

The Single Plan for Student Achievement

School: Emblem Academy
CDS Code: 19649986022669
District: Saugus Union Elementary School District
Principal: Jon Baker
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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

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School Vision and Mission

Emblem Academy's Vision and Mission Statements

Mission Statement:

To create a dynamic learning environment where all students, teachers and parents become involved in the learning process promoting excellence in education and 21st century skills that include:

- * Creativity and innovation
- * Critical Thinking
- * Communication
- * Collaboration

Vision:

Mastery of Common Core Standards and integration of ESTEEM concepts to generate enthusiasm in the STEM fields.

School Pledge:

As an Emblem Eagle I pledge to . . .

Give my best today

Strive for excellence the Emblem way.

Embrace ethics and take pride in all I do

To be a 21st century learner at home and at school.

I am an Emblem Eagle through and through!

Eagle! Eagle! Eagle! Soar! Soar! Soar!

Emblem Academy Song

Emblem Academy School of our youth,

To do our best we will try Reaching up into the sky.

Like an eagle soaring higher and higher

Emblem Academy

In our heart you'll always be.

Shouting E – M – B – L – E – M!

A place for friends and family.

Yeah!

Motto:

Eagle! Eagle! Eagle! . . Soar! Soar! Soar!

School Profile

Emblem Academy is located in the heart of Santa Clarita. The majority of the student population comes from outside Emblem's boundary. Emblem has been recognized as a National Blue Ribbon School, California Gold Ribbon School, California Distinguished School and had earned the Golden Bell award. There are 850 Transitional Kindergarten-grade 6 students. Emblem houses approximately 58 Regional Autism Students from the Santa Clarita Valley Special Education Local Plan Area (SELPA).

Population Distribution:

Not Hispanic or Latin - 70.2%

Hispanic or Latin - 28.1%

American Indian or Alaska - 0.9%

Asian - 8.5%

Pacific Islander - 0.2%

Filipino - 4.9%
Black or African American - 4.9%
White - 78.3%
Male - 336
Female - 241

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 surveys are done annually to determine the strengths and weaknesses of Emblem's programs and climate. Results from 2016-2017 Parent survey include (% = Parent agreement):

1. My child is having a positive school experience. 98.6%
2. The principal, staff, parents, and students work together to promote a positive school experience for students. 99.5%
3. My child feels safe at Emblem. 100%
4. The school buildings and grounds are clean and well kept. 97.7%
5. Emblem's character education program promotes school pride and positive self-esteem. 99.5%
6. Administrators are accessible and respond promptly to student needs and parent concerns. 99.0%
7. The teacher is accessible and responds promptly to student needs and parent concerns. 99.0%
8. School rules are enforced in the classroom. 99.5%
9. School rules are enforced on the yard. 97.2%
10. Teachers regularly inform parents of their child's educational progress. 98.6%
11. I am well informed of school information, activities, and events. 98.6%
12. Do you feel welcomed to volunteer for school events. 99.0%
13. Emblem's academic program meets my child's needs. 99.5%
14. I am happy with Emblem Academy. 99.5%
15. My child was enriched through STEMinars. 100%
16. Classroom and school-wide activities adequately support Emblem's ESTEEM focus. 99.5%

The following responses are from parents with students receiving specific services. (Agree - Disagree)

17. Program meets the needs of special education students (RSP). 11 - 0
18. Program meets the needs of special education students (Speech). 33 - 2
19. Program meets the needs of gifted and talented students (GATE). 17 - 1
20. Program meets the needs of English language learners (ELL). 6 - 0
21. Program meets the needs of Regional Autism Program students (RAP). 12 - 0

Classroom Observations

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

Classroom observations are done formally and informally by site administration on a frequent basis. This year Emblem began Learning Walks with staff to identify strengths and weaknesses of current instructional program.

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)

Data from state assessments is analyzed each year and results are used to plan instruction. Local assessment results, including district benchmark assessments, publisher tests, and teacher made tests are used to drive instruction.

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

Teachers monitor student progress using publisher and teacher made assessments. School also monitors progress in 5th grade science and Physical Education through state testing. Some students also assessed by CMA and CAPA State tests.

Staffing and Professional Development

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

All certificated general education teachers at Emblem are highly qualified.

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

All Emblem teachers are credentialed and in compliance with State credentialing requirements

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

Emblem teachers participate in weekly staff meetings and monthly grade level meetings. Site based staff developments are centered on improving student performance through enhancement of professional practice. Emblem teachers analyze student data to assess their needs. Teacher input is used when planning staff development. Emblem teachers also participate in district staff development opportunities based on district focus and need.

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

Teachers are provided District professional development. For example teachers have two days of training on Standards Based Units of Study.

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

Teachers are provided 70 minutes of Collaborative Instructional Planning time per week.

Teaching and Learning

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

The Emblem teaching staff and principal are committed to ensuring that all students receive standards based instruction. Standards are used for long range curriculum planning and daily lessons.

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

All teachers are expected to adhere to district and state guidelines for instructional minutes, including thirty minutes of ELD instruction daily.

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

Teachers have been designing their own pacing schedule based on Common Core Standards.

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

Standards based textbooks and materials are available for all students. Emblem participates in the district's adoption process.

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)

District adopted textbooks are used to support standards based aligned instruction.

Opportunity and Equal Educational Access

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

Students participate in three time weekly RtI at which time they receive instruction based on individual areas of need. Students also receive small group and one-on-one instruction in the classroom. Classroom instruction is differentiated to support all learners. Instructional assistants provide additional support and intervention.

14. Research-based educational practices to raise student achievement

Many resources are available to our families including the school counselor, Resource Teacher, speech therapist, psychologist, principal, parent volunteers and PFO. We partner with Operation School Bell and the STAR program.

Parental Involvement

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

PTA funds support ESEA through field trips, STEM program, After School Enrichment, Family Nights, and assemblies

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)

Funding

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

Instructional assistants support in class instruction and provide intervention through the Great Leaps fluency program and assistance in RtI classes. An ELD assistant provides in class support for English Language Learners. Classroom teachers provide differentiated instruction for GATE students. Staff development and materials are provided through GATE funds.

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

Ample funding of programs may hinder achievement of 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	87	81	110	86	80	108	86	80	108	98.9	98.8	98.2
Grade 4	92	85	89	92	84	89	92	84	89	100.0	98.8	100
Grade 5	86	88	89	77	87	89	77	87	89	89.5	98.9	100
Grade 6	62	75	94	62	72	92	62	71	92	100.0	96	97.9
All Grades	327	329	382	317	323	378	317	322	378	96.9	98.2	99

* 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	2473.3	2476.6	2471.0	47	45	45.37	21	33	25.00	21	14	16.67	12	9	12.96
Grade 4	2516.0	2524.0	2523.3	53	46	50.56	17	37	23.60	11	5	17.98	18	12	7.87
Grade 5	2545.4	2552.4	2550.3	34	39	38.20	39	36	34.83	18	14	15.73	9	11	11.24
Grade 6	2565.5	2591.1	2584.2	23	42	40.22	52	37	40.22	15	13	9.78	11	8	9.78
All Grades	N/A	N/A	N/A	41	43	43.65	30	35	30.69	16	11	15.08	13	10	10.58

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	40	34	37.04	44	58	46.30	16	9	16.67
Grade 4	45	42	47.19	37	49	47.19	18	10	5.62
Grade 5	39	48	37.08	45	34	51.69	16	17	11.24
Grade 6	31	44	40.22	56	49	50.00	13	7	9.78
All Grades	39	42	40.21	45	47	48.68	16	11	11.11

