

## District Goals 2008-2009: Progress Report

### *Educational Goal*

**All district students will master the California standards for their grade level by the end of each school year.**

The purpose of the following performance targets is to provide the Board and district administration with the information needed to monitor to what degree schools are meeting the most important targets. Students need to 1) master the California standards for their grade level, 2) learn to read well by the end of third grade, 3) become fluent in academic English, 4) attend school regularly, 5) pass the California high school exit exam, and 6) graduate from high school. Elementary schools will report progress on targets 1, 2, 3, and 4. High schools will report progress on targets 1, 3, 4, 5, and 6. These targets provide a big picture view of school performance to monitor system effectiveness.

Beneath these targets, additional layers of assessment help administrators and teachers monitor performance in order to adjust instruction to improve learning. Quarterly or unit district benchmark and Reading Lions assessments measure the effectiveness of first instruction and provide important information about where instruction needs to be changed to improve results. To accelerate the learning of students for whom exemplary first instruction is not enough, assessments are being developed to place students in interventions, monitor their progress, and to determine when they have met exit criteria.

### **Performance Targets**

Target 1: Academic Performance Index (API)

1. All schools will meet their school and subgroup state accountability API performance targets.

### **School API Performance**

The district API increased from 700 to 713. However, the performance of English learners and students with special needs did not meet growth goals.

The following schools met their growth targets: BWI, Southport, Westfield, River City, and Independent Study. Alyce Norman's (school closed) score increased, but did not meet the growth target. The following schools' scores decreased: Bryte, Elkhorn, Westmore Oaks, Golden State Middle School (school closed), and Yolo. Also, Stonegate received their first API, which was 751.

### **Subgroup API Performance**

The chart below shows whether subgroups met their performance targets. Blanks indicate that the school does not have a numerically significant subgroup. Schools not listed had no significant subgroups.

SED = socioeconomically disadvantaged, EL = English learners, SWD = students with disabilities.

	Asian	Hispanic	White	SED	EL	SWD
Alyce Norman		No	No	Yes	Yes	
Bridgeway Island		Yes	Yes	Yes		
Bryte		No	No	No	No	
Elkhorn Village		No		No	Yes	
Southport		Yes	Yes	No		
Westfield Village		Yes		Yes	Yes	
Westmore Oaks		No	Yes	No		
Golden State Middle		No	No	No	No	
River City	Yes	Yes	Yes	Yes	Yes	No

Target 2: K-3 Reading

- Increase the number of K-3 students scoring at benchmark or above on all dimensions of their grade level Reading LIONS assessments.

The following data is from late May and early June assessments that students took right before the end of the school year, so the data accurately represents recent performance. It is important to understand that the data compares two different groups of students: last year's second graders and this year's second graders, for example. Bilingual classes took the tests in Spanish. In order to have met the benchmark, students must have scored proficient or above on all dimensions of the assessment, which is a very challenging standard and an appropriate target.

Many grade levels posted solid gains. However, some grade levels lost ground, and third grade performance at many schools, even schools posting large gains, is still of concern. Overall scorecard? 20 gains and 7 losses. This represents substantial progress in the area of early reading performance, but too many students are still not at benchmark on all reading targets.

Educational Services staff and principals will work with each underperforming grade level next year to create a performance improvement plan specifically tailored to that grade level at that particular school. The plan will reflect the needs of next year's individual students and the strengths and improvement areas for the specific group of teachers. These plans will allow us to target support resources where data shows they are most needed.

**Bridgeway Island**

Grade	Assessment	Number of Students Assessed		Number of Students Meeting Benchmark		Percentage of Students Meeting Benchmark	
		07/08	08/09	07/08	08/09	07/08	08/09
Kindergarten	Spring	100	73	63	50	63%	68%
First Grade	Unit 7&8	78	96	55	80	70%	83%
Second Grade	Unit 5	99	76	26	34	26%	45%
Third Grade	Unit 5	94	100	14	23	14%	23%

**Bryte & Riverbank**

Grade	Assessment	Number of Students Assessed		Number of Students Meeting Benchmark		Percentage of Students Meeting Benchmark	
		07/08	08/09	07/08	08/09	07/08	08/09
Kindergarten	Spring	75	99	28	81	37%	82%
First Grade	Unit 7&8	80	96	49	56	61%	58%
Second Grade	Unit 5	40	97	9	36	22%	37%
Third Grade	Unit 5	39	115	2	9	5%	7%

**Elkhorn Village**

Grade	Assessment	Number of Students Assessed		Number of Students Meeting Benchmark		Percentage of Students Meeting Benchmark	
		07/08	08/09	07/08	08/09	07/08	08/09
Kindergarten	Spring	66	59	31	40	47%	68%
First Grade	Unit 7&8	75	58	38	36	51%	62%
Second Grade	Unit 5	37	60	7	6	19%	10%
Third Grade	Unit 5	71	66	1	15	1%	23%

