

The Single Plan for Student Achievement

School: Mountainview Elementary School
CDS Code: 19649986112528
District: Saugus Union Elementary School District
Principal: Katie Demsher
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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

Mountainview Elementary School's Vision and Mission Statements

Our Mission:

The Mountainview Staff, together with Parents and the Community, is dedicated to teaching each child the elementary standards and developing their character and creativity in a safe environment building the foundation to become successful, contributing members of our school and community.

Our Vision:

Developing the Hearts and Minds of Every Child

Our Values:

Integrity~Commitment~Compassion~Learning~Creativity~Innovation

School Profile

Mountainview Elementary School is the academic home of 903 students and a staff of 100 adults who come together daily to implement our vision of academic excellence. We believe that a positive partnership among home, school, and community enables our students to become socially responsible citizens who contribute to a rapidly changing and culturally diverse society. High academic and behavior standards are couched in the care and support that encourages each child to achieve personal bests. As a result, Mountainview has been named a California Distinguished School three times, a National Blue Ribbon School, and a Gold Ribbon School most recently in 2016.

Average Class Size and Class Size Distribution:

Our average class sizes as follows:

Transitional Kindergarten- 1st Grade - 24:1

2nd- 3rd grades- 26:1

4th-6th grades- 31:1

Moderate to Severe Special Day Class (SDC 2) Grades TK-6R

Opportunities for Parental Involvement :

Mountainview parents and community members serve as Site Council leaders, active PTA council members, and volunteers who regularly provide services in the classroom. Site Council monitors all school programs, safety, and the budget. PTA partners with us to enhance the curriculum through providing music and arts programs and instruction, and off campus curricular tie-ins. PTA also helps our Student Service Leaders coordinate community service opportunities.

Professional Development:

Since 1988, California has sought to provide intensive learning experiences for beginning teachers. To provide an effective transition into the teaching career for first-year and second-year teachers, several programs have been developed statewide and are in use in our district. The Beginning Teacher Induction Program extends individual training and support in the practice of teaching. Additionally, we have a Peer Assistance and Review (PAR) program to extend assistance and support to credentialed teachers newly hired who may need support transitioning into our school district.

Professional growth activities are planned annually based on current needs and input received from staff. This year the teachers' work calendar includes two professional development days that focus on Technology training of our new Interactive Flat Panels (IFP) and Next Generation Science Standards (NGSS). Additional opportunities have also been provided regarding Special Education needs, TOSA workshops, and planning time within grade level teams to implement the State Standards. Staff development during Tuesday staff meetings primarily focuses on continued implementation of effective instructional strategies understanding and continued lesson development to help students master State Standards (CCSS) in English Language Arts (ELA) and mathematics. We continue to implement SUSD School Board Directives to implement 30 minutes of ELD instruction daily, to provide Intervention for struggling students, and to target listening and speaking standards. Collaborative Planning time has been made available by early release days on designated Wednesdays and 3 full days of planning throughout the school year to continue with the aforementioned directives while correlating the State Standards.

School Safety Plan has been completed for 2017-2018 and includes:

A comprehensive School Safety Plan developed under SB18 guidelines addresses each of the following four goals:

- All students and staff members are provided a safe teaching and learning environment.
- All students are safe and secure while at school and when traveling to and from school.
- District programs and approved community resources are made available to students and parents.
- Schools provide the educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.

School Facility Conditions and Planned Improvements have been completed for 2017-2018 and include:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

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).

Annually we survey parents to determine areas of strength and areas of needed growth from the previous school year. These results are reviewed by our School Site Council and staff to be considered as we plan for the new school year.

Classroom Observations

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

Administration walks through classrooms on a regular basis. Every grade level is visited weekly and feedback is emailed to teachers. We have adjusted Learning Walks based on teacher feedback, which allows teachers from each grade level to walk through their grade level classrooms. Two of the teachers present lessons to be observed based on lessons developed by the team. The team debriefs at the end of the observation timeline and makes a plan for implementing next steps from debrief. Discussions regarding implementation of staff development and next steps for staff are shared at the following staff meeting. By the end of the year, every teacher will have participated in a Learning Walk.

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)

Teachers regularly analyze CELDT, ADEPT, and teacher created benchmark assessments in order to plan for targeted instruction. We have CAASPP results in the areas of ELA and Mathematics over a three year span to begin to look for trends. We have data for our 5th grade students in the area of Physical Fitness, however, we have no data regarding science due to it being a pilot year for the CAST. We are using this data as a platform to develop steps for improvement as we continue with our State Standards. We have begun staff development for the new Next Generation Science Standards.

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

Staffing and Professional Development

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

All teachers are fully credentialed.

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

All teachers are credentialed and have completed AB 466 training.

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

Weekly staff meetings and semi-annual staff development days are devoted to increasing teacher skills in the area of brain research, differentiated instruction for our RtI/GATE students, English Language, and implementation of Common Core State Standards (CCSS).

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

All teachers (100%) are given students who are low performing so that the students can be given the opportunity to have small group instruction regularly, and to be able to have positive academic peer modeling. District ELD Coaches assist our ELD cluster teachers with ongoing instruction and planning. District TOSA provides support in gathering and implementing CCSS materials.

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

Teachers meet as grade levels for Professional Planning Conferences. In addition, teachers meet together for release time planning during portions of staff meetings, during early release Wednesdays for Collaborative Instructional Planning, 8 half day CIP team planning days, and as the budget allows.

Teaching and Learning

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

Teachers, administrators, and District Personnel diligently align curriculum to content and performance standards annually.

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

Teachers follow the District suggested allocated minutes guidelines.

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

Every grade level collaborates to plan in-class and cross grade level intervention.

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

All students are provided standards based state adopted text books. Additional curriculum is provided to student groups based on the need for remediation, challenge, or second language.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students are provided with standards aligned instructional materials, and as appropriate, standards based intervention materials.

Opportunity and Equal Educational Access

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

Students receiving special support services use approved curriculum to meet specific, targeted goals as outlined in their IEPs. Our ELD students receive additional instruction using the ELD standards. Our GATE students are provided enrichment and challenge activities through regular use of GATE icons. All students are provided with targeted remediation or enrichment through our ZOOM program.

14. Research-based educational practices to raise student achievement

Teachers work collaboratively to plan and observe each others lesson during our learning walk process. This allows for targeted discussion about effective teaching practices as it relates to students achievement. School and community libraries are available. Some teachers provide after school tutoring.

Parental Involvement

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

The school provides Student Success Team (SST) meetings where parents and teachers collaborate solutions for individual student needs. Where indicated, students have an IEP.

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)

Teachers and Site Council members provide input and approval for all school goals.

Funding

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

Categorical funds allow us to provide additional small group instruction time and alternate curriculum to help improve their performance.

