The Learning Choice Academy

Charter Renewal Petition

For the term July 1, 2019 through
June 30, 2024

Submitted to the San Diego Unified School District

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Affirmations and Declaration

The Learning Choice Academy ("TLC" or the "Charter School"), located within the boundaries of the San Diego Unified School District ("SDUSD" or the "District"), will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]

- The Learning Choice Academy declares that it shall be deemed the exclusive public school employer of the employees of The Learning Choice Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]

- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall admit all students who wish to attend the Charter School; unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing process to determine admission. Except as required by Education Code Section 47605(d)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. Education Code Section 47605(l)]

- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.

- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]

- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]

- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

- The Charter School shall comply with the Public Records Act.

- The Charter School shall comply with the Family Educational Rights and Privacy Act.

- The Charter School shall comply with the Ralph M. Brown Act.

- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Debi Gooding 01/28/19

Debi Gooding
Executive Director
The Learning Choice Academy

Date

INTRODUCTION

The Learning Choice Academy ("TLC Academy") is the nonprofit public benefit corporation that operates The Learning Choice Academy in the San Diego Unified School District. TLC Academy has also been approved to operate The Learning Choice Academy – Chula Vista ("TLC – Chula Vista") and The Learning Choice Academy – East County ("TLC-EC"). Through this renewal charter petition, TLC seeks to renew its charter authorized by the governing board of the San Diego Unified School District for another five-year term.

Over the past 15 years TLC has become a fixture in the community of San Diego Unified School District and San Diego County. TLC has cultivated many positive relationships with individuals, families, nonprofit organizations, government agencies, and private industry. Enrollment has been growing and staying steady around 350 students. Many of our students who graduated from TLC and are now active members in our Charter School and the local community. The Charter School is proud of its role in the community and continues to seek excellence.

TLC is an independent study academic program, serving grades transitional kindergarten through 12. Every TLC student enjoys the benefits of a personalized learning plan, one-on-one attention from teachers, individualized college and career planning, and a flexible schedule that meets their academic and personal needs. TLC teachers are committed to partnering with parents to provide a personalized and rigorous academic experience for each student.

TLC serves a unique student population who have not been successful in the traditional school system. The focus of TLC is to improve student learning, offer a safe learning environment, and provide qualified faculty and staff to our student population. This infuses high expectations for each student and helps teachers become partners in the process of transforming the lives of students.

Overview of The Learning Choice Academy

TLC has already set a new standard for Personalized Learning school excellence in California through its program. TLC seeks to continue to expand its program to TLC students who will benefit from top-quality curriculum that combines the best in print, research, real experience and technology to meet all Common Core State Standards ("CCSS"). Each student shall have a Personalized Learning Plan and a qualified California-certified teacher working collaboratively with a curriculum specialist to tailor the curriculum to meet that student's individual learning needs.

TLC shall be a learning community that connects students, Educational Partners ("EP") (who are credentialed teachers), and families through face-to-face interaction. TLC students and their families can count on sophisticated support for their curriculum, special education, and learning management needs, so that their focus on achievement

need never waver. TLC shall continue to serve students in grades TK-12 throughout San Diego County and its adjacent counties.

TLC is tailor-made for a diverse array of children who would benefit from a quality alternative to the traditional brick-and-mortar classroom. These include students whose families seek direct involvement in their education or who have opted for a multiple learning environment; children who are homebound due to illness or disability; "exceptional" children who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction.

At the core of TLC's rigorous curriculum are selected elements of recognized publishers of state-adopted textbooks including Glencoe, McGraw-Hill, Pearson, and Great Source. TLC has aligned these elements with the State Standards and has then built upon them with both proprietary interactive content and selected supplemental material to assure complete coverage. TLC's unique Personalized Learning facilitates the effective delivery of instruction via an optimal combination of student connection, parent participation, and staff guidance. The Learning Choice Academy facilitates enriching in-person community activities to round out the comprehensive learning experience.

The ultimate focus of the "Personalized Learning" TLC instructional model is student achievement. Students will master the core subjects of reading/language arts, mathematics, science and social studies through a challenging curriculum that meets State Standards and will be prepared to excel on the state standardized assessments. Students will also be given opportunities for enrichment in Visual and Performing Arts, Physical Education, and a variety of other elective subjects.

Accomplishments of The Learning Choice Academy

- Over the last three years, TLC has maintained a 99% attendance rate.
- TLC has a zero percent suspension rate
- In the third year of the administration of the Smarter Balanced Assessments, 55% of students at The Learning Choice Academy met or exceeded the standards in English Language Arts, which is on par with state average.
- TLC is proud of the growth our 11th graders made in English (22.7 points) and math (46.5 points). These 11th grade students were the first group to complete the new three-year integrated math courses sequence.
- English learner progress is in the blue and has risen 12.5 points.
- TLC continues to improve our elementary school two-day support program in order to provide more instruction in ELA and Math. A new curriculum was

adopted in Language Arts and Math to meet the academic needs or our elementary school students and to align with the CCSS.

- For students in grades six through twelve, we improved our two-day support program so students are more accountable to single subject matter teachers. We have also added higher-level mathematics, science, college preparatory electives and STEM courses.

- Seventy two percent (72%) of enrolled students at our Scripps Ranch and Temecula Resource Centers are currently taking at least one support study group.

- The adoption of Project Lead the Way has produced an added element to mathematics using real world application as well as support for meeting State Standards in mathematics and science. Currently La Mesa Resource Center has thirty (30) students enrolled in the engineering program, which offers articulation agreements with San Jose State University and Cal Poly Pomona.

- TLC Currently has a MOU with two community colleges (Southwestern and Grossmont/Cuyamaca Community colleges)

- The use of technology in Resource Center study groups has increased substantially. Each classroom boasts a smart board and each resource center now has a computer lab available for use. There is also a 2-1 Chromebook ratio.

- Professional development for teachers has increased and has been tied specifically to meeting our areas of critical need.

- TLC provides a plethora of extra curricular activities including fieldtrips, parent education workshops, curriculum fairs, field days, and high school social events.

- WASC accreditation: TLC was given a second six-year term with a one-day check-in at the three-year mark.

- TLC was given the California Longitudinal Pupil Achievement Data System ("CALPADS") Data Management Recognition Award in 2016-2017 for quality of data management.

Charter Renewal Criteria

A. Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

(1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.

(2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

(3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.

(4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

(5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b)(1)-(4) (Also see Appendix I CAASPP Reports):

*Note on Testing Data

Effective June 2018, Education Code Section 52052(f) clarifies the API criteria for renewal charter petitions: "[f]or any program identified in law that utilized a calculation pursuant to the former Academic Performance Index established pursuant to this section, as this section read on January 1, 2018, the 2013 growth calculation shall be applied for those purposes. For purposes of paragraphs (1) to (3), inclusive, of subdivision (b) of Section 47607, alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among numerically significant pupil subgroups shall be used." Accordingly, the 2013 API growth calculation may be used to meet the academic threshold requirement for renewal, and alternative measures shall be used. The Charter School utilizes the API and alternative measures, as described below.

Analysis of the Most Recent API Calculation

LEGAL REQUIREMENTS FOR CHARTER RENEWAL Education Code Section 47607(b) – Charter School Must Meet at Least ONE Criteria for Renewal	
Renewal Criteria	**Criteria Met**
Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.	Yes; 2013 API growth calculation was 771; met growth targets both schoolwide and for all student groups
Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.	See below for discussion on alternate measures showing increase in academic achievement
Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.	See below for discussion on alternate measures showing increase in academic achievement
The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.	Yes; see below
Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052	Not Applicable
(Source: CDE DataQuest, accessed October 30, 2018)	

Analysis of Comparison Schools Data

Based on the CAASPP assessment from 2015 to 2018, The Learning Choice Academy has made gains schoolwide and in all significant subgroups. In some cases, subgroups have even doubled the percentage of students who met or exceeded standards.

The Learning Choice Academy California Assessment of Student Performance and Progress ("CAASPP") Scores, 2015-18: Percentage of Students Meeting or Exceeding Standards

Demographic	Assessment	2015	2016	2017	2018
Schoolwide	ELA	49%	53%	49.39%	56.11%
	Math	22%	28%	21.62%	24.35%
Black or African American	ELA	26%	33%	50%	33.34%
	Math	10%	10%	16.66%	20%
Hispanic or Latino	ELA	43%	50%	45.71%	57.02%
	Math	15%	20%	17.51%	17.41%
White	ELA	55%	56%	53.74%	57.36%
	Math	32%	37%	23.81%	32.31%
Economically	ELA	39%	47%	42.08%	52.49%

Disadvantaged	Math	15%	19%	15.44%	16.37%
Students with Disabilities	ELA	13%	19%	17.72%	27.69%
	Math	10%	6%	6.33%	13.84%
English Learner	ELA	7%	18%	15.38%	20.59%
	Math	4%	8%	0%	5.26%

Comparison Schools That The Learning Choice Academy Students Would Otherwise Be Required to Attend: Percentage of Students Meeting or Exceeding Standards

School	Schoolwide Assessment	2015	2016	2017	2018
TLC	ELA	49%	53%	49.39%	56.11%
	Math	22%	28%	21.62%	24.35%
Mira Mesa High	ELA	80%	85%	85.18%	74.17%
	Math	47%	53%	54.18%	48.42%
Morse High	ELA	55%	60%	58.16%	52.47%
	Math	31%	33%	23.59%	35.24%
Lincoln High	ELA	29%	37%	26.83%	11.65%
	Math	14%	13%	10.98%	6.54%
Wangenheim Middle	ELA	56%	58%	58.60%	60.61%
	Math	44%	44%	45.13%	44.45%
Ericson Elementary	ELA	74%	81%	77.71%	76.41%
	Math	61%	69%	80.07%	78.09%
Bell Middle	ELA	30%	32%	30.98%	31.6%
	Math	19%	19%	18.54%	26.65%
Mason Elementary	ELA	56%	60%	65.09%	61.98%
	Math	54%	55%	58.93%	55.13%

The above list of comparison schools was provided by SDUSD. While TLC does not fully agree that this is the most accurate set of comparison schools that TLC students would otherwise be required to attend, we have included a clear comparison of the data above.

The Learning Choice Academy increased the percentage of students who met or exceeded standards in ELA by 7.11% over the last 4 years and math by 2.35%. Several of the comparison schools identified above that TLC students would otherwise be required to attend have had a decrease in the percentage of students meeting or exceeding standards in ELA and Math.

Based on the most recent 2018 data, in ELA, TLC performed at least equal to or better than (1) Morse High; (2) Lincoln High; and Bell Middle; in Math, TLC performed at least equal to or better than (1) Lincoln High, and Bell Middle.

If you isolate just our 11th grade scores in 2018, TLC was comparable with Mira Mesa High in ELA, with 70.41% of students meeting or exceeding standards.

TLC recognizes that several of the comparison schools identified above performed better than TLC. However, one factor to consider when interpreting this data is to look at the significant number of special education students enrolled at TLC. In 2018, 18% our special education students tested in CAASPP, whereas only 9% of the special education population at Ericson Elementary took the CAASPP. Similarly, only 10% of the special education population at Mason Elementary took the CAASPP.

Based on an internal review of TLC's students' home zip codes, TLC finds that the following list of comparison schools is a more accurate list of comparison schools that TLC students would otherwise attend:

School	Schoolwide Assessment	2015	2016	2017	2018
TLC	ELA	49%	53%	49.39%	56.11%
	Math	22%	28%	21.62%	24.35%
Creative Performing and Media Arts	ELA	44%	48%	40.63%	41.15%
	Math	25%	27%	26.03%	25.77%
Innovation Middle	ELA	51%	50%	47.30%	44.04%
	Math	41%	31%	29.45%	30.44%
Madison High	ELA	50%	55%	58.09%	50.69%
	Math	28%	22%	23.33%	13.88%
Whitman Elementary	ELA	30%	40%	35.29%	25.89%
	Math	24%	29%	36.63%	24.70%

Comparison Schools That Are Demographically Similar in the District: Percentage of Students Meeting or Exceeding Standards

School	Schoolwide Assessment	2015	2016	2017	2018
TLC	ELA	49%	53%	49.39%	56.11%
	Math	22%	28%	21.62%	24.35%
Taft Middle	ELA	41%	44%	43.21%	42.61%
	Math	31%	30%	27.52%	28.99%
Audeo Charter	ELA	33%	51%	47.44%	45.14%
	Math	6%	17%	21.66%	22.82%
Mission Bay High School	ELA	44%	49%	61.40%	62.67%
	Math	24%	26%	21.33%	25.71%

Listed above are schools that are similar across subgroups and located within the District. Data gathered to make the similar schools comparison was collected from the California School Dashboard and from the CAASPP score report website. The Learning Choice Academy fairs well when compared to schools that are demographically similar in the District.

Thus, as demonstrated above, TLC's academic performance is at least equal to the academic performance of the public schools that the Charter School pupils would otherwise have been required to attend, as well as the academic performance of the demographically similar schools in the District. Also, there are improvements in TLC's academic achievement using alternative measures. As such, TLC meets the charter renewal criteria under Education Code Section 47607(b)(1)-(4).

B. Additional Justification for Charter Renewal

Analysis of Charter Renewal Criteria – Student Subgroups

Education Code Section 47607(a)(3) states:

> The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as "a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052." EC §47607(a)(3)(B)) as the most important factor in determining whether to grant a charter renewal.

The Learning Choice Academy Academic Achievement Data:

Suspension Rate And Expulsion Rates

Suspension Rate

Name	2015-2016	2016-2017	2017-2018
State	3.7%	3.6%	3.5%
County	2.7%	2.8%	2.8%
TLC	.5%	0%	0%

Expulsion Rate

Name	2015-2016	2016-2017	2017-2018
State	0.09%	0.09%	0.08%
County	0.6%	0.06%	0.07%
TLC	0%	0%	0%

TLC provides a safe and personalized educational setting for students who are in need of an alternative to traditional education. Our suspension and expulsion rates speak for

themselves as shown above. TLC provides a setting for students to focus on education with limited distractions.

Current English Learners RFEP Rate

Name	2014-2015	2015-2016	2016-2017
State	11.0	11.2	13.3
County	10.5	12.3	12.7
TLC	12.3	20.7	11.3

Overall Initial CELDT Results 2017-2018

CELDT Level	Count
Beginning	4
Early Intermediate	2
Intermediate	5
Early Advanced	4
Advanced	1

ELPAC Results 2017-2018

Year	K	1	2	3	4	5	6	7	8	9	10	11	12	All
# of Students Tested	*	*	*	*	*	*	*	*	*	*	16	*	*	74
Mean Scale Score - Overall	*	*	*	*	*	*	*	*	*	*	1606.2	*	*	N/A
Mean Scale Score - Oral Language	*	*	*	*	*	*	*	*	*	*	1615.5	*	*	N/A
Mean Scale Score - Written Language	*	*	*	*	*	*	*	*	*	*	1596.4	*	*	N/A

TLC continues to perform exceptionally as it pertains to English Learner success. As demonstrated above, the percentage of EL students who met or exceeded standards on the ELA CAASPP has tripled over the last four years, from 7% in 2014 to 20.59% in 2018.

College-Bound Students

Total in the Class	2012	2015	2017
Total Enrolled	43	84	93
Total in Public College	15	29	42

Total in Private College	0	3	1
Total in 4-Year College	2	7	8
Total in 2-Year College	13	25	31
Total In-State College	13	28	39
Total Out-Of-State College	2	4	0

PSAT Participation Count

Test	**2016-2017**	**2017-2018**	**2018-2019**
PSAT/NMSQT	28	36	54
PSAT 8-9	41	56	46

Percentage of Students Meeting UC "A-G" Requirements

Graduation Status	**2015-2016**	**2016-2017**	**2017-2018**
UC "A-G" Completion	8	27	35

Since 2012, The Learning Choice Academy has worked towards creating a college bound culture. There has been a 11% increase in the amount of students who enroll in college the year after they graduate high school from 2015 to 2017.

Total Current Enrollment by Grade Level

Grade Level	Student Count	Percent of Total
Grade: TK	2	.04
Grade: KN	33	5.8
Grade: 01	28	4.9
Grade: 02	37	6.5
Grade: 03	30	5.3
Grade: 04	33	5.8
Grade: 05	29	5.1
Grade: 06	49	8.6
Grade: 07	47	8.2
Grade: 08	52	9.1
Grade: 09	38	6.7
Grade: 10	65	11.4
Grade: 11	72	12.6
Grade: 12	56	9.8
Total:	571	100

Enrollment History

There has been a significant drop in overall enrollment, between the 2017-18 and 2018-19 school year, due to the opening of TLC-CV.

Year	TK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
16-17	8	54	60	49	50	68	57	61	60	82	98	95	114	93	949
17-18	16	61	49	49	48	52	60	64	73	73	81	88	103	109	922
18-19	2	33	28	37	30	33	29	49	47	52	38	65	72	56	571

Enrollment by Ethnicity

TLC's Hispanic enrollment has stayed relatively stagnate between 2016-17 and 2017-18. However, due to the opening of TLC-CV, TLC's Hispanic enrollment percentage dropped by a significant percentage.

Hispanic Enrollment	**Student Count**	**Percentage of Total**
2016-2017	514	57.7
2017-2018	509	55.2
2018-2019	248	43.4

Enrollment by Race

TLC is primarily made up of White, Asian, Black or African American, and Hispanic or Latinos students

Race	**Student Count**
American Indian or Alaska Native	16
Argentinean	1
Asian	10
Asian Indian	7
Black or African American	53
Chinese	4
Columbian	1
Cuban	1
Declined to State	20
Filipino	25
Guamanian	1
Hawaiian	1
Hispanic or Latino	72
Hmong	1
Korean	1
Mexican American	42
Middle Eastern	1
Other Asian	1
Other Pacific Islander	1
Puerto Rican	2
Unspecified	4
Vietnamese	1
White	305

Current Parent Education Level

Parent Education Level	Count
Graduate Degree	113
College Graduate	132
Declined	25
High School Graduate	95
Less Than High School Graduate	21
Some College:	184

Current Gender Enrollment

Gender	Student Count	Percent of Total
Female	315	55.2
Male	256	44.8

Current Student Residence Category

Residency Categories	Student Count	Percent of Total
Hotel/Motel	4	0.7
Other	1	0.2
Permanent Housing	532	92.5
Temporarily Doubled Up	33	6.1
Temporary Shelters	1	0.3

Years of Service at TLC

The Learning Choice Academy staff is committed to education, students and the Charter School. Many of the staff has been at TLC since the Charter School opened in 2004.

	Less Than Three Years	Four to Seven Years	Seven or More Years
Staff	17	20	30

Teachers By Ethnicity

Ethnicity	Number	Percentage
White	29	67.4
Filipino	3	4.7
American Indian or Alaskan Native	5	11.6
Chinese	1	2.3
Black or African American	1	2.3
Korean	1	2.3

Advanced Degrees by Credentialed Staff

A significant portion of our credentialed staff holds an advanced degree in their related subject matter competency.

Name	Count
Masters	26
Doctorate	1

ELEMENT A: EDUCATIONAL PROGRAM

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).

If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(iii).

MISSION and VISION

Our mission statement is: "To empower students to reach their full potential by providing choice in education within collaborative triads of parents, students, and school."

The Learning Choice Academy will be a 21st century personalized learning school supporting families who desire to achieve and exceed their individualized learning goals using comprehensive methods as they become globally informed citizens.

EDUCATIONAL PHILOSOPHY

TLC shall be a learning community that connects students, Educational Partners, and families through face-to-face interaction. TLC students and their families can count on sophisticated support for their curriculum, special education, and learning management needs, so that their focus on achievement need never waver. TLC shall serve students in grades TK-12 throughout San Diego County and adjacent counties.

TLC is tailor-made for a diverse array of children who would benefit from a quality alternative to the traditional brick-and-mortar classroom. These include students whose families seek direct involvement in their education or who have opted for a multiple learning environment; children who are homebound due to illness or disability;

"exceptional" children who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction.

The ultimate focus of the "Personalized Learning" TLC instructional model is student achievement. Students will master the core subjects of reading/language arts, mathematics, science and social studies through a challenging curriculum that meets State Standards and will be prepared to excel on the state standardized assessments. Students will also be given opportunities for enrichment in Visual and Performing Arts, Physical Education, and a variety of other elective subjects.

Students To Be Served

Every TLC student shall have a Personalized Learning Plan (which consists of both the TLC Master Agreement for Independent Study and the monthly Student Assignment and Work Record) and an entire team of experts (including a Parent, a CTC-certified teacher, and multiple curriculum specialists) committed to the student's successful fulfillment of that plan. TLC brings out the best in every student through Personalized Learning.

TLC welcomes all students who wish to attend the Charter School. TLC shall serve students in grades TK-12 throughout San Diego County and adjacent counties. TLC shall make every effort to serve as many students as apply, TLC currently has 261 students with room for growth as space allows. The focus will be to serve students within the geographical boundaries of San Diego County and adjacent counties, and outreach will be conducted accordingly. Many families within the District and San Diego County will benefit from the addition of the TLC personalized learning program to their educational choices.

	2019-20	2020-21	2021-22	2022-23	2023-24
Projected Total Enrollment	**261**	**267**	**274**	**281**	**289**
Grades TK-5	78	80	82	84	86
Grades 6-8	72	73	75	77	78
Grades 9-12	111	114	117	120	125

TLC students include those whose families seek direct involvement in their child's education or who have opted for a Personalized Learning school environment; children who are homebound due to illness or disability; "exceptional" children who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction.

The District has a broad and diverse student population. Significant outreach efforts will be made to ensure that the student body of TLC reflects the diverse characteristics of the territorial jurisdiction of the District, as demonstrated in the following table. TLC's outreach efforts are further described in Element G of this charter petition.

Table 1.1: San Diego Unified School District Demographics 2017-2018*

Race	**Percentage**
American Indian or Alaska Native	2.00%
Asian	0.60%
Asian Indian	0.30%
Black or African American	6.60%
Cherokee	0.60%
Declined to State	0.60%
Filipino	4.30%
Guamanian	0.90%
Japanese	0.30%
Korean	0.60%
Mexican American	15.80%
Other Pacific Islander	*0.30%*
Puerto Rican	*0.30%*

*Source: CDE DataQuest, 2017-18 (CALPADS).

What Is An "Educated Person" In The 21st Century?

TLC believes that children in the 21st century must become literate and articulate, mathematically competent, and scientifically and technologically adept. TLC further believes that all children should have the opportunity to develop their creative and physical abilities, curiosity and love of learning. TLC recognizes its responsibility to generate enthusiasm and excitement for the lifelong process of learning by providing a curriculum that is relevant, integrated, and age-appropriate, and that, at the same time, is aligned to the State Standards. TLC will authentically meet the needs of students today, as well as today's global economy.

At TLC, students in grades TK-12 shall engage in a challenging learning program that is tailored to their individual needs and is focused on equipping them for success in the 21st century. The TLC curriculum and instructional programs include:

- An emphasis on core subjects: TLC students will master the timeless fundamentals such as reading, writing, mathematics, science, and social studies.

- An emphasis on learning skills: TLC students will develop the essential skills required for lifelong, continuous learning, such as communication, information, problem solving, and self-directional skills.

- An emphasis on communication skills: TLC students will develop proficiency in personal expression with adults, children of multiple ages, plus an array of digital information and communication tools.

At TLC, learning takes place beyond the "four walls of the classroom" and integrates the community, parents, and fellow learners, connected by community resources and technology.

TLC uses both standardized testing and ongoing, curriculum-based assessments – including portfolios of student work and supplemental assessment activities – which integrate with teacher data analysis tools to allow for sophisticated instructional decision-making by parents, students, and school staff.

TLC also believes that the individualized and supported personalized learning educational program facilitates the development of self-direction and personal responsibility among its students. In these ways, TLC will meet the objective of producing students who are self-motivated, competent, lifelong learners.

How Does Learning Best Occur?

TLC believes that children learn best in a safe, positive environment in which they are respected, accepted, valued, nurtured as unique individuals, and challenged to achieve their full potential. From this, it follows that students learn best when their instruction is tailored to their unique needs and when they are supported by adults who are committed to their success.

The centerpiece of instruction at TLC is the Personalized Learning Plan, which provides for individualized instruction, tailored to the learning needs of each child. The Personalized Learning Plan is an extensive document developed at the beginning of the school year by the CTC-certified Educational Partner in consultation with the student and the student's parents/guardians in a one-to-one meeting. This Personalized Learning Plan is built from a combination of baseline assessments of both academic skills/knowledge and learning modalities, information gathered from the parents, and input directly from the student. TLC shall use a computer program to help develop lesson plans, student assignments, pacing guides, and work records that are tied to our curriculum and the State Standards.

The Personalized Learning Plan then guides the student's course through the State Standards-based curriculum of TLC. We believe that our program provides the highest degree of program customization available in any public school operating today.

At TLC, student learning benefits from "the learning triad," which provides total support for the student's Personalized Learning Plan. The learning triad is made up of a CTC-certified Educational Partner, a Parent or Guardian, and the Student, all dedicated to each student's personal learning success.

- ***The Parent and/or Guardian:*** Parental involvement is a centerpiece of the TLC concept. Since TLC takes pride in being a home school, not simply an independent learning program, the parent will be responsible for the instruction and supervision of the student while he/she is completing the assigned work. Because the parent's role in the process is as the student's teacher at home, all parents/guardians are intimately familiar with their child's progress on a day-to-day basis at TLC. The Charter School shall offers ongoing training and support to help Parent/Teachers carry out their important role, while making optimum use of the available technology tools and professional EP support to do so. In addition, Educational Partners employ Personalized Learning Plan-based electronic progress reports to formally communicate students' academic achievement to students and their Parent/Teachers.

- ***The Educational Partner***: The Educational Partner (or "EP") is responsible for evaluating assignments, providing instructional assistance, assigning and scoring assessment activities in the program as needed, and providing feedback on the student's performance. Based on a student's demonstrated mastery of the material, Educational Partners may add, expand, or replace assignments; they also grade students in each subject for the regular student report cards and make promotion or retention decisions. Depending on the need of the learner, the Educational Partner's contact with the student and Parent may be as frequent as every week; Educational Partners do not wait to be contacted, but instead reach out to Parent and students proactively as needed. At minimum, the Educational Partner, student, and Parent have an in-depth consultation once a month.

- ***The Student:*** TLC shall serve students in grades TK-12 throughout San Diego County and adjacent counties. TLC students include those whose families seek direct involvement in their child's education or who have opted for a Personalized Learning school environment; children who are homebound due to illness or disability; "exceptional" children who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction. Students are an integral piece in the triad. They help choose the path between career or college, they help choose curriculum and they must attend the monthly meeting to demonstrate mastery of assigned work.

Professional Development

We will continue to increase capacity to sustain and deliver our high quality instructional programs through professional development and through supporting local resource teachers. While cultivating relationships in the larger community with agencies like the San Diego County Office of Education, California Charter School Association, Charter School Development Corporation, A Plus, and El Dorado County Charter Special Educational Local Plan Area ("SELPA").

On-going professional development for faculty members may typically include:

- A weeklong teacher preparation session in August before the opening of school.
- Day long, all staff development meetings every 6 weeks which include health and safety issues, breakout sessions in common core, reading strategies, integrated math, goggle and all content subjects.
- Training by teachers who are experts in their fields of study.
- Professional Learning Communities monthly.
- Professional Development by Northwest Evaluation Association ("NWEA") testing
- Professional Development by Edgeniuty.
- Training yearly in Standardized Testing.
- Training for SPED department at least once a month
- Training in GLAD strategies for English Language Learners.
- Bi-Weekly meetings at the school level with all staff.
- Mandated Trainings: Safety, blood Borne Pathogens, Child Protective Services,
- Leadership meetings every 6 weeks.
- Guest Speakers for staff
- Guest speakers from colleges for students and parents.

CURRICULUM AND INSTRUCTIONAL DESIGN

The TLC curriculum aligns with the State Standards. The Charter School's EPs work in teaching teams, grade level teams, and disciplines to align and articulate standards coverage within and across courses and grades.

Regular weekly meetings where, in the context of discussing student work, teachers address how projects and assignments connect to State Standards will be the essential base for student assignments and serve as benchmarks for curriculum alignment. Student talents and interests will provide specific topics of focus. Benchmark descriptors in student assessments and rubrics will provide developmentally appropriate goals and objectives for each curriculum area. Core curriculum will be enriched by lessons that are differentiated to address student talents, interests, learning modalities and challenges.

TLC's instructional design is known as the Personalized Learning Model. The three primary components are as follows:

1. Parent involvement
2. Individualized instruction
3. High-quality teaching in optional Resource Center support study groups

Personalized Learning at TLC utilizes an independent study format, providing a variety of learning environments that are well supported by both the "learning triad" (see above) and by proven curriculum. This basic foundation is further enhanced by technology, by a focus on high quality teaching, and by ongoing staff training opportunities.

Each year the Lead of Curriculum and Instruction meets with a committee of TLC Educational Partners and parents to review and revise the Core Curriculum list. (See Appendix H). This catalog of instructional materials includes state adopted textbooks and supporting materials for all core subjects. High School students have a selection of UC approved courses. However, elementary students and high school students not enrolled in College Prep courses may select optional curricula. Students are offered a wider variety of choices in curriculum than in the traditional school setting, and all instruction is supervised by a certificated teacher to ensure state standards are being addressed. The curriculum is analyzed, and if determined to be lacking in either quality or quantity, supplemental materials and lessons are provided and assigned.

Supporting Research for the Personalized Learning Model

Education research has shown that the touchstones of TLC's Personalized Learning Plan instructional model—parental involvement, individualized instruction, and high-quality teaching—have been directly correlated to top student achievement.

Parent involvement: Decades of research show that parent participation in education is very closely related to student achievement. In *A New Generation of Evidence: The Family Is Critical to Student Achievement*[1], Anne T. Henderson and Nancy Birla document concrete benefits of parent involvement for students, including higher grades and test scores, higher graduation rates, and greater enrollment in postsecondary education. A Stanford study found that using parents as tutors brought significant and immediate changes in children's I.Q. scores[2].

At TLC, parents are closely involved in their child's education.

Individualized instruction: Students clearly benefit from instruction that is individualized in terms of pace, content, sequence and style. Among the many studies on this topic, Margaret Haertel and her colleagues show in "What Helps Students Learn?" that "curriculum and assessment tailored to student ability and academic background" to assure "an appropriate level of task difficulty for students and an appropriate instructional pace" is a proven tool for helping
students achieve.[3]

At TLC, instruction is individualized for every student, every day.

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[1] Henderson, A., & Berla, N. (Eds.). A new generation of evidence: The family is critical to student achievement. National Committee for Citizens in Education, Center for Law and Education, Washington, DC, 1994.
[2] Peterson, David. Parent involvement in the Educational Process. ERIC digets series number EA 43, 1989.
[3] Wang, Margaret C., Haertel, Geneva D., and Walberg, Herbert J., "What Helps Students Learn?" Educational
Leadership, 1993.
[3] Wenglinsky, Harold. How Teaching Matters: Bringing the Classroom Back Into Discussions of Teacher Quality,
Educational Testing Service, 2000.

High-quality teaching: TLC teachers are qualified in the subjects they teach. Each Educational Partner will be equipped with the skills and technology they need to bring out the best in every student. In his landmark study correlating test data with teacher quality, Harold Wenglinksy[4] of the Educational Testing Service showed a direct link between good teaching and higher test scores.

Along with their Parent/Teacher, students will benefit from guidance by TLC's qualified Educational Partners.

Independent Study

TLC shall adhere to all applicable sections of the Education Code for Independent Study (e.g., Education Code Sections 47612.5 and 51745, *et seq.*) and the funding determination requirements of SB740. TLC shall adhere to all applicable California Independent Study Regulations, specifically 5 CCR Sections 11700 *et seq*. This includes, at a minimum, the creation and execution of master agreements, creation and adoption of a TLC Board of Directors policy regarding independent study, appropriate maintenance of work product, staffing that complies with the required pupil to teacher ratios, and geographic limitations on the place of residence of the pupils. In addition, TLC shall comply with Education Code Section 51747.3 and does not provide any "thing of value" to pupils that a school district could not legally provide to its pupils.

Parent/Teacher/Student Master Agreement

Pursuant to Education Code Section 51747, a Master Agreement shall be signed by: (1) the pupil, (2) parent, guardian, or caregiver of each Charter School pupil; (3) the certificated Charter School employee who has been designated as having responsibility for the general supervision of independent study; and (4) all persons who have direct responsibility for providing assistance to the pupil. This agreement shall include all of the elements described in Education Code Section 51747(c).

Parents of TLC students are expected to commit to the following principles to ensure a better education for their children:

- Attend a mandatory orientation meeting to learn about TLC educational program, TLC operation, and the roles, rights, and responsibilities of parents and their children

- Understand the educational plan of TLC, the Student/Parent/Teacher Master Agreement, and way in which parents can contribute to the success of both their child and TLC.

- Complete and return all forms, questionnaires, and other requests for information that may be required by TLC as approved by the Board of Directors.

- Ensure the completion of schoolwork that is assigned by the Educational Partner.

- Reinforce the importance of education on a daily basis and discuss with each student what was learned daily.

- Keep informed about TLC through communication with the resource center staff and by the school wide communication system.

School Calendar and Instructional Minutes

TLC shall follow a traditional school year calendar that will include a minimum of 175 days. TLC is committed to ensuring that the legally required minimum number of annual instructional minutes and annual school days are offered as required by Education Code Section 47612.5. Thus, TLC will offer at a minimum the following number of minutes of instruction supervised by a certificated teacher:

1. To students in TK-K, inclusive, 36,000 minutes
2. To students in 1-3 inclusive, 50,400 minutes
3. To students in 4-8 inclusive, 54,000 minutes
4. To students in 9-12 inclusive, 64,800 minutes

Attached as Appendix A, please find the proposed 2019-20 academic year calendar.

Transferability and Eligibility of Courses

TLC shall notify students of the transferability of courses to other public high schools on their transcripts. TLC will notify students of the eligibility of courses to meet college entrance requirements through monthly meetings with EPs and annual meetings with the Academic counselor starting in 8th grade.

TLC has received a second six-year term WASC accreditation.

TLC has established an 'a-g' course list with University of California after initial WASC accreditation was granted.

Curriculum, Technology and Materials

A summary of the Charters School's curriculum is provided below. See Appendix H for TLC's sample scope and sequence for grades 5, 8, and 9, and course catalog. As the State Standards develop and evolve, the curriculum may change. TK curriculum is aligned to the California Preschool Learning Foundations developed by the CDE.

TLC's academic program will focus on academic improvement and high caliber teaching in safe and supportive learning environments. TLC's curriculum will be rigorous, relevant, student, parent and teacher driven. The learning opportunities offered at TLC

will prepare students for their roles as learners, future employees, and contributing citizens in an ever-changing global society. TLC will be committed to developing and assessments that measure the extent to which students possess college, career and citizen-ready skills and knowledge of the State Standards.

The teachers will use a wide variety of teaching techniques to engage all learning modalities, including technology-based learning. TLC students will have the option to learn the way that best fits them, they will have a choice in independent study (homeschool), on-site classes and tutoring, online courses, or a blended approach for their learning courses.

All lesson plans are provided to students and families at monthly meetings, directing them through use of the comprehensive set of textbooks, trade books, manipulates, on-line programs and consumables that TLC provides for them at the beginning of the school year. Since TLC learners do not face the distractions and interruptions of a typical school setting—from lining up in the hallway to waiting out the teacher's handling of disruptive peers—they often use their learning time much more efficiently. The in-depth application of concepts that is often relegated to homework in a conventional school setting is an integrated part of the learning day at TLC; discrete skills and extended projects, remedial and enrichment activities are all part of the daily routine for students and their Parent/Teachers.

In addition to working with the curriculum materials described above, TLC students have the opportunity to participate regularly in community activities. Enrichment activities such as, field trips, community events, family nights are facilitated by the TLC Events Coordinator or parent volunteers whom TLC supports in organizing such activities for families who live nearby.

<u>English/Language Arts</u>

English/Language Arts courses require students to be immersed in information about the world around them if they are to develop the strong general knowledge and vocabulary they need to become successful readers and be prepared for college, career, and life. Students will engage in increasingly complex tasks of decoding, analyzing and synthesizing materials that include many cross-curricular texts, playing an important part in building students' content knowledge. Students will have extensive opportunities to build knowledge through texts so they can learn independently. Students will become self-directed learners, effectively seeking out and using resources to assist them including teachers, peers, and digital reference materials. Students will conduct research and create various forms of writing that demonstrate a high level of competency in each of the genres found in English/Language Arts. TLC English/Language Arts courses are UC "a-g" approved.

English/Language Arts	
Grade Levels	Course Titles/Semester
TK Grade	Language Arts, ESL (independent study (home school)
K-5 Grades	Language Arts, ESL (independent study (home school), on site options)

6-8 Grades	Language Arts, ESL (independent study (home school), on site options)
9th Grade	English 9-1, 9-2, English Fundamentals 9-1, 9-2 (online, independent study (home school), on site options)
10th Grade	English 10-1, 10-2, English Fundamentals 10-1, 10-2 (online, independent study (home school), on site options)
11th Grade	American Literature 1, 2, English Fundamentals 11-1, 11-2 (online, independent study (home school), on site options)
12th Grade	British Literature 1,2, English Fundamentals 12-1, 12-2 (independent study (home school), on site options)
9th -12th Grade	ESL1-8 (independent study (home school), on site options)

Mathematics

TLC Students will use integrated CCSS math curriculum that will increase engagement in the subject matter, develop a deep conceptual understanding as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. All the math courses will allow the students to demonstrate concepts based on real world problems while preparing the students to graduate from TLC as college and career ready citizens. TLC Math courses are UC "a-g" approved. TLC will offer a college preparatory math courses listed below where applicable.

Mathematics	
Grade Levels	Course Titles/Semester
TK Grade	Mathematics (independent study (home school)
K-5 Grades	Mathematics (independent study (home school), on site options)
6-8 Grades	Mathematics (independent study (home school), on site options)
9th Grade	Integrated Math 1A, 1B, Algebra 1,2 (online, independent study (home school), on site options)
10th Grade	Intergrade Math 2A, 2B, Geometry 1,2 (online, independent study (home school), on site options)
11th Grade	Integrated Math 3A, 3B, Intermediate Algebra 1, 2, Pre-Calculus 1, 2 (online, independent study (home school), on site options)
12th Grade	Pre-Calculus 1, 2, Personal Finance 1, 2, Calculus 1,2 (on-line, independent study (home school), on site options)

Science

All Science courses will be aligned to the CCSS and the Next Generation Science Standards (NGSS). All science courses will have labs embedded through out the course. The Science curriculum will encourage scientific inquiry, group activities and real-world applications. Additionally, students will be provided with curriculum that is progressively sequenced, builds upon what they already know, and helps them construct a deeper understanding of science and how their knowledge and skills can be used. TLC Science courses are UC "a-g" approved.

Science	
Grade Levels	Course Titles/Semester
TK Grade	General science (independent study (home school)
K-5 Grades	General science (independent study (home school), on site options)
6th Grades	Earth Science (independent study (home school), on site options)

7th Grade	Life Science (independent study (home school), on site options)
8th Grade	Physical Science (independent study (home school), on site options)
9th Grade	Biology1, 2 or Life Science 1,2 (on-line, independent study (home school), on site options)
10th Grade	Chemistry 1, 2 (on-line, independent study (home school), on site options)
11th Grade	Physics 1,2 or physical Science 1,2 (on-line, independent study (home school), on site options)
12th Grade	Environmental Science 1,2 or Earth Science 1,2 (on-line, independent study (home school), on site options)

Social Studies

All social science courses will align to the History-Social Science Framework and fall into three broad categories: Knowledge and Cultural Understanding, incorporating learning's from history and other humanities, geography and the social sciences; Democratic Understanding and Civic Values, incorporating an understanding of our national identity, constitutional heritage, civic values, and rights and responsibilities; and Skills Attainment and Social Participation, including basic study skills, critical thinking skills, and participation skills that are essential for effective citizenship. The elementary students will participate in courses about community, leaders within our country and around the world, California History, and US history and geography. The middle school students will participate in courses about Ancient Civilizations, Medieval and Early Modern Times, and United States History and Geography. The High School Students will participates in courses about World History, United States History, Government, Economics and Geography. TLC Social Studies courses are UC "a-g" approved.

Social Studies	
Grade Levels	Course Titles/Semester
TK Grade	Community (independent study (home school)
K-5 Grades	Community, California History, US history (independent study (home school), on site options)
6th Grades	Ancient Civilizations (independent study (home school), on site options)
7th Grade	Medieval and Early Modern Times (independent study (home school), on site options)
8th Grade	United States History and Geography (independent study (home school), on site options)
9th Grade	Geography and World Cultures1, 2 (on-line, independent study (home school), on site options)
10th Grade	World History1, 2 (on-line, independent study (home school), on site options)
11th Grade	United States Hitory1, 2 (on-line, independent study (home school), on site options)
12th Grade	Government 1, Economics 1 (on-line, independent study (home school), on site options)

Foreign Languages (Languages Other Than English)

TLC shall offer a full four years of Spanish (1-8) for students in grades 9-12; TLC Spanish courses are UC "a-g" approved. The High School Spanish courses will integrate a full speaking and listening component in a fun, interactive way using avatars and other media presentations. Students at TLC may also take other foreign languages at the community college through dual enrollment.

Foreign Language	
Grade Levels	Course Titles/Semester
9th -12th Grade	Spanish1, 2 (on-line, independent study (home school), on site options)
9th -12th Grade	Spanish 3,4 (on-line, independent study (home school), on site options)
10th -12th Grade	Spanish 5,6 (on-line, independent study (home school), on site options)
11th -12th Grade	Spanish 7,8 (on-line, independent study (home school), on site options)

Visual and Performing Arts (VAPA)

TLC has the opportunity to bring in the community to teach our K-8 students in the VAPA as well as the teachers incorporating VAPA into the core curriculum. TLC VAPA courses are UC "a-g" approved. The high school VAPA courses are taught by our teachers or the students have the option of taking courses at the community college.

Visual and Performing Arts	
Grade Levels	Course Titles/Semester
TK Grade	Art, music (independent study (home school)
K-5 Grades	Art, music, theater (independent study (home school), on site options)
6th – 8th Grades	Art, music, theater (independent study (home school), on site options)
9th – 12th Grade	Art 1,2, Art History 1,2, Music 1,2, Photography 1,2, Theater, Dance (on-line, independent study (home school), on site options)

Electives

TLC will offer many semester length and yearlong additional elective courses for the high school students that will attribute to their becoming a more will-rounded, college and career, 21st century citizen.

Elective Courses Grades 9-12
Career Planning 1,2
Computers 1,2
Computer Application and Coding 1,2
Computer Science 1,2
Consumer Math 1,2
Driver's Education
ELD 1,2,3,4,5,6,7,8
ESL Literacy 1,2,3,4,5,6,7,8
Integrated Math Support 1-1, 1-2, 2-1, 2-2
Internship 1,2
Health 1, 2
Physical Education 5,6,7,8
PLTW - Introduction to Engineering and Design 1,2
PLTW – Principles of Engineering 1,2
Sociology of Media 1,2
Study Skills
Yearbook

Graduation Requirements

Students graduating with a High School Diploma from TLC must complete 220 credits in grades 9-12. Completion of TLC High School Diploma graduation requirements shall fulfill the University of California ("UC") and California State University ("CSU") admission requirements as described below.

Comparison Chart of High School Course Patterns for Graduation & College

High School Subject Area	The Learning Choice Academy Requirements	UC Required Courses	CSU Required Courses
English	**40 Units**	**40 Units**	**40 Units**
Math	**30 Units** Must include completion of Algebra 1/Integrated Math 1 or equivalent	**30 Units** Algebra 1/Integrated Math 1 or equivalent, Geometry/Integrated Math 2, Intermediate Algebra/Integrated Math 3 (40 recommended)	**30 Units** Algebra 1/Integrated Math 1 or equivalent, Geometry/Integrated Math 2, Intermediate Algebra/Integrated Math 3
Science	**30 Units** Life Science Physical Science Earth Science Environmental Science Astronomy	**20 Units** Must be a lab science in 2 of these 3 disciplines: Biology, Chemistry & Physics (30 recommended)	**20 Units** Must be a lab science in 2 of these 3 disciplines: Biology, Chemistry & Physics (30 recommended)
Foreign Language	**20 Units**	**20 Units** (30 Recommended)	**20 Units** (30 Recommended)
Social Science	**30 Units** World History US History Government/Economics	**20 Units** World History US History Government	**20 Units** World History US History Government
Physical Education	**20 Units**	**0 Units**	**0 Units**
Visual & Performing Arts	**10 Units**	**10 Units**	**10 Units**
Computers/Study Skills	**10 Units** (Maybe a combination of both or 10 credits of Computers)	**0 Units**	**0 Units**
Electives	**30 Units**	**10 Units**	**10 Units**
Total Units	**220**	**150**	**150**
Examinations		SAT I, SAT II and ACT	SAT I or ACT
Community Service	Service Project or 80 hours	N/A	N/A

CTC-Certified Educational Partners

Each TLC student has a CTC-certified Educational Partner specially trained in the TLC curriculum and instructional method. TLC's Educational Partner is responsible for evaluating assignments and work products, providing instructional assistance, assigning and scoring assessment activities in the program, and providing feedback on the child's performance. Based on a student's demonstrated mastery of the material, Educational Partners may add, expand, or replace assignments; they also grade students in each subject for the regular student report cards and make promotion or retention decisions. TLC Educational Partners work closely with qualified teachers to better support their students. Depending on the need of the student, teacher contact between the student and Educational Partner may be as frequent as every week and at minimum once a month. Educational Partners do not wait to be contacted; they are proactive participants in their student's learning plans.

CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRORITIES

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's Local Control and Accountability Plan ("LCAP"). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and in Appendix G. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING

TLC is very well equipped to respond to the needs of all students including students who are academically low achieving. We shall identify students as academically low-achieving as those who score standard nearly met or not met on the CAASPP as well as our own tests in each learning period. TLC shall administer the NWEA Measures of Academic Performance (MAP) English Language Arts and Math assessments. Online courses (Edgenuity) will be made available and may be selected for students based on academic need. These courses offer many support in English Language Arts and Math. Individual student goals are based on careful analysis of student progress data using formal, informal, and authentic assessments, EP observations, and input from parents and students. TLC shall provide support study groups two days a week to address academically low-achieving students. We provide support in Math, English, Science, and Social Studies. Students shall be evaluated per LP (30 days) to assess ongoing progress and to determine if additional curricular and instructional supports necessary to support student achievement. Parents are notified by phone/email/mail that their student is struggling and the instructional team, including parent will determine the personalized learning path for this student.

Students who are identified At-Risk and/or Achieving below grade level will receive additional support based on identified need. TLC Educational Partners will create a plan to focus on additional intervention on other skill gaps. Will track progress through data whidh is monitored by Educational Partners, Teachers and school administration to ensure satisfactory academic progress and to provide timely and targeted intervention when necessary. Targeted support for underachieving and/or students ar risk may include:

- Small group or one-on-one tutoring
- After school intervention in ELD, ELA, and math.
- Focus attention on specific startegies and supports, in consultation with the Student, Parent, and Educational Partner and a SST is formed if needed.
- Early intervention in reading
- Other modification and supports as determined by the Educational Partner.

In a Personalized Learning school environment, students working below grade level are shielded from the negative social attention that struggling students often face in a brick-and-mortar environment and are thus able to concentrate on intensive learning.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

TLC will support all students, including gifted students and high achievers. Students will demonstrate the ability, through a variety of assessments, to perform above grade level will have a personalized education plan that reflects their strengths and interests through course selection and planning, differentiation of instruction, opportunities for acceleration, curriculum enrichment and dual enrollment in Community College. The

instructional team, including parents, teacher, counselor, and student will collaborate to select appropriate courses. In addition, students who complete a grade's worth of curriculum well before the end of the school year may be placed into the next grade in that curriculum area, if deemed appropriate by the Charter School Executive Director or Dean of Students and the parent/guardian. In a Personalized Learning school environment, students are able to work significantly above grade level without fear of ostracism or other negative social repercussions that gifted students sometimes face in a more traditional school setting. TLC will provide the opportunity for students to be concurrently enrolled in community college courses and to consult regularly with TLC's counselors. TLC Educational Partners works closely with curriculum specialists and Parent/Teachers to assure a steady flow of enrichment activities for students working above grade level.

PLAN FOR ENGLISH LEARNERS

TLC will comply with all applicable federal and state mandates and all applicable legal requirements for English Learners ("EL"), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements.

TLC will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

TLC will meet all requirements of federal and state law related to equal access to the curriculum for English Learners. If TLC has over 20 EL students TLC will establish an English Learner Advisory Committee ("ELAC").

Home Language Survey

TLC will administer the home language survey upon a student's initial enrollment into TLC (on enrollment forms).

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be given the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC assesses four domains: Listening, Speaking, Reading, and Writing. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA"): The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment ("SA"): ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper–pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

TLC will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty (30) days of receiving results from publisher. Parents or guardians will be informed of their rights, and they will be encouraged to participate in the reclassification process. These results will also be included in the students Personalized Learning Plan for instruction. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.

- Participation of the pupil's teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.

- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

TLC shall implement a procedure to monitor the academic progress of all Reclassified Fluent English Proficient ("RFEP") students for four (4) years from the year of reclassification. The instructional team will review assessment results including Language Arts assessment, CAASPP results, curriculum-embedded assessments, course grades, and work samples. Parents will be notified of ongoing progress after reclassification during parent/teacher meetings every learning period. The instructional team will identify students who are not meeting progress towards standards and provide additional, appropriate supports to meet students' needs.

Strategies for English Learner Instruction and Intervention

The English Learner population at TLC shall receive support and differentiated instruction through curriculum and the expertise of educators certificated in cross-cultural language and academic strategies. All educators at TLC shall be trained in specially designed academic instruction and language development and/or guided language acquisition design (GLAD). Educators at TLC ensure English Learners learn vocabulary and language development through a variety of curriculum and interdisciplinary instruction. TLC shall administer the Measures of Academic Performance NWEA MAP English Language Arts assessments. Online courses (Edgenuity) will be made available and may be selected for students based on academic need. These courses offer many support in English Language Arts. English Learners receive guided instruction and lessons tailored and differentiated at their independent and instructional level. Critical thinking skills are taught through the use of real life application lessons. Students receive explicit instruction to build vocabulary and reading comprehension. Educators utilize a variety of visuals such as modeling, graphic organizers, to aid in the progress of English Learners. Students are assessed in reading and comprehension three times throughout the

year. In addition to authentic assessments, students participate in standardized assessments required by the state.

- TLC shall seek to employ teaching staff who hold certification as Cross-cultural, Language and Academic Development (CLAD) or Bilingual Cross-cultural, Language and Academic Development (BCLAD) credentialed in order to support EL students.
- Credentialed Educational Partners will assign the appropriate California English Development standards for each level.
- English Learners in the primary grades may receive supplemental instruction in the native language to assist in the acquisition of skills while learning English.
- English Learners are encouraged to attend the Resource Center study groups.
- English Learners receive supplemental curriculum to support the English Language Development required minutes of instruction.
- Credentialed EPs attend professional development sponsored by San Diego County Office of Education or outside organizations (i.e. CABE) to support progress of ELs
- EPs collaborate with the English Learner Coordinator to support progress of ELs
- Training of all staff in GLAD strategies.

TLC expects to serve a diverse population of students, including English Learners. In order to help these students to become literate, articulate, mathematically competent, and scientifically and technologically adept, it is important to look at both the State Standards and resources available to students and teachers. For students to become successful in reading and develop literacy skills, teachers and parents must know first how to guide, teach and challenge them. English Learners are provided with the instruction, practice, guidance and skill sets pertinent to developing their reading levels and strategies in order for them to become successful and engaged lifelong learners.

Instructional resources will be selected to support EL student achievement. TLC shall utilize a web-based comprehensive English language learning programs that use highly engaging animated visuals and provides explicit instruction of grammar concepts and academic vocabulary. TLC will offer EL students blended (independent study/on site/online) learning opportunities. EL's who are identified, based on assessments, are enrolled in ELD courses and/or literacy courses that are aligned to the CA ELD standards in order to develop critical language EL's need for content learning in English. The courses will be enhanced with individualized tutoring sessions with and instructional focus on language communication. The instructional team, including parents, will set proficiency goals for students with measures and benchmarks for achievement.

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.

- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

SERVING STUDENTS WITH DISABILITIES

Overview

TLC shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Improvement Act ("IDEA").

TLC shall continue to be its own local educational agency ("LEA") member of the El Dorado County Charter SELPA in conformity with Education Code Section 47641(a). The Learning Choice Academy is currently a member in good standing and has demonstrated the commitment and capacity to function as an LEA for special education services. In addition to meeting all of the regulatory requirements of IDEA, the leadership of TLC is actively engaged in the SELPA leadership and governance structure.

TLC shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

TLC shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by TLC shall be accessible for all students with disabilities.

TLC is strongly committed to serving the needs of all students enrolled in its program. Students with an Individualized Education Program ("IEP") are welcomed and supported. TLC shall work closely with the El Dorado County Charter SELPA in order to coordinate services locally. TLC representatives will attend El Dorado County SELPA organizational meetings. These meeting are designed to assure compliance in the administration of the program, delivery of service, and fiscal management. Fully credentialed special education Specialists and Resource Specialists will be hired locally and, as direct TLC employees, provide Specialized Academic Instruction ("SAI") to students who have been identified as requiring the service as part of their Free and Appropriate Public Education ("FAPE"). Special Education related services will be contracted locally. Related services include, and are not limited to Speech and Language services, Occupational Therapy, Physical Therapy, Educationally Related Mental Health Services, Vision Therapy, Deaf and Hard of hearing services, and Social work services. These services will be provided by CDE certified Non-public Agency and Non-public School providers. Contracts with these providers will assure adherence to all federal, state, and local requirements for special education compliance during the term of the

agreement. El Dorado County Charter SELPA training and professional development for special education staff will be conducted in San Diego County. Facilities shall be compliant with IDEA requirements.

TLC shall exercise the flexibility to design a program based on the inclusive model that incorporates serving students with disabilities. TLC will engage the SELPA in the IEP placement of students who are identified as requiring and educational placement that TLC is unable to provide. TLC complies with Education Code Section 51745(c) and recognizes that an individual with exceptional needs, as defined in Education Code Section 56026, shall not participate in independent study, unless his or her individualized education program developed pursuant to state law specifically provides for that participation.

Section 504 of the Rehabilitation Act

TLC recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of TLC. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team shall be assembled by the Dean of Students and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those, which are designed to provide a single general intelligence quotient.

- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor

the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the "IDEA"

The following description regarding how special education and related services will be provided and funded is being proposed by TLC in anticipation of an application and acceptance into a SELPA, for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a MOU, delineating the respective responsibilities of TLC and the El Dorado County Charter SELPA. A copy of the MOU or similar will be presented to the District upon request.

TLC shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the El Dorado County Charter SELPA.

TLC shall provide services for special education students enrolled in TLC. TLC shall follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and

identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

TLC agrees to promptly respond to all District or SELPA inquiries, to comply with reasonable District or SELPA directives, and to allow the District or SELPA access to TLC students, staff, facilities, equipment and records as required or imposed by law.

Staffing

All special education services at TLC shall be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. Charter School staff shall participate in County Office of Education or SELPA in-service training relating to special education.

TLC shall be responsible for the hiring, training, and employment of staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. TLC shall ensure that all special education staff hired or contracted by TLC pursuant to SELPA policies, as well as meet all legal requirements. TLC shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to TLC students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists. TLC's Executive Director and/or Dean of Students will be the primary representatives tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented. All teaching staff at TLC will also be involved in assuring that all IEPs and 504 plans are properly implemented.

TLC Executive Director and/or Dean of Students, will oversee Special Education and ensure that all duties that involve Special Education Department are followed through such as but not limited to:

- Ensure that all aspects of the IEP are followed;
- Arrange for the teacher of the student to attend meetings;
- Communicate with parents about progress made toward attaining the foals stated on the student's IEP, and inform them of due process procedures and rights;
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP.
- Maintain a central file with all special education evaluation material and IEPs in accordance with FERPA and IDEA guidelines; and
- Provide a report of student progress on the same schedule as students in general education.
- Staff will attend Professional Development required to maintain compliance with any applicable laws.

TLC also reserves the right to contract with service providers outside of the District when appropriate.

Notification and Coordination

TLC shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. TLC shall adopt and implement polices relating to all special education issues and referrals.

Search and Serve

TLC shall have the responsibility to identify, refer, and work cooperatively in locating TLC students who have or may have exceptional needs that qualify them to receive special education services. TLC shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

Upon the commencement of TLC's school year, all students will be evaluated as a means of determining grade level curriculum and placement. No assessment or evaluation will be used for admission purposes. Through collaboration between the Educational Partner and Resource Center Administrator ("RCA"), TLC will work to identify any students, who do not currently have an IEP but may be in need of a pre-referral intervention plan. The Educational Partner and RCA will then convene the Student Study Team for that student.

Students possibly in need of special education can be screened from already available data (i.e. school tests, teacher observations, grades etc.) regarding the student's progress of lack of progress within the general program.

For students who are identified as needing interventions, a Student Study Team composed of the student, the student's parent or guardian, the and/or school psychologist, EP and teachers will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual tutoring schedule, classroom modifications, strategies and techniques to enhance that student's ability to be successful. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. TLC may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

Parents will be informed that special education and related services are provided at no cost to them.

Referral for Assessment

TLC to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of need special education and related services. TLC's internal method for referral for assessment will be the Student Study Team. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by TLC's within 15 days. Parents will be informed via the Special Education Team that special education and related services are provided at no cost to them.

If TLC concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission. The assessment will be completed and an IEP meeting held within 60 days of receipt of the parent's written consent for assessment.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. TLC shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. TLC shall obtain parent/guardian consent to assess TLC students.

The School Psychologist and/or Resource Specialist will be responsible for gathering all pertinent information. Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

- Individual testing;
- Teacher observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.

TLC will follow the following assessment guidelines.

- Parents of guardians of any student referred for assessment must give their written consent for the Charter School to administer the assessment;
- The assessment will be completed and an IEP meeting held within 60 days of receipt of the patent's written consent for assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel

and in accordance with any instructions provided by the producer of the assessment. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;

- Assessments must be selected and administer so as not to be racially, culturally, or sexually discriminatory;
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed;
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable; and
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multidisciplinary team will be assembled to access the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. TLC will be responsible for scheduling, coordinating and facilitating the IEP meeting. Parents will be provided with written notice of the IEP team, and the meeting will be held at a mutually agreeable time and place.

Development and Implementation of IEP

Every student who is assessed by the Charter School will have an IEP that documents assessment results and eligibility determination for special education services.

TLC will ensure that all aspects of the IEP and school site implementation are maintained. TLC will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at the Charter School who have IEPs will be served in the Least Restrictive Environment ("LRE").

Each student who has an IEP will have an IEP team that oversees the IEP Development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team must include all of the following members:

- The parent or guardian of the student for whom the IEP was developed;
- The student, if appropriate;
- The administrative designee;
- At least one special education teacher;
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results;

Others familiar with the student may be invited as needed. TLC views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The Charter School will provide an interpreter is necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the Charter School will ensure his/her participation using other methods, such as conferencing by telephone.

A copy of the IEP will be given to the parent in accordance with state laws and El Dorado Charter SELPA policies. Upon the parent or guardian's written consent, the IEP will be implemented by TLC, in cooperation with the El Dorado County Charter SELPA in which TLC is a member.

Upon the parent or guardian's written consent, the IEP will be implemented by TLC. The IEP will include all requited components and be written on SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rational for placement decisions;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance;
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided; and
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments;
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in teaching those goals.

IEP meeting will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);
- When an Individual Transition Plan is (ITP) required at the appropriated age;

- When TLC seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

IEP Review

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the Charter School. Once the request is received, TLC will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Unless otherwise specified on the student's IEP, parents will be informed two times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

Procedural Safeguards

Parents or guardians of students with IEP's at The Learning Choice Academy must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement, is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

Any concerns or disagreements raised by parents or guardians will be acknowledged by the Charter School within five days, after which a meeting between the parent or guardian and Charter School will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The Charter School will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. The Learning Choice Academy will

utilize the Notice of Procedural Safeguards used by the El Dorado County Charter SELPA in which it is a member.

Parent/Guardian Complaint Procedures

Parents or guardians also have the right to file a complaint with the SELPA and/or the California Department of Education if they believe that the Charter School has violated federal or state laws or regulations governing special education.

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

TLC may initiate a due process hearing or request for mediation with respect to a student enrolled in TLC if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, TLC shall defend the case.

Special Education Strategies for Instruction and Services

The Learning Choice Academy will comply with the federal mandate of the "least restrictive environment", meaning that the Charter School will make every attempt to educate special education students along with their non-disabled peers. The Learning Choice Academy will mainstream all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring through The Learning Choice Academy's school year. Each student's IEP will be built around the student's needs and how these fit within the general educational program of the Charter School. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

Interim and Initial Placements of New Charter School Students

TLC shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in TLC from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, TLC shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time TLC shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into TLC from a district operated program under the same special education local plan area of TLC within the same academic year, TLC shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and TLC agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to TLC with an IEP from outside of California during the same academic year, TLC shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until TLC conducts and assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

TLC shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children will have access to TLC and no student shall be denied admission nor counseled out of TLC due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

SELPA Representation

TLC understands that it shall represent itself at all SELPA meetings.

Funding

TLC understands that it will be subject to the allocation plan of the SELPA.

ELEMENT B: MEASURABLE STUDENT OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

As a public charter school, TLC recognizes and accepts a heightened level of accountability for reaching ambitious standards for student achievement. TLC has developed clearly defined schoolwide and student outcome goals in compliance with Education Code Sections 47605(b)(5)(B) and 52060(d).

TLC goals are student focused and aligned to state priorities. All students will be held to high standards and supported to reach these goals and the achievement of the school's vision and mission. All curriculum is aligned to common core standards and rigor so students in the 21st century become literate and articulate, mathematically competent, and scientifically and technologically adept.

As the state continues to finalize new standardized assessment tools (e.g., the California Assessment of Student Performance and Progress (CAASPP) assessment system) and new school performance measures (e.g., California School Dashboard), TLC will continue to examine and refine its list of student outcomes over time to reflect the school's mission and any changes to state or local standards that support this mission.

ANNUAL GOALS AND ACTIONS IN THE EIGHT STATE PRIORITIES

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), a reasonably comprehensive description of TLC's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities identified in Education Code Section 52060(d), can be found in the Charter School's LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help TLC to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control funding Formula.

The current LCAP is on file with the District and is in the Appendix. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. TLC

shall submit the LCAP to the District and the San Diego County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by TLC.

Consistent with TLC's 2018-19 LCAP, TLC is tracking the following schoolwide goals:

Goal 1: Improve academic achievement by holding high expectations and ensuring equitable practices for all students so that every student graduates college and career ready

Goal 1 aligns with the following state priorities: basic services (#1), implementation of State Standards (#2), Student achievement (#4), pupil engagement (#5), course access (#7), and other pupil outcomes (#8).

Applicable Student Groups: All

Actions: In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

- Offer support classes that are aligned to the ESL/ELD standards and tutoring outside of support classes for ELD and LTEL (long-term English Learners) students.

- Teachers will identify struggling students and have office hours for tutoring in areas of need.

- Maintain instructional aides for students who are identified academically struggling.

- PD for teachers and instructional staff on the web-based NWEA Map system

- PD for teachers and instructional staff on the web-based Edgenuity program along with the NWEA Map system.

- Analyze sub-group data for students taking NWEA MAP Pre- and Post-Assessments.

- Academic counselor will oversee master agreements, meet with parents, teachers and students in 8th-12th to insure students have a 4-year plan that clearly articulates courses students will complete to meet district graduation/a-g requirements.

- Increasing the number of students taking PSAT, ACT, SAT for College and Career Readiness

- Leadership team will insure that curriculum and materials used in teaching are aligned with current state standards.

Measurable Outcomes:

- Increase from 2018-19 the EL re-designation rate by 2% - measure through CalPads data
- English Language Arts scores will increase by 2% for all students. Students groups scoring below the LEA average will show an increase of more than 2% - dashboard
- Math scores will increase by 2% for all students. Students groups scoring below the LEA average will show an increase of more than 2% - dashboard
- Increase from 2018-19 the percent of students meeting the UC a-g requirements by 1% - Measure from student clearing house data.
- Maintain 100% sufficiency of standards-aligned instructional materials. – measure through state adopted materials.

Goal 2: TLC will provide safe and well-maintained facilities and positive learning climates and instructional practices that support the academic, social, emotional and physical needs of students.

Goal 2 aligns with the following state priorities: basic services (#1), pupil engagement (#5), and school climate (#6).

Applicable Student Groups: All

Actions: In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

- Continue the program to help support the health and social/emotional well being of all students.

- Establish collaborative relationship with school counselors and psychologists to assist teachers in study groups and parents at home.

- Provide bus passes for low-income students to get to school.

- Recruit, hire, and train effective staff who promote a welcoming school climate, student attendance, and provide effective operations and support for students, parents and staff.

- Support teachers needing to add credential authorizations or clear credential in order to be BTSA program

- Build teacher and site leadership capacity for effective engagement in professional collaborations such as Professional Learning Communities (PLC) including data analysis, use of evidence-based instructional practices and intervention strategies for struggling students.

- Provide bilingual staff to promote effective engagement and communications for EL parents and families. (Bilingual office manager)

- Provide training and updates to ensure well-trained and informed staff for retention of ADA

- Community out reach and advertisement to increase ADA

- Assure that school safety is a priority and is monitored by school staff

- Provide training and updates to ensure well-trained and informed staff

- Provide for clean and inviting schools, well maintained and in good repair

Measurable Outcomes:

- Maintain or decrease annual dropout rate by 1% - measure through CalPads data
- Facilities are in good repair and safe for all – measure by checklists of walk around.
- School safety plans – all resource centers maintain safety plans and drills – measure by copy of drill schedule
- Maintain 0% suspension/expulsion rate – measure by CalPads data
- 100% teachers completing year 1 and year 2 BTSA induction – measure through completion of the program enrolled in.
- Increase the enrollment/ADA rate from previous year by 10% - measured through student information system data of enrollment.

Goal 3: Promote, foster, and develop parent connections through strong and effective communication and partnerships.

Goal 3 aligns with the following state priorities: Parental Involvement (#3), Student achievement (#4), and school climate (#6) Course Access (#7).

Applicable Student Groups: All

Actions: In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

- Increase the opportunities parents have to participate in educational workshops on areas of interest.

- Provide training for parents of students who are struggling academically. Survey parents on when is the best day/time to help parents succeed.

- Provode college and career readiness information, including entrance requirement, financial aid and career pathways

Measurable Outcomes:

- Provide information regarding school events and important topics through Parent Square and social media – will measure by how many parents sign up for parent square and social media sites.
- Provide documents in home language – will measure through the documents that are sent home or through parent square.
- Provide parent multiple opportunities to attend workshops or individual training on areas of interests or need – Will measure by the attendance sign in sheets.

ELEMENT C: METHODS OF ASSESSMENT AND OTHER USES OF DATA

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).

A. OVERVIEW

Pursuant to Education Code Section 47605(c)(1), TLC shall meet all statewide standards and conduct pupil state assessments required pursuant to Education Code Section 60605 and any other statewide standards authorized in statue or pupil assessments applicable to pupils in non-charter schools.

TLC's LCAP, attached as Appendix G and referenced above in Element B, contains a description of the assessments that TLC utilizes in its educational program, which are aligned to the Eight State Priorities and demonstrate multiple measures for each subject area. TLC affirms that its methods for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

B. METHODS OF ASSESSMENT

TLC shall adhere to all applicable state testing requirements that are applicable to charter schools. TLC utilizes diverse assessments that are aligned with the curriculum and instructional program, compliant with state standards. They will be administered according to the assessment cycle described below.

Assessment	Description	Assessment Schedule
State required tests	CAASPP (3-8, 11), Physical Fitness Test (PFT) (5, 7, 9), California Science Test (CAST) (5, 8, and once in HS), California Alternative Assessment (CAA) (3-8, 11)	Annually
English Language Proficiency Assessment	ELPAC	Initial Assessment: During testing window or within 30 calendar days after enrolling in a California public school. Summative assessment: Annually during testing window
School Designed Assessments	Tests, quizzes, projects (K-12)	Weekly, bi-weekly, monthly

Assessment	Description	Assessment Schedule
Local Control Accountability Plan	The LCAP describes the school Charter School's goals for students as well as the specific actions (with expenditures) the Charter School will take to achieve the goals and the means (metrics) used to measure progress	Annually
Summative Assessments	NWEA MAP assessments; End of course examinations aligned to California State Standards (high school)	Bi-annually
Placement Exams	High School Mathematics Placement exam, English diagnostic exam.	Annually, as needed

The Charter School shall be responsible for monitoring, evaluating, adjusting, and adhering to the state's standardized assessment policies and practices. Educational Partners shall have primary responsibility for assigning assessments, reviewing the completed work and providing feedback to Charter School administrators. The Charter School Executive Director shall oversee the assessment program and work with administrative staff in evaluating and making recommendations for changes.

The Executive Director shall have ultimate responsibility for ensuring that TLC is fulfilling the expectations and obligations under charter school law, the Charter, and TLC Board of Directors-approved school policy.

C. USE AND REPORTING OF DATA

TLC's Data System shall capture all needed data about students and their performance. This data shall be accessible to Charter School staff and Educational Partners, on a moment-by-moment, day-by-day basis through our Student Information System ("SIS") known as School Pathways. School Pathways contains data on student achievement, programs, student history, enrollment, demographics, attendance, grades from exams, NWEA results, ELPAC results, and CAASPP test scores. In addition, this data shall be used for formal reporting to various stakeholders on the students – and the Charter School's – instructional progress. Both Parent/Teachers and Educational Partners shall have a variety of assessment tools to identify each student's strengths and areas of need for improvement including: school participation (attendance), credit completion rates, NWEA MAP scores, dropout rates, graduation rates, CAASPP results and the measures of student school engagement, during quarterly instructional meetings to improve the instructional and operational programs within the Charter School. Data is disaggregated for subgroups and special populations to closely monitor the progress of EL students, homeless and foster youth, socially disadvantaged students, and students in special education programs. A key aspect to TLC assessments is the detailed feedback that shall be provided by the Educational Partners beyond the simple right/wrong grading of many traditional assessment vehicles. TLC shall also utilize a variety of advanced data

visualization tools that will provide students, parents, Educational Partners, school administrators, institutional partners, regulators and researchers with views of how students are performing**.** Parents receive ongoing updates from the Educational Partner in the form of phone calls, progress reports, letters, emails, intervention meetings, monthly meeting, and Master Agreement Signings.

At least once annually, TLC will account for its progress towards its performance measures to all stakeholders, including parents/guardians, the District, the community, and the California Department of Education. The Charter School may choose to formalize this process through the review and revision of an annual Strategic Plan. A School Accountability Report Card ("SARC") shall be developed annually by TLC staff and is made available to the TLC Board of Directors, parents, District staff, and (if requested or if available on-line) members of the public.

In addition, as described above in Elements A and B, the Charter School shall annually update and develop the LCAP and submit it to the District and County Superintendent of Schools annually on or before July 1 in accordance with Education Code Section 42604.33. TLC uses the results of the LCAP to improve teaching and learning for its students.

ELEMENT D: GOVERNANCE STRUCTURE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(b)(5)(D).

A. GOVERNANCE STRUCTURE

Corporate Status

TLC shall be a directly funded independent charter school and shall be operated by The Learning Choice Academy, a 501(c)(3) California Nonprofit Public Benefit Corporation, pursuant to California law. TLC Academy currently operates and governs two charter schools, The Learning Choice Academy, authorized by the governing board of the San Diego Unified School District, and TLC – Chula Vista, authorized by the Chula Vista Elementary School District. TLC Academy shall also begin operating TLC-EC effective July 1, 2019, a charter school recently authorized by Grossmont Union High School District. Thus, TLC Academy operates as a multi-school network organized as a single nonprofit corporation, as described herein.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts and obligations of TLC, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

Attached, as Appendix B, please find The Learning Choice Academy Articles of Incorporation, Bylaws, and Conflict of Interest Code.

Board of Directors

The Learning Choice Academy will be governed by a corporate Board of Directors ("Board" or "Board of Directors") in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

As specified in the Bylaws, the Board shall have at least three (3) and no more than seven (7) directors. The Board composition shall include the following: one (1) community representative, one (1) community representative with a background in education, two (2) parent representatives, and one (1) staff representative. The TLC community, consisting of the staff and parents/legal guardians of the charter schools operated and governed by TLC, shall nominate individuals for Board candidacy by a majority vote. Each member of the school community is entitled to a single vote. Voting shall take place in May or June each year. In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Directors.

All Board members, except for the representative of the District, shall be designated by the existing Board of Directors.

Each director shall hold office unless otherwise removed from office in accordance with the Bylaws for two (2) years and until a successor director has been designated and qualified.

The TLC Executive Director shall actively recruit Board members who have professional skills that complement or add to the existing staff composition and place them for consideration. The TLC Board of Directors will evaluate the potential members' credibility and integrity within the community. The TLC Board of Directors shall also consider members' professional, educational, and practical experience.

Roles and Responsibilities

The TLC Academy Board of Directors shall govern TLC. The TLC Academy Board of Directors is responsible for assuring that all aspects of the financial and programmatic accountability systems fulfill TLC's contract with the District as well as its obligations to the California Department of Education. The TLC Academy Board of Directors shall adopt all policies as required for the independent study program of TLC. A detailed description of the Board's duties is described below.

The Board shall meet monthly to conduct school business in a timely fashion. Meetings will be held at one of the school sites and will rotate to ensure broad access for all interested stakeholders and the public who wish to attend a Board meeting. All meetings of the TLC Academy Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act including, but not limited to, those related to notice, agenda preparation, posting and reporting.

TLC Academy Board of Directors Training

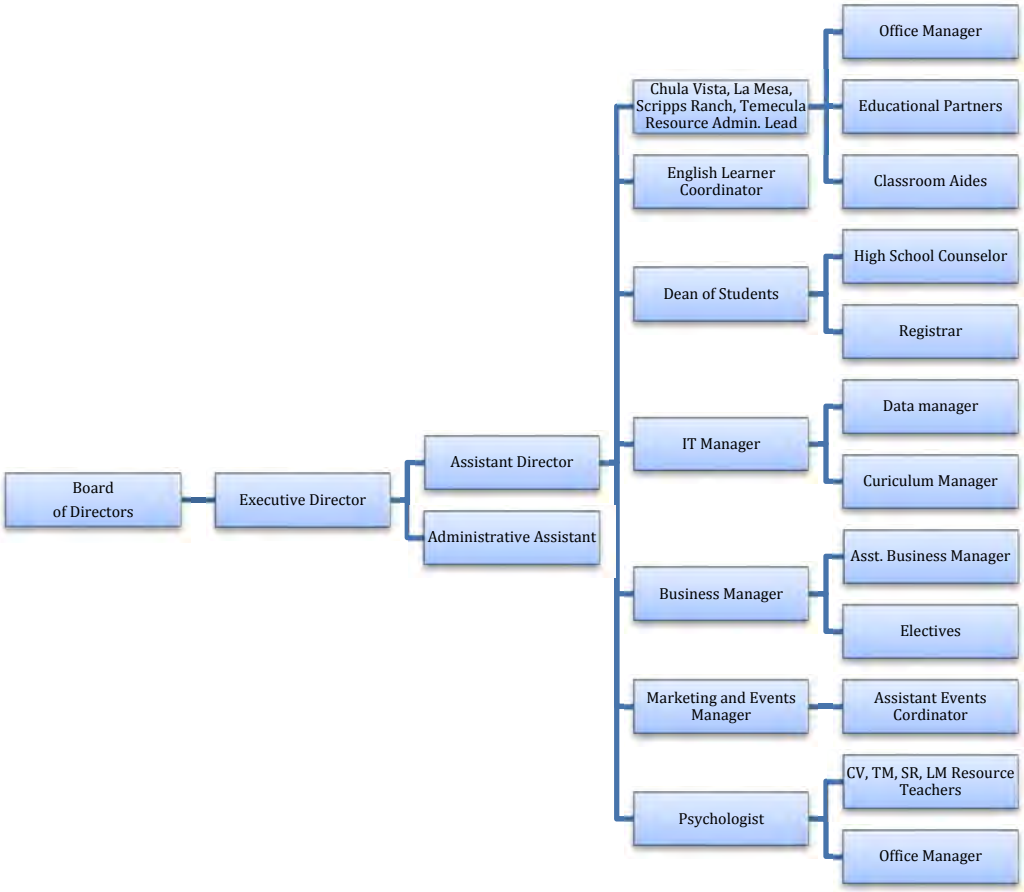
In order to ensure smooth operations and effective Board practices, the Board shall participate in an annual training in the Brown Act and conflict of interest laws and is always invited to attend the annual charter school conferences (e.g., as provided by CCSA, CSDC or County Office of Education).

Compliance with Laws

The TLC Academy Board of Directors shall adhere to all laws applicable to non-profit public benefit corporations operating a charter school including, but not limited to, the laws regarding interested parties and conflict of interest. In addition, the TLC Academy Board of Directors shall conduct its business in compliance with the Ralph M. Brown Act (open meeting law). The TLC Academy Board of Directors has adopted a Conflict of

Interest Code, as required under the Political Reform Act and in alignment with Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations. As noted above, the Conflict of Interest Code is attached within Appendix B.

Operating Structure



As TLC Academy operates and governs more than one charter school, all meetings of the Board shall conduct business for all of the charter schools governed by TLC Academy. The Board recognizes that each charter school will have individual student demographics and individual budgets, and will view each school as a separate entity and will govern each school according to the identified needs and student composition of each charter school governed by TLC Academy.

TLC Academy will operate with an Administrative Office to support each independent charter school under the Board's governance. The Administrative Office will house all cumulative files, special education files, as well as all files maintained by the Executive Director and administrative team. The Executive Director and other TLC Academy staff will also maintain offices at the Administrative Office for use. (See additional

information in the Miscellaneous Provisions section of the charter, under "Administrative Services.")

As a multi-school network organized as a single nonprofit corporation, TLC Academy has developed appropriate accounting and budgeting policies and procedures to ensure that it remains in compliance with key federal and state laws and Generally Accepted Accounting Principles ("GAAP"). The Charter School and TLC Academy will use GAAP to recognize revenues (state, federal and local) and expenditures directly through TLC. TLC and TLC Academy will generate legally compliant, GAAP-aligned financial statements. The accounting practices implemented by the Charter School and TLC Academy will permit TLC Academy to accomplish the following:

1. Recognize, track, and expend revenues generated by "unduplicated" pupils under the Local Control Funding Formula at the Charter School, based on our specific demographic and attendance data. This will permit us to ensure that our budget and Local Control Accountability Plan demonstrates that the increase in the quality or quantity of services for unduplicated pupils grows commensurately with the growth in funding such students generate.

2. Generate financial statements at the Charter School that enable us to submit GAAP-aligned forms to request a "determination of funding" under the laws governing nonclassroom-based schools (SB 740).

3. Recognize, track, and expend restricted grant revenues, if and as required by the terms of each specific grant, to ensure restricted funds are recognized and expended in alignment with the terms of applicable law and grant restrictions.

Based on discussions with our independent auditor, The Charter School and TLC Academy will use the above data to generate financial statements that are specific to the Charter School, as well as a consolidated statement for network-wide purposes in order to meet both state and federal requirements.

Board Meetings and Duties

The Board of Directors of the Charter School will meet regularly and in accordance with the Brown Act. The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School including, but not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismiss the Executive Director;
- Hire, promote, discipline and dismiss all employees of the Charter School after consideration of a recommendation by the Executive Director;
- Approve all contractual agreements;
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the Charter School's annual budget and budget revisions;

- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in school related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the Charter School calendar and schedule of Board meetings;
- Review requests for out of state or overnight field trips;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Role of the Charter School Executive Director

The operating structure of the Charter School is similar to a traditional educational environment, with a Charter School Executive Director who shall be responsible for supervising all TLC and TLC Academy administrative staff and Educational Partners. The Charter School Executive Director acts according to the policies and procedures as approved by the TLC Academy Board of Directors. The Charter School Executive Director serves as the President of the Board, and is responsible for implementing Board policies in the day-to-day operation of the Charter School. All personnel decisions concerning the Charter School Executive Director and the Educational Partners and administrative staff are the responsibility of the Board.

The Board believes that the primary responsibility of Executive Director is to oversee the affairs of TLC for the ultimate benefit of the students and community. The Board agrees that day-to-day management of TLC is the responsibility of the Charter School leadership and that the role of the Board is to oversee the Charter School's strategic direction, and leadership performance of that function.

While the Executive Director oversees the day-to-day operations of TLC, he/she must also have a close working relationship with the Board. The Executive Director will report to the Board at each meeting, providing reports regarding the Charter School's academic and financial status. The Board will review all current and past academic performance at TLC, adopt and revise the annual operating budget, and guide specific goals throughout each school year. At each Board meeting, the Board will also review/approve all recent expenditures, expected revenues, and any upcoming expenditure to assure that all financial operations are in line with the mission of TLC, the charter, and in compliance with all federal, state, and local regulations as applicable to charter schools.

The Executive Director shall perform assigned tasks as directed by the Board of Directors and shall be required to undertake some or all of the tasks detailed below, which may include, but are not limited to, the following:

- Ensure the Charter School enacts its mission;
- Supervise and evaluate teachers and staff;
- Communicate and report to the Board of Directors;
- Oversee school finances to ensure financial stability;
- Participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of the Charter School;
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal;
- Ensure compliance with all applicable state and federal laws and help secure local grants;
- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors;
- Complete and submit required documents as requested or required by the charter and/or Charter School Board of Directors and/or the District;
- Identify the staffing needs of the Charter School and offer staff development as needed;
- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;

- Hire qualified substitute teachers as needed;
- Ensure the security of the resource centers;
- Promote the Charter School in the community and promote positive public relations and interact effectively with media;
- Encourage and support teacher professional development ;
- Attend District administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.;
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District;
- Provide all necessary financial reports as required for proper attendance reporting;
- Develop the school annual performance report, the SARC, and the LCAP;
- Present independent fiscal audit to the Charter School Board of Directors and, after review by the Board of Directors, submit audit to the District Board of Education and the County Superintendent of Schools, the State Controller and the California Department of Education;
- Manage student discipline, and as necessary participate in the suspension and expulsion process;
- Participate in IEP meetings as necessary.

B. PARENTAL AND STUDENT INVOLVEMENT IN DECISION-MAKING

One of the goals of TLC is a high level of parental involvement in the Charter School. This extends beyond the central role parents play in their own children's day-to-day learning, and allows parents/guardians to also be integrally involved in shaping TLC and making certain that it fulfills its overall mission. Parents play an active role on the TLC Academy Board of Directors (see above). Furthermore, parents, staff, and students may serve on the Parent Advisory Committee and/or committees as needed to advise the TLC Academy Board of Directors or the Charter School administration on specific matters of interest and concern.

Because the Charter School's goal is to provide all parents with the opportunity to be informed about and participate in school-level decision-making, information about the TLC Academy Board of Directors meetings, agendas, and activities is readily available to all families. For example, contact information for Board members is posted on the website. In addition, all Board meeting notices and minutes are posted at each school Resource Center lobby and on the TLC website in accordance with all requirements of the Brown Act.

Parent Advisory Council

The Parent Advisory Council meets quarterly to advise the Executive Director/Assistant Director and staff on program direction. The Council is made up of one and no more than two parents from each Resource Center operated by TLC and elected by their peers for a one-year term. The responsibilities of the Council shall be to:

- Keep the lines of communication open between parents and staff
- Keep TLC staff apprised of personalized learning trends that are valuable to parents
- Give parents a forum to express their needs
- Help parents understand legal compliance issues
- Participate in program evaluation and goal setting

C. GOVERNANCE FOR SUCCESS

The governance structure outlined above is designed to ensure success for TLC. The TLC Academy Board of Directors shall maintain local control over TLC and collect input in decision making from all stakeholders: parents, staff and community members. At the same time, the educational program, the technological infrastructure, and the day-to-day operations of TLC will be managed by the Executive Director and staff, a group dedicated to providing high quality professional educational services to children of all backgrounds.

TLC, along with the oversight and guidance of the District, shall continue to operate a charter school that sets new standards of excellence in the Personalized Learning school arena. This provides a stable high-quality educational choice for families in San Diego County, as well as neighboring counties.

ELEMENT E: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(b)(5)(E).

Administrative Employee Qualifications

The administration at TLC shall include the Executive Director, Assistant Director, Resource Lead Administrator, Dean of Students, and any other necessary positions who would report to the Executive Director or the Board of Directors. All administrators shall exhibit the following leadership traits and credentials:

- Places students' best interest at the center of all decisions of consequence.
- Is accessible to all in the community including teachers, staff, parents, and children.
- Acts with fairness, integrity, and respect for diversity.
- Leads collaboratively at every level of the Charter School.
- Is knowledgeable of the educational and/or business practices that will fulfill our Charter School's mission.
- Is knowledgeable of laws governing charter schools.
- Commitment to working with parents as educational partners.
- Continue education through additional courses and training, workshops, seminars and staff development.

TLC has established the following experience and qualifications standards for key personnel:

Executive Director – The Executive Director is a full-time position that leads the activities of TLC. The Executive Director is responsible for the implementation of the organization's strategic plan, as well as the financials, programs, and administrable management of the organization. The Executive Director will manage a team of senior staff and will report to the Board of Directors.

Preferred Qualifications

- Hold a bachelor's degree from an accredited institution of higher education would prefer an advanced degree and a minimum 3 years management or administrative experience.
- Hold a valid Commission on Teacher Credentialing ("CTC") certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold.
- A former school director or teacher is ideal and have teaching experience in an independent study program.
- Must be technologically literate and have good communication skills.

- Must be able to build consensus and to inspire Educational Partners to teach, students to learn, and parents to engage in their child's learning while following the mission of the Charter School.
- Experience with Board or Directors and the reports that are required.
- Knowledge of community outreach and engagement. Able to coordinate testing yearly for all areas of the Charter School.

Assistant Director – The Assistant Director is a full-time position that assists in the activities of TLC. The Assistant Director is responsible for overseeing the Resource Lead Administrators and to ensure sites are running well. The Assistant Director works closely with the Parent Advisory Committee and reports to the Board on the outcomes of those meetings. The Assistant Director oversees the English Learner program and assist with reclassification. The Assistant Director will report to the Executive Director.

Preferred Qualifications

- Hold a bachelor's degree from an accredited institution of higher education would prefer an advanced degree and a minimum 2 years management or administrative experience.
- Hold a valid CTC certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold.
- A former school director or teacher is ideal and have teaching experience in an independent study program.
- Must be technologically literate and have good communication skills.
- Must be able to build consensus and to inspire Educational Partners to teach, students to learn, and parents to engage in their child's learning while following the mission of the Charter School.

Dean of Students – The Dean of Students is a full-time position and reports to the Executive Director. The Dean of Students works with the Resource Lead Administrators in carrying out the Charter School's academic and behavior programs. As a professional educator the Dean of Students understands and responds to the challenges presented by today's diverse student population. The Dean of Students provides proactive leadership to engage all stakeholders in the delivery of programs and services to support the students' academic achievement, personal and social development. The Dean of Students works cooperatively with the Executive Director, Resource Lead Administrators, counselor, staff, students and parents towards a positive school climate.

The Dean of Students works with the Executive Director in carrying out the Charter School's academic programs, manages assessment, accountability and state reporting, oversees the student information system, is responsible for data management and the counseling department.

The Dean of Students is also responsible for managing student discipline, 504's and the student success team.

Preferred Qualifications

- Hold a bachelor's degree from an accredited institution of higher education would prefer an advanced degree and a minimum 2 years management or administrative experience.
- Hold a valid CTC certificate, or a Pupil Personnel Services credential.
- Have experience in an independent study program.
- Must be technologically literate and have good communication skills.
- Must be able to build consensus and to inspire Educational Partners to teach, students to learn, and parents to engage in their child's learning while following the mission of the Charter School.

Resource Center Administrator – The RCA is a full-time position that oversees the resource centers, and reports to the Executive Director and Assistant Director.

- Knowledgeable in TLC policies and procedures
- Manages the staff assigned to site (communications, scheduling, absences, training)
- Works as a liaison between the administration and site staff
- Communicates regularly with the Executive Director, Assistant Director and Dean of Students on academic, attendance and incident problems; organizational or site difficulties or changes in school procedures and policies.
- Works as a liaison between the parents and site staff
- Attends Resource Lead Administrator meetings as scheduled
- Administers monthly new student orientations throughout the school year
- Plans and administers back-to-school parent night, technology support sessions and other parent workshops as needed throughout school year
- Functions as site administrator for student IEP, SST and 504 meetings.
- Administers weekly site meetings with staff
- Communicates important items to staff regarding enrollment, paperwork deadlines, testing (e.g. CAASPP, Physical Fitness Test) and other pertinent monthly information (e.g. school events, field trips, onsite classes) via weekly site meetings and weekly emails
- Identifies, provides, assigns and coordinates training for site personnel
- Plans, organizes and communicates site based testing proctors and schedules throughout school year
- Plans, organizes and implements a site-wide program/master schedule of classes and events
- Supervises the safety and security of pupils, buildings, parking areas and school grounds.
- Plans, implements and documents site safety drills (earthquake, fire, lock-down)
- Supervises and coordinates the arrival and dismissal of pupils
- Supervises and checks out site equipment (computers, projectors, etc.)
- Facilitates monthly student portfolio checks and functions as liaison between administration and staff regarding deadlines

Preferred Qualifications

- Hold a bachelor's degree from an accredited institution of higher education would prefer an advanced degree and a minimum 2 years management or administrative experience.
- Hold a valid CTC certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold.
- Have teaching experience in an independent study program.
- Must be technologically literate and have good communication skills.
- Must be able to build consensus and to inspire Educational Partners to teach, students to learn, and parents to engage in their child's learning while following the mission of the Charter School.

Teacher Qualifications

TLC shall retain and employ teaching staff that hold appropriate CTC certificates, permits, or other documents equivalent to that which a teacher in other public schools would be required to hold, as required by Education Code Section 47605(l). The TLC teaching staff are considered "Educational Partners."

These Educational Partners shall assign the teaching of the core academic courses in mathematics, language arts, science, and history/social studies. Educational Partners are responsible for overseeing the students' academic progress, and for monitoring grading and matriculation decisions, as specified in TLC's operational policies. All teaching staff must be skilled at teaching a standards-based curriculum and incorporating innovative approaches to instruction. Educational Partners should demonstrate good communication skills and be technology literate. Special attention will be paid to applicants who have experience in individualized instruction.

At least one teacher will have experience and/or a certification in Special Education.

Teachers assigned to a TK classroom must have be credentials, and shall, by August 1, 2020, have one of the following:

1) At least 24 units in early childhood education, or childhood development, or both.
2) As determined by TLC, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in item (1).
3) A child development permit issued by the CTC.

All credential documents shall be maintained on file at all times at the TLC office, and made available upon request for inspection by the District. TLC will comply with all state and federal laws concerning the maintenance and disclosure of employee records. TLC shall comply with all applicable teacher-credentialing requirements under the ESSA and state law. Teachers shall oversee the selection of curricula, lesson design and instruction in all core subjects. Teachers shall be placed into Professional Learning Communities where teachers are grouped by grade level or subject. They will discuss the progress of students, the use of curriculum, and implementing common core standards within the personalized lesson plans.

TLC may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will not assign grades or approve student work assignments without the approval of a certificated teacher, except in non-core or non-college preparatory courses and activities. All non-certificated staff will possess experience and expertise appropriate for their position within the TLC and TLC's adopted personnel policies.

Staff Recruitment

TLC shall recruit staff through a variety of channels, including networking with District human resources personnel, area charter schools, and charter school organizations; outreach via enrolled families; and special outreach to Educational Partners and administrators who are seeking a more flexible or alternative environment due to changing family responsibilities.

Classified Employee Qualifications

- **IT Manager** –
  - Prefer a Bachelor's Degree in Informational Technology.
  - At least two years experience in IT, School computer systems.
  - Must be able to:
    - Direct, plan, organize and control all functions of the Information Technology/Information Systems department.
    - Oversee all internal help desk, support and configuration for data systems, network and voice system functionality, staff equipment, and labs; escalating extended issues related to equipment either to appropriate warranty repair or service provider support.
    - Collaborate with ERATE consultants in order to secure and maintain school technology plan, RFP and competitive bidding for voice and network service.
    - Setup and maintenance of Directory Services or alternative for managing staff, student and guest user accounts for internal and external systems and equipment.
    - Create, disable, and edit user accounts in accordance with employment or student status within the organization.
    - Oversee all steps related to providing accurate and timely data to the state CALPADS system including: data integrity and reporting, user account management, coordinating timelines and personnel resources for certification reporting periods, handling errors, reporting bugs as related to data exports from SPSIS or user created errors.
    - Oversee the Networks Provision and implement equipment and services necessary for organization's Local Area Networks to function securely and effectively for purposes of accessing external services,

local file sharing, e-mail, web browsing, printing and general internet access, configuration and maintenance of IP Address assignment schema, MAC filtering, Wireless Access security and configuration, web-content filtering appliance or service.
    - Oversee the acquisition and deployment of general maintenance, update and upgrade schedules to server, staff and student lab workstations in order optimize user productivity and minimal downtime.

- **Business Office Manager** –
  - Must have:
    - Knowledge in business or finance, preferably a Bachelor's Degree in Business or Finance.
    - Minimum two years experience as Office Manager, operations manager or Administrative assistant.
    - Excellent Oral and written communication skills.
  - Must have the ability to:
    - Perform a variety of responsible, office-clerical duties to resolve purchase order discrepancies; contact staff and vendors to follow-up on overdue, lost, and damaged items; and provide customer service information in the Procurement and Distribution Department.
    - Inspect and verify invoices and purchase orders; maintain and process an assigned segment of financial records and provide specialized information to vendors and staff.
    - Expedite deliveries of purchase orders and resolve problems of overdue or incorrect delivery of shipments with vendors; assist Buyers with routine purchasing functions and direct the work of clerical assistants as assigned.
    - Independently maintains one or more specialized fiscal recordkeeping systems and provides specialized and complex information or financial services for the school in a public contact assignment.
    - Independently perform duties related to the purchase of schools supplies, materials, equipment, and services in assigned buying areas.

- **Administrative Assistant** –
  - Preferably a minimum of 2 years as a secretary, human resources, or clerical.
  - Must have knowledge of:
    - modern office organization, procedures, practices, equipment and layout.
    - Board of Education rules, regulations, policies, procedures, organization and function. School organization, policy and standard procedures.
    - Use of standard office equipment including microcomputers and related software applications.
    - Correct English usage, grammar, spelling, punctuation, and vocabulary.
  - Must have the ability to:
    - Compose routine and specialized correspondence and reports using proper grammar, spelling, punctuation and vocabulary with superior proficiency.

- Operate standard office equipment including microcomputers, database, and word processing and spreadsheet software applications.
- Establish and maintain effective working relationships with others.
- Exercise diplomacy, tact and independent judgment. Exercise initiative and make sound decisions.
- Analyze situations accurately and adopt an effective course of action.
- Meet schedules and timelines; plan and organize work.
- Maintain records and prepare reports for Board of Directors and school Directors, research topics and resources for information.
- Work independently with little direction; follow specific directions when given.
- Read, interpret, apply and explain rules, regulations, policies and procedures.

ELEMENT F: HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:
(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.
(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.
(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(b)(5)(F).

In order to provide safety for all students and staff, TLC shall maintain full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. Health and safety procedures are incorporated as appropriate into TLC's student and staff handbooks and are updated annually for compliance with applicable state and federal law. TLC shall ensure that staff are trained annually on the health and safety policies.

The following is a summary of the health and safety policies of TLC:

Procedures for Background Checks

Employees and contractors of TLC shall be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. TLC shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Executive Director of TLC shall monitor compliance with this policy. The Board President shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All TLC employees shall be mandated child abuse reporters and shall follow all applicable reporting laws. TLC shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Faculty and volunteers who have frequent or prolonged contact with students shall be assessed and examined (if necessary) for tuberculosis prior to commencing employment

and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

All enrolled students who receive classroom-based instruction shall be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

TLC shall adhere to Education Code Section 49423 regarding administration of medication in school. TLC shall adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing, and Scoliosis

Students shall be screened for vision, hearing and scoliosis. TLC shall adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by TLC.

Diabetes

TLC shall provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

- A description of type 2 diabetes.
- A description of the risk factors and warning signs associated with type 2 diabetes.
- A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
- A description of treatments and prevention methods of type 2 diabetes.
- A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

TLC shall maintain a policy on student suicide prevention in accordance with Education Code Section 215.

Feminine Hygiene Products

The Charter School shall stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6 as applicable to TLC.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each schoolday. The Charter School shall provide this meal for any eligible student on any schoolday that the student is scheduled for educational activities, as defined in Education Code Section 49010, lasting two or more hours, at a schoolsite, resource center, meeting space, or other satellite facility operated by the Charter School.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in junior high or middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conductive to learning
- the rules and procedures on Charter School discipline
- procedures for conducting tactical responses to criminal incidents

Emergency Preparedness

TLC shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Blood borne Pathogens

TLC shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including HIV and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug-, Alcohol-, and Smoke-Free Environment

TLC shall function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

TLC shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. TLC agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. TLC shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

TLC is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. TLC shall maintain a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at TLC (including employee to employee, employee to

student, and student to employee misconduct). Misconduct of this nature is very serious and shall be addressed in accordance with TLC's anti-discrimination and harassment policies.

ELEMENT G: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

Governing Law: The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

TLC shall attempt to reflect the racial and ethnic balance of the general population residing within the District. Through extensive community outreach and full disclosure about the Charter School's program, TLC seeks to attract those students and families who are most committed to student success in a Personalized Learning school setting. As described below in Element H, TLC's admissions policies and procedures, consistent with applicable state law, allows for fair and equitable selection of students in the event that more students apply than can be accommodated.

In addition, TLC has developed administrative procedures to ensure that the Charter School's outreach, recruitment, and enrollment procedures do not discriminate against students based on the characteristics listed in Education Code Section 220. As part of that process, TLC shall provide parents with a very clear and accurate picture of the TLC learning experience, so parents can make the most appropriate choices for their children**.**

TLC shall utilize a broad-reaching student recruiting effort, thereby ensuring outreach to families with a wide variety of racial, ethnic, and socioeconomic backgrounds. In addition, certain subgroups may be targeted for extra recruitment efforts in order to achieve a pool of potential students that reflects a balanced student population. Partnerships and outreach efforts using a variety of community and youth organizations shall aid TLC in this process.

In addition, information sessions may provide a bilingual presenter or translator when deemed necessary to be sure the attending families are accurately informed. Bilingual personnel may also be made available when families call in to TLC Resource Centers for information, if there is sufficient need.

TLC shall actively recruit families that represent the full cultural, demographic, and socioeconomic range of communities in the District and the broader San Diego community. Outreach activities shall target the District's geographical area first in order to ensure that students residing within the District have the first opportunity to learn about and access this new public school alternative. To do so, TLC shall use a variety of means to inform families about its services and provide them an opportunity to enroll, including:

- ***Orientation sessions:*** TLC shall conduct multiple Information Orientations for families throughout the school year. These sessions shall be held at TLC's Resource Centers to assure that families from a variety of communities are able to attend. TLC shall use these orientations to provide a complete array of

information about its program, including its curriculum, teaching methods, and technology resources.

- ***Website:*** TLC has a website and will maintain this website (www.learningchoice.org) that contains information about The Learning Choice Academy, its Personalized Performance Learning approach, and its curriculum. The website shall be regularly updated with current information on events and other activities.

- ***Telephone/e-mail information service:*** TLC has a 1-844-go-to-TLC (468-6852) number for families to receive more information, and an email information service (info@learningchoice.org) to answer parents' questions about TLC.

- ***Community and youth services partnerships:*** As part of its outreach process, TLC shall provide information about TLC to community, family, and youth-serving organizations such as Boys and Girls Clubs; reach out to residential facilities; and seek partnerships with parent groups, health-related organizations; and organizations for young actors, dancers, and athletes.

- ***School District referrals and outreach***: TLC shall take every opportunity to brief school district administrators and guidance personnel on TLC as an alternative for students who might benefit from Personalized Learning in a multi-environment setting.

- ***Media outreach:*** TLC shall make limited use of paid media, primarily advertisements in local newspapers, print ads in parent-oriented magazines, mailers/postcards and radio service announcements, but shall also take full advantage of the local media's interest in promoting community events relevant to San Diego County residents and neighboring counties, in order to inform parents about TLC informational orientations and to raise awareness of the Charter School.

ELEMENT H: ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d). Education Code Section 47605(b)(5)(H).

TLC will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220. TLC shall not require any monetary contribution as a condition for application, admission, enrollment, or participation in nay of the Charter School's regular educational activities and shall comply with the "free schools" guarantee as set forth in state law.

TLC shall admit all pupils who wish to attend the Charter School and who live within San Diego County or adjacent counties, as required by Education Code Section 51747.3. No test or assessment shall be administered to students prior to acceptance and enrollment into TLC. TLC will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not determined by the place of residence of a pupil, unless required by Education Code Section 51747.3. In accordance with Education Code Section 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

The Board of Directors shall determine all policies, processes, and procedures governing application, admission, and enrollment at TLC. Within the scope of the approved charter, the Board shall have the sole authority to determine the size and grade-level breakdown of the student body at TLC. The determination of school capacity shall be based on TLC's academic program, fiscal viability, the educational needs of currently enrolled students, the capacity of TLC and the level of interest shown by students who want to attend TLC.

Admission of a pupil to TLC shall be consistent with state laws and regulations governing independent study programs.

The TLC admission process will be comprised of the following:

- Completion of a student application on-line, comprised of basic contact information and grade level.

After admission TLC shall have the following requirements that must be met by each student and their family before beginning school at TLC:

- Attend an orientation to receive an enrollment packet
- Completion of Emergency Medical Information Form
- Proof of Immunization

- Home Language Survey
- Proof of minimum age requirements
- Release of records
- Signed Parent/Teacher/Student Master Agreement

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, TLC will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

a. All currently enrolled students in the homeschool (choice) program
b. Siblings of students admitted to or attending TLC
c. Children of current employees or Board members of TLC (not to exceed 10% of the total school population)
d. Residents of the District
e. All other applicants

TLC and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Executive Director). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of

enrollment in the case of an opening during the current school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on TLC's website. The TLC lottery process will be public, transparent, and fair. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The lottery drawing will be held in a public space large enough to accommodate all interested and will be conducted by an uninterested party. Parents do not have to be present to participate. TLC will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

TLC will conduct the lottery in late spring for enrollment in fall of that year.

Students selected through the lottery have a specified time to sign a commitment letter to indicate the pupil will attend TLC. If the signed commitment letter is not returned within the allotted period of time, TLC will proceed to offer space to the next student on the waiting list created through the lottery process. After the school year has begun, applications for enrollment will continue to be accepted and date/time stamped on a rolling basis, with students accepted for enrollment on a space-available basis. The lottery waitlist will not carry over from year to year.

In accordance with Education Code Section 47605(d)(2)(C), TLC and the District will make every reasonable attempt to accommodate all students who wish to attend TLC.

ELEMENT I: INDEPENDENT FINANCIAL AUDITS

Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).

An annual independent financial audit of the books and records of TLC will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). TLC will have funds available in the budget to cover the cost of audits. The books and records of TLC will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The TLC Board will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the San Diego County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the TLC Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of TLC is a public record to be provided to the public upon request.

ELEMENT J: STUDENT SUSPENSION AND EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.
(ii) For suspension of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(b)(5)(J).

Policy

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at The Learning Choice Academy ("TLC"). In creating this policy, TLC has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* TLC is committed to annual review of policies and procedures surrounding suspensions and

expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular instruction. This policy shall serve as TLC's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. TLC's staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Parent-Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

TLC administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary disenrollment policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom TLC has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. TLC will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom TLC has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntarily removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If

the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

    a) Caused, attempted to cause, or threatened to cause physical injury to another person.

    b) Willfully used force or violence upon the person of another, except self-defense.

    c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

    d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

    e) Committed or attempted to commit robbery or extortion.

    f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

    g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

    h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove

cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
(1) This section shall apply to pupils of grades 4 to 12 inclusive.

l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of

execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers, and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers, and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by TLC.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video or image.
ii. A post on a social network Internet Web site including, but not limited to:
(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
iii. An act of cyber sexual bullying.
(a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

   a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
   b) Brandishing a knife at another person.
   c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
   d) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

   a) Caused, attempted to cause, or threatened to cause physical injury to another person.

   b) Willfully used force or violence upon the person of another, except self-defense.

   c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers, and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by TLC.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video or image.
ii. A post on a social network Internet Web site including, but not limited to:
(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
iii. An act of cyber sexual bullying.
(a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or

other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
b) Brandishing a knife at another person.
c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
d) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to

the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or TLC employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or TLC personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with TLC officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the

date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If TLC officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when TLC has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial TLC Board of Directors following a hearing before it or by TLC Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the TLC Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session

(complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of TLC's disciplinary rules, which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at TLC to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

TLC may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by TLC or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. TLC must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, TLC must present evidence that the witness' presence is both desired by the witness and will be helpful to TLC. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person.

Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Executive Director or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with TLC.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

TLC shall maintain records of all student suspensions and expulsions at TLC. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from TLC as the TLC Board of Directors' decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. TLC shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from TLC shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to TLC for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon TLC's capacity at the time the student seeks readmission.

O. Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

P. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school pupil who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Missed Assignments Policy for truancy and only after the Charter School follows the requirements of the Missed Assignments Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal.

Q. Special Procedures for the Consideration of Suspension and Expulsion or involuntary Removal of Students with Disabilities

1. Notification of SELPA

TLC shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that TLC or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, TLC, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If TLC, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If TLC, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that TLC had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent and TLC agree to a change of placement as part of the modification of the behavioral intervention plan.

If TLC, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then TLC may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or TLC believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or TLC, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and TLC agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is

substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

TLC personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated TLC's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if TLC had knowledge that the student was disabled before the behavior occurred.

TLC shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to TLC's supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent has requested an evaluation of the child.

c. The child's teacher, or other TLC personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If TLC knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If TLC had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. TLC shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by TLC pending the results of the evaluation.

TLC shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT K: EMPLOYEE RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

Certificated employees at TLC shall participate in the California State Teachers' Retirement System ("CalSTRS"). Non-certificated employees shall participate in the California Public Employees' Retirement System ("CalPERS") and federal social security. All employees may also have access to other school-sponsored retirement plans according to policies developed by the TLC Board of Directors and adopted as the Charter School's employee policies. The Charter School Executive Director or designee is responsible for ensuring that appropriate arrangements for coverage are made.

TLC shall make appropriate arrangements with the District to ensure proper reporting, and if necessary pay the District or County Office a reasonable fee for the provision of such services. The District shall cooperate as necessary to forward any required payroll deductions and related data to the appropriate agencies.

TLC also retains the right to create its own retirement system, within the parameters allowed by law, to provide retirement benefits to its employees. If TLC creates its own retirement system, all teachers and staff who were previously in the CalSTRS/CalPERS system will be eligible to remain in that system.

ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

No student shall be required to attend TLC. Students who reside within the District who choose not to attend TLC may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district transfer policies.

During the admissions process, written materials are distributed that include a section to inform the parent or guardian of each student enrolled in TLC that the students have no right to admission in a particular school of any local education agency as a consequence of enrollment in TLC, except to the extent that such a right is extended by the local education agency.

ELEMENT M: EMPLOYEE RETURN RIGHTS

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at TLC. Employees of the District who choose to leave the employment of the District to work at TLC will have no automatic rights of return to the District after employment by TLC unless specifically granted by the District through a leave of absence or other agreement. TLC employees shall have any right upon leaving the District to work in TLC that the District may specify, any rights of return to employment in a school district after employment in TLC that the District may specify, and any other rights upon leaving employment to work in TLC that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will be transferred to TLC in accordance with the Employee Handbook. Employment by TLC provides no rights of employment at any other entity, including any rights in the case of closure of TLC.

ELEMENT N: DISPUTE RESOLUTION PROCEDURES

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N).

A. Dispute Resolution Between TLC And District

TLC recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. TLC is willing to consider changes to the process outlined below as suggested by the District.

TLC and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between TLC and the District regarding the terms of this Charter, or any other issue regarding the TLC and District relationship, both parties agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and Executive Director of TLC or their respective designees. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, TLC requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Executive Director and Superintendent or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Executive Director or their respective designees, of TLC and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, upon mutual agreement, the Superintendent and Executive Director, or their respective designees, shall meet again within 15 days, or longer if both parties agree, to identify a neutral, third party mediator to assist in dispute resolution. The mediation shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. Unless jointly agreed otherwise, mediation shall be held within 60 days of receipt of the dispute statement.

All mediation costs and all other costs associated with dispute resolution shall be shared equally by TLC and the District. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in

this section may be revised upon mutual written agreement of the District and TLC and both parties will not make public comment during this process.

B. Internal Dispute Resolution

In addition to the processes above, the TLC Board of Directors shall implement policies and procedures for resolving internal disputes and grievances. These procedures are included in the Employee Handbook for TLC. TLC shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process upon request.

The District agrees to refer all complaints regarding TLC's operations to the TLC staff and/or TLC Board of Directors for resolution in accordance with TLC's adopted policies.

ELEMENT O: SCHOOL CLOSURE PROCEDURES

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(O).

The following procedures shall apply in the event TLC closes. The following procedures apply regardless of the reason for closure.

Closure of TLC will be documented by official action of the TLC Board. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities and will work closely with the Executive Director and/or the Assistant Director.

The Charter School will promptly notify parents and students of TLC, the District, the SELPA, the San Diego County Office of Education, the retirement systems in which TLC's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security) and the CDE of the closure and of the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure notification to the parents and students of TLC of the closure and to provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close TLC.

The Charter School will also develop a list of pupils in each grade level and the subjects they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, TLC will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. TLC will ask the District to store original records of TLC students. All student records of TLC shall be transferred to the District upon School closure. If the District will not or cannot store the records, TLC shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, TLC will prepare final financial records. TLC will also have an independent audit completed within six months after closure. TLC will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by TLC and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to TLC.

TLC will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of TLC, all assets and liabilities of TLC, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending TLC, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C.§ 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or District property will be promptly returned upon school closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, TLC shall remain solely responsible for all liabilities and debts arising from the operation of TLC.

As TLC is operated by TLC, a nonprofit public benefit corporation, should the corporation dissolve with the closure of TLC, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

TLC will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS PROVISIONS

A. Facilities

Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(g).

TLC Facilities

TLC recognizes its responsibility to provide appropriate services and resources to enable TLC's students to complete their independent study successfully. As such, TLC utilizes resource centers to facilitate its independent study program and offer supporting services to students including, but not limited to, testing, tutoring, wet labs, special education services, and teacher-student meetings.

TLC shall locate and operate two Resource Centers at the following addresses within the boundaries of the San Diego Unified School District: 9950 Scripps Lake Dr. #104 San Diego, CA 92131 and 8404 Phyllis Pl. San Diego, CA 92123.

In addition, pursuant to Education Code Section 47605.1(c), TLC shall locate and operate one Resouce Center at the following address in Riverside County, which is a county adjacent to San Diego County: 27715 Jefferson Avenue #117 Temecula, CA 92590. TLC affirms the Temecula Resouce Center is (1) used exclusively for the educational support of students who are enrolled in TLC's nonclassroom-based independent study program, and (2) TLC provides it primary educational services in, and a majority of the pupils it serves are residents of, San Diego County.

The Resource Centers are attractive and safe areas, providing good access for administrators and educational partners and the students or parents who visit the Charter School. The Resource Centers each have a certificate of occupancy, are air-conditioned, heated and illuminated with fluorescent lights, provide handicapped accessible bathrooms and parking, and are fully equipped with sprinklers and other fire safety equipment.

The Resource Centers provide the necessary infrastructure to support the required staff. Should there be a need for further renovations, they will be made in compliance with applicable building and safety codes and will be completed prior to the beginning of the school year.

The TLC budget includes funds for the leases of such facilities, estimated at current market prices. TLC has also included a budget provision for contracting for cleaning service for its Resource Centers. Facility maintenance is the responsibility of the commercial space provider.

Impact on District Facilities

TLC expects that it will have no negative impact on the District with respect to facilities. Because the TLC program is classified by the California Department of Education as a non-classroom based model, the District is not expected to provide facilities for TLC. As a school with a non-classroom based classification, TLC is not eligible for facilities under Proposition 39.

B. Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(g).

Administrative services shall be provided under a professional services agreements approved by the TLC Board of Directors. In addition to providing a turn-key educational program, TLC Academy shall manage the business aspects on behalf of TLC on a percentage basis of all services and support rendered to the Charter School. This support includes back office, academic, special education, business and executive management, technology, and administrative services from TLC at its Administrative Office located at 4215 Spring St. #229 La Mesa CA 91941. Such services shall be carried out by TLC staff with oversight and monitoring by the TLC Board of Directors Treasurer. Any additional contracts will be vetted for conflicts of interest, quality and expertise pursuant to policies adopted by the TLC Board of Directors.

TLC staff shall cooperate fully with District staff in the preparation and reporting of all required data and financial information. The District and TLC may enter into negotiations during the Memorandum of Understanding ("MOU") review process, for the District to provide services to the Charter School. Such services will be mutually agreed upon. Neither party is obligated to provide or accept such services, but may do so by mutual agreement.

The District shall provide supervisory oversight as required by law, in exchange for an oversight fee of 1% of the Charter School's revenue, pursuant to Education Code Section 47613(a). The District may charge up to 3% of the Charter School's revenue if the District provides substantially rent-free facilities pursuant to Education Code Section 47613(b).

TLC will annually enter into a MOU with the District, which outlines the scope of its financial responsibility to the District and describes the service options from the District which the Charter School may or may not choose. The definition of which staff functions constitute District oversight will be included in the MOU.

C. Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(g).

TLC shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. Further, TLC currently has a memorandum of understanding with the District, wherein TLC shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of TLC shall provide for indemnification of the TLC Board, officers, agents, and employees, and TLC will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

In addition, as described below, TLC shall maintain adequate insurance coverage to further limit liability of the District. Internal dispute processes shall be established to decrease the incidence of legal disputes. TLC has retained services of legal counsel familiar with charter school laws to further prevent legal problems from arising.

Insurance

TLC has obtained the following levels of insurance, which may be altered upon direction of the District in its authorization of this charter:

- *Comprehensive General Liability*: $5,000,000 per occurrence, $5,000,000 aggregate.
- *Automobile*: $1,000,000
- *Excess Umbrella Liability*: $15,000,000
- *Worker's Compensation*: Comply with current statutory limits in accordance with California Labor Code

The TLC Board of Directors has obtained a Director and Officer's liability policy that provides $1,000,000 in coverage. The policy binder is available upon request.

Health insurance shall be provided to all TLC staff as determined by the TLC Board of Directors.

TLC and its vendors shall maintain and keep in force such insurance as Compensation, Liability and Property Damage, as will protect it from claims under the Worker's Compensation Acts, and also such insurance as will protect it and TLC from any other claims for damages for personal injury, including death, and claims for damages to any property of TLC, or of the public, which may arise from operations under this charter,

whether such operations be by TLC or by any subcontractor or anyone directly or indirectly employed by any of them.

Insurances will also include health, general liability (including school operation, extra-curricular activities and parent volunteer activities), and property coverage.

TLC's liability insurance policies shall name the District as additional insured. As documentation, TLC shall provide copies of all appropriate certificates of insurance to the District at the beginning of each school year with the District so named.

D. Budgets

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

Attached, as Appendix D, please find the following documents:

1. A projected first year budget including startup costs
2. Budget assumptions
3. Financial projections and cash flow for the first three years of operation

Budget Development

The Charter School Executive Director will prepare and submit a proposed budget for each upcoming fiscal year to the TLC Board of Directors prior to their March meeting. The Board will review and modify the budget as needed. Following Board approval, this preliminary budget will be submitted to District staff, in keeping with timelines outlined in the MOU and any legally required timelines. A revised school budget will be developed, adopted, and submitted to the District, following adoption of the State's annual budget.

Fiscal Year

The fiscal year for TLC will be July 1 through June 30.

Funding Determination

As is required of all non-classroom based programs, TLC shall submit a funding determination application to the CDE each February. Preliminary budgets shall be prepared to meet or exceed all of the tests required for full funding. In the event that full funding is not granted, TLC will work with the Advisory Commission on Charter Schools and the CDE staff to modify the budget so that the Charter School can receive full funding.

Alternatively, the Charter School may modify its revenue and/or expenditure assumptions to ensure a balanced budget. The TLC educational program, as outlined in the charter, is of the highest quality. TLC is committed to providing this full program to its students and also to ensuring that funds are spent to carry out the mission of the Charter School.

E. Financial Reporting

Financial Reports

TLC shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33 as follows, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.

2. By July 1, an annual update to the LCAP_required pursuant to Education Code Section 47606.5.

3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.

4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

TLC shall provide reporting to the District as required by law and as requested by the District including but not limited to the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605 (m), the SARC, and the LCAP.

TLC agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3 TLC shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

TLC shall maintain a number of internal financial controls and bookkeeping practices and policies. Internal controls shall be reviewed and evaluated annually by an independent

auditor in accordance with generally accepted audit standards. TLC shall maintain an accounting system separate rom the District and other charter schools. It shall establish and maintain its own funds to account for level of fiscal accountability. TLC shall adopt an annual budget prior to July 1 of each year. TLC shall prepare appropriate interim financial statements and reports of financial position, operating results, and other pertinent information to facilitate management control of financial operations, legislative oversight, and for external reporting purposes.

Fiscal Policies

The TLC Board of Directors has created and adopted fiscal policies, including adequate internal control policies, and requires that TLC comply with such policies and controls. In order to ensure responsible fiscal management, TLC has consulted with its independent auditor and with the District fiscal staff in developing these policies. Attached as Appendix E, please find the fiscal policies.

F. Responding to Inquiries

Pursuant to Education Code section 47607, the District shall have the right to inspect or observe any part of the Charter School at any time.

TLC agrees to promptly respond to all inquiries, including requests for financial records, from the District, the County Office of Education, or the California Department of Education.

TLC shall permit the District to inspect and receive copies of all records relating to the operation of TLC, including financial, personnel and pupil records, unless law prohibits disclosure to the District of any such records. TLC shall promptly comply with District requests for inspection or copies of TLC records. The records of TLC, including the non-profit corporation, are public records under the Public Records Act (Government Code section 6250 et seq.).

G. Transportation

TLC will not provide transportation to and from school, except as required by law.

While TLC may help facilitate local extracurricular and recreational activities among TLC students and their families, the families will be responsible for providing their own transportation for these activities.

If TLC provides transportation for any special event, Charter School administrators will assure that such transportation meets all applicable safety standards and bears any motor vehicle insurance required under California state law.

Any parent transporting students other than their own children in their car to school organized events will sign appropriate waivers/release forms and will provide proof of liability insurance to TLC.

APPENDIX A:

2019-20
School Calendar

The Learning Choice Academy | 2019-2020 School Calendar

1 Summer school starts
4 **No School:** Independence Day

JULY 2019						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JANUARY 2020						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1-4 **No School:** Winter Break
17 End of First Semester
20 **No School:** M.L. King Day
21 Start of Second Semester

12 Last day of summer school
26 **First day of school**

AUGUST 2019						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	**26**	27	28	29	30	31

FEBRUARY 2020						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

14 **No School:** Washington's B-Day
17 **No School:** Presidents' Day

2 **No School:** Labor Day

SEPTEMBER 2019						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MARCH 2020						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

OCTOBER 2019						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL 2020						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

6-17 **No School:** Spring Break

11 **No School:** Veterans Day
25-29 **No School:** Fall Break

NOVEMBER 2019						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY 2020						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

25 **No School:** Memorial Day

24-31 **No School:** Winter Break

DECEMBER 2019						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE 2020						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	**15**	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

10 Last day of school

APPENDIX B:

Articles of Incorporation,
Corporate Bylaws,
Conflict of Interest Code,
And Corporation Status

State of California
Secretary of State

I, BRUCE McPHERSON, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) was prepared by and in this office from the record on file, of which it purports to be a copy, and that it is full, true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

JUN 23 2006

BRUCE McPHERSON
Secretary of State

2655171

FILED
in the office of the Secretary of State
of the State of California

JUN 1 0 2004

KEVIN SHELLEY, Secretary of State

ARTICLES OF INCORPORATION
OF
THE LEARNING CHOICE ACADEMY
(A California Nonprofit Public Benefit Corporation)

I.

The name of the Corporation shall be The Learning Choice Academy.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote The Learning Choice Academy.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Kathy Bass
1662 Point Conception Court
Chula Vista, CA 91911

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not

participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

Dated: 6/9/04

Incorporator

OFFICE OF THE SECRETARY OF STATE

BYLAWS
OF
The Learning Choice Academy

(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1.NAME. The name of this corporation is The Learning Choice Academy.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 9950 Scripps Lake Drive, Ste. 105, San Diego, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote The Learning Choice Academy ("Charter School"), a California public charter school. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V
DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. The Corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School's Charter. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI
CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII
BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board").

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.

c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

d. Adopt and use a corporate seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than three (3) and no more than seven (7), unless changed by amendments to these bylaws. The Board composition shall include the following: one (1) community representative, one (1) community representative with a background in education, two (2) parent representatives and one (1) staff representative. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Corporation may appoint an additional director to ensure an odd number of Board members. The school community, consisting of the staff and parents/legal guardians of The Learning Choice Academy, shall nominate individuals for Board candidacy by a majority vote. Each member of the school community is entitled to a single vote. Voting shall take place in May or June each year. All board members, except for the representative of the charter authorizer, shall be designated by the existing Board of Directors. The Board of Directors shall consist of at least three (3) directors unless changed by amendment to these bylaws.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49% (forty-nine percent) of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERM. Each director shall hold office for two (2) years and until a successor director has been designated and qualified. The terms of the Board have been staggered resulting in two Board term rotations with no more than three (3) Board seats expiring at any one time.

Section 6. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 7. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure of a director to meet any Board member qualifications that were in effect when the Director was elected.

Section 8. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 9. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 10. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 11.

Section 11. VACANCIES. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director.

Section 12. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 12. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within the granting agency's boundaries designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 13. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). The Board of Directors shall meet annually for

the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 14. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 15. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 16. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the manner:

1. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.

2. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

3. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 17. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Section 18. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;

b. All votes taken during a teleconference meeting shall be by roll call;

c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;[5]

e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and

f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.[6]

Section 19. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 20. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 21. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more

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[5] This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

[6] The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;

b. Fill vacancies on the Board of Directors or any committee of the Board;

c. Fix compensation of the directors for serving on the Board of Directors or on any committee;

d. Amend or repeal bylaws or adopt new bylaws;

e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;

f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;

g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or

h. Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

The Parent Advisory Council (PAC) shall be established as an advisory committee and shall be composed of parents, employees, or other interested community members deemed necessary to deliberate on issues, fundraisers, and other School interests and activities. The PAC's decisions and recommendations are advisory only and not to be construed as having the authority of the Board.

Section 22. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as

long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 23. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 24. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII
OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Chief Financial Officer, who shall be known as the Treasurer. The corporation, at the Board's direction, may also have a Chairman of the Board and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall serve a term of two (2) years, shall be chosen by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 8. PRESIDENT. The President shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require. If there is no Chairman of the Board, the President shall also preside at the Board of Directors' meetings.

Section 9. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Treasurer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX
CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors have a material financial interest) unless all of the requirements in The Learning Choice Academy Conflict of Interest Policy have been fulfilled.

ARTICLE X
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in The Learning Choice Academy Conflict of Interest Policy have been fulfilled.

ARTICLE XI
LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII
INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or

was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII
INSURANCE

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV
MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

a. Adequate and correct books and records of account;
b. Written minutes of the proceedings of the Board and committees of the Board; and
c. Such reports and records as required by law.

ARTICLE XV
INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a

director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVI
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;

b. The principal changes in assets and liabilities, including trust funds;

c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

d. The corporation's expenses or disbursement for both general and restricted purposes;

e. Any information required under these bylaws; and

f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than $50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than $50,000. For this purpose, an "interested person" is either:

(1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or

(2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE XVII
BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created the The Learning Choice Academy or make any provisions of these Bylaws inconsistent with that Charter, the corporation's Articles of Incorporation, or any laws.

ARTICLE XVIII

FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of The Learning Choice Academy, California nonprofit public benefit corporation; that these bylaws, consisting of 13 pages, are the bylaws of this corporation as adopted by the Board of Directors on 01/08/2014; and that these bylaws have not been amended or modified since that date.

Executed on 01/08/2014 at San Diego, California.

Lydia Hammett

Lydia Hammett, Secretary

THE LEARNING CHOICE ACADEMY

CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., **The Learning Choice Academy** hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members and all other designated employees of **The Learning Choice Academy** ("Charter School"), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School's filing officer shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Principal, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.

EXHIBIT A

Designated Positions

Designated Position	Assigned Disclosure Category
Members of the Governing Board	1, 2
President	1, 2
Chairman of the Board	1, 2
Treasurer	1, 2
Secretary	1, 2
Executive Director of Charter School	1, 2
Consultants/New Positions	*

*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Executive Director may determine in writing that a particular consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Executive Director's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Government Code § 81008).

EXHIBIT B

Disclosure Categories

Category 1

Designated positions assigned to this category must report:

a. Interests in real property located in whole or in part within two (2) miles of any facility utilized by The Learning Choice Academy's charter school, including any leasehold, beneficial or ownership interest or option to acquire such interest in real property.

b. Investments and business positions in business entities, or sources of income (including receipt of gifts, loans, and travel payments) that engage in the purchase or sale of real property or are engaged in building construction or design.

Category 2

Designated positions assigned to this category must report:

Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) from sources that are contractors engaged in the performance of work or services, or sources that manufacture or sell supplies, instructional materials, machinery or equipment of the type to be utilized by The Learning Choice Academy.

Category 3

Designated positions assigned to this category must report:

Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) from sources that are contractors engaged in the performance of work or services, or sources that manufacture or sell supplies, instructional materials, machinery or equipment of the type to be utilized by the designated position's department.

COUNTY OF SAN DIEGO
BOARD OF SUPERVISORS
TUESDAY, AUGUST 2, 2016

MINUTE ORDER NO. 10

SUBJECT: NOTICED PUBLIC HEARING: CONFLICT OF INTEREST CODES: VARIOUS AGENCIES (DISTRICTS: ALL)

OVERVIEW:
The Board of Supervisors serves as the Code Reviewing Body for any local government, other than cities, with jurisdiction wholly within the County, per Government Code Section 82011. The recommended action would approve the adopted Conflict of Interest Codes submitted by various agencies.

FISCAL IMPACT:
The funding source for administration of this task is included in the Fiscal Year 2016-17 Adopted Budget for the Clerk of the Board of Supervisors. These reviews require minor costs, which may be recoverable from the State of California.

BUSINESS IMPACT STATEMENT:
N/A

RECOMMENDATION:
CHIEF ADMINISTRATIVE OFFICER
Approve the Conflict of Interest Codes adopted by the following agencies:
1. Altus - Charter School of San Diego Student Success Programs
2. Audeo Charter School, Inc.
3. First 5 Commission of San Diego
4. The Learning Choice Academy
5. Valley Center Fire Protection District

ACTION:
ON MOTION of Supervisor Horn, seconded by Supervisor Cox, the Board closed the Hearing and took action as recommended, on Consent.

AYES: Cox, Jacob, D. Roberts, R. Roberts, Horn

- - -

State of California)
County of San Diego) §

I hereby certify that the foregoing is a full, true and correct copy of the Original entered in the Minutes of the Board of Supervisors.

DAVID HALL
Clerk of the Board of Supervisors

By_____
Marvice E. Mazyck, Chief Deputy

Business Search - Results

The California Business Search is updated daily and reflects work processed through Tuesday, October 30, 2018. Please refer to document **Processing Times** for the received dates of filings currently being processed. The data provided is not a complete or certified record of an entity.

- Select an entity name below to view additional information. Results are listed alphabetically in ascending order by entity name, or you can select a column title to change the sort order.
- To refine the search results, enter a word or a string of words in the "Narrow search results" box. The "Narrow search results" will search on all fields of the initial search results.
- For information on checking or reserving a name, refer to **Name Availability**.
- For information on requesting a more extensive search, refer to **Information Requests**.
- For help with searching an entity name, refer to **Search Tips**.
- For descriptions of the various fields and status types, refer to **Frequently Asked Questions**.

Results of search for Corporation Name keyword "The Learning Choice Academy" returned 1 entity record (out of 1 record found).

Show 10 entities per page

Narrow search results:

Entity Number	Registration Date	Status	Entity Name	Jurisdiction	Agent for Service of Process
C2655171	06/10/2004	ACTIVE	**THE LEARNING CHOICE ACADEMY**	CALIFORNIA	DEBORAH GOODING

Showing 1 to 1 of 1 entities

Previous 1 Next

Modify Search New Search

N

State of California
Secretary of State

Statement of Information
(Domestic Nonprofit, Credit Union and General Cooperative Corporations)

Filing Fee: $20.00. If this is an amendment, see instructions.
IMPORTANT – READ INSTRUCTIONS BEFORE COMPLETING THIS FORM

FX01316

FILED

In the office of the Secretary of State
of the State of California

MAY-25 2018

This Space for Filing Use Only

1. CORPORATE NAME

THE LEARNING CHOICE ACADEMY

2. CALIFORNIA CORPORATE NUMBER

C2655171

Complete Principal Office Address (Do not abbreviate the name of the city. Item 3 cannot be a P.O. Box.)

3. STREET ADDRESS OF PRINCIPAL OFFICE IN CALIFORNIA, IF ANY | CITY | STATE | ZIP CODE

4215 SPRING ST. STE 104-A, LA MESA, CA 91941

4. MAILING ADDRESS OF THE CORPORATION | CITY | STATE | ZIP CODE

DEBORAH GOODING 4215 SPRING ST. STE. 104-A, LA MESA, CA 91941

Names and Complete Addresses of the Following Officers (The corporation must list these three officers. A comparable title for the specific officer may be added; however, the preprinted titles on this form must not be altered.)

5. CHIEF EXECUTIVE OFFICER/ ADDRESS | CITY | STATE | ZIP CODE

CELINA CUNNINGHAM 4215 SPRING ST. STE. 104-A, LA MESA, CA 91941

6. SECRETARY ADDRESS | CITY | STATE | ZIP CODE

CATHY KNISS 4215 SPRING ST. STE. 104-A, LA MESA, CA 91941

7. CHIEF FINANCIAL OFFICER/ ADDRESS | CITY | STATE | ZIP CODE

BARBARA PONGRIKUL 4215 SPRING ST. STE. 104-A, LA MESA, CA 91941

Agent for Service of Process If the agent is an individual, the agent must reside in California and Item 9 must be completed with a California street address, a P.O. Box address is not acceptable. If the agent is another corporation, the agent must have on file with the California Secretary of State a certificate pursuant to California Corporations Code section 1505 and Item 9 must be left blank.

8. NAME OF AGENT FOR SERVICE OF PROCESS [Note: The person designated as the corporation's agent MUST have agreed to act in that capacity prior to the designation.]

DEBORAH GOODING

9. STREET ADDRESS OF AGENT FOR SERVICE OF PROCESS IN CALIFORNIA, IF AN INDIVIDUAL | CITY | STATE | ZIP CODE

4215 SPRING ST. STE. 104-A, LA MESA, CA 91941

Common Interest Developments

10. ☐ Check here if the corporation is an association formed to manage a common interest development under the Davis-Stirling Common Interest Development Act, (California Civil Code section 4000, et seq.) or under the Commercial and Industrial Common Interest Development Act, (California Civil Code section 6500, et seq.). The corporation must file a Statement by Common Interest Development Association (Form SI-CID) as required by California Civil Code sections 5405(a) and 6760(a). Please see instructions on the reverse side of this form.

11. THE INFORMATION CONTAINED HEREIN IS TRUE AND CORRECT.

DATE	TYPE/PRINT NAME OF PERSON COMPLETING FORM	TITLE	SIGNATURE
05/25/2018	ERIN K PIXTON	ACCOUNTS SPECIALIST	

APPENDIX C:

Uniform Complaint Policy

Uniform Complaint Policy and Procedure

No Translated Versions Necessary

Notifications (page 3 of 7)

The Executive Director or designee shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties (e.g., Adult Education).

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English.

THE LEARNING CHOICE
ACADEMY

UNIFORM COMPLAINT POLICY AND PROCEDURES

Scope

The Learning Choice Academy ("Charter School") policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

(1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, disability, ethnic group identification, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and

(2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Consolidated Categorical Aid Programs, Foster and Homeless Youth Services, No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, Special Education Programs.

(3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

BOD approved 9-14-16

i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.

d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

(4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

(5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If the Charter School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Executive Director or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Debi Gooding
Executive Director
The Learning Choice Academy
4215 Spring St. A-104
La Mesa, CA 91941
Phone: 619-463-8811

The Executive Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Executive Director or designee.

Should a complaint be filed against the Executive Director, the compliance officer for that case shall be the President of the Charter School Board of Directors.

Notifications

The Executive Director or designee shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties (e.g., Adult Education).

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English.

The Executive Director or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The annual notice shall include the following:

(a) A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.

(b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

(c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.

(d) A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision.

(e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.

(f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- Step 1: Filing of Complaint

  Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.

  A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

  Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

  The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

  If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist him/her in the filing of the complaint.

- Step 2: Mediation

  Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

  Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

  If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- Step 4: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within sixty (60) days of the Charter School's receipt of the complaint.

- Step 5: Final Written Decision

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.

2. The conclusion(s) of law.

3. Disposition of the complaint.

4. Rationale for such disposition.

5. Corrective actions, if any are warranted.

6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.

7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Executive Director or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.

2. A copy of the decision.

3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.

4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.

5. A report of any action taken to resolve the complaint.

6. A copy of the Charter School's complaint procedures.

7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

THE LEARNING CHOICE
ACADEMY

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ☐ Special Education
- ☐ Pupil Fees
- ☐ Consolidated Categorical Aid
- ☐ No Child Left Behind Programs
- ☐ Local Control Funding Formula
- ☐ Foster/Homeless Youth
- ☐ Lactating Pupils

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- ☐ Age
- ☐ Ancestry
- ☐ Color
- ☐ Disability (Mental or Physical)
- ☐ Ethnic Group Identification
- ☐ Gender / Gender Expression / Gender Identity
- ☐ Genetic Information
- ☐ National Origin
- ☐ Race or Ethnicity
- ☐ Religion
- ☐ Sex (Actual or Perceived)
- ☐ Sexual Orientation (Actual or Perceived)
- ☐ Based on association with a person or group with one or more of these actual or perceived characteristics

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

_____

_____

_____

_____

_____

_____

_____

APPENDIX D:

Board Of Directors

THE LEARNING CHOICE ACADEMY

2018-2019 Board of Director's

President

Celina Cunningham / Community Representative/Business (term start 7-2018 term exp. 7-30-20)

619-857-2309

celinaplease@aol.com

Vice President

Mrs. Michelle Hellerud = Parent (term start 7-2018 term exp. 7-30-20)

619 886-8890

Michelle.hellerud@gmail.co

Treasurer

Ms. Barbara Pongsrikul = Community/Education (term start 7-2018term exp. 7-30-20)

619-206-4680

Bpongsri3@gmail.com

Secretary

Staff Representative (La Mesa Resource Ctr. Admin.)Term start 7 -17 term exp. 7-30-19)

Ms. Cathy Kniss

619-463-6844

ckniss@learningchoice.org

Parent Representative

Jeannie Ortiz / 619-472-0802 (term 7-2017 exp. 7-2019)

Ortizfamily_5@att.net

APPENDIX E:

Fiscal Policies

The Learning Choice Academy

Subject: Petty Cash Funds	Policy #3000-18

Policy:

The purpose of a petty cash fund is to have cash available in the office of the Director for express charges, postage due, and other unforeseen small expenses which cannot conveniently be charged and handled in the usual manner.

