

The School Plan for Student Achievement

School: Will Rogers Learning Community
CDS Code: 19-64980-6022644
District: Santa Monica-Malibu Unified School District
Principal: Ryan Bourke
Revision Date: October 10, 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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The District Governing Board approved this revision of the SPSA on .

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School Mission Statement

Will Rogers Learning Community's Vision and Mission Statements

VISION

To inspire, educate, and value all learners.

MISSION

As a STEM school, we engage in inquiry-based learning that spans disciplines and is culturally responsive.

Guiding Beliefs & Principles

As a community, we:

know that all children can learn;

believe that social development is as important as academic development;

create a nurturing environment, in which students, parents, and staff members feel valued;

integrate technology and the arts to enhance learning;

design rigorous, standards-based learning experiences that meet students' diverse needs;

provide learning opportunities for students, parents, and teachers that encourage lifelong learning; and

collaborate with parents.

School Profile

As an inquiry-based STEM school with a focus on the arts, we execute our mission through an interdisciplinary approach that engages students with learning by integrating science, technology, engineering, and mathematics across the curriculum. The overarching purpose of all of our work is to provide students with opportunities to develop as thinkers, communicators, and problem solvers. To support our mission, teachers differentiate instruction and employ research-based strategies that enable all students to access rigorous curriculum. As a learning organization, we regularly engage in research-based professional development that bolsters our efforts to facilitate students' enduring learning. STEM promotes continuous improvement while providing rich opportunities for applied learning; developing the social and emotional skills of all students; and partnering with parents and guardians and community members toward improved student learning outcomes.

To support our efforts in Science, Technology, Engineering and Mathematics, we have a dedicated STEM coordinator who supports teachers in designing and delivering active, hands-on experiences across these four content areas. Teachers integrate technology into curriculum, instruction, and assessment using tools, such as whiteboards, digital document cameras, desktop and laptop computers, and iPads. We partnered with UCLA to engage teachers in job-embedded professional development in Cognitively Guided Instruction (CGI) in mathematics. CGI is built on the belief children's mathematical understanding that best occurs when they participate in activities that link new knowledge to existing knowledge. The greatest value in our STEM work comes through the exposure to real-world applications in STEM. More specifically, our engineering projects bridge content across the disciplines extending to writing and art as well. As students work as engineers, they learn about the cycle of define, design, and optimize, a process to make something functional. The engineering cycle is based on the belief that we learn through failures and partial successes. These learning opportunities are designed to help students develop the problem-solving skills, perseverance, and resilience that will prepare them for successful lives in the future.

In addition to our STEM focus, we incorporate literacy across the curriculum. Teachers use research-based strategies to reading, writing, and vocabulary. Students read a variety of genres and express themselves in writing in every subject area. Teachers regularly examine student work to analyze and support learning. Our literacy coach meets with the staff to provide high-level professional development, model lessons in classrooms, and work directly with students. As students read and write across disciplines, they develop their content knowledge, their thinking skills, and their written and verbal expression. Teachers assess students' progress in reading regularly and adjust instruction to meet student needs.

Our staff members focus their work on our TK/K-5 students' learning, well-being, social development, and safety. We have 21 classroom teachers, four special-education teachers, a school psychologist, a speech pathologist, and an occupational therapist. To support both teachers and students, we also have a STEM coach, a Literacy Coach, and a Language and Literacy Interventionist. These educators collaborate to provide a rich, quality education to children and within warm, supportive environment. Through a grant from the city of Santa Monica, we have a counselor from St. John's who provides individual and group counseling. Our talented classified staff supports students and parents in a number of settings and through systems that help them navigate the school environment. School visitors witness students who actively engage in their learning and are accountable for their work. We have high expectations for every child at Rogers, and children work hard here, but they also have fun.

Will Rogers is highly committed to a balanced visual and performing arts program for all students. All TK through fifth-grade students participate in both music and visual arts programs throughout the year. Our third- through fifth-grade students also participate in

dance.

We are a Title I school and receive additional funding that enables us to provide additional support services for children who need assistance in reaching grade-level standards. We have instructional assistants who support all grade levels in providing individualized and small group instruction in reading. Our teachers are highly qualified and committed to the collaboration they engage in with their colleagues at grade level and other school-wide meetings. They participate in ongoing professional development tied to research-based instructional practices. During our professional-development meetings, teachers have a unique opportunity to collaborate and engage in learning activities that increase their understanding and ability to teach at the highest levels.

At Will Rogers Learning Community, we believe that students' social and emotional development is just as important as their academic development. With that in mind, we became a Responsive Classroom school. The essence of Responsive Classroom is an evidence-based approach to education that focuses on the strong relationship between academic success and social-emotional learning. The Responsive Classroom approach empowers educators to create safe, joyful, and engaging learning communities where all students have a sense of belonging and feel significant.

Will Rogers is a learning community proud of its children, its diversity, and its hopes for the future.

SPSA Executive Summary with SLT Plan Narrative

Our 2018-2019 strategic focus is writing. Teachers are working together to design learning environments that enable students to produce effective writing across disciplines for a range of purposes and audiences. We know that the process of writing helps students develop critical thinking skills in all subject areas. When we require students to explain their mathematical thinking their problem solving abilities, understanding of mathematical concepts and procedures, and reasoning improves. As teachers regularly analyze student writing, with both formal and informal assessments, they discover students' learning needs and gather information to design instruction that will improve student achievement.

We use a number of formative assessments to monitor students ELA and mathematics progress throughout the year. Fastbridge, SBAC, writing rubrics, BAS informal reading inventory, math unit tests, and an ongoing focus of looking at student work as a professional learning community. Teachers meet twice a month during bank time on Friday mornings and they meet weekly, during the day or after school, depending on the grade level. All of our PLC work involves examining Common Core Standards, designing lessons to meet those standards, and developing assessments that demonstrate what students know and are able to do.

We regularly examine data to inform instruction and work as both a whole-staff professional learning community (PLC) and grade level PLCs. All grade levels engage in regular data meetings as part of their ongoing Professional Learning Community (PLC) work to examine formative assessment data to better differentiate instruction and intervention and to evaluate the effectiveness of instruction and intervention. We meet as a whole staff PLC once a month and engage in conversations about student learning across grade levels. Teachers are subbed out for half a day for data meetings. During data meetings, the Literacy Coach uses a protocol to discuss formative data, such as that from Fastbridge, BAS, writing samples, and student work. Teachers use this information to guide their instruction for the upcoming weeks. Literacy Coaches and teachers also use it to determine groups for intervention in reading and mathematics. We conduct reading intervention during the school day and a math intervention after school for students in grades 3 - 5.

