The Single Plan for Student Achievement

School: Charles Helmers Elementary School

CDS Code: 19649986106876

District: Saugus Union Elementary School District

Principal: Pete Bland

Revision Date: 11/2017

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

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

Contact Person: Pete Bland

Position: Principal

Phone Number: 661.294.5345

Address: 27300 North Grandview Dr.
Valencia, CA 91354

E-mail Address: pbland@saugususd.org

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

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School Vision and Mission

Charles Helmers Elementary School's Vision and Mission Statements
Charles Helmers is recognized as a California Gold Ribbon school and five time California Distinguished School, with happy, highly engaged students, committed staff and leadership, and dedicated parents. In our quest for student success, the Helmers family empowers students, staff, and parents to educate children to become responsible "twenty first century" citizens. This mission statement is the foundation on which Helmers is committed to fostering high expectations , academic excellence, and pride. Helmers Elementary School is committed to the development of lifelong learners, decision makers, and persons of character.

School Profile

Charles Helmers School was established in October 1990 in a community called Northbridge. Enrollment is currently over 720 students in grades TK-6. Demographics are as follows: 12% Hispanic, 14% Asian, 3% Black or African American, and 63% White. Helmers is home to thirteen different ethnic groups. Helmers has 28 teachers, 1 Administrator, 1 Administrator Intern, and 30 support staff. The school's focus is in the area of the Arts. There are two computer labs as well as a school wide arts program that partners with the LA Opera and Santa Clarita Performing Arts Center. Helmers has an active PTA membership and parents have made a commitment to volunteer in classrooms on a regular basis. PTA funds the CHORDS music program, School Wide Visual Arts program, FIT Team running program, and grade level field trips among many other programs. After school enrichment classes offered include: orchestra, Math Field Day Club, Theater, and various other classes to stimulate children's learning. Helmers' Child Development program includes before and after school care and a Fun for Fours Preschool program. Helmers has been recognized as a California Gold Ribbon School (2016), a California Distinguished School 5 times (1993, 2000, 2004, 2008, and 2014) as well as a National Blue Ribbon School in 2005. Our mission statement expresses our intent: Helmers Elementary School is committed to the development of a strong community of lifelong learners, decision makers, and persons of character.

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).

Site Council Parent Survey, Saugus District Student Self Assessment Survey

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

Each teacher on staff will participate in classroom walkthrough sessions annually.

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)

    *CAASPP - ELA/Math, Science
    *CELDT
    *ADEPT
    *District Writing Benchmarks
    *Publisher Assessments (Unit Tests, Summative Tests)
    *Teacher made assessments

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

    *CAASPP Results
    *CELDT results
    *District Writing Benchmarks
    *Publisher assessments (Unit Tests, Summative Tests)
    *IEP goals and objectives

Staffing and Professional Development

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

    All teachers at Helmers meet the requirements for a 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)

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

    District-wide staff development in the areas of Systematic ELD, Direct Instruction, CCSS implementation, scheduled staff develpment done during Staff Meetings and Weekly Collaborative Plan Meetings.
    Visual and Performing Arts Programs in place, SPARKS P.E. Program, GATE Differentiated instruction taking place and Adopted Text Book Assessments, data analysis, student safety, and integration of technology with classroom instruction.

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

    Students in every class at every grade level that are considered "At Risk" therefore we have implemented Response to Intervention (RTI) times dedicated each day.

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

    Weekly Collaborative Planning Times, Staff meeting time for staff development and collaboration, Direct Instruction and CCSS lesson Planning, Learning Walks, SST preparation meetings, designated staff development days

<u>Teaching and Learning</u>

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

    Weekly Collaborative Planning Meetings, Grade level and cross grade level planning, Articulation Meetings for Special Education and EL students and students with 504's, Differentiated Instruction provided at all grade levels, RTI for all identified students, State adopted curriculum used by students,

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

    Teachers follow the recommended minutes for instruction in English Language Arts and Math

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

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

    All students at Helmers have equal access to Common Core standards based instructional materials. Helmers adheres to the Williams Act by supplying each and every student with a standards based text for each subject matter. English Language Learners have access to English at Your Command, Pearson Intervention kit, Houghton Mifflin EL Support materials, Systematic ELD materials. GATE students receive standards based instruction supported by differentiation and the use of Depth and Complexity icons.

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)

    McGraw-Hill California Math Gr. K-6
    Scott Foresman Social Studies Gr. K-5
    Harcourt Social Studies Gr. 6
    McGraw-Hill Science Gr. K-5
    Harcourt Science Gr. 6

<u>Opportunity and Equal Educational Access</u>

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

    State adopted materials used, all Helmers teachers are CLAD trained, Systematic ELD program for our EL students, RTI provided daily to all students, Cross-Age peer tutors used, parent volunteers, Direct Instruction Lessons

14. Research-based educational practices to raise student achievement

    Direct Instruction
    Systematic ELD
    Publisher materials

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

   Parent Volunteers
   Local College and High Schools
   PTA
   Operation School Bell - Assistance League
   Resource Specialist
   Speech Therapist
   School Psychologist
   School Counselor
   Student Success Team (SST)
   School Site Council
   ELAC
   District Committees
   Student Volunteers

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)

   Gifted and Talented Program (GATE), Resource Program (RSP), Speech and Language Program

Funding

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

18. Fiscal support (EPC)

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	103	93	105	102	90	102	101	90	102	99.0	96.8	97.1
Grade 4	121	107	86	119	107	83	117	107	83	98.3	100	96.5
Grade 5	99	130	105	99	129	105	99	129	105	100.0	99.2	100
Grade 6	127	103	127	124	102	127	124	102	127	97.6	99	100
All Grades	450	433	423	444	428	417	441	428	417	98.7	98.8	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	2439.2	2451.6	2447.8	24	29	33.33	37	31	21.57	23	23	27.45	16	17	17.65
Grade 4	2507.6	2516.5	2502.6	37	44	33.73	34	33	34.94	15	16	13.25	13	7	18.07
Grade 5	2549.8	2544.5	2540.4	39	34	34.29	30	40	40.95	22	14	13.33	8	12	11.43
Grade 6	2559.9	2586.7	2580.6	23	32	33.07	45	45	44.88	23	21	14.17	9	2	7.87
All Grades	N/A	N/A	N/A	31	35	33.57	37	38	36.21	20	18	17.03	11	9	13.19

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	27	38	34.31	50	41	46.08	23	21	19.61
Grade 4	33	44	37.35	51	45	49.40	15	11	13.25
Grade 5	36	39	40.95	48	45	46.67	14	16	12.38
Grade 6	21	32	40.94	61	56	51.18	16	12	7.87
All Grades	29	38	38.61	53	47	48.44	17	15	12.95

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	22	22	27.45	56	57	49.02	21	21	23.53
Grade 4	34	32	40.96	52	62	44.58	13	7	14.46
Grade 5	39	47	42.86	45	40	44.76	13	13	12.38
Grade 6	38	46	45.67	52	49	42.52	9	5	11.81
All Grades	34	38	39.57	51	51	45.08	14	11	15.35

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	25	26	28.43	67	62	59.80	8	12	11.76
Grade 4	29	27	27.71	64	68	55.42	7	5	16.87
Grade 5	33	29	23.81	55	61	68.57	11	10	7.62
Grade 6	19	21	22.83	75	76	70.08	5	3	7.09
All Grades	26	26	25.42	66	67	64.27	7	7	10.31

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	27	29.41	57	58	55.88	20	16	14.71
Grade 4	38	40	33.73	50	56	54.22	12	4	12.05
Grade 5	48	41	41.90	48	50	45.71	3	9	12.38
Grade 6	35	55	46.46	59	42	43.31	4	3	10.24
All Grades	36	41	38.61	54	51	49.16	10	8	12.23

Conclusions based on this data:

1.