1. The amount of cash funds at any school site shall not exceed $50.

2. The Director or staff member in whose name the fund is created will be responsible for all expenditures made from it.

3. Each disbursement will be supported by a cash register tape, a sales slip, or other evidence of the expenditure. Such evidence will be summarized monthly or earlier if the fund needs replenishment.

4.. The documents and the summary will be forwarded to the business office where a check will be issued to replenish the fund.

5. The amount on deposit plus receipts of disbursement must always equal the original amount of the fund.

6. Funds will be regularly audited by the business office.

7. Funds are subject to audit by the school's auditor.

8. Money left overnight in schools shall be kept in a safe or secured place.

The Learning Choice Academy

Subject: School Revolving Funds	Policy #3000-24

Policy:

School Revolving Fund

The Governing Board may establish by resolution a revolving cash fund of $10,000 for use by the Director or designee in paying for goods, services and other charges determined by the Board, including supplemental payments required to correct any payroll errors.

The funds shall be deposited in a bank doing business locally, whose deposits are insured by FDIC. The Director shall be responsible for all payments into the account as well as expenditures from the account subject to the restrictions established by the Board.

The Board shall review and revise fund usage as appropriate.

Additional Revolving Funds

The Board also may, by resolution, establish revolving cash funds for use by staff members to pay for goods and services.

No funds maintained in a revolving fund shall be used in an attempt to influence government decisions, for entertainment purposes, or for any other purpose not related to classroom instruction.

The Board shall name the staff members who will have use and control of the funds. Staff so named shall be responsible for all payments into the accounts as well as expenditures from the accounts, subject to restrictions established by the Board.

The Board shall provide an audit of revolving funds on a regular basis.

MAY 1 0 2005

The Learning Choice Academy

Subject: Budget and Fiscal Reporting Calendar	**Policy #3000-26**

The Governing Board accepts responsibility for adopting a sound budget that is compatible with the school's vision and goals. The Board shall establish and maintain a reserve that is sufficient for contingencies and unforeseen emergencies. The Board encourages public input in the budget development process and shall approve all budgets in public board sessions in accordance with law.

The Executive Director will work with staff and consultants to prepare and develop budgets based on year-to-date actuals, legislative changes, funding outlook for the coming and future year, expansion or contraction plans affecting enrollment, and all other factors having a financial impact on the operation of the school. All budgets shall be considered preliminary prior to final Board approval at a public meeting.

The school's initial and interim budgetary process shall follow the provisions of Education Code 47604.33, as quoted below. Furthermore, each budget shall be approved by the due date set by the San Diego Unified School District for each required budget report, and delivered to the District by such date, but in no case later than the state-required deadlines.

A financial reporting calendar shall be approved by the Board for each fiscal year, no later than the approval date of the final budget, showing filing deadlines for each budget report.

Education Code 47604.33:

> 47604.33. (a) Each charter school shall annually prepare and submit the following reports to its chartering authority and the county superintendent of schools, or only to the county superintendent of schools if the county board of education is the chartering authority:
>
> (1) On or before July 1, a preliminary budget. For a charter school in its first year of operation, the information submitted pursuant to subdivision (g) of Section 47605 satisfies this requirement.
>
> (2) On or before December 15, an interim financial report. This report shall reflect changes through October 31.
>
> (3) On or before March 15, a second interim financial report. This report shall reflect changes through January 31.

JUN 10 2007

JUN 10 2008

Approved 7/10/07

The Learning Choice Academy

Subject: Bank Transfers	**Policy #3000-27**

The school currently has two operating bank accounts:

a) an account at the San Diego County Office of Education held in the County Treasury, which receives all state and district governmental deposits; and

b) an operating checking account at Wells Fargo Bank, which is used to make all payroll and vendor payments, and which receives all local deposits such as donations.

In the course of business, regular transfers are required between the County account and the Wells Fargo account, in order to move state and district governmental funding into the operating account in order to meet payroll and other operational costs.

These transfers are handled through the County of San Diego WARP online transfer system. A request for transfer is made online through the password-protected site and must be subsequently approved by the San Diego City Unified School District. Only after submittal and SDUSD approval is the transfer processed.

To expedite such transfers, the school's third-party business service provider is hereby authorized by the Board to initiate such transfers through the WARP system and coordinate the approval process. The provider is only authorized to initiate transfers from one school account to the other school account to ensure enough operating cash is always available to meet ongoing needs. The provider may not initiate or approve any other types of transfers other than the internal transfers described above.

The provider is required to ensure that e-mail notification of any transfers is delivered to the school's Business Manager prior to the transfer date, and a confirmation of transfers is e-mailed to the Business Manager within 2 business days after such transfer.

JUN 18 2007

Approved 7/10/07

The Learning Choice Academy

Subject: Check Signatures	**Policy #3000-29**

All checks for amounts over $5,000 will be signed by two authorized signers designated by The Learning Choice Academy.

Approved 4/7/2008

The Learning Choice Academy

Subject: Fixed Assets and Capitalization Policy	**Policy #3000-30**

PURPOSE AND SCOPE

The purpose of this Policy is to establish standard procedures for capitalizing fixed assets to facilitate the identification, reporting and safeguarding of TLC assets in compliance with generally accepted financial reporting requirements.

ASSET VALUE

Capital assets are valued at their historical cost. In the absence of historical cost information, the asset's estimated historical cost will be used. Donated assets are reported at fair market value on the date the asset is donated.

CAPITALIZATION THRESHOLD

The School will capitalize all individual assets with a cost of $1,000 or more and that have an estimated useful life of one year or more.

DEPRECIATION METHOD

Capitalized assets are depreciated using the straight line method.

ESTIMATED USEFUL LIVES

The following guidelines are used in setting estimated useful lives for asset reporting:

Leasehold Improvements 10-20 years
Vehicles 5 – 10 years
IT/Technology Equipment 3-5 years

Approval Date: 7/22/2008
Revision Approval Date: 12/16/2008

The Learning Choice Academy

Subject: Staff Cash-Handling Policy	**Policy #3000-31**

Guidelines for school-approved collection of funds

- Funds are not to be collected for any event, including charities, except for school-sponsored events.
- School-sponsored events may not benefit one person or a cause to support one person.
- While staff may not collect funds for any student cause or charity, staff may post an announcement for charities or sales that students are sponsoring, as long as all advertisements state that the event in question is not school sponsored and funds may not be collected at school.
- In order for an event to be school sponsored, an approval form must be submitted to and approved by the School Director before any advertising or collection of funds may begin.

The following cash-handling procedures should be followed by all staff members:

- Cash may only be handled by a staff member after approval has been granted by the school director. For any particular school-sponsored event, the IAs, Events Coordinator, and Administrative Assistant are authorized to handle cash. Any other staff member must be preapproved by the school director.
- A receipt should be issued to the customer by the cash collection point immediately upon receipt of cash
- All cash and checks should be stored in a safe, locked drawer.
- All checks and cash should be totaled and recorded on a deposit form and submitted to the school's Associate Budget Analyst within three (3) days of the event.

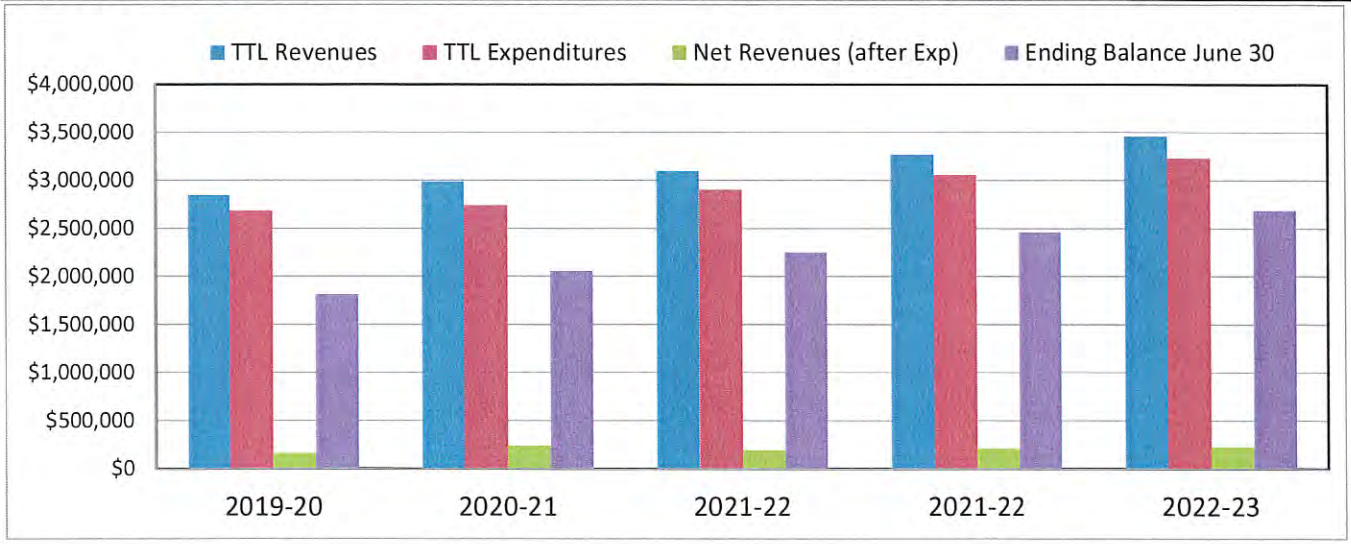
Approval Date: 5/18/2010

APPENDIX F:

Budget and Cash Flow

The Learning Choice Academy
2019-2024 Charter Renewal - 5-Year Financial Projection
MULTI-YEAR PROJECTION SUMMARY

	YEAR 1 2019-20	YEAR 2 2020-21	YEAR 3 2021-22	YEAR 4 2021-22	YEAR 5 2022-23
Projected Enrollment:	261	267	274	281	289
Projected P-2 ADA:	255.78	261.66	268.52	275.38	283.22
Revenues:					
LCFF Funding	2,445,066	2,570,331	2,731,061	2,892,359	3,074,995
Federal Revenue	209,477	168,255	171,313	174,499	178,013
Other State Revenue	193,928	243,012	193,444	198,565	204,155
Other Local Revenue	750	750	750	750	750
TTL Revenues	2,849,221	2,982,348	3,096,569	3,266,173	3,457,913
Expenditures:					
Certificated Salaries	900,944	949,305	1,003,419	1,059,925	1,122,804
Non-Certificated Salaries	277,480	292,375	309,041	326,444	345,810
Benefits	428,840	474,099	524,942	566,417	611,247
Books/Supplies/Materials	240,750	268,600	274,200	279,800	286,200
Services/Operations	792,420	714,400	748,367	782,871	820,879
Capital Outlay (Depreciation)	42,500	42,500	42,500	42,500	42,500
Other Outgo	-	-	-	-	-
TTL Expenditures	2,682,933	2,741,279	2,902,468	3,057,957	3,229,440
Net Revenues (after Exp)	166,289	241,069	194,101	208,216	228,473
Beginning Balance July 1	1,651,405	1,817,694	2,058,763	2,252,864	2,461,080
Ending Balance June 30	1,817,694	2,058,763	2,252,864	2,461,080	2,689,553
Ending Bal. as % of Exp.:	67.8%	75.1%	77.6%	80.5%	83.3%



The Learning Choice Academy
2019-2024 Charter Renewal - 5-Year Financial Projection
FIVE-YEAR FINANCIAL PROJECTION

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Description	2019-20	2020-21	2021-22	2021-22	2022-23
Enrollment	261	267	274	281	289
P-2 ADA	255.78	261.66	268.52	275.38	283.22
REVENUES					
Local Control Funding Formula Revenues					
8011 - General Purpose Block Grant	913,228	1,003,278	1,122,924	1,243,138	1,378,821
8012 - Education Protection Account	51,156	52,332	53,704	55,076	56,644
8096 - Funding in Lieu of Property Taxes	1,480,682	1,514,721	1,554,433	1,594,145	1,639,530
TTL LCFF Revenues	2,445,066	2,570,331	2,731,061	2,892,359	3,074,995
Federal Revenue					
8181 - Federal IDEA Special Education	76,440	33,251	34,016	34,908	35,799
8220 - NSLP Federal	37,500	37,500	37,500	37,500	37,500
8290 - Title I-III, PCSGP Grant	95,537	97,503	99,797	102,092	104,713
TTL Federal Revenue	209,477	168,255	171,313	174,499	178,013
Other State Revenue					
8311 - State Special Education Revenue	122,710	125,531	128,822	132,114	135,875
8520 - NSLP State	-	-	-	-	-
8550 - Mandate Block Grant	16,750	7,321	7,502	7,699	7,896
8560 - State Lottery Revenue	54,468	110,160	57,120	58,752	60,384
8590 - Add'l State Revenues	-	-	-	-	-
TTL Other State Revenue	193,928	243,012	193,444	198,565	204,155
Other Local Revenue					
8634 - NSLP Local	-	-	-	-	-
8660 - Interest	750	750	750	750	750
8699 - Local Donations/Contributions/Other	-	-	-	-	-
8791/2 - Special Education Revenues (Local)	-	-	-	-	-
TTL Other Local Revenue	750	750	750	750	750
TTL REVENUES	2,849,221	2,982,348	3,096,569	3,266,173	3,457,913
EXPENDITURES					
1000 - Certificated Salaries					
1100 - Teachers' Salaries	665,100	700,801	740,750	782,464	828,883
1200 - Certificated Support	48,094	50,675	53,564	56,580	59,937
1300 - Certificated Supervisory/Admin	187,750	197,828	209,105	220,881	233,984
TTL Certificated Salaries	900,944	949,305	1,003,419	1,059,925	1,122,804
2000 - Non-Certificated Salaries					
2100 - Instructional Aide Salaries	100,000	105,368	111,374	117,646	124,625
2300 - Classified Supervisory/Admin	34,680	36,542	38,625	40,800	43,220
2400 - Clerical/Tech/Office Staff	142,800	150,465	159,042	167,999	177,965
TTL Non-Certificated Salaries	277,480	292,375	309,041	326,444	345,810
3000 - Employee Benefits					
STRS	130,006	154,547	181,920	202,446	225,684
PERS	46,062	53,212	61,499	66,595	70,545
Medicare/ OASDI	90,149	94,988	100,403	106,057	112,349
Healthcare	141,411	149,002	157,495	166,364	176,234
SUI	589	621	656	693	734
WC	20,622	21,729	22,968	24,261	25,701
TTL Employee Benefits	428,840	474,099	524,942	566,417	611,247
4000 - Books/Supplies/Materials					
4100 - Textbooks	26,100	26,700	27,400	28,100	28,900
4310 - Materials & Supplies	169,650	186,900	191,800	196,700	202,300
4400 - Noncapitalized Equipment	15,000	25,000	25,000	25,000	25,000

The Learning Choice Academy
2019-2024 Charter Renewal - 5-Year Financial Projection
FIVE-YEAR FINANCIAL PROJECTION

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Description	2019-20	2020-21	2021-22	2021-22	2022-23
TTL Books/Supplies/Materials	240,750	268,600	274,200	279,800	286,200
5000 - Services & Operations					
5200 - Travel and Conferences	5,250	5,639	6,076	6,543	7,066
5300 - Dues and Memberships	2,500	2,685	2,894	3,056	3,238
5400 - Insurance (other than Healthcare)	21,950	23,048	24,200	25,410	26,680
5500 - Operation and Housekeeping Services	12,000	12,890	13,889	14,671	15,541
5510 - Utilities (General)	14,650	15,383	16,152	16,959	17,807
5520 - Janitorial/Custodial	12,000	12,890	13,889	14,671	15,541
5610 - Facility Rental	162,500	170,625	179,156	188,114	197,520
5620 - Equipment Leases	5,000	5,371	5,787	6,113	6,476
5630 - Maintenance & Repair	6,850	7,358	7,928	8,375	8,872
5800 - Professional/Consulting Services	67,500	72,504	78,125	82,525	87,421
5810 - Legal	10,000	10,500	11,025	11,576	12,155
5820 - Audit/CPA Costs	9,200	9,660	10,143	10,650	11,183
5825 - Business Services	113,969	119,294	123,863	130,647	138,317
5840 - Advertisement	15,000	15,345	15,747	16,149	16,609
5850 - Oversight Fee	24,451	25,703	27,311	28,924	30,750
5855 - Short-term Interest	200	377	253	103	-
5860 - Bank Fees	1,900	2,041	2,000	2,113	2,238
5870 - Livescan (Fingerprinting)	1,000	1,074	1,157	1,223	1,295
5880 - Instructional Consultants	280,000	173,550	178,100	182,650	187,850
5910 - Telephone	9,000	9,667	10,417	11,003	11,656
5920 - Telecom/Internet	14,000	15,038	16,204	17,116	18,132
5930 - Postage	3,500	3,759	4,051	4,279	4,533
TTL Services & Operations	792,420	714,400	748,367	782,871	820,879
6000 - Capital Outlay					
6900 - Depreciation	42,500	42,500	42,500	42,500	42,500
TTL Capital Outlay	42,500	42,500	42,500	42,500	42,500
7000 - Other Outgo					
7299 - Other Outgo	-	-	-	-	-
TTL Other Outgo	-	-	-	-	-
TTL EXPENDITURES	2,682,933	2,741,279	2,902,468	3,057,957	3,229,440
Revenues less Expenditures	166,289	241,069	194,101	208,216	228,473
Beginning Fund Balance	1,651,405	1,817,694	2,058,763	2,252,864	2,461,080
Net Revenues	166,289	241,069	194,101	208,216	228,473
ENDING BALANCE	1,817,694	2,058,763	2,252,864	2,461,080	2,689,553
ENDING BALANCE AS % OF OUTGO	67.75%	75.10%	77.62%	80.48%	83.28%

The Learning Choice Academy
2019-2024 Charter Renewal - 5-Year Financial Projection
ENROLLMENT AND A.D.A. ASSUMPTIONS

	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
ADA Ratio:* 98.00%	2019-20		2020-21		2021-22		2021-22		2022-23	
	ENROLL	ADA	ENROLL	ADA	ENROLL	ADA	ENROLLED	ADA	ENROLLED	ADA
Total TK-3 Enrollment	50	49.00	51	49.98	52	50.96	54	52.92	55	53.90
Total 4-6 Enrollment	52	50.96	53	51.94	55	53.90	56	54.88	57	55.86
Total 7-8 Enrollment	48	47.04	49	48.02	50	49.00	51	49.98	52	50.96
Total 9-12 Enrollment	111	108.78	114	111.72	117	114.66	120	117.60	125	122.50
TTL Enrollment/ADA	261	255.78	267	261.66	274	268.52	281	275.38	289	283.22

LCFF Unduplicated Calc:					
Enrollment*	261	267	274	281	289
Unduplicated Count*	135	138	142	145	150
Unduplicated Percentage:	51.72%	51.69%	51.82%	51.60%	51.90%
Blended 3-year UP:	51.75%	51.70%	51.75%	51.70%	51.78%

* ADA ratio is P-2 ADA divided by CALPADS Fall 1 Census Day enrollment - may not represent daily in-class attendance ratio

The Learning Choice Academy
2019-2024 Charter Renewal - 5-Year Financial Projection
STAFFING ASSUMPTIONS

Staffing Levels - Rationale/Explanation

While we will make every effort to minimize staff turnover, all staff will be "at-will". If pre-enrollments do not indicate capacity enrollment, teaching staff will only be retained at levels sufficient to meet core subject needs, and additional teachers added only as enrollment grows. If enrollment drops therafter, while every effort will be maintained to provide a stable learning environment, staff reductions will be enacted if needed to maintain fiscal solvency as a result of lower ADA-based revenues.

Base indendent study student to teacher ratio of 25:1 is assumed annually. Staffing structure and levels are consistent with similar charter schools as well as the general framework outlined in the charter petition narrative. We do not anticipate substantive changes from the general staffing plan outlined in the petition, although the final staffing and allocation is subject to change based on final demographics, SPED student count and other factors.

Annual Pay Increases - Rationale/Explanation

We assume two primary factors affecting annual compensation adjustments: (a) the statewide COLA increase, which we plan to use to adjust our salary scales; and (b) the step-and-column adjustments for each staff member. Generally we plan for normal step-and-column increases as well as overall COLA increases to the entire scale based on statewide COLAs and other factors. For this Financial Update, we are assuming an overall COLA increase matching the FCMAT statewide COLA projections, and an average 2.50% step/column annual increase (taking terms/replacements into account).

Benefits - Rationale/Explanation

We are assuming benefits at the following rates:

STRS = as per published CalSTRS rates
PERS = as per published CalPERS rates
OASDI = 6.20%
Medicare = 1.45%
Worker's Compensation Insurance = 1.75%
State Unemployment Insurance (SUI) = 0.05%
Health Care = assuming 12.0% of total payroll (averaged)

For budget purposes we are assuming all certificated staff are CalSTRS participants.
For budget purposes we are assuming all classified staff are CalPERS participants (after 1,000 hours).
We are assuming benefits for all certificated staff as well as exempt full-time classified staff. Currently we are calculating healthcare costs as a flat percentage of payroll as an overall budget estimate. Actual healthcare costs will be determined by employee following a full analysis of potential insurance providers, and plans will be selected through competitive bidding - plans may be modified during the charter renewal term if necessary.

The Learning Choice Academy
2019-2024 Charter Renewal - 5-Year Financial Projection
PAYROLL & STAFFING DETAIL TABLES

EMPLOYEE FTE & GROSS PAY

Classific	Minor	JobName	Year 1 FTE	Year 1 Pay	Year 2 FTE	Year 2 Pay	Year 3 FTE	Year 3 Pay	Year 4 FTE	Year 4 Pay	Year 5 FTE	Year 5 Pay
Certificated												
	1100											
		SPED Resource Teachers	2.00	117,000	2.05	123,280	2.10	130,308	2.15	137,646	2.21	145,812
		Education Specialist	10.44	548,100	10.68	577,521	10.96	610,442	11.24	644,818	11.56	683,071
	1100 Total		**12.44**	**665,100**	**12.73**	**700,801**	**13.06**	**740,750**	**13.39**	**782,464**	**13.77**	**828,883**
	1200											
		HS Counselor	0.30	18,900	0.31	19,915	0.31	21,050	0.32	22,235	0.33	23,554
		Psychologist	0.30	29,194	0.31	30,761	0.31	32,514	0.32	34,345	0.33	36,383
	1200 Total		**0.60**	**48,094**	**0.61**	**50,675**	**0.63**	**53,564**	**0.65**	**56,580**	**0.66**	**59,937**
	1300											
		Executive Director	0.30	34,500	0.31	36,352	0.31	38,424	0.32	40,588	0.33	42,996
		Assistant Director	0.30	18,750	0.31	19,756	0.31	20,883	0.32	22,059	0.33	23,367
		EL Coordinator	0.30	26,100	0.31	27,501	0.31	29,069	0.32	30,706	0.33	32,527
		Dean of Students	0.30	21,300	0.31	22,443	0.31	23,723	0.32	25,059	0.33	26,545
		Curriculum Manager	0.30	24,600	0.31	25,920	0.31	27,398	0.32	28,941	0.33	30,658
		Resource Center Admin	1.00	62,500	1.02	65,855	1.05	69,609	1.08	73,529	1.11	77,891
	1300 Total		**2.50**	**187,750**	**2.56**	**197,828**	**2.62**	**209,105**	**2.69**	**220,881**	**2.77**	**233,984**
Certificated Total			**15.54**	**900,944**	**15.90**	**949,305**	**16.31**	**1,003,419**	**16.73**	**1,059,925**	**17.21**	**1,122,804**

The Learning Choice Academy
2019-2024 Charter Renewal - 5-Year Financial Projection
PAYROLL & STAFFING DETAIL TABLES

EMPLOYEE FTE & GROSS PAY

Classific	Minor	JobName	Year 1 FTE	Year 1 Pay	Year 2 FTE	Year 2 Pay	Year 3 FTE	Year 3 Pay	Year 4 FTE	Year 4 Pay	Year 5 FTE	Year 5 Pay
Classified												
	2100											
		Classroom Aides	4.00	100,000	4.09	105,368	4.20	111,374	4.31	117,646	4.43	124,625
	2100 Total		**4.00**	**100,000**	**4.09**	**105,368**	**4.20**	**111,374**	**4.31**	**117,646**	**4.43**	**124,625**
	2400											
		Office Manager	1.00	51,000	1.02	53,738	1.05	56,801	1.08	60,000	1.11	63,559
		Administrative Assistant	0.30	13,500	0.31	14,225	0.31	15,036	0.32	15,882	0.33	16,824
		Registrar	0.30	13,800	0.31	14,541	0.31	15,370	0.32	16,235	0.33	17,198
		IT Manager	0.30	22,050	0.31	23,234	0.31	24,558	0.32	25,941	0.33	27,480
		Business Manager	0.30	27,750	0.31	29,240	0.31	30,906	0.32	32,647	0.33	34,584
		Asst Events Coordinator	0.30	14,700	0.31	15,489	0.31	16,372	0.32	17,294	0.33	18,320
	2400 Total		**2.50**	**142,800**	**2.56**	**150,465**	**2.62**	**159,042**	**2.69**	**167,999**	**2.77**	**177,965**
	2300											
		Data Manager	0.30	14,550	0.31	15,331	0.31	16,205	0.32	17,118	0.33	18,133
		Marketing and Events Manager	0.30	20,130	0.31	21,211	0.31	22,420	0.32	23,682	0.33	25,087
	2300 Total		**0.60**	**34,680**	**0.61**	**36,542**	**0.63**	**38,625**	**0.65**	**40,800**	**0.66**	**43,220**
Classified Total			**7.10**	**277,480**	**7.26**	**292,375**	**7.45**	**309,041**	**7.64**	**326,444**	**7.86**	**345,810**
Grand Total			**22.64**	**1,178,424**	**23.16**	**1,241,679**	**23.77**	**1,312,460**	**24.37**	**1,386,369**	**25.07**	**1,468,614**

The Learning Choice Academy
2019-2024 Charter Renewal - 5-Year Financial Projection
FUNDING ASSUMPTIONS

ENROLLMENT/ADA ASSUMPTIONS:

1. By-grade enrollment projections are shown on the Enrollment Assumptions sheet.
2. ADA is assumed at 98.0% of enrollment throughout based on historical averages for charter schools of this projected size and demographics.
3. LCFF Unduplicated Percentage estimated at 51.77% based on historical levels.

FEDERAL FUNDING ASSUMPTIONS:

1. ESSA Title I, II and IV included. Rates based on pro-rated historical levels to reflect enrollment drop.
2. IDEA Special Education funding assumed at $130/prior year ADA.
3. NSLP Participation assumed for resource centers (new law in 2019-20).

STATE FUNDING ASSUMPTIONS:

1. LCFF funding is calculated using FCMAT's LCFF Calculator and results entered into the Funding Calculations page, assuming San Diego Unified School District as the highest physical location district for both base year and unduplicated percentage calculations. Initial year LCFF base funding for authorizer is extrapolated from TLC 2018-19 Budget.
2. COLAs and gap rates taken from LCFF FCMAT Calculator, extrapolated for Year 5.
3. Mandate Block Grant funding is assumed at $16.33/ADA for TK-8, $45.23/ADA for 9-12.
5. AB602 Funding through County SELPA @ $505/ADA less 5% admin fee.
6. No separate SPED Mental Health funding assumed until awarded.

LOCAL FUNDING ASSUMPTIONS:

1. No donations or contributions assumed until known.
2. Interest earnings are estimates on County Treasury balances (most funds held in local bank).
3. Special education funding assumes membership in El Dorado County SELPA - no local pass-through.

CASH FLOW ASSUMPTIONS:

1. No loans assumed.
2. No state deferrals currently assumed.

The Learning Choice Academy
2019-2024 Charter Renewal - 5-Year Financial Projection
FUNDING CALCULATIONS

2019-20 (Year 1)				Statewide COLA:	2.570%
LCFF FUNDING					TOTALS
		$/ADA	ADA	Subtotal	
LCFF State Aid:		$ 3,570.37	255.78	$ 913,228	
LCFF Education Protection Account:		200.00	255.78	51,156	
LCFF In-Lieu-Of Property Taxes:		5,788.89	255.78	1,480,682	
Total LCFF Funding:		$ 9,559.25	per ADA		2,445,066.00
	TOTAL LCFF FUNDING				$ 2,445,066.00
FEDERAL REVENUES					
Title I Part A				$ 73,237	
Title II Part A				12,300	
Title IV Part A				10,000	
ESEA (NCLB) Funding:					95,537.00
Other Federal Revenues					
National School Lunch Program				37,500.00	
Federal IDEA Special Education				76,440.00	
Other Federal Revenue				-	
Total Other Federal Revenues:					113,940.00
	TOTAL FEDERAL REVENUES				$ 209,477.00
OTHER STATE REVENUES					
Non-Prop 20 Lottery		$ 151.00	267	$ 40,317.00	
Prop 20 Lottery		53.00	267	14,151.00	
					54,468.00
Additional Other State Revenues					
Mandate Block Grant (ongoing)				$ 16,750.00	
State Special Education (AB602)				122,710.46	
Other State Revenues				-	
Total Additional Other State Revenues:					139,460.46
	TOTAL OTHER STATE REVENUES				$ 193,928.46
OTHER LOCAL REVENUES					
Local Donations/Contributions				$ -	
Local Lunch Revenues				-	
Interest Earnings				750.00	
Other Local Revenues				-	
Total Additional Other Local Revenues:					750.00
	TOTAL OTHER LOCAL REVENUES				$ 750.00
	TOTAL REVENUES			$	2,849,221.46

The Learning Choice Academy
2019-2024 Charter Renewal - 5-Year Financial Projection
FUNDING CALCULATIONS

2020-21 (Year 2)				Statewide COLA:	2.67%
LCFF FUNDING					TOTALS
		$/ADA	ADA	Subtotal	
LCFF State Aid:	$	3,834.28	261.66	$ 1,003,278	
LCFF Education Protection Account:		200.00	261.66	52,332	
LCFF In-Lieu-Of Property Taxes:		5,788.89	261.66	1,514,721	
Total LCFF Funding:	$	9,823.17	per ADA		2,570,331.00
	TOTAL LCFF FUNDING				$ 2,570,331.00
FEDERAL REVENUES					
Title I Funding				$ 74,921	
Title II Part A				12,583	
Title IV Part A				10,000	
ESEA (NCLB) Funding:					97,503.37
Other Federal Revenues					
National School Lunch Program				37,500.00	
Federal IDEA Special Education				33,251.40	
Other Federal Revenue				-	
Total Other Federal Revenues:					70,751.40
	TOTAL FEDERAL REVENUES				$ 168,254.77
OTHER STATE REVENUES					
Non-Prop 20 Lottery	$	151.00	540	$ 81,540.00	
Prop 20 Lottery		53.00	540	28,620.00	
					110,160.00
Additional Other State Revenues					
Mandate Block Grant (ongoing)				$ 7,321.00	
State Special Education (AB602)				125,531.39	
Other State Revenues				-	
Total Additional Other State Revenues:					132,852.39
	TOTAL OTHER STATE REVENUES				$ 243,012.39
OTHER LOCAL REVENUES					
Local Donations/Contributions				$ -	
Local Lunch Revenues				-	
Interest Earnings				750.00	
Other Local Revenues				-	
Total Additional Other Local Revenues:					750.00
	TOTAL OTHER LOCAL REVENUES				$ 750.00
	TOTAL REVENUES			$	2,982,348.15

The Learning Choice Academy
2019-2024 Charter Renewal - 5-Year Financial Projection
FUNDING CALCULATIONS

2021-22 (Year 3)				Statewide COLA:	3.42%
LCFF FUNDING					TOTALS
		$/ADA	ADA	Subtotal	
LCFF State Aid:	$	4,181.90	268.52	$ 1,122,924	
LCFF Education Protection Account:		200.00	268.52	53,704	
LCFF In-Lieu-Of Property Taxes:		5,788.89	268.52	1,554,433	
Total LCFF Funding:	$	10,170.79	per ADA		2,731,061.00
	TOTAL LCFF FUNDING				$ 2,731,061.00
FEDERAL REVENUES					
Title I Funding				$ 76,885	
Title II Part A				12,913	
Title IV Part A				10,000	
ESEA (NCLB) Funding:					99,797.46
Other Federal Revenues					
National School Lunch Program				37,500.00	
Federal IDEA Special Education				34,015.80	
Other Federal Revenue				-	
Total Other Federal Revenues:					71,515.80
	TOTAL FEDERAL REVENUES				$ 171,313.26
OTHER STATE REVENUES					
Non-Prop 20 Lottery	$	151.00	280	$ 42,280.00	
Prop 20 Lottery		53.00	280	14,840.00	
					57,120.00
Additional Other State Revenues					
Mandate Block Grant (ongoing)				$ 7,502.00	
State Special Education (AB602)				128,822.47	
Other State Revenues				-	
Total Additional Other State Revenues:					136,324.47
	TOTAL OTHER STATE REVENUES				$ 193,444.47
OTHER LOCAL REVENUES					
Local Donations/Contributions				$ -	
Local Lunch Revenues				-	
Interest Earnings				750.00	
Other Local Revenues				-	
Total Additional Other Local Revenues:					750.00
	TOTAL OTHER LOCAL REVENUES				$ 750.00
	TOTAL REVENUES			$	3,096,568.73

The Learning Choice Academy
2019-2024 Charter Renewal - 5-Year Financial Projection
FUNDING CALCULATIONS

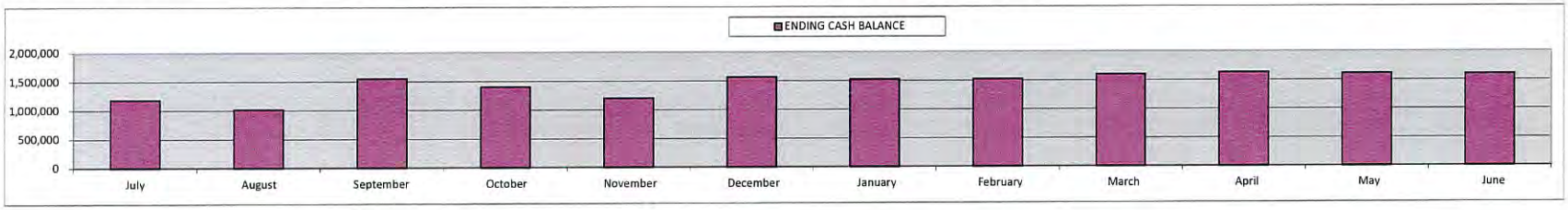
2021-22 (Year 4)				Statewide COLA:	3.26%
LCFF FUNDING					TOTALS
	$/ADA	ADA	Subtotal		
LCFF State Aid:	$ 4,514.26	275.38	$ 1,243,138		
LCFF Education Protection Account:	200.00	275.38	55,076		
LCFF In-Lieu-Of Property Taxes:	5,788.89	275.38	1,594,145		
Total LCFF Funding:	$ 10,503.16	per ADA			2,892,359.00
	TOTAL LCFF FUNDING				$ 2,892,359.00
FEDERAL REVENUES					
Title I Funding			$ 78,849		
Title II Part A			13,243		
Title IV Part A			10,000		
ESEA (NCLB) Funding:					102,091.56
Other Federal Revenues					
National School Lunch Program			37,500.00		
Federal IDEA Special Education			34,907.60		
Other Federal Revenue			-		
Total Other Federal Revenues:					72,407.60
	TOTAL FEDERAL REVENUES				$ 174,499.16
OTHER STATE REVENUES					
Non-Prop 20 Lottery	$ 151.00	288	43,488.00		
Prop 20 Lottery	53.00	288	15,264.00		
					58,752.00
Additional Other State Revenues					
Mandate Block Grant (ongoing)			$ 7,699.00		
State Special Education (AB602)			132,113.56		
Other State Revenues			-		
Total Additional Other State Revenues:					139,812.56
	TOTAL OTHER STATE REVENUES				$ 198,564.56
OTHER LOCAL REVENUES					
Local Donations/Contributions			$ -		
Local Lunch Revenues			-		
Interest Earnings			750.00		
Other Local Revenues			-		
Total Additional Other Local Revenues:					750.00
	TOTAL OTHER LOCAL REVENUES				$ 750.00
	TOTAL REVENUES			$	3,266,172.71

The Learning Choice Academy
2019-2024 Charter Renewal - 5-Year Financial Projection
FUNDING CALCULATIONS

2022-23 (Year 5)				Statewide COLA:	3.26%
LCFF FUNDING					**TOTALS**
	$/ADA	ADA		Subtotal	
LCFF State Aid:	$ 4,868.37	283.22	$	1,378,821	
LCFF Education Protection Account:	200.00	283.22		56,644	
LCFF In-Lieu-Of Property Taxes:	5,788.89	283.22		1,639,530	
Total LCFF Funding:	$ 10,857.27	per ADA			3,074,995.00
	TOTAL LCFF FUNDING				$ 3,074,995.00
FEDERAL REVENUES					
Title I Funding			$	81,094	
Title II Part A				13,620	
Title IV Part A				10,000	
ESEA (NCLB) Funding:					104,713.38
Other Federal Revenues					
National School Lunch Program				37,500.00	
Federal IDEA Special Education				35,799.40	
Other Federal Revenue				-	
Total Other Federal Revenues:					73,299.40
	TOTAL FEDERAL REVENUES				$ 178,012.78
OTHER STATE REVENUES					
Non-Prop 20 Lottery	$ 151.00	296		44,696.00	
Prop 20 Lottery	53.00	296		15,688.00	
					60,384.00
Additional Other State Revenues					
Mandate Block Grant (ongoing)			$	7,896.00	
State Special Education (AB602)				135,874.80	
Other State Revenues				-	
Total Additional Other State Revenues:					143,770.80
	TOTAL OTHER STATE REVENUES				$ 204,154.80
OTHER LOCAL REVENUES					
Local Donations/Contributions			$	-	
Local Lunch Revenues				-	
Interest Earnings				750.00	
Other Local Revenues				-	
Total Additional Other Local Revenues:					750.00
	TOTAL OTHER LOCAL REVENUES				$ 750.00
	TOTAL REVENUES		$		3,457,912.58

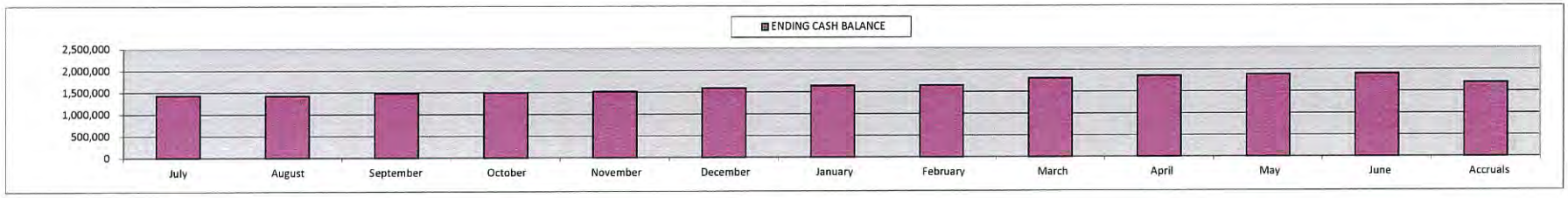
2019-20 Projected Monthly Cash Flow Statement

Description	2019-20 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		1,291,540	1,182,362	1,013,432	1,553,394	1,403,480	1,206,337	1,566,831	1,522,833	1,526,724	1,600,609	1,632,196	1,611,539	1,603,671	
REVENUES															
LCFF State Aid	913,228	-	-	337,894	-	-	164,381	-	82,191	82,191	82,191	82,191	82,191	-	913,228
Education Protection Account	51,156	-	-	12,789	-	-	12,789	-	-	12,789	-	-	12,789	-	51,156
In-Lieu-Of Property Taxes	1,480,682		-	384,977	-	-	355,364	118,455	118,455	167,811	83,905	83,905	83,905	83,905	1,480,682
Federal Revenues	209,477				52,369			52,369			52,369			52,369	209,477
Lottery Revenues	54,468					-	-	-		-	-	-	-	54,468	54,468
Other State Revenues	139,460	-	-	51,600	-	-	25,103	-	12,551	12,551	12,551	12,551	12,551	-	139,460
Other Local Revenues	750	-	-	125	-	125	125	-	-	125	-	125	125	-	750
TTL REVENUES	2,849,221	-	-	787,386	52,369	125	557,762	170,824	213,197	275,467	231,017	178,772	191,561	190,743	2,849,221
EXPENDITURES															
All Certificated Salaries	900,944	36,038	36,038	69,072	69,072	69,072	69,072	69,072	69,072	69,072	69,072	69,072	69,072	138,145	900,944
All Classified Salaries	277,480	6,937	23,515	23,515	23,515	23,515	23,515	23,515	23,515	23,515	23,515	23,515	23,515	11,875	277,480
All Benefits	428,840	15,639	21,672	33,694	33,694	33,694	33,694	33,694	33,694	33,694	33,694	33,694	33,694	54,594	428,840
All Materials & Supplies	240,750	10,943	26,750	60,188	15,047	10,031	10,031	27,586	22,069	14,345	12,193	12,193	12,193	7,182	240,750
All Services and Operations	792,420	39,621	60,955	60,955	60,955	60,955	60,955	60,955	60,955	60,955	60,955	60,955	60,955	82,290	792,420
All Capital Outlay	42,500	-	-	-	-	-	-	-	-	-	-	-	-	42,500	42,500
All Other Expenditures	-	-							-	-	-	-	-	-	-
TTL EXPENDITURES	2,682,933	109,178	168,930	247,424	202,283	197,268	197,268	214,822	209,305	201,581	199,429	199,429	199,429	336,585	2,682,933
OTHER TRANS. AFFECTING CASH															
Accounts Receivable (net change)															-
Net Change in Payables															-
Fixed Asset Acquisitions														(42,500)	(42,500)
NET INCREASE (DECREASE)		(109,178)	(168,930)	539,962	(149,914)	(197,143)	360,494	(43,999)	3,891	73,885	31,587	(20,657)	(7,868)	(188,342)	123,789
ENDING CASH BALANCE		1,182,362	1,013,432	1,553,394	1,403,480	1,206,337	1,566,831	1,522,833	1,526,724	1,600,609	1,632,196	1,611,539	1,603,671		



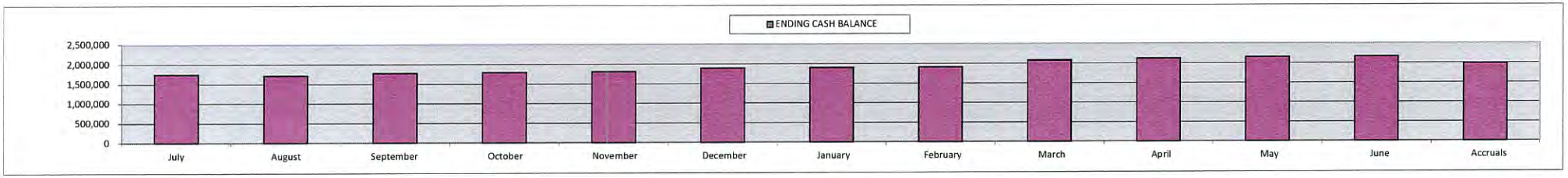
2020-21 Projected Monthly Cash Flow Statement

Description	2020-21 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		1,603,671	1,429,269	1,420,070	1,478,669	1,492,803	1,512,657	1,587,658	1,642,881	1,649,181	1,810,252	1,863,999	1,890,330	1,905,708	1,603,671
REVENUES															
LCFF State Aid	1,003,278	50,164	50,164	90,295	90,295	90,295	90,295	90,295	90,295	90,295	90,295	90,295	90,295	-	1,003,278
Education Protection Account	52,332	-	-	13,083	-	-	13,083	-	-	13,083	-	-	13,083	-	52,332
In-Lieu-Of Property Taxes	1,514,721	-	90,883	181,767	121,178	121,178	121,178	121,178	121,178	212,061	106,030	106,030	106,030	106,030	1,514,721
Federal Revenues	168,255	-	-	21,032	-	-	42,064	-	-	42,064	24,036	24,036	-	15,023	168,255
Lottery Revenues	110,160	-	-	-	-	-	-	55,080		-	27,540	-	-	27,540	110,160
Other State Revenues	132,852	6,643	6,643	11,957	11,957	11,957	11,957	11,957	11,957	11,957	11,957	11,957	11,957	-	132,852
Other Local Revenues	750	-	-	125	-	125	125	-	-	125	-	125	125	-	750
TTL REVENUES	2,982,348	56,807	147,690	318,258	223,429	223,554	278,701	278,509	223,429	369,584	259,859	232,444	221,490	148,593	2,982,348
EXPENDITURES															
All Certificated Salaries	949,305	37,972	37,972	72,780	72,780	72,780	72,780	72,780	72,780	72,780	72,780	72,780	72,780	145,560	949,305
All Classified Salaries	292,375	7,309	24,778	24,778	24,778	24,778	24,778	24,778	24,778	24,778	24,778	24,778	24,778	12,513	292,375
All Benefits	474,099	17,289	23,959	37,250	37,250	37,250	37,250	37,250	37,250	37,250	37,250	37,250	37,250	60,355	474,099
All Materials & Supplies	268,600	12,209	29,844	67,150	16,788	11,192	11,192	30,777	24,622	16,004	13,603	13,603	13,603	8,012	268,600
All Services and Operations	714,400	35,720	57,702	57,702	57,702	57,702	57,702	57,702	57,702	57,702	57,702	57,702	57,702	43,963	714,400
All Capital Outlay	42,500	-	-	-	-	-	-	-	-	-	-	-	-	42,500	42,500
All Other Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TTL EXPENDITURES	2,741,279	110,500	174,255	259,659	209,296	203,700	203,700	223,286	217,130	208,513	206,112	206,112	206,112	312,904	2,741,279
OTHER TRANS. AFFECTING CASH															
Accounts Receivable (net change)		83,905	106,837												190,743
Net Change in Payables		(204,614)	(89,471)												(294,085)
Fixed Asset Acquisitions														(42,500)	(42,500)
NET INCREASE (DECREASE)		(174,402)	(9,199)	58,599	14,133	19,854	75,001	55,224	6,299	161,072	53,747	26,332	15,378	(206,810)	95,227
ENDING CASH BALANCE		1,429,269	1,420,070	1,478,669	1,492,803	1,512,657	1,587,658	1,642,881	1,649,181	1,810,252	1,863,999	1,890,330	1,905,708	1,698,898	



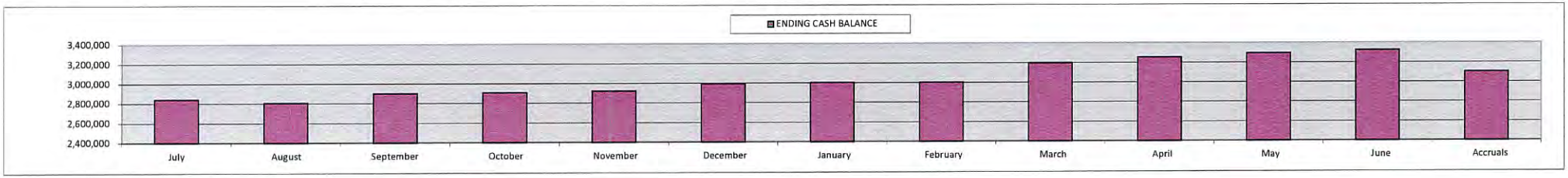
2021-22 Projected Monthly Cash Flow Statement

Description	2021-22 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		1,905,708	1,739,385	1,711,846	1,773,318	1,789,060	1,810,639	1,888,472	1,904,213	1,911,957	2,078,144	2,120,345	2,148,391	2,165,390	1,905,708
REVENUES															
LCFF State Aid	1,122,924	56,146	56,146	101,063	101,063	101,063	101,063	101,063	101,063	101,063	101,063	101,063	101,063	-	1,122,924
Education Protection Account	53,704	-	-	13,426	-	-	13,426	-	-	13,426	-	-	13,426	-	53,704
In-Lieu-Of Property Taxes	1,554,433	-	93,266	186,532	124,355	124,355	124,355	124,355	124,355	217,621	108,810	108,810	108,810	108,810	1,554,433
Federal Revenues	171,313	-	-	21,414	-	-	42,828	-	-	42,828	24,473	24,473	-	15,296	171,313
Lottery Revenues	57,120	-	-	-	-	-	-	14,280		-	14,280	-	-	28,560	57,120
Other State Revenues	136,324	6,816	6,816	12,269	12,269	12,269	12,269	12,269	12,269	12,269	12,269	12,269	12,269	-	136,324
Other Local Revenues	750	-	-	125	-	125	125	-	-	125	-	125	125	-	750
TTL REVENUES	3,096,569	62,962	156,228	334,829	237,687	237,812	294,066	251,967	237,687	387,332	260,896	246,741	235,694	152,666	3,096,569
EXPENDITURES															
All Certificated Salaries	1,003,419	40,137	40,137	76,929	76,929	76,929	76,929	76,929	76,929	76,929	76,929	76,929	76,929	153,858	1,003,419
All Classified Salaries	309,041	7,726	26,190	26,190	26,190	26,190	26,190	26,190	26,190	26,190	26,190	26,190	26,190	13,226	309,041
All Benefits	524,942	19,144	26,529	41,244	41,244	41,244	41,244	41,244	41,244	41,244	41,244	41,244	41,244	66,828	524,942
All Materials & Supplies	274,200	12,464	30,467	68,550	17,138	11,425	11,425	31,419	25,135	16,338	13,887	13,887	13,887	8,179	274,200
All Services and Operations	748,367	37,418	60,445	60,445	60,445	60,445	60,445	60,445	60,445	60,445	60,445	60,445	60,445	46,053	748,367
All Capital Outlay	42,500	-	-	-	-	-	-	-	-	-	-	-	-	42,500	42,500
All Other Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TTL EXPENDITURES	2,902,468	116,888	183,767	273,358	221,945	216,233	216,233	236,227	229,943	221,146	218,695	218,695	218,695	330,644	2,902,468
OTHER TRANS. AFFECTING CASH															
Accounts Receivable (net change)		106,030	42,563												148,593
Net Change in Payables		(218,428)	(51,975)												(270,404)
Fixed Asset Acquisitions														(42,500)	(42,500)
NET INCREASE (DECREASE)		(166,324)	(36,951)	61,472	15,742	21,579	77,833	15,740	7,744	166,187	42,201	28,046	16,999	(220,478)	29,790
ENDING CASH BALANCE		1,739,385	1,711,846	1,773,318	1,789,060	1,810,639	1,888,472	1,904,213	1,911,957	2,078,144	2,120,345	2,148,391	2,165,390	1,987,412	



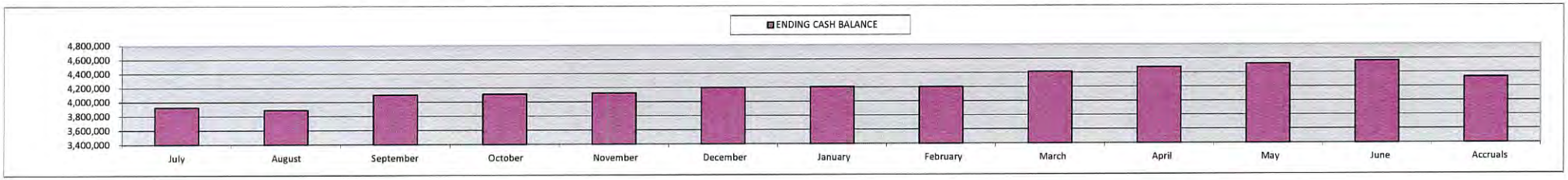
2021-22 Projected Monthly Cash Flow Statement

Description	2021-22 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		2,165,390	2,839,060	2,804,041	2,899,140	2,907,913	2,922,639	2,994,759	3,003,647	3,004,258	3,198,027	3,253,836	3,295,082	3,325,169	2,165,390
REVENUES															
LCFF State Aid	1,243,138	62,157	62,157	111,882	111,882	111,882	111,882	111,882	111,882	111,882	111,882	111,882	111,882	-	1,243,138
Education Protection Account	55,076	-	-	13,769	-	-	13,769	-	-	13,769	-	-	13,769	-	55,076
In-Lieu-Of Property Taxes	1,594,145	-	88,841	177,682	118,455	118,455	118,455	118,455	118,455	245,116	122,558	122,558	122,558	122,558	1,594,145
Federal Revenues	174,499	-	-	21,812	-	-	43,625	-	-	43,625	24,928	24,928	-	15,580	174,499
Lottery Revenues	58,752	-	-	-	-	-	-	14,688		-	14,688	-	-	29,376	58,752
Other State Revenues	139,813	6,991	6,991	12,583	12,583	12,583	12,583	12,583	12,583	12,583	12,583	12,583	12,583	-	139,813
Other Local Revenues	750	-	-	125	-	125	125	-	-	125	-	125	125	-	750
TTL REVENUES	3,266,173	69,148	157,988	337,854	242,920	243,045	300,439	257,608	242,920	427,101	286,640	272,077	260,918	167,515	3,266,173
EXPENDITURES															
All Certificated Salaries	1,059,925	42,397	42,397	81,261	81,261	81,261	81,261	81,261	81,261	81,261	81,261	81,261	81,261	162,522	1,059,925
All Classified Salaries	326,444	8,161	27,665	27,665	27,665	27,665	27,665	27,665	27,665	27,665	27,665	27,665	27,665	13,971	326,444
All Benefits	566,417	20,656	28,625	44,503	44,503	44,503	44,503	44,503	44,503	44,503	44,503	44,503	44,503	72,108	566,417
All Materials & Supplies	279,800	12,718	31,089	69,950	17,488	11,658	11,658	32,060	25,648	16,671	14,171	14,171	14,171	8,346	279,800
All Services and Operations	782,871	39,144	63,232	63,232	63,232	63,232	63,232	63,232	63,232	63,232	63,232	63,232	63,232	48,177	782,871
All Capital Outlay	42,500	-	-	-	-	-	-	-	-	-	-	-	-	42,500	42,500
All Other Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TTL EXPENDITURES	3,057,957	123,076	193,007	286,610	234,148	228,319	228,319	248,721	242,309	233,332	230,831	230,831	230,831	347,624	3,057,957
OTHER TRANS. AFFECTING CASH															
Accounts Receivable (net change)		108,810	-	43,856			-								152,666
Net Change in Payables		618,788	-												618,788
Fixed Asset Acquisitions														(42,500)	(42,500)
NET INCREASE (DECREASE)		673,670	(35,019)	95,099	8,772	14,726	72,120	8,887	611	193,769	55,809	41,246	30,087	(222,609)	937,170
ENDING CASH BALANCE		2,839,060	2,804,041	2,899,140	2,907,913	2,922,639	2,994,759	3,003,647	3,004,258	3,198,027	3,253,836	3,295,082	3,325,169	3,102,560	



2022-23 Projected Monthly Cash Flow Statement

Description	2022-23 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		3,325,169	3,924,145	3,885,905	4,103,408	4,111,294	4,125,267	4,197,905	4,205,981	4,205,519	4,414,819	4,478,292	4,526,794	4,564,026	3,325,169
REVENUES															
LCFF State Aid	1,378,821	68,941	68,941	124,094	124,094	124,094	124,094	124,094	124,094	124,094	124,094	124,094	124,094	-	1,378,821
Education Protection Account	56,644	-	-	14,161	-	-	14,161	-	-	14,161	-	-	14,161	-	56,644
In-Lieu-Of Property Taxes	1,639,530	-	88,841	177,682	118,455	118,455	118,455	118,455	118,455	260,245	130,122	130,122	130,122	130,122	1,639,530
Federal Revenues	178,013	-	-	22,252	-	-	44,503	-	-	44,503	25,430	25,430	-	15,894	178,013
Lottery Revenues	60,384	-	-	-	-	-	-	15,096		-	15,096	-	-	30,192	60,384
Other State Revenues	143,771	7,189	7,189	12,939	12,939	12,939	12,939	12,939	12,939	12,939	12,939	12,939	12,939	-	143,771
Other Local Revenues	750	-	-	125	-	125	125	-	-	125	-	125	125	-	750
TTL REVENUES	3,457,913	76,130	164,971	351,253	255,488	255,613	314,277	270,584	255,488	456,067	307,682	292,711	281,442	176,208	3,457,913
EXPENDITURES															
All Certificated Salaries	1,122,804	44,912	44,912	86,082	86,082	86,082	86,082	86,082	86,082	86,082	86,082	86,082	86,082	172,163	1,122,804
All Classified Salaries	345,810	8,645	29,306	29,306	29,306	29,306	29,306	29,306	29,306	29,306	29,306	29,306	29,306	14,800	345,810
All Benefits	611,247	22,291	30,890	48,025	48,025	48,025	48,025	48,025	48,025	48,025	48,025	48,025	48,025	77,815	611,247
All Materials & Supplies	286,200	13,009	31,800	71,550	17,888	11,925	11,925	32,794	26,235	17,053	14,495	14,495	14,495	8,537	286,200
All Services and Operations	820,879	41,044	66,302	66,302	66,302	66,302	66,302	66,302	66,302	66,302	66,302	66,302	66,302	50,516	820,879
All Capital Outlay	42,500	-	-	-	-	-	-	-	-	-	-	-	-	42,500	42,500
All Other Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TTL EXPENDITURES	3,229,440	129,901	203,210	301,264	247,602	241,639	241,639	262,508	255,949	246,767	244,209	244,209	244,209	366,331	3,229,440
OTHER TRANS. AFFECTING CASH															
Accounts Receivable (net change)		-	-	167,515			-								167,515
Net Change in Payables		652,747	-												652,747
Fixed Asset Acquisitions														(42,500)	(42,500)
NET INCREASE (DECREASE)		598,976	(38,239)	217,503	7,886	13,973	72,638	8,076	(462)	209,300	63,473	48,502	37,232	(232,622)	1,006,235
ENDING CASH BALANCE		3,924,145	3,885,905	4,103,408	4,111,294	4,125,267	4,197,905	4,205,981	4,205,519	4,414,819	4,478,292	4,526,794	4,564,026	4,331,404	



APPENDIX G:

LCAP

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Learning Choice Academy	Debi Gooding	dgooding@learningchoice.org
	Executive Director	619-463-6848 xt.131

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

TLC is an independent study, academic program serving grades Transitional kindergarten through 12. Every TLC student enjoys the benefits of a personalized learning plan, one-on-one attention from teachers, individualized college and career planning, and a flexible schedule that meets their academic and personal needs. TLC teachers are committed to partnering with parents to provide a personalized and rigorous academic experience for each student.
TLC serves a unique student population because they have not been successful in the traditional school system. The focus of TLC is to improve student learning, offer a safe learning environment, and provide highly qualified faculty and staff to our student population. This infuses high expectations for each student and helps teachers become partners in the process of transforming the lives of students.

Mission Statement: To Empower students to reach their full potential by providing choice in education within collaborative triads of Parents, Students, and School.

Vision Statement: The Learning Choice Academy will be a 21st century personalized learning school supporting families who desire to achieve and exceed their individualized learning goals using comprehensive methods as they become globally informed citizens.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The Learning Choice Academy is maintaining our focus on providing each and every student with the educational climate and support they need to be successful. TLC will improve academic achievement by holding high expectations and ensuring equitable practices for all students so that every student graduates college and career ready (Goal 1), TLC will provide safe and well-maintained facilities and positive learning climates and instructional practices that support the academic, social, emotional and physical needs of students (Goal 2), and Promote, foster, and develop parent connections through strong and effective communication and partnerships (Goal 3).

Students with disabilities, English learners, and students who are from low income, homeless or foster families will receive additional supports to help them reach their potential. Will offer extra tutoring, professional learning for Teachers and staff, and support in A-G and college/career readiness, Social/emotional support, and a safe school where learning can take place.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

TLC is proud of the growth our 11th graders made in English 22.7 points and math 46.5 points. These 11th grade students completed our the first group to complete 3 years of the new integrated math courses and we will continue to offer this. English study groups have increased and incorporated more rigor and depth of knowledge throughout the course.

English learner progress is in the blue and has risen 12.5 points, this is due to the extra EL tutoring groups as well at the extended English and Math classes given to all students.

0% Suspension rate is also an area TLC is proud of.

Participation in the PSAT 8/9 has grown to 34% and PSAT/NMSQT has grown to 28.5%.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

English Learners are orange on the dashboard in Language Arts and Math based on the state assessments. We will continue one-on-one tutoring, and will be adding additional benchmark testing throughout the year, which will drive supplemental support through specifically tailored curriculum and targeted online support. However, based the overall progress (CELDT and reclassification) our English Learners are in the blue
Students with Disabilities are in the red in Language Arts and Math based on the state assessments. TLC will continue one-on-one and/or group tutoring, increase SAI time in the classroom and individually. Will train aides to help SPED students in the classroom for extra assistance.

In order to improve our College and Career readiness indicator, TLC will work with colleges on adding more CTE courses and/or pathways as well as dual enrollment for the following school year. We will offer ongoing PD in this area for teachers.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

TLC’s student with disabilities student group is in the red in ELA but did make +1.3 progress and is also in the red in Math but declined -15.6 points in math. TLC plans to continue to offer and increase tutoring, as well as increased academic benchmark testing, which will be directly correlated with targeted academic supplemental supports.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved Services

TLC will increase and improve its Teacher/Educational Partner tutoring for students in areas of need.
TLC will increase on adding more career pathways for students, dual enrollment as community colleges as well as supporting students to complete A-G requirements.
Special Education SAI support in Math and ELA will increase through tutoring and SAI time.
Increase participation for all students in Edgenuity and Compass learning to help decrease those gaps.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$7,737,092
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$1,114,000

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget

Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General program core instruction and administration.
Facilities, maintenance & operations.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$8,428,373

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Improve academic achievement by holding high expectations and ensuring equitable practices for all students so that every student graduates college and career ready

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Increase the EL the re-designation rate by 2%; ELA – scores will increase by 2% for all students; student groups scoring below the LEA average will show an increase of more than 2%. Math - scores will increase by 2% for all students; student groups scoring below the LEA average will show an increase of more than 2%.	TLC RFEP rate for 2017-18 was 16.5% well above what we had projected. Math has gained 3.5 points in change but we maintained Status in the states spring dashboard.

Expected	Actual
Increase the percent students meeting the UC A-G requirements by 1%; Increase the graduation rate for the Class of 2018 by 1%	Have increased the UC A-G by 20%; Graduation Rate is in the green on the spring dashboard and we increased significantly 9.9%.
Maintain 100% sufficiency of standards–aligned instructional materials	All materials are aligned to standards and working on NGSS.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

-Offer support classes that are aligned to the ESL/ELD standards and tutoring outside of support classes for ELD and LTEL (long-term English Learners) students. -Will adopt NWEA and Edgenuity tutoring to help students who are struggling in English and math. -Teachers will identify struggling students and have office hours for tutoring in areas of need and use contact manager to track times met. -Maintain instructional aides for students who are identified academically struggling.	Teachers offered support classes and tutoring for ELD and LTEL students to continue to improve our RFEP students. Also teachers set aside office hours for one-on-one tutoring or time after school for extra support in small groups. Aides have been more present in classrooms working with students to help teachers and SPED staff. Will continue this as it has proven to be successful	$81,000.	839,041.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Academic counselor will oversee master agreements, meet with parents, teachers and students in 8th-12th to insure students have a 4-year plan that clearly articulates courses students will complete to meet district graduation/a-g requirements. -Increasing the number of students taking PSAT, ACT, SAT for College and Career Readiness	Academic Counselor has meet with 95% of students 8-12 grades to insure that students have a 4 year plan that clearly articulates courses students will complete to meet district graduation/A-G requirements.	$14,450.00	39,057.00

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

-Leadership team will insure that curriculum and materials used in teaching are aligned with current state standards. And will establish new career pathways for our students. Addition of integrated 3 math. -PD for teachers in the NWEA and Edgenuity/Compass learning and continue PD for all teachers and staff through county office and district trainings.	TLC has aligned all the curriculum and will continue to work on NGSS. Working with community colleges to increase participation and having college classes on campus for students. PD will continue with NWEA and Edgenuity/Compass learning as well as other PD through out the year.	$38,735.52	120,378.00

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Most actions and services were implemented with fidelity and were found to be effective. Statistically speaking, we identified the implementation of tutoring in mathematics and the addition of math support classes as a primary catalyst helping raise our math scores in all grades. Classroom observations indicated more teachers are effectively implementing common core and the next generation science standards. Some strategies were implemented, but were not as successful. Those are currently being re-evaluated for the coming year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

ELA overall on the Spring Dashboard moved from orange to yellow and we did make some improvement a +6.2 points change. Math overall on the Spring dashboard in also moved from orange to yellow and we made improvements with a +3.5 points change.

An area of concern is in ELA and Math for Students with Disabilities. We will need to increase services and tutoring for this group of students to bring them out of the red. All other groups either maintained or went up a level. We will continue to work with all students and continue to use NWEA to identify those targets and work with Compass learning and Edgenuity at home.

NWEA is still new to TLC and staff is still learning how to use the reports to help students in Edgenutiy and Compass learning. We will continue to use this and strive for 100% of student use.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and

analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The goals will remain the same or modified slightly. Tracking of Students with Disabilities to see if Edguenity and Compass learning is a good tool for improvement and increase tutoring for students. Will need to increase SAI, AIDEs, and tutoring in ELA and math for all students with Disabilities.
RFEP rate for 2017-18 was 16.5% well above what we had projected. Math overall on the Spring dashboard in also moved from orange to yellow and we made improvements with a +3.5 points change. ELA overall on the Spring Dashboard moved from orange to yellow and we did make some improvement a +6.2 points change.
Have increased the UC A-G by 20%; Graduation Rate is in the green on the spring dashboard and we increased significantly 9.9%.

Goal 2

TLC will provide safe and well-maintained facilities and positive learning climates and instructional practices that support the academic, social, emotional and physical needs of students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Maintain or decrease annual dropout rate by 1%; Decrease suspension/ expulsion rates; Establish a system for recording the number and types of services provided by staff focusing on social-emotional needs of students.	0% expulsion and suspension this year. Will continue to strive for this.
100% teachers completing Year 1 and Year 2 of the BTSA Induction; Increase the Enrollment/ADA rate from previous year by 10%	Two teachers completed their BTSA requirements successfully this year. Will continue to support new teachers beyond BTSA. Enrollment in Chula Vista has increased but the other sites have stayed low. ADA as a whole school went down.

Expected	Actual
Facilities are in good repair and safe for all; School Safety plans – all resource centers maintain safety plans and drills	School Safety is our number one priority to our students the safety officers and staff at each school site reviewed the safety plans and made adjustments as needed to ensure safety at schools. Also construction at Chula Vista site is coming to an end to ensure proper permitting for student safety. Always provide clean and inviting schools, well-maintained and in good repair.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

-Continue social/emotional program to help support the health and social/emotional well-being of all students. -Bus passes for low-income students to get to school.	-5 staff members have been trained in Restorative Justice and in the Fall all staff will be trained. since our expulsion and suspension is low we work had to make sure that all students feel safe and welcome. -3% of our students utilize bus passes for transportation to and from school, will continue for next year.	$2000.00	$1,764.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
-Continue to recruit, hire, and train effective staff who promote a welcoming school climate, student attendance, and provide effective operations and support for students, parents and staff. -Support teachers needing to add credential authorizations or clear credential in order to be Highly Qualified BTSA program -Build teacher and site leadership capacity for effective engagement	-Welcoming school climate is still something that we are working on at some sites more then others. We will continue to give support where needed. This goal has been meet and we will continue this but no longer have it as a goal. -Two teachers completed their BTSA requirements successfully this year. Will continue to support new teachers beyond	$10,000/$3000.00	48,585.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
in professional collaborations such as Professional Learning Communities (PLC) including data analysis, use of evidence-based instructional practices and intervention strategies for struggling students. -Provide bilingual staff to promote effective engagement and communications for EL parents and families. (Bilingual office manager) -Provide training and updates to ensure well-trained and informed staff for retention of students/ADA -Community out reach and advertisement to increase enrollment/ADA	BTSA. -Have started adding department leads for grades or subjects to help facilitate PLC's and student improvement and engagement. Will continue this goal to strive for higher test scores. -Bilingual staff has started putting flyers and surveys in both languages for better communication with parents who don't speak or read English. -Enrollment in Chula Vista has increased but the other sites have stayed low. ADA as a whole school went down. -Out reach in the community for our school activities was about the same as last year. Advertisement to increase ADA through internet and social media did not happen as planned so we will work on targeting summer and early fall to increase enrollment.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Assure that school safety is a priority and is monitored by school staff. Provide training and updates to ensure well-trained and informed staff Provide for clean and inviting schools, well-maintained and in good repair.	School Safety is our number one priority to our students the safety officers and staff at each school site reviewed the safety plans and made adjustments as needed to ensure safety at schools. Also construction at Chula Vista site is coming to an end to ensure proper permitting for student safety. Always provide clean and inviting schools, well-maintained and in good repair.	$30,000.00	46,555.00

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Most actions and services were implemented with fidelity and were found to be effective. Statistically speaking, we identified that marketing is a main target to increase enrollment at all sites.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Most actions and services were achieved we will continue to work on raising test scores through PLC's and support students emotionally through staff trainings. We will continue to make our schools safe and a place where students feel safe and able to speak.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

no material differences

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Have 0% expulsion and suspension that is a decline of .5%

Goal 3

Promote, foster, and develop parent connections through strong and effective communication and partnerships.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Provide information regarding school events and important topics through Parent Square, and social media	Parent Square has been a great way of all school communication and all staff has been trained in how to use it. Also we have been pushing the social media with each site putting out something weekly they have done.
Provide documents in home language	Provided documents in mostly Spanish, will continue this.
Provide parent multiple opportunities to attend workshops or individual training on areas of interests or need	This goal was met individually or by class. We will continue to work with and train parents on interests they have as well as the needs of each student.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase the opportunities parents to attend workshops or individual training on areas of interests or need Survey parents on when is the best day/time to help parents succeed.	We found that working with parents individually or within the class that their student is in has been the best and most effective way for parents to succeed. We will continue to work at this on a larger scale.	$67,000.	Parent Outreach and support (LCFF and Title I) $ 78,928.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

College and career readiness information, including entrance requirement, financial aid and career pathways	College and career readiness has been successful with field trips to colleges, more students taking the PSAT, SAT tests, more students applying for FSSA and 8-12 graders meeting with the academic counselor at least twice a year. Two sites have college rooms where students have the opportunity to apply for colleges and the FSSA with the support of the academic counselor. 52% of our students have been accepted to a 2 or 4 year college. We will extend it to the other site next year. Will add CTE pathways and continue to work with Jr. Colleges for dual enrollment.	$25,000	College Readiness (LCFF) $28,000.00

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase participation in Parent/Student/staff survey.	Increase participation on all surveys has increased by 2% but we would like to have more participation	$2,500.00	$10,000.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Parent square is well utilized by most parents and staff, it is still new to us and we will continue to use it as a form of communication and train teachers and staff on the areas that they feel will best be utilized by their families. We will ask teachers to help with the taking of the survey as well as have computers ready for families to use to help increase participation. This year our counselor has meet with 95% of our students 8-12 and has set up a college room at two sites to help with college applications. 52% of our students have been accepted into a 2 or 4 year college.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

More parents have taken the survey this year then in past and we will continue to achieve 100% participation. Parent square is effective in getting out information to all families and staff quickly there are more piece to this program that can help with communication and we will continue to train in this. The college room has been a big help in allowing students a place to work on applications to college, having access to an academic counselor who can help with applications and FSSA and will help guide students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

no material difference

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

no changes we will continue to achieve 100% participation in all areas

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

May-June 2018 survey to parents, students and staff.

May-June 2018 school wide professional development that detailed the 8 priorities of LCAP. School staff provided feedback on the 8 LCAP priorities.

June 2018 school board conducted public meeting to review LCAP 16-17 and 8 priority areas and discuss new goals for 17-18.

June 14, 2018 Board of directors approved LCAP

Surveys results from parents, students and staff are reported out at board meetings over the summer.

TLC has considered all feedback during the development of the LCAP. As a result we have identified the need for classroom aids and extra tutoring in math and secondary sciences; English support for our EL students and Students with Disabilities to help increase math and ELA scores. TLC will also work on raising the ADA at sites that have not increased enrollment through Marketing and community outreach.

Leadership Team meetings and increase student assessment evaluations.

In the annual update, TLC will continue to actively seek the involvement of all stakeholders to support improved outcomes for all pupils related to the state priorities.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Parents liked the availability and choice of instructional materials and supplemental materials

Parents like the extra tutoring given to students TLC will continue tutoring times from Teachers/EP's through out the year. Expansion of targeted support services for Students with Disabilities.

Parents like the communication through parent square and peach jar for forms.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 1

Improve academic achievement by holding high expectations and ensuring equitable practices for all students so that every student graduates college and career ready

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 7, 8

Local Priorities:

Identified Need:

To increase student academic achievement.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Increase EL the re-designation rate by 2%; ELA – scores will increase by 2% for all students; student groups scoring below the LEA average will show an increase of more than 2%. Math - scores will increase by 2% for all students; student groups scoring below the LEA average will show an increase of more than 2%.	TLC RFEP rate for 2017-18 was 16.5% well above what we had projected. Math has gained +3.5 points in change but we maintained Status in the states spring dashboard. ELA moved from orange to yellow and we made a +6.2 points change.	N/A	Increase the EL the re-designation rate by 2%; ELA – scores will increase by 2% for all students; student groups scoring below the LEA average will show an increase of more than 2%. Math - scores will increase by 2% for all students; student groups scoring below the LEA average will show an increase of more than 2%.	Increase the EL the re-designation rate by 2%; ELA – scores will increase by 2% for all students; student groups scoring below the LEA average will show an increase of more than 2%. Math - scores will increase by 2% for all students; student groups scoring below the LEA average will show an increase of more than 2%.
Increase the percent students meeting the UC A-G requirements by 1%; Increase the graduation rate for the Class of 2018 by 1%	Have increased the UC A-G by 20%; Graduation Rate is in the green on the spring dashboard and we increased significantly 9.9%.	N/A	Increase the percent students meeting the UC A-G requirements by 1%; Increase the graduation rate for the Class of 2018 by 1%	Increase the percent students meeting the UC A-G requirements by 1%; Increase the graduation rate for the Class of 2018 by 1%

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)

N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A

Year	2017-18	2018-19	2019-20
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 2

TLC will provide safe and well-maintained facilities and positive learning climates and instructional practices that support the academic, social, emotional and physical needs of students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5, 6

Local Priorities:

Identified Need:

All students will be successful and feel safe when at resource centers.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Maintain or decrease annual dropout rate by 1%; Decrease suspension/ expulsion rates; Establish a system for recording the number and types of services provided by staff focusing on social-emotional needs of students; Establish a system for recording the number and types of services provided by staff focusing on social-emotional needs of students	0% expulsion and suspension this year.	N/A	Maintain or decrease annual dropout rate by 1%; Decrease suspension/ expulsion rates; Establish a system for recording the number and types of services provided by staff focusing on social-emotional needs of students; Establish a system for recording the number and types of services provided by staff focusing on social-emotional needs of students	Maintain or decrease annual dropout rate by 1%; Decrease suspension/ expulsion rates; Establish a system for recording the number and types of services provided by staff focusing on social-emotional needs of students; Establish a system for recording the number and types of services provided by staff focusing on social-emotional needs of students

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% teachers completing Year 1 and Year 2 of the BTSA Induction; Increase the Enrollment/ADA rate from previous year by 10%	100% completed their BTSA requirements successfully this year. Enrollment in Chula Vista has increased but the other sites have stayed low. ADA as a whole school went down 916 at P1.	N/A	100% teachers completing Year 1 and Year 2 of the BTSA Induction; Increase the Enrollment/ADA rate from previous year by 10%	100% teachers completing Year 1 and Year 2 of the BTSA Induction; Increase the Enrollment/ADA rate from previous year by 10%
Facilities are in good repair and safe for all; School Safety plans – all resource centers maintain safety plans and drills	All Schools are currently in good repair and safe for all, school plans are updated annually.	N/A	Facilities are in good repair and safe for all; School Safety plans – all resource centers maintain safety plans and drills	Facilities are in good repair and safe for all; School Safety plans – all resource centers maintain safety plans and drills

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	N/A	N/A	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 3

Promote, foster, and develop parent connections through strong and effective communication and partnerships.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 6

Local Priorities:

Identified Need:

All students will be informed of important information needed to be successful at school.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Provide information regarding school events and important topics through Parent Square, and social media	To have all parents using parent square.	N/A	Provide information regarding school events and important topics through Parent Square, and social media	Provide information regarding school events and important topics through Parent Square, and social media
Provide documents in home language	As new flyers come we will translate them.	N/A	Provide documents in home language	Provide documents in home language
Provide parent multiple opportunities to attend workshops or individual training on areas of interests or need	Will look at results of survey for topics.	N/A	Provide parent multiple opportunities to attend workshops or individual training on areas of interests or need	Provide parent multiple opportunities to attend workshops or individual training on areas of interests or need

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A

Year	2017-18	2018-19	2019-20
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)

English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$677,320	9.05 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

The Learning Choice Academy's percentage of unduplicated pupils is 51.77%, and the increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). We are expending these funds in the LCAP year to fund the actions and services described in Section 3B below. As our unduplicated percentage exceeds 40%, we have chosen to provide services to these pupils through a schoolwide/districtwide spending plan, although certain aspects of the actions and services are targeted in nature.
Teachers will offer on site 1 day per week supplemental tutoring services on a drop in basis. These activities will target the unduplicated count students and any student struggling academically. Total cost is 1 day per week of Certificated Teachers $500,000
Three Instructional aides provide tutoring and classroom support for academically students. Total costs are expected to be $75,000
Our minimum proportionality percentage is 9.05% and the increased and improved services provided in this LCAP year for our unduplicated pupils exceed this minimum threshold. The increased and improved services that allow us to exceed this target include but are not limited to a new

Curriculum, a High School Guidance Counselor to help facilitate college paths, non-class day tutoring in core content areas, increased participation in PSAT, SAT and ASVAB by providing payment vouchers and multiple testing sites, bus passes for transportation to and from school for unduplicated pupils.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
488,000	10.39%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

Teachers will offer on site 1 day per week supplemental tutoring services on a drop in basis and after study groups tutoring. Edguenuity and Compass Learning will continue school wide to help minimize the gaps. These activities will target the unduplicated count students and any student struggling academically. Total cost is 1 day per week of Certificated Teachers $500,000
Instructional aides provide tutoring and classroom support for academically students. Total costs are expected to be $75,000
Our minimum proportionality percentage is 10.39% and the improved services provided in this LCAP year for our unduplicated pupils exceed this minimum threshold. The increased and improved services that allow us to exceed this target include but are not limited to a new Curriculum, a High School Guidance Counselor to help facilitate college paths, non-class day tutoring in core content areas, increased participation in PSAT, SAT and ASVAB by providing payment vouchers and multiple testing sites, bus passes for transportation to and from school for unduplicated pupils. The drop in funding is due to the splitting of the schools and our Chula Vista site will have its own CDS code and LCAP for next year.

APPENDIX H:

Sample Curriculum
Catalogs
and
Scope and Sequence

THE LEARNING CHOICE
ACADEMY

Elementary School Core Choices
2018-2019

ONLINE CURRICULUM

Time4Learning

Gr. K-5

Time4Learning is an approach that takes advantage of today's technology. It's a convenient, online home education program that combines learning with fun educational teaching games.
Time4Learning helps parents build interesting diverse days. By shifting from computer-based lessons to discussion, or from paper and pencil exercises to art projects, children stay engaged and benefit from different teaching methods. Variety keeps children motivated and attentive throughout the day.
Time4Learning's online learning system combines in one homeschool curriculum interactive lessons, multimedia reinforcement activities, printable worksheets, learning games, and assessments with reports.
Subjects Covered: Language Arts and Math; Social Studies and Science are supplemental and will need to be ordered separately
Format: Online program – requires Internet access
Learning Style: multi-sensory
Teaching Style: structured, low prep, moderate interaction required; basic computer skills required

THEMATIC/LITERATURE BASED

Build Your Library

Gr. K-5

Build Your Library is an integrated curriculum that uses literature and informational text as the foundation of your curriculum. This program is designed for home school and incorporates narration, copywork, dictation and memory work into your child's education. Art study ties into history and science is mostly literature based in the elementary years. The curriculum has the book lists for the year (some books available through TLC), weekly and daily plans, and resource/activity pages. A separate Math program will be needed. For K-2 a separate reading and phonics program is needed as well. This curriculum does not teach reading.
Subjects Covered: Language Arts, Social Studies and Science
Format: Teacher's Guide with picture books, novels, and informational books (as available)
Learning Style: multi-sensory; Charlotte Mason
Teaching Style: structured, moderate prep, high interaction required
Publisher: Build Your Library
Pairing Suggestions: Story of the World (Gr. 1-4), History of US (Gr. 5)

READING AND PHONICS

Handwriting Without Tears TK Programs

Gr. TK

Unique lessons are memorable and provide real-life context, so children can easily master new concepts. Skills are taught explicitly and sequenced from the easiest to the most challenging to provide opportunities for differentiated instruction. Lessons address general readiness, alphabet knowledge,

letter/number recognition and formation, counting, drawing, shapes, and colors. Integrated assessments to check student learning after each lesson.
Format: Teacher's Guide and student Activity Book
Language Arts Strands Covered: reading and writing readiness
Learning Style: directed, visual, multisensory
Teaching Style: structured to flexible, some prep
Publisher: Learning Without Tears

Teach Your Child to Read in 100 Easy Lessons

Gr. K-1
This program is the SRA DISTAR reading program that teaches phonetic sounds by creating a set of symbols to represent each sound and then transitioning the student to standard alphabet combinations later on. This program has 100 twenty-minute lessons that are scripted. After 100 lessons, students read on a solid second grade level. Includes optional spelling and writing exercises.
Format: book
Language Arts Strands Covered: reading
Learning Style: directed, visual
Teaching Style: structured, linguistic approach, no prep, high interaction required
Publisher: Fireside

The Ordinary Parent's Guide to Teaching Reading Combo Pack

Gr. K-1
Learning to read is often thought of as a mystical process that requires a trained professional. Remember: patience, frequency, and consistency is the key. Take as long as you really need to, but faithfully move your way through "A is the first vowel we will say," to the fourteen syllable supercalifragilisticexpialidocious. Using the explicit phonics method (rather than sight-word or basal reading systems), the lessons begin with short vowel sounds, and then move through consonants, blends, long-vowels, silent letters, r-changed vowels, two- and three-syllable words, possessive words, contractions, and more.
Each lesson is organized with notes to the teacher, scripted lesson content for the teacher to give to the student, and words for the child to repeat after the teacher or read to himself. There are no pictures on the pages, and this keeps students from being distracted or from becoming dependent upon pictures for guessing. Guessing is not the goal; memorization is.
Format: book, magnet boards with letters, audio companion
Language Arts Strands Covered: reading, phonics
Learning Style: interactive
Teaching Style: *Well Trained Mind*
Publisher: Peace Hill Press

Five in a Row

Gr. K-1
Volume 1
Volume 2
Provides students with a unit-study approach to early education, based on outstanding children's literature. Some of the titles in Volume One include: *The Story of Ping, Grandfather's Journey, The Clown of God, The Rag Coat, Madeline, Katy and the Big Snow,* and *A Pair of Red Clogs.* Some of the titles in Volume Two include: *Owl Moon, Mirette on the High Wire, Make Way for Ducklings, The Tale of Peter Rabbit,* and *Harold and the Purple Crayon*. These volumes of *Five in a Row* provide lesson plans covering Social Studies, Language Arts, Art, Applied Math, and Science in a way that causes children to fall in love with learning. This program does not teach reading strategies.
Format: Teacher's guide and picture books (as available from publisher)

Language Arts Strands Covered: reading – but also covers social studies, applied math, and science
Learning Style: theme-based
Teaching Style: structured to flexible, some prep as Teacher's Guide suggests lesson ideas-does not contain actual lesson plans, high interaction required
Publisher: Five in a Row
Pairing Suggestion: *Reading a-z* for phonics/reading instruction

Bob Books

Gr. TK-1

Bob Books provide a step-by-step program to guide your child through the early stages of reading.

At each level, books are carefully crafted to meet the needs of a particular stage in a child's reading development. Learning to read with Bob Books assures children success from their very first reading experience. Individual books give students the confidence and skills to read. Student should know their alphabet prior to starting this program.
Language Arts Strands Covered: phonics, reading, sight words
Format: individual leveled reader sets
Learning Style: self-paced, high interest
Teaching Style: flexible, some prep, high interaction required
Publisher: Bob Books

Words Their Way

Gr. K-1

Provides students with phonics, spelling, and vocabulary. This powerful approach to word study encourages students to look closely at words to discover the regularities and conventions of written English needed to read and spell. All the materials you need to implement and create word sorts are provided in a ready-to-use format including picture and word cards, sorting grids, and game boards. Engaging reading materials that correspond to each word sort are also available.
Language Arts Strands Covered: phonics, vocabulary, and spelling
Format: Student Word Study book and teacher's guides
Learning Style: high interest, multi-modality
Teaching Style: structured, some prep, instructor-directed
Publisher: Pearson Schools

All About Reading

Gr. TK-4

All About Reading is a fun and engaging program that starts with essential pre-reading skills and continues on to teach all five key components of reading. It contains everything your student needs to become a fluent reader for life. Beautiful illustrations in the Student Collection of Stories will have your student wanting to read even more. Placement tests available online to determine correct level.
Language Arts Strands Covered: phonics, vocabulary, reading comprehension and fluency
Format: Teacher's Manual, Student Collection of Stories, and Student Activity Book
Learning Style: high interest, multi-sensory approach
Teaching Style: lightly scripted, open and go lesson plans
Publisher: All About Learning Press
Pairing Suggestion: All About Spelling

Reading A-Z

Gr. K-4

Print 1,300+ books and thousands of reading resources - anytime, anywhere. Resources include Leveled Readers, Benchmark Books and Running Records, Lessons and Worksheets, Phonics Program, Phonemic Awareness Materials, Poetry Books, Alphabet Materials, High-Frequency Word Books,

Vocabulary Books and Activities, Fluency Passages, Reader's Theater Scripts, Assessments, and more! There are even books in both Spanish and French. You can select to have access to these materials via the computer from your own home or you may choose to have your EP print them for you.
Language Arts Strands Covered: phonics, sight words, reading fluency and comprehension
Format: downloadable readers, games, worksheets and more; also have access to RAZ kids.
Learning Style: self-paced, high interest
Teaching Style: flexible, no prep, moderate interaction required
Publisher: www.learninga-z.com

Excursions

Gr. K

Traditional Textbook: The Kindergarten Excursions Program offers comprehensive teacher support and resources for effective literacy instruction. This program does not use an anthology, but rather a collection of story books, a Sounds of Letters CD, Sound/Spelling Cards, and much more. Separate workbooks cover phonics and reading skills.
Format: textbooks with consumable workbooks
Language Arts Strands Covered: Phonics, reading comprehension, reading skills, spelling
Learning Style: traditional textbook format, colorful, high interest
Teaching Style: structured or flexible, some prep; moderate interaction required
Publisher: Harcourt Publishers

Excursions Anthologies

Gr. 1-5

Traditional Textbook: The anthologies in this series provide research-based instruction that covers a variety of genres, cross-curricular literature, award-winning selections, authors, and illustrators. Separate workbooks cover phonics (grades 2-3), grammar, spelling and reading skills.
Format: textbooks with consumable workbooks
Language Arts Strands Covered: Phonics, reading comprehension, reading skills, spelling, grammar
Learning Style: traditional textbook format, colorful, high interest
Teaching Style: structured or flexible, some prep; moderate interaction required
Publisher: Harcourt Publishers
Pairing Suggestion: *Writing A-Z*

TLC Literature Units

Gr. 3-5

Literature-based units with a growing title list. Select a title and receive a reading guide and away you go! Excellent for students who love to read. Each reading guide has different comprehension activities based on the title of the book.
Language Arts Strands Covered: reading comprehension, literary skills
Format: Reading book plus study guide
Learning Style: novel-based
Teaching Style: flexible or structured
Pairing Suggestions: *Writing A-Z* and nonfiction reading practice

Read Naturally

Gr. 3-5

A series of easy-to-read multi-paragraph stories or nonfiction passages for struggling upper grade readers. Ideal for helping to build fluency and confidence. Utilizes brief high-interest passages in both written and audio form, followed by a series of comprehension questions. Repeated reading of the passages help build fluency.
Language Arts Strands Covered: fluency, reading comprehension

Format: CDs or audio cassettes in a binder and consumable worksheets
Learning Style: for struggling readers; combines auditory with visual
Teaching Style: structured, no prep, low interaction required
Publisher: Read Naturally

Explode the Code

K-4

This is a student-centered format encouraging independent work. Students practice writing, reading, matching, spelling, and copying sounds and words. Not too much writing required on each page. All illustrations are done by kids. Large space for writing answers; no dotted lines for answers.
Language Arts Strands Covered: phonics
Format: black-and-white consumable workbooks
Learning Style: independent, likes humor, high interest
Teaching Style: structured, no prep, low interaction required
Publisher: EPS

Primary Phonics

Gr. K-2

This program accommodates all students, allowing them to work at their own pace, and includes many opportunities for reteaching and reinforcement. Engaging, high-interest themes motivate students and frequent review provides additional support. This complete, proven series gives students a sense of accomplishment as they read storybooks on their own from the very beginning of instruction.
Five levels with readers; a sixth workbook is available without readers.
Language Arts Strands Covered: phonics
Format: readers and consumable workbooks
Learning Style: self-paced, high interest
Teaching Style: flexible, no prep, moderate interaction required
Publisher: EPS

WRITING

Writing A-Z

Gr. K-5

This program gives wonderful support for parents as they teach their children the how-tos of writing. It provides lesson plans, graphic organizers, model writing, and rubrics for each genre of writing. Lessons are either established for you by your EP or you can help strategize the instruction.
Language Arts Strands Covered: Writing
Format: learning packets
Learning Style: multi-sensory
Teaching Style: flexible, low prep, moderate interaction required
Publisher: www.learninga-z.com

How to Make Books with Children

Gr. K-2

Beginning Writers
Holidays and Celebrations
Literature and Writing Connections
Read a Book—Make a Book
Science and Math
How to Make Books with Children Series just got better, with the addition of *Beginning Writers*, specially developed for grades K-2. Each of the 22 topics in this handy resource starts with: prewriting suggestions,

a list of current literature to read, oral language experiences that build vocabulary, and background for writing. Your children can then create the type of book that suits their individual writing levels.
Top off each student's story with a charming, reproducible cover. Using the same forms, you can make group books, too. Each topic has two group-book ideas and clip art to enhance the books. There are several books to choose from and you may choose one and later switch to another!
Language Arts Strands Covered: Writing
Format: soft back book with reproducible pages
Learning Style: multi-sensory
Teaching Style: flexible, high prep, high interaction required
Publisher: Evan Moor
Pairing Suggestions: *Daily Language Review*

Steps to Writing Success

Gr. 1-4
Level 1: Writing Sentences Gr. 1, 2
Level 2: Writing Paragraphs Gr. 2, 3
Level 3: Writing Multiple Paragraphs Gr. 3, 4
How to Write a Story (Grades 1-3)
Work through the 28 lesson plans in each book that include writing ideas from four domains—expressive, narrative, informative, and persuasive. Follow the step-by-step lesson plan, which will help you provide your child with high interest, easy-to-follow instruction in writing! Each lesson has literature suggestions for books to read that set the stage for learning, so trips to the library will be essential and well worth it!
Language Arts Strands Covered: Writing
Format: soft back book with student activity pages
Learning Style: multi-sensory, incremental instruction in high interest format
Teaching Style: flexible, moderate prep, moderate to high interaction required. Detailed instructions are given in a classroom format but are simple to transfer to a home setting. Easy to follow.
Publisher: Creative Teaching Press and Evan-Moor
Pairing Suggestions: *Daily Language Review*

English

Gr. 1-5
Traditional Textbook: This program helps students become powerful, motivated writers by building strong grammar, usage, and mechanics skills through real-world applications. It covers multiple genres throughout the book.
Language Arts Strands Covered: writing, grammar
Format: traditional hardback textbook with an accompanying consumable workbook
Learning Style: reading/writing
Teaching Style: structured or flexible, moderate prep, moderate interaction required; high parent support
Publisher: Houghton Mifflin
Pairing Suggestions: TLC Literature Units

Write Source

Gr. 2-5
Write Source reflects the latest research on writing and learning and provides everything students need to become better writers, thinkers, and learners in every classroom, including clear coverage of the writing process and the six traits of writing within every unit; detailed information on all the key forms of writing, complete with student models, clear writing guidelines, and practice activities; integrated mechanics, usage, and grammar activities.
Language Arts Strands Covered: Writing, grammar
Format: handbook with exercises included; teacher's edition

Learning Style: visual
Teaching Style: May be used in structured or flexible format; low prep, moderate interaction
Publisher: Great Source

Inside Writing *New Publisher and Format

Gr. 3-5

Basic Level Titles: Paragraphs, Narrative Paragraphs, Essays; **Intermediate Level Titles:** Personal Narratives, Process Essays, *Reading and Writing for Assessment, Practice Test for Reading and Writing*; **Advanced Level Titles:** *Opinion Essays, Problem-Solution Essays, Summarizing, Paraphrasing, and Quoting*
Additional titles will be added as they become available

The *Inside Writing* revolving units address basic types of writing, including those types often featured on state tests. There are ten units per grade span and are set up as *basic, intermediate,* and *advanced.* All of the units are ready to implement: everything students need to complete their work is included, from step-by-step guidelines to high-interest writing models and space for students to do their work. The design of these writing units makes them accessible for struggling writers.
Language Strands Covered: Writing
Format: Reproducible Units with optional online access
Learning Style: structured, has suggestions for multiple learning styles
Teaching Style: structured
Publisher: Thoughtful Learning

Writing With Ease

Gr. 1-5

With the Complete Writer series, Susan Wise Bauer turns every parent into a writing teacher. No experience is needed. A carefully-designed sequence of steps will teach every student to put words on paper with ease and grace. This alternative plan for teaching writing combines the best elements of old-fashioned writing instruction with innovative new educational methods.
Language Arts Strands Covered: Writing
Format: Softback book and Teacher's edition
Learning Style: structured
Teaching Style: *Well Trained Mind*
Pairing Suggestion: The Ordinary Parent's Guide to Teaching Reading Combo Pack; First Language Lessons for the Well-Trained Mind
Publisher: Peace Hill Press

Writing Strands

Gr. 1-5

Level 2 (Ages 7-9)
Level 3 (Ages 10 and up)
Writing Strands presents exercises that were written so that everything the students need to know to do the work is in the assignments. The instructions in each assignment include identifying the skill; listing objectives of the exercise; presenting a model, so that the child will understand what the work will be like; giving pre-writing exercises; presenting clear and detailed instructions for the writing. Most students take one year to complete a level.
Language Arts Strands Covered: Writing
Format: Softback book and Teacher's edition
Learning Style: structured
Teaching Style: structured, low prep and low interaction
Pairing Suggestion: Steck-Vaughn Core Skills: *Language Arts*
Publisher: Writing Strands

GRAMMAR

Core Skills: Language Arts

Gr. 1-5

Developed to improve grammar skills and standardized test scores, this program contains activities that present only one skill per page, beginning with the grammatical rule and specific examples that model the following activities. The "rule-example-practice" activity format is ideal for independent study.

Language Arts Strands Covered: grammar
Format: consumable workbook
Learning Style: reading/writing, independent
Teaching Style: structured, no prep, low interaction required
Publisher: Steck Vaughn

First Language Lessons for the Well-Trained Mind

Gr. 1-5

A complete scripted grammar and writing text for those first two all-important years of study. The program uses copywork, narration, dictation, picture study to develop the young student's language ability.

Language Arts Strands Covered: grammar, writing
Format: spiral-bound, non-consumable (students write on their own paper)
Learning Style: reading/writing; auditory
Teaching Style: *Well-Trained Mind;* structured, low prep, high interaction required
Publisher: Peace Hill Press

Easy Grammar

Gr. 3-5

Just like it says...easy. The idea is to cross out prepositions first and then it becomes easier to classify the remainder of the sentence. Lots of reinforcement and explanations. Popular in homeschooling circles.

Language Arts Strands Covered: grammar
Format: Teacher's soft back book plus student worksheets
Learning Style: directed, incremental
Teaching Style: structured, no prep, low interaction required
Publisher: Easy Grammar

Daily Grams

Gr. 3-5

Designed to take 10 minutes every day. Students complete half a pace of exercises daily covering five basic skills: capitalization, punctuation, grammar, usage, and sentence combining. Popular in homeschooling circles.

Language Arts Strands Covered: grammar
Format: student workbook
Learning Style: directed, daily reinforcement
Teaching Style: structured, no prep, low interaction required
Publisher: Easy Grammar

Daily Language Review

Gr. 1-5

Daily Language Review provides the frequent, focused practice necessary to master and retain language skills. Grammar rules are not presented in this program, but it provides the opportunity for the needed practice to understand and apply the grammar rules.

Language Arts Strands Covered: grammar

Format: reproducible and teacher's guide
Learning Style: Workbook, daily reinforcement
Teaching Style: structured, no prep, low interaction required
Publisher: Evan-Moor

SPELLING and VOCABULARY

Spelling Workout

Gr. 1-5

This program uses a kid-friendly sports theme to help make learning spelling systematic and fun! Student edition includes cross-curricular reading selections, high utility list words, writing/proofreading exercises, and a dictionary at the back of each book. The beginning of each lesson has a spelling "rule" clearly stated so children may memorize it.
Language Arts Strands Covered: spelling
Format: consumable workbook
Learning Style: reading/writing
Teaching Style: structured, no prep, low interaction required
Publisher: Modern Curriculum Press (MCP)

Spelling Power

Gr. 1-5

Requiring just 15 minutes a day, Spelling Power is totally individualized. Everything needed to teach your student spelling skills to the college level is contained in this one easy-to-use, step-by-step curriculum manual. Placement tests tell you exactly where your student should begin. Once the placement level has been determined, your student will use the research proven test-study-test method, along with immediate self-correction, to master word lists which are organized by phonetic principles and spelling rules.
Language Arts Strands Covered: Spelling
Format: Teacher's manual with student workbook, optional Activity Cards available
Learning Style: visual
Teaching Style: structured, low prep after initial placement tests, moderate interaction
Publisher: Castlemoyle

All About Spelling

Gr. K-4

All About Spelling uses a multisensory approach to teach spelling. It contains everything your student needs to become a speller for life. This mastery-based, building block program works with kids who have learning disabilities as well as those who do not. Built-in review system helps learning stick. Works well in conjunction with *All About Reading*. Placement tests available online to determine correct level.
Language Arts Strands Covered: phonics, spelling
Format: Teacher's Manual, hands-on cards, letter tiles
Learning Style: high interest, multi-sensory approach
Teaching Style: lightly scripted, open and go lesson plans
Publisher: All About Learning Press

Vocabulary for Achievement

Gr. 4-5

This program helps students develop the vocabulary skills and strategies needed for reading and comprehending and for writing. The 30 lessons in each grade level of this program are divided into 6 strands, each supported by 5 lessons. Each set of 5 lessons develops not only carefully chosen vocabulary words, but also particular vocabulary skills and strategies that are necessary in building a facility with words.

Language Arts Strands Covered: vocabulary
Format: Consumable workbook
Learning Style: reading/writing, directed; challenging—younger students who are good spellers may benefit from the added skills taught in this series
Teaching Style: structured, no prep, low interaction required
Publisher: Great Source

Wordly Wise 3000 2nd Edition

Gr. 2-5
Exercises in each lesson encourage students to apply word meanings, think critically, and discover word relationships. Skills covered include vocabulary development, reading comprehension, critical thinking, Dictionary usage, word usage, test taking/assessment, context clues, synonyms and antonyms, multiple-meaning words, using word parts to determine meaning: prefixes, suffixes, Greek and Latin roots, and much more.
Language Arts Strands Covered: vocabulary
Format: consumable workbook
Learning Style: directed, independent
Teaching Style: structured, no prep, low interaction required
Publisher: EPS

HANDWRITING

Handwriting Without Tears

Gr. TK-5
Handwriting Without Tears is developmentally based and works for children of all abilities. It uses a multi-sensory approach and is easy to teach and fun to learn. Clear and easy-to-follow lesson plans. There are also tips for helping your child overcome specific handwriting difficulties.
Language Arts Strands Covered: Handwriting
Format: consumable workbooks
Learning Style: multi-sensory approach, excellent for children having difficulty with handwriting
Teaching Style: structured, moderate prep, high interaction required
Publisher: Handwriting without Tears

Handwriting: Basic Skills Series

Gr. K-5
The writing activities in these books provide excellent practice in recognizing and forming upper- and lower-case letters and in relating the letters to their sounds. Students will learn to write the letters of the alphabet, as well as basic vocabulary words such as colors, days of the week, shapes, and more. Traditional and modern manuscript and cursive are available.
Language Arts Strands Covered: Handwriting
Format: black and white worksheets
Learning Style: more reinforcement
Teaching Style: structured, low prep, low interaction required
Publisher: McGraw-Hill

Daily Handwriting Practice

Gr. 1-5
These books are based on the premise that frequent, focused practice leads to mastery and retention. Practice is limited to a half page Monday through Thursday, then Friday's practice is a full page that reviews and practices the letter forms and content of the week. Traditional and modern manuscript and

cursive are available.
Language Arts Strands Covered: handwriting
Format: black and white worksheets
Learning Style: short attention span
Teaching Style: structured, no prep, low interaction required
Publisher: Evan Moor

Cursive Connections

Gr. 3-5

This workbook and guide is fairly traditional in the methods it uses for teaching handwriting. One distinction emphasized is letter connections, so letters are never practiced alone, but always paired with another letter. It doesn't offer as much practice as other handwriting curricula, so it works best for the older student who has decided it's time to learn cursive handwriting, or for students who need additional practice. Comes in Modern and Traditional Cursive.
Language Arts Strands Covered: handwriting
Format: black and white worksheets
Learning Style: for students who like concrete lessons
Teaching Style: structured, low prep, low interaction required
Publisher: Acacia Publishing

Loops and Other Groups

Gr. 2-5

This program teaches cursive letters in groups that share common movement patterns. For example, *a, d, g, q,* and *c* can be visualized on a clock face, and are called "Clock Climbers." Easy-to-remember motor and memory cues help students visualize and verbalize while experiencing the "feel" of the letter.
Language Arts Strands Covered: handwriting
Format: black and white worksheets
Learning Style: visual-kinesthetic learners
Teaching Style: structured, low prep
Publisher: Pearson

Learning A-Z: Printing and Cursive

Gr. K-5

One of the best ways to teach letter shapes is to have children write the letters. The Letter Formation Worksheets are ruled worksheets for each letter of the alphabet that provide practice in uppercase and lowercase letter formation. They come in Zaner-Bloser style, D'Nealian style, and cursive style.
Language Arts Strands Covered: handwriting
Format: black and white worksheets
Learning Style: for students who like concrete lessons
Teaching Style: structured, low prep, low interaction required
Publisher: www.learninga-z.com

MATHEMATICS

Numbers and Math

TK

Take the mystery out of math as children make connections to their everyday world. More than 60 unique lessons that will make your students eager to learn math! Lessons for geometry, counting, math vocabulary, measurement, time, and problem solving.

Format: Teacher's Guide and student Activity Book
Language Arts Strands Covered: math readiness
Learning Style: directed, visual, multisensory
Teaching Style: structured to flexible, low prep
Publisher: Handwriting Without Tears

Saxon Math

Gr. K-2/3

The heart of each K-3 program is the teacher's manual, which employs a unique instructional format. It contains daily lessons, each of which includes pre-instruction preparation instructions, a list of materials, and the entire scripted lesson. Skills are taught in incremental fashion with lots of reinforcement in ensuing lessons. Students complete lessons in a tablet and use manipulatives to gain understanding of mathematical concepts.
Format: consumable student tablets, black and white format
Learning Style: Students who benefit from incremental teaching and lots of reinforcement, kinesthetic
Teaching Style: structured, low prep, moderate interaction required, provides high teaching support
Publisher: Saxon Publishers

Saxon Math

Gr. 3/4-5

This program is based on introducing a topic to a student and then allowing the student to build upon that concept as they learn new ones. Topics are never dropped, but are instead increased in complexity and practiced every day, providing the time required for concepts to become totally familiar. This program for upper grades includes a student text, tests and worksheets, and a solutions manual that has full, step-by-step answers to all of the lesson problems.
Format: softbound text from 3rd/4th on up; students will have to write assignments on separate paper
Learning Style: students who benefit from incremental teaching and lots of reinforcement
Teaching Style: structured, low prep, low interaction required, black and white format
Publishers: Saxon Publishers

Traditional Math Textbook

Gr. K-5

Limited quantities available
This program offers carefully developed concepts within and across the mathematical strands. It is designed to build conceptual understanding, skill proficiency, problem solving ability, and logical reasoning.
Format: consumable workbooks for K-2; hardback text for 3-5 with optional worksheets, full color format
Learning Style: traditional textbook format plus opportunities for reteaching and challenging the students.
Teaching Style: structured, moderate prep, moderate interaction required, provides high teaching support
Publisher: McGraw-Hill

Math in Focus

Gr. 1-5

This program provides an authentic Singapore math curriculum—highlighting problem solving as the focus of mathematical learning. This complete program teaches concepts using a concrete–pictorial–abstract learning progression to anchor learning in real-world, hands-on experiences. *Math in Focus* has been used by our AIM program since the beginning.
Format: textbook with consumable workbooks; full color format
Learning Style: traditional textbook format plus opportunities for reteaching and challenging the students.
Teaching Style: structured, moderate prep, moderate interaction required, provides high teaching

support
Publisher: Houghton-Mifflin Harcourt

Primary Mathematics

K-5

Mathematical concepts are introduced in the opening pages and taught to mastery through specific learning tasks that allow for immediate assessment and consolidation. New mathematical concepts are introduced throughout a spiral progression that builds on concepts already taught and mastered.
Format: textbook format with consumable workbook components
Learning Style: All learning styles are addressed
Teaching Style: structured, moderate prep, moderate interaction required
Publisher: Singapore Math

SOCIAL STUDIES

Primary Social Studies

K-1

Great American Patriots
Symbols of the U.S.A
My Neighborhood
U.S. History Little Books: Famous People
U.S. History Little Books: Famous Events

Based on the California State Standards, this program utilizes pencil-and-paper activities to augment real-life learning such as trips to police or fire stations, libraries, parks and more and reading of library books. Not only will students learn about important topics, but they will also engage in fun activities and practice their math and language arts.
Format: black-and-white copies that students can color, cut, and write on
Learning Style: workbook format or for students who are gaining real life experiences through field trips, reading library books, etc. this program will give flexible learning a paper trail.
Teaching Style: Makes the paperwork part of teaching the content a breeze. It's the teacher's job to fill in the real-world part!
Publisher: McGraw-Hill Children's Publishing and Teacher Created Resources

Traditional Textbook Social Studies

Gr. 1-5

Employs a content-rich, relevant narrative to provide an integrated approach to skills development and reading support. Standard public school textbook with activity materials. This program is aligned to grade level California Content Standards in History-Social Science.
Format: traditional textbook with reproduced student activity pages
Learning Style: traditional textbook format; online activities (Discovery Education) can be used to reinforce learning
Teaching Style: structured or flexible, moderate prep, moderate interaction required, provides high teaching support
Publisher: Houghton-Mifflin

Studies Weekly

K-5

This series provides social studies content with a literacy influence. Each week, students have a consumable, print newspaper filled with standards-based written content and images combined with access to web-based primary sources and videos. The balanced-literacy format supports student engagement, critical thinking, and responsible decision making.

Format: weekly consumable newspapers with web-based access
Learning Style: hands-on; online access
Teaching Style: structured or flexible, minimal prep, moderate interaction required
Publisher: Studies Weekly

Steck-Vaughn Social Studies Series

Gr. 1-3
This series provides on-level core content in an appealing, full-color format presented at comfortable levels for limited readers. This is a colorful, easy-to-read alternative to basals and blacklines. Includes project ideas in the teacher's edition.
Format: consumable workbook
Learning Style: good for limited readers or as a basis for a project-driven program
Teaching Style: structured, low prep, moderate interaction required
Publisher: Steck Vaughn

The Story of the World, Vol. 1-4

Gr. K-5
Volume 1: The Ancients (5000 BC – 400 AD)
Volume 2: The Middle Ages (400 – 1600)
Volume 3: Early Modern Times (1600 – 1850)
Volume 4: The Modern Age (1850-1994)
Told in a straightforward, engaging style this four-volume set covers the sweep of human history from ancient times until the present. Find out what happened around the world in long-ago times. This read-aloud series is designed for parents to share with elementary school children. Activity books, tests, and student pages accompany all four volumes.
Format: soft bound book plus activity book and optional test packet
Learning Style: multi-age, auditory, project and activity based
Teaching Style: flexible, moderate prep, moderate to high interaction required
Publisher: Peace Hill Press

Hands-on History/History Pockets Program

Gr. 2-5
Books in *Hands-on-History* series

Explorers	*Pioneers*
Colonial America	*Civil War*
American Revolution	*Immigration*

Books in *History Pockets* series

Ancient Civilizations	*Colonial America*
Ancient Egypt	*Native Americans*
Ancient Greece	*Moving West*
Explorers of North America Life in Plymouth	*The American Civil War*

Bring history alive as students explore the fascinating past by making the interactive projects in Evan Moor's *History Pockets* and Scholastic's *Hands-on History* programs! Students create timelines, flip books, make compasses, and perform readers' theater. Perfect for the family desiring activity-based learning paired with reading library books or internet research.
Format: soft back book with student activity pages
Learning Style: kinesthetic, creative
Teaching Style: flexible, moderate prep, high interaction required—multi-age appropriate
Publisher: Evan-Moor and Scholastic

Do California!

4th grade

The *Do California!* social studies curriculum was designed for California History teachers and parents searching for a comprehensive California unit study or homeschool social studies curriculum closely aligned with California State Standards. The program is divided into four sections and each lesson requires students to complete vocabulary cards, read about a California topic, and complete a comprehension activity that will expose them to various standardized test formats. In addition, each lesson includes a balanced mix of lower and higher level activities for the students to complete. Vocabulary quizzes, mapping, graphing, puzzles, research, writing, timelines, and following directions are the types of activities that will help students learn more about California. Additional supplemental materials are available.

Format: spiral bound teacher's edition and Teacher's Resource, with student edition and consumable student workbook

Learning Style: directed

Teaching Style: low prep

Publisher: Splash Publications

A History of US

Gr. 5

Your child will learn all about American history in an interesting format. No stale textbook here. Each volume covers a specific period of our history. These books are filled with historical photographs, political cartoons, and first hand accounts of history. They work great as a backbone of a Unit Study as well as for read-aloud and private readings. Fifth grade California State Standards are covered in books 1-5 (Early Americans through 1860). This program is aligned to grade level California Content Standards in History-Social Science.

Format: multi-volume set of non-consumable readers with reproducible study sheets and tests

Learning Style: dependent or independent

Teaching Style: structured or flexible, moderate prep, moderate to high interaction required

Publisher: Oxford Press

The 7 Continents

Gr. 4-5

North America
South America
Australia and Oceania
Asia
Europe
Antarctica
Africa

Introduce students to the world's continents while they develop geographic literacy! Each book in *The 7 Continents* series helps students explore the political divisions, physical features, resources, and culture of one of the seven continents. Additional texts available give the readers an up-close look at the plants, animals, climate, geographical features, people, and culture through vivid images and compelling text.

Format: black-and-white copies that students can color, cut, and write on; Full color texts

Learning Style: kinesthetic, creative

Teaching Style: flexible, moderate prep, high interaction required—multi-age appropriate

Publisher: Evan-Moor and Abdo

SCIENCE

Hands-on Science: 20 Themes

Gr. K-2

Easy to use. Each of the 20 themed units includes the following sections: Teacher resource pages, materials list, objectives, preparation, background information, lab book instructions and answers, a

learning visual, and reproducible student lab books. Lab book pages present the steps for each activity and provide space for students to write observations and answers.
The topics in *Hands–On Science*: Aquarium, Sun and Shadows, Cold and Heat, Bubbles, Sink and Float, Water, Plants, Life Cycles, Light, Chemistry, Sound, Nutrition, and many more.
Format: Reproducible book of activity pages
Learning Style: activity based
Teaching Style: Multi-age, flexible, moderate to high prep, high interaction required
Publisher: Evan-Moor Publishers

Scienceworks for Kids Series

Gr. K-4

Primary
Animals with Backbones
Animals w/o Backbones
Habitats
Plants
How Your Body Works
Energy: Light, Heat,& Sound
Exploring Space
Weather
Geology

A bit higher
Living Things
Human Body
Energy
Planet Earth
Simple Chemistry
Weather

This series, designed with good science and easy teaching in mind, covers concepts on a range of topics. Activities help children practice skills in observation, analysis, communication, making comparisons, prediction, critical thinking, and recording. Contains many ready-to-go resources, such as record sheets, logbook forms, minibooks, and picture cards. A mix of activity and worksheet—artsy-craftsy kids will like the coloring, journaling, cut-paste, but kids who don't like that will find much to like also.
Format: black and white reproduced pages
Learning Style: activity-based, artistic
Teaching Style: flexible, moderate prep, moderate to high interaction required, multi-level
Publisher: Evan-Moor Educational Publishers

Harcourt Science

Gr. 1-5
Limited quantities available
A traditional public school text teaching science that is supported by optional online activities (through Discovery Education and Science A-Z). Comes with a textbook and workbook for the student and includes a number of lab experiments in each chapter of the text. This program is aligned to grade level California Content Standards in Science.
Format: traditional textbook plus consumable workbook
Learning Style: traditional textbook format; multi-sensory
Teaching Style: structured, low prep, moderate interaction required
Publisher: Harcourt School Publishers

National Geographic Science

Gr. K-2; 3-5
In the K-2 grade program, Big Ideas Books serve as the core of the science instruction for the unit. This program fully-integrates inquiry, content, and literacy through a series of units addressing Life, Earth, and Physical science.
In the 3-5 grade programs, three volumes (Life, Earth, and Physical) segmented by science strand, deliver the core science content. "Become an Expert" sections portray science through real world contexts. This program is aligned to grade level California Content Standards in Science.

Format: traditional textbook with black and white worksheets
Learning Style: traditional textbook format; multi-sensory
Teaching Style: structured, low prep, moderate interaction required
Publisher: National Geographic School Publishing

Science in a Nutshell

Gr. 2-5

Explore and discover science concepts and processes through inquiry and hands-on learning. Fun, meaningful activities for student-directed individual or small-group learning. Each Nutshell includes 8-12 activities that develop a specific science topic, with an activity guide that has simple, clearly written instructions, and an activity journal in which students may record observations and data. Materials for lab experiments are included, except for common household materials. Strands cover Earth, Physical, Life, and Human body topics.
Format: kit with consumable and non-consumable pieces, activity guide, and activity journal; may also order *Sciencesaurus* for content support; Science A-Z also available for literacy and content support
Learning Style: multi-sensory; interactive
Teaching Style: structured, low prep, moderate to high interaction required
Publisher: Delta Education Science

Young Scientist's Club

Gr. K-2

The Young Scientists Club works similar to a magazine subscription in that your child will be sent a complete science kit on a regular basis. Each kit reinforces what was learned in previous kits as well as introduces what will be learned in future kits, creating a continuous curriculum of science learning. Each kit contains several science experiments and takes, on average, one hour to two hours to complete (with some long-term projects such as growing bacteria and measuring rainfall). The kits cover topics ranging from batteries and fossils to the human body and volcanoes. In each kit you receive all the materials needed for the experiments except for common recyclable and household products (i.e., plastic bottles, jars, baking soda, vinegar, etc.).
Format: consumable kits which are received one at a time; some materials from a kit may be also needed for the next kit in the series so don't throw them away! Science A-Z also available for literacy and content support
Learning Style: multi-sensory; interactive
Teaching Style: structured, low prep, moderate to high interaction required
Publisher: Young Scientist's Club

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options

English

English 9-1 (p) English 9-2 (p)	9	College Prep Course Fulfills English Graduation Requirement Fulfills "B" Requirement for UC/CSU (English)	English 9 is a rigorous course designed to begin the preparation for college. Students read novels, dramas, short stories, poetry, and nonfiction works and learn to analyze and compare writings in terms of theme, historical influence, and literary devices employed. Vocabulary is expanded through the study of word roots, students broaden listening and speaking skills, and learn to write effectively and coherently. They produce a variety of writings including creative pieces, and autobiographical, expository, analytic, reflective, persuasive, cause and effect, compare and contrast, and research essays. Students will complete a midterm[1] and final. *This is a one-year, 10-unit course*	*Literature:* Glencoe *Reader's Choice Course 4* *Writing:* assignments from Glencoe *Reader's Choice* *Vocabulary:* Great Source *Vocabulary for Achievement Course 3*
English 9-1 English 9-2	9	Graduation Course Fulfills English Graduation Requirement	English 9 focuses on establishing the foundational skills students will need to be successful in higher level English courses. They will read and respond to historically or culturally significant works of literature. They will develop essay-writing skills and will complete a series of writing assignments, such as responses to literature, expository and argumentative essays, technical documents, and business letters. Students will complete a midterm and final or an alternative form of assessment that is comprehensive in nature may be proposed. *This is a one-year, 10-unit course*	*Literature:* Glencoe *Reader's Choice Course 4* or Selected Novels and Literature Response Activities *Writing:* assignments from Glencoe *Reader's Choice* or AGS *Basic Composition* or *Time4writing* *Vocabulary:* Great Source *Vocabulary for Achievement Course 3*
English Fundamentals 9-1 English Fundamentals 9-2	9	Graduation Course Fulfills English Graduation Requirement Prior Approval Needed	This course emphasizes grammar skills, beginning with sentence patterns and going on to the eight parts of speech, phrases, and clauses. It reviews spelling, capitalization, and punctuation. Students practice these skills by completing several writing assignments, including definition, compare and contrast, narrative, research essay, poetry, response to literature, and letter writing. Students read novels, dramas, short stories, poetry, and nonfiction works and learn to analyze and compare writings in terms of theme, historical influence, and literary devices employed. *This is a one-year, 10-unit course*	*Bridges to Literature 1*

[1] 2017-2018

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
English 10-1 (p) English 10-2 (p)	10	Graduation Course Fulfills English Graduation Requirement Fulfills "B" Requirement for UC/CSU (English)	English 10 is a rigorous course designed to prepare students for college. Students read novels, dramas, short stories, poetry, and nonfiction works that come from various world cultures and eras and analyze and compare writings in terms of theme, historical influence, and literary devices employed. Vocabulary is expanded through the study of word roots, students broaden listening and speaking skills, and write effectively and coherently. They produce a variety of writings including performance scripts, creative pieces, and autobiographical, expository, analytic, reflective, persuasive, cause and effect, compare and contrast, and research essays. Students will complete a midterm and final. *This is a one-year, 10-unit course*	*Literature:* Glencoe *Reader's Choice: World Literature* *Writing:* assignments from *Reader's Choice* *Vocabulary:* Great Source *Vocabulary for Achievement Course 4*
English 10-1 English 10-2	10	College Prep Course Fulfills English Graduation Requirement	English 10 focuses on establishing the foundational skills students will need to be successful in higher level English courses. They will read and respond to historically or culturally significant works of literature. Students will continue to develop essay-writing skills and will complete a series of writing assignments, such as responses to literature, expository and persuasive compositions, technical documents, and business letters. Students will complete a midterm and final; an alternative form of assessment that is comprehensive in nature may be proposed. *This is a one-year, 10-unit course*	*Literature:* Glencoe *Reader's Choice Course 5* or Glencoe *Reader's Choice: World Literature* or AGS *World Literature* or Selected Novels and Literature Response Activities *Literature:* Glencoe *Reader's Choice: World Literature* *Writing:* assignments from *Reader's Choice* or *Time4writing* *Vocabulary:* Great Source *Vocabulary for Achievement Course 4*
English Fundamentals 10-1 English Fundamentals 10-2	10	Graduation Course Fulfills English Graduation Requirement Prior Approval Needed	This course emphasizes grammar skills, beginning with sentence patterns and going on to the eight parts of speech, phrases, and clauses. It reviews spelling, capitalization, and punctuation. Students practice these skills by completing several writing assignments, including definition, compare and contrast, narrative, research essay, poetry, response to literature, and letter writing. Students read novels, dramas, short stories, poetry, and nonfiction works and learn to analyze and compare writings in terms of theme, historical influence, and literary devices employed. *This is a one-year, 10-unit course*	*Bridges to Literature 2*
American Lit 1 (p) American Lit 2 (p)	11	College Prep Course	American Lit engages students with the literature of the Unites States as it reveals the character, culture, and concerns of our country's inhabitants throughout	*Literature:* Glencoe *Reader's Choice: American Literature*

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
		Fulfills English Graduation Requirement Fulfills "B" Requirement for UC/CSU (English)	its history. The literature selected represents perspectives from a variety of groups. Students complete a variety of writing assignments that require research, analysis, and multiple drafts; they work on developing their own voice and style in academic writing. Students practice reading strategies, increase their vocabulary, and improve their public speaking skills. Students will complete a midterm and final. *This is a one-year, 10-unit course*	*Writing:* assignments from Glencoe *Reader's Choice* *Vocabulary:* Great Source *Vocabulary for Achievement Course 5*
American Lit 1 American Lit 2	11	Graduation Course Fulfills English Graduation Requirement	American Lit focuses on analyzing and reading American literature. Students will learn about the contrasts between the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period. Students will study figurative language in detail and will continue to develop both their reading and writing vocabularies. Students will expand their writing skills, and will be required to complete a series of writing assignments, such as various types of narratives, responses to literature, reflective compositions, historical investigation reports, job applications and resumes, and multimedia presentations. Students will complete a midterm and final or an alternative form of assessment that is comprehensive in nature may be proposed. *This is a one-year, 10-unit course*	*Literature:* Glencoe *Reader's Choice: American Literature* or Selected Novels from American authors and Literature Response Activities or AGS *American Literature* *Writing:* assignments from Glencoe *Reader's Choice* or *Time4writing* *Vocabulary:* Great Source *Vocabulary for Achievement Course 5*
English Fundamentals 11-1 English Fundamentals 11-2	11	Graduation Course Fulfills English Graduation Requirement Prior Approval Needed	This course has a special emphasis on writing. Students will work through the writing process within several written genres. Students read novels, dramas, short stories, poetry, and nonfiction works and learn to analyze and compare writings in terms of theme, historical influence, and literary devices employed. *This is a one-year, 10-unit course*	*Bridges to Literature 3*
British Lit 1 (p) British Lit 2 (p)	12	College Prep Course Fulfills English Graduation Requirement Fulfills "B" Requirement for UC/CSU (English)	British Lit engages students in the reading and analysis of British literature. Students will be exposed to a variety of British authors through reading short stories, novels, plays, poems, and essays. Students will respond to literature by comparing the lives of characters in the pieces they read to their own personal experiences. Students will continue to master their writing skills and increase both their reading and writing vocabularies. Students in British	*Literature:* Glencoe *Reader's Choice: British Literature* *Writing:* assignments from Glencoe *Reader's Choice* *Vocabulary:* Great Source *Vocabulary for Achievement Course 6*

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
			Lit will complete a midterm and final. *This is a one-year, 10-unit course*	
British Lit 1 British Lit 2	12	Graduation Course Fulfills English Graduation Requirement	British Lit focuses on analyzing and reading British literature. Students will learn about major literary forms, techniques, characteristics of the major literary period, and relate them to various literary works. Students will expand their writing skills through a variety of genres. They will continue to develop both their reading and writing vocabularies. Students will complete a midterm and final or an alternative form of assessment that is comprehensive in nature may be proposed. *This is a one-year, 10-unit course*	*Literature:* Glencoe *Reader's Choice: British Literature* or Selected Novels and Literature Response Activities or AGS *British Literature* *Writing:* assignments from Glencoe *Reader's Choice* or *Time4writing* *Vocabulary:* Glencoe *Vocabulary for Achievement Course 6*
English Fundamentals 12-1 English Fundamentals 12-2	12	Graduation Course Fulfills English Graduation Requirement Prior Approval Needed	English 12 Fundamentals engages students in the reading and understanding of British literature. Students will be exposed to a variety of British authors through reading short stories, novels, plays, poems, and essays. Students will continue to master their writing skills and increase both their reading and writing vocabularies. *This is a one-year, 10-unit course*	*Saddleback: Timeless Classics British Literature*
ESL 1 ESL 2	9, 10, 11, 12	Fulfills English Graduation Requirement *Must be taken concurrently with ESL Literacy 1,2	This course is designed to help students to develop proficiency in English. Course content includes an introduction to a broad mix of genres and real-world reading formats, including articles, interviews, biographies, folktales, realistic fiction, and more. Students work through readers with guided instruction, audio read-alouds, and selections with compelling topics and visuals. Activities concentrate on the fundamentals of written and oral language skills in conjunction with the study of literature and vocabulary development. *This is a one-year, 10-unit course*	*Evan-Moor Hot Topics Level A*
ESL 3 ESL 4	9, 10, 11, 12	Fulfills English Graduation Requirement *Must be taken concurrently with ESL Literacy 3, 4	This course is designed to help students to develop proficiency in English. Course content includes an introduction to a broad mix of genres and real-world reading formats, including articles, interviews, biographies, folktales, realistic fiction, and more. Students work through readers with guided instruction, audio read-alouds, and selections with compelling topics and visuals. Activities concentrate on the fundamentals of written and oral language	*Evan-Moor Hot Topics Level B*

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
			skills in conjunction with the study of literature and vocabulary development. *This is a one-year, 10-unit course*	
ESL 5 ESL 6	9, 10, 11, 12	Fulfills English Graduation Requirement *Must be taken concurrently with ESL Literacy 5, 6 .	This course is designed to help students to develop proficiency in English. Course content includes an introduction to a broad mix of genres and real-world reading formats, including articles, interviews, biographies, folktales, realistic fiction, and more. Students work through readers with guided instruction, audio read-alouds, and selections with compelling topics and visuals. Activities concentrate on the fundamentals of written and oral language skills in conjunction with the study of literature and vocabulary development. *This is a one-year, 10-unit course*	*Evan-Moor Hot Topics Level C*
ESL 7 ESL 8	9, 10, 11, 12	Fulfills English Graduation Requirement *Must be taken concurrently with ESL Literacy 7, 8	This course is designed to help students to develop proficiency in English. Course content includes an introduction to a broad mix of genres and real-world reading formats, including articles, interviews, biographies, realistic fiction, and more all with an emphasis in Science. Students work through readers with guided instruction, audio read-alouds, and selections with compelling Science topics and visuals. Activities concentrate on the fundamentals of written and oral language skills in conjunction with the study of literature and vocabulary development. *This is a one-year, 10-unit course*	*Evan-Moor Hot Topics Science*

Social Sciences

World History 1 (p) World History 2 (p)	10	College Prep Course Fulfills World History Graduation Requirement Fulfills "A" Requirement for UC/CSU (History/Social Science) Available online	Students in World History study historical developments which have shaped the modern world. Particular emphasis is placed on the rise of democratic ideas and the creation of the modern nation-states of Europe and North America, as well as examining political structures in South American, Asian and African countries. Students develop an understanding of current events and relate them to their historical roots. The course follows the tenth-grade standards established by the state of California. Project-based assignments and writing activities are major components of this	Glencoe *World History: Modern Times* **Or** Glencoe *World History and Geography: Modern Times**

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
			course. Students will complete a midterm and final. *This is a one-year, 10-unit course*	
World History 1 World History 2	10	Graduation Course Fulfills World History Graduation Requirement Available online	World History is a survey course in social science that covers the impact of major turning points that have shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students will complete a final or a pre-approved culminating project. *This is a one-year, 10-unit course*	Glencoe *World History: Modern Times* or AGS *World History*
US History 1 (p) US History 2 (p)	11	College Prep Course Fulfills United States History Graduation Requirement Fulfills "A" Requirement for UC/CSU (History/Social Science) Available online	Students in US History will examine the major turning points in American history in the 20th century. Following a review of the nation's beginnings, they will move on to study the rise of industrialization, urbanization, and immigration and their impact on the nation's political, social, and economic development. They will cover a series of units: the creation of the United States, the Progressive Era, World War I, The Great Depression, World War II, the Cold War, Social Reform, the Civil Rights Movement, the Vietnam Era, and contemporary American society. Throughout their studies, students will look at the underlying political and economic impact on each of these time periods. Project-based assignments and writing activities are major components of this course. Students will complete a midterm and final. *This is a one-year, 10-unit course*	Glencoe *American Odyssey* or Glencoe *United States History and Geography: Modern Times**
US History 1 US History 2	11	Graduation Course Fulfills United States History Graduation Requirement Available online	Students in US History study the major turning points in American history in the twentieth century. Following a review of the nation's beginnings, they will move on to study the rise of industrialization, urbanization, and immigration and their impact on the nation's political, social, and economic development. The influence of religion on the founding of America is examined, as well as the rise of the United States to a role as a world power at the beginning of the twentieth century. Students will learn about the major developments of the twentieth century, including the Great Depression and the New Deal, American participation in world wars, post-World War II America, the Cold War, the	Glencoe *American Odyssey* or AGS *United States History*

Transcript Code		Special Information	Course Description	Textbook Options
			Civil Rights movement, and U.S. global policy. Students will complete a final or a pre-approved culminating project. *This is a one-year, 10-unit course*	
World Cultures & Geography 1 (p) World Cultures & Geography 2 (p)	9-12	College Prep Course Fulfills Elective Credit For Graduation Fulfills "A" Requirement for UC/CSU (History/Social Science) or Fulfills "G" Requirement for UC/CSU (Academic Elective)	World Cultures and Geography is a survey of the physical and cultural geography of North America, Latin America, Europe, Africa, regions of Asia, and Australia. Cultural, political, and social traditions and the role of geography are analyzed and a major focus is on how past experiences affect contemporary realities. Project-based activities and writing assignments are major components of this course. Students will complete a midterm and final. *This is a one-year, 10-unit course*	Glencoe *World Geography*
World Cultures & Geography 1 World Cultures & Geography 2	9-12	Graduation Course Fulfills Elective Credit For Graduation	World Cultures & Geography is a social science elective that offers a view of the world that focuses on the development of geographic literacy. Regions of the world are studied in three parts: physical geography, cultural geography, and current events. Students will complete a final or a pre-approved culminating project. Students completing the one-year course have extended studies in world geography and also have extra assignments and projects. *This course can be taken as a one-semester, 5-unit course or as a one-year, 10-unit course*	AGS *World Geography* or Glencoe *World Geography*
Economics (p)	12	College Prep Course Fulfills Economics Graduation Requirement Fulfills "G" Requirement for UC/CSU (Academic Elective)	Economics teaches students basic economic terminology and concepts. Particular emphasis is placed on the economy of the United States, its current structure, and its role as a leader in the global economy of the 21st century. Students also learn how their lives are affected by economics and how to make informed economic decisions. Project-based activities and writing assignments are major components of this course. Students will complete a final. *This is a one-semester, 5-unit course*	Glencoe *Economics: Principles & Practices* *EverFi: Financial Literacy*

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
Economics	12	Graduation Course Fulfills Economics Graduation Requirement	Students in Economics learn the common economic terms, concepts, and how to reason economically. They will analyze elements of America's market economy and compare and contrast various types of economics systems and the influence the federal government has on the American economy. The students will analyze the elements of business organizations and the labor market, the economic behaviors of the U.S. economy as a whole, and look at the issues related to international trade. Finally, students will learn the basics of personal consumer economics. Students will complete a final or a pre-approved culminating project. *This is a one-semester, 5-unit course*	AGS Economics or Glencoe *Economics: Principles & Practices* *EverFi: Financial Literacy*
Government (p)	12	College Prep Course Fulfills Government Graduation Requirement Fulfills "A" Requirement for UC/CSU (History/Social Science) or Fulfills "G" Requirement for UC/CSU (Academic Elective)	American Government helps students pursue a deeper understanding of the institutions of American government and the literature which serves as both a foundation and a guiding principle to American political life. Students will learn the structures and functions of state and local government. Students also learn to appreciate their roles as responsible citizens in a democracy. Project-based activities and writing assignments are major components of this course. *This is a one-semester, 5-unit course*	Glencoe *U.S. Government: Democracy in Action*
Government	12	Graduation Course Fulfills Government Graduation Requirement	Students in American Government will gain an understanding of American government. They will learn about the fundamental principles and values of American democracy as expressed in documents created by the Founding Fathers. They will also learn about the rights and responsibilities of citizenship and about the various branches of government. Students will study the Constitution and landmark U.S. Supreme Court interpretations, the electoral process for national, state, and local offices, and compare various forms of government. Students will complete a final or a pre-approved culminating project. *This is a one-semester, 5-unit course*	AGS *United States Government* or Glencoe *U.S. Government: Democracy in Action*

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options

Mathematics

Integrated Math 1-1(p) Integrated Math 1-2(p)	9, 10	College Prep Course Fulfills Mathematics Graduation Requirement Fulfills "C" Requirement for UC/CSU (Mathematics) Available online	Integrated Math 1 is the first of three integrated high school math courses, and combines foundational elements of basic algebra with geometry. Key topics include: expressions, equations, and inequalities; manipulating and modeling linear and exponential functions; descriptive statistics and data displays; geometric transformations, congruence, constructions, and coordinate proofs. These skills are leveraged into real-world examples and problems to develop a variety of problem solving skills. Students will complete a midterm and final. *This is a one-year, 10-unit course.*	Houghton-Mifflin Harcourt *Integrated Math 1*
Integrated Math 1-1 Integrated Math 1-2	9, 10	Graduation Course Fulfills Mathematics Graduation Requirement Available online	Integrated Math 1 is the first of three integrated high school math courses, and combines foundational elements of basic algebra with geometry. Key topics include: expressions, equations, and inequalities; manipulating and modeling linear and exponential functions; descriptive statistics and data displays; geometric transformations, congruence, constructions, and coordinate proofs. These skills are leveraged into real-world examples and problems to develop a variety of problem solving skills. Students will complete a midterm and final. *This is a one-year, 10-unit course.*	Houghton-Mifflin Harcourt *Integrated Math 1*
Remedial Integrated Math 1-1 Remedial Integrated Math 1-2	9, 10	Graduation Course Fulfills Mathematics Graduation Requirement This course does not fulfill the Integrated Math 1 graduation requirement	Remedial Math 1 is the stepping stone between 8th grade math and Integrated Math 1. This course is designed to provide foundational skills to prepare students for success in higher level math courses. Key topics include: relationships between quantities, linear and exponential relationships, reasoning, statistics, congruence, proof, and constructions, and coordinate geometry. *This is a one-year, 10-unit course.*	Triumph Learning *Common Core Coach Mathematics grade 8* and *Mathematics I*

