

The School Plan for Student Achievement

School: MCKINLEY ELEMENTARY SCHOOL
CDS Code: 19-64980-6022594
District: Santa Monica-Malibu Unified School District
Principal: Ashley Benjamin, Ed.D.
Revision Date:

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:

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

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School Mission Statement

MCKINLEY ELEMENTARY SCHOOL's Vision and Mission Statements

McKinley Elementary School is a school where diversity is valued, developing the Whole Child is a focus, collaboration and teamwork are a norm, and a positive school community and student learning is a priority.

A Title I school, McKinley serves approximately 488 students in grades TK-5, and is home to a special education collaborative preschool program. McKinley has been recognized by the California Department of Education for achievement and commitment to excellence as a three-time recipient of the California Title I Academic Achievement Award (2006, 2007, 2011) and a California Distinguished School Award (2010).

McKinley teachers teach the California State Standards and utilize research-based instructional strategies and methodologies to meet all students' needs. Some strategies include Cognitively Guided Instruction, Thinking Maps, Blended Learning, and Responsive Classroom techniques. Staff participate in continuous professional development in order to provide students with an innovative and rigorous learning experience. McKinley teachers are committed to analyzing data to differentiate their instruction for each child. Similarly, at McKinley we utilize a Response to Intervention (RTI) system to ensure all students receive the support and interventions they need to be successful.

McKinley is unique in that we supplement the core curriculum with additional science, visual arts, theater, music, physical education, and library for all students. It is McKinley's goal to foster students' talents and interests, engage students in learning, and to promote critical thinking and creativity.

Here at McKinley we also focus on students' social-emotional development. Teachers teach behavioral skills with the goal of preparing the next generation of lifelong learners to be positive members of the community and the world. Our Positive Behavior Intervention and Support Model (PBIS) incorporates Responsive Classroom techniques, Morning/Community Meetings, and Restorative Justice. McKinley behavior is guided by our PRIDE Philosophy, Character Counts Pillars of Character, Five for Success school rules, and Olweus Anti-Bullying rules and program.

McKinley prides itself on its family feel which is created through the small school size, regular school-home communication, and school events and activities. The variety of community building events offered at McKinley connect students to school, bring families and staff together, and create a fun and positive environment for all.

McKinley has the philosophy that parent involvement positively impacts the success of the students and the school. Therefore, McKinley actively promotes volunteer, committee, and leadership opportunities for family members. Opportunities for involvement include volunteering in the classroom and at events, becoming involved in the Parent Teacher Association (PTA), and joining a school committee such as the English Language Advisory Committee (ELAC), African American Support Group (AASG), Special Ed Resource Group, Sustainability and Beautification Committee (SBC) and the School Site Governance Council. Our Bilingual Community Liaison is available as a parent resource.

Mission Statement:

Extraordinary achievement for all, while simultaneously closing the achievement gap.

Goals:

1. All graduates are ready for college and career.
2. English Learners will become proficient in English while engaging in a rigorous, standards-aligned core curriculum.
3. All students engage in schools that are safe, well-maintained, and family friendly.

School Profile

McKinley Elementary School is a public school on a beautiful mission style campus located in Santa Monica serving approximately 488 students in TK-5th grade and 11 students in our special education preschool program. We have 3 life skills classrooms in addition to 20 general education classrooms.

Our student achievement and commitment to excellence has been recognized by the California Department of Education. McKinley is a three-time recipient of the California Title I Academic Achievement Award (2006, 2007, 2011) and was named a California Distinguished School in 2010.

Teachers teach the California State Standards and utilize the district mandated curriculum, in addition to supplemental materials, to teach the standards. McKinley teachers use research-based instructional strategies and methodologies to help close the achievement gap and meet all students' needs. For example, teachers use Cognitively Guided Instruction in Math, where they present meaningful real world problems to students, students' use their prior knowledge and make connections in order to come up

with strategies to solve the problem, and then students share and discuss their strategies in order to learn from each other. This develops student's critical thinking and problem solving skills. Teachers also are trained in and use Responsive Classroom techniques to make connections with students' different experiences, language, cultures, and backgrounds. This helps create a safe space and connected classroom community where students are engaged, and where they can build a relationship with their peers and their teacher. Teachers also use Thinking Maps to help students organize their abstract thoughts in a concrete way. Teachers also use either Teachers' College Readers Writers Workshop, or the BenchMark Curriculum to teach students ELA and the MyMath curriculum for Math.

Students also participate in a wide variety of enrichment classes during the school day such as: music, performing arts theater, physical education, Science, visual arts, library, computer lab, and our school garden. Currently P.S. Science provides our science enrichment and P.S. Arts provides our theater and visual arts. Students in grades 4-5 have the opportunity to serve on student council to foster leadership skills, and to serve on the Green Team to learn about and promote sustainability.

The McKinley Positive Behavior Intervention Support Plan consists of the PRIDE Philosophy, Pillars of Character, Five for Success (school rules), and the Olweus Anti-Bullying program. The PRIDE Philosophy is a motto that guides students' behavior as we at McKinley are: peaceful, respectful, intelligent, diverse, and enthusiastic. The PRIDE Philosophy is our core belief, and adults and students work together as part of community to model this belief in order to promote a positive school climate conducive to learning. The Pillars of Character are trustworthiness, respect, responsibility, fairness, caring, and citizenship. Our "five for success" are our school rules, which are 1. keeping hands feet, and other objects to yourself 2. running is only allowed on the grass or track 3. use appropriate and positive language 4. respect the rights and property of others 5. use restrooms appropriately. For Olweus teachers have regular Community Meetings to build relationships and a classroom community. During these meetings students also discuss social justice topics, and the Diversity Standards are focused on. Also as part of Olweus students are taught the definition of bullying, staff learn how to intervene when they see or suspect bullying, and students learn and uphold the 4 anti-bullying rules. The rules are 1. we will not bully others 2. we will try to help students who are bullied 3. we will try to include students who are left out 4. if we know someone is being bullied we will tell an adult at school and an adult at home. The Positive Behavior Support Plan is reinforced and communicated in a variety of ways. It is reviewed during weekly morning announcements, and at monthly schoolwide assemblies when each each grade level presents about one of the pillars of character. Students who are modeling the behavior are awarded MAC slips and entered into a raffle, and one student from each grade gets their name pulled each week, and the raffle winners get their picture put up in the main office and get a prize. At the beginning of each year students attend a rules assembly to review this information. It is also posted throughout the school in all classrooms and in public areas. Parents are informed about the behavior plan and expectations in the monthly newsletter "The Lion's Roar", at Back to School Night, on the school and PTA websites, and in the school handbook.

McKinley has a variety of technology in order to develop students' 21st Century Skills, and to help teachers make learning engaging and meaningful to students. All classrooms have 2 Interactive Whiteboards, projector, classroom sound system, teacher laptop and document camera. Students in grades 2-5 utilize chrome books (1:1 ratio). Additionally, the district upgraded the computer lab and provided additional technology in TK-2 to include IPADS in grades TK/K (20 total).

McKinley Elementary School has a part time assistant principal (50%) to support the school community.

We have 1 full time literacy coach who helps teachers to analyze data to guide their instruction, provides demonstration lessons, and leads professional development.

In order to help close the achievement gap we have a full time Literacy and Language Interventionist (LLI), and 1 part time Reading Teacher, and 1 part time Math Teacher. The LLI provides English Language Development instruction to our Long Term English Learners using the English 3D curriculum, and she works with our Tier III struggling students using programs such as LLI or SIPPS. The Reading Teacher provides push-in and pull-out support to struggling and at-risk Tier II and Tier III students. The Math Teacher supports teachers and students in 4th grade by providing co-teaching 2X a week in math. The format of her support depends on the student and teacher needs. All these supports are intended to supplement the core instruction. Teachers also provide differentiation throughout the day, to ensure all students needs are being met and instruction is tailored to each student's level. We also have 15 instructional assistants who provide support in the classroom. We also have teachers who serve on committees or in leadership roles. Some of these roles include Professional Development Leader, Math Teacher Leader, Ed Tech Jedi, Grade Level Chairs, Student Success Team, Site Leadership Team, Faculty Advisory Council, and the Olweus/Safety/Climate Committee.

SPSA Executive Summary with SLT Plan Narrative

The certificated staff elects a Site Leadership Team (SLT) each spring that consists of the school administrators, the Literacy Coach, a special education teacher, the PD leader, and one teacher representative for each grade level (12 members). The goal of having 12 members is to get a diverse perspective and make sure each group is represented and that all teachers' input is considered. This also helps to ensure that McKinley is "leading from the middle" and that this group is representative of the school staff. This committee combines the old "Leadership Committee" and the "PD Committee."

The goal of the SLT is to:

1. Analyze data to identify student needs (schoolwide)
2. Determine a focus for the school based on those needs (what we need to implement to help students)
3. Determine supports needed for staff in the focus area (for example PDs, Learning Walks, Reading Teachers etc.) so they can meet students' needs
4. Collect evidence of learning to inform our actions

The SLT has 4 daylong meetings each school year, and additional meetings as needed. During these meetings data is analyzed, and the team focuses on our school site focus, Academic Discourse. During these meetings the group collaborates to build capacity, determine next steps for Professional Development, and deepen our expertise in our area of focus.

McKinley's SLT selected Academic Discourse as our focus because data shows that listening and speaking skills, and communicating reasoning in math, are areas of need for our students.

Specifically, our CAASPP data shows the following are areas of need:

- In Math, from 3rd-5th grade the number of students meeting standards decreases over time from (Cohort: 67% to 55% to 51%)(although decline less steep this year)
- Claim areas of Listening and Speaking in ELA, and Math Communicating Reasoning are still areas of need. In listening 63% of students are near meeting the standard, and in communicating reasoning 39% are near meeting the standard
- ELL subgroup (17% of the 3rd-5th population) still a target group (26% met/exceeded standards- but significant growth from 9%)
- Growth with Hispanic, Black, and Low-Socioeconomic subgroups but still target groups (at an average of 57% met/exceeded)

Some benefits of Academic Discourse include:

- Discourse is a research-based proven effective strategy for closing the achievement gap.
- Discourse strengthens listening and speaking skills and deepens students' understanding of concepts.
- Discourse develops students' higher-order thinking, critical thinking, and problem solving skills all of which will transfer across subject areas.
- Discourse engages students in learning and in school.
- Discourse promotes a positive school culture by facilitating relationship building.
- Discourse benefits English Learners by rapidly developing academic language.
- Discourse ties directly into District, LCAP, SPSA, and McKinley goals.

For our first year of implementation of our school site focus during 2017-18 we implemented the following strategies. Teachers used differentiated sentence frames, and taught tiered academic vocabulary. All teachers were trained in Thinking Maps, and students used the these maps to organize their complex thoughts in a concrete way. Teachers used a variety of discourse protocols so students had multiple opportunities to talk to each other in pairs and groups to explain their thinking and deepen their understanding. Teachers participated in a Professional Growth Cycle model during early release Wednesdays; they learned about and discussed discourse topics at a Faculty Meeting and Professional Development (whole group Professional Learning Community PLC), then in a small group during Grade Level PLCs, and then individually during Professional Time. PDs were led by teachers, the Literacy Coach, outside providers, and administration. Grade levels were subbed out to participate in 3 Data Meetings to collaboratively analyze data to guide instruction. We also implemented Tier III intervention to support our students; 100% of Tier II and III students in grades 1st-4th received services, and 27% of students moved from Tier III to II or exited. We also added performing arts theater instruction for all students to build students oral expression and confidence. We also provided after school intervention to our English Learners and Tier III students in both math and academic vocabulary.

