

PI Year 3 LEA Plan Evidence of Progress (2015–16)
End-of-Year Report
Due on October 14, 2016
Local Educational Agency: Valle Lindo Elementary
Submitted by Dr. Mary Louise Labrucherie, Superintendent

1. Summarize the LEA's progress towards implementation of the strategies and actions in the LEA Plan.

In 2015-2016, Valle Lindo School District continued implementing the following main strategies and actions outlined in the LEA Plan:

DATA ANALYSIS

Classroom instruction is data driven. Assessment results are disaggregated by student, teacher, grade level, content area, skill, and standard. Teacher teams meet weekly to analyze the data and determine which students are mastering the content. When success rates vary, teachers discuss factors that may be influencing student outcomes, such as classroom instruction, academic language, and attendance. Teachers then use the data to drive instruction. The next steps include allocating time for re-teaching, enrichment, or intervention. As teams disaggregate assessment results, identify gaps and learn from each other, implementation of effective practices becomes consistent.

At the beginning of the school year teachers and administrators prepare a written analysis of student data that includes a summary of individual, grade level and subgroup summative assessment scores. This written analysis forms the initial *Common Core Instructional Focus Calendar (CCIF)* for the year, detailing each standard, learning objective, instructional materials, academic and content area vocabulary and assessment type. Multiple formative assessment types are used including technology-enhanced items, constructed responses and performance tasks. The second part of the written analysis is the *Standards Mastery Matrix* that is aligned with the Common Core standards and the CCIF Calendar. The CCIF calendar is revised throughout the year using formative assessment data as teachers re-define the standards/concepts in need of additional support.

Quantitative data collected include individual student scores, grade level equivalency, CAASPP results, subgroup scores and class scores and I data. Scripted notes used during weekly administrator walkthrough observations and Friday Focus meeting discussions provide qualitative data that demonstrate positive student outcomes. For example, the data collected include: (1) use of instructional strategies and resources learned during professional development trainings (e.g., collaborative/small group learning, differentiated instruction and student technology use); and (2) factors influencing weekly student assessment results such as student and/or teacher absences.

TARGETED INSTRUCTION

There are four major ways that assessment data are used for continual improvement and targeted instruction to accelerate closing the achievement gap. (1) Teachers use student assessment results at the beginning of each year to strategically establish a 36-week instructional calendar (CCIF). (2) Teachers meet weekly by grade level to analyze student results using Standards Mastery assessments. Tracking student progress toward mastery, teachers adjust pacing and make decisions as to which students need tutorials or enrichment. (3) Assessment results are used to determine educational tools and instructional resources needed. For example, teachers determined that increasing student access to technology at school would benefit every student, especially the socioeconomically disadvantaged (SED) population (86% of our students), many of whom do not have technology access at home. Consequently, SMARTBoards and Samsung Tablets were purchased for every classroom (4) Assessment results drive the monthly professional development activities. For example, as the state was transitioning to Common Core and preparing for a new type of assessments, teachers focused their professional development around understanding the CCSS instructional shifts, developing a strategic plan for transitioning to the CCSS, and researching and creating assessments that mirror those expected with the new assessment system.

ACADEMIC RIGOR

To ensure access to rigor for all students and consistency of instruction across classrooms, teacher teams collaborate to create standards-aligned lessons designed to meet grade level objectives and promote mastery of specific standards. Lessons incorporate each of the AVID methodology's WICOR components. (1) **Writing:** Focused note-taking, quick writes, and learning logs are routinely used in every classroom. All teachers have been trained in and regularly use Thinking Maps. In 6th grade ELA classes Thinking Maps provide the framework for "writing arguments to support claims with clear reasons and relevant evidence" (CCSS ELA-Literacy W.6.1.) (2) **Inquiry:** Critical thinking using Costa's Levels of Questioning and academic language scripts are utilized daily in every class. For example, sentence starters are prominently displayed in all classrooms and each student has their own copy of academic language scripts to use during class discussions. (3) **Collaboration:** Blended learning models and small-group activities provide varied opportunities for collaboration. For example in eighth grade teachers and students utilize Google Classroom to post and edit writing, create group presentations and share research. (4) **Organization:** All students are provided with an agenda for recording homework and other assignments to assist with time management and home to school communication. Binders, organized by content area, are supplied to every 7th and 8th grader and weekly binder checks reinforce the organizational skills being taught in the classrooms. (5) **Reading:** Active reading skills such as marking the text and summarizing are taught and evident in every class, grades K through 8.

