

ITEM#: 2
DATE: September 27, 2016

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: California Assessment of Student Performance and Progress (CAASPP) Update

BACKGROUND:

In the spring of 2016, students in grades 3-8 took part in the Smarter Balanced Summative Assessment to measure their ability to demonstrate and apply knowledge associated with the California State Standards. Assessments included computer adaptive tests and performance tasks in the areas of English language arts and mathematics. Additionally, students in grades 5 and 8 were assessed in the area of science, taking either the California Standards Test for Science, the California Modified Assessment for Science or the California Alternate Performance Assessment for Science. School and District results are now publically available.

STATUS:

Individual Student Score Reports (SSRs), as well as aggregate and disaggregated scores for the district, school sites, and subgroups, have been reviewed by administrators and teachers. School and grade level teams are now developing action plans to strategically target academic areas based on student performance down to the claim level. Comparisons are also being made between last year's results to determine areas of strength and areas for growth.

FISCAL IMPACT:

N/A

BOARD GOAL:

Board Focus Goal I – STUDENT NEEDS:

- B. Curriculum and Instruction: Provide a meaningful, innovative learning environment using Common Core, and other student content standards and researched-based, progressive, effective instructional methodology, instructional materials, staff development and technology that will ensure student success in career and college.

RECOMMENDATION:

The Board receive subgroup test results for the 2016 administration of the Smarter Balanced assessments.

2016



Smarter Balanced Assessment Results for Subgroups

A Presentation for the RUSD Board of Trustees
September 27, 2016

Remember...

- The Smarter Balanced Assessment is but one of many measurements that we use to assess student growth.
- The Smarter Balanced Assessments:
 - are aligned to **more rigorous standards**,
 - require students to **think more critically**, and
 - contain **in-depth performance tasks** rather than multiple choice
- The Smarter Balanced Assessment results are not intended to directly compare schools. Each school is somewhat unique in the programs it operates and the students it serves.

CAASPP Results Web Site



California Assessment of Student Performance and Progress

Test Results for English Language Arts/Literacy and Mathematics



DEPARTMENT OF EDUCATION
STATE OF CALIFORNIA

Home About Smarter Balanced Assessments California Alternate Assessments Contact

Test Results Compare Test Results Understanding Results Research Files

Search Smarter Balanced Test Results

Administered to students in grades 3–8 and grade 11.

California Statewide Test Results

[View Statewide Results](#)

County, District, or School Search Test Results

County:

Select County...

District (includes [Direct Funded Charter Schools](#)):

Select District...

School:

Select School...

[View Test Results](#)



Important Note

The initial public reporting release includes test records processed as of July 7, 2016. The results will be updated in the fall.

Test results for individual students are available only to parents/guardians and may be obtained only from the schools and districts where students were tested. Individual student results are not available on the Internet nor from the California Department of Education.

Complete statewide, county, district and school CAASPP results are available on the CDE Web page at <http://caaspp.cde.ca.gov/sb2016/Search>.

CAASPP Results Web Site

Rescue Union Elementary School District District

CDS Code: 09-61978-0000000

Rescue Union Elementary School District District

El Dorado County

SUMMARY REPORT

CHANGE OVER TIME

After selecting a school or district, you can select subgroups here

Report Options

Select Year:

2016

Select Group/Subgroup:

Ethnicity

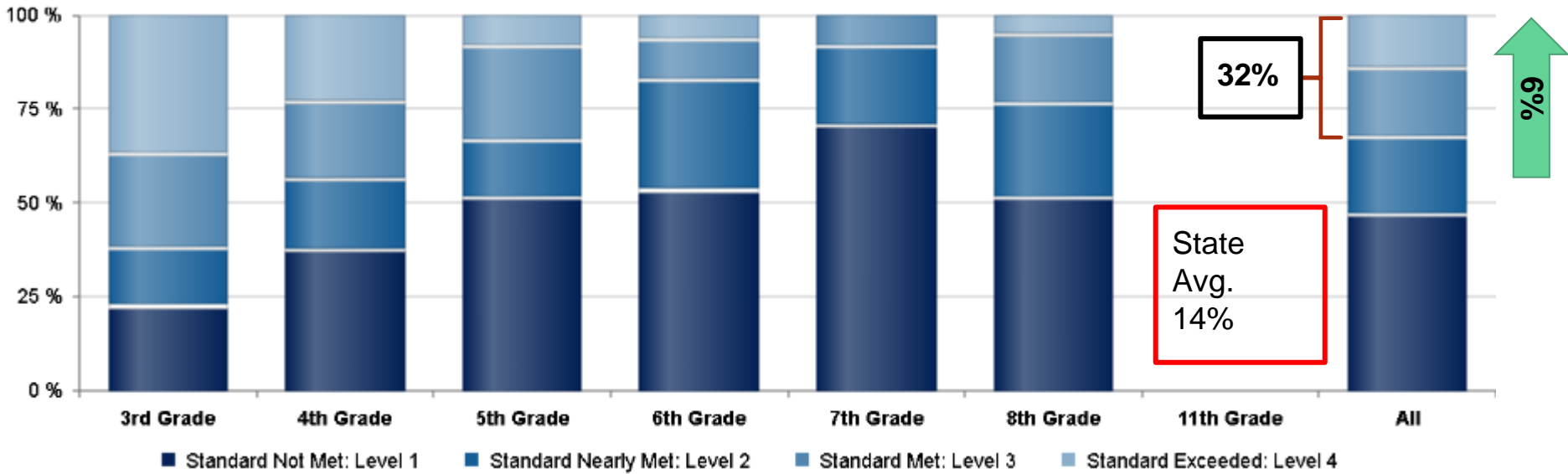
Apply Selections

Complete statewide, county, district and school CAASPP results are available on the CDE Web page at <http://caaspp.cde.ca.gov/sb2016/Search>.

Smarter Balanced Assessment Results by Subgroup

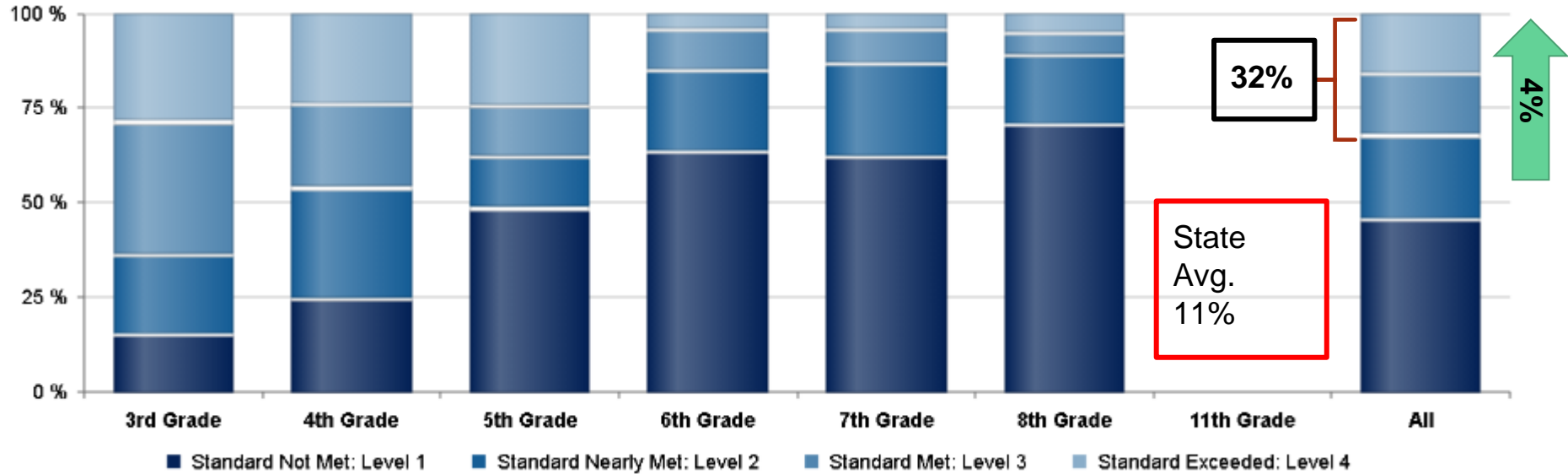


ELA Results for Students with Disability



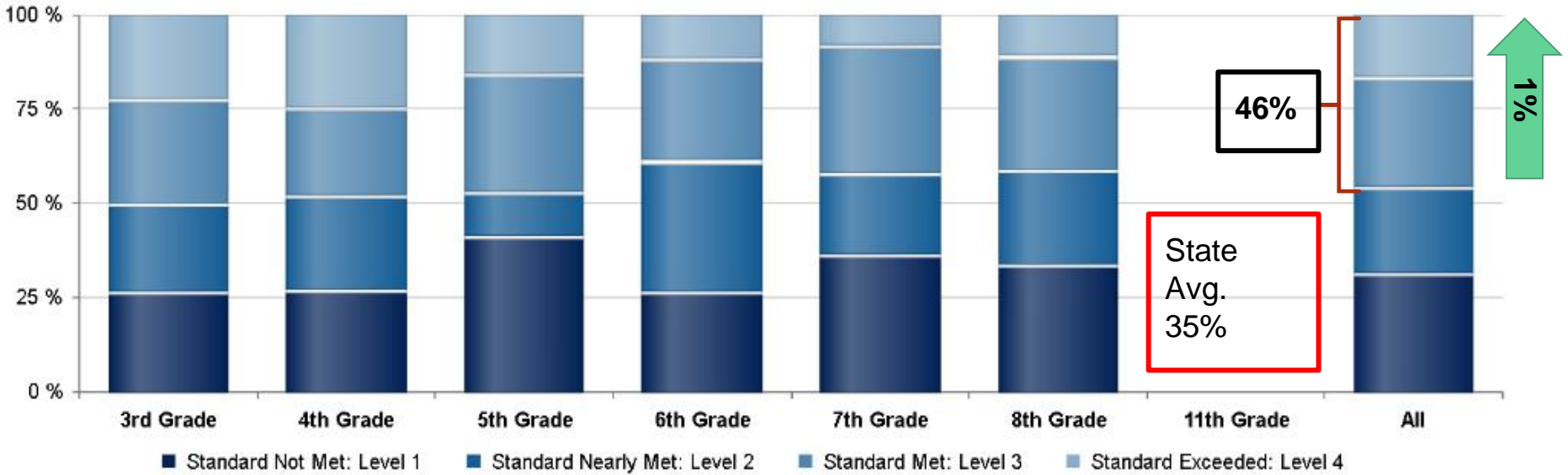
	3rd	4th	5th	6th	7th	8th	11th	ALL
Standard Exceeded: Level 4	38 %	23 %	8 %	6 %	0 %	5 %	N/A	14 %
Standard Met: Level 3	25 %	20 %	25 %	10 %	8 %	18 %	N/A	18 %
Standard Nearly Met: Level 2	15 %	18 %	15 %	29 %	20 %	25 %	N/A	20 %
Standard Not Met: Level 1	23 %	38 %	53 %	54 %	71 %	53 %	N/A	48 %

