

The School Plan for Student Achievement

School: John Adams Middle School
CDS Code: 19-64980-6058531
District: Santa Monica-Malibu Unified School District
Principal: Steve Richardson
Revision Date: Will be adopted February 2019

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 .

Table of Contents

School Mission Statement	2
School Profile	3
SPSA Executive Summary with SLT Plan Narrative	4
Planned Improvements in Student Performance	5
School Goal #1	5
Total Expenditures for Goal 1	9
School Goal #2	10
Total Expenditures for Goal 2	11
School Goal #3	12
Total Expenditures for Goal 3	14
School Site Council Membership	15
Recommendations and Assurances	16
Summary of Expenditures in this Plan	17
Total Allocations and Expenditures by Funding Source	17
Total Expenditures by Object Type	18
Total Expenditures by Object Type and Funding Source	19
Total Expenditures by Goal	20
School and Student Performance Data	21
CAASPP Results (All Students)	21
CAASPP Results (American Indian)	25
CAASPP Results (Asian)	29
CAASPP Results (African American)	33
CAASPP Results (Filipino)	37
CAASPP Results (Hispanic)	41
CAASPP Results (Pacific Islander)	45
CAASPP Results (White)	49
CAASPP Results (Student Disability)	53
ELPAC Results	57

School Mission Statement

John Adams Middle School's Vision and Mission Statements

John Adams Middle School Mission Statement

The mission of John Adams Middle School is to provide a dynamic, multifaceted educational experience that allows each student to maximize his or her potential academically, socially, emotionally, and physically. John Adams' programs will be based on shared

decision-making by interested community members, parents, teachers, counselors, and administrators to meet the unique needs of our diverse, early adolescent population.

School Profile

Welcome to John Adams Middle School (JAMS). We strive to meet the academic and social emotional needs of every student who walks through our doors. We are a diverse community of nearly 1,100 students that mirrors our County in terms of race, ethnicity and socio-economics. This population of scholars who are 51 percent Latino, 31 percent white, 11 percent African-American, 5 percent Asian, and 1 percent who are of two or more ethnicities. Our organic diversity benefits all stakeholders by inserting a broad range of perspectives into the academic and social culture at JAMS. Our academic and social emotional curriculum are driven by three core concepts: excellence for all; authentic care for our community; and, a shared destiny among all stakeholders. Through these drivers we look to create a kind, compassionate and connected community and a student population who identify and develop the gifts they possess. We do this a number of ways. First, we build a strong sense of community through an intentional emphasis on building relationships. Teachers, counselors, administrators, custodians, secretaries and more come together to ensure that every student has a meaningful connection with a peer group. This sense of community is also supported through our school wide Mindfulness focus. Our Mindfulness tenets include: make a personal connection with your teacher; build a sense of community; and, make a new friend every day. Connectedness is critical to student engagement, creating a safe school climate and cultivating the circumstances in which all students can self-actualize their greatest potential. Finally, we support connection through our curriculum and extra-curricular activities. Our P.E. program would be a prime example of this. The curriculum is designed to develop social skills alongside physical fitness/wellness goals. Additionally, our Robotics, Musical Theatre and Mock Trial clubs all provide additional opportunities for students to participate in quality enrichment experiences while connecting with students and adults with common interests.

At John Adams, 47 highly qualified teachers, three counselors, three administrators, one librarian, one school psychologist, one speech pathologist, one community liaison, one special programs coordinator, five office staff, two security officers, 19 instructional assistants, and a number of special-program tutors and music clinicians all believe all students can learn at high levels. They work together to provide our students with a dynamic, supportive, multifaceted educational experience geared at allowing our students to maximize his or her academic, creative, social, and physical potential.

