

FULLERTON SCHOOL DISTRICT



Title I Program Evaluation 2015/2016

Overview

The effectiveness of the Title I program is evaluated annually using the following criteria: 1) effectiveness of program 2) successful strategies and programs 3) refinement of program per needs assessment. Information to evaluate the effectiveness of Title I programs includes performance data, surveys, attendance, input, and other data from students, parents, staff and administrators. The data is analyzed to determine strengths and areas for improvement. The results of the evaluation are shared with schools and provided to the public through an annual update during a Board of Trustees meeting.

Fullerton School District serves underperforming students at school wide Title I programs. Funds are received based on poverty levels as determined by the Federal School Lunch Programs counts. There are nine Title I School wide programs in the district: Commonwealth, Maple, Nicolas Junior High, Orangethorpe, Pacific Drive, Raymond, Richman, Valencia Park, and Woodcrest.

Goals of the Program

The district goals of the Title I program are for all students to have a fair, equal, and sufficient opportunity to:

- Obtain a high-quality education.
- Reach proficiency on challenging Common Core State Standards, state academic assessments, and student performance on district and site assessments.

Additionally, the Fullerton School District goal is to close the achievement gap between:

- High- and low-performing students, especially between significant subgroups including
- Disadvantaged students and their more advantaged peers.

District's Program

Programs provided for students served under Title I incorporated research-based instructional strategies and methods that strengthen the core academic program in the school. Title I programs increase the amount and quality of learning time and help provide an enriched and accelerated curriculum.

All schools have implemented the Professional Learning Community (PLC) model as well as Response to Intervention (RtI). Teachers meet on a weekly basis in their grade level PLCs to discuss student learning and teaching practices, analyze student achievement results, and identify students who need intervention or enrichment through the Response to Intervention process.

Local assessment is a key component in the analysis of student learning and the need for further interventions. The District administers diagnostic assessments, three times per year, to monitor progress of students. Teachers meet during their PLC time to conduct data analysis and develop

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action plans to modify instruction as needed. Teachers work collaboratively by grade level and/or content area to determine the best possible solution for each individual student.

Each Title I school has a full-time Rtl teacher and part-time paraprofessionals who support small groups of students each day to intervene on specific learning targets identified through multiple measures. Specific instructional materials to support literacy skills are implemented and students are monitored weekly to determine areas of growth and areas that need additional intervening.

Lindamood-Bell Reading Clinics are established at four district Title I schools: Nicolas Junior High, Orangethorpe, Pacific Drive, and Valencia Park. Students who are at least two years below grade level have the opportunity to receive intensive Tier III instruction during the school and afterschool in these reading clinics. Lindamood-Bell Learning Processes is a research-based program that is widely known for their specialization in in the field of teaching spelling, reading comprehension, oral language comprehension, oral language expression, written language skills and learning management. All teachers are paraprofessionals are training in the Lindamood-Bell teaching strategies and instructional materials.

Schools use a variety of research-based intervention materials such as *SIPPS* and LindaMood-Bell literacy programs for reading fluency interventions, *Accelerated Reader* and/or *Accelerated Math* for reading comprehension and math interventions, *ALEKS* and *ST Math* to support mathematics interventions and enrichment.

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District-wide Academic Achievement

District-wide, students continue to make progress in moving toward proficiency in both English/Language Arts and Mathematics as measured by the California Assessment of Student Performance and Progress (CAASPP). Students of poverty (Socio-economically Disadvantaged) are moving toward proficiency in both content areas as well, and in some schools the gap between the school-wide progress and economically disadvantaged students is narrowing.

CAASPP Results										Fullerton School District					
% Students Meeting Standards															
<u>By Grade Level:</u>															
	SBAC ELA						SBAC Math						CST Science		
	G3	G4	G5	G6	G7	G8	G3	G4	G5	G6	G7	G8	G5	G8	
2016	50	54	59	61	57	56	59	53	46	52	46	46			
2015	43	49	55	56	53	54	53	46	43	49	45	43	66	77	
2014													71	82	
2013													70	80	

<u>By Significant Subgroup:</u>															
ELA															
	Overall	Asian	Hispanic	White	Econ Dis	EL	SWD								
2016	56	63	37	69	35	19	13								
2015	52	81	31	63	29	14	13								

Math															
	Overall	Asian	Hispanic	White	Econ Dis	EL	SWD								
2016	50	84	31	60	29	21	13								
2015	47	81	26	55	25	18	14								

Title III Accountability – California English Language Development Test (CELDT)

2015/2016 CELDT results indicate that AMAO 1 and 2 were met and exceeded federal targets.