Math Results for Students with Disability



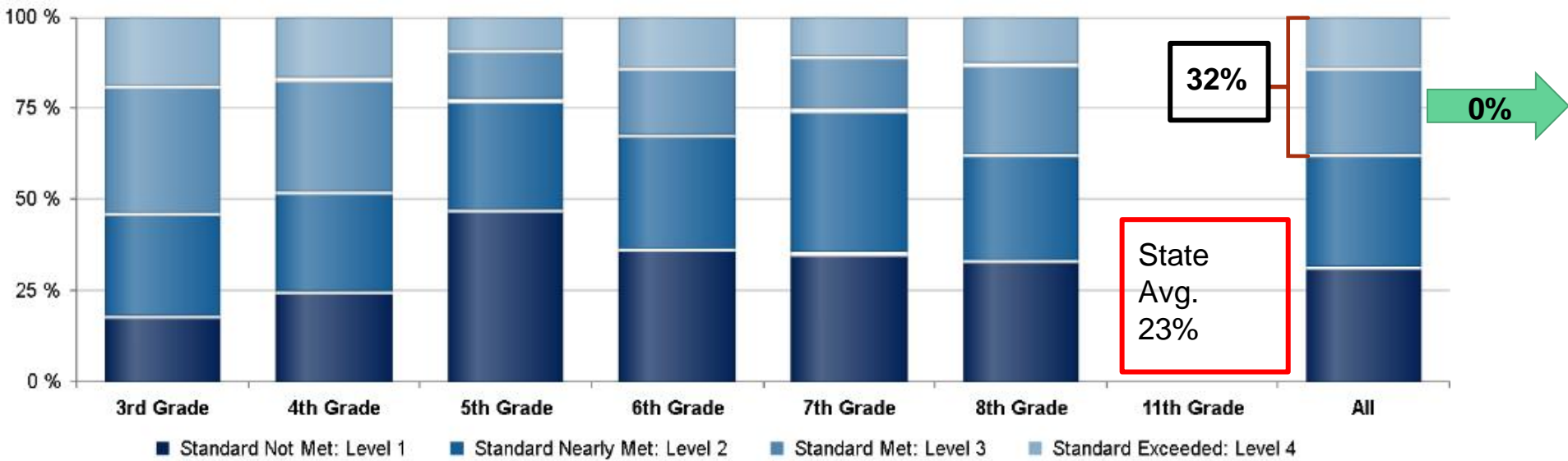
	3rd	4th	5th	6th	7th	8th	11th	ALL
Standard Exceeded: Level 4	29 %	24 %	25 %	4 %	4 %	5 %	N/A	16 %
Standard Met: Level 3	35 %	22 %	13 %	10 %	8 %	5 %	N/A	16 %
Standard Nearly Met: Level 2	21 %	29 %	13 %	21 %	24 %	18 %	N/A	22 %
Standard Not Met: Level 1	15 %	25 %	50 %	65 %	63 %	73 %	N/A	47 %