Our program is provided through alternate day block scheduling, wherein class periods consist of 90 minutes every Monday through Thursday, and 42 minute periods on Fridays. Here at John Adams, our students have access to numerous curricular programs geared at stimulating their curiosity and igniting their passion for learning, while developing and honing their special interests and abilities. For example, our Science Program, which provides all students with the opportunity to experience and master cutting-edge science technology as they engage in science discovery through an inquiry and problem-solving approach, further allows seventh- and eighth-grade students who are particularly science motivated to become part of the Science Magnet Program. In the Science Magnet, which includes more than 60 percent of all seventh and eighth graders, students have the opportunity engage in after-school science explorations, as well as trips that provide field-learning experiences. Another highly sought-after program, which includes 20 percent of all our sixth, seventh and eighth graders, is our Spanish Immersion Program. This program, fed by our Immersion feeder school Edison Language Academy, integrates native English speakers with native Spanish speakers. Throughout middle school, these students are immersed in the Spanish language for two periods a year. By the time they promote from John Adams, they will have had nine years of instruction and immersion in the Spanish language. These students then move to Santa Monica High School, where they have opportunity to extend this experience to a full 13 years. Embedded with the goal of Spanish acquisition are goals for cross-cultural awareness and understanding.

JAMS honors the gifts and passions of its students. We look to nurture these gifts by offering a broad range of electives. Our school has developed exemplary programs across the academic spectrum. They include our Visual Arts studio; Engineering courses; Mindfulness; Coding opportunities; a Social Justice based Film Class; and, an App Academy among others. JAMS also has two classes, Vision 7 and 8, which focus on leadership and service. And finally, we have implemented weekly clubs during Advisory to nurture student interests, gifts and curiosities. By providing multiple entry points into our academic program, we are able to support student engagement and foster college and career readiness.

Last, but certainly not least, is our stellar Music Program. Our program invites young musicians of all grades and proficiency levels to participate in one of five bands, three orchestras, or six choirs. More than 600 of our students are currently enrolled in one of our ability-based ensembles. Our instrumental and vocal ensembles compete annually in local performance festivals hosted by the Southern California School Band and Orchestra Association, and the Southern California Vocal Association. There, our band, orchestra and choir routinely achieve superior and excellent rankings across every domain.

SPSA Executive Summary with SLT Plan Narrative

This year our Site Leadership Team (SLT), along with the Principal, have committed to a continued focus on Close and Analytical Reading across all content area. This goal was based on multiple data points. First, it is identified as a high leverage and enduring strategy based on research out of Stanford University and educational scholar John Hattie. Secondly, data on the CAASPP reveal that only 63% of students are proficient or advanced in English Language arts. Additionally, the Problem Solving Claim in Mathematics, which is significantly language embedded, is the area of greatest need schoolwide. Finally, Close Reading is a high-leverage strategy that deepens student learning across all content areas.

As a next step in building capacity in Close and Analytical Reading, we have adopted a system of vocabulary instruction and are piloting best practices in the Humanities and English Departments. We will also be piloting an Independent Reading Program in some Humanities and English classrooms.

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: Improving Literacy across all Core Content Areas
District LCAP Goal 1:
All graduates are ready for college and careers.
Data and analysis used to form school-specific SMART goal(s)
<p>In addition to common formative assessment, all students participate in a statewide summative assessment called the California Assessment of Student Performance and Progress (CAASPP) in both English Language Arts (ELA) and Mathematics (see attachments). While the 2018 CAASPP scores revealed gains across nearly all subgroups in a multi-year comparison, the data also showed a continued learning gap between our Economically Disadvantaged, African American and Hispanic students and the Non Economically Disadvantaged, White and Asian students.</p> <p>We will continue our focus on “writing to sources”. Students must be able to make "evidenced based claims" across all content areas with increasing sophistication from one grade to the next. Additionally, we will work with our Literacy Coach, Ms. Cindy Milwe, to improve efficacy in Close and Analytical Reading and Vocabulary instruction. Both our reading and writing focus will support student learning across all content areas. We also aim to foster a culture of reading through the implementation of Independent Reading in ELA and Humanities.</p> <p>Building content knowledge and expanding academic language are critical to interpreting complex texts in the core content areas. This learning comes through multiple learning experiences including direct instruction; a focus on Listening and Speaking Standards through group work; employing effective AVID strategies (Cornell Notes, Philosophical Chairs, Socratic Seminar, etc.); enrichment clubs held weekly during Advisory; and, academic enrichment activities (science seminars, experiential assemblies, speakers and field trips).</p> <p>We will continue to expand and deepen our "Work Shop" intervention in Mathematics, ELA, Humanities, Social Studies, Science and Foreign Language . This is an intervention built into Advisory that will provide more intensive opportunities for reteaching, skill development and pre-teaching. This approach brings greater focus to our intervention efforts and provides additional support to those with greatest need.</p> <p>In terms of teacher collaboration and professional growth, we will commit resources to the Lesson Link practice in all core content areas. This process allows teachers to co-design, implement and refine a common lesson. This leads to the distillation of best practices which can then be applied across the school to deepen engagement and improve learning outcomes.</p> <p>Finally, we will be developing literacy through a Social Justice Standards pilot. Through our Vision elective, students will explore Identity (story telling), Diversity (photography), Justice and Action (film making).</p>



