The Single Plan for Student Achievement

School: Plum Canyon Elementary

CDS Code: 19649986115513

District: Saugus Union Elementary School District

Principal: Mary Mann

Revision Date: 10/1/2017

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

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

Contact Person: Mary Mann

Position: Principal

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

Table of Contents

School Vision and Mission

Plum Canyon Elementary's Vision and Mission Statements
Plum Canyon Elementary School teaches the whole child to ensure academic, social, and emotional success.

School Profile

Plum Canyon Elementary School provides a supportive and nurturing environment that gives our nearly 700 students in transitional kindergarten through sixth grade an opportunity to build confidence to apply new learning and assume leadership roles. Our rigorous and student centered academic program is designed to help each individual expand his or her desire and ability to acquire and apply knowledge. An emphasis on developing academic language across disciplines prepares our students for bold explorations of 21st century challenges.
Our school is privileged to have parents with a high degree of involvement in the education of their children. Volunteers work daily in the classroom, sit on site and district oversight committees, support technology, the arts and PTA. Our mission is to provide an education that inspires each individual child to love learning, embrace challenges, build character, and cultivate creativity so that they continue to develop as kind, caring citizens.

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Site Council surveys are used to determine parent overall impressions of Plum Canyon Elementary School. Teachers share their educational assessments with the site administrator after each unit in math and language arts by selecting two high, medium and low student scores.

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

The site administrator walks through classrooms to observe daily instruction on a informal basis. Teachers on the evaluation cycle for the 2017-18 are formally observed twice that year. For the 2017-18 a series of learning walks have been scheduled for teachers to calibrate professional practice and common language, and to improve instructional practice.

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 the school year, the Plum Canyon teaching staff and administrators analyze results from the beginning of the year assessments. This data is used to develop school and grade level goals for the upcoming year. Individual teachers are required to review the student data for the assigned students in the classroom. Teachers then use this data to drive their instruction and their programs. Administrators review these plans with the teachers during Professional Planning conferences in October and November. Progress is revisited in March during planning for next year's SPSA goals and throughout the year during staff meetings. Teachers also review the annual CELDT data for their EL students. Teachers of students in Transitional Kindergarten through Grade 6 use a variety of publisher, teacher created common assessments and informal assessments as well to monitor student progress.

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

   Chapter tests are reviewed and instruction is adjusted accordingly.

Staffing and Professional Development

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

   All teachers at Plum Canyon are designated highly qualified.

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

   All core materials used during instruction are on the state approved list. We are compliant under the Williams Decree.

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 on-going analysis of student data and the professional needs of teachers. Staff development includes training in the Direct Instruction model, writing standards- based unit of study, systematic ELD, and integrating new technologies. In addition, teachers meet several times monthly to review student assessment data and plan standards-aligned curriculum formally during collaborative planning and informally at grade level meetings. Teachers also participate in learning walks as well as district sponsored professional development.

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

   Plum Canyon teachers have identified 20% of its student population considered "at risk." All teachers are deemed highly qualified and NCLB compliant. All teachers have students from the group who are "at risk." About 6% (28/640) of the students at Plum Canyon are English Learners and are correctly placed with teachers who hold CLAD or EL credentials. English Language Development instruction takes place every day for theses students for 30 minutes and is taught at the CELDT proficiency level.

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

   Teachers have the opportunity to collaborate on non-designated staff meeting Tuesdays as well as during Early Release Wednesdays. On these Wednesdays teachers meet with their grade level teams for collaborative instructional planning.

Teaching and Learning

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

   Plum Canyon Elementary staff and administration are committed to ensuring that all curriculum and instruction are aligned with state content 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)

   As a staff, we continue to review data to improve our targeted interventions to best meet the needs of our students who are considered "at risk" and our English Learner students. We also continue to investigate classroom strategies and programs that will motivate all students to be academically successful.

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

    The Plum Canyon teachers use their non-staff meeting Tuesdays and Wednesday early release time as planning time to ensure that the needs of all students who are at risk are met. Analysis of common assessments to improve instruction is ongoing.

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

    Standards-aligned textbooks and instructional materials for all student groups are sufficient in both quality and quantity in each subject area. We follow all material adoption timelines determined by the state and District.

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)

    Standards-aligned textbooks and instructional materials for all student groups are sufficient in both quality and quantity in each subject area. We follow all material adoption timelines determined by the state and District. All students at Plum Canyon have all the required textbooks; therefore, we are Williams Decree compliant.

Opportunity and Equal Educational Access

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

    Teachers collaborate at regular intervals to review student assessment data and plan for interventions. These interventions include targeted small group instruction, focused upon student needs. Plum Canyon has four instructional assistants who provide additional support to students in Transitional Kindergarten through Grade 2. Plum Canyon has a part time school psychologist who provides support to teachers regarding behavioral, academic, and emotional concerns, as well as a school based counselor once per week.

14. Research-based educational practices to raise student achievement

   All teachers at Plum Canyon have received training using the Direct Instruction model. All teachers have received some training through the Kennedy Arts Center in the areas of visual arts, an expertise known to improve student achievement. Most staff has received training in Constructing Meaning and integration of technology.

Parental Involvement

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

   Teachers and site administrator communicate on an on-going basis with the Plum Canyon community. This is accomplished with a weekly newsletter from the school, quarterly from the PTA and in a myriad of means and frequency from the teachers. These forms of communication include electronic and paper formats. Additional communication is done through email, phone calls, websites, conferences, Common Core grade level presentations, and flyers just to mention a few. The Plum Canyon PTA offers a for-fee after school program, filled with a variety of choices.

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)

   N/A

Funding

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

   Plum Canyon believes in the development of the child, including their social-emotional well-being. All Plum Canyon students can visit the library and the computer lab weekly. Four instructional assistants support teachers in all Kindergarten through Grade 2 classrooms. These assistants oversee center activities in Kindergarten and work with grade level students in grades 1 and 2 while teachers work directly with at risk students needing intensive intervention.   The library is open to families on early release Wednesday.

18. Fiscal support (EPC)

   N/A

Description of Barriers and Related School Goals

N/A

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	105	92	76	104	92	76	104	92	76	99.0	100	100
Grade 4	99	103	94	99	103	94	99	103	94	100.0	100	100
Grade 5	123	99	98	122	99	98	121	99	98	99.2	100	100
Grade 6	100	122	99	100	122	99	100	122	99	100.0	100	100
All Grades	427	416	367	425	416	367	424	416	367	99.5	100	100

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

	Overall Achievement for 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	2407.2	2450.1	2440.6	14	32	26.32	29	28	36.84	24	24	17.11	33	16	19.74
Grade 4	2500.9	2479.7	2493.8	38	23	26.60	31	27	40.43	15	30	17.02	15	19	15.96
Grade 5	2499.2	2541.1	2509.2	15	36	22.45	32	37	26.53	29	15	26.53	24	11	24.49
Grade 6	2551.2	2562.5	2560.8	14	23	27.27	51	46	37.37	27	23	21.21	8	8	14.14
All Grades	N/A	N/A	N/A	20	28	25.61	36	35	35.15	24	23	20.71	20	13	18.53

	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	29	34.67	43	48	48.00	33	23	17.33
Grade 4	39	26	29.79	47	55	56.38	13	18	13.83
Grade 5	21	37	22.45	51	47	52.04	28	15	25.51
Grade 6	24	18	34.34	61	69	47.47	15	13	18.18
All Grades	27	27	30.05	51	56	51.09	23	17	18.85

	Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	12	26	23.68	46	54	55.26	42	20	21.05
Grade 4	35	27	31.91	44	57	54.26	19	16	13.83
Grade 5	22	47	32.65	49	43	46.94	29	9	20.41
Grade 6	22	34	33.33	68	54	48.48	10	11	18.18
All Grades	23	34	30.79	52	52	50.95	25	14	18.26

Listing 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	25	22.67	68	64	65.33	17	11	12.00
Grade 4	28	16	17.02	61	75	68.09	11	10	14.89
Grade 5	17	26	16.33	69	65	65.31	14	9	18.37
Grade 6	25	18	20.20	71	77	67.68	4	5	12.12
All Grades	21	21	18.85	67	71	66.67	12	8	14.48

(Note: table title appears as "Listening" in the source.)

