Baseline Systems Study
Lincoln Elementary

Salinas City Elementary School District

orenda
Shattering Inequitable Education Systems

January 2025

Sweet Spots...


Strong and positive working environment
High expectations for all
Expectations for All Kids
Teamwork
Spirit days
Work ethic
Communication
We collaborate!
I love it here!
Admin is super supportive

Study Questions

What is the student success profile?



What SYSTEMS best explain the success profile?



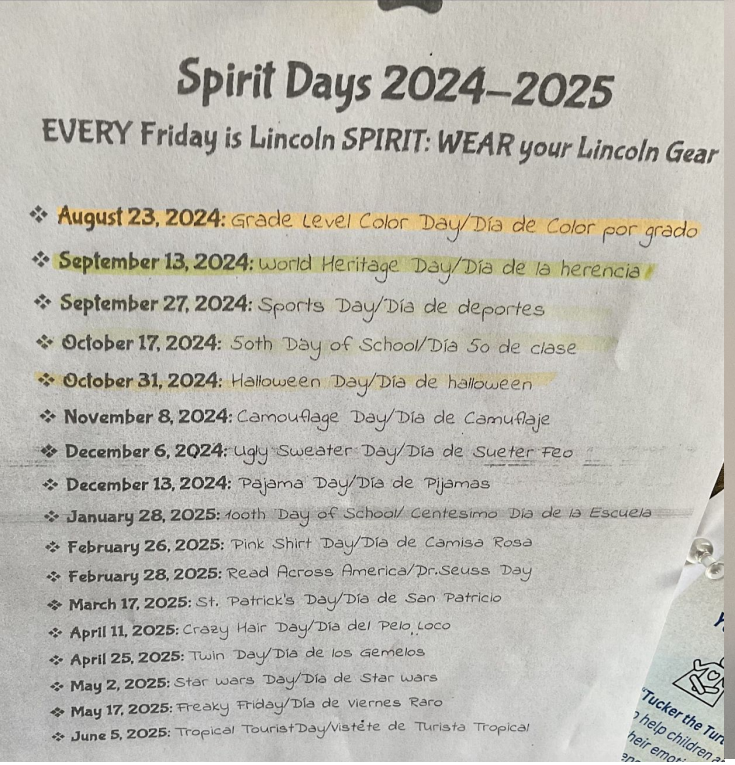
What can be done to accelerate student success?



Commendations



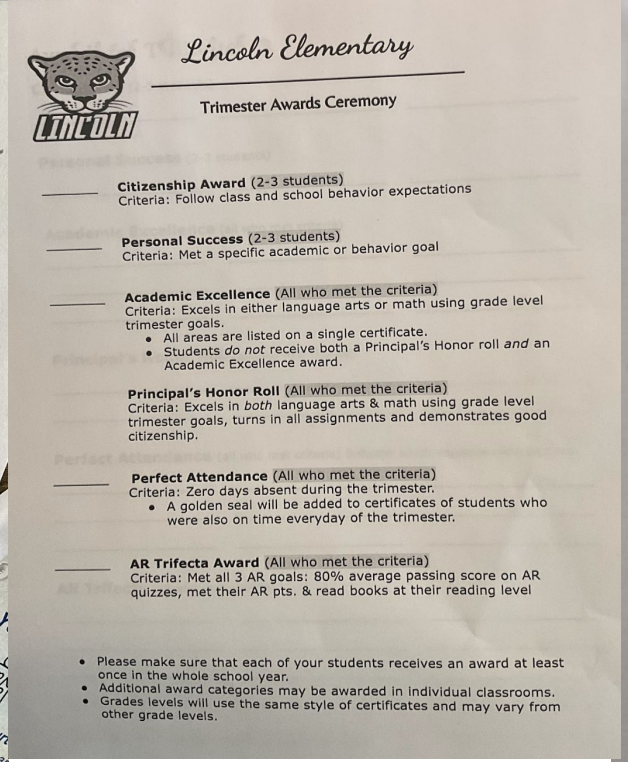
- The faculty is passionate and deeply invested in their responsibilities.
- While recognizing challenges, all staff expressed an unwavering commitment to support students, families, and each other.
- There are pockets of exceptional teamwork and collaboration.
- The front office staff maintains a warm and inviting atmosphere.
- Educators foster a supportive learning environment, uplifting both students and colleagues.
- Students demonstrate respectful and courteous behavior, ensuring orderly and safe transitions between activities and breaks
- Students were absolutely ready for any task placed in front of them!



Spirit Days 2024–2025

EVERY Friday is Lincoln SPIRIT: WEAR your Lincoln Gear

- **August 23, 2024:** Grade Level Color Day/Día de Color por grado
- **September 13, 2024:** World Heritage Day/Día de la herencia
- **September 27, 2024:** Sports Day/Día de deportes
- **October 17, 2024:** 50th Day of School/Día 50 de clase
- **October 31, 2024:** Halloween Day/Día de halloween
- **November 8, 2024:** Camouflage Day/Día de Camuflaje
- **December 6, 2024:** Ugly Sweater Day/Día de Suéter Feo
- **December 13, 2024:** Pajama Day/Día de Pijamas
- **January 28, 2025:** 100th Day of School/ Centesimo Dia de la Escuela
- **February 26, 2025:** Pink Shirt Day/Día de Camisa Rosa
- **February 28, 2025:** Read Across America/Dr.Seuss Day
- **March 17, 2025:** St. Patrick's Day/Día de San Patricio
- **April 11, 2025:** Crazy Hair Day/Día del Pelo Loco
- **April 25, 2025:** Twin Day/Día de los Gemelos
- **May 2, 2025:** Star Wars Day/Día de Star Wars
- **May 17, 2025:** Freaky Friday/Día de viernes Raro
- **June 5, 2025:** Tropical Tourist Day/Vistéte de Turista Tropical



Lincoln Elementary

Trimester Awards Ceremony

_____ **Citizenship Award** (2-3 students)
Criteria: Follow class and school behavior expectations

_____ **Personal Success** (2-3 students)
Criteria: Met a specific academic or behavior goal

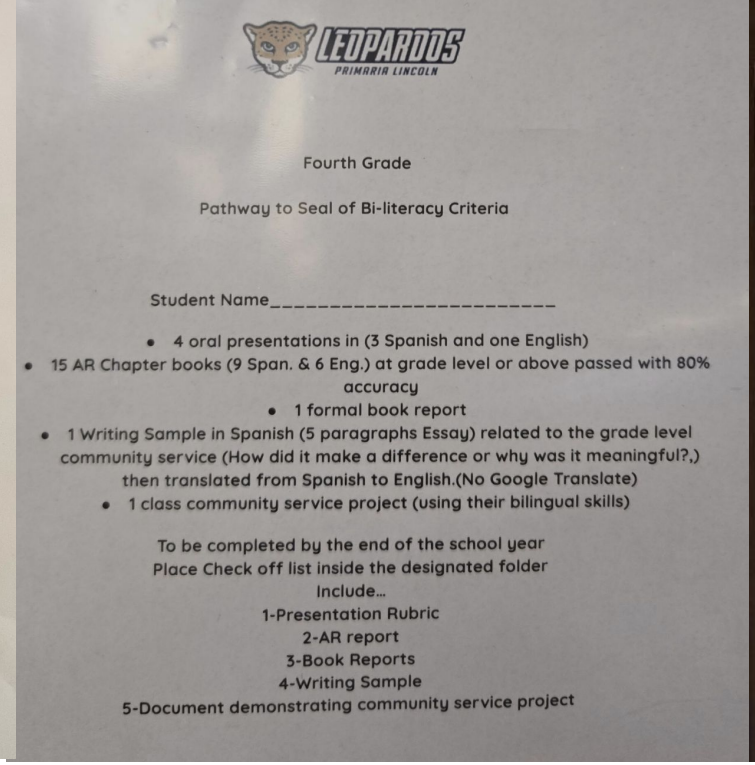
_____ **Academic Excellence** (All who met the criteria)
Criteria: Excels in either language arts or math using grade level trimester goals.
- All areas are listed on a single certificate.
- Students *do not* receive both a Principal's Honor roll *and* an Academic Excellence award.

Principal's Honor Roll (All who met the criteria)
Criteria: Excels in *both* language arts & math using grade level trimester goals, turns in all assignments and demonstrates good citizenship.

_____ **Perfect Attendance** (All who met the criteria)
Criteria: Zero days absent during the trimester.
- A golden seal will be added to certificates of students who were also on time everyday of the trimester.

_____ **AR Trifecta Award** (All who met the criteria)
Criteria: Met all 3 AR goals: 80% average passing score on AR quizzes, met their AR pts. & read books at their reading level

- Please make sure that each of your students receives an award at least once in the whole school year.
- Additional award categories may be awarded in individual classrooms.
- Grades levels will use the same style of certificates and may vary from other grade levels.



LEOPARDOS
PRIMARIA LINCOLN

Fourth Grade

Pathway to Seal of Bi-literacy Criteria

Student Name_____

- 4 oral presentations in (3 Spanish and one English)
- 15 AR Chapter books (9 Span. & 6 Eng.) at grade level or above passed with 80% accuracy
- 1 formal book report
- 1 Writing Sample in Spanish (5 paragraphs Essay) related to the grade level community service (How did it make a difference or why was it meaningful?,) then translated from Spanish to English.(No Google Translate)
- 1 class community service project (using their bilingual skills)

To be completed by the end of the school year
Place Check off list inside the designated folder
Include…
1-Presentation Rubric
2-AR report
3-Book Reports
4-Writing Sample
5-Document demonstrating community service project



"We have a strong community, strong and positive working environment felt welcome and included…"

"School spirit here we have it… posadas, ugly sweaters, Fridays are our spirit days… we are told "we are the best school in the world" and we hold them to that, we all believe it… high expectations for all…"

"Seems like 99% of everyone who works here have their children in school here. We want to make it an amazing school…"







But first…..Some Relevant Context



Demographics



Mobility

Salinas City Elementary School District

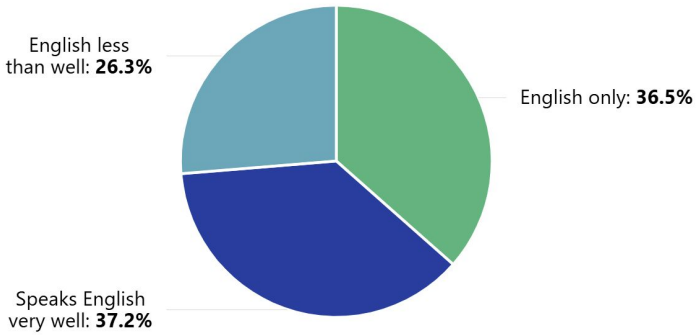
Community

Total Population
84,853

Median Household Income |
$82,025

Total Households
25,129

Language spoken at home (children 5 years and over)



Health

3.1% with a **Disability** |

97.0% with **Health Insurance coverage** |

Households with Broadband Internet |
92.4%

Poverty and Benefits (in the past 12 months)

21.1% Families with income below the poverty level |

14.4% Families with Food Stamp/ SNAP benefits |

Housing Structure Type

House
61.6%

Apartments/Other
38.3%

https://nces.ed.gov/Programs/Edge/ACSDashboard/

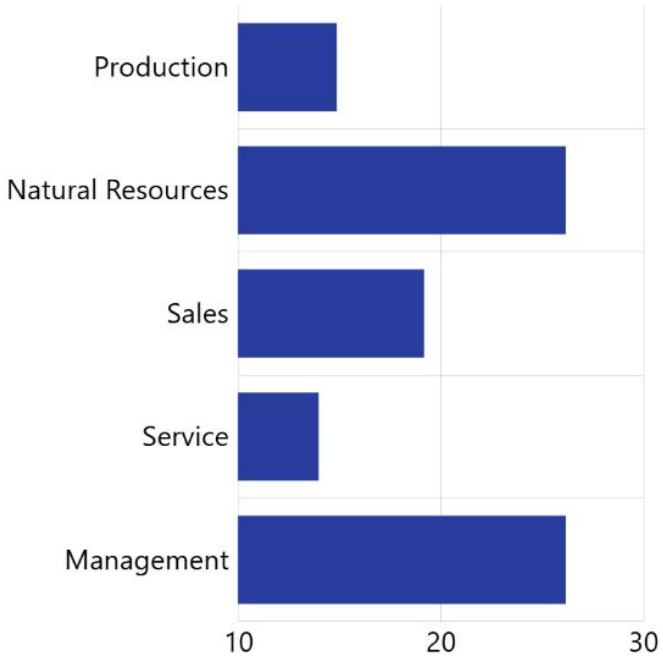
Salinas City Elementary School District

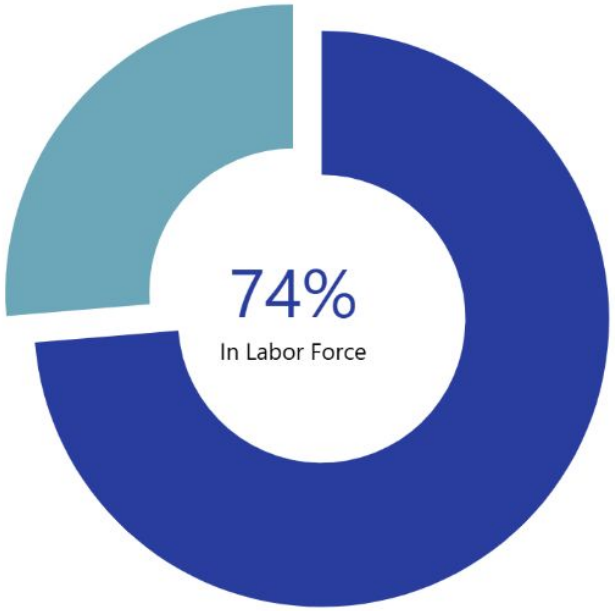
Parents (of children in public school)

Median Income of Households
$78,424

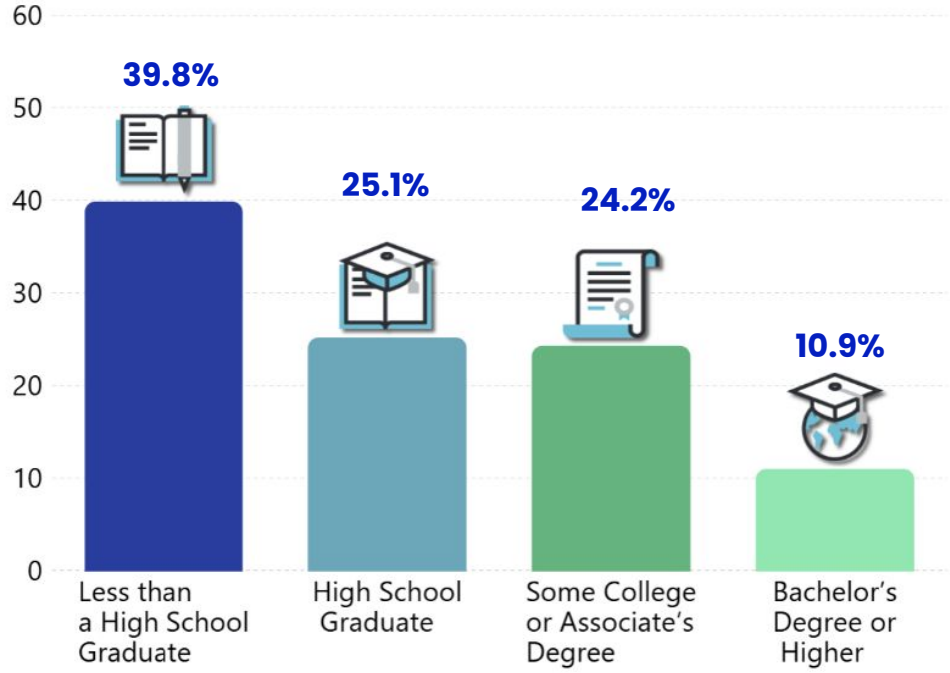
Housing Status of Families
67.0% renter-occupied | **33.0%** owner-occupied

Labor Force Status





Educational Attainment

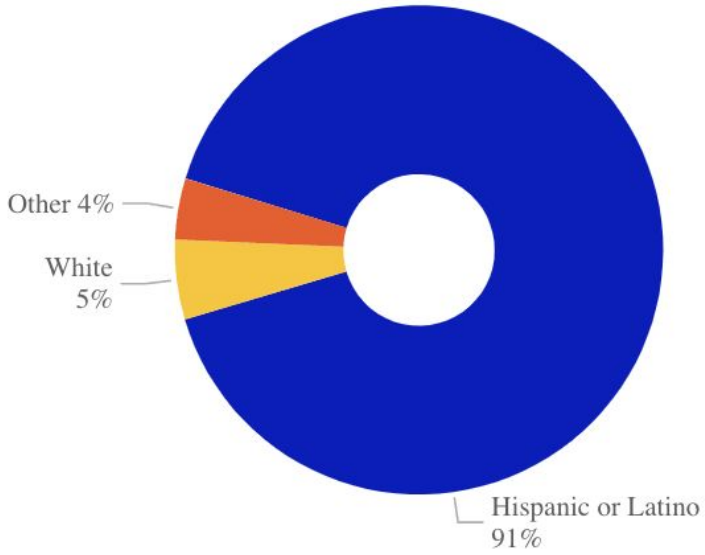




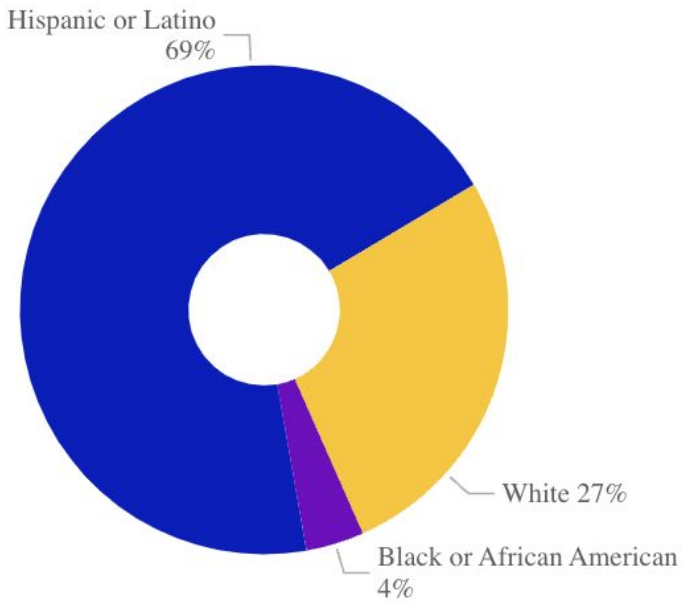
What is the demographic makeup of students & adults at Lincoln Elementary?

