

The Single Plan for Student Achievement

School: James Foster Elementary School
CDS Code: 19649986107924
District: Saugus Union Elementary School District
Principal: Deborah Bohn
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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

James Foster Elementary School's Vision and Mission Statements

It is the mission of James Foster Elementary School, in partnership with the community, to develop socially responsible students who have the skills, attitudes, and knowledge to function successfully in a rapidly changing and culturally diverse world. Our students benefit from a student--centered institution guided by a skilled staff in a stimulating and safe environment.

Academic excellence and social growth are promoted through a rich and challenging learning environment. A simple philosophy drives the momentum of James Foster: "SOAR, Safety First; Own your Actions, Accept Others; Be Responsible!" It is the force behind all decisions, discussions and resource allocations. Foster School has been the worthy recipient of several grants and awards. Foster School has been recognized four times as a "California Distinguished School" and "Gold Ribbon School." We truly believe that children come first.

Foster School strives to be at the forefront of improvement in instruction. Teachers promote a learning environment where all students are encouraged to actively participate in classroom activities and discussions and show respect for one another. Classrooms are print-rich with displays that reflect authentic student work and a balanced curriculum.

Foster School embraces the six pillars of "Character Counts." Monthly presentations during school character assemblies identify students who exemplify the character traits of responsibility, trustworthiness, respect, caring, fairness and citizenship to students' every day situations.

Parents and community members overwhelmingly support the programs at James Foster with their gifts of time, talent, and generous donations. A visitor will quickly notice this parental presence in the classrooms as volunteers help assist small groups of students in reading, math, writing and other curricular areas.

We are very proud of our school and community! At Foster, we take the business of loving and teaching children seriously. Educating our children requires that we all work together—not for our single issues, but for our greater good that is represented in our children. To this end, teachers, students, parents, and community members all contribute to the reputation and rich culture that James Foster School exemplifies.

School Profile

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).

Online parent surveys are done once a year and reviewed by the Site Council.

PTA sends parent surveys to determine parent interests for enrichment programs.

Classroom Observations

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

Classroom observations are formally done twice a year for tenure teachers and four times a year for probationary teachers. Informal classroom observations are done daily by the site administrator. Each teacher will participate in classroom learning walks under the direction of the site administrator.

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)

At the beginning of each year, the teaching staff analyzes results from benchmark assessments. These data are used to develop school and grade-level goals for the upcoming year. Individual teachers are required to review the student data for students assigned to their classroom and develop plans to meet their academic needs. These plans are discussed with the site administrator during Professional Planning Conferences. Annual CELDT data are reviewed by teachers of EL students. IEPs are reviewed by classroom teachers and SPED teachers at the beginning of each year and throughout the year according to student needs. Teachers in grades K-3 use DIBELS Reading to benchmark and progress monitor their students in the areas of reading fluency and comprehension. Additionally, students who are new to the school or below grade level in 4-6th grade are also given DIBELS Reading. Grades K-6 use our core Math assessments to benchmark students in the areas of computation, concepts and application. A variety of classroom formative assessments, including IABs are used to monitor student progress.

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

Students scoring below benchmark are provided RtI for 6 weeks. Progress monitoring assessments are used for reading and math to record progress and determine if additional RtI is necessary. Students not making progress are discussed at a Student Study Team Meeting. Next steps are discussed including changing intervention or proceeding to psycho educational testing.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)
4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)
5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is aligned with our school plan goals. Staff development needs are determined through an ongoing analysis of student data and the professional needs of teachers.

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

ELD coaches and instructional TOSAs provide ongoing support and training.

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

Teachers collaborate by grade level 90 minutes a week and three full days times a year.

Teaching and Learning

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

James Foster Elementary staff and administration are committed to ensuring that all curriculum and instruction are aligned with California Standards. All core and support materials support these efforts. Instruction is differentiated to meet the needs of all students.

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

Teachers use the recommended instructional minutes for Reading/ELA and Math to plan their daily schedule. Schedules are posted in the classrooms.

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

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

Textbooks and instructional materials for all student groups are sufficient in both quality and quantity in each subject area. We follow all materials adoption time lines determined by the state and district. Supplemental materials are purchased to support California Standards.

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)

Opportunity and Equal Educational Access

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

Teachers meet together frequently to review student assessment data and plan for interventions and small group instruction depending on student needs. We have four instructional assistants who provide additional support to students in Kindergarten and RtI support in grades 1-6. A Library-Media specialist provides weekly opportunities for students in K - 6th grades to hear select literature, choose appropriate level books per their Accelerated Reader level, and to conduct research for ongoing classrooms projects. A part time school psychologist provides support to teachers regarding behavioral, academic, and emotional concerns of students.

14. Research-based educational practices to raise student achievement

DIBELS, a research based assessment instrument, is used to identify students below benchmark in both reading. Research based programs such as Great Leaps, Rewards, and Read Naturally are used to increase foundational reading skills. Accelerated reading and DIBELS Progress Monitoring are used to monitor student progress. Several research based math strategies are used in small group instruction to address the needs of students scoring below benchmark in math. Core math curriculum progress monitoring is used to measure student achievement.

Parental Involvement

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

Teachers and the site administrator communicate on an ongoing, weekly basis with families and community members, through the Tuesday "Falcon News" bulletin, the school website and classroom newsletters. Additional communication is done through e-mail, phone calls, websites, conferences, family nights, and Student Study Team meetings (when necessary). PTA also assists in providing after school enrichment classes. District resources include Title I Homeless Program that provides education based supplies to assist students in need. Community resources include Child and Family Center, Valley Trauma Center, and the Assistance League that provide counseling and education based supplies to make it possible for students in need to succeed in school.

