Baseline Systems Study
Loma Vista Elementary

Salinas City Elementary School District

orenda
Shattering Inequitable Education Systems

March 2025

Sweet Spots...


Christmas sing along
PBIS
After-school extracurricular activities such as sports, science
Extended School Year (ESY)
ASES/BEST after-school program
Mindset Academy
Technology Nights
Spring Language Academy
Classified and certificated staff member of the year
Vocal music activities
Field trips
Lexia, Renaissance Learning, Typing Club
Jump into English
Accelerated Reader program
intervention
Jump into Math

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!

My Dream School …

"more Parent involvement"

""articulation meetings between grade levels"

"Safe, happy, healthy, colorful…positive staff with high expectations"

"we would have an art and Instrumental teacher on site "

"a school where teachers and student work collaboratively with each other."

"A playing ground paradise""

"a food and clothing pantry"

"STEM activities"

"more murals""

"more access to supplies"



"teachers need more designated time to plan and prep"

"clubs for students after school"

"Transportation for the BEST Program""

smaller class sizes

"teachers need more designated time to plan and prep""

"grade levels working together to ensure students have strategies and tools that they can use from one grade level to the next. (ex. Thinking Maps) "

"more family events to engage our parents in the school"

N=31

Total Teachers 18, Support Staff 10, Counselors 1, Admin 2

Study Questions

What is the student success profile?



What SYSTEMS best explain the success profile?



What can be done to accelerate student success?



But first…..Some Relevant Context



Demographics



Mobility

Salinas City Elementary School District

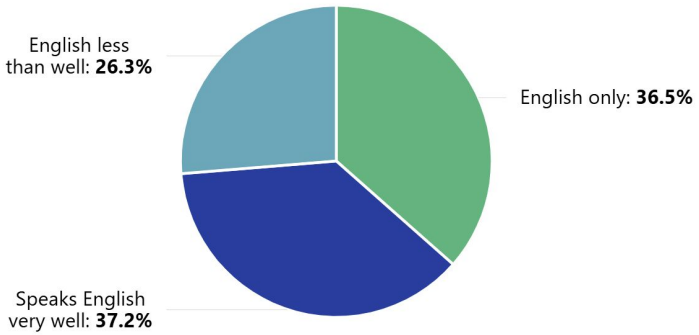
Community

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/

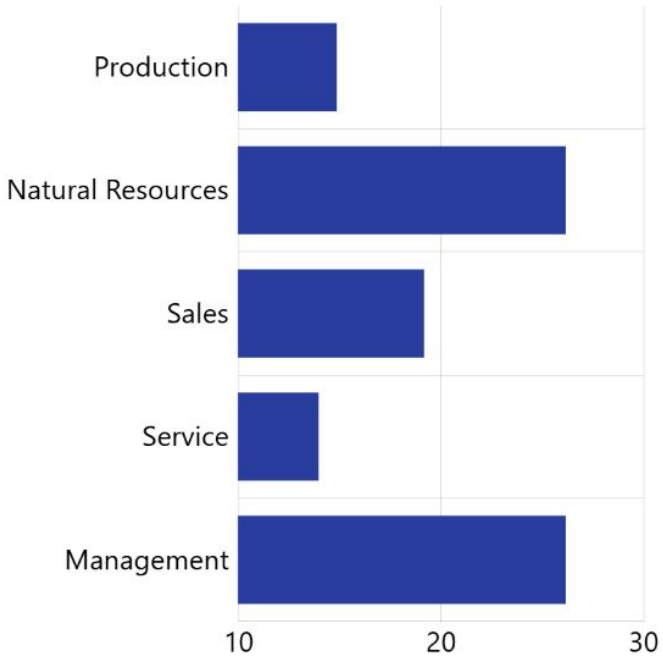
Salinas City Elementary School District

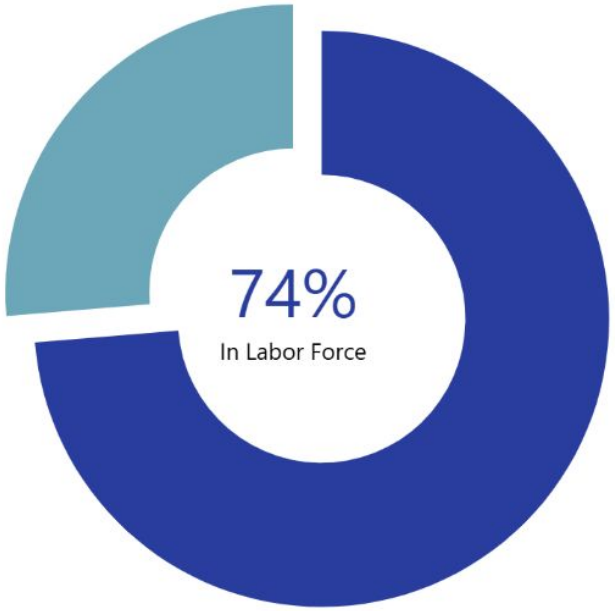
Parents (of children in public school)

Median Income of Households
$78,424

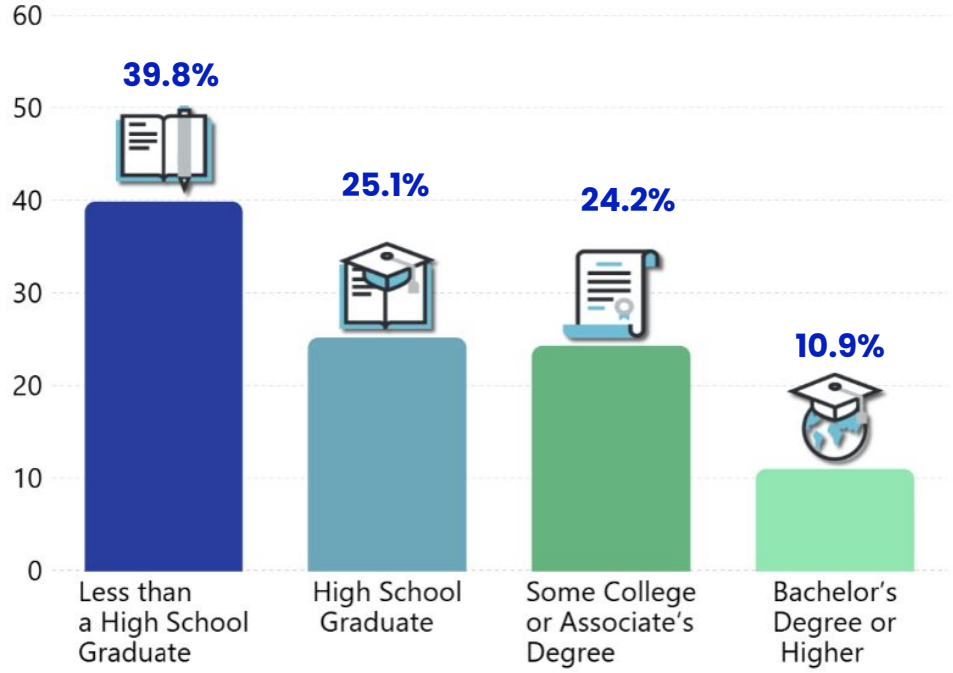
Housing Status of Families
67.0% renter-occupied | **33.0%** owner-occupied

Labor Force Status





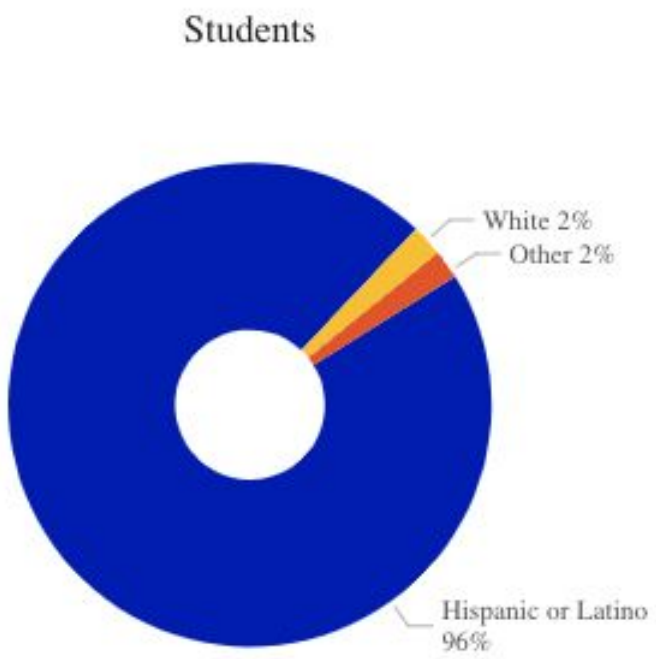
Educational Attainment

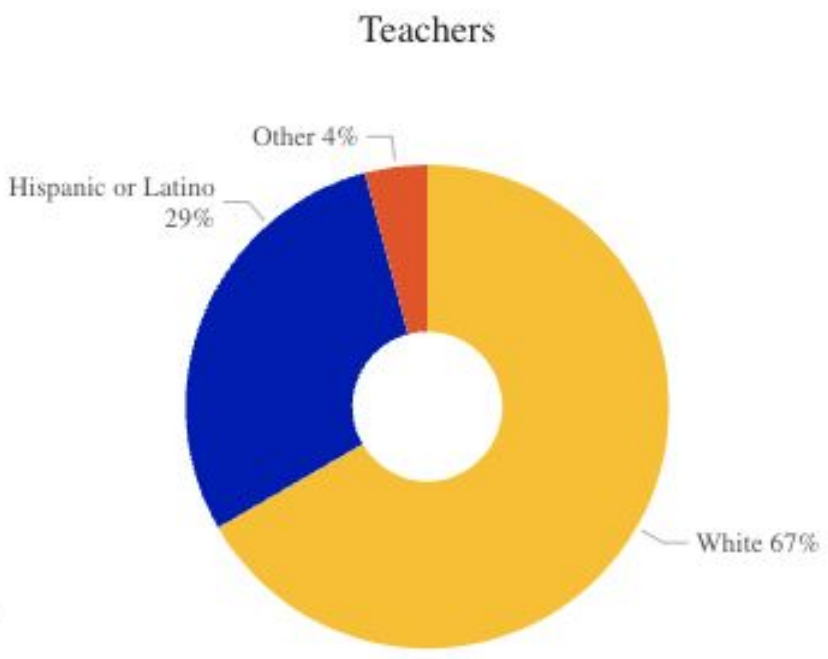


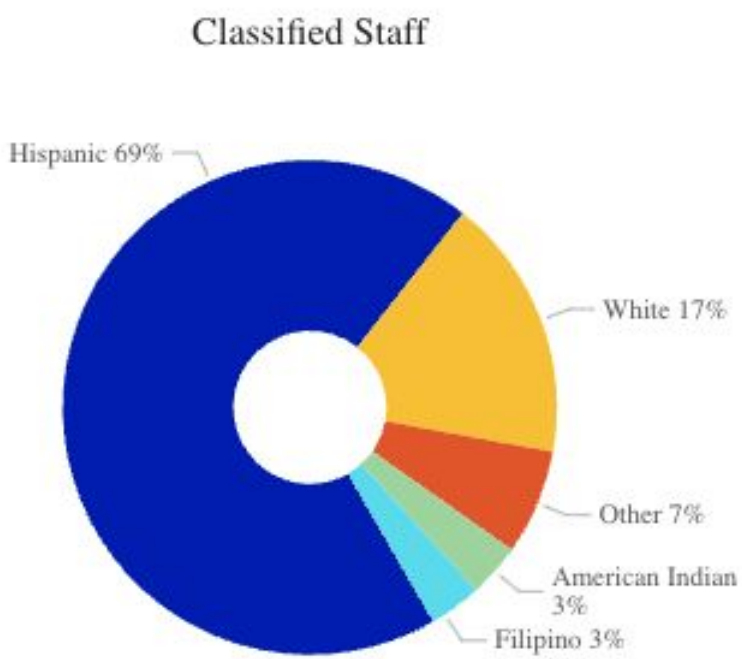


What is the demographic makeup of students & adults at Loma Vista Elementary?

2023-2024 Student Enrollment = 468 (TK-6)





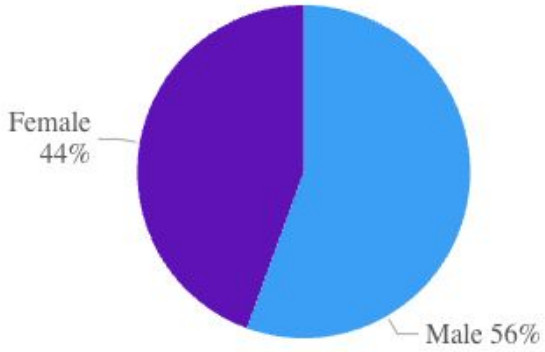


Demographic groups representing <2% of the population, as well as those identifying as two or more races, multiple, declined to state, or not reported, are categorized as 'Other.'