**Southport**

Grade	Assessment	Number of Students Assessed		Number of Students Meeting Benchmark		Percentage of Students Meeting Benchmark	
		07/08	08/09	07/08	08/09	07/08	08/09
Kindergarten	Spring	80	98	29	47	36%	48%
First Grade	Unit 7&8	78	98	55	60	70%	61%
Second Grade	Unit 5	78	96	21	33	27%	34%
Third Grade	Unit 5	80	73	4	12	5%	16%

**Stonegate**

Grade	Assessment	Number of Students Assessed		Number of Students Meeting Benchmark		Percentage of Students Meeting Benchmark	
		07/08	08/09	07/08	08/09	07/08	08/09
Kindergarten	Spring	80	93	57	51	71%	55%
First Grade	Unit 7&8	79	100	44	61	56%	61%
Second Grade	Unit 5	72	78	14	32	19%	41%
Third Grade	Unit 5	40	99	2	8	5%	8%

**Westfield Village**

Grade	Assessment	Number of Students Assessed		Number of Students Meeting Benchmark		Percentage of Students Meeting Benchmark	
		07/08	08/09	07/08	08/09	07/08	08/09
Kindergarten	Spring	72	75	28	28	39%	37%
First Grade	Unit 7&8	55	66	26	19	47%	29%
Second Grade	Unit 5	32	52	7	19	22%	36%
Third Grade	Unit 5	33	40	0	11	0%	27%

**Westmore Oaks**

Grade	Assessment	Number of Students Assessed		Number of Students Meeting Benchmark		Percentage of Students Meeting Benchmark	
		07/08	08/09	07/08	08/09	07/08	08/09
Kindergarten	Spring	59	77	31	34	52%	44%
First Grade	Unit 7&8	80	64	30	41	37%	64%
Second Grade	Unit 5	0	70	0	21	0%	30%
Third Grade	Unit 5	0	93	0	4	0%	4%

What dimensions of reading are assessed at each grade level?

Kindergarten: naming upper and lowercase letters, consonant and short vowel sounds, high frequency words, oral blending of initial and final consonants, phoneme replacement of medial vowels (him /u/ hum; dad /i/ did)

First Grade: writing, reading comprehension, spelling, word reading, fluency

Second through Fifth Grade: writing, reading comprehension, spelling, vocabulary, checking skills (grammar), fluency

Target 3: English Proficiency

3A: All English learners will gain one level on the CELDT each year, but will be allowed two years to move through the Intermediate level.

**Progress based on comparison of 2007 and 2008 CELDT matched scores**

	# EL w/2yrs CELDT	# EL Met Target	% EL Met Target
Bridgeway Island	126	72	57.1%
Bryte	102	59	57.8%
Elkhorn	203	119	58.6%
Riverbank	183	101	55.2%
Southport	81	45	55.6%
Stonegate	162	93	57.4%
Westfield	127	75	59.1%
Westmore Oaks	62	49	79.0%
River City	183	99	54.1%
Yolo	19	11	57.9%

**Progress based on comparison of 2006 and 2007 CELDT matched scores**

	# EL w/2yrs CELDT	# EL Met Target	% EL Met Target
Bridgeway Island	84	64	76.2%
Bryte/Alyce Norman	221	149	67.4%
Elkhorn	186	117	62.9%
Southport	62	42	67.7%
Stonegate	120	83	69.2%
Westfield	99	64	64.6%
Westmore Oaks	66	45	68.2%
Golden State	136	76	55.9%
River City	252	159	63.1%
Yolo	21	8	38.1%

3B: All English learners will be reclassified as fluent English proficient within six years of enrolling in our schools.

**Reclassified students by years in US schools until reclassification**

RFEP = Reclassified Fluent English Proficient, which is students who were originally classified as LEP, or Limited English Proficient, but who have developed enough fluency so that they no longer need special support in learning English.

	# RFEP	1yr	2yrs	3yrs	4yrs	5yrs	6yrs	7+ yrs	
Bridgeway Island	96	4	13	24	22	16	9	8	
Bryte	1		1						
Elkhorn	68		6	19	13	12	8	10	
Riverbank	189	1	18	40	47	37	26	20	
Southport	80	4	19	21	10	15	8	3	
Stonegate	112	4	11	29	29	21	10	8	
Westfield	29		1	6	8	9	5		
Westmore Oaks	69	1	18	20	11	6	9	4	
River City	468	4	16	70	62	84	79	153	
Yolo	15			2	1	3	2	7	
<b>TOTAL</b>	<b>1127</b>	<b>Total 1 – 6 years</b>					<b>914</b>		

81% of reclassified students (914 of 1127) are reclassified within 6 years. This data includes students who started in schools and transferred to our district, so it is not a clean measure for the performance of our schools.

