

# The Single Plan for Student Achievement

**School:** Santa Clarita Elementary School  
**CDS Code:** 19649986022701  
**District:** Saugus Union Elementary School District  
**Principal:** Theophane E. Korie  
**Revision Date:** November 7, 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:

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

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## School Vision and Mission

### Santa Clarita Elementary School's Vision and Mission Statements

Santa Clarita serves approximately 387 students in Kindergarten through sixth grades and 114 students in special education and general education preschool. Our school focus is science with integration of technology throughout the curriculum. The staff at Santa Clarita Elementary is a dedicated group of highly qualified professionals. Our mission is to create an environment where students and staff work together with respect, integrity and passion. We are committed to providing excellence in education while modeling good character in order to shape young lives to become productive citizens of tomorrow. Our vision is to deliver academic and personal success for every child in a collaborative, positive, joyful, and safe environment.

## School Profile

Santa Clarita houses approximately 387 students in grades Kindergarten through sixth grades and approximately 114 preschool children in special education. The Kindergarten - 6 grade students are 4.13% Asian, 4.13% Black or African American, 37.46% Hispanic or Latino and 48.06% White. 10.85% , 2.32% two or more races, and 1% other. 36.4% are English Learners, 36.4% are Socially Economically Disadvantaged and 19.4% are students with disabilities.

## 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).

Student, parent, and teacher surveys were distributed at the end of the 2015-2016 school year. Most parent concerns were related to school safety and facilities. The overall strengths of the school were the staff, family atmosphere, and academic programs.

### Classroom Observations

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

Classroom instruction is observed informally and formally on a weekly basis. Teachers are utilizing the direct instruction model for new learning and implementing purposeful standards-based activities where students have the opportunity to apply their newly learned skills and conceptual understanding to real world situations. Classroom environments are inviting and students are engaged in a variety of collaborative learning experiences as they work toward mastery of the California State Standards.

### **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)

Publisher Tests, Teacher Made Assessments, Scholastic Reading Counts, CELDT, ADEPT, Teacher Made Benchmarks, and Teacher Made Culminating Layered Activities (CLAs).

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

Teachers review assessment data every three weeks to monitor student learning and modify instruction as needed.

### **Staffing and Professional Development**

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

All teachers at Santa Clarita for grades TK-6 are highly qualified. The instructional aide for the GOAL program is also NCLB compliant.

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

All teachers receive training on adopted and other resources that support the implementation of the California State standards.

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

In addition to the training and conferences listed below, teachers participate in weekly grade level collaborative instructional planning and ongoing staff development. Teachers utilize Systematic ELD, Common Core State Standards, , GATE Differentiated Instruction, Visual and Performing Arts, SPARK, and Brain Based Direct Instruction.

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

Every class has students that experience difficulty in either mathematics or language arts, with some students experiencing difficulty with both subject areas.

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

Teachers plan with their grade levels weekly during collaborative instructional planning and on professional development days. Staff meetings include teacher collaboration time to review assessment data, student progress, instructional materials and instructional strategies and plan lessons and Standards-Based Units of Study (SBUS) using Brain Based Direct Instruction and purposeful standards-based layered activities.

## Teaching and Learning

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

Staff continues to research, purchase and implement curricula supporting common core standards-based instruction for students performing below proficiency levels. All students use textbooks and materials adopted by the state of California that are aligned to state standards. Differentiated instruction is provided in the classroom and other small groups for all students. Teachers participate in grade level planning and cross grade level meetings in addition to articulation meetings for students in Special Education and English Language Development.

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

Teachers follow the recommended minutes for instruction in reading/language arts and mathematics.

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

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

The following programs are available for all students:

- \*Pearson Reading
- \*EL Achieve's Systematic ELD
- \*Lessons in Literacy
- \*Learning A-Z Reading
- \*Learning A - Z Science
- \*Handwriting Without Tears
- \*Scholastic Reading Counts
- \*Ready Common Core
- \*McMillan/McGraw-Hill Mathematics
- \*California Reading and Literacy Project (CRLP) Results Program

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

## Opportunity and Equal Educational Access

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

State adopted textbooks and materials are used to assist students in meeting grade level standards. Teachers are CLAD trained and provide Systematic English Language Instruction for English learners based on students' language proficiency, Preteach and Reteach Through Small Group and individual Instruction, Cross-age Tutoring, Parent Volunteers, College Students, Brain Based Direct Instruction, Instructional Assistants

### 14. Research-based educational practices to raise student achievement

Brain Based Direct Instruction, purposeful standards-based layered activities, Standards-Based Units of Study, Systematic ELD, Preteach/Reteach, Small Group/Individual Instruction, SPARK, Character Counts, Positive Behavior Intervention Supports (PBIS), Comprehension Strategies and Reading Fluency.

### Parental Involvement

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

Student Study Team, Resource Specialist, Language/Speech Specialist, School Psychologist, Parent Volunteers, School Site Council, English Learner Advisory Committee, GATE Parent Group, Parent Teacher Club, Operation School Bell, Translators for Conferences and Parent Meetings.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

### Funding

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

Homework Haven for English Learners, SED , foster and homeless students in grades first through six, ELL Instructional Groups, Differentiated Instruction - GATE, Resource Specialist Program, Speech Therapy/Language Remediation, After School Intervention for Reading and Math, Instructional Assistants

18. Fiscal support (EPC)

## **Description of Barriers and Related School Goals**

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	69	61	42	69	60	41	69	60	41	100.0	98.4	97.6
Grade 4	63	71	57	63	69	57	63	69	57	100.0	97.2	100
Grade 5	60	65	67	60	65	67	60	65	67	100.0	100	100
Grade 6	65	64	67	64	64	67	64	64	67	98.5	100	100
All Grades	257	261	233	256	258	232	256	258	232	99.6	98.9	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2432.1	2416.6	2437.4	28	20	26.83	23	18	34.15	30	30	14.63	19	32	24.39
Grade 4	2466.1	2473.4	2463.5	14	29	19.30	33	19	29.82	30	26	24.56	22	26	26.32
Grade 5	2522.9	2496.7	2502.2	25	9	22.39	27	45	32.84	35	23	17.91	13	23	26.87
Grade 6	2545.7	2549.6	2538.6	19	25	8.96	50	28	50.75	22	36	28.36	9	11	11.94
All Grades	N/A	N/A	N/A	21	21	18.53	33	28	37.50	29	29	21.98	16	23	21.98

