

**Ventura Unified School District  
Title III Improvement Plan Addendum  
April, 2010 (revised 8/14/10)**

**1A. Analysis of Data and Problems found**

AMAO's - The Ventura Unified School District has consistently met both AMAO 1 and 2. The district has also met AMAO 3 in mathematics for English Learners every year until 2008-09. The district did not meet AMAO 3 in English Language Arts for English Learners for two years in a row, 2007-08 and 2008-09.

CELDT Analysis – VUSD English Learners exceed the state averages for percentage of students meeting growth targets at the Intermediate, Early Advanced and Advanced levels. The district is slightly below the state growth target averages for students at the Beginning and Early Intermediate levels. The district's overall profile indicates that the largest group of English Learners are at the Intermediate Level (36%) followed by ELs at the Early Advanced or Advanced level (34%). When we review EL students for reclassification who have met both the CELDT and CST/CAHSEE targets, we find that nearly 50% of the high school students' grades do not place them on-track for graduation and they are therefore ineligible for reclassification. This results in a substantial number of EL students not reclassified at the EA and ADV levels.

Enrollment History - Considering English Learners at all grade levels, 34% have been in US schools for 6 or more years. 57% have been enrolled in our district for 3 years or less. Further analysis indicates that 77% of our secondary level English Learners are considered "Long Term English Learners" and have been enrolled in U.S. schools for six or more years. 79% of our EL population in secondary schools entered U.S. schools in kindergarten or first grade.

CST - A grade-by-grade review of EL performance on the CST in ELA and Math in comparison to the district overall average produced some important information:

- Whereas scores for the general population drop by 6% in ELA and 11% in Math between 5<sup>th</sup> and 6<sup>th</sup> grades, the EL scores drop by 25% in ELA and 31% in Math at the same grades. This means that in the 6<sup>th</sup> grade only 11% of the English Learners achieved proficiency in ELA and 17% in Math. For EL students, these proficiency levels remain very low throughout the secondary level with their lowest performance at 10<sup>th</sup> grade with 6% achieving proficiency in ELA and 4% achieving proficiency in Algebra I and Geometry.
- English Learner placement in Algebra at 8<sup>th</sup> grade is also very low, approximately one quarter of the EL 8<sup>th</sup> graders were enrolled in Algebra I compared to almost half of the general population.

In reviewing Intermediate CELDT level English Learners' performance on the CST ELA and Math in Spring, 2009, there is a drop in performance beginning at grade 6 and continuing through grade 8. For CELDT-proficient students their performance is stronger but there is still a decrease in performance in both ELA and Math that starts in the 5<sup>th</sup> grade.

Reclassified students – It is important to include former EL students (reclassified) when considering EL data. At the high school level, these high-performing RFEP students represent almost one quarter of the combined EL + RFEP group, and this number is growing. In 2005 VUSD reclassified 159 students. In 2010 that number grew to 270 students reclassified as RFEP. Reclassified students show relatively strong performance at all grade levels. Overall 70% of the RFEP students perform at the Proficient and Advanced levels in ELA and Math.

CAHSEE – Data confirm that it may take at least 6 years of U.S. schooling for EL students to become proficient enough to pass the CAHSEE. The passing rate for math (56%) is stronger than the rate for ELA (45%). The proficiency rates on the CAHSEE (8% for ELA and 17% for Math) are much lower than the passing rates in both subjects.

