

The Single Plan for Student Achievement

School: Tesoro del Valle Elementary School
CDS Code: 19649980108597
District: Saugus Union Elementary School District
Principal: Paul C Martinsen
Revision Date: October 22, 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: Paul C Martinsen
Position: Principal
Phone Number: 661.294.5380
Address: 29171 North Bernardo Way
Valencia, CA 91354
E-mail Address: pmartinsen@saugusd.org

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

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School Vision and Mission

Tesoro del Valle Elementary School's Vision and Mission Statements

MISSION STATEMENT

Teachers, staff, students, and parents of Tesoro del Valle Elementary School are committed to working cooperatively to create a safe, secure, and nurturing environment that promotes excellence in academic achievement and character development to empower and meet the diverse needs of all learners.

VISION STATEMENT

It is our vision at Tesoro del Valle Elementary School to create an academic community providing a nurturing environment and fostering personal achievement and social success. Through collaboration with our community, we promote respect, compassion, productivity, responsibility, and citizenship. Maintaining a partnership between home and school, students will be empowered to reach their highest academic potential.

School Profile

Tesoro del Valle Elementary School was established in August, 2005 in a community called Tesoro del Valle. Enrollment is currently over 600 students in grades TK-6. Demographics are as follows: 18% Hispanic, 22% Asian, 4% Black or African American, and 54% White. Tesoro is home to thirteen different ethnic groups. Tesoro has 22 teachers, one administrator, and 30 support staff. The school's focus is in the areas of leadership and global citizenship. There are two computer labs as well as a science lab, art workshop, and music room for students. Tesoro has an active PTA membership and parents have made a commitment to volunteer in classrooms on a regular basis. In addition to a variety of after school events, PTA funds a Music Specialist, the art program and classroom aides in TK and kindergarten. After school enrichment classes include: Orchestra, Chess Club, Math Club, Theater, and various classes to stimulate children's learning. Tesoro's Child Development program includes after school care and a Fun for Fours Preschool program. In 2012, Tesoro del Valle was recognized as a California Distinguished School.

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).

Tesoro del Valle Parent Survey - 188 responses with 3% to 8% disagreeing with the statements. Positive comments included caring staff and safe school. Goals include maintain cleanliness of school grounds and continue communication with all stakeholders.

Survey for parents of students in the GATE program - Parents would like additional GATE activities

Survey for parents of English Learners - Parents responded they would like an after school homework club.

LCAP School Safety and Connectedness Survey - 95% of the students in TK -2 responded positively in all areas except talking to a campus supervisor which was 79% for students in grades TK-1. 81% of the students in grades 3-6 enjoyed recess and 18% sometimes enjoy recess. 99% knew someone to help solve a problem at recess and 100% have a friend in the classroom. 84% feel safe at school and 15% feel safe sometimes.

PBIS Self Assessment Survey and School Wide PBIS Tiered Fidelity Inventory - Implementation of PBIS has increased from 12% to 67% as of October 2017.

Classroom Observations

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

Weekly Principal Walk Throughs and formal observations - Teachers are providing instruction in all content areas. Most teachers are providing lessons in direct instruction format. Students are participating in 30 minutes of language development time or English Language Development. Students are participating in 200 minutes of PE every 10 days. Student engagement is evident in all classrooms with routines in place.

Learning Walk - Evidence of student talk, calling on non-volunteers, guided practice and checking for understanding, purposeful activities, DOK, schedules on the board, routines, student engagement. Next steps are increase the rigor of lessons and activities and look into best practices for class reading.

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)

State Benchmarks and End of Year Assessments, CELDT, ADEPT, SELD Assessments, District Benchmarks, Chapter Tests, Teacher Made Assessments, iReady, Ready Common Core, Scholastic Reading Inventory, Scholastic Reading Counts, 10 Mark, Front Row, Typing Club, Other Online Assessments

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

Essays, Class Presentations, Exam Questions, Speeches, Project Based Learning, Reading Fluency, Student Talk

Staffing and Professional Development

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

All Staff is highly qualified.

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

All teachers are credentialed and receive on going professional development. This year's training includes Google Classroom, Chromebooks, Smart Technology, Interactive White Boards, Next Generation Science Standards, Listening and Speaking, Constructing Meaning, School Safety, Infinite Campus, Arts Integration, SST Online, Increasing Rigor in the Classroom, Visible Learning, The Leader in Me, Writing in Math

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

Staff Development is aligned to LCAP Goals

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

Two Coaches for English Language Development, Two Coaches for Direct Instruction, Three Teachers for Infinite Campus, Seven Teachers for Constructing Meaning, Two Teachers for Kennedy Arts Integration, Teachers on Special Assignment for PE, Direct Instruction, English Language Development and Technology

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

Teachers collaborate during weekly collaborative planning time and quarterly planning days. Teachers teaching Systematic ELD collaborate quarterly. Coaches collaborate monthly.

Teaching and Learning

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

Curriculum, instruction and materials are aligned to content and performance standards. NGSS will be implemented next fall.

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

Teachers adhere to recommended instructional minutes.

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

Teachers use lesson pacing schedules. Students needing intervention receive additional instruction three to four times a week.

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

Teachers use materials to support the state standards.

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

Teachers use SBE-adopted materials.

Opportunity and Equal Educational Access

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

iReady, PALS, Classroom Interventions, Peer/Crossage Tutoring, Parent Helpers, Instructional Assistants, Daily Designated English Language Development Instruction, ELD Coaches, Direct Instruction Coaches, Teachers on Special Assignment,

14. Research-based educational practices to raise student achievement

Direct Instruction, Differentiated Learning, Listening/Speaking Time, Systematic English Language Development, Constructing Meaning

Parental Involvement

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

Liaisons for Foster Parents and English Learner Parents, Translation Services for Conferences and IEPs, Constant Contact, Newsletters, Social Media

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)

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

Barriers include student attendance, funds for additional materials (NGSS) and teacher planning time.

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	91	87	86	90	85	85	90	85	85	98.9	97.7	98.8
Grade 4	94	91	91	94	91	91	93	91	91	100.0	100	100
Grade 5	111	95	97	110	95	97	110	95	97	99.1	100	100
Grade 6	94	113	96	94	112	95	94	112	95	100.0	99.1	99
All Grades	390	386	370	388	383	368	387	383	368	99.5	99.2	99.5

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

Overall Achievement for 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	2443.7	2463.6	2466.6	28	47	47.06	23	24	23.53	30	12	15.29	19	18	14.12
Grade 4	2504.4	2503.4	2499.6	39	40	36.26	22	26	30.77	23	18	17.58	14	16	15.38
Grade 5	2553.0	2551.7	2542.7	38	41	38.14	38	34	29.90	16	15	17.53	7	11	14.43
Grade 6	2594.1	2601.9	2578.0	41	46	33.68	35	37	42.11	21	12	14.74	2	5	9.47
All Grades	N/A	N/A	N/A	37	44	38.59	30	31	31.79	22	14	16.30	10	12	13.32

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	37	44	45.88	37	39	35.29	27	18	18.82
Grade 4	37	26	45.05	43	54	39.56	20	20	15.38
Grade 5	39	43	39.18	50	41	39.18	10	16	21.65
Grade 6	32	40	37.89	57	50	47.37	11	10	14.74
All Grades	36	38	41.85	47	46	40.49	17	15	17.66

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	31	40	44.71	51	46	37.65	18	14	17.65
Grade 4	42	41	34.07	48	48	48.35	9	11	17.58
Grade 5	45	44	51.55	42	44	38.14	12	12	10.31
Grade 6	53	56	44.21	41	38	44.21	5	6	11.58
All Grades	43	46	43.75	45	44	42.12	11	10	14.13

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	23	41	34.12	63	47	58.82	13	12	7.06
Grade 4	23	30	26.37	67	57	60.44	11	13	13.19
Grade 5	31	29	26.80	65	63	63.92	4	7	9.28
Grade 6	26	30	26.32	69	67	67.37	5	3	6.32
All Grades	26	32	28.26	66	59	62.77	8	8	8.97

