The School Plan for Student Achievement

School: Grant Elementary School

CDS Code: 19-64980-6022560

District: Santa Monica-Malibu Unified School District

Principal: Mr. Christian Fuhrer

Revision Date: 10/20/2018

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

Contact Person: Mr. Christian Fuhrer

Position: Principal

Phone Number: (310) 450-7651

Address: 2368 Pearl St.
Santa Monica, CA 90405-2853

E-mail Address: cfuhrer@smmusd.org

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

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School Mission Statement

Grant Elementary School's Vision and Mission Statements

The Grant School Community, which includes students, their families, staff, and community members, will work together to create a safe and caring learning environment in which students will become self-directed learners, collaborative workers, critical thinkers, and responsible citizens. Families will share in the responsibility for their child's success through their active support of the

educational process.

School Profile

Grant Elementary School is a pre-school through 5th-grade elementary school in the Santa Monica Malibu Unified School District. The school administration and staff work to improve student achievement through ongoing cycles of inquiry that include collaboration time and Professional Learning Communities. The focus of Grant is student learning, family and community engagement, and implementing a culture of equity and access for all. Grant Elementary School in Santa Monica, California serves approximately 600 students. There are 24 general education classes consisting of 1 fee-based preschool class, and 1 transitional kindergarten class. Additionally, Grant offers a Special Education program consisting of 4 Specialized Academic Instruction (SAI) classes to serve students in kindergarten through 5th grade and 2 social skills classroom settings. The neighborhood surrounding Grant School is composed of single and multiple family units within a very active and family-oriented community.

SPSA Executive Summary with SLT Plan Narrative

Data from state, local, and teacher made assessments are used to inform instruction and develop programs to meet the needs of all students. Instructional staff use state, ongoing local and teacher made assessments to inform instruction and meet the needs of all students.

The School Leadership Team (SLT), along with certificated and classified staff members have worked collaboratively to develop goals and action plans to address student achievement and community engagement.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Increased Performance in Literacy and Math

District LCAP Goal 1:

All graduates are ready for college and careers.

Data and analysis used to form school-specific SMART goal(s)

Data used to establish goals and action plan:

- CAASPP Data
- FastBridge Assessments
- Teacher-made assessments
- School-wide common formative assessments

Findings from the Analysis of this Data:

- Overall 80% of all students scored at "Met or Exceed" the standard in English/Language Arts on the CAASP in Spring 2018. This was an increase of 7%.
- Overall 74% of all students scored at "Met or Exceed" the standard in Mathematics on the CAASP in Spring 2018. This was an increase of 1%.

How the school will evaluate the progress of this goal:

- 2018 CAASPP Data, student work samples, ongoing PLC data meetings, SMART goals, interim assessments and classroom observations

Grant School Goal for 2018 - 2019:

- Increase to 83% the number of students scoring at the "Standard Met" or "Standard Exceeded" on ELA state assessments as measured by the CAASPP and local assessments
- Increase to 77% the number of students scoring at the "Standard Met" or "Standard Exceeded" on Mathematics state assessments as measured by the CAASPP and local assessments

Teachers will:

- Continue to implement the New California State Standards by demonstrating the application of the three instructional shifts in English Language Arts/content literacy and mathematics as evidenced by classroom instructional practice

Students will:

- Demonstrate growth toward proficiency in grade level reading, writing, and mathematics by accessing and applying rigorous state standards as measured by local assessments, common formative assessments and the CAASPP

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Grant Elementary (Santa Monica, CA)

Santa Monica-Malibu Unified

Return to Search

View the Dashboard Report

View District Five-by-Five Placement

View Detailed Data

English Language Arts (Grades 3-8) - Student Group Five-by-Five Placement

Select an Indicator: English Language Arts (Grades 3-8) Indicator ▼ **Reporting Year:** 2017 (Fall) ▼

LEVEL	Declined Significantly by more than 15 points	Declined by 3 to 15 points	Maintained Declined by less than 3 points or Increased by less than 3 points	Increased by 3 to less than 15 points	Increased Significantly by 15 points or more
Very High 45 or more points above	Green: (None)	Green: (None)	Blue: (None)	Blue: • All Students (School Placement)	Blue: • White
High 10 points above to less than 45 points above	Green: (None)	Green: (None)	Green: (None)	Green: • Hispanic	Blue: (None)
Medium 5 points below to less than 10 points above	Yellow: (None)	Yellow: (None)	Yellow: (None)	Green: (None)	Green: • Socioeconomically Disadvantaged
Low More than 5 points below to 70 points below	Orange: (None)	Orange: (None)	Orange: (None)	Yellow: (None)	Yellow: • Students with Disabilities
Very Low More than 70 points below	Red: (None)	Red: (None)	Red: (None)	Orange: (None)	Orange: (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
4	0	0	1	2	1

The CDE applies standard rounding rules to Status and Change. These values are rounded to the nearest tenth before they are displayed throughout the Dashboard and the Five-by-Five Placement Report. However, Change is calculated using the non-rounded values. Therefore, LEAs and schools should not use the rounded Status values to calculate Change, because it could result in a different performance level (color) than what is reported on the Dashboard Web site.

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Grant Elementary (Santa Monica, CA)

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View the Dashboard Report

View District Five-by-Five Placement

View Detailed Data

Mathematics (Grades 3-8) - Student Group Five-by-Five Placement

Select an indicator: Mathematics (Grades 3-8) Indicator ▼ **Reporting Year:** 2017 (Fall) ▼

LEVEL	Declined Significantly by more than 15 points	Declined by 3 to 15 points	Maintained Declined by less than 3 point or increased by less than 3 points	Increased by 3 to less than 15 points	Increased Significantly by 15 points or more
Very High 35 or more points above	Green: (None)	Green: (None)	Blue: (None)	Blue: (None)	Blue: • All Students (School Placement) • White
High zero points to less than 35 points above	Green: (None)	Green: (None)	Green: (None)	Green: • Hispanic	Blue: (None)
Medium 25 points below to zero	Yellow: (None)	Yellow: (None)	Yellow: (None)	Green: (None)	Green: • Socioeconomically Disadvantaged • Students with Disabilities
Low More than 25 points below to 55 points below	Orange: (None)	Orange: (None)	Orange: (None)	Yellow: (None)	Yellow: (None)
Very Low More than 55 points below	Red: (None)	Red: (None)	Red: (None)	Orange: (None)	Orange: (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
4	0	0	0	3	1

The CDE applies standard rounding rules to Status and Change. These values are rounded to the nearest tenth before they are displayed throughout the Dashboard and the Five-by-Five Placement Report. However, Change is calculated using the non-rounded values. Therefore, LEAs and schools should not use the rounded Status values to calculate Change, because it could result in a different performance level (color) than what is reported on the Dashboard Web site.

2017-18 Preliminary Smarter Balanced

Performance Summary

ELA: All Grades Tested

Site: **GRANT ELEMENTARY SCHOOL**
Roster Date: **17-18 | Yearlong 2018**
Grade Levels: **All**
English Proficiencies: **All**
Reported Race: **All Reported Races**
Gender(s): **Male & Female**
Special Education: **Special & Non Special**
Socio-Economic: **SED & Not SED**

More information about this report can be found at help.illuminateed.com.

Overall Score Levels

- 4 Standard Exceeded
- 3 Standard Met
- 2 Standard Nearly Met
- 1 Standard Not Met

Claim Score Levels

- Above Standard
- Near Standard
- Below Standard

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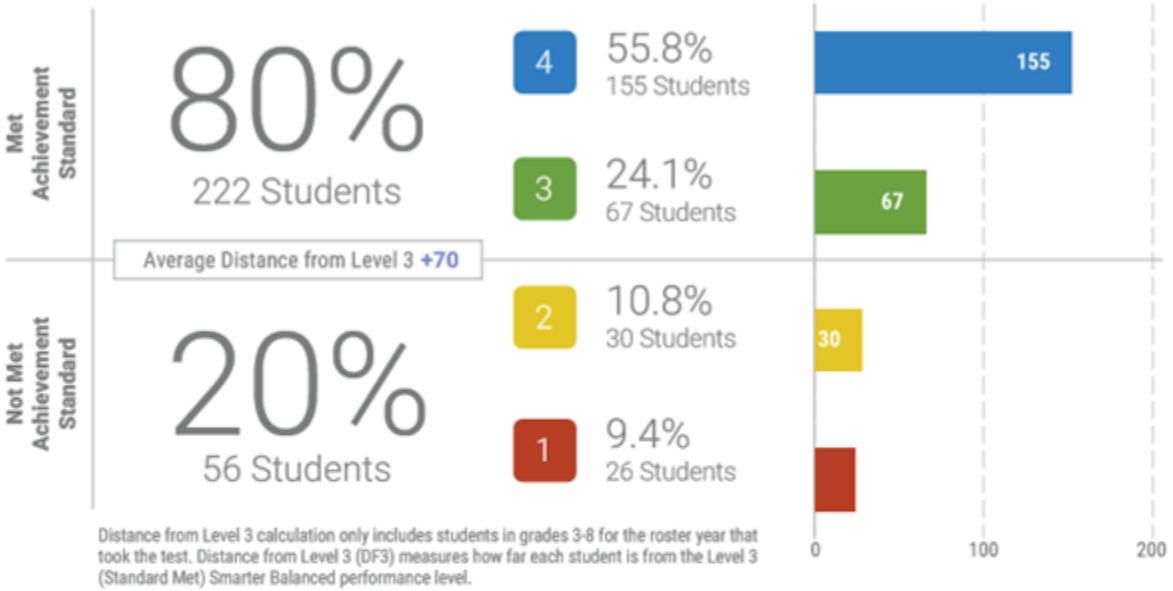
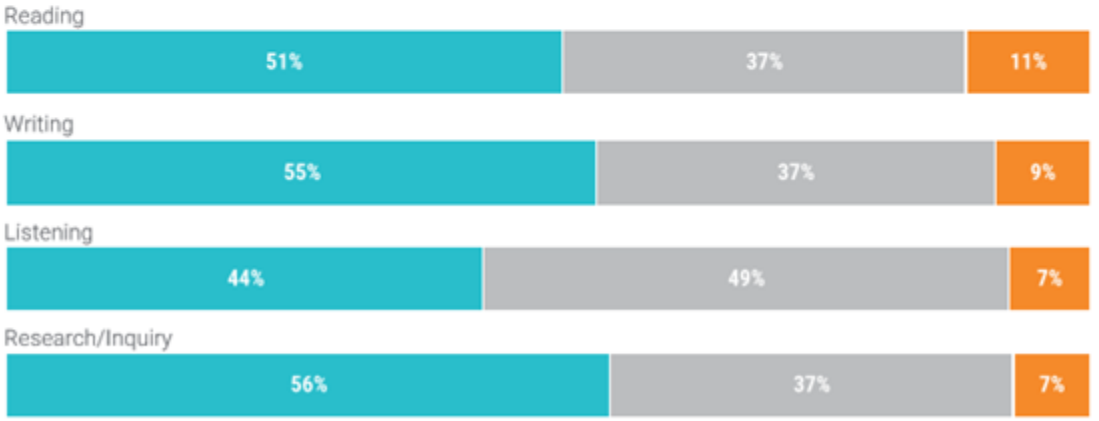
Overall Performance: 278 Students Tested



Distance from Level 3 calculation only includes students in grades 3-8 for the roster year that took the test. Distance from Level 3 (DF3) measures how far each student is from the Level 3 (Standard Met) Smarter Balanced performance level.

Claim Performance: Percent of Students at Each Level



ADDITIONAL FILTERS APPLIED: Students: All Students Addl Student Group: All Students

2017-18 Preliminary Smarter Balanced

Performance Summary

Math: All Grades Tested

Site: **GRANT ELEMENTARY SCHOOL**
Roster Date: **17-18 | Yearlong 2018**
Grade Levels: **All**
English Proficiencies: **All**
Reported Race: **All Reported Races**
Gender(s): **Male & Female**
Special Education: **Special & Non Special**
Socio-Economic: **SED & Not SED**

More information about this report can be found at help.illuminateed.com.

Overall Score Levels

- 4 Standard Exceeded
- 3 Standard Met
- 2 Standard Nearly Met
- 1 Standard Not Met

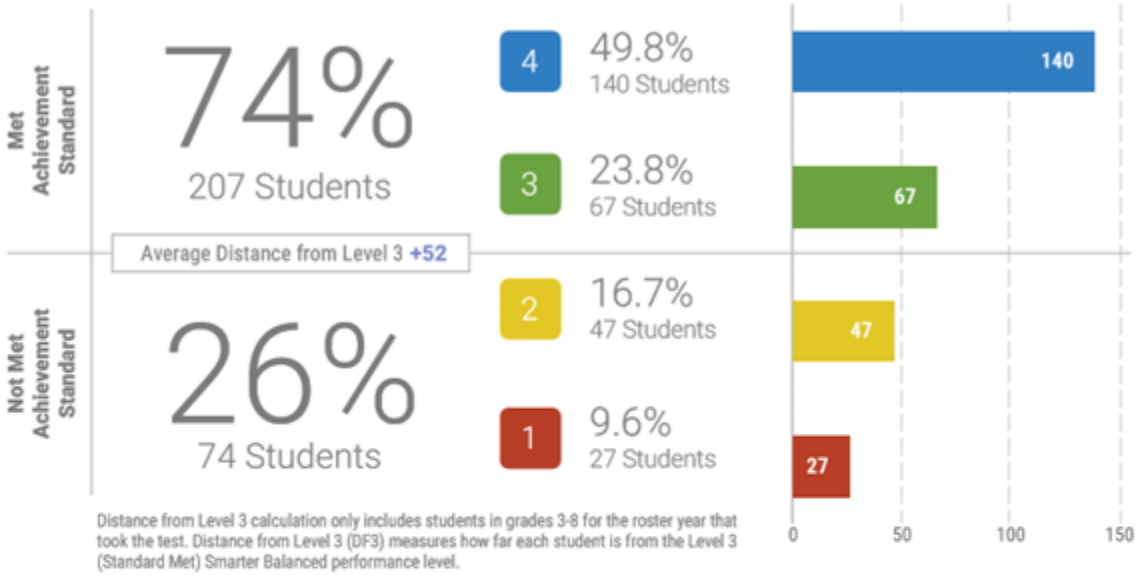
Claim Score Levels

- Above Standard
- Near Standard
- Below Standard

Generated on 08/17/2018 by Illuminate Education

These partial results are not appropriate for public release.