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	13	30	26.67	58	57	52.00	29	13	21.33
Grade 4	29	18	24.47	57	58	63.83	14	23	11.70
Grade 5	22	44	26.53	63	45	47.96	15	10	25.51
Grade 6	27	40	36.36	67	56	49.49	6	4	14.14
All Grades	23	34	28.69	61	54	53.28	16	12	18.03

Conclusions based on this data:

1. The three year trend in data shows an increase in performance in ELA of 5% and the percentage of students not meeting standards decreased by 2%. 80% percent of our students nearly met, met standards or exceeded standards.

   In 2015-16, 89% of grade 3 students met or exceeded ELA standards. 50% of grade 4 students met or exceeded ELA standards. 73% of grade 5 students met or exceeded standards. 69% of grade 6 students met or exceeded standards. All percentages reflected an increase from 2014-2015.

2. In 2016-17, 63% of grade 3 students met or exceeded ELA standards, a decrease of 26%. 67% of grade 4 students met or exceeded ELA standards an increase of 17%. 50% of grade 5 students met or exceeded standards, a decrease of 23%. 65% of grade 6 students met or exceeded standards, a decrease of 4%.

3.

   Cohort scores reflect a decrease in ELA scores overall.

   Over all Reading scores increased by 4%, Writing decreased overall by 5%, Listening decreased by 6%, Research and Inquiry decreased by 6%.

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	105	92	76	104	92	76	104	92	76	99.0	100	100
Grade 4	99	103	94	98	103	94	98	103	94	99.0	100	100
Grade 5	123	99	98	121	99	98	121	99	98	98.4	100	100
Grade 6	100	122	99	100	122	99	100	122	99	100.0	100	100
All Grades	427	416	367	423	416	367	423	416	367	99.1	100	100

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

Overall Achievement for 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	2431.9	2444.8	2437.1	13	12	19.74	40	47	30.26	24	29	26.32	23	12	23.68
Grade 4	2494.7	2475.3	2494.7	22	16	17.02	30	26	37.23	36	45	39.36	12	14	6.38
Grade 5	2492.8	2512.7	2500.9	12	22	14.29	19	17	20.41	40	43	39.80	28	17	25.51
Grade 6	2552.0	2545.3	2547.5	20	19	23.23	31	32	28.28	37	34	31.31	12	16	17.17
All Grades	N/A	N/A	N/A	17	17	18.53	30	30	28.88	35	38	34.60	19	15	17.98

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	34	30	28.95	38	50	42.11	28	20	28.95
Grade 4	30	24	41.49	43	47	37.23	28	29	21.28
Grade 5	17	21	18.37	39	42	40.82	44	36	40.82
Grade 6	32	33	32.32	44	43	42.42	24	24	25.25
All Grades	28	27	30.25	41	45	40.60	31	27	29.16

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	18	29	34.21	53	60	42.11	29	11	23.68
Grade 4	31	17	28.72	48	57	52.13	21	25	19.15
Grade 5	14	27	17.35	42	45	58.16	44	27	24.49
Grade 6	15	21	25.25	63	55	51.52	22	24	23.23
All Grades	19	24	25.89	51	54	51.50	30	22	22.62

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	27	28.95	65	57	51.32	17	16	19.74
Grade 4	30	23	24.47	53	50	54.26	17	27	21.28
Grade 5	17	20	16.33	51	55	51.02	32	25	32.65
Grade 6	25	17	32.32	59	61	42.42	16	21	25.25
All Grades	22	22	25.34	57	56	49.59	21	23	25.07

Conclusions based on this data:

1. The three year trend indicates an increase of 1% in students who exceeded and met standards in mathematics and a decrease of 2% of students who did not meet standards in mathematics.
83% of students nearly met standards in mathematics.

   59% of grade 3 students met or exceeded math standards. 42% of grade 4 students met or exceeded math standards. 39% of grade 5 students met or exceeded math standards. 51% of grade 6 students met or exceeded standards. All percentages reflect an increase from 2014-2015.

2. 50% of grade 3 students met or exceeded math standards. 54% of grade 4 students met or exceeded math standards. 34% of grade 5 students met or exceeded math standards. 51% of grade 6 students met or exceeded standards.

3. Cohort scores increased in grade 6 by 17%.

   Concepts and reasoning remained constant year to year except in grade 4.
Problem Solving and Modeling reflected remained constant even year to year.
Communicating and Reasoning remained constant year to year.

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	105	50	43	59	50	43	59	50	43	56.2	100	100
Grade 4	99	57	52	49	57	52	49	57	52	49.5	100	100
Grade 5	123	51	57	67	51	57	66	51	57	54.5	100	100
Grade 6	100	65	48	50	65	48	50	65	48	50.0	100	100
All Grades	427	223	200	225	223	200	224	223	200	52.7	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 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	2399.3	2450.3	2439.4	8	32	23.26	34	32	41.86	25	14	16.28	32	22	18.60
Grade 4	2508.2	2464.4	2493.1	43	21	30.77	29	18	36.54	16	37	13.46	12	25	19.23
Grade 5	2485.2	2538.0	2495.0	13	33	15.79	24	37	26.32	33	20	29.82	28	10	28.07
Grade 6	2542.5	2556.8	2557.6	8	23	27.08	60	42	35.42	24	25	22.92	8	11	14.58
All Grades	N/A	N/A	N/A	17	27	24.00	36	32	34.50	25	24	21.00	21	17	20.50

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	32	30.95	51	42	54.76	32	26	14.29
Grade 4	49	19	32.69	41	60	51.92	10	21	15.38
Grade 5	17	33	19.30	53	49	56.14	30	18	24.56
Grade 6	22	23	29.17	60	62	50.00	18	15	20.83
All Grades	25	26	27.64	51	54	53.27	24	20	19.10

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	7	22	20.93	46	56	60.47	47	22	18.60
Grade 4	41	21	36.54	39	60	46.15	20	19	17.31
Grade 5	21	43	28.07	41	47	47.37	38	10	24.56
Grade 6	16	29	29.17	72	57	52.08	12	14	18.75
All Grades	21	29	29.00	49	55	51.00	31	16	20.00

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	12	30	19.05	68	56	69.05	20	14	11.90
Grade 4	37	9	23.08	53	79	61.54	10	12	15.38
Grade 5	20	25	12.28	64	69	70.18	17	6	17.54
Grade 6	22	17	22.92	72	80	66.67	6	3	10.42
All Grades	22	20	19.10	64	72	66.83	14	9	14.07

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	14	38	26.19	59	48	57.14	27	14	16.67
Grade 4	31	18	28.85	57	56	59.62	12	26	11.54
Grade 5	15	41	24.56	67	47	42.11	18	12	33.33
Grade 6	26	38	29.17	66	55	60.42	8	6	10.42
All Grades	21	34	27.14	63	52	54.27	17	14	18.59

Conclusions based on this data:

1. 59% of all males have met or exceeded standards in English Language Arts.