How the school will measure progress toward this goal

Close and Analytical Reading Assessment on vocabulary and text structure
 Interim Assessment data
 Student work
 Rubrics
 Learning Walks with staff and Site Council Members
 ELA CAASPP data from the spring of 2018 in the Claim of Reading
 Common Writing Assessment on making arguments and supporting with evidence
 Benchmark assessment data
 Student work
 Rubrics
 Classroom walkthrough data on instructional strategies.
 ELA CAASPP data from the spring of 2018 in the Claims of Writing
 Mathematics Assessments in problem solving
 Benchmark and MDTP assessment data
 Student work
 Interim Block Assessments (Using CAASPP Release Questions)
 Rubrics
 Learning Walks with staff and Site Council Members
 Administrator informal observations
 Focus academic language
 Focus on vocabulary instruction
 Focus on Academic Discourse
 Focus on "purposeful" close reading
 Workshop Roster Trends

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Additional non-fiction texts	Ongoing	Librarian		1000-1999: Certificated Personnel Salaries	Site Formula Funds	6500
Collaboration Time (Lesson Link) for	Ongoing	SLT Core Teachers				

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
all core departments-Two rounds Author Visit-“Red Scarf Girl”	5/2019	Administration/IT		1000-1999: Certificated Personnel Salaries 5800: Professional/Consulting Services And Operating Expenditures	District Funded Site Formula Funds	12,500 1,000
Literacy Coach to provide direct support and capacity building with teachers Publication of Cross Currents (Student Anthology)	Ongoing 8/18-6/19	Cindy Milwe Saling		1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	District Funded Site Formula Funds	100,000 1,000
Science Magnet Seminars Instructional materials across all departments AVID Tutors for academic support Music Clinicians Online Subscriptions Discovery Ed and TCI Subs for collaboration and conferences Instructional materials-Science Teacher supplies Digital Dragon App Academy	Ongoing Ongoing Ongoing Ongoing Ongoing Ongoing Ongoing Ongoing	Science Magnet All Departments AVID Music Director Librarian Science Chair Science Chair Teachers Engineering		1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries 5800: Professional/Consulting Services And Operating Expenditures 5000-5999: Services And Other Operating Expenditures 1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies 4000-4999: Books And Supplies	Site Formula Funds Site Formula Funds Site Formula Funds Site Formula Funds Site Formula Funds Site Formula Funds Site Formula Funds Site Formula Funds	61,000 6000 12,000 5300 5400 6000 1200 6000

