



**22/23
Elementary
School**

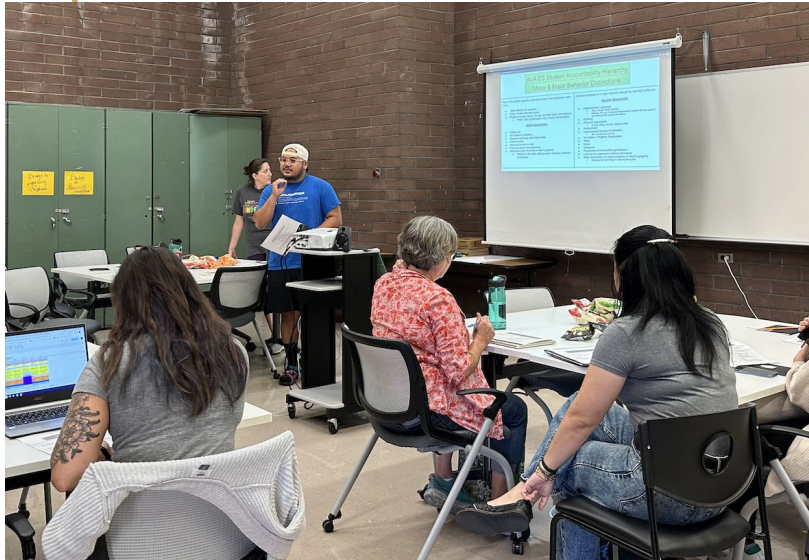


**Star and
CAASPP Data**

August 2023 Professional Development



- No Nonsense Nurturer (Tier 1 School Culture Framework)
- Mission for the year
- Nuts and Bolts
- Emergency procedures
- SPED/Gen ed meetings
- Virtual/in person home visits
- Classroom setup





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*Welcome Back,
Olympians!*

4



The Academy of Alameda School
Elementary Community Expectations

Be Respectful

- Blacktop/Play Structure**
- Use equipment appropriately
 - Say "please" and "thank you" to those who help you

Be Responsible

- Follow directions
- Stay within the boundaries
- Ask for a pass when you leave the blacktop

Be Safe

- Keep hands and body to self
- Take a Meta-Moment if needed

Be Welcoming

- Include others
- Be an ally
- Promote positive relationships

Example:
Tier 1 School
Culture
Practices



The Academy of Alameda School
Elementary Community Expectations

Be Respectful

- Cafeteria**
- Voice level 0, 1, or 2
 - Treat school and personal property with care
 - Respect the space of others
 - Say "please" and "thank you" to those who help you

Be Responsible

- Follow directions
- Raise your hand if you need help
- Clean up after yourself
- Stay in your assigned spot
- Be an upstander

Be Safe

- Walk at all times
- Remain seated while eating
- Eat your food only
- Keep body to self

Be Welcoming

- Be an ally
- Promote positive relationships



The Academy of Alameda School
Elementary Community Expectations

Be Respectful

- Bathroom**
- Voice level 0 or 1
 - Respect others' private bathroom time

Be Responsible

- Bring your pass
- Do your business, wash hands, leave
- Clean up after yourself
- Report concerns to an adult
- Be an upstander

Be Safe

- Walk at all times
- Keep body to self
- Wash your hands

Be Welcoming

- Be an ally

The 4 Be's



The Academy of Alameda School
Elementary Community Expectations

Be Respectful

- Hallway**
- Voice level 0 or 1
 - Respect classes in session

Be Responsible

- Follow directions
- Walk in line
- Carry a pass if you are not with your class
- Be an upstander

