

The Single Plan for Student Achievement

School: Rosedell Elementary School
CDS Code: 19649986022693
District: Saugus Union Elementary School District
Principal: Kathy Stendel
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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:

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Rosedell Elementary School's Vision and Mission Statements

The mission of Rosedell Elementary is to ensure that all students will acquire the skills and knowledge needed to be competitive in a modern technological economy. Students will become productive citizens in a democratic and culturally diverse society by the promotion of excellence in learning a rich, meaning-centered curriculum.

School Profile

Rosedell Elementary, nestled in the northeast part of the Santa Clarita Valley and thirty miles north of Los Angeles, is a school that works diligently to promote excellence and is proud of the honors it has been bestowed. Rosedell was selected as a California Distinguished School in 1987, 1995, 2003 and 2006. In the year 2000, Rosedell was selected as one of sixteen schools honored by the state of California for excellence in the arts. In 2016, Rosedell was recognized as a California Gold Ribbon School and also received the California Exemplary Arts Award. Each year Rosedell students receive numerous awards for submissions to essay, speech, art, and academic contests.

Rosedell is committed to the vision of "All Students Learning-Whatever It Takes!" This philosophy resonates throughout the entire Rosedell community as we work together to provide an engaging, interactive learning environment based on the California State Standards. Most noteworthy is our unique "Arts & Technology" focus which integrates leading edge educational programs and enriching learning experiences to best meet the needs of all students.

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).

The Rosedell teachers and administrators analyzed the following surveys to provide additional input on Single Plan goal setting, programs, personnel and funding choices: The 2016-17 School Site Parent Survey and 2016-17 ELD Parent Survey. The School Site Council and English Language Advisory Committee assisted in the development of the Single Plan for Student Achievement.

Classroom Observations

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

Classroom observations and administrator walkthroughs take place on a regular basis to ensure students are receiving effective instruction using state approved curriculum. Teachers are currently implementing California State Standards, Explicit Direct Instruction, research-based strategies and practices, SELD (Systematic ELD) and RTI (Response to Intervention) instruction and support to meet the Saugus Union School Board's goal of increasing student achievement. Teachers participate in learning walks to calibrate professional practice, develop a common language, and work toward continuous improvement of instruction.

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)

Rosedell uses the following state and local assessments to monitor student progress, modify instruction, and improve student achievement: Beginning of the Year assessments, California English Language Development Test (CELDT); ADEPT Benchmarks, Publisher Assessments; Interactive Assessment Benchmarks (IAB's), CAASPP, Teacher-created assessments, and SUSD Writing Samples.

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

Teachers and administrators analyze CELDT and ADEPT student scores. Teachers use publisher and teacher designed assessments to analyze student achievement and modify instruction to ensure students succeed in meeting state standards. CELDT tests were previously given annually and ADEPT benchmark assessments given twice annually to determine progress towards English Language Development. The state of California will now be transitioning over to the new ELPAC assessment given in the Spring. Teachers review publisher and teacher created assessments to review and monitor student progress.

Staffing and Professional Development

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

All Rosedell teachers are highly qualified and are NCLB compliant and CLAD certified.

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

All teachers are credentialed and have access to professional development opportunities.

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

We have a comprehensive staff development program that is aligned with our site plan goals. Thorough analysis of student data is conducted to determine staff development needs. Staff development includes implementing California State Standards in Math and English Language Arts, Direct Instruction, Systematic ELD, Accelerated Reader, Constructing Meaning, Technology/Google Training, and Smarter Balance State Assessment. Teachers meet regularly as a grade level each week for Collaborative Instructional Planning, in addition to, three grade level collaborative days throughout the year, to review student assessment data, develop short- and long-term plans, modify instruction, design effective lessons and create standards-based units of study based on the California State Standards.

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

Teachers who have received specialized training coach and mentor their colleagues during the implementation of our many programs. Trainings occur during Professional Development Days, staff meetings, and Collaborative Instructional Planning meetings. Teachers work with the administrators to analyze data and identify areas of need for further instruction to improve student achievement in all areas of the curriculum. Rosedell has three ELD coaches who provide staff development and assistance to teachers in working with our EL students and implementing Systematic English Language Development (SELD). Our Direct Instruction Coach currently attending District Trainings to further support our teachers with Explicit Direct Instruction. District Teachers on Special Assignments (TOSA's) provide extra assistance in the area of CSS, technology, Visual and Performing Arts, and Physical Education.

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

Teachers meet weekly and three full days throughout the year for collaborative instructional planning and staff meetings to ensure instructional plans are developed, implemented and refined.

Teaching and Learning

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

Rosedell teachers, staff, and administrators are committed to ensuring that all curriculum and instruction are aligned with California State Standards. All teachers use State-adopted textbooks. Materials and resources used are aligned to California State Standards, which include: Pearson (Language Arts K-6), Macmillan-McGraw Hill (Math and Science, K-6) and Scott Foresman (Social Studies, K-5) and Harcourt Brace (6th grade). Differentiated instruction is provided by classroom teachers to meet the needs of all students.

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

Teachers adhere to recommended instructional minutes for reading/language arts and math.

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

Rosedell uses a formal "Response to Intervention" model to assist at-risk students. Formal intervention occurs three - four days a week for thirty minutes in each class. Students are leveled in the area of reading for targeted instruction. Additional instructional assistants are utilized in the classroom to help support the teacher working with students in small groups, so specific skills can be targeted and met. Math intervention groups are also implemented within grade level groupings and individual classes. Informally, students receive intervention within the classroom throughout the entire day with teachers working one-on-one or in small flexible groups to reinforce and reteach concepts in all curriculum areas. Additional resources and instruction for English Learners include students grouped in proficiency levels for 30 minutes of daily targeted Systematic ELD instruction by a teacher and support from an instructional assistant helping to facilitate lessons/instruction within the classroom.

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

All students at Rosedell have equal access to standards based instructional materials. Standards-aligned textbooks and instructional materials for all student groups are sufficient in both quality and quantity. We follow all materials adoption time lines determined by the state. Rosedell has transitioned to the California State Standards (CSS) and is supplementing curriculum to meet the new standards. We are now fully implementing CSS in English Language Arts and Math. Many teachers are currently piloting new ELA programs to assist in making informed research-based decisions in adopting a new ELA Program in the future.

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)

Rosedell uses adopted standards-aligned textbooks and instructional materials. All students have access to the curriculum and have all the required textbooks according to the Williams Act. Rosedell uses Intervention materials and resources that are research-based and effective. Programs include Pearson's Reading Street, Soar To Success, Read Naturally, Corrective Reading, Pearson's language arts intervention components, Heinemann Program, Touch Math, Mobey Math, and EL Achieve Systematic ELD instructional units/kit.

Opportunity and Equal Educational Access

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

Teachers meet together regularly to analyze student assessment data and plan for interventions. We have five instructional assistants who provide additional support to students in grades TK-6. We have a school psychologist and counselor who provide support to teachers regarding behavioral, social, and emotional concerns.

14. Research-based educational practices to raise student achievement

Rosedell Teachers have been trained using the Direct Instruction model. Teachers are working toward continuous improvement of instruction by utilizing research-based instructional strategies and practices. Research-based information about brain breaks and Optimal Windows for Learning are used when designing lessons. Daily schedules posted and visible learning objectives help to facilitate student understanding and engagement. Systematic ELD lessons are created for English Language Learners that focus on systematic and explicit instruction in vocabulary, word usage, grammatical features, and syntactical features.

