

# The Single Plan for Student Achievement

**School:** Cedarcreek Elementary School  
**CDS Code:** 19649986022651  
**District:** Saugus Union Elementary School District  
**Principal:** Robin Payre  
**Revision Date:** 11/14/2017

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

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

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

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## School Vision and Mission

### Cedarcreek Elementary School's Vision and Mission Statements

#### Cedarcreek's Vision

We are a dedicated, compassionate family that respects every scholar's ability to learn, persevere, and succeed.

#### Cedarcreek's Mission

Cedarcreek Elementary School's goal is to provide a consistent, safe and secure environment. Parents, teachers, students, and community members strive to provide a positive, challenging, and supportive atmosphere that fosters responsible, productive, and high-achieving citizens.

## School Profile

Cedarcreek Elementary serves approximately 486 students in Transitional Kindergarten through 6th grade which begins in August and ends in June. We are dedicated to academic excellence and community involvement.

Our staff delivers Common Core State Standards-aligned instruction using a Brain Based Direct Instruction model which ensures all students are presented new material with precise models and ample opportunity to practice with immediate feedback. Our AIM (Assess, Intervene, Monitor) program is used to differentiate instruction for all students based on their academic needs. The AIM program allows us to provide intervention for students in need of extra support, grade-level instruction for students who need more skill practice, and enrichment for our students exceeding the grade-level standards. "Language for Learning" is Cedarcreek's designated English language development program. Students in Transitional Kindergarten through sixth grade are grouped by English Language Proficiency levels in order to meet their language needs. English only students develop their Speaking and Listening skills through practice with the Common Core State Standards. During integrated times of the day, teachers present lessons that are developed with the language learner in mind giving students to use of multi leveled entry point sentence frames.

Cedarcreek Elementary School offers a variety of after-school intervention and enrichment opportunities for our students. Through Cougar Club, students who are at-risk receive an extended day with specific instruction that will allow them to meet grade-level proficiency levels. Art enrichment class is also offered free of charge in order to give students the opportunity to use their creative sides and develop a different way of thinking.

Cedarcreek has a very involved parent community that has been enhanced through a series of Parent Education courses offered at Cedarcreek. Cedarcreek has joined forces with College of the Canyons to offer Community Based English Tutoring (CBET) classes to our parents of limited English. These classes serve as an opportunity for our parents to enhance their English skills with the goal of them serving as language models for their students who attend Cedarcreek. The Cedarcreek library is open to parents every Wednesday after school to encourage literacy practice at home. Parent Institute for a Quality Education (PIQE) is an eight week parenting program that educates parents in both English and Spanish about the school system and offers a certificate of completion which can be used for college entrance. We also offer parent education nights hosted by our teachers with topics about math, behavior, reading and technology.

Our school serves as the heartbeat of our community. Cedarcreek staff members work closely with our varied stakeholders such as our Parent Teacher Association (PTA), School Site Council, and our English Learner Advisory Committee (ELAC). In a joint effort with our parent community, Cedarcreek strives to best serve the academic, personal, and social needs for all of our 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 parent survey conducted by the School Site Council revealed that parents are generally happy with the school's academic program and facilities. Teachers, administrator, and other school staff are accessible to parents. Students struggling to meet academic standards are benefiting from after school programs.

### **Classroom Observations**

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

The principal visits classrooms daily. District administrators visit classrooms at least monthly. Teachers are observed formally every 2-3 years. All teachers are implementing Brain Based Direct Instruction and Systematic ELD. Direct instruction lessons and purposeful activities are observed throughout the school day.

### **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)

Formative and summative assessments are used throughout the school year to drive content instruction. Instruction and pacing are modified depending on the results of the assessments and needs of students. These assessments include: Core Curriculum Assessments, Grade-Level Common Assessments, CELDT, LPAC, (SBAC, PFT) , SRI - Scholastic Reading Inventory, RESULTS and IReady diagnostic.

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

Students are assessed in Language Arts and Math every four to six weeks using grade-level common assessments and Culminating Layered Activities. Assessment data is analyzed by grade levels at least every six weeks. The results from these assessments are used to plan intervention groups every 4-6 weeks.

### **Staffing and Professional Development**

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

All teachers and instructional assistants meet the requirements for NCLB highly qualified staff.

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

Most teachers have completed AB 466 training.

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

In addition to the training and conferences listed below, teachers participate in grade level planning and develop four-six week common pacing plans, Systematic ELD Training, Direct Instruction strategies in language arts and math.

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

Support for teachers is provided throughout the school year. Teachers participate in Learning Walks and Instructional Rounds to calibrate and improve instructional practices. Leadership team members are trained coaches in Systematic ELD and Direct Instruction. These teachers support staff in use of effective, rigorous teaching standards. Additional leadership team members have been added to meet the needs of our struggling students by overseeing SST process and after school interventions.

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

Teachers collaborate in grade levels or across grade levels weekly during staff meetings, Collaborative Instructional Planning time or during release time. Collaboration topics include analyzing assessments data, writing Standard-Based Units of Study, lesson design and delivery, and English Language Development.

### Teaching and Learning

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

Teachers have researched, purchased and implemented curricula supporting standards-based instruction for students performing below proficient levels. All teachers use adopted California textbooks and materials. Teachers develop 20-25 day Standards-Based Units of Study to align the textbooks with Common Core State Standards. Most teachers are trained in Brain Based Direct Instruction and Systematic ELD. Those teachers new to our staff are currently being trained in these areas.

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

All grade levels teach the recommended instructional minutes for core ELA and mathematics. Additional time is allotted for intervention in both areas throughout the day.

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

Grade levels create year long pacing guides, standards based units of study, and common assessments in order to be able to create intervention courses, AIM, to meet student's needs.

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

The following programs are available for all students: Houghton Mifflin Reading, Pearson Mathematics, Systematic ELD, Handwriting Without Tears, Social Studies and Science text.

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)

All teachers use SBE-adpoted instructional materials for Math, Language Arts, Science, and Social Studies. Intervention materials include: Read Naturally, Great Leaps, Making Meaning, I-Ready in reading and math

## Opportunity and Equal Educational Access

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

Struggling students receive small group instruction within the regular classroom and targeted instruction during (AIM- Assess Intervene and Monitor) RTI. Some students receive individual instruction or Cross-age Tutoring depending on needs. All teachers have CLAD (or CLAD equivalent) training and provide ELD instruction for English learners at their English proficiency levels. The use of adopted textbooks and materials assist students in developing understanding of grade level standards.

### 14. Research-based educational practices to raise student achievement

All teachers are trained in, and implement, Direct Instruction. Direct instruction lessons are aligned with Common Core State Standards and use the Framework for guidance. All lessons take place during prime instructional times. Systematic ELD is implemented school-wide for 30 minutes every day. RTI (AIM) groups are formed every 4-6 weeks based on common assessments.

