

Board Study Session – Elementary Data 2020-21

May 13, 2021



For the future of every student

VUSD LCAP Goals

1. Increase Student Achievement
2. Student Connections to School
3. Family Involvement



Trimester 1 Elementary Assessment Data 2020-21



For the future of every student

Language Arts Trimester 1

- Strengths:
- K-2nd Growth in phonics and reading fluency
- 3rd Knowing how parts of the story build upon one another
- 4th Determine theme of text, summarizing
- 5th Using context clues for meaning

- Opportunities for growth:
- K-2 Continued progress in phonics and reading fluency
- 3rd Grammar/conventions
- 4th Making connections with literature
- 5th Compare/contrast

- Assessments were taken at home online

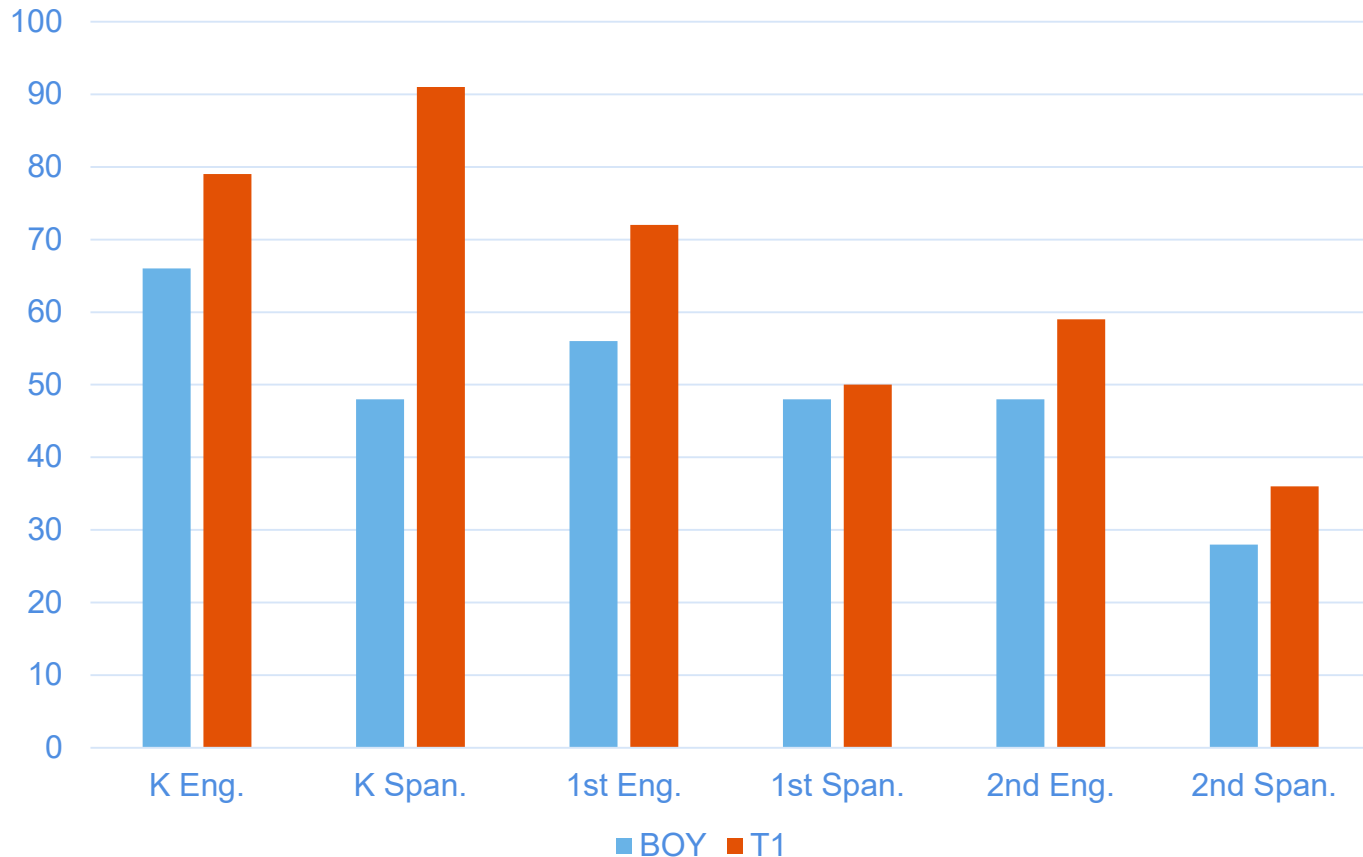
Mathematics Trimester 1

- Strengths:
- K-3rd: operations and algebraic thinking
- 4th-5th: operations with whole numbers

- Opportunities for growth:
- K-2: Continued progress in priority standards
- 3rd: Area concepts
- 4th: Algebraic thinking and word problems
- 5th: Fraction operations

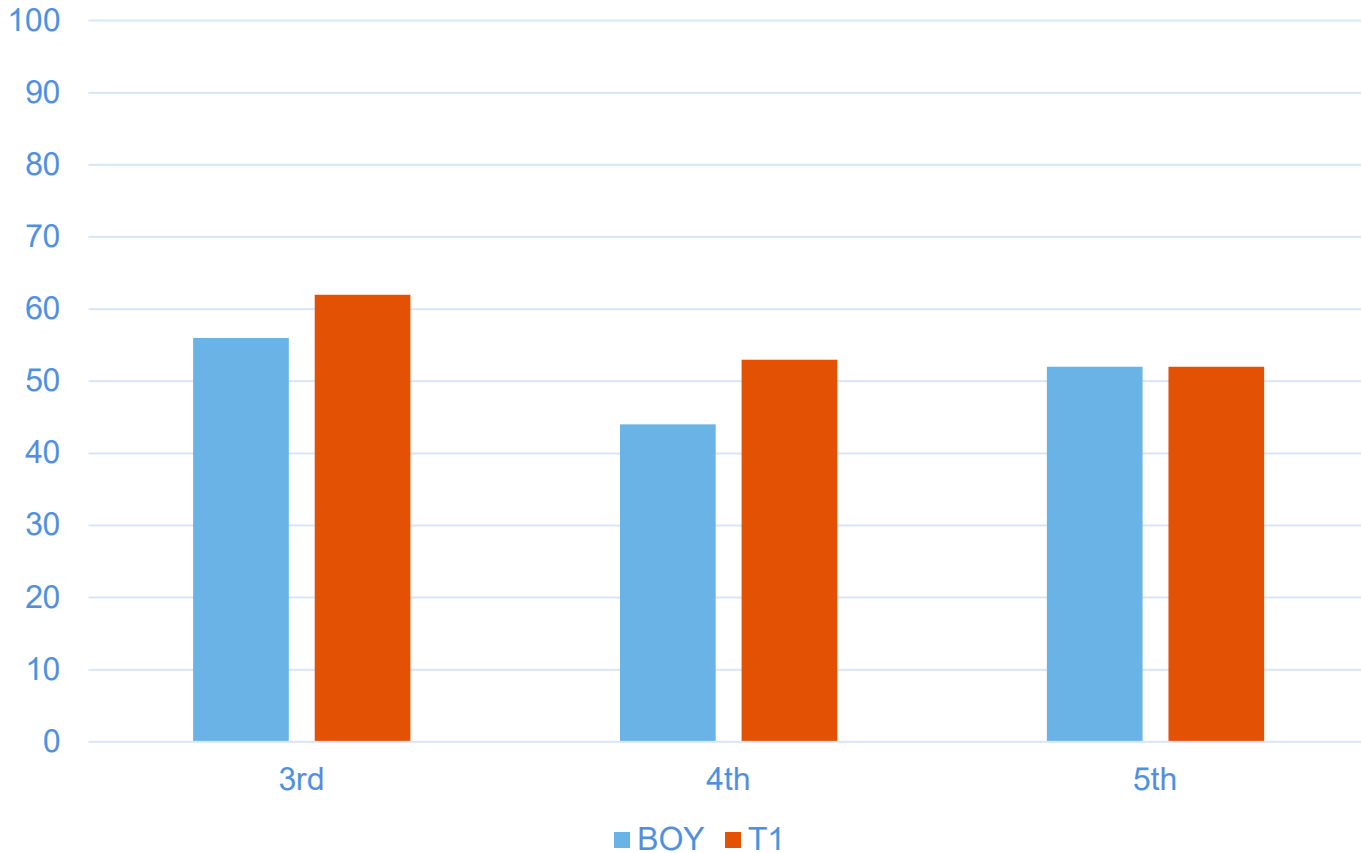
- Assessments were taken at home online

Language Arts Screener Growth Grades K-2 K/1 Basic Phonics (BPST), 2nd Reading Fluency (ORF)



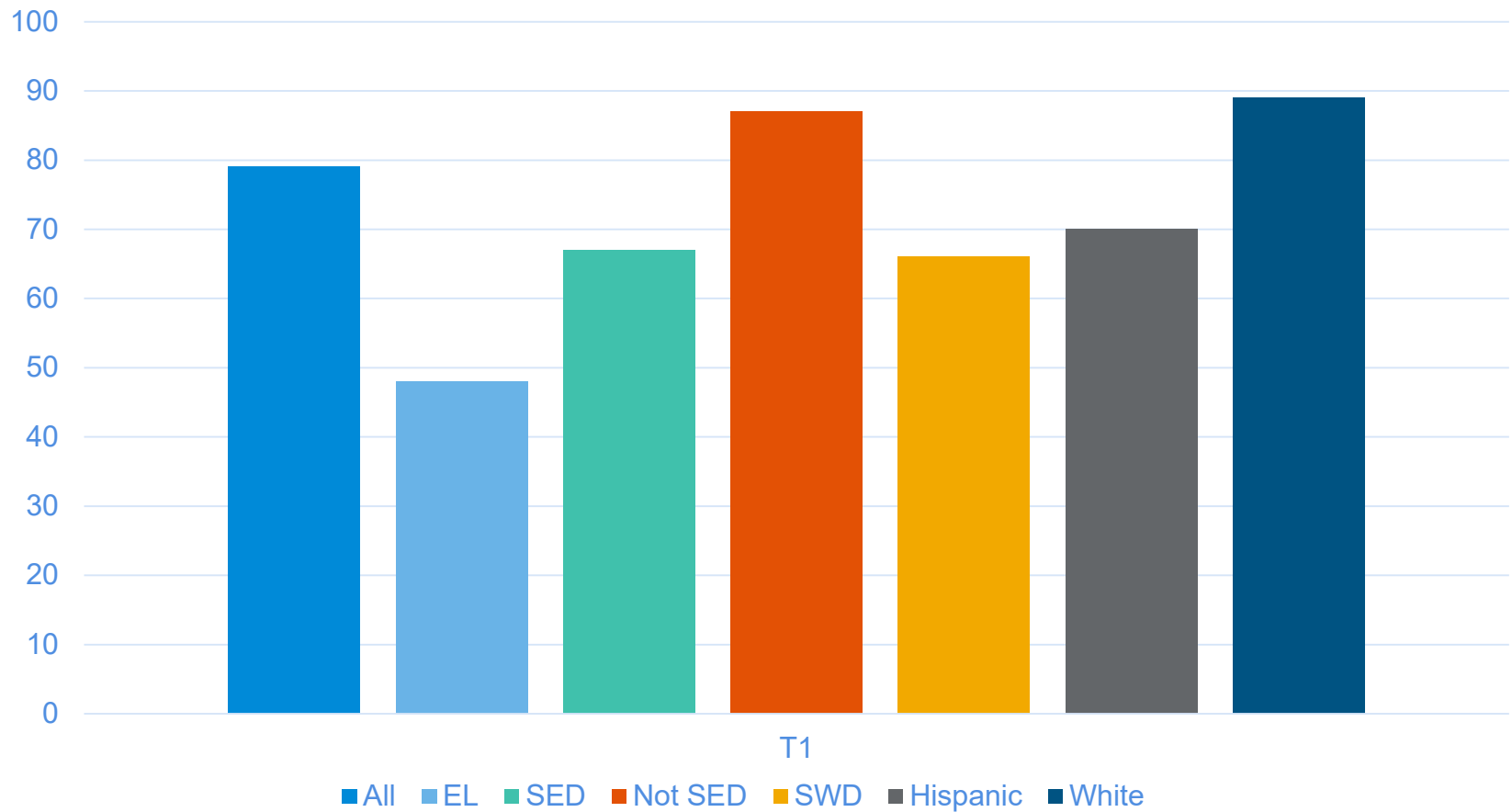
Scores represent the percent of students who met/exceeded grade level expectation.

Language Arts Screener Reading Inventory (RI) Growth Grades 3-5 % Proficient/Advanced



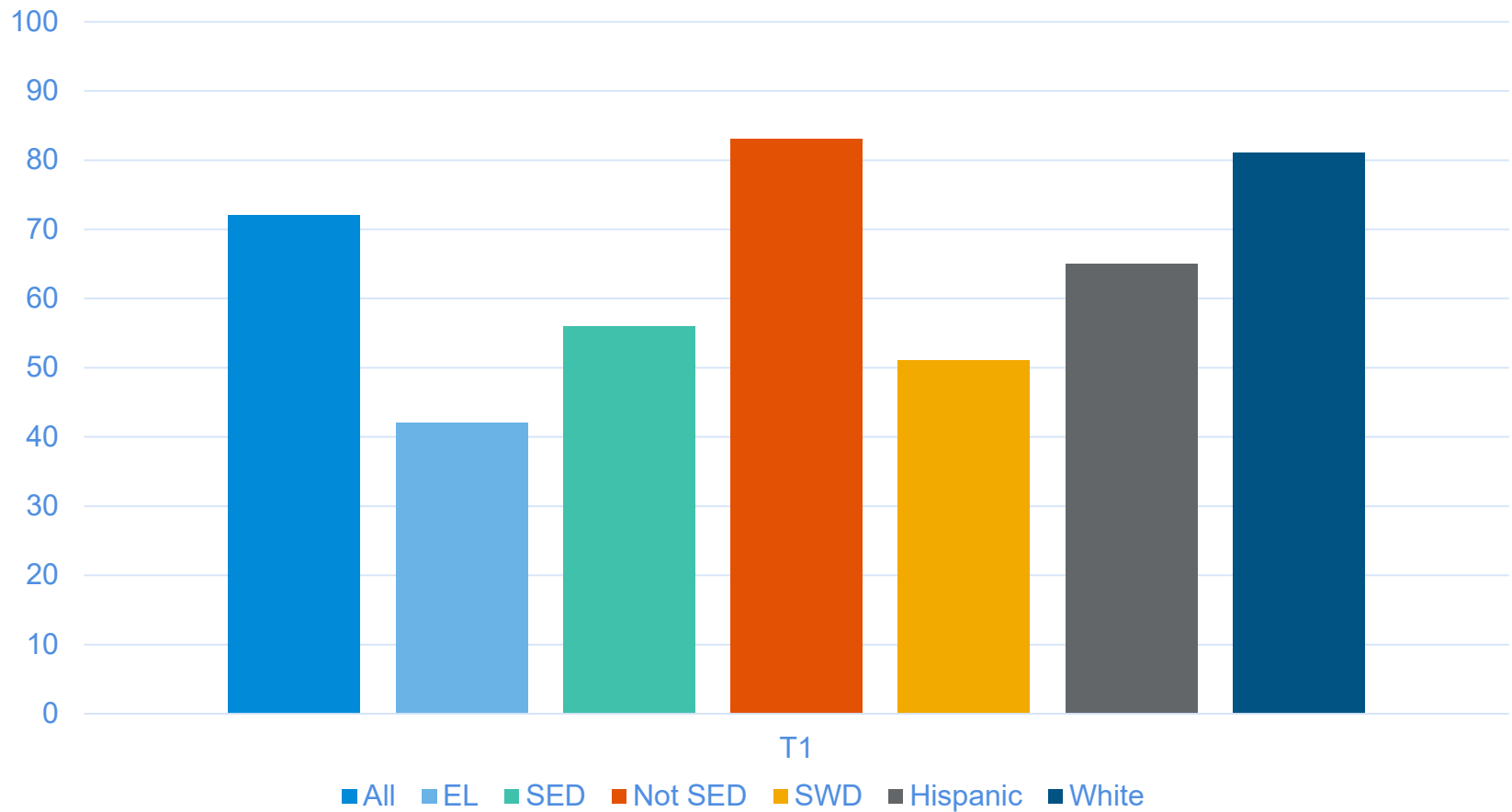
Scores represent the percent of students who met/exceeded grade level expectation.

English Language Arts Screener Phonics (BPST) Grade K Trimester 1



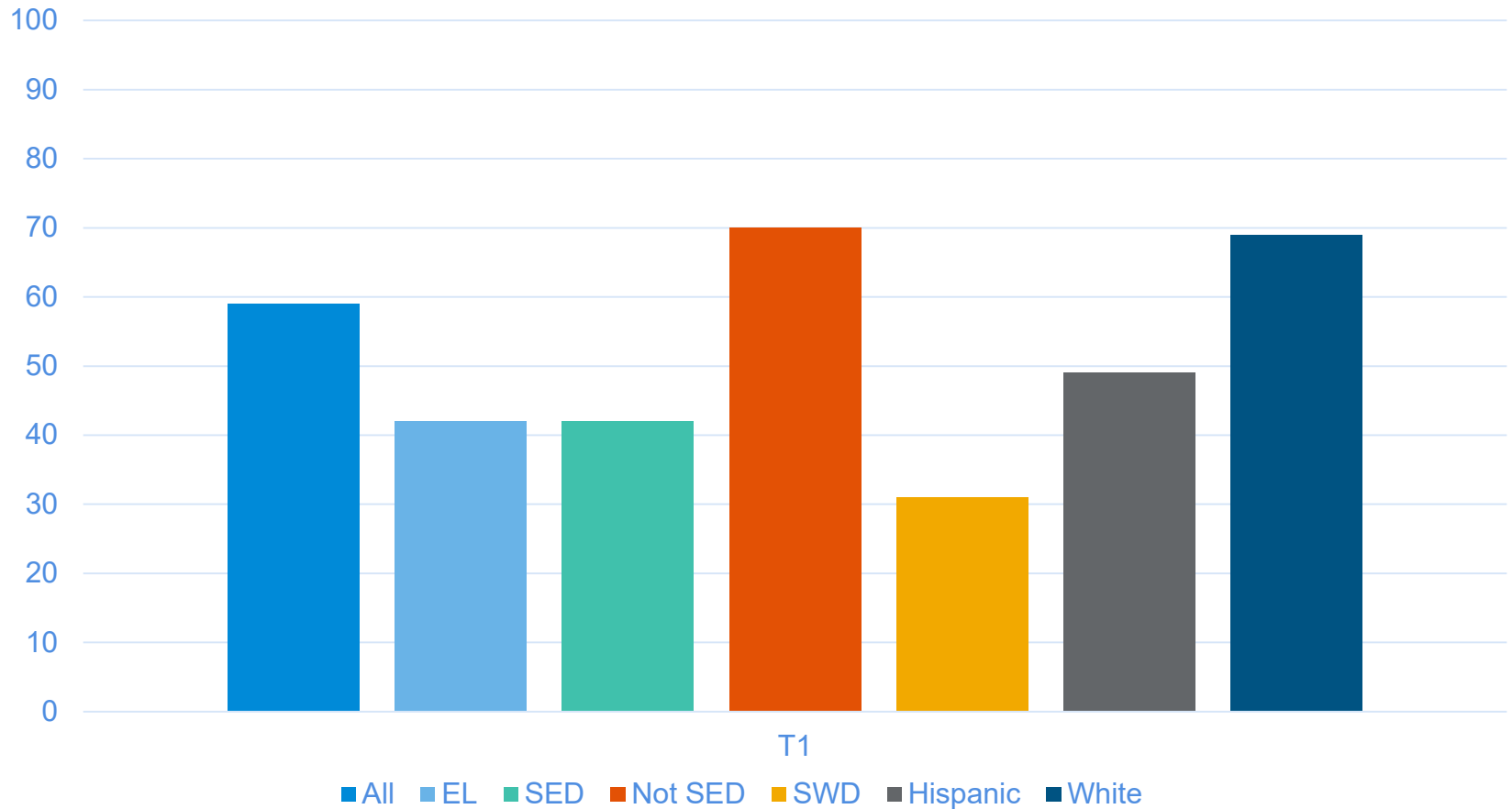
Scores represent the percent of students who met/exceeded grade level expectation.

English Language Arts Screener Phonics (BPST) Grade 1 Trimester 1



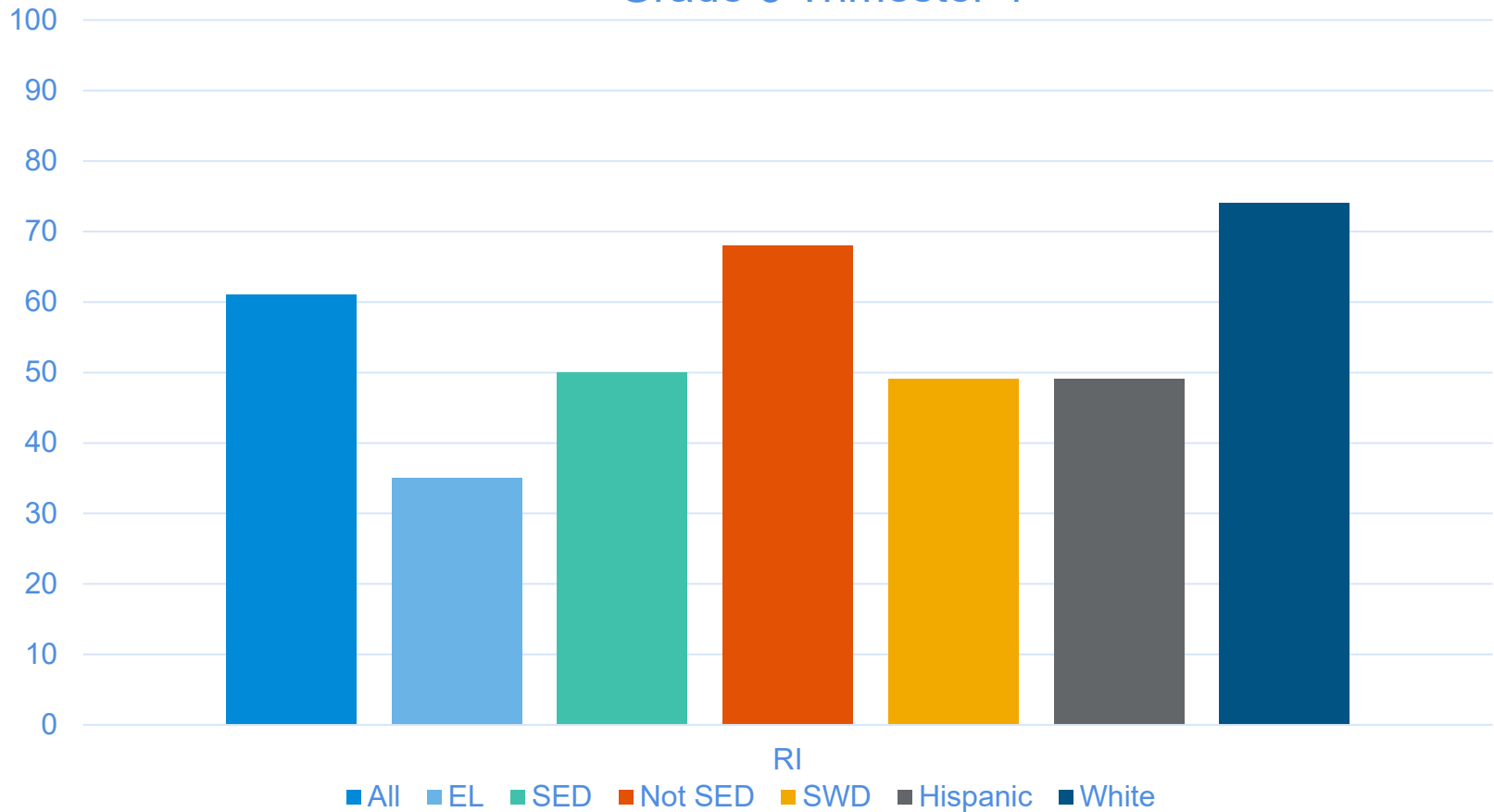
Scores represent the percent of students who met/exceeded grade level expectation.

English Language Arts Screener Oral Reading Fluency (ORF) Grade 2 Trimester 1



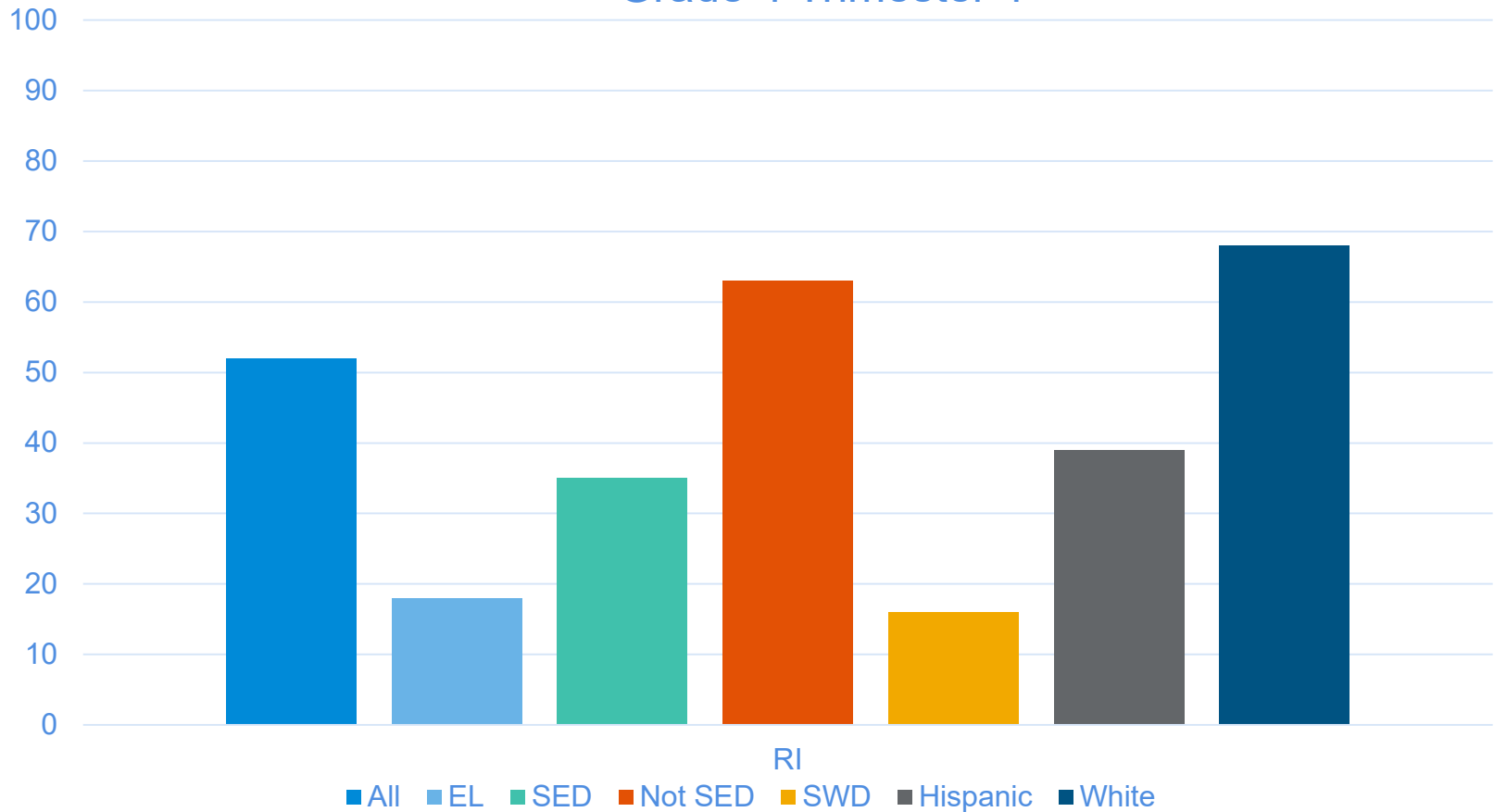
Scores represent the percent of students who met/exceeded grade level expectation.