<u>Title III Accountability (District Data)</u>							
AMAO 1		Annual Growth					
		2013-14		2014-15		2015-16	
Number of Annual Testers		3404		3447		3,373	
Percent with Prior Year Data		100.0				100	
Number in Cohort		3404		3447		3,373	
Number Met		2312		2381		2,282	
Percent Met		67.9		69.1		67.7	
NCLB Target		59.0		60.5		60.5	
Met Target		Yes		Yes		N/A	

AMAO 2		Attaining English Proficiency					
		2013-14		2014-15		2015-16	
		Years of EL instruction		Years of EL instruction		Years of EL instruction	
		Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort		2816	1176	2833	1189	2,646	1,174
Number Met		1060	710	1081	768	1,089	733
Percent Met		37.6	60.4	38.2	64.6	41.2	62.4
NCLB Target		22.8	49.0	24.2	50.9	24.2	50.9
Met Target		Yes	Yes	Yes	Yes	N/A	N/A

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2015-16 FSD Benchmark Summary - Title I Schools

	BMK 1* % Meeting Standards		BMK 2* % Meeting Standards		BMK 3* % Meeting Standards	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA G1	81% (U2)	82% (U2)	70%	77%	71%	69%
ELA G2	39% (U2)	60% (U2)	70%	70%	52%	51%
ELA G3	52% (U2)	43% (U2)	55%	58%	60%	67%
ELA G4	15% (U2)	24% (U2)	23%	29%	43%	56%
ELA G5	34% (U2)	35% (U2)	22%	31%	49%	54%
ELA G6	47% (U2)	55% (U2)	32%	39%	45%	45%
Math G1	44% (U2)	57% (U2)	66% (U5)	77%	92%	92%
Math G2	78% (U2)	79% (U2)	42% (U4)	34%	90%	88%
Math G3	56% (U3)	49% (U3)	61% (U6)	64%	36%	53%
Math G4	37% (U2)	38% (U2)	51% (U6)	57%	24%	33%
Math G5	31% (U2)	41% (U2)	16% (U5)	31%	21%	29%
Math G6	20% (U2)	41% (U2)	22% (U5)	39%	19%	36%

* Teachers who participated in the math textbook pilot or the i-Ready pilot did not administer the Synced unit assessments.

	Writing 1 % Meeting Standards		Writing 2 % Meeting Standards		Writing 3 % Meeting Standards	
	14-15	15-16	14-15	15-16	14-15	15-16
GK	N/A	N/A	57%	47%	76%	71%
G1	39%	44%	55%	57%	73%	69%
G2	30%	32%	37%	44%	48%	52%
G3	33%	41%	54%	49%	68%	57%
G4	36%	36%	46%	41%	47%	50%
G5	45%	34%	46%	36%	54%	43%
G6	49%	50%	43%	58%	49%	58%

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Academic Achievement Gap for English Learner Students and Students of Poverty
 Percentage of Students Meeting State Standards

District English learner students and students who are economically disadvantaged achieved higher gains in both ELA and Mathematics as compared to both the County and the State on the 2015/2016 SBAC.

English Language Arts/Literacy		2016	Growth
Economically Disadvantaged	CA	35	+4
	County	38	+3
	FSD	35	+6
English Learners	CA	13	+2
	Orange County	15	+2
	FSD	19	+5
Students with Disabilities	CA	14	+2
	Orange County	20	+2
	FSD	13	0

Mathematics		2016	Growth
Economically Disadvantaged	CA	23	+2
	County	29	+3
	FSD	29	+4
English Learners	CA	12	+1
	Orange County	17	+3
	FSD	21	+3
Students with Disabilities	CA	11	+2
	Orange County	17	+2
	FSD	13	- 1

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**School-Wide and Sub Group SBAC Results
2015 - 2016
Commonwealth**

	SBAC ELA				SBAC Math				CST Science
	G3	G4	G5	G6	G3	G4	G5	G6	G5
2016	33	34	30	46	32	37	21	33	
2015	11	27	31	40	28	31	19	34	44
2014									51
2013									65

ELA

	Overall	Asian	Hispanic	White	Econ Dis	EL	SWD
2016	36	N/A	30	N/A	32	15	N/A
2015	27	N/A	26	N/A	25	9	N/A

Math

	Overall	Asian	Hispanic	White	Econ Dis	EL	SWD
2016	31	N/A	28	N/A	29	16	N/A
2015	29	N/A	27	N/A	25	16	N/A

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	173	204	179
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	173	204	179
Number Met	102	141	118
Percent Met	59.0%	69.1%	65.9%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	173	39	181	53	159	44
Number Met	51	24	67	35	62	26
Percent Met	29.5%	61.5%	37.0%	66.0%	39.0%	59.1%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

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2015-16 FSD Benchmark Summary - Commonwealth

	BMK 1* % Meeting Standards		BMK 2* % Meeting Standards		BMK 3* % Meeting Standards	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA G1	100%(U1)	83% (U2)	90%	79% (50)	77%	76% (54)
ELA G2	10% (U2)	47% (U2)	81%	78% (55)	75%	88% (49)
ELA G3	11% (U1)	38% (U2)	30%	53% (53)	42%	59% (44)
ELA G4	42% (U1)	52% (U2)	62%	69% (26)	60%	54% (50)
ELA G5	27% (U1)	21% (U2)	40%	38% (48)	71%	62% (56)
ELA G6	43% (U1)	57% (U2)	35%	58% (45)	45%	74% (53)
Math G1	84% (U1)	70% (U2)	78%	75% (48)	92%	90% (50)
Math G2	82% (U2)	45% (U2)	49%	24% (55)	85%	95% (56)
Math G3	26% (U1)	48% (U3)	62%	32% (53)	18%	43% (53)
Math G4	88% (U1)	74% (U2)	67%	N/A	33%	N/A
Math G5	58% (U1)	N/A	58%	N/A	44%	N/A
Math G6	44% (U1)	59% (U2)	23%	N/A	21%	N/A

* Teachers who participated in the math textbook pilot or the i-Ready pilot did not administer the Synced unit assessments.

