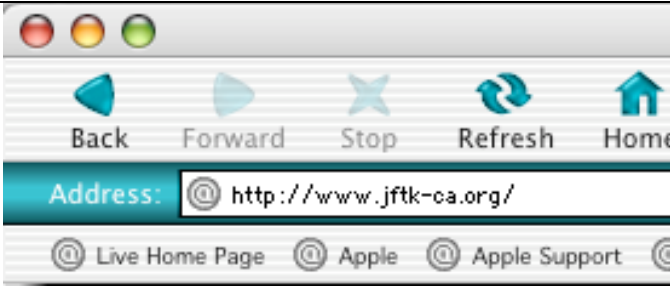


How to Use the JFTK-CA Website

Open your web browser and type in the URL for the web site:
<http://www.jftk-ca.org>

Any recent version of a web browser is fine.



Type in the first part of the name of your school in the "Enter School:" box.

You can leave off words like Elementary School, Middle School or High School. For example, if your school is Potter Valley Elementary/Junior High School, you can just type in the keyword "potter".

Search for your school or district:

Enter District: **GO**

Enter School: **GO**

Browse all schools and districts. **GO**

Locate your school from the list and click on your school's name.

In our example, we will select "Potter Valley Elementary/Junior High".

Select a School

| Campus Name | |
|--|----|
| Potter (James E.) Intermediate | Fa |
| Potter Valley Elementary Community Day | Po |
| Potter Valley Elementary/Junior High | Po |
| Potter Valley High | Po |

Examine the “Summary Page” for your school. The left half of the page includes enrollment and demographic information.

Summary for Potter Valley Elementary/Junior High, Potter Valley Community Unified

CDS: 23-73866-6025241
 Student Enrollment: 199
 Free/Reduced School Lunch Percentage: 45.6%
 English Language Learner Percentage: 11.1%
 District Characterization: Rural, outside MSA
 Ethnic Breakdown:

| | |
|---------------------------------|-------|
| American Indian/Alaskan Native: | 8.5% |
| Asian: | 0.0% |
| Pacific Islander: | 0.0% |
| Filipino: | 0.0% |
| Hispanic/Latino: | 14.6% |
| African American: | 0.0% |
| White: | 76.9% |
| Other/Declined to State: | 0.0% |

The right half of the school summary page contains the data selections where you can choose which charts you want to display.

Grade Level Charts will allow you to see performance of that grade and subject.

Click on a grade and subject from the dropdown menu.

Grade Level Charts:

Grade Level Reports: By selecting a grade and subject, you can display the fundamental JFTK chart, the 4-bar chart, which compares performance at your school to the performance of the 10 highest performing schools with equal or more challenging demographic across the state, in your region, and within your county. You can also access other JFTK-CA Charts including: Multiyear line charts, Mobility Adjustment Bar Charts (Volunteers Only), Strand Charts (Volunteers Only), Starting Point Analysis line charts. High schools can also display results from the Early Assessment Program (EAP).

Select Test/Grade/Subject ▼

Select Chart

Select Test/Grade/Subject

- CST Grade 2 Language Arts
- CST Grade 2 Mathematics
- CST Grade 3 Language Arts
- CST Grade 3 Mathematics
- CST Grade 4 Language Arts
- CST Grade 4 Mathematics
- CST Grade 5 Language Arts
- CST Grade 5 Life Science
- CST Grade 5 Mathematics

The *Select Criteria* page shows which criteria will be used to select comparable schools. The first four are required; the others are optional.

You can select any of the top three non-white ethnic groups, limit by district size or compare only to schools that met their AYP. You can also select a strict match on school type (i.e., middle). The more criteria, the smaller your pool. Click **Display Chart**.

Select which attributes you would like to use to identify comparable top performers.

| Clear Criteria | Display Chart | Potter Valley Elem/Jr High | Comparison Factor | On/Off | |
|----------------|---------------|--|-------------------|-----------------------------------|--------------------------|
| | | FRSL Enrollment | 45.6 % | >= | On |
| | | ELL Enrollment | 11.1 % | >= | On |
| | | % Tested @ grade level | 92.0 % | >= | On |
| | | Grade Size | 25 | >=40% | On |
| | | Largest ethnic group: Hispanic | 14.6 % | >= | <input type="checkbox"/> |
| | | 2nd largest ethnic group: American Indian | 8.5 % | >= | <input type="checkbox"/> |
| | | 3rd largest ethnic group: Multiple/No Response | 0.0 % | >= | <input type="checkbox"/> |
| | | District Size | 300 | >=40% | <input type="checkbox"/> |
| | | Adequate Yearly Progress (AYP) | | Only Include Schools that Met AYP | <input type="checkbox"/> |

This is a *4-Bar Chart*. The left bar represents your school. Blue represents the percentage of students scoring Proficient and above, green is Basic, and white is Below Basic and Far Below Basic.

The second bar represents the average performance of the top 10 of all of the comparable schools in the state.

The third bar is the average of the top 10 comparables in your region.

In larger counties, a fourth bar would show the top 10 comparable schools in the county.

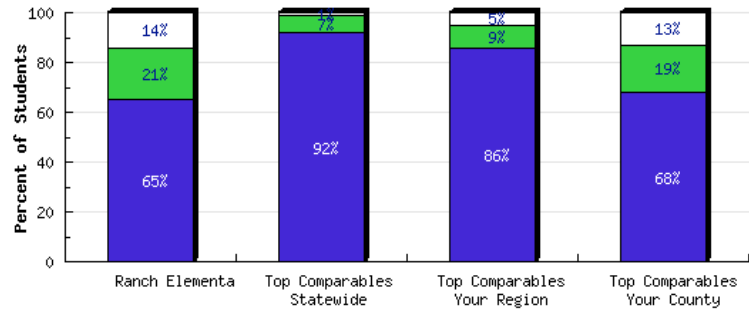
[Home](#) -> [Search](#) -> [School Summary](#) -> 4-bar Chart

4-bar Chart

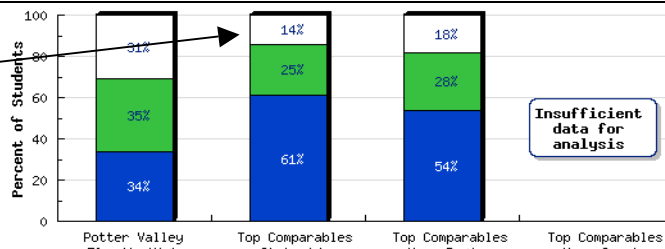
Grade 4 Mathematics 2006 Results

Free/Reduced School Lunch: 18.3%
English Learners: 15.8%
Grade Enrollment: 86
Statewide Comparable Schools Found: 2,990

Click on Top Comparables bar below to see a breakdown of the schools which make up that bar.