Overall Performance: 281 Students Tested



Distance from Level 3 calculation only includes students in grades 3-8 for the roster year that took the test. Distance from Level 3 (DF3) measures how far each student is from the Level 3 (Standard Met) Smarter Balanced performance level.

Claim Performance: Percent of Students at Each Level

ADDITIONAL FILTERS APPLIED: Students: All Students Addl Student Group: All Students

How the school will measure progress toward this goal
2018-2019- CAASPP Data, student work samples, ongoing PLC data meetings, SMART goals, and classroom observations

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Learning Communities/SLT • Grade Level Meetings • Vertical and Horizontal Articulation • Instructional Leadership Team	8/2018 - 6/2019	Site Administration Teachers Grade Level Chairs/Leaders Literacy Coaches Language and Literacy Interventionist (LLI)	Substitute teachers will be hired to release teachers for planning, observations, professional development, and data analysis	1000-1999: Certificated Personnel Salaries	Site Formula Funds	2,000.00
			Implement Common Core State Standards through use of adopted curriculum with use of supplemental materials	4000-4999: Books And Supplies	Site Formula Funds	2,000.00
			Research and share best practices - SLT committee work to refine and school goals, analyze data, and develop best practices which that will assist in student achievement	1000-1999: Certificated Personnel Salaries	Site Formula Funds	7,320.00
			Collect and examine student work in writing through the lens of standards aligned rubrics			
			Analyze assessment data			
			Refine instructional strategies based on learning outcomes			
			Plan, implement and evaluate interventions based on student need			

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Site Professional Development • Aligned with district priorities	8/2018 - 6/2019	Site Administration Teachers Grade Level Chairs/Leaders Literacy Coaches LLI	Conferences, training, workshops and consultants will enhance instruction to make progress toward closing the achievement gap. Substitute teachers will be hired to release teachers for planning, observations, professional development, and data analysis	5000-5999: Services And Other Operating Expenditures	Site Based Gifts and Donations	2,500.00
Personnel to support at-risk students • LLI • Literacy Coaches	8/2018 - 6/2019	Site Administration LLI Teacher Literacy Coaches	Teacher extra duty hours for professional development LLI to provide support to staff and students in the area of ELA Targeted PD in New State Standards, Balanced Literacy, and Close Reading Support vertical articulation	1000-1999: Certificated Personnel Salaries	Stretch Grant (SMMEF)	20,975.00
			Deliver PD to staff, provide model lessons and support lesson studies and data team meetings	1000-1999: Certificated Personnel Salaries	Site Formula Funds	3,000.00
Technology Integration • State of the art technology will be used to meet the needs of diverse learners, which includes but not limited to interactive boards, chrome books,	8/2018 - 6/2019	Site Administration Teachers Grade Level Chairs/Leaders Literacy Coaches	Substitute teachers will be hired to release teachers for planning, observations, and professional development with the use of technology			

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
computers			Purchase site license for Lexia Lab	None Specified	Parent-Teacher Association (PTA)	7,000.00
			Purchase of Front Row Intervention (student licenses)	None Specified	Parent-Teacher Association (PTA)	3,614.00
			Mystery Science (student licenses)	None Specified	Parent-Teacher Association (PTA)	780.00
Classroom Observation	8/2018 - 6/2019	Site Administration	Site leadership will conduct regular formal and informal observations of instruction in literacy and balanced literacy design			
Response to Intervention 2	8/2018 - 6/2019	Site Administration Classroom Teachers Literacy Coaches	Students will be placed in intervention and extension groups based on data and needs			
			Extended learning opportunities will be provided for students in need of intervention using instructional aides and supplemental teachers	1000-1999: Certificated Personnel Salaries	Site Formula Funds	3,000.00
Science Technology Engineering Art and Math (STEAM) • STEAM will be integrated throughout all content areas. • Students will develop and demonstrate the used of problem solving skills and collaboration in science and/or engineering	8/2018 - 6/2019	Classroom Teachers STEM Experts	STAR Science Program Utilize NGSS standards to design and measure student access to STEM integration	2000-2999: Classified Personnel Salaries	Stretch Grant (SMMEF)	40,000.00
Supplemental Books and material	8/2018 - 6/2019	Administration Classroom Teachers	Supplemental classroom instructional materials	4000-4999: Books And Supplies	Lottery: Instructional Materials	2,500.00

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Supplemental core materials	4000-4999: Books And Supplies	Lottery: Instructional Materials	1,400.00
			Supplemental core materials	4000-4999: Books And Supplies	Site Formula Funds	3,000.00

Total Expenditures for Goal 1

Goal Number	Total Expenditures
Goal 1	99,089.00

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Equitable Opportunities for all Students

District LCAP Goal 2

English learners will become proficient in English while engaging in a rigorous, standards-aligned curriculum

Data and analysis used to form school-specific SMART goal(s)

Data used to establish goals and action plan:

- CAASPP Data
- FastBridge Assessments
- Teacher-made assessments
- School-wide common formative assessments

Findings from the Analysis of this Data:

- There is a significant achievement gap between English Learners and all other students.
- 80% of all students met or exceeded the standard in English/Language Arts on the CAASP in 2018. This was an INCREASE of 7%.
- 74% of all students met or exceeded the standard in Mathematics on the CAASP in 2018. This was an INCREASE of 1%.
- 53% of English Learners "met or exceeded" the standard in English/Language Arts. This was an INCREASE of 17%.
- 47% of English Learners "met or exceeded" the standard in Mathematics. This was an INCREASE of 18%.

How the school evaluated the progress of this goal:

- 2018 CAASPP Data, SLT and PLC data analysis meetings of student work samples, PLC SMART goals, common lessons, interim assessments and classroom observations
- Common lessons, activities, English Language Proficiency Assessment for California (ELPAC) data, and assessments focused on English Language Development strategies

Grant School Goal for 2018 - 2019:

- Decrease the Achievement Gap, with particular emphasis on all students not achieving due to academic or behavior concerns, between highest performing and lowest performing subgroups
- Provide opportunities for targeted students to participate in extended learning opportunities
- Provide a comprehensive differentiated curriculum to meet the needs of all subgroups of students including advanced students
- Increase to 83% the number of students scoring at the "standard met" or "standard exceeded" in English Language Arts on state assessments as measured by the CAASPP and local assessments
- Increase to 77% the number of students scoring at the "standard met" or "standard exceeded" in Mathematics on state assessments as measured by the CAASPP and local assessments
- Increase to 56% the number of ELL students scoring at the "standard met" or "standard exceeded" in English Language Arts on state assessments as measured by the CAASPP and local assessments
- Increase to 50% the number of ELL students scoring at the "standard met" or "standard exceeded" in Mathematics on state assessments as measured by the CAASPP and local assessments

Teachers will demonstrate the application of:

- The shifts in English Language Development and their instruction implications as evidenced by classroom instruction practice and vertical articulation
- The inclusion of the Social Justice standards to aid in the integration of culturally relevant literature and curriculum across all content areas as evidenced by classroom instructional practice and vertical articulation
- Continue to implement the New California State Standards by demonstrating the application of the three instructional shifts in English Language Arts/content literacy and mathematics as evidenced by classroom instructional practice.

Students will:

- Demonstrate growth toward proficiency in grade level reading, writing, and mathematics by accessing and applying rigorous state standards as measured by local assessments and the CAASPP

How the school will evaluate the progress of this goal:

- 2018 CAASPP Data, student work samples, ongoing PLC data meetings, SMART goals, ELPAC data, interim assessments and classroom observations

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Grant Elementary (Santa Monica, CA)

Santa Monica-Malibu Unified

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View the Dashboard Report

View District Five-by-Five Placement

View Detailed Data

English Learner Progress - Student Group Five-by-Five Placement

Select an Indicator: English Learner Progress Indicator ▼ **Reporting Year:** 2017 (Fall) ▼

LEVEL	Declined Significantly by greater than 10.0%	Declined by 1.5% to 10.0%	Maintained Declined or Increased by less than 1.5%	Increased by 1.5% to less than 10.0%	Increased Significantly by 10.0% or greater
Very High 85.0% or greater	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue • English Learners
High 75.0% to less than 85.0%	Orange (None)	Yellow (None)	Green (None)	Green (None)	Blue (None)
Medium 67.0% to less than 75.0%	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
Low 60.0% to less than 67.0%	Red (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
Very Low less than 60.0%	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
1	0	0	0	0	1

Note: The English learner (EL) student group is the only group displayed in the English Learner Progress Indicator (ELPI). The ELPI does not disaggregate the EL student group by race, ethnicity, or program participation (e.g., Asian, Hispanic, Socioeconomically Disadvantaged, etc.).

The CDE applies standard rounding rules to Status and Change. These values are rounded to the nearest tenth before they are displayed throughout the Dashboard and the Five-by-Five Placement Report. However, Change is calculated using the non-rounded

2017-18 Preliminary Smarter Balanced

Performance Summary

ELA: All Grades Tested

Site: **GRANT ELEMENTARY SCHOOL**
Roster Date: **17-18 | Yearlong 2018**
Grade Levels: **All**
English Proficiencies: **Eng Learner**
Reported Race: **All Reported Races**
Gender(s): **Male & Female**
Special Education: **Special & Non Special**
Socio-Economic: **SED & Not SED**

More information about this report can be found at help.illuminateed.com.

Overall Score Levels

- 4 Standard Exceeded
- 3 Standard Met
- 2 Standard Nearly Met
- 1 Standard Not Met

Claim Score Levels

- Above Standard
- Near Standard
- Below Standard

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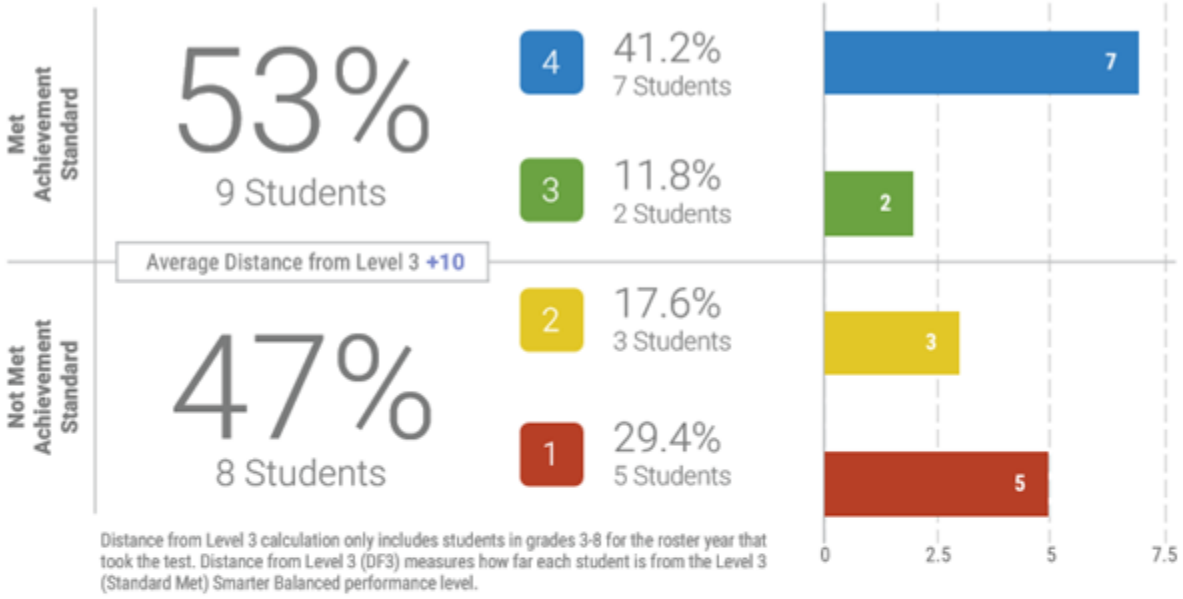
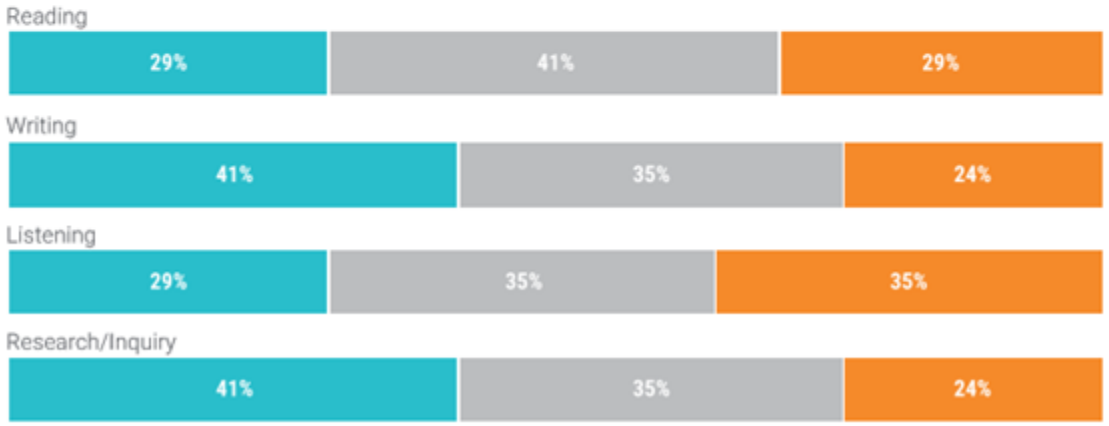
These partial results are not appropriate for public release.

Overall Performance: 17 Students Tested



Distance from Level 3 calculation only includes students in grades 3-8 for the roster year that took the test. Distance from Level 3 (DF3) measures how far each student is from the Level 3 (Standard Met) Smarter Balanced performance level.

Claim Performance: Percent of Students at Each Level



ADDITIONAL FILTERS APPLIED: Students: All Students Addl Student Group: All Students

2017-18 Preliminary Smarter Balanced

Performance Summary

Math: All Grades Tested

Site: **GRANT ELEMENTARY SCHOOL**
Roster Date: **17-18 | Yearlong 2018**
Grade Levels: **All**
English Proficiencies: **Eng Learner**
Reported Race: **All Reported Races**
Gender(s): **Male & Female**
Special Education: **Special & Non Special**
Socio-Economic: **SED & Not SED**

More information about this report can be found at help.illuminateed.com.

