Data at Every Level: Annual Presentation on Student Progress

March 19, 2025

Purpose

Provide multi-level data snapshot on CVUSD student progress while highlighting current and ongoing actions.

Levels of Data

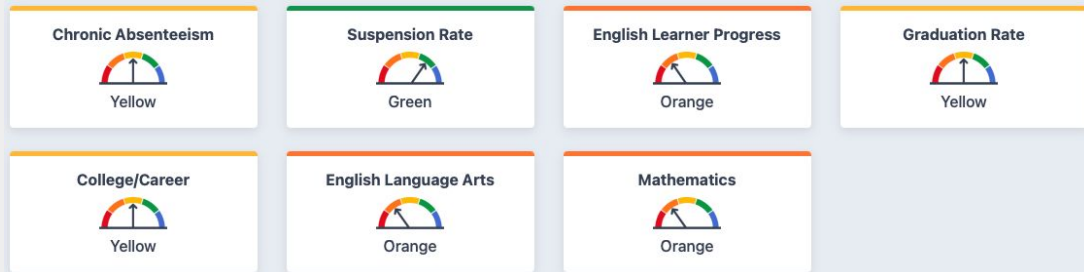|	Definition	Types of Data
Level 1: **Satellite Data**	Hovers far above the classroom and tells an important, but incomplete story.	California School Dashboard
Level 2: **Map Data**	Hovers closer to the ground than satellite data, providing a GPS of learning trends.	Local Benchmarks Grade Distribution
Level 3: **Street Data**	Qualitative, systematic, and experiential data that occurs at "eye level."	Student Voice Survey Responses

Satellite Data

Hovers far above the classroom and tells an important, but incomplete story.
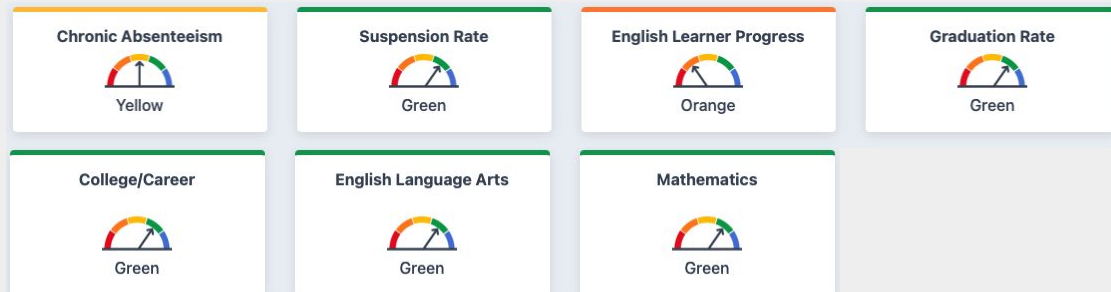
California Dashboard Results

Statewide:

Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate
Yellow	Green	Orange	Yellow

College/Career	English Language Arts	Mathematics
Yellow	Orange	Orange

CVUSD:

Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate
Yellow	Green	Orange	Green

College/Career	English Language Arts	Mathematics
Green	Green	Green

English Language Arts

	2023 CVUSD Score	**2024 CVUSD Score**	2023 Statewide Score	**2024 Statewide Score**	*CVUSD Difference*
All Students	37 points above	**32.7 points above**	14 points below	**13.2 points below**	*+45.9 points*
Socio. Disadv.	29 points below	**29.3 points below**	43 points below	**40.9 points below**	*+11.6 points*
Students with Disabilities	87 points below	**95.5 points below**	96 points below	**95.6 points below**	*-0.1 points*
Asian	108 points above	**106.6 points above**	62 points above	**60.7 points above**	*+45.9 points*
Black or African American	19 points below	**10.6 points below**	60 points below	**58.9 points below**	*+48.3 points*
Hispanic or Latino	16 points below	**19.6 points below**	40 points below	**39.3 points below**	*+19.7 points*
White	56 points above	**47 points above**	21 points above	**19.2 points above**	*+ 27.8 points*
English Learners	51 points below	**57.4 points below**	68 points below	**67.6 points below**	*+10.2 points*