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	26	23	34.15	43	38	41.46	29	38	24.39
Grade 4	22	26	19.64	56	43	64.29	21	30	16.07
Grade 5	30	15	17.91	50	51	53.73	18	34	28.36
Grade 6	17	25	14.93	66	48	65.67	16	27	19.40
All Grades	24	22	20.35	54	45	57.58	21	32	22.08

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	28	20	21.95	49	44	48.78	22	36	29.27
Grade 4	10	30	25.00	71	55	44.64	17	14	30.36
Grade 5	30	17	31.34	50	60	47.76	20	23	20.90
Grade 6	25	31	23.88	63	52	59.70	11	17	16.42
All Grades	23	25	25.97	58	53	50.65	18	22	23.38



Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	14	20	31.71	70	72	46.34	14	8	21.95
Grade 4	14	14	10.71	76	68	64.29	10	17	25.00
Grade 5	23	14	19.40	63	66	64.18	13	20	16.42
Grade 6	11	17	14.93	78	77	67.16	9	6	17.91
All Grades	16	16	18.18	72	71	61.90	12	13	19.91

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	33	20	24.39	48	53	46.34	17	27	29.27
Grade 4	16	26	19.64	63	49	60.71	19	25	19.64
Grade 5	37	26	28.36	53	58	41.79	10	15	29.85
Grade 6	33	36	23.88	59	58	64.18	8	6	11.94
All Grades	30	27	24.24	56	55	53.68	14	18	22.08

**Conclusions based on this data:**

1. 56% of all students met the standard in ELA. Of the students who did not meet the standard, 22% were on the cusp of meeting the standard.
2. The weakest claim area is writing, with 23% of all students below standard.
3. The area of strength is Listening and Speaking with only 19.91% of the students below standard.

## 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	69	61	42	69	60	41	69	60	41	100.0	98.4	97.6
Grade 4	63	71	57	63	70	57	63	70	57	100.0	98.6	100
Grade 5	60	65	67	60	65	67	60	65	67	100.0	100	100
Grade 6	65	64	67	64	64	67	64	64	67	98.5	100	100
All Grades	257	261	233	256	259	232	256	259	232	99.6	99.2	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2440.1	2412.4	2430.5	14	7	21.95	38	27	29.27	33	37	29.27	14	30	19.51
Grade 4	2461.6	2467.0	2494.4	3	13	12.28	30	20	45.61	46	50	36.84	21	17	5.26
Grade 5	2511.2	2471.3	2500.9	25	3	19.40	15	9	13.43	38	52	32.84	22	35	34.33
Grade 6	2529.8	2541.9	2522.1	13	20	1.49	23	28	32.84	47	30	50.75	17	22	14.93
All Grades	N/A	N/A	N/A	14	11	12.93	27	21	29.74	41	42	38.36	18	26	18.97

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	25	10	26.83	51	45	31.71	23	45	41.46
Grade 4	14	23	41.07	46	40	44.64	40	37	14.29
Grade 5	27	9	29.85	28	28	25.37	45	63	44.78
Grade 6	19	28	11.94	47	42	53.73	34	30	34.33
All Grades	21	18	26.84	43	39	39.39	35	44	33.77

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	26	13	31.71	51	52	43.90	23	35	24.39
Grade 4	11	17	14.29	71	46	76.79	17	37	8.93
Grade 5	23	2	19.40	43	54	46.27	33	45	34.33
Grade 6	19	22	10.45	55	45	61.19	27	33	28.36
All Grades	20	14	17.75	55	49	57.58	25	37	24.68

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	28	17	29.27	62	67	48.78	9	17	21.95
Grade 4	16	19	14.29	49	53	69.64	35	29	16.07
Grade 5	27	2	16.67	48	49	48.48	25	49	34.85
Grade 6	17	19	10.45	69	55	67.16	14	27	22.39
All Grades	22	14	16.52	57	56	59.13	20	31	24.35

**Conclusions based on this data:**

1. 43% of all students met the standard in Mathematics.
2. The weakest claim area was Concepts and Procedures with 33.77% of the students achieving below standard. Communicating Reasoning was the strongest claim area with 24.35% of the students achieving below standard.
3. Of the 57% of students who did not meet standard, 38.36% were on the cusp of meeting standard.

## School and Student Performance Data

### CAASPP Results (Male)

#### English Language Arts/Literacy

Overall Participation for Males												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	69	30	24	32	29	23	32	29	23	46.4	96.7	95.8
Grade 4	63	33	26	33	33	26	33	33	26	52.4	100	100
Grade 5	60	33	34	32	33	34	32	33	34	53.3	100	100
Grade 6	65	36	31	28	36	31	28	36	31	43.1	100	100
All Grades	257	132	115	125	131	114	125	131	114	48.6	99.2	99.1

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

Overall Achievement for Males															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2428.1	2408.7	2426.5	25	24	26.09	25	7	30.43	31	28	8.70	19	41	34.78
Grade 4	2460.0	2472.7	2448.8	6	30	19.23	42	18	19.23	27	27	26.92	24	24	34.62
Grade 5	2508.2	2494.9	2496.3	19	6	20.59	25	48	26.47	38	27	26.47	19	18	26.47
Grade 6	2537.8	2538.2	2542.3	25	22	9.68	43	25	51.61	18	39	25.81	14	14	12.90
All Grades	N/A	N/A	N/A	18	21	18.42	34	25	32.46	29	31	22.81	19	24	26.32

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	22	21	34.78	44	31	39.13	34	48	26.09
Grade 4	18	27	16.00	58	48	60.00	21	24	24.00
Grade 5	22	21	14.71	50	48	55.88	25	30	29.41
Grade 6	14	17	19.35	64	56	61.29	18	28	19.35
All Grades	19	21	20.35	54	47	54.87	25	32	24.78

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	22	32	13.04	66	21	47.83	13	46	39.13
Grade 4	9	33	24.00	76	58	40.00	12	9	36.00
Grade 5	19	12	32.35	53	64	41.18	28	24	26.47
Grade 6	29	25	32.26	54	53	48.39	14	22	19.35
All Grades	19	25	26.55	62	50	44.25	17	25	29.20

