

The School Plan for Student Achievement

School: John Muir Elementary School
CDS Code: 19649806022578
District: Santa Monica-Malibu Unified School District
Principal: Paula Lytz
Revision Date: October 2018

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

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

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Position: Principal
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Santa Monica, CA 90405-3811
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The District Governing Board approved this revision of the SPSA on .

Table of Contents

School Mission Statement	2
School Profile	3
SPSA Executive Summary with SLT Plan Narrative	3
Planned Improvements in Student Performance	4
School Goal #1	4
Total Expenditures for Goal 1	9
School Goal #2	10
Total Expenditures for Goal 2	12
School Goal #3	13
Total Expenditures for Goal 3	16
School Site Council Membership	17
Recommendations and Assurances	18
Summary of Expenditures in this Plan	19
Total Allocations and Expenditures by Funding Source	19
Total Expenditures by Object Type	20
Total Expenditures by Object Type and Funding Source	21
Total Expenditures by Goal	22
School and Student Performance Data	23
CAASPP Results (All Students)	23
CAASPP Results (American Indian)	27
CAASPP Results (Asian)	31
CAASPP Results (African American)	35
CAASPP Results (Filipino)	39
CAASPP Results (Hispanic)	41
CAASPP Results (Pacific Islander)	45
CAASPP Results (White)	47
CAASPP Results (Student Disability)	51
CELDT (Annual Assessment) Results	55
CELDT (All Assessment) Results	56

School Mission Statement

John Muir Elementary School’s Vision and Mission Statements

The mission of John Muir Elementary School is to ensure high levels of meaningful learning and flexible thinking for every student by nurturing creativity, collaboration, resilience, perseverance, and diverse relationships. Our vision is that together we will work to

maintain and nurture a positive, supportive, and respectful environment that promotes powerful learning and exceptional achievement.

School Profile

John Muir Elementary is a small and diverse community with two classes per grade level. During the 2018-19 school year, our enrollment is approximately 300 students in grades PK-5. The ethnic breakdown of our student population is as follows: 40% White, 36% Hispanic, 20% African American, 2% Asian, and .34% American Indian. 14.8% of our population accesses special education services, 16% are English language learners, and 45% are socioeconomically disadvantaged. We receive federal Title I funding school wide.

We focus on student learning—what students need to know, what they already know, how we know that they know it, and how we respond when they meet standards, exceed standards, and approach standards—and the community in which this learning occurs. We use innovative teaching methods to help each student meet our mission and reach grade-level standards such as Cognitively Guided Instruction in mathematics and Readers and Writers Workshop models in literacy. Social and emotional growth is supported by the CARES philosophy and Restorative Practices that recognize that each student must feel a sense of belonging, significance, and fun while providing structure for that connection to happen. In addition to our regular program, we offer Specialized Academic Instruction (SAI) for students with special needs and Reading Intervention and support, both with reading instructors and our partnership with the nonprofit organization Reading Partners and Speech and Language Instruction. Students with emotional needs are supported by a social worker/therapist provided our partnership with Family Service of Santa Monica and the City of Santa Monica. High-achieving students are served within the regular classroom with differentiated curriculum. John Muir partners with PSArts and PSScience to offer weekly visual arts and NGSS programs. All students have an opportunity to participate in music on a weekly basis, and work with technology at every grade level. John Muir Elementary also encompasses a state Head Start Preschool; one preschool classroom for students with special needs; before and after-school child care for grades K-3; and with the City of Santa Monica, CREST, a structured after-school program for fourth and fifth graders; as well numerous after-school enrichment classes for all grades.

At John Muir, we are extremely fortunate, through the collective efforts of our wider community, to have additional staff and enrichment opportunities for our students through funding provided by the Santa Monica-Malibu Education Foundation (SMMEF). Our literacy coach; many instructional assistants and primary music teacher are all funded through the Santa Monica Education Foundation. Our Parent Teacher Association (PTA) is focusing on providing the “stuff” that makes classrooms and schools run smoothly—providing supplies for teachers, field trip transportation, and a portion of the materials for our PS Science collaboration.

The original John Muir School was built in 1923, and in December 1996 moved to its new location and building at 2526 Sixth Street in Santa Monica, and it is the neighborhood school for Ocean Park. We are named after John Muir, a well-respected environmentalist and one of the fathers of our National Park Service. We are a public elementary school serving the small student body of approximately 300 students that reflects the cultural diversity of the surrounding community.

SPSA Executive Summary with SLT Plan Narrative

Data is gathered through formative and summative assessments, and teachers modify instruction working as professional learning communities. Teachers use local data (Teacher-created rubrics, district interim assessments, Fountas and Pinnell Reading Assessment, FastBridge, and CGI Assessment) and CASSPP data to modify and inform their instruction. Grade levels/spans meet at least twice per week to collaborate, measure progress toward goals, and analyze data.

Our John Muir School Leadership Team is comprised of 4 teachers representative of every grade span, our Literacy Coach, one Special Education teacher, and the Principal. The team meets at least monthly to analyze data, create and implement a plan for academic achievement, and plan and deliver professional development for staff. Our school-wide focus for the 2018-19 school year is student use of evidence-based arguments verbally and in writing throughout the school year and in multiple subject areas. Our goal is that by the end of one school year, all students will grow one or more levels (from their DOK baseline) as shown on rubrics that measure student use of evidence based arguments.

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: Content Area Achievement
District LCAP Goal 1:
All graduates are ready for college and careers.
Data and analysis used to form school-specific SMART goal(s)
CAASPP performance in ELA & Math

2017-18 Preliminary Smarter Balanced Performance Summary

Math: All Grades Tested

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

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

Overall Score Levels

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

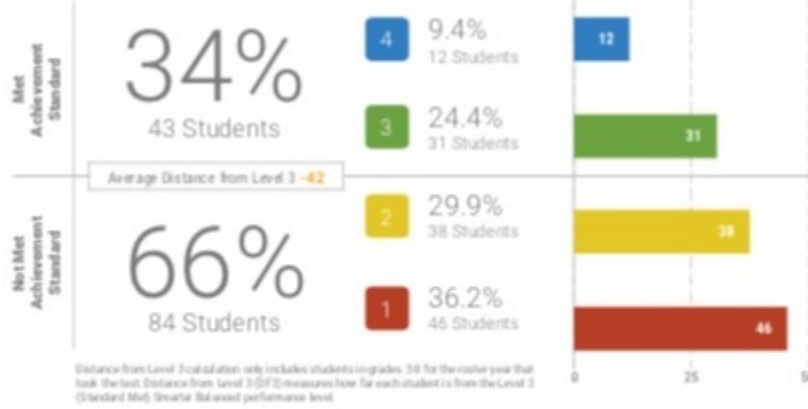
Claim Score Levels

- Above Standard
- Near Standard
- Below Standard

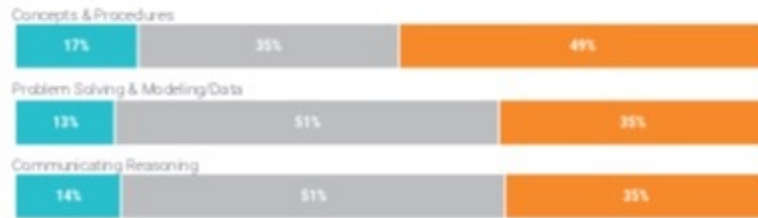
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These partial results are not appropriate for public release.

