

2015-16 Stockton Unified School District's
Local Education Agency (LEA) Plan Evaluation

In preparation of developing/revising the 2015-16 LEA Plan, various stakeholder groups were solicited to judge the quality, importance, or value of the actions and services within the LEA Plan. Although the following narrative will only evaluate actions and services within the LEA Plan that were funded through Title I funds (see list below), each and every action/service in the 2015-16 plan that was approved by the Board was evaluated to ensure that it was effective and should continue to be implemented.

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| 1. Supplemental Education Services (SES) | 5. Intervention Technology (chromebooks) |
| 2. School Choice – Transportation | 6. Parent Involvement |
| 3. District Assessment and Reporting System (Illuminate/MAP) | 7. Homeless Education |
| 4. Online Intervention Programs (Compass Learning, ST Math, Catapult Learning, Imagine Learning) | 8. Preschool |
| | 9. AVID |
| | 10. Intervention Teachers |

Supplemental Education Services (SES)

Supplemental educational services (SES) are additional academic instruction provided outside of the regular school day and designed to increase academic achievement of students attending schools in Program Improvement (PI) Years 2 through 5. SES, or free tutoring, must be high quality, research based, and specifically designed to increase student academic achievement. Eligible students are all low-income students who attend PI Years 2 through 5 schools.

In evaluating SES services for those low-income students participating in SES tutoring programs, the district compared MAP growth for both Reading and Math for SES students to all our Title I students, the following statistics were calculated for 2014-15. Based on this, SES students had a higher percentage of students meeting their growth targets in Reading but not in math. Further statistical tests would need to be run to determine significance.

Measures of Academic Progress (MAP) Growth Fall-Spring		Met		Not Met		Total Count
		N	%	N	%	
Math	SES Students	1116	57%	834	43%	1950
	All Students	12757	62.5%	7654	37.5%	20411
Reading	SES Students	1130	57%	838	43%	1968
	All Students	11653	55%	9534	45%	21187

Overall, the targeted SES students performed higher in Reading than other Title I students but without further analyses to comparable students at the same level achievement level, the results are not conclusive.

School Choice – Transportation

Federal law requires that districts in Program Improvement offer Choice transfers at least 14 days before the beginning of school. All eligible students were sent letters identifying the following schools as non-PI schools, based on the number of participants over the past two years, parents in Stockton Unified do not feel the necessity to transport their children to another school in the district. Since the number of participants are less than 11, we have not run any statistics comparing performance of choice students to non-choice students.

Elementary: Nightingale, Pittman, and Taylor

High School: Health Careers Academy, Pacific Law Academy, Edward C. Merlo Institute of Environmental Technology, Stockton Early College Academy and Stockton High School (Grades 9-12)

2014-2015 - 34,083 (eligible) Only 6 students participated

2015-2016 – 33,896 (eligible) Only 8 students participated

District Assessment/Reporting System

Measures of Academic Progress (MAP) – District Benchmark

One of the goals of SUSD is to ensure that students are making measurable growth in their academic performance. Since its adoption in 2011-12, the Measures Academic Progress (MAP) has provided SUSD an assessment system that gives a Fall-to-Winter-Spring growth indicator for each student. The MAP assessment provides student by student data concentrating on reading and math level. It is a computer adaptive assessment that provides information on where the student is performing on a set of skills which can be associated with a particular grade. MAP results will continue to be tracked by school, by grade level, and by student. School sites and grade level teams will continue to use this data to determine if students are progressing toward skill mastery needed to read and comprehend at grade level in reading and perform fundamental math concepts and applications toward proficiency in grade level math. School sites will also continue to use this data in determining instructional needs for core English-language arts and math, including core interventions.

Illuminate Data Reporting System

Illuminate Education is a web based data management and assessment system that supports site administration of assessments developed for the Units of Study and formative assessments. Illuminate also supports the analysis of data to drive instructional decisions. This technology integrates business intelligence into the reporting capabilities that allows SUSD administrators, teachers, and coaches to scan assessments and create reports to monitor and support the goals of the district. The customizable interaction allows reports to be tailored to the needs of different users without disrupting the original. Illuminate’s assessment online data entry and scanning system allows for immediate classroom scanning and feedback of results. The web-based program allows for all assessment data and reporting to be accessed from a single source and reported out in a variety of formats depending on the audience.

SUSD will continue to support and provide training for our Teachers on MAP and Illuminate to ensure that Data is an integral part of instruction, student placement, and reteaching. (see Appendix for Report)

Online Intervention Programs – Compass Learning, STMath, and Imagine Learning,

Imagine Learning:

The IL mission statement is to teach language and literacy to the children of the world, changing lives and opening doors of opportunity. IL provides a K-6 language and reading intervention program and is being used in grades K-8 in SUSD currently. The IL content is very engaging for students with rich media and activities. Students take a diagnostic test at the start of the year and IL provides an individual learning path for the students based on the gaps or holes in their learning. IL meets the individual needs of each student and is a part of our MTSS.

Compass Learning:

Compass Learning is a standards aligned K-12 instructional support that is used primarily grades K-8 in SUSD. Odyssey provides a personalized learning path based on the gaps a student has in learning and incorporates MAP (RIT) scores to better address a student's learning needs. Odyssey provides a target solution to address the specific individual needs of a student.

ST Math:

Spatial Temporal (ST) Math is a game based instructional program utilized primarily by K-6 students in SUSD. The program is designed to increase math comprehension and proficiency through the use of visual learning. Each game that students engage in build math connections through the use of visual models that transition to symbolic representations which students often find in core classroom instruction. In its fourth year in SUSD, the implementation of ST Math has been inconsistent. As expected, sites with faithful implementation and progress through ST Math, have seen academic growth in their students.

Overall, SUSD will continue to support these online intervention programs to supplement their current instruction so that students can close the achievement gap.

Intervention Technology (chromebooks)

Based on 2014-2015 SBAC results, the majority of our students require strategic or intensive intervention in English Language Arts (only 23% Met or Exceeded Standards) and mathematics (only 18% Met or Exceeded Standards). Without access to technology (chromebooks), SUSD students would not be able to access our supplemental online intervention programs (Imagine Learning, Compass Learning, Catapult Learning, and STMath) with the required duration and frequency recommended for improving the targeted skills (30-45 minutes per session/3-5 times) for each student based on our ongoing Measures of Academic Progress (MAP) assessments. In order to provide our students with equal access, additional technology was purchased.

Chromebooks have taken over the hardware education market over iPads or laptops and provide our SUSD students access to our various SUSD programs. Students use CBs to access Imagine Learning, ST Math, Compass Learning, and Accelerated Reading. Students take online Curriculum tests for the Units of Study, as well as, MAP tests 3 times a year. More importantly than that, chromebooks provide students access to the internet for research and learning, to Google Apps for Education, which provides tools for students to collaborate on presentations, documents, and projects, and to create and produce content for a real world authentic audience. Chromebooks provide our students the opportunity to be real 21st Century learners and to gain real world applications and skills.

Parent Involvement

Stockton Unified School District serves close to 40,000 students from very diverse families. Most are low- to very low-income and most of our parents have not received a college education. There are structural considerations that parents are just unaware of, such as the critical nature of learning to read and mastering literacy, the need to get help before a student fails, the importance of preparing for high school and then preparing for college with very clear steps, such as taking the PSAT or SAT. Our parents are a positive group for the most part. They want their children to succeed and trust we will help them do that. However, they frequently have not known what they can do to participate in that success. In times past, they frequently did not know how to talk to our teachers or principals or where to get help or how to even ask for it. This has made parent engagement so important.

But this is a sprawling district and as communications tools have changed, the district and our parents have had to adapt. According to our own survey, as of two years ago most of our families and parents did not have stand-alone computers in their homes, but did have mobile devices. That has led to a unique communication effort. We have as a result created a new, more mobile friendly, website and increased online communication tailored for mobile use. We have had tremendous support from the local newspaper, which was at one time a source of information for our parents. Today only 8% of our parents receive their news from the paper. They rely on Facebook and television for news and that also created a unique communication challenge for us. Finally, because so many parents do not have disposable income, they cannot pay for participating in many extracurricular activities, including extra tutoring or academic programs, much less clubs and sports programs with costs.

Three years ago Stockton Unified revamped our Parent/Community Empowerment Department to directly help parents. The goal is to teach parents all they need to know about education to help their children succeed in school. The department confronted challenges presented by our parents' lack of understanding of the educational process and an accompanying lack of confidence to participate in the process. For instance, Stockton Unified has a high profile Blueprint for Student Achievement that few parents understood. We created our Parent Academy to address a significant gap between parent involvement and parent engagement. We began to meet the involvement needs of our parents by creating cohesive relationships and conversations meeting the language needs of our families, to include English, Spanish and Khmer. We broadened our reach by providing trainings and workshops during morning, afternoon and evening hours. Our parents use to only come to school only when there was an issue. We believe our parents should be active participants at their school by paying close attention to their child's achievement and feeling confident enough to build effective relationships that will lead to meaningful partnerships and talk to the teacher and/or principals before their child starts to fall behind.

Our Parent Academy is a three-tiered process, which includes the following: 1) Foundational: teaching our parents the difference between involvement and engagement at the school site and to build meaningful relationships. We begin by implementing our curriculum, "Understanding Parent Involvement", through a series of trainings. Parent participants will use their newly learned knowledge, tools and resources to build an effective two-way communication parent/teacher academic team, host school parent group meetings using Robert's Rule of Order, review/create By-Laws, develop SMART goals, and maintaining consistent parent participation. 2) Educational: teaching parents how to engage in their student's academic process. This is achieved by effectively coordinating a training series within a "Parent Academy Zone". Each training's topics cover Common Core, college readiness, parent-teacher relationships, and academic goal setting. Parents are empowered to support reading and family literacy via the "Reading for Success" and "Let's do the Math" parent workshops. To expand the two-way communication parent/teacher team relationship, parents are trained to navigate the district's ParentVue portal. Outside of the "Parent Academy Zone" trainings, outreach and parent involvement

presentations to Stockton Unified families are given at school coffee hours, back-to-school nights, School Site Council (SSC) and English Learner Parent Involvement Committee (ELPIC) meetings. Systemic change and confidence building has led to parents being empowered to create at-home learning environments with take-home activities and resources. 3) Leadership: developing parent leaders to partner with the school site and district to promote academic achievement. Our “Lunch and Learn” Academy was piloted in year one. Its goal is to allow parents to value their pro social identity utilizing such exercises as credentialing themselves and confidence building. This is a four-week summer series providing parents with valuable tools and resources that allows them to partner with their schools, build parent leadership, and engage with other parents. To ensure sustainability, parents (School Site Council chairs, District English Learner Parent Advisory Committee (DELAPAC) members, and parent volunteer of the year awardees) who are already actively involved were targeted to participate.

The information, tools and skills learned transferred to their fellow parent groups and committees through engagement activities. Stockton Unified has an active Parent Advisory Committee (PAC) which meets monthly to help in the development of our Local Control Accountability Plan (LCAP). In addition, this group holds a monthly luncheon with the Superintendent. At each meeting parents review data related to student achievement, and meaningful parent involvement strategies. As educational partners, we celebrate the commitment and partnerships of our parents each year with two grand ceremonies. One is our Parent Academy Promotion where we acknowledge, honor and celebrate each parent that complete an entire series. The second is one of the district's largest events that celebrates approximately 300 parent volunteers for their tremendous hard work and dedication to our school sites.

SUSD will continue to expand on these effective parent programs and services in an effort to empower all of our parents to increase their child’s educational experience and success.

Homeless Education

Families in Transition (FIT) is a vital program to SUSD because it provides essential services to students and their families and unaccompanied youth who are in homeless situations. The FIT program serves (Pre-k through 12th grade).

SUSD’s current homeless education program, Families in Transition, implement essential core activities consisting of case management services that initiate one or more of the following: referral, outreach, and educational stability services.

The Homeless Liaison/Social Worker and Social Services Assistant provide the following specific services to homeless parents/caregivers and unaccompanied youth within the Stockton Unified School District boundary.

- Serves as the key point of contact from which parents of homeless children and youth are referred and coordination of services occurs.
- Provide education and information to parents/unaccompanied regarding their rights under McKinney Vento.
- Responsible for assisting parents and caregivers, unaccompanied youth, shelter and agency personnel with enrollment and support services provided within Stockton Unified School District.
- Provides clarification/responses to inquiries regarding the McKinney Vento Homeless Assistance Act on a district-wide basis. Training is also provided to school staff/secretaries and updates school personnel on existing/changes in the law.

- Ensures the provision of viable transportation is available for homeless children and youths to their school of origin.
- Assists with obtaining the necessary enrollment documents such as birth certificates, immunizations, school records by coordinating with the different schools, health and other government agencies.
- Aides in resolution of enrollment disputes through mediation in accordance with the state's enrollment dispute resolution process.
- Makes appropriate referrals for medical, dental, mental health, or social service needs.
- Distributes school supplies and clothing.
- Services as an advocate for students.
- Facilitates communication with school staff and appropriate service agencies (e.g. Child Protective Services, shelter, safe houses, etc.)
- Consults with classroom teachers regarding academic performance and skill development.
- Conducts shelter/home visits to students and families.
- Attends Individual Education Plans (IEPs) and Student Study Teams (SSTs), and expulsions to support the student and family.
- Provides training and education to staff and community partners regarding McKinney Vento laws and regulations.

Families in Transition staff set up appointments to understand the family's situation, identify essential educational stability needs, and begin a plan of self-sufficiency. In addition, families are provided referrals to outside community resources to address housing needs and assistance, shelters and safe houses, food banks, medical, dental, mental health referrals and Social Service agencies among others.

Families in Transition staff provide subsidized transportation (bus passes, cab fare, gas reimbursement) to unaccompanied youth and parents to facilitate their involvement in their children's education. This transportation may be used for getting students to/from school, picking up children from after school programs, driving them to/from extracurricular activities and field trips, attending teacher conferences and parent meetings, etc.

Additional Programs provided through Title 1 Homeless Education Funding:

The Pacific Summer Academy is a 4 week summer program that Families In Transition is partnering with through the University of the Pacific-Jacoby Center for Public Service & Civic Leadership to provide additional academic assistance beyond the school day and year. Students participate in an integrated Math, English-Language Arts and Art program as well as participate in team building, anti-bullying and social skills activities.