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	103	93	105	102	90	102	101	90	102	99.0	96.8	97.1
Grade 4	121	107	86	119	107	83	118	107	83	98.3	100	96.5
Grade 5	99	130	105	99	129	105	98	129	105	100.0	99.2	100
Grade 6	127	103	127	124	102	127	124	102	127	97.6	99	100
All Grades	450	433	423	444	428	417	441	428	417	98.7	98.8	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	2436.9	2442.7	2437.1	12	20	20.59	47	40	30.39	24	23	25.49	17	17	23.53
Grade 4	2477.4	2492.8	2500.9	9	21	28.92	34	30	32.53	45	39	30.12	10	9	8.43
Grade 5	2524.1	2518.7	2509.5	22	19	20.95	23	28	20.00	38	34	34.29	15	19	24.76
Grade 6	2549.1	2580.6	2579.5	23	41	37.01	30	25	32.28	34	27	22.83	14	6	7.87
All Grades	N/A	N/A	N/A	16	25	27.34	34	30	28.78	36	32	27.82	14	13	16.07

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	28	34	30.39	45	42	37.25	28	23	32.35
Grade 4	18	32	39.76	56	40	36.14	26	28	24.10
Grade 5	32	28	23.81	37	44	36.19	32	28	40.00
Grade 6	31	51	47.24	42	32	37.80	27	17	14.96
All Grades	27	36	35.73	45	40	36.93	28	24	27.34

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	32	30	35.29	52	50	46.08	16	20	18.63
Grade 4	18	31	36.14	64	50	51.81	18	19	12.05
Grade 5	27	27	20.00	54	48	55.24	19	25	24.76
Grade 6	15	43	40.16	68	43	48.82	17	14	11.02
All Grades	22	32	33.09	60	48	50.36	17	20	16.55

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	19	30	27.45	67	56	50.98	14	14	21.57
Grade 4	23	30	33.73	54	54	46.99	22	16	19.28
Grade 5	23	19	25.71	50	57	47.62	27	23	26.67
Grade 6	27	29	39.37	56	55	44.88	17	16	15.75
All Grades	23	27	31.89	57	56	47.48	20	18	20.62

Conclusions based on this data:

1.

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	103	51	59	50	49	56	50	49	56	48.5	96.1	94.9
Grade 4	121	53	45	64	53	43	63	53	43	52.9	100	95.6
Grade 5	99	68	49	44	68	49	44	68	49	44.4	100	100
Grade 6	127	43	64	55	43	64	55	43	64	43.3	100	100
All Grades	450	215	217	213	213	212	212	213	212	47.3	99.1	97.7

* 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	2430.4	2438.9	2441.3	18	29	30.36	38	24	26.79	26	22	23.21	18	24	19.64
Grade 4	2491.1	2503.0	2481.0	27	36	25.58	36	32	37.21	16	25	13.95	20	8	23.26
Grade 5	2544.1	2520.9	2528.1	41	25	26.53	25	43	42.86	18	13	18.37	16	19	12.24
Grade 6	2552.0	2580.7	2556.0	25	35	25.00	35	42	42.19	24	19	17.19	16	5	15.63
All Grades	N/A	N/A	N/A	27	31	26.89	34	36	37.26	21	19	18.40	18	15	17.45

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	35	32.14	56	35	44.64	22	31	23.21
Grade 4	29	38	32.56	51	45	53.49	21	17	13.95
Grade 5	32	32	28.57	52	43	55.10	14	25	16.33
Grade 6	27	42	39.06	49	44	46.88	20	14	14.06
All Grades	27	36	33.49	52	42	49.53	19	22	16.98

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	24	26.79	64	47	48.21	22	29	25.00
Grade 4	25	25	30.23	57	66	46.51	16	9	23.26
Grade 5	34	37	38.78	43	44	42.86	18	19	18.37
Grade 6	38	44	35.94	44	49	45.31	15	7	18.75
All Grades	28	32	33.02	52	51	45.75	17	16	21.23

	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	26	27	25.00	68	55	58.93	6	18	16.07
Grade 4	25	28	23.26	65	66	60.47	10	6	16.28
Grade 5	41	29	22.45	43	56	69.39	14	15	8.16
Grade 6	15	21	21.88	76	77	65.63	5	2	12.50
All Grades	26	27	23.11	64	62	63.68	8	11	13.21

	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	16	22	26.79	60	59	57.14	24	18	16.07
Grade 4	33	32	25.58	48	64	58.14	17	4	16.28
Grade 5	50	29	32.65	43	54	53.06	7	16	14.29
Grade 6	36	49	34.38	53	47	46.88	7	5	18.75
All Grades	33	32	30.19	51	56	53.30	14	11	16.51

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (Male)

