The School Plan for Student Achievement

School: John L. Webster Elementary School

CDS Code: 19-64980-6022636

District: Santa Monica-Malibu Unified School District

Principal: Patrick Miller

Revision Date: November 3, 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

John L. Webster Elementary School's Vision and Mission Statements

Vision Statement:

At Webster School, staff, parents and community members work together to create a joyous and caring learning environment in which all students are supported, challenged and successful. Webster students' master the New California Standards, develop higher

level thinking skills, and connect their learning to the real world in all areas of academic study, the arts, technology, and character development.

Mission Statement:
At Webster School, staff, parents, and community members work together ...

Our Vision Statement begins with these words and there is no better way to begin to describe our school. Webster's students take great pride in their school, in their learning, and in themselves because they are immersed in an environment where it is abundantly clear that everyone around them cares very deeply about their happiness and success. Our teachers welcome every child into their classrooms and provide a stimulating and challenging curriculum as they strive to ignite the passion for learning that lives within their students. The children see their parents volunteering as classroom volunteers, guest speakers, traffic monitors, playground supervisors, and Webster supporters! Our students interact regularly with community members who contribute their knowledge, energy, and talents to their educational experiences. These include Deputy Jake, the Sheriff's STAR Program deputy, Pepperdine students who serve as reading tutors, and the representatives of non-profits like Shane's Inspiration and Bookends, with which our students are involved.

That first sentence of our Vision Statement concludes with "... to create a joyous and caring learning environment in which all students are supported, challenged, and successful." We chose the words "joyous and caring" and "all students" very carefully and strive to give them life every day. Virtually everyone who visits our school comments on how happy and purposeful our students are. They are surrounded by teachers who are passionate about teaching meaningful content via processes that support student engagement. They are also taught by specialists whose love of art, music, gardening, and technology is communicated unmistakably in every lesson. Our students and their families share memorable events, a sampling of which include the annual Halloween costume parade, Bingo Night, Movie Night, Family Art Night, the Talent Show, Dr. Seuss's birthday, the Jog-a-thon, and the Multicultural Pot Luck Dinner.

Our Vision Statement continues with "Webster students master the New California Standards, develop higher level thinking skills, and connect their learning to the real world in all areas of academic study, the arts, technology, and character development." Our staff has no illusions about the magnitude of this challenge. Our school has embarked on a comprehensive effort to make this promise a reality for every student. The elements of this effort include State-adopted standards-based instructional materials at the heart of the instructional program, a variety of supplemental materials, a consistent focus on professional development, and the regular use of assessment data to inform and guide instruction. Six Webster classroom teachers have achieved National Board Certification, this is half our teaching staff! Webster was also recognized as a California Distinguished School in 2010 and 2014, based on the work our staff does on a daily basis with our students.

It is a further source of pride that our students are able to maintain this high level of academic achievement without being deprived of regular involvement with the arts. In fact, we believe that these experiences contribute to their success. Music, dance, and visual arts are a high priority in our school community. Beautiful murals appear throughout our school. Students often work outside in our Poets' Park or Butterfly Garden. Our 5th grade students participate annually in a ten-week ballroom dance program. Third grade classes also receive dance instruction in District-sponsored programs. Every class receives art instruction via a scheduled rotation. Every 4th and 5th grade student participates in two weekly music lessons, either instrumental or vocal, taught by a credentialed music teacher. Transitional Kindergarten-2nd grade classes are also provided vocal music lessons.

Connecting learning to the real world is another hallmark of the educational experience for Webster students. Field trips clearly connected to classroom instruction occur regularly at all grades. Our 4th graders attend Astrocamp for three days and our 5th graders travel to Yosemite for a week for outdoor environmental education. Character Counts is an integral part of the life of our school as we prepare children to evolve into responsible parents and citizens. Finally, we are very fortunate to have devoted community, district and staff members to supporting students' technology development. Every class attends Computer Lab lessons every week, with a specific technology curriculum designed for their grade level. In addition, every classroom has access to technology and software to further develop students' facility with tools that will help them in the 21st century.

Webster families view our school as a highly valued partner in the challenging, satisfying work of raising their children. Parents at Webster have very high expectations for us, but these are matched by their personal involvement and support. The most often-repeated comment from parents at Webster is, "I wish I could go to school here!" We regard that as high praise indeed.

School Profile

John L Webster School is located in Malibu, California. Malibu is a small, coastal community with a population around 13,000 residents. The city, well known for its celebrity residents, beaches, and Pepperdine University, is located in Los Angeles County and is a short distance from Los Angeles, the state's largest city. Approximately 15 million tourists visit the city each year. 91.5% of the residents are white, 6.1% are Hispanic and nto other minority groups constitute more than 2.6%. 14.2% of the population speak a language other than English in the home. The median housing price of $1,000, 001 is well above the national and state average. The median household income of $125,202 is also above the state average of $60,883.

John L Webster School is part of the Santa Monica Malibu Unified School District (SMMUSD). SMMUSD serves approximately 11,300 students in both Malibu and neighboring Santa Monica communities. The district is comprised of 10 elementary schools, 3 middle schools, 2 high schools, 1 alternative high school, 1 continuation high school, 1 adult school and and an Early Childhood Development Program. The district had an attendance rate of 95% during the 2015-2016 school year.

John L Webster is a grades TK-5 elementary school, located in the central part of the city of Malibu, and has a total enrollment around 300 students. 76% of the total student population is white, 12% is Hispanic or Latino, 6.2% two or more races, and 3.4% Asian. 7.9% of the population are classified and English Learners and 5.1% are classified as students with a disability. 6.8% of the student population is identified as socioeconomically disadvantaged. The school employs 13 teachers. Class sizes in grades K-3 have an average of 23 to 1, and in grades 4 and 5 the average is 30 to 1. 5 teachers have earned the prestigious National Board Certification. In addition to the classroom teachers, the district supports the school site with a Literacy Coach, and Language and Literacy Interventionist, Classroom Instructional Assistants, a school psychologist, part time health office specialist and school nurse, part time attendance clerk, and office manager.

SPSA Executive Summary with SLT Plan Narrative

The SMMUSD LCAP plan's goals were compacted into three for the 2017-2018 school year and continue to be the focus for the 2018-2019 school year.

1. All students are socially just and ready for college and careers.
2. English learners will become proficient in English while engaging in a rigorous, culturally and linguistically relevant standards-aligned curriculum in the core content areas.
3. All students and families engage in safe, well-maintained schools that are culturally responsive and conducive to 21st century learning.

Our Webster Single Plan for Student Achievement mirrors these three goal areas with specific actions for our site. Our Webster goals include:
1. Increase the number of students in grades 3-5 at level 3 (Standard Met) or level 4 (Standard Exceeded) to 82% in English Language Arts (78% in 2017-2018, 74% in 2016-2017, 79% in 2015-2016) and to 82% in Mathematics (75% in 2017-2018, 80% in 2016-2017, 80% in 2015-2016), as measured on spring CAASPP assessment. Additionally, we would like to see cohorts of students increase their performance from level 3 on CAASPP in both English Language Arts and Math by at least 15 points (In 2017-2018, the 100 student cohort increased distance from 3 by 38 points in ELA and 14 points in math. In 2016-2017, all students decreased by 16 points in ELA and decreased by 6 points in Math).
2. Have 75% of identified English Learners improve one or more levels annually as measured on ELPAC (Data not available for 2017-2018. 56.2% met AMAO 1 in 2016-2017)
3. Decrease the number of students absent 10% of the school year or more (6.8% in 2017-2018, 10.67% in 2016-2017) to 6% while increasing the number of students reporting that they either like school or like school very much to 70% (67.2% in 2017-2018, 65.1% in 2016-2017).

Building off of previous school and district efforts around literacy, thinking maps, academic language and language frames, the School Leadership Team decided to continue with a school wide focus on communication. Namely, that students will be able to organize and articulate their thoughts orally and/or in writing using support and elaboration across all content areas. To support students writing across content areas and in all genres, staff is continuing to engage students in a variety of writing tasks and providing meaningful feedback. In addition to explicit instruction utilizing the mini-lessons from Benchmark or Teachers College Writing Workshop, all staff is also being trained in Write from the Beginning, a process writing program that includes mini-lessons, modelling, and rubrics.

