

The School Plan for Student Achievement

School: Roosevelt Elementary School
CDS Code: 19-64980-6022610
District: Santa Monica-Malibu Unified School District
Principal: Lynda Holeva
Revision Date: October 2018

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

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

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

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School Mission Statement

Roosevelt Elementary School's Vision and Mission Statements

Shared Vision: We are an inclusive community that inspires and empowers all learners to pursue excellence with compassion and integrity.

Mission Statement: Roosevelt is a diverse community that values each individual. We are dedicated to using best practices to engage students to become enthusiastic, lifelong learners and confident, global citizens. We cultivate academic achievement, positive character traits, and independent, creative thinking. With kindness, trust, and respect, we set high expectations and commit to bringing out the best in ourselves and others.

School Profile

Roosevelt Elementary School is a large school located a few short blocks from the beach on Montana Avenue in Santa Monica. 11% of our population is socio-economically disadvantaged and 27% of our population is other than White. Roosevelt was recognized as a California Distinguished School in 2014. We are a public elementary school serving 768 students in grades TK-5. Our TK-3rd Grade classes have an average of 24 students each, and our fourth and fifth grade classes have an average of 28 students each. In addition to our regular education program, we offer classes in special education, occupational therapy, English as a Second Language (ESL), Specialized Academic Instruction (SAI), counseling, and Speech Language Services. During Student Study Team (SST) meetings we offer Leveled Literacy Intervention (LLI) support, social skills groups, group and individual counseling. Our high-achieving students are served within the regular classroom through differentiated instruction. All students receive enrichment in music and fine arts instruction.

Roosevelt maintains a staff of 32 credentialed general education classroom teachers and four special education teachers. Additionally, we have a registered nurse three days a week, two health office assistants five days a week, one full-time psychologist, and two part-time counselors/social workers. Roosevelt has one full-time speech therapist, one 80% occupational therapist, one 80% English Language Interventionist, ten part-time instrumental and vocal music teachers, and one full-time literacy coach, with two part-time literacy instructional assistants. We also have 15 instructional classroom assistants, 17 special education assistants, three physical education instructors, three full-time office staff members, three full-time and one part-time custodial staff, three cafeteria assistants, five child development teachers, four child care instructional assistants, one library coordinator and one computer technician.

The school administration and staff work together to improve student achievement through professional development, Professional Learning Communities (PLC), and collaboration time. Our focus is on the growth of the whole child which includes their academic, social and emotional development. We are also focused on family and community engagement, and implementing a culture of equity and access for all.

Roosevelt Elementary School has an active Parent Teacher Association (PTA), as well as an enthusiastic volunteer program. Parents support every aspect of our educational program and provide generous funding for many school-wide projects. Our School Site Council meets regularly with a membership that includes parents, teachers, and support staff. Our parents are active in assisting in our classrooms as well as assisting in developing and maintaining our anti-bullying program, and promoting school spirit.

SPSA Executive Summary with SLT Plan Narrative

Data from state, district, and teacher assessments are used to inform instruction and develop programs to meet the needs of all students. Teachers use Fountas and Pinnell Reading Assessment, FastBridge, CAASPP, Teachers College (TC) Reading and Writing Workshop rubrics and Cognitively Guided Instruction (CGI) assessments along with teacher created formative assessments to inform instruction. All students are assessed regularly during class instruction and classroom testing. Students are grouped in order to re-teach skills or modify instruction regularly. Groups can be based on skill or on level, or may be grouped in multi-level groups. Data is consistently reviewed and teachers modify their instruction to meet student needs. Teachers collaborate twice a month in grade levels and PLC to analyze data, examine student work samples, and develop plans for instruction and student progress.

Our Roosevelt Leadership Team is comprised of one Literacy Coach, one SAI teacher, one looping teacher for 1st and 2nd grade, one looping teacher for 2nd and 3rd grade, and one fifth grade teacher as well as the principal and assistant principal. Our Site Leadership Team (SLT) meets at least once a month to analyze data, review implementation plans for our Strategic Focus, and plan and deliver professional development for staff. Our school-wide focus for the 2018-2019 school year is student use of evidence-based arguments verbally and in writing throughout the school year in multiple subject areas. Our goal is that by the end of the year in 2019, all students will grow one or more levels (from their writing rubric baseline) as shown on rubrics that measure student use of evidence-based arguments. Our SLT, along with certificated and classified staff members, have worked collaboratively to develop our Shared Vision, Mission Statement, Strategic Focus and Implementation Plan.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Content Area Achievement- Writing

District LCAP Goal 1:

All graduates are ready for college and careers.

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

CAASPP Data in ELA and Math, Student Work Samples

2017-18 Smarter Balanced Performance Summary

Math (Summative): All Grades

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

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

Overall Score Levels

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

Claim Score Levels

- Above Standard
- Near Standard
- Below Standard
- No score/Not taken

Generated on 10/16/2018 by Illuminate Education

Overall Performance: 385 Students Tested MATH ALL

Achievement Standard	Percentage	Number of Students
4 (Met)	51.4%	198
3 (Met)	24.9%	96
2 (Not Met)	13.2%	51
1 (Not Met)	10.4%	40

76% 294 Students (Met Achievement Standard)

24% 91 Students (Not Met Achievement Standard)

Average Distance from Level 3: +49

Distance from Level 3 calculates only includes students in grades 3-5 for the roster year that took the test. Distance from Level 3 (DF3) measures how far each student is from the Level 3 (Standard Met) Smarter Balanced performance level.

Claim Performance: Percent of Students at Each Level

Claim Level	Percent of Students
Above Standard	59.0%
Near Standard	25.5%
Below Standard	15.6%

Concept	Above Standard	Near Standard	Below Standard
Concepts & Procedures	59.0%	25.5%	15.6%
Problem Solving & Modeling/Data	51.2%	35.3%	13.5%
Communicating Reasoning	51.2%	38.7%	10.1%

Calculations include students tested out of district. ADDITIONAL FILTERS APPLIED: Students: All Students; Add Student Group: All Students

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11/13/18

2016-17 Smarter Balanced Performance Summary

Math: All Grades Tested

Site: ROOSEVELT ELEMENTARY
 Roster Date: 16-17 | Yearlong 2017
 Grade Levels: All
 English Proficiencies: All
 Reported Race: All Reported Races
 Gender(s): Male & Female
 Special Education: Special & Non Special
 Socio-Economic: SED & Not SED

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

Overall Score Levels

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

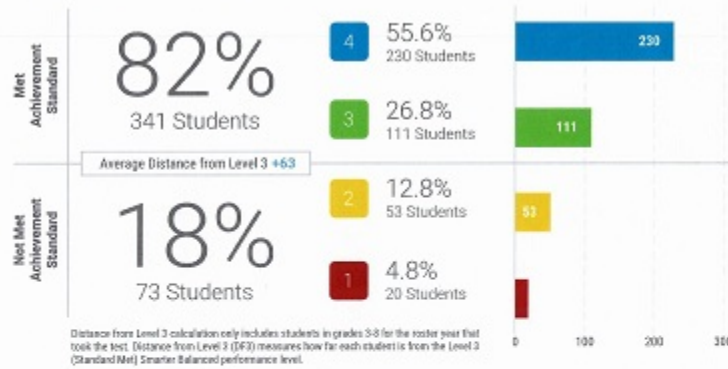
Claim Score Levels

- Above Standard
- Near Standard
- Below Standard
- No score/Not taken

Generated on 05/14/2017 by Illuminate Education

Math - ALL

Overall Performance: 414 Students Tested



Claim Performance: Percent of Students at Each Level



Calculations include students tested out of district. ADDITIONAL FILTERS APPLIED. Students: All Students. All Student Group: All Students

2016-17 Smarter Balanced Performance Summary

ELA: All Grades Tested

Site: ROOSEVELT ELEMENTARY
 Roster Date: 16-17 | Yearlong 2017
 Grade Levels: All
 English Proficiencies: All
 Reported Race: All Reported Races
 Gender(s): Male & Female
 Special Education: Special & Non Special
 Socio-Economic: SED & Not SED