Our spring 2018 CAASPP data shows that these things we have been applying regarding our school site focus of Academic Discourse have been working. Data below is the percentage of students who met or exceeded standards on the 17-18 CAASPP compared to 16-17 scores

Overall scores have increased with schoolwide growth

- o 9% increase in ELA
- o 4% increase in Math

Big increases in both ELA and Math for 3rd and 5th grades

- o 12% increase in ELA for 3rd grade
- o 14% increase in ELA for 5th grade
- o 8% increase in Math for 3rd grade
- o 11% increase in Math for 5th grade

3rd Grade scores higher than the district average in both ELA and Math

- o 75% compared to 65% in ELA
- o 75% compared to 69% in Math

Growth in Target Subgroups in ELA

- o Hispanic- 15% Increase
- o Black- 11% Increase
- o English Learners- 17% Increase
- o Socioeconomically Disadvantaged- 17% Increase

Looking at cohort data in ELA about 66% of students are making one year's growth and maintaining their level over time

Since our SLT Site Plan focus of Academic Discourse has been effective, our action plan is to continue to deepen our understanding and expertise in our discourse strategies in ELA, while applying what we did last year to Math, while also having a simultaneous secondary focus on Social-Emotional Development.

Specifically, in Math we will utilize differentiated sentence frames, strategically teach academic vocabulary, tie in Thinking Maps, and utilize a variety of discourse protocols to provide opportunities for discourse. We will increase the number of TK-2 music classes and TK-5 performing arts theater classes. We are also going to give the Math Fastbridge assessment in 2nd-5th grades in order to monitor students' progress in math and determine who needs support and how to support them. We will have a Math Teacher in 4th and 5th grades who will provide co-teaching support to those classes, as 4th and 5th math is an area of need. Teachers will receive professional development on applying discourse to math via blended learning, cognitively guided instruction and more. Our PD Leader, Math Teacher Leader, Ed Tech Jedi, and Math Teacher will be resources to our staff. We will provide after school enrichment and intervention to selected students in math.

At the same time the teachers and administration on the Olweus/Climate/Safety Committee will be working to support our students' social-emotional development. Our PBIS plan will continue to be in place. Discourse will be emphasized during our Community Meetings, and responsive classroom techniques will be utilized throughout the school day. We have formed a new partnership with Insight Psychotherapy Group to bring affordable on-campus counseling to our students; our counselor from Family Services of Santa Monica will continue to be available. Our school Psychologist, Specialized Academic Instruction Teacher, and Counselor will be providing push-in social skills instruction using the curriculum Second Step to our high-needs grades 2nd and 5th. We will be implementing a Schoolwide Shared Reading Experience to build students' character where each month all students will read and discuss the same book on that month's pillar of character; discourse about the book themes will be facilitated between upper/lower reading buddies and during Community Meetings. In addition to providing monthly trainings for Noon-duty and paraeducators,

Instructional Aides will now receive monthly trainings, so they too can be informed about discourse strategies and be a part of the school community. And staff will receive PD from specialists in strategies for students with behaviors and special needs.

In addition to our general school goals which are detailed in this SPSA, McKinley will strive to achieve the following success on the spring 2019 CAASPP.

- Maintain 3rd grade cohort (now 4th) scores (75% ELA and Math)
- Increase schoolwide ELA (68% to 75%)
- Increase schoolwide Math (59% to 65%)
- Maintain scores over time 3rd-5th in Math (change dropping slope to a plateau, and eventually to an increasing slope)
- Increase target subgroup scores by at least 8% (ELs, Black, Hispanic, SED)
- Increase scores in claim areas of listening and speaking in ELA and communicating reasoning in math

Students in grades 3-5 take the CAASPP assessment in ELA and Math, and students in grade 5 take the science test. Students in grades TK- 5 take the ELA FastBridge assessment and students in 2nd-5th will take the Math Fastbridge assessment (3 times per year). Grades K-5 are also assessed with Fountas and Pinnell, as well as Words Their Way, to determine students' reading levels and needs. Students will also receive the SMMUSD Interim Assessments.

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: ELA 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)
FastBridge, CAASPP, Fountas and Pinnell assessment data

2017-18 Preliminary Smarter Balanced Performance Summary

Math: All Grades Tested

Site: **MCKINLEY ELEMENTARY SCHOOL**
 Roster Date: **Control Panel (06-04-2018)**
 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

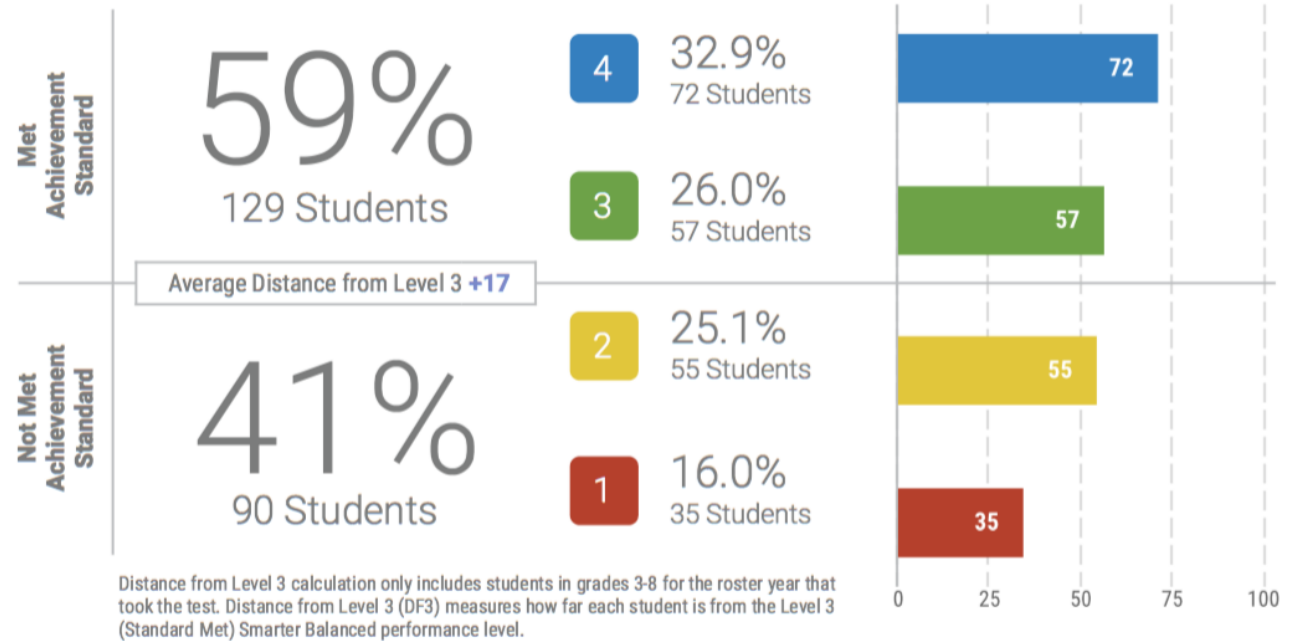
- 4 **Standard Exceeded**
- 3 **Standard Met**
- 2 **Standard Nearly Met**
- 1 **Standard Not Met**

Claim Score Levels

- Above Standard**
- Near Standard**
- Below Standard**

These partial results are not appropriate for public release.

Overall Performance: 219 Students Tested



Claim Performance: Percent of Students at Each Level

Concepts & Procedures



Problem Solving & Modeling/Data



Communicating Reasoning



How the school will measure progress toward this goal

FastBridge data & CAASPP data

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
As part of our Response to Intervention (RTI) McKinley will employ one part-time Reading Teacher (60%) to provide pull-out support to at-risk students in ELA. The teacher will work with small groups of Tier III and Tier II students to provide targeted intervention in their areas of need. Research based curriculum such as LLI and SIPPS will be used. At-risk students will be identified via assessment data such as Fastbridge, Fountas and Pinnell, and CAASPP, and have continuous progress monitoring to determine their eligibility for support and areas of need. The Reading Teacher will also provide support to the classroom teachers in analyzing data and with effective instructional strategies.	On-going	Staff, administration	Certificated Salaries	1000-1999: Certificated Personnel Salaries	Title I 18-19 Allocation	67,928
McKinley will employ one part-time Math Teacher (40%) to work as a co-teacher in 4th and 5th grades. She will co-plan with the teachers, and assist teachers with following the pacing guides. She will also help with analyzing data to determine supports. She will work in classrooms 2X a week for 40 minutes. She will provide support in a way that works best for that classroom such as team teaching, parallel teaching, station teaching, or alternative teaching.	On-going	Staff, administration	Certificated Salaries	1000-1999: Certificated Personnel Salaries	Title I 18-19 Allocation	63,645

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Assistants will be provided to assist general education classroom teachers. IAs will work with small groups of students, and students individually, to provide academic support.</p> <p>10 IAs paid for by SMEF 2 paid for through general fund = 15 Instruction Aides total</p>	On-going	Staff, administration	Instructional Aide	2000-2999: Classified Personnel Salaries	Title I 18-19 Allocation	10,446
			Instruction Aides	2000-2999: Classified Personnel Salaries	Stretch Grant (Ed Foundation)	12,698
			Instructional Aide	2000-2999: Classified Personnel Salaries	Site Formula Funds	11,517
<p>Teachers will be offered teacher hourly rate to provide before or after school intervention to at-risk students. Students will be identified through a variety of assessment data (CAASPP, Fountas and Pinnell, Fastbridge, District Interim Assessments, curriculum assessments etc.) as needing support in ELA or Math. Teachers will utilize research-based intervention curriculum such as LLI and SIPPS, or engaging instructional strategies/programs such as Readers' Theatre, to provide targeted support to meet students' needs.</p>	November-April	Staff, administration	Tutoring/Teacher Hourly	1000-1999: Certificated Personnel Salaries	Title I 18-19 Allocation	2,000
<p>Certificated and Classified Staff will participate in regular Professional Development during early dismissal (early out) Wednesdays. PD will be based on data and student/teacher needs. The staff will come together as a Professional Learning Community (PLC) whole group, and in</p>	On-Going	staff, administration	Professional Development	5800: Professional/Consulting Services And Operating Expenditures	Title I 18-19 Allocation	3,000
			Teacher Substitutes	1000-1999: Certificated Personnel Salaries	Title I 18-19 Allocation	10,604

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>grade level PLCs, in order to collaborate, reflect, and learn about ways to develop students' literacy. PDs may include Academic Discourse topics such as differentiated sentence frames/stems, and Responsive Classroom techniques. PDs will build the capacity of teachers and deepen their expertise.</p> <p>While PD occurs on early out Wednesdays, funds will cover 2 days of sub coverage for 20 classroom teachers and 2 life skills teachers for 2 day long trainings.</p>						
<p>Teachers will be provided with sub coverage in order to conduct Fountas and Pinnell assessments two times a year. This data will help determine students' reading levels and will help guide instruction. Funds will cover 19 general ed classroom teachers K-5.</p>	On-going	Staff, administration		1000-1999: Certificated Personnel Salaries	Title I 18-19 Allocation	8,950
<p>The Literacy Coach will provide individualized, grade level, and schoolwide support in ELA. She will help teachers to analyze data, and will provide strategies to tailor instruction to meet students' needs. She will do demonstration lessons of best practices, and will lead Professional Development. She will also coordinate Family Literacy Night, and other literacy related events.</p>	On-going	Staff, administration	Literacy Coach	1000-1999: Certificated Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All classroom teachers K-5 will participate in three Data Meetings a year. During these meetings the grade level team will analyze recent grade level and class data to determine students' areas of need and to guide their instruction. The team will also collaborate regarding lesson planning and teaching the state standards. The Literacy Coach will facilitate these meetings, and will provide the data, supplemental resources, and other support information. The Reading Teacher and Literacy Language Interventionist and Administration will also attend these meetings to collaborate and provide support. This will be funded through district SLT funds.	On-going	staff, administration	Data Meetings	1000-1999: Certificated Personnel Salaries	District Funded	12,427
In order to develop students' critical thinking skills, which will transfer across subjects, we will provide STEM science instruction to all students. Students will participate in inquiry based learning experiences, and our school site focus of discourse will be applied throughout the lessons. This will also target our area of need, math, by developing students problem solving skills. Students will receive 31 lessons K- 60 Minute lessons 1X a week, 1st-3rd- 75 Minutes 1X a week, and 4th-5th- 90 Minutes every other week.	On-going	staff, administration	STEM Science Science Supplies	5800: Professional/Consulting Services And Operating Expenditures 4000-4999: Books And Supplies	Title I 18-19 Allocation Parent-Teacher Association (PTA)	22,000 5,000
In order to engage students in school and develop the whole child, all students will participate in music. Music also helps develop students' critical thinking skills and creativity, which transfers across all subjects.	On-going	staff, administration	Music	5800: Professional/Consulting Services And Operating Expenditures	Stretch Grant (Ed Foundation)	22,000