SUSD will continue to fund Homeless Education actions/services that supplement the CORE programs and services at sites and provide additional services for students who are homeless.

Preschool

In 2015-16 school year, the Stockton Unified Early Childhood School Readiness Department determined the Harrison Preschool program was deemed to provide quality preschool services as they were evaluated by the San Joaquin Office of Education using the Quality Rating Improvement System (QRIS), which consist of three core areas of 1). Child Development and School Readiness 2). Teachers and Teaching and 3). Program and Environment. Within the three core areas are seven elements that were

closely examined. In response to the overall report, the ECE department determined the need to improve in the area of Developmental and Health Screenings, which consistently is one element SUSD routinely scored the lowest. Therefore, in response to the data, the ECE department determined that resources allocated to Social Services (Social Workers) would be beneficial and would enhance this area and element while increasing coordination of social service for children of poverty in our preschools accordingly. The Stockton Unified School District Early Childhood department will increase the developmental and health screenings through the coordination of social services at all Title I preschool sites. The Social Service staff will coordinate and facilitate referrals for speech, behavior, special education concerns, health, basic needs, inclusion, domestic violence, respite care, homelessness, transportation, food, potty training, and lack of health insurance. Once the referral is made to the social services worker, the social worker will meet with the parent, assist parent in filling out the developmental screenings (Ages and Stages questionnaire and Ages and Stages Social Emotional questionnaire). The social workers have parents fill out the questionnaire and their responses will be scored by the social worker and may generate a referral to the appropriate agency in order to meet the defined need for the child. Appropriate agencies may include- SUSD Special Education Department, VMRC, University of the Pacific- BAIS-Behavioral Assessment Intervention Services, Child Abuse Prevention Council, WIC, Women's Center of San Joaquin, San Joaquin Mental Health, and El Concilio. Case management service includes- coordinate service needs for children and facilitate regular communication among teachers, parents nurse and interns. In addition, the social worker coordinates the Student Study Teams (SST) and is responsible for the developing a case plan prior to the determination of mandated services for families.

SUSD will continue to target supplemental preschool social services to support families of low-income students to ensure that our students received the best education possible.

Advancement Via Individual Determination (AVID) – see attached evaluation in appendix

SUSD will continue to expand AVID to all schools sites over the next couple years and promote College Going opportunities and experiences.

Intervention Teachers - see attached evaluation in appendix

SUSD's goal is to hire additional intervention teachers to provide all of our Elementary sites with highly qualified services to address the needs of students performing below grade level.

Appendix

**Stockton Unified School District
BOARD OF EDUCATION
701 North Madison Street
Stockton, California 95202
(209) 933-7070**

March 8, 2016
Public Session: **5:00 p.m. -6:00 p.m.**

**SPECIAL BOARD STUDY
SESSION MEETING
LOCATION: Board Room**

**ALO Hotel
Participating by Teleconference call from the Business Center/Lobby
3737 W. Chapman, Orange, CA 92868
(714) 978-9168**

5:00 p.m.	Call Meeting to Order A. Roll Call B. Oral Suggestions and Comments from the Community
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**PUBLIC COMMENTS ARE LIMITED TO THREE MINUTES
TO ENSURE AN ORDERLY AND EFFICIENT BOARD MEETING
(Board Bylaw 9325)**

NOTICE OF SPECIAL BOARD STUDY SESSION MEETING AGENDA

1.0 Organization

D

- | | |
|-----|---|
| 1.1 | Child Nutrition Program, Yvonne Migliori, Director |
| 1.2 | MAP Testing-Ed Eldridge, Director |
| | Multi-Tiered System of Support (MTSS)-Teresa Oden, Director |

2.0 Adjournment

Dated: March 4, 2016
Posted: 4:30 p.m.
Stockton, California 95202

- A** Indicates Action Item
C/A Indicates Consent Action Item (see reverse for details)
I Indicates Information Item
D Indicates Discussion Item

PROCEDURES TO BE USED IN THE CONDUCT OF BOARD OF EDUCATION MEETINGS

CONSENT ITEMS

After a motion has been made and seconded, any of the Board (or any member of the public, through a Board member) may request to withdraw any items designated as consent items prior to the consideration of the approval of the consent agenda.

ACTION ITEMS

Any member of the audience may address action items once there has been a proper motion and second.

INFORMATION ITEMS

Information items will be presented by those persons responsible for preparing the items.

ALL ITEMS ON THE AGENDA MAY BE ADDRESSED BY ANY MEMBER OF THE AUDIENCE.

COMMENTS AND SUGGESTIONS FROM THE COMMUNITY

There is a section of each Board agenda, "Comments and Suggestions from the Community," at which time any member of the community may make suggestions, comments or express concerns about any item, whether on the agenda or not. *Time allowed for each individual is three minutes.* It is requested that persons wishing to speak will complete a card available at the door and submit to the Board secretary prior to the beginning of the meeting.

SPECIAL ACCOMMODATION

Individuals who require special accommodation, including but not limited to an American sign language interpreter, accessible seating or documentation in accessible formats, should contact the Superintendent or designee at least two days before the meeting date.

BOARD BYLAW 9323

The Stockton Unified School District Board of Trustees has adopted Board Bylaw 9323 which prescribes the rules governing public participation at board meetings and public hearings. The three-minute limitation prescribed by Board Bylaw 9323 is responsible because it accords members of the public an equal opportunity to present their views while insuring that the hearings are conducted in an orderly and efficient manner.

"Individual speakers shall be allowed three minutes to address the Board on each agenda or non-agenda item. The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add."

TAPING

Board of Education meetings are taped and subject to being videotaped.

THE GOVERNING BOARD IS THE UNIT OF AUTHORITY. APART FROM THE NORMAL FUNCTION AS PART OF THE UNIT, THE BOARD MEMBERS HAVE NO INDIVIDUAL AUTHORITY.

Board comments should be clear and concise. We want people to understand what we are saying; therefore, we should convey our ideas in a brief and simple manner. We should remember that whenever a choice is to be made between a simple solution and a complex one, the tendency is to choose the one that is less complex. Therefore, the best rule is to speak sparingly and simply during Board discussions.

CA Education Code 32210. Any person who willfully disturbs any public school or any public school meeting is guilty of a misdemeanor, and shall be punished by a fine of not more than five hundred dollars (\$500).

TRUSTEES OF THE BOARD OF EDUCATION

Ms. Gloria Allen, Vice President	Area One
Ms. Andrea L. Burrise	Area Two
Ms. Kathleen Garcia, President	Area Three
Ms. Colleen Keenan	Area Four
Ms. Maria Mendez, Clerk	Area Five
Ms. Angela Phillips	Area Six
Mr. Steve Smith	Area Seven
Ms. Julie Penn	Interim Superintendent

District Achievement Update Report



Stockton Unified School District

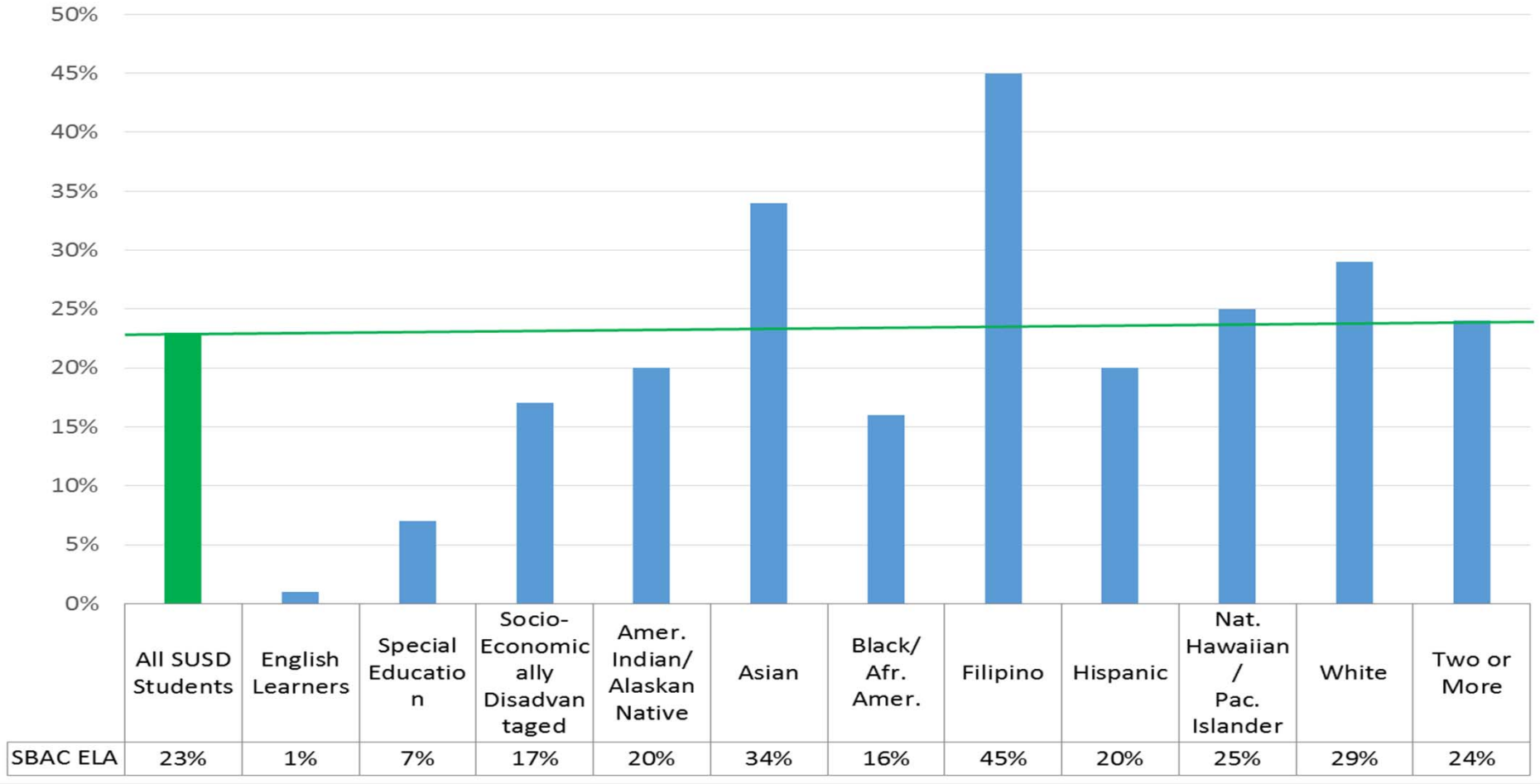
Research and Accountability

March 2016

Executive Summary

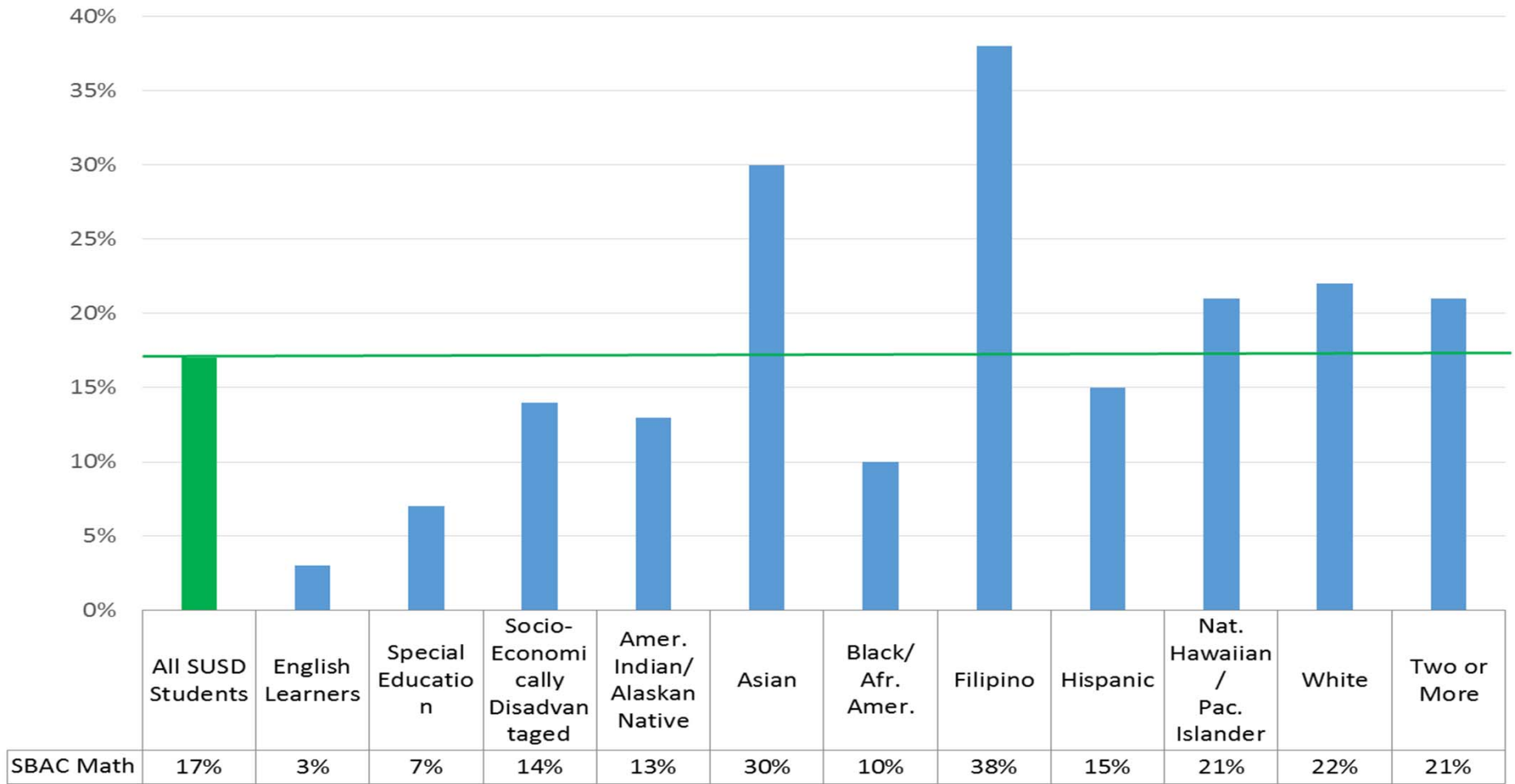
- Students in SUSD are making progress on the road to high academic achievement as measured by the:
 - Smarter Balanced Assessments (SBAC) in English Language Arts (ELA) and Math
 - Measures of Academic Progress (MAP) in ELA and Math
 - College Board Preliminary Scholastic Aptitude Test (PSAT); and
 - Advanced Placement (AP) measures.
- This report provides a brief report of results of each of these measures, including a report of performance by student subgroups in each of the district's attendance areas.