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

Overall Score Levels

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

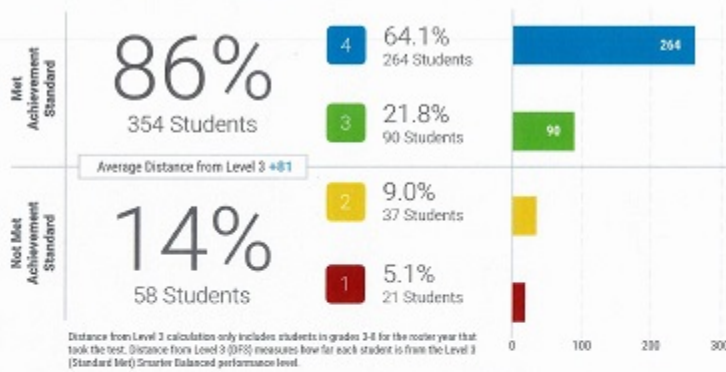
Claim Score Levels

- Above Standard
- Near Standard
- Below Standard
- No score/Not taken

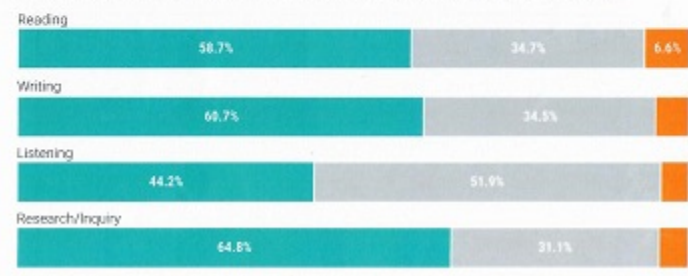
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ELA - ALL

Overall Performance: 412 Students Tested



Claim Performance: Percent of Students at Each Level



Calculations include students tested out of district. ADDITIONAL FILTERS APPLIED: Students: All Students Add Student Group: All Students

2017-18 Smarter Balanced Performance Summary

ELA (Summative): All Grades

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

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

Overall Score Levels

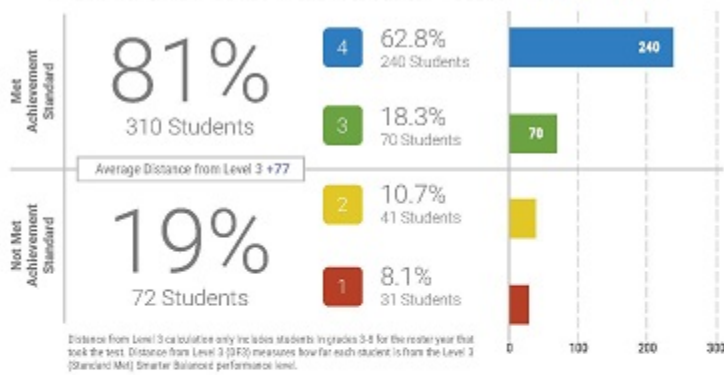
- 4 Standard Exceeded
- 3 Standard Met
- 2 Standard Nearly Met
- 1 Standard Not Met

Claim Score Levels

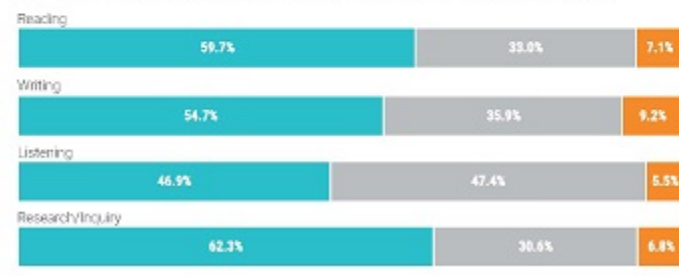
- Above Standard
- Near Standard
- Below Standard
- No score/Not taken

Generated on 10/16/2018 by Illuminate Education

Overall Performance: 382 Students Tested ELA - ALL



Claim Performance: Percent of Students at Each Level



Calculations include students tested out of district. ADDITIONAL FILTERS APPLIED: Students: All Students; Add Student Group: All Students

How the school will measure progress toward this goal

Students will use evidence based arguments verbally and in writing throughout the school year and in multiple subject areas. By the end of 2019, students will move two levels in their TC Writing Workshop rubric that measures students' use of evidence based arguments.

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Literacy Coach and LLI will continue to train instructional assistants on site in LLI to address the needs of Tier 3 students	August 2018-ongoing	Literacy Coach and LLI	Instructional Assistant PD	None Specified	Other	0
			Professional Development	5800: Professional/Consulting Services And Operating Expenditures	District Funded	0
Literacy Coach will attend ongoing professional development provided	November 2018	Literacy Coach Principal/Amy				

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
by SMMUSD. Instructional Assistants for all K-2nd Grade Teachers	August 2018-ongoing	Teplin Principal	Instructional Assistants	2000-2999: Classified Personnel Salaries	District Funded	135000.
Send Teachers to TC Reading, Writing and Phonics Workshops Send Teachers to Cotsen Foundation Workshops	August 2018-ongoing	Principal Teachers Literacy Coach	Substitutes	5800: Professional/Consulting Services And Operating Expenditures	District Funded	3600.00
			Workshops	5800: Professional/Consulting Services And Operating Expenditures	District Funded	4800.00
Develop Strategic Focus Implementation Plan to reflect priorities in evidence based arguments.	August 2018-ongoing	SLT Team, Teachers	Staff PD	None Specified	Other	0
Purchase additional new TC Reading and Writing Units of Study for Literacy Coach and new teachers (phonics units for TK-2nd)	September 2018	Literacy Coach/ Principal	Books and materials	4000-4999: Books And Supplies	Site Formula Funds	3000.00
			Books and materials	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	6,682.00
Leveled Library Books for classrooms	September 2018-ongoing	Principal, Teachers, Literacy Coach	Books and materials	4000-4999: Books And Supplies	Site Formula Funds	1000.00
Schedule two half-day release times for Grade Level planning in TC Readers and Writers Workshop Units	August 2018-May 2019	Principal/Grade-level Leaders	Substitutes	1000-1999: Certificated Personnel Salaries	District Funded	7200.
3-Day TC Writers Workshop Staff Developer PD for Fall 2018 and Spring 2019	2018-2019 School Year	Principal	Staff PD	5800: Professional/Consulting Services And Operating Expenditures	Stretch Grant (Ed Foundation)	42,000.

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Substitutes	1000-1999: Certificated Personnel Salaries	District Funded	16,800.
Purchase books, technology, and supplies for library.	2018-2019 School Year	Principal	Books	4000-4999: Books And Supplies	Lottery: Instructional Materials	3791.00
			Books	4000-4999: Books And Supplies	American Book Drive	2530.00
			Supplies	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	500.00
Allocate additional Grade-level and PLC time to examine student writing samples across the curriculum to norm within grade level for vertical alignment	Winter and Spring 2018-2019	Principal, Teachers, Literacy Coach	Substitutes	1000-1999: Certificated Personnel Salaries	District Funded	7,000.00
Provide Teacher release time for individual assessments (2 days per year)	Fall 2018 & Spring 2019	Principal/Teachers	Substitutes	1000-1999: Certificated Personnel Salaries	Stretch Grant (Ed Foundation)	14,000.00
Provide 15 days of IEP meeting release time for all special education and general education teachers	Fall 2018 - ongoing	Principal/Special Education and General Education teachers	Substitutes	1000-1999: Certificated Personnel Salaries	District Funded	3600.00
Provide Teacher release time for Data meetings with Literacy Coach	Fall 2018 & Spring 2019	Principal/Literacy Coach/Grade level Team Leaders	Substitutes	1000-1999: Certificated Personnel Salaries	Site Formula Funds	2800.00
Schedule Staff PDs for Math, Science, Social Studies, and ELA in evidence based writing using CGI assessments, TC writing assessment resources, and teacher created writing assessments	Winter and Spring 2018-19 school year.	Principal/SLT	Staff PD	None Specified	Other	0
Provide reading intervention during school hours for at risk students (Tier 3-English Learners (EL))	August 2018- ongoing	Principal, Instructional Assistants, Literacy Coach, Leveled	Reading Intervention	None Specified	Other	0
			Reading Intervention	None Specified	Other	0

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Literacy Interventionist				
Teachers will use TC Readers and Writers Workshop model in the classroom	August 2018-ongoing	Teachers, Principal, Ed Services, Literacy Coach	Instruction	None Specified	Other	0
K-2 Teachers will be trained and implement TC Phonics Units	August 2018-ongoing	Teachers, Literacy Coach, Principal	Materials	4000-4999: Books And Supplies	Site Formula Funds	
All students will work on vocabulary and spelling through the use of Words Their Way program and TC Phonics	August 2018 - ongoing	Teachers, Literacy Coach, Principal	Materials	4000-4999: Books And Supplies	Site Formula Funds	50.
Teachers will attend CGI Conferences/workshops	August 2018-ongoing	Principal, Teachers	Professional Development	5800: Professional/Consulting Services And Operating Expenditures	District Funded	
			Substitutes	1000-1999: Certificated Personnel Salaries	District Funded	
Technology Integration - state of the art technology will be used to meet the needs of diverse learners, which includes, but is not limited to, interactive boards, software, chrome books, and computers	August 2018-ongoing	Principal, Teachers	Tech Budget/Toner Supplies	None Specified	Parent-Teacher Association (PTA)	10,000.00
			Educational Software	None Specified	Parent-Teacher Association (PTA)	21813.00
Teacher Supplies	August 2018	Principal Teachers	Supplies and Materials	0001-0999: Unrestricted: Locally Defined	Site Formula Funds	4000.00
Curriculum Enhancement Money Teacher Supplies			Supplies and Materials	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	31,775.00

Total Expenditures for Goal 1

Goal Number	Total Expenditures
Goal 1	321,941.00

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Supporting English Learners
District LCAP Goal 2
English learners will become proficient in English while engaging in a rigorous, standards-aligned curriculum
Data and analysis used to form school-specific SMART goal(s)
Formative assessments including Running Records, FastBridge Data, SBAC Scores, Teacher created Assessments, percentage of English Learners (EL) making progress toward proficiency in English as measured by California English Language Development Test (CELDT) (see attachment), EL Reclassification rate (see attachment), student progress in SIPPS and/or English 3D.