ELA Results for Socioeconomically Disadvantaged Students



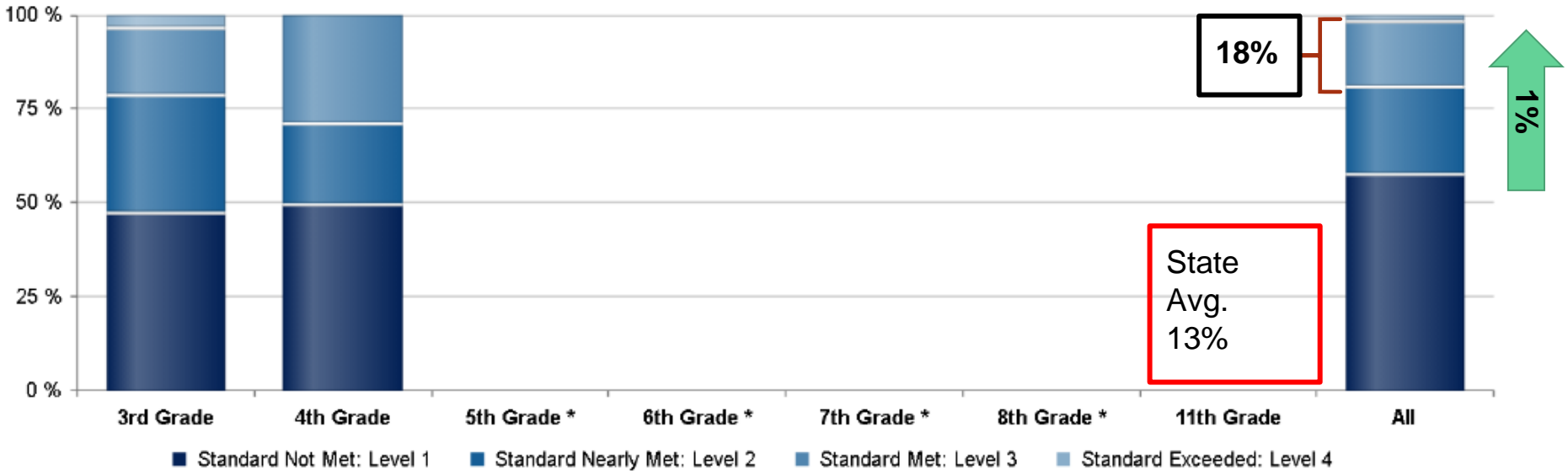
	3rd	4th	5th	6th	7th	8th	11th	ALL
Standard Exceeded: Level 4	23 %	25 %	16 %	12 %	8 %	11 %	N/A	17 %
Standard Met: Level 3	28 %	23 %	31 %	27 %	34 %	30 %	N/A	29 %
Standard Nearly Met: Level 2	23 %	25 %	11 %	35 %	21 %	25 %	N/A	23 %
Standard Not Met: Level 1	27 %	27 %	42 %	27 %	37 %	34 %	N/A	32 %

Math Results for Socioeconomically Disadvantaged Students



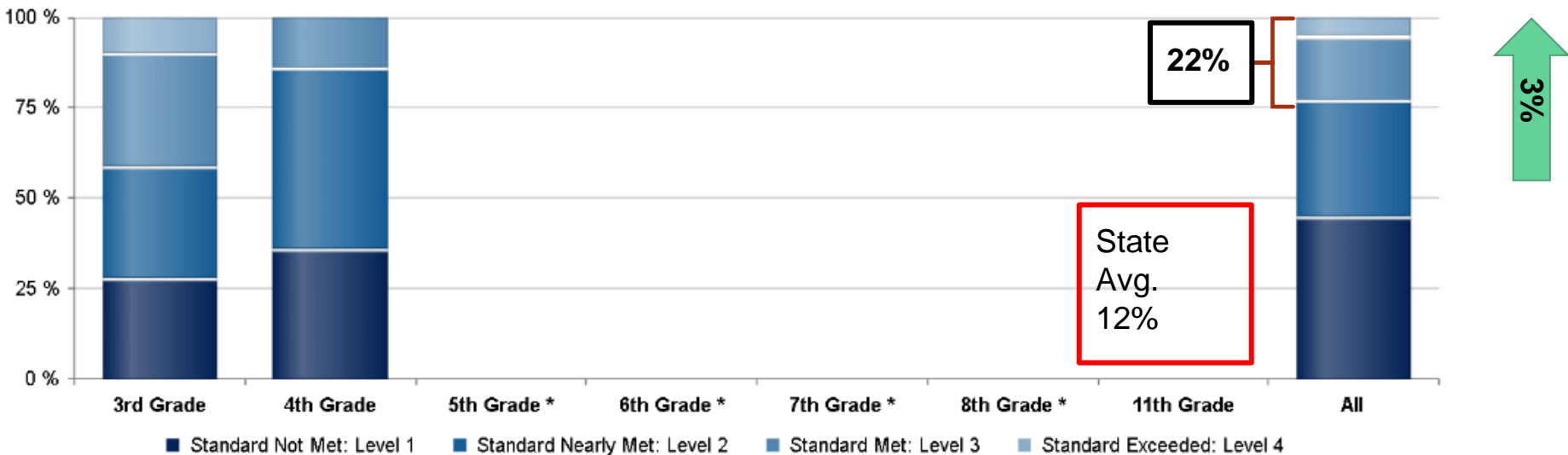
	3rd	4th	5th	6th	7th	8th	11th	ALL
Standard Exceeded: Level 4	19 %	17 %	9 %	14 %	11 %	13 %	N/A	14 %
Standard Met: Level 3	35 %	31 %	13 %	18 %	14 %	25 %	N/A	24 %
Standard Nearly Met: Level 2	28 %	27 %	30 %	31 %	40 %	29 %	N/A	31 %
Standard Not Met: Level 1	18 %	25 %	48 %	37 %	36 %	34 %	N/A	32 %