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	29	34	36.47	46	52	48.24	26	14	15.29
Grade 4	17	34	32.97	52	54	58.24	11	12	8.79
Grade 5	46	49	40.21	48	43	43.30	5	7	16.49
Grade 6	63	64	54.74	35	33	38.95	2	3	6.32
All Grades	39	47	41.30	45	45	47.01	11	9	11.68

Conclusions based on this data:

1. 71% of third grade students met or exceeded standards same as last year. 67% of the fourth grade students met or exceeded standards increasing 1% from the previous year. Fifth grade dropped six points from last year at 69% meeting or exceeding standards and 76% of the sixth grade students met or exceeded standards, down from 81% last year.
2. The greatest increase in students meeting or exceeding standards was seen in third grade with the greatest percentage increase showing in the standards exceeded band. Grade 4 and grade 5 remained fairly constant with a 1 to 3 % decrease in students not meeting standards. 6th grade had the greatest increase with movement from standard nearly met to standard met or exceeded.
3. Looking at the subscores, students in sixth grade scored the highest with at least 90% of all students nearly meeting or meeting standards. Overall, at least 80% of our students achieved nearly met or met at all grade levels in the four areas. Percentages of students in all grade levels scored well in producing clear and purposeful writing and demonstrating effective communication skills. Students in third grade testing above standard showed significant increases in all four areas. The greatest percentage of students below standard were students in 4th grade in the area of reading.

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	91	87	86	90	85	85	90	85	85	98.9	97.7	98.8
Grade 4	94	91	91	93	91	91	93	91	91	98.9	100	100
Grade 5	111	95	97	111	95	97	111	95	97	100.0	100	100
Grade 6	94	113	96	94	112	95	94	112	95	100.0	99.1	99
All Grades	390	386	370	388	383	368	388	383	368	99.5	99.2	99.5

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

Overall Achievement for 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	2443.9	2458.7	2465.2	20	34	28.24	34	31	41.18	28	28	20.00	18	7	10.59
Grade 4	2490.9	2503.2	2498.5	17	27	18.68	38	33	41.76	33	31	29.67	12	9	9.89
Grade 5	2523.2	2506.7	2516.7	23	15	25.77	21	26	25.77	40	33	24.74	16	26	23.71
Grade 6	2570.7	2589.5	2552.2	32	41	25.26	31	29	25.26	26	20	32.63	12	10	16.84
All Grades	N/A	N/A	N/A	23	30	24.46	30	30	33.15	32	27	26.90	14	13	15.49

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	41	47	48.24	31	38	36.47	28	15	15.29
Grade 4	30	36	35.16	44	42	46.15	25	22	18.68
Grade 5	30	19	32.99	40	38	29.90	31	43	37.11
Grade 6	33	51	29.47	45	31	49.47	22	18	21.05
All Grades	33	39	36.14	40	37	40.49	27	25	23.37

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	29	39	37.65	53	41	49.41	18	20	12.94
Grade 4	27	34	31.87	52	51	50.55	20	15	17.58
Grade 5	22	25	26.80	59	42	50.52	19	33	22.68
Grade 6	36	44	26.32	53	44	48.42	11	13	25.26
All Grades	28	36	30.43	55	44	49.73	17	20	19.84

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	31	36	30.59	56	58	58.82	13	6	10.59
Grade 4	32	36	31.87	45	47	50.55	20	16	17.58
Grade 5	23	27	23.71	53	45	53.61	23	27	22.68
Grade 6	36	44	29.47	54	44	44.21	10	13	26.32
All Grades	30	36	28.80	52	48	51.63	17	16	19.57

Conclusions based on this data:

1. 69% of third grade students met or exceeded standards with an increase on 4% from last year. 67% of the fourth grade students met or exceeded standards increasing 1% from the previous year. 69% of the 5th grade students met or exceeded standards down from 74% in 2016. 76% of the sixth grade students met or exceeded standards, up from 69% last year. The percentage of students in 5th grade meeting or exceeding standards decreased by 5%.
2. Grade 6 had the greatest percentage of students exceeding or meeting standards with 76%. 4th grade had the least percentage of students exceeding or meeting standards at 67%.
3. Students in 3rd grade showed a significant increase in scoring above standard in problem solving, modeling/data analysis with a 10% increase and students in 6th grade showed the greatest increase in scoring above standard with a 18% gain in concepts and procedures. Concepts/procedures and communicating reasoning have greater percentages of students who tested above, met or nearly met standards.

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	91	38	43	45	38	42	45	38	42	49.5	100	97.7
Grade 4	94	44	43	44	44	43	44	44	43	46.8	100	100
Grade 5	111	46	44	54	46	44	54	46	44	48.6	100	100
Grade 6	94	57	43	42	56	43	42	56	43	44.7	98.2	100
All Grades	390	185	173	185	184	172	185	184	172	47.4	99.5	99.4

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

Overall Achievement for Males															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2433.4	2456.5	2447.7	27	45	35.71	20	18	26.19	31	18	19.05	22	18	19.05
Grade 4	2502.2	2494.6	2491.0	36	36	32.56	27	27	30.23	23	14	20.93	14	23	16.28
Grade 5	2545.4	2553.3	2530.4	35	39	31.82	39	37	31.82	17	13	18.18	9	11	18.18
Grade 6	2584.1	2596.3	2572.6	38	48	27.91	33	32	48.84	26	13	11.63	2	7	11.63
All Grades	N/A	N/A	N/A	34	42	31.98	30	29	34.30	24	14	17.44	12	14	16.28

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	36	39	33.33	38	45	42.86	27	16	23.81
Grade 4	34	18	39.53	48	57	44.19	18	25	16.28
Grade 5	37	37	29.55	48	46	38.64	13	17	31.82
Grade 6	31	39	37.21	57	50	51.16	12	11	11.63
All Grades	35	34	34.88	48	49	44.19	17	17	20.93

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	31	37	33.33	47	47	42.86	22	16	23.81
Grade 4	36	41	23.26	52	48	60.47	11	11	16.28
Grade 5	44	41	38.64	43	48	47.73	11	11	13.64
Grade 6	43	50	37.21	52	43	51.16	5	7	11.63
All Grades	39	43	33.14	48	46	50.58	12	11	16.28

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	13	34	23.81	71	53	66.67	16	13	9.52
Grade 4	30	30	25.58	57	52	60.47	14	18	13.95
Grade 5	31	33	25.00	61	61	68.18	6	7	6.82
Grade 6	33	30	25.58	62	70	67.44	5	0	6.98
All Grades	27	32	25.00	63	60	65.70	10	9	9.30

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	31	39	33.33	38	42	47.62	31	18	19.05
Grade 4	16	36	30.23	55	48	58.14	11	16	11.63
Grade 5	46	52	38.64	46	41	43.18	7	7	18.18
Grade 6	50	66	51.16	48	30	39.53	2	4	9.30
All Grades	36	50	38.37	46	40	47.09	13	10	14.53

Conclusions based on this data:

1. 71% of the males in grades 3 - 6 scored above or at standards in language arts and increase of 17% from last year. The least percentage of males scoring above or at standard is boys in grade 3 and 4. 93% of the males in grade 6, met or nearly met overall language arts standards.
2. Males in grade 4 had the greatest number of students below standard in the area of reading with 25% scoring below standard. Males in 6th grade had the greatest number of students scoring at, near or above standard in all four areas of language arts with 100% of the students scoring in the area of listening. }
3. 66% of the males in grade 6 scored above standard in research/inquiry. }

School and Student Performance Data

CAASPP Results (Male)

Mathematics

Overall Participation for Males												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	91	38	43	45	38	42	45	38	42	49.5	100	97.7
Grade 4	94	44	43	44	44	43	44	44	43	46.8	100	100
Grade 5	111	46	44	55	46	44	55	46	44	49.5	100	100
Grade 6	94	57	43	42	56	43	42	56	43	44.7	98.2	100
All Grades	390	185	173	186	184	172	186	184	172	47.7	99.5	99.4

