

# The Single Plan for Student Achievement

**School:** Skyblue Mesa Elementary School  
**CDS Code:** 19649986022727  
**District:** Saugus Union Elementary School District  
**Principal:** Kimberly Humphries  
**Revision Date:** 11-11-2017

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:** Mrs. Kimberly Humphries  
**Position:** Principal  
**Phone Number:** 661.294.5350  
**Address:** 28040 Hardesty Street  
Canyon Country, CA 91351  
**E-mail Address:** khumphries@saugusd.org

**The District Governing Board approved this revision of the SPSA on 11-13-2017.**

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## School Vision and Mission

### Skyblue Mesa Elementary School's Vision and Mission Statements

#### Skyblue Mesa's Mission Statement

The mission of Skyblue Mesa Elementary School is to provide high quality education in a safe learning environment that supports student engagement. We strive to prepare all students to be confident, independent, lifelong learners, and productive citizens.

At Skyblue Mesa Elementary School, we envision ourselves:

- \* collaborating as a community of staff, students, and parents to maintain the expectation that all students can succeed.
- \* focusing on student achievement of rigorous academic standards.
- \* implementing research-based instructional methods in all classrooms.
- \* promoting a climate of mutual respect by modeling our school's Code of Conduct and the Six Pillars of Character.
- \* communicating with one another clearly and respectfully.

We value learning as a lifelong adventure through perseverance that excites a passion for knowledge and develops courage to take intellectual risks.

## School Profile

Skyblue Mesa serves approximately 505 students in transitional kindergarten through sixth grade on an academic year calendar which begins in August and ends in June. There are four Special Day Classes that serve approximately 40 Special Education Students.

Our school is privileged to have a significant level of parental involvement. Volunteers work at the school daily to assist with classroom-related activities. Parents also serve on school and district committees, comprising a cohesive Parent-Teacher Organization. Technology, music, and fine arts continue to be supported by our parents and the business community.

Weekly school-wide newsletters, phone blasts and emails inform parents and students about educational information and important events.

There are a variety of opportunities for parent involvement at Skyblue Mesa such as helping in a student's classroom, joining the parent/teacher organization, chaperoning field trips or serving on a committee. Anyone interested in volunteering at our school should contact the school office for information.

## 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).

Surveys are given to parents, students, and staff members yearly. Students were just administered the School Climate Survey. This survey gives us information on students' in grades 3 - 6 perception of school safety and belongingness. Results from this survey are not available at this time. School staff members were given the Self-Assessment Survey in October to determine the fidelity of our

PBIS implementation. Our overall implementation average was 70%. The District Office solicits information from parents on our LCAP goals, parent training, and expenditures.

### **Classroom Observations**

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

Classroom observations are conducted by the principal on a weekly basis. Seven Learning Walks (team observations) are scheduled for the 2017-18 school year, essentially one per month. Every teacher is given the opportunity to participate in a Learning Walk and observe the instruction of their peers. The information gleaned from the observations is used to drive and inform instruction. The following are observations from our first Learning Walk this school year: (1) students were engaged and strategies to encourage engagement were present; (2) several opportunities for student talk/collaboration; (3) excellent use of routines and strategies for classroom management/elements of PBIS present; (4) Direct Instruction elements such as learning objectives/modeling/steps in the process present in all classrooms; and (5) listening and speaking strategies evident across the curriculum. The following were noted as next steps per the team: (1) continue to decrease teacher talk and increase student talk; (2) continue to strive toward higher DOK levels; and (3) ensure Learning Objectives/Routines are posted and LO are written as "I Can", "I Will", or SWBT Statements.

### **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)**

As a school, the staff analyzes state assessments (CAASPP) at the beginning of the school year. We use this information to formulate school and grade level goals. Individual teachers review student data and compile beginning of the year school assessments. Teachers plan for individual student needs and discuss these plans at their Professional Planning Conference. Teachers are required to create professional goals annually. In addition, school goals were developed by staff members that are data driven and achievement focused. In addition to District created benchmark assessments, students in grades 3 -6 are administered the I

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

The teachers use publisher-based chapter and unit assessments, as well as teacher-created assessments to monitor student progress and modify instruction.

### **Staffing and Professional Development**

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

All staff are NCLB compliant.

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

K-2 teachers have attended ELA staff development for our new adopted reading series

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

We have a comprehensive staff development program that is aligned with our school plan goals. A thorough analysis of our student data is conducted to determine staff development needs. Our local assessments, compiled in our Multiple Measures, are used to design lessons that meet each student's needs and are aligned with state standards. The selection of staff development opportunities is an ongoing process of analyzing data to determine professional needs.

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

Classes are formed with balanced student achievement levels. This way each teacher has a few low performing students that she can really focus on. Instructional aides assist in the classroom. English language Development aides assist in the classroom with English Language Learners.

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

Teacher collaborate by grade level at staff meetings and staff development days.

#### Teaching and Learning

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

The Skyblue Mesa staff and administration are committed to ensuring that all curriculum and instruction are aligned with state standards. All core and support materials support these efforts.

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

Funding limits the number of after school classes we can offer.

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)

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)

We use staff meeting time to plan for classroom intervention and small group instruction, based on student need. We have 5 instructional assistants that provide classroom support. This year we have a counselor once a week from the Child and Family Center.

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

Teachers and administration communicate weekly with families and community members through the Tuesday Newsletter and classroom letters. Additional communication is through e-mail, phone calls, website, conferences, family nights, PTO meeting, Site Council meetings, Student Study Team and IEP meetings. All communication is translated when needed. After school homework club is provided. Our public library provides free homework assistance. Enrichment classes in the afternoon.

#### Parental Involvement

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

#### 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)

All Teachers have been trained in Systematic English Language Development and plan collaboratively after school. Instructional assistants provide direct classroom support for English Language Learners. Translation during parent conferences, for progress reports, notes home and to assist parents with questions or concerns is available to parents.

#### 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                                | 77                     | 70    | 63    | 76                   | 69    | 61    | 76                        | 69    | 61    | 98.7                          | 98.6  | 96.8  |
| Grade 4                                | 73                     | 76    | 79    | 71                   | 72    | 75    | 71                        | 72    | 75    | 97.3                          | 94.7  | 94.9  |
| Grade 5                                | 76                     | 74    | 74    | 75                   | 74    | 71    | 75                        | 74    | 71    | 98.7                          | 100   | 95.9  |
| Grade 6                                | 79                     | 74    | 78    | 77                   | 69    | 78    | 77                        | 69    | 78    | 97.5                          | 93.2  | 100   |
| All Grades                             | 305                    | 294   | 294   | 299                  | 284   | 285   | 299                       | 284   | 285   | 98.0                          | 96.6  | 96.9  |

\* 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                              | 2400.5           | 2434.4 | 2417.9 | 17                  | 23    | 22.95 | 20             | 35    | 21.31 | 28                    | 20    | 21.31 | 36                 | 22    | 34.43 |
| Grade 4                              | 2465.0           | 2466.6 | 2476.3 | 18                  | 26    | 29.33 | 34             | 24    | 29.33 | 23                    | 19    | 20.00 | 25                 | 31    | 21.33 |
| Grade 5                              | 2475.9           | 2518.5 | 2487.5 | 15                  | 15    | 16.90 | 29             | 57    | 25.35 | 23                    | 14    | 28.17 | 33                 | 15    | 29.58 |
| Grade 6                              | 2548.7           | 2521.8 | 2541.8 | 19                  | 12    | 11.54 | 43             | 36    | 50.00 | 27                    | 29    | 23.08 | 10                 | 23    | 15.38 |
| All Grades                           | N/A              | N/A    | N/A    | 17                  | 19    | 20.00 | 31             | 38    | 32.28 | 25                    | 20    | 23.16 | 26                 | 23    | 24.56 |

| Reading<br>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  | 21               | 30    | 27.87 | 37                    | 51    | 36.07 | 42               | 19    | 36.07 |
| Grade 4  | 21               | 31    | 29.33 | 56                    | 43    | 49.33 | 21               | 26    | 21.33 |
| Grade 5  | 16               | 30    | 19.72 | 44                    | 50    | 47.89 | 40               | 20    | 32.39 |
| Grade 6  | 30               | 16    | 19.23 | 52                    | 55    | 60.26 | 18               | 29    | 20.51 |
| All Grades   | 22               | 27    | 23.86 | 47                    | 50    | 49.12 | 30               | 24    | 27.02 |

| Writing<br>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   | 14               | 25    | 18.03 | 41                    | 51    | 47.54 | 45               | 25    | 34.43 |
| Grade 4   | 13               | 22    | 32.00 | 61                    | 51    | 44.00 | 23               | 26    | 24.00 |
| Grade 5   | 21               | 33    | 28.17 | 41                    | 51    | 35.21 | 36               | 15    | 36.62 |
| Grade 6   | 30               | 17    | 24.36 | 52                    | 55    | 57.69 | 18               | 28    | 17.95 |
| All Grades  | 20               | 24    | 25.96 | 48                    | 52    | 46.32 | 30               | 23    | 27.72 |



| Listening<br>Demonstrating effective communication skills |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level   | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 14-15            | 15-16 | 16-17 | 14-15                 | 15-16 | 16-17 | 14-15            | 15-16 | 16-17 |
| Grade 3   | 17               | 26    | 18.03 | 58                    | 58    | 63.93 | 25               | 16    | 18.03 |
| Grade 4   | 8                | 18    | 14.67 | 76                    | 65    | 66.67 | 14               | 17    | 18.67 |
| Grade 5   | 7                | 16    | 19.72 | 71                    | 73    | 59.15 | 23               | 11    | 21.13 |
| Grade 6   | 18               | 12    | 19.23 | 73                    | 78    | 67.95 | 9                | 10    | 12.82 |
| All Grades  | 13               | 18    | 17.89 | 69                    | 69    | 64.56 | 18               | 13    | 17.54 |

| Research/Inquiry<br>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  | 12               | 22    | 24.59 | 54                    | 59    | 50.82 | 34               | 19    | 24.59 |
| Grade 4  | 24               | 24    | 33.33 | 58                    | 50    | 49.33 | 15               | 26    | 17.33 |
| Grade 5  | 33               | 36    | 21.13 | 41                    | 51    | 49.30 | 25               | 12    | 29.58 |
| Grade 6  | 35               | 23    | 30.77 | 57                    | 68    | 58.97 | 8                | 9     | 10.26 |
| All Grades   | 26               | 26    | 27.72 | 53                    | 57    | 52.28 | 21               | 17    | 20.00 |

**Conclusions based on this data:**

1. Over 60% of 6th and 4th grade students performed at or above grade level expectations on the CAASPP.
2. Based on the data the student performance Listening is a relative strength for all grade levels. Writing is a relative weakness for almost all grade levels.
3. Writing and Reading seemed to be relative weakness especially for grades 5th and 3rd.