	Writing 1 % Meeting Standards		Writing 2 % Meeting Standards		Writing 3 % Meeting Standards	
	14-15	15-16	14-15	15-16	14-15	15-16
GK	N/A	N/A	77%	48%	79%	78%
G1	46%	69%	80%	73%	82%	76%
G2	12%	23%	42%	63%	22%	48%
G3	14%	22%	43%	28%	56%	53%
G4	73%	37%	65%	48%	68%	62%
G5	74%	46%	67%	54%	67%	82%
G6	68%	44%	60%	60%	60%	70% (10)

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**School-Wide and Sub Group SBAC Results
2015 - 2016**

Maple

	SBAC ELA				SBAC Math				CST Science
	G3	G4	G5	G6	G3	G4	G5	G6	G5
2016	27	33	42	20	61	23	16	15	
2015	22	26	23	17	48	15	8	13	41
2014									36
2013									48

ELA

	Overall	Asian	Hispanic	White	Econ Dis	EL	SWD
2016	30	N/A	30	N/A	30	16	N/A
2015	23	N/A	22	N/A	24	16	N/A

Math

	Overall	Asian	Hispanic	White	Econ Dis	EL	SWD
2016	29	N/A	29	N/A	29	23	N/A
2015	21	N/A	21	N/A	21	17	N/A

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	217	202	189
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	217	202	189
Number Met	162	131	119
Percent Met	74.7%	64.9%	63.0%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL Instruction		Years of EL Instruction		Years of EL Instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	189	61	154	77	144	62
Number Met	73	44	58	49	59	30
Percent Met	38.6%	72.1%	37.7%	63.6%	41.0%	48.4%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	Yes	No

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2015-16 FSD Benchmark Summary - Maple

	BMK 1* % Meeting Standards		BMK 2* % Meeting Standards		BMK 3* % Meeting Standards	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA G1	96% (U3)	N/A	72%	69% (49)	69%	41% (49)
ELA G2	12% (U2)	38% (U2)	57%	74% (23)	28%	37% (52)
ELA G3	39% (U3)	46% (U2)	81%	70% (60)	69%	72% (60)
ELA G4	9% (U1)	6% (U2)	6%	41% (59)	61%	63% (60)
ELA G5	25% (U2)	25% (U2)	6%	12% (57)	37%	52% (58)
ELA G6	20% (U2)	31% (U2)	18%	18% (65)	17%	39% (64)
Math G1	60% (U1)	20% (U2)	50%	24% (49)	88%	82% (49)
Math G2	76% (U2)	86% (U2)	15%	16% (25)	84%	89% (53)
Math G3	81% (U4)	81% (U3)	85%	97% (58)	51%	68% (60)
Math G4	36% (U1)	35% (U2)	57%	58% (60)	10%	23% (60)
Math G5	11% (U1)	19% (U2)	5%	18% (55)	5%	12% (57)
Math G6	12% (U2)	32% (U2)	12%	0% (61)	N/A	11% (64)

* Teachers who participated in the math textbook pilot or the i-Ready pilot did not administer the Synced unit assessments.

	Writing 1 % Meeting Standards		Writing 2 % Meeting Standards		Writing 3 % Meeting Standards	
	14-15	15-16	14-15	15-16	14-15	15-16
GK	N/A	N/A	46%	38%	71%	59%
G1	32%	59%	42%	52%	75%	54% (24)
G2	15%	16%	23%	31%	23%	38%
G3	17%	49%	62%	38%	75%	47%
G4	10%	32%	31%	45%	35%	37%
G5	22%	39%	80%	38%	47%	40%
G6	36%	28%	51%	49%	30%	49%

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**School-Wide and Sub Group SBAC Results
2015 - 2016**

Nicolas Junior High

	SBAC ELA		SBAC Math		CST Science
	G7	G8	G7	G8	G8
2016	32	28	18	17	
2015	27	33	17	15	56
2014					55
2013					34

ELA

	Overall	Asian	Hispanic	White	Econ Dis	EL	SWD
2016	30	N/A	27	N/A	26	7	8
2015	30	N/A	27	N/A	27	5	9

Math

	Overall	Asian	Hispanic	White	Econ Dis	EL	SWD
2016	18	N/A	14	N/A	15	3	2
2015	16	N/A	14	20	14	3	3

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
	Number of Annual Testers	247	240
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	247	240	258
Number Met	169	183	188
Percent Met	68.4%	76.3%	72.9%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	11	239	12	233	15	248
Number Met	--	149	5	160	4	162
Percent Met	--	62.3%	41.7%	68.7%	26.7%	65.3%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	Yes	Yes	Yes	Yes	Yes