2023-2024 Student Enrollment = 644 (TK-6)

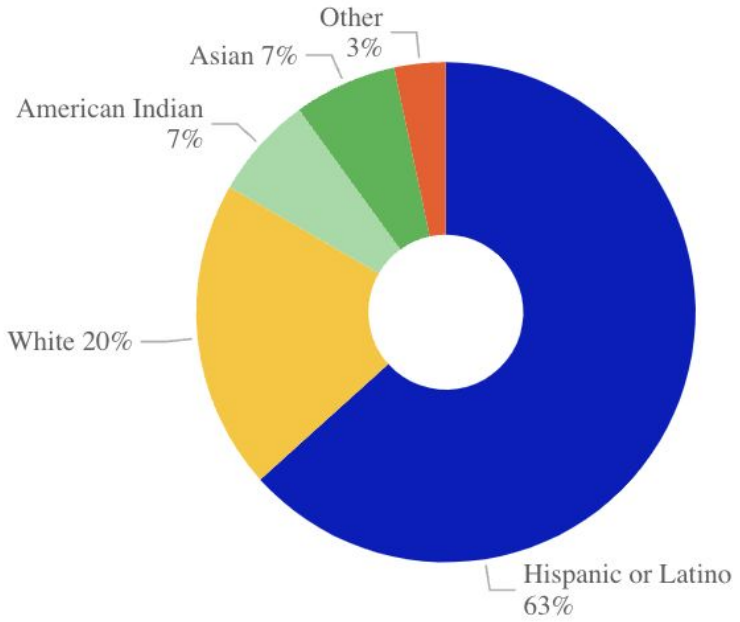
Students



Teachers



Classified Staff

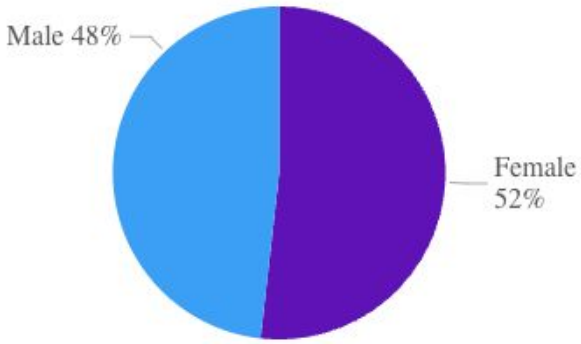


Demographic groups representing <2% of the population, as well as those identifying as two or more races, multiple, declined to state, or not reported, are categorized as 'Other.'

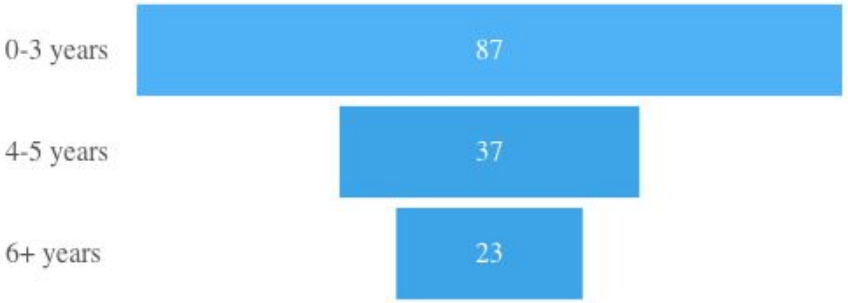
What is the demographic makeup of students at Lincoln Elementary?

2023-2024 Student Enrollment = 644

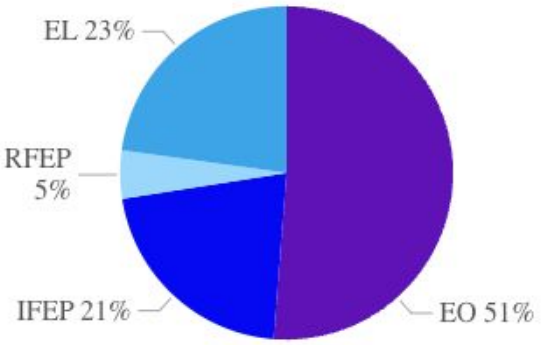
Gender



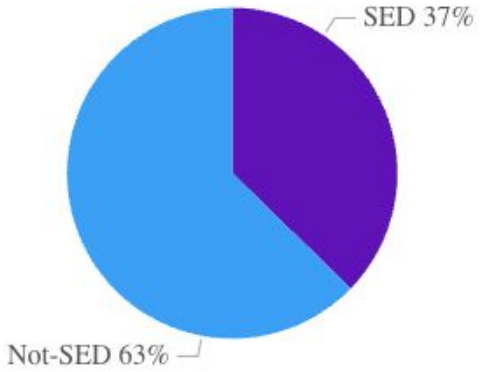
English Learners



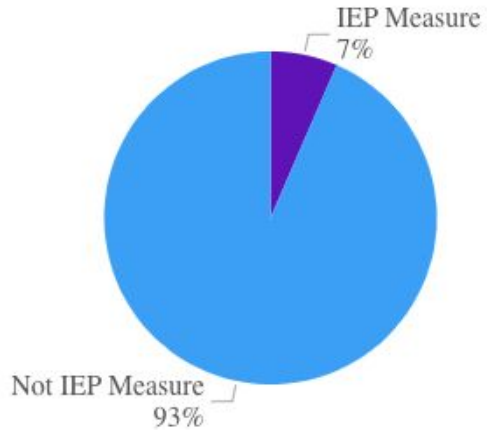
Language Fluency



Socioeconomically Disadvantaged



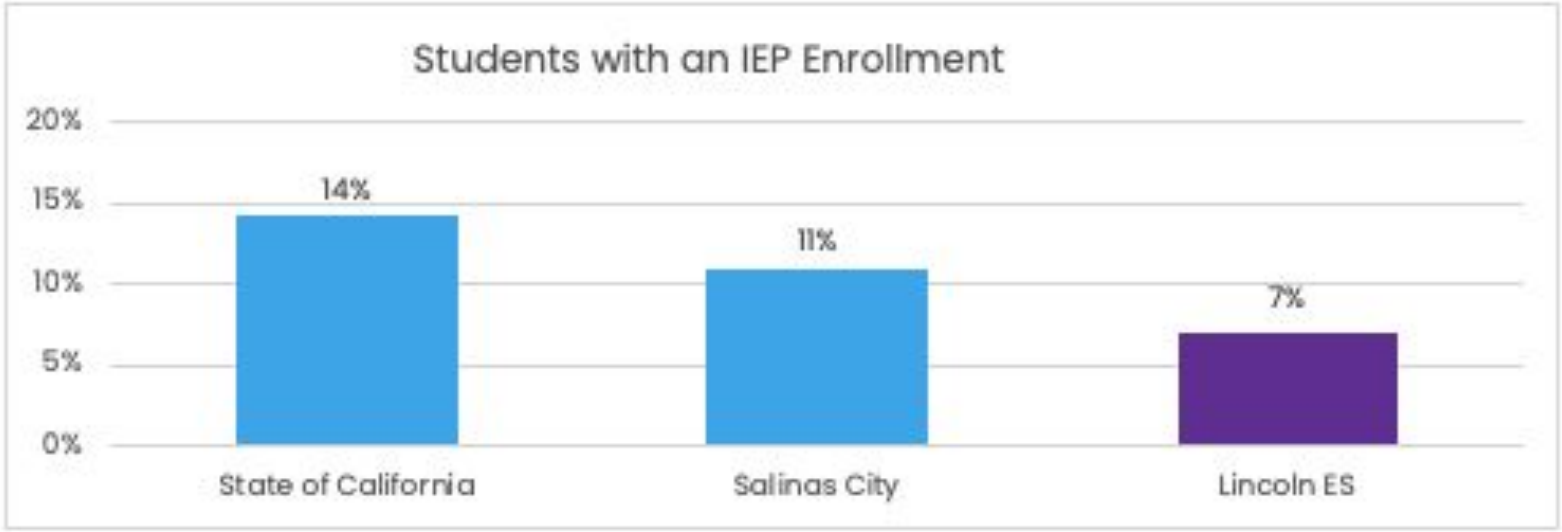
Students on an IEP



What do we know about students with an IEP at Lincoln Elementary?

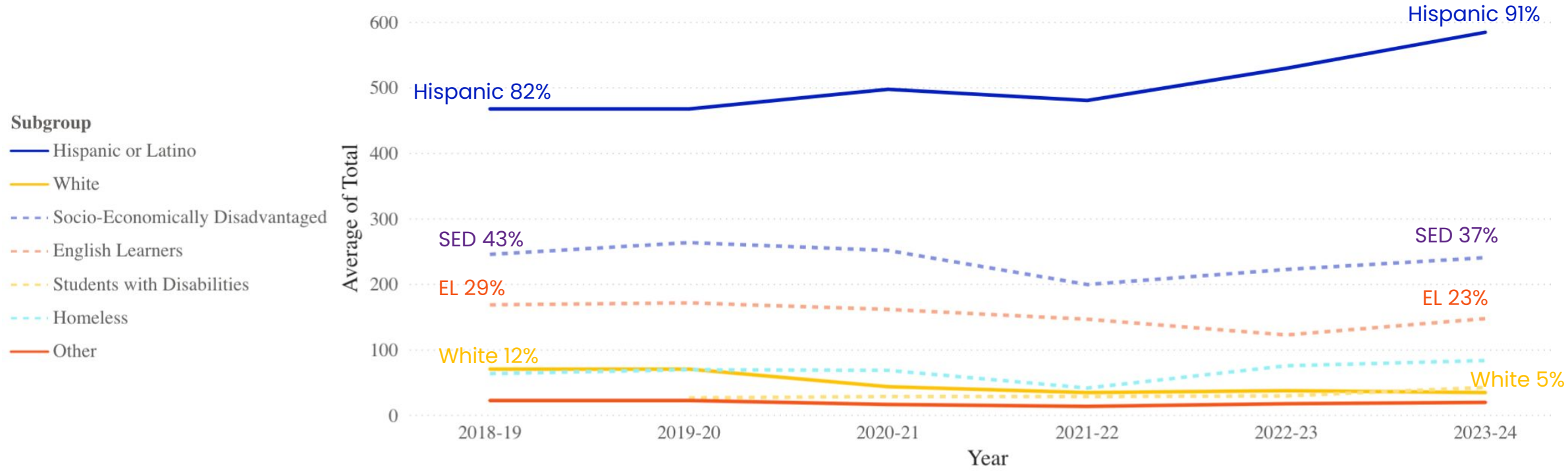
Student Group	#Total	# SWD	%SWD
Female	333	10	3%
Male	311	32	10%
Economic Status			
Non-SED	404	20	5%
SED	240	22	9%
Homeless	83	9	11%
Non-Homeless	561	33	6%
Language Fluency			
EO	330	21	6%
IFEP	137	3	2%
RFEP	30	4	13%
EL	**147**	**14**	**10%**
EL 6+	40	5	13%
EL 4-5	38	4	11%
EL 0-3	69	5	7%
Ethnicity			
Hispanic	584	40	7%
White	34	1	3%
Other	26	1	4%
Total	**644**	**42**	**7%**

97.6% of Homeless population are "Temporarily Doubled-up"





Has the demographics changed at Lincoln Elementary over time?



Subgroup	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
All Students	570	585	564	535	592	644
Hispanic or Latino	467	467	497	480	529	584
White	70	70	43	34	37	34
Socio-Economically Disadvantaged	245	263	251	199	222	240
English Learners	168	171	161	146	122	147
Students with Disabilities		26	28	28	29	42
Homeless	63	69	68	41	75	83
Other	22	22	16	13	17	19

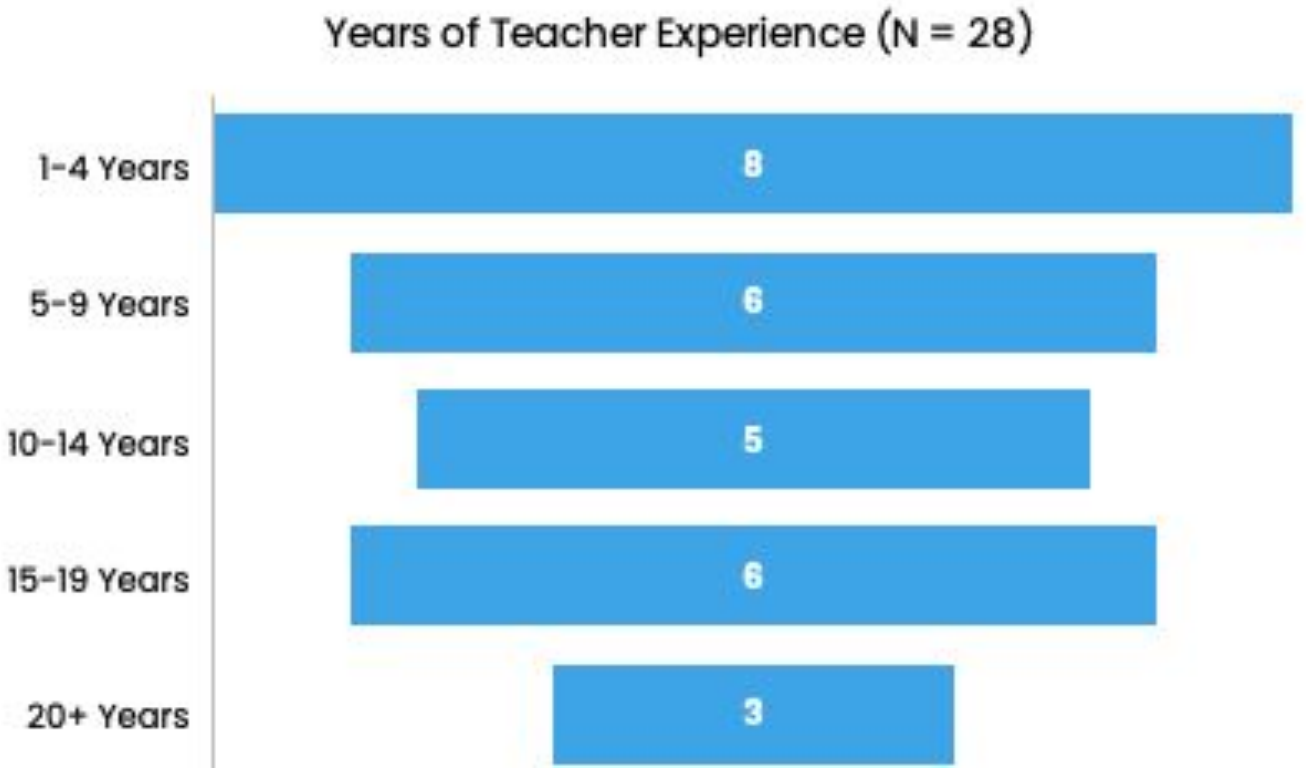
https://dq.cde.ca.gov/dataquest/

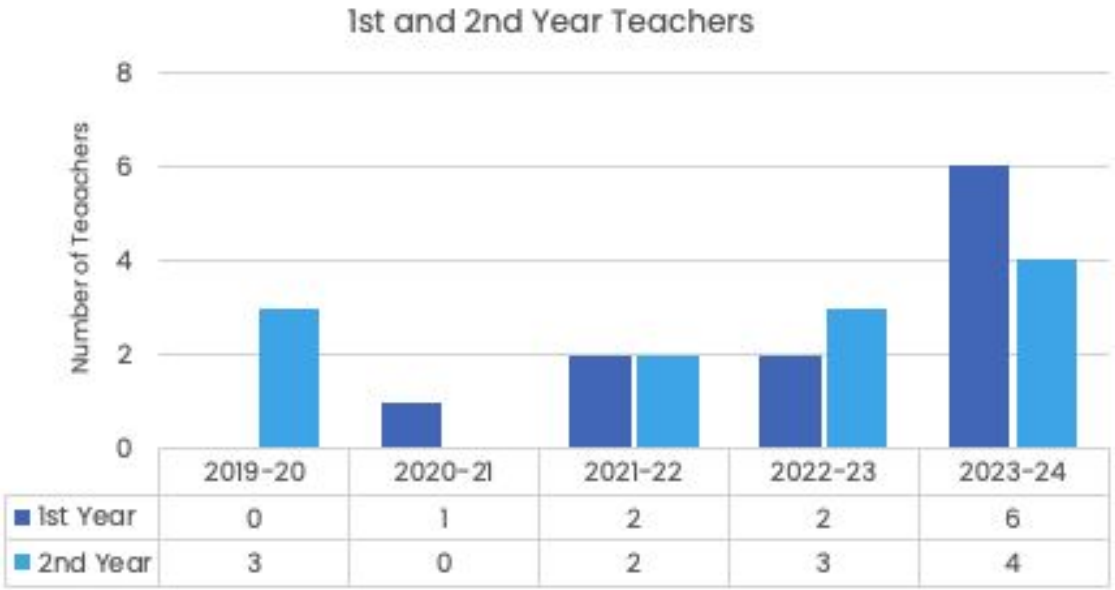
What is the staff turnover rate at Lincoln Elementary?

Leadership

2 principals over the past 5 years







There were 11 first-year teachers during the last 5 years out of an average of 28 teachers

39% Teacher Turnover (5 Years)

8% Average Annual Turnover

15% Average Annual Turnover in State of California

(doubled since 2018)

Staff Stability

The Concept of Relative Advantage

Schools' Relative Advantage with Detail (range -80 to +80)

Total Students	SED Grad Cohort	Title I	Hispanic	African American	SED	Violent Crime (per 1000)	College Degree	English Learner	Student Mobility	Special Ed	B Vulnerability Percentile	Vulnerability Level
644		Yes	91%	0%	37%	5	40%	23%	3%	7%	87	Less Vulnerable

When ranking Lincoln's vulnerability using factors outside of the schools immediate control, Lincoln is less vulnerable than 87% of schools in the state.

Lincoln is in the "Less Vulnerable" category

Vulnerability is a construct comprised of following factors:

- SED
- Violent Crime per 1,000
- College Degrees
- English Learners
- Student Mobility
- Students on an IEP

Vulnerability Percentile (B)

the lower the percentile, the higher the vulnerability

Vulnerability Level:

Most Vulnerable, Vulnerable,Less Vulnerable

The Concept of Relative Advantage

Achievement is a construct comprised of following factors:

- SBAC ELA overall & SED
- SBAC Math overall & SED
- HS: Grad Rate overall & SED
- HS: A-G Overall & SED

State Rank Percentile (A)

The higher the percentile, the higher the achievement

Achievement Level:

Low, Moderate, High

Schools' Relative Advantage with Detail (range -80 to +80)

A

Relative Advantage	Achievement Level	State Ranking Based on Percentiles	Similar School Ranking Based on Percentile	ELA % All Grades	ELA SED % All Grades	Math % All Grades	Math SED % All Grades	Grad Rate	SED Grad Rate	A-G	SED A-G
-40	Moderate	47	19	52%	40%	49%	36%				

When ranking Lincoln's academic achievement using SBAC scores for ELA and Math for all students and currently socioeconomic disadvantaged students, Lincoln is outperformed by 53% of all schools and 81% of similarly vulnerable schools in the state.

Lincoln is in the "Moderate Achievement" category.

Relative Advantage: Are Demographics determining destiny in Lincoln Elementary?

A positive relative advantage indicates the degree to which a school is outperforming their vulnerability, while a negative relative advantage indicates the degree to which a school is underperforming their vulnerability.