Overall Performance: 127 Students Tested



Claim Performance: Percent of Students at Each Level



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

2017-18 Preliminary Smarter Balanced Performance Summary

ELA: All Grades Tested

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

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

Overall Score Levels

- Standard Exceeded
- Standard Met
- Standard Nearly Met
- Standard Not Met

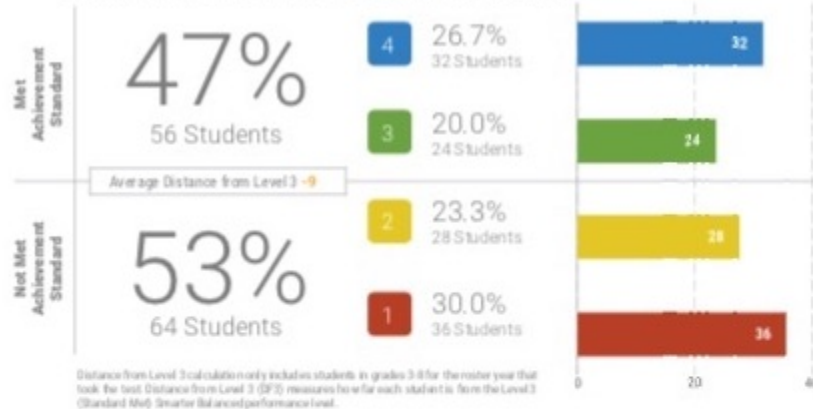
Claim Score Levels

- Above Standard
- Near Standard
- Below Standard

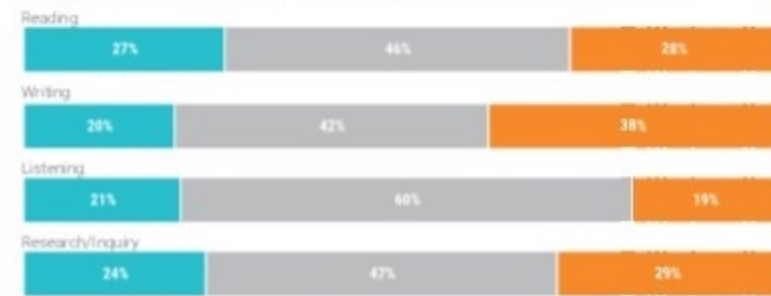
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These partial results are not appropriate for public release.

Overall Performance: 120 Students Tested



Claim Performance: Percent of Students at Each Level



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

How the school will measure progress toward this goal

Students will use evidence-based arguments verbally and in writing throughout the school year and in multiple subject areas. By the end of one school year, students will grow one or more levels (from their DOK baseline) as shown on rubrics that measure student use of evidence-based arguments.

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire and train instructional assistants	August 2018-ongoing	Principal Literacy Coach	Instructional Assistants Salary	1000-1999: Certificated Personnel Salaries	Title I 18-19 Allocation	39843.00
			Instructional Assistant Benefits	3000-3999: Employee Benefits	Title I 18-19 Allocation	5571.00
			Literacy Coach Salary	1000-1999: Certificated Personnel Salaries	Other	72,019.00
Hire half-time credentialed reading teacher to support literacy in grades K-2	August 2018-ongoing	Principal	Teacher salary	1000-1999: Certificated Personnel Salaries	Title I 18-19 Allocation	40898.79
			Certificated benefits	3000-3999: Employee Benefits	Title I 18-19 Allocation	16,912.39
Refine SLT plan to reflect priorities in evidence-based arguments.	August 2018-ongoing	SLT/PD Team	Substitutes	1000-1999: Certificated Personnel Salaries	District Funded	3,200
Purchase books and materials for library	August 2018-ongoing	Principal Library Coordinator	Books and materials	4000-4999: Books And Supplies	American Book Drive	538.26
			Supplies	4000-4999: Books And Supplies	Site Formula Funds	3000.00
All students will work on vocabulary and spelling through the use of the Words their Way program.	August 2018-ongoing	Teachers Principal Literacy Coach	Materials	4000-4999: Books And Supplies	Title I 17-18 Carryover	5000.00
Allocate time for each teacher to examine reading (3 days) and math (3 days) data and create a plan of implementation and allocation of resources using district funding	August 2018-ongoing	Principal Literacy Coach Reading Teacher District Math Coordinator			District Funded	18000.00
Purchase technology programs to support literacy and math K-5	August 2018-ongoing	Principal Literacy Coach	Site licences	4000-4999: Books And Supplies	Title I 17-18 Carryover	1000.00
			Site licences	4000-4999: Books And Supplies	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide reading intervention during and after school day (Reading Partners—2 x weekly, Tier III Reading Teacher)	August 2018-ongoing	Reading Partners Literacy Coach LLI	Reading Partners	5800: Professional/Consulting Services And Operating Expenditures	Title I 18-19 Allocation	11041.04
			Reading Partners	5800: Professional/Consulting Services And Operating Expenditures	Stretch Grant (Ed Foundation)	2500.00
			Reading Partners	5800: Professional/Consulting Services And Operating Expenditures	Title I 17-18 Carryover	458.96
Provide Science enrichment in Next Generation Science Standards through PS Science-1x/week for 30 weeks in each K-5 classroom.	October 2018-ongoing	PS Science Principal Teachers	PS Science	5800: Professional/Consulting Services And Operating Expenditures	Stretch Grant (Ed Foundation)	20000.00
			PS Science	5800: Professional/Consulting Services And Operating Expenditures	Title I 17-18 Carryover	7000.00
			PS Science	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	3000.00
Teacher release time for individual reading assessments (3 days/year)	August 2018-ongoing	Principal Teachers Literacy Coach	Substitute teachers	1000-1999: Certificated Personnel Salaries	Title I 17-18 Carryover	7700.00
Attend conferences/trainings (eg: CGI, Readers/Writers Workshop, Title I)	August 2018-ongoing	Principal Teachers	Conference fees/travel	5000-5999: Services And Other Operating Expenditures	Site Formula Funds	1000.00
Provide after school tutoring/homework help	August 2018-ongoing	Principal, PTA	Teacher hourly		Parent-Teacher Association (PTA)	