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 level or may be grouped in multi-level groups. Data is consistently reviewed and teachers modify their instruction to meet student needs. All teachers use small group formats and a version of centers to ensure students receive individual and differentiated instruction. Data meetings are held at three points in the school year. Baseline data is gathered in the early fall; data is collected again in early winter and in the spring for end of the year growth. At the beginning of the year, teachers are provided with State Testing results (grades 3-5) as well as results from Fastbridge, a screener. Teachers also utilize data from Lexia to consider student baseline data and progress. Teachers work with the Literacy Coach and Literacy and Language Interventionist (LLI) to review the data. Together, with the Literacy Coach and LLI, teachers follow particular protocols to ensure every student is considered in the data analysis. From that data, students who require Tier II and III interventions are identified. Further, teachers are able to evaluate their core instruction and determine what they need to work on with their entire class and with students in small groups. They also consider how to ensure progress monitoring is fluid and appropriate to student growth over the course of the school year. This year we are continuing with our school wide writing prompts and using a student work protocol during our collaborative time. The student work is also used to calibrate rubric scoring and discuss implications for lesson design collaboratively. We will also administer district wide interim assessments this year and will use that additional data set to inform instruction. This teacher to teacher model has seemed to be effective and helped keep previous PLC initiatives moving forward.

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: English Language Arts and Mathematics Development

District LCAP Goal 1:

All graduates are ready for college and careers.

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

School Goal: Increase the number of students in grades 3-5 at level 3 (Standard Met) or level 4 (Standard Exceeded) to 82% in English Language Arts (78% in 2017-2018, 74% in 2016-2017, 79% in 2015-2016) and to 82% in Mathematics (75% in 2017-2018, 80% in 2016-2017, 80% in 2015-2016), as measured on spring CAASPP assessment. Additionally, we would like to see cohorts of students increase their performance from level 3 on CAASPP in both English Language Arts and Math by at least 15 points (In 2017-2018 the 100 student cohort increased by 38 points in ELA and 14 points in math.)

In 2017-2018, a total of 145 students from 3rd-5th grade participated in and received results from CAASPP ELA testing. In 2016-2017 a total of 154 students from 3rd-5th grade participated in and received results from CAASPP ELA testing as compared to 2015-2016 when a total of 150 students and 2014-2015 school year with 144 students. Overall, in all grades 3-5, 78% met or exceeded the standard in ELA, +59 average distance from 3 compared to 74% in 2016-2017, +54 average distance from level 3 and 79% meeting or exceeding in the 2015-2016 school year with a +70 average distance from level 3.

2015 ELA 3rd grade Met/Exceeded Standard: 72% 2015 ELA 3rd grade NOT met Standard: 27%
2016 ELA 3rd grade Met/Exceeded Standard: 68% 2016 ELA 3rd grade NOT met Standard: 32%
2017 ELA 3rd grade Met/Exceeded Standard: 69% 2017 ELA 3rd grade NOT met Standard: 31%
2018 ELA 3rd grade Met/Exceeded Standard: 65% 2018 ELA 3rd grade NOT met Standard: 35%

2015 ELA 4th grade Met/Exceeded Standard: 66% 2015 ELA 4th grade NOT met Standard: 33%
2016 ELA 4th grade Met/Exceeded Standard: 84% 2016 ELA 4th grade NOT met Standard: 16%
2017 ELA 4th grade Met/Exceeded Standard: 63% 2017 ELA 4th grade NOT met Standard: 37%
2018 ELA 4th grade Met/Exceeded Standard: 70% 2018 ELA 4th grade NOT met Standard: 30%

2015 ELA 5th grade Met/Exceeded Standard: 87% 2015 ELA 5th grade NOT met Standard: 13%
2016 ELA 5th grade Met/Exceeded Standard: 92% 2016 ELA 5th grade NOT met Standard: 8%
2017 ELA 5th grade Met/Exceeded Standard: 91% 2017 ELA 5th grade NOT met Standard: 9%
2018 ELA 5th grade Met/Exceeded Standard: 93% 2018 ELA 5th grade NOT met Standard: 6%

In 2017-2018, a total of 145 students from 3rd-5th grade participated in and received results from CAASPP Math testing. In 2016-2017 a total of 155 students from 3rd-5th grade participated in and received results from CAASPP Math testing as compared to 2015-2016 when a total of 149 students and 2014-2015 school year with 146 students. Overall, in

all grades 3-5, 75% met or exceeded the standard in 2017-2018 with an +51 average distance from 3. In 2016-2017, 80% met or exceeded the standard,+53 average distance from level 3 compared to 80% meeting or exceeding in the 2015-2016 school year with a +59 average distance from level 3.

2015 Math 3rd grade Met/Exceeded Standard: 84% 2015 Math 3rd grade NOT met Standard: 16%
2016 Math 3rd grade Met/Exceeded Standard: 76% 2016 Math 3rd grade NOT met Standard: 24%
2017 Math 3rd grade Met/Exceeded Standard: 76% 2017 Math 3rd grade NOT met Standard: 24%
2018 Math 3rd grade Met/Exceeded Standard: 71% 2018 Math 3rd grade NOT met Standard: 29%

2015 Math 4th grade Met/Exceeded Standard: 69% 2015 Math 4th grade NOT met Standard: 31%
2016 Math 4th grade Met/Exceeded Standard: 80% 2016 Math 4th grade NOT met Standard: 20%
2017 Math 4th grade Met/Exceeded Standard: 73% 2017 Math 4th grade NOT met Standard: 27%
2018 Math 4th grade Met/Exceeded Standard: 66% 2018 Math 4th grade NOT met Standard: 33%

2015 Math 5th grade Met/Exceeded Standard: 81% 2015 Math 5th grade NOT met Standard: 19%
2016 Math 5th grade Met/Exceeded Standard: 84% 2016 Math 5th grade NOT met Standard: 16%
2017 Math 5th grade Met/Exceeded Standard: 93% 2017 Math 5th grade NOT met Standard: 7%
2018 Math 5th grade Met/Exceeded Standard: 86% 2018 Math 5th grade NOT met Standard: 14%

How the school will measure progress toward this goal

The following are the ways in which we will evaluate our progress towards this goal:
Fastbridge screener and progress assessments
District Wide Interim Assessments
School Wide Writing Prompts and analysis of student work, use of common rubrics
Other measurements: Teacher observation, student work, and report cards, lexia, reading plus, reflex math, leveled literacy (FP)
Literacy coach, principal and classroom teacher will have beginning, mid and end of year Data meetings to follow a protocol of reviewing assessments
CAASPP 2019 results

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Review CAASPP 2018 ELA and Math results; Director of Assessments	August 2018	Principal Literacy Coach	Assessment Review			