Mathematics

<table>
<tr><td colspan="13" align="center">Overall Participation for Males</td></tr>
<tr>
<td rowspan="2">Grade Level</td>
<td colspan="3" align="center"># of Students Enrolled</td>
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<tr><td>Grade 4</td><td>121</td><td>53</td><td>45</td><td>64</td><td>53</td><td>43</td><td>64</td><td>53</td><td>43</td><td>52.9</td><td>100</td><td>95.6</td></tr>
<tr><td>Grade 5</td><td>99</td><td>68</td><td>49</td><td>44</td><td>68</td><td>49</td><td>44</td><td>68</td><td>49</td><td>44.4</td><td>100</td><td>100</td></tr>
<tr><td>Grade 6</td><td>127</td><td>43</td><td>64</td><td>55</td><td>43</td><td>64</td><td>55</td><td>43</td><td>64</td><td>43.3</td><td>100</td><td>100</td></tr>
<tr><td>All Grades</td><td>450</td><td>215</td><td>217</td><td>213</td><td>213</td><td>212</td><td>213</td><td>213</td><td>212</td><td>47.3</td><td>99.1</td><td>97.7</td></tr>
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<tr><td>Grade 3</td><td>2440.3</td><td>2437.8</td><td>2443.4</td><td>16</td><td>24</td><td>23.21</td><td>46</td><td>35</td><td>35.71</td><td>18</td><td>20</td><td>21.43</td><td>20</td><td>20</td><td>19.64</td></tr>
<tr><td>Grade 4</td><td>2474.9</td><td>2495.8</td><td>2497.8</td><td>11</td><td>26</td><td>32.56</td><td>31</td><td>32</td><td>25.58</td><td>47</td><td>30</td><td>30.23</td><td>11</td><td>11</td><td>11.63</td></tr>
<tr><td>Grade 5</td><td>2540.8</td><td>2515.6</td><td>2512.0</td><td>32</td><td>13</td><td>22.45</td><td>20</td><td>35</td><td>20.41</td><td>36</td><td>32</td><td>30.61</td><td>11</td><td>19</td><td>26.53</td></tr>
<tr><td>Grade 6</td><td>2556.0</td><td>2591.2</td><td>2562.4</td><td>36</td><td>51</td><td>29.69</td><td>24</td><td>19</td><td>32.81</td><td>22</td><td>28</td><td>25.00</td><td>18</td><td>2</td><td>12.50</td></tr>
<tr><td>All Grades</td><td>N/A</td><td>N/A</td><td>N/A</td><td>23</td><td>27</td><td>26.89</td><td>31</td><td>31</td><td>29.25</td><td>31</td><td>28</td><td>26.42</td><td>15</td><td>14</td><td>17.45</td></tr>
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<table>
<tr><td colspan="10" align="center">Concepts & Procedures
Applying mathematical concepts and procedures</td></tr>
<tr>
<td rowspan="2">Grade Level</td>
<td colspan="3" align="center">% Above Standard</td>
<td colspan="3" align="center">% At or Near Standard</td>
<td colspan="3" align="center">% Below Standard</td>
</tr>
<tr>
<td>14-15</td><td>15-16</td><td>16-17</td>
<td>14-15</td><td>15-16</td><td>16-17</td>
<td>14-15</td><td>15-16</td><td>16-17</td>
</tr>
<tr><td>Grade 3</td><td>40</td><td>41</td><td>32.14</td><td>30</td><td>35</td><td>41.07</td><td>30</td><td>24</td><td>26.79</td></tr>
<tr><td>Grade 4</td><td>22</td><td>42</td><td>39.53</td><td>50</td><td>34</td><td>39.53</td><td>28</td><td>25</td><td>20.93</td></tr>
<tr><td>Grade 5</td><td>41</td><td>28</td><td>20.41</td><td>32</td><td>44</td><td>42.86</td><td>27</td><td>28</td><td>36.73</td></tr>
<tr><td>Grade 6</td><td>40</td><td>53</td><td>34.38</td><td>31</td><td>33</td><td>43.75</td><td>27</td><td>14</td><td>21.88</td></tr>
<tr><td>All Grades</td><td>35</td><td>39</td><td>31.60</td><td>37</td><td>37</td><td>41.98</td><td>28</td><td>23</td><td>26.42</td></tr>
</table>

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	34	31	44.64	46	43	35.71	20	27	19.64
Grade 4	14	36	37.21	66	38	51.16	20	26	11.63
Grade 5	34	24	24.49	50	49	46.94	16	28	28.57
Grade 6	22	56	37.50	58	35	45.31	20	9	17.19
All Grades	25	35	36.32	56	42	44.34	19	23	19.34

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	16	33	35.71	72	49	44.64	12	18	19.64
Grade 4	23	32	32.56	55	51	41.86	22	17	25.58
Grade 5	30	18	28.57	48	63	44.90	23	19	26.53
Grade 6	38	33	34.38	44	53	45.31	18	14	20.31
All Grades	27	28	33.02	54	55	44.34	19	17	22.64

Conclusions based on this data:

1.

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	103	42	46	52	41	46	51	41	46	50.5	97.6	100
Grade 4	121	54	41	55	54	40	54	54	40	45.5	100	97.6
Grade 5	99	62	56	55	61	56	55	61	56	55.6	98.4	100
Grade 6	127	60	63	69	59	63	69	59	63	54.3	98.3	100
All Grades	450	218	206	231	215	205	229	215	205	51.3	98.6	99.5

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

Overall Achievement for Females												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2447.7	2466.8	2455.8	29	29	36.96	37	39	15.22	19	24	32.61	13	7	15.22
Grade 4	2526.9	2529.8	2526.0	49	52	42.50	31	33	32.50	15	7	12.50	4	7	12.50
Grade 5	2554.4	2570.8	2551.2	38	44	41.07	35	38	39.29	25	15	8.93	2	3	10.71
Grade 6	2566.2	2591.0	2605.7	22	31	41.27	54	47	47.62	22	22	11.11	3	0	0.00
All Grades	N/A	N/A	N/A	34	40	40.49	40	40	35.12	20	17	15.61	5	4	8.78

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	31	41	36.96	45	49	47.83	24	10	15.22
Grade 4	39	50	42.50	52	44	45.00	9	6	12.50
Grade 5	40	46	51.79	45	48	39.29	15	7	8.93
Grade 6	16	25	42.86	71	64	55.56	13	10	1.59
All Grades	31	40	43.90	55	52	47.32	15	8	8.78

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	29	20	28.26	49	68	50.00	20	12	21.74
Grade 4	44	39	52.50	46	57	42.50	9	4	5.00
Grade 5	44	59	46.43	47	34	46.43	9	7	7.14
Grade 6	38	47	55.56	58	49	39.68	4	3	4.76
All Grades	39	43	46.34	51	51	44.39	10	6	9.27

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	24	24	32.61	67	71	60.87	10	5	6.52
Grade 4	33	26	32.50	63	70	50.00	4	4	17.50
Grade 5	27	28	25.00	64	67	67.86	9	5	7.14
Grade 6	22	20	23.81	74	76	74.60	4	3	1.59
All Grades	26	25	27.80	67	71	64.88	7	4	7.32

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	32	32.61	55	56	54.35	16	12	13.04
Grade 4	43	48	42.50	52	48	50.00	6	4	7.50
Grade 5	47	54	50.00	53	44	39.29	0	2	10.71
Grade 6	35	59	58.73	64	39	39.68	1	2	1.59
All Grades	38	50	47.32	56	46	44.88	5	4	7.80

Conclusions based on this data:

1.

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	103	42	46	52	41	46	51	41	46	50.5	97.6	100
Grade 4	121	54	41	55	54	40	54	54	40	45.5	100	97.6
Grade 5	99	62	56	55	61	56	54	61	56	55.6	98.4	100
Grade 6	127	60	63	69	59	63	69	59	63	54.3	98.3	100
All Grades	450	218	206	231	215	205	228	215	205	51.3	98.6	99.5

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

Overall Achievement for Females												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2433.6	2448.7	2429.5	8	15	17.39	48	46	23.91	29	27	30.43	13	12	28.26
Grade 4	2480.5	2489.8	2504.2	7	17	25.00	38	28	40.00	44	48	30.00	9	7	5.00
Grade 5	2510.6	2522.1	2507.4	15	26	19.64	25	20	19.64	40	36	37.50	18	18	23.21
Grade 6	2543.6	2573.0	2596.9	12	34	44.44	35	31	31.75	43	27	20.63	10	8	3.17
All Grades	N/A	N/A	N/A	10	24	27.80	36	30	28.29	39	35	29.27	13	12	14.63

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	16	27	28.26	59	51	32.61	25	22	39.13
Grade 4	13	22	40.00	63	46	32.50	24	31	27.50
Grade 5	24	28	26.79	41	44	30.36	35	28	42.86
Grade 6	23	49	60.32	51	32	31.75	26	19	7.94
All Grades	19	32	40.00	53	43	31.71	28	25	28.29

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	29	29	23.91	59	59	58.70	12	12	17.39
Grade 4	22	26	35.00	61	63	52.50	15	11	12.50
Grade 5	20	31	16.07	57	48	62.50	22	21	21.43
Grade 6	10	34	42.86	75	49	52.38	14	17	4.76
All Grades	20	30	29.76	64	54	56.59	16	16	13.66