English Language Arts Screener Reading Inventory Grade 3 Trimester 1



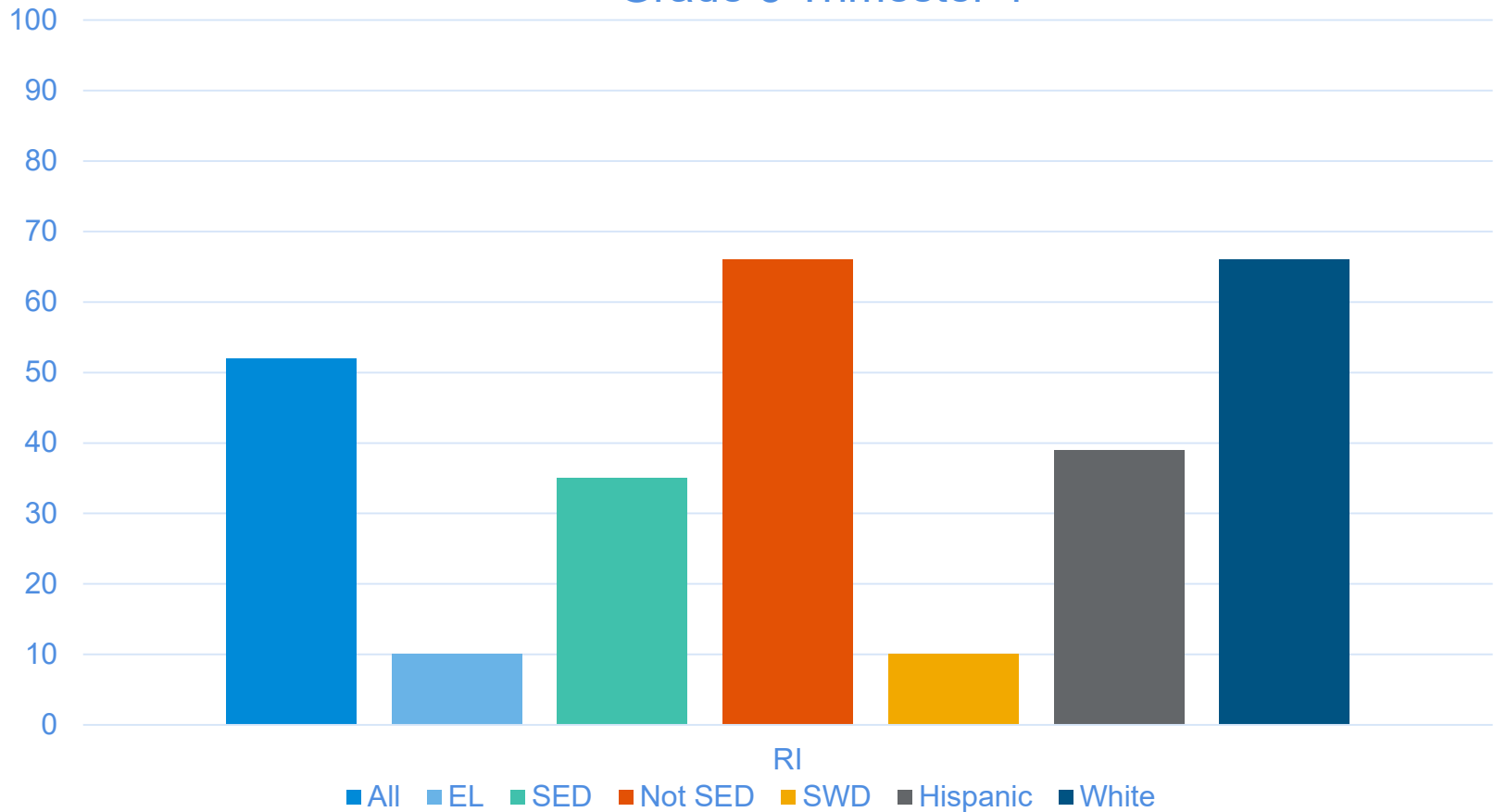
Scores represent the percent of students who met/exceeded grade level expectation.

English Language Arts Screener Reading Inventory Grade 4 Trimester 1



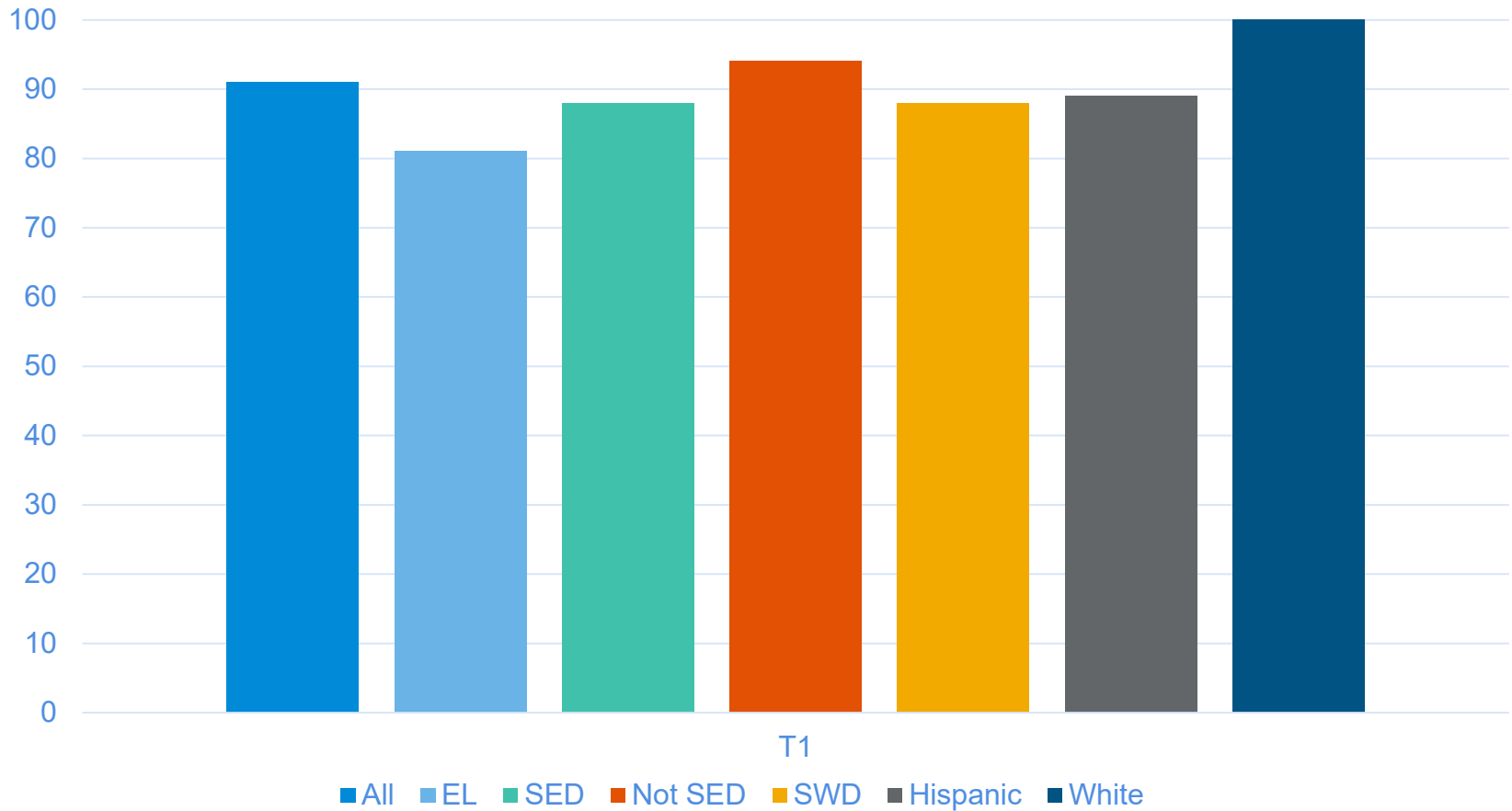
Scores represent the percent of students who met/exceeded grade level expectation.

English Language Arts Screener Reading Inventory Grade 5 Trimester 1



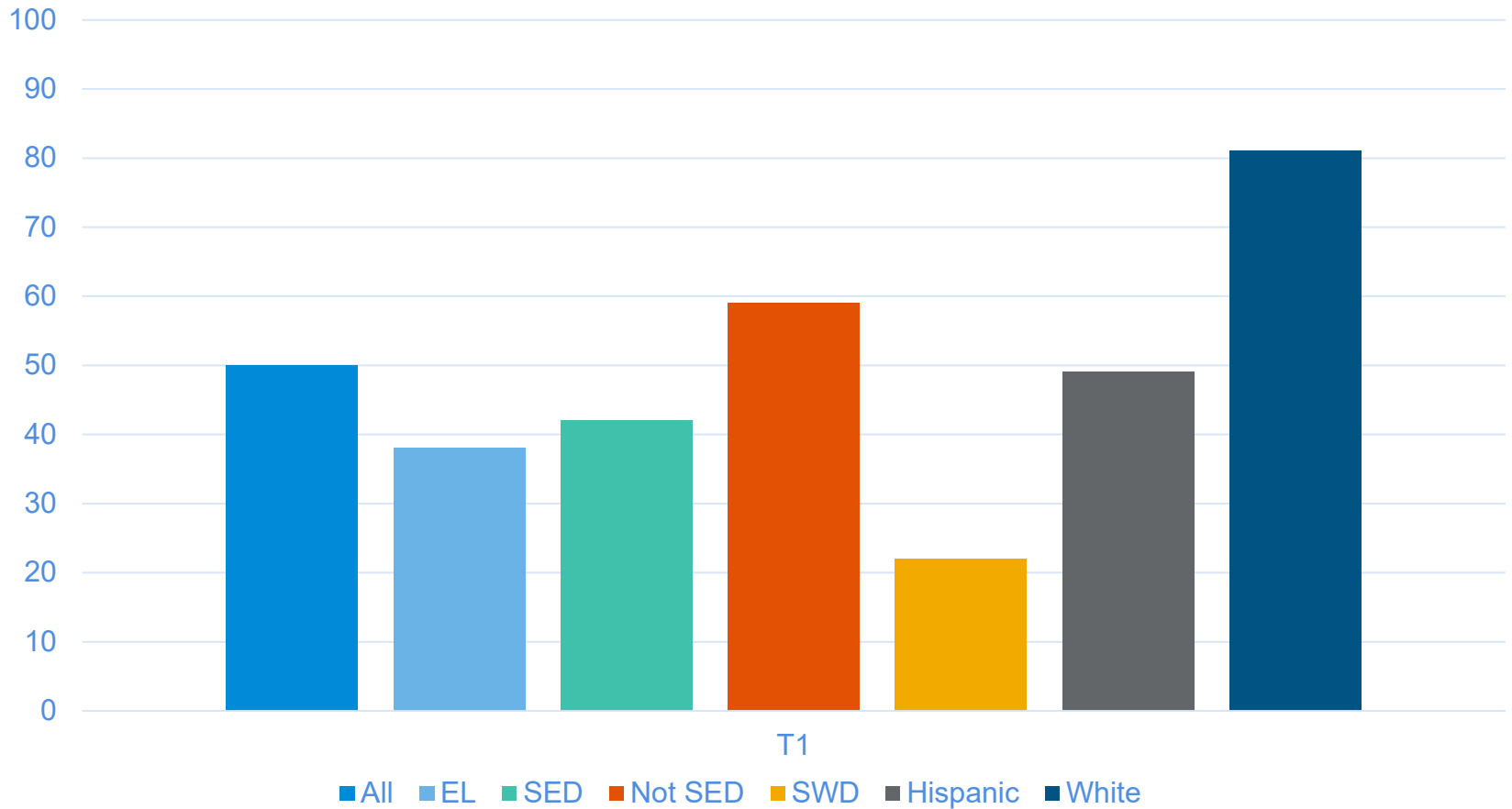
Scores represent the percent of students who met/exceeded grade level expectation.

Spanish Language Arts Screener Phonics (BPST) Grade K Trimester 1



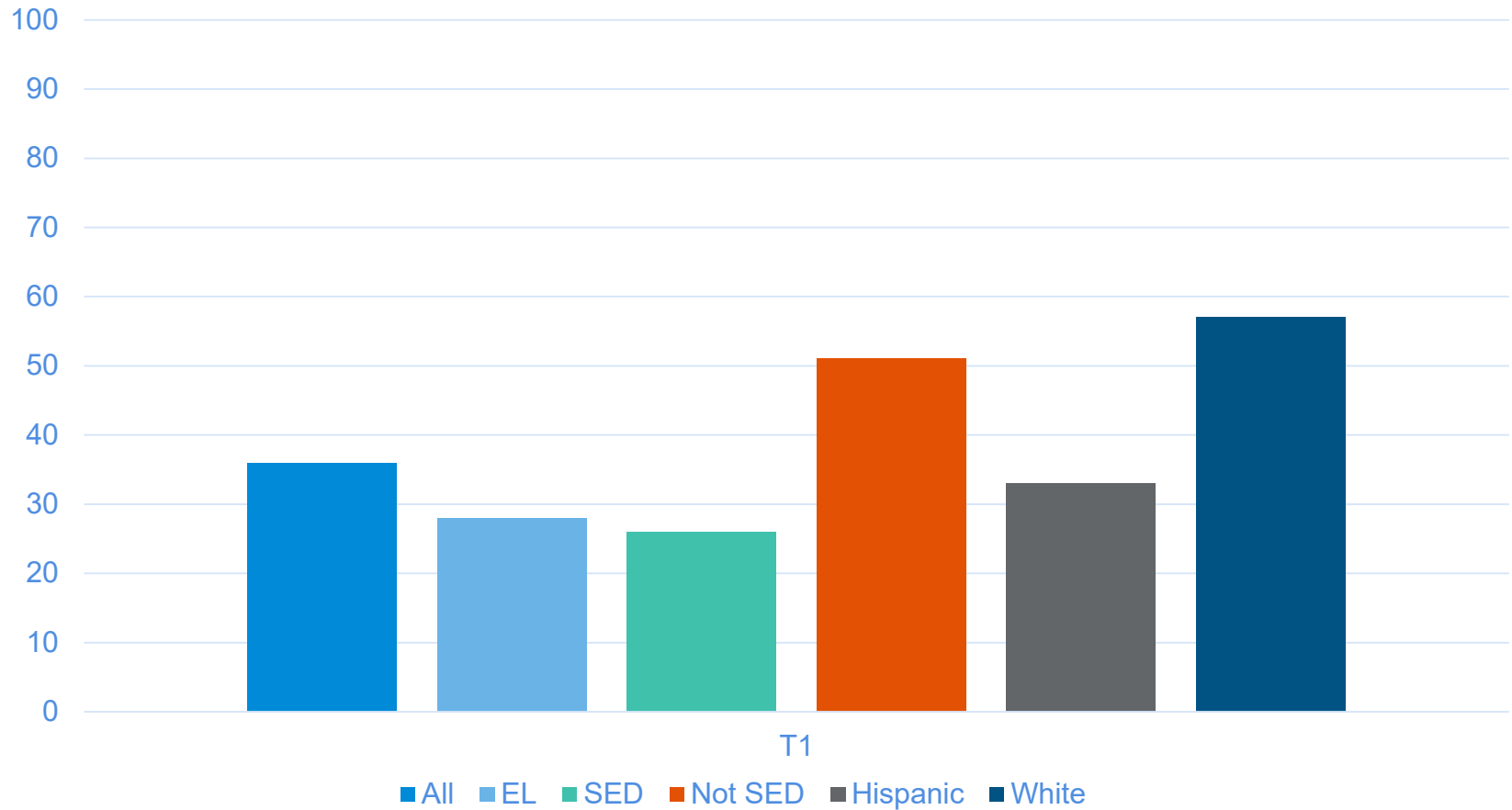
Scores represent the percent of students who met/exceeded grade level expectation.

Spanish Language Arts Screener Phonics (BPST) Grade 1 Trimester 1



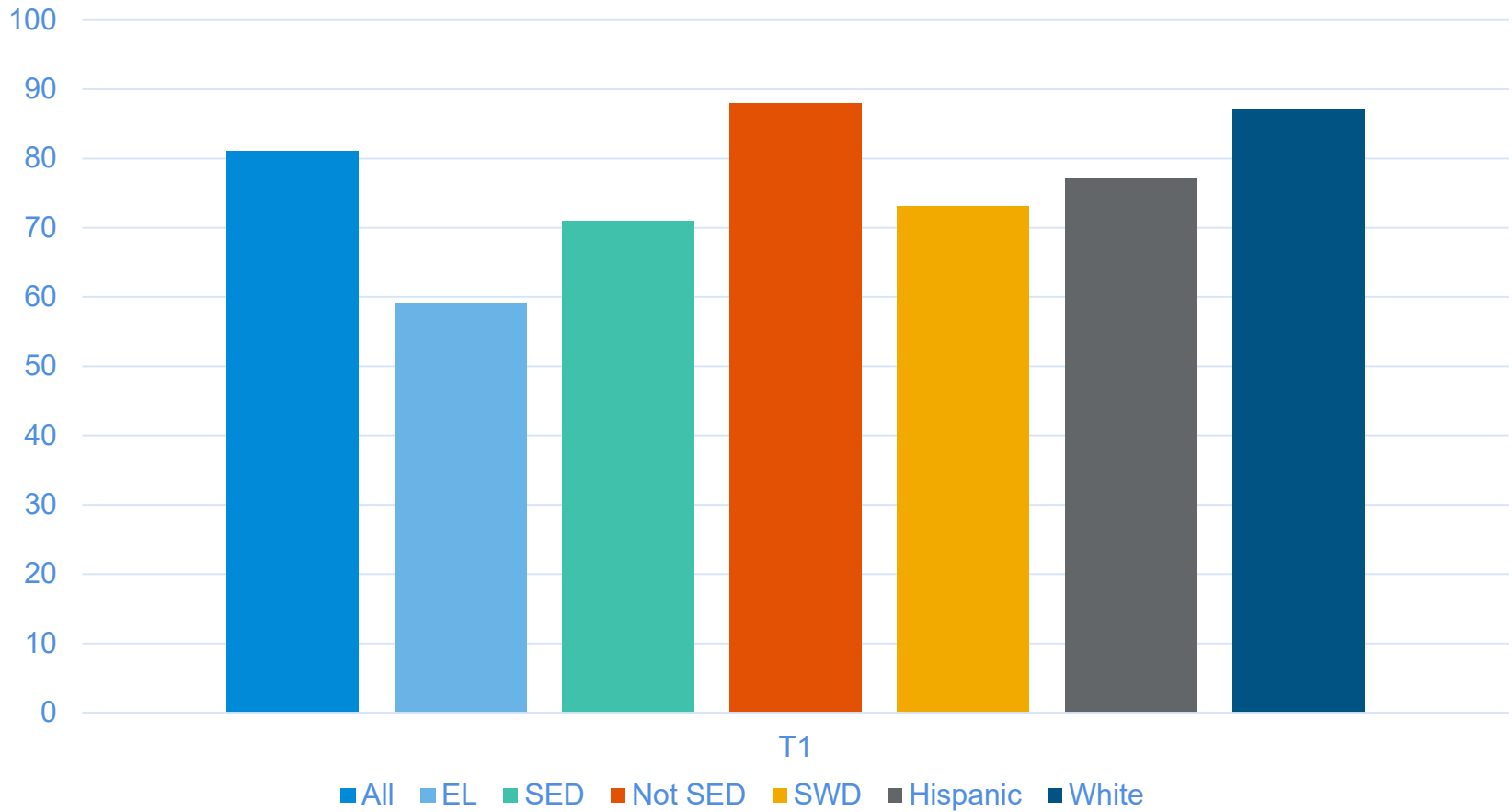
Scores represent the percent of students who met/exceeded grade level expectation.

Spanish Language Arts Screener Oral Reading Fluency (ORF) Grade 2 Trimester 1



Scores represent the percent of students who met/exceeded grade level expectation.

Mathematics Grade K Trimester 1

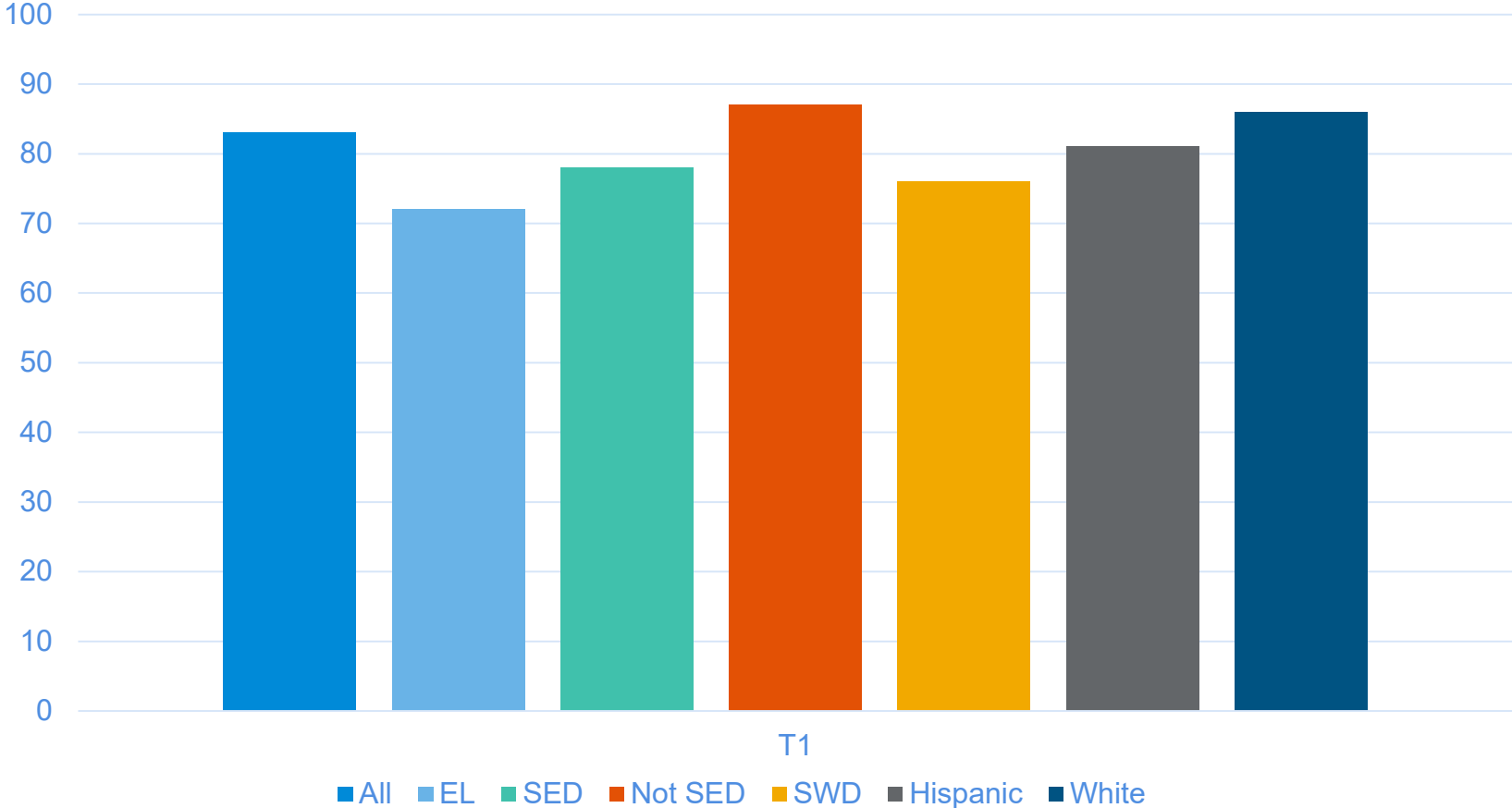


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Mathematics Grade 1 Trimester 1

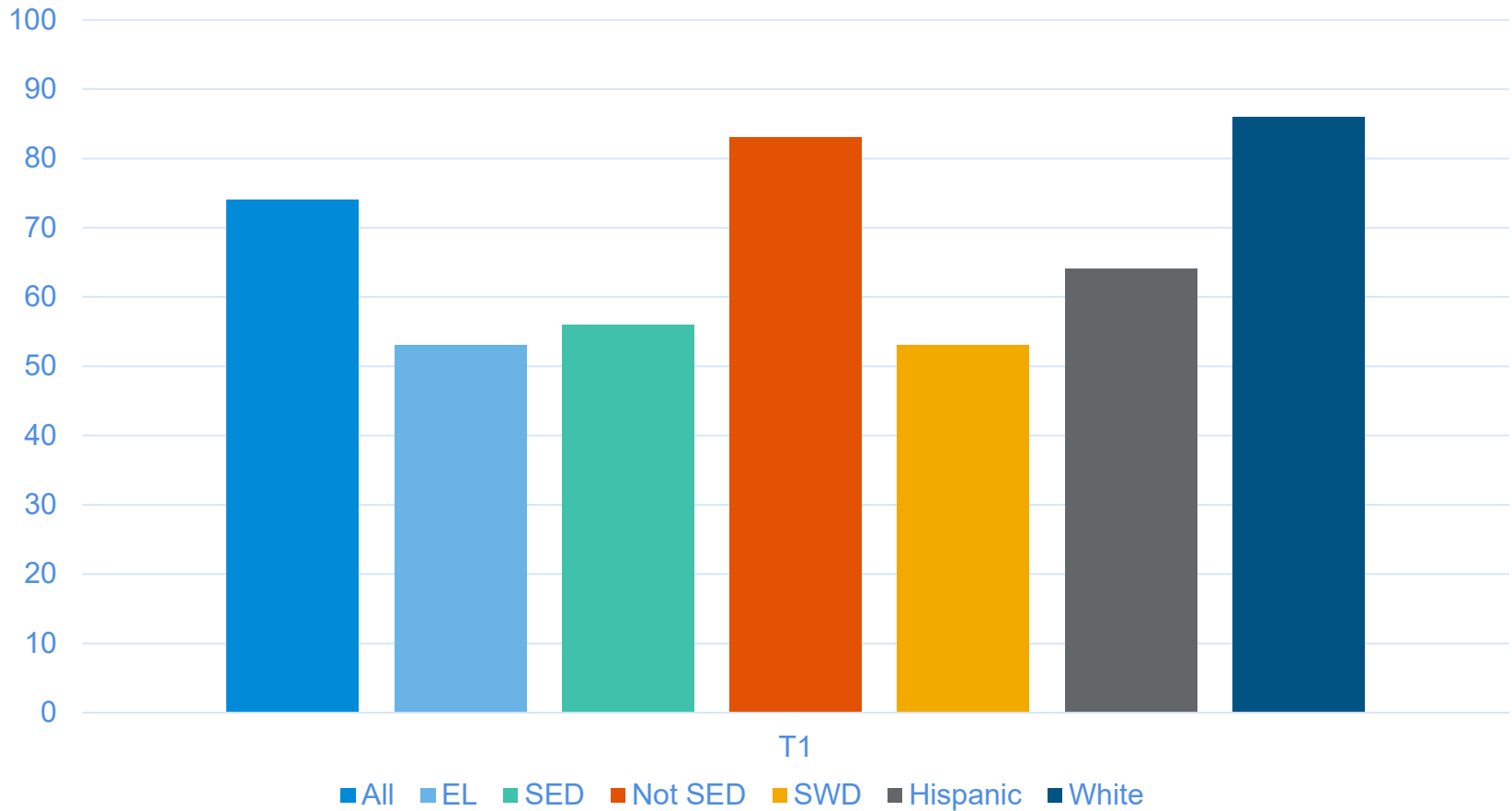


Scores represent the percent of students who met/exceeded grade level expectation.