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: Mathematics
District LCAP Goal 1:
All graduates are ready for college and careers.
Data and analysis used to form school-specific SMART goal(s)
<p>When we analyzed the SBAC data, we noticed that students struggled in writing in both reading and mathematics. Our 2016-2017 CAASPP scores in mathematics show that 40% of students scored above standard on the communicating reasoning claim and 60% scored near standard or below. Our 2017-2018 CAASPP scores in mathematics show that 47% (3rd), 29% (4th), and 47% (5th) scored above standard on the communicating reasoning claim and 57% (3rd), 71% (4th), and 53% (5th) scored near standard or below. Writing is a high-leverage strategy that could boost achievement in all subject areas, and specific, explicit writing instruction in mathematics will help boost our overall mathematics scores. Students will demonstrate clear, evidence based writing across disciplines at a proficient level or better as measured by CAASP Writing and Communicating Reasoning scores. 55% of students (grades TK-2) will meet standards for writing on grade-level designated rubrics.</p> <p>Increase the percentage of students who meet or exceed standards on the 2018-2019 CAASPP in mathematics by 5%.</p> <p>Increase the percentage of students who score above standard in mathematics communicating reasoning claim by 10%.</p> <p>Increase each grade level's (grades 3-5) percentage of students who score meets or exceeds on SBAC Math by 5%.</p>

How the school will measure progress toward this goal

We will analyze SBAC Scores, formative assessments, student work, and our PLC work. We will have seven-week writing instruction cycles for narrative, informative/explanatory, and argument. We will assess writing in mathematics three times per year, including pre- and post-assessments. Each week, teachers will examine student writing in their PLCs and adjust instruction. We will conduct both formal writing assessments throughout the year.

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Writing-based inquiry cycles, professional development, and grade-level PLC work focusing on writing in ELA and Math.	2018-2019 School Year	AP, Math Coaches, Teachers, Principal, PD Leader				
Common Core State Standards- Teachers will incorporate into pre-existing math curricula district-developed curriculum guides to ensure that Common Core State Standards/Common Core Standards of Mathematical Practice are implemented, using available resources to plan and deliver lessons/activities resulting in mastery of standards.	2018-2019 School Year	AP, Math Coaches, Teachers, Principal, PD Leader				
Math Curriculum- Teachers will use the district adopted math textbook as one resource for supporting standards-based instruction in mathematics.	2018-2019 School Year	AP, Math Coaches, Teachers, Principal, PD Leader				
Professional Learning Communities- Teachers will work in grade level teams and school level teams to examine student writing, assessment data, student work, and observational data to ensure that instruction leads to expected student learning outcomes.	2018-2019 School Year	AP, Math Coaches, Teachers, Principal, PD Leader				

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
RTI/Differentiated Instruction - Teachers will use research-based strategies to differentiate learning in mathematics to meet the needs of all learners.	2018-2019 School Year	Teachers, Principal, Assistant Principal, Math Coaches	After School Intervention	1000-1999: Certificated Personnel Salaries	Title I 18-19 Allocation	9,000.00
			Supplemental Math Materials	4000-4999: Books And Supplies	Title I 18-19 Allocation	6277.26
			ST Math	4000-4999: Books And Supplies	Title I 18-19 Allocation	4000
			Freckle	4000-4999: Books And Supplies	Title I 18-19 Allocation	7625
STEM Materials- We will purchase STEM notebooks for all students, TCI subscriptions.			STEM Notebooks	4000-4999: Books And Supplies	Title I 18-19 Allocation	1500.00
			TCI	4000-4999: Books And Supplies	Title I 18-19 Allocation	864.00
Summer Collaborative Planning- Teachers receive six hours of collaborative planning during the summer to design instruction and assessment in mathematics, focusing on writing in mathematics.			Collaborative Summer Planning Time	1000-1999: Certificated Personnel Salaries	Title I 18-19 Allocation	6,000.00
UCLA Math Coaching - Work with Meghan Franke's math coaches to provide professional development and coaching support for writing in mathematics, particularly with Cognitively Guided Instruction (CGI).			Coaching & PD	5800: Professional/Consulting Services And Operating Expenditures	District Funded	10000
Teachers College Professional Development	2018-2019 School Year	Principal, AP, Teachers	Workshop Model	None Specified	District Funded	33000
School Year Collaborative Planning Teachers receive up to five hours of collaborative planning during the school year to design instruction and assessment in mathematics, focusing				1000-1999: Certificated Personnel Salaries	Title I 18-19 Allocation	4,200.00

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
on writing in mathematics.						

Total Expenditures for Goal 1

Goal Number	Total Expenditures
Goal 1	82,466.26

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: English Language Arts
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)
<p>When we analyzed the SBAC data, we noticed that students struggled in writing in both reading and mathematics. Our 2016-2017 CAASPP scores in ELA showed that 50% of students scored above standard in the writing claim. Our 2017-2018 CAASPP scores in ELA showed that 82% (3rd), 82% (4th), and 96% (5th) of students scored above standard in the writing claim. Writing involves many high-leverage strategies that serve to potentially boost achievement in all subject areas; as such, explicit ELA writing instruction could boost our overall ELA scores. Students will demonstrate clear, evidence-based writing across disciplines at a proficient level or better as measured by CAASP Writing and Communicating Reasoning scores.</p> <p>Increase the percentage of students who meet or exceed standards on the 2018-2019 CAASPP in ELA by 5%.</p> <p>Increase the percentage of students who score above standard in the writing claim on the 2018-2019 CAASPP by 5%.</p> <p>60% of students (grades TK-2) will meet standards for writing on grade-level designated rubrics.</p> <p>Increase each grade level's (grades 3-5) percentage of students whose score meets or exceeds on SBAC ELA by 5%.</p>
How the school will measure progress toward this goal
<p>Review of spring 2017 SBAC data, formative assessment data, learning walks, and PLC work. We will have 6-week writing instruction cycles for narrative, informative/explanatory, and argument and 5-week cycle including pre/post assessment and writing instruction during math topics. Each week, teachers will examine student writing in their PLCs and adjust instruction. We will conduct both formal writing assessments throughout the year.</p>

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Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Differentiated Instruction/Response to Intervention - Provided targeted reading instruction to students at their specific reading levels. Regularly analyze data to adjust targeted instruction and instructional groups. Depending on need, this may include after-school intervention in reading.	2018-2019 School Year	Principal/AP/Coaches/Teachers/Instructional Assistants	4 Instructional Assistants	2000-2999: Classified Personnel Salaries	Title I 18-19 Allocation	60,000.00
Language & Literacy Interventionist (LLI) will provide Designated ELD Instruction to 4th and 5th Grade students.	2018-2019 School Year	Principal/Coaches/Teachers/Interventionist			District Funded	
Workshop model of ELA instruction- Teachers will receive 10 days of professional development from Teachers College staff developers in order to refine workshop model practices.	2018-2019 School Year	Principal/AP/Coaches/Teachers	Teachers College Professional Development	5800: Professional/Consulting Services And Operating Expenditures	District Funded	33,000
			Sub coverage	1000-1999: Certificated Personnel Salaries	Title I 18-19 Allocation	6,000.00
Literacy Coach will provide professional development in ELD strategies to support teachers with integrated and designated ELD instruction.	2018-2019 School Year				District Funded	
Staff development for writing	2018-2019 School Year	Principal/AP/Coach/Teachers		5800: Professional/Consulting Services And Operating Expenditures	Title I 18-19 Allocation	2500
PLC Focus: Writing Teachers will work in grade level teams and school level teams to	2018-2019 School Year	Principal/AP/Coaches/Teachers/Instructional	Professional Book Club Books	4000-4999: Books And Supplies	Title I 18-19 Allocation	1,000.00