Be Safe

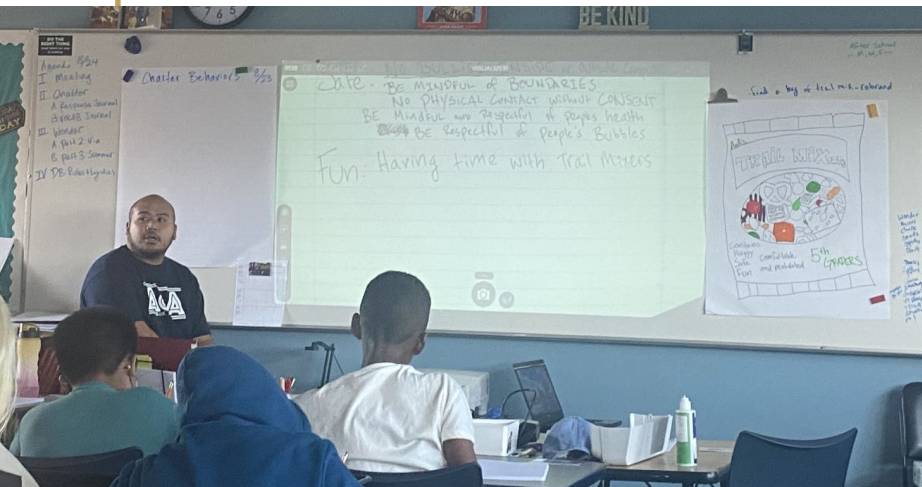
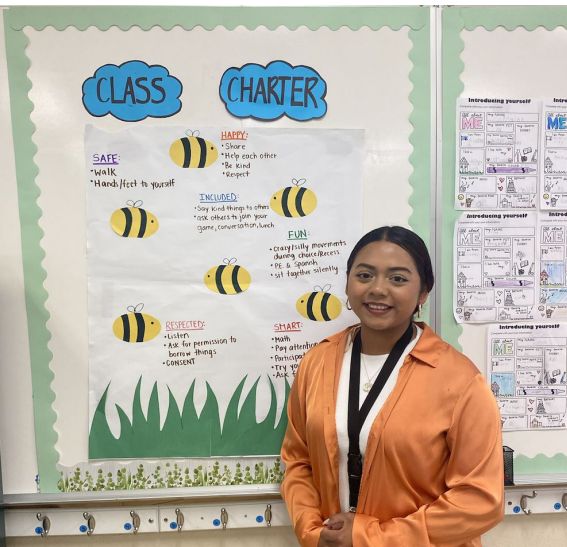
- Walk at all times
- Hands to yourself/body safe
- Eyes forward

Be Welcoming

- Use kind words
- Be an ally

RULER

Example: Tier 1 School Culture
Socio-Emotional Learning



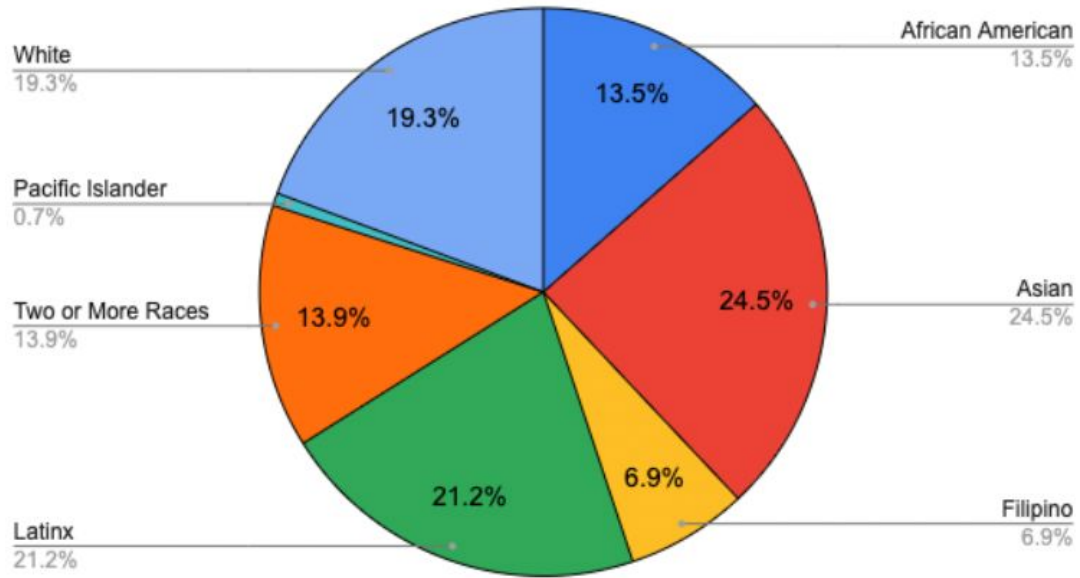


Who we are here for

- In a system that prioritizes adults first, here at AoA all that we do centers on the growth and well being of our students