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)

Funds are used for Instructional aides who assist teachers in the delivery of English language Developments in grades K -6 and for the purchase of Systematic ELD materials.

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	90	85	69	88	77	69	87	77	69	97.8	90.6	100
Grade 4	94	95	83	93	89	82	92	89	82	98.9	92.7	98.8
Grade 5	84	90	92	83	89	91	83	89	91	98.8	98.9	98.9
Grade 6	96	78	94	96	78	94	95	78	94	100.0	100	100
All Grades	364	348	338	360	333	336	357	333	336	98.9	95.4	99.4

* 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	2437.8	2464.6	2457.4	22	34	31.88	27	29	36.23	40	27	24.64	10	10	7.25
Grade 4	2461.3	2496.0	2511.9	20	35	39.02	24	30	30.49	26	16	21.95	29	19	8.54
Grade 5	2528.5	2526.9	2526.6	23	26	25.27	41	37	41.76	24	21	19.78	12	16	13.19
Grade 6	2535.4	2579.9	2538.6	13	26	18.09	42	51	38.30	27	21	25.53	18	3	18.09
All Grades	N/A	N/A	N/A	19	30	27.98	33	37	36.90	29	21	22.92	18	12	12.20

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	24	34	28.99	53	47	56.52	23	19	14.49
Grade 4	24	33	42.68	49	48	41.46	25	19	15.85
Grade 5	31	31	28.57	45	44	56.04	24	25	15.38
Grade 6	14	31	25.53	56	59	57.45	31	10	17.02
All Grades	23	32	31.25	51	49	52.98	26	19	15.77

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	16	31	46.38	64	57	36.23	20	12	17.39
Grade 4	20	43	40.24	53	42	46.34	25	16	13.41
Grade 5	34	35	40.66	53	51	39.56	13	15	19.78
Grade 6	24	32	26.60	56	60	51.06	20	8	22.34
All Grades	23	35	37.80	57	52	43.75	20	13	18.45

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	21	25	14.49	71	69	78.26	8	6	7.25
Grade 4	17	26	20.73	62	66	71.95	18	8	7.32
Grade 5	13	25	21.98	76	60	68.13	11	16	9.89
Grade 6	14	29	17.02	76	71	69.15	11	0	13.83
All Grades	16	26	18.75	71	66	71.43	12	8	9.82

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	20	47	31.88	68	43	60.87	13	10	7.25
Grade 4	13	25	32.93	59	61	57.32	26	15	9.76
Grade 5	36	36	30.77	54	52	50.55	10	12	18.68
Grade 6	29	49	24.47	65	51	53.19	5	0	22.34
All Grades	24	38	29.76	62	52	55.06	13	10	15.18

Conclusions based on this data:

1. 87.8% of all students nearly met, met or exceeded standards in Literacy. 85-4.23% of students nearly met, met or exceeded standards in reading; 81.55% of students nearly met, met or exceeded standards in writing; 90.18% of students nearly met, met or exceeded standards in listening; 84.82% of students nearly met, met or exceeded standards in research/inquiry
2. Last year we supplemented our English Language Arts curriculum with Ready Common Core Reading. Data indicate that students are moving toward meeting grade level standards.
3. Fluency and Reading Comprehension continues to be an area of focus.

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	90	85	69	88	78	69	86	78	69	97.8	91.8	100
Grade 4	94	95	83	93	90	83	93	90	83	98.9	93.8	100
Grade 5	84	90	92	83	89	91	81	89	91	98.8	98.9	98.9
Grade 6	96	78	94	96	78	93	95	78	93	100.0	100	98.9
All Grades	364	348	338	360	335	336	355	335	336	98.9	96	99.4

* 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	2447.8	2465.2	2443.9	22	24	14.49	39	42	42.03	20	26	28.99	17	8	14.49
Grade 4	2463.8	2505.4	2508.6	11	27	32.53	31	39	30.12	35	22	26.51	23	12	10.84
Grade 5	2495.1	2507.2	2499.5	13	17	15.38	13	30	17.58	41	28	41.76	30	25	25.27
Grade 6	2512.7	2556.8	2516.1	13	27	11.83	16	19	23.66	41	41	37.63	30	13	26.88
All Grades	N/A	N/A	N/A	14	24	18.45	25	33	27.38	34	29	34.23	25	15	19.94

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	37	46	21.74	40	38	57.97	23	15	20.29
Grade 4	22	44	43.37	45	39	36.14	33	17	20.48
Grade 5	17	22	23.08	32	40	34.07	49	37	42.86
Grade 6	14	28	15.05	47	49	38.71	37	23	46.24
All Grades	22	35	25.60	41	41	40.77	35	23	33.63

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	30	38	27.54	49	46	57.97	21	15	14.49
Grade 4	14	32	38.55	57	51	42.17	29	17	19.28
Grade 5	16	21	17.58	43	48	52.75	41	30	29.67
Grade 6	14	24	19.35	49	58	48.39	37	18	32.26
All Grades	18	29	25.30	50	51	50.00	32	20	24.70

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	21	36	33.33	66	56	52.17	13	8	14.49
Grade 4	11	38	34.94	56	49	46.99	33	13	18.07
Grade 5	14	13	13.19	51	63	59.34	35	24	27.47
Grade 6	9	22	9.68	54	56	60.22	37	22	30.11
All Grades	14	27	21.73	57	56	55.06	30	17	23.21

Conclusions based on this data:

1. Overall, 81.06% of students nearly met, met or exceeded standards in mathematics. 66.37% of students nearly met, met or exceeded standards in concepts and procedures; 75.30% of students nearly met, met or exceeded standards in problem solving and modeling/data analysis; 76.79% of students nearly met, met or exceeded standards in Communicating reasoning.
2. We need to focus on concepts and procedures and problem solving.

