

The Single Plan for Student Achievement

School: Bridgeport Elementary School
CDS Code: 19649986120257
District: Saugus Union Elementary School District
Principal: Carin Fractor
Revision Date: October 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Carin Fractor
Position: Principal
Phone Number: 661.294.5375
Address: 23670 Newhall Ranch Road
Santa Clarita, CA 91355
E-mail Address: cfractor@saugusud.org

The District Governing Board approved this revision of the SPSA on December 6, 2016.

Table of Contents

School Vision and Mission	4
School Profile.....	4
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	5
Classroom Observations.....	5
Analysis of Current Instructional Program	5
Description of Barriers and Related School Goals	8
School and Student Performance Data	9
CAASPP Results (All Students)	9
CAASPP Results (Male)	13
CAASPP Results (Female).....	17
CAASPP Results (English Learner).....	21
CAASPP Results (Reclassified Fluent English Proficient).....	25
CAASPP Results (Low Income (NSLP)).....	29
CELDT (Annual Assessment) Results.....	33
CELDT (All Assessment) Results.....	34
California Data Dashboard (Equity Report)	35
California Data Dashboard (Status Report)	38
California Data Dashboard (Detailed Report).....	41
California Data Dashboard (Student Group Report).....	44
Planned Improvements in Student Performance	47
School Goal #1.....	47
School Goal #2.....	51
School Goal #3.....	55
School Goal #4.....	58
School Goal #5.....	59
School Goal #6.....	60
School Goal #7	61
School Goal #8.....	62
School Goal #9.....	63
School Goal #10.....	64
School Goal #11.....	65
School Goal #12.....	66

Centralized Services for Planned Improvements in Student Performance67

- Centralized Service Goal #167
- Centralized Service Goal #268
- Centralized Service Goal #369
- Centralized Service Goal #470
- Centralized Service Goal #571

Summary of Expenditures in this Plan72

- Total Allocations and Expenditures by Funding Source72
- Total Expenditures by Object Type.....73
- Total Expenditures by Object Type and Funding Source74
- Total Expenditures by Goal75

School Site Council Membership76

Recommendations and Assurances.....77

School Vision and Mission

Bridgeport Elementary School's Vision and Mission Statements

At Bridgeport Elementary School, our goal is to provide a nurturing, well-rounded education that meets the academic, social, and physical needs of our students. As educators we constantly strive for excellence and collaborate to ensure our students experience a rigorous academic program aligned to the California State Standards that enables each and every child to achieve their fullest potential. Our school is home to approximately 870 students in grades TK-6 with very diverse backgrounds. We encourage our students to learn and follow the Six Pillars of good Character (Caring, Citizenship, Fairness, Respect, Responsibility and Trustworthiness). We are confident that they will gain the skills, attitudes, and understanding necessary to be successful 21st Century citizens.

School Profile

Bridgeport School's community comes to life each morning at 7:45 am when students begin entering the gates: students can be heard singing Character Education songs, discussing science projects, checking intramural sport schedules, while laughing and sharing in the excitement of the day's upcoming events. At the same time, teachers, administrators and parents meet formally in Student Success Team (SST) meetings to set attainable goals for students needing additional support, while others meet informally in the staff room, work room or classrooms to exchange expertise and brainstorm lesson strategies. Children are recognized for "Being their B.E.S.T." by Campus Supervisors, and are recognized by their teachers for entering the classroom prepared to learn.

Bridgeport Elementary School is situated within a beautiful park setting located in the Santa Clarita Valley. Our campus is nestled within a residential community where parents and staff members converse regularly, teachers enjoy visits from former students, parents thrive on their involvement in their child's education, and the students enjoy coming to school. These qualities comprise the foundation of the school community at Bridgeport Elementary. We have created a school family of students, parents, staff, community members dedicated to providing a high-quality educational experience. At Bridgeport, clear standards for behavior and character promote self-discipline and student responsibility. The collegiality and professionalism among our staff members contributes to our positive school climate and student achievement.

By intentionally authoring an academic program founded on rigorous academic standards, an engaging and challenging curriculum, and balanced accountability, Bridgeport maintains a truly fluid and dynamic learning community. Bridgeport is proud of its diverse population that serves children from many different ethnic and economic backgrounds. Our school is home to over 870 students in grades TK-6th grade. Students transition to us from as far as South Korea and as close as a mile away throughout the school year. With over twenty different languages and cultures to celebrate, we embrace those qualities that we have in common, provide a foundation for learning from one another, and just as important, celebrate what makes us unique and special.

Our teachers set clear learning objectives and hold high expectations for all students. They employ multi-disciplinary instruction to strengthen the connection of content knowledge and applications. Students are engaged in standards-based lessons and activities designed to stimulate critical thinking, creativity, communication and collaboration.

The goals of academic excellence, social responsibility and emotional well-being are promoted by the rich, nurturing, and challenging learning environment that is Bridgeport. These goals are aligned to the actions set forth in our Single Plan for Student Achievement and monitored by our administration and School Site Council.

Enter our school lobby and it won't be but a minute before you see a volunteer exchange a friendly greeting with the office staff and head off to assist a teacher. Walk the halls and you will see children actively engaged in learning and enjoying the day's events. Bridgeport pride is felt all over the school campus and those who pass through our doors make our school a special place. There is a feeling of safety, comfort, and trust. Everyone at Bridgeport feels valued and accepted because they are among people who care. More than a school, Bridgeport is a community, fully committed to the belief that ALL students can succeed!

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

* Annual Site Council Survey for all Bridgeport families; School Climate Survey provided to students twice a year.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Weekly administrator observations of classrooms, formal Administrator lesson observations, Cabinet observations identify effective teaching strategies.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

- *Annual CAASPP assessments
- *CELDT for English Learners
- *Statewide science testing for 5th grade students
- *Statewide physical education tests for 5th grade students
- *Formative, summative, & diagnostic classroom assessments in all core areas

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

- *District Writing benchmarks
- *Beginning and end of the year school math assessments
- *Beginning and end of the year fluency assessments
- *ADEPT language proficiency benchmark assessments
- *IEP goals
- *ELA/ Math chapter assessments

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All credentialed staff are highly qualified teachers

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers receive professional development in different areas based on need; NGSS, technology, academic language instruction, core academic instruction, lesson planning, lesson elements

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

District and site professional development focuses on:

- *CA adopted state content standards
- *effective instructional strategies
- *technology embedded instruction
- *meeting the needs of English learners
- *meeting the needs of special needs students

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

- *Collaborative Instructional Planning Wednesdays
- *Collaborative Planning full days (3 per grade level)
- *District professional development
- *Teachers on Special Assignment: technology, physical education, music, art, English Learners
- *Staff meeting professional development

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

- *Collaborative Instructional Planning weekly
- *Grade level collaborative planning (CIP)
- *District grade level professional development for Speaking and Listening, Math content standards, Systematic ELD, Constructing Meaning

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All texts are aligned with the state adopted content standards: ELA-Pearson; Math-McGraw Hill; lessons are differentiated to meet the needs of all learners

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Reading/ ELA and math minutes adhere to the recommended minutes.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Lesson pacing and master schedule allow for intervention courses and assistance through RtI, RSP services, grade level math and EL rotations by leveled groups.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials appropriate for all student groups are available.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Math and ELA series have integrated differentiation into their instructional lessons; additional technology features within the series provides for intervention, review, and accelerated learning.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Grade level targeting learning opportunities provide support for Math, Speaking and Listening, and ELD lessons on a daily basis.