2022 Student Race/Ethnicity Breakdown



Per CA School Dashboard

2022 Student Groups at AoA Elementary

Students who are classified as Emerging Bilingual/Multilingual	17.3%
Students with Disabilities	6.8%
Students who Qualify for Free and Reduced Lunch	49.3%
Foster Youth	0.4%



STAR and CAASPP Data

End of Year



Data Norms

- ▶ These are all our students
- ▶ Talk about our students like they and their families are in the room.
- ▶ Acknowledge that our students are complex and multifaceted people, this data is a snapshot of one thing they did, on one day.
- ▶ We use data to help us figure out next steps for ourselves and our students.



Considerations

- ▶ When schools adopt a new curriculum there is often an “implementation lag” the first year or two as teachers and students adjust.
- ▶ This year our school added many new students to our classes who needed a lot of support.

Students Hitting Proficiency Target

50th percentile or above on Early Literacy (K/1)

	BOY	Tri 1	Tri 2	Tri 3
Early Lit OVERALL	62%	76%	80%	76%
Emerging Bilinguals	40%	78%	78%	69%
Primary Ethnicity: Black	20%	64%	73%	73%
Primary Ethnicity: Latinx	67%	77%	73%	67%

2nd-5th Students Hitting State Proficiency Target on Star Reading

	Star BOY	Star Tri 1	Star Tri 2	Star Tri 3	CAASPP (3-5)
Star Reading Overall	52%	56%	58%	59%	54%
Emerging Bilinguals	16%	20%	17%	23%	19%
Primary Ethnicity: Black	29%	33%	30%	50%	30%
Primary Ethnicity: Latinx	42%	44%	42%	50%	38%

1st-5th Students Hitting State Math Proficiency Target

	Star BOY	Star Tri 1	Star Tri 2	Star Tri 3	CAASPP (3-5)
Star Math Overall	35%	41%	45%	52%	57%
Emerging Bilinguals	15%	22%	15%	17%	34%
Primary Ethnicity: Black	30%	35%	44%	42%	25%
Primary Ethnicity: Latinx	8%	14%	15%	42%	42%

Reading Intervention Data

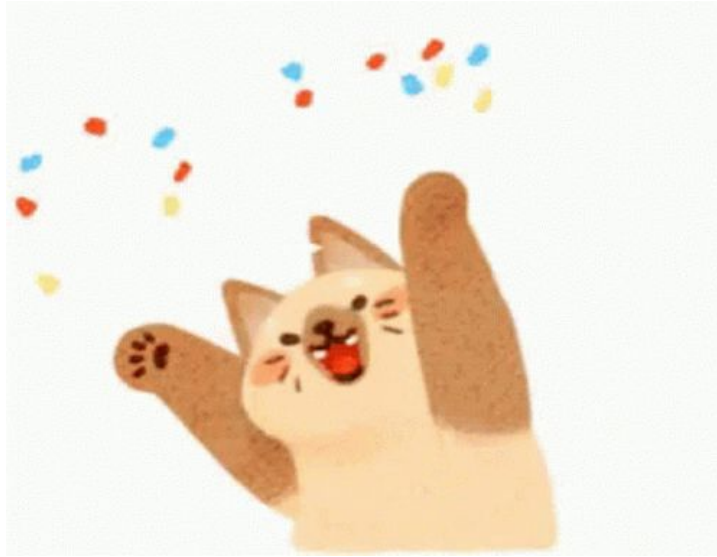
- 40 3rd-5th graders served
- 32 made more than 1 year of growth in reading
- Those who made less than a year of growth were referred to **Intervention Team**.

Math Intervention Data

Grades 1-5

- 40 students served long term.
- 36 students made more than one year of growth
- Students who did not make one year of growth were referred to intervention team.

Celebrations



- The percentage of students in the lowest “urgent intervention” level on Star went from 34% to 23% in reading and 26% to 21% in math from the beginning to the end of the year
- Students scoring “above grade level” in math went from 20% at the beginning of the year to 27% at the end of the year.

