

The Single Plan for Student Achievement

School: West Creek Academy
CDS Code: 19649980119230
District: Saugus Union Elementary School District
Principal: Sue Bett
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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School Vision and Mission

West Creek Academy's Vision and Mission Statements

Our motto, "Tomorrow's Future Starts Today," is founded upon the deeply rooted belief that elementary school is the opportunity to equip young minds with solid foundational skills to be active 21st century learners. At West Creek Academy, our goal is to provide a nurturing, well-rounded education that meets the academic, social, and emotional needs of our students while creating a unique opportunity to apply the "Four Cs" - Critical Thinking, Communication, Collaboration, and Creativity. Since the opening of West Creek, as the Saugus Union School District's first focus school in the Arts, we have developed and sustained a unique arts-integrated curriculum requiring students to utilize the dimensions of depth and complexity that are specific to our Advanced Learning Process for Scholars (ALPS). All students are highly engaged in the areas of science, technology, engineering, art, and music classes through our STEAM Pathway Program. As each day dawns, students, teachers, administrators, and parents alike, rededicate themselves in our pledge to "pursue academic excellence and never settle for less than my best." Whether it be through daily collaboration, instruction, creativity, or leadership, we unite together to positively impact our students today, as they become tomorrow's 21st century leaders.

School Profile

Parent Involvement

Our school is privileged to have a high level of parental support. Volunteers work at the school and in the classrooms on a daily basis. We have quickly established excellent reputation due in part to the support we received from our parents and our community. Parents are kept informed of school events and news through weekly school emails. Parents interested in volunteering at our school should contact the school office for information.

School Safety

West Creek Academy provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. West Creek Parent Handbook outlines district and school policies and procedures concerning emergency situations, playground behavior, and special services. Fire Drills are conducted monthly. Disaster preparedness drills are conducted quarterly and include earthquake and lock down. West Creek Academy is a closed campus. During school hours, the entrance is secured to ensure visitors check in with the front office. All visitors are required to sign in and wear a visitor's badge during their stay, and check out at the front office upon departure. Classroom volunteers have been TB tested.

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).

End of Year Site Council Survey

Classroom Observations

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

Administrative Walk Throughs, Learning Walks

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)

Data from state assessments is analyzed each year and used to plan instruction. Local assessment results, including district benchmark assessments, publisher tests, and teacher made tests are used to drive instruction.

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

Staffing and Professional Development

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

All teachers are NCLB qualified at West Creek Academy.

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

All teachers are credentialed and have access to professional development.

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

We have a comprehensive staff development program that is aligned with our school plan goals. A thorough analysis of our student data is conducted to determine staff development needs. Staff development includes Common Core State Standards, Standards Unit of Studies, GATE/Differentiation training, Systematic ELD, and NGSS.

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

Teachers who have received specialized training teach and mentor their colleagues during the implementation of our many programs (Induction, Coaching). Trainings occur during Professional Development Days, staff meetings and collaborative instructional planning days. Teachers work with the administrator in identifying areas of need for further instruction to improve student achievement in all areas of the curriculum.

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

Teachers meet in their grade level weekly for collaborative instructional planning to ensure programs are planned and implemented.

Teaching and Learning

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

West Creek Academy teachers, staff, and administrator are committed to ensuring that all curriculum and instruction are aligned with state content standards. All teachers use adopted California textbook and materials that are aligned to the state content standards. Materials include: Pearson (Language Arts K-6), Mamillan-McGraw Hill (Math, K-6) Harcourt Brace (Science, K-6, Social Studies, Gr. 6), and Scott Foresman (Social Studies, K-5). Classroom teachers provide differentiated instruction for all student groups using adopted materials as well as teacher-created materials.

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

Teachers adhere to recommended instructional minutes for reading and math.

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

West Creek has a formal Response to Intervention model (RTI) as well as Student Success Team (SST) Process that are successful. Students receive intervention within the classroom throughout the entire day when teachers work one-on-one or in a small group to reinforce and reteach the concepts in all curricular areas. Additional resources for EL learners and under performing students include: Before/After school lessons, Systematic ELD instruction 30 minutes a day, Intervention support by support staff and parent/community volunteers, etc.

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

All students at West Creek Academy have equal access to standards based instructional materials. Standards-aligned textbooks and instructional materials for all student groups are sufficient in both quality and quantity. We follow all materials adoption time lines determined by the state

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

Opportunity and Equal Educational Access

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

Teachers meet together regularly to analyze student assessment data and plan for interventions. We have a school psychologist who provide support to teacher regarding behavioral, social, and emotional concerns.

14. Research-based educational practices to raise student achievement

Teachers use many research-based educational practices, such as stating the learning objective, modeling, guided practice and monitoring of success during independent practice. Brain-based information about breaks are built into lessons. Students are taught at optimal times according to brain research; immediately in the morning, after recess and lunch breaks and right after teacher-created breaks.

Parental Involvement

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

Teachers and administration communicate on an ongoing, weekly basis with families and community members through the school newsletter and classroom newsletters. Additional communication through email, phone calls, websites, wiki, blog, conferences, family nights, and student success team meetings are provided as necessary. Family, school, district and community resources include: PTA, parent volunteers, student teachers, School Site Council, English Learners Advisory Council, district committees, high school student volunteers, psychologist, counselor, speech pathologist and translators for parent meetings, Family & Child Center referrals, and Healthy Families referrals.

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)

Our School Site Council, Leadership Team, English Learners Advisory Committee and PTA are involved with planning, implementing and evaluating the success of our consolidated application programs.

Funding

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

West Creek Academy has a part-time English Language Development Instructional Assistant who provide direct classroom support for English Learners at CELDT levels 1, 2, and 3. Teachers in grades K-6 have been trained in Systematic ELD

18. Fiscal support (EPC)

West Creek Academy is supported through state and federal funding. West Creek is not a Title 1 school.

Description of Barriers and Related School Goals

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	111	135	141	111	135	141	111	135	141	100.0	100	100
Grade 4	137	125	135	134	123	135	131	123	135	97.8	98.4	100
Grade 5	118	147	132	115	144	131	115	144	131	97.5	98	99.2
Grade 6	123	119	149	122	119	146	122	119	146	99.2	100	98
All Grades	489	526	557	482	521	553	479	521	553	98.6	99	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2474.4	2495.5	2484.3	49	54	47.52	24	25	30.50	15	14	16.31	12	7	5.67
Grade 4	2533.9	2527.2	2514.3	55	51	48.15	24	22	23.70	10	15	17.04	9	12	11.11
Grade 5	2567.8	2575.5	2558.2	39	49	38.93	43	34	37.40	16	10	12.98	3	8	10.69
Grade 6	2588.9	2607.2	2602.8	35	45	44.52	44	43	37.67	17	10	13.70	3	2	4.11
All Grades	N/A	N/A	N/A	45	50	44.85	34	31	32.37	14	12	15.01	7	7	7.78

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	48	44	46.81	39	44	41.13	14	11	12.06
Grade 4	49	48	46.67	43	40	38.52	8	12	14.81
Grade 5	47	49	44.27	48	40	39.69	5	11	16.03
Grade 6	40	47	47.26	52	46	45.89	8	7	6.85
All Grades	46	47	46.29	45	42	41.41	9	10	12.30

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	41	51	47.52	45	39	46.10	14	10	6.38
Grade 4	41	47	40.00	49	40	48.89	10	13	11.11
Grade 5	50	54	53.44	44	35	35.11	5	10	11.45
Grade 6	37	56	54.79	55	41	37.67	6	3	7.53
All Grades	42	52	49.01	48	39	41.95	9	9	9.04