ELA Results for English Learners



	3rd	4th	5th	6th	7th	8th	11th	ALL
Standard Exceeded: Level 4	3 %	0 %	*	*	*	*	N/A	1 %
Standard Met: Level 3	17 %	29 %	*	*	*	*	N/A	17 %
Standard Nearly Met: Level 2	31 %	21 %	*	*	*	*	N/A	23 %
Standard Not Met: Level 1	48 %	50 %	*	*	*	*	N/A	59 %

Math Results for English Learners



	3rd	4th	5th	6th	7th	8th	11th	ALL
Standard Exceeded: Level 4	10 %	0 %	*	*	*	*	N/A	5 %
Standard Met: Level 3	31 %	14 %	*	*	*	*	N/A	17 %
Standard Nearly Met: Level 2	31 %	50 %	*	*	*	*	N/A	32 %
Standard Not Met: Level 1	28 %	36 %	*	*	*	*	N/A	45 %

Results By Ethnicity - Percent Meeting or Exceeding Standard

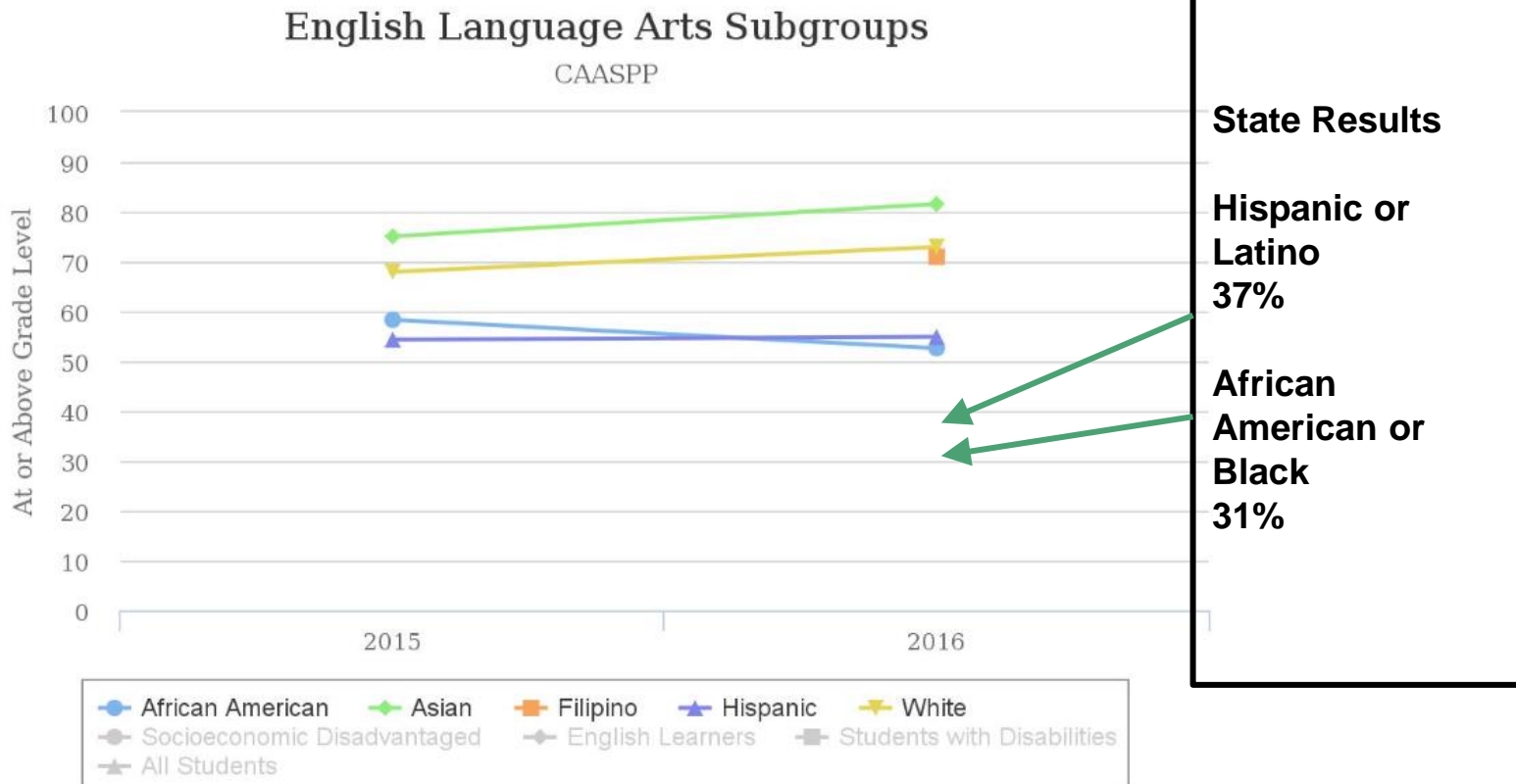
	ELA	Math
African American or Black- 19 Students	42% (+8%)	53% (-7%)
Asian - 152 Students	83% (+2%)	82%
Filipino - 31 Students	64% (+4%)	74% (-1%)
Hispanic or Latino - 388 Students	45% (-1%)	56% (+1%)