Highest Proficiency in Literacy



Ms Nahj

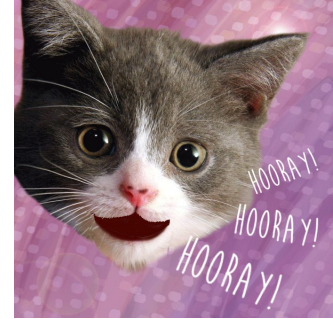
- 100% of students at grade level in SIPPS
- 96% of students at grade level on Star Early Literacy



Highest Growth and Proficiency in Math



Ms McHenry



- 74% of students scored proficient or advanced on CAASPP
- 53% scored advanced on CAASPP
- 66% of students scored at or above grade level on Star

Closing the Equity Gap



Mr Nolan



- 64% of students overall scored proficient or advanced on CAASPP
- 63% of students who identify as Black scored proficient or advanced on CAASPP
- 57% of students currently identified as EL scored proficient or advanced on CAASPP

Next Steps for 23-24

- ❑ Equalize class size across k-5 so that more of our students get support earlier.
- ❑ Offered summer Intervention offering
- ❑ Continue our data-based interventions
- ❑ Only change to curriculum is that 2nd grade will do Wit and Wisdom for ELA
- ❑ Focus on classroom culture and management so that all students can get the most out of instruction and learning time.



