

Everett Freeman Promise Neighborhood

2019 Academic Summary Report

The Everett Freeman Promise Neighborhood (“Corning Promise”) began implementation of a continuum of cradle-to-college/career solutions in 2017 to reach the vision of all children and youth in the Corning-Rancho Tehama footprint will attain an excellent education and successfully transitions to college/career. To reach the goal, the Paskenta Band of Nomlaki Indians partnered with community organizations and schools to deliver solutions focused on early learning, K – 12 education, college and career readiness, and family and community well-being. The U.S. Department of Education, the funding agency, requires reporting of academic information in multiple areas; these categories are included in this report.

Partnering School Districts Profile

- 3,086 Kindergarten – Gr 12 students enrolled in partnering school districts
- 34% of Kindergarten – Gr 12 students classified as English Learners (EL)
- 80% of students are eligible for free or reduced-price meals at school (indication of poverty levels)

CORNING PROMISE
Paskenta Band of Nomlaki Indians



KINDERGARTEN DEVELOPMENT



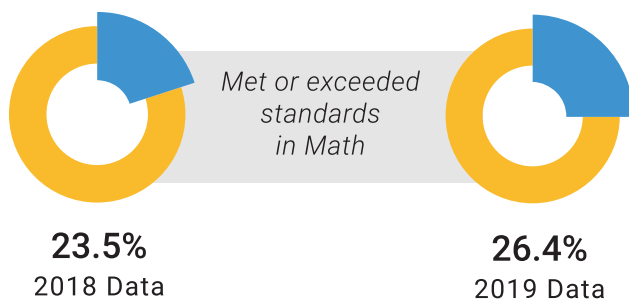
Solutions Supported

- Improve quality rating of pre-K programs through teacher professional development and support the creation of enriching classroom environments
- Provide individualized coaching to preschool educators
- Enhance children’s learning experiences through community literacy activities
- Home visitors provide parenting, education, health and child development services to families
- Literacy and language enrichment program offered through the Recreation and Enrichment program throughout the year



ACADEMIC PROFICIENCY MATH

(GRADES 3 - 8)



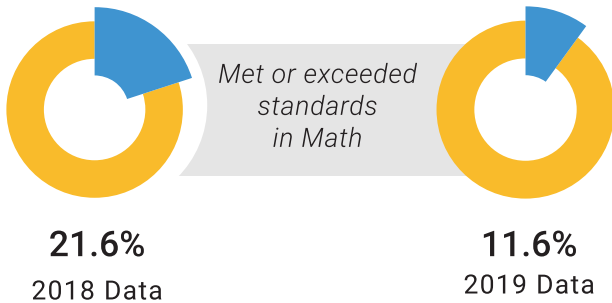
Solutions Supported

- Expand after-school and summer programming for students
- Professional math development with K – Grade 5 educators
- Enhance teachers’ and administrators’ knowledge about adopted math curriculum and instructional practices
- Support vertical alignment between middle school and high school



ACADEMIC PROFICIENCY MATH

(GRADE 11)



Solutions Supported

- Focus on horizontal and vertical alignment in math (2019-2020 SY)
- Develop assessment resources for math educators to assess student progress in math
- Academic facilitator to provide intervention to student in need of support



ACADEMIC PROFICIENCY ELA

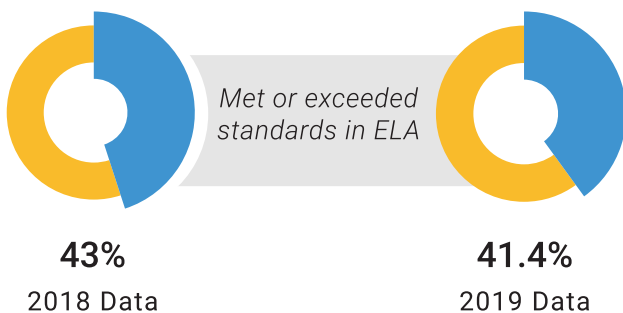
(GRADES 3 - 8)



Solutions Supported

- Teacher development in Tk – Grade 2 early literacy
- Build capacity of educators on reading and writing in grade 3 – 8 classrooms
- Expand after-school and summer programming for students
- Build leaders capacity around data analysis and enhance their data-driven instructional leadership
- Afterschool programming for students in core content areas
- RBI Instructional Assistants provide student support in reading

(GRADE 11)

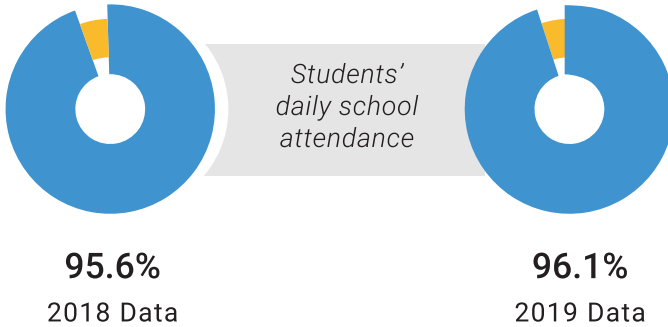


Solutions Supported

- Progress monitoring of ELD instructional strategies
- Academic facilitator co-create student improvement plans to help students regain footing in their courses
- Counselor targeted interactions and promoted student development



AVERAGE DAILY ATTENDANCE

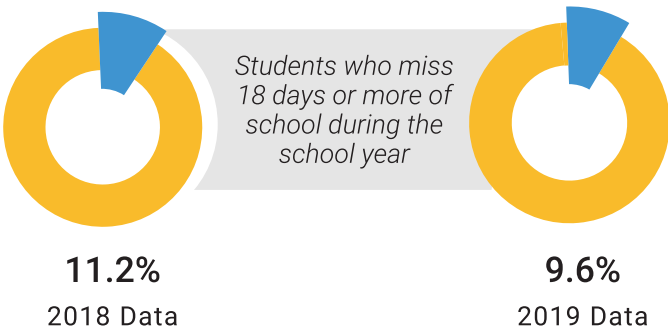


Solutions Supported

- Attendance Coach worked with students to improve attendance and foster school engagement
- Increase student attendance by improving the educational environment
- Addressed attendance using a multi-tiered approach



CHRONIC ABSENTEEISM

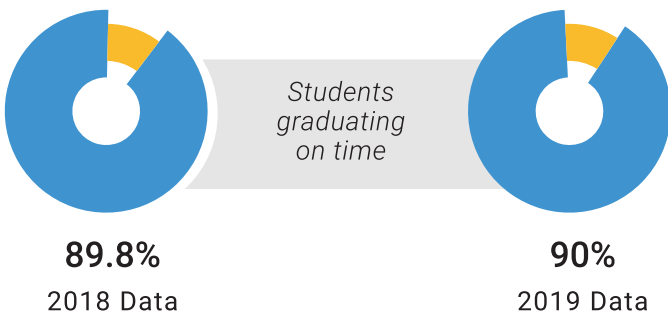


Solutions Supported

- Cultivate a culture that embraces all students and families
- Attendance Coach works with the entire family to address their complex needs
- Therapists work with students to unpack barriers to attendance
- School teams convene to discuss chronic absenteeism data



HIGH SCHOOL GRADUATION



Solutions Supported

- Counselors promote student development and provide college and career advisement
- Expansion of dual enrollment and career and technical education
- Strengthen support around college readiness by partnering with neighboring colleges to help students transition from high school to college
- College and Career Readiness support for graduated students



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. Data in 2018 and 2019 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.