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2015-16 FSD Benchmark Summary G7/G8 - Nicolas

	BMK 1* % Meeting Standards		BMK 2* % Meeting Standards		BMK 3* % Meeting Standards	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA G7	27%	29% (320)	20%	23% (305)	41%	33% (109)
ELA G8	7%	21% (227)	15%	28% (257)	40%	33% (81)
G7 Math	1%	9% (212)	4%	3% (169)	1%	8% (17)
G7 Math Honors	63%	12% (57)	60%	11% (62)	61%	23% (14)
G8 Math	11%	1% (249)	16%	6% (254)	26%	14% (36)
Algebra I	46%	63% (70)	80%	61% (69)	48%	19% (13)
Geometry	78%	100% (2)	100%	100% (2)	40%	100% (2)

** Due to last year's math textbook pilot, the 2015-16 math benchmark assessments are different from last year's benchmark assessments.*

	Writing 1 % Meeting Standards		Writing 2 % Meeting Standards	
	14-15	15-16	14-15	15-16
G7	42%	48%	58%	57%
G8	66%	46%	70%	43%

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**School-Wide and Sub Group SBAC Results
2015 - 2016**

Orangethorpe

	SBAC ELA				SBAC Math				CST Science
	G3	G4	G5	G6	G3	G4	G5	G6	G5
2016	20	32	36	44	31	24	19	28	
2015	22	16	31	26	27	19	21	26	30
2014									28
2013									46

ELA

	Overall	Asian	Hispanic	White	Econ Dis	EL	SWD
2016	34	N/A	28	N/A	29	16	N/A
2015	23	N/A	18	N/A	20	9	4

Math

	Overall	Asian	Hispanic	White	Econ Dis	EL	SWD
2016	26	N/A	20	N/A	22	15	N/A
2015	23	N/A	19	N/A	20	12	2

Title III Accountability (School Data)

AMAO 1	Annual Growth					
	2013-14		2014-15		2015-16	
	Number of Annual Testers	292		300		265
Percent with Prior Year Data	100.0%		100%		100.0%	
Number in Cohort	292		300		265	
Number Met	178		174		149	
Percent Met	61.0%		58.0%		56.2%	
NCLB Target	59.0		60.5		62.0%	
Met Target	Yes		No		No	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	266	88	257	76	223	77
Number Met	74	46	82	41	70	46
Percent Met	27.8%	52.3%	31.9%	53.9%	31.4%	59.7%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

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2015-16 FSD Benchmark Summary - Orangethorpe

	BMK 1* % Meeting Standards		BMK 2* % Meeting Standards		BMK 3* % Meeting Standards	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA G1	90% (U1)	81% (U2)	70%	76% (80)	70%	81% (77)
ELA G2	46% (U2)	66% (U2)	81%	67% (100)	65%	29% (86)
ELA G3	37% (U2)	32% (U2)	40%	51% (81)	45%	59% (79)
ELA G4	15% (U2)	17% (U2)	30%	0% (6)	64%	65% (34)
ELA G5	50% (U2)	44% (U2)	32%	30% (66)	57%	52% (92)
ELA G6	23% (U1)	68% (U2)	34%	49% (94)	63%	46% (91)
Math G1	80% (U1)	76% (U2)	61%	89% (56)	94%	89% (53)
Math G2	82% (U2)	76% (U2)	27%	24% (71)	89%	87% (70)
Math G3	32% (U1)	34% (U3)	48%	55% (44)	26%	38% (45)
Math G4	43% (U1)	50% (U2)	52%	100% (6)	22%	67% (6)
Math G5	31% (U2)	28% (U2)	16%	9% (76)	39%	14% (76)
Math G6	18% (U1)	38% (U2)	14%	44% (43)	13%	20% (44)

* Teachers who participated in the math textbook pilot or the i-Ready pilot did not administer the Synced unit assessments.

	Writing 1 % Meeting Standards		Writing 2 % Meeting Standards		Writing 3 % Meeting Standards	
	14-15	15-16	14-15	15-16	14-15	15-16
GK	N/A	N/A	49%	45%	76%	74%
G1	58%	38%	46%	60%	73%	79%
G2	40%	36%	21%	39%	49%	55%
G3	12%	17%	25%	40%	61%	48%
G4	40%	26%	36%	24%	47%	43%
G5	53%	31%	55%	35%	52%	29%
G6	51%	61%	33%	61%	41%	60%

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**School-Wide and Sub Group SBAC Results
2015 - 2016
Pacific Drive**

	SBAC ELA				SBAC Math				CST Science
	G3	G4	G5	G6	G3	G4	G5	G6	G5
2016	28	20	29	34	36	12	16	25	
2015	11	22	35	24	11	13	16	18	44
2014									45
2013									36

ELA

	Overall	Asian	Hispanic	White	Econ Dis	EL	SWD
2016	28	N/A	27	N/A	24	6	N/A
2015	23	N/A	22	N/A	19	5	N/A

Math

	Overall	Asian	Hispanic	White	Econ Dis	EL	SWD
2016	24	N/A	23	N/A	23	8	N/A
2015	15	N/A	14	N/A	11	5	N/A