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	22	27	17.39	63	63	58.70	16	10	23.91
Grade 4	22	28	35.00	54	57	52.50	22	15	12.50
Grade 5	19	21	23.21	52	51	50.00	30	28	26.79
Grade 6	19	27	44.44	65	56	44.44	16	17	11.11
All Grades	20	26	30.73	59	56	50.73	21	18	18.54

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (English Learner)

English Language Arts/Literacy

Grade Level	Overall Participation for English Learner											
	# 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	103	10	*	13	10	*	13	10	*	12.6	100	
Grade 4	121	11	*	7	11	*	7	11	*	5.8	100	
Grade 5	99	8	*	5	8	*	5	8	*	5.1	100	
Grade 6		6	*		6	*		6	*		100	
All Grades	450	35	13	25	35	13	25	35	13	5.6	100	100

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

Grade Level	Overall Achievement for English Learner														
	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	2383.7	*	*	0	*	*	31	*	*	23	*	*	46	*	*
Grade 4	*	2476.3	*	*	18	*	*	27	*	*	45	*	*	9	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6		*	*		*	*		*	*		*	*		*	*
All Grades	N/A	N/A	N/A	0	14	0.00	32	37	23.08	32	26	15.38	36	23	61.54

Grade Level	Reading Demonstrating understanding of literary and non-fictional texts								
	% 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	*	*	46	*	*	54	*	*
Grade 4	*	9	*	*	73	*	*	18	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6		*	*		*	*		*	*
All Grades	0	11	0.00	48	60	38.46	52	29	61.54

Grade Level	Writing Producing clear and purposeful writing								
	% 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	*	*	46	*	*	46	*	*
Grade 4	*	18	*	*	73	*	*	9	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6		*	*		*	*		*	*
All Grades	8	20	15.38	48	63	30.77	44	17	53.85

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	*	*	77	*	*	15	*	*
Grade 4	*	9	*	*	82	*	*	9	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6		*	*		*	*		*	*
All Grades	4	11	0.00	68	74	46.15	28	14	53.85

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	*	*	31	*	*	54	*	*
Grade 4	*	18	*	*	73	*	*	9	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6		*	*		*	*		*	*
All Grades	12	26	0.00	52	63	53.85	36	11	46.15

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (English Learner)

Mathematics

<table>
<tr><th colspan="13">Overall Participation for English Learner</th></tr>
<tr><th rowspan="2">Grade Level</th><th colspan="3"># of Students Enrolled</th><th colspan="3"># of Students Tested</th><th colspan="3"># of Students with Scores</th><th colspan="3">% of Enrolled Students Tested</th></tr>
<tr><th>14-15</th><th>15-16</th><th>16-17</th><th>14-15</th><th>15-16</th><th>16-17</th><th>14-15</th><th>15-16</th><th>16-17</th><th>14-15</th><th>15-16</th><th>16-17</th></tr>
<tr><td>Grade 3</td><td>103</td><td>10</td><td>*</td><td>13</td><td>10</td><td>*</td><td>12</td><td>10</td><td>*</td><td>12.6</td><td>100</td><td></td></tr>
<tr><td>Grade 4</td><td>121</td><td>11</td><td>*</td><td>7</td><td>11</td><td>*</td><td>7</td><td>11</td><td>*</td><td>5.8</td><td>100</td><td></td></tr>
<tr><td>Grade 5</td><td>99</td><td>8</td><td>*</td><td>5</td><td>8</td><td>*</td><td>5</td><td>8</td><td>*</td><td>5.1</td><td>100</td><td></td></tr>
<tr><td>Grade 6</td><td></td><td>6</td><td>*</td><td></td><td>6</td><td>*</td><td></td><td>6</td><td>*</td><td></td><td>100</td><td></td></tr>
<tr><td>All Grades</td><td>450</td><td>35</td><td>13</td><td>25</td><td>35</td><td>13</td><td>24</td><td>35</td><td>13</td><td>5.6</td><td>100</td><td>100</td></tr>
</table>

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<table>
<tr><th colspan="16">Overall Achievement for English Learner</th></tr>
<tr><th rowspan="2">Grade Level</th><th colspan="3">Mean Scale Score</th><th colspan="3">% Standard Exceeded</th><th colspan="3">% Standard Met</th><th colspan="3">% Standard Nearly Met</th><th colspan="3">% Standard Not Met</th></tr>
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<tr><td>Grade 3</td><td>2410.3</td><td>*</td><td>*</td><td>0</td><td>*</td><td>*</td><td>46</td><td>*</td><td>*</td><td>15</td><td>*</td><td>*</td><td>31</td><td>*</td><td>*</td></tr>
<tr><td>Grade 4</td><td>*</td><td>2458.3</td><td>*</td><td>*</td><td>0</td><td>*</td><td>*</td><td>18</td><td>*</td><td>*</td><td>73</td><td>*</td><td>*</td><td>9</td><td>*</td></tr>
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<tr><td>Grade 6</td><td></td><td>*</td><td>*</td><td></td><td>*</td><td>*</td><td></td><td>*</td><td>*</td><td></td><td>*</td><td>*</td><td></td><td>*</td><td>*</td></tr>
<tr><td>All Grades</td><td>N/A</td><td>N/A</td><td>N/A</td><td>0</td><td>9</td><td>15.38</td><td>24</td><td>23</td><td>15.38</td><td>40</td><td>49</td><td>15.38</td><td>32</td><td>20</td><td>53.85</td></tr>
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<tr><td>Grade 4</td><td>*</td><td>18</td><td>*</td><td>*</td><td>36</td><td>*</td><td>*</td><td>45</td><td>*</td></tr>
<tr><td>Grade 5</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td></tr>
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<tr><td>All Grades</td><td>17</td><td>20</td><td>15.38</td><td>38</td><td>34</td><td>30.77</td><td>46</td><td>46</td><td>53.85</td></tr>
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<tr><th>14-15</th><th>15-16</th><th>16-17</th><th>14-15</th><th>15-16</th><th>16-17</th><th>14-15</th><th>15-16</th><th>16-17</th></tr>
<tr><td>Grade 3</td><td>8</td><td>*</td><td>*</td><td>67</td><td>*</td><td>*</td><td>25</td><td>*</td><td>*</td></tr>
<tr><td>Grade 4</td><td>*</td><td>9</td><td>*</td><td>*</td><td>64</td><td>*</td><td>*</td><td>27</td><td>*</td></tr>
<tr><td>Grade 5</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td></tr>
<tr><td>Grade 6</td><td></td><td>*</td><td>*</td><td></td><td>*</td><td>*</td><td></td><td>*</td><td>*</td></tr>
<tr><td>All Grades</td><td>4</td><td>14</td><td>15.38</td><td>50</td><td>51</td><td>23.08</td><td>46</td><td>34</td><td>61.54</td></tr>
</table>

	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	17	*	*	42	*	*	42	*	*
Grade 4	*	9	*	*	64	*	*	27	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6		*	*		*	*		*	*
All Grades	8	20	15.38	42	49	15.38	50	31	69.23

Conclusions based on this data:

1.