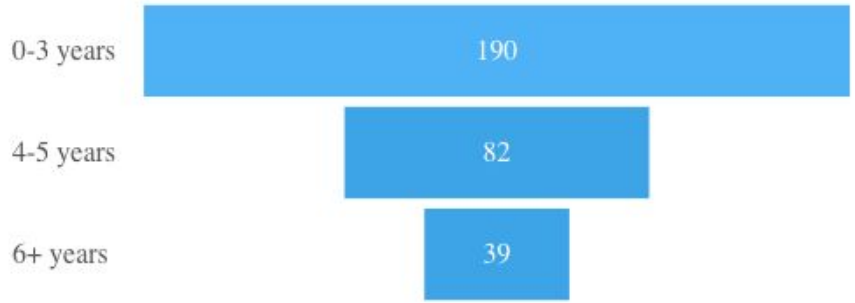
What is the demographic makeup of students at Loma Vista Elementary?

2023-2024 Student Enrollment = 468

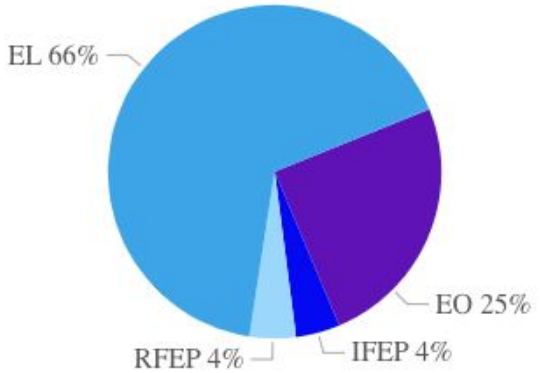
Gender



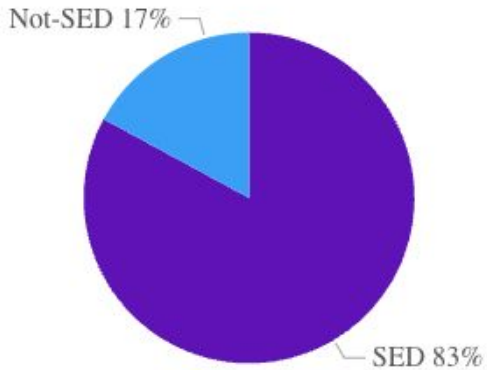
English Learners



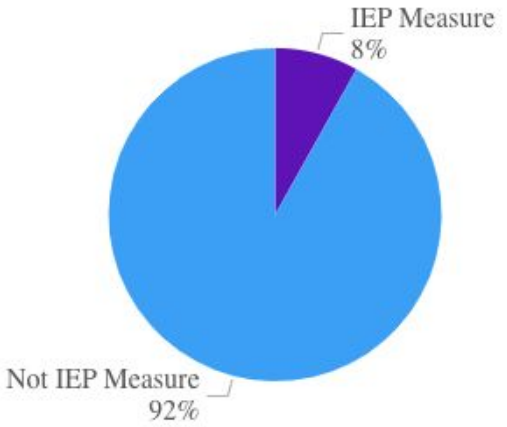
Language Fluency



Socioeconomically Disadvantaged



Students on an IEP

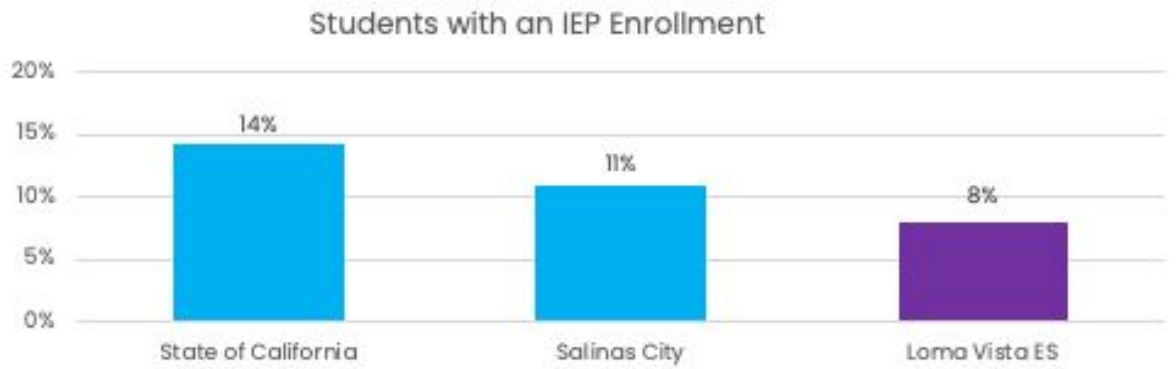


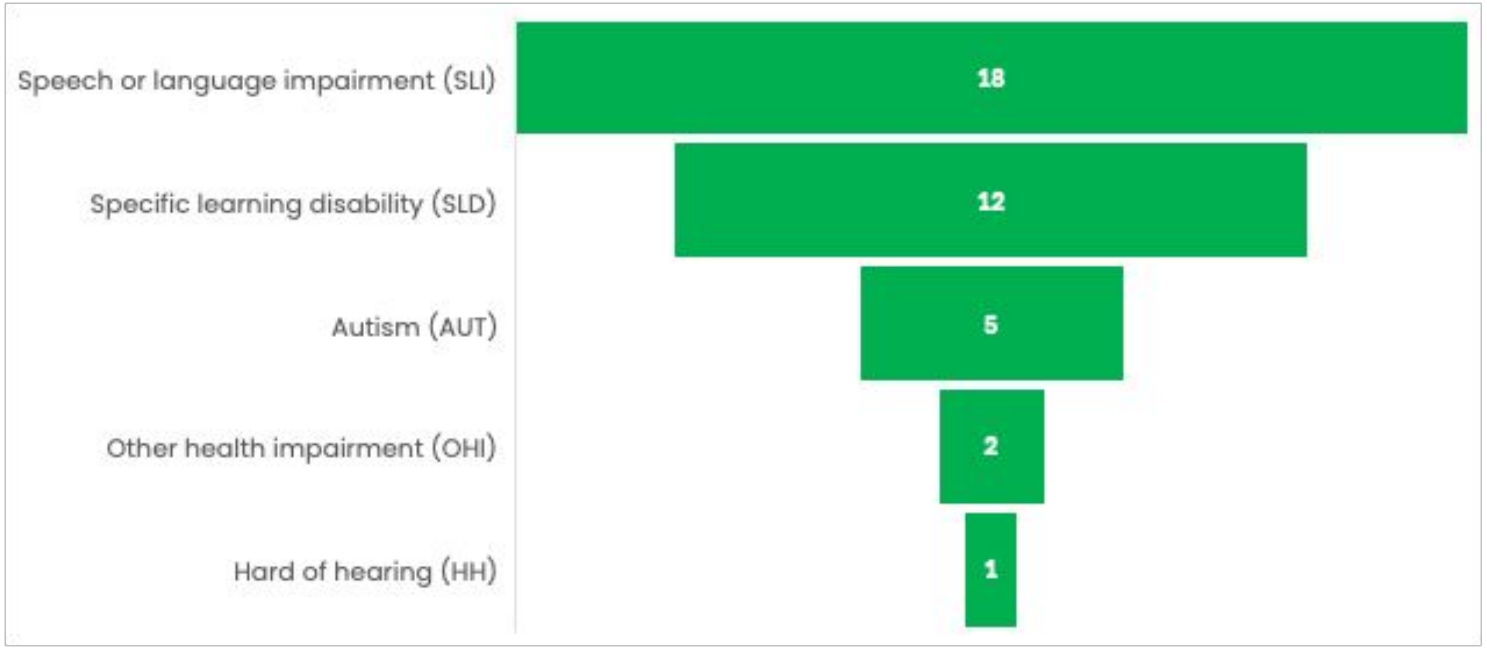
Dq.cde.ca.gov District SIS (CALPADS)

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

Student Group	#Total	# SWD	%SWD
Female	208	7	3%
Male	260	31	12%
Economic Status			
Non-SED	80	10	13%
SED	388	28	7%
Homeless	230	13	6%
Non-Homeless	238	25	11%
Language Fluency			
EO	116	9	8%
IFEP	20	0	0%
RFEP	21	1	5%
EL	**311**	**28**	**9%**
EL 6+	81	8	10%
EL 4-5	75	6	8%
EL 0-3	155	14	9%
Ethnicity			
Hispanic	449	37	8%
White	10	0	0%
Other	9	1	11%
Total	**468**	**38**	**8%**

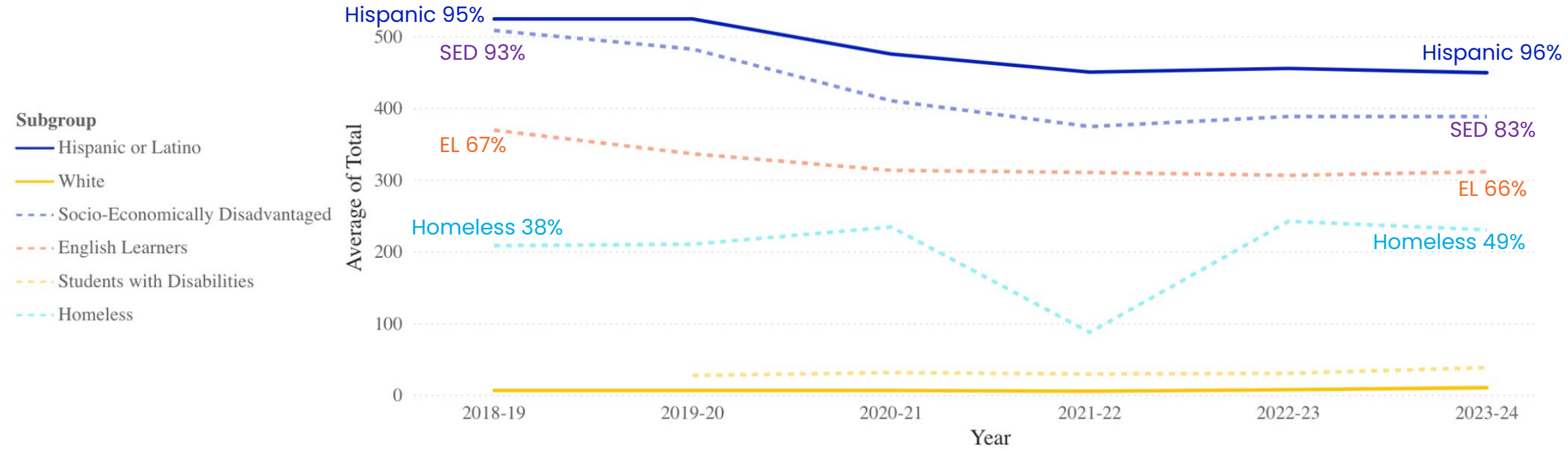
97.9% of Homeless population are "Temporarily Doubled-up"





Has the demographics changed at Loma Vista Elementary over time?

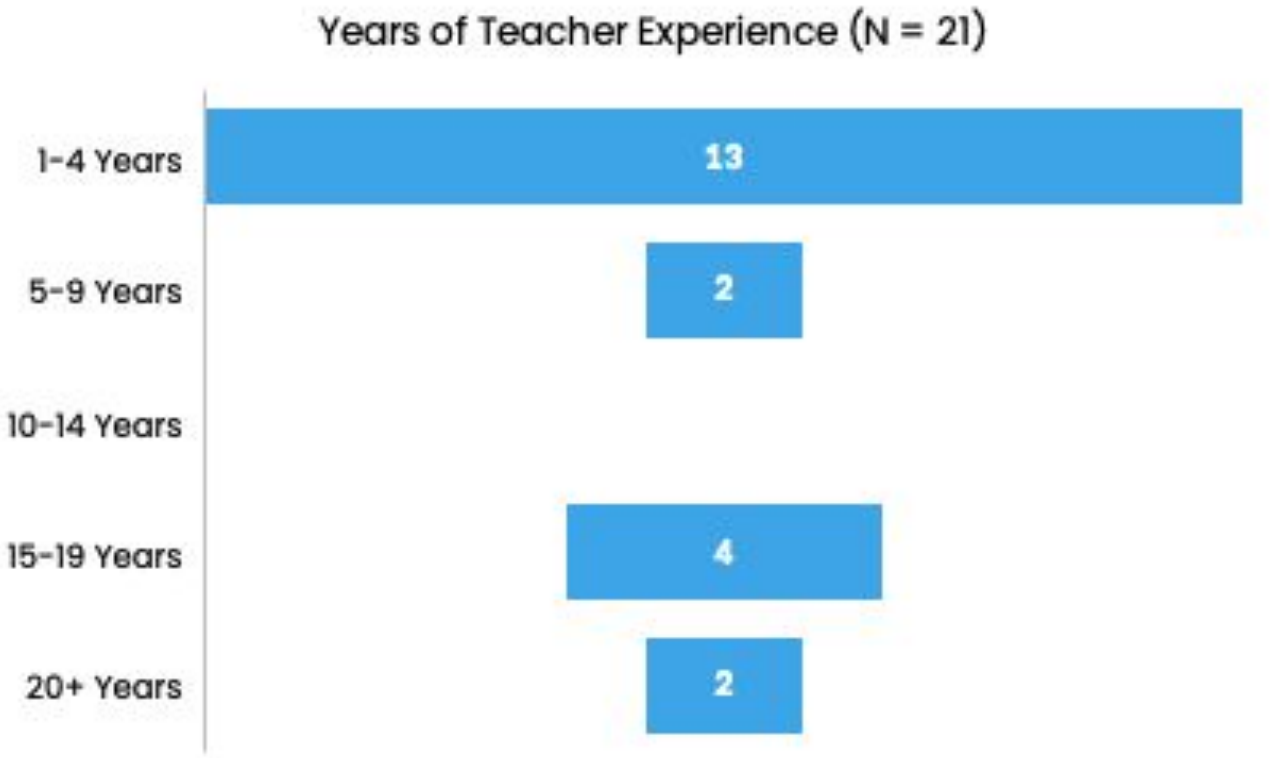
Loma Vista Elementary Enrollment Over Time