From the 4-bar chart, click on one of the comparables bars to see the list of schools.



This is a chart that shows the school name, census definition of the area, student performance numbers and the percentages of the selection criteria. It also shows the number of students enrolled in the grade and taking the test. Finally, it shows the distance from the selected school to each of the other schools.

In the Met AYP column, schools that did not meet their AYP will have a **No**, which can be clicked to show why they did not meet AYP.

Under the chart, you will see the "opportunity gap" between your performance and the average of the top ten.

Click on the "4-bar" link above the table to return to the 4-bar chart.

| School Name (Grade Span) District Name | District Type | Students Taking CST | | | School-Wide | | | Selected Grade | | | Distance to Site | |
|---|------------------|------------------------|-------------------|--------------|-------------|---------|------------|--------------------|-------------------------------|--------------------------|------------------|--|
| | | % Proficient and Above | % Basic and Above | % Low-Income | % EL | Met AYP | % Hispanic | Number of Students | Number of Students Taking CST | % of Students Taking CST | | |
| Potter Valley Elementary/Junior High (K-8) Potter Valley Community Unified | Rural | 34.0 | 69.0 | 45.6 | 11.1 | Yes | 14.6 | 25 | 23 | 92.0 | 0 | |
| Lassen View Elementary (K-8) Lassen View Union Elementary | Rural | 69.0 | 89.0 | 47.9 | 12.2 | Yes | 17.4 | 35 | 35 | 100.0 | 77 | |
| Rancho Elementary (K-5) San Diego Unified | Lg City | 64.0 | 95.0 | 56.2 | 28.3 | Yes | 24.1 | 50 | 49 | 98.0 | 564 | |
| Valley Magnet (K-12) Los Angeles Unified | Lg City | 62.0 | 83.0 | 59.3 | 18.4 | Yes | 35.8 | 34 | 34 | 100.0 | 437 | |
| Descanso Elementary (K-6) Mountain Empire Unified | Rural Metro Area | 61.0 | 87.0 | 45.3 | 12.2 | Yes | 15.7 | 23 | 23 | 100.0 | 575 | |
| Vintage Street Fundamental (K-5) Los Angeles Unified | Lg City | 61.0 | 85.0 | 57.4 | 23.3 | Yes | 45.5 | 120 | 120 | 100.0 | 434 | |
| Columbus (Christopher) Elementary (K-6) Jefferson Elementary | Lg City Suburbs | 61.0 | 79.0 | 51.6 | 37.3 | Yes | 26.8 | 34 | 33 | 97.0 | 119 | |
| Jones Elementary (K-5) San Diego Unified | Lg City | 59.0 | 89.0 | 64.8 | 23.7 | Yes | 35.4 | 55 | 54 | 98.0 | 561 | |
| Mason Elementary (K-5) San Diego Unified | Lg City | 59.0 | 84.0 | 51.6 | 23.4 | Yes | 17.4 | 183 | 182 | 99.0 | 555 | |
| Pony Express Elementary (K-6) Sacramento City Unified | Lg City | 59.0 | 75.0 | 52.9 | 18.6 | Yes | 16.5 | 58 | 58 | 100.0 | 103 | |
| Kettering Elementary (K-5) Long Beach Unified | Lg City | 57.0 | 97.0 | 47.2 | 17.0 | Yes | 28.7 | 69 | 60 | 87.0 | 473 | |
| Average of Top Comparable Schools | | 61.2 | 86.3 | | | | | | | | | |
| Opportunity Gap | | -27.2 | -17.3 | | | | | | | | | |
| Number in Pool | | 2,645 | | | | | | | | | | |

[Home](#) -> [Search](#) -> [School Summary](#) -> [4-bar Chart](#) -> Compare | [Logout](#)

From the 4-bar chart, use the drop down menu to click the word "Multiyear" to view the performance of the school and comparables over time. The default displays students scoring Proficient and Above.

The light blue line is the average of the top 10 comparables and the dark blue line is your school. The light grey line near the bottom is Minimum AYP proficiency.

Select "Basic and Above" or "Both" for different versions of the chart. Choose "Compare Same Cohort" to see data for a particular group of students moving from grade to grade (not factoring mobility).

Home -> Search -> School Summary -> 4-bar Chart | Logout



Home -> Search -> School Summary -> 4-bar Chart -> Multiyear

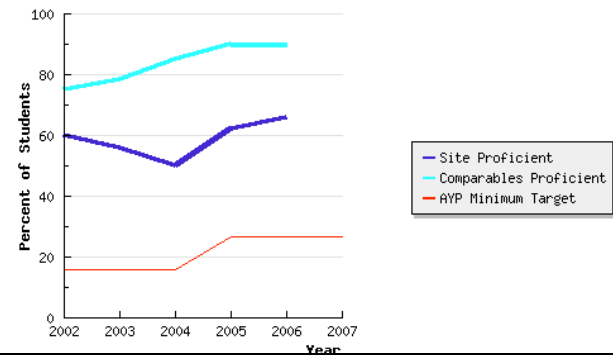


Grade 5 Mathematics Multiyear Results

Statewide Comparable Schools: 2002: 2,798 --- 2003: 2,963 --- 2004: 3,057 --- 2005: 3,006 --- 2006: 2,991



- Display Proficient and Above
- Display Basic and Above
- Display Both
- Compare Same Grade
- Compare Same Cohort



From the drop down menu, click on the "Scatterplot" link to view your school's performance for that grade and subject against the predicted performance based upon the statewide "mean" for the percent of students making up the selected subgroup – called a "regression analysis".