## 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                                | 77                     | 70    | 63    | 76                   | 69    | 61    | 76                        | 69    | 61    | 98.7                          | 98.6  | 96.8  |
| Grade 4                                | 73                     | 76    | 79    | 72                   | 73    | 75    | 70                        | 73    | 75    | 98.6                          | 96.1  | 94.9  |
| Grade 5                                | 76                     | 74    | 74    | 74                   | 74    | 70    | 74                        | 74    | 70    | 97.4                          | 100   | 94.6  |
| Grade 6                                | 79                     | 75    | 78    | 78                   | 72    | 78    | 77                        | 72    | 78    | 98.7                          | 96    | 100   |
| All Grades                             | 305                    | 295   | 294   | 300                  | 288   | 284   | 297                       | 288   | 284   | 98.4                          | 97.6  | 96.6  |

\* 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                              | 2395.6           | 2418.2 | 2421.2 | 9                   | 7     | 13.11 | 22             | 38    | 32.79 | 37                    | 33    | 27.87 | 32                 | 22    | 26.23 |
| Grade 4                              | 2457.8           | 2452.5 | 2467.6 | 3                   | 14    | 16.00 | 35             | 25    | 33.33 | 35                    | 29    | 32.00 | 25                 | 33    | 18.67 |
| Grade 5                              | 2465.9           | 2490.6 | 2461.9 | 12                  | 7     | 14.29 | 11             | 24    | 12.86 | 34                    | 45    | 24.29 | 43                 | 24    | 48.57 |
| Grade 6                              | 2549.7           | 2520.0 | 2542.5 | 33                  | 22    | 19.23 | 23             | 19    | 34.62 | 26                    | 33    | 26.92 | 17                 | 25    | 19.23 |
| All Grades                           | N/A              | N/A    | N/A    | 15                  | 13    | 15.85 | 23             | 26    | 28.52 | 33                    | 35    | 27.82 | 29                 | 26    | 27.82 |

| Concepts & Procedures<br>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  | 14               | 28    | 19.67 | 41                    | 42    | 47.54 | 41               | 30    | 32.79 |
| Grade 4  | 13               | 19    | 29.33 | 43                    | 34    | 32.00 | 44               | 47    | 38.67 |
| Grade 5  | 12               | 7     | 17.14 | 34                    | 51    | 20.00 | 53               | 42    | 62.86 |
| Grade 6  | 44               | 33    | 39.74 | 35                    | 26    | 39.74 | 21               | 40    | 20.51 |
| All Grades   | 21               | 22    | 27.11 | 38                    | 39    | 34.51 | 39               | 40    | 38.38 |

| <b>Problem Solving &amp; Modeling/Data Analysis</b><br><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  | 17               | 14    | 22.95 | 37                    | 61    | 52.46 | 45               | 25    | 24.59 |
| Grade 4  | 9                | 12    | 30.67 | 66                    | 56    | 38.67 | 26               | 32    | 30.67 |
| Grade 5  | 12               | 14    | 12.86 | 36                    | 51    | 41.43 | 50               | 35    | 45.71 |
| Grade 6  | 22               | 19    | 15.38 | 52                    | 46    | 57.69 | 26               | 35    | 26.92 |
| All Grades   | 15               | 15    | 20.42 | 47                    | 53    | 47.54 | 37               | 32    | 32.04 |

| <b>Communicating Reasoning</b><br><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  | 13               | 14    | 16.39 | 59                    | 65    | 47.54 | 24               | 20    | 36.07 |
| Grade 4  | 19               | 19    | 25.33 | 47                    | 47    | 42.67 | 33               | 34    | 32.00 |
| Grade 5  | 5                | 8     | 11.43 | 58                    | 68    | 40.00 | 35               | 24    | 48.57 |
| Grade 6  | 30               | 13    | 24.36 | 52                    | 50    | 50.00 | 18               | 38    | 25.64 |
| All Grades   | 17               | 14    | 19.72 | 54                    | 57    | 45.07 | 27               | 29    | 35.21 |

**Conclusions based on this data:**

1. Based on the data the student performance in the area of math, overall students math skills appear weaker than their ELA skills.
2. Based on the data presented, a relative strength was noted in the area of Problems Solving/Data Analysis.
3. Based on the data the student performance. a relative weakness was noted in the area of Concepts and Procedures.

## 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                         | 77                     | 30    | 30    | 35                   | 29    | 30    | 35                        | 29    | 30    | 45.5                          | 96.7  | 100   |
| Grade 4                         | 73                     | 36    | 35    | 35                   | 36    | 33    | 35                        | 36    | 33    | 47.9                          | 100   | 94.3  |
| Grade 5                         | 76                     | 40    | 37    | 41                   | 40    | 37    | 41                        | 40    | 37    | 53.9                          | 100   | 100   |
| Grade 6                         | 79                     | 44    | 40    | 33                   | 40    | 40    | 33                        | 40    | 40    | 41.8                          | 90.9  | 100   |
| All Grades                      | 305                    | 150   | 142   | 144                  | 145   | 140   | 144                       | 145   | 140   | 47.2                          | 96.7  | 98.6  |

\* 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                       | 2382.1           | 2413.6 | 2425.8 | 20                  | 3     | 30.00 | 11             | 45    | 20.00 | 23                    | 24    | 20.00 | 46                 | 28    | 30.00 |
| Grade 4                       | 2447.1           | 2447.5 | 2445.8 | 6                   | 25    | 15.15 | 46             | 17    | 30.30 | 11                    | 19    | 21.21 | 37                 | 39    | 33.33 |
| Grade 5                       | 2453.9           | 2493.5 | 2480.1 | 10                  | 5     | 13.51 | 29             | 53    | 27.03 | 17                    | 20    | 21.62 | 44                 | 23    | 37.84 |
| Grade 6                       | 2540.0           | 2515.8 | 2508.9 | 15                  | 10    | 2.50  | 39             | 38    | 45.00 | 36                    | 28    | 27.50 | 9                  | 25    | 25.00 |
| All Grades                    | N/A              | N/A    | N/A    | 13                  | 11    | 14.29 | 31             | 38    | 31.43 | 22                    | 23    | 22.86 | 35                 | 28    | 31.43 |

| Reading<br>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  | 20               | 21    | 33.33 | 29                    | 59    | 30.00 | 51               | 21    | 36.67 |
| Grade 4  | 23               | 25    | 15.15 | 40                    | 39    | 51.52 | 37               | 36    | 33.33 |
| Grade 5  | 15               | 18    | 18.92 | 37                    | 53    | 45.95 | 49               | 30    | 35.14 |
| Grade 6  | 30               | 20    | 12.50 | 48                    | 53    | 57.50 | 21               | 28    | 30.00 |
| All Grades   | 22               | 21    | 19.29 | 38                    | 50    | 47.14 | 40               | 29    | 33.57 |

| Writing<br>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   | 11               | 10    | 23.33 | 37                    | 55    | 46.67 | 51               | 34    | 30.00 |
| Grade 4   | 9                | 17    | 15.15 | 60                    | 47    | 48.48 | 29               | 36    | 36.36 |
| Grade 5   | 12               | 18    | 21.62 | 41                    | 59    | 32.43 | 44               | 23    | 45.95 |
| Grade 6   | 18               | 13    | 15.00 | 67                    | 55    | 55.00 | 15               | 33    | 30.00 |
| All Grades  | 13               | 15    | 18.57 | 51                    | 54    | 45.71 | 35               | 31    | 35.71 |

| Listening<br>Demonstrating effective communication skills |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level   | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 14-15            | 15-16 | 16-17 | 14-15                 | 15-16 | 16-17 | 14-15            | 15-16 | 16-17 |
| Grade 3   | 17               | 14    | 23.33 | 57                    | 66    | 63.33 | 26               | 21    | 13.33 |
| Grade 4   | 3                | 22    | 12.12 | 86                    | 58    | 60.61 | 11               | 19    | 27.27 |
| Grade 5   | 12               | 10    | 21.62 | 61                    | 75    | 54.05 | 27               | 15    | 24.32 |
| Grade 6   | 12               | 10    | 15.00 | 76                    | 75    | 67.50 | 12               | 15    | 17.50 |
| All Grades  | 11               | 14    | 17.86 | 69                    | 69    | 61.43 | 19               | 17    | 20.71 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 14-15            | 15-16 | 16-17 | 14-15                 | 15-16 | 16-17 | 14-15            | 15-16 | 16-17 |
| Grade 3  | 9                | 7     | 36.67 | 54                    | 69    | 36.67 | 37               | 24    | 26.67 |
| Grade 4  | 17               | 19    | 30.30 | 57                    | 44    | 42.42 | 23               | 36    | 27.27 |
| Grade 5  | 20               | 30    | 24.32 | 51                    | 50    | 40.54 | 29               | 20    | 35.14 |
| Grade 6  | 24               | 28    | 12.50 | 70                    | 63    | 72.50 | 6                | 10    | 15.00 |
| All Grades   | 17               | 22    | 25.00 | 58                    | 56    | 49.29 | 24               | 22    | 25.71 |