Parental Involvement

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

Teachers and administrators communicate on an ongoing, weekly basis with families and community members through our Rosedell Tuesday Telegram newsletter and classroom newsletters and/or websites. Additional communication through parent conferences, email, phone calls, websites, school conferences, family nights, Parent Information Nights, Student Success Team meetings, 504 and IEP meetings are provided as necessary. Family, school, district and community resources include: PTA, Parent Volunteers, School Site Council, English Learners Advisory Council, district committees, high school student volunteers, psychologist, counselor, speech pathologist and translators for parent meetings, student teachers, Family & Child Center referrals, Healthy Families referrals, and Business partnerships with the City of Santa Clarita, Performing Arts Center and College of the Canyons. The District provides an EL Liaison and a Foster Youth and Homeless Liaison to provide support for our students in these areas.

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)

Our School Site Council, Leadership Team, Teachers, Support Staff, English Learners Advisory Committee and PTA are involved with planning, implementing and evaluating the success of our consolidated application programs.

Funding

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

Rosedell has a part-time English Language Development Instructional Assistant who provides assistance with the class while the teacher provides direct instruction for English Learners at all CELDT levels. Teachers in grades TK-6 have been trained in Systematic ELD. Instructional assistants are used in Transitional Kindergarten and Kindergarten and also for intervention across the grade levels.

18. Fiscal support (EPC)

Rosedell is supported through state and federal funding. Rosedell is not a Title 1 school.

Description of Barriers and Related School Goals

Rosedell has a diverse school population. According to the state, numerically significant sub groups include Hispanic or Latino, White, and Socioeconomically Disadvantaged.

The following sub groups were not numerically significant, but were still monitored to meet their targets: English Learners and Students with Disabilities. Goals have been created to address all of our students' academic needs with appropriate programs, personnel and funding.

Related School Goals include Student Achievement in the areas of English Language Arts, Mathematics, English Language Development, Science, Social Studies, and Physical Education; An additional School Goal is in the area of Student and Parent Engagement.

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	123	98	118	122	96	116	122	96	116	99.2	98	98.3
Grade 4	115	121	98	113	117	95	111	117	95	98.3	96.7	96.9
Grade 5	109	117	127	109	116	124	109	116	124	100.0	99.1	97.6
Grade 6	107	110	116	105	109	114	105	109	114	98.1	99.1	98.3
All Grades	454	446	459	449	438	449	447	438	449	98.9	98.2	97.8

* 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	2421.0	2434.0	2434.0	24	31	26.72	25	23	31.03	25	19	18.97	26	27	23.28
Grade 4	2448.0	2454.6	2465.3	17	16	27.37	26	26	21.05	21	26	22.11	35	32	29.47
Grade 5	2515.4	2502.1	2491.6	18	18	18.55	41	31	29.84	24	26	23.39	17	25	28.23
Grade 6	2566.9	2555.2	2534.3	21	20	16.67	52	45	35.09	22	28	29.82	5	7	18.42
All Grades	N/A	N/A	N/A	20	21	22.05	35	32	29.62	23	25	23.61	21	23	24.72

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	27	32	30.17	43	40	43.10	30	28	26.72	
Grade 4	18	23	23.16	46	42	55.79	30	35	21.05	
Grade 5	28	19	20.16	52	47	50.81	17	34	29.03	
Grade 6	31	20	23.68	57	62	53.51	11	17	22.81	
All Grades	26	23	24.28	49	48	50.56	22	29	25.17	

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	26	30.17	44	48	48.28	31	26	21.55
Grade 4	20	21	28.42	46	53	47.37	26	27	24.21
Grade 5	24	27	34.15	55	42	39.02	19	31	26.83
Grade 6	31	28	24.56	55	61	53.51	12	11	21.93
All Grades	24	25	29.46	50	51	46.88	23	24	23.66

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	16	25	18.97	66	59	61.21	16	16	19.83
Grade 4	15	9	14.74	67	74	55.79	15	17	29.47
Grade 5	21	17	12.10	62	69	66.94	15	14	20.97
Grade 6	23	20	10.53	70	72	79.82	7	7	9.65
All Grades	19	18	14.03	66	69	66.37	13	13	19.60

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	20	24	22.41	57	51	56.03	21	25	21.55
Grade 4	9	13	23.16	45	62	57.89	19	25	18.95
Grade 5	26	35	22.58	64	52	48.39	10	13	29.03
Grade 6	32	43	28.95	63	53	50.88	5	4	20.18
All Grades	22	29	24.28	57	55	53.01	14	16	22.72

Conclusions based on this data:

1. Approximately 53% of students tested exceeded or met standards in English Language Arts, about the same as the previous year.
2. Students performed highest overall in the area of Listening and Research/Inquiry.
3. Students performed relatively weaker in the areas of Writing.

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	123	98	118	122	96	116	121	96	116	99.2	98	98.3
Grade 4	115	121	98	113	117	94	111	117	94	98.3	96.7	95.9
Grade 5	109	117	127	109	116	124	109	116	124	100.0	99.1	97.6
Grade 6	107	110	116	105	109	114	103	109	114	98.1	99.1	98.3
All Grades	454	446	459	449	438	448	444	438	448	98.9	98.2	97.6

* 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	2425.6	2435.5	2430.3	16	19	16.38	34	30	37.93	18	29	25.86	32	22	19.83
Grade 4	2438.2	2468.9	2460.1	5	14	10.64	27	28	31.91	27	38	35.11	38	21	22.34
Grade 5	2512.1	2496.0	2493.3	19	18	17.74	23	22	19.35	35	29	31.45	23	31	31.45
Grade 6	2582.8	2561.6	2522.4	41	28	19.30	29	31	22.81	18	32	34.21	10	9	23.68
All Grades	N/A	N/A	N/A	20	19	16.29	28	28	27.68	24	32	31.47	26	21	24.55

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	31	27.59	33	39	49.14	35	30	23.28
Grade 4	15	26	26.60	30	36	32.98	54	38	40.43
Grade 5	25	29	23.39	46	29	35.48	29	41	41.13
Grade 6	54	39	24.56	28	42	37.72	16	19	37.72
All Grades	31	31	25.45	34	36	39.06	34	32	35.49

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	27	39	26.72	42	41	50.00	31	21	23.28
Grade 4	9	14	22.34	52	63	47.87	38	23	29.79
Grade 5	20	13	13.71	48	53	48.39	32	34	37.90
Grade 6	33	28	19.30	55	59	47.37	12	14	33.33
All Grades	22	22	20.31	49	55	48.44	28	23	31.25

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	22	25	24.14	50	55	55.17	28	20	20.69
Grade 4	10	19	15.96	45	49	52.13	44	32	31.91
Grade 5	15	13	13.71	56	53	50.81	28	34	35.48
Grade 6	36	23	16.67	54	62	50.00	10	15	33.33
All Grades	20	20	17.63	51	55	52.01	28	26	30.36

Conclusions based on this data:

1. 44% of students tested exceeded or met standards in Mathematics, a decrease of 3 % from the previous year.
2. Applying mathematical concepts and procedures is a relative weakness for all grades.