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase materials for Intervention	August 2018-ongoing	Principal Math Coaches	Math Intervention Supplies	4000-4999: Books And Supplies	Title I 17-18 Carryover	1200.00
Provide 2 math intervention sessions 2x weekly for 10 weeks each	August 2018-ongoing	Teachers Principal	Teacher Hourly	1000-1999: Certificated Personnel Salaries	Title I 17-18 Carryover	12100.00
Purchase books for classroom leveled libraries	August 2018-ongoing	Principal Literacy Coach	Books	4000-4999: Books And Supplies	Title I 17-18 Carryover	12000.00
Purchase materials for teacher PD and SIP implementation	August 2018-ongoing	Principal, SLT	Books and supplies	4000-4999: Books And Supplies	Title I 17-18 Carryover	3952.82

Total Expenditures for Goal 1

Goal Number	Total Expenditures
Goal 1	287,935.26

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: Supporting English Learners
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)
Percentage of ELs making progress toward proficiency in English as measured by ELPAC The EL reclassification rate Percentage of LTEs or Potential LTEs
How the school will measure progress toward this goal
At least 75% of ELL students will advance one performance level on the ELPAC Assessment between 2017-18 and 2018-19 school years.

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Verify that 100% of Muir teachers have ELL authorizations/CLAD/BCLAD.	August 2018-ongoing	Human Resources				
All students identified as English Language Learners according to the district Home Language Survey receive ELPAC Testing.	August 2018-ongoing	Ed Services/Site Literacy and Language Interventionist				
All students identified as ELL's receive regular designated and integrated	August 2018-ongoing	Classroom teachers, Literacy Coach, and				

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
classroom EL instruction based on their language needs.		Literacy and Language Interventionist				
All teachers will participate in ongoing professional development in integrated and designated ELD practices.	August 2018-ongoing	Principal, SLT Literacy Coach, Literacy and Language Interventionist, Ed Services				
4th and 5th grade students in danger of becoming LTEL's will participate in English 3D program.	August 2018-ongoing	Literacy and Language Interventionist/Ed Services	LLI Salary	1000-1999: Certificated Personnel Salaries	Title I 18-19 Allocation	12524.00
			LLI Benefits	3000-3999: Employee Benefits	Title I 18-19 Allocation	6645.00
Muir students who are newcomers to the language (and ELPAC level1) will receive support through our Literacy and Language Interventionist and will have access to Rosetta Stone in the classroom.	August 2018-ongoing	Literacy and Language Interventionist, Classroom Teacher and Ed Services			District Funded	
Teachers will share information specific to ELL's during Parent Teacher Conferences in November.	November 2018	Classroom Teachers				
Provide visuals and other EL supplies for all classrooms through site and district funding	August 2018-ongoing	Classroom Teachers Principal	Books and supplies	4000-4999: Books And Supplies	Title I 17-18 Carryover	1000.00
All families of students qualifying for reclassification per district guidelines will meet with LLI, teacher, and Principal at end of school year to review data and make reclassification determination.	August 2018-ongoing	LLI, Teacher, Principal				
Two sessions of Academic Vocabulary Toolkit after school instruction for 2nd and 3rd gr English Language	August 2018-ongoing	LLI Teacher Principal			District Funded	

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Learners will be conducted during the 2018-19 school year using district funding.		Ed Services				
ELL students will have regular access to technology/keyboarding during the school day.	August 2018-ongoing	Teacher				
ELL students will have access to independent reading books at their just right level, both in and out of school	August 2018-ongoing	Teacher, Literacy Coach, LLI				

Total Expenditures for Goal 2

Goal Number	Total Expenditures
Goal 2	20,169.00

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:

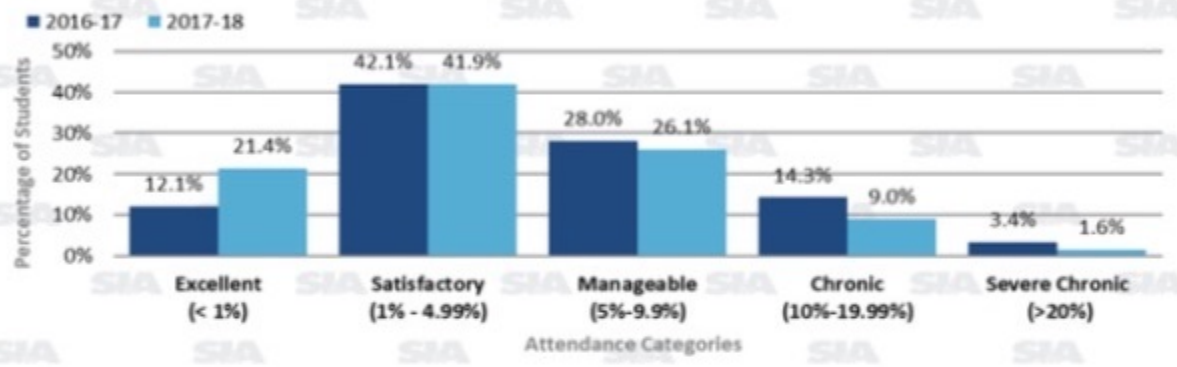
SUBJECT: Student Engagement
District LCAP Goal 3
All students engage in schools that are safe, well-maintained and family-friendly.
Data and analysis used to form school-specific SMART goal(s)
A2A Attendance data

Attendance

A2A Actionable Data: John Muir at Santa Monica-Malibu Unified

This report breaks down your student absences into five categories based on percentage of the year missed as of 6/8 and also compares your site's performance against last year. Below you will find recommendations based on attendance. To find out which students are in each category, please log in to A2A and view your Attendance Summary Report. If you need assistance, please contact our Help Desk at (877) 954-HELP.

Attendance Categories Year Over Year for John Muir



Manageable Students (5%-9.99% of the year missed)

Intervening with this group can have the largest impact for your school. Based on your data, we recommend:

- *Creating personal connections with students and families*
- *Conferences that can identify attendance barriers and connect families with resources*

Chronically Absent Students (10%-19.99% of the year missed)

These students are at risk of dropping out. Based on your data, we recommend:

- *Home visits to address conference no-shows*
- *In-school suspensions instead of at-home suspensions*

Severely Chronic Students (20% or more of the year missed)

The likelihood of dropping out of school skyrockets to 75% when attendance drops below 80%. We recommend:

- *Attendance contract with parents and students being held accountable*
- *Get in front of the family and identify what is preventing the student from coming to school*
- *Involve local law enforcement for excessive unexcused absences*

Excellent (<1%)	Satisfactory (1% - 4.99%)	Manageable (5% - 9.9%)	Chronic (10% - 19.99%)	Severe Chronic (>20%)
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How the school will measure progress toward this goal

By the end of the 2018 - 19 school year, the percentage of students having “excellent” or “satisfactory” attendance will increase to 66% and the percentage of students considered to have chronic or severely chronic attendance patterns will be no more than 9%.