**Conclusions based on this data:**

1. Overall, Males ELA skills were weaker than their Math skills.
2. In reviewing the claims, a noted relative strength was found in the area of Listening.}
3. Male students struggled the most with writing.}

## 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                         | 77                     | 30    | 30    | 35                   | 29    | 30    | 35                        | 29    | 30    | 45.5                          | 96.7  | 100   |
| Grade 4                         | 73                     | 36    | 35    | 36                   | 36    | 33    | 36                        | 36    | 33    | 49.3                          | 100   | 94.3  |
| Grade 5                         | 76                     | 40    | 37    | 40                   | 40    | 36    | 40                        | 40    | 36    | 52.6                          | 100   | 97.3  |
| Grade 6                         | 79                     | 44    | 40    | 33                   | 42    | 40    | 33                        | 42    | 40    | 41.8                          | 95.5  | 100   |
| All Grades                      | 305                    | 150   | 142   | 144                  | 147   | 139   | 144                       | 147   | 139   | 47.2                          | 98    | 97.9  |

\* 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                       | 2389.1           | 2411.4 | 2443.3 | 9                   | 3     | 20.00 | 20             | 45    | 40.00 | 37                    | 24    | 23.33 | 34                 | 28    | 16.67 |
| Grade 4                       | 2454.5           | 2446.4 | 2466.2 | 6                   | 14    | 18.18 | 42             | 19    | 33.33 | 19                    | 33    | 27.27 | 33                 | 33    | 21.21 |
| Grade 5                       | 2474.4           | 2480.1 | 2462.4 | 13                  | 5     | 16.67 | 18             | 25    | 11.11 | 25                    | 40    | 22.22 | 45                 | 30    | 50.00 |
| Grade 6                       | 2549.5           | 2524.4 | 2528.4 | 39                  | 24    | 20.00 | 21             | 21    | 37.50 | 21                    | 31    | 15.00 | 18                 | 24    | 27.50 |
| All Grades                    | N/A              | N/A    | N/A    | 16                  | 12    | 18.71 | 25             | 27    | 30.22 | 26                    | 33    | 21.58 | 33                 | 29    | 29.50 |

| Concepts & Procedures<br>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  | 14               | 31    | 30.00 | 34                    | 38    | 43.33 | 49               | 31    | 26.67 |
| Grade 4  | 19               | 19    | 36.36 | 36                    | 28    | 21.21 | 44               | 53    | 42.42 |
| Grade 5  | 13               | 5     | 19.44 | 38                    | 50    | 19.44 | 50               | 45    | 61.11 |
| Grade 6  | 45               | 31    | 45.00 | 30                    | 29    | 27.50 | 24               | 40    | 27.50 |
| All Grades   | 22               | 21    | 33.09 | 35                    | 36    | 27.34 | 42               | 43    | 39.57 |

| <b>Problem Solving &amp; Modeling/Data Analysis</b><br><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  | 11               | 10    | 33.33 | 43                    | 66    | 53.33 | 43               | 24    | 13.33 |
| Grade 4  | 8                | 11    | 30.30 | 61                    | 56    | 30.30 | 31               | 33    | 39.39 |
| Grade 5  | 18               | 8     | 13.89 | 35                    | 55    | 41.67 | 48               | 38    | 44.44 |
| Grade 6  | 30               | 21    | 12.50 | 36                    | 48    | 57.50 | 33               | 31    | 30.00 |
| All Grades   | 17               | 13    | 21.58 | 44                    | 55    | 46.04 | 39               | 32    | 32.37 |

| <b>Communicating Reasoning</b><br><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  | 6                | 3     | 23.33 | 63                    | 72    | 43.33 | 29               | 24    | 33.33 |
| Grade 4  | 22               | 22    | 21.21 | 44                    | 36    | 45.45 | 31               | 42    | 33.33 |
| Grade 5  | 8                | 5     | 11.11 | 58                    | 65    | 41.67 | 35               | 30    | 47.22 |
| Grade 6  | 30               | 12    | 22.50 | 52                    | 48    | 45.00 | 18               | 40    | 32.50 |
| All Grades   | 16               | 11    | 19.42 | 54                    | 54    | 43.88 | 28               | 35    | 36.69 |

**Conclusions based on this data:**

1. Based on the data the student performance in the problem solving area indicates a relative strength for males.
2. Concepts and Procedures indicate an area of weakness for males overall.
3. In general, math skills appear stronger than ELA skills for males.

## 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                           | 77                     | 40    | 33    | 41                   | 40    | 31    | 41                        | 40    | 31    | 53.2                          | 100   | 93.9  |
| Grade 4                           | 73                     | 40    | 44    | 36                   | 36    | 42    | 36                        | 36    | 42    | 49.3                          | 90    | 95.5  |
| Grade 5                           | 76                     | 34    | 37    | 34                   | 34    | 34    | 34                        | 34    | 34    | 44.7                          | 100   | 91.9  |
| Grade 6                           | 79                     | 30    | 38    | 44                   | 29    | 38    | 44                        | 29    | 38    | 55.7                          | 96.7  | 100   |
| All Grades                        | 305                    | 144   | 152   | 155                  | 139   | 145   | 155                       | 139   | 145   | 50.8                          | 96.5  | 95.4  |

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

| Overall Achievement for Females |                  |        |        |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|---------------------------------|------------------|--------|--------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                     | Mean Scale Score |        |        | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                 | 14-15            | 15-16  | 16-17  | 14-15               | 15-16 | 16-17 | 14-15          | 15-16 | 16-17 | 14-15                 | 15-16 | 16-17 | 14-15              | 15-16 | 16-17 |
| Grade 3                         | 2416.1           | 2449.6 | 2410.3 | 15                  | 38    | 16.13 | 27             | 28    | 22.58 | 32                    | 18    | 22.58 | 27                 | 18    | 38.71 |
| Grade 4                         | 2482.4           | 2485.8 | 2500.3 | 31                  | 28    | 40.48 | 22             | 31    | 28.57 | 33                    | 19    | 19.05 | 14                 | 22    | 11.90 |
| Grade 5                         | 2502.3           | 2547.8 | 2495.5 | 21                  | 26    | 20.59 | 29             | 62    | 23.53 | 29                    | 6     | 35.29 | 21                 | 6     | 20.59 |
| Grade 6                         | 2555.2           | 2530.0 | 2576.4 | 23                  | 14    | 21.05 | 45             | 34    | 55.26 | 20                    | 31    | 18.42 | 11                 | 21    | 5.26  |
| All Grades                      | N/A              | N/A    | N/A    | 22                  | 27    | 25.52 | 32             | 38    | 33.10 | 28                    | 18    | 23.45 | 18                 | 17    | 17.93 |

| Reading<br>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               | 38    | 22.58 | 44                    | 45    | 41.94 | 34               | 18    | 35.48 |
| Grade 4  | 19               | 36    | 40.48 | 72                    | 47    | 47.62 | 6                | 17    | 11.90 |
| Grade 5  | 18               | 44    | 20.59 | 53                    | 47    | 50.00 | 29               | 9     | 29.41 |
| Grade 6  | 30               | 10    | 26.32 | 55                    | 59    | 63.16 | 16               | 31    | 10.53 |
| All Grades   | 23               | 33    | 28.28 | 55                    | 49    | 51.03 | 21               | 18    | 20.69 |

| Writing<br>Producing clear and purposeful writing |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                       | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 14-15            | 15-16 | 16-17 | 14-15                 | 15-16 | 16-17 | 14-15            | 15-16 | 16-17 |
| Grade 3   | 17               | 35    | 12.90 | 44                    | 48    | 48.39 | 39               | 18    | 38.71 |
| Grade 4   | 17               | 28    | 45.24 | 61                    | 56    | 40.48 | 17               | 17    | 14.29 |
| Grade 5   | 32               | 52    | 35.29 | 41                    | 42    | 38.24 | 26               | 6     | 26.47 |
| Grade 6   | 39               | 24    | 34.21 | 41                    | 55    | 60.53 | 20               | 21    | 5.26  |
| All Grades  | 26               | 35    | 33.10 | 46                    | 50    | 46.90 | 26               | 15    | 20.00 |



| Listening<br>Demonstrating effective communication skills |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level   | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 14-15            | 15-16 | 16-17 | 14-15                 | 15-16 | 16-17 | 14-15            | 15-16 | 16-17 |
| Grade 3   | 17               | 35    | 12.90 | 59                    | 53    | 64.52 | 24               | 13    | 22.58 |
| Grade 4   | 14               | 14    | 16.67 | 67                    | 72    | 71.43 | 17               | 14    | 11.90 |
| Grade 5   | 0                | 24    | 17.65 | 82                    | 71    | 64.71 | 18               | 6     | 17.65 |
| Grade 6   | 23               | 14    | 23.68 | 70                    | 83    | 68.42 | 7                | 3     | 7.89  |
| All Grades  | 14               | 22    | 17.93 | 69                    | 68    | 67.59 | 16               | 9     | 14.48 |

| Research/Inquiry<br>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  | 15               | 33    | 12.90 | 54                    | 53    | 64.52 | 32               | 15    | 22.58 |
| Grade 4  | 31               | 28    | 35.71 | 58                    | 56    | 54.76 | 8                | 17    | 9.52  |
| Grade 5  | 50               | 44    | 17.65 | 29                    | 53    | 58.82 | 21               | 3     | 23.53 |
| Grade 6  | 43               | 17    | 50.00 | 48                    | 76    | 44.74 | 9                | 7     | 5.26  |
| All Grades   | 34               | 31    | 30.34 | 48                    | 58    | 55.17 | 17               | 11    | 14.48 |