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	90	43	40	49	38	40	49	38	40	54.4	88.4	100
Grade 4	94	55	39	49	52	39	48	52	39	52.1	92.9	100
Grade 5	84	48	51	42	48	51	42	48	51	50.0	100	100
Grade 6	96	41	50	47	41	50	46	41	50	49.0	100	100
All Grades	364	187	180	187	179	180	185	179	180	51.4	95.2	100

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

Overall Achievement for 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	2437.2	2480.8	2451.8	22	42	32.50	27	26	35.00	41	24	20.00	10	8	12.50
Grade 4	2443.9	2497.8	2516.6	12	35	43.59	22	29	28.21	24	17	17.95	39	19	10.26
Grade 5	2517.9	2509.3	2515.2	21	19	23.53	40	35	35.29	21	23	23.53	17	23	17.65
Grade 6	2522.6	2567.5	2520.5	11	20	14.00	34	54	38.00	28	22	22.00	26	5	26.00
All Grades	N/A	N/A	N/A	17	28	27.22	30	36	34.44	29	21	21.11	23	15	17.22

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	22	37	32.50	53	55	50.00	24	8	17.50
Grade 4	13	29	51.28	54	52	35.90	31	19	12.82
Grade 5	26	27	23.53	45	44	56.86	29	29	19.61
Grade 6	15	32	20.00	52	54	60.00	33	15	20.00
All Grades	19	31	30.56	51	51	51.67	29	18	17.78

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	16	32	42.50	61	58	32.50	22	11	25.00
Grade 4	15	42	35.90	50	40	46.15	33	17	17.95
Grade 5	33	25	37.25	48	52	37.25	19	23	25.49
Grade 6	20	27	14.00	54	61	56.00	26	12	30.00
All Grades	21	32	31.67	54	52	43.33	25	16	25.00

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	14	32	17.50	80	63	75.00	6	5	7.50
Grade 4	15	29	23.08	58	63	71.79	25	8	5.13
Grade 5	14	25	21.57	76	58	66.67	10	17	11.76
Grade 6	15	27	14.00	72	73	68.00	13	0	18.00
All Grades	15	28	18.89	71	64	70.00	14	8	11.11

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	27	50	30.00	59	39	57.50	14	11	12.50
Grade 4	8	33	38.46	58	50	48.72	31	17	12.82
Grade 5	33	31	25.49	52	52	50.98	14	17	23.53
Grade 6	28	34	22.00	65	66	52.00	7	0	26.00
All Grades	24	36	28.33	59	52	52.22	17	12	19.44

Conclusions based on this data:

1. 82.78% of males nearly met, met or exceeded standards in Literacy. 82.22% of males nearly met, met or exceeded standards in reading; 75% of males nearly met, met or exceeded standards in writing; 88.89% of males nearly met, met or exceeded standards in listening; 80.56% of students nearly met, met or exceeded standards in research/inquiry.
2. Males improved in every area but research and inquiry.}

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	90	43	40	49	38	40	49	38	40	54.4	88.4	100
Grade 4	94	55	39	49	53	39	49	53	39	52.1	94.6	100
Grade 5	84	48	51	42	48	51	41	48	51	50.0	100	100
Grade 6	96	41	50	47	41	49	46	41	49	49.0	100	98
All Grades	364	187	180	187	180	179	185	180	179	51.4	95.7	99.4

* 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	2458.0	2480.1	2441.6	29	37	17.50	39	37	37.50	18	24	30.00	14	3	15.00
Grade 4	2462.8	2518.3	2529.6	8	32	48.72	35	42	23.08	31	15	17.95	27	11	10.26
Grade 5	2503.7	2503.5	2503.8	17	13	21.57	12	31	11.76	45	29	45.10	24	27	21.57
Grade 6	2521.6	2556.8	2514.0	17	22	8.16	15	24	28.57	36	44	38.78	30	10	24.49
All Grades	N/A	N/A	N/A	18	26	22.91	26	34	24.58	32	27	34.08	24	13	18.44

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	41	61	25.00	37	32	57.50	22	8	17.50
Grade 4	20	51	58.97	45	34	23.08	35	15	17.95
Grade 5	22	19	25.49	29	42	33.33	49	40	41.18
Grade 6	17	24	12.24	46	59	42.86	37	17	44.90
All Grades	25	38	29.05	39	41	39.11	35	21	31.84

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	39	47	30.00	47	39	55.00	14	13	15.00
Grade 4	10	42	53.85	65	45	33.33	24	13	12.82
Grade 5	17	13	23.53	51	52	47.06	32	35	29.41
Grade 6	17	27	18.37	48	54	51.02	35	20	30.61
All Grades	21	32	30.17	53	48	46.93	26	21	22.91

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	24	45	35.00	61	47	45.00	14	8	20.00
Grade 4	8	43	48.72	55	42	35.90	37	15	15.38
Grade 5	12	15	17.65	59	58	50.98	29	27	31.37
Grade 6	17	22	6.12	41	51	57.14	41	27	36.73
All Grades	16	31	25.14	54	49	48.04	30	19	26.82

Conclusions based on this data:

1. 81.56% of males nearly met, met or exceeded standards in mathematics. 68.16% of students nearly met, met or exceeded standards in concepts and procedures; 77.09% of males nearly met, met or exceeded standards in problem solving and modeling/analysis; 73.18% of males nearly met, met or exceeded standards in communicating reasoning.
2. Males improved in every area.