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase hours of Attendance Specialist (SOS) to meet the increased demands of this attendance goal	August 2018-ongoing	Principal Attendance Clerk	SOS hourly	2000-2999: Classified Personnel Salaries	Site Formula Funds	6000.00
Reward and recognize students with improved/perfect attendance	August 2018-ongoing	Principal Attendance Clerk	Certificate/incentives costs	4000-4999: Books And Supplies	Site Formula Funds	500.00
School Smarts Parent Academy (train facilitator, host a parent engagement night, host the academy)	August 2018-ongoing	Principal School Smarts Faciltator Ed Services PTA	Supplies	None Specified	Parent-Teacher Association (PTA)	500.00
All classrooms will participate in community circles/class meetings as part of the Olweus Bullying Prevention Program and Restorative Justice Community Building.	August 2018-ongoing	Teachers Climate Committee				
Olweus Kickoff Event and monthly character assemblies for students and families	August 2018-ongoing	Climate Committee	Materials and supplies	4000-4999: Books And Supplies	Title I 17-18 Carryover	500.00
Purchase CARES Card materials and incentive prizes	August 2018-ongoing	Principal Office Staff	Books and supplies	4000-4999: Books And Supplies	Title I 17-18 Carryover	1200.00
A2A Positive Attendance Letters	August 2018-ongoing	Principal Attendance Clerk Student Services	Attendance Letters	4000-4999: Books And Supplies	Title I 17-18 Carryover	800.00
PTA meetings and community-building events held at least monthly throughout the school year.	August 2018-ongoing	PTA Executive Board Principal				

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PTA room parents will message classroom parents regarding the importance of school attendance.	August 2018-ongoing	PTA Executive Board PTA Room Parent Coordinator				

Total Expenditures for Goal 3

Goal Number	Total Expenditures
Goal 3	9,500.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Paula Lytz	X				
Laura Collin		X			
Kimberly Kootman		X			
Melissa Trubo		X			
Diane Greenseid			X		
Lena Brooks				X	
Meredith Feldman				X	
K.D. Gulko				X	
Rosa Morrow				X	
Semira Ben Amor				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

Signature

District/School Liaison Team for schools in Program Improvement


Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 9/25/2017.

Attested:

Paula Lytz _____ Typed Name of School Principal	 _____ Signature of School Principal	_____ Date
_____ Typed Name of SSC Chairperson	_____ Signature of SSC Chairperson	_____ Date

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
American Book Drive	538.26	0.00
Title II (Teacher Improvement)		
Site Formula Funds		
Stretch Grant (SMMEF)		
Title I Part A: Allocation		
Title I: Alternative Supports		
Title I 18-19 Allocation	133,435.22	0.00
Parent-Teacher Association (PTA)		
Title I 17-18 Carryover	53,911.78	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
American Book Drive	538.26
District Funded	21,200.00
Other	72,019.00
Parent-Teacher Association (PTA)	3,500.00
Site Formula Funds	10,500.00
Stretch Grant (Ed Foundation)	22,500.00
Title I 17-18 Carryover	53,911.78
Title I 18-19 Allocation	133,435.22

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	18,000.00
1000-1999: Certificated Personnel Salaries	188,284.79
2000-2999: Classified Personnel Salaries	6,000.00
3000-3999: Employee Benefits	29,128.39
4000-4999: Books And Supplies	33,691.08
5000-5999: Services And Other Operating Expenditures	1,000.00
5800: Professional/Consulting Services And Operating	41,000.00
None Specified	500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	American Book Drive	538.26
	District Funded	18,000.00
1000-1999: Certificated Personnel Salaries	District Funded	3,200.00
1000-1999: Certificated Personnel Salaries	Other	72,019.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	3,000.00
None Specified	Parent-Teacher Association (PTA)	500.00
2000-2999: Classified Personnel Salaries	Site Formula Funds	6,000.00
4000-4999: Books And Supplies	Site Formula Funds	3,500.00
5000-5999: Services And Other Operating	Site Formula Funds	1,000.00
5800: Professional/Consulting Services And	Stretch Grant (Ed Foundation)	22,500.00
1000-1999: Certificated Personnel Salaries	Title I 17-18 Carryover	19,800.00
4000-4999: Books And Supplies	Title I 17-18 Carryover	26,652.82
5800: Professional/Consulting Services And	Title I 17-18 Carryover	7,458.96
1000-1999: Certificated Personnel Salaries	Title I 18-19 Allocation	93,265.79
3000-3999: Employee Benefits	Title I 18-19 Allocation	29,128.39
5800: Professional/Consulting Services And	Title I 18-19 Allocation	11,041.04

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	287,935.26
Goal 2	20,169.00
Goal 3	9,500.00

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	48	46	43	47	46	37	47	46	37	97.9	100	86
Grade 4	49	43	43	49	42	40	49	42	40	100	97.7	93
Grade 5	29	49	47	26	49	42	26	49	42	89.7	100	89.4
All Grades	126	138	133	122	137	119	122	137	119	96.8	99.3	89.5

* 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	2391.8	2418.6	2422.8	13	30.43	21.62	17	21.74	13.51	21	19.57	48.65	49	28.26	16.22
Grade 4	2480.2	2446.1	2458.0	31	26.19	27.50	22	11.90	32.50	12	19.05	7.50	35	42.86	32.50
Grade 5	2501.3	2511.3	2502.8	27	28.57	30.95	23	26.53	14.29	19	18.37	16.67	31	26.53	38.10
All Grades	N/A	N/A	N/A	23	28.47	26.89	20	20.44	20.17	17	18.98	23.53	39	32.12	29.41

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	11	28.26	21.62	40	39.13	59.46	49	32.61	18.92			
Grade 4	33	21.43	27.50	35	50.00	45.00	33	28.57	27.50			
Grade 5	31	24.49	30.95	35	51.02	35.71	35	24.49	33.33			
All Grades	24	24.82	26.89	37	46.72	46.22	39	28.47	26.89			