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Music is also a way for students to express themselves non-verbally. Music in grades 4-5 is 2 times a week for 45 minute sessions, and 3rd grade is 1X a week for 45 minutes, and is funded by the District. Via the stretch grant instrumental music will be provided to grades TK-2. TK-2 will have 30 sessions of 30 minute classes. All students will perform in a Winter Show, and 4-5 will perform in Winter and Spring music concerts.						
In order to develop students' oral language, and to engage students in school and learning, McKinley will provide Performing Arts theater instruction for all TK-5 students. The theater instruction will be tied to the curriculum and ELA and Social Students state standards and will support our school site focus of discourse. It will also target our area of need of listening and speaking skills. Rotation one in the fall will be 3rd-5th (15 sessions) and rotation two in the spring will be TK-2 (15 sessions). Classes are 50 minutes grades 1-5, and 40 minutes grades TK-K.	On-going	staff, administration	Theater	5800: Professional/Consulting Services And Operating Expenditures	Stretch Grant (Ed Foundation)	18,255
			Theater	5800: Professional/Consulting Services And Operating Expenditures	Title I 18-19 Allocation	7,507

Total Expenditures for Goal 1

Goal Number	Total Expenditures
Goal 1	277,977.00

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: ELA
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)
CELDT Scores, CAASPP, Fastbridge, Fountas and Pinnell, District Interim Assessment Data

CELDT AMAO Student List with Summary

Site: MCKINLEY ELEMENTARY SCHOOL

Roster Date
17-18 | Yearlong 2018

CELDT Test Year Included: 2017

Gender(s) Reported Race Special Education Socio-Economic English Proficiencies
Male & Female All Reported Races Special & Non Special SED & Not SED all

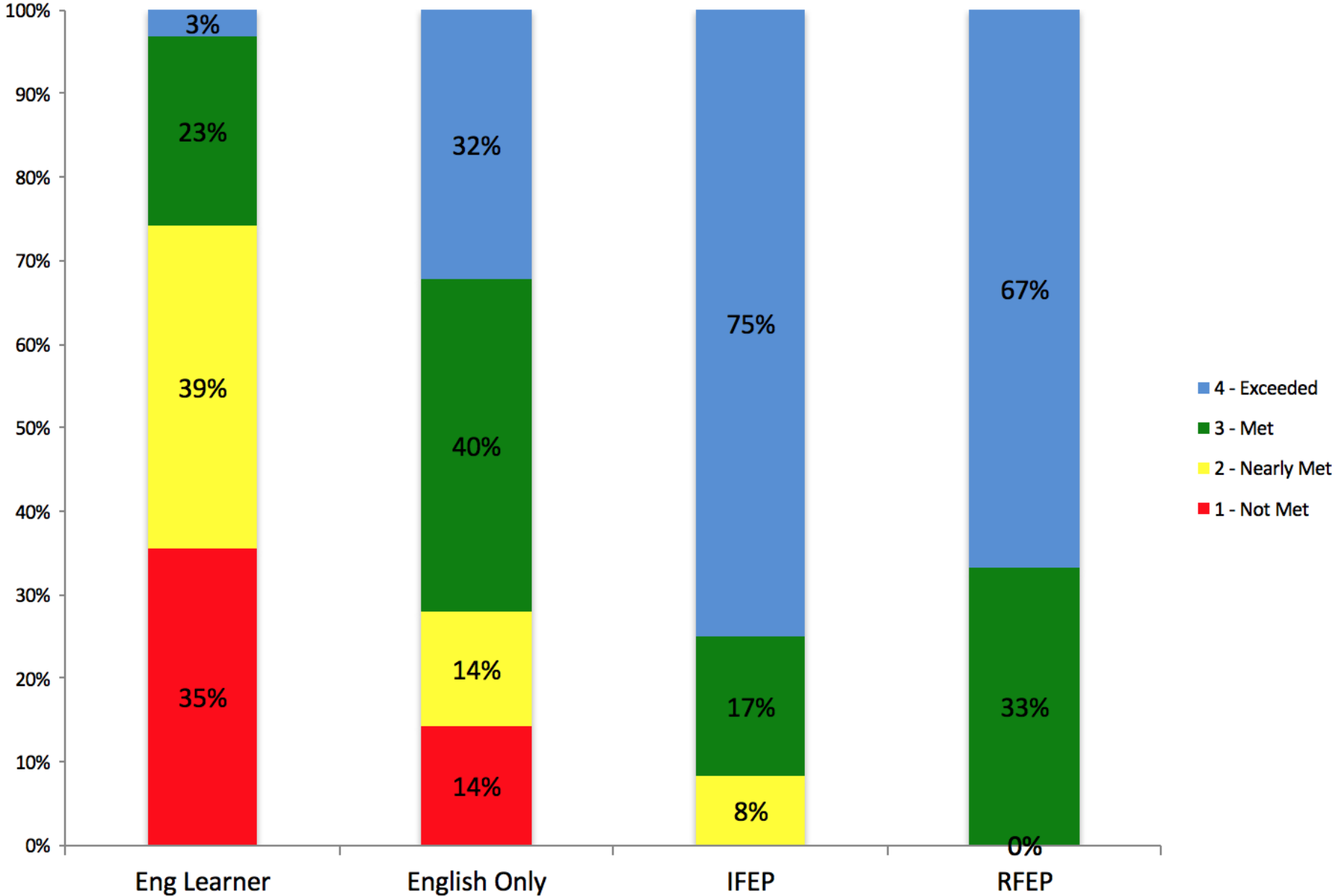
Student Name	Student ID	Current Grade	5 YR US? **	CELDT Overall Performance Level			2016-17 Domain Scores				--- CELDT Proficiency ---				AYP Participation		AYP Proficiency		Met AMAO1?	Met AMAO2?	Met AMAO3?
				2015-16	2016-17	AMA01 2016-17 Perf Level NEED	Listening	Speaking	Reading	Writing	2015-16	2016-17	AMA01 2016-17 NEED	AMA02 2016-17 NEED	2017 AMA03 Needs: Yes ELA/Math	2017 AMA03 Needs: 4 or Y ELA/Math					

Based on the 2017 criteria set by the California Department of Education (CDE), the tables below summarize the AMAO 1 and AMAO 2 results for: MCKINLEY ELEMENTARY SCHOOL

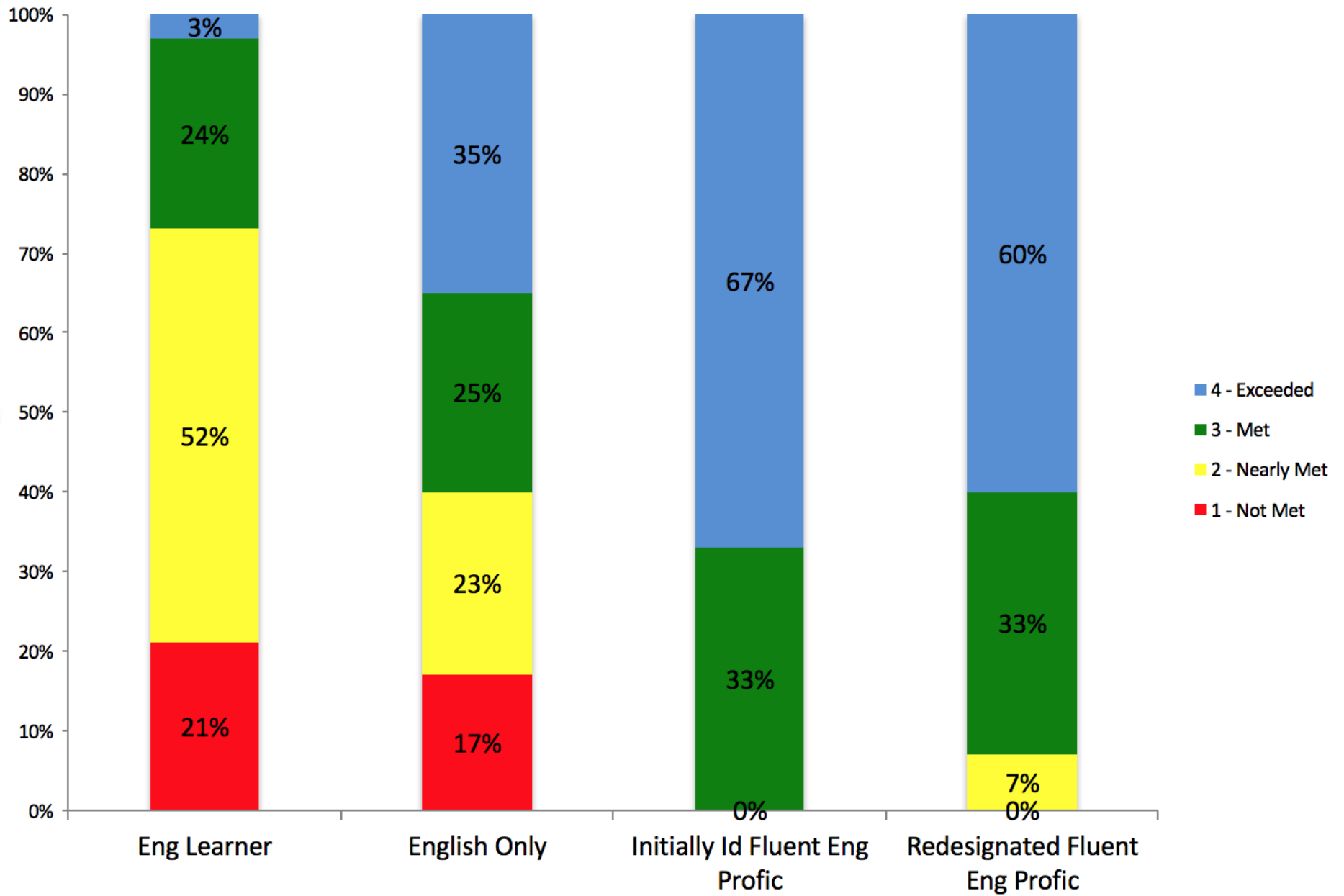
AMAO 1 - Percentage of English Learners Making Annual Progress in Learning English	
# of 2016-17 Annual CELDT Takers	52
# with Required Prior CELDT Scores	49
% with Required Prior CELDT Scores	94.2 %
# in Cohort Meeting Annual Growth Target	37
% Meeting AMAO 1 at District / Site	75.5 %
MET 2017 TARGET FOR AMAO 1 (Target=63.5%)	Yes

AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT			
Less than 5 Years Cohort		5 Years or More Cohort	
# of 2016-17 English Learners in Cohort	74	# of 2016-17 English Learners in Cohort	0
# in Cohort Attaining the English Proficient Level	30	# in Cohort Attaining the English Proficient Level	0
% in Cohort Attaining the English Proficient Level	40.5 %	% in Cohort Attaining the English Proficient Level	0.0 %
MET 2017 TARGET FOR AMAO 2 (Target=26.7%)	Yes	MET 2017 TARGET FOR AMAO 2 (Target=54.7%)	N/A