Mathematics

	2023 CVUSD Score	**2024 CVUSD Score**	2023 Statewide Score	**2024 Statewide Score**	*CVUSD Difference*
All Students	3 points above	**1.6 points above**	49 points below	**47.6 points below**	*+49.2 points*
Socio. Disadv.	67 points below	**64.9 points below**	81 points below	**78.2 points below**	*+13.3 points*
Students with Disabilities	125 points below	**127.7 points below**	127 points below	**124.3 points below**	*-3.4 points*
Asian	106 points above	**97 points above**	51 points above	**49.5 points above**	*+47.5 points*
Black or African American	74 points below	**52.4 points below**	105 points below	**102.2 points below**	*+49.8 points*
Hispanic or Latino	59 points below	**57.3 points below**	81 points below	**79.2 points below**	*+21.9 points*
White	21 points above	**16.3 points above**	11 points below	**10.3 points above**	*+6 points*
English Learners	78 points below	**82.3 points below**	93 points below	**93.4 points below**	*+11.1 points*

Education Recovery Scorecard

- Researchers from Stanford, Harvard, and Dartmouth compared standardized test scores across almost all school districts in the country

- Average student nationwide remains half a grade level behind pre-pandemic levels in reading and math

- 11 school districts in California are achieving above pre-pandemic levels

- ***CVUSD ranked #2*** in California as performing above pre-pandemic levels in reading and math

English Learner Progress

Some Current Actions:
- UDL for Multilingual Learners (ML)
- ELPAC student goal meetings
- ML site monitoring meetings
- ML student learning walks
- Piloting new secondary ELD materials
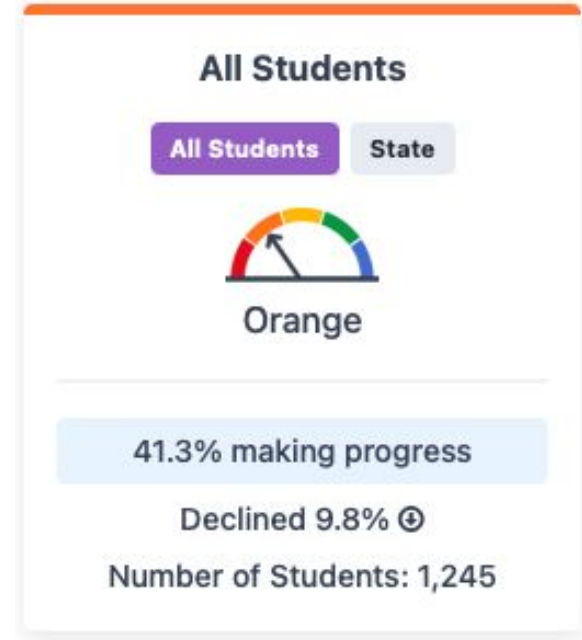- Newcomer Academy at NPHS

The English Learner Progress Indicator (ELPI) reports on the progress English Learner (EL) students are making towards English language proficiency at their schools and districts. The ELPI relies on the results of the Summative English Language Proficiency Assessments for California (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress.

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

	2019	2022	2023	2024
ELs Who Progressed at Least One ELPI Level	44.8%	38.1%	50%	40.6%
ELs who Maintained ELPI Level 4	8.5%	5.5%	—	1%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	27.8%	34.1%	1.3%/33%	37.7%
ELs Who Decreased at Least One ELPI Level	18.9%	22.3%	15.8%	20.7%

- ELs Who Decreased at Least One ELPI Level
- ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H
- ELs who Maintained ELPI Level 4
- ELs Who Progressed at Least One ELPI Level

All Students

All Students | State

Orange

41.3% making progress

Declined 9.8%

Number of Students: 1,245

9

California Alternate Assessment

The summative California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics are administered to students whose IEP teams have determined them eligible. Eligible students are those whose disability prevents them from taking the Smarter Balanced Summative Assessments for ELA and mathematics and the California Science Test.