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
reviews results with principal; Principal reviews results with literacy coach; Director also reviews with all literacy coaches; Principal and Literacy coach review results with all teaching staff at Professional Development meeting		Teachers				
Review district assessments for timelines, and accuracy prior to implementing Teachers review calendar with literacy coach to set up testing window Teachers set up sub days for assessments not funded through the district.	August 2018	All teaching staff	Assessment review Teachers set up sub days for assessments not funded through the district	0001-0999: Unrestricted: Locally Defined	Site Formula Funds	1000
Implement district assessments with fidelity Take time to review student work to change/influence teacher planning and next steps. Participate in District wide Interim Assessment Blocks and review results All 3rd - 5th grade teachers have students participate in 2 ELA and Math Interim Assessment Block assessments	September, 2018-May, 2019	All teaching staff	Fastbridge implementation; 2nd - 5th all computer based; TK-1st with additional teacher support (district pays for sub time), district wide interim assessments in English and Math Professional Development Banked time utilized to share student work by and across grade levels.	None Specified	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			During class time or computer lab teachers have students work on their Chromebooks or on computers in the lab to complete the IABs			
Write from the Beginning (WFTB) Professional Development training for teaching staff to support a schoolwide common writing program. This dovetails with the schoolwide Thinking Maps program, which supports student organization and processing skills. This begins with a trainer to support staff wide training; then Trainers of Trainers on staff will follow up with colleagues to further the work during Professional Development Banked time. Then Trainers attend the first complete genre training for grade levels to develop an understanding on how to support teachers for the upcoming school year regarding the second genre (Expository)	August, 2018-May, 2019	Literacy coach, Trainer of Trainers, principal, PD Leader	Banked Time professional development - provided by district	None Specified	District Funded	
			Trainer provided from Write from the Beginning to initially train staff-provided by LCAP	None Specified	District Funded	
			Materials for the WFTB-provided by LCAP	None Specified	District Funded	
			Trainers of Trainers (teaching staff) attend training in preparation for upcoming rollout (Opinion)-provided by LCAP	None Specified	District Funded	
			Sub days for teachers to attend training-provided by LCAP		District Funded	
Utilize Instructional Assistants in the classroom to support small group and individualized instruction. Train Instructional Assistant in general education intervention program to work with small group of students in Grade 2 in SIPPS.	August, 2018-May, 2019	Literacy Coach, Instructional Assistants	Instructional Assistants at 1.5 hour a day/teach including salary and benefits	0001-0999: Unrestricted: Locally Defined	Site Formula Funds	14563
				0001-0999: Unrestricted: Locally Defined	Stretch Grant (Ed Foundation)	5910
			SIPPS Materials	None Specified	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize the assessment results to have Data meetings to consider student skills, areas of strength and areas of growth Teachers meet by grade level with literacy coach to review student placement, growth and areas of need. Teacher to teacher professional development. In Data meetings confirm Tiered academic need for students Based on the data meetings students will be placed in to various groups such as Tier I only; Tier II with weekly teacher support; or Tier III with teacher support, and Language and Literacy Interventionist support	September 2018, Jan/Feb 2019, May 2019	Language and Literacy Interventionist, Literacy coach and Principal with all teaching staff by grade level	Teachers subbed out or at PD time (by grade level) to work with literacy coach if unable to conduct during banked time	0001-0999: Unrestricted: Locally Defined	Site Formula Funds	500
Invite qualified Tier III 3rd - 5th grade students to participate in small group reading instruction 3 days a week in addition to the classroom literacy work. Progress monitor per district requirements and adjust students within intervention programs based on assessment results. Look for ways for additional small group instruction for students in other grades. Currently in process of implementing a grade 2 reading group.	October 2018 - May, 2019	Language and Literacy Interventionist, Instructional Assistants, Literacy Coach, SAI Teacher	SIPPS and LLI curricula will be used; provided through Educational Services Literacy coach, additional teacher and principal monitor student work and make decisions about students continuing, exiting or being invited to attend the additional intervention program with the Language and Literacy Interventionist.	None Specified	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize Lexia and Reading Plus as forms of tiered level of support. Utilized for all students at all grade levels as needed. Utilize Michael Haggerty literacy work as forms of tiered level work. Utilize Words Their Way literacy work as forms of tiered level support. Utilize Spelling City for individualized vocabulary lists.	October 2018-May 2019	Literacy Coach and additional teaching staff	Lexia program purchased for students in all grades, TK-5. Additionally, Reading Plus purchased to support students in upper grades after Lexia. Spelling City purchased. Mystery Science purchased. Explore purchasing a math component such as Dreambox Learning.	None Specified	Parent-Teacher Association (PTA)	24,000
Two teachers participate in District Blended learning cohort. Have site representative as EdTechJedi and promote or encourage staff to participate in district trainings or committees. All teachers participate in district sposnosred NGSS training. Utilize MysteryScience Continue with PTA sponsored STEAM assemblies, labs, outdoor science education, and other hands on experiences.	2018-2019	All staff	MysteryScience Program PTA STEAM programming	None Specified None Specified	Parent-Teacher Association (PTA) Parent-Teacher Association (PTA)	
Site Math Coaches Professional Development, UCLA Representatives work with SMMUSD to provide math training, site coaches are instructed in four recommended CGI problems	August 2018-June 2019	Math Coordinator, Site Math Coach	Monies and sub time provided through Educational Services	None Specified		
Utilize PLC time to continue work in the following areas: review lesson design of math lessons, implement recommended CGI formats, use	August 2018-June 2019	Math Coach, Teachers	Sub time for collaboration to occur outside of banked time	0001-0999: Unrestricted: Locally Defined	Site Formula Funds	772

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Childrens Mathematics, Intentional Talk, and Putting the Practices in to Action to support teacher development, evaluate student work, or view CAASPP viewing system.			Materials and/or Training			
All 4th and 5th grade students are invited to participate in "Math Club," a before school program once a week where students work on challenging math problem solving questions. Designed to be rigorous, the only requirement is that students attend regularly, and complete the assigned homework. At the end of the school year, there is a Math Field Day for students who have participated throughout the entire school year.	October 2017-March 2018	Two Teachers and Community Volunteer	Teachers are paid at hourly rate for one hour each week to support student growth in mathematics	None Specified	Parent-Teacher Association (PTA)	2500
Teacher Sub Days to Support Collaboration, Professional Development, Assesments	2018-2019	Teachers, Principal	Sub days as needed to support site and district initiatives	0001-0999: Unrestricted: Locally Defined	Stretch Grant (Ed Foundation)	1500
Materials to support SLT work Additional general supplies Provide instructional supplies. PTA supports large amount of teacher materials as well.	2018-2019	Teacher, Literacy Coach, Principal	May be used for chart paper, Thinking Maps materials, Write From the Beginning Materials, readers work shop materials, classroom library books, F/P kits, other assesment materials.	0001-0999: Unrestricted: Locally Defined	Stretch Grant (Ed Foundation)	633
			General supplies	0001-0999: Unrestricted: Locally Defined	Stretch Grant (Ed Foundation)	1644
			Instructional supplies	0001-0999: Unrestricted: Locally Defined	Site Formula Funds	1200
Students will use thinking maps as a result of teachers integrating and modelling thinking maps, through	2018-2019	Teacher, Literacy Coach, Principal	Materials, Training, Release Time all listed previously.			

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
explicit instruction of academic language students will be able to utilize academic language during partner, small group, and whole class discussions and will be evident in their writing. Teachers will deliver explicit instruction in English language conventions and will teach the mini-lessons from Setting the Stage in order to support students formulating more complex sentences orally and/or in writing and citing evidence within their writing and speaking						
Explore piloting/purchasing Dreambox Learning to supplement math instruction similar to lexia and readingplus. While some teachers are utlizing Freckle, Dreambox has had more positive response at a neighboring school.	2018-2019	Principal, Literacy Coach, PD Leader	Pilot/Purchase program	None Specified	Parent-Teacher Association (PTA)	
Preserve instructional time as much as possible. Continue to revise calendar. Explore shift away from PSArts as fundraising model shifts- not a site decision.						
PlanetBravo. Curriculum to include navigating hardware, software, digital design, coding, digital literacy, digital citizenship.	2019-2019	Principal, PlanetBravo	Technology Program	0001-0999: Unrestricted: Locally Defined	Stretch Grant (Ed Foundation)	21000

Total Expenditures for Goal 1

Goal Number	Total Expenditures
Goal 1	75,222.00

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: English Language Development
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)
Site Goal: Have 75% of identified English Learners improve one or more levels annually as measured on ELPAC (Data not available 2017-2018, 56.2% met AMAO 1 in 2016-2017) In 2017-2018, 12 English Learners were tested in grades 3-5. Their average performance on ELA CAASPP was 2.4, a -.7 difference from "All Students." Their average performance on Math CAASPP was 2.5, also a -.7 difference from "All Students." In 2016-2017, the gap for English Learners difference from "All Students" percentage met and exceeded standard on 2017 CAASPP ELA was -28% and in Math -25%. (11 Total Students tested in grades 3-5). In 2016, 2017, there were 23 students currently classified as English Learners with 9 languages represented. Per the CELDT AMAO Summary, in 2016-2017 16/16 students (100%) had required prior CELDT scores with 9 students (56.2%) meeting AMAO at site. In regards to AMAO 2, 28 students were in the cohort with less than 5 years and 11/28 (39.3%) attained English Proficient Level. There was 1 student in the 5 years or more cohort and that student attained the English Proficient Level (100%).
How the school will measure progress toward this goal
SIPPS and English 3D measurements Classroom Performance Other measurements: Lexia, Reading Plus, Leveled Literacy Running Records CELDT/ELPAC Testing