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
examine student writing, assessment data, student work, and observational data to ensure that instruction leads to expected student learning outcomes.		Assistants				
STEM STEM coach will collaborate with classroom teachers to implement "Writing in Science" strategies. STEM coach will work with teachers to identify reading materials and activities that support ELA standards. Subs for learning walks, planning time, and assessments.	2018-2019 School Year	Principal, AP, Teachers, Coaches, Ed Services Staff	Subs	1000-1999: Certificated Personnel Salaries	Title I 18-19 Allocation	3,759.00
Lexia is a Tier II reading intervention used in grades K-2.	2018-2019 School Year	Principal/Teachers	Per student license cost	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	5,400.00
Subs for learning Walks, Planning time, and Assessments to support focus in Writing in all subjects.	2018-2019 School Year	Principal/Teachers	Sub costs	1000-1999: Certificated Personnel Salaries	Title I 18-19 Allocation	6241.00
Summer Collaborative Planning Teachers receive six ours of collaborative during the summer to plan instruction and assessment in ELA, with the focus on writing.	2017-2018 School Year	Teachers, Principal	Collaborative Planing Time	1000-1999: Certificated Personnel Salaries	Title I 17-18 Allocation	6,000.00

Total Expenditures for Goal 2

Goal Number	Total Expenditures
Goal 2	123,900.00

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: Parent Engagement/Satisfaction
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)
2016 Data shows that 84% of parents are satisfied with the quality of their children's education. We would like to increase this by at least 2% per year.
How the school will measure progress toward this goal
Continued surveys, as well as formal and informal communication with parents.

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>School Communication-</p> <p>School will send regular correspondence to inform parents of what's happening in the school. School will use make robo-calls when necessary. Teachers will send regular newsletters.School provides Wednesday folders.</p> <p>Teacher schedule formal conferences with parents to discuss progress. Teachers and administrators will</p>	18-19 School Year	Principal/AP/Office Staff/Teachers	Printing	4000-4999: Books And Supplies	Title I 18-19 Allocation	2000.00

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>schedule meetings with parents as needed.</p> <p>School hosts and back-to-school night and open house to inform parents of school programs and student progress.</p>						
<p>Parent Engagement - School will engage in a number of parent education activities that encourage involvement in their children's education at a variety of levels.</p>	18-19 School Year	Principal/AP/Teachers	<p>School Smarts -</p> <p>STEM Expo</p> <p>Coffee with the Principal</p> <p>Grade Level Parent Education Events - Teachers 6 hours per year for parent engagement events. 26 teachers. @ \$42 per hour.</p> <p>Family Arts Night</p> <p>STEM Open House</p> <p>Childcare - parenting classes, etc.</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>0001-0999: Unrestricted: Locally Defined</p>	<p>Title I 18-19 Allocation</p> <p>Title I 18-19 Allocation</p> <p>Title I 18-19 Allocation</p>	<p>250.00</p> <p>6,600.00</p> <p>2,000.00</p>
<p>Spring Community Event - The spring event at the end of the year culminates our learning for the year and is a collaborative event among teachers, parents, and students--both school and PTA. It's both a event and a celebration.</p>	18-19 School Year	Principal/AP/Teachers/Classified Staff/Parents/Community	Spring Event	0000: Unrestricted	Stretch Grant (Ed Foundation)	500.00

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Volunteer Opportunities & Training- Provide training regularly for parents to become volunteers. Offer several options for volunteering both in and out of the classroom.	18-19 School Year	Principal/AP/Office Staff/Parent Volunteers				
School will produce a detailed parent handbook (in Spanish and English) with information about school policies, communication plan, safety information, instructional foci, and expectations.	August 2018	Principal/Office Staff				
Music education in Grades TK-2 Music education is very important to our community. Research finds that early education in music enhances reading and mathematics development.	2017-2018 School Year	Principal/Consultant/Teachers	Music Rhapsody	5800: Professional/Consulting Services And Operating Expenditures	Stretch Grant (Ed Foundation)	15,000.00
School will hire a half-time P.E. coach, which will create common planning time for teachers and provide further supervision on the yard at lunch and recess. Coach will develop sports leagues during lunch recess to keep recess safe and engaging for students.	2017-2018 School Year	Principal/AP/PE coach/Teachers	1/2 time PE Coach	None Specified	Stretch Grant (Ed Foundation)	30,000.00
Beautification Day - school provide a custodian for PTAs two school beautification days.	2017-2018 School Year	PTA, Principal	Custodial Staff	2000-2999: Classified Personnel Salaries	Title I 18-19 Allocation	500.00
Welcome Back Picnic - school will provide custodian at PTA annual welcome back picnic.						
Health Office Specialist - 1/2 time - to provide a safe environment for all	2017-2018 School Year	Principal	HOS	2000-2999: Classified Personnel Salaries	Stretch Grant (Ed Foundation)	11,500.00

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
students.						
Professional Development in Responsive Classroom and to continue to provide a full social curriculum that promotes a safe and healthy learning environment for students, parents, and teachers.			Subs, Consultant	5800: Professional/Consulting Services And Operating Expenditures	Title I 18-19 Allocation	5,000.00
Pali Camp Scholarships - We will offer up to \$5,000.00 in scholarships so that all fifth graders can attend science camp.			Pali Camp	None Specified	Title I 18-19 Allocation	5,000.00
Teacher Leadership Development - Provide opportunities for teachers to grow as school leaders through opportunities to preside as administrator at IEPs and serve as admin on duty at school events.				1000-1999: Certificated Personnel Salaries	Title I 18-19 Allocation	1,000.00
Family Partnership Program- School and parent volunteers will match new families to existing families to build community, relationships, and to answer questions about the school.						
Safety presentations from Pattie Fitzgerald from Safelyeverafter.com	2018-2019 school year	All teachers/students		5800: Professional/Consulting Services And Operating Expenditures	Title I 18-19 Allocation	1000

Total Expenditures for Goal 3

Goal Number	Total Expenditures
Goal 3	80,350.00

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
Ryan Bourke	X				
Sylvia Kerkotchian		X			
Sitara Contreras		X			
Zakiya				X	
Manja Lenkin				X	
Darcy O'Brien				X	
Jeffery Douglas				X	
Charles Sullivan				X	
Jackie Barajas				X	
Jeremy King		X			
Monica Gonzalez		X		X	
Aimee Peterson		X			
Tristen Gartrell		X			
			X		
Numbers of members of each category:					

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 11/1/17.