Overall Score Levels

- 4 Standard Exceeded
- 3 Standard Met
- 2 Standard Nearly Met
- 1 Standard Not Met

Claim Score Levels

- Above Standard
- Near Standard
- Below Standard

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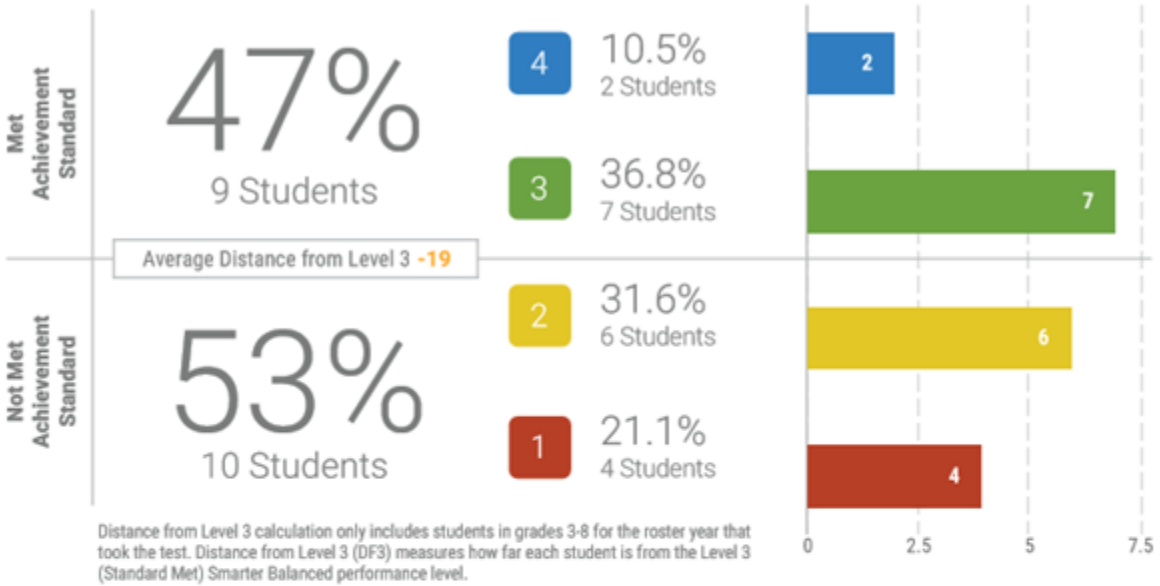
by Illuminate Education

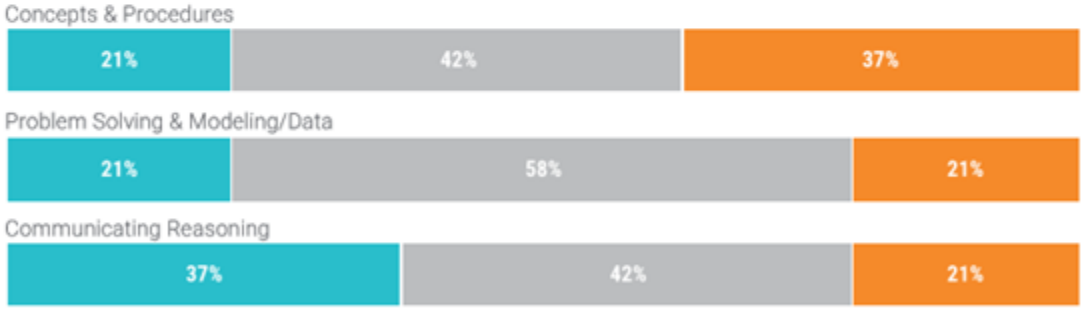
These partial results are not appropriate for public release.

Overall Performance: 19 Students Tested



Distance from Level 3 calculation only includes students in grades 3-8 for the roster year that took the test. Distance from Level 3 (DF3) measures how far each student is from the Level 3 (Standard Met) Smarter Balanced performance level.

Claim Performance: Percent of Students at Each Level



ADDITIONAL FILTERS APPLIED: Students: All Students Addl Student Group: All Students

School: Grant Elementary School - Santa Monica-Malibu School District
Date: September 14, 2018 for the 2018-2019 School Year

2017-2018 Focus:
Within a collaborative PLC model, Grant Elementary will improve listening and speaking performance of our English Language Learners through integrated and designated ELD instruction using research-based strategies aligned with CCSS-SL.2. (School Plan Goal 1 & 2)

2018-2019 Focus: **Within a collaborative PLC model, Grant Elementary will build upon the successful foundation from last year and continue to focus on improving the Listening and Speaking performance of English Language Learners through integrated and designated ELD instruction while expanding to CCSS: SL.1. and adding the focus on Mathematical Practice 3 while layering in a social justice lens by utilizing the Social Justice standards.**

Celebrations: All students' CAASPP scores in ELA rose 7%, from 73% to 80% meeting or exceeding the standard. **ELL students' ELA CAASPP scores rose 17%, from 36% to 53% meeting or exceeding the standard.** All students' CAASPP scores Math rose 1%, from 73% to 74% meeting or exceeding the standard. **ELL students' Math CAASPP scores rose 18%, from 29% to 47% meeting or exceeding the standard.**

Why are we doing this?

1. **Build on success from the previous year, we saw an increase in ELA specifically the Listening and Speaking strand and our ELL population.**
2. **We see a need based on data 2017-2018 CAASPP data**
3. **We know from our SLT work that our students were regularly using academic language. This was evidenced in student writing and discussions with teachers and peers.**
4. **Talking about the discipline helps deepen understanding which we believe will be transferable to the CAASPP and other benchmark assessments.**
5. **To increase student listening skills**

Outcome:
2017-2018 Goal: EL students, including RFEP students, will improve from 45% meeting the CAASPP Speaking/Listening standard to 55% by June 2018.

2017-2018 Actual: EL students, including RFEP students, improved from 45% meeting the CAASPP Speaking/Listening standard to 64% on the 2017-2018 CAASPP test.

2018-2019 Goal: EL students, including RFEP students, will improve from 64% meeting the CAASPP Speaking/Listening standard to 67% by June 2019.

Success Indicators (Students' Skills and Behaviors)	**Staff Practices**	**Professional Development**	**Evidence of Learning** (How you would measure/monitor the Success Indicators?)	**Timeline**
2017-2018: Students independently use academic language **2018-2019:** Students independently use academic language in mathematics when they are explaining their reasoning as well as ELA. Students analyze and justify understanding Students analyze and justify understanding in mathematics.	Develop and use a common language for student success indicators Develop common language used across grade levels to facilitate academic conversations around mathematics. Develop and use activities and assessments for ELL students in Speaking and Listening Discuss as a SLT Develop math task and differentiated scaffolds/strategies to support EL in communicating their mathematics reasoning.	GLAD training or similar (Amy Teplin) Subs for planning time for cycle of inquiry work Defining and Refining PLCs Establish and refine a plan for delivering specific ELD instruction	**STUDENT LEARNING** **Student work samples/Checklists:** • Text evidence • Writing samples • Speaking • Math modeling understanding **Listening:** • Students listen to a common text read aloud • retell as indicated by the grade level **Speaking:** • Use sentence frames • Use academic language in pairs, small group and whole group **Writing Evidence:** • short response • process writing, responding to prompts • justifying opinions • reasons • solutions with evidence	Monthly and Ongoing

Students complete evidence based writing tasks Students will construct viable arguments and critique the reasoning of others in mathematical discourse. Students demonstrate understanding of a text read aloud Students will explain and discuss their thinking processes aloud. Students engage in varying levels of collaborative conversation Students engage in varying levels of collaborative conversation in mathematics	Develop, implement, and analyze common formative assessments Develop, implement, and analyze common formative assessment in mathematics. Engage in an ongoing cycle of inquiry within grade level teams Engage in an ongoing cycle of inquiry within grade level teams in mathematics Focus on DOK level 3 and higher Focus on DOK level 3 and higher		**STAFF LEARNING** • Classroom Learning Walk • District Assessments • Teacher created Common Formative Assessments • CAASPP Data • CELDT Data	

How the school will measure progress toward this goal
Student work samples, teacher-made common formative assessments, local assessments, classroom observations. School Leadership Team (SLT) action plan to address EL students in the area of listening and speaking which includes common lessons, activities, and assessments to be reviewed by staff as a Professional Learning Community (PLC). 2018-2019 Focus: Within a collaborative PLC model, Grant Elementary will build upon the successful foundation from last year and continue to focus on improving the Listening and Speaking performance of English Language Learners through integrated and designated ELD instruction while expanding to CCSS: SL.1. and adding the focus on Mathematical Practice 3 while layering in a social justice lens by utilizing the Social Justice standards.

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Learning Communities • Grade Level Meetings • Vertical and Horizontal Articulation • Instructional Leadership Team	8/2018 - 6/2019	Site Administration Teachers Grade Level Chairs/Leaders Literacy Coaches Math Coaches LLI	Implement New State Standards through the use of adopted and supplemental curriculum Implement English Language Development Standards Plan and provide enriching and differentiated academic experiences for all students Substitute teachers will be hired to release teachers for planning, observations, professional development, and data analysis Collect and examine student work through the lens of New State Standards Refine instructional strategies based on learning outcomes	2000-2999: Classified Personnel Salaries	Other	

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Site Professional Development • Aligned with district priorities	8/2018 - 6/2019	Site Administration Teachers Grade Level Chairs/Leaders Literacy Coaches Math Coaches LLI	Conferences, training, workshops and consultants will enhance instruction to make progress toward closing the achievement gap. Substitute teachers will be hired to release teachers for planning, observations, professional development, and data analysis Depth and Complexity Training through USC Professional Development in the integration of the Social Justice standards	5000-5999: Services And Other Operating Expenditures	Site Based Gifts and Donations	4,500.00
Instructional Support	8/2018 - 6/2019	Site Administration Teachers Grade Level Chairs/Leaders Literacy Coaches Math Coaches LLI	Students will be provided with supplemental materials to assist with culturally proficiency	4000-4999: Books And Supplies	Site Formula Funds	4,456.00
			Instructional Assistants will be provided equitably to classroom teachers to assist with supplemental instruction under the supervision of highly qualified teachers Substitute teachers will be hired to release teachers for planning, observations, professional development, and data analysis	2000-2999: Classified Personnel Salaries	Site Formula Funds	9,371.00

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Duplication of material that provide students with supplemental learning resources	4000-4999: Books And Supplies	Site Based Gifts and Donations	2,000.00
To impact the opportunity gap for students and enhance achievement, extended learning opportunities and off campus learning opportunities will be made available to all students	8/2018 - 6/2019	Site Administration Teachers Grade Level Chairs/Leaders Literacy Coaches Math Coaches LLI	All students will be given equitable opportunities for off campus learning opportunitites All 5th grade students will have the opportunity to participate in Outdoor Science School (Pali Camp).	1000-1999: Certificated Personnel Salaries	Site Formula Funds	5,000.00
Personnel to support academic needs • Tier III Intervention • Reading Teacher • Literacy Coaches	8/2018 - 6/2019	Site Administration Teachers Grade Level Chairs/Leaders Literacy Coaches Math Coaches LLI	Substitute teachers will be hired to release teachers for planning, observations, professional development, and data analysis Support vertical articulation Provide PD to staff, provide model lessons and support lesson studies and data team meetings			
Classroom Observaton	8/2018 - 6/2019	Site Administration LLI Literacy Coaches	Site leadership will conduct regular formal and informal observations of instruction in mathematics, literacy, and balanced literacy design			

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Response to Intervention 2	8/2018 - 6/2019	Site Administration Teachers Grade Level Chairs/Leaders Literacy Coaches LLI Math Coaches	Students will be placed in intervention and extension groups based on data and need Professional Development in the implementation of RTI strategies			
Technology Integration	8/2018 - 6/2019	Site Administration Classroom Teachers	Provide technological/audio-visual resources for supplemental instruction as well as enhancing the delivery of instruction and assessment to address student academic gaps			
School Leadership Team	8/2018 - 6/2019	Site Admin Teachers	Monthly meetings focused on SLT Goal for English Learners PLC Meetings/Conferences	0001-0999: Unrestricted: Locally Defined	Site Formula Funds	5,000.00
LLI Teacher	8/2018 - 6/2019	Site Admin LLI (20%) Provided from various sources District (60%)	Deliver EL support for students	1000-1999: Certificated Personnel Salaries	Site Formula Funds	2,737.00
			Provide reading support for students	1000-1999: Certificated Personnel Salaries	Stretch Grant (Ed Foundation)	
Supplemental Culturally Proficient Materials	8/2018 - 6/2019	Site Admin Classroom Teachers	Provide literature and materials for students of cultures represented at our school.	4000-4999: Books And Supplies	American Book Drive	700.00
				4000-4999: Books And Supplies	Lottery: Instructional Materials	3,000.00

Total Expenditures for Goal 2

Goal Number	Total Expenditures
Goal 2	36,764.00

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Improvements in School Climate

District LCAP Goal 3

All students engage in schools that are safe, well-maintained and family-friendly.

Data and analysis used to form school-specific SMART goal(s)

How the school will monitor the progress of the goal:

- Parent surveys, student surveys, school records and Illuminate student information system data

Analysis of 2017-2018 data:

- The parent climate survey administered by SMMUSD in Spring 2018 indicates that most parents are pleased with the education their students receive at Grant School.
- The OLWEUS student surveys administered in Spring 2018 indicate a need to address bullying concerns during unstructured times.
- OLWEUS data indicates that most students feel supported if/when bullying occurs. There is a need to address instances of bullying during structured as well as unstructured times.
- The percentage of female students in grades 3 - 5 who reported they had been bullied at all in the past couple of months declined from 51% to 22%. This was a DECREASE of 22%.
- The percentage of male students in grades 3- 5 who reported they had been bullied at all in the past couple of months declined from 44% to 39%. This was a DECREASE of 5%.
- The percentage of all students in grades 3 - 5 who reported they had been bullied at all in the past couple of months declined from 47% to 35%. This was a DECREASE of 12%.
- The percentage of female students in grades 3 - 5 who reported they had been bullied 2 -3 times per month or more declined from 21% to 11%. This was a DECREASE of 10%.
- The percentage of male students in grades 3 - 5 who reported they had been bullied 2 -3 times per month or more declined from 16% to 15%. This was a DECREASE of 1%.
- The percentage of all students in grades 3 - 5 who reported they had been bullied 2 -3 times per month or more declined from 18% to 14%. This was a DECREASE of 4%.