For the future of every student

Mathematics Grade 2 Trimester 1

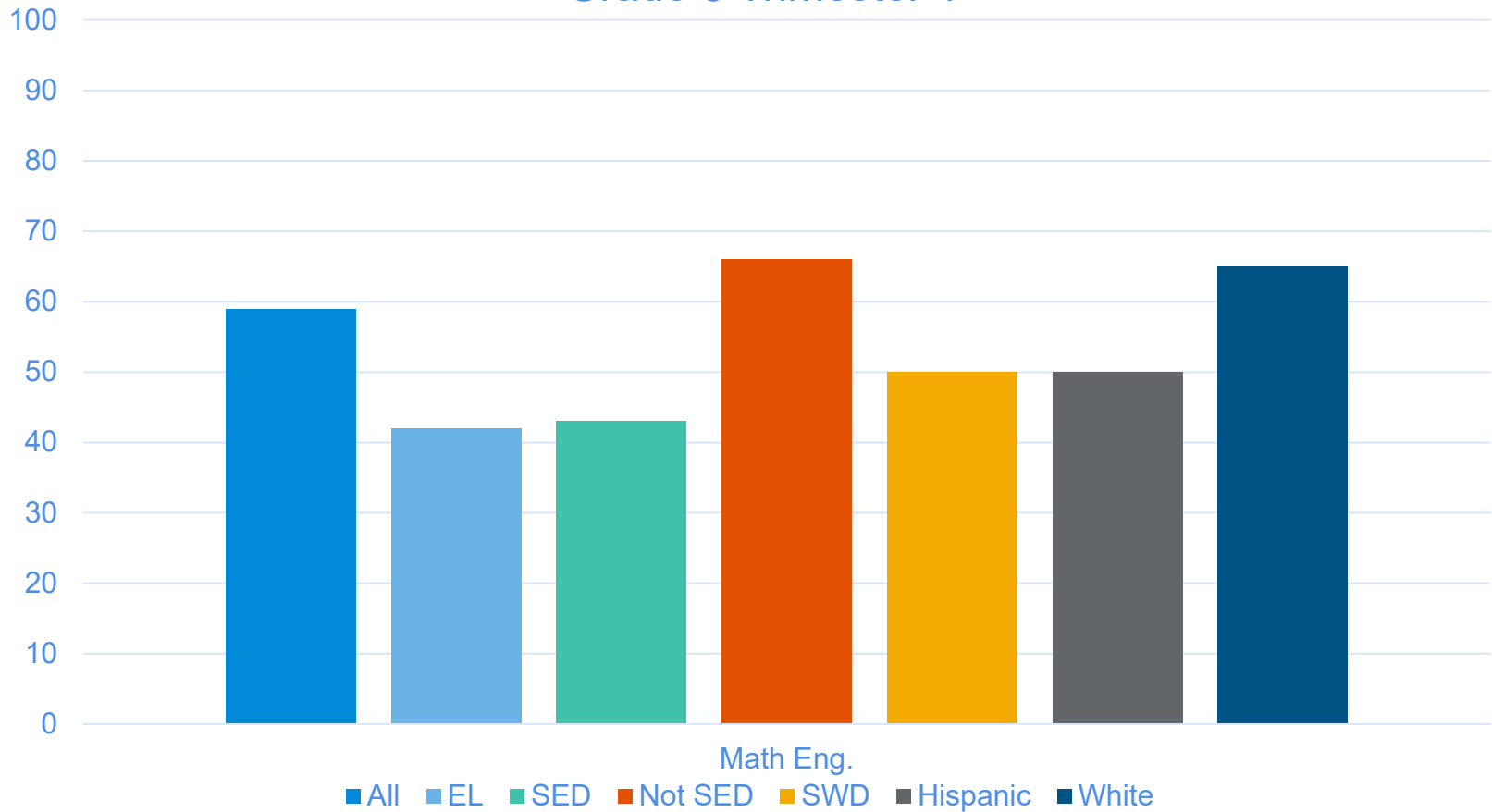


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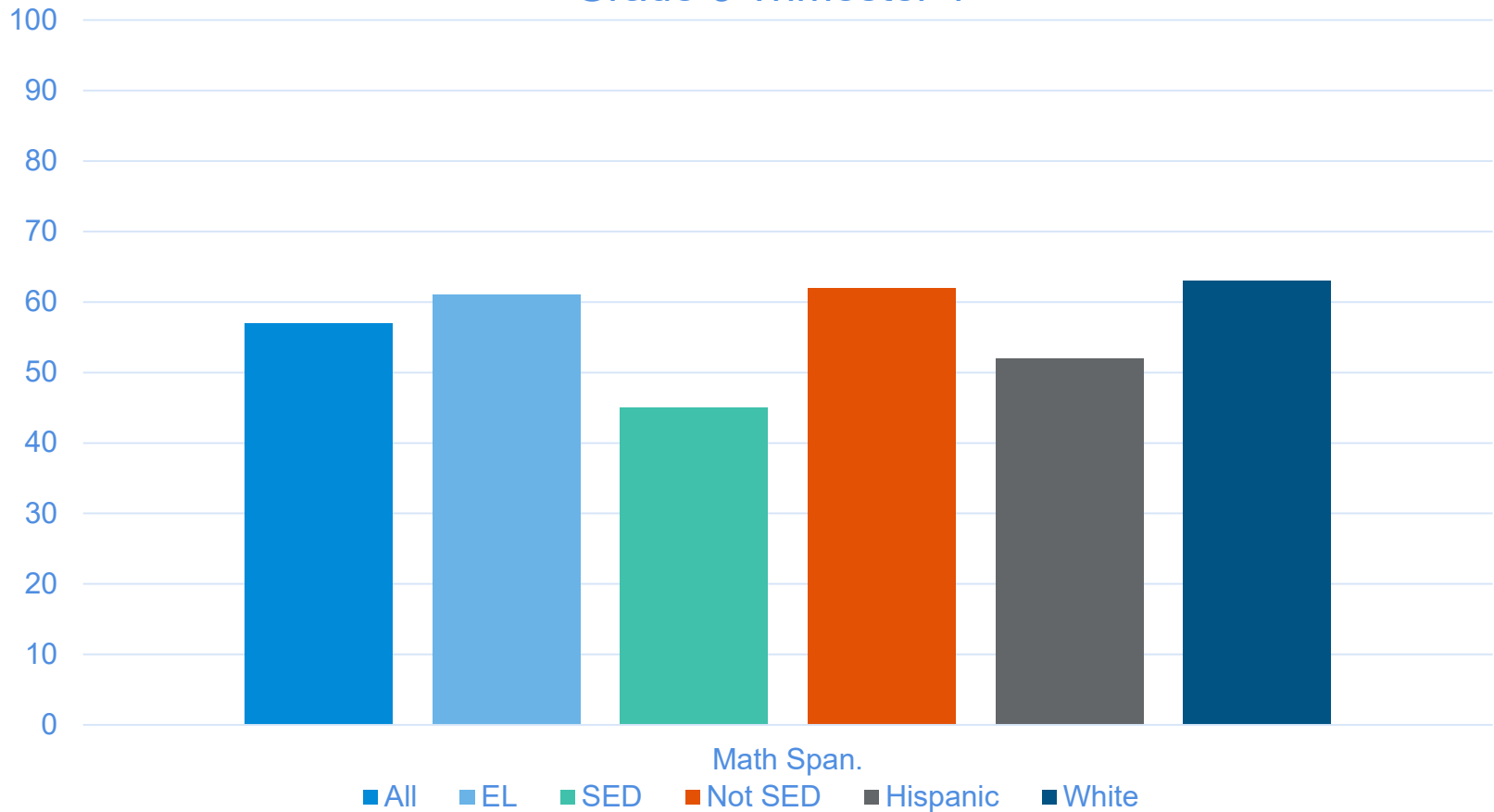
For the future of every student

Mathematics Grade 3 Trimester 1



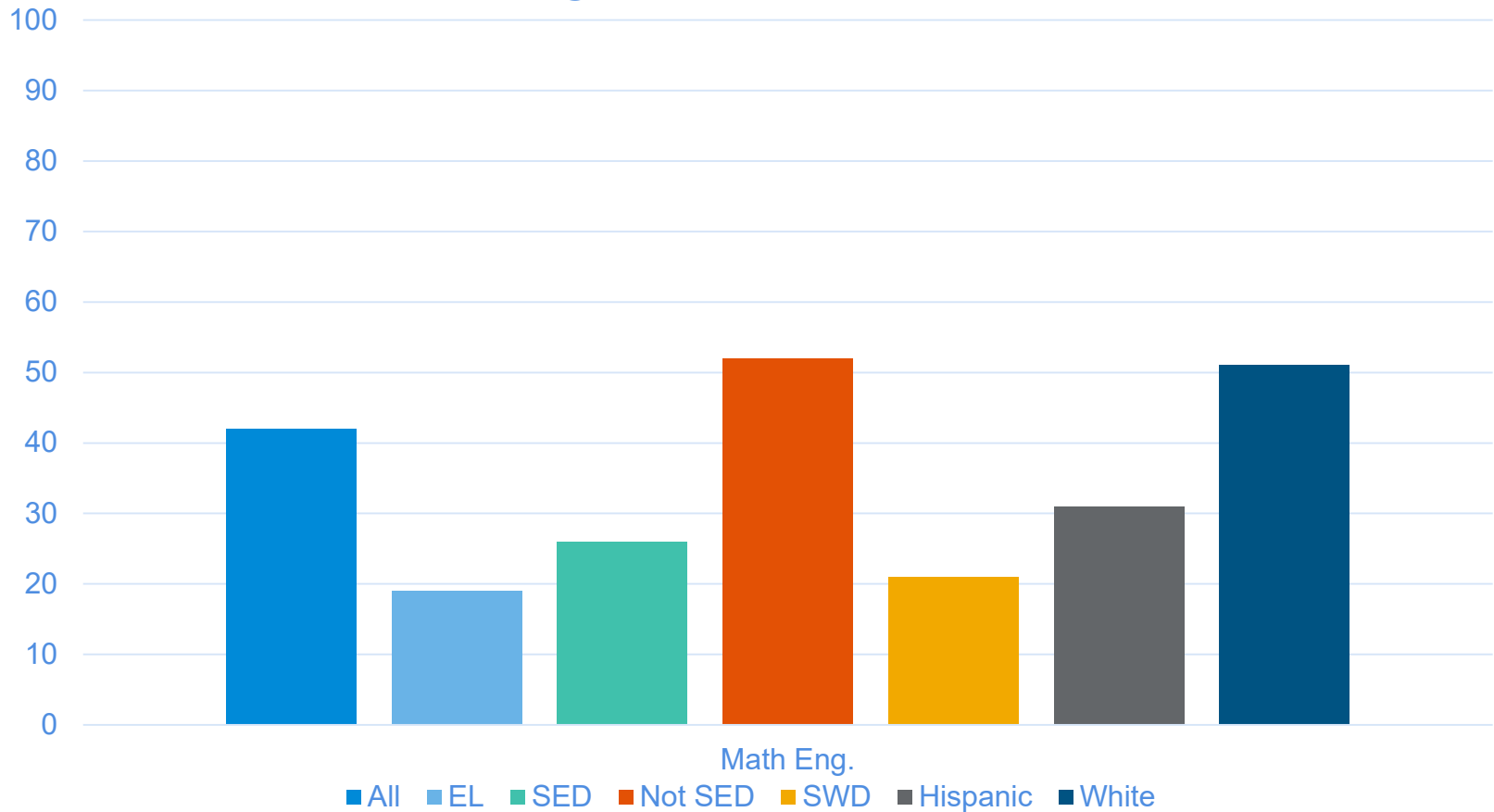
Scores represent the percent of students who met/exceeded grade level expectation.

Mathematics Spanish Grade 3 Trimester 1



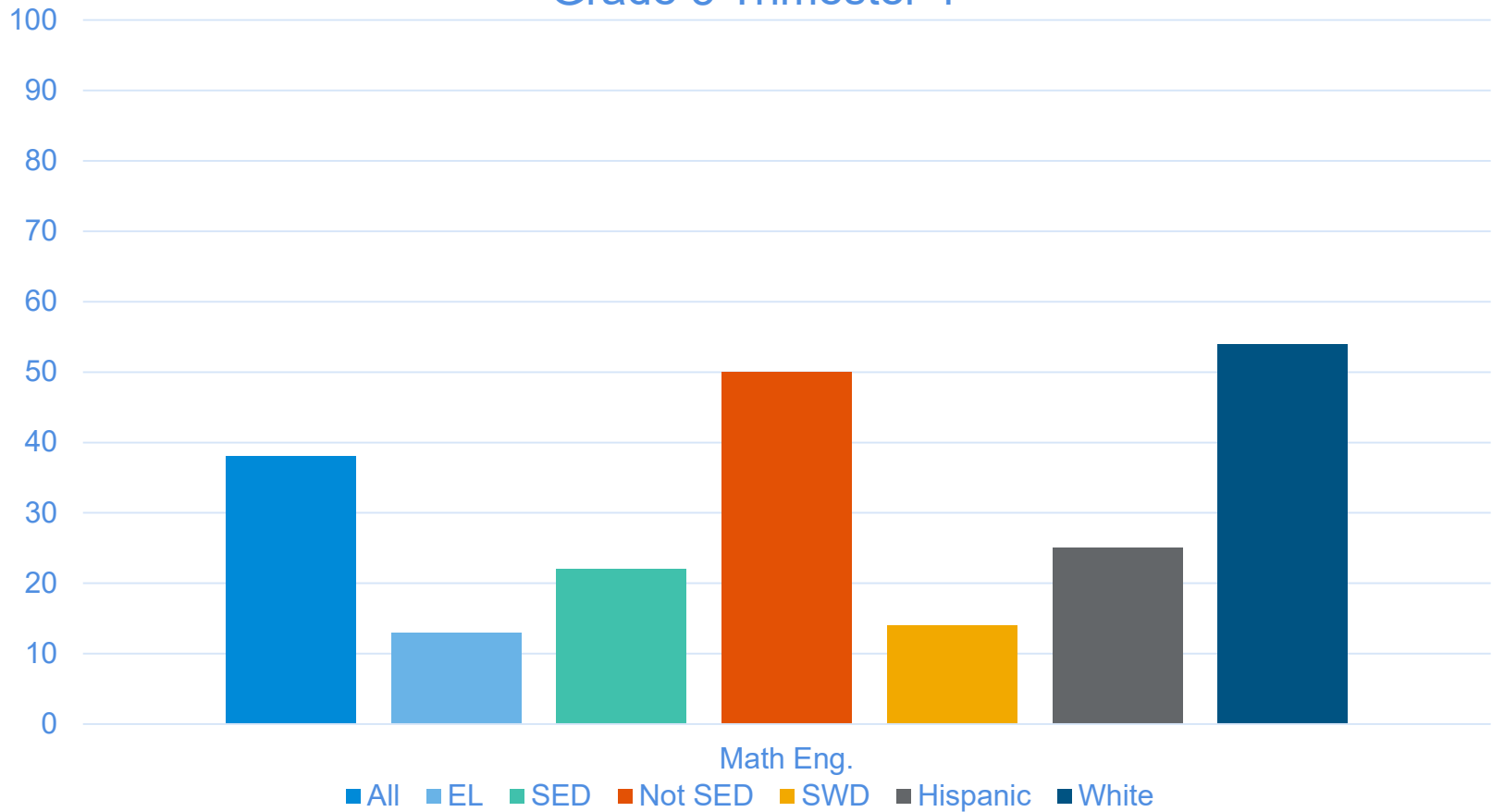
Scores represent the percent of students who met/exceeded grade level expectation.

Mathematics Grade 4 Trimester 1



Scores represent the percent of students who met/exceeded grade level expectation.

Mathematics Grade 5 Trimester 1



Scores represent the percent of students who met/exceeded grade level expectation.

Trimester 2 Elementary Assessment Data 2020-21



For the future of every student

Language Arts Trimester 2

- Strengths:

- K Letter sounds
- 1st Blending sounds to read words with short vowels
- 2nd Reading fluently
- 3rd Grammar
- 4th Reading informational text use of context clues for meaning
- 5th Use of context clues for meaning including figurative language

- Opportunities for growth:

- K-2nd Continue progress in literacy skills (phonics, blending, reading)
- 3rd Determine main idea of a text with supporting key details
- 4th Determine main idea of a text with supporting key details
- 5th Determine main idea of a text with supporting key details & summarizing

Mathematics Trimester 2

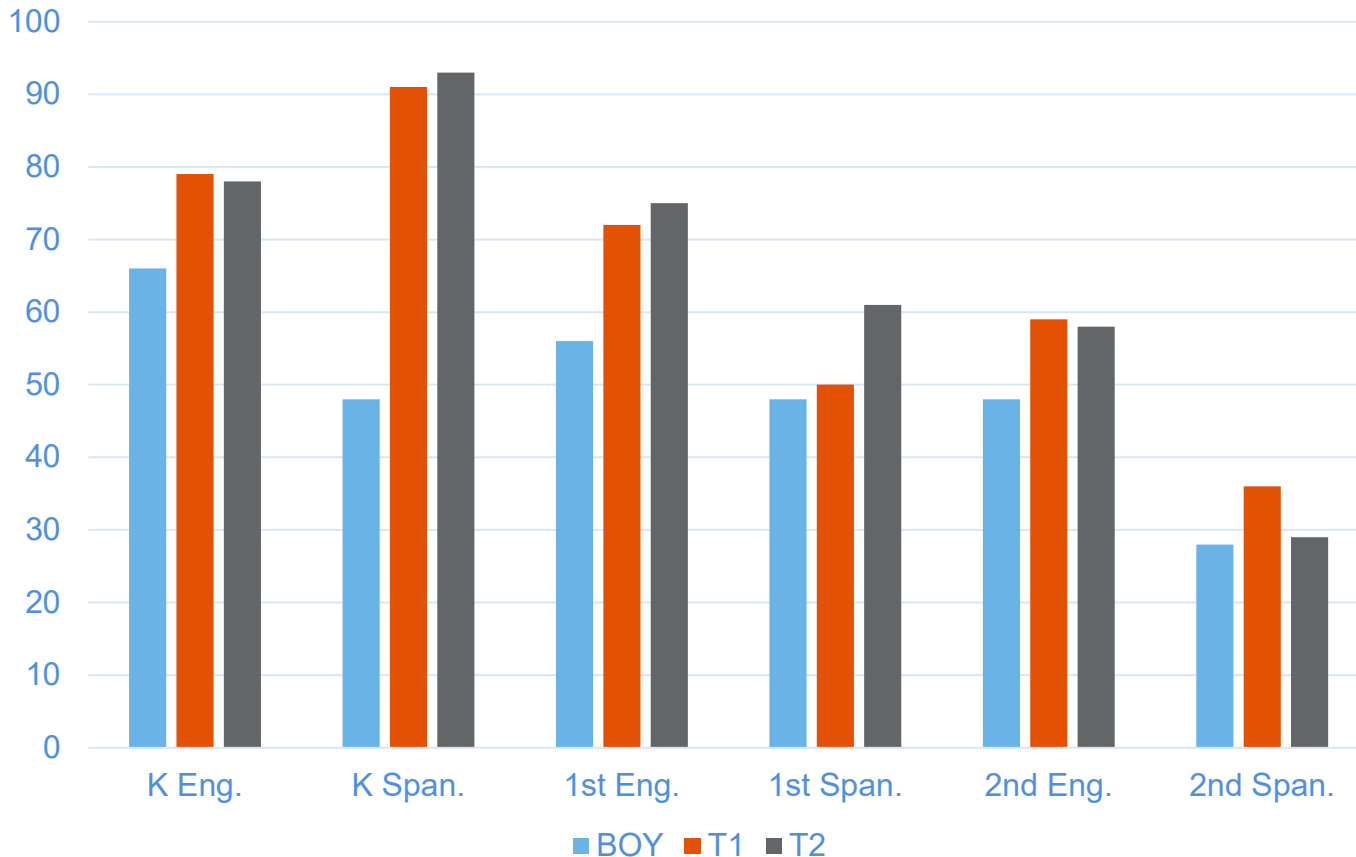
- Strengths:

- K Counting/Cardinality and Operations and Algebraic Thinking
- 1st Number & Operations, Algebraic Thinking
- 2nd Addition and subtraction calculations; shapes
- 3rd Relative strength in fractions
- 4th Division calculations
- 5th Whole number and decimal calculations

- Opportunities for growth:

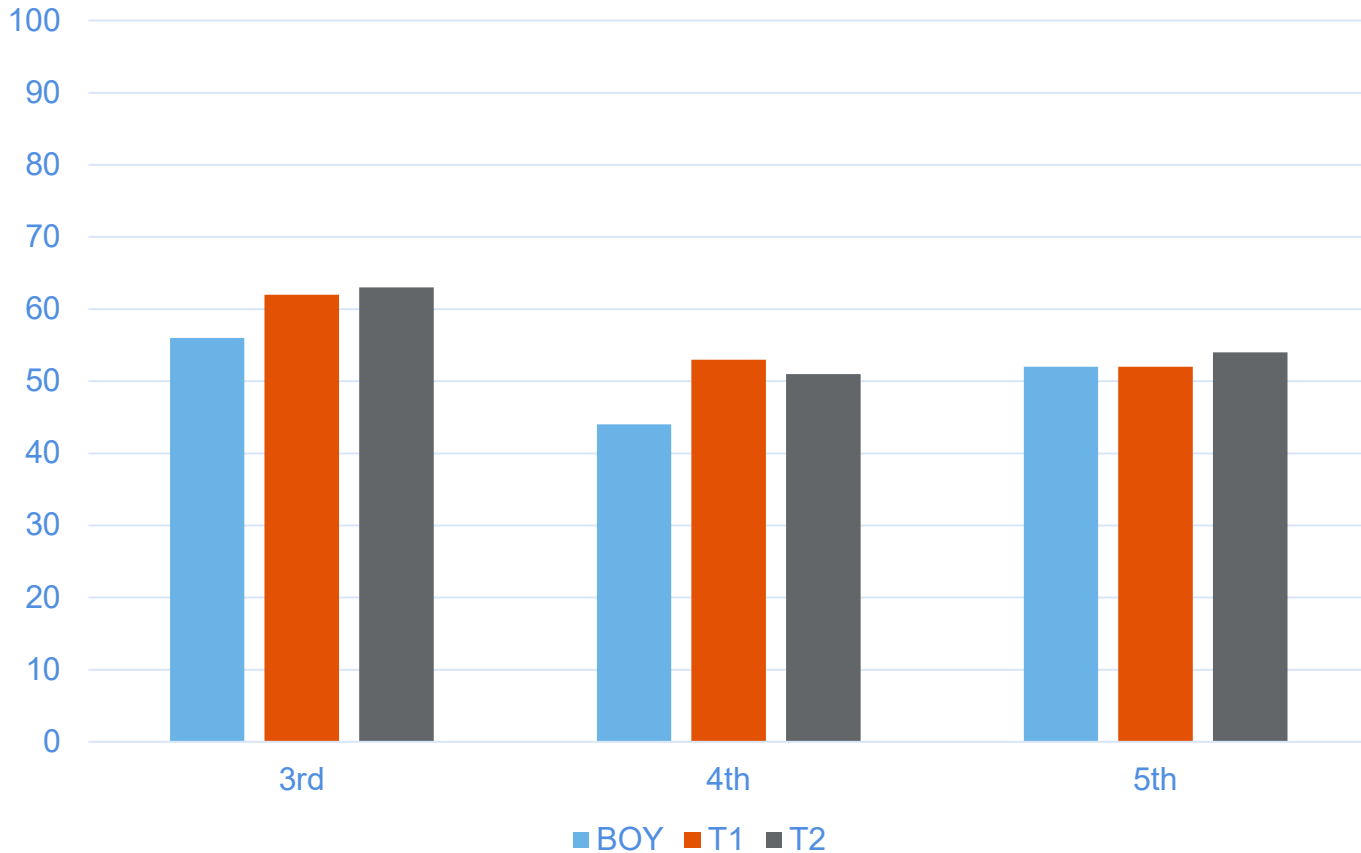
- K Geometry (was not a focus area for 20-21 SY)
- 1st None identified
- 2nd Word problems, measurement
- 3rd Time (not a focus area), continue to reinforce fractions concepts
- 4th Word problems, equations
- 5th Operations with fractions, reasoning with fractions

Language Arts Screener Growth Grades K-2 K/1 Basic Phonics (BPST), 2nd Reading Fluency (ORF)



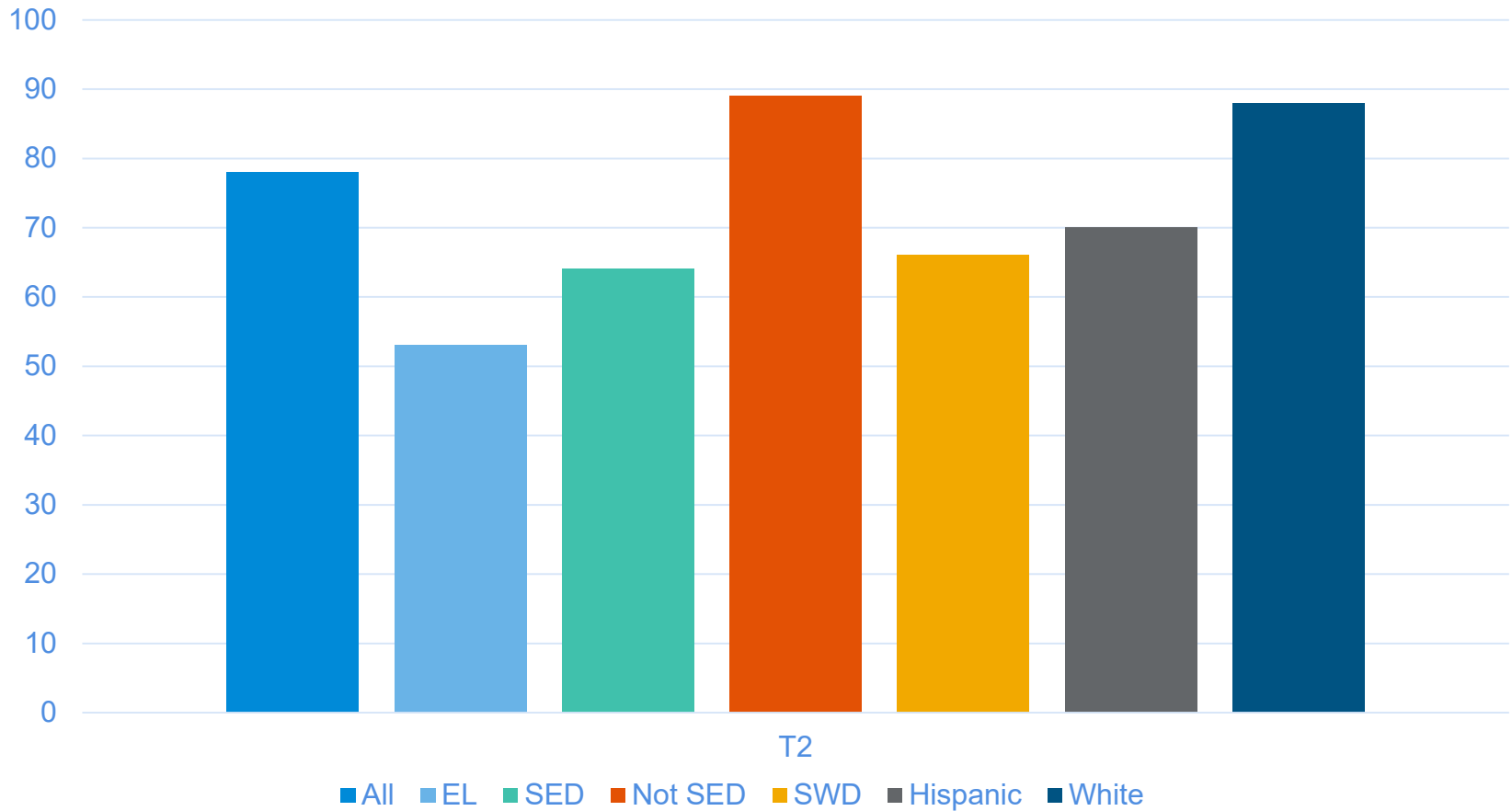
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Language Arts Screener Reading Inventory (RI) Growth Grades 3-5 % Proficient/Advanced