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	17	17.39	8.11	45	45.65	56.76	38	36.96	35.14
Grade 4	22	16.67	17.50	49	42.86	45.00	29	40.48	37.50
Grade 5	27	26.53	33.33	31	61.22	26.19	42	12.24	40.48
All Grades	21	20.44	20.17	43	50.36	42.02	35	29.20	37.82

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	15	30.43	16.22	57	56.52	67.57	28	13.04	16.22
Grade 4	31	21.43	22.50	59	54.76	60.00	10	23.81	17.50
Grade 5	27	30.61	23.81	62	48.98	54.76	12	20.41	21.43
All Grades	24	27.74	21.01	59	53.28	60.50	17	18.98	18.49

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	9	15.22	21.62	47	47.83	56.76	45	36.96	21.62
Grade 4	27	21.43	30.00	51	35.71	40.00	22	42.86	30.00
Grade 5	31	28.57	21.43	54	44.90	45.24	15	26.53	33.33
All Grades	20	21.90	24.37	50	43.07	47.06	30	35.04	28.57

Conclusions based on this data:

1. More than one-half of our students did not meet the standards on the CAASPP ELA assessment.
2. There is a core group of students in each grade level that are nearly meeting standards. We need to intervene here.
3. We struggle as a school in the area of reading.

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	48	46	43	47	46	40	47	46	40	97.9	100	93
Grade 4	49	43	43	49	42	42	44	42	42	100	97.7	97.7
Grade 5	29	49	47	25	49	43	25	49	43	86.2	100	91.5
All Grades	126	138	133	121	137	125	116	137	125	96	99.3	94

* 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	2403.9	2415.5	2413.0	11	13.04	7.50	26	32.61	35.00	32	19.57	22.50	32	34.78	35.00
Grade 4	2490.0	2441.6	2448.2	18	14.29	7.14	27	21.43	28.57	45	28.57	38.10	9	35.71	26.19
Grade 5	2496.7	2521.1	2470.8	20	28.57	13.95	20	20.41	11.63	32	30.61	30.23	28	20.41	44.19
All Grades	N/A	N/A	N/A	16	18.98	9.60	25	24.82	24.80	37	26.28	30.40	22	29.93	35.20

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	19	28.26	15.00	40	30.43	40.00	40	41.30	45.00		
Grade 4	34	23.81	16.67	34	28.57	40.48	32	47.62	42.86		
Grade 5	24	38.78	18.60	20	30.61	25.58	56	30.61	55.81		
All Grades	26	30.66	16.80	34	29.93	35.20	41	39.42	48.00		

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	21	17.39	20.00	49	50.00	42.50	30	32.61	37.50
Grade 4	18	23.81	7.14	61	33.33	66.67	20	42.86	26.19
Grade 5	32	32.65	13.95	24	38.78	46.51	44	28.57	39.53
All Grades	22	24.82	13.60	48	40.88	52.00	29	34.31	34.40

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	13	19.57	12.50	60	54.35	57.50	28	26.09	30.00
Grade 4	34	14.29	21.43	50	45.24	50.00	16	40.48	28.57
Grade 5	24	26.53	9.30	48	40.82	48.84	28	32.65	41.86
All Grades	23	20.44	14.40	53	46.72	52.00	23	32.85	33.60

Conclusions based on this data:

1. Over half of our students did not reach proficiency on the CAASPP math assessment.
2. There is a significant number of students in each grade level that are not meeting standards. We need to intervene here.

School and Student Performance Data

CAASPP Results (American Indian)

English Language Arts/Literacy

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

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

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

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

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (American Indian)

Mathematics

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

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

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

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

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

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

Conclusions based on this data:

- 1.

School and Student Performance Data

CAASPP Results (Asian)

English Language Arts/Literacy

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

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

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (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		*	*		*	*		*	*			
Grade 4	1		*	1		*	1		*	100		
Grade 5	1	*	*	1	*	*	1	*	*	100		
All Grades	2	*	*	2	*	*	2	*	*	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	*	*	*	*	*	*	*	*	*	*	*	*

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

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

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

Conclusions based on this data:

- 1.

School and Student Performance Data

CAASPP Results (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	2	*	*	2	*	*	2	*	*	100		
Grade 4	2	*	*	2	*	*	2	*	*	100		
Grade 5	1	*	*	1	*	*	1	*	*	100		
All Grades	5	14	19	5	14	19	5	14	19	100	100	100

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

Overall Achievement for Black or African American															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	14.29	15.79	*	28.57	26.32	*	14.29	21.05	*	42.86	36.84

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	*	14.29	15.79	*	42.86	57.89	*	42.86	26.32	

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	*	7.14	26.32	*	50.00	31.58	*	42.86	42.11

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	*	14.29	15.79	*	57.14	73.68	*	28.57	10.53

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	*	14.29	5.26	*	35.71	63.16	*	50.00	31.58

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (African American)

Mathematics

Overall Participation for Black or African American												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2	*	*	2	*	*	2	*	*	100		
Grade 4	2	*	*	2	*	*	1	*	*	100		
Grade 5	1	*	*	1	*	*	1	*	*	100		
All Grades	5	14	19	5	14	19	4	14	19	100	100	100

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

Overall Achievement for Black or African American															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	0.00	5.26	*	35.71	21.05	*	28.57	42.11	*	35.71	31.58

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	*	14.29	15.79	*	50.00	36.84	*	35.71	47.37			

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	*	0.00	5.26	*	64.29	63.16	*	35.71	31.58

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	*	7.14	15.79	*	57.14	42.11	*	35.71	42.11

Conclusions based on this data:

- 1.

School and Student Performance Data

CAASPP Results (Filipino)

English Language Arts/Literacy

Overall Participation for Filipino												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18

* 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
All Grades	N/A	N/A	N/A												

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

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (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

* 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
All Grades	N/A	N/A	N/A												

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (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	22	19	16	21	19	16	21	19	16	95.5	100	100
Grade 4	18	23	18	18	23	17	18	23	17	100	100	94.4
Grade 5	10	18	24	9	18	22	9	18	22	90	100	91.7
All Grades	50	60	58	48	60	55	48	60	55	96	100	94.8

* 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	2371.3	2408.6	2425.4	0	10.53	25.00	19	31.58	6.25	19	31.58	62.50	62	26.32	6.25
Grade 4	2436.3	2412.4	2460.0	0	8.70	23.53	33	17.39	35.29	22	17.39	17.65	44	56.52	23.53
Grade 5	*	2477.2	2449.3	*	11.11	9.09	*	27.78	9.09	*	27.78	27.27	*	33.33	54.55
All Grades	N/A	N/A	N/A	2	10.00	18.18	23	25.00	16.36	21	25.00	34.55	54	40.00	30.91