Grant School data for 2017-2018 and Goals for 2018-2019:

- 2017-2018 GOAL: 80% of parents will report through a survey that Grant School is conducive to physical, social and emotional safety, resiliency, healthy relationships, and positive connections. to school.
- ACTUAL MEASURED DATA FOR 2017-2018: 87% of participating parents rated their school as good or excellent, compared with 84% in the 2015-2016 survey.
- GOAL FOR 2018-2019 SCHOOL YEAR: 90% of parents will report through a survey that Grant School is conducive to physical, social and emotional safety, resiliency, healthy relationships, and positive connections.
- 2017-2018 GOAL: Chronically absent students will improve by 10%.
- ACTUAL MEASURED DATA FOR 2017-2018: Chronically absent students dropped to 6.5%.

- GOAL FOR 2018-2019 SCHOOL YEAR: Chronically absent students will drop to 5% by June 2019.

Grant School will:

- Demonstrate a focus on school climate, which includes increased parent involvement, student attendance, and fewer behavior referrals.
- Work to improve school safety and security procedures and improve the security, safety, and aesthetics of the campus.

Teachers will:

- Implement positive behavior and academic interventions based on student need

Students will:

- Participate in positive intervention programs focused on academics and behavior

Parents will:

- Participate in school-sponsored committees, events, and meetings
- Work with school administration and staff to address concerns of school safety

Table 2a. How often have you been bullied in the past couple of months? (Q4) Percentage (and number) of girls by grade

	3rd	4th	5th	Total
I have not been bullied	**80.0%** (20)	**58.5%** (24)	**76.7%** (33)	**70.6%** (77)
Once or twice	**16.0%** (4)	**22.0%** (9)	**16.3%** (7)	**18.3%** (20)
2 or 3 times per month	**0.0%** (0)	**9.8%** (4)	**4.7%** (2)	**5.5%** (6)
About once a week	**4.0%** (1)	**7.3%** (3)	**2.3%** (1)	**4.6%** (5)
Several times a week	**0.0%** (0)	**2.4%** (1)	**0.0%** (0)	**0.9%** (1)

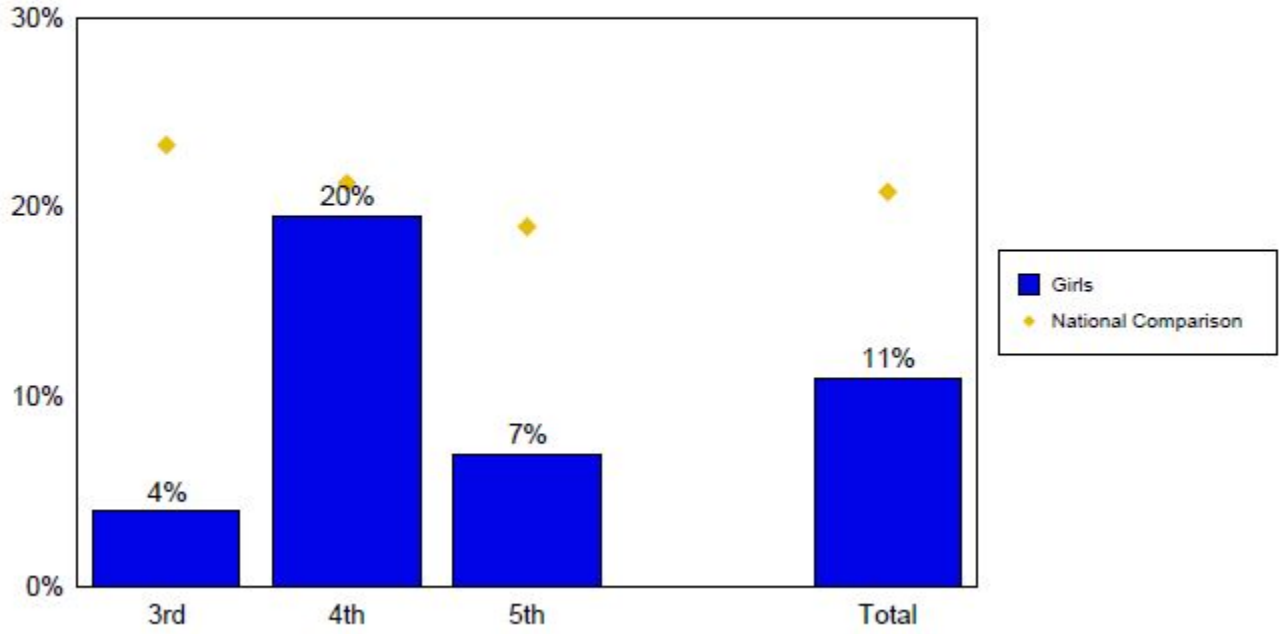
Table 2b. How often have you been been bullied in the past couple of months? (Q4) Percentage (and number) of boys by grade

	3rd	4th	5th	Total
I have not been bullied	**54.9%** (28)	**70.2%** (33)	**59.6%** (34)	**61.3%** (95)
Once or twice	**35.3%** (18)	**12.8%** (6)	**21.1%** (12)	**23.2%** (36)
2 or 3 times per month	**0.0%** (0)	**2.1%** (1)	**5.3%** (3)	**2.6%** (4)
About once a week	**3.9%** (2)	**10.6%** (5)	**12.3%** (7)	**9.0%** (14)
Several times a week	**5.9%** (3)	**4.3%** (2)	**1.8%** (1)	**3.9%** (6)

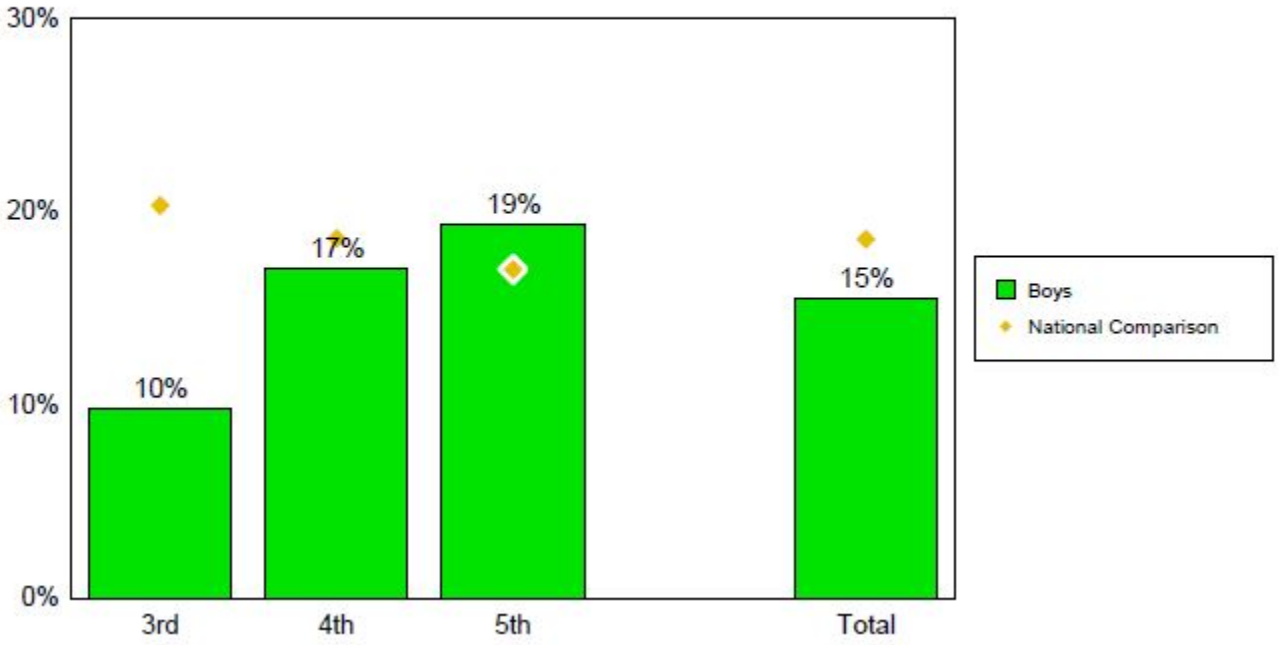
Table 2c. How often have you been been bullied in the past couple of months? (Q4) Percentage (and number) of girls and boys by grade

	3rd	4th	5th	Total
I have not been bullied	**63.2%** (48)	**64.8%** (57)	**67.0%** (67)	**65.2%** (172)
Once or twice	**28.9%** (22)	**17.0%** (15)	**19.0%** (19)	**21.2%** (56)
2 or 3 times per month	**0.0%** (0)	**5.7%** (5)	**5.0%** (5)	**3.8%** (10)
About once a week	**3.9%** (3)	**9.1%** (8)	**8.0%** (8)	**7.2%** (19)
Several times a week	**3.9%** (3)	**3.4%** (3)	**1.0%** (1)	**2.7%** (7)

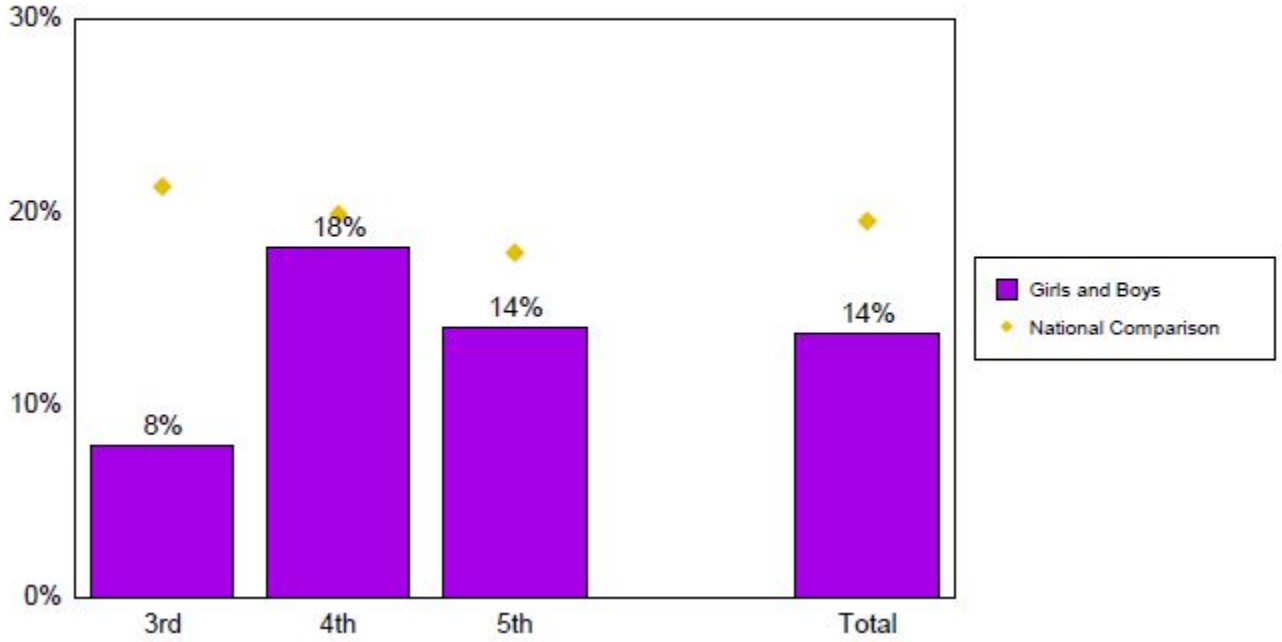
Graph 3a. Percentage of girls who have been bullied "2-3 times a month" or more (Q4 dichotomized)



Graph 3b. Percentage of boys who have been bullied "2-3 times a month" or more (Q4 dichotomized)



Graph 3c. Percentage of girls and boys who have been bullied "2-3 times a month" or more (Q4 dichotomized)



Highest Ranking Indicators

Survey Item	Percentage Strongly Agree or Agree (%)	School Climate Topic
Families are encouraged to attend school-sponsored activities, such as back-to-school night.	97%	Family Involvement
Families are informed about school-sponsored activities, such as tutoring, after-school programs, and student performances.	89%	Family Involvement
Staff members and families treat each other with respect.	89%	Family Involvement
This school encourages families to volunteer.	88%	Family Involvement
There is a teacher, counselor, or other staff member to whom a student can go for help with a school problem.	86%	Student Support

Lowest Ranking Indicators

Survey Item	Percentage Strongly Disagree or Disagree (%)	School Climate Topic
Students in this school receive support that addresses their individual needs.	21%	Student Support
Teachers give timely feedback about student work.	20%	Academic Support
Teachers give helpful feedback about student work.	18%	Academic Support
This school uses family input to improve instruction.	17%	Family Involvement
This school offers a variety of academic courses.	17%	Academic Support

How the school will measure progress toward this goal
Parent survey, student survey, classroom anecdotal records and school records

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement School-wide Bully Free Program	8/2018 - 6/2019	All site staff	Olweus assemblies and materials to support school expectations	0001-0999: Unrestricted: Locally Defined	Site Formula Funds	3,000.00
			Informational materials	4000-4999: Books And Supplies	Lottery: Instructional Materials	2,000.00
School Smarts	8/2018 - 6/2019	Site Administration Community Liaison	6 sessions on site			
Counseling	8/2018 - 6/2019	Santa Monica Family Services St. Johns Family Services Site Administration Community Liaison School Psychologist				
Character Counts	8/2018 - 6/2019	Site Administration Community Liaison Classroom Teachers	Student Assemblies and incentives			
Attendance Incentives	8/2018 - 6/2019	Site Administration Community Liaison Classified Personnel	Student Assemblies and incentives			
Academic and Behavioral Awards Assemblies	8/2018 - 6/2019	Site Administration Teachers Classified Personnel	Student Assemblies and incentives	None Specified	Site Formula Funds	500.00

Total Expenditures for Goal 3

Goal Number	Total Expenditures
Goal 3	5,500.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Christian Fuhrer	X				
Devyn Norris		X			
Christina Spanos		X			
David Petrilyak		X			
Florencia Rams			X		
Petra Wolfe			X		
Dahlilah Chabbouh				X	
Eric Canale				X	
Cori Goldberg				X	
Julie Hoskin				X	
Hein Nguyen				X	
Shannon Morgan				X	
Numbers of members of each category:	**1**	**3**	**2**	**6**	

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

Recommendations and Assurances

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

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

X English Learner Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

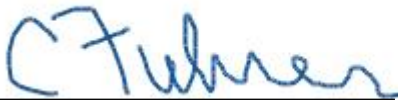
X Other committees established by the school or district (list):

School Leadership Team (SLT) - Natara Warren

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 10-25-2018.