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Core instruction with integrated and designated ELD happening in general education classroom. Classroom teacher supported by Literacy Coach providing teacher to teacher support. Access to Rosetta Stone for Beginners	August 2018 to June 2019	Classroom teachers, Literacy Coach	Teachers continue to familiarize themselves and integrate ELA/ELD standards using district curriculum map and approved instructional materials, district training on ELA/ELD standards.			
Tier 3 intervention groups including SIPPS and English 3D for students who qualify Tier 3 intervention group (SIPPS) in grade 2 facilitated by IA.	September 2018 to June 2019	Language Literacy Interventionist	District supports LLI and Tier 3 groups			
SPED/EL crossover district training	Fall 2018	SAI teacher	SPED/EL Compliance Training	None Specified	District Funded	
Teacher professional development around ELD and benchmark, academic language, language frames.	January 2019-May 2019	Principal, PD Leader, Literacy Coach	Pursue outside professional development during banked time around best practices to support ELs, inlcuding how benchmark differentiates for EL learners	None Specified	District Funded	
Ongoing use of Thinking Maps and Write from the Beginning to support ELD.	August 2018-June 2019	All teachers	Instructional practices allow for use of academic language, use of language frames, organization of thoughts.			

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ensure participation of ELs in all school activities and enrichment programs including Math Club.	August 2018-June 2019	Principal, Teachers	Language is acquired in various settings and feeling connected to school and peers is very important.			

Total Expenditures for Goal 2

Goal Number	Total Expenditures
Goal 2	

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
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)
Site Goal: Decrease the number of students absent 10% of the school year or more (6.8% in 2017-2018, 10.67% in 2016-2017) to 6% while increasing the number of students reporting that they either like school or like school very much to 70% (67.2% in 2017-2018, 65.1% in 2016-2017). Per Calpads attendance data: In 2016-2017, 174/300 students at webster (58%) were absent less than 5%. 94/300 (31.33%) missed between 5% and 10%, 27/300 (9%) missed between 10%-20%, and 5/300 (1.67%) missed over 20%. Parent Perception Survey Data unable to locate 2017-2018, not available for 2016-2017.
How the school will measure progress toward this goal
Olweus Bully Prevention Program (OBPP) online surveys Classroom meetings and anecdotal student and adult sharing Parent Perception surveys A2A Attendance reports PlanetBravo Feedback and Evaluations Assessment results from Reflex math, TenMarks, Lexia, Google Docs

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Olweus Bully Prevention Program (OBPP) 6 survey data to prepare. Survey data shared with staff.	August 2017, September 2017	Principal, OBPP team (Classroom teacher, parent representative)		None Specified		
Ongoing efforts with OLWEUS classroom meetings, Character Counts, Spirit Assemblies, and Best on the Beach, including school wide assemblies	September 2017-May 2018	Principal with follow up from teachers in classes	Various character assemblies	None Specified	Parent-Teacher Association (PTA)	1000
Synthesize school efforts into a "Schoolwide Behavior Plan"	January 2018	Principal				
Staff refresh with OBPP details and next steps during staff meeting Trained staff member reviews and redesigns classroom Meeting lesson protocols, Staff will set up a calendar for the remainder of the school year for weekly classroom meetings regarding Bully Prevention and topics around how students can support one another	October 2017- June 2018	Teachers	May need to purchase some OLWEUS materials	0001-0999: Unrestricted: Locally Defined	Site Formula Funds	500
OBPP 2016-2017 Survey for 3rd - 5th grade students	February/March, 2017	Principal and classroom teachers		None Specified		
Promote and execute variety of service learning opportunities: canned food, Halloween candy, sister school book drive and field trip, unicef, step forward day, beach clean up, etc.	2018-2019	Staff	Service Drives and improve student leadership group.			
Utilize lab and classroom chromebook carts for variety of assesments and programs including lexia, reading plus, reflex math, fastbridge Ascreener, districtwide interims, CAASPP	2017-2018	Literacy Coach, Math Coach, Teachers, Principal	Provide work time on chromebooks and computers on assessments, practice and interim assessments.	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers continue to augment instruction by designing learning tasks and project using classroom chromebooks.	2017-2018	PlanetBravo, Teachers	Current PlanetBravo teacher also an integration expert and can assist classroom teachers. PTA may support additional classroom devices.			
Students engage and participate in range of district and PTA sponsored programs: instrumental music, vocal music, holiday music, recorder, ballroom dance, physical education, theater, art, gardening, etc.	2017-2018	Staff	Holiday Music Instruction	0001-0999: Unrestricted: Locally Defined	Site Formula Funds	1000
Variety of PTA and school sponsored events (Family Nights, Red Ribbon Week, Science Fair and Science Activities, Assemblies, Field Trips, Parent Education, Spelling Bee, etc) Parent volunteer program.	2017-2018	PTA, Principal, Staff	PTA supported events			
Provide social and emotional supports including individual counseling and groups.	2018-2019	Boys and Girls Club, Principal	Look for ways to increase hours/caseload or expand Boys and Girls Club Wellness Program to support Webster students.			
Community building efforts: school and classroom circles, MixItUp Lunch, Start with Hello week, Random Acts of Kindness, community events, ice breakers, team building. Strengthen restorative approaches within classroom, school, and parent community. Staff attend district provided training.	2018-2019	Principal, Staff	Build and strengthen community to include student to student relationships, staff to student relationship and school and families/community relationships.			

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase staff awareness of Social Justice standards.						
Extra hourly office support Supplies for Office, PAS, and Nurse	2018-2019	Office Staff, PAS, HOS, Nurse	Ensure necessary staff support and supplies to serve our students and families	0001-0999: Unrestricted: Locally Defined	Site Formula Funds	2530

Total Expenditures for Goal 3

Goal Number	Total Expenditures
Goal 3	5,030.00

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
Patrick Miller	X				
Kelly Morris		X			
Vince Le Greco			X		
Peri Monte			X		
Jerel Taylor				X	
Connie Jenkins				X	
Mike Kisskalt		X			
Dave Karsh				X	
Heather Pitz				X	
Quint Morris				X	
Numbers of members of each category:	**1**	**2**	**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)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):**

English Learner Advisory Committee — Signature

District/School Liaison Team for schools in Program Improvement — Signature

X Other committees established by the school or district (list): SLT Team/PD Team — Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 11/14/2018.

Attested:

Patrick Miller		
Typed Name of School Principal	Signature of School Principal	Date
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
American Book Drive	505.42	505.42
Title II (Teacher Improvement)		
Site Formula Funds	21615	-450.00
Stretch Grant (SMMEF)	30166	30,166.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
Parent-Teacher Association (PTA)	27,500.00
Site Formula Funds	22,065.00
Stretch Grant (Ed Foundation)	30,687.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	52,752.00
None Specified	27,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
None Specified	Parent-Teacher Association (PTA)	27,500.00
0001-0999: Unrestricted: Locally Defined	Site Formula Funds	22,065.00
0001-0999: Unrestricted: Locally Defined	Stretch Grant (Ed Foundation)	30,687.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	75,222.00
Goal 3	5,030.00

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	68	49	37	62	49	37	62	49	37	91.2	100	100
Grade 4	51	61	52	51	60	51	50	60	51	100	98.4	98.1
Grade 5	39	47	60	38	46	58	38	46	58	97.4	97.9	96.7
All Grades	158	157	149	151	155	146	150	155	146	95.6	98.7	98

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2481.5	2465.6	2473.9	44	44.90	43.24	24	24.49	21.62	24	18.37	21.62	8	12.24	13.51
Grade 4	2547.6	2510.0	2503.8	64	41.67	39.22	20	21.67	31.37	14	21.67	15.69	2	15.00	13.73
Grade 5	2600.4	2602.6	2597.6	53	69.57	58.62	39	21.74	34.48	5	8.70	3.45	3	0.00	3.45
All Grades	N/A	N/A	N/A	53	50.97	47.95	27	22.58	30.14	16	16.77	12.33	5	9.68	9.59

