



SAN DIEGO COUNTY OFFICE OF EDUCATION

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Superintendent of Schools
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VISTA UNIFIED SCHOOL DISTRICT LEAP REVIEW APRIL 2011

Performance Goal 1

All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics by 2013-2014.

- VUSD has shown substantial growth in the indicators related to this performance goal. There is district wide implementation of State Board of Education adopted materials K-8. High schools continue to differ in adoptions and use of materials in ELA, however, common pacing guides and assessments have been developed to bring stronger coherence until a new adoption in 2014. Students with disabilities have been provided access to core materials in ELA and Math. By June 2011 all teachers will have attended SB472 training in ELA and Math and administrators will have completed AB430 training.
- Intensive intervention materials have been piloted and are in place at the high school for English learners. A recommendation is going forward to the board for intensive intervention materials adoption in grades 4-5. While middle school piloted a program, they were not satisfied and have not yet identified a program for use.
- Additional work is needed in the area of Response to Instruction and Intervention (RTI²) to build more effective strong first teaching and integrate strategic supports in both ELA and Math. Elementary sites struggle with building in strategic support due to the constraints of the daily instructional minutes. Middle schools have built math support classes into their master schedules, however, High schools have not and do not plan to have these in place until 2012-2013.
- VUSD has established a smooth Learning Walk process that includes all district site leadership, coaches and teachers. These walks are conducted three times per year and include a system for gathering evidence towards district level implementation of performance indicators necessary for continued improvement and increase in student achievement.
- There has been increased understanding and use of data, via Edusoft, from developing common assessments in ELA and Math. While these are complete at the elementary level, there is continued refinement needed at the middle level and significant work that is needed at the high school level, particularly in the area of mathematics. There continues to be a need for consistent use and monitoring of this data across all sites, with all principals and teachers to better inform instruction and support the learning of students. A structure and process for monitoring progress and identifying English learners ready for reclassification has resulted in substantial increase in the number of students reclassified in 2010-2011 at the elementary and middle levels. There continues to be a need to focus on the long term English learner at the high school level.
- Literacy, math and ELD coaches support different levels throughout the district and effectively influence teacher practice and student learning to differing degrees depending upon collective bargaining obstacles. This year all sites were provided time for weekly PLC meetings that in some instances prohibited administrator or coach participation, thus impacting professional development and focused learning.
- Careful review was done for each site SPSA and feedback was provided to ensure proper use of categorical funding and consistency in formatting of plans. Careful review was also done of elementary site daily schedules to ensure appropriate instructional minutes were being provided for all students.
- Communication is developing throughout the district with consistent language being used across audiences/forums. District personnel use a common template for meeting agendas and notes. Communication briefs are routinely used to share information with stakeholders throughout the district.

Performance Goal 2

All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- A revised English learner master plan is in place and is continuously reviewed with key stakeholders throughout the year. A systematic process for monitoring the progress of English learners and increasing the number of students reclassified each year has resulted in increased numbers of students meeting all reclassification criteria and transitioning into the mainstream classes. The Biannual Reclassification Report shows 1,013 students (16.3%) reclassified as of April 2011. All but three elementary sites met or exceeded the 10% goal for reclassification and

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four secondary schools met or exceeded the 30% goal. This year's district reclassification rate is three times higher than last year.

- ELD materials are in place at elementary sites and high school. Middle schools have not yet reached an agreement on materials and currently pull from Highpoint, an older adoption and Holt ancillary sample materials.
- Changes are being made to High school placement of long-term English learners beginning in grade 9 in 2011-2012 with increased access to core instruction with a support class instead of placement in a core replacement class. This process will need continue refinement and expansion across all grades.
- Some modifications were made to the middle and high level placement matrix that provides an either/or option in meeting criteria related to competencies and CELDT scores.
- Learning Walks have provided a continued lens on the SIOP features with special attention to content and language objectives; clarity is developing across schools as discussions occur during walk debrief sessions.
- Structures for reporting and monitoring student progress and for developing individual learning plans have been ongoing in response to the OCR complaint. Progress is being made.