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	34	37	29.08	60	59	64.54	5	4	6.38
Grade 4	36	33	29.63	62	59	60.00	2	7	10.37
Grade 5	36	38	34.35	60	58	58.02	4	5	7.63
Grade 6	32	34	33.56	63	62	64.38	5	3	2.05
All Grades	34	36	31.65	61	59	61.84	4	5	6.51

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	40	56	47.52	47	36	47.52	14	8	4.96
Grade 4	34	48	41.48	42	45	45.19	2	7	13.33
Grade 5	52	60	43.51	46	37	42.75	2	3	13.74
Grade 6	53	59	52.05	43	40	42.47	3	1	5.48
All Grades	45	56	46.29	44	39	44.48	5	5	9.22

Conclusions based on this data:

1. 77% of all students met or exceeded standards.
2. 46% of all students exceeded standards.
3. 92% of all students either nearly met, met, or exceeded standards; Listening was the strongest area with 95% of students demonstrating effective communication skills at, near, or above standard.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	111	135	141	111	135	141	111	135	141	100.0	100	100
Grade 4	137	125	135	133	124	134	133	124	134	97.1	99.2	99.3
Grade 5	118	147	132	115	144	131	115	144	131	97.5	98	99.2
Grade 6	123	119	149	122	119	145	122	119	145	99.2	100	97.3
All Grades	489	526	557	481	522	551	481	522	551	98.4	99.2	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2464.7	2485.6	2477.5	35	41	30.50	32	35	46.81	19	15	14.18	14	9	8.51
Grade 4	2532.8	2526.0	2519.6	45	36	39.55	31	35	24.63	19	21	26.87	5	8	8.96
Grade 5	2548.0	2571.7	2553.3	34	49	40.46	26	25	20.61	34	17	26.72	6	10	12.21
Grade 6	2580.3	2601.8	2605.7	39	49	46.90	25	29	28.97	25	18	18.62	11	5	5.52
All Grades	N/A	N/A	N/A	38	44	39.38	29	31	30.49	24	17	21.42	9	8	8.71

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	53	63	51.06	27	24	36.88	20	13	12.06
Grade 4	61	54	55.22	30	31	26.12	9	15	18.66
Grade 5	42	62	51.91	43	26	28.24	15	13	19.85
Grade 6	45	50	55.17	35	41	35.86	20	9	8.97
All Grades	51	57	53.36	34	30	31.94	16	12	14.70

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	37	44	46.10	46	45	43.26	17	10	10.64
Grade 4	45	43	42.54	45	48	44.78	10	10	12.69
Grade 5	42	45	35.11	45	41	48.09	13	14	16.79
Grade 6	35	50	54.48	48	45	38.62	17	5	6.90
All Grades	40	45	44.83	46	45	43.56	14	10	11.62

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	49	52	43.26	43	43	50.35	8	5	6.38
Grade 4	52	47	42.54	39	38	41.79	9	15	15.67
Grade 5	29	45	35.11	58	47	48.85	13	8	16.03
Grade 6	39	45	44.14	53	49	49.66	8	6	6.21
All Grades	42	47	41.38	48	44	47.73	10	9	10.89

Conclusions based on this data:

1. 69% of all students met or exceeded standards.
2. 39% of all students exceeded standards.
3. 91% of all students either nearly met, met, or exceeded standards; Communicating Reasoning was the strongest area with 91% of students demonstrating ability to support mathematical conclusion at, near, or above standard.

School and Student Performance Data

CAASPP Results (Male)

English Language Arts/Literacy

Overall Participation for Males												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	111	70	68	51	70	68	51	70	68	45.9	100	100
Grade 4	137	55	73	69	55	73	68	55	73	50.4	100	100
Grade 5	118	72	57	61	72	57	61	72	57	51.7	100	100
Grade 6	123	65	74	51	65	74	51	65	74	41.5	100	100
All Grades	489	262	272	232	262	272	231	262	272	47.4	100	100

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

Overall Achievement for Males															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2460.3	2494.6	2466.7	37	56	39.71	35	21	30.88	18	14	23.53	10	9	5.88
Grade 4	2519.6	2515.5	2504.9	45	45	46.58	32	27	20.55	9	15	17.81	13	13	15.07
Grade 5	2555.0	2562.6	2542.3	34	38	31.58	41	42	42.11	20	14	15.79	5	7	10.53
Grade 6	2567.5	2597.8	2597.0	25	40	36.49	45	46	48.65	22	12	12.16	8	2	2.70
All Grades	N/A	N/A	N/A	36	45	38.97	38	34	35.29	16	14	17.28	9	7	8.46

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	41	30.88	51	44	52.94	12	14	16.18
Grade 4	40	40	47.95	47	49	32.88	13	11	19.18
Grade 5	41	44	42.11	51	44	42.11	8	11	15.79
Grade 6	33	48	44.59	53	43	51.35	14	9	4.05
All Grades	38	44	41.54	50	45	44.85	12	11	13.60

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	51	41.18	49	37	48.53	20	11	10.29
Grade 4	34	44	39.73	53	38	43.84	13	18	16.44
Grade 5	39	47	42.11	52	42	45.61	8	11	12.28
Grade 6	27	51	51.35	61	45	43.24	10	5	5.41
All Grades	33	48	43.75	54	40	45.22	13	11	11.03

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	31	31	25.00	61	61	69.12	8	7	5.88
Grade 4	34	36	27.40	63	55	60.27	3	9	12.33
Grade 5	38	38	35.09	61	58	57.89	2	4	7.02
Grade 6	27	28	25.68	65	69	72.97	8	3	1.35
All Grades	33	33	27.94	62	61	65.44	5	6	6.62

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	60	41.18	59	30	52.94	12	10	5.88
Grade 4	31	55	34.25	49	36	50.68	3	9	15.07
Grade 5	51	49	36.84	48	49	43.86	2	3	19.30
Grade 6	47	54	47.30	47	45	48.65	6	2	4.05
All Grades	39	54	40.07	50	40	49.26	5	6	10.66

Conclusions based on this data:

1. 74% of all male students met or exceeded standards.
2. 39% of all male students exceeded standards.}
3. 92% of all male students either nearly met, met, or exceeded standards; Listening was the strongest area with 93% of students demonstrating effective communication skills at, near, or above standard.}

School and Student Performance Data

CAASPP Results (Male)

Mathematics

Overall Participation for Males												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	111	70	68	51	70	68	51	70	68	45.9	100	100
Grade 4	137	55	73	68	55	73	68	55	73	49.6	100	100
Grade 5	118	72	57	61	72	57	61	72	57	51.7	100	100
Grade 6	123	65	74	51	65	74	51	65	74	41.5	100	100
All Grades	489	262	272	231	262	272	231	262	272	47.2	100	100

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

Overall Achievement for 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	2463.4	2491.0	2467.1	33	49	22.06	33	30	52.94	24	10	16.18	10	11	8.82
Grade 4	2535.8	2535.1	2526.1	46	42	45.21	34	38	26.03	15	13	19.18	6	7	9.59
Grade 5	2547.5	2583.3	2559.8	34	49	43.86	23	33	26.32	36	15	17.54	7	3	12.28
Grade 6	2567.7	2602.1	2612.0	33	48	45.95	27	29	32.43	25	20	17.57	14	3	4.05
All Grades	N/A	N/A	N/A	37	47	39.34	29	32	34.56	25	15	17.65	9	6	8.46

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	53	70	42.65	29	16	44.12	18	14	13.24
Grade 4	62	62	61.64	32	27	20.55	6	11	17.81
Grade 5	43	67	57.89	44	28	28.07	13	6	14.04
Grade 6	41	49	52.70	27	45	41.89	31	6	5.41
All Grades	50	62	53.68	34	29	33.82	16	9	12.50

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	39	49	47.06	47	40	42.65	14	11	10.29
Grade 4	43	44	49.32	47	47	35.62	10	9	15.07
Grade 5	34	46	40.35	52	44	47.37	13	10	12.28
Grade 6	33	51	58.11	47	46	37.84	20	3	4.05
All Grades	38	47	49.26	48	44	40.44	14	8	10.29

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	49	56	38.24	41	36	54.41	10	9	7.35
Grade 4	50	58	46.58	40	27	32.88	10	15	20.55
Grade 5	30	40	40.35	56	54	45.61	15	6	14.04
Grade 6	37	46	51.35	53	49	41.89	10	5	6.76
All Grades	42	50	44.49	47	42	43.38	11	8	12.13

Conclusions based on this data:

1. 79% of all male students met or exceeded standards.
2. 39% of all male students exceeded standards.
3. 92% of all male students either nearly met, met, or exceeded standards; Problem solving was the strongest area with 90% of students demonstrating ability to support mathematical conclusions at, near, or above standard.