2018 ELA Performance Levels by Language Proficiency



2018 Math Performance Levels by Language Proficiency



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How the school will measure progress toward this goal
 CELDT Scores, CAASPP, Fastbridge, Fountas and Pinnell, District Interim Assessment Data

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will utilize a full-time Literacy and Language Interventionist (LLI) to provide English Language Development Instruction to Longterm English Language Learners (LTELs) using the curriculum English 3D and other supplemental resources. The LLI will collaborate with general ed classroom teachers to provide support and information about best practices for English Language Learners.	On-going	Staff, administration	Literacy and Language Interventionist	1000-1999: Certificated Personnel Salaries	District Funded	
Teachers will be offered teacher hourly rate to provide before or after school intervention to English Learners and other Tier III students struggling academically. Students will be identified through a variety of assessment data (CAASPP, Fountas and Pinnell, Fastbridge, District Interim Assessments, curriculum assessments etc.) as needing support in ELA or Math. Teachers will utilize research-based intervention curriculum such as the Academic Vocabulary Toolkit, LLI, and SIPPS to provide targeted support to meet students' needs.	On-going	staff, administration	Intervention Intervention	1000-1999: Certificated Personnel Salaries	Parent-Teacher Association (PTA)	2,000

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Certificated and Classified Staff will participate in regular Professional Development during early dismissal (early out) Wednesdays. PD will be based on data and student/teacher needs. The staff will come together as a Professional Learning Community (PLC) whole group, and in grade level PLCs, in order to collaborate, reflect, and learn about ways to develop students' literacy. PDs may include best practices and instructional strategies shown to develop the literacy and language of English Language Learners. For example, Academic Discourse topics such as differentiated sentence frames/stems have been shown to rapidly increase ELLs' language development. Responsive Classroom techniques have also been shown to be beneficial in helping teachers to create a classroom community where students' language, background, and diversity are recognized and valued, creating an environment conducive to learning and where students are engaged.</p>	on-going	Staff, administration	Professional Development	1000-1999: Certificated Personnel Salaries	District Funded	
<p>The school will provide a Literacy Family Night to share with families literacy activities that can be done at home to develop language. Coordinated by the Literacy Coach, Reading Teacher, LLI, and Administration, Literacy Night will be an interactive night where there are multiple centers for students and their families to rotate to. At these</p>	on-going	Staff, administration	Literacy Night	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	300

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
centers families will learn about, practice, and take with them things like flipbooks, word sorts, rhyming games and more. There will also be a reading area to encourage reading, in both the home language and English. The Literacy Support Team will be available to answer questions about literacy with parents.						
<p>The school will employ a full-time bilingual (English/Spanish) Community Liaison in order to increase communication between the school and home, and to increase parent engagement and involvement. The Liaison will serve as a translator at school functions, conferences, and in the front office and will be able to assist parents with any questions they may have. The Liaison will also work in collaboration with the administration to coordinate and support parent groups such as the English Learner Advisory Council (ELAC).</p> <p>The administration will collaborate with ELAC members and leaders to ensure that the voices of parents of ELLs are heard, and will provide relevant information and resources at ELAC meetings.</p>	on-going	Staff, administration	Parent Engagement- Community Liaison and ELAC	2000-2999: Classified Personnel Salaries	District Funded	
Educational computer software such as Lexia and Frontraw math will be purchased and utilized to support students' learning.	on-going	Staff, administration	Supplemental Resources	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	8,760

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Time for Kids will also be purchased to provide additional engaging literature to develop reading comprehension skills and to be utilized for discourse opportunities.						

Total Expenditures for Goal 2

Goal Number	Total Expenditures
Goal 2	11,060.00

Planned Improvements in Student Performance

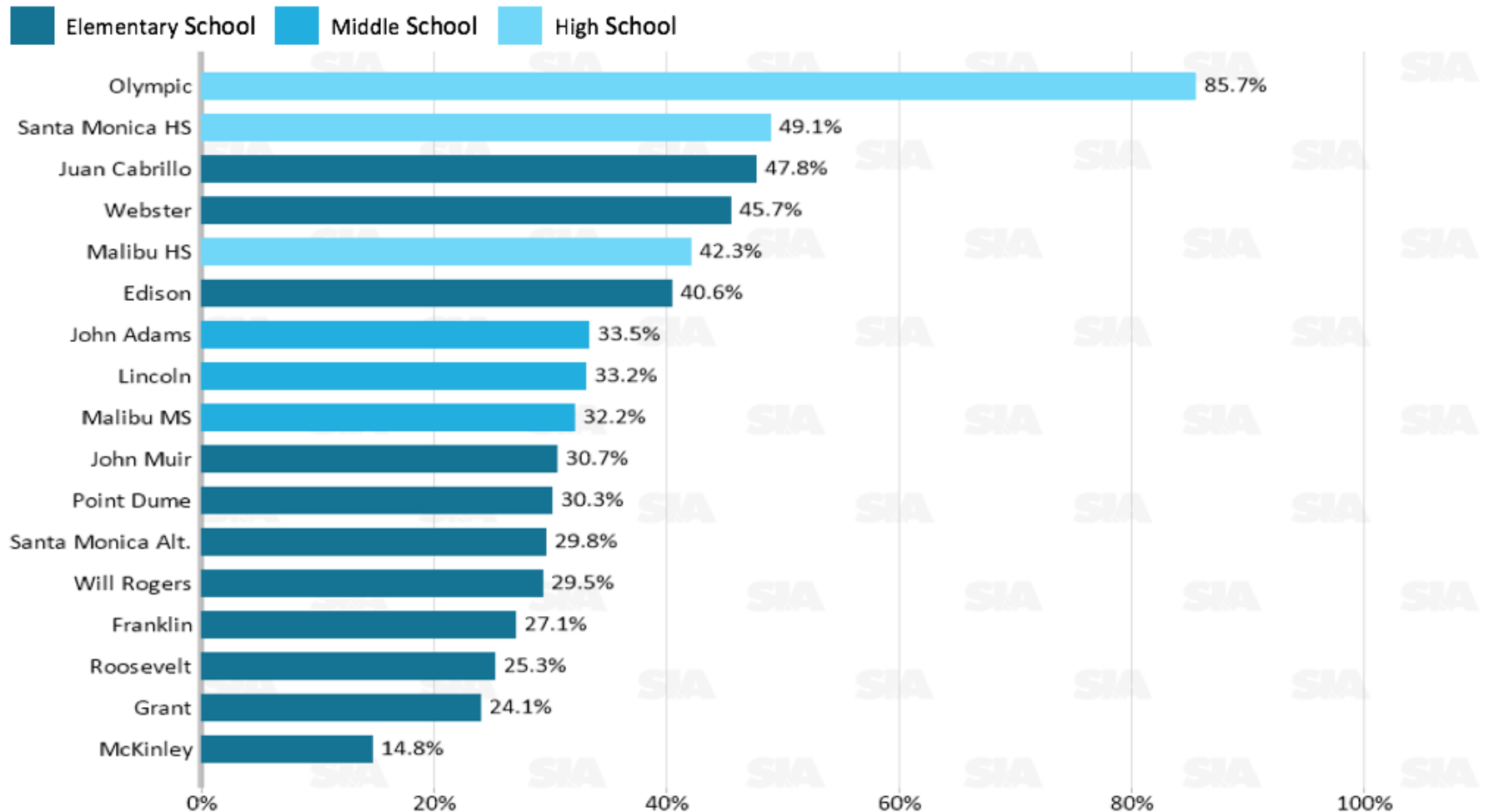
School Goal #3

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: Attendance
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)
Attendance records, Climate Survey, Olweus Survey Data

A2A Truancy Rates by School Site

The lower, the better.



A2A Truant - A student who has accumulated the equivalent of three or more full days of unexcused absences.

Data as of 6/8/2018

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Total Absence Calendar

District: Santa Monica-Malibu Unified School District Fiscal Year: 2017-18

NOTE: All numbers are based on the Equivalent Day.

Report Run Date: 07/02/2018

Attendance Codes Used: /, B, C, D, E, H, I, J, M, Q, R, U, V, Z

McKinley-- Average Daily Absence - 19 [] Well Below Avg < 14 [] Well Above Avg > 24

July 2017				
M	Tu	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

August 2017				
M	Tu	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	
14.0	10.0	6.0	11.0	9.0

September 2017				
M	Tu	W	Th	F
				1
4	Holiday	5	6	7
11	12	13	14	15
18	19	20	21	Holiday
25	26	27	28	29
13.0	14.0	11.0	14.0	3.0

October 2017				
M	Tu	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			
10.0	9.0	9.0	18.0	18.0
17.0	15.0	16.0	10.0	17.0
15.0	18.0	9.0	11.0	11.0
22.0	16.0	23.0	11.0	9.0
31.0	13.0			

November 2017				
M	Tu	W	Th	F
		1	2	3
6	Holiday	7	8	9
13	14	15	16	17
20	21	22	23	24
27	28	29	30	
23.0	19.0	13.0	15.0	

December 2017				
M	Tu	W	Th	F
				1
4	5	6	Holiday	7
11	12	13	14	15
18	19	20	21	22
25	Holiday	26	Holiday	27
17.0	45.0	17.0	26.0	24.0
29.0	36.0	28.0	48.0	68.0

January 2018				
M	Tu	W	Th	F
1	Holiday	2	Holiday	3
8	Holiday	9	10	11
15	Holiday	16	17	18
22	23	24	25	26
29	30	31		
26.0	23.0	15.0		

February 2018				
M	Tu	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	Holiday	20	21	22
26	27	28	29	30
23.0	30.0	19.0		

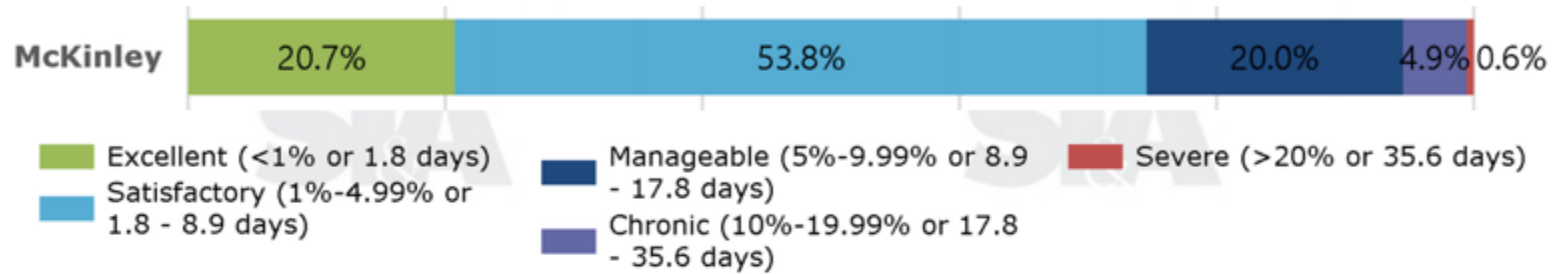
March 2018				
M	Tu	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	Holiday	27	Holiday	28
37.0	25.0	23.0	22.0	28.0
40.0	32.0	31.0	25.0	27.0
22.0	24.0	20.0	25.0	29.0

April 2018				
M	Tu	W	Th	F
2	Holiday	3	Holiday	4
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				
26.0	14.0	18.0	21.0	21.0
21.0	11.0	10.0	16.0	22.0
35.0	17.0	21.0	20.0	25.0

May 2018				
M	Tu	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	Holiday	29	30	31
21.0	19.0	12.0	15.0	25.0
17.0	11.0	14.0	14.0	23.0
22.0	14.0	27.0	20.0	20.0
18.0	16.0	15.0		

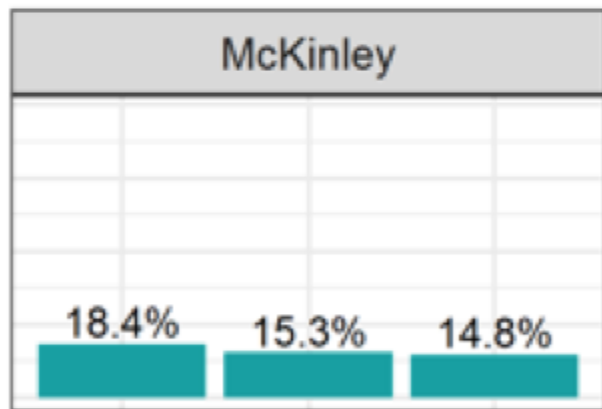
June 2018				
M	Tu	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
				16.0
11.0	12.0	10.0	12.0	35.0

Site Name	2016-17 Enrollment	2017-18 Enrollment	2016-17 Truancy Rate	2017-18 Truancy Rate	% Change (Y2-Y1) / Y1	2016-17 EEA Rate	2017-18 EEA Rate	% Change (Y2-Y1) / Y1	2016-17 Chronic Rate	2017-18 Chronic Rate	% Change (Y2-Y1) / Y1
McKinley	576	526	15.28%	14.83%	-2.94%	30.03%	30.04%	0.01%	5.73%	5.51%	-3.77%



A2A Truancy Rates by School Site, Year-Over-Year

The lower, the better.