Performance Goal 3

By 2005-06, all students will be taught by highly qualified teachers.

- Human resources reviews and ensures that all teachers meet requirements for "highly qualified" plans have been in place over the past few years to address the change in credentialing requirements at the middle level.
- By June 2011 all teachers will have completed the SB472 training in ELA and/or Math. A number of teachers have also completed the SB472 ELPD. This training was delayed district-wide in order to first get all teachers trained in the core instructional program.
- Professional development for coaches has been consistently provided throughout the year. Site level professional development and PLC opportunity differs from site to site.
- There is a continued need to provide training for all teachers who will be following the intensive intervention program in the fall.
- Training for administrators and teachers in Response to Instruction and Intervention (RTI²) is needed across district. A RTI guide is in draft form due to be completed by the end of the school.
- Teachers have continued to express the challenge of keeping up with the pacing in ELA and math while also providing the strategic support for students. There is a need to build professional development opportunity for this planning and implementation across the district.
- Technology support and resources differ across sites. Computer programs are offered as supports for students, but there appears to be differing implementation with fidelity and true measure of progress. This is an area that would benefit from careful review and analysis prior to expansion.

Performance Goal 4

All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

- It appears that proactive steps are in place to secure a safe learning environment for students. Campus visits and learning walks have found schools running smoothly without concern. Secondary schools have offered social acceptance and prevention curriculum to support student well-being. Elementary schools offer character trait programs to develop culturally respectful and responsive environments.

Performance Goal 5

All students will graduate from high school.

- Discussions have started with the Board of Education regarding A-G requirements and students accessing pathways that will lead them toward meeting these requirements with options provided them upon graduation. Information has been shared at Board meetings and plans for the 2011-2012 school year were developed, however, changes continue to be made, expectations are decreasing and timelines are extending before full implementation of student support classes and offerings will be offered at the high school level.
- In 2011-2012 options will be provided for long-term English learners in grade 9 that include Edge core replacement, SEI English with ELD support or mainstream English with ADL support.
- High school English pacing guides and common assessments are nearing completion and will be ready for the start of the 2011-2012 school year. Comprehensive high schools have agreed to common pacing guides and assessments appropriate to general English, AP and IB.
- Middle school pacing guides and common assessments (math, 1 & 2) are believed to be completed for algebra readiness, algebra I, II and geometry. Remaining assessments will need to be completed in the fall.
- High school has draft pacing guides, no common assessments for algebra I, II and Geometry have been developed.
- There is a need to build collaboration between middle and high algebra teachers so that there can be calibrated instructional delivery, grading and teacher expectation to ensure fair articulation and access to graduation on an uninterrupted pathway.
- There is a need for closer monitoring and intervention for credit deficient students and students at risk.