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	103	1	*	0	1	*	0	1	*	0.0	100	
Grade 4	121	2	*	1	2	*	1	2	*	0.8	100	
Grade 5	99	2	12	7	2	12	7	2	12	7.1	100	100
Grade 6	127	7	*	9	7	*	9	7	*	7.1	100	
All Grades	450	12	36	17	12	36	17	12	36	3.8	100	100

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

Overall Achievement for Reclassified Fluent English Proficient (R-FEP)															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	2536.8	*	*	25.00	*	*	66.67	*	*	0.00	*	*	8.33
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	47	58	38.89	41	33	44.44	12	8	13.89	0	0	2.78

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	25.00	*	*	66.67	*	*	8.33
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	41	58	41.67	53	42	50.00	6	0	8.33

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	50.00	*	*	50.00	*	*	0.00
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	59	50	47.22	35	50	44.44	6	0	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	*	*	*	*	*	*	*	*	*
Grade 5	*	*	0.00	*	*	100.0	*	*	0.00
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	35	58	22.22	65	42	77.78	0	0	0.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	33.33	*	*	66.67	*	*	0.00
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	53	67	36.11	47	33	61.11	0	0	2.78

Conclusions based on this data:

1.

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	103	1	*	0	1	*	0	1	*	0.0	100	
Grade 4	121	2	*	1	2	*	1	2	*	0.8	100	
Grade 5	99	2	12	7	2	12	7	2	12	7.1	100	100
Grade 6	127	7	*	9	7	*	9	7	*	7.1	100	
All Grades	450	12	36	17	12	36	17	12	36	3.8	100	100

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

	Overall Achievement for Reclassified Fluent English Proficient (R-FEP)														
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	2504.1	*	*	8.33	*	*	25.00	*	*	50.00	*	*	16.67
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	59	67	25.00	24	8	27.78	12	17	41.67	6	8	5.56

	Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	8.33	*	*	58.33	*	*	33.33
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	82	75	30.56	6	0	50.00	12	25	19.44

	Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	8.33	*	*	66.67	*	*	25.00
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	59	67	25.00	41	33	61.11	0	0	13.89

Grade Level	Communicating Reasoning Demonstrating ability to support mathematical conclusions								
	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	16.67	*	*	50.00	*	*	33.33
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	41	58	30.56	53	25	52.78	6	17	16.67

Conclusions based on this data:

1.

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	103	8	*	14	8	*	14	8	*	13.6	100	
Grade 4	121	13	*	10	13	*	10	13	*	8.3	100	
Grade 5	99	11	13	6	11	13	6	11	13	6.1	100	100
Grade 6	127	6	*	11	6	*	11	6	*	8.7	100	
All Grades	450	38	35	41	38	35	41	38	35	9.1	100	100

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

Overall Achievement for 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	2360.4	*	*	0	*	*	29	*	*	14	*	*	57	*	*
Grade 4	*	2462.9	*	*	23	*	*	15	*	*	38	*	*	23	*
Grade 5	*	2449.7	2481.4	*	0	7.69	*	36	30.77	*	27	30.77	*	36	30.77
Grade 6	2540.3	*	*	36	*	*	27	*	*	18	*	*	18	*	*
All Grades	N/A	N/A	N/A	10	16	8.57	34	29	28.57	20	32	14.29	37	24	48.57

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	0	*	*	36	*	*	64	*	*
Grade 4	*	8	*	*	46	*	*	46	*
Grade 5	*	9	7.69	*	36	53.85	*	55	38.46
Grade 6	36	*	*	36	*	*	18	*	*
All Grades	12	16	11.43	44	42	45.71	41	42	42.86

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	7	*	*	36	*	*	57	*	*
Grade 4	*	8	*	*	77	*	*	15	*
Grade 5	*	18	15.38	*	45	46.15	*	36	38.46
Grade 6	36	*	*	45	*	*	9	*	*
All Grades	12	13	20.00	51	63	34.29	34	24	45.71

	Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	14	*	*	57	*	*	29	*	*
Grade 4	*	23	*	*	69	*	*	8	*
Grade 5	*	0	7.69	*	73	84.62	*	27	7.69
Grade 6	27	*	*	55	*	*	9	*	*
All Grades	20	11	8.57	54	74	71.43	24	16	20.00

	Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	0	*	*	43	*	*	57	*	*
Grade 4	*	23	*	*	77	*	*	0	*
Grade 5	*	18	15.38	*	64	53.85	*	18	30.77
Grade 6	36	*	*	45	*	*	9	*	*
All Grades	12	26	14.29	49	61	42.86	37	13	42.86

Conclusions based on this data:

1.

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	103	8	*	14	8	*	14	8	*	13.6	100	
Grade 4	121	13	*	10	13	*	9	13	*	8.3	100	
Grade 5	99	11	13	6	11	13	6	11	13	6.1	100	100
Grade 6	127	6	*	11	6	*	11	6	*	8.7	100	
All Grades	450	38	35	41	38	35	40	38	35	9.1	100	100

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

Overall Achievement for 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	2376.9	*	*	0	*	*	29	*	*	7	*	*	64	*	*
Grade 4	*	2446.4	*	*	8	*	*	15	*	*	46	*	*	31	*
Grade 5	*	2454.6	2451.2	*	0	0.00	*	9	7.69	*	55	23.08	*	36	69.23
Grade 6	2523.3	*	*	9	*	*	27	*	*	45	*	*	18	*	*
All Grades	N/A	N/A	N/A	5	8	5.71	24	18	11.43	29	45	34.29	39	29	48.57

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	7	*	*	21	*	*	71	*	*
Grade 4	*	8	*	*	38	*	*	54	*
Grade 5	*	0	7.69	*	55	15.38	*	45	76.92
Grade 6	9	*	*	64	*	*	27	*	*
All Grades	10	16	8.57	35	39	25.71	55	45	65.71

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	7	*	*	36	*	*	57	*	*
Grade 4	*	15	*	*	46	*	*	38	*
Grade 5	*	9	0.00	*	36	61.54	*	55	38.46
Grade 6	9	*	*	64	*	*	27	*	*
All Grades	8	13	5.71	50	53	51.43	43	34	42.86

	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	0	*	*	64	*	*	36	*	*
Grade 4	*	8	*	*	62	*	*	31	*
Grade 5	*	0	0.00	*	55	53.85	*	45	46.15
Grade 6	18	*	*	64	*	*	18	*	*
All Grades	10	13	5.71	55	53	40.00	35	34	54.29

Conclusions based on this data:

1.

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				***		***									
1	38		10	50		60			20	13					10
2	33		38	67		25			25						13
3	45		20	18		20	27		50	9					10
4	50			25		***	25		***						
5			20	100		40			40						
6						***			***						
Total	36		18	46		40	13		35	5					8

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K			9	21	22	27	14	56	45	14	11	9	50	11	9
1	38		18	50	***	55		***	18	13					9
2	22		44	44	***	22	11	***	22				22		11
3	42		20	17		20	25		50	17					10
4	44	***	50	33		33	22		17						
5			20	100		40			40						
6						***			***						
Total	25	7	24	37	29	33	14	50	35	9	7	2	16	7	7

Conclusions based on this data:

1.