2. 80% of males have met, nearly met or exceeded standards in Reading and Writing and Listening.}

3. 86% of males have met, nearly met or exceeded standards in Research demonstrating a relative strength. }

School and Student Performance Data

CAASPP Results (Male)

Mathematics

<table>
<tr><td colspan="13" align="center">Overall Participation for Males</td></tr>
<tr><td rowspan="2">Grade Level</td><td colspan="3"># of Students Enrolled</td><td colspan="3"># of Students Tested</td><td colspan="3"># of Students with Scores</td><td colspan="3">% of Enrolled Students Tested</td></tr>
<tr><td>14-15</td><td>15-16</td><td>16-17</td><td>14-15</td><td>15-16</td><td>16-17</td><td>14-15</td><td>15-16</td><td>16-17</td><td>14-15</td><td>15-16</td><td>16-17</td></tr>
<tr><td>Grade 3</td><td>105</td><td>50</td><td>43</td><td>59</td><td>50</td><td>43</td><td>59</td><td>50</td><td>43</td><td>56.2</td><td>100</td><td>100</td></tr>
<tr><td>Grade 4</td><td>99</td><td>57</td><td>52</td><td>49</td><td>57</td><td>52</td><td>49</td><td>57</td><td>52</td><td>49.5</td><td>100</td><td>100</td></tr>
<tr><td>Grade 5</td><td>123</td><td>51</td><td>57</td><td>66</td><td>51</td><td>57</td><td>66</td><td>51</td><td>57</td><td>53.7</td><td>100</td><td>100</td></tr>
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<tr><td>All Grades</td><td>427</td><td>223</td><td>200</td><td>224</td><td>223</td><td>200</td><td>224</td><td>223</td><td>200</td><td>52.5</td><td>100</td><td>100</td></tr>
</table>

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<tr><td>Grade 3</td><td>2433.8</td><td>2457.5</td><td>2444.9</td><td>10</td><td>16</td><td>27.91</td><td>47</td><td>58</td><td>23.26</td><td>20</td><td>14</td><td>25.58</td><td>22</td><td>12</td><td>23.26</td></tr>
<tr><td>Grade 4</td><td>2508.2</td><td>2476.7</td><td>2509.2</td><td>31</td><td>14</td><td>25.00</td><td>29</td><td>28</td><td>40.38</td><td>31</td><td>46</td><td>30.77</td><td>10</td><td>12</td><td>3.85</td></tr>
<tr><td>Grade 5</td><td>2494.4</td><td>2523.0</td><td>2501.8</td><td>12</td><td>27</td><td>10.53</td><td>20</td><td>18</td><td>21.05</td><td>38</td><td>39</td><td>43.86</td><td>30</td><td>16</td><td>24.56</td></tr>
<tr><td>Grade 6</td><td>2555.2</td><td>2548.9</td><td>2553.4</td><td>20</td><td>22</td><td>27.08</td><td>30</td><td>34</td><td>22.92</td><td>40</td><td>29</td><td>35.42</td><td>10</td><td>15</td><td>14.58</td></tr>
<tr><td>All Grades</td><td>N/A</td><td>N/A</td><td>N/A</td><td>17</td><td>20</td><td>22.00</td><td>31</td><td>34</td><td>27.00</td><td>32</td><td>32</td><td>34.50</td><td>19</td><td>14</td><td>16.50</td></tr>
</table>

<table>
<tr><td colspan="10" align="center">Concepts & Procedures
Applying mathematical concepts and procedures</td></tr>
<tr><td rowspan="2">Grade Level</td><td colspan="3">% Above Standard</td><td colspan="3">% At or Near Standard</td><td colspan="3">% Below Standard</td></tr>
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<tr><td>Grade 3</td><td>34</td><td>42</td><td>37.21</td><td>37</td><td>46</td><td>32.56</td><td>29</td><td>12</td><td>30.23</td></tr>
<tr><td>Grade 4</td><td>39</td><td>25</td><td>48.08</td><td>41</td><td>47</td><td>40.38</td><td>20</td><td>28</td><td>11.54</td></tr>
<tr><td>Grade 5</td><td>20</td><td>29</td><td>14.04</td><td>32</td><td>35</td><td>47.37</td><td>48</td><td>35</td><td>38.60</td></tr>
<tr><td>Grade 6</td><td>28</td><td>34</td><td>35.42</td><td>50</td><td>43</td><td>39.58</td><td>22</td><td>23</td><td>25.00</td></tr>
<tr><td>All Grades</td><td>29</td><td>32</td><td>33.00</td><td>39</td><td>43</td><td>40.50</td><td>31</td><td>25</td><td>26.50</td></tr>
</table>

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	22	36	44.19	47	54	34.88	31	10	20.93
Grade 4	37	18	38.46	43	60	44.23	20	23	17.31
Grade 5	15	31	19.30	35	41	54.39	50	27	26.32
Grade 6	18	25	27.08	68	52	47.92	14	23	25.00
All Grades	22	27	31.50	47	52	46.00	30	21	22.50

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	15	32	34.88	66	44	44.19	19	24	20.93
Grade 4	39	21	32.69	45	53	51.92	16	26	15.38
Grade 5	17	24	17.54	52	51	52.63	32	25	29.82
Grade 6	26	23	33.33	60	52	47.92	14	25	18.75
All Grades	23	25	29.00	56	50	49.50	21	25	21.50

Conclusions based on this data:

1. 54% of the male population exceeded or met standards in math.

2. In all claim areas the number of students not meeting standards decreased.

3. 73%, 77% and 79% of students met, nearly met and exceeded standards in concepts, problem solving and math reasoning respectively.

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	105	42	33	45	42	33	45	42	33	42.9	100	100
Grade 4	99	46	42	50	46	42	50	46	42	50.5	100	100
Grade 5	123	48	41	55	48	41	55	48	41	44.7	100	100
Grade 6	100	57	51	50	57	51	50	57	51	50.0	100	100
All Grades	427	193	167	200	193	167	200	193	167	46.8	100	100

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

	Overall Achievement for 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	2417.5	2449.8	2442.2	22	31	30.30	22	24	30.30	22	36	18.18	33	10	21.21
Grade 4	2493.6	2498.6	2494.7	34	26	21.43	34	39	45.24	14	22	21.43	18	13	11.90
Grade 5	2515.9	2544.4	2529.0	16	40	31.71	42	38	26.83	24	10	21.95	18	13	19.51
Grade 6	2559.9	2569.1	2563.8	20	23	27.45	42	51	39.22	30	21	19.61	8	5	13.73
All Grades	N/A	N/A	N/A	23	30	27.54	36	39	35.93	23	22	20.36	19	10	16.17

	Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	33	26	39.39	33	55	39.39	33	19	21.21
Grade 4	30	35	26.19	54	50	61.90	16	15	11.90
Grade 5	25	42	26.83	49	46	46.34	25	13	26.83
Grade 6	26	12	39.22	62	77	45.10	12	11	15.69
All Grades	29	28	32.93	50	58	48.50	22	14	18.56

	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	18	31	27.27	47	52	48.48	36	17	24.24
Grade 4	30	35	26.19	50	54	64.29	18	11	9.52
Grade 5	24	52	39.02	58	40	46.34	18	8	14.63
Grade 6	28	40	37.25	64	51	45.10	8	9	17.65
All Grades	25	40	32.93	55	49	50.90	20	11	16.17

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	18	19	27.27	69	74	60.61	13	7	12.12
Grade 4	20	24	9.52	68	70	76.19	12	7	14.29
Grade 5	15	27	21.95	75	60	58.54	11	13	19.51
Grade 6	28	19	17.65	70	74	68.63	2	7	13.73
All Grades	20	22	18.56	71	69	66.47	10	8	14.97