## **1B. Strengths and weaknesses of current VUSD plan for English Learners**

### Instructional Program Implementation

#### *Strengths:*

VUSD is currently implementing a district-wide English Learner Master Plan approved by the Board of Education in 2007 that provides direction for program design, implementation, evaluation, parent involvement and compliance. District staff and resources are coordinated at the district level to ensure that the program is fully implemented. These resources start with our superintendent of schools and include our district administrative leadership team, fully qualified teachers assigned to provide EL instruction, para-educators and home-school liaisons at many sites, early childhood education programs throughout VUSD, ELD curriculum adopted at all grade levels, district bilingual ELD teacher specialist, English Learner liaisons for each school site that meet regularly with district bilingual programs director, reading safety net intervention in Spanish at some sites for EL students in first and second, district language arts specialist and literacy coach to support implementation of language arts curriculum, secondary English teacher representatives developing high school language arts benchmark assessments, intervention programs in place district-wide during the school day and before/after school, district math specialists, math liaisons for each grade level, technology support teachers with expertise in EL instruction, Ventura Adult and Continuing Education, district translation support, EL Catch-Up Plan routine conversations with counselors for EL students not meeting annual expectations at grades 6 – 12, motivational power-point presentations to encourage EL students for CELDT, CST, CAHSEE, Multilingual Seal and Reclassification; Multilingual Recognition Seal for VUSD high school graduates, the School City data analysis program available on all district computers, frequent classroom walk-through visits by administrative team and regular compliance readiness reviews conducted by the Bilingual Education Programs Department.

#### *Areas for Growth:*

- Better continuity between Preschool and Kindergarten
- District-wide Literacy Assessment Program (Grades K-12) better aligned with CST to include universal screening
- Maintain EL progress towards annual expectations at grades 4 and 5 to prevent “Long Term EL’s” before they start
- ELD and ELA courses for Intermediate students at the middle school level
- Restructuring of De Anza Middle School into a new magnet middle school program, “De Anza Academy for Technology and the Arts”
- Early intervention needed for elementary EL students who have not met annual CELDT expectations for more than 3 years
- Spanish language development for students who enter school with limited primary language skills

### Instructional Strategies

#### *Strengths*

- K-5 Houghton Mifflin core curriculum available in English and Spanish – Handbook for English Learners
- K-5 Systematic ELD approach and regular ADEPT assessments
- Most core curriculum available in both English and Spanish
- SDAIE strategies are becoming more commonly used in high school content courses, including the use of document cameras and increased student participation
- Appropriate curriculum and placement for high school ELD and Language Arts courses for EL students

- Primary Language Instruction and support (pre-K-12)
- RtI Model – emphasis district-wide on student success in Tier I and appropriate interventions in Tier II.
- California Standards for the Teaching Profession (CSTP) as a basis for BTSA preparation and principals' ongoing training
- Direct Instruction emphasized and reinforced at grades K-12
- Professional Learning Communities/Grade Level Collaboration/banking time available in some format at most schools
- Use of data to inform instruction is facilitated district-wide through the new School City program
- Standards-based math curriculum in place
- Dual language programs now offered at grades K-12
- Bilingual pre-school programs designed to interface with kindergarten programs for English Learners
- Training for parents to support curriculum at home (K-12)

#### *Areas for Growth*

1. ELD/ELA classes for middle school EL students at various CELDT proficiency levels.
2. Middle school focus on Intermediate EL students for appropriate instruction in ELD and ELA with strategic and interventions, as needed.
3. Placement and success of 8<sup>th</sup> grade English Learners in Algebra I
4. District grading policy to ensure that grading practices promote learning and motivation for success, consistent with research and best practices
5. District-wide use of academic language from the content areas and the CST
6. High School Language Arts Benchmarks
7. District-wide implementation of RtI model
8. Purchase and implementation of newly adopted middle school ELD/ELA curriculum – *Inside* from Hampton Brown. Including pacing guides and assessment tools.
9. Emphasis on 4<sup>th</sup> and 5<sup>th</sup> grade EL student progress towards VUSD Annual Expectations for English Learners and reclassification.
10. Increased monitoring at all grade levels to ensure full implementation of district-adopted core curriculum for ELD and English Language Arts for EL students.
11. Assuring full implementation and use of grade level core curriculum to provide access to core standards and increase practice with informational text, critical thinking, digital media and academic vocabulary for EL students

#### Professional Development

##### *Strengths:*

- CSTP Principals' Training provides a bridge to district implementation of RtI model
- Math and EL Liaisons participate in ongoing professional development networks lead by district specialists
- ELA, Math, ELD, Technology and Foreign Language teacher specialists serve as coaches and advisors to teachers in regular and special education program
- District resources are provided to offer Systematic ELD, ADEPT, and Focused Approach to Houghton Mifflin training and follow-up support to K-5 teachers
- District ELD teacher specialist is authorized to provide Systematic ELD, ADEPT and Focused Approach training
- AB 472 *Edge* training for VUSD high school teachers implementing *Edge* curriculum provided on site
- *Inside* pilot training for middle school teachers
- Ongoing coaching in ELD program implementation for secondary teachers and principals from district consultant