Schools' Relative Advantage with Detail 2022-2023 (range -80 to +80)

When subtracting vulnerability from achievement, the remaining difference represents a school's "Relative Advantage"

B **= A-B** **A**

Low Grade	High Grade	Total Students	SED Grad Cohort	Title I	Hispanic	African American	SED	Violent Crime (per 1000)	College Degree	English Learner	Student Mobility	Special Ed	Vulnerability Percentile	Vulnerability Level	Relative Advantage	Achievement Level	State Ranking Based on Percentiles	Similar School Ranking Based on Percentile	ELA % All Grades	ELA SED % All Grades	Math % All Grades	Math SED % All Grades
0	6	592		Yes	89%	0%	38%	5	40%	21%	5%	5%	91	Less Vulnerable	-41	Moderate	50	15	44%	36%	40%	32%

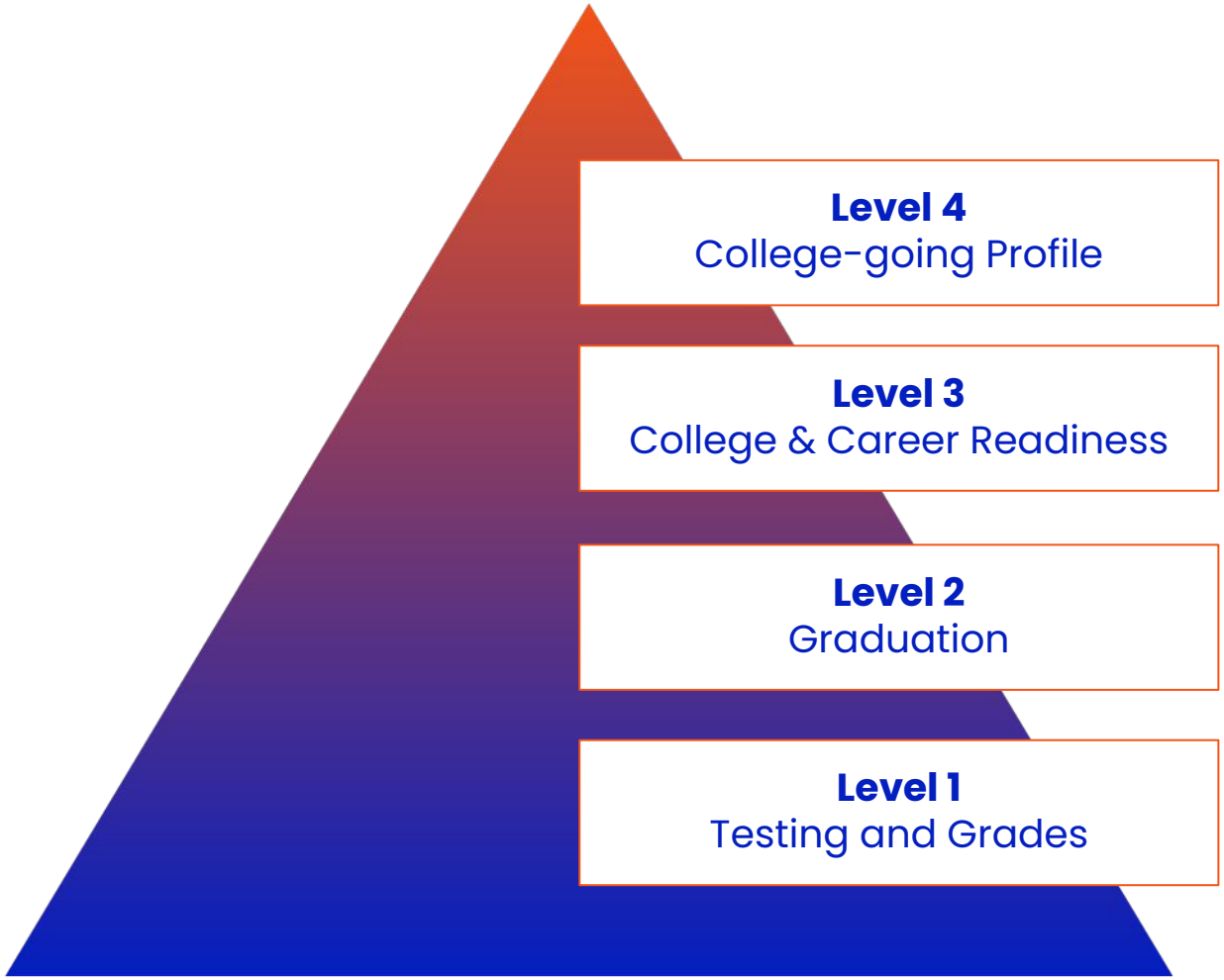
Schools' Relative Advantage with Detail 2023-2024

Low Grade	High Grade	Total Students	SED Grad Cohort	Title I	Hispanic	African American	SED	Violent Crime (per 1000)	College Degree	English Learner	Student Mobility	Special Ed	Vulnerability Percentile	Vulnerability Level	Relative Advantage	Achievement Level	State Ranking Based on Percentiles	Similar School Ranking Based on Percentile	ELA % All Grades	ELA SED % All Grades	Math % All Grades	Math SED % All Grades
0	6	644		Yes	91%	0%	37%	5	40%	23%	3%	7%	87	Less Vulnerable	-40	Moderate	47	19	52%	40%	49%	36%

What is the student success profile?



What is the student success profile?





Level 1
Testing and Grades



Preview:

- In general, student outcomes are below where community-based vulnerability would predict.
- In many instances, Lincoln students have exceeded the state average in ELA and Math SBAC
- Data trends have been flat since pandemic in both ELA and Math and DO NOT match teacher efforts.
- Students learning English are far behind the rest of the pack.

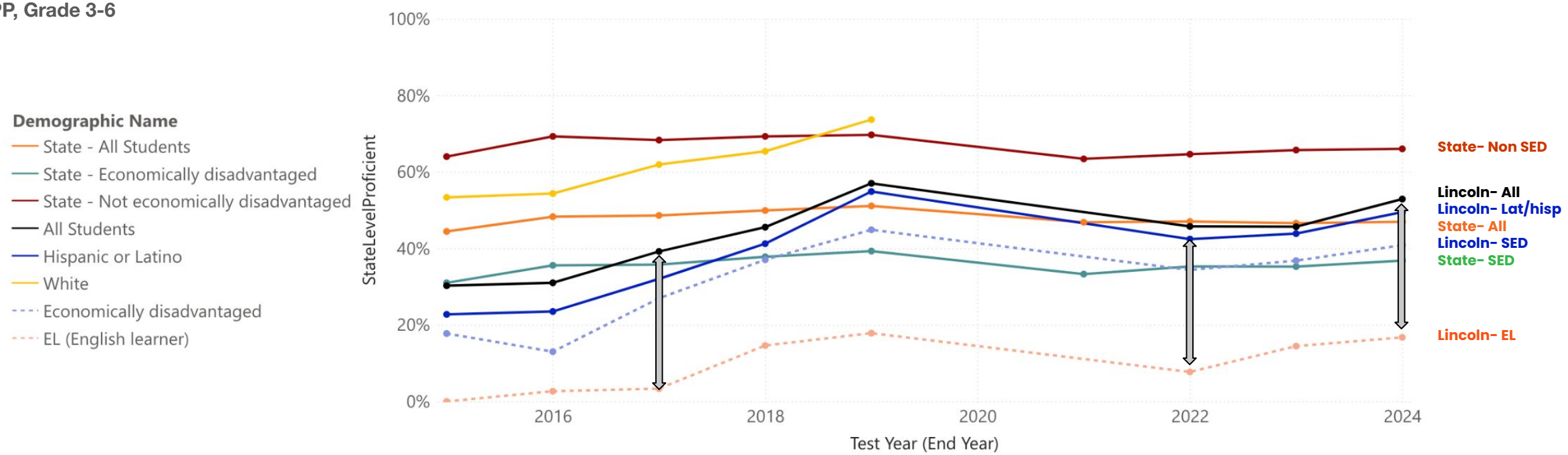
X marks the Spot where Equity Lives



What is the gap between groups on ELA SBAC over time at Lincoln Elementary?

At or Above Standard in English Language Arts
Test: CAASPP, Grade 3-6

2024 ELA: At or Above Standard



SPED data limited due to low number of students on and IEP in testing grades.

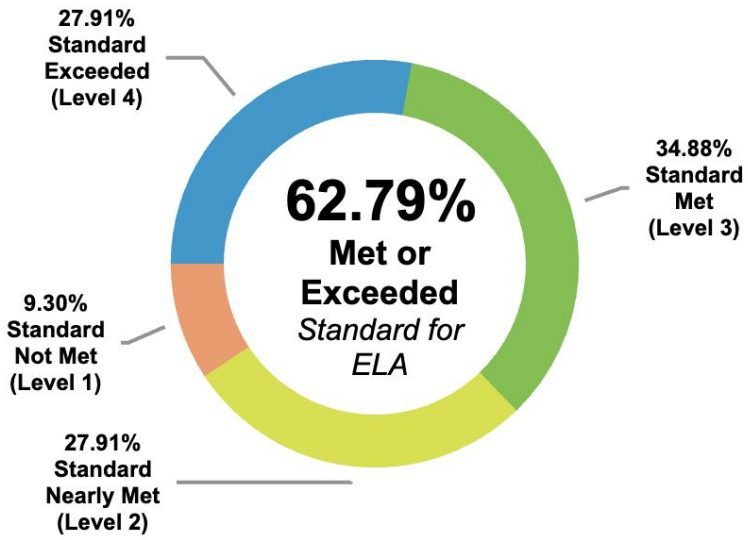
Demographic Name	2014-15	2015-16	2016-17	2017-18	2018-19	2021-22	2022-23	2023-24
State - All Students	44%	48%	49%	50%	51%	47%	47%	47%
State - Economically disadvantaged	31%	36%	36%	38%	39%	35%	35%	37%
State - Not economically disadvantaged	64%	69%	68%	69%	70%	65%	66%	66%
All Students	30%	31%	39%	46%	57%	46%	46%	53%
Hispanic or Latino	23%	24%	32%	41%	55%	42%	44%	49%
White	53%	54%	62%	65%	74%			
Economically disadvantaged	18%	13%	27%	37%	45%	34%	37%	41%
EL (English learner)	0%	3%	3%	15%	18%	8%	14%	17%

Dq.cde.ca.gov/Dataquest
Updated 10/2024

What is the percentage of students "Meeting Standards" in ELA and Math on 2024 SBAC?

ELA

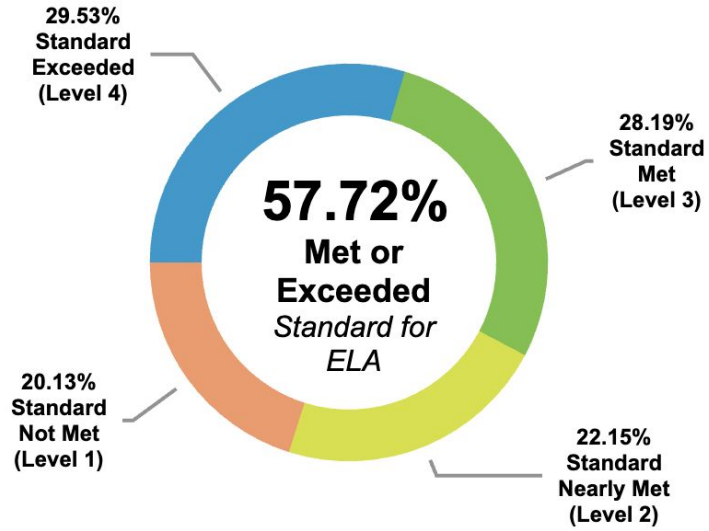
Percent of students within each achievement level



RFEP

ELA

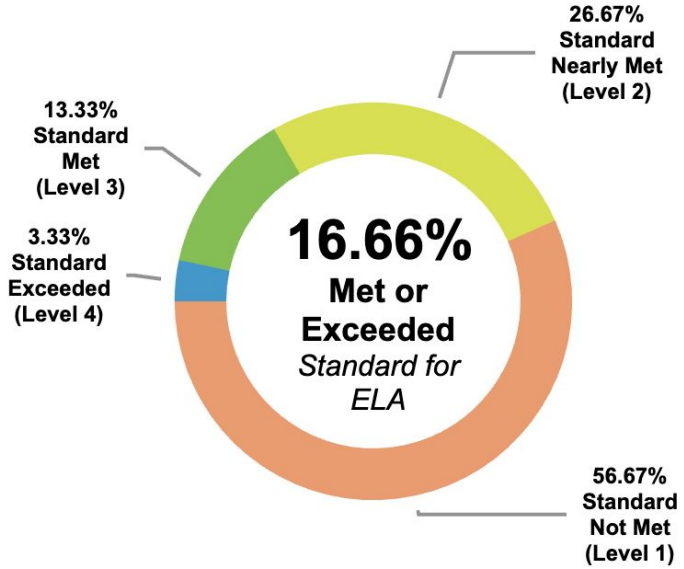
Percent of students within each achievement level



EO

ELA

Percent of students within each achievement level

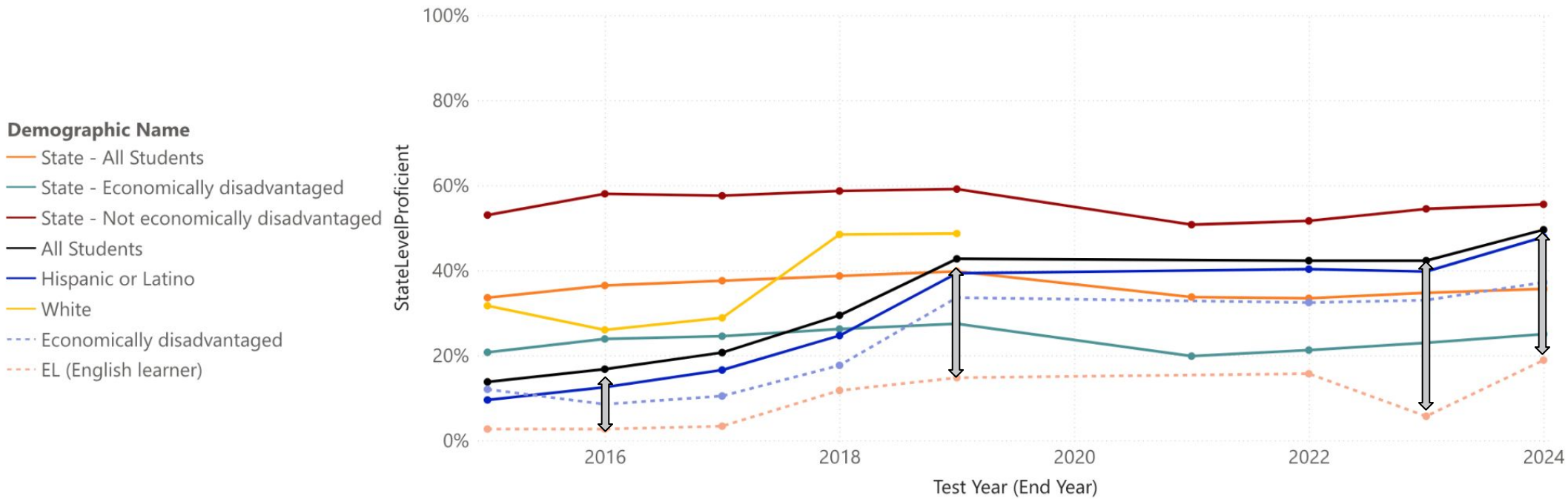


EL

What is the gap between groups on Math SBAC over time at Lincoln Elementary?