Attested:

Ryan Bourke		10/25/2018
Typed Name of School Principal	Signature of School Principal	Date

Sylvia Kerkotchain		10/25/18
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	957.93	957.93
Title II (Teacher Improvement)		
Site Formula Funds		
Stretch Grant (Ed Foundation)		
Title I 18-19 Allocation	220,681.33	78,365.07
Title I 17-18 Carryover		

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	76,000.00
Parent-Teacher Association (PTA)	5,400.00
Stretch Grant (Ed Foundation)	57,000.00
Title I 17-18 Allocation	6,000.00
Title I 18-19 Allocation	142,316.26

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	500.00
0001-0999: Unrestricted: Locally Defined	2,000.00
1000-1999: Certificated Personnel Salaries	48,800.00
2000-2999: Classified Personnel Salaries	72,000.00
4000-4999: Books And Supplies	28,666.26
5000-5999: Services And Other Operating Expenditures	250.00
5800: Professional/Consulting Services And Operating	66,500.00
None Specified	68,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5800: Professional/Consulting Services And	District Funded	43,000.00
None Specified	District Funded	33,000.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	5,400.00
0000: Unrestricted	Stretch Grant (Ed Foundation)	500.00
2000-2999: Classified Personnel Salaries	Stretch Grant (Ed Foundation)	11,500.00
5800: Professional/Consulting Services And	Stretch Grant (Ed Foundation)	15,000.00
None Specified	Stretch Grant (Ed Foundation)	30,000.00
1000-1999: Certificated Personnel Salaries	Title I 17-18 Allocation	6,000.00
0001-0999: Unrestricted: Locally Defined	Title I 18-19 Allocation	2,000.00
1000-1999: Certificated Personnel Salaries	Title I 18-19 Allocation	42,800.00
2000-2999: Classified Personnel Salaries	Title I 18-19 Allocation	60,500.00
4000-4999: Books And Supplies	Title I 18-19 Allocation	23,266.26
5000-5999: Services And Other Operating	Title I 18-19 Allocation	250.00
5800: Professional/Consulting Services And	Title I 18-19 Allocation	8,500.00
None Specified	Title I 18-19 Allocation	5,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	82,466.26
Goal 2	123,900.00
Goal 3	80,350.00

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	98	74	85	94	72	85	94	72	95.5	95.9	97.3
Grade 4	93	82	97	91	80	95	91	80	95	97.8	97.6	97.9
Grade 5	83	99	84	82	97	83	82	97	83	98.8	98	98.8
All Grades	265	279	255	258	271	250	258	271	250	97.4	97.1	98

* 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	2509.7	2461.0	2461.5	64	43.62	44.44	20	17.02	19.44	11	20.21	20.83	6	19.15	15.28
Grade 4	2496.7	2513.9	2508.9	36	42.50	46.32	19	23.75	20.00	25	15.00	13.68	20	18.75	20.00
Grade 5	2531.9	2562.5	2593.4	27	47.42	59.04	34	22.68	30.12	23	13.40	7.23	16	16.49	3.61
All Grades	N/A	N/A	N/A	42	44.65	50.00	24	21.03	23.20	20	16.24	13.60	14	18.08	13.20

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	15-16	16-17	17-18
Grade 3	42	41.49	41.67	46	37.23	33.33	12	21.28	25.00			
Grade 4	36	42.50	44.21	42	42.50	36.84	22	15.00	18.95			
Grade 5	29	48.45	48.19	43	29.90	43.37	28	21.65	8.43			
All Grades	36	44.28	44.80	43	36.16	38.00	21	19.56	17.20			

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	65	40.43	36.11	28	34.04	45.83	7	25.53	18.06
Grade 4	33	36.25	41.05	46	50.00	41.05	21	13.75	17.89
Grade 5	38	56.70	61.45	38	34.02	34.94	24	9.28	3.61
All Grades	45	45.02	46.40	38	38.75	40.40	17	16.24	13.20

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	36	22.34	34.72	56	69.15	52.78	7	8.51	12.50
Grade 4	30	35.00	30.53	64	46.25	57.89	7	18.75	11.58
Grade 5	33	34.02	40.96	54	55.67	54.22	13	10.31	4.82
All Grades	33	30.26	35.20	58	57.56	55.20	9	12.18	9.60

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	68	47.87	40.28	27	36.17	43.06	5	15.96	16.67
Grade 4	35	51.25	47.37	46	28.75	37.89	19	20.00	14.74
Grade 5	49	55.67	73.49	40	31.96	21.69	11	12.37	4.82
All Grades	50	51.66	54.00	38	32.47	34.00	12	15.87	12.00

Conclusions based on this data:

1. Overall, we made significant gains between 14-15 and 15-16. Third grade students performed very well, with most students scoring in above standard. This is the first group of students who have had instruction rooted in Common Core Standards since kindergarten. Fourth grade did not make the gains that we expected/ Fifth grade advanced significantly as compared to the previous years' fourth-grade scores, as well as the previous year's fifth-grade scores.
2. Of the three claim areas, Reading nonfiction and literary texts was our overall lowest score at 79%. of students at or above standards.
3. The percentage of students in the standard not met category decreased by 10 percentage points between 14-15 and 15-16.

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	98	74	86	95	72	86	95	72	96.6	96.9	97.3
Grade 4	93	82	97	92	81	94	92	81	94	98.9	98.8	96.9
Grade 5	83	99	84	82	98	83	80	98	83	98.8	99	98.8
All Grades	265	279	255	260	274	249	258	274	249	98.1	98.2	97.6

* 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	2502.9	2468.7	2461.0	52	34.74	37.50	28	34.74	23.61	10	12.63	22.22	9	17.89	16.67
Grade 4	2490.5	2503.4	2496.2	33	29.63	24.47	14	23.46	31.91	34	33.33	28.72	20	13.58	14.89
Grade 5	2508.6	2538.9	2570.9	24	41.84	50.60	24	10.20	15.66	23	22.45	20.48	30	25.51	13.25
All Grades	N/A	N/A	N/A	36	35.77	36.95	22	22.63	24.10	22	22.26	24.10	19	19.34	14.86

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	64	47.37	45.83	21	29.47	31.94	15	23.16	22.22			
Grade 4	38	40.74	36.17	32	23.46	35.11	30	35.80	28.72			
Grade 5	33	42.86	60.24	26	21.43	20.48	41	35.71	19.28			
All Grades	45	43.80	46.99	26	24.82	29.32	29	31.39	23.69			

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	56	46.32	38.89	31	41.05	41.67	13	12.63	19.44
Grade 4	29	40.74	29.79	46	39.51	48.94	25	19.75	21.28
Grade 5	25	43.88	44.58	45	27.55	39.76	30	28.57	15.66
All Grades	37	43.80	37.35	41	35.77	43.78	22	20.44	18.88

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	62	43.16	43.06	34	46.32	41.67	5	10.53	15.28
Grade 4	36	34.57	28.72	41	40.74	48.94	23	24.69	22.34
Grade 5	34	42.86	46.99	39	31.63	38.55	28	25.51	14.46
All Grades	44	40.51	38.96	38	39.42	43.37	18	20.07	17.67

Conclusions based on this data:

1. Overall, we made significant gains between 14-15 and 15-16. Third grade students performed very well, with most students scoring in above standard. This is the first group of students who have had instruction rooted in Common Core Standards since kindergarten. Fourth grade did not make the gains that we expected/ Fifth grade advanced significantly as compared to the previous years' fourth-grade scores, as well as the previous year's fifth-grade scores.
2. Of the three claim areas, Applying Mathematical Concepts and Procedures was our lowest scoring area, with 71% of students scoring at or above standards. We scored much higher in communicating reasoning, with 82% of students scoring at or above standards.
3. We reduced the percentage of students on scoring in the Standards Not Met category by five percentage points.