## Parental Involvement

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

The following outside resources are available to our students: parent volunteers, University Teacher Preparation Programs, State Preschool, PTA, Operation School Bell, Resource Specialist, Speech Therapists, School Psychologist, School Counselor, Read with Me Volunteers, High School volunteers, Extended Day Programs, Summer Academies emphasizing language development and skill enrichment.

### 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)

The School Site Council, ELAC, and school site Leadership Team have reviewed the School Plan for Student Achievement. Input regarding changes, additions, and/or deletions have been taken into consideration and added to the SPSA wherever possible. A bimonthly review will by both Site Council and staff will keep our SPSA updated.

## Funding

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

Direct Instruction strategies, Systematic ELD, math and reading intervention, instructional assistants used for extra support in all grade levels. Students are offered extended learning time through Cougar Club and summer school. IReady is available as an intervention and extension program which can be accessed by 1st - 6th grade students any where their is internet access.

### 18. Fiscal support (EPC)

Fiscal support for the SPSA comes from base grant, Title 1 and Supplemental funds.

## **Description of Barriers and Related School Goals**

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	81	85	53	79	85	53	78	85	53	97.5	100	100
Grade 4	86	81	83	82	80	81	82	80	81	95.3	98.8	97.6
Grade 5	56	81	76	54	80	74	54	80	74	96.4	98.8	97.4
Grade 6	64	56	79	63	55	79	63	55	79	98.4	98.2	100
All Grades	287	303	291	278	300	287	277	300	287	96.9	99	98.6

\* 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	2409.2	2421.9	2381.9	16	18	13.21	19	31	15.09	39	28	22.64	24	24	49.06
Grade 4	2461.1	2468.6	2454.4	21	28	17.28	21	21	24.69	28	23	24.69	30	29	33.33
Grade 5	2511.2	2494.3	2487.6	22	18	20.27	28	30	22.97	28	25	21.62	22	28	35.14
Grade 6	2514.3	2571.3	2541.4	10	25	21.52	38	44	36.71	29	31	22.78	24	0	18.99
All Grades	N/A	N/A	N/A	17	22	18.47	26	30	25.78	31	26	23.00	26	22	32.75

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	23	16	15.09	40	53	28.30	37	31	56.60	
Grade 4	17	21	18.52	51	43	58.02	32	36	23.46	
Grade 5	17	19	16.22	48	48	43.24	35	34	40.54	
Grade 6	11	20	22.78	41	56	51.90	48	24	25.32	
All Grades	17	19	18.47	45	49	47.04	38	32	34.49	

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	13	14	11.32	56	61	41.51	31	25	47.17
Grade 4	22	19	22.22	46	55	43.21	30	26	34.57
Grade 5	33	20	22.97	50	51	52.70	17	29	24.32
Grade 6	21	38	25.32	56	49	54.43	24	13	20.25
All Grades	21	21	21.25	52	55	48.43	26	24	30.31



Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	10	15	9.43	72	66	66.04	18	19	24.53
Grade 4	10	14	13.58	70	79	70.37	21	8	16.05
Grade 5	15	19	20.27	69	61	55.41	17	20	24.32
Grade 6	5	16	15.19	83	82	68.35	13	2	16.46
All Grades	10	16	14.98	73	71	65.16	17	13	19.86

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	22	15	16.98	54	67	45.28	24	18	37.74
Grade 4	16	26	20.99	71	59	53.09	13	15	25.93
Grade 5	33	33	22.97	54	56	44.59	13	11	32.43
Grade 6	25	55	35.44	54	40	51.90	21	5	12.66
All Grades	23	30	24.74	59	57	49.13	18	13	26.13

**Conclusions based on this data:**

1. 43% meet or exceed School- Wide
2. Listening and research inquiry is a school strength while overall reading is weakest
3. Reading (62%) and problem solving (61%) scores match which tells us that there may be a correlation

## 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	81	85	53	81	85	53	81	84	53	100.0	100	100
Grade 4	86	81	83	85	80	83	85	79	83	98.8	98.8	100
Grade 5	56	81	76	55	80	75	55	80	75	98.2	98.8	98.7
Grade 6	64	56	79	63	56	79	63	56	79	98.4	100	100
All Grades	287	303	291	284	301	290	284	299	290	99.0	99.3	99.7

\* 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	2425.5	2423.8	2384.0	10	12	5.66	33	29	22.64	31	36	24.53	26	24	47.17
Grade 4	2434.9	2454.3	2443.2	2	8	6.02	22	19	26.51	41	48	37.35	34	25	30.12
Grade 5	2479.1	2475.7	2474.2	7	9	12.00	18	16	14.67	44	35	32.00	31	40	41.33
Grade 6	2503.7	2554.1	2516.5	5	23	16.46	24	27	17.72	38	36	37.97	33	14	27.85
All Grades	N/A	N/A	N/A	6	12	10.34	25	22	20.34	38	39	33.79	31	27	35.52

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	26	25	13.21	44	42	32.08	30	33	54.72
Grade 4	7	15	16.87	35	42	31.33	58	43	51.81
Grade 5	13	15	17.33	35	33	36.00	53	53	46.67
Grade 6	16	36	20.25	40	38	36.71	44	27	43.04
All Grades	15	22	17.24	39	38	34.14	46	40	48.62

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
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	19	11.32	44	49	43.40	38	32	45.28
Grade 4	14	9	10.84	52	61	50.60	34	30	38.55
Grade 5	13	6	8.00	44	48	42.67	44	46	49.33
Grade 6	5	29	13.92	52	48	46.84	43	23	39.24
All Grades	13	15	11.03	48	52	46.21	39	34	42.76

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
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	26	21	13.21	48	61	50.94	26	18	35.85
Grade 4	5	13	12.05	42	65	46.99	53	23	40.96
Grade 5	7	8	12.00	40	48	37.33	53	45	50.67
Grade 6	6	18	22.78	63	59	44.30	30	23	32.91
All Grades	12	15	15.17	48	58	44.48	40	27	40.34

**Conclusions based on this data:**

1. Math is weak across all grade levels with 3rd grade being the weakest at 43%
2. 31% met or exceeded school - wide
3. Concepts and procedures are weakest area school- wide while problem solving and communicating are area of strength school- wide

## 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	81	42	21	41	42	21	41	42	21	50.6	100	100
Grade 4	86	40	42	45	40	41	45	40	41	52.3	100	97.6
Grade 5	56	44	35	27	44	34	27	44	34	48.2	100	97.1
Grade 6	64	29	41	34	28	41	34	28	41	53.1	96.6	100
All Grades	287	155	139	147	154	137	147	154	137	51.2	99.4	98.6

