Provide the EDGE Test (ELD District Benchmark, High School) to measure achievement toward meeting the ELD standards 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 follows the students from K-12 and are align with the ELD standards and reading/language arts standards, 2) grades, 3) results of assessments, and 4) advancement and reclassification data

- Provide the Insight Test (ELD District Benchmark, Middle School) to measure achievement toward meeting the ELD standards 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

- District continues to be fully staffed with highly qualified teachers who are authorized to teach English Learners.

Local Evidence: 1) District records

2. Analyze the 2012–13 LEA performance on local assessment data, including a description of progress towards student performance goals in ELA and mathematics.

- The 2012-13 Adequate Yearly Progress (AYP) data indicates the percentage of San Bernardino City Unified School District students scoring proficient and above on the English Language Arts (ELA) STAR tests dropped 0.9 % from 42.4% to 41.5%. Students in the Elementary grade span (2-5) showed a 1.8% decrease and the Middle School grade span (6-8) indicated a 0.5% drop. The High School data (Grade 10 CAHSEE Census Data) indicates a gain of 2.4% in the number of students scoring proficient or above for the 2012-13 testing cycle.
- The 2012-13 Adequate Yearly Progress (AYP) Mathematics data indicates the percentage of district students scoring proficient and above on the Mathematics STAR tests stayed the same as the previous year at 49.5%. Students in the Elementary grade span (2-5) showed a 1.6% decrease and the Middle School grade span (6-8) indicated a 1.1%

increase. The High School data (Grade 10 CAHSEE Census Data) indicates a gain of 2.8% in the number of students scoring proficient or above for the 2012-13 testing cycle.

- For students taking the California Standards Test End of Course Mathematics test in General Math, student achievement dropped from 14% to 13% proficiency. In Algebra I student proficiency rates rose from 22% to 25 %. Integrated I scores indicated a gain from 6% to 8% proficiency. Geometry proficiency indicated a drop from 13% to 11% and Algebra II proficiency remained at 20%. Students taking the Summative High School Math EOC indicated a gain moving from 35% proficiency to 38% proficiency.

In reporting the progress of English Language Learners and their achievement of California State Standards in English Language Arts and Mathematics for San Bernardino City Unified School District, we have utilized AYP and API accountability data and unofficial estimates based on individual student CELDT scores. The delay in the release of AMAO accountability measures by the California Department of Education has caused us to employ alternative measures for reporting student progress in these areas.

- AMAO 1 growth is indicated at the High School level by an increase of 1.0% and elementary and middle school English Learner growth indicates a need for continued services to support greater student achievement. In 2013, students in 30% of elementary schools, 10% of middle schools and 62% of high schools met their AMAO1 targets in 2013.
- AMAO 2a growth is indicated for the middle school and high school levels of English Learners obtaining proficiency on CELDT with less than 5 years of instruction. In 2013 students in 39% of elementary schools, 75% of middle schools and 50% of high schools met their AMAO 2a targets.
- AMAO 2b growth for long term English Learners in obtaining proficiency on CELDT shows a gain at the elementary and high school levels. As district we did not meet the state target for elementary, middle or high schools. In 2013 students in 30% of elementary schools, 11% of middle schools and 50% of high schools met their AMAO2b targets.
- AMAO 3 is the progress of English Language Learners (ELL) and their achievement of California State Standards in English Language Arts and Mathematics as reported for AYP. All grade levels showed a decrease in the percentage of ELL students scoring at the proficient and above level on the English Language Arts tests. In Mathematics,

the district had a decrease of 0.5 % in the percentage of ELL students scoring proficient and above. English Language Learner students in the Elementary grade span (2-5) showed a 2.1% decrease and the Middle School grade span (6-8) indicated a 1.7% increase. The High School data (Grade 10 CAHSEE Census Data) indicates a gain of 3.3% in the number of ELL students scoring proficient or above for the 2012-13 testing cycle.

- San Bernardino City USD did not meet our AMAO targets for AMAO 1, AMAO 2a or 2b, or AMAO 3.

3. Provide evidence of annual communication with the local governing board regarding the implementation of LEA Plan strategies and actions, and the progress towards student performance goals in the Plan. Note: additional documents may be uploaded and attached in the "Associated Documents" section of the item.

The Board of Education received a full board report on Sept. 10, 2013 regarding the results of the CST/STAR tests and information on progress toward LEA goals and alignment with LEA plan. The presentation includes CST/STAR results as well as District summative data, Subgroup results are addressed within this report and progress toward meeting AMAOs. (PowerPoint has been uploaded).