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	227	219	215
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	227	219	215
Number Met	144	128	122
Percent Met	63.4%	58.4%	56.7%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	228	57	227	43	214	48
Number Met	66	36	59	22	56	21
Percent Met	28.9%	63.2%	26.0%	51.2%	26.2%	43.8%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	Yes	No

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2015-16 FSD Benchmark Summary - Pacific Drive

	BMK 1* % Meeting Standards		BMK 2* % Meeting Standards		BMK 3* % Meeting Standards	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA G1	86% (U1)	84% (U2)	85%	76% (68)	73%	71% (69)
ELA G2	32% (U1)	55% (U2)	67%	72% (82)	46%	44% (72)
ELA G3	18% (U2)	40% (U2)	44%	49% (95)	44%	41% (75)
ELA G4	18% (U2)	13% (U2)	13%	19% (67)	34%	42% (65)
ELA G5	39% (U2)	35% (U2)	30%	24% (74)	34%	42% (74)
ELA G6	47% (U2)	43% (U2)	29%	31% (71)	33%	22% (73)
Math G1	77% (U1)	68% (U2)	66%	85% (40)	N/A	88% (43)
Math G2	79% (U2)	77% (U2)	28%	15% (82)	93%	85% (87)
Math G3	20% (U1)	30% (U3)	33%	50% (94)	21%	43% (93)
Math G4	47% (U1)	7% (U2)	36%	39% (66)	24%	27% (66)
Math G5	26% (U2)	41% (U2)	14%	24% (70)	14%	12% (76)
Math G6	13% (U1)	81% (U2)	20%	67% (15)	22%	33% (15)

* Teachers who participated in the math textbook pilot or the i-Ready pilot did not administer the Synced unit assessments.

	Writing 1 % Meeting Standards		Writing 2 % Meeting Standards		Writing 3 % Meeting Standards	
	14-15	15-16	14-15	15-16	14-15	15-16
GK	N/A	N/A	63%	25%	80%	66%
G1	26%	55%	63%	59%	66%	70%
G2	28%	34%	39%	40%	57%	55%
G3	35%	54%	31%	61%	50%	65%
G4	46%	42%	53%	60%	49%	49%
G5	70%	38%	52%	43%	60%	51%
G6	40%	49%	40%	61%	60%	65%

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**School-Wide and Sub Group SBAC Results
2015 - 2016**

Raymond

	SBAC ELA				SBAC Math				CST Science
	G3	G4	G5	G6	G3	G4	G5	G6	G5
2016	41	33	44	59	39	34	25	44	
2015	32	17	41	40	34	17	22	19	71
2014									70
2013									56

ELA

	Overall	Asian	Hispanic	White	Econ Dis	EL	SWD
2016	44	N/A	41	N/A	36	18	N/A
2015	33	N/A	25	N/A	22	7	N/A

Math

	Overall	Asian	Hispanic	White	Econ Dis	EL	SWD
2016	37	N/A	32	N/A	29	15	N/A
2015	24	N/A	19	N/A	14	8	N/A

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	175	166	152
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	175	166	152
Number Met	112	109	84
Percent Met	64.0%	65.7%	55.3%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	139	58	135	62	127	53
Number Met	45	35	46	39	38	25
Percent Met	32.4%	60.3%	34.1%	62.9%	29.9%	47.2%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	Yes	No

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2015-16 FSD Benchmark Summary - Raymond

	BMK 1* % Meeting Standards		BMK 2* % Meeting Standards		BMK 3* % Meeting Standards	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA G1	93% (U2)	87% (U2)	79%	85% (61)	68%	30% (44)
ELA G2	78% (U3)	68% (U2)	85%	84% (61)	60%	69% (62)
ELA G3	51% (U2)	43% (U2)	55%	64% (64)	49%	70% (64)
ELA G4	7% (U2)	9% (U2)	3%	16% (75)	4%	47% (45)
ELA G5	40% (U3)	26% (U2)	26%	31% (51)	47%	59% (54)
ELA G6	20% (U1)	50% (U2)	13%	36% (73)	27%	49% (73)
Math G1	56% (U1)	54% (U2)	63%	89% (61)	93%	98% (60)
Math G2	82% (U2)	90% (U2)	77%	52% (60)	97%	95% (61)
Math G3	47% (U2)	45% (U3)	42%	75% (32)	24%	62% (32)
Math G4	23% (U2)	22% (U2)	29%	22% (46)	10%	6% (17)
Math G5	36% (U2)	N/A	19%	0% (11)	32%	9% (11)
Math G6	32% (U2)	44% (U2)	10%	58% (64)	7%	47% (64)

* Teachers who participated in the math textbook pilot or the i-Ready pilot did not administer the Synced unit assessments.