Tier 2 Teams

A Review of the Elementary Response to Intervention Systems

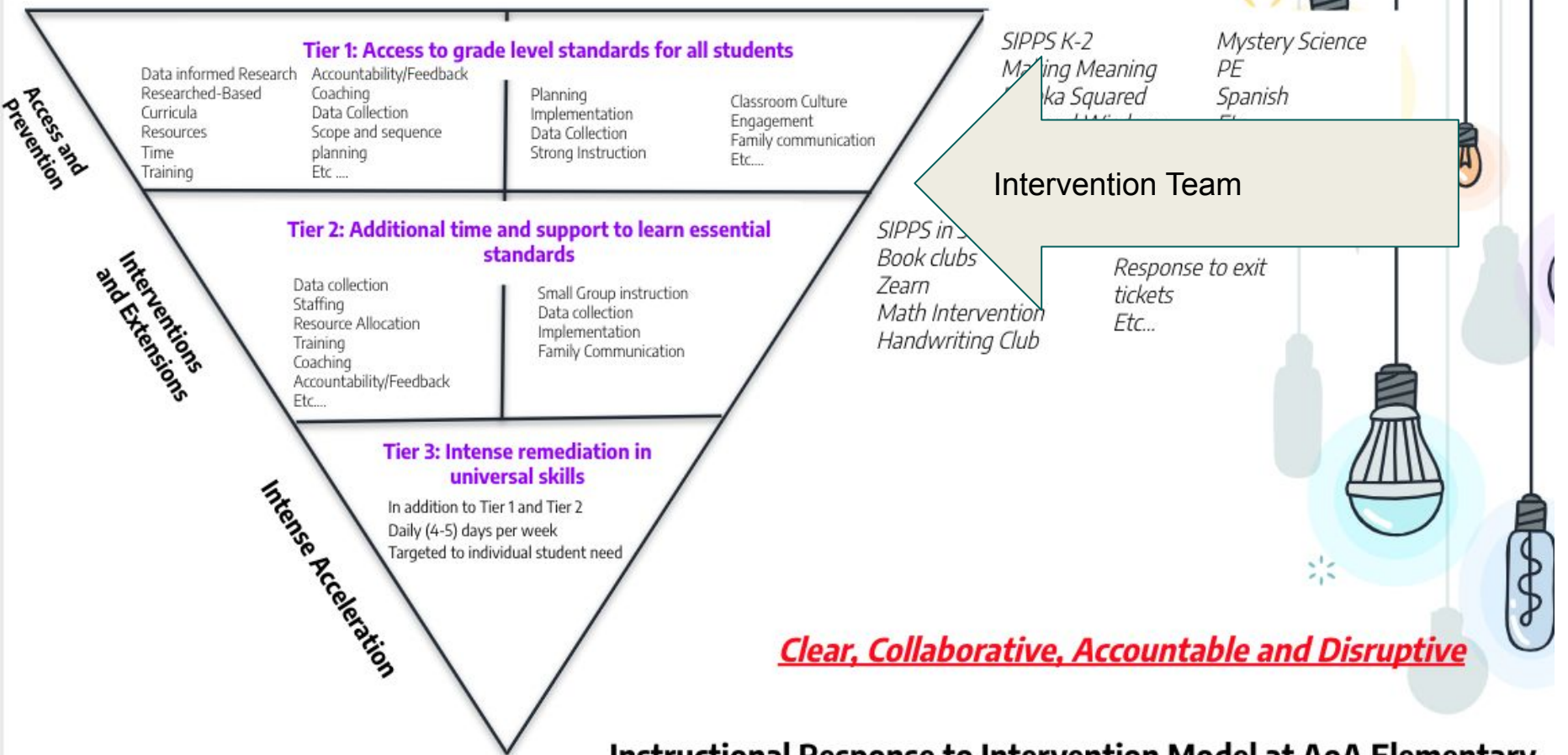
- Instruction
- School Culture



Schoolwide Team Responsibilities



Teacher Team Responsibilities



Tier 1: Access to grade level standards for all students

Data informed Research Researched-Based Curricula Resources Time Training	Accountability/Feedback Coaching Data Collection Scope and sequence planning Etc....	Planning Implementation Data Collection Strong Instruction	Classroom Culture Engagement Family communication Etc....
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Tier 2: Additional time and support to learn essential standards

Data collection Staffing Resource Allocation Training Coaching Accountability/Feedback Etc....	Small Group instruction Data collection Implementation Family Communication
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Tier 3: Intense remediation in universal skills

In addition to Tier 1 and Tier 2
Daily (4-5) days per week
Targeted to individual student need

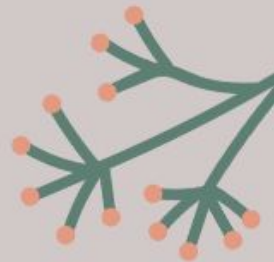
Intervention Team

SIPPS K-2
Morning Meaning
Ka Squared
Mystery Science
PE
Spanish

SIPPS in...
Book clubs
Zearn
Math Intervention
Handwriting Club

Response to exit tickets
Etc...

Clear, Collaborative, Accountable and Disruptive



ES Intervention Team

ES Intervention Team

Who

- Leah (Principal)
- Doran (Academic Dean)
- Ebonie (Dean of Students)
- Edditha (ES Counselor)
- Tyler (SPED Coordinator)
- Tamara (Attendance Liason)
- Carlos (Emerging Bilingual Coordinator)
- Patricia (School Psychologist)

What We Do

- Receive student Academic and Socio-emotional referrals from staff/teachers
- DATA DATA DATA
- Intervention Cycles
- Referral to SPED/504/etc