School and Student Performance Data

CAASPP Results (Female)

English Language Arts/Literacy

Overall Participation for Females												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	111	65	73	60	65	73	60	65	73	54.1	100	100
Grade 4	137	70	62	65	68	62	63	68	62	47.4	97.1	100
Grade 5	118	75	75	54	72	74	54	72	74	45.8	96	98.7
Grade 6	123	54	75	71	54	72	71	54	72	57.7	100	96
All Grades	489	264	285	250	259	281	248	259	281	51.1	98.1	98.6

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

Overall Achievement for 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	2486.4	2496.5	2500.7	58	52	54.79	15	29	30.14	13	14	9.59	13	5	5.48
Grade 4	2549.4	2536.6	2525.3	66	56	50.00	15	18	27.42	11	15	16.13	5	12	6.45
Grade 5	2582.2	2588.3	2570.4	44	60	44.59	44	26	33.78	11	6	10.81	0	8	10.81
Grade 6	2604.3	2618.5	2608.7	42	52	52.78	44	39	26.39	14	7	15.28	0	2	5.56
All Grades	N/A	N/A	N/A	53	55	50.53	30	27	29.54	12	10	12.81	4	7	7.12

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	57	48	61.64	28	45	30.14	15	8	8.22
Grade 4	59	54	45.16	38	32	45.16	3	13	9.68
Grade 5	54	54	45.95	44	35	37.84	2	11	16.22
Grade 6	45	46	50.00	51	50	40.28	4	4	9.72
All Grades	53	51	50.89	41	40	38.08	6	9	11.03

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	50	51	53.42	42	40	43.84	8	9	2.74
Grade 4	49	50	40.32	44	41	54.84	6	9	4.84
Grade 5	63	61	62.16	35	29	27.03	2	10	10.81
Grade 6	44	63	58.33	51	37	31.94	3	0	9.72
All Grades	51	56	54.09	44	37	38.79	5	7	7.12

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	37	43	32.88	60	55	60.27	3	2	6.85
Grade 4	38	31	32.26	60	63	59.68	2	6	8.06
Grade 5	33	38	33.78	59	57	58.11	7	6	8.11
Grade 6	35	43	41.67	62	54	55.56	3	4	2.78
All Grades	36	38	35.23	60	58	58.36	4	4	6.41

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	48	52	53.42	37	42	42.47	15	6	4.11
Grade 4	38	43	50.00	35	51	38.71	2	6	11.29
Grade 5	54	71	48.65	44	25	41.89	2	4	9.46
Grade 6	58	65	56.94	41	35	36.11	1	0	6.94
All Grades	50	58	52.31	39	38	39.86	5	4	7.83

Conclusions based on this data:

1. 80% of all female students met or exceeded standards.
2. 51% of all female students exceeded standards.}
3. 93% of all female students either nearly met, met, or exceeded standards; Listening was the strongest area with 94% of students demonstrating effective communication skills at, near, or above standard.}

School and Student Performance Data

CAASPP Results (Female)

Mathematics

Overall Participation for Females												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	111	65	73	60	65	73	60	65	73	54.1	100	100
Grade 4	137	70	62	65	69	61	65	69	61	47.4	98.6	98.4
Grade 5	118	75	75	54	72	74	54	72	74	45.8	96	98.7
Grade 6	123	54	75	71	54	71	71	54	71	57.7	100	94.7
All Grades	489	264	285	250	260	279	250	260	279	51.1	98.5	97.9

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

Overall Achievement for 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	2465.8	2479.8	2487.2	37	34	38.36	32	40	41.10	15	20	12.33	17	6	8.22
Grade 4	2529.7	2518.8	2511.8	45	32	32.79	28	32	22.95	23	28	36.07	5	9	8.20
Grade 5	2548.5	2560.1	2548.3	33	49	37.84	30	17	16.22	31	18	33.78	6	17	12.16
Grade 6	2589.3	2601.5	2599.1	42	50	47.89	24	28	25.35	25	15	19.72	8	7	7.04
All Grades	N/A	N/A	N/A	40	41	39.43	28	29	26.52	24	20	25.09	9	10	8.96

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	53	55	58.90	25	34	30.14	22	11	10.96
Grade 4	60	48	47.54	28	33	32.79	12	19	19.67
Grade 5	41	57	47.30	43	24	28.38	17	19	24.32
Grade 6	48	50	57.75	41	37	29.58	11	13	12.68
All Grades	51	53	53.05	34	32	30.11	15	16	16.85

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	35	40	45.21	45	51	43.84	20	9	10.96
Grade 4	48	42	34.43	43	48	55.74	9	10	9.84
Grade 5	50	44	31.08	37	38	48.65	13	18	20.27
Grade 6	37	48	50.70	48	44	39.44	15	7	9.86
All Grades	42	43	40.50	44	45	46.59	14	12	12.90

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	48	48	47.95	45	51	46.58	7	2	5.48
Grade 4	54	38	37.70	38	46	52.46	8	16	9.84
Grade 5	28	50	31.08	61	39	51.35	11	11	17.57
Grade 6	39	44	36.62	54	48	57.75	7	7	5.63
All Grades	43	45	38.35	49	46	51.97	8	9	9.68

Conclusions based on this data:

1. 66% of all female students met or exceeded standards.
2. 39% of all female students exceeded standards.
3. 91% of all female students either nearly met, met, or exceeded standards; Communication Reasoning was the strongest area with 90% of students demonstrating ability to support mathematical conclusions at, near, or above standard.

School and Student Performance Data

CAASPP Results (English Learner)

English Language Arts/Literacy

Overall Participation for English Learner												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	111	11	14	10	11	14	10	11	14	9.0	100	100
Grade 4	137	9	11	1	9	11	1	9	11	0.7	100	100
Grade 5	118	3	*	2	3	*	2	3	*	1.7	100	
Grade 6		1			1			1			100	
All Grades	489	24	33	13	24	33	13	24	33	2.7	100	100

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

Overall Achievement for 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	*	2469.2	2479.4	*	36	35.71	*	18	57.14	*	36	7.14	*	9	0.00
Grade 4	*	*	2413.4	*	*	9.09	*	*	18.18	*	*	36.36	*	*	36.36
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6		*			*			*			*			*	
All Grades	N/A	N/A	N/A	23	21	21.21	15	21	39.39	31	33	18.18	31	25	21.21

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	50.00	*	36	50.00	*	27	0.00
Grade 4	*	*	18.18	*	*	45.45	*	*	36.36
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6		*			*			*	
All Grades	23	25	33.33	54	42	48.48	23	33	18.18

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	*	45	50.00	*	45	42.86	*	9	7.14
Grade 4	*	*	9.09	*	*	36.36	*	*	54.55
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6		*			*			*	
All Grades	23	25	27.27	54	46	42.42	23	29	30.30

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	*	27	7.14	*	64	78.57	*	9	14.29
Grade 4	*	*	0.00	*	*	72.73	*	*	27.27
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6		*			*			*	
All Grades	15	17	3.03	54	71	78.79	31	13	18.18

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	*	36	42.86	*	64	57.14	*	0	0.00
Grade 4	*	*	18.18	*	*	45.45	*	*	36.36
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6		*			*			*	
All Grades	23	25	27.27	46	71	48.48	31	4	24.24

Conclusions based on this data:

1. 61% of EL students met or exceeded standards.
2. 79% of EL students nearly met, met, or exceeded standards.
3. 21% of EL students did not meet standards.