18. Fiscal support (EPC)

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	117	99	98	114	98	98	113	98	98	97.4	99	100
Grade 4	102	116	105	100	113	105	100	113	105	98.0	97.4	100
Grade 5	136	105	117	130	105	115	130	105	115	95.6	99.1	98.3
Grade 6	130	140	108	128	138	107	127	138	107	98.5	98.6	99.1
All Grades	485	460	428	472	454	425	470	454	425	97.3	98.5	99.3

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

Overall Achievement for 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	2458.0	2450.4	2451.4	29	36	33.67	37	26	28.57	22	19	19.39	11	19	18.37
Grade 4	2497.8	2524.9	2509.0	35	42	42.86	29	39	20.95	24	11	22.86	12	8	13.33
Grade 5	2545.9	2555.3	2562.3	33	37	47.83	40	41	31.30	21	14	13.91	6	8	6.96
Grade 6	2564.0	2576.6	2567.2	21	34	28.97	48	38	41.12	23	18	19.63	8	10	10.28
All Grades	N/A	N/A	N/A	29	37	38.59	39	36	30.59	22	16	18.82	9	11	12.00

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	40	45	33.67	45	36	45.92	15	19	20.41
Grade 4	28	46	39.05	58	45	48.57	14	9	12.38
Grade 5	38	39	46.09	50	50	46.09	12	10	7.83
Grade 6	24	34	36.45	58	50	51.40	18	16	12.15
All Grades	32	41	39.06	53	46	48.00	15	14	12.94

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	26	38.78	56	54	40.82	12	20	20.41
Grade 4	31	44	41.90	53	48	42.86	16	8	15.24
Grade 5	38	37	53.91	52	53	38.26	11	10	7.83
Grade 6	37	41	40.19	52	49	41.12	10	11	18.69
All Grades	34	37	44.00	53	51	40.71	12	12	15.29

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	25	31	23.47	67	56	68.37	8	13	8.16
Grade 4	25	29	31.43	71	67	58.10	4	4	10.48
Grade 5	31	31	39.13	63	62	50.43	6	7	10.43
Grade 6	24	26	28.04	72	69	66.36	3	5	5.61
All Grades	26	29	30.82	68	64	60.47	5	7	8.71

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	26	34.69	63	53	52.04	11	21	13.27
Grade 4	36	35	36.19	56	60	57.14	8	4	6.67
Grade 5	42	55	49.57	55	41	39.13	4	4	11.30
Grade 6	40	45	40.19	54	45	50.47	6	10	9.35
All Grades	36	41	40.47	57	50	49.41	7	10	10.12

Conclusions based on this data:

1. 2016/17 data shows that student achievement some minor increases and decreases across all grade levels in multiple areas of English Language Arts.
2. 2016/17 data shows that we need to use IAB's benchmark students throughout the year to progress monitor achievement

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	117	99	98	114	96	98	114	96	98	97.4	97	100
Grade 4	102	116	105	101	113	104	100	113	104	99.0	97.4	99
Grade 5	136	105	117	130	105	115	129	105	115	95.6	99.1	98.3
Grade 6	130	140	108	128	138	106	126	138	106	98.5	98.6	98.1
All Grades	485	460	428	473	452	423	469	452	423	97.5	98	98.8

* 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	2455.7	2439.3	2438.9	21	16	11.22	47	40	44.90	18	25	29.59	13	20	14.29
Grade 4	2490.1	2506.0	2488.2	19	25	15.38	28	35	42.31	45	35	27.88	8	6	14.42
Grade 5	2526.2	2529.4	2529.6	26	30	24.35	22	22	29.57	35	30	32.17	15	18	13.91
Grade 6	2539.8	2566.3	2547.5	20	29	22.64	28	29	26.42	34	29	33.02	16	13	17.92
All Grades	N/A	N/A	N/A	22	25	18.68	31	31	35.46	33	30	30.73	14	14	15.13

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	44	38	28.57	39	39	42.86	18	24	28.57
Grade 4	29	41	29.81	44	43	43.27	27	16	26.92
Grade 5	34	39	35.65	37	32	38.26	29	29	26.09
Grade 6	25	38	32.08	47	43	41.51	28	18	26.42
All Grades	33	39	31.68	42	40	41.37	25	21	26.95

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	26	30	32.65	56	48	51.02	18	22	16.33
Grade 4	25	24	27.88	57	72	48.08	18	4	24.04
Grade 5	23	27	24.35	52	44	60.00	25	30	15.65
Grade 6	23	29	24.53	53	50	50.94	24	21	24.53
All Grades	24	27	27.19	54	54	52.72	21	19	20.09

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	32	25	22.45	57	57	65.31	11	18	12.24
Grade 4	33	36	29.81	42	51	44.23	25	12	25.96
Grade 5	27	20	33.04	52	58	48.70	21	22	18.26
Grade 6	23	30	26.42	53	59	49.06	24	11	24.53
All Grades	28	28	28.13	51	56	51.54	20	15	20.33

Conclusions based on this data:

1. 2016/17 data shows that student achievement remained the same in most areas of Mathematics
2. 2016/17 data shows that there have been some higher percentages of students in grades 4 and 6 who are below standard

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	117	46	49	62	45	49	61	45	49	53.0	97.8	100
Grade 4	102	65	46	60	64	46	60	64	46	58.8	98.5	100
Grade 5	136	61	68	55	61	67	55	61	67	40.4	98.4	98.5
Grade 6	130	62	60	64	62	59	64	62	59	49.2	100	98.3
All Grades	485	234	223	241	232	221	240	232	221	49.7	98.7	99.1

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

Overall Achievement for 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	2460.2	2438.3	2437.0	31	29	28.57	34	24	26.53	23	22	22.45	11	24	22.45
Grade 4	2495.7	2514.4	2504.9	32	39	43.48	30	33	15.22	28	17	28.26	10	11	13.04
Grade 5	2533.8	2550.1	2549.6	29	31	43.28	36	43	29.85	25	18	16.42	9	8	10.45
Grade 6	2545.1	2556.3	2561.6	17	26	23.73	39	35	42.37	31	23	23.73	13	16	10.17
All Grades	N/A	N/A	N/A	27	31	34.84	35	34	29.41	27	20	22.17	11	14	13.57

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	44	42	30.61	41	31	44.90	15	27	24.49
Grade 4	28	41	39.13	57	48	52.17	15	11	8.70
Grade 5	35	48	41.79	49	39	46.27	16	13	11.94
Grade 6	19	31	35.59	55	48	55.93	27	21	8.47
All Grades	31	40	37.10	50	43	49.77	18	17	13.12

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	16	28.57	52	58	46.94	13	27	24.49
Grade 4	28	36	32.61	53	52	52.17	18	13	15.22
Grade 5	33	34	52.24	55	54	35.82	13	11	11.94
Grade 6	28	32	33.90	52	50	44.07	19	18	22.03
All Grades	30	31	38.01	53	53	43.89	16	16	18.10

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	31	27	22.45	61	56	67.35	8	18	10.20
Grade 4	30	33	26.09	67	63	69.57	3	5	4.35
Grade 5	31	36	40.30	64	59	44.78	5	5	14.93
Grade 6	23	24	25.42	75	68	69.49	2	8	5.08
All Grades	29	30	29.41	67	62	61.54	5	8	9.05

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	31	24	36.73	57	53	42.86	11	22	20.41
Grade 4	33	34	36.96	60	59	56.52	7	6	6.52
Grade 5	33	49	46.27	62	48	37.31	5	3	16.42
Grade 6	36	35	33.90	53	50	55.93	11	15	10.17
All Grades	33	37	38.91	58	53	47.51	9	11	13.57

Conclusions based on this data:

1.