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	123	57	65	65	55	63	65	55	63	52.8	96.5	96.9
Grade 4	115	60	56	62	57	53	62	57	53	53.9	95	94.6
Grade 5	109	66	64	60	65	61	60	65	61	55.0	98.5	95.3
Grade 6	107	61	65	57	60	63	57	60	63	53.3	98.4	96.9
All Grades	454	244	250	244	237	240	244	237	240	53.7	97.1	96

* 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	2403.4	2426.4	2424.2	15	24	25.40	20	35	28.57	35	16	15.87	29	25	30.16
Grade 4	2434.9	2439.5	2459.0	10	11	22.64	29	23	26.42	23	32	20.75	39	35	30.19
Grade 5	2501.5	2484.6	2473.0	13	14	13.11	40	32	22.95	23	23	27.87	23	31	36.07
Grade 6	2559.9	2538.1	2508.6	14	10	12.70	60	53	25.40	19	27	34.92	7	10	26.98
All Grades	N/A	N/A	N/A	13	14	18.33	36	36	25.83	25	24	25.00	25	25	30.83

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	18	31	26.98	45	40	41.27	35	29	31.75
Grade 4	15	16	22.64	50	40	54.72	32	44	22.64
Grade 5	22	15	19.67	52	49	42.62	23	35	37.70
Grade 6	28	13	20.63	58	63	46.03	14	23	33.33
All Grades	20	19	22.50	51	49	45.83	27	33	31.67

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	15	20	25.40	43	55	47.62	40	25	26.98
Grade 4	16	14	18.87	48	56	56.60	31	30	24.53
Grade 5	20	18	22.95	52	43	37.70	25	38	39.34
Grade 6	30	18	12.70	56	70	53.97	14	12	33.33
All Grades	20	18	20.00	50	56	48.75	28	27	31.25

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	9	18	19.05	69	62	52.38	20	20	28.57
Grade 4	15	16	11.32	63	61	60.38	21	23	28.30
Grade 5	23	14	11.48	53	69	65.57	20	17	22.95
Grade 6	16	22	6.35	75	68	80.95	9	10	12.70
All Grades	16	17	12.08	65	65	65.00	18	17	22.92

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	20	20	25.40	55	56	46.03	23	24	28.57
Grade 4	8	7	24.53	45	65	52.83	21	28	22.64
Grade 5	17	29	14.75	67	55	49.18	17	15	36.07
Grade 6	26	30	22.22	70	63	49.21	4	7	28.57
All Grades	18	22	21.67	59	60	49.17	16	18	29.17

Conclusions based on this data:

1. 44% of males exceeded or met standard in English Language Arts, about 9% less than all students.

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	123	57	65	65	55	63	65	55	63	52.8	96.5	96.9
Grade 4	115	60	56	62	57	53	61	57	53	53.9	95	94.6
Grade 5	109	66	64	60	65	61	60	65	61	55.0	98.5	95.3
Grade 6	107	61	65	57	60	63	55	60	63	53.3	98.4	96.9
All Grades	454	244	250	244	237	240	241	237	240	53.7	97.1	96

* 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	2418.1	2444.6	2430.0	12	20	23.81	31	40	23.81	20	25	31.75	37	15	20.63
Grade 4	2439.7	2468.5	2469.8	5	14	9.43	29	30	41.51	27	33	30.19	37	23	18.87
Grade 5	2508.5	2492.9	2491.1	20	17	19.67	22	28	16.39	33	20	31.15	25	35	32.79
Grade 6	2583.8	2550.7	2502.6	40	25	19.05	30	27	15.87	18	37	34.92	9	12	30.16
All Grades	N/A	N/A	N/A	19	19	18.33	28	31	23.75	25	29	32.08	27	22	25.83

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	38	34.92	32	38	39.68	37	24	25.40
Grade 4	18	28	32.08	28	37	33.96	52	35	33.96
Grade 5	27	32	22.95	45	26	32.79	28	42	44.26
Grade 6	55	35	20.63	27	43	33.33	16	22	46.03
All Grades	32	33	27.50	33	36	35.00	34	31	37.50

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	23	44	26.98	40	42	44.44	37	15	28.57
Grade 4	11	11	26.42	51	63	49.06	36	26	24.53
Grade 5	20	11	13.11	48	54	49.18	32	35	37.70
Grade 6	31	28	17.46	58	53	42.86	11	18	39.68
All Grades	21	23	20.83	49	53	46.25	29	24	32.92

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	20	25	26.98	48	56	52.38	32	18	20.63
Grade 4	11	19	16.98	46	42	56.60	41	39	26.42
Grade 5	15	17	11.48	50	51	50.82	35	32	37.70
Grade 6	40	22	15.87	55	63	42.86	5	15	41.27
All Grades	21	21	17.92	49	53	50.42	29	26	31.67

Conclusions based on this data:

1. 42% of males exceeded or met standard, about 2 % less than all students.

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	123	41	53	57	41	53	57	41	53	46.3	100	100
Grade 4	115	61	42	51	60	42	49	60	42	44.3	98.4	100
Grade 5	109	51	63	49	51	63	49	51	63	45.0	100	100
Grade 6	107	49	51	48	49	51	48	49	51	44.9	100	100
All Grades	454	202	209	205	201	209	203	201	209	45.2	99.5	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	2441.0	2444.2	2445.8	33	41	28.30	30	7	33.96	14	22	22.64	23	29	15.09
Grade 4	2464.6	2469.0	2473.2	25	22	33.33	22	30	14.29	20	20	23.81	29	28	28.57
Grade 5	2532.4	2524.5	2509.5	24	24	23.81	43	29	36.51	24	29	19.05	8	18	20.63
Grade 6	2575.1	2576.3	2566.1	29	33	21.57	44	35	47.06	25	29	23.53	2	4	7.84
All Grades	N/A	N/A	N/A	28	29	26.32	34	26	33.97	20	25	22.01	16	20	17.70

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	37	34	33.96	40	39	45.28	23	27	20.75
Grade 4	22	30	23.81	41	43	57.14	27	27	19.05
Grade 5	37	24	20.63	53	45	58.73	10	31	20.63
Grade 6	35	29	27.45	56	61	62.75	8	10	9.80
All Grades	33	29	26.32	47	47	55.98	17	24	17.70

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	32	34	35.85	46	39	49.06	21	27	15.09
Grade 4	24	27	40.48	43	49	35.71	20	24	23.81
Grade 5	29	37	45.16	59	41	40.32	12	22	14.52
Grade 6	33	39	39.22	54	51	52.94	10	10	7.84
All Grades	30	34	40.38	50	46	44.71	16	21	14.90

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	34	18.87	63	56	71.70	12	10	9.43
Grade 4	16	3	19.05	71	85	50.00	8	12	30.95
Grade 5	18	22	12.70	73	69	68.25	8	10	19.05
Grade 6	31	18	15.69	65	78	78.43	4	4	5.88
All Grades	23	18	16.27	68	73	67.94	8	9	15.79

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	21	29	18.87	60	44	67.92	19	27	13.21
Grade 4	10	18	21.43	45	60	64.29	16	22	14.29
Grade 5	37	43	30.16	61	47	47.62	2	10	22.22
Grade 6	40	59	37.25	54	41	52.94	6	0	9.80
All Grades	27	37	27.27	55	49	57.42	11	14	15.31

Conclusions based on this data:

1. Females performed higher in English Language Arts than males, at 60% exceeding or meeting standard, compared to 44% of males.