School and Student Performance Data

<u>California Data Dashboard (Equity Report)</u>

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Equity Report

Charles Helmers Elementary - Los Angeles County

Enrollment: 731   **Socioeconomically Disadvantaged:** 10%   **English Learners:** 9%   **Foster Youth:** N/A   **Grade Span:** K-6   **Charter School:** No

Reporting Year: Spring 2017

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

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

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)	(blue)	7	1
English Learner Progress (K-12)	(blue)	1	0
English Language Arts (3-8)	(green)	5	0
Mathematics (3-8)	(green)	5	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

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School and Student Performance Data

<u>California Data Dashboard (Status Report)</u>

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Status and Change Report

Charles Helmers Elementary - Los Angeles County

Enrollment: 731   **Socioeconomically Disadvantaged:** 10%   **English Learners:** 9%   **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
Suspension Rate (K-12)	◉	Very Low 0.4%	Maintained 0%
English Learner Progress (K-12)	◉	Very High 93.3%	Increased +5.8%
English Language Arts (3-8)	◉	High 43.2 points above level 3	Increased +13.8 points
Mathematics (3-8)	◉	High 10.2 points above level 3	Increased +14.2 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

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School and Student Performance Data

<u>**California Data Dashboard (Detailed Report)**</u>

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Detailed Report

Charles Helmers Elementary - Los Angeles County

Enrollment: 731   Socioeconomically Disadvantaged: 10%   English Learners: 9%   Foster Youth: N/A   Grade Span: K-6   Charter School: No

Reporting Year: Spring 2017

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

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

| Academic Performance | School Conditions and Climate | Academic Engagement |

State Indicators	All Students Performance	Status	Change
English Learner Progress (K-12)	🔵	Very High 93.3%	Increased +5.8%
English Language Arts (3-8)	🟢	High 43.2 points above level 3	Increased +13.8 points
Mathematics (3-8)	🟢	High 10.2 points above level 3	Increased +14.2 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

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School and Student Performance Data

California Data Dashboard (Student Group Report)

California School **DASHBOARD**

California Department of **EDUCATION**

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Home / Saugus Union - Los Angeles / Charles Helmers Elementary

Student Group Report

Charles Helmers Elementary - Los Angeles County

Enrollment: 731   Socioeconomically Disadvantaged: 10%   English Learners: 9%   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
Suspension Rate (K-12)	Blue	Blue	N/A	N/A	Blue	Red	*	Blue	*	Blue	Blue	*	*	Blue
English Learner Progress (K-12)	Blue	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
English Language Arts (3-8)	Green	Blue	N/A	N/A	Yellow	*	*	Blue	*	*	Green	*	*	Green
Mathematics (3-8)	Green	Green	N/A	N/A	Yellow	*	*	Blue	*	*	Green	*	*	Green

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

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

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

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The Single Plan for Student Achievement   36 of 57   11/27/17

Planned Improvements in Student Performance

<u>**School Goal #1**</u>

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

SUBJECT: Pupil Achievement
LEA GOAL:
Increase Student Achievement
SCHOOL GOAL #1:
Student Achievement
Data Used to Form this Goal:
CAASPP Results CST/CMA Data - Science Physical Fitness Test Benchmark Data - District Writing Benchmarks CELDT Data ADEPT Data
Findings from the Analysis of this Data:
The 2016-2017 CAASP data revealed 417 students were tested in ELA and of those students 70% met or exceeded the standard (a 3% decrease). In the area of Mathematics 417 students were tested in grades 3-6. 56% of these students met or exceeded the standard (a 1% increase). 13 ELD students were tested in ELA and 23% met or exceeded the standard (a 28% decrease). 13 ELD students tested in math and 31% of them met or exceeded the standard (an 1% decrease). The 2016-2017 CST/CMA Science Tests was a pilot test therefore no scores were reported. 84% of Helmers 5th grade students met at least 5 of the 6 criteria on the Physical Fitness Test in 2017. Emphasis will be on increasing Trunk Extension. Helmers reclassified 21 English Learners in 2017.
How the School will Evaluate the Progress of this Goal:
Data from school, district and state assessments will be analyzed to determine goal and/or to monitor progress towards ELD, PFT, and CAASPP goals.
Analysis of Ongoing Progress

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
English Language Arts (ELA) & Math

Administrators and teachers Analyze assessment data and develop a comprehensive instructional program for students at their respective grade levels.

Plan and implement ELA and Math Lessons that align with California State Standards (CSS).

Teachers collaborate with grade level colleagues to develop common assessments, standards based units of study, layered activities and performance tasks.

Administrators to purchase supplemental materials and resources for students identified as needing academic intervention.

Provide instructional assistants for classroom support in Transitional Kindergarten and Kindergarten to work with students needing extra support and /or intervention.

Provide instructional assistants for classroom support in Gr. 1-6 to work with students needing extra support and /or intervention (RTI).

Identify students needing intervention and/or enrichment opportunities (grade level assessments, common assessments, informal assessments).

Administrator to establish a | Students in Gr. TK-6 | Administration, Teachers and Classified Staff | Per Student Enrollment funds used for substitutes for general education teachers to attend IEP's, Professional Planning conference substitutes, and other substitutes as needed. | 2000-2999: Classified Personnel Salaries | Per Pupil | 6,000 |
			Supplemental funds will be used to provide instructional assistants to provide RTI intervention for Gr.1st-6th grade students as identified by teachers.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	7,300
			District funds for site Learning Walk substitutes	None Specified	District Funded	0
			Supplemental funds to purchase research based intervention materials to meet the needs of identified students	4000-4999: Books And Supplies	LCFF - Supplemental	2,000
			Per Student Enrollment Full Day Kindergarten funding will be used to provide Instructional Assistants for Intervention for Kindergarten students as identified by teachers	2000-2999: Classified Personnel Salaries	Per Pupil	10,000

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
computer schedule for all students to access weekly. Administrator to establish a library schedule for all students to access weekly. Administrator to purchase supplemental technology and materials to support implementation of California Standards (such as Ready Common Core). Administrators and all teachers to participate in Learning Walks with targeted focus in the area of Math Rigor (differentiation building concepts to catch grade levels up with CCSS). Provide opportunities for teachers to attend conferences to assist in aligning curriculum to common core standards						
English Language Development (ELD) Teachers implement Systematic ELD program for all English Learners at least 30 minutes per day. Teachers collaborate with grade level and cross grade level colleagues to analyze assessment data and plan systematic ELD instruction. Administrators provide ELD support through the use of ELD coaches and TOSA.	ELD students in grades TK-6	Administration, Teachers, and classified staff	Supplemental funds will be used to provide teachers with release time with TOSAs to plan instruction aligned to the ELA/ELD Framework.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	0
			Supplemental funds will be used to purchase ELD materials to support Systematic ELD instruction	4000-4999: Books And Supplies	LCFF - Supplemental	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
Administrators provide substitute / release time for teachers to administer CELDT and ADEPT Testing. Provide summer school opportunities at another site for students who qualify. Administrators purchase materials and supplies to support English Language Development.			Supplemental funds will be used to provide teachers release time to conduct CELDT testing and ADEPT testing.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	497
Science Teachers provide science instruction in the three domains that align with California State Standards and NGSS for each specific grade level (K-6). Administrators purchase supplemental materials and support student learning and achievement in science. Administrators provide site coaches release time and teachers professional development opportunities aligned with Next Generation Science Standards (NGSS).	All students in grades K-6	Administration, Teachers, and classified staff	Via district funds, Site coaches will attend professional development opportunities for NGSS standards training.	None Specified	District Funded	0
Physical Education Teachers provide all students in grades TK-6 with the state mandated 200 minutes of PE every 10 school days.	All students in grades TK-6	Administration, Teachers, and classified staff	Via district funds, PE TOSA will provide time to sites to assist in PE equipment inventory.	1000-1999: Certificated Personnel Salaries	District Funded	0