Numbers in parenthesis indicate Increase or decrease from 2015 Smarter Balanced Assessment

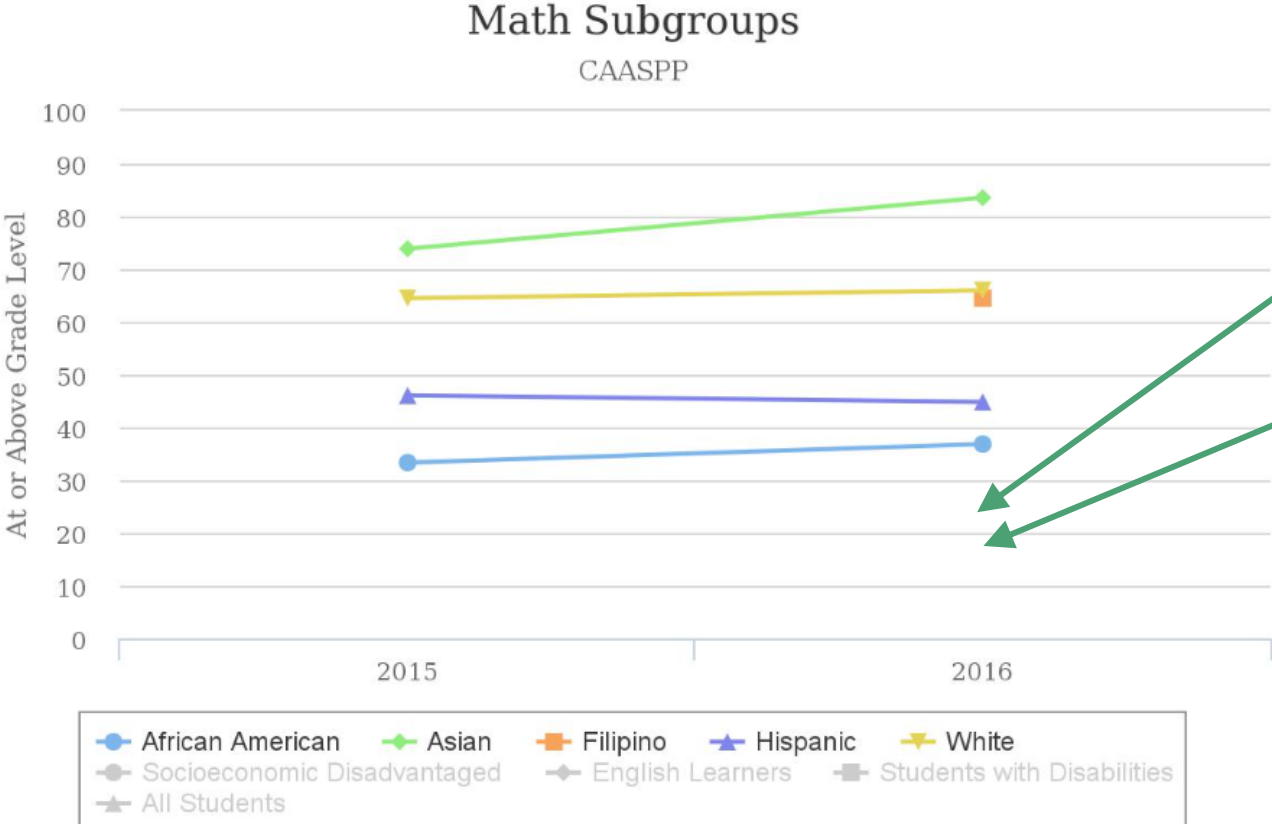
White - 1852 Students

73 (+4%)