\* 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	2410.8	2425.3	2358.4	17	19	9.52	20	36	9.52	37	19	14.29	27	26	66.67
Grade 4	2449.6	2461.0	2451.5	18	20	17.07	18	25	24.39	29	25	24.39	36	30	34.15
Grade 5	2509.4	2486.6	2484.6	22	14	23.53	22	23	17.65	33	34	20.59	22	30	38.24
Grade 6	2503.6	2567.5	2532.8	3	29	17.07	38	32	34.15	32	39	29.27	26	0	19.51
All Grades	N/A	N/A	N/A	15	19	17.52	24	29	23.36	33	29	23.36	29	23	35.77

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	24	14	9.52	39	57	23.81	37	29	66.67
Grade 4	16	18	19.51	51	43	56.10	33	40	24.39
Grade 5	26	16	11.76	37	48	41.18	37	36	47.06
Grade 6	6	14	21.95	47	57	46.34	47	29	31.71
All Grades	18	16	16.79	44	51	44.53	38	34	38.69

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	12	14	4.76	54	62	28.57	34	24	66.67
Grade 4	18	20	21.95	44	53	43.90	38	28	34.15
Grade 5	30	14	26.47	44	55	44.12	26	32	29.41
Grade 6	18	39	19.51	59	46	53.66	24	14	26.83
All Grades	18	20	19.71	50	55	44.53	31	25	35.77

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	12	17	9.52	73	64	71.43	15	19	19.05
Grade 4	7	15	14.63	71	78	63.41	22	8	21.95
Grade 5	22	18	17.65	70	61	58.82	7	20	23.53
Grade 6	3	21	7.32	82	75	75.61	15	4	17.07
All Grades	10	18	12.41	74	69	67.15	16	14	20.44

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	14	19.05	59	69	19.05	24	17	61.90
Grade 4	9	23	26.83	76	60	48.78	16	18	24.39
Grade 5	30	27	26.47	59	64	41.18	11	9	32.35
Grade 6	18	46	26.83	56	43	63.41	26	11	9.76
All Grades	17	26	25.55	63	60	46.72	20	14	27.74

**Conclusions based on this data:**

1. Averages to school-wide are lower
2. Listening and Research/ Inquiry domains are the strongest for males }

## 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	81	42	21	41	42	21	41	41	21	50.6	100	100
Grade 4	86	40	42	46	40	42	46	39	42	53.5	100	100
Grade 5	56	44	35	27	44	34	27	44	34	48.2	100	97.1
Grade 6	64	29	41	34	29	41	34	29	41	53.1	100	100
All Grades	287	155	139	148	155	138	148	153	138	51.6	100	99.3

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

Overall Achievement for Males															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2442.0	2436.9	2370.0	15	17	4.76	41	34	14.29	32	27	23.81	12	22	57.14
Grade 4	2440.2	2462.3	2449.1	4	10	4.76	22	15	38.10	48	54	28.57	26	21	28.57
Grade 5	2487.3	2483.0	2487.2	15	9	17.65	19	18	17.65	30	39	26.47	37	34	38.24
Grade 6	2499.3	2555.3	2519.6	3	21	14.63	24	31	19.51	44	34	39.02	29	14	26.83
All Grades	N/A	N/A	N/A	9	14	10.87	27	24	23.91	39	39	30.43	25	24	34.78

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	29	14.29	46	41	23.81	22	29	61.90
Grade 4	9	15	23.81	37	51	28.57	54	33	47.62
Grade 5	19	16	23.53	30	39	29.41	52	45	47.06
Grade 6	12	41	19.51	41	34	31.71	47	24	48.78
All Grades	18	24	21.01	39	42	28.99	43	34	50.00

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
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	32	4.76	66	41	47.62	20	27	47.62
Grade 4	17	10	14.29	48	64	52.38	35	26	33.33
Grade 5	19	9	11.76	26	50	47.06	56	41	41.18
Grade 6	3	24	9.76	50	52	58.54	47	24	31.71
All Grades	14	18	10.87	49	52	52.17	37	30	36.96

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
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	29	32	9.52	54	51	42.86	17	17	47.62
Grade 4	7	13	9.52	41	72	50.00	52	15	40.48
Grade 5	15	11	17.65	41	50	35.29	44	39	47.06
Grade 6	3	17	21.95	65	62	48.78	32	21	29.27
All Grades	14	18	15.22	50	58	44.93	36	24	39.86

**Conclusions based on this data:**

1. 3rd grade males performed the highest with 56% meeting or exceeding standards
2. Males exceeded school-wide average in all grade levels

## 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	81	43	32	38	43	32	37	43	32	46.9	100	100
Grade 4	86	41	41	37	40	40	37	40	40	43.0	97.6	97.6
Grade 5	56	37	41	27	36	40	27	36	40	48.2	97.3	97.6
Grade 6	64	27	38	29	27	38	29	27	38	45.3	100	100
All Grades	287	148	152	131	146	150	130	146	150	45.6	98.6	98.7

\* 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	2407.4	2418.6	2397.4	16	16	15.63	18	26	18.75	42	37	28.13	21	21	37.50
Grade 4	2474.9	2476.2	2457.5	24	35	17.50	24	18	25.00	27	20	25.00	24	28	32.50
Grade 5	2513.0	2503.6	2490.2	22	22	17.50	33	39	27.50	22	14	22.50	22	25	32.50
Grade 6	2526.9	2575.2	2550.7	17	22	26.32	38	56	39.47	24	22	15.79	21	0	18.42
All Grades	N/A	N/A	N/A	20	24	19.33	27	32	28.00	30	24	22.67	22	20	30.00

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	22	19	18.75	41	49	31.25	38	33	50.00
Grade 4	19	25	17.50	51	43	60.00	30	33	22.50
Grade 5	7	22	20.00	59	47	45.00	33	31	35.00
Grade 6	17	26	23.68	34	56	57.89	48	19	18.42
All Grades	17	23	20.00	46	48	49.33	37	29	30.67

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	14	14	15.63	59	60	50.00	27	26	34.38
Grade 4	27	18	22.50	49	58	42.50	22	25	35.00
Grade 5	37	28	20.00	56	47	60.00	7	25	20.00
Grade 6	24	37	31.58	52	52	55.26	24	11	13.16
All Grades	25	23	22.67	54	55	52.00	21	23	25.33



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	8	14	9.38	70	67	62.50	22	19	28.13
Grade 4	14	13	12.50	68	80	77.50	19	8	10.00
Grade 5	7	19	22.50	67	61	52.50	26	19	25.00
Grade 6	7	11	23.68	83	89	60.53	10	0	15.79
All Grades	9	14	17.33	72	73	63.33	19	12	19.33

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	27	16	15.63	49	65	62.50	24	19	21.88
Grade 4	24	30	15.00	65	58	57.50	11	13	27.50
Grade 5	37	39	20.00	48	47	47.50	15	14	32.50
Grade 6	34	63	44.74	52	37	39.47	14	0	15.79
All Grades	30	34	24.00	54	53	51.33	16	12	24.67