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	90	42	29	39	39	29	38	39	29	43.3	92.9	100
Grade 4	94	40	44	44	37	43	44	37	43	46.8	92.5	97.7
Grade 5	84	42	41	41	41	40	41	41	40	48.8	97.6	97.6
Grade 6	96	37	44	49	37	44	49	37	44	51.0	100	100
All Grades	364	161	158	173	154	156	172	154	156	47.5	95.7	98.7

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

Overall Achievement for Females															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2438.6	2448.9	2465.1	21	26	31.03	28	31	37.93	38	31	31.03	10	13	0.00
Grade 4	2480.4	2493.5	2507.5	30	35	34.88	25	32	32.56	27	14	25.58	18	19	6.98
Grade 5	2539.5	2547.4	2541.1	24	34	27.50	41	39	50.00	27	20	15.00	7	7	7.50
Grade 6	2547.3	2593.6	2559.2	14	32	22.73	49	49	38.64	27	19	29.55	10	0	9.09
All Grades	N/A	N/A	N/A	22	32	28.85	36	38	39.74	29	21	25.00	12	10	6.41

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	26	31	24.14	53	38	65.52	21	31	10.34
Grade 4	36	38	34.88	43	43	46.51	18	19	18.60
Grade 5	37	37	35.00	44	44	55.00	20	20	10.00
Grade 6	12	30	31.82	59	65	54.55	29	5	13.64
All Grades	27	34	32.05	50	47	54.49	22	19	13.46

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	16	31	51.72	68	56	41.38	16	13	6.90
Grade 4	25	43	44.19	57	43	46.51	16	14	9.30
Grade 5	34	46	45.00	59	49	42.50	7	5	12.50
Grade 6	29	38	40.91	57	59	45.45	14	3	13.64
All Grades	26	40	44.87	60	52	44.23	13	8	10.90

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	29	18	10.34	61	74	82.76	11	8	6.90
Grade 4	20	22	18.60	66	70	72.09	11	8	9.30
Grade 5	12	24	22.50	76	61	70.00	12	15	7.50
Grade 6	12	32	20.45	80	68	70.45	8	0	9.09
All Grades	18	24	18.59	71	68	73.08	10	8	8.33

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	11	44	34.48	79	46	65.52	11	10	0.00
Grade 4	18	14	27.91	59	76	65.12	20	11	6.98
Grade 5	39	41	37.50	56	51	50.00	5	7	12.50
Grade 6	31	65	27.27	65	35	54.55	4	0	18.18
All Grades	25	41	31.41	65	52	58.33	10	7	10.26

Conclusions based on this data:

1. 93.59% of females nearly met, met or exceeded standards in Literacy. 86.54% of females nearly met, met or exceeded standards in reading; 89.1% of females nearly met, met or exceeded standards in writing; 91.6% of females nearly met, met or exceeded standards in listening; 89.74% of females nearly met, met or exceeded standards in research/inquiry.
2. Females improved in every area.}

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	90	42	29	39	40	29	37	40	29	43.3	95.2	100
Grade 4	94	40	44	44	37	44	44	37	44	46.8	92.5	100
Grade 5	84	42	41	41	41	40	40	41	40	48.8	97.6	97.6
Grade 6	96	37	44	49	37	44	49	37	44	51.0	100	100
All Grades	364	161	158	173	155	157	170	155	157	47.5	96.3	99.4

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

Overall Achievement for Females															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2434.2	2451.0	2447.1	13	13	10.34	38	48	48.28	23	28	27.59	21	13	13.79
Grade 4	2464.8	2486.9	2490.1	14	19	18.18	27	35	36.36	41	32	34.09	18	14	11.36
Grade 5	2486.4	2511.5	2493.9	10	22	7.50	15	29	25.00	37	27	37.50	37	22	30.00
Grade 6	2504.3	2556.7	2518.5	8	32	15.91	16	14	18.18	45	38	36.36	31	16	29.55
All Grades	N/A	N/A	N/A	11	21	13.38	24	32	30.57	37	31	34.39	27	16	21.66

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	32	33	17.24	43	45	58.62	24	23	24.14
Grade 4	23	35	29.55	45	46	47.73	32	19	22.73
Grade 5	13	27	20.00	35	39	35.00	50	34	45.00
Grade 6	10	32	18.18	49	38	34.09	37	30	47.73
All Grades	19	32	21.66	44	42	42.68	36	26	35.67

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	19	30	24.14	51	53	62.07	30	18	13.79
Grade 4	18	19	25.00	48	59	50.00	34	22	25.00
Grade 5	15	32	10.00	35	44	60.00	50	24	30.00
Grade 6	10	22	20.45	51	62	45.45	39	16	34.09
All Grades	15	26	19.75	46	54	53.50	38	20	26.75

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	16	28	31.03	73	65	62.07	11	8	6.90
Grade 4	14	30	22.73	57	59	56.82	30	11	20.45
Grade 5	15	12	7.50	43	68	70.00	40	20	22.50
Grade 6	2	22	13.64	65	62	63.64	33	16	22.73
All Grades	11	23	17.83	59	64	63.06	29	14	19.11

Conclusions based on this data:

1. 78.34% of females nearly met, met or exceeded standards in mathematics. 64.33% of females nearly met, met or exceeded standards in concepts and procedures; 73.25% of females nearly met, met or exceeded standards in problem solving. modeling/data analysis; 80.89% of females nearly met, met or exceeded standards in communicating reasoning.
2. Females improved in every area.