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	48	45	46.30	31	44	37.96	21	11	15.74
Grade 4	45	39	41.57	41	49	50.56	14	12	7.87
Grade 5	43	39	48.86	42	49	38.64	16	11	12.50
Grade 6	32	45	45.65	56	44	40.22	11	11	14.13
All Grades	43	42	45.62	42	47	41.64	16	11	12.73

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	33	35	30.56	64	61	60.19	3	4	9.26
Grade 4	33	33	23.60	58	61	70.79	10	6	5.62
Grade 5	25	25	33.71	68	62	59.55	8	13	6.74
Grade 6	26	39	31.52	65	58	59.78	10	3	8.70
All Grades	29	33	29.89	63	61	62.43	8	7	7.67

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	48	34	41.67	45	60	50.00	7	6	8.33
Grade 4	48	50	40.45	41	40	51.69	11	10	7.87
Grade 5	44	59	38.20	47	36	50.56	9	6	11.24
Grade 6	42	54	52.17	53	38	41.30	5	8	6.52
All Grades	46	49	43.12	46	43	48.41	8	7	8.47

Conclusions based on this data:

1. The greatest percentage of all students "Below Standard" was 12.73% in Writing (producing clear and purposeful writing.)
2. The greatest percentage of all students "Above Standard" was 45.62% in Writing (producing clear and purposeful writing.)
3. 62.43% of all students were "At or Near Standard" in Listening (demonstrating effective communication skills.) This presents a huge opportunity for moving students forward. Therefore, Learning walks will focus on Listening lessons.

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	87	81	110	86	80	108	86	80	108	98.9	98.8	98.2
Grade 4	92	85	89	92	84	89	92	84	89	100.0	98.8	100
Grade 5	86	88	89	77	87	89	77	87	89	89.5	98.9	100
Grade 6	62	75	94	62	72	92	62	72	92	100.0	96	97.9
All Grades	327	329	382	317	323	378	317	323	378	96.9	98.2	99

* 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	2462.7	2486.4	2491.9	37	48	42.59	29	31	32.41	19	15	19.44	15	6	5.56
Grade 4	2502.4	2512.3	2515.3	27	27	34.83	35	37	28.09	26	27	29.21	12	8	7.87
Grade 5	2526.3	2530.8	2529.3	26	31	28.09	27	28	30.34	27	26	25.84	19	15	15.73
Grade 6	2569.0	2589.0	2567.4	29	44	39.13	29	22	27.17	35	22	17.39	6	11	16.30
All Grades	N/A	N/A	N/A	30	37	36.51	30	30	29.63	26	23	22.75	14	10	11.11

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	52	64	54.63	29	29	36.11	19	8	9.26
Grade 4	43	46	51.69	36	36	32.58	21	18	15.73
Grade 5	34	39	38.20	42	37	35.96	25	24	25.84
Grade 6	44	51	47.83	37	29	29.35	19	19	22.83
All Grades	44	50	48.41	36	33	33.60	21	17	17.99

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	37	55	49.07	42	36	43.52	21	9	7.41
Grade 4	28	38	38.20	54	46	46.07	17	15	15.73
Grade 5	30	30	32.58	48	48	48.31	22	22	19.10
Grade 6	21	43	42.39	69	44	39.13	10	13	18.48
All Grades	30	41	41.01	52	44	44.18	18	15	14.81

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	48	48	51.85	38	45	43.52	14	8	4.63
Grade 4	36	38	42.70	47	49	44.94	17	13	12.36
Grade 5	27	23	26.97	52	59	55.06	21	18	17.98
Grade 6	29	35	36.96	53	54	42.39	18	11	20.65
All Grades	36	36	40.21	47	52	46.30	17	13	13.49

Conclusions based on this data:

1. The number of students at "Below Standard" for each "Claim" continued to increase for each sequential year in mathematics.
2. The number of students at "Above Standard" for each "Claim" continued to decrease for each sequential year in mathematics.
3. The number of students scoring "At or Near Standard" for each claim included:
 - Concepts & Procedures Applying mathematical concepts and procedures = 33.6%
 - Problem Solving & Modeling/Data Analysis = 44.18%
 - Communicating Reasoning = 46.30%

These percentages are very high and present a great opportunity for moving students to the next level of academic achievement.

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	87	51	64	36	50	64	36	50	64	41.4	98	100
Grade 4	92	34	51	48	34	51	48	34	51	52.2	100	100
Grade 5	86	49	37	45	49	37	45	49	37	52.3	100	100
Grade 6	62	45	50	33	44	50	33	43	50	53.2	97.8	100
All Grades	327	179	202	162	177	202	162	176	202	49.5	98.9	100

* 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	2447.2	2458.8	2461.7	36	34	37.50	17	38	28.13	33	16	21.88	14	12	12.50
Grade 4	2507.5	2509.1	2513.0	54	35	45.10	17	44	25.49	10	9	21.57	19	12	7.84
Grade 5	2548.3	2546.8	2533.8	36	33	32.43	36	41	35.14	22	14	24.32	7	12	8.11
Grade 6	2547.6	2599.8	2577.0	9	53	40.00	61	26	42.00	18	14	6.00	12	7	12.00
All Grades	N/A	N/A	N/A	36	39	39.11	31	37	32.18	20	14	18.32	13	11	10.40

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	25	30	28.13	47	56	54.69	28	14	17.19
Grade 4	40	38	43.14	42	53	49.02	19	9	7.84
Grade 5	40	41	24.32	47	41	67.57	13	18	8.11
Grade 6	18	49	40.00	64	44	50.00	18	7	10.00
All Grades	32	39	34.16	49	48	54.46	19	13	11.39

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	31	34	43.75	44	50	39.06	25	16	17.19
Grade 4	40	26	31.37	44	62	62.75	17	12	5.88
Grade 5	44	39	37.84	38	47	48.65	18	14	13.51
Grade 6	21	47	46.00	64	44	36.00	15	9	18.00
All Grades	35	37	40.10	46	50	46.04	19	13	13.86

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	22	28	26.56	75	66	67.19	3	6	6.25
Grade 4	33	32	21.57	54	62	72.55	13	6	5.88
Grade 5	29	31	21.62	67	55	70.27	4	14	8.11
Grade 6	18	47	32.00	70	51	58.00	12	2	10.00
All Grades	27	34	25.74	65	59	66.83	8	7	7.43

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	36	22	39.06	58	70	51.56	6	8	9.38
Grade 4	46	38	39.22	40	47	52.94	15	15	7.84
Grade 5	42	63	35.14	51	31	56.76	7	6	8.11
Grade 6	39	58	46.00	58	33	46.00	3	9	8.00
All Grades	41	45	40.10	51	45	51.49	8	9	8.42

Conclusions based on this data:

1. Greatest percentage of boys below standard was 13.86 % in Writing
2. Greatest percentage of boys above standard was 40.1% in Writing and Research/Inquiry }
3. 66.83% of boys were at or near standard in Listening.}

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	87	51	64	36	50	64	36	50	64	41.4	98	100
Grade 4	92	34	51	48	34	51	48	34	51	52.2	100	100
Grade 5	86	49	37	45	49	37	45	49	37	52.3	100	100
Grade 6	62	45	50	33	44	50	33	44	50	53.2	97.8	100
All Grades	327	179	202	162	177	202	162	177	202	49.5	98.9	100