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	13	21	27.27	56	67	45.45	31	12	27.27
Grade 4	28	20	19.05	56	61	69.05	16	20	11.90
Grade 5	31	48	29.27	58	44	56.10	11	8	14.63
Grade 6	28	42	43.14	68	56	39.22	4	2	17.65
All Grades	26	34	30.54	60	56	52.10	15	10	17.37

Conclusions based on this data:

1. The percentage of female students at or near standards is 82%

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	105	42	33	45	42	33	45	42	33	42.9	100	100
Grade 4	99	46	42	49	46	42	49	46	42	49.5	100	100
Grade 5	123	48	41	55	48	41	55	48	41	44.7	100	100
Grade 6	100	57	51	50	57	51	50	57	51	50.0	100	100
All Grades	427	193	167	199	193	167	199	193	167	46.6	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 Females												
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly 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
Grade 3	2429.5	2429.6	2426.9	16	7	9.09	31	33	39.39	29	48	27.27
Grade 4	2481.1	2473.7	2476.7	14	17	7.14	31	24	33.33	41	43	50.00
Grade 5	2490.8	2501.9	2499.5	13	17	19.51	18	17	19.51	44	48	34.15
Grade 6	2548.8	2541.2	2541.9	20	16	19.61	32	30	33.33	34	39	27.45
All Grades	N/A	N/A	N/A	16	15	14.37	28	26	31.14	37	44	34.73

(continued: % Standard Not Met)

Grade Level	% Standard Not Met 14-15	15-16	16-17
Grade 3	24	12	24.24
Grade 4	14	15	9.52
Grade 5	25	19	26.83
Grade 6	14	16	19.61
All Grades	20	16	19.76

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	33	17	18.18	40	55	54.55	27	29	27.27
Grade 4	20	24	33.33	45	46	33.33	35	30	33.33
Grade 5	15	13	24.39	47	50	31.71	38	38	43.90
Grade 6	36	32	29.41	38	44	45.10	26	25	25.49
All Grades	26	22	26.95	43	48	40.72	32	30	32.34

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	13	21	21.21	60	67	51.52	27	12	27.27
Grade 4	24	17	16.67	53	54	61.90	22	28	21.43
Grade 5	13	23	14.63	51	50	63.41	36	27	21.95
Grade 6	12	18	23.53	58	58	54.90	30	25	21.57
All Grades	16	20	19.16	55	57	58.08	29	23	22.75

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	20	21	21.21	64	71	60.61	16	7	18.18
Grade 4	20	26	14.29	61	46	57.14	18	28	28.57
Grade 5	16	17	14.63	51	58	48.78	33	25	36.59
Grade 6	24	11	31.37	58	72	37.25	18	18	31.37
All Grades	20	18	20.96	58	62	49.70	22	20	29.34

Conclusions based on this data:

1. 79% of the female population is at, near or above standard.

2. The strongest area is in problem solving.

School and Student Performance Data

CAASPP Results (English Learner)

English Language Arts/Literacy

Grade Level	Overall Participation for English Learner											
	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	105	9	*	8	9	*	8	9	*	7.6	100	
Grade 4		8	*		8	*		8	*		100	
Grade 5	123	1	*	7	1	*	7	1	*	5.7	100	
Grade 6	100	6		3	6		3	6		3.0	100	
All Grades	427	24	15	18	24	15	18	24	15	4.2	100	100

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

Grade Level	Overall Achievement for English Learner														
	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4		*	*		*	*		*	*		*	*		*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	6	17	6.67	22	25	0.00	11	21	46.67	61	38	46.67

Grade Level	Reading Demonstrating understanding of literary and non-fictional texts								
	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4		*	*		*	*		*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*		*	*		*	*	
All Grades	11	17	6.67	33	54	46.67	56	29	46.67

Grade Level	Writing Producing clear and purposeful writing								
	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4		*	*		*	*		*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*		*	*		*	*	
All Grades	11	21	6.67	50	50	66.67	39	29	26.67

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	21	6.67	67	63	80.00	28	17	13.33

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	*	*	*	*	*	*	*	*	*
Grade 4		*	*		*	*		*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*		*	*		*	*	
All Grades	0	17	6.67	61	63	60.00	39	21	33.33

Conclusions based on this data:

1. 15 students were assessed.

2. 53% of all EL students met or exceeded standards in ELA.

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	105	9	*	8	9	*	8	9	*	7.6	100	
Grade 4		8	*		8	*		8	*		100	
Grade 5	123	1	*	7	1	*	7	1	*	5.7	100	
Grade 6	100	6		3	6		3	6		3.0	100	
All Grades	427	24	15	18	24	15	18	24	15	4.2	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 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	13	13.33	28	38	6.67	50	21	46.67	22	29	33.33

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	17	17	13.33	56	54	40.00	28	29	46.67

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	*	*	*	*	*	*	*	*	*
Grade 4		*	*		*	*		*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*		*	*		*	*	
All Grades	11	17	20.00	39	50	33.33	50	33	46.67

	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	21	6.67	72	50	66.67	28	29	26.67

Conclusions based on this data:

1. 15 students were assessed.

2. 65% of all EL students have nearly met, met or exceeded standards in Math.

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	105	2	*	2	2	*	2	2	*	1.9	100	
Grade 4	99	3	*	9	3	*	9	3	*	9.1	100	
Grade 5	123	9	*	4	9	*	4	9	*	3.3	100	
Grade 6	100	5	12	5	5	12	5	5	12	5.0	100	100
All Grades	427	19	24	20	19	24	20	19	24	4.7	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	*	*	2608.6	*	*	41.67	*	*	50.00	*	*	8.33	*	*	0.00
All Grades	N/A	N/A	N/A	35	47	37.50	45	47	45.83	20	5	8.33	0	0	8.33

	Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	50.00	*	*	50.00	*	*	0.00
All Grades	30	32	45.83	60	58	54.17	10	11	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	*	*	50.00	*	*	41.67	*	*	8.33
All Grades	50	68	41.67	45	32	54.17	5	0	4.17

| 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	*	*	33.33	*	*	66.67	*	*	0.00
All Grades	25	37	29.17	75	63	70.83	0	0	0.00

| Research/Inquiry
Investigating, analyzing, and presenting information | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	66.67	*	*	33.33	*	*	0.00
All Grades	40	47	50.00	55	53	41.67	5	0	8.33

Conclusions based on this data:

1. 24 students were assessed.

2. 90% of the students nearly met, met or exceeded standards in ELA.

School and Student Performance Data

CAASPP Results (Reclassified Fluent English Proficient)

Mathematics

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
Overall Participation for Reclassified Fluent English Proficient (R-FEP)												
	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	105	2	*	2	2	*	2	2	*	1.9	100	
Grade 4	99	3	*	9	3	*	9	3	*	9.1	100	
Grade 5	123	9	*	4	9	*	4	9	*	3.3	100	
Grade 6	100	5	12	5	5	12	5	5	12	5.0	100	100
All Grades	427	19	24	20	19	24	20	19	24	4.7	100	100

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
Overall Achievement for Reclassified Fluent English Proficient (R-FEP)															
	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	*	*	2594.0	*	*	33.33	*	*	41.67	*	*	16.67	*	*	8.33
All Grades	N/A	N/A	N/A	25	32	33.33	55	37	33.33	15	26	29.17	5	5	4.17

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
Concepts & Procedures **Applying mathematical concepts and procedures**									
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	50.00	*	*	41.67	*	*	8.33
All Grades	50	47	45.83	30	37	37.50	20	16	16.67

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
Problem Solving & Modeling/Data Analysis **Using appropriate tools and strategies to solve real world and mathematical problems**									
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	50.00	*	*	41.67	*	*	8.33
All Grades	30	37	37.50	55	58	54.17	15	5	8.33

Grade Level	Communicating Reasoning Demonstrating ability to support mathematical conclusions								
	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	58.33	*	*	25.00	*	*	16.67
All Grades	40	26	45.83	45	68	41.67	15	5	12.50

Conclusions based on this data:

1. 24 students were assessed.