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

Overall Achievement for Males															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2446.4	2470.1	2461.3	18	37	30.95	38	34	35.71	29	26	19.05	16	3	14.29
Grade 4	2497.5	2507.3	2513.4	16	27	18.60	43	34	48.84	32	30	27.91	9	9	4.65
Grade 5	2533.6	2518.1	2528.0	27	20	27.27	25	24	29.55	33	35	25.00	15	22	18.18
Grade 6	2575.1	2590.5	2563.9	33	45	27.91	31	25	23.26	24	20	39.53	12	11	9.30
All Grades	N/A	N/A	N/A	24	33	26.16	34	29	34.30	30	27	27.91	13	11	11.63

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	40	55	42.86	36	34	40.48	24	11	16.67
Grade 4	34	36	44.19	43	39	44.19	20	25	11.63
Grade 5	35	28	40.91	42	41	27.27	24	30	31.82
Grade 6	38	48	30.23	40	34	51.16	21	18	18.60
All Grades	37	42	39.53	40	37	40.70	23	21	19.77

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	29	42	38.10	56	45	47.62	16	13	14.29
Grade 4	32	36	37.21	45	48	53.49	20	16	9.30
Grade 5	25	26	25.00	56	46	56.82	18	28	18.18
Grade 6	38	52	30.23	52	39	53.49	10	9	16.28
All Grades	31	40	32.56	53	44	52.91	16	16	14.53

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	33	39	26.19	53	58	59.52	13	3	14.29
Grade 4	27	34	39.53	52	52	48.84	18	14	11.63
Grade 5	24	28	27.27	58	46	52.27	18	26	20.45
Grade 6	36	43	34.88	50	46	46.51	14	11	18.60
All Grades	30	36	31.98	54	50	51.74	16	14	16.28

Conclusions based on this data:

- 62% of the males in grades 3 - 6 scored above or at standards in mathematics, an increase of 4% from last year. The least percentage of males scoring above or at standard is boys in grade 5 with 44% and the greatest percentage is in grade 3 with 71% . 97% of the males in grade 3, met or nearly met overall mathematics standards.
- 79% of the males in grades 3-6 scored near, at or above standard in applying mathematical concepts and procedures, an 2% increase from last year. 84% of the males in grades 3-6 scored near, at or above standard in using appropriate tools and strategies to solve real world and mathematical problems which is the same as last year. 86% scored near, at or above in demonstrating ability to support mathematical conclusions, a 2% increase from last year.

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	91	49	43	45	47	43	45	47	43	49.5	95.9	100
Grade 4	94	47	48	50	47	48	49	47	48	53.2	100	100
Grade 5	111	49	53	56	49	53	56	49	53	50.5	100	100
Grade 6	94	56	53	52	56	52	52	56	52	55.3	100	98.1
All Grades	390	201	197	203	199	196	202	199	196	52.1	99	99.5

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

Overall Achievement for Females															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2454.0	2469.3	2485.2	29	49	58.14	27	28	20.93	29	6	11.63	16	17	9.30
Grade 4	2506.4	2511.6	2507.3	42	43	39.58	18	26	31.25	24	21	14.58	14	11	14.58
Grade 5	2560.4	2550.2	2552.9	41	43	43.40	38	31	28.30	16	16	16.98	5	10	11.32
Grade 6	2602.2	2607.5	2582.6	44	45	38.46	37	41	36.54	17	11	17.31	2	4	7.69
All Grades	N/A	N/A	N/A	39	45	44.39	30	32	29.59	21	14	15.31	9	10	10.71

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	38	47	58.14	36	34	27.91	27	19	13.95
Grade 4	39	34	50.00	39	51	35.42	22	15	14.58
Grade 5	41	49	47.17	52	37	39.62	7	14	13.21
Grade 6	33	41	38.46	58	50	44.23	10	9	17.31
All Grades	38	43	47.96	47	43	37.24	16	14	14.80

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	31	43	55.81	56	45	32.56	13	13	11.63
Grade 4	47	40	43.75	45	49	37.50	6	11	18.75
Grade 5	46	47	62.26	41	41	30.19	13	12	7.55
Grade 6	62	63	50.00	33	32	38.46	6	5	11.54
All Grades	47	49	53.06	43	41	34.69	9	10	12.24

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	33	47	44.19	56	43	51.16	11	11	4.65
Grade 4	16	30	27.08	76	62	60.42	8	9	12.50
Grade 5	30	27	28.30	68	65	60.38	2	8	11.32
Grade 6	19	30	26.92	75	64	67.31	6	5	5.77
All Grades	25	33	31.12	69	59	60.20	6	8	8.67

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	27	30	39.53	53	60	48.84	20	11	11.63
Grade 4	18	32	35.42	49	60	58.33	10	9	6.25
Grade 5	46	47	41.51	50	45	43.40	4	8	15.09
Grade 6	73	63	57.69	25	36	38.46	2	2	3.85
All Grades	42	44	43.88	44	49	46.94	8	7	9.18

Conclusions based on this data:

1. 77% of the females in grade 3 - 6 met or exceeded the standards in language arts, a 7% increase from last year.
2. Females in grade 6 had the greatest percentage of students meeting or exceeding standards with 86%, a 5% increase from last year. Females in grade 4 had the least number of students meeting or exceeding standards with 69% although this is a 13% increase over the 3rd grade scores from last year. }
3. The percentages of females in grades 6 who scored above, at or nearly met are above 90% in all areas of language arts with only 2% scoring below standard in Research/Inquiry. Females in all grades had the greatest below standard percentages in demonstrating understanding of literary and non-fictional texts. }

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	91	49	43	45	47	43	45	47	43	49.5	95.9	100
Grade 4	94	47	48	49	47	48	49	47	48	52.1	100	100
Grade 5	111	49	53	56	49	53	56	49	53	50.5	100	100
Grade 6	94	56	53	52	56	52	52	56	52	55.3	100	98.1
All Grades	390	201	197	202	199	196	202	199	196	51.8	99	99.5

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

Overall Achievement for Females															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2441.4	2449.5	2468.9	22	32	25.58	31	28	46.51	27	30	20.93	20	11	6.98
Grade 4	2485.0	2499.3	2485.2	18	28	18.75	33	32	35.42	35	32	31.25	14	9	14.58
Grade 5	2513.1	2495.9	2507.4	20	10	24.53	16	29	22.64	46	31	24.53	18	31	28.30
Grade 6	2567.2	2588.4	2542.6	31	38	23.08	31	34	26.92	27	20	26.92	12	9	23.08
All Grades	N/A	N/A	N/A	23	27	22.96	27	31	32.14	34	28	26.02	16	15	18.88

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	42	40	53.49	27	40	32.56	31	19	13.95
Grade 4	27	36	27.08	45	45	47.92	29	19	25.00
Grade 5	25	10	26.42	38	35	32.08	38	55	41.51
Grade 6	29	54	28.85	48	29	48.08	23	18	23.08
All Grades	30	36	33.16	40	37	40.31	30	28	26.53

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	29	36	37.21	51	38	51.16	20	26	11.63
Grade 4	22	32	27.08	57	53	47.92	20	15	25.00
Grade 5	18	24	28.30	63	39	45.28	20	37	26.42
Grade 6	35	36	23.08	54	48	44.23	12	16	32.69
All Grades	26	32	28.57	56	45	46.94	18	23	24.49

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	29	34	34.88	58	57	58.14	13	9	6.98
Grade 4	37	38	25.00	39	43	52.08	22	19	22.92
Grade 5	23	27	20.75	48	45	54.72	29	29	24.53
Grade 6	37	45	25.00	58	41	42.31	6	14	32.69
All Grades	31	36	26.02	50	46	51.53	18	18	22.45

Conclusions based on this data:

1. 58% of the females in grades 3-6 met or exceeded standards and 28% nearly met standards. 73% of the females in grades 3-6 scored near, at or above standard in applying mathematical concepts and procedures, an increase of 3% from last year.
2. 79% of the females in grades 3-6 scored near, at or above standard in using appropriate tools and strategies to solve problems, a decrease of 3% from last year and 82% scored near, at or above standard in demonstrating ability to support mathematical conclusions, a 1% increase.
3. 91% of the females in grade 3 scored near, at or above standard in demonstrating the ability to support mathematical conclusions.