* 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	2459.6	2476.8	2496.3	36	42	46.88	28	32	31.25	19	18	17.19	17	8	4.69
Grade 4	2507.1	2517.4	2518.3	33	26	35.29	33	44	29.41	23	21	31.37	10	9	3.92
Grade 5	2537.2	2537.6	2533.8	33	33	29.73	22	31	35.14	29	24	21.62	16	12	13.51
Grade 6	2557.9	2607.7	2562.7	24	55	36.00	30	18	32.00	36	18	14.00	9	9	18.00
All Grades	N/A	N/A	N/A	32	40	38.12	28	31	31.68	27	20	20.79	13	10	9.41

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	56	64	54.69	28	26	39.06	17	10	6.25
Grade 4	50	56	52.94	33	26	31.37	17	18	15.69
Grade 5	42	41	35.14	36	37	37.84	22	22	27.03
Grade 6	39	64	44.00	33	16	34.00	27	20	22.00
All Grades	47	56	48.02	33	27	35.64	20	18	16.34

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	36	50	53.13	39	38	42.19	25	12	4.69
Grade 4	33	44	43.14	48	44	43.14	19	12	13.73
Grade 5	31	33	43.24	47	51	40.54	22	16	16.22
Grade 6	15	55	44.00	76	34	38.00	9	11	18.00
All Grades	30	45	46.53	51	42	41.09	19	13	12.38

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	42	46	56.25	39	44	37.50	19	10	6.25
Grade 4	38	32	45.10	46	59	43.14	17	9	11.76
Grade 5	31	22	29.73	53	61	54.05	16	16	16.22
Grade 6	21	43	34.00	58	50	46.00	21	7	20.00
All Grades	33	36	43.07	49	53	44.06	18	11	12.87

Conclusions based on this data:

1. Greatest percentage of boys below standard was 16.34% in applying mathematical concepts and procedures.
2. Greatest percentage of boys above standard was 40.1% in applying mathematical concepts and procedures.
3. 48.02% of boys were at or near standard in Concepts & Procedures Applying mathematical concepts and procedures

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	87	30	46	50	30	44	50	30	44	57.5	100	95.7
Grade 4	92	51	38	44	50	38	44	50	38	47.8	98	100
Grade 5	86	39	52	32	38	52	32	38	52	37.2	97.4	100
Grade 6	62	30	44	29	28	42	29	28	42	46.8	93.3	95.5
All Grades	327	150	180	155	146	176	155	146	176	47.4	97.3	97.8

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

Overall Achievement for 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	2492.0	2506.3	2484.5	54	63	56.82	24	23	20.45	12	10	9.09	10	3	13.64
Grade 4	2525.2	2534.2	2537.1	52	54	57.89	18	32	21.05	11	2	13.16	18	12	7.89
Grade 5	2541.4	2559.5	2562.0	31	47	42.31	44	29	34.62	13	13	9.62	13	11	13.46
Grade 6	2585.9	2577.8	2592.8	38	25	40.48	41	54	38.10	10	11	14.29	10	11	7.14
All Grades	N/A	N/A	N/A	46	49	48.86	30	34	28.98	12	8	11.36	13	10	10.80

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	50	40	50.00	42	60	34.09	8	0	15.91
Grade 4	50	44	52.63	32	46	44.74	18	10	2.63
Grade 5	38	58	46.15	44	26	40.38	19	16	13.46
Grade 6	45	36	40.48	48	57	50.00	7	7	9.52
All Grades	46	45	47.16	41	46	42.05	13	9	10.80

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	60	63	50.00	22	33	36.36	18	3	13.64
Grade 4	50	48	55.26	39	40	34.21	11	12	10.53
Grade 5	41	39	56.86	47	53	31.37	13	8	11.76
Grade 6	45	43	45.24	48	43	45.24	7	14	9.52
All Grades	50	48	52.00	37	42	36.57	13	10	11.43

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	40	47	36.36	56	53	50.00	4	0	13.64
Grade 4	32	34	26.32	61	60	68.42	7	6	5.26
Grade 5	19	18	42.31	69	71	51.92	13	11	5.77
Grade 6	34	29	30.95	59	68	61.90	7	4	7.14
All Grades	32	32	34.66	61	63	57.39	7	5	7.95

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	56	53	45.45	36	43	47.73	8	3	6.82
Grade 4	50	58	42.11	43	36	50.00	7	6	7.89
Grade 5	47	53	40.38	41	42	46.15	13	5	13.46
Grade 6	45	46	59.52	48	46	35.71	7	7	4.76
All Grades	50	53	46.59	41	41	44.89	8	5	8.52

Conclusions based on this data:

1. Greatest percentage of girls below standard was 11.43% in Writing (producing clear and purposeful writing)..
2. Greatest percentage of girls above standard was 52% in Writing (producing clear and purposeful writing).}
3. 57.39% of girls were at or near standard in Listening demonstrating effective communication skills.}

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	87	30	46	50	30	44	50	30	44	57.5	100	95.7
Grade 4	92	51	38	44	50	38	44	50	38	47.8	98	100
Grade 5	86	39	52	32	38	52	32	38	52	37.2	97.4	100
Grade 6	62	30	44	29	28	42	29	28	42	46.8	93.3	95.5
All Grades	327	150	180	155	146	176	155	146	176	47.4	97.3	97.8

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

Overall Achievement for 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	2464.9	2502.2	2485.5	38	57	36.36	30	30	34.09	18	10	22.73	14	3	6.82
Grade 4	2497.4	2508.8	2511.4	20	28	34.21	36	32	26.32	30	32	26.32	14	8	13.16
Grade 5	2511.1	2521.9	2526.1	16	29	26.92	34	24	26.92	25	29	28.85	25	18	17.31
Grade 6	2581.7	2559.5	2573.0	34	29	42.86	28	29	21.43	34	29	21.43	3	14	14.29
All Grades	N/A	N/A	N/A	28	34	34.66	32	29	27.27	26	26	25.00	14	11	13.07

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	50	63	54.55	30	33	31.82	20	3	13.64
Grade 4	36	40	50.00	39	42	34.21	25	18	15.79
Grade 5	22	37	40.38	50	37	34.62	28	26	25.00
Grade 6	48	32	52.38	41	50	23.81	10	18	23.81
All Grades	40	42	48.86	39	40	31.25	21	17	19.89

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	38	63	43.18	44	33	45.45	18	3	11.36
Grade 4	23	34	31.58	61	48	50.00	16	18	18.42
Grade 5	28	26	25.00	50	45	53.85	22	29	21.15
Grade 6	28	25	40.48	62	61	40.48	10	14	19.05
All Grades	30	36	34.66	54	47	47.73	17	17	17.61

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	52	50	45.45	38	47	52.27	10	3	2.27
Grade 4	34	42	39.47	48	42	47.37	18	16	13.16
Grade 5	22	24	25.00	50	55	55.77	28	21	19.23
Grade 6	38	21	40.48	48	61	38.10	14	18	21.43
All Grades	38	35	36.93	45	50	48.86	17	15	14.20

Conclusions based on this data:

1. Greatest percentage of girls below standard was 21% in applying mathematical concepts and procedures.
2. Greatest percentage of girls above standard was 40% in applying mathematical concepts and procedures.
3. 54% of girls were at or near standard in using appropriate tools and strategies to solve real world and mathematical problems.