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			*			*			*			

* 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			*			*			*			*			*
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.

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			*			*			*			

* 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			*			*			*			*			*
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.

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	2	*	*	1	*	*	1	*	*	50		
Grade 4	1	*	*	1	*	*	1	*	*	100		
Grade 5	2	*	*	2	*	*	2	*	*	100		
All Grades	5	*	*	4	*	*	4	*	*	80		

* 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	2	*	*	1	*	*	1	*	*	50		
Grade 4	1	*	*	1	*	*	1	*	*	100		
Grade 5	2	*	*	2	*	*	2	*	*	100		
All Grades	5	*	*	4	*	*	4	*	*	80		

* 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	11	12	*	10	11	*	10	11	*	90.9	91.7	
Grade 4	9	*	12	9	*	12	9	*	12	100		100
Grade 5	10	*	*	10	*	*	10	*	*	100		
All Grades	30	31	29	29	30	29	29	30	29	96.7	96.8	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	*	2433.8	*	*	27.27	*	*	36.36	*	*	18.18	*	*	18.18	*
Grade 4	*	*	2501.4	*	*	33.33	*	*	41.67	*	*	8.33	*	*	16.67
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	31	23.33	24.14	21	33.33	44.83	24	16.67	10.34	24	26.67	20.69

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	*	27.27	*	*	54.55	*	*	18.18	*	
Grade 4	*	*	33.33	*	*	58.33	*	*	8.33	
Grade 5	*	*	*	*	*	*	*	*	*	
All Grades		21	20.00	27.59	45	60.00	51.72	34	20.00	20.69

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	*	18.18	*	*	63.64	*	*	18.18	*	
Grade 4	*	*	25.00	*	*	58.33	*	*	16.67	
Grade 5	*	*	*	*	*	*	*	*	*	
All Grades		31	26.67	27.59	31	53.33	55.17	38	20.00	17.24

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	*	9.09	*	*	90.91	*	*	0.00	*
Grade 4	*	*	16.67	*	*	66.67	*	*	16.67
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	17	13.33	17.24	72	73.33	58.62	10	13.33	24.14

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	36.36	*	*	45.45	*	*	18.18	*
Grade 4	*	*	58.33	*	*	33.33	*	*	8.33
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	41	30.00	44.83	41	43.33	41.38	17	26.67	13.79

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	11	12	*	10	11	*	10	11	*	90.9	91.7	
Grade 4	9	*	12	9	*	12	9	*	12	100		100
Grade 5	10	*	*	10	*	*	10	*	*	100		
All Grades	30	31	29	29	30	29	29	30	29	96.7	96.8	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	*	2445.1	*	*	9.09	*	*	72.73	*	*	9.09	*	*	9.09	*
Grade 4	*	*	2490.3	*	*	8.33	*	*	50.00	*	*	33.33	*	*	8.33
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	14	10.00	13.79	28	36.67	31.03	38	26.67	31.03	21	26.67	24.14

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	*	27.27	*	*	54.55	*	*	18.18	*	
Grade 4	*	*	16.67	*	*	58.33	*	*	25.00	
Grade 5	*	*	*	*	*	*	*	*	*	
All Grades	17	20.00	31.03	41	43.33	37.93	41	36.67	31.03	

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	*	36.36	*	*	54.55	*	*	9.09	*
Grade 4	*	*	41.67	*	*	50.00	*	*	8.33
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	17	26.67	27.59	52	40.00	55.17	31	33.33	17.24

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	*	18.18	*	*	72.73	*	*	9.09	*
Grade 4	*	*	8.33	*	*	83.33	*	*	8.33
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	24	16.67	17.24	45	46.67	55.17	31	36.67	27.59

Conclusions based on this data:

- 1.

School and Student Performance Data

CAASPP Results (Filipino)

English Language Arts/Literacy

Overall Participation for Filipino												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	1	*	*	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 Filipino															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4		*	*		*	*		*	*		*	*		*	*
Grade 5			*			*			*			*			*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

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

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (Filipino)

Mathematics

Overall Participation for Filipino												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	1	*	*	1	*	*	1	*	*	100		
Grade 4		*	*		*	*		*	*			
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 Filipino															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4		*	*		*	*		*	*		*	*		*	*
Grade 5			*			*			*			*			*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

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

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

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

Conclusions based on this data:

- 1.

School and Student Performance Data

CAASPP Results (Hispanic)

English Language Arts/Literacy

Overall Participation for Hispanic or Latino												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	41	45	30	40	44	30	40	44	30	97.6	97.8	100
Grade 4	52	38	45	50	37	45	50	37	45	96.2	97.4	100
Grade 5	47	53	38	47	52	37	47	52	37	100	98.1	97.4
All Grades	140	136	113	137	133	112	137	133	112	97.9	97.8	99.1

* 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	2469.4	2419.2	2438.6	43	25.00	33.33	28	18.18	23.33	23	27.27	26.67	8	29.55	16.67
Grade 4	2456.3	2473.2	2459.6	16	24.32	26.67	20	24.32	17.78	36	21.62	20.00	28	29.73	35.56
Grade 5	2509.9	2519.4	2560.5	15	26.92	37.84	40	28.85	43.24	23	19.23	13.51	21	25.00	5.41
All Grades	N/A	N/A	N/A	23	25.56	32.14	29	24.06	27.68	28	22.56	19.64	20	27.82	20.54

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	25.00	26.67	65	40.91	53.33	18	34.09	20.00	
Grade 4	20	32.43	28.89	46	43.24	40.00	34	24.32	31.11	
Grade 5	21	32.69	29.73	49	30.77	56.76	30	36.54	13.51	
All Grades	20	30.08	28.57	53	37.59	49.11	28	32.33	22.32	

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	50	22.73	23.33	40	36.36	53.33	10	40.91	23.33
Grade 4	16	18.92	22.22	56	62.16	46.67	28	18.92	31.11
Grade 5	26	34.62	43.24	45	53.85	51.35	30	11.54	5.41
All Grades	29	26.32	29.46	47	50.38	50.00	23	23.31	20.54

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	18	6.82	16.67	70	77.27	70.00	13	15.91	13.33
Grade 4	22	21.62	15.56	66	45.95	66.67	12	32.43	17.78
Grade 5	23	15.38	29.73	60	69.23	67.57	17	15.38	2.70
All Grades	21	14.29	20.54	65	65.41	67.86	14	20.30	11.61

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	50	34.09	33.33	45	43.18	50.00	5	22.73	16.67
Grade 4	20	35.14	31.11	52	29.73	40.00	28	35.14	28.89
Grade 5	38	42.31	59.46	49	40.38	32.43	13	17.31	8.11
All Grades	35	37.59	41.07	49	38.35	40.18	16	24.06	18.75