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	91	6	*	6	4	*	6	4	*	6.6	66.7	
Grade 4	94	7	*	11	7	*	11	7	*	11.7	100	
Grade 5	111	10	*	6	10	*	6	10	*	5.4	100	
Grade 6	94	7	*	5	7	*	5	7	*	5.3	100	
All Grades	390	30	17	28	28	17	28	28	17	7.2	93.3	100

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

Overall Achievement for 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	2418.5	*	*	9	*	*	9	*	*	45	*	*	36	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	4	11	11.76	18	39	23.53	46	25	35.29	32	25	29.41

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	0	*	*	55	*	*	45	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	0	11	17.65	54	57	47.06	46	32	35.29

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	9	*	*	55	*	*	36	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	11	14	23.53	61	57	47.06	29	29	29.41

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	9	*	*	55	*	*	36	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	4	18	5.88	71	61	64.71	25	21	29.41

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	0	*	*	27	*	*	45	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	7	25	17.65	54	54	64.71	29	21	17.65

Conclusions based on this data:

1. 50% of English Learners in grades 3 - 6 met or exceeded standards in language arts increasing 28% from last year. 25% nearly met standards and 25% did not meet standards
2. 68% of English Learners in grades 3-6 scored near, at or above standard in reading, 71% in writing, and 79% in listening and research/inquiry.

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	91	6	*	6	4	*	6	4	*	6.6	66.7	
Grade 4	94	7	*	11	7	*	11	7	*	11.7	100	
Grade 5	111	10	*	6	10	*	6	10	*	5.4	100	
Grade 6	94	7	*	5	7	*	5	7	*	5.3	100	
All Grades	390	30	17	28	28	17	28	28	17	7.2	93.3	100

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

Overall Achievement for 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	2420.5	*	*	0	*	*	9	*	*	64	*	*	27	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	7	7	17.65	11	18	23.53	50	32	29.41	32	43	29.41

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	0	*	*	36	*	*	64	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	11	18	23.53	32	29	47.06	57	54	29.41

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	0	*	*	36	*	*	64	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	7	11	23.53	50	36	47.06	43	54	29.41

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	0	*	*	27	*	*	73	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	7	18	5.88	50	36	47.06	43	46	47.06

Conclusions based on this data:

1. 25% of the English Learners in grades 3-6 met or exceeded standards in mathematics an increase of 7% from last year and 32% nearly met standards. 43% of English Learners did not meet mathematics standards.
3. 47% of the English Learners in grades 3-6 scored near, at or above standard in applying mathematical concepts and procedures, an increase of 4% from last year. 47% scored near, at or above in using appropriate tools and strategies to solve real world and mathematical problems, a decrease of 7%. 54% scored at, near or above in demonstrating the ability to support mathematical conclusions which is the same percentage as last year.

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	91	2	*	3	2	*	3	2	*	3.3	100	
Grade 4	94	3	*	8	3	*	8	3	*	8.5	100	
Grade 5	111	8	*	18	8	*	18	8	*	16.2	100	
Grade 6	94	18	14	11	17	14	11	17	14	11.7	94.4	100
All Grades	390	31	28	40	30	28	40	30	28	10.3	96.8	100

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

Overall Achievement for Reclassified Fluent English Proficient (R-FEP)															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	2586.4	*	*	44	*	*	50	*	*	6	*	*	0	*	*
Grade 6	2586.1	2624.8	2581.9	36	59	28.57	36	41	50.00	27	0	21.43	0	0	0.00
All Grades	N/A	N/A	N/A	43	60	32.14	43	37	50.00	13	3	17.86	3	0	0.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	50	*	*	50	*	*	0	*	*
Grade 6	18	47	21.43	73	53	71.43	9	0	7.14
All Grades	40	47	32.14	58	50	60.71	3	3	7.14

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	67	*	*	33	*	*	0	*	*
Grade 6	36	71	42.86	64	29	57.14	0	0	0.00
All Grades	55	67	46.43	43	33	50.00	3	0	3.57

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	50	*	*	50	*	*	0	*	*
Grade 6	27	41	21.43	73	59	71.43	0	0	7.14
All Grades	38	37	25.00	63	60	71.43	0	3	3.57

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	50	*	*	44	*	*	6	*	*
Grade 6	55	88	50.00	36	12	42.86	9	0	7.14
All Grades	48	87	42.86	45	10	50.00	5	3	7.14

Conclusions based on this data:

1. 97% of R-FEP students met or exceeded standards in English Language Arts, an increase of 11% from last year. 3% of R-FEP students nearly met English Language Arts and no one tested below standard.
2. 100% of R-FEP students in grade 6 scored near, at or above standard in reading, writing and listening and research/inquiry. Students scoring at, near or above in research/inquiry in 6th grade as compared to 5th grade last year increased by 6%.
3. 97% of the R-FEP students in grades 3-6 scored near, at or above standard in reading, listening and research/inquiry. 100% scored near, at or above standard in writing..

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	91	2	*	3	2	*	3	2	*	3.3	100	
Grade 4	94	3	*	8	3	*	8	3	*	8.5	100	
Grade 5	111	8	*	18	8	*	18	8	*	16.2	100	
Grade 6	94	18	14	11	17	14	11	17	14	11.7	94.4	100
All Grades	390	31	28	40	30	28	40	30	28	10.3	96.8	100

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

Overall Achievement for Reclassified Fluent English Proficient (R-FEP)															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	2573.5	*	*	39	*	*	28	*	*	33	*	*	0	*	*
Grade 6	2577.5	2636.6	2557.1	36	65	14.29	27	24	42.86	27	12	35.71	9	0	7.14
All Grades	N/A	N/A	N/A	35	53	21.43	35	30	39.29	28	13	28.57	3	3	10.71

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	56	*	*	39	*	*	6	*	*
Grade 6	27	65	28.57	55	29	64.29	18	6	7.14
All Grades	48	57	42.86	40	37	39.29	13	7	17.86

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	44	*	*	56	*	*	0	*	*
Grade 6	27	71	28.57	64	29	50.00	9	0	21.43
All Grades	45	60	32.14	53	33	50.00	3	7	17.86

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	39	*	*	56	*	*	6	*	*
Grade 6	64	47	14.29	36	53	64.29	0	0	21.43
All Grades	53	47	28.57	45	50	50.00	3	3	21.43

Conclusions based on this data:

1. 83% of the R-FEP students in grades 3-6 met or exceeded standards in mathematics, an increase of 13% from last year. 13% nearly met standards in mathematics and 3% did not meet standards. 89% of the R-FEP students in grade 6 met or exceeded standards in mathematics which is an increase of 22% from the fifth grade group last year.
2. 94% of the R-FEP students in grade 6 scored near, at or above standard in applying mathematical concepts and procedures. 100% of the R-FEP students in grade 6 scored near, at or above standard in using appropriate tools and strategies to solve real world and mathematical problems and demonstrating ability to support mathematical conclusions.
3. 94% of the R-FEP students in grades 3-6 scored near, at or above standard in applying mathematical concepts and procedures. 93% of the R-FEP students in grades 3-6 scored near, at or above standard in using appropriate tools and strategies to solve real world and mathematical problems and demonstrating ability to support mathematical conclusions.