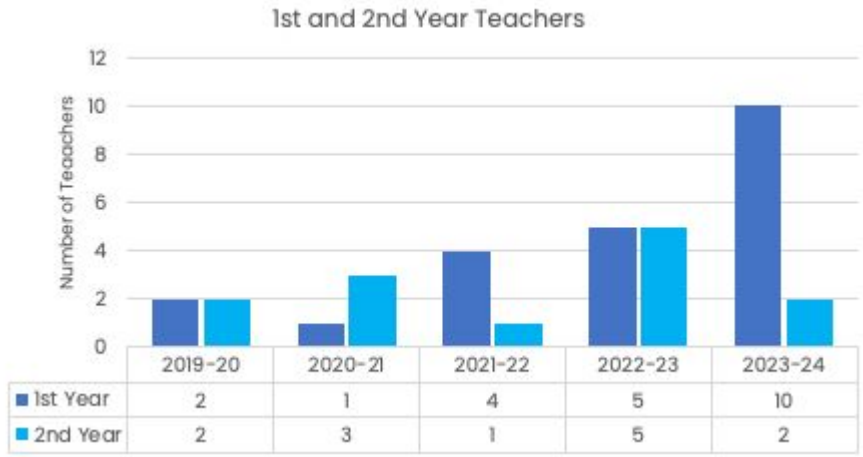


Subgroup	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
All Students	549	535	497	463	469	468
Hispanic or Latino	524	524	475	450	455	449
White	6	6	6	5	7	10
Socio-Economically Disadvantaged	508	482	410	374	388	388
English Learners	369	336	313	310	306	311
Students with Disabilities		27	31	29	30	38
Homeless	208	210	234	87	242	230

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

What is the staff turnover rate at Loma Vista Elementary?





There were 22 first-year teachers during the last 5 years out of an average of 21 teachers

105% Teacher Turnover (5 Years)

21% Average Annual Turnover

15% Average Annual Turnover in State of California
(doubled since 2018)

Staff Stability

But first, Context is important

Issues outside of the control of school impact student outcomes. Such community factors include income level, crime, and education level. Neighborhoods determine numbers of English Learners, students with disabilities, and student mobility, that also require schools to respond in different ways.



* Seven Deep Dive schools
All the rest were Light Touch



More Vulnerable

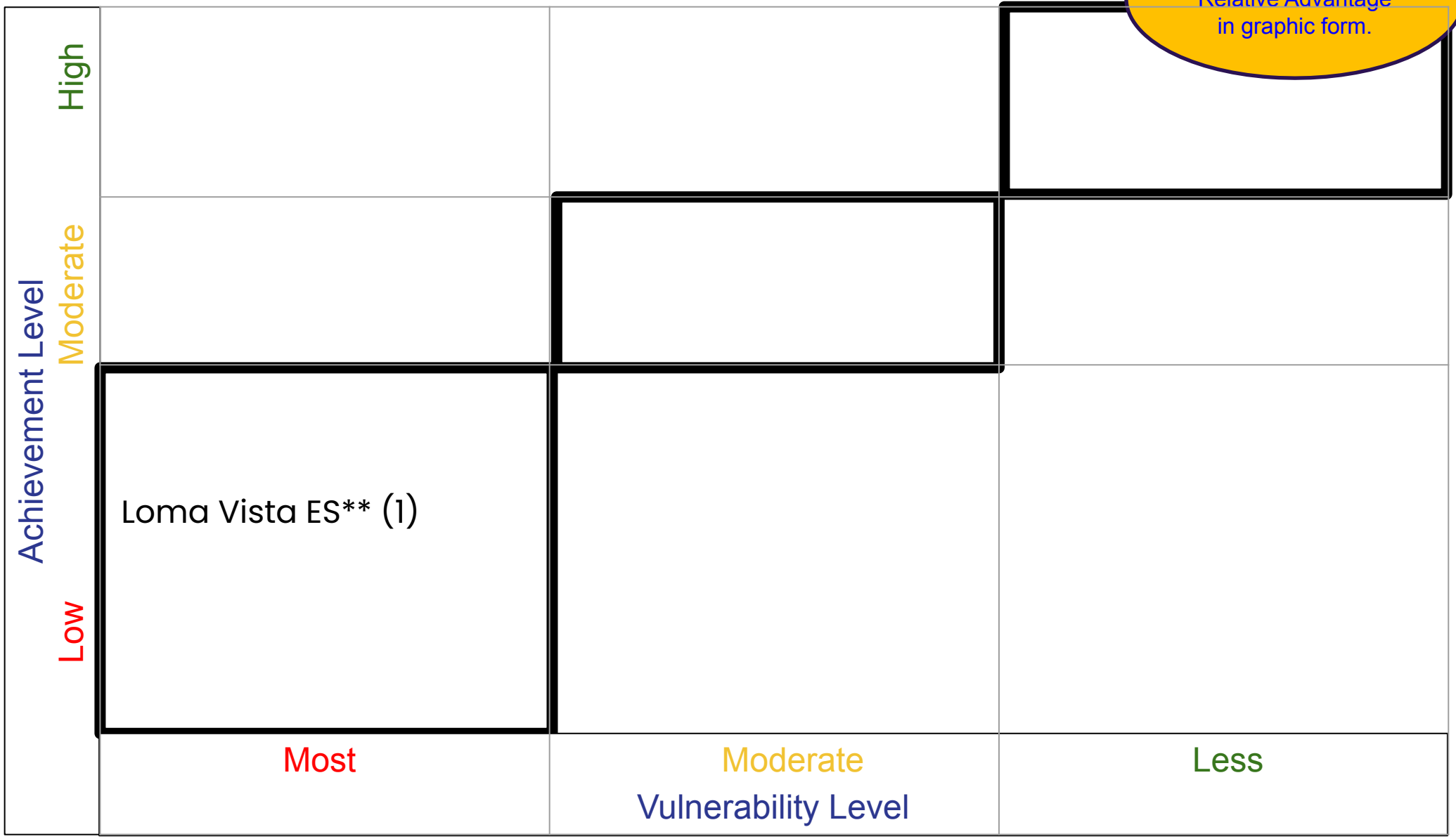
Vulnerable

Less Vulnerable

Schools listed in order of Vulnerability (most vulnerable to least vulnerable)

Relative Advantage of District Schools based on 2024 results (with similar school percentiles)

This table shows Relative Advantage in graphic form.



LEGEND

Dark borders on the **diagonal** indicate that schools are achieving **AT their predicted level**, based on vulnerability. Schools **above** the diagonal are **surpassing** predictions. Schools **below** the diagonal are **not meeting** predictions.

** **Deep Dive**
* Light Touch

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
468		Yes	96%		83%	4	26%	66%	14%	8%	25	Most Vulnerable

When ranking Loma Vista's vulnerability using factors outside of the schools immediate control, Loma Vista is less vulnerable than 25% of schools in the state.

Loma Vista is in the "Most 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
-25	Low	0	1	12%	10%	10%	8%				

When ranking Loma Vista's academic achievement using SBAC scores for ELA and Math for all students and currently socioeconomic disadvantaged students, Loma Vista is outperformed by 99+% of all schools and 99% of similarly vulnerable schools in the state.

Loma Vista is in the "Low Achievement" category.

Relative Advantage: Are Demographics determining destiny in Loma Vista 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**

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
469		Yes	97%	0%	83%	4	26%	65%	15%	6%	25	Most Vulnerable	-25	Low	0	2	11%	9%	5%	4%

Relative Advantage = A - B

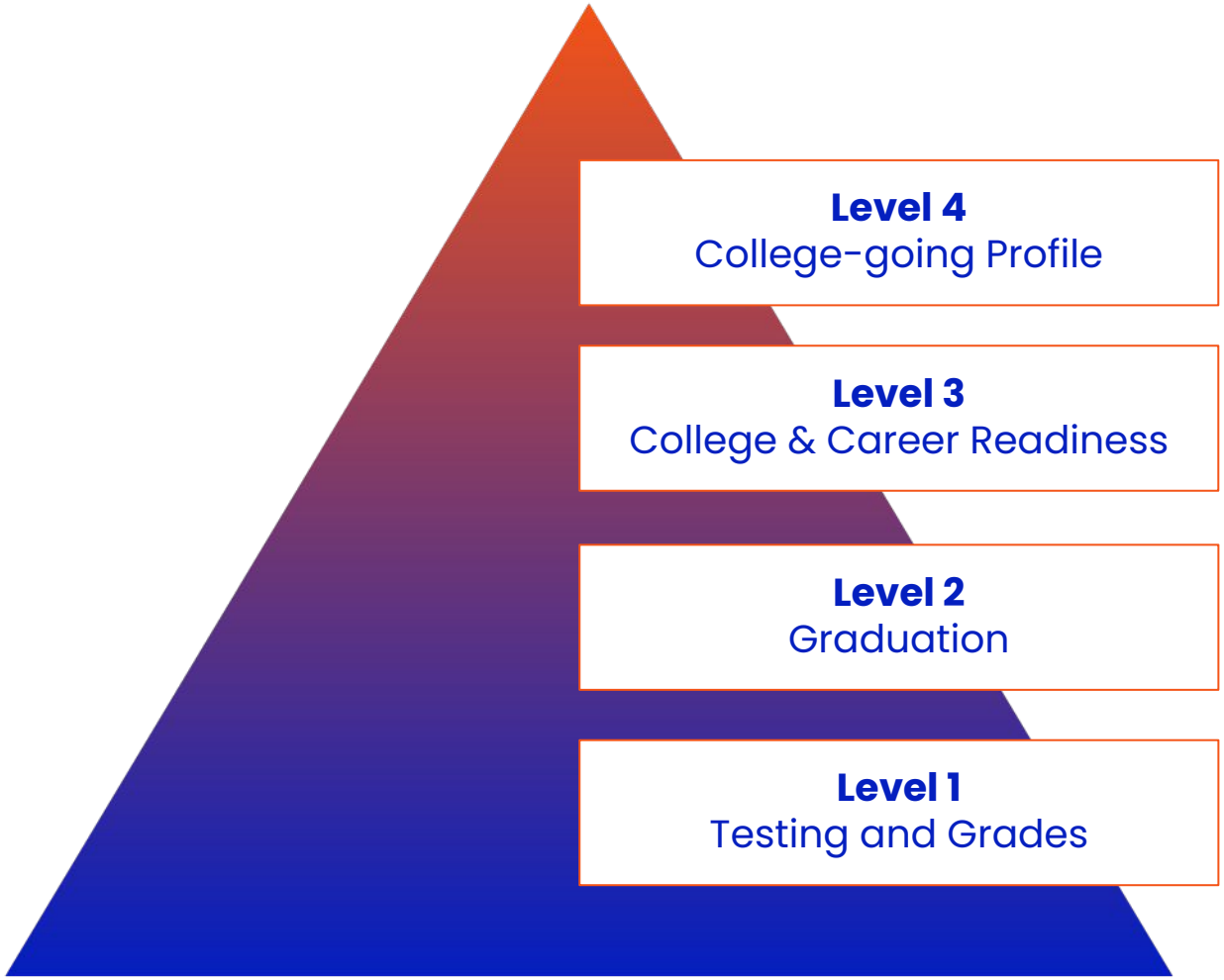
Schools' Relative Advantage with Detail 2023-2024

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	468		Yes	96%		83%	4	26%	66%	14%	8%	25	Most Vulnerable	-25	Low	0	1	12%	10%	10%	8%

What is the student success profile?



What is the student success profile?





Level 1
Testing and Grades



LOMA VISTA SUPERSTARS

Preview:

- In general, instruction is not overriding demographics and vulnerability
- Data trends pre-pandemic showed growth in most student groups but have been in decline in post-pandemic years with gaps between school and state are widening for most student groups.
- The testing and grade story is not a case of “have and have nots” but one of overall depressed outcomes for all students, with students learning English far behind the rest of the pack.
- Current outcomes do not match teacher efforts.