Achievement Gap - Percent Meeting or Exceeding Standard



Achievement Gap - Percent Meeting or Exceeding Standard



State Results

Hispanic or Latino
24%

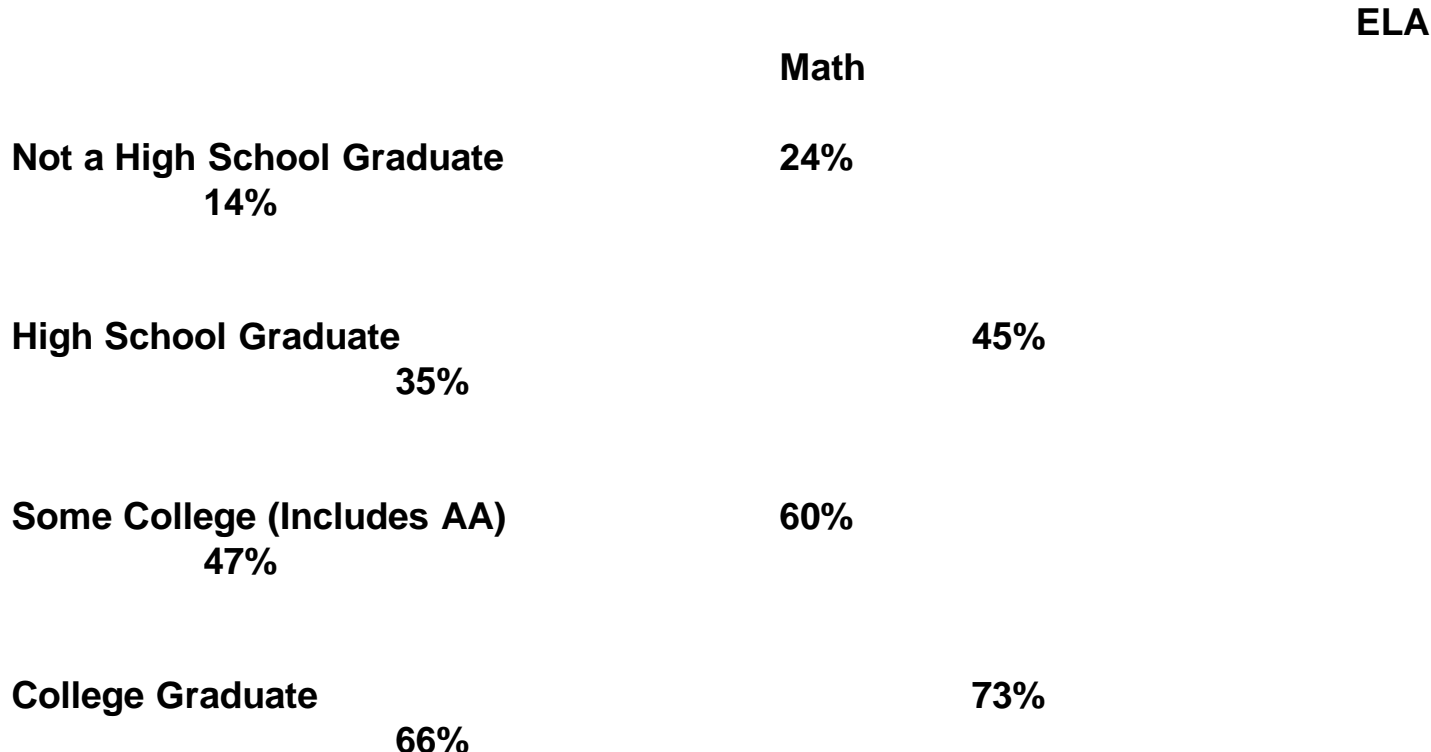
African American or Black
18%

Results By Gender - Percent Meeting or Exceeding Standard

	Math	ELA
Females	64% (+1%)	78% (+4%)
Males	64% (+2%)	65% (+3%)

Numbers in parenthesis indicate Increase or decrease from 2015 Smarter Balanced Assessment

Results By Parent Education - Percent Meeting or Exceeding Standard



The average increase of students Meeting or Exceeding the Standard, per parent education level, is 15% in ELA and 16.5% in Math.

Grad School/Post Graduate 84%

What do we go from here?

Continue to implement LCAP Actions, especially those within Goal 4

- Funds for each site to provide intervention programs
- Professional Development for Staff working with English learners
- Six-hour bilingual aide at PG
- Two six-hour bilingual aides for elementary schools (RS and GV)
- Four-hour per week bilingual aide to assist with homework and afterschool tutoring
- Transportation home from after school EL tutoring
- District EL teacher

What else can we consider?

- Establish a kinship care “hotline” to assist foster parents and other individuals who are caring for children other than their own. (Assists Foster Youth and students in similar situations)
- Explore training and hiring practices to ensure that our teaching and support staff understands cultural differences and reflects the students we serve. (Closes the achievement gap and eliminates racial or ethnic predictability)
- Increase community outreach and support for parents and caregivers. (Addresses gap between socioeconomically disadvantaged students and non-socioeconomically disadvantaged students)
- Provide additional staff development on the subject of differentiation and Growth Mindset to meet the needs of all learners. (Addresses the needs of

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: District Goals

BACKGROUND:

Each year the Board determines its Focus Goals for the year. These goals are critical in communicating what is important to the Board of Trustees and providing direction to the Superintendent and staff. The Superintendent prepares annual goals to support the goals of the Board of Trustees. Each administrator develops site and department strategies to support the Superintendent and Board goals. As administrators are meeting with teachers and classified staff, the goals and strategies are used to direct the work of staff in support of our students.

STATUS:

The Board will revise the Focus Goals and amend or eliminate the Guiding Principles section of the Strategic Plan to better align with our LCFF/LCAP funding model.

FISCAL IMPACT:

None

RECOMMENDATION:

The Board will review the Board Focus Goals for 2016-2017.

Rescue Union School District
Board of Trustees
Strategic Plan 2011-2016

Board Approved 8.25.15

Mission

Rescue Union School District, in partnership with families and the community, is dedicated to the success of every student by providing a challenging, comprehensive, and quality education in a safe environment in which all individuals are respected, valued, connected, and supported.