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	91	11	*	13	10	*	13	10	*	14.3	90.9	
Grade 4	94	11	13	10	11	13	10	11	13	10.6	100	100
Grade 5	111	7	*	15	7	*	15	7	*	13.5	100	
Grade 6	94	15	*	8	15	*	8	15	*	8.5	100	
All Grades	390	44	36	46	43	36	46	43	36	11.8	97.7	100

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

Overall Achievement for 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	2386.2	*	*	15	*	*	15	*	*	31	*	*	38	*	*
Grade 4	*	2477.6	2472.4	*	18	23.08	*	27	38.46	*	27	15.38	*	27	23.08
Grade 5	2504.1	*	*	20	*	*	33	*	*	20	*	*	27	*	*
Grade 6	*	2567.1	*	*	27	*	*	47	*	*	13	*	*	13	*
All Grades	N/A	N/A	N/A	20	28	19.44	22	33	27.78	26	16	22.22	33	23	30.56

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	8	*	*	31	*	*	62	*	*
Grade 4	*	18	46.15	*	36	30.77	*	45	23.08
Grade 5	13	*	*	53	*	*	33	*	*
Grade 6	*	27	*	*	53	*	*	20	*
All Grades	15	26	25.00	46	44	41.67	39	30	33.33

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	0	*	*	62	*	*	38	*	*
Grade 4	*	27	23.08	*	55	53.85	*	18	23.08
Grade 5	33	*	*	40	*	*	27	*	*
Grade 6	*	53	*	*	33	*	*	13	*
All Grades	22	37	25.00	50	42	41.67	28	21	33.33

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	23	*	*	54	*	*	23	*	*
Grade 4	*	18	23.08	*	64	53.85	*	18	23.08
Grade 5	7	*	*	80	*	*	13	*	*
Grade 6	*	33	*	*	53	*	*	13	*
All Grades	17	26	11.11	63	58	72.22	20	16	16.67

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	23	*	*	31	*	*	46	*	*
Grade 4	*	27	30.77	*	45	53.85	*	27	15.38
Grade 5	27	*	*	60	*	*	13	*	*
Grade 6	*	40	*	*	47	*	*	13	*
All Grades	24	35	25.00	43	47	47.22	28	19	27.78

Conclusions based on this data:

1. 61% of NSLP students in grades 3-6 met or exceeded standards in English Language Arts, a 19% increase from last year. 16% nearly met standards. Only 30% of the NSLP students in grade 3 met or exceeded standards last year rising to 45% this year as 4th grade students. 53% of the students in grade 5 met or exceeded standards the previous year compared to 74% of the same group students in sixth grade.
2. NSLP students in grade 4 demonstrated the strongest scores in writing and listening with 82% scoring at, near, or above standard. NSLP students in grade 6 demonstrated the strongest scores in writing, listening and investigating, analyzing and presenting information with 87% of the students scoring at, near, or above standard.
3. NSLP students in grades 3-6 showed the greatest difficulty in demonstrating understanding of literary and non-fictional texts with 30% of the students scoring below standards, a decrease of 9% from last year. 79% of the NLSP students scored near, at or above in writing, 84% in listening and 81% in research/inquiry .

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	91	11	*	13	10	*	13	10	*	14.3	90.9	
Grade 4	94	11	13	10	11	13	10	11	13	10.6	100	100
Grade 5	111	7	*	15	7	*	15	7	*	13.5	100	
Grade 6	94	15	*	8	15	*	8	15	*	8.5	100	
All Grades	390	44	36	46	43	36	46	43	36	11.8	97.7	100

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

Overall Achievement for 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	2366.9	*	*	0	*	*	8	*	*	31	*	*	62	*	*
Grade 4	*	2472.5	2466.5	*	27	7.69	*	9	46.15	*	36	23.08	*	27	23.08
Grade 5	2471.9	*	*	13	*	*	13	*	*	33	*	*	40	*	*
Grade 6	*	2532.2	*	*	20	*	*	20	*	*	27	*	*	33	*
All Grades	N/A	N/A	N/A	9	21	5.56	11	16	36.11	41	30	19.44	39	33	38.89

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	0	*	*	15	*	*	85	*	*
Grade 4	*	27	15.38	*	27	61.54	*	45	23.08
Grade 5	20	*	*	20	*	*	60	*	*
Grade 6	*	20	*	*	40	*	*	40	*
All Grades	11	23	19.44	28	33	41.67	61	44	38.89

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	0	*	*	46	*	*	54	*	*
Grade 4	*	27	15.38	*	36	61.54	*	36	23.08
Grade 5	13	*	*	40	*	*	47	*	*
Grade 6	*	27	*	*	53	*	*	20	*
All Grades	11	26	16.67	43	42	41.67	46	33	41.67

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	8	*	*	54	*	*	38	*	*
Grade 4	*	27	30.77	*	36	30.77	*	36	38.46
Grade 5	13	*	*	40	*	*	47	*	*
Grade 6	*	20	*	*	33	*	*	47	*
All Grades	13	21	16.67	48	37	44.44	39	42	38.89

Conclusions based on this data:

1. 37% of NSLP students in grades 3-6 met or exceeded standards in mathematics, an increase of 17% from last year. 36% of the students in grade 4 and 40% of the students in grade 6 met or exceeded standards in mathematics. This is a significant increase from last year for both grade levels.
2. 45% of the NSLP students in grade 4 scored below standard in applying mathematical concepts and procedures and 36% in problem solving and communication reasoning. 40% of NSLP students in grade 6 scored below standard in concepts and procedures, 20% in problem solving and 47% in communicating reasoning.
3. 56% of NSLP students in grade 3-6 scored near, at or above standard in applying concepts and procedures, an increase of 17% from last year. 68% scored near, at or above standard in using appropriate tools and strategies to solve real world and mathematical problems, with an increase of 14% and 58% scored near, at or above standard in demonstrating ability to support mathematical conclusions with a 5% increase.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	***		17	***		67		47		***	29	17		24	
1	40	38	33	40	38	44	20	12	22					12	
2	38		22	25	57	44	38	43	22			11			
3	33	25	33	67	75	50			17						
4	14	29	40	57	43	40	21	14	20	7				14	
5	29	33	83	71	56	17		11							
6	67	29	22	33	57	44		14	33						
Total	33	19	34	49	37	44	14	26	18	4	8	4		10	

Conclusions based on this data:

1. 78% of the English Learners in grades 1-6 scored advanced or early advanced, an increase of 10% from last year. 16% scored intermediate, 0% scored early intermediate and 4% scored beginning. 2% of English Learners in grade 1, 7% of English Learners in grade 2, 2% of the English Learners in grades 4, 5, and 6 scored at the intermediate level. 47% of the incoming kindergarten students scored at the intermediate level, 29% at the early intermediate level and 23% at the beginning level.
2. English Learner reclassification rate for 2016 is 19%.

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	13	6	23	19	11	46	25	33	8	25	33	23	19	17	
1	22		25	56		42	11		33				11	***	
2	40		15	20		38	30		23	10		15			8
3	29		29	57		57	14		14					***	
4	14		40	57		40	21	***	20	7				***	
5	40		86	50		14	10								
6	67		27	33	***	36		***	36						
Total	28	4	31	40	13	40	18	33	21	8	25	7	6	25	1

Conclusions based on this data:

1.



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Equity Report

Tesoro del Valle Elementary - Los Angeles County

Enrollment: 628 Socioeconomically Disadvantaged: 12% English Learners: 10% 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>		8	0
English Learner Progress (K-12)		1	0
<u>English Language Arts (3-8)</u>		5	0
<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

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School and Student Performance Data

California Data Dashboard (Status Report)



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Status and Change Report

Tesoro del Valle Elementary - Los Angeles County

Enrollment: 628 Socioeconomically Disadvantaged: 12% English Learners: 10% Foster Youth: N/A Grade Span: K-6 Charter School: No

Reporting Year: Spring 2017





Equity Report

Status and Change Report

Detailed Reports

Student Group Report

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

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Declined -0.3%
English Learner Progress (K-12)		Very High 93.3%	Maintained -1%
English Language Arts (3-8)		Very High 48.7 points above level 3	Maintained +5.6 points
Mathematics (3-8)		High 15.4 points above level 3	Increased +6.7 points

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

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

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School and Student Performance Data

California Data Dashboard (Detailed Report)



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Detailed Report

Tesoro del Valle Elementary - Los Angeles County




Enrollment: 628Socioeconomically Disadvantaged: 12%English Learners: 10%Foster Youth: N/AGrade Span: K-6Charter School: No






Reporting Year:Spring 2017

Equity ReportStatus and Change ReportDetailed ReportsStudent Group Report

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

Academic PerformanceSchool Conditions and ClimateAcademic Engagement

State Indicators	All Students Performance	Status	Change
English Learner Progress (K-12)		Very High 93.3%	Maintained -1%
<u>English Language Arts (3-8)</u>		Very High 48.7 points above level 3	Maintained +5.6 points
<u>Mathematics (3-8)</u>		High 15.4 points above level 3	Increased +6.7 points

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

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

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

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School and Student Performance Data

California Data Dashboard (Student Group Report)



California School
DASHBOARD



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Student Group Report

Tesoro del Valle Elementary - Los Angeles County

Enrollment: 628 Socioeconomically Disadvantaged: 12% English Learners: 10% Foster Youth: N/A Grade Span: K-6 Charter School: No