14. Research-based educational practices to raise student achievement

Direct Instruction training and peer coaching professional development are research-based educational practices teachers integrate into their lessons; Administrators are trained in effective instructional practice observation techniques to assist teachers in professional growth to increase student achievement.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

- *ELAC (English Learner Advisory Committee; DELAC (District Advisory Committee) are both community outreach resources to assist English Language Learners
- *PAC (Parent and Community) committee meetings for parent input and engagement in school direction
- *Connect-Ed: online resources for math practice
- *SST (Student Study Team) assists in identifying students who are underachieving by providing strategies for student success
- *RSP and SLP resources assist students who need additional intervention strategies, or skill building to meet IEP goals
- *Peer Mentor program assists underachieving students in reviewing math facts site word reading
- *Playground Partners to assist with lower achieving students' social engagement
- *Reading Counts Program to support reading comprehension and fluency
- *Awards Assemblies for achievement in academics, character education and school leadership
- *PALS/ Readers & Leaders
- *Specialists for art, technology integration
- * Kindergarten aides
- *Online curriculum resources

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

N/A

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

- *GATE program differentiates strategies for students who may be highly gifted but underachieving/GATE enrichment after school program
- *EL program provides systematic English Learner strategies to access the curriculum
- *Constructing Meaning professional development assist teachers with delivery of language skills in the content areas

18. Fiscal support (EPC)

LCAP Resource List---Goals 1-3

Description of Barriers and Related School Goals

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	144	147	100	142	146	100	141	146	100	98.6	99.3	100
Grade 4	140	143	140	140	140	140	140	140	140	100.0	97.2	100
Grade 5	161	135	140	156	135	138	156	135	138	96.9	100	98.6
Grade 6	159	162	138	158	161	137	157	161	137	99.4	99.4	99.3
All Grades	604	587	518	596	582	515	594	582	515	98.7	99	99.4

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2453.3	2479.3	2469.5	34	49	44.00	29	25	26.00	25	21	20.00	11	5	10.00
Grade 4	2498.5	2512.1	2525.0	41	46	51.43	24	24	20.00	20	20	17.14	15	11	11.43
Grade 5	2544.1	2576.1	2555.5	37	50	42.03	33	30	31.88	17	16	14.49	14	5	11.59
Grade 6	2570.2	2577.0	2583.5	30	32	38.69	41	39	37.23	20	22	16.79	8	7	7.30
All Grades	N/A	N/A	N/A	35	43	44.08	32	30	28.93	20	20	16.89	12	7	10.10

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	30	45	34.00	52	46	47.00	18	10	19.00	
Grade 4	36	41	46.43	46	46	45.00	18	13	8.57	
Grade 5	38	50	46.38	43	39	43.48	19	11	10.14	
Grade 6	32	32	42.34	47	50	46.72	20	17	10.95	
All Grades	34	41	42.91	47	46	45.44	19	13	11.65	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	31	43	43.00	52	47	45.00	16	10	12.00
Grade 4	41	40	46.43	43	50	43.57	16	10	10.00
Grade 5	43	51	50.00	48	39	38.41	9	10	11.59
Grade 6	42	47	47.45	46	42	43.07	11	11	9.49
All Grades	39	45	46.99	47	45	42.33	13	10	10.68

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	25	33	34.00	67	62	60.00	9	5	6.00
Grade 4	26	28	27.86	62	66	64.29	11	6	7.86
Grade 5	29	41	34.78	57	56	56.52	13	3	8.70
Grade 6	22	23	29.20	71	70	64.96	7	7	5.84
All Grades	26	31	31.26	64	64	61.55	10	5	7.18

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	35	39	40.00	48	53	52.00	16	8	8.00
Grade 4	36	36	50.00	46	54	40.00	18	10	10.00
Grade 5	46	67	45.65	49	30	41.30	6	4	13.04
Grade 6	41	47	49.64	54	49	43.07	4	4	7.30
All Grades	40	47	46.80	49	47	43.50	11	6	9.71

Conclusions based on this data:

1. Listening is an area of strength for Bridgeport students.
2. Gr 4 and 6 students demonstrated the most growth in Reading skills.
3. Gr 5 and 6 students demonstrated a regression in percentage of near/at/above standard in Research/Inquiry skills.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	144	147	100	142	146	100	142	146	100	98.6	99.3	100
Grade 4	140	142	140	140	139	140	140	139	140	100.0	97.2	100
Grade 5	161	135	140	158	135	138	157	135	138	98.1	100	98.6
Grade 6	159	162	138	158	161	137	158	161	137	99.4	99.4	99.3
All Grades	604	586	518	598	581	515	597	581	515	99.0	99	99.4

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2454.2	2481.1	2473.8	22	38	34.00	42	38	39.00	25	16	20.00	11	7	7.00
Grade 4	2484.4	2506.8	2516.8	21	30	32.14	29	28	40.71	40	33	20.71	10	9	6.43
Grade 5	2518.9	2538.2	2525.8	22	27	28.99	23	30	21.01	35	33	31.88	20	11	18.12
Grade 6	2553.0	2574.1	2563.1	27	35	27.74	28	26	27.74	28	29	35.04	17	10	9.49
All Grades	N/A	N/A	N/A	23	33	30.49	31	30	31.65	32	28	27.38	15	9	10.49

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	32	62	57.00	49	29	32.00	19	9	11.00
Grade 4	32	43	49.29	35	38	34.29	33	19	16.43
Grade 5	32	37	33.33	34	41	39.13	34	21	27.54
Grade 6	34	40	37.96	41	39	37.96	25	21	24.09
All Grades	32	46	43.50	40	37	36.12	28	18	20.39

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	35	46	39.00	49	44	52.00	16	10	9.00
Grade 4	25	35	35.71	56	48	49.29	19	17	15.00
Grade 5	25	30	28.26	49	51	46.38	25	19	25.36
Grade 6	27	36	29.93	54	51	54.01	19	13	16.06
All Grades	28	37	32.82	52	49	50.29	20	14	16.89

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	32	45	41.00	56	49	47.00	12	5	12.00
Grade 4	29	38	42.86	49	41	47.86	21	21	9.29
Grade 5	20	31	16.67	57	54	59.42	22	15	23.91
Grade 6	27	35	27.01	52	56	53.28	21	9	19.71
All Grades	27	38	31.26	54	50	52.23	19	12	16.50

Conclusions based on this data:

1. Grades 4 and 6 have increased the % of students at/above standard over the last three years in overall math skills.
2. Concepts and Procedures and Communicating Reasoning seem to be areas of growth overall for students at Bridgeport.
3. Based on the CAASPP data in ELA and Mathematics, the teaching staff at Bridgeport will need to use formative assessments and increase the frequency of IABs in order to ensure students are prepared to demonstrate their understanding of math concepts with respect to the rigor of the standards.