This chart also maps how other schools from across the entire state perform (percent proficient) for that grade and subject given their percentage of a subgroup. Each dot represents a school in the state.

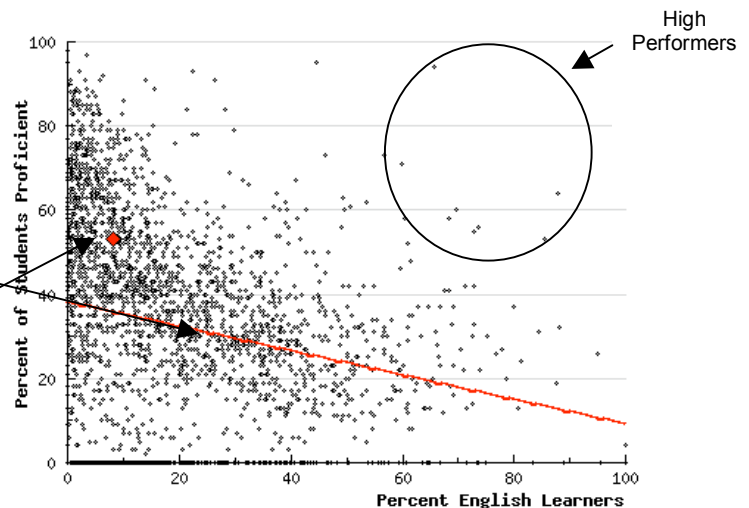
The red line represents the statewide mean. If the red diamond (your school) is above the red line, your school is performing above expectation for that subgroup. Use the drop down menu to change the sub-group and map a new chart.

Home -> Search -> School Summary -> 4-bar Chart | Logout



Grade 7 Mathematics 2006

Schoolwide % English Learners vs Percent Proficient and Above



From the drop down menu, click on the "Starting Point" link to compare the progress of ten schools that started at the same point (percent proficient) as the selected school.

Click on the graph to see the list of schools and the progress made towards proficiency for that grade level.

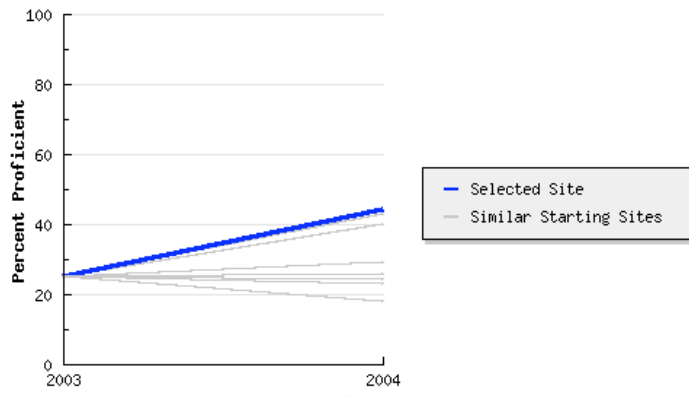
Return to the School Summary page by clicking on "School Summary" above the chart.

Home -> Search -> School Summary -> 4-bar Chart | Logout



Grade 4 Language Arts 2004 Starting Point Analysis Results

Percent Proficient: 25.0 - 44.0
 Starting Point Analysis: +19.0
 Number of Schools within 2 %: 75



School Level Charts

Adequate Yearly Progress tables provide a summary of whether your school made Adequate Yearly Progress (AYP) in all categories.

Subgroup Summary Charts show performance of key subgroups at your school across multiple years.

Multi-Grade Charts allows you to look across all grade levels.

School Level Charts:

Adequate Yearly Progress Reports: Provides schoolwide information on the percentage and number of students, overall and by subgroup taking tests to meet performance requirements of NCLB

Subgroup Summary Charts: Line chart shows performance of key subgroups at your school across multiple years. From the Subgroup Summary you can access information on the Top Comparable schools, by subgroup performance

Multi-Grade Summary Charts: Multi-bar chart provides a one page look across all grades and compares your school to the top 10 across the state with equal or more challenging demographics

The AYP Summary table shows the school's performance in meeting Adequate Yearly Progress targets. For areas that do not meet AYP, the word **No** will show the area of concern. Clicking on **No** will bring up an explanation of the issue.

In this case, Potter Valley met AYP, so no areas of concern are shown.

Language Arts **Mathematics**

Language Arts **Mathematics**

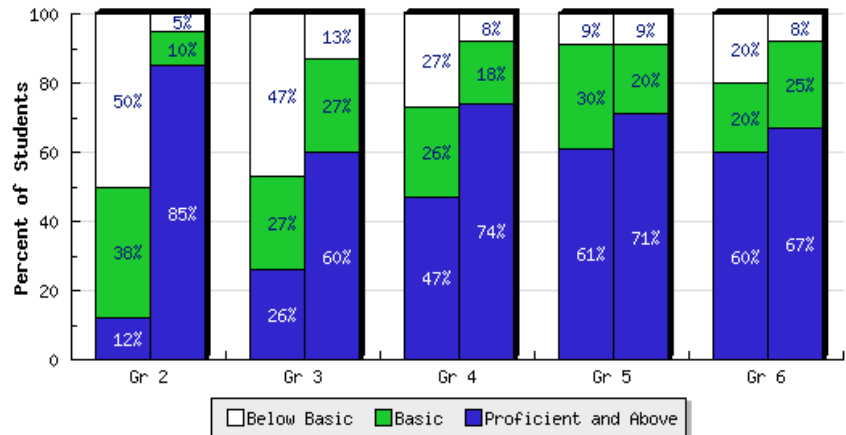
| Subgroup | Enrollment | Number Tested | Particip. Rate | Particip. Rate Met | Number Valid Scores | Number Proficient or Above | Percent Proficient or Above | Percent Proficient Met |
|-----------------------------|------------|---------------|----------------|--------------------|---------------------|----------------------------|-----------------------------|------------------------|
| All Students | 170 | 166 | 97.6 | Yes | 156 | 55 | 35.2 | Yes |
| African American | 0 | 0 | N/A | N/A | 0 | N/A | 0 | N/A |
| American Indian | 9 | 9 | 100.0 | N/A | 7 | N/A | 0 | N/A |
| Asian | 0 | 0 | N/A | N/A | 0 | N/A | 0 | N/A |
| Filipino | 0 | 0 | N/A | N/A | 0 | N/A | 0 | N/A |
| Hispanic | 20 | 19 | 95.0 | N/A | 17 | 3 | 17.6 | N/A |
| Pacific Islander | 0 | 0 | N/A | N/A | 0 | N/A | 0 | N/A |
| White | 134 | 132 | 98.5 | Yes | 126 | 51 | 40.4 | Yes |
| Socioeconomic Disadvantaged | 70 | 68 | 97.1 | Yes | 60 | 15 | 25 | Yes |
| English Learner | 15 | 14 | 93.3 | N/A | 12 | 1 | 8.3 | N/A |
| Students with Disabilities | 27 | 25 | 92.5 | N/A | 23 | 1 | 4.3 | N/A |