2. 96% of RFEP students have met or exceeded standards in Math.

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	105	7	*	16	7	*	16	7	*	15.2	100	
Grade 4	99	15	*	16	15	*	16	15	*	16.2	100	
Grade 5	123	11	13	18	11	13	18	11	13	14.6	100	100
Grade 6	100	12	13	14	12	13	14	12	13	14.0	100	100
All Grades	427	45	38	64	45	38	64	45	38	15.0	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	2381.1	*	*	19	*	*	6	*	*	25	*	*	50	*	*
Grade 4	2449.9	2425.3	*	13	7	*	38	7	*	19	33	*	31	53	*
Grade 5	2452.9	2494.5	2474.7	6	27	15.38	17	18	0.00	39	36	61.54	39	18	23.08
Grade 6	2540.6	2549.6	2512.4	14	17	7.69	36	58	38.46	36	8	23.08	14	17	30.77
All Grades	N/A	N/A	N/A	13	13	13.16	23	29	23.68	30	22	34.21	34	36	28.95

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	19	*	*	25	*	*	56	*	*
Grade 4	13	7	*	63	40	*	25	53	*
Grade 5	6	27	7.69	50	36	76.92	44	36	15.38
Grade 6	29	17	15.38	50	75	46.15	21	8	38.46
All Grades	16	13	21.05	47	49	52.63	38	38	26.32

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	13	*	*	25	*	*	63	*	*
Grade 4	25	13	*	44	60	*	31	27	*
Grade 5	6	36	15.38	56	36	61.54	39	27	23.08
Grade 6	29	42	7.69	50	42	61.54	21	17	30.77
All Grades	17	24	13.16	44	47	57.89	39	29	28.95

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	*	*	63	*	*	38	*	*
Grade 4	13	7	*	63	67	*	25	27	*
Grade 5	6	18	0.00	61	73	69.23	33	9	30.77
Grade 6	14	17	7.69	79	75	76.92	7	8	15.38
All Grades	8	16	7.89	66	64	68.42	27	20	23.68

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	25	*	*	38	*	*	38	*	*
Grade 4	13	7	*	63	40	*	25	53	*
Grade 5	6	18	7.69	72	64	53.85	22	18	38.46
Grade 6	21	25	23.08	71	67	53.85	7	8	23.08
All Grades	16	16	13.16	61	53	55.26	23	31	31.58

Conclusions based on this data:

1. 38 students were assessed.

2. 71% of low income students nearly met, met or exceeded standards in ELA.

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	105	7	*	16	7	*	16	7	*	15.2	100	
Grade 4	99	15	*	16	15	*	16	15	*	16.2	100	
Grade 5	123	11	13	18	11	13	18	11	13	14.6	100	100
Grade 6	100	12	13	14	12	13	14	12	13	14.0	100	100
All Grades	427	45	38	64	45	38	64	45	38	15.0	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	2408.8	*	*	6	*	*	25	*	*	31	*	*	38	*	*
Grade 4	2456.0	2432.3	*	6	13	*	25	0	*	44	53	*	25	33	*
Grade 5	2467.1	2476.1	2472.5	6	9	7.69	17	9	7.69	28	64	30.77	50	18	53.85
Grade 6	2525.7	2530.4	2483.5	14	17	7.69	14	17	7.69	50	58	61.54	21	8	23.08
All Grades	N/A	N/A	N/A	8	11	7.89	20	13	15.79	38	53	39.47	34	22	36.84

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	6	*	*	44	*	*	50	*	*
Grade 4	6	13	*	44	7	*	50	80	*
Grade 5	11	9	15.38	33	36	23.08	56	55	61.54
Grade 6	21	17	7.69	36	58	53.85	43	25	38.46
All Grades	11	13	15.79	39	31	36.84	50	56	47.37

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	13	*	*	38	*	*	50	*	*
Grade 4	13	13	*	50	33	*	38	53	*
Grade 5	6	9	7.69	28	36	53.85	67	55	38.46
Grade 6	14	17	7.69	36	50	61.54	50	33	30.77
All Grades	11	16	15.79	38	42	52.63	52	42	31.58

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	6	*	*	75	*	*	19	*	*
Grade 4	13	13	*	63	20	*	25	67	*
Grade 5	6	9	7.69	50	64	38.46	44	27	53.85
Grade 6	14	8	7.69	64	75	38.46	21	17	53.85
All Grades	9	11	10.53	63	51	42.11	28	38	47.37

Conclusions based on this data:

1. 38 students were assessed.

2. 63% of low income students nearly met,met or exceeded standards in Math.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	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			67	100	***	33									
2		***		30	***	***	70	***				***			
3	13	14		25	29		63	43	***		14				
4	***	29	20		43	60		29				20			
5	33		20	22		20	22		60	22					
6		14		50	43	***	25	14			29		25		
Total	16	22	27	37	41	41	39	26	23	5	11	9	3		

Conclusions based on this data:

1. 15 students were tested. 68% were in the early advanced and advanced classification.

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		17			17	25	***	50	50		17	13			13
1			57	100	100	29						14			
2		25		30	25	***	70	25			25	***			
3	10	11		40	22		50	44	***		22				
4	***	22	20		44	60		22			11	20			
5	30		20	20	***	20	30		60	20					
6		11		50	44	***	25	22			22		25		
Total	14	14	20	37	40	37	42	29	27	5	17	13	2		3

Conclusions based on this data:

1. Initial CELDT test were the only tests given; results unavailable at this time.

School and Student Performance Data

California Data Dashboard (Equity Report)

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Home / Saugus Union - Los Angeles / Plum Canyon Elementary / Equity Report

Equity Report

Plum Canyon Elementary - Los Angeles County

Enrollment: 679   **Socioeconomically Disadvantaged: 11%**   **English Learners: 6%**   **Foster Youth: N/A**   **Grade Span: K-6**   **Charter School: No**

Reporting Year: Spring 2017

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

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

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

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 School **DASHBOARD**

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Status and Change Report

Plum Canyon Elementary - Los Angeles County

Enrollment: 679   Socioeconomically Disadvantaged: 11%   English Learners: 6%   Foster Youth: N/A   Grade Span: K-6   Charter School: No

Reporting Year: Spring 2017

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

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)	(blue)	Very Low 0.1%	Maintained 0%
English Learner Progress (K-12)	(orange)	Low 65.9%	Declined -8.6%
English Language Arts (3-8)	(blue)	High 25.6 points above level 3	Increased Significantly +21.6 points
Mathematics (3-8)	(green)	High 5 points below level 3	Maintained +4.7 points

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

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

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

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School and Student Performance Data

California Data Dashboard (Detailed Report)

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Detailed Report

Plum Canyon Elementary - Los Angeles County

Enrollment: 679   **Socioeconomically Disadvantaged: 11%**   **English Learners: 6%**   **Foster Youth: N/A**   **Grade Span: K-6**   **Charter School: No**

Reporting Year: Spring 2017

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

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

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

State Indicators	All Students Performance	Status	Change
English Learner Progress (K-12)	🔸	Low 65.9%	Declined -8.6%
English Language Arts (3-8)	🔵	High 25.6 points above level 3	Increased Significantly +21.6 points
Mathematics (3-8)	🟢	High 5 points below level 3	Maintained +4.7 points