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	111	11	14	10	11	14	10	11	14	9.0	100	100
Grade 4	137	9	11	1	9	11	1	9	11	0.7	100	100
Grade 5	118	3	*	2	3	*	2	3	*	1.7	100	
Grade 6		1			1			1			100	
All Grades	489	24	33	13	24	33	13	24	33	2.7	100	100

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

Overall Achievement for 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	*	2467.4	2464.1	*	36	14.29	*	36	57.14	*	9	28.57	*	18	0.00
Grade 4	*	*	2452.9	*	*	18.18	*	*	9.09	*	*	54.55	*	*	18.18
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6		*			*			*			*			*	
All Grades	N/A	N/A	N/A	8	17	12.12	15	29	33.33	54	29	36.36	23	25	18.18

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	*	55	35.71	*	27	57.14	*	18	7.14	
Grade 4	*	*	27.27	*	*	27.27	*	*	45.45	
Grade 5	*	*	*	*	*	*	*	*	*	
Grade 6		*			*			*		
All Grades	15	33	30.30	54	33	36.36	31	33	33.33	

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	*	36	42.86	*	55	50.00	*	9	7.14	
Grade 4	*	*	0.00	*	*	63.64	*	*	36.36	
Grade 5	*	*	*	*	*	*	*	*	*	
Grade 6		*			*			*		
All Grades	8	17	21.21	62	58	48.48	31	25	30.30	

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	*	45	28.57	*	45	71.43	*	9	0.00
Grade 4	*	*	18.18	*	*	36.36	*	*	45.45
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6		*			*			*	
All Grades	8	29	18.18	69	50	57.58	23	21	24.24

Conclusions based on this data:

1. 45% of EL students met or exceeded standards.
2. 82% of EL students nearly met, met, or exceeded standards.
3. 18% of EL students did not meet standards.

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	111	3	*	8	3	*	8	3	*	7.2	100	
Grade 4	137	11	11	16	11	11	16	11	11	11.7	100	100
Grade 5	118	18	13	13	18	13	13	18	13	11.0	100	100
Grade 6	123	14	20	11	14	20	11	14	20	8.9	100	100
All Grades	489	46	50	48	46	50	48	46	50	9.8	100	100

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

Overall Achievement for 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	2567.9	2562.5	2545.2	75	82	54.55	19	9	36.36	6	0	9.09	0	9	0.00
Grade 5	2575.1	2623.2	2593.6	46	67	46.15	38	33	46.15	8	0	0.00	8	0	7.69
Grade 6	2645.5	2604.8	2627.4	64	50	50.00	36	36	45.00	0	14	5.00	0	0	0.00
All Grades	N/A	N/A	N/A	69	67	56.00	25	26	38.00	4	4	4.00	2	2	2.00

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	63	73	45.45	38	27	54.55	0	0	0.00
Grade 5	54	56	76.92	46	44	15.38	0	0	7.69
Grade 6	73	43	55.00	27	50	40.00	0	7	5.00
All Grades	69	54	60.00	31	43	36.00	0	2	4.00

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	44	55	54.55	50	45	45.45	6	0	0.00
Grade 5	54	78	69.23	38	17	23.08	8	6	7.69
Grade 6	45	50	65.00	45	36	35.00	0	14	0.00
All Grades	54	65	66.00	40	28	32.00	4	7	2.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	69	45	27.27	31	45	72.73	0	9	0.00
Grade 5	31	72	61.54	69	28	38.46	0	0	0.00
Grade 6	45	36	45.00	55	64	55.00	0	0	0.00
All Grades	52	52	48.00	48	46	52.00	0	2	0.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	56	82	36.36	38	9	63.64	0	9	0.00
Grade 5	62	83	53.85	31	17	38.46	8	0	7.69
Grade 6	73	79	55.00	27	21	45.00	0	0	0.00
All Grades	63	80	54.00	33	17	44.00	2	2	2.00

Conclusions based on this data:

1. A total of 50 RFEP students in grades 3-6 took the CAASPP assessment.
2. 94% of all RFEP students met or exceeded standards, and additional 4% nearly met standards.
3. The strongest area were in reading and listening with 98% of all RFEP students meeting or exceeding standard.

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	111	3	*	8	3	*	8	3	*	7.2	100	
Grade 4	137	11	11	16	11	11	16	11	11	11.7	100	100
Grade 5	118	18	13	13	18	13	13	18	13	11.0	100	100
Grade 6	123	14	20	11	14	20	11	14	20	8.9	100	100
All Grades	489	46	50	48	46	50	48	46	50	9.8	100	100

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

Overall Achievement for 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	2583.4	2588.2	2543.7	75	73	45.45	25	18	45.45	0	0	9.09	0	9	0.00
Grade 5	2555.3	2616.3	2610.3	23	83	69.23	46	11	7.69	31	0	15.38	0	6	7.69
Grade 6	2663.8	2618.5	2644.7	73	64	70.00	18	14	20.00	0	21	10.00	9	0	0.00
All Grades	N/A	N/A	N/A	60	74	64.00	29	15	24.00	8	7	10.00	2	4	2.00

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	*	*	*	*	*	*	*	*	*	*
Grade 4	100	91	63.64	0	0	36.36	0	9	0.00	
Grade 5	38	89	76.92	54	6	7.69	8	6	15.38	
Grade 6	91	64	65.00	0	36	35.00	9	0	0.00	
All Grades	79	83	70.00	17	13	26.00	4	4	4.00	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	63	55	45.45	38	36	45.45	0	9	9.09
Grade 5	54	56	69.23	23	39	15.38	23	6	15.38
Grade 6	64	57	75.00	36	36	25.00	0	7	0.00
All Grades	67	54	66.00	27	39	28.00	6	7	6.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	88	82	54.55	13	9	45.45	0	9	0.00
Grade 5	23	67	61.54	69	28	30.77	8	6	7.69
Grade 6	64	50	70.00	36	50	30.00	0	0	0.00
All Grades	60	65	64.00	38	30	34.00	2	4	2.00

Conclusions based on this data:

1. 88% of all RFEP students met or exceeded standards and additional 10 percent nearly met standards.
2. 64% of all RFEP students exceeded standards.
3. 98% of all RFEP students nearly met, met, or exceeded standards. Communicating reasoning was the strongest area with 98% of RFEP students demonstrating ability to support mathematical conclusions at, near, or above standard.

School and Student Performance Data

CAASPP Results (Low Income (NSLP))

English Language Arts/Literacy

Overall Participation for Economically Disadvantaged												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	111	5	*	9	5	*	9	5	*	8.1	100	
Grade 4	137	7	*	7	7	*	5	7	*	5.1	100	
Grade 5	118	7	*	9	7	*	9	7	*	7.6	100	
Grade 6	123	6	*	12	6	*	12	6	*	9.8	100	
All Grades	489	25	34	37	25	34	35	25	34	7.6	100	100

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

Overall Achievement for Economically Disadvantaged															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	2588.8	*	*	25	*	*	58	*	*	17	*	*	0	*	*
All Grades	N/A	N/A	N/A	27	20	17.65	43	24	32.35	14	24	26.47	11	32	23.53

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	42	*	*	58	*	*	0	*	*
All Grades	29	28	17.65	63	32	50.00	9	40	32.35

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	33	*	*	67	*	*	0	*	*
All Grades	34	28	32.35	57	40	47.06	9	32	20.59

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	25	*	*	75	*	*	0	*	*
All Grades	20	12	11.76	69	68	70.59	11	20	17.65

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	25	*	*	75	*	*	0	*	*
All Grades	26	24	23.53	51	60	50.00	14	16	26.47

Conclusions based on this data:

1. 50% of 34 economically disadvantaged students met or exceeded standards.
2. 68% of 34 economically disadvantaged students nearly met, met or exceeded standards.
3. Research/Inquiry was the strongest areas with 76% of students at, near, or above standard.