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
Extended Integrated Math 1-1A Extended Integrated Math 1-1B Extended Integrated Math 1-2A Extended Integrated Math 1-2B	9-12	Graduation Course Fulfills Mathematics Graduation Requirement All four semesters must be complete to meet the Integrated Math 1 graduation requirement	Extended Integrated Math 1 is a two year course sequence. Students must successfully complete all four semesters in order to meet the requirement for a high school diploma. Key topics include: expressions, equations, and inequalities; manipulating and modeling linear and exponential functions; descriptive statistics and data displays; geometric transformations, congruence, constructions, and coordinate proofs. These skills are leveraged into real-world examples and problems to develop a variety of problem solving skills. Student will complete a midterm and final each year. *This is a two-year, 20-unit course*	Houghton-Mifflin Harcourt *Integrated Math 1*
Integrated Math 2-1(p) Integrated Math 2-2(p)	9-12	College Prep Course Fulfills Mathematics Graduation Requirement Fulfills "C" Requirement for UC/CSU (Mathematics) Available online	Integrated Math 2 is the second of three integrated high school math courses, and combines developing elements of algebra and geometry. Key topics include: characteristics of functions, polynomial operations, quadratic functions, equations, and models, geometric proofs, similarity and right triangles, properties of circles, volume, and probability. These skills are leveraged into real-world examples and problems to develop a variety of problem solving skills. Student will complete a midterm and final. *This is a one-year, 10-unit course*	Houghton-Mifflin Harcourt *Integrated Math 2*
Integrated Math 2-1 Integrated Math 2-2	9-12	Graduation Course Fulfills Mathematics Graduation Requirement Available online	Integrated Math 2 is the second of three integrated high school math courses, and combines developing elements of algebra and geometry. Key topics include: characteristics of functions, polynomial operations, quadratic functions, equations, and models, geometric proofs, similarity and right triangles, properties of circles, volume, and probability. These skills are leveraged into real-world examples and problems to develop a variety of problem solving skills. Student will complete a midterm and final. *This is a one-year, 10-unit course*	Houghton-Mifflin Harcourt *Integrated Math 2*

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
Extended Integrated Math 2-1A Extended Integrated Math 2-1B Extended Integrated Math 2-2A Extended Integrated Math 2-2B	10-12	Graduation Course Fulfills Mathematics Graduation Requirement Available online	Integrated Math 2 is a two year course sequence. Students must successfully complete all four semesters in order to meet the requirement for course completion. Key topics include: characteristics of functions, polynomial operations, quadratic functions, equations, and models, geometric proofs, similarity and right triangles, properties of circles, volume, and probability. These skills are leveraged into real-world examples and problems to develop a variety of problem solving skills. Student will complete a midterm and final. *This is a two-year, 20-unit course*	Houghton-Mifflin Harcourt *Integrated Math 2*
Integrated Math 3-1 (p) Integrated Math 3-2 (p)	11-12	College Prep Course; Prerequisite: Algebra I Fulfills Mathematics Graduation Requirement Fulfills "C" Requirement for UC/CSU (Mathematics) Available online	Integrated Math 3 is the third of three integrated high school math courses, and combines developing elements of algebra and geometry. Key topics include: reasoning with geometry, measurement and modeling in two and three dimensions, polynomial, rational, radical, exponential, and logarithmic functions, expressions, and equations, trigonometric functions, properties of circles, statistics and decision making. These skills are leveraged into real-world examples and problems to develop a variety of problem solving skills. Student will complete a midterm and final. *This is a one-year, 10-unit course*	Houghton-Mifflin Harcourt *Integrated Math 3*
Integrated Math 3-1 Integrated Math 3-2	11-12	Graduation Course Prerequisite: Algebra I Fulfills Mathematics Graduation Requirement Available online	Integrated Math 3 is the third of three integrated high school math courses, and combines developing elements of algebra and geometry. Key topics include: reasoning with geometry, measurement and modeling in two and three dimensions, polynomial, rational, radical, exponential, and logarithmic functions, expressions, and equations, trigonometric functions, properties of circles, statistics and decision making. These skills are leveraged into real-world examples and problems to develop a variety of problem solving skills. Student will complete a midterm and final. *This is a one-year, 10-unit course*	Houghton-Mifflin Harcourt *Integrated Math 3*

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
Pre-Calculus 1 (p) Pre-Calculus 2 (p)	11-12	College Prep Course Prerequisite Algebra II and Geometry I Fulfills Mathematics Graduation Requirement Fulfills "C" Requirement for UC/CSU (Mathematics)	The focus of this course will be rigorous in its coverage of linear relationships, functions, graphs, polynomials, logarithmic and rational functions, trigonometry, conic and polar equations and discrete math. Assigned laboratory/calculator work will be completed using online, demonstrative and hands-on activities. Students will complete a mid-term and final. Completion of course also requires access to a TI83/TI84 Plus Graphing Calculator. TLC does not provide calculators. *This is a one-year, 10-unit course*	Glencoe *Advanced Mathematical Concepts* or Art of Problem Solving *Pre-Calculus*
Mathematics and Personal Financial Literacy 1 (p) Mathematics and Personal Financial Literacy 2 (p)	11, 12	College Prep Course (pending approval) Required Prerequisite Integrated Math 1 or Algebra Recommended Prerequisite Integrated Math 2 or Intermediate Algebra Corequisite Recommended Integrated Math 3 or Intermediate Algebra Fulfills Mathematics Graduation Requirement Fulfills "C" Requirement for UC/CSU (Mathematics) Online Course requires access to computer	Mathematics & Personal Financial Literacy explores Saving & Investing, Credit & Debt, Financial Responsibility & Money Management, Insurance & Risk Management, and Income & Careers. Common Core Standards for Mathematical Practice as well as Algebra and Statistics/Probability standards are incorporated to increase fluency in personal finance and consumer awareness. Students will learn how to increase their income while reducing debt to become financially independent. Coursework will integrate current research in finance, case studies modeling real-life scenarios, project-based learning exploring risk analysis, and opportunities to gain firsthand experience in specific career fields. Data represented in various formats will be explored, analyzed, and interpreted. Inferences and abstractions will be determined from these explorations in order to decide the appropriate course of action based on the various situations presented. Students will communicate their learning through discussions, presentations, writing, and projects. *This is a one-year, 10-unit course*	Online resources
H Calculus 1 (p) H Calculus 2 (p)	12	College Prep Course Prerequisite Pre-Calculus Fulfills Mathematics Graduation Requirement	Calculus I combines many of the trigonometric, geometric, and analytic concepts necessary for the study of calculus. Algebraic concepts are viewed again from a strong functional and analytical standpoint. Topics in functional and analytical trigonometry are covered. Additionally, the course includes topics in parametric and polar equations,	Houghton Mifflin *Calculus*

Co e Title Transcript Code	Grades	Special Information	Course L cription	Textbook Options
		Fulfills "C" Requirement for UC/CSU (Mathematics)	complex numbers, conic sections, and topics from discrete mathematics. Assigned laboratory/calculator work will be completed using online, demonstrative, and hands-on activities. Students will complete a midterm and final. Completion of course also requires access to a TI83/TI84 Plus Graphing Calculator. This is parent-provided. *This is a one-year, 10-unit course*	
Senior Math 1 Senior Math 2	12	Fulfills Mathematics Graduation Requirement	Senior Math 1, 2 can be taken after, or as an alternative to, Geometry in order to increase algebraic and geometric knowledge and problem solving skills to better prepare for college math placement tests. The course encourages student learning of various mathematical models to solve real-world applications. *This is a one-year, 10-unit course*	Glencoe *Math Matters 1*
Senior Math 3 Senior Math 4	12	Fulfills Mathematics Graduation Requirement	Senior Math 3, 4 can be taken after, or as an alternative to, Intermediate Algebra in order to increase algebraic and geometric knowledge and problem solving skills to better prepare for college math placement tests. The course encourages student learning of various mathematical models to solve real-world applications. *This is a one-year, 10-unit course*	Glencoe *Math Matters 2*

Science

Biology 1 (p) Biology 2 (p)	9-12	College Prep Course Fulfills Science Graduation Requirement Fulfills "D" Requirement for UC/CSU (Laboratory Science) Available online	The focus of this course will be the study of the ecology, cells, genetics, evolution and phylogeny, physiological development through the human body. Students in Biology will be required to complete a midterm, final, appropriate instructional labs and projects. Assigned laboratory work will be completed using online, demonstrative and hands-on activities that will apply the Biology principles and concepts. *This is a one-year, 10-unit laboratory science course*	Glencoe *Biology*

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
Biology 1 Biology 2	9-12	Graduation Course Fulfills Science Graduation Requirement Available online	The focus of this course will be the study of the ecology, cells, genetics, evolution and classification, organism development through the human body. Assigned laboratory work will be completed using online, demonstrative and hands-on activities that will apply the principles and concepts of the life sciences. Students will complete a midterm and final or a pre-approved culminating project. *This is a one-year, 10-unit course*	Glencoe *Biology*
Life Science 1 Life Science 2	9-12	Graduation Course Fulfills Science Graduation Requirement	The focus of this course will be the study of the ecology, cells, genetics, evolution and classification, organism development through the human body. Students will complete a midterm and final or a pre-approved culminating project. *This is a one-year, 10-unit course*	AGS *Biology*
Chemistry 1 (p) Chemistry 2 (p)	9-12	College Prep Course Prerequisite: Algebra I Fulfills Science Graduation Requirement Fulfills "D" Requirement for UC/CSU (Laboratory Science) Available online	The focus of this course will be on major topics of General Chemistry, including Scientific measurement, chemical quantities, thermodynamics, solutions, states of matter, atomic structure, classification, molecules and bonding, reactions, acids and bases, oxidation and reduction, nuclear and carbon chemistry. Students in Chemistry will be required to complete midterm, final, appropriate labs and projects. Assigned laboratory work will be completed using online, demonstrative and hands-on activities that will apply the Chemistry principles and concepts. *This is a one-year, 10-unit laboratory science course*	Glencoe *Chemistry: Concepts & Applications (2005)*
Chemistry 1 Chemistry 2	9-12	Graduation Course Corequisite: Algebra I Fulfills Science Graduation Requirement Available online	The focus of this course will be on major topics of General Chemistry, including Scientific measurement, chemical quantities, thermodynamics, solutions, states of matter, atomic structure, classification, molecules and bonding, reactions, acids and bases, oxidation and reduction, nuclear and carbon chemistry. Students in Chemistry will be required to complete midterm, final, appropriate labs and projects. Assigned laboratory work will be completed using online, demonstrative and hands-on activities that will apply the Chemistry principles and concepts. *This is a one-year, 10-unit course*	Glencoe *Chemistry: Concepts & Applications (2005)* or AGS *Chemistry*

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
Physics 1 (p) Physics 2 (p)	9-12	College Prep Course Corequisite: Algebra I Fulfills Science Graduation Requirement Fulfills "D" Requirement for UC/CSU (Laboratory Science)	The focus of this course will be on the mathematical application of the physics principles for motion and forces in two dimensions, energy and momentum, heat, wave theory, electricity and magnetism, uses of light, lens and mirrors, atomic and nuclear physics, fission and fusion. Students will be required to complete midterm, final and appropriate labs. Assigned laboratory work will be completed using online, demonstrative, and hands-on activities that will apply the Physics principles and concepts. *This is a one-year, 10-unit laboratory science course*	Glencoe *Physics: Principles & Problems (2005)*
Physics 1 Physics 2	9-12	Graduation Course Fulfills Science Graduation Requirement	The focus of this course will be on Introductory Physical Science principles for Energy and Motion, Electricity and Energy, Wave Theory (Sound and Light), Diversity and Interactions of Matter. Students will complete a midterm and final or a pre-approved culminating project. This is a conceptual, no lab credit science course. *This is a one-year, 10-unit course*	Glencoe *Physical Science (2005)*
Physical Science 1 Physical Science 2	9-12	Graduation Course Fulfills Science Graduation Requirement	The focus of this course will be on Introductory Physical Science principles for Energy and Motion, Electricity and Energy, Wave Theory (Sound and Light), Diversity and Interactions of Matter, chemical classification, thermodynamics, electricity, and magnetism . Students will complete a midterm and final or a pre-approved culminating project. This is a conceptual, no lab credit science course. *This is a one-year, 10-unit course*	AGS *Physical Science*
Earth Science 1 Earth Science 2	9-12	Graduation Course Fulfills Science Graduation Requirement	The focus of this course will be the study of the Earth's composition and processes (weather, water, rocks, minerals, and soil), the Atmosphere, Oceans, Plate Tectonics, Geological time, and the Solar System. Students will complete a midterm and final or a pre-approved culminating project. This is a conceptual, no lab credit science course. *This is a one-year, 10-unit course*	AGS *Earth Science*

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
Earth and Space Science 1 (p) Earth and Space Science 2 (p)	9-12	College Prep Course Fulfills Science Graduation Requirement Fulfills "G" Requirement for UC/CSU (Academic Elective)	The focus of this course will be the study of the Earth's composition and processes (weather, water, rocks, minerals, and soil), the Atmosphere, Oceans, Plate Tectonics, Geological time, Natural Resources and the Solar System. Students in Earth and Space Science are required to complete a midterm and final. This is a conceptual, no lab credit science course. *This is a one-year, 10-unit course*	Glencoe *Earth Science*
Environmental Science 1 (p) Environmental Science 2 (p)	11-12	College Prep Course Fulfills Science Graduation Requirement Fulfills "G" Requirement for UC/CSU (Academic Elective) Prerequisite: Biology and Chemistry or Physics Available Online	Environmental Science is the study of the Earth's systems and human interactions with them. This course integrates biological sciences and physical sciences with current environmental issues. Environmental Science is a lab-based course that will include field trips and assignments that will demonstrate the student's ability to analyze and evaluate both human-made and natural ecological issues. Major topics will include ecosystems, natural resources, energy, agriculture, pollution management, freshwater and oceans, and social science. Case studies will include global, as well as California topics. *This is a one-year, 10-unit course*	Wiley *Visualizing Environmental Science* 3rd edition, Berg
Environmental Science 1 Environmental Science 2	11-12	Fulfills Science Graduation Requirement Available Online Prerequisite: Biology and Chemistry or Physics	Environmental Science is the study of the Earth's systems and human interactions with them. This course integrates biological sciences and physical sciences with current environmental issues. Environmental Science is a lab-based course that will include field trips and assignments that will demonstrate the student's ability to analyze and evaluate both human-made and natural ecological issues. Major topics will include ecosystems, natural resources, energy, agriculture, pollution management, freshwater and oceans, and social science. Case studies will include global, as well as California topics. *This is a one-year, 10-unit course*	Wiley *Visualizing Environmental Science* 3rd edition, Berg
Astronomy 1 (p) Astronomy 2 (p)	9-12	College Prep Course (pending approval) Fulfills Science Graduation Requirement	Astronomy is designed to give students an overview of the main concepts and theories of the universe focusing on the foundations and history of astronomy, light and energy, our planetary system, stars, galaxies, the expanding universe, past and present space exploration, and deep space phenomena. Students will investigate these topics	Online Resources *A Briefer History of Time* by Stephen Hawking

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
		Fulfills "G" Requirement for UC/CSU (Academic Elective) Online Course requires access to computer	both individually and collaboratively by completing research projects, labs, and class discussions. Students will keep an extensive journal of current events, news related astronomy and space science articles, labs, and observations. Throughout the year, students will demonstrate their learning of Astronomy through assessments, presentations, and showcases of their project-based learning assignments. *This is a one-year, 10-unit course*	

Language Other Than English

Spanish 1 (p) Spanish 2 (p)	9-12	College Prep Course Fulfills Foreign Language Graduation Requirement Fulfills "E" Requirement for UC/CSU (Language Other than English) Online course requires access to computer	First year Spanish is an introductory course designed to build a foundation of fundamental vocabulary and language structure for students who wish to learn a language other than English. It is intended to develop limited facility in each of the major communication skills: listening, reading, speaking, and writing. Major emphasis is on development of the ability to speak fluently with accurate pronunciation and intonation, while fostering an appreciation of the culture. Oral as well as written exams are a part of this course. Students will be required to complete a midterm and final. *This is a one-year, 10-unit course*	Online Rosetta Stone *Spanish Level 1*
Spanish 1 Spanish 2	9-12	Graduation Course Fulfills Foreign Language Graduation Requirement Online course requires access to computer	First year Spanish is an introductory course designed to build a foundation of fundamental vocabulary and language structure for students who wish to learn a language other than English. It is intended to develop limited facility in each of the major communication skills: listening, reading, speaking, and writing. Major emphasis is on development of the ability to speak fluently with accurate pronunciation and intonation, while fostering an appreciation of the culture. Oral as well as written exams are a part of this course. Students will be required to complete a midterm and final. *This is a one-year, 10-unit course*	Online Rosetta Stone *Spanish Level 1* **or** Powerglide *Spanish Ultimate Year I*
Spanish 3 (p) Spanish 4 (p)	9-12	College Prep Course Fulfills Foreign Language Graduation Requirement	Second year Spanish allows students to further develop speaking, listening, reading, and writing skills, with appropriate grammar principles. This course allows students to navigate their surroundings as they build on the skills learned in year one. Additional insights into culture are a key	Online Rosetta Stone *Spanish Level 2*

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
		Fulfills "E" Requirement for UC/CSU (Language Other than English) Online course requires access to computer	component to this course. Emphasis on verb tenses and developing an intermediate level comprehension in listening, reading, and writing. Oral as well as written exams are a part of this course. Students will be required to complete a midterm and final. *This is a one-year, 10-unit course*	
Spanish 3 Spanish 4	9-12	Graduation Course Fulfills Foreign Language Graduation Requirement Online course requires access to computer	Second year Spanish allows students to further develop speaking, listening, reading, and writing skills, with appropriate grammar principles. This course allows students to navigate their surroundings as they build on the skills learned in year one. Additional insights into culture are a key component to this course. Emphasis on verb tenses and developing an intermediate level comprehension in listening, reading, and writing. Oral as well as written exams are a part of this course. Students will be required to complete a midterm and final. *This is a one-year, 10-unit course*	Online Rosetta Stone *Spanish Level 2* Powerglide *Spanish Ultimate Year 2*
Spanish 5 (p) Spanish 6 (p)	10-12	College Prep Course Fulfills Foreign Language Graduation Requirement Fulfills "E" Requirement for UC/CSU (Language Other than English) Online course requires access to computer	Third year Spanish lets students connect with the world around them by building on language fundamentals and conversational skills previously learned. An indepth study of literary work with authentic materials from the targeted language is also part of this course. Oral as well as written exams are a part of this course. Students will be required to complete a midterm and final. *This is a one-year, 10-unit course*	Online Rosetta Stone *Spanish Level 3*
Spanish 5 Spanish 6	10-12	Fulfills Foreign Language Graduation Requirement Online course requires access to computer	Third year Spanish lets students connect with the world around them by building on language fundamentals and conversational skills previously learned. An indepth study of literary work with authentic materials from the targeted language is also part of this course. Oral as well as written exams are a part of this course. Students will be required to complete a midterm and final. *This is a one-year, 10-unit course*	Online Rosetta Stone Spanish Level 3

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
Spanish 7 Spanish 8	11-12	Fulfills Foreign Language Graduation Requirement Online course requires access to computer	Fourth year Spanish gives students the opportunity to increase understanding of the language as the build on their knowledge from previous years. An indepth study of literary work with authentic materials from the targeted language is also part of this course. Skills emphasized include navigating the workplace, caring for health, arranging repairs, and expressing personal preferences. Oral as written exams are a part of this course. *This is a one-year, 10-unit course*	Online Rosetta Stone Spanish Level 4

Visual and Performing Arts

Art 1 (p) Art 2 (p)	9-12	College Prep Course Fulfills Visual And Performing Arts Graduation Requirement Fulfills "F" Requirement for UC/CSU (Visual and Performing Arts) or Fulfills "G" Requirement for UC/CSU (Academic Elective)	Art 1: 2- Dimensional Design in Black and White, the first semester, focuses on the areas of line and contour drawing, conceptual design, perspective, textures and color theory in grays. The assignments are designed to create projects that meet the 5 content strands of the Visual Art Standards, with individual student work that focuses on the elements of art and design: line, black and white color use, shape/form texture, value and space. Art 2: 2- Dimensional Design in Color, the second semester, continues the instruction in art theory and applies conceptual design and color theory. The projects focus on spatial design, color analysis, contrasting colors, vibrating, repeating images and the psychological effects of color. Assignments are designed to cover the same 5 content strands, and include projects that develop color harmony, achromatic and monochromatic color mixtures, and color that produces feelings, sensations and optical illusions. *This is a one-year, 10-unit course*	TLC *ART 1 & 2* course materials
Music 1 (p) Music 2 (p)	9-12	College Prep Course Fulfills Visual And Performing Arts Graduation Requirement	This course focuses on developing students' musical skills through performance, technique, music reading, and theory. Throughout the course students will be required to read, notate, listen, and analyze musical works representing various genres, styles, and cultures. Students will perform solo on an instrument and/or in ensembles. Students will learn how music is used in a variety	*No textbook Required; College Prep Outline; California State Standards*

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
		Fulfills "F" Requirement for UC/CSU (Visual and Performing Arts) or Fulfills "G" Requirement for UC/CSU (Academic Elective)	of situations and its influence in cultures. *This is a one-year, 10-unit course.*	
Music	9-12	Graduation Course Fulfills Visual And Performing Arts Graduation Requirement May Be Taken Multiple Times for Credit (4o Max)	Students will discover the world of music through hands-on experience with a concert band/orchestra instrument. Music theory, conducting, and composition may be incorporated into the course to provide students with a broad base of musicianship skills. Students must keep a log of participation time in music activities (at least 800 minutes per learning period) and must either document participation in a performance or complete a pre-approved final project. *This is a one semester, 5-unit or one-year, 10-unit course. Multiple years of this elective may be taken.*	*No textbook Required;* California State Standards, and logs for recording music activities
Photography 1 (p) Photography 2 (p)	9-12	Graduation Course Fulfills Visual And Performing Arts Graduation Requirement Fulfills "F" Requirement for UC/CSU (Visual and Performing Arts) or Fulfills "G" Requirement for UC/CSU (Academic Elective)	Photography is a yearlong course in the study of photography. In Photography 1 students are taught the terminologies and techniques of black and white photographic production and the mounting and display of finished work. Within a context of studio production, students will study the sensory, formal, expressive, and aesthetic properties of photographic art. Photography 2 will introduce advanced studio techniques building on the knowledge and skills introduced in the first semester. In this section of the course students will learn to work in color. Students will continue to evaluate critically their work and will engage in ongoing study of the history of photography. TLC is not responsible for providing a camera or processing fees. *This is a one-year, 10-unit course*	*Classic Essays on Photography* *Photographers Eye*
Photography 1 Photography 2	9-12	Graduation Course Fulfills Visual And Performing Arts Graduation Requirement	An introduction to digital photography, following the objectives for basics photography. The course requires weekly topical readings, written summaries and an 18 piece portfolio that uses the	TLC *Photography I* Course Materials *Better Photo Basics* (if taking course for two semesters, 10 units)

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
			studied topical technique (ie. Natural light, landscape, portrait, action shots). *This is a one-semester, 5-unit course* TLC is not responsible for providing a camera or processing fees.	
Theater	9-12	Graduation Course Fulfills Visual And Performing Arts Graduation Requirement May Be Taken Multiple Times for Credit (4o Max)	As established in the California Standards for Visual and Performing Arts, this course is an in-depth study of the crafts utilized in the creation of a theatrical performance: directing, acting, writing, lighting, sets, singing, dancing, composing, choreographing, painting, make-up artistry, etc. Students must study both the various crafts that make up theater and participate in some way in theatrical productions. Students must keep a log of participation time (at least 800 minutes per learning period) in theatrical activities and either document participation in a performance or complete a pre-approved final project. *This is a one semester, 5-unit or one-year, 10-unit course. Multiple years of this elective may be taken.*	*No textbook Required;* California State Standards, and logs for recording theater activities
Dance	9-12	Graduation Course Fulfills Visual And Performing Arts Graduation Requirement This course may not be taken to fulfill both P.E. and Visual and Performing Arts requirements at the same time. May Be Taken Multiple Times for Credit (4o Max)	Students learn to understand the capabilities of their own bodies as they experience current and historical styles of dance movement. They gain skill in artistic expression and greater appreciation for the historical and cultural contexts that shaped various dance forms. They learn musical perception and evaluation as they increase in physical control and confidence. Students must keep a log of participation time in a dance class (at least 800 minutes per learning period) and must participate in a performance or complete a pre-approved final project. *This is a one semester, 5-unit or one-year, 10-unit course. Multiple years of this elective may be taken.*	*No textbook Required;* California State Standards, and logs for recording dance activities

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
Art History 1 (p) Art History 2 (p)	9-12	College Prep Course Fulfills Visual And Performing Arts Graduation Requirement Fulfills "F" Requirement for UC/CSU (Visual and Performing Arts) or Fulfills "G" Requirement for UC/CSU (Academic Elective)	This course is designed to present an orientation to art as a reflection of society within a historical context. Beginning with prehistoric art and culminating in the world of art present day, students will learn to appreciate aesthetics of art, investigate meaning and interpretations, and question the impact of each piece on society. Students will study how the art that an artist creates is not always viewed as intended by the artist. Art will be viewed in books, museums, newsletters and internet. Students will further their understanding of art through the practice of studio art and creating their own pieces which reflect what they are learning about art's place in history. *This is a one-year, 10-unit course*	*Story of Art*
Introduction to Design 1 Introduction to Design 2	10-12	Graduation Course Prerequisite: Integrated Math I and Computer Applications and Coding Application and Contract must be on file for enrollment of this course Fulfills VAPA Graduation Requirement Fulfills "F" Requirement for UC/CSU (Visual and Performing Arts) or Fulfills "G" Requirement for UC/CSU (Academic Elective) Student must be enrolled in on-site ID course in order to receive credit	Designed for 10th grade students, the major focus of ID is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community. *This is a one-year, 10-unit course*	Delmar Cengage Learning: *Engineering Design: An Introduction*

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options

Electives

Computers 1 Computers 2	9-12	Graduation Course; Students must have access to a computer (PC-compatible or Mac) and be able to print off assignments. Fulfills Computer Graduation Requirement	In this beginning keyboarding course, the student will master touch operation on a computer keyboard.. Correct fingering by touch and good techniques will receive primary emphasis; speed and accuracy will be given secondary emphasis. The student will use basic word processing functions on a variety of document types. Students in Computer Keyboarding will be required to keep a typing log and submit typing tests and assignments. They will take a final typing exam to document typing speed and accuracy. *This is a one-semester, 5-unit course or one-year, 10-unit course*	Broderbund: *Mavis Beacon Teaches Typing*
Computer Applications and Coding 1(p) Computer Application and Coding 2(p)	9-12	College Prep Course Students must have online access with a computer (PC-compatible or Mac) and be able to print off assignments. Fulfills Elective or Computer Graduation Requirement Fulfills "G" Requirement for UC/CSU (Academic Elective)	*Computer Applications and Coding* aims to prepare students for technology use in both the classroom and in everyday life. Building off of foundational concepts like internet safety and digital citizenship, students will experience and master various applications and web tools available. Assignments and projects will require students to concurrently manage and organize various tasks through Google Drive and Google Classroom. The course will foster the development of advanced skills and the various uses for digital tools as students apply them to unit projects. Students will begin developing their own programs and apps (Scratch: Blockly, MIT App Inventor: Android), writing formulas and script (HTML/CSS, Java Script, Python, and C++ code) to complete challenges and solve problems. The skills and the content learned in this course will prepare students for not only high school and higher education, but also for an increasingly competitive 21st century job market that demands a versatile digital skill set. This course integrates realistic life skills, useful knowledge and content that is relevant to both the modern individual and the world at large.	No required text
Career Planning 1 Career Planning 2	9-12	Graduation Course Fulfills Elective Graduation Requirement	Career Planning acquaints students in choosing a career suitable to them. Involves a systematic approach to making a career choice, covering self-assessment, decision-making techniques, and current occupational information. Appropriate for those undecided as to a career direction or who wish more career information prior to focusing their	Glencoe *Exploring Careers* or AGS *Career Planning*

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
			academic studies. Students will complete a pre-approved final project for this course. *This is a one-semester, 5-unit course or one-year, 10-unit course*	
Computer Science 1 Computer Science 2	9-12	Graduation Course Fulfills Elective Graduation Requirement	Students in Computer Science will gain a basic knowledge of computer science that allows them to make computers work for them. They will learn the language computers speak and how one piece of computer equipment communicates with the others. Students will learn about the hardware of computers and how people use computers. They will also gain a general introduction to word processing, spreadsheets, databases, and the Internet. Students will complete a final or a pre-approved culminating project. *This is either a one-semester, 5-unit course or a one-year, 10-unit course*	Glencoe *Introductory Microsoft Office 2003* or Globe Fearon *Computer Literacy* or Globe Fearon *Survival Guide for Computer Literacy*
Driver's Education	10-12	Graduation Course Must meet minimum age requirement of 15 by start of course Online course requires access to computer Fulfills Elective Graduation Requirement	Driver Education is a course that emphasizes the theory and safety of driving. A major goal of the course will be to develop good perception, judgment, driving skills and decision-making ability. In addition, factors, which have a negative effect upon driving, will be discussed. Students will study licensing, vehicle registration, traffic rules and regulations, driver fitness (drinking, drugs, various physical and emotional problems), defensive driving; owning an automobile, and motor vehicle laws. At the end of the course, students are prepared to take the written California Driver's test in preparation for beginning behind-the-wheel instruction. This course does not include behind-the-wheel instruction. After taking and passing the DMV written driver's test and receiving a provisional permit, students may move on to behind-the-wheel instruction; however, this is not a course for credit offered by TLC. *This is a one-semester, 5-unit course*	Teen Driving School *Online Driver's Education Program*
Study Skills	9-12	Graduation Course Fulfills Study Skills Graduation Requirement	Students in Study Skills learn about the effective habits that make for successful young adults. The book *The 7 Habits of Highly Effective Teens* and its accompanying workbook are used to teach seven essential characteristics that happy and successful teenagers all over the world over have in common. This course provides students with a step-by-step framework for boosting self-image, building friendships, resisting peer pressure, achieving goals,	Fireside *7 Habits of Highly Effective Teens* by Sean Covey

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
			improving communication and relationships with parents, and much more. *This is a one-semester, 5-unit course*	
Physical Education	9-12	Graduation Course Fulfills PE Graduation Requirement May Be Taken Multiple Times for Credit (4o Max)	This course is designed to continue to give students the opportunity to gain personal fitness skills and knowledge through an enriched Physical Education program. Students will make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity. Emphasis is placed on students learning personal fitness and developing lifelong habits related to exercise. Students are required to complete a minimum average of 200 minutes per week of aerobic exercise in some traditional format (dance, team sports, etc.) and document that activity in a PE log. *This is a one-semester, 5-unit course or one-year, 10-unit course. Multiple years of this elective may be taken.*	California State Standards, and logs for recording physical activities
Health 1 Health 2	9-12	Graduation Course Fulfills Elective Graduation Requirement	This course focuses primarily on students' personal health. It is wellness-based and offers students an opportunity to learn skills that could help them throughout their lives. This course will also give students the skills they need to stand up to peer pressure, avoid risky behaviors, and develop the resilience they need to handle the changes they'll face during their school years...and throughout their lives. Students will complete a pre-approved final project for this course. *This is a one-semester, 5-unit course or a one-year, 10-unit course*	Glencoe *Health* or AGS *Life Skills Health*
Math 1 Math 2	11,12	Graduation Course Fulfills Elective Credit for Graduation Requirement	Basic Math is a foundational Mathematics program for students who still need more instruction in basic Mathematics skills: Whole Numbers; Number Theory; Fractions; Decimals; Ratio and Proportion; Percent; Introduction to Geometry; Metric Measurement; Customary Measurements; Measuring Circles, Cylinders, and Time; Graphs; Scale Drawing; Introduction to Algebra. Students will complete a midterm and final, or pre-approved project. *This is a one-year, 10-unit course*	*AGS Life Skills*

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
Consumer Math 1 Consumer Math 2	11,12	Graduation Course Fulfills Elective Credit for Graduation Requirement	Basic Consumer Math presents basic mathematics skills used in everyday situations—paying taxes, buying food, banking and investing, and managing a household, enabling students and young adults to become wiser, more informed consumers. Students will complete a midterm and final, or a pre-approved project. *This is a one-semester, 5-unit course , or one-year, 10-unit course.*	*AGS Consumer Math*
Integrated Math Support1-1 Integrated Math Support 1-2 Integrated Math Support 2-1 Integrated Math Support 2-2 Integrated Math Support 3-1 Integrated Math Support 3-2	9-12	Graduation Course Fulfills Elective Credit for Graduation Requirement Corequisite Integrated Math 1 or Integrated Math 2 or Integrated Math 3	Integrated Math Support 1, 2, or 3 is designed to provide additional support for students enrolled in their entry level high school math course, Integrated Math I. Students will be given extra time and provided a variety of strategies to help build a stronger foundation for success in their math class. The course will focus on mastery of the standards being taught in Integrated Math 1, 2, or 3. Opportunities will be provided for students to preview math concepts to be addressed in the Integrated Math class, including review of any prerequisite skills necessary for those concepts. Khan Academy, online graphing tools and other technology will be incorporated into the course to deepen their understanding of mathematical concepts. Mathematical thinking and problem solving skills will be fostered. *This is a one-year, 10-unit course*	*No Required Text*
ELD 1 ELD 2	9-12	Graduation Course Fulfills Elective Credit for Graduation Requirement *Must be taken concurrently with an English Course	This course is designed to supplement English courses in order to help students to develop high levels of academic proficiency in reading and writing in English using leveled books and mentor texts. *This is a one-year, 10-unit course*	*Benchmark Education Genre Readers' and Writers' Workshop*

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
ELD 3 ELD 4	9-12	Graduation Course Fulfills Elective Credit for Graduation Requirement *Must be taken concurrently with an English Course	This course is designed to supplement English courses in order to help students to develop high levels of academic proficiency in reading and writing in English using leveled books and mentor texts. *This is a one-year, 10-unit course*	*Benchmark Education Genre Readers' and Writers' Workshop*
ELD 5 ELD 6	9-12	Graduation Course Fulfills Elective Credit for Graduation Requirement *Must be taken concurrently with an English Course	This course is designed to supplement English courses in order to help students to develop high levels of academic proficiency in reading and writing in English using leveled books and mentor texts. *This is a one-year, 10-unit course*	*Benchmark Education Genre Readers' and Writers' Workshop*
ELD 7 ELD 8	9-12	Graduation Course Fulfills Elective Credit for Graduation Requirement *Must be taken concurrently with an English Course	This course is designed to supplement English courses in order to help students to develop high levels of academic proficiency in reading and writing in English using leveled books and mentor texts. *This is a one-year, 10-unit course*	*Benchmark Education Genre Readers' and Writers' Workshop*
ESL Literacy 1 ESL Literacy 2	9-12	Graduation Course Fulfills Elective Credit for Graduation Requirement *Must be taken concurrently with ESL 1,2	In conjunction with ESL, this course further supports writing and reading in order to develop high levels of English proficiency. Students will read, write, and respond to a variety of text types. Students will learn to analyze and explain text differences, read passages and answer text-dependent questions, and practice reading complex texts to deepen knowledge of each topic presented. *This is a one-year, 10-unit course*	*Benchmark Education Text Connections Levels N-R*

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
ESL Literacy 3 ESL Literacy 4	9-12	Graduation Course Fulfills Elective Credit for Graduation Requirement *Must be taken concurrently with ESL 3, 4	In conjunction with ESL, this course further supports writing and reading in order to develop high levels of English proficiency. Students will read, write, and respond to a variety of text types. Students will learn to analyze and explain text differences, read passages and answer text-dependent questions, and practice reading complex texts to deepen knowledge of each topic presented. *This is a one-year, 10-unit course*	*Benchmark Education Text Connections Levels Q-U*
ESL Literacy 5 ESL Literacy 6	9-12	Graduation Course Fulfills Elective Credit for Graduation Requirement *Must be taken concurrently with ESL 5, 6	In conjunction with ESL, this course further supports writing and reading in order to develop high levels of English proficiency. Students will read, write, and respond to a variety of text types. Students will learn to analyze and explain text differences, read passages and answer text-dependent questions, and practice reading complex texts to deepen knowledge of each topic presented. *This is a one-year, 10-unit course*	*Benchmark Education Text Connections Levels S-U*
ESL Literacy 7 ESL Literacy 8	9-12	Graduation Course Fulfills Elective Credit for Graduation Requirement *Must be taken concurrently with ESL 7, 8	In conjunction with ESL, this course further supports writing and reading in order to develop high levels of English proficiency. Students will read, write, and respond to a variety of text types. Students will learn to analyze and explain text differences, read passages and answer text-dependent questions, and practice reading complex texts to deepen knowledge of each topic presented. *This is a one-year, 10-unit course*	*Benchmark Education Text Connections Levels T-Y*

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
Internship 1 Internship 2	11, 12	Graduation Course Fulfills Elective Graduation Requirement Student must be enrolled in on-site Internship course in order to receive credit	During the first semester, students learn how to prepare a professional portfolio that includes a personal data sheet, a letter of introduction, resume and other work related documents. Students learn about labor laws; participate in a mock interview; explore workplace safety and work hazards. In addition students complete a Transition-To-Work-Inventory (TWI). The TWI guides students toward informed decisions by identifying careers that are related to their interests. During the second semester students are introduced to leadership skills while completing activities from their text. Students actively practice and test leadership skills and learn what it means to be an effective leader. They learn that leading is as much about promoting positive attitudes and respect as it is about achieving success. *This is a one-year, 10-unit course*	*Building Everyday Leadership in All Teens* and *Promoting Attitudes and Actions For Respect and Success*
Yearbook	9-12	Graduation Course Fulfills Elective Graduation Requirement May Be Taken Multiple Times for Credit (4o Max) Student must be enrolled in on-site Yearbook course in order to receive credit	Students learn aspects of yearbook design and production. These aspects include, but are not limited to publication design, photojournalistic writing, organization skills, and teamwork. Students in this class are responsible for the creation and production of a certain number of assigned page layouts. Page layout assignments include: collecting and taking photographs, conducting interviews, writing captions and stories, organizing the information into well designed page-layouts, meeting deadlines, and editing the pages for spelling errors and misinformation. *This is a one-year, 10-unit course*	*No Required Text*

Course Title Transcript Code	Grades	Special Information	Course Description	Textbook Options
Principles of Engineering 1 Principles of Engineering 2	10-12	Graduation Course Prerequisite: Integrated Math I and Computer Applications and Coding Application and Contract must be on file for enrollment of this course Fulfills Elective Graduation Requirement Fulfills "G" Requirement for UC/CSU (Academic Elective) Student must be enrolled in on-site POE course in order to receive credit	This survey course of engineering exposes students to major concepts they will encounter in a postsecondary engineering course of study. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, documenting their work and communicating solutions to peers and members of the professional community. *This is a one-year, 10-unit course*	Delmar Cengage Learning: *Principles of Engineering*
Aerospace Engineering 1 Aerospace Engineering 2	10-12	Graduation Course Prerequisite: Integrated Math I and Computer Applications and Coding Application and Contract must be on file for enrollment of this course Fulfills Elective Graduation Requirement Fulfills "G" Requirement for UC/CSU (Academic Elective) Student must be enrolled in on-site Aerospace Engineering course in order to receive credit	This course propels students' learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system, and rockets. They learn basic orbital mechanics using industry-standard software. They will also explore robot systems through projects.	Delmar Cengage Learning: *Aerospace Engineering*

Transcript Code	Grades	Special Information	Course Description	Textbook Options
Sociology of Media 1(p) Sociology of Media 2(p)	9-12	Graduation Course Fulfills Elective Graduation Requirement Fulfills "G" Requirement for UC/CSU (Academic Elective) Online course requires access to computer	This course will introduce students to the main concepts and theories for understanding the interwoven relationship between mass communication, culture, and the individual in the U.S. Students will investigate the development of social systems and structures in the U.S. through the critical analysis of cultural trends and media industries such as broadcasting, journalism, film, graphics, web design and consumerism. Students will work both individually and collaboratively to explore issues such as economic, political, and educational groupings as well as gender and racial stereotyping in the American media in order to provide multiple perspectives from which to analyze the impact of the media on society at both an individual and group level. Upon discovering the power of social views and the inherent predispositions of an individual mindset, students will begin to analyze policies, codes and sources of information as they relate to sociology, the media, and the individual.*This is a one-semester, 5-unit course , or one-year, 10-unit course.*	No Required Text

*Curriculum only available if enrolled in onsite class

UNIVERSITY OF CALIFORNIA A-G Course List

Try the new and improved course list search (/agcourselist-beta)

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UC/CSU - Approved Course List

Learning Choice Academy, The

Location: La Mesa, CA

Website: www.learningchoice.org (http://www.learningchoice.org)

Course List Manager: Jeff Fechner
Course List Manager Phone: (619) 463-6843

College Board Code: 053922

School Governance: Public
School Type: Comprehensive High School
School Subtype(s): Charter School, Independent Study

Accredited through June 30, 2019

Course list for 2018-19

Updated as of Jul 11th, 2018

History / Social Science ("a") 2 years required

Two units (equivalent to two years) of history/social science required, including: one year of world history, cultures or historical geography and one year of U.S. history; or one-half year of U.S. history and one-half year of civics or American government.

Title/Discipline	Transcript Abbreviation(s)	Course Details
American Government Civics / American Government	American Government (p) American Government I Government	Classroom-based Half Year

Title/Discipline	Transcript Abbreviation(s)	Course Details
US History U.S. History	UC US History IA UC US History IB US History 1 US History 1 (p) US History 2 US History 2 (p) US History IA US History IB	Classroom-based Full Year
World Cultures and Geography World History / Cultures / Historical Geography	UC World Cultures and Geography IA UC World Cultures and Geography IB World Cultures & Geography 1 (p) World Cultures & Geography 2 (p) World Cultures and Geography 1 World Cultures and Geography 2 World Cultures and Geography IA World Cultures and Geography IB	Classroom-based Full Year

Title/Discipline	Transcript Abbreviation(s)	Course Details
World History World History / Cultures / Historical Geography	UC World History IA UC World History IB World History 1 World History 1 (p) World History 2 World History 2 (p) World History IA World History IB	Classroom-based Full Year

English ("b") 4 years required

Four units (equivalent to four years) of college preparatory English composition and literature required, integrating extensive reading, frequent writing, and practice listening and speaking with different audiences. Students may only use 1 year of ESL/ELD English.

Title/Discipline	Transcript Abbreviation(s)	Course Details
American Literature English	American Lit 1 American Lit 1 (p) American Lit 2 American Lit 2 (p) English 11A English 11B UC English 11A UC English 11B	Classroom-based Full Year

Title/Discipline	Transcript Abbreviation(s)	Course Details
American Literature Honors English	H American Lit 1 (p) H American Lit 2 (p) UC Honors English 11A UC Honors English 11B	★ UC Honors Classroom-based Full Year
English 10 English	English 10-1 English 10-1 (p) English 10-2 English 10-2 (p) English 10A English 10B UC English 10A UC English 10B	Classroom-based Full Year
English 12 English	British Lit 1 British Lit 1 (p) British Lit 2 British Lit 2 (p) English 12A English 12B	Classroom-based Full Year
English 9 English	English 9-1 English 9-1 (p) English 9-2 English 9-2 (p) English 9A English 9B UC English 9A UC English 9B	Classroom-based Full Year
Honors English English	English (H) H English 12A H English 12B UC Honors English 12A UC Honors English 12B	Classroom-based Full Year

Mathematics ("C") 3 years required, 4 years recommended

Three units (equivalent to three years) of college-preparatory mathematics (four units are strongly recommended), including or integrating topics covered in elementary algebra, advanced algebra, and two-and three-dimensional geometry.

Title/Discipline	Transcript Abbreviation(s)	Course Details
Algebra 1 Algebra I	Algebra 1 Algebra 1 (p) Algebra 2 Algebra 2 (p) Algebra IA Algebra IB UC algebra IA UC algebra IB	Classroom-based Full Year
Algebra II Algebra II	Algebra IIA Algebra IIB Intermediate Algebra 1 Intermediate Algebra 1 (p) Intermediate Algebra 2 Intermediate Algebra 2 (p) UC algebra IIA UC algebra IIB	Classroom-based Full Year
Calculus Honors Calculus	H Calculus 1 (p) H Calculus 2 (p) UC Honors Calculus IA UC Honors Calculus IB	Classroom-based Full Year
Geometry Geometry	Geometry 1 Geometry 1 (p) Geometry 2 Geometry 2 (p) Geometry IA Geometry IB UC Geometry IA UC Geometry IB	Classroom-based Full Year

Title/Discipline	Transcript Abbreviation(s)	Course Details
Integrated Math 1 Mathematics I	Integrated Math 1-1 (p) Integrated Math 1-2 (p)	Online-based (UC approved through 2021-22) Classroom-based Full Year
Integrated Math 2 Mathematics II	Integrated Math 2-1 (p) Integrated Math 2-2 (p)	Online-based (UC approved through 2021-22) Classroom-based Full Year
Integrated Math 3 Mathematics III	Integrated Math 3-1 (p) Integrated Math 3-2 (p)	Online-based (UC approved through 2021-22) Classroom-based Full Year
Mathematics and Personal Financial Literacy Statistics	Mathematics & Personal Financial Literacy 1 (p) Mathematics & Personal Financial Literacy 2 (p)	Online-based (UC approved through 2018-19) Classroom-based Full Year
PreCalculus Advanced Mathematics	Pre-Calculus 1 Pre-Calculus 1 (p) Pre-Calculus 2 Pre-Calculus 2 (p) PreCalculus IA PreCalculus IB UC Pre-Calculus IA UC Pre-Calculus IB	Classroom-based Full Year
PreCalculus Honors Advanced Mathematics	PreCal (H) UC Honors Pre-Caluculs IA UC Honors Pre-Caluculs IB	UC Honors Classroom-based Full Year

Laboratory Science ("d") 2 years required, 3 years recommended

Two units (equivalent to two years) of laboratory science are required (three units are strongly recommended), providing fundamental knowledge in two of the following: biology, chemistry, or physics. A yearlong interdisciplinary, or integrated, or earth and space science course can meet one year of this requirement.

Title/Discipline	Transcript Abbreviation(s)	Course Details
Biology Biology / Life Sciences	Biology 1 Biology 1 (p) Biology 2 Biology 2 (p) Biology IA Biology IB UC Biology IA UC Biology IB	Classroom-based Full Year
Biology Honors Biology / Life Sciences	Bio H UC Honors Biology IA UC Honors Biology IB	Classroom-based Full Year
Chemistry Chemistry	Chemistry 1 Chemistry 1 (p) Chemistry 2 Chemistry 2 (p) Chemistry IA Chemistry IB UC Chemistry IA UC Chemistry IB	Classroom-based Full Year
Physics Physics	Physics 1 Physics 2	Classroom-based Full Year

Language Other than English ("e") 2 years required, 3 years recommended

Two units (equivalent to two years, or through the second level of high school instruction) of the same language other than English (three units recommended). LOTE levels are defined by the number of years of high school instruction; e.g. LOTE 1= 1 yr.; LOTE 2 = 2 years, etc.

Title/Discipline	Transcript Abbreviation(s)	Course Details
American Sign Language LOTE Level 1	American Sign Language 1 (p) American Sign Language 2 (p) ASL IA ASL IB UC American Sign Language IA UC American Sign Language IB	Classroom-based Full Year
American Sign Language II LOTE Level 2	American Sign Language 3 (p) American Sign Language 4 (p) ASL IIA ASL IIB UC American Sign Language IIA UC American Sign Language IIB	Classroom-based Full Year
Spanish 5/6 LOTE Level 3	Spanish 5 (p) Spanish 6 (p)	Classroom-based Full Year
Spanish 7/8 LOTE Level 4+	Spanish 7 Spanish 8	Online-based (UC approved through 2020-21) Classroom-based Full Year
Spanish I LOTE Level 1	Spanish 1 Spanish 1 (p) Spanish 2 Spanish 2 (p) Spanish IA Spanish IB	Classroom-based Full Year

Title/Discipline	Transcript Abbreviation(s)	Course Details
Spanish II LOTE Level 2	Spanish 3 Spanish 3 (p) Spanish 4 Spanish 4 (p) Spanish IIA Spanish IIB	Classroom-based Full Year

Visual & Performing Arts ("f") 1 year required

One unit (equivalent to one year) required, chosen from one of the following categories: dance, music, theater, interdisciplinary arts, or visual arts (e.g., painting, web/graphic design, film/video, inter/multimedia arts).Two one-semester courses from the same discipline is also acceptable.

Title/Discipline	Transcript Abbreviation(s)	Course Details
Art History Visual Arts	Art History 1 Art History 2	Classroom-based Full Year
Art I Visual Arts	Art 1 Art 1 (p) Art 2 Art 2 (p) Art IA Art IB	Classroom-based Full Year
Introduction to Design 1, 2 *Adopted from: Project Lead the Way (PLTW)* Visual Arts	Introduction to Design 1 Introduction to Design 2	Classroom-based Full Year
Music Music	Music 1 Music 1 (p) Music 2 Music 2 (p) Music IA Music IB	Classroom-based Full Year
Photography I Visual Arts	Photography 1 Photography 2	Classroom-based Full Year

College-Preparatory Elective ("g") 1 year required

One unit (equivalent to one year) chosen from the "a-f" courses beyond those used to satisfy the requirements of the "a-f" subjects, or courses that have been approved solely in the elective area.

Title/Discipline	Transcript Abbreviation(s)	Course Details
Aerospace Engineering *Adopted from: Project Lead the Way (PLTW)* Interdisciplinary	Aerospace Engineering 1 Aerospace Engineering 2	Classroom-based Full Year
Astronomy Laboratory Science – Physical Sciences	Astronomy 1 (p) Astronomy 2 (p)	Classroom-based Full Year
Computer Applications and Coding Interdisciplinary	Computer Application and Coding 1 Computer Application and Coding 2	Online-based (UC approved through 2018-19) Classroom-based Full Year
Earth and Space Science Laboratory Science – Physical Sciences	Earth and Space Science 1 Earth and Space Science 1 (p) Earth and Space Science 2 Earth and Space Science 2 (p) Earth and Space Science IA Earth and Space Science IB UC Earth and Space Science IA UC Earth and Space Science IB	Classroom-based Full Year
Economics History / Social Science	Economics Economics (p) Economics I UC Economics IA	Classroom-based Half Year

Title/Discipline	Transcript Abbreviation(s)	Course Details
Environmental Science Laboratory Science – Biology / Life Sciences	Environmental Science 1 Environmental Science 2	Classroom-based Full Year
Introduction to Engineering Design *Adopted from: Project Lead the Way (PLTW)* Interdisciplinary	Intro to Engineering & Design 1 Intro to Engineering & Design 2	Classroom-based Full Year
Principles of Engineering *Adopted from: Project Lead the Way (PLTW)* Interdisciplinary	Principles of Engineering 1 Principles of Engineering 2	Classroom-based Full Year
Sociology of Media History / Social Science	Sociology of Media 1 (P)	Classroom-based Full Year
Success 101 Interdisciplinary	Success 101	Classroom-based Full Year

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Course Curriculum

THE LEARNING CHOICE
ACADEMY

5 - National Geographic - Science, CA - The Hampton-Brown Company Inc. (2011)

Course Text: 5 - National Geographic - Science, CA - The Hampton-Brown Company Inc. (2011)

Module 1: Nature of Science/Science Notebook

Objective

Guide your students to set up a structure that will support their learning and your evaluation of science understanding.

Science notebook references are included throughout the Teacher's Edition.

A science notebook is a place record observational data and inferences.

Students can record their observational data and inferences in a variety of ways.

The inquiry activities in National Geographic science provides an opportunity for students to ask questions and do investigations much like scientists do.

Writing what they learn will help students understand why they are doing the activity and what it teaches them.

Students can use their science notebook as their own vocabulary resource.

Students can summarize and synthesize the unit's content with culminating unit entries.

Assignment

___ *READ: Why Use a Science Notebook (TE p.SN2)*

___ *READ: Setting Up a Science Notebook (TE p.SN3)*

___ *READ: What's In a Science Notebook (TE pp.SN4-SN7)*

___ *READ: Using a Science Notebook for Inquiry Activities (TE pp.SN8-SN10)*

___ *READ: Science Academic Vocabulary (TE p.SN11)*

___ *READ: Using a Science Notebook for Unit Activities (TE p.SN12)*

Module 2: Big Ideas About Physical Science: Student Big Ideas Book: What Is Physical Science? Meet a Scientist/Unit Launch Video

Objective

Learn about Earth Science.

Assignment

___ *INTRODUCE: Ask students if they recall observing stars with a telescope or comparing different climates (TE p.T2)*

___ *TEACH: (TE pp.T2-3)*

___ *WRAP UP: Ask students what do Earth scientists study (TE p.T3)*

___ *WATCH: Earth Science Video (TE p.T4a)*

Module 3: Chapter 1: How Do Earth and Its Moon Create Cycles? Lesson 1-2 - Explore Activity; Big Idea Question and Vocabulary

Objective

Investigate and Explore (answer a question; make and compare observations; collect and record data and observations; share findings).

Relate changes in the length and position of a shadow to the time of day and the position of the sun in the sky.

Identify a scientific or human need that requires a technological solution, and construct a solution to the problem.

Describe how people across cultures and throughout history have contributed to science and technology.

Describe how technology extends, enhances, and challenges human abilities.

Research biographical information about scientists and inventors.

Untitled

Assignment

___ *INTRODUCE: Invite students to share ideas about how they can use shadows caused by sunlight to tell time (TE pp.T5e-T5f)*

___ *BUILD VOCABULARY: observe, and estimate (TE p.T5f)*

___ *GUIDE THE INVESTIGATION: Guide students in how to estimate the time if the shadow falls between marks on the sundial (TE pp.T5f-T5g)*

___ *EXPLAIN AND CONCLUDE: Have students share and compare observations and find patterns (TE pp.T5g-T5h)*

___ *REFLECT AND ASSESS: Have students use the inquiry self-reflection on assessment handbook page 189 (TE p.T5h)*

___ *EXTEND: Have students research biographical information about the scientists and inventors who made advances in telling time, and describe how their work contributed to science and technology (TE p.T5h)*

___ *INTRODUCE: Have students describe what a cycle is and give examples (TE pp.T6-T7)*

___ *FOCUS ON THE BIG IDEA: Have students orally share what they expect to find in each section (TE pp.T6-T9)*

___ *TEACH VOCABULARY: rotation, apparent motion, revolution, orbit, hemisphere, and eclipse (TE pp.T8-T9)*

Module 4: Chapter 1: How Do Earth and Its Moon Create Cycles? Lesson 3 - Planets Rotate

Objective

Explain that Earth and other planets rotate on their axis.

Explain the apparent motion of the sun and the varying length of shadows.

Explain the apparent motion of the planets and stars.

Assignment

___ *INTRODUCE: Have students brainstorm a list of objects that can spin (TE p.T10)*

___ *TEACH: Have students read pages 10-11 (TE pp.T10-T11)*

___ *TEACH: Have students stand outside in the early morning on a sunny day. Ask them to record what they observe about their shadows (TE pp.T12-T13)*

___ *TEACH: Have students read pages 14-15 (TE pp.T14-T15)*

___ *ASSESS: Define: What does rotation mean; Cause and Effect; Apply (TE p.T15)*

Module 5: Chapter 1: How Do Earth and Its Moon Create Cycles? Lesson 4 - Planets Orbit the Sun

Objective

Describe how Earth and the other planets revolve around the sun.

Describe how the motion of planets is due to gravity.

Explain how Earth's orbit and tilt cause the seasons.

Describe the March equinox and the June solstice.

Describe the September equinox and the December solstice.

Assignment

___ *INTRODUCE: Have students name the eight planets and list them on the board (TE p.T16)*

___ *TEACH: Have students compare and contrast the major physical characteristics of Venus and Jupiter, including their size, orbit, and distance to the sun, based on the diagram (TE pp.T16-T17)*

___ *TEACH: Have students read pages 18-19 (TE pp.T18-T19)*

___ *TEACH: Have students make a chart for the June solstice (TE pp.T20-T21)*

___ *TEACH: Have students describe what is happening in the Southern Hemisphere at the December solstice (TE pp.T22-T23)*

___ *ASSESS: Describe: Describe Earth's orbit; Explain; Apply (TE p.T23)*

Module 6: Chapter 1: How Do Earth and Its Moon Create Cycles? Lesson 5 - Moons Orbit Planets

Objective

Explain that moons orbit planets.

Explain that the moon orbits Earth in about a month.

Explain the phases of the moon.

Explain that the lit portions of the moon form a cycle lasting about a month.

Assignment

___ *INTRODUCE: Have students share their observations about the moon's appearance during the day and at night and its motion (TE p.T24)*

___ *TEACH: Ask students to define what a moon is in their own words (TE pp.T24-T25)*

___ *TEACH: Have students observe and record the phases of the moon for four weeks. Have them create a calendar like the one on page 28 and record their observations for one month (TE pp.T26-T27)*

___ *TEACH: Have students read pages 28-29 (TE pp.T28-T29)*

___ *ASSESS: Define: What is a moon phase; Explain; Analyze (TE p.T29)*

Module 7: Chapter 1: How Do Earth and Its Moon Create Cycles? Lesson 6 - Eclipses and Tides

Objective

Explain solar eclipses.

Explain lunar eclipses.

Explain ocean tides as they relate to the gravitational pull and orbit of the moon.

Assignment

___ *INTRODUCE: Have students share their experiences with eclipse (TE p.T30)*

___ *TEACH: Have students read pages 30-31 (TE pp.T30-T31)*

___ *TEACH: Have students draw diagrams showing the positions of Earth, the moon, and the sun during the solar eclipse and a lunar eclipse (TE pp.T32-T33)*

___ *TEACH: Have students record their observations of the tides in their science notebook (TE pp.T34-T35)*

___ *TEACH: Have students read pages 36-37 (TE pp.T36-T37)*

___ *ASSESS: Describe: When one side of Earth has a low tide, what kind of tide does the opposite side have; Contrast; Analyze (TE p.T37)*

Module 8: Chapter 1: How Do Earth and Its Moon Create Cycles? Lesson 7-8 - Observing the Sky: Telescopes and Binoculars; Directed Inquiry

Objective

Recognize that celestial objects can be magnified and seen in greater detail using binoculars and telescopes.

Investigate through Directed Inquiry (answer a question; make and compare observations; collect and record data and observations; generate explanations and conclusions based on evidence; share findings; ask questions based on observations to increase understanding).

Explain the phases of the moon as a natural monthly cycle caused by the moon's revolution around Earth.

Sequence images of the lit portion of the moon seen from Earth as it cycles day-to-day.

Demonstrate a scientific process that cannot be studied directly through a model, a drawing, and a table.

Assignment

___ *INTRODUCE: Have students discuss tools they have used to help them see better, such as binoculars and telescopes (TE p.T38)*

___ *TEACH: Have students read pages 38-39 (TE pp.T38-T39)*

___ *ASSESS: Recall: What do telescopes do; Compare; Evaluate (TE p.T39)*

___ *INTRODUCE: Invite students to share ideas about making model to show the cycle of moon phases (TE pp.T39a-T39b)*

___ *BUILD VOCABULARY: model, and plan (TE p.T39b)*

___ *GUIDE THE INVESTIGATION: Have students hold the ball so that their hand do not block the light (TE pp.T39b-T39c)*

___ *EXPLAIN AND CONCLUDE: Guide students as they record their observations and share and compare them with others (TE pp.T39c-T39d)*

___ *FIND OUT MORE: Have students use question stems to generate another question (TE p.T39d)*

___ *REFLECT AND ASSESS: Have students use the inquiry self-reflection on assessment handbook page 190 (TE p.T39d)*

Module 9: Chapter 1: How Do Earth and Its Moon Create Cycles? Lesson 9-10 - Earth Science Expert; Become an Expert

Objective

Describe how aerospace engineers use science and technology to do their jobs.

Assignment

___ *SUM UP THE BIG IDEA: Display the chart from page T8-T9 (TE p.T40)*

___ *DISCUSS THE BIG IDEA: Describe Earth's rotation and explain what it causes; Describe Earth's revolution and explain what it causes (TE p.T41)*

___ *ASSESS THE BIG IDEA: Have students write about the Moon's motion (TE p.T41)*

___ *INTRODUCE: Have students discuss what people study in outer space and describe ways they may do it (TE p.T42)*

___ *TEACH: Encourage students to research areas of the United States space program that they may want to work in someday (TE pp.T42-T43)*

___ *ASSESS: List: What three fields does an aerospace engineer work with; Summarize; Draw Conclusions (TE p.T43)*

___ *ACCESS SCIENCE CONTENT: Recognize the effect of extreme latitudes on seasons (TE pp.T44-T45)*

___ *ACCESS SCIENCE CONTENT: Describe days in Alaska in the summer (TE pp.T46-T47)*

___ *ACCESS SCIENCE CONTENT: Describe days in Alaska in the winter (TE pp.T48-T49)*

___ *ACCESS SCIENCE CONTENT: Describe Summer and winter in Antarctica (TE pp.T50-T51)*

___ *SHARE AND COMPARE: Ask students to turn to partners and talk about what they learned about the effect of Earth's revolution and tilt on life at extreme latitudes (TE p.T52)*

___ *WRITE: Have students write a concluding paragraph summarizing what they have learned about living in extreme latitudes (TE p.T52)*

___ *DRAW: Have students draw an activity they might do outside in cold temperatures (TE p.T52)*

Module 10: Chapter 2: What Makes Up the Solar System? Lesson 1-2 - Directed Inquiry; Big Idea Question and Vocabulary

Objective

Investigate through Directed Inquiry (answer a question; make and compare observations; collect and record data and observations; generate explanations and conclusions based on evidence; share findings; ask questions based on observations to increase understanding).

Use models to demonstrate an understanding of the scale of Earth and its moon and show the distance and size relationships between them.

Identify how scientists use different kinds of ongoing investigations, such as making and using models, depending on the questions they are trying to answer.

Recognize that Earth is part of the solar system.

Assignment

___ *INTRODUCE: Invite students to share ideas about the distance between and sizes of Earth and the moon (TE pp.T53e-T53f)*

___ *BUILD VOCABULARY: model and estimate (TE p.T53f)*

___ *GUIDE THE INVESTIGATION: Invite students to share their estimates by writing them on the board or by displaying the two clay balls and placing them at the appropriate distance (TE pp.T53f-T53g)*

___ *EXPLAIN AND CONCLUDE: Encourage students to brainstorm about other ways scientists could use models to learn about Earth and the moon (TE pp.T53g-T53h)*

___ *REFLECT AND ASSESS: Have students use the inquiry self-reflection on assessment handbook page 191 (TE p.T53h)*

___ *INTRODUCE: Ask students to tell the meaning of the word solar (TE pp.T54-T55)*

___ *FOCUS ON THE BIG IDEA: Have students orally share what they expect to find in each section for chapter 2 (TE pp.T54-T57)*

___ *TEACH VOCABULARY: star, universe, galaxy, planet, moon, and dwarf planet (TE pp.T56-T57)*

Module 11: Chapter 2: What Makes Up the Solar System? Lesson 2-4 - Stars and Galaxies; Constellations; The Solar System

Objective

Identify and describe stars.

Identify and describe galaxies.

Identify and describe the objects that make up a galaxy.

Identify and describe star patterns and constellations.

Identify and describe the objects that make up the solar system.

___ *DRAW: Have students draw an activity they might do outside in cold temperatures (TE p.T52)*

Module 10: Chapter 2: What Makes Up the Solar System? Lesson 1-2 - Directed Inquiry; Big Idea Question and Vocabulary

Objective

Investigate through Directed Inquiry (answer a question; make and compare observations; collect and record data and observations; generate explanations and conclusions based on evidence; share findings; ask questions based on observations to increase understanding).

Use models to demonstrate an understanding of the scale of Earth and its moon and show the distance and size relationships between them.

Identify how scientists use different kinds of ongoing investigations, such as making and using models, depending on the questions they are trying to answer.

Recognize that Earth is part of the solar system.

Assignment

___ *INTRODUCE: Invite students to share ideas about the distance between and sizes of Earth and the moon (TE pp.T53e-T53f)*

___ *BUILD VOCABULARY: model and estimate (TE p.T53f)*

___ *GUIDE THE INVESTIGATION: Invite students to share their estimates by writing them on the board or by displaying the two clay balls and placing them at the appropriate distance (TE pp.T53f-T53g)*

___ *EXPLAIN AND CONCLUDE: Encourage students to brainstorm about other ways scientists could use models to learn about Earth and the moon (TE pp.T53g-T53h)*

___ *REFLECT AND ASSESS: Have students use the inquiry self-reflection on assessment handbook page 191 (TE p.T53h)*

___ *INTRODUCE: Ask students to tell the meaning of the word solar (TE pp.T54-T55)*

___ *FOCUS ON THE BIG IDEA: Have students orally share what they expect to find in each section for chapter 2 (TE pp.T54-T57)*

___ *TEACH VOCABULARY: star, universe, galaxy, planet, moon, and dwarf planet (TE pp.T56-T57)*

Module 11: Chapter 2: What Makes Up the Solar System? Lesson 2-4 - Stars and Galaxies; Constellations; The Solar System

Objective

Identify and describe stars.

Identify and describe galaxies.

Identify and describe the objects that make up a galaxy.

Identify and describe star patterns and constellations.

Identify and describe the objects that make up the solar system.

Assignment

___ *INTRODUCE: Ask students to list all of the attributes of stars that they can (TE p.T58)*

___ *TEACH: Have students read pages 58-59 (TE pp.T58-T59)*

___ *TEACH: Have students make a three-column chart and label the columns Spiral, Elliptical, and Irregular (TE pp.T60-T61)*

___ *ASSESS: Define: What is a star; Classify; Draw Conclusions (TE p.T61)*

___ *INTRODUCE: Ask students who has seen or heard of the Big Dipper (TE p.T62)*

___ *TEACH: Have students read pages 62-63 (TE pp.T62-T63)*

___ *ASSESS: Define: Define the word constellation; Explain; Apply (TE p.T63)*

___ *INTRODUCE: Ask students if they know how many planets are in the solar system (TE p.T64)*

___ *TEACH: Have students read pages 64-65 (TE pp.T64-T65)*

Module 12: Chapter 2: What Makes Up the Solar System? Lesson 4-5 - The Inner Planets; The Outer Planets

Objective

Identify and compare the properties and movement of the planets and moons.

Assignment

___ *INTRODUCE: Have students identify the inner lanes as those closest to the center of the track (TE p.T66)*

___ *TEACH: Have students read pages 66-67 (TE pp.T66-T67)*

___ *TEACH: Have students identify the word moon and read the sentence that defines it (TE pp.T68-T69)*

___ *ASSESS: Describe: What features of Earth make life possible; Compare and Contrast; Infer (TE p.T69)*

___ *INTRODUCE: Ask students to share what they already know about the outer planets (TE p.T70)*

___ *TEACH: Ask students to discuss what they notice about the two planets in the photo (TE pp.T70-T71)*

___ *TEACH: Have students read pages 72-73 (TE pp.T72-T73)*

___ *ASSESS: Describe: Describe the atmosphere of Jupiter; Explain; Generalize (TE p.T73)*

Module 13: Chapter 2: What Makes Up the Solar System? Lesson 6 - Other Objects in the Solar System

Objective

Identify and describe the objects that make up the solar system.

Recognize asteroids as objects in the solar system.

Recognize dwarf planets as objects in the solar system.

Recognize comets as objects in the solar system.

Assignment

___ *INTRODUCE: Ask students if they know what asteroids, dwarf planets, or comets are (TE p.T74)*

___ *TEACH: Have students read pages 74-75 (TE pp.T74-T75)*

___ *TEACH: Have students read pages 76-77 (TE pp.T76-T77)*

___ *TEACH: Have students draw two diagrams of a comet in the solar system (TE pp.T78-T79)*

___ *ASSESS: Describe: Describe how asteroids might have formed; Explain; Evaluate (TE p.T79)*

Module 14: Chapter 2: What Makes Up the Solar System? Lesson 7-9 - Think Like a Scientist; Guided Inquiry; Conclusion and Review

Objective

Apply mathematical knowledge to solve real-world problems and problems that arise from the investigation of mathematical ideas, using representations such as pictures, charts, and tables.

Compare and contrast the size and distance from the sun of planets found in the solar system.

Evaluate, analyze, and use observations and data to produce reasonable explanations and identify reasons for any discrepancies.

Compare amounts and measurements.

Investigate through Guide Inquiry (answer a question; make and compare observations; collect and record data; generate explanations and conclusions based on evidence; share findings; ask questions based on observations; adjust explanations based on findings).

Compare the size and distance from the sun of planets found in the solar system.

Using models, demonstrate an understanding of the scale of the solar system that shows distance, order, and size relationships among the sun and planets.

Observe that Earth is one of several planets within a solar system that orbits the sun.

Assignment

___ *INTRODUCE: Ask students what is an example of a very large number (TE p.T79a)*

___ *TEACH: Have students read pages 88-89 (TE pp.T79a-T79b)*

___ *TEACH: Have students read pages 90-91 (TE pp.T79c-T79d)*

___ *ASSESS: Use learning masters book, pages 103-105 (TE p.T79d)*

___ *INTRODUCE: Ask students how they would create scale models of the sizes of the sun and the planets (TE pp.T79e-T79f)*

___ *BUILD VOCABULARY: model, and measure (TE p.T79f)*

___ *GUIDE THE INVESTIGATION: Ask students to compare the sizes of the model Earth and the model sun (TE pp.T79f-T79g)*

___ *EXPLAIN AND CONCLUDE: Guide students as they record observations (TE p.T79g)*

___ *FIND OUT MORE: Have students generate another question for chapter 2 (TE p.T79g)*

___ *REFLECT AND ASSESS: Have students use the inquiry self-reflection on assessment handbook page 192 (TE p.T79h)*

___ *EXTEND: Guide students to understand that some planets are billions of kilometers from the sun (TE p.T79h)*

___ *SUM UP THE BIG IDEA: Display the chart from pages T56-T57 (TE p.T80)*

___ *DISCUSS THE BIG IDEA: Describe stars, galaxies, and constellations and tell how they relate to each other (TE p.T81)*

___ *ASSESS THE BIG IDEA: have students write about the solar system (TE p.T81)*

Module 15: Chapter 2: What Makes Up the Solar System? Lesson 10 - Earth Science Expert; Become an Expert

Objective

Describe how geologists use science and technology in their jobs.

Identify and describe the objects that make up the solar system.

Assignment

___ *INTRODUCE: Ask students if they have ever been to a place where the landscape was rocky or whether thy have picked up rocks and examined them (TE p.T82)*

___ *TEACH: Encourage students to research where scientists are studying meteorites and about the projects that are currently underway (TE pp.T82-T83)*

___ *ASSESS: Recall: What does Dr.Wadhwa study; Explain; Draw Conclusions (TE p.T83)*

___ *ACCESS SCIENCE CONTENT: Describe how asteroids and comets affect Earth (TE pp.T84-T85)*

___ *ACCESS SCIENCE CONTENT: Distinguish asteroids and dwarf planets (TE pp.T86-T87)*

___ *ACCESS SCIENCE CONTENT: Describe near Earth objects (TE pp.T88-T89)*

___ *ACCESS SCIENCE CONTENT: Describe scientists' efforts to avoid near Earth object impacts (TE pp.T90-T91)*

___ *SHARE AND COMPARE: Ask students to turn to partners and talk about what they learned about the possible dangers of asteroids and comets (TE p.T92)*

___ *WRITE: Have students write a conclusion about asteroids and comets hitting Earth (TE p.T92)*

___ *DRAW: Have students draw their ideas of the events that led to the formation of the Barringer Meteor Crater (TE p.T92)*

___ *READ INFORMATIONAL TEXT: Saturn (TE pp.T92a-T92h)*

Module 16: Chapter 3: How Are Rocks and Minerals Identified? Lesson 1-2 - Directed Inquiry; Big Idea Question and Vocabulary

Objective

Investigate through Directed Inquiry (answer a question; make and compare observations; collect and record data and observations; generate explanations and conclusions based on evidence; share findings; ask questions based on observations to increase understanding).

Observe that rocks and soils are made of several substances or minerals.

Use the appropriate scientific tools and techniques to collect data and solve problems.

Identify sources of errors and limitations of data.

Identify how scientists use different kinds of ongoing investigations depending on the questions they are trying to answer.

Identify rocks and minerals as materials on Earth's surface.

Assignment

___ *INTRODUCE: Ask students what minerals and other materials they think can be found in soil (TE pp.T93e-T93f)*

___ *BUILD VOCABULARY: observe, and compare (TE p.T93f)*

___ *GUIDE THE INVESTIGATION: Ask students how are the minerals similar and how are they different (TE pp.T93f-T93g)*

___ *EXPLAIN AND CONCLUDE: Have students share observations, drawings, and ideas with the class (TE pp.T93g-T93h)*

___ *FIND OUT MORE: Have students generate another question for chapter 3 (TE p.T93h)*

___ *REFLECT AND ASSESS: Have students use the inquiry self-reflection on assessment handbook page 193 (TE p.T93h)*

___ *INTRODUCE: Find out what students know about rocks by asking questions (TE pp.T94-T95)*

___ *FOCUS ON THE BIG IDEA: Have students orally share what they expect to find in each section for chapter 3 (TE pp.T94-T97)*

___ *TEACH VOCABULARY: crystal, atom, igneous, sedimentary, metamorphic, and rock cycle (TE pp.T96-T97)*

Module 17: Chapter 3: How Are Rocks and Minerals Identified? Lesson 2-3 - Minerals; Properties of Minerals

Objective

Explain that rocks and soils are made of minerals.

Identify the main characteristics of minerals.

Explain luster, hardness, crystal, and streak as properties of minerals.

Identify the physical properties of minerals.

Explain cleavage and color as properties of minerals.

Assignment

___ *INTRODUCE: Have students read pages 98-99 (TE p.T98)*

___ *TEACH: Have students write a paragraph explaining why the emerald in the photo on page 98 is a mineral (TE pp.T98-T99)*

___ *ASSESS: List: What are the five characteristics of minerals; Explain; Apply (TE p.T99)*

___ *INTRODUCE: Ask students what features can you use to describe this object (TE p.T100)*

___ *TEACH: Have students read pages 100-101 (TE pp.T100-T101)*

___ *TEACH: Have students make a six-column chart and label the columns with the mineral properties just discussed (TE pp.T102-T103)*

___ *INTRODUCE: Have students look at the photo on pages 104-105 (TE p.T104)*

___ *TEACH: Have students read pages 104-105 (TE pp.T104-T105)*

___ *ASSESS: Define: What is a rock; Relate; infer (TE p.T105)*

Module 18: Chapter 3: How Are Rocks and Minerals Identified? Lesson 4 - Classifying Rocks

Objective

Explain that rocks are classified according to their formation.

Identify and describe igneous rock.

Identify and describe sedimentary rock.

Explain that fossils are usually found in sedimentary rock.

Identify and describe metamorphic rock.

Assignment

___ *INTRODUCE: Have students think about all the different types of rocks they have seen (TE p.T106)*

___ *TEACH: Have students read pages 106-107 (TE pp.T106-T107)*

___ *TEACH: Have students write a flow chart in their science notebook that describes the path that sediment takes from solid rock, to sediment, and then to sedimentary rock (TE pp.T108-T109)*

___ *TEACH: Have students read pages 110-111 (TE pp.T110-T111)*

___ *TEACH: Have students read pages 112-113 (TE pp.T112-T113)*

___ *ASSESS: Recall: Explain why igneous rocks have crystals of different sizes; Contrast; Draw Conclusions (TE p.T113)*

Module 19: Chapter 3: How Are Rocks and Minerals Identified? Lesson 5-8 - The Rock Cycle; The Amazing Cave of Crystals; Guided Inquiry; Conclusion and Review

Objective

Identify and explain the processes involved in the rock cycle.

Identify the physical properties of minerals.

Investigate through Guide Inquiry (answer a question; make and compare observations; collect and record data; generate explanations and conclusions based on evidence; share findings; ask questions based on observations; adjust explanations based on findings).

Investigate how sedimentary rock that contains fossils can be used to study Earth's changing surface and environments.

Present and defend everyday observations so they can be understood by others.

Analyze whether evidence supports proposed explanations.

Assignment

___ *INTRODUCE: Ask students what does it mean when something moves in a cycle (TE p.T114)*

___ *TEACH: Have students read pages 114-115 (TE pp.T114-T115)*

___ *ASSESS: Recall: What is the rock cycle; Cause and Effect; Interpret Diagrams (TE p.T115)*

___ *INTRODUCE: Ask students to describe what caves are like (TE p.T116)*

___ *TEACH: Have students read pages 116-117 (TE pp.T116-T117)*

___ *ASSESS: Recall; Interpret; Infer (TE p.T117)*

___ *INTRODUCE: Invite students to share ideas about how they could make a model to learn more about how fossils forms (TE pp.T117a-T117b)*

___ *BUILD VOCABULARY: model and infer (TE p.T117b)*

___ *GUIDE THE INVESTIGATION: Make sure students accurately record where each fossil is found and label the layers (TE pp.T117b-T117c)*

___ *EXPLAIN AND CONCLUDE: Ask students to make a display of their fossil models and drawings (TE pp.T117c-T117d)*

___ *FIND OUT MORE: Have students generate another question for chapter 3 (TE p.T117d)*

___ *REFLECT AND ASSESS: Have students use the inquiry self-reflection on assessment handbook page 194 (TE p.T117d)*

___ *SUM UP THE BIG IDEA: Display the chart from page T96-T97 (TE p.T118)*

___ *DISCUSS THE BIG IDEA: Write about minerals and their specific characteristics (TE p.T119)*

___ *ASSESS THE BIG IDEA: Have students write about the rock cycle (TE p.T119)*

Module 20: Chapter 3: How Are Rocks and Minerals Identified? Lesson 9 - Earth Science Expert; Become an Expert

Objective

Explain that rocks and soils are made of minerals.

Identify the main characteristics of minerals.

Assignment

___ *INTRODUCE: Ask students where do you think the beautiful stones used in jewelry and sculptures come from (TE p.T120)*

___ *TEACH: Encourage students to research where lapidaries work and study (TE pp.T120-T121)*

___ *ASSESS: Recall: Give an example of a tool a lapidary might use; Compare; Infer (TE p.T121)*

___ *ACCESS SCIENCE CONTENT: Explain and describe the formation of minerals (TE pp.T122-T123)*

___ *ACCESS SCIENCE CONTENT: Describe the properties and uses of gold (TE pp.T124-T125)*

___ *ACCESS SCIENCE CONTENT: Describe the properties and uses of silver (TE pp.T126-T127)*

___ *ACCESS SCIENCE CONTENT: Describe the properties and uses of titanium (TE pp.T128-T129)*

___ *ACCESS SCIENCE CONTENT: Describe properties and use of Mercury and aluminum (TE pp.T130-T131)*

___ *SHARE AND COMPARE: Ask students to turn to partners and talk about what they learned about metals (TE p.T132)*

___ *WRITE: Have students write a conclusion that summarizes what they learned about the uses of metals (TE p.T132)*

___ *DRAW: have students think of a use of one of the metals and draw a picture showing the use of that metal (TE p.T132)*

Module 21: Chapter 3: How Are Rocks and Minerals Identified? Explore on Your Own

Objective

Deepen students science content knowledge even more as they focus on the big idea.

Assignment

___ *READ INFORMATIONAL TEXT: Rock Tour (TE pp.T132a-T132h)*

Module 22: Chapter 4: How Can We Protect Earth's Resources? Lesson 1-2 - Directed Inquiry; Big Idea Question and Vocabulary

Objective

Investigate through Directed Inquiry (answer a question; make and compare observations; collect and record data and observations; generate explanations and conclusions based on evidence; share findings; ask questions based on observations to increase understanding).

Compare the relative effectiveness of reducing, reusing, and recycling in actual situations.

Investigate ways Earth's renewable resources can be maintained.

Analyze how human choices affect ecosystems.

Make informed consumer decisions by seeking answers about cost/benefit tradeoffs.

Identify that Earth has natural resources that people need.

Assignment

___ *INTRODUCE: Invite students to share ideas about how they can recycle resources to make paper (TE pp.T133e-T133f)*

___ *BUILD VOCABULARY: measure and compare (TE p.T133f)*

___ *GUIDE THE INVESTIGATION: Ask students to compare each property both aloud and in writing (TE p.T133f)*

___ *EXPLAIN AND CONCLUDE: Have groups display their recycled paper and share their observations and ideas (TE pp.T133g-T133h)*

___ *FIND OUT MORE: Have students generate another question for chapter 4 (TE p.T133h)*

___ *REFLECT AND ASSESS: Have students use the inquiry self-reflection on assessment handbook page 195 (TE p.T133h)*

___ *INTRODUCE: Ask students what kinds of resources are natural resources (TE pp.T134-T135)*

___ *FOCUS ON THE BIG IDEA: Have students orally share what they expect to find in each section for chapter 4 (TE pp.T134-T137)*

___ *TEACH VOCABULARY: renewable resources, nonrenewable resources, pollution, fossil fuel, hydroelectric power, and biomass (TE pp.T136-T137)*

Module 23: Chapter 4: How Can We Protect Earth's Resources? Lesson 2-3 - Resources from Earth; Renewable Resources

Objective

Identify that Earth has both renewable and nonrenewable resources.

Identify ways Earth's renewable resources can be maintained.

Explain how water is an important renewable resources for human activity.

Propose solutions to problems related to water quality.

Assignment

___ *INTRODUCE: Ask students if they have heard of the Grand Canyon (TE p.T138)*

___ *TEACH: have students read pages 138-139 (TE pp.T138-T139)*

___ *ASSESS: Identify: What are renewable resources; Explain; Apply (TE p.T139)*

___ *INTRODUCE: Have students study the photos on pages 140-141 (TE p.T140)*

___ *TEACH: Have students look for examples of pollution on their street and have them draw the pollution they see and take notes about what they think is causing it (TE pp.T140-T141)*

___ *TEACH: Have students read pages 142-143 (TE pp.T142-T143)*

___ *TEACH: Have students read pages 144-145 (TE pp.T144-T145)*

___ *TEACH: Have students read pages 146-147 (TE pp.T146-T147)*

___ *ASSESS: Describe: Where does rainwater go after it runs into street drains, and what does it carry with it; explain; draw conclusions (TE p.T147)*

Module 24: Chapter 4: How Can We Protect Earth's Resources? Lesson 4-5 - Nonrenewable Resources; Nonrenewable Energy Resources

Objective

Identify some nonrenewable resources, including rock and metals.

Identify ways that nonrenewable resources are used.

Identify ways Earth's nonrenewable resources can be maintained.

Explain how metal can be recycled.

Explain how glass can be recycled.

Explain how products made from oil can be recycled.

Explain that people use a lot of energy resources.

Explain how fossil fuels are a major source of energy.

Assignment

___ *INTRODUCE: Ask students what objects in the classroom are made of metal (TE p.T148)*

___ *TEACH: Have students read pages 148-149 (TE pp.T148-T149)*

___ *TEACH: Have students make an outline in their science notebooks of pages 150-151 (TE pp.T150-T151)*

___ *TEACH: Have students read pages 152-153 (TE pp.T152-T153)*

___ *TEACH: Have students write a report (TE pp.T154-T155)*

___ *ASSESS: Recall: name a nonrenewable resource used in concrete; Compare; Predict (TE p.T155)*

___ *INTRODUCE: Have students share what they know about how energy is used in the places they visit (TE p.T156)*

___ *TEACH: Have students read pages 156-157 (TE pp.T156-T157)*

___ *TEACH: Have students read pages 158-159 (TE pp.T158-T159)*

___ *ASSESS: List: List three fossil fuels; Sequence; Evaluate (TE p.T159)*

Module 25: Chapter 4: How Can We Protect Earth's Resources? Lesson 6 - Renewable Energy Resources

Objective

Identify Earth's renewable energy sources.

Identify solar and wind as examples of renewable energy resources.

Identify moving water and biomass as examples of renewable energy resources.

Explain the pros and cons of different energy sources.

Assignment

___ *INTRODUCE: Ask students to share what they know about renewable energy resources (TE p.T160)*

___ *TEACH: Have students read pages 160-161 (TE pp.T160-T161)*

___ *TEACH: Have students observe the wastes produced in their home (TE pp.T162-T163)*

___ *TEACH: Have students read pages 164-165 (TE pp.T164-T165)*

___ *ASSESS: Describe: What does a solar cell do; Explain; Draw Conclusions (TE p.T165)*

Module 26: Chapter 4: How Can We Protect Earth's Resources? Lesson 7-8 - Saving Resources; Guided Inquiry

Objective

Identify how Earth's renewable and nonrenewable resources can be maintained.

Investigate through Guide Inquiry (answer a question; make and compare observations; collect and record data; generate explanations and conclusions based on evidence; share findings; ask questions based on observations; adjust explanations based on findings).

Investigate the use of solar energy to make water cleaner.

Identify needs and design technological solutions that apply scientific principles and solve issues of general or social interest.

Propose solutions to problems related to water quality and availability that results from human activity.

Assignment

___ *INTRODUCE: Ask students if they have ever felt cold drafts of air coming into a building, near windows or doors (TE p.T166)*

___ *TEACH: Have students read pages 166-167 (TE pp.T166-T167)*

___ *ASSESS: Describe; Classify; Apply (TE p.T167)*

___ *INTRODUCE: Have students share ideas about how they can use energy from the sun to make water cleaner (TE pp.T167a-T167b)*

___ *BUILD VOCABULARY: compare and conclude (TE p.T167b)*

___ *GUIDE THE INVESTIGATION: Have students stick the plastic cup securely to the bottom of the basin (TE p.T167b-T167c)*

___ *EXPLAIN AND CONCLUDE: Ask students how the water got into the cup (TE pp.T167c-T167d)*

___ *FIND OUT MORE: Have students generate another question for chapter 4 (TE p.T167d)*

___ *REFLECT AND ASSESS: Have students use the inquiry self-reflection on assessment handbook page 196 (TE p.T167d)*

Module 27: Chapter 4: How Can We Protect Earth's Resources? Lesson 9-10 - Conclusion and Review; Earth Science Expert; Become an Expert

Objective

Describe how energy researchers using science and technology to do their job.

Assignment

___ *SUM UP THE BIG IDEA: Display the chart from page T136-T137 (TE p.T168)*

___ *DISCUSS THE BIG IDEA: Write about the types of renewable resources and how people use them (TE p.T169)*

___ *ASSESS THE BIG IDEA: Have students write about vampire electricity (TE p.T169)*

___ *INTRODUCE: Have students read pages 170-171 (TE p.T170)*

___ *TEACH: Encourage students to learn more about a career in energy research (TE pp.T170-T71)*

___ *ASSESS: Recall: What does an energy researcher do; Explain; Draw Conclusions (TE p.T171)*

___ *ACCESS SCIENCE CONTENT: Identify how Earth's resources can be maintained (TE pp.T172-T73)*

___ *ACCESS SCIENCE CONTENT: Describe how to reduce trash and conserve fuel (TE pp.T174-T175)*

___ *ACCESS SCIENCE CONTENT: Recognize how to save water and other resources (TE pp.T176-T177)*

___ *ACCESS SCIENCE CONTENT: Recognize that people can save resources (TE pp.T178-T179)*

___ *SHARE AND COMPARE: Ask students to turn to partners and talk about what they learned about "being green" (TE p.T180)*

___ *WRITE: Have students write a conclusion that summarizes what they learned about going green (TE p.T180)*

___ *DRAW: Have students draw a picture of him or herself doing something "green" (TE p.T180)*

Module 28: Chapter 5: How Are Weather and the Water Cycle Connected? Lesson 1 - Directed Inquiry

Objective

Investigate through Directed Inquiry (answer a question; make and compare observations; collect and record data and observations; generate explanations and conclusions based on evidence; share findings; ask questions based on observations to increase understanding).

Describe and trace the path of the water cycle.

Communicate and evaluate findings of observations and investigations using evidence.

Use models to make predictions, draw inferences, and explain scientific concepts.

Assignment

___ *INTRODUCE: Invite students to share ideas about how sunlight might affect water (TE p.T181h)*

___ *BUILD VOCABULARY: observe, and predict (TE p.T181h)*

___ *GUIDE THE INVESTIGATION: Read the inquiry steps on pages 113-114 (TE pp.T181h-T181i)*

___ *EXPLAIN AND CONCLUDE: Ask students to explain how the water changed throughout the investigation (TE pp.T181i-T181j)*

___ *FIND OUT MORE: Have students generate another question for chapter 5 (TE p.T181j)*

___ *REFLECT AND ASSESS: Have students use the inquiry self-reflection on assessment handbook page 197 (TE p.T181j)*

Module 29: Chapter 5: How Are Weather and the Water Cycle Connected? Lesson 2-3 - Big Idea Question and Vocabulary; The Air Around Us; Weather

Objective

Identify the water cycle and its importance to Earth.

Recognize that the atmosphere is a layer of gases, water, and tiny particles that wraps around Earth.

Identify the effect temperature and humidity have on weather patterns.

Identify the effect air pressure has on weather patterns.

Assignment

___ *INTRODUCE: Ask students to recall a time when they observed a storm (TE pp.T184-T185)*

___ *FOCUS ON THE BIG IDEA: Have students orally share what they expect to find in each section for chapter 5 (TE pp.T182-T185)*

___ *TEACH VOCABULARY: weather, humidity, water cycle, evaporation, front, and climate (TE pp.T184-T85)*

___ *INTRODUCE: Ask students to think about a time when they were outside on a windy day (TE p.T186)*

___ *TEACH: Have students read pages 186-187 (TE pp.T186-T187)*

___ *ASSESS: Define: What is the atmosphere; Interpret Charts; Evaluate (TE p.T187)*

___ *INTRODUCE: Encourage students to compare their own ideas and experiences of weather with the information presented (TE p.T188)*

___ *TEACH: Have students read pages 188-189 (TE pp.T188-T189)*

___ *TEACH: Have students read pages 190-191 (TE pp.T190-T191)*

___ *ASSESS: Describe: What does air feel like when humidity is high; Explain; Draw Conclusions (TE p.T191)*

Module 30: Chapter 5: How Are Weather and the Water Cycle Connected? Lesson 4 - Water Cycle

Objective

Identify the water cycle and its importance to Earth.

Identify and explain evaporation and its role in the water cycle.

Identify and explain condensation and its role in the water cycle.

Identify and explain precipitation and its role in the water cycle.

Explain how water returns to Earth and becomes surface water, runoff, or groundwater.

Assignment

___ *INTRODUCE: Ask students what is a cycle (TE p.T192)*

___ *TEACH: Instruct students to use,the graph on page 193 to draw conclusions about where most of Earth's surface waters are located and where most of the evaporation in the water cycle takes place (TE pp.T192-T93)*

___ *TEACH: Have students read pages 194-195 (TE pp.T194-T195)*

___ *TEACH: Have students read pages 196-197 (TE pp.T196-T197)*

___ *TEACH: Have students explain the three forms water can take and how it can change from one form to another (TE pp.T198-T199)*

___ *ASSESS: Define: What is the water cycle; Contrast; Evaluate (TE p.T199)*

Module 31: Chapter 5: How Are Weather and the Water Cycle Connected? Lesson 5 - Observing Weather Patterns

Objective

Identify the tools scientists use to collect weather data.

Explain how air masses affect weather patterns in the areas.

Identify the characteristics of fronts and the weather patterns they generate.

Assignment

___ *INTRODUCE: Have students learn about the tools scientists use to observe weather patterns (TE p.T200)*

___ *TEACH: Have students read pages 200-201 (TE pp.T200-T201)*

___ *TEACH: Have students look at the scientist on the page who is about to release a weather balloon (TE pp.T202-T203)*

___ *TEACH: Have students read pages 204-205 (TE pp.T204-T205)*

___ *ASSESS: Describe: Describe how air masses affect weather in areas they pass over; Explain; Predict (TE p.T205)*

Module 32: Chapter 5: How Are Weather and the Water Cycle Connected? Lesson 6 - Climate

Objective

Differentiate between weather patterns and climate patterns.

Identify different climate regions in the United States and their characteristics.

Explain how latitude, elevation, and nearness to bodies of water affect a region's climate and weather patterns.

Assignment

___ *INTRODUCE: Have students describe the weather in their region for each season (TE p.T206)*

___ *TEACH: Have students describe the climate of the area where they live (TE pp.T206-T207)*

___ *TEACH: Have students write a report (TE pp.T208-T209)*

___ *TEACH: Have students use a digital camera to make a slideshow that shows the characteristics of the climate zone where they live (TE pp.T210-T211)*

___ *ASSESS: List: List three factors that affect climate; Apply; Analyze (TE p.T211)*

Module 33: Chapter 5: How Are Weather and the Water Cycle Connected? Lesson 7-9 - The Monsoon; Guided Inquiry; Conclusion and Review

Objective

Recognize the cause and impact of the monsoon in central Asia.

Investigate through Guide Inquiry (answer a question; make and compare observations; collect and record data; generate explanations and conclusions based on evidence; share findings; ask questions based on observations; adjust explanations based on findings).

Recognize and summarize relationships and patterns between weather data collected over a period of time.

Use appropriate tools to solve problems about the natural world including: measuring, observing and describing.

Explain how technology is helpful, enhances human abilities, and fulfills many purposes.

Assignment

___ *INTRODUCE: Ask students if they can recall a difference in the summer and winter weather patterns where they live (TE p.T212)*

___ *TEACH: Have students read pages 212-213 (TE p.T213)*

___ *ASSESS: Define: What is a monsoon; Cause and Effect; Infer (TE p.T213)*

___ *INTRODUCE: Invite students to brainstorm about weather conditions that can be measured and weather tools that they have read about or used (TE pp.T213a-T213b)*

___ *BUILD VOCABULARY: measure (TE p.T213b)*

___ *GUIDE THE INVESTIGATION: Have students predict the weather for the next day (TE pp.T213b-T213c)*

___ *EXPLAIN AND CONCLUDE: Lead a discussion about the weather tools students used (TE pp.T213c-T213d)*

___ *FIND OUT MORE: Students should use their observations to generate other questions for chapter 5 (TE p.T213d)*

___ *REFLECT AND ASSESS: Have students use the inquiry self-reflection on assessment handbook page 198 (TE p.T213d)*

___ *SUM UP THE BIG IDEA: Display the chart from page T184-T185 (TE p.T214)*

___ *DISCUSS THE BIG IDEA: List factors that affect the weather; Describe the water cycle (TE p.T215)*

___ *ASSESS THE BIG IDEA: Have students write about weather (TE p.T215)*

Module 34: Chapter 5: How Are Weather and the Water Cycle Connected? Lesson 10 - Earth Science Expert; Become an Expert

Objective

Describe how meteorologists use science and technology to do their job.

Assignment

___ *INTRODUCE: Have students read pages 216-217 (TE p.T216)*

___ *TEACH: Encourage students to research careers in meteorology and to identify some famous meteorologists (TE pp.T216-T217)*

___ *ASSESS: Define: What does a meteorologist do; Cause and Effect; Infer (TE p.T217)*

___ *ACCESS SCIENCE CONTENT: Explain the need for emergency plans (TE pp.T218-T219)*

___ *ACCESS SCIENCE CONTENT: Describe hurricane preparations (TE pp.T220-T221)*

___ *ACCESS SCIENCE CONTENT: Explain how people prepare for tornadoes (TE pp.T222-T223)*

___ *ACCESS SCIENCE CONTENT: Describe winter storms and how to prepare for them (TE pp.T224-T225)*

___ *ACCESS SCIENCE CONTENT: Recognize the cause of floods and preparedness for them (TE pp.T226-T227)*

___ *SHARE AND COMPARE: Ask students to turn to their partners and talk about what they learned about severe weather (TE p.T228)*

___ *WRITE: Have students write a conclusion that summarizes what they learned about severe weather (TE p.T228)*

___ *DRAW: Have students draw a picture of how they might prepare for a hurricane, tornado, flood, or winter storm (TE p.T228)*

Module 35: Chapter 5: How Are Weather and the Water Cycle Connected? Explore on your own

Objective

Deepen their science content knowledge even more as they focus on the big idea.

Assignment

___ *READ INFORMATIONAL TEXT: Hurricane Hunters (TE pp.T228a-T228h)*

Module 36: Chapter 5: How Are Weather and the Water Cycle Connected? Lesson 11-12 - Investigation Model; Think Like a Scientist; Unit Wrap Up

Objective

Investigate through open inquiry (generate questions to investigate; plan investigations; make and compare investigations; collect and record data and observations; generate explanations and conclusions based on evidence or observations; share findings; ask questions based on observations to increase understanding; adjust interpretations based on findings and new ideas).

Construct explanations for natural phenomena by using visual models.

Interpret and analyze data, identify and exclude erroneous information, and draw conclusions.

Use multiple sources to evaluate the strengths and weaknesses of data, claims, and arguments, and judge whether measurements are reasonable.

Identify the need for evidence in making scientific decisions.

Understand the need to question to accuracy of information displayed on a computer because the results produced may be affected by incorrect data entry.

Recognize that curiosity, skepticism, open-mindedness, and honesty are attributes of scientists.

Understand when to use the term "scientific theory" as opposed to an opinion.

Assignment

___ *INTRODUCE: Ask students to think of a way they could use a model to find out more about the shapes of the planets (TE pp.T228m-T228n)*

___ *GUIDE THE INVESTIGATION: Assist students to develop a list of steps for their investigations (TE p.T228n)*

___ *EXPLAIN AND CONCLUDE: Have groups tell about the steps they followed and the data they gathered (TE p.T228o)*

___ *FIND OUT MORE: Record student questions for possible future investigations (TE p.T228p)*

___ *REFLECT AND ASSESS: Have students use the inquiry self-reflection on assessment handbook page 199 (TE p.T228p)*

___ *INTRODUCE: Ask students did you wonder if the results were accurate? What did you do to make sure (TE p.T228q)*

___ *TEACH: Have students study the caption (TE pp.T228q-T228r)*

___ *TEACH: Have students read pages 132-133 (TE pp.T228s-T228t)*

___ *ASSESS: Use learning masters book, pages 151-152 and make sure students understand the graphs about tree frog populations as well as how scientific information is evaluated (TE p.T228t)*

___ *MAKE A SPACE MURAL: Have students make a mural of objects in space in decreasing order of size (TE p.T228u)*

___ *MONITOR AND REPORT THE WEATHER: Have students prepare weather reports to present to the school each day for a week (TE p.T228v)*

___ *DEMONSTRATE CYCLES CREATED BY EARTH AND ITS MOON: Have students demonstrate as they explain the cycles created by the motions of Earth and its moon (TE p.T228w)*

___ *DESIGN AND CREATE RESOURCE POSTERS: Have students use a computer program with graphics and word processing features to design and create posters about Earth's resources (TE p.T228x)*

Course Curriculum

THE LEARNING CHOICE ACADEMY

8 - Elements of Literature, Second Course - Holt (2005)

Course Text: Elements of Literature, Second Course by Holt, 2005; a 36 Module Course.

Module 1: Collection 1 ? Telling Stories.

Objective

Evaluate the plot?s structure and development and the way conflicts are resolved.

Retell and summarize a story?s plot.

Understand the history of English.

Use apostrophes correctly.

Analyze preposition and support patterns in texts.

Assignment

___ *READ AND COMPLETE: Elements of Literature: Plot on pp. 2-3.*

___ *READ AND COMPLETE: Reading Skills and Strategies: Retelling on p. 4.*

___ *READ: ?The Wise Old Woman? on pp. 5-12.*

___ *READ: Meet the Writer ? Yoshiko Uchida on p. 13.*

___ *COMPLETE: Practice the Strategy on pp. 14-15.*

___ *READ: Before You Read The Short Story on p. 16.*

___ *READ: ?Broken Chain? on pp. 17-24.*

___ *READ: Meet the Writer ? Gary Soto on p. 25.*

___ *COMPLETE: After You Read: Response and Analysis on p. 26.*

___ *COMPLETE: After You Read: Vocabulary Development on p. 27.*

___ *COMPLETE: After You Read: Grammar Link on p. 28.*

___ *READ AND COMPLETE: Informational Text: Analyzing Preposition and Support on pp. 29-31.*

Module 2: Collection 1 ? Telling Stories.

Objective

Evaluate structural elements of the plot, including subplots and parallel episodes.

Use context clues.

Understand the history of English.

Identify etymologies of words.

Assignment

___ *READ: Before You Read The Short Story on p. 32.*

___ *READ: ?Flowers for Algernon, Part 1? on pp. 33-49.*

___ *COMPLETE: After You Read: Response and Analysis on p. 50.*

___ *READ: ?Flowers for Algernon, Part 2? on pp. 51-62.*

___ *READ: Meet the Writer ? Daniel Keyes on p. 63.*

___ *COMPLETE: After You Read: Response and Analysis on p. 64.*

___ *COMPLETE: After You Read: Vocabulary Development on p. 65.*

___ *COMPLETE: After You Read: Vocabulary Development on p. 66.*

Module 3: Collection 1 ? Telling Stories.

Objective

Analyze preposition and support.

Recognize differences between facts, supported inferences, and opinions.

Map words; analyze comparisons in informal language.

Evaluate structural elements of plot, including foreshadowing.

Make predictions; avoid double comparisons.

Assignment

___ *READ AND COMPLETE: Informational Text: Analyzing Preposition and Support on pp. 67-69.*

___ *COMPLETE: After You Read: Vocabulary Development on p. 70.*

___ *READ: Before You Read The Short Story on p. 71.*

___ *READ: ?The Landlady? on pp. 72-80.*

___ *READ: Meet the Writer ? Roald Dahl on p. 80.*

___ *COMPLETE: After You Read: Response and Analysis on p. 81.*

___ *COMPLETE: After You Read: Vocabulary Development on p. 82.*

___ *COMPLETE: After You Read: Grammar Link on p. 83.*

Module 4: Collection 1 ? Telling Stories.

Objective

Analyze story motifs.

Compare and contrast stories.

Write a comparison-contrast essay.

Assignment

___ *READ: Comparing Literature on p. 84.*

___ *READ: ?The Monkey?s Paw? on pp. 85-99.*

___ *READ: Meet the Writer ? W.W. Jacobs on p. 99.*

___ *COMPLETE: After You Read on p. 100.*

___ *READ: ?The Third Wish? on pp. 101-107.*

___ *READ: Meet the Writer ? Joan Aiken on p. 107.*

___ *COMPLETE: After You Read on p. 108.*

___ *COMPLETE: After You Read: Writing a Comparison-Contrast Essay on p. 109.*

___ *READ: No Questions Asked, ?The Open Window? on pp. 110-115.*

___ *READ: Meet the Writer ? Saki on p. 115.*

Module 5: Writing Workshop ? Narrative Writing.

Objective

Use appropriate prewriting and drafting skills to create a personal narrative.

Revise the narrative, adding precise words and figures of speech.

Evaluate and reflect on one?s narrative and one?s writing process.

Review your English skills.

Assignment

___ *READ AND COMPLETE: Writing Workshop: Narrative Writing ? Personal Narrative on pp. 116-121.*

___ *COMPLETE: Collection 1: Skills Review ? Literary Skills on pp. 122-125.*

___ *COMPLETE: Collection 1: Skills Review ? Informational Reading Skills on pp. 126-127.*

___ *COMPLETE: Collection 1: Skills Review ? Vocabulary Skills on p. 128.*

___ *COMPLETE: Collection 1: Skills Review ? Writing Skills on p. 129.*

___ *READ ON: For Independent Reading on pp. 130-131.*

Module 6: Collection 2 ? Do the Right Thing.

Objective

Understand the methods writers use to reveal character.

Understand comparing and contrasting.

Compare and contrast characters from different historical eras.

Make inferences.

Understand word origins.

Assignment

___ *READ AND COMPLETE: Elements of Literature ? Characters on pp. 134-135.*

___ *READ AND COMPLETE: Reading Skills and Strategies ? Comparing and Contrasting on p. 136.*

___ *READ: ?Thanksgiving? on pp. 137-140.*

___ *COMPLETE: Practice the Strategy on p. 141.*

___ *READ: Before You Read The Biography on p. 142.*

___ *READ: ?from Harriet Tubman: Conductor on the Underground Railroad? on pp. 143-152.*

___ *READ: Meet the Writer ? Ann Petry on p. 153.*

___ *COMPLETE: After You Read: Response and Analysis on p. 154.*

___ *COMPLETE: After You Read: Vocabulary Development on p. 155.*

Module 7: Collection 2 ? Do the Right Thing.

Objective

Analyze text structures.

Understand word origins; understand regular and irregular verbs.

Analyze character; compare and contrast characters.

Paraphrase a poem.

Analyze character motivation; summarize a story.

Understand the history of English.

Assignment

___ *READ AND COMPLETE: Informational Text: Understanding Text Structures on pp. 156-158.*

___ *COMPLETE: After You Read: Vocabulary Development on p. 160.*

___ *COMPLETE: After You Read: Grammar Link on p. 161.*

___ *READ: Before You Read The Narrative Poem on p. 162.*

___ *READ: ?Barbara Frietchie? on pp. 163-165.*

___ *READ: Meet the Writer ? John Greenleaf Whittier on p. 165.*

___ *COMPLETE: After You Read: Response and Analysis on p. 166.*

___ *COMPLETE: After You Read: Vocabulary Development on p. 167.*

___ *COMPLETE: After You Read: Grammar Link on p. 168.*

___ *READ: Before You Read The Short Story on p. 169.*

___ *READ: ?Too Soon a Woman? on pp. 170-174.*

___ *READ: Meet the Writer ? Dorothy M Johnson on p. 174.*

___ *COMPLETE: After You Read: Response and Analysis on p. 175.*

___ *COMPLETE: After You Read: Vocabulary Development on pp. 176-177.*

Module 8: Collection 2 ? Do the Right Thing.

Objective

Compare and contrast the way ideas are treated and organized in texts.

Identify word origins.

Compare and contrast characters from different historical eras.

Identify the main idea; use context clues.

Assignment

___ *READ AND COMPLETE: Informational Text: Comparing Texts: A Historical Document and An Article on pp. 178-183.*

___ *COMPLETE: After You Read on p. 184.*

___ *READ: Before You Read The Autobiography on p. 185.*

___ *READ: ?Mrs. Flowers? on pp. 186-189.*

___ *READ: Meet the Writer ? Maya Angelou on p. 190.*

___ *COMPLETE: After You Read: Response and Analysis on p. 191.*

___ *COMPLETE: After You Read: Vocabulary Development on p. 192.*

___ *READ AND COMPLETE: Informational Text: Understanding Text Structures on pp. 193.*

Module 9: Collection 2 ? Do the Right Thing.

Objective

Analyze historical fiction; evaluate historical accuracy.

Compare and contrast texts.

Assignment

___ *READ: Comparing Literature on pp. 194-195.*

___ *READ: ?Battle of Shiloh? on pp. 195-196.*

___ *READ: ?Drumbeats and Bullets? on pp. 197-200.*

___ *READ: Meet the Writer ? Jim Murphy on p. 201.*

___ *COMPLETE: After You Read on p. 202.*

___ *READ: ?The Drummer Boy of Shiloh? on pp. 203-208.*

___ *READ: ?How I Came to Write the Drummer Boy of Shiloh? on pp. 209-210.*

___ *READ: Meet the Writer ? Ray Bradbury on p. 211.*

___ *COMPLETE: After You Read on p. 212.*

___ *COMPLETE: After You Read ? Evaluating Historical Accuracy on p. 213.*

___ *READ: No Questions Asked, ?Green Gulch? on pp. 214-215.*

___ *READ: ?My Parents? on p. 216.*

___ *READ: Meet the Writers ? Loren Eiseley and Stephen Spender on p. 217.*

Module 10: Collection 2 ? Do the Right Thing.

Objective

Use effective prewriting techniques to identify and develop a topic.

Use appropriate researching skills to write an informative report on a historical figure or event.

Review the report by adding relevant examples and transitions.

Create a list of works cited.

Review your English skills.

Assignment

___ *READ AND COMPLETE: Writing Workshop: Expository Writing ? Informative Report on pp. 218-223.*

___ *COMPLETE: Collection 2: Skills Review ? Literary Skills on pp. 224-227.*

___ *COMPLETE: Collection 2: Skills Review ? Informational Reading Skills on pp. 228-229.*

___ *COMPLETE: Collection 2: Skills Review ? Vocabulary Skills on p. 230.*

___ *COMPLETE: Collection 2: Skills Review ? Writing Skills on p. 231.*

___ *READ ON: for Independent Reading on pp. 232-233.*

Module 11: Collection 3 ? Being There.

Objective

Analyze setting and its influence on mood and tone.

Make inferences.

Visualize setting.

Verify word meanings by example; understand homophones and homographs.

Assignment

___ *READ AND COMPLETE: Elements of Literature ? Setting on pp. 236-237.*

___ *READ AND COMPLETE: Reading Skills and Strategies on p. 238.*

___ *READ: ?The Green Mamba? on pp. 239-247.*

___ *COMPLETE: Practice the Strategy on pp. 248-249.*

___ *READ: Before You Read The True Narrative on p. 250.*

___ *READ: ?In Trouble? on pp. 251-257.*

___ *READ: Meet the Writer ? Gary Paulsen on p. 258.*

___ *COMPLETE: After You Read: Response and Analysis on p. 259.*

___ *COMPLETE: After You Read: Vocabulary Development on p. 260.*

Module 12: Collection 3 ? Being There.

Objective

Analyze a comparison-contrast article.

Use context clues.

Analyze the role of setting; analyze chronological order.

Understand word analogies.

Analyze text structures of a magazine article.

Analyze tone and setting; make inferences.

Assignment

___ *READ AND COMPLETE: Informational Text: Understanding Comparison and Contrast on pp. 261-263.*

___ *COMPLETE: After You Read: Vocabulary Development on p. 264.*

___ *READ: Before You Read The Short Story on p. 265.*

___ *READ: ?There Will Come Soft Rains? on pp. 266-271.*

___ *READ: Meet the Writer ? Ray Bradbury on p. 272.*

___ *COMPLETE: After You Read: Response and Analysis on p. 273.*

___ *COMPLETE: After You Read: Vocabulary Development on p. 274.*

___ *READ AND COMPLETE: Informational Text: Understanding Text Structures on pp. 275-279.*

___ *READ: Before You Read The Short Story on p. 280.*

___ *READ: ?The Circuit? on pp. 281-285.*

___ *READ: Meet the Writer ? Francisco Jimenez on p. 286.*

___ *COMPLETE: After You Read: Response and Analysis on p. 287.*

___ *COMPLETE: After You Read: Vocabulary Development on p. 288.*

Module 13: Collection 3 ? Being There.

Objective

Analyze a cause-and-effect article.

Identify the origins and meanings of foreign words; use pronouns correctly.

Draw inferences, draw conclusions, and make generalizations.

Recognize a writer?s message.

Assignment

___ *READ AND COMPLETE: Informational Text: Understanding Cause and Effect on pp. 289-292.*

___ *COMPLETE: After You Read: Vocabulary Development on p. 293.*

___ *READ AND COMPLETE: Informational Text: Drawing Inferences, Drawing Conclusions and Making Generalizations on pp. 294-296.*

___ *COMPLETE: After You Read: Vocabulary Development on p. 297.*

___ *READ: Author Study: Ray Bradbury on p. 298.*

___ *READ: ?from Ray Bradbury is on Fire!? on pp. 299-302.*

___ *READ: ?The Flying Machine? on pp. 303-310.*

___ *COMPLETE: After You Read on p. 311.*

Module 14: Collection 3 ? Being There.

Objective

Recognize a writer?s message.

Write an expository essay; design a graphic story; analyze metaphors.

Assignment

___ *READ: Before You Read on p. 312.*

___ *READ: ?The Dragon? on pp. 313-317.*

___ *COMPLETE: After You Read on p. 318.*

___ *READ: ?The Fog Horn? on pp. 319-328.*

___ *COMPLETE: After You Read on p. 329.*

___ *COMPLETE: After You Read on p. 330.*

___ *READ: No Questions Asked, ?Shipwreck at the Bottom of the World? on pp. 331-336.*

___ *READ: Meet the Writer ? Jennifer Armstrong on p. 337.*

Module 15: Writing Workshop ? Persuasive Writing.

Objective

Use appropriate prewriting and drafting skills to create an essay supporting a position.

Revise the essay by elaborating on evidence and by addressing possible counterarguments.

Reflect on and assess one?s writing process and essay.

Review your English skills.

Assignment

___ *READ AND COMPLETE: Writing Workshop: Persuasive Writing ? Supporting a Position on pp. 338-343.*

___ *COMPLETE: Collection 3: Skills Review ? Literary Skills on pp. 344-346.*

___ *COMPLETE: Collection 3: Skills Review ? Vocabulary Skills on pp. 347-348.*

___ *COMPLETE: Collection 3: Skills Review ? Writing Skills on p. 349.*

___ *READ ON: for Independent Reading on pp. 350-351.*

Module 16: Collection 4 ? The Human Spirit.

Objective

Identify and analyze themes.

Develop summary and theme statements.

Use resources to understand the historical background of a play.

Identify flashback and conflicts.

Assignment

___ *READ AND COMPLETE: Elements of Literature ? Theme on pp. 354-355.*

___ *READ AND COMPLETE: Reading Skills and Strategies ? Theme on p. 356.*

___ *READ: ?The People Could Fly? on pp. 357-361.*

___ *READ: Meet the Writer ? Virginia Hamilton on p. 362.*

___ *COMPLETE: Practice the Strategy on p. 363.*

___ *READ: Before You Read The Play on pp. 364-366.*

___ *READ: ?The Diary of Anne Frank, Act One, Scenes 1-3? on pp. 369-394.*

___ *COMPLETE: After You Read: Response and Analysis on p. 395.*

Module 17: Collection 4 ? The Human Spirit.

Objective

Use resources to understand the historical background of a play.

Identify flashback and conflicts.

Analyze character; make predictions.

Compare and contrast characters.

Verify word meanings; use modifiers correctly.

Assignment

___ *READ: ?The Diary of Anne Frank, Act One, Scenes 4-5? on pp. 396-409.*

___ *COMPLETE: After You Read: Response and Analysis on p. 410.*

___ *READ: ?The Diary of Anne Frank, Act Two and the Play as a Whole? on pp. 411-434.*

___ *READ: Meet the Writers ? Frances Goodrich and Albert Hackett on p. 435.*

___ *COMPLETE: After You Read: Response and Analysis on pp. 436-437.*

___ *COMPLETE: After You Read: Vocabulary Development on p. 438.*

___ *READ: Before You Read The Diary on p. 439.*

___ *READ: ?from the Diary of a Young Girl? on pp. 440-441.*

___ *COMPLETE: After You Read: Response and Analysis on p. 442.*

Module 18: Collection 4 ? The Human Spirit.

Objective

Analyze main ideas in factual reporting.

Use prior knowledge to analyze factual reporting.

Analyze connotations; join independent clauses correctly.

Connect main ideas across texts.

Assignment

___ *READ: Before You Read The Article on pp. 443-444.*

___ *READ: ?A Tragedy Revealed: A Heroine?s Last Days? on pp. 445-459.*

___ *READ: Meet the Writer ? Ernst Schnabel on p. 459.*

___ *COMPLETE: After You Read: Response and Analysis on p. 460.*

___ *COMPLETE: After You Read: Vocabulary Development on p. 461.*

___ *READ AND COMPLETE: Informational Text: Identifying and Connecting Main Ideas on pp. 462-466.*

___ *COMPLETE: After You Read: Vocabulary Development on p. 467.*

Module 19: Collection 4 ? The Human Spirit.

Objective

Analyze recurring themes across traditional and contemporary works.

Make generalizations.

Use restatement to verify meanings; avoid double negatives.

Analyze refrain; use dialogue with the text notes.

Analyze the literary devices that define a writer?s style.

Assignment

___ *READ: Before You Read The Autobiography and the Poem on p. 468.*

___ *READ: ?Camp Harmony? on pp. 469-473.*

___ *READ: Meet the Writer ? Monica Sone on p. 474.*

___ *READ: ?In Response to Executive Order 9066? on pp. 475.*

___ *READ: Meet the Writer ? Dwight Okita on p. 476.*

___ *Complete After You Read: Response and Analysis on p. 477.*

___ *COMPLETE: After You Read: Vocabulary Development on p. 478.*

___ *READ: Before You Read The Speech on p. 479.*

___ *READ: ?The Gettysburg Address? on pp. 480-481.*

___ *READ: Meet the Writer ? Abraham Lincoln on p. 481.*

___ *READ: Before You Read The Speech on p. 482.*

___ *READ: ?I Have a Dream? on pp. 483-485.*

___ *READ: Meet the Writer ? Martin Luther King Jr on p. 485.*

___ *COMPLETE: After You Read: Response and Analysis on p. 486.*

___ *COMPLETE: After You Read: Vocabulary Development on p. 487.*

Module 20: Collection 4 ? The Human Spirit.

Objective

Clarify informational texts by taking notes and creating and analyzing an outline.

Analyze theme; compare and contrast texts.

Assignment

___ *READ AND COMPLETE: Informational Text: Taking Notes and Making Outlines on pp. 488-491.*

___ *READ: Comparing Literature on p. 492.*

___ *READ: ?The New Colossus? on pp. 493-494.*

___ *READ: Meet the Writer ? Emma Lazarus on p. 494.*

___ *COMPLETE: After You Read on p. 495.*

___ *READ: ?Refugee in America? on pp. 496-497.*

___ *READ: Meet the Writer ? Langston Hughes on p. 497.*

___ *COMPLETE: After You Read on p. 498.*

___ *READ: ?The First Americans? on pp. 499-501.*

___ *COMPLETE: After You Read on p. 502.*

___ *COMPLETE: After You Read: Comparing on p. 503.*

___ *READ: No Questions Asked, ?First Stop: Ellis Island? on pp. 504-505.*

___ *READ: No Questions Asked, ?Coming to America? on pp. 506-515.*

___ *READ: Meet the Writer ? Janet Bode on p. 515.*

Module 21: Writing Workshop ? Expository Writing.

Objective

Use appropriate prewriting and drafting skills to create a comparison-contrast essay using the block or point-by-point method of organization.

Revise the comparison-contrast essay, including details and examples and concluding with a restatement of the main idea.

Reflect on and assess one?s writing process and comparison-contrast essay.

Review your English skills.

Assignment

___ *READ AND COMPLETE: Writing Workshop: Expository Writing ? Comparison-Contrast Essay on pp. 516-521.*

___ *COMPLETE: Collection 4: Skills Review ? Literary Skills on pp. 522-523.*

___ *COMPLETE: Collection 4: Skills Review ? Vocabulary Skills on p. 524.*

___ *COMPLETE: Collection 4: Skills Review ? Writing Skills on p. 525.*

___ *READ ON: For Independent Reading on pp. 526-527.*

Module 22: Collection 5 ? A Matter of Style.

Objective

Identify the literary devices that define a writer?s style.

Understand fallacious reasoning.

Analyze the narrator; identify literary devices that define a writer?s style; preview the story.

Identify synonyms; explain figures of speech.

Make judgments; identify and explain figures of speech; write an analogy.

Assignment

___ *READ AND COMPLETE: Elements of Literature ? Elements of Style on pp. 530-532.*

___ *READ AND COMPLETE: Reading Skills and Strategies on p. 533.*

___ *READ: ?Edgar Allan Poe: His Life Revealed in His Work? on p. 534.*

___ *COMPLETE: Practice the Strategy on p. 535.*

___ *READ: Before You Read The Short Story on p. 536.*

___ *READ: ?The Tell-Tale Heart? on pp. 537-542.*

___ *READ: Meet the Writer ? Edgar Allan Poe on p. 543.*

___ *COMPLETE: After You Read: Response and Analysis on p. 544.*

___ *COMPLETE: After You Read: Vocabulary Development on p. 545.*

___ *READ: Before You Read The Short Story on p. 546.*

___ *READ: ?Raymond?s Run? on pp. 547-554.*

___ *READ: Meet the Writer ? Toni Cade Bambara on p. 555.*

___ *COMPLETE: After You Read: Response and Analysis on p. 556.*

___ *COMPLETE: After You Read: Vocabulary Development on p. 557.*

Module 23: Collection 5 ? A Matter of Style.

Objective

Analyze supported and unsupported inferences.

Analyze the literary devices that define a writer?s style; practice reading poetry.

Analyze metaphors, similes and personification.

Analyze elements of humor; compare humorous styles.

Assignment

___ *READ AND COMPLETE: Informational Text: Understanding Supported and Unsupported Inferences on pp. 558-561.*

___ *READ: Before You Read The Poems on p. 562.*

___ *READ: ?My Mother Pieced Quilts? on pp. 563-564.*

___ *READ: ?Sueter/Sweater? on p. 565.*

___ *READ: Meet the Writers ? Teresa Palomo Acosta and Alberto Forcada on p. 566.*

___ *COMPLETE: After You Read: Response and Analysis on p. 567.*

___ *COMPLETE: After You Read: Vocabulary Development on p. 568.*

___ *READ: Before You Read The Poems on p. 569.*

___ *READ: ?A Word Is Dead/The Word/La Palabra? on pp. 570-571.*

___ *READ: Meet the Writers ? Emily Dickenson and Manuel Ulacia on p. 571.*

___ *COMPLETE: After You Read: Response and Analysis on p. 572.*

___ *COMPLETE: After You Read: Vocabulary Development on p. 573.*

___ *READ: Comparing Literature on p. 574.*

___ *READ: ?Brer Rabbit and Brer Lion? on pp. 575-577.*

___ *READ: Meet the Writer ? Julius Lester on p. 577.*

___ *COMPLETE: After You Read on p. 578.*

Module 24: Collection 5 ? A Matter of Style.

Objective

Analyze elements of humor; compare humorous styles.

Write a comparison essay.

Assignment

___ *READ: ?The Ransom of Red Chief? on pp. 579-593.*

___ *READ: Meet the Writer ? O. Henry on p. 594.*

___ *COMPLETE: After You Read on p. 595.*

___ *COMPLETE: After You Read: Writing a Comparison Essay on p. 596.*

___ *READ: No Questions Asked, ?Brer Possum?s Dilemma? on pp. 597-601.*

___ *READ: Meet the Writer ? Jackie Torrence on pp. 600-601.*

Module 25: Writing Workshop ? Expository Writing.

Objective

Use appropriate prewriting techniques to choose a character and develop a character analysis.

Develop a first draft, using prewriting notes and charts.

Use evaluate criteria as a basis for determining revision strategies.

Review your English skills.

Assignment

___ *READ AND COMPLETE: Writing Workshop: Expository Writing ? Character Analysis on pp. 602-607.*

___ *COMPLETE: Collection 5: Skills Review ? Literary Skills on pp. 608-609.*

___ *COMPLETE: Collection 5: Skills Review ? Vocabulary Skills on p. 610.*

___ *COMPLETE: Collection 5: Skills Review ? Writing Skills on p. 611.*

___ *READ ON: For Independent Reading on pp. 612-613.*

Module 26: Collection 6 ? Poetry: Sound and Sense.

Objective

Understand elements of poetry.

Use specific strategies to read and analyze a poem.

Analyze the characteristics of lyric poetry.

Use specific strategies to read a poem.

Analyze the characteristics of narrative poetry.

Analyze rhythm and meter.

Assignment

___ *READ AND COMPLETE: Elements of Literature ? Poetry on pp. 616-618.*

___ *READ AND COMPLETE: Reading Skills and Strategies on p. 619.*

___ *READ: ?Riding Lesson? on pp. 620-621.*

___ *COMPLETE: Practice the Strategy on p. 622-623.*

___ *READ: Meet the Writers ? Henry Taylor and Billy Collins on p. 623.*

___ *READ: Before You Read the Poem on p. 624.*

___ *READ: ?Valentine for Ernest Mann? on pp. 625-626.*

___ *READ: Meet the Writer ? Naomi Shihab Nye on p. 626.*

___ *COMPLETE: After You Read: Response and Analysis on p. 627.*

___ *READ: Before You Read the Poem on p. 628.*

___ *READ: ?Paul Revere?s Ride? on pp. 629-634.*

___ *READ: Meet the Writer ? Henry Wadsworth Longfellow on p. 634.*

___ *COMPLETE: After You Read: Response and Analysis on p. 635.*

Module 27: Collection 6 ? Poetry: Sound and Sense.

Objective

Analyze characteristics of different forms of poetry, including ballads.

Analyze characteristics of different types of poetry, including an epic and a mock-heroic poem.

Analyze summaries by comparing the original text with the summary.

Assignment

___ *READ: Before You Read the Poems on p. 636.*

___ *READ: ?The Cremation of Sam McGee? on pp. 637-641.*

___ *READ: Meet the Writer ? Robert W Service on p. 642.*

___ *READ: ?The Dying Cowboy? on p. 643.*

___ *READ: ?Maiden-Saving Sam? on p. 644.*

___ *COMPLETE: After You Read: Response and Analysis on pp. 645-646.*

___ *READ: Before You Read The Epic and the Poem on p. 647.*

___ *READ: ?Beowulf? on pp. 648-649.*

___ *READ: ?Casey at the Bat? on pp. 650-652.*

___ *READ: Meet the Writer ? Ernest Lawrence Thayer on p. 652.*

___ *COMPLETE: After You Read: Response and Analysis on p. 653.*

___ *READ AND COMPLETE: Informational Text: Understanding Summaries on pp. 654-656.*

Module 28: Collection 6 ? Poetry: Sound and Sense.

Objective

Analyze the characteristics of different forms of poetry, including an ode.

Analyze characteristics of different forms of poetry, including a sonnet.

Use a poem?s form to find its meaning.

Analyze characteristics of different forms of poetry, including an elegy and free verse.

Analyze an extended metaphor.

Analyze a summary of an informational text.

Assignment

___ *READ: Before You Read The Poems on p. 657.*

___ *READ: ?Ode to Thanks? on p. 658.*

___ *READ: ?Birdfoot?s Grampa? and ?Ode to a Toad? on p. 659.*

___ *READ: Meet the Writers ? Pablo Neruda and Joseph Bruchac on p. 660.*

___ *COMPLETE: After You Read: Response and Analysis on p. 661.*

___ *READ: Before You Read The Poem on p. 662.*

___ *READ: ?On the Grasshopper and the Cricket? on pp. 663-664.*

___ *READ: Meet the Writer ? John Keats on p. 664.*

___ *COMPLETE: After You Read: Response and Analysis on p. 665.*

___ *READ: Before You Read The Poem on p. 666.*

___ *READ: ?Oh Captain! My Captain!? on pp. 667-668.*

___ *READ: Meet the Writer ? Walt Whitman on p. 668.*

___ *COMPLETE: After You Read: Response and Analysis on p. 669.*

___ *READ: Before You Read The Poems on p. 670.*

___ *READ: ?I Hear America Singing? on p. 671.*

___ *READ: ?I, Too? on p. 672.*

___ *COMPLETE: After You Read: Response and Analysis on p. 673.*

___ *READ AND COMPLETE: Informational Text: Understanding a Summary on pp. 674-676.*

Module 29: Collection 6 ? Poetry: Sound and Sense.

Objective

Identify and analyze recurring themes across works; compare and contrast poems.

Write a comparison-contrast essay; write a thank-you note.

Assignment

___ *READ: Comparing Literature on p. 677.*

___ *READ: ?Grandma Ling? on pp. 679-680.*

___ *READ: Meet the Writer ? Amy Ling on p. 680.*

___ *COMPLETE: After You Read on p. 681.*

___ *READ: ?Legacy II? on pp. 682-683.*

___ *READ: Meet the Writer on p. 683.*

___ *COMPLETE: After You Read on p. 684.*

___ *COMPLETE: After You Read: Comparing on p. 685.*

___ *READ: No Questions Asked, ?The Naming of Cats? on pp. 686-687.*

___ *READ: Meet the Writer ? T.S. Eliot on p. 687.*

Module 30: Media Workshop ? Multimedia Presentation.

Objective

Use appropriate research and planning techniques to present a poetry reading.

Revise the introduction, plan the order of poems, include different types of media, and rehearse the presentation.

Reflect on and assess one?s poetry presentation.

Review your English skills.

Assignment

___ *READ AND COMPLETE: Media Workshop: Multimedia Presentation ? Poetry in Performance on pp. 688-693.*

___ *COMPLETE: Collection 6: Skills Review ? Literary Skills on pp. 694-695.*

___ *COMPLETE: Collection 6: Skills Review ? Informational Reading Skills on pp. 696-697.*

___ *COMPLETE: Collection 6: Skills Review ? Vocabulary Skills on p. 698.*

___ *COMPLETE: Collection 6: Skills Review ? Writing Skills on p. 699.*

___ *READ ON: For Independent Reading on pp. 700-701.*

Module 31: Collection 7 ? Literary Criticism: A Biographical Approach.

Objective

Analyze how a literary work reflects the attitudes and beliefs of its author.

Use a biographical approach to literary criticism.

Analyze the speaker; ask questions about historical or factual details in the story.

Verify word meanings by example; use contractions correctly.

Assignment

___ *READ AND COMPLETE: Elements of Literature ? Literary Criticism on pp. 704-705.*

___ *READ AND COMPLETE: Reading Skills and Strategies ? Taking a Biographical Approach to Literary Criticism on p. 706.*

___ *READ: ?Robert Frost? on pp. 707.*

___ *READ: ?Out, Out-? on pp. 708-709.*

___ *COMPLETE: Practice the Strategy on p. 710.*

___ *Read Before You Read the Short Story on p. 711.*

___ *READ: ?Ribbons? on pp. 712-721.*

___ *READ: Meet the Writer ? Laurence Yep on p. 721.*

___ *COMPLETE: After You Read: Response and Analysis on p. 722.*

___ *COMPLETE: After You Read: Vocabulary Development on p. 723.*

Module 32: Collection 7 ? Literary Criticism: A Biographical Approach.

Objective

Analyze unity and text structure.

Analyze context clues.

Analyze a writer?s background and understand the biographical approach to literary criticism; retell the story.

Use vocabulary words in context; understand contractions.

Assignment

___ *READ AND COMPLETE: Informational Text: Understanding Unity and Text Structure on pp. 724-727.*

___ *COMPLETE: After You Read: Vocabulary Development on p. 728.*

___ *READ: Before You Read The Short Story on p. 729.*

___ *READ: ?The Treasure of Lemon Brown? on pp. 730-739.*

___ *READ: Meet the Writer ? Walter Dean Myers on p. 739.*

___ *COMPLETE: After You Read: Response and Analysis on p. 740.*

___ *COMPLETE: After You Read: Vocabulary Development on p. 741.*

Module 33: Collection 7 ? Literary Criticism: A Biographical Approach.

Objective

Analyze the logic, coherence and consistency of informational texts.

Analyze universal themes across works; analyze idioms.

Assignment

___ *READ AND COMPLETE: Informational Text: Understanding Logic, Coherence and Consistency on pp. 742-745.*

___ *COMPLETE: After You Read: Vocabulary Development on p. 746.*

___ *READ: Before You Read The Short Story on p. 747.*

___ *READ: ?A Smart Cookie? and ?Bien Aguila? on pp. 748-749.*

___ *READ: Meet the Write ? Sandra Cisneros on p. 750.*

___ *COMPLETE: After You Read: Response and Analysis on p. 751.*

___ *COMPLETE: After You Read: Vocabulary Development on p. 752.*

Module 34: Collection 7 ? Literary Criticism: A Biographical Approach.

Objective

Analyze an epilogue; read a dialogue.

Evaluate the plot?s structure and development, and the way conflicts are resolved.

Compare and contrast stories.

Write a comparison-contrast essay; evaluate oral history; write a persuasive essay.

Assignment

___ *READ: Before You Read The Poem on p. 753.*

___ *READ: ?Saying Yes? on pp. 754-756.*

___ *READ: Meet the Writer ? Diana Chang on p. 756.*

___ *COMPLETE: After You Read: Response and Analysis on p. 757.*

___ *READ: Comparing Literature on p. 758.*

___ *READ: ?The Medicine Bag? on pp. 759-771.*

___ *READ: Meet the Writer ? Virginia Driving Hawk Sneve on p. 771.*

___ *COMPLETE: After You Read on p. 772.*

___ *READ: ?An Hour with Abuelo? on pp. 773-779.*

___ *READ: Meet the Writer ? Judit Ortiz Cofer on p. 779.*

___ *COMPLETE: After You Read on p. 780.*

___ *COMPLETE: After You Read: Comparing on p. 781.*

___ *READ: No Questions Asked, ?The Old Grandfather and His Little Grandson on pp. 782-783.*

Module 35: Writing Workshop ? Narrative Writing.

Objective

Use appropriate prewriting and drafting skills to create a short story.

Revise the short story to establish characters, setting, and conflict; build to a climax, and arrive at a final resolution.

Reflect on and assess one?s short story and writing process.

Review your English skills.

Assignment

___ *READ AND COMPLETE: Writing Workshop: Narrative Writing ? Short Story on pp. 784-789.*

___ *COMPLETE: Collection 7: Skills Review ? Literary Skills on pp. 790-791.*

___ *COMPLETE: Collection 7: Skills Review ? Informational Reading Skills on pp. 792-793.*

___ *COMPLETE: Collection 7: Skills Review ? Vocabulary Skills on p. 794.*

___ *COMPLETE: Collection 7: Skills Review ? Writing Skills on p. 495.*

___ *READ ON: For Independent Reading on pp. 796-797.*

Module 36: Collection 8 ? Reading for Life.

Objective

Understand the function of work place documents, public documents, and consumer documents.

Use specific strategies for reading informational texts.

Analyze information from documents to solve a problem.

Compare and contrast features of consumer materials.

Analyze technical directions.

Assignment

___ *READ AND COMPLETE: Reading Informational Texts ? Documents for Life on pp. 800-802.*

___ *READ AND COMPLETE: Reading Skills and Strategies on p. 803.*

___ *READ: ?Tools of the Trade? on pp. 804-807.*

___ *COMPLETE: Practice the Strategy on p. 808.*

___ *READ AND COMPLETE: informational Text ? Using Documents to Solve a Problem on pp. 809-817.*

___ *READ AND COMPLETE: Informational Text ? Understanding Consumer Materials on pp. 818-827.*

___ *READ AND COMPLETE: Informational Text ? Understanding Technical Directions on pp. 828-834.*

Module 37: Collection 8 ? Reading for Life.

Objective

Use appropriate prewriting and drafting skills to create a problem solution essay.

Review the problem solution essay by clearly stating the problem, providing supporting evidence, considering opposing opinions and adjusting the tone.

Reflect on and assess one?s writing process and problem solution essay.

Assignment

___ *READ AND COMPLETE: Writing Workshop: Persuasive Writing ? Problem-Solution Essay on pp. 835-840.*

___ *COMPLETE: Collection 8: Skills Review ? Writing Skills on p. 841.*

___ *READ ON: For Independent Reading on pp. 842-843.*

Course Curriculum

THE LEARNING CHOICE ACADEMY

HS - TLC California Integrated Math 1 - Houghton Mifflin Harcourt Publishing Company (2015)

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Module 1: Quantitative Reasoning

Objective

Solve Equations.

Model Quantities.

Report with Precision and Accuracy.