**English learners by years since initial classification as EL**

SCHOOL	# EL	1yr	2yrs	3yrs	4yrs	5yrs	6yrs	7+ yrs
Bridgeway Island	143	21	39	32	17	10	7	17
Bryte	183	64	53	59	7			0
Elkhorn	257	43	43	49	41	25	24	32
Riverbank	188	10	3	13	42	38	23	59
Southport	113	27	20	24	9	6	6	21
Stonegate	206	43	38	41	30	20	11	23
Westfield	180	55	34	41	26	14	7	3
Westmore Oaks	82	16	9	16	19	13	4	5
River City	210	27	11	16	4	10	8	134
Yolo	26							26
<b>TOTAL</b>	<b>1588</b>							<b>320</b>

20% of English learners (320 of 1588) have not been reclassified after 6 years. The data shows these students are concentrated in high school, which would be expected because students are only in our elementary schools for nine years, so if they transferred in after second grade, their data would show up in high school.

### Reclassification Rate for 2008-09 and 2007-08

SCHOOL	# Reclassified March 2008 to March 2009	% Reclassified March 2008 to March 2009	# Reclassified March 2007 to March 2008	% Reclassified March 2007 to March 2008
Bridgeway Island	31	22%	7	9%
Bryte (Alyce Norman)	1	n/a	29	9%
Elkhorn	29	11%	19	7%
Riverbank	63	n/a	n/a	n/a
Southport	20	22%	11	13%
Stonegate	33	19%	15	n/a
Westfield	14	7%	18	8%
Westmore Oaks	22	23%	0	0%
River City	55	27%	34	18%
Yolo	1	3%	0	0%

This data shows that although we still have a large number of students who remain English learners after more than six years in U.S. schools, it shows that we are making demonstrable progress in this area, doubling the number of students reclassified, with 269 students reclassified this year compared to 133 students reclassified in the previous year.

The data above has gaps because of the extensive amount of school reconfiguration that has taken place over the last two years, but it shows clearly that we have increased the percentage of English learners reclassified to Fluent English Proficient.

Last year, we began a focus on English learners and implemented assessments to better track their progress. In summer school this year, a group of pilot teachers worked with the Coordinator of Categorical Programs and ELD to practice research-proven strategies to improve instruction for English learners. The work will continue next year, with additional teachers being trained.

In addition, teaming and regrouping according to individual student needs at the elementary level began last year. This year, the expectation is that teaming and regrouping will be fully implemented, and that English learners will receive daily ELD instruction. We are also implementing a newcomer program for students in grades 6-8 who speak little or no English because we have only a small number of these students, and there is no way to serve them effectively when the small number is scattered across the district. English learners in middle grades and high school have a variety of ELD and sheltered classes to serve their needs, and we are implementing the new Edge curriculum next year at River City.

Target 4: Attendance

4. All schools will improve ADA attendance by 1% or maintain attendance of 97%.

After improving attendance in 2006-07 and 07-08, this year's Average Daily attendance remained stagnant. In 2008-09, to better support middle grades master schedules, we split school databases into K-5 and 6-8, so the attendance reporting changed. We will continue the K-5/6-8 format in the future. Surprisingly, the older students' attendance rates are often higher than that of the K-5 students.

School	2007-2008	2008-2009	Increased?	Met target?
Bridgeway Island	96.41%	K-5 96.75%	Yes	No
		6-8 96.73%	Yes	No
Bryte	95.85%	K-2 94.11%	No	No
Elkhorn Village	96.41%	K-5 96.45%	Yes	No
		6-8 97.34%	Yes	Yes
Riverbank	Not open yet	K-5 95.61%		No
		6-8 94.91%		No
Southport	95.98%	K-5 96.00%	Yes	No
		6-8 96.31%	Yes	No
Stonegate	95.57%	K-5 95.82%	Yes	No
		6-8 95.87%	Yes	No
Westfield Village	96.22%	K-5 96.02%	No	No
Westmore Oaks	94.98%	K-5 94.29%	No	No
		6-8 94.74%	No	No
Independent Study		93.64%		
Yolo	86.32%	84.3%	No	No
River City	94.11%	95.27% without SDC	Yes	No

Target 5: California High School Exit Exam (CAHSEE)

5A: All high schools will improve their 10<sup>th</sup> grade CAHSEE pass rate by 3% on the English and math portions of the exam.

	River City	Independent Study	Yolo	District
2008 10 <sup>th</sup> grade ELA pass rate	296/374 = 79.1%	13/25 = 52.0%	12/44 = 27.3%	321/443 = 72.5%
2009 10 <sup>th</sup> grade ELA pass rate	340/432 = 78.7%	11/17 = 64.7%	15/41 = 36.6%	366/490 = 74.7%
Met CAHSEE ELA target?	No, -0.4%	Yes, +12.7%	Yes, +9.3%	No, +2.2%
2008 10 <sup>th</sup> grade Math pass rate	314/361 = 87.0%	13/24 = 54.2%	11/47 = 23.4%	338/432 = 78.2%
2009 10 <sup>th</sup> grade Math pass rate	359/435 = 82.5%	12/17 = 70.6%	12/38 = 31.6%	383/490 = 78.2%
Met CAHSEE Math target?	No, -4.5%	Yes, +16.4%	Yes, +8.2%	No, no change

*Note:* RCHS 2009, 36 have not taken ELA, 33 have not taken math; IS 1 not taken ELA, 1 not taken math; Yolo, 8 not taken ELA, 11 not taken math.