CELDT AMAO Student List with Summary

Site: ROOSEVELT ELEMENTARY SCHOOL

Roster Date
Control Panel (11-07-2017)

CELDT Test Year Included: 2017

Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
Male & Female	All Reported Races	Special & Non Special	all	all

AMAO 1 - Percentage of English Learners Making Annual Progress in Learning English	
# of 2016-17 Annual CELDT Takers	36
# with Required Prior CELDT Scores	33
% with Required Prior CELDT Scores	91.7 %
# in Cohort Meeting Annual Growth Target	27
% Meeting AMAO 1 at District / Site	81.8 %
MET 2017 TARGET FOR AMAO 1 (Target=63.5%)	Yes

AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT			
Less than 5 Years Cohort		5 Years or More Cohort	
# of 2016-17 English Learners in Cohort	70	# of 2016-17 English Learners in Cohort	0
# in Cohort Attaining the English Proficient Level	35	# in Cohort Attaining the English Proficient Level	0
% in Cohort Attaining the English Proficient Level	50.0 %	% in Cohort Attaining the English Proficient Level	0.0 %
MET 2017 TARGET FOR AMAO 2 (Target=26.7%)	Yes	MET 2017 TARGET FOR AMAO 2 (Target=54.7%)	N/A

Title III of the No Child Left Behind Act (NCLB) Act provides funding to help English Learners (ELs) and immigrant students. Districts receiving funds must meet 3 Annual Measurable Achievement Objectives (AMAOs) each year. AMAO 1 requires EL students to show progress in attaining English proficiency, as measured by the California English Language Development Test (CELDT). AMAO 2 requires EL students to demonstrate Proficiency on the CELDT. AMAO 3 requires the EL subgroup to meet Adequate Yearly Progress (AYP) objectives at the District level: participation and proficiency in both ELA and Mathematics on the CAHSEE (grade 10) or STAR (all other grade levels). See the "CELDT and AYP: AMAOs and Title III Accountability" lesson for specifics on how AMAOs are calculated.

How the school will measure progress toward this goal

At least 75% of EL students will advance one performance level (1-5) on CELDT Assessment between fall 2017 and fall 2018.

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All students identified as English Learners according to the district Home Language Survey receive ELPAC Testing	August 2018-ongoing	Ed Services, Literacy Coach, Language Interventionist	CELDT Testing	None Specified		0
All students identified as EL receive designated and integrated classroom EL instruction based on their language needs.	August 2018-ongoing	Classroom Teachers, Literacy Coach, Language Interventionist	EL Instruction	None Specified		0
All teachers will participate in ongoing professional development in integrated and designated English Language Development (ELD) practices	Winter 2018-ongoing	Principal, SLT, Literacy Coach, Language Interventionist, Ed Services	Staff PD	None Specified		0
4th and 5th Grade students in danger of becoming Long Term English Learners (LTEL) will participate in the English 3D program	August 2018-ongoing	Literacy Language Interventionist, Ed Services	EL Student Support	4000-4999: Books And Supplies	District Funded	1500.
Roosevelt students who are newcomers to the language (CELDT Beginning Level), will receive support through our Literacy Coach and Literacy Interventionist, and access to all intervention software	August 2018-ongoing	Literacy Coach. Language Interventionist, Teachers, Ed Services	EL Student Support	None Specified		0.
Provide visuals and other EL supplies for all classrooms	August 2018-ongoing	Principal, Teachers	Books and supplies	4000-4999: Books And Supplies	District Funded	500.
Provide Digital Version of Words Their Way and Just Right Books to support language development	September 2018-ongoing	Literacy Coach, Teachers	Books and supplies	4000-4999: Books And Supplies	Site Formula Funds	50.

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Establish Professional Learning Communities (PLC) designated to addressing EL instruction and student learning through examining assessments and student work samples, and discussion	Winter 2018-ongoing	Principal, Literacy Coach, Language Interventionist, Teachers	PLC for EL Instruction	None Specified		0.
All classrooms will have sentence frames displayed and available to students to support academic discourse across the curriculum	Winter 2018-ongoing	Teachers, Literacy Coach	Instructional Student Support	None Specified		0.

Total Expenditures for Goal 2

Goal Number	Total Expenditures
Goal 2	2,050.00

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: School Climate and Culture
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)
Parent Attendance sign-in sheets for Parent Volunteer Trainings and Anti-Bullying trainings for 2018-2019, Parent Volunteer and event sign-in logs, agendas, notes, attendance logs from Coffee with the Principal, Stand By Me committee meeting agendas and notes, Office Referrals for August 2018 - December 2018, number of Discipline Referrals, number of suspensions for 2018, anecdotal records/pictures, School wide event fliers, 2018 Olweus Student Survey Data
How the school will measure progress toward this goal
An increase in a positive school climate and family participation in school events as measured by attendance logs for volunteers and school site events, Olweus Anti-Bullying Survey, and 2017 Parent School Climate Survey

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of Cool Tools: A conflict resolution program that teaches students the skills needed to build and repair relationships with peers. Each classroom has a Cool Tools kit and teachers deliver lessons related to various tools for conflict management. All parent volunteers are required to take a class on the	2018-ongoing	All staff	Supplies	4000-4999: Books And Supplies	Site Formula Funds	450.00

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Cool Tools program prior to being cleared as a parent volunteer. This ensures the tools and language for conflict management are being used by all adults who support students at school. In addition, all student support staff including P.E. Coaches, Instructional Assistants, and Noon Duty Supervisors are provided with Cool Tools training to ensure consistency of approach and common language to all our students when problem solving social conflict						
Implementation of Character Book of the Month Program: Students in every classroom K-5 read a book related to building positive character traits. Teachers deliver lessons to connect the traits reflected in the text to their daily lives here at school and students are encouraged to visit local libraries to check out monthly character book to read at home with their families. This year is Cycle 4 of 6 cycles. The program includes the following titles and character traits: August: Cool Tools September: Respect October: Kindness Nov.-Dec. Citizenship Jan./Feb.: Cooperation March-April: Honesty	August 2018-ongoing	Teachers, Support Staff, Principal, Families	Ongoing Book Replacement	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	500.00

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
May-June: Perseverance						
<p>Olweus Anti-Bullying Prevention Program (Stand By Me): 2018-2019 marks the 8th school year of implementing this anti-Bullying program at Roosevelt. This program works to empower the bystander to recognize and react to signs of bullying. Each student is taught the four rules of anti-bullying at Roosevelt. They are:</p> <p>Rule #1: At Roosevelt, my friends Stand By Me. We do not bully others.</p> <p>Rule #2: We will try to help other students who are being targeted, hurt, or bullied.</p> <p>Rule 3#: We will help all students that are not being included.</p> <p>Rule #4: When we know that someone is being targeted, hurt, or bullied, we will tell an adult at school and an adult at home.</p> <p>Send staff to Olweus Anti-Bullying district training</p>	August 2018-ongoing	All Staff, SAMOHI Theater Dept. Students, Principal	<p>Olweus Materials / Assemblies</p> <p>Substitutes</p> <p>Substitutes</p>	<p>4000-4999: Books And Supplies</p> <p>None Specified</p> <p>2000-2999: Classified Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Site Formula Funds</p> <p>Other</p> <p>District Funded</p> <p>District Funded</p>	<p>600.00</p> <p>400.00</p>
1. A Cyber Bullying Assembly for parents, and 4th and 5th grades	Fall 2018	PTA	1. Professional Resource	None Specified	Parent-Teacher Association (PTA)	2500.00