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	123	41	53	57	41	53	56	41	53	46.3	100	100
Grade 4	115	61	42	51	60	41	50	60	41	44.3	98.4	97.6
Grade 5	109	51	63	49	51	63	49	51	63	45.0	100	100
Grade 6	107	49	51	48	49	51	48	49	51	44.9	100	100
All Grades	454	202	209	205	201	208	203	201	208	45.2	99.5	99.5

* 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	2434.3	2423.3	2430.6	19	17	7.55	37	17	54.72	16	34	18.87	26	32	18.87
Grade 4	2436.4	2469.2	2447.6	6	13	12.20	25	27	19.51	27	42	41.46	39	18	26.83
Grade 5	2516.6	2500.0	2495.5	18	20	15.87	24	14	22.22	37	41	31.75	20	25	30.16
Grade 6	2581.6	2575.0	2546.7	42	31	19.61	27	37	31.37	19	27	33.33	13	6	15.69
All Grades	N/A	N/A	N/A	21	20	13.94	29	24	32.21	24	36	30.77	25	20	23.08

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	34	22	18.87	34	39	60.38	32	39	20.75
Grade 4	12	25	19.51	32	35	31.71	56	40	48.78
Grade 5	22	25	23.81	47	33	38.10	31	41	38.10
Grade 6	54	43	29.41	29	41	43.14	15	16	27.45
All Grades	31	29	23.08	35	37	43.75	33	34	33.17

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	32	32	26.42	45	39	56.60	23	29	16.98
Grade 4	6	17	17.07	54	63	46.34	40	20	36.59
Grade 5	20	16	14.29	47	53	47.62	33	31	38.10
Grade 6	35	27	21.57	52	65	52.94	13	8	25.49
All Grades	24	22	19.71	49	56	50.96	27	22	29.33

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	24	20.75	52	54	58.49	23	22	20.75
Grade 4	8	18	14.63	44	55	46.34	48	27	39.02
Grade 5	14	8	15.87	63	55	50.79	20	37	33.33
Grade 6	31	24	17.65	54	61	58.82	15	14	23.53
All Grades	20	18	17.31	53	56	53.85	27	25	28.85

Conclusions based on this data:

1. Females scored slightly higher than males in Math, with 46% exceeding or meeting standard compared to 42% for males.

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	123	14	11	18	14	11	18	14	11	14.6	100	100
Grade 4	115	18	*	13	18	*	12	18	*	11.3	100	
Grade 5	109	9	12	4	9	12	4	9	12	3.7	100	100
Grade 6	107	5	*	6	4	*	6	4	*	5.6	80	
All Grades	454	46	35	41	45	35	40	45	35	9.0	97.8	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	2386.2	2391.6	2377.1	11	14	0.00	11	21	27.27	33	14	18.18	44	50	54.55
Grade 4	2373.8	2397.3	*	0	6	*	8	6	*	15	28	*	69	61	*
Grade 5	*	*	2379.8	*	*	0.00	*	*	8.33	*	*	0.00	*	*	91.67
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	5	9	0.00	15	11	14.29	29	29	17.14	49	51	68.57

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	11	7	9.09	28	43	36.36	61	50	54.55
Grade 4	0	6	*	33	28	*	50	67	*
Grade 5	*	*	0.00	*	*	16.67	*	*	83.33
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	10	4	2.86	30	38	31.43	55	58	65.71

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	14	9.09	33	50	45.45	50	36	45.45
Grade 4	0	6	*	33	39	*	50	56	*
Grade 5	*	*	0.00	*	*	33.33	*	*	66.67
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	10	9	2.86	38	40	51.43	45	51	45.71

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	11	7	0.00	72	79	63.64	17	14	36.36
Grade 4	0	6	*	50	56	*	42	39	*
Grade 5	*	*	0.00	*	*	50.00	*	*	50.00
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	8	7	0.00	65	67	60.00	25	27	40.00

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	0	0.00	50	57	54.55	33	43	45.45
Grade 4	8	6	*	25	56	*	42	39	*
Grade 5	*	*	0.00	*	*	33.33	*	*	66.67
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	13	4	0.00	45	62	45.71	35	33	54.29

Conclusions based on this data:

1. About 31% of our English Language Learners exceeded, met, or nearly met standards in English Language Arts. This is a decline by 18 % from the previous year.
2. Reading is a relative weakness with our EL population with about 66% performing below standards.

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	123	14	11	18	14	11	18	14	11	14.6	100	100
Grade 4	115	18	*	13	18	*	13	18	*	11.3	100	
Grade 5	109	9	12	4	9	12	4	9	12	3.7	100	100
Grade 6	107	5	*	6	4	*	5	4	*	5.6	80	
All Grades	454	46	35	41	45	35	40	45	35	9.0	97.8	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	2403.1	2409.7	2410.1	6	7	9.09	28	21	9.09	11	50	63.64	56	21	18.18
Grade 4	2406.8	2422.1	*	0	6	*	8	11	*	38	44	*	54	39	*
Grade 5	*	*	2391.7	*	*	0.00	*	*	0.00	*	*	16.67	*	*	83.33
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	2	4	2.86	17	13	5.71	24	49	40.00	54	33	51.43

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	11	7	18.18	39	50	63.64	50	43	18.18
Grade 4	8	11	*	15	22	*	77	67	*
Grade 5	*	*	0.00	*	*	16.67	*	*	83.33
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	8	9	5.71	28	36	34.29	60	56	60.00

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	17	21	18.18	39	57	63.64	44	21	18.18
Grade 4	0	6	*	54	44	*	46	50	*
Grade 5	*	*	0.00	*	*	0.00	*	*	100.0
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	8	9	5.71	45	51	34.29	48	40	60.00

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	11	7	18.18	44	71	54.55	44	21	27.27
Grade 4	0	6	*	46	33	*	54	61	*
Grade 5	*	*	0.00	*	*	16.67	*	*	83.33
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	5	4	5.71	48	51	37.14	48	44	57.14

Conclusions based on this data:

1. 51% of our EL population is performing below standard in Mathematics. (Previous year was at 33%)

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			*			*			*			
Grade 4	115	1	*	3	1	*	3	1	*	2.6	100	
Grade 5	109	6	*	2	6	*	2	6	*	1.8	100	
Grade 6	107	5	*	1	5	*	1	5	*	0.9	100	
All Grades	454	12	25	6	12	25	6	12	25	1.3	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 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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	25	40.00	*	67	36.00	*	0	20.00	*	8	4.00

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			*			*			*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	*	17	48.00	*	75	44.00	*	8	8.00

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			*			*			*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	*	25	40.00	*	67	48.00	*	8	12.00

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			*			*			*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	*	17	16.00	*	83	76.00	*	0	8.00

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	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	*	42	44.00	*	58	48.00	*	0	8.00

Conclusions based on this data:

1. 76% of our RFEP students exceeded or met standards in English Language Arts, far exceeding all students in grades 3 - 6 students by 23%.