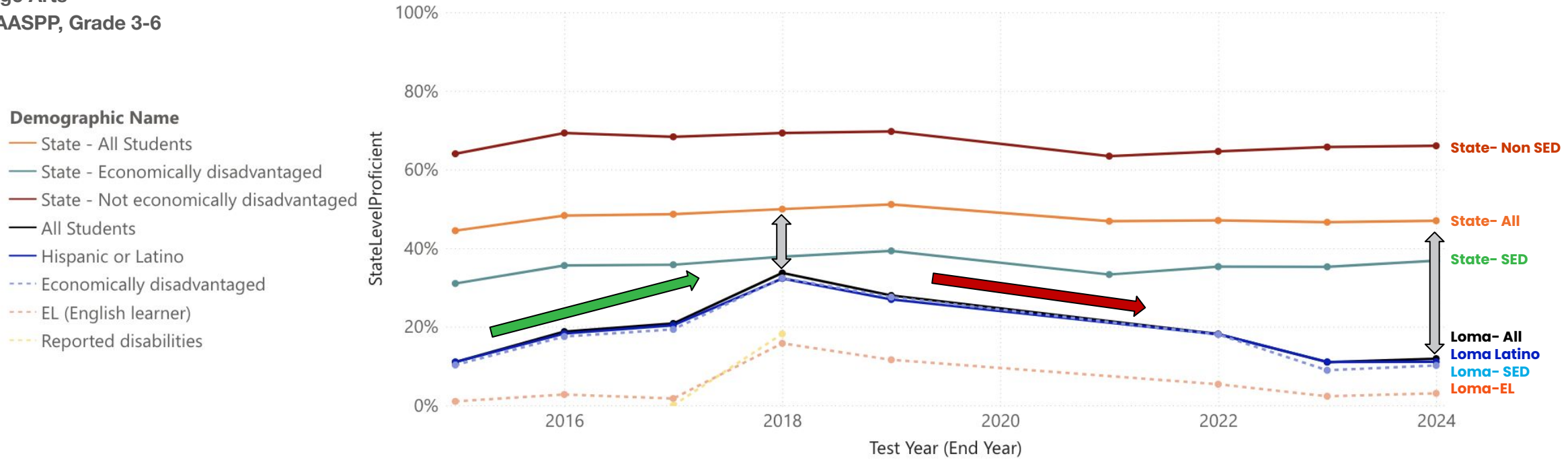
X marks the Spot where Equity Lives



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

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

2024 ELA: At or Above Standard

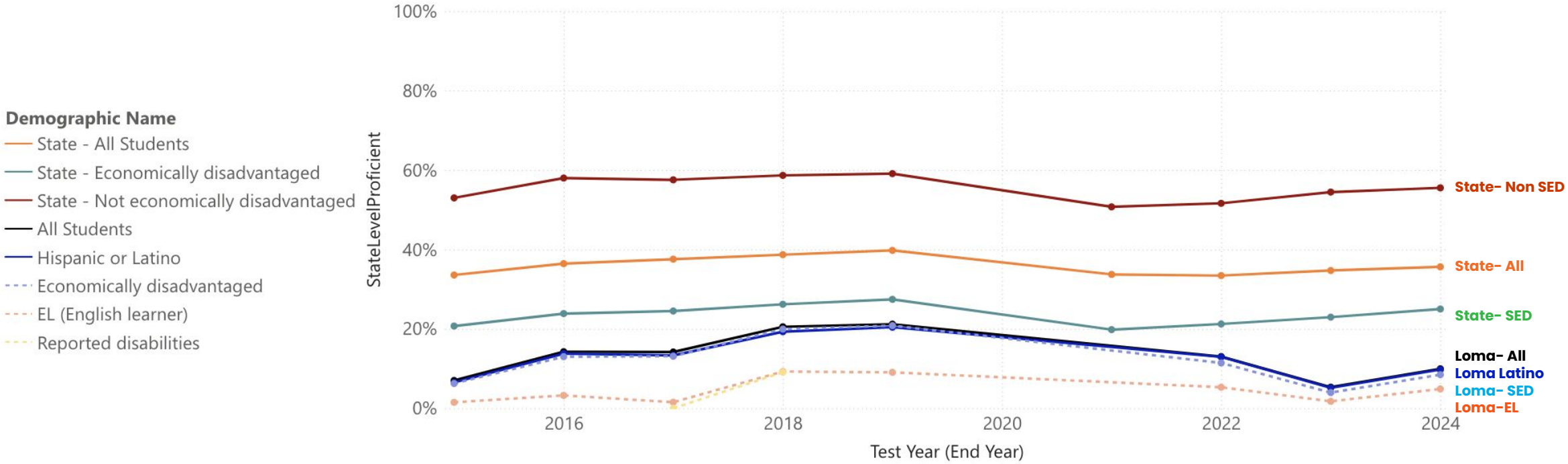


Demographic Name	2014-15	2015-16	2016-17	2017-18	2018-19	2021-22	2022-23	2023-24
State - All Students	44%	48%	49%	50%	51%	47%	47%	47%
State - Economically disadvantaged	31%	36%	36%	38%	39%	35%	35%	37%
State - Not economically disadvantaged	64%	69%	68%	69%	70%	65%	66%	66%
All Students	11%	19%	21%	34%	28%	18%	11%	12%
Hispanic or Latino	11%	18%	20%	32%	27%	18%	11%	11%
Economically disadvantaged	10%	18%	19%	32%	28%	18%	9%	10%
EL (English learner)	1%	3%	2%	16%	12%	5%	2%	3%
Reported disabilities			0%	18%				

What is the gap between groups on Math SBAC over time at Loma Vista 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	7%	14%	14%	21%	21%	13%	5%	10%
Hispanic or Latino	7%	14%	13%	19%	20%	13%	5%	10%
Economically disadvantaged	6%	13%	13%	20%	21%	11%	4%	8%
EL (English learner)	2%	3%	2%	9%	9%	5%	2%	5%
Reported disabilities			0%	9%				

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

Level 2
Graduation



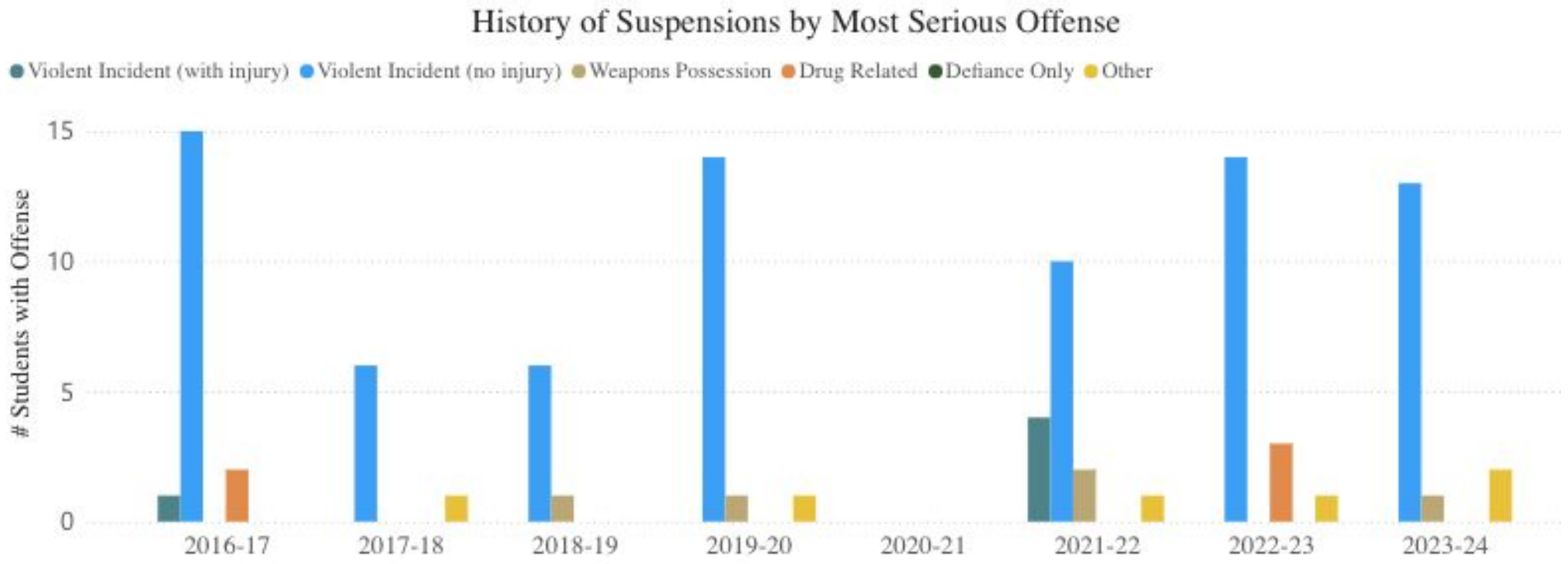
High rates of chronic absenteeism and suspensions in early grades often predict students not graduating from high school...

- Loma Vista has shown improvement in chronic absenteeism, mirroring similar trends across California.
- Suspension rates at Loma Vista have decreased in most categories since the pre-pandemic years and remain low.

Who is chronically absent at Loma Vista 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	7%	4%	8%	47%	29%	19%	596	584	510	481	488	483
English Learners	6%	4%	7%	46%	26%	18%	418	395	322	324	333	319
Migrant	11%	0%	16%	44%	6%	13%	37	45	38	32	34	40
Homeless	9%	3%	10%	47%	25%	18%	230	236	253	161	244	232
Socioeconomically Disadvantaged	7%	3%	8%	47%	29%	20%	558	557	461	424	425	407
Students with Disabilities	12%	6%	15%	53%	28%	24%	50	53	40	36	39	46
Hispanic or Latino	7%	4%	8%	47%	29%	19%	562	557	485	467	472	463

What are the offenses for suspension at Loma Vista Elementary?



	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Violent Incident (with injury)	1	0	0	0	0	4	0	0
Violent Incident (no injury)	15	6	6	14	0	10	14	13
Weapons Possession	0	0	1	1	0	2	0	1
Drug Related	2	0	0	0	0	0	3	0
Defiance Only	0	0	0	0	0	0	0	0
Other	0	1	0	1	0	1	1	2
Total Suspensions	18	7	7	16	0	17	18	16

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 Loma Vista in 2018 - 19	
K grade (2018-19)	75
1st grade (2019-20)	69
2nd grade (2020-21)	59
3rd grade (2021-22)	53
4th grade (2022-23)	49
5th grade (2023-24)	45
and remained for 6 years	60%

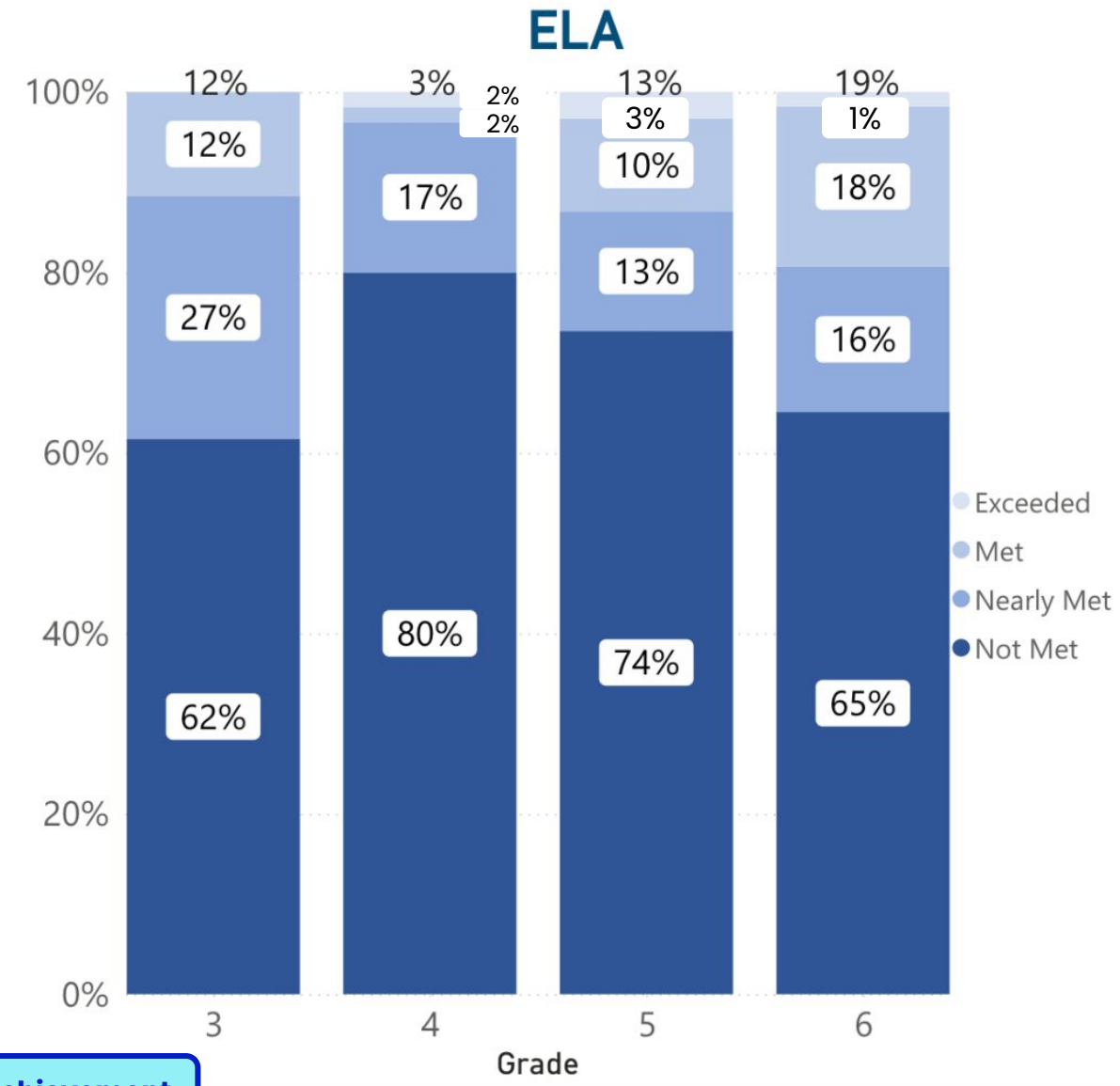
Students who began Kinder grade at Loma Vista in 2017 - 18	
K grade (2017-18)	78
1st grade (2018-19)	60
2nd grade (2019-20)	53
3rd grade (2020-21)	51
4th grade (2021-22)	47
5th grade (2022-23)	45
6th grade (2023-24)	44
and remained for 7 years	56%