At or Above Standard in Mathematics
Test: CAASPP, Grade 3-6

2024 Math: At or Above Standard

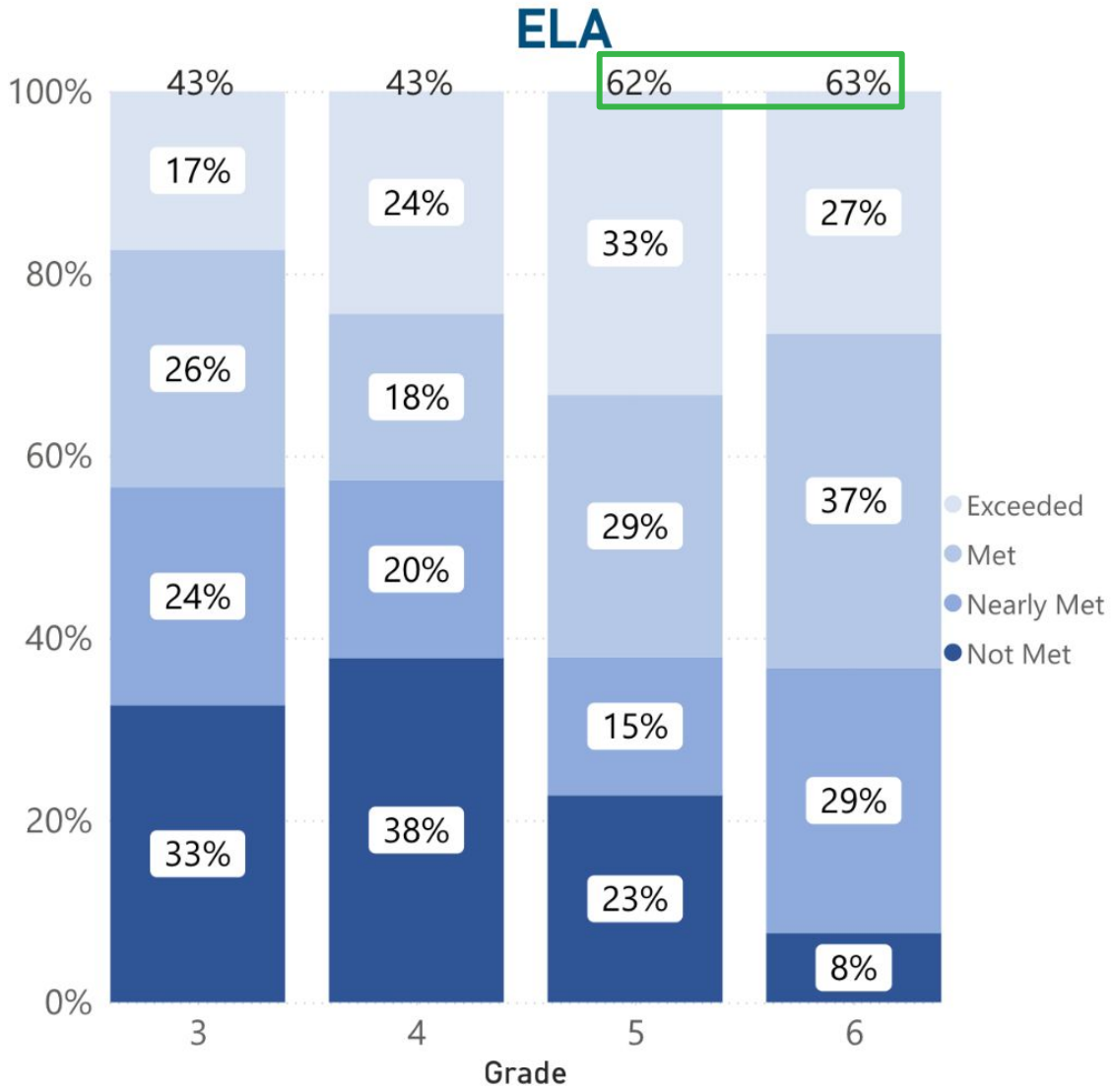


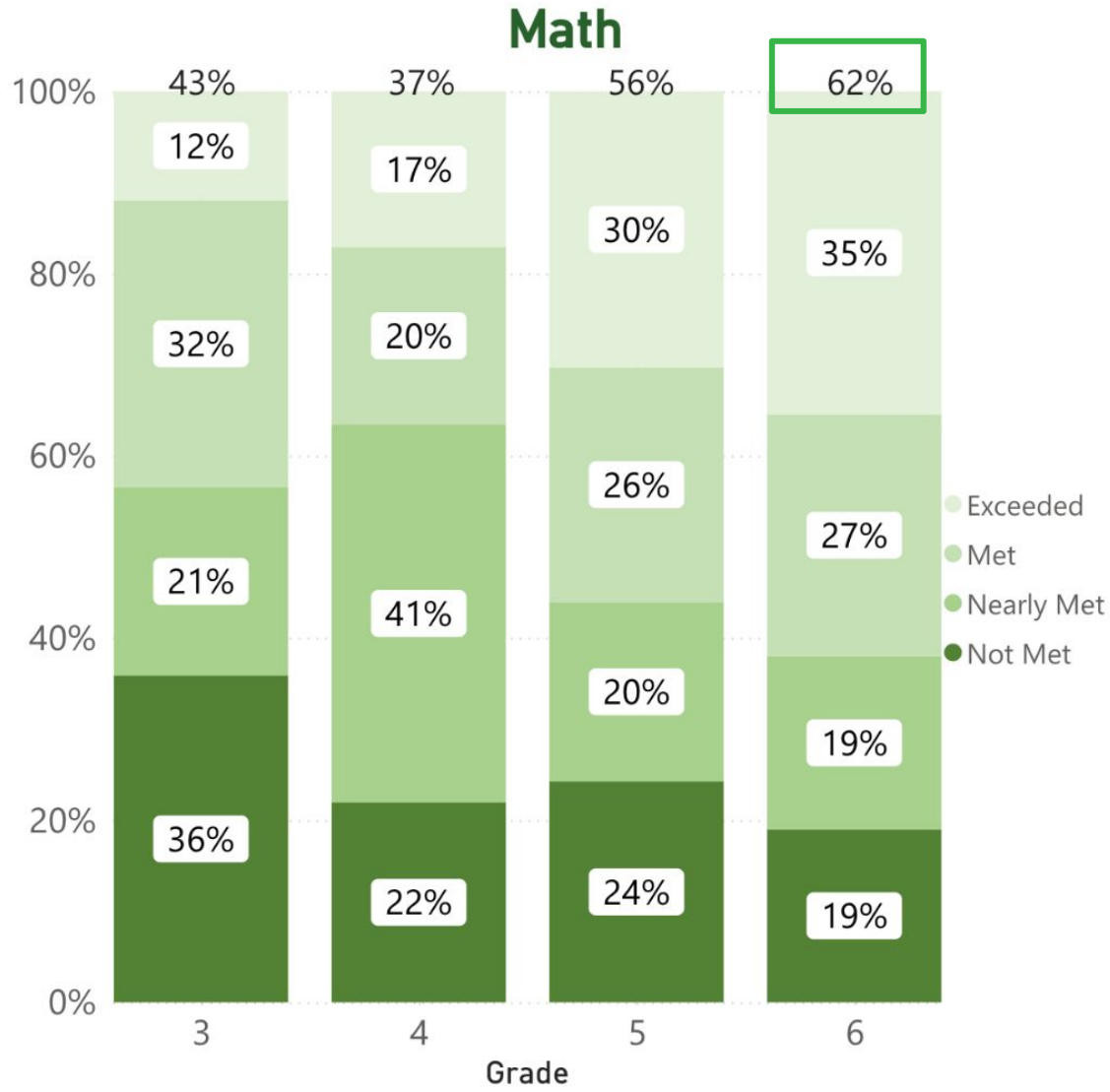
Demographic_Name	2014-15	2015-16	2016-17	2017-18	2018-19	2021-22	2022-23	2023-24
State - All Students	34%	36%	38%	39%	40%	33%	35%	36%
State - Economically disadvantaged	21%	24%	25%	26%	27%	21%	23%	25%
State - Not economically disadvantaged	53%	58%	58%	59%	59%	52%	54%	56%
All Students	14%	17%	21%	29%	43%	42%	42%	50%
Hispanic or Latino	10%	13%	17%	25%	39%	40%	40%	48%
White	32%	26%	29%	48%	49%			
Economically disadvantaged	12%	9%	10%	18%	34%	32%	33%	37%
EL (English learner)	3%	3%	3%	12%	15%	16%	6%	19%

SPED data limited due to low number of students on and IEP in testing grades.

Dq.cde.ca.gov and Dataquest
Updated 10/2024

What is the percentage of students “Meeting Standards” in ELA and Math on 2024 SBAC?





Achievement

Are Students Moving Up an ELPAC Level Each Year in Each Program?

Grades 2-4 only*



Overall

2023 Grade Level	Change in Overall Performance Level on ELPAC (2023 to 2024) -1	0	1	2	3	Total	Growing Min. 1 Level
2nd	0	8	11	0	0	19	58%
3rd	10	10	4	0	0	15	27%
4th	1	6	10	1	0	18	61%
Total	2	24	25	1	0	52	50%

DLI

2023 Grade Level	Change in Overall Performance Level on ELPAC (2023 to 2024) -1	0	1	2	3	Total	Growing Min. 1 Level
2nd	0	8	11	0	0	19	58%
3rd	1	9	4	0	0	14	29%
4th	1	6	10	1	0	18	61%
Total	2	23	25	1	0	51	51%

* Using TK/K & K/1 changes were too volatile for comparison purposes

How Do Students in DLI Classes Perform on SLA Assessment?

orenda

Grade	Min Score Reporting Range	Max Score Reporting Range	Level 1 Score Reporting Range	Level 2 Score Reporting Range	Level 3 Score Reporting Range
3 (N=83)	300	399	300-348 (348)	349-359	360-399
4 (N=82)	400	499	400-448 (446)	449-459	460-499
5 (N=66)	500	599	500-545	546-559 (546)	560-599
6 (N=79)	600	699	600-647	648-659 (649)	660-699

How well do students persist through the Dual Language School at Lincoln Elementary?

In the 2019-2020 school year, 23 students initially enrolled in one of four kindergarten dual immersion classes at Lincoln Elementary. Below is a summary of the composition and results for Class One.

Student ID	Gender	Ethnicity	LF	2019-20 Year 1	2020-21 Year 2	2021-22 Year 3	2022-23 Year 4	2023-24 Year 5	LF	CAASPP	ELPAC	SLA SS	SLA Level
1	M	Hispanic	EO	KN	1	2	3	4	EO	2		441	1
2	F	Hispanic	EL	KN	1	2	3	4	EL	1	3	440	1
3	F	Hispanic	IFEP	KN	1	2	3	4	IFEP	3		458	2
4	M	Hispanic	EO	KN	1	2	3	4	EO	4		457	2
5	M	Hispanic	EO	KN	1	2	3	4	EO	2		440	1
6	M	Hispanic	EL	KN	1	2	3	4	EL	1	4	444	1
7	M	Hispanic	EL	KN	1	2	3	4	EL	1		439	1
8	M	Hispanic	IFEP	KN	1	2	3	4	IFEP	3		456	2
9	F	Hispanic	EL	KN	1	2	3	4	EL	1	2	444	1
10	M	Hispanic	IFEP	KN	1	2	3	4	IFEP	1		435	1
11	F	Hispanic	IFEP	KN	1	2	3	4	IFEP	3		449	2
12	M	White	EO	KN	1	2	3	4	EO	1		432	1
13	F	Hispanic	EL	KN	1	2	3	4	EL	1	2	443	1
14	M	Hispanic	EL	KN	1	2	3	4	EL	1	3	444	1
15	F	Hispanic	EO	KN	1	2	3	4	EO	1		436	1
16	F	Hispanic	EO	KN	1	2	3	4	EO	1		435	1
17	F	Hispanic	EO	KN	1	2	3	4	EO	1		439	1
18	F	Hispanic	IFEP	KN	1	2	3	4	IFEP	2		457	2
19	M	Hispanic	IFEP	KN	1	2	3	4	IFEP	3		438	1
20	F	Hispanic	EO	KN	1	2	3	4	EO			354	1
21	M	Hispanic	EO	KN	1								
22	M	Hispanic	EO	KN	1								
23	F	Hispanic	EO	KN									

Average = 439 Level 1

- **23 students initially enrolled, 22 Hispanic, 1 White**
- **Language Fluency:** 6 English Learners (ELs), 11 English Only (EO), 6 Initially Fluent English Proficient (IFEP).
- **Persistence Rate:** By the 2023-2024 school year, 20 students remained continuously enrolled from K through 4th grade, resulting in a persistence rate of 87%.
- **Students Who Left:** 3 EO

- **CAASPP ELA Results (2024):**
  - 11 students received "Not Met."
  - 3 students received "Standard Nearly Met."
  - 4 students received "Standard Met."
  - 1 students received "Exceeded Standards."
- **English Language Fluency Levels (ELPAC 2024):**
  - 0 students Beginning
  - 2 students Somewhat Developed
  - 2 students Moderately Developed
  - 1 students Well Developed
- **CSA Results (2024):**
  - 15 students received "Limited"
  - 5 students received "Moderate"
  - 0 student received "High"

0 out of the 6 EL students reclassified prior to 4th grade with 1 additional student receiving 4 on ELPAC at the end of the 2023-24 school year

How well do students persist through the Dual Language School at Lincoln Elementary?

In the 2019-2020 school year, 23 students initially enrolled in one of four kindergarten dual immersion classes at Lincoln Elementary. Below is a summary of the composition and results for Class Two.

Student ID	Gender	Ethnicity	LF	2019-20 Year 1	2020-21 Year 2	2021-22 Year 3	2022-23 Year 4	2023-24 Year 5	FL	CAASPP	ELPAC	SLA SS	SLA Level
1	F	Hispanic	IFEP	KN	1	2	3	4	IFEP	4		464	3
2	M	Hispanic	EO	KN	1	2	3	4	EO	3		451	2
3	M	Hispanic	EL	KN	1	2	3	4	EL	4		476	3
4	F	Hispanic	EL	KN	1	2	3	4	EL	2	4	463	3
5	M	Hispanic	EO	KN	1	2	3	4	EO	4		456	2
6	M	Hispanic	IFEP	KN	1	2	3	4	IFEP	1		439	1
7	F	Hispanic	EO	KN	1	2	3	4	EO	4		459	2
8	F	White	EO	KN	1	2	3	4	EO	4		452	2
9	F	Hispanic	EO	KN	1	2	3	4	EO	3		448	1
10	F	Hispanic	IFEP	KN	1	2	3	4	IFEP	1		449	2
11	M	Hispanic	IFEP	KN	1	2	3	4	IFEP	4		449	2
12	F	Hispanic	EO	KN	1	2	3	4	EO	4		462	3
13	F	Hispanic	IFEP	KN	1	2	3	4	IFEP	4		461	3
14	F	Hispanic	EL	KN	1	2	3	4	EL	1	3	433	1
15	M	Hispanic	EO	KN	1	2	3	4	EO	2		439	1
16	M	Hispanic	EO	KN	1	2	3	4	EO	4		457	2
17	M	Hispanic	EO	KN	1	2	3	4	EO			339	1
18	M	Hispanic	IFEP	KN	1	2	3	4	IFEP	3		453	2
19	F	Hispanic	IFEP	KN	1	2	3	4	IFEP	1		431	1
20	F	Hispanic	EL	KN	1	2	3						
21	M	Hispanic	IFEP	KN	1								
22	M	Hispanic	EL	KN	1								
23	M	Hispanic	IFEP	KN	1								

Average = 446 Level 1

- **23 students initially enrolled, 22 Hispanic**
- **Language Fluency:** 5 English Learners (ELs), 9 English Only (EO) and 9 Initially Fluent English Proficient (IFEP) .
- **Persistence Rate:** By the 2023-2024 school year, 19 students remained continuously enrolled from K through 4th grade, resulting in a persistence rate of 83%.
- **Students Who Left:** 2 EL, 2 IFEP

- **CAASPP ELA Results (2024):**
  - 4 students received "Not Met."
  - 2 students received "Standard Nearly Met."
  - 3 students received "Standard Met."
  - 9 students received "Exceeded Standards."
- **English Language Fluency Level (ELPAC 2024):**
  - 0 students Beginning
  - 0 students Somewhat Developed
  - 1 students Moderately Developed
  - 1 students Well Developed
- **CSA Results (2024):**
  - 6 students received "Limited"
  - 8 students received "Moderate"
  - 5 students received "High"

0 out of the 3 EL students reclassified prior to 4th grade with 1 additional student receiving 4 on ELPAC at the end of the 2023-24 school year

How well do students persist through the Dual Language School at Lincoln Elementary?

In the 2019-2020 school year, 23 students initially enrolled in one of four kindergarten dual immersion classes at Lincoln Elementary. Below is a summary of the composition and results for Class Three.

Student ID	Gender	Ethnicity	LF	2019-20 Year 1	2020-21 Year 2	2021-22 Year 3	2022-23 Year 4	2023-24 Year 5	FL	CAASPP	ELPAC	SLA SS	SLA Level
1	F	Hispanic	EO	KN	1	2	3	4	EO	4		439	1
2	M	Hispanic	EL	KN	1	2	3	4	EL	1	2	441	1
3	F	Hispanic	IFEP	KN	1	2	3	4	IFEP	1		442	1
4	M	White	EO	KN	1	2	3	4	EO	4		448	1
5	F	Hispanic	EO	KN	1	2	3	4	EO	1		436	1
6	F	Hispanic	EL	KN	1	2	3	4	EL	1	3	442	1
7	F	White	EO	KN	1	2	3	4	EO	2		449	2
8	F	Hispanic	IFEP	KN	1	2	3	4	IFEP	1		444	1
9	M	Hispanic	EO	KN	1	2	3	4	EO	1		433	1
10	M	Hispanic	EO	KN	1	2	3	4	EO	3		435	1
11	F	Hispanic	EO	KN	1	2	3	4	EO	3		451	2
12	M	Hispanic	EO	KN	1	2	3	4	EO	2		438	1
13	F	Hispanic	EO	KN	1	2	3	4	EO	3		446	1
14	F	Hispanic	EO	KN	1	2	3	4	EO	3		440	1
15	M	Hispanic	EL	KN	1	2	3	4	EL	3	3	450	2
16	M	Hispanic	EL	KN	1	2	3	4	EL	2	3	451	2
17	M	Hispanic	EO	KN	1	2	3	4	EO	4		445	1
18	M	Hispanic	IFEP	KN	1	2	3	4	IFEP	1		438	1
19	M	Hispanic	EO	KN	1								
20	M	Hispanic	IFEP	KN	1								
21	F	Hispanic	IFEP	KN									
22	M	White	EO	KN									
23	M	White	EO	KN									

Average = 443 Level 1

2019-20 Kindergarten *Class Three*:

- **23 students initially enrolled, 19 Hispanic, 4 White.**
- **Language Fluency:** 4 English Learners (ELs), 14 English Only (EO), 5 Initially Fluent English Proficient (IFEP)
- **Persistence Rate:** By the 2023-2024 school year, 18 students remained continuously enrolled from K through 4th grade, resulting in a persistence rate of 78%.
- **Students Who Left:** 2 IFEP, 3 EO
- **CAASPP ELA Results (2024):**
  - 8 students received "Not Met."
  - 3 students received "Standard Nearly Met."
  - 5 students received "Standard Met."
  - 3 students received "Exceeded Standards."
- **English Language Fluency (ELPAC 2024):**
  - 0 students Beginning level.
  - 2 students Somewhat Developed level.
  - 2 students Moderately Developed level.
  - 0 students Well Developed level.
- **CSA Results (2024):**
  - 14 students received "Limited"
  - 4 students received "Moderate"
  - 0 students received "High"

0 out of the 4 EL students reclassified prior to 4th grade with 1 additional student receiving 4 on ELPAC at the end of the 2023-24 school year

How well do students persist through the Dual Language School at Lincoln Elementary?

In the 2019-2020 school year, 23 students initially enrolled in one of four kindergarten dual immersion classes at Lincoln Elementary. Below is a summary of the composition and results for Class Four.

Student ID	Gender	Ethnicity	LF	2019-20 Year 1	2020-21 Year 2	2021-22 Year 3	2022-23 Year 4	2023-24 Year 5	FL	CAASPP	ELPAC	SLA SS	SLA Level
1	F	Hispanic	EO	KN	1	2	3	4	EO	3		448	1
2	F	Hispanic	EO	KN	1	2	3	4	EO	3		447	1
3	F	Hispanic	EL	KN	1	2	3	4	EL	2	3	446	1
4	F	Hispanic	IFEP	KN	1	2	3	4	IFEP	2		446	1
5	M	Hispanic	EO	KN	1	2	3	4	EO	2		445	1
6	M	Hispanic	IFEP	KN	1	2	3	4	IFEP	4		451	2
7	M	White	EO	KN	1	2	3	4	EO	2		445	1
8	M	Hispanic	EO	KN	1	2	3	4	EO	1		442	1
9	M	Hispanic	IFEP	KN	1	2	3	4	IFEP	2		451	2
10	M	Hispanic	EO	KN	1	2	3	4	EO	1		437	1
11	F	Hispanic	EO	KN	1	2	3	4	EO	2		438	1
12	F	Hispanic	EL	KN	1	2	3	4	EL	1	2	440	1
13	F	Hispanic	EO	KN	1	2	3	4	EO	4		454	2
14	M	Hispanic	EO	KN	1	2							
15	M	Hispanic	EO	KN	1								
16	F	Hispanic	EO	KN	1								
17	M	Hispanic	EO	KN	1								
18	F	White	EO	KN	1								
19	F	Hispanic	EO	KN	1								
20	M	Hispanic	EO	KN									
21	F	Hispanic	EO	KN									
22	M	Multiple	EO	KN									
23	F	Hispanic	EO	KN									

Average = 445 Level 1

- **23 students initially enrolled, 20 Hispanic, 2 White, 1 Multiple**
- **Language Fluency:** 2 English Learners (ELs), 18 English Only (EO), 3 Initially Fluent English Proficient (IFEP),
- **Persistence Rate:** By the 2023-2024 school year, 13 students remained continuously enrolled from K through 4th grade, resulting in a persistence rate of 57%.
- **Students Who Left:** 9 EO
- **CAASPP ELA Results (2024):**
  - 3 students received "Not Met."
  - 6 students received "Standard Nearly Met."
  - 2 students received "Standard Met."
  - 2 students received "Exceeded Standards."
- **English Language Fluency (ELPAC 2024):**
  - 0 students Beginning level.
  - 1 student Somewhat Developed level.
  - 1 student Moderately Developed level.
  - 0 students Well Developed level.