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			*			*			*			
Grade 4	115	1	*	3	1	*	3	1	*	2.6	100	
Grade 5	109	6	*	2	6	*	2	6	*	1.8	100	
Grade 6	107	5	*	1	5	*	1	5	*	0.9	100	
All Grades	454	12	25	6	12	25	6	12	25	1.3	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 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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	42	24.00	*	33	32.00	*	25	36.00	*	0	8.00

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			*			*			*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	*	67	24.00	*	17	64.00	*	17	12.00

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			*			*			*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	*	25	28.00	*	75	60.00	*	0	12.00

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			*			*			*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	*	33	24.00	*	58	56.00	*	8	20.00

Conclusions based on this data:

1. 56% of our RFEP students exceeded or met standards in Mathematics, exceeding all students in grades 3 - 6 students by 12%.

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	123	32	20	34	31	20	34	31	20	27.6	96.9	100
Grade 4	115	34	30	25	32	28	25	32	28	21.7	94.1	93.3
Grade 5	109	25	27	29	25	26	29	25	26	26.6	100	96.3
Grade 6	107	27	25	21	27	25	21	27	25	19.6	100	100
All Grades	454	118	102	109	115	99	109	115	99	24.0	97.5	97.1

* 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	2378.3	2391.8	2383.3	6	13	5.00	18	26	20.00	32	23	30.00	44	39	45.00
Grade 4	2404.0	2410.0	2427.3	4	0	21.43	16	22	14.29	20	34	17.86	60	44	46.43
Grade 5	2507.4	2452.8	2411.8	7	0	0.00	45	28	11.54	34	36	23.08	14	36	65.38
Grade 6	2546.8	2535.2	2484.5	5	4	0.00	62	56	28.00	29	37	40.00	5	4	32.00
All Grades	N/A	N/A	N/A	6	4	7.07	33	32	18.18	29	32	27.27	32	31	47.47

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	9	6	10.00	44	55	35.00	44	39	55.00
Grade 4	0	6	17.86	52	41	42.86	40	53	39.29
Grade 5	24	8	0.00	59	44	34.62	17	48	65.38
Grade 6	19	4	8.00	71	85	56.00	10	11	36.00
All Grades	13	6	9.09	55	56	42.42	29	38	48.48

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	9	13	5.00	38	48	65.00	47	39	30.00
Grade 4	4	3	21.43	40	48	46.43	48	48	32.14
Grade 5	10	4	8.00	72	56	28.00	17	40	64.00
Grade 6	19	15	4.00	52	70	52.00	24	15	44.00
All Grades	10	9	10.20	50	55	46.94	35	36	42.86

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	6	10	0.00	62	68	65.00	29	23	35.00
Grade 4	8	9	3.57	68	66	53.57	20	25	42.86
Grade 5	17	0	0.00	72	80	57.69	10	20	42.31
Grade 6	19	19	0.00	81	74	80.00	0	7	20.00
All Grades	12	10	1.01	70	71	63.64	17	19	35.35

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	9	10	5.00	56	55	55.00	32	35	40.00
Grade 4	0	0	25.00	44	69	46.43	16	31	28.57
Grade 5	17	8	0.00	69	76	42.31	14	16	57.69
Grade 6	24	30	16.00	67	67	48.00	10	4	36.00
All Grades	12	11	12.12	59	66	47.47	19	23	40.40

Conclusions based on this data:

1. 25% of NSLP/low income students exceeded or met standards in English Language Arts, significantly lower than all students tested.

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	123	32	20	34	31	20	34	31	20	27.6	96.9	100
Grade 4	115	34	30	25	32	27	24	32	27	21.7	94.1	90
Grade 5	109	25	27	29	25	26	29	25	26	26.6	100	96.3
Grade 6	107	27	25	21	27	25	20	27	25	19.6	100	100
All Grades	454	118	102	109	115	98	107	115	98	24.0	97.5	96.1

* 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	2391.7	2405.5	2376.4	6	10	0.00	21	16	25.00	18	45	30.00	56	29	45.00
Grade 4	2403.5	2429.8	2433.9	0	3	0.00	4	19	29.63	40	44	40.74	52	34	29.63
Grade 5	2505.3	2459.6	2425.1	14	4	0.00	17	16	7.69	45	32	30.77	24	48	61.54
Grade 6	2550.5	2541.3	2467.8	24	15	8.00	24	30	4.00	29	48	48.00	19	7	40.00
All Grades	N/A	N/A	N/A	10	8	2.04	17	20	16.33	32	43	37.76	39	30	43.88

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	15	16	5.00	29	39	45.00	56	45	50.00	
Grade 4	0	6	7.41	29	34	44.44	67	59	48.15	
Grade 5	21	12	0.00	45	32	30.77	34	56	69.23	
Grade 6	40	22	0.00	30	52	40.00	20	26	60.00	
All Grades	18	14	3.06	34	39	39.80	46	47	57.14	

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	21	19	5.00	32	55	55.00	47	26	40.00
Grade 4	0	6	7.41	33	50	59.26	63	44	33.33
Grade 5	10	4	0.00	52	48	34.62	38	48	65.38
Grade 6	20	22	8.00	65	63	36.00	15	15	56.00
All Grades	13	13	5.10	44	54	45.92	42	33	48.98

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	9	10	0.00	50	61	65.00	41	29	35.00
Grade 4	0	3	14.81	42	44	44.44	54	53	40.74
Grade 5	10	0	0.00	62	52	34.62	28	48	65.38
Grade 6	10	19	4.00	75	63	44.00	15	19	52.00
All Grades	7	8	5.10	56	55	45.92	36	37	48.98

Conclusions based on this data:

1. 18% of NSLP/low income students exceeded or met standards in Mathematics, significantly lower than all students tested.

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		***	50	***		33		***	17						
1	33		60	67		40									
2	25		33	42		44	33		22						
3	18		20	47		40	29		30	6		10			
4	45		29	27		29	27		43						
5	50		40	50		27			33						
6	17		40	33		60	50								
Total	28	50	37	44		37	26	50	25	2		2			

Conclusions based on this data:

1. Our largest group of students learning English score at the Early Advanced to Advanced range in their language acquisition. Our Systematic ELD units and kits target each CELDT proficiency level to reach the goal of moving students to the Advanced scores.

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	14	6	27	43	31	40	14	44	20	29	13			6	13
1	30	***	57	70		43									
2	23	***	30	38		50	38		20						
3	16		17	47		33	32		33	5		17			
4	42		25	25		25	33		50						
5	50		35	50	***	24			41						
6	29		33	29		67	43								
Total	26	20	31	43	30	37	26	35	27	4	10	3		5	3

Conclusions based on this data:

1.



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Equity Report

Rosedell Elementary - Los Angeles County

Enrollment: 776 Socioeconomically Disadvantaged: 26% English Learners: 10% 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>		5	1
English Learner Progress (K-12)		1	0
<u>English Language Arts (3-8)</u>		5	2
<u>Mathematics (3-8)</u>		5	2

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

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School and Student Performance Data

California Data Dashboard (Status Report)



California School
DASHBOARD



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Status and Change Report

Rosedell Elementary - Los Angeles County

Enrollment: 776 Socioeconomically Disadvantaged: 26% English Learners: 10% 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 0.5%	Declined -0.3%
English Learner Progress (K-12)		High 75%	Increased Significantly +15.7%
<u>English Language Arts (3-8)</u>		Medium 2.8 points above level 3	Maintained +0.2 points
<u>Mathematics (3-8)</u>		Medium 9.8 points below level 3	Maintained -0.4 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.