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	117	46	49	62	44	49	62	44	49	53.0	95.7	100
Grade 4	102	65	46	61	64	46	60	64	46	59.8	98.5	100
Grade 5	136	61	68	55	61	67	55	61	67	40.4	98.4	98.5
Grade 6	130	62	60	64	62	58	64	62	58	49.2	100	96.7
All Grades	485	234	223	242	231	220	241	231	220	49.9	98.3	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 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	2461.6	2432.2	2441.6	27	11	14.29	44	36	42.86	18	34	30.61	11	18	12.24
Grade 4	2501.2	2503.9	2490.1	28	27	17.39	26	33	39.13	34	31	30.43	10	9	13.04
Grade 5	2529.8	2542.2	2531.7	31	41	26.87	20	15	32.84	35	30	23.88	15	15	16.42
Grade 6	2530.4	2570.7	2558.9	20	31	29.31	20	24	24.14	38	34	29.31	22	11	17.24
All Grades	N/A	N/A	N/A	26	29	22.73	28	26	34.09	31	32	28.18	14	13	15.00

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	47	32	30.61	37	45	36.73	16	23	32.65
Grade 4	35	42	32.61	43	42	43.48	22	16	23.91
Grade 5	38	44	40.30	35	36	35.82	27	20	23.88
Grade 6	19	40	37.93	42	40	36.21	39	19	25.86
All Grades	34	40	35.91	39	41	37.73	26	19	26.36

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	32	30	30.61	50	45	51.02	18	25	18.37
Grade 4	32	25	21.74	50	67	50.00	18	8	28.26
Grade 5	25	34	26.87	51	38	56.72	24	28	16.42
Grade 6	19	34	34.48	56	50	43.10	25	16	22.41
All Grades	27	31	28.64	52	51	50.45	21	19	20.91

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	39	20	24.49	45	59	69.39	16	20	6.12
Grade 4	40	33	28.26	37	52	43.48	23	16	28.26
Grade 5	31	26	35.82	45	57	44.78	24	16	19.40
Grade 6	20	34	32.76	50	55	48.28	30	11	18.97
All Grades	32	29	30.91	44	55	50.91	23	16	18.18

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (Female)

English Language Arts/Literacy

Overall Participation for Females												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	117	53	49	52	53	49	52	53	49	44.4	100	100
Grade 4	102	51	59	40	49	59	40	49	59	39.2	96.1	100
Grade 5	136	44	49	75	44	48	75	44	48	55.1	100	98
Grade 6	130	78	48	64	76	48	63	76	48	49.2	97.4	100
All Grades	485	226	205	231	222	204	230	222	204	47.6	98.2	99.5

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

Overall Achievement for Females															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2455.3	2460.6	2465.8	27	42	38.78	40	26	30.61	21	17	16.33	12	15	14.29
Grade 4	2501.0	2538.6	2512.1	40	47	42.37	28	47	25.42	18	2	18.64	15	4	13.56
Grade 5	2554.8	2562.5	2579.9	36	45	54.17	43	39	33.33	17	9	10.42	4	7	2.08
Grade 6	2583.3	2593.1	2574.1	25	41	35.42	56	39	39.58	14	14	14.58	3	5	10.42
All Grades	N/A	N/A	N/A	32	43	42.65	43	38	31.86	17	11	15.20	7	8	10.29

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	35	47	36.73	50	40	46.94	15	13	16.33
Grade 4	28	53	38.98	60	41	45.76	13	6	15.25
Grade 5	40	27	52.08	51	66	45.83	9	7	2.08
Grade 6	29	37	37.50	62	51	45.83	10	12	16.67
All Grades	33	41	41.18	55	49	46.08	11	10	12.75

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	48.98	60	51	34.69	10	15	16.33
Grade 4	35	55	49.15	53	43	35.59	13	2	15.25
Grade 5	41	41	56.25	49	52	41.67	9	7	2.08
Grade 6	46	47	47.92	52	47	37.50	2	5	14.58
All Grades	39	45	50.49	53	48	37.25	8	7	12.25

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	34	24.49	75	57	69.39	8	9	6.12
Grade 4	18	24	35.59	78	73	49.15	5	2	15.25
Grade 5	31	25	37.50	63	66	58.33	7	9	4.17
Grade 6	25	28	31.25	70	70	62.50	5	3	6.25
All Grades	24	28	32.35	70	67	59.31	6	5	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	21	26	32.65	69	53	61.22	10	21	6.12
Grade 4	40	37	35.59	50	61	57.63	10	2	6.78
Grade 5	48	64	54.17	49	32	41.67	3	5	4.17
Grade 6	44	53	47.92	56	41	43.75	0	7	8.33
All Grades	40	45	42.16	56	46	51.47	5	9	6.37

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (Female)

Mathematics

Overall Participation for Females												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	117	53	49	52	52	49	52	52	49	44.4	98.1	100
Grade 4	102	51	59	40	49	58	40	49	58	39.2	96.1	98.3
Grade 5	136	44	49	75	44	48	74	44	48	55.1	100	98
Grade 6	130	78	48	64	76	48	62	76	48	49.2	97.4	100
All Grades	485	226	205	231	221	203	228	221	203	47.6	97.8	99

* 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	2448.6	2445.2	2436.2	13	19	8.16	52	42	46.94	19	17	28.57	15	21	16.33
Grade 4	2473.5	2508.8	2486.8	5	22	13.79	30	37	44.83	60	39	25.86	5	2	15.52
Grade 5	2523.5	2511.6	2526.7	23	14	20.83	24	32	25.00	36	32	43.75	16	23	10.42
Grade 6	2549.5	2562.8	2533.7	19	28	14.58	36	33	29.17	31	25	37.50	11	14	18.75
All Grades	N/A	N/A	N/A	16	22	14.29	35	36	36.95	35	28	33.50	13	15	15.27

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	40	42	26.53	40	33	48.98	19	25	24.49
Grade 4	20	39	27.59	45	45	43.10	35	16	29.31
Grade 5	31	32	29.17	39	27	41.67	30	41	29.17
Grade 6	32	37	25.00	52	46	47.92	16	17	27.08
All Grades	32	38	27.09	44	39	45.32	25	24	27.59

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	31	34.69	63	50	51.02	17	19	14.29
Grade 4	15	22	32.76	68	78	46.55	18	0	20.69
Grade 5	22	16	20.83	53	52	64.58	26	32	14.58
Grade 6	27	25	12.50	50	50	60.42	23	25	27.08
All Grades	21	24	25.62	57	57	55.17	21	19	19.21

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	23	29	20.41	71	56	61.22	6	15	18.37
Grade 4	23	41	31.03	50	51	44.83	28	8	24.14
Grade 5	24	11	29.17	57	59	54.17	19	30	16.67
Grade 6	26	28	18.75	56	62	50.00	18	11	31.25
All Grades	24	28	25.12	59	57	52.22	17	15	22.66

Conclusions based on this data:

1.