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	111	5	*	9	5	*	9	5	*	8.1	100	
Grade 4	137	7	*	7	7	*	7	7	*	5.1	100	
Grade 5	118	7	*	9	7	*	9	7	*	7.6	100	
Grade 6	123	6	*	12	6	*	12	6	*	9.8	100	
All Grades	489	25	34	37	25	34	37	25	34	7.6	100	100

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

Overall Achievement for Economically Disadvantaged															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	2578.3	*	*	25	*	*	42	*	*	25	*	*	8	*	*
All Grades	N/A	N/A	N/A	19	12	17.65	32	28	29.41	24	36	29.41	24	24	23.53

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	25	*	*	50	*	*	25	*	*
All Grades	30	20	32.35	38	44	32.35	32	36	35.29

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	25	*	*	67	*	*	8	*	*
All Grades	22	16	20.59	54	60	50.00	24	24	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	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	42	*	*	58	*	*	0	*	*
All Grades	27	16	17.65	51	64	52.94	22	20	29.41

Conclusions based on this data:

1. 47% of 34 economically disadvantaged students met or exceeded standards.
2. 76% of 34 economically disadvantaged students nearly met, met or exceeded standards.
3. 24% of 34 economically disadvantaged students did not meet standards.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				***		***			***						
1	40		47	40		47	20		7						
2	13		50	63		44	25		6						
3	50		60	29		33	14		7				7		
4	***		88	***								13			
5	***		50	***		25			13			13			
6			***	***		***									
Total	35		54	47		36	15		7			3	3		

Conclusions based on this data:

1. 54 students scored advanced on the CELDT.
2. 90 students scored Advanced or Early Advanced on the CELDT.
3. 10 students scored Intermediate or Early Intermediate on the CELDT.

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	18	16	7	41	26	28	29	42	55	12	11	3		5	7
1	33	20	44	50	60	44	17		6		20				6
2	17	29	53	50	43	41	25	14	6	8	14				
3	56	***	53	25	***	35	13		6			6	6		
4	***	***	62	***					8			23		***	8
5	20	***	50	80		20		***	20			10			
6		***	50	***		50									
Total	31	28	40	45	31	30	18	26	21	5	10	6	2	5	4

Conclusions based on this data:

1.



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Equity Report





West Creek Academy - Los Angeles County

Enrollment: 933Socioeconomically Disadvantaged: 4%English Learners: 8%Foster Youth: N/AGrade Span: K-6Charter School: No

Reporting Year:Spring 2017

Equity ReportStatus and Change ReportDetailed ReportsStudent Group Report

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

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		8	2
English Learner Progress (K-12)		1	0
<u>English Language Arts (3-8)</u>		6	0
<u>Mathematics (3-8)</u>		6	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

West Creek Academy - Los Angeles County

Enrollment: 933 Socioeconomically Disadvantaged: 4% English Learners: 8% Foster Youth: N/A Grade Span: K-6 Charter School: No

Reporting Year: Spring 2017





Equity Report


Status and Change Report

Detailed Reports

Student Group Report

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

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		Very Low 0.2%	Maintained +0.1%
English Learner Progress (K-12)		Very High 93.6%	Increased +5%
<u>English Language Arts (3-8)</u>		Very High 67.8 points above level 3	Increased +11.5 points
<u>Mathematics (3-8)</u>		Very High 46.5 points above level 3	Increased Significantly +15.8 points

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

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

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School and Student Performance Data

California Data Dashboard (Detailed Report)



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Detailed Report

West Creek Academy - Los Angeles County




Enrollment: 933Socioeconomically Disadvantaged: 4%English Learners: 8%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 93.6%	Increased +5%
<u>English Language Arts (3-8)</u>		Very High 67.8 points above level 3	Increased +11.5 points
<u>Mathematics (3-8)</u>		Very High 46.5 points above level 3	Increased Significantly +15.8 points

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

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

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














West Creek Academy - Los Angeles County






Enrollment: 933 Socioeconomically Disadvantaged: 4% English Learners: 8% Foster Youth: N/A Grade Span: K-6 Charter School: No

Reporting Year: Spring 2017

Equity ReportStatus and Change ReportDetailed ReportsStudent Group Report

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

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

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

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

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

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Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Pupil Achievement
LEA GOAL:
To improve student achievement
SCHOOL GOAL #1:
<p>1. To improve student achievement in English Language Arts and Math. ELA Goals: As measured by the 2017-2018 CAASPP assessment, our goal is to have 80% (3% increase) of students to score either Standard Met or Exceeded in ELA, and 49% (3% increase) of students to score Standard Exceeded. Math Goals: As measured by the 2017-2018 CAASPP assessment, our goal is to have 72% (3% increase) of students to score either Standard Met or Exceeded in math, and 42%(3% increase) of students to score Standard Exceeded.</p> <p>2. To improve student achievement in English Language Development. *All students will advance one CELDT level. *30% of ELLs will be reclassified from LEP to R-FEP.</p> <p>3. To improve student achievement in Science. *All students will received instruction in Science which includes implementation of STEMscopes as a resource. *2015-2016 Science CST: 54% Advanced; 92% Proficient or above. 2017-2018- Pilot for CAASPP (no scores).</p> <p>4. To improve student achievement in Physical Education. PFT Goal: 93% Aerobic Capacity, 85% Body Composition, 75% Abdominal Strength, 88% Trunk Extension Strength, 64% Upper Body Strength, 90% Flexibility</p> <p>5. To improve student achievement in Visual and Performing Arts. *All students will receive instruction in the Arts and Music.</p> <p>6. To improve student achievement in Technology. *All students in grades 1-6 will participate in District-provided Typing Club program. *Students in 1-6 will use Chromebooks to increase achievement in Technology.</p> <p>7. To improve student achievement in Social Studies. *All students will receive instruction in Social Studies.</p> <p>8. To improve student achievement in Special Education Students. *Annual IEP meetings will demonstrate student growth towards meeting the goals. *RSP teacher discusses Intervention strategies at staff meetings.</p> <p>9. To improve student achievement in Gifted and Talented Education Students. *All GATE identified students will receive differentiated instruction using the Dimensions of Depth and Complexity and explicitly taught critical thinking skills.</p>

Data Used to Form this Goal:

1. To improve student achievement in English Language Arts and Math.

*All students in grades K-6 will be assessed on Common Core State Standards (CCSS) in English Language Arts and Math.

*All students in grades 3-6 will be assessed using the state CAASPP program.

ELA (14-15) 79% (32/47) (15-16) 81% (31/50) (16-17) 77%(32/45)

Math (14-15) 67% (29/38) (15-16) 75% (31/44) (16-17) 69%(30/39)

2. To improve student achievement in English Language Development.

*All English Language Learners will be assessed using the CELDT test, EL PAC, and ADEPT test.

3. To improve student achievement in Science.

*In previous years, all students in grade 5 were assessed using the CST Science test. Last year and this year students take the pilot for CAASPP assessment for science. Scores are not given.