Attested:

Mr. Christian Fuhrer		10-20-2018
Typed Name of School Principal	Signature of School Principal	Date

Hien Nguyen Kipperman		10-20-2018
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
American Book Drive	1,105.72	405.72
Site Formula Funds		
Stretch Grant (SMMEF)		
Lottery: Instructional Materials		

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
American Book Drive	700.00
Lottery: Instructional Materials	8,900.00
Parent-Teacher Association (PTA)	11,394.00
Site Based Gifts and Donations	9,000.00
Site Formula Funds	50,384.00
Stretch Grant (SMMEF)	60,975.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	8,000.00
1000-1999: Certificated Personnel Salaries	44,032.00
2000-2999: Classified Personnel Salaries	49,371.00
4000-4999: Books And Supplies	21,056.00
5000-5999: Services And Other Operating Expenditures	7,000.00
None Specified	11,894.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	American Book Drive	700.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	8,900.00
None Specified	Parent-Teacher Association (PTA)	11,394.00
4000-4999: Books And Supplies	Site Based Gifts and Donations	2,000.00
5000-5999: Services And Other Operating	Site Based Gifts and Donations	7,000.00
0001-0999: Unrestricted: Locally Defined	Site Formula Funds	8,000.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	23,057.00
2000-2999: Classified Personnel Salaries	Site Formula Funds	9,371.00
4000-4999: Books And Supplies	Site Formula Funds	9,456.00
None Specified	Site Formula Funds	500.00
1000-1999: Certificated Personnel Salaries	Stretch Grant (SMMEF)	20,975.00
2000-2999: Classified Personnel Salaries	Stretch Grant (SMMEF)	40,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	99,089.00
Goal 2	36,764.00
Goal 3	5,500.00

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	113	96	83	110	94	82	110	94	82	97.3	97.9	98.8
Grade 4	117	109	95	117	106	93	117	106	93	100	97.2	97.9
Grade 5	112	118	109	112	117	104	112	117	104	100	99.2	95.4
All Grades	342	323	287	339	317	279	339	317	279	99.1	98.1	97.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2481.7	2487.1	2494.2	52	53.19	57.32	21	20.21	25.61	13	14.89	10.98	15	11.70	6.10
Grade 4	2525.4	2536.3	2554.3	50	55.66	65.59	21	20.75	15.05	20	6.60	11.83	10	16.98	7.53
Grade 5	2549.7	2560.9	2568.3	39	47.01	46.15	35	23.08	30.77	12	21.37	9.62	14	8.55	13.46
All Grades	N/A	N/A	N/A	47	51.74	55.91	25	21.45	24.01	15	14.51	10.75	13	12.30	9.32

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	48	55.32	46.34	33	28.72	43.90	19	15.96	9.76
Grade 4	43	56.60	55.91	44	30.19	34.41	14	13.21	9.68
Grade 5	38	45.30	51.92	47	45.30	34.62	15	9.40	13.46
All Grades	43	52.05	51.61	41	35.33	37.28	16	12.62	11.11

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	51	52.13	50.00	33	36.17	43.90	16	11.70	6.10
Grade 4	48	49.06	63.44	42	35.85	27.96	10	15.09	8.60
Grade 5	46	60.68	50.00	38	29.91	39.42	16	9.40	10.58
All Grades	48	54.26	54.48	38	33.75	36.92	14	11.99	8.60

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	41	40.43	41.46	49	51.06	52.44	10	8.51	6.10
Grade 4	35	45.28	46.24	58	45.28	49.46	7	9.43	4.30
Grade 5	30	40.17	45.19	64	51.28	44.23	5	8.55	10.58
All Grades	35	41.96	44.44	57	49.21	48.39	7	8.83	7.17

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	48	48.94	63.41	38	38.30	31.71	14	12.77	4.88
Grade 4	46	56.60	52.69	43	34.91	39.78	11	8.49	7.53
Grade 5	49	44.44	52.88	42	43.59	39.42	9	11.97	7.69
All Grades	48	49.84	55.91	41	39.12	37.28	11	11.04	6.81

Conclusions based on this data:

1. Overall in ELA 67% of students met or exceeded the standard. 3rd grade students scored highest overall at 71% meeting or exceeding the standard.
2. The break down of data based on sub groups is as follows: 78% White, 52% Hispanic/Latino, 54% African American and 39% SED
3. There is a significant achievement gap between White students and all other subgroups.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	113	96	83	111	94	82	111	94	82	98.2	97.9	98.8
Grade 4	117	109	95	117	106	93	117	106	93	100	97.2	97.9
Grade 5	112	118	109	111	117	106	111	117	106	99.1	99.2	97.2
All Grades	342	323	287	339	317	281	339	317	281	99.1	98.1	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2474.4	2484.9	2494.1	45	44.68	48.78	29	30.85	29.27	11	13.83	15.85	15	10.64	6.10
Grade 4	2531.9	2539.6	2548.3	46	50.94	54.84	27	25.47	22.58	20	12.26	18.28	7	11.32	4.30
Grade 5	2532.4	2568.1	2564.2	38	47.01	46.23	17	23.08	20.75	25	17.95	16.04	20	11.97	16.98
All Grades	N/A	N/A	N/A	43	47.63	49.82	24	26.18	23.84	19	14.83	16.73	14	11.36	9.61

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	56	59.57	60.98	30	27.66	28.05	14	12.77	10.98
Grade 4	56	61.32	67.74	32	22.64	17.20	12	16.04	15.05
Grade 5	42	51.28	57.55	30	27.35	21.70	28	21.37	20.75
All Grades	52	57.10	61.92	30	25.87	22.06	18	17.03	16.01

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	54	52.13	62.20	29	38.30	30.49	17	9.57	7.32
Grade 4	44	53.77	58.06	38	30.19	34.41	18	16.04	7.53
Grade 5	32	47.01	43.40	41	39.32	41.51	27	13.68	15.09
All Grades	43	50.79	53.74	36	35.96	35.94	21	13.25	10.32

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	50	52.13	65.85	36	40.43	29.27	14	7.45	4.88
Grade 4	56	59.43	60.22	31	23.58	33.33	14	16.98	6.45
Grade 5	31	46.15	44.34	50	37.61	39.62	20	16.24	16.04
All Grades	46	52.37	55.87	39	33.75	34.52	16	13.88	9.61

Conclusions based on this data:

1. Overall in English Language Arts and Mathematics 73% of students met or exceeded the standard.
2. EL students scored at 34% and 43% respectively.
3. There is a significant achievement gap between White students and all other subgroups.

School and Student Performance Data

CAASPP Results (American Indian)

English Language Arts/Literacy

Overall Participation for American Indian or Alaska Native												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	1			1			1			100		
Grade 4	1	*		1	*		1	*		100		
Grade 5	3	*	*	3	*	*	3	*	*	100		
All Grades	5	*	*	5	*	*	5	*	*	100		

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

Overall Achievement for American Indian or Alaska Native															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*			*			*			*			*		
Grade 4	*	*		*	*		*	*		*	*		*	*	
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*			*			*		
Grade 4	*	*		*	*		*	*	
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*			*			*		
Grade 4	*	*		*	*		*	*	
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*			*			*		
Grade 4	*	*		*	*		*	*	
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*			*			*		
Grade 4	*	*		*	*		*	*	
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (American Indian)

Mathematics

Overall Participation for American Indian or Alaska Native												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	1			1			1			100		
Grade 4	1	*		1	*		1	*		100		
Grade 5	3	*	*	3	*	*	3	*	*	100		
All Grades	5	*	*	5	*	*	5	*	*	100		

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

Overall Achievement for American Indian or Alaska Native															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*			*			*			*			*		
Grade 4	*	*		*	*		*	*		*	*		*	*	
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*			*			*		
Grade 4	*	*		*	*		*	*	
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*			*			*		
Grade 4	*	*		*	*		*	*	
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*			*			*		
Grade 4	*	*		*	*		*	*	
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (Asian)

English Language Arts/Literacy

Overall Participation for Asian												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	*	*	8	*	*	8	*	*	100		
Grade 4	7	*	*	7	*	*	7	*	*	100		
Grade 5	4	*	*	4	*	*	4	*	*	100		
All Grades	19	19	17	19	18	14	19	18	14	100	94.7	82.4

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

Overall Achievement for Asian															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	63	61.11	71.43	26	38.89	14.29	11	0.00	14.29	0	0.00	0.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	53	66.67	57.14	47	33.33	42.86	0	0.00	0.00

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	68	72.22	57.14	26	22.22	42.86	5	5.56	0.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	42	38.89	57.14	58	61.11	35.71	0	0.00	7.14

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	68	61.11	64.29	26	38.89	28.57	5	0.00	7.14

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (Asian)

Mathematics

Overall Participation for Asian												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	*	*	8	*	*	8	*	*	100		
Grade 4	7	*	*	7	*	*	7	*	*	100		
Grade 5	4	*	*	4	*	*	4	*	*	100		
All Grades	19	19	17	19	18	16	19	18	16	100	94.7	94.1

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

Overall Achievement for Asian															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	68	77.78	50.00	21	16.67	31.25	5	5.56	12.50	5	0.00	6.25

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	74	88.89	62.50	26	11.11	25.00	0	0.00	12.50

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	74	77.78	62.50	16	16.67	31.25	11	5.56	6.25

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	68	72.22	50.00	21	22.22	43.75	11	5.56	6.25

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (African American)

English Language Arts/Literacy

Overall Participation for Black or African American												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	*	*	7	*	*	7	*	*	100		
Grade 4	12	*	12	12	*	12	12	*	12	100		100
Grade 5	10	12	*	10	12	*	10	12	*	100	100	
All Grades	29	29	27	29	29	27	29	29	27	100	100	100

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

Overall Achievement for Black or African American															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	2482.3	*	2509.7	33	*	41.67	17	*	25.00	33	*	25.00	17	*	8.33
Grade 5	*	2515.9	*	*	25.00	*	*	25.00	*	*	33.33	*	*	16.67	*
All Grades	N/A	N/A	N/A	34	31.03	29.63	24	20.69	33.33	17	27.59	22.22	24	20.69	14.81

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	33	*	25.00	42	*	58.33	25	*	16.67
Grade 5	*	25.00	*	*	66.67	*	*	8.33	*
All Grades	28	34.48	18.52	48	41.38	59.26	24	24.14	22.22

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	33	*	41.67	50	*	50.00	17	*	8.33
Grade 5	*	41.67	*	*	41.67	*	*	16.67	*
All Grades	45	37.93	25.93	31	41.38	59.26	24	20.69	14.81

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	17	*	25.00	75	*	66.67	8	*	8.33
Grade 5	*	25.00	*	*	50.00	*	*	25.00	*
All Grades	17	27.59	18.52	72	51.72	66.67	10	20.69	14.81

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	25	*	25.00	50	*	66.67	25	*	8.33
Grade 5	*	25.00	*	*	50.00	*	*	25.00	*
All Grades	31	24.14	33.33	48	58.62	51.85	21	17.24	14.81

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (African American)

Mathematics

Overall Participation for Black or African American												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	*	*	7	*	*	7	*	*	100		
Grade 4	12	*	12	12	*	12	12	*	12	100		100
Grade 5	10	12	*	10	12	*	10	12	*	100	100	
All Grades	29	29	27	29	29	27	29	29	27	100	100	100

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

Overall Achievement for Black or African American															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	2507.9	*	2515.3	33	*	25.00	33	*	41.67	25	*	33.33	8	*	0.00
Grade 5	*	2535.3	*	*	33.33	*	*	25.00	*	*	25.00	*	*	16.67	*
All Grades	N/A	N/A	N/A	34	27.59	22.22	21	31.03	33.33	24	20.69	29.63	21	20.69	14.81

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	42	*	33.33	50	*	41.67	8	*	25.00
Grade 5	*	33.33	*	*	33.33	*	*	33.33	*
All Grades	38	34.48	40.74	38	34.48	25.93	24	31.03	33.33

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	25	*	41.67	42	*	33.33	33	*	25.00
Grade 5	*	33.33	*	*	33.33	*	*	33.33	*
All Grades	31	27.59	29.63	34	51.72	44.44	34	20.69	25.93

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	50	*	25.00	25	*	58.33	25	*	16.67
Grade 5	*	33.33	*	*	50.00	*	*	16.67	*
All Grades	34	27.59	22.22	34	48.28	62.96	31	24.14	14.81

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (Filipino)

English Language Arts/Literacy

Overall Participation for Filipino												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	1	*	*	0	*	*	0	*	*	0		
Grade 4	1		*	1		*	1		*	100		
Grade 5	2	*		2	*		2	*		100		
All Grades	4	*	*	3	*	*	3	*	*	75		

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

Overall Achievement for Filipino															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*		*	*		*	*		*	*		*	*		*
Grade 5	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*		*	*		*	*		*
Grade 5	*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*		*	*		*	*		*
Grade 5	*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*		*	*		*	*		*
Grade 5	*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*		*	*		*	*		*
Grade 5	*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (Filipino)

Mathematics

Overall Participation for Filipino												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	1	*	*	1	*	*	1	*	*	100		
Grade 4	1		*	1		*	1		*	100		
Grade 5	2	*		2	*		2	*		100		
All Grades	4	*	*	4	*	*	4	*	*	100		

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

Overall Achievement for Filipino															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*		*	*		*	*		*	*		*	*		*
Grade 5	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*		*	*		*	*		*
Grade 5	*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*		*	*		*	*		*
Grade 5	*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*		*	*		*	*		*
Grade 5	*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (Hispanic)

English Language Arts/Literacy

Overall Participation for Hispanic or Latino												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	33	30	32	31	30	32	31	30	32	93.9	100	100
Grade 4	42	32	28	42	31	28	42	31	28	100	96.9	100
Grade 5	32	41	32	32	41	31	32	41	31	100	100	96.9
All Grades	107	103	92	105	102	91	105	102	91	98.1	99	98.9

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

Overall Achievement for Hispanic or Latino															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2407.3	2442.1	2467.8	23	33.33	46.88	19	16.67	28.13	26	26.67	15.63	32	23.33	9.38
Grade 4	2487.4	2462.3	2509.9	29	22.58	42.86	21	29.03	21.43	29	9.68	17.86	21	38.71	17.86
Grade 5	2514.0	2520.8	2501.4	22	26.83	16.13	41	19.51	35.48	13	39.02	16.13	25	14.63	32.26
All Grades	N/A	N/A	N/A	25	27.45	35.16	27	21.57	28.57	23	26.47	16.48	26	24.51	19.78