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	117	2	*	3	2	*	3	2	*	2.6	100	
Grade 4	102	3	*	1	3	*	1	3	*	1.0	100	
Grade 5	136			2			2			1.5		
Grade 6	130	2		2	2		2	2		1.5	100	
All Grades	485	7	*	8	7	*	8	7	*	1.6	100	

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

Overall Achievement for 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	*	*	*	*	*	*	*	*	*	*	*	*

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	*	*	*	*	*	*	*	*	*

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	*	*	*	*	*	*	*	*	*

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	*	*	*	*	*	*	*	*	*

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	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. For 2016-2017, our EL population is below a percentage that is reported out.

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	117	2	*	3	2	*	3	2	*	2.6	100	
Grade 4	102	3	*	1	3	*	1	3	*	1.0	100	
Grade 5	136			2			2			1.5		
Grade 6	130	2		2	2		2	2		1.5	100	
All Grades	485	7	*	8	7	*	8	7	*	1.6	100	

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

Overall Achievement for 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	*	*	*	*	*	*	*	*	*	*	*	*

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	*	*	*	*	*	*	*	*	*

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	*	*	*	*	*	*	*	*	*

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	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. For 2016-2017, our EL population is below a percentage that is reported out.

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	117		*	2		*	2		*	1.7		
Grade 4	102	3		10	3		10	3		9.8	100	
Grade 5	136	10	*	6	10	*	6	10	*	4.4	100	
Grade 6	130	7	*	9	7	*	9	7	*	6.9	100	
All Grades	485	20	18	27	20	18	27	20	18	5.6	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	44	40	61.11	48	50	38.89	7	10	0.00	0	0	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	41	35	77.78	56	65	22.22	4	0	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	52	40	77.78	48	55	22.22	0	5	0.00

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	*		*	*		*	*		*
Grade 4	*	*		*	*		*	*	
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	37	30	38.89	63	65	61.11	0	5	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	41	50	72.22	59	50	27.78	0	0	0.00

Conclusions based on this data:

1. For 2016-2017, our RFEP population is below a percentage that is reported out.

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	117		*	2		*	2		*	1.7		
Grade 4	102	3		10	3		10	3		9.8	100	
Grade 5	136	10	*	6	10	*	6	10	*	4.4	100	
Grade 6	130	7	*	9	7	*	9	7	*	6.9	100	
All Grades	485	20	18	27	20	18	27	20	18	5.6	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	26	35	33.33	52	50	44.44	19	15	22.22	4	0	0.00

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	*		*	*		*	*		*
Grade 4	*	*		*	*		*	*	
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	37	45	50.00	59	50	50.00	4	5	0.00

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	*		*	*		*	*		*
Grade 4	*	*		*	*		*	*	
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	33	45	33.33	63	55	66.67	4	0	0.00

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	*		*	*		*	*		*
Grade 4	*	*		*	*		*	*	
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	41	30	38.89	48	70	50.00	11	0	11.11

Conclusions based on this data:

1. For 2016-2017, our RFEP population is below a percentage that is reported out.

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	117	8	*	8	8	*	8	8	*	6.8	100	
Grade 4	102	7	*	9	7	*	9	7	*	8.8	100	
Grade 5	136	7	*	8	7	*	8	7	*	5.9	100	
Grade 6	130	8	11	10	8	11	10	8	11	7.7	100	100
All Grades	485	30	34	35	30	34	35	30	34	7.2	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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	2549.4	*	*	9.09	*	*	54.55	*	*	27.27	*	*	9.09
All Grades	N/A	N/A	N/A	14	20	17.65	37	47	32.35	31	17	35.29	17	17	14.71

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	*	*	18.18	*	*	72.73	*	*	9.09
All Grades	17	27	17.65	57	53	64.71	26	20	17.65

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	*	*	36.36	*	*	45.45	*	*	18.18
All Grades	17	20	29.41	57	63	55.88	26	17	14.71

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	18.18	*	*	72.73	*	*	9.09
All Grades	26	17	26.47	63	67	55.88	11	17	17.65

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	*	*	27.27	*	*	72.73	*	*	0.00
All Grades	26	27	23.53	66	57	61.76	9	17	14.71

Conclusions based on this data:

1. We only have data in one grade level for one year. We are able to make comparisons or identify trends at this time.

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	117	8	*	8	8	*	8	8	*	6.8	100	
Grade 4	102	7	*	9	7	*	9	7	*	8.8	100	
Grade 5	136	7	*	8	7	*	8	7	*	5.9	100	
Grade 6	130	8	11	10	8	11	10	8	11	7.7	100	100
All Grades	485	30	34	35	30	34	35	30	34	7.2	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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	2521.4	*	*	18.18	*	*	9.09	*	*	45.45	*	*	27.27
All Grades	N/A	N/A	N/A	11	7	8.82	29	13	17.65	46	53	32.35	14	27	41.18

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	27.27	*	*	36.36	*	*	36.36
All Grades	17	10	14.71	46	50	29.41	37	40	55.88

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	*	*	18.18	*	*	45.45	*	*	36.36
All Grades	14	10	11.76	63	53	47.06	23	37	41.18

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	*	*	0.00	*	*	72.73	*	*	27.27
All Grades	14	10	8.82	54	60	58.82	31	30	32.35

Conclusions based on this data:

1. We only have data in one grade level for one year. We are able to make comparisons or identify trends at this time.

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	80		17			67	20		17						
2				***		***				***					
3	33		44	50		44	17		11						
4	***			***		***			***						
5	20			40						20			20		
Total	40		25	35		60	10		15	10			5		

Conclusions based on this data:

1. 85% of English Language Learners tested Advanced or Early Advanced on the annual CELDT in 2016-17

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	20	14		80	14	56		71	44						
1	71		14		***	57	29		29						
2				50	50	***		25		25	25		25		
3	33		44	50		44	17		11						
4	***			***		***			***						
5	20			40						20			20		
6							***								
Total	31	8	18	41	33	54	16	50	29	6	8		6		

Conclusions based on this data:

1. 72% of students assessed initially or annually scored within the Early Advanced or Advanced Proficiency Levels.



