

Rescue Union School District

LEA Plan 2014 -2015 Update

Local Education Agency (LEA) Plans were developed in spring of 2003 as five year plans (2003-2008). The California Department of Education (CDE) will not require new LEA Plans until the Federal reauthorization of the Elementary and Secondary Education Act (ESEA) is completed. In 2011, as part of Year 1 Program Improvement, the District was required to revise the LEAP and submit it to CDE. This (2011) Plan is included as an addendum to this Executive Summary and includes the responses to suggestions for improving the Plan made by CDE.

The next annual revision was completed in 2013-1014 to meet the requirements of Program Improvement Year 1. This was the last year in which student achievement data was available. The addendum identified academic priorities for struggling students, strategies for strengthening the Common Core curriculum and professional development priorities.

During 2014-15, California implemented the Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP). State categorical funding was for the most part eliminated. Concurrently, while new Common Core Standards were being implemented and new SBAC testing system implemented, the State elected to suspend standardized testing for the year. Since accountability data was unavailable for 2014-15, the Federal accountability requirements for No Child Left Behind Program Improvement were “frozen” (until current assessment information became available or ESEA was reauthorized). To continue to meet Federal Title III accountability requirements in the absence of statewide student achievement data, the District continued to rely on CELDT scores to measure progress toward attaining English Proficiency and local measures to assess academic progress in mastering the state standards. Details regarding school performance and planned activities can be found in the Single Plans for Student Achievement for each school. These plans are reviewed for Board approval in October. For the purposes of Title III Accountability and Funding, Rescue Union belongs to a consortium with the EL Dorado County Office of Education (EDCOE) as the lead agency.

The most recent CELDT scores are available here: <http://celdt.cde.ca.gov/reports.asp>

The Title III Consortium Budget is available at: https://beehively-websites.s3.amazonaws.com/sites/52f1378d1defc52908000002/content_entry536370011defc5e9fd00008b/55882f4bcefece37b5000d16/files/LEAPlan_1_TitleIII.pdf

Revised information for the 2013-2014 Plan is in italics.

In 2012, the District achieved historic improvements in student achievement both overall and in our significant subgroups (as reported below). This “froze” us in Year 1 Program improvement. In 2013, which was the last year of state CST testing, only one of two schools identified under Program Improvement, met their achievement targets under AYP, which then caused the District to advance to Year 2 Program Improvement in 2013-2014. In addition to free transportation of students at Title I schools (to non-Program Improvement schools in the District), we now additionally provide supplemental educational services for a number of students at our two Title I schools.

This Executive Summary updating the four goal areas includes updated accountability information for 2012-13, constituting a revision of the LEA Plan for 2013-2014.

The LEA Plan is organized around Five Performance Goals. Four of the goals apply to K-8 districts. The fifth goal focuses on increasing high school graduation rates (not applicable to Rescue Union). Progress data is taken from the Accountability Progress Reports (APRs), which are posted annually by CDE. The APRs report the percent of all students and the percent of students in each significant subgroup, who attain proficient and advanced status in English Language Arts and Mathematics. For the District to achieve AYP, all schools in the District must meet criteria for all students and for each significant subgroup. Specific action plans to improve student achievement at the school level are described in the Single Plans for Student Achievement, which are also revised annually and approved by the Board. The Single Plans are also based on site level Accountability Progress Reports.

GOAL 1: All students will reach high standards, at a minimum attaining proficiency or better in English Language Arts/reading and mathematics by 2013-14.

Essential questions:

How does this year compare to last year?

In 2009, the District Academic Performance Index (API) was 884. The District API growth for 2009 was +15. The District did meet Adequate Yearly Progress under No Child Left Behind by achieving 25 of 25 AYP Criteria.