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	40	34.69	47.22	47	48.98	38.89	13	16.33	13.89
Grade 4	52	40.00	41.18	44	50.00	45.10	4	10.00	13.73
Grade 5	61	45.65	55.17	32	52.17	39.66	8	2.17	5.17
All Grades	49	40.00	48.28	42	50.32	41.38	9	9.68	10.34

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	42	40.82	41.67	53	46.94	36.11	5	12.24	22.22
Grade 4	60	33.33	29.41	34	55.00	58.82	6	11.67	11.76
Grade 5	79	76.09	68.97	16	23.91	25.86	5	0.00	5.17
All Grades	57	48.39	48.28	37	43.23	40.00	5	8.39	11.72

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	35	26.53	27.78	61	61.22	66.67	3	12.24	5.56
Grade 4	50	30.00	23.53	48	61.67	70.59	2	8.33	5.88
Grade 5	47	54.35	41.38	50	43.48	58.62	3	2.17	0.00
All Grades	43	36.13	31.72	54	56.13	64.83	3	7.74	3.45

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	37	42.86	41.67	50	40.82	50.00	13	16.33	8.33
Grade 4	48	40.00	37.25	50	48.33	54.90	2	11.67	7.84
Grade 5	68	73.91	68.97	26	23.91	31.03	5	2.17	0.00
All Grades	49	50.97	51.03	44	38.71	44.14	7	10.32	4.83

Conclusions based on this data:

1. The area of greatest strength for students was in the content area of Demonstrating Effective Communication Skills in Listening
2. The content area of Reading had the greatest number of students who were below standard.
3. The greatest total number of students who performed above standard was in the content area of Writing;, however this was also where the largest discrepancy between 3rd and 5th grade students occurred.

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	68	49	37	62	49	37	62	49	37	91.2	100	100
Grade 4	51	61	52	51	60	51	50	60	51	100	98.4	98.1
Grade 5	39	47	60	38	46	58	38	46	58	97.4	97.9	96.7
All Grades	158	157	149	151	155	146	150	155	146	95.6	98.7	98

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2492.1	2481.9	2484.9	45	40.82	40.54	31	34.69	29.73	21	16.33	24.32	3	8.16	5.41
Grade 4	2537.9	2525.6	2518.7	40	40.00	39.22	40	33.33	27.45	16	21.67	25.49	4	5.00	7.84
Grade 5	2599.1	2607.4	2595.7	71	78.26	67.24	13	15.22	18.97	11	6.52	12.07	5	0.00	1.72
All Grades	N/A	N/A	N/A	50	51.61	50.68	29	28.39	24.66	17	15.48	19.86	4	4.52	4.79

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	61	63.27	62.16	32	28.57	29.73	6	8.16	8.11
Grade 4	70	51.67	50.98	22	33.33	31.37	8	15.00	17.65
Grade 5	79	69.57	70.69	8	28.26	25.86	13	2.17	3.45
All Grades	69	60.65	61.64	23	30.32	28.77	9	9.03	9.59

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	50	42.86	51.35	40	48.98	35.14	10	8.16	13.51
Grade 4	52	43.33	35.29	42	46.67	52.94	6	10.00	11.76
Grade 5	74	73.91	62.07	21	26.09	37.93	5	0.00	0.00
All Grades	57	52.26	50.00	36	41.29	42.47	7	6.45	7.53

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	52	48.98	51.35	44	40.82	32.43	5	10.20	16.22
Grade 4	54	43.33	41.18	38	45.00	47.06	8	11.67	11.76
Grade 5	61	67.39	53.45	34	23.91	44.83	5	8.70	1.72
All Grades	55	52.26	48.63	39	37.42	42.47	6	10.32	8.90

Conclusions based on this data:

1. The area of greatest need (the highest amount of students below standard) was in
2. The area of greatest strength overall (the highest amount of students above standard) was
3. The largest number of students who were "at or near standard" was

School and Student Performance Data

CAASPP Results (American Indian)

English Language Arts/Literacy

Overall Participation for American Indian or Alaska Native												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18

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

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

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

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (American Indian)

Mathematics

Overall Participation for American Indian or Alaska Native												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18

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

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

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

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

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

Conclusions based on this data:

1.

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	3	*	*	3	*	*	3	*	*	100		
Grade 4		*	*		*	*		*	*			
Grade 5	2		*	2		*	2		*	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 Asian															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4		*	*		*	*		*	*		*	*		*	*
Grade 5	*		*	*		*	*		*	*		*	*		*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

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

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

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

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

Conclusions based on this data:

1. The 'n' for students for this ethnicity is too small to draw valid conclusions.

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	3	*	*	3	*	*	3	*	*	100		
Grade 4		*	*		*	*		*	*			
Grade 5	2		*	2		*	2		*	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 Asian															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4		*	*		*	*		*	*		*	*		*	*
Grade 5	*		*	*		*	*		*	*		*	*		*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

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

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

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

Conclusions based on this data:

1. The 'n' for students for this ethnicity is too small to draw valid conclusions.

School and Student Performance Data

CAASPP Results (African American)

English Language Arts/Literacy

Overall Participation for Black or African American												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2	*		1	*		1	*		50		
Grade 4	4	*	*	4	*	*	4	*	*	100		
Grade 5		*	*		*	*		*	*			
All Grades	6	*	*	5	*	*	5	*	*	83.3		

* 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	*	*	*	*	*	*	*	*	*	*	*	*

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. The 'n' for students for this ethnicity is too small to draw valid conclusions.

School and Student Performance Data

CAASPP Results (African American)

Mathematics

Overall Participation for Black or African American												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2	*		1	*		1	*		50		
Grade 4	4	*	*	4	*	*	4	*	*	100		
Grade 5		*	*		*	*		*	*			
All Grades	6	*	*	5	*	*	5	*	*	83.3		

* 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	*	*	*	*	*	*	*	*	*	*	*	*

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. The 'n' for students for this ethnicity is too small to draw valid conclusions.

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 4	2			2			2			100		
Grade 5		*			*			*				
All Grades	2	*		2	*		2	*		100		

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

Overall Achievement for 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 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. The 'n' for students for this ethnicity is too small to draw valid conclusions.

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 4	2			2			2			100		
Grade 5		*			*			*				
All Grades	2	*		2	*		2	*		100		

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

Overall Achievement for 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 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. The 'n' for students for this ethnicity is too small to draw valid conclusions.

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	16	*	*	15	*	*	15	*	*	93.8		
Grade 4	4	15	*	4	15	*	4	15	*	100	100	
Grade 5	3	*	15	2	*	15	2	*	15	66.7		100
All Grades	23	24	23	21	24	23	21	24	23	91.3	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	2479.5	*	*	47	*	*	13	*	*	27	*	*	13	*	*
Grade 4	*	2490.3	*	*	46.67	*	*	20.00	*	*	6.67	*	*	26.67	*
Grade 5	*	*	2581.3	*	*	60.00	*	*	26.67	*	*	6.67	*	*	6.67
All Grades	N/A	N/A	N/A	43	41.67	43.48	14	20.83	26.09	33	12.50	8.70	10	25.00	21.74

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	40	*	*	33	*	*	27	*	*
Grade 4	*	46.67	*	*	40.00	*	*	13.33	*
Grade 5	*	*	53.33	*	*	40.00	*	*	6.67
All Grades	38	33.33	43.48	38	41.67	34.78	24	25.00	21.74

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	47	*	*	53	*	*	0	*	*
Grade 4	*	26.67	*	*	53.33	*	*	20.00	*
Grade 5	*	*	60.00	*	*	26.67	*	*	13.33
All Grades	43	33.33	39.13	52	45.83	39.13	5	20.83	21.74

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	*	*	67	*	*	7	*	*
Grade 4	*	13.33	*	*	60.00	*	*	26.67	*
Grade 5	*	*	46.67	*	*	53.33	*	*	0.00
All Grades	24	16.67	34.78	71	62.50	52.17	5	20.83	13.04

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	40	*	*	47	*	*	13	*	*
Grade 4	*	46.67	*	*	33.33	*	*	20.00	*
Grade 5	*	*	73.33	*	*	26.67	*	*	0.00
All Grades	33	41.67	52.17	48	33.33	34.78	19	25.00	13.04

Conclusions based on this data:

1. For students in this ethnicity group, the largest percentage of students below standard occurred in the area of Reading.
2. For students in this ethnicity group, the largest percentage of students above standard also occurred in the are of Reading, indicating this content area has the largest discrepancy of success.
3. The area of Listening had the highest percentage of students at or above grade level.