VUSD LEAP PROGRESS APRIL 2011

Reading	Descriptor	% Implemented	Math	Descriptor	% Implemented
1A1	Communicate expectations	95%	1A1	Communicate expectations	95%
1A2	Monitor achievement	75%	1A2	Monitor achievement	75%
1A3	Adoption of policies	85%	1A3	Adoption of policies	85%
1A4	Board Updates	95%	1A4	Board Updates	95%
1B1	LEAP fiscal cornerstone	80%	1B1	LEAP fiscal cornerstone	80%
1B2	Corrective Action/budgeting	80%	1B2	Corrective Action/budgeting	80%
1B3	LEAP/categorical fund use	90%	1B3	LEAP/categorical fund use	90%
1B4	LEAP linked to SPSA	95%	1B4	LEAP linked to SPSA	95%
1B5	LEAP directs grant funding	75%	1B5	LEAP directs grant funding	75%
1C1	Supt. Communication LEAP	90% 90%	1C1	Supt. Communication LEAP	75% 90%
1C2	Review SPSA	95%	1C2	Review SPSA	95%
1C3	SSC training	85%	2C3	SSC training	85%
1C4	A-G Board policy	60%	2A1	Communicate expectations	90%
2A1	Communicate expectations	90%	2A2	Pacing guides K-12	65%
2A2	Pacing guides K-12	75%	2A3	Instructional minutes	80%
2A3	Instructional minutes	80%	2A4	SWD access to core/IEP	85% 60%
2A4	SWD access to core/IEP	75% 70%	2A4	Daily classroom visits	75%
2A5	Daily classroom visits	60%	2B1	RTI w/powerful first tchg.	60%
2B1	RTI w/powerful first tchg.	75%	2B2	Communicate expectations	75%
2B2	Communicate expectations	70%	2B3	Strategic supt./supt. class	60%
2B3	Strategic support	80%	2B4	Strategic support	60%
2B4	Pilot/adopt intensive prgm.	80%	2B5	Placement criteria algebra	70%
2B5	Placement criteria stra/int.	80%	2B6	Identify/adopt RTI supports	70%
2B6	Identify/adopt RTI supports	70%	2C1	Access	85%
2B7	Principal PD/RTI	60%	2D1	Extended learning time	70%
2C1	Access to core UA/Stra.	90%	3A1	Technology plan	70%
2C2	Phase in adoption 2014	75%	3A2	Supple. Progrms -tech	70%
2D1	Extended learning time	70%	3B1	Automated reports	75%
3A1	Technology plan	70%	4A1	SB472 ELA	95%
3A2	Supple. Progrms -tech	70%	4A2	SB472 ELPD	90%
3B1	Automated reports	85%	4A3	Ab430	85%
4A1	SB472 ELA	95%	4A4	SPSA aligned PD	80%
4A2	SB472 ELPD	90%	4A5	Prin PD LEAP/Lrng. Cycle	80%
4A3	Ab430	85%	4B1	PLCs	70%
4A4	SPSA aligned PD	70%	4C1	Math coaches	90%

VUSD LEAP PROGRESS **APRIL 2011**

4A5	Prin PD LEAP/Lrng. Cycle	5A1	80%	Communicate auxillary serv	70%
4A6	PD support LEAP/Lrng. Cycle	6A1	70%	Monitor assessment Info	80%
4B1	PLCs	6B1	70%	LW protocol use	90%
4C1	Site Lit/ELD coaches	6B2	75%	LW training/calibration	95%
5A1	Communicate auxillary serv.	6B3	70%	LW implementation	100%
5B1	District website updated	7A1	60%	Monitor/Refine/close gap	70%
6A1	Monitor assessment Info	7B1	80%	Tracking EL progress/Inter.	60%
6B1	LW protocol use	7B2	90%	SIOP	70%
6B2	LW training/calibration	7B3	95%	Reclassification Monitoring	70%
6B3	LW implementation	7C1	100%	Communicate expect. SWD	70%
7A1	Monitor/Refine/close gap	7D1	75%	Monitor SED	75%
7B1	Tracking EL progress	AVERAGE	95%		79%
7B2	Identify/adopt ELD		85%		
7B3	ELA/ELD matrix daily Instru.		70%		
7B4	Refine ELD placement matrix		85%		
7B5	ELD common assessments		75%		
7B6	Reclassification monitoring		85%		
7C1	Communicate expect. SWD		70%		
7C2	Monitor SWD+EL		75%		
7D1	Monitor SED		75%		
AVERAGE			79%		

English Learners	Descriptor	% Implemented
1A1	High quality ELD	75%
2A1	Increase achievement Els	75%
2A2	CO/LO active engagement	75%
2A3	Apply reclassification criteria	85%
3A1	Professional development	80%
4A1	Parent support	80%
4A2	Technology access	75%
AVERAGE		78%