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (Hispanic)

Mathematics

Overall Participation for Hispanic or Latino												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	41	45	30	40	44	30	40	44	30	97.6	97.8	100
Grade 4	52	38	45	51	37	44	51	37	44	98.1	97.4	97.8
Grade 5	47	53	38	47	52	37	45	52	37	100	98.1	97.4
All Grades	140	136	113	138	133	111	136	133	111	98.6	97.8	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 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	2470.6	2429.0	2441.1	40	18.18	30.00	28	34.09	26.67	18	15.91	16.67	15	31.82	26.67
Grade 4	2454.5	2469.6	2460.8	18	21.62	11.36	12	10.81	27.27	39	45.95	36.36	31	21.62	25.00
Grade 5	2486.5	2507.6	2539.9	18	25.00	35.14	20	9.62	13.51	22	30.77	32.43	40	34.62	18.92
All Grades	N/A	N/A	N/A	24	21.80	24.32	19	18.05	22.52	27	30.08	29.73	29	30.08	23.42

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	50	31.82	40.00	25	34.09	26.67	25	34.09	33.33	
Grade 4	22	24.32	20.45	35	18.92	38.64	43	56.76	40.91	
Grade 5	22	26.92	51.35	27	23.08	21.62	51	50.00	27.03	
All Grades	30	27.82	36.04	29	25.56	29.73	40	46.62	34.23	

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	38	29.55	30.00	40	47.73	40.00	23	22.73	30.00
Grade 4	20	29.73	11.36	41	40.54	54.55	39	29.73	34.09
Grade 5	18	21.15	27.03	44	44.23	43.24	38	34.62	29.73
All Grades	24	26.32	21.62	42	44.36	46.85	34	29.32	31.53

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	48	27.27	43.33	45	54.55	40.00	8	18.18	16.67
Grade 4	20	21.62	15.91	47	40.54	47.73	33	37.84	36.36
Grade 5	24	25.00	29.73	40	42.31	51.35	36	32.69	18.92
All Grades	29	24.81	27.93	44	45.86	46.85	26	29.32	25.23

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (Pacific Islander)

English Language Arts/Literacy

Overall Participation for Native Hawaiian or Pacific Islander												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3		*			*			*				
Grade 4		*	*		*	*		*	*			
Grade 5			*			*			*			
All Grades		*	*		*	*		*	*			

* 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		*			*			*			*			*	
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 (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		*			*			*				
Grade 4		*	*		*	*		*	*			
Grade 5			*			*			*			
All Grades		*	*		*	*		*	*			

* 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		*			*			*			*			*	
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 (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	29	24	27	28	23	26	28	23	26	96.6	95.8	96.3
Grade 4	29	27	24	29	27	23	29	27	23	100	100	95.8
Grade 5	17	31	28	17	31	28	17	31	28	100	100	100
All Grades	75	82	79	74	81	77	74	81	77	98.7	98.8	97.5

* 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	2563.1	2513.6	2490.9	86	73.91	61.54	14	4.35	15.38	0	13.04	15.38	0	8.70	7.69
Grade 4	2576.5	2568.4	2566.9	72	70.37	73.91	17	22.22	8.70	10	7.41	13.04	0	0.00	4.35
Grade 5	2596.2	2637.4	2646.1	59	80.65	96.43	24	16.13	3.57	18	3.23	0.00	0	0.00	0.00
All Grades	N/A	N/A	N/A	74	75.31	77.92	18	14.81	9.09	8	7.41	9.09	0	2.47	3.90

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	71	69.57	57.69	29	17.39	23.08	0	13.04	19.23	
Grade 4	66	62.96	65.22	34	37.04	21.74	0	0.00	13.04	
Grade 5	53	74.19	75.00	29	25.81	25.00	18	0.00	0.00	
All Grades	65	69.14	66.23	31	27.16	23.38	4	3.70	10.39	

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	82	65.22	50.00	18	26.09	42.31	0	8.70	7.69	
Grade 4	69	59.26	69.57	31	37.04	26.09	0	3.70	4.35	
Grade 5	65	90.32	89.29	29	6.45	10.71	6	3.23	0.00	
All Grades	73	72.84	70.13	26	22.22	25.97	1	4.94	3.90	

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	54	47.83	50.00	46	47.83	38.46	0	4.35	11.54
Grade 4	45	55.56	52.17	55	40.74	47.83	0	3.70	0.00
Grade 5	65	61.29	60.71	35	38.71	39.29	0	0.00	0.00
All Grades	53	55.56	54.55	47	41.98	41.56	0	2.47	3.90

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	89	60.87	53.85	11	30.43	34.62	0	8.70	11.54
Grade 4	66	77.78	60.87	31	22.22	39.13	3	0.00	0.00
Grade 5	71	80.65	92.86	29	19.35	7.14	0	0.00	0.00
All Grades	76	74.07	70.13	23	23.46	25.97	1	2.47	3.90

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (White)

Mathematics

Overall Participation for White												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	29	24	27	29	24	26	29	24	26	100	100	96.3
Grade 4	29	27	24	29	27	23	29	27	23	100	100	95.8
Grade 5	17	31	28	17	31	28	17	31	28	100	100	100
All Grades	75	82	79	75	82	77	75	82	77	100	100	97.5

* 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	2544.8	2508.9	2480.0	72	58.33	50.00	24	25.00	19.23	3	12.50	23.08	0	4.17	7.69
Grade 4	2555.4	2547.6	2529.1	62	37.04	39.13	17	51.85	34.78	21	11.11	17.39	0	0.00	8.70
Grade 5	2576.4	2620.2	2610.9	47	80.65	71.43	35	9.68	21.43	6	9.68	7.14	12	0.00	0.00
All Grades	N/A	N/A	N/A	63	59.76	54.55	24	28.05	24.68	11	10.98	15.58	3	1.22	5.19

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	90	66.67	50.00	10	16.67	38.46	0	16.67	11.54	
Grade 4	72	66.67	56.52	24	29.63	26.09	3	3.70	17.39	
Grade 5	65	77.42	75.00	18	16.13	17.86	18	6.45	7.14	
All Grades	77	70.73	61.04	17	20.73	27.27	5	8.54	11.69	

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	79	62.50	50.00	21	33.33	38.46	0	4.17	11.54
Grade 4	52	55.56	43.48	48	44.44	47.83	0	0.00	8.70
Grade 5	53	90.32	64.29	41	3.23	35.71	6	6.45	0.00
All Grades	63	70.73	53.25	36	25.61	40.26	1	3.66	6.49

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	79	66.67	46.15	21	33.33	46.15	0	0.00	7.69
Grade 4	66	51.85	47.83	31	48.15	43.48	3	0.00	8.70
Grade 5	71	80.65	67.86	24	16.13	28.57	6	3.23	3.57
All Grades	72	67.07	54.55	25	31.71	38.96	3	1.22	6.49

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (Student Disability)