**Conclusions based on this data:**

1. Listening is an area that seems to present as a relative strength in all grade levels for this sub group.
2. Overall performance of this sub group at all grade levels indicates a relative strength in ELA.}
3. Relative weakness noted in the area of Reading for Females overall.}

## 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                           | 77                     | 40    | 33    | 41                   | 40    | 31    | 41                        | 40    | 31    | 53.2                          | 100   | 93.9  |
| Grade 4                           | 73                     | 40    | 44    | 36                   | 37    | 42    | 34                        | 37    | 42    | 49.3                          | 92.5  | 95.5  |
| Grade 5                           | 76                     | 34    | 37    | 34                   | 34    | 34    | 34                        | 34    | 34    | 44.7                          | 100   | 91.9  |
| Grade 6                           | 79                     | 31    | 38    | 45                   | 30    | 38    | 44                        | 30    | 38    | 57.0                          | 96.8  | 100   |
| All Grades                        | 305                    | 145   | 152   | 156                  | 141   | 145   | 153                       | 141   | 145   | 51.1                          | 97.2  | 95.4  |

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

| Overall Achievement for Females |                  |        |        |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|---------------------------------|------------------|--------|--------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                     | Mean Scale Score |        |        | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                 | 14-15            | 15-16  | 16-17  | 14-15               | 15-16 | 16-17 | 14-15          | 15-16 | 16-17 | 14-15                 | 15-16 | 16-17 | 14-15              | 15-16 | 16-17 |
| Grade 3                         | 2401.2           | 2423.2 | 2399.8 | 10                  | 10    | 6.45  | 24             | 33    | 25.81 | 37                    | 40    | 32.26 | 29                 | 18    | 35.48 |
| Grade 4                         | 2461.2           | 2458.4 | 2468.6 | 0                   | 14    | 14.29 | 28             | 30    | 33.33 | 50                    | 24    | 35.71 | 17                 | 32    | 16.67 |
| Grade 5                         | 2456.0           | 2502.9 | 2461.4 | 12                  | 9     | 11.76 | 3              | 24    | 14.71 | 44                    | 50    | 26.47 | 41                 | 18    | 47.06 |
| Grade 6                         | 2549.8           | 2513.8 | 2557.3 | 29                  | 20    | 18.42 | 24             | 17    | 31.58 | 29                    | 37    | 39.47 | 16                 | 27    | 10.53 |
| All Grades                      | N/A              | N/A    | N/A    | 13                  | 13    | 13.10 | 21             | 26    | 26.90 | 39                    | 38    | 33.79 | 25                 | 23    | 26.21 |

| Concepts & Procedures<br>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  | 15               | 25    | 9.68  | 46                    | 45    | 51.61 | 34               | 30    | 38.71 |
| Grade 4  | 6                | 19    | 23.81 | 50                    | 41    | 40.48 | 44               | 41    | 35.71 |
| Grade 5  | 12               | 9     | 14.71 | 29                    | 53    | 20.59 | 56               | 38    | 64.71 |
| Grade 6  | 43               | 37    | 34.21 | 39                    | 23    | 52.63 | 18               | 40    | 13.16 |
| All Grades   | 20               | 22    | 21.38 | 41                    | 41    | 41.38 | 37               | 37    | 37.24 |

| <b>Problem Solving &amp; Modeling/Data Analysis</b><br><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               | 18    | 12.90 | 32                    | 58    | 51.61 | 46               | 25    | 35.48 |
| Grade 4  | 9                | 14    | 30.95 | 71                    | 57    | 45.24 | 21               | 30    | 23.81 |
| Grade 5  | 6                | 21    | 11.76 | 38                    | 47    | 41.18 | 53               | 32    | 47.06 |
| Grade 6  | 16               | 17    | 18.42 | 64                    | 43    | 57.89 | 20               | 40    | 23.68 |
| All Grades   | 14               | 17    | 19.31 | 51                    | 52    | 48.97 | 35               | 31    | 31.72 |

| <b>Communicating Reasoning</b><br><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  | 20               | 23    | 9.68  | 56                    | 60    | 51.61 | 20               | 18    | 38.71 |
| Grade 4  | 15               | 16    | 28.57 | 50                    | 57    | 40.48 | 35               | 27    | 30.95 |
| Grade 5  | 3                | 12    | 11.76 | 59                    | 71    | 38.24 | 35               | 18    | 50.00 |
| Grade 6  | 30               | 13    | 26.32 | 52                    | 53    | 55.26 | 18               | 33    | 18.42 |
| All Grades   | 18               | 16    | 20.00 | 54                    | 60    | 46.21 | 26               | 23    | 33.79 |

**Conclusions based on this data:**

1. Overall performance in math for females indicate ELA skills stronger than math skills.
2. In reviewing the claims, concepts and procedures is a relative strength for females.
3. 5th grade females demonstrated the most difficulty overall all with math concepts.

## 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                                   | 77                     | 6     | *     | 10                   | 6     | *     | 10                        | 6     | *     | 13.0                          | 100   |       |
| Grade 4                                   | 73                     | 8     | *     | 6                    | 7     | *     | 6                         | 7     | *     | 8.2                           | 87.5  |       |
| Grade 5                                   | 76                     | 7     | *     | 8                    | 7     | *     | 8                         | 7     | *     | 10.5                          | 100   |       |
| Grade 6                                   | 79                     | 7     | *     | 4                    | 6     | *     | 4                         | 6     | *     | 5.1                           | 85.7  |       |
| All Grades                                | 305                    | 28    | 27    | 28                   | 26    | 24    | 28                        | 26    | 24    | 9.2                           | 92.9  | 88.9  |

\* 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                   | 0     | 8.33  | 11             | 27    | 8.33  | 21                    | 19    | 20.83 | 68                 | 54    | 62.50 |

| Reading<br>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   | 4                | 4     | 8.33  | 25                    | 35    | 25.00 | 71               | 62    | 66.67 |

| Writing<br>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  | 4                | 8     | 4.17  | 21                    | 46    | 33.33 | 68               | 46    | 62.50 |

| Listening<br>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                | 4     | 8.33  | 54                    | 65    | 50.00 | 46               | 31    | 41.67 |

| Research/Inquiry<br>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   | 11               | 12    | 16.67 | 39                    | 50    | 33.33 | 46               | 38    | 50.00 |

**Conclusions based on this data:**

1. This area seems to present as a relative weakness for this sub group

# 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                                   | 77                     | 6     | *     | 10                   | 6     | *     | 10                        | 6     | *     | 13.0                          | 100   |       |
| Grade 4                                   | 73                     | 8     | *     | 7                    | 7     | *     | 7                         | 7     | *     | 9.6                           | 87.5  |       |
| Grade 5                                   | 76                     | 7     | *     | 8                    | 7     | *     | 8                         | 7     | *     | 10.5                          | 100   |       |
| Grade 6                                   | 79                     | 7     | *     | 5                    | 7     | *     | 5                         | 7     | *     | 6.3                           | 100   |       |
| All Grades                                | 305                    | 28    | 27    | 30                   | 27    | 24    | 30                        | 27    | 24    | 9.8                           | 96.4  | 88.9  |

\* 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   | 3                   | 0     | 4.17  | 7              | 11    | 8.33  | 23                    | 41    | 25.00 | 67                 | 48    | 62.50 |

| Concepts & Procedures<br>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   | 7                | 7     | 4.17  | 17                    | 37    | 20.83 | 77               | 56    | 75.00 |

| 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   | 3                | 0     | 8.33  | 30                    | 44    | 20.83 | 67               | 56    | 70.83 |

| Communicating Reasoning<br>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   | 7                | 0     | 0.00  | 47                    | 44    | 29.17 | 47               | 56    | 70.83 |

**Conclusions based on this data:**

1. This area seems to present as a relative weakness for this sub group.

## 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  | 77                     |       | *     | 3                    |       | *     | 3                         |       | *     | 3.9                           |       |       |
| Grade 4  | 73                     | 4     | *     | 4                    | 3     | *     | 4                         | 3     | *     | 5.5                           | 75    |       |
| Grade 5  | 76                     | 4     | *     | 5                    | 4     | *     | 5                         | 4     | *     | 6.6                           | 100   |       |
| Grade 6  | 79                     | 6     | 13    | 11                   | 6     | 13    | 11                        | 6     | 13    | 13.9                          | 100   | 100   |
| All Grades   | 305                    | 14    | 24    | 23                   | 13    | 23    | 23                        | 13    | 23    | 7.5                           | 92.9  | 95.8  |