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School and Student Performance Data

California Data Dashboard (Detailed Report)



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Detailed Report

Rosedell Elementary - Los Angeles County




Enrollment: 776Socioeconomically Disadvantaged: 26%English Learners: 10%Foster Youth: N/AGrade Span: K-6Charter School: No






Reporting Year:Spring 2017

Equity ReportStatus and Change ReportDetailed ReportsStudent 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 PerformanceSchool Conditions and ClimateAcademic Engagement

State Indicators	All Students Performance	Status	Change
English Learner Progress (K-12)		High 75%	Increased Significantly +15.7%
<u>English Language Arts (3-8)</u>		Medium 2.8 points above level 3	Maintained +0.2 points
<u>Mathematics (3-8)</u>		Medium 9.8 points below level 3	Maintained -0.4 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.

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School and Student Performance Data

California Data Dashboard (Student Group Report)

**California School
DASHBOARD**

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Student Group Report

Rosedell Elementary - Los Angeles County

Enrollment: 776 Socioeconomically Disadvantaged: 26% English Learners: 10% 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 lcfr@cde.ca.gov

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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: Student Achievement
LEA GOAL:
Increase student achievement.
SCHOOL GOAL #1:
Increase student achievement in English Language Arts and Math using California State Standards (CSS) materials and resources. Increase the percentage of students who have exceeded or met standards in English Language Arts from 53% to 56% as measured by CAASPP. Increase the percentage of students who have exceeded or met standards in Mathematics from 44% to 47% as measured by CAASPP. Increase English Language Proficiency by one level as measured on the CELDT and maintain reclassification of EL students at 13% in 2017-2018. Increase percentage of 5th grade students meeting 5/6 or 6/6 criteria on the Physical Fitness Test from 65.6% to 68.6%. Provide all students with instruction in the Visual and Performing Arts using VAPA standards. Provide all students with increased access to technology and implement district technology standards at each grade level. Provide all students with Social Studies and Science instruction based on the California State Standards.
Data Used to Form this Goal:
Common Assessments Data - English Language Arts and Math CAASPP results Accelerated Reader Assessment Data District Writing Benchmark CELDT Data ADEPT Data Physical Fitness Test

Findings from the Analysis of this Data:

The 2014-2015 CAASPP results in English Language Arts and Math served as baseline data. The 2016 - 2017 CAASPP results indicated that overall there was very little change from the previous year. Some grade levels improved in ELA and went slightly down in Math, while others grade levels went slightly down in ELA and up in Math. In English Language Arts, for all students the percentage of students who exceeded or met stayed about 53%. In Math, there was a slight decrease from 47% to 44% exceeding or meeting standards. Our CELDT results indicated that we Reclassified 14% of our English Language Learners, an increase of over 8%, from 5.6% to 14%. The 2016-2017 Physical Fitness Test shows that 65.6% of students tested met either 5/6 or 6/6 of the criteria, an increase of .4% from the previous year. Rosedell will aim to increase this to 68.6%. All students will receive instruction in visual and performing arts using VAPA standards. Students across all grades will receive instruction in technology using district technology standards for their grade level. All students will continue to receive Social Studies instruction based on the California State Standards for their grade level. Differentiated instruction will be provided for students based on their needs, especially for students with an IEP, students identified as at-risk, and GATE students. Students will participate in the Accelerated Reader Program to increase reading fluency and comprehension.

How the School will Evaluate the Progress of this Goal:

Data from school, district, and state assessments will be analyzed to evaluate progress towards goals. (CAASPP, CELDT, ADEPT, PFT, District Assessments)

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
English Language Arts (ELA) and Math:			None Specified			
Analyze assessment data and develop a comprehensive instructional program.	Transitional Kindergarten - 6th grade students	Teachers, Site Administrators	Teacher Planning (Explicit Direct, Instruction lessons based on CSS)			
Plan and implement ELA and Math lessons that align with California State Standards (CSS).	Transitional Kindergarten - 6th grade students	Teachers, Site Administrators				
Purchase CSS materials and resources to support ELA and Math instruction.	Transitional Kindergarten - 6th grade students	Site Administrator	CCS Materials & Resources, i.e Ready Common Core, TIME For Kids, Writing to Text, etc			
Collaborate with grade level colleagues to develop common assessments, standards-based units of study, layered activities, and performance tasks.	Transitional Kindergarten - 6th grade students	Teachers, Site Administrators	Instructional Assistants	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	9473
				2000-2999: Classified Personnel Salaries		

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide targeted intervention for students not meeting grade level standards through use of small group instruction and research-based materials and resources; Use of instructional assistants in primary grades.	Transitional Kindergarten - 6th grade students	Teachers, Site Administrators, Instructional Assistants	RtI materials and Resources, i.e. Read Naturally, Heinemann Group	4000-4999: Books And Supplies	LCFF - Supplemental	2268
Provide targeted Reading Intervention after school for primary students.	Transitional Kindergarten - 6th grade students	Site Administrator	TK and Kindergarten Instructional Assistants	2000-2999: Classified Personnel Salaries	District Funded	10,000
Provide targeted math intervention before school for 6th grade students at risk and after school for 4th grade.	Transitional Kindergarten - Kindergarten	Teachers, Site Administrators		1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2240
Purchase supplemental materials and resources for intervention.	Transitional Kindergarten - 6th grade students	Teachers, Site Administrators	After school Primary Intervention - Roadrunner Club			
Provide instructional assistants for classroom support in Transitional Kindergarten and Kindergarten.	4th - 6th grade students	Site Administrator				
Provide differentiated instruction based on student individuals needs and for students with an IEP.	Transitional Kindergarten - 6th grade students	Teachers, Site Administrators, Library Media Specialist	Upper Grade Math Intervention			
Provide differentiated instruction to designated GATE students and increase the depth and complexity of instruction.	Transitional Kindergarten - 6th grade students	Teachers, Site Administrators				
Establish a library schedule for all students to access on a weekly basis.	Transitional Kindergarten - 6th grade students					
Establish a computer lab schedule for all students to access weekly or bi-weekly, whenever possible.	Transitional Kindergarten - 6th grade students	District Administrators				