2017-18 Conferences Addressed Rates by Site

How the school will measure progress toward this goal

Attendance records, Climate Survey, Olweus Survey Data

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The school will purchase additional clerical support so that the Senior Office Specialist can provide attendance notification and information to parents of students with chronic absenteeism. The Office Specialist will communicate with parents via email, phone, and in person to provide information, and will connect the parents with resources and support as needed.	On-going	Attendance secretary, administration	Office Clerical/Extra Support	2000-2999: Classified Personnel Salaries	Site Formula Funds	7,863
Noon Duty Aides will be employed in order to provide supervision during lunchtime and lunch recess in order to facilitate the safety of students. In connection with the Olwues Anti-Bullying program these aides will be stationed in areas where a high number of bullying incidents are reported (based on the Olweus Survey data). The aides will be trained in how to identify bullying, and how to intervene if they suspect or see bullying. They will also support the Positive Behavior Support Plan by positively reinforcing students with MAC slips who are upholding the behavior expectations. They will also help promote a positive school climate by building relationships with students, modeling and helping students with appropriate social interactions, using Restorative Justice techniques, and	On-going	Staff, administration	Noon Duty Aides	2000-2999: Classified Personnel Salaries	Site Formula Funds	17,037

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
helping students to develop conflict resolution skills.						
In addition to the core curriculum, students will have the opportunity to engage in schools via a wide variety of supplemental enrichment classes during the school day such as music, PE, science, visual arts, theater, library, computer lab, and the school garden.	On-going	Staff, administration	Enrichment			
All students will participate in a schoolwide shared reading experience that focuses on character building. Each month, students will read the same book focused on that month's pillar of character. Books were selected by the Olweus/Climate/Safety Committee to be representative of the diversity at McKinley. After reading the book the students will engage in discourse with their upper/lower reading buddies or during Community Meetings. Then the school will come together at the schoolwide outdoor assembly where a grade level will perform that month's pillar of character.	On-going	Staff, administration	Character Building	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	1,650
The School Psychologist, SAI, and Counselor will provide push-in instruction to 2nd and 5th grade with a social skills curriculum called Second Step. This research based program explicitly teaches social skills	On-going	Staff, Administration	Social Emotional Skills	4000-4999: Books And Supplies	District Funded	2,105

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
and develops positive behavior and relationships.						
Parents will receive regular communication about school events and activities, important announcements, and instruction via: emails, Blackboard Connect eblasts and phone messages, the Monthly School Newsletter, School Handbook, Volunteer Handbook, the weekly mini-messenger, Wednesday Folders, the school and PTA websites, twitter, at parent group meetings such as PTA, ELAC, AASG, and the Special Ed Resource Group, during parent/teacher conferences, Back to School Night, Open House, SST/IEP Meetings, and bulletin board postings. A School/Home Communication Menu is available on the website.	On-going	Staff, administration, and PTA	School Home Communication	None Specified		
The Administration will collaborate with the PTA Executive Board to coordinate and facilitate schoolwide events and activities that are opportunities for engagement of both students and parents. McKinley has over 50 family events hosted by the school and PTA. Some events include the Winter Sing-a-Long, Jog-a-thon, International Day, School Beautification Days, and Harvest Festival.	On-going	Staff, administration, and PTA	Family Events	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Students will be offered a variety of extracurricular activity opportunities in order to engage them in school.</p> <p>For example, 4th and 5th graders may be selected for the Green Team, which helps with recycling and composting during lunchtime, may present at schoolwide assemblies about the environment and sustainability, and may help out at campus beautification events.</p> <p>4th and 5th graders may also run for Student Council. These students will be role model students in behavior, academics, and attendance, and may present at schoolwide assemblies. They will meet regularly with teacher leaders to discuss topics and interests of the student body, and to learn and participate in the parliamentary process. They will also coordinate and lead school spirit days.</p>	On-going	Staff, administration	Student Extracurricular Activities	None Specified		
<p>The McKinley Positive Behavior Support Plan consists of the PRIDE Philosophy, Pillars of Character, Five for Success (school rules), and the Olweus Anti-Bullying program. The Positive Behavior Support Plan will be reinforced and communicated in a variety of ways. It is reviewed during weekly morning announcements, and at monthly schoolwide assemblies when each each grade level presents about one of the pillars of character. Students who are modeling the behavior are awarded MAC slips and</p>	on-going	Staff, administration	Positive Behavior Support	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>entered into a raffle, and one student from each grade gets their name pulled each week, and the raffle winners get their picture put up in the main office and get a prize. At the beginning of each year students attend a rules assembly to review this information. It is also posted throughout the school in all classrooms and in public areas. Parents are informed about the behavior plan and expectations in the monthly newsletter, at Back to School Night, on the school and PTA websites, and in the School Handbook.</p>						
<p>The School Climate/Safety/Olweus Committee consists of teachers and classified staff. This committee will meet regularly to discuss topics related to the Positive Behavior Support Plan and school climate.</p> <p>Students and staff are taught and know the definition of bullying, and the four anti-bullying rules. Staff are trained on how to intervene when they suspect or see bullying. Teachers will also implement Community Meetings (called Morning Meetings in Olweus), in order to build relationships, help students develop their conflict resolution skills, and to promote students' social-emotional development. Similarly, teachers will use Responsive Classroom techniques such as morning meetings to build a safe classroom community, and to</p>	on-going	Staff, administration	Olweus Bullying Prevention and Community Building	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
engage students by connecting to their different experiences, backgrounds, languages, and cultures. Staff are also trained in Restorative Justice to build relationships and community An Olweus survey will be given to all 3rd-5th graders in the Spring to determine areas of need, and the Olweus Committee will meet to analyze the data and determine supports.						
The school will collaborate with PTA to offer various Parent Education Workshops/seminars focused on areas of education that interest parents so they can learn strategies for how to support their child's growth at home.	on-going	staff, administration, PTA	Parent Education	None Specified		
Partnership with Insight Psychotherapy Group, Continue support with Counselor from Family Services of Santa Monica.						
Monthly Trainings for Instructional Aides, Paraeducators, and Noon-Duty staff. Provided by specialists and administration.						

Total Expenditures for Goal 3

Goal Number	Total Expenditures
Goal 3	28,655.00

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
Ashley Benjamin, Ed.D.	X				
Ed Curry		X			
LaShawn Moore, Ed.D.		X			
Liz Oyenoki			X		
Rosio Medina		X			
Stephan Corbel				X	
Scott Boyd				X	
Teague Weybright				X	
Patricia Juarez-Dappe				X	
Nishith Bhatt				X	
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the 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

District/School Liaison Team for schools in Program Improvement

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



Signature

Signature

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 9/5/18.

Attested:

Ashley Benjamin, Ed.D.

Typed Name of School Principal



Signature of School Principal

9/6/18

Date

Liz Oyenoki

Typed Name of SSC Chairperson



Signature of SSC Chairperson

9/6/18

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	890.42	890.42
Site Formula Funds	37,942	1,525.00
Stretch Grant (Ed Foundation)	52,953	0.00
Title I 18-19 Allocation	200,202	4,122.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	14,532.00
Parent-Teacher Association (PTA)	17,710.00
Site Formula Funds	36,417.00
Stretch Grant (Ed Foundation)	52,953.00
Title I 18-19 Allocation	196,080.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	167,554.00
2000-2999: Classified Personnel Salaries	59,561.00
4000-4999: Books And Supplies	17,815.00
5800: Professional/Consulting Services And Operating	72,762.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	District Funded	12,427.00
4000-4999: Books And Supplies	District Funded	2,105.00
1000-1999: Certificated Personnel Salaries	Parent-Teacher Association (PTA)	2,000.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	15,710.00
2000-2999: Classified Personnel Salaries	Site Formula Funds	36,417.00
2000-2999: Classified Personnel Salaries	Stretch Grant (Ed Foundation)	12,698.00
5800: Professional/Consulting Services And	Stretch Grant (Ed Foundation)	40,255.00
1000-1999: Certificated Personnel Salaries	Title I 18-19 Allocation	153,127.00
2000-2999: Classified Personnel Salaries	Title I 18-19 Allocation	10,446.00
5800: Professional/Consulting Services And	Title I 18-19 Allocation	32,507.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	277,977.00
Goal 2	11,060.00
Goal 3	28,655.00

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	89	77	60	85	77	59	85	77	59	95.5	100	98.3
Grade 4	91	84	79	89	82	78	89	82	78	97.8	97.6	98.7
Grade 5	66	95	84	61	91	82	61	91	82	92.4	95.8	97.6
All Grades	246	256	223	235	250	219	235	250	219	95.5	97.7	98.2

* 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	2463.0	2457.2	2470.4	45	37.66	33.90	16	23.38	40.68	20	20.78	16.95	19	18.18	8.47
Grade 4	2495.5	2495.8	2495.6	45	39.02	28.21	15	25.61	37.18	16	13.41	15.38	25	21.95	19.23
Grade 5	2532.0	2509.1	2537.0	28	30.77	36.59	39	21.98	30.49	20	19.78	15.85	13	27.47	17.07
All Grades	N/A	N/A	N/A	40	35.60	32.88	22	23.60	35.62	18	18.00	15.98	20	22.80	15.53

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	44	32.47	40.68	34	42.86	52.54	22	24.68	6.78	
Grade 4	42	36.59	33.33	36	46.34	52.56	22	17.07	14.10	
Grade 5	31	32.97	36.59	48	45.05	45.12	21	21.98	18.29	
All Grades	40	34.00	36.53	38	44.80	49.77	22	21.20	13.70	

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	41	37.66	30.51	39	46.75	59.32	20	15.58	10.17
Grade 4	37	39.02	30.77	47	39.02	53.85	16	21.95	15.38
Grade 5	39	35.16	42.68	43	40.66	41.46	18	24.18	15.85
All Grades	39	37.20	35.16	43	42.00	50.68	18	20.80	14.16

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	28	25.97	28.81	60	61.04	62.71	12	12.99	8.47
Grade 4	17	28.05	23.08	66	52.44	64.10	17	19.51	12.82
Grade 5	23	20.88	24.39	64	58.24	60.98	13	20.88	14.63
All Grades	23	24.80	25.11	63	57.20	62.56	14	18.00	12.33

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	47	38.96	35.59	33	46.75	57.63	20	14.29	6.78
Grade 4	31	39.02	24.36	52	42.68	65.38	17	18.29	10.26
Grade 5	44	32.97	39.02	44	40.66	50.00	11	26.37	10.98
All Grades	40	36.80	32.88	43	43.20	57.53	17	20.00	9.59

Conclusions based on this data:

1. Grade 3 61% of students met/exceeded ELA standards. Reading/writing will continue to be the focus this year (core program and reading RTI).
2. Grade 4 60% of students met/exceeded ELA standards. Reading/writing will continue to be the focus this year (core program and reading RTI).
3. Grade 5 62% of students met/exceeded ELA standards. Reading/writing will be the focus this year (core program and reading RTI).