School and Student Performance Data

CAASPP Results (Male)

English Language Arts/Literacy

Overall Participation for Males												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	144	78	57	78	77	57	78	77	57	54.2	98.7	100
Grade 4	140	76	75	60	75	75	60	75	75	42.9	98.7	100
Grade 5	161	58	77	78	58	75	78	58	75	48.4	100	97.4
Grade 6	159	78	62	73	77	61	73	77	61	45.9	98.7	98.4
All Grades	604	290	271	289	287	268	289	287	268	47.8	99	98.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for Males															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2442.9	2468.9	2459.2	29	39	40.35	27	29	22.81	29	27	24.56	14	5	12.28
Grade 4	2483.2	2506.7	2517.7	33	43	46.67	23	23	22.67	23	24	18.67	20	11	12.00
Grade 5	2537.6	2560.0	2549.3	31	40	38.67	36	29	32.00	21	24	18.67	13	7	10.67
Grade 6	2539.6	2575.5	2575.0	21	32	40.98	34	36	27.87	29	22	21.31	16	9	9.84
All Grades	N/A	N/A	N/A	28	38	41.79	30	29	26.49	26	24	20.52	16	8	11.19

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	22	39	33.33	59	51	40.35	19	10	26.32
Grade 4	35	40	44.00	40	48	46.67	25	12	9.33
Grade 5	33	33	44.00	46	52	45.33	21	16	10.67
Grade 6	23	34	50.82	45	45	34.43	32	21	14.75
All Grades	28	37	43.28	48	49	42.16	24	15	14.55

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	27	38	40.35	53	52	45.61	21	10	14.04
Grade 4	28	37	42.67	50	52	48.00	22	11	9.33
Grade 5	41	43	53.33	50	43	36.00	9	14	10.67
Grade 6	25	49	42.62	53	36	42.62	22	14	14.75
All Grades	30	42	45.15	52	46	42.91	18	12	11.94

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	21	34	31.58	69	61	61.40	10	5	7.02
Grade 4	23	25	28.00	62	71	65.33	15	4	6.67
Grade 5	23	36	32.00	67	60	61.33	10	3	6.67
Grade 6	16	27	27.87	73	66	60.66	11	6	11.48
All Grades	21	30	29.85	68	65	62.31	11	5	7.84

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	33	34	38.60	51	57	52.63	15	9	8.77
Grade 4	32	33	42.67	50	56	45.33	18	11	12.00
Grade 5	41	64	38.67	55	31	45.33	4	5	16.00
Grade 6	29	43	45.90	64	52	44.26	7	5	9.84
All Grades	34	42	41.42	55	50	46.64	11	8	11.94

Conclusions based on this data:

1. The achievement gap between male students' performance in ELA and female students' performance in ELA is decreasing.
2. Female students have outperformed male students in ELA by at least 10% in the last 3 years. }

School and Student Performance Data

CAASPP Results (Male)

Mathematics

Overall Participation for Males												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	144	78	57	78	77	57	78	77	57	54.2	98.7	100
Grade 4	140	75	75	60	74	75	60	74	75	42.9	98.7	100
Grade 5	161	58	77	79	58	75	78	58	75	49.1	100	97.4
Grade 6	159	78	62	73	77	61	73	77	61	45.9	98.7	98.4
All Grades	604	289	271	290	286	268	289	286	268	48.0	99	98.9

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for Males															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2460.6	2479.4	2474.2	26	40	36.84	41	35	35.09	23	16	19.30	10	9	8.77
Grade 4	2479.9	2518.9	2517.1	20	35	34.67	27	31	37.33	42	27	21.33	12	7	6.67
Grade 5	2529.2	2537.7	2533.5	27	31	30.67	23	22	22.67	34	33	33.33	15	14	13.33
Grade 6	2531.7	2583.0	2563.4	22	38	31.15	26	27	26.23	25	29	31.15	27	6	11.48
All Grades	N/A	N/A	N/A	24	36	33.21	29	29	30.22	30	26	26.49	16	9	10.07

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	36	60	63.16	47	31	26.32	17	9	10.53
Grade 4	33	51	48.00	28	32	36.00	38	16	16.00
Grade 5	40	36	40.00	35	38	38.67	24	26	21.33
Grade 6	30	42	42.62	30	40	29.51	40	18	27.87
All Grades	35	48	47.76	36	35	33.21	29	17	19.03

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	40	48	42.11	47	40	47.37	13	12	10.53
Grade 4	22	38	37.33	58	47	45.33	20	15	17.33
Grade 5	31	36	30.67	41	40	48.00	27	24	21.33
Grade 6	23	42	31.15	49	48	52.46	27	10	16.39
All Grades	29	41	35.07	48	44	48.13	22	15	16.79

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	36	42	42.11	51	55	42.11	13	4	15.79
Grade 4	32	41	44.00	47	42	49.33	20	18	6.67
Grade 5	22	26	18.67	55	59	54.67	22	16	26.67
Grade 6	22	42	26.23	49	53	52.46	29	5	21.31
All Grades	28	38	32.46	51	52	50.00	21	10	17.54

Conclusions based on this data:

1. The achievement gap between male students and female students is decreasing in the last two years.
2. Male students are still outperforming female students in math, but the gap is marginal.

School and Student Performance Data

CAASPP Results (Female)

English Language Arts/Literacy

Overall Participation for Females												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	144	69	43	64	69	43	63	69	43	44.4	100	100
Grade 4	140	67	65	80	65	65	80	65	65	57.1	95.6	100
Grade 5	161	77	63	78	77	63	78	77	63	48.4	100	100
Grade 6	159	84	76	85	84	76	84	84	76	53.5	100	100
All Grades	604	297	247	307	295	247	305	295	247	50.8	99	100

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for Females															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2466.1	2490.9	2483.2	39	59	48.84	31	22	30.23	20	13	13.95	8	6	6.98
Grade 4	2509.9	2518.3	2533.4	46	49	56.92	25	25	16.92	18	15	15.38	11	11	10.77
Grade 5	2550.7	2588.2	2562.8	42	57	46.03	29	30	31.75	13	9	9.52	15	4	12.70
Grade 6	2596.7	2578.3	2590.4	38	31	36.84	47	42	44.74	13	21	13.16	1	6	5.26
All Grades	N/A	N/A	N/A	41	48	46.56	34	30	31.58	16	15	12.96	9	6	8.91

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	40	51	34.88	44	41	55.81	16	9	9.30	
Grade 4	38	42	49.23	50	45	43.08	13	14	7.69	
Grade 5	42	62	49.21	40	30	41.27	18	8	9.52	
Grade 6	40	31	35.53	49	55	56.58	11	14	7.89	
All Grades	40	46	42.51	46	43	48.99	14	11	8.50	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	37	49	46.51	52	42	44.19	11	9	9.30
Grade 4	50	43	50.77	38	48	38.46	13	9	10.77
Grade 5	45	57	46.03	46	36	41.27	9	6	12.70
Grade 6	57	45	51.32	40	46	43.42	2	8	5.26
All Grades	48	49	48.99	44	43	41.70	9	8	9.31

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	30	32	37.21	63	64	58.14	6	4	4.65
Grade 4	29	31	27.69	63	62	63.08	9	8	9.23
Grade 5	36	45	38.10	47	52	50.79	17	3	11.11
Grade 6	26	19	30.26	70	74	68.42	4	7	1.32
All Grades	30	32	32.79	61	63	60.73	9	5	6.48

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	38	45	41.86	44	49	51.16	17	6	6.98
Grade 4	39	40	58.46	44	51	33.85	18	9	7.69
Grade 5	50	69	53.97	42	29	36.51	8	3	9.52
Grade 6	52	51	52.63	45	46	42.11	2	2	5.26
All Grades	45	52	52.63	44	43	40.08	11	5	7.29

Conclusions based on this data:

1. The achievement gap between male students' performance in ELA and female students' performance in ELA is decreasing.
2. Female students have outperformed male students in ELA by at least 10% in the last three years.}

School and Student Performance Data

CAASPP Results (Female)