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	15.79	25.00	43	47.37	56.25	57	36.84	18.75	
Grade 4	0	13.04	35.29	50	43.48	41.18	50	43.48	23.53	
Grade 5	*	11.11	9.09	*	55.56	45.45	*	33.33	45.45	
All Grades	2	13.33	21.82	44	48.33	47.27	54	38.33	30.91	

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	5	10.53	6.25	52	52.63	62.50	43	36.84	31.25
Grade 4	6	8.70	5.88	61	39.13	58.82	33	52.17	35.29
Grade 5	*	11.11	9.09	*	77.78	27.27	*	11.11	63.64
All Grades	8	10.00	7.27	46	55.00	47.27	46	35.00	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	10	21.05	18.75	52	73.68	62.50	38	5.26	18.75
Grade 4	6	8.70	11.76	89	65.22	76.47	6	26.09	11.76
Grade 5	*	16.67	9.09	*	61.11	59.09	*	22.22	31.82
All Grades	6	15.00	12.73	71	66.67	65.45	23	18.33	21.82

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	0	10.53	18.75	52	47.37	56.25	48	42.11	25.00
Grade 4	11	4.35	29.41	67	47.83	41.18	22	47.83	29.41
Grade 5	*	0.00	13.64	*	61.11	36.36	*	38.89	50.00
All Grades	6	5.00	20.00	60	51.67	43.64	33	43.33	36.36

Conclusions based on this data:

1. Students are not progressing on the ELA test year over year.
2. The students struggled in reading.
3. There is a core group of students in each grade level that are nearly meeting standards. We need to intervene here.

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	22	19	16	21	19	16	21	19	16	95.5	100	100
Grade 4	18	23	18	18	23	17	16	23	17	100	100	94.4
Grade 5	10	18	24	8	18	22	8	18	22	80	100	91.7
All Grades	50	60	58	47	60	55	45	60	55	94	100	94.8

* 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	2379.6	2412.9	2404.1	0	10.53	0.00	19	31.58	37.50	38	21.05	25.00	43	36.84	37.50
Grade 4	2464.6	2397.5	2449.2	0	4.35	5.88	31	8.70	23.53	56	30.43	47.06	13	56.52	23.53
Grade 5	*	2499.9	2429.4	*	11.11	4.55	*	27.78	0.00	*	38.89	31.82	*	22.22	63.64
All Grades	N/A	N/A	N/A	0	8.33	3.64	22	21.67	18.18	44	30.00	34.55	33	40.00	43.64

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	5	15.79	18.75	48	31.58	25.00	48	52.63	56.25	
Grade 4	25	4.35	5.88	31	26.09	47.06	44	69.57	47.06	
Grade 5	*	27.78	4.55	*	38.89	18.18	*	33.33	77.27	
All Grades	11	15.00	9.09	33	31.67	29.09	56	53.33	61.82	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	15.79	12.50	52	63.16	43.75	38	21.05	43.75
Grade 4	6	8.70	5.88	69	34.78	70.59	25	56.52	23.53
Grade 5	*	11.11	0.00	*	44.44	36.36	*	44.44	63.64
All Grades	9	11.67	5.45	49	46.67	49.09	42	41.67	45.45

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	5	15.79	6.25	57	63.16	68.75	38	21.05	25.00
Grade 4	13	4.35	11.76	63	34.78	70.59	25	60.87	17.65
Grade 5	*	0.00	0.00	*	61.11	50.00	*	38.89	50.00
All Grades	9	6.67	5.45	58	51.67	61.82	33	41.67	32.73

Conclusions based on this data:

1. There was a regression of proficient students on the math test year-to-year.
2. 35% of students were in the "Nearly Met" band; we need to intervene here.

School and Student Performance Data

CAASPP Results (Pacific Islander)

English Language Arts/Literacy

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

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

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

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

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (Pacific Islander)

Mathematics

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

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

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

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

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

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

Conclusions based on this data:

- 1.

School and Student Performance Data

CAASPP Results (White)

English Language Arts/Literacy

Overall Participation for White												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	17	13	18	17	13	13	17	13	13	100	100	72.2
Grade 4	24	*	14	24	*	12	24	*	12	100		85.7
Grade 5	17	25	*	15	25	*	15	25	*	88.2	100	
All Grades	58	49	44	56	48	34	56	48	34	96.6	98	77.3

* 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	2398.5	2446.5	2430.8	18	53.85	23.08	18	15.38	23.08	29	7.69	30.77	35	23.08	23.08
Grade 4	2512.6	*	2475.8	50	*	33.33	17	*	33.33	8	*	0.00	25	*	33.33
Grade 5	2540.7	2539.0	*	40	44.00	*	27	20.00	*	20	16.00	*	13	20.00	*
All Grades	N/A	N/A	N/A	38	47.92	38.24	20	14.58	26.47	18	16.67	11.76	25	20.83	23.53

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	12	46.15	23.08	47	38.46	46.15	41	15.38	30.77	
Grade 4	54	*	25.00	25	*	58.33	21	*	16.67	
Grade 5	40	36.00	*	40	48.00	*	20	16.00	*	
All Grades	38	37.50	35.29	36	47.92	44.12	27	14.58	20.59	

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	18	23.08	7.69	47	46.15	61.54	35	30.77	30.77
Grade 4	33	*	16.67	46	*	50.00	21	*	33.33
Grade 5	33	40.00	*	47	48.00	*	20	12.00	*
All Grades	29	33.33	26.47	46	45.83	47.06	25	20.83	26.47

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	6	46.15	15.38	76	38.46	69.23	18	15.38	15.38
Grade 4	50	*	41.67	42	*	33.33	8	*	25.00
Grade 5	47	40.00	*	53	44.00	*	0	16.00	*
All Grades	36	41.67	29.41	55	41.67	50.00	9	16.67	20.59

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	12	30.77	30.77	41	38.46	53.85	47	30.77	15.38
Grade 4	38	*	50.00	42	*	25.00	21	*	25.00
Grade 5	47	44.00	*	40	40.00	*	13	16.00	*
All Grades	32	37.50	35.29	41	37.50	47.06	27	25.00	17.65

Conclusions based on this data:

1. 64% of students were proficient on the ELA CAASPP test.
2. There was an increase in percentage of students in the below standard category.
3. There is much consistency in scores across the grade levels.