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	89	77	59	85	77	59	85	77	59	95.5	100	100
Grade 4	91	84	79	90	82	78	90	82	78	98.9	97.6	98.7
Grade 5	66	95	84	63	94	84	63	94	84	95.5	98.9	100
All Grades	246	256	222	238	253	221	238	253	221	96.7	98.8	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2473.0	2462.3	2485.2	44	24.68	45.76	16	41.56	28.81	27	24.68	15.25	13	9.09	10.17
Grade 4	2507.7	2510.3	2496.2	30	35.37	23.08	31	23.17	32.05	31	28.05	30.77	8	13.41	14.10
Grade 5	2499.0	2512.3	2530.5	22	27.66	34.52	17	13.83	17.86	32	32.98	26.19	29	25.53	21.43
All Grades	N/A	N/A	N/A	33	29.25	33.48	22	25.30	25.79	30	28.85	24.89	15	16.60	15.84

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	48	42.86	55.93	36	40.26	32.20	15	16.88	11.86		
Grade 4	42	45.12	41.03	38	32.93	34.62	20	21.95	24.36		
Grade 5	29	31.91	39.29	22	31.91	29.76	49	36.17	30.95		
All Grades	41	39.53	44.34	33	34.78	32.13	26	25.69	23.53		

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	45	31.17	55.93	39	49.35	28.81	16	19.48	15.25
Grade 4	36	37.80	26.92	47	42.68	55.13	18	19.51	17.95
Grade 5	17	30.85	30.95	44	42.55	46.43	38	26.60	22.62
All Grades	34	33.20	36.20	43	44.66	44.80	23	22.13	19.00

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	47	41.56	57.63	45	49.35	27.12	8	9.09	15.25
Grade 4	36	50.00	29.49	50	29.27	47.44	14	20.73	23.08
Grade 5	19	22.34	35.71	45	44.68	39.29	35	32.98	25.00
All Grades	35	37.15	39.37	47	41.11	38.91	18	21.74	21.72

Conclusions based on this data:

1. Grade 3 60% of students met/exceeded the math standards. Problem solving & utilizing CGI strategies will be the focus this year.
2. Grade 4 61% of students met/exceeded the math standards. Problem solving & utilizing CGI strategies will be the focus this year.
3. Grade 5 39% of students met/exceeded the math standards. Problem solving & utilizing CGI strategies will be the focus this year.

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

* 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
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. NA

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

* 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
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. NA

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	9	*	*	9	*	*	9	*	*	100		
Grade 4	1	*	*	1	*	*	1	*	*	100		
Grade 5	5	*	*	5	*	*	5	*	*	100		
All Grades	15	21	23	15	17	23	15	17	23	100	81	100

* 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	80	64.71	56.52	20	17.65	26.09	0	17.65	13.04	0	0.00	4.35

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	73	58.82	56.52	27	35.29	39.13	0	5.88	4.35	

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	67	70.59	52.17	33	23.53	43.48	0	5.88	4.35

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	53	47.06	30.43	47	52.94	65.22	0	0.00	4.35

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	67	52.94	47.83	33	47.06	47.83	0	0.00	4.35

Conclusions based on this data:

1. N/A

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	9	*	*	9	*	*	9	*	*	100		
Grade 4	1	*	*	1	*	*	1	*	*	100		
Grade 5	5	*	*	5	*	*	5	*	*	100		
All Grades	15	21	23	15	19	23	15	19	23	100	90.5	100

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

Overall Achievement for 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	73	57.89	56.52	20	26.32	26.09	7	15.79	17.39	0	0.00	0.00

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	87	73.68	78.26	7	21.05	13.04	7	5.26	8.70			

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	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	60	52.63	60.87	40	36.84	34.78	0	10.53	4.35

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	73	63.16	73.91	27	36.84	26.09	0	0.00	0.00

Conclusions based on this data:

1. NA

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	8	*	*	8	*	*	8	*	*	100		
Grade 4	8	*	*	8	*	*	8	*	*	100		
Grade 5	13	*	*	12	*	*	12	*	*	92.3		
All Grades	29	22	29	28	21	27	28	21	27	96.6	95.5	93.1

* 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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	2507.3	*	*	17	*	*	42	*	*	17	*	*	25	*	*
All Grades	N/A	N/A	N/A	18	28.57	18.52	25	19.05	40.74	29	14.29	18.52	29	38.10	22.22

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	25	*	*	42	*	*	33	*	*	
All Grades	21	23.81	22.22	50	42.86	55.56	29	33.33	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	*	*	*	*	*	*	*	*	*
Grade 5	42	*	*	25	*	*	33	*	*
All Grades	25	23.81	22.22	46	47.62	51.85	29	28.57	25.93

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	17	*	*	83	*	*	0	*	*
All Grades	11	19.05	11.11	79	61.90	77.78	11	19.05	11.11

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	33	*	*	50	*	*	17	*	*
All Grades	18	33.33	22.22	46	33.33	66.67	36	33.33	11.11

Conclusions based on this data:

1. African American students in grades 3-4 is not a significant sub group.
2. Grade 5 (59% met/exceeded standards in overall reading achievement).
3. Grade 5 (17% above standard in reading).

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	8	*	*	8	*	*	8	*	*	100		
Grade 4	8	*	*	8	*	*	8	*	*	100		
Grade 5	13	*	*	12	*	*	12	*	*	92.3		
All Grades	29	22	28	28	21	27	28	21	27	96.6	95.5	96.4

* 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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	2460.3	*	*	8	*	*	17	*	*	33	*	*	42	*	*
All Grades	N/A	N/A	N/A	11	4.76	14.81	21	38.10	33.33	46	38.10	22.22	21	19.05	29.63

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	8	*	*	25	*	*	67	*	*			
All Grades	18	9.52	25.93	39	66.67	40.74	43	23.81	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	*	*	*	*	*	*	*	*	*
Grade 5	17	*	*	33	*	*	50	*	*
All Grades	11	19.05	22.22	57	42.86	48.15	32	38.10	29.63

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	9	*	*	27	*	*	64	*	*
All Grades	15	19.05	18.52	48	52.38	44.44	37	28.57	37.04

Conclusions based on this data:

1. African American students in grades 3-4 is not a significant sub group.
2. Grade 5 (25% met/exceeded standards in overall math achievement).
3. Grade 5 (17% met/exceeded standards in problem solving & modeling/data analysis).

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	2		*	2		*	2		*	100		
Grade 5		*			*			*				
All Grades	3	*	*	2	*	*	2	*	*	66.7		

* 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. NA

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	*		0	*		0	*		0		
Grade 4	2		*	2		*	2		*	100		
Grade 5		*			*			*				
All Grades	3	*	*	2	*	*	2	*	*	66.7		

* 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. NA

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	38	38	17	38	38	17	38	38	17	100	100	100
Grade 4	38	38	36	37	38	36	37	38	36	97.4	100	100
Grade 5	25	37	35	24	37	35	24	37	35	96	100	100
All Grades	101	113	88	99	113	88	99	113	88	98	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 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	2406.7	2429.2	2453.9	21	26.32	35.29	18	23.68	35.29	24	23.68	5.88	37	26.32	23.53
Grade 4	2465.8	2460.8	2468.6	27	23.68	16.67	16	21.05	36.11	24	26.32	13.89	32	28.95	33.33
Grade 5	2493.6	2464.0	2490.1	8	10.81	20.00	42	16.22	31.43	29	37.84	22.86	21	35.14	25.71
All Grades	N/A	N/A	N/A	20	20.35	21.59	23	20.35	34.09	25	29.20	15.91	31	30.09	28.41

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	18	18.42	35.29	39	44.74	47.06	42	36.84	17.65	
Grade 4	30	23.68	22.22	38	52.63	55.56	32	23.68	22.22	
Grade 5	13	10.81	14.29	54	59.46	57.14	33	29.73	28.57	
All Grades	21	17.70	21.59	42	52.21	54.55	36	30.09	23.86	

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	21	26.32	23.53	42	50.00	58.82	37	23.68	17.65
Grade 4	27	13.16	19.44	49	57.89	55.56	24	28.95	25.00
Grade 5	21	21.62	28.57	54	43.24	45.71	25	35.14	25.71
All Grades	23	20.35	23.86	47	50.44	52.27	29	29.20	23.86

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	11	18.42	35.29	68	57.89	41.18	21	23.68	23.53
Grade 4	16	13.16	13.89	59	57.89	63.89	24	28.95	22.22
Grade 5	0	13.51	14.29	71	56.76	57.14	29	29.73	28.57
All Grades	10	15.04	18.18	66	57.52	56.82	24	27.43	25.00

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	31.58	41.18	39	44.74	47.06	32	23.68	11.76
Grade 4	27	28.95	16.67	59	47.37	66.67	14	23.68	16.67
Grade 5	33	16.22	22.86	46	48.65	57.14	21	35.14	20.00
All Grades	29	25.66	23.86	48	46.90	59.09	22	27.43	17.05

Conclusions based on this data:

1. Grade 3 (39% met/exceeded standards in overall reading achievement).
2. Grade 4 (43% met/exceeded standards in overall reading achievement).
3. Grade 5 (50% met/exceeded standards in overall reading achievement).

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	38	38	17	38	38	17	38	38	17	100	100	100
Grade 4	38	38	36	37	38	36	37	38	36	97.4	100	100
Grade 5	25	37	35	25	37	35	25	37	35	100	100	100
All Grades	101	113	88	100	113	88	100	113	88	99	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 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	2421.9	2443.4	2468.9	24	18.42	35.29	11	42.11	29.41	37	23.68	23.53	29	15.79	11.76
Grade 4	2474.4	2474.5	2468.1	19	15.79	16.67	24	21.05	22.22	41	39.47	38.89	16	23.68	22.22
Grade 5	2451.3	2470.4	2484.6	4	13.51	11.43	4	10.81	22.86	52	29.73	31.43	40	45.95	34.29
All Grades	N/A	N/A	N/A	17	15.93	18.18	14	24.78	23.86	42	30.97	32.95	27	28.32	25.00

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	24	36.84	52.94	47	36.84	35.29	29	26.32	11.76	
Grade 4	24	23.68	25.00	38	39.47	41.67	38	36.84	33.33	
Grade 5	8	16.22	22.86	20	24.32	28.57	72	59.46	48.57	
All Grades	20	25.66	29.55	37	33.63	35.23	43	40.71	35.23	

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	24	21.05	41.18	42	52.63	41.18	34	26.32	17.65
Grade 4	16	23.68	22.22	54	47.37	52.78	30	28.95	25.00
Grade 5	0	16.22	8.57	44	40.54	57.14	56	43.24	34.29
All Grades	15	20.35	20.45	47	46.90	52.27	38	32.74	27.27

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	24	36.84	47.06	61	52.63	29.41	16	10.53	23.53
Grade 4	19	31.58	16.67	57	36.84	55.56	24	31.58	27.78
Grade 5	4	8.11	17.14	48	45.95	45.71	48	45.95	37.14
All Grades	17	25.66	22.73	56	45.13	46.59	27	29.20	30.68

Conclusions based on this data:

1. Grade 3 (35% met/exceeded standards in overall math achievement).
2. Grade 4 (43% met/exceeded standards in overall math achievement).
3. Grade 5 (8% met/exceeded standards in overall math achievement).

