



California Department of Education
 2016 California Gold Ribbon Schools Program
 Elementary School Application: Part A



51714646053342

County-District-School (CDS) Code – 14 digits

Sutter

County Name

Yuba City Unified

District Name

April Lane Elementary

School Name (If your school is selected for honors, this school name will be engraved on the award plaque.)

800 April Lane

Mailing Address

Yuba City

City

95991

Zip Code

530-822-5215

Area Code and Phone Number

102

Ext.

530-822-5028

Area Code and Fax Number

ahuerta@ycusd.org

Principal's E-mail Address



I certify that I have reviewed the information contained in this application and, to the best of my knowledge, it is complete and accurate. I further certify that:

- The Office for Civil Rights does not have any outstanding findings of civil rights statute violations by the school or district that may affect the school;*
- There are no pending lawsuits by the Department of Justice against the district alleging that the school, or the district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clauses; and*
- The school or district is addressing or has addressed any identified areas of noncompliance under federal or state laws and regulations.*

School Overview

On the north end of Yuba City sits a safe haven for students. Built in 1965 in the center of one of the most affluent areas in Yuba City, April Lane was a small community school. At that time, hard working families lived in surrounding houses in the neighborhood. Today, April Lane is surrounded by rental homes and section 8 housing. April Lane excels at providing a safe haven for students who struggle with issues of poverty, neglect, domestic violence, absentee parents and abuse.

We have 518 students. Ninety two percent are low income. Last year we officially became a Provision 2 school where all students, regardless of income, receive free breakfast and lunch. Fifty two percent of our students are Hispanic. Thirty six percent are English language learners. Our special education population is 8.5%. Many of our students depend on April Lane to provide one of the few safe havens in their lives. We do this by providing a culture where all adults on campus are invested in the well-being of our students.

Our staff is comprised of a veteran staff with a few new teachers who have wholeheartedly embraced the April Lane culture. Our teachers are supported by a principal, assistant principal and a counselor. Our staff understands the value of unity as it applies to educating our students. We have a common mission and goal; to provide the highest quality education while providing a safe haven for our students. We believe as a staff that as well as providing a high quality education, it is important that we go above and beyond in providing for the needs of our students. Our signature practice, *Passion Based Instructional Leadership*, is what sets April Lane apart from other schools.

Our staff, from the custodians to the teachers to the principal, are all invested in providing the best instruction for our students. We strive to create more ways in which we can provide more, both within the school day and outside the school day, in order to meet the academic, physical and social-emotional needs of our students. Our most valuable commodity when working with our students is the relationships we develop with them. Our students respect all adults on campus and as a result, they are eager to learn.

This is April Lane's time to shine. Our tireless endeavors include: providing instructional excellence and rigor during the school day, providing support outside of the school day, and providing a safe haven for our students.

- All students will advance at least one proficiency level in Math annually as measured by district benchmark assessments.
- All students will advance at least one proficiency level in ELA annually as measured by district benchmark assessments.

Model Program/Practice Narrative

Model Program/Practice Name: *Passion -Based Instructional Leadership*

1. Description of the Model

Passion- Based Instructional Leadership is defined as strong instructional leadership within the classroom as well as social-emotional support beyond the classroom. The need for our program came from our high suspension rate, our attendance rates and the needs of our demographics. We found that our suspension rates were high in 2010/11 and 2011/12 school years with 82 and 71 suspensions respectively. Our chronic and severe chronic attendance rates were high which highlighted the need for our A Team, which is a committee of staff members committed to increasing student attendance. Our demographics are such that we have 91% SES and as a result, our school became a Provision 2 school during the 2014/15 school year so that all students, regardless of income, receive free breakfast and lunch. *Passion- Based Instructional Leadership* evolved from the need to ensure that our students were provided with a safe, nurturing environment in order to reach their highest potential in the classroom. April Lane has a predominantly veteran staff and they choose to stay at April Lane because they are invested in our students. They understand the needs and work diligently to meet them. As a result, our staff identifies the needs and staff members tap into their particular passion in order to meet those needs. April Lane staff believes in leveraging our staff resources in order to provide for our students. As a staff, we are very much a family. From the moment you step onto campus and check in with the office staff, you can feel the warm embrace of our culture. Staff members care about one another on a personal level which translates into productive working relationships. As a result, our students benefit. Many students report that they feel that April Lane is their second family.