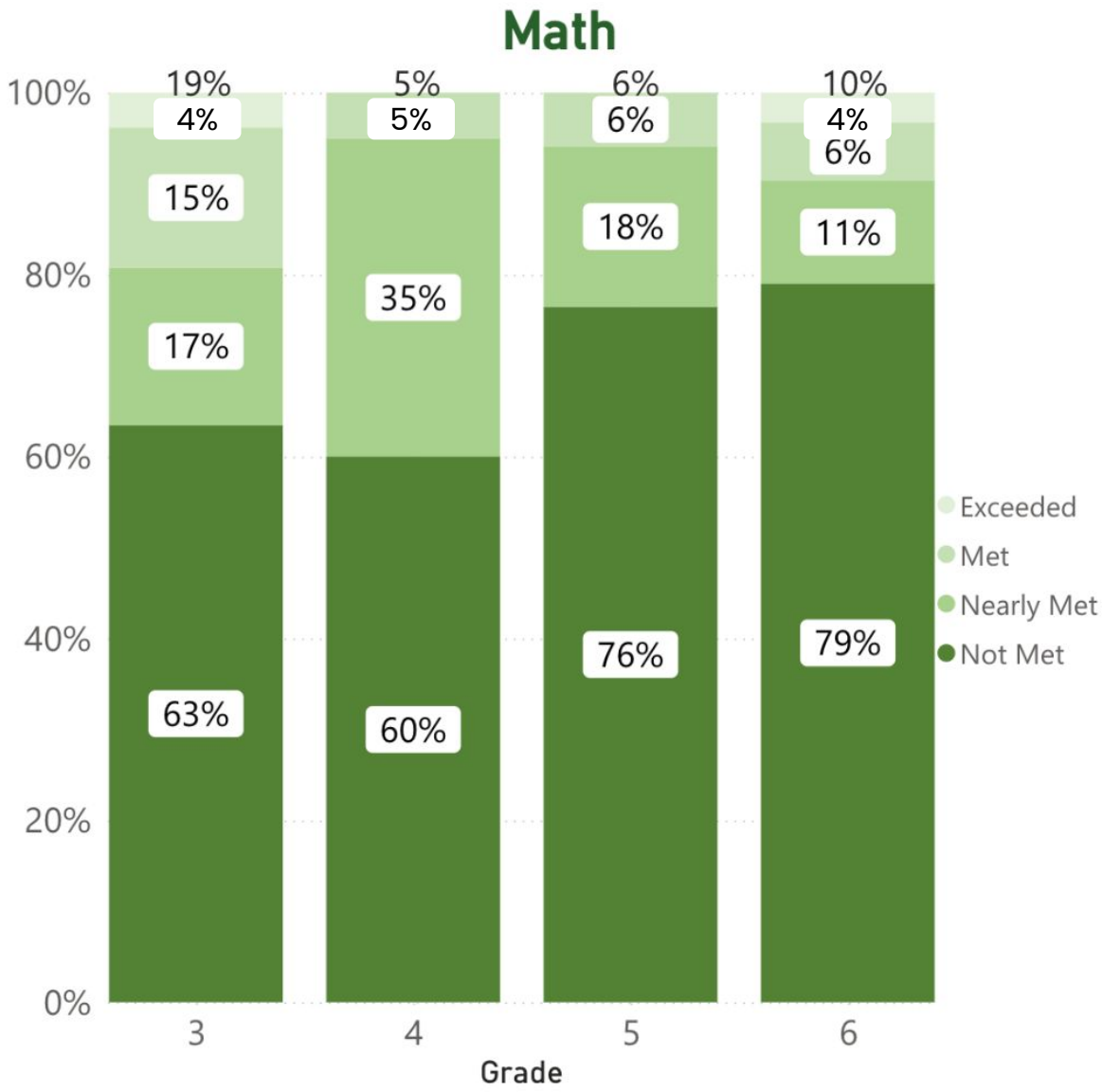
Students who began 1st grade at Loma Vista in 2017 - 18	
1st grade (2017-18)	73
2nd grade (2018-19)	65
3rd grade (2019-20)	61
4th grade (2020-21)	60
5th grade (2021-22)	52
6th grade (2022-23)	49
and remained for 6 years	67%

Students who began 2nd grade at Loma Vista in 2017 - 18	
2nd grade (2017-18)	92
3rd grade (2018-19)	80
4th grade (2019-20)	72
5th grade (2020-21)	69
6th grade (2021-22)	61
and remained for 5 years	66%

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

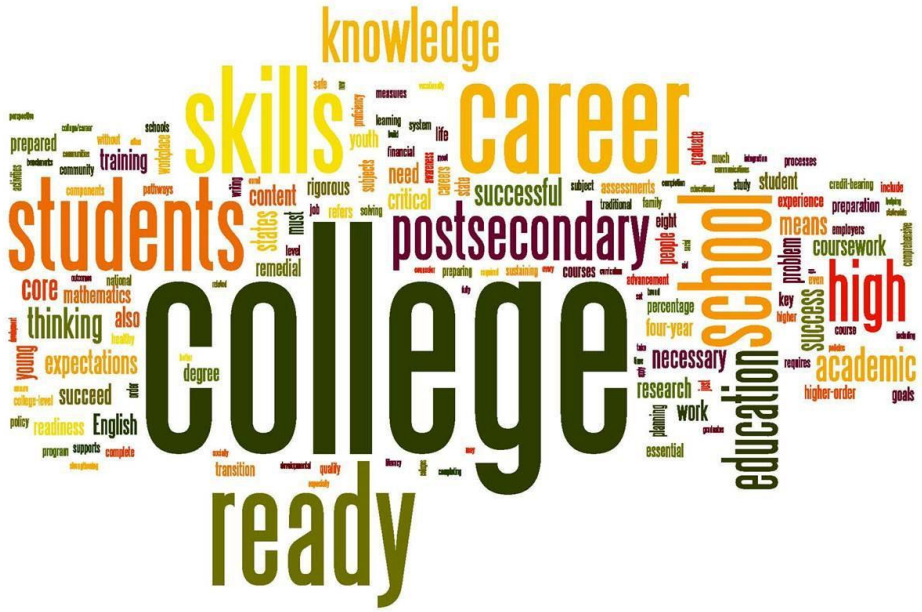
What is the percentage of students “Meeting Standards” in ELA and Math on 2024 SBAC?





Achievement

Level 3
College & Career Readiness



Preview:

- 75% 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.
- 38/39 of the ELs who leave Loma Vista to junior high, leave as LTELS.

What do we know about English Learners at Loma Vista Elementary?

Emergent Bilinguals by US Enrollment and ELPAC Level 2023-24

On Track 25%

Years	Beginning (1)	Somewhat Developed (2)	Moderately Developed (3)	Well Developed (4)	RFEP	Total
0	1	0	0	0	0	1
1	15	10	14	2	0	41
2	14	17	13	2	0	46
3	8	22	13	3	0	46
4	3	10	14	2	0	29
5	2	11	12	4	0	29
6	0	10	9	6	5	30
7	1	9	12	5	14	41
8	0	0	0	0	2	2
Grand Total	44	89	87	24	21	265
Total	28	62	47	15	0	152
	On Watch 57%					

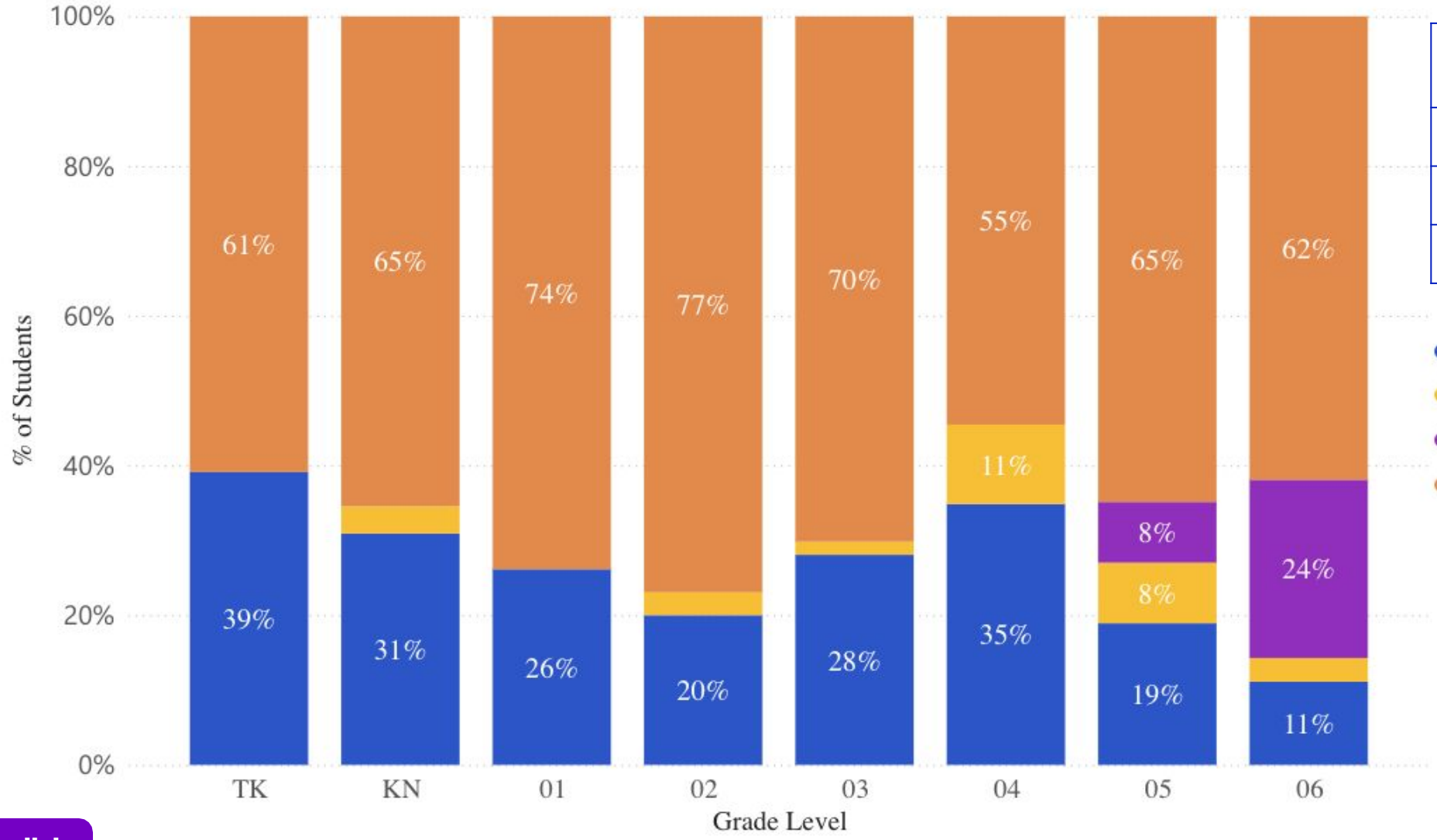


24 students have satisfied the ELPAC threshold for reclassification, yet are not meeting one or more local measures.

English Learners that also received IEP services not included (29)

English Learners

What is the Language Fluency of Loma Vista Elementary by grade level?



39 EL Students going to Middle School	
6+ Years	38 students
4-5 Years	1 students
0-3 years	0 students

English Learners

Level 4
College-going Profile

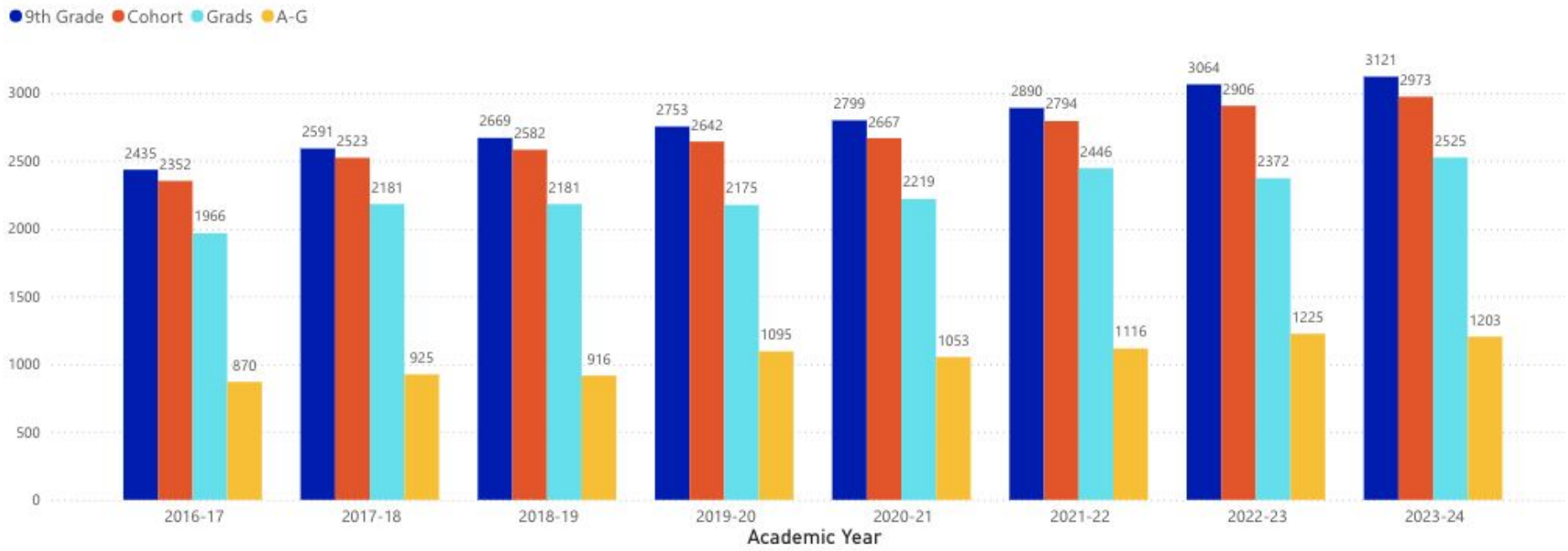


Preview:

- 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.