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	23	36.67	28.13	42	36.67	56.25	35	26.67	15.63
Grade 4	24	25.81	35.71	55	45.16	46.43	21	29.03	17.86
Grade 5	22	26.83	19.35	50	56.10	45.16	28	17.07	35.48
All Grades	23	29.41	27.47	50	47.06	49.45	28	23.53	23.08

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	23	30.00	40.63	42	53.33	50.00	35	16.67	9.38
Grade 4	31	12.90	46.43	50	51.61	35.71	19	35.48	17.86
Grade 5	31	39.02	19.35	44	41.46	58.06	25	19.51	22.58
All Grades	29	28.43	35.16	46	48.04	48.35	26	23.53	16.48

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	16	33.33	31.25	58	46.67	62.50	26	20.00	6.25
Grade 4	21	29.03	28.57	69	48.39	60.71	10	22.58	10.71
Grade 5	9	21.95	16.13	81	63.41	61.29	9	14.63	22.58
All Grades	16	27.45	25.27	70	53.92	61.54	14	18.63	13.19

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	29	33.33	50.00	39	43.33	46.88	32	23.33	3.13
Grade 4	21	25.81	35.71	57	54.84	53.57	21	19.35	10.71
Grade 5	38	21.95	25.81	47	56.10	61.29	16	21.95	12.90
All Grades	29	26.47	37.36	49	51.96	53.85	23	21.57	8.79

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (Hispanic)

Mathematics

Overall Participation for Hispanic or Latino												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	33	30	32	31	30	32	31	30	32	93.9	100	100
Grade 4	42	32	28	42	31	28	42	31	28	100	96.9	100
Grade 5	32	41	32	32	41	31	32	41	31	100	100	96.9
All Grades	107	103	92	105	102	91	105	102	91	98.1	99	98.9

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

Overall Achievement for Hispanic or Latino															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2412.2	2439.8	2471.4	16	20.00	34.38	32	33.33	31.25	13	23.33	25.00	39	23.33	9.38
Grade 4	2495.1	2471.4	2512.8	29	16.13	42.86	26	29.03	14.29	31	32.26	32.14	14	22.58	10.71
Grade 5	2499.3	2530.6	2492.2	25	24.39	16.13	19	29.27	19.35	22	24.39	29.03	34	21.95	35.48
All Grades	N/A	N/A	N/A	24	20.59	30.77	26	30.39	21.98	23	26.47	28.57	28	22.55	18.68

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	32	30.00	40.63	35	43.33	46.88	32	26.67	12.50
Grade 4	38	32.26	50.00	36	35.48	21.43	26	32.26	28.57
Grade 5	34	29.27	35.48	22	34.15	22.58	44	36.59	41.94
All Grades	35	30.39	41.76	31	37.25	30.77	33	32.35	27.47

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	16	36.67	50.00	45	33.33	37.50	39	30.00	12.50
Grade 4	26	19.35	42.86	45	45.16	50.00	29	35.48	7.14
Grade 5	22	26.83	9.68	41	56.10	61.29	38	17.07	29.03
All Grades	22	27.45	34.07	44	46.08	49.45	34	26.47	16.48

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	26	33.33	53.13	42	50.00	37.50	32	16.67	9.38
Grade 4	33	22.58	42.86	45	38.71	46.43	21	38.71	10.71
Grade 5	22	29.27	9.68	50	41.46	54.84	28	29.27	35.48
All Grades	28	28.43	35.16	46	43.14	46.15	27	28.43	18.68

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (Pacific Islander)

English Language Arts/Literacy

Overall Participation for Native Hawaiian or Pacific Islander												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18

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

Overall Achievement for Native Hawaiian or Pacific Islander															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
All Grades	N/A	N/A	N/A												

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (Pacific Islander)

Mathematics

Overall Participation for Native Hawaiian or Pacific Islander												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18

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

Overall Achievement for Native Hawaiian or Pacific Islander															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
All Grades	N/A	N/A	N/A												

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (White)

English Language Arts/Literacy

Overall Participation for White												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	63	41	31	63	41	30	63	41	30	100	100	96.8
Grade 4	49	61	42	49	60	41	49	60	41	100	98.4	97.6
Grade 5	57	49	60	57	48	59	57	48	59	100	98	98.3
All Grades	169	151	133	169	149	130	169	149	130	100	98.7	97.7

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

Overall Achievement for White															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2518.5	2523.8	2530.5	68	70.73	76.67	17	17.07	20.00	10	7.32	3.33	5	4.88	0.00
Grade 4	2566.0	2577.0	2593.3	69	75.00	82.93	18	15.00	9.76	12	5.00	7.32	0	5.00	0.00
Grade 5	2556.7	2600.1	2605.2	40	66.67	61.02	39	22.92	30.51	12	8.33	3.39	9	2.08	5.08
All Grades	N/A	N/A	N/A	59	71.14	71.54	25	18.12	21.54	11	6.71	4.62	5	4.03	2.31

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	67	68.29	66.67	22	24.39	33.33	11	7.32	0.00
Grade 4	59	73.33	78.05	35	23.33	19.51	6	3.33	2.44
Grade 5	40	66.67	71.19	49	27.08	25.42	11	6.25	3.39
All Grades	56	69.80	72.31	35	24.83	25.38	9	5.37	2.31

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	63	68.29	66.67	32	24.39	33.33	5	7.32	0.00
Grade 4	63	68.33	75.61	37	28.33	21.95	0	3.33	2.44
Grade 5	44	77.08	69.49	44	22.92	25.42	12	0.00	5.08
All Grades	57	71.14	70.77	38	25.50	26.15	6	3.36	3.08

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	56	46.34	53.33	43	53.66	43.33	2	0.00	3.33
Grade 4	49	56.67	58.54	47	40.00	41.46	4	3.33	0.00
Grade 5	37	58.33	64.41	58	41.67	32.20	5	0.00	3.39
All Grades	47	54.36	60.00	49	44.30	37.69	4	1.34	2.31

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	60	68.29	80.00	37	24.39	20.00	3	7.32	0.00
Grade 4	69	76.67	63.41	31	18.33	31.71	0	5.00	4.88
Grade 5	53	62.50	67.80	42	35.42	28.81	5	2.08	3.39
All Grades	60	69.80	69.23	37	25.50	27.69	3	4.70	3.08

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (White)

Mathematics

Overall Participation for White												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	63	41	31	63	41	30	63	41	30	100	100	96.8
Grade 4	49	61	42	49	60	41	49	60	41	100	98.4	97.6
Grade 5	57	49	60	56	48	59	56	48	59	98.2	98	98.3
All Grades	169	151	133	168	149	130	168	149	130	99.4	98.7	97.7

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

Overall Achievement for White															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2505.0	2521.5	2534.7	60	68.29	66.67	27	21.95	30.00	10	9.76	0.00	3	0.00	3.33
Grade 4	2569.5	2575.1	2580.0	65	68.33	70.73	27	23.33	19.51	8	3.33	9.76	0	5.00	0.00
Grade 5	2534.8	2604.3	2606.6	36	66.67	64.41	21	16.67	20.34	29	14.58	10.17	14	2.08	5.08
All Grades	N/A	N/A	N/A	54	67.79	66.92	25	20.81	22.31	15	8.72	7.69	6	2.68	3.08

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	70	82.93	86.67	25	14.63	10.00	5	2.44	3.33
Grade 4	78	75.00	82.93	20	18.33	12.20	2	6.67	4.88
Grade 5	39	68.75	71.19	36	22.92	23.73	25	8.33	5.08
All Grades	62	75.17	78.46	27	18.79	16.92	11	6.04	4.62

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	71	65.85	80.00	24	34.15	16.67	5	0.00	3.33
Grade 4	61	70.00	70.73	35	23.33	26.83	4	6.67	2.44
Grade 5	30	68.75	61.02	45	27.08	33.90	25	4.17	5.08
All Grades	55	68.46	68.46	34	27.52	27.69	11	4.03	3.85

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	67	73.17	93.33	30	26.83	6.67	3	0.00	0.00
Grade 4	78	80.00	85.37	18	15.00	14.63	4	5.00	0.00
Grade 5	25	62.50	66.10	61	31.25	27.12	14	6.25	6.78
All Grades	56	72.48	78.46	37	23.49	18.46	7	4.03	3.08

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (Student Disability)

English Language Arts/Literacy

Overall Participation for Students with Disability												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	21	15	16	20	15	15	20	15	15	95.2	100	93.8
Grade 4	16	23	19	16	20	18	16	20	18	100	87	94.7
Grade 5	17	18	25	17	18	22	17	18	22	100	100	88
All Grades	54	56	60	53	53	55	53	53	55	98.1	94.6	91.7

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

Overall Achievement for Students with Disability															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2397.9	2376.9	2432.5	35	13.33	33.33	5	0.00	26.67	0	26.67	6.67	60	60.00	33.33
Grade 4	2447.0	2450.0	2455.5	13	30.00	22.22	25	15.00	11.11	25	0.00	33.33	38	55.00	33.33
Grade 5	2415.4	2490.3	2492.8	0	16.67	27.27	18	16.67	13.64	12	44.44	13.64	71	22.22	45.45
All Grades	N/A	N/A	N/A	17	20.75	27.27	15	11.32	16.36	11	22.64	18.18	57	45.28	38.18

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	35	13.33	33.33	10	26.67	33.33	55	60.00	33.33
Grade 4	19	30.00	27.78	38	15.00	33.33	44	55.00	38.89
Grade 5	0	22.22	31.82	29	50.00	18.18	71	27.78	50.00
All Grades	19	22.64	30.91	25	30.19	27.27	57	47.17	41.82

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	26	13.33	26.67	21	33.33	46.67	53	53.33	26.67
Grade 4	19	30.00	16.67	50	20.00	44.44	31	50.00	38.89
Grade 5	6	27.78	27.27	29	38.89	40.91	65	33.33	31.82
All Grades	17	24.53	23.64	33	30.19	43.64	50	45.28	32.73

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	25	6.67	26.67	35	60.00	53.33	40	33.33	20.00
Grade 4	19	30.00	22.22	63	40.00	55.56	19	30.00	22.22
Grade 5	0	16.67	18.18	76	66.67	45.45	24	16.67	36.36
All Grades	15	18.87	21.82	57	54.72	50.91	28	26.42	27.27

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	30	13.33	26.67	25	40.00	60.00	45	46.67	13.33
Grade 4	31	25.00	22.22	31	45.00	50.00	38	30.00	27.78
Grade 5	0	11.11	27.27	59	61.11	45.45	41	27.78	27.27
All Grades	21	16.98	25.45	38	49.06	50.91	42	33.96	23.64

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (Student Disability)

Mathematics

Overall Participation for Students with Disability												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	21	15	16	20	15	15	20	15	15	95.2	100	93.8
Grade 4	16	23	19	16	20	18	16	20	18	100	87	94.7
Grade 5	17	18	25	17	18	22	17	18	22	100	100	88
All Grades	54	56	60	53	53	55	53	53	55	98.1	94.6	91.7

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

Overall Achievement for Students with Disability															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2410.1	2398.8	2445.5	35	13.33	26.67	5	20.00	26.67	5	20.00	26.67	55	46.67	20.00
Grade 4	2456.3	2471.6	2485.7	13	30.00	27.78	25	5.00	22.22	38	25.00	27.78	25	40.00	22.22
Grade 5	2412.2	2507.3	2496.5	0	16.67	31.82	0	33.33	4.55	41	16.67	13.64	59	33.33	50.00
All Grades	N/A	N/A	N/A	17	20.75	29.09	9	18.87	16.36	26	20.75	21.82	47	39.62	32.73

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	35	20.00	40.00	15	26.67	26.67	50	53.33	33.33
Grade 4	25	35.00	33.33	31	10.00	22.22	44	55.00	44.44
Grade 5	0	27.78	36.36	24	22.22	18.18	76	50.00	45.45
All Grades	21	28.30	36.36	23	18.87	21.82	57	52.83	41.82

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	35	20.00	40.00	10	46.67	46.67	55	33.33	13.33
Grade 4	19	25.00	27.78	38	40.00	50.00	44	35.00	22.22
Grade 5	0	33.33	22.73	24	55.56	31.82	76	11.11	45.45
All Grades	19	26.42	29.09	23	47.17	41.82	58	26.42	29.09

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	35	13.33	40.00	15	60.00	53.33	50	26.67	6.67
Grade 4	25	30.00	33.33	38	15.00	50.00	38	55.00	16.67
Grade 5	0	22.22	31.82	29	44.44	36.36	71	33.33	31.82
All Grades	21	22.64	34.55	26	37.74	45.45	53	39.62	20.00

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	**Overall**	**Oral Language**	**Written Language**	**Number of Students Tested**
Grade K	*	*	*	*
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				50

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Grade K	*	*	*	*	*	*			*
Grade 1	*	*	*	*			*	*	*
Grade 2	*	*	*	*					*
Grade 3	*	*	*	*	*	*			*
Grade 4	*	*	*	*					*
Grade 5	*	*	*	*			*	*	*
All Grades	32	64.00	12	24.00	*	*	*	*	50

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Grade K	*	*	*	*					*
Grade 1	*	*	*	*			*	*	*
Grade 2	*	*	*	*					*
Grade 3	*	*	*	*	*	*			*
Grade 4	*	*							*
Grade 5	*	*	*	*	*	*			*
All Grades	37	74.00	*	*	*	*	*	*	50

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	*
Grade 1	*	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*			*
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*					*
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	18	36.00	19	38.00	*	*	*	*	50

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
All Grades	37	74.00	11	22.00	*	*	50

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*					*
Grade 3	*	*	*	*			*
Grade 4	*	*					*
Grade 5	*	*	*	*			*
All Grades	41	82.00	*	*	*	*	50

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	*
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*	*	*	*
All Grades	21	42.00	21	42.00	*	*	50

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*	*	*	*
All Grades	23	46.00	24	48.00	*	*	50