Percent of Students Demonstrating Grade Level Proficiency on SBAC ELA Test
 2014-15 School Year
 Grades 3 through 8 and 11



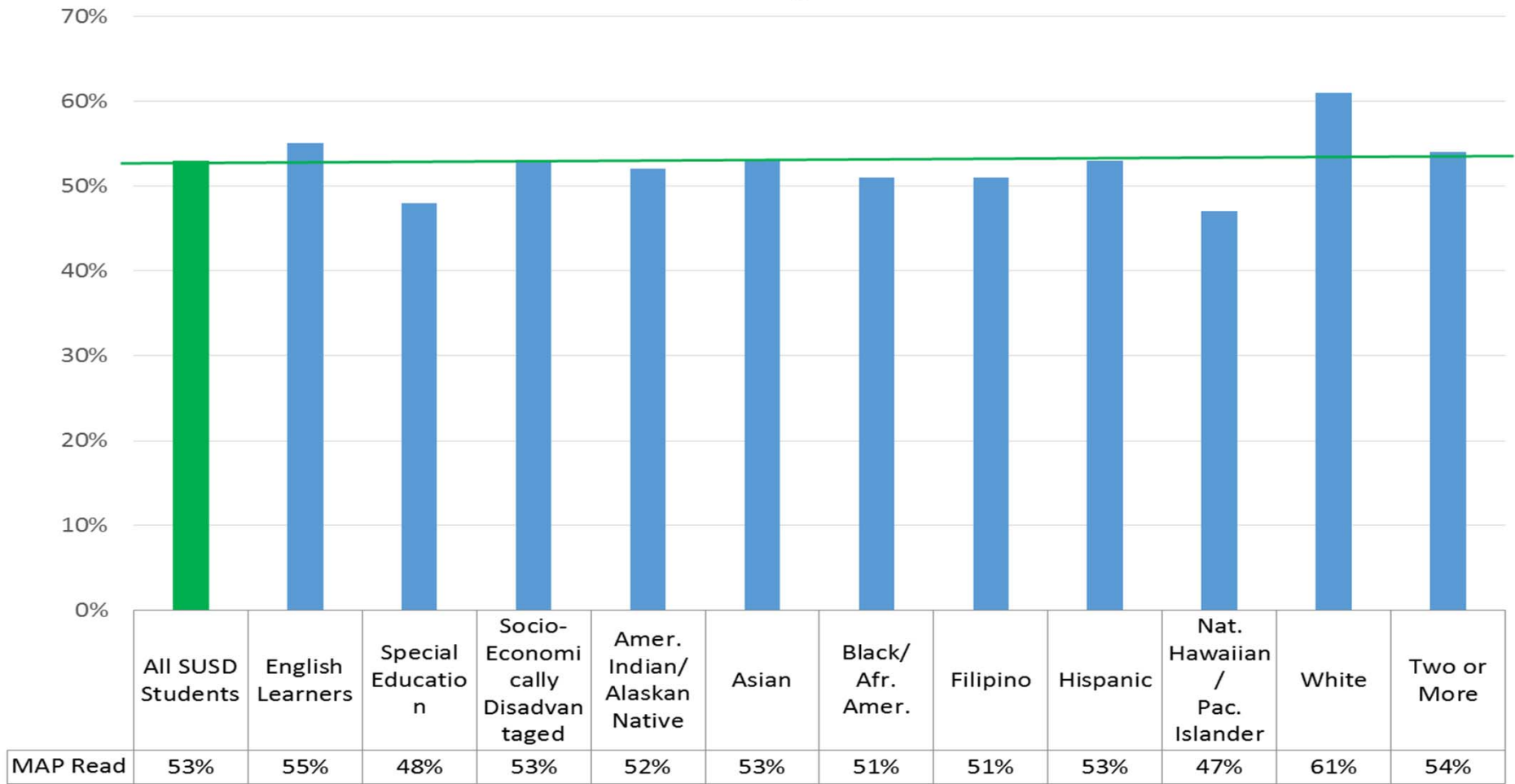
- A total of 23% of the students who took an SBAC ELA grade-level test met or exceeded grade-level standards.
- Student groups that exceeded the district’s performance included Asian, Filipino, Native Hawaiian / Pacific Islander, White, and students who identified with more than one race.

Percent of Students Demonstrating Grade Level Proficiency on SBAC Math Test
 2014-15 School Year
 Grades 3 through 8 and 11



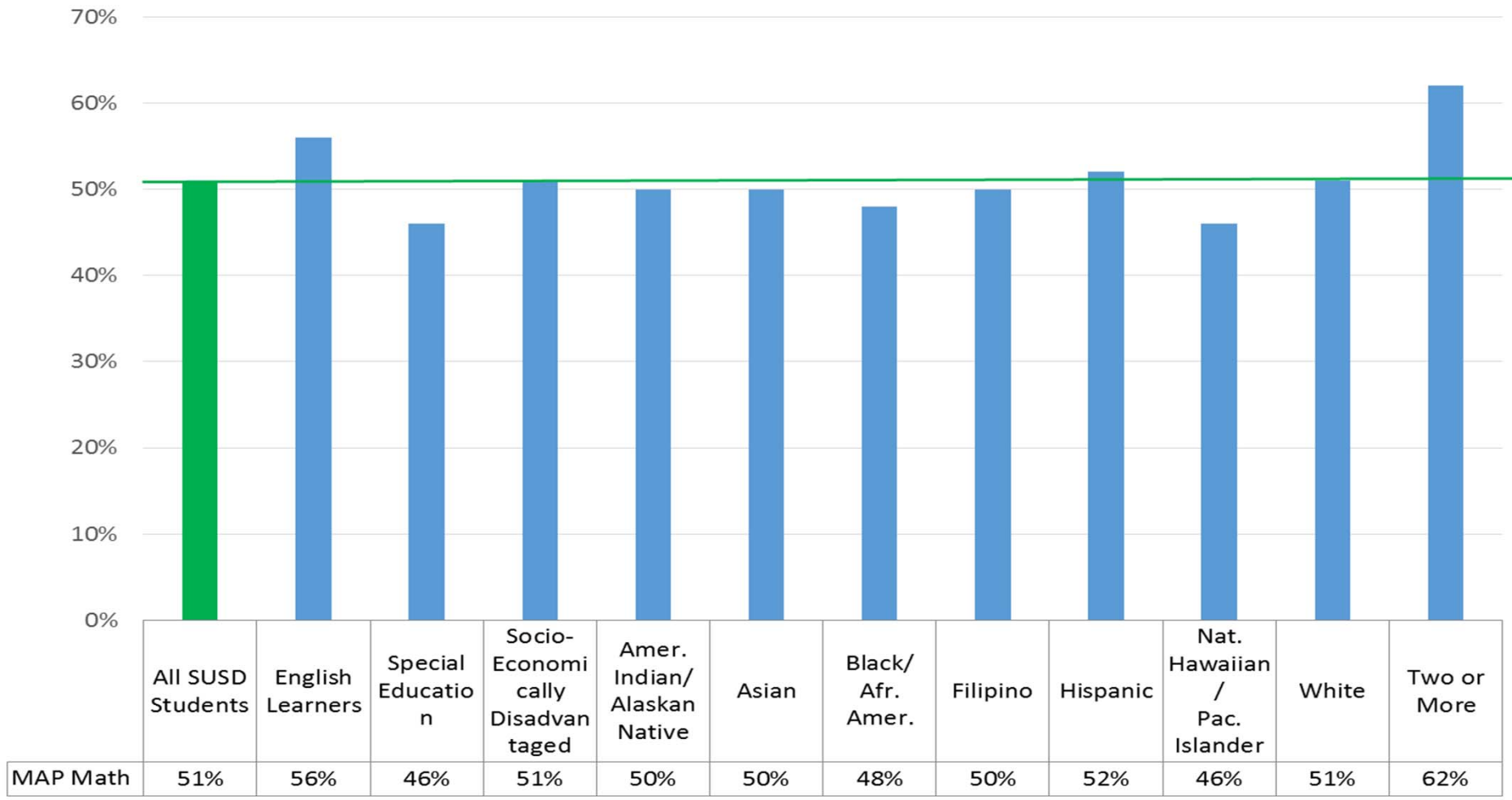
- A total of 17% of the students who took an SBAC Math grade-level test met or exceeded grade-level standards.
- Student groups that exceeded the district’s performance included Asian, Filipino, Native Hawaiian / Pacific Islander, White, and students who identified with more than one race.

Percent of Students Achieving Fall - Spring Growth Targets on MAP Reading
 2014-15 School Year
 Grades K through 10



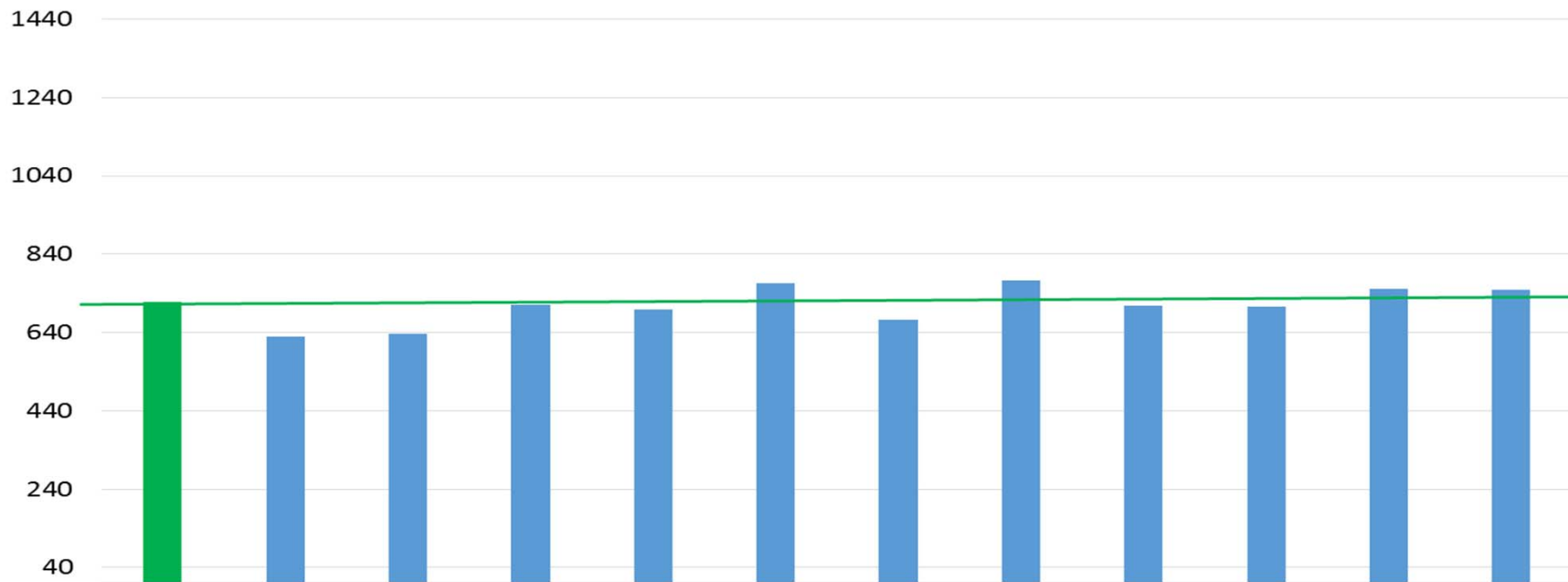
- A total of 53% of the students who received a Fall to Spring MAP Reading target achieved this goal.
- Student groups that exceeded the district’s performance included English Learners and White students.

Percent of Students Achieving Fall - Spring Growth Targets on MAP Math
2014-15 School Year
Grades K through 10



- A total of 51% of the students who received a Fall to Spring MAP Math target achieved this goal.
- Student groups that exceeded the district’s performance included English Learners, Hispanic, and students who identified with more than one race.