English Language Arts/Literacy

Overall Participation for Students with Disability												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	15	11	11	15	11	11	15	11	91.7	100	100
Grade 4	11	12	14	11	12	14	11	12	14	100	100	100
Grade 5	15	11	*	15	11	*	15	11	*	100	100	
All Grades	38	38	35	37	38	34	37	38	34	97.4	100	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 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	2446.5	2392.3	2387.2	36	20.00	18.18	18	13.33	9.09	36	26.67	36.36	9	40.00	36.36
Grade 4	2406.9	2424.8	2444.4	9	16.67	21.43	9	16.67	14.29	18	8.33	14.29	64	58.33	50.00
Grade 5	2483.8	2466.5	*	13	9.09	*	33	27.27	*	13	18.18	*	40	45.45	*
All Grades	N/A	N/A	N/A	19	15.79	20.59	22	18.42	20.59	22	18.42	20.59	38	47.37	38.24

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	36	13.33	18.18	36	46.67	27.27	27	40.00	54.55	
Grade 4	9	8.33	21.43	45	66.67	42.86	45	25.00	35.71	
Grade 5	20	18.18	*	33	36.36	*	47	45.45	*	
All Grades	22	13.16	14.71	38	50.00	44.12	41	36.84	41.18	

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
Grade 3	18	13.33	9.09	73	26.67	36.36	9	60.00	54.55
Grade 4	0	16.67	21.43	36	33.33	35.71	64	50.00	42.86
Grade 5	20	18.18	*	20	45.45	*	60	36.36	*
All Grades	14	15.79	20.59	41	34.21	38.24	46	50.00	41.18

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
Grade 3	18	0.00	0.00	45	73.33	63.64	36	26.67	36.36
Grade 4	0	8.33	14.29	82	33.33	71.43	18	58.33	14.29
Grade 5	47	9.09	*	27	81.82	*	27	9.09	*
All Grades	24	5.26	5.88	49	63.16	73.53	27	31.58	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	45	20.00	18.18	45	53.33	63.64	9	26.67	18.18
Grade 4	9	25.00	21.43	55	16.67	57.14	36	58.33	21.43
Grade 5	40	27.27	*	33	27.27	*	27	45.45	*
All Grades	32	23.68	23.53	43	34.21	55.88	24	42.11	20.59

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	12	15	11	11	15	11	11	15	11	91.7	100	100
Grade 4	11	12	14	11	12	14	11	12	14	100	100	100
Grade 5	15	11	*	15	11	*	13	11	*	100	100	
All Grades	38	38	35	37	38	34	35	38	34	97.4	100	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 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	2423.8	2392.9	2389.1	9	6.67	18.18	36	20.00	0.00	18	26.67	18.18	36	46.67	63.64
Grade 4	2394.4	2427.8	2431.9	0	0.00	7.14	9	8.33	14.29	18	58.33	28.57	73	33.33	50.00
Grade 5	2477.0	2431.5	*	15	0.00	*	23	9.09	*	15	27.27	*	46	63.64	*
All Grades	N/A	N/A	N/A	9	2.63	8.82	23	13.16	8.82	17	36.84	32.35	51	47.37	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	27	13.33	18.18	36	33.33	0.00	36	53.33	81.82	
Grade 4	9	8.33	7.14	9	16.67	28.57	82	75.00	64.29	
Grade 5	23	0.00	*	15	27.27	*	62	72.73	*	
All Grades	20	7.89	11.76	20	26.32	23.53	60	65.79	64.71	

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	27	20.00	18.18	36	33.33	18.18	36	46.67	63.64
Grade 4	0	8.33	7.14	18	58.33	35.71	82	33.33	57.14
Grade 5	23	0.00	*	38	36.36	*	38	63.64	*
All Grades	17	10.53	11.76	31	42.11	32.35	51	47.37	55.88

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	27	6.67	18.18	45	73.33	36.36	27	20.00	45.45
Grade 4	0	8.33	7.14	36	58.33	42.86	64	33.33	50.00
Grade 5	23	0.00	*	46	45.45	*	31	54.55	*
All Grades	17	5.26	8.82	43	60.53	47.06	40	34.21	44.12

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1437.6	1455.6	1395.4	11
Grade 1	*	*	*	*
Grade 2	1540.4	1563.9	1516.4	11
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				53

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	*	*	*	*	*	*			11
Grade 1	*	*	*	*					*
Grade 2	*	*	*	*	*	*			11
Grade 3	*	*	*	*	*	*			*
Grade 4	*	*	*	*	*	*			*
Grade 5	*	*	*	*					*
All Grades	32	60.38	13	24.53	*	*			53

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	*	*	*	*	*	*			11
Grade 1	*	*	*	*					*
Grade 2	*	*	*	*					11
Grade 3	*	*	*	*					*
Grade 4	*	*	*	*	*	*			*
Grade 5	*	*							*
All Grades	39	73.58	*	*	*	*			53

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
Grade 1	*	*	*	*					*
Grade 2	*	*	*	*	*	*			11
Grade 3	*	*	*	*	*	*			*
Grade 4			*	*	*	*	*	*	*
Grade 5	*	*	*	*					*
All Grades	18	33.96	18	33.96	14	26.42	*	*	53

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	*	*	*	*			11
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*	*	*	11
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*			*
All Grades	37	69.81	14	26.42	*	*	53

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	*	*	*	*			11
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*			11
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*					*
All Grades	42	79.25	*	*	*	*	53

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	*	*	*	*	*	*	11
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*	*	*	11
Grade 3	*	*	*	*	*	*	*
Grade 4			*	*	*	*	*
Grade 5	*	*	*	*			*
All Grades	19	35.85	27	50.94	*	*	53

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
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*			11
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
All Grades	26	49.06	25	47.17	*	*	53

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

Will Rogers Elementary School

Funding Source: District Funded

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Coaching & PD	5800: Professional/Consulting Services And Operating Expenditures	\$10,000.00	Mathematics	UCLA Math Coaching - Work with Meghan Franke's math coaches to provide professional development and coaching support for writing in mathematics, particularly with Cognitively Guided Instruction (CGI).
Workshop Model	None Specified	\$33,000.00	Mathematics	Teachers College Professional Development
Teachers College Professional Development	5800: Professional/Consulting Services And Operating Expenditures	\$33,000.00	English Language Arts	Workshop model of ELA instruction- Teachers will receive 10 days of professional development from Teachers College staff developers in order to refine workshop model practices.

District Funded Total Expenditures: \$76,000.00

District Funded Allocation Balance: \$0.00

Funding Source: Parent-Teacher Association (PTA)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Per student license cost	4000-4999: Books And Supplies	\$5,400.00	English Language Arts	Lexia is a Tier II reading intervention used in grades K-2.