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	90	5	*	6	5	*	6	5	*	6.7	100	
Grade 4	94	7	*	3	7	*	3	7	*	3.2	87.5	
Grade 5	84	3	*	6	2	*	6	2	*	7.1	66.7	
Grade 6	96	4	*	2	4	*	2	4	*	2.1	100	
All Grades	364	19	13	17	18	13	17	18	13	4.7	90	100

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

Overall Achievement for English Learner															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	0	11	0.00	24	22	38.46	47	39	46.15	29	28	15.38

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	6	11	0.00	35	39	76.92	59	50	23.08

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	12	11	7.69	53	72	76.92	35	17	15.38

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	6	11	0.00	76	67	92.31	18	22	7.69

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	12	22	15.38	65	67	69.23	24	11	15.38

Conclusions based on this data:

1. 84.26% of ELs nearly met, met or exceeded standards in ELA/Literacy. 76.92% of ELs nearly met, met or exceeded standards in reading; 84.62% of ELs nearly met, met or exceeded standards in writing; 92.31% of ELs nearly met, met or exceeded standards in listening; 84.62% of ELs nearly met, met or exceeded standards in research/inquiry.
2. ELs have improved in every area.

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	90	5	*	6	5	*	6	5	*	6.7	100	
Grade 4	94	7	*	3	7	*	3	7	*	3.2	87.5	
Grade 5	84	3	*	6	2	*	6	2	*	7.1	66.7	
Grade 6	96	4	*	2	4	*	2	4	*	2.1	100	
All Grades	364	19	13	17	18	13	17	18	13	4.7	90	100

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

Overall Achievement for English Learner															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	0	11	0.00	29	17	30.77	24	33	30.77	47	39	38.46

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	18	22	0.00	24	33	46.15	59	44	53.85

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	0	17	0.00	47	33	61.54	53	50	38.46

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	0	17	15.38	53	61	30.77	47	22	53.85

Conclusions based on this data:

1. 61.54% of ELs nearly met, met or exceeded standards in mathematics. 46.15% of ELs nearly met, met or exceeded standards in concepts and procedures; 61.54% of ELs nearly met, met or exceeded standards in problem solving, modeling/data analysis; 46.15% of ELs nearly met, met or exceeded standards in Communicating reasoning.
2. ELs improved in every area.
3. There is still a significant gap between all students and EL student. RtI will continue to be provided to close this gap.

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	90		*	2		*	2		*	2.2		
Grade 4	94	3	*	2	3	*	2	3	*	2.1	100	
Grade 5		2	*		2	*		2	*		100	
Grade 6	96	1	*	2	1	*	2	1	*	2.1	100	
All Grades	364	6	11	6	6	11	6	6	11	1.6	100	100

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

Overall Achievement for Reclassified Fluent English Proficient (R-FEP)															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*		*	*		*	*		*	*		*	*		*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5		*	*		*	*		*	*		*	*		*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	18.18	*	*	63.64	*	*	18.18	*	*	0.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*		*	*		*	*		*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5		*	*		*	*		*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	*	*	27.27	*	*	72.73	*	*	0.00

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*		*	*		*	*		*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5		*	*		*	*		*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	*	*	54.55	*	*	27.27	*	*	18.18

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*		*	*		*	*		*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5		*	*		*	*		*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	*	*	0.00	*	*	100.0	*	*	0.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*		*	*		*	*		*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5		*	*		*	*		*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	*	*	9.09	*	*	81.82	*	*	9.09

Conclusions based on this data:

1. 100% of RFEP students nearly met, met or exceeded standards in reading; 81.82% of RFEP students nearly met, met or exceeded standards in writing; 100% of RFEP students nearly met, met or exceeded standards in listening; 90.91% of RFEP students nearly met, met or exceeded standards in research/inquiry
2. RFEP student improved in all areas and continue to out perform our EO students.

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	90		*	2		*	2		*	2.2		
Grade 4	94	3	*	2	3	*	2	3	*	2.1	100	
Grade 5		2	*		2	*		2	*		100	
Grade 6	96	1	*	2	1	*	2	1	*	2.1	100	
All Grades	364	6	11	6	6	11	6	6	11	1.6	100	100

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

Overall Achievement for Reclassified Fluent English Proficient (R-FEP)															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*		*	*		*	*		*	*		*	*		*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5		*	*		*	*		*	*		*	*		*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	9.09	*	*	36.36	*	*	45.45	*	*	9.09

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*		*	*		*	*		*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5		*	*		*	*		*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	*	*	18.18	*	*	63.64	*	*	18.18

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*		*	*		*	*		*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5		*	*		*	*		*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	*	*	18.18	*	*	63.64	*	*	18.18

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*		*	*		*	*		*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5		*	*		*	*		*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	*	*	18.18	*	*	72.73	*	*	9.09

Conclusions based on this data:

1. Overall, 90.91% of RFEP students nearly met, met or exceeded standards in mathematics. 81.82% of RFEP students nearly met, met or exceeded standards in concepts and procedures; 81.82% of RFEP students nearly met, met or exceeded standards in problem solving and modeling/data analysis; 90.91% of RFEP students nearly met, met or exceeded standards in Communicating reasoning.
2. RFEP student continue to improve in all areas. They continue to score higher than EO students.

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	90	7	11	8	7	11	8	7	11	8.9	100	100
Grade 4	94	10	*	14	10	*	14	10	*	14.9	90.9	
Grade 5	84	12	*	8	12	*	8	12	*	9.5	100	
Grade 6	96	7	16	8	7	16	7	7	16	8.3	100	100
All Grades	364	36	44	38	36	44	37	36	44	10.4	97.3	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	*	*	2438.8	*	*	18.18	*	*	45.45	*	*	27.27	*	*	9.09
Grade 4	2415.8	*	*	14	*	*	21	*	*	7	*	*	57	*	*
Grade 5	*	2479.4	*	*	17	*	*	25	*	*	17	*	*	42	*
Grade 6	*	*	2502.4	*	*	0.00	*	*	37.50	*	*	37.50	*	*	25.00
All Grades	N/A	N/A	N/A	5	22	9.09	26	42	38.64	32	11	34.09	34	25	18.18