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	16	*	*	15	*	*	15	*	*	93.8		
Grade 4	4	15	*	4	15	*	4	15	*	100	100	
Grade 5	3	*	15	2	*	15	2	*	15	66.7		100
All Grades	23	24	23	21	24	23	21	24	23	91.3	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	2477.7	*	*	40	*	*	20	*	*	33	*	*	7	*	*
Grade 4	*	2511.5	*	*	46.67	*	*	6.67	*	*	33.33	*	*	13.33	*
Grade 5	*	*	2594.7	*	*	60.00	*	*	26.67	*	*	13.33	*	*	0.00
All Grades	N/A	N/A	N/A	33	41.67	43.48	24	12.50	26.09	29	33.33	21.74	14	12.50	8.70

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	47	*	*	33	*	*	20	*	*
Grade 4	*	46.67	*	*	33.33	*	*	20.00	*
Grade 5	*	*	66.67	*	*	33.33	*	*	0.00
All Grades	43	45.83	56.52	33	37.50	26.09	24	16.67	17.39

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	47	*	*	47	*	*	7	*	*
Grade 4	*	33.33	*	*	46.67	*	*	20.00	*
Grade 5	*	*	66.67	*	*	33.33	*	*	0.00
All Grades	38	29.17	52.17	52	54.17	34.78	10	16.67	13.04

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	60	*	*	40	*	*	0	*	*
Grade 4	*	46.67	*	*	33.33	*	*	20.00	*
Grade 5	*	*	46.67	*	*	53.33	*	*	0.00
All Grades	48	45.83	39.13	48	29.17	56.52	5	25.00	4.35

Conclusions based on this data:

1. For students in this ethnicity group, the largest percentage of students below standard occurred in the area of Communicating Reasoning
2. For students in this ethnicity group, the largest percentage of students above standard also occurred in the are of Communicating Reasoning, indicating this content area has the largest discrepancy of success.
3. The area of Problem Solving had the highest percentage of students at or above grade level.

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. There are no students identified in this group.

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. There are no students identified in this group.

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	42	39	33	38	39	33	38	39	33	90.5	100	100
Grade 4	37	36	41	37	36	40	36	36	40	100	100	97.6
Grade 5	30	34	37	30	33	35	30	33	35	100	97.1	94.6
All Grades	109	109	111	105	108	108	104	108	108	96.3	99.1	97.3

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

Overall Achievement for White															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2478.1	2478.4	2474.7	39	46.15	42.42	29	28.21	21.21	26	17.95	24.24	5	7.69	12.12
Grade 4	2559.4	2513.8	2517.4	69	38.89	40.00	19	22.22	37.50	8	25.00	15.00	3	13.89	7.50
Grade 5	2607.7	2615.9	2605.1	53	75.76	57.14	43	18.18	37.14	0	6.06	2.86	3	0.00	2.86
All Grades	N/A	N/A	N/A	54	52.78	46.30	30	23.15	32.41	13	16.67	13.89	4	7.41	7.41

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	39	35.90	43.75	53	53.85	43.75	8	10.26	12.50
Grade 4	61	36.11	42.50	36	55.56	52.50	3	8.33	5.00
Grade 5	67	57.58	57.14	30	42.42	37.14	3	0.00	5.71
All Grades	55	42.59	47.66	40	50.93	44.86	5	6.48	7.48

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	39	41.03	43.75	55	51.28	34.38	5	7.69	21.88
Grade 4	61	36.11	30.00	36	52.78	62.50	3	11.11	7.50
Grade 5	80	75.76	68.57	17	24.24	28.57	3	0.00	2.86
All Grades	59	50.00	46.73	38	43.52	42.99	4	6.48	10.28

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	39	28.21	28.13	61	61.54	68.75	0	10.26	3.13
Grade 4	56	36.11	27.50	42	61.11	70.00	3	2.78	2.50
Grade 5	47	51.52	40.00	50	48.48	60.00	3	0.00	0.00
All Grades	47	37.96	31.78	51	57.41	66.36	2	4.63	1.87

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	32	46.15	40.63	55	43.59	53.13	13	10.26	6.25
Grade 4	58	36.11	37.50	42	55.56	57.50	0	8.33	5.00
Grade 5	73	75.76	71.43	23	21.21	28.57	3	3.03	0.00
All Grades	53	51.85	49.53	41	40.74	46.73	6	7.41	3.74

Conclusions based on this data:

1. The overall 'all grades' above standard score occurred in every subtest within this content area.
2. The highest percentage of students below standard occurred in the area of Research/Inquiry, though the number is 6%
3. The largest discrepancy of students above grade level occurred between third and fifth grade in the content area of Reading.

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	42	39	33	38	39	33	38	39	33	90.5	100	100
Grade 4	37	36	41	37	36	40	36	36	40	100	100	97.6
Grade 5	30	34	37	30	33	35	30	33	35	100	97.1	94.6
All Grades	109	109	111	105	108	108	104	108	108	96.3	99.1	97.3

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

Overall Achievement for White															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2489.7	2489.1	2484.1	42	43.59	42.42	37	35.90	27.27	18	15.38	24.24	3	5.13	6.06
Grade 4	2543.8	2528.6	2527.7	44	38.89	40.00	39	38.89	32.50	14	19.44	25.00	3	2.78	2.50
Grade 5	2601.9	2617.1	2595.9	77	84.85	71.43	10	12.12	14.29	10	3.03	11.43	3	0.00	2.86
All Grades	N/A	N/A	N/A	53	54.63	50.93	30	29.63	25.00	14	12.96	20.37	3	2.78	3.70

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	63	66.67	63.64	34	28.21	30.30	3	5.13	6.06
Grade 4	75	50.00	52.50	19	36.11	35.00	6	13.89	12.50
Grade 5	80	75.76	74.29	7	21.21	20.00	13	3.03	5.71
All Grades	72	63.89	62.96	21	28.70	28.70	7	7.41	8.33

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	47	48.72	54.55	42	46.15	30.30	11	5.13	15.15
Grade 4	61	44.44	32.50	33	50.00	62.50	6	5.56	5.00
Grade 5	77	81.82	57.14	20	18.18	42.86	3	0.00	0.00
All Grades	61	57.41	47.22	33	38.89	46.30	7	3.70	6.48

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	45	51.28	48.48	50	41.03	33.33	5	7.69	18.18
Grade 4	56	38.89	45.00	39	50.00	47.50	6	11.11	7.50
Grade 5	60	69.70	54.29	33	27.27	42.86	7	3.03	2.86
All Grades	53	52.78	49.07	41	39.81	41.67	6	7.41	9.26

Conclusions based on this data:

1. The largest area of growth from the 2014-2015 year to the 2015-2016 school year was in the area of Concepts and Procedures.
2. There was virtually no change in students who were below grade level in any of the content areas from the 204-2015 year to the 2015-2016 school year.
3. The largest discrepancy of students above grade level occurred between third and fifth grade in the content area of Problem Solving.