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	16	17	34.78	66	72	43.48	19	10	21.74
Grade 4	15	12	16.00	76	70	56.00	9	18	28.00
Grade 5	28	9	26.47	53	76	58.82	19	15	14.71
Grade 6	11	19	12.90	64	78	64.52	21	3	22.58
All Grades	18	15	22.12	65	74	56.64	17	11	21.24

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	41	17	21.74	44	45	43.48	16	38	34.78
Grade 4	12	21	16.00	64	52	52.00	21	27	32.00
Grade 5	28	30	23.53	63	55	41.18	9	15	35.29
Grade 6	36	25	29.03	50	69	58.06	14	6	12.90
All Grades	29	24	23.01	55	56	48.67	15	21	28.32

**Conclusions based on this data:**

1. 50.88% of all male students met the standard in ELA.
2. Of all the 49.22% of male students who did not meet the standard, 22.81% nearly met the standard.}
3. The greatest area of need is writing where 29.20% of all the male students achieved below standard.}

## School and Student Performance Data

### CAASPP Results (Male)

#### Mathematics

Overall Participation for Males												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	69	30	24	32	29	23	32	29	23	46.4	96.7	95.8
Grade 4	63	33	26	33	33	26	33	33	26	52.4	100	100
Grade 5	60	33	34	32	33	34	32	33	34	53.3	100	100
Grade 6	65	36	31	28	36	31	28	36	31	43.1	100	100
All Grades	257	132	115	125	131	114	125	131	114	48.6	99.2	99.1

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

Overall Achievement for Males															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2447.6	2418.5	2434.7	22	10	21.74	34	28	30.43	28	34	30.43	16	28	17.39
Grade 4	2463.1	2480.3	2498.7	6	18	19.23	24	27	34.62	48	39	42.31	21	15	3.85
Grade 5	2520.4	2472.6	2509.6	31	3	23.53	19	12	11.76	25	55	32.35	25	30	32.35
Grade 6	2529.5	2539.0	2532.6	21	19	0.00	18	31	35.48	39	25	54.84	21	25	9.68
All Grades	N/A	N/A	N/A	20	13	15.79	24	24	27.19	35	38	40.35	21	24	16.67

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	31	14	21.74	47	48	30.43	22	38	47.83
Grade 4	18	30	50.00	45	36	34.62	36	33	15.38
Grade 5	34	12	32.35	31	18	26.47	34	70	41.18
Grade 6	29	25	6.45	18	42	64.52	54	33	29.03
All Grades	28	21	27.19	36	36	39.47	36	44	33.33

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	31	21	39.13	44	45	39.13	25	34	21.74
Grade 4	15	21	15.38	64	52	76.92	21	27	7.69
Grade 5	28	3	20.59	38	45	52.94	34	52	26.47
Grade 6	29	25	9.68	54	44	70.97	18	31	19.35
All Grades	26	18	20.18	50	47	60.53	25	36	19.30

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	28	17	34.78	66	69	43.48	6	14	21.74
Grade 4	9	18	15.38	52	58	65.38	39	24	19.23
Grade 5	28	3	18.18	50	48	48.48	22	48	33.33
Grade 6	21	19	9.68	61	47	61.29	18	33	29.03
All Grades	22	15	18.58	57	55	54.87	22	31	26.55

**Conclusions based on this data:**

1. 43% of male students met the standard in Mathematics.
2. 40.35% of male students were on the cusp of meeting the standard.
3. The weakest claim area for the male students was Concepts and Procedures with 33.33% of students achieving at below standard.

## 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	69	31	18	37	31	18	37	31	18	53.6	100	100
Grade 4	63	38	31	30	36	31	30	36	31	47.6	94.7	100
Grade 5	60	32	33	28	32	33	28	32	33	46.7	100	100
Grade 6	65	28	36	36	28	36	36	28	36	55.4	100	100
All Grades	257	129	118	131	127	118	131	127	118	51.0	98.4	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	2435.5	2423.9	2451.4	30	16	27.78	22	29	38.89	30	32	22.22	19	23	11.11
Grade 4	2472.9	2474.0	2475.9	23	28	19.35	23	19	38.71	33	25	22.58	20	28	19.35
Grade 5	2539.8	2498.6	2508.3	32	13	24.24	29	41	39.39	32	19	9.09	7	28	27.27
Grade 6	2551.8	2564.3	2535.4	14	29	8.33	56	32	50.00	25	32	30.56	6	7	11.11
All Grades	N/A	N/A	N/A	24	21	18.64	33	30	42.37	30	27	21.19	13	22	17.80

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	30	26	33.33	43	45	44.44	24	29	22.22
Grade 4	27	25	22.58	53	39	67.74	20	36	9.68
Grade 5	39	9	21.21	50	53	51.52	11	38	27.27
Grade 6	19	36	11.11	67	39	69.44	14	25	19.44
All Grades	28	24	20.34	53	44	60.17	18	32	19.49

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	32	10	33.33	35	65	50.00	30	26	16.67
Grade 4	10	28	25.81	67	53	48.39	23	19	25.81
Grade 5	43	22	30.30	46	56	54.55	11	22	15.15
Grade 6	22	39	16.67	69	50	69.44	8	11	13.89
All Grades	27	24	25.42	54	56	56.78	18	20	17.80



Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	14	23	27.78	73	71	50.00	11	6	22.22
Grade 4	13	17	6.45	77	67	70.97	10	17	22.58
Grade 5	18	19	12.12	75	56	69.70	7	25	18.18
Grade 6	11	14	16.67	89	75	69.44	0	11	13.89
All Grades	14	18	14.41	79	67	66.95	7	15	18.64

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	27	23	27.78	51	61	50.00	19	16	22.22
Grade 4	20	31	22.58	63	47	67.74	17	22	9.68
Grade 5	46	22	33.33	43	63	42.42	11	16	24.24
Grade 6	31	50	19.44	67	43	69.44	3	7	11.11
All Grades	31	31	25.42	56	54	58.47	12	16	16.10

**Conclusions based on this data:**

1. 61% of female students met the standard in English language Arts/Literacy.
2. Of the female students who did not meet the standard, 21.19% of the students nearly met the standard. }
3. The weakest claim area was Reading with 19.49% of students achieving below standard in this claim area. The area of strength was Research and Inquiry with only 16.10% of the female students achieving below standard.}