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	87	7	*	12	7	*	12	7	*	13.8	100	
Grade 4	92	10	*	8	10	*	8	10	*	8.7	100	
Grade 5	86	5	*	4	5	*	4	5	*	4.7	100	
Grade 6	62	3	*	7	3	*	7	3	*	11.3	100	
All Grades	327	25	21	31	25	20	31	25	20	9.5	100	95.2

* 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	2398.4	*	*	17	*	*	17	*	*	25	*	*	42	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	10	8	10.00	29	44	30.00	23	16	25.00	39	32	35.00

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	17	*	*	33	*	*	50	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	23	12	10.00	35	64	65.00	42	24	25.00

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	*	*	42	*	*	42	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	10	12	10.00	58	60	45.00	32	28	45.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	*	*	75	*	*	8	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	10	12	5.00	65	72	70.00	26	16	25.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	*	*	50	*	*	33	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	13	24	10.00	58	56	75.00	29	20	15.00

Conclusions based on this data:

1. The greatest percentage of EL students "Below Standard" was 45% in Writing
2. The greatest percentage of EL students "Above Standard" was 10% in Reading, Writing, and Research/Inquiry
3. 75% of EL students were "At or Near Standard" in Research/Inquiry

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	87	7	*	12	7	*	12	7	*	13.8	100	
Grade 4	92	10	*	8	10	*	8	10	*	8.7	100	
Grade 5	86	5	*	4	5	*	4	5	*	4.7	100	
Grade 6	62	3	*	7	3	*	7	3	*	11.3	100	
All Grades	327	25	21	31	25	20	31	25	20	9.5	100	95.2

* 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	2402.8	*	*	17	*	*	25	*	*	17	*	*	42	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	10	20	10.00	23	20	20.00	35	28	30.00	32	32	40.00

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	17	*	*	33	*	*	50	*	*	
Grade 4	*	*	*	*	*	*	*	*	*	
Grade 5	*	*	*	*	*	*	*	*	*	
Grade 6	*	*	*	*	*	*	*	*	*	
All Grades	16	24	10.00	39	32	30.00	45	44	60.00	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	*	*	42	*	*	42	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	6	32	20.00	68	24	30.00	26	44	50.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	33	*	*	17	*	*	50	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	19	24	20.00	32	36	45.00	48	40	35.00

Conclusions based on this data:

1. The greatest percentage of EL students "Below Standard" was 60% in Applying mathematical concepts and procedures
2. The greatest percentage of EL students "Above Standard" was 20% in Problem Solving & Modeling/Data Analysis and Communicating Reasoning
3. 45% of EL students were "At or Near Standard" in Communicating Reasoning Demonstrating ability to support mathematical conclusions

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	87		*	1		*	1		*	1.1		
Grade 4	92	4	*	5	4	*	5	4	*	5.4	100	
Grade 5	86	8	*	3	8	*	3	8	*	3.5	100	
Grade 6	62	5	12	5	5	12	5	5	12	8.1	100	100
All Grades	327	17	24	14	17	24	14	17	24	4.3	100	100

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

Overall Achievement for Reclassified Fluent English Proficient (R-FEP)															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*		*	*		*	*		*	*		*	*		*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	2606.0	*	*	58.33	*	*	25.00	*	*	8.33	*	*	8.33
All Grades	N/A	N/A	N/A	50	71	50.00	36	29	37.50	14	0	8.33	0	0	4.17

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*		*	*		*	*		*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	66.67	*	*	25.00	*	*	8.33
All Grades	43	82	54.17	50	18	41.67	7	0	4.17

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*		*	*		*	*		*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	50.00	*	*	33.33	*	*	16.67
All Grades	50	71	54.17	36	29	33.33	14	0	12.50

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*		*	*		*	*		*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	41.67	*	*	50.00	*	*	8.33
All Grades	21	53	41.67	71	41	54.17	7	6	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	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	66.67	*	*	25.00	*	*	8.33
All Grades	57	82	66.67	43	18	29.17	0	0	4.17

Conclusions based on this data:

1. Greatest percentage of RFEP students below standard was 12.50% in Writing (producing clear and purposeful writing.)
2. Greatest percentage of RFEP students above standard was 66..67% in Research/Inquiry (investigating, analyzing, and presenting information.)
3. 54.17% of RFEP students were at or near standard in Listening (demonstrating effective communication skills.)

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	87		*	1		*	1		*	1.1		
Grade 4	92	4	*	5	4	*	5	4	*	5.4	100	
Grade 5	86	8	*	3	8	*	3	8	*	3.5	100	
Grade 6	62	5	12	5	5	12	5	5	12	8.1	100	100
All Grades	327	17	24	14	17	24	14	17	24	4.3	100	100

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

Overall Achievement for Reclassified Fluent English Proficient (R-FEP)															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*		*	*		*	*		*	*		*	*		*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	2601.1	*	*	66.67	*	*	25.00	*	*	0.00	*	*	8.33
All Grades	N/A	N/A	N/A	64	65	66.67	14	29	20.83	14	6	8.33	7	0	4.17

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*		*	*		*	*		*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	66.67	*	*	25.00	*	*	8.33
All Grades	71	76	70.83	21	24	25.00	7	0	4.17

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*		*	*		*	*		*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	50.00	*	*	41.67	*	*	8.33
All Grades	50	65	54.17	50	35	41.67	0	0	4.17

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	*		*	*		*	*		*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	58.33	*	*	33.33	*	*	8.33
All Grades	57	59	58.33	43	35	37.50	0	6	4.17

Conclusions based on this data:

1. Greatest percentage of RFEP students below standard was 4.17% at all "Claims."
2. Greatest percentage of RFEP students above standard was 70.83% in Concepts and Procedures (applying mathematical concepts and procedures.)
3. 41.67% of RFEP students were at or near standard in Problem Solving & Modeling/Data Analysis (using appropriate tools and strategies to solve real world and mathematical problems.)

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	87	5	*	14	5	*	14	5	*	16.1	100	
Grade 4	92	8	*	19	8	*	19	8	*	20.7	100	
Grade 5	86	12	*	8	12	*	8	12	*	9.3	100	
Grade 6	62	7	13	14	7	13	14	7	13	22.6	100	100
All Grades	327	32	38	55	32	38	55	32	38	16.8	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 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	2410.8	*	*	21	*	*	0	*	*	50	*	*	29	*	*
Grade 4	2438.6	*	*	21	*	*	21	*	*	11	*	*	47	*	*
Grade 5	*	2509.3	*	*	25	*	*	25	*	*	17	*	*	33	*
Grade 6	2508.9	*	2463.8	7	*	15.38	43	*	23.08	21	*	7.69	29	*	53.85
All Grades	N/A	N/A	N/A	15	22	28.95	24	31	18.42	24	19	18.42	38	28	34.21

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	14	*	*	50	*	*	36	*	*
Grade 4	16	*	*	42	*	*	42	*	*
Grade 5	*	33	*	*	42	*	*	25	*
Grade 6	7	*	15.38	57	*	30.77	36	*	53.85
All Grades	16	22	18.42	45	59	50.00	38	19	31.58

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	21	*	*	36	*	*	43	*	*
Grade 4	16	*	*	53	*	*	32	*	*
Grade 5	*	33	*	*	33	*	*	33	*
Grade 6	14	*	15.38	50	*	23.08	36	*	61.54
All Grades	16	22	26.32	44	50	31.58	40	28	42.11

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	29	*	*	64	*	*	7	*	*
Grade 4	16	*	*	58	*	*	26	*	*
Grade 5	*	8	*	*	67	*	*	25	*
Grade 6	0	*	7.69	71	*	53.85	29	*	38.46
All Grades	13	6	10.53	65	78	71.05	22	16	18.42

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	29	*	*	50	*	*	21	*	*
Grade 4	16	*	*	47	*	*	37	*	*
Grade 5	*	42	*	*	50	*	*	8	*
Grade 6	21	*	15.38	64	*	46.15	14	*	38.46
All Grades	18	28	21.05	55	53	60.53	27	19	18.42

Conclusions based on this data:

1. Greatest percentage of NSLP students below standard was 42.1% in Writing (producing clear and purposeful writing.)
2. Greatest percentage of NSLP students above standard was 26.32% in Writing (producing clear and purposeful writing.)
3. 71.05% of NSLP students were at or near standard in Listening (demonstrating effective communication skills.)