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	5	*	*	5	*	*	5	*	*	100		
Grade 4	4	*	*	4	*	*	4	*	*	100		
Grade 5	4	*	*	3	*	*	3	*	*	75		
All Grades	13	13	*	12	13	*	12	13	*	92.3	100	

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

Overall Achievement for Students with Disability															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	42	38.46	*	17	30.77	*	33	7.69	*	8	23.08	*

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	33	46.15	*	50	30.77	*	17	23.08	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	42	30.77	*	33	46.15	*	25	23.08	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	25	23.08	*	67	61.54	*	8	15.38	*

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	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	50	38.46	*	42	38.46	*	8	23.08	*

Conclusions based on this data:

1. There are not enough students in this group to draw valid conclusions.

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	5	*	*	5	*	*	5	*	*	100		
Grade 4	4	*	*	4	*	*	4	*	*	100		
Grade 5	4	*	*	3	*	*	3	*	*	75		
All Grades	13	13	*	12	13	*	12	13	*	92.3	100	

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

Overall Achievement for Students with Disability															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	42	38.46	*	17	23.08	*	17	23.08	*	25	15.38	*

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	50	46.15	*	17	30.77	*	33	23.08	*

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	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	33	23.08	*	42	61.54	*	25	15.38	*

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	42	46.15	*	42	23.08	*	17	30.77	*

Conclusions based on this data:

1. There are not enough students in this group to draw valid conclusions.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	**Overall**	**Oral Language**	**Written Language**	**Number of Students Tested**
Grade K	*	*	*	*
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				17

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Grade K	*	*			*	*			*
Grade 1	*	*	*	*	*	*			*
Grade 2			*	*					*
Grade 3			*	*	*	*			*
Grade 4			*	*					*
Grade 5	*	*	*	*					*
All Grades	*	*	*	*	*	*			17

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Grade K	*	*			*	*			*
Grade 1	*	*	*	*					*
Grade 2	*	*							*
Grade 3	*	*	*	*			*	*	*
Grade 4	*	*							*
Grade 5	*	*							*
All Grades	12	70.59	*	*	*	*	*	*	17

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*					*
Grade 1	*	*	*	*	*	*			*
Grade 2			*	*					*
Grade 3			*	*	*	*			*
Grade 4			*	*	*	*			*
Grade 5			*	*	*	*			*
All Grades	*	*	*	*	*	*			17

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*			*
Grade 2			*	*			*
Grade 3	*	*	*	*			*
Grade 4	*	*					*
Grade 5	*	*	*	*			*
All Grades	*	*	*	*			17

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*			*
Grade 2	*	*					*
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*					*
Grade 5	*	*					*
All Grades	12	70.59	*	*	*	*	17

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*			*
Grade 2	*	*					*
Grade 3			*	*	*	*	*
Grade 4			*	*	*	*	*
Grade 5	*	*	*	*			*
All Grades	*	*	*	*	*	*	17

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*					*
Grade 1	*	*	*	*			*
Grade 2			*	*			*
Grade 3			*	*	*	*	*
Grade 4			*	*			*
Grade 5			*	*			*
All Grades	*	*	12	70.59	*	*	17

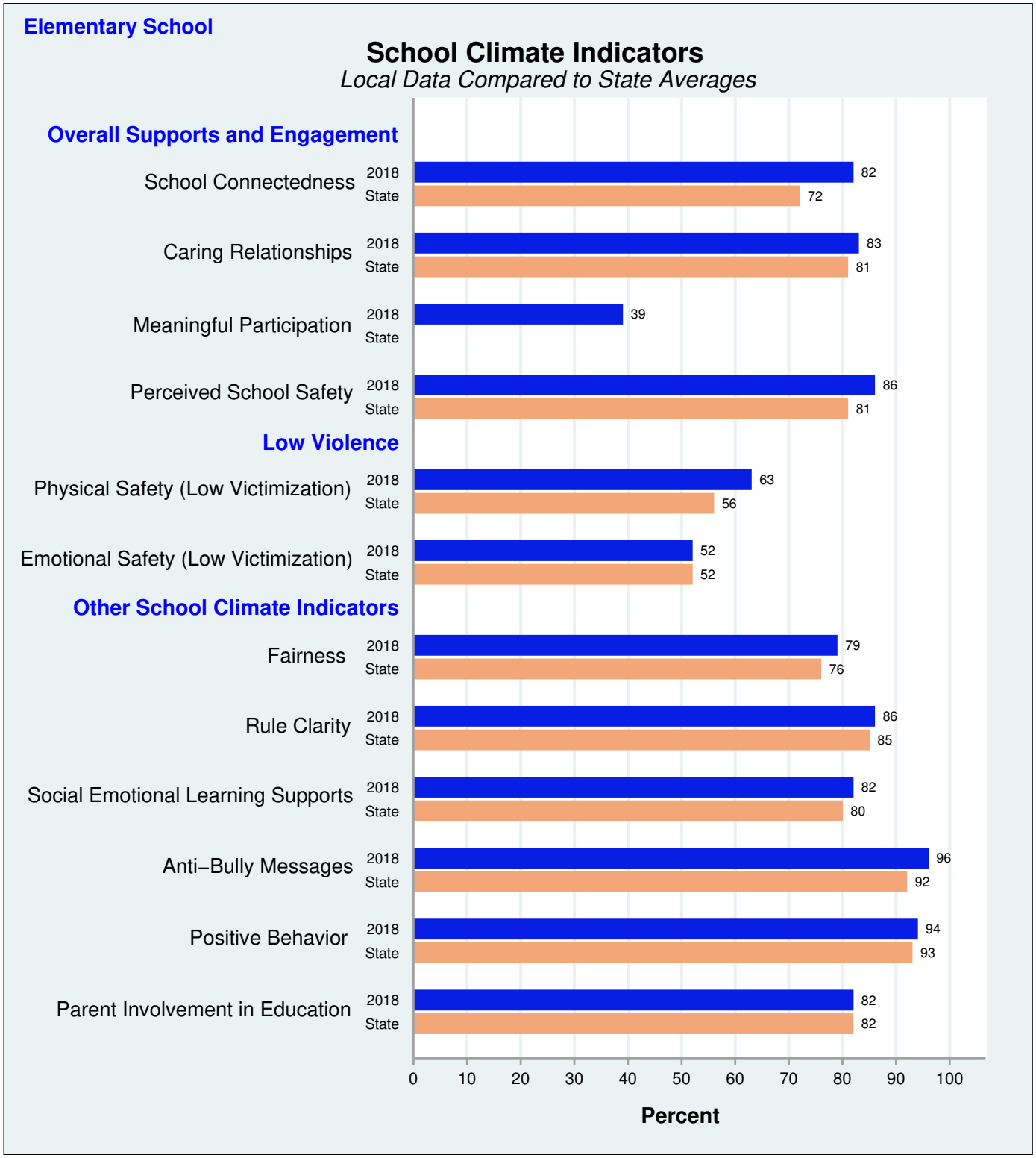
Conclusions based on this data:

1.

School Climate Report Card (Elementary)—2017-2018

District: Santa Monica-Malibu Unified
School: Webster Elementary

Date Prepared: 14 Jun 2018
Response Rate: 83%



School Climate Report Card (Elementary)—2017-2018

District: Santa Monica-Malibu Unified
School: Webster Elementary

Date Prepared: 14 Jun 2018

Other Indicators

Selected Student-Reported Indicators (California Healthy Kids Survey)

	School 2017-18 (%)	State 2015-17 (%)
Finish all classroom assignments	96	89
Absent 2 or more days in the past 30 days	38	~
Feel a part of the school	84	77
Adults at school care about you	86	85
Safety at school	86	81
Harassed at school	16	14
Parents ask about school	92	83

Selected Staff-Reported Indicators (California School Staff Survey)

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

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

CDS code: 19649806022636

How are the School Climate Indicators Calculated?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

State Averages

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

Explanation of Other Indicators

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

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

Selected Student-Reported School Climate Measures (CHKS)

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

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

Selected Staff-Reported School Climate Measures (CSSS)