In 2010, the District API reached 888. District API growth for 2009 was +4. In 2010, the District however was deemed not to meet AYP criteria, because only 30 of 33 AYP criteria were met. The 2010 AYP target in English Language Arts was 56.8% Proficient and Advanced. The Students with Disabilities subgroup achieved 56.5%, so did not meet the required target in ELA. The Socioeconomically Disadvantaged subgroup (52.6%) and the English Learners subgroup (46.5%) also did not achieve the required 56.8%, but were

deemed to meet the AYP criteria via “Safe Harbor”. Safe Harbor means that although these respective subgroups did not achieve the target, they were deemed to meet AYP because they achieved a 10% subgroup improvement over the previous year’s score.

In Mathematics, the AYP target was 58.0% Proficient and Advanced. The English Learners subgroup achieved 50.5% and the Students with Disabilities subgroup achieved 52.6%, so did not meet AYP target. Our Socioeconomic subgroup achieved 50.4% Proficient and Advanced but did meet the AYP criteria via the Safe Harbor process (described above).

In 2011-12, Rescue Union School District API improved from 886 to an unprecedented 907 (a growth of 21 points district wide). This is the highest district API in El Dorado County, in a district over 1000 students. Each of the five elementary and two middle schools in the district showed double digit improvement. Two schools improved by 40 points, one by 30 points. One elementary school achieved the highest single score ever in this county at 937. Four of seven schools are over 900 with another middle school at 895. Our significant subgroups showed incredible growth in 2011. Our Hispanic/Latino subgroup improved by 16 points. The Students with Disabilities (SWD) subgroup improved by 48 points. Our socio-economic subgroup improved by 45 points. In regard to AYP both schools (Green Valley and Rescue) achieved “Safe Harbor” for ALL subgroups in both English Language Arts and Mathematics (freezing them in Year 1 of Program Improvement). Both the District and the individual schools achieved Annual Yearly Progress in 2011-12.

In 2013, the District achieved an Academic Performance Index (API) of 902 which was a decline of -7 points from the previous year’s 907. In 2013 the AYP target for English Language Arts was 89.2% proficient and advanced. In mathematics the target was 89.5% proficient and advanced. The District did not meet Adequate Yearly Progress in either

In English/Language Arts, our students with disabilities subgroup achieved a 55.7% proficiency level. The socioeconomically disadvantaged subgroup achieved 60.6% proficiency and the English Learner subgroup achieved 40.6%. These scores represent a decline over last year’s ELA scores, which means we did not qualify for safe harbor.

In Mathematics, students with disabilities had a slight decline in scores to 58.6% proficient and advanced. Our socioeconomic disadvantaged subgroup improved to 61.1% proficient and advanced. The English Learner subgroup improved to 54.9% proficient and advanced. Again we did not meet our AYP target.

What progress has been made since 2003?

Since 2003, the Rescue Union School District has made continuous improvement on the California Academic Performance Index. In 2003, Rescue Union School District achieved an API score of 837. The California District Median for that year was 705. Since 2003, the District API has improved to 888 in 2010. This represents a cumulative growth of 51 points. In 2010 the State District Median API was 767.

In 2011-2012, the District moved from an API of 886 to 907, an improvement of 21 points with a cumulative growth of over 70 points.

For the 2012-2013 school year, there was a small dip in student performance that was parallel to a dip in statewide student achievement scores for the first time in many years. With the suspension of the California Standards Test for the 2014 school year, we will lack new metrics for comparison until the Smarter Balanced Test is fully implemented and new performance levels are established.

What steps will be taken at the District level to increase the percent of students proficient or better in English Language Arts? In mathematics?

The District continues to improve achievement for all students even with drastically reduced state funding, reduced staff development time, and a shorter instructional year. We continue to use District wide formative assessments within our integrated data management system (Data Director) to provide timely feedback on student progress. This data allows teachers to identify students in need of additional assistance as well as specific standards that require re-teaching and remediation prior to state STAR testing. This year, some grade levels were provided release time to revise common grade level pacing and formative assessments as needed, with the overarching goal of ensuring timely diagnostic information to the classroom teachers. Students who did not meet proficiency on district assessments have been identified by name and are receiving specific support in the standards they are currently deficient in. At the middle schools, teachers across departments continue to collaborate to ensure that identified students are on track to meet grade level standards. Math support classes have been added during the regular school day and after school, so that students can receive the specific help they need. In 2009, Pleasant Grove infused new technology into the curriculum by adding a new self-assessing, self-pacing, mastery-driven computer program in Mathematics (ALEKS). In 2010, Pleasant Grove Middle School also added new student technology which included computer notebooks to provide greater student access to technology for ELA/Writing and Math. Infrastructure improvements at Pleasant Grove were made with the assistance of one time Title I ARRA funding. All schools in the District are using additional technology such as Promethean Boards to assist in providing more engaged instruction across all content areas. In 2010, three Junior (Transitional) Kindergartens were implemented at Green

