

Last updated: 1/10/2019

Last updated: 11/28/2018

Last updated: 1/22/2019



Year and month in which the	data were collected: October 2018	
Reading/Language Arts	MtGraw Hill Treasures and Triumphs, grades TK-5, c2010 - adopted 2012 *new adoption planned for 2019-20 MtGraw Hill St éGéaw Hill St éGraw HHora « hI	
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Note: Cells with N/A values d	not require data.	

Last updated: 6/1/2019

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Thienskipaga barden following information relevant to the State priority: Pupil Achievement (Priority 4):

(i.e.te Caulino aman luppe staration number a violente reproductiva in industrial industrial systematic industrial indust Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most signorigine mmative

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CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven
lote: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved evel 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments
lote: Double dashes () appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received cores.
Last updated: 1/22/2019

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CAASPP Test Results in Mathematics	
Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven	
Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met	or Exceeded" is calculated by taking the total
number of students who met or excee <mark>ded the</mark> standard on the Smarter Balanced Summative Assessment plus the to achieved Level 3-Altemate) on the CAAs divided by the total number of students who participated in both assessmel	tal number of students who met the standard (i.e., nts.
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statistical accuracy or to protec@student tudent	awarayasoo iid io iisooraasgay sacooraasaqoodoonii y d
	Last updated: 1722/2019

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

• Pupil outcomes in the subject area of physical education

The SARC provides the following information relevant tob \ensuremath{t})a

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):	
 Pupil suspension rates Pupil expulsion rates and Other local measures on the sense of safety 	
	Last updated: 1/22/2019
	Last updated: 1/24/2019

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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Note: Cells with N/A values do not require data. *One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who	o each work 50 percent of full time.
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	Last updated: 1/18/2019
Note: Cells with N/A values do not require data.	Last updated: 1/18/2019
Note: Cells with N/A values do not require data.	Last updated: 1/18/2019 Last updated: 1/25/2019
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Note: Cells with N/A values do not require data.	



to enable them to provide strong instructional leadership and guide teaching and learning at school sites. The principal in turn, provides support to teachers through collaborative planning and coaching based on ongoing classroom observations. Teachers are provided with both on and off-site professional development in standards based curriculum content areas. The principal is extremely supportive of professional development for teachers within and outside of our focus areas.

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