Vision

The Rescue Union School District will be recognized by parents, educators, and other school districts for students who have the ability to use problem solving and critical thinking skills to:

- Assimilate,
- Evaluate,
- Collaborate,
- Demonstrate, and
- Communicate

relevant new information across the curriculum, in a respectful manner through the use of contemporary and evolving approaches to facilitate learning.

Values

Accountability

Leadership

Collaboration

Innovation and Efficiency

Education and Professional
Development

Advocacy

Financial Stewardship and
Compliance

Safe and Healthful Workplace

Student/Parent Centric

Communication and Transparency

Rescue Union School District
Board of Trustees
Strategic Plan 2011-2016

Board Approved 8.25.15

Board Focus Goals

I. STUDENT NEEDS

A. Student Safety and Well Being: Enhance and encourage social, emotional, ethical and civic learning by providing a safe, supportive and diverse environment.

B. Curriculum and Instruction: Provide a meaningful, innovative learning environment using Common Core, and other student content standards and research-based, progressive, effective instructional methodology, instructional materials, staff development and technology that will ensure student success in career and college.

II. FISCAL ACCOUNTABILITY

Keep the district fiscally solvent through prudent LCAP aligned budget processes in order to meet the needs of our students.

III. COMMUNICATION / COMMUNITY INVOLVEMENT

Establish and maintain consistent and effective communication that is transparent and timely in an effort to provide and receive information that will engage and educate our District and community.

IV. STAFF NEEDS

Attract and retain diverse, knowledgeable, dedicated employees who are skilled and supported in their commitment to provide quality education for our students.

V. FACILITY / HOUSING

Build, improve and maintain school facilities to meet current and future education needs while integrating the most effective and efficient use of resources.

VI. CULTURE OF EXCELLENCE

Create and promote practices that support, reward and incentivize employees to perform at exceptional levels for the benefit of our students.

Rescue Union School District
Board of Trustees
Strategic Plan 2011-2016

Board Approved 8.25.15

GUIDING PRINCIPLES:

1. Student Achievement and Wellness

- Provide a process for dynamic curriculum review, use of instructional time, technology and professional development resources to allow staff to learn new researched based techniques to maximize student achievement and contact time.
- Provide programs, services, and learning opportunities that create exceptional students, promote critical thinking, and meet individual learning styles and needs of students.
- Develop district-wide strategies and programs based on student formative and summative achievement data to address student learning.
- Utilize information from multiple sources to provide a comprehensive, data-driven, decision-making process to guide efforts to improve school climate, learning supports, and engagement, as well as to identify and increase the quality of health, prevention, and youth development programs as well as to help the district accurately identify areas of student and school strengths and weaknesses and address related needs.
- Continue to improve methods of communication to parents and the wider community to enhance awareness of specific site-based and District information, and to identify and highlight specialized programs.

2. Accountability and Metrics

- Encourage development of program validation and certification, such as Distinguished Schools or Golden Bell Awards, through external reviews, or through development of internal standards.
- Implement an evaluation process for each new program adopted by the District, which includes, at the onset, identification of the goals of the program and the means and metrics by which it will be evaluated. Upon request of the Board, or at a minimum, annually, data will be provided to support the evaluation with attendant conclusions regarding the success and viability of the program.
- Annually evaluate the goals, actions and services as identified in the LCAP with accepted metrics.

Rescue Union School District
Board of Trustees
Strategic Plan 2011-2016

Board Approved 8.25.15

3. Educational Leadership

- Develop programs to recognize, reward, and encourage high performing staff.
- Restructure instructional time to ensure opportunities for ongoing professional development and collaboration.
- Continue to develop and encourage collaboration and interest-based bargaining with the leadership of represented employees to focus on what is best for students and schools.
- Provide opportunities and encourage staff to develop their skills and abilities to enable personal growth, build individual and institutional capacity, and achieve professional advancement within the District.
- Provide support for staff in the ongoing implementation of the California State Standards-

4. Fiscal Stability, Efficiency, and Investment of Resources

- Develop and implement continuous evaluation of District operations in an effort to reduce cost and improve efficiency without compromising student safety, attendance, and enrollment.
- Develop and implement practices, which will reduce energy costs, reduce waste, and maximize resources through the development and implementation of sustainable work practices including energy efficiency initiatives, waste reduction/recycling programs, and green building design.
- Develop and implement innovative programs that increase student enrollment, attendance and achievement with particular focus on students who are of low socioeconomic status, in foster homes and English language learners.
- Develop strategies for addressing deficit spending.

5. Innovation and Technology

- Leverage technology to improve overall student achievement and as an essential tool that will prepare students to be college and career ready.
- Increase the use of technology in the classroom for instruction, assessment and access to the curriculum.
- Provide professional development opportunities to staff to support the increased instructional use of technology in their classrooms for student learning and assessment.
- Provide resources and instructional tools for parents to assist their students
- Establish ongoing budget line item to fiscally support technology

Board Approved 8/25/15