5B: All high schools will decrease the number of students who do not pass either or both parts of the exam by May of their senior year by 50%.

	River City	Independent Study	Yolo
2007-2008 CBEDS Number of Seniors	358	31	56
2007-2008 Number Not Passing	8	0	1
2007-2008 Percentage Not Passing	2.2%	0%	1.8%
2008-2009 CBEDS Number of Seniors	332	16	63
2008-2009 Number Not Passing	11	0	2
2008-2009 Percentage Not Passing	3.3%	0%	3.2%
Percent Change	-1.1%	0%	-1.4%
Met Target?	No	Yes	No

Target 6: Graduation Rate

6. All high schools will decrease their dropout rate by 25%.

SED = socioeconomically disadvantaged; EL = English learners; SpEd = Special Education students

	Adjusted Grade 9-12 Dropout Count		Adjusted Grade 9-12 4-Year Derived Dropout Rate		Adjusted Grade 9-12 1-Year Derived Dropout Rate	
	2006-07	2007-08	2006-07	2007-08	2006-07	2007-08
River City	40	37	10.5%	9.7%	2.5%	2.2%
Independent Study	19	26	68.3%	69.5%	25.3%	29.5%
Yolo	55	46	75.7%	73.5%	29.9%	29.5%
<b>District Total</b>	<b>114</b>	<b>111</b>	<b>24.2%</b>	<b>22.7%</b>	<b>6.1%</b>	<b>5.8%</b>
County Total	408	578	16.7%	23.4%	4.4%	6.3%
State Total	109,011	106,486	21.1%	20.2%	5.5%	5.3%

The data shown above is state dropout data. The state uses a complex set of formulas to derive these figures, and it is difficult to duplicate the rates from internal data.

**Initial Effect of K-8 Schools on Middle Grades Dropout Rates**

Moving to K-8 schools appears to have already had an effect on the number of students dropping out of regular schools in the 7th and 8th grades. In 2004-05, Golden State had four 7<sup>th</sup> grade dropouts and two 8<sup>th</sup> grade dropouts. In 2005-06, Golden State had three 8<sup>th</sup> grade dropouts. In 2006-07, Golden State had twelve 7<sup>th</sup> grade dropouts, and the Board made the decision to implement K-8 schools to provide a more effective learning environment for middle grades children.

In its final year of operation in 2007-2008, Golden State had one 7<sup>th</sup> grade dropout and one 8<sup>th</sup> grade dropout. None of the K-8 schools had any dropouts that year, their first year of operation. Although reducing our 7<sup>th</sup>/8<sup>th</sup> dropout rate doesn't affect the district 9-12 dropout rate, it is critically important to keep students from dropping out before they even reach high school.

The district and schools will use the following strategies to meet the targets established above and the district's Educational Goal. Objectives below are measurable tasks we will undertake to achieve desired results. Objectives shown in **green** are district responsibilities. Sites will develop action plans for objectives in **black** and will report on their progress on these strategies as well as their progress in meeting the targets above. District staff may be involved in supporting schools in working on action plan items. Progress on objectives is shown in **blue**.

### **Strategy 1: Monitor academic performance**

**Objective 1A:** Automate benchmark assessment data where automation adds value by entering selected response item sets into the assessment system for data analysis and reporting.

In addition to state testing data, the following district benchmark assessments are available in DataDirector. Data from these assessments is used to determine which students are successfully meeting standards, and to connect struggling students with additional support.

- Reading LIONS (K-5 English/Language Arts, including Foro Abierto in bilingual K, 1, 2, 3): K, 1, 2, 3, 4, 5; assessments administered about every six weeks
- Holt Literature & Language Arts quarterly benchmarks: 6, 7, 8
- District quarterly math benchmarks: K, 1, 2, 3, 4, 5, 6, Pre-Algebra, Algebra Readiness, Algebra 1, Discovering Algebra 1, Geometry, Discovering Geometry, Algebra II, Discovering Algebra II.
- MDTP (Math Diagnostic Testing Project, developed by UC and CSU to assist in math preparation: Pre-Algebra Readiness, Algebra Readiness, Geometry Readiness, Algebra II Readiness.

Our middle grades English teachers recently requested that we modify the item clustering for the Holt assessments to make data analysis easier, and that was done for their third quarter assessment. The middle grades social studies group worked collaboratively to write a common end-of-year assessment, and the template has been entered into DataDirector. The River City science department has entered multiple science assessments into the system. We are at a point where we can respond rapidly to requests from schools, grade levels, and subject areas to automate tests and to tag items to facilitate analysis.