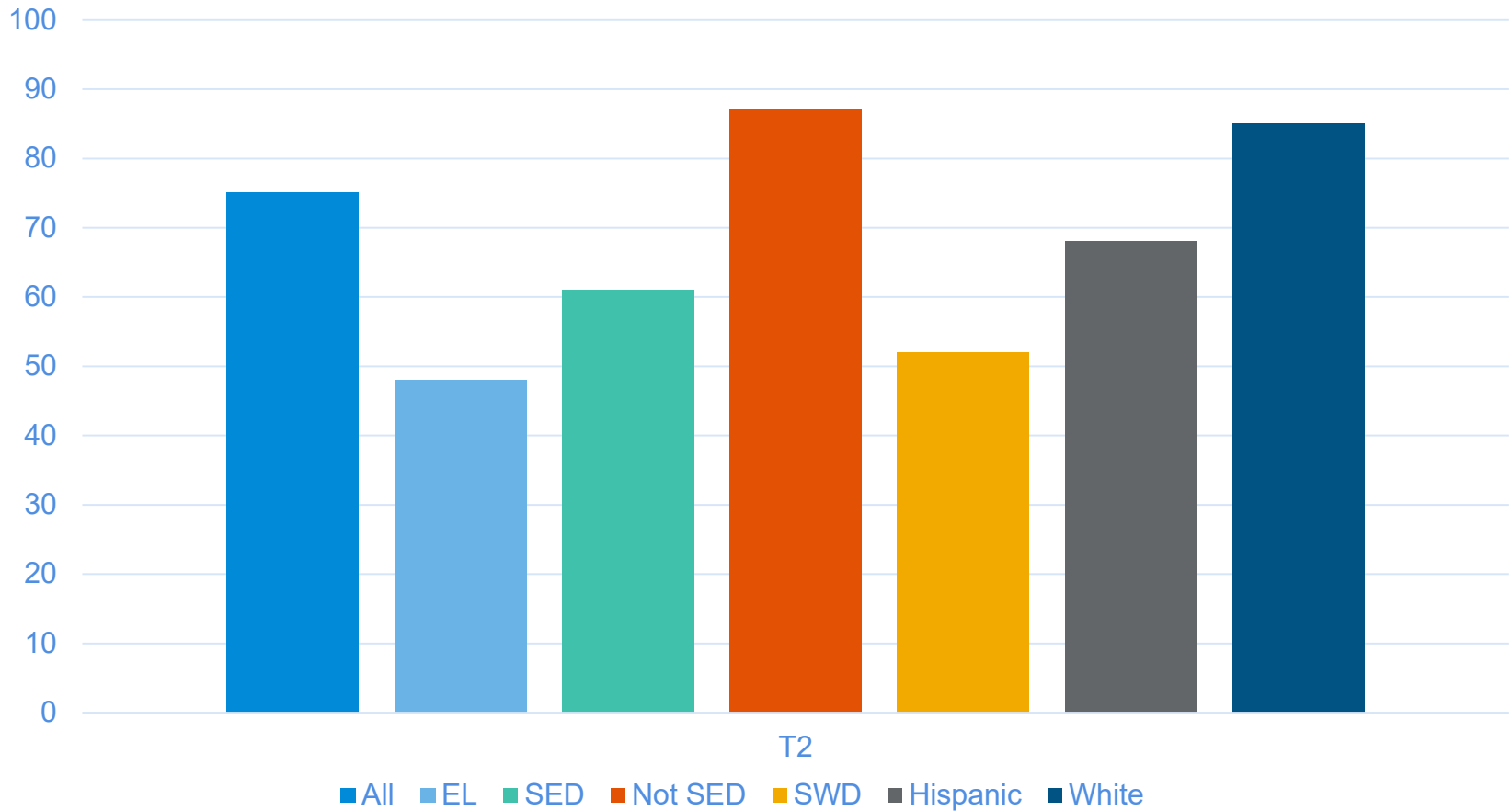
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English Language Arts Screener Phonics (BPST) Grade K Trimester 2



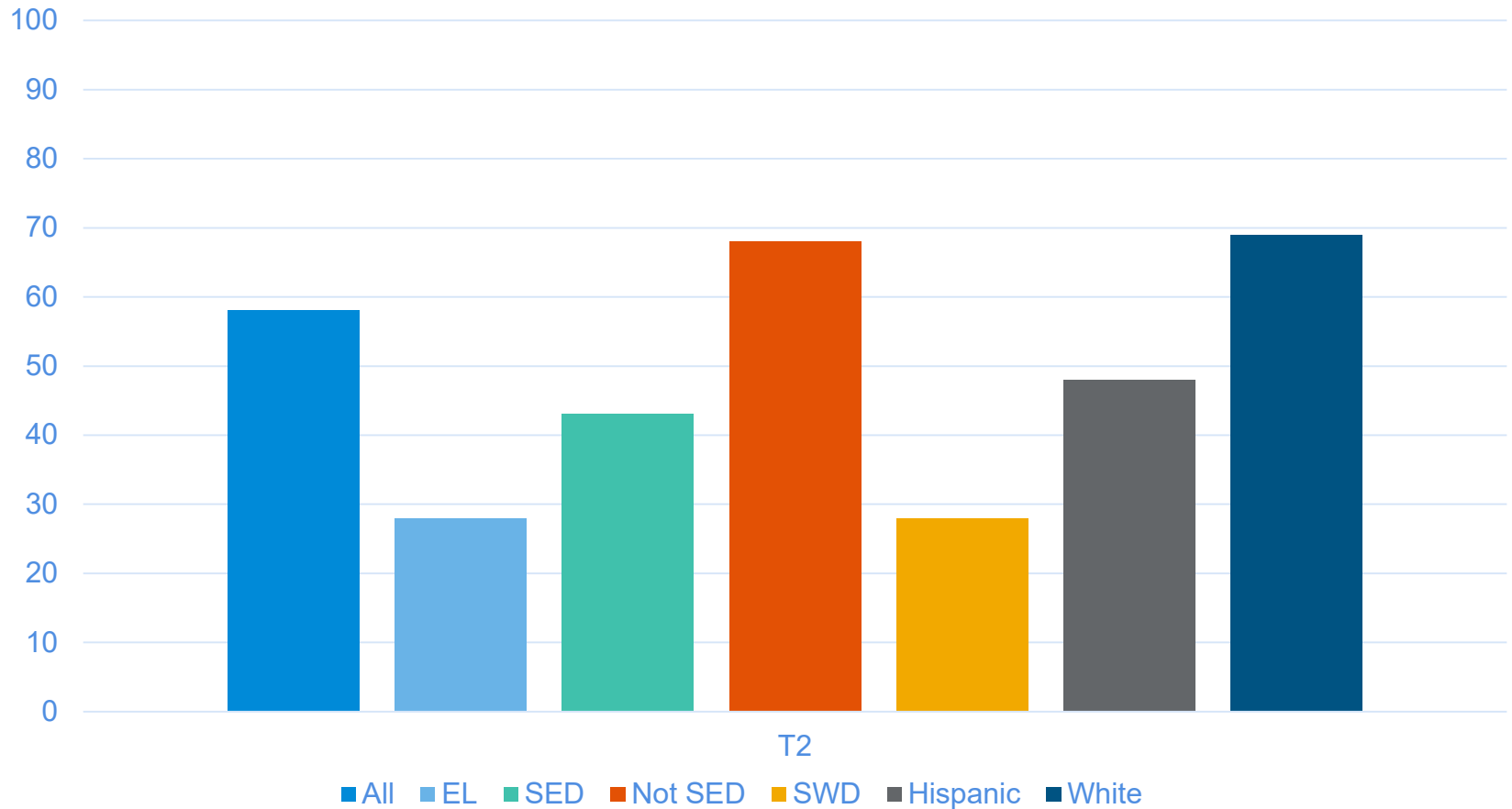
Scores represent the percent of students who met/exceeded grade level expectation.

English Language Arts Screener Phonics (BPST) Grade 1 Trimester 2



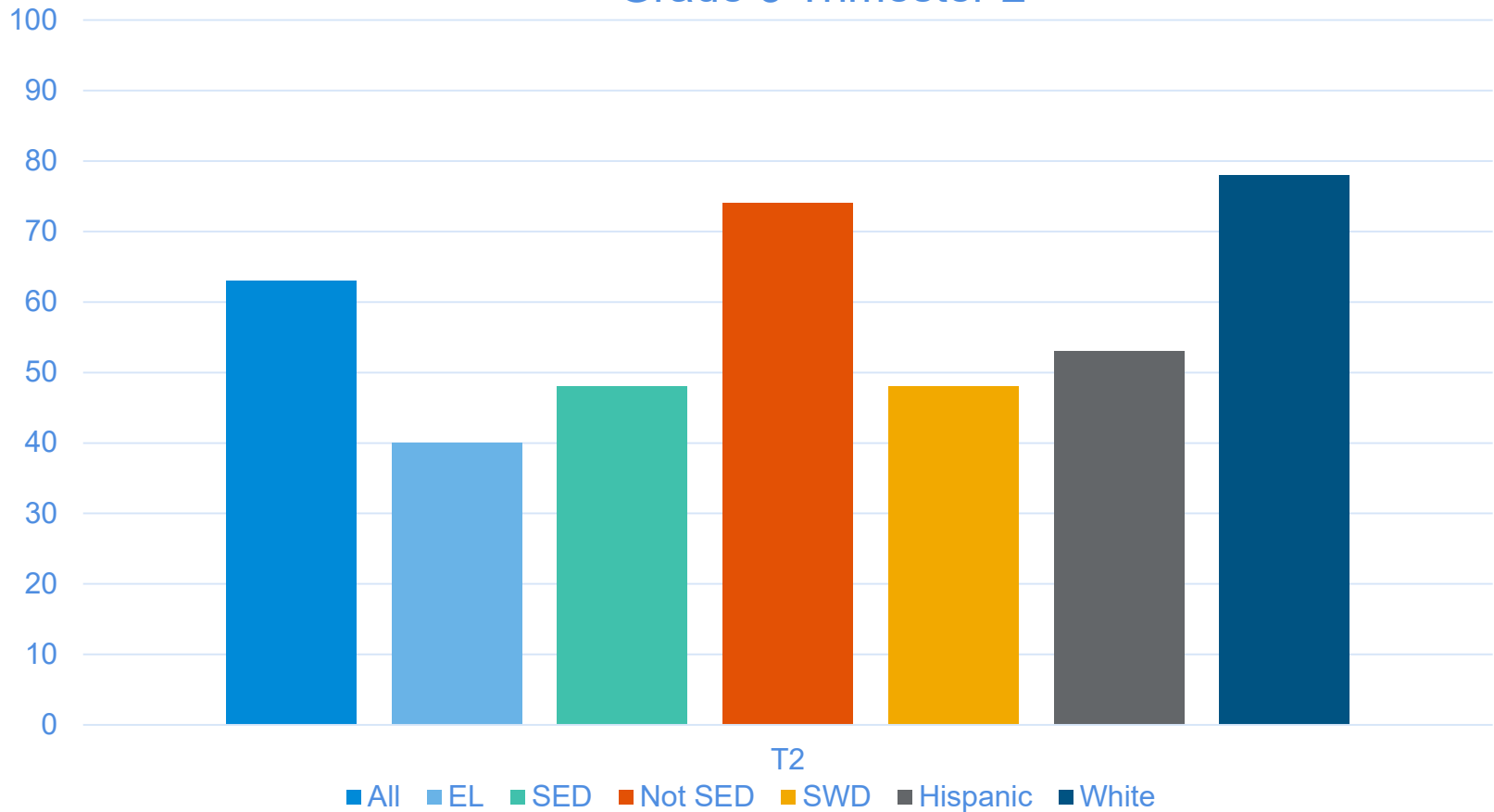
Scores represent the percent of students who met/exceeded grade level expectation.

English Language Arts Screener Oral Reading Fluency (ORF) Grade 2 Trimester 2



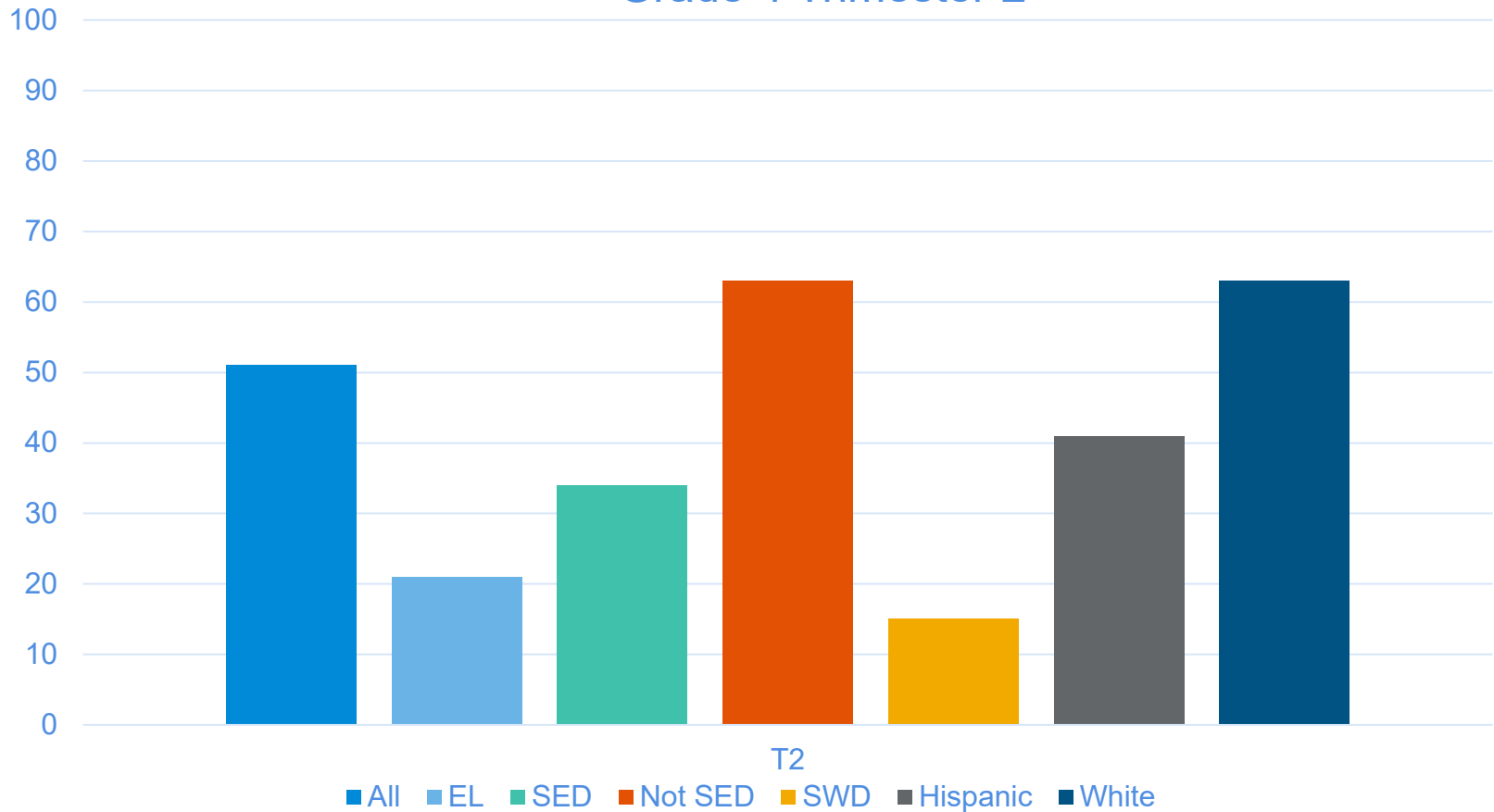
Scores represent the percent of students who met/exceeded grade level expectation.

English Language Arts Screener Reading Inventory Grade 3 Trimester 2



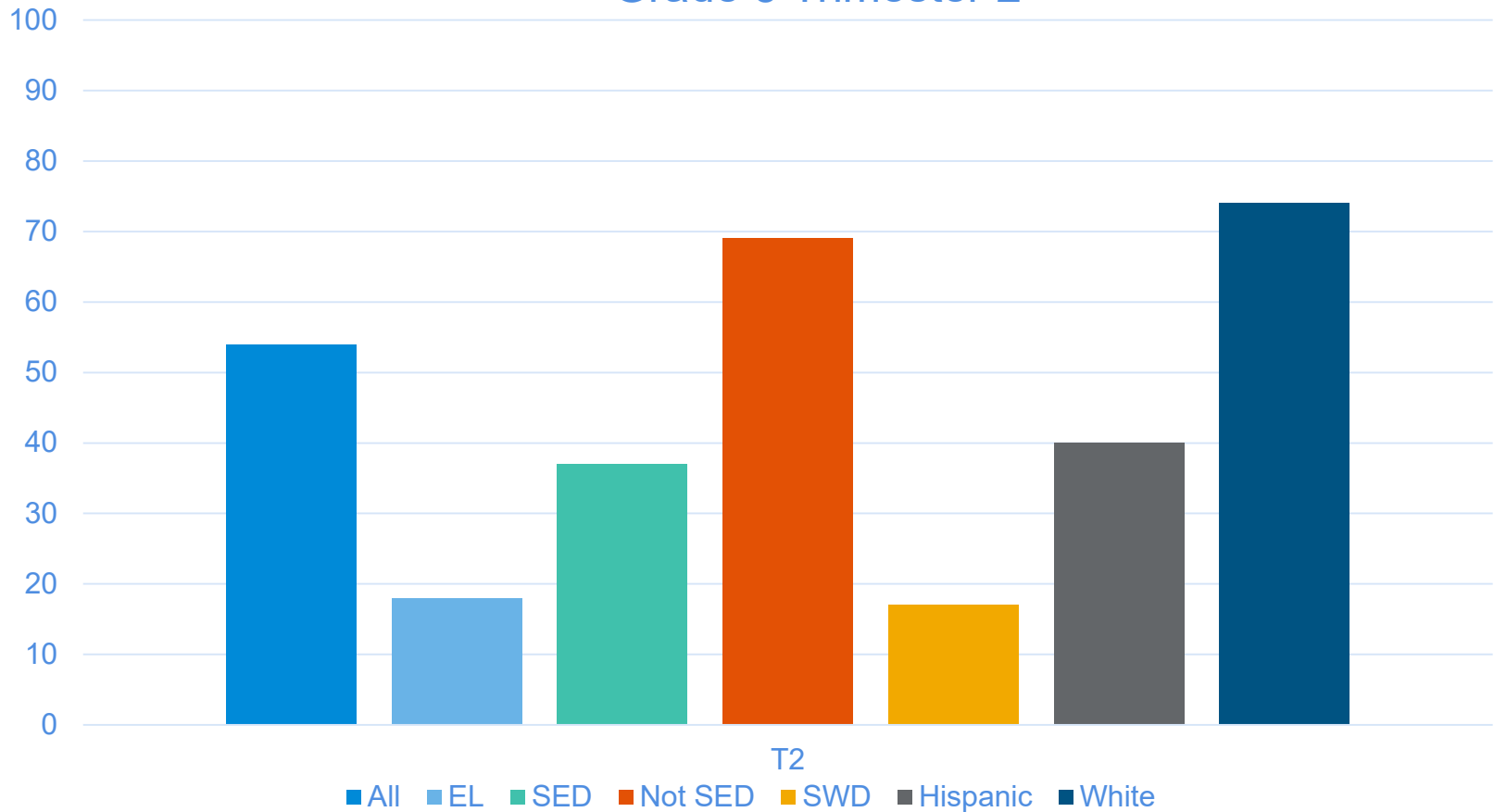
Scores represent the percent of students who met/exceeded grade level expectation.

English Language Arts Screener Reading Inventory Grade 4 Trimester 2



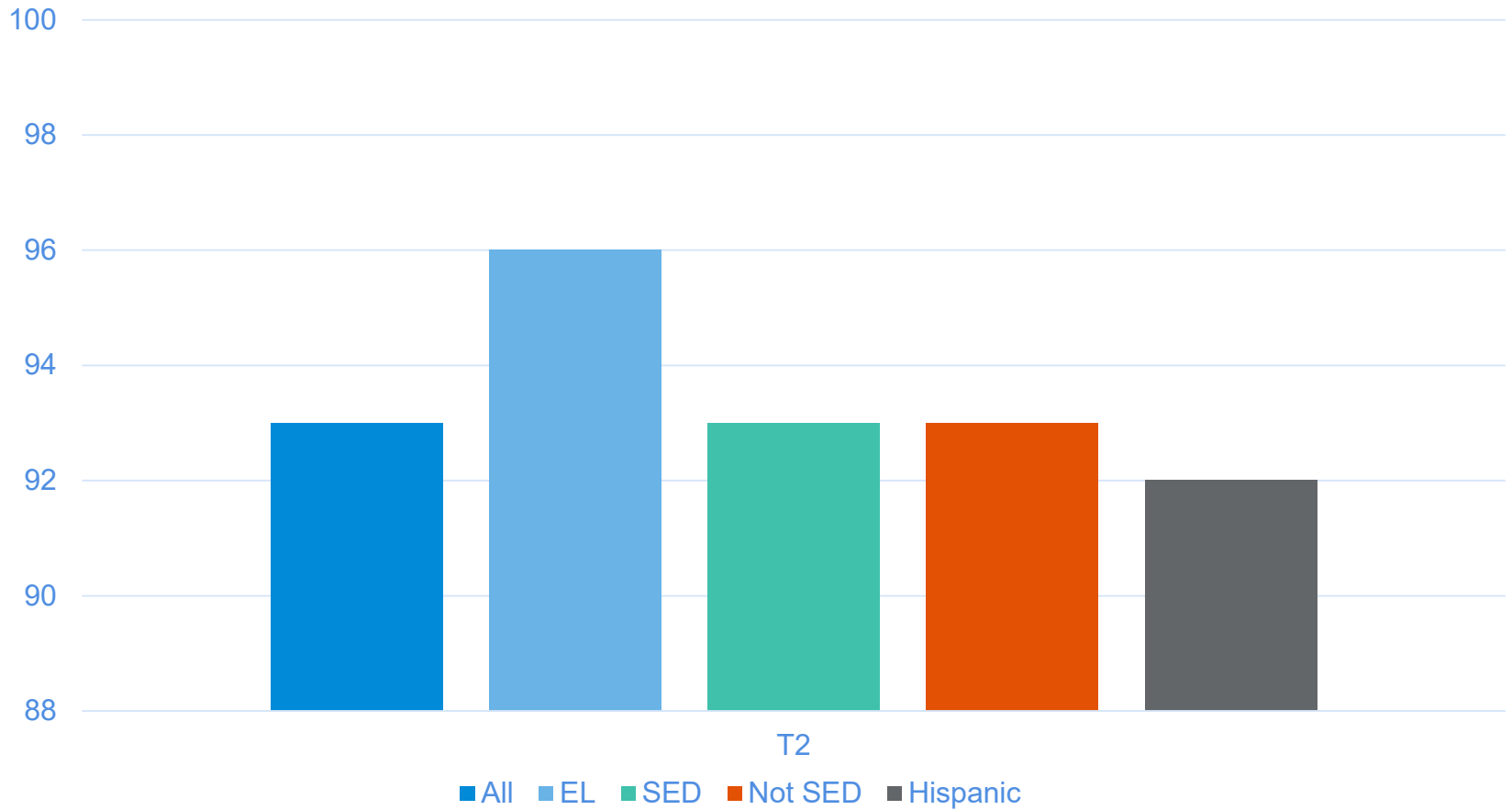
Scores represent the percent of students who met/exceeded grade level expectation.

English Language Arts Screener Reading Inventory Grade 5 Trimester 2



Scores represent the percent of students who met/exceeded grade level expectation.

Spanish Language Arts Screener Phonics (BPST) Grade K Trimester 2

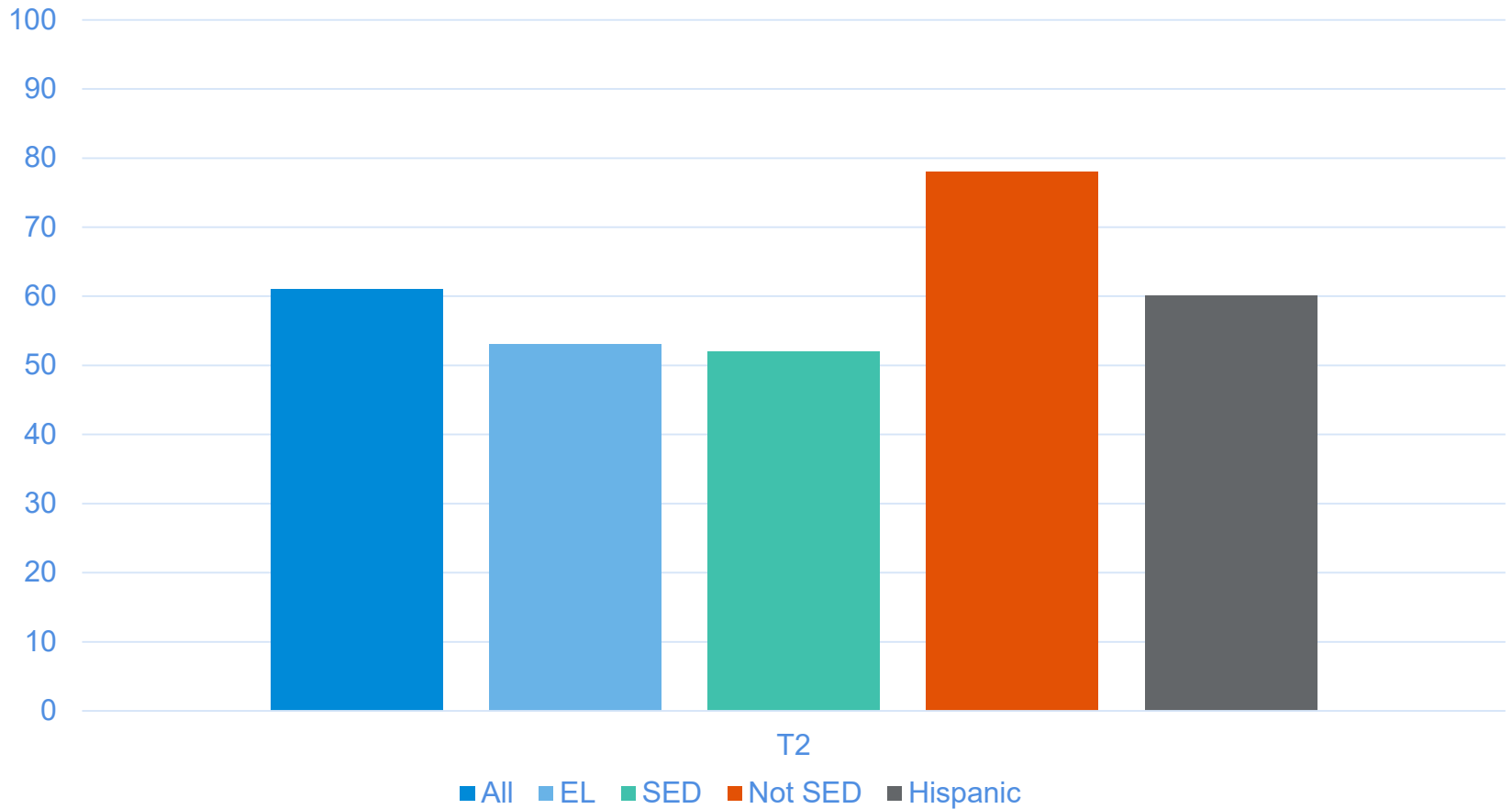


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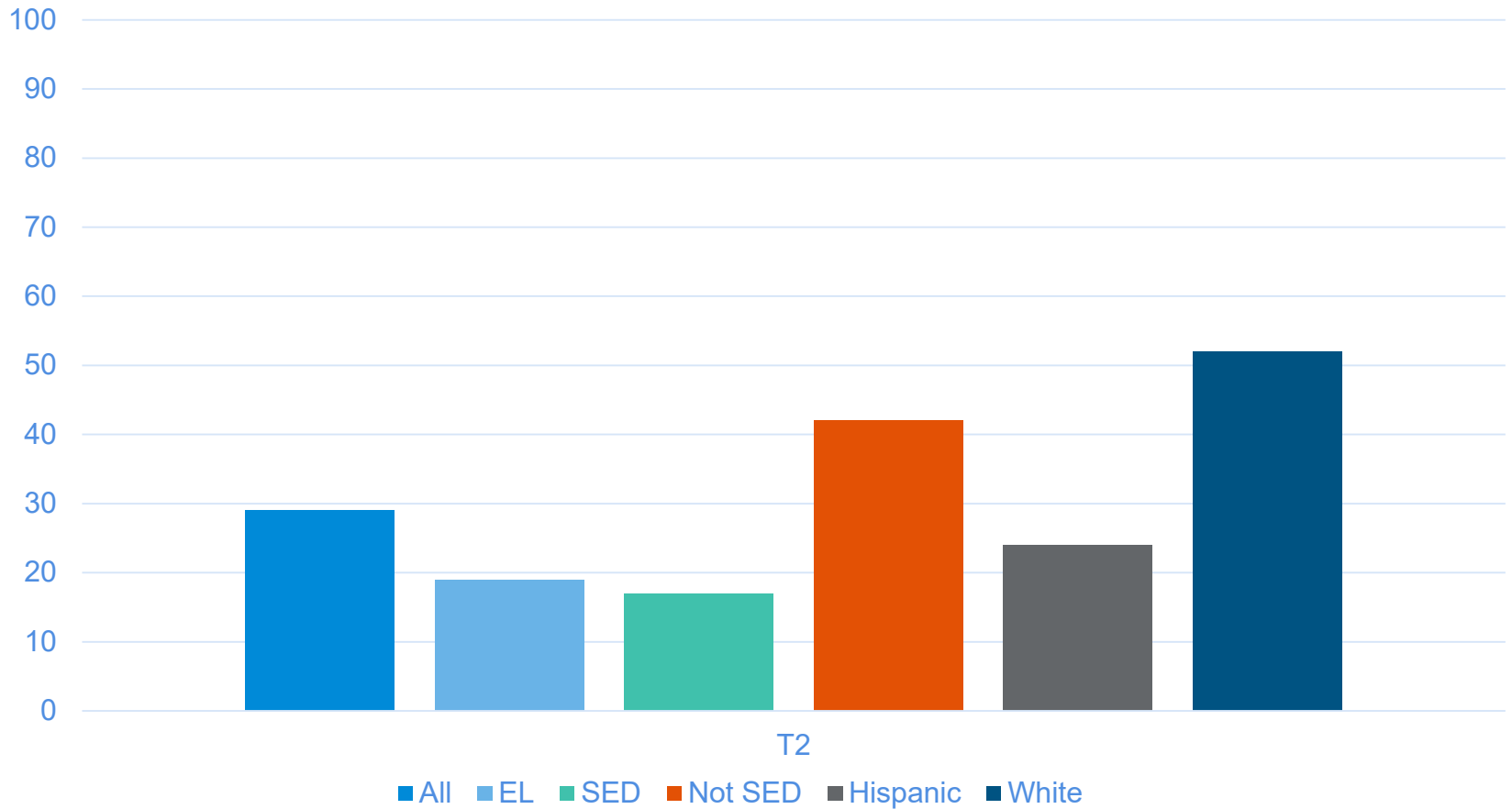
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Spanish Language Arts Screener Phonics (BPST) Grade 1 Trimester 2