*Science (14-15) 91% (43/48) (15-16) 92% (38/54)

4. To improve student achievement in Physical Education.

*All students in grade 5 will be assessed using the state Physical Fitness Test.

*2015-2016 PFT: 91% Aerobic Capacity, 80% Body Composition, 76% Abdominal Strength, 81% Trunk Extension Strength, 91% Upper Body Strength, 88% Flexibility

*2016-2017 PFT: 92% Aerobic Capacity, 80% Body Composition, 72 % Abdominal Strength, 86% Trunk Extension Strength, 61% Upper Body Strength, 88% Flexibility

5. To improve student achievement in Visual and Performing Arts.

*Increase the number of teachers receiving the Kennedy Center arts-integrated instruction.

6. To improve student achievement in Technology.

*Usage report provided by Typing Club

7. To improve student achievement in Social Studies.

*Publisher and teacher made assessments.

*According to the end of 2015-2016 school year report cards, 93% of all students either met or exceeded grade-level standards.

8. To improve student achievement in Special Education Students.

*Trimester progress reports/IEP meeting reflecting the IEP goals.

9. To improve student achievement in Gifted and Talented Education Students.

*Student work samples and teacher lessons.

Findings from the Analysis of this Data:

*2016-2017 data from assessments listed above will serve as baseline data to be used for writing measurable goals in 2017-2018.

*In English Language Arts/Literature, 77% of all students in grades 3-6 scored either Standard Met or Standard Exceeded in CAASPP. 46% of students scored Standard Exceeded.

*In Mathematics, 69% of all students in grades 3-6 scored either Standard Met or Standard Exceeded in CAASPP. 39% of students scored Standard Exceeded.

*In English Language Arts/Literature, 61% of EL students scored either Standard Met or Standard Exceeded in CAASPP. 21% of students scored Standard Exceeded.

*In English Language Arts/Literature, 94% of R-FEP students scored either Standard Met or Standard Exceeded in CAASPP. 56% of students scored Standard Exceeded

How the School will Evaluate the Progress of this Goal:

*Data from school, district, and state assessments will be analyzed to determine baseline goal.

*As measured by the 2016-2017 CAASPP assessment, our goal is to have 80% of students to score either Standard Met or Standard Exceeded in English Language Arts/Literature, and 49% of students to score Standard Exceeded.

*In Mathematics, our goal is to have 80% of students to score either Standard Met or Standard Exceeded and 49% of students to score Standard Exceeded.

*Our goal is to have 64% of EL students and 95% of R-FEP students to score either Standard Met or Standard Exceeded in the 2016-2017 CAASPP.

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
English Language Arts and Math Implement Instructional Program with Intensity and Fidelity *Teachers continue to follow district six step plan for implementations of CCSS: 1. Understand grade level standards and increase rigor. 2. Create a plan for order grade levels will teach the standards. 3. Create lessons to match the standards. 4. Create a curriculum guide. 5. Create assessments that measure mastery of what was taught. 6. Create a pacing guide. *Teachers engage in planning collaboratively within and across grade-levels to align instructional methods with standards and to improve teaching practices. *Identify, inventory, and purchase consumable workbooks and learning tools for students (student computers, Chromebooks /laptops in	2017 - 2018 School Year	West Creek Staff District	RTI/ELD supplemental materials and instructional supplies	4000-4999: Books And Supplies	Unrestricted	500
			Purchase literature sets and library books	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	2,500
			Teacher Collaboration and Lesson Planning and Intervention	1000-1999: Certificated Personnel Salaries	Unrestricted	12,466
			Instructional Assistants in TK/K class	2000-2999: Classified Personnel Salaries	Unrestricted	16,000
			Instructional Supplies, including Copier/Printer Contracts	4000-4999: Books And Supplies	Unrestricted	53,184
			Instructional Supplies	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	3,000
			Admin Dues and Memberships	0000: Unrestricted	Unrestricted	3000
				0000: Unrestricted		

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>the portable carts, literature sets, leveled readers, etc.) to ensure that all students have the necessary materials and resources.</p> <p>*Teachers implement intervention using supplemental resources(PALS, Read Naturally Live).</p> <p>*Direct Instruction model and Response to Intervention (RTI) model to provide on-going standards based instruction and intervention.</p> <p>*Arrange schedule to maximize OWL time</p> <p>*Design lessons that follow direct instruction lesson development format for procedural and declarative lessons when introducing/teaching a new concept.</p> <p>*Clearly state and post lesson objectives</p> <p>*Design lessons that provide a clean first teach</p> <p>* Use of distributive practice (spiral review)</p> <p>* Use of clearly defined steps for guided and independent practice.</p> <p>*Continue Advanced Learning Process of all Scholars (ALPS)</p> <p>* Provide differentiated curriculum and instruction for identified GATE students.</p> <p>*Participate in district and site "Learning Walks" to develop a common language around instructional practices.</p> <p>*Students utilize Accelerated Reader to improve reading comprehension, improve reading skills, and build self-esteem.</p> <p>*Teachers provide differentiated and supplemental lessons and instruction</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>in language arts and math.</p> <p>*Instructional Assistants provide support in TK/Kindergarten classes to facilitate implementation of standards-based instruction in ELA and math.</p> <p>*Teachers attend professional development trainings to improve language arts and math instruction(rigor, math practices).</p> <p>*Teachers in grades 3-6 implement Jr. Toastmasters to develop writing and speaking skills</p> <p>*Teachers, grades K-6, create instruction based on knowledge attained from district and site staff development.</p> <p>* Use of manipulatives, graphic organizers, and visual aides to support student learning.</p> <p>* Use of technology (student computers, computer lab, etc.) to enhance student motivation and interaction</p> <p>Implement Common Core State Standards in English Language Arts and Math</p> <p>Develop:</p> <p>*Common Core State Standards aligned lessons</p> <p>*Standards Based Units of Study</p> <p>*Layered activities and Performance Tasks</p> <p>*Participate in Learning Walks focused on specific instructional practices/strategies.</p> <p>*Purchase supplemental materials</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 technology to support implementation of CCSS (i.e. Ready Common Core(purchased by district), Wordly Wise(2 classrooms/purchased by school)</p> <p>*Implement incentive program to encourage academic achievement (K-3 Academic Awards, 4th-6th Grade YES Goals)</p> <p>*Work with coaches to support of CCSS.</p> <p>*Align staff development to support of CCSS.</p>						
<p>English Language Development</p> <p>*All teachers implement strategies and lessons (30 minutes daily) learned from attending training in Systematic ELD with their ELLs by using the Instructional Units from ELAChive.</p> <p>* Clearly stated and posted objectives</p> <p>* Clean first teach</p> <p>*Teachers and principal/assistant principal use knowledge of students' proficiency levels to place students in classrooms that will best meet their needs.</p> <p>*Teachers utilize strategies with ELLs after attending workshops: ELD Standards, Systematic ELD, Constructing Meaning.</p> <p>*ELD-LCFF Supplemental funds are used to purchase intervention</p>	2017 - 2018 School Year	West Creek Staff District	<p>ELD Staff Development</p> <p>Teacher Release Time for CELDT & ADEPT & Lesson Planning</p> <p>ELAC Meeting Supplies</p> <p>Instructional Assistants in K, grade 1, grade 2, grade 3 & grade 4 classes with EL students</p> <p>ELD Instructional Supplies</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>2000-2999: Classified Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p>	<p>1265</p> <p>7610</p> <p>500</p> <p>3675</p> <p>1072</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>materials (EL Achieve) to support all students with basic language skills. These materials are used by teachers during small group/whole group instruction.</p> <p>*Teachers incorporate SDAIE strategies across the curriculum each day.</p> <p>*Teachers collaborate within grade levels to plan effective ELD lessons.</p> <p>*ELD Coordinator and Classroom Teachers identify all ELLs' current proficiency level through administering the CELDT in order to meet students' needs</p> <p>*Teachers with English Language Learners work collaboratively to improve instructional practices based on data from CELDT Assessment Results, ADEPT mid-year Assessment Results, and Systematic ELD Program.</p> <p>*Classroom Teachers and ELD Coordinator monitor students' annual CELDT progress by maintaining current records.</p> <p>*ELD Coordinator and Principal/Assistant Principal inventory and purchase necessary ELD instructional materials to help increase proficiency in English.</p> <p>*ELD Coordinators, Administrators and office assistant supports ELD paperwork.</p> <p>* Use instructional aide to provide additional support for Beginning, Early Intermediate, and Intermediate level English Language Learners</p> <p>*Purchase library books to support ELD</p> <p>*Participate in Learning Walks to support the implementation of ELD</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>*Work with District ELD coaches and ELD TOSA to support implementation of ELD</p> <p>Improve Parent Participation</p> <p>* Hold ELAC meetings and include parent education topics (basic overview of Systematic ELD program, legality of EL program, how teachers assist EL learners with understanding content areas, overview of Common Core standards, technology resources).</p> <p>* Offer babysitting during after-school meetings as needed.</p> <p>* Provide translators for meetings as needed.</p> <p>* Provide snacks for parents and children</p> <p>* Keep parents informed of DELAC meeting dates</p> <p>* Provide overview of community and school resources (parent library cards, after school enrichment, etc).</p>						
<p>Science</p> <p>*All teachers will receive initial training in STEMscopes in order to facilitate transition to NGSS.</p> <p>*K-6 teachers will receive access to STEMscopes for themselves and their students.</p> <p>*All teachers will receive training for STEMscopes.</p> <p>*Administrators and teacher representative will attend county</p>	2017 - 2018 School Year	West Creek Staff District	<p>STEMscopes Technology and Materials</p> <p>STEMscopes Technology and Materials</p> <p>STEMscopes Staff Development</p>	<p>4000-4999: Books And Supplies</p>	<p>Parent-Teacher Association (PTA)</p> <p>Site Based Gifts and Donations</p> <p>Site Based Gifts and Donations</p>	<p>12,500</p> <p>1,499</p> <p>1400</p>