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Equity Report




Mountainview Elementary - Los Angeles County

Enrollment: 776Socioeconomically Disadvantaged: 6%English Learners: 4%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



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Status and Change Report

Mountainview Elementary - Los Angeles County

Enrollment: 776 Socioeconomically Disadvantaged: 6% English Learners: 4% 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 0.4%	Maintained +0.2%
English Learner Progress (K-12)		Very High 86.2%	Increased +2.1%
<u>English Language Arts (3-8)</u>		High 42.6 points above level 3	Increased +10.2 points
<u>Mathematics (3-8)</u>		High 10.6 points above level 3	Increased +8.2 points

Performance Levels:



Blue (Highest)



Green



Yellow



Orange



Red (Lowest)

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

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School and Student Performance Data

California Data Dashboard (Detailed Report)



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Detailed Report

Mountainview Elementary - Los Angeles County



Enrollment: 776Socioeconomically Disadvantaged: 6%English Learners: 4%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)		Very High 86.2%	Increased +2.1%
<u>English Language Arts (3-8)</u>		High 42.6 points above level 3	Increased +10.2 points
<u>Mathematics (3-8)</u>		High 10.6 points above level 3	Increased +8.2 points

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

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

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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

Mountainview Elementary - Los Angeles County

Enrollment: 776 Socioeconomically Disadvantaged: 6% English Learners: 4% 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: Pupil Achievement
LEA GOAL:
Increase student achievement
SCHOOL GOAL #1:
<ul style="list-style-type: none">* Increase student achievement in English-Language Arts by 5% to 74% Met/Exceeded Standards as measured by 2017-18 CAASPP* Increase student achievement in Mathematics by 5% to 59% Met/Exceeded Standards on 2017-18 CAASPP* Increase student achievement for students with disabilities by 5% from 31% to 36% in ELA and from 25% to 30% in mathematics.* Implement California State Standards in English Language Arts and Math* Implement English Language Development (ELD) standards, and Implement California State Standards for Science and Physical Fitness.* Students receive instruction in all curricular areas as evidenced by regular administrator walk through, formal and informal observations, and teacher implementation of layered activities.* Increase student achievement in Science, Physical Education as evidenced by student achievement in grade level common assessments (all grades), SBAC results (grades 3-6), Physical Fitness Testing (grade 5), and CELDT tests. No Science CST results (Grade 5) as we are transitioning to NGSS standards and the CAST. New Statewide assessments for EL students coming as well.* Increase student achievement in Social Studies and VAPA standards as evidenced by student achievement in grade level common assessments and teacher observation.* Increase student access/use of technology and teacher technology integration to meet District guidelines
Data Used to Form this Goal:
<p>Students in Grades 3-6 increased by 10.2 points in ELA in 2016/17.</p> <p>Students in Grades 3-6 increased by 8.2 points in Math in 2016/17.</p> <p>40.5% of students in Grade 5 met all six criteria, and 30.6% met five of six criteria on the Physical Fitness Test in 2016/17.</p> <p>English Language Learners increased by 2.1% on the CELDT in 2016/17.</p> <p>Instruction in the Visual and Performing Arts standards in all grade levels</p> <p>End of year data collected in Social Studies based upon the progress report card grades regarding progress toward meeting California State Standards.</p>

Findings from the Analysis of this Data:

2016/17 data from Smarter Balanced Assessments in English Language Arts and Math showed increased student achievement in both ELA and Mathematics. In ELA, student scores were 42.6 points above level 3. In Mathematics, student scores were 10.6 points above level 3. We continue to maintain in the area of mathematics instead of showing larger growth which we will be investigating this year. In addition, our Reclassified EL students (RFEP) continue to out perform their English only peers. Also noted was the continued performance gap of over 30% between our Students with Disabilities and Students without Disabilities.

We had a decrease from 48.6% to 40.5% of Mountainview students who met all six criteria on the Physical Fitness Test in 2016-17, however, we increased from 24.8% to 30.6% for those who met five or the six criteria. Overall, we slightly decreased from 73.4% to 71.1% of students meeting five or more criteria. We focused on increasing Abdominal Strength as it was the lowest percentage of students meeting this criteria. This area became more commensurate with at least half of the rest of the physical fitness tasks. Mountainview reclassified 5 of 43 students (12%) English Learners in 2017. Our EL population has continued to hold steadily at <30 over the past few years.

All students will continue to receive instruction in the VAPA standards as well as participate in the FAME program for their grade level.

Students in all grade levels will utilize the district purchased "Typing Club" online program and participate the Scholastic Reading Counts program to benchmark fluency and comprehension. In addition, grades 1-6 now have supplemental access to technology with the roll-out of Chromebooks in the classrooms. Teachers are utilizing Interactive Flat Panels in their classrooms and attend workshops and professional development in the area of Google Classroom to enhance student use/access to technology and teacher integration of technology into daily instruction.

Students will continue to receive Social Studies instruction according to the grade level appropriate California Standards and Science instruction to meet Next Generation Science Standards (NGSS).

Differentiation will continue for those students with IEPs as well as students identified as GATE.

How the School will Evaluate the Progress of this Goal:

Data from school, district, and state assessments will be analyzed to determine a baseline goal and/or to monitor progress towards ELD, PFT, and CAASPP goals.

Analysis of Ongoing Progress

Students in Grades 3-6 maintained or increased performance levels in each student group reported by the state. Our students with disabilities show increases by 12.4 points, however, there is a gap of 53 points compared to "all students" in ELA and 66 points compared to our English Language Learners. SWD make up approximately 8% of our student population in grades 3-6. We will focus on our lowest physical fitness task on the State PE test which was in the area of trunk extension. It was between 4-20% lower than the other tasks with 29.8% of students not in the HFZ.

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 and Math: Teachers analyze data from the beginning of the year assessments to establish their instructional program. Teachers develop lessons, and Layered Activities aligned to California State Standards	TK/Kindergarten - 6th/Grade students	Teachers, Administrators----	Wednesday CIP time, staff meeting time	None Specified	None Specified	0
	3rd- 6th/Grade students	Teachers, Administrators-----	Wednesday CIP time, staff meeting time	1000-1999: Certificated Personnel Salaries	District Funded	0
	TK/Kindergarten -					
Teachers and Administrators analyze ELA/Math results from the new CAASPP assessment						

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers provide intervention for identified struggling students using systematic flexible small group differentiated instruction with 2 instructional assistants.	6th/Grade students	Teachers ----- ----	Wednesday CIP time, staff meeting time, Classified aide support (2), additional supplemental support	2000-2999: Classified Personnel Salaries	Per Pupil	3830.00
	TK/Kindergarten-6th grade	Teachers, Instructional Aides				
Teachers provide intervention for identified struggling students using systematic flexible small group differentiated instruction with 2 instructional assistants.	TK/Kindergarten	Teachers, Instructional Aides	Classified aide support (2)- Grades K-3 focus on ELA, Grades 4-6 focus on math	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	4775.00
Kindergarten teachers utilize instructional aides to assist in small group instruction	1st-2nd grade students	Teachers, Administrators-----	Classified aide support (3)	2000-2999: Classified Personnel Salaries	Unrestricted	12000.00
Purchase supplemental materials/programs for ELA	TK/Kindergarten - 6th/Grade students	-	Purchase Hearbuilders online intervention program, purchase additional materials for intervention purposes	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	398.00
Materials necessary for classrooms	TK/Kindergarten - 6th/Grade students	Teachers, Administrators, office staff	classroom supplies	4000-4999: Books And Supplies	Per Pupil	29322.00
Teachers continue Learning Walks and discussion of next steps in improving instruction and student achievement	TK/Kindergarten - 6th/Grade students	Teachers, Administrators-----	All staff to have sub release time to participate- LCAP funded	1000-1999: Certificated Personnel Salaries	District Funded	
	Teachers of students in 2-6th grades	-	All classes visit library for research and/or book selection	2000-2999: Classified Personnel Salaries	District Funded	
Library media specialist provides weekly library access for all students.		Library Media Specialist-----	IABs used throughout the year. Teachers analyze data to help make instructional decisions	None Specified	None Specified	0
Teachers are utilizing Interim Assessment Benchmarks and their		Teachers, TOSAs, Administrators				