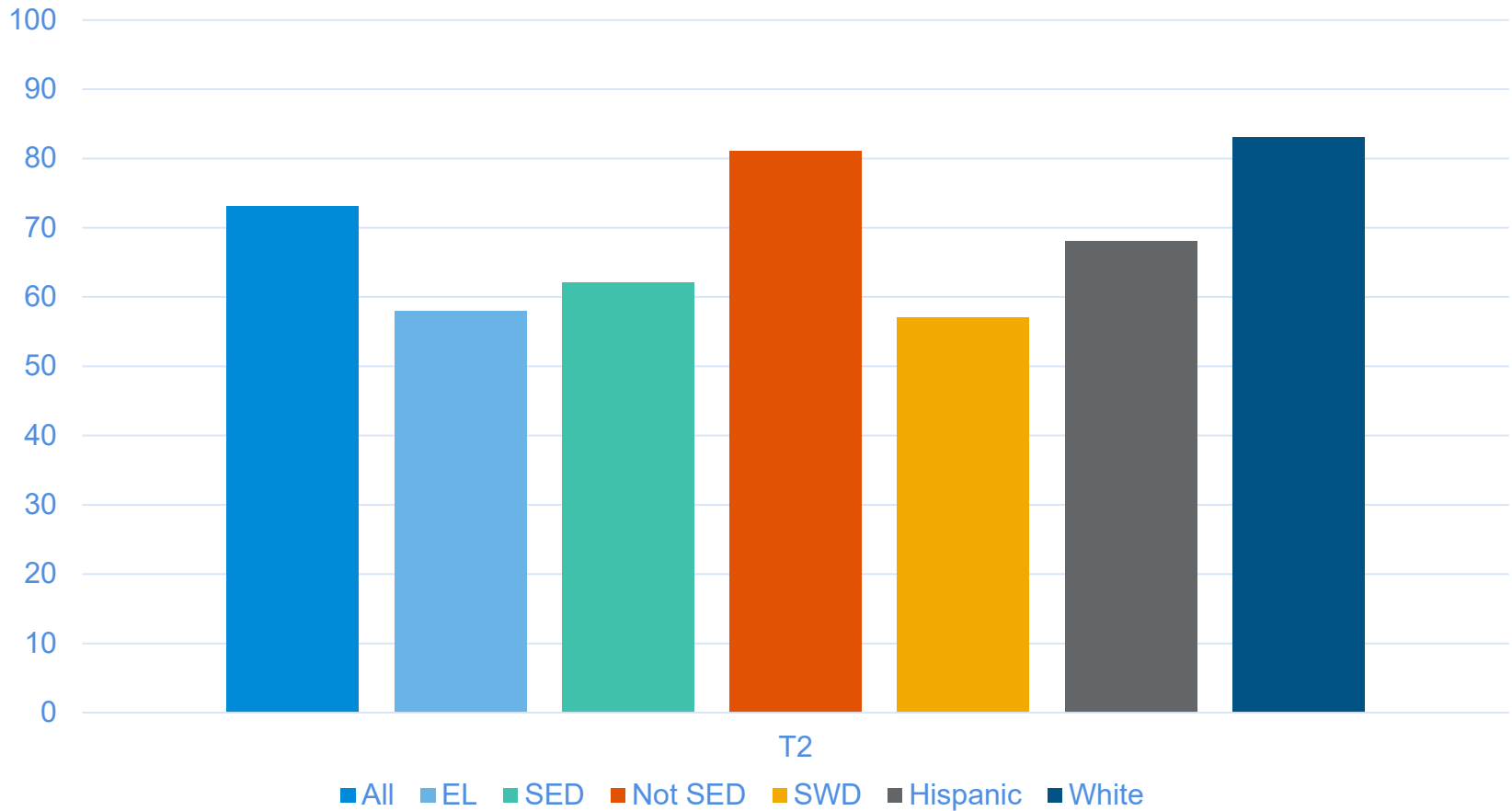
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Spanish Language Arts Screener Oral Reading Fluency (ORF) Grade 2 Trimester 2



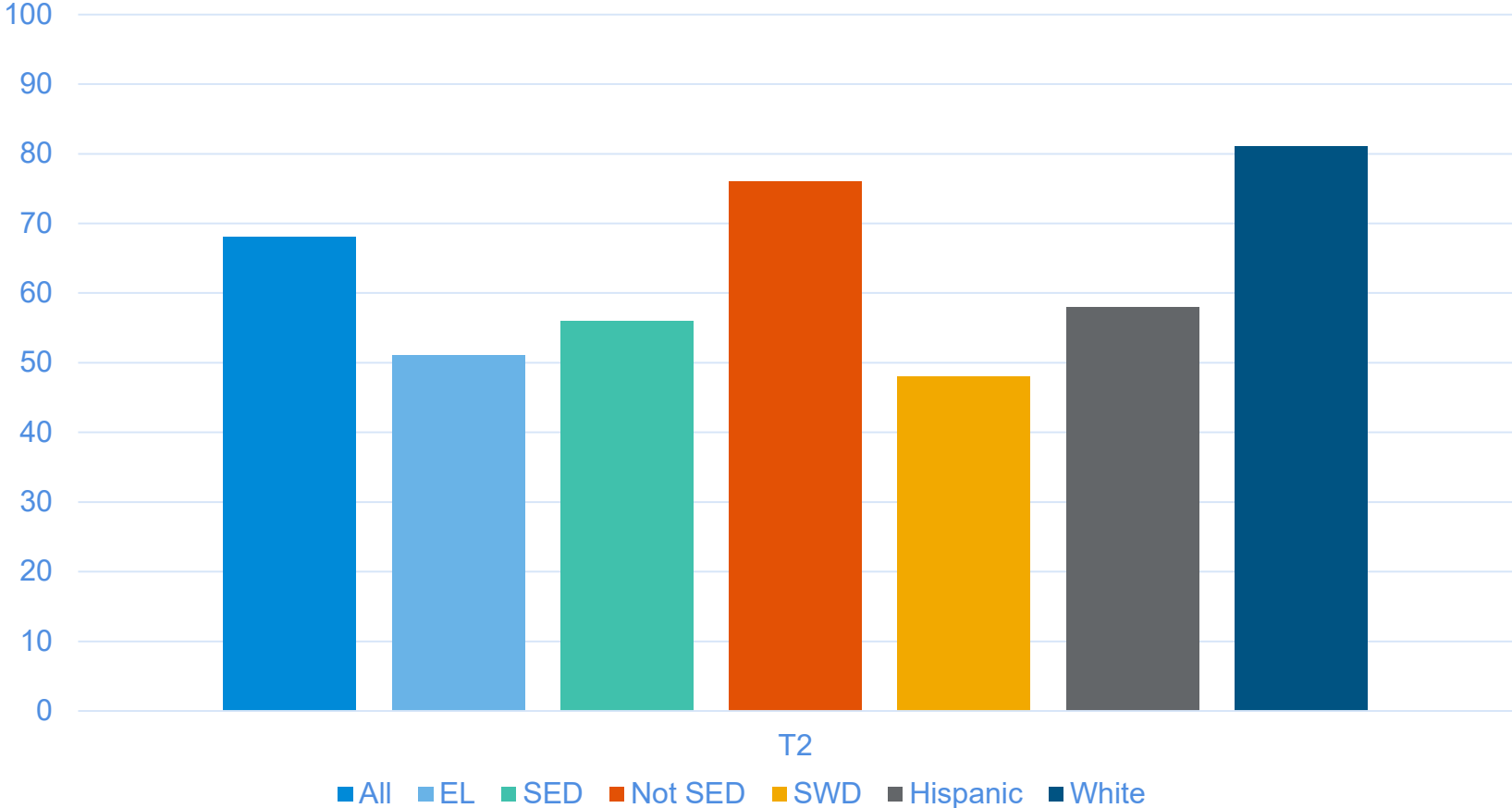
Scores represent the percent of students who met/exceeded grade level expectation.

Mathematics Grade K Trimester 2



Scores represent the percent of students who met/exceeded grade level expectation.

Mathematics Grade 1 Trimester 2

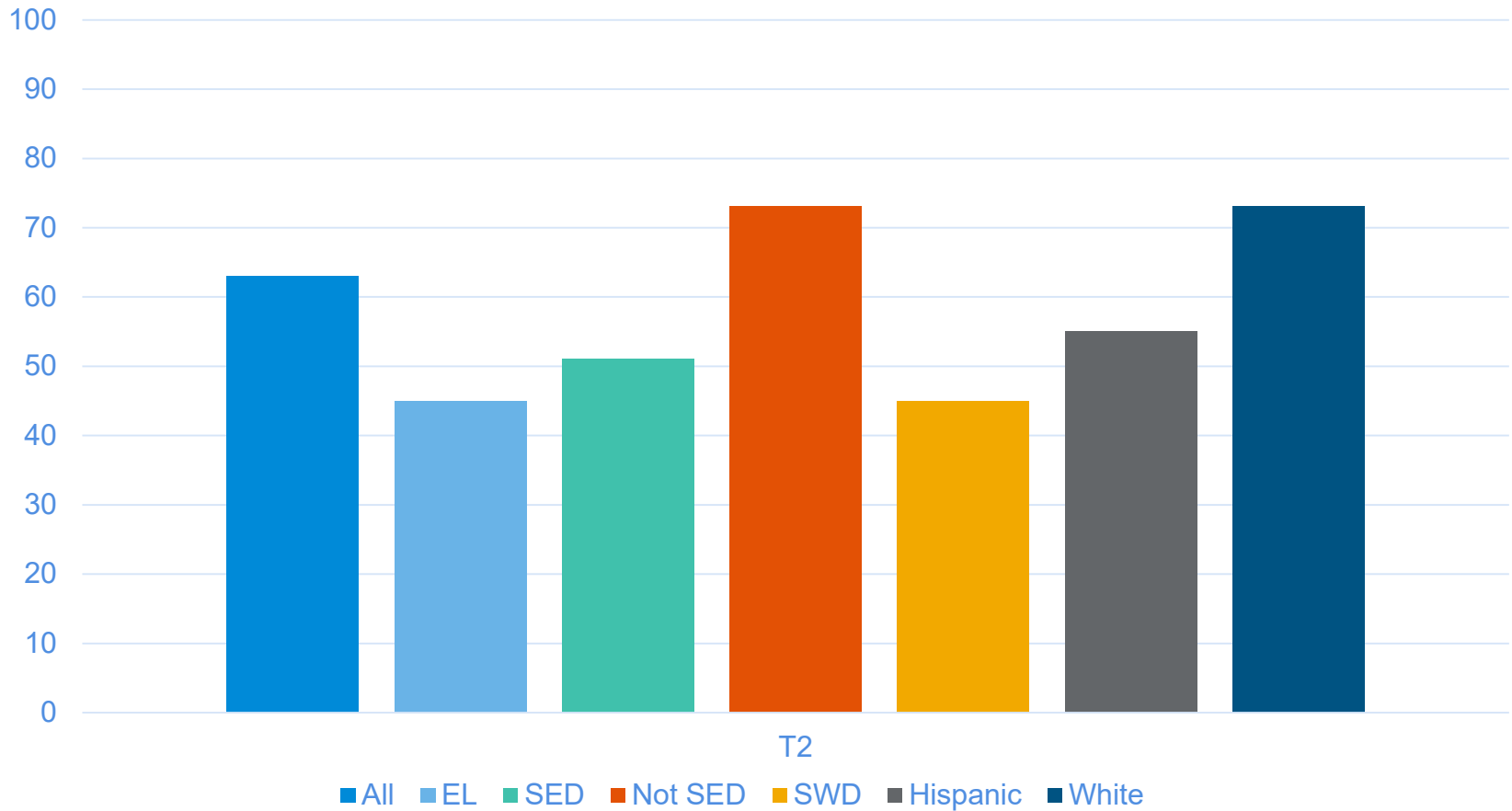


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Mathematics Grade 2 Trimester 2

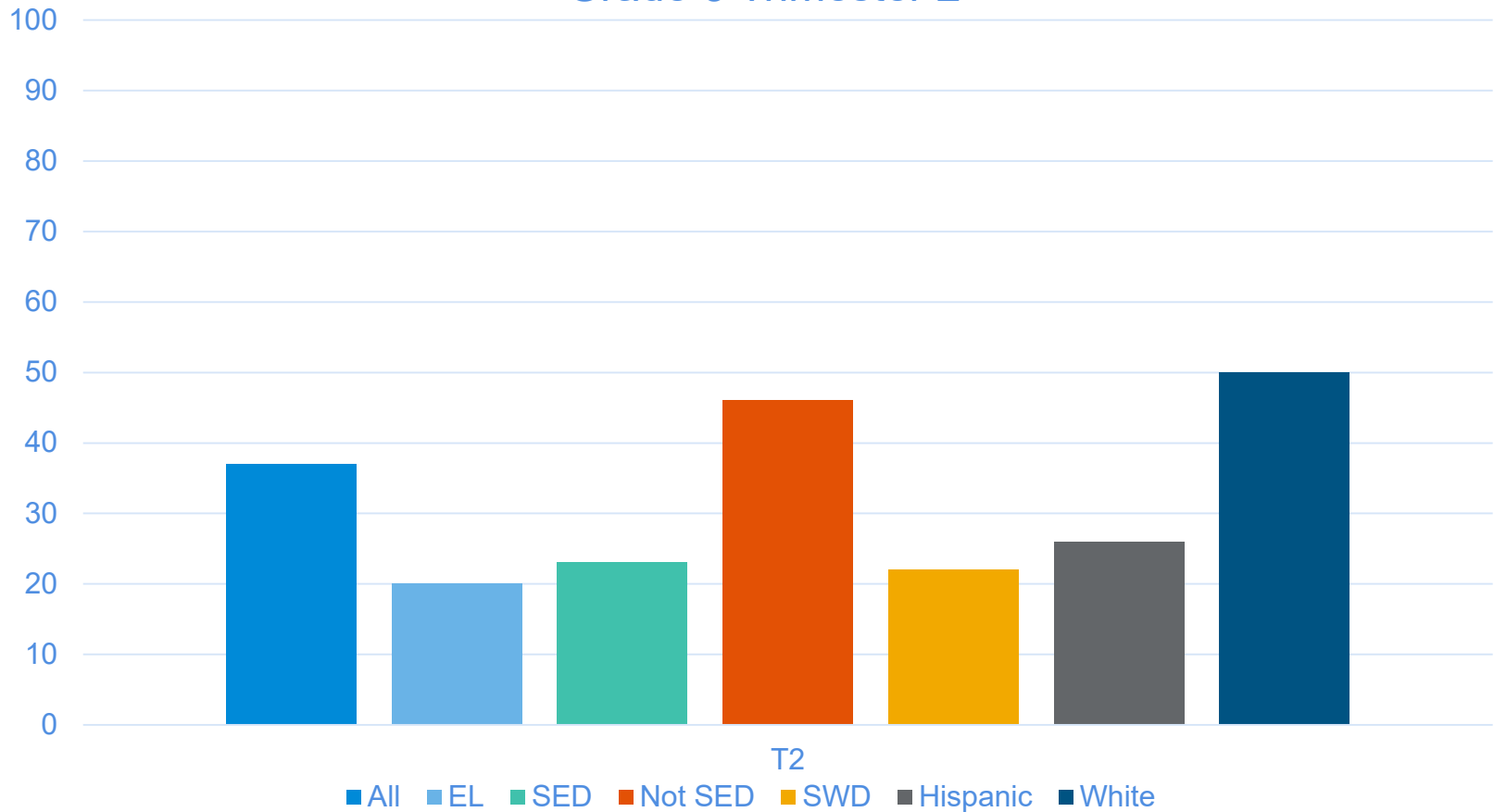


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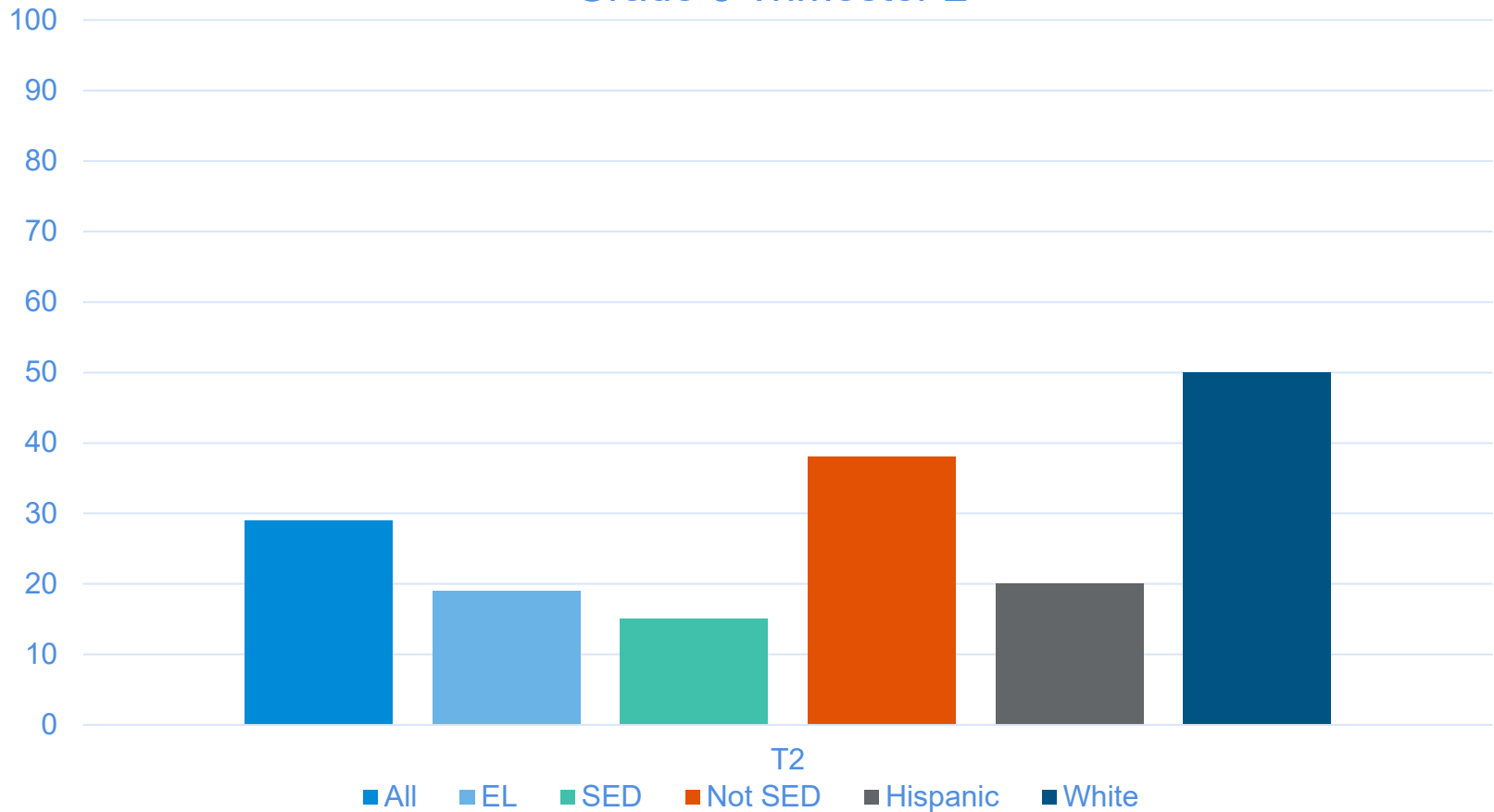
For the future of every student

Mathematics Grade 3 Trimester 2



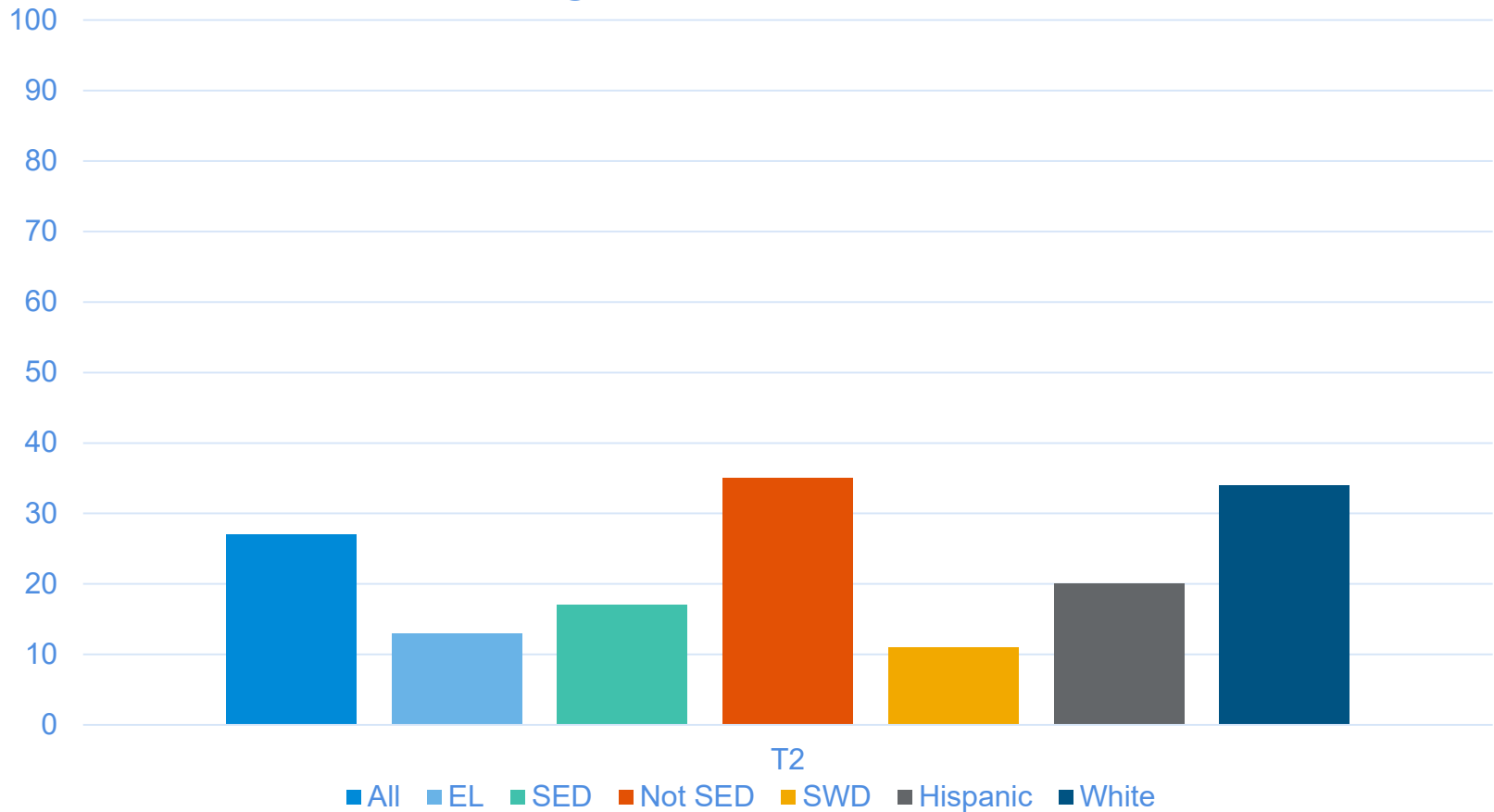
Scores represent the percent of students who met/exceeded grade level expectation.