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
Grade 3			*			*			*			

* 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
Grade 3			*			*			*			*			*
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			*			*			*

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			*			*			*

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			*			*			*

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			*			*			*

Conclusions based on this data:

1. NA

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
Grade 3			*			*			*			

* 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
Grade 3			*			*			*			*			*
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			*			*			*

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			*			*			*

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			*			*			*

Conclusions based on this data:

1. NA

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	23	18	23	22	18	23	22	18	23	95.7	100	100
Grade 4	37	22	20	36	22	20	36	22	20	97.3	100	100
Grade 5	19	39	25	16	38	23	16	38	23	84.2	97.4	92
All Grades	79	79	68	74	78	66	74	78	66	93.7	98.7	97.1

* 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	2511.7	2510.8	2481.8	59	66.67	30.43	23	16.67	47.83	14	11.11	21.74	5	5.56	0.00
Grade 4	2537.7	2524.0	2542.4	69	54.55	50.00	14	22.73	30.00	3	4.55	20.00	14	18.18	0.00
Grade 5	2575.3	2553.7	2575.8	50	47.37	43.48	38	28.95	34.78	13	5.26	13.04	0	18.42	8.70
All Grades	N/A	N/A	N/A	62	53.85	40.91	22	24.36	37.88	8	6.41	18.18	8	15.38	3.03

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	64	61.11	43.48	32	33.33	56.52	5	5.56	0.00	
Grade 4	61	50.00	50.00	28	36.36	50.00	11	13.64	0.00	
Grade 5	50	52.63	56.52	50	36.84	34.78	0	10.53	8.70	
All Grades	59	53.85	50.00	34	35.90	46.97	7	10.26	3.03	

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	55	61.11	30.43	36	38.89	65.22	9	0.00	4.35
Grade 4	58	54.55	45.00	36	27.27	55.00	6	18.18	0.00
Grade 5	50	50.00	60.87	44	34.21	34.78	6	15.79	4.35
All Grades	55	53.85	45.45	38	33.33	51.52	7	12.82	3.03

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	50.00	21.74	55	50.00	78.26	5	0.00	0.00
Grade 4	19	45.45	50.00	69	36.36	50.00	11	18.18	0.00
Grade 5	56	28.95	30.43	44	55.26	65.22	0	15.79	4.35
All Grades	34	38.46	33.33	59	48.72	65.15	7	12.82	1.52

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	64	50.00	34.78	27	44.44	60.87	9	5.56	4.35
Grade 4	44	45.45	35.00	44	40.91	60.00	11	13.64	5.00
Grade 5	56	47.37	47.83	44	34.21	52.17	0	18.42	0.00
All Grades	53	47.44	39.39	39	38.46	57.58	8	14.10	3.03

Conclusions based on this data:

1. Grade 3 (82% met/exceeded standards in overall reading achievement).
2. Grade 4 (83% met/exceeded standards in overall reading achievement).
3. Grade 5 (88% met/exceeded standards in overall reading achievement).

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	23	18	23	22	18	23	22	18	23	95.7	100	100
Grade 4	37	22	20	37	22	20	37	22	20	100	100	100
Grade 5	19	39	25	17	39	25	17	39	25	89.5	100	100
All Grades	79	79	68	76	79	68	76	79	68	96.2	100	100

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

Overall Achievement for 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	2521.3	2497.4	2483.7	59	38.89	47.83	27	33.33	26.09	14	27.78	13.04	0	0.00	13.04
Grade 4	2546.1	2546.5	2542.2	46	54.55	40.00	38	22.73	40.00	16	18.18	20.00	0	4.55	0.00
Grade 5	2561.4	2546.4	2572.4	41	43.59	52.00	41	12.82	16.00	6	33.33	24.00	12	10.26	8.00
All Grades	N/A	N/A	N/A	49	45.57	47.06	36	20.25	26.47	13	27.85	19.12	3	6.33	7.35

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	68	61.11	47.83	32	33.33	39.13	0	5.56	13.04	
Grade 4	65	72.73	65.00	30	18.18	30.00	5	9.09	5.00	
Grade 5	53	46.15	60.00	35	30.77	28.00	12	23.08	12.00	
All Grades	63	56.96	57.35	32	27.85	32.35	5	15.19	10.29	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	64	50.00	60.87	36	44.44	17.39	0	5.56	21.74
Grade 4	62	54.55	40.00	35	40.91	55.00	3	4.55	5.00
Grade 5	35	46.15	44.00	53	41.03	48.00	12	12.82	8.00
All Grades	57	49.37	48.53	39	41.77	39.71	4	8.86	11.76

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	73	55.56	52.17	27	38.89	39.13	0	5.56	8.70
Grade 4	59	72.73	55.00	38	13.64	30.00	3	13.64	15.00
Grade 5	29	35.90	44.00	59	41.03	40.00	12	23.08	16.00
All Grades	57	50.63	50.00	39	32.91	36.76	4	16.46	13.24

Conclusions based on this data:

1. Grade 3 (86% met/exceeded standards in overall math achievement).
2. Grade 4 (84% met/exceeded standards in overall math achievement).
3. Grade 5 (82% met/exceeded standards in overall math achievement).

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	11	*	*	11	*	*	11	*	*	100		
Grade 4	14	*	*	14	*	*	14	*	*	100		
Grade 5	5	15	*	5	15	*	5	15	*	100	100	
All Grades	30	32	22	30	32	22	30	32	22	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 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	2347.6	*	*	0	*	*	18	*	*	36	*	*	45	*	*
Grade 4	2440.8	*	*	29	*	*	7	*	*	7	*	*	57	*	*
Grade 5	*	2458.9	*	*	20.00	*	*	13.33	*	*	13.33	*	*	53.33	*
All Grades	N/A	N/A	N/A	13	18.75	4.55	17	21.88	27.27	20	6.25	22.73	50	53.13	45.45

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	0	*	*	55	*	*	45	*	*	
Grade 4	14	*	*	36	*	*	50	*	*	
Grade 5	*	20.00	*	*	40.00	*	*	40.00	*	
All Grades	7	21.88	22.73	47	37.50	36.36	47	40.63	40.91	

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	0	*	*	45	*	*	55	*	*
Grade 4	21	*	*	50	*	*	29	*	*
Grade 5	*	20.00	*	*	33.33	*	*	46.67	*
All Grades	13	9.38	4.55	43	40.63	50.00	43	50.00	45.45

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	9	*	*	45	*	*	45	*	*
Grade 4	21	*	*	43	*	*	36	*	*
Grade 5	*	6.67	*	*	46.67	*	*	46.67	*
All Grades	17	12.50	13.64	50	46.88	50.00	33	40.63	36.36

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	18	*	*	45	*	*	36	*	*
Grade 4	14	*	*	50	*	*	36	*	*
Grade 5	*	26.67	*	*	53.33	*	*	20.00	*
All Grades	13	18.75	9.09	50	53.13	54.55	37	28.13	36.36

Conclusions based on this data:

1. Grade 3 (18% met standards in overall reading achievement).
2. Grade 4 (36% met/exceeded standards in overall reading achievement).
3. Grade 5 does not have a significant sub group.

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	11	*	*	11	*	*	11	*	*	100		
Grade 4	14	*	*	14	*	*	14	*	*	100		
Grade 5	5	15	*	5	15	*	5	15	*	100	100	
All Grades	30	32	22	30	32	22	30	32	22	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 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	2376.9	*	*	0	*	*	18	*	*	27	*	*	55	*	*
Grade 4	2475.3	*	*	21	*	*	14	*	*	43	*	*	21	*	*
Grade 5	*	2477.7	*	*	20.00	*	*	6.67	*	*	13.33	*	*	60.00	*
All Grades	N/A	N/A	N/A	10	18.75	9.09	20	12.50	13.64	30	25.00	27.27	40	43.75	50.00

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	9	*	*	45	*	*	45	*	*	
Grade 4	29	*	*	36	*	*	36	*	*	
Grade 5	*	26.67	*	*	20.00	*	*	53.33	*	
All Grades	20	25.00	22.73	37	28.13	18.18	43	46.88	59.09	

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	9	*	*	36	*	*	55	*	*
Grade 4	29	*	*	43	*	*	29	*	*
Grade 5	*	13.33	*	*	33.33	*	*	53.33	*
All Grades	17	15.63	9.09	40	43.75	31.82	43	40.63	59.09

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	9	*	*	73	*	*	18	*	*
Grade 4	21	*	*	36	*	*	43	*	*
Grade 5	*	13.33	*	*	26.67	*	*	60.00	*
All Grades	13	18.75	13.64	53	31.25	27.27	33	50.00	59.09

Conclusions based on this data:

1. Grade 3 (18% met standards in overall math achievement).
2. Grade 4 (35% met/exceeded standards in overall math achievement).
3. Grade 5 does not have a significant sub group.

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	1465.7	1469.6	1456.2	20
Grade 1	*	*	*	*
Grade 2	1482.5	1485.1	1479.6	17
Grade 3	*	*	*	*
Grade 4	1520.7	1528.6	1512.6	15
Grade 5	1532.2	1532.3	1531.3	12
All Grades				79

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	13	65.00	*	*	*	*	*	*	20
Grade 1	*	*	*	*			*	*	*
Grade 2	*	*	*	*	*	*	*	*	17
Grade 3			*	*	*	*	*	*	*
Grade 4	*	*	*	*			*	*	15
Grade 5	*	*	*	*	*	*			12
All Grades	39	49.37	26	32.91	*	*	*	*	79

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	13	65.00	*	*	*	*	*	*	20
Grade 1	*	*			*	*	*	*	*
Grade 2	13	76.47	*	*			*	*	17
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	13	86.67	*	*			*	*	15
Grade 5	*	*	*	*	*	*			12
All Grades	55	69.62	12	15.19	*	*	*	*	79

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	11	55.00	*	*	*	*	*	*	20
Grade 1	*	*	*	*			*	*	*
Grade 2	*	*	*	*	*	*	*	*	17
Grade 3			*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	15
Grade 5	*	*	*	*	*	*	*	*	12
All Grades	26	32.91	27	34.18	16	20.25	*	*	79

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	16	80.00	*	*	*	*	20
Grade 1	*	*	*	*	*	*	*
Grade 2	14	82.35	*	*	*	*	17
Grade 3	*	*	*	*			*
Grade 4	11	73.33	*	*	*	*	15
Grade 5	*	*	*	*	*	*	12
All Grades	54	68.35	19	24.05	*	*	79

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	12	60.00	*	*	*	*	20
Grade 1	*	*	*	*	*	*	*
Grade 2	13	76.47	*	*	*	*	17
Grade 3	*	*	*	*	*	*	*
Grade 4	13	86.67	*	*	*	*	15
Grade 5	*	*	*	*			12
All Grades	56	70.89	17	21.52	*	*	79

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	*	*	*	*	*	*	20
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	17
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*	11	73.33	*	*	15
Grade 5	*	*	*	*	*	*	12
All Grades	24	30.38	41	51.90	14	17.72	79

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	11	55.00	*	*	*	*	20
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	17
Grade 3			*	*	*	*	*
Grade 4	*	*	*	*	*	*	15
Grade 5	*	*	*	*	*	*	12
All Grades	31	39.24	40	50.63	*	*	79

Conclusions based on this data:

1.