Click the **No** to see an explanation of why the school did not meet AYP.

The *Multi-Grade Charts* allows you to display all grade levels for a particular subject and year at one time. The bar on the left for each grade level is the performance of your school and the bar on the right is the average performance of the top ten comparable schools statewide.

Click on the bar for one grade level and it will take you to the data and additional charts for that specific grade.

Language Arts 2006 Multi-Grade Results



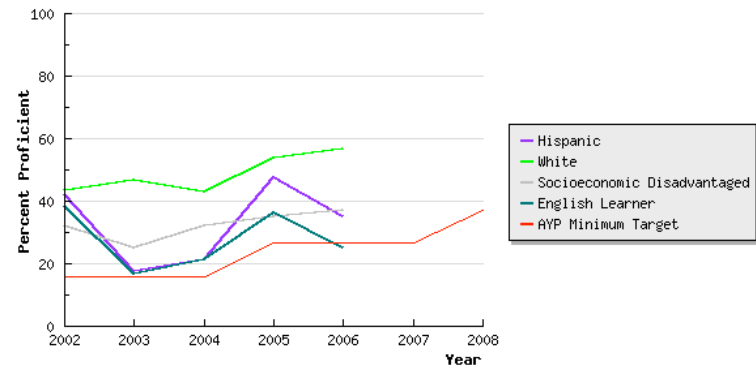
The *Subgroup Summary Chart* default shows the performance of ethnic subgroups across all grades. You can uncheck these or check additional subgroups if desired. After any change, click the “Update” button to regenerate the chart.

Sub-groups are listed only if they comprise a minimum of five percent of the population.

To compare to other schools in the state, click the “Subgroup Comparables” link near the top of the page.

Mathematics Subgroup Performance Summary

| Subgroup | All Students | Hispanic | White | Socioeconomic Disadvantaged | English Learner | Students with Disabilities |
|--------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|----------------------------|
| Number of Students | 96 | 26 | 61 | 52 | 17 | 13 |
| Percent Enrollment | 100.0% | 27.1% | 63.5% | 54.2% | 17.7% | 13.5% |
| Include Subgroup | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

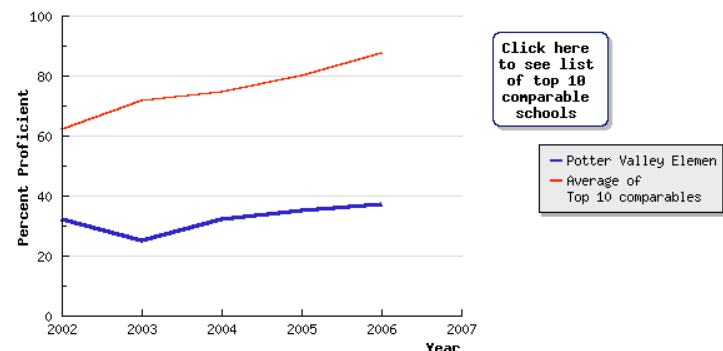


This is the *Subgroup Comparables Performance chart*. It shows the performance of any one subgroup compared with the average of the top 10 schools with similar demographics.

To see a list of the schools making up the top 10 comparables, click on the square box in the chart.

Mathematics Subgroup Comparables Performance

| Subgroup | All Students | Hispanic | White | Socioeconomic Disadvantaged | English Learner | Students with Disabilities |
|--------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|----------------------------|
| Number of Students | 96 | 26 | 61 | 52 | 17 | 13 |
| Percent Enrollment | 100.0% | 27.1% | 63.5% | 54.2% | 17.7% | 13.5% |
| Select Subgroup | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



Additional charts are available to volunteer districts that have provided additional data.

If you have a username and password, click on the **Volunteer District** icon (Children Crossing Sign) at any point in the JFTK-CA website to log in. It's at the bottom left of the screen.

Log in with your volunteer district username and password.

To become a volunteer district, click on "Become a Volunteer District" at the top of the page or email interest@jftk-ca.org.



School and District Data Access



Username:

Password:

Access to school and district data summaries requires you to be an authorized system user. If you would like to participate in the project, please send us an [email](#) to let us know of your interest.

Select a school or district, either by typing in part of the name in the appropriate field or by clicking on the browse links on the left of the screen.

Search for a School

| | |
|---|---|
| Browse: Select below to browse by District, School or specific type of school by the first letter of its name. <ul style="list-style-type: none">• Districts• Schools<ul style="list-style-type: none">• Elementary• Middle• High | Search: Enter part of the name of the school or district (do not include "Elementary", "High", etc.): District Name: <input type="text"/> School Name: <input type="text"/> <input type="button" value="Find School or District"/> |
|---|---|

The Summary Page looks identical to the one in the public portion of the site.