Mathematics Spanish Grade 3 Trimester 2



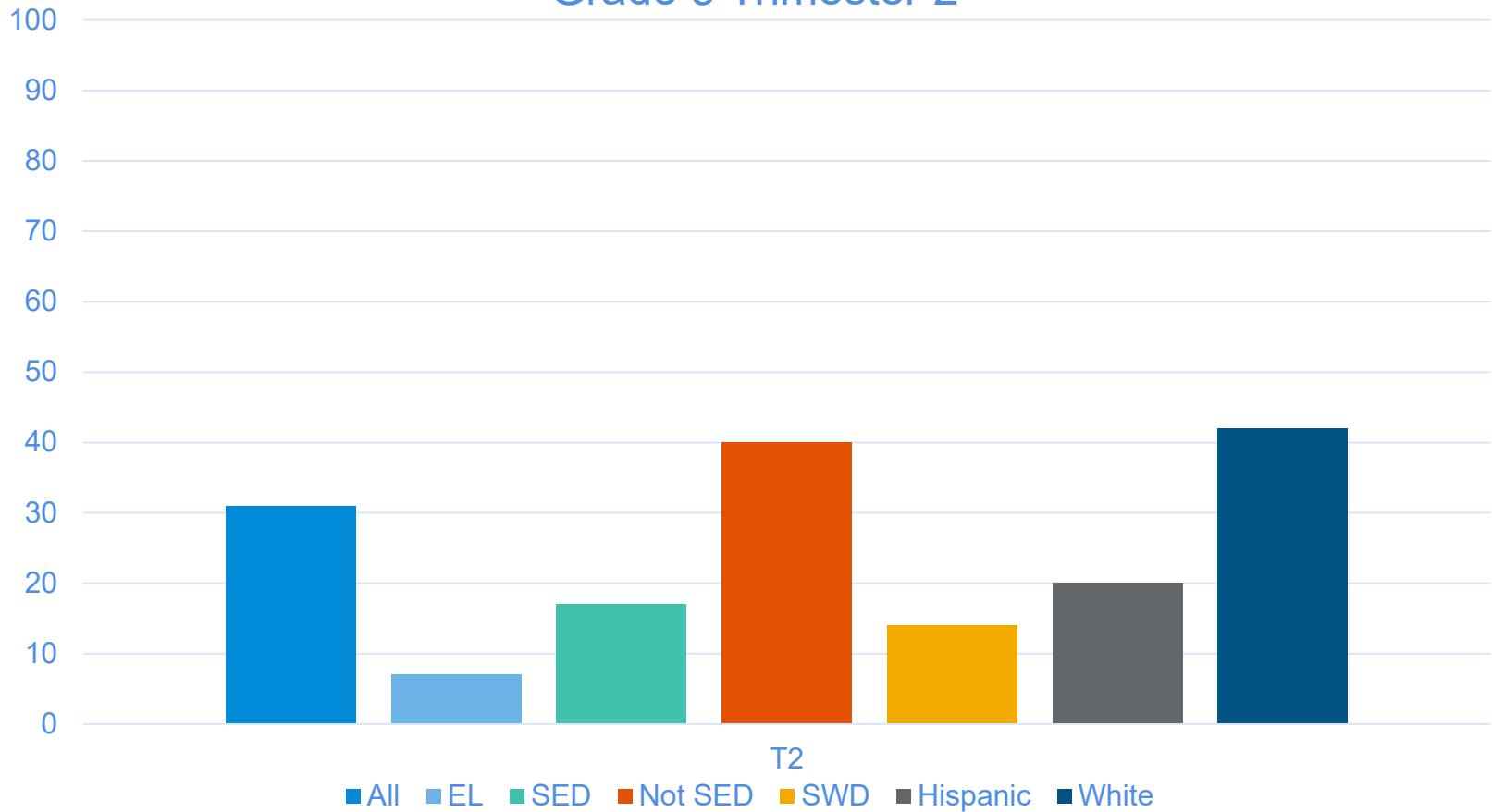
Scores represent the percent of students who met/exceeded grade level expectation.

Mathematics Grade 4 Trimester 2



Scores represent the percent of students who met/exceeded grade level expectation.

Mathematics Grade 5 Trimester 2

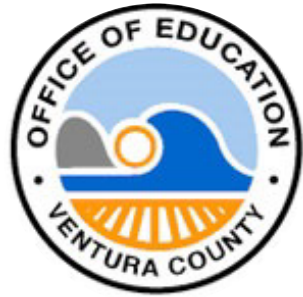


Scores represent the percent of students who met/exceeded grade level expectation.

Thank you!



For the future of every student



California Healthy Kids Survey (CHKS)

Ventura Unified School District
2009/10 – 2019/20

Data Analysis by:

Heidi Christensen, PhD

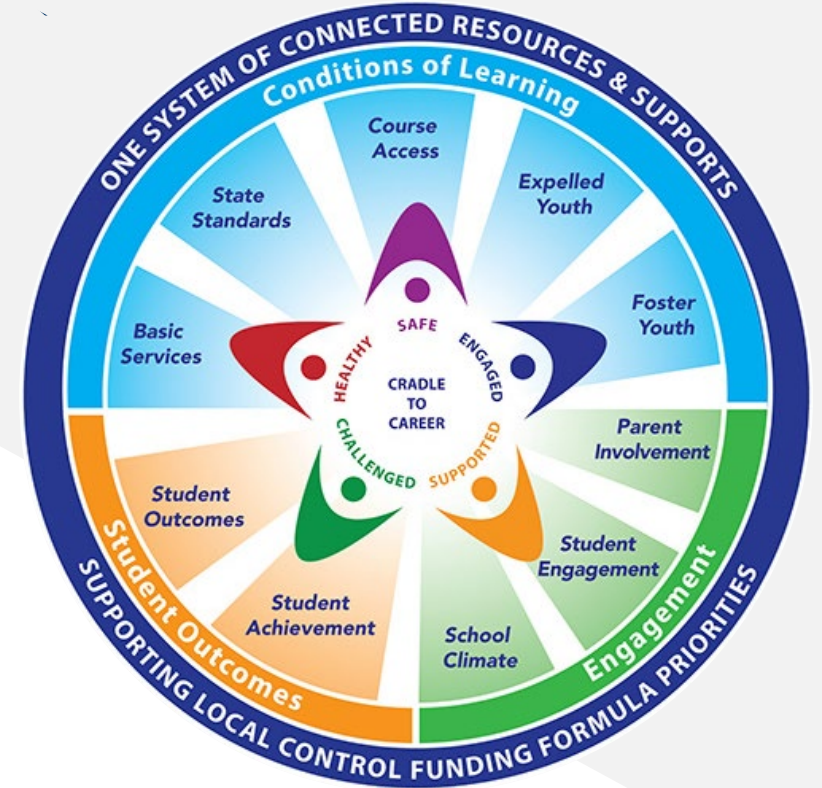
VCOE Director of Research and Evaluation

Student voice is important for understanding how our schools are working for students

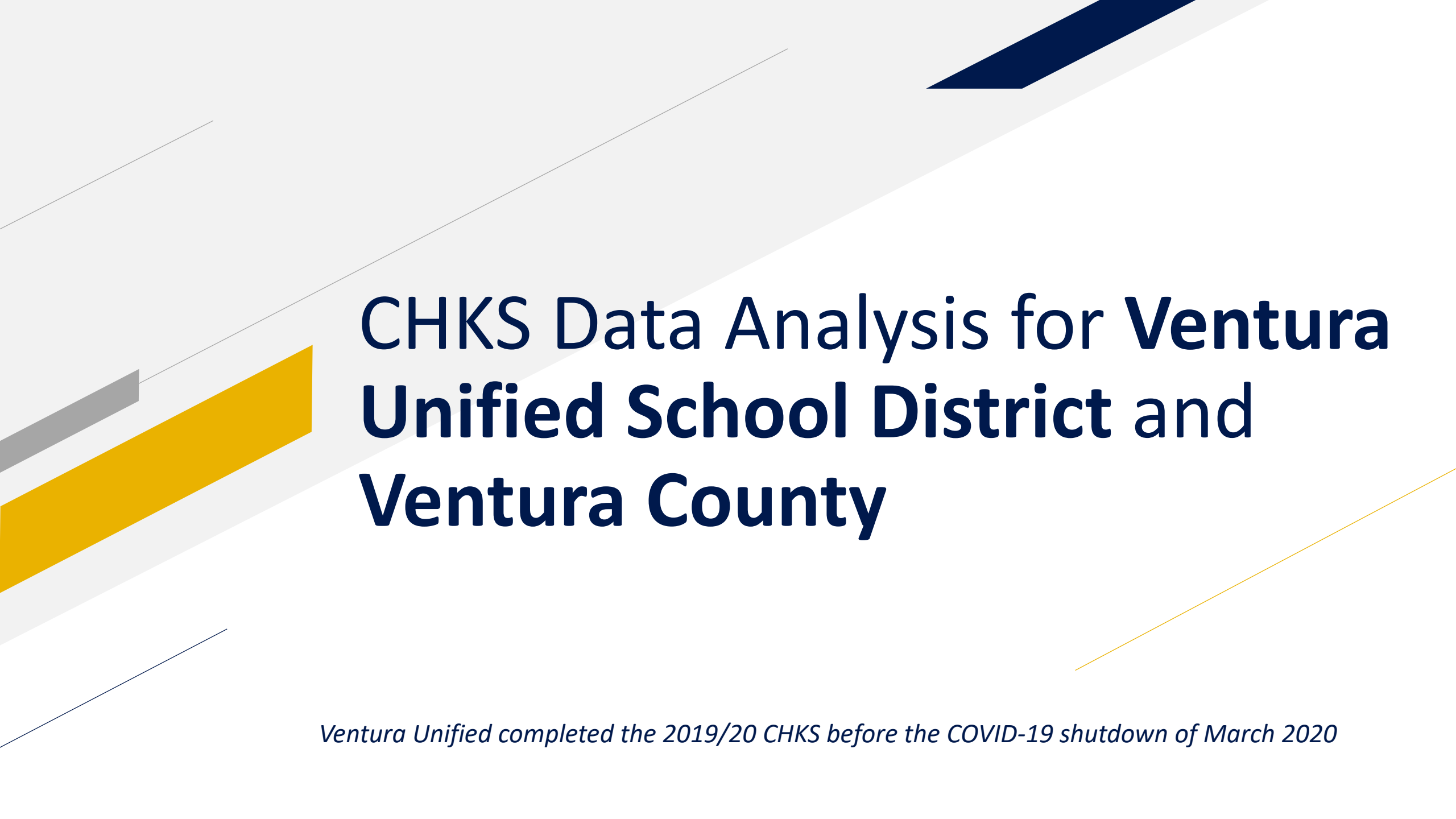
The CHKS is administered to all 7th, 9th, 11th grade, and Alternative School students. CHKS plays an important role in LCAP development by addressing:

- ✓ School safety
- ✓ School climate
- ✓ Student engagement
- ✓ Student well-being
- ✓ School facilities
- ✓ Student perspective on parent involvement
- ✓ EQUITY

LCFF Priorities
1, 3, 4, 5, 8



California Local Control Funding Formula priorities and resources available at: <https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp>



CHKS Data Analysis for **Ventura Unified School District** and **Ventura County**

Ventura Unified completed the 2019/20 CHKS before the COVID-19 shutdown of March 2020

Number of Ventura Unified Students Participating in the CHKS

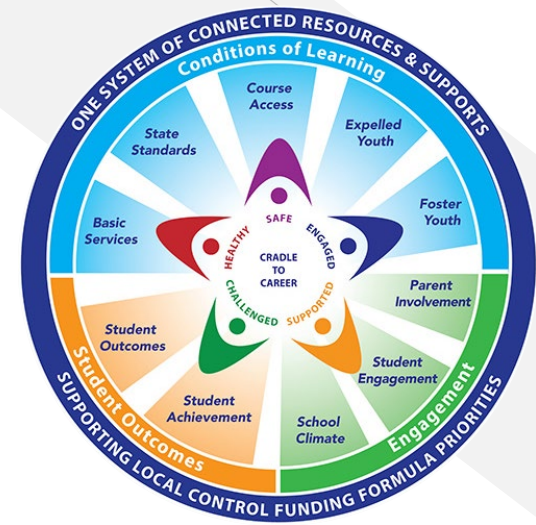
	2010	2012	2014	2016	2018	2020
7 th Grade	2,378	982	1,218	1,277	875	1,066
9 th Grade	2,086	1,045	1,072	1,219	936	969
11 th Grade	2,140	1,055	986	1,095	690	908
Total	6,604	3,082	3,276	3,591	2,501	2,943

Critical Challenges for the Youth of Ventura County

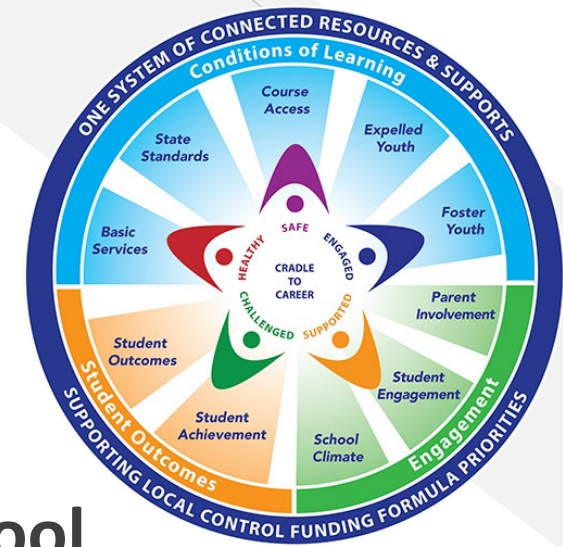
Many of our young people:

- Feel disconnected from school and their communities
- Are dealing with stress, anxiety, and depression
- Are using alcohol, tobacco, and other drugs and engaging in binge drinking

These challenges prevent our young people from reaching their potential and leading healthy and successful lives.



School Culture and Climate



Local Control Funding Formula (LCFF) established “school climate” as a state priority for all schools

“A positive school climate is built on caring, trusting, inclusive, and respectful relationships among students, staff, and families.”

– California Department of Education

Positive school culture and climate ensures that all students feel connected to school and that they feel supported and engaged in learning.

School Culture and Climate Plays an Important Role in Youth Asset Development and Resiliency

Research shows children and youth with more assets are...

More likely to:

- Get better grades in school
- Develop positive work behaviors
- Be responsible for self and others
- Set and achieve goals
- Believe they have a future

Less likely to:

- Be involved in risk behaviors such as smoking, drinking, and drug use
- Contribute to violent or destructive behaviors
- Give up on themselves and drop out of life

Bernard, 2004

Developmental Assets: School Connectedness

Students with High levels of School Connectedness are students who answered either *Agree* or *Strongly Agree* to all of the following five statements:

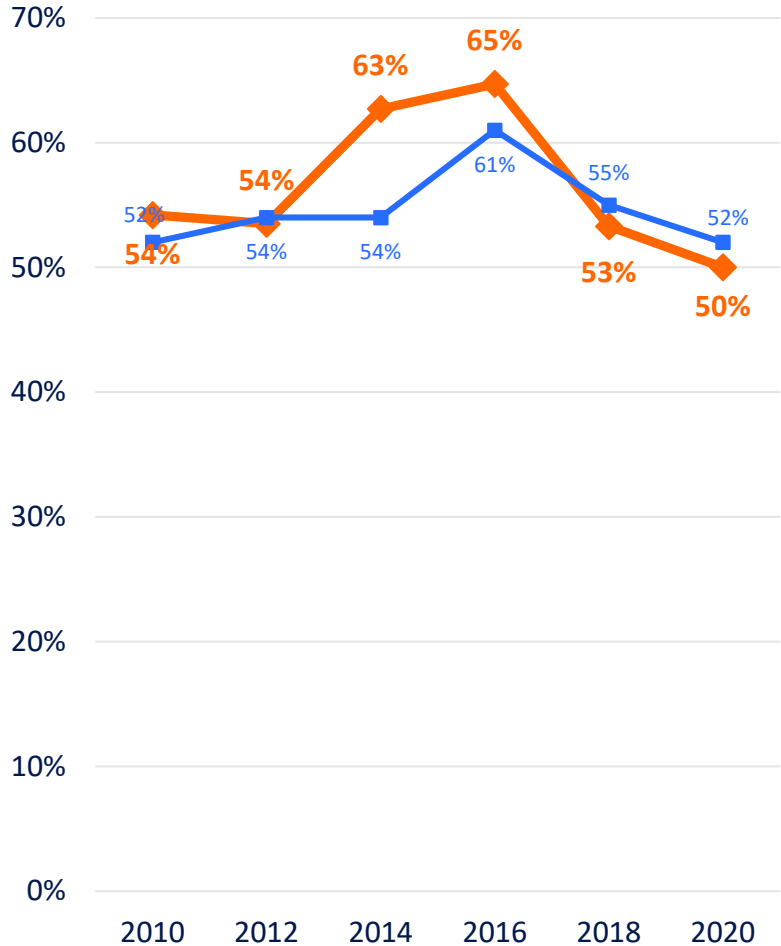
- I feel close to the people at this school
- I am happy to be at this school
- I feel like I am a part of this school
- The teachers at this school treat students fairly
- I feel safe in my school

Resiliency: School Connectedness

(Percent of Students Reporting High Levels)

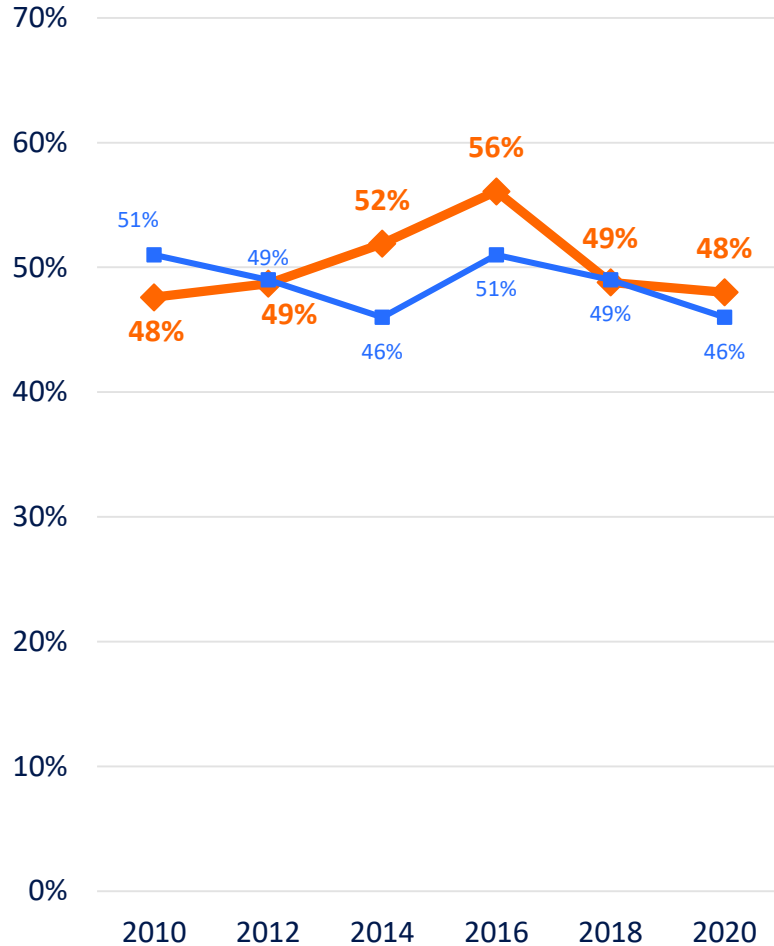
7th Grade

Ventura USD County



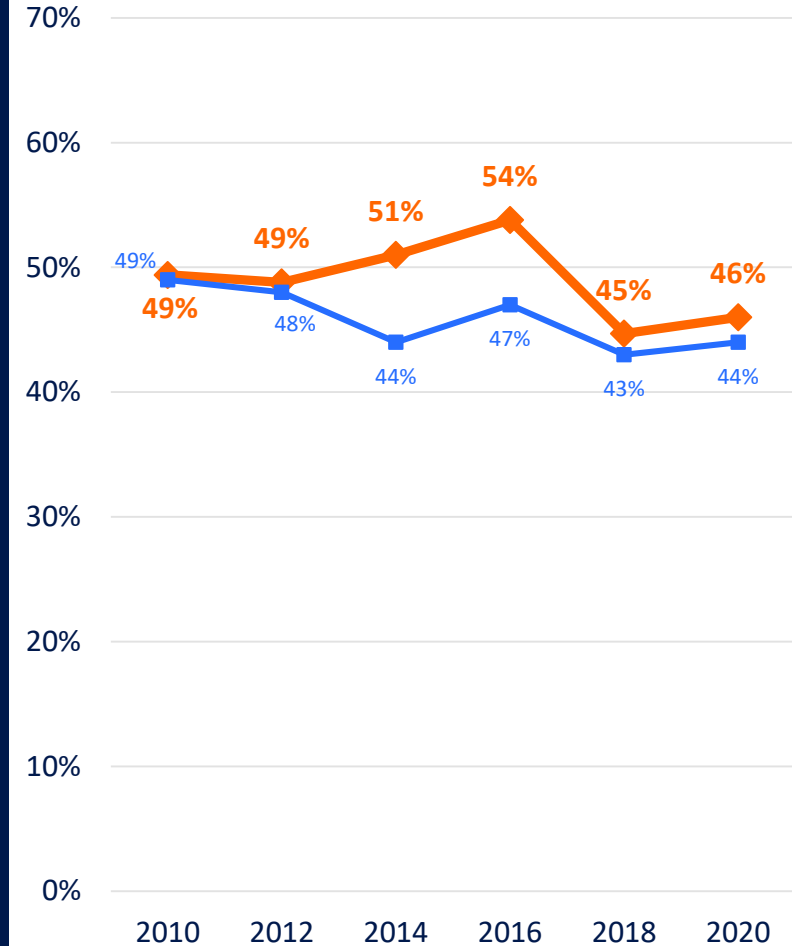
9th Grade

Ventura USD County



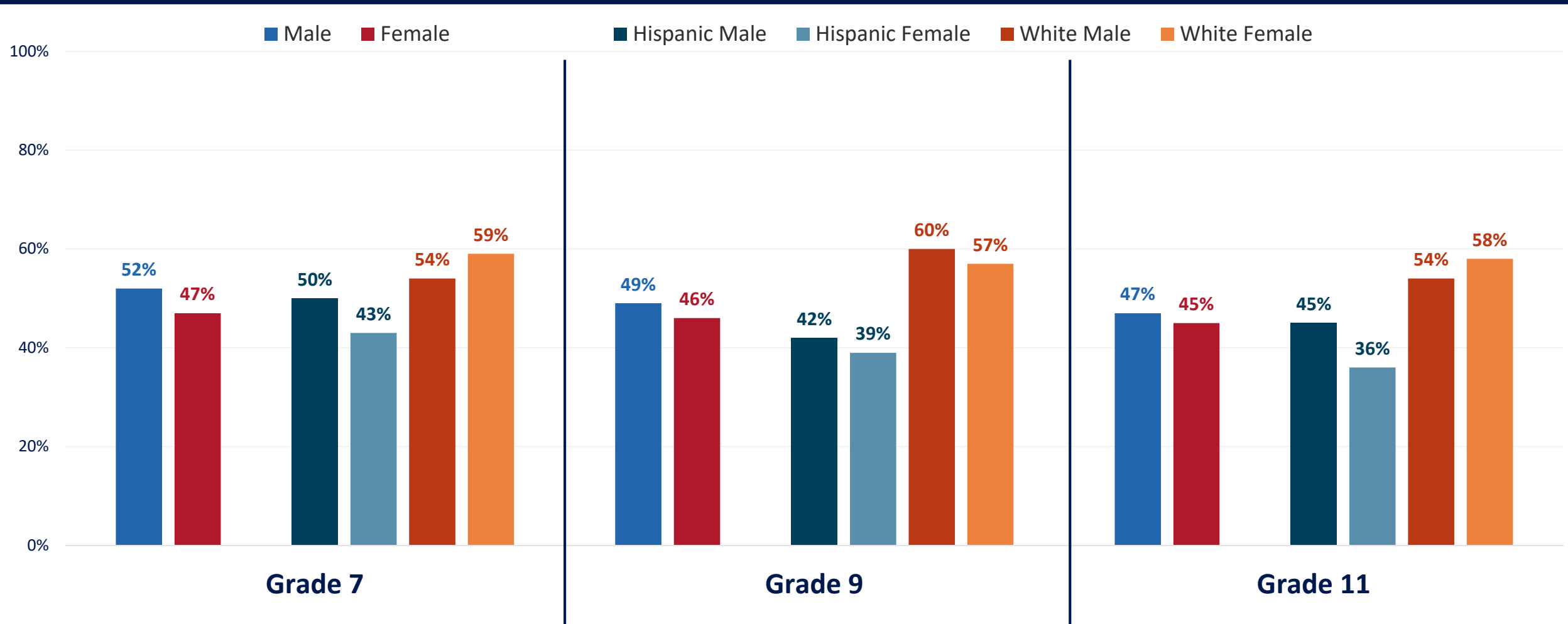
11th Grade

Ventura USD County



School Connectedness by Gender and Ethnicity (2019/20)

Ventura Unified School District *(Percent of students reporting high levels)*



White students in VUSD reported significantly higher levels of School Connectedness than Hispanic students.

At every grade level, Hispanic females were the least likely to report high levels of School Connectedness.