Mathematics

Overall Participation for Females												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	144	69	43	64	69	43	64	69	43	44.4	100	100
Grade 4	140	67	65	80	65	65	80	65	65	57.1	95.6	100
Grade 5	161	77	63	79	77	63	79	77	63	49.1	100	100
Grade 6	159	84	76	85	84	76	85	84	76	53.5	100	100
All Grades	604	297	247	308	295	247	308	295	247	51.0	99	100

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for Females															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2446.4	2483.1	2473.3	17	36	30.23	44	42	44.19	28	17	20.93	11	4	4.65
Grade 4	2487.9	2493.0	2516.5	21	25	29.23	31	25	44.62	39	40	20.00	9	11	6.15
Grade 5	2508.8	2538.6	2516.5	16	23	26.98	24	35	19.05	35	32	30.16	24	9	23.81
Grade 6	2571.3	2565.9	2562.9	31	33	25.00	31	25	28.95	31	29	38.16	8	13	7.89
All Grades	N/A	N/A	N/A	22	29	27.53	32	32	33.20	33	29	28.34	13	9	10.93

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	28	64	48.84	50	28	39.53	22	9	11.63
Grade 4	31	34	50.77	40	45	32.31	29	22	16.92
Grade 5	24	38	25.40	33	44	39.68	43	18	34.92
Grade 6	36	39	34.21	51	37	44.74	13	24	21.05
All Grades	30	43	38.87	43	38	39.27	27	18	21.86

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	28	43	34.88	52	48	58.14	20	9	6.98
Grade 4	28	32	33.85	55	49	53.85	18	18	12.31
Grade 5	19	26	25.40	57	60	44.44	24	14	30.16
Grade 6	31	31	28.95	58	54	55.26	12	15	15.79
All Grades	26	33	30.36	56	53	52.63	18	14	17.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	27	49	39.53	63	43	53.49	11	7	6.98
Grade 4	28	35	41.54	50	40	46.15	23	25	12.31
Grade 5	19	35	14.29	59	51	65.08	22	14	20.63
Grade 6	32	30	27.63	54	58	53.95	14	12	18.42
All Grades	26	37	29.96	56	49	54.66	18	14	15.38

Conclusions based on this data:

1. There is a marginal achievement gap between male students' performance and females' student performance on the CAASPP in math.

School and Student Performance Data

CAASPP Results (English Learner)

English Language Arts/Literacy

Overall Participation for English Learner												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	144	26	*	13	26	*	13	26	*	9.0	100	
Grade 4	140	16	12	6	16	12	6	16	12	4.3	100	100
Grade 5	161	6	*	8	6	*	8	6	*	5.0	100	
Grade 6	159	6	*	5	6	*	5	6	*	3.1	100	
All Grades	604	54	32	32	54	32	32	54	32	5.3	100	100

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for English Learner															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2427.2	2471.0	*	15	38	*	38	35	*	31	19	*	15	8	*
Grade 4	*	2472.8	2460.0	*	25	16.67	*	25	16.67	*	19	41.67	*	31	25.00
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	9	26	21.88	22	28	18.75	22	26	40.63	47	20	18.75

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	8	35	*	77	54	*	15	12	*	
Grade 4	*	31	16.67	*	50	58.33	*	19	25.00	
Grade 5	*	*	*	*	*	*	*	*	*	
Grade 6	*	*	*	*	*	*	*	*	*	
All Grades	6	28	21.88	44	48	50.00	50	24	28.13	

Writing Producing clear and purposeful writing										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	23	42	*	46	54	*	31	4	*	
Grade 4	*	25	8.33	*	56	75.00	*	19	16.67	
Grade 5	*	*	*	*	*	*	*	*	*	
Grade 6	*	*	*	*	*	*	*	*	*	
All Grades	16	28	21.88	47	57	62.50	38	15	15.63	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	23	27	*	54	65	*	23	8	*
Grade 4	*	25	0.00	*	69	75.00	*	6	25.00
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	16	20	9.38	50	69	78.13	34	11	12.50

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	23	35	*	69	58	*	8	8	*
Grade 4	*	13	33.33	*	56	50.00	*	31	16.67
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	16	22	28.13	66	61	53.13	19	17	18.75

Conclusions based on this data:

1. The achievement gap between English Language Learners and native-English speakers is increasing based on data from the last three years of CAASPP data (The gap is currently 31%).
2. Consistent designated Systematic ELD time based on students' proficiency level is crucial to the reading success of ELLs on CAASPP.
3. Our teaching staff needs to continue to monitor the language development of our EL students, particularly those students in the emerging "Beginning" and "Intermediate" groups in 3rd-6th grade and those students who are "LTELs" or Long Term English Learners.

School and Student Performance Data

CAASPP Results (English Learner)

Mathematics

Overall Participation for English Learner												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	144	26	*	13	26	*	13	26	*	9.0	100	
Grade 4	140	16	12	6	16	12	6	16	12	4.3	100	100
Grade 5	161	6	*	8	6	*	8	6	*	5.0	100	
Grade 6	159	6	*	5	6	*	5	6	*	3.1	100	
All Grades	604	54	32	32	54	32	32	54	32	5.3	100	100

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for English Learner															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2440.9	2478.3	*	8	38	*	54	35	*	15	27	*	23	0	*
Grade 4	*	2494.8	2485.9	*	25	8.33	*	25	58.33	*	44	25.00	*	6	8.33
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	9	28	15.63	34	28	31.25	19	37	34.38	38	7	18.75

Concepts & Procedures												
Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17			
Grade 3				31	54	*	46	42	*	23	4	*
Grade 4				*	44	16.67	*	31	58.33	*	25	25.00
Grade 5				*	*	*	*	*	*	*	*	*
Grade 6				*	*	*	*	*	*	*	*	*
All Grades				25	41	25.00	31	43	40.63	44	17	34.38

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	15	50	*	62	38	*	23	12	*
Grade 4	*	25	8.33	*	50	75.00	*	25	16.67
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	16	33	15.63	53	46	59.38	31	20	25.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	23	54	*	46	35	*	31	12	*
Grade 4	*	25	16.67	*	56	66.67	*	19	16.67
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	16	37	21.88	44	44	43.75	41	19	34.38

Conclusions based on this data:

1. The achievement gap between English Language Learners and native-English speakers is increasing based on data from the last three years of CAASPP data. The achievement gap has doubled in the last 3 years.
2. Consistent designated Systematic ELD time based on students' proficiency level is crucial to the reading and writing success of ELLs on CAASPP.
3. Language and understanding the directions of the problem is typically what challenges students on the CAASPP in the area of Mathematics.