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
results through the CAASPP system to drive instructional decisions						
English Language Development (ELD):						
ELD cluster teachers receive substitute release time to administer ADEPT assessment	ELD students in grades K-6	Teachers, Administrators -----	Substitute costs	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	500.00
ELD cluster teachers receive substitute release time to administer CELDT assessment	ELD students in grades K-6	Teachers, Administrators -----	Substitute costs	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1000.00
Purchase supplies and materials to support ELD program	ELD students in grades K-6	Administrators-----	purchase additional supplies	4000-4999: Books And Supplies	LCFF - Supplemental	734.00
Provide Summer School opportunities at another site for students who qualify for support.	ELD students in grades K-6	Teachers, Administrators -----	Identified EL students are invited based on targeted instruction planned	1000-1999: Certificated Personnel Salaries	District Funded	
Provide planning time with ELD coach/TOSA to review Systematic ELD lessons (after school, CIP time, staff meetings)	ELD students in grades K-6	Teachers, Administrators ----	Extra duty, extra pay for after school only	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	520.00
Teachers receive refresher training to administer initial CELDT	ELD students in grades K-6	Teachers -----	Summer training at DO	1000-1999: Certificated Personnel Salaries	District Funded	
Teachers receive training in allowing EL students access to core instruction	ELD students in grades K-6	Teachers -----	Sub release time to attend Constructing Meaning workshops (16 previous teachers and 3 new teachers)	1000-1999: Certificated Personnel Salaries	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
<p>Science:</p> <p>Staff meeting and CIP time to collaborate with grade level colleagues to analyze science assessments.</p> <p>PTA and Site share costs to provide science related field trip opportunities for different grade levels</p> <p>Continue to restock science materials</p> <p>Provide CIP planning time related to science (Investigating NGSS)</p> <p>NGSS district committee and NGSS Steering Committee</p> <p>Teachers analyze grade level common assessments to drive curriculum and make instructional decisions</p> <p>All teacher provided Mystery Science in grades 3-5</p>	Students in grade 5	Administrators, Teachers	Planning time	None Specified	None Specified	0
	Students in grades K-6	PTA, Teachers, Administrators	In house field trips	0000: Unrestricted	Parent-Teacher Association (PTA)	
	Students in grades K-6	Administrators, Teachers	Purchase new/replace needed Science materials	4000-4999: Books And Supplies	Per Pupil	5000
	Students in grades K-6	Administrators, Teachers	Planning time	1000-1999: Certificated Personnel Salaries	None Specified	0
	Students in grades K-6	Administrators, Teachers	2 teachers and 2 administrators attend NGSS district committee 1 administrator is on NGSS Steering Committee	1000-1999: Certificated Personnel Salaries	Per Pupil	1000.00
	Students in grades K-6	Administrators, Teachers	Planning time	None Specified	None Specified	0
	Students in grades K-5	Administrators, Teachers	use of pre-purchased two year Mystery Science Online curriculum	None Specified	None Specified	
Physical Education:						
Planning time to meet PE standards of 200 min per every 10 days and turn in lesson plans	Students in grades TK/K-6	Teachers, Administrators	Planning time	None Specified	None Specified	0
Restock necessary materials for	Students in grades	Office Manager,				

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
SPARK program	TK/K-6	Teachers, Administrators, TOSA	PE materials	4000-4999: Books And Supplies	Per Pupil	2000.00
Teachers given observation time with PE TOSA	Students in grades TK/K-6	Teachers, TOSA	PE TOSA demonstrates PE lessons and gives recommendations for student activities that improve physical fitness and health	1000-1999: Certificated Personnel Salaries	District Funded	
Social Studies: Teachers analyze grade level common assessments to drive curriculum and make instructional decisions	Students in grades TK/ K-6	Teachers, Administrators	planning time	None Specified	None Specified	0
Work with PTA to align FAME art program to Social Studies standards	Students in grades TK/ K-6	PTA, Administrators, Liaison for PAC	Meetings with PTA/ Performing Arts Center	None Specified	None Specified	0
Visual and Performing Arts: Volunteer teachers attend Kennedy Arts Integration Consortium	Students in grades TK/K-6	Teachers, Art TOSAs	Training and implementation (6 teachers currently)	None Specified	District Funded	
Teachers integrate arts into the classroom	Students in grades TK/K-6	Teachers, Administration, PTA	Program- Great Artist Program	None Specified	Parent-Teacher Association (PTA)	0
Teachers integrate arts into the classroom	Students in grades TK/K-6	Teachers, Administration	Art supplies for Great Artist Program	4000-4999: Books And Supplies	Per Pupil	2000
Students attend specialized VAPA classes (aka FAME) from 8-13 weeks, attend in-house and off-site performances through Performing Arts Center	Students in grades TK/K-6	Teachers,PTA, Administration	Specialists through our partnership with PAC teacher 8-13 week classes, busses and entrance fees at PAC	None Specified	Parent-Teacher Association (PTA)	35000

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Technology: Teachers instruct students 2 times weekly in computer lab Student access to Chromebooks in classrooms for additional integration into daily curriculum Interactive Flat Panels (IFPs) Teacher use of iPads for lesson delivery Teachers use of online component of ELA and math curriculum Teachers learning to use Google-Docs, Drive, Sheets, Google Classroom (Staff mtgs and professional development days through district) Copier Contracts	Students in grades TK/K-6	Administrators	Administrator schedule for teachers to sign up	None Specified	None Specified	0
	Students in grade 1-3, 5-6	Teachers in grade 1-3, 5-6	purchased/training for grade 4, ongoing training for grade 1-3 and 5-6	None Specified	District Funded	
			Teacher ongoing professional development for use of for lesson delivery and technology integration	None Specified	District Funded	
	Students in grades TK/K-6	Teachers, Administration, TOSAs	Teachers integrate iPads with IFP's	None Specified	District Funded	
	Students in grades TK/K-6	Teachers, TOSA's, IT dept	Ongoing professional deveelopment	None Specified	None Specified	0
	Students in grades TK/K-6	Teachers TOSAs	Ongoing professional development	None Specified	District Funded	
			lease for copying machines	5800: Professional/Consulting Services And Operating Expenditures	Per Pupil	14634.00
	Students in grades TK/K-6	Teachers, Administration				
Increase student achievement on IEP goals: Benchmarking completed by RSP and SLP to determine if progress is being made Job alike meetings for support providers (RSP, SLP, OT, APE,	Students in grades TK/K-6	Teachers, Administration, RSP, SLP	Sub provided for RSP/SLP teachers to meet with teachers to discuss IEPs and classroom support	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	500.00
	Students in grades TK/K-6	District Administration, RSP, SLP, OT, APE,				