Reporting Year:

Spring 2017























Equity Report

Status and Change Report

Detailed Reports

Student Group Report

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

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

Performance Levels:



Blue (Highest)



Green



Yellow



Orange



Red (Lowest)

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

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

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Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Student Achievement
LEA GOAL:
Increase Student Achievement
SCHOOL GOAL #1:
<p>By June 2018, all students in TK - 6, will increase student achievement in English Language Arts, Mathematics, Social Studies and Science as measured by common assessments, benchmarks, SRC and Smarter Balanced Assessments.</p> <p>By June 2018, increase the percentage of students in grades 3-6 meeting and exceeding standards in English Language Arts by 5% to 80% as measure by the CAASPP.</p> <p>By June 2018, increase the percentage of students in grades 3-6 meeting and exceeding standards in Mathematics by 5% to 70% as measured by the CAASPP.</p> <p>By June 2018, increase the percentage of students scoring proficient or advanced on the Science CST from 81% to 90%.</p> <p>By June 2018, increase the percentage of students passing 6/6 standards on the Physical Fitness Test from 43% to 50%.</p> <p>By June 2018, increase the percentage of economically disadvantaged students meeting or exceeding standards in ELA from 61% to 71% and in math from 37% to 50%.</p> <p>By June 2018, increase the percentage of English Learners meeting or exceeding standards in ELA from 50% to 65% and in math from 25% to 40%.</p> <p>By June 2018, increase the percentage of Hispanic/Latino students meeting or exceeding standards in ELA from 66% to 71% and in math from 44% to 52%.</p> <p>English Language Learners will progress one full language proficiency level as measured by CELDT 2017-18.</p> <p>By February 2018, increase the percentage of students reclassified as R-FEP from 19% to 25%.</p> <p>By June 2018, Increase the number of teachers trained in integration of Visual and Performing Arts by 1 teacher.</p> <p>Students will participate in a variety of visual and performing arts learning opportunities based on current standards.</p> <p>100% of the students in grades 1 - 6 will use Typing Club at least once a week.Students will become proficient in technology according to grade level standards.</p> <p>By June 2018, all teachers will use SST Online to monitor progress of students needing additional support.</p> <p>Throughout the year, all teaches will provide differentiated instruction to GATE students and students exceeding standards.</p>
Data Used to Form this Goal:
Data from common assessments, Smarter Balanced Assessments 2017, CST/CMA Science Data, District Writing Samples and Benchmarks, Physical Fitness Testing, Typing Club, Scholastic Reading Inventory, Scholastic Reading Counts, CELDT and ADEPT, School Surveys, SST Online

Findings from the Analysis of this Data:

Students continue to demonstrate achievement in all areas. There are students at each grade level who continue to struggle in one or all of the academic areas. According to CAASPP results, 75% of students in grades 3-6 met or exceeded standards in English Language Arts, an increase of 2% from last year. 14% of the students nearly met standards and 12% did not meet standards. The area of greatest concern is demonstrating understanding of literary and non-fictional texts with 15% below standard. Students in grades 3 and 6 met the 5% increase target with 3rd showing an increase of 11% in meeting or exceeding standard and 6th showing a 7% increase. 4th grade showed a 3% increase and 5th grade had a 1% decrease. 50% of our English Learners met or exceeded standards in English Language Arts, an increase of 28% from last year and 97% of our reclassified Fluent English Proficient students met or exceeded standards. 61% of NSLP students met or exceeded standards in ELA, a 19% increase from last year. 60% of the students in grades 3-6 met or exceeded standards in mathematics, an increase of 7% from last year with 27% nearly meeting standards and 13% below standards. The area of greatest concern was applying mathematical concepts and procedures. Students in grades 3, 4 and 6 met the 5% target with 9%, 5% and 7% increases respectively. 5th grade decreased by 5%. 25% of our English Learners met or exceeded standards in mathematics, an increase of 7% from last year and 83% of our reclassified Fluent English Proficient students met or exceeded standards, an increase of 13% from last year. 37% of NSLP students met or exceeded standards in mathematics, a 17% increase from last year. CST Science data indicates that 81% of the students scored proficient or advanced, a decrease from the previous year. 43% of our students passed 6/6 of the fitness standards, a 1% increase and 69% passed at least 5/6 fitness standards. Analysis of CELDT scores reveals that students initially scoring at the beginning, early intermediate and intermediate levels are gaining at least one level and sometimes as many as three levels. The least amount of growth is seen in students moving from early advanced to advanced. ELL reclassification rate is 19% for 2017.

How the School will Evaluate the Progress of this Goal:

Common Assessments
Benchmark Assessments
Smarter Balanced Assessments
Scholastic Reading Counts and Reading Inventory
CELDT scores
ADEPT scores
SELD Assessments
Fluency and Comprehension Assessments at beginning of the year for K-6 grades
Monitoring of IEP Goals
Performance Tasks
Site Council and ELAC Review
Science CST
PE Testing
Typing Club
SST Online
Instructional Rounds

Analysis of Ongoing Progress

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Implement Instructional Program</p> <p>*Teachers engage in weekly collaborative planning within and across grade-levels to align instruction with State Standards and to improve instructional practices.</p> <p>*Teachers evaluate DOK in math series, lessons and activities and identify areas to increase rigor as needed.</p> <p>*Teachers and administrator participate in instructional rounds.</p> <p>*Teachers and administrator participate in staff development for Direct Instruction, layered activities, performance tasks, technology, Depth of Knowledge ,GATE, constructing meaning, Listening/Speaking Standards, NGSS, SST Online, Infinite Campus</p> <p>*Teachers continue the use of direct instruction for teaching new information and skills based on the State Standards.</p> <p>*Teachers implement layered activities and assessments for students to demonstrate proficiency in meeting State Standards.</p> <p>*Teachers provide instruction to assist students in meeting district technology standards including at least weekly participation in Typing Club.</p> <p>*Teachers provide small group and 1:1 ongoing supplemental instruction for students requiring additional support in meeting standards.</p> <p>*Teachers provide differentiated instruction for students exceeding standards (GATE icons, Math Field</p>	All Students	Administrator, Staff	Teacher Planning for lessons and activities	1000-1999: Certificated Personnel Salaries	LCFF - Base	1389
			Teacher Planning for English Learners	1000-1999: Certificated Personnel Salaries	District Funded	1578
			Learning Walks/Instructional Rounds	1000-1999: Certificated Personnel Salaries	District Funded	1930
			Art and Music Programs	2000-2999: Classified Personnel Salaries	Parent-Teacher Association (PTA)	12000
			Ready Common Core, Core, Literature, and Art Supplies, basic student supplies	4000-4999: Books And Supplies	LCFF - Base	23678
			TK/K Instructional Assistants	2000-2999: Classified Personnel Salaries	District Funded	8000
			Instructional Assistants	2000-2999: Classified Personnel Salaries	LCFF - Base	6254
			Teacher Planning - GATE	1000-1999: Certificated Personnel Salaries	Site Formula Funds	1135
			GATE Materials	4000-4999: Books And Supplies	Site Formula Funds	400
			Copier Costs	5000-5999: Services And Other Operating Expenditures	LCFF - Base	11250

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Day, Leveled Math Groups, Online programs).</p> <p>*Teachers use google classroom to support instruction.</p> <p>*Instructional Assistants provide support in TK-6 grade classes to facilitate implementation of standards-based instruction.</p> <p>*Identify and purchase materials to assist students in meeting the State Standards.</p> <p>*Students utilize Reading Counts/SRI program to improve reading comprehension, improve reading skills, and build self-esteem.</p> <p>*Language Development Time is provided to all students for 30 minutes daily. English Learners receive targeted instruction in Systematic English Language Development.</p> <p>*Teachers in grades 3-6 implement Jr. Toastmasters to develop speaking and listening skills.</p> <p>*Teachers in grades TK-2 implement speaking and listening skills through public speaking in class.</p> <p>*Teachers with English Language Learners work collaboratively to improve instructional practices based on data from CELDT, ADEPT and SELD assessments.</p> <p>*Students attend art classes.</p> <p>*Students attend music classes.</p> <p>*Students receive at least 200 minutes of physical education every 10 days.</p>						
<p>Intervention</p> <p>*Identify students needing</p>	Students Requiring Additional Support	Administrator, Staff	Intervention Materials	4000-4999: Books And Supplies	District Funded	625