Selecting a *Grade Level Chart* will bring two new options in the drop down menu on the 4- Bar page

- *Mobility Charts*
- *Strand Charts*

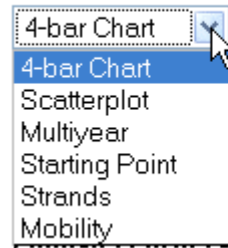
Grade Level Charts:

Grade Level Reports: By selecting a grade and subject, you can display the fundamental JFTK chart, the 4-bar chart, which compares performance at your school to the performance of the 10 highest performing schools with equal or more challenging demographic across the state, in your region, and within your county. You can also access other JFTK-CA Charts including: Multiyear line charts, Mobility Adjustment Bar Charts (Volunteers Only), Strand Charts (Volunteers Only), Starting Point Analysis line charts. High schools can also display results from the Early Assessment Program (EAP).

| |
|---|
| Select Test/Grade/Subject <input type="button" value="Select Chart"/> |
| Select Test/Grade/Subject |
| CST Grade 2 Language Arts |
| CST Grade 2 Mathematics |
| CST Grade 3 Language Arts |
| CST Grade 3 Mathematics |
| CST Grade 4 Language Arts |
| CST Grade 4 Mathematics |
| CST Grade 5 Language Arts |
| CST Grade 5 Life Science |
| CST Grade 5 Mathematics |

For volunteer districts there are two new options at the top of the page above a 4-Bar Chart.

Home -> Search -> School Summary -> 4-bar Chart | Logout

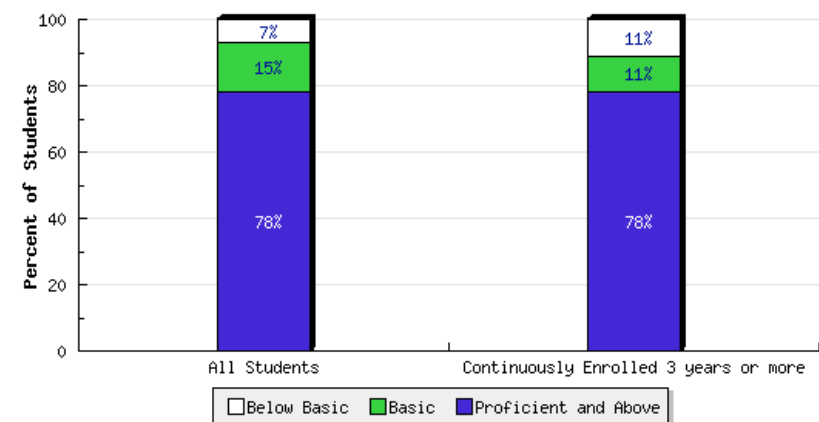


Click the *Mobility* link in the drop down menu to see the *Mobility* chart, which indicates whether or not student mobility is having an effect on the school's CST performance.

Grade 4 Mathematics 2006 Student Mobility Results

Free/Reduced School Lunch: 8.1%
English Learners: 28.2%
Grade Enrollment: 68
Continuously Enrolled Students: 52 (76.5%)

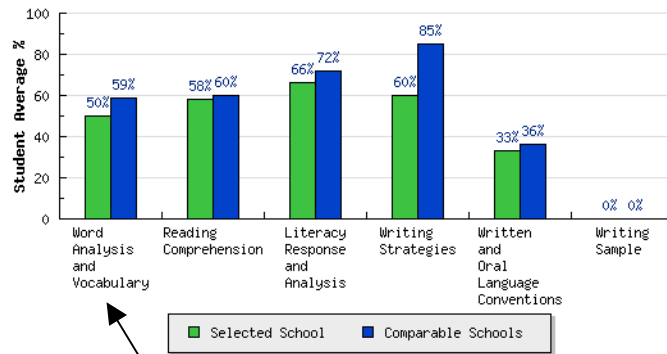
The left bar shows the performance of all students. The right bar shows the performance of students enrolled three or more years at the school (or at minimum the district).



The header shows how many students were continuously enrolled at the time of the test.

From the drop down menu, click on *Strands* to see the grade level performance on the content strands of the CST. The left (green) bar is your school and the right (blue) bar is the average of the top 10 schools in the volunteer pool.

Click on Strand Bar below to see a breakdown of the schools that make up that bar.



Strand analysis provides insights into areas of focus for improving performance.

To see a list of who makes up the top 10, click on the appropriate strand bar.

If you click on a strand name (title) – you can open or download a PDF of CST release questions, along with a summary of the standards and weighting of the strands toward a school's score.

This table shows the list of the schools that make up the top 10 for the writing strategies strand.

Note: in the Strand Summary Chart and this “Top Ten” list of schools, the average score represents “average percent correct” on a particular strand, not “proficiency.”

| School Name (Grade Span) District Name | District Type | Students Taking CST | | | School Wide | | Distance to Site |
|--|-----------------|---------------------|-----------------|---------------|--------------|------|------------------|
| | | Number Correct | Percent Correct | Number Tested | % Low-Income | % EL | |
| Potter Valley Elementary/Junior High (K-8) Potter Valley Community Unified | Rural | 6 | 60.0 | 23 | 45.6 | 11.1 | 0 |
| Kettering Elementary (K-5) Long Beach Unified | Lg City | 9 | 90.0 | 60 | 47.2 | 17.0 | 473.4 |
| Mann Elementary (K-5) Long Beach Unified | Lg City | 9 | 90.0 | 78 | 79.0 | 23.8 | 472.5 |
| Tincher Elementary (K-8) Long Beach Unified | Lg City | 9 | 90.0 | 119 | 63.5 | 20.5 | 472.9 |
| Nelson Elementary (K-6) Clovis Unified | Lg City | 9 | 90.0 | 81 | 54.6 | 21.8 | 248.5 |
| Clovis Elementary (K-6) Clovis Unified | Lg City Suburbs | 9 | 90.0 | 83 | 52.1 | 18.0 | 255.3 |
| Haight Elementary (K-5) Alameda City Unified | Med City | 8 | 80.0 | 102 | 49.0 | 37.1 | 117.1 |
| Washington Elementary (K-5) Alameda City Unified | Med City | 8 | 80.0 | 59 | 48.7 | 27.8 | 116.5 |
| Loleta Elementary (K-8) Loleta Union Elementary | Rural | 8 | 80.0 | 19 | 71.1 | 19.0 | 108.3 |
| Addams (Jane) Elementary (K-6) Lawndale Elementary | Lg City Suburbs | 8 | 80.0 | 119 | 84.3 | 44.9 | 458.6 |
| Twain (Mark) Elementary (K-6) Lawndale Elementary | Lg City Suburbs | 8 | 80.0 | 52 | 58.7 | 30.2 | 459.3 |
| Average of Top Comparable Schools | | 8.5 | 85.0% | | | | |
| Opportunity Gap | | 2.5 | 25.0% | | | | |
| Number in Pool | | 148 | | | | | |

District Level Reports

Return to the original search box at the beginning of the site by clicking on “[new search](#)” on the top navigation bar.