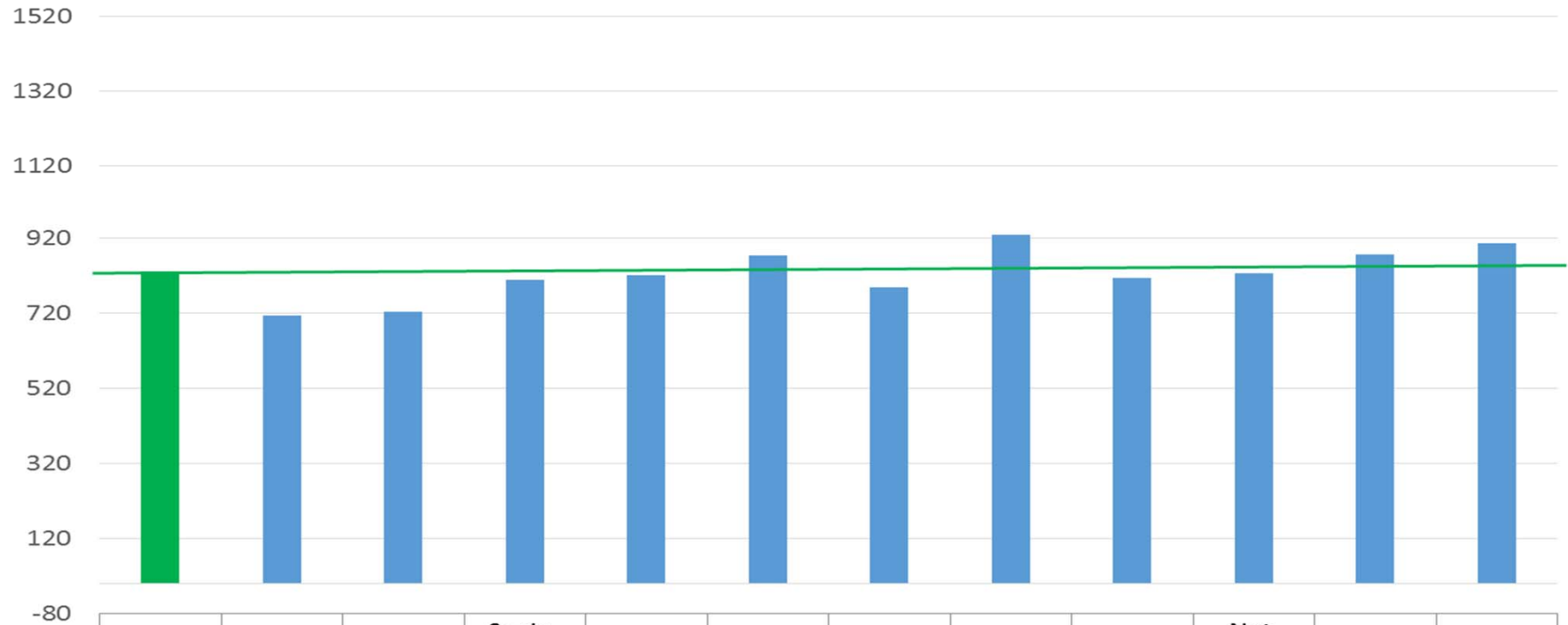
Average PSAT 8/9 Score
2015-16 School Year
Grade 8



	All SUSD Students	English Learners	Special Education	Socio-Economically Disadvantaged	Amer. Indian/Alaskan Native	Asian	Black/Afr. Amer.	Filipino	Hispanic	Nat. Hawaiian/Pac. Islander	White	Two or More
PSAT 8/9 Result	717	630	638	712	698	766	672	773	709	707	751	749

- The average score received by grade 8 students on the first administration of the PSAT 8/9 this past fall was 717 points.
- Student groups that exceeded the district’s performance included Asian, Filipino, White, and students who identified with more than one race.

Average PSAT NMSQT Score
2015-16 School Year
Grades 10 and 11



	All SUSD Students	English Learners	Special Education	Socio-Economically Disadvantaged	Amer. Indian/Alaskan Native	Asian	Black/Afr. Amer.	Filipino	Hispanic	Nat. Hawaiian / Pac. Islander	White	Two or More
PSAT NMSQT Result	832	714	723	809	820	873	789	929	813	827	876	907

- The average score received by grade 10 and 11 students on the administration of the PSAT NMSQT this past fall was 832 points.
- Student groups that exceeded the district’s performance included Asian, Filipino, White, and students who identified with more than one race.

Percent of AP Tests With Passing Score of 3 or More
2014-15 School Year
Grades 10 through 12



- A total of 23% of the AP tests taken during this past spring received a passing score of 3 or higher.
- Student groups that exceeded the district’s performance included Special Education, American Indian, Black or African American, and White students.

District Achievement Update Report



Stockton Unified School District

SUBGROUP REPORTS

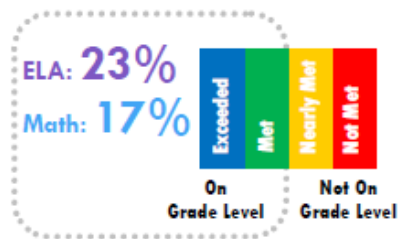
BY ATTENDANCE AREA

District Achievement Update Report

Stockton Unified School District

2014-15 CAASPP—SBAC

What percent of students achieved grade level standards?



To meet grade level standards, students must demonstrate knowledge and skills in each subject as "standard met" or "standard exceeded."

2014-15 NWEA MAP

What percent of students met their Fall to Spring growth targets?



Generally, growth targets are calculated for students who have Fall and Spring MAP scores.

2015-16 PSAT Exams

What was the average achievement on PSAT 8/9 and PSAT/NMSQT?



Average Achievement



The total score is a combination of the Reading/Writing and Math sections.

2014-15 AP

What percent of AP exams taken achieved a passing score (3+)?

1425 Advanced Placement exams taken in 2014-2015



23% of AP exams taken scored 3 or higher.

Students scoring 3 or higher on the AP exam are eligible to earn college credits.

	SBAC ELA results	SBAC Math results	MAP Read results	MAP Math results	PSAT 8/9 results (count)	PSAT/NMSQT results (count)	AP Student (count)	AP Exam (count)	AP Scored 3+
Grades	3-8, 11	3-8, 11	K-10	K-10	8	10-11	10-12	10-12	10-12
Area 1	23%	16%	52%	51%	713 (370)	822 (598)	188	323	20%
Area 2	14%	11%	50%	49%	688 (278)	725 (98)			
Area 3	22%	15%	53%	51%	710 (490)	814 (636)	51	94	18%
Area 4	26%	20%	52%	51%	739 (370)				
Area 5	24%	19%	53%	52%	678 (181)	966 (305)	248	439	26%
Area 6	27%	22%	53%	52%	756 (498)	802 (503)	172	274	31%
Area 7	25%	17%	55%	53%	686 (214)	836 (480)	191	295	17%
Total	23%	17%	53%	51%	717 (2401)	832 (2620)	850	1425	23%

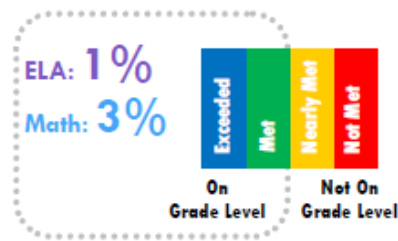
* Similar to CDE, to protect privacy, * appears in place of test scores wherever those scores are based on 10 or fewer students

District Achievement Update Report

Stockton Unified School District

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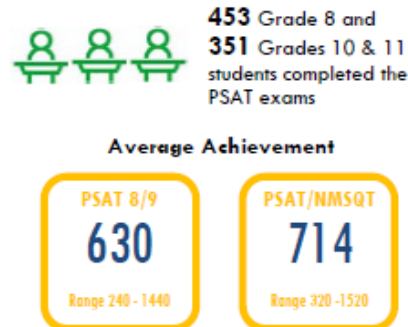
What percent of students met their Fall to Spring growth targets?



Generally, growth targets are calculated for students who have Fall and Spring MAP scores.

2015-16 PSAT Exams

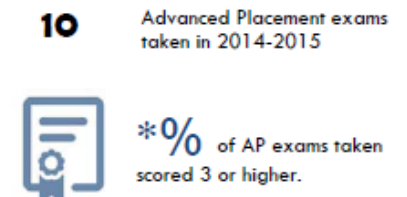
What was the average achievement on PSAT 8/9 and PSAT/NMSQT?



The total score is a combination of the Reading/Writing and Math sections.

2014-15 AP

What percent of AP exams taken achieved a passing score (3+)?



Students scoring 3 or higher on the AP exam are eligible to earn college credits.

	SBAC ELA results	SBAC Math results	MAP Read results	MAP Math results	PSAT 8/9 results (count)	PSAT/NMSQT results (count)	AP Student (count)	AP Exam (count)	AP Scored 3+
Grades	3-8, 11	3-8, 11	K-10	K-10	8	10-11	10-12	10-12	10-12
Area 1	2%	4%	53%	54%	629 (78)	716 (123)	1	1	*
Area 2	1%	2%	53%	54%	631 (68)	723 (36)			
Area 3	1%	2%	55%	57%	631 (130)	702 (83)			
Area 4	2%	3%	54%	60%	654 (34)				
Area 5	1%	3%	57%	54%	624 (45)	726 (16)	1	1	*
Area 6	2%	4%	59%	57%	634 (76)	704 (54)	5	7	*
Area 7	2%	4%	57%	56%	592 (22)	731 (39)	1	1	*
Total	1%	3%	55%	56%	630 (453)	714 (351)	8	10	*

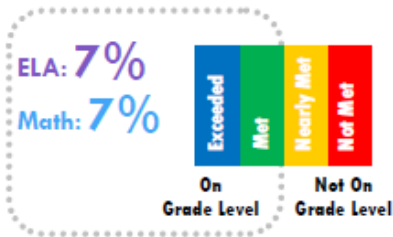
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District Achievement Update Report

Stockton Unified School District

2014-15 CAASPP—SBAC

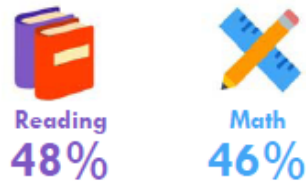
What percent of students achieved grade level standards?



To meet grade level standards, students must demonstrate knowledge and skills in each subject as “standard met” or “standard exceeded.”

2014-15 NWEA MAP

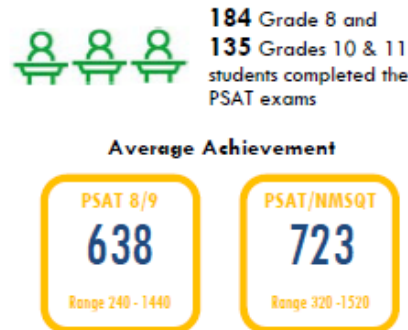
What percent of students met their Fall to Spring growth targets?



Generally, growth targets are calculated for students who have Fall and Spring MAP scores.

2015-16 PSAT Exams

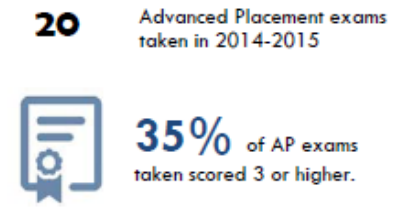
What was the average achievement on PSAT 8/9 and PSAT/NMSQT?



The total score is a combination of the Reading/Writing and Math sections.

2014-15 AP

What percent of AP exams taken achieved a passing score (3+)?



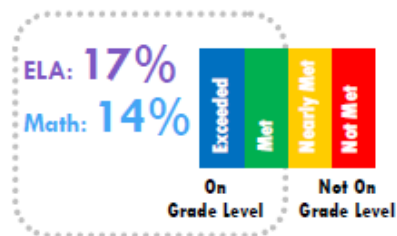
Students scoring 3 or higher on the AP exam are eligible to earn college credits.

	SBAC ELA results	SBAC Math results	MAP Read results	MAP Math results	PSAT 8/9 results (count)	PSAT/NMSQT results (count)	AP Student (count)	AP Exam (count)	AP Scored 3+
Grades	3-8, 11	3-8, 11	K-10	K-10	8	10-11	10-12	10-12	10-12
Area 1	7%	5%	47%	46%	637 (45)	718 (38)	4	6	*
Area 2	4%	2%	45%	42%	597 (26)	* (5)			
Area 3	8%	5%	48%	45%	647 (33)	674 (27)			
Area 4	7%	9%	45%	46%	691 (35)				
Area 5	8%	14%	54%	47%	* (9)	* (7)	3	6	*
Area 6	7%	9%	48%	49%	604 (24)	704 (34)	3	5	*
Area 7	11%	8%	49%	44%	629 (12)	795 (24)	2	3	*
Total	7%	7%	48%	46%	638 (184)	723 (135)	12	20	35%

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2014-15 CAASPP—SBAC

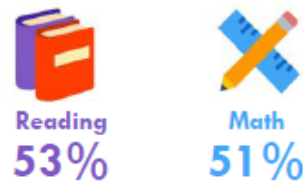
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To meet grade level standards, students must demonstrate knowledge and skills in each subject as “standard met” or “standard exceeded.”

2014-15 NWEA MAP

What percent of students met their Fall to Spring growth targets?



Generally, growth targets are calculated for students who have Fall and Spring MAP scores.

2015-16 PSAT Exams

What was the average achievement on PSAT 8/9 and PSAT/NMSQT?



Average Achievement



The total score is a combination of the Reading/Writing and Math sections.

2014-15 AP

What percent of AP exams taken achieved a passing score (3+)?

521 Advanced Placement exams taken in 2014-2015



20% of AP exams taken scored 3 or higher.

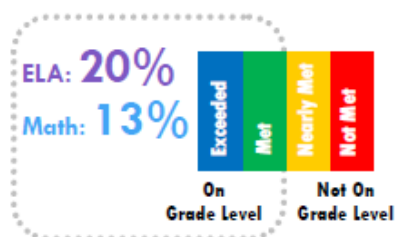
Students scoring 3 or higher on the AP exam are eligible to earn college credits.

	SBAC ELA results	SBAC Math results	MAP Read results	MAP Math results	PSAT 8/9 results (count)	PSAT/NMSQT results (count)	AP Student (count)	AP Exam (count)	AP Scored 3+
Grades	3-8, 11	3-8, 11	K-10	K-10	8	10-11	10-12	10-12	10-12
Area 1	17%	13%	52%	52%	704 (289)	814 (547)	101	151	20%
Area 2	12%	10%	51%	49%	692 (232)	725 (81)			
Area 3	18%	14%	54%	52%	709 (418)	805 (539)	30	49	6%
Area 4	17%	14%	52%	51%	734 (263)				
Area 5	18%	14%	52%	51%	677 (147)	857 (113)	31	55	25%
Area 6	18%	15%	53%	52%	745 (405)	799 (388)	83	126	30%
Area 7	18%	15%	55%	52%	677 (141)	825 (308)	86	140	14%
Total	17%	14%	53%	51%	712 (1895)	809 (1976)	331	521	20%

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2014-15 CAASPP—SBAC

What percent of students achieved grade level standards?



To meet grade level standards, students must demonstrate knowledge and skills in each subject as “standard met” or “standard exceeded.”

2014-15 NWEA MAP

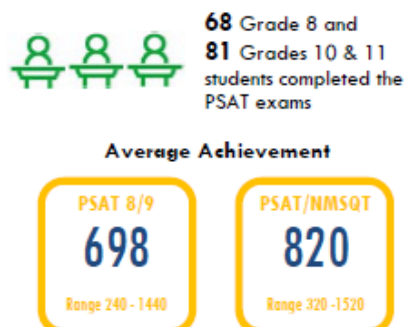
What percent of students met their Fall to Spring growth targets?



Generally, growth targets are calculated for students who have Fall and Spring MAP scores.

2015-16 PSAT Exams

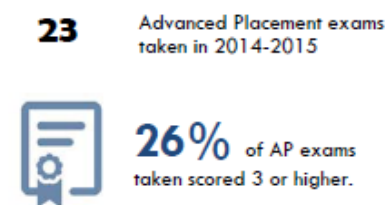
What was the average achievement on PSAT 8/9 and PSAT/NMSQT?