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. The Stand By Me Committee is composed of teachers from both primary and upper grades, two P.E. coaches, the Principal and Assistant Principal. This committee develops/monitors school-wide implementation of the Olweus Anti-Bullying Program, Cool Tools Parent Volunteer Training, School-Wide Rules Assemblies, School Spirit Assemblies, alternative recess activities, and Grade Level Barbecue Lunches	August 2018-ongoing	Principal Teachers Parents Coaches				
Provide alternative recess activities and grade level barbecue picnic lunches. The Stand By Me Committee provides a regular schedule of alternative recess activities (eg. Lego building station) for students of varying interests. The addition of these activities will reduce lunchtime conflicts and support relationship building around common interests. It will also support different scenarios in which students can use their creativity and foster new friendships. The addition of these shared experiences will bring a small school feel to a large student body. TK and Kindergarten are also included in these activities.	2018-ongoing	Parent Volunteers Teachers Principal Support Staff	Alternative Lunch Activities	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	200.00

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide counseling in small groups and one-on-one for students in need of support. Counseling focuses on social skills and coping with family changes. We offer a total of 15 hours a week of counseling services to our students in all grade levels. 10 hours are provided by The Women's Center and 5 hours are provided by SMMUSD.	2018-2019 School Year	Principal/Assistant Principal	Counseling	5800: Professional/Consulting Services And Operating Expenditures	District Funded	
ELAC: English Language Advisory Committee provides support for families in which English is a second language. Meetings are held four times a year to inform families of school-wide events, free instructional technology programs, school information, community resources, and to field questions.	All year	Community Liaison/Assistant Principal	ELAC Support	5800: Professional/Consulting Services And Operating Expenditures	Site Formula Funds	600.00
School Spirit Assemblies promote school spirit in a variety of ways including singing our new school song, messaging Cool Tool and anti-bullying strategies, promoting Character of the Month Traits, Student Performances, and promoting attendance to site-based special events for families	2018-Ongoing	Site Administrators, Teachers, Students, Families, Support Staff	Spirit Assemblies	None Specified		0.
PTA School Smarts Parent Academy supports families in becoming familiar with our school site operations and district operations. Parents develop their leadership skills for participation in school-based decision making, activities and events.	2018-Ongoing	Community Liason, Principal, Literacy Coach	School Smarts Parent Academy	5000-5999: Services And Other Operating Expenditures	Parent-Teacher Association (PTA)	1500.

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PTA meetings and community - building events held at least three times a month throughout the school year	2018-Ongoing	PTA Executive Board, Principal	School Events	None Specified	Parent-Teacher Association (PTA)	0.
Parent Volunteer Safety Committee established and is a sub committee of the Site Governance Committee with a Site Governance member to chair the Safety Committee.	2018-2019	Site Governance Committee, Principal	Committee	None Specified	Site Formula Funds	0.

Total Expenditures for Goal 3

Goal Number	Total Expenditures
Goal 3	6,750.00

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
Gerardo Rodriguez			X		
Nili Berukhim		X			
Mike Ostrom		X			
Lynda Holeva	X				
Mara Chenik		X			
Dana DeGregorio		X			
Jennifer Cowan				X	
Damian Carville				X	
Grace Shu				X	
Joyce Shen				X	
Mollie Esposito				X	
Debbie Stern, Pro Tem			X		
Numbers of members of each category:	1	4	2	5	

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

Recommendations and Assurances

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

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

X English Learner Advisory Committee

District/School Liaison Team for schools in Program Improvement

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

Debbie Stern

Signature

Signature

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on October 18, 2018.

Attested:

Lynda Holeva

Typed Name of School Principal

Lynda Holeva

Signature of School Principal

10/18/18

Date

Dana DeGregorio

Typed Name of SSC Chairperson

Dana DeGregorio

Signature of SSC Chairperson

10/18/18

Date

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
American Book Drive	2530.00	0.00
Title II (Teacher Improvement)	0	0.00
Site Formula Funds	58,737.00	46,787.00
Stretch Grant (Ed Foundation)	85,507.00	29,507.00
Lottery: Instructional Materials	9788.00	5,997.00
Parent-Teacher Association (PTA)		
District Funded		

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
American Book Drive	2,530.00
District Funded	181,000.00
Lottery: Instructional Materials	3,791.00
Other	0.00
Parent-Teacher Association (PTA)	75,470.00
Site Formula Funds	11,950.00
Stretch Grant (Ed Foundation)	56,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	4,000.00
1000-1999: Certificated Personnel Salaries	51,800.00
2000-2999: Classified Personnel Salaries	135,600.00
4000-4999: Books And Supplies	52,528.00
5000-5999: Services And Other Operating Expenditures	1,500.00
5800: Professional/Consulting Services And Operating	51,000.00
None Specified	34,313.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
None Specified		0.00
4000-4999: Books And Supplies	American Book Drive	2,530.00
1000-1999: Certificated Personnel Salaries	District Funded	35,000.00
2000-2999: Classified Personnel Salaries	District Funded	135,600.00
4000-4999: Books And Supplies	District Funded	2,000.00
5800: Professional/Consulting Services And	District Funded	8,400.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	3,791.00
None Specified	Other	0.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	39,657.00
5000-5999: Services And Other Operating	Parent-Teacher Association (PTA)	1,500.00
None Specified	Parent-Teacher Association (PTA)	34,313.00
0001-0999: Unrestricted: Locally Defined	Site Formula Funds	4,000.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	2,800.00
4000-4999: Books And Supplies	Site Formula Funds	4,550.00
5800: Professional/Consulting Services And	Site Formula Funds	600.00
None Specified	Site Formula Funds	0.00
1000-1999: Certificated Personnel Salaries	Stretch Grant (Ed Foundation)	14,000.00
5800: Professional/Consulting Services And	Stretch Grant (Ed Foundation)	42,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	321,941.00
Goal 2	2,050.00
Goal 3	6,750.00

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	150	136	113	142	130	106	142	130	106	94.7	95.6	93.8
Grade 4	138	147	144	128	141	138	128	141	138	92.8	95.9	95.8
Grade 5	144	145	147	139	141	136	139	140	136	96.5	97.2	92.5
All Grades	432	428	404	409	412	380	409	411	380	94.7	96.3	94.1

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

Overall Achievement for 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	2502.0	2505.5	2477.4	59	62.31	56.60	22	23.08	16.98	14	9.23	16.04	5	5.38	10.38
Grade 4	2557.8	2563.5	2567.0	72	71.63	73.91	13	16.31	12.32	9	9.22	7.97	7	2.84	5.80
Grade 5	2600.3	2581.2	2590.4	63	57.86	57.35	25	26.43	25.74	6	8.57	9.56	6	7.14	7.35
All Grades	N/A	N/A	N/A	65	63.99	63.16	20	21.90	18.42	10	9.00	10.79	6	5.11	7.63

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	60	60.77	52.83	33	31.54	39.62	7	7.69	7.55			
Grade 4	58	61.70	60.87	34	34.75	34.78	8	3.55	4.35			
Grade 5	61	53.57	64.71	32	37.86	26.47	7	8.57	8.82			
All Grades	60	58.64	60.00	33	34.79	33.16	7	6.57	6.84			

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	56.92	40.57	42	37.69	47.17	8	5.38	12.26
Grade 4	69	61.70	64.49	21	35.46	28.26	10	2.84	7.25
Grade 5	70	63.57	56.62	24	30.00	35.29	6	6.43	8.09
All Grades	63	60.83	55.00	29	34.31	36.05	8	4.87	8.95

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	48	42.31	43.40	48	54.62	49.06	5	3.08	7.55
Grade 4	45	50.35	47.83	48	46.10	50.00	8	3.55	2.17
Grade 5	56	40.00	49.26	40	55.00	43.38	4	5.00	7.35
All Grades	50	44.28	47.11	45	51.82	47.37	6	3.89	5.53

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	51	65.38	50.94	43	31.54	37.74	6	3.08	11.32
Grade 4	59	65.96	68.84	34	31.21	27.54	7	2.84	3.62
Grade 5	76	63.57	65.44	22	30.00	28.68	3	6.43	5.88
All Grades	62	64.96	62.63	33	30.90	30.79	5	4.14	6.58

Conclusions based on this data:

1.