Parent-Teacher Association (PTA) Total Expenditures: \$5,400.00

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

Will Rogers Elementary School

Funding Source: Stretch Grant (Ed Foundation)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Spring Event	0000: Unrestricted	\$500.00	Parent Engagement/Satisfaction	Spring Community Event - The spring event at the end of the year culminates our learning for the year and is a collaborative event among teachers, parents, and students--both school and PTA. It's both a event and a celebration.
Music Rhapsody	5800: Professional/Consulting Services And Operating Expenditures	\$15,000.00	Parent Engagement/Satisfaction	Music education in Grades TK-2 Music education is very important to our community. Research finds that early education in music enhances reading and mathematics development.
1/2 time PE Coach	None Specified	\$30,000.00	Parent Engagement/Satisfaction	School will hire a half-time P.E. coach, which will create common planning time for teachers and provide further supervision on the yard at lunch and recess. Coach will develop sports leagues during lunch recess to keep recess safe and engaging for students.
HOS	2000-2999: Classified Personnel Salaries	\$11,500.00	Parent Engagement/Satisfaction	Health Office Specialist - 1/2 time - to provide a safe environment for all students.

Stretch Grant (Ed Foundation) Total Expenditures: \$57,000.00

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

Funding Source: Title I 17-18 Allocation

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Collaborative Planing Time	1000-1999: Certificated Personnel Salaries	\$6,000.00	English Language Arts	Summer Collaborative Planning Teachers receive six ours of collaborative during the summer to plan instruction and assessment in ELA, with the focus on writing.

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Title I 17-18 Allocation Total Expenditures: \$6,000.00

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

Funding Source: Title I 18-19 Allocation

\$220,681.33 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Printing	4000-4999: Books And Supplies	\$2,000.00	Parent Engagement/Satisfaction	<p>School Communication-</p> <p>School will send regular correspondence to inform parents of what's happening in the school. School will use make robo-calls when necessary. Teachers will send regular newsletters.School provides Wednesday folders.</p> <p>Teacher schedule formal conferences with parents to discuss progress. Teachers and administrators will schedule meetings with parents as needed.</p> <p>School hosts and back-to-school night and open house to inform parents of school programs and student progress.</p>
School Smarts -	5000-5999: Services And Other Operating Expenditures	\$250.00	Parent Engagement/Satisfaction	<p>Parent Engagement -</p> <p>School will engage in a number of parent education activities that encourage involvement in their children's education at a variety of levels.</p>
Grade Level Parent Education Events - Teachers 6 hours per year for parent engagement events. 26 teachers. @ \$42 per hour.	1000-1999: Certificated Personnel Salaries	\$6,600.00	Parent Engagement/Satisfaction	<p>Parent Engagement -</p> <p>School will engage in a number of parent education activities that encourage involvement in their children's education at a variety of levels.</p>
Childcare - parenting classes, etc.	0001-0999: Unrestricted: Locally Defined	\$2,000.00	Parent Engagement/Satisfaction	<p>Parent Engagement -</p> <p>School will engage in a number of parent education activities that encourage involvement in their children's education at a variety of levels.</p>

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Sub coverage	1000-1999: Certificated Personnel Salaries	\$6,000.00	English Language Arts	Workshop model of ELA instruction- Teachers will receive 10 days of professional development from Teachers College staff developers in order to refine workshop model practices.
	5800: Professional/Consulting Services And Operating Expenditures	\$2,500.00	English Language Arts	Staff development for writing
Professional Book Club Books	4000-4999: Books And Supplies	\$1,000.00	English Language Arts	PLC Focus: Writing Teachers will work in grade level teams and school level teams to examine student writing, assessment data, student work, and observational data to ensure that instruction leads to expected student learning outcomes.
Subs	1000-1999: Certificated Personnel Salaries	\$3,759.00	English Language Arts	STEM STEM coach will collaborate with classroom teachers to implement "Writing in Science" strategies. STEM coach will work with teachers to identify reading materials and activities that support ELA standards. Subs for learning walks, planning time, and assessments.
	1000-1999: Certificated Personnel Salaries	\$4,200.00	Mathematics	School Year Collaborative Planning Teachers receive up to five hours of collaborative planning during the school year to design instruction and assessment in mathematics, focusing on writing in mathematics.
4 Instructional Assistants	2000-2999: Classified Personnel Salaries	\$60,000.00	English Language Arts	Differentiated Instruction/Response to Intervention - Provided targeted reading instruction to students at their specific reading levels. Regularly analyze data to adjust targeted instruction and instructional groups. Depending on need, this may include after-school intervention in reading.
After School Intervention	1000-1999: Certificated Personnel Salaries	\$9,000.00	Mathematics	RTI/Differentiated Instruction - Teachers will use research-based strategies to differentiate learning in mathematics to meet the needs of all learners.
Supplemental Math Materials	4000-4999: Books And Supplies	\$6,277.26	Mathematics	RTI/Differentiated Instruction - Teachers will use research-based strategies to differentiate learning in mathematics to meet the needs of all learners.
ST Math	4000-4999: Books And Supplies	\$4,000.00	Mathematics	RTI/Differentiated Instruction - Teachers will use research-based strategies to differentiate learning in mathematics to meet the needs of all learners.
Freckle	4000-4999: Books And Supplies	\$7,625.00	Mathematics	RTI/Differentiated Instruction - Teachers will use research-based strategies to differentiate learning in mathematics to meet the needs of all learners.

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STEM Notebooks	4000-4999: Books And Supplies	\$1,500.00	Mathematics	STEM Materials- We will purchase STEM notebooks for all students, TCI subscriptions.
TCI	4000-4999: Books And Supplies	\$864.00	Mathematics	STEM Materials- We will purchase STEM notebooks for all students, TCI subscriptions.
Collaborative Summer Planning Time	1000-1999: Certificated Personnel Salaries	\$6,000.00	Mathematics	Summer Collaborative Planning- Teachers receive six hours of collaborative planning during the summer to design instruction and assessment in mathematics, focusing on writing in mathematics.
Subs, Consultant	5800: Professional/Consulting Services And Operating Expenditures	\$5,000.00	Parent Engagement/Satisfaction	Professional Development in Responsive Classroom and to continue to provide a full social curriculum that promotes a safe and healthy learning environment for students, parents, and teachers.
Pali Camp	None Specified	\$5,000.00	Parent Engagement/Satisfaction	Pali Camp Scholarships - We will offer up to \$5,000.00 in scholarships so that all fifth graders can attend science camp.
	1000-1999: Certificated Personnel Salaries	\$1,000.00	Parent Engagement/Satisfaction	Teacher Leadership Development - Provide opportunities for teachers to grow as school leaders through opportunities to preside as administrator at IEPs and serve as admin on duty at school events.
	5800: Professional/Consulting Services And Operating Expenditures	\$1,000.00	Parent Engagement/Satisfaction	Safety presentations from Pattie Fitzgerald from Safelyeverafter.com
Custodial Staff	2000-2999: Classified Personnel Salaries	\$500.00	Parent Engagement/Satisfaction	Beautification Day - school provide a custodian for PTAs two school beautification days.
Sub costs	1000-1999: Certificated Personnel Salaries	\$6,241.00	English Language Arts	Subs for learning Walks, Planning time, and Assessments to support focus in Writing in all subjects.

Title I 18-19 Allocation Total Expenditures: \$142,316.26

Title I 18-19 Allocation Allocation Balance: \$78,365.07

Will Rogers Elementary School Total Expenditures: \$286,716.26