The total score is a combination of the Reading/Writing and Math sections.

2014-15 AP

What percent of AP exams taken achieved a passing score (3+)?



Students scoring 3 or higher on the AP exam are eligible to earn college credits.

	SBAC ELA results	SBAC Math results	MAP Read results	MAP Math results	PSAT 8/9 results (count)	PSAT/NMSQT results (count)	AP Student (count)	AP Exam (count)	AP Scored 3+
Grades	3-8, 11	3-8, 11	K-10	K-10	8	10-11	10-12	10-12	10-12
Area 1	14%	14%	46%	48%	* (10)	836 (20)	5	11	*
Area 2	14%	11%	68%	50%	* (7)	* (2)			
Area 3	24%	7%	49%	53%	* (10)	814 (17)			
Area 4	27%	18%	53%	47%	723 (17)				
Area 5	12%	6%	43%	48%	* (6)	* (8)	3	6	*
Area 6	16%	11%	57%	44%	699 (11)	795 (14)	3	3	*
Area 7	21%	12%	51%	62%	* (7)	785 (20)	2	3	*
Total	20%	13%	52%	50%	698 (68)	820 (81)	13	23	26%

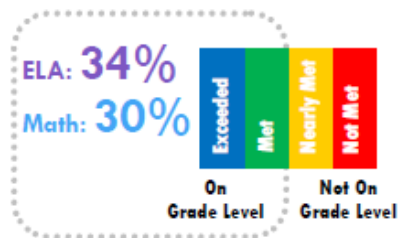
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District Achievement Update Report

Stockton Unified School District

2014-15 CAASPP—SBAC

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To meet grade level standards, students must demonstrate knowledge and skills in each subject as “standard met” or “standard exceeded.”

2014-15 NWEA MAP

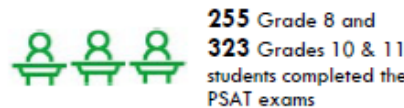
What percent of students met their Fall to Spring growth targets?



Generally, growth targets are calculated for students who have Fall and Spring MAP scores.

2015-16 PSAT Exams

What was the average achievement on PSAT 8/9 and PSAT/NMSQT?



Average Achievement



The total score is a combination of the Reading/Writing and Math sections.

2014-15 AP

What percent of AP exams taken achieved a passing score (3+)?

304 Advanced Placement exams taken in 2014-2015



20% of AP exams taken scored 3 or higher.

Students scoring 3 or higher on the AP exam are eligible to earn college credits.

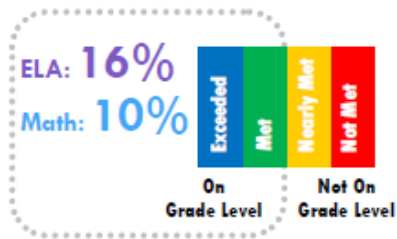
	SBAC ELA results	SBAC Math results	MAP Read results	MAP Math results	PSAT 8/9 results (count)	PSAT/NMSQT results (count)	AP Student (count)	AP Exam (count)	AP Scored 3+
Grades	3-8, 11	3-8, 11	K-10	K-10	8	10-11	10-12	10-12	10-12
Area 1	29%	23%	52%	49%	701 (24)	819 (64)	20	37	11%
Area 2	13%	19%	50%	46%	710 (23)	* (3)			
Area 3	38%	27%	53%	49%	739 (23)	878 (41)	7	12	*
Area 4	33%	32%	56%	44%	788 (20)				
Area 5	43%	39%	55%	53%	729 (17)	1030 (72)	87	155	22%
Area 6	40%	37%	52%	51%	823 (108)	815 (109)	40	70	20%
Area 7	31%	23%	56%	50%	706 (40)	842 (34)	18	30	17%
Total	34%	30%	53%	50%	766 (255)	873 (323)	172	304	20%

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Stockton Unified School District

2014-15 CAASPP—SBAC

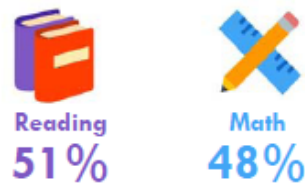
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2014-15 NWEA MAP

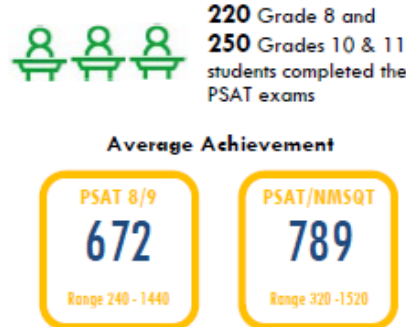
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2015-16 PSAT Exams

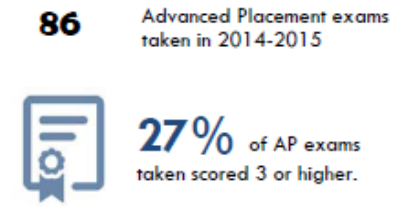
What was the average achievement on PSAT 8/9 and PSAT/NMSQT?



The total score is a combination of the Reading/Writing and Math sections.

2014-15 AP

What percent of AP exams taken achieved a passing score (3+)?



Students scoring 3 or higher on the AP exam are eligible to earn college credits.

	SBAC ELA results	SBAC Math results	MAP Read results	MAP Math results	PSAT 8/9 results (count)	PSAT/NMSQT results (count)	AP Student (count)	AP Exam (count)	AP Scored 3+
Grades	3-8, 11	3-8, 11	K-10	K-10	8	10-11	10-12	10-12	10-12
Area 1	13%	9%	51%	47%	652 (36)	805 (68)	11	18	17%
Area 2	8%	5%	47%	48%	644 (25)	* (4)			
Area 3	20%	14%	55%	52%	667 (15)	790 (33)	1	4	*
Area 4	16%	10%	48%	47%	674 (48)				
Area 5	14%	14%	53%	46%	684 (21)	* (7)	6	13	*
Area 6	19%	12%	49%	51%	719 (36)	776 (79)	16	26	31%
Area 7	17%	10%	54%	47%	657 (39)	790 (59)	15	25	12%
Total	16%	10%	51%	48%	672 (220)	789 (250)	49	86	27%

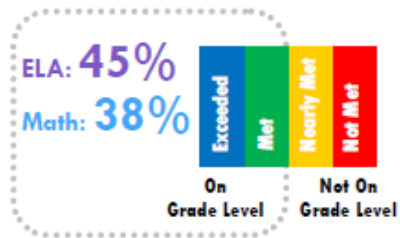
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District Achievement Update Report

Stockton Unified School District

2014-15 CAASPP—SBAC

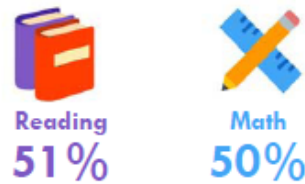
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2014-15 NWEA MAP

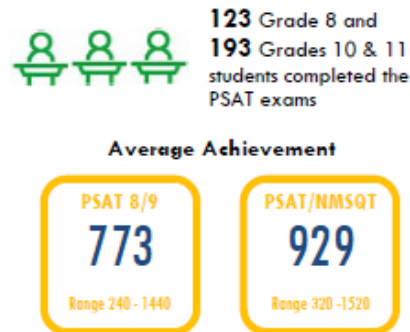
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2015-16 PSAT Exams

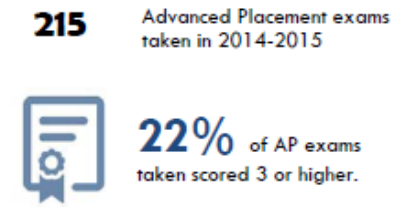
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Grades	3-8, 11	3-8, 11	K-10	K-10	8	10-11	10-12	10-12	10-12
Area 1	47%	38%	53%	52%	786 (56)	898 (86)	52	98	13%
Area 2	38%	31%	46%	39%	* (4)	* (1)			
Area 3	44%	30%	49%	52%	* (5)	908 (23)	2	6	
Area 4	38%	38%	49%	48%	718 (16)				
Area 5	48%	40%	57%	54%	* (4)	1124 (32)	44	71	28%
Area 6	51%	41%	49%	48%	807 (29)	864 (42)	15	32	38%
Area 7	33%	32%	46%	46%	* (9)	* (9)	6	8	*
Total	45%	38%	51%	50%	773 (123)	929 (193)	119	215	22%

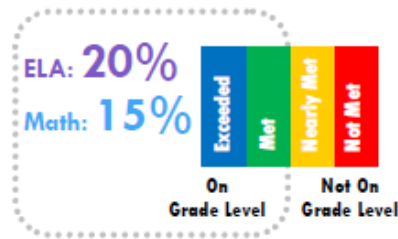
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Stockton Unified School District

2014-15 CAASPP—SBAC

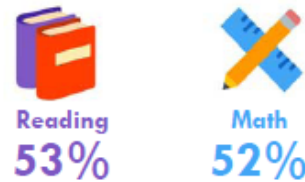
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2014-15 NWEA MAP

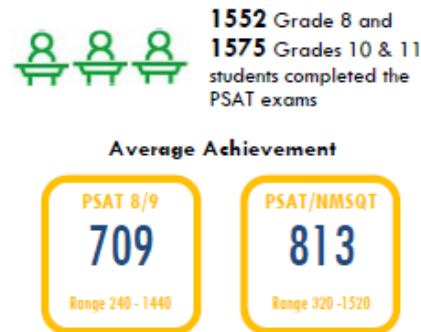
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Generally, growth targets are calculated for students who have Fall and Spring MAP scores.

2015-16 PSAT Exams

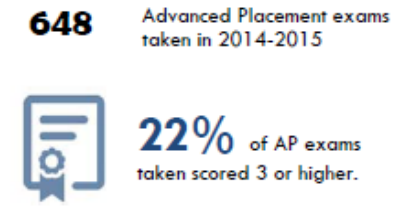
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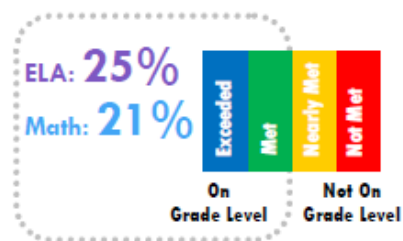
	SBAC ELA results	SBAC Math results	MAP Read results	MAP Math results	PSAT 8/9 results (count)	PSAT/NMSQT results (count)	AP Student (count)	AP Exam (count)	AP Scored 3+
Grades	3-8, 11	3-8, 11	K-10	K-10	8	10-11	10-12	10-12	10-12
Area 1	19%	13%	52%	51%	709 (228)	803 (344)	95	150	23%
Area 2	14%	11%	50%	49%	691 (213)	728 (86)			
Area 3	20%	14%	53%	51%	711 (408)	804 (473)	34	57	11%
Area 4	24%	19%	52%	53%	733 (204)				
Area 5	21%	15%	53%	52%	669 (126)	905 (167)	85	147	22%
Area 6	22%	17%	53%	52%	731 (269)	789 (232)	87	129	33%
Area 7	23%	15%	56%	56%	679 (104)	833 (273)	110	165	16%
Total	20%	15%	53%	52%	709 (1552)	813 (1575)	411	648	22%

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Stockton Unified School District

2014-15 CAASPP—SBAC

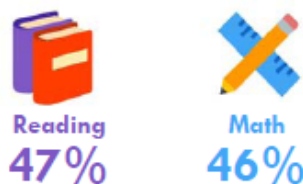
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2014-15 NWEA MAP

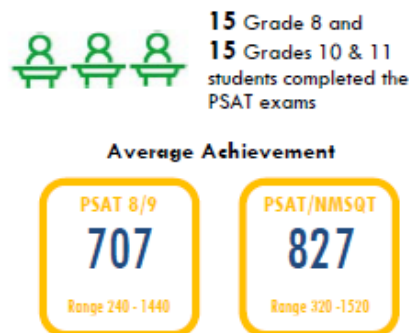
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2015-16 PSAT Exams

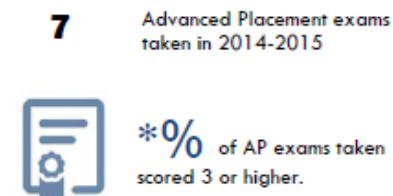
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Grades	3-8, 11	3-8, 11	K-10	K-10	8	10-11	10-12	10-12	10-12
Area 1	13%	7%	53%	67%	* (1)				
Area 2	33%	17%	0%	40%	* (1)				
Area 3	38%	38%	43%	50%	* (2)	* (7)	1	3	*
Area 4	38%	31%	50%	50%	* (3)				
Area 5	20%	20%	43%	14%	* (2)	* (3)	2	4	*
Area 6	24%	20%	52%	44%	* (3)	* (4)			
Area 7	13%	19%	38%	43%	* (3)	* (1)			
Total	25%	21%	47%	46%	707 (15)	827 (15)	3	7	*

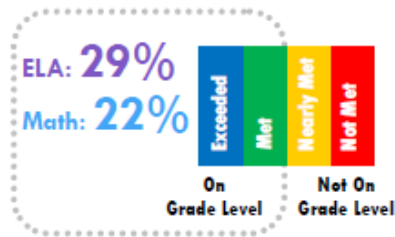
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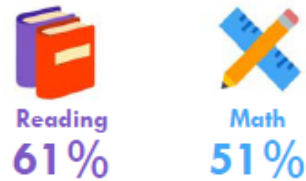
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2014-15 NWEA MAP

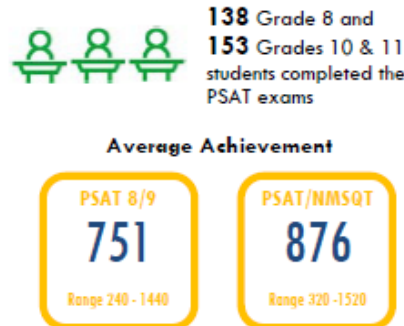
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2015-16 PSAT Exams

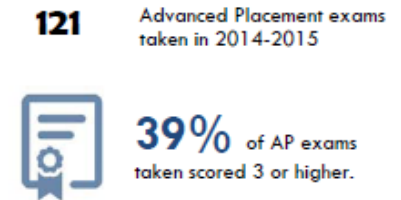
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	SBAC ELA results	SBAC Math results	MAP Read results	MAP Math results	PSAT 8/9 results (count)	PSAT/NMSQT results (count)	AP Student (count)	AP Exam (count)	AP Scored 3+
Grades	3-8, 11	3-8, 11	K-10	K-10	8	10-11	10-12	10-12	10-12
Area 1	17%	12%	58%	52%	* (10)	915 (11)	5	9	*
Area 2	16%	8%	56%	53%	* (4)	* (2)			
Area 3	27%	19%	66%	55%	697 (24)	841 (40)	5	10	*
Area 4	33%	27%	60%	47%	808 (56)				
Area 5	39%	26%	59%	57%	* (4)	1071 (12)	19	40	48%
Area 6	25%	17%	63%	50%	748 (31)	839 (17)	11	14	43%
Area 7	36%	27%	63%	51%	* (9)	870 (71)	28	48	23%
Total	29%	22%	61%	51%	751 (138)	876 (153)	68	121	39%

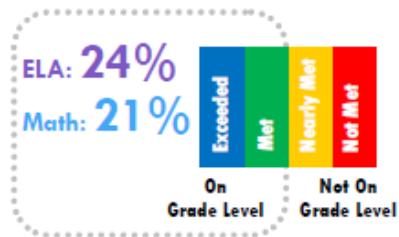
* Similar to CDE, to protect privacy, * appears in place of test scores wherever those scores are based on 10 or fewer students

District Achievement Update Report

Stockton Unified School District

2014-15 CAASPP—SBAC

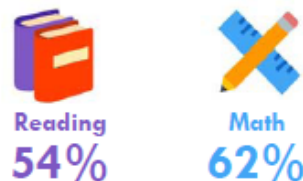
What percent of students achieved grade level standards?