Standards-aligned lessons have been customized to meet the individual needs of learners through creating blended learning opportunities. Teachers use a combination of small learning groups, direct instruction, flipped instruction, and technological platforms to maximize instructional time. Technology software used during blended learning lessons, provide teachers with instant feedback on student content mastery.

Since teachers are able to quickly assess student learning, they are able to target instruction and actively intervene. For example, math students working on equations and inequalities receive whole group instruction followed by GO Math! Personal Math Trainer, a virtual adaptive assessment and personalized learning system. Automatic reporting and intervention results provide teachers with a diagnostic snapshot, and recommended “next steps” for every student.

Project-based learning (PBL) lessons give students experience using the 21st century learning skills necessary for success in college and career. Each grade level designs cross-content area PBL lessons aligned with the standards, including an overview of the project implementation, 21st century skills addressed, assessments, and reflections. PBL assessments mirror Smarter Balanced Assessment (SBA) question types (i.e. performance task, constructed response, etc.). One example of PBL is the Student News Report. Students work in collaborative groups to investigate and research historical events, formulate opinions and express their opinions as written editorials. Another example is the Roller Coaster Design project. Students apply their knowledge of geometry, measurement, velocity and force to design a roller coaster. Performance tasks at each grade level in both ELA/Literacy and mathematics mirror real world problems and challenge students to question and investigate in order to draw conclusions.

SMARTBoards, tablets, and computer stations in every classroom promote virtual learning and collaboration schoolwide. There are nine media labs across the district, student sets of tablets in Kindergarten through 4th grade and computer work stations are accessible to all students Kindergarten through 8th grade, allowing students to readily access the Go Math! and Zingy Science Programs. Teachers collaborate through Google Drive to share data, refine CCIF calendars, update benchmarks, and create lessons. Digital platforms such as Google Apps for Education (GAPE) have facilitated instructional collaboration and monitoring of both instructional practices and student growth. Access to real-time assessment data helps teachers quickly track individual and group progress and adjust instruction accordingly.

ACCELERATED ACHIEVEMENT FOR ENGLISH LEARNERS

All parents of English Learners are invited to participate in the District-level English Learner Advisory Committee (DELAC). Based on the recommendation of the DELAC, the district continues to provide and support the ELD Summer Bridge program. School administration personally calls parents of English Learners to extend a personal invitation to Summer Bridge in addition to sending print information home. Summer Bridge offers all EL students the opportunity to attend the district’s summer school as well as receive an extra hour of focused English Development Instruction from a highly qualified teacher. Summer Bridge allows the district to provide extended day/extended year academic opportunities that specifically target EL students. This program provides additional support in ELD as well as CCSS. Summer Bridge classes are designed specifically to benefit EL students through enhanced instruction through reduced class sizes and extended learning time.

In order to accelerate EL progress, the district remains committed to providing enhanced instruction in the core academic subjects through the continued development

of educational technology. In addition to existing hardware and software, 150 student tablets were purchased and 32 Dell Touch Screen student computer work stations were installed. All existing equipment, including state of the art SMART Boards, are maintained and Wi-Fi has been strengthened. New and expanded software includes i-Ready, which will provide enhanced instruction in core subject areas and greater support for English Learners. Services are principally targeted towards EL students through providing access to digital content, creating meaning in a 21st century learning environment, and providing relevant realia while promoting meaningful participation in content areas.