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>intervention</p> <p>*Teachers implement intervention using supplemental resources: RTI model, Great Leaps, Pearson Intervention Kits, TenMark, Front Row, Xtra Math, Daily 5, Read Theory</p> <p>*Teachers in grades TK-6 provide 60 to 90 minutes of Intervention time to implement RTI strategies with students performing below grade-level expectations in language arts and math according to assessments to increase their level of proficiency.</p> <p>*Instructional Assistants support the classroom teachers' intervention plans.</p> <p>*Teachers develop intervention lessons to target specific standards through multi-modal instructional techniques.</p> <p>*Teachers record anecdotal notes for students performing below grade level to document progress and evaluate each student's needs.</p> <p>*Students in sixth grade receive after school support in Math</p> <p>*Students in grade 2 receive before school support in reading</p> <p>*Students receive support during lunch recess for math and ELA.</p> <p>*Teachers collaborate within and across grade levels to implement flexible and leveled groupings for intervention</p> <p>*Principal, grade level Teachers, LAS, and RS Teacher meet on designated Wednesdays for Instructional Collaborative Planning time to discuss student progress,</p> <p>*Teachers use SST Online to assist with monitoring and providing</p>			Instructional Assistants to support the teachers' classroom intervention plan and English Learners	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	5213
			Teacher Planning Time for lesson planning for students not meeting standards	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	800
				None Specified	None Specified	

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>support to students not meeting standards.</p> <p>Student Success Meetings are held as needed to provide suggestions and set goals to improve individual student achievement.</p> <p>*RtI Committee members share information received at committee meetings with all teachers, grades K-6.</p> <p>*Teachers meet with TOSAs to receive support in meeting student needs.</p>						
<p>Ongoing Assessment and Monitoring</p> <p>*Analyze class data (fluency, benchmark, comprehension, math and writing assessments) to monitor progress and plan instruction.</p> <p>*Analyze CELDT, SBAC, CST Science, and 5th Grade PE Testing Data for strengths and weaknesses in instructional program.</p> <p>*Use gradual release, iReady data and common assessments to check for student understanding and determine next instruction.</p> <p>*Analyze district beginning, mid-year, and end-of-year writing prompts to monitor progress and plan instruction.</p> <p>*ELD Coordinator, teachers and Bilingual Instructional Assistant schedule initial and annual CELDT administration and analyze for placement and instruction.</p> <p>*Teachers administer and analyze ADEPT assessments 2 times a year</p>	All Students	Administrator, Staff	<p>Teacher time for English Learner Assessment and Analysis of ADEPT and SELD.</p> <p>Professional Planning Conferences</p> <p>Teacher time to test English Learners and analyze CELDT data</p> <p>Teacher time to analyze student assessments for students not meeting standards</p> <p>Evaluation Conferences</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>District Funded</p> <p>LCFF - Base</p> <p>LCFF - Supplemental</p> <p>None Specified</p> <p>None Specified</p>	<p>925</p> <p>425</p> <p>890</p> <p></p> <p></p>

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>and ongoing SELD assessments to monitor progress and plan instruction.</p> <p>*Principal utilizes formal and informal observations of TK-6 classroom instruction to evaluate teaching practices and plan professional development opportunities for teachers.</p> <p>*Principal provides support to teachers as described in the CSTP and in the form of suggestions to improve teaching practices.</p> <p>*Teachers implement SST Online</p> <p>*Principal will monitor SRI, SRC and Typing Club for student participation.</p> <p>*Principal will review monthly PE Logs.</p>						
<p>Instructional Time</p> <p>*Align allocation of instructional minutes for daily instruction per state and district criteria to ensure pacing provides the opportunity for all students to meet or exceed standards.</p> <p>*Implement library schedule to permit access to library/media services for all students grades TK-6</p> <p>*Implement computer lab schedule to permit access for all students grades TK-6</p> <p>*All students receive keyboarding instruction based on district standards.</p> <p>*Purchase library and computer resources and materials for student</p>	All Students		<p>EL Coach/Teachers Collaboration</p> <p>Librarian</p> <p>Articulation meetings with Resource Specialist</p> <p>Articulation meetings with EL Coach</p> <p>Books and Supplies for Library</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>District Funded</p> <p>District Funded</p> <p>None Specified</p> <p>None Specified</p> <p>Parent-Teacher Association (PTA)</p>	<p>850</p> <p>8765</p> <p></p> <p></p> <p>1500</p>

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
use *Resource Specialist reviews IEPs for individual students and collaborates with classroom teachers to provide additional assistance and resources. *EL Coach meets regularly with teachers for observation, feedback and discussion.						

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Parent and Student Engagement
LEA GOAL:
Increase meaningful and purposeful student and parent engagement.
SCHOOL GOAL #2:
Increase students' sense of safety and school connectedness. By June 2018, increase the percentage of students in grades TK-2 who feel comfortable talking to a campus supervisor when there is a problem from 79% to 90%. By June 2018, increase the percentage of students in grades 3-6 who feel safe at school all the time to 85%. By June 2018, increase the percentage of students in grades 3-6 who always feel proud of their school to 90%. By June 2018, increase attendance from 96.7% to 98%. By June 2018 decrease truancy rate from 18.8% to 13% Maintain suspension rate of less than 1% for the 2017-18 school year. Increase/encourage parental involvement in decision making and parent participation in programs Increase communication between home and school. Develop Leadership in the following areas: Yearbook (Already Established), Flag Raisers, Peace Patrol, Student Council, DOJO Leader of the Month, 7 Habit Hero
Data Used to Form this Goal:
Safety and School Connectedness Survey Attendance rates recorded in Aeries. Suspension Data School Site Council Survey District ELAC Survey District GATE Survey PTA Parent Survey PBIS School Assessment Survey Attendance Records from Parent Meetings Contact Records for Constant Contact, Blackboard Connect and the School Website Attendance at Lunch Bunch and Drumming Club Attendance at counseling sessions

Findings from the Analysis of this Data:

Chronic absenteeism was at 1.6% and truancy was at 14.8% for the 2016-17 school year.

Suspension rate is less than 1%.

Parents and Site Council reviewed survey and recommended continuation of weekly newsletter via email, PTA and school Constant Contact messages for events and meetings, and teacher/parent emails.

93% of the students in grades TK-2 report having fun at recess and 99% report having a friend in their classroom.

79% of the students in grades TK-2 feel comfortable talking to the campus supervisors if there is a problem which is 2% less than last year.

77% of the students in grades 3-6 feel safe at school all the time, up from 64% and 21% feel safe sometimes. 1% do not feel safe at school.

100% of the students in grades 3-6 have a friend in the classroom. 87% of the students in grades 3-6 are always proud of where they go to school and 11% are sometimes proud which is also an increase from last year.