Developmental Assets: Caring Relationships with Adults in School

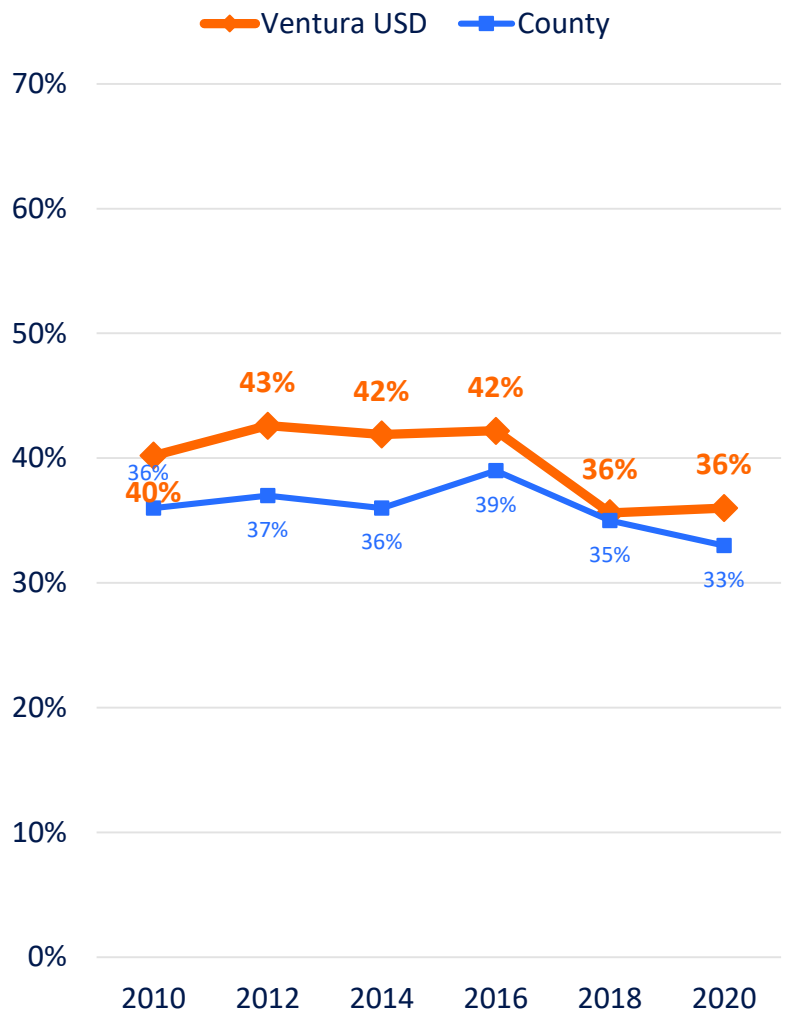
Students with High levels of Caring Relationships with Adults in School are students who answered *Pretty Much True* or *Very Much True* to all of the following three statements:

- At my school, there is a teacher or some other adult...
 - Who really cares about me
 - Who notices when I'm not there
 - Who listens to me when I have something to say

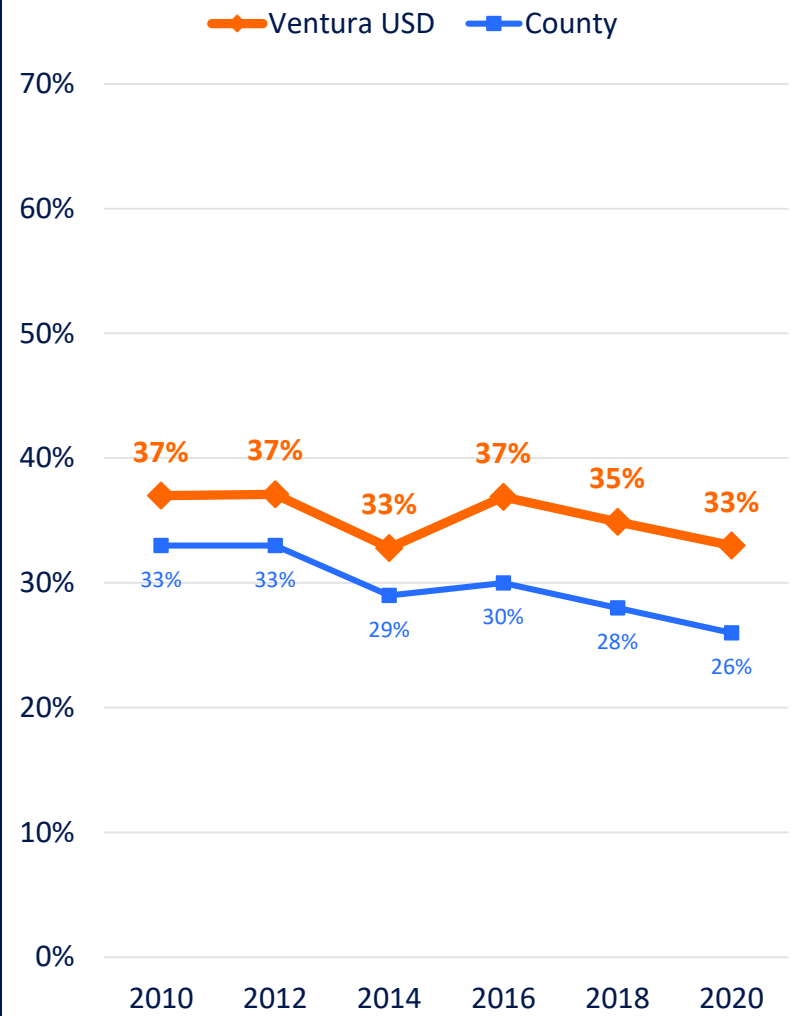
Resiliency: Caring Relationships with Adults in School

(Percent of Students Reporting High Levels)

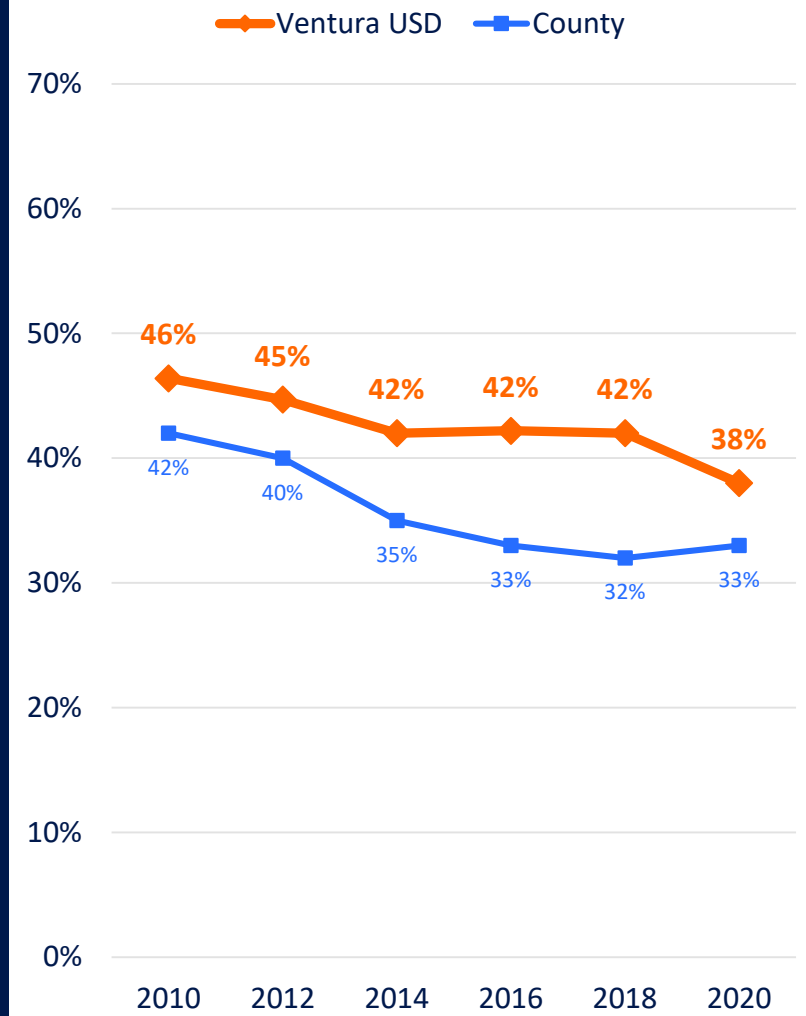
7th Grade



9th Grade

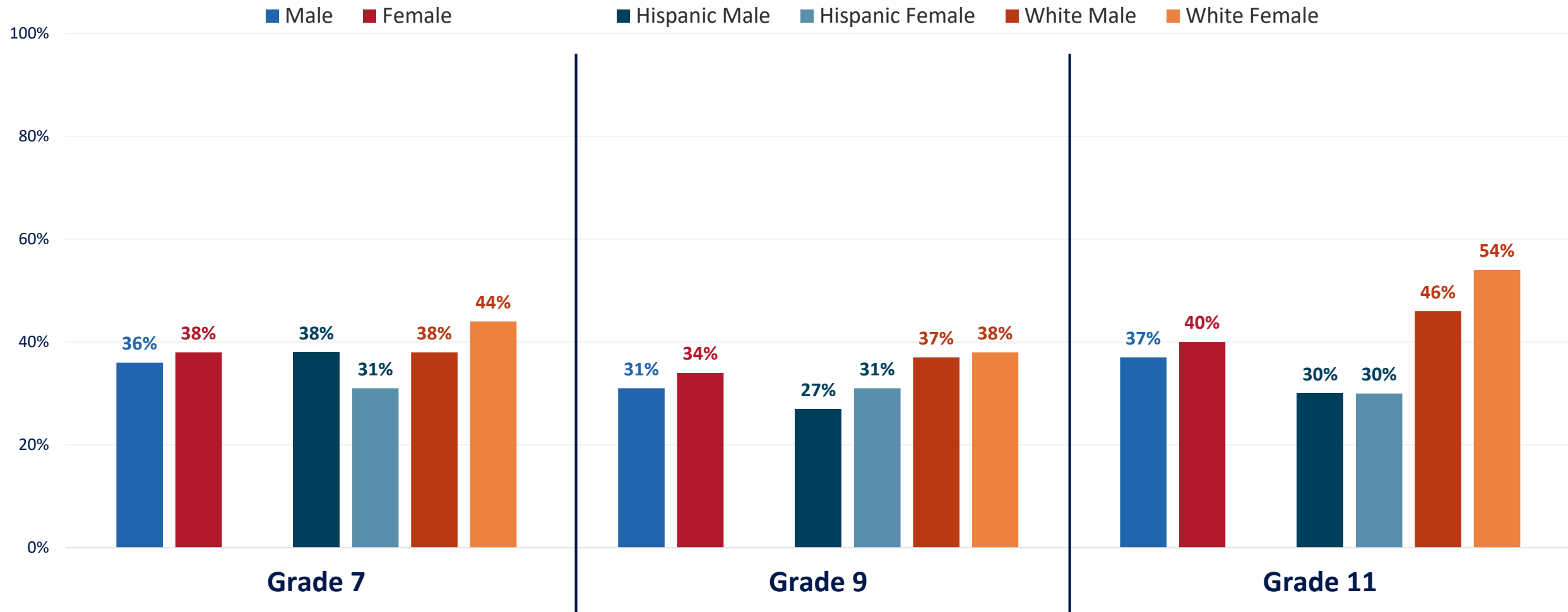


11th Grade



Caring Relationships with Adults in School, By Gender and Ethnicity (2019/20)

Ventura Unified School District *(Percent of students reporting high levels)*



White students in VUSD consistently reported higher levels of Caring Relationships with Adults at School than Hispanic students.

Among high school students, fewer than one-third of both male and female Hispanic students reported high levels of Caring Relationships with Adults at School.

Developmental Assets: High Expectations from Adults at School

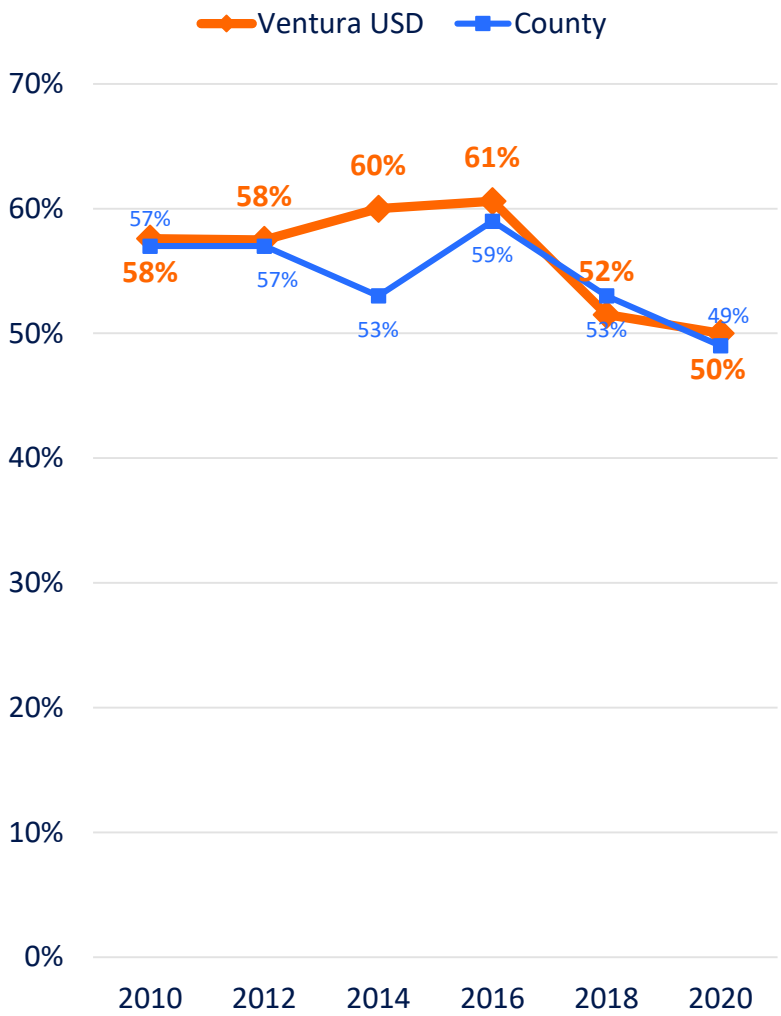
Students with High levels of High Expectations from Adults at School are students who answered *Pretty Much True* or *Very Much True* to all of the following three statements:

- At my school, there is a teacher or some other adult...
 - Who tells me when I do a good job
 - Who always wants me to do my best
 - Who believes that I will be a success

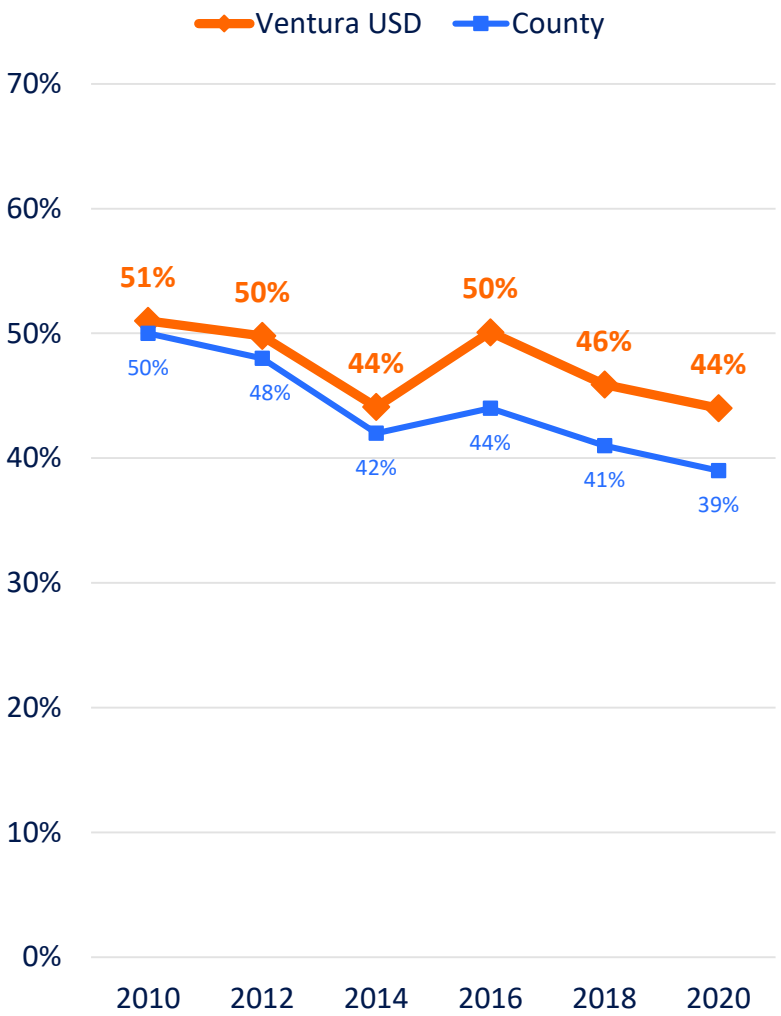
Resiliency: High Expectations at School

(Percent of Students Reporting High Levels)

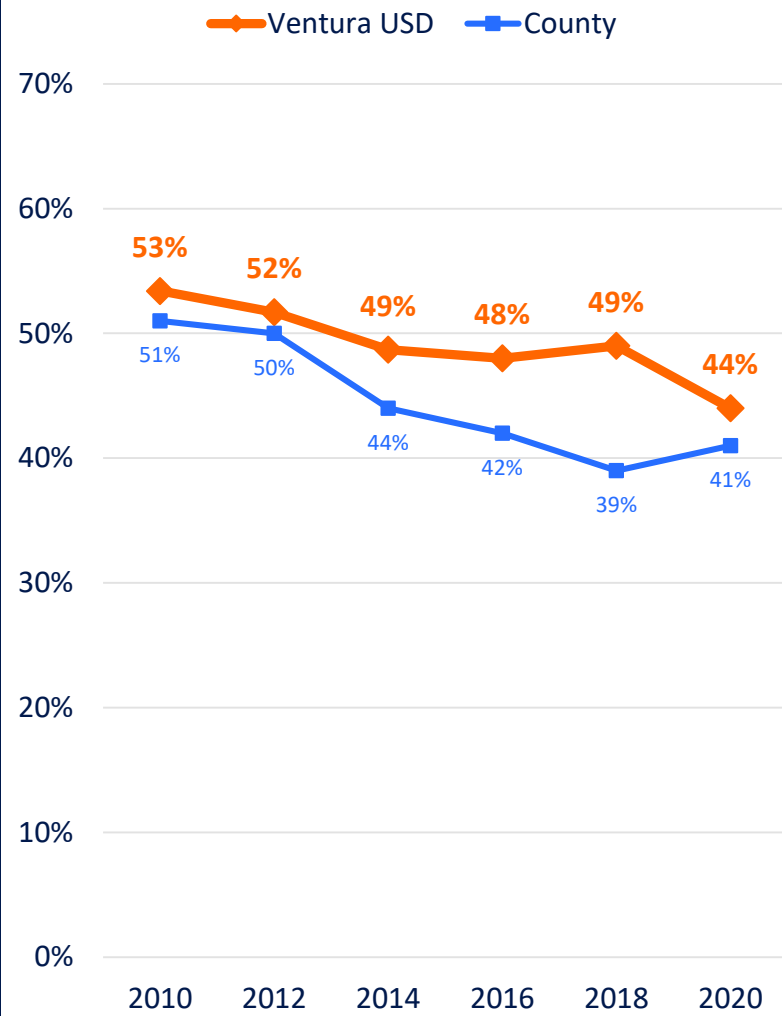
7th Grade



9th Grade

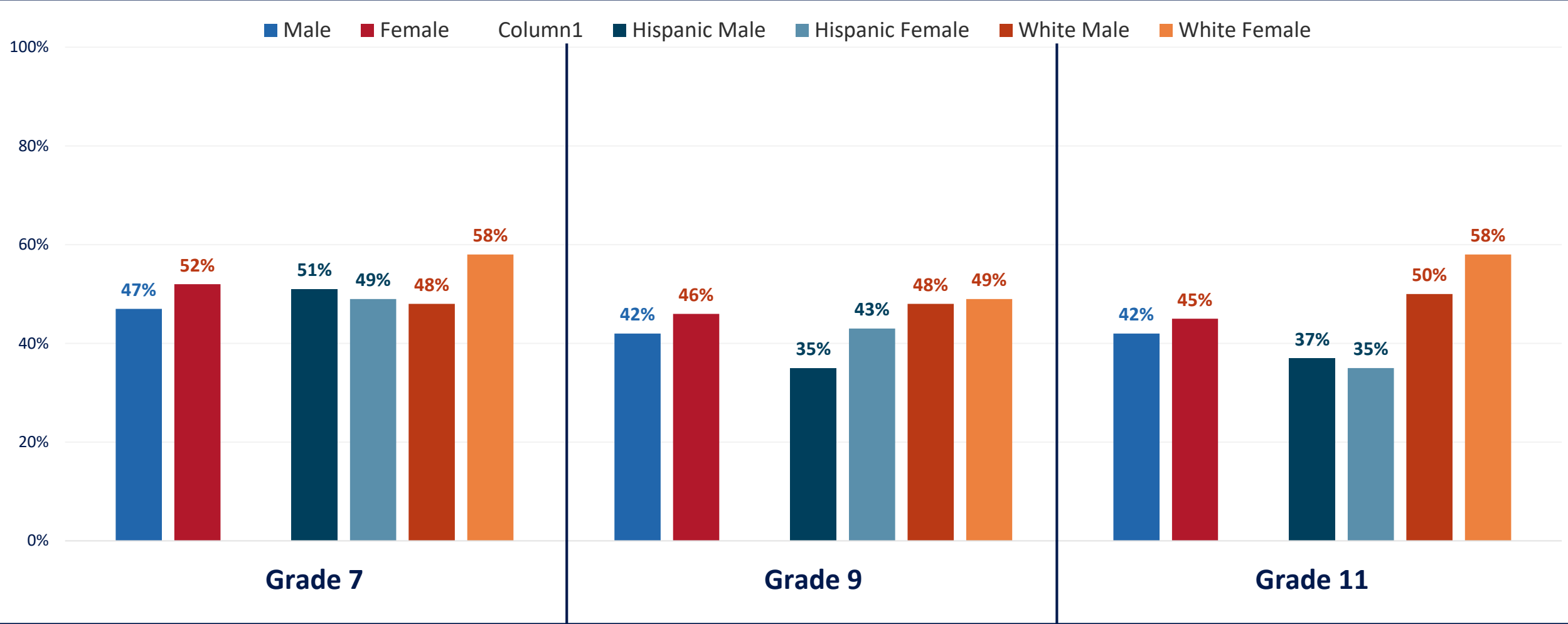


11th Grade



High Expectations from Adults at School, By Gender and Ethnicity (2019/20)

Ventura Unified School District *(Percent of students reporting high levels)*

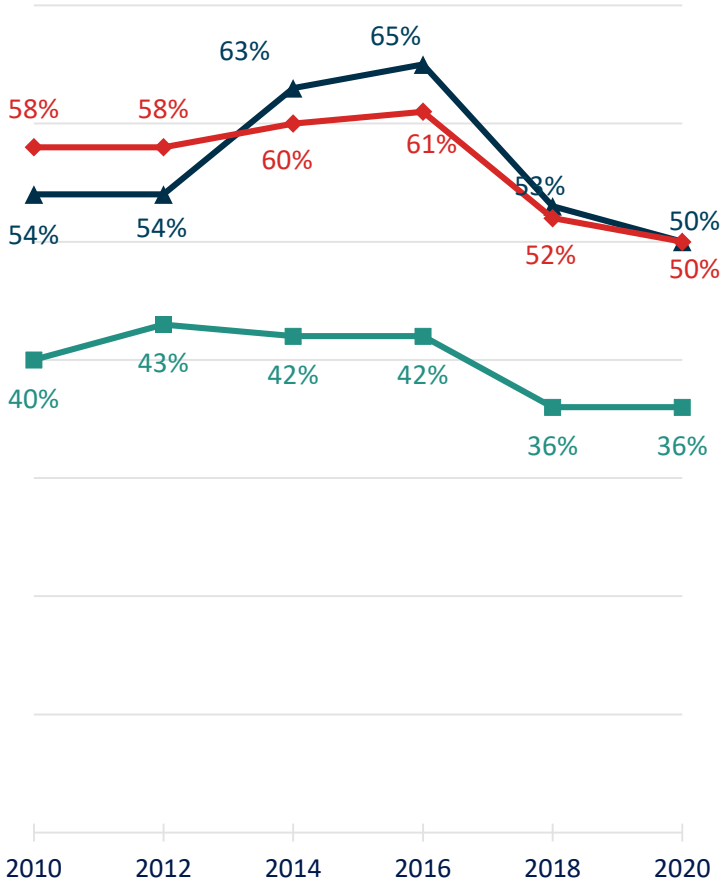


White females in VUSD were consistently most likely to feel that the adults at school had high expectations for them. Among high school students, Hispanic students did not perceive that adults at school held high expectations for them.

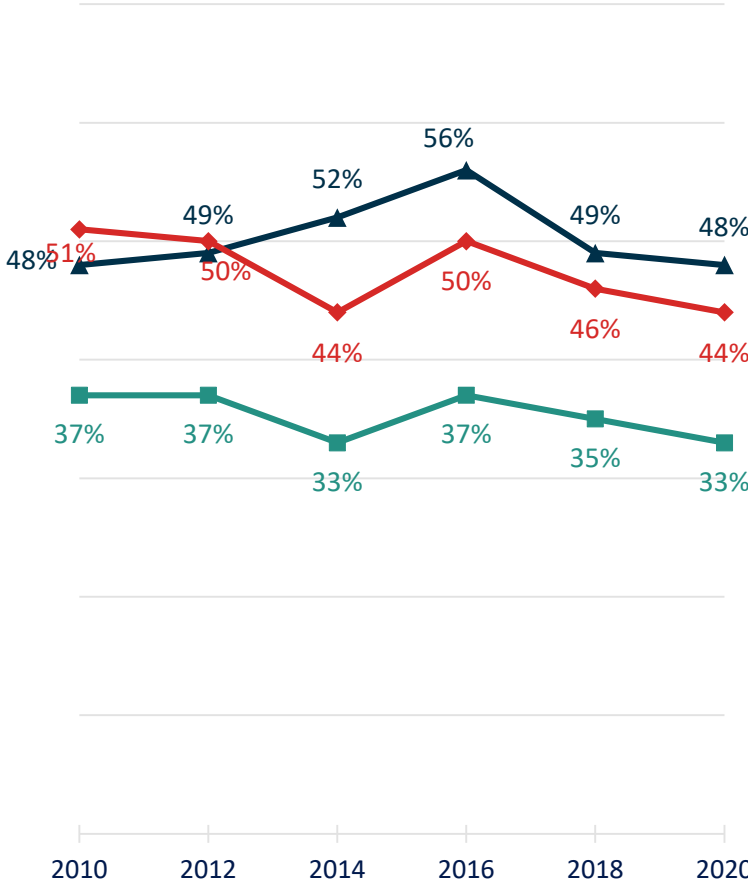
Resiliency Measures: Percent of Students Reporting High Levels of School Connectedness, Caring Relationships with Adults at School, and High Expectations from Adults at School



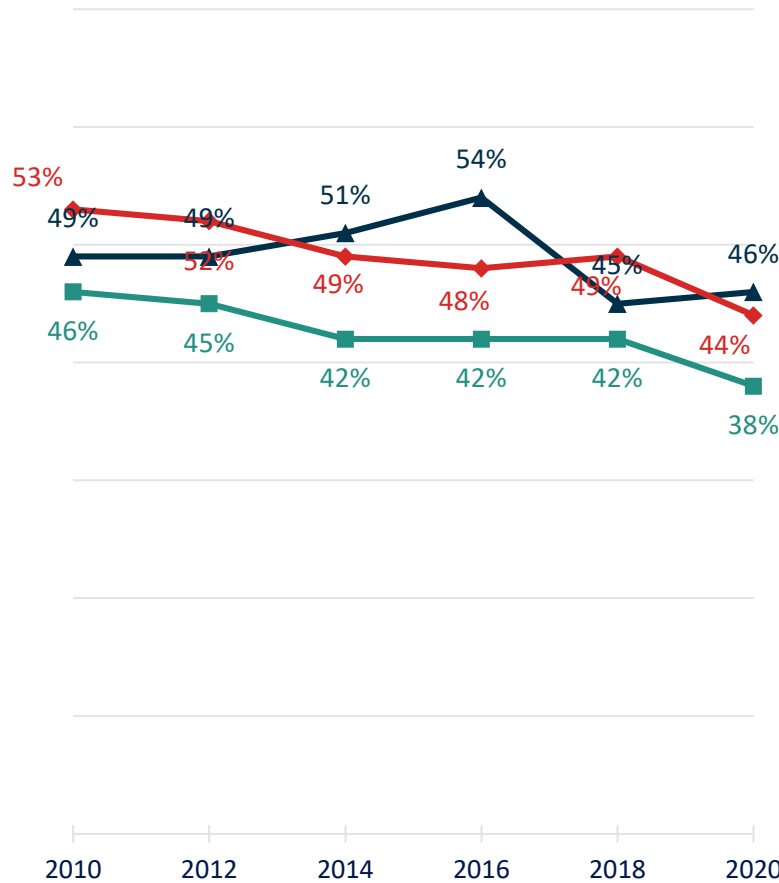
Grade 7



Grade 9



Grade 11



School Culture and Climate: School Safety and Student Engagement



LCFF Priorities 1, 5, and 6

Positive school conditions and climate ensure that all students feel socially, emotionally, and physically safe.

Student Perception of Safety in School, 2019/20

Ventura Unified (Percent of students reporting 'Agree' or 'Strongly Agree' to 'Students at my school feel safe...')

Students in my school feel safe in the classroom



Students in my school feel safe during on-campus lunch



Students in my school feel safe in the bathrooms



Student Perception of Safety in School, 2019/20

(Percent of students reporting 'Agree' or 'Strongly Agree' to 'Students at my school feel safe...')