Valley, Lakeview and Jackson Elementary Schools respectively in order to provide a stronger foundation for students entering school. Research indicates that this is a cost effective model that clearly results in a reduction in Kindergarten retentions and lesser need for remediation in later grades. The developmentally appropriate process has shown to be of great help by creating a seamless transition into Kindergarten and providing universal access to a high quality learning environment.

With Board approval, the District will initiate a flexible schedule, blended learning model in the fall of 2011. This exciting program will provide a meaningful and engaging alternative educational experience for students who might not otherwise experience success in a traditional classroom setting.

In 2012-13, additional early identification of struggling students was done with specific interventions provided early on in the school year. Teachers worked together to identify student needs and to adjust instruction accordingly. A “response to intervention” approach was applied using formative student achievement data to focus on the needs of individual students. A “Sprint to STAR” approach was employed that help ensure students were prepared for the State Assessment.

The District has continued to work hard to be prepared to fully implement the new Common Core Standards. Intensive staff development has been provided for teachers in both ELA and math beginning in 2012 and continuing through the 2014 school year. We are piloting new math materials in 2014, with ELA materials slated for review in 2015. We are also simultaneously enhancing our technology capacity.

GOAL 2: All Limited English Proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Essential questions:

How does this year compare to last year?

Improvement in proficiency levels for English Learners has been continuous in all language groups, due largely to the highly trained and effective ELL staff. CELDT test scores from 2007-2010 indicate that the English Learner subgroup improved from 22% proficient in 2007 to 34% proficient in 2008 to 53% proficient in 2009 to 58% proficient in 2010. In the 2010 Annual CELDT Assessment by primary language indicated that 3 students (3%) were Beginning, 5 students (6%) were Early Intermediate, 30 students (33%) were Intermediate, 24 students (27%) were Early Advanced, and 28 students (31%) were considered Advanced. This represents a continuous improvement in every category.

Through analysis of CST results, we have found a decline in math performance for English Learners in 2012, although there was overall academic improvement. This is believed to be a function of a lack of academic vocabulary which allows access to higher order concepts in math. This will be an identified target area for improvement in 2012-2013 for our English Language Learners.

What progress has been made since 2003?

Rescue Union School District participates in a Title III consortium with El Dorado County Office of Education for English Learners. Since 2003, the District has attained each of three Annual Measurable Achievement Objectives (AMAOs) every year until 2007, when AMAO 3 targets soared. Although the AMAO 3 target was reached in 2009, neither the consortium nor the District has reached this target in subsequent years.

Our English Language Learners performed at the 53% proficiency level in English Language Arts (the State proficiency level is 40%, El Dorado County proficiency level is 42%). In math, our students performed at the 49% proficiency level (the State proficiency level is 50%, with El Dorado County at 57%). This will be a focus area for the 2012-13 school year.

In 12-13 our English Language Learner proficiency level in ELA declined to 40.7% and increased in mathematics to 54.9% proficiency. We are currently examining how to make our ELs successful as we transition to the Common Core and Local Control Funding Formula, which will change the categorical funding mechanism for our EL programs.

What steps will be taken at the district level to increase the percent of students who are proficient or better in reading/language arts and mathematics?