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	87	5	*	14	5	*	14	5	*	16.1	100	
Grade 4	92	8	*	19	8	*	19	8	*	20.7	100	
Grade 5	86	12	*	8	12	*	8	12	*	9.3	100	
Grade 6	62	7	13	14	7	13	14	7	13	22.6	100	100
All Grades	327	32	38	55	32	38	55	32	38	16.8	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 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	2435.1	*	*	29	*	*	14	*	*	29	*	*	29	*	*
Grade 4	2427.8	*	*	0	*	*	21	*	*	42	*	*	37	*	*
Grade 5	*	2474.0	*	*	17	*	*	8	*	*	42	*	*	33	*
Grade 6	2527.5	*	2414.2	14	*	7.69	7	*	15.38	57	*	15.38	21	*	61.54
All Grades	N/A	N/A	N/A	11	19	13.16	15	19	26.32	42	38	23.68	33	25	36.84

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	36	*	*	21	*	*	43	*	*
Grade 4	11	*	*	32	*	*	58	*	*
Grade 5	*	25	*	*	17	*	*	58	*
Grade 6	21	*	7.69	43	*	30.77	36	*	61.54
All Grades	18	28	18.42	35	31	39.47	47	41	42.11

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	*	*	36	*	*	36	*	*
Grade 4	0	*	*	47	*	*	53	*	*
Grade 5	*	8	*	*	33	*	*	58	*
Grade 6	0	*	0.00	86	*	46.15	14	*	53.85
All Grades	7	16	18.42	55	47	44.74	38	38	36.84

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	36	*	*	43	*	*	21	*	*
Grade 4	5	*	*	53	*	*	42	*	*
Grade 5	*	8	*	*	42	*	*	50	*
Grade 6	14	*	7.69	43	*	30.77	43	*	61.54
All Grades	15	13	15.79	47	56	47.37	38	31	36.84

Conclusions based on this data:

1. Greatest percentage of NSLP students below standard was 47% in Concepts and Procedures (applying mathematical concepts and procedures.)
2. Greatest percentage of NSLP students above standard was 18.42% in Concepts and Procedures (applying mathematical concepts and procedures.) and Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems
3. 47.37% of NSLP students were at or near standard in Communicating Reasoning Demonstrating ability to support mathematical conclusions

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	43		11	43		56	14		22			11			
2	14		33	29		22	43		22			11	14		11
3	25		14	33		29	33		57	8					
4	38		40	13		60	38						13		
5	***		33	***		22	***		33			11			
6	14			14		***	57		***				14		
Total	26		22	26		36	37		31	4		7	7		4

Conclusions based on this data:

1. Approximately 58% the students who tested scored Advance or Early Advanced.
2. Approximately 11% of the students who tested scored Early Intermediate or Beginning.

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		6		17	12	25	50	41	33	17	29	17	17	12	25
1	33	***	11	44		56	11		22			11	11	***	
2	14		27	29	***	27	43	***	18			9	14	***	18
3	19		30	44		30	25		40	13					
4	33		33	22		50	33		17				11		
5	40	***	33	20		22	20		33			11	20		
6	13			13		25	63		75				13		
Total	20	13	16	29	13	32	35	35	32	6	22	10	11	17	11

Conclusions based on this data:

1. Not enough data for 16-17 to make conclusions.



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Equity Report

Emblem Academy - Los Angeles County

Enrollment: 695 Socioeconomically Disadvantaged: 11% 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
<u>Suspension Rate (K-12)</u>		6	0
English Learner Progress (K-12)		1	0
<u>English Language Arts (3-8)</u>		4	0
<u>Mathematics (3-8)</u>		4	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

California Data Dashboard (Status Report)



California School
DASHBOARD



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Status and Change Report

Emblem Academy - Los Angeles County

Enrollment: 695 Socioeconomically Disadvantaged: 11% 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
<u>Suspension Rate (K-12)</u>		Very Low 0.1%	Maintained 0%
English Learner Progress (K-12)		High 75.9%	Increased +4.2%
<u>English Language Arts (3-8)</u>		Very High 52.2 points above level 3	Increased +10.8 points
<u>Mathematics (3-8)</u>		High 29.2 points above level 3	Increased +13.7 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

Emblem Academy - Los Angeles County




Enrollment: 695Socioeconomically Disadvantaged: 11%English Learners: 9%Foster Youth: N/AGrade Span: K-6Charter School: No






Reporting Year:Spring 2017

Equity ReportStatus and Change ReportDetailed ReportsStudent Group Report

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

Academic PerformanceSchool Conditions and ClimateAcademic Engagement

State Indicators	All Students Performance	Status	Change
English Learner Progress (K-12)		High 75.9%	Increased +4.2%
<u>English Language Arts (3-8)</u>		Very High 52.2 points above level 3	Increased +10.8 points
<u>Mathematics (3-8)</u>		High 29.2 points above level 3	Increased +13.7 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 (Student Group Report)



California School
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Student Group Report

Emblem Academy - Los Angeles County



















Enrollment: 695 Socioeconomically Disadvantaged: 11% 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
<u>Suspension Rate (K-12)</u>			N/A	N/A			*		*	*		*	*	
English Learner Progress (K-12)		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>English Language Arts (3-8)</u>			N/A	N/A		*	*	*	*	*		*	*	
<u>Mathematics (3-8)</u>			N/A	N/A		*	*	*	*	*		*	*	

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

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

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

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Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Pupil Achievement
LEA GOAL:
Increase Student Achievement

SCHOOL GOAL #1:

Increase student achievement in:

1. English Language Arts and Math

* ELA

- Goal 2017-2018: Achieve the State Academic Indicator of "Blue" (See State Academic Indicator Chart)

* Math

- Goal 2017-2018: Achieve the State Academic Indicator of "Blue" (See State Academic Indicator Chart)

2. English Language Development

Results ELL: ELA

2015-2016 = 52%

2016-2017 = 40%

Goal ELL ELA : To increase Met or Exceeded standards by 2%

Results ELL: Math

2015-2016 = 40%

2016-2017 = 30%

Goal ELL Math: To increase Met or Exceeded standards by 2%

Results RFEP: ELA

2015-2016 = 100%

2016-2017 = 88%

Results RFEP: Math

2015-2016 = 94%

2016-2017 = 88%

Goal RFEP: Growth to 90% Meet or Exceed standard

6% of English Language Learners will be reclassified from LEP to RFEP

3. Science

Goal: All teachers will implement NGSS aligned standards using State approved curriculum and STEMscopes as a supplement

4. Physical Fitness

Goal: 55% of our students will meet "Upper Body Strength" standard (2017 = 52.8%)

5. Visual And Performing Arts (VAPA)

Goal: All students will continue to receive increased arts instruction as measured by teacher lesson plans

6. Technology

Goal: 100% participation in Typing Club (grades 1-6); Scholastic Reading Inventory (SRI; grades 1-6); Increase teacher use of technologically interactive and collaborative teaching based on observation

7. Social Studies

Goal: Students will master all expected California social studies standards as demonstrated by first and second reporting period report card scores