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
P.E. TOSA and teachers will inventory PE equipment (at beginning of school year). Purchase necessary P.E. equipment needed to implement P.E. program & yearly 5th Grade Physical Fitness Testing. District and administrator will provide opportunities for professional development as needed for teachers K-6. Administrators, teachers and staff will encourage the participation of all students grades TK-6 in FIT Team and Family Fun Run to prepare for PFT. Administrators will coordinate opportunities for teachers to observe P.E. TOSA teaching lessons to students.			P.E. TOSA observation time will be provided with district PE TOSA to assist teachers in delivery of PE instruction.	1000-1999: Certificated Personnel Salaries	District Funded	0
			Release time provided for 5th grade PFT training at district	1000-1999: Certificated Personnel Salaries	District Funded	0
Visual and Performing Arts (VAPA) Administrators will collaborate with the Performing Arts Center (PAC) liaison and PTA representatives to establish specific grade level activities for the CHORDS program. Administrators will collaborate with Susan Blake and PTA representatives to establish specific grade level art lessons for all students in grades TK-6. Teachers will create layered activities	All student in grades TK-6	Administration, Teachers, PTA	PTA funds will be combined to provide an CHORDS Program for all students TK-6.	None Specified	Parent-Teacher Association (PTA)	0
			PTA allocates funds to provide School Wide Art program with instructor (Susan Blake)	None Specified	Parent-Teacher Association (PTA)	0
			PTA has allocated funds to provide access to the Reflections Art Program for all Helmers students.	None Specified	Parent-Teacher Association (PTA)	0

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
and incorporate the VAPA standards wherever possible, as part of their instruction. Site administrator will purchase materials that support the VAPA standards. Provide Teachers with opportunity to participate in the Kennedy Arts Center program for arts integration within their instruction. Administrators and teachers will encourage all students to participate in the PTA Reflections contest and the District Festival of the Arts program. Students in two 4th grade classes participate in LA Opera program.			District funds have been allocated to provide Kennedy Arts Training to selected teachers to integrate arts in their instruction and share out her learning.	None Specified	District Funded	0
			PTA funds have been allocated to support the growth and development of students in the area of Visual and Performing Arts to provide field trips and assemblies that align with VAPA Standards.	None Specified	Parent-Teacher Association (PTA)	0
			Site funds will be utilized to provide LA Opera program for 2 fourth grade classes.	5800: Professional/Consulting Services And Operating Expenditures	Per Pupil	1,500
Technology Integration Teachers will instruct and allow students to practice typing skills appropriate to their respective grade level in the computer lab, the classroom, and at home. Teachers will provide opportunities for students to participate in the AR program in the classroom and library. The Library/Media Specialist will recommend purchases to support the AR program within the library. All students in grades 1-6 will be	All students in grades TK-6	Administration, Teachers, Classified staff	District funded Accelerated Readers access will be provided to all Helmers students	None Specified	District Funded	0
			PTA funds will be provided to purchase student literature books in line with Common Core and AR reading.	None Specified	Parent-Teacher Association (PTA)	0
			District funds will be allocated to provide access to Typing Club online typing program.	5000-5999: Services And Other Operating Expenditures	District Funded	0

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
provided with access to Typing Club Administrator will provide opportunities for professional development to teachers as part of the chromebook roll-out. Administrators will provide opportunities for professional development to teacher as part of the interactive flat panel roll-out. Administrators will coordinate opportunities for teachers to observe Tech TOSA teaching lessons to students.						
Social Studies Teachers will provide instruction to all students according to the appropriate California Social Studies standards for their grade level. PTA will provide opportunities for field trips and assemblies.	All students in grades K-6	Administration, Teachers, PTA	PTA funds have been allocated to support the growth and development of students in the area of Social Studies via hands on field trips and assemblies that align with Social Studies Standards.	None Specified	Parent-Teacher Association (PTA)	0
Differentiated Instruction for students with IEP's and/or GATE Identification: GATE All 3rd through 6th grade teachers will use GATE Depth & Complexity, and Content Imperative icons to differentiate instruction.	Identified GATE students in grades 4-6, all 3rd grade students, students who have an IEP.	Administration, Teachers, classified staff	Site funds will be used to provide release time for GATE Coordinator to conduct Universal Screening of all students in grade 3	2000-2999: Classified Personnel Salaries	Unrestricted	300

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All students in Grade 3 will be evaluated for GATE qualification in the spring 2018. Administrator will purchase materials necessary to support students identified as GATE. Special Education Special Education teachers and site administrator will meet at the beginning and end of the year to schedule IEPs and meeting the needs of students with IEPs. Special Education teachers will review student IEP goals with assigned classroom teachers. Special Education and classroom teachers will collaborate on schedules to meet students with IEPs. Administrators will provide release time for Special Education Teacher and General Education Teachers to attend IEP meetings when needed. Administrators will provide opportunities for necessary teachers and staff to attend annual NCI training.			Site funds have been earmarked to purchase GATE materials which help teachers to meet the needs of gifted learners.	4000-4999: Books And Supplies	Unrestricted	1,459
			Supplemental funds will be used for substitute teachers to provide release time for special education teachers and general education teachers to attend IEP's.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	0
			Supplemental funds will be used for release time for necessary teachers to attend annual NCI training.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	500

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Implementation of State Standards
LEA GOAL:
Increase meaningful and purposeful student and parent engagement
SCHOOL GOAL #2:
Student and Parent Engagement
Data Used to Form this Goal:
Data from student surveys Data from parent surveys Data from School Site Council surveys Student attendance data Electronic accounting of emails, websites, etc.
Findings from the Analysis of this Data:
According to the annual School Site Council survey data from parent surveys show an overall high level of satisfaction with school programs. Data shows an overall parent concern for student safety at school in regards to facilities. Parent attendance at thematic days, such as Muffins for Moms and Doughnuts for Dad, has increased. Approximately 60% of the stakeholders read the electronic weekly newsletter, The Helmers Happenings. Attendance records indicate that Helmers has a 97% attendance rate with a number of students who consistently arrive at school tardy and/or who have unexcused absences. Students appear to be happy at school based upon the low number of referrals to the office for disciplinary issues. Data from student surveys as to feelings of connectedness and safety show that 96% of students feel safe and connected at school. 4.1% of the students surveyed report that student safety continues to be an area of concern.
How the School will Evaluate the Progress of this Goal:
Data from the 2017-2018 surveys of parents and students and records of electronic comuinication will provide affirmation.
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
Student Engagement All Students will complete a survey about their connectedness and sense of safety at school. Teachers will instruct students in conflict resolution strategies, using the Caring Schools curriculum as part of their class meetings. Teachers will collaborate across grade levels to create Buddy Activities for their respective students. The student-led Valet program will train students in grades 4-6 to assist with morning student drop-off procedures. Students in Grades 4-6 will have the opportunity to participate in Student Service program. Students and staff will participate in Character Counts Program to promote kindness for others. Students and staff will participate in a weekly Monday Morning Assembly to foster a sense of community and connectedness. Students will participate in Student Service led Spirit Days and community service programs to foster a sense of community and connectedness. Peace Patrol students are trained as	All students in grades TK-6	Administration, Teachers and Classified staff	Site funds used to purchase materials and supplies for awards and recognitions for Character Awards, PBIS materials, and end of year awards.	4000-4999: Books And Supplies	Per Pupil	1000