School and Student Performance Data

CAASPP Results (Reclassified Fluent English Proficient)

English Language Arts/Literacy

Overall Participation for Reclassified Fluent English Proficient (R-FEP)												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	144	2	*	10	2	*	10	2	*	6.9	100	
Grade 4	140	11	14	18	11	14	18	11	14	12.9	100	100
Grade 5	161	17	14	27	17	14	27	17	14	16.8	100	100
Grade 6	159	27	19	18	27	19	18	27	19	11.3	100	100
All Grades	604	57	53	73	57	53	73	57	53	12.1	100	100

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for Reclassified Fluent English Proficient (R-FEP)															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	2544.6	2544.7	2555.6	67	55	78.57	28	36	7.14	6	9	7.14	0	0	7.14
Grade 5	2565.5	2616.8	2594.9	48	76	57.14	33	18	42.86	11	6	0.00	7	0	0.00
Grade 6	2587.3	2611.9	2610.5	39	37	52.63	50	56	42.11	11	7	5.26	0	0	0.00
All Grades	N/A	N/A	N/A	48	51	62.26	36	42	30.19	14	7	5.66	3	0	1.89

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	*	*	*	*	*	*	*	*	*	
Grade 4	56	55	57.14	39	45	42.86	6	0	0.00	
Grade 5	41	76	35.71	52	24	64.29	7	0	0.00	
Grade 6	33	48	47.37	50	48	47.37	17	4	5.26	
All Grades	40	56	49.06	51	42	47.17	10	2	3.77	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	61	45	71.43	39	55	21.43	0	0	7.14
Grade 5	44	71	71.43	56	29	28.57	0	0	0.00
Grade 6	50	59	57.89	50	41	42.11	0	0	0.00
All Grades	49	58	66.04	49	42	30.19	1	0	3.77

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	33	27	28.57	67	64	71.43	0	9	0.00
Grade 5	37	47	57.14	56	53	42.86	7	0	0.00
Grade 6	11	30	21.05	83	70	78.95	6	0	0.00
All Grades	29	33	35.85	67	65	64.15	4	2	0.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	50	55	57.14	50	45	42.86	0	0	0.00
Grade 5	44	88	57.14	52	12	42.86	4	0	0.00
Grade 6	56	67	68.42	44	30	31.58	0	4	0.00
All Grades	47	70	60.38	49	28	39.62	4	2	0.00

Conclusions based on this data:

1. 92% of RFEP students met or exceeded the standard on the CAASPP. RFEP students exceeded the gains and out-performed the "All Student" group in ELA by 20%.
2. The range of students not meeting the target areas was between 0-2%, which is not statistically significant.
3. Students who have been RFEP'd are making progress and meeting and exceeding grade level expectations in all grade levels. No accommodations/measures need to be taken for this specific group of students.

School and Student Performance Data

CAASPP Results (Reclassified Fluent English Proficient)

Mathematics

Overall Participation for Reclassified Fluent English Proficient (R-FEP)												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	144	2	*	10	2	*	10	2	*	6.9	100	
Grade 4	140	11	14	18	11	14	18	11	14	12.9	100	100
Grade 5	161	17	14	27	17	14	27	17	14	16.8	100	100
Grade 6	159	27	19	18	27	19	18	27	19	11.3	100	100
All Grades	604	57	53	73	57	53	73	57	53	12.1	100	100

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for Reclassified Fluent English Proficient (R-FEP)															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	2528.9	2539.7	2537.1	44	55	28.57	39	18	64.29	17	27	7.14	0	0	0.00
Grade 5	2555.9	2566.0	2551.6	37	41	35.71	26	29	28.57	37	29	28.57	0	0	7.14
Grade 6	2590.6	2611.0	2607.9	44	59	52.63	33	30	21.05	17	7	26.32	6	4	0.00
All Grades	N/A	N/A	N/A	41	51	45.28	33	28	32.08	25	19	20.75	1	2	1.89

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	*	*	*	*	*	*	*	*	*	
Grade 4	56	64	50.00	44	36	50.00	0	0	0.00	
Grade 5	48	59	35.71	33	35	50.00	19	6	14.29	
Grade 6	44	67	57.89	50	26	42.11	6	7	0.00	
All Grades	49	63	52.83	41	32	43.40	10	5	3.77	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	44	45	28.57	50	45	71.43	6	9	0.00
Grade 5	41	29	28.57	52	59	57.14	7	12	14.29
Grade 6	39	48	52.63	50	44	42.11	11	7	5.26
All Grades	44	40	41.51	49	51	52.83	7	9	5.66

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	61	64	71.43	39	27	21.43	0	9	7.14
Grade 5	26	53	21.43	67	41	64.29	7	6	14.29
Grade 6	39	52	47.37	44	48	52.63	17	0	0.00
All Grades	42	53	49.06	51	44	43.40	7	4	7.55

Conclusions based on this data:

1. 77% of RFEF students met or exceeded the standard on the CAASPP. RFEF students also exceeded the gains and out-performed the "All Student" group in Mathematics by 17%.
2. The range of students not meeting the target areas was between 4-9%, which is not statistically significant.
3. Language and understanding the directions of the problem is typically what challenges students on the CAASPP in the area of Mathematics.

School and Student Performance Data

CAASPP Results (Low Income (NSLP))

English Language Arts/Literacy

Overall Participation for Economically Disadvantaged												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	144	14	*	12	14	*	12	14	*	8.3	100	
Grade 4	140	13	11	13	13	11	13	13	11	9.3	100	100
Grade 5	161	17	14	14	17	14	14	17	14	8.7	100	100
Grade 6	159	13	19	7	13	19	7	13	19	4.4	100	100
All Grades	604	57	50	46	57	50	46	57	50	7.6	100	100

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for Economically Disadvantaged															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2425.3	2445.7	*	25	36	*	25	21	*	33	36	*	17	7	*
Grade 4	2436.2	2446.9	2465.6	15	8	27.27	46	38	27.27	8	23	18.18	31	31	27.27
Grade 5	2489.6	2538.0	2474.1	21	35	21.43	7	24	21.43	36	29	21.43	36	12	35.71
Grade 6	*	2526.6	2517.7	*	15	5.26	*	23	47.37	*	38	26.32	*	23	21.05
All Grades	N/A	N/A	N/A	26	25	22.00	22	26	32.00	24	32	20.00	28	18	26.00

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	25	29	*	50	64	*	25	7	*	
Grade 4	23	31	18.18	38	46	54.55	38	23	27.27	
Grade 5	21	29	14.29	29	41	57.14	50	29	28.57	
Grade 6	*	23	15.79	*	31	57.89	*	46	26.32	
All Grades	26	28	20.00	35	46	54.00	39	26	26.00	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	43	*	58	43	*	25	14	*
Grade 4	23	15	36.36	31	62	45.45	46	23	18.18
Grade 5	29	24	28.57	64	59	35.71	7	18	35.71
Grade 6	*	23	31.58	*	38	36.84	*	38	31.58
All Grades	28	26	32.00	46	51	40.00	26	23	28.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	29	*	75	64	*	8	7	*
Grade 4	15	15	9.09	54	69	81.82	31	15	9.09
Grade 5	7	47	7.14	64	47	50.00	29	6	42.86
Grade 6	*	23	21.05	*	62	68.42	*	15	10.53
All Grades	17	30	16.00	63	60	64.00	20	11	20.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	29	*	58	57	*	25	14	*
Grade 4	31	0	18.18	38	62	54.55	31	38	27.27
Grade 5	29	59	14.29	57	29	50.00	14	12	35.71
Grade 6	*	38	26.32	*	62	57.89	*	0	15.79
All Grades	28	33	24.00	50	51	54.00	22	16	22.00

Conclusions based on this data:

1. There is inconsistent data for all grade levels, with 4th grade low income (NSLP) students showing the strongest scores of 61% above or meeting the ELA standards.
2. The achievement gap for NSLP students has stayed within the 21-25% range in the last three years, indicating the gap is not closing.
3. The ELA area showing greatest need for growth for this group of students is writing (67% students overall scored above or at/near meeting this standard).