	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

McKinley Elementary School

Funding Source: District Funded

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Data Meetings	1000-1999: Certificated Personnel Salaries	\$12,427.00	ELA and Math	All classroom teachers K-5 will participate in three Data Meetings a year. During these meetings the grade level team will analyze recent grade level and class data to determine students' areas of need and to guide their instruction. The team will also collaborate regarding lesson planning and teaching the state standards. The Literacy Coach will facilitate these meetings, and will provide the data, supplemental resources, and other support information. The Reading Teacher and Literacy Language Interventionist and Administration will also attend these meetings to collaborate and provide support. This will be funded through district SLT funds.
Social Emotional Skills	4000-4999: Books And Supplies	\$2,105.00	Attendance	The School Psychologist, SAI, and Counselor will provide push-in instruction to 2nd and 5th grade with a social skills curriculum called Second Step. This research based program explicitly teaches social skills and develops positive behavior and relationships.

District Funded Total Expenditures: \$14,532.00

District Funded Allocation Balance: \$0.00

Funding Source: Parent-Teacher Association (PTA)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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McKinley Elementary School

Character Building	4000-4999: Books And Supplies	\$1,650.00	Attendance	All students will participate in a schoolwide shared reading experience that focuses on character building. Each month, students will read the same book focused on that month's pillar of character. Books were selected by the Olweus/Climate/Safety Committee to be representative of the diversity at McKinley. After reading the book the students will engage in discourse with their upper/lower reading buddies or during Community Meetings. Then the school will come together at the schoolwide outdoor assembly where a grade level will perform that month's pillar of character.
Science Supplies	4000-4999: Books And Supplies	\$5,000.00	ELA and Math	In order to develop students' critical thinking skills, which will transfer across subjects, we will provide STEM science instruction to all students. Students will participate in inquiry based learning experiences, and our school site focus of discourse will be applied throughout the lessons. This will also target our area of need, math, by developing students problem solving skills. Students will receive 31 lessons K- 60 Minute lessons 1X a week, 1st-3rd- 75 Minutes 1X a week, and 4th-5th - 90 Minutes every other week.
Intervention	1000-1999: Certificated Personnel Salaries	\$2,000.00	ELA	Teachers will be offered teacher hourly rate to provide before or after school intervention to English Learners and other Tier III students struggling academically. Students will be identified through a variety of assessment data (CAASPP, Fountas and Pinnell, Fastbridge, District Interim Assessments, curriculum assessments etc.) as needing support in ELA or Math. Teachers will utilize research-based intervention curriculum such as the Academic Vocabulary Toolkit, LLI, and SIPPS to provide targeted support to meet students' needs.
Literacy Night	4000-4999: Books And Supplies	\$300.00	ELA	The school will provide a Literacy Family Night to share with families literacy activities that can be done at home to develop language. Coordinated by the Literacy Coach, Reading Teacher, LLI, and Administration, Literacy Night will be an interactive night where there are multiple centers for students and their families to rotate to. At these centers families will learn about, practice, and take with them things like flipbooks, word sorts, rhyming games and more. There will also be a reading area to encourage reading, in both the home language and English. The Literacy Support Team will be available to answer questions about literacy with parents.

McKinley Elementary School

Supplemental Resources	4000-4999: Books And Supplies	\$8,760.00	ELA	Educational computer software such as Lexia and Frontrow math will be purchased and utilized to support students' learning. Time for Kids will also be purchased to provide additional engaging literature to develop reading comprehension skills and to be utilized for discourse opportunities.
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Parent-Teacher Association (PTA) Total Expenditures: \$17,710.00

Parent-Teacher Association (PTA) Allocation Balance: \$0.00

Funding Source: Site Formula Funds

\$37,942.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Office Clerical/Extra Support	2000-2999: Classified Personnel Salaries	\$7,863.00	Attendance	The school will purchase additional clerical support so that the Senior Office Specialist can provide attendance notification and information to parents of students with chronic absenteeism. The Office Specialist will communicate with parents via email, phone, and in person to provide information, and will connect the parents with resources and support as needed.
Noon Duty Aides	2000-2999: Classified Personnel Salaries	\$17,037.00	Attendance	Noon Duty Aides will be employed in order to provide supervision during lunchtime and lunch recess in order to facilitate the safety of students. In connection with the Olweus Anti-Bullying program these aides will be stationed in areas where a high number of bullying incidents are reported (based on the Olweus Survey data). The aides will be trained in how to identify bullying, and how to intervene if they suspect or see bullying. They will also support the Positive Behavior Support Plan by positively reinforcing students with MAC slips who are upholding the behavior expectations. They will also help promote a positive school climate by building relationships with students, modeling and helping students with appropriate social interactions, using Restorative Justice techniques, and helping students to develop conflict resolution skills.

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Instructional Aide	2000-2999: Classified Personnel Salaries	\$11,517.00	ELA and Math	Instructional Assistants will be provided to assist general education classroom teachers. IAs will work with small groups of students, and students individually, to provide academic support. 10 IAs paid for by SMEF 2 paid for through general fund = 15 Instruction Aides total
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Site Formula Funds Total Expenditures: \$36,417.00

Site Formula Funds Allocation Balance: \$1,525.00

Funding Source: Stretch Grant (Ed Foundation) \$52,953.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Music	5800: Professional/Consulting Services And Operating Expenditures	\$22,000.00	ELA and Math	In order to engage students in school and develop the whole child, all students will participate in music. Music also helps develop students' critical thinking skills and creativity, which transfers across all subjects. Music is also a way for students to express themselves non-verbally. Music in grades 4-5 is 2 times a week for 45 minute sessions, and 3rd grade is 1X a week for 45 minutes, and is funded by the District. Via the stretch grant instrumental music will be provided to grades TK-2. TK-2 will have 30 sessions of 30 minute classes. All students will perform in a Winter Show, and 4-5 will perform in Winter and Spring music concerts.
Theater	5800: Professional/Consulting Services And Operating Expenditures	\$18,255.00	ELA and Math	In order to develop students' oral language, and to engage students in school and learning, McKinley will provide Performing Arts theater instruction for all TK-5 students. The theater instruction will be tied to the curriculum and ELA and Social Students state standards and will support our school site focus of discourse. It will also target our area of need of listening and speaking skills. Rotation one in the fall will be 3rd-5th (15 sessions) and rotation two in the spring will be TK-2 (15 sessions). Classes are 50 minutes grades 1-5, and 40 minutes grades TK-K.

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Instruction Aides	2000-2999: Classified Personnel Salaries	\$12,698.00	ELA and Math	Instructional Assistants will be provided to assist general education classroom teachers. IAs will work with small groups of students, and students individually, to provide academic support. 10 IAs paid for by SMEF 2 paid for through general fund = 15 Instruction Aides total
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Stretch Grant (Ed Foundation) Total Expenditures: \$52,953.00

Stretch Grant (Ed Foundation) Allocation Balance: \$0.00

Funding Source: Title I 18-19 Allocation

\$200,202.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Theater	5800: Professional/Consulting Services And Operating Expenditures	\$7,507.00	ELA and Math	In order to develop students' oral language, and to engage students in school and learning, McKinley will provide Performing Arts theater instruction for all TK-5 students. The theater instruction will be tied to the curriculum and ELA and Social Students state standards and will support our school site focus of discourse. It will also target our area of need of listening and speaking skills. Rotation one in the fall will be 3rd-5th (15 sessions) and rotation two in the spring will be TK-2 (15 sessions). Classes are 50 minutes grades 1-5, and 40 minutes grades TK-K.
Tutoring/Teacher Hourly	1000-1999: Certificated Personnel Salaries	\$2,000.00	ELA and Math	Teachers will be offered teacher hourly rate to provide before or after school intervention to at-risk students. Students will be identified through a variety of assessment data (CAASPP, Fountas and Pinnell, Fastbridge, District Interim Assessments, curriculum assessments etc.) as needing support in ELA or Math. Teachers will utilize research-based intervention curriculum such as LLI and SIPPS, or engaging instructional strategies/programs such as Readers' Theatre, to provide targeted support to meet students' needs.

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Professional Development	5800: Professional/Consulting Services And Operating Expenditures	\$3,000.00	ELA and Math	<p>Certificated and Classified Staff will participate in regular Professional Development during early dismissal (early out) Wednesdays. PD will be based on data and student/teacher needs. The staff will come together as a Professional Learning Community (PLC) whole group, and in grade level PLCs, in order to collaborate, reflect, and learn about ways to develop students' literacy. PDs may include Academic Discourse topics such as differentiated sentence frames/stems, and Responsive Classroom techniques. PDs will build the capacity of teachers and deepen their expertise.</p> <p>While PD occurs on early out Wednesdays, funds will cover 2 days of sub coverage for 20 classroom teachers and 2 life skills teachers for 2 day long trainings.</p>
Teacher Substitutes	1000-1999: Certificated Personnel Salaries	\$10,604.00	ELA and Math	<p>Certificated and Classified Staff will participate in regular Professional Development during early dismissal (early out) Wednesdays. PD will be based on data and student/teacher needs. The staff will come together as a Professional Learning Community (PLC) whole group, and in grade level PLCs, in order to collaborate, reflect, and learn about ways to develop students' literacy. PDs may include Academic Discourse topics such as differentiated sentence frames/stems, and Responsive Classroom techniques. PDs will build the capacity of teachers and deepen their expertise.</p> <p>While PD occurs on early out Wednesdays, funds will cover 2 days of sub coverage for 20 classroom teachers and 2 life skills teachers for 2 day long trainings.</p>
	1000-1999: Certificated Personnel Salaries	\$8,950.00	ELA and Math	<p>Teachers will be provided with sub coverage in order to conduct Fountas and Pinnell assessments two times a year. This data will help determine students' reading levels and will help guide instruction. Funds will cover 19 general ed classroom teachers K-5.</p>

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STEM Science	5800: Professional/Consulting Services And Operating Expenditures	\$22,000.00	ELA and Math	In order to develop students' critical thinking skills, which will transfer across subjects, we will provide STEM science instruction to all students. Students will participate in inquiry based learning experiences, and our school site focus of discourse will be applied throughout the lessons. This will also target our area of need, math, by developing students problem solving skills. Students will receive 31 lessons K- 60 Minute lessons 1X a week, 1st-3rd- 75 Minutes 1X a week, and 4th-5th - 90 Minutes every other week.
Certificated Salaries	1000-1999: Certificated Personnel Salaries	\$67,928.00	ELA and Math	As part of our Response to Intervention (RTI) McKinley will employ one part-time Reading Teacher (60%) to provide pull-out support to at-risk students in ELA. The teacher will work with small groups of Tier III and Tier II students to provide targeted intervention in their areas of need. Research based curriculum such as LLI and SIPPS will be used. At-risk students will be identified via assessment data such as Fastbridge, Fountas and Pinnell, and CAASPP, and have continuous progress monitoring to determine their eligibility for support and areas of need. The Reading Teacher will also provide support to the classroom teachers in analyzing data and with effective instructional strategies.
Certificated Salaries	1000-1999: Certificated Personnel Salaries	\$63,645.00	ELA and Math	McKinley will employ one part-time Math Teacher (40%) to work as a co-teacher in 4th and 5th grades. She will co-plan with the teachers, and assist teachers with following the pacing guides. She will also help with analyzing data to determine supports. She will work in classrooms 2X a week for 40 minutes. She will provide support in a way that works best for that classroom such as team teaching, parallel teaching, station teaching, or alternative teaching.
Instructional Aide	2000-2999: Classified Personnel Salaries	\$10,446.00	ELA and Math	Instructional Assistants will be provided to assist general education classroom teachers. IAs will work with small groups of students, and students individually, to provide academic support. 10 IAs paid for by SMEF 2 paid for through general fund = 15 Instruction Aides total

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Title I 18-19 Allocation Total Expenditures:	\$196,080.00
Title I 18-19 Allocation Allocation Balance:	\$4,122.00
McKinley Elementary School Total Expenditures:	\$317,692.00