Like the SBAC ELA and Math, and the CAST, CAA is included in the English Language Arts and Mathematics CA Dashboard Indicators.

Mathematics	Number Tested	Percent Standard Met or Higher
CVUSD	84	4.8%
State	36,146	9.42%

English Language Arts	Number Tested	Percent Standard Met or Higher
CVUSD	84	17.9%
State	36,185	17.4%

Least Restrictive Environment

Some Current Actions:
- Co-teaching with ongoing training
- Strategic Plan for Inclusion
- Supporting Inclusive Practices grant
- Examining additional preschool opportunities

Measures students with disabilities (SWD) access to education in the LRE

- Indicator 5A: Measures the percent of SWDs in the general education setting for 80% or more of the school day. Includes students ages 6-22

  - General setting "includes non-academic activities such as recess, lunch, passing periods, etc."

  - Calculated by:

$$\left(\frac{\text{\# of students with disabilities ages 6-22 and 5-year-olds in K/TK served inside the regular class 80\% or more of the day}}{\text{Total \# of students with disabilities ages 6-22 and 5-year-olds in K/TK within the LEA}} \right) \times 100$$

CVUSD's current overall LRE: 57.4%

Last five years of LRE by overall %*:

2023 - 2024	50.9%
2022 - 2023	49.8%
2021 - 2022	50.08%
2020 - 2021	49.52%
2019 - 2020	46.10%

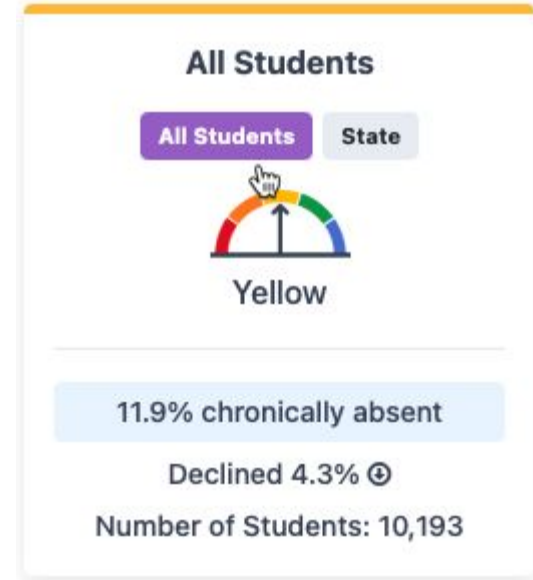*2023 - 2024 is the last reporting date from CDE

Graduation Rates

Student Group	Graduation Rate	Golden Merit Seal	State Seal of Biliteracy	A-G Completion	CTE Completers	College Career Indicator
All Students	94.7%	48.4%	13.0%	59.6%	9.7%	56.8%
Socioeconomically Disadvantaged	91.4%	22.4%	8.3%	35.8%	8.3%	32%
Students w/ Disabilities	84.9%	11.3%	0.5%	9.7%	6.4%	10.1%
Asian	96.9%	80.9%	41.4%	86.0%	3.1%	87.7%
Black or African American	85.7%	29.2%	4.2%	58.3%	3.6%	32.1%
Hispanic or Latino	92.6%	24.1%	8.6%	37.3%	7.1%	34.6%
White	95.6%	54.4%	9.9%	65.2%	13.0%	63.1%
English Learner	86.4%	7.4%	1.9%	14.8%	1.6%	8%