	Writing 1 % Meeting Standards		Writing 2 % Meeting Standards		Writing 3 % Meeting Standards	
	14-15	15-16	14-15	15-16	14-15	15-16
GK	N/A	N/A	58%	58%	75%	76%
G1	55%	66%	75%	80%	84%	95%
G2	67%	72%	69%	85%	80%	81%
G3	35%	31%	61%	31%	62%	50%
G4	46%	48%	64%	47%	67%	58%
G5	39%	56%	52%	52%	66%	60%
G6	54%	66%	69%	71%	67%	73%

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**School-Wide and Sub Group SBAC Results
2015 - 2016**

Richman

	SBAC ELA				SBAC Math				CST Science
	G3	G4	G5	G6	G3	G4	G5	G6	G5
2016	42	22	43	39	55	24	38	36	
2015	18	31	27	33	20	37	17	22	34
2014									49
2013									57

ELA

	Overall	Asian	Hispanic	White	Econ Dis	EL	SWD
2016	36	N/A	34	N/A	35	19	N/A
2015	28	N/A	24	N/A	24	8	N/A

Math

	Overall	Asian	Hispanic	White	Econ Dis	EL	SWD
2016	38	N/A	36	N/A	36	23	N/A
2015	23	N/A	21	N/A	22	11	N/A

Title III Accountability (School Data)

AMAO 1	Annual Growth					
	2013-14		2014-15		2015-16	
	Number of Annual Testers	423		428		410
Percent with Prior Year Data	100.0%		100%		100.0%	
Number in Cohort	423		428		410	
Number Met	270		251		253	
Percent Met	63.8%		58.6%		61.7%	
NCLB Target	59.0		60.5		62.0%	
Met Target	Yes		No		No	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	397	108	402	118	365	112
Number Met	148	48	121	57	125	69
Percent Met	37.3%	44.4%	30.1%	48.3%	34.2%	61.6%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	No	Yes	No	Yes	Yes

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2015-16 FSD Benchmark Summary - Richman

	BMK 1* % Meeting Standards		BMK 2* % Meeting Standards		BMK 3* % Meeting Standards	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA G1	97% (U1)	84% (U2)	35%	68% (120)	61%	62% (99)
ELA G2	36% (U1)	64% (U2)	52%	66% (93)	41%	40% (99)
ELA G3	69% (U2)	66% (U2)	76%	82% (89)	85%	98% (60)
ELA G4	17% (U1)	29% (U2)	34%	32% (95)	46%	45% (65)
ELA G5	35% (U2)	47% (U2)	9%	36% (90)	N/A	58% (93)
ELA G6	33% (U1)	59% (U2)	36%	27% (93)	39%	46% (94)
Math G1	63% (U3)	50% (U2)	58%	74% (117)	89%	90% (121)
Math G2	24% (U1)	87% (U2)	43%	43% (93)	85%	94% (94)
Math G3	66% (U2)	63% (U3)	81%	88% (90)	68%	84% (58)
Math G4	70% (U1)	46% (U2)	71%	66% (93)	27%	39% (96)
Math G5	40% (U2)	59% (U2)	N/A	46% (93)	11%	39% (94)
Math G6	33% (U1)	21% (U2)	20%	27% (93)	16%	34% (90)

* Teachers who participated in the math textbook pilot or the i-Ready pilot did not administer the Synced unit assessments.

	Writing 1 % Meeting Standards		Writing 2 % Meeting Standards		Writing 3 % Meeting Standards	
	14-15	15-16	14-15	15-16	14-15	15-16
GK	N/A	N/A	55%	49%	70%	73%
G1	27%	28%	44%	28%	60%	46%
G2	29%	20%	40%	34%	54%	44%
G3	65%	85%	83%	85%	86%	81%
G4	34%	44%	59%	50%	52%	54%
G5	44%	36%	43%	30%	58%	43%
G6	46%	55%	56%	58%	54%	65%

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**School-Wide and Sub Group SBAC Results
2015 - 2016**

Valencia Park

	SBAC ELA				SBAC Math				CST Science
	G3	G4	G5	G6	G3	G4	G5	G6	G5
2016	37	35	32	60	44	44	16	45	
2015	21	28	36	42	46	28	29	31	42
2014									51
2013									57

ELA

	Overall	Asian	Hispanic	White	Econ Dis	EL	SWD
2016	41	N/A	41	N/A	40	32	N/A
2015	32	N/A	31	N/A	30	18	N/A

Math

	Overall	Asian	Hispanic	White	Econ Dis	EL	SWD
2016	38	N/A	37	N/A	36	27	N/A
2015	34	N/A	33	N/A	32	21	N/A

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
	Number of Annual Testers	352	355
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	352	355	344
Number Met	230	237	220
Percent Met	65.3%	66.8%	64.0%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	319	86	304	99	279	104
Number Met	104	50	114	72	99	72
Percent Met	32.6%	58.1%	37.5%	72.7%	35.5%	69.2%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

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2015-16 FSD Benchmark Summary - Valencia Park