- **CSA Results (2024):**
  - 10 students received "Limited"
  - 3 students received "Moderate"
  - 0 students received "High"

0 out of the 2 EL students reclassified prior to 4th grade with 1 additional student receiving 4 on ELPAC at the end of the 2023-24 school year

Level 2
Graduation

High rates of chronic absenteeism and suspensions in early grades often predict students not graduating from high school.



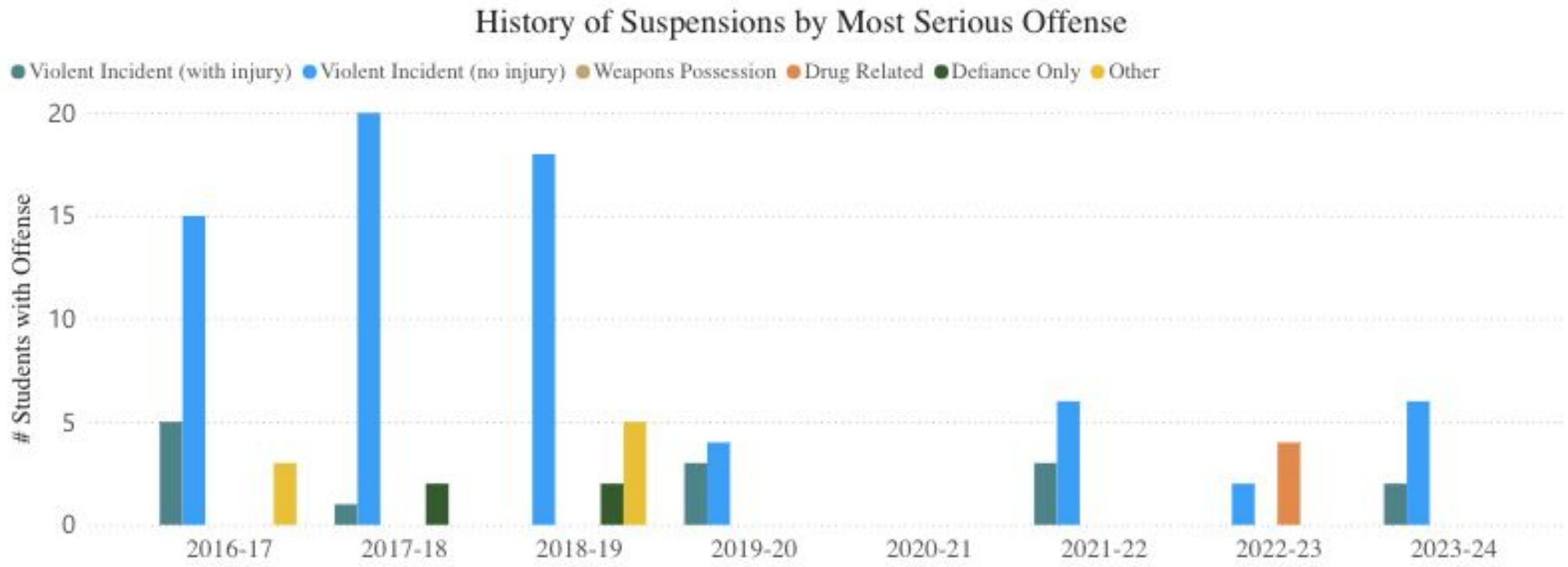
Preview:

- Lincoln has shown improvement in chronic absenteeism, mirroring similar trends across California.
- Suspension rates at Lincoln are low and declining since pandemic years
- Student mobility is low when compared to district counterparts

Who is chronically absent at Lincoln Elementary?

Chronic Absenteeism Student Group	2017-18 Rate	2018-19 Rate	2020-21 Rate	2021-22 Rate	2022-23 Rate	2023-24 Rate	2017-18 Eligible Number	2018-19 Eligible Number	2020-21 Eligible Number	2021-22 Eligible Number	2022-23 Eligible Number	2023-24 Eligible Number
State of California	11%	12%	14%	30%	25%	20%	6,315,131	6,258,845	6,072,413	5,995,399	5,958,889	5,958,444
All Students	6%	5%	5%	26%	20%	15%	591	582	569	550	599	648
English Learners	4%	3%	4%	28%	20%	22%	180	170	162	161	139	149
Homeless	17%	7%	15%	50%	23%	23%	84	72	80	48	75	83
Socioeconomically Disadvantaged	9%	6%	8%	37%	27%	24%	280	265	265	231	241	245
Students with Disabilities	8%	4%	6%	41%	30%	29%	51	47	34	39	40	58
Hispanic or Latino	7%	4%	5%	27%	20%	15%	473	476	500	491	536	586

What are the offenses for suspension at Lincoln Elementary?



	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Violent Incident (with injury)	5	1	0	3	0	3	0	2
Violent Incident (no injury)	15	20	18	4	0	6	2	6
Weapons Possession	0	0	0	0	0	0	0	0
Drug Related	0	0	0	0	0	0	4	0
Defiance Only	0	2	2	0	0	0	0	0
Other	3	0	5	0	0	0	0	0
Total Suspensions	23	23	25	7	0	9	6	8

Only one incident is recorded per student each year for Most Serious Offense; whereas Suspension Rate includes all offenses committed by a student

What can stability patterns tell us about school climate?

Students who began Kinder grade at Lincoln in 2018 - 19	
K grade (2018-19)	92
1st grade (2019-20)	86
2nd grade (2020-21)	75
3rd grade (2021-22)	73
4th grade (2022-23)	69
5th grade (2023-24)	65
and remained for 6 years	71%

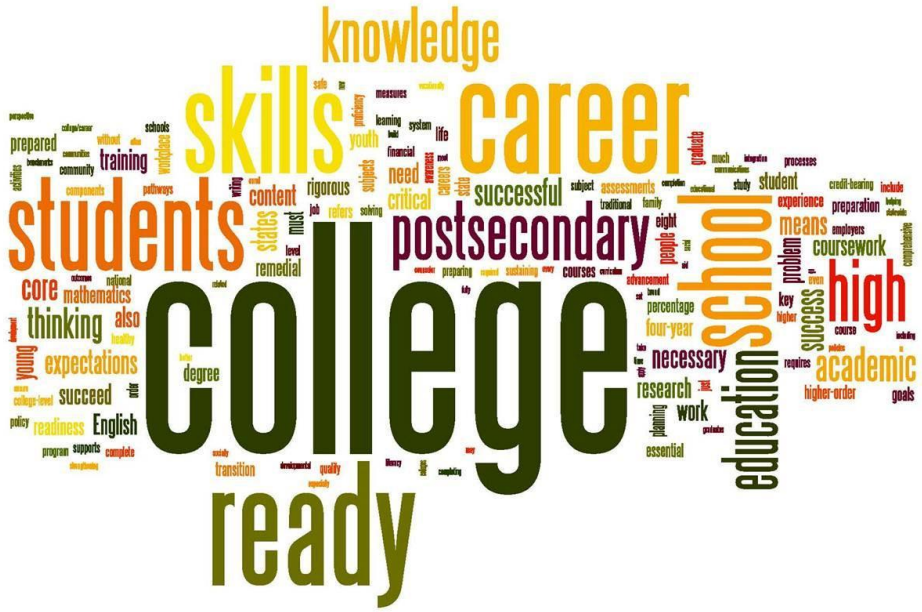
Students who began Kinder grade at Lincoln in 2017 - 18	
K grade (2017-18)	91
1st grade (2018-19)	86
2nd grade (2019-20)	86
3rd grade (2020-21)	82
4th grade (2021-22)	77
5th grade (2022-23)	75
6th grade (2023-24)	73
and remained for 7 years	80%

Students who began 1st grade at Lincoln in 2017 - 18	
1st grade (2017-18)	68
2nd grade (2018-19)	64
3rd grade (2019-20)	60
4th grade (2020-21)	58
5th grade (2021-22)	50
6th grade (2022-23)	48
and remained for 6 years	71%

Students who began 2nd grade at Lincoln in 2017 - 18	
2nd grade (2017-18)	61
3rd grade (2018-19)	59
4th grade (2019-20)	54
5th grade (2020-21)	50
6th grade (2021-22)	43
and remained for 5 years	70%

Above are four (4) separate cohorts of students who remained at the school for their respective years.

Level 3
College & Career Readiness



Preview:

- 61% of EL students are not on-track for reclassification by 5th year in US schools.
- The potential lack of reclassification of English Learners before middle school, and then high school, can have great impact on future life options.
- 100% (19 students) of the ELs who leave Lincoln ES to junior high, leave as LTELS.

What do we know about English Learners at Lincoln Elementary?

On Track 39%

Emergent Bilinguals by US Enrollment and ELPAC Level 2023-24

Years	Beginning (1)	Somewhat Developed (2)	Moderately Developed (3)	Well Developed (4)	RFEP	Total
0	0	0	0	0	0	0
1	7	8	7	2	0	24
2	4	7	5	3	0	19
3	5	1	11	0	1	18
4	1	5	8	2	1	17
5	1	5	6	3	0	15
6	0	0	5	9	5	19
7	0	2	2	2	20	26
8	0	0	0	1	3	4
Grand Total	18	28	44	22	30	142
Total	11	13	21	15	0	60

On Watch 42%

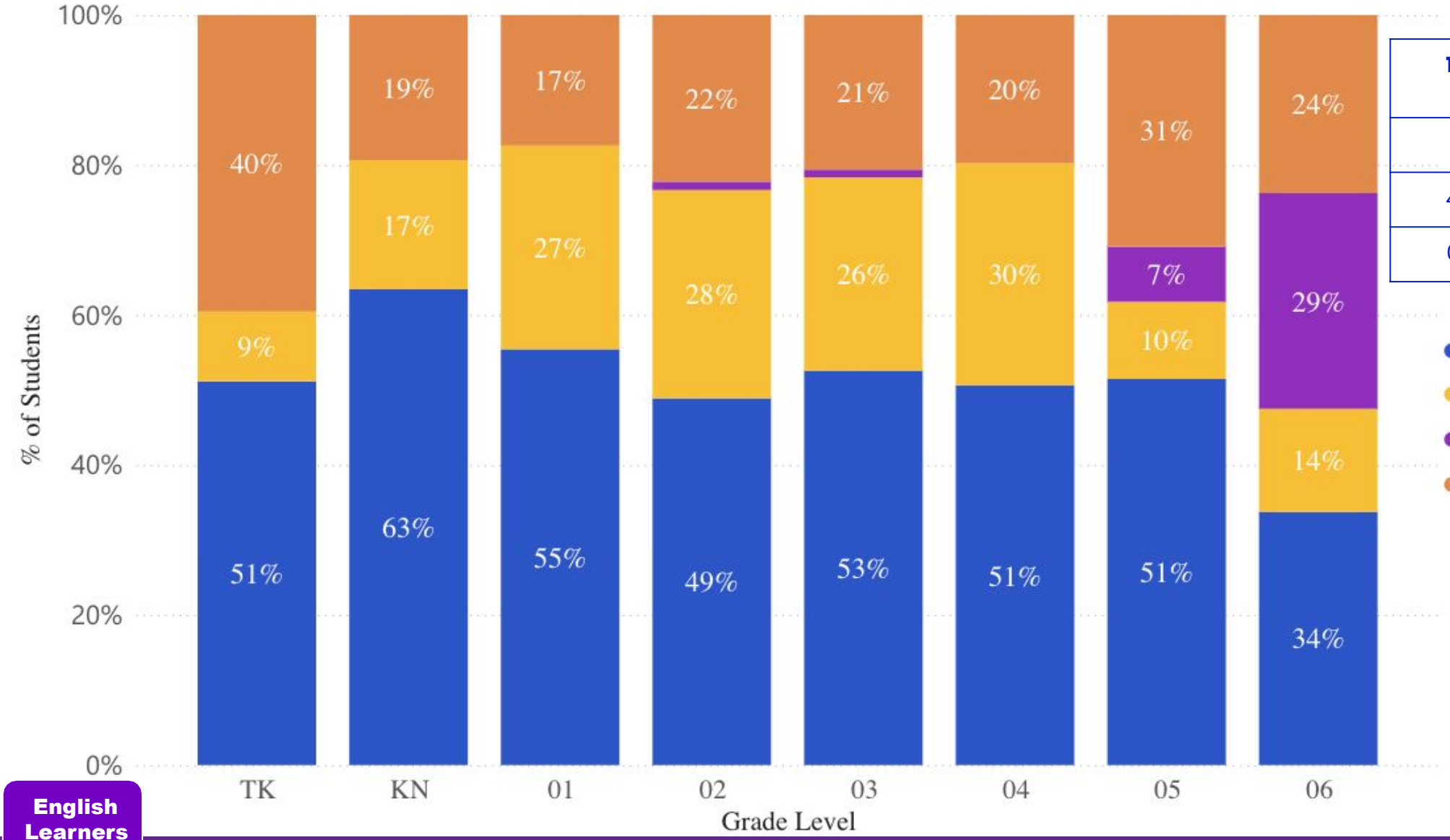


22 students have satisfied the ELPAC threshold for reclassification, yet are not meeting one or more local measures.

English Learners that also received IEP services not included (16)

English Learners

What is the Language Fluency of Lincoln Elementary by grade level?

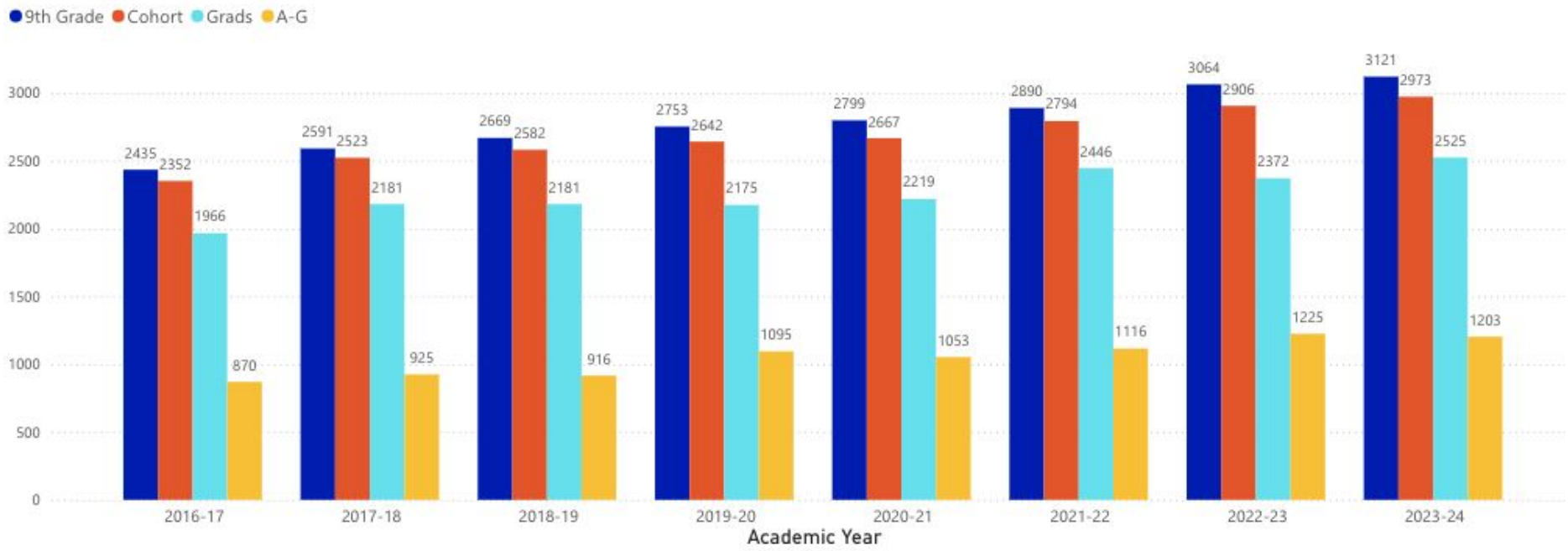


19 EL Students going to Middle School	
6+ Years	19 students
4-5 Years	0 students
0-3 years	0 students

English Learners

Who started in 9th grade, graduated, and met A-G criteria?

Salinas Union HS District Four-Year Cohort, Grads, & Students meeting UC/CSU A-G Criteria



Groups	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Grad Rate	84%	86%	85%	82%	83%	88%	82%	85%
UC/CSU A-G Rate	44%	42%	42%	50%	48%	46%	52%	48%
Dropout Rate	7%	7%	12%	8%	8%	6%	6%	5%
# Dropouts	152	187	300	215	203	169	185	154
Seal of Biliteracy	220	341	158	252	351	414	479	475

The **Four-Year Cohort** considers all students throughout high school for a grade level, starting with a count of all 9th grade students, subtracting any that go to a known location (e.g., another school) and adding incoming transfers, within four years following their start in 9th grade.

Rates: For Graduate Rate, the number of **Graduates** is divided by cohort number, but for **A-G Rate** the number of A-G students is divided by the number of graduates. The number of incoming ninth grade students is not in accountability measures but is included for the visual.

How do Lincoln Elementary Students do in High School?

2020-21 Grad Class	Grads			UC/CSU A-G		Seal of Biliteracy	
	Total Students	# Students	% Grad Rate	# Students	A-G Rate	# Students	% Rate
Salinas High	607	547	90%	320	59%	68	12%
Salinas Union HSD	2667	2219	83%	1053	47%	351	16%

2021-22 Grad Class	Grads			UC/CSU A-G		Seal of Biliteracy	
	Total Students	# Students	% Grad Rate	# Students	A-G Rate	# Students	% Rate
Salinas High	621	576	93%	323	56%	68	12%
Salinas Union HSD	2794	2446	88%	1116	46%	414	17%

2022-23 Grad Class	Grads			UC/CSU A-G		Seal of Biliteracy		Golden State Seal Merit Diploma	
	Total Students	# Students	% Grad Rate	# Students	A-G Rate	# Students	% Rate	# Students	% Rate
Salinas High	594	532	90%	301	57%	86	16%	217	41%
Salinas Union HSD	2906	2372	82%	1225	52%	479	20%	740	31%

2023-24 Grad Class	Grads			UC/CSU A-G		Seal of Biliteracy		Golden State Seal Merit Diploma	
	Total Students	# Students	% Grad Rate	# Students	A-G Rate	# Students	% Rate	# Students	% Rate
Salinas High	572	534	93%	280	52%	76	14%	211	40%
Salinas Union HSD	2973	2525	85%	1203	48%	475	19%	781	31%

DataQuest, Multiple Years

Level 4
College-going Profile



Preview:

- Three times as many Salinas Union HSD students graduate eligible to attend a four-year university than actually do attend a four-year college.
- Almost 3 times as many Salinas Union HSD students enroll in a two-year college rather than a four-year college within one year of graduation.
- The odds of graduating from a four-year university are more than 15-times greater if you start at a four-year college.