- Paraeducators participate in district training series for EL program and have opportunities to pursue teaching credentials through Wildman Paraeducator Program offered through Ventura County Office of Education (VCOE)
- VUSD staff participate in VCOE Rtl series, state and local conferences for EL strategies, AVID, migrant education, technology
- Ventura Adult and Continuing Education (VACE) offers Spanish for educators series, free to VUSD staff and community members

#### Areas for Growth

1. Initiatives to improve literacy levels for more 4<sup>th</sup> and 5<sup>th</sup> grade English Learners
2. Incorporating practice using academic words in simple sentences across all content areas for English Learners
3. Implementing newly-adopted standards-based math curriculum at grades K-8
4. Additional training to fully utilize School City tools
5. Continued Systematic ELD, ADEPT and Focused Approach training (K-5)
6. Strategies to teach academic language at all grade levels
7. Training for middle school ELD and ELA teachers to fully implement new *Inside* curriculum
8. Utilizing technology to enhance instruction and engage students – middle school focus
9. Clarification of what ELD looks like in classrooms at different level

#### Parent participation

##### *Strengths:*

Connect Ed is used to provide bilingual phone contact to all VUSD families on a regular basis. ELAC and DELAC meetings are well-attended and actively advise school and district planning. Family Centers at Sheridan Way, De Anza and Pacific High School provide centralized services for VUSD families. VACE provides ESL, GED, Citizenship and many other classes throughout our community. Schools offer Family Math Nights and many other bilingual evening events to introduce curriculum and ways parents can help at home. VUSD has a Family School Community partnership committee to increase parent involvement at all levels. Montalvo Elementary and De Anza Middle School offer the PIQE (Parent Institute for Quality Education) program to large numbers of English and Spanish-speaking families. Early childhood education teachers are bilingual and provide personal connections for parents and families of preschool students. The Play and Learn Program for one to four-year olds gets parents involved in education early on. The June Story Fest event at district office outreaches to Spanish speaking families by providing free shuttle service. Translation support is provided at all parent conferences.

##### *Areas for Growth*

1. Continue to expand PIQE program
2. Continue to provide parent training in ways to support children's language and academic achievement.
3. Expand Spanish-speaking parent involvement in community and school-related activities (such as art mentor program at the elementary level)

#### **C. Identify and describe factors contributing to failure to meet AMAO 3**

High School Level – Restructured ELD/ELA program is in second year and showing positive results. More time and support required for full impact.

Secondary Level – Low student grades prevent many students from being reclassified as fluent English proficient. District grading and homework practices may not consistently support learning and student motivation.

Middle School Level - ELD/ELA program for ELs at the Intermediate and Early Advanced levels is inadequate in terms of course offerings, materials, teacher training, student placement, and strategic and intensive interventions offered.

Elementary and Middle School Levels – Ongoing district support needed to fully implement newly-adopted standards based math curriculum and prepare for increased participation of EL students in 8<sup>th</sup> grade Algebra.

Grades 4-8 – Insufficient student awareness and motivation regarding CELDT and CST performance

Grade 6 – Drop in achievement in both ELA and Math when students transition to middle school

Grades 4 & 5 – Many English Learners do not meet VUSD annual expectations for EL students in ELA

Grades K-12 – District-wide assessment routines may not fully support student achievement of California academic standards and may not identify students early for intervention/differentiation

More consistent intervention/differentiation support needed at the elementary level

Preschool to K – Better articulation between preschool programs and kindergarten needed to maximize student learning through consistent programs for English Learners

District-wide – Teachers request direction, professional development and materials to better teach academic language

Parent Involvement – Expansion of PIQE program needed to involve more families

**D. Conclusions to inform program modifications** - From the quantitative and qualitative data we reviewed and the contributing factors that we have identified, the Title III advisory team in the VUSD recommends five priorities to improve English Learner performance on AMAO 3:

1. Fully implement the district's ELD/ELA programs for English Learners at all grade spans and CELDT levels, with increased emphasis on Intermediate CELDT level students at middle schools. This includes curriculum, professional development, assessment, placement, student awareness and monitoring.
2. Establish district-wide assessment routines to monitor and promote learning of California standards in Language Arts and Math consistent with the district's Rtl model.
3. Emphasize academic language instruction beginning at the elementary level, with a specific focus on 4<sup>th</sup> and 5<sup>th</sup> grades, to overcome the "4<sup>th</sup> grade slump", promote reclassification by 6<sup>th</sup> grade and prevent students from falling into the "Long Term EL" category after 5-7 years of instruction.
4. Provide better articulation between preschool and K and between 5<sup>th</sup> and 6<sup>th</sup> grade to maximize student learning and prevent slippage.
5. Expand the PIQE Program to involve more EL parents district-wide.

Educational activities to improve English proficiency and academic achievement	Timeline	Person Responsible	Funding Sources and Estimate	Progress Reports (to be completed periodically through June 30, 2011)
<p><b>2. Describe scientifically based research strategies to improve English-language Development (ELD).</b> (AMAOs 1 and 2; English Learner Subgroup Self Assessment (ELSSA))</p> <p><b>This area is not described because VUSD students have consistently met AMAO 1 and 2.</b></p> <p><b>3. Scientifically based research strategies to improve academic achievement in reading/language arts (R/LA).</b> (AMAO 3;ELSSA) <b>K-12 Program Implementation to improve R/LA</b></p>				<p>Progress Reports for R/LA will take place in September and November, 2010 and January and March, 2011. This will include surveys by site principals and teachers, school visitations, classroom “walk-through” observations with protocols, and review of master schedules and student placement.</p>
<p>a. Principals will use collaboratively-developed walk-through tools to monitor and support full implementation of R/LA, to ensure EL access to grade-level curriculum. <i>Houghton Mifflin, Inside and Edge</i> curriculum will be monitored including universal access components as appropriate for ELs with emphasis on grades 4-6, 6-8 and 9-11.</p>	<p>a. Quarterly 2010-2011</p>	<p>Bilingual Director and Principals</p>	<p>No additional cost</p>	
<p>b. District-wide literacy assessment routines will be implemented at grades K-12 to pinpoint any instructional areas that require re-teaching, strategic or intensive intervention in a timely way. (In collaboration with Title I and District Rtl model)</p>	<p>b. Beginning Spring, 2010</p>	<p>Director of C&amp; I</p>	<p>No additional costs</p>	

## K-5 Program Implementation to Improve R/LA

c. A "Common Sequence of Language Functions" calendar with structured sentences frames for all CELDT levels will be used by classroom teachers district-wide at grades K-5 to ensure targeted instruction in specific academic language.	c. 6/10 intro to principals, 8/11 distribution of materials and site orientations 1/11 initial implementation K-12	ELD Specialist, EL Liaisons, Principals, Paraeducators	\$500 for publication (Title III)
d. 4 <sup>th</sup> and 5 <sup>th</sup> grade students will view district-developed power point presentation explaining CELDT and CST, the importance of reading for pleasure, reclassification process and the VUSD Multilingual Recognition Seal.	d. By Nov, 2010	Principals	No additional costs

## Middle School Program Implementation to Improve R/LA

e. Expanded ELD/ELA block courses will be included in the master schedules at all four middle schools consistent with the CELDT levels and CST performance of the students at each grade level.	e. June, 2010	Principals	Gen Fund + (\$48,000 site EIA/LEP)
f. <i>Inside</i> curriculum will be purchased and provided to middle school ELA Intervention teachers	f. June, 2010g. June & Aug, 2010	Dir. of C& I	District textbook funds
g. EL students will be appropriately placed in ELD/ELA courses	g. Aug, 2010	Dir. of C&I	No additional cost
h. Pacing guides and assessment schedules will be developed to maintain intensive approach in ELA/ELD courses for EL students.	h. August, 2010	Principals, Spec. Needs Consultant	\$1,000 (Title III)
i. All EL middle school students will participate in awareness/motivation	i. Sept, 2009, annually		



sessions viewing district-developed power-point about CELDT, CST, CAHSEE, Reclassification and Multilingual Seals.