Assignment

___ *Complete Beginning-of-Year Test.*

___ *Complete Unit 1 Reading Start-Up.*

___ *Complete Module 1 Are You Ready?*

___ *Complete Lesson 1.1 Engage Essential Question.*

___ *Complete Lesson 1.1 Explore Solving Equations by Guess-and-Check or by Working Backward.*

___ *Complete Lesson 1.1 Explain Solving One-Variable Two-Step Equations.*

___ *Complete Lesson 1.1 Explain Solving Equations to Define a Unit.*

___ *Complete Lesson 1.1 Elaborate.*

___ *Complete Lesson 1.1 Evaluation.*

___ *Complete Lesson 1.1 Performance Task.*

___ *Complete Lesson 1.2 Engage Essential Question.*

___ *Complete Lesson 1.2 Explore Using Ratios and Proportions to Solve Problems.*

___ *Complete Lesson 1.2 Explain Using Scale Drawings and Models to Solve Problems.*

___ *Complete Lesson 1.2 Explain Using Dimensional Analysis to Convert Measurements.*

___ *Complete Lesson 1.2 Explain Graphing a Proportional Relationship.*

___ *Complete Lesson 1.2 Elaborate.*

___ *Complete Lesson 1.2 Evaluation.*

___ *Complete Lesson 1.2 Performance Task.*

___ *Complete Lesson 1.3 Engage Essential Question.*

___ *Complete Lesson 1.3 Explore Comparing Precision of Measurements.*

___ *Complete Lesson 1.3 Explain Determining Precision of Calculated Measurements.*

___ *Complete Lesson 1.3 Explain Identifying Significant Digits.*

___ *Complete Lesson 1.3 Explain Using Significant Digits in Calculated Measurements.*

___ *Complete Lesson 1.3 Explain Using Significant Digits in Estimation.*

___ *Complete Lesson 1.3 Elaborate.*

___ *Complete Lesson 1.3 Evaluation.*

___ *Complete Lesson 1.3 Performance Task.*

___ *Complete Module 1 Study Guide Review.*

___ *Complete Module 1 Performance Task.*

___ *Complete Module 1 Ready to Go On?*

___ *Complete Module 1 Assessment Readiness.*

Standard

___ *//9-12/Mathematics/Unit I/Reasoning with Equations and Inequalities/A.REI.1*

___ *//9-12/Mathematics/Algebra I/Quantities/N.Q.1*

___ *//9-12/Mathematics/Algebra I/Quantities/N.Q.2*

___ *//9-12/Mathematics/Algebra I/Quantities/N.Q.3*

Module 2: Algebraic Models

Objective

Model with Expressions.

Create and Solve Equations.

Solve for a Variable.

Create and Solve Inequalities.

Create and Solve Compound Inequalities.

Assignment

___ *Complete Module 2 Are You Ready?*

___ *Complete Lesson 2.1 Engage Essential Question.*

___ *Complete Lesson 2.1 Explore Interpreting Parts of an Expression.*

___ *Complete Lesson 2.1 Explain Interpreting Algebraic Expressions in Context.*

___ *Complete Lesson 2.1 Explain Comparing Algebraic Expressions.*

___ *Complete Lesson 2.1 Explain Modeling Expressions in Context.*

___ *Complete Lesson 2.1 Elaborate.*

___ *Complete Lesson 2.1 Evaluation.*

___ *Complete Lesson 2.1 Performance Task.*

___ *Complete Lesson 2.2 Engage Essential Question.*

___ *Complete Lesson 2.2 Explore Creating Equations from Verbal Descriptions.*

___ *Complete Lesson 2.2 Explain Creating and Solving Equations Using the Distributive Property.*

___ *Complete Lesson 2.2 Explain Creating and Solving Equations with Variables on Both Sides.*

___ *Complete Lesson 2.2 Explain Constructing Equations from an Organized Table.*

___ *Complete Lesson 2.2 Elaborate.*

___ *Complete Lesson 2.2 Evaluation.*

___ *Complete Lesson 2.2 Performance Task.*

___ *Complete Lesson 2.3 Engage Essential Question.*

___ *Complete Lesson 2.3 Explore Rearranging Mathematical Formulas.*

___ *Complete Lesson 2.3 Explain Rearranging Scientific Formulas.*

___ *Complete Lesson 2.3 Explain Rearranging Literal Equations.*

___ *Complete Lesson 2.3 Elaborate.*

___ *Complete Lesson 2.3 Evaluation.*

___ *Complete Lesson 2.3 Performance Task.*

___ *Complete Lesson 2.4 Engage Essential Question.*

___ *Complete Lesson 2.4 Explore Creating Inequalities from Verbal Descriptions.*

___ *Complete Lesson 2.4 Explain Creating and Solving Inequalities Involving the Distributive Property.*

___ *Complete Lesson 2.4 Explain Creating and Solving Inequalities with Variables on Both Sides.*

___ *Complete Lesson 2.4 Elaborate.*

___ *Complete Lesson 2.4 Evaluation.*

___ *Complete Lesson 2.4 Performance Task.*

___ *Complete Lesson 2.5 Engage Essential Question.*

___ *Complete Lesson 2.5 Explore Truth Table and Compound Statements.*

___ *Complete Lesson 2.5 Explain Solving Compound Inequalities Involving AND.*

___ *Complete Lesson 2.5 Explain Solving Compound Inequalities Involving OR.*

___ *Complete Lesson 2.5 Explain Creating Compound Inequalities from Graphs.*

___ *Complete Lesson 2.5 Explain Expressing Acceptable Levels with Compound Inequalities.*

___ *Complete Lesson 2.5 Elaborate.*

___ *Complete Lesson 2.5 Evaluation.*

___ *Complete Lesson 2.5 Performance Task.*

___ *Complete Module 2 Study Guide Review.*

___ *Complete Module 2 Performance Task.*

___ *Complete Module 2 Ready to Go On?*

___ *Complete Module 2 Assessment Readiness.*

___ *Complete Unit 1 Assessment Readiness.*

___ *Complete Unit 1 Math In Careers.*

___ *Complete Unit 1 Test.*

Standard

___ *//9-12/Mathematics/Unit I/Seeing Structure in Expressions/A.SSE.1a*

___ *//9-12/Mathematics/Algebra I/Quantities/N.Q.2*

___ *//9-12/Mathematics/Algebra I/Creating Equations/A.CED.1*

___ *//9-12/Mathematics/Algebra I/Creating Equations/A.CED.3*

___ *//9-12/Mathematics/Algebra I/Creating Equations/A.CED.4*

___ *//9-12/Mathematics/Algebra I/Reasoning with Equations and Inequalities/A.REI.3*

Module 3: Functions and Models

Objective

Graph Relationships.

Understand Relations and Functions.

Model with Functions.

Graph Functions.

Assignment

___ *Complete Unit 2 Reading Start-Up.*

___ *Complete Module 3 Are You Ready?*

___ *Complete Lesson 3.1 Engage Essential Question.*

___ *Complete Lesson 3.1 Explore Interpreting Graphs.*

___ *Complete Lesson 3.1 Explain Relating Graphs to Situations.*

___ *Complete Lesson 3.1 Explain Sketching Graphs of Situations.*

___ *Complete Lesson 3.1 Elaborate.*

___ *Complete Lesson 3.1 Evaluation.*

___ *Complete Lesson 3.1 Performance Task.*

___ *Complete Lesson 3.2 Engage Essential Question.*

___ *Complete Lesson 3.2 Explore Understanding Relations.*

___ *Complete Lesson 3.2 Explain Recognizing Functions.*

___ *Complete Lesson 3.2 Explain Understanding the Vertical Line Test.*

___ *Complete Lesson 3.2 Elaborate.*

___ *Complete Lesson 3.2 Evaluation.*

___ *Complete Lesson 3.2 Performance Task.*

___ *Complete Lesson 3.3 Engage Essential Question.*

___ *Complete Lesson 3.3 Explore Identifying Independent and Dependent Variables.*

___ *Complete Lesson 3.3 Explore Applying Function Notation.*

___ *Complete Lesson 3.3 Explain Modeling Using Function Notation.*

___ *Complete Lesson 3.3 Explain Choosing a Reasonable Domain and Range.*

___ *Complete Lesson 3.3 Elaborate.*

___ *Complete Lesson 3.3 Evaluation.*

___ *Complete Lesson 3.3 Performance Task.*

___ *Complete Lesson 3.4 Engage Essential Question.*

___ *Complete Lesson 3.4 Explore Graphing Functions Using a Given Domain.*

___ *Complete Lesson 3.4 Explain Graphing Functions Using a Domain of All Real Numbers.*

___ *Complete Lesson 3.4 Explain Using a Graph to Find Values.*

___ *Complete Lesson 3.4 Explain Modeling Using a Function Graph.*

___ *Complete Lesson 3.4 Elaborate.*

___ *Complete Lesson 3.4 Evaluation.*

___ *Complete Lesson 3.4 Performance Task.*

___ *Complete Module 3 Assessment Readiness.*

Standard

___ *//9-12/Mathematics/Unit I/Interpreting Functions/F.IF.1*

___ *//9-12/Mathematics/Unit I/Interpreting Functions/F.IF.2*

___ *//9-12/Mathematics/Unit I/Interpreting Functions/F.IF.4*

___ *//9-12/Mathematics/Unit II/Creating Equations/A.CED.2*

Module 4: Patterns and Sequences

Objective

Identify and Graph Sequences.

Construct Arithmetic Sequences.

Model with Arithmetic Sequences.

Assignment

___ *Complete Module 4 Are You Ready?*

___ *Complete Lesson 4.1 Engage Essential Question.*

___ *Complete Lesson 4.1 Explore Understanding Sequences.*

___ *Complete Lesson 4.1 Explain Generating Sequences Using an Explicit Rule.*

___ *Complete Lesson 4.1 Explain Generating Sequences Using a Recursive Rule.*

___ *Complete Lesson 4.1 Explain Constructing and Graphing Sequences.*

___ *Complete Lesson 4.1 Elaborate.*

___ *Complete Lesson 4.1 Evaluation.*

___ *Complete Lesson 4.1 Performance Task.*

___ *Complete Lesson 4.2 Engage Essential Question.*

___ *Complete Lesson 4.2 Explore Exploring Arithmetic Sequences.*

___ *Complete Lesson 4.2 Explain Constructing Rules for Arithmetic Sequences.*

___ *Complete Lesson 4.2 Explain Using a General Form to Construct Rules for Arithmetic Sequences.*

___ *Complete Lesson 4.2 Explain Relating Arithmetic Sequences and Functions.*

___ *Complete Lesson 4.2 Elaborate.*

___ *Complete Lesson 4.2 Evaluation.*

___ *Complete Lesson 4.2 Performance Task.*

___ *Complete Lesson 4.3 Engage Essential Question.*

___ *Complete Lesson 4.3 Explore Interpreting Models of Arithmetic Sequences.*

___ *Complete Lesson 4.3 Explain Modeling Arithmetic Sequences from a Table.*

___ *Complete Lesson 4.3 Explain Modeling Arithmetic Sequences from a Graph.*

___ *Complete Lesson 4.3 Explain Modeling Arithmetic Sequences from a Description.*

___ *Complete Lesson 4.3 Elaborate.*

___ *Complete Lesson 4.3 Evaluation.*

___ *Complete Lesson 4.3 Performance Task.*

___ *Complete Module 4 Study Guide Review.*

___ *Complete Module 4 Performance Task.*

___ *Complete Module 4 Ready to Go On?*

___ *Complete Module 4 Assessment Readiness.*

___ *Complete Unit 2 Assessment Readiness.*

___ *Complete Unit 2 Math In Careers.*

___ *Complete Unit 2 Test.*

Standard

___ *//9-12/Mathematics/Unit I/Interpreting Functions/F.IF.3*

___ *//9-12/Mathematics/Unit I/Building Functions/F.BF.1a*

___ *//9-12/Mathematics/Unit I/Building Functions/F.BF.2*

___ *//9-12/Mathematics/Unit I/Linear, Quadratic, and Exponential Models/F.LE.1b*

___ *//9-12/Mathematics/Unit I/Linear, Quadratic, and Exponential Models/F.LE.2*

Module 5: Linear Functions

Objective

Understand Linear Functions.

Use Intercepts.

Interpret Rate of Change and Slope.

Assignment

___ *Complete Unit 3 Reading Start-Up.*

___ *Complete Module 5 Are You Ready?*

___ *Complete Lesson 5.1 Engage Essential Question.*

___ *Complete Lesson 5.1 Explore Recognizing Linear Functions.*

___ *Complete Lesson 5.1 Explore Proving Linear Functions Grow by Equal Differences Over Equal Intervals.*

___ *Complete Lesson 5.1 Explain Graphing Linear Functions Given in Standard Form.*

___ *Complete Lesson 5.1 Explain Modeling with Linear Functions.*

___ *Complete Lesson 5.1 Elaborate.*

___ *Complete Lesson 5.1 Evaluation.*

___ *Complete Lesson 5.1 Performance Task.*

___ *Complete Lesson 5.2 Engage Essential Question.*

___ *Complete Lesson 5.2 Explore Identifying Intercepts.*

___ *Complete Lesson 5.2 Explain Determining Intercepts of Linear Equations.*

___ *Complete Lesson 5.2 Explain Interpreting Intercepts of Linear Equations.*

___ *Complete Lesson 5.2 Explain Graphing Linear Equations Using Intercepts.*

___ *Complete Lesson 5.2 Elaborate.*

___ *Complete Lesson 5.2 Evaluation.*

___ *Complete Lesson 5.2 Performance Task.*

___ *Complete Lesson 5.3 Engage Essential Question.*

___ *Complete Lesson 5.3 Explore Determining Rates of Change.*

___ *Complete Lesson 5.3 Explain Determining the Slope of a Line.*

___ *Complete Lesson 5.3 Explain Determining Slope Using the Slope Formula.*

___ *Complete Lesson 5.3 Explain Interpreting Slope.*

___ *Complete Lesson 5.3 Elaborate.*

___ *Complete Lesson 5.3 Evaluation.*

___ *Complete Lesson 5.3 Performance Task.*

___ *Complete Module 5 Study Guide Review.*

___ *Complete Module 5 Performance Task.*

___ *Complete Module 5 Ready to Go On?*

___ *Complete Module 5 Assessment Readiness.*

Standard

___ *//9-12/Mathematics/Unit I/Linear, Quadratic, and Exponential Models/F.LE.1a*

___ *//9-12/Mathematics/Unit I/Linear, Quadratic, and Exponential Models/F.LE.1b*

___ *//9-12/Mathematics/Unit I/Linear, Quadratic, and Exponential Models/F.LE.2*

___ *//9-12/Mathematics/Unit I/Linear, Quadratic, and Exponential Models/F.LE.5*

___ *//9-12/Mathematics/Algebra/Reasoning with Equations and Inequalities/A.REI.10*

___ *//9-12/Mathematics/Algebra I/Interpreting Functions/F.IF.4*

___ *//9-12/Mathematics/Algebra I/Interpreting Functions/F.IF.6*

___ *//9-12/Mathematics/Algebra I/Interpreting Functions/F.IF.7a*

Module 6: Forms of Linear Equations

Objective

Slope-Intercept Form.

Point-Slope Form.

Standard Form.

Transform Linear Functions.

Compare Properties of Linear Functions.

Assignment

___ *Complete Module 6 Are You Ready?*

___ *Complete Lesson 6.1 Engage Essential Question.*

___ *Complete Lesson 6.1 Explore Graphing Lines Given Slope and y-Intercept.*

___ *Complete Lesson 6.1 Explain Creating Linear Equations in Slope-Intercept Form.*

___ *Complete Lesson 6.1 Explain Graphing from Slope-Intercept Form.*

___ *Complete Lesson 6.1 Explain Determining Solutions of Equations in Two Variables.*

___ *Complete Lesson 6.1 Elaborate.*

___ *Complete Lesson 6.1 Evaluation.*

___ *Complete Lesson 6.1 Performance Task.*

___ *Complete Lesson 6.2 Engage Essential Question.*

___ *Complete Lesson 6.2 Explore Deriving Point-Slope Form.*

___ *Complete Lesson 6.2 Explain Creating Linear Equations Given Slope and a Point.*

___ *Complete Lesson 6.2 Explain Creating Linear Models Given Slope and a Point.*

___ *Complete Lesson 6.2 Explain Creating Linear Equations Given Two Points.*

___ *Complete Lesson 6.2 Explain Creating Linear Models Given Two Points.*

___ *Complete Lesson 6.2 Elaborate.*

___ *Complete Lesson 6.2 Evaluation.*

___ *Complete Lesson 6.2 Performance Task.*

___ *Complete Lesson 6.3 Engage Essential Question.*

___ *Complete Lesson 6.3 Explore Comparing Forms of Linear Equations.*

___ *Complete Lesson 6.3 Explain Creating Linear Equations in Standard Form Given Slope and a Point.*

___ *Complete Lesson 6.3 Explain Creating Linear Equations in Standard Form Given Two Points.*

___ *Complete Lesson 6.3 Explain Creating Linear Models in Standard Form.*

___ *Complete Lesson 6.3 Elaborate.*

___ *Complete Lesson 6.3 Evaluation.*

___ *Complete Lesson 6.3 Performance Task.*

___ *Complete Lesson 6.4 Engage Essential Question.*

___ *Complete Lesson 6.4 Explore Building New Linear Functions by Translating.*

___ *Complete Lesson 6.4 Explore Building New Linear Functions by Stretching, Shrinking, or Reflecting.*

___ *Complete Lesson 6.4 Explore Understanding Function Families.*

___ *Complete Lesson 6.4 Explain Interpreting Parameter Changes in Linear Models.*

___ *Complete Lesson 6.4 Elaborate.*

___ *Complete Lesson 6.4 Evaluation.*

___ *Complete Lesson 6.4 Performance Task.*

___ *Complete Lesson 6.5 Engage Essential Question.*

___ *Complete Lesson 6.5 Explore Comparing Properties of Linear Functions Given Algebra and a Description.*

___ *Complete Lesson 6.5 Explain Comparing Properties of Linear Functions Given Algebra and a Table.*

___ *Complete Lesson 6.5 Explain Comparing Properties of Linear Functions Given a Graph and a Description.*

___ *Complete Lesson 6.5 Elaborate.*

___ *Complete Lesson 6.5 Evaluation.*

___ *Complete Lesson 6.5 Performance Task.*

___ *Complete Module 6 Study Guide Review.*

___ *Complete Module 6 Performance Task.*

___ *Complete Module 6 Ready to Go On?*

___ *Complete Module 6 Assessment Readiness.*

Standard

___ *//9-12/Mathematics/Unit I/Creating Equations/A.CED.2*

___ *//9-12/Mathematics/Unit I/Reasoning with Equations and Inequalities/A.REI.10*

___ *//9-12/Mathematics/Unit I/Interpreting Functions/F.IF.7a*

___ *//9-12/Mathematics/Unit I/Interpreting Functions/F.IF.9*

___ *//9-12/Mathematics/Unit I/Building Functions/F.BF.3*

___ *//9-12/Mathematics/Unit I/Linear, Quadratic, and Exponential Models/F.LE.5*

Module 7: Linear Equations and Inequalities

Objective

Model Linear Relationships.

Use Functions to Solve One-Variable Equations.

Linear Inequalities in Two Variables.

Assignment

___ *Complete Module 7 Are You Ready?*

___ *Complete Lesson 7.1 Engage Essential Question.*

___ *Complete Lesson 7.1 Explore Modeling Linear Relationships with Slope-Intercept Form.*

___ *Complete Lesson 7.1 Explain Creating and Interpreting Linear Models.*

___ *Complete Lesson 7.1 Elaborate.*

___ *Complete Lesson 7.1 Evaluation.*

___ *Complete Lesson 7.1 Performance Task.*

___ *Complete Lesson 7.2 Engage Essential Question.*

___ *Complete Lesson 7.2 Explore Creating Functions to Solve One-Variable Equations.*

___ *Complete Lesson 7.2 Explain Using Intersections to Determine Approximate Solutions to One-Variable Equations.*

___ *Complete Lesson 7.2 Explain Using Intercepts to Determine Approximate Solutions to One-Variable Equations.*

___ *Complete Lesson 7.2 Elaborate.*

___ *Complete Lesson 7.2 Evaluation.*

___ *Complete Lesson 7.2 Performance Task.*

___ *Complete Lesson 7.3 Engage Essential Question.*

___ *Complete Lesson 7.3 Explore Graphing Linear Inequalities Involving $=$ or $=$.*

___ *Complete Lesson 7.3 Explain Graphing Linear Inequalities Involving $<$ or $>$.*

___ *Complete Lesson 7.3 Explain Creating Models with Linear Inequalities.*

___ *Complete Lesson 7.3 Elaborate.*

___ *Complete Lesson 7.3 Evaluation.*

___ *Complete Lesson 7.3 Performance Task.*

___ *Complete Module 7 Study Guide Review.*

___ *Complete Module 7 Performance Task.*

___ *Complete Module 7 Ready to Go On?*

___ *Complete Module 7 Assessment Readiness.*

___ *Complete Unit 3 Assessment Readiness.*

___ *Complete Unit 3 Math In Careers.*

___ *Complete Unit 3 Test.*

___ *Complete Benchmark Test 1 Modules 1-7.*

Standard

___ *//9-12/Mathematics/Unit I/Quantities/N.Q.1*

___ *//9-12/Mathematics/Unit I/Creating Equations/A.CED.3*

___ *//9-12/Mathematics/Unit I/Reasoning with Equations and Inequalities/A.REI.11*

___ *//9-12/Mathematics/Unit I/Reasoning with Equations and Inequalities/A.REI.12*

___ *//9-12/Mathematics/Unit I/Interpreting Categorical and Quantitative Data/S.ID.7*

___ *//9-12/Mathematics/Unit II/Building Functions/F.BF.1a*

Module 8: Multi-Variable Categorical Data

Objective

Two-Way Frequency Tables.

Relative Frequency.

Assignment

___ *Complete Unit 4 Reading Start-Up.*

___ *Complete Module 8 Are You Ready?*

___ *Complete Lesson 8.1 Engage Essential Question.*

___ *Complete Lesson 8.1 Explore Categorical Data and Frequencies.*

___ *Complete Lesson 8.1 Explain Constructing Two-Way Frequency Tables.*

___ *Complete Lesson 8.1 Explain Reading Two-Way Frequency Tables.*

___ *Complete Lesson 8.1 Elaborate.*

___ *Complete Lesson 8.1 Evaluation.*

___ *Complete Lesson 8.1 Performance Task.*

___ *Complete Lesson 8.2 Engage Essential Question.*

___ *Complete Lesson 8.2 Explore Relative Frequencies.*

___ *Complete Lesson 8.2 Explain Two-Way Relative Frequency Tables.*

___ *Complete Lesson 8.2 Explain Conditional Relative Frequencies.*

___ *Complete Lesson 8.2 Explain Finding Possible Associations.*

___ *Complete Lesson 8.2 Elaborate.*

___ *Complete Lesson 8.2 Evaluation.*

___ *Complete Lesson 8.2 Performance Task.*

___ *Complete Module 8 Study Guide Review.*

___ *Complete Module 8 Performance Task.*

___ *Complete Module 8 Ready to Go On?*

___ *Complete Module 8 Assessment Readiness.*

Standard

___ *//9-12/Mathematics/Unit I/Interpreting Categorical and Quantitative Data/S.ID.5*

Module 9: One-Variable Data Distributions

Objective

Measures of Center and Spread.

Data Distributions and Outliers.

Histograms and Box Plots.

Normal Distributions.

Assignment

___ *Complete Module 9 Are You Ready?*

___ *Complete Lesson 9.1 Engage Essential Question.*

___ *Complete Lesson 9.1 Explore Exploring Data.*

___ *Complete Lesson 9.1 Explain Measures of Center: Mean and Median.*

___ *Complete Lesson 9.1 Explain Measures of Spread: Range and IQR.*

___ *Complete Lesson 9.1 Explain Measures of Spread: Standard Deviation.*

___ *Complete Lesson 9.1 Elaborate.*

___ *Complete Lesson 9.1 Evaluation.*

___ *Complete Lesson 9.1 Performance Task.*

___ *Complete Lesson 9.2 Engage Essential Question.*

___ *Complete Lesson 9.2 Explore Using Dot Plots to Display Data.*

___ *Complete Lesson 9.2 Explain the Effects of an Outlier in a Data Set.*

___ *Complete Lesson 9.2 Explain Comparing Data Sets.*

___ *Complete Lesson 9.2 Explain Comparing Data Distributions.*

___ *Complete Lesson 9.2 Elaborate.*

___ *Complete Lesson 9.2 Evaluation.*

___ *Complete Lesson 9.2 Performance Task.*

___ *Complete Lesson 9.3 Engage Essential Question.*

___ *Complete Lesson 9.3 Explore Understanding Histograms.*

___ *Complete Lesson 9.3 Explain Creating Histograms.*

___ *Complete Lesson 9.3 Explain Estimating from Histograms.*

___ *Complete Lesson 9.3 Explain Constructing Box Plots.*

___ *Complete Lesson 9.3 Explain Comparing Box Plots.*

___ *Complete Lesson 9.3 Elaborate.*

___ *Complete Lesson 9.3 Evaluation.*

___ *Complete Lesson 9.3 Performance Task.*

___ *Complete Lesson 9.4 Engage Essential Question.*

___ *Complete Lesson 9.4 Explore Investigating Symmetric Distributions.*

___ *Complete Lesson 9.4 Explore Investigating Symmetric Relative Frequency Histograms.*

___ *Complete Lesson 9.4 Explain Using Properties of Normal Distributions.*

___ *Complete Lesson 9.4 Explain Estimating Probabilities in Approximately Normal Distributions.*

___ *Complete Lesson 9.4 Elaborate.*

___ *Complete Lesson 9.4 Evaluation.*

___ *Complete Lesson 9.4 Performance Task.*

___ *Complete Module 9 Study Guide Review.*

___ *Complete Module 9 Performance Task.*

___ *Complete Module 9 Ready to Go On?*

___ *Complete Module 9 Assessment Readiness.*

Standard

___ *//9-12/Mathematics/Unit I/Interpreting Categorical and Quantitative Data/S.ID.1*

___ *//9-12/Mathematics/Unit I/Interpreting Categorical and Quantitative Data/S.ID.2*

___ *//9-12/Mathematics/Unit I/Interpreting Categorical and Quantitative Data/S.ID.3*

___ *//9-12/Mathematics/Algebra I/Quantities/N.Q.1*

Module 10: Linear Modeling and Regression

Objective

Scatter Plots and Trend Lines.

Fitting a Linear Model to Data.

Assignment

___ *Complete Module 10 Are You Ready?*

___ *Complete Lesson 10.1 Engage Essential Question.*

___ *Complete Lesson 10.1 Explore Describing How Variables are Related to Scatter Plots.*

___ *Complete Lesson 10.1 Explain Estimating the Correlations Coefficient of a Linear Fit.*

___ *Complete Lesson 10.1 Explain Fitting Linear Functions to Data.*

___ *Complete Lesson 10.1 Explain Using Linear Functions Fitted to Data to Solve Problems.*

___ *Complete Lesson 10.1 Explain Distinguishing Between Correlations and Causation.*

___ *Complete Lesson 10.1 Elaborate.*

___ *Complete Lesson 10.1 Evaluation.*

___ *Complete Lesson 10.1 Performance Task.*

___ *Complete Lesson 10.2 Engage Essential Question.*

___ *Complete Lesson 10.2 Explore Plotting and Analyzing Residuals.*

___ *Complete Lesson 10.2 Explore Analyzing Squared Residuals.*

___ *Complete Lesson 10.2 Explain Assessing the Fit of Linear Functions from Residuals.*

___ *Complete Lesson 10.2 Explain Performing Linear Regression.*

___ *Complete Lesson 10.2 Elaborate.*

___ *Complete Lesson 10.2 Evaluation.*

___ *Complete Lesson 10.2 Performance Task.*

___ *Complete Module 10 Study Guide Review.*

___ *Complete Module 10 Performance Task.*

___ *Complete Module 10 Ready to Go On?*

___ *Complete Module 10 Assessment Readiness.*

___ *Complete Unit 4 Assessment Readiness.*

___ *Complete Unit 4 Math In Careers.*

___ *Complete Unit 4 Test.*

Standard

___ *//9-12/Mathematics/Unit I/Interpreting Categorical and Quantitative Data/S.ID.6a*

___ *//9-12/Mathematics/Unit I/Interpreting Categorical and Quantitative Data/S.ID.6b*

___ *//9-12/Mathematics/Unit I/Interpreting Categorical and Quantitative Data/S.ID.6c*

___ *//9-12/Mathematics/Unit I/Interpreting Categorical and Quantitative Data/S.ID.7*

___ *//9-12/Mathematics/Unit I/Interpreting Categorical and Quantitative Data/S.ID.8*

___ *//9-12/Mathematics/Unit I/Interpreting Categorical and Quantitative Data/S.ID.9*

___ *//9-12/Mathematics/Algebra I/Linear, Quadratic, and Exponential Models/F.LE.5*

Module 11: Solving Systems of Linear Equations

Objective

Solve Linear Systems by Graphing.

Solve Linear Systems by Substitution.

Solve Linear Systems by Adding or Subtracting.

Solve Linear Systems by Multiplying First.

Assignment

___ *Complete Unit 5 Reading Start-Up.*

___ *Complete Module 11 Are You Ready?*

___ *Complete Lesson 11.1 Engage Essential Question.*

___ *Complete Lesson 11.1 Explore Types of Systems of Linear Equations.*

___ *Complete Lesson 11.1 Explain Solving Consistent, Independent Linear Systems by Graphing.*

___ *Complete Lesson 11.1 Explain Solving Special Linear Systems by Graphing.*

___ *Complete Lesson 11.1 Explain Estimating Solutions of Linear Systems by Graphing.*

___ *Complete Lesson 11.1 Explain Interpreting Graphs of Linear Systems to Solve Problems.*

___ *Complete Lesson 11.1 Elaborate.*

___ *Complete Lesson 11.1 Evaluation.*

___ *Complete Lesson 11.1 Performance Task.*

___ *Complete Lesson 11.2 Engage Essential Question.*

___ *Complete Lesson 11.2 Explore Exploring the Substitution Method of Solving Linear Systems.*

___ *Complete Lesson 11.2 Explain Solving Consistent, Independent Linear Systems by Substitution.*

___ *Complete Lesson 11.2 Explain Solving Special Linear Systems by Substitution.*

___ *Complete Lesson 11.2 Explain Solving Linear System Models by Substitution.*

___ *Complete Lesson 11.2 Elaborate.*

___ *Complete Lesson 11.2 Evaluation.*

___ *Complete Lesson 11.2 Performance Task.*

___ *Complete Lesson 11.3 Engage Essential Question.*

___ *Complete Lesson 11.3 Explore Exploring the Effects of Adding Equations.*

___ *Complete Lesson 11.3 Explain Solving Linear Systems by Adding or Subtracting.*

___ *Complete Lesson 11.3 Explain Solving Special Linear Systems by Adding or Subtracting.*

___ *Complete Lesson 11.3 Explain Solving Linear System Models by Adding or Subtracting.*

___ *Complete Lesson 11.3 Elaborate.*

___ *Complete Lesson 11.3 Evaluation.*

___ *Complete Lesson 11.3 Performance Task.*

___ *Complete Lesson 11.4 Engage Essential Question.*

___ *Complete Lesson 11.4 Explore Understanding Linear Systems Multiplication.*

___ *Complete Lesson 11.4 Explore Proving the Elimination Method with Multiplication.*

___ *Complete Lesson 11.4 Explain Solving Linear Systems By Multiplying First.*

___ *Complete Lesson 11.4 Explain Solving Linear System Models By Multiplying First.*

___ *Complete Lesson 11.4 Elaborate.*

___ *Complete Lesson 11.4 Evaluation.*

___ *Complete Lesson 11.4 Performance Task.*

___ *Complete Module 11 Study Guide Review.*

___ *Complete Module 11 Performance Task.*

___ *Complete Module 11 Ready to Go On?*

___ *Complete Module 11 Assessment Readiness.*

Standard

___ *//9-12/Mathematics/Unit I/Reasoning with Equations and Inequalities/A.REI.5*

___ *//9-12/Mathematics/Unit I/Reasoning with Equations and Inequalities/A.REI.6.*

Module 12: Modeling with Linear Systems

Objective

Create Systems of Linear Equations.

Graph Systems of Linear Inequalities.

Model with Linear Systems.

Assignment

___ *Complete Module 12 Are You Ready?*

___ *Complete Lesson 12.1 Engage Essential Question.*

___ *Complete Lesson 12.1 Explore Creating Linear System Models by Changing Parameters.*

___ *Complete Lesson 12.1 Explain Creating Linear System Models from Verbal Descriptions.*

___ *Complete Lesson 12.1 Explain Creating Linear System Models from Tables.*

___ *Complete Lesson 12.1 Explain Creating Linear System Models from Graphs.*

___ *Complete Lesson 12.1 Elaborate.*

___ *Complete Lesson 12.1 Evaluation.*

___ *Complete Lesson 12.1 Performance Task.*

___ *Complete Lesson 12.2 Engage Essential Question.*

___ *Complete Lesson 12.2 Explore Determining Solutions of Systems of Linear Inequalities.*

___ *Complete Lesson 12.2 Explain Solving Systems of Linear Inequalities by Graphing.*

___ *Complete Lesson 12.2 Explain Graphing Systems of Inequalities with Parallel Boundary Lines.*

___ *Complete Lesson 12.2 Elaborate.*

___ *Complete Lesson 12.2 Evaluation.*

___ *Complete Lesson 12.2 Performance Task.*

___ *Complete Lesson 12.3 Engage Essential Question.*

___ *Complete Lesson 12.3 Explore Modeling Real-World Constraints with Systems.*

___ *Complete Lesson 12.3 Explain Modeling Real-World Constraints with Systems of Linear Equations.*

___ *Complete Lesson 12.3 Explain Modeling Real-World Constraints with Systems of Linear Inequalities.*

___ *Complete Lesson 12.3 Elaborate.*

___ *Complete Lesson 12.3 Evaluation.*

___ *Complete Lesson 12.3 Performance Task.*

___ *Complete Module 12 Study Guide Review.*

___ *Complete Module 12 Performance Task.*

___ *Complete Module 12 Ready to Go On?*

___ *Complete Module 12 Assessment Readiness.*

___ *Complete Mid-Year Test Modules 8-12.*

Standard

___ *//9-12/Mathematics/Unit I/Creating Equations/A.CED.3*

___ *//9-12/Mathematics/Unit I/Linear, Quadratic, and Exponential Models/F.LE.5*

___ *//9-12/Mathematics/Algebra/Reasoning with Equations and Inequalities/A.REI.12*

Module 13: Piecewise-Defined Functions

Objective

Understand Piecewise-Defined Functions.

Absolute Value Functions and Transformations.

Solve Absolute Value Equations.

Solve Absolute Value Inequalities.

Assignment

___ *Complete Module 13 Are You Ready?*

___ *Complete Lesson 13.1 Engage Essential Question.*

___ *Complete Lesson 13.1 Explore Exploring Piecewise-Defined Function Models.*

___ *Complete Lesson 13.1 Explain Evaluating Piecewise-Defined Functions.*

___ *Complete Lesson 13.1 Explain Graphing Piecewise-Defined Functions.*

___ *Complete Lesson 13.1 Explain Modeling with Piecewise-Defined Functions.*

___ *Complete Lesson 13.1 Explain Building Piecewise-Defined Functions from Graphs.*

___ *Complete Lesson 13.1 Elaborate.*

___ *Complete Lesson 13.1 Evaluation.*

___ *Complete Lesson 13.1 Performance Task.*

___ *Complete Lesson 13.2 Engage Essential Question.*

___ *Complete Lesson 13.2 Understanding the Parent Absolute Value Function.*

___ *Complete Lesson 13.2 Explain Graphing Translations of Absolute Value Functions.*

___ *Complete Lesson 13.2 Explain Constructing Functions for Given Graphs of Absolute Value Functions.*

___ *Complete Lesson 13.2 Explain Graphing Stretches and Compressions of Absolute Value Functions.*

___ *Complete Lesson 13.2 Elaborate.*

___ *Complete Lesson 13.2 Evaluation.*

___ *Complete Lesson 13.2 Performance Task.*

___ *Complete Lesson 13.3 Engage Essential Question.*

___ *Complete Lesson 13.3 Explore Solving Absolute Value Equations Graphically.*

___ *Complete Lesson 13.3 Explain Solving Absolute Value Equations Algebraically.*

___ *Complete Lesson 13.3 Explain Absolute Value Equations with Fewer than Two Solutions.*

___ *Complete Lesson 13.3 Elaborate.*

___ *Complete Lesson 13.3 Evaluation.*

___ *Complete Lesson 13.3 Performance Task.*

___ *Complete Lesson 13.4 Engage Essential Question.*

___ *Complete Lesson 13.4 Explore Visualizing the Solution Set of an Absolute Value Inequality.*

___ *Complete Lesson 13.4 Explain Solving Absolute Value Inequalities Graphically.*

___ *Complete Lesson 13.4 Explain Solving Absolute Value Inequalities Algebraically.*

___ *Complete Lesson 13.4 Explain Solving a Real-World Problem with Absolute Value Inequalities.*

___ *Complete Lesson 13.4 Elaborate.*

___ *Complete Lesson 13.4 Evaluation.*

___ *Complete Lesson 13.4 Performance Task.*

___ *Complete Module 13 Study Guide Review.*

___ *Complete Module 13 Performance Task.*

___ *Complete Module 13 Ready to Go On?*

___ *Complete Module 13 Assessment Readiness.*

___ *Complete Unit 5 Assessment Readiness.*

___ *Complete Unit 5 Math In Careers.*

___ *Complete Unit 5 Test.*

Standard

___ *//9-12/Mathematics/Unit I/Reasoning with Equations and Inequalities/A.REI.3*

___ *//9-12/Mathematics/Unit I/Reasoning with Equations and Inequalities/A.REI.11*

___ *//9-12/Mathematics/Unit I/Interpreting Functions/F.IF.7e*

___ *//9-12/Mathematics/Unit I/Building Functions/F.BF.1b*

___ *//9-12/Mathematics/Unit I/Building Functions/F.BF.3*

___ *//9-12/Mathematics/Unit II/Creating Equations/A.CED.1*

Module 14: Geometric Sequences and Exponential Functions

Objective

Understand Geometric Sequences.

Construct Geometric Sequences.

Construct Exponential Functions.

Graph Exponential Functions.

Transform Exponential Functions.

Assignment

___ *Complete Unit 6 Reading Start-Up.*

___ *Complete Module 14 Are You Ready?*

___ *Complete Lesson 14.1 Engage Essential Question.*

___ *Complete Lesson 14.1 Explore Exploring Growth Patterns of Geometric Sequences.*

___ *Complete Lesson 14.1 Explore Comparing Growth Patterns of Arithmetic and Geometric Sequences.*

___ *Complete Lesson 14.1 Explain Extending Geometric Sequences.*

___ *Complete Lesson 14.1 Explain Recognizing Growth Patterns of Geometric Sequences in Context.*

___ *Complete Lesson 14.1 Elaborate.*

___ *Complete Lesson 14.1 Evaluation.*

___ *Complete Lesson 14.1 Performance Task.*

___ *Complete Lesson 14.2 Engage Essential Question.*

___ *Complete Lesson 14.2 Explore Understanding Recursive and Explicit Rules for Sequences.*

___ *Complete Lesson 14.2 Explain Constructing Recursive and Explicit Rules for Given Geometric Sequences.*

___ *Complete Lesson 14.2 Explain Deriving the General Forms of Geometric Sequence Rules.*

___ *Complete Lesson 14.2 Explain Constructing a Geometric Sequence Given Two Terms.*

___ *Complete Lesson 14.2 Elaborate.*

___ *Complete Lesson 14.2 Evaluation.*

___ *Complete Lesson 14.2 Performance Task.*

___ *Complete Lesson 14.3 Engage Essential Question.*

___ *Complete Lesson 14.3 Explore Understanding Discrete Exponential Functions.*

___ *Complete Lesson 14.3 Explain Representing Discrete Exponential Functions.*

___ *Complete Lesson 14.3 Explain Constructing Exponential Functions from Verbal Descriptions.*

___ *Complete Lesson 14.3 Explain Constructing Exponential Functions from Input-Output Pairs.*

___ *Complete Lesson 14.3 Elaborate.*

___ *Complete Lesson 14.3 Evaluation.*

___ *Complete Lesson 14.3 Performance Task.*

___ *Complete Lesson 14.4 Engage Essential Question.*

___ *Complete Lesson 14.4 Explore Exploring Graphs of Exponential Functions.*

___ *Complete Lesson 14.4 Explain Graphing Increasing Positive Exponential Functions.*

___ *Complete Lesson 14.4 Explain Graphing Decreasing Negative Exponential Functions.*

___ *Complete Lesson 14.4 Explain Graphing Decreasing Positive Exponential Functions.*

___ *Complete Lesson 14.4 Explain Graphing Increasing Negative Exponential Functions.*

___ *Complete Lesson 14.4 Elaborate.*

___ *Complete Lesson 14.4 Evaluation.*

___ *Complete Lesson 14.4 Performance Task.*

___ *Complete Lesson 14.5 Engage Essential Question.*

___ *Complete Lesson 14.5 Explore Changing the Value of b in $f(x) = bx$.*

___ *Complete Lesson 14.5 Explain Changing the Value of a in $f(x) = abx$ with $b > 1$.*

___ *Complete Lesson 14.5 Explain Changing the Value of a in $f(x) = abx$ with $0 < b < 1$.*

___ *Complete Lesson 14.5 Explain Adding a Constant to an Exponential Function.*

___ *Complete Lesson 14.5 Elaborate.*

___ *Complete Lesson 14.5 Evaluation.*

___ *Complete Lesson 14.5 Performance Task.*

___ *Complete Module 14 Study Guide Review.*

___ *Complete Module 14 Performance Task.*

___ *Complete Module 14 Ready to Go On?*

___ *Complete Module 14 Assessment Readiness.*

Standard

___ *//9-12/Mathematics/Unit I/Linear, Quadratic, and Exponential Models/F.LE.2*

___ *//9-12/Mathematics/Unit I/Linear, Quadratic, and Exponential Models/F.LE.3*

___ *//9-12/Mathematics/Unit II/Building Functions/F.BF.1a*

___ *//9-12/Mathematics/Unit II/Building Functions/F.BF.1b*

___ *//9-12/Mathematics/Algebra I/Building Functions/F.BF.2*

___ *//9-12/Mathematics/Algebra I/Building Functions/F.BF.3*

___ *//9-12/Mathematics/Functions/Interpreting Functions/F.IF.2*

___ *//9-12/Mathematics/Functions/Interpreting Functions/F.IF.7e*

___ *//9-12/Mathematics/Functions/Interpreting Functions/F.IF.8b*

Module 15: Exponential Equations and Models

Objective

Use Graphs and Properties to Solve Equations with Exponents.

Model with Exponential Growth and Decay.

Use Exponential Regression Models.

Compare Linear and Exponential Models.

Assignment

___ *Complete Module 15 Are You Ready?*

___ *Complete Lesson 15.1 Engage Essential Question.*

___ *Complete Lesson 15.1 Explore Solving Exponential Equations Graphically.*

___ *Complete Lesson 15.1 Explore Solving Exponential Equations Algebraically.*

___ *Complete Lesson 15.1 Explain Solving Equations by Equating Exponents.*

___ *Complete Lesson 15.1 Explain Solving a Real-World Exponential Equation by Graphing.*

___ *Complete Lesson 15.1 Elaborate.*

___ *Complete Lesson 15.1 Evaluation.*

___ *Complete Lesson 15.1 Performance Task.*

___ *Complete Lesson 15.2 Engage Essential Question.*

___ *Complete Lesson 15.2 Explore Describing End Behavior as a Growth Function.*

___ *Complete Lesson 15.2 Explore Describing End Behavior as a Decay Function.*

___ *Complete Lesson 15.2 Explain Modeling Exponential Growth.*

___ *Complete Lesson 15.2 Explain Modeling Exponential Decay.*

___ *Complete Lesson 15.2 Explain Comparing Exponential Growth and Decay.*

___ *Complete Lesson 15.2 Elaborate.*

___ *Complete Lesson 15.2 Evaluation.*

___ *Complete Lesson 15.2 Performance Task.*

___ *Complete Lesson 15.3 Engage Essential Question.*

___ *Complete Lesson 15.3 Explore Fitting an Exponential Function to Data.*

___ *Complete Lesson 15.3 Explore Plotting and Analyzing Residuals of Exponential Models.*

___ *Complete Lesson 15.3 Explain Modeling with Exponential Functions.*

___ *Complete Lesson 15.3 Elaborate.*

___ *Complete Lesson 15.3 Evaluation.*

___ *Complete Lesson 15.3 Performance Task.*

___ *Complete Lesson 15.4 Engage Essential Question.*

___ *Complete Lesson 15.4 Explore Comparing Constant Change and Constant Percent Change.*

___ *Complete Lesson 15.4 Explore Exploring How Linear and Exponential Functions Grow.*

___ *Complete Lesson 15.4 Explain Comparing Linear and Exponential Functions.*

___ *Complete Lesson 15.4 Explain Choosing Between Linear and Exponential Models.*

___ *Complete Lesson 15.4 Elaborate.*

___ *Complete Lesson 15.4 Evaluation.*

___ *Complete Lesson 15.4 Performance Task.*

___ *Complete Module 15 Study Guide Review.*

___ *Complete Module 15 Performance Task.*

___ *Complete Module 15 Ready to Go On?*

___ *Complete Module 15 Assessment Readiness.*

___ *Complete Unit 6 Assessment Readiness.*

___ *Complete Unit 6 Math In Careers.*

___ *Complete Unit 6 Test.*

Standard

___ *//9-12/Mathematics/Unit I/Creating Equations/A.CED.1*

___ *//9-12/Mathematics/Unit I/Creating Equations/A.CED.2*

___ *//9-12/Mathematics/Unit I/Building Functions/F.BF.1a*

___ *//9-12/Mathematics/Unit I/Linear, Quadratic, and Exponential Models/F.LE.1a*

___ *//9-12/Mathematics/Unit I/Linear, Quadratic, and Exponential Models/F.LE.1b*

___ *//9-12/Mathematics/Unit I/Linear, Quadratic, and Exponential Models/F.LE.1c*

___ *//9-12/Mathematics/Unit I/Linear, Quadratic, and Exponential Models/F.LE.2*

___ *//9-12/Mathematics/Unit I/Linear, Quadratic, and Exponential Models/F.LE.3*

___ *//9-12/Mathematics/Unit I/Interpreting Categorical and Quantitative Data/S.ID.6a*

___ *//9-12/Mathematics/Unit I/Interpreting Categorical and Quantitative Data/S.ID.6b*

___ *//9-12/Mathematics/Unit II/Seeing Structure in Expressions/A.SSE.3c*

___ *//9-12/Mathematics/Unit III/Reasoning with Equations and Inequalities/A.REI.11*

Module 16: Tools of Geometry

Objective

Segment Length and Midpoints.

Angle Measures and Angle Bisectors.

Represent and Describe Transformations.

Reasoning and Proof.

Assignment

___ *Complete Unit 7 Reading Start-Up.*

___ *Complete Module 16 Are You Ready?*

___ *Complete Lesson 16.1 Engage Essential Question.*

___ *Complete Lesson 16.1 Explore Exploring Basic Geometry Terms.*

___ *Complete Lesson 16.1 Explain Constructing a Copy of a Line Segment.*

___ *Complete Lesson 16.1 Explain Using the Distance Formula on the Coordinate Plane.*

___ *Complete Lesson 16.1 Explain Finding a Midpoint.*

___ *Complete Lesson 16.1 Explain Finding Midpoints on the Coordinate Plane.*

___ *Complete Lesson 16.1 Elaborate.*

___ *Complete Lesson 16.1 Evaluation.*

___ *Complete Lesson 16.1 Performance Task.*

___ *Complete Lesson 16.2 Engage Essential Question.*

___ *Complete Lesson 16.2 Explore Constructing a Copy of an Angle.*

___ *Complete Lesson 16.2 Explain Naming Angles and Parts of an Angle.*

___ *Complete Lesson 16.2 Explain Measuring Angles.*

___ *Complete Lesson 16.2 Explain Constructing an Angle Bisector.*

___ *Complete Lesson 16.2 Elaborate.*

___ *Complete Lesson 16.2 Evaluation.*

___ *Complete Lesson 16.2 Performance Task.*

___ *Complete Lesson 16.3 Engage Essential Question.*

___ *Complete Lesson 16.3 Explore Performing Transformations Using Coordinate Notation.*

___ *Complete Lesson 16.3 Explain Describing Rigid Motions Using Coordinate Notation.*

___ *Complete Lesson 16.3 Explain Describing Nonrigid Motions Using Coordinate Notation.*

___ *Complete Lesson 16.3 Elaborate.*

___ *Complete Lesson 16.3 Evaluation.*

___ *Complete Lesson 16.3 Performance Task.*

___ *Complete Lesson 16.4 Engage Essential Question.*

___ *Complete Lesson 16.4 Explore Exploring Inductive and Deductive Reasoning.*

___ *Complete Lesson 16.4 Explain Introducing Proofs.*

___ *Complete Lesson 16.4 Explain Using Postulated About Segments and Angles.*

___ *Complete Lesson 16.4 Explain Using Postulated About Lines and Planes.*

___ *Complete Lesson 16.4 Elaborate.*

___ *Complete Lesson 16.4 Evaluation.*

___ *Complete Lesson 16.4 Performance Task.*

___ *Complete Module 16 Study Guide Review.*

___ *Complete Module 16 Performance Task.*

___ *Complete Module 16 Ready to Go On?*

___ *Complete Module 16 Assessment Readiness.*

Standard

___ *//9-12/Mathematics/Unit I/Reasoning with Equations and Inequalities/A.REI.1*

___ *//9-12/Mathematics/Unit I/Congruence/G.CO.1*

___ *//9-12/Mathematics/Unit I/Congruence/G.CO.2*

___ *//9-12/Mathematics/Unit I/Congruence/G.CO.5*

___ *//9-12/Mathematics/Unit II/Congruence/G.CO.9*

___ *//9-12/Mathematics/Geometry/Congruence/G.CO.12*

___ *//9-12/Mathematics/Geometry/Expressing Geometric Properties with Equations/G.GPE.4*

Module 17: Transformations and Symmetry

Objective

Translations.

Reflections.

Rotations.

Intestigate Symmetry.

Assignment

___ *Complete Module 17 Are You Ready?*

___ *Complete Lesson 17.1 Engage Essential Question.*

___ *Complete Lesson 17.1 Explore Exploring Translations.*

___ *Complete Lesson 17.1 Explain Translating Figures Using Vectors.*

___ *Complete Lesson 17.1 Explain Drawing Translations on a Coordinate Plane.*

___ *Complete Lesson 17.1 Explain Specifying Translation Vectors.*

___ *Complete Lesson 17.1 Elaborate.*

___ *Complete Lesson 17.1 Evaluation.*

___ *Complete Lesson 17.1 Performance Task.*

___ *Complete Lesson 17.2 Engage Essential Question.*

___ *Complete Lesson 17.2 Explore Exploring Reflections.*

___ *Complete Lesson 17.2 Explain Reflecting Figures Using Graph Paper.*

___ *Complete Lesson 17.2 Explain Drawing Reflections on a Coordinate Plane.*

___ *Complete Lesson 17.2 Explain Specifying Lines of Reflection.*

___ *Complete Lesson 17.2 Explain Applying Reflections.*

___ *Complete Lesson 17.2 Elaborate.*

___ *Complete Lesson 17.2 Evaluation.*

___ *Complete Lesson 17.2 Performance Task.*

___ *Complete Lesson 17.3 Engage Essential Question.*

___ *Complete Lesson 17.3 Explore Exploring Rotations.*

___ *Complete Lesson 17.3 Explain Rotating Figures Using a Ruler and a Protractor.*

___ *Complete Lesson 17.3 Explain Drawing Rotations on a Coordinate Plane.*

___ *Complete Lesson 17.3 Explain Specifying Rotation Angles.*

___ *Complete Lesson 17.3 Elaborate.*

___ *Complete Lesson 17.3 Evaluation.*

___ *Complete Lesson 17.3 Performance Task.*

___ *Complete Lesson 17.4 Engage Essential Question.*

___ *Complete Lesson 17.4 Explore Identifying Line Symmetry.*

___ *Complete Lesson 17.4 Explore Identifying Rotational Symmetry.*

___ *Complete Lesson 17.4 Explain Describing Symmetries.*

___ *Complete Lesson 17.4 Elaborate.*

___ *Complete Lesson 17.4 Evaluation.*

___ *Complete Lesson 17.4 Performance Task.*

___ *Complete Module 17 Study Guide Review.*

___ *Complete Module 17 Performance Task.*

___ *Complete Module 17 Ready to Go On?*

___ *Complete Module 17 Assessment Readiness.*

___ *Complete Benchmark Test 2 Modules 13-17.*

Standard

___ *//9-12/Mathematics/Unit I/Congruence/G.CO.1*

___ *//9-12/Mathematics/Unit I/Congruence/G.CO.2*

___ *//9-12/Mathematics/Unit I/Congruence/G.CO.3*

___ *//9-12/Mathematics/Unit I/Congruence/G.CO.4*

___ *//9-12/Mathematics/Unit I/Congruence/G.CO.5*

___ *//9-12/Mathematics/Unit I/Congruence/G.CO.6*

___ *//9-12/Mathematics/Unit III/Modeling with Geometry/G.MG.1*

___ *//9-12/Mathematics/Unit III/Modeling with Geometry/G.MG.3*

Module 18: Congruent Figures

Objective

Sequences of Transformations.

Prove Figures are Congruent Using Rigid Motions.

Corresponding Parts of Congruent Figures are Congruent.

Assignment

___ *Complete Module 18 Are You Ready?*

___ *Complete Lesson 18.1 Engage Essential Question.*

___ *Complete Lesson 18.1 Explore Combining Rotations and Reflections.*

___ *Complete Lesson 18.1 Explain Combining Rigid Transformations.*

___ *Complete Lesson 18.1 Explain Combining Nonrigid Transformations.*

___ *Complete Lesson 18.1 Explain Predicting the Effect of Transformations.*

___ *Complete Lesson 18.1 Elaborate.*

___ *Complete Lesson 18.1 Evaluation.*

___ *Complete Lesson 18.1 Performance Task.*

___ *Complete Lesson 18.2 Engage Essential Question.*

___ *Complete Lesson 18.2 Explore Confirming Congruence.*

___ *Complete Lesson 18.2 Explain Determining if Figures are Congruent.*

___ *Complete Lesson 18.2 Explain Finding a Sequence of Rigid Motions.*

___ *Complete Lesson 18.2 Explain Investigating Congruent Segments and Angles.*

___ *Complete Lesson 18.2 Elaborate.*

___ *Complete Lesson 18.2 Evaluation.*

___ *Complete Lesson 18.2 Performance Task.*

___ *Complete Lesson 18.3 Engage Essential Question.*

___ *Complete Lesson 18.3 Explore Exploring Congruence of Parts of Transformed Figures.*

___ *Complete Lesson 18.3 Explain Corresponding Parts of Congruent Figures are Congruent.*

___ *Complete Lesson 18.3 Explain Applying the Properties of Congruence.*

___ *Complete Lesson 18.3 Explain Using the Corresponding Parts Theorem in a Proof.*

___ *Complete Lesson 18.3 Elaborate.*

___ *Complete Lesson 18.3 Evaluation.*

___ *Complete Lesson 18.3 Performance Task.*

___ *Complete Module 18 Study Guide Review.*

___ *Complete Module 18 Performance Task.*

___ *Complete Module 18 Ready to Go On?*

___ *Complete Module 18 Assessment Readiness.*

___ *Complete Unit 7 Assessment Readiness.*

___ *Complete Unit 7 Math In Careers.*

___ *Complete Unit 7 Test.*

Standard

___ *//9-12/Mathematics/Unit I/Congruence/G.CO.5*

___ *//9-12/Mathematics/Unit I/Congruence/G.CO.6*

___ *//9-12/Mathematics/Unit I/Congruence/G.CO.7*

Module 19: Lines and Angles

Objective

Angles Formed by Intersecting Lines.

Transversals and Parallel Lines.

Prove Lines are Parallel.

Perpendicular Lines.

Equations of Parallel and Perpendicular Lines.

Assignment

___ *Complete Unit 8 Reading Start-Up.*

___ *Complete Module 19 Are You Ready?*

___ *Complete Lesson 19.1 Engage Essential Question.*

___ *Complete Lesson 19.1 Explore Exploring Angle Pairs Formed by Intersecting Lines.*

___ *Complete Lesson 19.1 Explore Proving the Vertical Angles Theorem.*

___ *Complete Lesson 19.1 Explain Using Vertical Angles.*

___ *Complete Lesson 19.1 Explain Using Supplementary and Complementary Angles.*

___ *Complete Lesson 19.1 Elaborate.*

___ *Complete Lesson 19.1 Evaluation.*

___ *Complete Lesson 19.1 Performance Task.*

___ *Complete Lesson 19.2 Engage Essential Question.*

___ *Complete Lesson 19.2 Explore Exploring Parallel Lines and Transversals.*

___ *Complete Lesson 19.2 Explain Proving that Alternate Interior Angles are Congruent.*

___ *Complete Lesson 19.2 Explain Proving that Corresponding Angles are Congruent.*

___ *Complete Lesson 19.2 Explain Using Parallel Lines to Find Angle Pair Relationships.*

___ *Complete Lesson 19.2 Elaborate.*

___ *Complete Lesson 19.2 Evaluation.*

___ *Complete Lesson 19.2 Performance Task.*

___ *Complete Lesson 19.3 Engage Essential Question.*

___ *Complete Lesson 19.3 Explore Writing Converses of Parallel Lines Theorems.*

___ *Complete Lesson 19.3 Explain Proving that Two Lines are Parallel.*

___ *Complete Lesson 19.3 Explain Constructing Parallel Lines.*

___ *Complete Lesson 19.3 Explain Using Angle Pair Relationships to Verify Lines are Parallel.*

___ *Complete Lesson 19.3 Elaborate.*

___ *Complete Lesson 19.3 Evaluation.*

___ *Complete Lesson 19.3 Performance Task.*

___ *Complete Lesson 19.4 Engage Essential Question.*

___ *Complete Lesson 19.4 Explore Constructing Perpendicular Bisectors and Perpendicular Lines.*

___ *Complete Lesson 19.4 Explain Proving the Perpendicular Bisector Theorem Using Reflections.*

___ *Complete Lesson 19.4 Explain Proving the Converse of the Perpendicular Bisector Theorem.*

___ *Complete Lesson 19.4 Explain Proving Theorems about Right Angles.*

___ *Complete Lesson 19.4 Elaborate.*

___ *Complete Lesson 19.4 Evaluation.*

___ *Complete Lesson 19.4 Performance Task.*

___ *Complete Lesson 19.5 Engage Essential Question.*

___ *Complete Lesson 19.5 Explore Exploring Slopes of Lines.*

___ *Complete Lesson 19.5 Explain Writing Equations of Parallel Lines.*

___ *Complete Lesson 19.5 Explain Writing Equations of Perpendicular Lines.*

___ *Complete Lesson 19.5 Elaborate.*

___ *Complete Lesson 19.5 Evaluation.*

___ *Complete Lesson 19.5 Performance Task.*

___ *Complete Module 19 Study Guide Review.*

___ *Complete Module 19 Performance Task.*

___ *Complete Module 19 Ready to Go On?*

___ *Complete Module 19 Assessment Readiness.*

Standard

___ *//9-12/Mathematics/Unit II/Congruence/G.CO.9*

___ *//9-12/Mathematics/Geometry/Congruence/G.CO.12*

___ //9-12/Mathematics/Geometry/Expressing Geometric Properties with Equations/G.GPE.5

Module 20: Triangle Congruence Criteria

Objective

Explore What Makes Triangles Congruent.

ASA Triangle Congruence.

SAS Triangle Congruence.

SSS Triangle Congruence.

Assignment

___ *Complete Module 20 Are You Ready?*

___ *Complete Lesson 20.1 Engage Essential Question.*

___ *Complete Lesson 20.1 Explore Transforming Triangles with Congruent Corresponding Parts.*

___ *Complete Lesson 20.1 Explain Deciding if Triangles are Congruent by Comparing Corresponding Parts.*

___ *Complete Lesson 20.1 Explain Applying Properties of Congruent Triangles.*

___ *Complete Lesson 20.1 Elaborate.*

___ *Complete Lesson 20.1 Evaluation.*

___ *Complete Lesson 20.1 Performance Task.*

___ *Complete Lesson 20.2 Engage Essential Question.*

___ *Complete Lesson 20.2 Explore Drawing Triangles Given Two Angles and a Side.*

___ *Complete Lesson 20.2 Explore Justifying ASA Triangle Congruence.*

___ *Complete Lesson 20.2 Explain Deciding Whether Triangles are Congruent Using ASA Triangle Congruence.*

___ *Complete Lesson 20.2 Explain Proving Triangles are Congruent Using ASA Triangle Congruence.*

___ *Complete Lesson 20.2 Elaborate.*

___ *Complete Lesson 20.2 Evaluation.*

___ *Complete Lesson 20.2 Performance Task.*

___ *Complete Lesson 20.3 Engage Essential Question.*

___ *Complete Lesson 20.3 Explore Drawing Triangles Given Two Sides and an Angle.*

___ *Complete Lesson 20.3 Explore Justifying SAS Triangle Congruence.*

___ *Complete Lesson 20.3 Explain Deciding Whether Triangles are Congruent Using SAS Triangle Congruence.*

___ *Complete Lesson 20.3 Explain Proving Triangles are Congruent Using SAS Triangle Congruence.*

___ *Complete Lesson 20.3 Elaborate.*

___ *Complete Lesson 20.3 Evaluation.*

___ *Complete Lesson 20.3 Performance Task.*

___ *Complete Lesson 20.4 Engage Essential Question.*

___ *Complete Lesson 20.4 Explore Constructing Triangles Given Three Side Lengths.*

___ *Complete Lesson 20.4 Explain Justifying SSS Triangle Congruence.*

___ *Complete Lesson 20.4 Explain Proving Triangles are Congruent Using SSS Triangle Congruence.*

___ *Complete Lesson 20.4 Explain Applying Triangle Congruence.*

___ *Complete Lesson 20.4 Elaborate.*

___ *Complete Lesson 20.4 Evaluation.*

___ *Complete Lesson 20.4 Performance Task.*

___ *Complete Module 20 Study Guide Review.*

___ *Complete Module 20 Performance Task.*

___ *Complete Module 20 Ready to Go On?*

___ *Complete Module 20 Assessment Readiness.*

Standard

___ *//9-12/Mathematics/Unit I/Congruence/G.CO.6*

___ *//9-12/Mathematics/Unit I/Congruence/G.CO.7*

___ *//9-12/Mathematics/Unit I/Congruence/G.CO.8*

___ *//9-12/Mathematics/Unit II/Similarity, Right Triangles, and Trigonometry/G.SRT.5*

___ *//9-12/Mathematics/Unit III/Modeling with Geometry/G.MG.3*

Module 21: Applications of Triangle Congruence

Objective

Justify Constructions.

AAS Triangle Congruence.

HL Triangle Congruence.

Assignment

___ *Complete Module 21 Are You Ready?*

___ *Complete Lesson 21.1 Engage Essential Question.*

___ *Complete Lesson 21.1 Explore Using a Reflective Device to Construct a Perpendicular Line.*

___ *Complete Lesson 21.1 Explore Justifying the Copy of an Angle Construction.*

___ *Complete Lesson 21.1 Explain Proving the Angle Bisector and Perpendicular Bisector Constructions.*

___ *Complete Lesson 21.1 Elaborate.*

___ *Complete Lesson 21.1 Evaluation.*

___ *Complete Lesson 21.1 Performance Task.*

___ *Complete Lesson 21.2 Engage Essential Question.*

___ *Complete Lesson 21.2 Explore Exploring Angle-Angle-Side Congruence.*

___ *Complete Lesson 21.2 Explain Justifying Angle-Angle-Side Congruence.*

___ *Complete Lesson 21.2 Explain Using Angle-Angle-Side Congruence.*

___ *Complete Lesson 21.2 Explain Applying Angle-Angle-Side Congruence.*

___ *Complete Lesson 21.2 Elaborate.*

___ *Complete Lesson 21.2 Evaluation.*

___ *Complete Lesson 21.2 Performance Task.*

___ *Complete Lesson 21.3 Engage Essential Question.*

___ *Complete Lesson 21.3 Explore Is There a Side-Side-Angle Congruence Theorem?*

___ *Complete Lesson 21.3 Explain Justifying the Hypotenuse-Leg Congruence Theorem.*

___ *Complete Lesson 21.3 Explain Applying the HL Triangle Congruence Theorem.*

___ *Complete Lesson 21.3 Elaborate.*

___ *Complete Lesson 21.3 Evaluation.*

___ *Complete Lesson 21.3 Performance Task.*

___ *Complete Module 21 Study Guide Review.*

___ *Complete Module 21 Performance Task.*

___ *Complete Module 21 Ready to Go On?*

___ *Complete Module 21 Assessment Readiness.*

Standard

___ *//9-12/Mathematics/Unit II/Similarity, Right Triangles, and Trigonometry/G.SRT.5*

___ *//9-12/Mathematics/Geometry/Congruence/G.CO.12*

___ *//9-12/Mathematics/Geometry/Congruence/G.CO.13*

Module 22: Properties of Triangles

Objective

Interior and Exterior Angles.

Isosceles and Equilateral Triangles.

Triangle Inequalities.

Assignment

___ *Complete Module 22 Are You Ready?*

___ *Complete Lesson 22.1 Engage Essential Question.*

___ *Complete Lesson 22.1 Explore Exploring Interior Angles in Triangles.*

___ *Complete Lesson 22.1 Explore Exploring Interior Angles in Polygons.*

___ *Complete Lesson 22.1 Explain Using Interior Angles.*

___ *Complete Lesson 22.1 Explain Proving the Exterior Angle Theorem.*

___ *Complete Lesson 22.1 Explain Using Exterior Angles.*

___ *Complete Lesson 22.1 Elaborate.*

___ *Complete Lesson 22.1 Evaluation.*

___ *Complete Lesson 22.1 Performance Task.*

___ *Complete Lesson 22.2 Engage Essential Question.*

___ *Complete Lesson 22.2 Explore Investigating Isosceles Triangles.*

___ *Complete Lesson 22.2 Explain Proving the Isosceles Triangle Theorem and Its Converse.*

___ *Complete Lesson 22.2 Explain Proving the Equilateral Triangle Theorem and Its Converse.*

___ *Complete Lesson 22.2 Explain Using Properties of Isosceles and Equilateral Triangles.*

___ *Complete Lesson 22.2 Elaborate.*

___ *Complete Lesson 22.2 Evaluation.*

___ *Complete Lesson 22.2 Performance Task.*

___ *Complete Lesson 22.3 Engage Essential Question.*

___ *Complete Lesson 22.3 Explore Exploring Triangle Inequalities.*

___ *Complete Lesson 22.3 Explain Using the Triangle Inequality Theorem.*

___ *Complete Lesson 22.3 Explain Finding Possible Side Lengths in a Triangle.*

___ *Complete Lesson 22.3 Explain Ordering a Triangle's Angle Measures Given Its Side Lengths.*

___ *Complete Lesson 22.3 Explain Ordering a Triangle's Side Lengths Given Its Angle Measures.*

___ *Complete Lesson 22.3 Elaborate.*

___ *Complete Lesson 22.3 Evaluation.*

___ *Complete Lesson 22.3 Performance Task.*

___ *Complete Module 22 Study Guide Review.*

___ *Complete Module 22 Performance Task.*

___ *Complete Module 22 Ready to Go On?*

___ *Complete Module 22 Assessment Readiness.*

Standard

___ *//9-12/Mathematics/Unit II/Congruence/G.CO.10*

___ *//9-12/Mathematics/Geometry/Congruence/G.CO.12*

___ *//9-12/Mathematics/Geometry/Similarity, Right Triangles, and Trigonometry/G.SRT.5*

___ *//9-12/Mathematics/Geometry/Geometric Measurement and Dimension/G.GMD.6*

Module 23: Special Segments in Triangles

Objective

Perpendicular Bisectors of Triangles.

Angle Bisectors of Triangles.

Medians and Altitudes of Triangles.

Midsegments of Triangles.

Assignment

___ *Complete Module 23 Are You Ready?*

___ *Complete Lesson 23.1 Engage Essential Question.*

___ *Complete Lesson 23.1 Explore Constructing a Circumscribed Circle.*

___ *Complete Lesson 23.1 Explain Proving the Concurrency of a Triangle's Perpendicular Bisectors.*

___ *Complete Lesson 23.1 Explain Using Properties of Perpendicular Bisectors.*

___ *Complete Lesson 23.1 Explain Finding a Circumcenter on a Coordinate Plane.*

___ *Complete Lesson 23.1 Elaborate.*

___ *Complete Lesson 23.1 Evaluation.*

___ *Complete Lesson 23.1 Performance Task.*

___ *Complete Lesson 23.2 Engage Essential Question.*

___ *Complete Lesson 23.2 Explore Investigating Distance from a Point to a Line.*

___ *Complete Lesson 23.2 Explain Applying the Angle Bisector Theorem and Its Converse.*

___ *Complete Lesson 23.2 Explain Constructing an Inscribed Circle.*

___ *Complete Lesson 23.2 Explain Using Properties of Angle Bisectors.*

___ *Complete Lesson 23.2 Elaborate.*

___ *Complete Lesson 23.2 Evaluation.*

___ *Complete Lesson 23.2 Performance Task.*

___ *Complete Lesson 23.3 Engage Essential Question.*

___ *Complete Lesson 23.3 Explore Finding the Balance Point of a Triangle.*

___ *Complete Lesson 23.3 Explain Using the Centroid Theorem.*

___ *Complete Lesson 23.3 Explain Finding the Intersection of Medians of a Triangle.*

___ *Complete Lesson 23.3 Explain Finding the Orthocenter of a Triangle.*

___ *Complete Lesson 23.3 Elaborate.*

___ *Complete Lesson 23.3 Evaluation.*

___ *Complete Lesson 23.3 Performance Task.*

___ *Complete Lesson 23.4 Engage Essential Question.*

___ *Complete Lesson 23.4 Explore Investigating Midsegments of a Triangle.*

___ *Complete Lesson 23.4 Explain Describing Midsegments on a Coordinate Grid.*

___ *Complete Lesson 23.4 Explain Using the Triangle Midsegment Theorem.*

___ *Complete Lesson 23.4 Elaborate.*

___ *Complete Lesson 23.4 Evaluation.*

___ *Complete Lesson 23.4 Performance Task.*

___ *Complete Module 23 Study Guide Review.*

___ *Complete Module 23 Performance Task.*

___ *Complete Module 23 Ready to Go On?*

___ *Complete Module 23 Assessment Readiness.*

___ *Complete Unit 8 Assessment Readiness.*

___ *Complete Unit 8 Math In Careers.*

___ *Complete Unit 8 Test.*

Standard

___ *//9-12/Mathematics/Unit I/Reasoning with Equations and Inequalities/A.REI.3*

___ *//9-12/Mathematics/Unit II/Circles/G.C.3*

___ *//9-12/Mathematics/Geometry/Congruence/G.CO.9*

___ *//9-12/Mathematics/Geometry/Congruence/G.CO.10*

___ *//9-12/Mathematics/Geometry/Congruence/G.CO.12*

___ *//9-12/Mathematics/Geometry/Expressing Geometric Properties with Equations/G.GPE.4*

___ *//9-12/Mathematics/Geometry/Expressing Geometric Properties with Equations/G.GPE.5*

___ *//9-12/Mathematics/Geometry/Modeling with Geometry/G.MG.3*

Module 24: Properties of Quadrilaterals

Objective

Properties of Parallelograms.

Conditions of Parallelograms.

Properties of Rectangles, Rhombuses, and Squares.

Conditions for Rectangles, Rhombuses, and Squares.

Properties and Conditions for Kites and Trapezoids.

Assignment

___ *Complete Unit 9 Reading Start-Up.*

___ *Complete Module 24 Are You Ready?*

___ *Complete Lesson 24.1 Engage Essential Question.*

___ *Complete Lesson 24.1 Explore Investigating Parallelograms.*

___ *Complete Lesson 24.1 Explain Proving Opposite Sides are Congruent.*

___ *Complete Lesson 24.1 Explain Proving Opposite Angles are Congruent.*

___ *Complete Lesson 24.1 Explain Proving Diagonals Bisect Each Other.*

___ *Complete Lesson 24.1 Explain Using Properties of Parallelograms.*

___ *Complete Lesson 24.1 Elaborate.*

___ *Complete Lesson 24.1 Evaluation.*

___ *Complete Lesson 24.1 Performance Task.*

___ *Complete Lesson 24.2 Engage Essential Question.*

___ *Complete Lesson 24.2 Explore Proving the Opposite Sides Criterion for a Parallelogram.*

___ *Complete Lesson 24.2 Explain Proving the Opposite Angles Criterion for a Parallelogram.*

___ *Complete Lesson 24.2 Explain Proving the Bisecting Diagonals Criterion for a Parallelogram.*

___ *Complete Lesson 24.2 Explain Using a Parallelogram to Prove the Concurrency of the Medians of a Triangle.*

___ *Complete Lesson 24.2 Explain Verifying Figures are Parallelograms.*

___ *Complete Lesson 24.2 Elaborate.*

___ *Complete Lesson 24.2 Evaluation.*

___ *Complete Lesson 24.2 Performance Task.*

___ *Complete Lesson 24.3 Engage Essential Question.*

___ *Complete Lesson 24.3 Explore Exploring Properties of Rectangles.*

___ *Complete Lesson 24.3 Explain Proving Diagonals of a Rectangle are Congruent.*

___ *Complete Lesson 24.3 Explain Proving Diagonals of a Rhombus are Perpendicular.*

___ *Complete Lesson 24.3 Explain Using Properties of Rhombuses to Find Measures.*

___ *Complete Lesson 24.3 Explain Investigating the Properties of a Square.*

___ *Complete Lesson 24.3 Elaborate.*

___ *Complete Lesson 24.3 Evaluation.*

___ *Complete Lesson 24.3 Performance Task.*

___ *Complete Lesson 24.4 Engage Essential Question.*

___ *Complete Lesson 24.4 Explore Properties of Rectangles, Rhombuses, and Squares.*

___ *Complete Lesson 24.4 Explain Proving that Congruent Diagonals is a Condition for Rectangles.*

___ *Complete Lesson 24.4 Explain Proving Conditions for Rhombuses.*

___ *Complete Lesson 24.4 Explain Applying Conditions for Special Parallelograms.*

___ *Complete Lesson 24.4 Elaborate.*

___ *Complete Lesson 24.4 Evaluation.*

___ *Complete Lesson 24.4 Performance Task.*

___ *Complete Lesson 24.5 Engage Essential Question.*

___ *Complete Lesson 24.5 Explore Exploring Properties of Kites.*

___ *Complete Lesson 24.5 Explain Using Relationships in Kites.*

___ *Complete Lesson 24.5 Explain Proving that Base Angles of Isosceles Trapezoids are Congruent.*

___ *Complete Lesson 24.5 Explain Using Theorems about Isosceles Trapezoids.*

___ *Complete Lesson 24.5 Explain Using the Trapezoid Midsegment Theorem.*

___ *Complete Lesson 24.5 Elaborate.*

___ *Complete Lesson 24.5 Evaluation.*

___ *Complete Lesson 24.5 Performance Task.*

___ *Complete Module 24 Study Guide Review.*

___ *Complete Module 24 Performance Task.*

___ *Complete Module 24 Ready to Go On?*

___ *Complete Module 24 Assessment Readiness.*

Standard

___ *//9-12/Mathematics/Unit I/Congruence/G.CO.3*

___ *//9-12/Mathematics/Unit II/Congruence/G.CO.11*

___ *//9-12/Mathematics/Unit II/Similarity, Right Triangles, and Trigonometry/G.SRT.5*

Module 25: Coordinate Proof Using Slope and Distance

Objective

Slope and Parallel Lines.

Slope and Perpendicular Lines.

Coordinate Proof Using Distance with Segments and Triangles.

Coordinate Proof Using Distance with Quadrilaterals.

Perimeter and Area on the Coordinate Plane.

Assignment

___ *Complete Module 25 Are You Ready?*

___ *Complete Lesson 25.1 Engage Essential Question.*

___ *Complete Lesson 25.1 Explore Proving the Slope Criteria for Parallel Lines.*

___ *Complete Lesson 25.1 Explain Using Slopes to Classify Quadrilaterals by Sides.*

___ *Complete Lesson 25.1 Explain Using Slopes to Find Missing Vertices.*

___ *Complete Lesson 25.1 Elaborate.*

___ *Complete Lesson 25.1 Evaluation.*

___ *Complete Lesson 25.1 Performance Task.*

___ *Complete Lesson 25.2 Engage Essential Question.*

___ *Complete Lesson 25.2 Explore Proving the Slope Criteria for Perpendicular Lines.*

___ *Complete Lesson 25.2 Explain Using Slopes to Classify Figures by Right Angles.*

___ *Complete Lesson 25.2 Explain Using Slopes and Systems of Equations to Classify Figures.*

___ *Complete Lesson 25.2 Elaborate.*

___ *Complete Lesson 25.2 Evaluation.*

___ *Complete Lesson 25.2 Performance Task.*

___ *Complete Lesson 25.3 Engage Essential Question.*

___ *Complete Lesson 25.3 Explore Deriving the Distance Formula and the Midpoint Formula.*

___ *Complete Lesson 25.3 Explain Positioning a Triangle on the Coordinate Plane.*

___ *Complete Lesson 25.3 Explain Proving the Triangle Midsegment Theorem.*

___ *Complete Lesson 25.3 Explain Proving the Concurrency of Medians Theorem.*

___ *Complete Lesson 25.3 Explain Using Triangles of the Coordinate Plane.*

___ *Complete Lesson 25.3 Elaborate.*

___ *Complete Lesson 25.3 Evaluation.*

___ *Complete Lesson 25.3 Performance Task.*

___ *Complete Lesson 25.4 Engage Essential Question.*

___ *Complete Lesson 25.4 Explore Positioning a Quadrilateral on the Coordinate Plane.*

___ *Complete Lesson 25.4 Explain Proving Properties of a Parallelogram.*

___ *Complete Lesson 25.4 Explain Proving Conditions for Special Parallelograms.*

___ *Complete Lesson 25.4 Explain Identifying Figures on the Coordinate Plane.*

___ *Complete Lesson 25.4 Elaborate.*

___ *Complete Lesson 25.4 Evaluation.*

___ *Complete Lesson 25.4 Performance Task.*

___ *Complete Lesson 25.5 Engage Essential Question.*

___ *Complete Lesson 25.5 Explore Finding Perimeters of Figures on the Coordinate Plane.*

___ *Complete Lesson 25.5 Explain Finding Areas of Figures on the Coordinate Plane.*

___ *Complete Lesson 25.5 Explain Finding Areas of Composite Figures.*

___ *Complete Lesson 25.5 Explain Using Perimeter and Area in Problem Solving.*

___ *Complete Lesson 25.5 Elaborate.*

___ *Complete Lesson 25.5 Evaluation.*

___ *Complete Lesson 25.5 Performance Task.*

___ *Complete Module 25 Study Guide Review.*

___ *Complete Module 25 Performance Task.*

___ *Complete Module 25 Ready to Go On?*

___ *Complete Module 25 Assessment Readiness.*

___ *Complete Unit 9 Assessment Readiness.*

___ *Complete Unit 9 Math In Careers.*

___ *Complete Unit 9 Test.*

___ *Complete End-of-Year Test Modules 1-25.*

Standard

___ *//9-12/Mathematics/Unit I/Expressing Geometric Properties with Equations/G.GPE.4*

___ *//9-12/Mathematics/Unit I/Expressing Geometric Properties with Equations/G.GPE.5*

___ *//9-12/Mathematics/Unit I/Expressing Geometric Properties with Equations/G.GPE.7*

___ *//9-12/Mathematics/Unit II/Congruence/G.CO.10*

___ *//9-12/Mathematics/Unit II/Congruence/G.CO.11*

APPENDIX I:

CAASPP Reports

Smarter Balanced Assessment Test Results for:

School: Learning Choice Academy

CDS Code: 37-68338-0106799

District: Learning Choice Academy

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2015

Select Student Group: All Students (Default)

Apply Selections

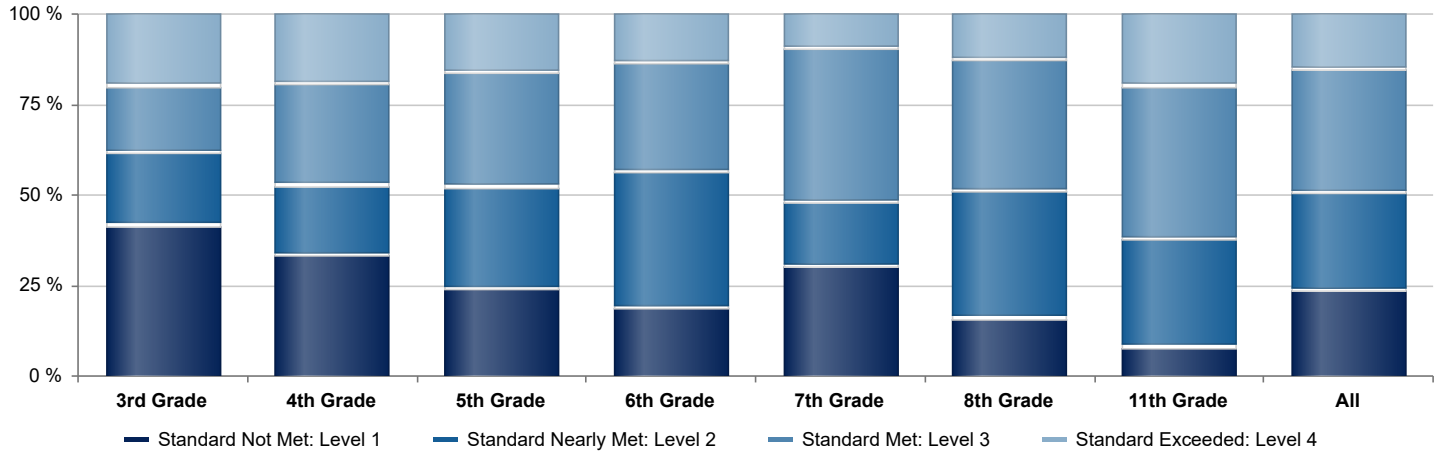
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	63	63	68	70	87	78	94	523
Number of Students Tested	51	54	59	63	81	74	88	470
Number of Students With Scores	51	53	57	63	81	74	87	466

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2398.8	2457.2	2499.7	2520.6	2537.4	2571.2	2611.1	N/A
Standard Exceeded: Level 4	20 %	19 %	16 %	13 %	9 %	12 %	20 %	15 %
Standard Met: Level 3	18 %	28 %	32 %	30 %	43 %	36 %	43 %	34 %
Standard Nearly Met: Level 2	20 %	19 %	28 %	38 %	17 %	35 %	30 %	27 %
Standard Not Met: Level 1	43 %	34 %	25 %	19 %	31 %	16 %	8 %	24 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	20 %	23 %	25 %	17 %	23 %	22 %	37 %	24 %
At or Near Standard	33 %	42 %	53 %	49 %	44 %	61 %	54 %	49 %
Below Standard	47 %	36 %	23 %	33 %	32 %	18 %	9 %	27 %

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	18 %	15 %	21 %	16 %	22 %	24 %	30 %	22 %
At or Near Standard	37 %	55 %	46 %	54 %	47 %	57 %	55 %	51 %
Below Standard	45 %	30 %	33 %	30 %	31 %	19 %	15 %	28 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	22 %	21 %	18 %	16 %	20 %	18 %	18 %	19 %
At or Near Standard	59 %	64 %	67 %	73 %	58 %	72 %	72 %	67 %
Below Standard	20 %	15 %	16 %	11 %	22 %	11 %	9 %	15 %

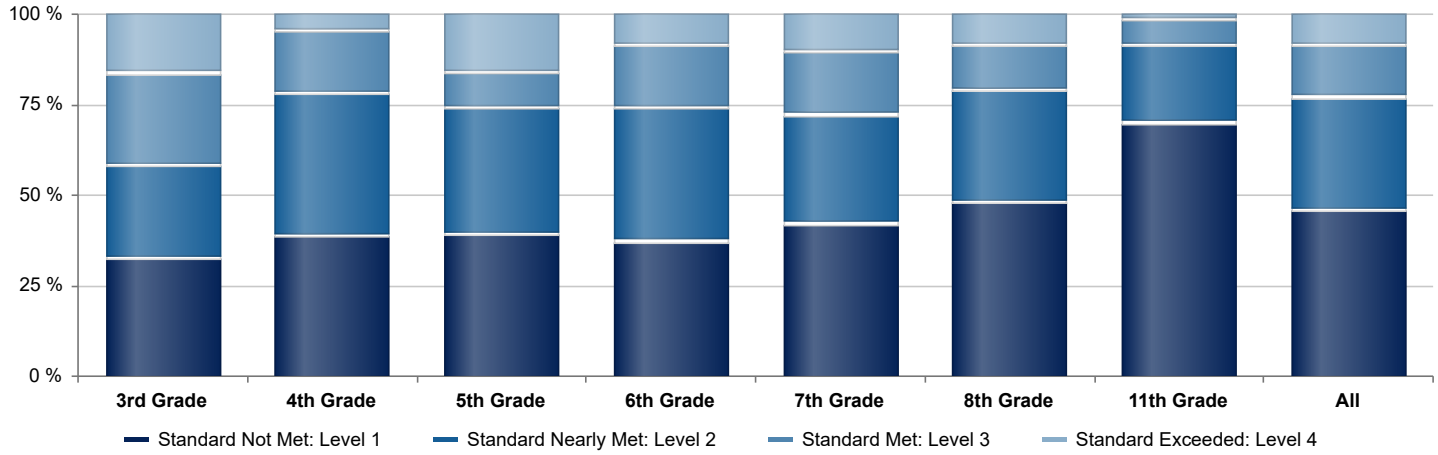
Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	10 %	12 %	26 %	16 %	19 %	19 %	34 %	21 %
At or Near Standard	59 %	57 %	56 %	78 %	58 %	70 %	59 %	63 %
Below Standard	31 %	31 %	18 %	6 %	23 %	11 %	7 %	17 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	63	63	68	70	87	78	94	523
Number of Students Tested	51	53	57	63	81	74	85	464
Number of Students With Scores	51	53	57	63	81	74	84	463
Mean Scale Score	2408.9	2435.1	2478.4	2492.2	2503.8	2507.3	2505.5	N/A
Standard Exceeded: Level 4	16 %	4 %	16 %	8 %	10 %	8 %	1 %	8 %
Standard Met: Level 3	25 %	17 %	9 %	17 %	17 %	12 %	6 %	14 %
Standard Nearly Met: Level 2	25 %	40 %	35 %	37 %	30 %	31 %	21 %	31 %
Standard Not Met: Level 1	33 %	40 %	40 %	38 %	43 %	49 %	71 %	47 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	27 %	13 %	16 %	10 %	14 %	12 %	2 %	13 %
At or Near Standard	27 %	36 %	30 %	38 %	28 %	27 %	25 %	30 %

	Below Standard	45 %	51 %	54 %	52 %	58 %	61 %	73 %	58 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	16 %	8 %	18 %	8 %	15 %	11 %	2 %	11 %
	At or Near Standard	59 %	53 %	39 %	52 %	58 %	55 %	57 %	54 %
	Below Standard	25 %	40 %	44 %	40 %	27 %	34 %	40 %	36 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	20 %	9 %	11 %	14 %	11 %	8 %	4 %	10 %
	At or Near Standard	47 %	45 %	51 %	54 %	65 %	46 %	49 %	52 %
	Below Standard	33 %	45 %	39 %	32 %	23 %	46 %	48 %	38 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Learning Choice Academy

CDS Code: 37-68338-0106799

District: Learning Choice Academy

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2016

Select Student Group: All Students (Default)

Apply Selections

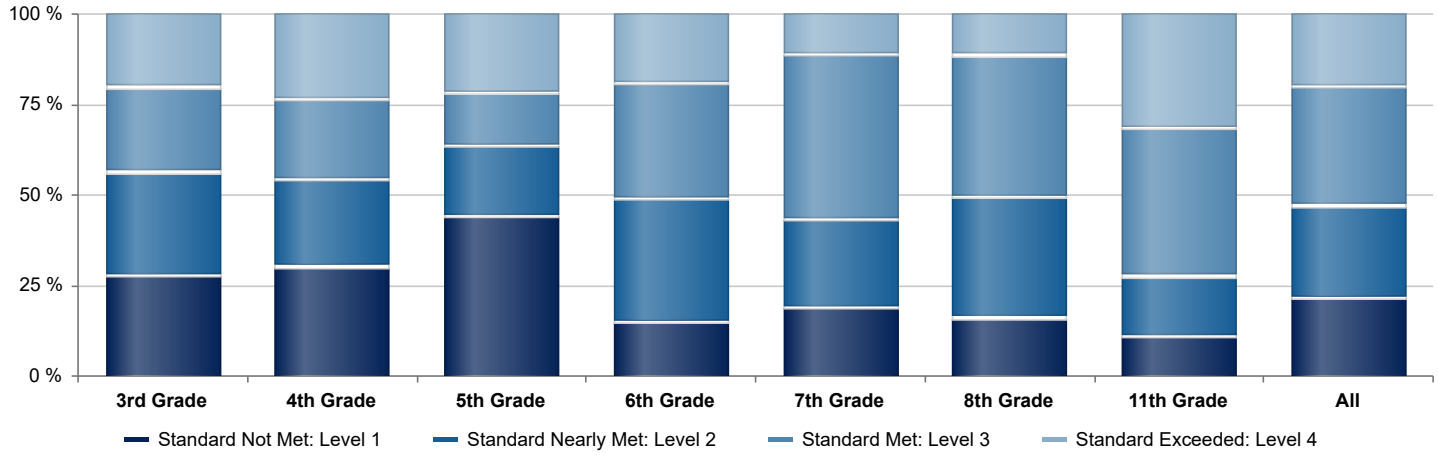
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	71	56	68	58	90	104	96	543
# of Students Tested	60	52	58	53	83	98	93	497
# of Students With Scores	60	51	58	53	83	97	93	495

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2425.1	2466.8	2477.0	2534.6	2556.5	2563.6	2628.7	N/A
Standard Exceeded: Level 4	20 %	24 %	22 %	19 %	11 %	11 %	32 %	20 %
Standard Met: Level 3	23 %	22 %	14 %	32 %	46 %	39 %	41 %	33 %
Standard Nearly Met: Level 2	28 %	24 %	19 %	34 %	24 %	33 %	16 %	25 %
Standard Not Met: Level 1	28 %	31 %	45 %	15 %	19 %	16 %	11 %	22 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	25 %	22 %	22 %	25 %	29 %	20 %	42 %	27 %
Near Standard	57 %	49 %	28 %	45 %	46 %	58 %	46 %	48 %
Below Standard	18 %	29 %	50 %	30 %	25 %	22 %	12 %	25 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	20 %	22 %	19 %	30 %	31 %	25 %	37 %	27 %
Near Standard	55 %	46 %	36 %	51 %	47 %	53 %	50 %	49 %
Below Standard	25 %	32 %	45 %	19 %	22 %	22 %	13 %	24 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	28 %	20 %	17 %	19 %	17 %	18 %	30 %	21 %
Near Standard	60 %	65 %	52 %	74 %	70 %	71 %	57 %	64 %
Below Standard	12 %	16 %	31 %	8 %	13 %	11 %	13 %	14 %

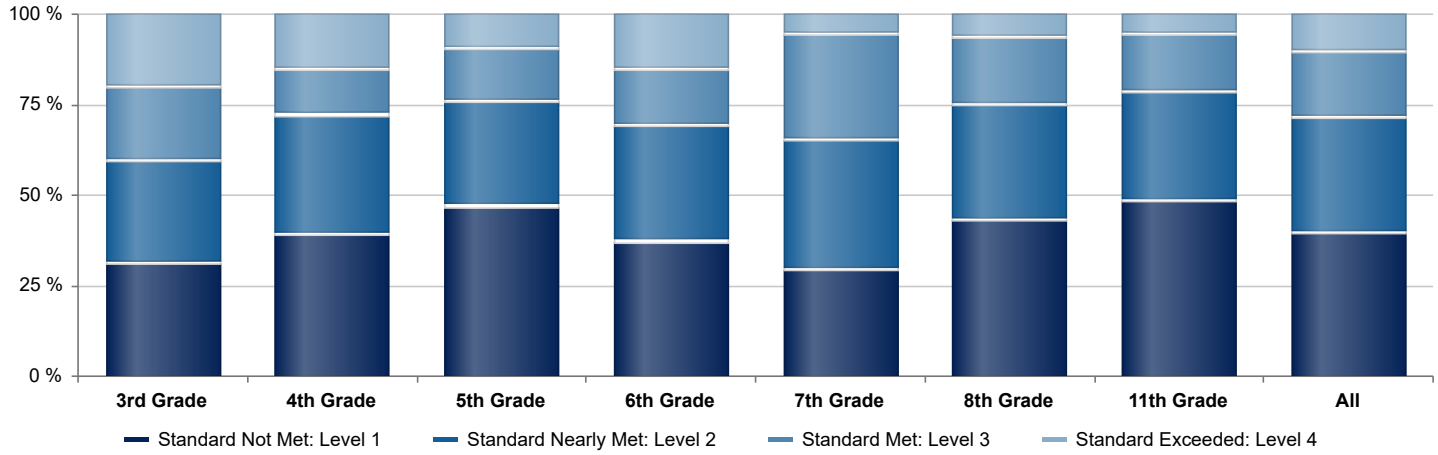
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	18 %	20 %	22 %	30 %	24 %	18 %	46 %	26 %
Near Standard	52 %	59 %	57 %	57 %	59 %	66 %	43 %	56 %
Below Standard	30 %	22 %	21 %	13 %	17 %	17 %	11 %	18 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	71	56	68	58	90	104	96	543
# of Students Tested	60	52	58	53	83	98	93	497
# of Students With Scores	60	52	58	53	83	98	93	497
Mean Scale Score	2417.3	2445.0	2447.8	2501.4	2514.7	2510.6	2546.9	N/A
Standard Exceeded: Level 4	20 %	15 %	9 %	15 %	5 %	6 %	5 %	10 %
Standard Met: Level 3	20 %	12 %	14 %	15 %	29 %	18 %	15 %	18 %
Standard Nearly Met: Level 2	28 %	33 %	29 %	32 %	36 %	32 %	30 %	32 %
Standard Not Met: Level 1	32 %	40 %	48 %	38 %	30 %	44 %	49 %	41 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	25 %	19 %	12 %	15 %	14 %	12 %	8 %	14 %
Near Standard	35 %	27 %	31 %	36 %	40 %	30 %	30 %	33 %

	Below Standard	40 %	54 %	57 %	49 %	46 %	58 %	62 %	53 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	27 %	15 %	12 %	21 %	11 %	14 %	10 %	15 %
	Near Standard	42 %	46 %	29 %	40 %	52 %	56 %	52 %	47 %
	Below Standard	32 %	38 %	59 %	40 %	37 %	30 %	39 %	38 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	23 %	17 %	7 %	11 %	13 %	9 %	13 %	13 %
	Near Standard	50 %	37 %	33 %	57 %	55 %	57 %	60 %	52 %
	Below Standard	27 %	46 %	60 %	32 %	31 %	34 %	27 %	35 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Learning Choice Academy

CDS Code: 37-68338-0106799

District: Learning Choice Academy

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2017

Select Student Group: All Students (Default)

Apply Selections

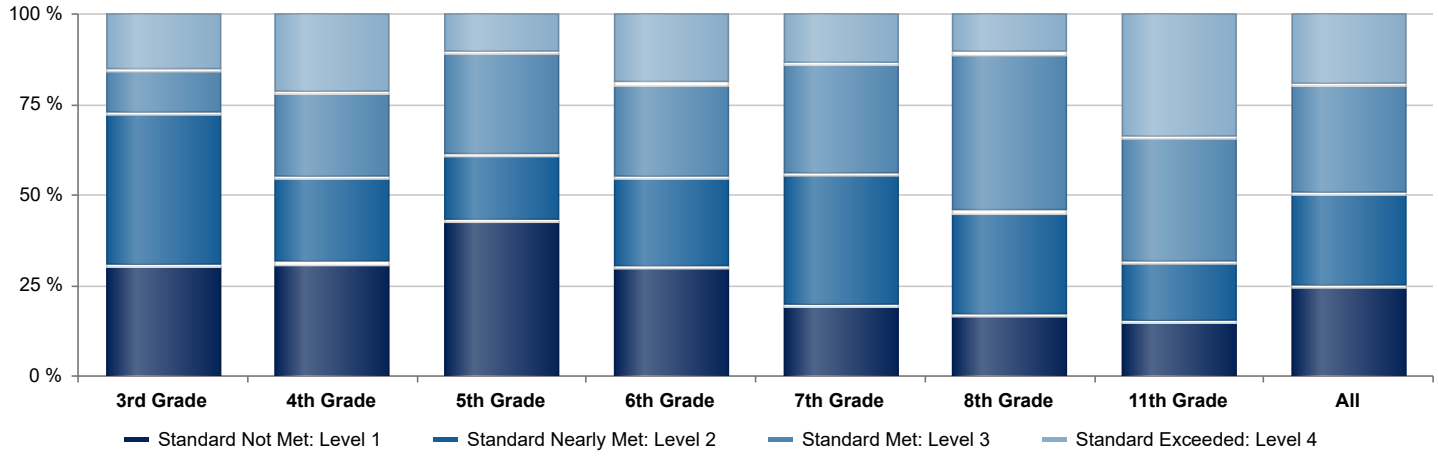
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	56	64	63	64	69	89	119	524
# of Students Tested	52	61	58	62	66	84	113	496
# of Students With Scores	52	60	57	62	66	84	113	494

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2398.3	2461.5	2470.8	2514.9	2546.4	2568.2	2620.8	N/A
Standard Exceeded: Level 4	15.38 %	21.67 %	10.53 %	19.35 %	13.64 %	10.71 %	34.51 %	19.43 %
Standard Met: Level 3	11.54 %	23.33 %	28.07 %	25.81 %	30.30 %	44.05 %	34.51 %	29.96 %
Standard Nearly Met: Level 2	42.31 %	23.33 %	17.54 %	24.19 %	36.36 %	28.57 %	15.93 %	25.71 %
Standard Not Met: Level 1	30.77 %	31.67 %	43.86 %	30.65 %	19.70 %	16.67 %	15.04 %	24.90 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	19.23 %	28.33 %	17.54 %	24.19 %	24.62 %	21.43 %	40.71 %	26.77 %
Near Standard	42.31 %	46.67 %	50.88 %	45.16 %	53.85 %	54.76 %	45.13 %	48.48 %
Below Standard	38.46 %	25.00 %	31.58 %	30.65 %	21.54 %	23.81 %	14.16 %	24.75 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	16.00 %	23.33 %	12.28 %	17.74 %	18.75 %	20.24 %	36.94 %	22.54 %
Near Standard	36.00 %	40.00 %	52.63 %	46.77 %	60.94 %	61.90 %	45.05 %	49.59 %
Below Standard	48.00 %	36.67 %	35.09 %	35.48 %	20.31 %	17.86 %	18.02 %	27.87 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	7.69 %	25.00 %	10.53 %	19.35 %	15.38 %	13.10 %	30.97 %	18.86 %
Near Standard	78.85 %	46.67 %	68.42 %	61.29 %	63.08 %	72.62 %	58.41 %	63.69 %
Below Standard	13.46 %	28.33 %	21.05 %	19.35 %	21.54 %	14.29 %	10.62 %	17.44 %

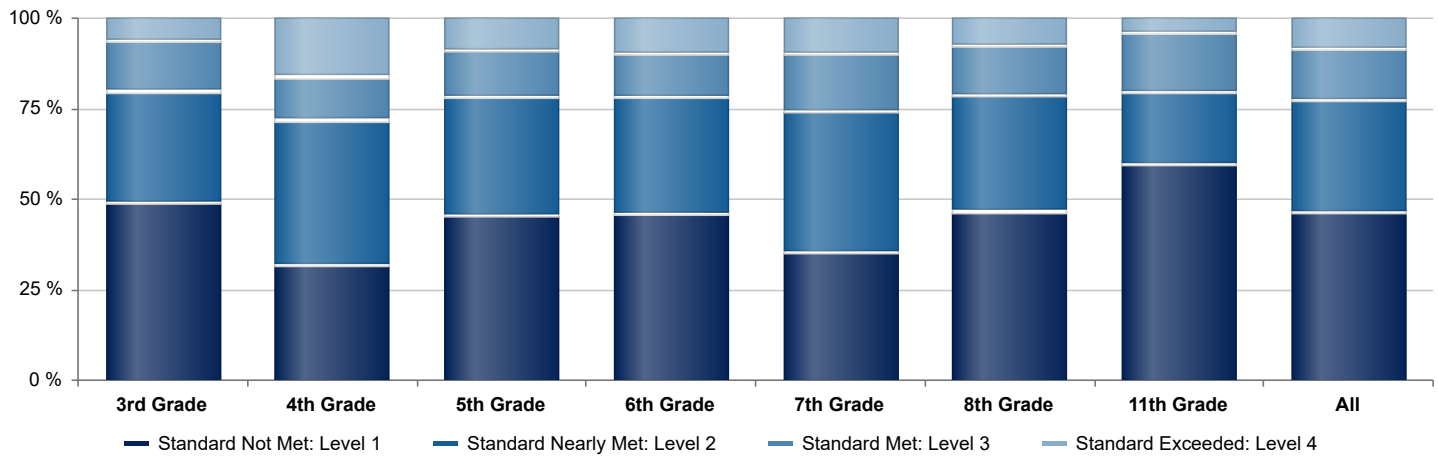
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	15.38 %	16.67 %	15.79 %	25.81 %	20.00 %	21.43 %	39.82 %	24.14 %
Near Standard	48.08 %	55.00 %	43.86 %	46.77 %	56.92 %	66.67 %	44.25 %	51.72 %
Below Standard	36.54 %	28.33 %	40.35 %	27.42 %	23.08 %	11.90 %	15.93 %	24.14 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	56	64	63	64	69	89	119	524
# of Students Tested	52	62	58	62	65	84	113	496
# of Students With Scores	52	62	58	62	64	84	113	495
Mean Scale Score	2383.4	2447.1	2459.4	2472.9	2500.8	2506.6	2531.1	N/A
Standard Exceeded: Level 4	5.77 %	16.13 %	8.62 %	9.68 %	9.38 %	7.14 %	3.54 %	8.08 %
Standard Met: Level 3	13.46 %	11.29 %	12.07 %	11.29 %	15.63 %	13.10 %	15.93 %	13.54 %
Standard Nearly Met: Level 2	30.77 %	40.32 %	32.76 %	32.26 %	39.06 %	32.14 %	19.47 %	31.11 %
Standard Not Met: Level 1	50.00 %	32.26 %	46.55 %	46.77 %	35.94 %	47.62 %	61.06 %	47.27 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	9.62 %	21.67 %	12.07 %	14.52 %	9.38 %	9.52 %	8.85 %	11.76 %
Near Standard	34.62 %	28.33 %	29.31 %	27.42 %	37.50 %	30.95 %	22.12 %	29.21 %

	Below Standard	55.77 %	50.00 %	58.62 %	58.06 %	53.13 %	59.52 %	69.03 %	59.03 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	11.54 %	16.39 %	10.34 %	9.68 %	12.50 %	10.71 %	14.16 %	12.35 %
Near Standard	48.08 %	49.18 %	37.93 %	38.71 %	48.44 %	47.62 %	43.36 %	44.74 %
Below Standard	40.38 %	34.43 %	51.72 %	51.61 %	39.06 %	41.67 %	42.48 %	42.91 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	9.62 %	18.33 %	6.90 %	9.68 %	9.38 %	8.33 %	7.08 %	9.53 %
Near Standard	44.23 %	36.67 %	44.83 %	45.16 %	57.81 %	53.57 %	52.21 %	48.68 %
Below Standard	46.15 %	45.00 %	48.28 %	45.16 %	32.81 %	38.10 %	40.71 %	41.78 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Learning Choice Academy

CDS Code: 37-68338-0106799

District: Learning Choice Academy

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2018

Select Student Group: All Students (Default)

Apply Selections

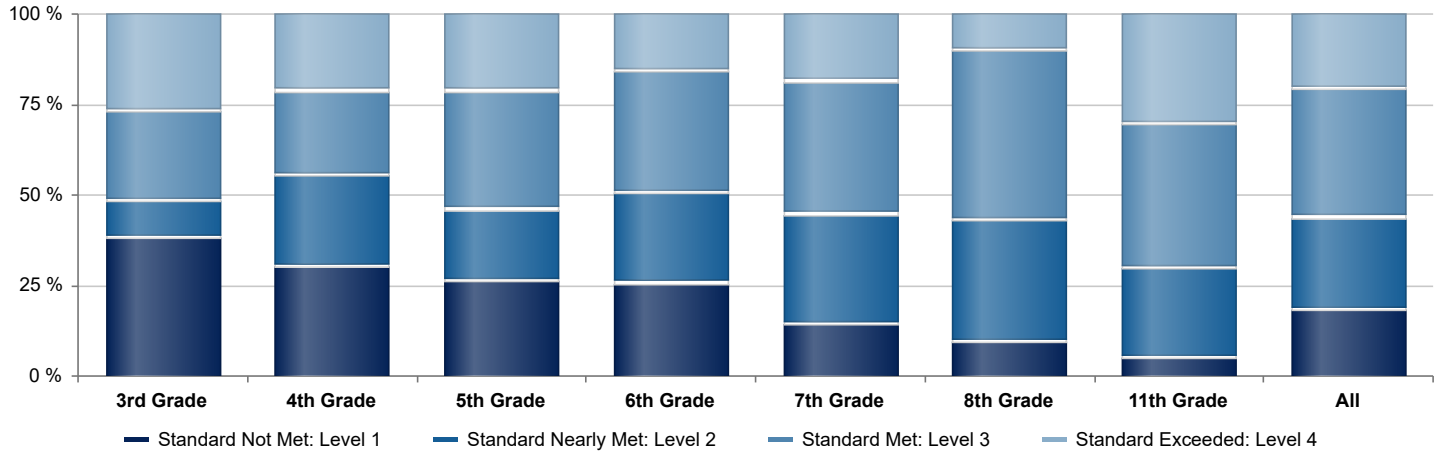
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	45	52	55	65	79	77	100	473
# of Students Tested	43	52	52	65	76	74	98	460
# of Students With Scores	41	52	52	65	76	74	98	458

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2415.2	2457.3	2507.0	2523.7	2562.8	2573.7	2628.3	N/A
Standard Exceeded: Level 4	26.83 %	21.15 %	21.15 %	15.38 %	18.42 %	9.46 %	30.61 %	20.52 %
Standard Met: Level 3	24.39 %	23.08 %	32.69 %	33.85 %	36.84 %	47.30 %	39.80 %	35.59 %
Standard Nearly Met: Level 2	9.76 %	25.00 %	19.23 %	24.62 %	30.26 %	33.78 %	24.49 %	25.11 %
Standard Not Met: Level 1	39.02 %	30.77 %	26.92 %	26.15 %	14.47 %	9.46 %	5.10 %	18.78 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	25.00 %	21.15 %	26.92 %	29.23 %	28.95 %	25.68 %	33.67 %	28.01 %
Near Standard	37.50 %	50.00 %	53.85 %	38.46 %	43.42 %	50.00 %	60.20 %	48.80 %
Below Standard	37.50 %	28.85 %	19.23 %	32.31 %	27.63 %	24.32 %	6.12 %	23.19 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	31.58 %	13.46 %	32.69 %	23.08 %	30.26 %	24.32 %	35.05 %	27.75 %
Near Standard	34.21 %	51.92 %	36.54 %	41.54 %	53.95 %	62.16 %	51.55 %	49.12 %
Below Standard	34.21 %	34.62 %	30.77 %	35.38 %	15.79 %	13.51 %	13.40 %	23.13 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	24.39 %	17.31 %	15.38 %	26.15 %	14.47 %	20.27 %	28.57 %	21.40 %
Near Standard	48.78 %	69.23 %	57.69 %	56.92 %	65.79 %	70.27 %	61.22 %	62.23 %
Below Standard	26.83 %	13.46 %	26.92 %	16.92 %	19.74 %	9.46 %	10.20 %	16.38 %

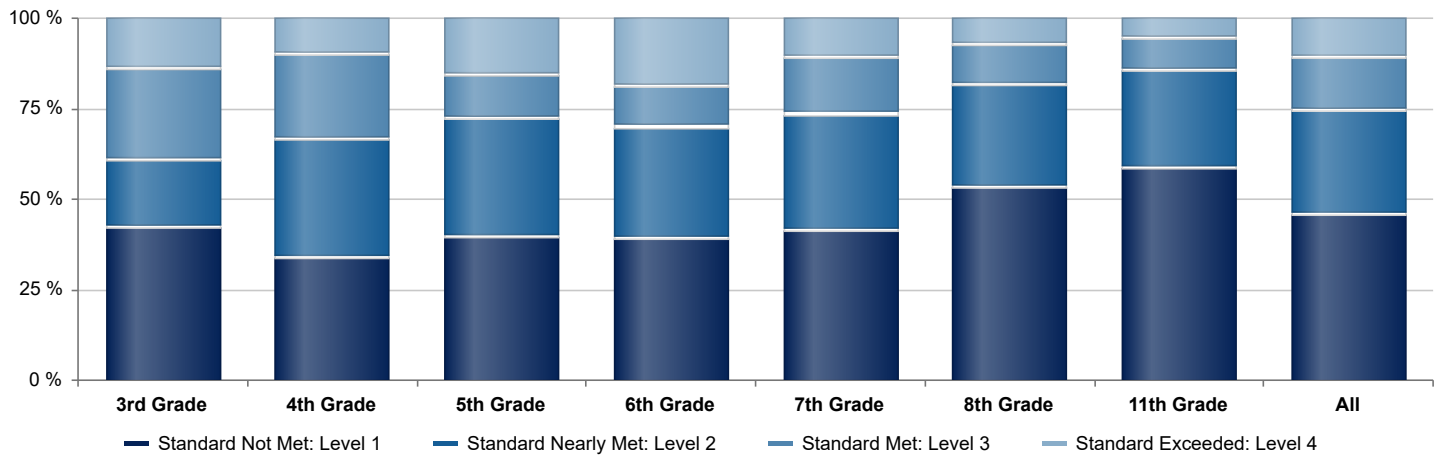
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	22.50 %	19.23 %	26.92 %	21.54 %	36.84 %	21.62 %	40.82 %	28.67 %
Near Standard	42.50 %	53.85 %	51.92 %	53.85 %	50.00 %	63.51 %	52.04 %	53.17 %
Below Standard	35.00 %	26.92 %	21.15 %	24.62 %	13.16 %	14.86 %	7.14 %	18.16 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	45	52	55	65	79	77	100	473
# of Students Tested	44	52	52	65	78	75	98	464
# of Students With Scores	44	52	52	65	78	75	98	464
Mean Scale Score	2397.6	2448.7	2478.9	2501.9	2506.5	2498.3	2529.1	N/A
Standard Exceeded: Level 4	13.64 %	9.62 %	15.38 %	18.46 %	10.26 %	6.67 %	5.10 %	10.56 %
Standard Met: Level 3	25.00 %	23.08 %	11.54 %	10.77 %	15.38 %	10.67 %	8.16 %	13.79 %
Standard Nearly Met: Level 2	18.18 %	32.69 %	32.69 %	30.77 %	32.05 %	28.00 %	26.53 %	28.88 %
Standard Not Met: Level 1	43.18 %	34.62 %	40.38 %	40.00 %	42.31 %	54.67 %	60.20 %	46.77 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	25.00 %	17.31 %	23.08 %	21.54 %	12.82 %	9.33 %	7.14 %	15.09 %
Near Standard	22.73 %	28.85 %	25.00 %	33.85 %	39.74 %	26.67 %	19.39 %	28.02 %

	Below Standard	52.27 %	53.85 %	51.92 %	44.62 %	47.44 %	64.00 %	73.47 %	56.90 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	25.00 %	19.23 %	13.46 %	18.46 %	12.82 %	9.33 %	10.20 %	14.44 %
Near Standard	40.91 %	38.46 %	48.08 %	40.00 %	43.59 %	57.33 %	47.96 %	45.91 %
Below Standard	34.09 %	42.31 %	38.46 %	41.54 %	43.59 %	33.33 %	41.84 %	39.66 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	20.45 %	19.23 %	9.62 %	20.00 %	14.10 %	5.33 %	6.12 %	12.50 %
Near Standard	43.18 %	32.69 %	48.08 %	32.31 %	57.69 %	50.67 %	55.10 %	47.20 %
Below Standard	36.36 %	48.08 %	42.31 %	47.69 %	28.21 %	44.00 %	38.78 %	40.30 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Learning Choice Academy

CDS Code: 37-68338-0106799

District: Learning Choice Academy

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2015

Select Student Group: Ethnicity

Apply Selections

To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

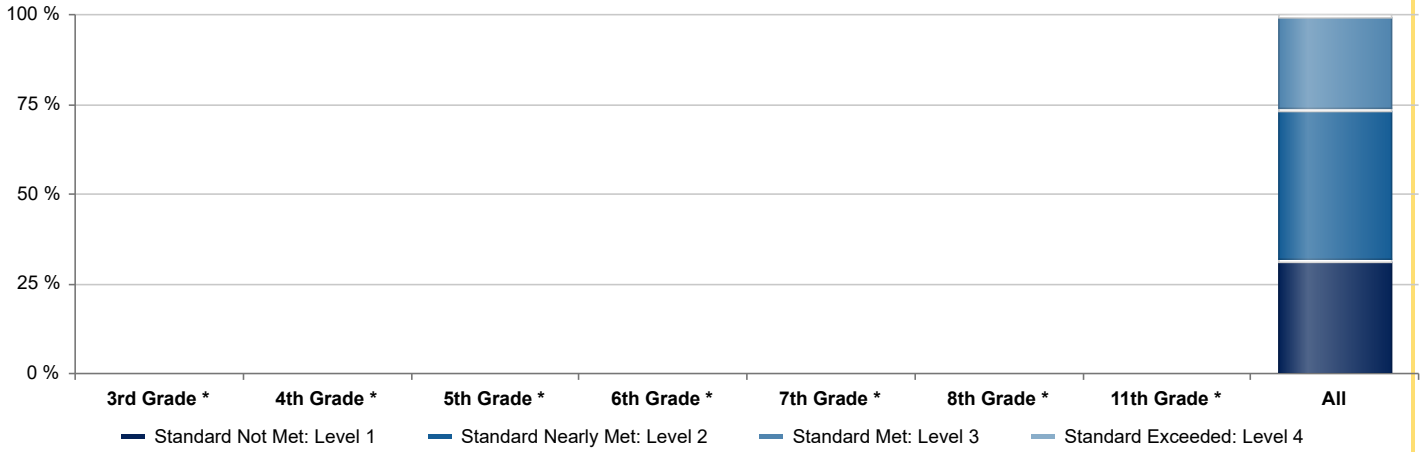
Smarter Balanced Results (2015)

Results by Ethnicity

ENGLISH LANGUAGE ARTS/LITERACY

Black or African American

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	63	63	68	70	87	78	94	523
Number of Students Tested	4	2	4	7	7	5	2	31
Number of Students With Scores	4	2	4	7	7	5	2	31

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	*	*	*	*	*	*	*	N/A
Standard Exceeded: Level 4	*	*	*	*	*	*	*	0 %
Standard Met: Level 3	*	*	*	*	*	*	*	26 %
Standard Nearly Met: Level 2	*	*	*	*	*	*	*	42 %
Standard Not Met: Level 1	*	*	*	*	*	*	*	32 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	10 %
At or Near Standard	*	*	*	*	*	*	*	61 %
Below Standard	*	*	*	*	*	*	*	29 %

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	13 %
At or Near Standard	*	*	*	*	*	*	*	45 %
Below Standard	*	*	*	*	*	*	*	42 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	3 %
At or Near Standard	*	*	*	*	*	*	*	77 %
Below Standard	*	*	*	*	*	*	*	19 %

Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	10 %
At or Near Standard	*	*	*	*	*	*	*	74 %
Below Standard	*	*	*	*	*	*	*	16 %

English Language Arts/Literacy Area Achievement Level Descriptors

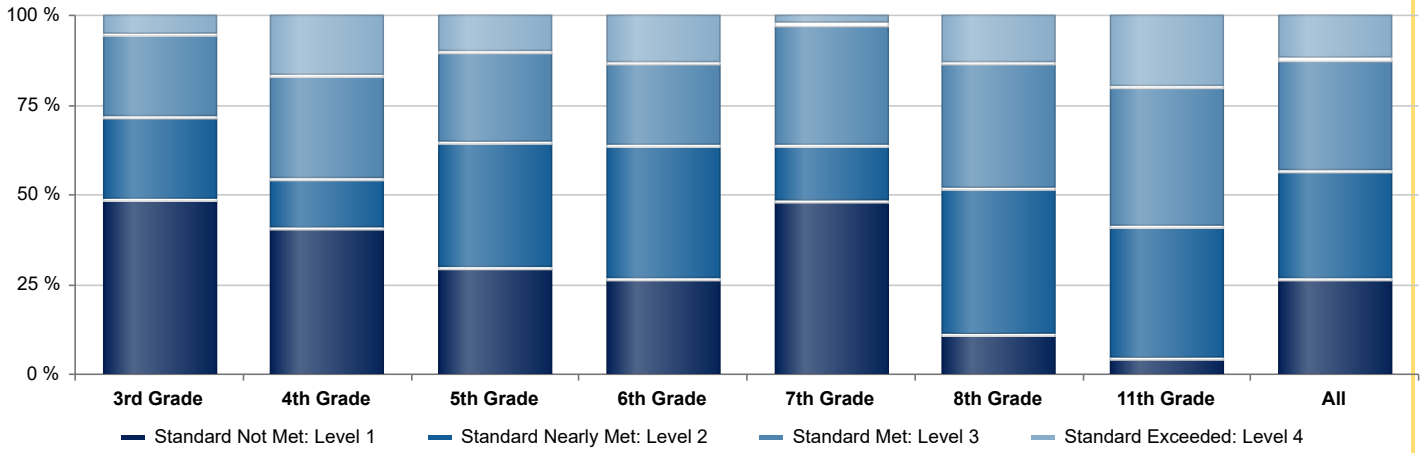
American Indian or Alaska Native

Asian

Filipino

Hispanic or Latino

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	63	63	68	70	87	78	94	523
Number of Students Tested	22	25	22	30	41	46	47	233
Number of Students With Scores	22	24	20	30	41	46	46	229
Mean Scale Score	2374.9	2454.8	2475.7	2508.0	2502.3	2574.2	2611.2	N/A
Standard Exceeded: Level 4	5 %	17 %	10 %	13 %	2 %	13 %	20 %	12 %
Standard Met: Level 3	23 %	29 %	25 %	23 %	34 %	35 %	39 %	31 %
Standard Nearly Met: Level 2	23 %	13 %	35 %	37 %	15 %	41 %	37 %	30 %
Standard Not Met: Level 1	50 %	42 %	30 %	27 %	49 %	11 %	4 %	27 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All

Above Standard	9 %	21 %	20 %	17 %	10 %	20 %	35 %	20 %
At or Near Standard	45 %	33 %	50 %	33 %	44 %	67 %	54 %	49 %
Below Standard	45 %	46 %	30 %	50 %	46 %	13 %	11 %	31 %

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	5 %	17 %	20 %	13 %	12 %	24 %	37 %	20 %
At or Near Standard	45 %	54 %	45 %	57 %	44 %	61 %	54 %	52 %
Below Standard	50 %	29 %	35 %	30 %	44 %	15 %	9 %	28 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	9 %	21 %	10 %	13 %	10 %	20 %	15 %	14 %
At or Near Standard	73 %	71 %	70 %	70 %	59 %	72 %	74 %	69 %
Below Standard	18 %	8 %	20 %	17 %	32 %	9 %	11 %	16 %

Research/Inquiry: Investigating, analyzing, and presenting information

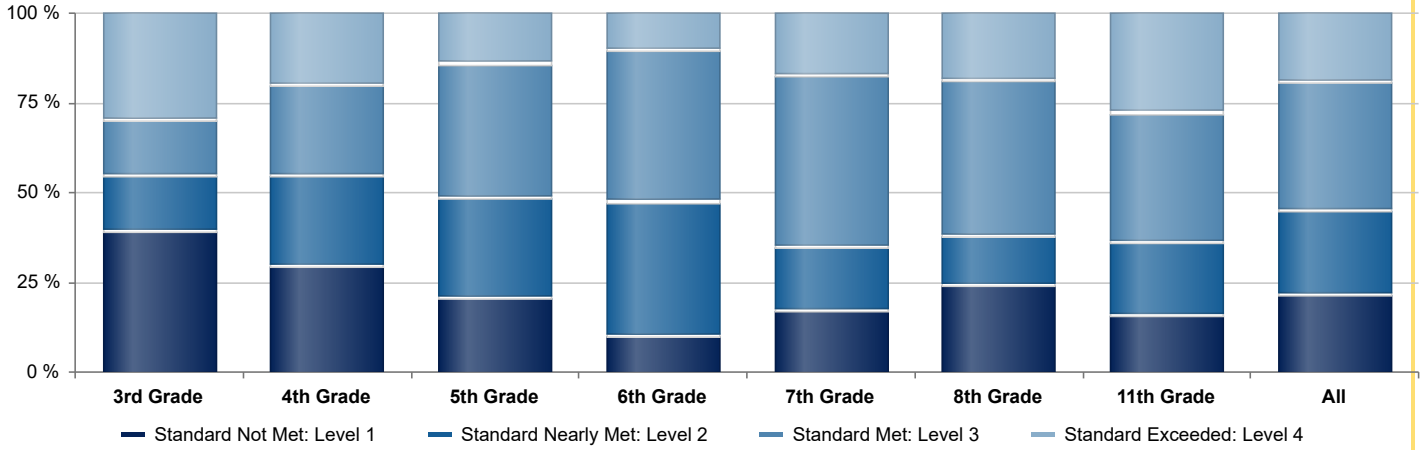
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	5 %	15 %	15 %	10 %	10 %	17 %	35 %	17 %
At or Near Standard	64 %	50 %	60 %	80 %	59 %	76 %	63 %	66 %
Below Standard	32 %	35 %	25 %	10 %	32 %	7 %	2 %	17 %

English Language Arts/Literacy Area Achievement Level Descriptors

Native Hawaiian or Pacific Islander

White

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	63	63	68	70	87	78	94	523
Number of Students Tested	20	20	29	21	29	16	25	160
Number of Students With Scores	20	20	29	21	29	16	25	160
Mean Scale Score	2413.6	2453.9	2510.7	2528.0	2567.6	2592.0	2609.7	N/A
Standard Exceeded: Level 4	30 %	20 %	14 %	10 %	17 %	19 %	28 %	19 %
Standard Met: Level 3	15 %	25 %	38 %	43 %	48 %	44 %	36 %	36 %
Standard Nearly Met: Level 2	15 %	25 %	28 %	38 %	17 %	13 %	20 %	23 %
Standard Not Met: Level 1	40 %	30 %	21 %	10 %	17 %	25 %	16 %	22 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	30 %	25 %	28 %	19 %	38 %	38 %	40 %	31 %
At or Near Standard	25 %	45 %	52 %	57 %	41 %	38 %	48 %	44 %
Below Standard	45 %	30 %	21 %	24 %	21 %	25 %	12 %	24 %

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	30 %	10 %	14 %	19 %	31 %	31 %	28 %	23 %
At or Near Standard	25 %	55 %	52 %	57 %	52 %	44 %	48 %	48 %

	Below Standard	45 %	35 %	34 %	24 %	17 %	25 %	24 %	29 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	30 %	20 %	17 %	24 %	34 %	25 %	20 %	24 %
At or Near Standard	45 %	55 %	72 %	71 %	48 %	63 %	68 %	61 %
Below Standard	25 %	25 %	10 %	5 %	17 %	13 %	12 %	15 %

Research/Inquiry: Investigating, analyzing, and presenting information

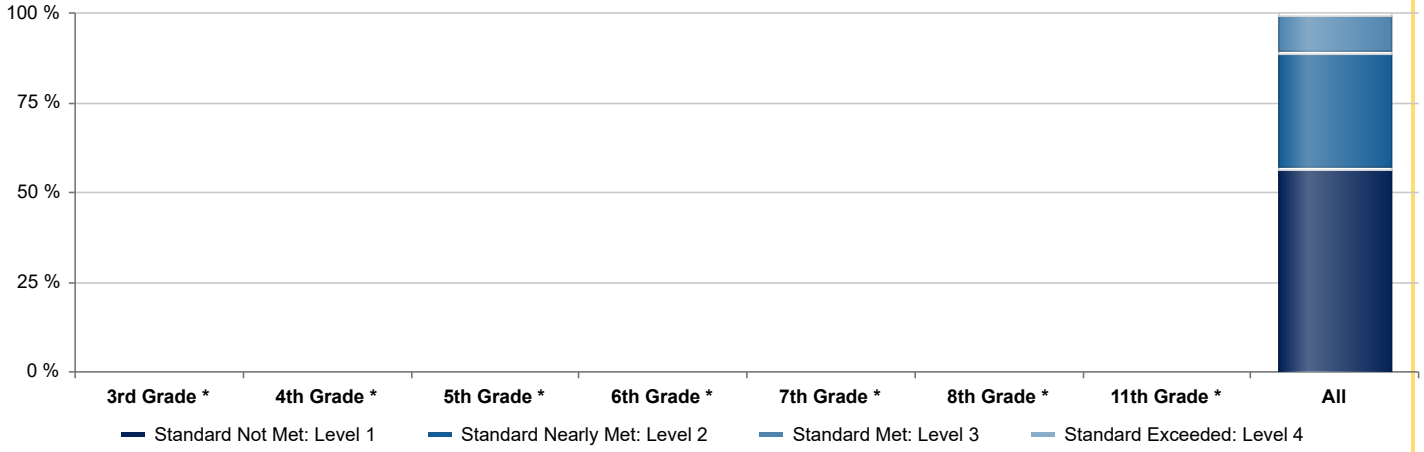
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	20 %	13 %	31 %	10 %	31 %	38 %	40 %	27 %
At or Near Standard	40 %	60 %	55 %	86 %	52 %	44 %	48 %	55 %
Below Standard	40 %	27 %	14 %	5 %	17 %	19 %	12 %	18 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Black or African American

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	63	63	68	70	87	78	94	523
Number of Students Tested	4	2	4	7	7	5	2	31
Number of Students With Scores	4	2	4	7	7	5	2	31

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	*	*	*	*	*	*	*	N/A
Standard Exceeded: Level 4	*	*	*	*	*	*	*	0 %
Standard Met: Level 3	*	*	*	*	*	*	*	10 %
Standard Nearly Met: Level 2	*	*	*	*	*	*	*	32 %
Standard Not Met: Level 1	*	*	*	*	*	*	*	58 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	3 %
At or Near Standard	*	*	*	*	*	*	*	19 %
Below Standard	*	*	*	*	*	*	*	77 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	3 %
At or Near Standard	*	*	*	*	*	*	*	45 %
Below Standard	*	*	*	*	*	*	*	52 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	0 %
At or Near Standard	*	*	*	*	*	*	*	48 %
Below Standard	*	*	*	*	*	*	*	52 %

Mathematics Area Achievement Level Descriptors

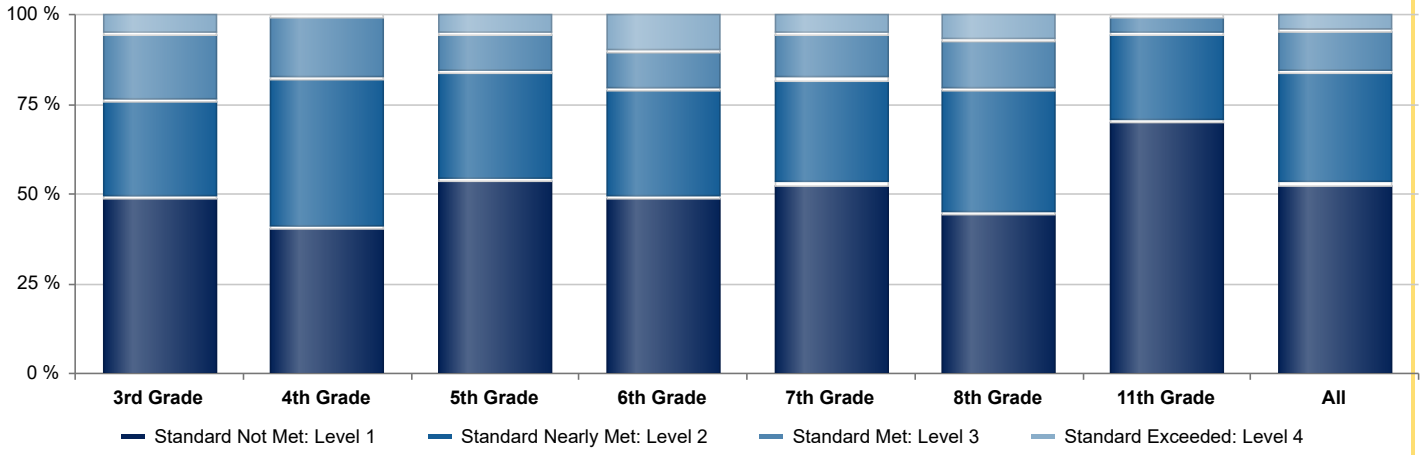
American Indian or Alaska Native

Asian

Filipino

Hispanic or Latino

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	63	63	68	70	87	78	94	523
Number of Students Tested	22	24	20	30	41	46	47	230
Number of Students With Scores	22	24	20	30	41	46	46	229
Mean Scale Score	2372.2	2421.2	2448.1	2463.2	2475.1	2512.5	2501.6	N/A
Standard Exceeded: Level 4	5 %	0 %	5 %	10 %	5 %	7 %	0 %	4 %
Standard Met: Level 3	18 %	17 %	10 %	10 %	12 %	13 %	4 %	11 %
Standard Nearly Met: Level 2	27 %	42 %	30 %	30 %	29 %	35 %	24 %	31 %
Standard Not Met: Level 1	50 %	42 %	55 %	50 %	54 %	46 %	72 %	54 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	9 %	13 %	10 %	7 %	10 %	9 %	0 %	7 %
At or Near Standard	36 %	21 %	25 %	27 %	20 %	33 %	20 %	25 %
Below Standard	55 %	67 %	65 %	67 %	71 %	59 %	80 %	67 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	9 %	0 %	5 %	7 %	5 %	11 %	0 %	5 %
At or Near Standard	55 %	46 %	30 %	43 %	61 %	57 %	57 %	52 %
Below Standard	36 %	54 %	65 %	50 %	34 %	33 %	43 %	43 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

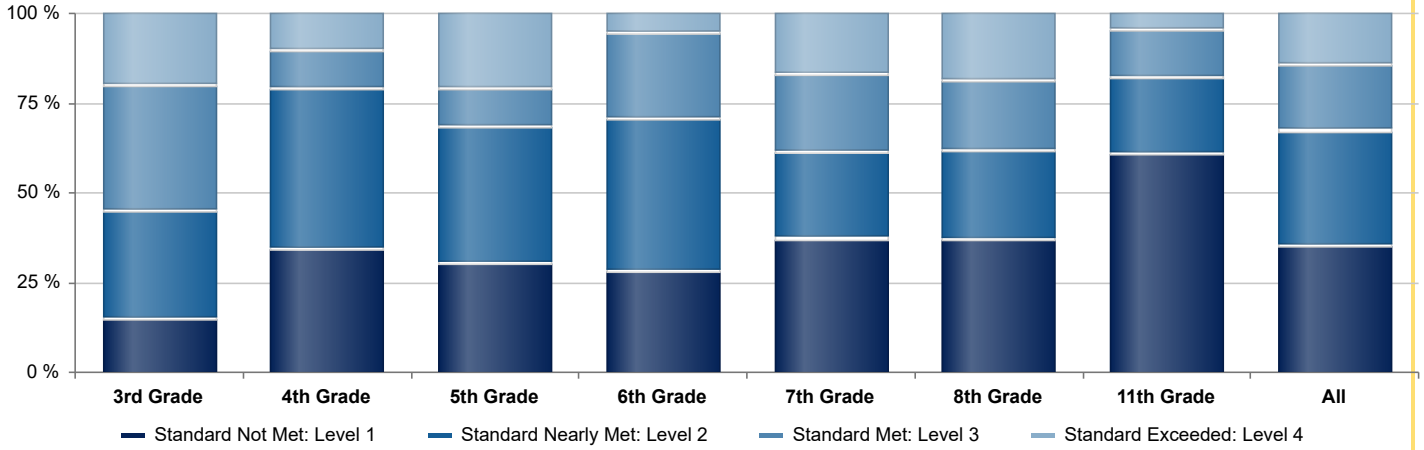
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	9 %	8 %	5 %	13 %	5 %	4 %	4 %	7 %
At or Near Standard	50 %	46 %	45 %	40 %	71 %	54 %	54 %	53 %
Below Standard	41 %	46 %	50 %	47 %	24 %	41 %	41 %	40 %

Mathematics Area Achievement Level Descriptors

Native Hawaiian or Pacific Islander

White

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	63	63	68	70	87	78	94	523
Number of Students Tested	20	20	29	21	29	16	24	159
Number of Students With Scores	20	20	29	21	29	16	24	159
Mean Scale Score	2434.5	2447.0	2492.8	2508.8	2528.7	2531.8	2518.1	N/A
Standard Exceeded: Level 4	20 %	10 %	21 %	5 %	17 %	19 %	4 %	14 %

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Met: Level 3	35 %	10 %	10 %	24 %	21 %	19 %	13 %	18 %
Standard Nearly Met: Level 2	30 %	45 %	38 %	43 %	24 %	25 %	21 %	32 %
Standard Not Met: Level 1	15 %	35 %	31 %	29 %	38 %	38 %	63 %	36 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	35 %	15 %	17 %	10 %	21 %	31 %	8 %	19 %
At or Near Standard	25 %	50 %	38 %	52 %	34 %	25 %	29 %	36 %
Below Standard	40 %	35 %	45 %	38 %	45 %	44 %	63 %	45 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	15 %	15 %	24 %	5 %	31 %	19 %	8 %	18 %
At or Near Standard	70 %	65 %	45 %	62 %	45 %	56 %	58 %	56 %
Below Standard	15 %	20 %	31 %	33 %	24 %	25 %	33 %	26 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	25 %	10 %	14 %	10 %	17 %	25 %	4 %	14 %
At or Near Standard	50 %	45 %	48 %	76 %	62 %	38 %	50 %	53 %
Below Standard	25 %	45 %	38 %	14 %	21 %	38 %	46 %	32 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Learning Choice Academy