\* 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  | 2556.0           | *     | 2546.4 | 18                  | *     | 7.69  | 45             | *     | 61.54 | 27                    | *     | 15.38 | 9                  | *     | 15.38 |
| All Grades   | N/A              | N/A   | N/A    | 30                  | 31    | 21.74 | 43             | 69    | 39.13 | 22                    | 0     | 30.43 | 4                  | 0     | 8.70  |

| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 14-15            | 15-16 | 16-17 | 14-15                 | 15-16 | 16-17 | 14-15            | 15-16 | 16-17 |
| Grade 3  | *                |       | *     | *                     |       | *     | *                |       | *     |
| Grade 4  | *                | *     | *     | *                     | *     | *     | *                | *     | *     |
| Grade 5  | *                | *     | *     | *                     | *     | *     | *                | *     | *     |
| Grade 6  | 18               | *     | 0.00  | 55                    | *     | 84.62 | 27               | *     | 15.38 |
| All Grades   | 35               | 38    | 17.39 | 52                    | 62    | 69.57 | 13               | 0     | 13.04 |

| Writing<br>Producing clear and purposeful writing |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                       | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 14-15            | 15-16 | 16-17 | 14-15                 | 15-16 | 16-17 | 14-15            | 15-16 | 16-17 |
| Grade 3   | *                |       | *     | *                     |       | *     | *                |       | *     |
| Grade 4   | *                | *     | *     | *                     | *     | *     | *                | *     | *     |
| Grade 5   | *                | *     | *     | *                     | *     | *     | *                | *     | *     |
| Grade 6   | 36               | *     | 23.08 | 55                    | *     | 61.54 | 9                | *     | 15.38 |
| All Grades  | 30               | 17    | 30.43 | 65                    | 83    | 56.52 | 4                | 0     | 13.04 |



| Listening<br>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   | 9                | *     | 15.38 | 82                    | *     | 69.23 | 9                | *     | 15.38 |
| All Grades  | 22               | 38    | 21.74 | 74                    | 62    | 60.87 | 4                | 0     | 17.39 |

| Research/Inquiry<br>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  | 36               | *     | 38.46 | 64                    | *     | 53.85 | 0                | *     | 7.69  |
| All Grades   | 35               | 54    | 43.48 | 65                    | 46    | 52.17 | 0                | 0     | 4.35  |

**Conclusions based on this data:**

1. Based on the data this subject area seems to present as a relative strength for this sub group and this subgroup outperformed ALL group.

## 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  | 77                     |       | *     | 3                    |       | *     | 3                         |       | *     | 3.9                           |       |       |
| Grade 4  | 73                     | 4     | *     | 4                    | 3     | *     | 4                         | 3     | *     | 5.5                           | 75    |       |
| Grade 5  | 76                     | 4     | *     | 5                    | 4     | *     | 5                         | 4     | *     | 6.6                           | 100   |       |
| Grade 6  | 79                     | 6     | 13    | 11                   | 6     | 13    | 11                        | 6     | 13    | 13.9                          | 100   | 100   |
| All Grades   | 305                    | 14    | 24    | 23                   | 13    | 23    | 23                        | 13    | 23    | 7.5                           | 92.9  | 95.8  |

\* 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  | 2578.9           | *     | 2548.6 | 36                  | *     | 15.38 | 18             | *     | 46.15 | 45                    | *     | 23.08 | 0                  | *     | 15.38 |
| All Grades   | N/A              | N/A   | N/A    | 17                  | 23    | 17.39 | 30             | 54    | 43.48 | 48                    | 23    | 17.39 | 4                  | 0     | 21.74 |

| 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                                       | 55               | *     | 38.46 | 36                    | *     | 46.15 | 9                | *     | 15.38 |
| All Grades                                    | 30               | 23    | 34.78 | 61                    | 69    | 39.13 | 4                | 8     | 26.09 |

| Problem Solving & Modeling/Data Analysis   |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Using appropriate tools and strategies to solve real world and mathematical problems |                  |       |       |                       |       |       |                  |       |       |
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 14-15            | 15-16 | 16-17 | 14-15                 | 15-16 | 16-17 | 14-15            | 15-16 | 16-17 |
| Grade 3  | *                |       | *     | *                     |       | *     | *                |       | *     |
| Grade 4  | *                | *     | *     | *                     | *     | *     | *                | *     | *     |
| Grade 5  | *                | *     | *     | *                     | *     | *     | *                | *     | *     |
| Grade 6  | 18               | *     | 7.69  | 64                    | *     | 76.92 | 18               | *     | 15.38 |
| All Grades   | 9                | 31    | 8.70  | 74                    | 54    | 69.57 | 13               | 15    | 21.74 |

| Communicating Reasoning<br>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  | 36               | *     | 23.08 | 64                    | *     | 53.85 | 0                | *     | 23.08 |
| All Grades   | 17               | 23    | 26.09 | 74                    | 77    | 43.48 | 4                | 0     | 30.43 |

**Conclusions based on this data:**

1. This subject seems to present as a relative strength for this sub group and this subgroup outperformed All group.

## 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  | 77                     | 14    | 22    | 30                   | 14    | 20    | 30                        | 14    | 20    | 39.0                          | 100   | 90.9  |
| Grade 4  | 73                     | 30    | 18    | 22                   | 27    | 17    | 22                        | 27    | 17    | 30.1                          | 90    | 94.4  |
| Grade 5  | 76                     | 21    | 28    | 33                   | 21    | 27    | 33                        | 21    | 27    | 43.4                          | 100   | 96.4  |
| Grade 6  | 79                     | 28    | 21    | 25                   | 24    | 21    | 25                        | 24    | 21    | 31.6                          | 85.7  | 100   |
| All Grades   | 305                    | 93    | 89    | 110                  | 86    | 85    | 110                       | 86    | 85    | 36.1                          | 92.5  | 95.5  |

\* 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  | 2365.0           | 2421.1 | 2397.8 | 0                   | 14    | 20.00 | 17             | 50    | 10.00 | 33                    | 0     | 25.00 | 50                 | 36    | 45.00 |
| Grade 4  | 2453.8           | 2422.3 | 2446.8 | 9                   | 11    | 35.29 | 32             | 19    | 5.88  | 32                    | 26    | 17.65 | 27                 | 44    | 41.18 |
| Grade 5  | 2457.7           | 2486.9 | 2452.4 | 12                  | 5     | 11.11 | 21             | 52    | 18.52 | 24                    | 14    | 25.93 | 42                 | 29    | 44.44 |
| Grade 6  | 2506.6           | 2487.0 | 2527.6 | 12                  | 8     | 4.76  | 24             | 25    | 47.62 | 40                    | 25    | 28.57 | 24                 | 42    | 19.05 |
| All Grades   | N/A              | N/A    | N/A    | 8                   | 9     | 16.47 | 23             | 34    | 21.18 | 32                    | 19    | 24.71 | 37                 | 38    | 37.65 |

| Reading<br>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  | 3                | 21    | 25.00 | 37                    | 50    | 30.00 | 60               | 29    | 45.00 |
| Grade 4  | 9                | 11    | 29.41 | 68                    | 44    | 41.18 | 23               | 44    | 29.41 |
| Grade 5  | 12               | 29    | 11.11 | 36                    | 33    | 48.15 | 52               | 38    | 40.74 |
| Grade 6  | 16               | 4     | 4.76  | 44                    | 46    | 66.67 | 40               | 50    | 28.57 |
| All Grades   | 10               | 15    | 16.47 | 45                    | 43    | 47.06 | 45               | 42    | 36.47 |

| Writing<br>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   | 3                | 14    | 10.00 | 33                    | 50    | 45.00 | 63               | 36    | 45.00 |
| Grade 4   | 14               | 11    | 29.41 | 59                    | 48    | 35.29 | 27               | 41    | 35.29 |
| Grade 5   | 21               | 25    | 14.81 | 30                    | 40    | 25.93 | 45               | 35    | 59.26 |
| Grade 6   | 24               | 17    | 19.05 | 36                    | 38    | 61.90 | 40               | 46    | 19.05 |
| All Grades  | 15               | 16    | 17.65 | 38                    | 44    | 41.18 | 45               | 40    | 41.18 |

| Listening<br>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   | 7                | 29    | 20.00 | 60                    | 50    | 55.00 | 33               | 21    | 25.00 |
| Grade 4   | 5                | 7     | 23.53 | 82                    | 74    | 52.94 | 14               | 19    | 23.53 |
| Grade 5   | 3                | 10    | 11.11 | 67                    | 76    | 55.56 | 30               | 14    | 33.33 |
| Grade 6   | 16               | 4     | 9.52  | 68                    | 79    | 76.19 | 16               | 17    | 14.29 |
| All Grades  | 7                | 10    | 15.29 | 68                    | 72    | 60.00 | 25               | 17    | 24.71 |

| Research/Inquiry<br>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  | 3                | 21    | 20.00 | 47                    | 43    | 50.00 | 50               | 36    | 30.00 |
| Grade 4  | 27               | 15    | 29.41 | 50                    | 48    | 35.29 | 23               | 37    | 35.29 |
| Grade 5  | 30               | 24    | 18.52 | 33                    | 52    | 40.74 | 36               | 24    | 40.74 |
| Grade 6  | 20               | 17    | 33.33 | 64                    | 71    | 52.38 | 16               | 13    | 14.29 |
| All Grades   | 20               | 19    | 24.71 | 47                    | 55    | 44.71 | 33               | 27    | 30.59 |

**Conclusions based on this data:**

1. Reading seems to be an area of relative weakness for this sub group in 4th and 6th grade.
2. Listening seems to be an area of relative strength for this sub group as a whole.
3. Weaker skills noted in writing for this subgroup.