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	18.18	*	*	72.73	*	*	9.09
Grade 4	7	*	*	50	*	*	36	*	*
Grade 5	*	17	*	*	33	*	*	50	*
Grade 6	*	*	12.50	*	*	56.25	*	*	31.25
All Grades	5	19	13.64	57	53	65.91	35	28	20.45

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	*	*	45.45	*	*	36.36	*	*	18.18
Grade 4	21	*	*	29	*	*	43	*	*
Grade 5	*	25	*	*	42	*	*	33	*
Grade 6	*	*	12.50	*	*	50.00	*	*	37.50
All Grades	16	22	25.00	51	58	47.73	30	19	27.27

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	0.00	*	*	90.91	*	*	9.09
Grade 4	7	*	*	50	*	*	36	*	*
Grade 5	*	8	*	*	33	*	*	58	*
Grade 6	*	*	18.75	*	*	62.50	*	*	18.75
All Grades	5	19	11.36	68	61	75.00	24	19	13.64

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	9.09	*	*	90.91	*	*	0.00
Grade 4	7	*	*	50	*	*	36	*	*
Grade 5	*	25	*	*	50	*	*	25	*
Grade 6	*	*	12.50	*	*	50.00	*	*	37.50
All Grades	11	33	15.91	65	50	68.18	22	17	15.91

Conclusions based on this data:

1. 81.82% of low income students nearly met, met or exceeded standards in ELA/Literacy. 79.55% of low income students nearly met, met or exceeded standards in reading; 72.73% of low income students nearly met, met or exceeded standards in writing; 86.36% of low income students nearly met, met or exceeded standards in listening; 84.09% of low income students nearly met, met or exceeded standards in research/inquiry.
2. Our low income student improved in all areas.

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	90	7	11	8	7	11	8	7	11	8.9	100	100
Grade 4	94	10	*	14	10	*	14	10	*	14.9	90.9	
Grade 5	84	12	*	8	12	*	8	12	*	9.5	100	
Grade 6	96	7	16	8	7	16	8	7	16	8.3	100	100
All Grades	364	36	44	38	36	44	38	36	44	10.4	97.3	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	*	*	2412.5	*	*	0.00	*	*	36.36	*	*	45.45	*	*	18.18
Grade 4	2422.4	*	*	7	*	*	21	*	*	21	*	*	50	*	*
Grade 5	*	2431.5	*	*	8	*	*	8	*	*	25	*	*	58	*
Grade 6	*	*	2462.6	*	*	6.25	*	*	12.50	*	*	25.00	*	*	56.25
All Grades	N/A	N/A	N/A	3	11	4.55	26	31	18.18	26	33	36.36	45	25	40.91

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	*	*	0.00	*	*	63.64	*	*	36.36	
Grade 4	14	*	*	29	*	*	57	*	*	
Grade 5	*	8	*	*	33	*	*	58	*	
Grade 6	*	*	6.25	*	*	25.00	*	*	68.75	
All Grades	11	25	6.82	37	47	34.09	50	28	59.09	

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	*	*	0.00	*	*	63.64	*	*	36.36	
Grade 4	14	*	*	29	*	*	57	*	*	
Grade 5	*	17	*	*	8	*	*	75	*	
Grade 6	*	*	12.50	*	*	43.75	*	*	43.75	
All Grades	16	22	9.09	29	39	45.45	55	39	45.45	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	9.09	*	*	90.91	*	*	0.00
Grade 4	7	*	*	43	*	*	50	*	*
Grade 5	*	0	*	*	42	*	*	58	*
Grade 6	*	*	6.25	*	*	31.25	*	*	62.50
All Grades	5	17	6.82	53	50	54.55	42	33	38.64

Conclusions based on this data:

1. 59.09% of low income students nearly met, met or exceeded standards in mathematics. 40.91% of low income students nearly met, met or exceeded standards in concepts and procedures; 54.55% of low income students nearly met, met or exceeded standards in problem solving and modeling/data analysis; 61.36% of low income students nearly met, met or exceeded standards in communicating reasoning.
2. Our low income students improved in all areas except concepts and procedures.

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	25			50		60	25		40						
2			17	***		17	***		33	***		33			
3	14		17	29		67	57		17						
4			25	***		25			25						25
5	40		40	20		60	40								
6				***		***			***						
Total	16		16	40		48	40		26	4		6			3

Conclusions based on this data:

1. 48% of ELs scored at Advanced and Early Advanced; 26% scored at Intermediate; and 43% scored at Early Intermediate on the CELDT.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	9		17	45	17	50	27	50	33	18	8			25	
1	17	***		67	***	50	17		50					***	
2			11	17	***	22	50		33	17		33	17		
3	13		17	25		67	63		17					***	
4			40	***	***	20			20				***		20
5	33		40	17		60	33						17		
6			***	***	***	***			***						
Total	12	5	20	39	32	43	34	32	28	7	5	8	7	26	3

Conclusions based on this data:

1.



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Equity Report




James Foster Elementary - Los Angeles County

Enrollment: 601Socioeconomically Disadvantaged: 14%English Learners: 7%Foster Youth: N/AGrade Span: K-6Charter School: No

Reporting Year:Spring 2017

Equity ReportStatus and Change ReportDetailed ReportsStudent Group Report

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

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		5	2
English Learner Progress (K-12)		N/A	N/A
<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



California Department of
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Status and Change Report

James Foster Elementary - Los Angeles County

Enrollment: 601 Socioeconomically Disadvantaged: 14% English Learners: 7% 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>		Low 0.8%	Increased +0.5%
English Learner Progress (K-12)		High 82.6%	Increased Significantly +15.9%
<u>English Language Arts (3-8)</u>		High 31.5 points above level 3	Increased Significantly +23.5 points
<u>Mathematics (3-8)</u>		High 7.4 points above level 3	Increased Significantly +28 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