School and Student Performance Data

CAASPP Results (Low Income (NSLP))

Mathematics

Overall Participation for Economically Disadvantaged												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	144	14	*	12	14	*	12	14	*	8.3	100	
Grade 4	140	13	11	13	13	11	13	13	11	9.3	100	100
Grade 5	161	17	14	14	17	14	14	17	14	8.7	100	100
Grade 6	159	13	19	7	13	19	7	13	19	4.4	100	100
All Grades	604	57	50	46	57	50	46	57	50	7.6	100	100

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for Economically Disadvantaged															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2447.7	2456.5	*	8	21	*	67	43	*	17	14	*	8	21	*
Grade 4	2421.2	2462.2	2476.4	8	8	0.00	8	31	63.64	46	38	27.27	38	23	9.09
Grade 5	2470.6	2490.9	2466.5	7	6	14.29	14	6	7.14	43	59	21.43	36	29	57.14
Grade 6	*	2515.2	2493.2	*	23	5.26	*	23	10.53	*	31	52.63	*	23	31.58
All Grades	N/A	N/A	N/A	13	14	8.00	24	25	28.00	33	37	34.00	30	25	30.00

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	17	57	*	50	21	*	33	21	*	
Grade 4	8	23	18.18	38	46	54.55	54	31	27.27	
Grade 5	14	6	14.29	29	41	28.57	50	53	57.14	
Grade 6	*	31	5.26	*	38	36.84	*	31	57.89	
All Grades	17	28	16.00	35	37	40.00	46	35	44.00	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	33	29	*	67	50	*	0	21	*
Grade 4	8	15	9.09	46	38	54.55	46	46	36.36
Grade 5	7	6	14.29	50	65	35.71	36	29	50.00
Grade 6	*	23	10.53	*	46	52.63	*	31	36.84
All Grades	20	18	16.00	48	51	48.00	30	32	36.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	25	29	*	75	57	*	0	14	*
Grade 4	15	8	18.18	38	62	72.73	46	31	9.09
Grade 5	7	6	0.00	43	71	57.14	43	24	42.86
Grade 6	*	15	5.26	*	69	47.37	*	15	47.37
All Grades	17	14	12.00	48	65	54.00	33	21	34.00

Conclusions based on this data:

1. The achievement gap for NSLP students has increased significantly in the last 3 years from an 18% gap in 14-15 to a 29% gap in 16-17.
2. Grade 3 data shows greatest strengths in areas of Problem Solving and Communicating Reasoning with 100% of their students above, at/ or nearly meeting the standard.
3. Gr 4 mathematical data indicates greatest need for improvement with 16% above or meeting the standard.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K		25	***		50	***	***	25							
1	25	29	45	67	57	45	8	14	5			5			
2	26	18	29	42	73	43	32	9	29						
3	26	30	22	35	52	56	26	17	22	9			4		
4	50	36	41	25	55	35	25	9	24						
5	50		29	36	80	57		20	14				14		
6	25	100		50		67			17			17	25		
Total	33	32	33	40	55	47	19	14	17	2		3	6		

Conclusions based on this data:

1. 75% of EL students scored at the Early Advanced/Advanced Level; 25% of students scored at the Intermediate Level, and no students scored at the Early Intermediate or Beginning Level.
2. In order for students to be RFEP'd it is imperative that classroom teachers continue explicit English Language Development instruction at students' level. It is also imperative that EL students are provided the scaffolds to support their learning during core instruction (reading, writing, math, social studies, and science)

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	4	8	20	30	28	30	43	52	25	22	8	15		4	10
1	18	24	45	65	47	45	12	29	5			5	6		
2	20	23	24	36	69	41	32	8	29	4			8		6
3	26	32	18	37	46	55	22	18	27	11			4	4	
4	43	44	37	21	38	37	21	13	26	7			7	6	
5	44		20	38	67	60		17	10	6		10	13	17	
6	25	63		33	25	67	8	13	17	8		17	25		
Total	24	27	27	37	43	44	22	25	20	9	2	6	7	4	3

Conclusions based on this data:

1.



Home / Saugus Union - Los Angeles / Bridgeport Elementary / Equity Report

Equity Report

Bridgeport Elementary - Los Angeles County

Enrollment: 928 Socioeconomically Disadvantaged: 10% English Learners: 11% Foster Youth: N/A Grade Span: K-6 Charter School: No

Reporting Year: Spring 2017

- Equity Report
- Status and Change Report
- Detailed Reports
- Student Group Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		8	1
English Learner Progress (K-12)		1	0
<u>English Language Arts (3-8)</u>		7	0
<u>Mathematics (3-8)</u>		7	0

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Questions or comments? Send them to lcff@cde.ca.gov

Copyright 2017 © California Department of Education

Error: rs p is null
 Error: rs p is null
 Error: rs p is null
 Error: rs p is null



Home / Saugus Union - Los Angeles / Bridgeport Elementary / Status and Change Report

Status and Change Report

Bridgeport Elementary - Los Angeles County

Enrollment: 928 Socioeconomically Disadvantaged: 10% English Learners: 11% Foster Youth: N/A Grade Span: K-6 Charter School: No

Reporting Year: Spring 2017

- Equity Report
- Status and Change Report
- Detailed Reports
- Student Group Report

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		Very Low 0.3%	Maintained -0.1%
English Learner Progress (K-12)		High 84.7%	Declined -2.8%
<u>English Language Arts (3-8)</u>		Very High 52.1 points above level 3	Increased +18.7 points
<u>Mathematics (3-8)</u>		High 25.7 points above level 3	Increased Significantly +22.5 points

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Questions or comments? Send them to lcff@cde.ca.gov

Copyright 2017 © California Department of Education

Error: rs p is null
 Error: rs p is null
 Error: rs p is null
 Error: rs p is null

School and Student Performance Data

California Data Dashboard (Detailed Report)



Home FAQ Resources Glossary Translate Search

Home / Saugus Union - Los Angeles / Bridgeport Elementary

Detailed Report

Bridgeport Elementary - Los Angeles County

Enrollment: 928 Socioeconomically Disadvantaged: 10% English Learners: 11% Foster Youth: N/A Grade Span: K-6 Charter School: No

Reporting Year: Spring 2017

Equity Report Status and Change Report **Detailed Reports** Student Group Report

This report shows information about the indicators used to assess academic performance in the Dashboard. Select any of the underlined indicators for more detailed information.

Academic Performance School Conditions and Climate Academic Engagement

State Indicators	All Students Performance	Status	Change
English Learner Progress (K-12)		High 84.7%	Declined -2.8%
English Language Arts (3-8)		Very High 52.1 points above level 3	Increased +18.7 points
Mathematics (3-8)		High 25.7 points above level 3	Increased Significantly +22.5 points

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Questions or comments? Send them to lcff@cde.ca.gov

Copyright 2017 © California Department of Education

Error: rs p is null
Error: rs p is null
Error: rs p is null
Error: rs p is null

School and Student Performance Data

California Data Dashboard (Student Group Report)




[Home](#) [FAQ](#) [Resources](#) [Glossary](#) [Translate](#) [Search](#)

Home / Saugus Union - Los Angeles / Bridgeport Elementary

Student Group Report

Bridgeport Elementary - Los Angeles County

Enrollment: 928 Socioeconomically Disadvantaged: 10% English Learners: 11% Foster Youth: N/A Grade Span: K-6 Charter School: No

Reporting Year: Spring 2017

Equity Report

Status and Change Report

Detailed Reports

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>			N/A	N/A			*					*	*	
English Learner Progress (K-12)		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>English Language Arts (3-8)</u>			N/A	N/A			*		*			*	*	
<u>Mathematics (3-8)</u>			N/A	N/A			*		*			*	*	

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Questions or comments? Send them to lcff@cde.ca.gov

Copyright 2017 © California Department of Education

Error: rs p is null
 Error: rs p is null
 Error: rs p is null
 Error: rs p is null