## 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  | 77                     | 14    | 22    | 30                   | 14    | 20    | 30                        | 14    | 20    | 39.0                          | 100   | 90.9  |
| Grade 4  | 73                     | 30    | 18    | 22                   | 27    | 17    | 22                        | 27    | 17    | 30.1                          | 90    | 94.4  |
| Grade 5  | 76                     | 21    | 28    | 32                   | 21    | 26    | 32                        | 21    | 26    | 42.1                          | 100   | 92.9  |
| Grade 6  | 79                     | 28    | 21    | 26                   | 25    | 21    | 26                        | 25    | 21    | 32.9                          | 89.3  | 100   |
| All Grades   | 305                    | 93    | 89    | 110                  | 87    | 84    | 110                       | 87    | 84    | 36.1                          | 93.5  | 94.4  |

\* 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  | 2362.6           | 2402.3 | 2406.9 | 3                   | 0     | 5.00  | 7              | 50    | 35.00 | 47                    | 14    | 35.00 | 43                 | 36    | 25.00 |
| Grade 4  | 2450.5           | 2421.1 | 2437.7 | 0                   | 4     | 11.76 | 32             | 19    | 23.53 | 36                    | 33    | 35.29 | 32                 | 44    | 29.41 |
| Grade 5  | 2436.4           | 2464.7 | 2420.8 | 0                   | 0     | 3.85  | 6              | 19    | 11.54 | 41                    | 52    | 19.23 | 53                 | 29    | 65.38 |
| Grade 6  | 2506.2           | 2482.3 | 2522.3 | 23                  | 12    | 14.29 | 19             | 12    | 33.33 | 23                    | 40    | 28.57 | 35                 | 36    | 23.81 |
| All Grades   | N/A              | N/A    | N/A    | 6                   | 5     | 8.33  | 15             | 22    | 25.00 | 37                    | 37    | 28.57 | 42                 | 37    | 38.10 |

| 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                                       | 3                | 36    | 15.00 | 40                    | 14    | 50.00 | 50               | 50    | 35.00 |
| Grade 4                                       | 18               | 11    | 23.53 | 32                    | 33    | 23.53 | 50               | 56    | 52.94 |
| Grade 5                                       | 0                | 5     | 3.85  | 34                    | 43    | 19.23 | 63               | 52    | 76.92 |
| Grade 6                                       | 31               | 24    | 28.57 | 35                    | 24    | 42.86 | 35               | 52    | 28.57 |
| All Grades                                    | 12               | 17    | 16.67 | 35                    | 30    | 33.33 | 50               | 53    | 50.00 |

| 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  | 10               | 14    | 10.00 | 23                    | 43    | 65.00 | 67               | 43    | 25.00 |
| Grade 4  | 0                | 4     | 29.41 | 68                    | 48    | 11.76 | 32               | 48    | 58.82 |
| Grade 5  | 0                | 10    | 0.00  | 38                    | 38    | 42.31 | 59               | 52    | 57.69 |
| Grade 6  | 15               | 8     | 4.76  | 46                    | 48    | 61.90 | 38               | 44    | 33.33 |
| All Grades   | 6                | 8     | 9.52  | 42                    | 45    | 46.43 | 51               | 47    | 44.05 |

| Communicating Reasoning<br>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  | 10               | 7     | 10.00 | 57                    | 71    | 45.00 | 27               | 21    | 45.00 |
| Grade 4  | 9                | 7     | 17.65 | 59                    | 48    | 47.06 | 32               | 44    | 35.29 |
| Grade 5  | 0                | 0     | 3.85  | 53                    | 71    | 34.62 | 44               | 29    | 61.54 |
| Grade 6  | 19               | 4     | 19.05 | 50                    | 48    | 42.86 | 31               | 48    | 38.10 |
| All Grades   | 9                | 5     | 11.90 | 55                    | 57    | 41.67 | 34               | 38    | 46.43 |

**Conclusions based on this data:**

1. Based on the data presented math seems to be an area of relative weakness for this subgroup overall.
2. Concepts and procedures seems to be an area of relative weakness based on the percentage of students below standard.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

| Grade | Percent of Students by Proficiency Level on CELDT Annual Assessment |       |       |                |       |       |              |       |       |                    |       |       |           |       |       |
|-------|---|-------|-------|----------------|-------|-------|--------------|-------|-------|--------------------|-------|-------|-----------|-------|-------|
|       | Advanced  |       |       | Early Advanced |       |       | Intermediate |       |       | Early Intermediate |       |       | Beginning |       |       |
|       | 14-15   | 15-16 | 16-17 | 14-15          | 15-16 | 16-17 | 14-15        | 15-16 | 16-17 | 14-15              | 15-16 | 16-17 | 14-15     | 15-16 | 16-17 |
| K     |   |       |       | ***            |       |       |              |       | ***   |                    |       |       |           |       |       |
| 1     | 43  |       |       | 29             |       | 44    | 14           |       | 56    |                    |       |       | 14        |       |       |
| 2     |   |       | 25    | 80             |       | 17    | 20           |       | 8     |                    |       | 33    |           |       | 17    |
| 3     | 11  |       | 25    | 33             |       | 25    | 11           |       | 38    | 33                 |       | 13    | 11        |       |       |
| 4     | 25  |       |       | 50             |       | 67    | 13           |       | 17    |                    |       |       | 13        |       | 17    |
| 5     | 40  |       |       | 10             |       | 11    | 30           |       | 44    | 10                 |       | 33    | 10        |       | 11    |
| 6     |   |       | 25    | 29             |       | 25    | 43           |       | 25    | 14                 |       |       | 14        |       | 25    |
| Total | 21  |       | 12    | 36             |       | 29    | 21           |       | 33    | 11                 |       | 16    | 11        |       | 10    |

#### Conclusions based on this data:

1. Most of our students are clustered within the Intermediate and Early Advanced Level of English Language Development



## School and Student Performance Data

### CELDT (All Assessment) Results

| Grade | Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined) |       |       |                |       |       |              |       |       |                    |       |       |           |       |       |
|-------|---|-------|-------|----------------|-------|-------|--------------|-------|-------|--------------------|-------|-------|-----------|-------|-------|
|       | Advanced  |       |       | Early Advanced |       |       | Intermediate |       |       | Early Intermediate |       |       | Beginning |       |       |
|       | 14-15   | 15-16 | 16-17 | 14-15          | 15-16 | 16-17 | 14-15        | 15-16 | 16-17 | 14-15              | 15-16 | 16-17 | 14-15     | 15-16 | 16-17 |
| K     |   |       |       | 6              |       | 8     | 33           | 14    | 50    | 28                 | 71    | 42    | 33        | 14    |       |
| 1     | 30  |       |       | 30             |       | 44    | 20           |       | 56    |                    |       |       | 20        |       |       |
| 2     |   |       | 25    | 80             |       | 17    | 20           |       | 8     |                    |       | 33    |           |       | 17    |
| 3     | 8   |       | 33    | 23             |       | 22    | 23           | ***   | 33    | 31                 |       | 11    | 15        |       |       |
| 4     | 33  |       |       | 44             |       | 56    | 11           |       | 22    |                    |       |       | 11        | ***   | 22    |
| 5     | 40  |       |       | 10             | ***   | 18    | 30           |       | 45    | 10                 |       | 27    | 10        |       | 9     |
| 6     | 11  |       | 17    | 22             |       | 33    | 33           |       | 33    | 11                 |       |       | 22        | ***   | 17    |
| Total | 16  |       | 10    | 24             | 8     | 26    | 26           | 17    | 35    | 15                 | 42    | 19    | 19        | 33    | 9     |

#### Conclusions based on this data:

1. Most of our EL students are clustered around the Intermediate Level of EL Development.



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# Equity Report

## Skyblue Mesa Elementary - Los Angeles County

Enrollment: 516    Socioeconomically Disadvantaged: 32%    English Learners: 12%    Foster Youth: N/A    Grade Span: K-6    Charter School: No

Reporting Year: 

Spring 2017





Equity Report

Status and Change Report

Detailed Reports

Student Group Report

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

| State Indicators                   | All Students Performance  | Total Student Groups | Student Groups in Red/Orange |
|------------------------------------|---|----------------------|------------------------------|
| Chronic Absenteeism                | N/A   | N/A                  | N/A                          |
| <u>Suspension Rate (K-12)</u>      |  | 6                    | 3                            |
| English Learner Progress (K-12)    |  | 1                    | 0                            |
| <u>English Language Arts (3-8)</u> |  | 5                    | 1                            |
| <u>Mathematics (3-8)</u>           |  | 5                    | 0                            |

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

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

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

### Skyblue Mesa Elementary - Los Angeles County

Enrollment: 516   Socioeconomically Disadvantaged: 32%   English Learners: 12%   Foster Youth: N/A   Grade Span: K-6   Charter School: No

Reporting Year: Spring 2017





Equity Report


Status and Change Report

Detailed Reports

Student Group Report

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

| State Indicators                   | All Students Performance  | Status                             | Change                    |
|------------------------------------|---|------------------------------------|---------------------------|
| Chronic Absenteeism                | N/A   | N/A                                | N/A                       |
| <u>Suspension Rate (K-12)</u>      |  | Low<br>0.9%                        | Increased<br>+0.9%        |
| English Learner Progress (K-12)    |  | High<br>82.5%                      | Increased<br>+5.4%        |
| <u>English Language Arts (3-8)</u> |  | Medium<br>0.9 points above level 3 | Increased<br>+9.9 points  |
| <u>Mathematics (3-8)</u>           |  | Low<br>30.1 points below level 3   | Maintained<br>-0.4 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