All teachers will have access to CalSnap

8. Special Education Students

Data Used to Form this Goal:

1. English Language Arts and Math

- * All students in grades K-6 will be assessed on Common Core standards in Language Arts and Math
- * All students in grades 3-6 will be assessed using the state CAASPP Program
- * All students in grades 3-6 will take at least 6 IABs in ELA and/or Math and 1 IAB focused on Listening
- * Special Education students (RAP students) will be assessed using the state CAA assessments
- * Identified students needing RTI will be assessed through publisher assessments

2. English Language Development

- * All Initial English Language Learners will be assessed using the CELDT test (first part of the year)
- * All English Language Learners will be assessed using the ADEPT test two times per year
- * All English Language Learners will be assessed using the ELPAC beginning February, 2018

3. Science

- * All students in grade 5 will be assessed using the NGSS CAASPP (Pilot test year)
- * Publisher and teacher made science assessments
- * Teacher created assessments for STEMinars

4. Physical Fitness

- * All students in grade 5 will be assessed using the state physical fitness test (Fitness Gram)
- * Interim physical fitness testing

5. Visual And Performing Arts (VAPA)

- * Continue to provide Kennedy Arts Center designed lessons to student
- * All students will participate in at least six structured art lessons taught by an art teacher

6. Technology

- * Typing Club tracking data

7. Social Studies

- * Publisher and teacher made assessments

8. Special Education Students

- * Progress reports/IEP meetings reflecting the IEP goals

9. Gifted And Talented Education Education (GATE) Students

- * Student work samples (i.e. portfolios) and teacher lessons

Findings from the Analysis of this Data:

English Language Arts:

* ELA CAASPP:

Results: 2015-2016 - 79% Exceeded or Met standard

2016-2017 - 74% Exceeded or Met standard

* We had the fewest number of students at each grade level score "Above Standard" in "Listening" than in any other ELA Claim

Math

* Math CAASPP

- 2015-2016 = 67% Exceeded or Met standard

- 2016-2017 = 66% Exceeded or Met standard

* Looking at successive grade levels:

- There was an increase in the number of students scoring "Below Standard" across all claims.

- There was a decrease in the number of students scoring "Above Standard" across all claims.

How the School will Evaluate the Progress of this Goal:

Data from school, district, and state assessments will be analyzed to determine baseline goal.

Analysis of Ongoing Progress

RTI progress monitoring results

IABs

Teacher and publisher created assessments

District writing benchmark

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) & Mathematics	2017-2018 School Year	* Emblem Staff * District Personnel	*District funded professional development	None Specified	District Funded	
Continue to implement Direct Instruction methodology			*Materials and supplies	4000-4999: Books	LCFF - Base	29000
*FAST Framework lesson design			*CCSS Support Material	And Supplies		
Standards Based Unit of Study (SBUS)			*Certificated Substitutes (i.e. Learning Walks)	1000-1999: Certificated Personnel Salaries	LCFF - Base	1100
Learning Walks:			*Hourly Teacher/Extra Duty	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	250
*GED						
<ul style="list-style-type: none"> Grade level "Lesson Studies" with a focus on Listening standards 						

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>*RAP</p> <ul style="list-style-type: none"> Grade level "Lesson Studies" with a focus on development <p>Collaborative Instructional Planning (CIP)</p> <ul style="list-style-type: none"> * Plan Common Core State Standards (CCSS) Lessons * Design Lessons to promote higher DOK * Design activities that include rigor and complexity * Develop pacing guides * Teacher-created assessments <p>Other Strategies</p> <ul style="list-style-type: none"> * Incorporate the math "Thinking Smarter" to develop Communication & Reasoning skills on a daily/weekly basis * Utilize IABs to support students in: <ul style="list-style-type: none"> Subject matter content presented in the CAASPP format Testing strategies Testing structures (i.e. using embedded accommodations) * Clearly defined steps for guided and independent practice * Use of manipulatives, graphic organizers, and visual aides to support student learning * Schedule to maximize OWL time * Use of technology (Flat Panels, document cameras, etc.) to promote student engagement and interaction * Depth and Complexity Icons * Differentiated instruction <p>Assessments:</p>			<p>*RTI Materials and Supplies</p> <p>*RTI Instructional Assistant</p> <p>* Including EL</p>	<p>4000-4999: Books And Supplies</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p>	<p>2242</p> <p>8000</p>

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> * Pre and post test using: *District Benchmarks *Teacher created assessments *Publisher created assessments *IABs *Scholastic Reading Counts Quizzes/points *Common grade level performance-based assessments <p>STEM:</p> <ul style="list-style-type: none"> * Implement STEMinars that foster DOK in mathematics * Integrate mathematics concepts in science, engineering, and technology. * Integrate mathematics with speaking and writing to foster a deeper understanding of math concepts * Engineering is Elementary (EIE) * Project Lead The Way (PLTW) * Environmental Education Initiative (EEI) <p>RTI:</p> <ul style="list-style-type: none"> *Small group targeted intervention *Purchase materials and supplies to support intervention focus *Purchase technology for targeted intervention * Support from Instructional Assistant to improve achievement gap * Extra Duty Extra Pay (Teachers) <p>Other:</p> <ul style="list-style-type: none"> * Ready Common Core * StarFall * BrainPop * BrainPop Jr. 						

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> * Unique * Dream Box * Moby Max * Read Naturally * Great Leaps * Wonder Works *Digital Handwriting Without Tears 						
<p>English Language Development Instruction</p> <ul style="list-style-type: none"> *Provide systematic ELD lessons for all ELs during school-wide, 30-minute block *Teach using Direct Instruction for new learning *Place students in classrooms by EL level *Use EL Achieve materials *Use ELD standards to plan instruction *Incorporate research based strategies that support EL learners (i.e. modeling, SDAIE techniques, total-physical response, graphic organizers, front-loading) *Use sentence frames, visual aides, and realia *Provide authentic speaking opportunities * Utilize Constructing Meaning strategies <p>Professional Development</p> <ul style="list-style-type: none"> *Use District ELD Coaches and ELD TOSA for professional development. *Train staff on Constructing Meaning strategies <p>Instructional Assistant</p>	2017-2018 School Year	<ul style="list-style-type: none"> * Emblem Staff * District Personnel * Parent Community 	<ul style="list-style-type: none"> * Materials and supplies * CCSS Support Materials * Sub costs for CELDT testing * Technology resources * Food expenses (**See RTI Budget for ELA (Supplemental) 	4000-4999: Books And Supplies	LCFF - Supplemental	1000
			<ul style="list-style-type: none"> * Hourly Teacher/Extra Duty * Instructional Aide (**See RTI funding) * ELAC meetings will be held on a regular basis. * Topics to share at meetings may include: * Sharing of information from DELAC meetings * Common Core overview and implementation plan * Systematic ELD curriculum overview and implementation * District forms 	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	LCFF - Supplemental LCFF - Supplemental	250

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>*Provide small group support</p> <p>Assessments to monitor progress</p> <ul style="list-style-type: none"> * CAASPP ELA * CELDT (first trimester) * ADEPT * ELPAC * Teacher created assessments * EL Achieve assessments to modify instruction as needed <p>Purchase Materials and Supplies</p> <ul style="list-style-type: none"> * Systematic ELD kits and other resources to support EL learners * Translators as needed <p>Improve Parent Participation</p> <ul style="list-style-type: none"> * Host a DELAC meeting @ EM * Conduct regular ELAC meetings * Include parent education topics (basic overview of Systematic ELD program, legality of EL program, how teachers assist EL learners with understanding content areas, overview of Common Core standards, technology resources.) * Invite PTA representative to discuss school activities * Offer babysitting during meetings * Provide translation at meetings * Provide snacks for parents and children * Provide overview of community and school resources * Public library cards * After school enrichment <p>EL Parent Nights Include:</p> <ul style="list-style-type: none"> * Family Stories * Games * Reading opportunities 						