Performance Levels: 🔵 Blue (Highest)   🟢 Green   🟡 Yellow   🔸 Orange   🔴 Red (Lowest)

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

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

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School and Student Performance Data

<u>**California Data Dashboard (Student Group Report)**</u>

Student Group Report

Plum Canyon Elementary - Los Angeles County

Enrollment: 679   Socioeconomically Disadvantaged: 11%   English Learners: 6%   Foster Youth: N/A   Grade Span: K-6   Charter School: No

Reporting Year: Spring 2017

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

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)	Blue	Blue	N/A	N/A	Blue	Blue	*	Blue	Blue	Blue	Blue	*	*	Blue
English Learner Progress (K-12)	Orange	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Language Arts (3-8)	Blue	Blue	N/A	N/A	Yellow	Yellow	*	*	*	*	Green	*	*	Green
Mathematics (3-8)	Green	Green	N/A	N/A	Orange	Yellow	*	*	*	*	Yellow	*	*	Green

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

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

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

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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: Student Achievement
LEA GOAL:
Increase student achievement.
SCHOOL GOAL #1:
Increase student achievement in English/Language Arts and Math for all students in GradesT/ K-6, using the Common Core State Standards and materials. Increase percentage of students in Grade 5 meeting all six criteria on the Physical Fitness Test from 33.3% to 40%. Increase English level proficiency of students by one CELDT level as well as increasing reclassification of EL students by 15%. Provide instruction in the Visual and Performing Arts standards to the students. Increase student access and use of technology as it pertains to their grade level. Provide instruction in Social Studies based upon the California State Standards. Provide differentiated instruction for students with IEPs or designated GATE students to meet their needs.
Data Used to Form this Goal:
CAST Data - Science Physical Fitness Test Common Assessment Data - Math, ELA Benchmark Data - District Writing Benchmark CELDT Data ADEPT Data School Site Council Survey CAASPP results Common Assessment Results

Findings from the Analysis of this Data:

The percentage of Plum Canyon students who met or exceeded standards in the area of ELA as measured by the CAASPP Smarter Balanced assessment tool was 61% representing a 5% increase from year one. When combined with the students who nearly met standards the percentage of students exceeds 80%. In Math, 47% of students met or exceeded standards in 2016-17 which was equal to the number who achieved this level the previous year. When considering those students who nearly met, met and exceeded standards the percentage increases to 83%. Further examination of the data indicated a larger gap for those students who are economically disadvantaged who achieved 37% in the area of met or exceed standards.
The percentage of EL students who exceeded or met standards in math was 79%.

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. Grade levels will identify students in the "at risk academically" category and provide tier II intervention and monitoring of progress through common assessments. Great Leaps will be used for primary intervention in ELA. Reflex Math for math facts practice will be used.

Analysis of Ongoing Progress

The CELDT tests were administered in September 2016 with the follow-up ADEPT testing in January 2015. Plum Canyon reclassified 6 English Learners in February 2017 whose CELDT test scores were in the advanced proficiency level.
Two more teachers joined the Constructing Meaning cohort designed to embed language development strategies throughout the curriculum.
Three new teachers are on the Plum Canyon staff and will participate in the BTSA program.
Grade levels will meet monthly to discuss common assessments and student progress.
All grade levels will instruct students in academic language and monitor progress towards listening and speaking standards using inventories available in the EL achieve units.
Common math grade level assessments and IAB's will be administered, analyzed and used to adjust instructional practices.
Grade level writing samples will be collected and compared for calibration of scoring.
Teachers and Administration will analyze common assessment data through a sampling of high, med and low scoring students.
Learning walks focusing on lesson study will take place in the area of math.
SST's will be held in October, February and May for students identified "at risk" based on classroom observations, unit assessments and progress monitoring formative assessment.

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
English Language Arts (ELA) and Math				None Specified	
			Ready Common Core-ELA	District Funded	
All T/Kindergarten through 6th grade teachers will analyze data from the beginning of the year assessments to establish their instructional program.	Kindergarten - 6th Grade students	Teachers Site Administrator			
All T/Kindergarten through 6th grade teachers will align their instruction to the ELA and Math CCSS.	Kindergarten - 6th Grade students	Teachers			

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The site administrator will purchase CCSS materials to support ELA and Math programs.	Kindergarten - 6th Grade students	Site Administrator Teachers Site Administrator	4 Instructional Aides 2.50/day for 68 days 1/day 17 days 1 Instructional Aide 1/day 132 days	2000-2999: Classified Personnel Salaries	Other	8,000
All kindergarten through 6th grade teachers will review the beginning-of-the-year assessment data during planning time and in the spring with the site administrator to address their concerns, goals, and requests for their students.	Kindergarten - 6th Grade students	Teachers Site Administrator	Balance of Payroll for Instructional Aides	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	5,000
			Grade level planning time for data analysis and action for closing the achievement gap for low income students and EL students	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,000
All T/ Kindergarten through 2nd grade teachers will provide intervention for struggling students using systematic flexible small group differentiated instruction and /or with 4 instructional assistants.	Kindergarten - 6th Grade students	Teachers Instructional Assistants				
All Instructional Assistants will be trained in Great Leaps and use this for early reading intervention.	Kindergarten - 6th Grade students					
The site administrator will purchase supplemental intervention materials/programs.	Kindergarten - 6th Grade students	Teachers Site Administrator				
Purchase Re-Flex Math and Front-Row for practice of standards in the testing environment on line.	Kindergarten - 6th Grade	Site Administrator Library/Media Specialists Computer Specialist				
The site administrator will purchase supplemental technology to monitor and support student learning and achievement (hardware and software).		Site Administrator Teachers				

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The site administrator will establish both the computer and library schedules for all student access.						
Professional development in the areas of Constructing Meaning will begin for Cohort 4.						
Grade level planning time will be provided to analyze common assessments and to create CCSS unit plans common to grade levels to close the achievement gap for Low Income students and those at risk.						
All teachers will participate in focused learning walks in the areas of visible learning.						
In Math, site administrator will provide CIP and staff meeting time to examine math benchmarks and IAB's by grade level.						
Administrator t provide CIP time to analyze Math Frameworks and ELA frameworks.						
Teachers will use common assessments to drive instruction and turn in student sample assessments quarterly.						
Teachers in grades K-2 will use math manipulatives to teach concept level attainment.						

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students in Grades K-6 will have access to the Meet the Masters Art program. Chromebooks accompanied by professional development will be placed in grade 4.						
Science A science lab will be created in Room 10 for use by all students. Administrator will purchase Mystery Science for NGSS instruction. Field Trips/Assemblies	T/Kindergarten - 6th Grade Kindergarten - 6th Grade students Kindergarten - 6th Grade students Kindergarten - 6th Grade students	Teachers Site Administrator Teachers Site Administrator Library/ Media Specialist Teachers Site Administrator Teachers	Mystery Science	0000: Unrestricted	Common Core	1,500

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Teachers PTA				
Physical Education The site administrator will ensure all T/Kindergarten through 6th grade teachers provide the mandated 200 minutes of PE every 10 school days. District PE TOSA and leadership will inventory PE equipment (at beginning of each school year). PE equipment room will be relocated to provide additional classroom space. The site administrator will purchase necessary equipment. District and site administrators will provide professional development (when appropriate). To include but not limited to demonstration lesson by the PE TOSA. 5th grade teachers will work to prepare students for and conduct mandatory 5th grade Physical Fitness Test for all fifth grade students. 5th grade teachers and administrator	Kindergarten - 6th Grade students Kindergarten - 6th Grade students Kindergarten - 6th Grade students Teachers 5th grade students 5th grade students	Teachers Site Administrator Teachers Administrator District Site Administrator Teachers Teachers Site Administrator	None Specified			