What is the profile of Salinas Union HSD students who attend college?

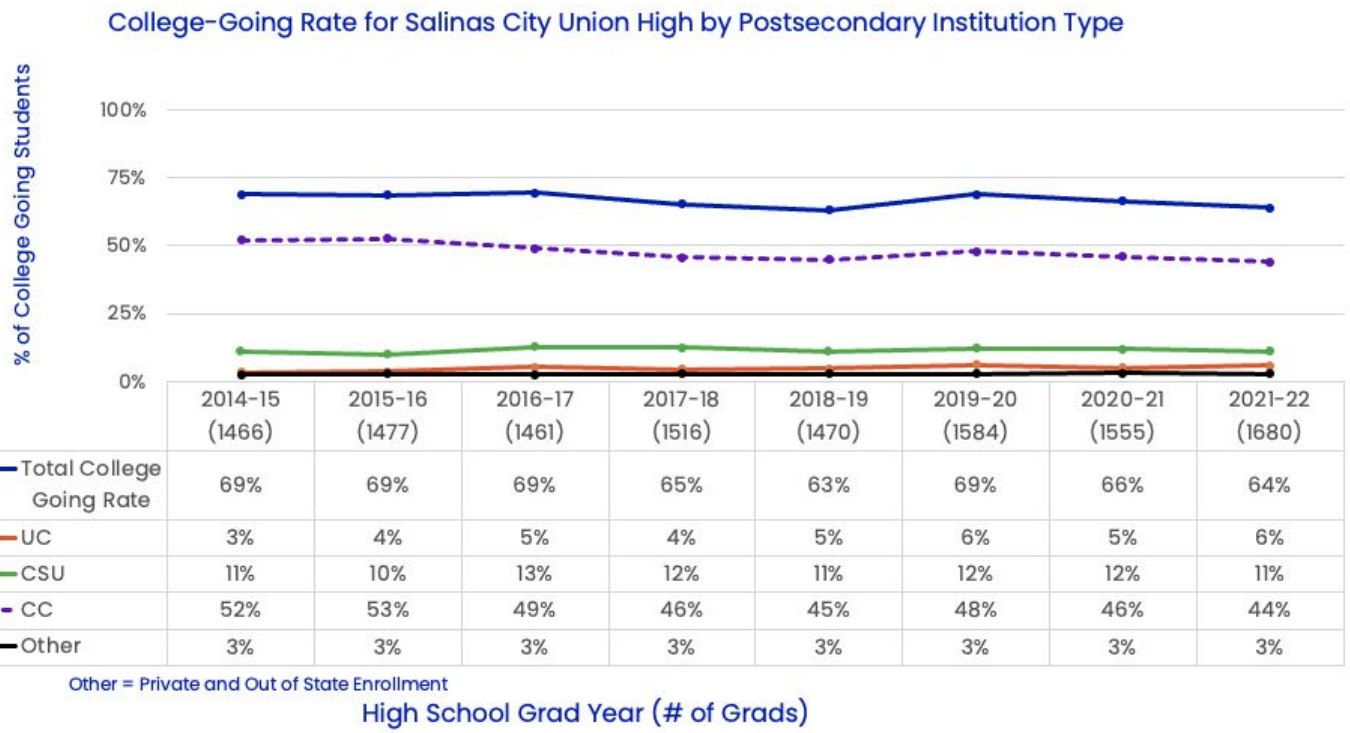
Filters Enabled:
School Type: Non-Charter Schools
College Enrollment Timeframe: 12 Months

Name	High School Completers	High School Completers Enrolled in College	College-Going Rate	Enrolled In-State				Enrolled Out-Of-State	
				University of California	California State University	California Community College	Private 2- and 4-Year College	4-Year College (Public/Private)	2-Year College (Public/Private)
Salinas Union High	2,634	1,680	63.8%	5.8%	11.0%	44.1%	1.1%	1.3%	0.4%
Monterey	5,185	3,316	64.0%	5.6%	10.2%	44.1%	1.2%	2.4%	0.5%
State	399,781	254,337	63.6%	7.8%	11.9%	33.5%	3.1%	6.8%	0.5%

Name	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
Salinas Union High	2,794	2,446	87.5%	45.6%	16.9%	26.4%
Monterey County	5,580	4,962	88.9%	47.8%	11.0%	22.1%
Statewide Total	427,386	386,167	90.4%	51.1%	12.3%	30.2%

2021-2022 School Year

- 45.6% of Salinas City Union HS completers met UC/CSU requirements in 2021-22.
- 16.8% went to a 4-year college.
- 44% went to community college
- When applying the community college transfer rate… approximately **31** of the approximately **739** students enrolled in community college will go on to complete a BA or BS



Includes students enrolling in college within 12 months after graduating high school

So why should I take advanced Math or Science courses?

What if for <u>every</u> course you did take, you could increase your odds of graduating from college by…

73%

Effects strongest for Latino students

For each of 4 Courses:
Algebra 2, Trig, Pre-Calc, & Calculus

45%

For each of 3 Courses:
Biology, Chemistry, & Physics

Trusty, J. (2004). *Relationships between students' high school and middle school experiences and later completion of a bachelor's degree* (Research Monograph #1). Center for School Counseling Outcome Research. University of Massachusetts, Amherst.

"Imperfect" BA/BS Attainment Scenarios

#1: Starting at a CC

100 Grads

Hartnell College has a **5%** transfer rate

5

5 students transfer to Cal State Monterey Bay (**84%** grad rate for transfer students)

4

4 College Graduates (BA/BS)

Current Rate Publicly Reported on Federal NCES Site



#2: Starting at a 4 year

100 Grads

Cal State Monterey Bay has **63%** grad rate for 1st time freshman

63

63 College Graduates (BA/BS) Cal State Monterey Bay

The odds of graduating from college with a BA/BS are much greater if students begin at a 4-year college.

Both Scenarios based on 6-Year Grad Rates

CSU Rates

Whatever a student's decision –
four-year college, community college, trade school, military, or directly into a career –
having a strong academic background,
defined by A-G coursework and *grade-level academic proficiency*,
makes success much more likely!

Lincoln Elementary Student Success Profile Summary

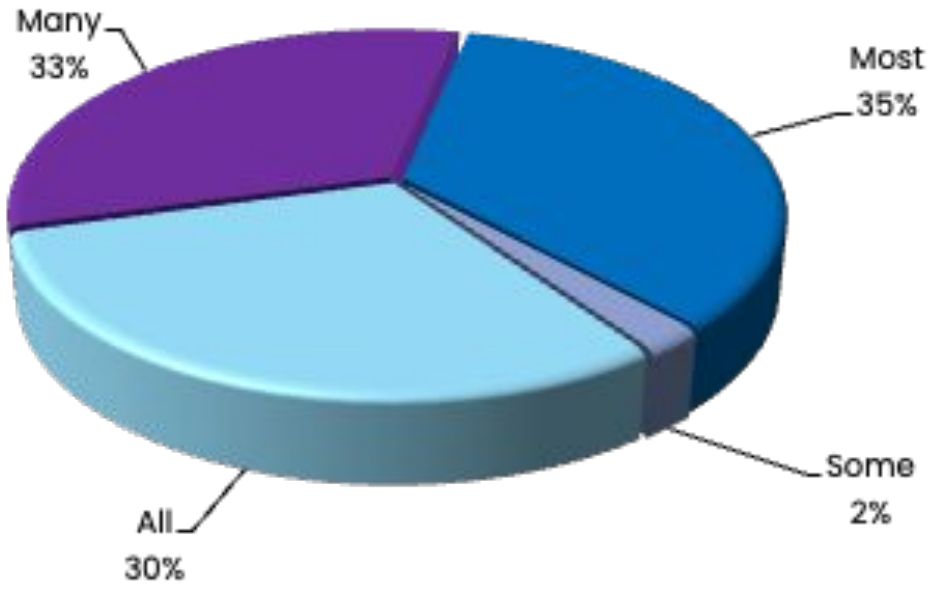
- In general, student outcomes are below where community-based vulnerability would predict.
- In many instances, Lincoln students have exceeded the state average in ELA and Math SBAC
- Data trends have been flat since pandemic in both ELA and Math
- Students learning English are far behind the rest of the pack.
- Lincoln has shown improvement in chronic absenteeism, mirroring similar trends across California.
- Suspension rates at Lincoln are low and declining since pandemic years
- Student mobility is low when compared to district counterparts
- 61% of EL students are not on-track for reclassification by 5th year in US schools.
- The potential lack of reclassification of English Learners before middle school, and then high school, can have great impact on future life options.
- 100% (19 students) of the ELs who leave Lincoln ES to junior high, leave as LTELS.
- Three times as many Salinas Union HSD students graduate eligible to attend a four-year university than actually do attend a four-year college.
- Almost 3 times as many Salinas Union HSD students enroll in a two-year college rather than a four-year college year of graduation.
- The odds of graduating from a four-year university are more than 15-times greater if you start at a four-year co

What SYSTEMS best explain the success profile?



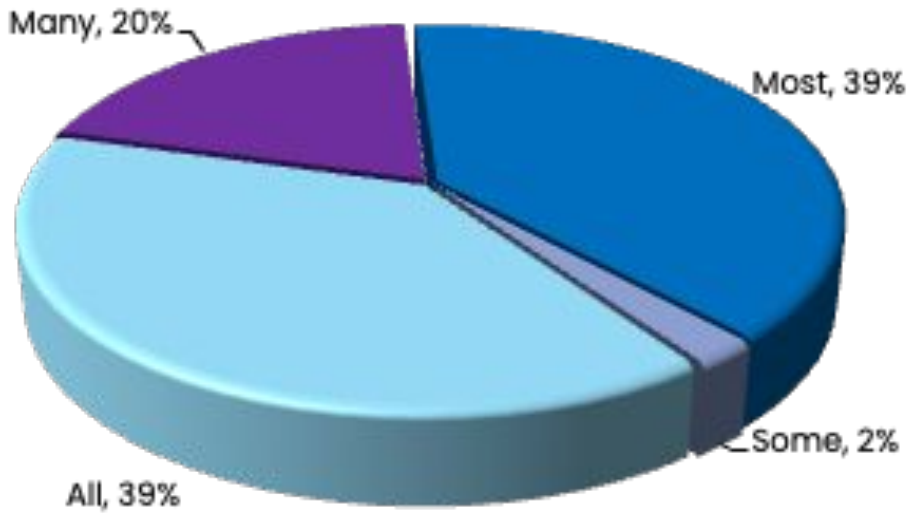
Success Starts with Belief Systems

In your estimation, how many students do you believe can successfully graduate UC/CSU eligible?



All/Most
65%

In your estimation, how many parent/guardians want their child to attend a university upon graduation?

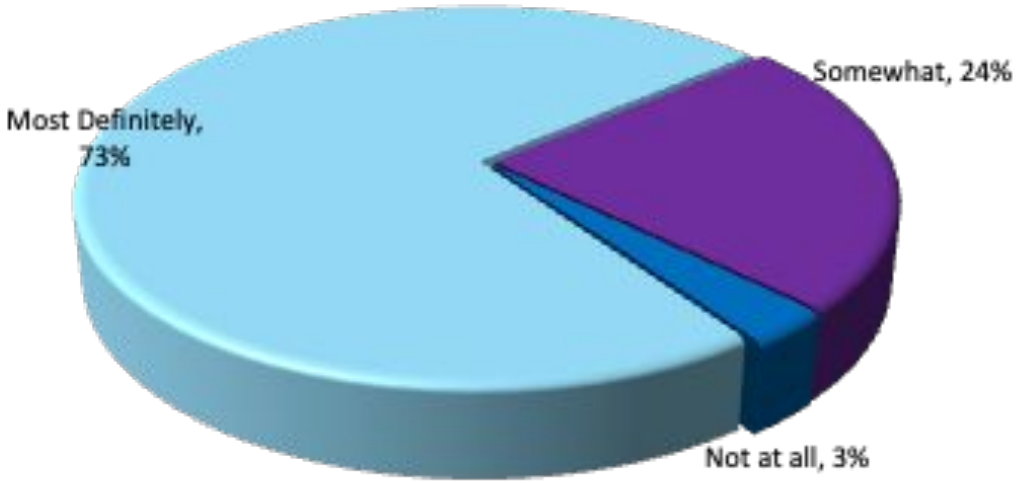


All/Most
78%

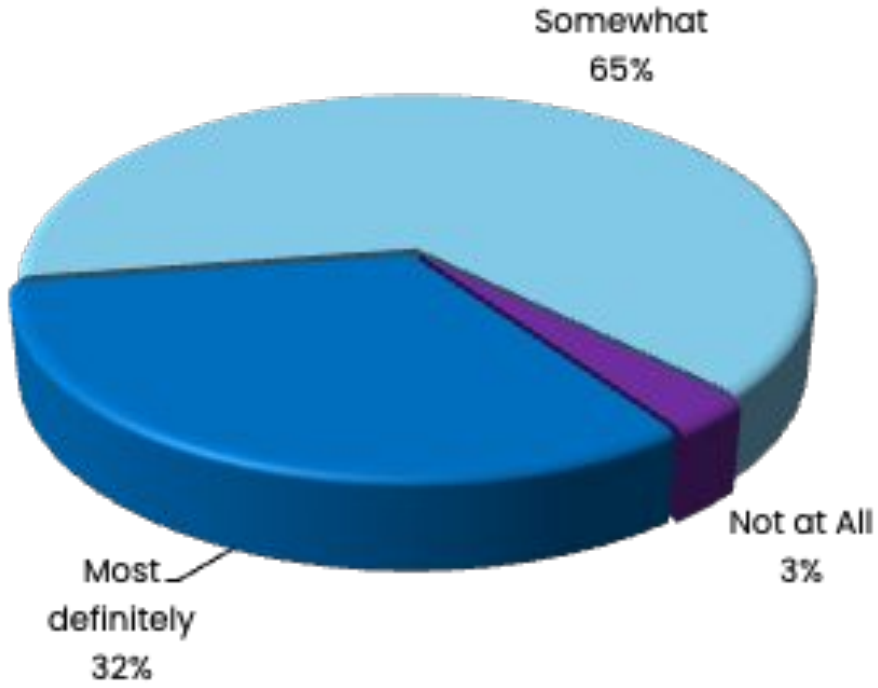
Surveys
N=46

A unified view of school and district culture is a work in progress.

Does your school have a strong college or high-wage career-going culture?



Does your district have a strong college or high-wage career-going culture?



Supporting Finding: A low ceiling for student achievement is created by the 3 systemic conditions that follow:

1. Symbolic Data Systems	A system of data collection that is not designed to accelerate achievement
2. Baby-Step Planning	A form of planning that plans for small, attainable, incremental increases in achievement from a baseline of current achievement levels. This is a gap-filling, remedial approach, rather than an accelerating design.
3. Leadership Column	The need to strengthen the intentional efforts of a small leadership group to act as a cohesiveness team with a common focus on only one improvement initiative

1. Symbolic Data Systems



1. Symbolic Data Systems



- In most cases, curricular pieces drive instruction, not standards
- Although occurring in pockets, there is overall weak calibration on the academic “floor” (as defined by SBAC)
- Most common assessments monitor progress on developmental skills rather than mastery of grade-level agreements on chunks of instructional targets
- GLRT is an emerging practice, using data to generate team instructional responses one standard/skill/focus at a time

1. Symbolic Data Systems

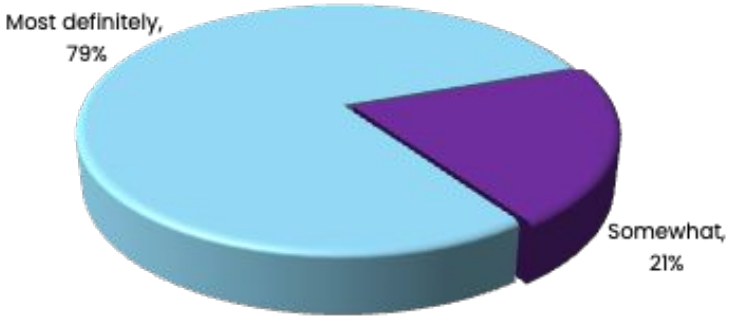


What is the Floor?

- There is not a common understanding of expected outcomes for all students by grade level
- Grade-level rigor is loosely defined and in some cases, differs from classroom to classroom
- There is not a document or assessment that guides instruction for all teachers by grade level
- Designated ELD is evident on most classroom schedules, however, instruction during this time varies from classroom to classroom.

1. Symbolic Data Systems

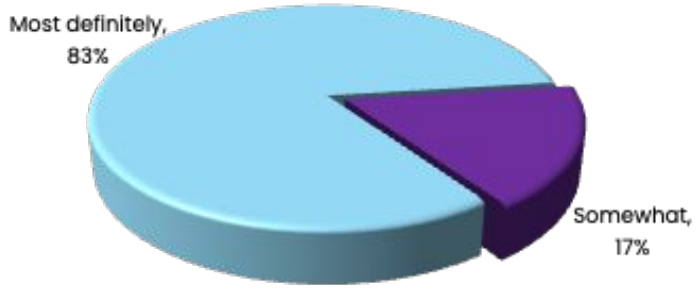
I use data to inform practices in my classroom



"STAR doesn't match our instruction... if they score high then its way high next time... it sets a goal I guess"

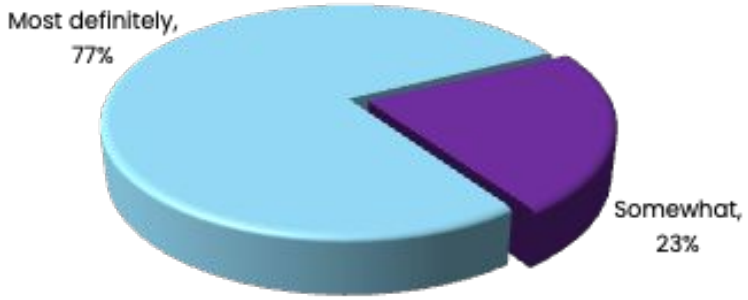
"We have Data meetings with our grade level every two weeks or so. We meet at minimum weekly as a grade level to discuss how students are grasping specific areas, or aren't meeting expectations in that area."

As a department or a grade-level we use data to inform our teaching as a team



"In my grade level, we use the assessment data to provide small group intervention during centers. I also focus on reteaching certain skills/standards based on need according to test results/data."

My school has a strong culture of using data to inform our decisions and practices



"I do not know how data looks like for other grades besides the SBAC scores that are shared at the beginning of the year. Otherwise, I am never aware of what other grade's data looks like other than our attendance data which seems to be the only thing the district cares about in terms of data."

1. Symbolic Data Systems

Lincoln teachers are ready for the next step…

"Admin should keep close look of student performance. See the teachers that have had the most growth in their scores in a year, not necessarily achievement, and we should be really looking at what those teachers are doing and learning from them."

"As a school, we need to have focuses for each year. As a school I do not know what the focus is for this year. I know its to get our scores up, BUT HOW. Are we focusing deep in writing, reading, or math? We need to pick something in order to fully dive into it and have that be the focus of the professional development and data cycles that happen throughout the year."