PROFESSIONAL DEVELOPMENT

Professional Development is provided to all teachers and places a strong emphasis on collaboration, building capacity and teacher empowerment. Administration regularly dialogues with teacher leaders to develop topics for weekly Friday Focus Meetings. Lead teachers facilitate Friday Focus Meetings. At Friday Focus Meetings, teachers meet by grade level and content area to analyze student results using CCIF (Instructional Focus) Calendars and Standards Mastery assessments, track student progress toward mastery, adjust pacing, and make decisions as to which students require tutorials or enrichment. Teachers are also provided with time to vertically articulate in order to ensure a proper sequence of skill mastery. Additionally, teachers are provided with release time to attend monthly staff development inservices. Monthly inservices are designed to support school-wide goals, support recurring instructional needs and strengthen CCIF implementation. At the beginning of the year the focus is on analyzing student data and ensuring a positive school culture. Topics include Data Analysis and Capturing Kids' Hearts (Flippen Group). Inservices focus on specific content areas as well as cross-content area instructional strategies, for example: GO Math!, Academic Language: Integrating ELD in the Content Areas, Interactive Discipline, NGSS Implementation, History-Social Science Framework Updates, and Teaching Creativity with Common Core. These inservices allow teachers to engage with their colleagues, learn from each other, support one another, and hold each other accountable for applying what they learn. Offering these inservices monthly, allows teachers to apply what they learn immediately within their classrooms.

In addition to monthly trainings, teachers are provided with opportunities to participate in additional trainings offered by the county and AVID throughout the year. 55% of middle school academic content area teachers have attended AVID's national Summer Institute, 100% of 7th and 8th grade academic content area teachers have received AVID professional development trainings through AVID Summer Institute or Los Angeles County Path Trainings and 100% of Kindergarten through 8th grade teachers have been trained on AVID's WICOR methodologies. Teachers attending AVID Summer Institute gained valuable skills with a focus on utilizing collaborative and inquiry-based instructional tools to promote student learning. For example, all teachers are taught how to facilitate meaningful classroom interactions, provide cross content area support to students, and integrate reading and writing across disciplines.

PARENT & COMMUNITY INVOLVEMENT

Stakeholders, particularly parents, are engaged in the program in three major ways. (1) Through the Home-to-School Compact, administrators, teachers, and parents each take responsibility for student learning. Parents ensure that students come to school on time with homework completed, provide a quiet place for students to complete schoolwork at home, and review, sign, and return all school communications. Parents also agree to attend Back-to-School Night, Open House, and Parent-Teacher Conferences where the *Eight Step Instructional Process* and *Focus on Learning Process* is presented. (2) Parents participate in discussions and provide input on instructional practices and student achievement at school meetings. Administrators and teachers share with parents how the process is currently being implemented during Parent Teacher Organization (PTO), School Advisory Committee (SAC), School Site Council (SSC), English Learner Advisory Committee (ELAC), and LCAP Parent Advisory Committee (LCAP-PAC) meetings. (3) Parents request and receive trainings in CCSS (i.e., *Helping Your Child with Math Homework* and *Motivating Your Child to Read*). Community engagement includes recognizing students for their academic achievement (e.g., the Soroptimist International Service Club presents *Soroptimist Super Star* awards monthly).

Communication methods used to reach all segments of the learning community include: (1) student-teacher conferences to inform students of their progress, in conjunction with classroom data walls that chart achievement toward standards mastery; (2) parent trainings which provide education on the *Eight Step Process* (New Temple Elementary) and *Focus on Learning Process* (Shively), in addition to committee meetings (e.g., PTO, SAC, SSC, ELAC, and LCAP-PAC) to discuss implementation and refinement (3) weekly instructional focus meetings for teachers to analyze data and plan instruction, as well as monthly professional development workshops to provide skill development; and (4) community communication through the monthly newsletter and district website.