CDS Code: 37-68338-0106799

District: Learning Choice Academy

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2016

Select Student Group: Ethnicity

Apply Selections

To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

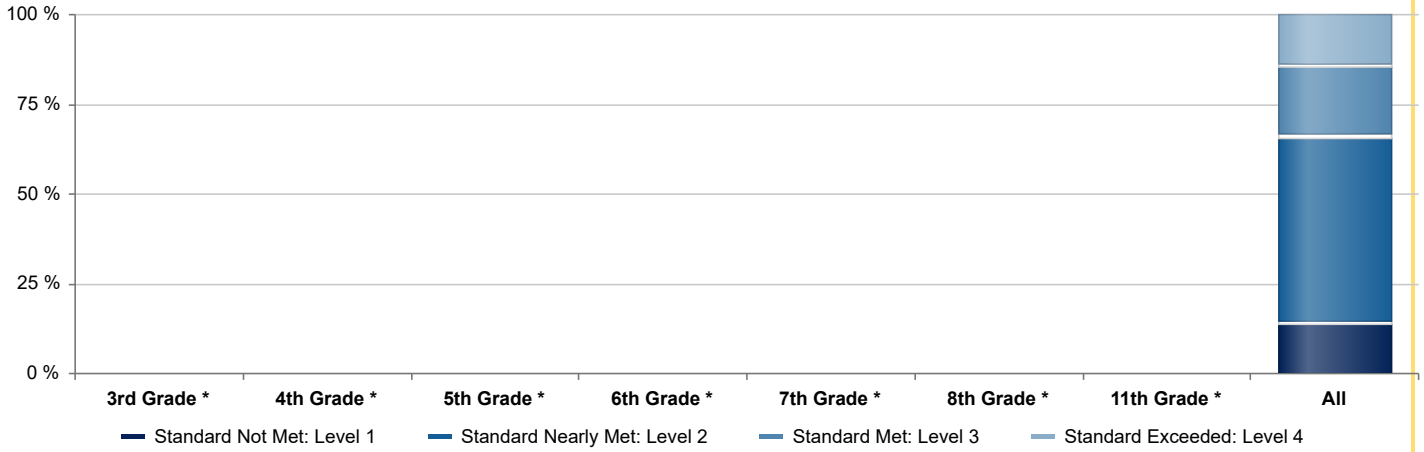
Smarter Balanced Results (2016)

Results by Ethnicity

ENGLISH LANGUAGE ARTS/LITERACY

Black or African American

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	4	3	1	1	4	6	3	22
# of Students Tested	3	3	1	1	4	6	3	21
# of Students With Scores	3	3	1	1	4	6	3	21

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	*	*	*	*	*	*	*	N/A
Standard Exceeded: Level 4	*	*	*	*	*	*	*	14 %
Standard Met: Level 3	*	*	*	*	*	*	*	19 %
Standard Nearly Met: Level 2	*	*	*	*	*	*	*	52 %
Standard Not Met: Level 1	*	*	*	*	*	*	*	14 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	19 %
Near Standard	*	*	*	*	*	*	*	67 %
Below Standard	*	*	*	*	*	*	*	14 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	19 %
Near Standard	*	*	*	*	*	*	*	52 %
Below Standard	*	*	*	*	*	*	*	29 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	14 %
Near Standard	*	*	*	*	*	*	*	67 %
Below Standard	*	*	*	*	*	*	*	19 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	10 %
Near Standard	*	*	*	*	*	*	*	67 %
Below Standard	*	*	*	*	*	*	*	24 %

English Language Arts/Literacy Area Achievement Level Descriptors

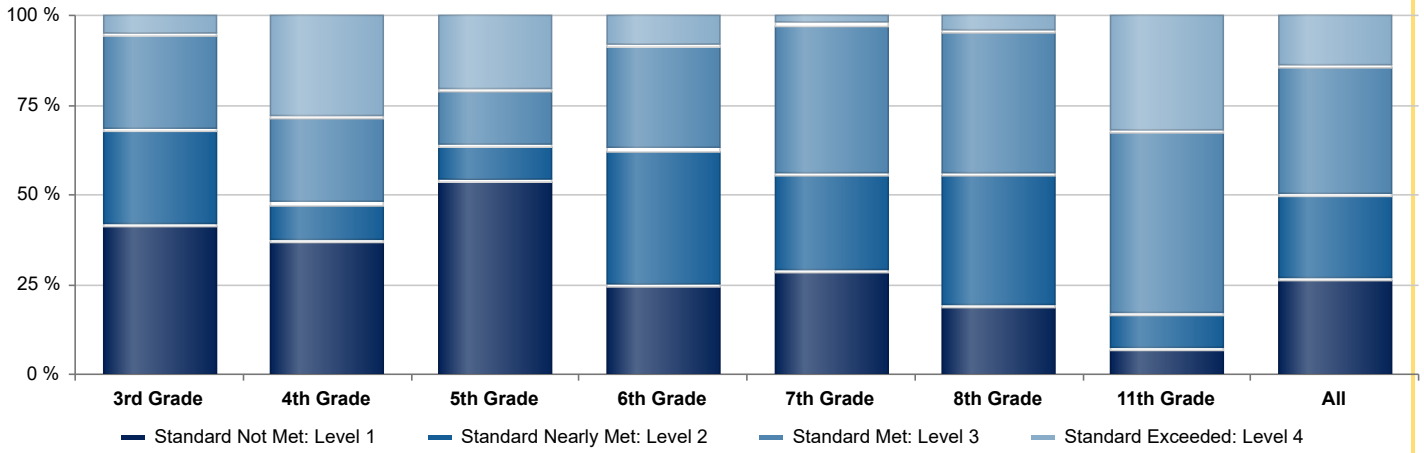
American Indian or Alaska Native

Asian

Filipino

Hispanic or Latino

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	22	23	38	25	52	61	46	267
# of Students Tested	19	22	33	24	48	58	46	250
# of Students With Scores	19	21	33	24	48	57	46	248
Mean Scale Score	2394.9	2468.0	2469.6	2499.7	2524.7	2549.8	2637.2	N/A
Standard Exceeded: Level 4	5 %	29 %	21 %	8 %	2 %	4 %	33 %	14 %
Standard Met: Level 3	26 %	24 %	15 %	29 %	42 %	40 %	52 %	36 %
Standard Nearly Met: Level 2	26 %	10 %	9 %	38 %	27 %	37 %	9 %	23 %
Standard Not Met: Level 1	42 %	38 %	55 %	25 %	29 %	19 %	7 %	27 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All

Above Standard	11 %	14 %	27 %	17 %	17 %	12 %	39 %	21 %
Near Standard	58 %	57 %	18 %	38 %	48 %	61 %	54 %	49 %
Below Standard	32 %	29 %	55 %	46 %	35 %	26 %	7 %	31 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	11 %	24 %	21 %	17 %	21 %	18 %	37 %	22 %
Near Standard	53 %	38 %	24 %	54 %	46 %	56 %	57 %	48 %
Below Standard	37 %	38 %	55 %	29 %	33 %	26 %	7 %	30 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	16 %	19 %	18 %	13 %	6 %	14 %	28 %	16 %
Near Standard	68 %	67 %	48 %	75 %	77 %	72 %	65 %	68 %
Below Standard	16 %	14 %	33 %	13 %	17 %	14 %	7 %	16 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

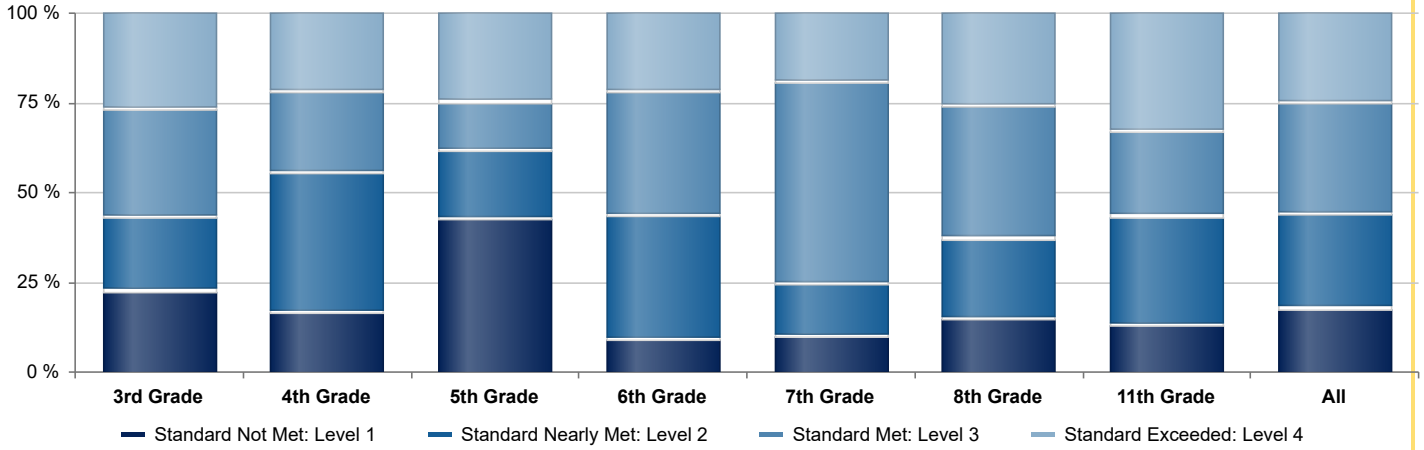
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	11 %	19 %	18 %	21 %	8 %	11 %	52 %	21 %
Near Standard	47 %	57 %	58 %	58 %	69 %	72 %	37 %	58 %
Below Standard	42 %	24 %	24 %	21 %	23 %	18 %	11 %	21 %

English Language Arts/Literacy Area Achievement Level Descriptors

Native Hawaiian or Pacific Islander

White

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	35	25	18	27	23	29	32	189
# of Students Tested	30	23	16	23	21	27	30	170
# of Students With Scores	30	23	16	23	21	27	30	170
Mean Scale Score	2444.0	2482.1	2475.8	2547.7	2598.9	2589.3	2618.1	N/A
Standard Exceeded: Level 4	27 %	22 %	25 %	22 %	19 %	26 %	33 %	25 %
Standard Met: Level 3	30 %	22 %	13 %	35 %	57 %	37 %	23 %	31 %
Standard Nearly Met: Level 2	20 %	39 %	19 %	35 %	14 %	22 %	30 %	26 %
Standard Not Met: Level 1	23 %	17 %	44 %	9 %	10 %	15 %	13 %	18 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	43 %	26 %	19 %	22 %	52 %	35 %	50 %	37 %
Near Standard	43 %	48 %	38 %	57 %	38 %	54 %	30 %	44 %
Below Standard	13 %	26 %	44 %	22 %	10 %	12 %	20 %	20 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	30 %	23 %	13 %	30 %	43 %	42 %	40 %	33 %
Near Standard	47 %	64 %	50 %	57 %	48 %	46 %	37 %	49 %

	Below Standard	23 %	14 %	38 %	13 %	10 %	12 %	23 %	18 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	37 %	26 %	13 %	17 %	24 %	23 %	30 %	25 %
Near Standard	53 %	57 %	50 %	83 %	67 %	69 %	57 %	62 %
Below Standard	10 %	17 %	38 %	0 %	10 %	8 %	13 %	12 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	20 %	26 %	25 %	35 %	43 %	38 %	40 %	33 %
Near Standard	53 %	57 %	63 %	57 %	48 %	42 %	53 %	53 %
Below Standard	27 %	17 %	13 %	9 %	10 %	19 %	7 %	15 %

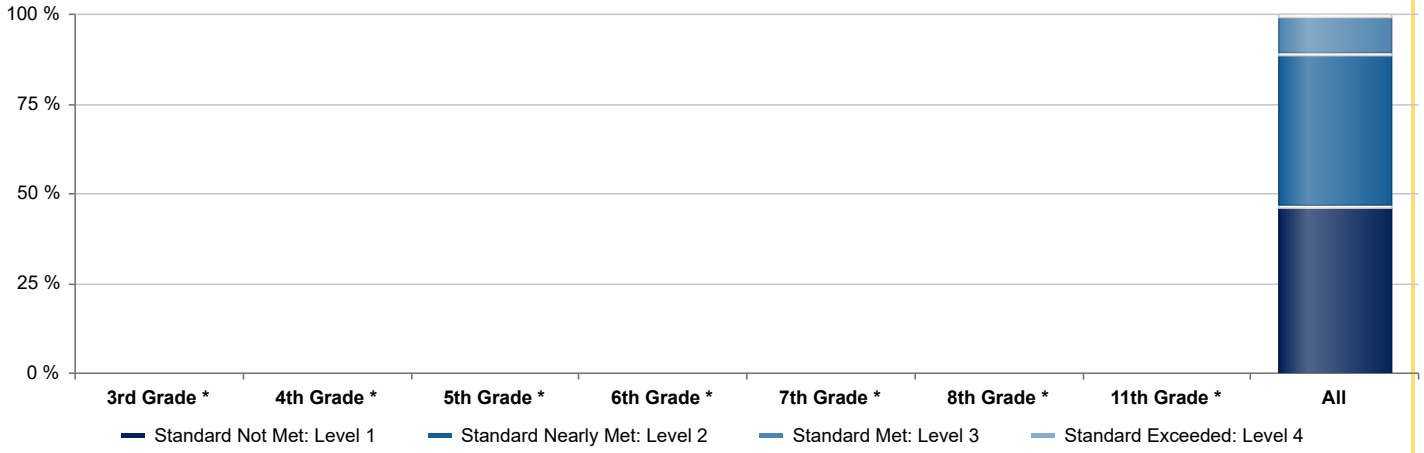
English Language Arts/Literacy Area Achievement Level Descriptors

Two or more races

MATHEMATICS

Black or African American

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	4	3	1	1	4	6	3	22
# of Students Tested	3	3	1	1	4	6	3	21

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students With Scores	3	3	1	1	4	6	3	21
Mean Scale Score	*	*	*	*	*	*	*	N/A
Standard Exceeded: Level 4	*	*	*	*	*	*	*	0 %
Standard Met: Level 3	*	*	*	*	*	*	*	10 %
Standard Nearly Met: Level 2	*	*	*	*	*	*	*	43 %
Standard Not Met: Level 1	*	*	*	*	*	*	*	48 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	0 %
Near Standard	*	*	*	*	*	*	*	29 %
Below Standard	*	*	*	*	*	*	*	71 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	5 %
Near Standard	*	*	*	*	*	*	*	38 %
Below Standard	*	*	*	*	*	*	*	57 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	0 %
Near Standard	*	*	*	*	*	*	*	57 %
Below Standard	*	*	*	*	*	*	*	43 %

Mathematics Area Achievement Level Descriptors

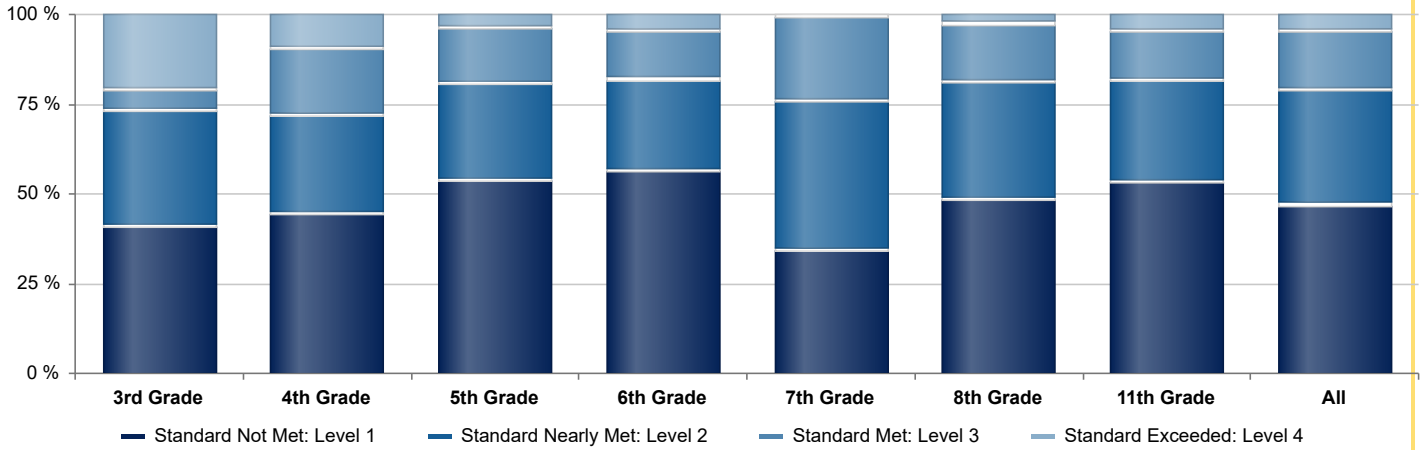
American Indian or Alaska Native

Asian

Filipino

Hispanic or Latino

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	22	23	38	25	52	61	46	267
# of Students Tested	19	22	33	24	48	58	46	250
# of Students With Scores	19	22	33	24	48	58	46	250
Mean Scale Score	2397.4	2437.1	2428.7	2462.0	2486.5	2498.1	2546.6	N/A
Standard Exceeded: Level 4	21 %	9 %	3 %	4 %	0 %	2 %	4 %	4 %
Standard Met: Level 3	5 %	18 %	15 %	13 %	23 %	16 %	13 %	16 %
Standard Nearly Met: Level 2	32 %	27 %	27 %	25 %	42 %	33 %	28 %	32 %
Standard Not Met: Level 1	42 %	45 %	55 %	58 %	35 %	50 %	54 %	48 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	26 %	18 %	6 %	4 %	6 %	10 %	7 %	10 %
Near Standard	32 %	32 %	27 %	29 %	40 %	26 %	28 %	30 %
Below Standard	42 %	50 %	67 %	67 %	54 %	64 %	65 %	60 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	16 %	9 %	6 %	8 %	4 %	9 %	7 %	8 %
Near Standard	47 %	45 %	30 %	42 %	50 %	57 %	50 %	48 %
Below Standard	37 %	45 %	64 %	50 %	46 %	34 %	43 %	45 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

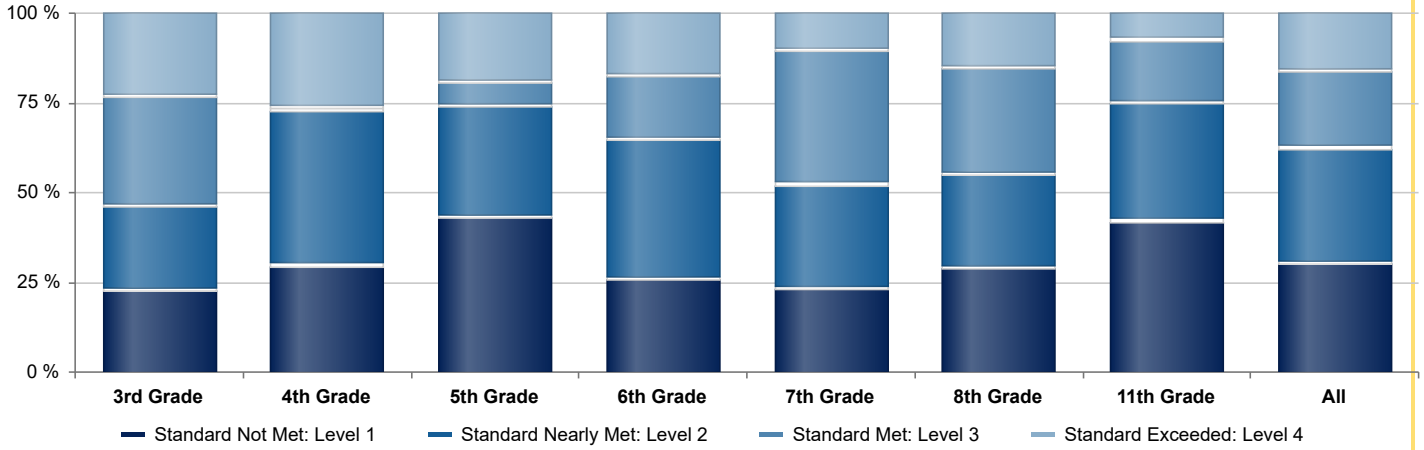
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	21 %	9 %	9 %	0 %	8 %	5 %	11 %	8 %
Near Standard	47 %	41 %	30 %	63 %	50 %	55 %	59 %	50 %
Below Standard	32 %	50 %	61 %	38 %	42 %	40 %	30 %	41 %

Mathematics Area Achievement Level Descriptors

Native Hawaiian or Pacific Islander

White

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	35	25	18	27	23	29	32	189
# of Students Tested	30	23	16	23	21	27	30	170
# of Students With Scores	30	23	16	23	21	27	30	170
Mean Scale Score	2438.3	2461.9	2469.1	2517.6	2541.2	2539.7	2547.0	N/A

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Exceeded: Level 4	23 %	26 %	19 %	17 %	10 %	15 %	7 %	16 %
Standard Met: Level 3	30 %	0 %	6 %	17 %	38 %	30 %	17 %	21 %
Standard Nearly Met: Level 2	23 %	43 %	31 %	39 %	29 %	26 %	33 %	32 %
Standard Not Met: Level 1	23 %	30 %	44 %	26 %	24 %	30 %	43 %	31 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	30 %	22 %	19 %	17 %	24 %	19 %	7 %	20 %
Near Standard	40 %	26 %	38 %	39 %	43 %	42 %	30 %	37 %
Below Standard	30 %	52 %	44 %	43 %	33 %	38 %	63 %	44 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	40 %	26 %	25 %	26 %	24 %	30 %	17 %	27 %
Near Standard	40 %	48 %	19 %	39 %	48 %	52 %	47 %	43 %
Below Standard	20 %	26 %	56 %	35 %	29 %	19 %	37 %	30 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	23 %	26 %	6 %	17 %	14 %	15 %	13 %	17 %
Near Standard	53 %	35 %	25 %	48 %	71 %	63 %	60 %	52 %
Below Standard	23 %	39 %	69 %	35 %	14 %	22 %	27 %	31 %

Mathematics Area Achievement Level Descriptors

Two or more races

Smarter Balanced Assessment Test Results for:

School: Learning Choice Academy

CDS Code: 37-68338-0106799

District: Learning Choice Academy

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2017

Select Student Group: Ethnicity

Apply Selections

To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

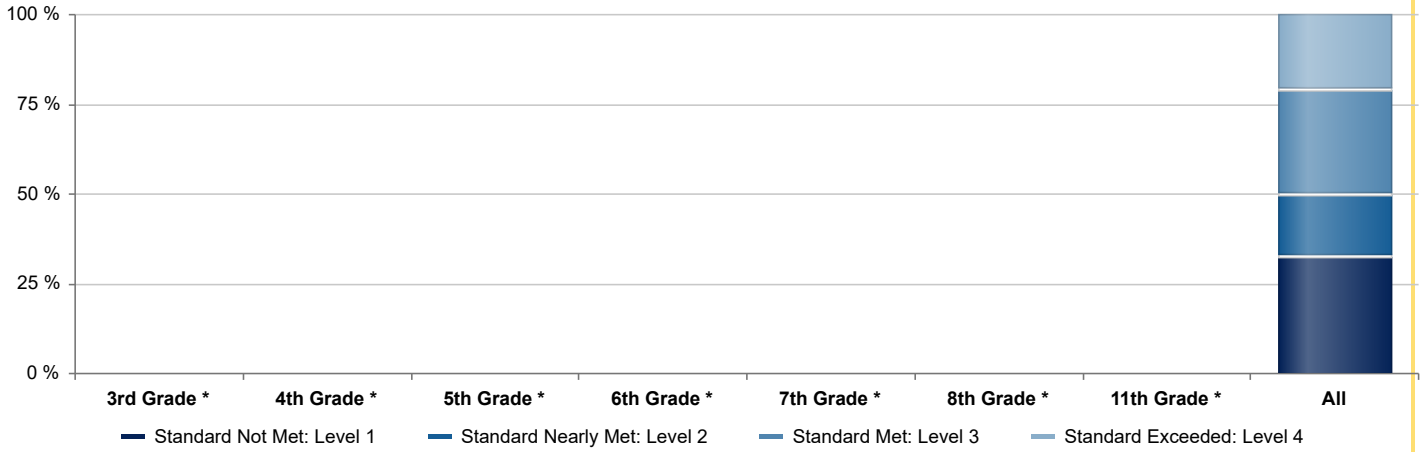
Smarter Balanced Results (2017)

Results by Ethnicity

ENGLISH LANGUAGE ARTS/LITERACY

Black or African American

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	*	*	*	*	*	26
# of Students Tested	*	*	*	*	*	*	*	24
# of Students With Scores	*	*	*	*	*	*	*	24

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	*	*	*	*	*	*	*	N/A
Standard Exceeded: Level 4	*	*	*	*	*	*	*	20.83 %
Standard Met: Level 3	*	*	*	*	*	*	*	29.17 %
Standard Nearly Met: Level 2	*	*	*	*	*	*	*	16.67 %
Standard Not Met: Level 1	*	*	*	*	*	*	*	33.33 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	33.33 %
Near Standard	*	*	*	*	*	*	*	41.67 %
Below Standard	*	*	*	*	*	*	*	25.00 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	20.83 %
Near Standard	*	*	*	*	*	*	*	45.83 %
Below Standard	*	*	*	*	*	*	*	33.33 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	25.00 %
Near Standard	*	*	*	*	*	*	*	58.33 %
Below Standard	*	*	*	*	*	*	*	16.67 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	25.00 %
Near Standard	*	*	*	*	*	*	*	41.67 %
Below Standard	*	*	*	*	*	*	*	33.33 %

English Language Arts/Literacy Area Achievement Level Descriptors

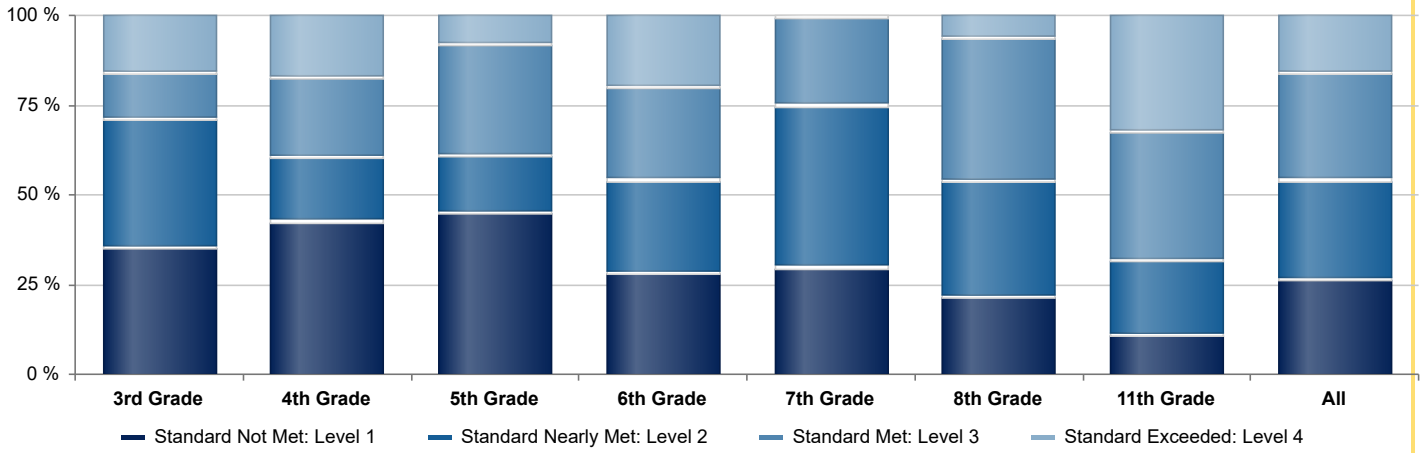
American Indian or Alaska Native

Asian

Filipino

Hispanic or Latino

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	27	26	29	36	34	53	66	271
# of Students Tested	25	24	27	35	33	50	64	258
# of Students With Scores	25	23	26	35	33	50	64	256
Mean Scale Score	2388.2	2450.9	2465.3	2517.5	2506.6	2550.6	2617.0	N/A
Standard Exceeded: Level 4	16.00 %	17.39 %	7.69 %	20.00 %	0.00 %	6.00 %	32.81 %	16.02 %
Standard Met: Level 3	12.00 %	21.74 %	30.77 %	25.71 %	24.24 %	40.00 %	35.94 %	29.69 %
Standard Nearly Met: Level 2	36.00 %	17.39 %	15.38 %	25.71 %	45.45 %	32.00 %	20.31 %	27.34 %
Standard Not Met: Level 1	36.00 %	43.48 %	46.15 %	28.57 %	30.30 %	22.00 %	10.94 %	26.95 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All

	Above Standard	16.00 %	26.09 %	11.54 %	22.86 %	9.38 %	16.00 %	35.94 %	21.57 %
	Near Standard	48.00 %	39.13 %	50.00 %	45.71 %	56.25 %	54.00 %	50.00 %	49.80 %
	Below Standard	36.00 %	34.78 %	38.46 %	31.43 %	34.38 %	30.00 %	14.06 %	28.63 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	16.67 %	21.74 %	11.54 %	20.00 %	3.23 %	12.00 %	35.94 %	19.37 %
Near Standard	33.33 %	30.43 %	53.85 %	45.71 %	64.52 %	64.00 %	46.88 %	50.20 %
Below Standard	50.00 %	47.83 %	34.62 %	34.29 %	32.26 %	24.00 %	17.19 %	30.43 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	0.00 %	30.43 %	11.54 %	17.14 %	9.38 %	14.00 %	23.44 %	16.08 %
Near Standard	80.00 %	43.48 %	69.23 %	60.00 %	62.50 %	70.00 %	64.06 %	64.71 %
Below Standard	20.00 %	26.09 %	19.23 %	22.86 %	28.13 %	16.00 %	12.50 %	19.22 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

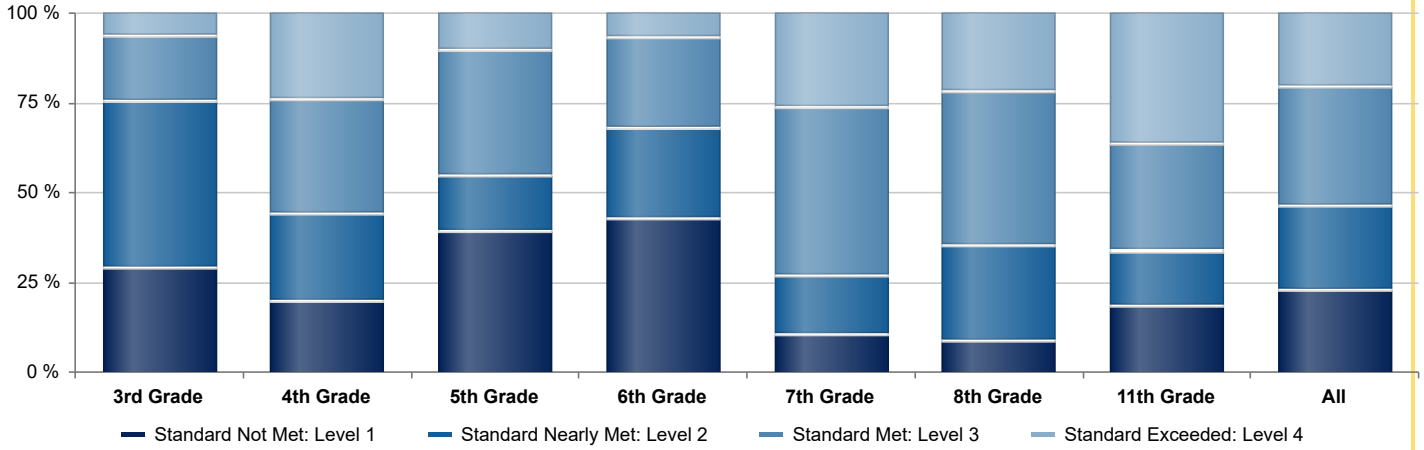
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	16.00 %	13.04 %	19.23 %	28.57 %	6.25 %	18.00 %	39.06 %	22.75 %
Near Standard	48.00 %	47.83 %	38.46 %	48.57 %	62.50 %	70.00 %	48.44 %	53.33 %
Below Standard	36.00 %	39.13 %	42.31 %	22.86 %	31.25 %	12.00 %	12.50 %	23.92 %

English Language Arts/Literacy Area Achievement Level Descriptors

Native Hawaiian or Pacific Islander

White

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	18	26	22	17	21	24	28	156
# of Students Tested	17	25	20	16	19	23	27	147
# of Students With Scores	17	25	20	16	19	23	27	147
Mean Scale Score	2388.1	2479.1	2485.1	2478.0	2582.7	2595.7	2619.2	N/A
Standard Exceeded: Level 4	5.88 %	24.00 %	10.00 %	6.25 %	26.32 %	21.74 %	37.04 %	20.41 %
Standard Met: Level 3	17.65 %	32.00 %	35.00 %	25.00 %	47.37 %	43.48 %	29.63 %	33.33 %
Standard Nearly Met: Level 2	47.06 %	24.00 %	15.00 %	25.00 %	15.79 %	26.09 %	14.81 %	23.13 %
Standard Not Met: Level 1	29.41 %	20.00 %	40.00 %	43.75 %	10.53 %	8.70 %	18.52 %	23.13 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	17.65 %	36.00 %	25.00 %	12.50 %	36.84 %	34.78 %	48.15 %	31.97 %
Near Standard	41.18 %	48.00 %	55.00 %	50.00 %	52.63 %	52.17 %	37.04 %	47.62 %
Below Standard	41.18 %	16.00 %	20.00 %	37.50 %	10.53 %	13.04 %	14.81 %	20.41 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	5.88 %	24.00 %	20.00 %	6.25 %	36.84 %	26.09 %	42.31 %	24.66 %
Near Standard	35.29 %	52.00 %	50.00 %	43.75 %	52.63 %	65.22 %	38.46 %	48.63 %

	Below Standard	58.82 %	24.00 %	30.00 %	50.00 %	10.53 %	8.70 %	19.23 %	26.71 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	11.76 %	20.00 %	10.00 %	18.75 %	21.05 %	13.04 %	37.04 %	19.73 %
Near Standard	76.47 %	56.00 %	75.00 %	56.25 %	63.16 %	69.57 %	48.15 %	62.59 %
Below Standard	11.76 %	24.00 %	15.00 %	25.00 %	15.79 %	17.39 %	14.81 %	17.69 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	11.76 %	20.00 %	10.00 %	6.25 %	36.84 %	30.43 %	40.74 %	23.81 %
Near Standard	47.06 %	68.00 %	55.00 %	43.75 %	42.11 %	60.87 %	40.74 %	51.70 %
Below Standard	41.18 %	12.00 %	35.00 %	50.00 %	21.05 %	8.70 %	18.52 %	24.49 %

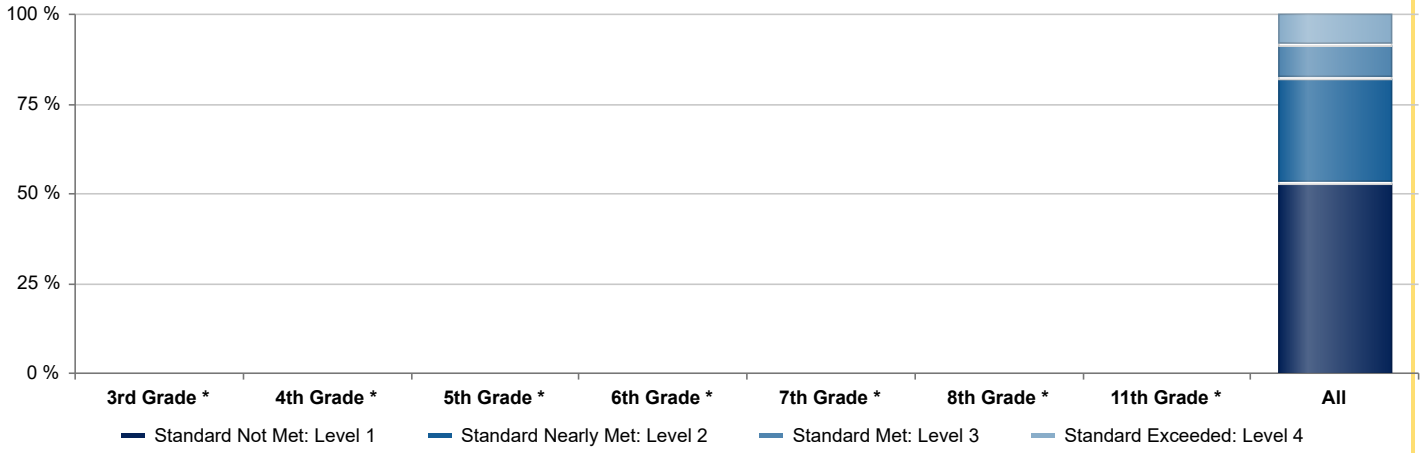
English Language Arts/Literacy Area Achievement Level Descriptors

Two or more races

MATHEMATICS

Black or African American

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	*	*	*	*	*	26
# of Students Tested	*	*	*	*	*	*	*	24

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students With Scores	*	*	*	*	*	*	*	24
Mean Scale Score	*	*	*	*	*	*	*	N/A
Standard Exceeded: Level 4	*	*	*	*	*	*	*	8.33 %
Standard Met: Level 3	*	*	*	*	*	*	*	8.33 %
Standard Nearly Met: Level 2	*	*	*	*	*	*	*	29.17 %
Standard Not Met: Level 1	*	*	*	*	*	*	*	54.17 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	8.33 %
Near Standard	*	*	*	*	*	*	*	25.00 %
Below Standard	*	*	*	*	*	*	*	66.67 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	8.33 %
Near Standard	*	*	*	*	*	*	*	29.17 %
Below Standard	*	*	*	*	*	*	*	62.50 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	4.17 %
Near Standard	*	*	*	*	*	*	*	58.33 %
Below Standard	*	*	*	*	*	*	*	37.50 %

Mathematics Area Achievement Level Descriptors

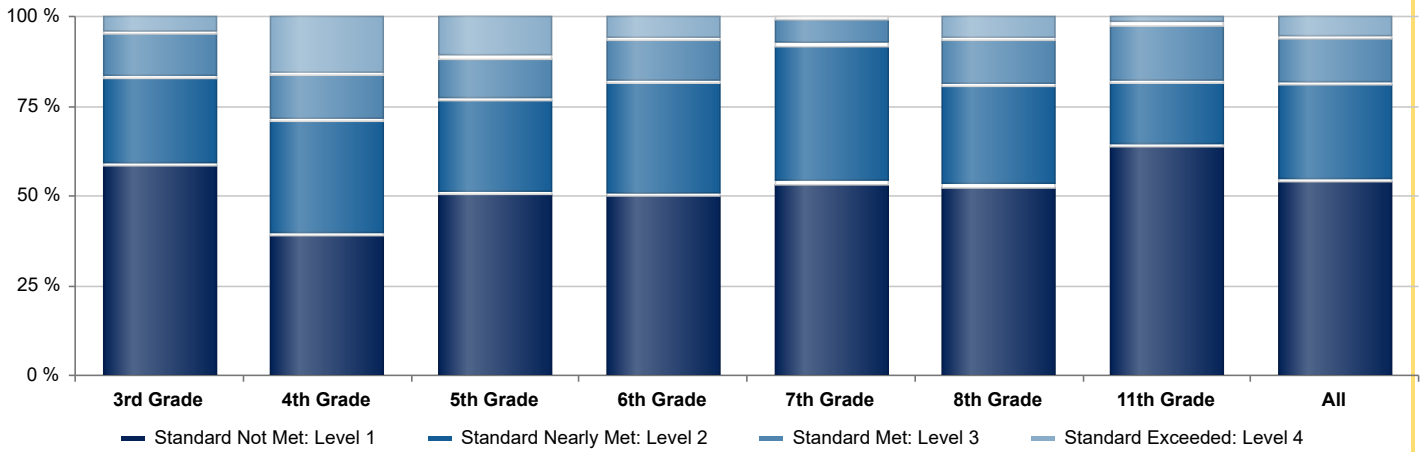
American Indian or Alaska Native

Asian

Filipino

Hispanic or Latino

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	27	26	29	36	34	53	66	271
# of Students Tested	25	25	27	35	32	50	64	258
# of Students With Scores	25	25	27	35	31	50	64	257
Mean Scale Score	2367.5	2439.6	2454.0	2466.6	2449.4	2491.8	2524.2	N/A
Standard Exceeded: Level 4	4.00 %	16.00 %	11.11 %	5.71 %	0.00 %	6.00 %	1.56 %	5.45 %
Standard Met: Level 3	12.00 %	12.00 %	11.11 %	11.43 %	6.45 %	12.00 %	15.63 %	12.06 %
Standard Nearly Met: Level 2	24.00 %	32.00 %	25.93 %	31.43 %	38.71 %	28.00 %	17.19 %	26.85 %
Standard Not Met: Level 1	60.00 %	40.00 %	51.85 %	51.43 %	54.84 %	54.00 %	65.63 %	55.64 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	12.00 %	21.74 %	11.11 %	14.29 %	0.00 %	4.00 %	10.94 %	9.80 %
Near Standard	24.00 %	21.74 %	29.63 %	20.00 %	25.81 %	32.00 %	15.63 %	23.53 %
Below Standard	64.00 %	56.52 %	59.26 %	65.71 %	74.19 %	64.00 %	73.44 %	66.67 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	8.00 %	16.67 %	11.11 %	5.71 %	0.00 %	10.00 %	9.38 %	8.59 %
Near Standard	44.00 %	37.50 %	37.04 %	40.00 %	45.16 %	44.00 %	48.44 %	43.36 %
Below Standard	48.00 %	45.83 %	51.85 %	54.29 %	54.84 %	46.00 %	42.19 %	48.05 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

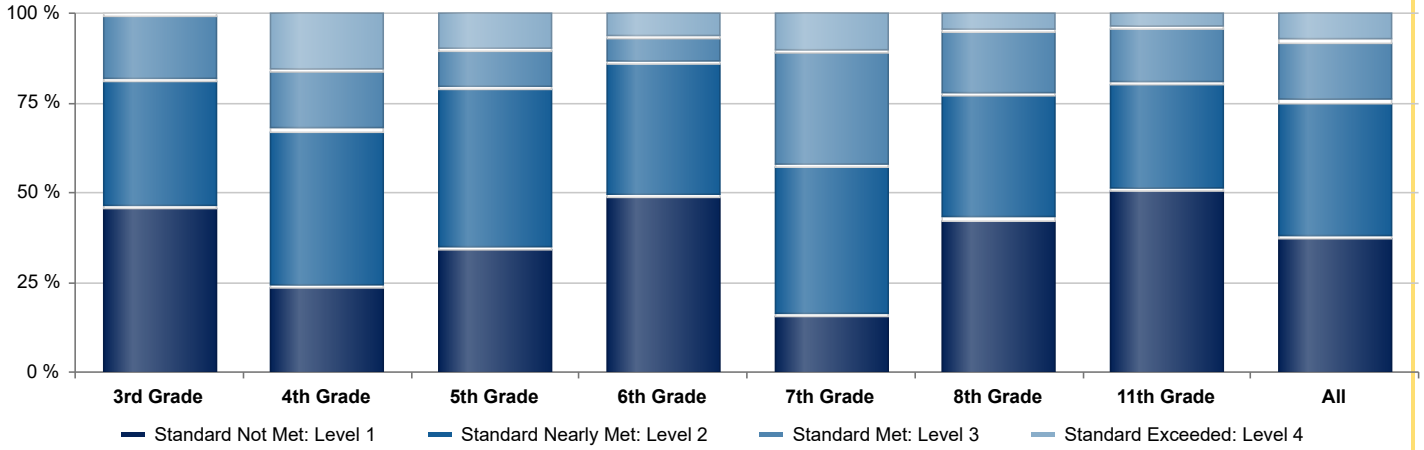
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	8.00 %	17.39 %	3.70 %	5.71 %	0.00 %	2.00 %	4.69 %	5.10 %
Near Standard	36.00 %	30.43 %	44.44 %	40.00 %	54.84 %	66.00 %	46.88 %	47.84 %
Below Standard	56.00 %	52.17 %	51.85 %	54.29 %	45.16 %	32.00 %	48.44 %	47.06 %

Mathematics Area Achievement Level Descriptors

Native Hawaiian or Pacific Islander

White

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	18	26	22	17	21	24	28	156
# of Students Tested	17	25	20	16	19	23	27	147
# of Students With Scores	17	25	20	16	19	23	27	147
Mean Scale Score	2380.9	2468.2	2478.1	2444.6	2539.3	2520.3	2540.4	N/A

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Exceeded: Level 4	0.00 %	16.00 %	10.00 %	6.25 %	10.53 %	4.35 %	3.70 %	7.48 %
Standard Met: Level 3	17.65 %	16.00 %	10.00 %	6.25 %	31.58 %	17.39 %	14.81 %	16.33 %
Standard Nearly Met: Level 2	35.29 %	44.00 %	45.00 %	37.50 %	42.11 %	34.78 %	29.63 %	38.10 %
Standard Not Met: Level 1	47.06 %	24.00 %	35.00 %	50.00 %	15.79 %	43.48 %	51.85 %	38.10 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	0.00 %	24.00 %	15.00 %	6.25 %	10.53 %	13.04 %	3.70 %	10.88 %
Near Standard	47.06 %	36.00 %	30.00 %	37.50 %	52.63 %	26.09 %	33.33 %	36.73 %
Below Standard	52.94 %	40.00 %	55.00 %	56.25 %	36.84 %	60.87 %	62.96 %	52.38 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	5.88 %	20.00 %	10.00 %	6.25 %	21.05 %	13.04 %	22.22 %	14.97 %
Near Standard	58.82 %	56.00 %	45.00 %	37.50 %	63.16 %	52.17 %	40.74 %	50.34 %
Below Standard	35.29 %	24.00 %	45.00 %	56.25 %	15.79 %	34.78 %	37.04 %	34.69 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	5.88 %	24.00 %	15.00 %	0.00 %	10.53 %	17.39 %	7.41 %	12.24 %
Near Standard	52.94 %	36.00 %	40.00 %	56.25 %	68.42 %	30.43 %	62.96 %	48.98 %
Below Standard	41.18 %	40.00 %	45.00 %	43.75 %	21.05 %	52.17 %	29.63 %	38.78 %

Mathematics Area Achievement Level Descriptors

Two or more races

Smarter Balanced Assessment Test Results for:

School: Learning Choice Academy

CDS Code: 37-68338-0106799

District: Learning Choice Academy

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2018

Select Student Group: Ethnicity

Apply Selections

To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

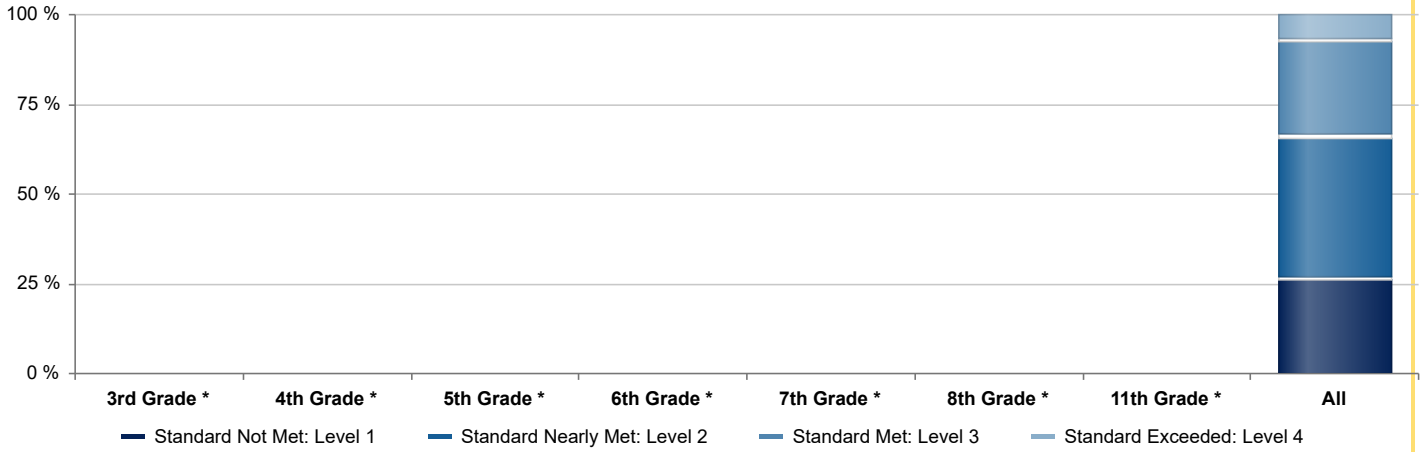
Smarter Balanced Results (2018)

Results by Ethnicity

ENGLISH LANGUAGE ARTS/LITERACY

Black or African American

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	*	*	*	*	*	30
# of Students Tested	*	*	*	*	*	*	*	30
# of Students With Scores	*	*	*	*	*	*	*	30

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	*	*	*	*	*	*	*	N/A
Standard Exceeded: Level 4	*	*	*	*	*	*	*	6.67 %
Standard Met: Level 3	*	*	*	*	*	*	*	26.67 %
Standard Nearly Met: Level 2	*	*	*	*	*	*	*	40.00 %
Standard Not Met: Level 1	*	*	*	*	*	*	*	26.67 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	20.00 %
Near Standard	*	*	*	*	*	*	*	53.33 %
Below Standard	*	*	*	*	*	*	*	26.67 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	6.67 %
Near Standard	*	*	*	*	*	*	*	53.33 %
Below Standard	*	*	*	*	*	*	*	40.00 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	16.67 %
Near Standard	*	*	*	*	*	*	*	53.33 %
Below Standard	*	*	*	*	*	*	*	30.00 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	13.33 %
Near Standard	*	*	*	*	*	*	*	63.33 %
Below Standard	*	*	*	*	*	*	*	23.33 %

English Language Arts/Literacy Area Achievement Level Descriptors

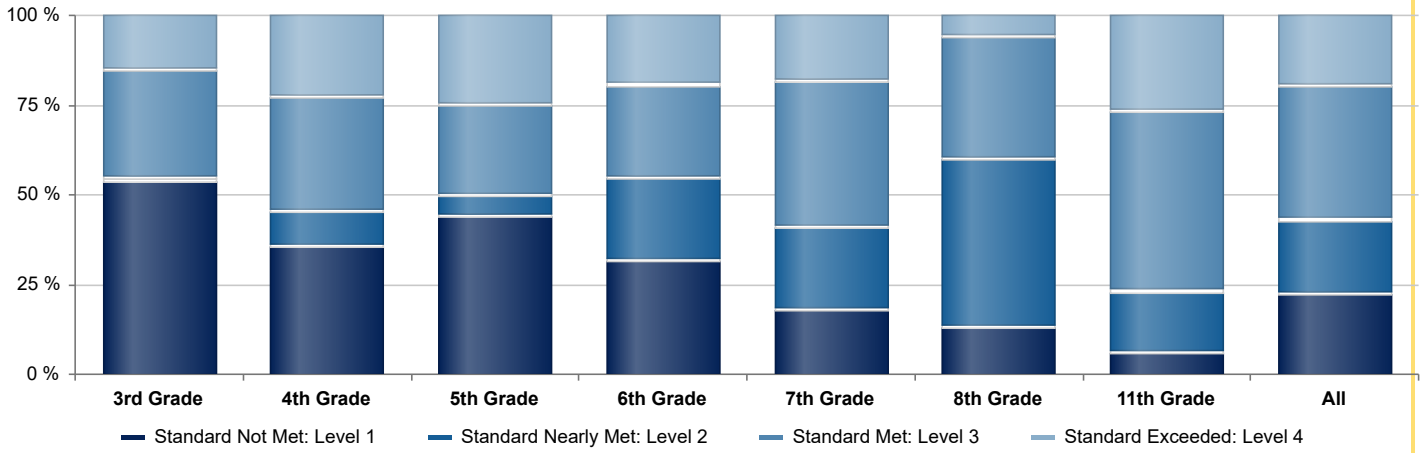
American Indian or Alaska Native

Asian

Filipino

Hispanic or Latino

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	22	22	20	31	46	39	68	248
# of Students Tested	21	22	20	31	44	38	67	243
# of Students With Scores	20	22	20	31	44	38	67	242
Mean Scale Score	2393.7	2466.5	2487.2	2518.7	2561.0	2544.3	2629.5	N/A
Standard Exceeded: Level 4	15.00 %	22.73 %	25.00 %	19.35 %	18.18 %	5.26 %	26.87 %	19.42 %
Standard Met: Level 3	30.00 %	31.82 %	25.00 %	25.81 %	40.91 %	34.21 %	50.75 %	37.60 %
Standard Nearly Met: Level 2	0.00 %	9.09 %	5.00 %	22.58 %	22.73 %	47.37 %	16.42 %	20.25 %
Standard Not Met: Level 1	55.00 %	36.36 %	45.00 %	32.26 %	18.18 %	13.16 %	5.97 %	22.73 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All

Above Standard	26.32 %	31.82 %	30.00 %	25.81 %	27.27 %	13.16 %	29.85 %	26.14 %
Near Standard	21.05 %	40.91 %	35.00 %	35.48 %	43.18 %	52.63 %	64.18 %	46.89 %
Below Standard	52.63 %	27.27 %	35.00 %	38.71 %	29.55 %	34.21 %	5.97 %	26.97 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	17.65 %	13.64 %	35.00 %	22.58 %	29.55 %	15.79 %	34.33 %	25.94 %
Near Standard	35.29 %	54.55 %	15.00 %	41.94 %	54.55 %	65.79 %	55.22 %	50.21 %
Below Standard	47.06 %	31.82 %	50.00 %	35.48 %	15.91 %	18.42 %	10.45 %	23.85 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	20.00 %	13.64 %	5.00 %	22.58 %	9.09 %	13.16 %	28.36 %	17.77 %
Near Standard	45.00 %	77.27 %	60.00 %	58.06 %	65.91 %	71.05 %	62.69 %	63.64 %
Below Standard	35.00 %	9.09 %	35.00 %	19.35 %	25.00 %	15.79 %	8.96 %	18.60 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

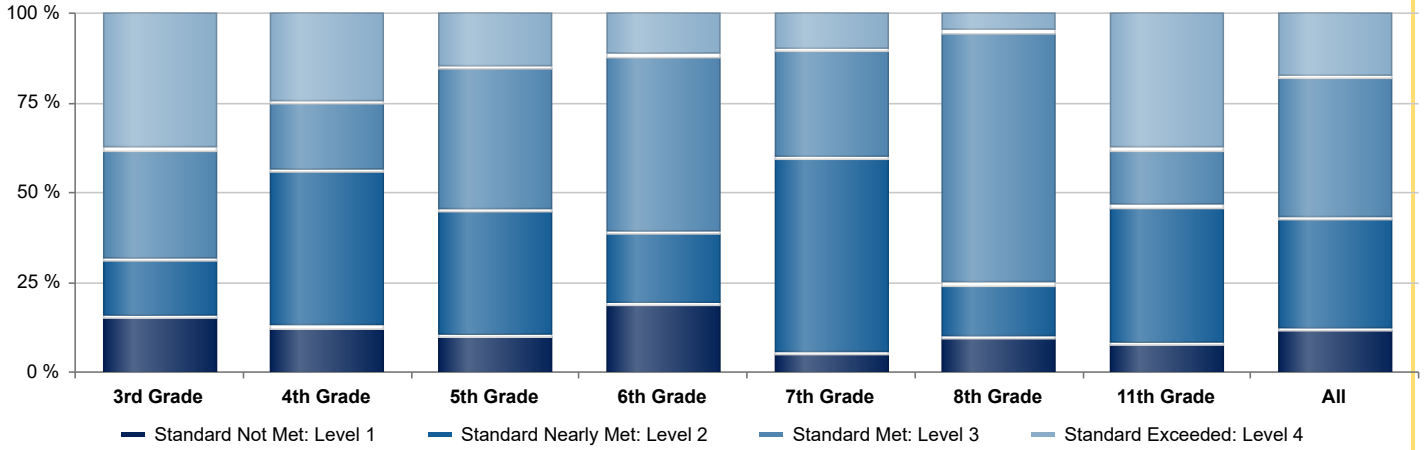
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	21.05 %	22.73 %	15.00 %	22.58 %	36.36 %	10.53 %	40.30 %	27.39 %
Near Standard	26.32 %	50.00 %	50.00 %	48.39 %	52.27 %	65.79 %	53.73 %	51.87 %
Below Standard	52.63 %	27.27 %	35.00 %	29.03 %	11.36 %	23.68 %	5.97 %	20.75 %

English Language Arts/Literacy Area Achievement Level Descriptors

Native Hawaiian or Pacific Islander

White

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	14	16	22	26	20	23	13	134
# of Students Tested	14	16	20	26	20	21	13	130
# of Students With Scores	13	16	20	26	20	21	13	129
Mean Scale Score	2443.4	2474.1	2523.3	2535.1	2548.8	2589.5	2615.8	N/A
Standard Exceeded: Level 4	38.46 %	25.00 %	15.00 %	11.54 %	10.00 %	4.76 %	38.46 %	17.83 %
Standard Met: Level 3	30.77 %	18.75 %	40.00 %	50.00 %	30.00 %	71.43 %	15.38 %	39.53 %
Standard Nearly Met: Level 2	15.38 %	43.75 %	35.00 %	19.23 %	55.00 %	14.29 %	38.46 %	31.01 %
Standard Not Met: Level 1	15.38 %	12.50 %	10.00 %	19.23 %	5.00 %	9.52 %	7.69 %	11.63 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	23.08 %	12.50 %	25.00 %	34.62 %	15.00 %	28.57 %	46.15 %	26.36 %
Near Standard	61.54 %	81.25 %	65.00 %	42.31 %	60.00 %	52.38 %	46.15 %	57.36 %
Below Standard	15.38 %	6.25 %	10.00 %	23.08 %	25.00 %	19.05 %	7.69 %	16.28 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	46.15 %	18.75 %	35.00 %	26.92 %	25.00 %	33.33 %	33.33 %	30.47 %
Near Standard	38.46 %	50.00 %	50.00 %	53.85 %	60.00 %	52.38 %	33.33 %	50.00 %

	Below Standard	15.38 %	31.25 %	15.00 %	19.23 %	15.00 %	14.29 %	33.33 %	19.53 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	30.77 %	18.75 %	20.00 %	30.77 %	0.00 %	19.05 %	30.77 %	20.93 %
Near Standard	61.54 %	81.25 %	65.00 %	53.85 %	90.00 %	76.19 %	61.54 %	69.77 %
Below Standard	7.69 %	0.00 %	15.00 %	15.38 %	10.00 %	4.76 %	7.69 %	9.30 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	15.38 %	12.50 %	35.00 %	23.08 %	25.00 %	33.33 %	30.77 %	25.58 %
Near Standard	53.85 %	75.00 %	60.00 %	57.69 %	60.00 %	57.14 %	46.15 %	58.91 %
Below Standard	30.77 %	12.50 %	5.00 %	19.23 %	15.00 %	9.52 %	23.08 %	15.50 %

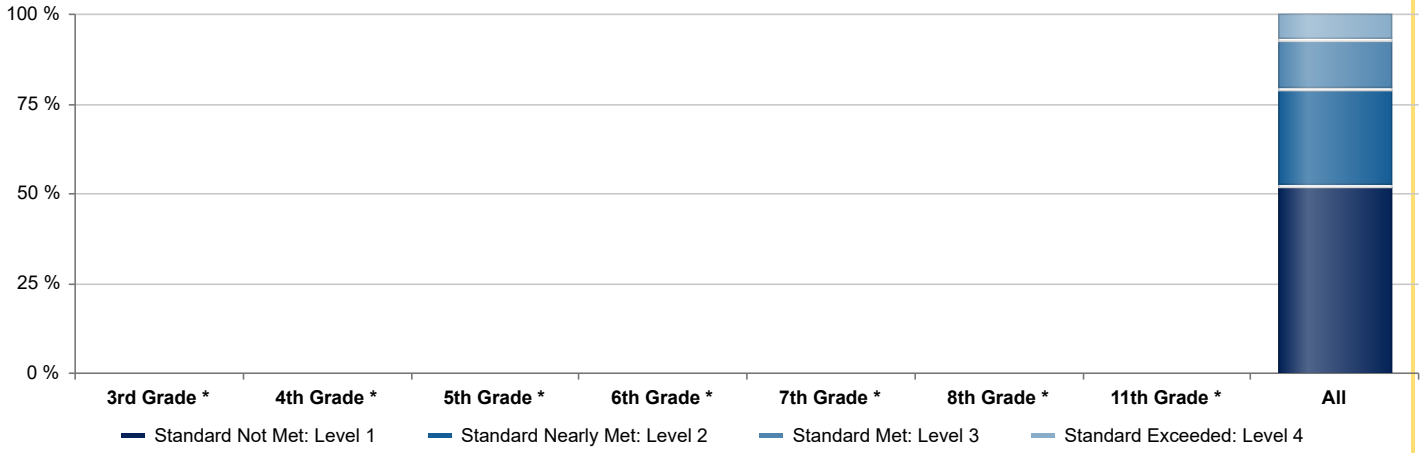
English Language Arts/Literacy Area Achievement Level Descriptors

Two or more races

MATHEMATICS

Black or African American

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	*	*	*	*	*	30
# of Students Tested	*	*	*	*	*	*	*	30

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students With Scores	*	*	*	*	*	*	*	30
Mean Scale Score	*	*	*	*	*	*	*	N/A
Standard Exceeded: Level 4	*	*	*	*	*	*	*	6.67 %
Standard Met: Level 3	*	*	*	*	*	*	*	13.33 %
Standard Nearly Met: Level 2	*	*	*	*	*	*	*	26.67 %
Standard Not Met: Level 1	*	*	*	*	*	*	*	53.33 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	10.00 %
Near Standard	*	*	*	*	*	*	*	23.33 %
Below Standard	*	*	*	*	*	*	*	66.67 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	6.67 %
Near Standard	*	*	*	*	*	*	*	36.67 %
Below Standard	*	*	*	*	*	*	*	56.67 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	6.67 %
Near Standard	*	*	*	*	*	*	*	46.67 %
Below Standard	*	*	*	*	*	*	*	46.67 %

Mathematics Area Achievement Level Descriptors

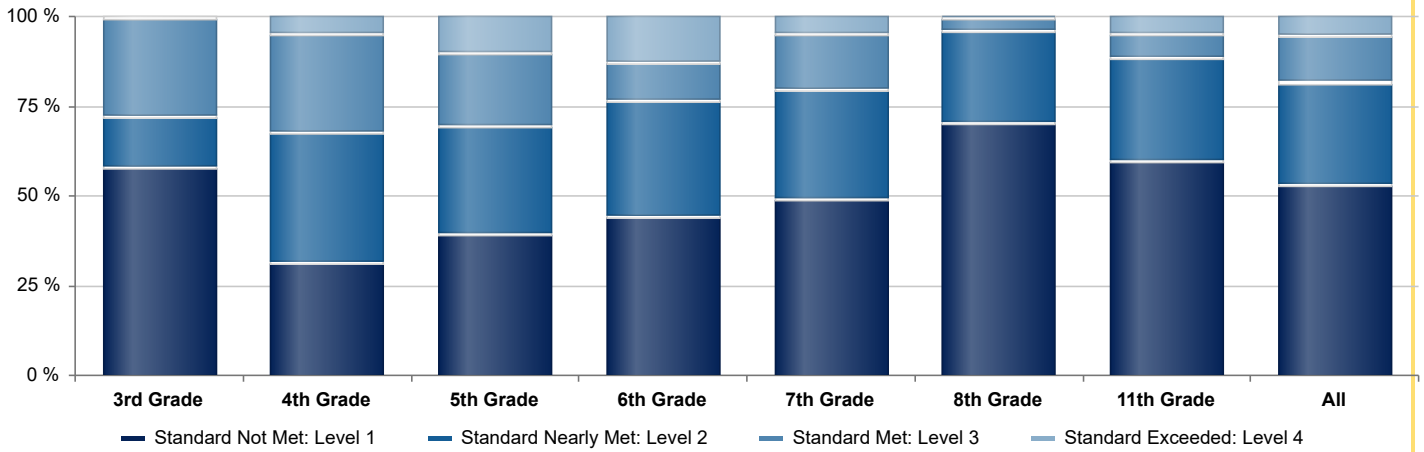
American Indian or Alaska Native

Asian

Filipino

Hispanic or Latino

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	22	22	20	31	46	39	68	248
# of Students Tested	22	22	20	31	46	39	67	247
# of Students With Scores	22	22	20	31	46	39	67	247
Mean Scale Score	2375.0	2446.9	2477.1	2483.7	2489.0	2456.4	2522.9	N/A
Standard Exceeded: Level 4	0.00 %	4.55 %	10.00 %	12.90 %	4.35 %	0.00 %	4.48 %	4.86 %
Standard Met: Level 3	27.27 %	27.27 %	20.00 %	9.68 %	15.22 %	2.56 %	5.97 %	12.55 %
Standard Nearly Met: Level 2	13.64 %	36.36 %	30.00 %	32.26 %	30.43 %	25.64 %	28.36 %	28.34 %
Standard Not Met: Level 1	59.09 %	31.82 %	40.00 %	45.16 %	50.00 %	71.79 %	61.19 %	54.25 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	18.18 %	13.64 %	25.00 %	12.90 %	6.52 %	0.00 %	5.97 %	9.31 %
Near Standard	18.18 %	31.82 %	25.00 %	38.71 %	36.96 %	17.95 %	20.90 %	26.72 %
Below Standard	63.64 %	54.55 %	50.00 %	48.39 %	56.52 %	82.05 %	73.13 %	63.97 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	13.64 %	22.73 %	15.00 %	12.90 %	4.35 %	2.56 %	8.96 %	9.72 %
Near Standard	45.45 %	40.91 %	55.00 %	41.94 %	43.48 %	53.85 %	50.75 %	47.77 %
Below Standard	40.91 %	36.36 %	30.00 %	45.16 %	52.17 %	43.59 %	40.30 %	42.51 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

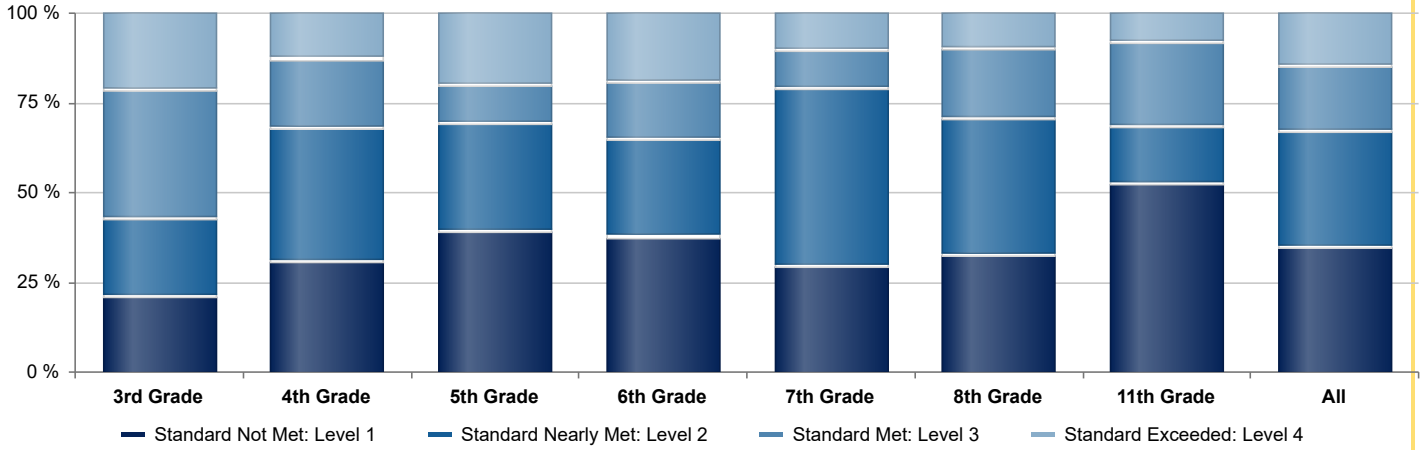
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	9.09 %	18.18 %	10.00 %	12.90 %	8.70 %	0.00 %	2.99 %	7.29 %
Near Standard	45.45 %	27.27 %	40.00 %	32.26 %	58.70 %	43.59 %	58.21 %	47.37 %
Below Standard	45.45 %	54.55 %	50.00 %	54.84 %	32.61 %	56.41 %	38.81 %	45.34 %

Mathematics Area Achievement Level Descriptors

Native Hawaiian or Pacific Islander

White

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	14	16	22	26	20	23	13	134
# of Students Tested	14	16	20	26	20	21	13	130
# of Students With Scores	14	16	20	26	20	21	13	130
Mean Scale Score	2434.8	2455.0	2489.3	2509.8	2522.0	2541.7	2547.8	N/A

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Standard Exceeded: Level 4	21.43 %	12.50 %	20.00 %	19.23 %	10.00 %	9.52 %	7.69 %	14.62 %
Standard Met: Level 3	35.71 %	18.75 %	10.00 %	15.38 %	10.00 %	19.05 %	23.08 %	17.69 %
Standard Nearly Met: Level 2	21.43 %	37.50 %	30.00 %	26.92 %	50.00 %	38.10 %	15.38 %	32.31 %
Standard Not Met: Level 1	21.43 %	31.25 %	40.00 %	38.46 %	30.00 %	33.33 %	53.85 %	35.38 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	28.57 %	18.75 %	25.00 %	26.92 %	10.00 %	14.29 %	15.38 %	20.00 %
Near Standard	42.86 %	31.25 %	25.00 %	26.92 %	55.00 %	47.62 %	15.38 %	35.38 %
Below Standard	28.57 %	50.00 %	50.00 %	46.15 %	35.00 %	38.10 %	69.23 %	44.62 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	35.71 %	18.75 %	15.00 %	23.08 %	15.00 %	9.52 %	23.08 %	19.23 %
Near Standard	42.86 %	37.50 %	35.00 %	38.46 %	60.00 %	76.19 %	38.46 %	47.69 %
Below Standard	21.43 %	43.75 %	50.00 %	38.46 %	25.00 %	14.29 %	38.46 %	33.08 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	28.57 %	18.75 %	10.00 %	23.08 %	10.00 %	14.29 %	15.38 %	16.92 %
Near Standard	64.29 %	43.75 %	55.00 %	30.77 %	65.00 %	57.14 %	53.85 %	51.54 %
Below Standard	7.14 %	37.50 %	35.00 %	46.15 %	25.00 %	28.57 %	30.77 %	31.54 %

Mathematics Area Achievement Level Descriptors

Two or more races

Smarter Balanced Assessment Test Results for:

School: Learning Choice Academy

CDS Code: 37-68338-0106799

District: Learning Choice Academy

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2015

Select Student Group: Economic Status

Apply Selections

To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

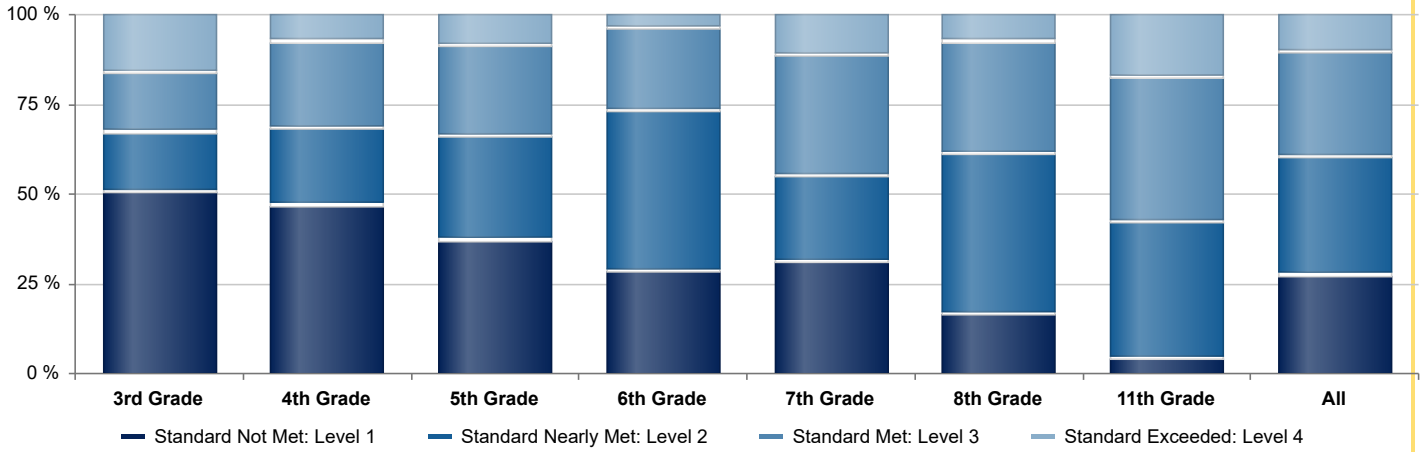
Smarter Balanced Results (2015)

Results by Economic Status

ENGLISH LANGUAGE ARTS/LITERACY

Economically disadvantaged

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	63	63	68	70	87	78	94	523
Number of Students Tested	25	30	26	31	38	42	48	240
Number of Students With Scores	25	29	24	31	38	42	47	236

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2378.7	2433.0	2472.0	2486.8	2527.6	2555.7	2604.4	N/A
Standard Exceeded: Level 4	16 %	7 %	8 %	3 %	11 %	7 %	17 %	10 %
Standard Met: Level 3	16 %	24 %	25 %	23 %	34 %	31 %	40 %	29 %
Standard Nearly Met: Level 2	16 %	21 %	29 %	45 %	24 %	45 %	38 %	33 %
Standard Not Met: Level 1	52 %	48 %	38 %	29 %	32 %	17 %	4 %	28 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	16 %	10 %	17 %	3 %	24 %	17 %	30 %	18 %
At or Near Standard	32 %	41 %	46 %	48 %	42 %	64 %	62 %	50 %
Below Standard	52 %	48 %	38 %	48 %	34 %	19 %	9 %	32 %

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	4 %	7 %	13 %	6 %	18 %	17 %	23 %	14 %
At or Near Standard	48 %	55 %	50 %	52 %	45 %	62 %	64 %	55 %
Below Standard	48 %	38 %	38 %	42 %	37 %	21 %	13 %	31 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	12 %	7 %	4 %	3 %	16 %	10 %	15 %	10 %
At or Near Standard	64 %	76 %	67 %	77 %	66 %	81 %	74 %	73 %
Below Standard	24 %	17 %	29 %	19 %	18 %	10 %	11 %	17 %

Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	12 %	10 %	13 %	6 %	16 %	12 %	32 %	16 %
At or Near Standard	48 %	48 %	67 %	84 %	61 %	76 %	64 %	65 %
Below Standard	40 %	43 %	21 %	10 %	24 %	12 %	4 %	19 %

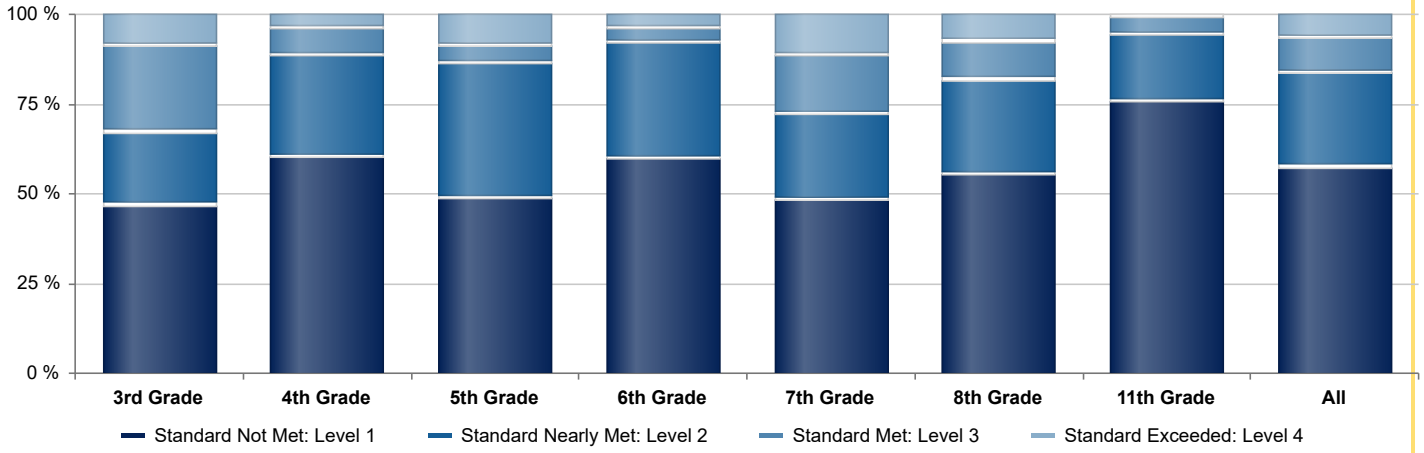
English Language Arts/Literacy Area Achievement Level Descriptors

Not economically disadvantaged

MATHEMATICS

Economically disadvantaged

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	63	63	68	70	87	78	94	523
Number of Students Tested	25	29	24	31	38	42	46	235
Number of Students With Scores	25	29	24	31	38	42	45	234
Mean Scale Score	2387.3	2409.6	2460.1	2442.9	2496.2	2500.4	2497.9	N/A
Standard Exceeded: Level 4	8 %	3 %	8 %	3 %	11 %	7 %	0 %	6 %
Standard Met: Level 3	24 %	7 %	4 %	3 %	16 %	10 %	4 %	9 %
Standard Nearly Met: Level 2	20 %	28 %	38 %	32 %	24 %	26 %	18 %	26 %
Standard Not Met: Level 1	48 %	62 %	50 %	61 %	50 %	57 %	78 %	59 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	20 %	10 %	8 %	3 %	16 %	10 %	0 %	9 %
At or Near Standard								

		32 %	21 %	25 %	19 %	21 %	19 %	20 %	22 %
	Below Standard	48 %	69 %	67 %	77 %	63 %	71 %	80 %	69 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	4 %	7 %	13 %	3 %	16 %	10 %	0 %	7 %
At or Near Standard	56 %	38 %	38 %	35 %	55 %	52 %	62 %	50 %
Below Standard	40 %	55 %	50 %	61 %	29 %	38 %	38 %	43 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	12 %	7 %	8 %	3 %	13 %	2 %	2 %	6 %
At or Near Standard	48 %	34 %	42 %	48 %	53 %	48 %	40 %	45 %
Below Standard	40 %	59 %	50 %	48 %	34 %	50 %	58 %	49 %

Mathematics Area Achievement Level Descriptors

Not economically disadvantaged

Smarter Balanced Assessment Test Results for:

School: Learning Choice Academy

CDS Code: 37-68338-0106799

District: Learning Choice Academy

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2016

Select Student Group: Economic Status

Apply Selections

To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

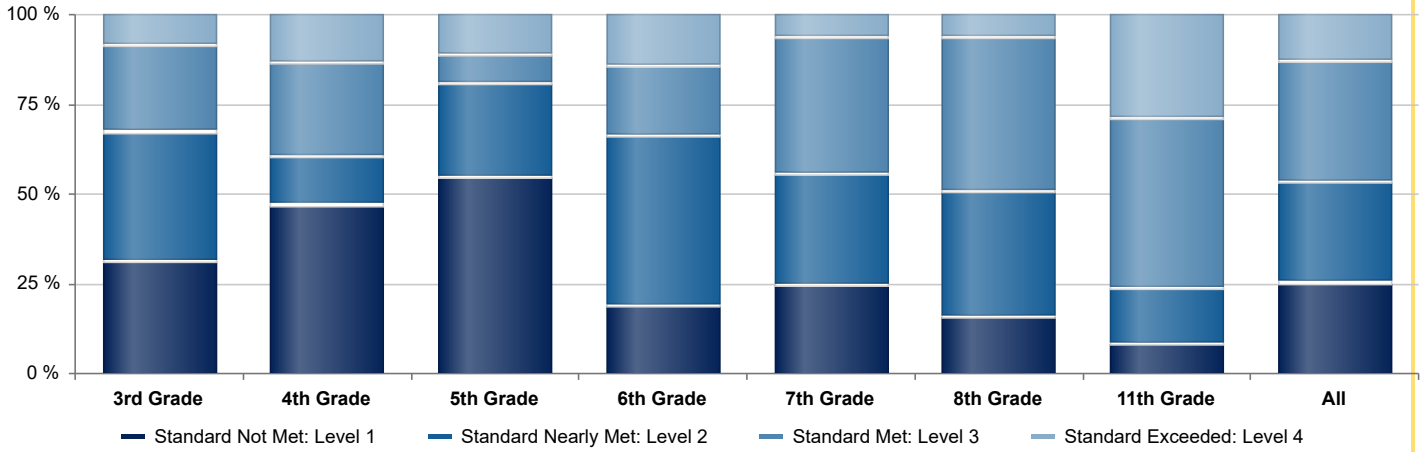
Smarter Balanced Results (2016)

Results by Economic Status

ENGLISH LANGUAGE ARTS/LITERACY

Economically disadvantaged

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	27	25	31	22	55	56	51	267
# of Students Tested	25	24	27	21	52	52	48	249
# of Students With Scores	25	23	27	21	52	51	48	247

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2400.0	2437.3	2444.5	2516.6	2533.3	2561.0	2622.7	N/A
Standard Exceeded: Level 4	8 %	13 %	11 %	14 %	6 %	6 %	29 %	13 %
Standard Met: Level 3	24 %	26 %	7 %	19 %	38 %	43 %	48 %	34 %
Standard Nearly Met: Level 2	36 %	13 %	26 %	48 %	31 %	35 %	15 %	28 %
Standard Not Met: Level 1	32 %	48 %	56 %	19 %	25 %	16 %	8 %	26 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	8 %	9 %	15 %	19 %	21 %	16 %	38 %	20 %
Near Standard	72 %	52 %	15 %	48 %	50 %	65 %	54 %	52 %
Below Standard	20 %	39 %	70 %	33 %	29 %	20 %	8 %	28 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	12 %	13 %	11 %	14 %	19 %	22 %	38 %	21 %
Near Standard	60 %	48 %	22 %	57 %	50 %	53 %	52 %	49 %
Below Standard	28 %	39 %	67 %	29 %	31 %	25 %	10 %	30 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	12 %	17 %	11 %	19 %	8 %	20 %	25 %	16 %
Near Standard	72 %	61 %	56 %	76 %	75 %	69 %	65 %	68 %
Below Standard	16 %	22 %	33 %	5 %	17 %	12 %	10 %	16 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	12 %	9 %	11 %	24 %	17 %	18 %	42 %	21 %
Near Standard	56 %	57 %	63 %	62 %	62 %	69 %	54 %	61 %
Below Standard	32 %	35 %	26 %	14 %	21 %	14 %	4 %	19 %

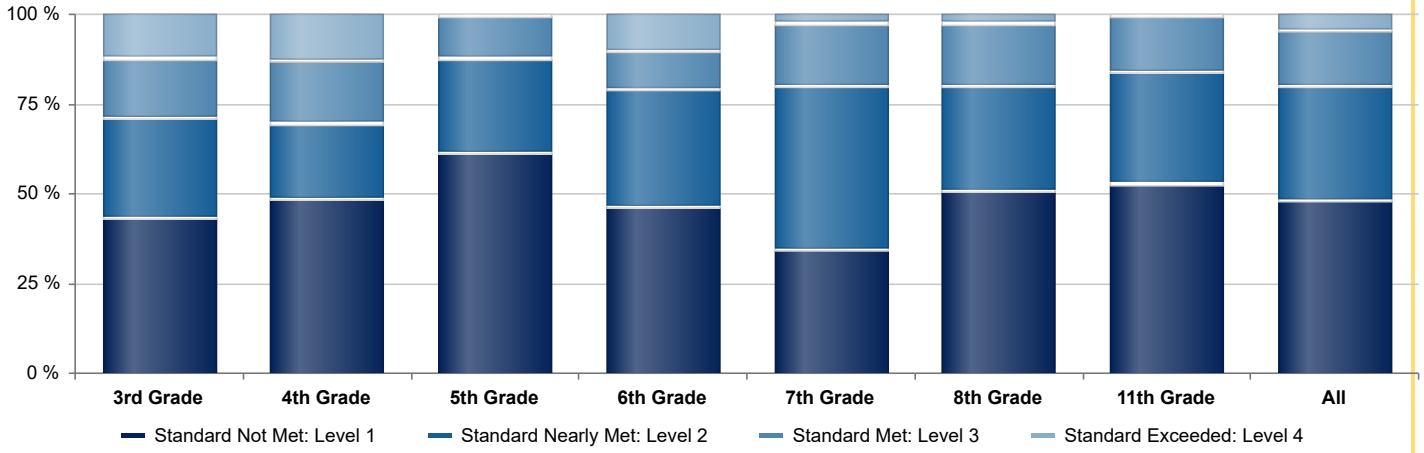
English Language Arts/Literacy Area Achievement Level Descriptors

Not economically disadvantaged

MATHEMATICS

Economically disadvantaged

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	27	25	31	22	55	56	51	267
# of Students Tested	25	24	27	21	52	52	48	249
# of Students With Scores	25	24	27	21	52	52	48	249
Mean Scale Score	2386.0	2427.4	2415.1	2481.6	2487.9	2499.9	2531.0	N/A
Standard Exceeded: Level 4	12 %	13 %	0 %	10 %	2 %	2 %	0 %	4 %
Standard Met: Level 3	16 %	17 %	11 %	10 %	17 %	17 %	15 %	15 %
Standard Nearly Met: Level 2	28 %	21 %	26 %	33 %	46 %	29 %	31 %	32 %
Standard Not Met: Level 1	44 %	50 %	63 %	48 %	35 %	52 %	54 %	49 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	20 %	21 %	4 %	10 %	8 %	12 %	6 %	10 %
Near Standard								

		32 %	21 %	22 %	29 %	37 %	21 %	27 %	27 %
	Below Standard	48 %	58 %	74 %	62 %	56 %	67 %	67 %	62 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	16 %	13 %	0 %	14 %	6 %	12 %	4 %	8 %
Near Standard	40 %	38 %	26 %	38 %	52 %	56 %	56 %	47 %
Below Standard	44 %	50 %	74 %	48 %	42 %	33 %	40 %	45 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	12 %	17 %	4 %	10 %	6 %	4 %	6 %	7 %
Near Standard	56 %	21 %	26 %	52 %	56 %	58 %	58 %	50 %
Below Standard	32 %	63 %	70 %	38 %	38 %	38 %	35 %	43 %

Mathematics Area Achievement Level Descriptors

Not economically disadvantaged

Smarter Balanced Assessment Test Results for:

School: Learning Choice Academy

CDS Code: 37-68338-0106799

District: Learning Choice Academy

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2017

Select Student Group: Economic Status

Apply Selections

To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

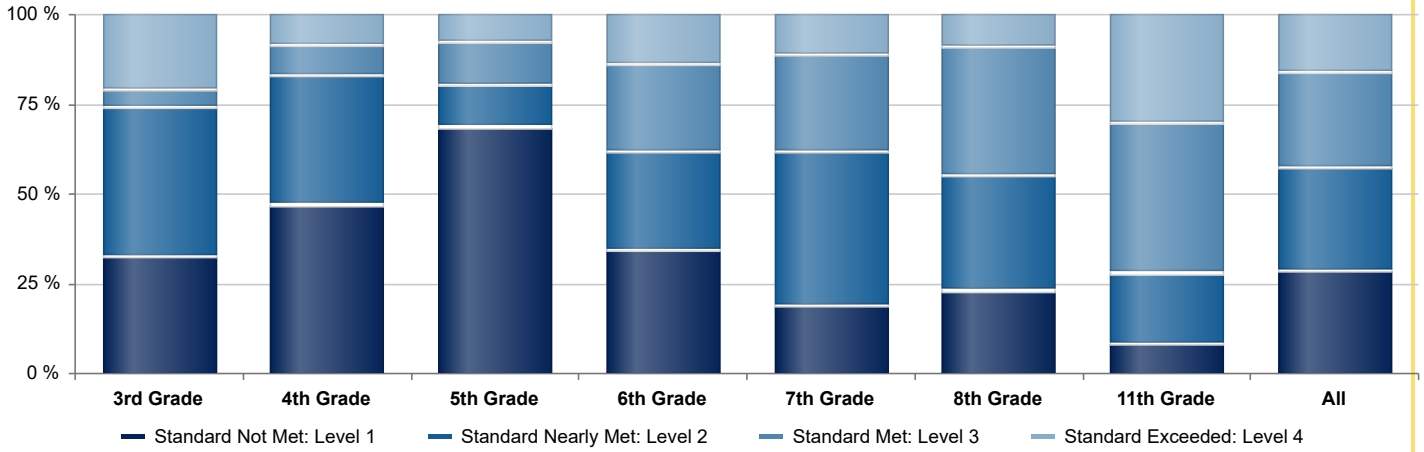
Smarter Balanced Results (2017)

Results by Economic Status

ENGLISH LANGUAGE ARTS/LITERACY

Economically disadvantaged

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	26	26	30	38	37	49	65	271
# of Students Tested	24	25	28	37	37	47	62	260
# of Students With Scores	24	25	27	37	37	47	62	259

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2396.6	2414.0	2430.7	2494.1	2543.6	2551.4	2623.1	N/A
Standard Exceeded: Level 4	20.83 %	8.00 %	7.41 %	13.51 %	10.81 %	8.51 %	30.65 %	15.83 %
Standard Met: Level 3	4.17 %	8.00 %	11.11 %	24.32 %	27.03 %	36.17 %	41.94 %	26.25 %
Standard Nearly Met: Level 2	41.67 %	36.00 %	11.11 %	27.03 %	43.24 %	31.91 %	19.35 %	28.96 %
Standard Not Met: Level 1	33.33 %	48.00 %	70.37 %	35.14 %	18.92 %	23.40 %	8.06 %	28.96 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	25.00 %	16.00 %	11.11 %	21.62 %	24.32 %	17.02 %	37.10 %	23.55 %
Near Standard	33.33 %	44.00 %	48.15 %	40.54 %	54.05 %	53.19 %	54.84 %	48.65 %
Below Standard	41.67 %	40.00 %	40.74 %	37.84 %	21.62 %	29.79 %	8.06 %	27.80 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	13.64 %	8.00 %	3.70 %	8.11 %	13.89 %	17.02 %	38.33 %	17.72 %
Near Standard	50.00 %	32.00 %	37.04 %	45.95 %	66.67 %	57.45 %	48.33 %	49.61 %
Below Standard	36.36 %	60.00 %	59.26 %	45.95 %	19.44 %	25.53 %	13.33 %	32.68 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	4.17 %	12.00 %	3.70 %	13.51 %	21.62 %	8.51 %	30.65 %	15.83 %
Near Standard	83.33 %	44.00 %	70.37 %	62.16 %	56.76 %	72.34 %	58.06 %	63.32 %
Below Standard	12.50 %	44.00 %	25.93 %	24.32 %	21.62 %	19.15 %	11.29 %	20.85 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	16.67 %	8.00 %	11.11 %	18.92 %	16.22 %	17.02 %	38.71 %	20.85 %
Near Standard	50.00 %	56.00 %	25.93 %	51.35 %	64.86 %	68.09 %	50.00 %	53.67 %
Below Standard	33.33 %	36.00 %	62.96 %	29.73 %	18.92 %	14.89 %	11.29 %	25.48 %

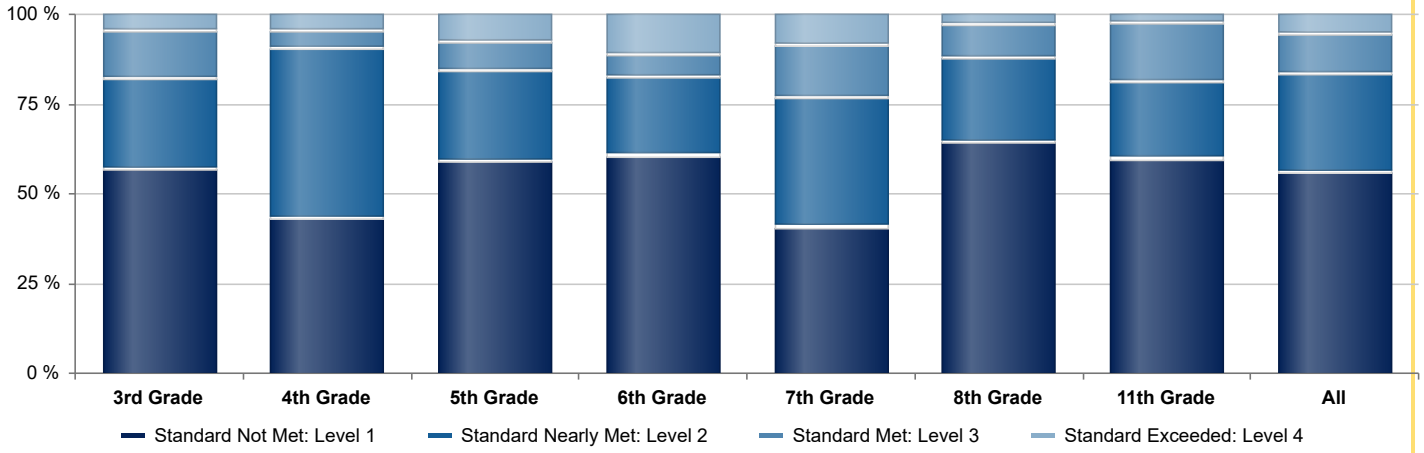
English Language Arts/Literacy Area Achievement Level Descriptors

Not economically disadvantaged

MATHEMATICS

Economically disadvantaged

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	26	26	30	38	37	49	65	271
# of Students Tested	24	25	28	37	36	47	62	259
# of Students With Scores	24	25	28	37	36	47	62	259
Mean Scale Score	2369.7	2407.5	2434.4	2448.6	2487.0	2472.1	2524.5	N/A
Standard Exceeded: Level 4	4.17 %	4.00 %	7.14 %	10.81 %	8.33 %	2.13 %	1.61 %	5.02 %
Standard Met: Level 3	12.50 %	4.00 %	7.14 %	5.41 %	13.89 %	8.51 %	16.13 %	10.42 %
Standard Nearly Met: Level 2	25.00 %	48.00 %	25.00 %	21.62 %	36.11 %	23.40 %	20.97 %	27.03 %
Standard Not Met: Level 1	58.33 %	44.00 %	60.71 %	62.16 %	41.67 %	65.96 %	61.29 %	57.53 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	8.33 %	8.00 %	10.71 %	13.51 %	8.33 %	4.26 %	8.06 %	8.49 %
Near Standard								

		29.17 %	20.00 %	17.86 %	16.22 %	30.56 %	21.28 %	22.58 %	22.39 %
	Below Standard	62.50 %	72.00 %	71.43 %	70.27 %	61.11 %	74.47 %	69.35 %	69.11 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	12.50 %	8.00 %	7.14 %	5.41 %	11.11 %	8.51 %	9.68 %	8.88 %
Near Standard	33.33 %	52.00 %	35.71 %	35.14 %	38.89 %	38.30 %	45.16 %	40.15 %
Below Standard	54.17 %	40.00 %	57.14 %	59.46 %	50.00 %	53.19 %	45.16 %	50.97 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	12.50 %	4.00 %	3.57 %	10.81 %	8.33 %	0.00 %	1.61 %	5.02 %
Near Standard	33.33 %	28.00 %	39.29 %	29.73 %	63.89 %	53.19 %	56.45 %	46.33 %
Below Standard	54.17 %	68.00 %	57.14 %	59.46 %	27.78 %	46.81 %	41.94 %	48.65 %

Mathematics Area Achievement Level Descriptors

Not economically disadvantaged

Smarter Balanced Assessment Test Results for:

School: Learning Choice Academy

CDS Code: 37-68338-0106799

District: Learning Choice Academy

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2018

Select Student Group: Economic Status

Apply Selections

To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

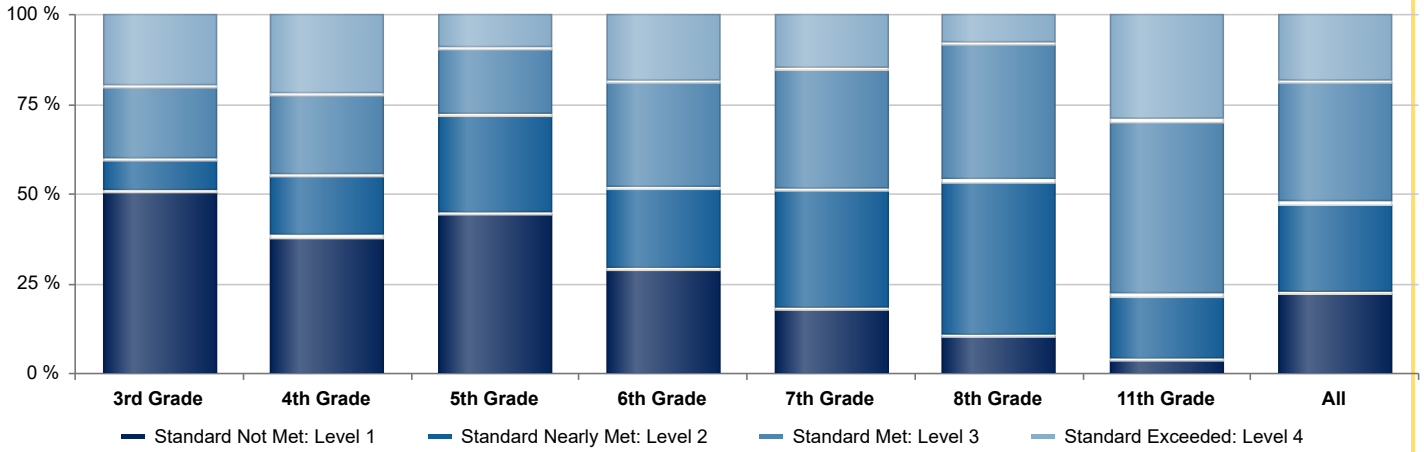
Smarter Balanced Results (2018)

Results by Economic Status

ENGLISH LANGUAGE ARTS/LITERACY

Economically disadvantaged

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	28	18	23	27	36	40	58	230
# of Students Tested	26	18	22	27	33	39	57	222
# of Students With Scores	25	18	22	27	33	39	57	221

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2387.5	2444.6	2455.2	2516.8	2555.4	2559.1	2636.3	N/A
Standard Exceeded: Level 4	20.00 %	22.22 %	9.09 %	18.52 %	15.15 %	7.69 %	29.82 %	18.55 %
Standard Met: Level 3	20.00 %	22.22 %	18.18 %	29.63 %	33.33 %	38.46 %	49.12 %	33.94 %
Standard Nearly Met: Level 2	8.00 %	16.67 %	27.27 %	22.22 %	33.33 %	43.59 %	17.54 %	24.89 %
Standard Not Met: Level 1	52.00 %	38.89 %	45.45 %	29.63 %	18.18 %	10.26 %	3.51 %	22.62 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	16.00 %	16.67 %	13.64 %	25.93 %	24.24 %	17.95 %	35.09 %	23.53 %
Near Standard	32.00 %	50.00 %	45.45 %	33.33 %	48.48 %	58.97 %	61.40 %	49.77 %
Below Standard	52.00 %	33.33 %	40.91 %	40.74 %	27.27 %	23.08 %	3.51 %	26.70 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	26.09 %	5.56 %	22.73 %	22.22 %	21.21 %	17.95 %	33.93 %	23.39 %
Near Standard	26.09 %	61.11 %	31.82 %	44.44 %	60.61 %	64.10 %	57.14 %	51.83 %
Below Standard	47.83 %	33.33 %	45.45 %	33.33 %	18.18 %	17.95 %	8.93 %	24.77 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	20.00 %	27.78 %	9.09 %	22.22 %	18.18 %	17.95 %	26.32 %	20.81 %
Near Standard	44.00 %	50.00 %	50.00 %	62.96 %	57.58 %	69.23 %	66.67 %	59.73 %
Below Standard	36.00 %	22.22 %	40.91 %	14.81 %	24.24 %	12.82 %	7.02 %	19.46 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	16.00 %	22.22 %	4.55 %	14.81 %	33.33 %	17.95 %	43.86 %	25.34 %
Near Standard	28.00 %	38.89 %	59.09 %	62.96 %	51.52 %	66.67 %	50.88 %	52.49 %
Below Standard	56.00 %	38.89 %	36.36 %	22.22 %	15.15 %	15.38 %	5.26 %	22.17 %

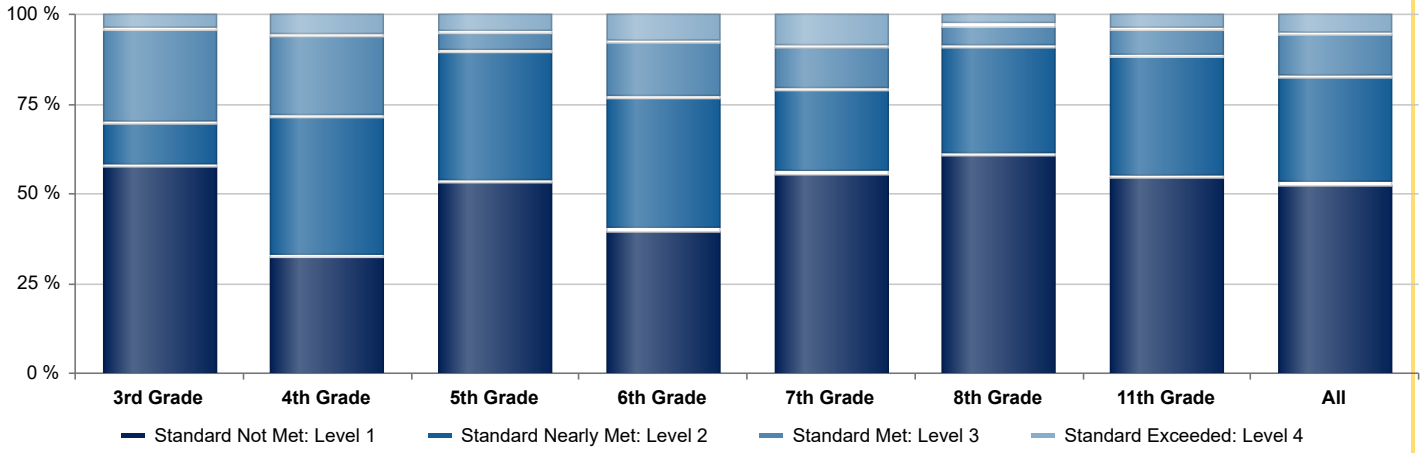
English Language Arts/Literacy Area Achievement Level Descriptors

Not economically disadvantaged

MATHEMATICS

Economically disadvantaged

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	28	18	23	27	36	40	58	230
# of Students Tested	27	18	22	27	35	40	57	226
# of Students With Scores	27	18	22	27	35	40	57	226
Mean Scale Score	2376.0	2441.6	2442.0	2483.3	2474.6	2481.1	2528.4	N/A
Standard Exceeded: Level 4	3.70 %	5.56 %	4.55 %	7.41 %	8.57 %	2.50 %	3.51 %	4.87 %
Standard Met: Level 3	25.93 %	22.22 %	4.55 %	14.81 %	11.43 %	5.00 %	7.02 %	11.50 %
Standard Nearly Met: Level 2	11.11 %	38.89 %	36.36 %	37.04 %	22.86 %	30.00 %	33.33 %	29.65 %
Standard Not Met: Level 1	59.26 %	33.33 %	54.55 %	40.74 %	57.14 %	62.50 %	56.14 %	53.98 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	18.52 %	5.56 %	9.09 %	11.11 %	8.57 %	5.00 %	5.26 %	8.41 %
Near Standard								

		18.52 %	33.33 %	22.73 %	44.44 %	28.57 %	20.00 %	26.32 %	26.99 %
	Below Standard	62.96 %	61.11 %	68.18 %	44.44 %	62.86 %	75.00 %	68.42 %	64.60 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	11.11 %	16.67 %	4.55 %	14.81 %	11.43 %	5.00 %	8.77 %	9.73 %
	Near Standard	44.44 %	33.33 %	45.45 %	48.15 %	34.29 %	57.50 %	49.12 %	46.02 %
	Below Standard	44.44 %	50.00 %	50.00 %	37.04 %	54.29 %	37.50 %	42.11 %	44.25 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	7.41 %	22.22 %	0.00 %	7.41 %	11.43 %	2.50 %	5.26 %	7.08 %
	Near Standard	55.56 %	22.22 %	50.00 %	37.04 %	48.57 %	52.50 %	54.39 %	48.23 %
	Below Standard	37.04 %	55.56 %	50.00 %	55.56 %	40.00 %	45.00 %	40.35 %	44.69 %

Mathematics Area Achievement Level Descriptors

Not economically disadvantaged

Smarter Balanced Assessment Test Results for:

School: Learning Choice Academy

CDS Code: 37-68338-0106799

District: Learning Choice Academy

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2015

Select Student Group: Disability Status

Apply Selections

To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

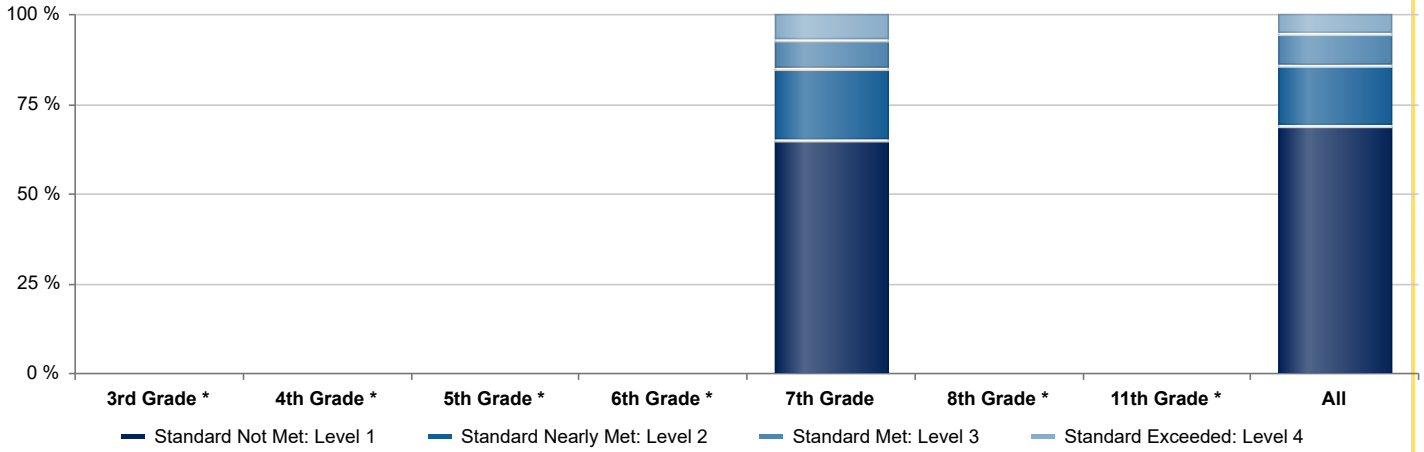
Smarter Balanced Results (2015)

Results by Disability Status

ENGLISH LANGUAGE ARTS/LITERACY

Students with disability

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	63	63	68	70	87	78	94	523
Number of Students Tested	9	6	9	9	15	7	7	62
Number of Students With Scores	9	6	8	9	15	7	7	61

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	*	*	*	*	2457.8	*	*	N/A
Standard Exceeded: Level 4	*	*	*	*	7 %	*	*	5 %
Standard Met: Level 3	*	*	*	*	7 %	*	*	8 %
Standard Nearly Met: Level 2	*	*	*	*	20 %	*	*	16 %
Standard Not Met: Level 1	*	*	*	*	67 %	*	*	70 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	13 %	*	*	11 %
At or Near Standard	*	*	*	*	13 %	*	*	21 %
Below Standard	*	*	*	*	73 %	*	*	67 %

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	0 %	*	*	0 %
At or Near Standard	*	*	*	*	33 %	*	*	31 %
Below Standard	*	*	*	*	67 %	*	*	69 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	7 %	*	*	8 %
At or Near Standard	*	*	*	*	40 %	*	*	49 %
Below Standard	*	*	*	*	53 %	*	*	43 %

Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	13 %	*	*	8 %
At or Near Standard	*	*	*	*	33 %	*	*	58 %
Below Standard	*	*	*	*	53 %	*	*	34 %

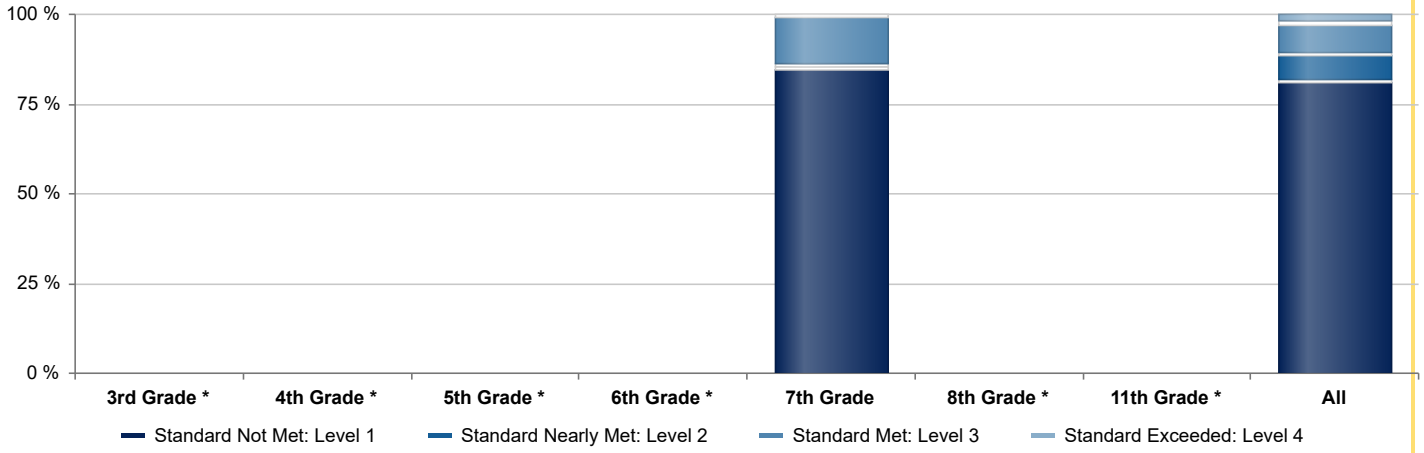
English Language Arts/Literacy Area Achievement Level Descriptors

Students with no reported disability

MATHEMATICS

Students with disability

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	63	63	68	70	87	78	94	523
Number of Students Tested	9	6	8	9	15	7	7	61
Number of Students With Scores	9	6	8	9	15	7	7	61
Mean Scale Score	*	*	*	*	2409.5	*	*	N/A
Standard Exceeded: Level 4	*	*	*	*	0 %	*	*	2 %
Standard Met: Level 3	*	*	*	*	13 %	*	*	8 %
Standard Nearly Met: Level 2	*	*	*	*	0 %	*	*	7 %
Standard Not Met: Level 1	*	*	*	*	87 %	*	*	84 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	0 %	*	*	2 %
At or Near Standard								

		*	*	*	*	13 %	*	*	10 %
	Below Standard	*	*	*	*	87 %	*	*	89 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	*	*	7 %	*	*	3 %
	At or Near Standard	*	*	*	*	40 %	*	*	36 %
	Below Standard	*	*	*	*	53 %	*	*	61 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	*	*	0 %	*	*	2 %
	At or Near Standard	*	*	*	*	53 %	*	*	28 %
	Below Standard	*	*	*	*	47 %	*	*	70 %

Mathematics Area Achievement Level Descriptors

Students with no reported disability

Smarter Balanced Assessment Test Results for:

School: Learning Choice Academy

CDS Code: 37-68338-0106799

District: Learning Choice Academy

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2016

Select Student Group: Disability Status

Apply Selections

To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

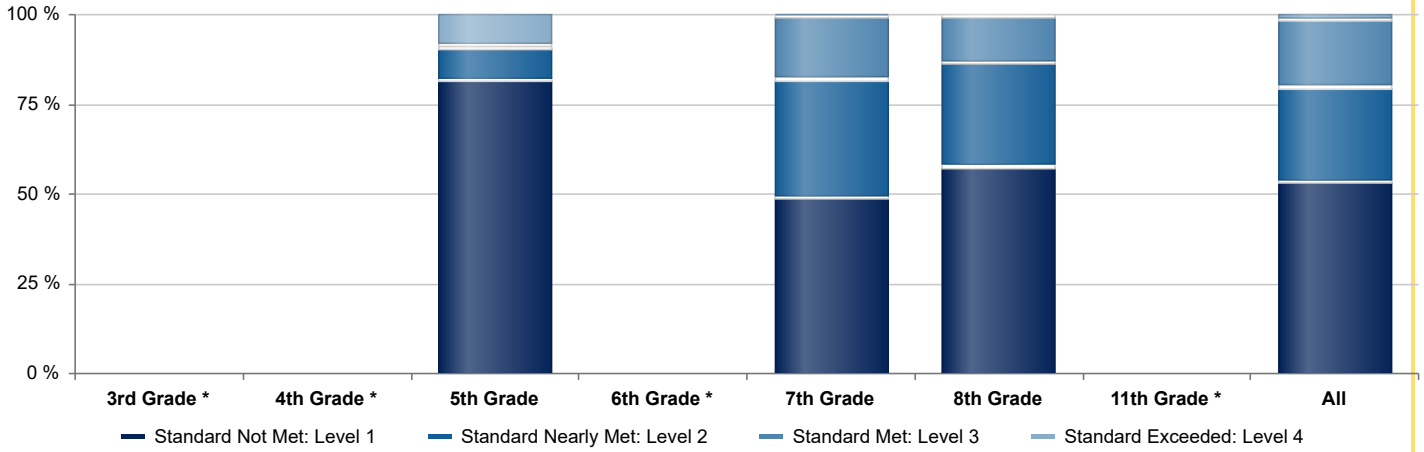
Smarter Balanced Results (2016)

Results by Disability Status

ENGLISH LANGUAGE ARTS/LITERACY

Students with disability

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	6	8	12	7	12	17	8	70
# of Students Tested	6	8	12	6	12	17	8	69
# of Students With Scores	6	7	12	6	12	17	8	68

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	*	*	2398.4	*	2471.5	2466.5	*	N/A
Standard Exceeded: Level 4	*	*	8 %	*	0 %	0 %	*	1 %
Standard Met: Level 3	*	*	0 %	*	17 %	12 %	*	18 %
Standard Nearly Met: Level 2	*	*	8 %	*	33 %	29 %	*	26 %
Standard Not Met: Level 1	*	*	83 %	*	50 %	59 %	*	54 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	8 %	*	17 %	6 %	*	13 %
Near Standard	*	*	8 %	*	17 %	31 %	*	28 %
Below Standard	*	*	83 %	*	67 %	63 %	*	58 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	0 %	*	0 %	6 %	*	3 %
Near Standard	*	*	25 %	*	42 %	38 %	*	39 %
Below Standard	*	*	75 %	*	58 %	56 %	*	58 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	8 %	*	0 %	0 %	*	6 %
Near Standard	*	*	25 %	*	75 %	56 %	*	60 %
Below Standard	*	*	67 %	*	25 %	44 %	*	34 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	0 %	*	0 %	0 %	*	0 %
Near Standard	*	*	58 %	*	42 %	44 %	*	58 %
Below Standard	*	*	42 %	*	58 %	56 %	*	42 %

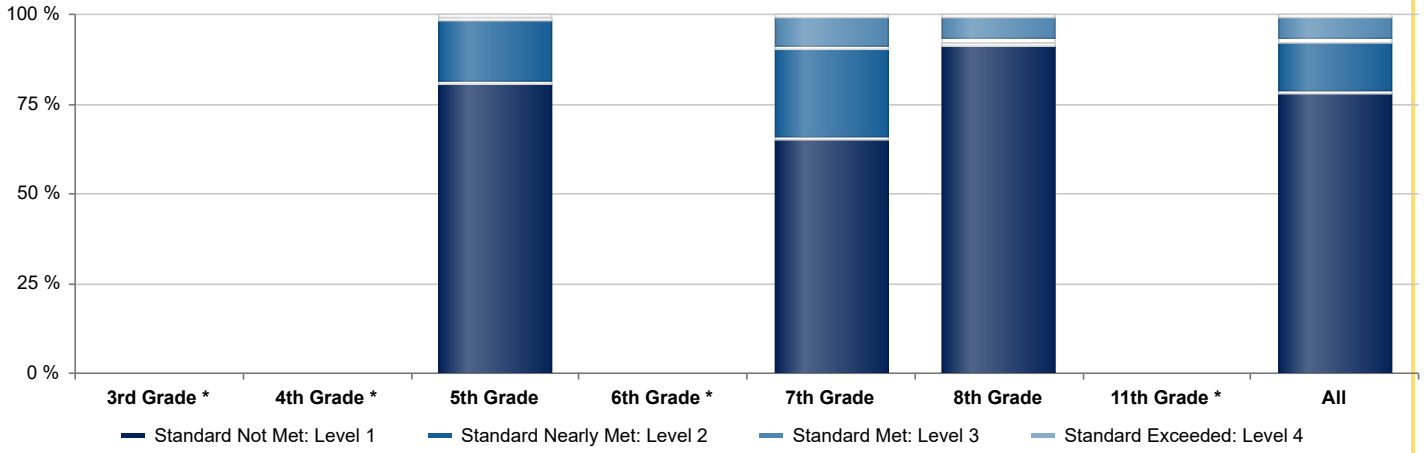
English Language Arts/Literacy Area Achievement Level Descriptors

Students with no reported disability

MATHEMATICS

Students with disability

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	6	8	12	7	12	17	8	70
# of Students Tested	6	8	12	6	12	17	8	69
# of Students With Scores	6	8	12	6	12	17	8	69
Mean Scale Score	*	*	2374.5	*	2410.5	2384.9	*	N/A
Standard Exceeded: Level 4	*	*	0 %	*	0 %	0 %	*	0 %
Standard Met: Level 3	*	*	0 %	*	8 %	6 %	*	6 %
Standard Nearly Met: Level 2	*	*	17 %	*	25 %	0 %	*	14 %
Standard Not Met: Level 1	*	*	83 %	*	67 %	94 %	*	80 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	0 %	*	0 %	0 %	*	1 %
Near Standard								

		*	*	17 %	*	33 %	6 %	*	15 %
	Below Standard	*	*	83 %	*	67 %	94 %	*	84 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	0 %	*	0 %	0 %	*	1 %
Near Standard	*	*	8 %	*	42 %	41 %	*	29 %
Below Standard	*	*	92 %	*	58 %	59 %	*	70 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	0 %	*	0 %	0 %	*	1 %
Near Standard	*	*	0 %	*	33 %	18 %	*	26 %
Below Standard	*	*	100 %	*	67 %	82 %	*	72 %

Mathematics Area Achievement Level Descriptors

Students with no reported disability

Smarter Balanced Assessment Test Results for:

School: Learning Choice Academy

CDS Code: 37-68338-0106799

District: Learning Choice Academy

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2017

Select Student Group: Disability Status

Apply Selections

To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

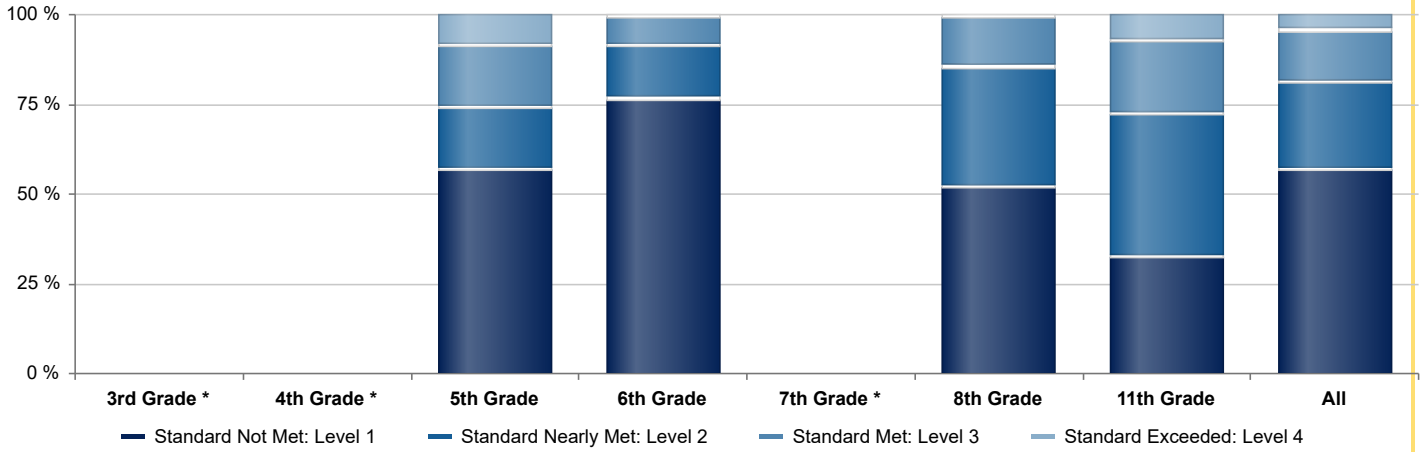
Smarter Balanced Results (2017)

Results by Disability Status

ENGLISH LANGUAGE ARTS/LITERACY

Students with disability

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	12	14	*	16	17	82
# of Students Tested	*	*	12	14	*	15	15	79
# of Students With Scores	*	*	12	14	*	15	15	79

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	*	*	2443.3	2418.6	*	2485.1	2536.3	N/A
Standard Exceeded: Level 4	*	*	8.33 %	0.00 %	*	0.00 %	6.67 %	3.80 %
Standard Met: Level 3	*	*	16.67 %	7.14 %	*	13.33 %	20.00 %	13.92 %
Standard Nearly Met: Level 2	*	*	16.67 %	14.29 %	*	33.33 %	40.00 %	24.05 %
Standard Not Met: Level 1	*	*	58.33 %	78.57 %	*	53.33 %	33.33 %	58.23 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	16.67 %	7.14 %	*	6.67 %	13.33 %	10.13 %
Near Standard	*	*	41.67 %	21.43 %	*	40.00 %	60.00 %	37.97 %
Below Standard	*	*	41.67 %	71.43 %	*	53.33 %	26.67 %	51.90 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	0.00 %	0.00 %	*	0.00 %	7.14 %	2.63 %
Near Standard	*	*	41.67 %	14.29 %	*	33.33 %	50.00 %	34.21 %
Below Standard	*	*	58.33 %	85.71 %	*	66.67 %	42.86 %	63.16 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	16.67 %	7.14 %	*	0.00 %	13.33 %	8.86 %
Near Standard	*	*	58.33 %	35.71 %	*	66.67 %	80.00 %	59.49 %
Below Standard	*	*	25.00 %	57.14 %	*	33.33 %	6.67 %	31.65 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	8.33 %	7.14 %	*	0.00 %	6.67 %	5.06 %
Near Standard	*	*	50.00 %	28.57 %	*	73.33 %	53.33 %	45.57 %
Below Standard	*	*	41.67 %	64.29 %	*	26.67 %	40.00 %	49.37 %

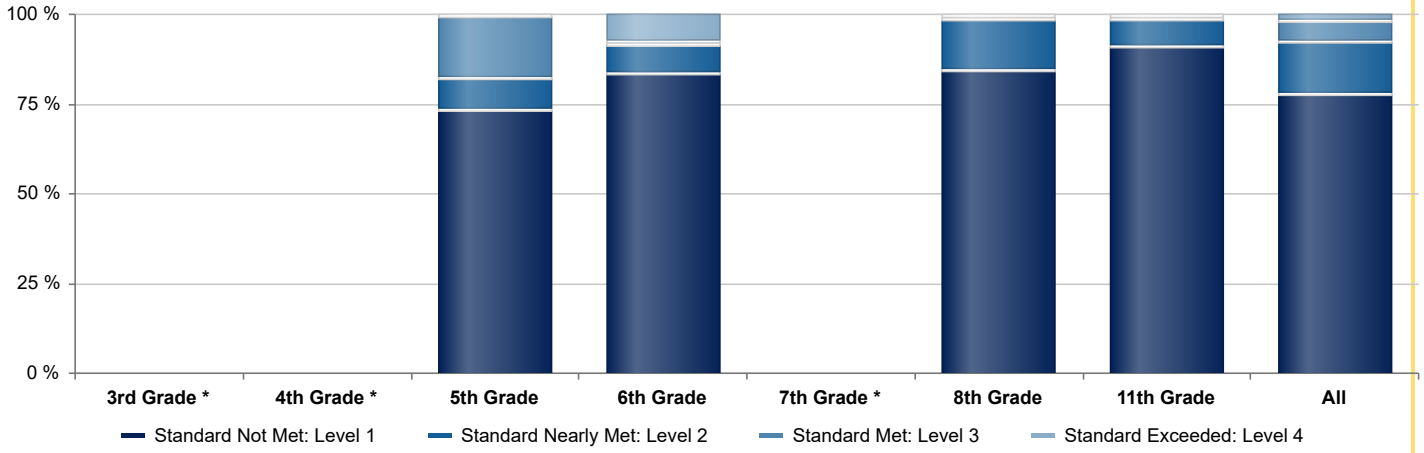
English Language Arts/Literacy Area Achievement Level Descriptors

Students with no reported disability

MATHEMATICS

Students with disability

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	12	14	*	16	17	82
# of Students Tested	*	*	12	14	*	15	15	79
# of Students With Scores	*	*	12	14	*	15	15	79
Mean Scale Score	*	*	2425.0	2380.1	*	2415.3	2448.1	N/A
Standard Exceeded: Level 4	*	*	0.00 %	7.14 %	*	0.00 %	0.00 %	1.27 %
Standard Met: Level 3	*	*	16.67 %	0.00 %	*	0.00 %	0.00 %	5.06 %
Standard Nearly Met: Level 2	*	*	8.33 %	7.14 %	*	13.33 %	6.67 %	13.92 %
Standard Not Met: Level 1	*	*	75.00 %	85.71 %	*	86.67 %	93.33 %	79.75 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	8.33 %	7.14 %	*	0.00 %	0.00 %	2.53 %
Near Standard								

		*	*	8.33 %	0.00 %	*	6.67 %	6.67 %	12.66 %
	Below Standard	*	*	83.33 %	92.86 %	*	93.33 %	93.33 %	84.81 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	8.33 %	7.14 %	*	0.00 %	0.00 %	2.53 %
Near Standard	*	*	25.00 %	14.29 %	*	20.00 %	13.33 %	21.52 %
Below Standard	*	*	66.67 %	78.57 %	*	80.00 %	86.67 %	75.95 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	0.00 %	0.00 %	*	0.00 %	0.00 %	1.27 %
Near Standard	*	*	33.33 %	21.43 %	*	33.33 %	20.00 %	27.85 %
Below Standard	*	*	66.67 %	78.57 %	*	66.67 %	80.00 %	70.89 %

Mathematics Area Achievement Level Descriptors

Students with no reported disability

Smarter Balanced Assessment Test Results for:

School: Learning Choice Academy

CDS Code: 37-68338-0106799

District: Learning Choice Academy

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2018

Select Student Group: Disability Status

Apply Selections

To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

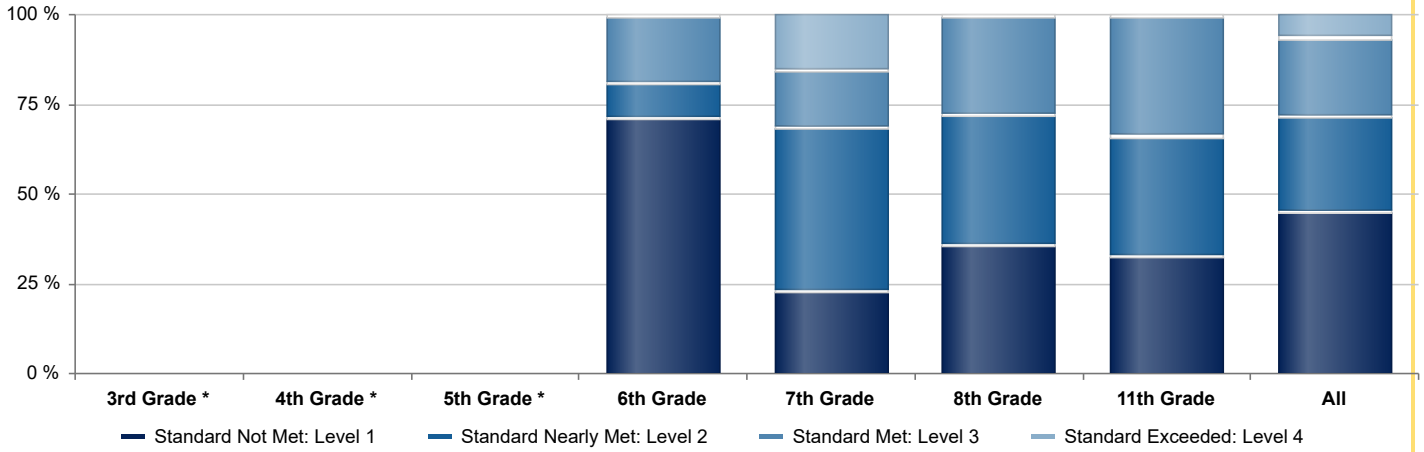
Smarter Balanced Results (2018)

Results by Disability Status

ENGLISH LANGUAGE ARTS/LITERACY

Students with disability

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	*	11	13	11	13	66
# of Students Tested	*	*	*	11	13	11	12	65
# of Students With Scores	*	*	*	11	13	11	12	65

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	*	*	*	2442.9	2517.2	2496.5	2523.9	N/A
Standard Exceeded: Level 4	*	*	*	0.00 %	15.38 %	0.00 %	0.00 %	6.15 %
Standard Met: Level 3	*	*	*	18.18 %	15.38 %	27.27 %	33.33 %	21.54 %
Standard Nearly Met: Level 2	*	*	*	9.09 %	46.15 %	36.36 %	33.33 %	26.15 %
Standard Not Met: Level 1	*	*	*	72.73 %	23.08 %	36.36 %	33.33 %	46.15 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	18.18 %	15.38 %	9.09 %	8.33 %	13.85 %
Near Standard	*	*	*	18.18 %	46.15 %	36.36 %	75.00 %	40.00 %
Below Standard	*	*	*	63.64 %	38.46 %	54.55 %	16.67 %	46.15 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	9.09 %	23.08 %	0.00 %	0.00 %	10.77 %
Near Standard	*	*	*	9.09 %	53.85 %	63.64 %	41.67 %	35.38 %
Below Standard	*	*	*	81.82 %	23.08 %	36.36 %	58.33 %	53.85 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	18.18 %	0.00 %	18.18 %	8.33 %	9.23 %
Near Standard	*	*	*	36.36 %	61.54 %	45.45 %	58.33 %	50.77 %
Below Standard	*	*	*	45.45 %	38.46 %	36.36 %	33.33 %	40.00 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	0.00 %	23.08 %	9.09 %	8.33 %	9.23 %
Near Standard	*	*	*	45.45 %	53.85 %	36.36 %	66.67 %	50.77 %
Below Standard	*	*	*	54.55 %	23.08 %	54.55 %	25.00 %	40.00 %

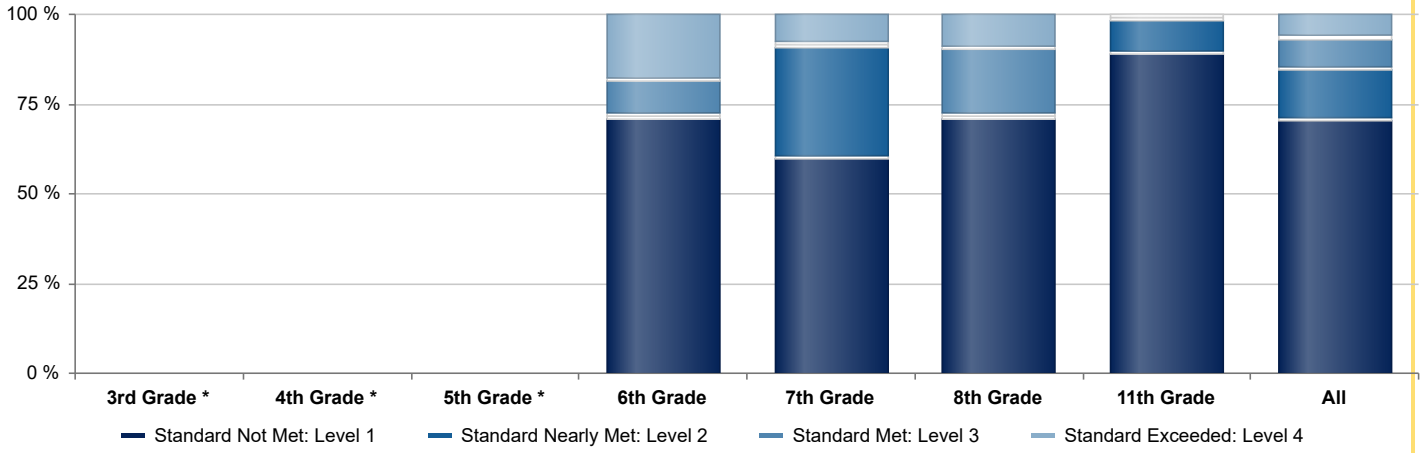
English Language Arts/Literacy Area Achievement Level Descriptors

Students with no reported disability

MATHEMATICS

Students with disability

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	*	11	13	11	13	66
# of Students Tested	*	*	*	11	13	11	12	65
# of Students With Scores	*	*	*	11	13	11	12	65
Mean Scale Score	*	*	*	2441.7	2471.3	2470.6	2438.9	N/A
Standard Exceeded: Level 4	*	*	*	18.18 %	7.69 %	9.09 %	0.00 %	6.15 %
Standard Met: Level 3	*	*	*	9.09 %	0.00 %	18.18 %	0.00 %	7.69 %
Standard Nearly Met: Level 2	*	*	*	0.00 %	30.77 %	0.00 %	8.33 %	13.85 %
Standard Not Met: Level 1	*	*	*	72.73 %	61.54 %	72.73 %	91.67 %	72.31 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	18.18 %	7.69 %	9.09 %	0.00 %	9.23 %
Near Standard								

		*	*	*	9.09 %	23.08 %	18.18 %	0.00 %	10.77 %
	Below Standard	*	*	*	72.73 %	69.23 %	72.73 %	100.00 %	80.00 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	9.09 %	7.69 %	9.09 %	0.00 %	6.15 %
Near Standard	*	*	*	27.27 %	38.46 %	36.36 %	25.00 %	27.69 %
Below Standard	*	*	*	63.64 %	53.85 %	54.55 %	75.00 %	66.15 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	18.18 %	7.69 %	18.18 %	0.00 %	7.69 %
Near Standard	*	*	*	9.09 %	53.85 %	27.27 %	50.00 %	33.85 %
Below Standard	*	*	*	72.73 %	38.46 %	54.55 %	50.00 %	58.46 %

Mathematics Area Achievement Level Descriptors

Students with no reported disability

Smarter Balanced Assessment Test Results for:

School: Learning Choice Academy

CDS Code: 37-68338-0106799

District: Learning Choice Academy

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2015

Select Student Group: English-Language Fluency

Apply Selections

To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

Results by English-Language Fluency

ENGLISH LANGUAGE ARTS/LITERACY

Fluent English proficient and English only

Initial fluent English proficient (IFEP)

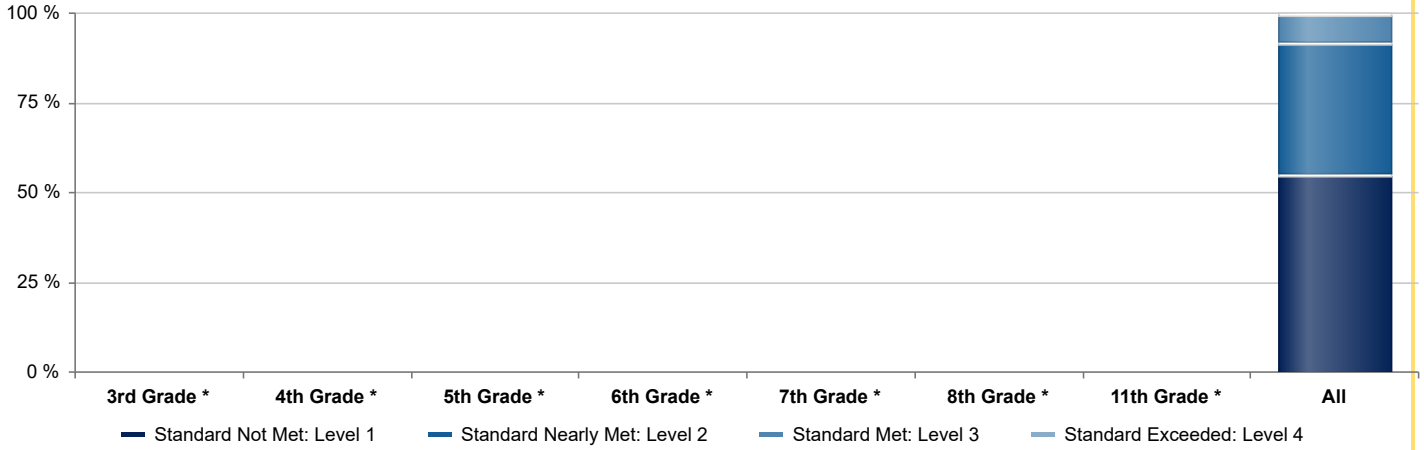
Reclassified fluent English proficient (RFEP)