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Purchase supplemental technology to monitor and support student learning and achievement (hardware and software).</p> <p>Continue to provide professional development opportunities in CCS, explicit direct instruction, standards-based units of study, and other areas of need.</p> <p>Continue to participate in learning walks to calibrate instructional practices, build common language, and work on continuous improvement of instruction.</p>		<p>District Administrators</p> <p>Teachers, Site Administrators</p>				
<p>English Language Development:</p> <p>Implement Systematic ELD program for all English Learners at least 30 minutes per day.</p> <p>Provide Constructing Meaning professional development and begin to incorporate throughout the day. District to offer yearly opportunities to join cohorts.</p>	<p>Transitional Kindergarten - 6th grade students</p> <p>Transitional Kindergarten - 6th grade students</p> <p>Transitional</p>	<p>Teachers, Site Administrators</p> <p>Teachers, Site Administrators</p> <p>Teachers, Site</p>	<p>ELD assistant</p> <p>ELD Coach Training and professional development</p> <p>CELDT Assesment</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>LCFF - Supplemental</p> <p>District Funded</p> <p>LCFF - Supplemental</p>	<p>4609</p> <p>780</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>Collaborate with grade level and cross grade level colleagues to analyze assessments data and plan Systematic ELD instruction.</p> <p>Provide ELD support through the use of an instructional assistant and ELD coaches.</p> <p>Provide release time for teachers to administer CELDT and ADEPT testing.</p> <p>Provide summer school opportunities at another site for students who qualify.</p>	<p>Kindergarten - 6th grade students</p> <p>Transitional Kindergarten - 6th grade students</p> <p>Transitional Kindergarten - 5th grade students</p>	<p>Administrators, ELD Coaches</p> <p>Site Administrator</p> <p>Site Administrator, Teachers</p>				
<p>Science:</p> <p>Provide science instruction in the three domains that aligns with California State Standards for each specific grade level.</p> <p>Collaborate with grade level colleagues to analyze student performance on science assessments and to develop science instructional plans.</p> <p>Purchase supplemental materials and technology to support student learning and achievement in Science.</p> <p>Provide field trips and assemblies.</p> <p>Begin to provide professional development and materials for NGSS.</p>	<p>Transitional Kindergarten - 6th grade students</p> <p>Transitional Kindergarten - 6th grade students</p> <p>Transitional Kindergarten - 6th grade students</p> <p>Transitional Kindergarten - 6th grade students</p>	<p>Teachers, Site Administrators</p> <p>Teachers, Site Administrators</p> <p>Site Administrator</p> <p>Site Administrators, Teachers, PTA</p>	<p>Science materials and resources</p>	<p>4000-4999: Books And Supplies</p>	<p>Site Formula Funds</p>	<p>1,000</p>

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Physical Education: Provide all students with the mandated 200 minutes of Physical Education every 10 school days. Collaborate with grade level colleagues to plan Physical Education instruction. Provide all 5th grade students with consistent practice of skills tested in preparation for the Physical Fitness Test. Administer the Physical Fitness Test to all 5th grade students. Analyze the PFT data and evaluate the effectiveness of the PE program. Inventory PE equipment and purchase additional PE equipment as needed. Provide District Teacher on Special Assignment (TOSA) for support of Physical Education Program and planning. (SPARKS)	Transitional Kindergarten - 6th grade students Transitional Kindergarten - 6th grade students 5th grade 5th grade 5th grade Transitional Kindergarten - 6th grade students Transitional Kindergarten - 6th grade students	Teachers, Site Administrators Teachers, Site Administrators 5th grade teachers 5th grade teachers Site Administrators, 5th grade teachers Teachers, Site Administrators, PEP representative District Administrators	PE Equipment TOSA	None Specified 1000-1999: Certificated Personnel Salaries	District Funded District Funded	

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Visual and Performing Arts:						
Provide instruction to all students in visual and performing arts that is aligned to VAPA standards.	Transitional Kindergarten - 6th grade students	Teachers, Site Administrators	PAC workshops, assemblies, field trips	None Specified	Parent-Teacher Association (PTA)	
			Art materials and supplies	None Specified	Site Based Gifts and Donations	2000
Collaborate with grade level colleagues to plan instruction in visual and performing arts.	Transitional Kindergarten - 6th grade students	Teachers, Site Administrators				
Collaborate with COC's Performing Arts Center representative and PTA to plan grade level music and dance workshops, assemblies, field trips, and instructional opportunities in the performing arts.	Transitional Kindergarten - 6th grade students	Teachers, Site Administrators, PTA, COC Performing Arts Center Rep				
Continue to utilize the Meet the Masters art program across the grade levels.	Transitional Kindergarten - 6th grade students	Teachers, Site Administrators				
Plan instruction incorporating the VAPA standards whenever possible.	Transitional Kindergarten - 6th grade students	Teachers				
Purchase materials and supplies to support instruction in the visual and performing arts.	Transitional Kindergarten - 6th grade students	Site Administrator				
Provide students with the opportunity to participate in the after school Theater Club and perform in our annual musical production.	4th - 6th grade students	Teachers, Site Administrators, PTA				
Continue to provide a performing arts evening event for all students to participate in either with their grade level or other classes at another grade level.	Transitional Kindergarten - 6th grade students	Teachers, Site Administrators				
	Transitional Kindergarten - 6th grade students	Site Administrator				

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Provide teachers with the opportunity to participate in the Kennedy Arts Center Program for art integration.</p> <p>Encourage students to participate in the PTA Reflections Contest and the District's Festival of the Arts.</p>	Transitional Kindergarten - 6th grade students	Teachers, Site Administrators, PTA				
<p>Technology:</p> <p>Provide technology instruction, including typing skills, aligned with our District's Technology Standards for each grade level.</p> <p>Provide frequent opportunities for practice of typing skills in the computer lab and classroom.</p> <p>Use of Typing Club Program for all students.</p> <p>Monitor student progress of typing skills.</p> <p>Provide students with the opportunity to participate in the Accelerated Reader Program.</p> <p>Purchase and update technology as needed to better support students in accessing the curriculum. District to</p>	<p>Kindergarten - 6th grade students</p> <p>Kindergarten - 6th grade students</p> <p>Kindergarten - 6th grade students</p> <p>Kindergarten - 6th grade students</p> <p>Kindergarten - 6th grade students</p> <p>Kindergarten - 6th grade students</p>	<p>Teachers, Site Administrators</p> <p>Teachers, Site Administrators</p> <p>Teachers, Site Administrators</p> <p>Teachers, Site Administrators</p> <p>Teachers, Site Administrators</p> <p>District Administrators</p>	<p>Typing Club</p> <p>Updated technology and District TOSA's</p>	<p>None Specified</p> <p>None Specified</p>	<p>District Funded</p> <p>District Funded</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>provide Chromebooks to grades 5th and 6th this year at a ratio of 1:2.</p> <p>Provide Interactive Flat Panels to all classrooms (per District funding).</p> <p>Provide District TOSA for additional support with technology.</p>		District Administrators				
<p>Social Studies:</p> <p>Provide Social Studies instruction to all students according to the California Social Studies Standards for their grade level.</p> <p>Purchase materials and resources needed to support Social Studies instruction.</p> <p>Provide field trips and assemblies.</p>	<p>Kindergarten - 6th grade students</p> <p>Kindergarten - 6th grade students</p> <p>Kindergarten - 6th grade students</p>	<p>Teachers, Site Administrators</p> <p>Site Administrator</p> <p>Teachers, Site Administrators, PTA</p>	<p>Social Studies materials and resources</p> <p>Field Trips/Assemblies</p>	<p>4000-4999: Books And Supplies</p> <p>None Specified</p>	<p>Site Formula Funds</p> <p>Parent-Teacher Association (PTA)</p>	<p>1,000</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 meaningful and purposeful student and parent engagement.
SCHOOL GOAL #2:
Increase student attendance Decrease truancy rate and chronic absenteeism Continue to seek parent input in decision making Promote parent participation in programs for English Learners, Students With Special Needs, and other under-represented subgroups Increase meaningful communication with parents and all stakeholders Increase students' sense of safety and school connectedness
Data Used to Form this Goal:
Student Attendance Data SART, DART, and SARB Data School Site Council Survey Data District ELAC Survey PTA Parent Survey Minutes from parent meetings (SSC, ELAC, PTA, etc.) Attendance Records from parent meeting Volunteer sign-in sheets
Findings from the Analysis of this Data:
Parents would like continued communication through weekly newsletters, Constant Contact, and school website. Parents would like to be more informed in the learning process and how they can provide support at home. Rosedell needs to continue to provide parent participation opportunities.
How the School will Evaluate the Progress of this Goal:
Attendance records, sign-in sheets, and data from the parent surveys will be used to evaluate progress.
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
Parent Involvement:			Constant Contact and Balckboard Connect	None Specified	District Funded	
Parents will receive ongoing communication through our weekly Tuesday Telegram sent electronically or through hard copies sent home.	Transitional Kindergarten - 6th grade students	Site Administrators, Office Staff	ELD assistant	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	400
Use of Constant Contact or Infinite Campus for special or emergency messages.	Transitional Kindergarten - 6th grade students	Site Administrators, Office Staff				
Maintain/update school website.	Transitional Kindergarten - 6th grade students	Site Administrators, Office Staff				
Encourage active parent involvement and participation at Site Council, ELAC, and PTA Meetings.	Transitional Kindergarten - 6th grade students	Site Administrators				
Encourage parent attendance at awards assemblies, class and grade level performances, winter/spring music program, PTA events, school functions, Dad's Club events, community events, musical production, Open House, Back-To-School Night, and parent conferences.	Transitional Kindergarten - 6th grade students	Teachers, Site Administrators, PTA				
Provide interpretation and translation at ELAC meetings, and as needed at parent conferences.	Transitional Kindergarten - 6th grade students	Site Administrators				
Provide a School Site Council Parent Survey to obtain input and affirmation of our school program.	Transitional Kindergarten - 6th grade students	School Site Council, Site Administrator				
Inform parents of current curriculum, instructional practices, helpful hints, and ways they can better support their child through teacher	Transitional Kindergarten - 6th grade students	Teachers, Site Administrators, Office Staff				

