

# Everett Freeman Promise Neighborhood | 2018 Academic Report

The Paskenta Band of Nomlaki Indians, a recipient of a Promise Neighborhood grant from the U.S. Department of Education, has been working with community organizations to implement a continuum of solutions to achieve the vision of all children and youth in the Corning-Rancho Tehama will attain an excellent education and successfully transition to college/career. The selected strategies and current academic progress are described below.

## 2018 Community Profile

- 39% of EFPN residents live below the federal poverty level
- 3,086 Kindergarten – Gr 12 students enrolled in partner schools

**CORNING PROMISE**  
Paskenta Band of Nomlaki Indians



## KINDERGARTEN DEVELOPMENT

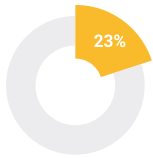
■ Academic Result ■ Selected Strategies



**45%** children were ready for kindergarten

- Comprehensive reading and early literacy program for preschool children and teachers
- Support and expand early learning opportunities
- Community literacy activities for children and families

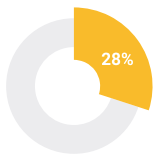
## ACADEMIC PROFICIENCY MATH (GRADES 3 – 8)



**23.5%** students met or exceeded standards for Math

- Expand after-school and summer programming for students
- Professional development for middle school teachers through the University of California, Los Angeles (UCLA) for Mathematics and Teaching
- Professional math development with K – Grade 5 educators

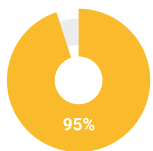
## ACADEMIC PROFICIENCY ENGLISH-LANGUAGE ARTS (ELA) (GRADES 3 – 8)



**28%** students met or exceeded standards for ELA

- After-school reading programs and remedial reading interventions for students
- Ongoing intensive coaching and professional development of K-grade 8 teachers
- Support research-based instructional strategies appropriate for EL students to accelerate student learning

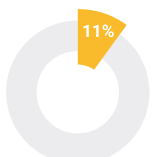
## AVERAGE DAILY ATTENDANCE (GRADES 6 – 9)



**95.6%** average days students attended school daily

- Improve the educational environment to increase student attendance
- Build the capacity of leaders to analyze data to understand the connection between attendance and student achievement

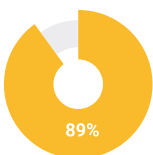
## CHRONIC ABSENTEEISM (GRADES 6 – 9)



**11.2%** students missed 18 days or more of school

- Licensed mental health therapist at all schools
- Evidence-based substance abuse and violence prevention program for students in grades 6 – 7
- Adolescent diversion-mentoring program

## HIGH SCHOOL GRADUATION



**89.8%** students graduated on time

- High school academic-career counseling
- Expansion of dual enrollment and career and technical education programs
- Promote and support college and career opportunities



## Information on Assessment Data and Collection

### **Kindergarten Readiness:**

Data was collected from the 54-month and 60-month Ages & Stages Questionnaires – Version 3 (ASQ-3) from CUESD-incoming Kindergarten children who were enrolled in school prior to the end of July. Baseline data was collected in 2017 from a convenience sample, which was not representative of the entire incoming Kindergarten population. Data in 2018 was collected through EFPN trained proctors who met in-person with families at school sites.

### **Academic Proficiency:**

The Smarter Balanced Summative Assessments are part of California's system of assessments called the California Assessment of Student Performance and Progress (CAASPP). The summative assessments are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics. Data for this category was collected from the state CAASPP data system.

### **Average Daily Attendance:**

Partnering school districts report the total number of days that students attend school divided by the total number of days in the regular school year. The data is aggregated for students enrolled in grades 6 – 9 across the two partner school districts.

### **Chronic Absenteeism Rate:**

The chronic absenteeism rates is based on the number of students who miss 10 percent or more school days during the school year. Corning Union Elementary School District and Corning Union High School District operate on a 180-day school calendar; therefore, a student enrolled all year would need to miss 18 or more days to count as chronically absent.

### **High School Graduation:**

The high school graduation rate is the percentage of students who graduate from high school in four years with a regular high school diploma divided by the number of students who form the four-year graduating class. This data is collected from the California Department of Education web-based data reporting system, Dataquest.