Skyblue Mesa Elementary - Los Angeles County




Enrollment: 516Socioeconomically Disadvantaged: 32%English Learners: 12%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<br>82.5%                      | Increased<br>+5.4%        |
| <u>English Language Arts (3-8)</u> |  | Medium<br>0.9 points above level 3 | Increased<br>+9.9 points  |
| <u>Mathematics (3-8)</u>           |  | Low<br>30.1 points below level 3   | Maintained<br>-0.4 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](mailto:lcff@cde.ca.gov)

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# School and Student Performance Data

## California Data Dashboard (Student Group Report)



California School  
**DASHBOARD**



California Department of  
**EDUCATION**

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## Student Group Report




### Skyblue Mesa Elementary - Los Angeles County


Enrollment: 516 Socioeconomically Disadvantaged: 32% English Learners: 12% Foster Youth: N/A Grade Span: K-6 Charter School: No

Reporting Year: Spring 2017

Equity ReportStatus and Change ReportDetailed ReportsStudent Group Report

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

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

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

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

Questions or comments? Send them to [lcfr@cde.ca.gov](mailto:lcfr@cde.ca.gov)

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## Planned Improvements in Student Performance

### School Goal #1

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

|  |
|--|
| <b>SUBJECT: Pupil Achievement</b>  |
| <b>LEA GOAL:</b>   |
| Increase Student Achievement   |
| <b>SCHOOL GOAL #1:</b>   |
| Improve student achievement in the areas of Language Arts, Math, Science, Physical Education and English Language Development.   |
| <b>Data Used to Form this Goal:</b>  |
| CAASPP Data - Math, ELA<br>CST/CMA Data - Science<br>Physical Fitness Test<br>Common Assessments - Math, ELA<br>District Benchmark Assessments<br>IABs - Math, ELA<br>CELDT Data<br>ADEPT Data |
| <b>Findings from the Analysis of this Data:</b>  |
| Based on the 2017 CAASPP data, math continues to be an area of needed improvement across all student groups.   |
| <b>How the School will Evaluate the Progress of this Goal:</b>   |
| Use of interim assessments (IABs), teacher made assessments, district writing benchmark, work samples, report card grades, CASSPP scores and state testing data in science and P.E.            |
| <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 |
| ENGLISH LANGUAGE ARTS & MATH:          |                       |                       |                         |      | District Funded |        |
|  |                       |                       |                         |      | District Funded |        |

| Actions to be Taken to Reach This Goal   | Students to be Served | Person(s) Responsible     | Proposed Expenditure(s) |      |   |        |
|--|-----------------------|---------------------------|-------------------------|------|---|--------|
|  |                       |                           | Description             | Type | Funding Source                              | Amount |
| Support for new or struggling teachers via the Induction Program/PAR -   | All Students          | Principal, EL Coaches, DO |                         |      | LCFF - Supplemental                         | 15,917 |
| Direct Instruction training, CM training, Listening and Speaking training for teachers.  | All Students          | Principal, EL Coaches, DO |                         |      |   |        |
| Fully Implement Direct Instruction in all classes  | All Students          | Principal/Teachers        |                         |      |   |        |
| All teachers and principal will participate in Learning Walks  | All Students          | Principal/Teachers        |                         |      |   |        |
| Frequent classroom walk throughs and feedback to teachers  | All Students          | Principal                 |                         |      |   |        |
| SCLL ( Speaking, Collaborating and Listening for Lifelong Learning (ELD and Listening/Speaking) 30 minutes each day  | ELD Students          | Principal Teachers        |                         |      |   |        |
| Under the supervision of classroom teachers, instructional assistants are used to assist struggling students in foundation skills in reading and or math.  | At Risk Students      | Teachers/Principal        |                         |      |   |        |
| INTERVENTION:<br>Under the supervision of the classroom teacher Title 1 Instructional Assistants provide small group instruction 4 days a week in foundation skills in reading and/or math for identified Title 1 students.<br><br>Provide extended school year in the form of Summer School for qualified | Title 1 Students      | Principal                 | NCLB Aides              |      | Title I Part A: Targeted Assistance Program | 17000  |
|  | Title 1 Students      |                           |                         |      |   |        |





| Actions to be Taken to Reach This Goal  | Students to be Served  | Person(s) Responsible   | Proposed Expenditure(s)  |   |                                     |        |
|---|--|---|--|---|-------------------------------------|--------|
|   |  |   | Description  | Type  | Funding Source                      | Amount |
| <p>*Physical Fitness*</p> <p>P.E. TOSA provides model lessons for teachers to observe and provides planning support</p> <p>Purchase sports equipment and supplies to support physical fitness</p>   | <p>All Students</p> <p>All Students</p>  | <p>TOSA/Instruction Office</p> <p>Principal, Teachers</p>   |  |   |                                     |        |
| <p>ADDITIONAL PROGRAMS/ENHANCEMENTS:</p> <p>Provide experience in video production through development of a school welcome video.</p> <p>Provide students with Arts Integration Lessons using the district Art TOSAs and provide teachers with model lessons as staff development to improve art education and integration.</p> <p>Provide artists in residence in dance, shadow puppetry, and performing arts.</p> <p>Music instruction provided by a qualified classified instructor under the supervision of the classroom teachers.</p> | <p>GATE Students</p> <p>All Students</p> <p>All Students</p> <p>All Students</p> <p>Title 1 Students</p> | <p>Teachers/GATE Coordinator</p> <p>Principal, Teachers, District</p> <p>Principal</p> <p>Principal, PTO</p> <p>Principal</p> | <p>Equipment, materials</p> <p>Contract with PAC</p> <p>Salaries</p> <p>Salaries</p> | <p>District Funded</p> <p>LCFF - Supplemental</p> <p>Donations</p> <p>Title I Part A: Targeted Assistance Program</p> | <p>1007</p> <p>7000</p> <p>3000</p> |        |

| Actions to be Taken to Reach This Goal   | Students to be Served | Person(s) Responsible | Proposed Expenditure(s) |      |   |        |
|--|-----------------------|-----------------------|-------------------------|------|---|--------|
|  |                       |                       | Description             | Type | Funding Source                              | Amount |
| Provide a Homework Club/extended library hours for students to receive assistance and have a quiet place to complete homework. |                       |                       |                         |      |   |        |
| English Language Development (ELD):  |                       |                       |                         |      |   |        |
| Continue to implement and refine the use of Systematic ELD program for all English Learners at least 30 minutes per day.       | ELD Students          | Principal/Teachers    | Substitute Teachers     |      | Title I Part A: Targeted Assistance Program | 3000   |
|  |                       |                       | Substitute Teachers     |      | LCFF - Supplemental                         | 1933   |
|  |                       |                       |                         |      | District Funded                             |        |
| Schedule substitute/release time for teachers to administer ADEPT Testing  | ELD Students          | Principal/Teachers    |                         |      |   |        |
| Schedule substitute/release time for teachers to administer CELDT Testing  | ELD Students          | Principal             |                         |      |   |        |
| Provide training for teachers in the use of the ELD kits and ELD strategies through the on site ELD coaches                    | ELD Students          | Principal/Coaches     |                         |      |   |        |
|  | ELD Students          | Principal/District    |                         |      |   |        |
| Provide ELD Summer School  |                       |                       |                         |      |   |        |

| Actions to be Taken<br>to Reach This Goal  | Students to be<br>Served | Person(s)<br>Responsible | Proposed Expenditure(s) |      |   |        |
|--|--------------------------|--------------------------|-------------------------|------|---|--------|
|  |                          |                          | Description             | Type | Funding Source                                    | Amount |
| Staff Development:<br>Provide staff development in the area<br>of math conceptual understanding<br>and complex problem solving<br>strategies for all teachers. | All Students             | Principal                | Consultant Fees         |      | Title I Part A:<br>Targeted Assistance<br>Program |        |

## 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, teacher and parent engagement.  |
| <b>SCHOOL GOAL #2:</b>  |
| Decrease the number of tardies, chronic absenteeism, and truancy-- in particular, decrease tardies greater than 30 minutes and early check-out by parents. Decrease the number of office referrals for behavior. Increase students' school contentedness. Increase parent participation in education opportunities, parent conferences and parent meetings. |
| <b>Data Used to Form this Goal:</b>   |
| Attendance rates recorded in Aeries. Monthly attendance reports provided by office manager. Sign in sheets from ELAC, Site Council, Title 1 meetings and PTO meetings. Attendance at parent technology night.   |
| <b>Findings from the Analysis of this Data:</b>   |
| Improvement is needed in the area of unexcused absences and unexcused tardies (tardies over 30 minutes). Attendance at parent education nights such as Parent Technology Night was very poor. Attendance at Title 1 meetings and ELAC meetings is also very low.  |
| <b>How the School will Evaluate the Progress of this Goal:</b>  |
| Improved attendance percentage on reports, SARB, and SART results. Attendance at parent education meetings such as PIQE and Parent Technology Night. Sign in sheets from Back to School Night and Open House. Sign in sheets from ELAC, Title 1 meetings and PTO meetings. Attendance at morning parent coffees.  |
| <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 |
| Provide attendance awards drawn monthly based on attendance report                | All Students          | Principals, Teachers  | Materials for Awards    |      | LCFF - Base                                 | 500    |
| Provide end of the year recognition for excellent attendance                      | All Students          | Principals, Teachers  | Materials for Awards    |      | LCFF - Base                                 | 300    |
| Students will participate in Pawsitive Works, social emotional curriculum lessons | 6th Grade Students    | Principals, Teachers  |                         |      | Title I Part A: Targeted Assistance Program | 650    |