To meet grade level standards, students must demonstrate knowledge and skills in each subject as “standard met” or “standard exceeded.”

2014-15 NWEA MAP

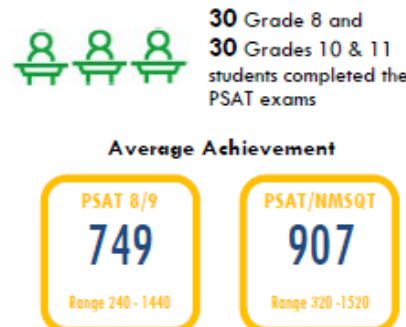
What percent of students met their Fall to Spring growth targets?



Generally, growth targets are calculated for students who have Fall and Spring MAP scores.

2015-16 PSAT Exams

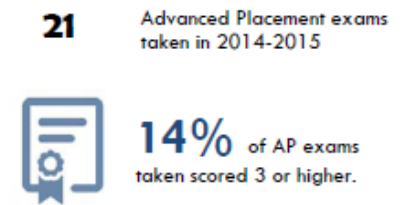
What was the average achievement on PSAT 8/9 and PSAT/NMSQT?



The total score is a combination of the Reading/Writing and Math sections.

2014-15 AP

What percent of AP exams taken achieved a passing score (3+)?



Students scoring 3 or higher on the AP exam are eligible to earn college credits.

	SBAC ELA results	SBAC Math results	MAP Read results	MAP Math results	PSAT 8/9 results (count)	PSAT/NMSQT results (count)	AP Student (count)	AP Exam (count)	AP Scored 3+
Grades	3-8, 11	3-8, 11	K-10	K-10	8	10-11	10-12	10-12	10-12
Area 1	25%	20%	47%	57%	* (5)	* (5)			
Area 2	7%	7%	57%	67%	* (1)	()			
Area 3	7%	3%	58%	63%	* (3)	* (2)	1	2	*
Area 4	31%	26%	52%	60%	* (6)	()			
Area 5	22%	26%	56%	63%	* (1)	* (4)	2	3	*
Area 6	31%	28%	56%	65%	792 (11)	* (6)			
Area 7	23%	17%	56%	61%	* (3)	940 (13)	12	16	13%
Total	24%	21%	54%	62%	749 (30)	907 (30)	15	21	14%

* Similar to CDE, to protect privacy, * appears in place of test scores wherever those scores are based on 10 or fewer students

**Stockton Unified School District
BOARD OF EDUCATION
701 North Madison Street
Stockton, California 95202
(209) 933-7070**

**November 17, 2015
Public Session: 5:00 p.m.**

**SPECIAL BOARD MEETING
LOCATION: Board Room**

5:00 p.m.	Call Meeting to Order A. Roll Call B. Oral Suggestions and Comments from the Community
------------------	---

**PUBLIC COMMENTS ARE LIMITED TO THREE MINUTES
TO ENSURE AN ORDERLY AND EFFICIENT BOARD MEETING
(Board Bylaw 9325)**

NOTICE OF SPECIAL BOARD STUDY SESSION MEETING AGENDA

1.0 Organization

I	1.1	Avid Presentation-Jeff Keller, Director-Educational Services	
I	1.2	Transportation	Lisa Grant-Dawson, CBO Deborah Davis, Director-Transportation

2.0 Adjournment

**Dated: Nov. 12, 2015
Posted: 4:30 p.m.
Stockton, California 95202**

**D-Indicates Discussion Item
A-Indicates Action Item**

PROCEDURES TO BE USED IN THE CONDUCT OF BOARD OF EDUCATION MEETINGS

CONSENT ITEMS

After a motion has been made and seconded, any of the Board (or any member of the public, through a Board member) may request to withdraw any items designated as consent items prior to the consideration of the approval of the consent agenda.

ACTION ITEMS

Any member of the audience may address action items once there has been a proper motion and second.

INFORMATION ITEMS

Information items will be presented by those persons responsible for preparing the items.

ALL ITEMS ON THE AGENDA MAY BE ADDRESSED BY ANY MEMBER OF THE AUDIENCE

COMMENTS AND SUGGESTIONS FROM THE COMMUNITY

There is a section of each Board agenda, "Comments and Suggestions from the Community," at which time any member of the community may make suggestions, comments or express concerns about any item, whether on the agenda or not. *Time allowed for each individual is three minutes.* It is requested that persons wishing to speak will complete a card available at the door and submit to the Board secretary prior to the beginning of the meeting.

SPECIAL ACCOMMODATION

Individuals who require special accommodation, including but not limited to an American sign language interpreter, accessible seating or documentation in accessible formats, should contact the Superintendent or designee at least two days before the meeting date.

BOARD BYLAW 9323

The Stockton Unified School District Board of Trustees has adopted Board Bylaw 9323 which prescribes the rules governing public participation at board meetings and public hearings. The three-minute limitation prescribed by Board Bylaw 9323 is responsible because it accords members of the public an equal opportunity to present their views while insuring that the hearings are conducted in an orderly and efficient manner.

"Individual speakers shall be allowed three minutes to address the Board on each agenda or non-agenda item. The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add."

TAPING

Board of Education meetings are taped and subject to being videotaped.

THE GOVERNING BOARD IS THE UNIT OF AUTHORITY. APART FROM THE NORMAL FUNCTION AS PART OF THE UNIT, THE BOARD MEMBERS HAVE NO INDIVIDUAL AUTHORITY.

Board comments should be clear and concise. We want people to understand what we are saying; therefore, we should convey our ideas in a brief and simple manner. We should remember that whenever a choice is to be made between a simple solution and a complex one, the tendency is to choose the one that is less complex. Therefore, the best rule is to speak sparingly and simply during Board discussions.

CA Education Code 32210. Any person who willfully disturbs any public school or any public school meeting is guilty of a misdemeanor, and shall be punished by a fine of not more than five hundred dollars (\$500).

TRUSTEES OF THE BOARD OF EDUCATION

Ms. Gloria Allen, President
Ms. Andrea L. Burrise, Clerk
Ms. Kathleen Garcia
Ms. Colleen Keenan, Vice President
Ms. Maria Mendez
Ms. Angela Phillips
Mr. Steve Smith
Ms. Julie Penn

Area One
Area Two
Area Three
Area Four
Area Five
Area Six
Area Seven
Interim Superintendent

AVID Presentation Agenda

11/17/2015


- I. Why AVID?
- II. What is AVID?
- III. AVID Student Demographic Data
 - a. National v SUSD
- IV. Budget
- V. AVID School Wide
- VI. Next Steps



The Challenge

- **56%** of teachers expect three quarters of students in their schools will need remediation.
- **42%** of potential first-generation college students do not plan on college.
- **Only 23% of teachers** expect three-quarters of students in their schools to graduate from college.

AVID, Inc. 1980-2015. The AVID system of the American Teacher Progress Institute for College and Career. New York, NY: AVID, Inc.



People Like Me




AVID, Inc. 1980-2015. The AVID system of the American Teacher Progress Institute for College and Career. New York, NY: AVID, Inc.



Why College Readiness?

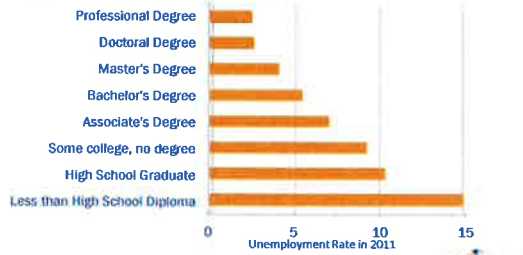
Will every student pursue higher education?
Not necessarily.

Should every student be prepared for and have the option to attend college or pursue higher education?
Absolutely!


4 

The Impact of Higher Education

Obtaining a college degree nearly doubles the opportunity for employment over a high school degree




Education Level	Unemployment Rate in 2011
Professional Degree	~2.5
Doctoral Degree	~3.0
Master's Degree	~4.5
Bachelor's Degree	~6.0
Associate's Degree	~8.0
Some college, no degree	~10.0
High School Graduate	~12.0
Less than High School Diploma	~14.5

5 Data Source: Bureau of Labor Statistics, Current Population Survey 


High School Dropouts

1. Will earn only thirty-six cents for every dollar a college graduate earns, and sixty-seven cents for every dollar earned by a high school graduate (United States Census Bureau, 2009)
2. Are projected to live ten years less than a college graduate (Kolata, 2007)
3. Will be five to eight times more likely to be incarcerated (McKinsey & Company, 2009)

6 


Impact On Our Economy

The underutilization of human capital, due to students dropping out of school, has been described as the “equivalent of a permanent deep recession in terms of the gap between actual and potential output of the economy.” (McKinsey & Company, 2009, p.18)

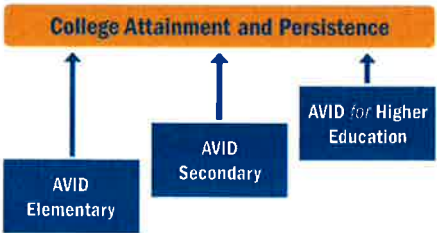
7 

What is AVID?


- A schoolwide college readiness system
- A structured approach to rigorous curriculum
- Direct support structure for first-generation college students
- Professional learning for educators

8 

The AVID College Readiness System





AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

9 

What Does AVID Do?


- Develops **readers and writers**
- Develops deep **content knowledge**
- Teaches **content-specific strategies** for reading, writing, thinking, and speaking
- Develops **habits, skills, and behaviors** to use knowledge and abilities




10

AVID and Common Core State Standards

Common Core
is the **What**



AVID is the **How**




11

Common Ground

Common Core State Standards
To ensure our students are meeting **college and career expectations** and are prepared to succeed in our global economy and society.




AVID's Mission
To close the achievement gap by preparing all students for college readiness and success in a global society.



12

How AVID Works

- Accelerates under-achieving students who have potential into more rigorous courses
- Teaches academic and social skills not targeted in other classes
- Provides intensive support with in-class tutors and a strong student/teacher relationship
- Creates a positive peer group for students
- Develops a sense of hope and personal achievement gained through hard work and determination

13 

WICOR

READING

- Deep Reading Strategies
- Note-Taking
- Graphic Organizers
- Vocabulary Building
- Summarizing
- Reciprocal Teaching

WRITING

- Cornell Note-Taking
- Learning Logs
- Quickwrites and Reflections
- Process Writing
- Peer Evaluation
- Authentic Writing

INQUIRY

- Skilled Questioning Techniques
- Costa's Levels of Thinking
- Socratic Seminars
- Tutorials
- Investigations
- Questions That Guide Research



ORGANIZATION

- Binders and Organizational Tools
- Calendars, Planners, and Agendas
- Graphic Organizers
- A Focused Note-Taking System
- Tutorials and Study Groups
- Project Planning and SMART Goals


COLLABORATION

- Socratic Seminars
- Tutorials
- Philosophical Chairs
- Group Activities and Projects
- Peer Editing Groups
- Service Learning Projects

14 

Who are AVID Elective Students?