## 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	69	31	18	37	31	18	37	31	18	53.6	100	100
Grade 4	63	38	31	30	37	31	30	37	31	47.6	97.4	100
Grade 5	60	32	33	28	32	33	28	32	33	46.7	100	100
Grade 6	65	28	36	36	28	36	36	28	36	55.4	100	100
All Grades	257	129	118	131	128	118	131	128	118	51.0	99.2	100

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

Overall Achievement for Females															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2433.6	2406.7	2425.1	8	3	22.22	41	26	27.78	38	39	27.78	14	32	22.22
Grade 4	2460.1	2455.0	2490.8	0	8	6.45	37	14	54.84	43	59	32.26	20	19	6.45
Grade 5	2500.6	2469.9	2492.1	18	3	15.15	11	6	15.15	54	50	33.33	18	41	36.36
Grade 6	2530.1	2545.6	2513.0	6	21	2.78	28	25	30.56	53	36	47.22	14	18	19.44
All Grades	N/A	N/A	N/A	8	9	10.17	30	17	32.20	47	47	36.44	16	27	21.19

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	19	6	33.33	54	42	33.33	24	52	33.33
Grade 4	10	16	33.33	47	43	53.33	43	41	13.33
Grade 5	18	6	27.27	25	38	24.24	57	56	48.48
Grade 6	11	32	16.67	69	43	44.44	19	25	38.89
All Grades	15	15	26.50	50	41	39.32	34	44	34.19

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
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	6	22.22	57	58	50.00	22	35	27.78
Grade 4	7	14	13.33	80	41	76.67	13	46	10.00
Grade 5	18	0	18.18	50	63	39.39	32	38	42.42
Grade 6	11	18	11.11	56	46	52.78	33	36	36.11
All Grades	15	9	15.38	60	52	54.70	25	39	29.91

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	27	16	22.22	59	65	55.56	11	19	22.22
Grade 4	23	19	13.33	47	49	73.33	30	32	13.33
Grade 5	25	0	15.15	46	50	48.48	29	50	36.36
Grade 6	14	18	11.11	75	64	72.22	11	18	16.67
All Grades	22	13	14.53	58	56	63.25	19	30	22.22

**Conclusions based on this data:**

1. 42.37% of all female students met the standard in Mathematics.
2. Of the female students who did not meet the standard in Mathematics, 36.44% of the students nearly met the standard.
3. The weakest claim area was Concepts and Procedures with 34.19% of the female students achieving below standard.

## School and Student Performance Data

### CAASPP Results (English Learner)

#### English Language Arts/Literacy

Overall Participation for English Learner												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	69	9	*	9	8	*	9	8	*	13.0	88.9	
Grade 4	63	7	*	2	7	*	2	7	*	3.2	100	
Grade 5		2	*		2	*		2	*		100	
Grade 6	65	1	*	1	1	*	1	1	*	1.5	100	
All Grades	257	19	11	12	18	11	12	18	11	4.7	94.7	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	8	11	0.00	33	17	0.00	17	39	27.27	42	33	72.73

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5		*	*		*	*		*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	8	11	0.00	42	50	36.36	42	39	63.64

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5		*	*		*	*		*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	8	17	0.00	50	44	36.36	33	39	63.64

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5		*	*		*	*		*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	0	6	0.00	67	61	27.27	25	33	72.73

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	17	6	0.00	58	61	36.36	17	33	63.64

**Conclusions based on this data:**

1. 27.27% of English Learners nearly meet the standard in English Language Arts/Literacy.
2. 72.72% of English learners achieved at the standard not met level.
3. The weakest claim areas is Listening and Speaking with 72.73% of English Learners scoring at below standard level.

# 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	69	9	*	9	8	*	9	8	*	13.0	88.9	
Grade 4	63	7	*	2	7	*	2	7	*	3.2	100	
Grade 5		2	*		2	*		2	*		100	
Grade 6	65	1	*	1	1	*	1	1	*	1.5	100	
All Grades	257	19	11	12	18	11	12	18	11	4.7	94.7	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	17	0	0.00	33	33	18.18	17	33	27.27	33	33	54.55

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	25	6	0.00	42	50	36.36	25	44	63.64

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	25	0	0.00	33	61	45.45	42	39	54.55

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5		*	*		*	*		*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	17	6	0.00	58	61	54.55	17	33	45.45

**Conclusions based on this data:**

1. 18.18% of all English learners met the standard in Mathematics.
2. Of the English Learners who did not meet the standard, 27.27% achieved at the standard nearly met level and 54.55% achieved at the standard not met level.
3. The weakest claim area was Concepts and Procedures with 63.64% of the English Learners achieving at below standard. This is followed by Problem Solving & Modeling/Data Analysis with 54.55% of the English Learners achieving at below standard.

## 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	69	3	*	2	3	*	2	3	*	2.9	100	
Grade 4	63	2	*	3	2	*	3	2	*	4.8	100	
Grade 5	60	4	*	8	4	*	8	4	*	13.3	100	
Grade 6	65	8	*	6	8	*	6	8	*	9.2	100	
All Grades	257	17	20	19	17	20	19	17	20	7.4	100	100

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

Overall Achievement for Reclassified Fluent English Proficient (R-FEP)															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	32	29	30.00	21	35	50.00	37	29	20.00	11	6	0.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	21	35	35.00	58	41	55.00	21	24	10.00

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	21	24	40.00	63	71	55.00	16	6	5.00



Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	32	41	25.00	53	59	70.00	16	0	5.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	42	35	30.00	47	59	65.00	11	6	5.00

**Conclusions based on this data:**

1. 80% of the Reclassified Fluent English Proficient (RFEP) students met or exceeded the standard in English Language Arts/Literacy while 20% of RFEP students nearly met standard.
2. Writing was an area of strength with 40% of the students achieving at above standard.
3. Reading was the weakest claim area with 10% of all RFEP students scoring at the below standard level.

# School and Student Performance Data

## CAASPP Results (Reclassified Fluent English Proficient)

### Mathematics

Overall Participation for Reclassified Fluent English Proficient (R-FEP)												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	69	3	*	2	3	*	2	3	*	2.9	100	
Grade 4	63	2	*	3	2	*	3	2	*	4.8	100	
Grade 5	60	4	*	8	4	*	8	4	*	13.3	100	
Grade 6	65	8	*	6	8	*	6	8	*	9.2	100	
All Grades	257	17	20	19	17	20	19	17	20	7.4	100	100

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

Overall Achievement for Reclassified Fluent English Proficient (R-FEP)															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	16	24	20.00	21	18	40.00	37	29	35.00	26	29	5.00

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	26	35	40.00	37	29	40.00	37	35	20.00

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	26	24	30.00	42	65	55.00	32	12	15.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	21	29	26.32	63	41	68.42	16	29	5.26

**Conclusions based on this data:**

1. 60% of RFEP students met or exceeded the standard in Mathematics. 5% of the students scored at standard not met level.
2. 35% of the students achieved at standard nearly met level.
3. The weakest claim area was Concepts and Procedures, with 20% of the RFEP students performing below standard.