Chronic Absenteeism

Student Group	2024	Improvement
All Students	11.9%	*4.3%*
Socioeconomically Disadvantaged	20.2%	*7.4%*
Students w/ Disabilities	21.6%	*8.2%*
Asian	5.7%	*1%*
Black or African American	18.3%	*4.5%*
Hispanic or Latino	16.8%	*6.6%*
White	10.1%	*3.6%*
English Learner	19.1%	*-5.7%*

All Students

All Students | State

Yellow

11.9% chronically absent

Declined 4.3%

Number of Students: 10,193

Map Data

Hovers closer to the ground than satellite data, providing a GPS of learning trends.
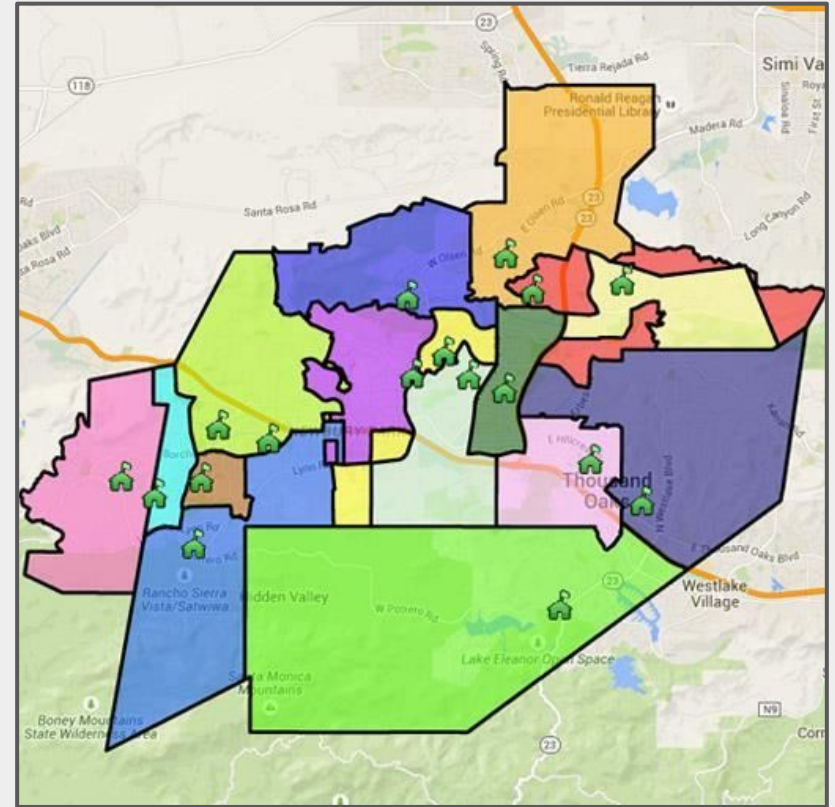
Elementary: Kindergarten - 2nd Grade, Tri 1

> **_Some Current Actions_**:
> - Science of Reading
> - Dyslexia screener
> - Academic specialist training

Kindergarten - ELA

	2023-24	2024-25
Blends Sounds	86%	88%
Fluently Names Letters	89%	92%
High Frequency Words	72%	75%

Grade 1 - ELA

	2023-24	2024-25
Blend	89%	90%
Phonics	82%	81%
High Frequency Words	64%	63%

Grade 2 - ELA

	2023-24	2024-25
Phonics	88%	88%
Reads Accurately	79%	80%
Reads Fluently	75%	82%
High Frequency Words	89%	91%

Kindergarten - ELA

	2023-24	2024-25
Counts	88%	81%
Counts 1:1 Correspondence	97%	92%
Recognizes Numbers	90%	89%

Grade 1 - Math

	2023-24	2024-25
Add/Sub Accurately	86%	82%
Counts, Reads, Writes	85%	81%
Add/Sub Fluently	76%	72%
Solves Word Problems	91%	88%

Grade 2 - Math

	2023-24	2024-25
Add/Sub Fluently	70%	68%
Word Problems	75%	72%
Understands Numbers to 1,000	85%	82%