James Foster Elementary - Los Angeles County



Enrollment: 601Socioeconomically Disadvantaged: 14%English Learners: 7%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 82.6%	Increased Significantly +15.9%
<u>English Language Arts (3-8)</u>		High 31.5 points above level 3	Increased Significantly +23.5 points
<u>Mathematics (3-8)</u>		High 7.4 points above level 3	Increased Significantly +28 points

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

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

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School and Student Performance Data

California Data Dashboard (Student Group Report)

**California School
DASHBOARD**

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Student Group Report

James Foster Elementary - Los Angeles County

Enrollment: 601 Socioeconomically Disadvantaged: 14% English Learners: 7% 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	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: Increase Pupil Achievement
LEA GOAL:
Increase Pupil Achievement
SCHOOL GOAL #1:
Increase student achievement in English Language Arts by 2% as measured by DIBELS, benchmarks, and CASSPP Increase student achievement in Math by 2% as measured by benchmarks, CAASPP Increase student achievement in writing by 2% as measured by the district rubric. Increase student achievement in English Language Proficiency by one level as measured by the CELDT. Increase student achievement in Science by 2% Proficient/Advanced as measured by CST. Increase student achievement in Physical Fitness by 2% meeting all six criteria as measured by the Physical Fitness Test. Increase Arts integration through Artist in Residency program from COC Increase GATE differentiation as measured by student and parent surveys. Increase student achievement for SPED students as measured by their IEP goals. Increase student participation in technology as measured by Typing Club, Accelerated Reader Data
Data Used to Form this Goal:
DIBELS, Reading Benchmark DATA Math Core Curriculum DATA CAASPP ELA and Math District Writing Rubric CELDT/ ADEPT DATA CAST DATA for Science 5th Grade Physical Fitness Test GATE survey IEP Goals Typing Club and Accelerated Reader DATA

Findings from the Analysis of this Data:**How the School will Evaluate the Progress of this Goal:**

Teachers and administrator will analyze DATA at predetermined times to determine if student achievement is on track to meet grade level standards. The following indicates times when DATA will be collected and analyzed.

Reading DATA will be analyzed after each benchmark assessment.

Math DATA will be analyzed after each benchmark assessment.

CAASPP ELA and Math will be analyzed when scores are returned

Writing rubric DATA will be analyzed after each benchmark

CELDT/ ADEPT will be analyzed and compared to the previous year.

CSAT DATA will be analyzed and compared to the previous year.

Physical Fitness Test DATA will be analyzed and compared to the previous year.

IEP goals data will be reviewed at IEPs.

GATE survey data will be analyzed.

Accelerated Reader and Typing Club data will be reviewed twice a year.

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
Implement DIBELS universal testing k-3 Implement Language Arts Benchmarks for Math, Writing, ELA Implement CAASPP Testing, ELD Implement CELDT, ADEPT, ELCAP testing Implement CAST Science Test Implement Physical Fitness test	K-3	Teachers, Administrator, ELD Coordinator, Testing Coordinator, Intervention Aides	Intervention aides will assist with DIBELS testing	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	1346.00
	TK-6		Substitutes for CELDT and ADEPT testing	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	300.00
	3-6		Substitute for CAASPP organization and packing	1000-1999: Certificated Personnel Salaries		
Implement CAASPP Testing, ELD Implement CELDT, ADEPT, ELCAP testing Implement CAST Science Test Implement Physical Fitness test	English language learners 5th grade 5th grade					
Continue English Language Development	TK-6	Teachers, ELD Coordinator, Administrator, Instructional aides	Instructional Aides will assist in classrooms with ELL clusters	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	1640.00

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			ELD Coordinator will organize CELDT and ADEPT, Reclassification meetings, ELAC meetings (subs and extra duty) provide kindergarten aides	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	LCFF - Supplemental	200.00
Monitor Physical Education Program	TK-6	Teachers, TOSA, Administrator	Use PE Pacing Guide monitored by TOSA, replace equipment	4000-4999: Books And Supplies		
Provide professional Development in the Next Generation Science Standards	TK-6	Teachers, Administrator, District	NGSS Training at COC	1000-1999: Certificated Personnel Salaries		
Evaluate Social Studies achievement/mastery with unit assessments	TK-6	Teachers, Administrator, District	Teachers will analyze unit assessment data			
Increase Visual and Performing Arts Experiences	TK-6	Teachers, Administrator, PTA	COC Performing Arts Education K-12 Outreach will provide a Theater program, Assemblies and Bus-ins	5800: Professional/Consulting Services And Operating Expenditures	Parent-Teacher Association (PTA)	16950.00
			Visual Art Program, Susan Blake	5800: Professional/Consulting Services And Operating Expenditures	Parent-Teacher Association (PTA)	4700.00
Continue/Monitor/Increase use of Typing Club, Accelerated Reader	K-6	Teachers, Administrator, District	Teachers will provide instruction and time for students to use Typing Club and Accelerated Reader. Students use of these programs will be monitored by the teachers, administrator and district.			