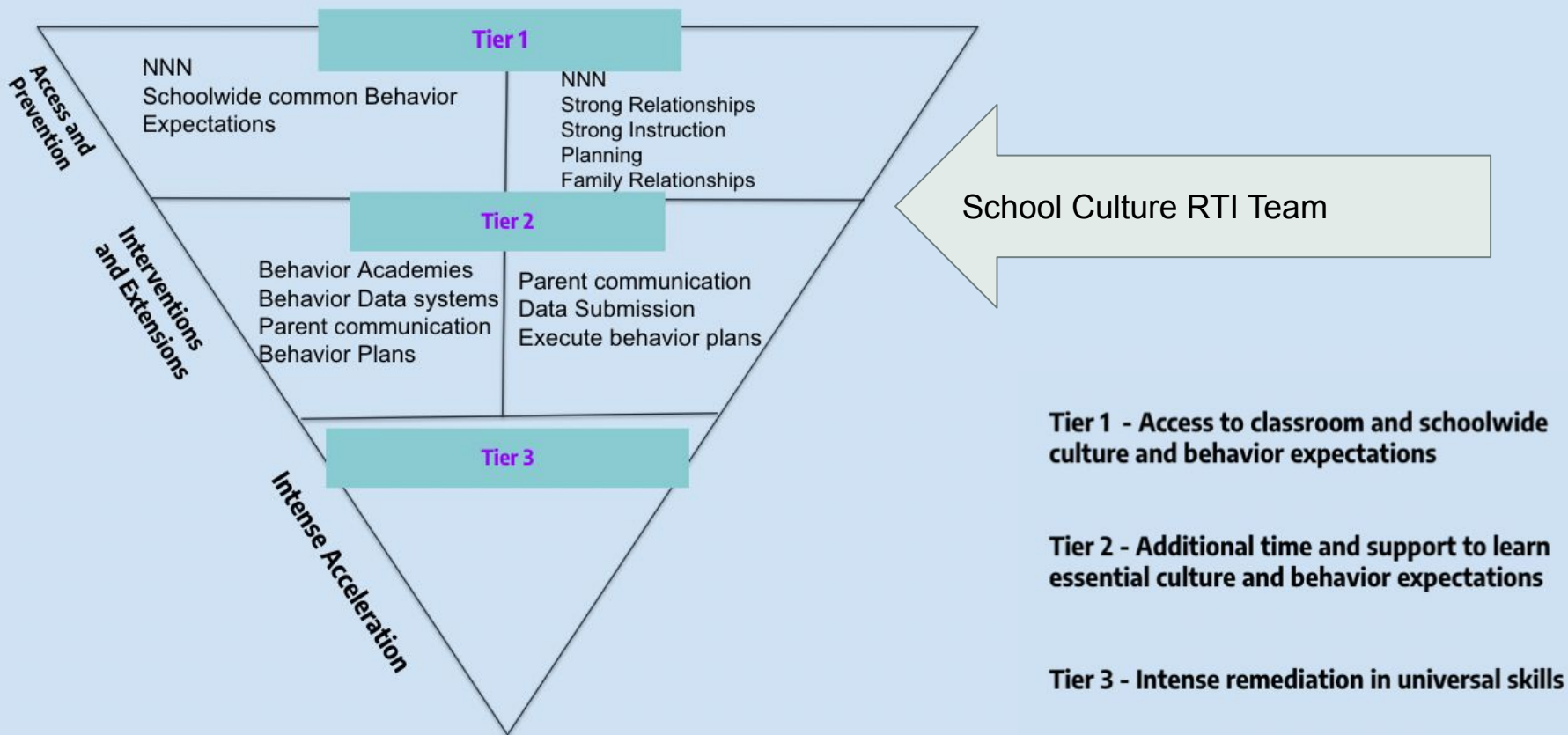
Why

- Use data informed intervention cycles to disrupt patterns of inequitable or exclusionary instructional practices,.

Schoolwide Team Responsibilities



Teacher Team Responsibilities



Tier 1 - Access to classroom and schoolwide culture and behavior expectations

Tier 2 - Additional time and support to learn essential culture and behavior expectations

Tier 3 - Intense remediation in universal skills



SCRTI Team

Who we are what we do

ES Intervention Team

Who

- Leah (Principal)
- Doran (Academic Dean)
- Ebonie (Dean of Students)
- Edditha (ES Counselor)
- Nolan (5th Grade)
- Brandi (Kinder)
- Carlos (Emerging Bilingual Coordinator)

What We Do

- Receive student behavior
- DATA DATA DATA
- Behavior Intervention Cycles

Why

- Use data informed intervention cycles to disrupt patterns of inequitable or exclusionary discipline practices
- To create an clean actionable and accountable school culture system

**Student and Family Survey Data
Summary
Spring, 2022/23**

Student/Family Survey Overview

- Students in grades 3 through 5 took a ***Socio-Emotional Learning Survey*** that focused on school climate and social-emotional supports.
- All K-5 Families had to opportunity to take a ***Family-School Relationship Survey***
- The survey uses a 5-point Likert Scale to measure responses.

Student Data - Relative Areas of Strength

- Highest category:
 - overall 88% responded favorably to **academic rigor** expectations.
- Strong Sense of Belonging:
 - 83% of students feel that they belong at AoA
 - 87% of students feel that the adults at AoA support them
 - 84% of students feel that they belong at AoA.
- Strong Teacher - Student Relationships
 - 93% of students feel that their teacher is respectful towards them

(There was not a significant discrepancy in responses by race/ethnicity, gender, language, etc)

Academic Rigor:

QUESTION

How often does your teacher make you explain your answers?