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Other Curriculum Integration *Music (parent volunteers) *In Class Field Trips *Placerita Nature Center *Captain Carl science *Zerotostem@weebly.com Resources * Depth and Complexity Framework * Science lab materials and supplies * Science Lab Instructional Assistant Technology Resources * Interactive Flat Panel * Document Cameras * Tablets * Video Equipment * Robotics			Field Trips (in and out of school)	None Specified	Parent-Teacher Association (PTA)	
Physical Education Regular exercise * 200 minutes/10 days * Implement SPARK curriculum * PE SPARKS refresher course for teachers * Go Noodle Equipment * Purchase new equipment that aligns with SPARK curriculum * Purchase replacement equipment Emblem Cardio Kids Final Mile Challenge	2017-2018 School Year	* Emblem Staff	* Materials and supplies	4000-4999: Books And Supplies	LCFF - Base	500

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Visual and Performing Arts (VAPA) * Art Instruction through Susan Blake * Kennedy Arts Training * Kennedy-trained teachers continue to create lessons and activities integrating VAPA standards and Common Core to be used by all teachers * Kennedy-trained teachers provide professional development for interested teachers for integrating arts in the classroom * Dramatic Performances (i.e. Bad Wolff Press) * Meet the Masters * Directive drawing lessons focusing on lines, curves, shapes * DABE Art * Fundamentals of Music (notes, vocabulary/language of the discipline terms) * Implement directed art lessons on video (California Streaming) * Art Attack * Art With Joy * Technical Art (Logic) * ESTEEM Expo * SCV City Master Chorale Assembly	2017-2018 School Year	* Emblem Staff * Community Donors * PTA	* Materials and supplies (Arts For All Grant)	4000-4999: Books And Supplies	Donations	1700
			* Contracts - Susan Blake - In house art teacher (6 sessions)	5800: Professional/Consulting Services And Operating Expenditures	Parent-Teacher Association (PTA)	8000
			Kennedy Center Training	5800: Professional/Consulting Services And Operating Expenditures	District Funded	
			Artist In Residence Program	5800: Professional/Consulting Services And Operating Expenditures	Donations	
			Share The World Assembly	5800: Professional/Consulting Services And Operating Expenditures	Donations	
Technology Instruction * Teachers provide students the opportunity to practice and apply keyboarding skills (Typing Club, Google Classroom) * Teachers integrate technology into lessons and student products * Purchase materials and supplies to	2017-2018 School Year	* Emblem Staff * District * PTA	Handwriting Without Tears	4000-4999: Books And Supplies	LCFF - Base	200
			Project Lead The Way (**See Science)	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	
			Ipad purchase	None Specified	Parent-Teacher Association (PTA)	9000
			Broadcast Equipment	None Specified	Parent-Teacher Association (PTA)	4500

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
support Project Lead The Way (PLTW) and Engineering in Elementary (EIE) * Continued implementation of "Handwriting without Tears" Program (Technology component) Professional Development * Train teachers in Project Lead The Way * Teachers to receive training for new flat panels and Chrome Books Technology Resources * Interactive Flat Panel * Document Cameras * Ipads * Video equipment * Robotics *Teacher web sites						
Social Studies Continued implementation of *Directed Instruction *Standards Based Unit of Study (SBUS) Curriculum *Purchase supplies and materials to support learning *Education and the Environment Initiative (EEI) *Grant Writing - Keeping History Alive *CalSnap Other Curriculum Integration *Music *Field Trips	2017-2018 School Year	* Emblem Staff * District Personnel * PTA	* Materials and supplies	4000-4999: Books And Supplies	District Funded	

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Technology Resources *Interactive Flat Panel *Individual Chrome Books and/or Computer Lab Collaborative Instructional Planning (CIP) *Design Lessons to promote higher DOK levels *Design activities that include rigor and complexity Assessments: *Pre and post test *Teacher created assessments *Publisher created assessment *Report Cards						
Special Education Professional Development Planning * Provide planning time to create lessons Materials * Purchase materials and supplies- Incorporate Structured Teaching with individual work stations Student Opportunities * Circle of Friends * Peer Buddies * Inclusion opportunities * Community Based Instruction (CBI) STEM * Purchase materials to support RAP	2017-2018 School Year	* Emblem Staff * District Personnel	* Materials and supplies * Technology resources	4000-4999: Books And Supplies	LCFF - Base	375

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
STEMinars						
<p>Gifted and Talented Education (GATE)</p> <p>GATE Identification</p> <p>*Provide universal GATE screening for all 3rd grade students as well as other students by parent or teacher request</p> <p>GATE Strategies</p> <p>*Teachers continue to implement differentiated instruction using depth and complexity icons</p> <p>*Dream Box to extend math learning</p> <p>*Living Museum a social studies extension</p> <p>*Toastmasters extension project</p> <p>* Participation in ESTEEM Expo</p> <p>*Teachers attend GATE workshops</p> <p>*CORE - Grade 5-6 school newspaper project</p> <p>*Full STEAM Ahead - Lunch GATE Group with authentic student project presentations</p> <p>Materials and Supplies</p> <p>* Purchase materials and supplies to support differentiated instruction in the classroom</p> <p>Parent Education</p> <p>* Purchase materials and supplies to</p>	2017-2018 School Year	<p>* Emblem Staff</p> <p>* District Personnel</p>	<p>* Materials and Supplies</p> <p>* Family Evening Activity</p> <p>* Food</p>	<p>4000-4999: Books And Supplies</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>District Funded</p> <p>LCFF - Base</p>	<p>670</p> <p>1000</p>

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
support parent education GATE parent meeting * Family Evening Activity (Living Museum) * Food						

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: Engagement
LEA GOAL:
Increase meaningful and purposeful student and parent engagement

SCHOOL GOAL #2:

1. Parent Involvement

- * Increase parent involvement
- * Increase meaningful communication with all stakeholders
- * Continue to seek parent input in decision making
- * Promote parent participation in programs for unduplicated students and special needs subgroups

2. Pupil Engagement

- *Data Analysis
- *15-16 Attendance Rate = 96.5%
- *16-17 Attendance Rate = 96.7%
- *15-16 Truants = 117 (16.7%)
- *16-17 Truants = 102 (14%)
- *15-16 >18 Excused Absences = 36
- *16-17 >18 Excused Absences = 28
- *15-16 Students with >10% Chronic Excused Absences = (5.1%)
- *16-17 Students with >10% Chronic Excused Absences = (3.8%)
- *15-16 Suspension Rate = 1 student
- *16-17 Suspension Rate = 3 students

***Goals**

- * Increase Attendance Rate to 97%
- * Decrease Truancy Rate by 2%
- * Decrease Suspensions from 16-17 by one or more students.

3. School Climate

- * Increase student and teacher sense of safety and school connectedness (Baseline Data)
- * Continue to maintain less than 0.4% suspension rate for the 2017-2018 school year (District average)
- * Continue to maintain 0.0 expulsions for the 2016-2017 school year (District average)
- * Continue to work with City and District Safety personnel to Improve student safety and traffic flow during arrival and dismissal times.