15

Tri 1 Grade Distribution: 3-5

Grade Distributions	A	B	C	D	F
Grade 3	50.9%	28.7%	14.0%	5.4%	0.9%
Grade 4	44.3%	29.0%	16.8%	7.5%	2.4%
Grade 5	42.7%	28.2%	16.0%	8.0%	5.1%
Total Elementary	45.8%	28.7%	15.7%	7.0%	2.9%

16

Sem 1 Grade Distribution: 6-12

Grade Distributions	A	B	C	D	F	S1 2024 Comparison D & F
Grade 6	58.9%	23.5%	11.1%	4.1%	2.4%	*-0.90%*
Grade 7	49.6%	27.0%	13.9%	6.1%	3.5%	*-0.60%*
Grade 8	53.6%	26.5%	11.9%	5.0%	2.9%	*+1.30%*
Total MS	53.9%	25.7%	12.3%	5.1%	2.9%	*-0.12%*
Grade 9	53.3%	23.6%	12.4%	5.8%	4.9%	*+0.50%*
Grade 10	52.1%	24.3%	13.8%	5.7%	4.1%	*+0.80%*
Grade 11	54.9%	25.6%	11.5%	4.9%	3.1%	*+0.40%*
Grade 12	60.3%	22.9%	10.8%	4.1%	1.9%	*-0.80%*
Total HS	55.0%	24.1%	12.2%	5.1%	3.5%	*+0.1%*

17

Pass Rates: AP & IB Testing

	2020	**2021**	**2022**	**2023**	**2024**
# of AP Exams	3910	3398	3582	3609	3696
AP Pass Rate: Score of 3 or Better	78%	70%	78%	76%	86%
# of IB Exams	386	388	457	472	465
IB Pass Rate: Score of 4 or Better	98%	98%	98%	95%	98%

In Spring 2025, we expect to administer over 4,000 AP exams for the first time ever!
Most exams ever ordered by socioeconomically disadvantaged students and students with IEPs

Secondary Student Connections

Middle School Students

1190 (35%) students engaged in Visual and Performing Arts activities

800 (25%) students participate in Teen Center Sports

High School Students

1722 (30%) students engaged in Visual and Performing Arts activities

3171 (54%) student athletes

Mental Health and Wellness

	2023-2024	2024-2025 (In Progress)
# of Drop In Visits	2,881	5,209
# of Students Using Drop In	1,156	912
# of Secondary Students Receiving Presentations by Wellness	2,153	2,222
# of Classroom Tier 1 Lessons by Elementary Counselors	N/A	1,353

Street Data

Qualitative, systematic, and experiential data that occurs at "eye level."

Co-Teaching Street Data

Co-teaching Teacher Round Table

<u>Successes</u>

- Improved attendance
- Student buy-in
- Students are more willing to take risks
- Students are motivated to try their best
- Students are connecting more with each other, particularly when paired intentionally

<u>Ongoing Challenges</u>

- Large variety of student needs
- Students with disabilities are struggling to meet CP standards in co-taught classes

Secondary Student Survey:

- **92%**, 185/201 (*Always True or Often True*) - The teachers presented themselves as equal partners in regard to classroom management and responses to student questions.
- **83%**, 166/201 (*True, Somewhat True*) - I enjoyed having two teachers in my class this year.
- "The best thing about having 2 teachers was being able to get help or instruction more often and easier."

What Some Students Are Saying…

Elementary:
- I want better food for our schools.
- My school is a bully free place, and the only kind of bullying is when a friend playfully punches one another.
- I think the soccer goal posts should have nets.
- I think that it is a great district.