**Objective 1B:** Develop, implement, and refine data analysis protocols for reading/English and math benchmark assessments.

Data analysis protocols and action planning tools have been developed and are in use across the district. The process is more mature for ELA than math, but teacher skills in analyzing ELA data are transferring smoothly to the math context. We are making progress in this area and need to continue this work.

**Objective 1C:** Continue to refine the K-12 ELA benchmarks and K-Algebra II math benchmarks to measure students' progress toward mastery of standards.

All ELA benchmarks K-8 and math benchmarks K-Algebra II have been developed and are in place. High school ELA benchmarks have not yet been entered into the system. All math benchmark assessments will be analyzed and revised where needed to match our new math programs.

**Objective 1D:** All schools will report on their progress in meeting the objectives above to the Board on an annual basis in the fall using the Single Plan for Student Achievement (SPSA) with embedded District Goals as a basis for the report.

All schools reported progress to the Board this fall. Schools used a common template, developed by district staff and derived from Board goals, to develop their SPSA. This has ensured that categorical expenditures are more closely aligned to district priorities.

**Strategy 2: Develop, pilot, and assess systematic K-12 English/language arts (ELA) interventions to rapidly close learning gaps.**

Objective 2A: Use ELA assessment data to identify students in need of strategic and intensive interventions.

In K-5, teachers meet collaboratively several times a year to analyze assessment data and to place students into appropriate strategic and intensive interventions. At 6-8, principals work with teachers to identify students who need additional strategic support. In grades 9-12, CST and some benchmark assessment data is used to place students. Students entering the 9<sup>th</sup> grade are assessed during spring of their 8<sup>th</sup> grade year using multiple measures for placement in core ELA, ELD if necessary, and any needed intensive or strategic support classes.

Objective 2B: Implement ELA interventions.

At the elementary level, all schools have implemented ELA interventions, with varying degrees of success. An area of focus for next year is improving the implementation of READ 180, which is an intensive intervention for children reading two or more years below grade level. To accomplish this, we have assigned a reading coach to support READ 180 teachers. The Coordinator of Reading and Intervention will also monitor READ 180, along with principals. For Holt middle grade interventions, we will contract with SCOE for about eight days of support for teachers. Although we have made substantial progress, implementation of ELA interventions continues to be an area of growth at the elementary level.

At the high school level, neither River City nor Yolo offered READ 180 as an intensive intervention for students reading two or more years below grade level. River City did offer strategic intervention. A Yolo staff member was trained in READ 180 in June to prepare for implementation next year.

Objective 2C: Monitor student progress in ELA interventions.

Teachers and administrators have been trained in the READ 180 data system, and administrators will use the system to monitor progress. Monitoring ELA interventions in middle grades is an area of growth, and next year, administrators will do some collaborative site walks with a Holt expert to monitor implementation and plan training.

Objective 2D: Develop exit criteria for ELA interventions.

Exit criteria have been developed and distributed to sites, and training has taken place. Educational Services staff works with teachers and administrators on an ongoing basis to support efforts to identify students in need of intervention, monitor their progress, and exit them from intervention as appropriate.

**Strategy 3: Develop, pilot, and assess systematic mathematics interventions for grade 3 through Geometry to rapidly close learning gaps.**

Objective 3A: Use math assessment data to identify students in need of strategic and intensive interventions.

We will continue work in this area as we implement new math materials: the system is not complete at this time. However, we have developed a solid system that is now in place for placing incoming freshmen appropriately in math. The system includes multiple data points, including course grades, benchmark assessments, and MTDP placement assessments.

Objective 3B: Select math intervention materials.

Destination Math was selected as a strategic/intensive intervention. In addition, Fast Forward Math provides support for students in mastering particular math standards. We have begun the teacher training process in Destination Math materials, and we will need to continue to train teachers next

year. We are still working on how we might best use Fast Forward Math, which has a single-standard focus. It would be ideal for teaming and regrouping, but it is difficult to implement that structure for math because of 4<sup>th</sup>/5<sup>th</sup> prep time, which makes it hard to have all teachers at a grade level available at the same time.

**Objective 3C: Implement math interventions.**

At the high school level, strategic support classes are in place to help students succeed in core math classes. Intervention in middle grades sometimes occurs in a separate support class, but most intervention takes place during the class period through reteaching. Balancing the need to provide ELA intervention and math intervention remains a challenge.

We piloted Destination Math this year, which is an online system that can be used for intensive intervention as well as support for on-level learning in core classes. Teacher feedback has been very favorable.

We need to consider intervention as we implement our new materials next year. There is more support for classroom intervention provided, but we are also likely to find areas where different support is needed.

An additional issue is that we need to work on first instruction in math to reduce the need for intervention. We have a very strong team of teachers at the elementary level who have taken on leadership in this area. In addition, districtwide training next year focuses on Direct Instruction, which is a teaching method that is particularly effective in math. Math intervention is an ongoing objective for next year.