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	150	136	113	142	130	106	140	130	106	94.7	95.6	93.8
Grade 4	138	147	144	133	141	138	133	141	138	96.4	95.9	95.8
Grade 5	144	145	147	138	141	140	138	141	140	95.8	97.2	95.2
All Grades	432	428	404	413	412	384	411	412	384	95.6	96.3	95

* 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	2487.0	2504.3	2457.8	41	54.62	38.68	39	32.31	26.42	15	9.23	17.92	5	3.85	16.98
Grade 4	2538.6	2553.5	2550.8	48	56.74	54.35	29	27.66	28.99	16	12.77	9.42	7	2.84	7.25
Grade 5	2594.1	2579.6	2583.9	66	56.03	58.57	15	19.15	20.00	12	17.02	13.57	7	7.80	7.86
All Grades	N/A	N/A	N/A	52	55.83	51.56	28	26.21	25.00	14	13.11	13.28	6	4.85	10.16

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	60	72.31	48.11	31	19.23	27.36	9	8.46	24.53			
Grade 4	60	73.05	64.49	26	19.86	23.91	14	7.09	11.59			
Grade 5	72	64.54	62.14	16	24.11	25.71	12	11.35	12.14			
All Grades	64	69.90	59.11	25	21.12	25.52	11	8.98	15.36			

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	54	62.31	43.40	41	33.08	35.85	5	4.62	20.75
Grade 4	51	61.70	54.35	38	33.33	36.96	11	4.96	8.70
Grade 5	62	56.03	54.29	28	32.62	33.57	10	11.35	12.14
All Grades	56	59.95	51.30	36	33.01	35.42	9	7.04	13.28

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	56	63.85	37.74	40	31.54	48.11	4	4.62	14.15
Grade 4	59	63.12	63.04	32	30.50	31.16	9	6.38	5.80
Grade 5	54	53.90	50.00	39	34.75	39.29	7	11.35	10.71
All Grades	57	60.19	51.30	37	32.28	38.80	6	7.52	9.90

Conclusions based on this data:

1.

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 4	1			1			1			100		
Grade 5		*			*			*				
All Grades	1	*		1	*		1	*		100		

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

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

Conclusions based on this data:

- 1.

School and Student Performance Data

CAASPP Results (American Indian)

Mathematics

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (Asian)

English Language Arts/Literacy

Overall Participation for Asian												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	*	*	11	*	*	11	*	*	91.7		
Grade 4	13	*	12	12	*	12	12	*	12	92.3		100
Grade 5	14	13	*	13	12	*	13	12	*	92.9	92.3	
All Grades	39	32	34	36	31	32	36	31	32	92.3	96.9	94.1

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

Overall Achievement for Asian															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2511.2	*	*	55	*	*	27	*	*	18	*	*	0	*	*
Grade 4	2568.5	*	2553.8	75	*	75.00	8	*	8.33	17	*	8.33	0	*	8.33
Grade 5	2614.5	2598.4	*	69	66.67	*	8	8.33	*	15	16.67	*	8	8.33	*
All Grades	N/A	N/A	N/A	67	80.65	68.75	14	9.68	12.50	17	6.45	12.50	3	3.23	6.25

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	82	*	*	18	*	*	0	*	*	
Grade 4	58	*	50.00	42	*	50.00	0	*	0.00	
Grade 5	69	75.00	*	8	8.33	*	23	16.67	*	
All Grades	69	77.42	56.25	22	16.13	37.50	8	6.45	6.25	

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	45	*	*	55	*	*	0	*	*
Grade 4	67	*	58.33	33	*	33.33	0	*	8.33
Grade 5	85	58.33	*	8	41.67	*	8	0.00	*
All Grades	67	74.19	59.38	31	25.81	34.38	3	0.00	6.25

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	27	*	*	73	*	*	0	*	*
Grade 4	42	*	33.33	58	*	58.33	0	*	8.33
Grade 5	77	50.00	*	8	33.33	*	15	16.67	*
All Grades	50	54.84	43.75	44	38.71	46.88	6	6.45	9.38

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	*	*	55	*	*	0	*	*
Grade 4	67	*	66.67	25	*	25.00	8	*	8.33
Grade 5	69	75.00	*	31	16.67	*	0	8.33	*
All Grades	61	83.87	68.75	36	12.90	21.88	3	3.23	9.38

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	12	*	*	11	*	*	11	*	*	91.7		
Grade 4	13	*	12	13	*	12	13	*	12	100		100
Grade 5	14	13	11	13	12	11	13	12	11	92.9	92.3	100
All Grades	39	32	34	37	31	33	37	31	33	94.9	96.9	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 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	2509.6	*	*	64	*	*	36	*	*	0	*	*	0	*	*
Grade 4	2542.4	*	2566.6	46	*	66.67	31	*	25.00	15	*	8.33	8	*	0.00
Grade 5	2623.0	2593.0	2595.8	77	50.00	81.82	15	25.00	0.00	0	16.67	9.09	8	8.33	9.09
All Grades	N/A	N/A	N/A	62	67.74	69.70	27	19.35	15.15	5	9.68	12.12	5	3.23	3.03

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	73	*	*	27	*	*	0	*	*	
Grade 4	46	*	83.33	38	*	16.67	15	*	0.00	
Grade 5	85	58.33	81.82	8	25.00	9.09	8	16.67	9.09	
All Grades	68	77.42	78.79	24	16.13	15.15	8	6.45	6.06	

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	73	*	*	27	*	*	0	*	*
Grade 4	62	*	58.33	23	*	41.67	15	*	0.00
Grade 5	77	58.33	63.64	15	33.33	27.27	8	8.33	9.09
All Grades	70	74.19	54.55	22	19.35	39.39	8	6.45	6.06

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	82	*	*	18	*	*	0	*	*
Grade 4	54	*	75.00	38	*	25.00	8	*	0.00
Grade 5	77	58.33	54.55	15	25.00	27.27	8	16.67	18.18
All Grades	70	64.52	66.67	24	29.03	24.24	5	6.45	9.09

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (African American)

English Language Arts/Literacy

Overall Participation for Black or African American												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	*	*	6	*	*	6	*	*	85.7		
Grade 4	9	*	*	8	*	*	8	*	*	88.9		
Grade 5	8	*	*	7	*	*	7	*	*	87.5		
All Grades	24	17	*	21	16	*	21	16	*	87.5	94.1	

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

Overall Achievement for Black or African American															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	62	43.75	*	10	31.25	*	19	6.25	*	10	18.75	*

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	43	43.75	*	48	37.50	*	10	18.75	*	

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	57	56.25	*	24	25.00	*	19	18.75	*

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	38	37.50	*	52	56.25	*	10	6.25	*

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	62	43.75	*	33	31.25	*	5	25.00	*

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (African American)

Mathematics

Overall Participation for Black or African American												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	*	*	6	*	*	6	*	*	85.7		
Grade 4	9	*	*	9	*	*	9	*	*	100		
Grade 5	8	*	*	7	*	*	7	*	*	87.5		
All Grades	24	17	*	22	16	*	22	16	*	91.7	94.1	

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

Overall Achievement for Black or African American															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	32	37.50	*	36	18.75	*	23	25.00	*	9	18.75	*

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	45	50.00	*	27	18.75	*	27	31.25	*	

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	23	43.75	*	59	37.50	*	18	18.75	*

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	36	50.00	*	50	25.00	*	14	25.00	*

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	4		*	4		*	4		*	100		
All Grades	5	*	*	5	*	*	5	*	*	100		

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

Overall Achievement for 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	4		*	4		*	4		*	100		
All Grades	5	*	*	5	*	*	5	*	*	100		

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

Overall Achievement for 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	15	*	15	15	*	15	15	*	15	100		100
Grade 4	18	14	11	17	14	11	17	14	11	94.4	100	100
Grade 5	22	19	14	21	19	14	21	19	14	95.5	100	100
All Grades	55	43	40	53	43	40	53	43	40	96.4	100	100

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

Overall Achievement for Hispanic or Latino															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2440.4	*	2444.9	33	*	40.00	27	*	13.33	20	*	26.67	20	*	20.00
Grade 4	2488.7	2524.1	2522.2	35	57.14	63.64	29	14.29	9.09	12	14.29	0.00	24	14.29	27.27
Grade 5	2552.2	2517.1	2556.7	24	31.58	42.86	67	36.84	28.57	0	10.53	14.29	10	21.05	14.29
All Grades	N/A	N/A	N/A	30	41.86	47.50	43	25.58	17.50	9	13.95	15.00	17	18.60	20.00

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	33	*	33.33	33	*	60.00	33	*	6.67	
Grade 4	35	42.86	27.27	41	42.86	63.64	24	14.29	9.09	
Grade 5	38	26.32	57.14	52	52.63	28.57	10	21.05	14.29	
All Grades	36	34.88	40.00	43	46.51	50.00	21	18.60	10.00	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	27	*	26.67	53	*	46.67	20	*	26.67
Grade 4	29	57.14	54.55	47	28.57	27.27	24	14.29	18.18
Grade 5	45	42.11	35.71	45	42.11	50.00	10	15.79	14.29
All Grades	35	46.51	37.50	48	39.53	42.50	17	13.95	20.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	27	*	26.67	60	*	66.67	13	*	6.67
Grade 4	18	21.43	27.27	65	71.43	72.73	18	7.14	0.00
Grade 5	38	15.79	57.14	57	73.68	28.57	5	10.53	14.29
All Grades	28	18.60	37.50	60	72.09	55.00	11	9.30	7.50