English learners (ELs) enrolled in school in the U.S. fewer than 12 months

English learners enrolled in school in the U.S. 12 months or more

English learner

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	63	63	68	70	87	78	94	523
Number of Students Tested	3	5	4	5	5	5	1	28
Number of Students With Scores	3	5	3	5	5	5	1	27
Mean Scale Score	*	*	*	*	*	*	*	N/A
Standard Exceeded: Level 4	*	*	*	*	*	*	*	0 %
Standard Met: Level 3	*	*	*	*	*	*	*	7 %
Standard Nearly Met: Level 2	*	*	*	*	*	*	*	37 %
Standard Not Met: Level 1	*	*	*	*	*	*	*	56 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	4 %
At or Near Standard	*	*	*	*	*	*	*	33 %
Below Standard	*	*	*	*	*	*	*	63 %

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	0 %
At or Near Standard	*	*	*	*	*	*	*	48 %

	Below Standard	*	*	*	*	*	*	*	52 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	0 %
At or Near Standard	*	*	*	*	*	*	*	63 %
Below Standard	*	*	*	*	*	*	*	37 %

Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	4 %
At or Near Standard	*	*	*	*	*	*	*	56 %
Below Standard	*	*	*	*	*	*	*	41 %

English Language Arts/Literacy Area Achievement Level Descriptors

English only

MATHEMATICS

Fluent English proficient and English only

Initial fluent English proficient (IFEP)

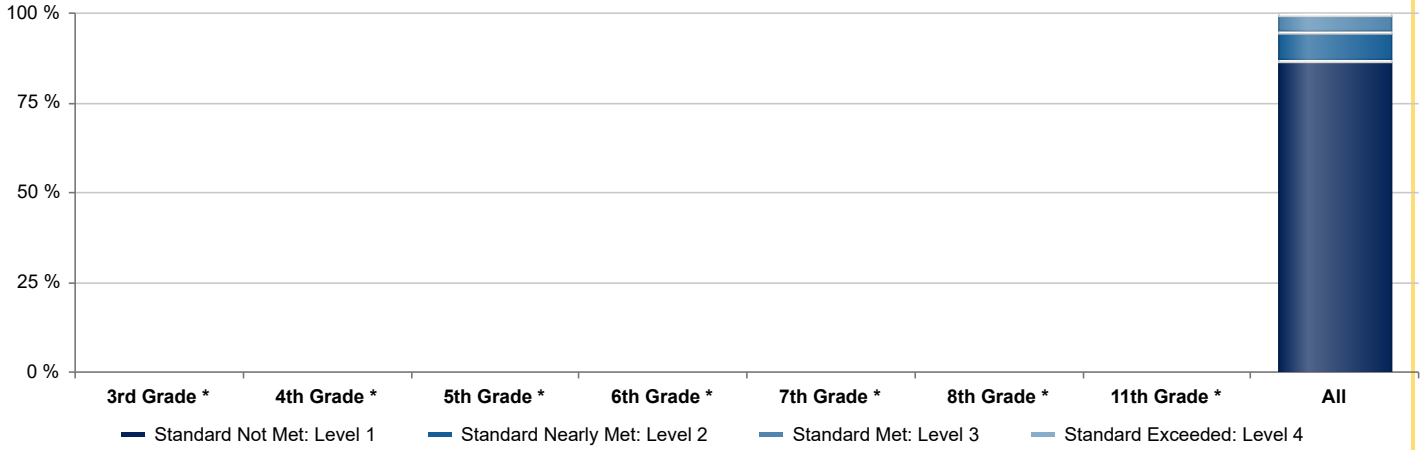
Reclassified fluent English proficient (RFEP)

English learners (ELs) enrolled in school in the U.S. fewer than 12 months

English learners enrolled in school in the U.S. 12 months or more

English learner

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	63	63	68	70	87	78	94	523
Number of Students Tested	3	5	3	5	5	5	1	27
Number of Students With Scores	3	5	3	5	5	5	1	27
Mean Scale Score	*	*	*	*	*	*	*	N/A
Standard Exceeded: Level 4	*	*	*	*	*	*	*	0 %
Standard Met: Level 3	*	*	*	*	*	*	*	4 %
Standard Nearly Met: Level 2	*	*	*	*	*	*	*	7 %
Standard Not Met: Level 1	*	*	*	*	*	*	*	89 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	0 %
At or Near Standard	*	*	*	*	*	*	*	11 %
Below Standard	*	*	*	*	*	*	*	89 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	0 %
At or Near Standard								

		*	*	*	*	*	*	*	30 %
	Below Standard	*	*	*	*	*	*	*	70 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	*	*	*	*	*	0 %
	At or Near Standard	*	*	*	*	*	*	*	26 %
	Below Standard	*	*	*	*	*	*	*	74 %

Mathematics Area Achievement Level Descriptors

English only

Smarter Balanced Assessment Test Results for:

School: Learning Choice Academy

CDS Code: 37-68338-0106799

District: Learning Choice Academy

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2016

Select Student Group: English-Language Fluency

Apply Selections

To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

Results by English-Language Fluency

ENGLISH LANGUAGE ARTS/LITERACY

Fluent English proficient and English only

Initial fluent English proficient (IFEP)

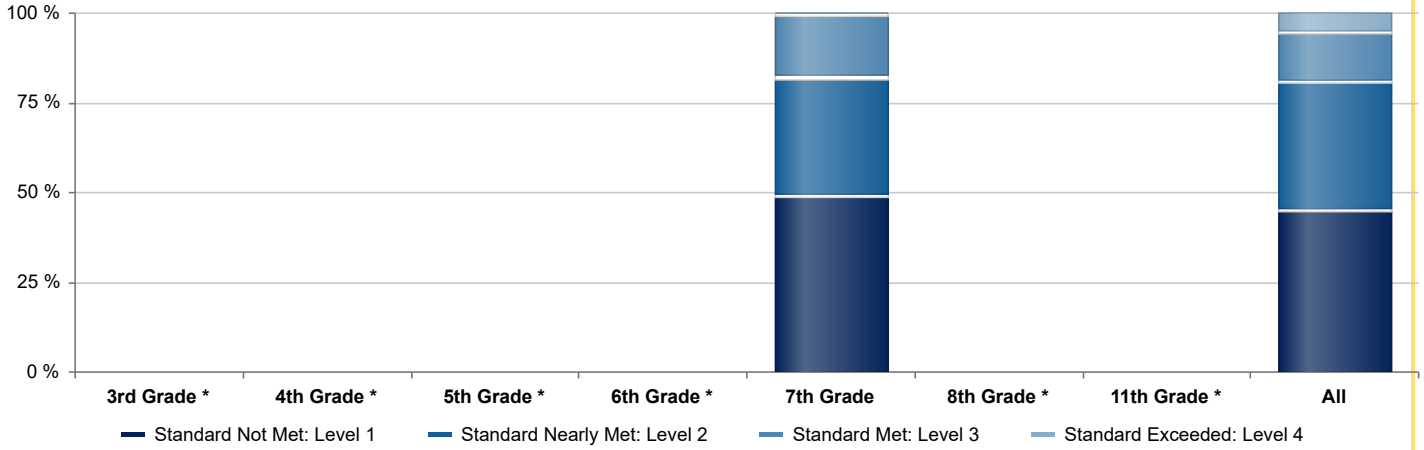
Reclassified fluent English proficient (RFEP)

English learners (ELs) enrolled in school in the U.S. fewer than 12 months

English learners enrolled in school in the U.S. 12 months or more

English learner

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	4	3	11	1	14	12	1	46
# of Students Tested	4	3	9	1	12	10	1	40
# of Students With Scores	4	3	9	1	12	9	1	39
Mean Scale Score	*	*	*	*	2486.8	*	*	N/A
Standard Exceeded: Level 4	*	*	*	*	0 %	*	*	5 %
Standard Met: Level 3	*	*	*	*	17 %	*	*	13 %
Standard Nearly Met: Level 2	*	*	*	*	33 %	*	*	36 %
Standard Not Met: Level 1	*	*	*	*	50 %	*	*	46 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	8 %	*	*	8 %
Near Standard	*	*	*	*	33 %	*	*	38 %
Below Standard	*	*	*	*	58 %	*	*	54 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	0 %	*	*	5 %
Near Standard	*	*	*	*	67 %	*	*	49 %

	Below Standard	*	*	*	*	33 %	*	*	46 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	0 %	*	*	8 %
Near Standard	*	*	*	*	75 %	*	*	64 %
Below Standard	*	*	*	*	25 %	*	*	28 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	0 %	*	*	5 %
Near Standard	*	*	*	*	83 %	*	*	67 %
Below Standard	*	*	*	*	17 %	*	*	28 %

English Language Arts/Literacy Area Achievement Level Descriptors

English only

MATHEMATICS

Fluent English proficient and English only

Initial fluent English proficient (IFEP)

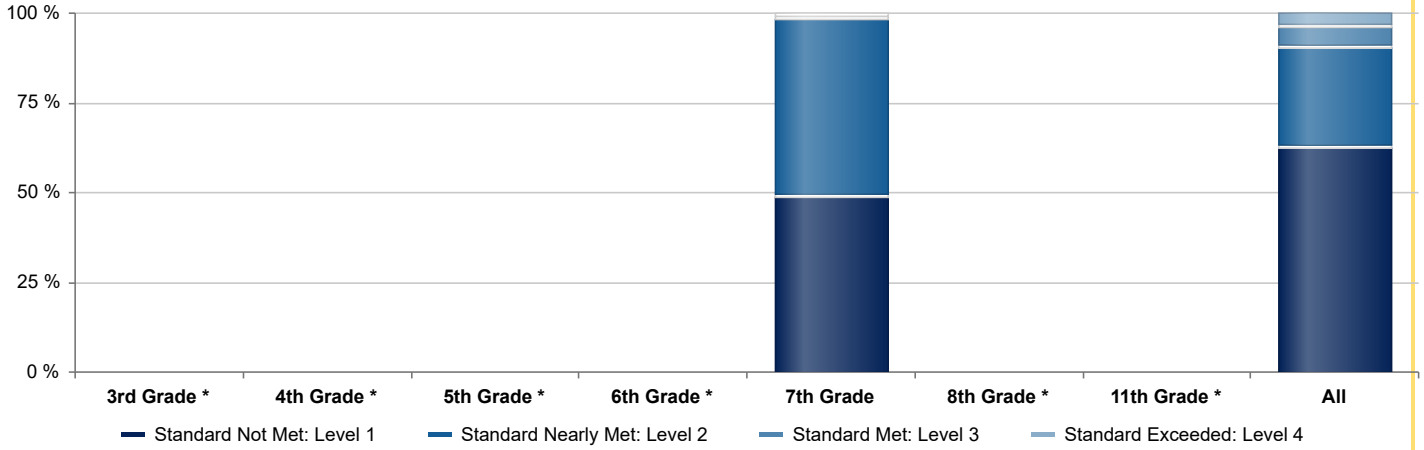
Reclassified fluent English proficient (RFEP)

English learners (ELs) enrolled in school in the U.S. fewer than 12 months

English learners enrolled in school in the U.S. 12 months or more

English learner

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	4	3	11	1	14	12	1	46
# of Students Tested	4	3	9	1	12	10	1	40
# of Students With Scores	4	3	9	1	12	10	1	40
Mean Scale Score	*	*	*	*	2473.6	*	*	N/A
Standard Exceeded: Level 4	*	*	*	*	0 %	*	*	3 %
Standard Met: Level 3	*	*	*	*	0 %	*	*	5 %
Standard Nearly Met: Level 2	*	*	*	*	50 %	*	*	28 %
Standard Not Met: Level 1	*	*	*	*	50 %	*	*	65 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	0 %	*	*	3 %
Near Standard	*	*	*	*	33 %	*	*	23 %
Below Standard	*	*	*	*	67 %	*	*	75 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	0 %	*	*	5 %
Near Standard								

		*	*	*	*	42 %	*	*	33 %
	Below Standard	*	*	*	*	58 %	*	*	63 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	*	*	0 %	*	*	3 %
	Near Standard	*	*	*	*	58 %	*	*	38 %
	Below Standard	*	*	*	*	42 %	*	*	60 %

Mathematics Area Achievement Level Descriptors

English only

Smarter Balanced Assessment Test Results for:

School: Learning Choice Academy

CDS Code: 37-68338-0106799

District: Learning Choice Academy

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2017

Select Student Group: English-Language Fluency

Apply Selections

To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

Results by English-Language Fluency

ENGLISH LANGUAGE ARTS/LITERACY

Fluent English proficient and English only

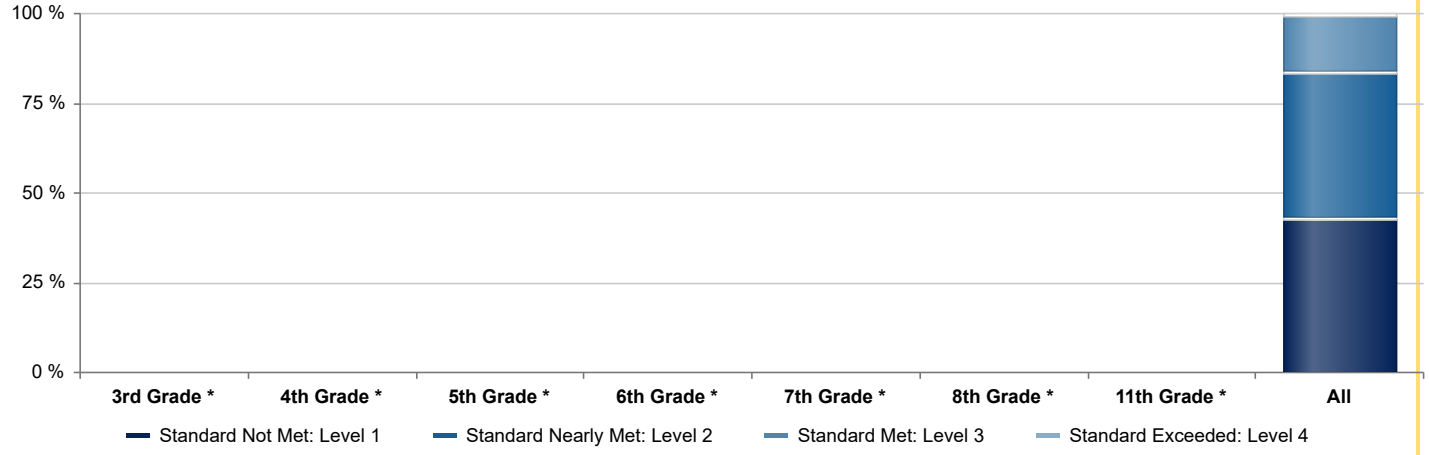
Initial fluent English proficient (IFEP)

Reclassified fluent English proficient (RFEP)

English learners enrolled in school in the U.S. 12 months or more

English learner

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	*	*	*	*	*	42
# of Students Tested	*	*	*	*	*	*	*	40
# of Students With Scores	*	*	*	*	*	*	*	39
Mean Scale Score	*	*	*	*	*	*	*	N/A
Standard Exceeded: Level 4	*	*	*	*	*	*	*	0.00 %
Standard Met: Level 3	*	*	*	*	*	*	*	15.38 %
Standard Nearly Met: Level 2	*	*	*	*	*	*	*	41.03 %
Standard Not Met: Level 1	*	*	*	*	*	*	*	43.59 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	5.13 %
Near Standard	*	*	*	*	*	*	*	46.15 %
Below Standard	*	*	*	*	*	*	*	48.72 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	2.56 %
Near Standard	*	*	*	*	*	*	*	46.15 %
Below Standard	*	*	*	*	*	*	*	51.28 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	2.56 %
Near Standard	*	*	*	*	*	*	*	61.54 %
Below Standard	*	*	*	*	*	*	*	35.90 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	5.13 %
Near Standard	*	*	*	*	*	*	*	53.85 %
Below Standard	*	*	*	*	*	*	*	41.03 %

English Language Arts/Literacy Area Achievement Level Descriptors

English only

Ever-ELs

To be determined (TBD)

MATHEMATICS

Fluent English proficient and English only

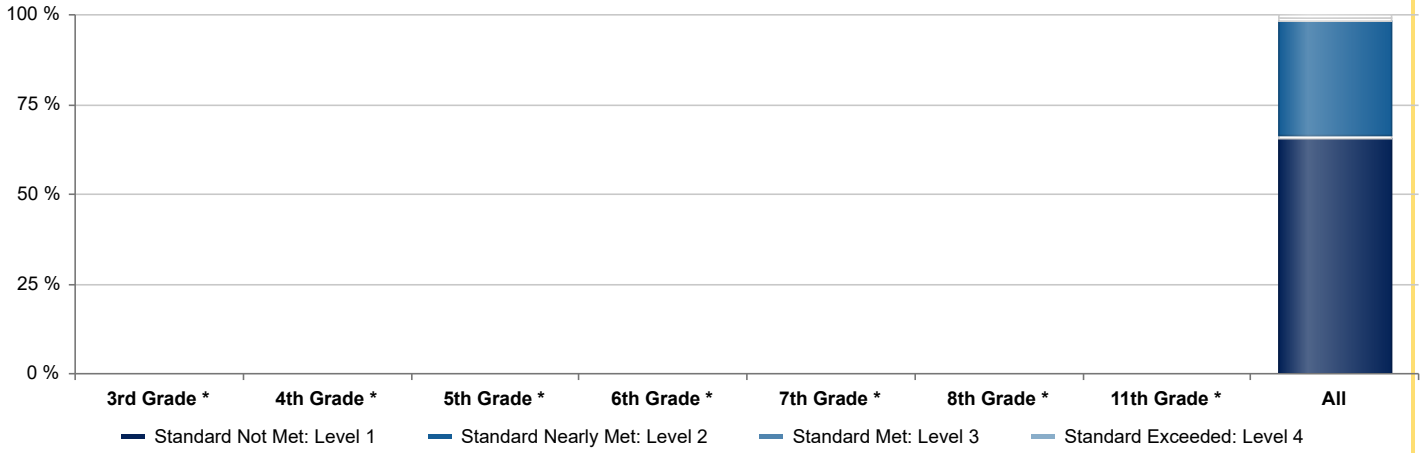
Initial fluent English proficient (IFEP)

Reclassified fluent English proficient (RFEP)

English learners enrolled in school in the U.S. 12 months or more

English learner

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	*	*	*	*	*	42

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Tested	*	*	*	*	*	*	*	40
# of Students With Scores	*	*	*	*	*	*	*	40
Mean Scale Score	*	*	*	*	*	*	*	N/A
Standard Exceeded: Level 4	*	*	*	*	*	*	*	0.00 %
Standard Met: Level 3	*	*	*	*	*	*	*	0.00 %
Standard Nearly Met: Level 2	*	*	*	*	*	*	*	32.50 %
Standard Not Met: Level 1	*	*	*	*	*	*	*	67.50 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	0.00 %
Near Standard	*	*	*	*	*	*	*	15.00 %
Below Standard	*	*	*	*	*	*	*	85.00 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	0.00 %
Near Standard	*	*	*	*	*	*	*	37.50 %
Below Standard	*	*	*	*	*	*	*	62.50 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	0.00 %
Near Standard	*	*	*	*	*	*	*	40.00 %
Below Standard	*	*	*	*	*	*	*	60.00 %

Mathematics Area Achievement Level Descriptors

English only

Ever-ELs

To be determined (TBD)

Smarter Balanced Assessment Test Results for:

School: Learning Choice Academy

CDS Code: 37-68338-0106799

District: Learning Choice Academy

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2018

Select Student Group: English-Language Fluency

Apply Selections

To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

Results by English-Language Fluency

ENGLISH LANGUAGE ARTS/LITERACY

Fluent English proficient and English only

Initial fluent English proficient (IFEP)

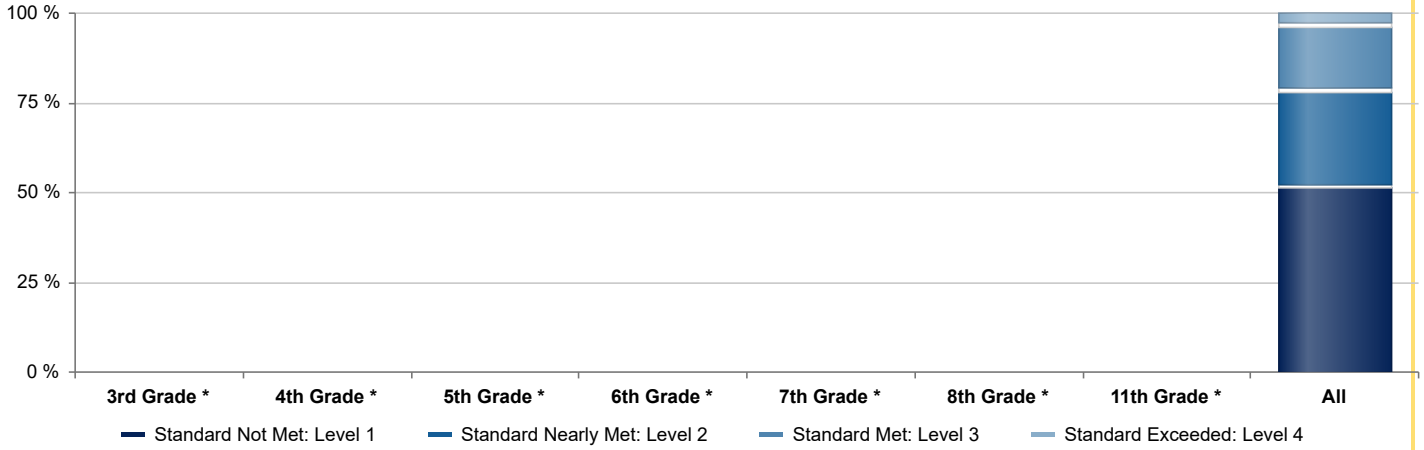
Reclassified fluent English proficient (RFEP)

English learners (ELs) enrolled in school in the U.S. fewer than 12 months

English learners enrolled in school in the U.S. 12 months or more

English learner

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	*	*	*	*	*	38
# of Students Tested	*	*	*	*	*	*	*	34
# of Students With Scores	*	*	*	*	*	*	*	34
Mean Scale Score	*	*	*	*	*	*	*	N/A
Standard Exceeded: Level 4	*	*	*	*	*	*	*	2.94 %
Standard Met: Level 3	*	*	*	*	*	*	*	17.65 %
Standard Nearly Met: Level 2	*	*	*	*	*	*	*	26.47 %
Standard Not Met: Level 1	*	*	*	*	*	*	*	52.94 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	5.88 %
Near Standard	*	*	*	*	*	*	*	35.29 %
Below Standard	*	*	*	*	*	*	*	58.82 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	3.03 %
Near Standard	*	*	*	*	*	*	*	48.48 %

	Below Standard	*	*	*	*	*	*	*	48.48 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	5.88 %
Near Standard	*	*	*	*	*	*	*	55.88 %
Below Standard	*	*	*	*	*	*	*	38.24 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	8.82 %
Near Standard	*	*	*	*	*	*	*	38.24 %
Below Standard	*	*	*	*	*	*	*	52.94 %

English Language Arts/Literacy Area Achievement Level Descriptors

English only

Ever-ELs

MATHEMATICS

Fluent English proficient and English only

Initial fluent English proficient (IFEP)

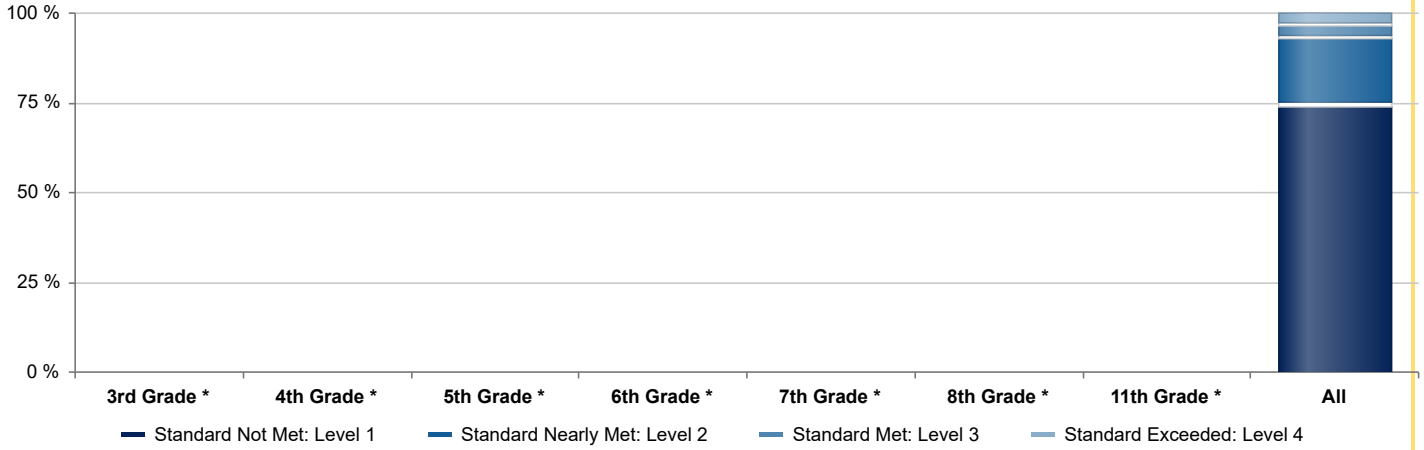
Reclassified fluent English proficient (RFEP)

English learners (ELs) enrolled in school in the U.S. fewer than 12 months

English learners enrolled in school in the U.S. 12 months or more

English learner

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	*	*	*	*	*	38
# of Students Tested	*	*	*	*	*	*	*	38
# of Students With Scores	*	*	*	*	*	*	*	38
Mean Scale Score	*	*	*	*	*	*	*	N/A
Standard Exceeded: Level 4	*	*	*	*	*	*	*	2.63 %
Standard Met: Level 3	*	*	*	*	*	*	*	2.63 %
Standard Nearly Met: Level 2	*	*	*	*	*	*	*	18.42 %
Standard Not Met: Level 1	*	*	*	*	*	*	*	76.32 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	5.26 %
Near Standard	*	*	*	*	*	*	*	13.16 %
Below Standard	*	*	*	*	*	*	*	81.58 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	5.26 %
Near Standard								

		*	*	*	*	*	*	*	31.58 %
	Below Standard	*	*	*	*	*	*	*	63.16 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	*	2.63 %
Near Standard	*	*	*	*	*	*	*	42.11 %
Below Standard	*	*	*	*	*	*	*	55.26 %

Mathematics Area Achievement Level Descriptors

English only

Ever-ELs

Smarter Balanced Assessment Test Results for:

School: Mira Mesa High

CDS Code: 37-68338-3730181

District: San Diego Unified

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2015

Select Student Group: All Students (Default)

Apply Selections

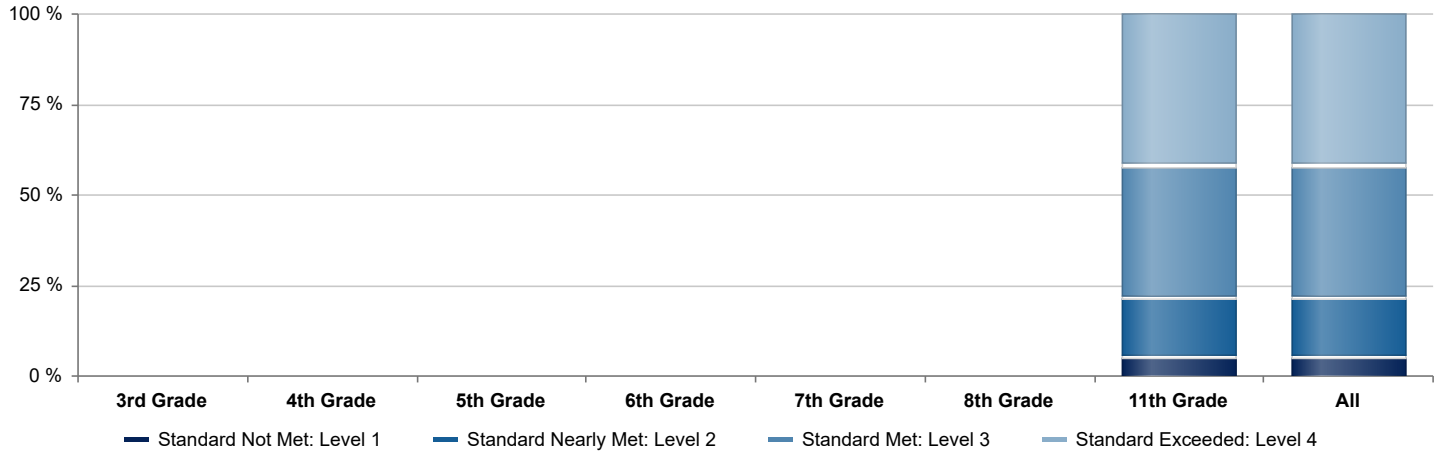
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	585	585
Number of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	569	569
Number of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	569	569

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2654.3	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	43 %	43 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	37 %	37 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	16 %	16 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	5 %	5 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	46 %	46 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	45 %	45 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	9 %	9 %

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	57 %	57 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	36 %	36 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	6 %	6 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	27 %	27 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	66 %	66 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	7 %	7 %

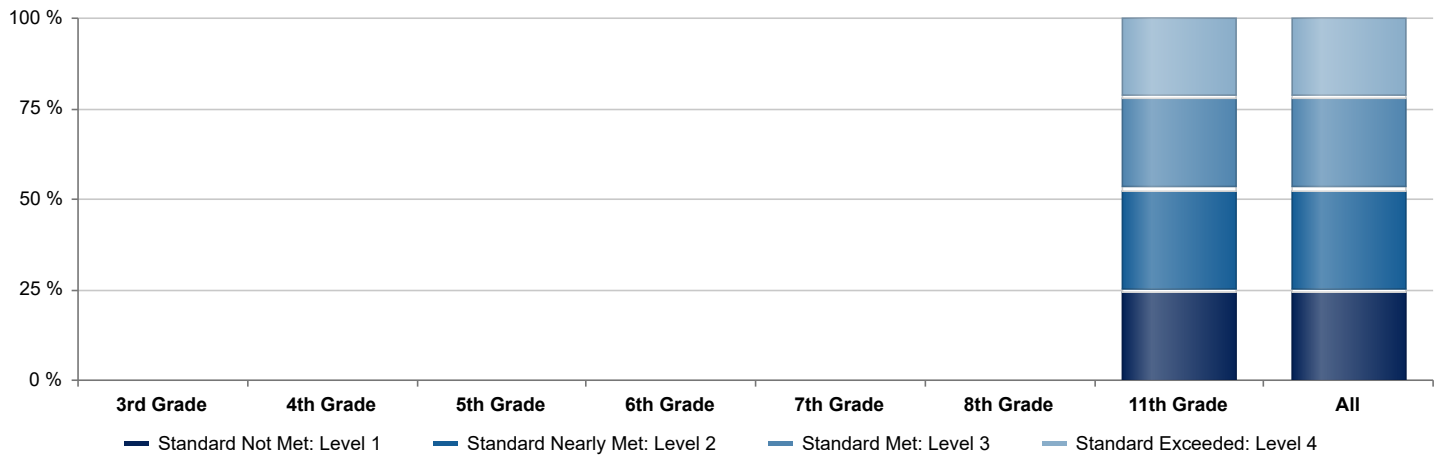
Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	50 %	50 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	45 %	45 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	4 %	4 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	585	585
Number of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	570	570
Number of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	570	570
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2623.0	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	22 %	22 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	25 %	25 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	28 %	28 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	25 %	25 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	33 %	33 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	38 %	38 %

	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	29 %	29 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	30 %	30 %
	At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	52 %	52 %
	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	18 %	18 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	30 %	30 %
	At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	51 %	51 %
	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	19 %	19 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Mira Mesa High

CDS Code: 37-68338-3730181

District: San Diego Unified School District

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2016

Select Student Group: All Students (Default)

Apply Selections

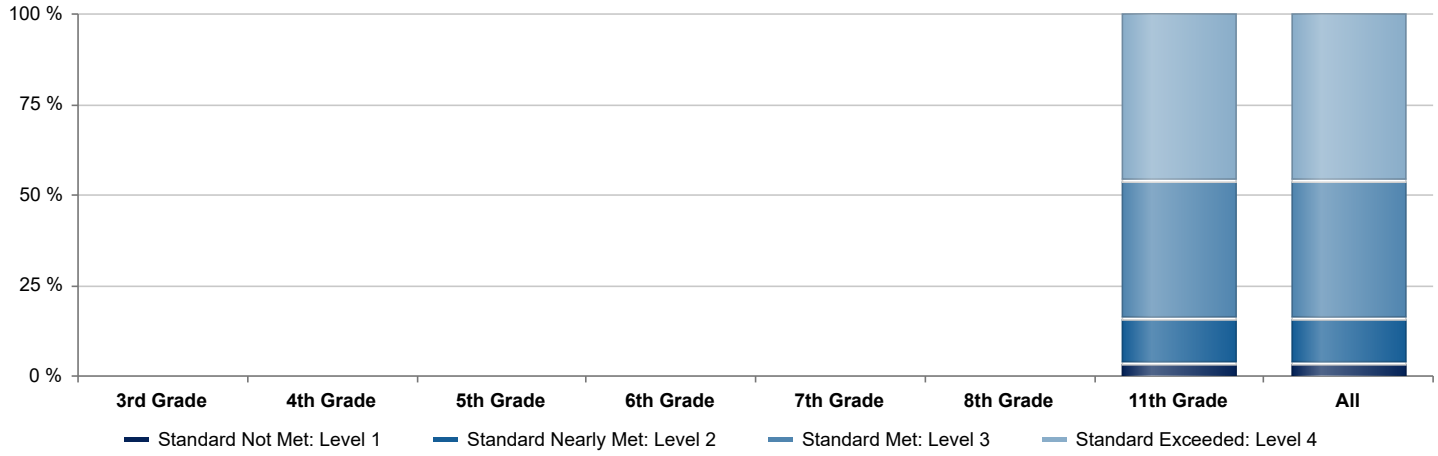
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	575	575
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	558	558
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	557	557

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2667.7	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	47 %	47 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	38 %	38 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	12 %	12 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	3 %	3 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	42 %	42 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	52 %	52 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	6 %	6 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	64 %	64 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	32 %	32 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	4 %	4 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	33 %	33 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	61 %	61 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	6 %	6 %

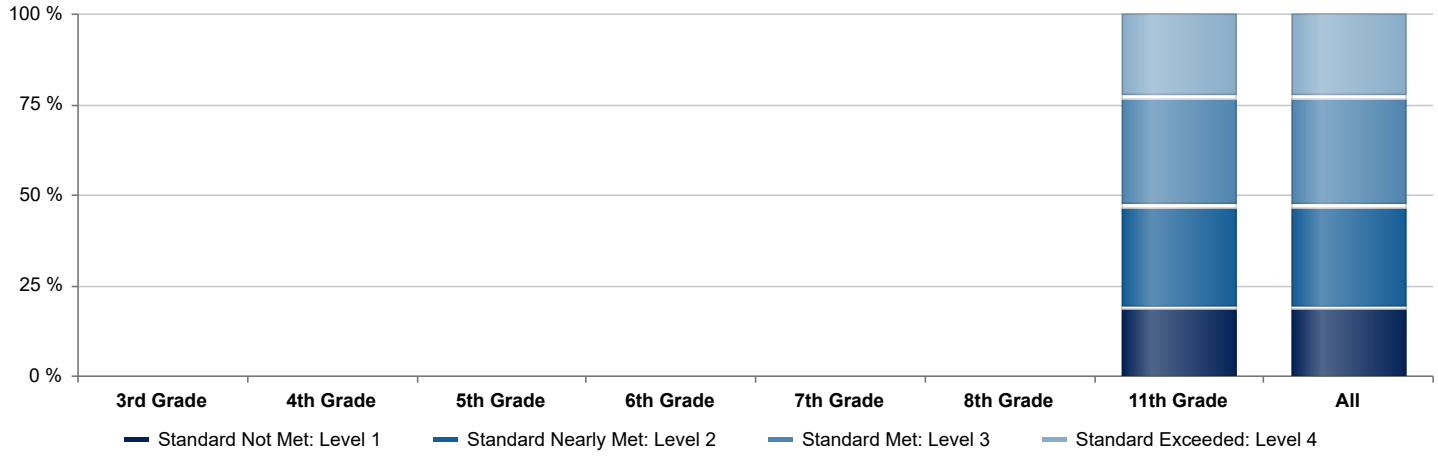
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	57 %	57 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	39 %	39 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	3 %	3 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	575	575
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	563	563
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	562	562
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2632.7	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	23 %	23 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	30 %	30 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	28 %	28 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	19 %	19 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	35 %	35 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	39 %	39 %

	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	25 %	25 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	25 %	25 %
	Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	59 %	59 %
	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	17 %	17 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	32 %	32 %
	Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	57 %	57 %
	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	11 %	11 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Mira Mesa High

CDS Code: 37-68338-3730181

District: San Diego Unified

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2017

Select Student Group: All Students (Default)

Apply Selections

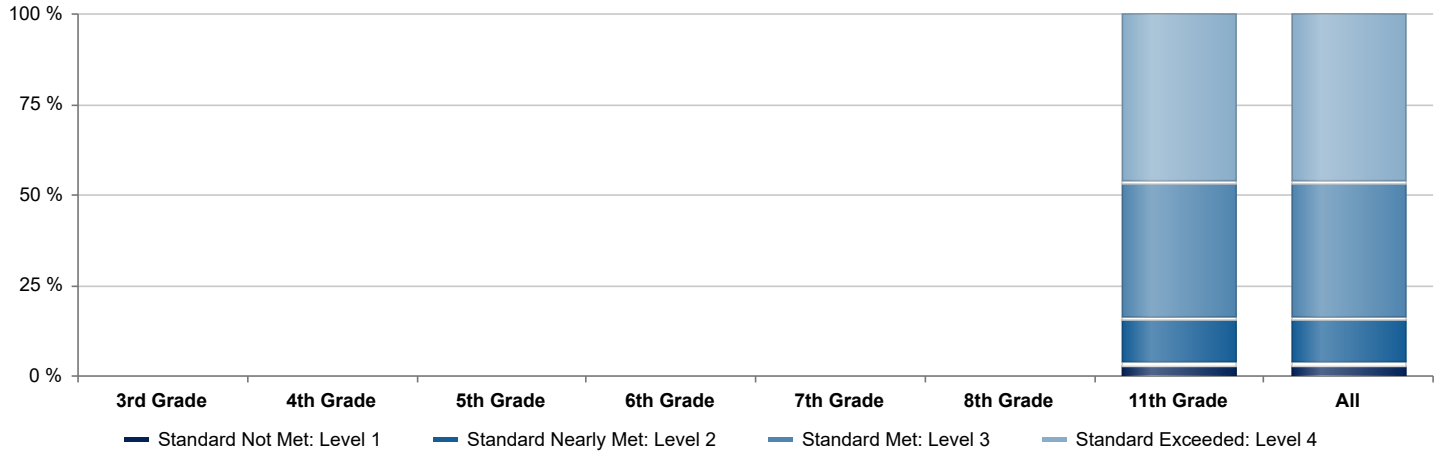
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	529	529
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	506	506
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	506	506

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2668.8	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	47.43 %	47.43 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	37.75 %	37.75 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	11.86 %	11.86 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	2.96 %	2.96 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	51.38 %	51.38 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	41.70 %	41.70 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	6.92 %	6.92 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	62.25 %	62.25 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	32.02 %	32.02 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	5.73 %	5.73 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	36.56 %	36.56 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	58.30 %	58.30 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	5.14 %	5.14 %

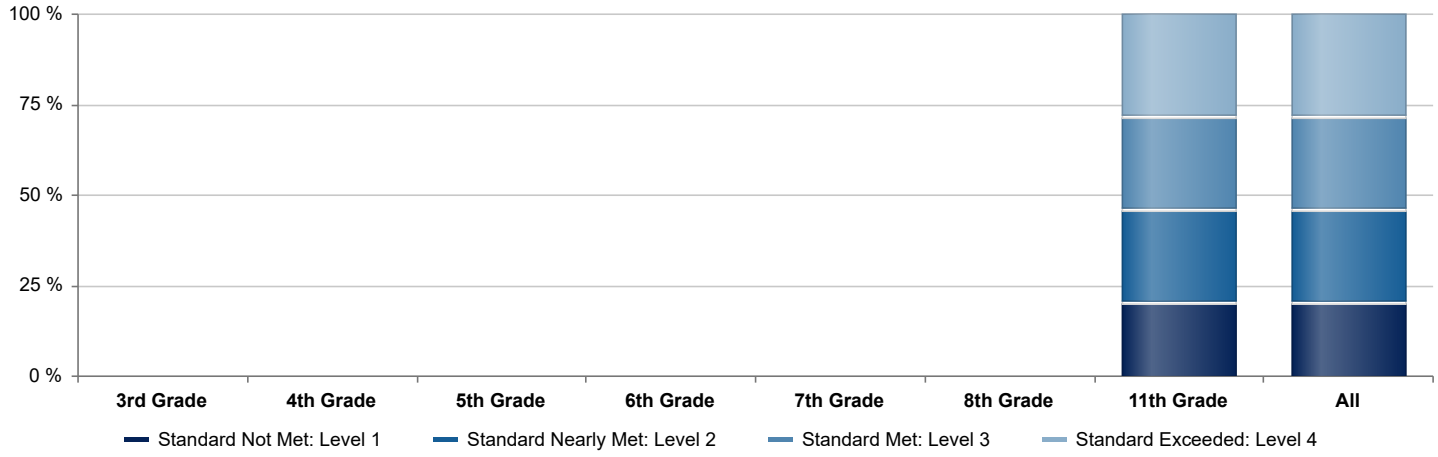
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	61.86 %	61.86 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	34.19 %	34.19 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	3.95 %	3.95 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	529	529
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	515	515
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	515	515
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2641.5	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	28.74 %	28.74 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	25.44 %	25.44 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	25.44 %	25.44 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	20.39 %	20.39 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	40.39 %	40.39 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	32.43 %	32.43 %

	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	27.18 %	27.18 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	32.43 %	32.43 %
	Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	46.99 %	46.99 %
	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	20.58 %	20.58 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	35.92 %	35.92 %
	Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	52.43 %	52.43 %
	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	11.65 %	11.65 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Mira Mesa High

CDS Code: 37-68338-3730181

District: San Diego Unified

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2018

Select Student Group: All Students (Default)

Apply Selections

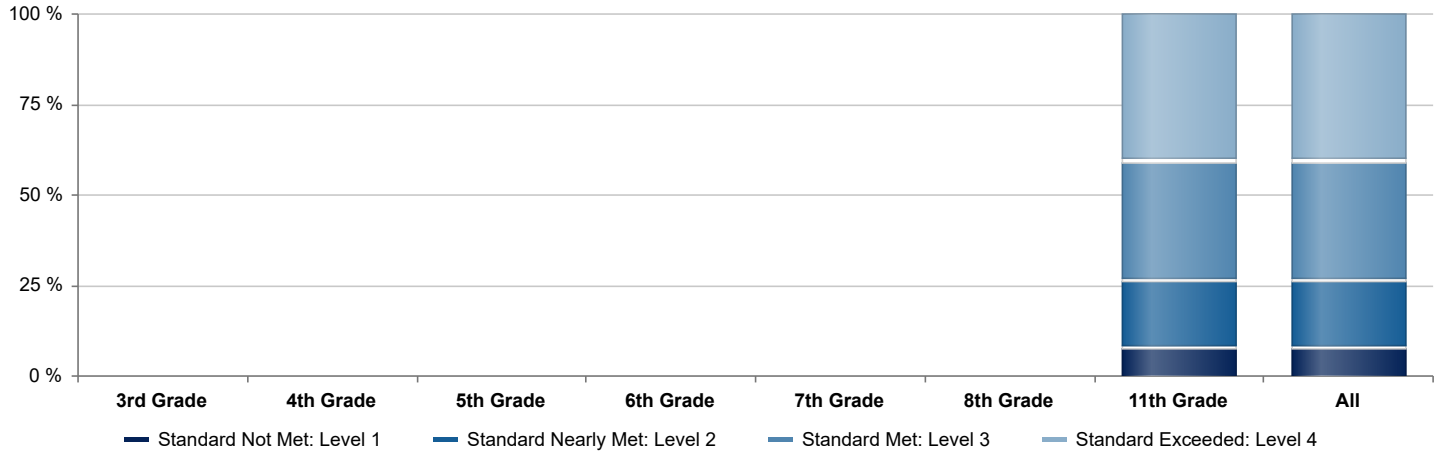
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	618	618
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	600	600
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	600	600

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2647.6	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	41.17 %	41.17 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	33.00 %	33.00 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	18.17 %	18.17 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	7.67 %	7.67 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	44.83 %	44.83 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	45.50 %	45.50 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	9.67 %	9.67 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	51.00 %	51.00 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	38.83 %	38.83 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	10.17 %	10.17 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	31.50 %	31.50 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	60.67 %	60.67 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	7.83 %	7.83 %

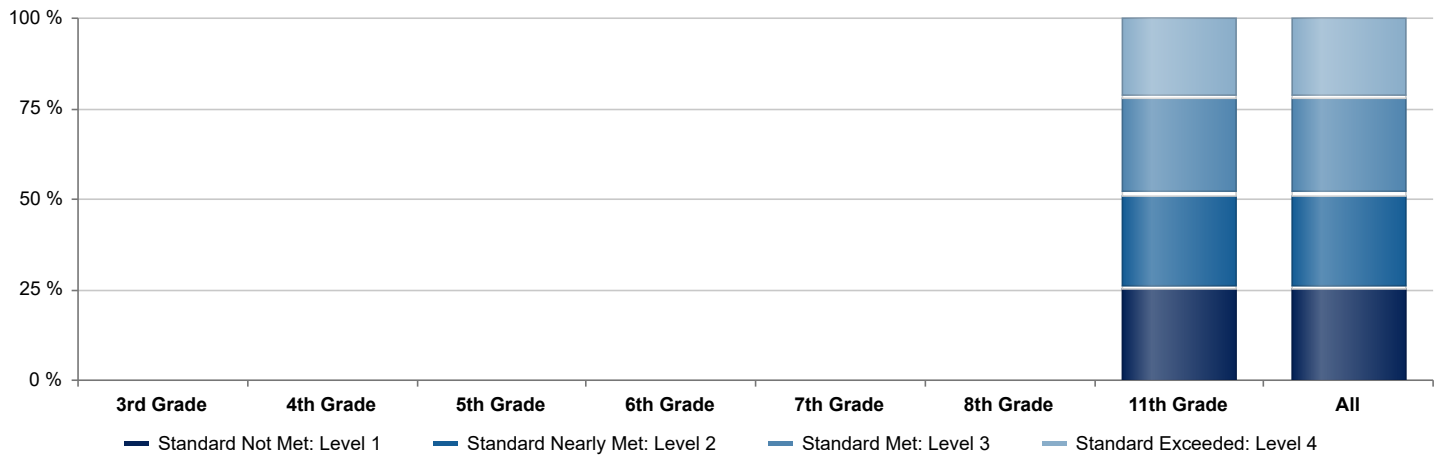
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	53.33 %	53.33 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	39.17 %	39.17 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	7.50 %	7.50 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	618	618
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	602	602
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	601	601
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2622.4	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	21.96 %	21.96 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	26.46 %	26.46 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	25.62 %	25.62 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	25.96 %	25.96 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	35.00 %	35.00 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	31.33 %	31.33 %

	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	33.67 %	33.67 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	26.50 %	26.50 %
	Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	46.67 %	46.67 %
	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	26.83 %	26.83 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	29.78 %	29.78 %
	Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	53.24 %	53.24 %
	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	16.97 %	16.97 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Morse High

CDS Code: 37-68338-3734654

District: San Diego Unified

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2015

Select Student Group: All Students (Default)

Apply Selections

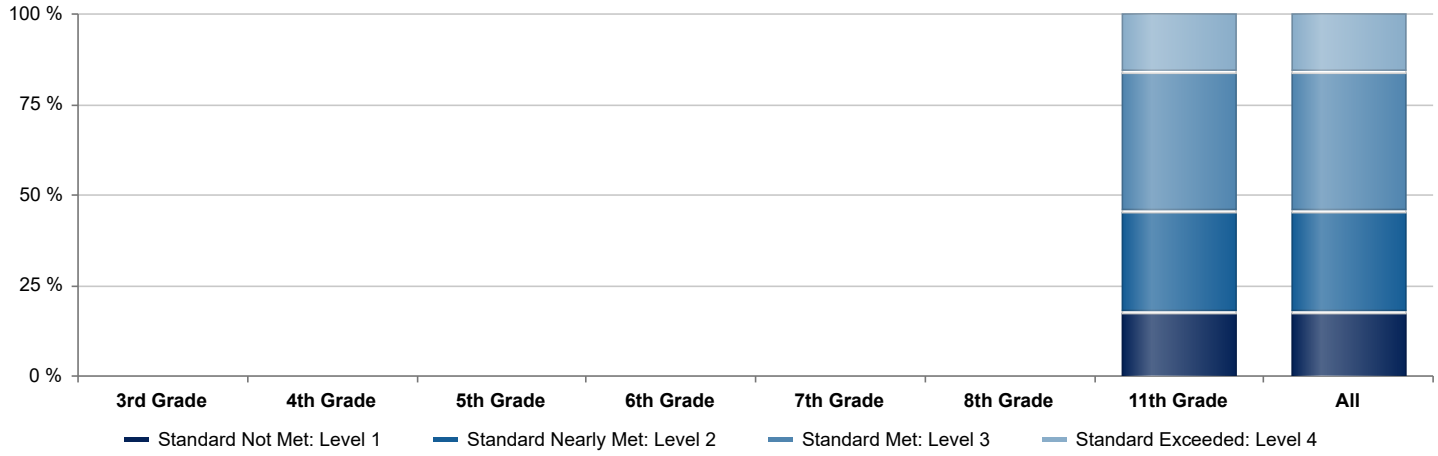
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	439	439
Number of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	419	419
Number of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	404	404

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2585.6	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	16 %	16 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	39 %	39 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	28 %	28 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	18 %	18 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	25 %	25 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	57 %	57 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	18 %	18 %

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	23 %	23 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	55 %	55 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	22 %	22 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	13 %	13 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	76 %	76 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	11 %	11 %

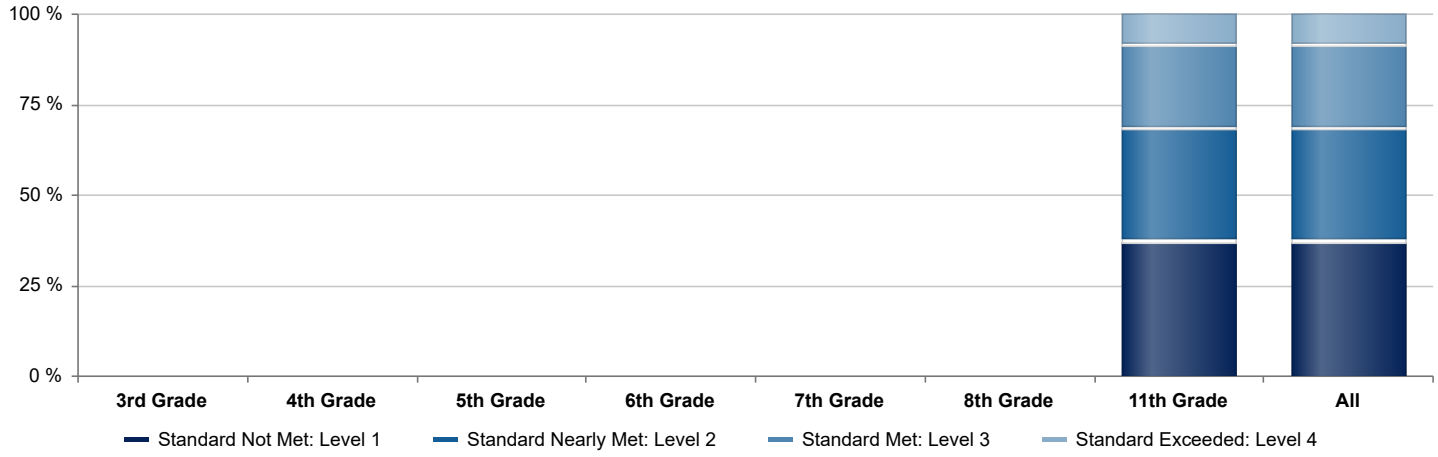
Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	34 %	34 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	55 %	55 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	11 %	11 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	439	439
Number of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	415	415
Number of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	398	398
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2570.1	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	8 %	8 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	23 %	23 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	31 %	31 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	38 %	38 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	19 %	19 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	41 %	41 %

	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	39 %	39 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	14 %	14 %
	At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	52 %	52 %
	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	34 %	34 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	14 %	14 %
	At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	59 %	59 %
	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	27 %	27 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Morse High

CDS Code: 37-68338-3734654

District: San Diego Unified School District

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2016

Select Student Group: All Students (Default)

Apply Selections

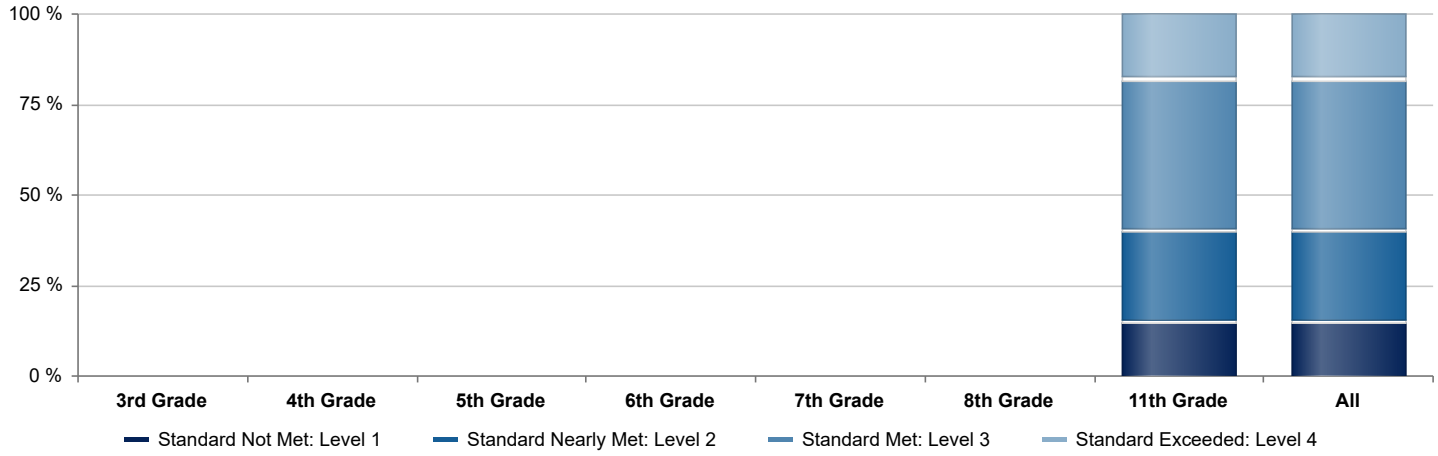
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	383	383
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	362	362
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	352	352

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2596.0	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	18 %	18 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	42 %	42 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	25 %	25 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	15 %	15 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	21 %	21 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	63 %	63 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	16 %	16 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	33 %	33 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	50 %	50 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	17 %	17 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	15 %	15 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	72 %	72 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	13 %	13 %

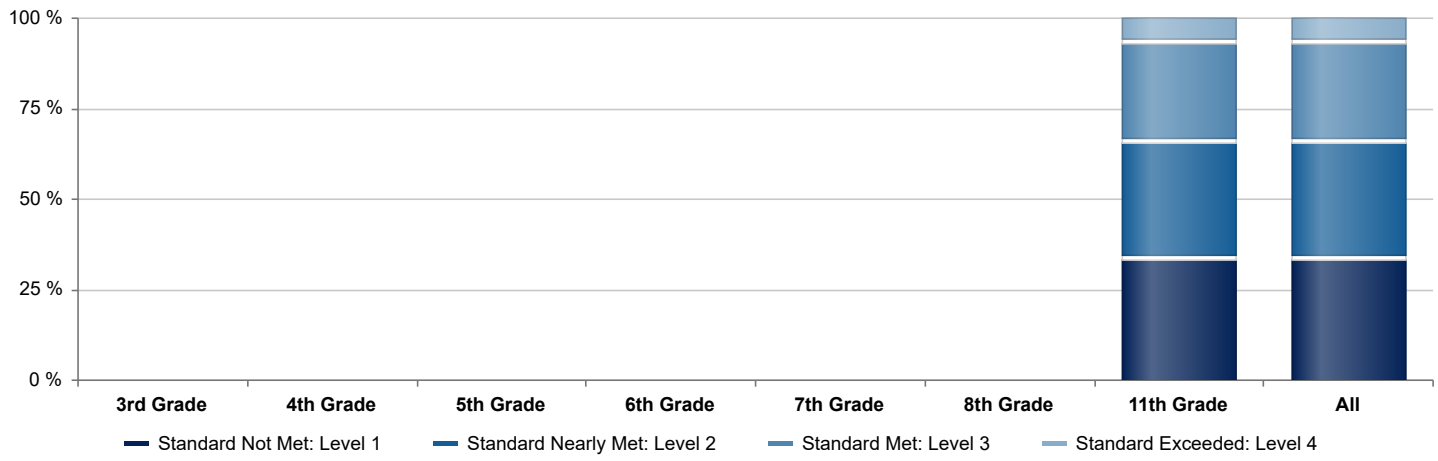
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	40 %	40 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	49 %	49 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	12 %	12 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	383	383
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	360	360
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	342	342
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2579.1	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	6 %	6 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	27 %	27 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	32 %	32 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	34 %	34 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	16 %	16 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	44 %	44 %

	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	40 %	40 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	11 %	11 %
	Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	58 %	58 %
	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	31 %	31 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	10 %	10 %
	Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	69 %	69 %
	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	20 %	20 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Morse High

CDS Code: 37-68338-3734654

District: San Diego Unified

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2017

Select Student Group: All Students (Default)

Apply Selections

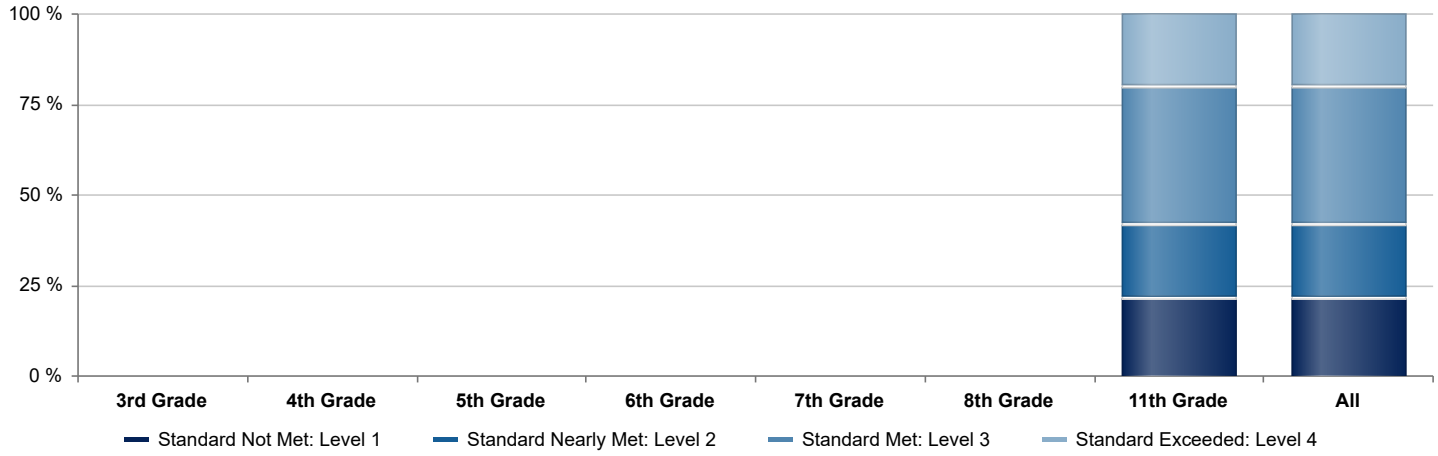
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	392	392
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	370	370
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	368	368

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2589.9	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	19.84 %	19.84 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	38.32 %	38.32 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	20.11 %	20.11 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	21.74 %	21.74 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	27.09 %	27.09 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	52.51 %	52.51 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	20.39 %	20.39 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	35.57 %	35.57 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	40.06 %	40.06 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	24.37 %	24.37 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	17.36 %	17.36 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	61.98 %	61.98 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	20.66 %	20.66 %

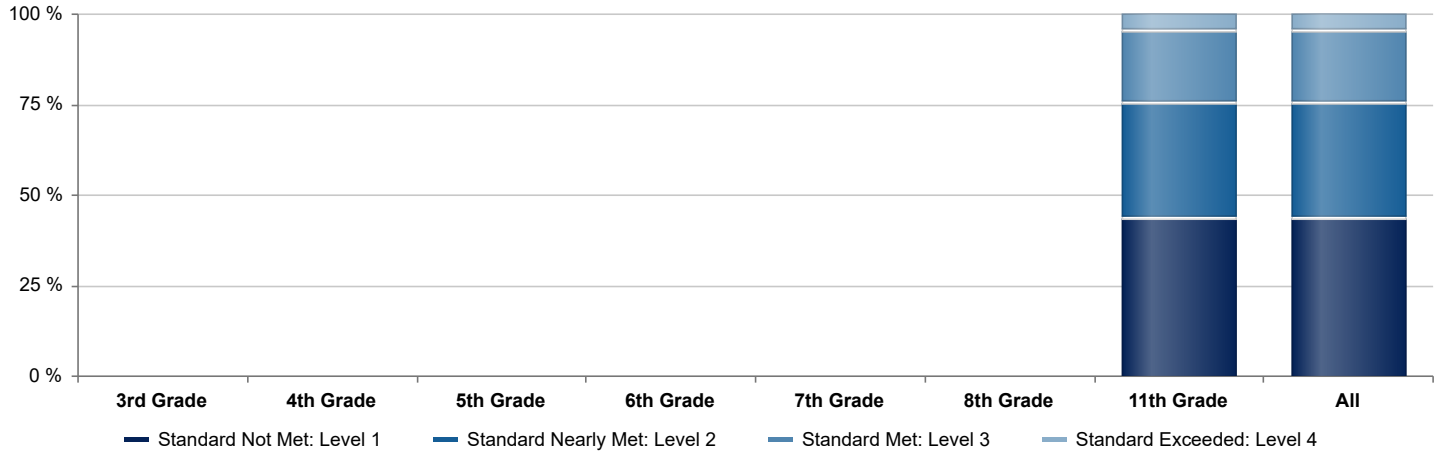
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	35.20 %	35.20 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	49.72 %	49.72 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	15.08 %	15.08 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	392	392
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	373	373
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	373	373
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2556.0	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	4.02 %	4.02 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	19.57 %	19.57 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	31.64 %	31.64 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	44.77 %	44.77 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	14.91 %	14.91 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	31.98 %	31.98 %

	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	53.12 %	53.12 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	5.96 %	5.96 %
	Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	49.05 %	49.05 %
	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	44.99 %	44.99 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	7.82 %	7.82 %
	Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	67.65 %	67.65 %
	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	24.53 %	24.53 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Morse High

CDS Code: 37-68338-3734654

District: San Diego Unified

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2018

Select Student Group: All Students (Default)

Apply Selections

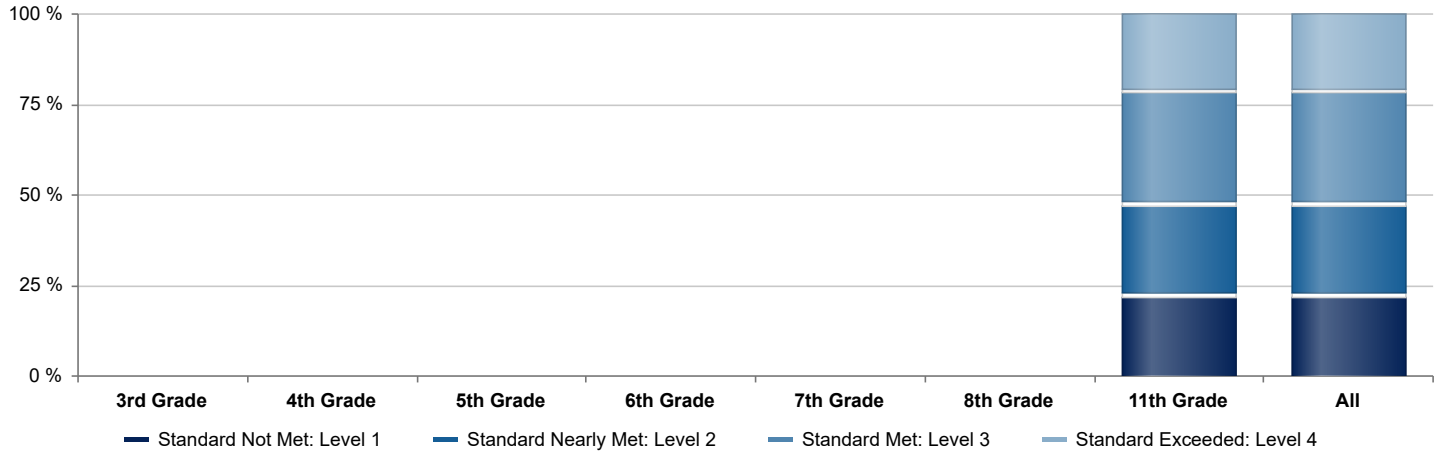
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	373	373
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	364	364
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	364	364

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2583.9	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	21.43 %	21.43 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	31.04 %	31.04 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	25.00 %	25.00 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	22.53 %	22.53 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	26.10 %	26.10 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	53.02 %	53.02 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	20.88 %	20.88 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	29.67 %	29.67 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	40.93 %	40.93 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	29.40 %	29.40 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	17.31 %	17.31 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	63.74 %	63.74 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	18.96 %	18.96 %

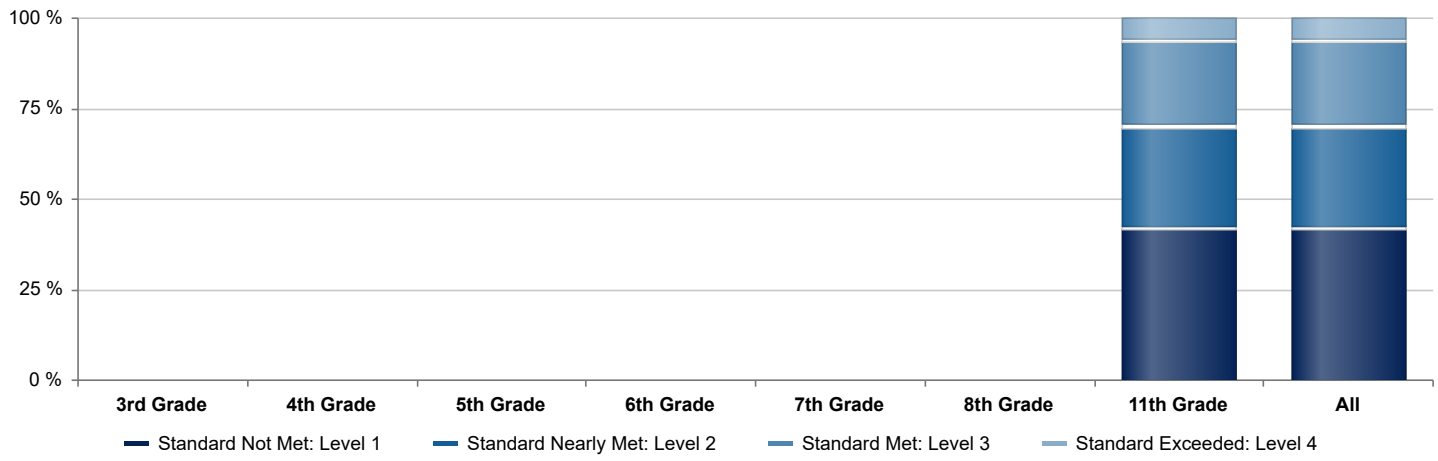
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	30.77 %	30.77 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	45.88 %	45.88 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	23.35 %	23.35 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	373	373
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	366	366
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	366	366
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2559.5	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	6.01 %	6.01 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	23.22 %	23.22 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	27.87 %	27.87 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	42.90 %	42.90 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	17.26 %	17.26 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	34.25 %	34.25 %

	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	48.49 %	48.49 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	9.32 %	9.32 %
	Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	49.59 %	49.59 %
	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	41.10 %	41.10 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	10.38 %	10.38 %
	Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	61.48 %	61.48 %
	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	28.14 %	28.14 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Lincoln High

CDS Code: 37-68338-0114025

District: San Diego Unified

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2015

Select Student Group: All Students (Default)

Apply Selections

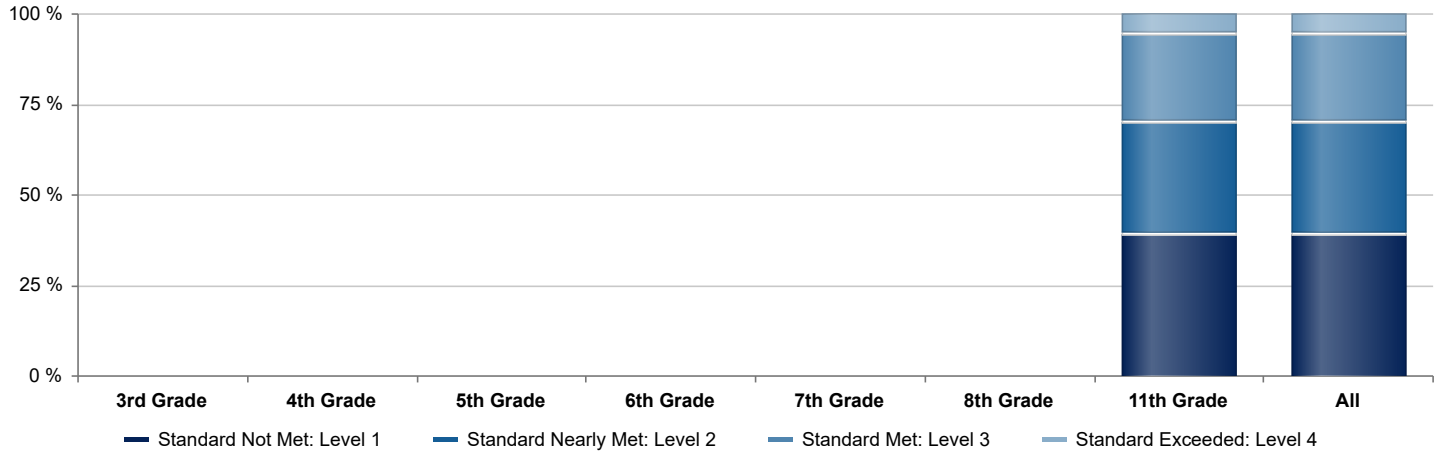
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	303	303
Number of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	256	256
Number of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	213	213

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2522.0	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	5 %	5 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	24 %	24 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	31 %	31 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	40 %	40 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	13 %	13 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	53 %	53 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	34 %	34 %

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	10 %	10 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	42 %	42 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	49 %	49 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	5 %	5 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	59 %	59 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	36 %	36 %

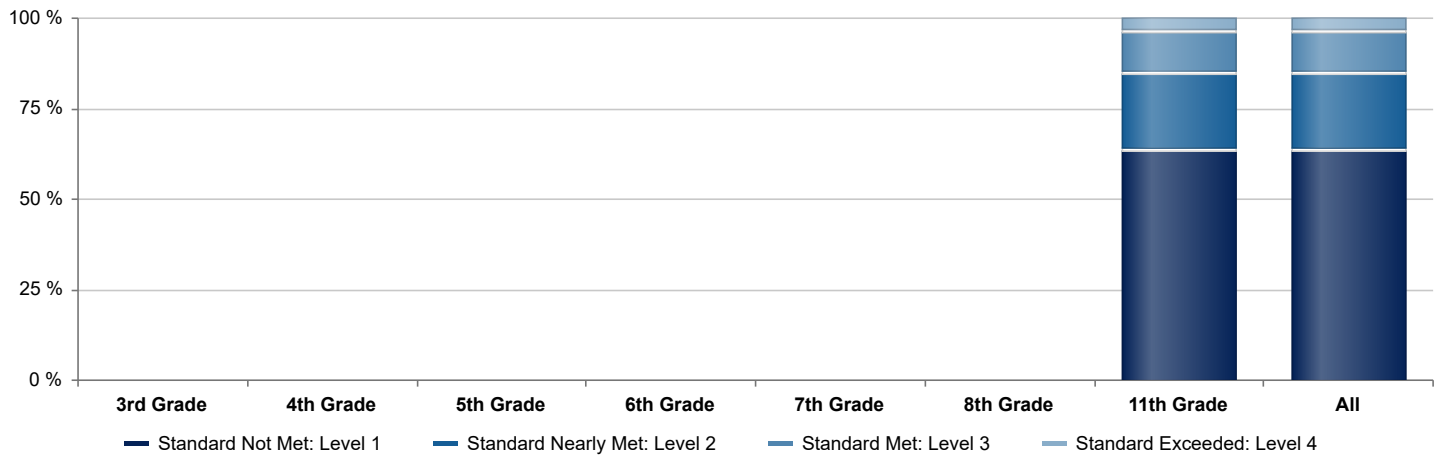
Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	13 %	13 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	61 %	61 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	26 %	26 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	303	303
Number of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	236	236
Number of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	233	233
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2500.9	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	3 %	3 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	11 %	11 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	21 %	21 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	65 %	65 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	9 %	9 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	23 %	23 %

	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	68 %	68 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	5 %	5 %
	At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	39 %	39 %
	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	57 %	57 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	5 %	5 %
	At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	45 %	45 %
	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	50 %	50 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Lincoln High

CDS Code: 37-68338-0114025

District: San Diego Unified School District

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2016

Select Student Group: All Students (Default)

Apply Selections

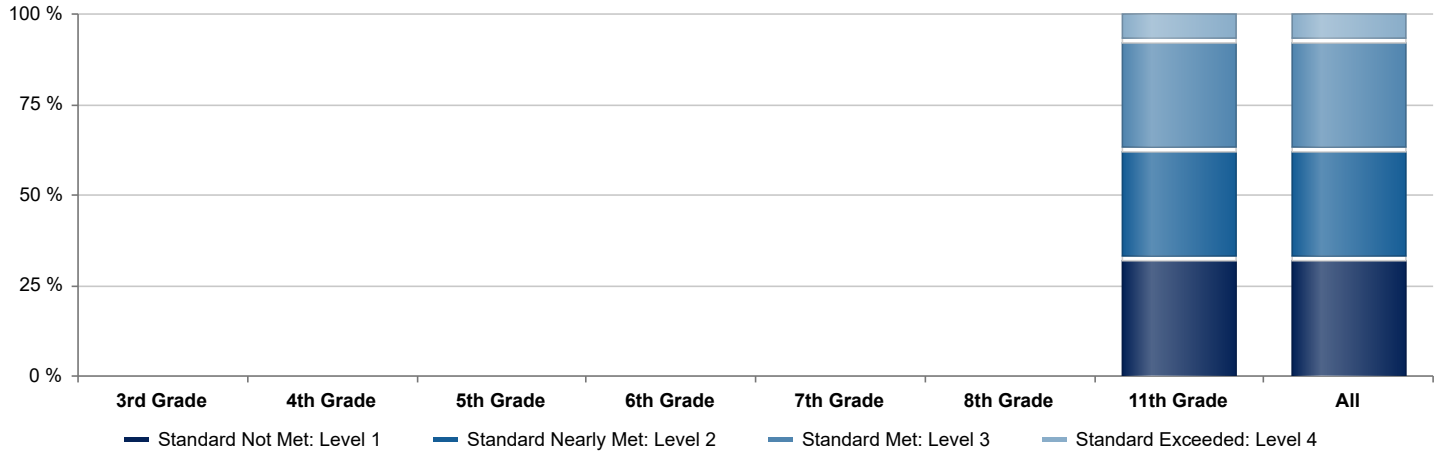
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	314	314
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	225	225
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	220	220

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2538.2	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	7 %	7 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	30 %	30 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	30 %	30 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	33 %	33 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	10 %	10 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	57 %	57 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	33 %	33 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	11 %	11 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	49 %	49 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	41 %	41 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	11 %	11 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	60 %	60 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	29 %	29 %

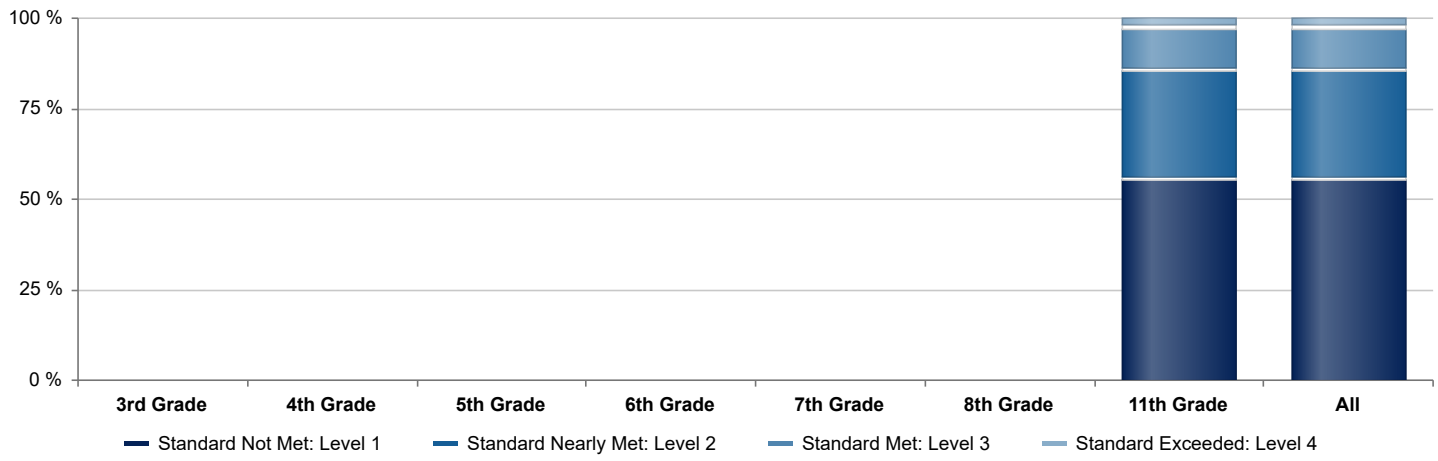
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	17 %	17 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	62 %	62 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	21 %	21 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	314	314
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	230	230
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	228	228
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2511.5	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	2 %	2 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	11 %	11 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	30 %	30 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	57 %	57 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	6 %	6 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	32 %	32 %

	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	62 %	62 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	4 %	4 %
	Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	38 %	38 %
	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	58 %	58 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	3 %	3 %
	Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	54 %	54 %
	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	43 %	43 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Lincoln High

CDS Code: 37-68338-0114025

District: San Diego Unified

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2017

Select Student Group: All Students (Default)

Apply Selections

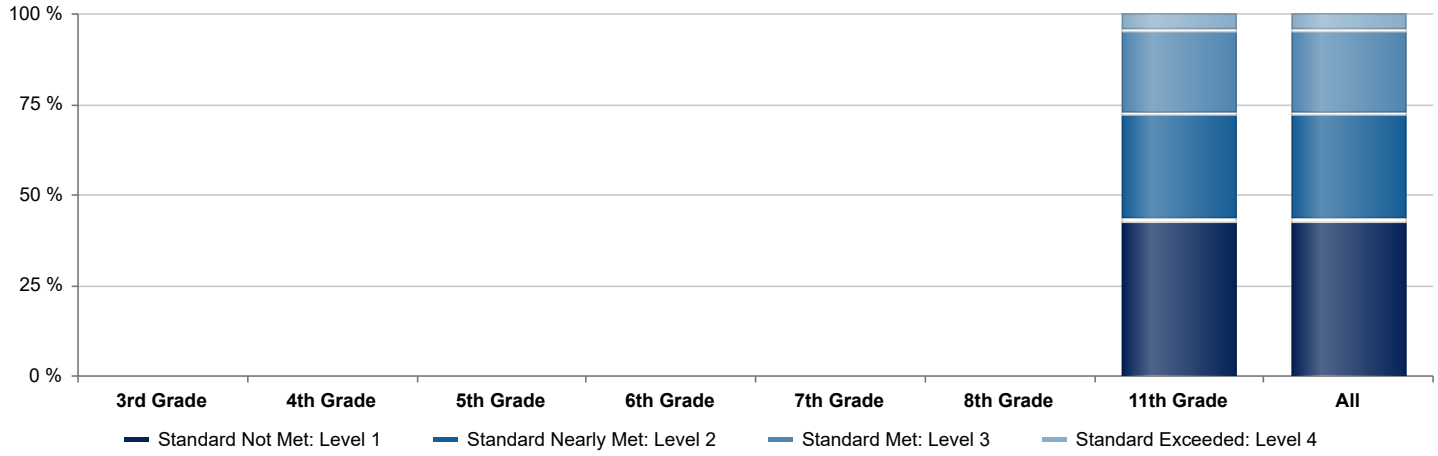
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	321	321
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	247	247
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	246	246

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2513.9	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	4.07 %	4.07 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	22.76 %	22.76 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	29.27 %	29.27 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	43.90 %	43.90 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	10.98 %	10.98 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	44.72 %	44.72 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	44.31 %	44.31 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	8.16 %	8.16 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	39.18 %	39.18 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	52.65 %	52.65 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	4.88 %	4.88 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	63.01 %	63.01 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	32.11 %	32.11 %

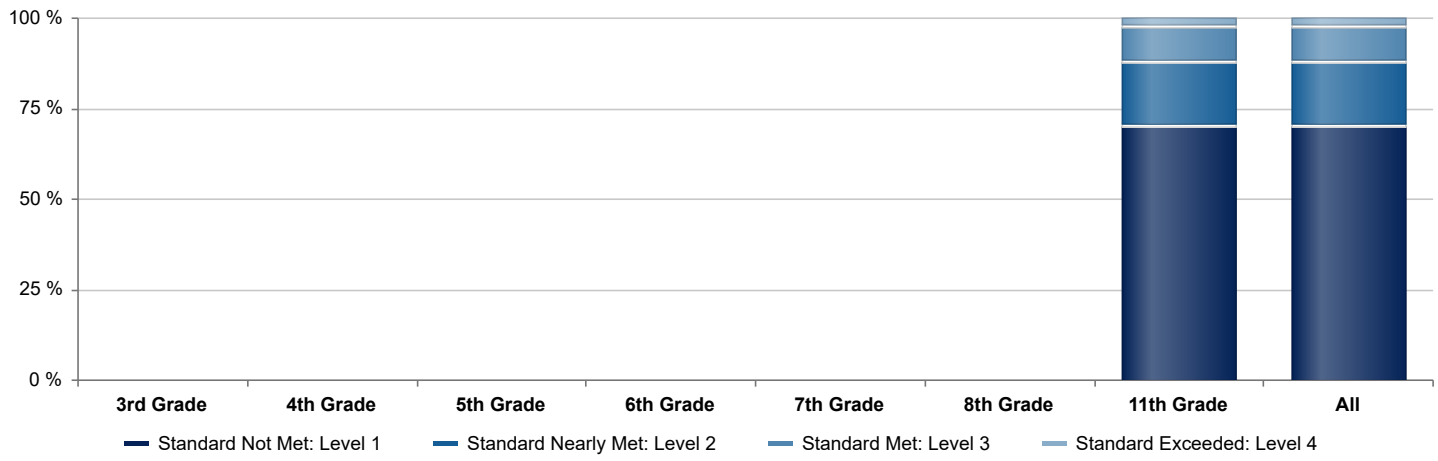
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	11.38 %	11.38 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	47.97 %	47.97 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	40.65 %	40.65 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	322	322
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	246	246
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	246	246
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2485.4	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	1.63 %	1.63 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	9.35 %	9.35 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	17.07 %	17.07 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	71.95 %	71.95 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	5.69 %	5.69 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	16.67 %	16.67 %

	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	77.64 %	77.64 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	2.44 %	2.44 %
	Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	29.27 %	29.27 %
	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	68.29 %	68.29 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	3.66 %	3.66 %
	Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	47.56 %	47.56 %
	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	48.78 %	48.78 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Lincoln High

CDS Code: 37-68338-0114025

District: San Diego Unified

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2018

Select Student Group: All Students (Default)

Apply Selections

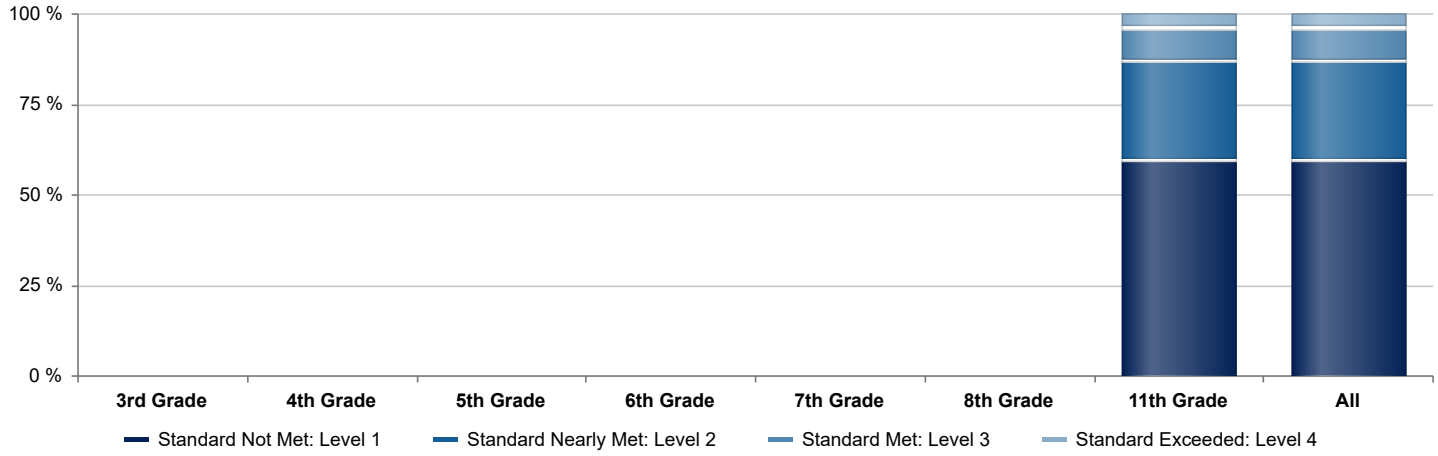
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	361	361
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	209	209
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	206	206

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2470.3	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	3.40 %	3.40 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	8.25 %	8.25 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	27.18 %	27.18 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	61.17 %	61.17 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	5.47 %	5.47 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	40.30 %	40.30 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	54.23 %	54.23 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	4.50 %	4.50 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	31.00 %	31.00 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	64.50 %	64.50 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	3.98 %	3.98 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	48.26 %	48.26 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	47.76 %	47.76 %

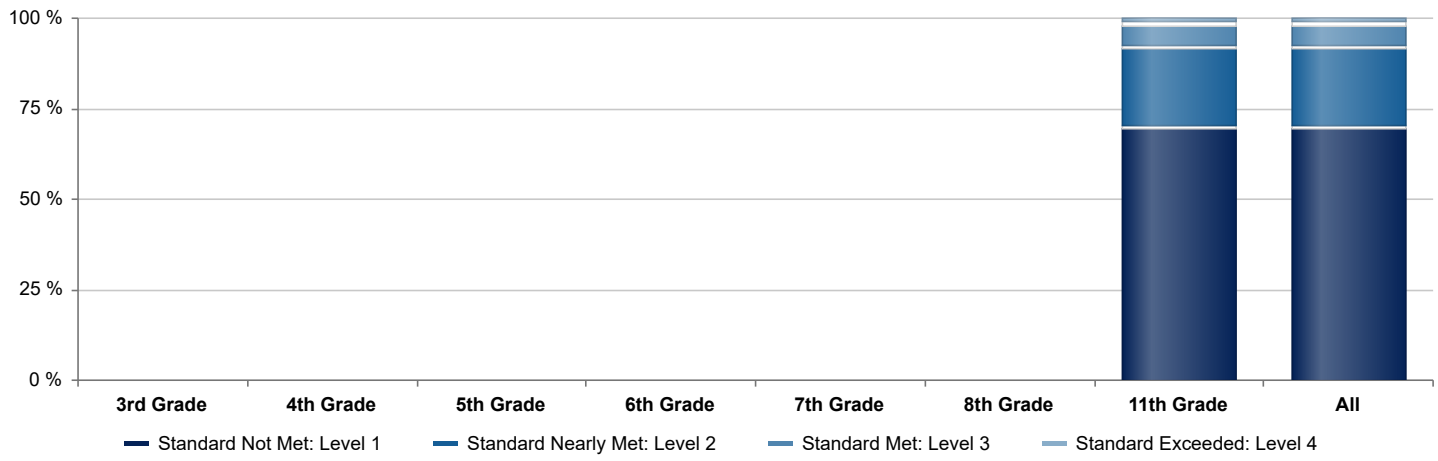
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	5.00 %	5.00 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	38.00 %	38.00 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	57.00 %	57.00 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	361	361
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	277	277
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	275	275
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2491.0	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	1.09 %	1.09 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	5.45 %	5.45 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	21.82 %	21.82 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	71.64 %	71.64 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	1.83 %	1.83 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	19.05 %	19.05 %

	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	79.12 %	79.12 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	2.20 %	2.20 %
	Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	33.33 %	33.33 %
	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	64.47 %	64.47 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	1.82 %	1.82 %
	Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	52.19 %	52.19 %
	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	45.99 %	45.99 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Wangenheim Middle

CDS Code: 37-68338-6097844

District: San Diego Unified

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2015

Select Student Group: All Students (Default)

Apply Selections

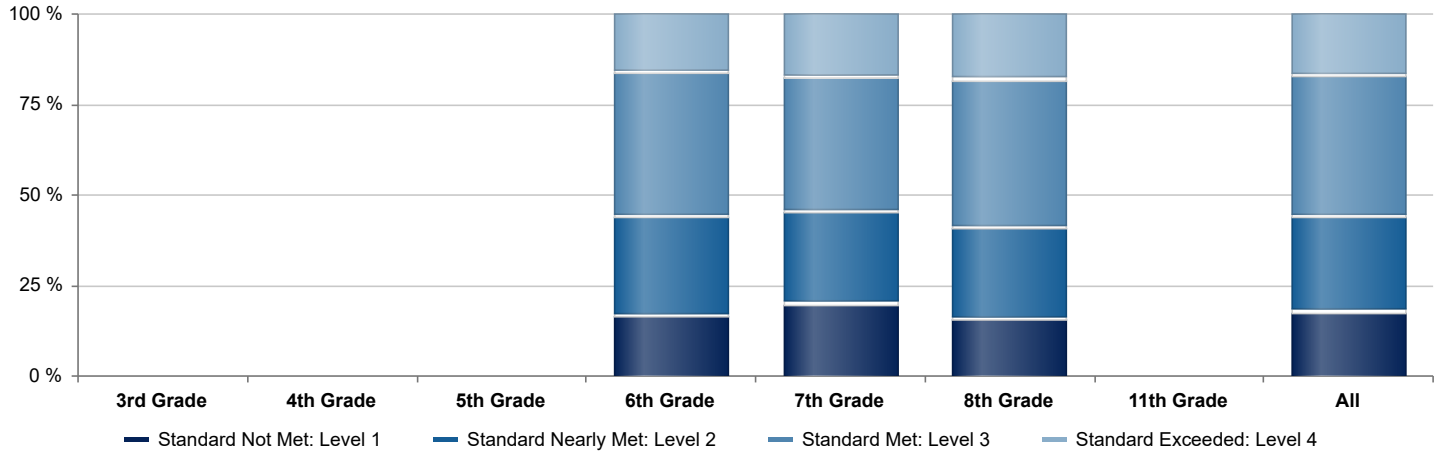
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	274	315	342	N/A	931
Number of Students Tested	N/A	N/A	N/A	270	306	329	N/A	905
Number of Students With Scores	N/A	N/A	N/A	268	303	325	N/A	896

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	2537.3	2554.5	2581.7	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	16 %	17 %	18 %	N/A	17 %
Standard Met: Level 3	N/A	N/A	N/A	40 %	37 %	41 %	N/A	39 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	27 %	25 %	25 %	N/A	26 %
Standard Not Met: Level 1	N/A	N/A	N/A	17 %	20 %	16 %	N/A	18 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	18 %	26 %	29 %	N/A	24 %
At or Near Standard	N/A	N/A	N/A	58 %	50 %	53 %	N/A	54 %
Below Standard	N/A	N/A	N/A	24 %	24 %	19 %	N/A	22 %

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	23 %	24 %	32 %	N/A	27 %
At or Near Standard	N/A	N/A	N/A	57 %	53 %	50 %	N/A	53 %
Below Standard	N/A	N/A	N/A	19 %	23 %	19 %	N/A	20 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	16 %	16 %	16 %	N/A	16 %
At or Near Standard	N/A	N/A	N/A	69 %	68 %	71 %	N/A	69 %
Below Standard	N/A	N/A	N/A	15 %	17 %	13 %	N/A	15 %

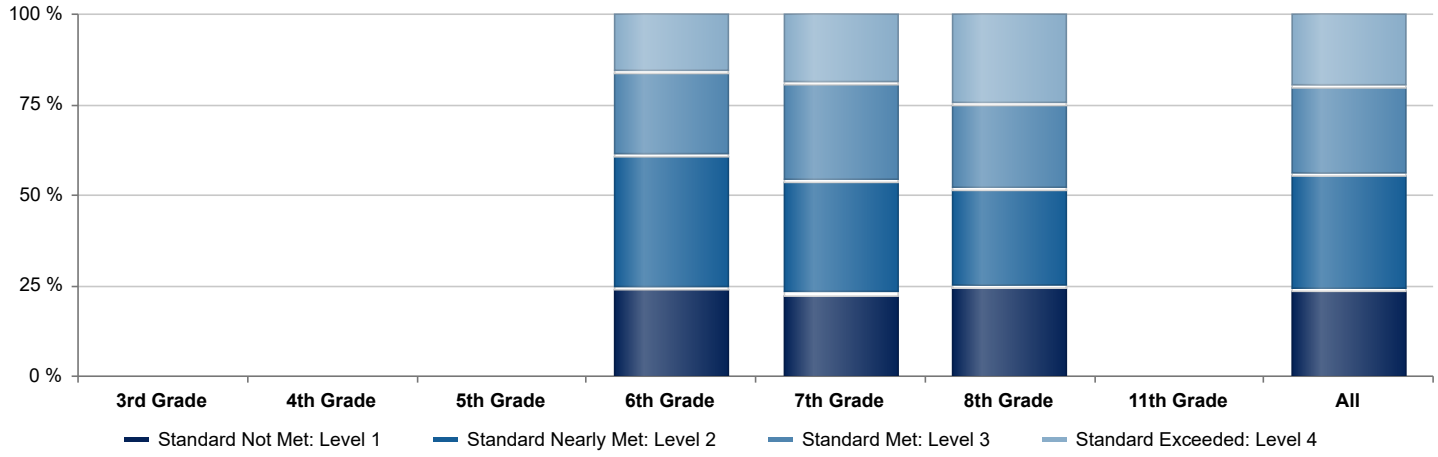
Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	32 %	30 %	36 %	N/A	33 %
At or Near Standard	N/A	N/A	N/A	56 %	54 %	50 %	N/A	53 %
Below Standard	N/A	N/A	N/A	12 %	15 %	14 %	N/A	14 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	274	315	342	N/A	931
Number of Students Tested	N/A	N/A	N/A	269	304	328	N/A	901
Number of Students With Scores	N/A	N/A	N/A	264	299	321	N/A	884
Mean Scale Score	N/A	N/A	N/A	2520.9	2546.3	2574.1	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	16 %	19 %	25 %	N/A	20 %
Standard Met: Level 3	N/A	N/A	N/A	23 %	27 %	23 %	N/A	24 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	37 %	31 %	27 %	N/A	32 %
Standard Not Met: Level 1	N/A	N/A	N/A	25 %	23 %	25 %	N/A	24 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	22 %	27 %	36 %	N/A	29 %
At or Near Standard	N/A	N/A	N/A	41 %	44 %	34 %	N/A	39 %

	Below Standard	N/A	N/A	N/A	38 %	29 %	30 %	N/A	32 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	16 %	22 %	24 %	N/A	21 %
	At or Near Standard	N/A	N/A	N/A	55 %	48 %	55 %	N/A	52 %
	Below Standard	N/A	N/A	N/A	29 %	29 %	22 %	N/A	27 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	17 %	22 %	25 %	N/A	22 %
	At or Near Standard	N/A	N/A	N/A	58 %	63 %	54 %	N/A	58 %
	Below Standard	N/A	N/A	N/A	25 %	15 %	21 %	N/A	20 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Wangenheim Middle

CDS Code: 37-68338-6097844

District: San Diego Unified School District

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2016

Select Student Group: All Students (Default)

Apply Selections

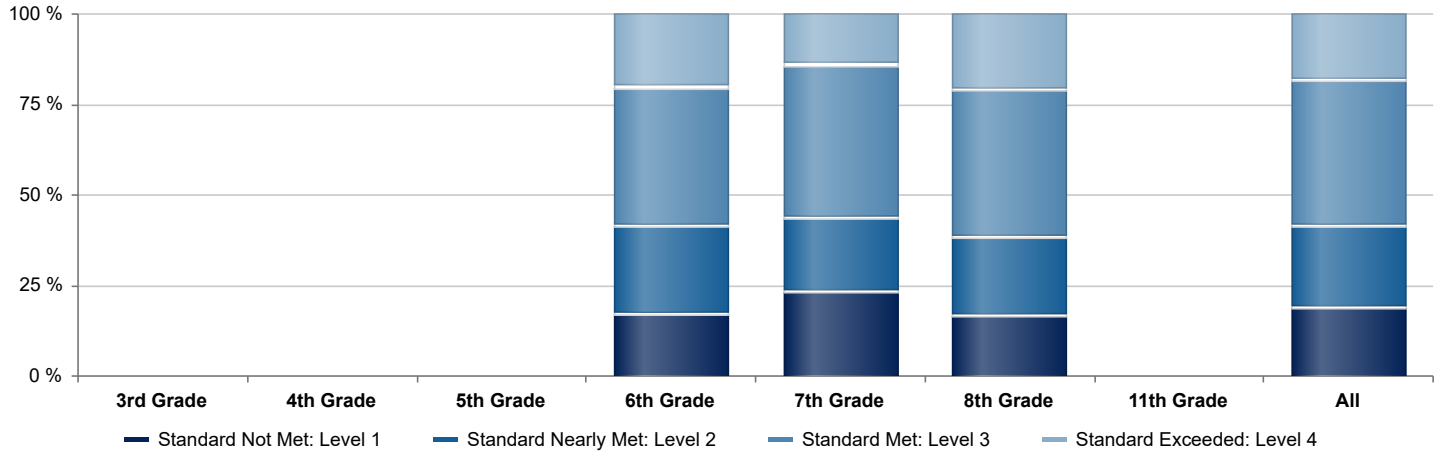
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	311	286	321	N/A	918
# of Students Tested	N/A	N/A	N/A	303	282	312	N/A	897
# of Students With Scores	N/A	N/A	N/A	303	281	310	N/A	894

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	2541.5	2552.7	2587.1	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	20 %	14 %	21 %	N/A	18 %
Standard Met: Level 3	N/A	N/A	N/A	38 %	43 %	41 %	N/A	40 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	24 %	20 %	21 %	N/A	22 %
Standard Not Met: Level 1	N/A	N/A	N/A	17 %	24 %	17 %	N/A	19 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	20 %	27 %	36 %	N/A	28 %
Near Standard	N/A	N/A	N/A	57 %	45 %	41 %	N/A	47 %
Below Standard	N/A	N/A	N/A	23 %	28 %	23 %	N/A	25 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	31 %	23 %	34 %	N/A	29 %
Near Standard	N/A	N/A	N/A	45 %	51 %	44 %	N/A	46 %
Below Standard	N/A	N/A	N/A	25 %	25 %	22 %	N/A	24 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	19 %	14 %	20 %	N/A	18 %
Near Standard	N/A	N/A	N/A	69 %	72 %	64 %	N/A	68 %
Below Standard	N/A	N/A	N/A	12 %	14 %	15 %	N/A	14 %

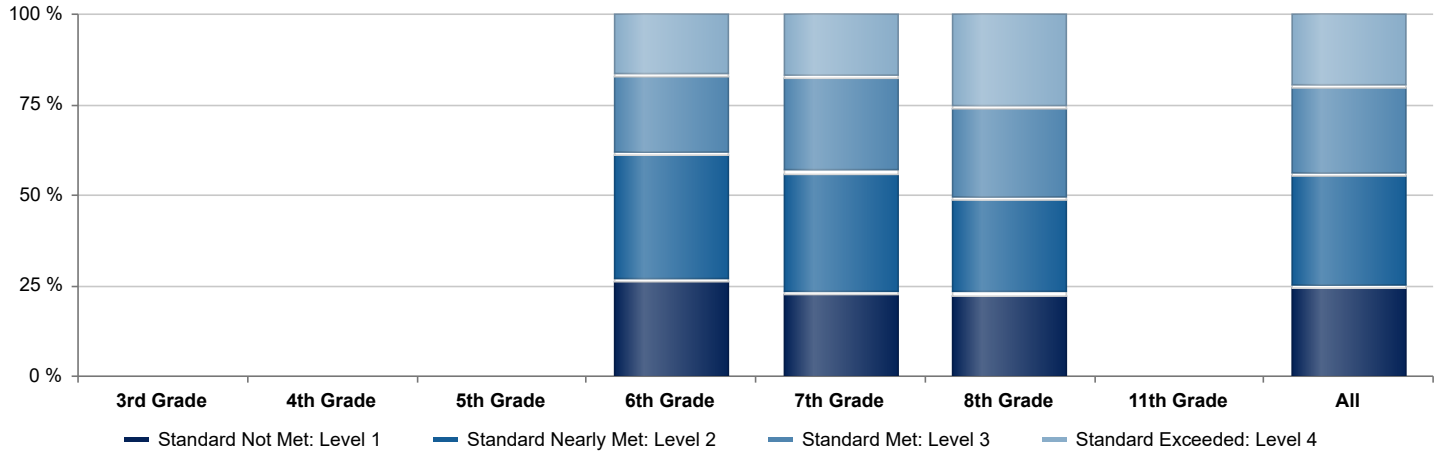
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	38 %	28 %	33 %	N/A	33 %
Near Standard	N/A	N/A	N/A	50 %	55 %	51 %	N/A	52 %
Below Standard	N/A	N/A	N/A	12 %	17 %	15 %	N/A	15 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	311	285	320	N/A	916
# of Students Tested	N/A	N/A	N/A	303	280	311	N/A	894
# of Students With Scores	N/A	N/A	N/A	303	280	309	N/A	892
Mean Scale Score	N/A	N/A	N/A	2521.0	2543.5	2578.9	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	17 %	17 %	26 %	N/A	20 %
Standard Met: Level 3	N/A	N/A	N/A	21 %	26 %	25 %	N/A	24 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	35 %	33 %	26 %	N/A	31 %
Standard Not Met: Level 1	N/A	N/A	N/A	27 %	23 %	23 %	N/A	25 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	21 %	26 %	39 %	N/A	29 %
Near Standard	N/A	N/A	N/A	42 %	38 %	32 %	N/A	37 %

	Below Standard	N/A	N/A	N/A	37 %	36 %	29 %	N/A	34 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	19 %	24 %	26 %	N/A	23 %
Near Standard	N/A	N/A	N/A	48 %	54 %	53 %	N/A	51 %
Below Standard	N/A	N/A	N/A	34 %	23 %	20 %	N/A	26 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	18 %	24 %	25 %	N/A	22 %
Near Standard	N/A	N/A	N/A	55 %	56 %	55 %	N/A	55 %
Below Standard	N/A	N/A	N/A	27 %	20 %	20 %	N/A	22 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Wangenheim Middle

CDS Code: 37-68338-6097844

District: San Diego Unified

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2017

Select Student Group: All Students (Default)

Apply Selections

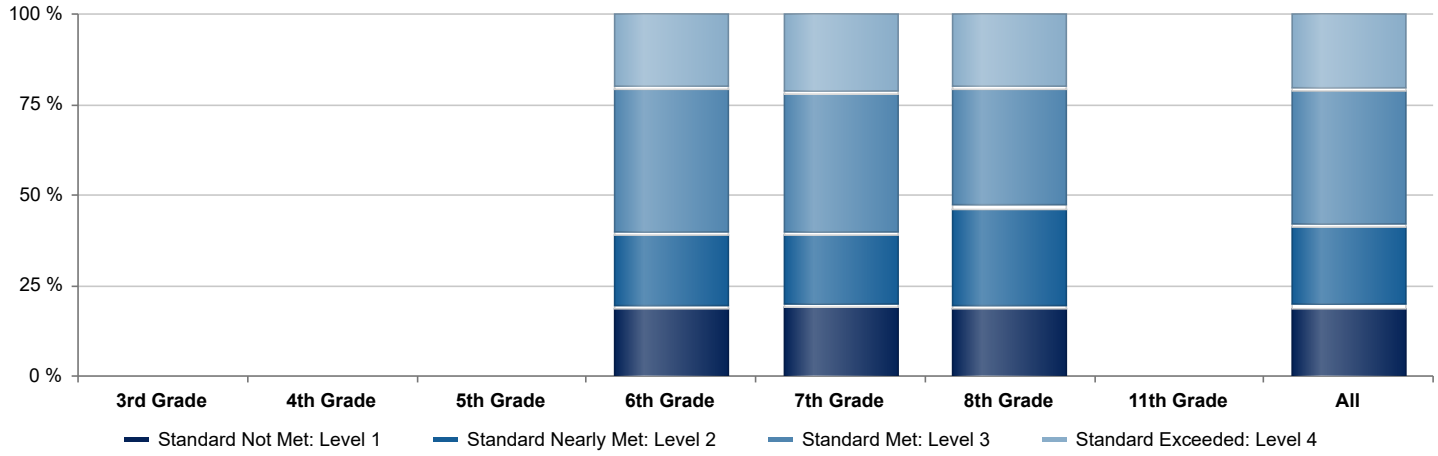
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	302	309	275	N/A	886
# of Students Tested	N/A	N/A	N/A	294	300	266	N/A	860
# of Students With Scores	N/A	N/A	N/A	294	300	266	N/A	860

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	2540.9	2567.0	2573.0	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	20.41 %	21.67 %	20.30 %	N/A	20.81 %
Standard Met: Level 3	N/A	N/A	N/A	40.48 %	39.33 %	33.08 %	N/A	37.79 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	20.07 %	19.33 %	27.44 %	N/A	22.09 %
Standard Not Met: Level 1	N/A	N/A	N/A	19.05 %	19.67 %	19.17 %	N/A	19.30 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	24.49 %	30.43 %	29.70 %	N/A	28.17 %
Near Standard	N/A	N/A	N/A	54.76 %	47.83 %	42.86 %	N/A	48.66 %
Below Standard	N/A	N/A	N/A	20.75 %	21.74 %	27.44 %	N/A	23.17 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	29.59 %	33.11 %	31.58 %	N/A	31.43 %
Near Standard	N/A	N/A	N/A	48.30 %	46.15 %	43.61 %	N/A	46.10 %
Below Standard	N/A	N/A	N/A	22.11 %	20.74 %	24.81 %	N/A	22.47 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	24.49 %	16.67 %	14.66 %	N/A	18.72 %
Near Standard	N/A	N/A	N/A	62.24 %	62.67 %	69.92 %	N/A	64.77 %
Below Standard	N/A	N/A	N/A	13.27 %	20.67 %	15.41 %	N/A	16.51 %

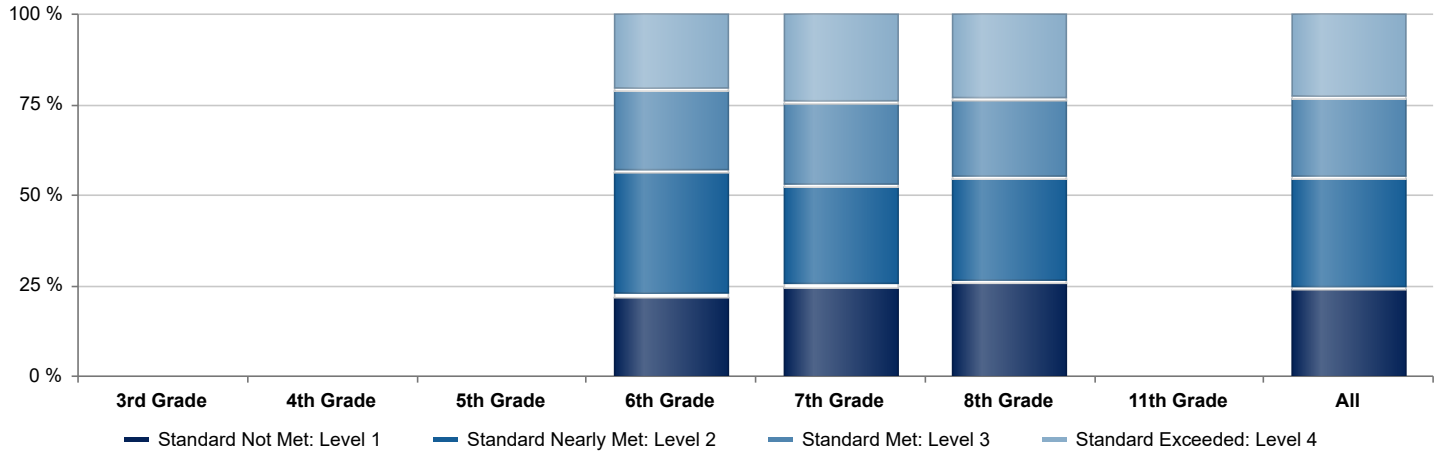
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	31.63 %	36.45 %	30.45 %	N/A	32.95 %
Near Standard	N/A	N/A	N/A	50.68 %	48.83 %	50.38 %	N/A	49.94 %
Below Standard	N/A	N/A	N/A	17.69 %	14.72 %	19.17 %	N/A	17.11 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	302	309	275	N/A	886
# of Students Tested	N/A	N/A	N/A	299	305	270	N/A	874
# of Students With Scores	N/A	N/A	N/A	298	305	270	N/A	873
Mean Scale Score	N/A	N/A	N/A	2535.8	2556.2	2569.2	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	20.81 %	24.59 %	23.70 %	N/A	23.02 %
Standard Met: Level 3	N/A	N/A	N/A	22.48 %	22.62 %	21.11 %	N/A	22.11 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	34.23 %	27.54 %	28.89 %	N/A	30.24 %
Standard Not Met: Level 1	N/A	N/A	N/A	22.48 %	25.25 %	26.30 %	N/A	24.63 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	29.19 %	34.10 %	31.48 %	N/A	31.62 %
Near Standard	N/A	N/A	N/A	38.93 %	30.82 %	34.07 %	N/A	34.59 %

	Below Standard	N/A	N/A	N/A	31.88 %	35.08 %	34.44 %	N/A	33.79 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	20.81 %	24.92 %	22.22 %	N/A	22.68 %
	Near Standard	N/A	N/A	N/A	50.34 %	47.21 %	47.04 %	N/A	48.22 %
	Below Standard	N/A	N/A	N/A	28.86 %	27.87 %	30.74 %	N/A	29.10 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	24.16 %	25.90 %	26.67 %	N/A	25.54 %
	Near Standard	N/A	N/A	N/A	43.96 %	53.77 %	50.00 %	N/A	49.26 %
	Below Standard	N/A	N/A	N/A	31.88 %	20.33 %	23.33 %	N/A	25.20 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Wangenheim Middle

CDS Code: 37-68338-6097844

District: San Diego Unified

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2018

Select Student Group: All Students (Default)

Apply Selections

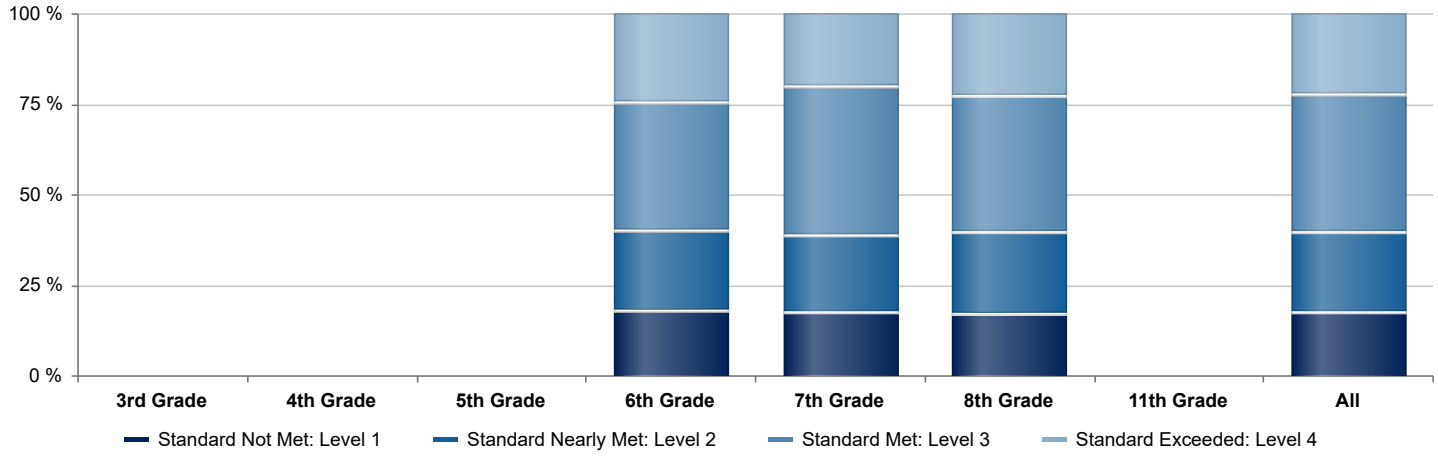
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	312	313	321	N/A	946
# of Students Tested	N/A	N/A	N/A	303	302	314	N/A	919
# of Students With Scores	N/A	N/A	N/A	303	302	314	N/A	919

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	2547.0	2568.7	2586.8	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	24.42 %	19.87 %	22.61 %	N/A	22.31 %
Standard Met: Level 3	N/A	N/A	N/A	35.64 %	41.39 %	37.90 %	N/A	38.30 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	21.78 %	20.86 %	22.29 %	N/A	21.65 %
Standard Not Met: Level 1	N/A	N/A	N/A	18.15 %	17.88 %	17.20 %	N/A	17.74 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	27.06 %	32.45 %	31.21 %	N/A	30.25 %
Near Standard	N/A	N/A	N/A	48.51 %	43.38 %	44.27 %	N/A	45.38 %
Below Standard	N/A	N/A	N/A	24.42 %	24.17 %	24.52 %	N/A	24.37 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	32.34 %	32.12 %	33.12 %	N/A	32.54 %
Near Standard	N/A	N/A	N/A	42.90 %	50.66 %	43.31 %	N/A	45.59 %
Below Standard	N/A	N/A	N/A	24.75 %	17.22 %	23.57 %	N/A	21.87 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	21.45 %	14.57 %	21.66 %	N/A	19.26 %
Near Standard	N/A	N/A	N/A	65.35 %	69.21 %	67.52 %	N/A	67.36 %
Below Standard	N/A	N/A	N/A	13.20 %	16.23 %	10.83 %	N/A	13.38 %

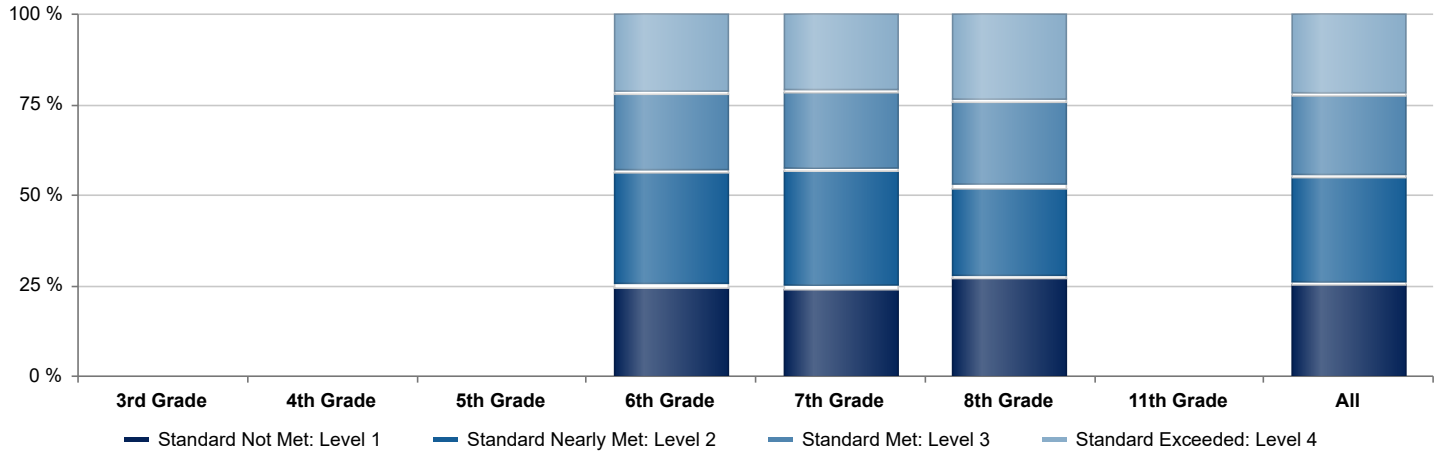
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	40.26 %	34.77 %	42.04 %	N/A	39.06 %
Near Standard	N/A	N/A	N/A	45.21 %	52.32 %	42.68 %	N/A	46.68 %
Below Standard	N/A	N/A	N/A	14.52 %	12.91 %	15.29 %	N/A	14.25 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	312	314	321	N/A	947
# of Students Tested	N/A	N/A	N/A	310	311	316	N/A	937
# of Students With Scores	N/A	N/A	N/A	309	311	316	N/A	936
Mean Scale Score	N/A	N/A	N/A	2535.5	2547.3	2569.7	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	21.68 %	21.54 %	24.05 %	N/A	22.44 %
Standard Met: Level 3	N/A	N/A	N/A	21.36 %	21.22 %	23.42 %	N/A	22.01 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	31.72 %	32.48 %	24.68 %	N/A	29.59 %
Standard Not Met: Level 1	N/A	N/A	N/A	25.24 %	24.76 %	27.85 %	N/A	25.96 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	28.16 %	27.33 %	31.65 %	N/A	29.06 %
Near Standard	N/A	N/A	N/A	35.92 %	35.05 %	36.71 %	N/A	35.90 %

	Below Standard	N/A	N/A	N/A	35.92 %	37.62 %	31.65 %	N/A	35.04 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	21.68 %	23.15 %	25.95 %	N/A	23.61 %
	Near Standard	N/A	N/A	N/A	50.49 %	48.55 %	51.27 %	N/A	50.11 %
	Below Standard	N/A	N/A	N/A	27.83 %	28.30 %	22.78 %	N/A	26.28 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	22.65 %	23.79 %	23.10 %	N/A	23.18 %
	Near Standard	N/A	N/A	N/A	45.63 %	54.98 %	55.38 %	N/A	52.03 %
	Below Standard	N/A	N/A	N/A	31.72 %	21.22 %	21.52 %	N/A	24.79 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Ericson Elementary

CDS Code: 37-68338-6089015

District: San Diego Unified

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2015

Select Student Group: All Students (Default)

Apply Selections

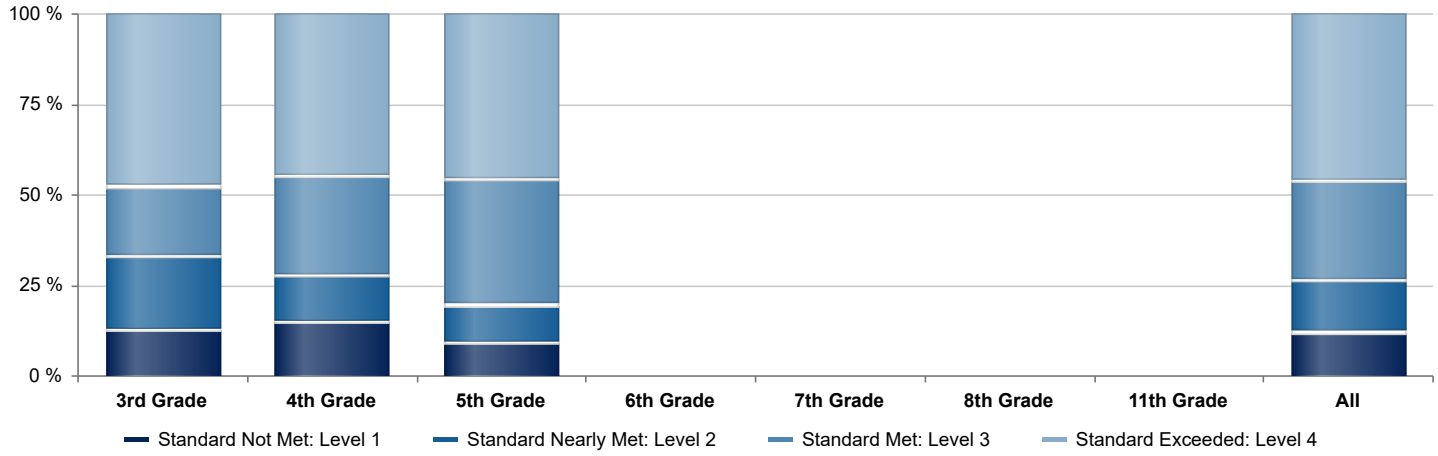
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	120	115	133	N/A	N/A	N/A	N/A	368
Number of Students Tested	112	113	126	N/A	N/A	N/A	N/A	351
Number of Students With Scores	112	113	126	N/A	N/A	N/A	N/A	351

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2474.6	2517.8	2568.9	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	49 %	45 %	47 %	N/A	N/A	N/A	N/A	47 %
Standard Met: Level 3	19 %	27 %	35 %	N/A	N/A	N/A	N/A	27 %
Standard Nearly Met: Level 2	20 %	12 %	10 %	N/A	N/A	N/A	N/A	14 %
Standard Not Met: Level 1	13 %	15 %	9 %	N/A	N/A	N/A	N/A	12 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	38 %	47 %	46 %	N/A	N/A	N/A	N/A	44 %
At or Near Standard	46 %	37 %	43 %	N/A	N/A	N/A	N/A	42 %
Below Standard	16 %	16 %	11 %	N/A	N/A	N/A	N/A	14 %

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	47 %	43 %	54 %	N/A	N/A	N/A	N/A	48 %
At or Near Standard	38 %	43 %	37 %	N/A	N/A	N/A	N/A	40 %
Below Standard	14 %	14 %	9 %	N/A	N/A	N/A	N/A	12 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	31 %	37 %	37 %	N/A	N/A	N/A	N/A	35 %
At or Near Standard	60 %	56 %	60 %	N/A	N/A	N/A	N/A	58 %
Below Standard	9 %	7 %	3 %	N/A	N/A	N/A	N/A	6 %

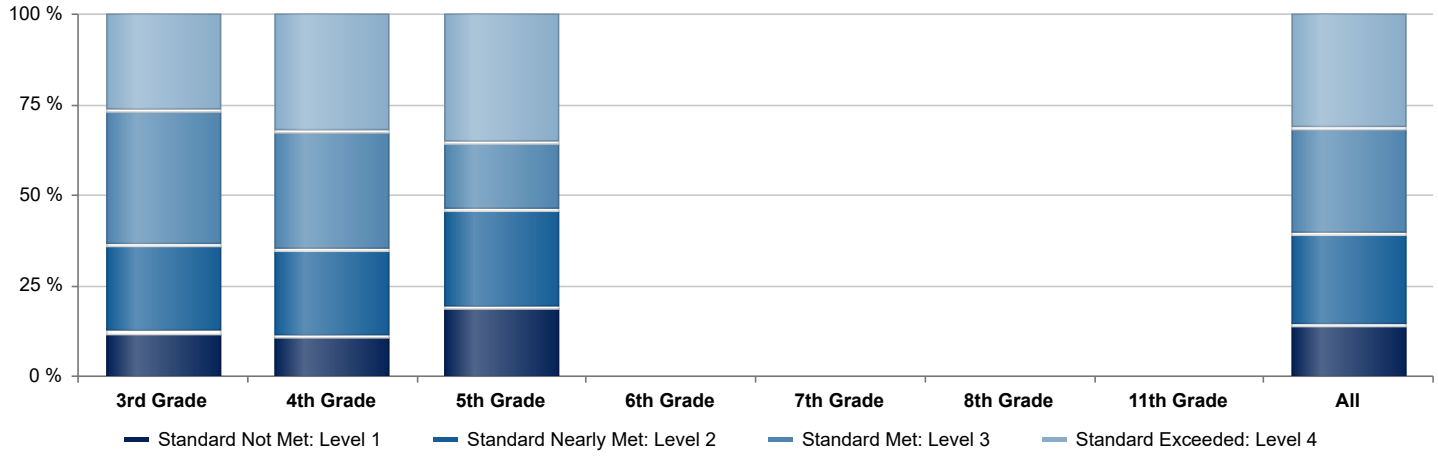
Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	47 %	40 %	60 %	N/A	N/A	N/A	N/A	50 %
At or Near Standard	46 %	53 %	35 %	N/A	N/A	N/A	N/A	44 %
Below Standard	7 %	7 %	5 %	N/A	N/A	N/A	N/A	6 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	120	115	133	N/A	N/A	N/A	N/A	368
Number of Students Tested	113	113	126	N/A	N/A	N/A	N/A	352
Number of Students With Scores	113	113	126	N/A	N/A	N/A	N/A	352
Mean Scale Score	2463.4	2514.3	2541.8	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	27 %	33 %	36 %	N/A	N/A	N/A	N/A	32 %
Standard Met: Level 3	37 %	33 %	18 %	N/A	N/A	N/A	N/A	29 %
Standard Nearly Met: Level 2	24 %	24 %	27 %	N/A	N/A	N/A	N/A	25 %
Standard Not Met: Level 1	12 %	11 %	19 %	N/A	N/A	N/A	N/A	14 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	35 %	47 %	38 %	N/A	N/A	N/A	N/A	40 %
At or Near Standard	46 %	31 %	38 %	N/A	N/A	N/A	N/A	38 %

	Below Standard	19 %	22 %	24 %	N/A	N/A	N/A	N/A	22 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	40 %	36 %	34 %	N/A	N/A	N/A	N/A	37 %
	At or Near Standard	48 %	43 %	40 %	N/A	N/A	N/A	N/A	44 %
	Below Standard	12 %	20 %	25 %	N/A	N/A	N/A	N/A	20 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	42 %	38 %	33 %	N/A	N/A	N/A	N/A	37 %
	At or Near Standard	50 %	48 %	50 %	N/A	N/A	N/A	N/A	49 %
	Below Standard	9 %	14 %	17 %	N/A	N/A	N/A	N/A	14 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Ericson Elementary

CDS Code: 37-68338-6089015

District: San Diego Unified School District

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2016

Select Student Group: All Students (Default)

Apply Selections

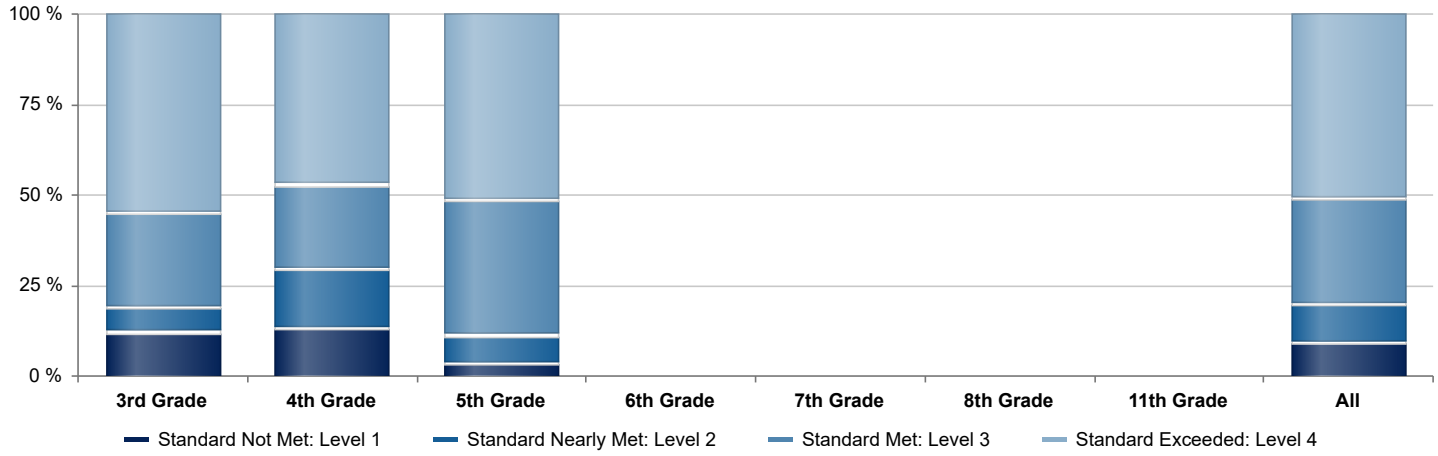
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	104	114	110	N/A	N/A	N/A	N/A	328
# of Students Tested	101	111	107	N/A	N/A	N/A	N/A	319
# of Students With Scores	101	111	107	N/A	N/A	N/A	N/A	319

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2492.8	2526.2	2585.0	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	56 %	48 %	52 %	N/A	N/A	N/A	N/A	52 %
Standard Met: Level 3	26 %	23 %	37 %	N/A	N/A	N/A	N/A	29 %
Standard Nearly Met: Level 2	6 %	16 %	7 %	N/A	N/A	N/A	N/A	10 %
Standard Not Met: Level 1	12 %	13 %	3 %	N/A	N/A	N/A	N/A	9 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	47 %	49 %	51 %	N/A	N/A	N/A	N/A	49 %
Near Standard	39 %	35 %	43 %	N/A	N/A	N/A	N/A	39 %
Below Standard	15 %	16 %	6 %	N/A	N/A	N/A	N/A	12 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	63 %	49 %	60 %	N/A	N/A	N/A	N/A	57 %
Near Standard	24 %	41 %	36 %	N/A	N/A	N/A	N/A	34 %
Below Standard	13 %	10 %	4 %	N/A	N/A	N/A	N/A	9 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	33 %	33 %	40 %	N/A	N/A	N/A	N/A	35 %
Near Standard	61 %	61 %	58 %	N/A	N/A	N/A	N/A	60 %
Below Standard	6 %	5 %	2 %	N/A	N/A	N/A	N/A	4 %

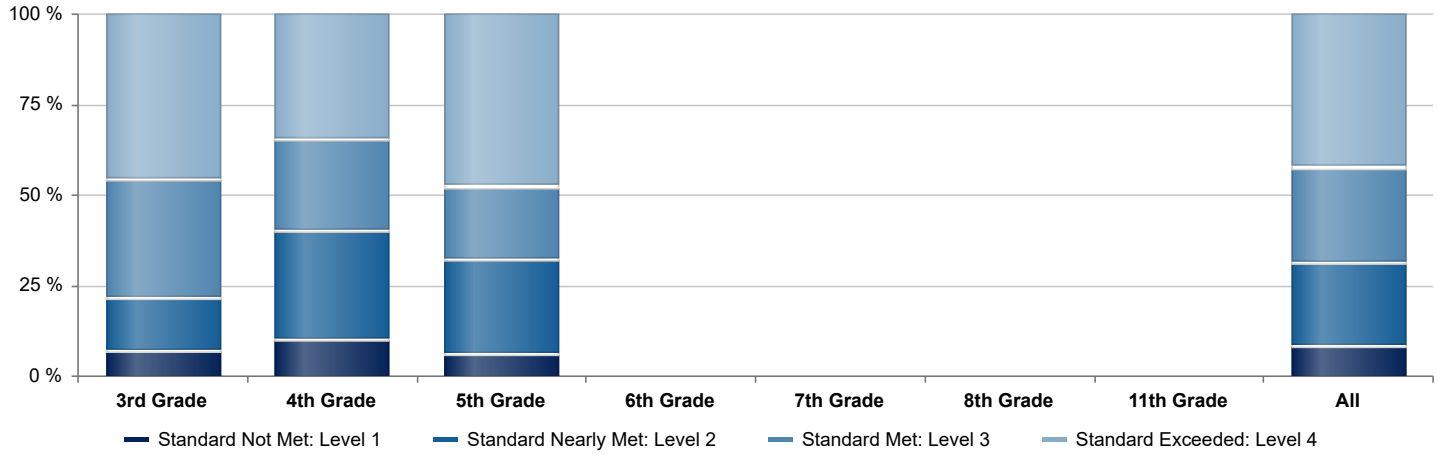
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	56 %	42 %	64 %	N/A	N/A	N/A	N/A	54 %
Near Standard	34 %	47 %	35 %	N/A	N/A	N/A	N/A	39 %
Below Standard	10 %	11 %	1 %	N/A	N/A	N/A	N/A	7 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	105	114	110	N/A	N/A	N/A	N/A	329
# of Students Tested	102	112	105	N/A	N/A	N/A	N/A	319
# of Students With Scores	101	111	105	N/A	N/A	N/A	N/A	317
Mean Scale Score	2494.8	2519.1	2566.0	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	47 %	35 %	49 %	N/A	N/A	N/A	N/A	43 %
Standard Met: Level 3	33 %	25 %	20 %	N/A	N/A	N/A	N/A	26 %
Standard Nearly Met: Level 2	14 %	30 %	26 %	N/A	N/A	N/A	N/A	23 %
Standard Not Met: Level 1	7 %	10 %	6 %	N/A	N/A	N/A	N/A	8 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	58 %	44 %	55 %	N/A	N/A	N/A	N/A	52 %
Near Standard	30 %	35 %	30 %	N/A	N/A	N/A	N/A	32 %

	Below Standard	12 %	21 %	14 %	N/A	N/A	N/A	N/A	16 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	50 %	41 %	41 %	N/A	N/A	N/A	N/A	44 %
Near Standard	43 %	42 %	48 %	N/A	N/A	N/A	N/A	44 %
Below Standard	8 %	16 %	11 %	N/A	N/A	N/A	N/A	12 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	58 %	44 %	42 %	N/A	N/A	N/A	N/A	48 %
Near Standard	38 %	40 %	50 %	N/A	N/A	N/A	N/A	43 %
Below Standard	4 %	16 %	8 %	N/A	N/A	N/A	N/A	9 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Ericson Elementary