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.

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

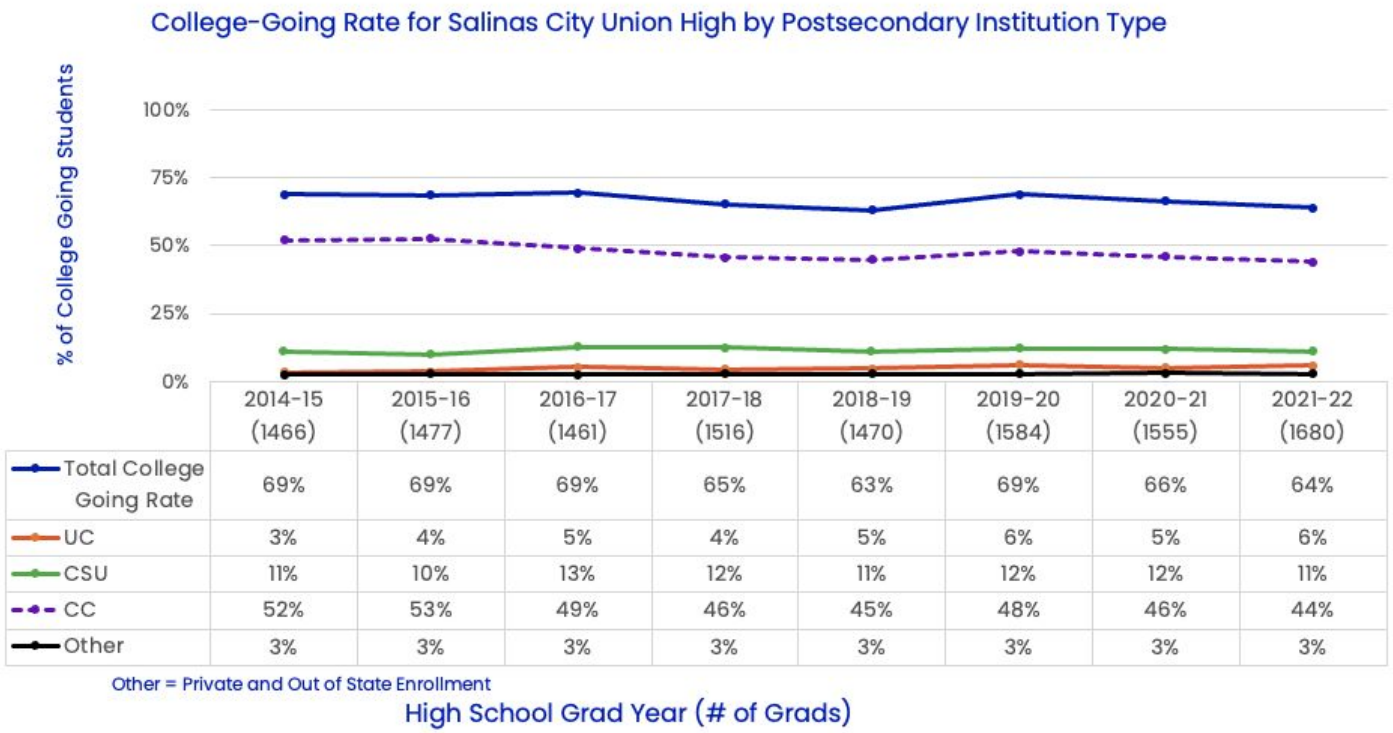
Filters Enabled:
School Type: Non-Charter Schools
College Enrollment Timeframe: 12 Months

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 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!

Loma Vista Elementary Student Success Profile Summary

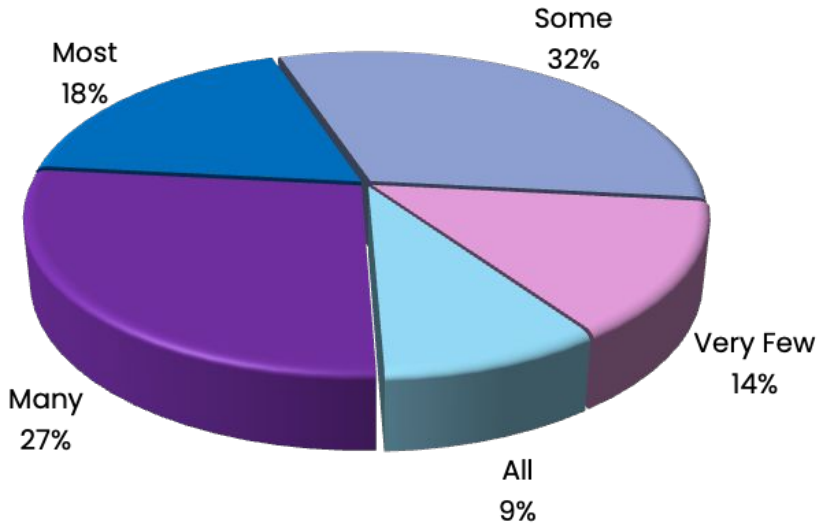
- In general, instruction is not overriding demographics and vulnerability
- Data trends pre-pandemic showed growth in most student groups but have been in decline in post-pandemic years with gaps between school and state are widening for most student groups.
- The testing and grade story is not a case of “have and have nots” but one of overall depressed outcomes for all students, with students learning English far behind the rest of the pack.
- Current outcomes do not match teacher efforts.
- Loma Vista has shown improvement in chronic absenteeism, mirroring similar trends across California.
- Suspension rates in Loma Vista have decreased in most categories since the pre-pandemic years and remain low.
- 75% 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.
- 38/39 of the ELs who leave Loma Vista 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 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 SYSTEMS best explain the success profile?



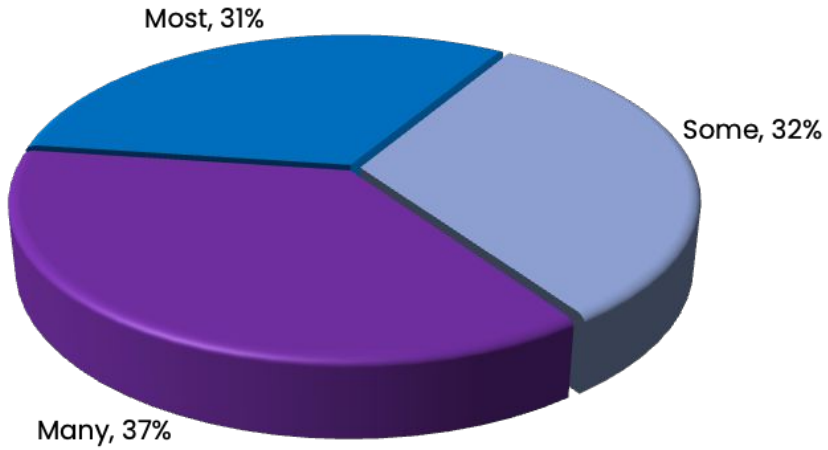
Adult expectations can negatively influence student outcomes

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



All/Most
27%

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

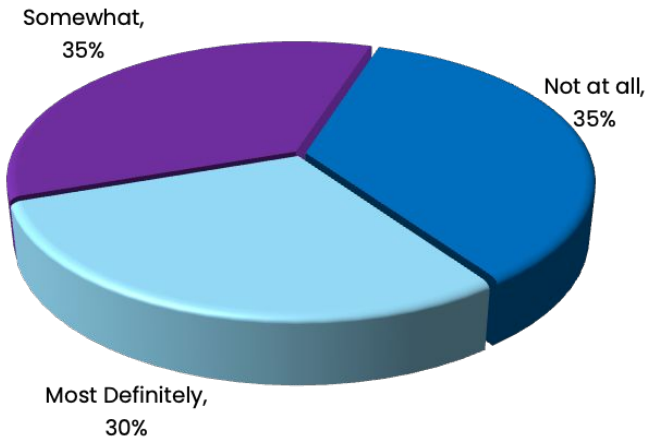


All/Most
31%

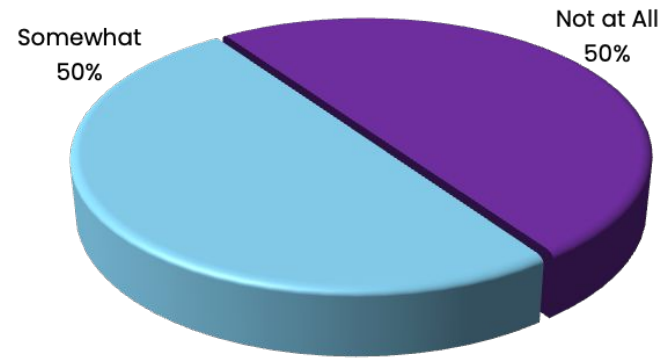
Surveys
N=42

Staff does not have a unified view of school and district culture

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?



Surveys & Interviews

Supporting Finding: A low ceiling for student achievement is created by the 4 systemic conditions that follow:

1. Symbolic Data Systems	A system of data collection that is not designed to accelerate achievement
2. Weak Program Design	A design that lacks alignment between curriculum, assessments, and rigorous, agreed upon student outcomes or with limited differentiation to meet diverse student needs
3. Christmas Tree Effect	Attempts to implement too many initiatives at once and in too rapid a succession without allowing for the development deep expertise
4. 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



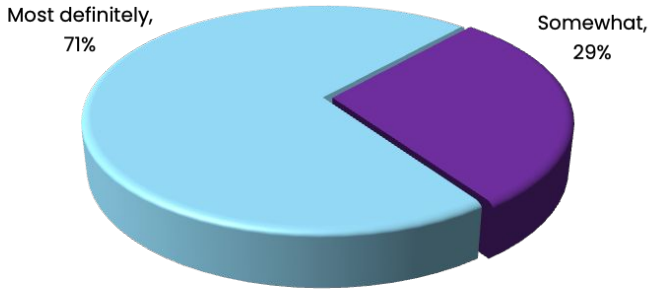
- In most cases, curricular pieces drive instruction, not standards
- Although occurring in pockets, there is overall weak calibration on the academic “floor” (as defined by SBAC)
- Most common assessments monitor progress on developmental skills rather than mastery of grade-level agreements on chunks of instructional targets

✓ GLRT is an emerging practice, using data, including IABs and FIABs to generate team instructional responses one standard/skill/focus at a time

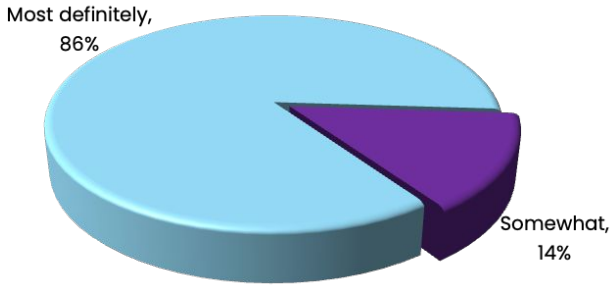
Data are abundant; data-informed practices are not

1. Symbolic Data Systems

I use data to inform practices in my classroom



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



"I use the data to teach at my students' level in their group time."

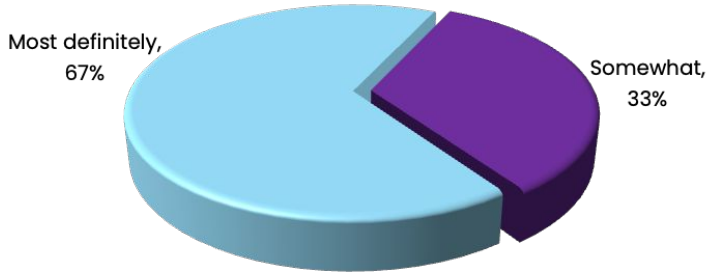
"We use our testing data to make groups for small group instruction to help our students."

"In my grade level, we use data from BPST, Fluency, and STAR Reading to place students in small groups for reading."

"We group our students for small group instruction based on their BPST, BMST, and Star Early Literacy scores to ensure they receive targeted support tailored to their level."

"It helps us arrange our small group instruction."