During passing periods



In the locker rooms

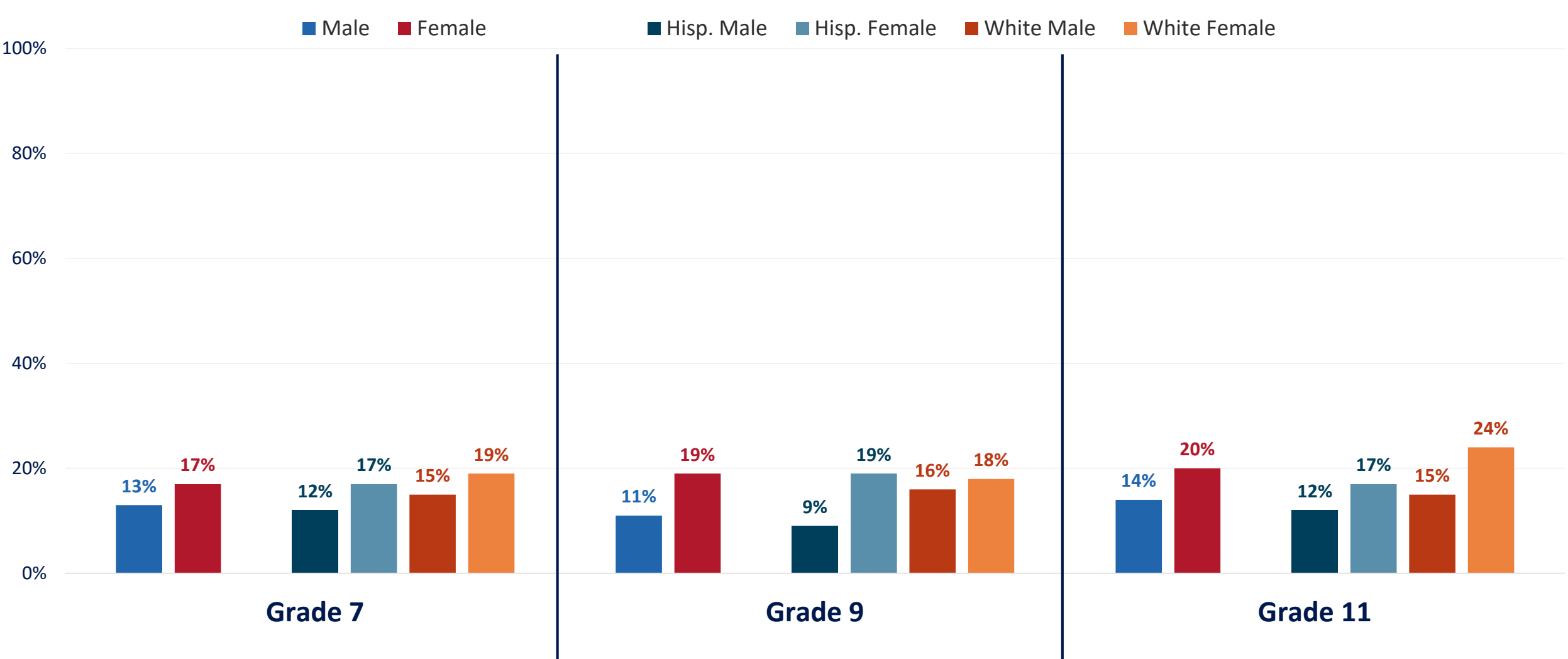


At after school activities



In the past 12 months, have you had sexual jokes, comments, or gestures made to you at school? (2019/20)

Ventura Unified *(Percent of students reporting two or more times)*

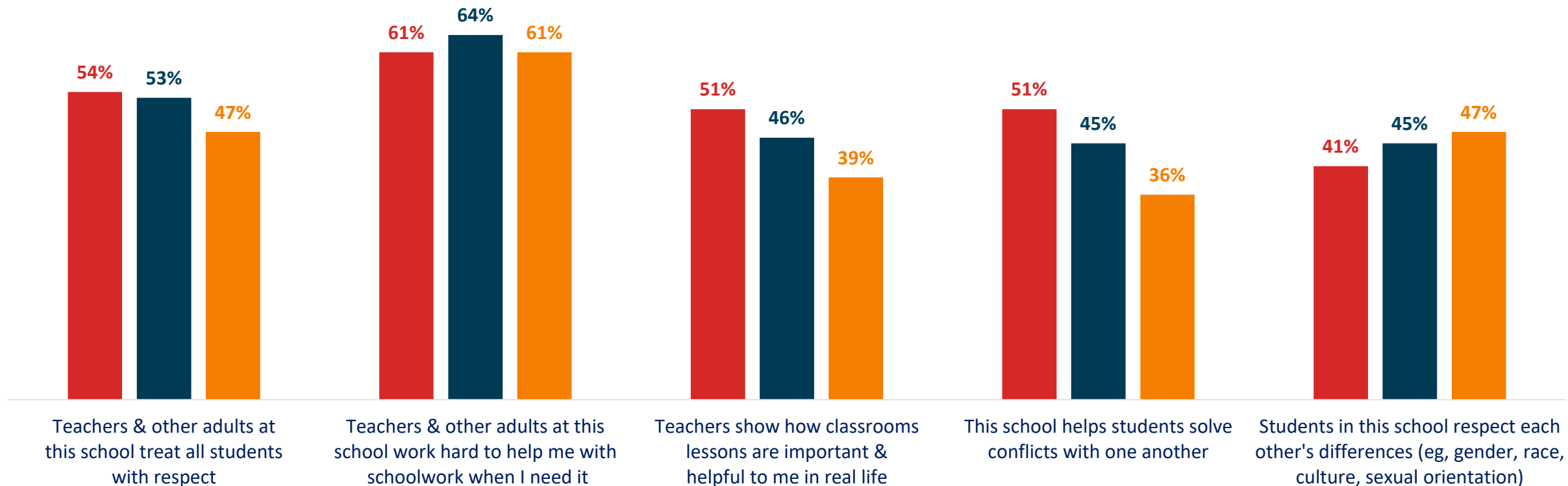


One in five female high school students reported two or more incidents of sexual harassment at school in the past year. Among White female 11th graders, one in four reported two or more episodes of sexual harassment.

Other School Climate Questions (2019/20)

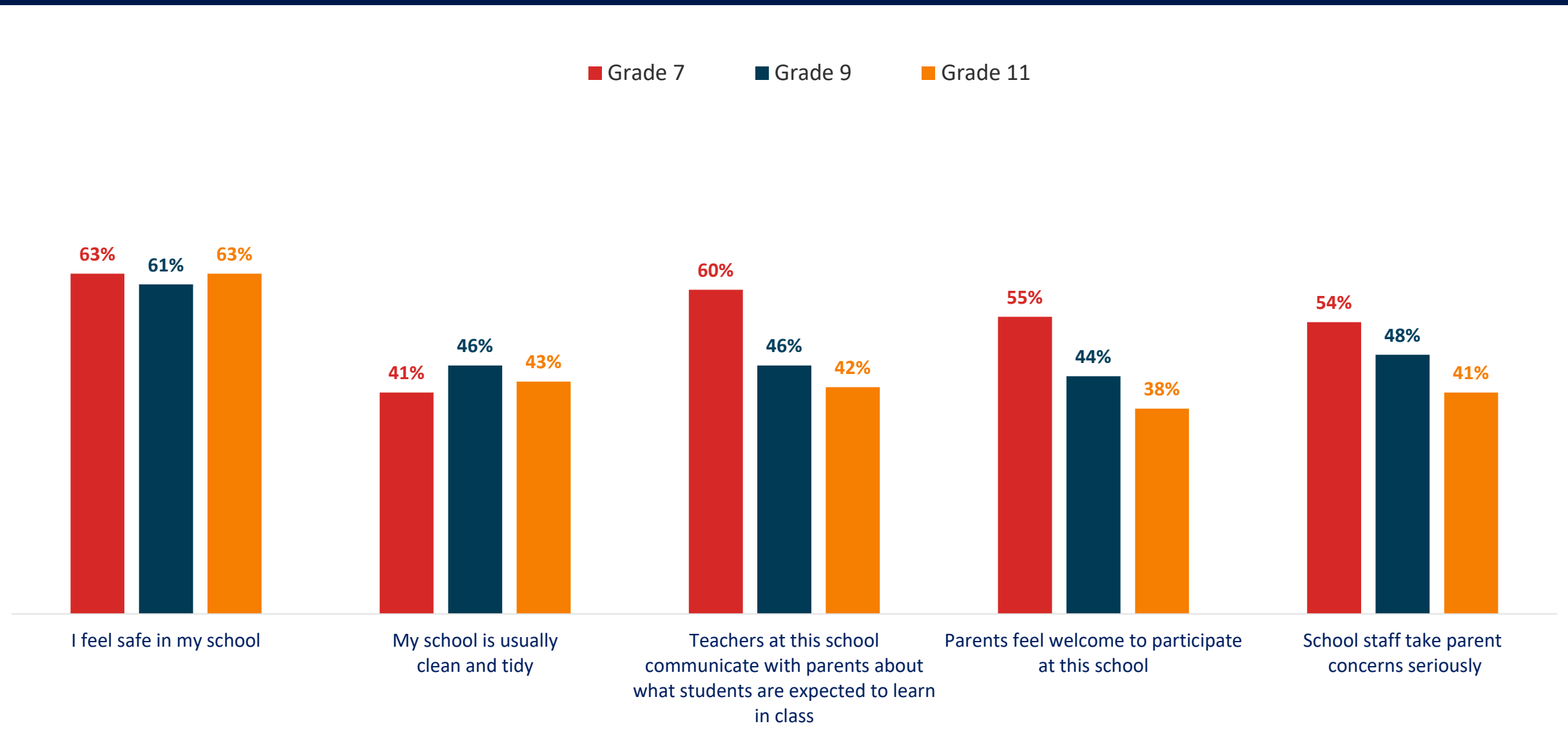
Ventura Unified *(Percent responding "Agree" or "Strongly Agree")*

■ Grade 7 ■ Grade 9 ■ Grade 11



Other School Climate Questions (2019/20)

Ventura Unified *(Percent responding "Agree" or "Strongly Agree")*



CHKS data shows us the importance of:

- ✓ Strong, positive relationships with young people in schools/community
- ✓ Strong partnerships between schools, parents, and community organizations
- ✓ Universal support for healthy social/emotional/behavioral development
- ✓ Building assets in our youth through small acts of caring

Resources

CHKS: General information

- <https://calschls.org/>

CHKS reports (countywide & districtwide) and other resources

- <https://calschls.org/reports-data/>
- <https://calschls.org/reports-data/public-dashboards/>

CDE – Alcohol, Tobacco, and Other Drug Prevention

- <http://www.cde.ca.gov/ls/he/at/>

Making the Connection: Drug Use and Academic Grades (CDC)

- https://www.cdc.gov/healthyyouth/health_and_academics/pdf/DASHFactSheetDrugUse.pdf

Issue Brief: Mental Health and Academic Achievement (SAMHSA)

- https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/mental_health_and_academic_achievement.pdf

Research Review: CHKS School Climate Surveys

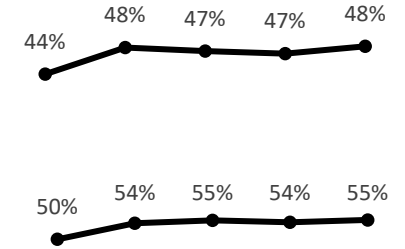
- <https://data.calschls.org/resources/hksc-surveyreader.pdf>

VENTURA UNIFIED SBAC Results 2018/19: 2014/15 - 2018/19

ENGLISH LANGUAGE ARTS: All Students

		3rd	4th	5th	6th	7th	8th	11th	All Grades	N Students
Ventura County	2018/19	46%	47%	51%	45%	47%	47%	53%	48%	69,993
	2017/18	45%	47%	48%	45%	48%	47%	52%	47%	71,074
	2016/17	42%	44%	46%	46%	48%	48%	59%	47%	72,483
	2015/16	40%	42%	49%	47%	49%	49%	58%	48%	72,589
	2014/15	37%	39%	47%	44%	46%	46%	53%	44%	72,735
Ventura Unified	2018/19	51%	53%	56%	49%	57%	56%	62%	55%	8,428
	2017/18	50%	55%	55%	57%	58%	54%	52%	54%	8,723
	2016/17	50%	53%	58%	53%	52%	54%	62%	55%	9,044
	2015/16	48%	53%	58%	52%	54%	53%	59%	54%	8,889
	2014/15	44%	47%	56%	45%	48%	48%	58%	50%	9,040

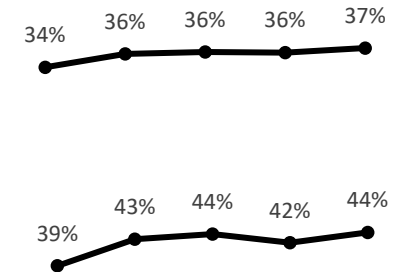
% Standard Met & Above, All Grades



MATH: All Students

		3rd	4th	5th	6th	7th	8th	11th	All Grades	N Students
Ventura County	2018/19	48%	42%	36%	33%	34%	34%	32%	37%	70,113
	2017/18	46%	41%	32%	34%	35%	36%	32%	36%	71,163
	2016/17	44%	39%	32%	34%	36%	36%	34%	36%	72,677
	2015/16	43%	37%	33%	34%	37%	35%	32%	36%	72,696
	2014/15	39%	35%	33%	34%	35%	34%	29%	34%	72,782
Ventura Unified	2018/19	53%	50%	44%	38%	43%	41%	40%	44%	8,409
	2017/18	51%	49%	45%	42%	42%	40%	29%	42%	8,718
	2016/17	51%	49%	47%	41%	41%	43%	34%	44%	9,073
	2015/16	51%	49%	47%	38%	42%	40%	32%	43%	8,885
	2014/15	48%	45%	44%	36%	40%	34%	29%	39%	9,050

% Standard Met & Above, All Grades

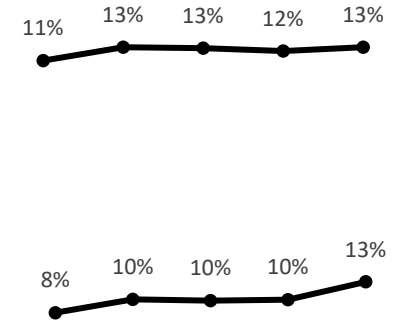


VENTURA UNIFIED SBAC Results 2018/19: 2014/15 - 2018/19

ENGLISH LANGUAGE ARTS: STUDENTS WITH DISABILITIES

		3rd	4th	5th	6th	7th	8th	11th	All Grades	N Students
Ventura County	2018/19	18%	16%	15%	10%	12%	10%	12%	13%	7,984
	2017/18	17%	14%	14%	11%	11%	10%	11%	12%	7,340
	2016/17	15%	17%	13%	9%	10%	11%	16%	13%	7,454
	2015/16	17%	15%	13%	9%	11%	10%	15%	13%	7,272
	2014/15	14%	13%	11%	10%	9%	10%	13%	11%	6,580
Ventura Unified	2018/19	16%	13%	13%	8%	10%	11%	18%	13%	894
	2017/18	9%	13%	8%	10%	13%	8%	9%	10%	814
	2016/17	11%	6%	11%	11%	9%	8%	13%	10%	807
	2015/16	5%	14%	12%	7%	7%	11%	13%	10%	774
	2014/15	10%	7%	9%	7%	7%	6%	8%	8%	760

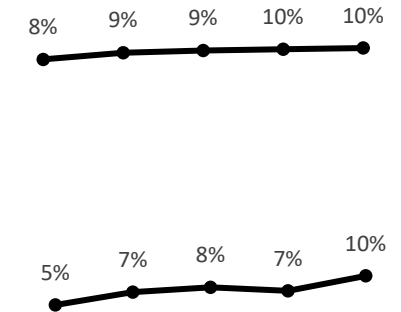
% Standard Met & Above, All Grades



MATH: STUDENTS WITH DISABILITIES

		3rd	4th	5th	6th	7th	8th	11th	All Grades	N Students
Ventura County	2018/19	21%	16%	9%	7%	7%	5%	4%	10%	7,978
	2017/18	19%	15%	10%	8%	7%	5%	4%	10%	7,319
	2016/17	18%	16%	9%	7%	6%	6%	5%	9%	7,435
	2015/16	19%	14%	8%	5%	8%	5%	4%	9%	7,276
	2014/15	17%	13%	6%	7%	7%	5%	4%	8%	6,549
Ventura Unified	2018/19	13%	13%	11%	7%	7%	7%	9%	10%	893
	2017/18	8%	17%	5%	5%	5%	6%	4%	7%	805
	2016/17	17%	10%	5%	8%	5%	6%	3%	8%	801
	2015/16	14%	11%	9%	3%	6%	4%	2%	7%	766
	2014/15	13%	11%	4%	3%	3%	2%	0%	5%	761

% Standard Met & Above, All Grades

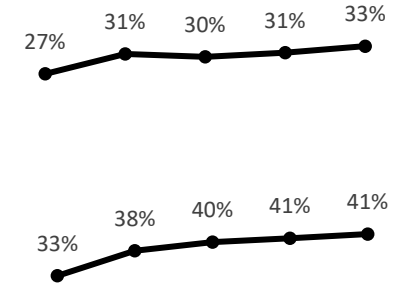


VENTURA UNIFIED SBAC Results 2018/19: 2014/15 - 2018/19

ENGLISH LANGUAGE ARTS: ECONOMICALLY DISADVANTAGED STUDENTS

		3rd	4th	5th	6th	7th	8th	11th	All Grades	N Students
Ventura County	2018/19	31%	32%	35%	29%	32%	32%	38%	33%	39,151
	2017/18	29%	31%	32%	29%	31%	32%	36%	31%	39,356
	2016/17	26%	28%	29%	29%	31%	30%	42%	30%	39,721
	2015/16	24%	25%	32%	31%	31%	32%	44%	31%	40,249
	2014/15	19%	21%	29%	27%	27%	29%	37%	27%	38,551
Ventura Unified	2018/19	37%	38%	43%	37%	43%	42%	51%	41%	4,883
	2017/18	37%	41%	43%	43%	44%	38%	37%	41%	5,028
	2016/17	36%	41%	43%	38%	35%	39%	46%	40%	5,010
	2015/16	33%	37%	44%	35%	37%	36%	42%	38%	4,618
	2014/15	29%	31%	38%	30%	30%	33%	43%	33%	4,422

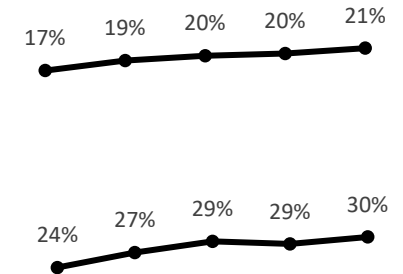
% Standard Met & Above, All Grades



MATH: ECONOMICALLY DISADVANTAGED STUDENTS

		3rd	4th	5th	6th	7th	8th	11th	All Grades	N Students
Ventura County	2018/19	33%	27%	19%	18%	18%	19%	17%	21%	39,297
	2017/18	30%	24%	17%	17%	18%	20%	17%	20%	39,443
	2016/17	28%	23%	17%	17%	18%	19%	18%	20%	39,901
	2015/16	27%	20%	16%	17%	19%	18%	16%	19%	40,404
	2014/15	22%	17%	15%	17%	17%	18%	14%	17%	38,673
Ventura Unified	2018/19	41%	36%	28%	26%	28%	26%	25%	30%	4,881
	2017/18	38%	35%	31%	27%	28%	23%	17%	29%	5,029
	2016/17	38%	36%	33%	27%	25%	26%	20%	29%	5,040
	2015/16	36%	33%	32%	20%	26%	23%	16%	27%	4,620
	2014/15	31%	29%	28%	21%	22%	19%	16%	24%	4,435

% Standard Met & Above, All Grades

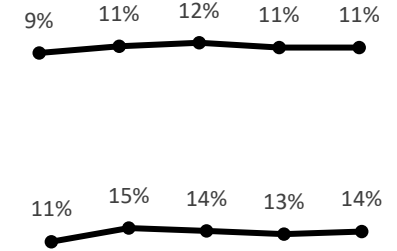


VENTURA UNIFIED SBAC Results 2018/19: 2014/15 - 2018/19

ENGLISH LANGUAGE ARTS: ENGLISH LEARNER STUDENTS

		3rd	4th	5th	6th	7th	8th	11th	All Grades	N Students
Ventura County	2018/19	16%	15%	10%	6%	7%	4%	6%	11%	12,503
	2017/18	19%	13%	9%	6%	6%	5%	3%	11%	13,709
	2016/17	17%	13%	13%	10%	8%	6%	8%	12%	15,519
	2015/16	15%	13%	13%	9%	7%	6%	6%	11%	15,500
	2014/15	15%	8%	11%	5%	4%	3%	4%	9%	15,624
Ventura Unified	2018/19	26%	15%	11%	5%	12%	9%	14%	14%	1,350
	2017/18	20%	18%	15%	9%	12%	6%	5%	13%	1,383
	2016/17	21%	16%	22%	11%	9%	5%	6%	14%	1,390
	2015/16	21%	21%	20%	10%	9%	6%	3%	15%	1,381
	2014/15	16%	10%	22%	6%	5%	2%	3%	11%	1,385

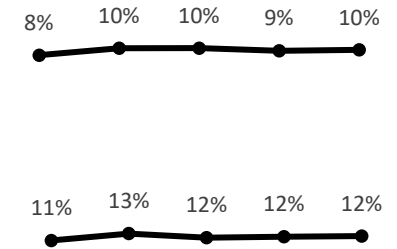
% Standard Met & Above, All Grades



MATH: ENGLISH LEARNER STUDENTS

		3rd	4th	5th	6th	7th	8th	11th	All Grades	N Students
Ventura County	2018/19	21%	13%	6%	4%	3%	3%	2%	10%	12,723
	2017/18	21%	11%	5%	3%	3%	3%	3%	9%	13,840
	2016/17	22%	11%	6%	5%	5%	5%	3%	10%	15,752
	2015/16	19%	11%	6%	4%	4%	4%	4%	10%	15,649
	2014/15	19%	7%	5%	3%	2%	2%	2%	8%	15,751
Ventura Unified	2018/19	31%	18%	9%	3%	3%	2%	4%	12%	1,354
	2017/18	27%	19%	9%	6%	4%	7%	2%	12%	1,394
	2016/17	26%	14%	14%	7%	5%	5%	1%	12%	1,424
	2015/16	27%	16%	12%	4%	6%	7%	4%	13%	1,385
	2014/15	23%	13%	12%	3%	3%	1%	3%	11%	1,396

% Standard Met & Above, All Grades

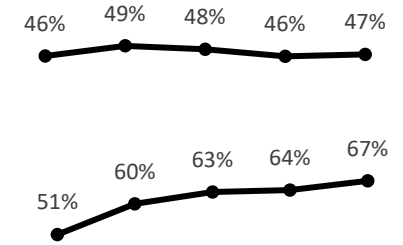


VENTURA UNIFIED SBAC Results 2018/19: 2014/15 - 2018/19

ENGLISH LANGUAGE ARTS: RFP STUDENTS

		3rd	4th	5th	6th	7th	8th	11th	All Grades	N Students
Ventura County	2018/19	54%	60%	56%	43%	44%	41%	43%	47%	16,333
	2017/18	64%	61%	55%	42%	43%	41%	41%	46%	15,305
	2016/17	65%	59%	52%	47%	44%	41%	50%	48%	13,244
	2015/16	65%	56%	55%	47%	44%	44%	52%	49%	13,001
	2014/15	65%	48%	56%	43%	42%	42%	44%	46%	12,094
Ventura Unified	2018/19	82%	81%	81%	63%	66%	63%	58%	67%	876
	2017/18	79%	76%	75%	72%	70%	57%	46%	64%	910
	2016/17	86%	81%	82%	67%	51%	60%	52%	63%	931
	2015/16	68%	71%	86%	62%	63%	52%	45%	60%	881
	2014/15	83%	60%	75%	48%	47%	44%	48%	51%	893

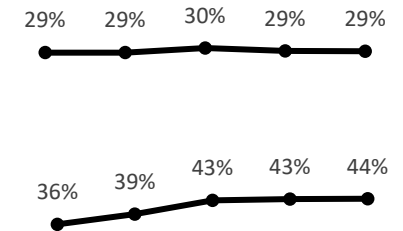
% Standard Met & Above, All Grades



MATH: RFP STUDENTS

		3rd	4th	5th	6th	7th	8th	11th	All Grades	N Students
Ventura County	2018/19	54%	47%	31%	27%	26%	25%	21%	29%	16,313
	2017/18	63%	48%	30%	27%	26%	27%	21%	29%	15,300
	2016/17	67%	49%	31%	29%	28%	27%	23%	30%	13,230
	2015/16	70%	45%	30%	28%	28%	26%	19%	29%	12,992
	2014/15	68%	42%	34%	30%	29%	27%	18%	29%	12,091
Ventura Unified	2018/19	76%	65%	50%	46%	42%	41%	30%	44%	871
	2017/18	77%	67%	61%	40%	46%	36%	25%	43%	909
	2016/17	80%	72%	56%	40%	38%	40%	25%	43%	931
	2015/16	86%	58%	62%	33%	42%	36%	18%	39%	881
	2014/15	67%	62%	61%	40%	35%	29%	19%	36%	893

% Standard Met & Above, All Grades



VUSD Middle School Q3 2020-21 Core Courses - Percentages of F Letter Grades

English Language Arts

English 6 & English 6 GATE
25%

English 7 & English 7 GATE
29%

English 8 & English 8 GATE
37%

Science

Science 6
27%

Science 7
42%

Science 8
40%

Mathematics

Math 6 & Math 6 GATE
21%

Math 7 & Math 7 Honors
37%

Math 8 & Math 8 Honors
38%

Physical Education

Physical Education 6
11%

Physical Education 7
11%

Physical Education 8
6%

History-Social Science

Social Studies 6
21%

World Geography
29%



40%

For the future of every student

VUSD High School Q3 2020-21 Core Courses - Percentages of F Letter Grades

English Language Arts

English 9 P

45%

English 10 P

41%

English 11 P

38%

English 12 P

25%

English ERWC 12 P

27%

Mathematics

Math 1 Readiness

51%

Math 1 P

46%

Math 2 P

44%

Math 3 P

30%

Science

Earth Science P

57%

Biology w/ EST P

34%

All Chem Courses

19%

Physical Education

Physical Education 1

40%

Physical Education 2

42%

College/Career Seminar

35%

Health

29%

History/Social Science

World History & Geo P

37%

For the future of every student

VUSD Q3 2020-21 Credit Deficiencies for BHS, ECHS, FT HS & VHS (Non-PHS)

Number of Credits Earned at Q3 2021-22* (Credit Deficient Status; "CD" = Credit Deficient)

	<u>0</u>	<u>5</u>	<u>10</u>	<u>15</u>	<u>20</u>	<u>25</u>	<u>30+</u>	<u>Total # CD</u>	<u>% CD</u>
9th	58	65	77	83	94	98	907	475	34%

	<u><35</u>	<u>40-50</u>	<u>55-65</u>	<u>70-80</u>	<u>85+</u>	<u>Total # CD</u>	<u>% CD</u>
10th	51	71	101	170	960	393	29%

	<u><85</u>	<u>90-100</u>	<u>105-115</u>	<u>120-130</u>	<u>125-135</u>	<u>140-145</u>	<u>150+</u>	<u>Total # CD</u>	<u>% CD</u>
11th	30	18	37	22	115	136	849	358	30%

	<u><130</u>	<u>135-145</u>	<u>150-160</u>	<u>165-175</u>	<u>180-190</u>	<u>195-205</u>	<u>210+</u>	<u>Total # CD</u>	<u>% CD</u>
12th	24	5	9	21	52	267	782	111	10%

*Note: "Full" credit accrual/ on-track for graduation for each grade level at Q3 time is as follows:

9th = 30-45

10th = 90-115

11th = 150-185

12th = 210-255



For the future of every student

Brief Analysis of High School Q3 Core Subject F Data:

F's generally increase in core subjects in MS as grades progress/F's decrease in HS as grades progress: 8th and 9th grade are the most at-risk grades.

Freshmen in 9th grade placed in **Earth Science & Math 1 Readiness** struggle most

HS students struggle in **Math** most - but failing HS English is most damaging with 4 years needed

More **Credit Deficient** students due to Covid DL; more significantly credit deficient Freshman

General Takeaways:

The need for systematic **D/F interventions at Q1 and Q3** when there's time for improvement

The importance of **connecting Freshmen ASAP** to high school (e.g, ASB, Sports, Arts, etc.)

The importance for 8th Grade grade incentives/supports/interventions

The need for **Credit Recovery** options for HS students, particularly during-the-school-year

F's = academic struggle, disconnection from school and SEL needs; **all** need to be addressed



For the future of every student

Proposed Secondary ELO Funded Interventions/Supports

- Developing New Quarterly District Assessments (DA) in ELA and Science - Paid extra duty time for teachers
- Formal PLC training for teachers/departments to use DA data to guide instruction and progress monitor
- Additional sections/FTE for all HS sites to add in during-the-year Credit Recovery classes/teachers
- Part-time ASB TOSA to support all secondary sites in a massive, coordinated school connectedness campaign
- Double Blocked English 9/10 for sophomores who failed English 9 as Freshmen
- Case Management Programs (Teacher-Student mentorships) for struggling students
- “Small Group” Study Hall Intervention Periods during the school day
- Extra sections to run formal Zero/7th periods at non-Zero/7th period sites - additional electives & daily small groups
- Advisory Periods - time to meet with individual struggling students, targeted groups during the school day
- Block Periods - time to meet with individual struggling students, targeted groups during class



For the future of every student