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CAASPP targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: PUPIL ACHIEVEMENT
LEA GOAL:
To increase student achievement in all core academic areas by June 2017.
SCHOOL GOAL #1:
Increase percentage of students meeting/exceeding standards on 2018 CAASPP in ELA and Math by 5%.
Data Used to Form this Goal:
Classroom assessment information disaggregated by significant subgroup populations Student lexile level growth Fluency level data for students participating in grade level ELA intervention programs Writing rubric scores 5th grade science CST assessment data ELA & Mathematics CAASPP scores Annual CELDT scores
Findings from the Analysis of this Data:
Current data was analyzed to determine which students need additional support and whether those students need additional support in ELA, Writing, ELD, and/or Mathematics. Teachers and administration also analyzed CAASPP data together to determine which ELA and Mathematics Target areas need to be focused in on during instruction.
How the School will Evaluate the Progress of this Goal:
Analyze data from progress monitoring of targeted intervention groups (Special K's group; Leaders and Readers; The Learning Center, Tier II Intervention). Analyze data from the grade level and class room test results, trends, and gains in deficits. Share out information with the School Site Council, ELAC, and teaching staff to involve them in ongoing monitoring of progress toward goals.
Analysis of Ongoing Progress

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide ongoing professional development and support to increase effective instructional practices in all content areas.	August 2017-June 2018	District Site administrators Teaching staff		None Specified	None Specified	
	All students		1. Substitute release time	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1600
Provide each grade level the option to have a half day of collaboration time to refine/plan instruction following the morning of their grade level Learning Walk. (1)			2. staff meeting/CIP time	None Specified	None Specified	
			3. staff meeting/CIP time	None Specified	None Specified	
Provide time to examine various resources to grade levels so they can align their math lessons and activities to the correct DOK levels expected on CAASPP. (2)			4. materials from El Achieve	4000-4999: Books And Supplies	LCFF - Supplemental	650
			5a. extra duty, extra pay for planning	1000-1999: Certificated Personnel Salaries	LCFF - Base	800
Work with teachers to utilize IABs as an instructional tool and preparation for CAASPP. (3)			5b. STEMscopes curriculum pilot	4000-4999: Books And Supplies	LCFF - Base	900
			6. Mystery Science site licence	4000-4999: Books And Supplies	Donations	1,000
Provide teachers with materials to support Systematic ELD language instruction and speaking and listening strategies throughout the content areas. (4)			7. CIP Wednesday planning	None Specified	None Specified	
			8. staff meeting time	None Specified	None Specified	
Provide all 5th grade teachers with after-school staff development and collaboration time to implement a pilot program of STEMscopes to implement NGSS standards. (5a/b)						
Provide all teachers access to Mystery Science, an online program with NGSS-aligned lessons in order to implement NGSS standards. (6)						
Provide professional development for teachers during Collaborative Instructional Planning Wednesdays.						

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
(7). Meet with TOSAs to review instructional strategies for all core academic standards and to gain assistance with developing lessons & activities. (8)						
Provide targeted intervention for our unduplicated count students, students struggling to meet grade level standards, and students who receive special education services. Hire four instructional assistants to support a Response to Intervention Tier II program for school-wide improvement in English Language Arts. (1) Hire an instructional assistant to supervise before-school intervention program using Moby Max for students in grades 3-6. (2) Purchase a chromebook for The Learning Center to support additional opportunities for students with IEPs to practice CAASPP-like questions with modeling and guidance. (3) Extend site license for Moby Max, an online, interactive personalized learning program to increase specific skills in reading and math. (4) Provide teacher-release time to administer and score CELDT for our initial assessments in order to collect	August 2017-June 2018 unduplicated count students, students struggling to meet grade level standards, and students who receive special education services.	Site administrators Teaching staff Intervention specialists Resource Support staff	1. Instructional aide support for Tier II program 2. Instructional aide support for Tier II program 3. Chromebook 4. Moby Max site license 5. Substitute days for assessing 6. teacher instruction 7. Reading Counts program	2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies 4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries None Specified 4000-4999: Books And Supplies	LCFF - Supplemental LCFF - Supplemental LCFF - Supplemental LCFF - Supplemental LCFF - Supplemental None Specified District Funded	10,000 800 300 1,300 600

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>data to guide targeted instruction. (5)</p> <p>Provide daily systematic designated ELD instruction for our English Language Learners. (6)</p> <p>Continue tracking students' progress in reading fluency and reading lexile levels with the use of the Reading Counts program. (7)</p>						

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CAASPP targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student and Parent Engagement
LEA GOAL:
Increase Student and Parent Engagement
SCHOOL GOAL #2:
Bridgeport will focus on strategies to increase student and parent engagement and increase student attendance as measured by student ADA.
Data Used to Form this Goal:
School site council survey data District and site ELAC survey PTA Parent Survey Minutes from parent meetings (SSC, ELAC, PTA, etc) Attendance records from meetings Student attendance records Student Safety Survey CAASPP Data CELDT Data
Findings from the Analysis of this Data:
Parents like increased communication through weekly newsletters, constant contact, school website. Parents would like to be more informed in the learning process and how they can provide support for their children at home. Bridgeport needs to continue to provide parent participation opportunities. Most events were not aligned with content standards. Need to increase events that connect content to learning/academic success.

How the School will Evaluate the Progress of this Goal:

School site council survey
 ELAC parent survey
 PTA parent survey
 Sign in attendance sheets from SSC and ELAC, PTA and other parent meetings
 Attendance at parent events, school wide events, awards assemblies, PTA events, Open House, etc.
 Number of parents using Remind APP for new texting communication.
 Student attendance data.
 Student incident reports.
 Student participation in KISS leadership activities.

Analysis of Ongoing Progress

CELDT results were reported. Bridgeport reclassified 23% of EL students.
 Student goal setting conferences were held,
 Awards assemblies will be held at the fin ELAC meeting to be held in April.
 ADEPT testing will have been completed and results forwarded to the District Office.
 District EL coach provides professional development in the area of lesson design for Bridgeport Staff.
 Bridgeport EL data was analyzed showing a need to focus on reading and writing comprehension, and mathematics concepts and reasoning.
 ELAC meetings included review and discussion of the LCAP and SPSA
 School wide interest expressed by the parent community during ELAC, PTA, and SSC.
 Strategies focusing on 'Listening and Speaking' standards have been shared with the staff.