Collaboration exists amongst every stakeholder group. The Parent and District Advisory Committees reviews, provides input, and approves all school site and district plans. The School Site and School Advisory Council articulates needs with the school principal and together they discuss strengths, challenges, next steps, and potential solutions. The English Learner and District-Level English Learner Advisory Committees provide valuable feedback regarding the district's plan for English Learners. All parents are invited to serve on these committees and meeting minutes are posted on the district's website. As an elementary district, it is also imperative that the students are involved and provided with opportunities to share their valuable opinions. The student council serves as a student panel that meets regularly with a teacher advisor sharing their thoughts on instructional practices, daily routines, and areas in need of improvement. Based on feedback from the DELAC, the district also continues to provide training for parents to further equip them with strategies to support their children's progress in acquiring English language proficiency as well as academic proficiency.

It is also important to recognize success with students, parents and the community as well. Setting a climate for success starts in the classroom. Each day begins with the students in the classroom sharing "good things". These positive share-outs celebrate

accomplishments both in and outside the classroom. Teachers, staff, and administration award “Paw Pride” & “Pats on the Back” each week to students displaying exceptional character, academic growth, or standards mastery. Students are invited to the Principal’s Office to receive a certificate and prize, and take a photo for display on the awards wall. Each grading period, students who reached their Accelerated Reader Goal earn certificates of achievement along with free coupons for purchasing snacks from the cafeteria. Student Awards Assemblies are held each trimester, recognizing perfect attendance, academic achievement, and good citizenship.

2. Analyze the LEA’s progress towards student achievement goals in the LEA Plan.

The CAASPP results for 2015-2016 provide data for achievement levels in ELA and Math. Our data indicates that 56% of our students met or exceeded the state standards in ELA. In the area of Math, the CAASPP results indicate that 40% of our students met or exceeded the state standards. The table below displays these numbers by grade levels across the district.