"I would allow for time for teachers to have clear vertical and horizontal alignment of standards, expectations and curriculum to ensure higher student achievement."

"I believe if we have a common focus and we are all trained and supported; we can accelerate student learning even more."

"We need to have honest conversations about our grade-level expectations so that we have vertical alignment - some grade-level teams are held back by a single vocal veteran teacher who pushes back on changing practices to better prepare students. - We need small group instruction taking place in every classroom."

Comments from Survey & Interviews

Staff's perceptions of their impact on students vary

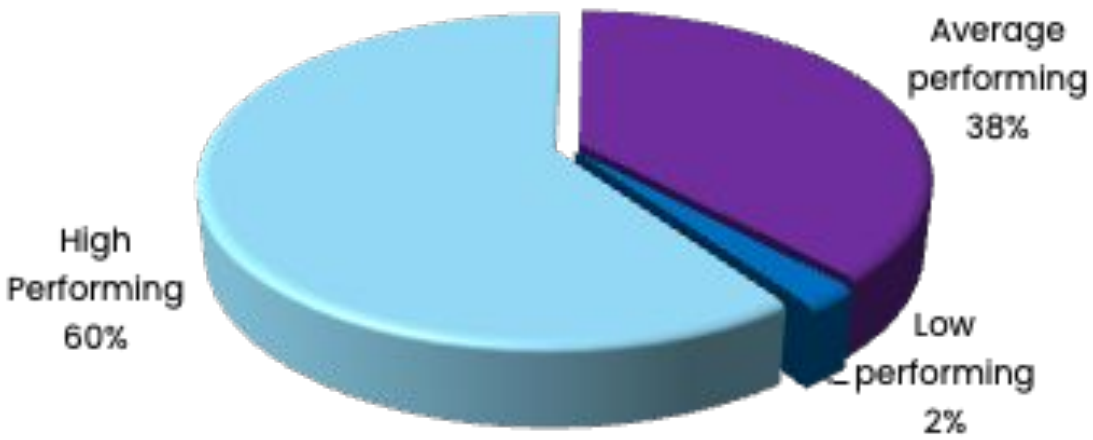
"... we seem to be going up... our kids are high achievers as they move on to high school..."

"Looking at our numbers 2-3 kids in each class struggle, but the majority meet grade level standards..."

"I think we have come a long way, our goal is to be a Distinguished school... We are top performing in the district..."

"...we are known as a high achieving school... we get a lot of transfers from all over... we have to manage expectations..."

How would you describe the current state of achievement at your school?



Surveys & Interviews

1. Symbolic Data Systems

"Everybody" Uses Data

	Standards	Units	Assessments	Data
Making gains and closing gaps →	Short list of target standards	Collaborate/ backwards map from target standards	Teams create assessments calibrated to an independent definition of grade level rigor	Teams receive data immediately after assessing and formally analyze to modify instruction
Flat and stagnant →	They teach the standards in their adopted materials	They teach the units/ chapters/ themes in their adopted materials as a team	Teams use assessments from adoptions every 6-8 weeks	Receive reports
Slip-sliding away, gaps widen →	They teach all of the standards	Individuals or teams teach their own units	Assess using diagnostic assessment three times per year	Data reports skills and grade level equivalent, not what was taught in class

Common Assessments monitor progress on developmental skills rather than mastery of grade-level agreements on chunks of instructional targets

1. Symbolic Data Systems

"We plan units, lessons, study guides as well as review data and set goals for the grade level."

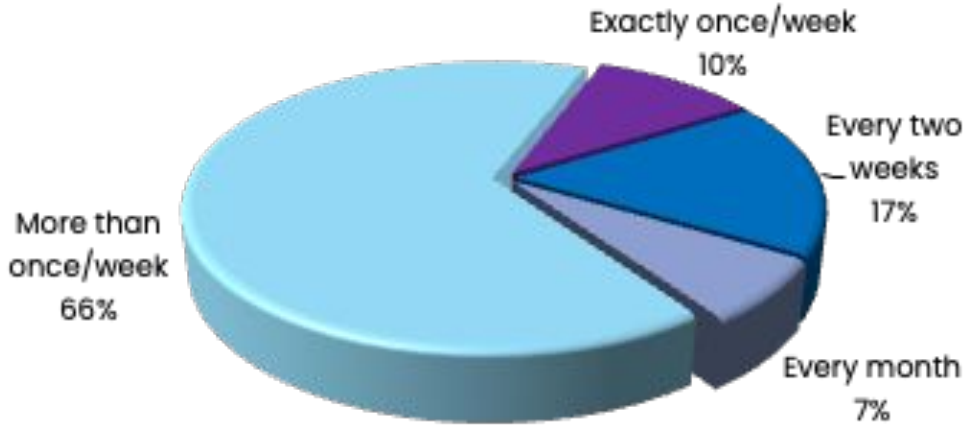
"We check on our pacing guide, collaborate on field trips, cultural events for the grade, align on assessment dates, and align on standards taught."

"Share tests, analyze, and discuss how we can get students caught up to meet the standard. Collaboratively agree on what our next steps are and what the expectation of ourselves and our students by next meeting."

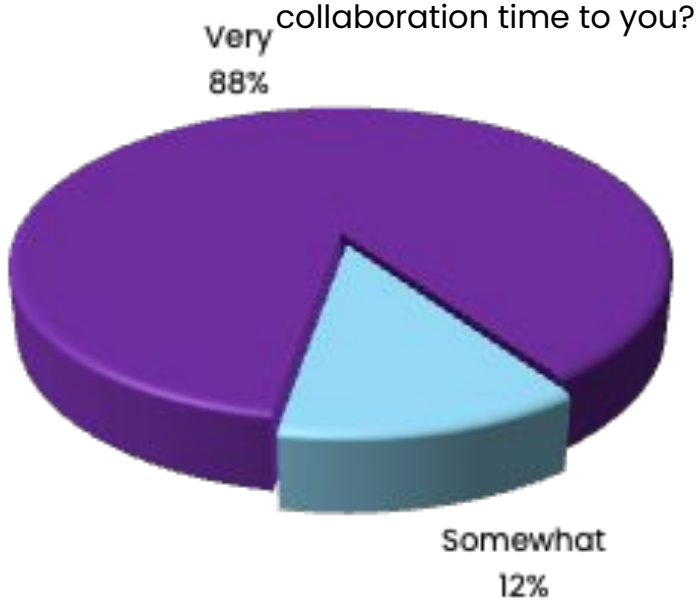
"Our team checks in on each other's well-being, we lesson plan for the upcoming week, and we delegate who will make what copies as to not overload one person with the responsibility."

"We reflect on teaching, talk about our students and how they are doing in subjects."

I collaborate with my course-alike or grade-level teacher team



How meaningful is the collaboration time to you?



1. Symbolic Data Systems

"...We have grade level collaborations- 6 week cycle, choose a target, make a test, then check and talk about it... some grades rotate to math and ELA... 3 cycles at once... by standard or target... mostly standard...

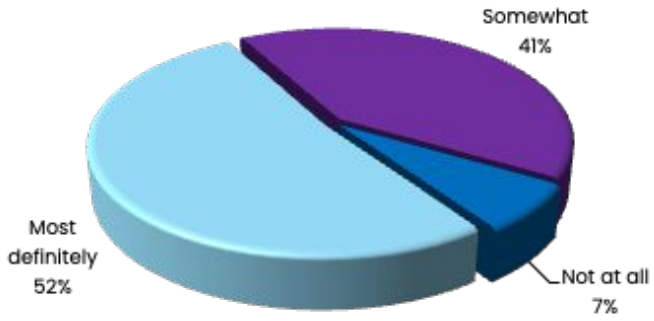
"We are great teachers, now we need calibration...!"

"...Pacing guide, made by teachers at the site. District expectations are plugged in. We have broken it down by week. Pacing guides are by curriculum, not called out by the standards..."

"ELD- we are specialized so it's a bit different... 30 min designated... We do small groups after school and during school but we use ELD time for ELPC Prep..."

1. Symbolic Data Systems

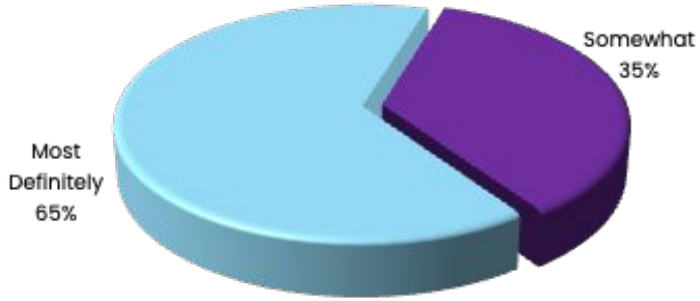
Imagine you are a teacher new to the school would you know specifically what content and skills you are responsible for teaching?



"...we share our strategies especially in math, when kids are struggling, we conference about that... rubrics guide our teaching... we use the same tests with same assignments..."

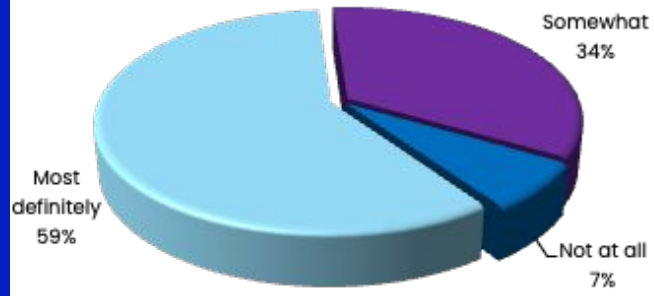
"...we collaborate a lot... 1 per month... its on a thursday... but we meet way more than that... we need more time..."

There exists agreement among teachers who teach the same subject/grade as to what students should demonstrate in order to earn a grade (A,B,C,D,F, or any other form of grading)



"No one from the DO told me what or where to do things... I would have liked more support... I receive that now, as an induction teacher, but not an emergency teacher..."

If you were a new teacher, would you be clear about the level of rigor expected for you course/grade?



"There needs to be alignment across grade levels as to what achievement looks like. I should be able to tell parents what is expected of students when they leave second grade as a first grade teacher and kinder teachers should know where kids are expected to be when entering first grade. We have to all be on the same page of what achievement looks like. Data would be shown throughout the year."

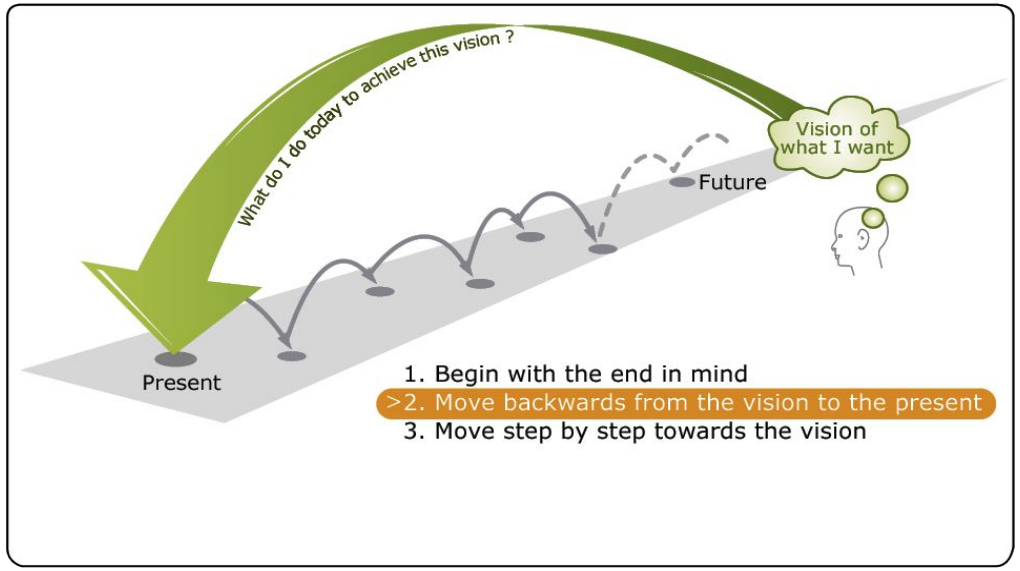
3. Baby-Step Planning

3. Baby-Step Planning

Baby-step Planning:
A form of planning that plans for small, attainable, incremental increases in achievement from a baseline of current achievement levels. This is a gap-filling, remedial approach rather than an accelerating design.



Backcasting:
An approach to planning where a desired future outcome determines decisions about the present. Through a process of reverse engineering, actions needed to accomplish the goal are defined, tending to yield accelerated goals by design.



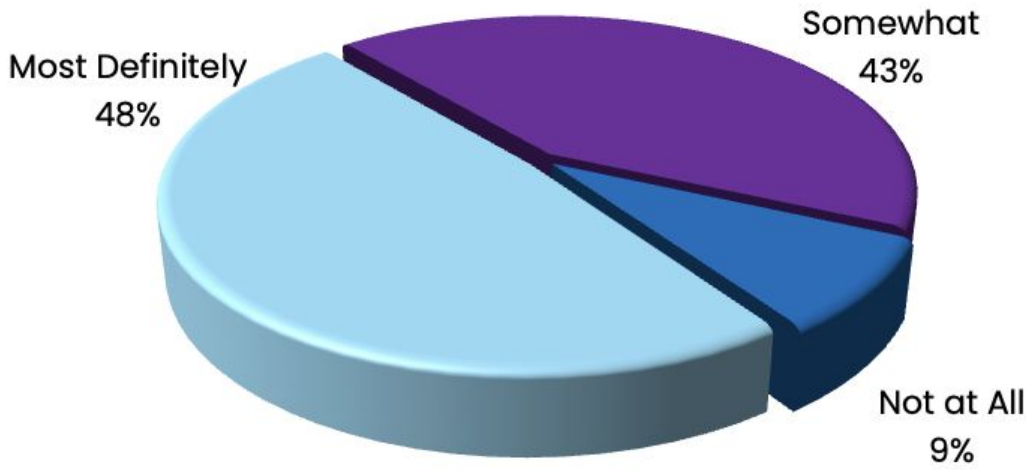
3. Baby-Step Planning

"Can we please pick a focus initiative and stick to it!"

"Lincoln was fortunate to have a principal who protected staff from the district's revolving door of initiatives that never seem to last more than a year or two..."

"...We did smart goals and it left...now we are on to Science of Reading, it will go? I don't know!"

Does the professional development you've participated in over the past few years impact instructional practices at your school?



3. Baby-Step Planning

Language Arts: Problem of Practice

GOAL: To increase the number of 3rd-6th grade students who meet or exceed standards by 10 - 15% as measured by the Lang. Arts summative SBAC.

- **DESIRED OUTCOME:** For students to be proficient writers as measured by the SBAC writing rubrics in all three genres.

Language Arts: Problem of Practice

STEPS:

- Grade level SMART goals for writing as part of inquiry cycles during GLR
- Using writing rubrics in writing instruction
- Sharing organizational tools to support writing (i.e. graphic organizers)
- Incorporating revising/editing in the writing process
- Exposing students in grades 3rd-6th to ELA IABs & FIABs
- Collaboration

ELD: Problem of Practice

GOAL: For all emergent bilinguals to increase a level each school year as measured by the ELPAC summative assessment.

- **DESIRED OUTCOME:** Have all emergent bilingual students reclassified by 6th grade.

ELD: Problem of Practice

STEPS:

- Using small group instruction during designated ELD
- Sharing the following during parent conferences: reclassification criteria, student reclassification progress report & where to access sample ELPAC questions.
- Have all emergent bilingual students take at least one section of the practice ELPAC
- Share with teachers which students are considered long-term emergent bilinguals.

Acceleration vs. Remediation

Acceleration	Remediation
All students get grade-level core, with those who need it getting varied supports WITHIN the same day or more days WITHIN the same time frame (i.e., summer, breaks). Goal is on-time learning with peers	"Teaching them at their level instead of teaching grade level will help a lot" "Meet students where they are" "Students are 3 or more grade levels behind"
Unfinished learning addressed as a preview or review, within the context of a core lesson	Attempts to reteach missing skill before moving to grade-level "We need to fill in their holes."
Prioritize student understanding through ongoing assessment & feedback	Focus on gap-filling, often taught in isolation without context, assessing skills growth, not grade-level proficiency
Concerned with student interest and motivation as a learning accelerant	Often boring for students and teachers/tutors, or does not involve a live instructor at all
Active, fun, concrete, relevant	Passive, like worksheets, packets, or **software** Same as before, only once more
Relationship with teacher/tutor is key	Teacher/tutor relationship is secondary

4. Leadership Column

4. Leadership Column



- Parent requests for student placement can lead to unbalanced classrooms and a feeling of disregard for initial placement efforts.
- Facilities are steeped in history and well appreciated, however deferred maintenance of specific issues can cause concern.

4. Leadership Column

"Parents should NOT have the ability to make teacher request. Teacher's professional judgement of classroom placement for students should be respected and valued…"

"We should have balanced classrooms (an even mix of SPED, EL, EO, high needs students and student numbers)across teachers in a grade level."

"We teachers spend hours creating balanced classes. We are a DI program, we look for 50% strong English speakers, 50% strong Spanish speakers, we balanced classes by gender, performance, special needs, and language. The request from parents, end in breaking the balanced. One teacher can end with mostly English speakers, or Spanish speakers. Another teacher may have the majority of the IEP, RSP or Behavior needs. This is stressing out some teachers and may push out some teachers."



"As the years go on, it has become hard for teachers to work with unbalanced classes."

4. Leadership Column

"Our school needs several structural repairs (playgrounds, restrooms, library, and leaky roofs)..."

"Our facility should be free of roof leaks with the best electricity and internet usage/connection.



"I would like to have a school that does not have mold or plumbing issues."

"This is a transition year, new principal, he is flexible and learning about school culture..."






ADVOCATE





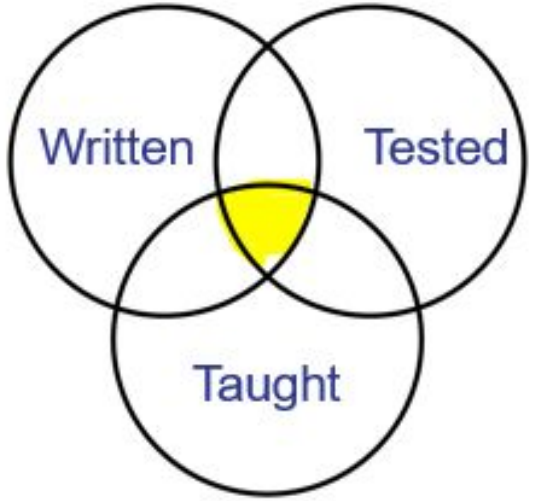


What can be done to accelerate student success?