	BMK 1* % Meeting Standards		BMK 2* % Meeting Standards		BMK 3* % Meeting Standards	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA G1	99% (U1)	85% (U2)	85%	76% (85)	75%	78% (83)
ELA G2	61% (U1)	65% (U2)	85%	74% (84)	69%	65% (85)
ELA G3	77% (U2)	N/A	63%	N/A	77%	N/A
ELA G4	5% (U2)	21% (U2)	12%	21% (98)	35%	49% (101)
ELA G5	31% (U3)	29% (U2)	19%	37% (93)	58%	37% (57)
ELA G6	57% (U2)	57% (U2)	31%	41% (105)	56%	52% (106)
Math G1	95% (U1)	62% (U2)	89%	84% (85)	96%	98% (83)
Math G2	88% (U2)	89% (U2)	54%	49% (53)	98%	96% (57)
Math G3	79% (U2)	N/A	77%	N/A	43%	N/A
Math G4	32% (U2)	44% (U2)	32%	73% (98)	21%	36% (90)
Math G5	39% (U1)	61% (U2)	8%	48% (92)	16%	45% (93)
Math G6	22% (U3)	41% (U2)	26%	30% (74)	29%	19% (79)

* Teachers who participated in the math textbook pilot or the i-Ready pilot did not administer the Synced unit assessments.

	Writing 1 % Meeting Standards		Writing 2 % Meeting Standards		Writing 3 % Meeting Standards	
	14-15	15-16	14-15	15-16	14-15	15-16
GK	N/A	N/A	46%	49%	72%	67%
G1	48%	54%	61%	48%	77%	59%
G2	25%	25%	28%	29%	45%	45%
G3	27%	23%	58%	37%	67%	44%
G4	20%	19%	23%	28%	29%	40%
G5	28%	15%	30%	18%	32%	26%
G6	45%	42%	51%	50%	51%	45%

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**School-Wide and Sub Group SBAC Results
2015 - 2016**

Woodcrest

	SBAC ELA				SBAC Math				CST Science
	G3	G4	G5	G6	G3	G4	G5	G6	G5
2016	19	37	45	32	41	37	35	21	
2015	19	32	23	33	39	45	17	21	37
2014									42
2013									30

ELA

	Overall	Asian	Hispanic	White	Econ Dis	EL	SWD
2016	33	N/A	32	N/A	30	20	N/A
2015	27	N/A	24	N/A	26	12	N/A

Math

	Overall	Asian	Hispanic	White	Econ Dis	EL	SWD
2016	33	N/A	32	N/A	30	26	N/A
2015	31	N/A	28	N/A	28	21	N/A

Title III Accountability (School Data)

AMAO 1	Annual Growth					
	2013-14		2014-15		2015-16	
Number of Annual Testers	228		229		226	
Percent with Prior Year Data	100.0%		100%		100.0%	
Number in Cohort	228		229		226	
Number Met	135		137		139	
Percent Met	59.2%		59.8%		61.5%	
NCLB Target	59.0		60.5		62.0%	
Met Target	Yes		No		No	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	205	63	203	62	189	66
Number Met	51	32	55	32	57	40
Percent Met	24.9%	50.8%	27.1%	51.6%	30.2%	60.6%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

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2015-16 FSD Benchmark Summary - Woodcrest

	BMK 1* % Meeting Standards		BMK 2* % Meeting Standards		BMK 3* % Meeting Standards	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA G1	98% (U1)	81% (U2)	63%	96% (67)	78%	77% (62)
ELA G2	53% (U2)	65% (U2)	42%	51% (55)	17%	52% (27)
ELA G3	41% (U2)	30% (U2)	40%	28% (57)	64%	47% (51)
ELA G4	20% (U2)	41% (U2)	21%	27% (60)	37%	62% (58)
ELA G5	31% (U2)	45% (U2)	24%	38% (53)	32%	68% (50)
ELA G6	40% (U2)	68% (U2)	62%	63% (60)	69%	
Math G1	92% (U1)	61% (U2)	67%	91% (67)	88%	98% (64)
Math G2	88% (U2)	76% (U2)	42%	38% (55)	81%	57% (28)
Math G3	32% (U2)	39% (U3)	60%	47% (57)	26%	44% (52)
Math G4	70% (U1)	52% (U2)	69%	58% (60)	48%	33% (58)
Math G5	29% (U3)	30% (U2)	35%	35% (51)	12%	29% (38)
Math G6	36% (U2)	63% (U2)	52%	50% (60)	31%	39% (31)

* Teachers who participated in the math textbook pilot or the i-Ready pilot did not administer the Synced unit assessments.

	Writing 1 % Meeting Standards		Writing 2 % Meeting Standards		Writing 3 % Meeting Standards	
	14-15	15-16	14-15	15-16	14-15	15-16
GK	N/A	N/A	69%	75%	78%	83%
G1	8%	12%	35%	77%	74%	86%
G2	18%	30%	38%	39%	51%	25% (28)
G3	55%	29%	55%	59%	86%	57% (28)
G4	32%	44%	44%	48%	34%	49%
G5	31%	29%	37%	37%	32%	41%
G6	41%	42%	50%	63%	46%	55%

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Schoolwide Achievement

Commonwealth: SBAC – Steady growth by grade level and subgroup; Title III: Met AMAO 1 and 2

Maple: SBAC – Limited growth by grade level and subgroup; Title III: Met AMAO 1, did not meet AMAO 2