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



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

STAR Reading (GE score)				STAR Math (GE score)			
Students Not Meeting Standard	*Students Not Meeting Standard*	*Students Meeting Standard*	*Students Exceeded Standard*	*Students Not Meeting Standard*	*Students Not Meeting Standard*	*Students Meeting Standard*	*Students Exceeded Standard*
0 - 4.4	*4.5 - 4.9*	*5.0 - 5.2*	*5.3+*	*0 - 4.4*	*4.5 - 4.9*	*5.0 - 5.2*	*5.3+*
0 - 4.6	*4.7 - 5.2*	*5.3 - 5.5*	*5.6+*	*0 - 4.6*	*4.7 - 5.2*	*5.3 - 5.5*	*5.6+*
0 - 4.8	*4.9 - 5.4*	*5.5 - 5.7*	*5.8 +*	*0 - 4.8*	*4.9 - 5.4*	*5.5 - 5.7*	*5.8 +*
0 - 5.0	*5.1 - 5.7*	*5.8 - 6.0*	*6.1 +*	*0 - 5.0*	*5.1 - 5.7*	*5.8 - 6.0*	*6.1 +*
Baseline	**T1**	**T2**	**T3**	**Baseline**	**T1**	**T2**	**T3**
5.6	6.8			4.2	6.1		
3.7	2.1			3.9	3.7		
3.8	2.5			4.2	3.9		
8.7	8.2			3.2	3.7		
4.6	3.5			4.2	3.3		
7.2	6.4			5.5	5		
8.1	8.6			6.3	5.5		
5.1	4.5			5.1	5.1		
4.3	3.6			3.2	3.8		
7.3	5.4			5.5	4.9		
5.2	5			4.3	5.8		
2.7	1.8			2.8	3.3		
2.4	1.6			3.1	1.1		
5.4	5.7			7.2	6.6		
4.9	3.4			4.6	3.6		
1.8	0.8			2.3	1.4		
2.8	2.6			3.1	1.9		
6.2	7.3			5.7	6.3		
3.7	3.2			1.9	2.1		
1.5	1.1			0.4	0.8		
4.5	3.1			4.6	5.9		
2.7				3.8			
4.7	3.8			7.1	6		

Do the commonly gathered data help you answer the most helpful question?

Less Helpful Questions	Most Helpful Questions
• What are students' diagnosed learning gaps? • Has student learning grown in some way?	• What is the grade level floor for this upcoming period of instructional time? • Under what conditions will all students be able to reach the agreed-upon floor during that unit of time? • How well did students learn what I intended to teach during that unit of time? • Under what conditions will students learn what they did not master during the previous unit of time, while moving forward with new grade-level learning?

Assessment results trigger individual teacher reflection rather than data-driven team instructional responses

"We discuss what are the needs of our students and plan together."

"We check in on where we are in the curricula for Language Arts and Math, plan ahead, and generally take care of business pertinent to the grade level such as sharing ideas and strategies, plan for field trips, etc."

"Share results and plan topics accordingly."

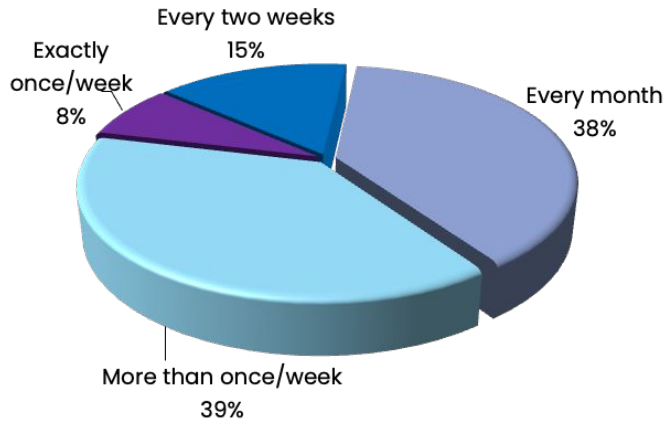
"We talk about how our class is doing, what we as teachers are doing, and where in the curriculum we are at. Advice is given."

"Plan our upcoming units of study for language arts, math, science, etc."

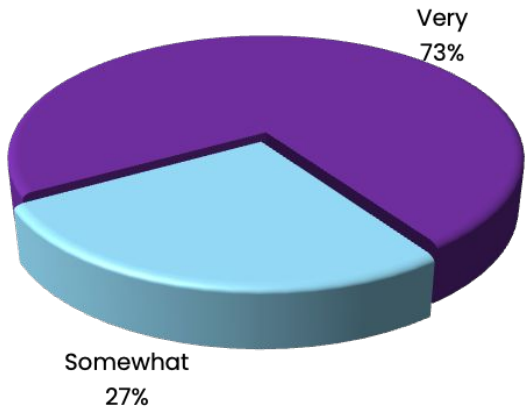
"Go over student data around assessment times."

"Give ideas out on how we can support children's learning. Change the learning skills if no show of improvement."

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



How meaningful is the collaboration time to you?



2. Weak Program Design



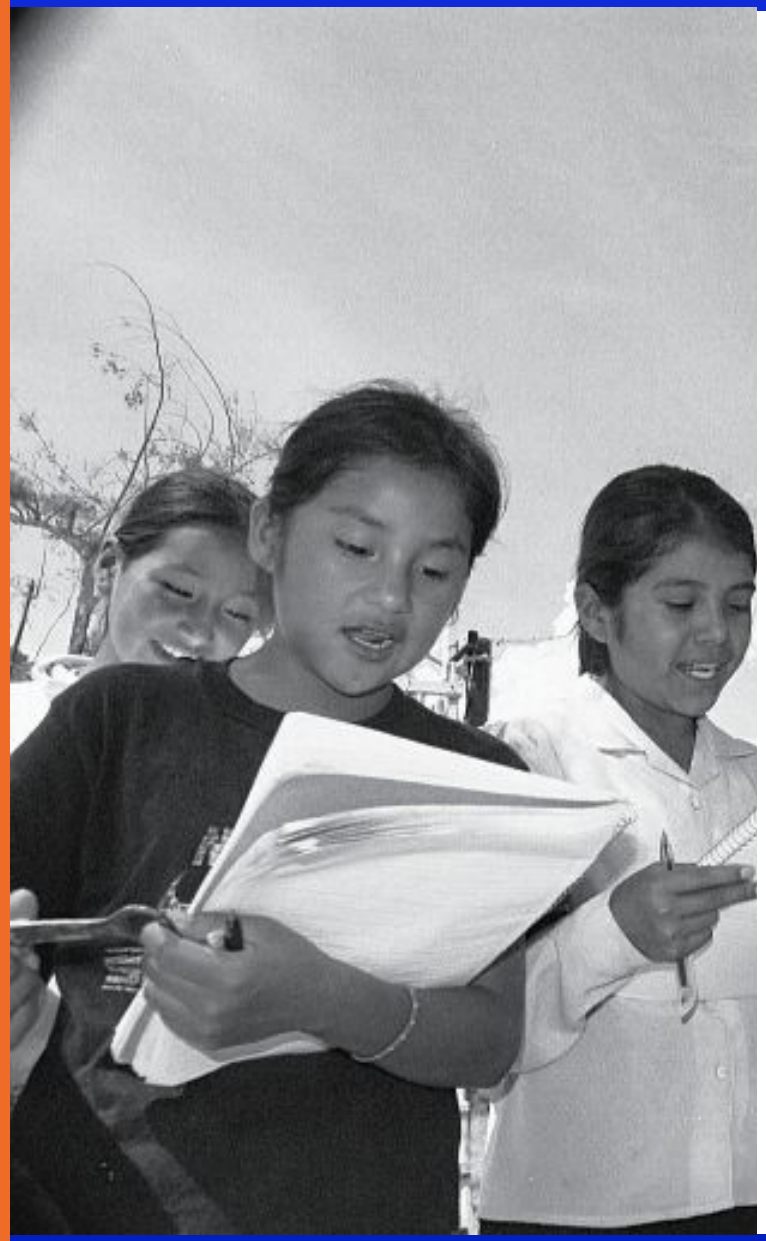


What is the Floor?

- Grade-level rigor is loosely defined and differs from classroom to classroom
- Most instruction is guided by curricular pieces not standards and what is assessed in common is not always the same as what was taught
- Designated ELD is evident on the sites' master schedule, but is inconsistently implemented and largely focused on domain skills from the ELPAC rather than a preview review of core, vocabulary development, and oral language practice.
- Differentiation of instruction based on data is largely reserved for tier 2 and tier 3 intervention, rather than formatively impacting first instruction.

2. Weak Program Design

Inconsistent ELD Instruction has a direct Impact on student achievement



"ELD 25 minutes and we use Benchmark."

"ELPAC prep."

"Grade level decides what to teach during designated ELD."

"Keep your own pace… Redesignation is STAR and ELPAC."

"Every trimester recommendation for reclassification."

"ELLevation click suggestion for recommendation – all grades."

"We level students for ELD."

"45 minutes."

"Grammar instruction from Benchmark."

"ELPAC prep on all 4 domains."

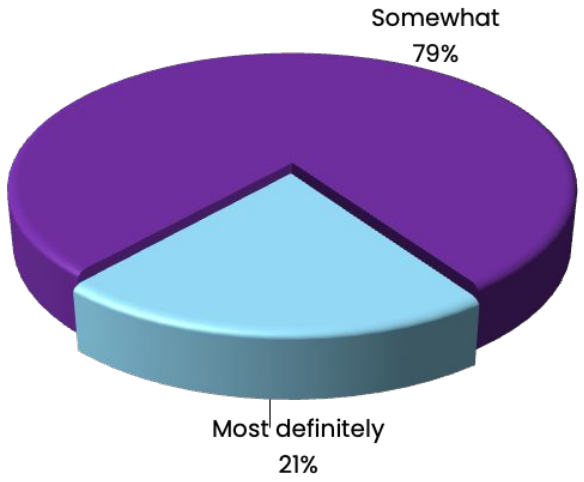
"Had a lot of students moving up hopefully to redesignate in 3rd grade."

Acceleration vs. Remediation

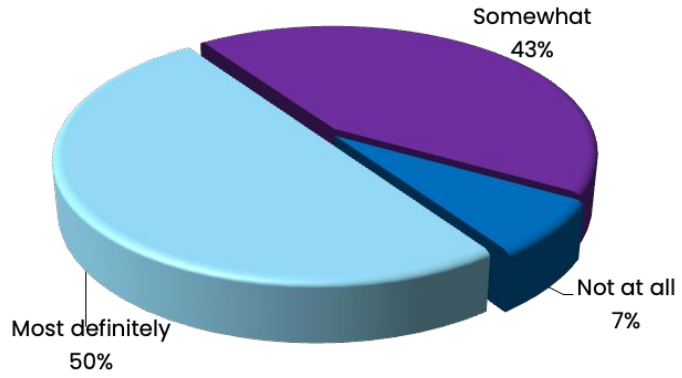
Acceleration	Remediation
All students get grade-level core, with those who need it getting varied supports WITHIN the same day or more days WITHIN the same time frame (i.e., summer, breaks). Goal is on-time learning with peers	"Teaching them at their level instead of teaching grade level will help a 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

2. Weak Program Design

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



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



"We plan together so we plan out our lessons and we compare assessment, but we don't actually know."

"We don't really know."

"We collaborate on what to teach."

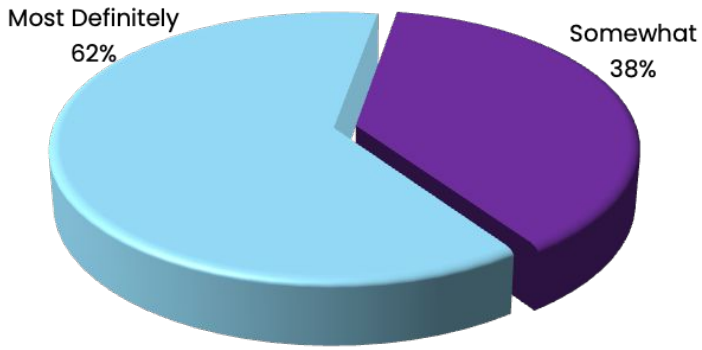
"GLR is every 3 weeks, cycles every 6 for problem of practice."

"Common lesson planning."

"Use common Google Slides."

"Map out the year, look at standards."

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)



Staff's perceptions of their impact on students vary

"Teaching in small groups that helped with growth."

"Achievement is low—need to vertically articulate."

"More successful are those with parents who are very involved with their child's academics."

"Mix of low academically with little to no systems of support in place."

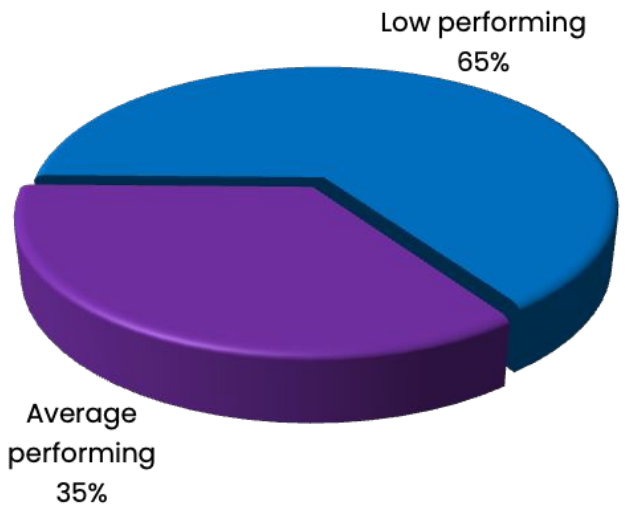
"When students have too many subs—it impacts success."

"ELPAC scores are a little low—Speaking and Listening were better because of being a school goal."

"Character of the student impacts success."

"We may need to change how we do things."