2. Implementation & Monitoring of the Model

Passion- Based Instructional Leadership evolved as a response to our students' needs. Our model practice is one in which staff members tap into their passion for a particular support for students and families and go above and beyond by donating extra time and energy for their particular support. These passion based leaderships include anti-bullying, grant writing for resources, parent involvement, student government, physical fitness and fund raising. A second grade teacher has a passion for anti-bullying. She has been our anti-bullying coordinator for the past five years. She dresses up as a bee and provides anti-bullying lessons to the primary grades in each classroom and provides anti-bullying assemblies for upper grade students. A Junior Kindergarten teacher has a passion for finding free things for our school. She writes grants on her own time and has secured a variety of things for our campus such as playground equipment, funds for field trips, and Disneyland tickets for the raffle at our annual Pasta Night. A fifth grade teacher chairs our PIC (Parent Involvement Committee). She works tirelessly to provide three to four evening parent/student events throughout the year: Ice Cream Social, Fall Festival, Math Night, Science Night, Multi-cultural Night, etc. She and her committee of many other staff members get together on their own time in order to plan for these events which are very

well attended. We often have between 600 to 800 students and parents in attendance at our events. Our parents love the events and as a result, our parents have become more involved in their child's education by working as a team with teachers and school employees. Parents often comment about how the school feels like an extended family for them and their children. The community is involved by setting up booths at our events. We have organizations such as Boys Scouts, Girls Scouts, and Sutter Mental Health. A third grade teacher has a passion for student government. She is the advisor for student council which includes many hours after school with the student council representatives in order to provide school assemblies and activities for our campus. Student council is also responsible for implementing "Project Wisdom," our character education program.

Teachers and our school counselor have a passion for physical fitness; they provide GOTR (Girls on the Run) for our upper grade girls every Monday, Wednesday and Thursday. Our attendance clerk has a passion for our parent community. She was voted in by our parents to serve as our PTSC President (Parent Club) for the past two years. She volunteers many hours of her time for organizing many fundraising events which ultimately benefit our students. Our school counselor and psychologist have invested in Nurtured Heart Training and as a result, all staff members have either been trained or are in the process of being trained in the program. Two of our fourth grade teachers instituted the "No Citation" Award Program. This program began in order to reward those students who consistently make good choices. An activity is planned by two to three staff members each month in order to reward those students.

Last year we instituted a committee called the "A Team." The purpose of this committee was to brainstorm ways in which we could increase student attendance and decrease chronic absenteeism. Seven staff members volunteered to serve on this committee. Two kindergarten teachers canvas local businesses on their own time in order to secure donations for student and parent awards.

The implementation of *Passion-Based Instructional Leadership* has evolved over the past five years. Staff members understand the needs of our students and as a result, have decided to leverage our staff resources in order to provide for student needs.

We monitor the program through parent and student feedback, as well as through student academic achievement. In 2010/11 our student survey showed that students were not feeling safe at school. Parent involvement was minimal. Our most recent student survey showed that the vast majority of our students feel safe at school. When asked why they feel safe at school, third grader Rowan V. responded: "I feel safe because there are kind people at this school." When asked what they like best about April Lane School, fifth grader Kiran J. responded: "What I like about April Lane is that every staff member and teacher helps you learn and they teach you with love." Our parent involvement has increased dramatically. In 2010/11 we would have two or three parents who were involved in PTSC. We now have 20-25 parents attend the meetings and help with activities and fund raisers. We have a room parent for every classroom that helps with classroom activities as well as school wide functions. *Passion Based Instructional Leadership* has directly contributed to student achievement and narrowing the achievement gap. One of our school goals states: "April Lane will provide a safe learning environment for all students' achievement". Because our students come to us with deficits and gaps, we have been able to ensure that our *Passion-Based Instructional Leadership* model supports our strong quality first instruction. We have two academic school goals which align closely to our district LCAP goals:

- All students will advance at least one proficiency level in Math annually as measured by district benchmark assessments.

- All students will advance at least one proficiency level in ELA annually as measured by district benchmark assessments.