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
workshop and trainings. *Collaborative Instructional Planning (CIP) *Design Lessons to promote higher DOK levels *Design activities that include rigor and complexity *Develop pacing guides *Teacher-created assessments						
Physical Education Focus on Physical Fitness *Teachers provide P.E. instruction to ensure that the requirement of 200 minutes/10 instructional days is being met. *PE TOSA provides inservice, in-class support and instructional strategies for teachers as PE is taught. *Inventory equipment and purchase necessary materials to provide students with the opportunity to meet grade-level standards. *Utilize equipment and implement lessons described in PEP and SPARKS during formal instruction time and at student recess *K-6 Teachers incorporate music and movement with all students. *Teachers focus attention on aerobics, flexibility, and building strength.	2017 - 2018 School Year	West Creek Staff District	Materials and supplies	4000-4999: Books And Supplies	Unrestricted	500
Visual and Performing Arts *Meet the Masters: K-6	2017 - 2018 School Year	West Creek Staff District	Materials and supplies	4000-4999: Books And Supplies	Unrestricted	2,000

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>*Weekly (20 weeks) music Classes for grades TK-3 and Pathway classes for Grades 4-6</p> <p>*A grade level specific STEAM Pathway classes - A 4-week (8 lessons/activities) of each of five STEAM areas</p> <p>*A field trip to the COC Performing Arts Center TK-6 or a field trip that supports the grade level standards in curricular areas.</p> <p>*LA Opera in-school music opera program and Voices for Tolerance</p> <p>*Kennedy Center arts-integrated training.</p> <p>*Kennedy-trained teachers provide arts-integrated lessons and activities integrating VAPA standards and CCSS.</p> <p>*Kennedy-trained teachers provide in-services for interested teachers for integrating arts in the classroom.</p> <p>*Participate in learning walks to support the Visual and Performing Arts in the classroom.</p>			Contract with CalArts	5800: Professional/Consulting Services And Operating Expenditures	Parent-Teacher Association (PTA)	42,621
			Contract with LA Phil/COC	5800: Professional/Consulting Services And Operating Expenditures	Parent-Teacher Association (PTA)	4,800
			Contract with Hip Hop/COC	5800: Professional/Consulting Services And Operating Expenditures	Parent-Teacher Association (PTA)	3264
			Kennedy Center Art-Integration Staff Development	1000-1999: Certificated Personnel Salaries	District Funded	
			STEAM Pathway materials	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	1,000
			Contract with LA Opera/COC	5800: Professional/Consulting Services And Operating Expenditures	Parent-Teacher Association (PTA)	1,800
<p>Technology</p> <p>*Teachers provide students the opportunity to practice and apply typing skills.</p> <p>*Teachers integrate technology into</p>	2017 - 2018 School Year	West Creek Staff District	Project Lead the Way Training, If funded through grants.	1000-1999: Certificated Personnel Salaries	Donations	

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>lessons and students products.</p> <p>*All teachers will have an access to Chromebooks in the classroom</p> <p>*Purchase materials and supplies to support Engineering is Elementary Curriculum.</p> <p>*All teachers will have Interactive Flat Panel in the classroom and receive training.</p>			Project Lead the Way Training	4000-4999: Books And Supplies	Donations	
<p>Social Studies</p> <p>Continued Directed Instruction lessons for Social Studies including social studies lessons modeled during learning walks</p> <p>Implement FAST Framework lesson design:</p> <p>*Maximize OWL time</p> <p>*Clearly state lesson objectives</p> <p>*Model with "Clean Teach"</p> <p>*Independent Practice aligned with Lesson Objective</p> <p>Curriculum</p> <p>*Purchase supplies and materials to support learning</p> <p>*Grant Writing - Keeping History Alive</p> <p>Collaborative Instructional Planning (CIP)</p> <p>*Design Lessons to promote higher DOK levels</p> <p>*Design activities that include rigor and complexity</p>	2017 - 2018 School Year	West Creek Staff District				

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Special Education</p> <p>*All special education teachers receive training on writing IEP goals based on CCSS.</p> <p>*All special education teachers provide instruction based on CCSS corresponding to the students' grade level.</p> <p>*Continue to implement tiered SST process</p>	2017 - 2018 School Year	West Creek Staff District				
<p>Gifted and Talented Education</p> <p>*Provide universal GATE screening for all 3rd grade students as well as other students in grades 4-6 by parent or teacher request.</p> <p>*Teachers continue to implement Advanced Learning Process for All Scholars (ALPS).</p> <p>*Teachers provide 10 week after school programs to GATE identified students.</p> <p>*Provide training in differentiated instruction.</p> <p>*Purchase materials and supplies to support teachers.</p> <p>*Parent education on GATE & GATE parent meetings - a minimum of two meeting in fall and one in spring .</p>	2017 - 2018 School Year	West Creek Staff District	<p>GATE After School Classes</p> <p>GATE Materials and Supplies</p> <p>GATE Parent Meetings</p> <p>GATE Staff Development and Testing and Meetings Substitute</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p>	<p>1,440</p> <p>190</p> <p>200</p> <p>573</p>

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

Planned Improvements in Student Performance

School Goal #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: Engagement
LEA GOAL:
Increase meaningful and purposeful student and parent engagement.
SCHOOL GOAL #2:
1. Parent Involvement *Increase parent Involvement *Increase meaningful communication with all stakeholders *Promote parent participation in programs for unduplicated pupils and special needs subgroups *Continue to see parent input in decision making 2. Pupil Engagement *Decrease excessive tardies (>10 days per year) from 2016-2017 school year by 5% *Decrease chronic absenteeism (>10 days per year) from 2016-2017 school year by 5% *Decrease Truancy rate from 2016-2017 school year by 5%. 3. School Climate *Increase students' and teachers' sense of safety and school connectedness (baseline data) *Implement Positive Behavior Intervention and Support (PBIS) *Continue to maintain less than 0.4% suspension rate for 2017-2018 school year (district average) *Continue to maintain 0 expulsion for 2017-2018 school year (district average) *Improve traffic flow during arrival and dismissal times.