AVID Elective Student Demographic Data

15 


The AVID Elective Student Profile

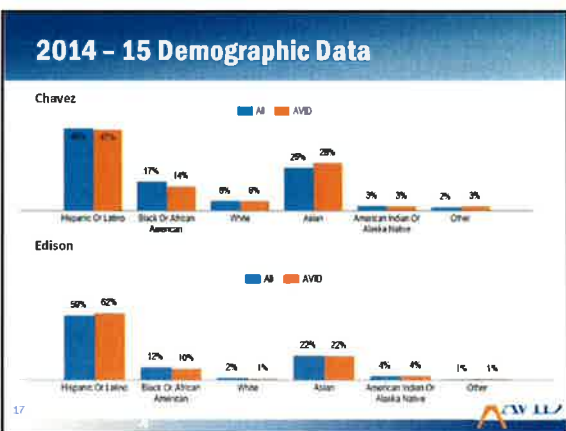
Has academic potential

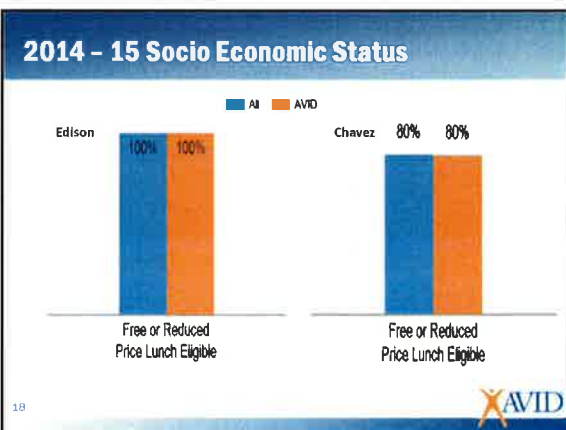
- Average to high test scores
- 2.0–3.5 GPA
- College potential with support
- Desire and determination

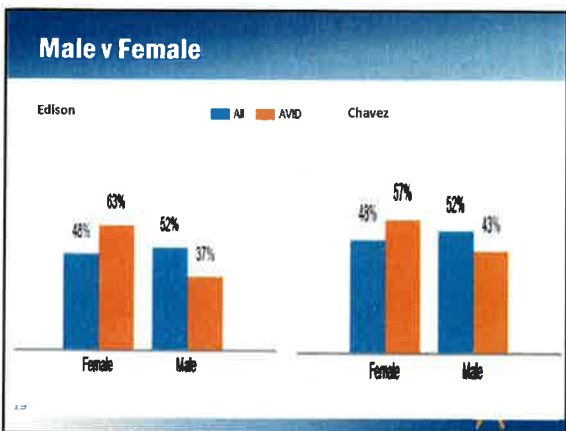
Meets one or more of the following criteria:

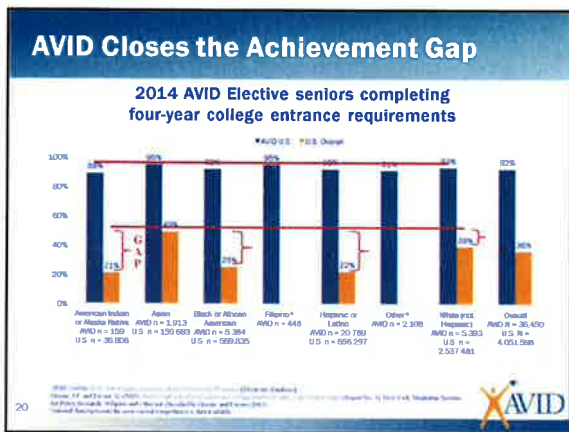
- First In family to attend college
- Historically underserved In four-year colleges
- Low-Income
- Special circumstances



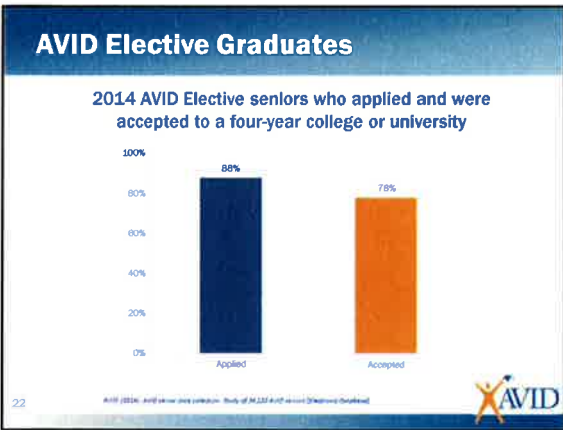


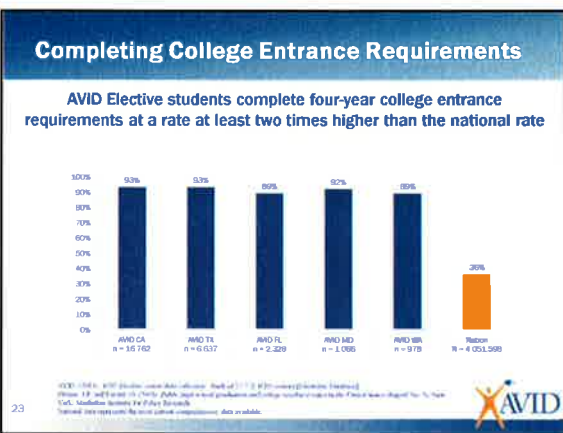


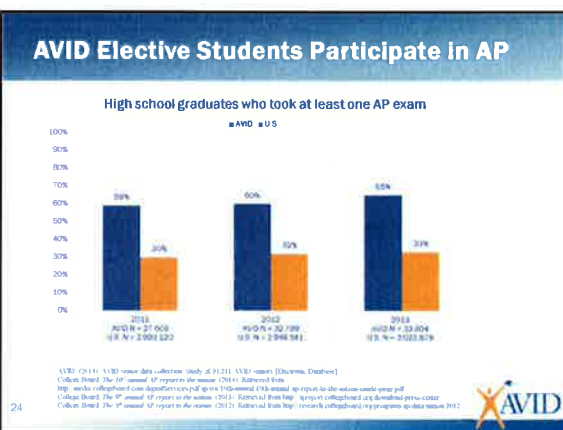










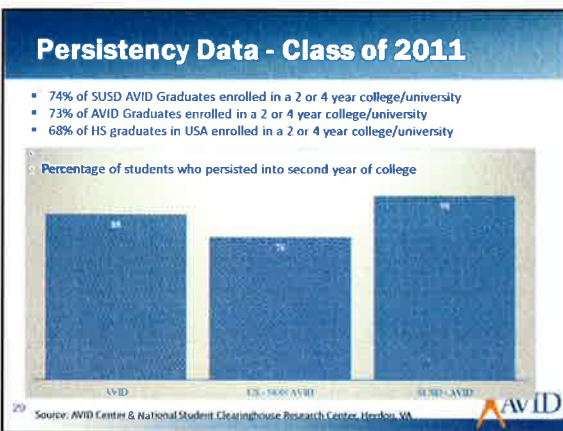


Graduation Rates					
	AVID Edison	School wide	California	AVID Chavez	School wide
14-15	100%	Not Released at this time	Not Released at this time	100%	Not Released at this time
13-14	100%	71%	80%	100%	83%
12-13	100%	86%	80%	100%	90%
11-12	100%	75%	78%	100%	86%
10-11	100%	72%	77%	100%	83%

College Acceptance Rates				
	AVID Edison	School wide	AVID Chavez	School wide
14-15	75%	15%	65%	20%
13-14	86%		96%	
12-13	78%		79%	
11-12	79%		77%	
10-11	68%		54%	

A-G Rates					
	AVID Edison	School wide	California	AVID Chavez	School wide
14-15	90%	32%*	Not released at this time	79%	27%*
13-14	100%	30%	41%	92%	.01%**
12-13	100%	11%	39%	91%	22%
11-12	100%	22%	38%	100%	24%
10-11	100%	17%	36%	100%	21%





On Site Tutoring Hours Per Week

2013 – 14	18 Hours
2014 – 15	244 Hours
2015 – 16	416 Hours

30


Budget – Cost Per Year

Year	Phase	Number of Schools	Cost	Average School Site (700) Cost per day: per student
2014-15	1 (13 Schools)	13	\$498,283	\$00.30
2015 - 16	2 (adding 13 new schools)	26	\$1,138,885	\$00.34
2016 - 17	3 (adding 7 new schools)	33	Projected Cost \$1,347,721	\$00.32



Budget – Cost Per Year

Year	Phase	Number of Schools	Cost	Average School Site (700) Cost per day: per student
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2016 - 17	3 (adding 7 new schools)	33	Projected Cost \$1,347,721	\$00.32






Schoolwide AVID

AVID is **schoolwide** when a strong AVID system transforms the

- Instruction
- Leadership
- Systems
- Culture


ensuring college readiness for all AVID Elective students and improved academic performance for all students based on increased opportunities.



Projected Short-Term Outcomes

Schoolwide AVID will support...


- Use of AVID strategies for learning
- Successful completion of rigorous coursework
- Increase in student attendance
- Increase in student educational aspirations

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Projected Long-Term Outcomes

Schoolwide AVID will support...

- **Increase** in high school graduation rates
- **Increase** in completion of college entrance requirements
- **Increase** in college applications
- **Increase** in college enrollment
- **Increase** in rigorous course offerings


35 

Professional Learning Communities-Collaboration Focus

36 


Next Steps

- Create measurement systems for determining the effect of AVID on achievement, attendance and discipline.

37 


Next Steps – Secondary

1. Graduation Rates
2. A-G
3. College Acceptance
4. AP/Dual Enrollment
5. Persistency Data
6. Behavior – Suspensions
7. Attendance
8. MAP
9. CAASPP
10. Pre and Post Survey/Perception Data

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Next Steps – K-8


1. MAP
2. CAASPP
3. Attendance
4. Behavior – suspensions
5. Pre and Post Survey/Perception Data

39 

Next Steps

- Create learning systems that support on-going and job-embedded professional development.


40

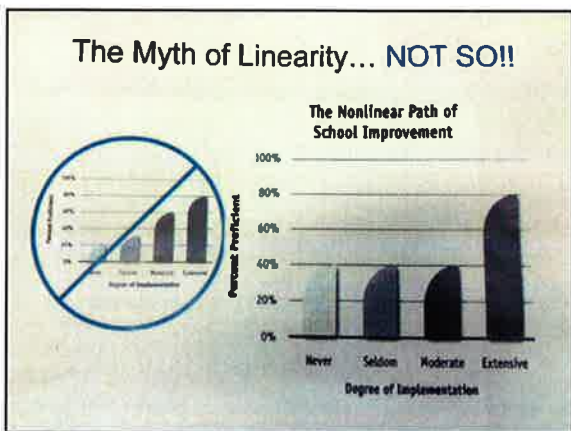


AVID Learning Systems

1. PLC/Data/AVID Site Teams
2. Instructional Rounds
3. District AVID Coordinators
4. Building the capacity of principals and coaches, and aligning human capital and other district and site resources to support AVID implementation.

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Professional Learning Communities-Collaboration Focus

Curriculum - CCSS, Units of Study

What do we want students to know and be able to do?

Goal Setting and Re-teaching: DII, CAFE, Imagine Learning, AVID (Tutorials), Data Team Process

What will we do for the students who need extra time and support? What will we do for the students who get it?



Stockton Unified School District
Since 1852

Culture of High Expectations

All Students Are College And Career Ready

Instruction: WICOR, DII

What practices and strategies will we use to teach the curriculum and college and career readiness skills?

Assessments: CFAs, MAP, Unit, AVID Certification

How will you know which students learned the curriculum? How will we know which strategies were effective?

By Almendra Carpizo
 Record Staff Writer

[Print Page](#)

November 03, 2015 7:08PM

'We really are Notre Dame'

STOCKTON — Inside a third-grade classroom at Taylor Leadership Academy, the self-described University of Notre Dame class of 2029 is learning about math using the names of Fighting Irish players.

The 32 students don green T-shirts with the class motto, "Learn like a champion today!" printed on their backs, and flags with the "UND" logo hang on walls around them.

Their teacher, Allison Silva, and the students have wholeheartedly embraced their adoptive university — and their chosen college has taken notice.

On Tuesday, a film production company hired by the Notre Dame's athletic department spent the day with the class, which will be featured in a documentary series called "First Time Fans."

The documentary is about experiencing the first Notre Dame game but will highlight the work of Silva, who is determined to teach her students, many of whom live in south Stockton public-housing projects and would be first-generation college students, that attending a university is indeed an option for them.

Silva, who will travel to South Bend, Indiana, to visit Notre Dame next week, said when Taylor Leadership Academy became an AVID school, she presented her students with a few choices of universities she's close with, including Notre Dame, which her brother attended and her family cheers for in college football.

Every class at Taylor Leadership Academy adopted a university in order to emphasize college readiness and awareness, said Connor Sloan, principal. Every Friday, the school has a college pep rally where students wear the color of their chosen universities and take turns giving presentations about them, but Silva went above and beyond.

Silva, who has been teaching at Taylor Leadership Academy for six years, decided to immerse her students in the culture of the university. On Saturdays, she treats them to pizza while they watch the Notre Dame football games. During the week, when she wants to get the kids' attention, she says, "Fighting," to which they respond, "Irish!" And before each test, they slap a pennant with the phrase, "Play like a champion today!"

"I decided that just being college-aware wasn't enough," Silva said. "I wanted them to feel connected to a college even at a young age."

Silva also opened a Twitter account (@alsil23) to reach out and engage with the university, coaches and football players, some of whom have responded to the class.

Chan Schaffler, director and producer for the documentary featuring Silva and her class, said it was through Twitter that Notre Dame became aware of Silva's third-grade class.

Schaffler said the film will capture Silva's first time at a Notre Dame game but will mostly focus on her work helping children who aspire to be first-generation college students. The film is expected to be released at UND.com before Christmas, but a date is not yet determined, he said.

Silva said when students learned about the film and visit, they couldn't stop screaming and jumping.

"Our college is coming!" she said the kids shouted. "They felt like, 'Wow, we really are Notre Dame.'"

Nyah Buntun, 8, said news about the documentary was "very fun to learn" and she was excited about Tuesday's visit.

"It's really special because they have a beautiful campus and cool stuff for us to learn about," she said.

While Silva may be the only one from the class traveling, she's using the opportunity to have her students research their prospective university and South Bend to tell her where they would like her to go and learn about on their behalf.

The response and connection from the university is important for these students, who are socioeconomically disadvantaged, and it makes a big difference, Sloan said.

"The more (teachers) can take visions of school and breathe life into them and apply them, the more we can empower students," he said.

Silva said she grew up being expected to attend college, and it's important for her to show her students that attending a university it is an option for them, too.

"To hear them refer to themselves as Notre Dame students and 'our school,' it is just magical, because at such a young age they're so connected to and dedicated to going to higher education to continue their education beyond high school," she said.

"I love these kids so much, I dream of what they're going to be when they grow up."