Data Used to Form this Goal:
<p>1. Parent Involvement</p> <ul style="list-style-type: none"> * Parent responses on Site Council Parent Survey * Parent attendance at Site Council Meetings * Parent attendance at PTA Meetings * Parent attendance at school events (i.e. Fall Festival, Family Nights, Special events) * Parent attendance at ELAC meetings and ELD Family Nights * Parent attendance at GATE Meetings * PTA volunteer minutes * Parent attendance at Parent Conferences <p>2. Pupil Engagement</p> <ul style="list-style-type: none"> * Decrease Excessive Absences - Attendance Reports * Decrease Chronic Absenteeism: Attendance Reports * Decrease Truancy Rate: Attendance Reports <p>3. School Climate</p> <ul style="list-style-type: none"> * Student Information System * Responses on Site Council Survey * Responses on Teacher Survey * Responses on Student Survey
Findings from the Analysis of this Data:
<ul style="list-style-type: none"> * Results from 2016-2017 Site Council Survey, Emblem parents were generally pleased with the school. * All areas received an approval rating of no less than 95%. * Traffic at drop-off and pick-up were the most common concerns expressed by parents. * Parents seemed very pleased about the ESTEEM focus and the education their children received last year. * Assessments listed above will be used to create measurable goals for 2017-2018.
How the School will Evaluate the Progress of this Goal:
Data listed under: "Data Used to Form 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
Parent Involvement	2017-18 School Year	* District Personnel * Emblem Staff				

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Schedule and conduct parent meetings:</p> <ul style="list-style-type: none"> * Regional Autism Program * GATE * ELAC (provide childcare and snacks) * Site Council * PTA <p>Provide Translation</p> <ul style="list-style-type: none"> *Parent conferences *ELAC meetings *IEP Meetings *SST Meetings <p>ESTEEM:</p> <ul style="list-style-type: none"> * Work with PTA to align Family Nights with Emblem's ESTEEM focus * Inform parents of STEM related events through weekly newsletter. * STEMinar Open House * ESTEEM Expo * BEST Nights <p>Regional Autism Program:</p> <ul style="list-style-type: none"> * RAP Newsletter * RAP Parent meetings <p>Other Parent Opportunities:</p> <ul style="list-style-type: none"> *Open House *Back To School Night *Reflections *Career Day *Volunteer Tea *Mother/Son Father/Daughter Events *Grade Level Performances *Junior Achievement *STEMinar Open House <p>School/Teacher Communication:</p>		* PTA				

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
*Tuesday Folders *School Newsletter *Constant Contact *Classroom Newsletters *Class Websites *Student produced school newsletter *Shutterfly (Room Parents)						
Pupil Engagement Provide Reminders * During "Ello Emblem" (Morning Broadcast) * Notices in the school newsletter about tardies and regular attendance * Notify parents regularly of student attendance * ELAC Meetings * PTA Meetings * Site Council Meetings Attendance Meetings * SART * SARB Incentives * Monthly "Class Competition" with winner announced at the Monday Flag Ceremony or on the Broadcast * Awards Materials	2017-2018 School Year	* Emblem Staff * District Personnel	Awards/Certificates	4000-4999: Books And Supplies	LCFF - Base	250
School Climate Implement school-wide Character Counts programs * Gold Tickets * Student of the Month * PBIS materials Assemblies	2017-2018 School Year	*Emblem Staff *District Personnel *PTA	Materials and Supplies Traffic Control Officer, if funded Circle of Friends	4000-4999: Books And Supplies None Specified 4000-4999: Books And Supplies	LCFF - Base District Funded Parent-Teacher Association (PTA)	250 250

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
*Promote character building *Promote anti-bullying education *Monday Flag Ceremonies *Autism awareness Special Programs * Circle of Friends * Positive Behavior Intervention and Supports (PBIS) *Caring Schools Community Other * Student Council & Spirit Events * Class Buddies * Classroom Meetings * Yearbook Student Photographers Safety * Provide Traffic Control Officer to improve traffic flow during arrival and dismissal times						

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: Provide an Appropriate Basic Condition of Learning
LEA GOAL:
<ol style="list-style-type: none">1. Ensure students have access to state-approved standards-based materials2. Ensure all teachers are appropriately credentialed3. Maintain properties/facilities
SCHOOL GOAL #3:
<ol style="list-style-type: none">1. All students will have access to core curriculum (William's Act)2. All teachers will be appropriately credentialed (District)3. Provide a clean and safe learning environment
Data Used to Form this Goal:
<ol style="list-style-type: none">1. William's Act compliance documentation2. District personnel3. Passing fire & safety inspections
Findings from the Analysis of this Data:
Emblem has met compliance with all three basic conditions of learning
How the School will Evaluate the Progress of this Goal:
Evaluate compliance documentation

Analysis of Ongoing Progress

1. Ensure students have core curriculum
2. Visual safety checks

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Secure core curriculum materials for all students	2017-2018 school year	School Administration & District Curriculum Department				
Check with personnel to ensure all teachers are appropriately credentialed	2017-2018 school year	District Personnel				
Maintain clean and safe facilities	2017-2018 school year	Custodian, District Custodial Supervisor, and Administrators				

Planned Improvements in Student Performance

School Goal #4

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

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

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

Planned Improvements in Student Performance

School Goal #5

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

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

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:

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

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

Planned Improvements in Student Performance

School Goal #7

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

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

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

Planned Improvements in Student Performance

School Goal #8

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

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

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

Planned Improvements in Student Performance

School Goal #9

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

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

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

Planned Improvements in Student Performance

School Goal #10

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

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

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

Planned Improvements in Student Performance

School Goal #11

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

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

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

Planned Improvements in Student Performance

School Goal #12

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

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

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

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

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

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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

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

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	670.00
Donations	1,700.00
LCFF - Base	32,675.00
LCFF - Supplemental	11,742.00
Parent-Teacher Association (PTA)	26,200.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	1,600.00
2000-2999: Classified Personnel Salaries	8,000.00
4000-4999: Books And Supplies	39,137.00
5800: Professional/Consulting Services And Operating	10,750.00
None Specified	13,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	District Funded	670.00
4000-4999: Books And Supplies	Donations	1,700.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	1,100.00
4000-4999: Books And Supplies	LCFF - Base	30,575.00
5800: Professional/Consulting Services And	LCFF - Base	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	500.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	8,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	3,242.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	2,950.00
5800: Professional/Consulting Services And	Parent-Teacher Association (PTA)	9,750.00
None Specified	Parent-Teacher Association (PTA)	13,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	72,237.00
Goal 2	750.00

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
Amy Ackley		X			
Jon Baker	X				
Lori Brink		X			
Molly Cahill				X	
Purav Desai				X	
Erin Naftel			X		
Julie Olson				X	
Dan Ratzlaff				X	
Leslie Rose		X			
Collin Schoenfeld				X	
Jenny Quan			X		
Numbers of members of each category:	1	3	2	5	0

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

Recommendations and Assurances

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

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

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

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on November 7, 2017.

Attested:

Jon Baker _____ Typed Name of School Principal	_____ Signature of School Principal	_____ Date
Lori Brink (Chairperson) _____ Typed Name of SSC Chairperson	_____ Signature of SSC Chairperson	_____ Date

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Special Education Advisory Committee

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Attested:

Jon Baker

Typed Name of School Principal

Jon Baker

Signature of School Principal

11-7-17

Date

Lori Brink (Chairperson)

Typed Name of SSC Chairperson

LORI BRINK

Signature of SSC Chairperson

11-7-17

Date