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	17	13	18	17	13	16	17	13	16	100	100	88.9
Grade 4	24	*	14	24	*	14	23	*	14	100		100
Grade 5	17	25	*	15	25	*	15	25	*	88.2	100	
All Grades	58	49	44	56	48	40	55	48	40	96.6	98	90.9

* 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	2408.8	2438.5	2427.9	18	30.77	12.50	29	23.08	43.75	29	15.38	12.50	24	30.77	31.25
Grade 4	2510.5	*	2452.7	26	*	14.29	26	*	21.43	43	*	35.71	4	*	28.57
Grade 5	2531.8	2532.6	*	33	36.00	*	27	20.00	*	27	28.00	*	13	16.00	*
All Grades	N/A	N/A	N/A	25	33.33	15.00	27	27.08	35.00	35	20.83	22.50	13	18.75	27.50

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	29	53.85	12.50	35	15.38	56.25	35	30.77	31.25	
Grade 4	39	*	28.57	35	*	28.57	26	*	42.86	
Grade 5	40	44.00	*	33	28.00	*	27	28.00	*	
All Grades	36	47.92	25.00	35	25.00	40.00	29	27.08	35.00	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	29	38.46	31.25	47	23.08	43.75	24	38.46	25.00
Grade 4	26	*	14.29	57	*	57.14	17	*	28.57
Grade 5	47	44.00	*	33	36.00	*	20	20.00	*
All Grades	33	43.75	25.00	47	31.25	52.50	20	25.00	22.50

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	18	38.46	18.75	65	30.77	50.00	18	30.77	31.25
Grade 4	48	*	35.71	43	*	35.71	9	*	28.57
Grade 5	33	40.00	*	47	32.00	*	20	28.00	*
All Grades	35	37.50	25.00	51	37.50	47.50	15	25.00	27.50

Conclusions based on this data:

1. Half of the students were proficient on the math test.
2. There is a core group of students in each grade level that are not meeting standards. We need to intervene here.

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	6	*	*	6	*	*	6	*	*	100		
Grade 4	4	*	*	4	*	*	4	*	*	100		
Grade 5	2	*	*	2	*	*	2	*	*	100		
All Grades	12	11	16	12	11	15	12	11	15	100	100	93.8

* 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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	0	0.00	6.67	0	9.09	13.33	0	0.00	6.67	100	90.91	73.33

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	0	9.09	13.33	8	0.00	26.67	92	90.91	60.00	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	0	0.00	0.00	8	18.18	33.33	92	81.82	66.67

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	0	0.00	6.67	42	27.27	60.00	58	72.73	33.33

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	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	0	9.09	6.67	67	0.00	20.00	33	90.91	73.33

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (Student Disability)

Mathematics

Overall Participation for Students with Disability												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	*	*	6	*	*	6	*	*	100		
Grade 4	4	*	*	4	*	*	4	*	*	100		
Grade 5	2	*	*	2	*	*	2	*	*	100		
All Grades	12	11	16	12	11	15	12	11	15	100	100	93.8

* 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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	0	0.00	0.00	0	0.00	6.67	25	18.18	13.33	75	81.82	80.00

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	0	0.00	0.00	8	18.18	20.00	92	81.82	80.00	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	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	0	0.00	0.00	25	9.09	33.33	75	90.91	66.67

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	0	0.00	0.00	42	18.18	26.67	58	81.82	73.33

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	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
K							***								
1	33	11		56	56			33		11					
2	20	13		20	38		40	50		20					
3		14		20	29		60	43		20	14				
4	23			23	80		46				20		8		
5	***	40		***	40			20							
Total	22	18		32	46		35	31		8	5		3		

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	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
K	8			8	31		38	31		38			8	38	
1	33	11		56	56			33		11					
2	17	10		17	30		33	40		17			17	20	
3		14		20	29		60	43		20	14				
4	23			23	80		46				20		8		
5	***	40		***	40			20							
Total	18	13		27	41		33	30		16	4		6	13	

Conclusions based on this data:

1.

Chronic Absenteeism Analysis Report

2017-18

Santa Monica-Malibu Unified School District

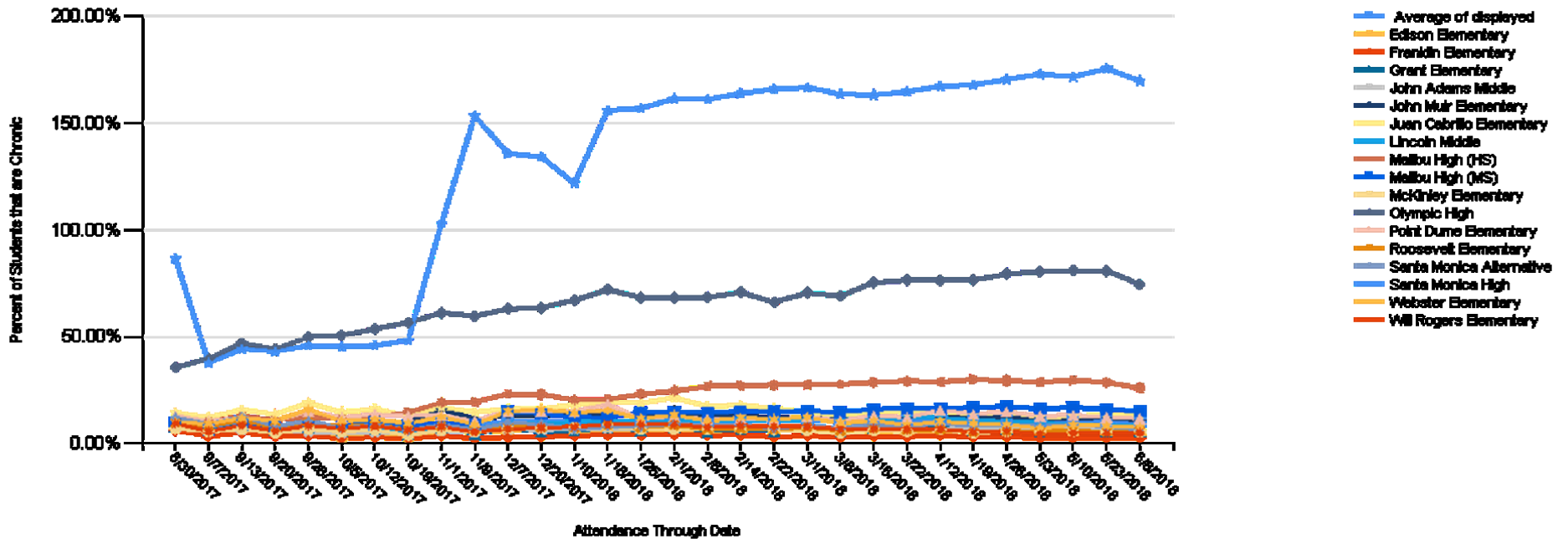
Report Date: 10/5/2018

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

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

District Level

Percent of Students that are Chronically Absent Over Time (Presented by: By Site Name -- Drillable by: By Site Name)