Asst.  
Principals

No additional  
cost

### **R/LA Focus at Program Improvement Schools**

*j. De Anza Middle School* will implement the *Word Generation Program* from Harvard University's School of Education in all content area classrooms to improve English Learners' academic language and literacy skills

j. Intro 6/10,  
Implementation  
8/10 – 6/11

Principals,  
R/LA  
Specialist &  
classroom  
teachers

\$500 for  
publication  
costs (Title III)

*k. De Anza Middle School* will offer a supplemental period of R/LA Intervention support for English Learners at Beg/EI CELDT levels coordinated with Title I efforts.

k. 8/10 – 6/11

Principal

\$15,000 Title  
III

*l. Elementary PI Schools* will target 4<sup>th</sup> and 5<sup>th</sup> grade English Learners not meeting annual expectations for R/LA with increased reading opportunities through expanded classroom libraries, take-home books and book clubs.

l. Identify  
students by  
9/10, Begin  
services by  
11/10.

Bilingual  
Director,  
Principals,  
Teachers

\$6,000 Title III

*m. Buena Vista* will identify EL students not meeting annual expectations for R/LA and develop an individualized plan to address specific student needs. (There are only 5 EL students at Buena Vista.)

m. Identify  
students by  
9/10, Begin  
services by  
11/10.

Bilingual  
Director,  
Principal,  
Teachers

\$500 Title III

**4. Describe scientifically based research strategies to improve academic achievement in mathematics.**  
(AMAO 3; ELSSA)

a. K-5 teachers will fully implement new district-adopted *Everyday Math* curriculum developed by the University of Chicago School Mathematics Project through extensive research and aligned to California standards.

a. Beginning in Fall, 2010

Teachers, principals, district math specialist, Dir. C & I

District textbook funds

b. *Everyday Math* program materials will be made available in Spanish to students and families and EM website access, as

b. Beginning in Fall, 2010

Same as above

District textbook

Progress Reports for Mathematics will take place in September and November, 2010 and January and March, 2011. This will include surveys by site principals and teachers, school visitations, classroom “walk-through” observations with protocols, and interviews with director of curriculum and instruction, math and ELD specialist.

appropriate.

funds

c. Middle School math teachers will fully implement newly-adopted standards-based math curriculum.

c and d.  
Beginning in  
Spring, 2010  
and  
throughout  
year

Principals,  
coaches/speci  
alists and Bil.  
And C&I  
Directors

Curriculum  
coach -  
\$50,000  
District funds

d. Site administrators and curriculum specialists/coaches, utilizing observation tools, will assist classroom teachers in modifying specific classroom ELA instructional practices.

**5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other Elementary and Secondary Education Act (ESEA) programs. (ELSSA)**

Progress Reports for Professional Development will take place in November, 2010 and March, 2011. This will include surveys of site principals and teachers, principals' meeting agendas, and interviews with director of curriculum and instruction, math and ELD specialist.

**Professional Development to Improve Need Areas – R/LA and Math**

a. Lead teachers from each grade level at each school will serve as trainers of trainers to support the implementation of the new *VUSD Literacy Assessment Program*. (Title I coordination)

a. Beginning  
Spring, 2010

Principals,  
teachers,  
Director C&I

Title II funds -  
\$15,000

b. Grade level teachers and math liaisons will work with the district's K-5 math specialist and ELD teacher specialist to receive training necessary to utilize the *English Learner Handbook* and support materials for each grade level that accompany *Everyday Math*. (Title I coordination)

b. Beginning  
Spring, 2010

Math  
Specialist,  
Teachers,  
ELD Teacher  
Specialist

Title II funds  
\$2,000  
Title III funds  
\$2,000

c. Principals will receive training in *VUSD Literacy Assessment Program*, new math