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	33	*	33.33	40	*	40.00	27	*	26.67
Grade 4	35	57.14	72.73	41	28.57	27.27	24	14.29	0.00
Grade 5	57	36.84	42.86	38	47.37	50.00	5	15.79	7.14
All Grades	43	44.19	47.50	40	44.19	40.00	17	11.63	12.50

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	15	*	15	15	*	15	15	*	15	100		100
Grade 4	18	14	11	17	14	11	17	14	11	94.4	100	100
Grade 5	22	19	14	21	19	14	21	19	14	95.5	100	100
All Grades	55	43	40	53	43	40	53	43	40	96.4	100	100

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

Overall Achievement for Hispanic or Latino															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2425.1	*	2398.3	13	*	13.33	40	*	26.67	27	*	26.67	20	*	33.33
Grade 4	2476.0	2511.9	2501.1	29	28.57	27.27	18	42.86	45.45	35	14.29	0.00	18	14.29	27.27
Grade 5	2532.9	2511.7	2542.0	38	21.05	35.71	19	31.58	35.71	24	21.05	14.29	19	26.32	14.29
All Grades	N/A	N/A	N/A	28	25.58	25.00	25	37.21	35.00	28	16.28	15.00	19	20.93	25.00

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	33	*	20.00	40	*	20.00	27	*	60.00	
Grade 4	35	57.14	36.36	18	21.43	36.36	47	21.43	27.27	
Grade 5	52	31.58	50.00	19	42.11	35.71	29	26.32	14.29	
All Grades	42	44.19	35.00	25	32.56	30.00	34	23.26	35.00	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	27	*	13.33	60	*	53.33	13	*	33.33
Grade 4	29	35.71	27.27	41	50.00	54.55	29	14.29	18.18
Grade 5	29	36.84	28.57	43	31.58	50.00	29	31.58	21.43
All Grades	28	34.88	22.50	47	44.19	52.50	25	20.93	25.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	27	*	13.33	60	*	60.00	13	*	26.67
Grade 4	35	42.86	36.36	47	42.86	45.45	18	14.29	18.18
Grade 5	24	26.32	35.71	52	42.11	42.86	24	31.58	21.43
All Grades	28	37.21	27.50	53	39.53	50.00	19	23.26	22.50

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (Pacific Islander)

English Language Arts/Literacy

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

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

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

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

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (Pacific Islander)

Mathematics

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

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

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

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (White)

English Language Arts/Literacy

Overall Participation for White												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	97	101	82	92	96	76	92	96	76	94.8	95	92.7
Grade 4	91	103	109	84	97	104	84	97	104	92.3	94.2	95.4
Grade 5	85	94	101	83	92	91	83	91	91	97.6	97.9	90.1
All Grades	273	298	292	259	285	271	259	284	271	94.9	95.6	92.8

* 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	2508.2	2508.8	2486.7	64	62.50	61.84	20	23.96	15.79	12	9.38	14.47	4	4.17	7.89
Grade 4	2578.0	2564.4	2572.2	81	71.13	74.04	12	16.49	13.46	4	10.31	8.65	4	2.06	3.85
Grade 5	2601.9	2601.0	2591.3	67	67.03	56.04	20	24.18	27.47	6	6.59	8.79	6	2.20	7.69
All Grades	N/A	N/A	N/A	71	66.90	64.58	17	21.48	18.82	7	8.80	10.33	5	2.82	6.27

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	64	64.58	59.21	31	28.13	34.21	5	7.29	6.58	
Grade 4	64	61.86	66.35	31	35.05	28.85	5	3.09	4.81	
Grade 5	63	60.44	62.64	31	36.26	29.67	6	3.30	7.69	
All Grades	64	62.32	63.10	31	33.10	30.63	5	4.58	6.27	

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	53	57.29	43.42	39	37.50	47.37	8	5.21	9.21
Grade 4	81	60.82	65.38	13	37.11	27.88	6	2.06	6.73
Grade 5	68	72.53	54.95	26	25.27	37.36	6	2.20	7.69
All Grades	67	63.38	55.72	26	33.45	36.53	7	3.17	7.75

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	44.79	47.37	41	52.08	46.05	5	3.13	6.58
Grade 4	56	50.52	52.88	38	45.36	45.19	6	4.12	1.92
Grade 5	59	46.15	49.45	37	51.65	43.96	4	2.20	6.59
All Grades	56	47.18	50.18	39	49.65	45.02	5	3.17	4.80

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	53	64.58	55.26	42	31.25	38.16	5	4.17	6.58
Grade 4	64	65.98	68.27	33	31.96	27.88	2	2.06	3.85
Grade 5	78	71.43	67.03	18	27.47	26.37	4	1.10	6.59
All Grades	65	67.25	64.21	31	30.28	30.26	4	2.46	5.54

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	97	101	82	91	96	76	89	96	76	93.8	95	92.7
Grade 4	91	103	109	87	97	104	87	97	104	95.6	94.2	95.4
Grade 5	85	94	101	82	92	94	82	92	94	96.5	97.9	93.1
All Grades	273	298	292	260	285	274	258	285	274	95.2	95.6	93.8

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

Overall Achievement for 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	2491.4	2509.8	2468.5	42	57.29	42.11	39	30.21	28.95	16	9.38	14.47	3	3.13	14.47
Grade 4	2557.8	2556.4	2554.0	55	56.70	56.73	31	27.84	25.96	11	13.40	10.58	2	2.06	6.73
Grade 5	2599.4	2598.8	2586.3	68	66.30	60.64	16	17.39	17.02	12	14.13	13.83	4	2.17	8.51
All Grades	N/A	N/A	N/A	55	60.00	54.01	29	25.26	23.72	13	12.28	12.77	3	2.46	9.49

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	62	72.92	52.63	31	18.75	28.95	7	8.33	18.42	
Grade 4	70	72.16	65.38	28	21.65	22.12	2	6.19	12.50	
Grade 5	74	75.00	62.77	16	20.65	24.47	10	4.35	12.77	
All Grades	69	73.33	60.95	25	20.35	24.82	6	6.32	14.23	

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	58	67.71	52.63	36	28.13	28.95	6	4.17	18.42
Grade 4	59	60.82	57.69	37	34.02	32.69	5	5.15	9.62
Grade 5	67	64.13	54.26	27	29.35	31.91	6	6.52	13.83
All Grades	61	64.21	55.11	33	30.53	31.39	5	5.26	13.50

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	56	65.63	39.47	42	31.25	51.32	2	3.13	9.21
Grade 4	69	62.89	64.42	26	30.93	29.81	5	6.19	5.77
Grade 5	56	59.78	52.13	41	36.96	38.30	2	3.26	9.57
All Grades	60	62.81	53.28	36	32.98	38.69	3	4.21	8.03

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	16	14	19	13	13	18	13	13	18	81.3	92.9	94.7
Grade 4	13	17	18	13	14	16	13	14	16	100	82.4	88.9
Grade 5	16	16	21	16	16	17	16	15	17	100	100	81
All Grades	45	47	58	42	43	51	42	42	51	93.3	91.5	87.9

* 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	2456.6	2411.1	2406.2	31	15.38	38.89	31	23.08	5.56	31	30.77	22.22	8	30.77	33.33
Grade 4	2428.7	2525.1	2443.8	23	50.00	18.75	8	21.43	6.25	31	21.43	31.25	38	7.14	43.75
Grade 5	2512.6	2454.8	2525.8	50	13.33	29.41	13	13.33	35.29	0	26.67	5.88	38	46.67	29.41
All Grades	N/A	N/A	N/A	36	26.19	29.41	17	19.05	15.69	19	26.19	19.61	29	28.57	35.29

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	54	15.38	38.89	46	38.46	33.33	0	46.15	27.78	
Grade 4	15	64.29	12.50	38	21.43	62.50	46	14.29	25.00	
Grade 5	44	13.33	47.06	25	33.33	35.29	31	53.33	17.65	
All Grades	38	30.95	33.33	36	30.95	43.14	26	38.10	23.53	

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	15	7.69	16.67	77	76.92	44.44	8	15.38	38.89
Grade 4	23	57.14	12.50	31	35.71	50.00	46	7.14	37.50
Grade 5	29	20.00	35.29	36	40.00	29.41	36	40.00	35.29
All Grades	23	28.57	21.57	48	50.00	41.18	30	21.43	37.25

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	23	7.69	27.78	62	92.31	50.00	15	0.00	22.22
Grade 4	8	35.71	6.25	69	50.00	87.50	23	14.29	6.25
Grade 5	50	6.67	35.29	31	60.00	41.18	19	33.33	23.53
All Grades	29	16.67	23.53	52	66.67	58.82	19	16.67	17.65