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Psychologists)		Psychologists	RSP/SLP teachers assess students to ensure IEP goals and classroom support is helping student achievement	None Specified	District Funded	0
Read Naturally Live	Students in grades 1-3	Teachers, Administration, RSP	Training for RSP teachers to use and train teachers in grades 2-5	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	400.00
Supplemental intervention materials for RtI in grades 4-6	Students in grades 4-6	Teachers, Administration, RSP	Additional RtI resources for struggling students	4000-4999: Books And Supplies	LCFF - Supplemental	328.00
Increase student achievement of students identified as GATE: Coordinators arrange for and present GATE parent meetings	Students in grades 3-6	Teachers, Administration	Extra duty extra pay for parents meetings	1000-1999: Certificated Personnel Salaries	LCFF - Base	256.00
GATE assessment for all 3rd grade students and 4-6 recommended by teacher/parent	Students in grades 3-6	Teachers, Administration	Substitute release time for GATE teacher to administer online assessment	1000-1999: Certificated Personnel Salaries	LCFF - Base	440.00
Newsletter to parents regarding GATE projects	Students in grades 3-6	Teachers, Administration	Development of tri-annual newsletter to better inform parents of GATE projects and differentiation	1000-1999: Certificated Personnel Salaries	LCFF - Base	192.00

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Student and Parent Engagement.
LEA GOAL:
Increase meaningful and purposeful student and parent engagement
SCHOOL GOAL #2:
<ul style="list-style-type: none">* Rollout of Positive Behavioral Interventions and Supports (PBIS) school-wide matrix and student created videos of behavioral expectations for the 2017-18 year* Continued implementation of programs to encourage sense of safety and connectedness to school for students, parents, and staff, and maintenance of suspension rate below 1%. Programs shall include Circle of Friends, Peer Mentoring, Peer Buddies, Student Service, and PBIS.* Provide parent workshops to increase parent understanding and support of student learning* Increase student and parent engagement evidenced by parent attendance at school events,* Decrease truancy from 18% to 16%* Decrease chronic absenteeism (18 or more absences) from 3.2% to 2.4%
Data Used to Form this Goal:
School Site Council Survey Data Attendance Records from parent meetings Attendance rates recorded in Aeries. SART, DART, and SARB results. Suspension data. School Site Council Survey Parent input solicited at parent meetings Number of student participants in Circle of Friends

Findings from the Analysis of this Data:

Parents are generally happy with our school. We have moderate attendance at school related meetings. We often try a few evening PTA or school events, however, we have seen better attendance during the mornings.

Mountainview has a moderate portion of students who arrive to school late or who have unexcused absences. We targeted attendance with our PASE program and saw truancy decrease from 17.9% to 13% from 2014 to 2015. With our PASE program still in place, in 2017, our truancy increased by 4.5%.

In general, families feel our school environment is safe and conducive to learning. Staff has noticed a need to increase/encourage student engagement to support learning. Families have commented on the need for more attention to and cleanliness of bathrooms.

How the School will Evaluate the Progress of this Goal:

Attendance records from parent meetings
 Site Council Survey Data
 Attendance reports. SART, DART, and SARB results.
 Suspension data.
 School Site Council Data. Parent and staff input.

Analysis of Ongoing Progress

Due to changes in our attendance and data collection system, letters and meetings were not held as in the past. This may have contributed to the increase in truancy. With the rollout of PBIS after winter break, we will gather data regarding attendance and suspension for deeper analysis.

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: Encourage parents to attend Awards Assemblies, FAME performances, and volunteering in classrooms.	TK/Kindergarten-6th grade	Administrators, Teachers	email, newsletters, fliers, phone calls	None Specified	None Specified	0
Schedule and conduct parent meetings	TK/Kindergarten-6th grade	Administrators, Teachers, Parents	GATE, School Site Council, ELAC (sub costs/extra duty extra pay)	1000-1999: Certificated Personnel Salaries	LCFF - Base	402.00
Encourage parent involvement/participation in district wide meetings/committees	TK/Kindergarten-6th grade	Administrators, Teachers	Information shared in parent emails from teachers and school bulletin	None Specified	None Specified	0
Provide instructional resources for parent/ families on weekly bulletins	TK/Kindergarten-6th grade	Administrators Administrators,				

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplies for PBIS roll-out	TK/Kindergarten-6th grade	Teachers, Parents, PBIS team (school psychologist, CDP director, teachers, administrators,	Information shared in school bulletin	None Specified	None Specified	0
			T-shirts, posters, tickets, etc	4000-4999: Books And Supplies	Per Pupil	2000.00
Attendance: Include comments regarding negative impact of absences and tardies on student report cards. Provide Parent Education on the importance of attendance (notices and weekly bulletin). Notify parents regularly of student attendance through phone calls, attendance letters and meetings (SART, DART, SARB).	TK/Kindergarten-6th grade	Administrators, Teachers	Information shared on progress report cards	None Specified	None Specified	0
	TK/Kindergarten-6th grade	Administrators	Information shared in bulletin	None Specified	None Specified	0
	TK/Kindergarten-6th grade	Administrators, Office staff	Letters generated if students have more than 3 tardies or 3 unexcused absences. Additional meetings and development of support plan if attendance does not change	0000: Unrestricted	Per Pupil	200
	TK/Kindergarten-6th grade	Administrators, Office staff	Letters generated if students have more than 3 tardies or 3 unexcused absences. Additional meetings and development of support plan if attendance does not change	0000: Unrestricted	Per Pupil	200
School Climate: Provide assemblies to promote Character Building/Anti-Bullying education. (Think kindness) Provide Counseling services and/or Social Skills to support school engagement and student achievement. Recognize student achievement with incentives and Awards Assemblies. Recognize staff engagement at	TK/Kindergarten-6th grade	Teachers, Administrators, PTA, Student Service	The Kindness Ninja Assembly	None Specified	Parent-Teacher Association (PTA)	
	TK/Kindergarten-6th grade	Teachers, Administrators, PTA, School Counselor, School Psychologist	DIS counselling for students with IEP services	1000-1999: Certificated Personnel Salaries	District Funded	
	TK/Kindergarten-6th grade	Administrators, Teachers				
	TK/Kindergarten-					