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
will review test data and evaluate the program each fall to retool the PE program to align with students' needs for success.						
English Language Development (ELD) Teachers will Implement Systematic ELD program for all English Learners at least 30 minutes per day each day by proficiency level during BBB or Building Brilliant Brain time. Teachers will collaborate with grade level and cross-grade level colleagues to plan Systematic ELD lessons and analyze assessments. English only students will participate	Kindergarten - 6th Grade students Kindergarten - 6th Grade students Kindergarten - 6th Grade students	Site Administrator Teachers ELD TOSA Teachers ELD TOSA Site Administrator Teachers ELD TOSA	Increase the number of attendees at ELAC			

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
in Academic Language Acquisition instruction, and listening and speaking instruction as demonstrated by language inventory assessments.	Kindergarten - 6th Grade students	Site Administrator				
The site administrator will schedule ELD Support Teacher to support ELD for students.	Kindergarten - 6th Grade students	Site Administrator Office Manager Teachers				
Schedule release time for teachers to administer CELDT and ADEPT testing.						
Provide Summer School opportunities at another site for students who qualify for this support.		Site Administrator District Parent Liason				
ELAC meetings will be held at least 3 times per year and District Parent Engagement coordinator will be instrumental in outreach.						
Visual and Performing Arts

Collaborate with the Performing Arts Center (PAC) liaison and PTA representatives to establish specific | T/Kindergarten - 6th Grade students | Site Administrator PTA representatives PAC liaison | | | | |

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
grade level music and dance activities for the Artist-in-Residence program.						
Teachers will create layered activities and incorporate the VAPA standards wherever possible, as part of their instruction.	T/Kindergarten - 6th Grade students	Teachers ARTS TOSA Site Administrator				
Site administrator will purchase materials that support the VAPA standards.	T/Kindergarten - 6th Grade students	Site Administrator PTA representatives				
Site administrator and PTA liaison will schedule assemblies with the focus on VAPA standards integration.	T/Kindergarten - 6th Grade students	Teachers Site Administrator				
Teachers will be able to participate in the Kennedy Arts Center program for arts integration within their instruction.	T/Kindergarten - 6th Grade students	Teachers				
Students will be able to participate in the District-sponsored Festival of the Arts.

Field Trips/Assemblies | T/Kindergarten - 6th grade students

Kindergarten - 6th Grade students | Students Teachers PTA

Students Teachers

Teachers PTA | | | | |

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Technology Integration Teachers will instruct and allow students to practice typing skills appropriate to their respective grade level in the computer lab, the classroom, and at home. Teachers will provide opportunities for students to participate in the AR program. The Library Specialist will recommend purchases to support the AR program within the library. Teachers will inform site administrator of student progress with acquisition of typing skills and AR progress. Teachers will attend grade level chrome book district provided	T/Kindergarten - 6th Grade students T/Kindergarten - 6th Grade students T/Kindergarten - 6th Grade students T/Kindergarten - 6th Grade students T/Kindergarten - 6th Grade students	Teachers TECH TOSA Teachers TECH TOSA Library Specialist Site Administrator Teachers Site Administrator Teachers TECH TOSA				

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

Teachers will enhance curriculum by integrating technology for student use of chrome books and Interactive Flat Panels to meet the needs of CCSS.

Reflex Math, Front Row and Typing Club will be used by students. | T/Kindergarten - 6th Grade students | | | | | |

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Social Studies Teachers will provide instruction to students according to the appropriate CA Social Studies standards. Teachers will report in accordance with LCAP accountability evidence of Social Studies instruction. Site administrator will provide funds for materials that support the Social Studies program. Field Trips/Assemblies	T/Kindergarten - 6th Grade students T/Kindergarten - 6th Grade students T/Kindergarten - 6th Grade students	Teachers Teachers Site Administrator Teachers PTA				
GATE/Special Education GATE All 3rd through 6th grade teachers will use GATE Depth & Complexity, and Content Imperative icons to differentiate instruction as well as other means to differentiate the curriculum, process or product. All students in Grade 3 will be evaluated for GATE qualification in the spring 2018. Students in grades 4-6 will be evaluated as needed.	3rd - 6th grade students 3rd - 6th grade students 3rd - 6th grade	Teachers District GATE Coordinator Teachers Teachers Site Admininstrator	GATE institute		District Funded	1,500

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Site administrator will purchase materials necessary to support students identified as GATE	students	Teachers				
GATE Parent information meeting will be scheduled and held yearly.	Administrator, GATE coordinator					
GATE students in the 6th grade will be involved in novel learning experiences with increased rigor of instruction, process or product.		Special Education and General Education Teachers				
A GATE student institute to be implemented using differentiated materials.	K - 6th grade students					
Special Education		Special Education and General Education Teachers				
Special Education teachers and site administrator will meet to schedule all the IEPs for the 2017-18 school year.	K - 6th grade students	Special Education Teachers Site Administrator				
		Site Administrator				
Special Education teachers will review student IEP goals with assigned classroom teachers.	K - 6th grade students					
Special Education and classroom teachers will collaborate on schedules to meet students with IEPs.	K - 6th grade students					
Site Administrator will purchase materials that support the needs of students with IEPs.						
Science: Mystery Science will be used to provide lessons and experiments						

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
which meet the NGSS standards. A science lab will be created in the upper grade core.						

Planned Improvements in Student Performance

<u>School Goal #2</u>

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

SUBJECT: Student and Parent Engagement
LEA GOAL:
Increase meaningful and purposeful student and parent engagement
SCHOOL GOAL #2:
Increase students' sense of safety and school connectedness Increase student attendance Decrease student truancy rate Increase meaningful communication with parents and all stakeholders Continue to seek parent input in decision making Promote greater participation from parents of students in EL, Special Education and other under-represented groups Further PBIS implementation.
Data Used to Form this Goal:
Data from student surveys Student attendance data School Site Council Survey data Attendance records from parent meetings Volunteer sign-in sheets Electronic accounting of emails, websites, etc.
Findings from the Analysis of this Data:
According to the annual School Site Council survey, parents are generally happy with the school. Attendance at thematic days, such as Grandparents' Day, has increased. Based on PTA and school sign-in logs, there is a steady number of volunteers within the classrooms and on various PTA committees. Approximately 65% of the stakeholders read the electronic Panther Press. Attendance records indicate that Plum Canyon has a number of students who consistently arrive at school tardy and/or who have unexcused absences. Students appear to be happy at school based upon the low number of referrals to the office for disciplinary issues. PBIS has been implemented Tier I school wide. Plum Canyon was awarded the Silver Award for implementation of PBIS.

How the School will Evaluate the Progress of this Goal:
Data from the 2017-2018 surveys of parents and students and records of electronic communication will provide affirmation. Data from the school student climate and connective-ness survey will be analyzed.

Analysis of Ongoing Progress
The LCAP AND SPSA were shared with the staff, site council, ELAC and PTA. Input was provided and used to update the SPSA. School site council has met and elected officers as well a parent PAC representative. Over 450 grandparents attended Grandparents Day. Student college to career readiness has begun in 6th grade with new leadership roles including but not limited to Teachers of Tomorrow, Library Media Specialists, Valet and Student Council provide opportunities for leadership are available in grades 4 and 5. Cross grade level buddy class activities are on-going. Awards Cermonies will be held three times per year and monthly school wide flag assemblies are held to bring the student body together. Our continued progress in the implementation of PBIS includes a school wide matrix for behavior expectation and a list of major and minor behavior anomalies. Meetings were held with yard supervisors and a "Panther Pride" ticket system acknowledging positive expectations has been aligned to our PBIS goals. The SWIS data collection system is in use and points to 10% tier III behaviors. SWIS data will be shared with staff this year. Weekly newsletters are sent out via constant contact and pictures are sent to the district Facebook page celebrating Plum Canyon events. School based counseling is in place. Ongoing support from our site psychologist two days per week, during IEP and SST meetings has continued. Site administration has contacted the District Homeless/Foster Liaison for outreach to provide support for foster and homeless students. District Parent Liaison has assisted in promoting ELAC meetings. Plum Canyon will host a District Parent Engagement Night. Parent meetings with guest speakers on topics of interest to parents will be held at least two times per year in the area of student safety and homework.