## 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	69	21	15	21	20	15	21	20	15	30.4	95.2	100
Grade 4	63	22	15	18	22	15	18	22	15	28.6	100	100
Grade 5	60	18	15	14	18	15	14	18	15	23.3	100	100
Grade 6	65	12	11	19	12	11	19	12	11	29.2	100	100
All Grades	257	73	56	72	72	56	72	72	56	28.0	98.6	100

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

Overall Achievement for 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	2404.5	2389.3	2398.0	10	10	20.00	24	10	20.00	38	25	20.00	29	55	40.00
Grade 4	2448.1	2433.0	2436.1	6	9	13.33	33	18	26.67	33	32	20.00	28	41	40.00
Grade 5	2484.1	2472.3	2463.3	21	6	13.33	0	39	20.00	50	17	20.00	29	39	46.67
Grade 6	2501.6	2538.9	2543.9	5	25	18.18	32	17	36.36	47	33	45.45	16	25	0.00
All Grades	N/A	N/A	N/A	10	11	16.07	24	21	25.00	42	26	25.00	25	42	33.93

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	10	20	26.67	52	25	33.33	33	55	40.00
Grade 4	11	5	26.67	61	50	40.00	28	45	33.33
Grade 5	14	11	13.33	57	44	46.67	29	44	40.00
Grade 6	5	25	18.18	58	25	54.55	37	50	27.27
All Grades	10	14	21.43	57	38	42.86	32	49	35.71

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	19	11	0.00	43	37	66.67	33	53	33.33
Grade 4	6	18	13.33	67	55	40.00	28	27	46.67
Grade 5	29	6	20.00	36	56	40.00	36	39	40.00
Grade 6	0	25	27.27	84	42	63.64	16	33	9.09
All Grades	13	14	14.29	58	48	51.79	28	38	33.93

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	10	13.33	81	85	53.33	14	5	33.33
Grade 4	11	9	6.67	78	68	53.33	11	23	40.00
Grade 5	14	22	6.67	57	39	66.67	29	39	26.67
Grade 6	11	17	27.27	74	75	54.55	16	8	18.18
All Grades	8	14	12.50	74	67	57.14	17	19	30.36

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	19	10	20.00	52	55	26.67	24	35	53.33
Grade 4	17	9	13.33	56	45	53.33	28	45	33.33
Grade 5	21	22	13.33	50	56	33.33	29	22	53.33
Grade 6	21	25	27.27	58	67	72.73	21	8	0.00
All Grades	19	15	17.86	54	54	44.64	25	31	37.50

**Conclusions based on this data:**

1. 41.07% of all socio-economically disadvantaged students met or exceeded the standard in English Language Arts/Literacy. 33.93% of the students achieved at the standard not met level while 25% of the students achieved at the standard nearly met level.
2. The weakest claim area was Research and Inquiry with 37.50% of the students below standard, followed by Reading with 35.71% of all SED students achieving below standard.
3. Of the 56 SED students 33 students will need additional assistance to meet the standard in English Language Arts/Literacy.

# 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	69	21	15	21	20	15	21	20	15	30.4	95.2	100
Grade 4	63	22	15	18	22	15	18	22	15	28.6	100	100
Grade 5	60	18	15	14	18	15	14	18	15	23.3	100	100
Grade 6	65	12	11	19	12	11	19	12	11	29.2	100	100
All Grades	257	73	56	72	72	56	72	72	56	28.0	98.6	100

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

Overall Achievement for 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	2425.5	2384.1	2394.1	10	5	6.67	33	5	13.33	33	35	46.67	24	55	33.33
Grade 4	2446.4	2453.4	2477.9	0	5	6.67	28	23	33.33	44	45	53.33	28	27	6.67
Grade 5	2471.8	2457.2	2466.5	14	0	6.67	14	0	13.33	29	50	20.00	43	50	60.00
Grade 6	2494.3	2517.6	2491.0	0	25	0.00	11	8	18.18	58	25	54.55	32	42	27.27
All Grades	N/A	N/A	N/A	6	7	5.36	22	10	19.64	42	40	42.86	31	43	32.14

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	19	5	6.67	43	35	26.67	33	60	66.67
Grade 4	6	18	20.00	50	41	46.67	44	41	33.33
Grade 5	29	0	20.00	14	33	6.67	57	67	73.33
Grade 6	5	25	0.00	42	33	36.36	53	42	63.64
All Grades	14	11	12.50	39	36	28.57	46	53	58.93

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	19	5	13.33	52	35	40.00	29	60	46.67
Grade 4	0	9	13.33	83	45	73.33	17	45	13.33
Grade 5	21	0	6.67	29	56	53.33	50	44	40.00
Grade 6	5	17	18.18	58	33	54.55	37	50	27.27
All Grades	11	7	12.50	57	43	55.36	32	50	32.14

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	24	5	20.00	57	70	46.67	14	25	33.33
Grade 4	17	9	6.67	44	55	73.33	39	36	20.00
Grade 5	14	0	6.67	43	39	46.67	43	61	46.67
Grade 6	0	25	0.00	68	33	72.73	32	42	27.27
All Grades	14	8	8.93	54	51	58.93	31	40	32.14

**Conclusions based on this data:**

1. 25% of all SED students met or exceeded the standard in Mathematics. 32.14% of students achieved at the level of standard not met. 42.86% of the students achieved at standard nearly met level.
2. The weakest claim area was Concepts and Procedures with 58.93% of the students achieving below standard.
3. 42 of the 56 SED students will need additional assistance to meet the standard in Mathematics.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K						17			67			17			
1			14	50		71	50		14						
2				75		100				25					
3	13		17	50		50	38		17			17			
4	***		17	***		50			33				***		
5	50			50		***									
6				***		***	***		***						
Total	13		9	57		59	20		26	7		6	3		

#### Conclusions based on this data:

1. 68% of the students tested in the CELDT scored at the advanced or Early Advanced level
2. 26% of the students scored at the intermediate
3. 6% of the students tested in CELDT scored at the Early Intermediate level with no student at the beginning level.