| Actions to be Taken to Reach This Goal   | Students to be Served   | Person(s) Responsible   | Proposed Expenditure(s)   |      |                |        |
|--|---|---|---|------|----------------|--------|
|  |   |   | Description   | Type | Funding Source | Amount |
| <p>Participate in the Bucket Filler Program through the all school assembly, classroom activities and a once a month bucket filler award.</p> <p>Referred students will participate in a self-esteem building group led by a counselor from Child and Family Center</p>  | <p>All Students</p> <p>Students referred by their teacher</p> | <p>Principal, Teachers, PTO</p> <p>Principal, school psychologist</p> | <p>Parent Teacher Association/Parent Faculty Club (PTA/PFC)</p> |      |                |        |
| <p>Provide monthly extra recess incentive for students who have no tardies each month.</p>   | All Students  | Principal/Teachers  |   |      |                |        |
| <p>Administrator will work with the school office assistant to prepare letters, send letters and schedule appointments for parent meeting for students with excessive tardies and/or unexcused absences.</p> <p>Administrator will hold monthly SART meetings with parents as needed.</p> <p>Administrator will attend monthly DART meeting with parents at the District Office as needed.</p> <p>Administrator will attend SARB meetings with parents of truant students as needed.</p> <p>Provide parent education on the importance of attendance at parent</p> | All Students  |   |   |      |                |        |

| Actions to be Taken to Reach This Goal   | Students to be Served   | Person(s) Responsible                                       | Proposed Expenditure(s) |      |                                    |         |
|--|---|---|-------------------------|------|------------------------------------|---------|
|  |   |   | Description             | Type | Funding Source                     | Amount  |
| meetings (Title I, ELAC, Site Council, PTA, GATE, parent newsletter etc..)   |   |   |                         |      |                                    |         |
| <p>The student-led Peace Patrol advisor will train and provide peer counselors to assist the campus supervisors as mediators for conflict resolution, using Peace Patrol materials.</p> <p>Students in grades 3-6 will follow the democratic election process through participation in Student Leadership elections.</p> <p>Special education students and general education students will participate in the Circle of Friends program which fosters friendships, increases social skills and increases school contentedness.</p> | <p>All Students</p> <p>3-6th grade students</p> <p>3rd-6th grade students</p> |   |                         |      | LCFF - Supplemental                | 150     |
| <p>Increase student engagement in lessons through the increased use of the Interactive Flat Panels. Teachers will participate in all district provided training and "Each One Teach One" at staff meetings.</p> <p>Attend training for PBIS program and begin planning for implementation in the 2017-2018 school year</p>   | <p>All Students</p> <p>All Students</p>                                       | <p>Principal Teachers, TOSAs</p> <p>Principal/PBIS Team</p> |                         |      | District Funded<br>District Funded |         |
| Provide parent education through the 8 week PIQE (Parent Institute for   | All Students  | Principal/Parent Liason                                     |                         |      | Title I Part A: Parent Involvement | 7475.00 |

| Actions to be Taken to Reach This Goal   | Students to be Served                                | Person(s) Responsible   | Proposed Expenditure(s)                                |      |                |        |
|--|--|---|--|------|----------------|--------|
|  |  |   | Description  | Type | Funding Source | Amount |
| Quality Education) program.<br><br>Encourage parents to participate in our annual Career Day.<br><br>Continue to keep lines of communication open through mass phone/email announcements weekly newsletter and Constant Contact.<br><br>Provide translation for parent conferences and other meetings.             | All Students<br><br>All Students<br><br>ELD Students | Teacher Committee<br><br>Principal/Office Staff<br><br>Principal/District               | Title I Part A: Targeted Assistance Program<br><br>500 |      |                |        |
| Continue with the Volunteer Tea to recognize parent volunteers<br><br>Provide parent volunteer opportunities.<br><br>Schedule and conduct parent meetings - Title 1, GATE, School Site Council, ELAC, PTO etc.<br><br>Solicit parent input regarding the SPSA and school programs at parent meetings listed above. | All Students   | Teacher Committee<br><br>PTO/Teachers<br><br>Principal/Gate Coordinator/ELD Coordinator | Title I Part A: Parent Involvement<br><br>500          |      |                |        |

| Actions to be Taken to Reach This Goal   | Students to be Served | Person(s) Responsible        | Proposed Expenditure(s) |      |                                    |        |
|--|-----------------------|------------------------------|-------------------------|------|------------------------------------|--------|
|  |                       |                              | Description             | Type | Funding Source                     | Amount |
| Provide Child Care for ELAC and Title 1 meetings   |                       |                              |                         |      |                                    |        |
| <p>Plan and conduct video series for parents to provide with information on the math curriculum and how you can help your child at home and other materials.</p> <p>Offer "Linger Longer" morning coffee and information meetings for parents.</p> | All Students          | Teachers/Administration/PBIS |                         |      | Title I Part A: Parent Involvement | 500    |
| Survey parents about their needs and preferences for parent education meetings and other parent involvement opportunities.   | All Students          | Principal/Site Council       |                         |      |                                    |        |



## 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:</b>  |
| <b>LEA GOAL:</b>   |
|  |
| <b>SCHOOL GOAL #3:</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 |
| Increase parent attendance at meetings (ELD, Title 1) by using the services of the district Parent Liaison and Foster/Homless Liaison |                       |                       |                         |      |                |        |

**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:

|  |
|--|
| <b>SUBJECT:</b>  |
| <b>LEA GOAL:</b>   |
|  |
| <b>SCHOOL GOAL #4:</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<br>to Reach This Goal | Students to be<br>Served | Person(s)<br>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<br>to Reach This Goal | Students to be<br>Served | Person(s)<br>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<br>to Reach This Goal | Students to be<br>Served | Person(s)<br>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<br>to Reach This Goal | Students to be<br>Served | Person(s)<br>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<br>to Reach This Goal | Students to be<br>Served | Person(s)<br>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<br>to Reach This Goal | Students to be<br>Served | Person(s)<br>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<br>to Reach This Goal | Students to be<br>Served | Person(s)<br>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<br>to Reach This Goal | Students to be<br>Served | Person(s)<br>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:

|  |
|--|
| <b>SUBJECT:</b>  |
| <b>LEA GOAL:</b>   |
|  |
| <b>SCHOOL GOAL #12:</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<br>to Reach This Goal | Students to be<br>Served | Person(s)<br>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<br>to Reach This Goal | Students to be<br>Served | Person(s)<br>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<br>to Reach This Goal | Students to be<br>Served | Person(s)<br>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<br>to Reach This Goal | Students to be<br>Served | Person(s)<br>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<br>to Reach This Goal | Students to be<br>Served | Person(s)<br>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<br>to Reach This Goal | Students to be<br>Served | Person(s)<br>Responsible | Proposed Expenditure(s) |      |                |        |
|---|--------------------------|--------------------------|-------------------------|------|----------------|--------|
|   |                          |                          | Description             | Type | Funding Source | Amount |

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

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

| Total Expenditures by Funding Source        |                    |
|---|--------------------|
| Funding Source                              | Total Expenditures |
| District Funded                             | 1,007.00           |
| Donations                                   | 7,000.00           |
| LCFF - Base                                 | 4,583.00           |
| LCFF - Supplemental                         | 18,000.00          |
| Title I Part A: Parent Involvement          | 8,475.00           |
| Title I Part A: Targeted Assistance Program | 59,422.00          |



## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

| Object Type                                | Total Expenditures |
|--|--------------------|
|  | 10,500.00          |
| 1000-1999: Certificated Personnel Salaries | 26,331.00          |

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

| Object Type                                | Funding Source                              | Total Expenditures |
|--|---|--------------------|
|  | District Funded                             | 1,007.00           |
|  | Donations                                   | 7,000.00           |
|  | LCFF - Base                                 | 4,583.00           |
|  | LCFF - Supplemental                         | 18,000.00          |
|  | Title I Part A: Parent Involvement          | 7,975.00           |
|  | Title I Part A: Parent Involvement          | 500.00             |
|  | Title I Part A: Targeted Assistance Program | 30,091.00          |
|  | Title I Part A: Targeted Assistance Program | 3,000.00           |
| 1000-1999: Certificated Personnel Salaries | Title I Part A: Targeted Assistance Program | 26,331.00          |

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 87,912.00          |
| Goal 2      | 10,575.00          |

## 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 |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Kimberly Humphries                          | X         |                   |                    |                            |                    |
| Cathy Bench                                 |           |                   | X                  |                            |                    |
| Michele Joseph                              |           | X                 |                    |                            |                    |
| Kristin Mahaffey                            |           |                   |                    | X                          |                    |
| Wayne Mahaffey                              |           |                   |                    | X                          |                    |
| Virginia Terracciano                        |           | X                 |                    |                            |                    |
| Cory Phillips                               |           |                   |                    | X                          |                    |
| Terri Egar                                  |           | X                 |                    |                            |                    |
| Dani Deaton                                 |           |                   |                    | X                          |                    |
| Jessica Rafkind                             |           |                   |                    | 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

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

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

Title 1 Parent Meeting

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 11-16-2016.

Attested:

Kimberly Humphries

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

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

\_\_\_\_\_  
Date

Wayne Mahaffey

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

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

\_\_\_\_\_  
Date

## Recommendations and Assurances

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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):

Title 1 Parent Meeting

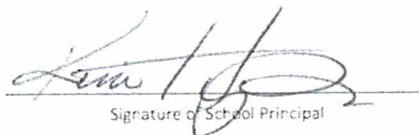
Signature

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Attested:

Kimberly Humphries

Typed Name of School Principal

  
Signature of School Principal

11/16/17  
Date

Wayne Mahaffey

Typed Name of SSC Chairperson

  
Signature of SSC Chairperson

11/16/17  
Date