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase meaningful parent engagement opportunities. Continue weekly online communication to parents and community through the Bridgeport Breeze.(1) Continue weekly online communication to families about family events from PTA. (2) Utilize Twitter to showcase to the school community the many events happening at school. (3)	All Students	Administration	1. Utilize Constant Contact weekly	4000-4999: Books And Supplies	District Funded	
		Office Staff	2. Utilize Constant Contact weekly	4000-4999: Books And Supplies	District Funded	
		Teachers	3. Utilize Twitter	None Specified	None Specified	
			4. Utilize Constant Contact	4000-4999: Books And Supplies	District Funded	
			5. Utilize Constant Contact	4000-4999: Books And Supplies	District Funded	
			6. Use S'more to collect RSVPs and inform parents	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Increase awareness about District ELAC, DELAC, PAC meetings. (4)</p> <p>Provide parent information nights for the Gifted and Talented Education Program. (5)</p> <p>Meet with parents of ELLs 4 times a year during ELAC meetings. (6)</p> <p>Hold SART and DART meetings to address truancy concerns. (7)</p> <p>Hold annual/initial/amendment IEP meetings with all members present and have general education teacher available to answer questions for parents (8)</p>			<p>7. Meet onsite for DART/SART</p> <p>8. sub coverage for teacher during IEP meetings that we anticipate will take longer than usual</p>	<p>None Specified</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>None Specified</p> <p>LCFF - Supplemental</p>	<p>600</p>
<p>Increase student engagement through school-wide activities, events, and clubs.</p> <p>Continue GATE student workshop program. (1a)</p> <p>Extra duty, extra pay hours for teacher developing and leading GATE workshops. (1b)</p> <p>Purchase Math Olympiad program. (2a)</p> <p>Extra duty, extra pay hours (10) for teacher coordinator. (2b)</p> <p>Continue student-run newspaper. (3)</p> <p>Initiate student-run news program.</p>	All Students	<p>Administration</p> <p>Teaching Staff</p> <p>SSC</p> <p>ELAC</p> <p>PTA</p>	<p>1a. GATE workshop supplies</p> <p>1b. GATE teacher extra duty, extra pay hours for planning</p> <p>2a. Math Olympiad program</p> <p>2b. Extra duty hours for Math Olympiad.</p> <p>3. conference room space</p> <p>4. conference room space</p> <p>5. Student Council meetings</p> <p>6. Assistant Principal oversees</p>	<p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>None Specified</p> <p>None Specified</p> <p>None Specified</p> <p>None Specified</p>	<p>Other</p> <p>Other</p> <p>Other</p> <p>Other</p> <p>None Specified</p> <p>None Specified</p> <p>None Specified</p> <p>None Specified</p>	<p>1000</p> <p>320</p> <p>300</p> <p>320</p>

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>(4)</p> <p>Support Student Council in their development of spirit and school-wide activities.(5)</p> <p>Continue development of KISS (Kids In School Service) student leadership programs through Helping Hands and Green Team to provide engagement for all students. (6)</p> <p>Provide Computer Specialist planning time with Tech TOSA to refine technology instruction with a focus on coding and digital citizenship. (7)</p>			7. Computer Tech professional development	2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC)	7,500

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CAASPP targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Climate
LEA GOAL:
Maintain a clean and safe learning environment, and promote student citizenship and leadership.
SCHOOL GOAL #3:
Provide a clean, safe learning environment for all students at Bridgeport.
Data Used to Form this Goal:
School site council survey PTA survey ELAC survey Suspension data PBIS Program data Discipline report data Student Safety Survey Character Counts information Grades of Green Challenge
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Parent surveys Suspension data ODR data PBIS Program
Analysis of Ongoing Progress

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Promote school-wide safety measures.</p> <p>Purchase supplies to support 'Color Coding' Disaster Drill system.(1)</p> <p>Purchase items for emergency bins as needed. (2)</p> <p>Inventory emergency bins to ensure necessary items are purchased and/ or ordered. (3)</p> <p>Continue monthly emergency drills, as noted in Emergency Planning document. (4)</p> <p>Review and update Comprehensive School Safety Plan 2017-2018. (5)</p> <p>Visitors and volunteers sign in at front office and wear volunteer badges while on campus.</p>	All students	Admin	1. supplies for disaster drill	4000-4999: Books And Supplies	LCFF - Base	300
		Staff	2. disaster bin items	4000-4999: Books And Supplies	LCFF - Base	2300
		Custodians	3. extra duty, extra pay release time for Disaster Committee Chair	1000-1999: Certificated Personnel Salaries	LCFF - Base	160
		Student Council-Advisor/ students	4. Monthly emergency drills	None Specified	None Specified	
			5. time to review	None Specified	None Specified	
			6. Single point of entry	None Specified	None Specified	
<p>Implement Tier I of School-Wide Positive Behavioral Interventions and Supports (PBIS) with fidelity as measured by the Tiered Fidelity Inventory self-assessment.</p> <p>Provide substitutes for two additional</p>	All Students	Admin	1. substitute release time	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	660
		Staff	2. extra duty, extra pay hours	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	288
		Office Staff				
		Campus Supervisors				

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PBIS-trained coaches to attend three District trainings annually. (1)		Custodial Staff	3. extra duty, extra pay hours	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	192
Provide extra-duty, extra-pay for three PBIS coaches to meet and plan implementation on a monthly basis (1 hour/month). (2)		School Counselor	4. substitute release time	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	330
Provide extra-duty, extra-pay for additional teachers to attend monthly PBIS team meetings to support implementation. (3)			5. additional pay for CS	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	100
Provide substitutes for one additional teacher to attend three District PBIS site team workshops annually. (4)			6. time to develop	None Specified	None Specified	
Provide additional pay for all five Campus Supervisors to participate in a PBIS review workshops with Admin. (5)			7. KISS program lanyards	4000-4999: Books And Supplies	LCFF - Base	100
Develop and utilize the Office Data Referral (ODR) form to collect and analyze school-wide behavior data. (6)			8. Student of the Month awards	4000-4999: Books And Supplies	LCFF - Base	40
Continue KISS leaders to promote school values. (7)			9. Counseling groups	1000-1999: Certificated Personnel Salaries	District Funded	
Continue Student of the Month recognition. (8)						
Continue school social skills counseling. (9)						

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CAASPP targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #4:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Analysis of Ongoing Progress

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CAASPP targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Analysis of Ongoing Progress
Attendance letters were sent out to chronic absent and tardy students. SART, DART and SARB meetings were held.

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CAASPP targets. As a result, it has adopted the following school goal, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: PARENT INVOLVEMENT
LEA GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Analysis of Ongoing Progress

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #7

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CAASPP targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #7:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Analysis of Ongoing Progress

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #8

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CAASPP targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #8:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Analysis of Ongoing Progress

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #9

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CAASPP targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #9:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Analysis of Ongoing Progress

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #10

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CAASPP targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #10:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Analysis of Ongoing Progress

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #11

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CAASPP targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #11:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Analysis of Ongoing Progress

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #12

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CAASPP targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #12:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Analysis of Ongoing Progress

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Donations	1,000.00
LCFF - Base	4,600.00
LCFF - Supplemental	17,420.00
Other	1,940.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC)	7,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	5,870.00
2000-2999: Classified Personnel Salaries	18,400.00
4000-4999: Books And Supplies	8,190.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	Donations	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	960.00
4000-4999: Books And Supplies	LCFF - Base	3,640.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	4,270.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	10,900.00
4000-4999: Books And Supplies	LCFF - Supplemental	2,250.00
1000-1999: Certificated Personnel Salaries	Other	640.00
4000-4999: Books And Supplies	Other	1,300.00
2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty	7,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	17,950.00
Goal 2	10,040.00
Goal 3	4,470.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Carin Fractor	X				
Lori Oster			X		
Michelle Buttitta		X			
Lea Kogan		X			
Karen Bonnette		X			
D.W. Donovan				X	
MD Haque				X	
Kinga Scott				X	
Juanita Hurlimann				X	
Amanda Tekinceer				X	
Michelle Velikorodnyy (non-voting)			X		
Numbers of members of each category:	1	3	1	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 11/13/17.

Attested:

Carin Fractor

Typed Name of School Principal

Signature of School Principal

Date

DW Donovan

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

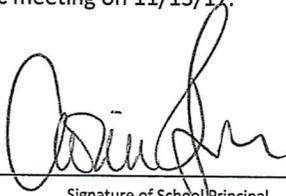
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 11/13/17.

Attested:

Carin Fractor

Typed Name of School Principal



Signature of School Principal

11-13-17

Date

DW Donovan

Typed Name of SSC Chairperson



Signature of SSC Chairperson

11-13-17

Date