## 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				27	8	13	40	38	47	13	15	20	20	38	20
1			14	40		71	60		14						
2				78	***	100				22					
3	11		17	44	***	50	33		17			17	11	***	
4	***		17	***		50			33				***	***	
5	40			60		***									
6				***		***	***		***		***	***			
Total	8		7	47	17	48	27	28	27	8	17	11	10	39	7

#### Conclusions based on this data:

1. 55% of all students who took the initial and annual CELDT test scored at the Advanced Or Early Advanced level.
2. 38% of the students scored at the Intermediate or Early Intermediate level
3. 7% of the students scored at the Beginning level.

School and Student Performance Data

California Data Dashboard (Equity Report)



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Equity Report





Santa Clarita Elementary - Los Angeles County

Enrollment: 418Socioeconomically Disadvantaged: 31%English Learners: 11%Foster Youth: N/AGrade Span: K-6Charter School: No

Reporting Year:Spring 2017

Equity ReportStatus and Change ReportDetailed ReportsStudent Group Report

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

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		5	0
English Learner Progress (K-12)		1	0
<u>English Language Arts (3-8)</u>		4	2
<u>Mathematics (3-8)</u>		4	4

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](mailto:lcff@cde.ca.gov)

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# School and Student Performance Data

## California Data Dashboard (Status Report)



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## Status and Change Report

### Santa Clarita Elementary - Los Angeles County

Enrollment: 418   Socioeconomically Disadvantaged: 31%   English Learners: 11%   Foster Youth: N/A   Grade Span: K-6   Charter School: No

Reporting Year:

Spring 2017





Equity Report

Status and Change Report

Detailed Reports

Student Group Report

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

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		Very Low 0%	Declined -0.4%
English Learner Progress (K-12)		High 84.8%	Maintained +0.6%
<u>English Language Arts (3-8)</u>		Medium 1.8 points above level 3	Declined -5.1 points
<u>Mathematics (3-8)</u>		Low 26.4 points below level 3	Declined Significantly -11.8 points

Performance Levels:



Blue (Highest)



Green



Yellow



Orange



Red (Lowest)

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

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School and Student Performance Data

California Data Dashboard (Detailed Report)



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Detailed Report

Santa Clarita Elementary - Los Angeles County




Enrollment: 418Socioeconomically Disadvantaged: 31%English Learners: 11%Foster Youth: N/AGrade Span: K-6Charter School: No






Reporting Year:Spring 2017

Equity ReportStatus and Change ReportDetailed ReportsStudent Group Report

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

Academic PerformanceSchool Conditions and ClimateAcademic Engagement

State Indicators	All Students Performance	Status	Change
English Learner Progress (K-12)		High 84.8%	Maintained +0.6%
<u>English Language Arts (3-8)</u>		Medium 1.8 points above level 3	Declined -5.1 points
<u>Mathematics (3-8)</u>		Low 26.4 points below level 3	Declined Significantly -11.8 points

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

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

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# School and Student Performance Data

## California Data Dashboard (Student Group Report)



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## Student Group Report

### Santa Clarita Elementary - Los Angeles County

Enrollment: 418 Socioeconomically Disadvantaged: 31% English Learners: 11% Foster Youth: N/A Grade Span: K-6 Charter School: No

Reporting Year:

Spring 2017


















Equity Report






Status and Change Report

Detailed Reports

Student Group Report

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

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

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

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

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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:

<b>SUBJECT: Student Achievement</b>
<b>LEA GOAL:</b>
Increase Student Achievement
<b>SCHOOL GOAL #1:</b>
<ol style="list-style-type: none"><li>1. Increase achievement in English Language Arts as measured by CAASPP results from 56% mastery to 65% as measured by the 2018 CAASPP</li><li>2. Increase the number of reclassified English Language (EL) student.</li><li>3. Increase achievement in Mathematics as measured by CAASPP results from 43% mastery to 55% as measured by the 2018 CAASPP</li><li>4. Increase student understanding and Performance in Science</li><li>5. Increase Students' Physical Fitness</li><li>6. Increase student learning and experience of Visual and Performing Arts (VAPA)</li><li>7. Increase student and teacher integration of technology in teaching, learning and assessment.</li><li>8. Increase student learning in Social studies</li><li>9. Increase student achievement for Students with Disabilities</li><li>10. Increase Gifted and Talented Education (GATE) students' achievement</li></ol>
<b>Data Used to Form this Goal:</b>
CAASPP, and CELDT results from 2016- 2017
<b>Findings from the Analysis of this Data:</b>
In the 2016 - 2017 school year, 56% of all students met or exceeded the standard in ELA. No English Learner met the standard in ELA and 80% of RFEP met or exceeded the standard in ELA. 43% of the students met or exceeded the standard in Mathematics with 18% of EL students achieving mastery and 60% of RFEP students meeting or exceeding standard. 55% of all student who took the CELDT scored at the Advanced or Early Advanced level.

**How the School will Evaluate the Progress of this Goal:**

\*CEDLT, ADEPT, English Language Development Core Curriculum Assessment  
 \*CRLP assessments, Staff monitoring and articulation of student progress during grade level meetings  
 \*Use of Writing Benchmark Scores  
 \*Use of ELA benchmark scores  
 \*Use of Fluency Benchmark scores  
 \*Teacher made assessments  
 \*IEP progress reports  
 \*CAASPP results  
 \*3 week Math assessments  
 \*ELA and Math IABs  
 Site Council and ELAC review of program implementation

**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
Instructional Priority  ELA  * Develop a coherent and aligned ELA standards based pacing guide to guide instruction  *Provide scholastic reader for all students 1st through 6  <ul style="list-style-type: none"> <li>Library time for all students once a week</li> <li>Continue to implement and support CRLP Results to improve fluency and reading in TK – 3rd grades.</li> <li>Train new primary and RSP teachers in the CRLP Results program.</li> </ul>	8-9-2017 - 6-8-2018  All Students	Staff, Site Council, ELAC	Teacher Substitutes and Hourly Reimbursement * 3 days Coach * 1 day for each SELD teacher * 15 hours for each SELD teacher * Benefits	1000-1999: Certificated Personnel Salaries	LCFF-EL	6175
			Instructional Assistant NCLB Aide for GOAL	2000-2999: Classified Personnel Salaries	LCFF-EL	8700
			Instructional Materials	4000-4999: Books And Supplies	Lottery: Instructional Materials	5000