Strands | [4-Bar](#) | [School Summary](#) | [New Search](#) | [Print](#) | [Logout](#)

Enter a school or district name, however, instead of clicking on the school, click on the district name in the second column.

Select a School or District

| Campus Name | District Name | CDS Code |
|--|---|------------------|
| Elementary Community Day Potter Valley | Potter Valley Community Unified | 23-73866-0111302 |
| James E. Potter Intermediate | Fallbrook Union Elementary | 37-68114-6038277 |
| Potter Valley Community Day | Potter Valley Community Unified | 23-73866-6120182 |
| Potter Valley Elementary | Potter Valley Community Unified | 23-73866-6025241 |
| Potter Valley High | Potter Valley Community Unified | 23-73866-2330041 |
| Potter Valley Junior High | Potter Valley Community Unified | 23-73866-0107250 |

Here is a summary of District Chart options.

Click to view the District Benchmarking Dashboard. Or, select district wide AYP reports or district wide subgroup performance charts by clicking on a subject area.

District Summary for Potter Valley Community Unified

CDS: 23-73866-0000000

District Type: Unified

District Office Address:

10401 Main St.
Potter Valley CA, 95469-0219
[Find It on MapQuest.com!](#)

District Benchmarking Dashboard - **2006 - 2005 - 2004 - 2003**

District AYP Summary:

Language Arts - **2006 - 2005 - 2004 - 2003**

Mathematics - **2006 - 2005 - 2004 - 2003**

District AYP Subgroup Summary:

Language Arts - Mathematics

District CST Subgroup Charts:

Select Test/Grade/Subject

Select the District Dashboard to chart the performance of each grade and subject across the district.

On the Dashboard, Red, Yellow, Green dots provide quick view of performance status based up "Opportunity Gaps" between your school and comparable schools at subject and grade level.

Click on any of the dots and go right to the school performance charts.

District Summary for XYZ Elementary

| School | Language Arts | | | | | | | | | | | Math | | | | | | | | | | |
|---------------------------------|---------------|---|---|---|---|---|---|---|---|----|----|------|---|---|---|---|---|---|---|------|-----|-------|
| | AYP | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | AYP | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Al I | Geo | Al II |
| Babcock (D.W.) Elementary | No | ● | ● | ● | ● | ● | ○ | ○ | ○ | ○ | ○ | No | ● | ● | ● | ● | ● | ○ | ○ | ○ | ○ | ○ |
| Castori (Michael J.) Elementary | Yes | ● | ● | ● | ● | ● | ○ | ○ | ○ | ○ | ○ | Yes | ● | ● | ● | ● | ● | ○ | ○ | ○ | ○ | ○ |
| Dos Rios Elementary | Yes | ● | ● | ● | ● | ● | ○ | ○ | ○ | ○ | ○ | No | ● | ● | ● | ● | ● | ○ | ○ | ○ | ○ | ○ |
| Fred K. Robinson CDS | Yes | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | Yes | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Hagginwood Elementary | No | ● | ● | ● | ● | ● | ○ | ○ | ○ | ○ | ○ | No | ● | ● | ● | ● | ● | ○ | ○ | ○ | ○ | ○ |
| Harmon Johnson Elementary | No | ● | ● | ● | ● | ● | ○ | ○ | ○ | ○ | ○ | Yes | ● | ● | ● | ● | ● | ○ | ○ | ○ | ○ | ○ |
| Noralto Elementary | No | ● | ● | ● | ● | ● | ○ | ○ | ○ | ○ | ○ | Yes | ● | ● | ● | ● | ● | ○ | ○ | ○ | ○ | ○ |
| Northwood Elementary | No | ● | ● | ● | ● | ● | ○ | ○ | ○ | ○ | ○ | No | ● | ● | ● | ● | ● | ○ | ○ | ○ | ○ | ○ |
| Smythe (Alethea B.) Elementary | Yes | ● | ● | ● | ● | ● | ○ | ○ | ○ | ○ | ○ | No | ● | ● | ● | ● | ● | ○ | ○ | ○ | ○ | ○ |
| Strauch (Hazel) Elementary | No | ● | ● | ● | ● | ● | ○ | ○ | ○ | ○ | ○ | No | ● | ● | ● | ● | ● | ○ | ○ | ○ | ○ | ○ |
| Woodlake Elementary | Yes | ● | ● | ● | ● | ● | ○ | ○ | ○ | ○ | ○ | Yes | ● | ● | ● | ● | ● | ○ | ○ | ○ | ○ | ○ |

Click on the *District CST Subgroup Summary* to view the performance of a grade and subject across the entire district over time. Once you select a grade and subject, click "View Chart".

This is an example of 5th grade math.

Choose a subgroup from the drop down menu to chart the performance of that grade and subject by subgroup (for example, Parent Education Level). Hit "Display Chart" to show the new chart.