**Conclusions based on this data:**

1. Females scored higher than school-wide average
2. Females scored higher than males in writing}
3. Reading comprehension is the weakest area for females and 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	81	43	32	40	43	32	40	43	32	49.4	100	100
Grade 4	86	41	41	39	40	41	39	40	41	45.3	97.6	100
Grade 5	56	37	41	28	36	41	28	36	41	50.0	97.3	100
Grade 6	64	27	38	29	27	38	29	27	38	45.3	100	100
All Grades	287	148	152	136	146	152	136	146	152	47.4	98.6	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	2408.7	2411.4	2393.2	5	7	6.25	25	23	28.13	30	44	25.00	40	26	40.63
Grade 4	2428.6	2446.6	2437.2	0	5	7.32	23	23	14.63	33	43	46.34	44	30	31.71
Grade 5	2471.2	2466.8	2463.4	0	8	7.32	18	14	12.20	57	31	36.59	25	47	43.90
Grade 6	2508.9	2552.7	2513.1	7	26	18.42	24	22	15.79	31	37	36.84	38	15	28.95
All Grades	N/A	N/A	N/A	3	10	9.87	23	21	17.11	37	39	36.84	38	30	36.18

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	20	21	12.50	43	42	37.50	38	37	50.00
Grade 4	5	15	9.76	33	33	34.15	62	53	56.10
Grade 5	7	14	12.20	39	25	41.46	54	61	46.34
Grade 6	21	30	21.05	38	41	42.11	41	30	36.84
All Grades	13	19	13.82	38	35	38.82	49	46	47.37

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
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	7	15.63	23	56	40.63	58	37	43.75
Grade 4	10	8	7.32	56	58	48.78	33	35	43.90
Grade 5	7	3	4.88	61	44	39.02	32	53	56.10
Grade 6	7	33	18.42	55	44	34.21	38	22	47.37
All Grades	12	11	11.18	47	51	40.79	41	38	48.03

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
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	12	15.63	43	70	56.25	35	19	28.13
Grade 4	3	13	14.63	44	58	43.90	54	30	41.46
Grade 5	0	3	7.32	39	44	39.02	61	53	53.66
Grade 6	10	19	23.68	62	56	39.47	28	26	36.84
All Grades	10	11	15.13	46	58	44.08	44	32	40.79

**Conclusions based on this data:**

1. Females scored lower across grade levels compared to school-wide averages, except 6th grade females
2. No 4th or 5th grade female exceeded standards

## 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	81	43	31	44	43	31	43	43	31	54.3	100	100
Grade 4	86	44	40	20	44	38	20	44	38	23.3	100	95
Grade 5	56	25	35	18	24	34	18	24	34	32.1	96	97.1
Grade 6	64	18	14	21	18	14	21	18	14	32.8	100	100
All Grades	287	130	120	103	129	117	102	129	117	35.9	99.2	97.5

\* 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	2367.8	2398.0	2369.3	0	5	9.68	9	35	12.90	52	30	19.35	36	30	58.06
Grade 4	2407.4	2428.2	2423.1	0	2	7.89	10	23	15.79	30	30	26.32	60	45	50.00
Grade 5	2454.6	2430.7	2430.2	0	0	2.94	28	13	14.71	22	38	23.53	50	50	58.82
Grade 6	2457.8	2530.9	2444.4	0	11	0.00	10	33	7.14	48	56	28.57	43	0	64.29
All Grades	N/A	N/A	N/A	0	4	5.98	13	26	13.68	42	35	23.93	45	35	56.41

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	2	9	12.90	40	49	19.35	58	42	67.74
Grade 4	0	2	10.53	40	43	55.26	60	55	34.21
Grade 5	0	0	2.94	50	42	38.24	50	58	58.82
Grade 6	0	11	0.00	33	44	28.57	67	44	71.43
All Grades	1	5	7.69	40	45	37.61	59	50	54.70

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	2	5	6.45	60	60	41.94	37	35	51.61
Grade 4	5	7	10.53	45	55	44.74	50	39	44.74
Grade 5	0	4	2.94	72	42	61.76	28	54	35.29
Grade 6	5	11	0.00	52	67	35.71	43	22	64.29
All Grades	3	6	5.98	58	56	47.86	39	38	46.15

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	0	7	6.45	72	67	70.97	28	26	22.58
Grade 4	0	2	5.26	60	84	68.42	40	14	26.32
Grade 5	6	8	2.94	61	54	55.88	33	38	41.18
Grade 6	0	17	0.00	81	78	35.71	19	6	64.29
All Grades	1	7	4.27	70	72	61.54	29	21	34.19

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	2	7	12.90	63	74	51.61	35	19	35.48
Grade 4	0	11	13.16	70	68	52.63	30	20	34.21
Grade 5	0	0	8.82	67	79	41.18	33	21	50.00
Grade 6	5	28	0.00	57	67	57.14	38	6	42.86
All Grades	2	10	10.26	64	72	49.57	34	18	40.17

**Conclusions based on this data:**

1. EL students did not exceed standard
2. Research and inquiry significantly below school-wide average 82% vs 66%
3. Very few students scored above standard in all domains

# 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	81	43	31	46	43	31	46	42	31	56.8	100	100
Grade 4	86	44	40	23	44	40	23	43	40	26.7	100	100
Grade 5	56	25	35	19	24	35	19	24	35	33.9	96	100
Grade 6	64	18	14	21	18	14	21	18	14	32.8	100	100
All Grades	287	130	120	109	129	120	109	127	120	38.0	99.2	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	2399.7	2406.4	2364.7	2	5	3.23	22	29	12.90	39	38	25.81	37	29	58.06
Grade 4	2385.2	2425.3	2423.1	0	0	0.00	0	7	15.00	17	56	50.00	83	37	35.00
Grade 5	2444.9	2414.0	2434.9	0	0	2.86	5	0	2.86	47	25	37.14	47	75	57.14
Grade 6	2455.1	2506.3	2424.6	0	11	0.00	5	6	0.00	38	50	21.43	57	33	78.57
All Grades	N/A	N/A	N/A	1	3	1.67	11	13	9.17	36	43	36.67	52	41	52.50

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	17	3.23	46	43	38.71	43	40	58.06	
Grade 4	0	2	7.50	0	35	27.50	100	63	65.00	
Grade 5	0	0	5.71	26	8	31.43	74	92	62.86	
Grade 6	0	17	0.00	24	22	7.14	76	61	92.86	
All Grades	5	9	5.00	28	31	29.17	67	61	65.83	

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	4	7	3.23	41	55	41.94	54	38	54.84
Grade 4	0	2	0.00	30	51	55.00	70	47	45.00
Grade 5	0	0	0.00	42	21	31.43	58	79	68.57
Grade 6	5	17	0.00	24	39	14.29	71	44	85.71
All Grades	3	6	0.83	36	45	40.00	61	50	59.17