A video crew hired by the University of Notre Dame tapes teacher Allison Silva as she conducts her class Tuesday at Taylor Leadership Academy in Stockton. While every class at Taylor has adopted a university to emphasize college readiness and awareness, Silva and her students have gone beyond in embracing Notre Dame — and the school has taken notice.
 CLIFFORD OTO/THE RECORD

<http://www.recordnet.com/article/20151103/NEWS/151109905>

Print Page

PHASE 1 AVID IMPLEMENTATION

Monroe, Montezuma, Fillmore, Chavez, Edison, Taylor, Hazelton, Washington, McKinley, San Joaquin, Taft, Huerta, Marshall

ITEM	2015 - 2016	YEAR 2	ITEM	2016 - 2017	YEAR 3
MEMBERSHIP FEES					
Secondary	\$3,020 x 13 sites	\$ 39,260	Secondary	\$2,465 x 13 sites	\$32,045
Elementary	\$515 x 11 sites	\$ 5,665	Elementary	\$515 x 11 sites	\$ 5,665
Total Membership Fees		\$ 44,925	Total Membership Fees		\$37,710
SUMMER INSTITUTE					
Secondary (K-8)	\$699 x 5 participants=\$3,495 x 11 sites	\$ 38,445	Secondary (K-8)	\$719 x 5 participants=\$3,595 x 11 sites	\$39,545
Chavez & Edison	\$699 x 10 participants=\$6,990 x 2 sites	\$ 13,980	Chavez & Edison	\$719 x 10 participants=\$7,190 x 2 sites	\$14,380
Lunch Allowance	\$8 x 3 days x 75 participants	\$ 1,800	Lunch Allowance	\$8 x 3 days x 75 participants	\$ 1,800
Mileage	\$168 per car x 50 cars	\$ 8,400	Mileage	\$168 per car x 50 cars	\$ 8,400
Parking	\$20 per day x 3 days = \$60 x 50 cars	\$ 3,000	Parking	\$20 per day x 3 days = \$60 x 50 cars	\$ 3,000
Total Summer Institute		\$ 65,625	Total Summer Institute		\$ 67,125
COLLEGE TUTORS					
At 7:1 ratio per section x 12.28 per hour (see attachment)		\$111,846	At 7:1 ratio per section x 12.28 per hour (see attachment)		\$111,846
Tutor Training		\$ 3,635	Tutor Training		\$ 3,635
Fingerprinting		\$ 1,887	Fingerprinting		\$ 1,887
Total College Tutors		\$117,368	Total College Tutors		\$117,368
CURRICULUM LIBRARY					
Secondary AVID Weekly Membership \$475 x 13			Secondary AVID Weekly Membership \$445 x 13		
Elementary AVID Weekly – Included in membership fee			Elementary – Included in membership fee		
Total Curriculum Libraries		\$ 6,175	Total Curriculum Libraries		\$ 5,785
COLLEGE FIELD TRIPS					
K-8 Cost for two substitutes @ \$150 per trip x two trips x 11		\$ 6,600	K-8 Cost for two substitutes @ \$150 per trip x two trips x 11		
High School four subs @ \$150 per trip x two trips x 2 sites		\$ 2,400	High School four subs @ \$150 per trip x two trips x 2 sites		
Transportation K-8 (Taft to Davis & Taft to CSUS) = \$940 x 11		\$ 10,340	Transportation K-8 (Taft to Davis & Taft to CSUS) = \$940 x 11		
Transportation HS (Taft to Davis & Taft to CSUS) = \$940 x 2 buses x 2 sites		\$ 3,760	Transportation HS (Taft to Davis & Taft to CSUS) = \$940 x 2 buses x 2 sites		
Total College Field Trips		\$ 23,100	Total College Field Trips		\$ 23,100
AVID Site Materials/Supplies for K-8 (See attachment)					
Total Materials		\$ 73,159	Total Materials		\$69,779

PHASE 1 AVID IMPLEMENTATION

Monroe, Montezuma, Fillmore, Chavez, Edison, Taylor, Hazelton, Washington, McKinley, San Joaquin, Taft, Huerta, Marshall

Coordinator and Training Costs District AVID Coordinator Mileage .56 x 20 miles a day x 180 days Training Materials Copies (rephotographics) AVID Professional Development Books \$1,000 x 13 sites Professional Learning (subs, stipends, hourly rate)	\$110,515 \$ 2,016 \$ 2,000 \$ 2,000 \$ 13,000 \$ 30,000	Coordinator and Training Costs District AVID Coordinator Mileage .56 x 20 miles a day x 180 days Training Materials Copies (rephotographics) AVID Professional Development Books \$1,000 x 13 sites Subs for teacher training	\$115,333 \$ 2016 \$ 2000 \$ 2000 \$ 13,000 \$ 30,000
Total Coordinator and Training Costs	\$159,531	Total Coordinator and Training Costs	\$164,349
Leadership for College Readiness Training	\$ 0	Leadership for College Readiness Training	\$ 0
District Director Elementary Training (Coordinator and DD)	\$ 8,400	District Director Elementary Training (Coordinator and DD)	\$ 0
Total DD Elementary Training	\$ 8,400		\$ 0
GRAND TOTAL	\$498,283		\$485,216

PHASE 2 AVID IMPLEMENTATION

August, Bush, Cleveland, Grunsky, Harrison, Hong Kingston, Kennedy, Peyton, Rio Calaveras, Fremont, Franklin, Stagg

ITEM	2015-2016	YEAR 1	2016-2017	Year 2
MEMBERSHIP FEES				
Secondary	\$3,020 x 12 sites	\$ 36,240	\$2,465 x 12 sites	\$ 29,580
Elementary	\$515 x 3 sites (Rio, Fremont, Harrison)	\$ 1,545	\$515 x 3 sites (Rio, Fremont, Harrison)	\$ 1,545
Total Membership Fees		\$ 37,785		\$ 31,125
SUMMER INSTITUTE				
Secondary (K-8)	\$699 x 5 participants=\$3,495 x 10 sites	\$ 34,950	\$719 x 3 participants=\$2,157 x 10 sites	\$ 21,570
Franklin and Stagg	\$699 x 20 participants = \$13,980 x 2 sites	\$ 27,960	Franklin and Stagg-\$719 x 10 participants = \$7,190 x 2 sites	\$ 14,380
Elementary (K-8)	\$699 x 4 participants = \$2,796 x 3 sites	\$ 8,388	Elementary (K-8) \$719 x 2 participants = \$1,438 x 3 sites	\$ 4,314
Lunch Allowance	\$8 x 3 days x 102 participants	\$ 2,448	Lunch Allowance \$8 x 3 days x 102 participants	\$ 2,448
Mileage	\$168 per car x 75 cars	\$ 12,600	Mileage \$168 per car x 75 cars	\$ 12,600
Parking	\$20 per day x 3 days = \$60 x 75 cars	\$ 4,500	Parking \$20 per day x 3 days = \$60 x 75 cars	\$ 4,500
Total Summer Institute		\$ 90,846	Total Summer Institute	\$ 59,812
COLLEGE TUTORS				
At 7:1 ratio per section x 12.28 per hour (See Attachment)		\$117,520	At 7:1 ratio per section x 12.28 per hour (See Attachment)	\$117,520
Tutor Training		\$ 3,734	Tutor Training	\$ 3,734
Fingerprinting		\$ 1,938	Fingerprinting	\$ 1,938
Total College Tutors		\$123,192	Total College Tutors	\$123,192
CURRICULUM LIBRARY				
Secondary HS	\$5,065 x 2 sites	\$ 10,130	Secondary AVID Weekly \$ 445 x 12	\$5,340
Secondary (K-8)	\$4,520 x 6 sites	\$ 27,120	Elementary – Included in membership fee	
Secondary AVID Weekly	\$ 475 x 4 sites	\$ 1,900		
Elementary (K-8)	\$ 725 x 3 sites	\$ 2,175		
Total Curriculum Libraries		\$ 41,325	Total Curriculum Libraries	\$ 5,340
COLLEGE FIELD TRIPS				
K-8 Cost for two substitutes @ \$150 per trip x two trips x 10		\$ 3,000	K-8 Cost for two substitutes @ \$150 per trip x two trips x 10	\$ 3,000
High School four subs @ \$150 per trip x two trips x 2 sites		\$ 2,400	High School four subs @ \$150 per trip x two trips x 2 sites	\$ 2,400
Transportation K-8 (Taft to Davis & Taft to CSUS) = \$940 x 10		\$ 9,400	Transportation K-8 (Taft to Davis & Taft to CSUS) = \$940 x 10	\$ 9,400
Transportation HS (Taft to Davis & Taft to CSUS) = \$940 x 2 buses x 2 sites		\$ 3,760	Transportation HS (Taft to Davis & Taft to CSUS) = \$940 x 2 buses x 2 sites	\$ 3,760
Total College Field Trips		\$ 18,560	Total College Field Trips	\$ 18,560

PHASE 2 AVID IMPLEMENTATION

August, Bush, Cleveland, Grunsky, Harrison, Hong Kingston, Kennedy, Peyton, Rio Calaveras, Fremont, Franklin, Staggs

AVID Site Materials/Supplies for K-8 (See attachment)		AVID Site Materials/Supplies for K-8 (See attachment)	
Total Materials	\$98,966	Total Materials	\$81,220
Coordinator and Training Costs		Coordinator and Training Costs	
District AVID Coordinator	\$106,840	District AVID Coordinator	\$110,516
Mileage .56 x 20 miles a day x 180 days	\$ 2,016	Mileage .56 x 20 miles a day x 180 days	\$ 2,016
Training Materials	\$ 2,000	Training Materials	\$ 2,000
Copies (rephotographs)	\$ 2,000	Copies (rephotographs)	\$ 2,000
AVID Professional Development Books \$1,000 x 12 sites	\$ 12,000	AVID Professional Development Books \$1,000 x 12 sites	\$ 12,000
Professional Learning (subs, stipends, hourly rate)	\$ 30,000	Professional Learning (subs, stipends, hourly rate)	\$ 30,000
Total Coordinator and Training Costs	\$154,856	Total Coordinator and Training Costs	\$158,532
LEADERSHIP FOR COLLEGE READINESS TRAINING		LEADERSHIP FOR COLLEGE READINESS TRAINING	
\$199 x 80 participants	\$ 15,920		
Stipend \$150 a day x 2 days x 80 teachers	\$ 24,000		
Total for College Readiness Training	\$ 39,920		\$ 0
District Director Training Year 1 Cost	\$ 6,300	District Director Training Year 2 Cost	\$ 4,200
GRAND TOTAL	\$611,750	GRAND TOTAL	\$481,981

2014-15 SUSD Intervention Teacher Program Evaluation

1. Principals and Intervention Teachers were sent the email below asking them specific questions about the effectiveness of the program, including implementation and materials, that would help when expanded in 2015-16.
 2. Responses to the questions were summarized and the following report was produced and submitted as part of the LEA PI YEAR 3 Plan to the board.
-

To better support students who were performing significantly below grade level, the district allocated available intervention teachers at select sites with identified needs based on student performance, teacher recommendation, and available resources. Sites who submitted a comprehensive plan for early literacy intervention to Education Services were prioritized for receiving Intervention Teachers.

- I. Implementation of the program was limited to the number of teachers available and trained to teach intervention and therefore, only 15 sites received additional services. The intervention programs in 2014-15 focused on individual/group needs at sites based on approved evidence-based models.
 - a. During the summer of 2014, Intervention Teachers were provided professional development training to insure that models were implemented with fidelity.
 - b. Students were identified for Tier III intervention services at sites primarily through Measures of Academic Progress (MAP) assessments results from the prior Spring administration, or for Kindergarteners (Fall Map) followed by a leveled reading assessment (BPST, Accelerated Reader, San Diego Quick, etc.)
 - c. Groups consisted of less than 15 students and lasted from 30-45 minutes in length 3-5 times per week, with 5 minutes transition time.
 - d. There was no consistent curriculum or resources used by all sites, but those listed included Fountas and Pinnell's Level Literacy, Open Court, Inside, Read Naturally, Triumphs, and Treasures focusing on improving students reading.
 - e. Students exited the program based on progress monitoring and assessments by intervention teacher and usually included Winter Map scores that demonstrated they had moved to strategic support (Tier II).
- II. Results/Recommendations
 - a. The majority of intervention teachers stated that most students exited programs regularly after two 6-8 week sessions but there were some who remained all year and continued to struggle to retain skills over longer periods of time even with repeated exposure. There were others that didn't put effort into this opportunity (higher grade levels).
 - b. Intervention teachers stated that regular teachers were hesitant at first to send their students out during any CORE activities but by the end were happy with the results produced.
 - c. Although Intervention Teachers collaborated with their own site staff on student progress, etc. , they felt collaboration time with other intervention teachers would be more beneficial to them implementing their programs effectively. Additionally, this would allow them to identify best practices and create a centralized repository for resources that they've found during the first year.
 - d. Teachers stated that the lack of a designated curriculum across the district and lack of resources for intervention caused some pacing issues since prep time was spent developing their programs the first year. Teachers have already taken what they learned last year and produced a much more cohesive plan for implementation in 2015-16 but grouping skills across the grade levels, and chunking learning expectations so that students could celebrate their learning repeatedly and gain confidence.
 - e. All of the teachers reported that smaller groups of between 5-10 would be more conducive to targeting gaps, then 10-15 students.

Traci M. Albee

From: Traci M. Albee
Sent: Wednesday, September 23, 2015 10:20 AM
To: Kay Medina; Diana M. Antolin; Ariana Casillas; Delores Hamilton; Angelica Ibarra-Pantoja; Therese Lucas; Lori Maltbie; Marie R. Margolies; David M. Maxwell; Joseph F. Shelby; Franca G. Van Allen; Vicki Villarreal; Rochelle Torlai
Cc: John Semillo; Joseph D. Martinez; Danielle Valtierra; Nancy Lane; Sherry Jackson; Heidi Mohammadkhan; Carla Gonzales; Kristin V. Buckenham; Silvia Martinez; Thomas Anderson; Valerie Standridge; Daniel Wright; Sonia Ambriz; Youlin Aissa
Subject: 2014-15 Intervention Program Survey
Importance: High

Teachers/Principals,

In preparation for adding more intervention teachers in 2015-16 and to provide additional training and materials for current sites, principals please collaborate with your Intervention Teacher to respond to the following questions by September 30th.

1. What model did you implement in 2014-15? Describe
2. What results did you see based on the program delivered? (attach examples)
 - a. Anecdotal
 - b. Performance
3. What changes or supplements to the program you implemented would you like to see based on your results?
4. What were the biggest obstacles and successes at your site?
 - a. How would you augment those successes or overcome those obstacles?
5. Based on 2014-15, what professional development training/resources would be beneficial for:
 - a. New intervention teachers
 - b. Returning intervention teachers

Thank you in advance,

Traci

Traci M. Albee, M.Ed.

Administrator of State and Federal Programs

Stockton Unified School District

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