CDS Code: 37-68338-6089015

District: San Diego Unified

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2017

Select Student Group: All Students (Default)

Apply Selections

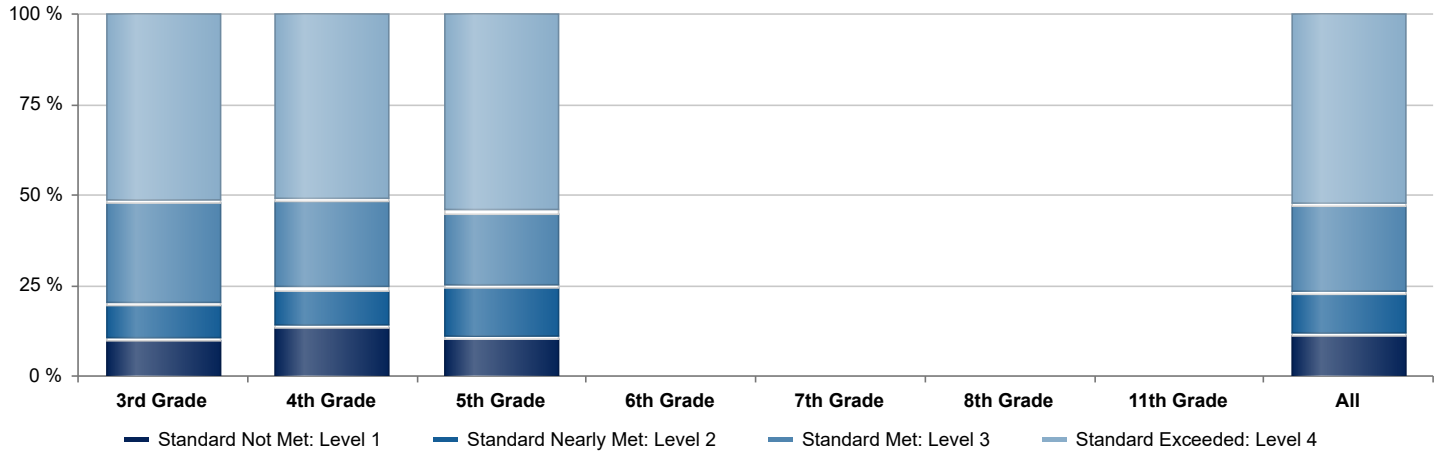
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	89	105	105	N/A	N/A	N/A	N/A	299
# of Students Tested	89	103	104	N/A	N/A	N/A	N/A	296
# of Students With Scores	89	103	104	N/A	N/A	N/A	N/A	296

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2490.0	2525.0	2572.2	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	52.81 %	52.43 %	55.77 %	N/A	N/A	N/A	N/A	53.72 %
Standard Met: Level 3	28.09 %	24.27 %	20.19 %	N/A	N/A	N/A	N/A	23.99 %
Standard Nearly Met: Level 2	8.99 %	9.71 %	13.46 %	N/A	N/A	N/A	N/A	10.81 %
Standard Not Met: Level 1	10.11 %	13.59 %	10.58 %	N/A	N/A	N/A	N/A	11.49 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	41.57 %	44.66 %	46.15 %	N/A	N/A	N/A	N/A	44.26 %
Near Standard	41.57 %	43.69 %	43.27 %	N/A	N/A	N/A	N/A	42.91 %
Below Standard	16.85 %	11.65 %	10.58 %	N/A	N/A	N/A	N/A	12.84 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	56.18 %	52.43 %	58.65 %	N/A	N/A	N/A	N/A	55.74 %
Near Standard	32.58 %	34.95 %	33.65 %	N/A	N/A	N/A	N/A	33.78 %
Below Standard	11.24 %	12.62 %	7.69 %	N/A	N/A	N/A	N/A	10.47 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	46.07 %	33.01 %	40.38 %	N/A	N/A	N/A	N/A	39.53 %
Near Standard	50.56 %	57.28 %	50.96 %	N/A	N/A	N/A	N/A	53.04 %
Below Standard	3.37 %	9.71 %	8.65 %	N/A	N/A	N/A	N/A	7.43 %

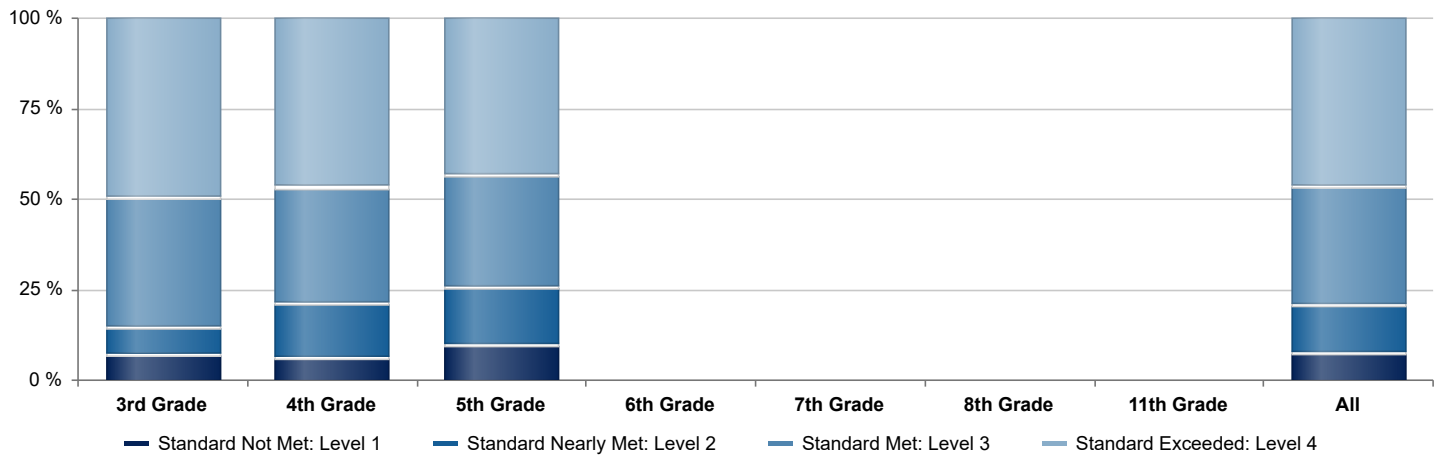
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	58.43 %	52.43 %	59.62 %	N/A	N/A	N/A	N/A	56.76 %
Near Standard	33.71 %	39.81 %	33.65 %	N/A	N/A	N/A	N/A	35.81 %
Below Standard	7.87 %	7.77 %	6.73 %	N/A	N/A	N/A	N/A	7.43 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	89	105	106	N/A	N/A	N/A	N/A	300
# of Students Tested	89	103	104	N/A	N/A	N/A	N/A	296
# of Students With Scores	89	103	104	N/A	N/A	N/A	N/A	296
Mean Scale Score	2504.0	2540.3	2568.8	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	50.56 %	47.57 %	44.23 %	N/A	N/A	N/A	N/A	47.30 %
Standard Met: Level 3	35.96 %	32.04 %	30.77 %	N/A	N/A	N/A	N/A	32.77 %
Standard Nearly Met: Level 2	6.74 %	14.56 %	15.38 %	N/A	N/A	N/A	N/A	12.50 %
Standard Not Met: Level 1	6.74 %	5.83 %	9.62 %	N/A	N/A	N/A	N/A	7.43 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	70.79 %	66.02 %	56.73 %	N/A	N/A	N/A	N/A	64.19 %
Near Standard	21.35 %	19.42 %	29.81 %	N/A	N/A	N/A	N/A	23.65 %

	Below Standard	7.87 %	14.56 %	13.46 %	N/A	N/A	N/A	N/A	12.16 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	51.69 %	49.51 %	45.19 %	N/A	N/A	N/A	N/A	48.65 %
	Near Standard	40.45 %	39.81 %	38.46 %	N/A	N/A	N/A	N/A	39.53 %
	Below Standard	7.87 %	10.68 %	16.35 %	N/A	N/A	N/A	N/A	11.82 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	67.42 %	59.22 %	46.15 %	N/A	N/A	N/A	N/A	57.09 %
	Near Standard	29.21 %	32.04 %	39.42 %	N/A	N/A	N/A	N/A	33.78 %
	Below Standard	3.37 %	8.74 %	14.42 %	N/A	N/A	N/A	N/A	9.12 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Ericson Elementary

CDS Code: 37-68338-6089015

District: San Diego Unified

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2018

Select Student Group: All Students (Default)

Apply Selections

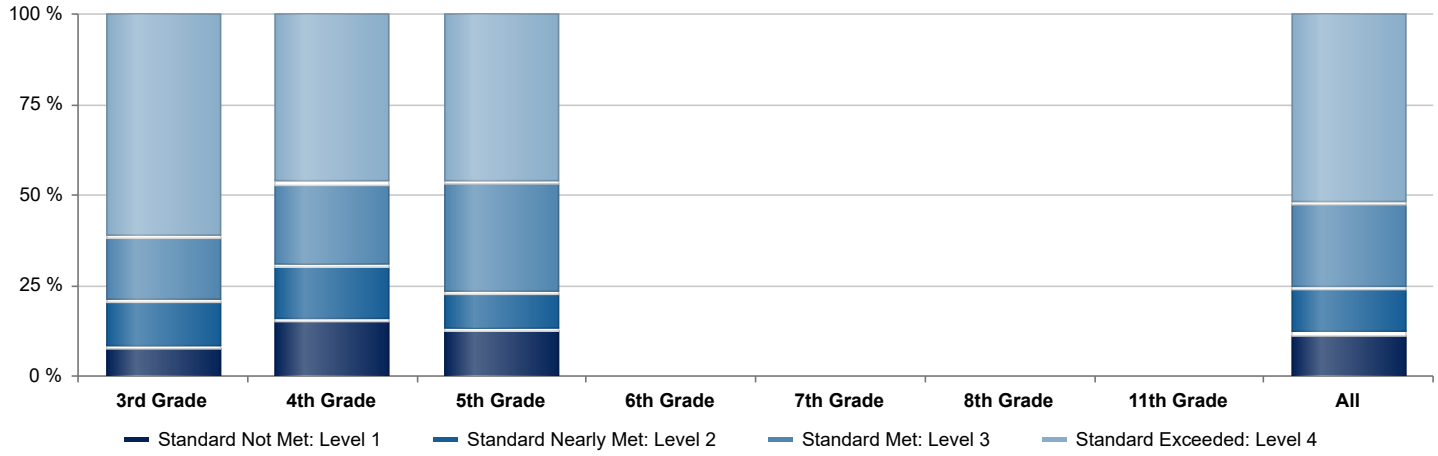
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	108	86	96	N/A	N/A	N/A	N/A	290
# of Students Tested	105	84	95	N/A	N/A	N/A	N/A	284
# of Students With Scores	105	84	95	N/A	N/A	N/A	N/A	284

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2503.8	2510.7	2571.8	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	62.86 %	47.62 %	47.37 %	N/A	N/A	N/A	N/A	53.17 %
Standard Met: Level 3	17.14 %	22.62 %	30.53 %	N/A	N/A	N/A	N/A	23.24 %
Standard Nearly Met: Level 2	12.38 %	14.29 %	9.47 %	N/A	N/A	N/A	N/A	11.97 %
Standard Not Met: Level 1	7.62 %	15.48 %	12.63 %	N/A	N/A	N/A	N/A	11.62 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	53.33 %	48.81 %	49.47 %	N/A	N/A	N/A	N/A	50.70 %
Near Standard	34.29 %	35.71 %	37.89 %	N/A	N/A	N/A	N/A	35.92 %
Below Standard	12.38 %	15.48 %	12.63 %	N/A	N/A	N/A	N/A	13.38 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	56.19 %	35.71 %	61.05 %	N/A	N/A	N/A	N/A	51.76 %
Near Standard	33.33 %	48.81 %	24.21 %	N/A	N/A	N/A	N/A	34.86 %
Below Standard	10.48 %	15.48 %	14.74 %	N/A	N/A	N/A	N/A	13.38 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	50.48 %	30.95 %	29.47 %	N/A	N/A	N/A	N/A	37.68 %
Near Standard	45.71 %	64.29 %	61.05 %	N/A	N/A	N/A	N/A	56.34 %
Below Standard	3.81 %	4.76 %	9.47 %	N/A	N/A	N/A	N/A	5.99 %

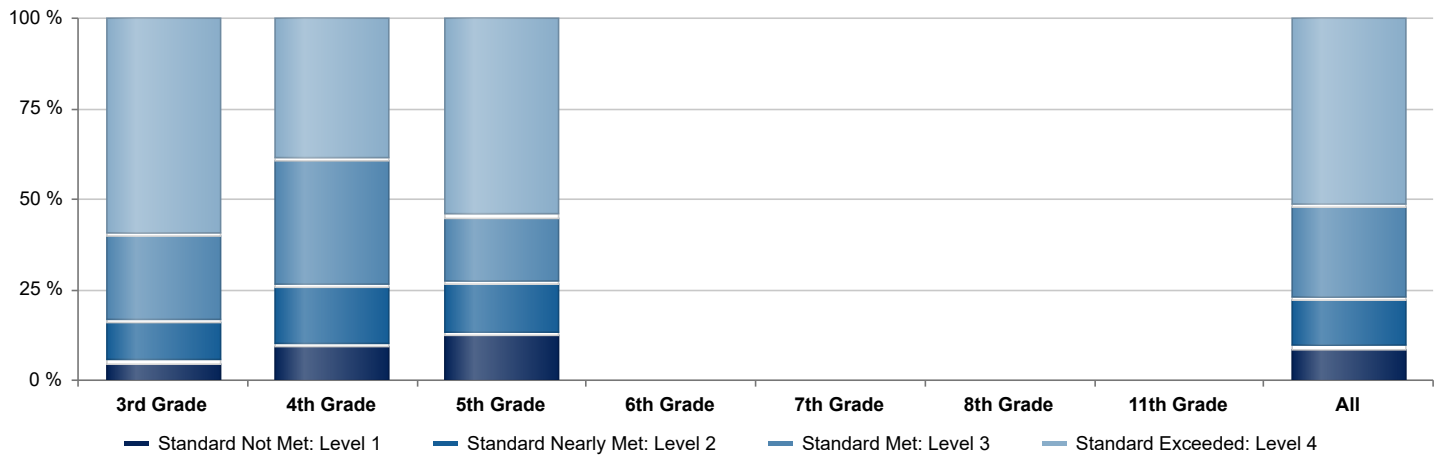
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	61.90 %	47.62 %	49.47 %	N/A	N/A	N/A	N/A	53.52 %
Near Standard	32.38 %	40.48 %	42.11 %	N/A	N/A	N/A	N/A	38.03 %
Below Standard	5.71 %	11.90 %	8.42 %	N/A	N/A	N/A	N/A	8.45 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	108	86	96	N/A	N/A	N/A	N/A	290
# of Students Tested	105	83	95	N/A	N/A	N/A	N/A	283
# of Students With Scores	105	83	95	N/A	N/A	N/A	N/A	283
Mean Scale Score	2514.4	2523.1	2577.3	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	60.95 %	39.76 %	55.79 %	N/A	N/A	N/A	N/A	53.00 %
Standard Met: Level 3	23.81 %	34.94 %	17.89 %	N/A	N/A	N/A	N/A	25.09 %
Standard Nearly Met: Level 2	10.48 %	15.66 %	13.68 %	N/A	N/A	N/A	N/A	13.07 %
Standard Not Met: Level 1	4.76 %	9.64 %	12.63 %	N/A	N/A	N/A	N/A	8.83 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	73.33 %	53.01 %	63.16 %	N/A	N/A	N/A	N/A	63.96 %
Near Standard	20.95 %	32.53 %	16.84 %	N/A	N/A	N/A	N/A	22.97 %

	Below Standard	5.71 %	14.46 %	20.00 %	N/A	N/A	N/A	N/A	13.07 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	60.00 %	37.35 %	51.58 %	N/A	N/A	N/A	N/A	50.53 %
	Near Standard	33.33 %	49.40 %	35.79 %	N/A	N/A	N/A	N/A	38.87 %
	Below Standard	6.67 %	13.25 %	12.63 %	N/A	N/A	N/A	N/A	10.60 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	69.52 %	50.60 %	52.63 %	N/A	N/A	N/A	N/A	58.30 %
	Near Standard	24.76 %	40.96 %	32.63 %	N/A	N/A	N/A	N/A	32.16 %
	Below Standard	5.71 %	8.43 %	14.74 %	N/A	N/A	N/A	N/A	9.54 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Bell Middle

CDS Code: 37-68338-6059588

District: San Diego Unified

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2015

Select Student Group: All Students (Default)

Apply Selections

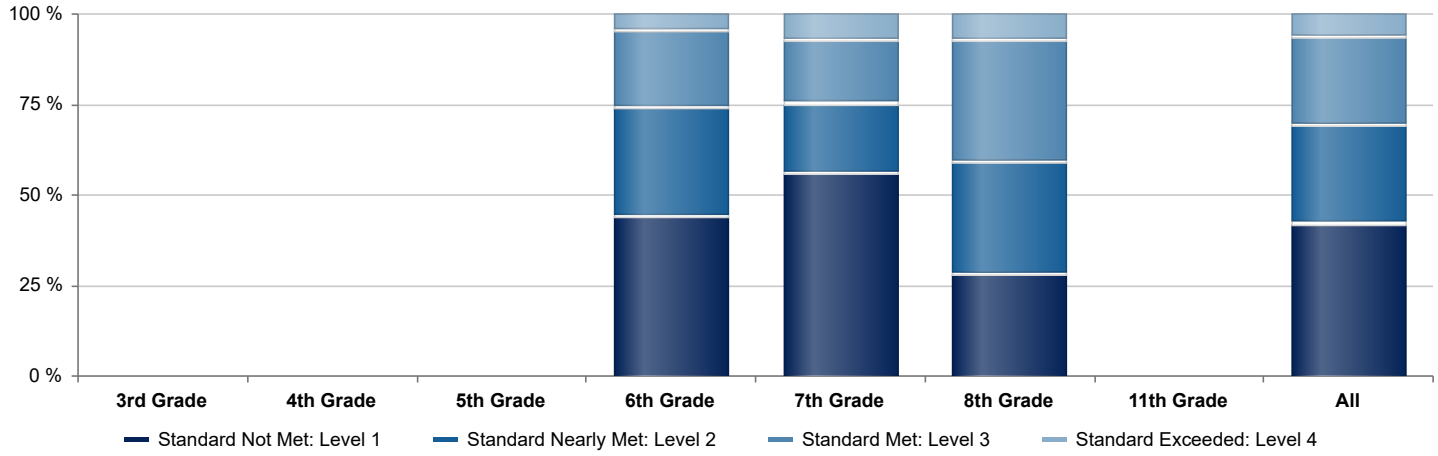
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	310	297	322	N/A	929
Number of Students Tested	N/A	N/A	N/A	298	287	295	N/A	880
Number of Students With Scores	N/A	N/A	N/A	292	276	289	N/A	857

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	2470.5	2480.6	2537.8	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	4 %	7 %	7 %	N/A	6 %
Standard Met: Level 3	N/A	N/A	N/A	21 %	17 %	34 %	N/A	24 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	30 %	19 %	31 %	N/A	27 %
Standard Not Met: Level 1	N/A	N/A	N/A	45 %	58 %	29 %	N/A	43 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	7 %	11 %	20 %	N/A	13 %
At or Near Standard	N/A	N/A	N/A	42 %	33 %	47 %	N/A	41 %
Below Standard	N/A	N/A	N/A	51 %	56 %	33 %	N/A	47 %

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	10 %	13 %	16 %	N/A	13 %
At or Near Standard	N/A	N/A	N/A	40 %	31 %	47 %	N/A	39 %
Below Standard	N/A	N/A	N/A	50 %	56 %	37 %	N/A	48 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	6 %	4 %	8 %	N/A	6 %
At or Near Standard	N/A	N/A	N/A	66 %	58 %	69 %	N/A	64 %
Below Standard	N/A	N/A	N/A	28 %	38 %	23 %	N/A	30 %

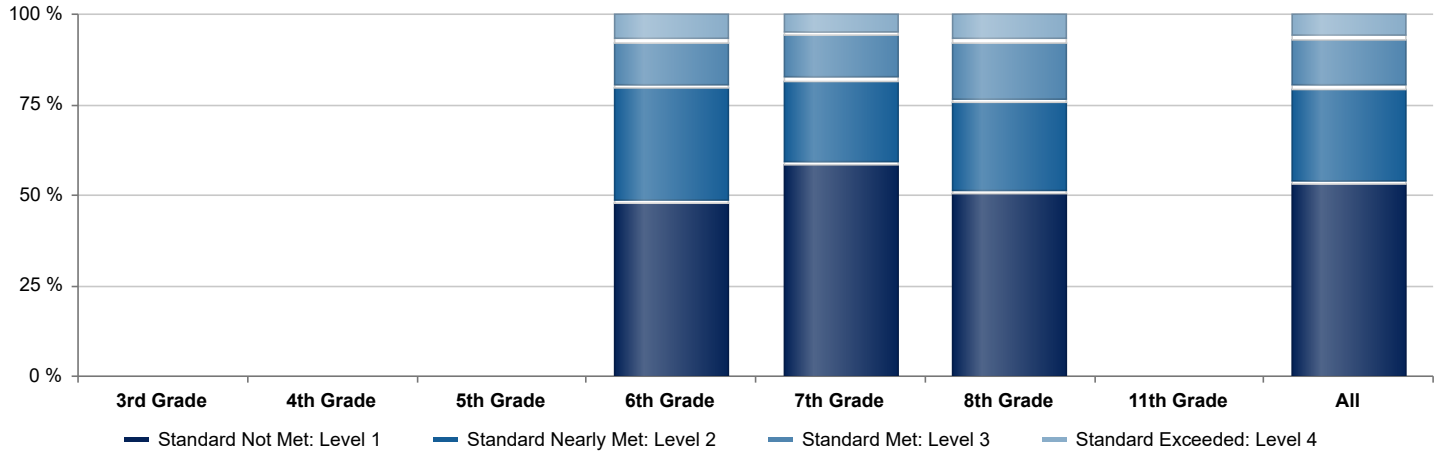
Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	11 %	10 %	17 %	N/A	13 %
At or Near Standard	N/A	N/A	N/A	58 %	46 %	56 %	N/A	54 %
Below Standard	N/A	N/A	N/A	30 %	44 %	27 %	N/A	34 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	310	297	322	N/A	929
Number of Students Tested	N/A	N/A	N/A	301	288	304	N/A	893
Number of Students With Scores	N/A	N/A	N/A	285	275	295	N/A	855
Mean Scale Score	N/A	N/A	N/A	2465.6	2469.4	2499.9	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	7 %	5 %	7 %	N/A	6 %
Standard Met: Level 3	N/A	N/A	N/A	12 %	12 %	16 %	N/A	13 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	32 %	23 %	25 %	N/A	26 %
Standard Not Met: Level 1	N/A	N/A	N/A	49 %	60 %	52 %	N/A	54 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	11 %	9 %	8 %	N/A	9 %
At or Near Standard	N/A	N/A	N/A	27 %	28 %	34 %	N/A	30 %

	Below Standard	N/A	N/A	N/A	63 %	63 %	58 %	N/A	61 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	7 %	6 %	13 %	N/A	9 %
	At or Near Standard	N/A	N/A	N/A	38 %	32 %	50 %	N/A	40 %
	Below Standard	N/A	N/A	N/A	56 %	62 %	37 %	N/A	51 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	8 %	8 %	7 %	N/A	8 %
	At or Near Standard	N/A	N/A	N/A	41 %	65 %	54 %	N/A	53 %
	Below Standard	N/A	N/A	N/A	52 %	27 %	39 %	N/A	39 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Bell Middle

CDS Code: 37-68338-6059588

District: San Diego Unified School District

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2016

Select Student Group: All Students (Default)

Apply Selections

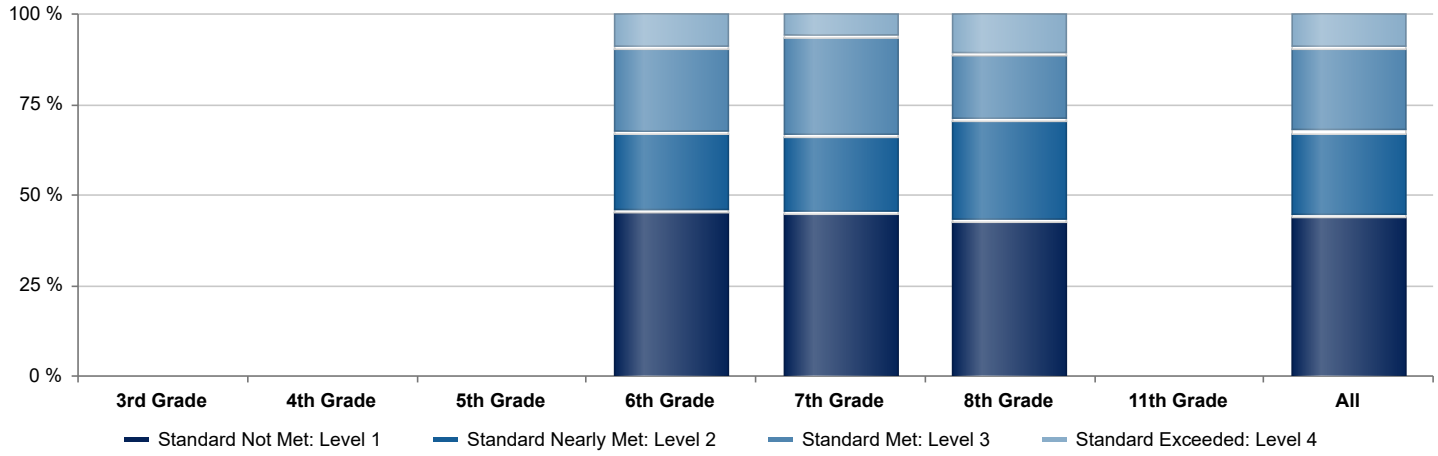
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	272	308	297	N/A	877
# of Students Tested	N/A	N/A	N/A	258	288	288	N/A	834
# of Students With Scores	N/A	N/A	N/A	257	286	288	N/A	831

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	2476.1	2501.2	2510.3	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	9 %	6 %	11 %	N/A	9 %
Standard Met: Level 3	N/A	N/A	N/A	23 %	27 %	18 %	N/A	23 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	21 %	21 %	28 %	N/A	23 %
Standard Not Met: Level 1	N/A	N/A	N/A	46 %	46 %	44 %	N/A	45 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	13 %	13 %	17 %	N/A	14 %
Near Standard	N/A	N/A	N/A	39 %	42 %	40 %	N/A	40 %
Below Standard	N/A	N/A	N/A	48 %	45 %	44 %	N/A	46 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	14 %	15 %	14 %	N/A	14 %
Near Standard	N/A	N/A	N/A	30 %	41 %	32 %	N/A	35 %
Below Standard	N/A	N/A	N/A	55 %	43 %	55 %	N/A	51 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	11 %	8 %	8 %	N/A	9 %
Near Standard	N/A	N/A	N/A	68 %	66 %	59 %	N/A	64 %
Below Standard	N/A	N/A	N/A	20 %	26 %	34 %	N/A	27 %

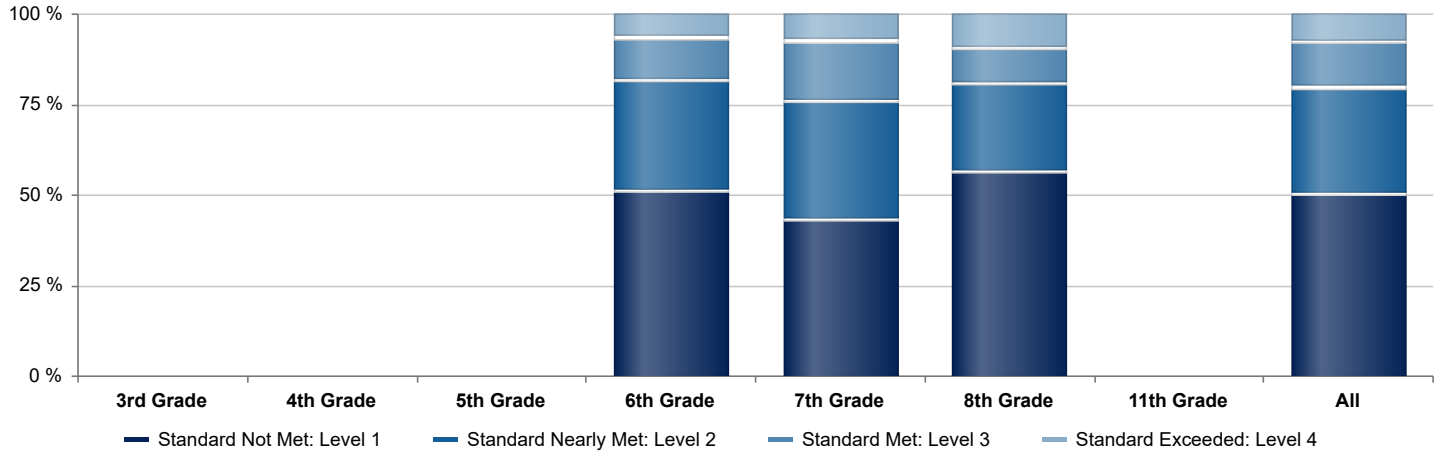
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	22 %	13 %	16 %	N/A	17 %
Near Standard	N/A	N/A	N/A	49 %	47 %	47 %	N/A	48 %
Below Standard	N/A	N/A	N/A	28 %	40 %	36 %	N/A	35 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	272	308	297	N/A	877
# of Students Tested	N/A	N/A	N/A	263	297	292	N/A	852
# of Students With Scores	N/A	N/A	N/A	262	297	290	N/A	849
Mean Scale Score	N/A	N/A	N/A	2459.0	2486.9	2490.1	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	6 %	7 %	9 %	N/A	7 %
Standard Met: Level 3	N/A	N/A	N/A	11 %	16 %	9 %	N/A	12 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	30 %	33 %	24 %	N/A	29 %
Standard Not Met: Level 1	N/A	N/A	N/A	52 %	44 %	58 %	N/A	51 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	10 %	14 %	9 %	N/A	11 %
Near Standard	N/A	N/A	N/A	24 %	30 %	26 %	N/A	27 %

	Below Standard	N/A	N/A	N/A	66 %	57 %	66 %	N/A	62 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	7 %	5 %	11 %	N/A	8 %
Near Standard	N/A	N/A	N/A	38 %	39 %	46 %	N/A	41 %
Below Standard	N/A	N/A	N/A	55 %	55 %	43 %	N/A	51 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	7 %	9 %	10 %	N/A	9 %
Near Standard	N/A	N/A	N/A	45 %	60 %	51 %	N/A	52 %
Below Standard	N/A	N/A	N/A	48 %	31 %	39 %	N/A	39 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Bell Middle

CDS Code: 37-68338-6059588

District: San Diego Unified

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2017

Select Student Group: All Students (Default)

Apply Selections

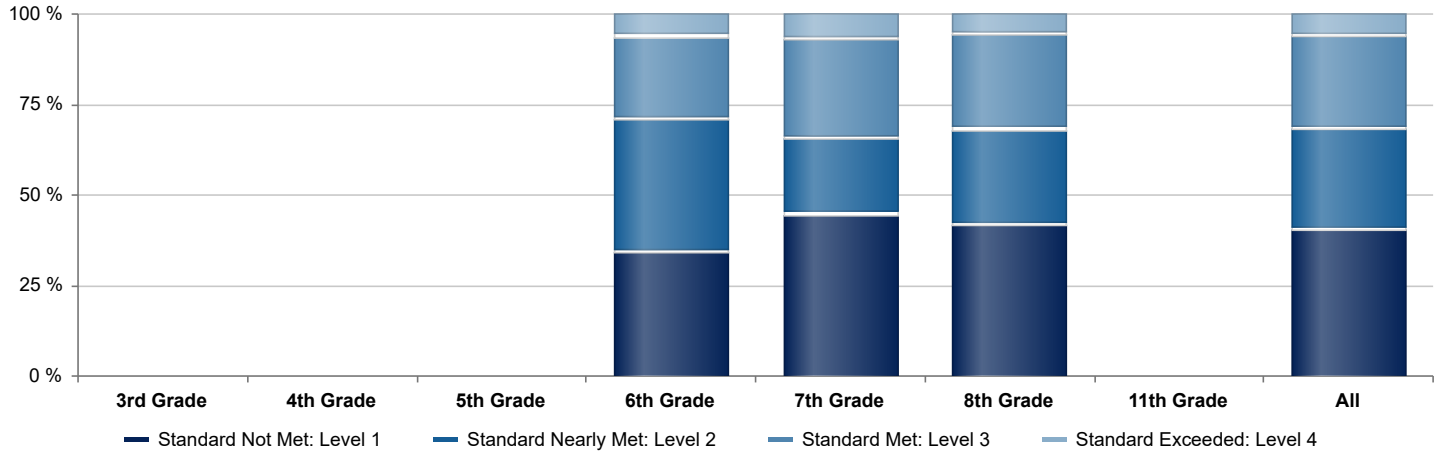
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	236	235	297	N/A	768
# of Students Tested	N/A	N/A	N/A	230	223	283	N/A	736
# of Students With Scores	N/A	N/A	N/A	230	223	283	N/A	736

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	2476.9	2495.4	2505.7	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	5.65 %	6.28 %	4.95 %	N/A	5.57 %
Standard Met: Level 3	N/A	N/A	N/A	22.61 %	27.35 %	26.15 %	N/A	25.41 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	36.52 %	20.63 %	26.15 %	N/A	27.72 %
Standard Not Met: Level 1	N/A	N/A	N/A	35.22 %	45.74 %	42.76 %	N/A	41.30 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	8.26 %	16.59 %	13.48 %	N/A	12.79 %
Near Standard	N/A	N/A	N/A	49.57 %	38.57 %	40.43 %	N/A	42.72 %
Below Standard	N/A	N/A	N/A	42.17 %	44.84 %	46.10 %	N/A	44.49 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	7.83 %	14.80 %	10.64 %	N/A	11.02 %
Near Standard	N/A	N/A	N/A	45.22 %	40.81 %	42.20 %	N/A	42.72 %
Below Standard	N/A	N/A	N/A	46.96 %	44.39 %	47.16 %	N/A	46.26 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	6.96 %	8.07 %	8.16 %	N/A	7.76 %
Near Standard	N/A	N/A	N/A	64.35 %	54.26 %	62.77 %	N/A	60.68 %
Below Standard	N/A	N/A	N/A	28.70 %	37.67 %	29.08 %	N/A	31.56 %

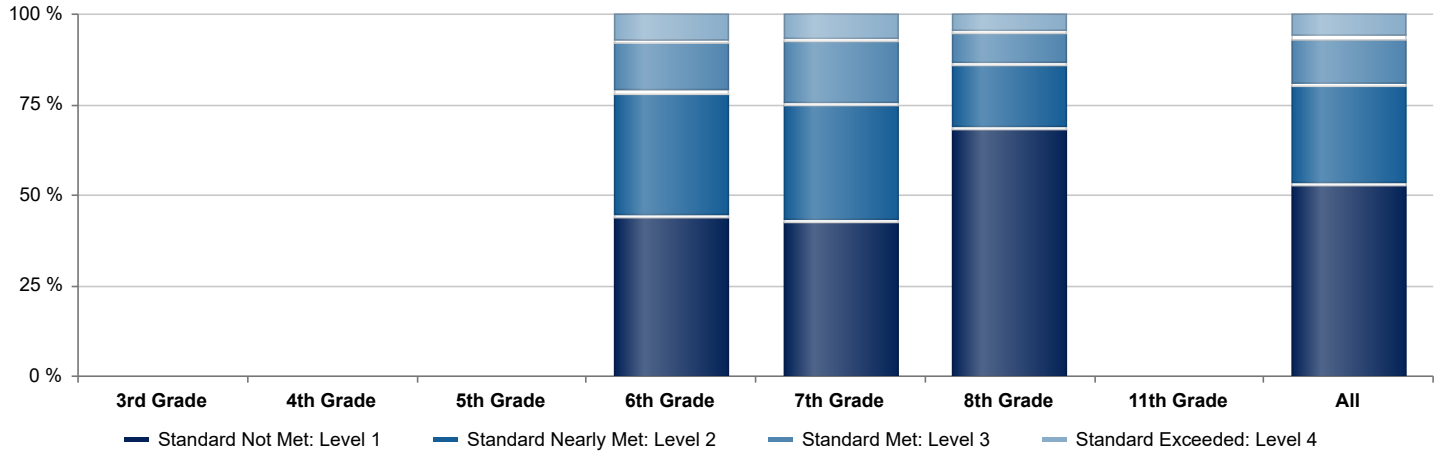
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	13.48 %	13.45 %	15.96 %	N/A	14.42 %
Near Standard	N/A	N/A	N/A	48.70 %	44.39 %	43.62 %	N/A	45.44 %
Below Standard	N/A	N/A	N/A	37.83 %	42.15 %	40.43 %	N/A	40.14 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	236	236	297	N/A	769
# of Students Tested	N/A	N/A	N/A	233	233	289	N/A	755
# of Students With Scores	N/A	N/A	N/A	233	233	289	N/A	755
Mean Scale Score	N/A	N/A	N/A	2471.7	2490.3	2450.1	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	7.30 %	6.87 %	4.50 %	N/A	6.09 %
Standard Met: Level 3	N/A	N/A	N/A	13.30 %	17.17 %	7.96 %	N/A	12.45 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	34.33 %	32.19 %	17.30 %	N/A	27.15 %
Standard Not Met: Level 1	N/A	N/A	N/A	45.06 %	43.78 %	70.24 %	N/A	54.30 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	13.73 %	13.30 %	5.54 %	N/A	10.46 %
Near Standard	N/A	N/A	N/A	30.90 %	30.04 %	20.76 %	N/A	26.75 %

	Below Standard	N/A	N/A	N/A	55.36 %	56.65 %	73.70 %	N/A	62.78 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	6.44 %	7.73 %	7.27 %	N/A	7.15 %
Near Standard	N/A	N/A	N/A	38.20 %	42.49 %	26.30 %	N/A	34.97 %
Below Standard	N/A	N/A	N/A	55.36 %	49.79 %	66.44 %	N/A	57.88 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	10.73 %	10.30 %	5.88 %	N/A	8.74 %
Near Standard	N/A	N/A	N/A	35.19 %	53.22 %	30.45 %	N/A	38.94 %
Below Standard	N/A	N/A	N/A	54.08 %	36.48 %	63.67 %	N/A	52.32 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Bell Middle

CDS Code: 37-68338-6059588

District: San Diego Unified

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2018

Select Student Group: All Students (Default)

Apply Selections

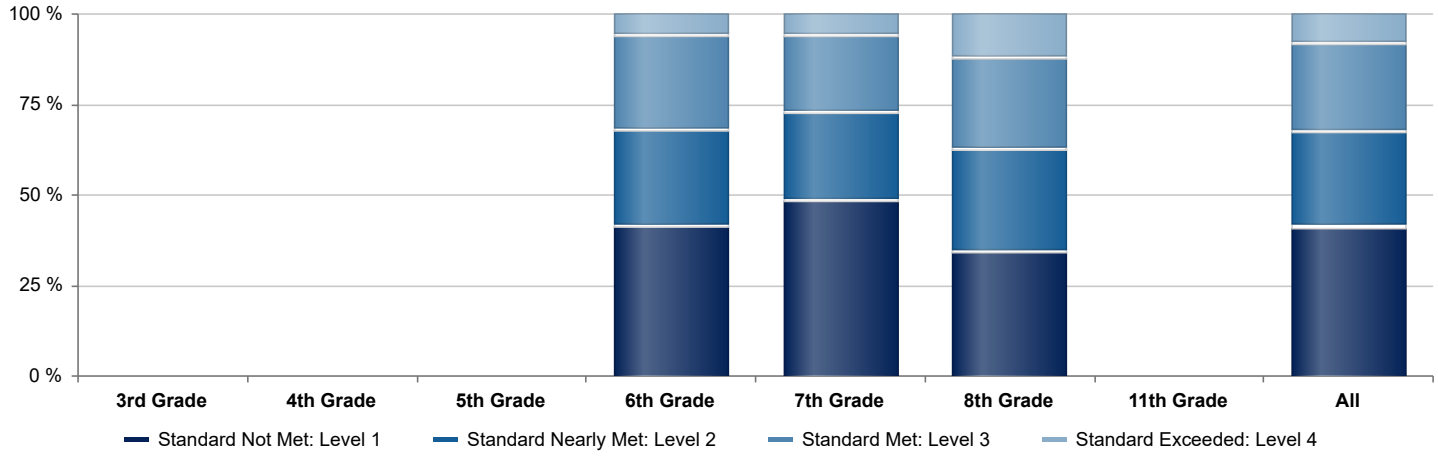
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	230	221	238	N/A	689
# of Students Tested	N/A	N/A	N/A	216	209	231	N/A	656
# of Students With Scores	N/A	N/A	N/A	215	209	231	N/A	655

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	2473.0	2474.2	2529.1	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	5.58 %	5.26 %	11.69 %	N/A	7.63 %
Standard Met: Level 3	N/A	N/A	N/A	25.58 %	21.05 %	25.11 %	N/A	23.97 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	26.51 %	23.92 %	28.14 %	N/A	26.26 %
Standard Not Met: Level 1	N/A	N/A	N/A	42.33 %	49.76 %	35.06 %	N/A	42.14 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	13.49 %	14.90 %	17.32 %	N/A	15.29 %
Near Standard	N/A	N/A	N/A	36.28 %	35.10 %	41.99 %	N/A	37.92 %
Below Standard	N/A	N/A	N/A	50.23 %	50.00 %	40.69 %	N/A	46.79 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	12.09 %	12.98 %	12.55 %	N/A	12.54 %
Near Standard	N/A	N/A	N/A	34.42 %	35.10 %	44.59 %	N/A	38.23 %
Below Standard	N/A	N/A	N/A	53.49 %	51.92 %	42.86 %	N/A	49.24 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	9.30 %	3.37 %	14.29 %	N/A	9.17 %
Near Standard	N/A	N/A	N/A	61.86 %	48.08 %	62.77 %	N/A	57.80 %
Below Standard	N/A	N/A	N/A	28.84 %	48.56 %	22.94 %	N/A	33.03 %

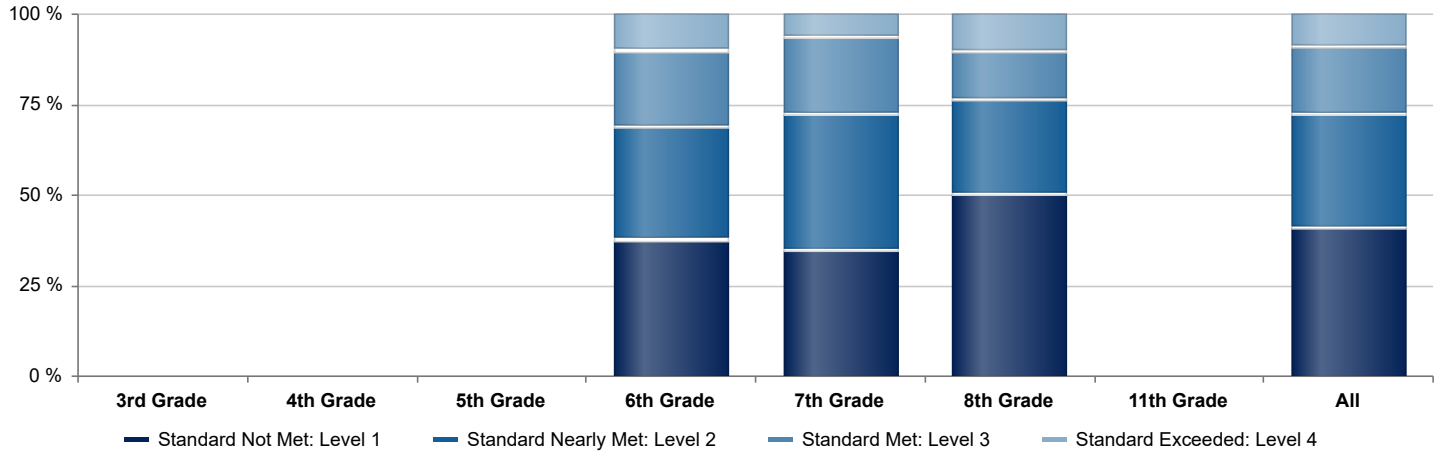
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	14.88 %	13.94 %	28.57 %	N/A	19.42 %
Near Standard	N/A	N/A	N/A	50.23 %	41.35 %	38.53 %	N/A	43.27 %
Below Standard	N/A	N/A	N/A	34.88 %	44.71 %	32.90 %	N/A	37.31 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	230	221	238	N/A	689
# of Students Tested	N/A	N/A	N/A	226	219	235	N/A	680
# of Students With Scores	N/A	N/A	N/A	226	219	234	N/A	679
Mean Scale Score	N/A	N/A	N/A	2492.3	2500.2	2504.0	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	9.73 %	5.94 %	9.83 %	N/A	8.54 %
Standard Met: Level 3	N/A	N/A	N/A	20.80 %	21.00 %	12.82 %	N/A	18.11 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	30.97 %	37.44 %	26.07 %	N/A	31.37 %
Standard Not Met: Level 1	N/A	N/A	N/A	38.50 %	35.62 %	51.28 %	N/A	41.97 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	20.80 %	17.35 %	11.97 %	N/A	16.64 %
Near Standard	N/A	N/A	N/A	35.40 %	40.18 %	37.18 %	N/A	37.56 %

	Below Standard	N/A	N/A	N/A	43.81 %	42.47 %	50.85 %	N/A	45.80 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	7.52 %	6.39 %	9.40 %	N/A	7.81 %
	Near Standard	N/A	N/A	N/A	41.59 %	47.03 %	49.57 %	N/A	46.10 %
	Below Standard	N/A	N/A	N/A	50.88 %	46.58 %	41.03 %	N/A	46.10 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	11.95 %	10.50 %	12.39 %	N/A	11.63 %
	Near Standard	N/A	N/A	N/A	39.82 %	57.53 %	44.02 %	N/A	46.98 %
	Below Standard	N/A	N/A	N/A	48.23 %	31.96 %	43.59 %	N/A	41.38 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Mason Elementary

CDS Code: 37-68338-6071914

District: San Diego Unified

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2015

Select Student Group: All Students (Default)

Apply Selections

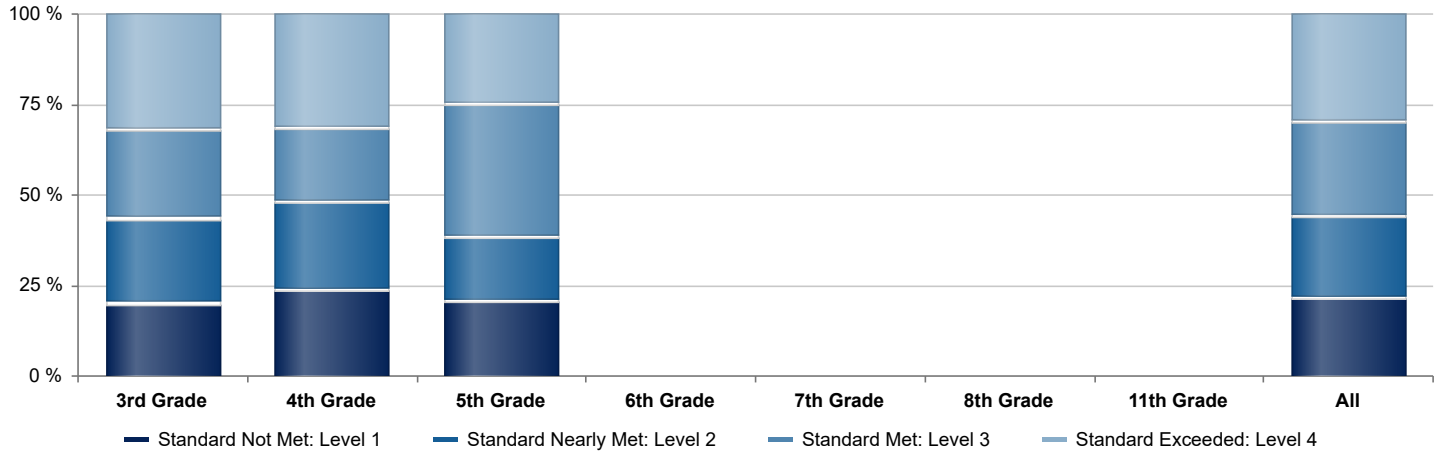
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	146	142	121	N/A	N/A	N/A	N/A	409
Number of Students Tested	143	134	113	N/A	N/A	N/A	N/A	390
Number of Students With Scores	143	133	113	N/A	N/A	N/A	N/A	389

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2443.6	2476.2	2510.0	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	32 %	32 %	25 %	N/A	N/A	N/A	N/A	30 %
Standard Met: Level 3	24 %	20 %	37 %	N/A	N/A	N/A	N/A	26 %
Standard Nearly Met: Level 2	23 %	24 %	17 %	N/A	N/A	N/A	N/A	22 %
Standard Not Met: Level 1	20 %	24 %	21 %	N/A	N/A	N/A	N/A	22 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	33 %	24 %	28 %	N/A	N/A	N/A	N/A	29 %
At or Near Standard	42 %	51 %	49 %	N/A	N/A	N/A	N/A	47 %
Below Standard	25 %	25 %	23 %	N/A	N/A	N/A	N/A	24 %

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	31 %	23 %	27 %	N/A	N/A	N/A	N/A	27 %
At or Near Standard	47 %	53 %	50 %	N/A	N/A	N/A	N/A	50 %
Below Standard	22 %	23 %	23 %	N/A	N/A	N/A	N/A	23 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	22 %	23 %	24 %	N/A	N/A	N/A	N/A	23 %
At or Near Standard	69 %	61 %	58 %	N/A	N/A	N/A	N/A	63 %
Below Standard	10 %	16 %	19 %	N/A	N/A	N/A	N/A	14 %

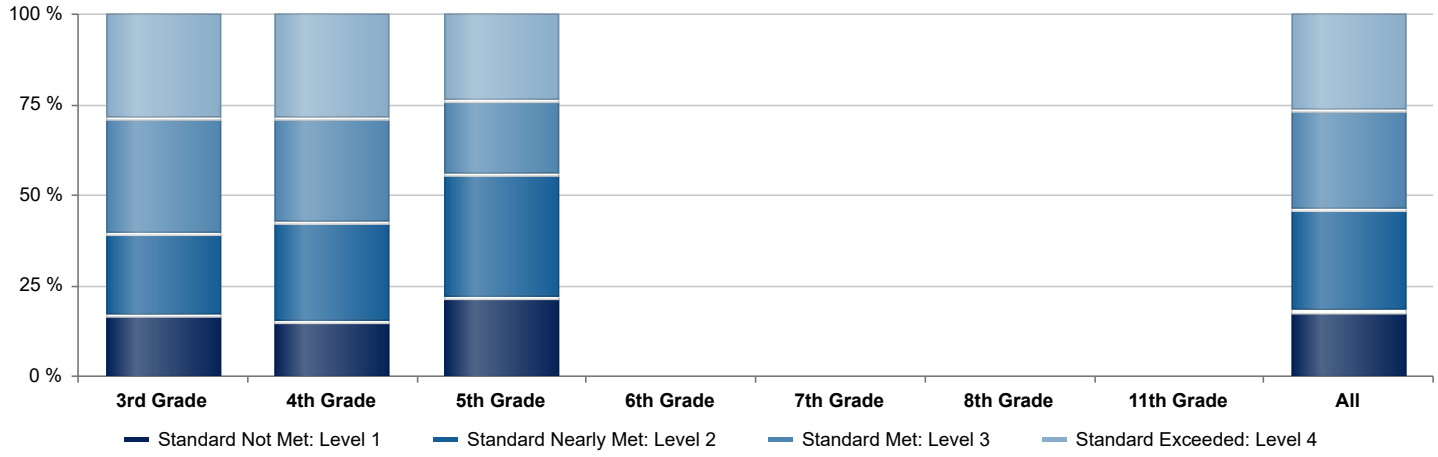
Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	26 %	37 %	36 %	N/A	N/A	N/A	N/A	33 %
At or Near Standard	52 %	45 %	51 %	N/A	N/A	N/A	N/A	49 %
Below Standard	22 %	18 %	12 %	N/A	N/A	N/A	N/A	18 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	146	142	121	N/A	N/A	N/A	N/A	409
Number of Students Tested	143	133	114	N/A	N/A	N/A	N/A	390
Number of Students With Scores	143	131	114	N/A	N/A	N/A	N/A	388
Mean Scale Score	2457.5	2493.4	2513.1	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	29 %	29 %	24 %	N/A	N/A	N/A	N/A	27 %
Standard Met: Level 3	32 %	28 %	20 %	N/A	N/A	N/A	N/A	27 %
Standard Nearly Met: Level 2	22 %	27 %	34 %	N/A	N/A	N/A	N/A	28 %
Standard Not Met: Level 1	17 %	15 %	22 %	N/A	N/A	N/A	N/A	18 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	45 %	41 %	28 %	N/A	N/A	N/A	N/A	39 %
At or Near Standard	33 %	31 %	40 %	N/A	N/A	N/A	N/A	35 %

	Below Standard	22 %	27 %	32 %	N/A	N/A	N/A	N/A	27 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	36 %	33 %	24 %	N/A	N/A	N/A	N/A	31 %
	At or Near Standard	45 %	44 %	43 %	N/A	N/A	N/A	N/A	44 %
	Below Standard	20 %	24 %	33 %	N/A	N/A	N/A	N/A	25 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	36 %	33 %	23 %	N/A	N/A	N/A	N/A	31 %
	At or Near Standard	51 %	44 %	52 %	N/A	N/A	N/A	N/A	49 %
	Below Standard	13 %	23 %	25 %	N/A	N/A	N/A	N/A	20 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Mason Elementary

CDS Code: 37-68338-6071914

District: San Diego Unified School District

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2016

Select Student Group: All Students (Default)

Apply Selections

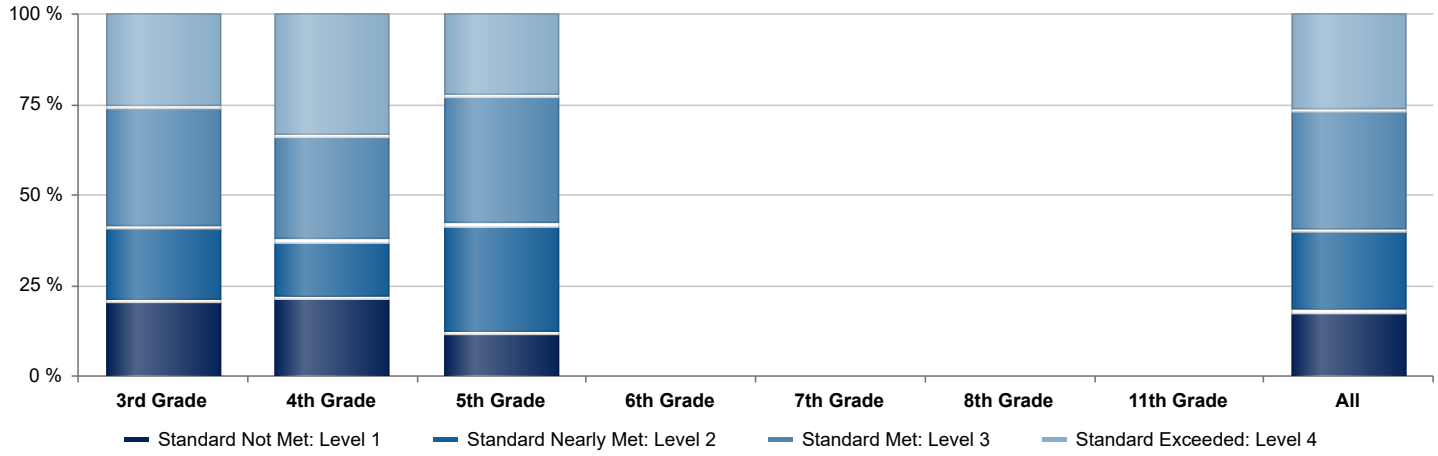
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	96	108	105	N/A	N/A	N/A	N/A	309
# of Students Tested	89	96	101	N/A	N/A	N/A	N/A	286
# of Students With Scores	89	95	101	N/A	N/A	N/A	N/A	285

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2440.2	2489.3	2517.0	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	26 %	34 %	23 %	N/A	N/A	N/A	N/A	27 %
Standard Met: Level 3	33 %	29 %	36 %	N/A	N/A	N/A	N/A	33 %
Standard Nearly Met: Level 2	20 %	15 %	30 %	N/A	N/A	N/A	N/A	22 %
Standard Not Met: Level 1	21 %	22 %	12 %	N/A	N/A	N/A	N/A	18 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	25 %	25 %	29 %	N/A	N/A	N/A	N/A	26 %
Near Standard	55 %	52 %	50 %	N/A	N/A	N/A	N/A	52 %
Below Standard	20 %	23 %	22 %	N/A	N/A	N/A	N/A	22 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	19 %	38 %	27 %	N/A	N/A	N/A	N/A	28 %
Near Standard	53 %	46 %	57 %	N/A	N/A	N/A	N/A	52 %
Below Standard	28 %	16 %	16 %	N/A	N/A	N/A	N/A	20 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	24 %	16 %	22 %	N/A	N/A	N/A	N/A	20 %
Near Standard	63 %	68 %	62 %	N/A	N/A	N/A	N/A	65 %
Below Standard	13 %	16 %	16 %	N/A	N/A	N/A	N/A	15 %

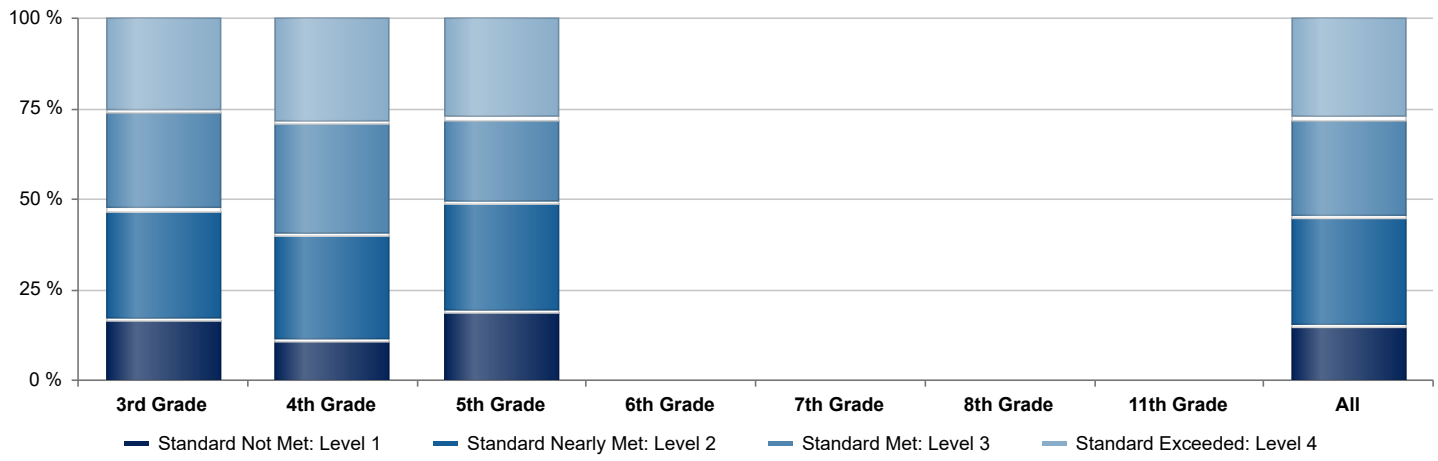
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	30 %	31 %	40 %	N/A	N/A	N/A	N/A	34 %
Near Standard	48 %	49 %	52 %	N/A	N/A	N/A	N/A	50 %
Below Standard	21 %	20 %	8 %	N/A	N/A	N/A	N/A	16 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	96	108	105	N/A	N/A	N/A	N/A	309
# of Students Tested	89	95	102	N/A	N/A	N/A	N/A	286
# of Students With Scores	89	95	102	N/A	N/A	N/A	N/A	286
Mean Scale Score	2446.5	2504.7	2523.5	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	26 %	29 %	28 %	N/A	N/A	N/A	N/A	28 %
Standard Met: Level 3	27 %	31 %	23 %	N/A	N/A	N/A	N/A	27 %
Standard Nearly Met: Level 2	30 %	29 %	30 %	N/A	N/A	N/A	N/A	30 %
Standard Not Met: Level 1	17 %	11 %	19 %	N/A	N/A	N/A	N/A	15 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	40 %	43 %	42 %	N/A	N/A	N/A	N/A	42 %
Near Standard	34 %	33 %	29 %	N/A	N/A	N/A	N/A	32 %

	Below Standard	26 %	24 %	28 %	N/A	N/A	N/A	N/A	26 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	31 %	25 %	22 %	N/A	N/A	N/A	N/A	26 %
Near Standard	53 %	53 %	53 %	N/A	N/A	N/A	N/A	53 %
Below Standard	16 %	22 %	25 %	N/A	N/A	N/A	N/A	21 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	29 %	39 %	21 %	N/A	N/A	N/A	N/A	29 %
Near Standard	56 %	40 %	50 %	N/A	N/A	N/A	N/A	49 %
Below Standard	15 %	21 %	29 %	N/A	N/A	N/A	N/A	22 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Mason Elementary

CDS Code: 37-68338-6071914

District: San Diego Unified

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2017

Select Student Group: All Students (Default)

Apply Selections

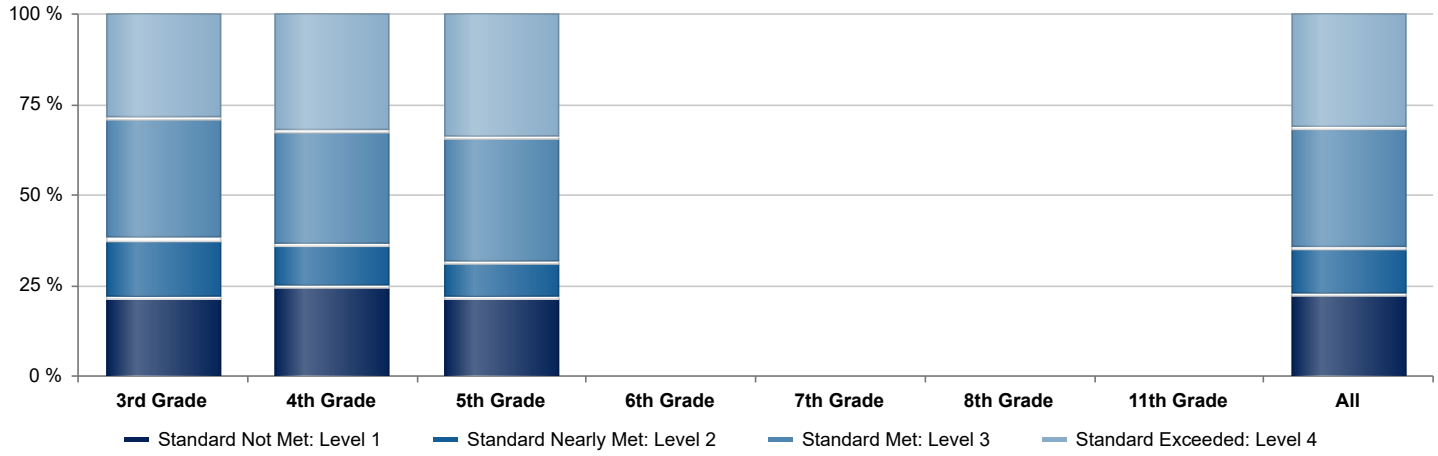
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	100	96	92	N/A	N/A	N/A	N/A	288
# of Students Tested	96	92	88	N/A	N/A	N/A	N/A	276
# of Students With Scores	96	92	87	N/A	N/A	N/A	N/A	275

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2444.6	2486.0	2532.1	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	29.17 %	32.61 %	34.48 %	N/A	N/A	N/A	N/A	32.00 %
Standard Met: Level 3	33.33 %	31.52 %	34.48 %	N/A	N/A	N/A	N/A	33.09 %
Standard Nearly Met: Level 2	15.63 %	10.87 %	9.20 %	N/A	N/A	N/A	N/A	12.00 %
Standard Not Met: Level 1	21.88 %	25.00 %	21.84 %	N/A	N/A	N/A	N/A	22.91 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	31.25 %	23.91 %	36.78 %	N/A	N/A	N/A	N/A	30.55 %
Near Standard	48.96 %	52.17 %	44.83 %	N/A	N/A	N/A	N/A	48.73 %
Below Standard	19.79 %	23.91 %	18.39 %	N/A	N/A	N/A	N/A	20.73 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	27.08 %	30.43 %	39.08 %	N/A	N/A	N/A	N/A	32.00 %
Near Standard	47.92 %	46.74 %	39.08 %	N/A	N/A	N/A	N/A	44.73 %
Below Standard	25.00 %	22.83 %	21.84 %	N/A	N/A	N/A	N/A	23.27 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	22.92 %	22.83 %	25.29 %	N/A	N/A	N/A	N/A	23.64 %
Near Standard	63.54 %	55.43 %	62.07 %	N/A	N/A	N/A	N/A	60.36 %
Below Standard	13.54 %	21.74 %	12.64 %	N/A	N/A	N/A	N/A	16.00 %

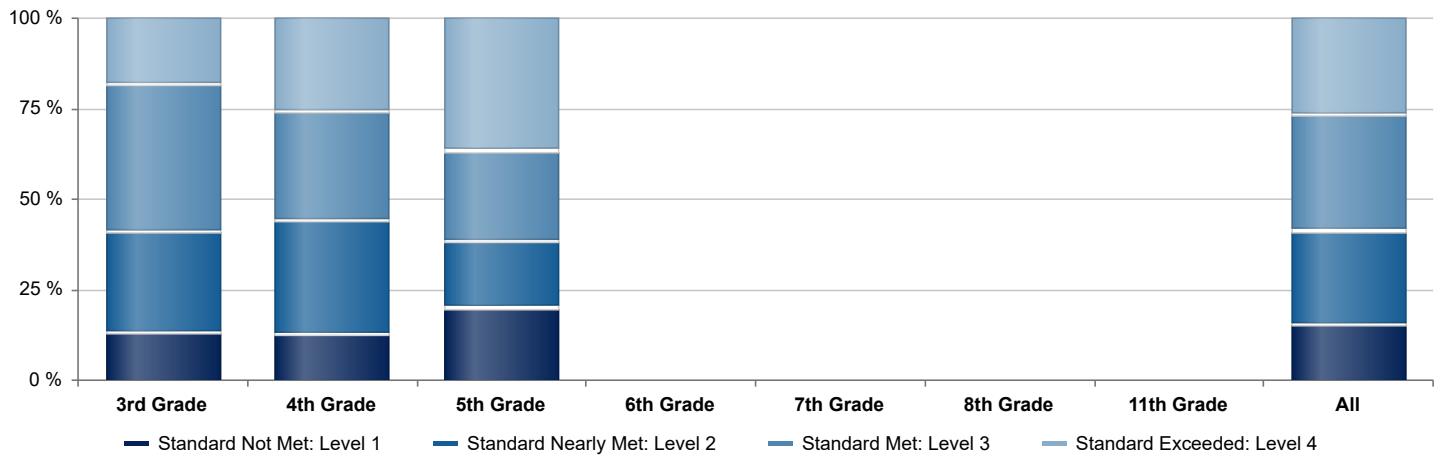
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	34.38 %	31.52 %	50.57 %	N/A	N/A	N/A	N/A	38.55 %
Near Standard	50.00 %	54.35 %	36.78 %	N/A	N/A	N/A	N/A	47.27 %
Below Standard	15.63 %	14.13 %	12.64 %	N/A	N/A	N/A	N/A	14.18 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	100	96	92	N/A	N/A	N/A	N/A	288
# of Students Tested	98	93	89	N/A	N/A	N/A	N/A	280
# of Students With Scores	98	93	89	N/A	N/A	N/A	N/A	280
Mean Scale Score	2448.8	2494.9	2536.5	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	18.37 %	25.81 %	37.08 %	N/A	N/A	N/A	N/A	26.79 %
Standard Met: Level 3	40.82 %	30.11 %	24.72 %	N/A	N/A	N/A	N/A	32.14 %
Standard Nearly Met: Level 2	27.55 %	31.18 %	17.98 %	N/A	N/A	N/A	N/A	25.71 %
Standard Not Met: Level 1	13.27 %	12.90 %	20.22 %	N/A	N/A	N/A	N/A	15.36 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	37.76 %	40.22 %	46.07 %	N/A	N/A	N/A	N/A	41.22 %
Near Standard	45.92 %	38.04 %	31.46 %	N/A	N/A	N/A	N/A	38.71 %

	Below Standard	16.33 %	21.74 %	22.47 %	N/A	N/A	N/A	N/A	20.07 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	28.57 %	30.43 %	34.83 %	N/A	N/A	N/A	N/A	31.18 %
	Near Standard	54.08 %	44.57 %	43.82 %	N/A	N/A	N/A	N/A	47.67 %
	Below Standard	17.35 %	25.00 %	21.35 %	N/A	N/A	N/A	N/A	21.15 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	34.69 %	29.35 %	28.09 %	N/A	N/A	N/A	N/A	30.82 %
	Near Standard	53.06 %	47.83 %	51.69 %	N/A	N/A	N/A	N/A	50.90 %
	Below Standard	12.24 %	22.83 %	20.22 %	N/A	N/A	N/A	N/A	18.28 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Mason Elementary

CDS Code: 37-68338-6071914

District: San Diego Unified

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2018

Select Student Group: All Students (Default)

Apply Selections

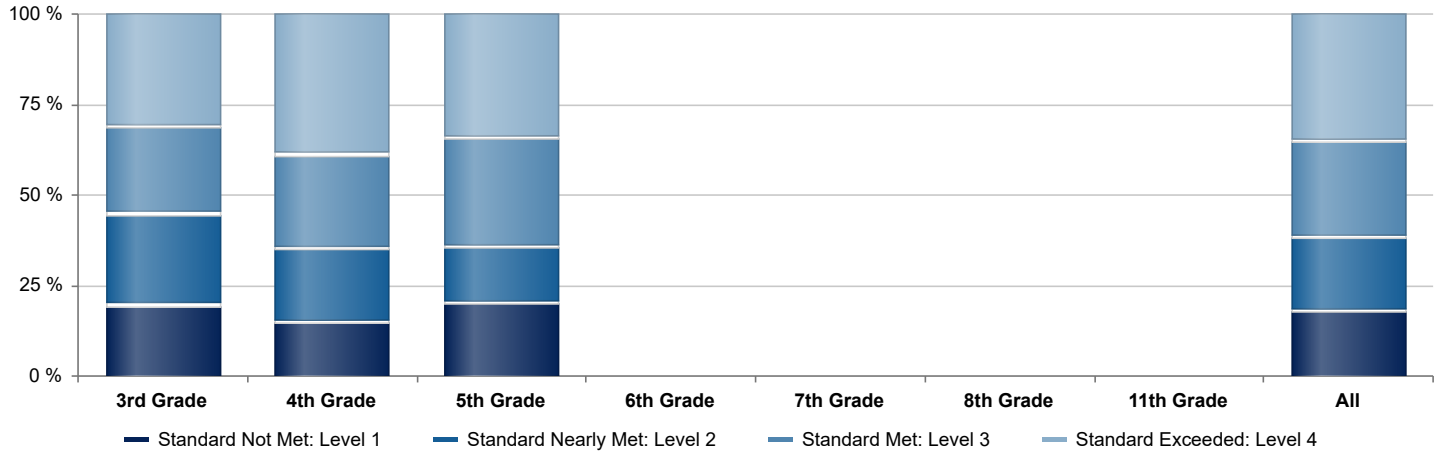
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	76	96	94	N/A	N/A	N/A	N/A	266
# of Students Tested	76	94	93	N/A	N/A	N/A	N/A	263
# of Students With Scores	76	94	93	N/A	N/A	N/A	N/A	263

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2445.5	2502.2	2531.9	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	31.58 %	39.36 %	34.41 %	N/A	N/A	N/A	N/A	35.36 %
Standard Met: Level 3	23.68 %	25.53 %	30.11 %	N/A	N/A	N/A	N/A	26.62 %
Standard Nearly Met: Level 2	25.00 %	20.21 %	15.05 %	N/A	N/A	N/A	N/A	19.77 %
Standard Not Met: Level 1	19.74 %	14.89 %	20.43 %	N/A	N/A	N/A	N/A	18.25 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	31.58 %	36.17 %	35.48 %	N/A	N/A	N/A	N/A	34.60 %
Near Standard	46.05 %	50.00 %	43.01 %	N/A	N/A	N/A	N/A	46.39 %
Below Standard	22.37 %	13.83 %	21.51 %	N/A	N/A	N/A	N/A	19.01 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	29.33 %	34.04 %	46.24 %	N/A	N/A	N/A	N/A	37.02 %
Near Standard	50.67 %	45.74 %	32.26 %	N/A	N/A	N/A	N/A	42.37 %
Below Standard	20.00 %	20.21 %	21.51 %	N/A	N/A	N/A	N/A	20.61 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	23.68 %	30.85 %	22.58 %	N/A	N/A	N/A	N/A	25.86 %
Near Standard	60.53 %	63.83 %	56.99 %	N/A	N/A	N/A	N/A	60.46 %
Below Standard	15.79 %	5.32 %	20.43 %	N/A	N/A	N/A	N/A	13.69 %

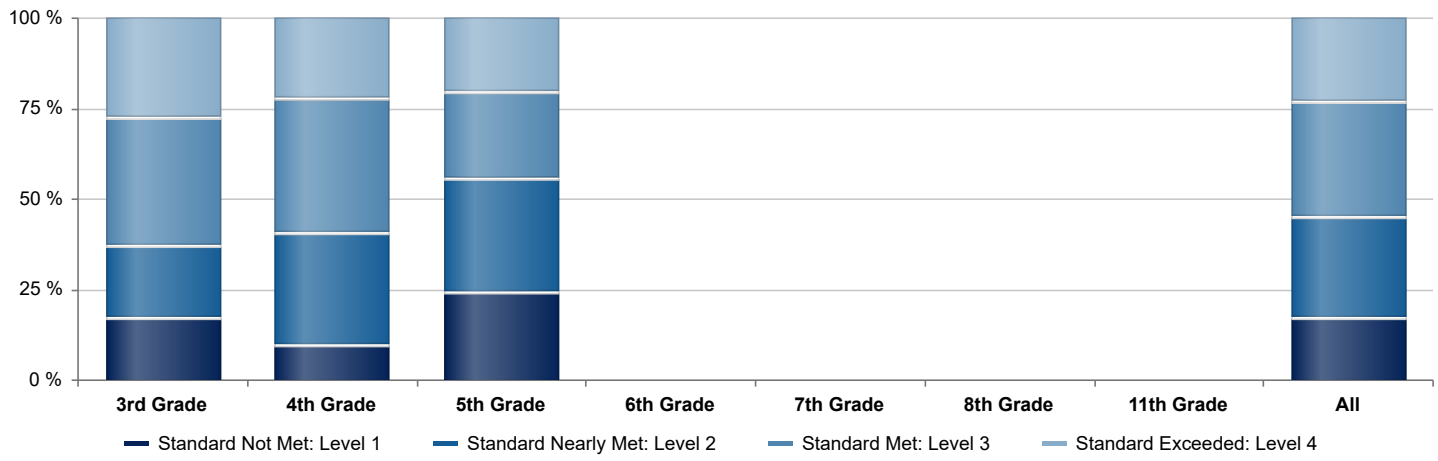
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	26.32 %	39.36 %	45.16 %	N/A	N/A	N/A	N/A	37.64 %
Near Standard	55.26 %	50.00 %	40.86 %	N/A	N/A	N/A	N/A	48.29 %
Below Standard	18.42 %	10.64 %	13.98 %	N/A	N/A	N/A	N/A	14.07 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	76	96	94	N/A	N/A	N/A	N/A	266
# of Students Tested	76	94	93	N/A	N/A	N/A	N/A	263
# of Students With Scores	76	94	93	N/A	N/A	N/A	N/A	263
Mean Scale Score	2456.1	2493.5	2505.2	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	27.63 %	22.34 %	20.43 %	N/A	N/A	N/A	N/A	23.19 %
Standard Met: Level 3	35.53 %	37.23 %	23.66 %	N/A	N/A	N/A	N/A	31.94 %
Standard Nearly Met: Level 2	19.74 %	30.85 %	31.18 %	N/A	N/A	N/A	N/A	27.76 %
Standard Not Met: Level 1	17.11 %	9.57 %	24.73 %	N/A	N/A	N/A	N/A	17.11 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	47.37 %	38.30 %	29.03 %	N/A	N/A	N/A	N/A	37.64 %
Near Standard	26.32 %	32.98 %	34.41 %	N/A	N/A	N/A	N/A	31.56 %

	Below Standard	26.32 %	28.72 %	36.56 %	N/A	N/A	N/A	N/A	30.80 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	34.21 %	25.53 %	20.43 %	N/A	N/A	N/A	N/A	26.24 %
Near Standard	52.63 %	53.19 %	51.61 %	N/A	N/A	N/A	N/A	52.47 %
Below Standard	13.16 %	21.28 %	27.96 %	N/A	N/A	N/A	N/A	21.29 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	43.42 %	32.98 %	17.20 %	N/A	N/A	N/A	N/A	30.42 %
Near Standard	40.79 %	51.06 %	58.06 %	N/A	N/A	N/A	N/A	50.57 %
Below Standard	15.79 %	15.96 %	24.73 %	N/A	N/A	N/A	N/A	19.01 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Creative, Performing, And Media Arts

CDS Code: 37-68338-3731551

District: San Diego Unified

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2015

Select Student Group: All Students (Default)

Apply Selections

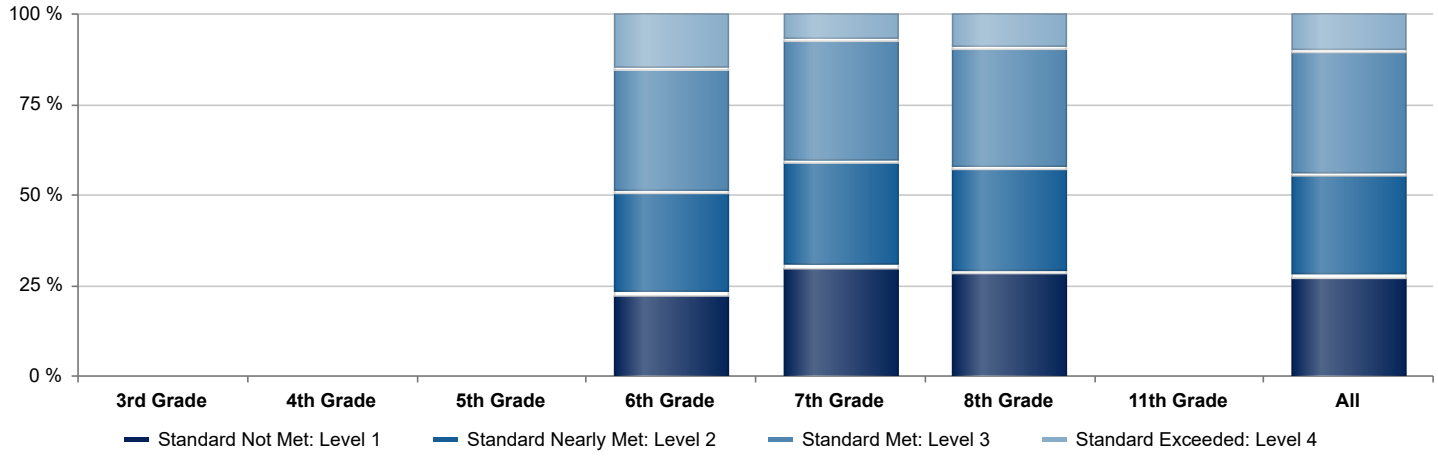
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	286	314	278	N/A	878
Number of Students Tested	N/A	N/A	N/A	283	309	267	N/A	859
Number of Students With Scores	N/A	N/A	N/A	282	307	254	N/A	843

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	2520.5	2517.4	2544.0	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	15 %	7 %	9 %	N/A	10 %
Standard Met: Level 3	N/A	N/A	N/A	34 %	34 %	33 %	N/A	34 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	28 %	29 %	28 %	N/A	28 %
Standard Not Met: Level 1	N/A	N/A	N/A	23 %	31 %	29 %	N/A	28 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	20 %	18 %	22 %	N/A	20 %
At or Near Standard	N/A	N/A	N/A	50 %	46 %	49 %	N/A	48 %
Below Standard	N/A	N/A	N/A	29 %	36 %	30 %	N/A	32 %

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	19 %	11 %	11 %	N/A	14 %
At or Near Standard	N/A	N/A	N/A	48 %	49 %	49 %	N/A	49 %
Below Standard	N/A	N/A	N/A	33 %	40 %	39 %	N/A	38 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	17 %	10 %	8 %	N/A	12 %
At or Near Standard	N/A	N/A	N/A	67 %	70 %	72 %	N/A	70 %
Below Standard	N/A	N/A	N/A	16 %	20 %	20 %	N/A	19 %

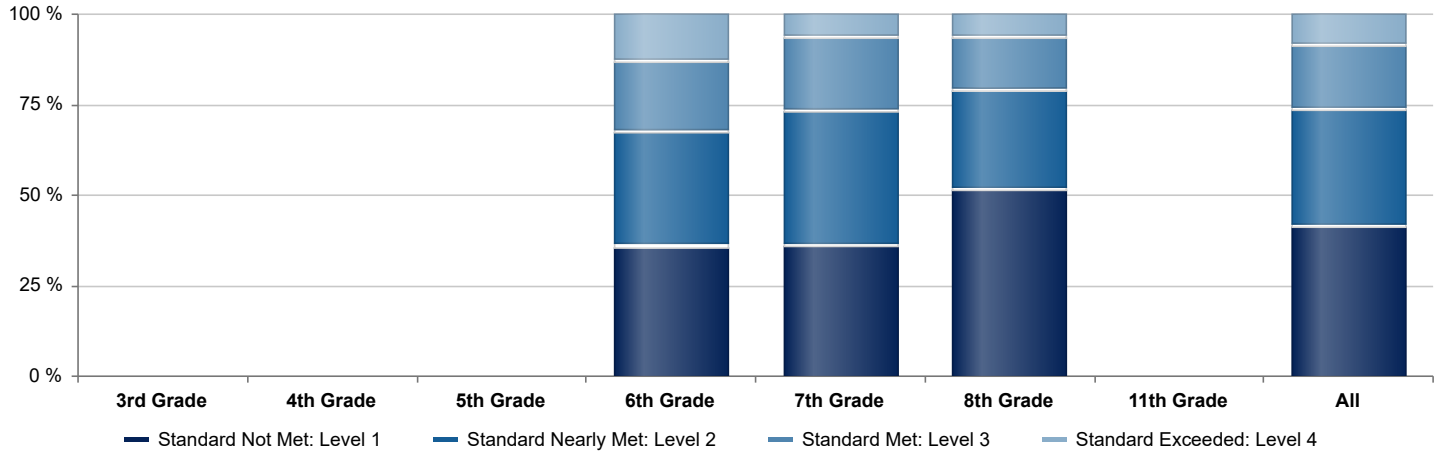
Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	27 %	20 %	18 %	N/A	22 %
At or Near Standard	N/A	N/A	N/A	58 %	58 %	59 %	N/A	59 %
Below Standard	N/A	N/A	N/A	15 %	22 %	22 %	N/A	20 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	286	314	278	N/A	878
Number of Students Tested	N/A	N/A	N/A	281	306	266	N/A	853
Number of Students With Scores	N/A	N/A	N/A	264	304	262	N/A	830
Mean Scale Score	N/A	N/A	N/A	2498.9	2501.9	2492.3	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	13 %	6 %	6 %	N/A	8 %
Standard Met: Level 3	N/A	N/A	N/A	19 %	20 %	14 %	N/A	17 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	32 %	37 %	27 %	N/A	32 %
Standard Not Met: Level 1	N/A	N/A	N/A	37 %	37 %	53 %	N/A	42 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	19 %	14 %	14 %	N/A	16 %
At or Near Standard	N/A	N/A	N/A	34 %	39 %	24 %	N/A	33 %

	Below Standard	N/A	N/A	N/A	46 %	47 %	62 %	N/A	52 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	13 %	11 %	8 %	N/A	10 %
	At or Near Standard	N/A	N/A	N/A	50 %	50 %	56 %	N/A	52 %
	Below Standard	N/A	N/A	N/A	38 %	39 %	36 %	N/A	38 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	12 %	11 %	9 %	N/A	10 %
	At or Near Standard	N/A	N/A	N/A	53 %	65 %	43 %	N/A	55 %
	Below Standard	N/A	N/A	N/A	35 %	24 %	48 %	N/A	35 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Creative, Performing, And Media Arts

CDS Code: 37-68338-3731551

District: San Diego Unified School District

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2016

Select Student Group: All Students (Default)

Apply Selections

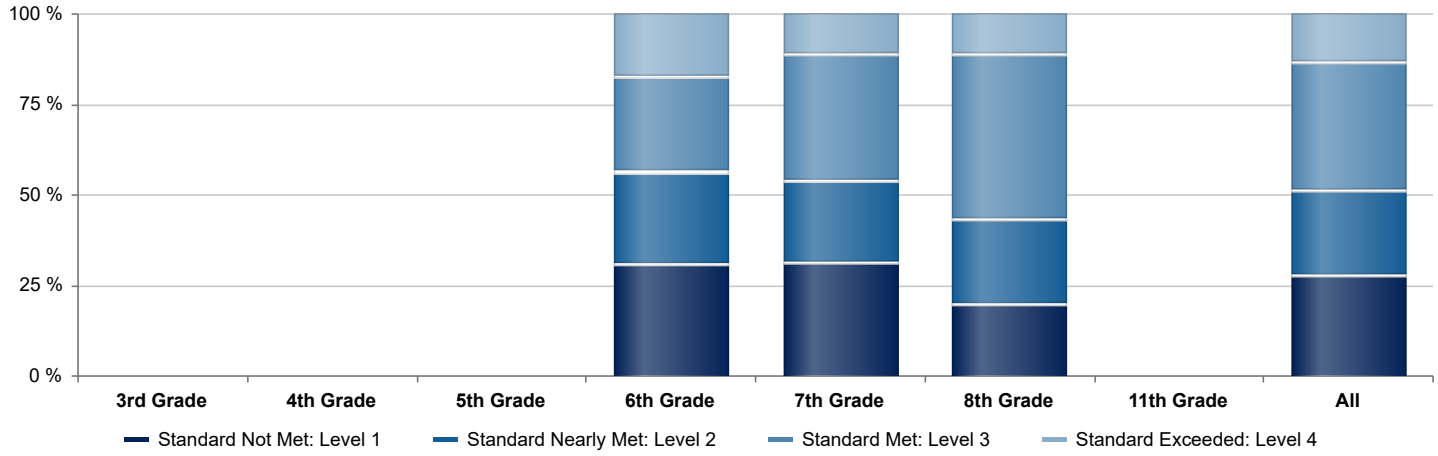
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	335	333	297	N/A	965
# of Students Tested	N/A	N/A	N/A	326	330	294	N/A	950
# of Students With Scores	N/A	N/A	N/A	323	322	289	N/A	934

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	2508.9	2527.7	2567.8	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	17 %	11 %	11 %	N/A	13 %
Standard Met: Level 3	N/A	N/A	N/A	26 %	35 %	46 %	N/A	35 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	25 %	22 %	23 %	N/A	23 %
Standard Not Met: Level 1	N/A	N/A	N/A	31 %	32 %	20 %	N/A	28 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	20 %	18 %	26 %	N/A	21 %
Near Standard	N/A	N/A	N/A	42 %	52 %	50 %	N/A	48 %
Below Standard	N/A	N/A	N/A	38 %	29 %	24 %	N/A	31 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	17 %	25 %	20 %	N/A	21 %
Near Standard	N/A	N/A	N/A	47 %	48 %	54 %	N/A	49 %
Below Standard	N/A	N/A	N/A	37 %	27 %	26 %	N/A	30 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	15 %	15 %	16 %	N/A	15 %
Near Standard	N/A	N/A	N/A	65 %	65 %	75 %	N/A	68 %
Below Standard	N/A	N/A	N/A	20 %	20 %	10 %	N/A	17 %

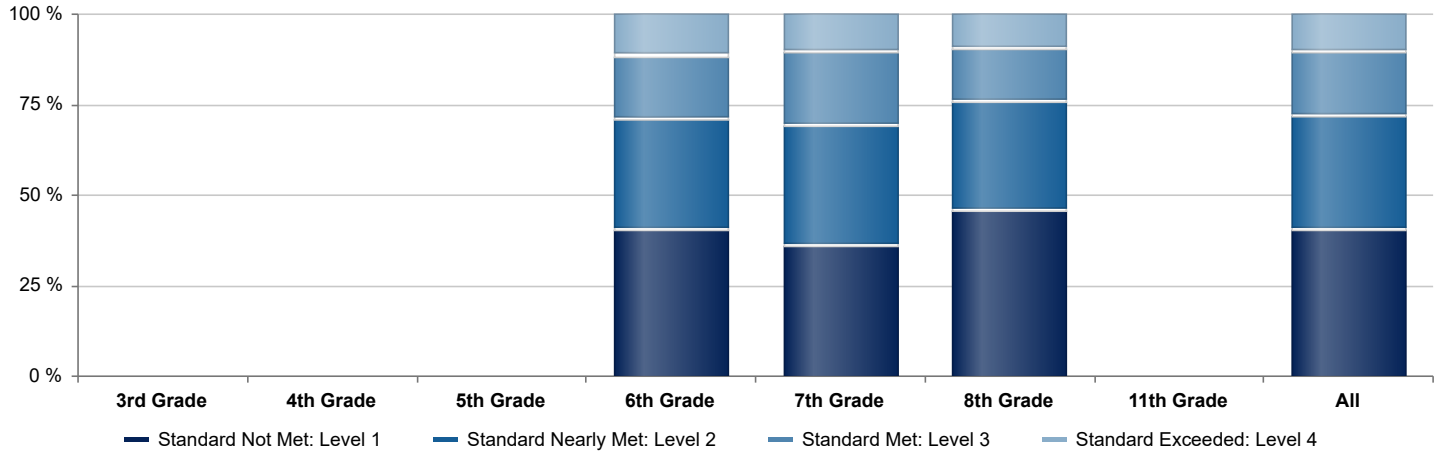
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	24 %	26 %	24 %	N/A	25 %
Near Standard	N/A	N/A	N/A	59 %	52 %	59 %	N/A	57 %
Below Standard	N/A	N/A	N/A	18 %	22 %	17 %	N/A	19 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	335	333	297	N/A	965
# of Students Tested	N/A	N/A	N/A	326	328	293	N/A	947
# of Students With Scores	N/A	N/A	N/A	315	328	291	N/A	934
Mean Scale Score	N/A	N/A	N/A	2495.6	2505.5	2512.3	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	11 %	10 %	9 %	N/A	10 %
Standard Met: Level 3	N/A	N/A	N/A	17 %	20 %	14 %	N/A	17 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	30 %	33 %	30 %	N/A	31 %
Standard Not Met: Level 1	N/A	N/A	N/A	41 %	37 %	47 %	N/A	41 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	16 %	14 %	14 %	N/A	15 %
Near Standard	N/A	N/A	N/A	33 %	36 %	33 %	N/A	34 %

	Below Standard	N/A	N/A	N/A	51 %	50 %	54 %	N/A	51 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	12 %	12 %	12 %	N/A	12 %
	Near Standard	N/A	N/A	N/A	42 %	52 %	53 %	N/A	49 %
	Below Standard	N/A	N/A	N/A	46 %	36 %	35 %	N/A	39 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	14 %	15 %	10 %	N/A	13 %
	Near Standard	N/A	N/A	N/A	51 %	50 %	53 %	N/A	51 %
	Below Standard	N/A	N/A	N/A	35 %	35 %	37 %	N/A	36 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Creative, Performing, And Media Arts

CDS Code: 37-68338-3731551

District: San Diego Unified

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2017

Select Student Group: All Students (Default)

Apply Selections

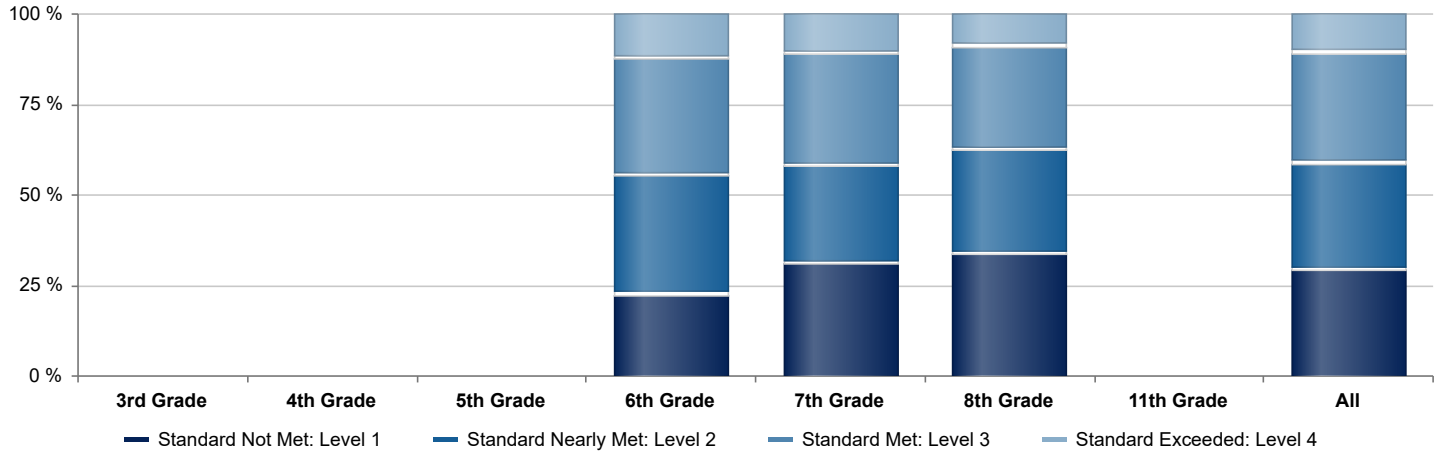
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	306	323	327	N/A	956
# of Students Tested	N/A	N/A	N/A	296	315	321	N/A	932
# of Students With Scores	N/A	N/A	N/A	296	311	321	N/A	928

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	2514.3	2523.5	2532.9	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	11.82 %	10.61 %	8.41 %	N/A	10.24 %
Standard Met: Level 3	N/A	N/A	N/A	32.09 %	30.87 %	28.35 %	N/A	30.39 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	33.11 %	26.69 %	28.66 %	N/A	29.42 %
Standard Not Met: Level 1	N/A	N/A	N/A	22.97 %	31.83 %	34.58 %	N/A	29.96 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	17.35 %	22.85 %	18.44 %	N/A	19.54 %
Near Standard	N/A	N/A	N/A	57.14 %	48.34 %	44.69 %	N/A	49.89 %
Below Standard	N/A	N/A	N/A	25.51 %	28.81 %	36.88 %	N/A	30.57 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	18.98 %	16.84 %	11.88 %	N/A	15.79 %
Near Standard	N/A	N/A	N/A	46.44 %	46.80 %	45.31 %	N/A	46.16 %
Below Standard	N/A	N/A	N/A	34.58 %	36.36 %	42.81 %	N/A	38.05 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	14.92 %	10.89 %	11.56 %	N/A	12.42 %
Near Standard	N/A	N/A	N/A	68.14 %	64.36 %	68.75 %	N/A	67.10 %
Below Standard	N/A	N/A	N/A	16.95 %	24.75 %	19.69 %	N/A	20.48 %

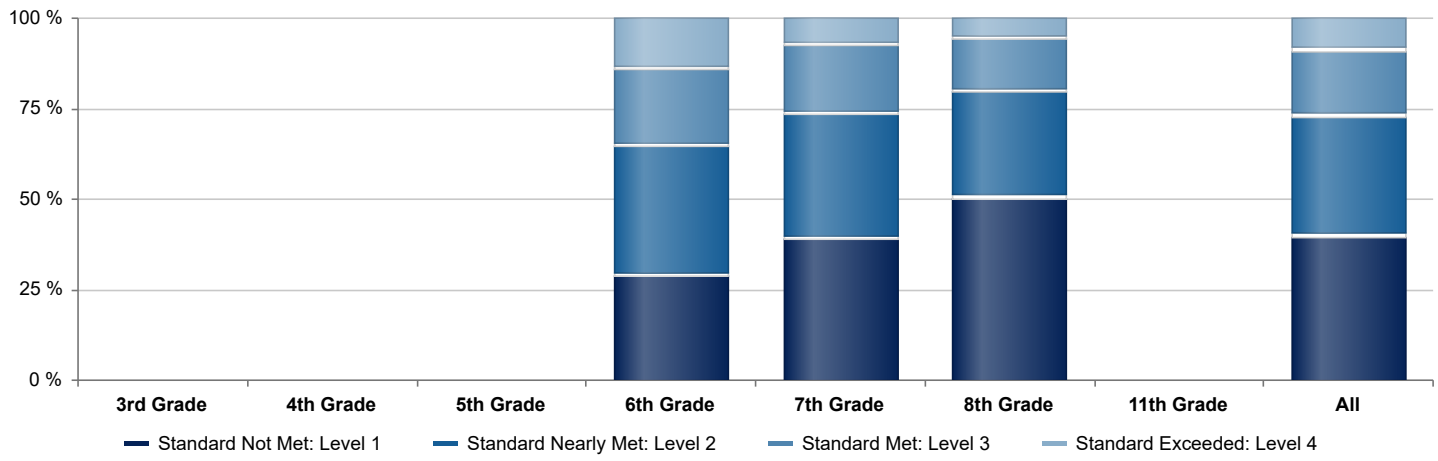
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	23.13 %	23.75 %	20.63 %	N/A	22.45 %
Near Standard	N/A	N/A	N/A	52.38 %	50.17 %	48.13 %	N/A	50.16 %
Below Standard	N/A	N/A	N/A	24.49 %	26.09 %	31.25 %	N/A	27.38 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	306	323	326	N/A	955
# of Students Tested	N/A	N/A	N/A	294	308	321	N/A	923
# of Students With Scores	N/A	N/A	N/A	294	307	321	N/A	922
Mean Scale Score	N/A	N/A	N/A	2510.9	2501.4	2494.6	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	13.61 %	6.84 %	4.98 %	N/A	8.35 %
Standard Met: Level 3	N/A	N/A	N/A	20.75 %	18.57 %	14.02 %	N/A	17.68 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	36.05 %	34.53 %	29.28 %	N/A	33.19 %
Standard Not Met: Level 1	N/A	N/A	N/A	29.59 %	40.07 %	51.71 %	N/A	40.78 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	21.16 %	12.09 %	9.03 %	N/A	13.91 %
Near Standard	N/A	N/A	N/A	38.57 %	34.64 %	30.22 %	N/A	34.35 %

	Below Standard	N/A	N/A	N/A	40.27 %	53.27 %	60.75 %	N/A	51.74 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	14.97 %	8.79 %	7.79 %	N/A	10.41 %
	Near Standard	N/A	N/A	N/A	46.60 %	48.21 %	39.25 %	N/A	44.58 %
	Below Standard	N/A	N/A	N/A	38.44 %	43.00 %	52.96 %	N/A	45.01 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	13.31 %	10.13 %	8.41 %	N/A	10.54 %
	Near Standard	N/A	N/A	N/A	50.51 %	59.48 %	47.98 %	N/A	52.61 %
	Below Standard	N/A	N/A	N/A	36.18 %	30.39 %	43.61 %	N/A	36.85 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Creative, Performing, And Media Arts

CDS Code: 37-68338-3731551

District: San Diego Unified

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2018

Select Student Group: All Students (Default)

Apply Selections

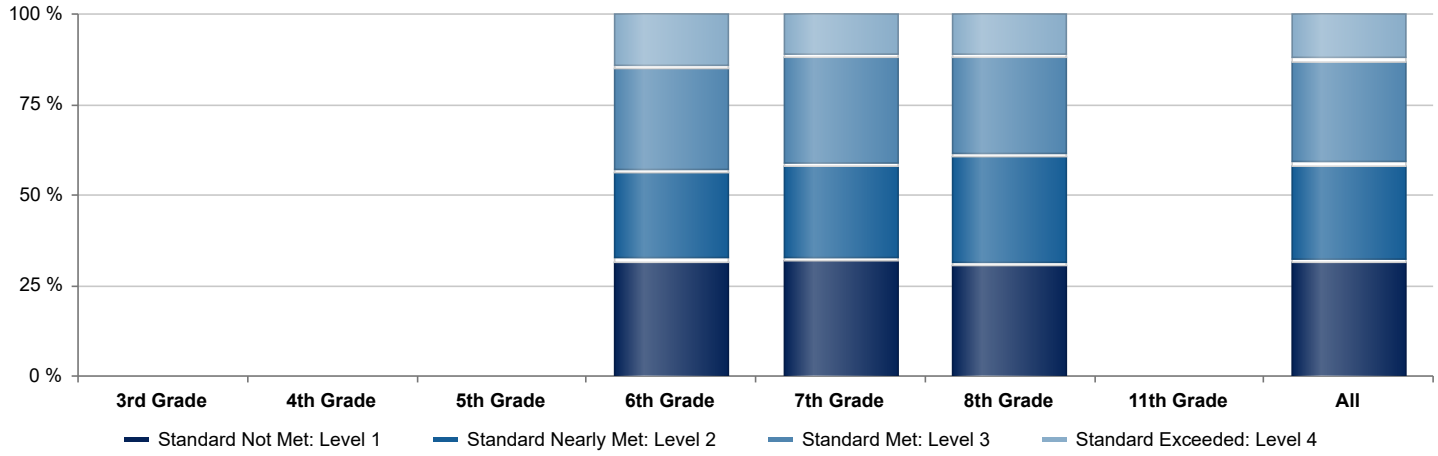
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	345	291	304	N/A	940
# of Students Tested	N/A	N/A	N/A	341	284	297	N/A	922
# of Students With Scores	N/A	N/A	N/A	341	283	297	N/A	921

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	2505.1	2524.3	2536.2	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	14.37 %	11.31 %	11.45 %	N/A	12.49 %
Standard Met: Level 3	N/A	N/A	N/A	28.74 %	30.04 %	27.27 %	N/A	28.66 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	24.34 %	25.80 %	29.97 %	N/A	26.60 %
Standard Not Met: Level 1	N/A	N/A	N/A	32.55 %	32.86 %	31.31 %	N/A	32.25 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	19.65 %	20.49 %	17.51 %	N/A	19.22 %
Near Standard	N/A	N/A	N/A	43.99 %	41.34 %	44.78 %	N/A	43.43 %
Below Standard	N/A	N/A	N/A	36.36 %	38.16 %	37.71 %	N/A	37.35 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	18.77 %	19.08 %	13.80 %	N/A	17.26 %
Near Standard	N/A	N/A	N/A	38.71 %	45.23 %	45.12 %	N/A	42.78 %
Below Standard	N/A	N/A	N/A	42.52 %	35.69 %	41.08 %	N/A	39.96 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	15.84 %	9.89 %	15.15 %	N/A	13.79 %
Near Standard	N/A	N/A	N/A	61.58 %	63.60 %	61.28 %	N/A	62.11 %
Below Standard	N/A	N/A	N/A	22.58 %	26.50 %	23.57 %	N/A	24.10 %

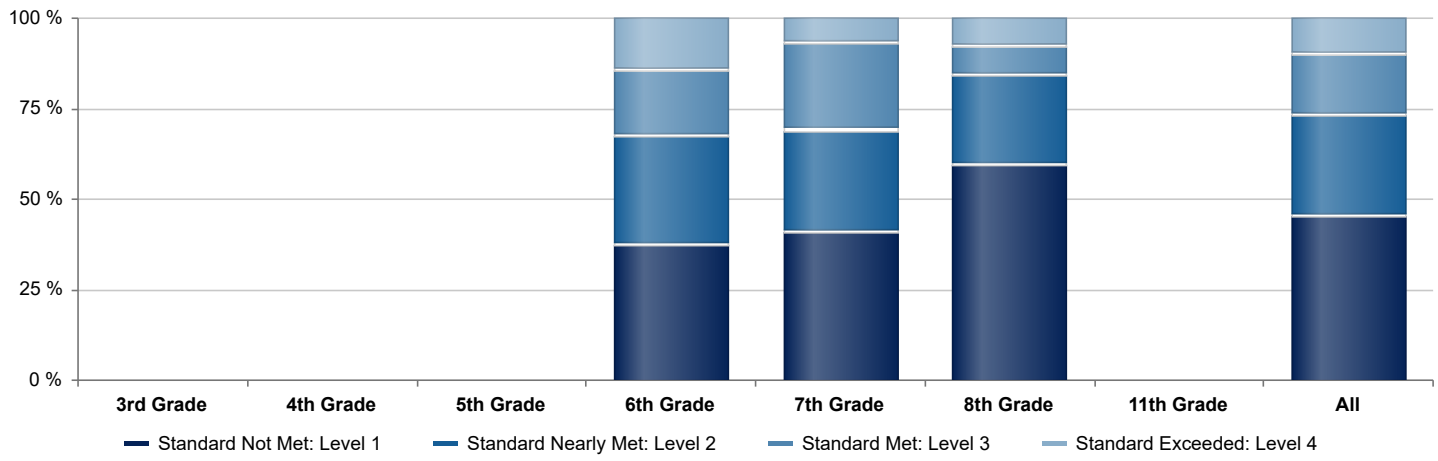
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	24.63 %	24.03 %	23.23 %	N/A	24.00 %
Near Standard	N/A	N/A	N/A	50.44 %	50.18 %	50.84 %	N/A	50.49 %
Below Standard	N/A	N/A	N/A	24.93 %	25.80 %	25.93 %	N/A	25.52 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	345	290	304	N/A	939
# of Students Tested	N/A	N/A	N/A	336	283	294	N/A	913
# of Students With Scores	N/A	N/A	N/A	336	282	294	N/A	912
Mean Scale Score	N/A	N/A	N/A	2495.7	2498.9	2483.4	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	13.99 %	6.38 %	7.14 %	N/A	9.43 %
Standard Met: Level 3	N/A	N/A	N/A	17.86 %	23.76 %	7.48 %	N/A	16.34 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	30.06 %	28.01 %	24.49 %	N/A	27.63 %
Standard Not Met: Level 1	N/A	N/A	N/A	38.10 %	41.84 %	60.88 %	N/A	46.60 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	18.15 %	14.89 %	7.82 %	N/A	13.82 %
Near Standard	N/A	N/A	N/A	31.25 %	33.69 %	23.13 %	N/A	29.39 %

	Below Standard	N/A	N/A	N/A	50.60 %	51.42 %	69.05 %	N/A	56.80 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	13.10 %	9.22 %	9.86 %	N/A	10.86 %
	Near Standard	N/A	N/A	N/A	46.43 %	49.29 %	43.54 %	N/A	46.38 %
	Below Standard	N/A	N/A	N/A	40.48 %	41.49 %	46.60 %	N/A	42.76 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	14.88 %	9.22 %	8.84 %	N/A	11.18 %
	Near Standard	N/A	N/A	N/A	42.56 %	62.77 %	42.52 %	N/A	48.79 %
	Below Standard	N/A	N/A	N/A	42.56 %	28.01 %	48.64 %	N/A	40.02 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Innovation Middle

CDS Code: 37-68338-0116939

District: San Diego Unified

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2015

Select Student Group: All Students (Default)

Apply Selections

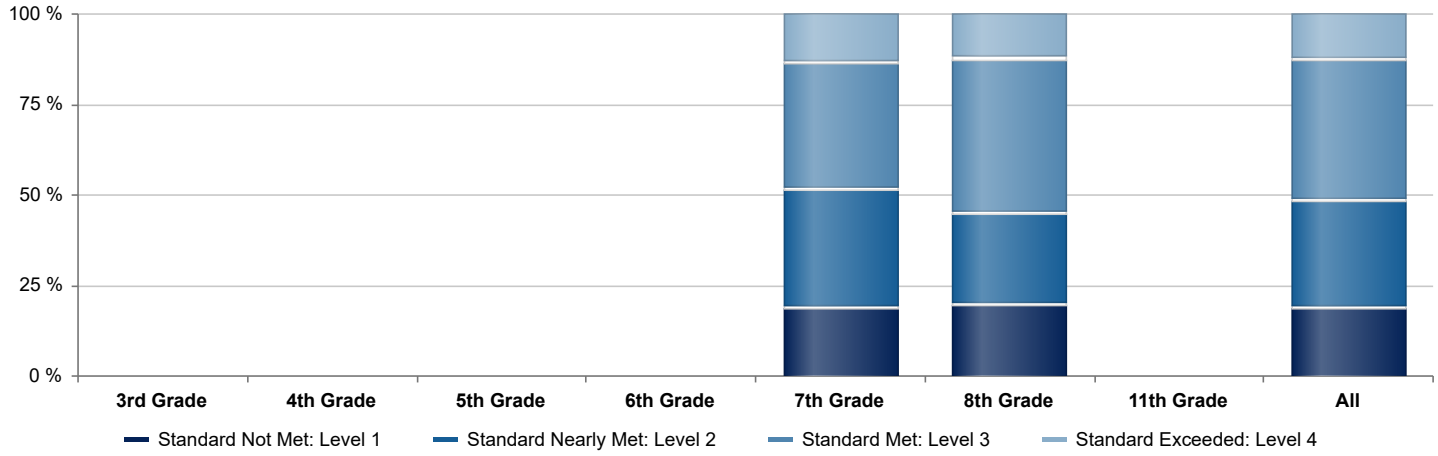
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	N/A	220	214	N/A	434
Number of Students Tested	N/A	N/A	N/A	N/A	207	204	N/A	411
Number of Students With Scores	N/A	N/A	N/A	N/A	207	204	N/A	411

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	N/A	2551.2	2569.8	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	13 %	12 %	N/A	12 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	35 %	43 %	N/A	39 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	33 %	25 %	N/A	29 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	19 %	20 %	N/A	19 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	20 %	24 %	N/A	22 %
At or Near Standard	N/A	N/A	N/A	N/A	50 %	52 %	N/A	51 %
Below Standard	N/A	N/A	N/A	N/A	30 %	25 %	N/A	27 %

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	31 %	20 %	N/A	25 %
At or Near Standard	N/A	N/A	N/A	N/A	48 %	59 %	N/A	53 %
Below Standard	N/A	N/A	N/A	N/A	21 %	22 %	N/A	21 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	14 %	12 %	N/A	13 %
At or Near Standard	N/A	N/A	N/A	N/A	69 %	76 %	N/A	73 %
Below Standard	N/A	N/A	N/A	N/A	17 %	12 %	N/A	15 %

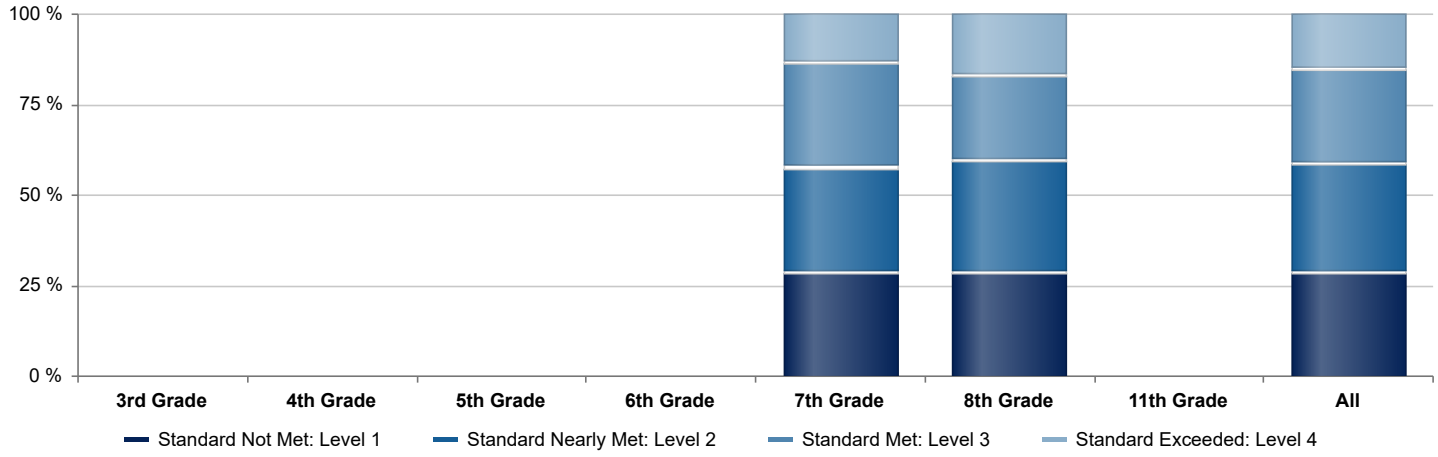
Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	24 %	28 %	N/A	26 %
At or Near Standard	N/A	N/A	N/A	N/A	60 %	51 %	N/A	56 %
Below Standard	N/A	N/A	N/A	N/A	16 %	20 %	N/A	18 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	N/A	220	214	N/A	434
Number of Students Tested	N/A	N/A	N/A	N/A	205	204	N/A	409
Number of Students With Scores	N/A	N/A	N/A	N/A	204	204	N/A	408
Mean Scale Score	N/A	N/A	N/A	N/A	2530.5	2552.5	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	13 %	17 %	N/A	15 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	29 %	23 %	N/A	26 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	29 %	31 %	N/A	30 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	29 %	29 %	N/A	29 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	25 %	26 %	N/A	26 %
At or Near Standard	N/A	N/A	N/A	N/A	35 %	41 %	N/A	38 %

	Below Standard	N/A	N/A	N/A	N/A	39 %	33 %	N/A	36 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	N/A	17 %	15 %	N/A	16 %
	At or Near Standard	N/A	N/A	N/A	N/A	49 %	59 %	N/A	54 %
	Below Standard	N/A	N/A	N/A	N/A	35 %	25 %	N/A	30 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	N/A	17 %	15 %	N/A	16 %
	At or Near Standard	N/A	N/A	N/A	N/A	67 %	57 %	N/A	62 %
	Below Standard	N/A	N/A	N/A	N/A	17 %	28 %	N/A	22 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Innovation Middle

CDS Code: 37-68338-0116939

District: San Diego Unified School District

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2016

Select Student Group: All Students (Default)

Apply Selections

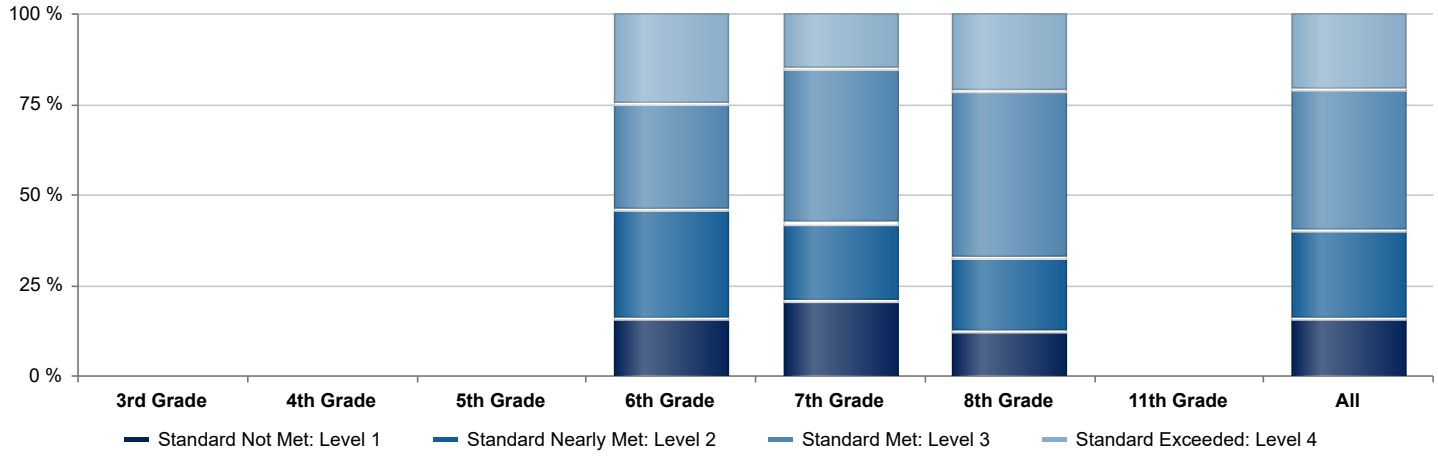
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	184	140	201	N/A	525
# of Students Tested	N/A	N/A	N/A	175	136	197	N/A	508
# of Students With Scores	N/A	N/A	N/A	175	136	196	N/A	507

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	2546.3	2557.1	2597.1	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	25 %	15 %	21 %	N/A	21 %
Standard Met: Level 3	N/A	N/A	N/A	29 %	43 %	46 %	N/A	39 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	30 %	21 %	20 %	N/A	24 %
Standard Not Met: Level 1	N/A	N/A	N/A	16 %	21 %	12 %	N/A	16 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	24 %	23 %	36 %	N/A	28 %
Near Standard	N/A	N/A	N/A	46 %	49 %	44 %	N/A	46 %
Below Standard	N/A	N/A	N/A	30 %	29 %	19 %	N/A	26 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	30 %	30 %	38 %	N/A	33 %
Near Standard	N/A	N/A	N/A	48 %	54 %	48 %	N/A	50 %
Below Standard	N/A	N/A	N/A	21 %	15 %	13 %	N/A	17 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	18 %	18 %	16 %	N/A	17 %
Near Standard	N/A	N/A	N/A	70 %	68 %	74 %	N/A	71 %
Below Standard	N/A	N/A	N/A	12 %	14 %	9 %	N/A	11 %

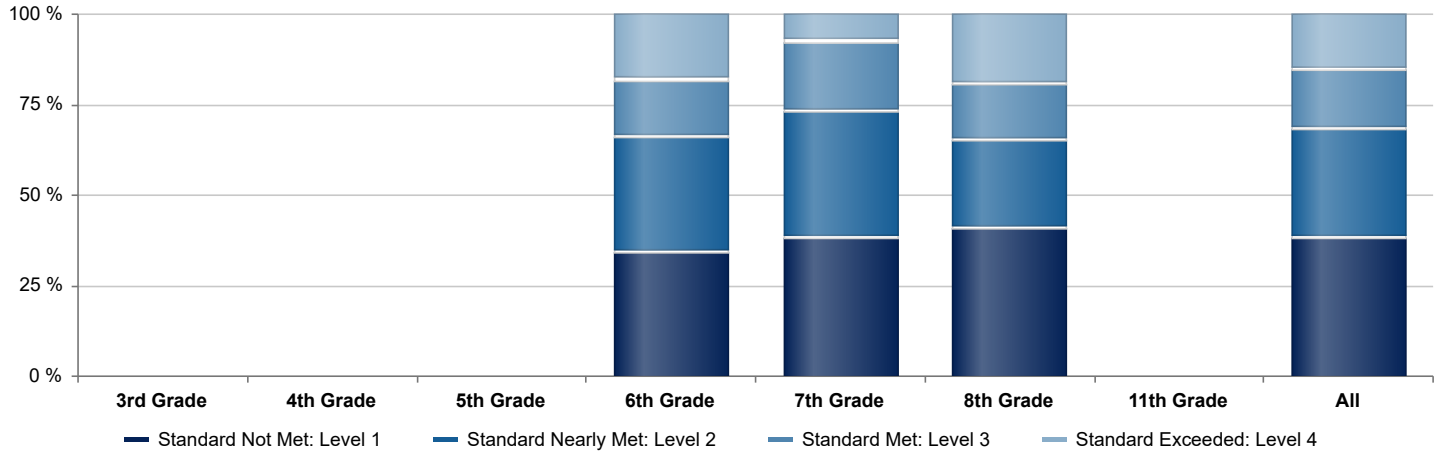
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	41 %	26 %	34 %	N/A	34 %
Near Standard	N/A	N/A	N/A	49 %	51 %	55 %	N/A	52 %
Below Standard	N/A	N/A	N/A	10 %	23 %	11 %	N/A	14 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	184	139	201	N/A	524
# of Students Tested	N/A	N/A	N/A	177	136	199	N/A	512
# of Students With Scores	N/A	N/A	N/A	176	135	199	N/A	510
Mean Scale Score	N/A	N/A	N/A	2509.2	2503.0	2536.1	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	18 %	7 %	19 %	N/A	15 %
Standard Met: Level 3	N/A	N/A	N/A	15 %	19 %	15 %	N/A	16 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	32 %	35 %	24 %	N/A	30 %
Standard Not Met: Level 1	N/A	N/A	N/A	35 %	39 %	42 %	N/A	39 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	23 %	16 %	29 %	N/A	24 %
Near Standard	N/A	N/A	N/A	30 %	30 %	27 %	N/A	29 %

	Below Standard	N/A	N/A	N/A	47 %	54 %	44 %	N/A	48 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	18 %	16 %	17 %	N/A	17 %
	Near Standard	N/A	N/A	N/A	37 %	48 %	54 %	N/A	46 %
	Below Standard	N/A	N/A	N/A	45 %	36 %	30 %	N/A	37 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	18 %	10 %	17 %	N/A	15 %
	Near Standard	N/A	N/A	N/A	58 %	59 %	53 %	N/A	56 %
	Below Standard	N/A	N/A	N/A	24 %	32 %	30 %	N/A	29 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Innovation Middle

CDS Code: 37-68338-0116939

District: San Diego Unified

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2017

Select Student Group: All Students (Default)

Apply Selections

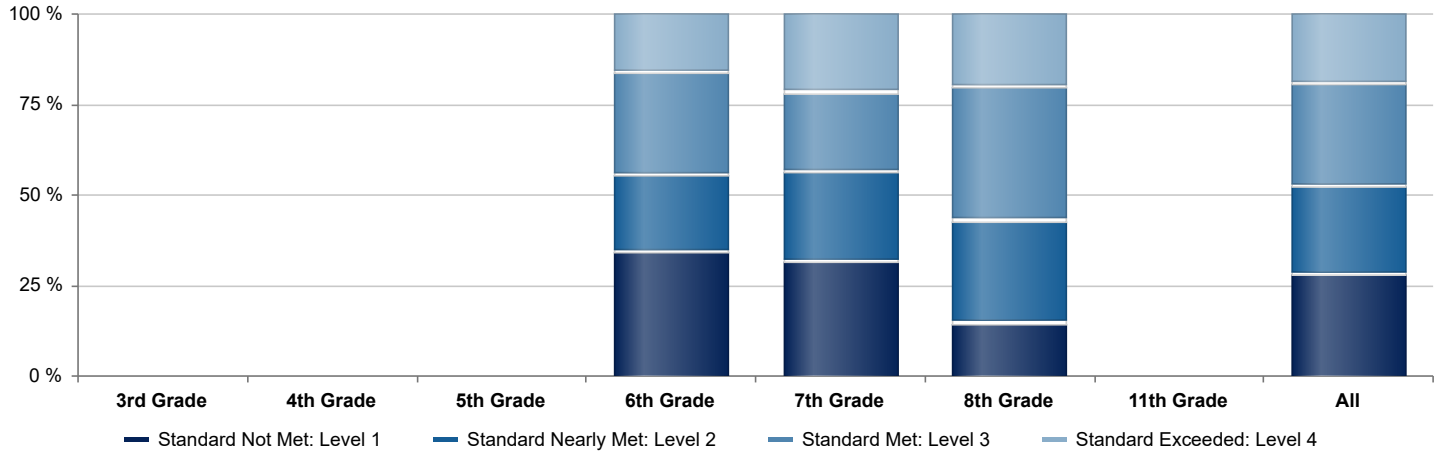
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	194	188	143	N/A	525
# of Students Tested	N/A	N/A	N/A	188	176	135	N/A	499
# of Students With Scores	N/A	N/A	N/A	188	176	135	N/A	499

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	2503.4	2535.6	2584.5	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	15.96 %	21.59 %	20.00 %	N/A	19.04 %
Standard Met: Level 3	N/A	N/A	N/A	28.19 %	21.59 %	37.04 %	N/A	28.26 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	20.74 %	24.43 %	28.15 %	N/A	24.05 %
Standard Not Met: Level 1	N/A	N/A	N/A	35.11 %	32.39 %	14.81 %	N/A	28.66 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	17.02 %	25.00 %	30.37 %	N/A	23.45 %
Near Standard	N/A	N/A	N/A	43.62 %	34.66 %	40.00 %	N/A	39.48 %
Below Standard	N/A	N/A	N/A	39.36 %	40.34 %	29.63 %	N/A	37.07 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	24.47 %	33.52 %	34.81 %	N/A	30.46 %
Near Standard	N/A	N/A	N/A	31.38 %	36.36 %	48.89 %	N/A	37.88 %
Below Standard	N/A	N/A	N/A	44.15 %	30.11 %	16.30 %	N/A	31.66 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	18.62 %	13.07 %	15.56 %	N/A	15.83 %
Near Standard	N/A	N/A	N/A	55.32 %	59.09 %	69.63 %	N/A	60.52 %
Below Standard	N/A	N/A	N/A	26.06 %	27.84 %	14.81 %	N/A	23.65 %

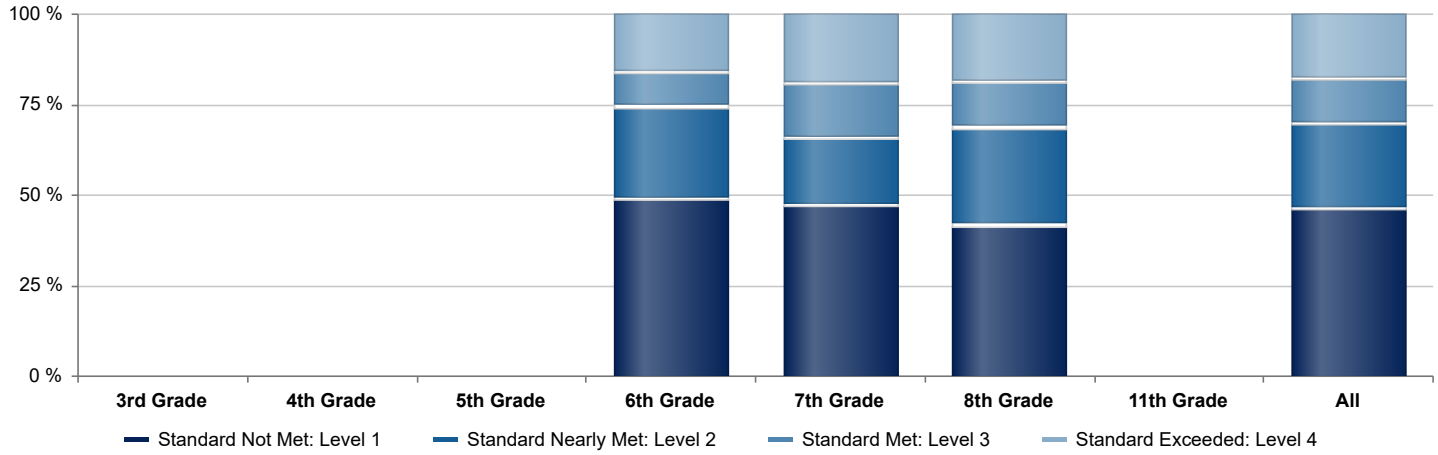
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	21.28 %	29.55 %	32.59 %	N/A	27.25 %
Near Standard	N/A	N/A	N/A	45.74 %	38.64 %	51.85 %	N/A	44.89 %
Below Standard	N/A	N/A	N/A	32.98 %	31.82 %	15.56 %	N/A	27.86 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	194	188	143	N/A	525
# of Students Tested	N/A	N/A	N/A	190	183	134	N/A	507
# of Students With Scores	N/A	N/A	N/A	190	182	134	N/A	506
Mean Scale Score	N/A	N/A	N/A	2476.4	2506.5	2531.1	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	15.79 %	19.23 %	18.66 %	N/A	17.79 %
Standard Met: Level 3	N/A	N/A	N/A	8.95 %	14.29 %	11.94 %	N/A	11.66 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	25.26 %	18.13 %	26.87 %	N/A	23.12 %
Standard Not Met: Level 1	N/A	N/A	N/A	50.00 %	48.35 %	42.54 %	N/A	47.43 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	19.47 %	24.58 %	25.37 %	N/A	22.86 %
Near Standard	N/A	N/A	N/A	21.58 %	22.91 %	28.36 %	N/A	23.86 %

	Below Standard	N/A	N/A	N/A	58.95 %	52.51 %	46.27 %	N/A	53.28 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	14.21 %	17.68 %	16.42 %	N/A	16.04 %
	Near Standard	N/A	N/A	N/A	35.26 %	34.25 %	43.28 %	N/A	37.03 %
	Below Standard	N/A	N/A	N/A	50.53 %	48.07 %	40.30 %	N/A	46.93 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	15.79 %	17.78 %	19.40 %	N/A	17.46 %
	Near Standard	N/A	N/A	N/A	32.11 %	47.78 %	44.78 %	N/A	41.07 %
	Below Standard	N/A	N/A	N/A	52.11 %	34.44 %	35.82 %	N/A	41.47 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Innovation Middle

CDS Code: 37-68338-0116939

District: San Diego Unified

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2018

Select Student Group: All Students (Default)

Apply Selections

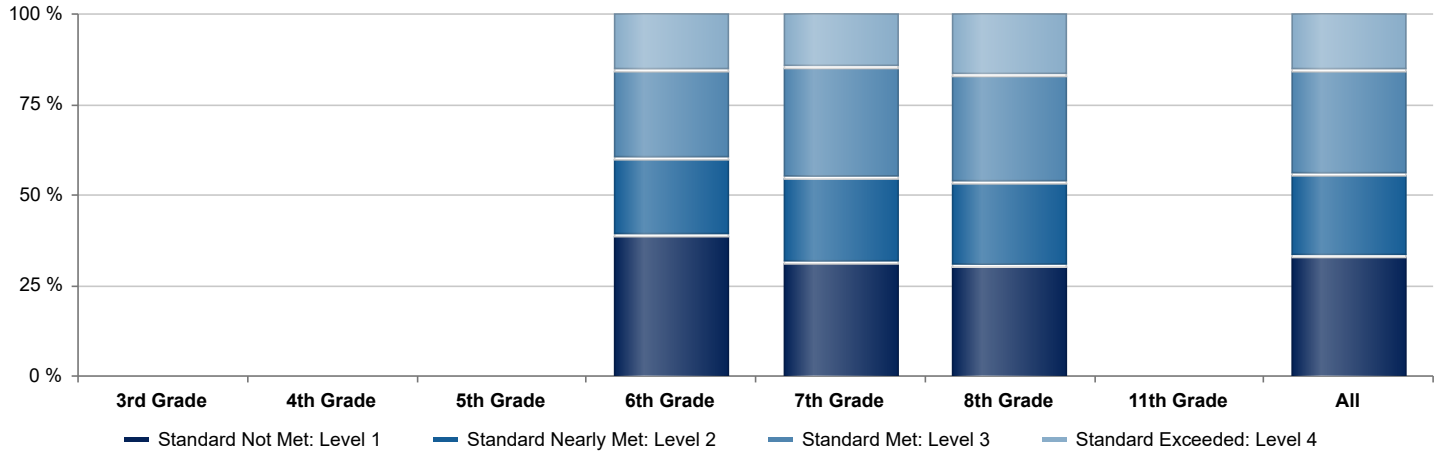
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	134	191	163	N/A	488
# of Students Tested	N/A	N/A	N/A	129	186	155	N/A	470
# of Students With Scores	N/A	N/A	N/A	129	186	155	N/A	470

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	2494.5	2536.2	2550.6	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	15.50 %	14.52 %	16.77 %	N/A	15.53 %
Standard Met: Level 3	N/A	N/A	N/A	24.03 %	30.65 %	29.68 %	N/A	28.51 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	20.93 %	23.12 %	22.58 %	N/A	22.34 %
Standard Not Met: Level 1	N/A	N/A	N/A	39.53 %	31.72 %	30.97 %	N/A	33.62 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	20.16 %	19.89 %	27.74 %	N/A	22.55 %
Near Standard	N/A	N/A	N/A	37.21 %	43.55 %	34.84 %	N/A	38.94 %
Below Standard	N/A	N/A	N/A	42.64 %	36.56 %	37.42 %	N/A	38.51 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	23.26 %	32.26 %	24.03 %	N/A	27.08 %
Near Standard	N/A	N/A	N/A	31.78 %	39.78 %	45.45 %	N/A	39.45 %
Below Standard	N/A	N/A	N/A	44.96 %	27.96 %	30.52 %	N/A	33.48 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	12.40 %	11.29 %	13.55 %	N/A	12.34 %
Near Standard	N/A	N/A	N/A	58.14 %	63.44 %	61.29 %	N/A	61.28 %
Below Standard	N/A	N/A	N/A	29.46 %	25.27 %	25.16 %	N/A	26.38 %

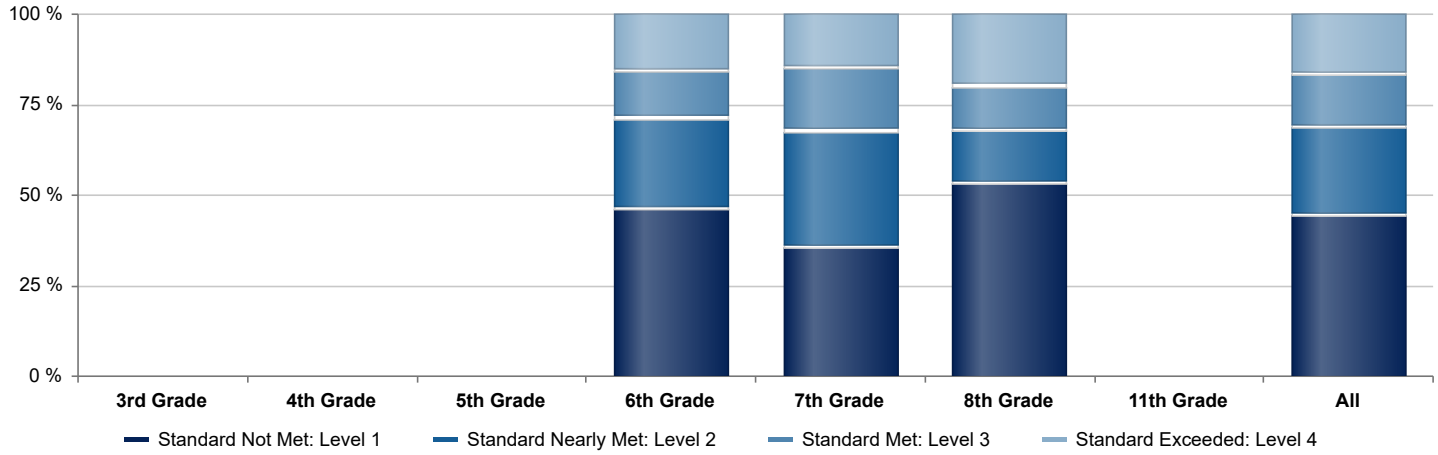
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	20.16 %	27.42 %	25.81 %	N/A	24.89 %
Near Standard	N/A	N/A	N/A	46.51 %	48.92 %	45.81 %	N/A	47.23 %
Below Standard	N/A	N/A	N/A	33.33 %	23.66 %	28.39 %	N/A	27.87 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	134	191	163	N/A	488
# of Students Tested	N/A	N/A	N/A	129	187	157	N/A	473
# of Students With Scores	N/A	N/A	N/A	129	187	157	N/A	473
Mean Scale Score	N/A	N/A	N/A	2480.5	2515.2	2511.9	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	15.50 %	14.44 %	19.75 %	N/A	16.49 %
Standard Met: Level 3	N/A	N/A	N/A	12.40 %	17.11 %	11.46 %	N/A	13.95 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	24.81 %	32.09 %	14.01 %	N/A	24.10 %
Standard Not Met: Level 1	N/A	N/A	N/A	47.29 %	36.36 %	54.78 %	N/A	45.45 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	18.60 %	21.39 %	22.93 %	N/A	21.14 %
Near Standard	N/A	N/A	N/A	25.58 %	33.69 %	20.38 %	N/A	27.06 %