District CST Subgroup Charts:

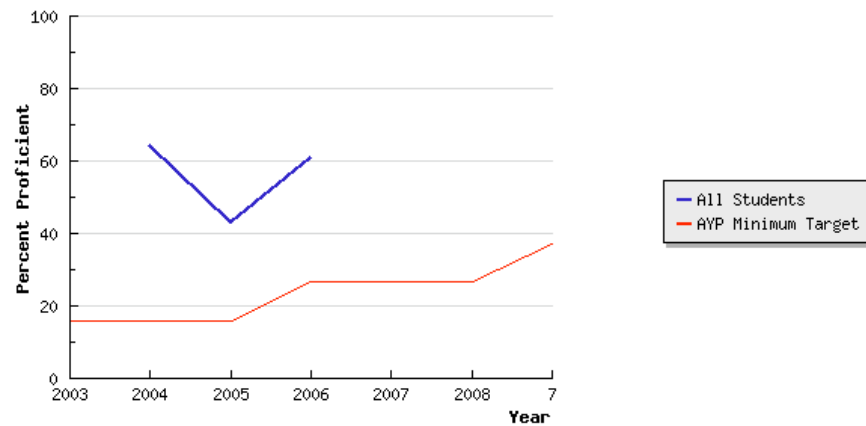
Select Test/Grade/Subject

View Chart

Subgroup Categories:

All Students Display Chart

District Summary, Potter Valley Community Unified Grade 5 CST Mathematics Subgroup Results



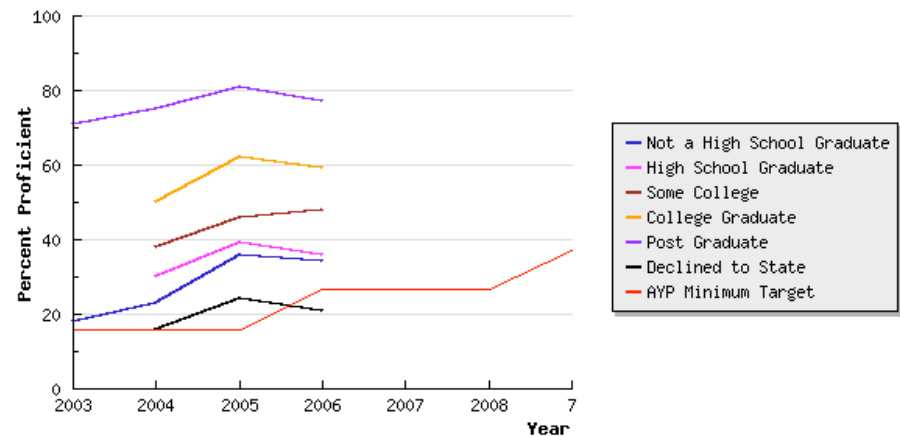
This is an example of a District CST Summary Chart for 5th grade Math by Parent Education Level.

Subgroup Categories:

Parent Education

Display Chart

Grade 5 CST Mathematics Subgroup Results



Best Practices

Best Practices: To explore the Best Practice resources available, click on the “B” block on the left side of the page.



The first screen shows the *NCEA/Just for the Kids Best Practice Framework*. These practices, based upon 5 organizing themes are based upon extensive research in high performing schools and districts in California and across the country.

The practices are organized by three levels of the system: District, School and Classroom. In high performing environments, each system level has distinct roles and all of the practices work together as a “web” supporting student academic achievement.

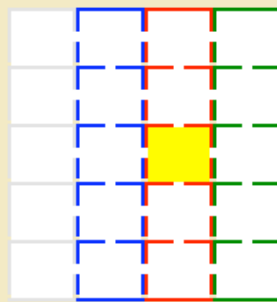
Click on a practice area (box in the framework) to see more detail on the practice, as well as specific examples from high performing schools and districts.

| | | | |
|---|---|---|--|
| Recognition, Intervention, and Adjustment | Recognize, intervene, or adjust based on school leader, teacher, and student performance | Use student achievement data to recognize, intervene or adjust based on teacher and student performance | Recognize, intervene and adjust based on student performance |
| Monitoring: Compilation, Analysis, and Use of Data | Develop and make accessible user-friendly student assessment and data-monitoring systems | Use student assessments and data systems to monitor teaching and learning | Monitor student learning at regular intervals and use this data to inform instruction |
| Instructional Programs, Practices, and Arrangements | Provide research-based instructional programs; ensure research-based site-appropriate practices | Use and provide research-based programs; ensure that all students have access to rigorous curriculum | Use research-based instructional programs to differentiate instruction for all students |
| Staff Selection, Leadership, and Capacity Building | Recruit, develop and support strong instructional leaders and highly qualified teachers | Shared leadership for professional development supports student learning needs | Collaborate, monitor student achievement, and improve instructional quality for all students |
| Curriculum and Academic Goals | Adopt standards, and guide adoption and development of aligned curriculum | Adopt and develop aligned curriculum, and identify supplemental curriculum resources | Base teaching on standards, aligned curriculum and supplemental curriculum |
| | District | School | Classroom |

Under the detail area of a Best Practice, you will find a description of Critical Attributes of that practice with specific examples and artifacts from high performing schools across the country. Click on a school name to download the practice artifact.

The second box provides detail of what the practice looks like in a high performing environment “On Target” and in an average performing environment “Missing the Mark.”

Next to that under the third box you can find more detail and examples from elementary and secondary schools in California.



Best Practice Framework

Theme: Instructional Programs, Practices, and Arrangements

Organizational Level: School

Practice: Ensure the use of scientifically based/evidence-based programs, practices, and arrangements in every classroom

What are the critical attributes of this practice?

What differentiates these attributes in Consistently Higher Performing Schools?

What does this practice look like in California?

1. Principal ensures that all district-selected programs and resources are fully implemented at the school level (unless variation in this selection has been granted due to high student achievement levels).
 - [Ethridge Elementary, Lawrence County Schools \(TN\)](#), documents the instructional resources used in each grade and subject, including any district-selected programs.
2. Specific needs of teachers and students in a particular school may lead to the development or selection of supplemental resources. This need is based strictly on student performance data. Selection of supplemental instructional resources is based on the successful use of the resources in schools serving similar student populations.
 - [Garfield Elementary, Long Beach Unified \(CA\)](#), developed a three-week pre-K summer program to help prepare students and parents for the behavioral and academic expectations of kindergarten.
 - [Charles H. Mims Elementary, Mission ISD \(TX\)](#), introduces curricular objectives beginning early with a well-developed, full-day pre-K program.
 - [More Examples:](#)

From the Best Practice Framework page, click on the link to "Self Audit" to take audits of your own practices to see how they measure up against high performing schools and districts.