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			District will provide a license for Typing Club for students 1-6	4000-4999: Books And Supplies		
Continue/Monitor/ IEP Goals and Objectives for alignment to CA Standards	TK-6 SPED students	RS Teachers, Administrator, District	RS Teachers will create IEP goals in alignment of the CA Standards SPED Team will meet Monthly to discuss SPED students' progress.			
Continue SST Online	K-6	Teachers, SST Coordinator, Administrator	SST Coordinator will manage system and may use up to 20 hours	1000-1999: Certificated Personnel Salaries		
Survey GATE students and parents	3-6 GATE students	Teachers, Administrator GATE Coordinator	Meet with GATE teachers to Analyze Data, implement differentiation lesson plans.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	300.00
			Buy enrichment materials	4000-4999: Books And Supplies	LCFF - Supplemental	127.00
			GATE Parent Meeting; staff prep time	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	100.00
			After school enrichment and aide assistance in the classrooms	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	500.00
Continue Learning Walks and provide continuing professional development to increase expertise	TK-6	Teachers, Administrator, District	Teachers will participate in learning walks and their classes will be covered by substitutes. Administrator will participate in learning walks with District Administrator	1000-1999: Certificated Personnel Salaries		

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Student, Parent, Teacher Engagement
LEA GOAL:
Increase meaningful and purposeful student, teacher and parent engagement
SCHOOL GOAL #2:
Increase meaningful and purposeful student and parent engagement Decrease Truancy Create a plan to meet the specific needs of ELL, Foster, shelter, economically disadvantaged,homeless parents. Increase parent satisfaction with the school communication. Increase students' sense of safety from 93% to 95% (TK-2); 78% to 82% (3-6) Increase students' sense of school connectedness Increase parents' sense of safety Increase students' sense of school connectedness
Data Used to Form this Goal:
Attendance records Student surveys Parent surveys Parent meeting agendas/sign in sheets
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
The school will analyze this year's data and compare it to last year's data.

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
Use Infinite Campus to track attendance	all students	attendance clerk	Run attendance reports			
Hold School Attendance Review Team meetings Hold District Attendance Review Team meetings	Students with attendance problems	Principal, Parents, Attendance Clerk, District	Hold meeting with parents and students			
Work with parent liaison to conduct outreach to ELL, foster, economically disadvantaged and homeless students	ELL, foster, low income, and homeless students	Principal, teacher, parent liaison, parents	Call parents, attend meetings,			
Provide translation	ELL students	Principal, ELD Coordinator, Translator	Provide translation for parent conferences and parent meetings	2000-2999: Classified Personnel Salaries		
Maintain school website Use Constant Contact for weekly bulletin Use Blackboard Connect for emergency and reminders PTA Newsletter	All families	Principal, office manager, PTA	Weekly bulletin and PTA newsletter			
Implement Caring Schools Community Provide PBIS training Provide Campus Supervisor training	All students	All teachers, all classified, Administrator	Implement lessons and activities purchase materials	4000-4999: Books And Supplies	LCFF - Supplemental	500.00
			provide planning: 4 hours X 3 staff per month provide campus supervisor meetings 4 hours X 5 staff	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	LCFF - Supplemental	4800.00

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Three parent workshops on instructional strategies Goal Setting Conference Parent Conferences Student Success Team meetings Individual Educational Plan meetings Re designation meeting Parent Teacher Association Site Council Parent Advisory Committee Meeting English Language Advisory Committee District English Language Advisory Committee	All students including ELL, low socioeconomic, GATE	Teachers, Parents, Administrator, PTA	Meetings and workshops will be scheduled to meet the needs of parents and students.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	800.00
			materials for parent workshop	4000-4999: Books And Supplies	LCFF - Supplemental	250.00
Parents attend plays, music and rhythm workshops, PTA functions such as carnival, VIP Day, Book Fair , Dine Outs, student store, Boo Grams, Red Ribbon Week, Health Week, Jog-a-thon, Spirit Days	All students	Teachers, Administrator, PTA	PTA functions will be scheduled to increase parent involvement and raise funds for student enrichment programs		Parent-Teacher Association (PTA)	

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: Basic Condition of Learning
LEA GOAL:
Provide an appropriate Basic Condition of Learning
SCHOOL GOAL #3:
Ensure that student have access to state-approved standard-based materials Ensure that all teachers have appropriate materials and training Maintain school site to meet Good of Exemplary status as measured by Facilities Inspection tool on the School Accountability Report Card (SARC)
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
Provide standards based textbooks for math, language arts, social studies, science	all students	Administrator	Provide duplicating of student/teacher materials and supplemental CA Standards material	4000-4999: Books And Supplies		

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher will be provided the opportunity to participate in 1 learning walks	all students	Administrator, teacher	teachers will participate in 1 learning walk	1000-1999: Certificated Personnel Salaries		
Clean and repair the school	all students	principal, custodians, maintenance	repair /replace mats, cleaning machine, supplies	5000-5999: Services And Other Operating Expenditures		

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF - Supplemental	10863.00	0.00
Parent-Teacher Association (PTA)	21650.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Supplemental	10,863.00
Parent-Teacher Association (PTA)	21,650.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	6,500.00
2000-2999: Classified Personnel Salaries	3,486.00
4000-4999: Books And Supplies	877.00
5800: Professional/Consulting Services And Operating	21,650.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	6,500.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	3,486.00
4000-4999: Books And Supplies	LCFF - Supplemental	877.00
5800: Professional/Consulting Services And	Parent-Teacher Association (PTA)	21,650.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	26,163.00
Goal 2	6,350.00

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
Deborah Bohn	X				
Susan Hollenbaugh				X	
Jennifer Barret				X	
Sherry Cardenas				X	
Naomi Barnes				X	
Jennifer Horwitz		X			
Sarah Ferrari				X	
Donna Spencer		X			
Susan Michaelides		X			
Jennifer Umland			X		
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Site Council provides oversight for English Language Learners and GATE.

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 12-13-2017.

Attested:

Deborah Bohn

Typed Name of School Principal

Signature of School Principal

Date

Donna Spencer

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Recommendations and Assurances

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Attested:

Deborah Bohn

Typed Name of School Principal

Deborah Bohn

Signature of School Principal

10-31-17

Date

Donna Spencer

Typed Name of SSC Chairperson

Donna Spencer

Signature of SSC Chairperson

10-31-17

Date