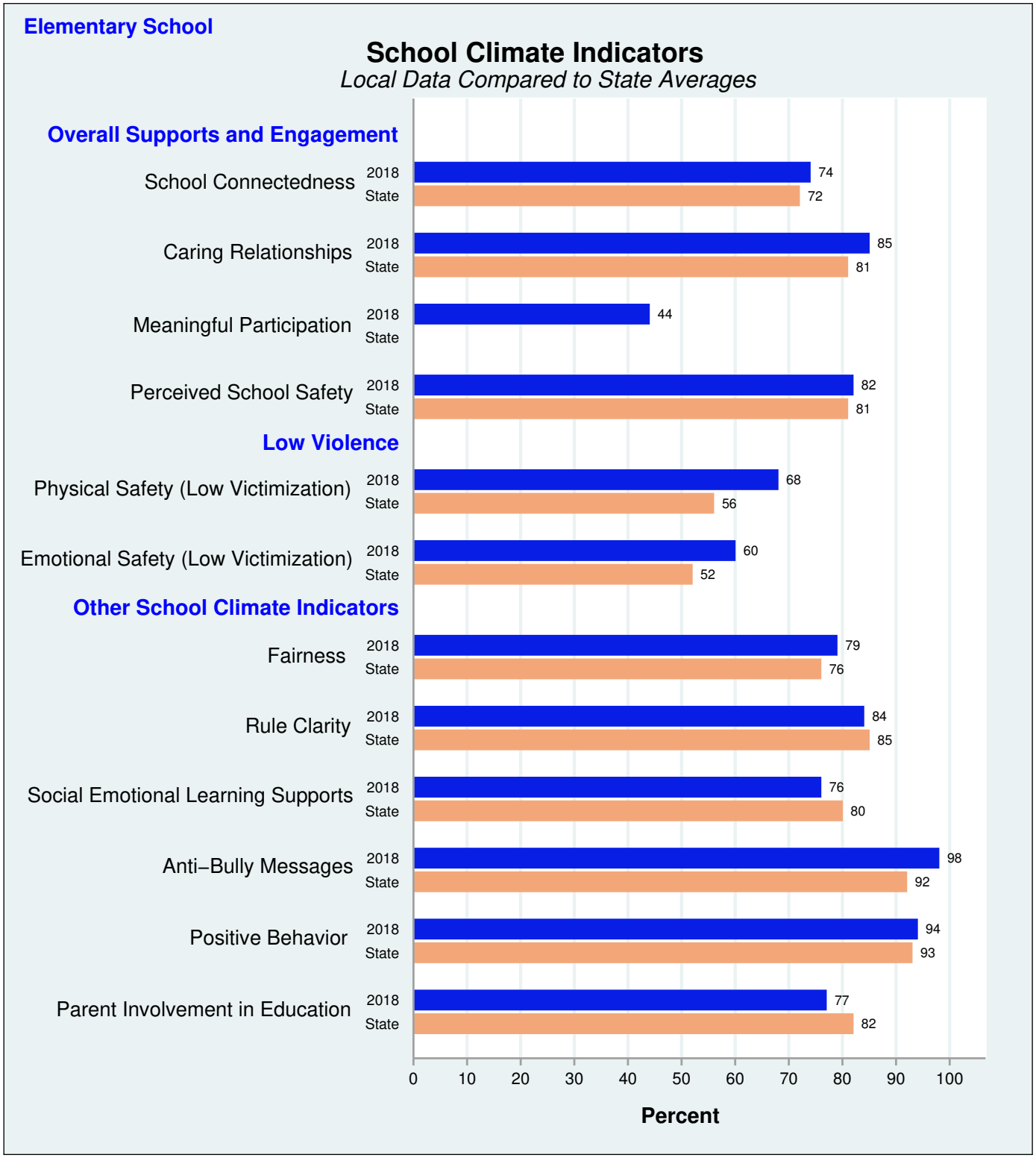
Conclusions based on this data:

1.

School Climate Report Card (Elementary)—2017-2018

District: Santa Monica-Malibu Unified
School: Grant Elementary

Date Prepared: 14 Jun 2018
Response Rate: 55%



School Climate Report Card (Elementary)—2017-2018

District: Santa Monica-Malibu Unified
School: Grant Elementary

Date Prepared: 14 Jun 2018

Other Indicators

Selected Student-Reported Indicators (California Healthy Kids Survey)

	School 2017-18 (%)	State 2015-17 (%)
Finish all classroom assignments	90	89
Absent 2 or more days in the past 30 days	23	~
Feel a part of the school	79	77
Adults at school care about you	90	85
Safety at school	82	81
Harassed at school	8	14
Parents ask about school	87	83

Selected Staff-Reported Indicators (California School Staff Survey)

	School 2017-18 (%)	State 2015-17 (%)
Students are motivated to learn	–	~
Truancy is moderate/severe problem	–	6
School is a supportive and inviting place for students to learn	–	~
School is a supportive and inviting place for staff to work	–	~
School is a safe place for students	–	~
Harassment/bullying is moderate/severe problem	–	21
School is welcoming to and facilitates parental involvement	–	~
School has clean and well-maintained facilities	–	~

Notes: ID—Insufficient data.
~—Data were not collected.
A hyphen (–) is shown if no data are available.

CDS code: 19649806022560

How are the School Climate Indicators Calculated?

The school climate indicators provide school-level descriptions of several factors that are known to influence learning success in schools. All sub-domains except "Physical Safety (Low Victimization)" and "Emotional Safety (Low Victimization)" are calculated by averaging the percentage of respondents who report "Yes, most of the time" or "Yes, all of the time" on survey items that comprise each scale. "Physical Safety (Low Victimization)" and "Emotional Safety (Low Victimization)" are computed by averaging the percentage of respondents who report "No, never" on the survey items that comprise each scale. For example, a value of 72 on the "School Connectedness" indicator means that on average, 72% of students report "Yes, most of the time" or "Yes, all of the time" across the three "School Connectedness" survey items.

All sub-domains and survey items that comprise the scales are listed below.

(1) School Connectedness (3 items)
- Do you feel close to people at school?
- Are you happy to be at this school?
- Do you feel like you are part of this school?

(2) Caring Relationships (4 items)
- Do the teachers and other grown-ups at school care about you?
- Do the teachers and other grown-ups at school tell you when you do a good job?
- Do the teachers and other grown-ups at school listen when you have something to say?
- Do the teachers and other grown-ups at school believe that you can do a good job?

(3) Meaningful Participation (7 items)
- Are you given a chance to help decide class activities or rules?
- Are you given a chance to help decide school activities or rules?
- Do the teachers and other grown-ups at school ask you about your ideas?
- Do the teachers and other grown-ups give you a chance to solve school problems?
- Do you get to do interesting activities at school?
- Do your teachers ask you what you want to learn about?
- Do you do things to be helpful at school?

(4) Perceived School Safety (1 item)
- Do you feel safe at school?

(5) Physical Safety (Low Victimization) (1 item)
- Do other kids hit or push you at school when they are not just playing around?

(6) Emotional Safety (Low Victimization) (2 items)
- Do other kids at school spread mean rumors or lies about you?
- Do other kids at school call you bad names or make mean jokes about you?

(7) Fairness (3 items)
- Do teachers treat students fairly at school?
- Do teachers and other grown-ups at school treat students with respect?
- Are students treated fairly when they break school rules?

(8) Rule Clarity (1 item)
- Do students know what the rules are?

(9) Social Emotional Learning Supports (2 items)
- Does your school help students resolve conflicts with one another?
- Does your school teach students to care about each other and treat each other with respect?

(10) Anti-Bully Messages (1 item)
- Do the teachers and other grown-ups make it clear that bullying is not allowed?

(11) Positive Behavior (4 items)
- Do you follow the classroom rules?
- Do you follow the playground rules at recess and lunch times?
- Do you listen when your teacher is talking?
- Are you nice to other students?

(12) Parent Involvement in Education (5 items)
- Does a parent or some other grown-up at home care about your schoolwork?
- Does a parent or some other grown-up at home ask if you did your homework?
- Does a parent or some other grown-up at home check your homework?
- Does a parent or some other grown-up at home ask you about school?
- Does a parent or some other grown-up at home ask you about your grades?

Results are based on responses from 5th grade students to the California Healthy Kids Survey. Student results are not included if less than 50% of students or less than 15 respondents provided data.

Further information about the methodology used to construct the school climate indicators can be obtained by contacting Cindy Zheng at 562-799-5481 or czheng@WestEd.org.

State Averages

State averages are based on responses from 5th grade students who provided data to the California Healthy Kids Survey during the 2015-2016 and 2016-2017 school years. The state average for "Meaningful Participation" is not available because two survey items that comprise the sub-domain were not asked on the survey during those two years.

Explanation of Other Indicators

Results are provided on selected key student- and staff-reported school climate items as a complement to the school climate indicators. Staff indicators are provided to facilitate comparisons between student and staff perceptions. While most staff indicators are in the high range (80-90%), it is important to compare how staff perceptions might differ from students to identity areas for improvements.

Staff results are not included if less than 50% of staff or less than 5 staff members provided data. Student- and staff-reported school climate measures and their sources are described below.

Selected Student-Reported School Climate Measures (CHKS)

- Finish all classroom assignments – finish all your class assignments "most of the time" or "all of the time."
- Absent 2 or more days in the past 30 days – missed an entire day of school for 2 or more days for any reason in the past 30 days.

- Feel a part of the school – feel like you are part of this school “most of the time” or “all of the time.”
- Adults at school care about you – teachers and other grown-ups at school care about you “most of the time” or “all of the time.”
- Safety at school – feel safe at school “most of the time” or “all of the time.”
- Harassed at school – other kids at school call you bad names or make mean jokes about you “most of the time” or “all of the time.”
- Parents ask about school – a parent or some other grown-up at home asks you about school “most of the time” or “all of the time.”

Selected Staff-Reported School Climate Measures (CSSS)

- Students are motivated to learn – “strongly agree” or “agree” that students at this school are motivated to learn.
- Truancy is moderate/severe problem – cutting classes or being truant is a “moderate” or “severe” problem at this school.
- School is a supportive and inviting place for students to learn – “strongly agree” or “agree” that this school is a supportive and inviting place for students to learn.
- School is a supportive and inviting place for staff to work – “strongly agree” or “agree” that this school is a supportive and inviting place for staff to work.
- School is a safe place for students – “strongly agree” or “agree” that this school is a safe place for students.
- Harassment/bullying is moderate/severe problem – harassment and bullying among students is a “moderate” or “severe” problem at this school.
- School is welcoming to and facilitates parental involvement – “strongly agree” or “agree” that this school is welcoming to and facilitates parental involvement.
- School has clean and well-maintained facilities – “strongly agree” or “agree” that this school has clean and well-maintained facilities and property.

Chronic Absenteeism Analysis Report

2017-18

School Innovations & Achievement

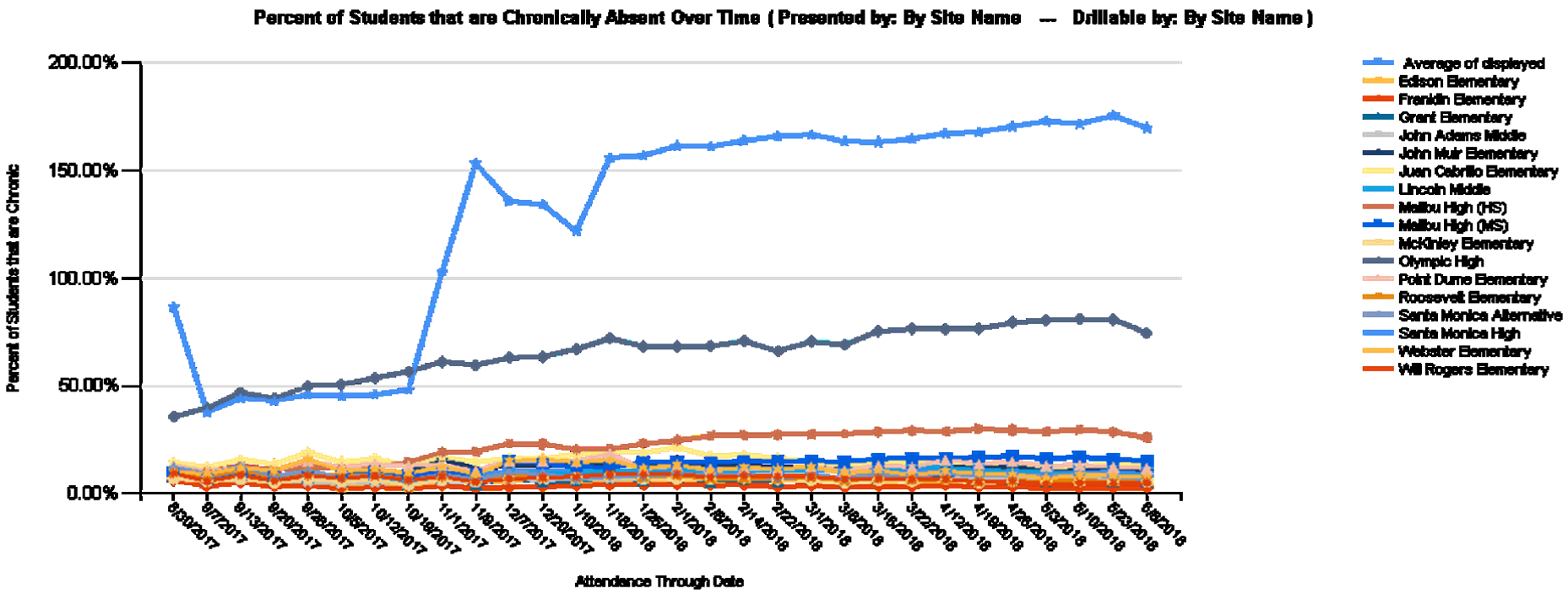
Santa Monica-Malibu Unified School District

Report Date: 10/5/2018

Chronic (based on excused and unexcused absences):
Chronic: A student who misses 10% or more of student instructional days
Severe Chronic: A student who misses 20% or more of student instructional days

Note: Rates calculated off cumulative data from beginning of school year through each attendance through date.

