

# Astro Blast

May 8, 2017



## Next Week at Carr (5/8-5/12)

5/8	Monday	SSC Meeting	2:45/Room 301
May 8, 9, 11, 12	Mon.-Fri.	Block Schedule – SBAC Math	
5/10	Wed.	Professional Development	
5/11	Thurs.	PBIS Meeting	

As a CORE district and school, we recently received our preliminary results. In our academic domain, we increased in all of our areas, especially in high school readiness as I shared during our staff meeting. I think our focus on academics has really paid off as is clear from our increases.

Index Results: Academic Domain (All Students)					
	Metric result 2015	Metric result 2016	Change in Metric Performance from 2015 to 2016	Index Level 2016	Change in Index Level from 2015 to 2016
Academic Performance English Language Arts	<b>12%</b> MEET OR EXCEED STANDARDS	<b>20%</b> MEET OR EXCEED STANDARDS	<b>8%</b>	<b>4/10</b>	<b>↑3</b>
Academic Growth - English Language Arts		<b>56%</b> GROWTH PERCENTILE		<b>6/10</b>	
Academic Performance Math	<b>9%</b> MEET OR EXCEED STANDARDS	<b>11%</b> MEET OR EXCEED STANDARDS	<b>2%</b>	<b>3/10</b>	<b>↑1</b>
Academic Growth - Math		<b>53%</b> GROWTH PERCENTILE		<b>6/10</b>	
HS Readiness	<b>39%</b> HIGH SCHOOL READY	<b>59%</b> HIGH SCHOOL READY	<b>20%</b>	<b>10/10</b>	<b>↑4</b>

While the above table indicates our past performance, the below table indicates what we need to do to continue to reach our goals. For High School Readiness, we need to continue to hold our students to high standards. In the area of Language Arts, in order to move from a 4 to a 5, we need to have an additional 2% of our students Meet or Exceed Standards (on the SBAC in Language Arts). However, I believe we can move up two index levels, from a 4/10 to a 6/10, so we are working towards having at least 25% of our students Meet or Exceed Standards. In Math, I believe we can grow two index levels as well and have at least 14% of our students Meet or Exceed Math Standards.

Amount of Improvement Needed to Advance Index Levels - Academic Domain					
	Index Level 2016	Metric result 2016	Change needed to improve 1 Index Level	Change needed to improve 2 Index Levels	Change needed to improve 3 Index Levels
Academic Performance English Language Arts	<b>4/10</b>	<b>20%</b> MEET OR EXCEED STANDARDS	<b>2%</b>	<b>5%</b>	<b>11%</b>
Academic Performance Math	<b>3/10</b>	<b>11%</b> MEET OR EXCEED STANDARDS	<b>1%</b>	<b>3%</b>	<b>6%</b>
HS Readiness	<b>10/10</b>	<b>59%</b> HIGH SCHOOL READY			

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In the area of Socio-Emotional & Culture-Climate, we have a lot of work to do. Our attendance numbers remain high, but many of our other factors are not improving as indicated below.