**Objective 3D: Monitor student progress in math interventions.**

This is an area for focus for next year as we broaden implementation of Destination Math, strategic intervention classes, and we begin to use Fast Forward math. We are at the beginning of this process, and need to get monitoring of the core curriculum in place first, and then move our focus to interventions.

**Objective 3E: Develop exit criteria for math interventions.**

Although we have criteria for placing secondary students in math interventions, we have not yet developed entrance and exit criteria, nor the monitoring system, for our new materials. This work is in progress, and will continue into next year and the year beyond as our familiarity with the new materials increases.

**Strategy 4: Develop and implement systematic English language development (ELD) instruction for all English learners.**

**Objective 4A: Develop instructional schedules that include time for ELD.**

The high school continued to provide ELD classes and subject area support classes tailored to meet the needs of English learners. (We had fixed problems in this area already.)

At K-5, teaming and regrouping allows English learners to be grouped for specialized instruction for part of the school day. This year, we made real progress in this area, and next year, each English learner will receive ELD instruction every day. One of the advantages we have is that intervention specialists and special education teachers can meet with groups also, allowing our students who struggle the most to be in the smallest groups. The largest challenge in this area continues to be the 4th/5th grade prep schedule, which makes it difficult to find time when all grade level teachers are free to provide instruction.

To replace the patchwork of materials previously in place, the district is now providing ELD materials to all schools, including those with smaller numbers of English learners. The new ELA adoption includes ELD materials, and we will have those in place next year, but we needed to make some small purchases of materials for this upcoming year because the students couldn't wait another year for the new adoption. Plans are in place for supporting teachers as they begin to use these materials during teaming and regrouping time.

In middle grades, improvements were made to schedules to support ELD. Work in this area needs to continue. We also realized this year that our programs were not providing enough support to newcomers who arrive in the United States during their middle grades years. There were too few of them at any one school to permit grouping to provide the long block of intensive ELD that they need, so next year, we will run a small mixed grade-newcomer program at Westmore Oaks, where students will have intensive instruction in English all morning, and participate in classes with English-speaking peers in the afternoon. The purpose of this class is to quickly build fluency so students can return to their home schools.

**Objective 4B: Monitor progress of English learners using CELDT, ELA, and ELD assessments.** Assessments were developed and field tested, and teachers have been trained in their use. Teachers reported that when they administered the assessments, which include speaking and listening components, to they got a clear picture of where the student was in terms of English fluency, and were sometimes surprised because what they thought was shyness or unwillingness to participate turned out to be gaps in English fluency. This work is very promising.

Through our DAIT connections, we were invited to participate on a SCOE team extending this work. A group of teachers and Educational Services staff is continuing this work next year. Ongoing formative assessment of English learners is a challenge across the state. This work is important because students are often stuck in their English language development for a long time before we notice that they are not making progress.

Teachers began to include measures of ELD in their data assessment meetings this year, and that work will continue next year.

**Objective 4C: Select new K-5 English/language arts materials that include ELD (Option 2 materials).** Due to the state budget crisis, adoption of new K-5 ELA and ELD materials has been postponed until next year, with implementation planned for 2010-2011.

### **Strategy 5: Improve instruction in English/language arts**

**Objective 5A: Ensure that all students receive high-fidelity reading instruction in K-5.** Reading coaches and administrators worked with K-5 teachers throughout the year to improve reading instruction. In addition, several times a year, teachers at each grade level are released to analyze reading data and to develop written action plans to improve student performance. The effectiveness of this approach can be seen in gains in performance on Target 2, above.

Both site and district administrators walked reading instruction frequently because having all students reading on grade level is a top priority. We are using both observational data and assessment results to identify grade levels at individual schools where instructional improvements are needed, and we will work with teachers to develop action plans and teacher training to improve results. There is a high correlation between observed fidelity of program implementation and student results. Where we have very low student performance, we see program implementation problems. This work is ongoing.

**Objective 5B: Plan a process for improving writing instruction in grades 4-12.**

Reading coaches have worked with K-5 teachers on writing, and some grade levels have selected writing as a growth area for the year and have worked on writing during district collaboration time. Some level of work on writing will take place next year during collaboration time. Third grade, for example, has planned time to work on writing at collaboration meetings that fall right after writing assessments have been given. We need to select new ELA materials before we increase focus on writing instruction, because the plans need to be based on what's provided in our new core program and any gaps we find. This work will continue the year after we implement the new ELA adoption.

## **Strategy 6: Improve instruction in mathematics**

**Objective 6A: Select new math materials K-8 and where needed for high school courses.**

Teachers selected Houghton Mifflin California Math for grades K-5; Holt Course 1 and 2 for grades 6 and 7; Prentice Hall for Algebra Readiness; Holt for Algebra 1, Geometry, and Algebra 2; Glencoe PreCalculus, and Pearson/Prentice Hall Calculus. The adoption process is complete, and materials have begun to be delivered to schools. Teacher materials were delivered and distributed before school was out so teachers would have their materials for training and for summer planning work.