All identified English Language Learners continue to receive specialized English Language Development (ELD) instruction during the school day as well as in intervention classes held during summer break. The District utilizes Economic Impact Aid (EIA) funding to provide a full time credentialed EL teacher to work specifically with English Learners in the classroom setting. Since English Learners must master grade level standards while also making measurable progress at learning English, an after school program specifically for English Learners has also been initiated (two days a week) for homework assistance and ongoing instructional support by our well-trained EL teachers. This program is funded with English Language Acquisition Program (ELAP) and Title III funds. The program also includes a parental involvement component that encourages parents to attend with their children to learn how to better assist and support them at home. Parents also receive support to learn or improve their own English language skills. We currently have a very active English Language Advisory Committee (ELAC) at the school

site level and an involved District English Language Advisory Committee (DELAC) at the District level.

For the 2012-2013 school year, the District implemented early release days to provide time for professional collaboration by grade level at elementary and by department at the middle school level. This time is dedicated to identifying students in need of additional assistance and to identify standards that need reteaching. Formative assessment data as well as CST data is used to modify instruction to meet the needs of the individual learner and to provide effective interventions. This time is also being used to train our teachers on the Common Core State Standards. A new Language Arts adoption is also currently under consideration.

During the 2013-2014 school year, we continue to ambitiously provide high quality staff development, review Common Core aligned instructional materials for selection and in making major improvements in technology infrastructure to prepare for Smarter Balanced. We continue to collaborate around sharing effective instructional strategies for Common Core lessons.

GOAL 3: By 2005-06, all students will be taught by highly qualified teachers.

In 2010, the Rescue Union School District identified all teachers who were not fully NCLB compliant. This included any teacher who did not hold CLAD or B-CLAD certification to teach English Language Learners or who had not passed the CTEL examination (the state exam by which teachers can be qualified to teach ELLS). The District worked with El Dorado Union High School to arrange local classes for CTEL preparation through the San Joaquin County Office of Education. These classes are ongoing and will conclude prior to the CTEL exam in June. Credentialing will continue to be closely monitored through our District Human Resources Department. It is anticipated that our last cohort of teachers needing this certification will conclude prior to the beginning of the 2011 school year.

The District has continued to identify and correct all non-compliant credentialing issues. In 2012-2013 all District teachers are considered Highly Qualified with the exception of one teacher (who currently has an improvement plan underway and will become compliant during this school year.)

The District identified two credentialing issues (expired credentials) in 2013 that have been corrected with El Dorado County Office of Education and the Commission on Teacher Credentialing.

GOAL 4: All students will be educated in learning environments that are safe, drug-free and conducive to learning.

The District continues to utilize Botvin's Life Skills, which is an approved science-based program for grades 3 – 8. Although no longer mandated, the District continues to administer the California Healthy Kids Survey every other year to gain useful data in regard to student behaviors and attitudes. In addition, the District participates in the Safe and Civil Schools program. In 2009 School Teams received training and examined specific site needs as they designed common area plans to restructure all school settings for greater success. The program emphasized strategies for school staff to teach students how to behave responsibly in those settings, how to carefully observe student behavior, how to have more positive interaction with students, and how to correct inappropriate behavior consistently and immediately. In 2010 all schools continued to implement these best practices. Individual schools such as Rescue Elementary, have also participated in comprehensive "anti-bullying" trainings and have shared this information with the other sites in the district via Principal's Meetings. All schools provide a variety of site-based supplemental drug resistance programs as well as character building programs, such as Character Counts, to ensure that our schools are safe, drug-free and conducive to student learning.

The District will continue to administer the California Healthy Kids Survey to measure student attitudes toward school, positive interaction with adults, connectedness to school, and avoidance of unhealthy behaviors. Trends have been positive in recent years. The District continues to be proactive in stopping bullying behavior through educational programs and adherence to school and district policies and through the implementation of such programs as Safe and Civil Schools.

The California Healthy Kids Survey will be administered in February of 2014 to measure student attitudes toward school and other pertinent topics. In addition, the District is conducting many parent meetings to gather input to ensure that local funding targets specific learning outcomes for students under our new Local Control Accountability Plan. The District will also conduct a district wide needs analysis to gather parent and community input regarding school climate and effectiveness.

GOAL 5: All students will graduate from high school.

N/A