Data Used to Form this Goal:

1. Parent Involvement

*Site Council Survey Data

*Parent attendance at Site Council Meetings

*Parent attendance at PTA Meetings

*Parent attendance at ELAC meetings

*Parent attendance at GATE meetings

*Parent attendance at school/PTA sponsored events (i.e. Back-to-School Night, Open House, Talent Show, Fall Festival, Reflections, Special events, etc.)

*PTA volunteer minutes

*Parent attendance at Conferences

2. Pupil Engagement

*Decrease excessive tardies, chronic absenteeism, and Truancy rate

*Attendance reports

Attendance Rate (16-17) > 97%

(523 ISC Days Completed)

Chronic Absenteeism (16-17) 2.96%

Truancy Rate (16-17) 21%

Suspensions (16-17) 0

*Attendance letters

*SART/DART meetings

*SARB meetings

3. School Climate

*Student Information System

*Site Council Survey

*Teacher Survey

*Student Survey

Findings from the Analysis of this Data:

*According to the most recent site council survey results, parents were generally pleased with the school.
 *All areas received an approval rating of no less than 92%.
 Parent Satisfaction
 (16-17) 22% completed the survey.
 92% felt that school was efficiently run.
 97% of students stated their child feels safe at school. 2% said they neither agreed or disagreed. 1 % (2 students) felt their child did not feel safe at school.
 Overall experience at West Creek:
 *94% stated Excellent or Good
 *5% stated Fair
 *1% stated Poor
 *Traffic at drop-off and pick-up were the most common concerns expressed by parents.
 *Parents seemed very pleased about the Music and S.T.E.A.M. Pathway focus and the education their children received last year.
 *Assessments listed above will be used to create measurable goals for 2017-2018 school year.

How the School will Evaluate the Progress of this Goal:

West Creek will use the data listed under "Data Used to From this Goal."

Analysis of Ongoing Progress

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Involvement *School inform parents of various school and PTA events and programs through the constant contact weekly newsletter and by updating the school website. *Teachers inform parents of various class information, including curriculum, through newsletters or by updating the class website. *Schedule and conduct parent meetings:	2017-2018 School Year	West Creek Staff	Materials and Supplies	4000-4999: Books And Supplies	Unrestricted	2000
			Translation	2000-2999: Classified Personnel Salaries	District Funded	
			PTA Sponsored Events, Assemblies & Field Trips	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> GATE ELAC Site Council PTA <p>*Provide translation at:</p> <ul style="list-style-type: none"> Parent conferences ELAC meetings IEP Meetings SST Meetings <p>*Provide childcare and snacks at ELAC meetings</p> <p>*Work with PTA to align school assemblies and field trips with West Creek's Music and STEAM Pathway focus</p> <p>*Other Parent Participation Opportunities include:</p> <ul style="list-style-type: none"> Back To School Night Open House PTA Reflections Program Career Day Talent Show Fall Festival Father/Daughter & Mother/Son Events Matters of the Heart 						
<p>Pupil Engagement</p> <p>*Notices in the school newsletter</p> <p>*School-wide Broadcast</p> <p>*Notify parents regularly of student</p>	2017-2018 School Year	West Creek Staff	Materials and Supplies	4000-4999: Books And Supplies	Unrestricted	500

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
attendance *Hold SART, DART, and SARB meetings as necessary						
School Climate *Implement school-wide Character Counts programs <ul style="list-style-type: none"> Monthly Assemblies Character Awards Character Traits Tickets HOWL behavior tickets for expectations *Implement Positive Behavior Intervention and Support (PBIS) *Provide assemblies that promote character building and anti-bullying education *Provide incentives/awards to recognize student achievement <ul style="list-style-type: none"> Primary Grade Level Awards Assemblies You Establish Success (Y.E.S.) Goals Assemblies Lunch with the Principal/Assistant - Ticket Drawings *Classroom Awards System *Provide traffic control officer to improve traffic flow during arrival and dismissal times.	2017-2018 School Year	West Creek Staff	Materials and Supplies Traffic Control Officer, if funded	4000-4999: Books And Supplies 5800: Professional/Consulting Services And Operating Expenditures	Unrestricted District Funded	1,000

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School Safety *Purchase Emergency Supplies *Practice Monthly Lock Down, Fire Drills, and Earthquake Drills *Work with Deputies on Lock Down Drills	2017-2018 School Year	West Creek Staff	Emergency Food For Sites	0000: Unrestricted	Unrestricted	2,886

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT:
LEA GOAL:
SCHOOL GOAL #3:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Analysis of Ongoing Progress

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

Planned Improvements in Student Performance

School Goal #4

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

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

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

Planned Improvements in Student Performance

School Goal #5

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

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

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

Planned Improvements in Student Performance

School Goal #6

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

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

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

Planned Improvements in Student Performance

School Goal #7

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

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

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

Planned Improvements in Student Performance

School Goal #8

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

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

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

Planned Improvements in Student Performance

School Goal #9

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

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

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

Planned Improvements in Student Performance

School Goal #10

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

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

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

Planned Improvements in Student Performance

School Goal #11

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

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

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

Planned Improvements in Student Performance

School Goal #12

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

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

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

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

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

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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

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

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Supplemental	16,525.00
Parent-Teacher Association (PTA)	71,485.00
Site Based Gifts and Donations	2,899.00
Unrestricted	94,036.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	5,886.00
1000-1999: Certificated Personnel Salaries	23,354.00
2000-2999: Classified Personnel Salaries	19,675.00
4000-4999: Books And Supplies	80,646.00
5800: Professional/Consulting Services And Operating	52,485.00

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	LCFF - Supplemental	10,888.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	3,675.00
4000-4999: Books And Supplies	LCFF - Supplemental	1,962.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	19,000.00
5800: Professional/Consulting Services And	Parent-Teacher Association (PTA)	52,485.00
	Site Based Gifts and Donations	2,899.00
0000: Unrestricted	Unrestricted	5,886.00
1000-1999: Certificated Personnel Salaries	Unrestricted	12,466.00
2000-2999: Classified Personnel Salaries	Unrestricted	16,000.00
4000-4999: Books And Supplies	Unrestricted	59,684.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	178,559.00
Goal 2	6,386.00

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
Sue Bett	X				
David Lindsay		X			
Connie Lindsay		X			
Brooke Clark		X			
Linda Johnson			X		
Leslie Powell				X	
Kevin Tung				X	
Amanda Williams				X	
Matthew Nonemacher				X	
Bobbie Lansman, Ed.D				X	
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) 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 11/7/2017.

Attested:

Sue Bett

Typed Name of School Principal

Signature of School Principal

Date

Amanda Williams

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Recommendations and Assurances

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Signature

Compensatory Education Advisory Committee

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Departmental Advisory Committee (secondary)

Signature

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

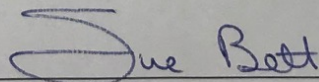
Signature

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Attested:

Sue Bett

Typed Name of School Principal



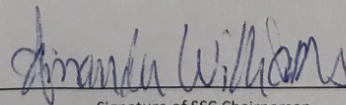
Signature of School Principal

11/14/17

Date

Amanda Williams

Typed Name of SSC Chairperson



Signature of SSC Chairperson

11/14/17

Date