Nicolas: SBAC – Limited growth by grade level and subgroup; Title III: Met AMAO 1 and 2

Orangethorpe: SBAC – Steady growth by grade level and subgroup; Title III: Did not meet AMAO 1, Met AMAO 2

Pacific Drive: SBAC – Limited growth by grade level and subgroup; Title III: Did not meet AMAO 1 or AMAO 2

Raymond: SBAC – Steady growth by grade level and subgroup; Title III: Did not meet AMAO 1 or AMAO 2

Richman: SBAC – Steady growth by grade level and subgroup; Title III: Did not meet AMAO 1, Met AMAO 2

Valencia Park: SBAC – Steady growth by grade level and subgroup; Title III: Met AMAO 1 and 2

Woodcrest: Steady growth by grade level and subgroup; Title III: Did not meet AMAO 1, Met AMAO 2

Overall, most of our Title I schools have made growth over the last two years on SBAC schoolwide and significant subgroups. Several of our Title I schools meet one or more of their AMAOs per the CEDLT. Eight of our Title I schools remain frozen in Program Improvement. Targeted interventions will be plan to address the needs of both newcomer EL students and students identified as at-risk of becoming LTEL or are currently identified as LTELs.

Academic Achievement Gap for English Learner Students and Students of Poverty

In order to determine the difference in achievement between advantaged and disadvantaged students, the attached graph of the achievement gap for the entire district shows students making good progress in Mathematics. The gap between overall districtwide and EL and SES students has remained fairly constant since 2004, with a gap of approximately 14-15% percentage points.

Program Improvement: Corrective Actions and Academic Supports

Eight of our Title I schools are identified for Program Improvement and have remained frozen in this status since 2013/2014. The sites identified under NLCB as program improvement are as follows:

- Commonwealth – Year 4
- Nicolas Junior High – Year 5
- Orangethorpe – Year 5
- Pacific Drive – Year 5
- Raymond – Year 3
- Richman - Year 1
- Valencia Park – Year 1
- Woodcrest – Year 3

Commonwealth has made steady gains and has made fundamental reforms such as implementing Response to Intervention schoolwide and increased parental involvement. Nicolas Junior High School has hired a new principal and assistant principal and are working closely with staff and community to implement new programs including AVID and Response to Intervention. Orangethorpe hired a new

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principal in the 2015/2016 school year and have expanded their Rtl program. Pacific Drive is implementing a LindaMood Bell reading clinic both during and after school to support their at-risk students. Raymond expanded their intervention services and are currently supporting the first Dual Immersion program in the district. Richman and Valencia Park have also expanded intervention supports to students. Valencia Park has implemented a LindaMood Bell reading clinic along with Orangethorpe.

All Title I school sites have a full time Rtl teacher to provide academic supports to students who qualify. The schools and district are working hard to continue to expand programs to students and meet goals set forth through their SPSA.

District supports have included the following:

- Assistance from Educational Services personnel in analyzing assessment data (use of *Illuminate* data management system and the *iReady* online assessment system) as well as educational practices.
- Assistance from Educational Services personnel in developing, writing, and revising a 2-year SPSA plan.
- Provide professional development in the areas of writing, mathematics, and early literacy skills.
- Provide supplemental intervention instructional materials and online programs.
- Continue Systematic ELD 3-day staff development based on the work of Susan Dutro offered to all new teachers.
- Provide a full time intervention teacher and part time instructional assistants to support struggling students.
- The District Superintendent, Assistant Superintendent of Business Services, Assistant Superintendent of Educational Services and the school site principals hold regular monthly meetings to support school efforts for improvement.
- The Directors of Educational Services, Program Coordinators, and Teachers on Special Assignment meets regularly with school site personnel to provide assistance in designing and implementing interventions as well as educates staff on compliance and mandates at regular staff meetings.

Parent Outreach and Participation

Fullerton School District seeks the support of parents and community members. There is a conscious effort within the district to further build capacity for parental involvement with the goal of improved student academic achievement. Parent programs are well attended and provide good information and tools for parents to become active and integral to the academic success of their children.

Parents have the opportunity to participate and provide input in their children's education through a variety of means. Surveys, committees, focus groups

District and School staff implement the work of the Latino Educational Attainment Group by providing parent training such as *School Smarts*, *Ten Education Commandments for Parents* and the *40 Developmental Assets*. Schools are working with their staff and communities to develop well-organized, goal-linked, and sustainable partnership programs with parents. School sites provide literacy classes for parents and offer ESL classes in two locations across the district. In addition, many workshops have been provided based on parent needs assessment through the School Site Councils, DELAC and ELAC committees.

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Recommendations

In the 2016/2017 school year, the following actions will be taken:

- Continue targeted interventions for students based on current data (Rtl Model).
- Refine focus areas for interventions including intervention programs for ELs to include newcomers and Long Term English learners.
- Provide staff development for teachers in the area of strategies to support English language acquisition.
- Expand Parental opportunities at each school and district by eliciting information from parents and focus groups in the following areas:
 - a) Site and District Activities
 - b) Advisory and Advocacy Roles
 - c) Ways to Support Learning at Home