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

Chronic Absenteeism Analysis Report

2017-18

School Innovations & Achievement

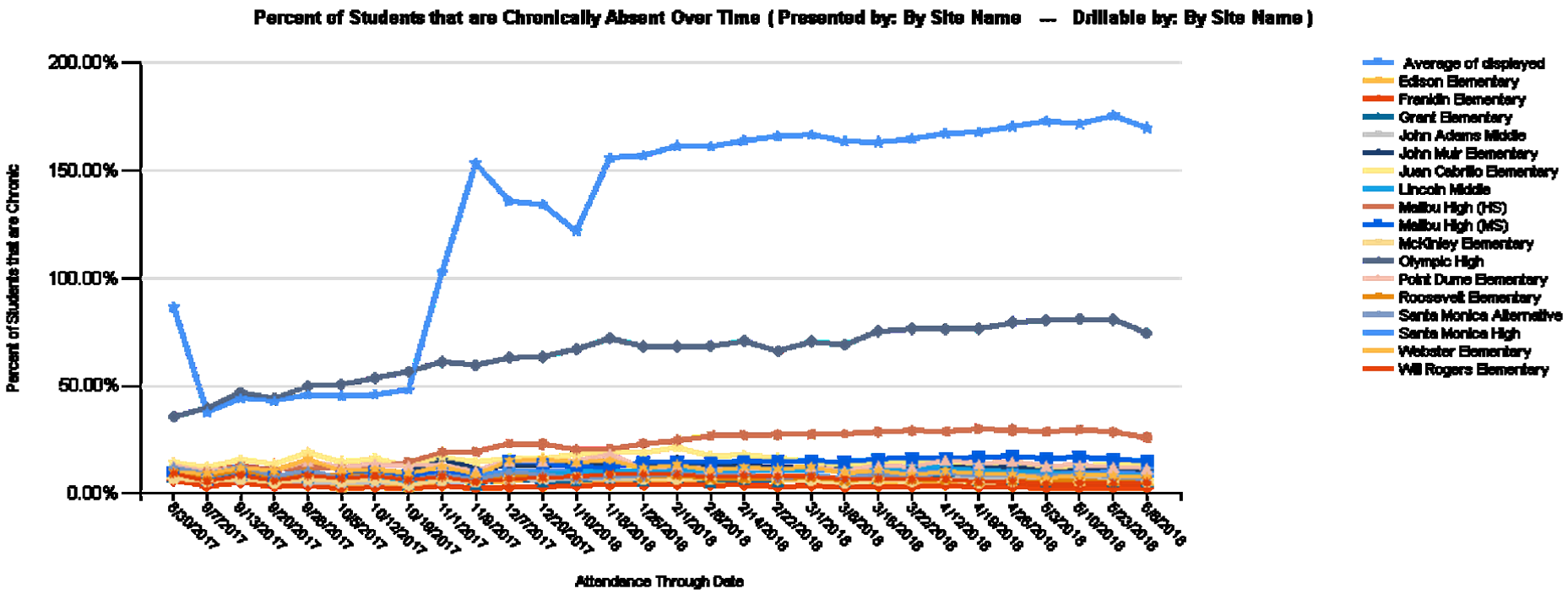
Santa Monica-Malibu Unified School District

Report Date: 10/5/2018

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

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

District Level



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

ELPAC Summative 17-18

Overall Performance Level

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

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

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

By Ethnicity

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

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

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

Socio-Economically Disadvantage

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

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

Budget By Expenditures

Webster Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
Lexia program purchased for students in all grades, TK-5. Additionally, Reading Plus purchased to support students in upper grades after Lexia. Spelling City purchased. Mystery Science purchased. Explore purchasing a math component such as Dreambox Learning.	None Specified	$24,000.00	English Language Arts and Mathematics Development	Utilize Lexia and Reading Plus as forms of tiered level of support. Utilized for all students at all grade levels as needed. Utilize Michael Haggerty literacy work as forms of tiered level work. Utilize Words Their Way literacy work as forms of tiered level support. Utilize Spelling City for individualized vocabulary lists.
Teachers are paid at hourly rate for one hour each week to support student growth in mathematics	None Specified	$2,500.00	English Language Arts and Mathematics Development	All 4th and 5th grade students are invited to participate in "Math Club," a before school program once a week where students work on challenging math problem solving questions. Designed to be rigorous, the only requirement is that students attend regularly, and complete the assigned homework. At the end of the school year, there is a Math Field Day for students who have participated throughout the entire school year.
Various character assemblies	None Specified	$1,000.00	School Climate	Ongoing efforts with OLWEUS classroom meetings, Character Counts, Spirit Assemblies, and Best on the Beach, including school wide assemblies

Parent-Teacher Association (PTA) Total Expenditures:	$27,500.00
Parent-Teacher Association (PTA) Allocation Balance:	$0.00

Funding Source: Site Formula Funds **$21,615.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

Webster Elementary School

May need to purchase some OLWEUS materials	0001-0999: Unrestricted: Locally Defined	$500.00	School Climate	Staff refresh with OBPP details and next steps during staff meeting Trained staff member reviews and redesigns classroom Meeting lesson protocols, Staff will set up a calendar for the remainder of the school year for weekly classroom meetings regarding Bully Prevention and topics around how students can support one another
Holiday Music Instruction	0001-0999: Unrestricted: Locally Defined	$1,000.00	School Climate	Students engage and participate in range of district and PTA sponsored programs: instrumental music, vocal music, holiday music, recorder, ballroom dance, physical education, theater, art, gardening, etc.
Ensure necessary staff support and supplies to serve our students and families	0001-0999: Unrestricted: Locally Defined	$2,530.00	School Climate	Extra hourly office support Supplies for Office, PAS, and Nurse
Instructional supplies	0001-0999: Unrestricted: Locally Defined	$1,200.00	English Language Arts and Mathematics Development	Materials to support SLT work Additional general supplies Provide instructional supplies. PTA supports large amount of teacher materials as well.
Teachers subbed out or at PD time (by grade level) to work with literacy coach if unable to conduct during banked time	0001-0999: Unrestricted: Locally Defined	$500.00	English Language Arts and Mathematics Development	Utilize the assessment results to have Data meetings to consider student skills, areas of strength and areas of growth Teachers meet by grade level with literacy coach to review student placement, growth and areas of need. Teacher to teacher professional development. In Data meetings confirm Tiered academic need for students Based on the data meetings students will be placed in to various groups such as Tier I only; Tier II with weekly teacher support; or Tier III with teacher support, and Language and Literacy Interventionist support
Sub time for collaboration to occur outside of banked time	0001-0999: Unrestricted: Locally Defined	$772.00	English Language Arts and Mathematics Development	Utilize PLC time to continue work in the following areas: review lesson design of math lessons, implement recommended CGI formats, use Childrens Mathematics, Intentional Talk, and Putting the Practices in to Action to support teacher development, evaluate student work, or view CAASPP viewing system.

Webster Elementary School

Teachers set up sub days for assessments not funded through the district	0001-0999: Unrestricted: Locally Defined	$1,000.00	English Language Arts and Mathematics Development	Review district assessments for timelines, and accuracy prior to implementing Teachers review calendar with literacy coach to set up testing window Teachers set up sub days for assessments not funded through the district.
Instructional Assistants at 1.5 hour a day/teach including salary and benefits	0001-0999: Unrestricted: Locally Defined	$14,563.00	English Language Arts and Mathematics Development	Utilize Instructional Assistants in the classroom to support small group and individualized instruction. Train Instructional Assistant in general education intervention program to work with small group of students in Grade 2 in SIPPS.

Site Formula Funds Total Expenditures:	$22,065.00
Site Formula Funds Allocation Balance:	($450.00)

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

Proposed Expenditure	Object Code	Amount	Goal	Action
	0001-0999: Unrestricted: Locally Defined	$5,910.00	English Language Arts and Mathematics Development	Utilize Instructional Assistants in the classroom to support small group and individualized instruction. Train Instructional Assistant in general education intervention program to work with small group of students in Grade 2 in SIPPS.
Sub days as needed to support site and district initiatives	0001-0999: Unrestricted: Locally Defined	$1,500.00	English Language Arts and Mathematics Development	Teacher Sub Days to Support Collaboration, Professional Development, Assesments
May be used for chart paper, Thinking Maps materials, Write From the Beginning Materials, readers work shop materials, classroom library books, F/P kits, other assesment materials.	0001-0999: Unrestricted: Locally Defined	$633.00	English Language Arts and Mathematics Development	Materials to support SLT work Additional general supplies Provide instructional supplies. PTA supports large amount of teacher materials as well.

Webster Elementary School

General supplies	0001-0999: Unrestricted: Locally Defined	$1,644.00	English Language Arts and Mathematics Development	Materials to support SLT work Additional general supplies Provide instructional supplies. PTA supports large amount of teacher materials as well.
Technology Program	0001-0999: Unrestricted: Locally Defined	$21,000.00	English Language Arts and Mathematics Development	PlanetBravo. Curriculum to include navigating hardware, software, digital design, coding, digital literacy, digital citizenship.

Stretch Grant (Ed Foundation) Total Expenditures:	$30,687.00
Stretch Grant (Ed Foundation) Allocation Balance:	$0.00
Webster Elementary School Total Expenditures:	$80,252.00