**2015-2016 CAASPP RESULTS
VALLE LINDO ELEMENTARY SCHOOL DISTRICT
Achievement Level by Grade Level
All Students**

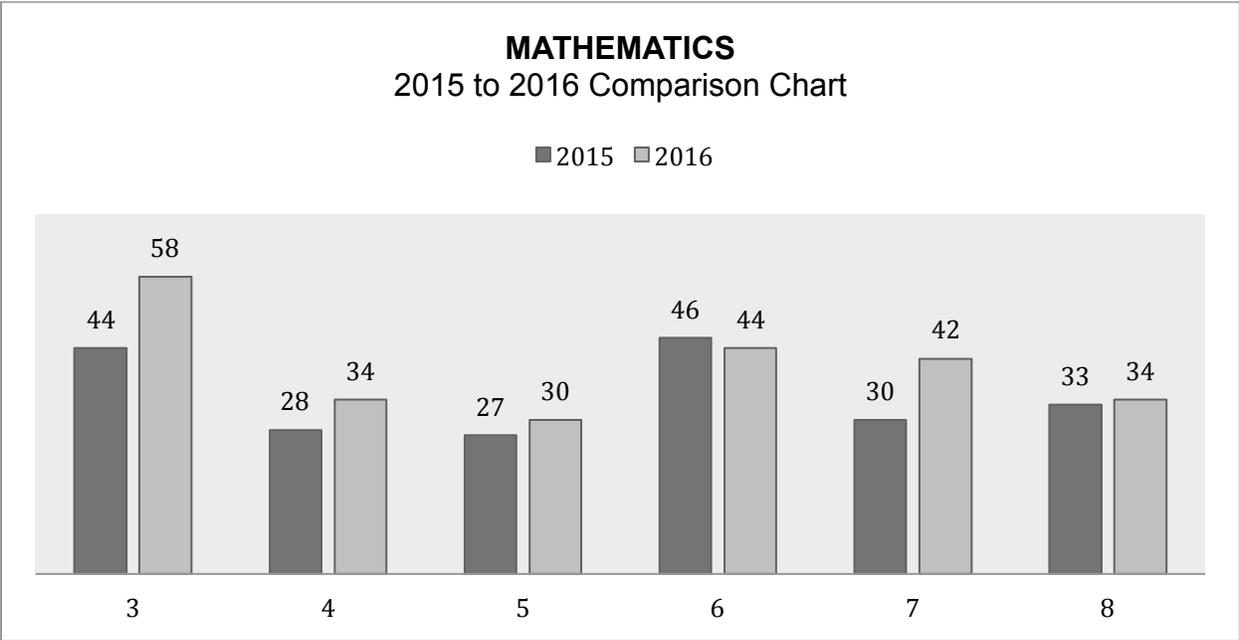
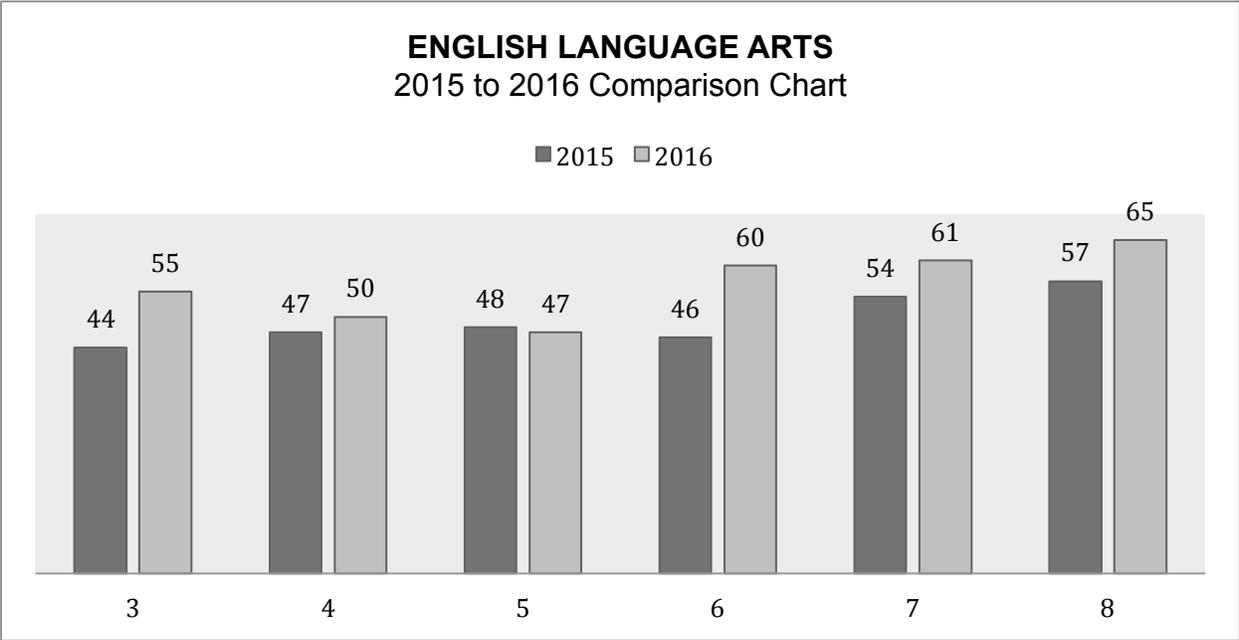
ENGLISH LANGUAGE ARTS

Grade	Met or Exceeded Standard	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
3	55%	22%	22%	30%	25%
4	55%	29%	23%	26%	24%
5	47%	30%	24%	35%	12%
6	60%	18%	23%	42%	18%
7	61%	16%	23%	42%	19%
8	65%	14%	22%	43%	22%