Social-Emotional & Culture-Climate Domain (All Students)					
	Metric result 2015	Metric result 2016	Change in Metric Performance from 2015 to 2016	Index Level 2016	Change in Index Level from 2015 to 2016
<u>Chronic Absenteeism</u>	<b>3%</b> CHRONICALLY ABSENT	<b>3%</b> CHRONICALLY ABSENT	<b>0%</b>	<b>10</b> / <sub>10</sub>	<b>→0</b>
<u>English Learner Re-designation</u>	<b>24%</b> RE-DESIGNATED	<b>13%</b> RE-DESIGNATED	<b>-11%</b>	<b>3</b> / <sub>10</sub>	<b>↓4</b>
<u>Suspension Rates (includes students suspended and/or expelled)</u>	<b>9%</b> SUSPENDED (AND/OR EXPELLED)	<b>10%</b> SUSPENDED (AND/OR EXPELLED)	<b>1%</b>	<b>5</b> / <sub>10</sub>	<b>↓1</b>
<u>Culture and Climate: Family Overall</u>		<b>95%</b> PERCENT FAVORABLE		<b>8</b> / <sub>10</sub>	
<u>Culture and Climate: Staff Overall</u>	<b>86%</b> PERCENT FAVORABLE	<b>75%</b> PERCENT FAVORABLE	<b>-11%</b>	<b>3</b> / <sub>10</sub>	<b>↓3</b>
<u>Culture and Climate: Student Overall</u>	<b>67%</b> PERCENT FAVORABLE	<b>70%</b> PERCENT FAVORABLE	<b>3%</b>	<b>6</b> / <sub>10</sub>	<b>↑1</b>
<u>Social-Emotional Skills: Growth Mindset</u>	<b>46%</b> PERCENT POSITIVE	<b>43%</b> PERCENT POSITIVE	<b>-3%</b>	<b>1</b> / <sub>10</sub>	<b>→0</b>
<u>Social-Emotional Skills: Self-Efficacy</u>	<b>46%</b> PERCENT POSITIVE	<b>47%</b> PERCENT POSITIVE	<b>1%</b>	<b>1</b> / <sub>10</sub>	<b>→0</b>
<u>Social-Emotional Skills: Self-Management</u>	<b>66%</b> PERCENT POSITIVE	<b>65%</b> PERCENT POSITIVE	<b>-1%</b>	<b>1</b> / <sub>10</sub>	<b>↓1</b>
<u>Social-Emotional Skills: Social Awareness</u>	<b>60%</b> PERCENT POSITIVE	<b>60%</b> PERCENT POSITIVE	<b>0%</b>	<b>4</b> / <sub>10</sub>	<b>→0</b>

Our students are not there yet in believing that they have a Growth Mindset, nor in Self-Efficacy, Self-Management, and Social Awareness. This is why I believe that we need to continue with Homeroom, continue with Second Step and forge relationships with our students. We have already put in place efforts to help our EL students to gain the English skills that they need, and we need to continue with the mindset that every classroom should be responsible for our EL students' improvement.

Thank you for all of you for your work before and during FPM. I believe that the data chats and analysis of our students' test scores and statuses help us to address their needs more effectively. This is a process that we will continue into the future and that will guide our instruction. Also continuing on to next year, I hope to promote more collaboration among our teachers. I believe that as a team, we can create and provide our students more relevant and effective instruction.

One final note, Virginia Ruiz, our registrar has been out on medical leave. While substitute clerks have been helping, we are stretched and look forward to when she will be able to join us.

# Astro Blast

May 3, 2017



Alejandra Esquivel

Alejandra Esquivel, School Office Assistant, returned to Carr in January after completing her student teaching, including an exceptional 10 weeks at ALA and recently earned her Multiple Subject Credential! Ale is definitely tied to the Santa Ana community and Santa Ana Unified. When she was just a high school senior, she was a paid student working at the Ritchey Center. From there, her talents were recognized and she was promoted time after time, finally landing at Carr in 2008. However, as a Pre-Econ major 10 years ago, she didn't know that she was on the path to becoming a teacher. All Ale knew was that she was miserable in Pre Econ, and when she went into Education, it felt right to her. Alejandra had found her true calling because she knew she was going to make a difference. Similarly, when she has worked with students outside of Santa Ana, she didn't feel at home and it wasn't the same. She has loved seeing students from Carr, especially those who struggled, come back to Carr and show how they have turned around in high school and beyond. Ale is continuing her studies with her Masters in Education, a research based program which will most likely lead to a doctorate!

While Alejandra's passion for education is infectious, her second passion is for travel. She has visited Italy, Greece, Turkey, Japan, Israel, France, England and this summer has plans to visit Germany. Her favorite location so far has been Paris. The culture, people food and even the air were exhilarating.

Ale's sense of calm touches all around her. Through the journeys she's made through her life, she has realized that as long as she's passionate about what she's doing, the opportunities will come, and when they do, she'll be ready.