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>newsletters, Tuesday Telegrams, parent meetings and conferences.</p> <p>Provide a monthly PTA Newsletter which includes PTA updates, upcoming events, and pertinent school information.</p>	Transitional Kindergarten - 6th grade students	PTA				
<p>Pupil Engagement:</p> <p>Encourage daily student attendance and arriving to school on time.</p> <p>Provide parent information on the importance of school attendance in the Tuesday Telegram.</p> <p>Notify parents of attendance concerns.</p> <p>Attend SART and DART Meetings.</p>	<p>Transitional Kindergarten - 6th grade students</p> <p>Transitional Kindergarten - 6th grade students</p> <p>Transitional Kindergarten - 6th grade students</p> <p>Transitional Kindergarten - 6th grade students</p>	<p>Teachers, Site Administrators</p> <p>Teachers, Site Administrators</p> <p>Teachers, Site Administrators</p> <p>Site Administrators</p>				
<p>School Climate:</p> <p>Implement the school-wide character education program Character Counts.</p> <p>Provide "Student of the Month" recognition, "Caught Being Good" tickets, yard tokens, "Free-cesses, and other incentives to promote excellent character and citizenship skills.</p>	<p>Transitional Kindergarten - 6th grade students</p> <p>Transitional Kindergarten - 6th grade students</p> <p>Transitional</p>	<p>Teachers, Site Administrators</p> <p>Teachers, Site Administrators</p> <p>Teachers, Site</p>	<p>Circle of Friends Training</p> <p>COF materials and supplies</p>	<p>None Specified</p> <p>4000-4999: Books And Supplies</p>	<p>District Funded</p> <p>Donations</p>	<p>700</p>

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Participate in weekly Spirit Assemblies to promote school connectedness.	Kindergarten - 6th grade students	Administrators				
Implement Circle of Friends Program, provided related training to teachers and staff, and purchase materials and supplies needed.	3rd - 6th grade students	Teachers, Site Administrators				
Provide a student survey about their sense of school safety and connectedness.	Transitional Kindergarten - 6th grade students	Teachers				
Participate in cross-age grade level Buddy Activities.	Transitional Kindergarten - 6th grade students	Teachers, Site Administrators				
Use of progressive discipline model.	Transitional Kindergarten - 6th grade students	Site Administrators				
Participate in Positive Behavioral Intervention and Supports (PBIS) Trainings and work together as a team toward planning and implementing an effective schoolwide PBIS Program.	4th-6th grade students	Teachers, Site Administrators				
Train students in our Student Valet Program and encourage students to volunteer in the program by assisting with morning drop off.		Teachers, Site Administrators				
Support Student Council elections, meetings, and events.	Transitional Kindergarten - 6th grade students	Teachers, Site Administrators				
Use of school psychologist and/or		Site Administrators				

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>counselors to assist and intervene as needed.</p> <p>Provide campus supervisor meetings to ensure student safety and positive school climate.</p> <p>Work closely with custodial staff to ensure all safety needs are met and the campus is clean and secure.</p>	<p>Transitional Kindergarten - 6th grade students</p> <p>Transitional Kindergarten - 6th grade students</p>	Teachers, Site Administrators				

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF - Supplemental	19,770	0.00
District Funded		
LCFF - Base		
Parent-Teacher Association (PTA)		
Site Formula Funds		
Unrestricted		
Lottery: Instructional Materials		

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	10,000.00
Donations	700.00
LCFF - Supplemental	19,770.00
Site Based Gifts and Donations	2,000.00
Site Formula Funds	2,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	2,240.00
2000-2999: Classified Personnel Salaries	25,262.00
4000-4999: Books And Supplies	4,968.00
None Specified	2,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries	District Funded	10,000.00
4000-4999: Books And Supplies	Donations	700.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,240.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	15,262.00
4000-4999: Books And Supplies	LCFF - Supplemental	2,268.00
None Specified	Site Based Gifts and Donations	2,000.00
4000-4999: Books And Supplies	Site Formula Funds	2,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	33,370.00
Goal 2	1,100.00

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
Kathy Stendel	X				
Nancy Worona		X			
Kevin McGroary		X			
Joni Coutin-Chase		X			
Sue Haynes			X		
Ronna Marchione				X	
Keith Jacobs				X	
Mia Standley				X	
Nelson Vasquez				X	
Rachel Villanueva				X	
Lisa Loscos			X		
Numbers of members of each category:	1	3	2	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
X	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 .

Attested:

Kathy Stendel	_____ Signature of School Principal	_____ Date
Typed Name of School Principal		
Mia Standley	_____ Signature of SSC Chairperson	_____ Date
Typed Name of SSC Chairperson		

Recommendations and Assurances

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State Compensatory Education Advisory Committee

Signature

X 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

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6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Kathy Stendel

Typed Name of School Principal



Signature of School Principal

11/21/17

Date

Mia Standley

Typed Name of SSC Chairperson



Signature of SSC Chairperson

11/21/2017

Date