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	23	30.77	38.89	54	46.15	27.78	23	23.08	33.33
Grade 4	8	28.57	12.50	46	64.29	62.50	46	7.14	25.00
Grade 5	50	13.33	41.18	25	53.33	35.29	25	33.33	23.53
All Grades	29	23.81	31.37	40	54.76	41.18	31	21.43	27.45

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	16	14	19	13	13	18	13	13	18	81.3	92.9	94.7
Grade 4	13	17	18	13	14	16	13	14	16	100	82.4	88.9
Grade 5	16	16	21	15	16	18	15	16	18	93.8	100	85.7
All Grades	45	47	58	41	43	52	41	43	52	91.1	91.5	89.7

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

Overall Achievement for Students with Disability															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2467.8	2437.8	2367.8	23	23.08	16.67	46	30.77	16.67	23	38.46	11.11	8	7.69	55.56
Grade 4	2426.5	2505.6	2460.8	8	21.43	12.50	15	35.71	25.00	31	35.71	25.00	46	7.14	37.50
Grade 5	2496.6	2449.9	2522.9	27	12.50	27.78	7	12.50	16.67	33	31.25	33.33	33	43.75	22.22
All Grades	N/A	N/A	N/A	20	18.60	19.23	22	25.58	19.23	29	34.88	23.08	29	20.93	38.46

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	46	53.85	16.67	38	15.38	22.22	15	30.77	61.11	
Grade 4	15	28.57	31.25	31	57.14	18.75	54	14.29	50.00	
Grade 5	27	18.75	38.89	33	25.00	27.78	40	56.25	33.33	
All Grades	29	32.56	28.85	34	32.56	23.08	37	34.88	48.08	

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	31	38.46	27.78	62	38.46	22.22	8	23.08	50.00
Grade 4	15	42.86	6.25	31	35.71	37.50	54	21.43	56.25
Grade 5	33	12.50	27.78	27	37.50	38.89	40	50.00	33.33
All Grades	27	30.23	21.15	39	37.21	32.69	34	32.56	46.15

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	46	23.08	27.78	38	61.54	27.78	15	15.38	44.44
Grade 4	15	28.57	25.00	38	42.86	50.00	46	28.57	25.00
Grade 5	20	18.75	22.22	53	25.00	50.00	27	56.25	27.78
All Grades	27	23.26	25.00	44	41.86	42.31	29	34.88	32.69

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	1473.7	1479.1	1461.3	16
Grade 1	1499.4	1523.6	1474.7	16
Grade 2	1565.8	1567.7	1563.4	15
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				67

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	12	75.00	*	*	*	*	*	*	16
Grade 1	14	87.50					*	*	16
Grade 2	13	86.67	*	*					15
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*			*	*	*
Grade 5	*	*	*	*					*
All Grades	47	70.15	12	17.91	*	*	*	*	67

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	12	75.00	*	*			*	*	16
Grade 1	14	87.50			*	*	*	*	16
Grade 2	13	86.67			*	*			15
Grade 3	*	*					*	*	*
Grade 4	*	*	*	*			*	*	*
Grade 5	*	*	*	*					*
All Grades	51	76.12	*	*	*	*	*	*	67

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	*	*	*	*	*	*			16
Grade 1	11	68.75	*	*			*	*	16
Grade 2	*	*	*	*	*	*			15
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4			*	*	*	*	*	*	*
Grade 5	*	*	*	*					*
All Grades	29	43.28	23	34.33	*	*	*	*	67

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	12	75.00	*	*			16
Grade 1	13	81.25	*	*	*	*	16
Grade 2	11	73.33	*	*			15
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*
Grade 5			*	*			*
All Grades	42	62.69	21	31.34	*	*	67

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	68.75	*	*	*	*	16
Grade 1	14	87.50			*	*	16
Grade 2	13	86.67	*	*			15
Grade 3	*	*			*	*	*
Grade 4	*	*			*	*	*
Grade 5	*	*	*	*			*
All Grades	54	80.60	*	*	*	*	67

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	*	*	*	*			16
Grade 1	14	87.50			*	*	16
Grade 2	*	*	*	*			15
Grade 3	*	*	*	*	*	*	*
Grade 4			*	*	*	*	*
Grade 5	*	*	*	*			*
All Grades	36	53.73	26	38.81	*	*	67

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	*	*	*	*	*	*	16
Grade 1	*	*	*	*	*	*	16
Grade 2	*	*	*	*			15
Grade 3			*	*	*	*	*
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*			*
All Grades	25	37.31	36	53.73	*	*	67

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

Roosevelt Elementary School

Funding Source: **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
CELDT Testing	None Specified	\$0.00	Supporting English Learners	All students identified as English Learners according to the district Home Language Survey receive ELPAC Testing
EL Instruction	None Specified	\$0.00	Supporting English Learners	All students identified as EL receive designated and integrated classroom EL instruction based on their language needs.

Total Expenditures: \$0.00

Allocation Balance: \$0.00

Funding Source: American Book Drive **\$2,530.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Books	4000-4999: Books And Supplies	\$2,530.00	Content Area Achievement- Writing	Purchase books, technology, and supplies for library.

American Book Drive Total Expenditures: \$2,530.00

American Book Drive Allocation Balance: \$0.00

Funding Source: District Funded **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Substitutes	1000-1999: Certificated Personnel Salaries	\$16,800.00	Content Area Achievement- Writing	3-Day TC Writers Workshop Staff Developer PD for Fall 2018 and Spring 2019

Roosevelt Elementary School

Substitutes	1000-1999: Certificated Personnel Salaries	\$7,000.00	Content Area Achievement- Writing	Allocate additional Grade-level and PLC time to examine student writing samples across the curriculum to norm within grade level for vertical alignment
Substitutes	1000-1999: Certificated Personnel Salaries	\$3,600.00	Content Area Achievement- Writing	Provide Teacher release time for individual assessments (2 days per year)
Professional Development	5800: Professional/Consulting Services And Operating Expenditures	\$0.00	Content Area Achievement- Writing	Provide 15 days of IEP meeting release time for all special education and general education teachers Literacy Coach and LLI will continue to train instructional assistants on site in LLI to address the needs of Tier 3 students Literacy Coach will attend ongoing professional development provided by SMMUSD.
Instructional Assistants	2000-2999: Classified Personnel Salaries	\$135,000.00	Content Area Achievement- Writing	Instructional Assistants for all K-2nd Grade Teachers Literacy Coach and LLI will continue to train instructional assistants on site in LLI to address the needs of Tier 3 students Literacy Coach will attend ongoing professional development provided by SMMUSD.
Substitutes	5800: Professional/Consulting Services And Operating Expenditures	\$3,600.00	Content Area Achievement- Writing	Instructional Assistants for all K-2nd Grade Teachers Send Teachers to TC Reading, Writing and Phonics Workshops Send Teachers to Cotsen Foundation Workshops
Workshops	5800: Professional/Consulting Services And Operating Expenditures	\$4,800.00	Content Area Achievement- Writing	Send Teachers to TC Reading, Writing and Phonics Workshops Send Teachers to Cotsen Foundation Workshops
Substitutes	1000-1999: Certificated Personnel Salaries	\$7,200.00	Content Area Achievement- Writing	Schedule two half-day release times for Grade Level planning in TC Readers and Writers Workshop Units
EL Student Support	4000-4999: Books And Supplies	\$1,500.00	Supporting English Learners	4th and 5th Grade students in danger of becoming Long Term English Learners (LTEL) will participate in the English 3D program

Roosevelt Elementary School

Books and supplies	4000-4999: Books And Supplies	\$500.00	Supporting English Learners	Provide visuals and other EL supplies for all classrooms
Substitutes	2000-2999: Classified Personnel Salaries	\$600.00	School Climate and Culture	<p>Olweus Anti-Bullying Prevention Program (Stand By Me): 2018-2019 marks the 8th school year of implementing this anti-Bullying program at Roosevelt. This program works to empower the bystander to recognize and react to signs of bullying. Each student is taught the four rules of anti-bullying at Roosevelt. They are:</p> <p>Rule #1: At Roosevelt, my friends Stand By Me. We do not bully others.</p> <p>Rule #2: We will try to help other students who are being targeted, hurt, or bullied.</p> <p>Rule 3#: We will help all students that are not being included.</p> <p>Rule #4: When we know that someone is being targeted, hurt, or bullied,we will tell an adult at school and an adult at home.</p>
Substitutes	1000-1999: Certificated Personnel Salaries	\$400.00	School Climate and Culture	<p>Send staff to Olweus Anti-Bullying district training</p> <p>Olweus Anti-Bullying Prevention Program (Stand By Me): 2018-2019 marks the 8th school year of implementing this anti-Bullying program at Roosevelt. This program works to empower the bystander to recognize and react to signs of bullying. Each student is taught the four rules of anti-bullying at Roosevelt. They are:</p> <p>Rule #1: At Roosevelt, my friends Stand By Me. We do not bully others.</p> <p>Rule #2: We will try to help other students who are being targeted, hurt, or bullied.</p> <p>Rule 3#: We will help all students that are not being included.</p> <p>Rule #4: When we know that someone is being targeted, hurt, or bullied,we will tell an adult at school and an adult at home.</p> <p>Send staff to Olweus Anti-Bullying district training</p>
District Funded Total Expenditures:		\$181,000.00		
District Funded Allocation Balance:		\$0.00		

Roosevelt Elementary School

Funding Source: Lottery: Instructional Materials **\$9,788.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Books	4000-4999: Books And Supplies	\$3,791.00	Content Area Achievement- Writing	Purchase books, technology, and supplies for library.