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Continue to implement Vocabulary instruction in Kindergarten through 6th grades</li> <li>Consistent (daily) teacher led intervention in each classroom.</li> <li>Provide supplementary materials (Ready Common Core and A – Z Literacy material) to support teaching of literacy skills using informational texts and fiction/literature; writing; listening and speaking</li> <li>Instructional strategy – Gradual release model/direct instruction.</li> </ul> <p>*Administer all IABs as formative assessment for monitoring and planning students progress towards mastery of standards.</p> <p>*Provide workshop to teachers on hand scoring of short writes and essays for the IABs.</p> <p>ELD</p> <ul style="list-style-type: none"> <li>Implement and monitor 30 minutes of ELD designated instructional time</li> <li>Provide homework assistance for EL students</li> <li>Participate in Constructing Meaning training</li> </ul> <p>Mathematics</p> <ul style="list-style-type: none"> <li>Revise and implement Math</li> </ul>						



Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>pacing/curriculum using the Learning targets</p> <ul style="list-style-type: none"> <li>Use the gradual release model/direct instruction for teaching of lessons</li> <li>Continue to implement common assessments every three weeks to monitor student learning and inform instruction</li> <li>Administer all IABs as formative assessments</li> </ul> <p>*Continue to provide PD for teachers in the use of the Item and Task Specification documents from SBAC to understand the scope and content of Learning Targets/Standards.</p> <p>* Analyze grade level data of 3 week assessment to monitor student progress and determine further instruction (remediation, intervention, enrichment etc.)</p> <p>* Teachers will continue to receive professional development in writing assessment questions and performance tasks to guide instruction</p> <p>* Provide time for teachers to collaborate and plan Math instruction.</p> <p>Science, Social Studies, PE, VAPA</p> <ul style="list-style-type: none"> <li>Provide hands on science</li> </ul>						

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>experience to all students through Wonder Wednesday Science activities</p> <ul style="list-style-type: none"> <li>• Provide 200 minutes of PE instruction every 10 instructional days</li> <li>• Continue to support school choir</li> <li>• Continue to provide music instruction K through 6th grade</li> <li>• Participate in TOSA Art residencies</li> </ul> <p>*Provide opportunities for Kennedy trained teachers to provide inservice to other teachers</p> <p>*Provide opportunities for assemblies, field trips and opportunities related to science, arts, music, PE, health.</p> <p>*Continue to Implement the SPARK program for PE; students participate in the Jog-a-thon, Red ribbon week activities.</p> <p>* All teachers and students will have the adopted textbooks in science and Social Studies.</p> <p>* Provide professional development opportunities for teachers in science, social studies, VAPA, PE, and use of instructional technology.</p>						

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>* Provide opportunities for teachers to learn and support integration and use of technology in the classroom.</p> <p>* Use SST online to record and track intervention and support services provided to students.</p> <p>Technology</p> <p>District will service and maintain technology equipment including printers and other accessories/consumables</p> <p>* Students will use Typing Club to enhance their typing and computer skills</p> <p>* Students will have at least 30 minutes a week in the computer lab to practice their typing skills and engage in distributive practice for math</p> <p>* Integration of Flat Panels for learning and instruction</p> <p>* TOSA support</p> <p>* Teachers will receive continuing professional development in using Flat Panels</p> <p>* Teachers will receive professional development in using technology to enhance student learning</p> <p>* Teachers will receive professional development on use of google</p>						

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>applications as a platform for instruction and communicating with students and parents.</p> <p>*Support teachers in the use of chromebooks for instruction in the classroom.</p>						
<p>Additional Instructional Opportunities</p> <p>* EL and SED students will receive homework assistance during "Homework Haven."</p>	October 23 2017 to May 18, 2018	Staff, Site Council, ELAC	Homework Haven	2000-2999: Classified Personnel Salaries	LCFF-EL	2000
<p>Ongoing Assessment and Monitoring</p> <p>* Analyze individual student summary results CELDT, benchmarks and progress monitoring scores, ADEPT, Pearson)</p> <p>*Analyze and use 3 week and IAB assessment data for planning and revising instruction</p> <p>* ELD Articulation Meetings</p> <p>* Redesignation Meetings</p> <p>* Analyze Grade level data to monitor student progress and determine further instruction (intervention, enrichment etc.)</p> <p>* Site Council, ELAC and GATE to monitor student progress</p> <p>* Review Math Field Day results</p> <p>* Benchmark Assessments</p> <p>* GATE Identification</p>	8-9-2017 - 6-8-2018	Staff, Site Council, ELAC	<p>Sub Costs</p> <p>Parent Meetings - Supplies</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>LCFF-EL</p> <p>LCFF-EL</p>	<p>1500</p> <p>50</p>

## Planned Improvements in Student Performance

### School Goal #2

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

<b>SUBJECT: Student and Parent Engagement</b>
<b>LEA GOAL:</b>
Increase Meaningful and Purposeful Student and Parent Engagement
<b>SCHOOL GOAL #2:</b>
<ol style="list-style-type: none"> <li>1. Decrease Truancy, Chronic Absenteeism, suspensions, and expulsions</li> <li>2. Meet the specific needs of our Foster, ELL, Economically Disadvantaged, and Homeless Students.</li> <li>3. Increase parent satisfaction with school communication</li> <li>4. Increase students' and teachers sense of safety and school connectedness</li> <li>5. Continue collaboration with the PTC to sustain parent supported/sponsored programs.</li> <li>6. Increase Parent Engagement</li> </ol>
<b>Data Used to Form this Goal:</b>
Attendance reports, SART, DART, SARB records, parent, teacher and student surveys.
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
Attendance reports, SART, DART, SARB records, parent, teacher and student surveys.
<b>Analysis of Ongoing Progress</b>
.