Principals,

No additional

curriculum, ELD/ELA curriculum and using student data for program planning through monthly principals' meetings with the superintendent, directors and program specialists. (Title I coordination)	c. Beginning Fall, 2009 at monthly meetings	Math Specialist, R/LA Coach, Bil. Dir, Dir C&I, ELD Specialist	cost
d. District specialists in ELD, Math and Language Arts will provide site-specific coaching and training targeting the increased performance of EL students in English Language Arts and Math. (Title I coordination)	d. Beginning Fall, 2010	ELD, Math Specialists and R/LA coach	No additional cost
e. Principals, specialists, grade level lead teachers will participate in district and county training opportunities to support the district-wide implementation of the Response to Intervention (Rtl) model. (Title I coordination)	e. Beginning Fall, 2009	Principals, Specialists, teachers, Bil. Dir. and Dir. of C&I	Title II funds \$2,000 and site funds
f. District ELD and dual language program specialists will provide consultation support to special education program administrators to reduce inappropriate identification of English Learners for special education and recommend appropriate services. (Special Education coordination)	f. Beginning Fall, 2009	ELD and Dual Language Specialists and Spec. Ed. administrators	\$10,000 district ARRA funds
g. Paraeducators will receive training on best practices for Reading and Mathematics for English Learners through 4-part district workshop series. (Title I and special Education coordination)	g. Beginning Fall, 2010	Bilingual Specialist with special presentations by content experts	\$400 Title III
<b>Professional Development Focused on Program Improvement Schools</b>			
h. Word Generation Program Training and Support for Staff from De Anza Middle School and Buena Vista High School		Teachers,	\$3,000 from

i. Review of VUSD EL Master Plan and Annual Expectations for EL students	h. Intro in 6/10, review and support starting in 9/10 through 6/11	Principals, Bilingual Director. R/LA Specialist	Title III for stipends and meeting supplies
j. Improving EL literacy through expanded reading opportunities and book clubs	i. Sept. and Oct. 2010	Bilingual Director and instructional staff at PI Schools	\$200 for meeting supplies (Title III)
k. <i>Teaching Basic and Advanced Vocabulary</i> for EL students – Dr. Marzano’s new framework for direct instruction – Workshop in Ventura County.	j. Oct., 2010	Bil. Dir., and instructional staff at PI Schools	\$6000 for release time, consultant fees and meeting supplies (Title III)
l. Title III Accountability Institute hosted by California Dept. of Education	k. Oct 21, 2010	Staff at PI Schools	\$3,000 workshop registration fees. (Title III)
i. Title III Accountability Institute hosted by California Dept. of Education	l. December 6-7, 2010	Principals from PI Schools	\$5,000 conference expenses (Title III)

**6. Describe parental participation and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other ESEA programs.**

Progress Reports for Parent Involvement will take place in November, 2010 and March, 2011. This will include interviews with site principals and participation rosters from PIQE sessions.

**Parent Involvement Focused on**

### **Program Improvement Schools**

a. The Parent Institute for Quality Education (PIQE) 9-part series will be offered for families of students attending PI schools.

a. Beginning in Fall, 2010 through June, 2011

Principals,  
Bilingual  
Director

Title III funds  
\$10,000 for  
presenters,  
childcare and  
supplies

b. Parent Awareness Sessions regarding Annual Expectations for English Learners and the *VUSD English Learner Master Plan* will be offered at all Program Improvement Schools in English and Spanish.

b. Fall semester, 2010.

Bilingual  
Director and  
Principals

\$400 meeting  
materials  
(Title III)

c. Parent Awareness sessions on improving literacy through expanded reading opportunities (coordinated with Title I)

c. Beginning November, 2010

Bil. Dir.,  
principals and  
teachers

\$1,000  
meeting  
materials and  
presenter  
stipends,  
translation  
support (Title  
III)

### **District-wide Parent Involvement**

d. The District Math Specialists will provide training to EL parents regarding Everyday Math and Algebra readiness activities through DELAC and ELAC networks. (coordinated with Title I)

d. Beginning March, 2010

Math  
Specialist,  
Bilingual  
Director,  
Principals

\$50 for  
publications  
(Title III)

**7. If applicable, identify any changes to the Title III Immigrant Education Program.**

**N/A**