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
assemblies and meetings.	6th grade	Administrators, Teachers	Assemblies three times annually to recognize students	0000: Unrestricted	Per Pupil	549.00
Use of Cross-Grade Level Buddy Activities.	TK/Kindergarten-6th grade	Teachers	Verbal recognition			0
Encourage student service opportunities	Students Grade 4-6, primary SDC	Teachers, Administrators, School Psychologist, Counselor, SLPs, Aides	Safe School curriculum			0
Implement Circle of Friends Program	Students Grade 4-6	Parent volunteers, Students 4-6th grade, School Psychologist, Administration	T-Shirts for staff and student participants	0000: Unrestricted	Per Pupil	540.00
Reinstate game table at lunch	Students Grade 4-6, upper SDC	Primary SDC teachers, Administration	games, tsirts	0000: Unrestricted	Per Pupil	540.00
Peer mentor program for 4-6th grade students to help in primary SDC classrooms	TK/Kindergarten-6th grade	Teachers, Administrators, Aides	T-shirts for student participants	0000: Unrestricted	Per Pupil	299.00
Roll-out of PBIS program			T-shirts for student and staff, posters, signs	0000: Unrestricted	Per Pupil	1000.00

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 Conditions of Learning
LEA GOAL:
Provide an appropriate basic condition of learning.
SCHOOL GOAL #3:
<ul style="list-style-type: none">* Provide district purchased standards-based textbooks of Math, Language Arts, Social Studies and Science* Support new teachers through our District Induction Program and PAR program* Provide Learning Walks for all teachers with the focus of Academic Language as selected by teachers and administrator input for 2017-2018* Maintain clean and safe facilities and request repairs based on site walk through by administration and head custodian as well as teacher/staff input and observations
Data Used to Form this Goal:
<ul style="list-style-type: none">* Materials survey completed by administration confirming that standards-based textbooks of Math, Language Arts, Social Studies and Science are available for every student* 45-day Professional Planning Conferences, Triad Meetings for the Induction Program with new teachers and support providers, formal and informal observations, summative evaluation forms* Submissions of data collection during Learning Walks, staff agendas showing evidence of staff reflections of learning walks, teacher input via Survey Monkey for input toward and reflection of Learning Walks* Summary of Open Work Orders through SchoolDude, monthly walk through of site with Head Custodian
Findings from the Analysis of this Data:
<p>All teachers have needed textbooks and communicate needs as they arise with enrollment fluctuations. The district responds by providing necessary materials as needed. New teachers are provided ample opportunities to meet formally and informally with administration to discuss effective, research based teaching practices. Meetings are scheduled formally for support and through the evaluation process as well as through feedback from ongoing walk-throughs by administration. Teachers are planning more collaboratively by grade level for learning walks and are beginning to apply strategies that are discussed during grade level feedback or during staff meeting reflection opportunities. Teachers are looking for supports to assist in increasing students achievement. Teachers share facility concerns when they arise; school site and district administration address these concerns.</p>

How the School will Evaluate the Progress of this Goal:

We will be creating some staff surveys that align with this goal to get staff input.
 We use results from annual parent surveys
 We will audit our open work orders to ensure items are being addressed in a timely manner

Analysis of Ongoing Progress

This is a new goal. We will analyze progress throughout this school year.

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide teachers/students with state adopted, standards-based materials	Students in grades TK-6	Teachers, administrators	Teachers inventory textbooks and materials, teachers let administrators know if additional materials are needed	None Specified	District Funded	
Support for new teachers through our district Induction Program and Peer Assistance and Review	Students in grades K, 2, 4, and 5th grades	Induction support teachers, PAR support teachers, administrators	Formal and informal meetings and observations, feedback provided regarding effective instructional practices	None Specified	None Specified	0
Schedule learning Walks for all teachers with the focus of Academic Language for 2017-2018	Students in grades TK-6	Grade level teams in TK-6, administrators	Teachers surveyed to determine focus in 2016-17 to be carried into 2017-18. Teachers determined that learning walks would be conducted within grade level team observing two team members, data collection forms submitted	0000: Unrestricted	Per Pupil	500.00
Maintain clean and safe facilities	Students in grades TK-6	Teachers, administrators, classified staff, custodial staff district M&O				

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Teachers submit IAQ surveys, staff relay concerns regarding facilities, SchoolDude system used for entering work orders, review of weekly open work order reports	None Specified	None Specified	0

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 - Base	1290	0.00
LCFF - Supplemental	9155	0.00
Per Pupil	63414	0.00
Unrestricted	12,000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	0.00
LCFF - Base	1,290.00
LCFF - Supplemental	9,155.00
None Specified	0.00
Parent-Teacher Association (PTA)	35,000.00
Per Pupil	63,414.00
Unrestricted	12,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	3,628.00
1000-1999: Certificated Personnel Salaries	4,810.00
2000-2999: Classified Personnel Salaries	20,605.00
4000-4999: Books And Supplies	41,384.00
5000-5999: Services And Other Operating Expenditures	398.00
5800: Professional/Consulting Services And Operating	15,034.00
None Specified	35,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	1,290.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,520.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	4,775.00
4000-4999: Books And Supplies	LCFF - Supplemental	1,062.00
5000-5999: Services And Other Operating	LCFF - Supplemental	398.00
5800: Professional/Consulting Services And	LCFF - Supplemental	400.00
1000-1999: Certificated Personnel Salaries	None Specified	0.00
None Specified	None Specified	0.00
None Specified	Parent-Teacher Association (PTA)	35,000.00
0000: Unrestricted	Per Pupil	3,628.00
1000-1999: Certificated Personnel Salaries	Per Pupil	1,000.00
2000-2999: Classified Personnel Salaries	Per Pupil	3,830.00
4000-4999: Books And Supplies	Per Pupil	40,322.00
5800: Professional/Consulting Services And	Per Pupil	14,634.00
2000-2999: Classified Personnel Salaries	Unrestricted	12,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	114,829.00
Goal 2	5,530.00
Goal 3	500.00

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
Katie Demsher	X				
Brian Beedle				X	
Jennifer Denzin				X	
Lelia Meadows				X	
Koren Hansen				X	
Lisa Pope				X	
Joan LaMarr		X			
Teri Huscher		X			
Ron Fitzgerald		X			
Dena Abbinanti			X		
Misty Covington			X		
Numbers of members of each category:	1	3	2	5	

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) 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 11/20/2017.

Attested:

Katie Demsher

Typed Name of School Principal

Signature of School Principal

Date

Jennifer Denzin

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Recommendations and Assurances

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Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

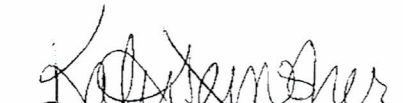
Signature

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Attested:

Katie Demsher

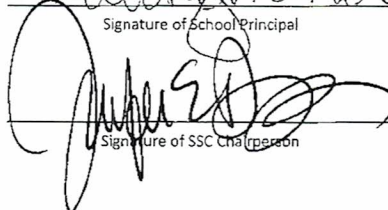
Typed Name of School Principal


Signature of School Principal

11/20/17
Date

Jennifer Denzin

Typed Name of SSC Chairperson


Signature of SSC Chairperson

11/20/17
Date