How the School will Evaluate the Progress of this Goal:

Safety and School Connectedness Survey

Attendance records in Aeries/Infinite Campus

Suspension Data

School Site Council Survey

PTA Parent Survey

PBIS School Assessment Survey

Parent Sign in Sheets from ELAC, GATE and Site Council Meetings

Parent Sign in Sheets from DELAC and District GATE Meetings

Constant Contact and Blackboard Connect Results Data

Attendance at Lunch Bunch and Drumming Club

Records of Counseling Services

Analysis of Ongoing Progress

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase students' sense of safety and school connectedness *Implement incentive programs to promote student attendance. *Provide Tuesday Newsletter reminders. *Recognize student attendance at Spirit Assemblies and in the Tuesday Newsletters.	All Students	Administrator and Staff	Assemblies	5800: Professional/Consulting Services And Operating Expenditures	Parent-Teacher Association (PTA)	4500
			Awards, PBIS Banner	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	1500

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
*Provide Parent Education on the importance of attendance. *Notify parents of student attendance concerns in writing following district guidelines. *Follow through with attendance concerns using SART, DART and SARB committees. *Continue Student Council and Yearbook Leadership. *Implement Peace Patrol and Playground Assemblies. *Recognition of the Seven Habits Heros and DoJo Leaders of the month *Implementation of google classroom and interactive flat panels. *Implement the Leader in Me and the 7 Habits *Provide assemblies to promote character building and anti-bullying education *Provide Incentive/Awards Assemblies to recognize student achievement and citizenship. *Grade Level Plays *Encourage participation in The Final Mile Challenge and Wednesday Running Club to promote wellness. *Cross- grade level buddy activities. *Provide yearly surveys. *Use Tuesday Newsletter to promote a positive school climate. *Implement Positive Behavior and Intervention Support (Tiger Tickets, Behavior Matrix, Behavior Referral Form, Tigers ROAR) *Provide Lunch Bunch program where adults facilitate positive student interactions during playtime. *Provide Drumming Club during lunch time for students to promote						

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
creativity, listening and communication. *Social Skills Classes by Counselor						
<p>Improve Parent Involvement/Communication</p> <p>*Parent email data is being collected and a data base is maintained.</p> <p>*Send community notices in Tuesday folders. Newsletter will be available via email and on the website.</p> <p>*Provide "news blasts" for upcoming events and emergency announcements.</p> <p>*Use of Sign up Genius and Signup.com</p> <p>*District Parent Information Nights</p> <p>*Provide Family Nights (Science, International Festival, Father/Daughter, Mother/Son, etc.)</p> <p>*Provide two formal parent-teacher conferences per school year; students may also attend conferences.</p> <p>*Provide progress reports 3 times per school year for students in grades TK-6.</p> <p>*Teachers provide ongoing student progress on assignments and assessments.</p> <p>*Teachers inform parents of current curriculum, upcoming events, extension activities, test preparation suggestions through weekly/monthly newsletters, teacher websites, Class DoJo and emails.</p> <p>*School newsletters and/or group emails to encourage parents to attend PTA-sponsored school</p>	All Students	Administrator, Staff, PTA	<p>Student Planners</p> <p>Paper for Parent Communication</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>None Specified</p>	<p>LCFF - Base</p> <p>LCFF - Base</p> <p>None Specified</p>	<p>1300</p> <p>300</p>

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>functions and community events</p> <p>*Invite parents to attend and participate in school assemblies and programs - Awards Assemblies, Cultural and Performing Arts assemblies, Fall Festival, International Festival, PTA Events</p> <p>*Invite parents to attend Back-to-School Night and Open House</p> <p>*Invite parents to attend grade-level performances and programs</p> <p>*Solicit parent assistance as volunteers in the classroom and as field trip chaperones.</p> <p>*Invite parents to Reclassification, SST, 504 and IEP meetings.</p> <p>*Using Binder Reminders, teachers in grades 2-6 communicate daily regarding homework, tests, incomplete class assignments, and behavior.</p> <p>*Parents are encouraged to visit PTA website for news regarding PTA and school events/information.</p> <p>*Encourage parent participation in all school events including PTA events and fundraisers.</p> <p>*Provide flyers encouraging parents and students to participate in the city of Santa Clarita festivals, contests, and activities offered for students.</p> <p>*Teachers will exchange email addresses with parents. Many teachers provide periodic homework updates to parents.</p> <p>*Parents mentoring students to create school yearbook.</p> <p>*EL and Foster Youth Parent Liaisons share information to support our parent community.</p>						

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>English Language Advisory Committee (ELAC)</p> <p>*ELD Coordinator & Principal plan and schedule four parent ELAC meetings per year. All parents of English Learners are encouraged to attend.</p> <p>*Committee members elect a parent representative to attend District English Language Advisory Committee (DELAC) meetings.</p> <p>*Teachers, grades TK-6, collaborate with parents during parent-teacher Goal Setting Conferences. A Goal Setting form is produced as a partnership between educator and parent.</p> <p>*Principal and Bilingual Instructional Assistant ensure reminders to attend ELAC meetings are distributed to parents.</p> <p>*ELD Coordinator plans refreshments for each meeting.</p> <p>*EL Parent Liaison</p>	All Students	Administrator and Staff	Supplies	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	120
<p>School Site Council</p> <p>*Council members make their best effort to attend all 8 school Site Council meetings during the 2016-2017 school year.</p> <p>*Parents within the Tesoro community may nominate themselves for vacant seats each year; seat vacancies are posted in Tesoro Tiger Times.</p> <p>*Council members hold elections as described in the School Site Council</p>	All Students	Administrator and Staff	Supplies	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	150

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Bylaws.</p> <p>*Administrator provides updates of Site Council actions in the Tesoro Tiger Times each month.</p> <p>*Meetings are open to the public. Agendas are posted in marquee and sent to members prior to meeting. Teacher representatives are nominated and elected to participate in Site Council</p> <p>One classified personnel member is nominated and elected to represent classified members on Site Council.</p>						
<p>GATE Parent Meeting</p> <p>*GATE Coordinator plans GATE parent information meetings.</p> <p>*GATE Coordinator and Principal plan agendas and activities revolving around differentiation in the classroom including Depth & Complexity, Content Imperatives, and Math Icons to increase parents' understanding of the concepts.</p> <p>*Teachers, grades 3-6, collaborate with parents and determine appropriate goals for each student who is identified as GATE at Goal-Setting Conferences</p> <p>*Parents, GATE students, and teachers evaluate the effectiveness of GATE by completing a district-wide year-end survey.</p> <p>*GATE Coordinator plans refreshments.</p>	All Students	Administrator and Staff	<p>Supplies</p> <p>Teacher Planning for GATE parent meeting</p>	<p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Parent-Teacher Association (PTA)</p> <p>Site Formula Funds</p>	<p>100</p> <p>100</p>

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
District Funded	24678	2,005.00
Site Formula Funds	1589	-46.00
LCFF - Base	46765	2,169.00
LCFF - Supplemental	8505	1,602.00
Parent-Teacher Association (PTA)	28100	8,230.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	22,673.00
LCFF - Base	44,596.00
LCFF - Supplemental	6,903.00
Parent-Teacher Association (PTA)	19,870.00
Site Formula Funds	1,635.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	10,022.00
2000-2999: Classified Personnel Salaries	40,232.00
4000-4999: Books And Supplies	29,673.00
5000-5999: Services And Other Operating Expenditures	11,250.00
5800: Professional/Consulting Services And Operating	4,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	District Funded	5,283.00
2000-2999: Classified Personnel Salaries	District Funded	16,765.00
4000-4999: Books And Supplies	District Funded	625.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	1,814.00
2000-2999: Classified Personnel Salaries	LCFF - Base	6,254.00
4000-4999: Books And Supplies	LCFF - Base	25,278.00
5000-5999: Services And Other Operating	LCFF - Base	11,250.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,690.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	5,213.00
2000-2999: Classified Personnel Salaries	Parent-Teacher Association (PTA)	12,000.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	3,370.00
5800: Professional/Consulting Services And	Parent-Teacher Association (PTA)	4,500.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	1,235.00
4000-4999: Books And Supplies	Site Formula Funds	400.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	87,607.00
Goal 2	8,070.00

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
Paul C Martinsen	X				
Julie Palomino		X			
Janice Donyanavard		X			
Lori Turner		X			
Kristen Lindquest			X		
DiNora Edwards				X	
Deanna Small				X	
Leslie Babikan				X	
Carrie Colgan				X	
David Sushinsky				X	
Jesica Eisenbraun				X	
Numbers of members of each category:	1	3	1	6	

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

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 October 25, 2016.

Attested:

Paul C Martinsen

Typed Name of School Principal

Signature of School Principal

Date

Deanna Small

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

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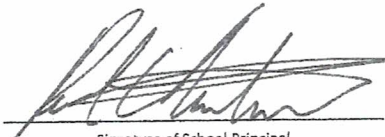
Signature

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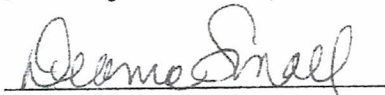
Typed Name of School Principal

 10/25/17

Signature of School Principal Date

Deanna Small

Typed Name of SSC Chairperson

 10.25.17

Signature of SSC Chairperson Date