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	17	3.23	54	62	51.61	37	21	45.16
Grade 4	0	2	0.00	17	60	47.50	83	37	52.50
Grade 5	0	0	0.00	21	17	22.86	79	83	77.14
Grade 6	0	6	0.00	52	44	21.43	48	50	78.57
All Grades	4	7	0.83	40	50	38.33	56	43	60.83

**Conclusions based on this data:**

1. 4th grade students did not meet or exceed math standards
2. Concepts and procedures weakness for EL's across all grade levels
3. ELs significantly below school-wide average

## 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	81	2	*	5	2	*	5	2	*	6.2	100	
Grade 4	86	9	*	20	9	*	20	9	*	23.3	100	
Grade 5	56	17	15	11	17	15	11	17	15	19.6	100	100
Grade 6	64	12	27	17	12	27	17	12	27	26.6	100	100
All Grades	287	40	48	53	40	48	53	40	48	18.5	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	2501.4	*	*	50	*	*	15	*	*	15	*	*	20	*	*
Grade 5	2561.8	2561.4	2527.5	36	47	26.67	55	41	33.33	0	6	33.33	9	6	6.67
Grade 6	2546.4	2605.1	2576.7	12	33	33.33	53	58	48.15	29	8	7.41	6	0	11.11
All Grades	N/A	N/A	N/A	36	53	31.25	36	38	45.83	17	8	14.58	11	3	8.33

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	40	*	*	40	*	*	20	*	*
Grade 5	36	59	26.67	45	29	46.67	18	12	26.67
Grade 6	12	25	40.74	53	67	51.85	35	8	7.41
All Grades	34	48	33.33	43	45	54.17	23	8	12.50

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	45	*	*	40	*	*	15	*	*
Grade 5	73	41	26.67	9	47	66.67	18	12	6.67
Grade 6	18	58	40.74	76	42	48.15	6	0	11.11
All Grades	40	45	37.50	49	50	54.17	11	5	8.33



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	30	*	*	55	*	*	15	*	*
Grade 5	18	35	26.67	82	53	66.67	0	12	6.67
Grade 6	6	25	22.22	88	75	74.07	6	0	3.70
All Grades	19	30	27.08	72	63	68.75	9	8	4.17

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	35	*	*	60	*	*	5	*	*
Grade 5	73	71	33.33	27	29	53.33	0	0	13.33
Grade 6	41	83	55.56	47	17	37.04	12	0	7.41
All Grades	51	70	45.83	43	30	45.83	6	0	8.33

**Conclusions based on this data:**

1. Reclassified students outperformed ELs in all grade levels
2. Reclassified students outperformed school-wide in all areas
3. Reclassification criteria must be working

# 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	81	2	*	5	2	*	5	2	*	6.2	100	
Grade 4	86	9	*	20	9	*	20	9	*	23.3	100	
Grade 5	56	17	15	11	17	15	11	17	15	19.6	100	100
Grade 6	64	12	27	17	12	27	17	12	27	26.6	100	100
All Grades	287	40	48	53	40	48	53	40	48	18.5	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	2473.7	*	*	5	*	*	45	*	*	40	*	*	10	*	*
Grade 5	2518.9	2521.6	2509.3	18	12	6.67	27	35	33.33	45	41	40.00	9	12	20.00
Grade 6	2522.4	2597.8	2547.8	6	25	18.52	24	67	29.63	41	8	44.44	29	0	7.41
All Grades	N/A	N/A	N/A	8	18	12.50	38	45	35.42	38	33	41.67	17	5	10.42

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	15	*	*	65	*	*	20	*	*
Grade 5	18	24	13.33	73	47	60.00	9	29	26.67
Grade 6	18	42	29.63	41	58	44.44	41	0	25.93
All Grades	17	30	22.92	58	58	54.17	25	13	22.92

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	30	*	*	60	*	*	10	*	*
Grade 5	18	0	13.33	55	82	66.67	27	18	20.00
Grade 6	12	42	14.81	65	50	59.26	24	8	25.93
All Grades	23	15	16.67	58	70	60.42	19	15	22.92

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	*	*	*	*	*	*	*	*	*
Grade 4	10	*	*	55	*	*	35	*	*
Grade 5	18	18	0.00	55	71	80.00	27	12	20.00
Grade 6	24	33	33.33	53	67	44.44	24	0	22.22
All Grades	19	28	22.92	53	65	58.33	28	8	18.75

**Conclusions based on this data:**

1. Reclassified students outperformed EI's in all grade levels
2. Reclassified students out performed school-wide in all grade levels; in some areas exceeded
3. Reclassification criteria must be working

## 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	81	58	42	66	58	42	65	58	42	81.5	100	100
Grade 4	86	68	56	61	68	55	61	68	55	70.9	100	98.2
Grade 5	56	59	58	40	59	57	40	59	57	71.4	100	98.3
Grade 6	64	40	58	50	40	58	50	40	58	78.1	100	100
All Grades	287	225	214	217	225	212	216	225	212	75.6	100	99.1

\* 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	2396.8	2405.7	2376.3	11	9	9.52	18	33	14.29	42	33	23.81	27	26	52.38
Grade 4	2449.1	2459.8	2441.7	18	21	10.91	15	22	21.82	30	25	29.09	38	32	38.18
Grade 5	2514.0	2480.1	2474.1	25	12	14.04	30	31	21.05	23	25	26.32	23	32	38.60
Grade 6	2508.1	2569.7	2531.4	6	28	17.24	36	40	36.21	32	33	22.41	26	0	24.14
All Grades	N/A	N/A	N/A	14	16	13.21	24	30	24.06	33	28	25.47	29	25	37.26

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	12	11.90	40	48	28.57	42	40	59.52
Grade 4	13	16	10.91	48	41	61.82	39	43	27.27
Grade 5	18	12	12.28	53	49	43.86	30	39	43.86
Grade 6	8	20	20.69	42	53	51.72	50	28	27.59
All Grades	14	15	14.15	45	47	47.64	41	38	38.21

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	7	9.52	57	62	42.86	34	31	47.62
Grade 4	21	16	16.36	38	54	47.27	39	29	36.36
Grade 5	35	14	19.30	50	54	56.14	15	32	24.56
Grade 6	14	40	24.14	60	48	53.45	26	13	22.41
All Grades	19	17	17.92	51	55	50.47	30	28	31.60

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	14	9.52	75	64	64.29	18	22	26.19
Grade 4	8	13	10.91	67	78	70.91	25	9	18.18
Grade 5	15	14	15.79	68	61	54.39	18	25	29.82
Grade 6	6	20	17.24	82	78	60.34	12	3	22.41
All Grades	8	15	13.68	73	70	62.26	19	16	24.06

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	15	10	11.90	55	72	50.00	29	17	38.10
Grade 4	13	25	14.55	70	59	58.18	16	16	27.27
Grade 5	38	25	17.54	48	61	45.61	15	14	36.84
Grade 6	24	55	31.03	54	40	53.45	22	5	15.52
All Grades	21	27	19.34	58	60	51.89	21	14	28.77