In order to achieve these goals, teachers are provided professional development in instructional strategies in order to teach the new California standards. YCUSD provides support through a consultant through Sacramento County Office of Education, a consultant who works directly with administrators, and an instructional coach. These resources provide support needed in order for administrators at April Lane to be the instructional leaders for the campus. The other resources we provide are California standards aligned curriculum, but also instructional strategies based on the foundational principles of instructional excellence and the identified need of our student population. Principles of instructional excellence include components for planning and delivery, specifically clearly stated (and posted) daily instructional objectives; information, strategies for active participation and questioning techniques congruent to the objective; purposeful monitoring and feedback; closure. Monitoring and continual assessment of our *Passion Based Instructional Leadership* model is accomplished through reflective conversation, feedback from all stakeholders, student suspension and attendance data, and the degree of parental involvement. An example of monitoring is that we carefully watch the number of citations written for students as well as the number of suspensions. Table 1: *Suspensions* illustrates the reduction in the number of suspensions. We also monitor our attendance rates. Table 2: *Chronic Absenteeism* illustrates the reduction in the percentage of chronic non-attenders. Students are aware of the expectations for behavior and due to our *Passion- Based Leadership* model, suspensions have decreased and student attendance has improved.

3. Results of the Model/Pupil Outcomes

Our *Passion-Based Instructional Leadership* model has created opportunities for our staff members to serve based on their passions, which in turn has created positive results for our students. Our staff embraces all students on campus and works diligently to ensure they are safe, nurtured and provided a high quality education. When we began our *Passion- Based Instructional Leadership* model, we did so due to the needs of our students. Student suspensions were high as was absenteeism. Demographics were such that students came to us with deficits and gaps. The following chart shows results in decreasing our suspension rates.

Table 1: Suspensions

School Year	# of Suspensions
2010 - 2011	82
2011 - 2012	71
2012 - 2013	33
2013 - 2014	22
2014 - 2015	13

Our chronic absenteeism was a point of concern as well. The following chart shows a decrease in our chronic absenteeism over the last three years:

April Lane Elementary

Table 2: Chronic Absenteeism

School Year	Percentages of Chronic Absenteeism
2012 – 2013	11.3%
2013 – 2014	8.6%
2014 - 2015	7.9%

We have no CST data to measure our academic outcomes; however, we do have baseline SBAC data this year. An unexpected outcome of our *Passion-Based Instructional Leadership* was that our SBAC scores were comparable, and often times, higher than schools with similar demographics.

**2014-2015 SBAC RESULTS
3RD THRU 5TH GRADE STUDENTS**

SUBJECT	NOT MET	APPROACHING	MET or EXCEEDED
ELA	35%	27%	40%
MATH	34%	42%	24%

Another unexpected outcome was the success of our English Language Learners. Every year our numbers of EL students increases. However, every year we have had great success with the number of students meeting the CELDT criterion and the number of students who reclassify.

CELDT Reclassification Results

School Year	Met CELDT Criterion	Reclassified
2010 – 2011	24	11
2011 – 2012	36	17
2012 - 2013	36	21
2013 – 2014	54	17
2014 - 2015	59	3

The dip that you see in our reclassified EL students for the 2014-15 school year is due to several factors. Implementation of the California State Standards and a change in the report cards plus the fact that since we had no CST scores, a district assessment was created based on the California state standards. In order to reclassify in our district, EL students must pass the CELDT test, score a 3 or 4 in 13 areas on the report card, and pass the district assessment. This dip has created a sense of urgency to increase the rigor of teaching the California State Standards.

Qualitative measures that prove success include: parent and student feedback, the enthusiasm of our staff who provide *Passion-Based Leadership*, the staff ownership of our school and students, and the unity of all staff members to ensure the best possible education for all students. Our staff understands the deficits and needs of our students and works diligently both in the classroom and outside the classroom to ensure that they receive what they need: academically, behaviorally, and social-emotionally.

We continually monitor the program’s success by working together as a team of educators. We monitor all quantitative and qualitative data and determine which steps to take in order to refine the *Passion- Based Instructional Leadership* model. We will continue to regularly use SBAC data in order to ensure that our program is effective.