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student Engagement				None Specified		
Students will complete a survey about their connectedness and sense of safety at school.	Kindergarten - 6th grade students	Students Teachers	PBIS team meetings, PBIS campus supervisor meetings PBIS incentives	None Specified	LCFF - Supplemental	
School wide assemblies which have student driven components will be held.	Kindergarten - 6th grade students	Students Teachers				
Teachers will instruct students in conflict resolution strategies, using the PBIS matrix of expected	Kindergarten - 6th grade students	Students				

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
behaviors. Teachers will complete a PBIS site inventory survey on line and come up with an individual class matrix of expected behaviors.	4th - 6th grade students	Teachers Students Teacher Advisor Campus Supervisors				
Teachers will cooperate across grade levels to create Buddy Activities for their respective students.	4th - 6th grade students	Students Teacher Advisor Campus Supervisors				
The student-led Valet program will train students to assist with morning student drop-off procedures.	3rd - 6th grade students	Students Teacher Advisor				
Students in Grades 3 - 6 will follow the democratic election process through participation in Student Council elections.	K - 6th grade students	Students Teachers Staff				
Students and staff will participate in a monthly flag ceremony to foster a sense of community and connected-ness.	K - 6th grade students	Students Teachers Staff				
Students will participate in Student Council-led Spirit Days to foster a sense of community and connected-ness.	K - 6th grade students	Students Teachers Staff				
The site administrator will create a thematic bulletin board welcome board to invite parents and visitors to Plum Canyon.	K - 6th grade students	Site Administrator Teachers				
A counselor will be available to students who have psychological/social/emotional needs to address their needs.	K - 6th grade students	Site Administrator Counselors				

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will document strategies in intervention for behavioral and academic needs of students, using the tiered SST process.	K - 6th grade students	Teachers Students				
The formal SST teacher members and site administrator will convene on specific dates to review SST documentation to determine next steps.	K - 6th grade students	Teachers				
The site administrator and PTA will provide assemblies to promote positive character and student camaraderie.	K - 6th grade students	Teachers RSP, LAS, Psychologist, Counselor Site Administrator Parents				
Teachers, PTA, and the site administrator will recognize student achievement at the quarterly Awards Assemblies.	1st - 6th grade students	Site Administrator PTA				
Teachers and parents will participate in conferences two times per year. At the sixth grade level these will be student led.		Teachers PTA Site Administrator Parents				
Parent Meetings on Topic Areas of Inquiry: Safety and Homework.						

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Engagement			None Specified			
Parents will receive electronically newsletters, updates weekly.	K - 6th grade students	Site Administrator Office Manager Students				
The site administrator will publish weekly the names of the Wednesday winners, those students recognized for meeting behavior expectations.	K - 6th grade students	Office Manager Site Administrator				
Parents will receive letters regarding unexcused absences and tardies and will have to observe the follow-up demands, based upon letter.	K - 6th grade students	Office Manager Site Administrator Parents				
The School Site Council will survey the Plum Canyon families annually for input and affirmation of the school program.	K - 6th grade students	Site Council members Site Administrator				
The site administrator will provide interpretation and or translation at meetings for which the parent has requested.	K - 6th grade students	Site Administrator District Interpreter/ Translator				
The site administrator and all stakeholders will create a calendar of events for parents.	K - 6th grade students	Site Administrator PTA				

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The site administrator and teachers will schedule outreach events for all stakeholders (Grandparents' Day, Dads' Day, VIP Day, Read to Me Day, Volunteer Tea, Monster Mash, Career Day). Teachers will utilize software, websites, and other similar devices to keep parents informed as to student achievement, progress, and behavior. (i.e. Class Dojo, Jupiter Grades) ELAC meetings will be held at a minimum of 3 times per year; assisted by District Parent Liason. Support from District EL Parent Liason and District Homeless/Foster Liason will be provided as outreach to these populations.	K- 6th grade students K - 6th grade students	ELAC Site Council members Teachers Site Administrator PTA Teachers Site Administrator				

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			None Specified			
			None Specified			
			None Specified			
			None Specified			

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:	
LEA GOAL:	
SCHOOL GOAL #3:	
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**
			None Specified			

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

Planned Improvements in Student Performance

School Goal #4

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

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

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

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: School Climate
LEA GOAL:
Maintain a safe and clean learning environment
SCHOOL GOAL #5:
Implement programs to encourage sense of safety and connectedness to school for students, parents, and staff. Maintain suspension rate below 0.1%.
Data Used to Form this Goal:
Suspension data School Site Council Survey Parent input solicited at parent meetings
Findings from the Analysis of this Data:
In general, families feel our school environment is safe and conducive to learning.
How the School will Evaluate the Progress of this Goal:
Analysis of Ongoing Progress

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

Planned Improvements in Student Performance

<u>**School Goal #6**</u>

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

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

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

Planned Improvements in Student Performance

<u>**School Goal #7**</u>

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

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

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

Planned Improvements in Student Performance

School Goal #8

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

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

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

Planned Improvements in Student Performance

School Goal #9

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

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

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

Planned Improvements in Student Performance

School Goal #10

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

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

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

Planned Improvements in Student Performance

School Goal #11

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

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

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

Planned Improvements in Student Performance

School Goal #12

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

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

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

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

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

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

Centralized Services for Planned Improvements in Student Performance

<u>**Centralized Service Goal #2**</u>

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

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

Centralized Services for Planned Improvements in Student Performance

<u>**Centralized Service Goal #3**</u>

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

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

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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

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

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
Common Core	1,500.00
District Funded	1,500.00
LCFF - Supplemental	10,000.00
Other	8,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	1,500.00
1000-1999: Certificated Personnel Salaries	5,000.00
2000-2999: Classified Personnel Salaries	13,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0000: Unrestricted	Common Core	1,500.00
	District Funded	1,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	5,000.00
2000-2999: Classified Personnel Salaries	Other	8,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	21,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mary Mann	X				
Jess Segovia				X	
Melanie Guerrero				X	
Michele Menchaca		X			
Nisan Harrill				X	
Lisa Herbert				X	
Frances Robles-Dornidon				X	
Jennifer Nossaman		X			
Holly Bailey		X			
Toni Murray			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)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 10/17/17.

Attested:

Mary Mann
_____   _____   _____
Typed Name of School Principal   Signature of School Principal   Date

Frances Dornidon
_____   _____   _____
Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date

Recommendations and Assurances

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Signature

Gifted and Talented Education Program Advisory Committee

_____
Signature

District/School Liaison Team for schools in Program Improvement

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Signature

Compensatory Education Advisory Committee

_____
Signature

Departmental Advisory Committee (secondary)

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Signature

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

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Attested:

Mary Mann
_____
Typed Name of School Principal

_____
Signature of School Principal

10/17/17
Date

Frances Dornidon
_____
Typed Name of SSC Chairperson

_____
Signature of SSC Chairperson

10/17/17
Date

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Jennifer Nossaman		X			
Holly Bailey		X			
Toni Murray			X		
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