**Conclusions based on this data:**

1. Performed about the same level as school-wide

## 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	81	58	42	67	58	42	67	57	42	82.7	100	100
Grade 4	86	68	56	62	68	56	62	67	56	72.1	100	100
Grade 5	56	59	58	41	59	57	41	59	57	73.2	100	98.3
Grade 6	64	40	58	50	40	58	50	40	58	78.1	100	100
All Grades	287	225	214	220	225	213	220	223	213	76.7	100	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 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	2422.2	2408.6	2376.5	9	5	4.76	30	26	21.43	36	42	21.43	25	26	52.38
Grade 4	2426.6	2452.4	2434.6	2	9	1.79	18	18	23.21	40	45	44.64	40	28	30.36
Grade 5	2481.7	2466.1	2467.3	7	5	12.28	20	15	8.77	44	37	31.58	29	42	47.37
Grade 6	2499.0	2555.5	2505.5	0	20	12.07	28	33	18.97	36	33	37.93	36	15	31.03
All Grades	N/A	N/A	N/A	5	9	7.98	24	22	17.84	39	40	34.74	33	29	39.44

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	22	16	11.90	48	46	30.95	30	39	57.14
Grade 4	5	15	12.50	32	40	30.36	63	45	57.14
Grade 5	12	10	15.79	41	34	33.33	46	56	50.88
Grade 6	12	33	17.24	38	38	36.21	50	30	46.55
All Grades	13	17	14.55	40	39	32.86	47	43	52.58

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	15	12	9.52	45	51	38.10	40	37	52.38
Grade 4	15	7	3.57	50	60	55.36	35	33	41.07
Grade 5	12	0	8.77	44	49	38.60	44	51	52.63
Grade 6	4	30	12.07	52	48	41.38	44	23	46.55
All Grades	12	11	8.45	48	52	43.66	40	37	47.89

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	21	14	9.52	52	65	52.38	27	21	38.10
Grade 4	3	13	7.14	40	61	48.21	56	25	44.64
Grade 5	7	5	8.77	39	44	35.09	54	51	56.14
Grade 6	4	18	18.97	64	55	43.10	32	28	37.93
All Grades	10	12	11.27	49	57	44.13	41	31	44.60

**Conclusions based on this data:**

1. Across grade levels they performed at the same level as school-wide group

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K							25		***	50		***	25		
1	6		11	59		47	15		39	12		3	9		
2	5		4	42		40	35		52	16		4	2		
3	2		13	23		22	47		28	21		34	6		3
4	14		20	36		38	46		30	4		13			
5	23		15	45		56	32		27			2			
6	8		17	62		52	23		13	8		17			
Total	8		14	42		42	34		32	13		13	4		1

#### Conclusions based on this data:

1. Lowered number of students in EL instruction for 5 or more years from 64% to 46%
2. Number of students meeting attaining English proficiency the NCLB target increased every year since 2013



## 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
<b>K</b>		2	3	2	2	11	16	22	25	26	46	33	56	27	28
<b>1</b>	8		11	56		47	18	***	39	10		3	8		
<b>2</b>	5		4	41		40	36		52	16	***	4	2	***	
<b>3</b>	2		13	22		22	44	***	28	20		34	12		3
<b>4</b>	15		19	33		35	39	***	30	3		14	9		2
<b>5</b>	21		15	42		56	33	***	27			2	4	***	
<b>6</b>	8		17	62	***	50	23		17	8		17		***	
<b>Total</b>	7	2	12	34	4	37	31	25	31	14	39	15	15	29	5

#### Conclusions based on this data:

1. See goals.



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Equity Report





Cedarcreek Elementary - Los Angeles County

Enrollment: 505Socioeconomically Disadvantaged: 77%English Learners: 48%Foster Youth: N/AGrade Span: K-6Charter 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	0
English Learner Progress (K-12)		1	1
<u>English Language Arts (3-8)</u>		3	0
<u>Mathematics (3-8)</u>		3	0

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

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

Questions or comments? Send them to [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov)

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# School and Student Performance Data

## California Data Dashboard (Status Report)



California School  
**DASHBOARD**



California Department of  
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## Status and Change Report

### Cedarcreek Elementary - Los Angeles County

Enrollment: 505    Socioeconomically Disadvantaged: 77%    English Learners: 48%    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 0.2%	Declined -0.6%
English Learner Progress (K-12)		Medium 68.4%	Declined -1.6%
<u>English Language Arts (3-8)</u>		Medium 0.8 points above level 3	Increased +12.6 points
<u>Mathematics (3-8)</u>		Medium 24.8 points below level 3	Increased +12.7 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

Cedarcreek Elementary - Los Angeles County




Enrollment: 505Socioeconomically Disadvantaged: 77%English Learners: 48%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)		Medium 68.4%	Declined -1.6%
<u>English Language Arts (3-8)</u>		Medium 0.8 points above level 3	Increased +12.6 points
<u>Mathematics (3-8)</u>		Medium 24.8 points below level 3	Increased +12.7 points

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

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

Questions or comments? Send them to [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov)

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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

### Cedarcreek Elementary - Los Angeles County

Enrollment: 505 Socioeconomically Disadvantaged: 77% English Learners: 48% 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](mailto: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:

<b>SUBJECT: 2017 - 18 Student Achievement</b>
<b>LEA GOAL:</b>
Increase Student Achievement
<b>SCHOOL GOAL #1:</b>
Increase student achievement.

**Data Used to Form this Goal:**

**"Identified Need"**

**1. English Language Arts and Math:**

All students in grades K-6 will be tested in 2018 on Common Core State Standards in English Language Arts and Math: Gr. K-2 will use district benchmarks and/or grade level common assessments. Gr. 3-6 will take the Smarter Balanced Assessment in Apr-May 2018.

Need: All students K-6 must be taught all of their grade-level Common Core State Standards in English Language Arts and Math.

**2. English Language Development:**

All English Learners should increase one level of proficiency on the CELDT each year.

Need: English Learners receive at least 30 minutes of designated English Language Development daily. English learners are supported in learning academic content through integrated English Language Development daily. Increase number of students reclassified each year.

**3. Science:**

Increase student achievement based on report card grades.

Need: All students in grades K-6 must be taught their grade-level CA state standards in science and/ or be introduced to the NGSS Science Standards.

**4. Social Studies:**

Increase student achievement based on report card grades.

Need: All students in grade K-6 must be taught their grade-level CA state standards in Social Studies.

**5. Physical Education:**

Increase percent of students meeting all five of six fitness standards from 54.7% to 60% in 2018.

Need: All students in grades TK-6th must be taught a comprehensive physical fitness and health curriculum.

**6. Visual and Performing Arts:**

Need: All students in grade TK-6th must be taught visual and performing arts throughout the school year.