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>• Provide translation services at school during parent conferences</li> <li>• Maintain and update school website</li> </ul>	8-9-2017 - 6-8-2018  All students  All parents	Staff, Site Council, Teachers, principal, PBIS coach, counselor.	Substitute Costs	1000-1999: Certificated Personnel Salaries	School and Library Improvement Program Block	6000

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Use constant contact for school messages and weekly bulletins</li> <li>School counselor will conduct small group social skills counseling for students with priority given to students in our unduplicated count population</li> <li>Continue PBIS implementation</li> <li>Attend PBIS Year 3 trainings</li> </ul> <p>Provide opportunity for PBIS implementation committee to meet once a month to review progress of implementation.</p> <p>Use SWIS to keep and analyze behavior Data for evaluation and design of actions plans for PBIS</p> <ul style="list-style-type: none"> <li>PTC sponsored Music program Preschool – 6th</li> <li>PTC sponsored Art program</li> <li>PTC sponsored Assemblies and field trips</li> <li>Provide parent workshops on</li> <li>Technology used by students</li> <li>Homework support</li> <li>California Mathematics Standards</li> <li>English Learners</li> </ul> <p>Implement incentive programs to promote student attendance.</p>			Planning	1000-1999: Certificated Personnel Salaries	School and Library Improvement Program Block	2600
			Instructional Aides	2000-2999: Classified Personnel Salaries	School and Library Improvement Program Block	10000
			Employee Benefits	3000-3999: Employee Benefits	School and Library Improvement Program Block	2623
			Instructional Materials	4000-4999: Books And Supplies	School and Library Improvement Program Block	2135
			Substitute Costs	1000-1999: Certificated Personnel Salaries	Unrestricted	1000
			Instructional Aides	2000-2999: Classified Personnel Salaries	Unrestricted	10000
			Instructional Aides - Kindergarten	2000-2999: Classified Personnel Salaries	General Fund	4000
			Instructional Materials	4000-4999: Books And Supplies	Lottery: Instructional Materials	10000

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Provide Tuesday Newsletter reminders.</p> <p>Recognize student attendance at assemblies and in the Tuesday Bulletin.</p> <p>Provide Parent Education on the importance of attendance.</p> <p>Follow through with attendance concerns using SART, DART, SARB committees.</p> <p>Provide incentives at Awards Assemblies to recognize student achievement and citizenship.</p> <p>Cross grade level buddy activities.</p>						
Ongoing Assessment and Monitoring	8-9-2017 - 6-8-2018 All Students	Staff, Site Council	Substitute Costs	1000-1999: Certificated Personnel Salaries	School and Library Improvement Program Block	4000
			Data Analysis Hourly	1000-1999: Certificated Personnel Salaries	School and Library Improvement Program Block	1000

## 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:

<b>SUBJECT: Basic Conditions of Learning</b>
<b>LEA GOAL:</b>
Provide an Appropriate Basic Condition of Learning
<b>SCHOOL GOAL #3:</b>
1. Students have access to state-approved standards-based materials. 2. All teachers will be appropriately credentialed based on state requirements 3. Maintain and Clean School Properties
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
Professional development attendance record, record of collaborative instructional planning sessions, maintenance audit reports, book purchase records.
<b>Analysis of Ongoing Progress</b>

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Conduct new teacher support workshops</li> <li>Provide release time to support new teachers to collaborate and plan</li> </ul>	All students K - 6	Teachers, Principal	Substitute Costs	1000-1999: Certificated Personnel Salaries	Unrestricted	2000
			Planning Hourly	1000-1999: Certificated Personnel Salaries	School and Library Improvement Program Block	2000



Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Support new teachers to participate in PAR and Induction programs</li> <li>Monitor and support custodial staff</li> </ul> <p>*Coordinate with district to purchase all prescribed books for students and teachers</p>			Instructional Materials	4000-4999: Books And Supplies	Lottery: Instructional Materials	3000
	All Students K - 6	Teachers, Principal	Substitute Costs	1000-1999: Certificated Personnel Salaries	Unrestricted	2000

Planned Improvements in Student Performance

School Goal #4

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

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

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

**Planned Improvements in Student Performance**

**School Goal #5**

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

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

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

**Planned Improvements in Student Performance**

**School Goal #6**

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

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

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

## Planned Improvements in Student Performance

### School Goal #7

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

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

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:

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

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:

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

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:

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

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:

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

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

Planned Improvements in Student Performance

School Goal #12

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

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

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

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

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

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

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
General Fund	4000	0.00
Lottery: Instructional Materials	18000	0.00
School and Library Improvement	30358	0.00
Unrestricted	15000	0.00
LCFF-EL	18425	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
General Fund	4,000.00
LCFF-EL	18,425.00
Lottery: Instructional Materials	18,000.00
School and Library Improvement Program Block	30,358.00
Unrestricted	15,000.00



## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	28,275.00
2000-2999: Classified Personnel Salaries	34,700.00
3000-3999: Employee Benefits	2,623.00
4000-4999: Books And Supplies	20,185.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries	General Fund	4,000.00
1000-1999: Certificated Personnel Salaries	LCFF-EL	7,675.00
2000-2999: Classified Personnel Salaries	LCFF-EL	10,700.00
4000-4999: Books And Supplies	LCFF-EL	50.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	18,000.00
1000-1999: Certificated Personnel Salaries	School and Library Improvement Program	15,600.00
2000-2999: Classified Personnel Salaries	School and Library Improvement Program	10,000.00
3000-3999: Employee Benefits	School and Library Improvement Program	2,623.00
4000-4999: Books And Supplies	School and Library Improvement Program	2,135.00
1000-1999: Certificated Personnel Salaries	Unrestricted	5,000.00
2000-2999: Classified Personnel Salaries	Unrestricted	10,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	23,425.00
Goal 2	53,358.00
Goal 3	9,000.00

## 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
Shanna Wilson				X	
Jenna Roper				X	
Sharon Miller				X	
Sara Jones				X	
Carrie Sabatucci				X	
Dorthea Newcomb			X		
Lesley Clark		X			
Paula Bowers		X			
Kathleen Kanes		X			
Theophane Korie	X				
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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

## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

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

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on November 27, 2017.

Attested:

Theophane E. Korie

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Sara Jones

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

☒ English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on November 27, 2017.

Attested:

Theophane E. Korie

Typed Name of School Principal



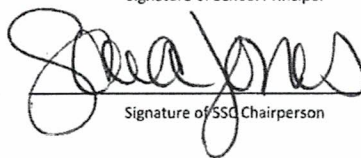
Signature of School Principal

11/27/17

Date

Sara Jones

Typed Name of SSC Chairperson



Signature of SSC Chairperson

11/27/17

Date