California Best Practice Framework

Inform
 Long Beach Unified Profile
 Chart Explanations
 List of Charter Schools

Inspire
 -Best Practice Framework
 Search for State Evidence
 State Case Studies
 Executive Summaries
 +About the Framework

Improve
 District Services
 School Services
 State and National Trainings
 Self-Audit

| | | | |
|---|--|--|---|
| Recognition, Intervention, and Adjustment | Recognize, intervene, or adjust based on school performance | Recognize, intervene, or adjust based on teacher and student performance | Recognize, intervene, or adjust based on student performance |
| Monitoring: Compilation, Analysis, and Use of Data | Develop student assessment and data monitoring systems to monitor school performance | Monitor teacher performance and student learning | Monitor student learning |
| Instructional Programs, Practices, and Arrangements | Provide scientifically based/evidence-based instructional programs | Ensure the use of scientifically based/evidence-based programs, practices, and arrangements in every | Use scientifically based/evidence-based programs, practices, and arrangements |

From here, you can register to take the audits or view a demo of the audits and sample reports.

- District Services
- School Services
- Trainings
- +Catalog
- Self-Audits
 - Forgot Your Password
 - Register
 - +Samples

Self-Audits

About the Self-Audits

The Just for the Kids Best Practice Self-Audits are tools that allow your school to examine the teaching and learning practices in your own system. The School System Practices constitute "actionable" elements of the school system that were found to distinguish the activities of Consistently Higher Performing Schools from average performing ones throughout the Just for the Kids studies.

Based on the analysis of data collected from nearly 500 schools, and organized around the [Framework](#), the Self-Audits can help you:

- Benchmark your practices to the practices of Consistently Higher Performing Schools,
- Diagnose issues of communication and policy implementation across your school system, and
- Gather feedback quickly from various members of the school community.

[View Sample Reports](#)
[View sample Questionnaire](#)

Returning Self-Audit User

Username

Password

Forgot Your Password?
[Click here to have it sent to you.](#)

New Self-Audit User

If you are new to the Self-Audits [click here](#) to register.

If you **register as a facilitator**, you can have multiple people at your site take the audits. The system will record all the results and provide custom reports on your strengths and weaknesses.

This is an excellent tool for site planning or to take with you to visit high performing schools.

Self-Audit Reports > Summary Report

Number of users who responded: District: 7 School: 4 Classroom: 5 Total: 16

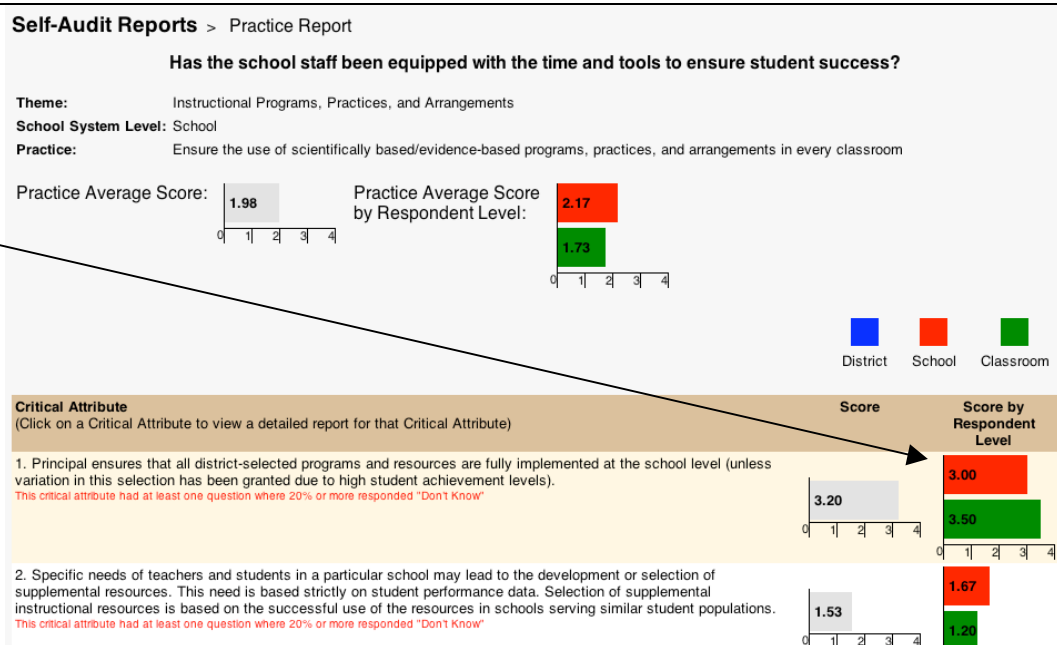
Click on a box to view a detailed report for that practice.

| | | | |
|--|--|---|---|
| Recognition, Intervention, and Adjustment | Does the district have a plan to ensure all schools succeed? 2.24 0 1 2 3 4 Num. Responses: 15 | Does the school have a plan to ensure all students succeed? 2.30 0 1 2 3 4 Num. Responses: 15 | Do teachers have a plan to ensure all students succeed? 2.12 0 1 2 3 4 Num. Responses: 15 |
| Monitoring: Compilation, Analysis, and Use of Data | Does the district monitor the progress of students in every school? 2.46 0 1 2 3 4 Num. Responses: 13 | Does the school monitor the progress of students in every classroom? 2.46 0 1 2 3 4 Num. Responses: 13 | Do teachers continually monitor the progress of every student? 2.26 0 1 2 3 4 Num. Responses: 13 |
| Instructional Programs, | Is every school equipped with | Has the school staff been | Are proven instructional practices |

This is an example of a report from one practice area of the Self Audits. If you click on one of the critical attributes, you can view results for each question of the audit.

The results are color coded for respondents at the classroom, school and district level.

This concludes this walkthrough of the Best Practice resources from NCEA featured on the Just for the Kids – California web site.



Have Questions? Want to become a Volunteer District? Contact:

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