**7. Technology:**

Need: All students in grade 1st-6th must be taught keyboarding skills. All students in grades TK-6th should be taught grade level appropriate technology skills.

**Findings from the Analysis of this Data:**

"Expected Annual Measurable Outcomes"

1. English Language Arts and Math:

Data from 2017 Spring Benchmarks/Common Assessments (K-2nd) and Smarter Balanced Assessment (3rd-6th) will be used as a baseline for determining measurable outcomes.

2. English Language Development:

Increase English language proficiency by one CELDT level each year.

Increase reclassification rate of our English Learners to 12%.

3. Science:

Increase percent of students achieving on grade level based on report card grades.

4. Social Studies:

Increase percent of students achieving on grade level based on report card grades.

5. Physical Education:

Increase percent of 5th grade students meeting all six Physical Fitness Criteria to 30%.

6. Visual and Performing Arts:

Increase student engagement

7. Technology:

Increase students use of technology throughout the school day.

**How the School will Evaluate the Progress of this Goal:**

Analyze Assessments: Smarter Balanced, PFT, CELDT, District Benchmarks, Common Assessments

Analyze technology usage reports (Typing Club, Scholastic Reading Counts, IReady)

Review schedules/lesson plans (PE, Computer Lab, Art Classes)

**Analysis of Ongoing Progress**



Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Increase achievement in English Language Arts (ELA) and Math:</p> <p>Coordinate a leadership team of coaches who will support staff by providing professional development, grade level and peer coaching, and coordinated leadership along side the principal.</p> <p>Collaborate with grade level and cross grade level colleagues to develop aligned lessons, analyze formative assessments, layered activities, and performance tasks all based on California Standards, framework, and focused on learning.</p> <p>Purchase supplemental technology to monitor and support student learning and achievement (IReady and ESGI for primary grades)</p> <p>Purchase researched based intervention material to support targeted students (Read Naturally Live and RESULTS)</p> <p>Provide Extended Day/Extended Year intervention classes (Cougar Club, Homework Club, Summer School) based on eligibility criteria and performance assessments (grade level assessments, common assessments, informal assessments)</p> <p>Provide Instructional Assistants to provide classroom and intervention support in grades K - 6.</p>	TK- 6 students	Administrator and teachers	Substitute costs for grade level collaboration, leadership coaches	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	8,000.00
			Extra duty, extra pay for grade level collaboration, leadership coaches	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	2,500.00
			Supplemental materials	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	35,000.00
			Instructional assistant salaries for during and after-school intervention	2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	66,000.00
			Summer school- staff, materials, and professional development	None Specified	Title I Part A: Basic Grants Low-Income and Neglected	17,000.00
			Consultant and substitute costs	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	10,300.00
			Teacher attend local conference	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	1,000.00

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>English Language Development (ELD):</p> <p>Release time to plan Systematic ELD lessons, academic vocabulary and Constructing Meaning to core curriculum.</p> <p>Collaborate with grade-level and cross-grade level colleagues to plan Systematic ELD lessons, and analyze assessments.</p> <p>Schedule instructional assistants to support English Language Development and Newcomers.</p> <p>Schedule substitute/release time for teachers to administer ADEPT, LPAC and CELDT Testing</p> <p>Provide ELD Summer School</p> <p>Participate in Instructional Rounds and Learning Walks to support the implementation of ELD.</p>	K - 6 English Learners	Teachers and Administrator	Substitute costs for grade level collaboration and leadership coaches	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,200.00
			Extra duty extra pay for grade level collaboration and leadership coaches	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	500.00
			Instructional assistant salaries to support ELD and New comers.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	22,000.00
			Substitute costs for administering ELD assessments (ADEPT, LPAC, CELDT)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,000.00
			ELD Summer School	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	
			Supplemental Materials	4000-4999: Books And Supplies	LCFF - Supplemental	500.00
			Substitute costs for learning walks and instructional rounds	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	500.00
<p>Science:</p> <p>Plan field trips and assemblies to supplement and support state standards.</p> <p>Provide substitute/ release time for NGSS planning/ training</p>	K-6	Teachers and Administrator	Substitute costs for planning NGSS curriculum	1000-1999: Certificated Personnel Salaries	LCFF - Base	500.00
			Science Field Trips and/ or Assemblies	None Specified	LCFF - Base	1,000.00
<p>Social Studies:</p> <p>Plan field trips/assemblies to</p>	K- 6	Teachers and Administrator	Field trips and assemblies	None Specified	LCFF - Base	1,000.00

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
supplement and support state standards  Purchase supplemental materials  Purchase Scholastic News for all grade levels			Supplemental materials/ Scholastic News	4000-4999: Books And Supplies	Lottery: Instructional Materials	2993.04
Physical Education:  Implement Fit Club to promote physical fitness and to support PFT.  Purchase additional materials/equipment (dance program on DVD, steppers, CBC/calisthenics)  Assemblies/Speakers focused on nutrition and fitness	TK- 6	Teachers and Administrator  PE TOSA	PE TOSA support  Materials and equipment for Fit Club  Materials and equipment  Contracted Services	1000-1999: Certificated Personnel Salaries  4000-4999: Books And Supplies  4000-4999: Books And Supplies  5800: Professional/Consulting Services And Operating Expenditures	District Funded  Title I Part A: Basic Grants Low-Income and Neglected  Title I Part A: Basic Grants Low-Income and Neglected  Title I Part A: Basic Grants Low-Income and Neglected	  500.00  500.00  500.00
Visual & Performing Arts:  After-School Art program  Spotlight Performing Art Program (Contract with COC PAC and other teaching artists)  Cedarcreek Chorus	TK - 6	Teachers and Administrator  Art TOSAs	COC PAC Contract  Out of the Box  Extra duty, extra pay for chorus teachers	5800: Professional/Consulting Services And Operating Expenditures  5800: Professional/Consulting Services And Operating Expenditures  1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected  Site Based Gifts and Donations  Title I Part A: Basic Grants Low-Income and Neglected	7,300.00  1,725.00  3,000.00

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Technology:  Provide planning time for teachers to create ways and experiment with technology integration	TK- 6	Teachers and Administrator	Staff Development	1000-1999: Certificated Personnel Salaries	District Funded	1,000
		TECH TOSA	Technology Purchase	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	500.00

## 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:

<b>SUBJECT: 2017 - 18 Engagement</b>
<b>LEA GOAL:</b>
Increase meaningful and purposeful student and parent engagement.
<b>SCHOOL GOAL #2:</b>
Increase meaningful and purposeful student and parent engagement.
<b>Data Used to Form this Goal:</b>
"Identified Need"  1. Truancy Rate for 2017 was Need: Decrease Truancy Rate  Chronic Absenteeism Rate for 2016 - 2017 Need: Decrease chronic absenteeism (18 or more absences)  Suspension Rate was below 0.1%. No expulsions. Need: Decrease suspension rate. Maintain zero expulsions.  2. Increase student, parent, and staff sense of safety and connectedness to school.  3. Increase parental involvement in student learning and events. Need: Many parents lack knowledge of how to become involved with school and/or how to help students be successful in school.  4. Increase meaningful communication with parents, students, and staff. Need: Increase parental engagement (PTA, ELAC, SSC).