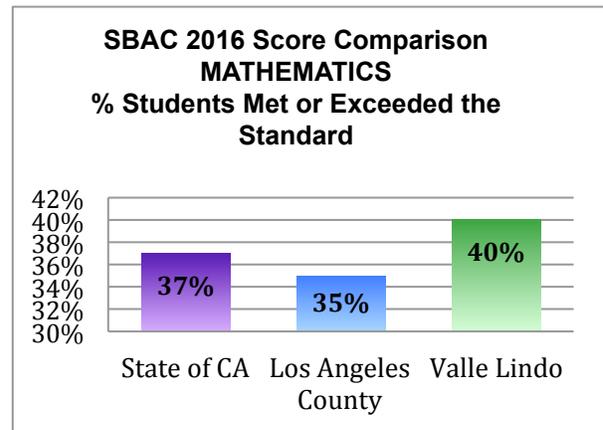
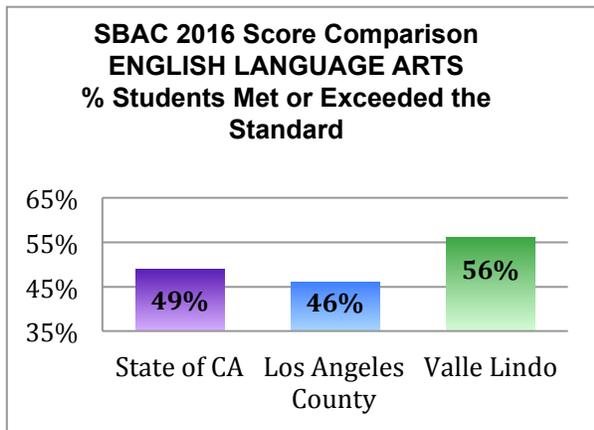
MATHEMATICS

Grade	Met or Exceeded Standard	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
3	58%	17%	25%	35%	23%
4	34%	23%	44%	27%	7%
5	30%	40%	31%	25%	5%
6	44%	23%	33%	24%	20%
7	42%	25%	32%	27%	15%
8	34%	31%	36%	27%	7%

A year-to-year comparison based on 2015 and 2016 CAASPP results indicates growth across the district. 100% of the grade levels showed growth in at least one area and 66% of grade levels showed growth in both ELA and Math. The charts below display the year-to-year CAASPP comparison for percentages met or exceeding standard:



A 2016 comparison displaying Valle Lindo School District's performance based on % of students met or exceeding the standard compared to Los Angeles County and the State of CA indicates the district is outperforming both the county and state. The charts below display the side-by-side comparison in both English Language Arts and Mathematics:



The results of the last reported Annual Measurable Achievement Objectives (AMAOs) for English learners indicates that the district has shown significant improvement in meeting achievement objectives. Valle Lindo School District successfully met all accountability measures in 2014-2015. AMAO 1 - Percentage of ELs Making Annual Progress in Learning English: The target was 60.5% in 2014-2015. The district exceeded the target with 60.8% meeting AMAO. AMAO 2- Percentage of ELs Attaining the English Proficient Level on the CELDT: In the Less than 5 Years Cohort 35.2% of ELs succeeded in attaining the English Proficient Level, which exceeded the 24.2% target. In the More than 5 Years Cohort 53.8% succeeded in attaining the English Proficient Level, which exceeded the 50.9% target.

AMAO	2012-2013	2013-2014	2014-2015
1. Annual Progress Learning English	53.6% NO	59.8% YES	60.8% YES
2a. English Proficiency (<5 yrs. In school)	32.8% YES	45.7% YES	35.2% YES
2b. English Proficiency (> or = 5 yrs. In school)	43.1% NO	42.4% NO	53.8% YES

3. Provide documentation of annual communication with the local governing board regarding the end-of-year evidence of progress.

Superintendent, Dr. Mary Louise Labrucherie, shared the revision of the LEA Plan Goal 2, Title III Plan and the End-of-Year Progress Report for the LEA Plan on October 12, 2016. The board agenda as well as the End-of Year Progress Report are posted on the district website which provide documentation of annual communication with the local governing board regarding the end-of-year evidence of progress and are available for viewing at:

<http://www.vallelindo.k12.ca.us/board> &
http://www.vallelindo.k12.ca.us/about/improvement_plans