WE EXPECT EXCELLENCE   WE INNOVATE   WE EMBRACE EQUITY   WE COLLABORATE

SCHOOL REPORT

School: Terra Linda
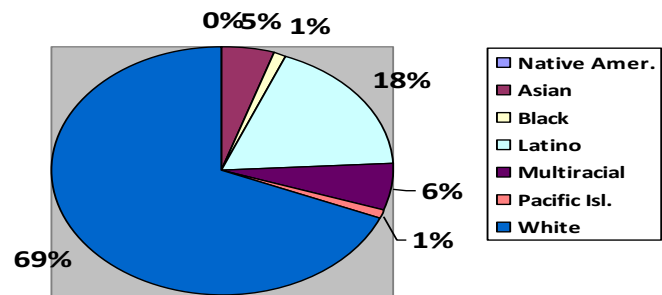
Principal: Christy Batsell   **Years as School Principal:** 3   **Years in BSD:** 19

School Demographics 2016 - 2017

Enrollment: 412

Economically Disadvantaged: 36%

Students with Disabilities: 16%

Ever English Language Learner: 21%

Different Languages Spoken: 13

Pie chart: Native Amer. 0%, Black 5%, Asian 1%, Latino 18%, Multiracial 6%, Pacific Isl. 1%, White 69%

School Metrics

Kindergarten Readiness

Letter Names*	14-15	15-16	16-17	Early Mathematics	14-15	15-16	16-17
All Students	24.9	24.3	34.6	All Students	9.7	9.0	8.5
Economically Disadvantaged	15.5	14.0	27.3	Economically Disadvantaged	7.5	7.3	6.6
English Language Learners				English Language Learners			
Students with Disabilities				Students with Disabilities			

Letter Sounds	14-15	15-16	16-17	Approaches to Learning	14-15	15-16	16-17
All Students	9.3	13.3	12.8	All Students	3.8	3.4	3.2
Economically Disadvantaged	5.8	5.5	8.4	Economically Disadvantaged	3.7	3.2	3.0
English Language Learners				English Language Learners			
Students with Disabilities				Students with Disabilities			

* Prior to 2016-17, letter names was a single timed test. Beginning in 2016-17, there are two untimed tests – one for uppercase and one for lowercase letters.

College Readiness

Grade 3 English Language Arts	14-15	15-16	16-17	Grade 3 Mathematics	14-15	15-16	16-17
All Students	62%	58%	64%	All Students	77%	68%	66%
Economically Disadvantaged	37%	30%	43%	Economically Disadvantaged	50%	45%	33%
English Language Learners				English Language Learners			
Ever English Language Learners	■			Ever English Language Learners	■		
Students with Disabilities				Students with Disabilities			
Talented and Gifted				Talented and Gifted			
Asian				Asian			
Hispanic/Latino	25%			Hispanic/Latino	40%		
White	77%	61%	81%	White	94%	73%	84%
Multi-racial				Multi-racial			
Male	52%	46%	61%	Male	66%	68%	68%
Female	73%	68%	67%	Female	89%	68%	63%

District Goal: WE empower all students to achieve post-high school success.

Grade 5 English Language Arts	14-15	15-16	16-17	Grade 5 Mathematics	14-15	15-16	16-17
All Students	59%	82%	66%	All Students	45%	61%	60%
Economically Disadvantaged		72%	39%	Economically Disadvantaged		48%	35%
English Language Learners				English Language Learners			
Ever English Language Learners				Ever English Language Learners			
Students with Disabilities				Students with Disabilities			
Talented and Gifted				Talented and Gifted			
Asian				Asian			
Hispanic/Latino				Hispanic/Latino			
White	70%	85%	78%	White	51%	65%	84%
Multi-racial				Multi-racial			
Male	59%	78%	56%	Male	52%	54%	54%
Female	59%	86%	75%	Female	38%	69%	65%
Growth English Language Arts	14-15	15-16	16-17	Growth Mathematics	14-15	15-16	16-17
All Students	51%	55%	58%	All Students	50%	38%	41%
Economically Disadvantaged	46%	47%	48%	Economically Disadvantaged	51%	38%	39%
English Language Learners				English Language Learners			
Ever English Language Learners	██	██	██	Ever English Language Learners	██	██	██
Students with Disabilities				Students with Disabilities			
Talented and Gifted		59%		Talented and Gifted		22%	50%
Asian				Asian			
Hispanic/Latino		45%	50%	Hispanic/Latino		38%	50%
White	50%	58%	59%	White	51%	41%	38%
Multi-racial				Multi-racial			
Male	51%	55%	58%	Male	57%	36%	37%
Female	60%	55%	59%	Female	42%	40%	46%

	14-15	15-16	16-17		14-15	15-16	16-17
Students missing fewer than 10 days of school	75%	75%	69%	Students reporting that at least one adult cares about them	94%	89%	88%
Students missing class due to suspensions or expulsion	11	7	2	Parents reporting they feel informed and valued as active partners in their child's education	69%	93%	81%
Number of class days missed due to suspensions or expulsion	22.5	7	6	Teachers and staff reporting they contribute to school decision making	91%	96%	91%

Successes:
Of the metrics above, what are you most proud of and why?

I am most proud of the growth all of our students have shown over the past three years in English Language Arts. I am also proud of our subgroup growth which is nearly the same as the growth for all students in both English Language Arts and Math, with our Hispanic/Latino students growing faster in math as compared with all students.

I am most proud of these results because our focus at Terra Linda over the past two years has been on English Language Arts as well as on the needs of our various subgroups. Our professional development at both the district and school level has been focused on strategies and structures in English Language Arts that research shows will result in the biggest gains for students. In addition, we implemented specific interventions during the school day and after school with the goal of helping students grow faster than their peers in order to reach grade level expectations. Our results show how focusing on an specific areas can lead to growth.

Challenges:
Of the metrics above, what are you most concerned about and why?

I am most concerned about our growth in Mathematics. For students to be College and Career Ready, they need strong foundational skills in math as well as the ability to analyze, reason, and solve novel problems. I am also concerned about the number of students missing more than 10 days and how many students report that at least one adult cares about them. We know regular attendance directly impacts achievement in school. And students who know there is an adult who cares about them are more likely to attend every day and engage in their learning. Our goal is to push both numbers as close to 100% as possible.

Action Plan:
What is your plan of action to address these concerns?

To address the low growth percentage in mathematics, we will be focusing on the structures and strategies from our new math adoption which is aligned to the Common Core Standards. We will use Week 1 Collaboration time to focus on math instruction. Grade level teams will monitor student achievement by analyzing formative assessment data then collaborating around promising practices to address areas of student need. Through the workshop model, teachers will challenge students to build their problem solving and analysis skills, and teachers will confer with individual students to push them further in their thinking but also identify gaps that require additional instruction.

To improve our attendance rates and student connections with adults, we are employing a variety of strategies from the Culture of Care pilot program. As an original pilot school, our core team received focused training last spring and have already begun training our whole staff. We will continue to provide professional development around trauma-informed schools, restorative practices, PBIS, and the skills and strategies to help students be regulated at school and develop strong relationships with with staff. As we develop our knowledge and skills in these areas, we will increase the number of students who can actively engage in lessons throughout the day and meet or exceed proficiency on the many learning targets.