**Findings from the Analysis of this Data:**

"Expected Annual Measurable Outcomes"

1. Decrease truancy rate from 12.1% to 10%. Decrease chronic absenteeism rate from 3.1% to 3.0%. Decrease suspension rate for 0.1% to 0%.
2. Implement programs to encourage sense of safety and connectedness to school for students, parents, and staff.
3. Implement parent education program and methods for encouraging volunteers and attendance at school events.
4. Use multiple means of communication to encourage attendance at regular parent/community meetings.

**How the School will Evaluate the Progress of this Goal:**

1. Monitor truancy, attendance, and suspension rates.
2. Parent Surveys
- 3.. Meeting agendas, invitations, and sign-in sheets.

**Analysis of Ongoing Progress**

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Pupil Engagement:</p> <p>Implement Incentive Programs to promote student attendance (monthly recognition and end of year recognition)</p> <p>Provide Cedar creek Cougar Chronicles notice reminders.</p> <p>Special recognition of student attendance during classroom visit</p> <p>Provide Parent Education on the importance of attendance.</p> <p>Notify parents regularly of student attendance (SART, DART, SARB).</p>	All	Teachers and Administrator Office Manager	Attendance incentive program	None Specified	Title I Part A: Basic Grants Low-Income and Neglected	1,000

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>School Climate:</p> <p>Implement school-wide PBIS using an incentive program (prizes and awards)</p> <p>Purchase Pawsitive Curriculum</p> <p>Provide assemblies to promote (Character Building/Anti-Bullying education)</p> <p>Provide Counseling services to support school engagement and student achievement.</p> <p>Recognize student achievement with incentives and Awards Assemblies.</p> <p>School-wide program (Student Service/ Student Council, Peace Patrol)</p>	TK- 6	Teachers and Administrator	PBIS Incentives	None Specified	Title I Part A: Basic Grants Low-Income and Neglected	640.00
			Social Emotional Learning Program	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	6,000.00
			Assembly	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	1,000.00
			Counseling service	2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	36,000.00
			Extra duty/ Extra pay for teacher reps	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	500.00
<p>Parental Engagement:</p> <p>Provide interpretation and translation for Home-School communication.</p> <p>Schedule and conduct parent meetings (Title I, GATE, School Site Council, ELAC, PTA, Etc.)</p> <p>Solicit parent input regarding SPSA, Title 1 Compact and school programs at parent meetings (Title I, GATE, School Site Council, ELAC, PTA, etc.)</p> <p>Provide childcare for meetings (as</p>	TK - 6	Administrator and Teacher ELD Assistant and classified staff Librarian	Interpretation and translations	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	6,000.00
			Extra duty, extra pay	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	1,400.00
			Childcare for parent meetings, classes	2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	300.00
			Open Library Cost	2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	2000.00

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>necessary)</p> <p>Provide parent education classes (PIQE)</p> <p>Provide instructional resources for parent/families (Open Library times, parent education nights)</p> <p>Interpreters for all school events (performances, assemblies, etc.)</p>						



## Planned Improvements in Student Performance

### School Goal #3

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

<b>SUBJECT: Condition of Learning</b>
<b>LEA GOAL:</b>
Provide an appropriate basic condition of learning
<b>SCHOOL GOAL #3:</b>
Provide an appropriate basic condition of learning
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
<b>Analysis of Ongoing Progress</b>

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide new teachers opportunities for growth by offering professional development through the district, outside conferences, and learning walks.	k, 4th	teachers, administrator		1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	1,000

**Planned Improvements in Student Performance**

**School Goal #4**

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

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

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

**Planned Improvements in Student Performance**

**School Goal #5**

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

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #5:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
<b>Analysis of Ongoing Progress</b>

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

**Planned Improvements in Student Performance**

**School Goal #6**

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

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

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

## Planned Improvements in Student Performance

### School Goal #7

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

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

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

**Planned Improvements in Student Performance**

**School Goal #8**

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

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

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

## Planned Improvements in Student Performance

### School Goal #9

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

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

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

**Planned Improvements in Student Performance**

**School Goal #10**

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

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

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



**Planned Improvements in Student Performance**

**School Goal #11**

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

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

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

Planned Improvements in Student Performance

School Goal #12

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

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

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

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

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

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

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Basic Grants Low-Income	185644.00	-16,296.00
Title I Part A: Professional Development	18672.00	18,672.00
Title I Part A: Parent Involvement	2635.00	2,635.00
LCFF - Supplemental	39000.00	5,300.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	1,000.00
LCFF - Base	2,500.00
LCFF - Supplemental	33,700.00
Lottery: Instructional Materials	2,993.04
Site Based Gifts and Donations	1,725.00
Title I Part A: Basic Grants Low-Income and Neglected	201,940.00



## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	24,600.00
2000-2999: Classified Personnel Salaries	132,300.00
4000-4999: Books And Supplies	45,493.04
5800: Professional/Consulting Services And Operating	20,825.00
None Specified	20,640.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	District Funded	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	500.00
None Specified	LCFF - Base	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,200.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	28,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	500.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	2,993.04
5800: Professional/Consulting Services And	Site Based Gifts and Donations	1,725.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and	17,900.00
2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and	104,300.00
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and	42,000.00
5800: Professional/Consulting Services And	Title I Part A: Basic Grants Low-Income and	19,100.00
None Specified	Title I Part A: Basic Grants Low-Income and	18,640.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	188,018.04
Goal 2	54,840.00
Goal 3	1,000.00

## 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
Robin Payre	X				
Katy Engbrecht		X			
Debi Hough		X			
Carlene Payne		X			
Elise Marino			X		
Monica Guevara				X	
Jacqueline Rowlett				X	
Vicky Guevara				X	
Dora Orona				X	
Jason Osorio				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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 November 14, 2016.

Attested:

Robin Payre

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

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

Signature

Signature

Signature

Signature

Signature

Signature

Signature

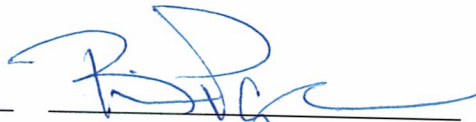
Signature

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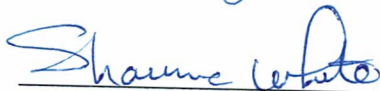
Typed Name of School Principal

  
Signature of School Principal

11/20/17  
Date



Typed Name of SSC Chairperson

  
Signature of SSC Chairperson

11/20/17  
Date