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



Surveys & Interviews

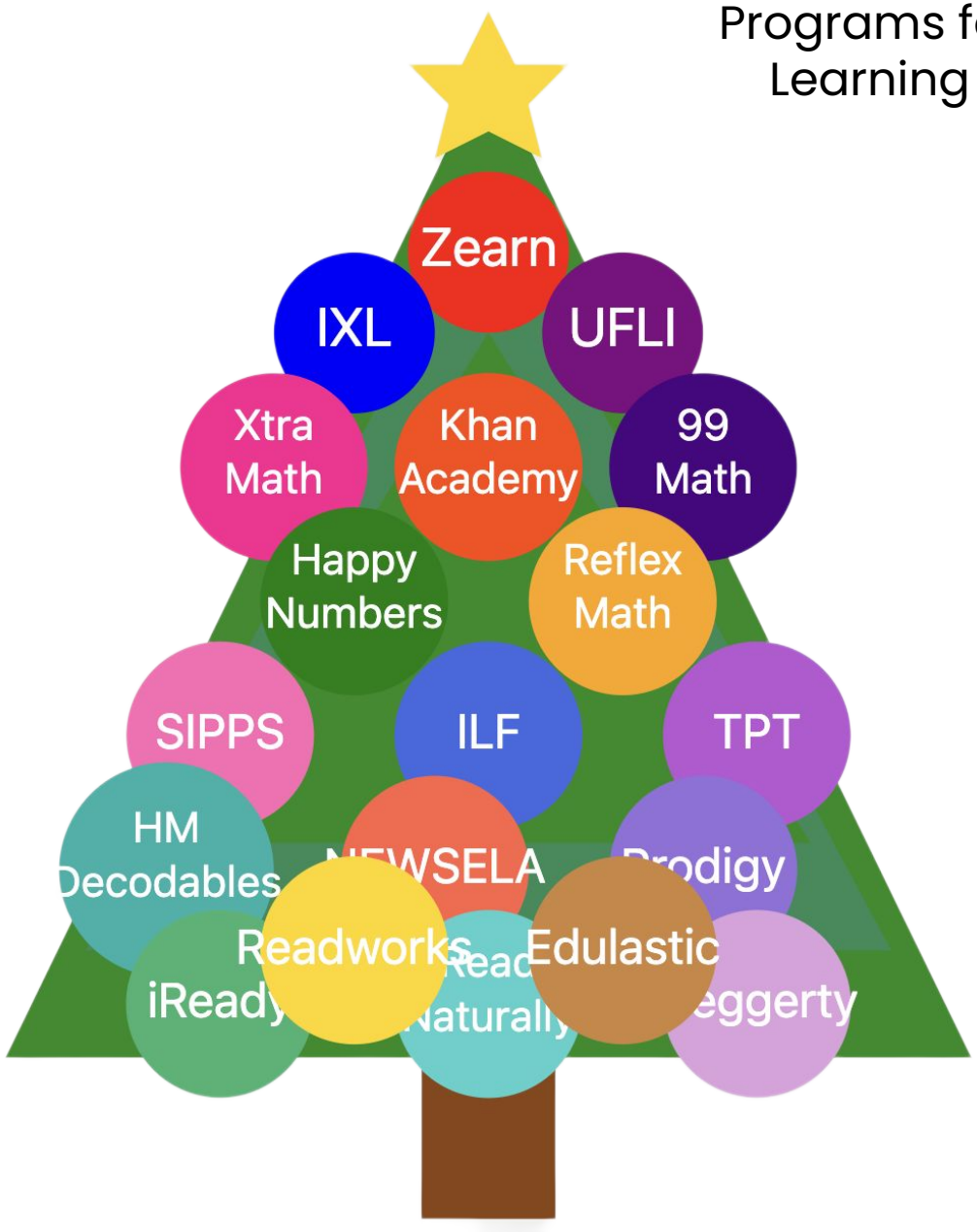
3. Christmas Tree Effect

3. Christmas Tree Effect

Professional Development



Programs for Learning

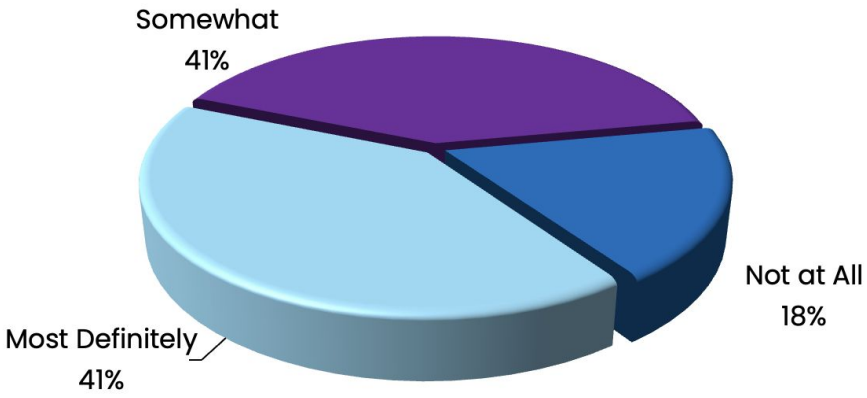


Comments from Teacher Survey and Focus Groups

3. Christmas Tree Effect

- ViewSonic - Level 2
- Thinking Maps
- GLAD
- Leading an Inclusive Classroom
- High Impact Reading Comprehension Strategies
- Social Thinking – Curriculum
- ELD - Cross Linguistic Training
- Observation Protocol for Teachers of English Learners (OPTEL) Training
- Science of Reading Academy in partnership with Monterey County Office of Education
- Mindfulness Academy to provide teachers with strategies to support students with positive behavior and well-being.

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



4. Leadership Column

4. Leadership Column



Loma Vista experiences high staff turnover, thus potentially faces several serious challenges.

Decline in Student Achievement
Frequent teacher changes disrupt continuity in instruction, curriculum pacing, and classroom relationships. Students often struggle academically due to inconsistent teaching styles, lowered expectations, and reduced access to experienced educators.

Lower Staff Morale and Stability
Constant turnover can create a negative work culture among remaining staff. It may lead to burnout, a sense of instability, and a lack of trust in leadership—often triggering further turnover in a vicious cycle.

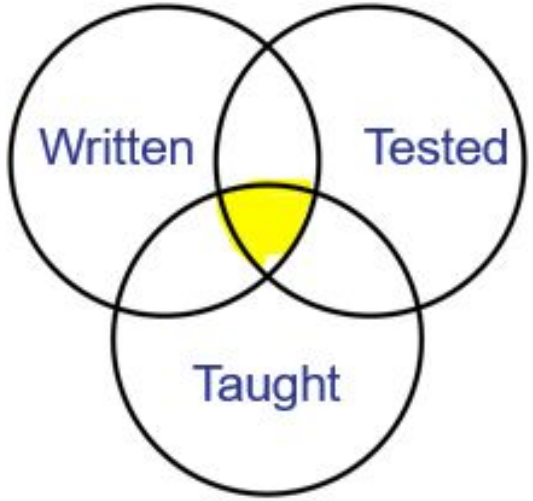
Increased Administrative Demands
Hiring and training new teachers consumes significant resources. Schools must spend more on recruitment, onboarding, and professional development, often redirecting admin efforts away from instructional support of teacher to more operational tasks.

What can be done to accelerate student success?



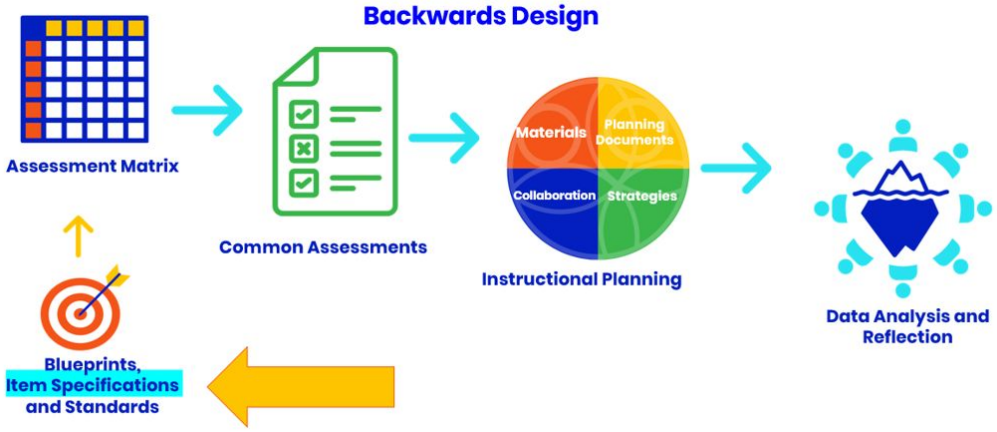
Recommendation Areas with Action Steps

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 planning for and 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. Weak Program Design



PROGRAM DESIGN

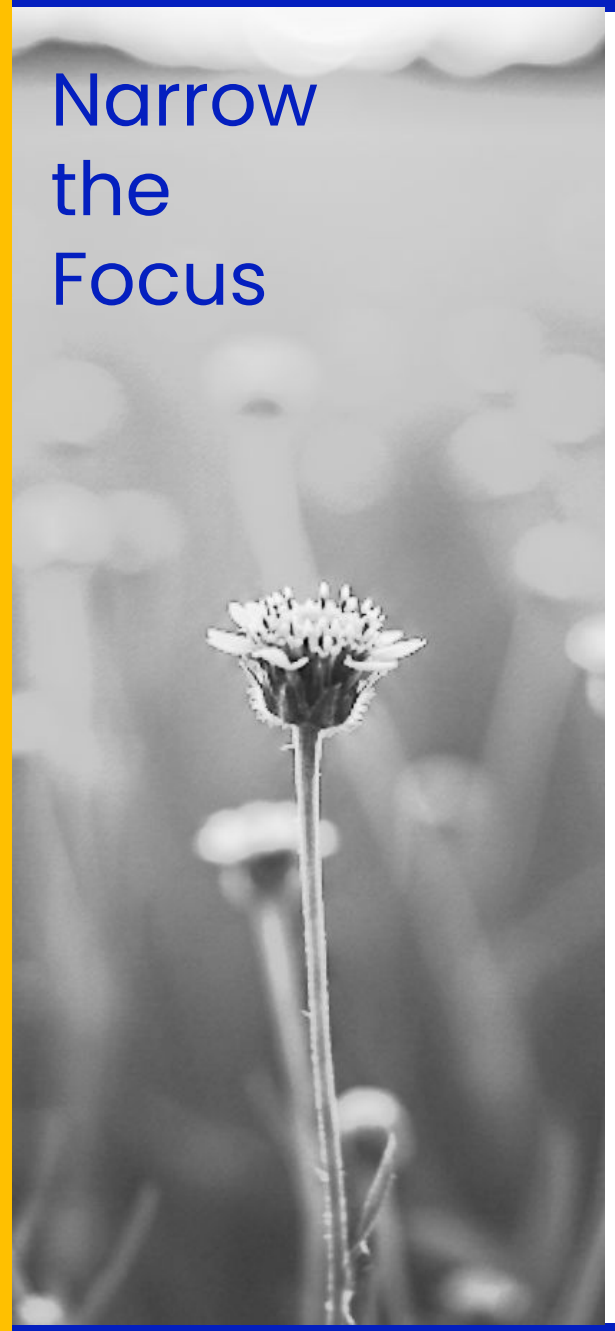
1. Focus on a calibrated design where a teacher-curated cluster of essential standards drive instruction by grade level.. Prioritizing standards allows educators to be flexible, differentiate learning, use the best resources, and collaborate deeply to meet diverse student needs.

1. Make differentiation of instruction a regular part of tier 1 lesson design, not a function of separate intervention. Pay additional attention when planning instruction for English Learners as they need a higher growth trajectory to catch up.

1. Ensure Designated ELD (non-newcomers) is an opportunity to preview or review grade level core content, with an emphasis on content-relevant vocabulary and oral language practice. The impact of this designated time is most effective when directly tied to core content.

3. Christmas Tree Effect

Narrow the Focus



1. Prioritize & Streamline
    a. Conduct an impact audit to identify which professional development (PD) opportunities and instructional programs lead to measurable student outcomes, and eliminate or consolidate the rest.
2. Align with Clear Goals
    a. Ensure all PD and instructional programs directly support site and district-wide priorities and are evidence-based. Avoid adding initiatives that do not align with core student achievement goals.
3. Quality Over Quantity
    a. Shift from frequent, one-off PD sessions to fewer, high-impact, ongoing learning opportunities that focus on implementation and measurable improvement.
4. Provide Sufficient Support
    a. Reduce the number of instructional programs to those that can be properly implemented and supported with coaching, resources, and teacher buy-in.

4. 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. Encourage Teacher Retention and Longevity

- <u>Foster a Positive School Culture</u>
  - Build trust through transparency and consistency.
  - Recognize teacher achievements publicly and privately.
  - Encourage collaboration and celebrate staff successes.
- <u>Provide Strong Instructional Support</u>
  - Offer meaningful, relevant professional development.
  - Give regular, constructive feedback and coaching—not just evaluation.
  - Protect teachers' instructional time from unnecessary disruptions.
- <u>Ensure Fairness and Equity</u>
  - Address staff concerns promptly and fairly.
  - Distribute duties and responsibilities equitably.

Thank You



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EDUCATE AND ELEVATE, TOGETHER

Love is in the Details!