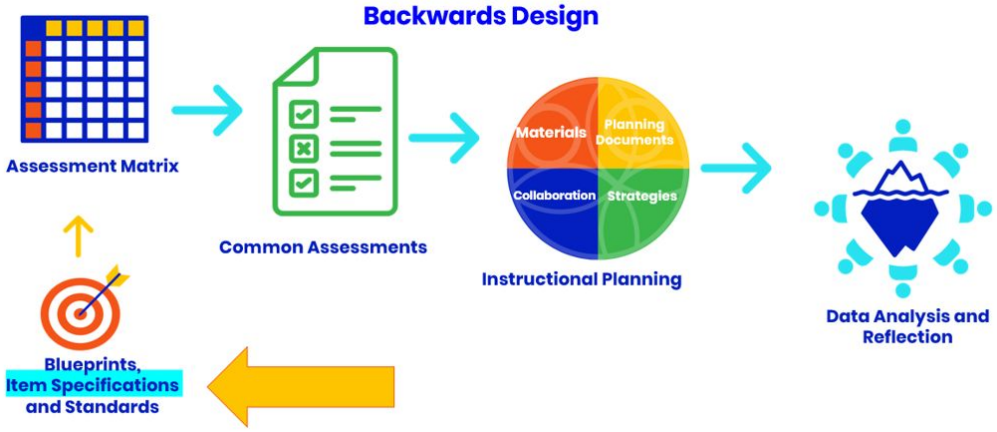
Recommendation Areas with Action Steps

Align Written, Taught, and Tested Curriculum in ELA and Math



1. **Curriculum Alignment- Empower teacher teams to create the following:**
   - Assessment Matrix- Create an assessment matrix that identifies essential standards for each grade level and subject area.
   - Standards-Aligned Common Assessments- Design common assessments that align with essential standards and state specifications of item type and rigor to ensure consistency in evaluating student learning.

2. **Nested Data Response System-** Implement a nested system for analyzing assessment data, responding to student needs, and informing instruction and instructional supports at the classroom, school, and district levels.



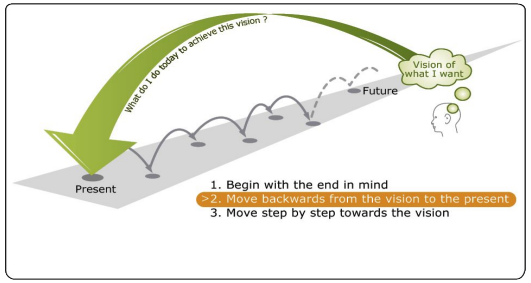
2. Baby-Step Planning

1. Set Clear Achievement Goals

- Establish a goal for all students to reach grade-level proficiency by a specific date.
- Prioritize additional support for vulnerable student groups, including English Learners (EL)..

2. Develop a Targeted Improvement Trajectory

- Determine the required rate of progress for each student to achieve grade-level proficiency.
- Regularly assess and adjust strategies to ensure students remain on track.

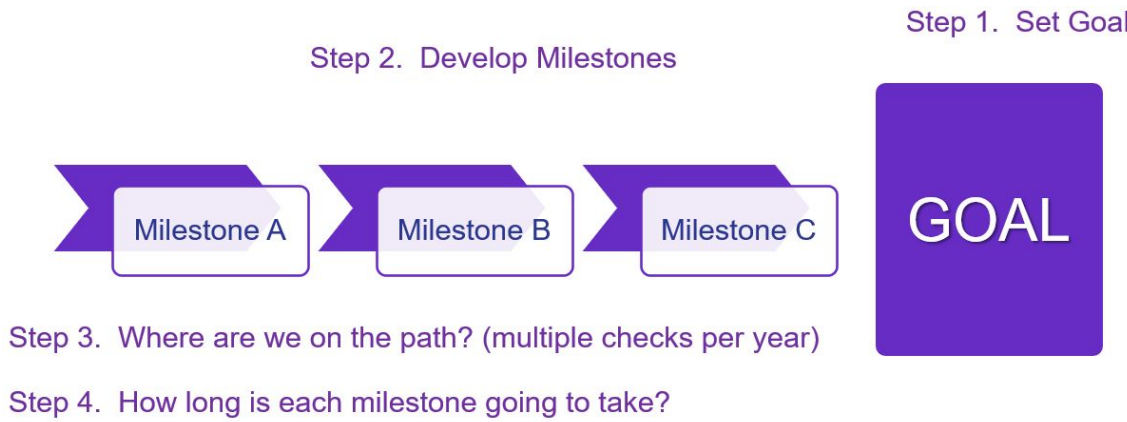


3. Maximize Learning Opportunities

- Implement an **Acceleration Formula** that leverages the entire school day for academic growth.
- Provide multiple opportunities for instruction, including:
  - Before-school programs
  - Structured support during the school day
  - After-school tutoring
  - Saturday School sessions
  - Instructional programs during school breaks

4. Shift Away from Traditional "Intervention" Programs

- Avoid intervention models focused solely on gap-filling, which can slow progress.
- Instead, emphasize acceleration strategies that move students toward grade-level proficiency more effectively.



3. Leadership Column



1. Cultivate a High-Functioning Site Leadership Team

- Establish a leadership team that includes key staff members (classroom teachers, certificated staff, classified staff, and administration) with a focus on leading a targeted improvement initiative to drive accelerated student outcomes for all.

2. Balance Classroom Placement While Addressing Parent Requests

- Clearly communicate the criteria used for classroom placements (e.g., academic diversity, behavioral balance, social-emotional considerations) so parents understand the rationale behind decisions.
- Instead of allowing open-ended requests, create a structured request process that focuses on learning needs rather than teacher preference
- Engage in proactive communication with parents about the strengths of all teachers and the importance of balanced classrooms. Holding Q&A sessions or parent workshops can help understand the benefits of balanced placement and site expectations

3. Address Aging Facilities and Maintenance Challenges

- Conduct routine facility assessments to identify and address mold, plumbing, and leak issues before they worsen.
- Work closely with district leaders to plan a course of action and ensure communication back to site staff
- Create an easy-to-use system for teachers and staff to report facility issues promptly, ensuring a quick response from leadership and maintenance teams.

My Dream School …

"more support at home"

"equitable access to resources"

"high expectations!"

"opportunities to learn in areas that students are interested in"

"trust one another"

"true transparent collaboration between admin, teachers, & parents"

"supportive environment"

"engaging, inclusive, & equitable conditions"

"smaller class size"

"motivational events"

"ample supply budgets"

"open communication"



"onsite Parent Learning Center that checks out Chromebooks and provides math & reading support"

"Quality over quantity in assessments"

"lots of parent volunteers"

"strong parent & community engagement"

"after-school tutoring"

" positivity"

"culture of continuous improvement, collaboration, & innovation"

"students reading by 3rd grade"

"Students & teachers with growth mindsets"

"consistency"

"more fun!"

"identifying skills & strengths"

"more play in TK & kindergarten"

"more DLI classes"

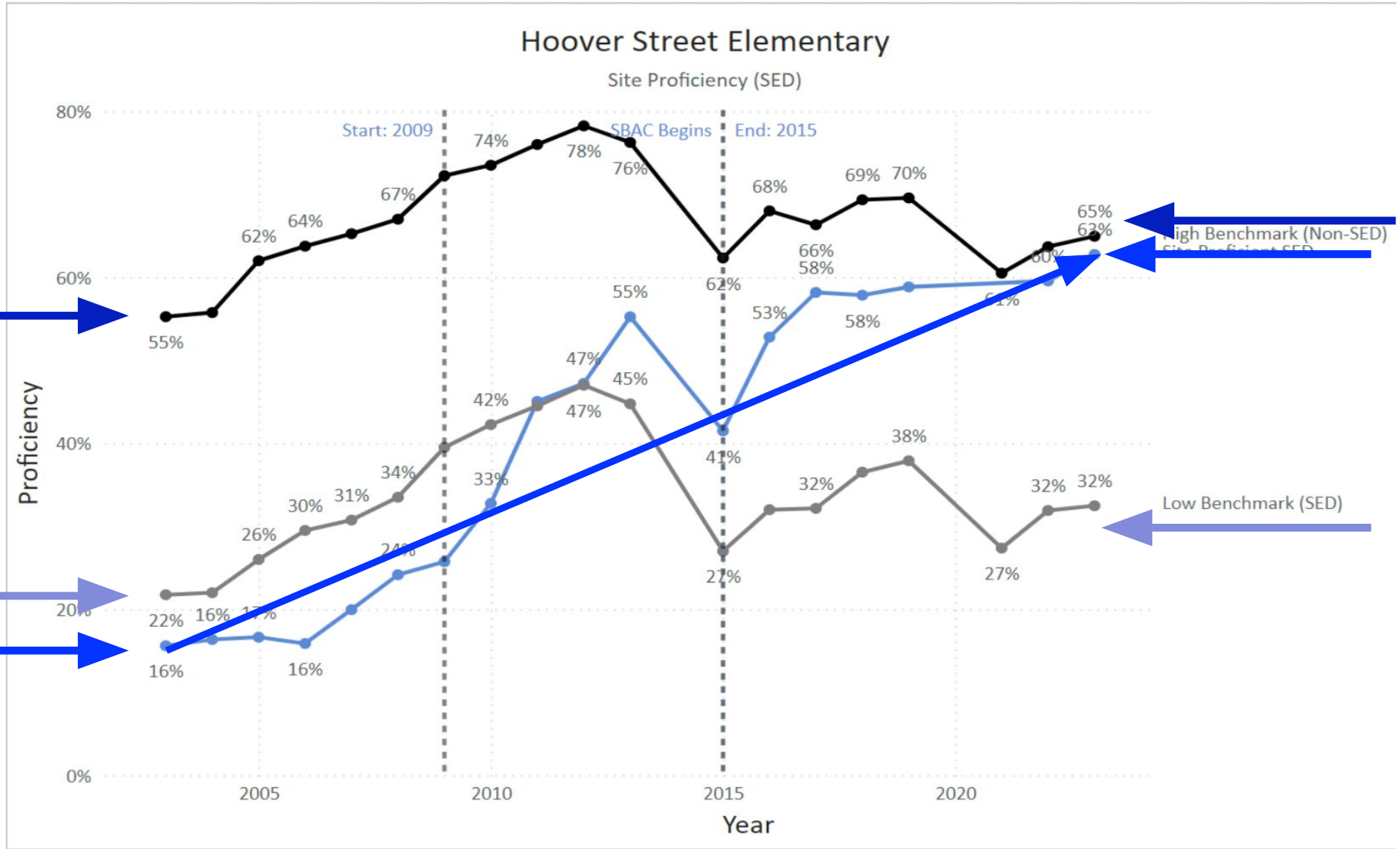
N = 42

32 Teachers; 2 Counselors; 2 Support Staff; 6 Admin

Surveys & Interviews

Love is in the Details!







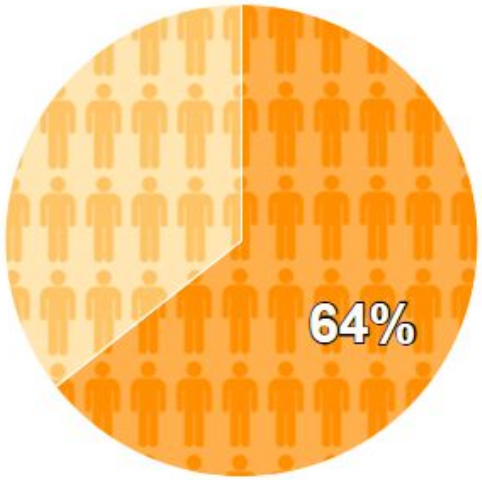
Thank You



orenda

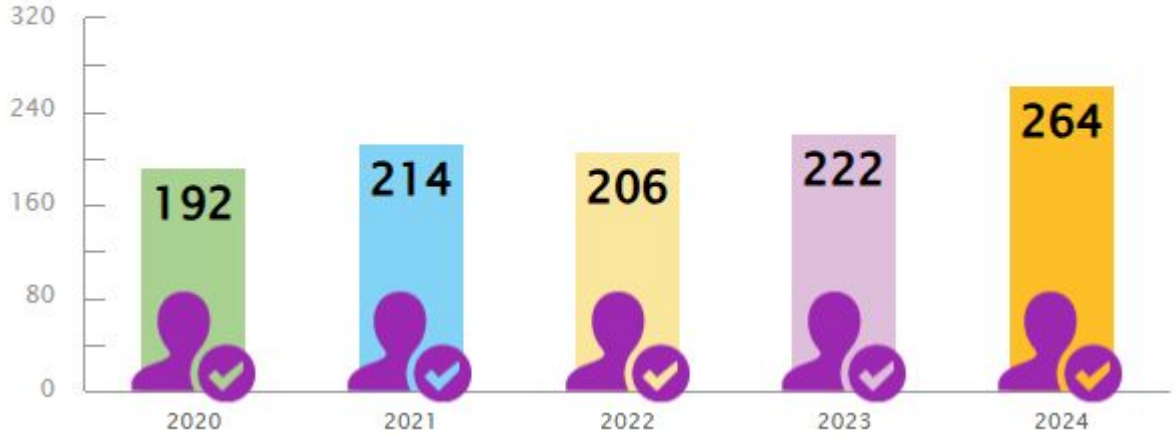
EDUCATE AND ELEVATE, TOGETHER

What is the profile of Salinas Union High School District students who attend CSUs?

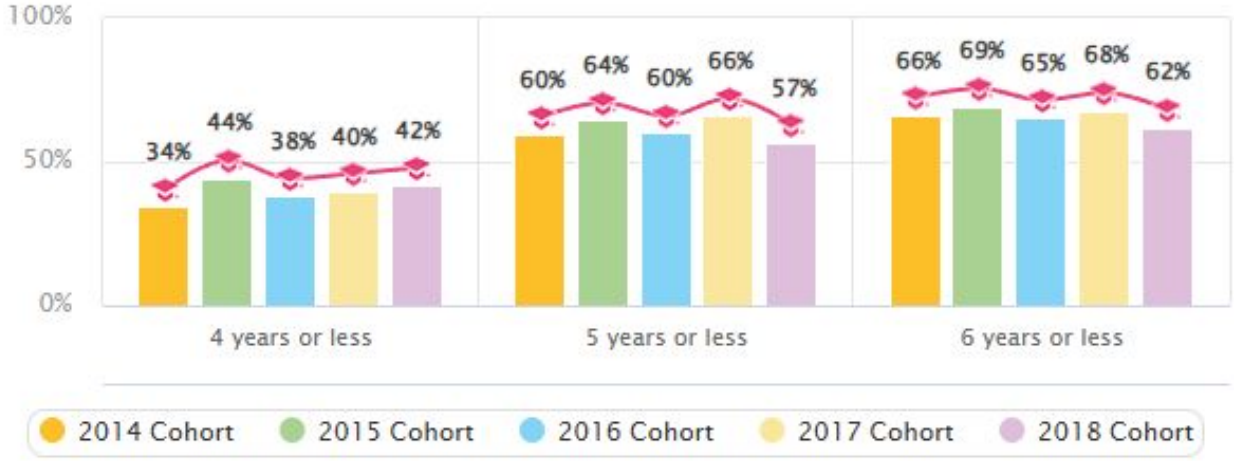


In the 2024 entering class, 64% of CSU-bound SUHSD students were ready to take General Education (GE) coursework without supported instruction.

Over the past five years, an average of 220 SUHSD students enrolled at a CSU campus.



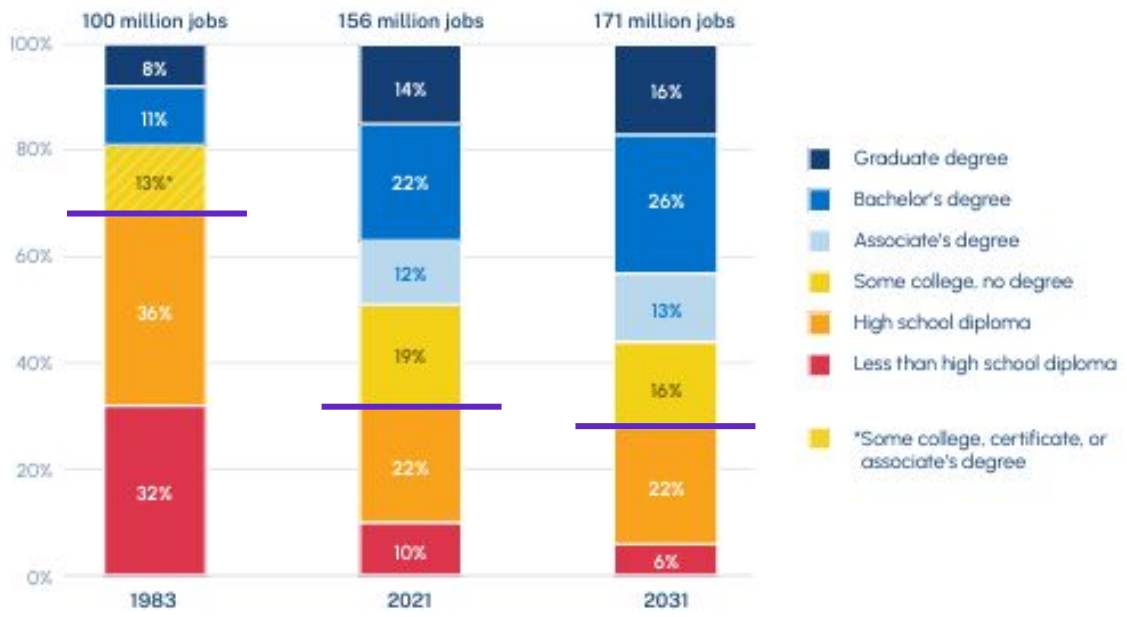
Over the past five years, 66% of SUHSD students graduated from a CSU campus within six years.



https://partners.dashboards.calstate.edu/hs/search

About 72% of jobs will require postsecondary education & training in 2031

Changes in Education Required for US Jobs Over Fifty Years



The Need for a Premium Education

California

California | Percentage of jobs in 2031 that will require:

less than high school diploma	a high school diploma	an associate's degree or some college	a bachelor's degree	a graduate degree
12	20	30	24	13

California: Change in jobs by education level

Education level	2021 Jobs	2031 Jobs	Change in net new jobs	
High school diploma or less	5,598,000	6,117,000	519,000	+9%
Middle skills	5,093,000	5,637,000	544,000	+11%
Bachelor's degree or higher	6,267,000	7,003,000	736,000	+12%
Total	**16,958,000**	**18,757,000**	**1,799,000**	**+11%**

California: Occupations

Occupation	2021 Jobs	2031 Jobs	Growth (%)
Sales and Office Support	3,510,000	3,627,000	3%
Blue-Collar	3,638,000	3,919,000	8%
Food and Personal Services	2,630,000	2,810,000	7%
Managerial and Professional Office	2,319,000	2,590,000	12%
Education	1,080,000	1,182,000	9%
Healthcare	1,939,000	2,496,000	29%
STEM	1,189,000	1,378,000	16%
Community Services and Arts	652,000	755,000	16%
Total	**16,957,000**	**18,757,000**	**11%**

Georgetown University Center on Education and The Workforce (2023). *After Everything: Projections of Jobs, Education, and Training Requirements through 2031. (National & State Reports)*