	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

John Muir Elementary School

Funding Source: American Book Drive

\$538.26 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Books and materials	4000-4999: Books And Supplies	\$538.26	Content Area Achievement	Purchase books and materials for library
American Book Drive Total Expenditures:		\$538.26		
American Book Drive Allocation Balance:		\$0.00		

Funding Source: District Funded

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$18,000.00	Content Area Achievement	Allocate time for each teacher to examine reading (3 days) and math (3 days) data and create a plan of implementation and allocation of resources using district funding
Substitutes	1000-1999: Certificated Personnel Salaries	\$3,200.00	Content Area Achievement	Refine SLT plan to reflect priorities in evidence-based arguments.
District Funded Total Expenditures:		\$21,200.00		
District Funded Allocation Balance:		\$0.00		

Funding Source: Other

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Literacy Coach Salary	1000-1999: Certificated Personnel Salaries	\$72,019.00	Content Area Achievement	Hire and train instructional assistants

John Muir Elementary School

Other Total Expenditures: \$72,019.00

Other Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
PS Science	4000-4999: Books And Supplies	\$3,000.00	Content Area Achievement	Provide Science enrichment in Next Generation Science Standards through PS Science-1x/week for 30 weeks in each K-5 classroom.
Supplies	None Specified	\$500.00	Student Engagement	School Smarts Parent Academy (train facilitator, host a parent engagement night, host the academy)

Parent-Teacher Association (PTA) Total Expenditures: \$3,500.00

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

Funding Source: Site Formula Funds \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
SOS hourly	2000-2999: Classified Personnel Salaries	\$6,000.00	Student Engagement	Increase hours of Attendance Specialist (SOS) to meet the increased demands of this attendance goal
Certificate/incentives costs	4000-4999: Books And Supplies	\$500.00	Student Engagement	Reward and recognize students with improved/perfect attendance
Supplies	4000-4999: Books And Supplies	\$3,000.00	Content Area Achievement	Purchase books and materials for library
Conference fees/travel	5000-5999: Services And Other Operating Expenditures	\$1,000.00	Content Area Achievement	Attend conferences/trainings (eg: CGI, Readers/Writers Workshop, Title I)

John Muir Elementary School

Site Formula Funds Total Expenditures: \$10,500.00

Site Formula Funds Allocation Balance: \$0.00

Funding Source: Stretch Grant (Ed Foundation) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Reading Partners	5800: Professional/Consulting Services And Operating Expenditures	\$2,500.00	Content Area Achievement	Provide reading intervention during and after school day (Reading Partners—2 x weekly, Tier III Reading Teacher)
PS Science	5800: Professional/Consulting Services And Operating Expenditures	\$20,000.00	Content Area Achievement	Provide Science enrichment in Next Generation Science Standards through PS Science-1x/week for 30 weeks in each K- 5 classroom.

Stretch Grant (Ed Foundation) Total Expenditures: \$22,500.00

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

Funding Source: Title I 17-18 Carryover \$53,911.78 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
PS Science	5800: Professional/Consulting Services And Operating Expenditures	\$7,000.00	Content Area Achievement	Provide Science enrichment in Next Generation Science Standards through PS Science-1x/week for 30 weeks in each K- 5 classroom.
Reading Partners	5800: Professional/Consulting Services And Operating Expenditures	\$458.96	Content Area Achievement	Provide reading intervention during and after school day (Reading Partners—2 x weekly, Tier III Reading Teacher)
Math Intervention Supplies	4000-4999: Books And Supplies	\$1,200.00	Content Area Achievement	Purchase materials for Intervention

John Muir Elementary School

Teacher Hourly	1000-1999: Certificated Personnel Salaries	\$12,100.00	Content Area Achievement	Provide 2 math intervention sessions 2x weekly for 10 weeks each
Books	4000-4999: Books And Supplies	\$12,000.00	Content Area Achievement	Purchase books for classroom leveled libraries
Books and supplies	4000-4999: Books And Supplies	\$3,952.82	Content Area Achievement	Purchase materials for teacher PD and SIP implementation
Materials	4000-4999: Books And Supplies	\$5,000.00	Content Area Achievement	All students will work on vocabulary and spelling through the use of the Words their Way program.
Site licences	4000-4999: Books And Supplies	\$1,000.00	Content Area Achievement	Purchase technology programs to support literacy and math K-5
Materials and supplies	4000-4999: Books And Supplies	\$500.00	Student Engagement	Olweus Kickoff Event and monthly character assemblies for students and families
Books and supplies	4000-4999: Books And Supplies	\$1,200.00	Student Engagement	Purchase CARES Card materials and incentive prizes
Attendance Letters	4000-4999: Books And Supplies	\$800.00	Student Engagement	A2A Positive Attendance Letters
Substitute teachers	1000-1999: Certificated Personnel Salaries	\$7,700.00	Content Area Achievement	Teacher release time for individual reading assessments (3 days/year)
Books and supplies	4000-4999: Books And Supplies	\$1,000.00	Supporting English Learners	Provide visuals and other EL supplies for all classrooms through site and district funding

Title I 17-18 Carryover Total Expenditures: \$53,911.78

Title I 17-18 Carryover Allocation Balance: \$0.00

Funding Source: Title I 18-19 Allocation

\$133,435.22 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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John Muir Elementary School

Reading Partners	5800: Professional/Consulting Services And Operating Expenditures	\$11,041.04	Content Area Achievement	Provide reading intervention during and after school day (Reading Partners—2 x weekly, Tier III Reading Teacher)
Teacher salary	1000-1999: Certificated Personnel Salaries	\$40,898.79	Content Area Achievement	Hire half-time credentialed reading teacher to support literacy in grades K-2
Certificated benefits	3000-3999: Employee Benefits	\$16,912.39	Content Area Achievement	Hire half-time credentialed reading teacher to support literacy in grades K-2
Instructional Assistants Salary	1000-1999: Certificated Personnel Salaries	\$39,843.00	Content Area Achievement	Hire and train instructional assistants
Instructional Assistant Benefits	3000-3999: Employee Benefits	\$5,571.00	Content Area Achievement	Hire and train instructional assistants
LLI Salary	1000-1999: Certificated Personnel Salaries	\$12,524.00	Supporting English Learners	4th and 5th grade students in danger of becoming LTEL's will participate in English 3D program.
LLI Benefits	3000-3999: Employee Benefits	\$6,645.00	Supporting English Learners	4th and 5th grade students in danger of becoming LTEL's will participate in English 3D program.
Title I 18-19 Allocation Total Expenditures:		\$133,435.22		
Title I 18-19 Allocation Allocation Balance:		\$0.00		
John Muir Elementary School Total Expenditures:		\$317,604.26		