	Below Standard	N/A	N/A	N/A	55.81 %	44.92 %	56.69 %	N/A	51.80 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	13.95 %	14.44 %	21.66 %	N/A	16.70 %
	Near Standard	N/A	N/A	N/A	33.33 %	41.71 %	33.12 %	N/A	36.58 %
	Below Standard	N/A	N/A	N/A	52.71 %	43.85 %	45.22 %	N/A	46.72 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	17.83 %	12.83 %	22.29 %	N/A	17.34 %
	Near Standard	N/A	N/A	N/A	24.03 %	62.57 %	29.30 %	N/A	41.01 %
	Below Standard	N/A	N/A	N/A	58.14 %	24.60 %	48.41 %	N/A	41.65 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Madison High

CDS Code: 37-68338-3733698

District: San Diego Unified

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2015

Select Student Group: All Students (Default)

Apply Selections

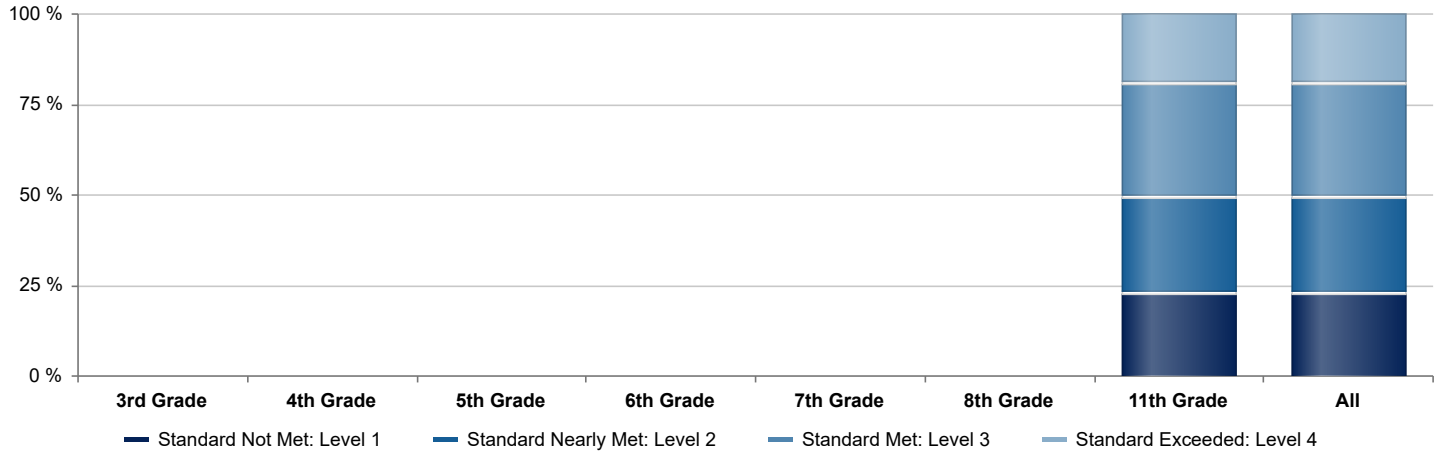
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	278	278
Number of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	272	272
Number of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	267	267

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2576.5	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	19 %	19 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	31 %	31 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	26 %	26 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	23 %	23 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	29 %	29 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	50 %	50 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	22 %	22 %

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	23 %	23 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	47 %	47 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	30 %	30 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	14 %	14 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	65 %	65 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	22 %	22 %

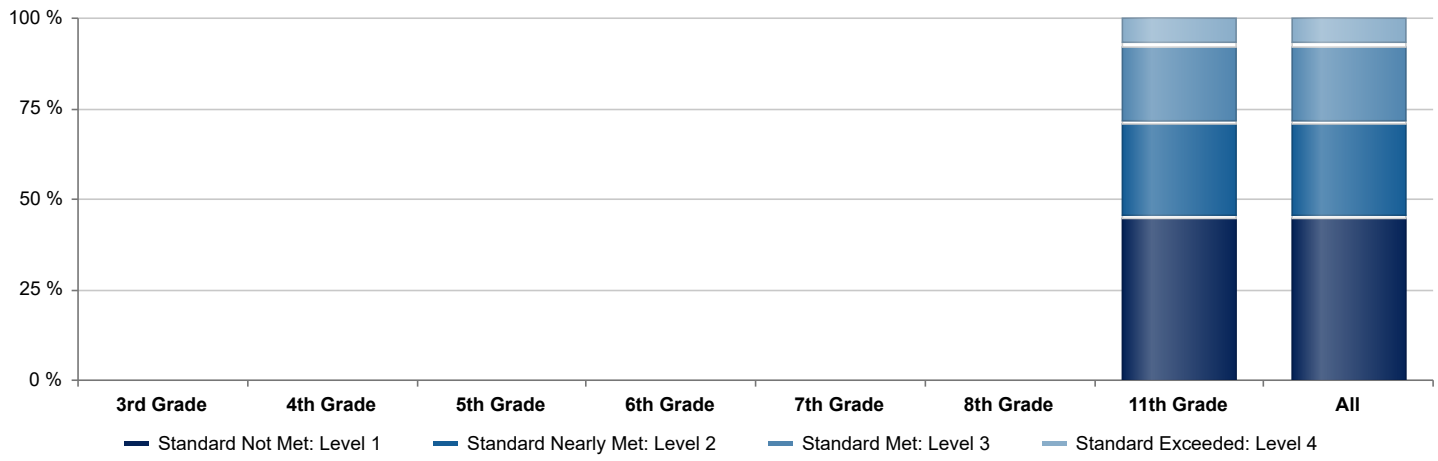
Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	28 %	28 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	51 %	51 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	22 %	22 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	278	278
Number of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	274	274
Number of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	267	267
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2557.4	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	7 %	7 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	21 %	21 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	26 %	26 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	46 %	46 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	13 %	13 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	37 %	37 %

	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	50 %	50 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	11 %	11 %
	At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	56 %	56 %
	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	33 %	33 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	10 %	10 %
	At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	59 %	59 %
	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	31 %	31 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Madison High

CDS Code: 37-68338-3733698

District: San Diego Unified School District

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2016

Select Student Group: All Students (Default)

Apply Selections

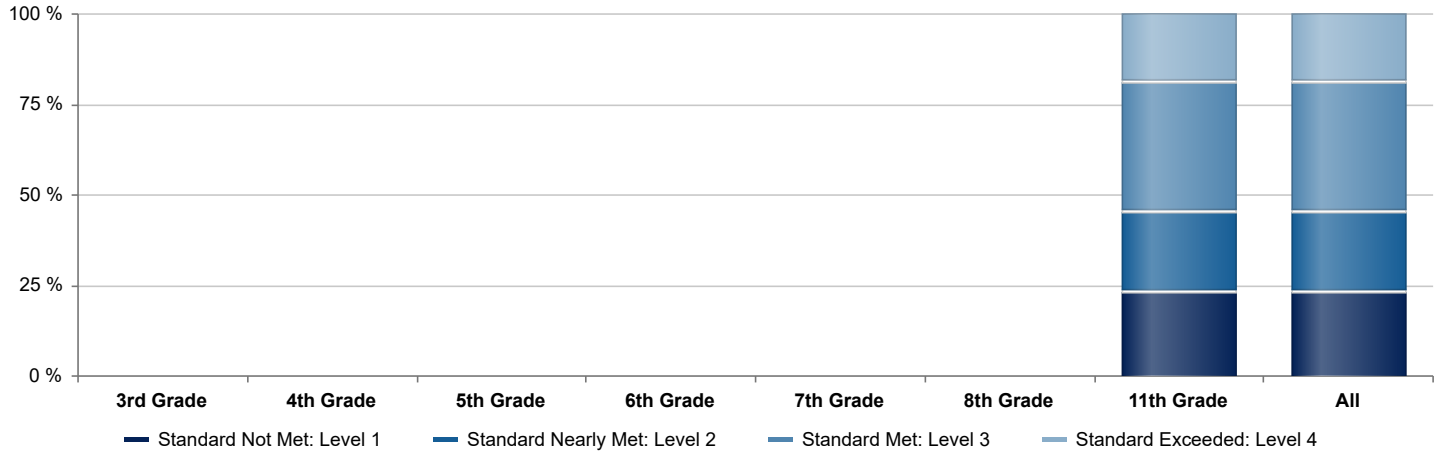
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	270	270
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	264	264
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	264	264

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2581.4	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	19 %	19 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	36 %	36 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	22 %	22 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	24 %	24 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	25 %	25 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	53 %	53 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	22 %	22 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	27 %	27 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	44 %	44 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	29 %	29 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	21 %	21 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	63 %	63 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	16 %	16 %

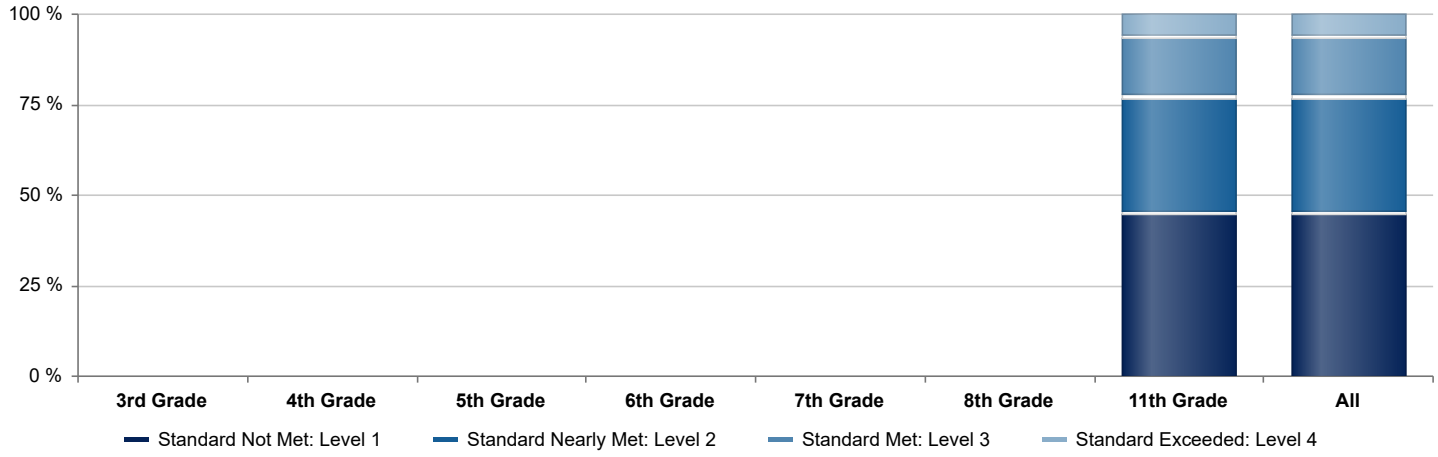
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	28 %	28 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	53 %	53 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	19 %	19 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	270	270
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	264	264
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	263	263
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2548.2	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	6 %	6 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	16 %	16 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	32 %	32 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	46 %	46 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	11 %	11 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	35 %	35 %

	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	54 %	54 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	10 %	10 %
	Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	54 %	54 %
	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	37 %	37 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	6 %	6 %
	Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	61 %	61 %
	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	33 %	33 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Madison High

CDS Code: 37-68338-3733698

District: San Diego Unified

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2017

Select Student Group: All Students (Default)

Apply Selections

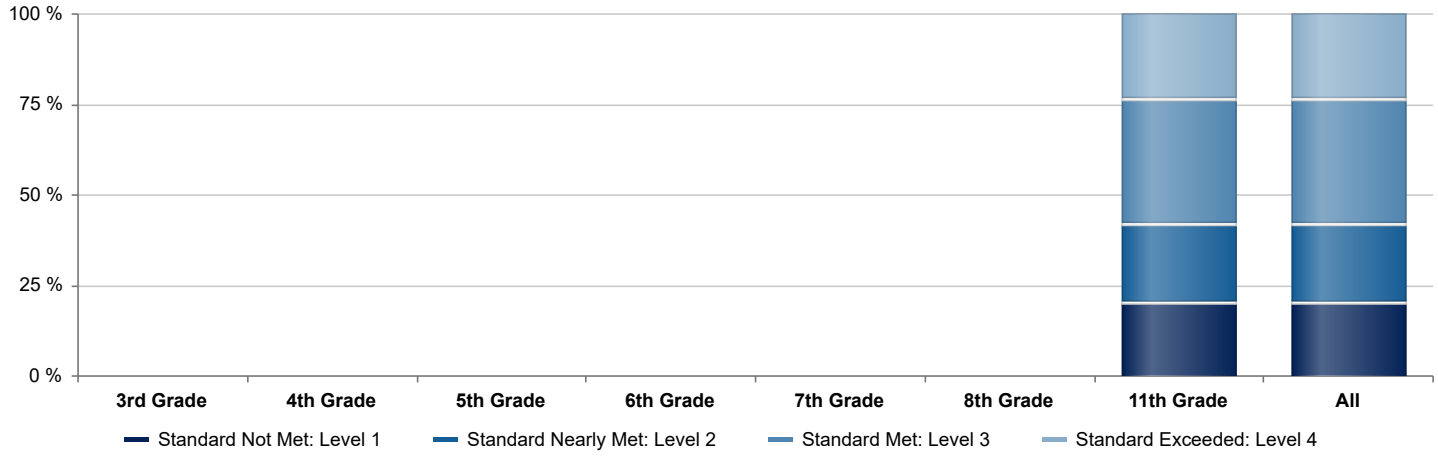
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	243	243
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	241	241
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	241	241

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2591.7	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	23.65 %	23.65 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	34.44 %	34.44 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	21.58 %	21.58 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	20.33 %	20.33 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	31.12 %	31.12 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	46.47 %	46.47 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	22.41 %	22.41 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	31.54 %	31.54 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	41.91 %	41.91 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	26.56 %	26.56 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	19.50 %	19.50 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	62.66 %	62.66 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	17.84 %	17.84 %

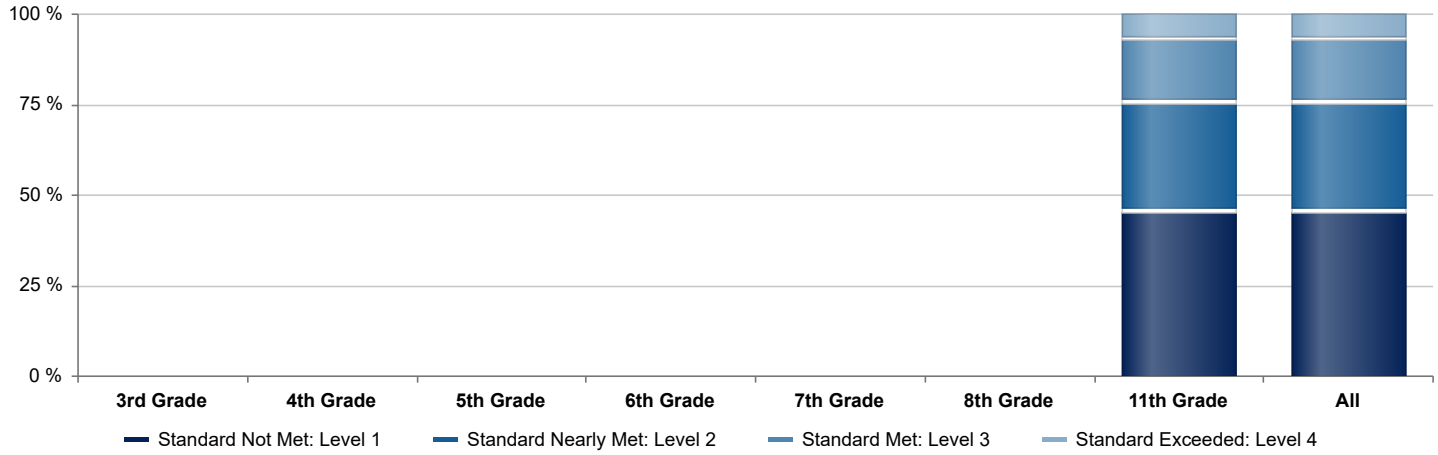
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	29.05 %	29.05 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	50.21 %	50.21 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	20.75 %	20.75 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	243	243
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	240	240
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	240	240
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2547.2	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	6.25 %	6.25 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	17.08 %	17.08 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	30.00 %	30.00 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	46.67 %	46.67 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	11.67 %	11.67 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	33.33 %	33.33 %

	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	55.00 %	55.00 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	9.17 %	9.17 %
	Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	47.50 %	47.50 %
	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	43.33 %	43.33 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	10.42 %	10.42 %
	Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	58.75 %	58.75 %
	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	30.83 %	30.83 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Madison High

CDS Code: 37-68338-3733698

District: San Diego Unified

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2018

Select Student Group: All Students (Default)

Apply Selections

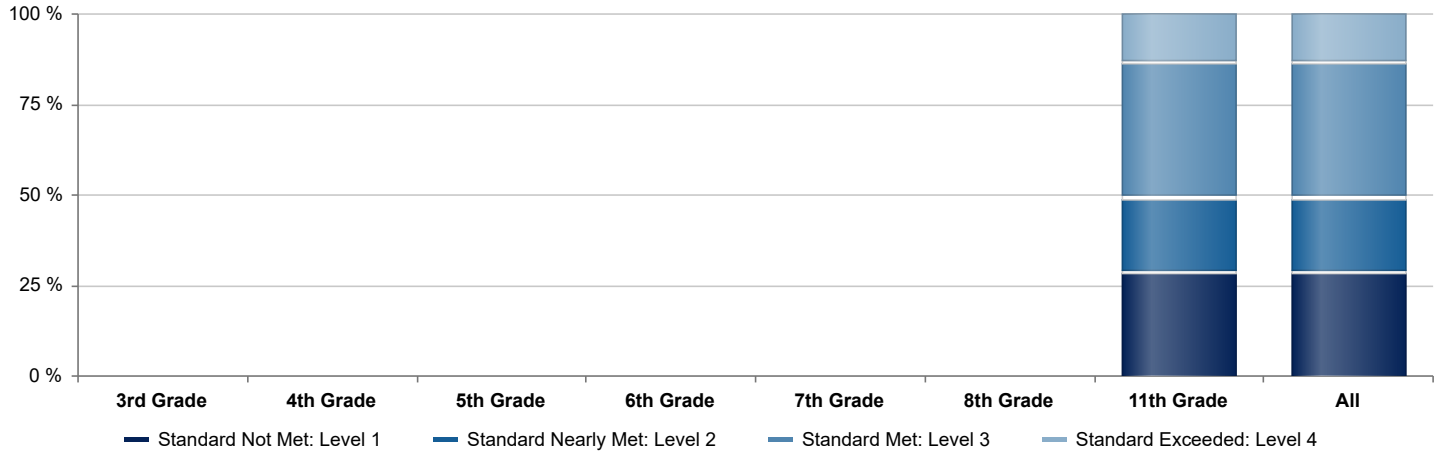
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	218	218
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	216	216
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	215	215

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2558.8	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	13.02 %	13.02 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	37.67 %	37.67 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	20.00 %	20.00 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	29.30 %	29.30 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	26.05 %	26.05 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	45.12 %	45.12 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	28.84 %	28.84 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	21.03 %	21.03 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	43.93 %	43.93 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	35.05 %	35.05 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	13.95 %	13.95 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	64.65 %	64.65 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	21.40 %	21.40 %

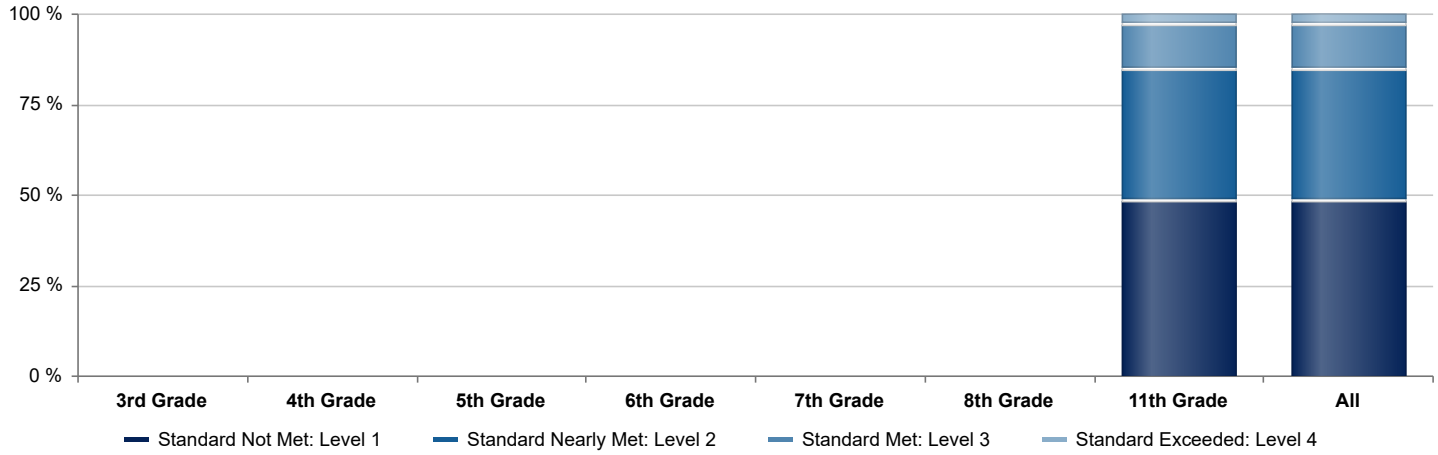
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	26.51 %	26.51 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	44.19 %	44.19 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	29.30 %	29.30 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	218	218
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	216	216
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	216	216
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2533.3	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	2.31 %	2.31 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	11.57 %	11.57 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	36.57 %	36.57 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	49.54 %	49.54 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	6.02 %	6.02 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	28.24 %	28.24 %

	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	65.74 %	65.74 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	6.02 %	6.02 %
	Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	52.78 %	52.78 %
	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	41.20 %	41.20 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	5.09 %	5.09 %
	Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	60.65 %	60.65 %
	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	34.26 %	34.26 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Whitman Elementary

CDS Code: 37-68338-6040307

District: San Diego Unified

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2015

Select Student Group: All Students (Default)

Apply Selections

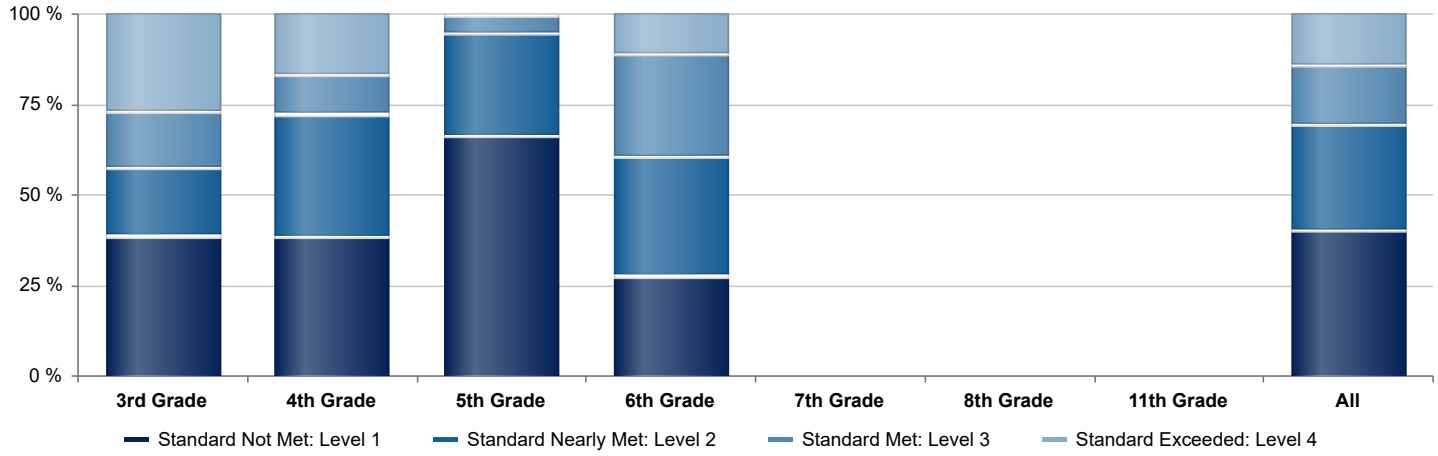
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	34	42	35	48	N/A	N/A	N/A	159
Number of Students Tested	34	41	25	47	N/A	N/A	N/A	147
Number of Students With Scores	33	41	25	46	N/A	N/A	N/A	145

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2408.0	2433.6	2412.5	2502.4	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	27 %	17 %	0 %	11 %	N/A	N/A	N/A	14 %
Standard Met: Level 3	15 %	10 %	4 %	28 %	N/A	N/A	N/A	16 %
Standard Nearly Met: Level 2	18 %	34 %	28 %	33 %	N/A	N/A	N/A	29 %
Standard Not Met: Level 1	39 %	39 %	68 %	28 %	N/A	N/A	N/A	41 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	28 %	21 %	0 %	13 %	N/A	N/A	N/A	16 %
At or Near Standard	25 %	39 %	28 %	42 %	N/A	N/A	N/A	35 %
Below Standard	47 %	39 %	72 %	44 %	N/A	N/A	N/A	49 %

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	19 %	11 %	0 %	24 %	N/A	N/A	N/A	15 %
At or Near Standard	44 %	59 %	28 %	44 %	N/A	N/A	N/A	45 %
Below Standard	38 %	30 %	72 %	31 %	N/A	N/A	N/A	40 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	16 %	12 %	0 %	13 %	N/A	N/A	N/A	11 %
At or Near Standard	53 %	61 %	40 %	60 %	N/A	N/A	N/A	55 %
Below Standard	31 %	27 %	60 %	27 %	N/A	N/A	N/A	34 %

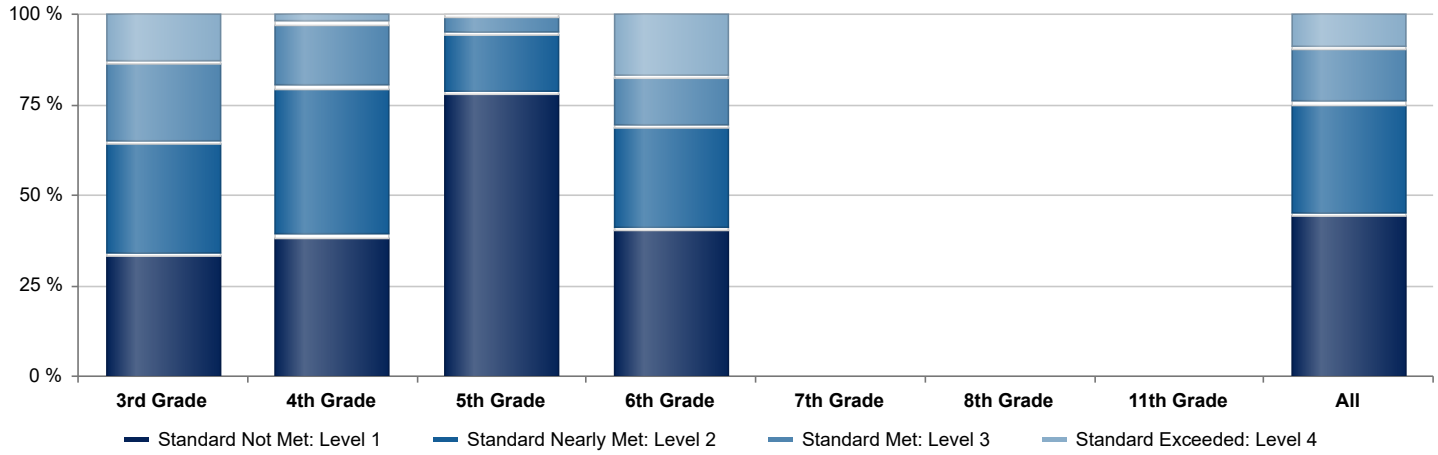
Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	22 %	20 %	4 %	16 %	N/A	N/A	N/A	16 %
At or Near Standard	56 %	47 %	68 %	73 %	N/A	N/A	N/A	62 %
Below Standard	22 %	33 %	28 %	11 %	N/A	N/A	N/A	22 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	34	42	35	48	N/A	N/A	N/A	159
Number of Students Tested	32	41	25	47	N/A	N/A	N/A	145
Number of Students With Scores	32	41	25	46	N/A	N/A	N/A	144
Mean Scale Score	2413.6	2432.1	2419.6	2497.4	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	13 %	2 %	0 %	17 %	N/A	N/A	N/A	9 %
Standard Met: Level 3	22 %	17 %	4 %	13 %	N/A	N/A	N/A	15 %
Standard Nearly Met: Level 2	31 %	41 %	16 %	28 %	N/A	N/A	N/A	31 %
Standard Not Met: Level 1	34 %	39 %	80 %	41 %	N/A	N/A	N/A	46 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	22 %	7 %	0 %	26 %	N/A	N/A	N/A	15 %
At or Near Standard	34 %	27 %	20 %	22 %	N/A	N/A	N/A	26 %

	Below Standard	44 %	66 %	80 %	52 %	N/A	N/A	N/A	59 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	13 %	7 %	0 %	13 %	N/A	N/A	N/A	9 %
	At or Near Standard	50 %	44 %	16 %	43 %	N/A	N/A	N/A	40 %
	Below Standard	38 %	49 %	84 %	43 %	N/A	N/A	N/A	51 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	22 %	10 %	0 %	9 %	N/A	N/A	N/A	10 %
	At or Near Standard	53 %	46 %	24 %	50 %	N/A	N/A	N/A	45 %
	Below Standard	25 %	44 %	76 %	41 %	N/A	N/A	N/A	44 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Whitman Elementary

CDS Code: 37-68338-6040307

District: San Diego Unified School District

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2016

Select Student Group: All Students (Default)

Apply Selections

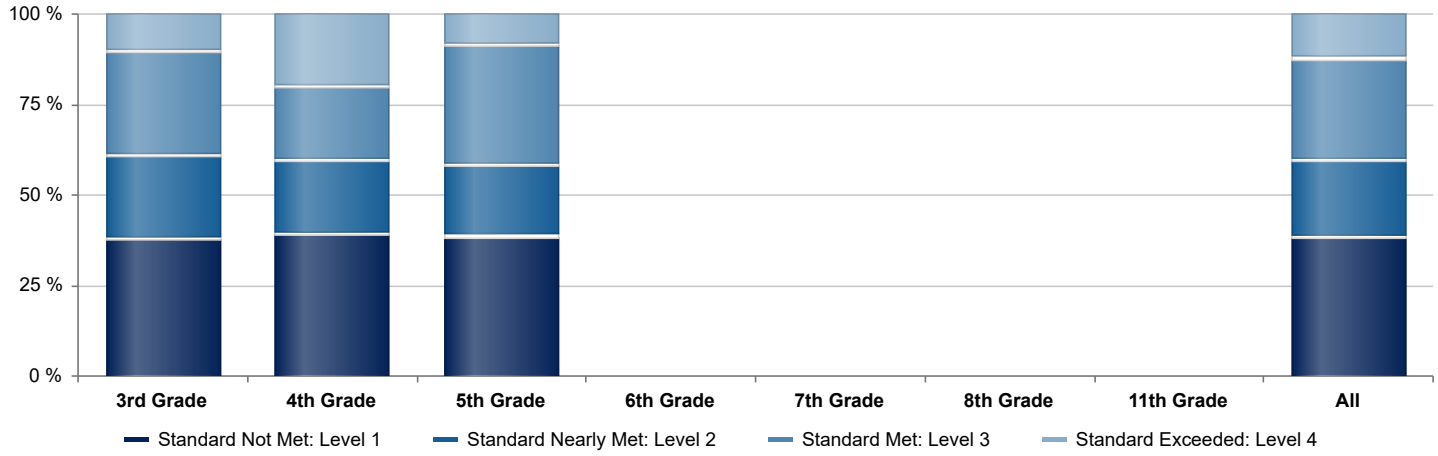
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	31	31	39	N/A	N/A	N/A	N/A	101
# of Students Tested	31	30	36	N/A	N/A	N/A	N/A	97
# of Students With Scores	31	30	36	N/A	N/A	N/A	N/A	97

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2394.8	2443.2	2481.2	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	10 %	20 %	8 %	N/A	N/A	N/A	N/A	12 %
Standard Met: Level 3	29 %	20 %	33 %	N/A	N/A	N/A	N/A	28 %
Standard Nearly Met: Level 2	23 %	20 %	19 %	N/A	N/A	N/A	N/A	21 %
Standard Not Met: Level 1	39 %	40 %	39 %	N/A	N/A	N/A	N/A	39 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	13 %	20 %	19 %	N/A	N/A	N/A	N/A	18 %
Near Standard	52 %	43 %	44 %	N/A	N/A	N/A	N/A	46 %
Below Standard	35 %	37 %	36 %	N/A	N/A	N/A	N/A	36 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	10 %	23 %	22 %	N/A	N/A	N/A	N/A	19 %
Near Standard	55 %	33 %	42 %	N/A	N/A	N/A	N/A	43 %
Below Standard	35 %	43 %	36 %	N/A	N/A	N/A	N/A	38 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	10 %	10 %	8 %	N/A	N/A	N/A	N/A	9 %
Near Standard	71 %	73 %	67 %	N/A	N/A	N/A	N/A	70 %
Below Standard	19 %	17 %	25 %	N/A	N/A	N/A	N/A	21 %

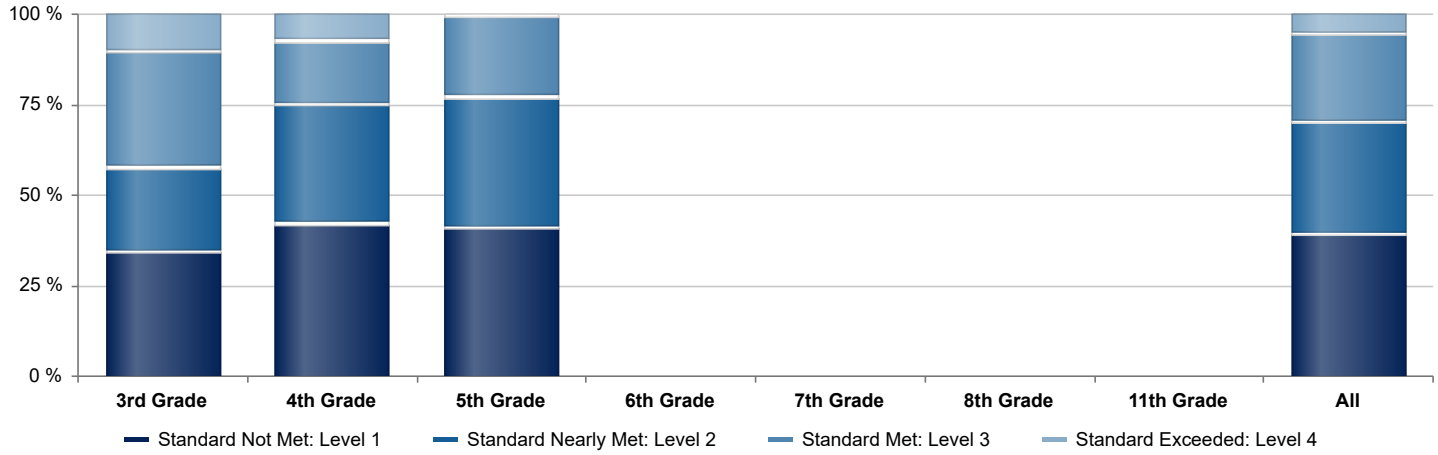
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	3 %	13 %	28 %	N/A	N/A	N/A	N/A	15 %
Near Standard	68 %	57 %	53 %	N/A	N/A	N/A	N/A	59 %
Below Standard	29 %	30 %	19 %	N/A	N/A	N/A	N/A	26 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	31	31	39	N/A	N/A	N/A	N/A	101
# of Students Tested	31	30	36	N/A	N/A	N/A	N/A	97
# of Students With Scores	31	30	36	N/A	N/A	N/A	N/A	97
Mean Scale Score	2411.6	2439.3	2465.5	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	10 %	7 %	0 %	N/A	N/A	N/A	N/A	5 %
Standard Met: Level 3	32 %	17 %	22 %	N/A	N/A	N/A	N/A	24 %
Standard Nearly Met: Level 2	23 %	33 %	36 %	N/A	N/A	N/A	N/A	31 %
Standard Not Met: Level 1	35 %	43 %	42 %	N/A	N/A	N/A	N/A	40 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	13 %	13 %	3 %	N/A	N/A	N/A	N/A	9 %
Near Standard	48 %	27 %	42 %	N/A	N/A	N/A	N/A	39 %

	Below Standard	39 %	60 %	56 %	N/A	N/A	N/A	N/A	52 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	13 %	13 %	6 %	N/A	N/A	N/A	N/A	10 %
Near Standard	45 %	43 %	44 %	N/A	N/A	N/A	N/A	44 %
Below Standard	42 %	43 %	50 %	N/A	N/A	N/A	N/A	45 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	26 %	10 %	6 %	N/A	N/A	N/A	N/A	13 %
Near Standard	48 %	43 %	50 %	N/A	N/A	N/A	N/A	47 %
Below Standard	26 %	47 %	44 %	N/A	N/A	N/A	N/A	39 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Whitman Elementary

CDS Code: 37-68338-6040307

District: San Diego Unified

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2017

Select Student Group: All Students (Default)

Apply Selections

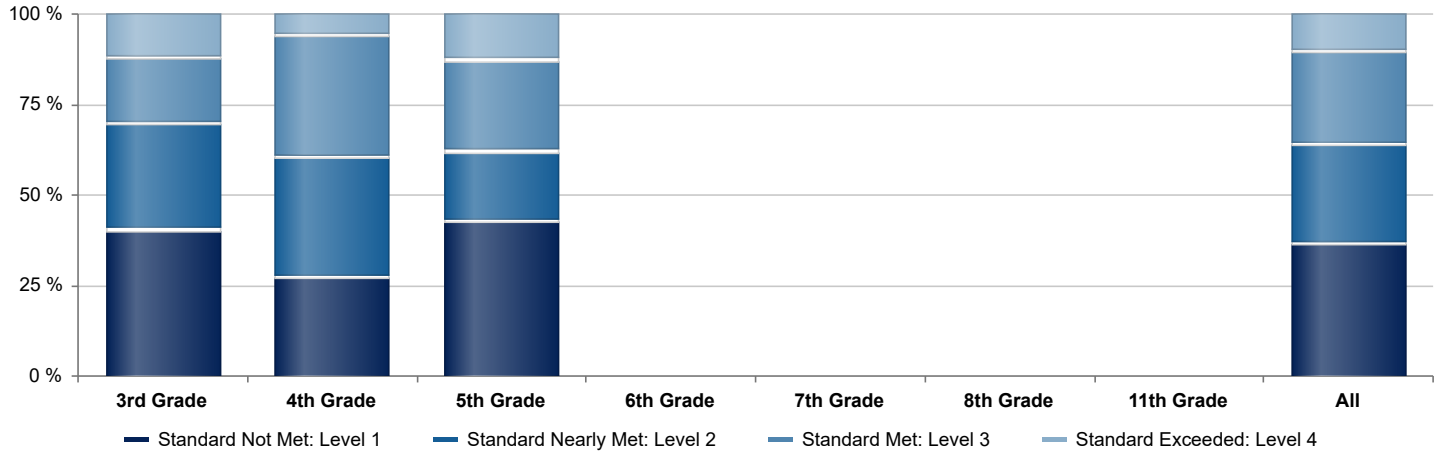
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	34	36	32	N/A	N/A	N/A	N/A	102
# of Students Tested	34	36	32	N/A	N/A	N/A	N/A	102
# of Students With Scores	34	36	32	N/A	N/A	N/A	N/A	102

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2396.1	2446.6	2461.3	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	11.76 %	5.56 %	12.50 %	N/A	N/A	N/A	N/A	9.80 %
Standard Met: Level 3	17.65 %	33.33 %	25.00 %	N/A	N/A	N/A	N/A	25.49 %
Standard Nearly Met: Level 2	29.41 %	33.33 %	18.75 %	N/A	N/A	N/A	N/A	27.45 %
Standard Not Met: Level 1	41.18 %	27.78 %	43.75 %	N/A	N/A	N/A	N/A	37.25 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	11.76 %	8.33 %	15.63 %	N/A	N/A	N/A	N/A	11.76 %
Near Standard	41.18 %	63.89 %	65.63 %	N/A	N/A	N/A	N/A	56.86 %
Below Standard	47.06 %	27.78 %	18.75 %	N/A	N/A	N/A	N/A	31.37 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	5.88 %	8.33 %	18.75 %	N/A	N/A	N/A	N/A	10.78 %
Near Standard	50.00 %	63.89 %	34.38 %	N/A	N/A	N/A	N/A	50.00 %
Below Standard	44.12 %	27.78 %	46.88 %	N/A	N/A	N/A	N/A	39.22 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	8.82 %	2.78 %	12.50 %	N/A	N/A	N/A	N/A	7.84 %
Near Standard	70.59 %	72.22 %	50.00 %	N/A	N/A	N/A	N/A	64.71 %
Below Standard	20.59 %	25.00 %	37.50 %	N/A	N/A	N/A	N/A	27.45 %

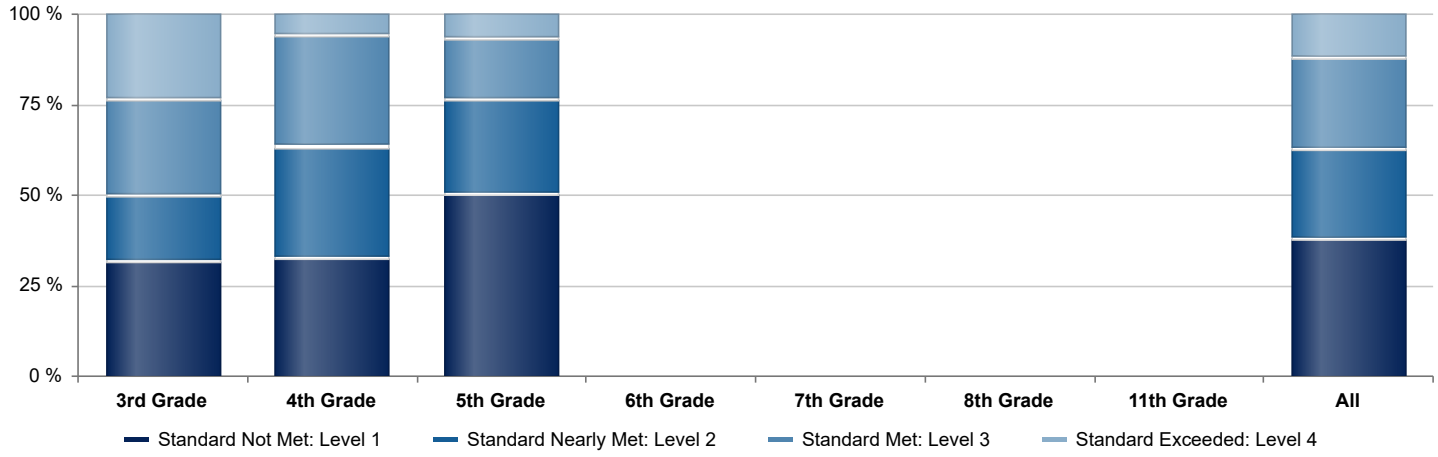
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	20.59 %	13.89 %	15.63 %	N/A	N/A	N/A	N/A	16.67 %
Near Standard	52.94 %	66.67 %	50.00 %	N/A	N/A	N/A	N/A	56.86 %
Below Standard	26.47 %	19.44 %	34.38 %	N/A	N/A	N/A	N/A	26.47 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	34	36	32	N/A	N/A	N/A	N/A	102
# of Students Tested	34	36	32	N/A	N/A	N/A	N/A	102
# of Students With Scores	34	36	31	N/A	N/A	N/A	N/A	101
Mean Scale Score	2436.7	2446.0	2457.5	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	23.53 %	5.56 %	6.45 %	N/A	N/A	N/A	N/A	11.88 %
Standard Met: Level 3	26.47 %	30.56 %	16.13 %	N/A	N/A	N/A	N/A	24.75 %
Standard Nearly Met: Level 2	17.65 %	30.56 %	25.81 %	N/A	N/A	N/A	N/A	24.75 %
Standard Not Met: Level 1	32.35 %	33.33 %	51.61 %	N/A	N/A	N/A	N/A	38.61 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	29.41 %	16.67 %	9.68 %	N/A	N/A	N/A	N/A	18.81 %
Near Standard	32.35 %	38.89 %	29.03 %	N/A	N/A	N/A	N/A	33.66 %

	Below Standard	38.24 %	44.44 %	61.29 %	N/A	N/A	N/A	N/A	47.52 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	23.53 %	8.33 %	6.45 %	N/A	N/A	N/A	N/A	12.87 %
	Near Standard	44.12 %	52.78 %	32.26 %	N/A	N/A	N/A	N/A	43.56 %
	Below Standard	32.35 %	38.89 %	61.29 %	N/A	N/A	N/A	N/A	43.56 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	35.29 %	11.11 %	6.45 %	N/A	N/A	N/A	N/A	17.82 %
	Near Standard	41.18 %	52.78 %	41.94 %	N/A	N/A	N/A	N/A	45.54 %
	Below Standard	23.53 %	36.11 %	51.61 %	N/A	N/A	N/A	N/A	36.63 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Whitman Elementary

CDS Code: 37-68338-6040307

District: San Diego Unified

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2018

Select Student Group: All Students (Default)

Apply Selections

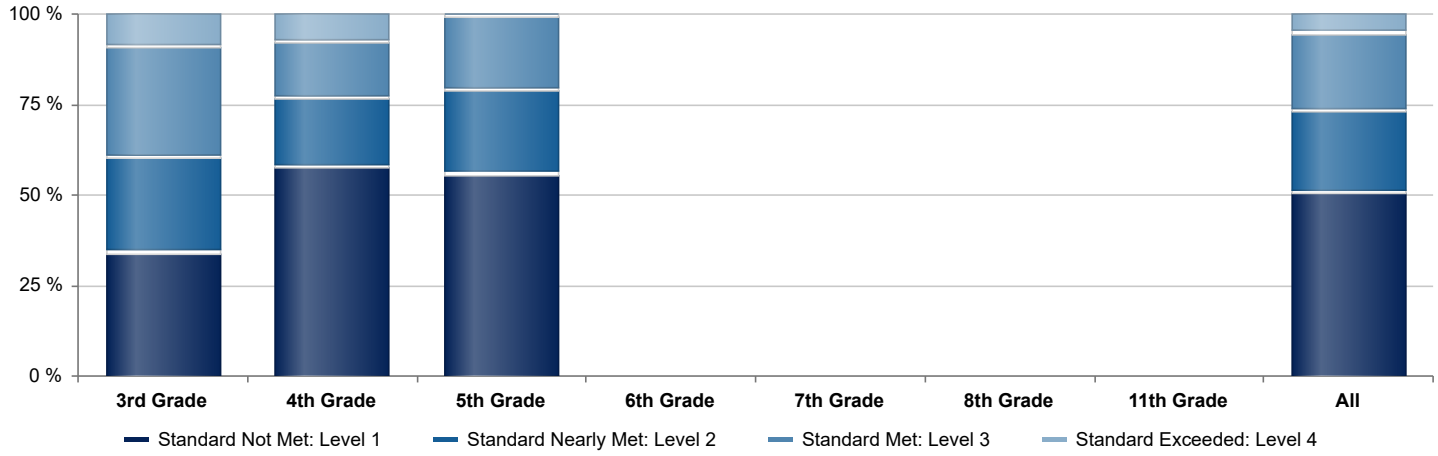
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	24	27	35	N/A	N/A	N/A	N/A	86
# of Students Tested	23	27	35	N/A	N/A	N/A	N/A	85
# of Students With Scores	23	27	35	N/A	N/A	N/A	N/A	85

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	2399.7	2413.7	2430.4	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	8.70 %	7.41 %	0.00 %	N/A	N/A	N/A	N/A	4.71 %
Standard Met: Level 3	30.43 %	14.81 %	20.00 %	N/A	N/A	N/A	N/A	21.18 %
Standard Nearly Met: Level 2	26.09 %	18.52 %	22.86 %	N/A	N/A	N/A	N/A	22.35 %
Standard Not Met: Level 1	34.78 %	59.26 %	57.14 %	N/A	N/A	N/A	N/A	51.76 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	8.70 %	14.81 %	8.57 %	N/A	N/A	N/A	N/A	10.59 %
Near Standard	60.87 %	48.15 %	45.71 %	N/A	N/A	N/A	N/A	50.59 %
Below Standard	30.43 %	37.04 %	45.71 %	N/A	N/A	N/A	N/A	38.82 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	8.70 %	11.11 %	5.71 %	N/A	N/A	N/A	N/A	8.24 %
Near Standard	39.13 %	22.22 %	22.86 %	N/A	N/A	N/A	N/A	27.06 %
Below Standard	52.17 %	66.67 %	71.43 %	N/A	N/A	N/A	N/A	64.71 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	8.70 %	3.70 %	5.71 %	N/A	N/A	N/A	N/A	5.88 %
Near Standard	78.26 %	74.07 %	42.86 %	N/A	N/A	N/A	N/A	62.35 %
Below Standard	13.04 %	22.22 %	51.43 %	N/A	N/A	N/A	N/A	31.76 %

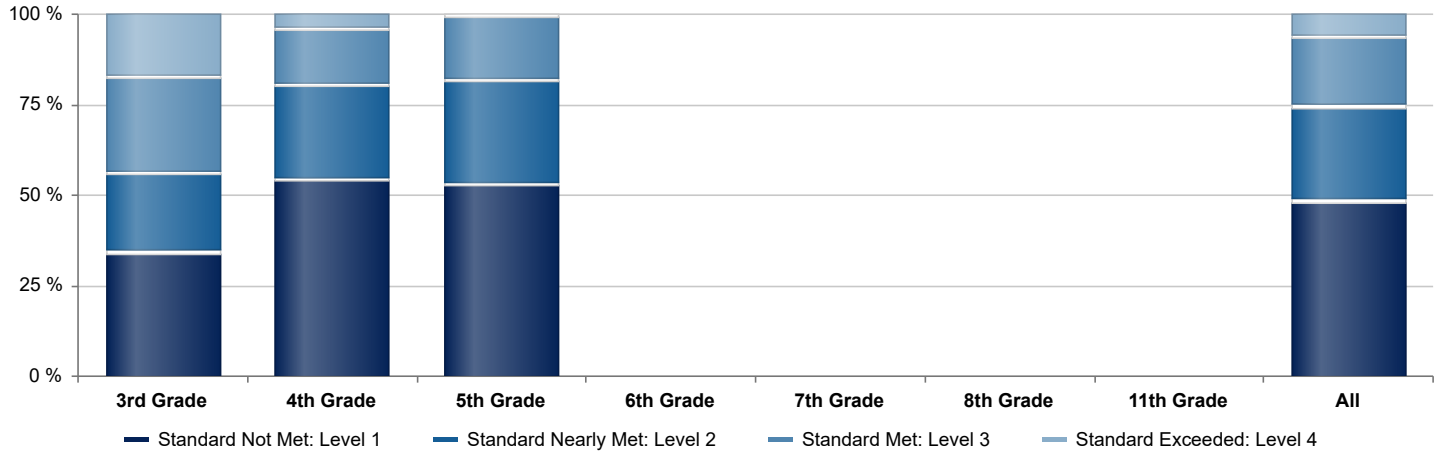
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	13.04 %	3.70 %	8.57 %	N/A	N/A	N/A	N/A	8.24 %
Near Standard	52.17 %	44.44 %	45.71 %	N/A	N/A	N/A	N/A	47.06 %
Below Standard	34.78 %	51.85 %	45.71 %	N/A	N/A	N/A	N/A	44.71 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	24	27	35	N/A	N/A	N/A	N/A	86
# of Students Tested	23	27	35	N/A	N/A	N/A	N/A	85
# of Students With Scores	23	27	35	N/A	N/A	N/A	N/A	85
Mean Scale Score	2422.5	2414.8	2438.3	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	17.39 %	3.70 %	0.00 %	N/A	N/A	N/A	N/A	5.88 %
Standard Met: Level 3	26.09 %	14.81 %	17.14 %	N/A	N/A	N/A	N/A	18.82 %
Standard Nearly Met: Level 2	21.74 %	25.93 %	28.57 %	N/A	N/A	N/A	N/A	25.88 %
Standard Not Met: Level 1	34.78 %	55.56 %	54.29 %	N/A	N/A	N/A	N/A	49.41 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	21.74 %	7.41 %	5.71 %	N/A	N/A	N/A	N/A	10.59 %
Near Standard	43.48 %	14.81 %	34.29 %	N/A	N/A	N/A	N/A	30.59 %

	Below Standard	34.78 %	77.78 %	60.00 %	N/A	N/A	N/A	N/A	58.82 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	13.04 %	3.70 %	2.86 %	N/A	N/A	N/A	N/A	5.88 %
	Near Standard	47.83 %	37.04 %	28.57 %	N/A	N/A	N/A	N/A	36.47 %
	Below Standard	39.13 %	59.26 %	68.57 %	N/A	N/A	N/A	N/A	57.65 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	26.09 %	7.41 %	0.00 %	N/A	N/A	N/A	N/A	9.41 %
	Near Standard	43.48 %	33.33 %	45.71 %	N/A	N/A	N/A	N/A	41.18 %
	Below Standard	30.43 %	59.26 %	54.29 %	N/A	N/A	N/A	N/A	49.41 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Taft Middle

CDS Code: 37-68338-6059711

District: San Diego Unified

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2015

Select Student Group: All Students (Default)

Apply Selections

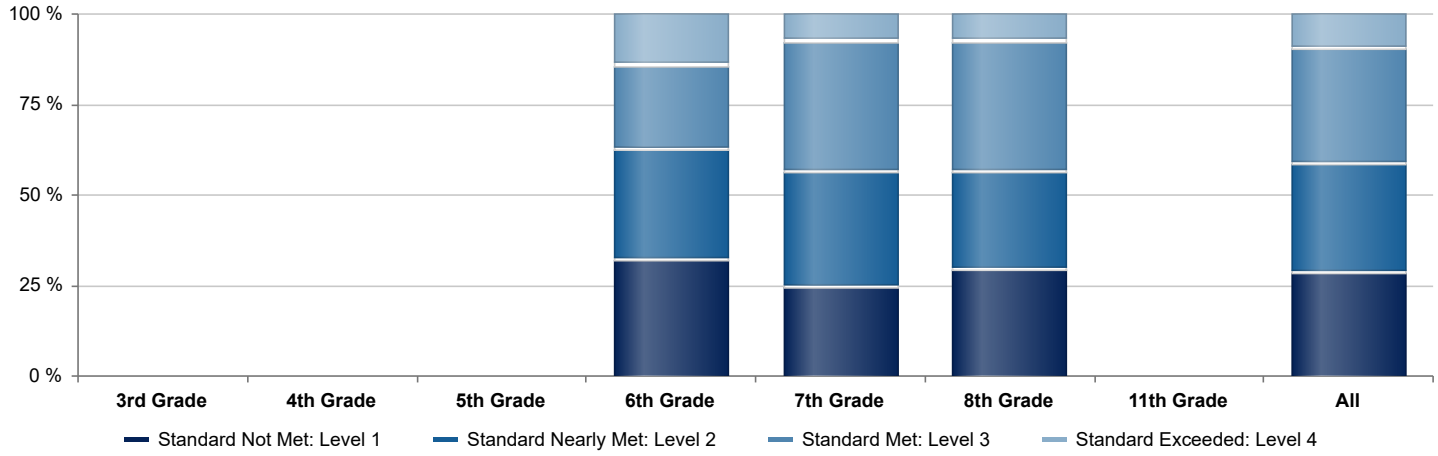
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	171	173	158	N/A	502
Number of Students Tested	N/A	N/A	N/A	162	152	149	N/A	463
Number of Students With Scores	N/A	N/A	N/A	162	149	149	N/A	460

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	2504.7	2529.7	2538.8	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	14 %	7 %	7 %	N/A	9 %
Standard Met: Level 3	N/A	N/A	N/A	23 %	36 %	36 %	N/A	32 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	31 %	32 %	27 %	N/A	30 %
Standard Not Met: Level 1	N/A	N/A	N/A	33 %	25 %	30 %	N/A	29 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	20 %	17 %	20 %	N/A	19 %
At or Near Standard	N/A	N/A	N/A	39 %	48 %	50 %	N/A	45 %
Below Standard	N/A	N/A	N/A	41 %	36 %	30 %	N/A	36 %

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	20 %	15 %	17 %	N/A	18 %
At or Near Standard	N/A	N/A	N/A	43 %	58 %	46 %	N/A	49 %
Below Standard	N/A	N/A	N/A	36 %	26 %	37 %	N/A	33 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	9 %	12 %	7 %	N/A	10 %
At or Near Standard	N/A	N/A	N/A	68 %	63 %	68 %	N/A	66 %
Below Standard	N/A	N/A	N/A	23 %	25 %	25 %	N/A	24 %

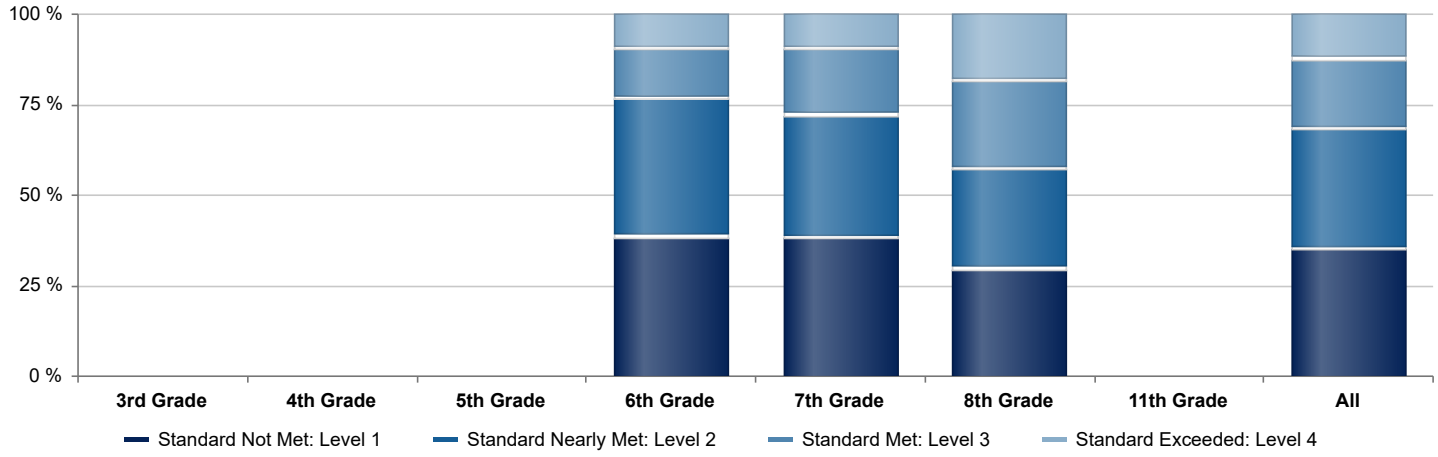
Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	17 %	16 %	16 %	N/A	16 %
At or Near Standard	N/A	N/A	N/A	59 %	62 %	60 %	N/A	60 %
Below Standard	N/A	N/A	N/A	25 %	21 %	23 %	N/A	23 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	171	173	158	N/A	502
Number of Students Tested	N/A	N/A	N/A	164	159	150	N/A	473
Number of Students With Scores	N/A	N/A	N/A	163	152	147	N/A	462
Mean Scale Score	N/A	N/A	N/A	2491.0	2506.6	2556.6	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	9 %	9 %	18 %	N/A	12 %
Standard Met: Level 3	N/A	N/A	N/A	13 %	18 %	24 %	N/A	19 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	38 %	34 %	27 %	N/A	33 %
Standard Not Met: Level 1	N/A	N/A	N/A	39 %	39 %	30 %	N/A	36 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	16 %	16 %	28 %	N/A	20 %
At or Near Standard	N/A	N/A	N/A	29 %	31 %	41 %	N/A	33 %

	Below Standard	N/A	N/A	N/A	55 %	53 %	31 %	N/A	47 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	8 %	12 %	16 %	N/A	12 %
	At or Near Standard	N/A	N/A	N/A	45 %	58 %	57 %	N/A	53 %
	Below Standard	N/A	N/A	N/A	47 %	30 %	27 %	N/A	35 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	13 %	11 %	22 %	N/A	15 %
	At or Near Standard	N/A	N/A	N/A	40 %	66 %	51 %	N/A	52 %
	Below Standard	N/A	N/A	N/A	47 %	24 %	27 %	N/A	33 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Taft Middle

CDS Code: 37-68338-6059711

District: San Diego Unified School District

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2016

Select Student Group: All Students (Default)

Apply Selections

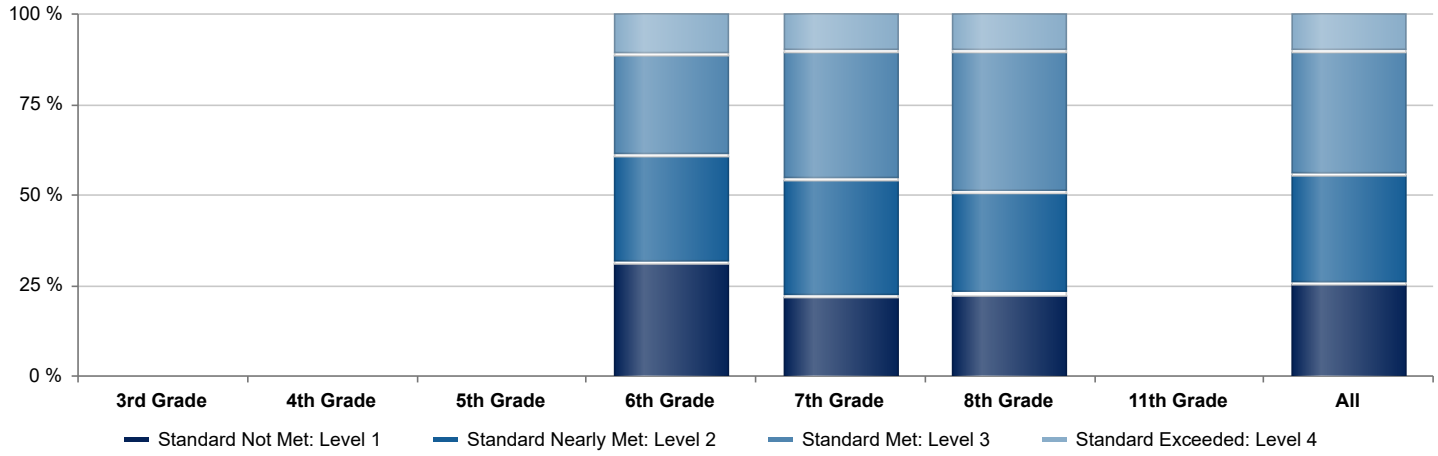
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	159	182	175	N/A	516
# of Students Tested	N/A	N/A	N/A	150	158	146	N/A	454
# of Students With Scores	N/A	N/A	N/A	149	157	146	N/A	452

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	2503.6	2543.1	2560.6	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	11 %	10 %	10 %	N/A	10 %
Standard Met: Level 3	N/A	N/A	N/A	28 %	35 %	39 %	N/A	34 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	30 %	32 %	28 %	N/A	30 %
Standard Not Met: Level 1	N/A	N/A	N/A	32 %	22 %	23 %	N/A	26 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	13 %	15 %	22 %	N/A	16 %
Near Standard	N/A	N/A	N/A	46 %	58 %	51 %	N/A	52 %
Below Standard	N/A	N/A	N/A	41 %	27 %	27 %	N/A	32 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	17 %	20 %	21 %	N/A	19 %
Near Standard	N/A	N/A	N/A	42 %	59 %	56 %	N/A	52 %
Below Standard	N/A	N/A	N/A	42 %	21 %	23 %	N/A	28 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	15 %	17 %	17 %	N/A	16 %
Near Standard	N/A	N/A	N/A	69 %	68 %	67 %	N/A	68 %
Below Standard	N/A	N/A	N/A	16 %	15 %	16 %	N/A	16 %

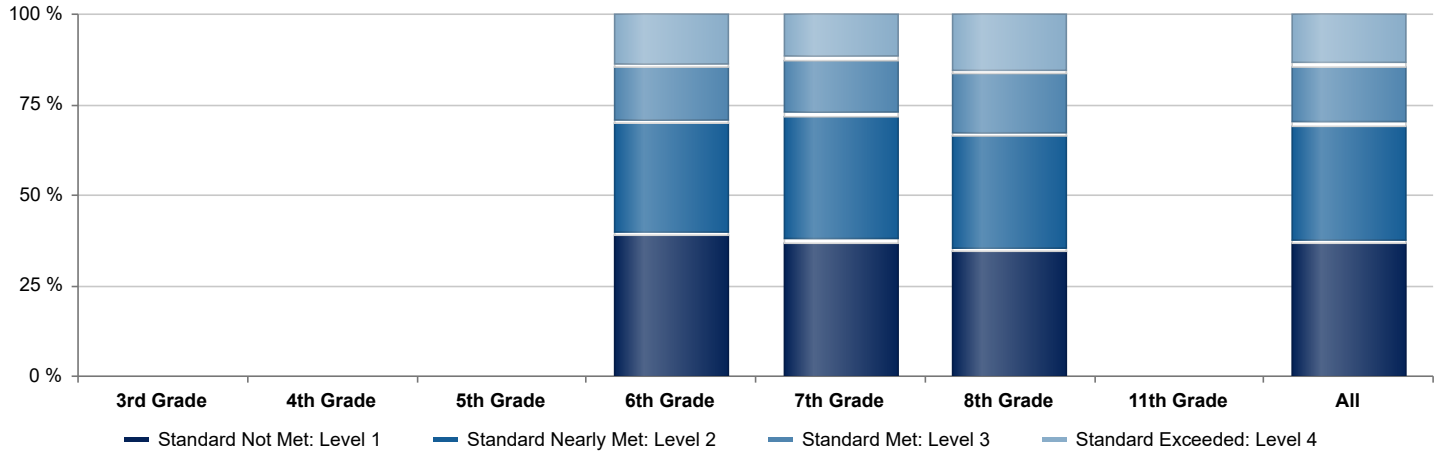
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	20 %	23 %	24 %	N/A	22 %
Near Standard	N/A	N/A	N/A	60 %	52 %	61 %	N/A	58 %
Below Standard	N/A	N/A	N/A	20 %	25 %	15 %	N/A	20 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	159	182	175	N/A	516
# of Students Tested	N/A	N/A	N/A	153	163	152	N/A	468
# of Students With Scores	N/A	N/A	N/A	152	162	149	N/A	463
Mean Scale Score	N/A	N/A	N/A	2490.9	2515.6	2550.8	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	14 %	12 %	16 %	N/A	14 %
Standard Met: Level 3	N/A	N/A	N/A	15 %	15 %	17 %	N/A	16 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	31 %	35 %	32 %	N/A	33 %
Standard Not Met: Level 1	N/A	N/A	N/A	40 %	38 %	36 %	N/A	38 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	19 %	19 %	24 %	N/A	20 %
Near Standard	N/A	N/A	N/A	31 %	34 %	39 %	N/A	35 %

	Below Standard	N/A	N/A	N/A	50 %	48 %	36 %	N/A	45 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	12 %	14 %	17 %	N/A	14 %
	Near Standard	N/A	N/A	N/A	42 %	40 %	52 %	N/A	45 %
	Below Standard	N/A	N/A	N/A	46 %	46 %	31 %	N/A	41 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	14 %	17 %	18 %	N/A	16 %
	Near Standard	N/A	N/A	N/A	48 %	53 %	58 %	N/A	53 %
	Below Standard	N/A	N/A	N/A	38 %	30 %	23 %	N/A	31 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Taft Middle

CDS Code: 37-68338-6059711

District: San Diego Unified

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2017

Select Student Group: All Students (Default)

Apply Selections

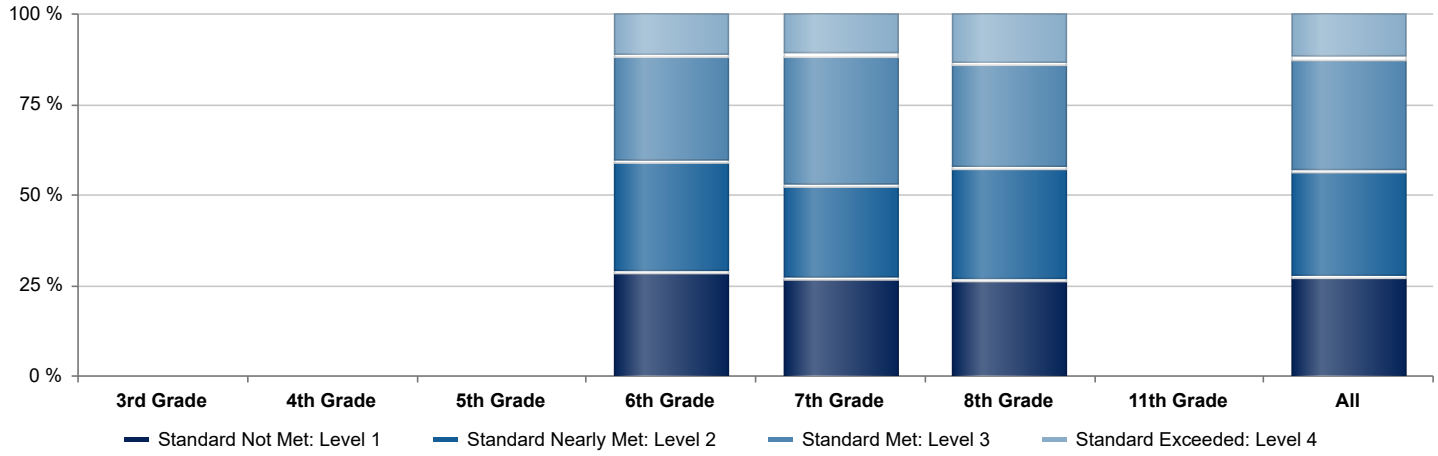
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	167	138	175	N/A	480
# of Students Tested	N/A	N/A	N/A	158	135	156	N/A	449
# of Students With Scores	N/A	N/A	N/A	158	135	156	N/A	449

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	2507.6	2540.1	2552.3	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	11.39 %	11.11 %	13.46 %	N/A	12.03 %
Standard Met: Level 3	N/A	N/A	N/A	29.11 %	36.30 %	28.85 %	N/A	31.18 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	30.38 %	25.19 %	30.77 %	N/A	28.95 %
Standard Not Met: Level 1	N/A	N/A	N/A	29.11 %	27.41 %	26.92 %	N/A	27.84 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	19.62 %	27.41 %	19.87 %	N/A	22.05 %
Near Standard	N/A	N/A	N/A	51.27 %	41.48 %	50.00 %	N/A	47.88 %
Below Standard	N/A	N/A	N/A	29.11 %	31.11 %	30.13 %	N/A	30.07 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	17.09 %	21.48 %	19.23 %	N/A	19.15 %
Near Standard	N/A	N/A	N/A	42.41 %	51.11 %	50.00 %	N/A	47.66 %
Below Standard	N/A	N/A	N/A	40.51 %	27.41 %	30.77 %	N/A	33.18 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	17.09 %	11.85 %	14.10 %	N/A	14.48 %
Near Standard	N/A	N/A	N/A	70.25 %	67.41 %	70.51 %	N/A	69.49 %
Below Standard	N/A	N/A	N/A	12.66 %	20.74 %	15.38 %	N/A	16.04 %

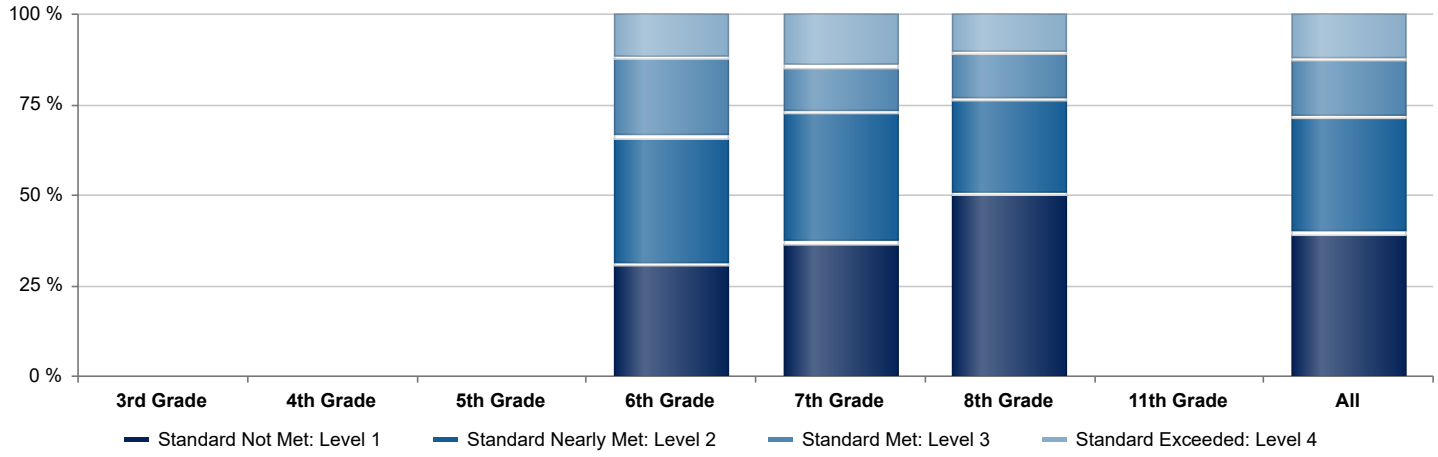
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	15.19 %	25.19 %	22.44 %	N/A	20.71 %
Near Standard	N/A	N/A	N/A	58.23 %	51.85 %	51.28 %	N/A	53.90 %
Below Standard	N/A	N/A	N/A	26.58 %	22.96 %	26.28 %	N/A	25.39 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	167	139	175	N/A	481
# of Students Tested	N/A	N/A	N/A	159	133	155	N/A	447
# of Students With Scores	N/A	N/A	N/A	159	133	155	N/A	447
Mean Scale Score	N/A	N/A	N/A	2508.8	2511.6	2505.0	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	11.95 %	14.29 %	10.32 %	N/A	12.08 %
Standard Met: Level 3	N/A	N/A	N/A	21.38 %	12.03 %	12.26 %	N/A	15.44 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	35.22 %	36.09 %	25.81 %	N/A	32.21 %
Standard Not Met: Level 1	N/A	N/A	N/A	31.45 %	37.59 %	51.61 %	N/A	40.27 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	18.24 %	18.80 %	13.55 %	N/A	16.78 %
Near Standard	N/A	N/A	N/A	41.51 %	28.57 %	26.45 %	N/A	32.44 %

	Below Standard	N/A	N/A	N/A	40.25 %	52.63 %	60.00 %	N/A	50.78 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	13.84 %	14.29 %	9.03 %	N/A	12.30 %
	Near Standard	N/A	N/A	N/A	47.17 %	42.11 %	39.35 %	N/A	42.95 %
	Below Standard	N/A	N/A	N/A	38.99 %	43.61 %	51.61 %	N/A	44.74 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	10.69 %	12.03 %	13.55 %	N/A	12.08 %
	Near Standard	N/A	N/A	N/A	55.35 %	54.14 %	41.94 %	N/A	50.34 %
	Below Standard	N/A	N/A	N/A	33.96 %	33.83 %	44.52 %	N/A	37.58 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Taft Middle

CDS Code: 37-68338-6059711

District: San Diego Unified

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2018

Select Student Group: All Students (Default)

Apply Selections

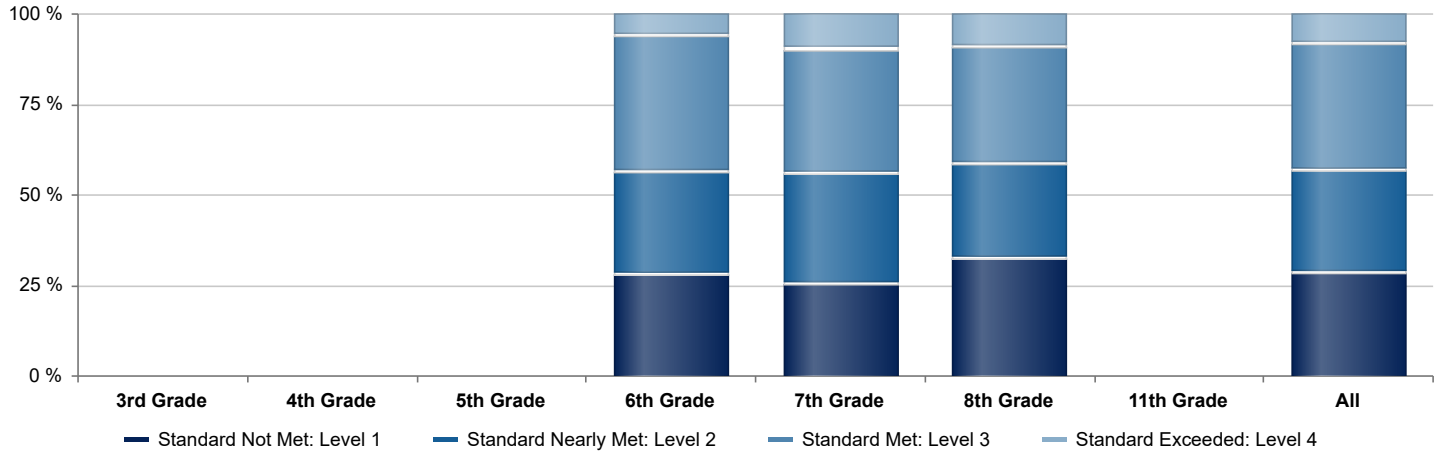
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	126	156	141	N/A	423
# of Students Tested	N/A	N/A	N/A	125	151	130	N/A	406
# of Students With Scores	N/A	N/A	N/A	125	151	130	N/A	406

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	2504.2	2533.2	2536.7	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	5.60 %	9.27 %	8.46 %	N/A	7.88 %
Standard Met: Level 3	N/A	N/A	N/A	37.60 %	34.44 %	32.31 %	N/A	34.73 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	28.00 %	30.46 %	26.15 %	N/A	28.33 %
Standard Not Met: Level 1	N/A	N/A	N/A	28.80 %	25.83 %	33.08 %	N/A	29.06 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	20.00 %	17.22 %	17.97 %	N/A	18.32 %
Near Standard	N/A	N/A	N/A	44.00 %	52.32 %	45.31 %	N/A	47.52 %
Below Standard	N/A	N/A	N/A	36.00 %	30.46 %	36.72 %	N/A	34.16 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	16.13 %	23.84 %	15.63 %	N/A	18.86 %
Near Standard	N/A	N/A	N/A	44.35 %	45.03 %	46.88 %	N/A	45.41 %
Below Standard	N/A	N/A	N/A	39.52 %	31.13 %	37.50 %	N/A	35.73 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	12.00 %	8.61 %	10.16 %	N/A	10.15 %
Near Standard	N/A	N/A	N/A	70.40 %	67.55 %	66.41 %	N/A	68.07 %
Below Standard	N/A	N/A	N/A	17.60 %	23.84 %	23.44 %	N/A	21.78 %

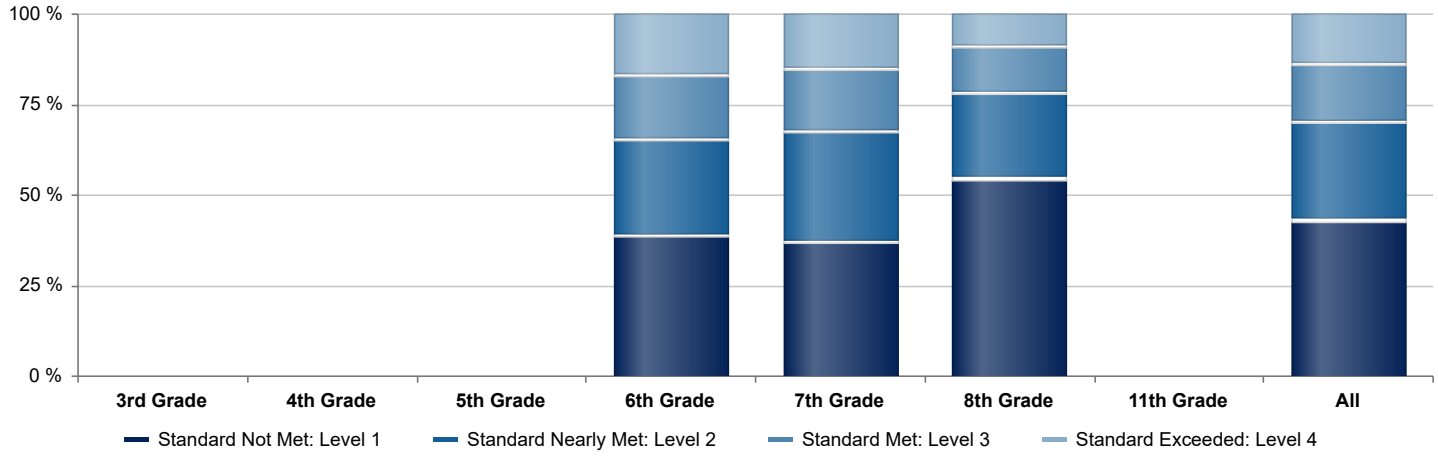
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	17.60 %	19.87 %	26.56 %	N/A	21.29 %
Near Standard	N/A	N/A	N/A	57.60 %	59.60 %	43.75 %	N/A	53.96 %
Below Standard	N/A	N/A	N/A	24.80 %	20.53 %	29.69 %	N/A	24.75 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	126	156	140	N/A	422
# of Students Tested	N/A	N/A	N/A	124	155	130	N/A	409
# of Students With Scores	N/A	N/A	N/A	124	154	129	N/A	407
Mean Scale Score	N/A	N/A	N/A	2499.0	2515.9	2494.7	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	16.94 %	14.94 %	8.53 %	N/A	13.51 %
Standard Met: Level 3	N/A	N/A	N/A	16.94 %	16.88 %	12.40 %	N/A	15.48 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	26.61 %	30.52 %	23.26 %	N/A	27.03 %
Standard Not Met: Level 1	N/A	N/A	N/A	39.52 %	37.66 %	55.81 %	N/A	43.98 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	22.76 %	21.57 %	10.08 %	N/A	18.27 %
Near Standard	N/A	N/A	N/A	23.58 %	28.10 %	28.68 %	N/A	26.91 %

	Below Standard	N/A	N/A	N/A	53.66 %	50.33 %	61.24 %	N/A	54.81 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	17.74 %	17.53 %	10.85 %	N/A	15.48 %
	Near Standard	N/A	N/A	N/A	41.13 %	41.56 %	46.51 %	N/A	43.00 %
	Below Standard	N/A	N/A	N/A	41.13 %	40.91 %	42.64 %	N/A	41.52 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	16.94 %	12.42 %	11.63 %	N/A	13.55 %
	Near Standard	N/A	N/A	N/A	38.71 %	54.90 %	47.29 %	N/A	47.54 %
	Below Standard	N/A	N/A	N/A	44.35 %	32.68 %	41.09 %	N/A	38.92 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Audeo Charter

CDS Code: 37-68338-3731395

District: Audeo Charter

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2015

Select Student Group: All Students (Default)

Apply Selections

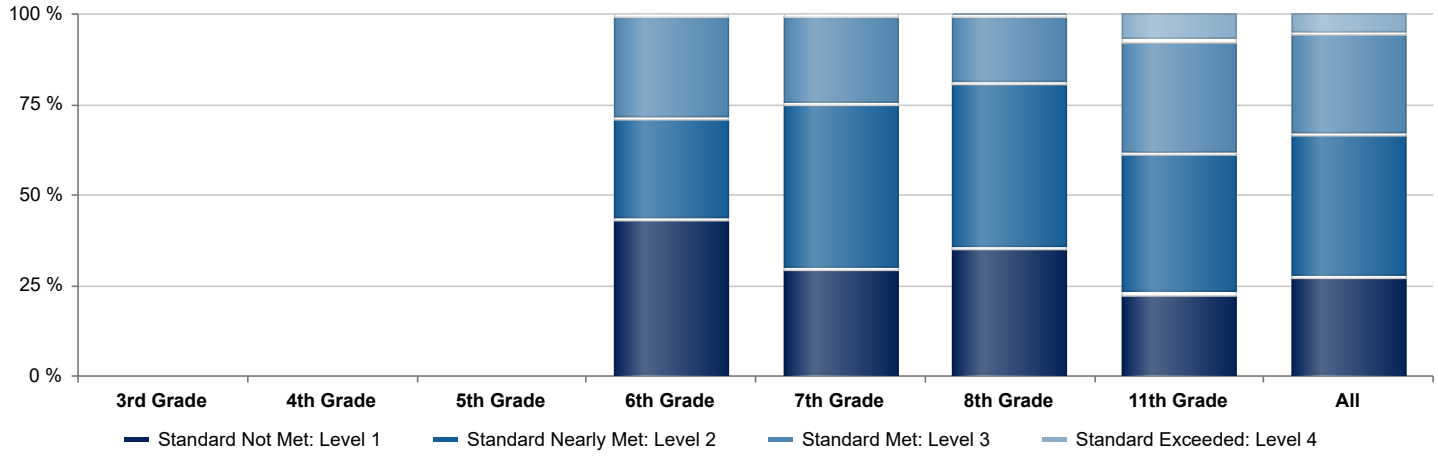
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	28	56	52	270	406
Number of Students Tested	N/A	N/A	N/A	26	51	46	218	341
Number of Students With Scores	N/A	N/A	N/A	25	46	39	198	308

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	2477.7	2507.0	2509.3	2555.2	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	0 %	0 %	0 %	7 %	5 %
Standard Met: Level 3	N/A	N/A	N/A	28 %	24 %	18 %	31 %	28 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	28 %	46 %	46 %	39 %	40 %
Standard Not Met: Level 1	N/A	N/A	N/A	44 %	30 %	36 %	23 %	28 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	8 %	7 %	8 %	16 %	13 %
At or Near Standard	N/A	N/A	N/A	40 %	56 %	67 %	63 %	61 %
Below Standard	N/A	N/A	N/A	52 %	38 %	26 %	21 %	26 %

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	0 %	2 %	5 %	9 %	7 %
At or Near Standard	N/A	N/A	N/A	32 %	65 %	46 %	62 %	58 %
Below Standard	N/A	N/A	N/A	68 %	33 %	49 %	29 %	35 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	0 %	11 %	8 %	10 %	9 %
At or Near Standard	N/A	N/A	N/A	80 %	67 %	67 %	62 %	65 %
Below Standard	N/A	N/A	N/A	20 %	22 %	26 %	29 %	27 %

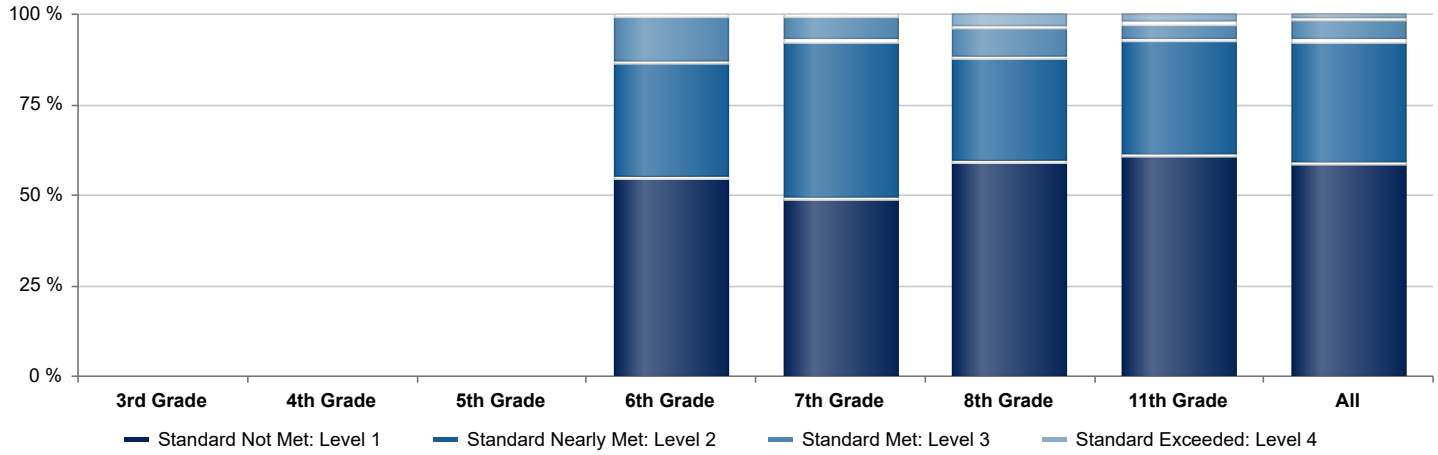
Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	24 %	7 %	3 %	15 %	13 %
At or Near Standard	N/A	N/A	N/A	56 %	58 %	74 %	58 %	60 %
Below Standard	N/A	N/A	N/A	20 %	36 %	23 %	27 %	27 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	28	56	52	270	406
Number of Students Tested	N/A	N/A	N/A	26	49	42	211	328
Number of Students With Scores	N/A	N/A	N/A	25	48	38	199	310
Mean Scale Score	N/A	N/A	N/A	2447.2	2471.9	2482.7	2508.3	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	0 %	0 %	3 %	2 %	1 %
Standard Met: Level 3	N/A	N/A	N/A	12 %	6 %	8 %	4 %	5 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	32 %	44 %	29 %	32 %	34 %
Standard Not Met: Level 1	N/A	N/A	N/A	56 %	50 %	61 %	63 %	60 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	0 %	0 %	8 %	2 %	2 %
At or Near Standard	N/A	N/A	N/A	28 %	27 %	26 %	21 %	23 %

	Below Standard	N/A	N/A	N/A	72 %	73 %	66 %	77 %	75 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	4 %	4 %	5 %	5 %	5 %
	At or Near Standard	N/A	N/A	N/A	44 %	60 %	39 %	54 %	52 %
	Below Standard	N/A	N/A	N/A	52 %	35 %	55 %	42 %	43 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	4 %	4 %	3 %	1 %	2 %
	At or Near Standard	N/A	N/A	N/A	56 %	63 %	50 %	59 %	58 %
	Below Standard	N/A	N/A	N/A	40 %	33 %	47 %	40 %	40 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Audeo Charter

CDS Code: 37-68338-3731395

District: Audeo Charter

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2016

Select Student Group: All Students (Default)

Apply Selections

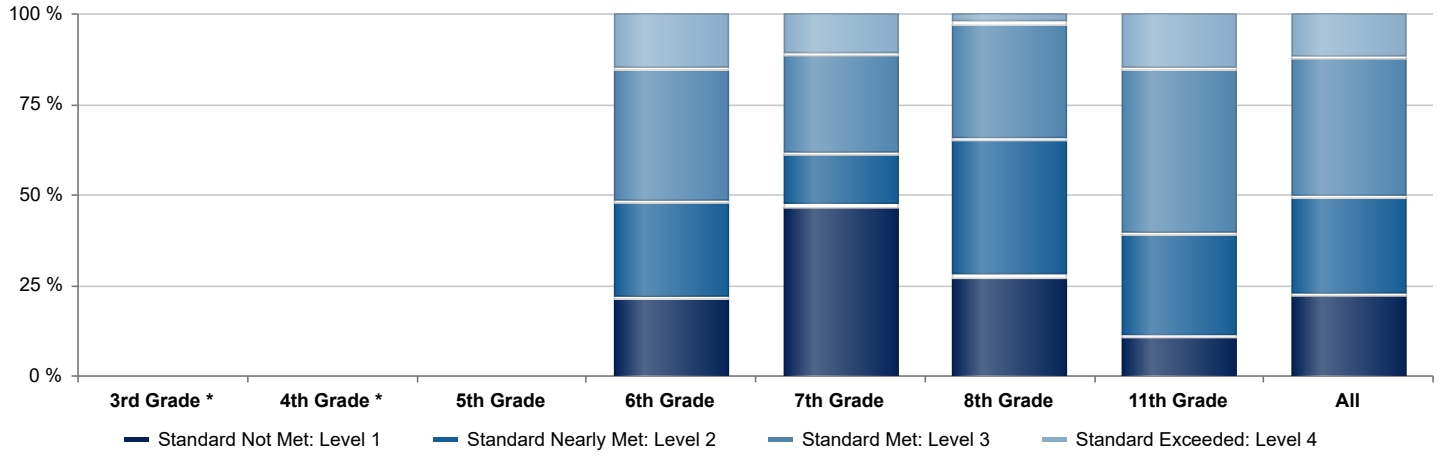
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	2	1	N/A	27	52	63	150	295
# of Students Tested	2	1	N/A	27	44	51	118	243
# of Students With Scores	2	1	N/A	27	44	50	118	242

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	*	*	N/A	2517.5	2516.3	2537.9	2607.6	N/A
Standard Exceeded: Level 4	*	*	N/A	15 %	11 %	2 %	15 %	12 %
Standard Met: Level 3	*	*	N/A	37 %	27 %	32 %	46 %	39 %
Standard Nearly Met: Level 2	*	*	N/A	26 %	14 %	38 %	28 %	27 %
Standard Not Met: Level 1	*	*	N/A	22 %	48 %	28 %	11 %	23 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	N/A	15 %	18 %	8 %	20 %	17 %
Near Standard	*	*	N/A	56 %	36 %	65 %	68 %	60 %
Below Standard	*	*	N/A	30 %	45 %	27 %	12 %	23 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	N/A	15 %	20 %	18 %	23 %	21 %
Near Standard	*	*	N/A	52 %	32 %	51 %	64 %	54 %
Below Standard	*	*	N/A	33 %	48 %	31 %	14 %	26 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	N/A	15 %	16 %	8 %	22 %	18 %
Near Standard	*	*	N/A	59 %	57 %	78 %	69 %	67 %
Below Standard	*	*	N/A	26 %	27 %	14 %	8 %	15 %

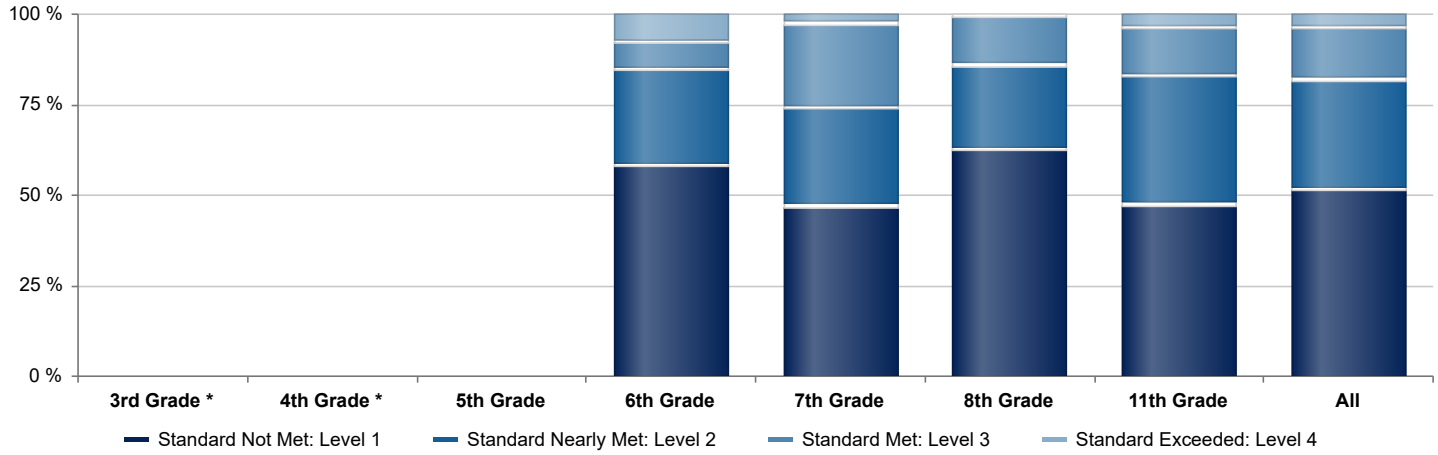
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	N/A	37 %	18 %	10 %	36 %	27 %
Near Standard	*	*	N/A	52 %	57 %	61 %	58 %	58 %
Below Standard	*	*	N/A	11 %	25 %	29 %	7 %	15 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	2	1	N/A	27	52	63	150	295
# of Students Tested	2	1	N/A	27	44	50	118	242
# of Students With Scores	2	1	N/A	27	44	48	118	240
Mean Scale Score	*	*	N/A	2464.1	2483.4	2493.8	2545.3	N/A
Standard Exceeded: Level 4	*	*	N/A	7 %	2 %	0 %	3 %	3 %
Standard Met: Level 3	*	*	N/A	7 %	23 %	13 %	13 %	14 %
Standard Nearly Met: Level 2	*	*	N/A	26 %	27 %	23 %	36 %	30 %
Standard Not Met: Level 1	*	*	N/A	59 %	48 %	65 %	49 %	53 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	N/A	7 %	7 %	2 %	4 %	5 %
Near Standard	*	*	N/A	19 %	27 %	27 %	36 %	30 %

	Below Standard	*	*	N/A	74 %	66 %	71 %	60 %	65 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	N/A	4 %	11 %	4 %	10 %	8 %
Near Standard	*	*	N/A	48 %	36 %	58 %	65 %	57 %
Below Standard	*	*	N/A	48 %	52 %	38 %	25 %	35 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	N/A	4 %	5 %	4 %	3 %	4 %
Near Standard	*	*	N/A	59 %	57 %	65 %	62 %	61 %
Below Standard	*	*	N/A	37 %	39 %	31 %	35 %	35 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Audeo Charter

CDS Code: 37-68338-3731395

District: Audeo Charter

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2017

Select Student Group: All Students (Default)

Apply Selections

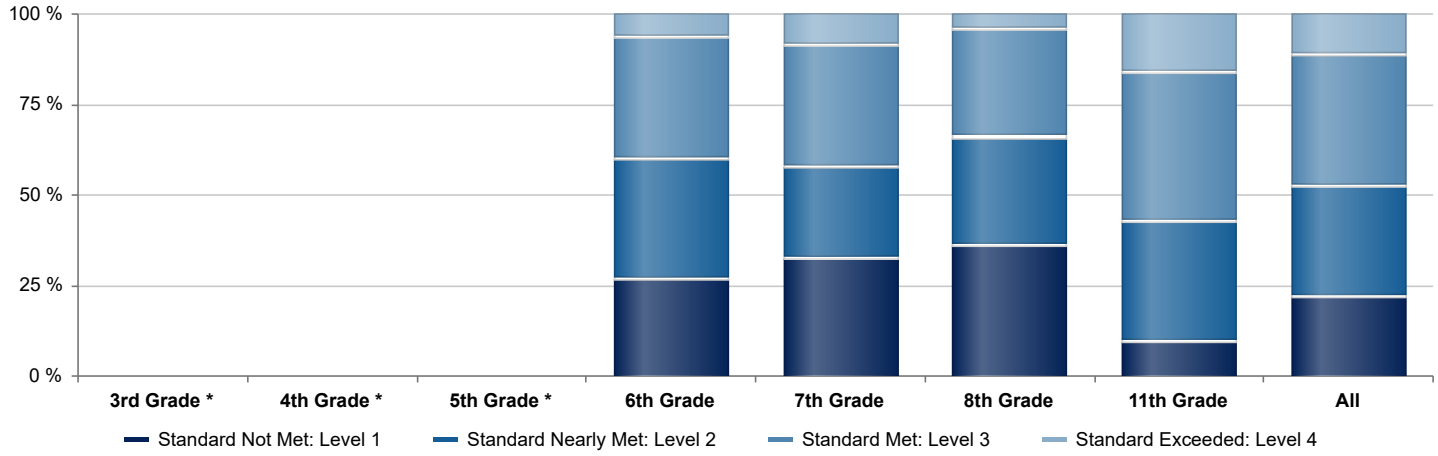
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	*	34	25	29	65	163
# of Students Tested	*	*	*	33	24	27	63	156
# of Students With Scores	*	*	*	33	24	27	63	156

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	*	*	*	2500.7	2516.8	2527.1	2598.8	N/A
Standard Exceeded: Level 4	*	*	*	6.06 %	8.33 %	3.70 %	15.87 %	10.90 %
Standard Met: Level 3	*	*	*	33.33 %	33.33 %	29.63 %	41.27 %	36.54 %
Standard Nearly Met: Level 2	*	*	*	33.33 %	25.00 %	29.63 %	33.33 %	30.13 %
Standard Not Met: Level 1	*	*	*	27.27 %	33.33 %	37.04 %	9.52 %	22.44 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	12.12 %	29.17 %	18.52 %	34.92 %	27.56 %
Near Standard	*	*	*	51.52 %	29.17 %	40.74 %	50.79 %	44.23 %
Below Standard	*	*	*	36.36 %	41.67 %	40.74 %	14.29 %	28.21 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	12.12 %	12.50 %	3.70 %	23.81 %	16.03 %
Near Standard	*	*	*	48.48 %	50.00 %	55.56 %	60.32 %	55.13 %
Below Standard	*	*	*	39.39 %	37.50 %	40.74 %	15.87 %	28.85 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	9.09 %	20.83 %	7.41 %	19.05 %	16.03 %
Near Standard	*	*	*	69.70 %	50.00 %	66.67 %	69.84 %	66.03 %
Below Standard	*	*	*	21.21 %	29.17 %	25.93 %	11.11 %	17.95 %

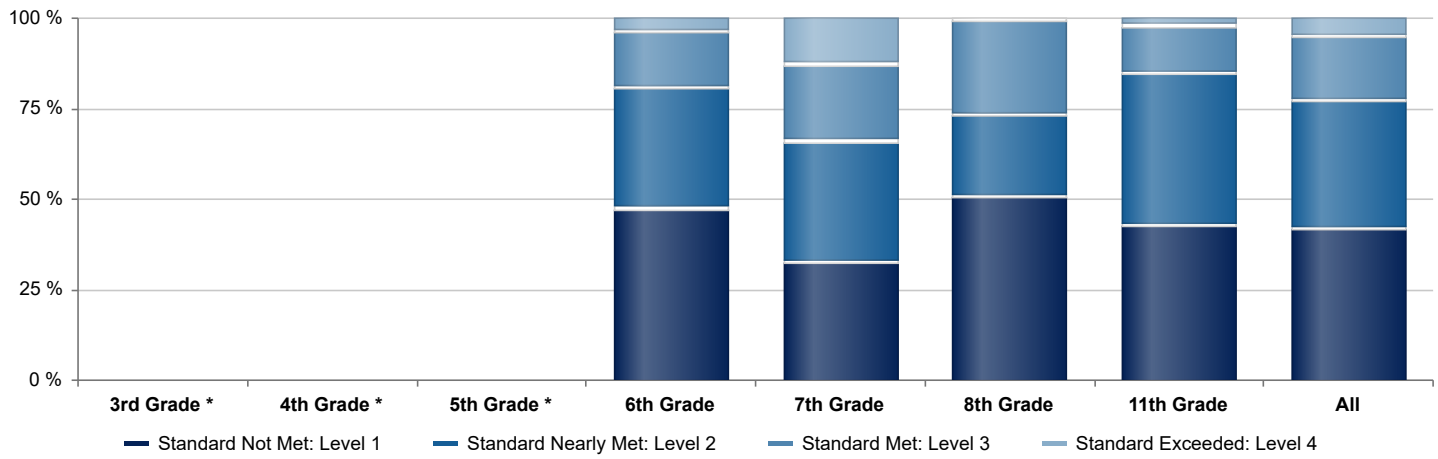
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	12.12 %	12.50 %	11.11 %	28.57 %	19.23 %
Near Standard	*	*	*	57.58 %	58.33 %	55.56 %	58.73 %	58.33 %
Below Standard	*	*	*	30.30 %	29.17 %	33.33 %	12.70 %	22.44 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	*	34	25	29	65	163
# of Students Tested	*	*	*	33	24	27	64	157
# of Students With Scores	*	*	*	33	24	27	64	157
Mean Scale Score	*	*	*	2480.9	2512.6	2505.2	2540.8	N/A
Standard Exceeded: Level 4	*	*	*	3.03 %	12.50 %	0.00 %	1.56 %	4.46 %
Standard Met: Level 3	*	*	*	15.15 %	20.83 %	25.93 %	12.50 %	17.20 %
Standard Nearly Met: Level 2	*	*	*	33.33 %	33.33 %	22.22 %	42.19 %	35.67 %
Standard Not Met: Level 1	*	*	*	48.48 %	33.33 %	51.85 %	43.75 %	42.68 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	9.09 %	16.67 %	11.11 %	6.25 %	10.19 %
Near Standard	*	*	*	27.27 %	25.00 %	25.93 %	28.13 %	28.66 %

	Below Standard	*	*	*	63.64 %	58.33 %	62.96 %	65.63 %	61.15 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	*	6.06 %	25.00 %	7.41 %	9.38 %	12.10 %
	Near Standard	*	*	*	48.48 %	37.50 %	40.74 %	56.25 %	49.04 %
	Below Standard	*	*	*	45.45 %	37.50 %	51.85 %	34.38 %	38.85 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	*	0.00 %	16.67 %	0.00 %	7.81 %	7.01 %
	Near Standard	*	*	*	51.52 %	54.17 %	55.56 %	57.81 %	56.05 %
	Below Standard	*	*	*	48.48 %	29.17 %	44.44 %	34.38 %	36.94 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Audeo Charter

CDS Code: 37-68338-3731395

District: Audeo Charter

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2018

Select Student Group: All Students (Default)

Apply Selections

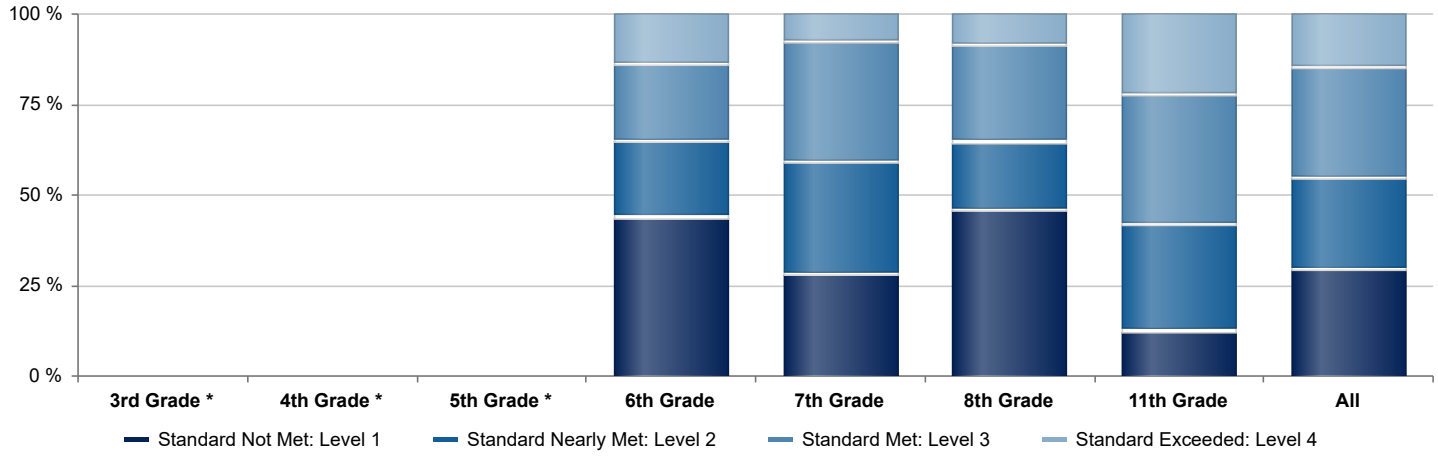
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	*	30	44	52	74	215
# of Students Tested	*	*	*	29	42	49	72	206
# of Students With Scores	*	*	*	29	42	49	72	206

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	*	*	*	2472.2	2525.4	2517.1	2595.2	N/A
Standard Exceeded: Level 4	*	*	*	13.79 %	7.14 %	8.16 %	22.22 %	14.56 %
Standard Met: Level 3	*	*	*	20.69 %	33.33 %	26.53 %	36.11 %	30.58 %
Standard Nearly Met: Level 2	*	*	*	20.69 %	30.95 %	18.37 %	29.17 %	24.76 %
Standard Not Met: Level 1	*	*	*	44.83 %	28.57 %	46.94 %	12.50 %	30.10 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	17.24 %	11.90 %	14.29 %	38.89 %	24.27 %
Near Standard	*	*	*	34.48 %	59.52 %	34.69 %	45.83 %	43.20 %
Below Standard	*	*	*	48.28 %	28.57 %	51.02 %	15.28 %	32.52 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	13.79 %	19.05 %	10.20 %	22.22 %	17.48 %
Near Standard	*	*	*	27.59 %	57.14 %	46.94 %	58.33 %	50.00 %
Below Standard	*	*	*	58.62 %	23.81 %	42.86 %	19.44 %	32.52 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	6.90 %	0.00 %	12.24 %	23.61 %	15.05 %
Near Standard	*	*	*	62.07 %	69.05 %	55.10 %	69.44 %	63.11 %
Below Standard	*	*	*	31.03 %	30.95 %	32.65 %	6.94 %	21.84 %

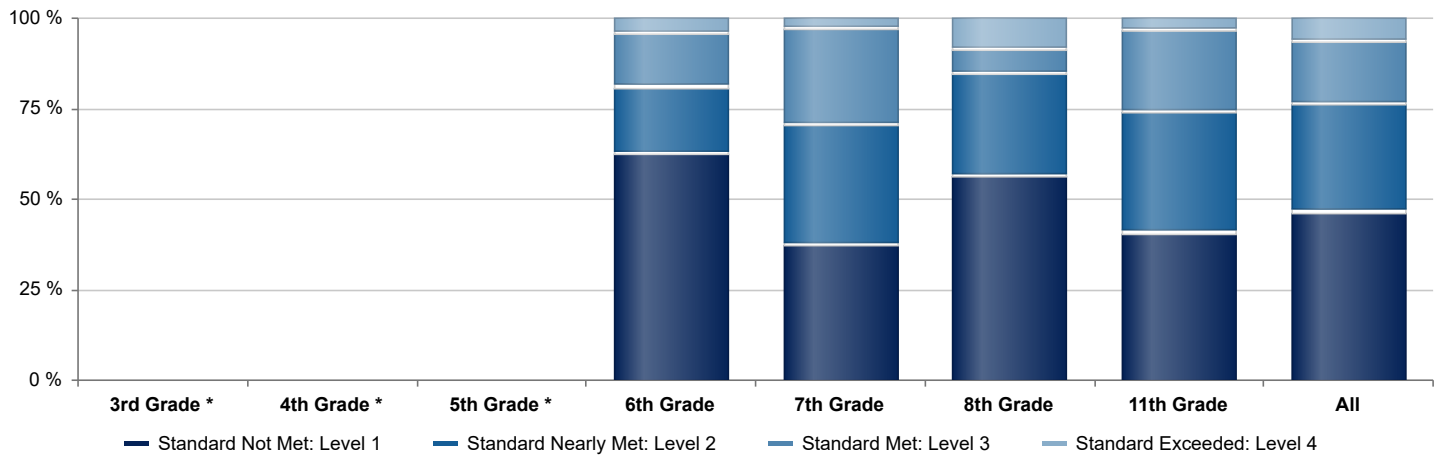
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	17.24 %	16.67 %	16.33 %	30.56 %	21.84 %
Near Standard	*	*	*	48.28 %	59.52 %	42.86 %	50.00 %	50.00 %
Below Standard	*	*	*	34.48 %	23.81 %	40.82 %	19.44 %	28.16 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	*	*	*	30	45	53	74	217
# of Students Tested	*	*	*	28	42	50	72	206
# of Students With Scores	*	*	*	28	42	50	72	206
Mean Scale Score	*	*	*	2433.3	2504.1	2472.2	2556.4	N/A
Standard Exceeded: Level 4	*	*	*	3.57 %	2.38 %	8.00 %	2.78 %	5.83 %
Standard Met: Level 3	*	*	*	14.29 %	26.19 %	6.00 %	22.22 %	16.99 %
Standard Nearly Met: Level 2	*	*	*	17.86 %	33.33 %	28.00 %	33.33 %	29.61 %
Standard Not Met: Level 1	*	*	*	64.29 %	38.10 %	58.00 %	41.67 %	47.57 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	7.14 %	7.14 %	10.00 %	9.72 %	10.19 %
Near Standard	*	*	*	14.29 %	45.24 %	24.00 %	27.78 %	28.64 %

	Below Standard	*	*	*	78.57 %	47.62 %	66.00 %	62.50 %	61.17 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	*	7.14 %	14.29 %	8.00 %	8.33 %	10.19 %
	Near Standard	*	*	*	28.57 %	47.62 %	44.00 %	54.17 %	46.12 %
	Below Standard	*	*	*	64.29 %	38.10 %	48.00 %	37.50 %	43.69 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	*	17.86 %	2.38 %	10.00 %	11.11 %	11.17 %
	Near Standard	*	*	*	35.71 %	73.81 %	34.00 %	65.28 %	53.88 %
	Below Standard	*	*	*	46.43 %	23.81 %	56.00 %	23.61 %	34.95 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Mission Bay High

CDS Code: 37-68338-3734431

District: San Diego Unified

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2015

Select Student Group: All Students (Default)

Apply Selections

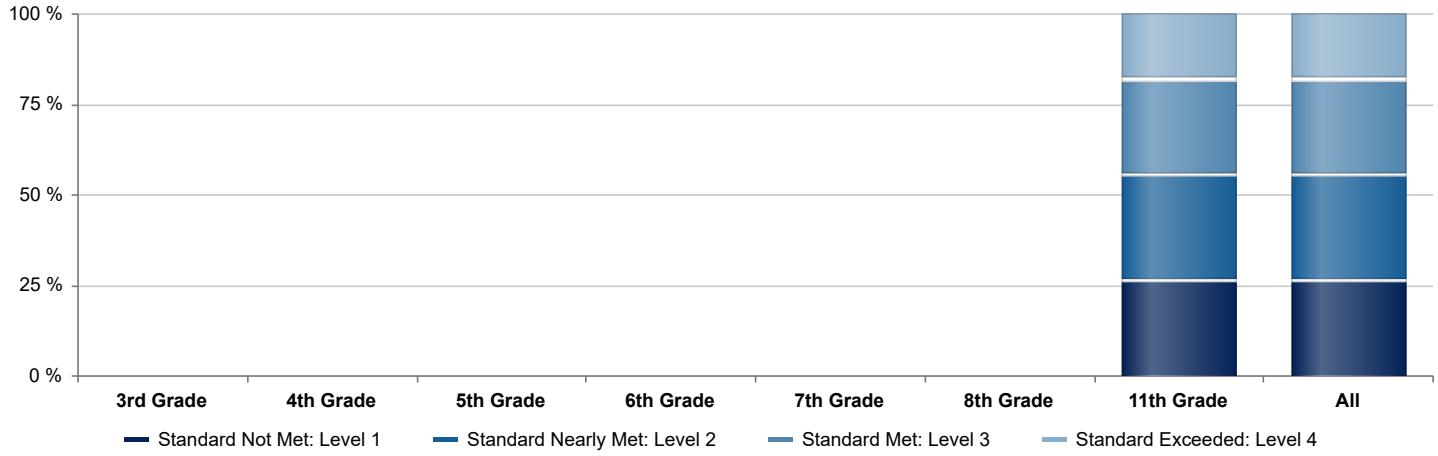
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2015)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	244	244
Number of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	216	216
Number of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	201	201

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2570.5	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	18 %	18 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	26 %	26 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	29 %	29 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	27 %	27 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

Reading: Demonstrating understanding of literary and non-fictional texts

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	26 %	26 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	45 %	45 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	30 %	30 %

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	24 %	24 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	48 %	48 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	28 %	28 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	11 %	11 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	60 %	60 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	29 %	29 %

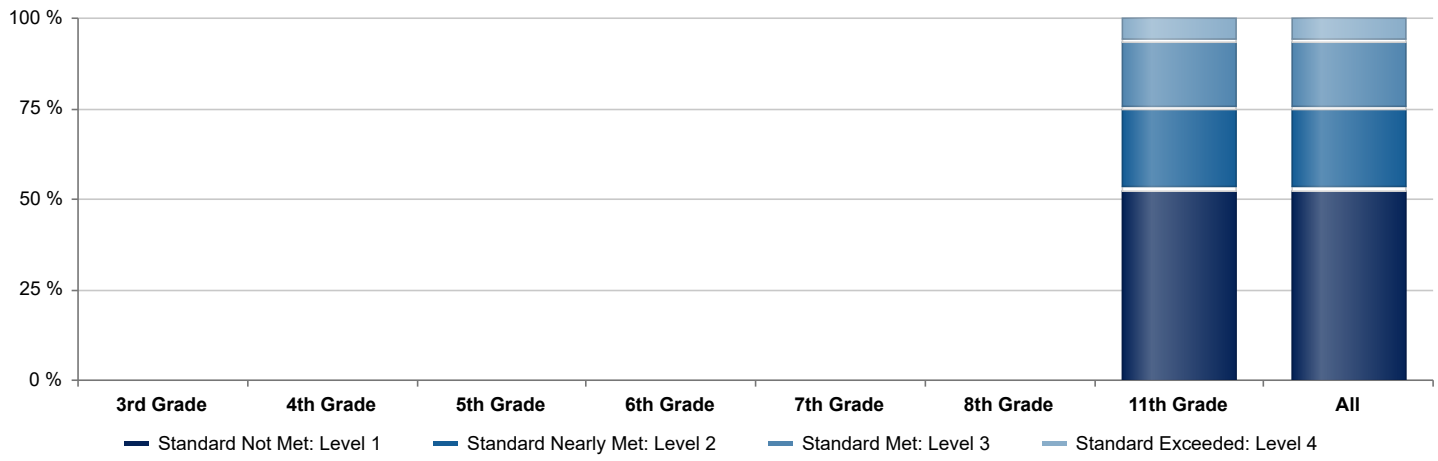
Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	27 %	27 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	55 %	55 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	18 %	18 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	244	244
Number of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	217	217
Number of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	209	209
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2540.2	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	6 %	6 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	18 %	18 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	22 %	22 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	54 %	54 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	14 %	14 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	27 %	27 %

	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	58 %	58 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	9 %	9 %
	At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	50 %	50 %
	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	41 %	41 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	10 %	10 %
	At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	61 %	61 %
	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	29 %	29 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Mission Bay High

CDS Code: 37-68338-3734431

District: San Diego Unified School District

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2016

Select Student Group: All Students (Default)

Apply Selections

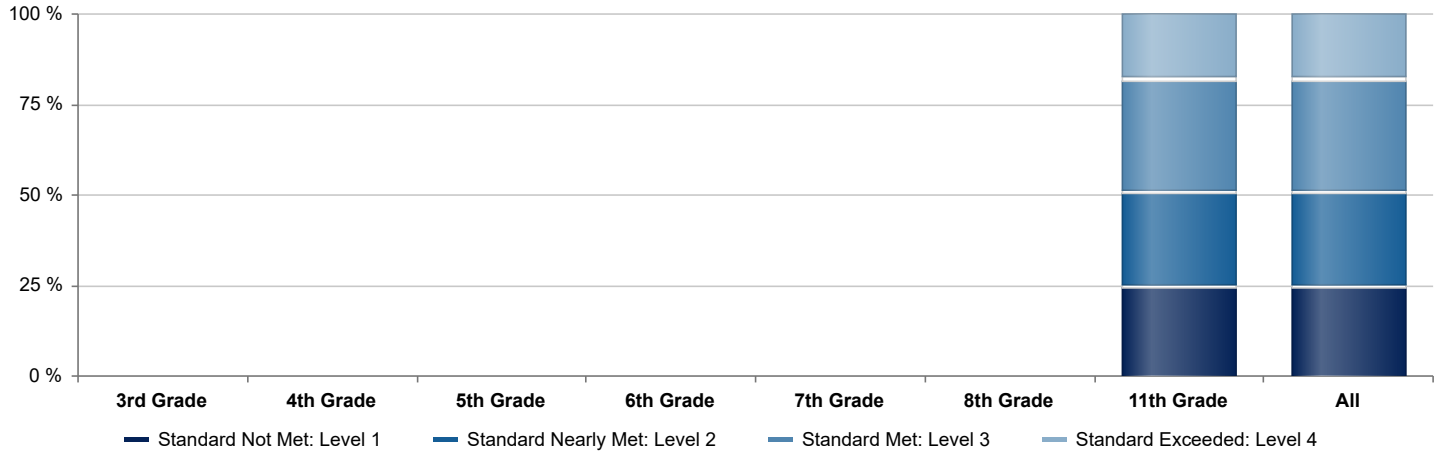
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	258	258
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	239	239
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	233	233

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2573.8	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	18 %	18 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	31 %	31 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	26 %	26 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	25 %	25 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	23 %	23 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	50 %	50 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	27 %	27 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	28 %	28 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	41 %	41 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	30 %	30 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	16 %	16 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	62 %	62 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	22 %	22 %

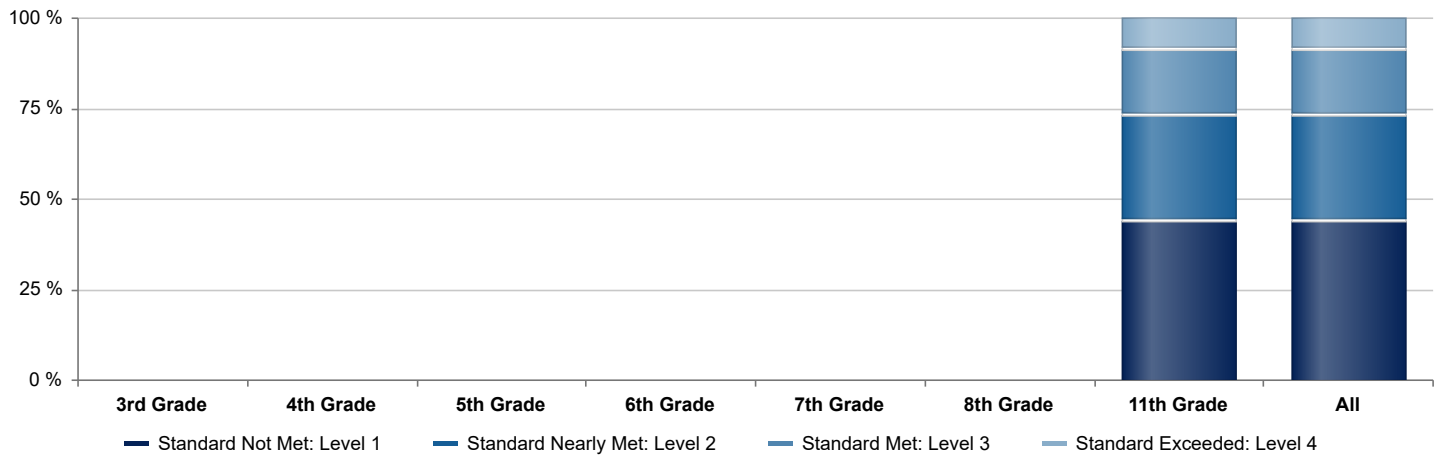
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	26 %	26 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	53 %	53 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	21 %	21 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	258	258
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	242	242
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	238	238
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2555.5	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	8 %	8 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	18 %	18 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	29 %	29 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	45 %	45 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	13 %	13 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	29 %	29 %

	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	58 %	58 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	14 %	14 %
	Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	50 %	50 %
	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	36 %	36 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	13 %	13 %
	Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	53 %	53 %
	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	33 %	33 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Mission Bay High

CDS Code: 37-68338-3734431

District: San Diego Unified

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2017

Select Student Group: All Students (Default)

Apply Selections

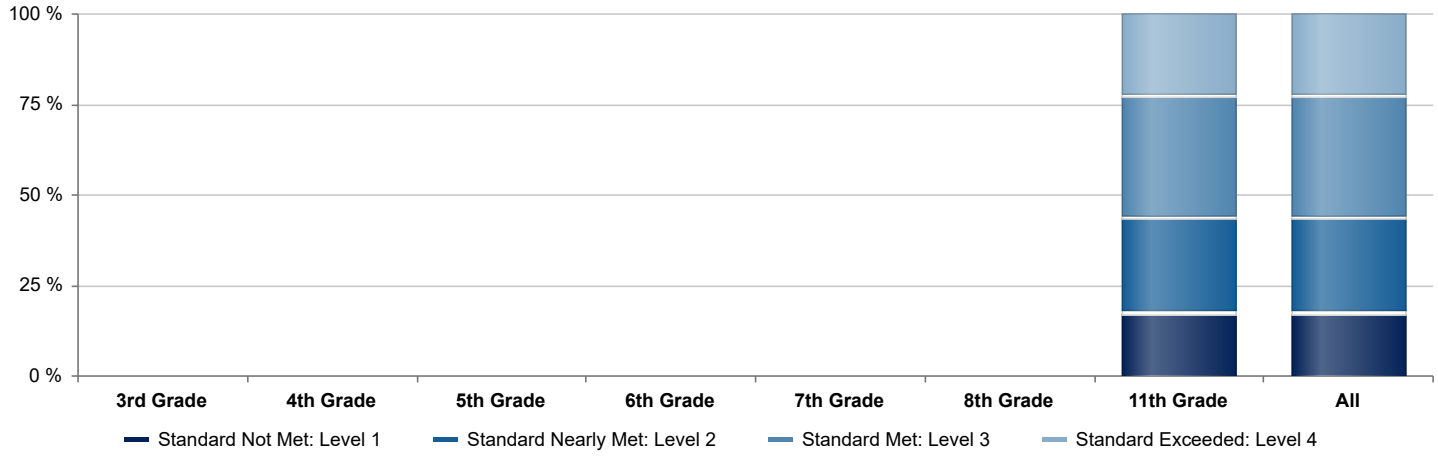
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2017)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	221	221
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	211	211
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	211	211

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2597.3	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	22.75 %	22.75 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	33.65 %	33.65 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	26.07 %	26.07 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	17.54 %	17.54 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	34.12 %	34.12 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	45.50 %	45.50 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	20.38 %	20.38 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	26.19 %	26.19 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	49.52 %	49.52 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	24.29 %	24.29 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	20.85 %	20.85 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	62.09 %	62.09 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	17.06 %	17.06 %

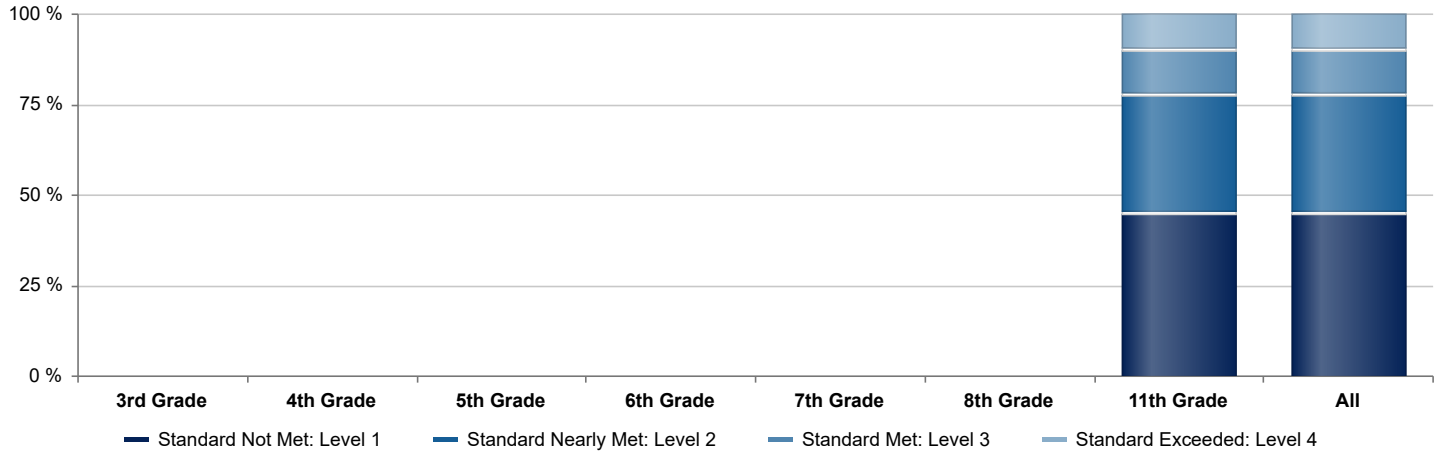
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	31.75 %	31.75 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	52.13 %	52.13 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	16.11 %	16.11 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	221	221
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	211	211
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	211	211
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2554.0	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	9.48 %	9.48 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	11.85 %	11.85 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	32.70 %	32.70 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	45.97 %	45.97 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	14.22 %	14.22 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	26.54 %	26.54 %

	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	59.24 %	59.24 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	10.90 %	10.90 %
	Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	47.87 %	47.87 %
	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	41.23 %	41.23 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	12.32 %	12.32 %
	Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	61.61 %	61.61 %
	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	26.07 %	26.07 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Assessment Test Results for:

School: Mission Bay High

CDS Code: 37-68338-3734431

District: San Diego Unified

County: San Diego

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2018

Select Student Group: All Students (Default)

Apply Selections

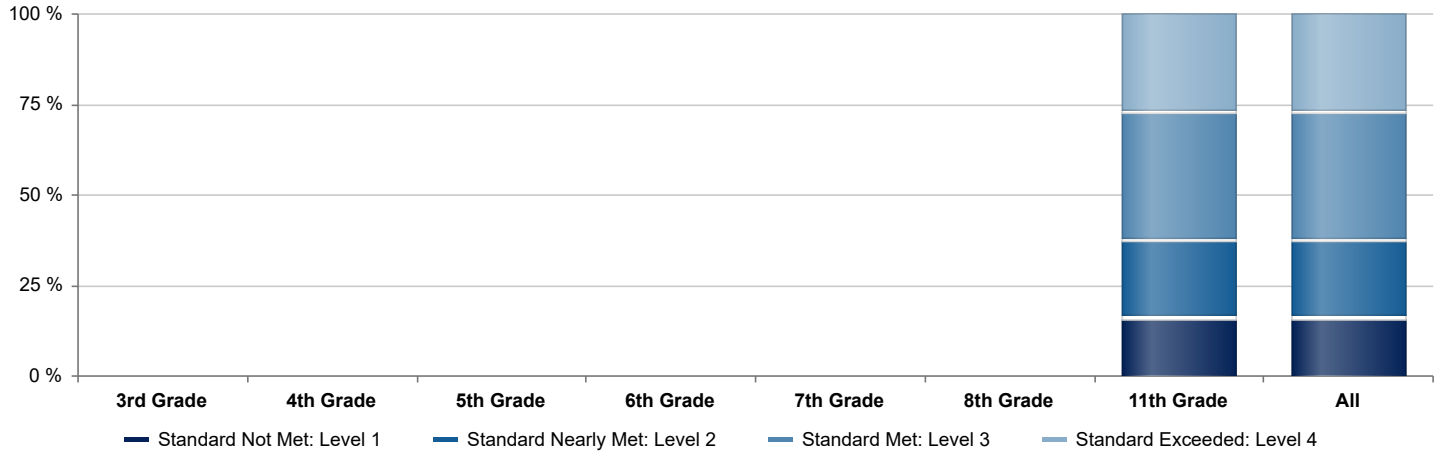
To learn more about the results displayed below, please visit Understanding Results page.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	226	226
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	217	217
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	217	217

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2610.0	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	27.19 %	27.19 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	35.48 %	35.48 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	21.20 %	21.20 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	16.13 %	16.13 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	32.72 %	32.72 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	47.93 %	47.93 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	19.35 %	19.35 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	33.64 %	33.64 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	46.54 %	46.54 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	19.82 %	19.82 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	24.42 %	24.42 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	60.83 %	60.83 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	14.75 %	14.75 %

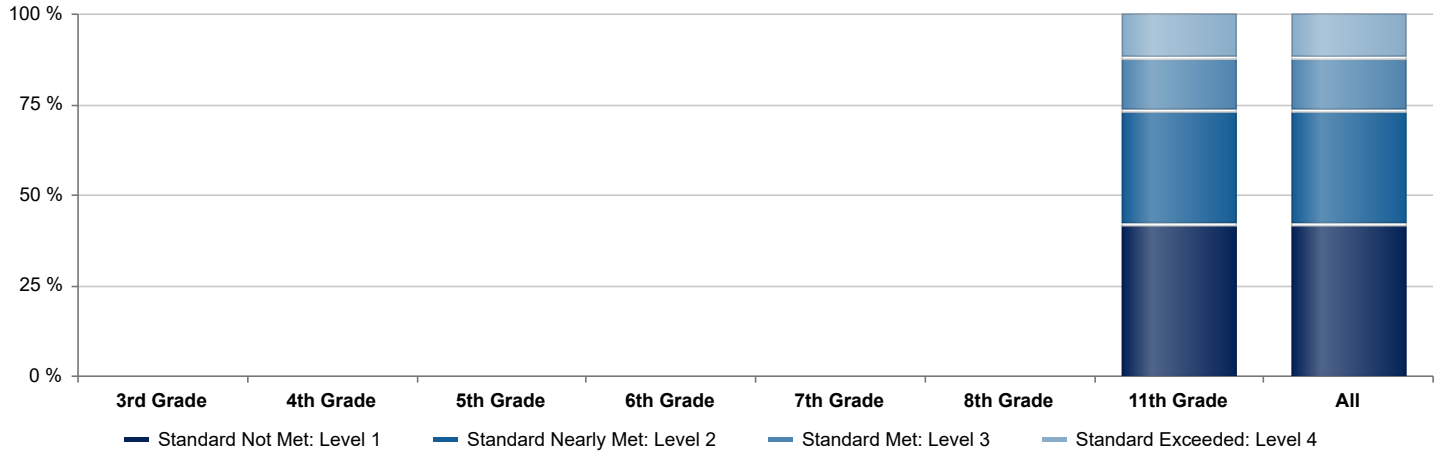
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	40.55 %	40.55 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	45.16 %	45.16 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	14.29 %	14.29 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	226	226
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	211	211
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	210	210
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2565.5	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	11.90 %	11.90 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	13.81 %	13.81 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	31.43 %	31.43 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	42.86 %	42.86 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	16.67 %	16.67 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	25.71 %	25.71 %

	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	57.62 %	57.62 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	15.71 %	15.71 %
	Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	44.76 %	44.76 %
	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	39.52 %	39.52 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	13.81 %	13.81 %
	Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	55.24 %	55.24 %
	Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	30.95 %	30.95 %

Mathematics Area Achievement Level Descriptors