Lottery: Instructional Materials Total Expenditures: \$3,791.00

Lottery: Instructional Materials Allocation Balance: \$5,997.00

Funding Source: Other **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Staff PD	None Specified	\$0.00	Content Area Achievement- Writing	Develop Strategic Focus Implementation Plan to reflect priorities in evidence based arguments.
Staff PD	None Specified	\$0.00	Content Area Achievement- Writing	Schedule Staff PDs for Math, Science, Social Studies, and ELA in evidence based writing using CGI assessments, TC writing assessment resources, and teacher created writing assessments
Reading Intervention	None Specified	\$0.00	Content Area Achievement- Writing	Provide reading intervention during school hours for at risk students (Tier 3-English Learners (EL))
Reading Intervention	None Specified	\$0.00	Content Area Achievement- Writing	Provide reading intervention during school hours for at risk students (Tier 3-English Learners (EL))
Instruction	None Specified	\$0.00	Content Area Achievement- Writing	Teachers will use TC Readers and Writers Workshop model in the classroom
Instructional Assistant PD	None Specified	\$0.00	Content Area Achievement- Writing	Literacy Coach and LLI will continue to train instructional assistants on site in LLI to address the needs of Tier 3 students

Literacy Coach will attend ongoing professional development provided by SMMUSD.

Instructional Assistants for all K-2nd Grade Teachers

Roosevelt Elementary School

Other Total Expenditures: \$0.00

Other Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
Supplies and Materials	4000-4999: Books And Supplies	\$31,775.00	Content Area Achievement- Writing	Teacher Supplies Curriculum Enhancement Money Teacher Supplies
Tech Budget/Toner Supplies	None Specified	\$10,000.00	Content Area Achievement- Writing	Technology Integration - state of the art technology will be used to meet the needs of diverse learners, which includes, but is not limited to, interactive boards, software, chrome books, and computers
Educational Software	None Specified	\$21,813.00	Content Area Achievement- Writing	Technology Integration - state of the art technology will be used to meet the needs of diverse learners, which includes, but is not limited to, interactive boards, software, chrome books, and computers
1. Professional Resource	None Specified	\$2,500.00	School Climate and Culture	1. A Cyber Bullying Assembly for parents, and 4th and 5th grades 2. The Stand By Me Committee is composed of teachers from both primary and upper grades, two P.E. coaches, the Principal and Assistant Principal. This committee develops/monitors school-wide implementation of the Olweus Anti-Bullying Program, Cool Tools Parent Volunteer Training, School-Wide Rules Assemblies, School Spirit Assemblies, alternative recess activities, and Grade Level Barbecue Lunches

Roosevelt Elementary School

Alternative Lunch Activities	4000-4999: Books And Supplies	\$200.00	School Climate and Culture	Provide alternative recess activities and grade level barbecue picnic lunches. The Stand By Me Committee provides a regular schedule of alternative recess activities (eg. Lego building station) for students of varying interests. The addition of these activities will reduce lunchtime conflicts and support relationship building around common interests. It will also support different scenarios in which students can use their creativity and foster new friendships. The addition of these shared experiences will bring a small school feel to a large student body. TK and Kindergarten are also included in these activities.
Books and materials	4000-4999: Books And Supplies	\$6,682.00	Content Area Achievement- Writing	Purchase additional new TC Reading and Writing Units of Study for Literacy Coach and new teachers (phonics units for TK-2nd)
Supplies	4000-4999: Books And Supplies	\$500.00	Content Area Achievement- Writing	Purchase books, technology, and supplies for library.
School Smarts Parent Academy	5000-5999: Services And Other Operating Expenditures	\$1,500.00	School Climate and Culture	PTA School Smarts Parent Academy supports families in becoming familiar with our school site operations and district operations. Parents develop their leadership skills for participation in school-based decision making, activities and events.
School Events	None Specified	\$0.00	School Climate and Culture	PTA meetings and community -building events held at least three times a month throughout the school year
Ongoing Book Replacement	4000-4999: Books And Supplies	\$500.00	School Climate and Culture	Implementation of Character Book of the Month Program: Students in every classroom K-5 read a book related to building positive character traits. Teachers deliver lessons to connect the traits reflected in the text to their daily lives here at school and students are encouraged to visit local libraries to check out monthly character book to read at home with their families. This year is Cycle 4 of 6 cycles. The program includes the following titles and character traits: August: Cool Tools September: Respect October: Kindness Nov.-Dec. Citizenship Jan./Feb.: Cooperation March-April: Honesty May-June: Perseverance

Roosevelt Elementary School

Parent-Teacher Association (PTA) Total Expenditures: \$75,470.00

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

Funding Source: Site Formula Funds

\$58,737.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Committee	None Specified	\$0.00	School Climate and Culture	Parent Volunteer Safety Committee established and is a sub committee of the Site Governance Committee with a Site Governance member to chair the Safety Committee.
Substitutes	1000-1999: Certificated Personnel Salaries	\$2,800.00	Content Area Achievement- Writing	Provide Teacher release time for Data meetings with Literacy Coach
Books and materials	4000-4999: Books And Supplies	\$1,000.00	Content Area Achievement- Writing	Leveled Library Books for classrooms
Books and materials	4000-4999: Books And Supplies	\$3,000.00	Content Area Achievement- Writing	Purchase additional new TC Reading and Writing Units of Study for Literacy Coach and new teachers (phonics units for TK-2nd)
ELAC Support	5800: Professional/Consulting Services And Operating Expenditures	\$600.00	School Climate and Culture	ELAC: English Language Advisory Committee provides support for families in which English is a second language. Meetings are held four times a year to inform families of school-wide events, free instructional technology programs, school information, community resources, and to field questions.
Books and supplies	4000-4999: Books And Supplies	\$50.00	Supporting English Learners	Provide Digital Version of Words Their Way and Just Right Books to support language development

Roosevelt Elementary School

Supplies	4000-4999: Books And Supplies	\$450.00	School Climate and Culture	Implementation of Cool Tools: A conflict resolution program that teaches students the skills needed to build and repair relationships with peers. Each classroom has a Cool Tools kit and teachers deliver lessons related to various tools for conflict management. All parent volunteers are required to take a class on the Cool Tools program prior to being cleared as a parent volunteer. This ensures the tools and language for conflict management are being used by all adults who support students at school. In addition, all student support staff including P.E. Coaches, Instructional Assistants, and Noon Duty Supervisors are provided with Cool Tools training to ensure consistency of approach and common language to all our students when problem solving social conflict
Supplies and Materials	0001-0999: Unrestricted: Locally Defined	\$4,000.00	Content Area Achievement- Writing	Teacher Supplies Curriculum Enhancement Money Teacher Supplies
Materials	4000-4999: Books And Supplies	\$50.00	Content Area Achievement- Writing	All students will work on vocabulary and spelling through the use of Words Their Way program and TC Phonics
Site Formula Funds Total Expenditures:		\$11,950.00		
Site Formula Funds Allocation Balance:		\$46,787.00		

Funding Source: Stretch Grant (Ed Foundation)

\$85,507.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Staff PD	5800: Professional/Consulting Services And Operating Expenditures	\$42,000.00	Content Area Achievement- Writing	3-Day TC Writers Workshop Staff Developer PD for Fall 2018 and Spring 2019

Roosevelt Elementary School

Substitutes	1000-1999: Certificated Personnel Salaries	\$14,000.00	Content Area Achievement- Writing	Provide Teacher release time for individual assessments (2 days per year) Provide 15 days of IEP meeting release time for all special education and general education teachers
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Stretch Grant (Ed Foundation) Total Expenditures: \$56,000.00

Stretch Grant (Ed Foundation) Allocation Balance: \$29,507.00

Roosevelt Elementary School Total Expenditures: \$330,741.00