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
peer counselors to assist the campus supervisors as mediators for conflict resolution, using Peace Patrol materials. Students will be recognized for Student of the Month Character Awards held monthly during Monday Morning Assembly. Student birthdays announced weekly during Monday Morning Assembly. Birthday pencils purchased for students Students will participate in daily student led, school wide Pledge of Allegiance and morning announcements over the P.A. system. Students caught being good/helpful will earn Helpful Husky slips and have the opportunity to have their name drawn weekly for certificate and opportunity for lunch with the principal & Admin. Intern. Administrators and Campus Supervisors will provide Free Recesses to classes as part of Character Counts incentives. Provide Counseling services to support school engagement and achievement. Provide opportunities for students in grades 4-6 to participate in Circle of Friends. Provide opportunities for staff to						

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
attend PBIS year 2 professional development and meetings.						
Parent Engagement

Parents will receive electronic newsletters and special announcements weekly (i.e. Helmers Happenings)

Parents will receive letters regarding unexcused absences and tardies and will have to observe the follow-up demands, based upon letter.

The School Site Council will survey the Helmers families for input and affirmation of school programs.

Administrator will provide personnel for interpretation and or translation at meetings for which the parent has requested.

Administrator and all stakeholders will create a calendar of events for parents.

Administrator, teachers, and PTA will schedule outreach events for all stakeholders (Donuts for Dad's & Dudes, Muffins for Moms, Grandparents' Day, Volunteer Tea).

Teachers will utilize software, websites, and other similar devices to keep parents informed as to student achievement, progress, and behavior (Remind 101, Class Dojo, Jupiter | | | Site funds will be used for interpreter for various parent meetings (i.e. ELAC meetings, IEP's, parent conferences) | 1000-1999: Certificated Personnel Salaries | Per Pupil | 500 |
			Site Full Time Equivalent (upper grade money) funding will be used to purchase individual Jupiter Grade licenses for upper grade teachers who request them.	5000-5999: Services And Other Operating Expenditures	Per Pupil	550
			PTA Funding used to support out reach events	None Specified	Parent-Teacher Association (PTA)	0
			PTA Funding for materials and supplies to run event	None Specified	Parent-Teacher Association (PTA)	0

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grades, Shutterfly) Parent Volunteers will assist with supervising student volunteers for Student Valet Program. Administrator will schedule and conduct parent meetings (School Site Council, ELAC, GATE) Keep records of attendance at each parent meeting and classroom volunteer hours. Room parent volunteers to assist with FIT Team 2 times/month at FIT Team stations. Opportunities for parents to volunteer in the classroom based on teacher need and scheduling.						

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Parent Involvement
LEA GOAL:
Provide an Appropriate Basic Condition of Learning
SCHOOL GOAL #3:
School Climate
Data Used to Form this Goal:
Data from School Site Council Parent Survey Data collected from student School Safety and Connectedness survey
Findings from the Analysis of this Data:
Parents and students are generally happy with Helmers. The area of school safety was the area of most concern from both surveys.
How the School will Evaluate the Progress of this Goal:
Attendance records from parent meetings (Site Council, PTA, ELAC Meetings, etc.) Attendance records from classroom volunteer hours
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
School Site Council to conduct survey of parents in the spring of 2018. Conduct student school climate survey in grades K-6 in the spring of 2018.	All students in grades TK-6	Administration, Teachers, Classified Staff		None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct staff school climate survey for all staff in the spring of 2018. Administrator will conduct weekly Monday Morning spirit assemblies. Provide Student of the Month recognition, and other incentives to promote good character and citizenship skills. Provide campus supervisor meetings 4 times per year to ensure student safety and a positive school climate. Use of school psychologist and/or school counselor to assist and intervene as needed. Administrator will work closely with office staff to ensure a positive and welcoming climate in the front office. Administrator will work closely with custodial staff to ensure all safety needs are met and the campus is clean and secure. Administrator will work with Disaster Team to purchase materials & supplies needed for disaster preparedness.			Purchase of disaster materials and supplies for disaster preparedness.	4000-4999: Books And Supplies	Per Pupil	2,193

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

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

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
District Funded	0.00
LCFF - Supplemental	11,297.00
Parent-Teacher Association (PTA)	0.00
Per Pupil	21,743.00
Unrestricted	1,759.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	500.00
2000-2999: Classified Personnel Salaries	24,597.00
4000-4999: Books And Supplies	7,652.00
5000-5999: Services And Other Operating Expenditures	550.00
5800: Professional/Consulting Services And Operating	1,500.00
None Specified	0.00

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	0.00
5000-5999: Services And Other Operating	District Funded	0.00
None Specified	District Funded	0.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	8,297.00
4000-4999: Books And Supplies	LCFF - Supplemental	3,000.00
None Specified	Parent-Teacher Association (PTA)	0.00
1000-1999: Certificated Personnel Salaries	Per Pupil	500.00
2000-2999: Classified Personnel Salaries	Per Pupil	16,000.00
4000-4999: Books And Supplies	Per Pupil	3,193.00
5000-5999: Services And Other Operating	Per Pupil	550.00
5800: Professional/Consulting Services And	Per Pupil	1,500.00
2000-2999: Classified Personnel Salaries	Unrestricted	300.00
4000-4999: Books And Supplies	Unrestricted	1,459.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	30,556.00
Goal 2	2,050.00
Goal 3	2,193.00

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
Pete Bland	X				
Clara McGee				X	
Diane Orion				X	
Alba Sandoval				X	
Oana Taylor				X	
Ulysses Taylor				X	
Suzanne Dunn		X			
Emily Hartmann		X			
Marie Russo		X			
Rossanna Robins			X		
Michelle White (Admin Intern)			X		
Numbers of members of each category:	**1**	**3**	**2**	**5**	

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)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 11-16-17.

Attested:

Pete Bland
_____   _____   _____
Typed Name of School Principal   Signature of School Principal   Date

Clara McGee
_____   _____   _____
Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)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):**

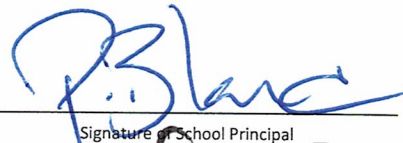|		
	State Compensatory Education Advisory Committee	_____ Signature
X	English Learner Advisory Committee	_____ Signature
	Special Education Advisory Committee	_____ Signature
	Gifted and Talented Education Program Advisory Committee	_____ Signature
	District/School Liaison Team for schools in Program Improvement	_____ Signature
	Compensatory Education Advisory Committee	_____ Signature
	Departmental Advisory Committee (secondary)	_____ Signature
	Other committees established by the school or district (list):	_____ Signature

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Attested:

Pete Bland	P. Bland	11-16-17
Typed Name of School Principal	Signature of School Principal	Date
Clara McGee		11/16/2017
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date