These new math materials are far superior to previous adoptions in terms of technology support for teachers and students, and material to help students who are struggling. After teachers have had a chance to get comfortable with what is available, schools will provide parent sessions on how families can get involved in using the technology at home.

**Objective 6B: Develop pacing guides, revised benchmark assessments, and a plan for providing teachers with training in the use of the new materials and best practices in math instruction.**

An Elementary Math Leadership Team is in place to guide implementation of the K-5 Houghton Mifflin materials, and grade levels are meeting over the summer to plan eight collaboration days, which will be focused on math. Pacing guides have been developed, and work on benchmark assessments has begun, but will not be complete until spring, 2010. Teachers had a full day of training in the new curriculum in June, and attendance and enthusiasm were high.

Middle grades and high school teachers also had a day of training in June on the new materials, and pacing guides have been developed. Work here is done course by course, and some groups are meeting over the summer to develop new benchmark assessments. Other groups will start work in late August. By spring, 2010, new benchmark assessments will have been developed.

## **Strategy 7: Improve science instruction**

**Objective 7A: Provide training for 5-12 science teachers in best practices in science instruction.**

Anne Tweed from McREL presented research-based best practices in science instruction to our middle grades and high school science teachers and three 5<sup>th</sup> grade teacher leaders in science. The eight full days of training were very well received. Teachers also appreciated the opportunity to work together, and formed a strong team. In addition, several district science teachers participated in the monthly SIRC (Science in the River City) program at Sacramento State University that includes a grade level or course specific workshop, a dinner with networking opportunities, and a featured university professor speaker who updated the teachers on cutting edge research in fields connected to California science standards. Feedback from teachers about all of this training was very positive, and the teachers have developed strong, collaborative relationships that are very productive.

**Objective 7B: Use lesson study and other methods for providing collaboration as teachers implement and refine best practices.**

Teachers need to be released from class to participate in lesson study. Since the science training this year required eight days out of the classroom, adding days out for lesson study was likely to negatively impact student learning. We can pick lesson study up again when funds and time are available.

Middle grades science teachers met seven times last year in addition to the science training. At these sessions, they worked on benchmark assessments and discussed teaching methods and lab experiences for students. This work will continue next year with six sessions planned. In addition, PASCO will provide training on the use of optics benches in early fall.

At the high school level, the Science Department Coordinator led collaborative meetings where common assessments were developed and refined, and data was analyzed. Summer training in biophotonics and the use of probeware is also taking place.

### **Strategy 8: Improve academic performance in the high schools**

**Objective 8A:** Implement a high school achievement task force to analyze multiple measures of student performance and research on best practices and to recommend strategies to improve 9-12 student academic performance.

The High School Task Force met throughout the year. Data was analyzed, and students were invited to share their perspectives. In addition, the team read research on best practices. A report was developed that listed recommended strategies in six key areas. The report will be shared by principals with high school staff next year as part of the process of planning improvements.

**Objective 8B:** Develop and implement an assessment and guidance system to ensure that students are scheduled into the classes they need for graduation and that they are scheduled into appropriate intervention classes.

River City developed a template to help parents and students make sense of high school course offerings, and also provided prototype schedules which were shared with the counselors to support their work in scheduling students. We also improved our assessment system for incoming freshmen, leading to more accurate placement of students which will reduce schedule changes needed in the fall.

The River City staff held freshman registration information sessions at each K-8 with 8<sup>th</sup> graders. The sessions included a presentation on course offerings, and staff were available to answer parent questions. Counselors also met with individual students and families as needed. PIQE parent training sessions and the AVID program also provide parents and students with information about both high school graduation and college entrance requirements.

**Objective 8C:** Clarify roles of alternative educational settings and of the comprehensive high school. Establish commonly understood criteria for transferring students between educational settings.

The Director of Pupil Personnel Services has met with administrative staff from alternative and comprehensive schools to develop clear criteria for transfer. The process is working much more smoothly than before. In addition, administrators met several times to plan the process for transitioning students back and forth between our regular schools and the new Evergreen opportunity program.

**Objective 8D:** Provide intensive support and tutoring for all students who are at risk of failing or who have failed either part of the exit exam. Track effectiveness of support program and make changes where program is not effective.

Counselors, administrators, and other staff members work with students and families to get students who have not passed CAHSEE into support classes, and almost all students take advantage of this

opportunity. In addition, Yolo staff maintains a list of non-grads who need to pass CAHSEE and invites them to participate in tutoring opportunities, including a special summer class.