Secondary:
- I think that teachers should make sure that absent kids don't have too much work between makeup work and classwork and consider all the work from their other classes.
- More clubs and such for people to make good, new friends if they are having a rough time making them.
- I think that it can be hard to balance school work and extracurricular activities.
- I love my school a lot. I think all of the staff are lovely and the kids are decently funny.
- I would suggest more group projects. There are fewer the higher the year, but working in a group doesn't seem any less important. I struggle with working in a group and wish we had more low-stakes opportunities to practice.

What Some Staff Are Saying…

- My site has a strong support system and I feel appreciated and valued here.
- Love my co-workers! They are a very friendly and supportive group. Lots of positive energy on our campus.
- The students are great. As a high school teacher, a lot of their behavior, understanding, funds of knowledge are dependent on their previous years in the district. I am glad to know my colleagues in the lower level are doing a fantastic job to prepare them for high school.
- Smaller class sizes are often an effective way to increase positive student outcomes AND support student wellness.
- Financial support for top down directives, better "roll out" with structured support for changes at appropriate times of the year, fewer changes at one time, acknowledgement of specific things individual teachers are doing well.
- We need to continue to lean hard into data-informed practices, identify our weakest links and put our focus and resources there.
- I feel the District is doing a great job addressing the LCAP goals.
- The district keeps adding more things that teachers are required to do, and nothing ever gets taken off our plates. Most of the teachers I talk to feel stretched too thin.

Questions?

Inclusion and Co-Teaching PL Opportunities

	# of Trainings	# of Participants
Co-Teaching Trainings	6	65
SPED Leadership at School Sites	7	194
Paraeducator Trainings	4	121
Math Trainings for GE and SAI Teachers	8	149
VCOE-Provided Opportunities	4	44

Data-Driven Processes at the School and District Level

Site Level Processes: Elementary

Staff Processes

Individual Student Data
- Analyze data together with teachers and academic specialists
- Form Tier 2 intervention groups
- Analyze each intervention cycle to reform groups as needed
- MTSS/SST referrals and monitoring

Student Groups
- Teacher level data:
  - Group performance/trends in their class
  - item analysis
  - Plan reteaching
- Grade level data:
  - Trends in the grade level
  - Standards met/ not met
  - Plan reteaching

Community Processes

School Site Council (SSC)
- Overall data (Academic, Attendance, etc.)
- Special population data
- Create and monitor SPSA goals
- Consistent data sources over time
- Monitor Science of Reading skills K-5

English Learner Advisory Committee (ELAC)
- Overall data (Academic, Attendance, etc.)
- Multilingual Learner progress

Site Level Process Example: Secondary

Staff Process
- In Leadership and Departments, examine multiple sets of data: Formative classroom data, grade distribution data, CAASPP data, other data (i.e. AP, ELPAC). Goal is to seek trends through triangulation.

- Growing PLC structure
  - Each department expected to identify a common challenge
  - An intervention plan is created by each department in order to address common challenge
  - Intervention plans are shared with faculty to look for large scale opportunities for school-wide goals

Community Process
- Site Council: Using data and interventions identified in PLCs, Site Council will build goals into SPSA
- Other community groups: SPSA goals will be shared with: ELAC, PTSA, Advisory Council/Committee Representatives

District Level

Reviewed Data:

- Local benchmarks
- Lexile scores
- Grade distributions
- Attendance
- Least Restrictive Environment (LRE)
- A-G completion rates
- CAASPP: ELA, Math, Science
- ELPAC
- Suspension Rates
- California Healthy Kids Survey
- Annual Feedback Survey
- Feedback from staff, parents/guardians, and students

Recent Data-Driven Actions:

- English Language Development Training
- Math Training for all grade-spans
- LRE meetings with principals and presentations to staff/faculty
- Elementary Science of Reading
- Chronic Absenteeism - SPSA, LCAP
- College Career Indicator - SPSA, LCAP
- CAPS Network Training
- Essential Standards, Instructional Pacing Guides

Student Group Definitions

English Learner (EL) or Multilingual Learner: A student in kindergarten through grade 12 for whom there is a report of a language other than English on the Home Language Survey (HLS) and who, upon initial assessment in California using an appropriate state assessment (currently the English Language Proficiency Assessments for California [ELPAC], is determined to lack the clearly defined English language skills of listening, speaking, reading, and/or writing necessary to succeed in the school's regular instructional programs.