District Level



	Attendance Through	# of Students	# of Students who are chronic	% Chronic
Average of displayed (Avg.)		497	49	9.90%
Edison Elementary (Avg.)		467	26	5.60%
Franklin Elementary (Avg.)		809	29	3.54%
Grant Elementary (Avg.)		626	41	6.49%
John Adams Middle (Avg.)		1,057	70	6.66%
John Muir Elementary (Avg.)		324	38	11.58%
Juan Cabrillo Elementary (Avg.)		204	32	15.59%
Lincoln Middle (Avg.)		1,076	100	9.26%
Malibu High (HS) (Avg.)		613	136	22.21%
Malibu High (MS) (Avg.)		328	43	13.02%
McKinley Elementary (Avg.)		516	32	6.21%
Olympic High (Avg.)		67	43	64.77%
Point Dume Elementary (Avg.)		197	26	13.03%
Roosevelt Elementary (Avg.)		795	59	7.39%
Santa Monica Alternative (Avg.)		225	19	8.60%
Santa Monica High (Avg.)		469	55	11.68%
Webster Elementary (Avg.)		278	31	11.13%
Will Rogers Elementary (Avg.)		555	39	7.07%

ELPAC Summative 17-18

Overall Performance Level

School and Grade	Level 1	Level 2	Level 3	Level 4	Grand Total
Cabrillo	4	10	10	12	36
1		2		3	5
2				5	5
3	3	3	3		9
4		4	2	1	7
5	1	1	1		3
KN			4	3	7
Edison	**1**	**16**	**56**	**62**	**135**
1	1	2	8	12	23
2		2	13	9	24
3		6	9	4	19
4		1	6	11	18
5			5	7	12
KN		5	15	19	39
Franklin	**1**	**2**	**10**	**22**	**35**
1	1		1	6	8
2				2	2
3		1	4	1	6
4			2	2	4
5		1	3	3	7
KN				8	8
Grant	**3**	**3**	**12**	**31**	**49**
1	2		2	5	9
2			2	8	10
3		2	2	6	10
4			1	3	4
5	1		3	3	7
KN		1	2	6	9
John Adams Middle School	**3**	**10**	**30**	**41**	**84**
6	2	6	16	9	33
7	1	4	11	12	28
8			3	20	23
John Muir	**4**	**5**	**10**	**29**	**48**
1	1	1	1	4	7
2			2	9	11

3	2	4	4	1	11
4	1		1	3	5
5			2	4	6
KN				8	8
Lincoln	**3**	**5**	**27**	**28**	**63**
6	2	3	18	9	32
7	1	2	5	11	19
8			4	8	12
MALIBU HS	**1**	**1**	**6**	**13**	**21**
6		1	3	3	7
7	1		1	3	5
8				3	3
9			1		1
10				1	1
11			1	3	4
McKinley	**5**	**8**	**25**	**38**	**76**
1	2		5	2	9
2		1	6	8	15
3	1	3	2		6
4	1		5	8	14
5		2	3	7	12
KN	1	2	4	13	20
Olympic				**1**	**1**
11				1	1
Point Dume			**2**	**7**	**9**
1				4	4
2				1	1
4			1	2	3
5			1		1
Roosevelt	**4**	**3**	**11**	**43**	**61**
1	2			14	16
2			1	10	11
3		1	3	4	8
4	1		3	2	6
5			3	2	5
KN	1	2	1	11	15
Santa Monica Alternative School House			**1**	**2**	**3**
2				2	2
3			1		1

Santa Monica High School	**8**	**17**	**29**	**68**	**122**
9		3	7	27	37
10	2	6	4	17	29
11	2	4	10	15	31
12	4	4	8	9	25
Webster		**3**	**8**	**5**	**16**
1		1	1	1	3
2			1		1
3		1	3		4
4			2		2
5			1	2	3
KN		1		2	3
Will Rogers		**8**	**13**	**31**	**52**
1			2	8	10
2		1	1	9	11
3		1	1	2	4
4		4	4	2	10
5			1	6	7
KN		2	4	4	10
Grand Total	**39**	**94**	**260**	**439**	**832**

By Ethnicity

School	Level 1	Level 2	Level 3	Level 4	Grand Total
Cabrillo	4	10	10	12	36
American Indian or Alaska Native				1	1
Hispanic or Latino	3	5	8	5	21
White	1	5	2	6	14
Edison	1	16	56	62	135
American Indian or Alaska Native				1	1
Black or African American			1	1	2
Hispanic or Latino	1	14	47	50	112
White		2	8	10	20
Franklin	1	2	10	22	35
American Indian or Alaska Native		1	1	5	7
Black or African American				1	1
Hispanic or Latino	1	1	5	5	12

Two or More Races				2	2
White			4	9	13
Grant	3	3	12	31	49
American Indian or Alaska Native	1		4	2	7
Black or African American	1	1	1	5	8
Hispanic or Latino	1	2	5	21	29
Two or More Races				1	1
White			2	2	4
John Adams Middle School	3	10	30	41	84
American Indian or Alaska Native				1	1
Black or African American			1	1	2
Filipino			1		1
Hispanic or Latino	3	8	27	38	76
White		2	1	1	4
John Muir	4	5	10	29	48
American Indian or Alaska Native	1			1	2
Black or African American			2	5	7
Hispanic or Latino	2	2	3	17	24
White	1	3	5	6	15
Lincoln	3	5	27	28	63
American Indian or Alaska Native	1	1	4	4	10
Black or African American			1	1	2
Filipino			1		1
Hispanic or Latino		3	17	14	34
White	1	1	4	9	15
MALIBU HS	1	1	6	13	21
American Indian or Alaska Native			2		2
Hispanic or Latino	1	1	4	9	15
White				4	4
McKinley	5	8	25	38	76
American Indian or Alaska Native		2	1	5	8
Black or African American	1		1	2	4
Hispanic or Latino	3	5	22	17	47
White	1	1	1	14	17

Olympic				1	1
Hispanic or Latino				1	1
Point Dume			2	7	9
American Indian or Alaska Native				1	1
Hispanic or Latino			2	5	7
White				1	1
Roosevelt	4	3	11	43	61
American Indian or Alaska Native	2	1	3	5	11
Filipino				2	2
Hispanic or Latino			2	10	12
White	1	2	6	26	35
Santa Monica Alternative School House			1	2	3
Hispanic or Latino			1	2	3
Santa Monica High School	8	17	29	68	122
American Indian or Alaska Native	1	2	6	8	17
Black or African American		1	1	1	3
Filipino		1	2		3
Hispanic or Latino	6	11	14	41	72
Two or More Races				1	1
White	1	2	6	17	26
Webster		3	8	5	16
Hispanic or Latino		1	3	1	5
White		2	5	4	11
Will Rogers		8	13	31	52
Black or African American		1	2	1	4
Hispanic or Latino		7	10	24	41
Native Hawaiian or Other Pacific Islander			1		1
Two or More Races				1	1
White				5	5
Grand Total	**39**	**94**	**260**	**439**	**832**

Socio-Economically Disadvantage

School	Level 1	Level 2	Level 3	Level 4	Grand Total
Cabrillo	4	10	10	12	36
No	2	6	4	9	21
Yes	2	4	6	3	15
Edison	1	16	56	62	135
No	1	3	12	22	38
Yes		13	44	40	97
Franklin	1	2	10	22	35
No	1	2	6	20	29
Yes			4	2	6
Grant	3	3	12	31	49
No	2	1	5	12	20
Yes	1	2	7	19	29
John Adams Middle School	3	10	30	41	84
No	2	2	4	10	18
Yes	1	8	26	31	66
John Muir	4	5	10	29	48
No	2	4	4	12	22
Yes	2	1	6	17	26
Lincoln	3	5	27	28	63
No	3	1	13	16	33
Yes		4	14	12	30
MALIBU HS	1	1	6	13	21
No	1	1	3	5	10
Yes			3	8	11
McKinley	5	8	25	38	76
No	1	3	6	16	26
Yes	4	5	19	22	50
Olympic				1	1
No				1	1
Point Dume			2	7	9
No				3	3
Yes			2	4	6
Roosevelt	4	3	11	43	61
No	3	2	7	37	49
Yes	1	1	4	6	12
Santa Monica Alternative School House			1	2	3
No			1	1	2
Yes				1	1
Santa Monica High School	8	17	29	68	122
No	3	7	19	29	58

Yes	5	10	10	39	64
Webster		3	8	5	16
No		2	4	5	11
Yes		1	4		5
Will Rogers		8	13	31	52
No		2	4	7	13
Yes		6	9	24	39
Grand Total	**39**	**94**	**260**	**439**	**832**

Budget By Expenditures

Grant Elementary School

Funding Source: American Book Drive **$1,105.72 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide literature and materials for students of cultures represented at our school.	4000-4999: Books And Supplies	$700.00	Equitable Opportunities for all Students	Supplemental Culturally Proficient Materials

American Book Drive Total Expenditures:	$700.00
American Book Drive Allocation Balance:	$405.72

Funding Source: Lottery: Instructional Materials **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	4000-4999: Books And Supplies	$3,000.00	Equitable Opportunities for all Students	Supplemental Culturally Proficient Materials
Informational materials	4000-4999: Books And Supplies	$2,000.00	Improvements in School Climate	Implement School-wide Bully Free Program
Supplemental classroom instructional materials	4000-4999: Books And Supplies	$2,500.00	Increased Performance in Literacy and Math	Supplemental Books and material
Supplemental core materials	4000-4999: Books And Supplies	$1,400.00	Increased Performance in Literacy and Math	Supplemental Books and material

Lottery: Instructional Materials Total Expenditures:	$8,900.00
Lottery: Instructional Materials Allocation Balance:	$0.00

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Funding Source: Parent-Teacher Association (PTA) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase site license for Lexia Lab	None Specified	$7,000.00	Increased Performance in Literacy and Math	Technology Integration - State of the art technology will be used to meet the needs of diverse learners, which includes but not limited to interactive boards, chrome books, computers
Purchase of Front Row Intervention (student licenses)	None Specified	$3,614.00	Increased Performance in Literacy and Math	Technology Integration - State of the art technology will be used to meet the needs of diverse learners, which includes but not limited to interactive boards, chrome books, computers
Mystery Science (student licenses)	None Specified	$780.00	Increased Performance in Literacy and Math	Technology Integration - State of the art technology will be used to meet the needs of diverse learners, which includes but not limited to interactive boards, chrome books, computers

Parent-Teacher Association (PTA) Total Expenditures:	$11,394.00
Parent-Teacher Association (PTA) Allocation Balance:	$0.00

Funding Source: Site Based Gifts and Donations **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Conferences, training, workshops and consultants will enhance instruction to make progress toward closing the achievement gap.	5000-5999: Services And Other Operating Expenditures	$2,500.00	Increased Performance in Literacy and Math	Site Professional Development - Aligned with district priorities
Conferences, training, workshops and consultants will enhance instruction to make progress toward closing the achievement gap.	5000-5999: Services And Other Operating Expenditures	$4,500.00	Equitable Opportunities for all Students	Site Professional Development - Aligned with district priorities
Duplication of material that provide students with supplemental learning resources	4000-4999: Books And Supplies	$2,000.00	Equitable Opportunities for all Students	Instructional Support

Site Based Gifts and Donations Total Expenditures:	$9,000.00
Site Based Gifts and Donations Allocation Balance:	$0.00

Funding Source: Site Formula Funds **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
All students will be given equitable opportunities for off campus learning opportunitites	1000-1999: Certificated Personnel Salaries	$5,000.00	Equitable Opportunities for all Students	To impact the opportunity gap for students and enhance achievement, extended learning opportunities and off campus learning opportunities will be made available to all students
PLC Meetings/Conferences	0001-0999: Unrestricted: Locally Defined	$5,000.00	Equitable Opportunities for all Students	School Leadership Team
Deliver EL support for students	1000-1999: Certificated Personnel Salaries	$2,737.00	Equitable Opportunities for all Students	LLI Teacher
Students will be provided with supplemental materials to assist with culturally proficiency	4000-4999: Books And Supplies	$4,456.00	Equitable Opportunities for all Students	Instructional Support
Instructional Assistants will be provided equitably to classroom teachers to assist with supplemental instruction under the supervision of highly qualified teachers	2000-2999: Classified Personnel Salaries	$9,371.00	Equitable Opportunities for all Students	Instructional Support
Supplemental core materials	4000-4999: Books And Supplies	$3,000.00	Increased Performance in Literacy and Math	Supplemental Books and material
Substitute teachers will be hired to release teachers for planning, observations, professional development, and data analysis	1000-1999: Certificated Personnel Salaries	$2,000.00	Increased Performance in Literacy and Math	Professional Learning Communities/SLT - Grade Level Meetings - Vertical and Horizontal Articulation - Instructional Leadership Team
Implement Common Core State Standards through use of adopted curriculum with use of supplemental materials	4000-4999: Books And Supplies	$2,000.00	Increased Performance in Literacy and Math	Professional Learning Communities/SLT - Grade Level Meetings - Vertical and Horizontal Articulation - Instructional Leadership Team

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Research and share best practices - SLT committee work to refine and school goals, analyze data, and develop best practices which that will assist in student achievement	1000-1999: Certificated Personnel Salaries	$7,320.00	Increased Performance in Literacy and Math	Professional Learning Communities/SLT - Grade Level Meetings - Vertical and Horizontal Articulation - Instructional Leadership Team
Extended learning opportunities will be provided for students in need of intervention using instructional aides and supplemental teachers	1000-1999: Certificated Personnel Salaries	$3,000.00	Increased Performance in Literacy and Math	Response to Intervention 2
Student Assemblies and incentives	None Specified	$500.00	Improvements in School Climate	Academic and Behavioral Awards Assemblies
Olweus assemblies and materials to support school expectations	0001-0999: Unrestricted: Locally Defined	$3,000.00	Improvements in School Climate	Implement School-wide Bully Free Program
Deliver PD to staff, provide model lessons and support lesson studies and data team meetings	1000-1999: Certificated Personnel Salaries	$3,000.00	Increased Performance in Literacy and Math	Personnel to support at-risk students - LLI - Literacy Coaches

Site Formula Funds Total Expenditures:	$50,384.00
Site Formula Funds Allocation Balance:	$0.00

Funding Source: Stretch Grant (SMMEF) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
STAR Science Program	2000-2999: Classified Personnel Salaries	$40,000.00	Increased Performance in Literacy and Math	Science Technology Engineering Art and Math (STEAM) - STEAM will be integrated throughout all content areas. - Students will develop and demonstrate the used of problem solving skills and collaboration in science and/or engineering
Teacher extra duty hours for professional development LLI to provide support to staff and students in the area of ELA	1000-1999: Certificated Personnel Salaries	$20,975.00	Increased Performance in Literacy and Math	Personnel to support at-risk students - LLI - Literacy Coaches

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Stretch Grant (SMMEF) Total Expenditures:	$60,975.00
Stretch Grant (SMMEF) Allocation Balance:	$0.00
Grant Elementary School Total Expenditures:	$141,353.00