CAHSEE support is provided in a variety of formats, including tutorial support in special education classes, CAHSEE prep classes offered during the regular school day, after school tutoring/CAHSEE prep classes, online tutoring at Yolo, and an intensive summer program aimed at preparing students for the July CAHSEE administration. We do not yet have data that shows a comparison of pass rates for students participating in the various options, and next year, high school principals will work with teachers providing CAHSEE support to collect that information.

**Strategy 9: Teachers and administrators will collaborate in professional learning communities to develop a common vocabulary and set of expectations regarding effective instructional practices that translate into improved student learning.**

**Objective 9A:** All administrators with responsibility for supervising certificated staff will participate in training and implement Skillful Leader techniques.

Administrators had a day of training last spring, a day of training before school started, and four sets of training days during the school year. The training during the year included a half-day presentation, followed by group visits to school sites to practice what had been learned.

**Objective 9B:** Collaboration time will be carefully planned and implemented to focus on key issues related to improving student learning. Written action plans will be developed.

High school teams planned their collaboration time. Yolo focused on WASC, and River City focused on 4 x 4 schedule implementation. At the K-8 level, administrators were assigned to facilitate the work of a grade level or subject area. Administrators developed agendas in advance, and distributed them to staff. Most elementary grade levels chose to focus on ELA this year, but 5<sup>th</sup> grade focused on math. The subject areas focused on their curricular area.

**Strategy 10: Improve communication with parents about student progress**

**Objective 10A:** Continue staff development so that all teachers use the online gradebook in grades 4-12.

Multiple ABI training sessions were offered, and teachers who struggle with technology and group trainings were supported by colleagues on an individual basis. All teachers are skilled in taking roll electronically, but some teachers do not update their online gradebook often enough to meet parent needs. This continues to be an area where growth is needed.

**Objective 10B:** Broaden use of student-led parent conferences in K-8.

All schools expanded their use of student-led parent conferences in K-8. At some schools, implementation is complete. At other schools, expansion of involved grade levels or scope is still ongoing. Parent feedback received by principals has been positive, and we are one of the few districts providing parent conferences at the middle grades level, where parent involvement and communication is a critical component in keeping students on track.

Objective 10C: Increase the percentage of families using HomeLink.

The table below shows changes over the last year in the number of students with one or more ABI accounts connected to their name. Almost all schools showed an increase in accounts, with the most substantial increases coming in grades 6-12, where parents find the ability to monitor student grades, homework completion, and attendance to be most important. Several schools provided information on setting up accounts at back-to-school night, and teachers take their classes to computer labs to help students set up their own accounts.

	2007-08 ABI Account Percentage	2008-09 ABI Account Percentage	Increase or Decrease	Grades 6-12 ABI Account Percentage	Families with Internet connected computers at home*	Percentage of Potential: 6-12 ABI Accounts compared to connected homes
Bridgeway Island	0.16	0.41	0.25	0.81	0.85	0.95
Bryte	0.05	0.03	-0.02			
Elkhorn Village	0.02	0.16	0.14	0.54	0.63	0.86
Riverbank		0.23	0.23	0.34	0.58	0.59
Southport	0.24	0.51	0.27	0.84	0.86	0.98
Stonegate	0.10	0.30	0.20	0.44	0.78	0.56
Westfield Village	0.04	0.07	0.03		0.38	
Westmore Oaks	0.17	0.31	0.14	0.52	0.67	0.78
River City	0.29	0.62	0.33	0.62	0.78	0.79
Independent Study	0.04	0.15	0.11	0.15	0.48	0.31
Yolo	0.06	0.20	0.14	0.20		

\*From survey data from the December, 2008 district technology survey that included data on the percentage of students who reported having an Internet-connected computer at home.

Objective 10D: Schools will use ParentLink to notify families about upcoming school events and for other communication as appropriate.

All schools use ParentLink to notify families of school events, and it is also used frequently at both the site and district level for emergency communication. An area of growth is using ParentLink to send e-mail messages to families. When families open HomeLink accounts, the verification e-mail address is automatically added to the Aeries database, and this information can then be made available to the ParentLink system.

## **Strategy 11: Improve attendance**

Objective 11A: Schools will develop and implement plans to improve student attendance where attendance is below 97%.

This is addressed in individual school SPSAs under Objective 11A.

### *Facilities Goal*

#### **Provide facilities to support the educational program.**

Strategy 1: Complete the current K-8 conversion projects at Bridgeway Island, Elkhorn Village, Riverbank, Southport, and Stonegate.

Projects are complete, and the schools opened smoothly on August 20, 2009.

Strategy 2: Develop a plan and estimated budget for conversion of the current River City High School facility into a K-8 facility for Westmore Oaks.

A plan and budget were developed, and construction, remodeling, cleaning, and refurbishing are underway for an August, 2009 opening. In addition, minor modifications are being made to the Evergreen facility to accommodate the needs of Yolo High School as well as the opening of the Evergreen opportunity program.

Strategy 3: Open the new River City facility.

The new River City High School opened smoothly on January 5, 2009.