90%
responded favorably

QUESTION

When you feel like giving up, how likely is it that your teacher will make you keep trying?

85%
responded favorably

QUESTION

How much does your teacher encourage you to do your best?

88%
responded favorably

QUESTION

How often does your teacher take time to make sure you understand the material?

88%
responded favorably

QUESTION

Overall, how high are your teacher's expectations of you?

89%
responded favorably

Student Data: Areas of Growth/Further Exploration

- **Lowest category:**
 - Overall, **72%** favorable ratings related to school climate
 - **Including:**
 - **68%** of students feel the rules at school are fair
 - **62%** of students feel that other students behavior positively impacts their learning.
 - **76%** of students feel that the energy of the school is positive

Family Survey Data - Relative Areas of Strength

- Highest category:
 - overall **93%** responded favorably to School Safety
 - Including:
 - **97%** responded favorably to how likely is it that their child will be bullied at school (so, they feel they are not likely to be bullied)
 - **95%** responded favorably to how likely it is to receive support if their child is being bullied at school. (Highly likely to receive support)
 - Overall, **95%** responded favorably to School Climate.
 - Including:
 - **92%** responded favorably to feeling that the school administrator creates a school environment that helps a student learn.
 - **95%** responded favorably to feeling that the school value's the diversity of their child's background

(There was not a significant discrepancy in responses by race/ethnicity, gender, language, etc)

School Safety:

QUESTION

How often do you worry about violence at your child's school?

84%¹
responded
favorably

QUESTION

If a student is bullied at your child's school, how difficult is it for him/her to get help from an adult?

95%¹
responded
favorably

QUESTION

How likely is it that someone from your child's school will bully him/her online?

97%¹
responded
favorably

QUESTION

Overall, how unsafe does your child feel at school?

90%¹
responded
favorably

QUESTION

To what extent are drugs a problem at your child's school?

97%¹
responded
favorably

Family Survey Data: Areas of Growth/Further Exploration

- **Lowest category:**
 - Overall, **81%** favorable ratings related to engagement
 - **Including:**
 - **25%** responded favorably to child care needs
 - *(75% struggle with child care needs)*
 - **45%** responded favorably to their schedule being too busy as a barrier to involvement
 - *(55% state that their busy schedule is a barrier to school involvement)*

Engagement:

How did family members respond to each question?

Sorted by Survey order ▾ First to last ▾

QUESTION	75%
How big of a problem is the following issue for becoming involved with your child's current school: Childcare needs?	responded favorably
QUESTION	81%
How big of a problem is the following issue for becoming involved with your child's current school: Transportation-related challenges?	responded favorably
QUESTION	76%
How big of a problem is the following issue for becoming involved with your child's current school: Concerns about getting to the school safely?	responded favorably
QUESTION	45%
How big of a problem is the following issue for becoming involved with your child's current school: How busy your schedule is?	responded favorably
QUESTION	79%
How big of a problem is the following issue for becoming involved with your child's current school: School staff seem too busy?	responded favorably
QUESTION	84%
How big of a problem is the following issue for becoming involved with your child's current school: You feel unsure about how to communicate with the school?	responded favorably
QUESTION	81%
How big of a problem is the following issue for becoming involved with your child's current school: The school provides little information about involvement opportunities?	responded favorably



QUESTION	92%
How big of a problem is the following issue for becoming involved with your child's current school: The school does not communicate well with people from your culture?	responded favorably
QUESTION	78%
How big of a problem is the following issue for becoming involved with your child's current school: You do not feel a sense of belonging with your child's school community?	responded favorably
QUESTION	94%
How big of a problem is the following issue for becoming involved with your child's current school: Negative memories of your own school experience?	responded favorably
QUESTION	94%
How big of a problem is the following issue for becoming involved with your child's current school: Your child does not want you to contact the school?	responded favorably
QUESTION	87%
How big of a problem is the following issue for becoming involved with your child's current school: You worry that adults at the school will treat your child differently if you raise a concern?	responded favorably

Elementary Family Data



Areas of Strength:

- Strong School Climate
- School Safety

Areas for Growth:

- Many families feel that their personal schedule is too busy to allow them to participate or volunteer in school activities.
 - Child care needs is a barrier for families to participate in school activities.
- 