Students with a Disability (SWD) - Child with a disability means a child evaluated in accordance with §§300.304 through 300.311 as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as "emotional disturbance"), an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.

Student Group Definitions

Socioeconomically Disadvantaged Students (SED) **-** Any student who meets the federal income eligibility criteria or is deemed to be categorically eligible for Free and Reduced-Price Meal (FRPM) under the National School Lunch Program (NSLP) will be counted as FRPM-eligible. Students categorically eligible for FRPM, including: Migrant students; Homeless students; Foster students identified through a statewide match with California Department of Social Services foster data; and Students participating in the Food Distribution Program on Indian Reservations (FDPIR).

Foster Youth - LCFF definition includes students who are subject of a petition filed under WIC Section 300 (child welfare) and removed from home; students who are subject of a petition filed under WIC Section 602 (probation) and removed from home; students who are subject of a petition filed under WIC Section 300 and remain in the home receiving court ordered family maintenance services; students who are under the placement and care of a Child Welfare agency and removed from the home through a voluntary placement agreement as defined by WIC 11400 (o) & (p); students who are under the jurisdiction of a tribal court as defined under EC Section 42238.01 (b).

Student Group Definitions

Students Experiencing Homelessness - The McKinney-Vento Act defines homeless children and youth as individuals who lack a fixed, regular, and adequate nighttime residence. This definition also includes:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason
- Children and youth who may be living in motels, hotels, trailer parks, shelters
- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, or
- Migratory children who qualify as homeless because they are children who are living in similar circumstances listed above

CVUSD
FORWARD
Newbury Park · Thousand Oaks · Westlake Village

School Dashboard Details

- The 2022 Dashboard was a restart of California's Dashboard accountability system.

- The 2022 Dashboard created a new baseline for future comparison. 2022 Dashboard performance levels only reflected the 2021-2022 school year.

- The new 2023 Dashboard includes both status and change, gas-gauge style icons, and the performance levels reflect both the 2021-22 and 2022-23 school years.

CAASPP Participation Rates

- Required 95% Participation Rate

- Spring 2022 - the CVUSD CAASPP participation rate was 91% in ELA and Math.

- Through targeted school site efforts during the 2022-2023 and 2023-2024 school years, the overall CAASPP participation rate increased from 91% (2022) to 94% (2023) and was 95% in both ELA and Math in 2024.

- That difference is over 400 students!

Trimester 1 Unit 2 Language Arts: Grades 3-5

Student Group	Grade 3 Proficient or Higher		Grade 4 Proficient or Higher		Grade 5 Proficient or Higher	
	23-24	24-25	23-24	24-25	23-24	24-25
All Students	81%	67%	77%		81%	
Socio. Disadv.	72%	46%	65%		69%	
Students w/ Dis.	72%	45%	59%		65%	
Asian	86%	90%	83%		89%	
Black/Afr Amer	74%	63%	74%		76%	
Hispanic or Latino	72%	49%	62%		72%	
White	81%	73%	76%		80%	
English Learner	62%	22%	51%		54%	

Trimester 1 Mathematics: Grades 3-5

Student Group	Grade 3 Proficient or Higher		Grade 4 Proficient or Higher		Grade 5 Proficient or Higher	
	23-24	24-25	23-24	24-25	23-24	24-25
All Students	87%		90%		90%	
Socio. Disadv.	78%		80%		78%	
Students w/ Disabilities	72%		73%		75%	
Asian	94%		97%		97%	
Black or African American	77%		87%		87%	
Hispanic or Latino	79%		82%		81%	
White	87%		89%		89%	
English Learner	70%		70%		69%	