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			4000-4999: Books And Supplies		Site Formula Funds	2000
			5800: Professional/Consulting Services And Operating Expenditures		Stretch Grant	26,500
PD Leader Collaboration Time	8/18-6/19	PD Team	1000-1999: Certificated Personnel Salaries		Title II Part A: Improving Teacher Quality	5000
ST Math Annual License	Ongoing				Lottery: Instructional Materials	3500
Department Planning Days	Ongoing				Site Formula Funds	6000
Academic Work Shops	9/18-6/19	Teachers Administrators	None Specified		Other	0
Professional Development on Close Reading and Vocabulary Instruction	8/18/18-ongoing	Dr. Teplin Cindy Milwe Sarah Blitz	None Specified		District Funded	0
Social Justice Standards Pilot	1/7/19-6/2019	Digital Dragon Maria Rodriguez Bailey Field	5800: Professional/Consulting Services And Operating Expenditures		Stretch Grant (Ed Foundation)	13,250
Independent Reading-Seminar	Spring of 2019	Growing Educators	5800: Professional/Consulting Services And Operating Expenditures		District Funded	12,500

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase Immersion classroom novels and nonfiction	November 2018	Librarian	Continue expanding classroom libraries in the Immersion Spanish Language Arts classes.	4000-4999: Books And Supplies	Lottery: Instructional Materials	3000
Purchase classroom libraries	2019	Libarian	Build classroom libraries in Humanities and selected ELA classrooms for Independent Reading	4000-4999: Books And Supplies	Site Formula Funds	5000

Total Expenditures for Goal 1

Goal Number	Total Expenditures
Goal 1	300,650.00

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: All content areas

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)

In assessing academic progress for our English Learners(EL's), we will look at the following data:

1. CAASPP data in English Language Arts and Mathematics
2. Smarter Balanced Interim Assessment Block (IAB) Results
3. Work Shop (WS) rosters by Standard
4. ELPAC Data (English Language Proficiency Assessments for California)

There are 116 EL's at JAMS. Based on CAASPP data, our EL's are performing significantly below their White and Asian peers . Furthermore, among our EL's there is a subgroup of Longterm English Learners (LTEL's). This group is defined as EL's who have been in our system for more than six years who are not progressing toward English proficiency and are struggling academically due to their limited English skills. We currently have 5? LTEL's at JAMS. It is critical that we support our EL's in multiple ways. Some students with significant ELD needs will receive designated ELD support. This year we have aligned our ELD efforts with our feeder elementary schools to leverage effective strategies and provide a seamless continuation of services. This means they will have a class outside of a content area (a stand alone course) where they receive support in language acquisition. All EL's will receive integrated support where teachers differentiate for the variance in ELD needs within the general education classroom.

To support our integrated efforts, we are continuing to focus on academic language, vocabulary instruction and an intentional focus on Speaking and Listening. It is critical that all students develop academic language and have an opportunity to practice its use during the day. It is incumbent upon our teachers to scaffold and support our EL's in this area. By teaching and modeling a variety of sentence frames, teachers are able to provide support at all ELD levels. Additionally, our focus on Close and Analytical Reading will provide our EL's with additional strategies to access content knowledge.

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How the school will measure progress toward this goal

1. CAASPP data in English Language Arts and Mathematics
2. Smarter Balanced Interim Assessment Block (IAB) Results
3. Work Shop (WS) rosters by Standard
4. ELPAC Data (English Language Proficiency Assessments for California)
5. ELA and Mathematics grades for LTEL's.
6. Comparison of performance between LTEL's that received AM Pilot Class and control group

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase classroom libraries	November	Librarian	High interest, low lexile books	4000-4999: Books And Supplies	Lottery: Instructional Materials	2000
Professional Development on Academic Language, Vocabulary Instruction and Close and Analytical Reading	8/18-ongoing	Cindy Milwe Amy Teplin PD Team		1000-1999: Certificated Personnel Salaries	District Funded	
Integrated ELD support	ongoing	All Teachers				
Literacy Support Class	8/22/17-ongoing	T. Buccioni Hannah Duff		1000-1999: Certificated Personnel Salaries	District Funded	
Training in English 3D	ongoing	T. Buccioni T. Murphy			District Funded	
Workshops on Academic Language and previewing upcoming content	ongoing	T. Buccioni Murphy Teachers		None Specified	Other	

Total Expenditures for Goal 2

Goal Number	Total Expenditures
Goal 2	2,000.00

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: School Climate
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)
Student surveys Attendance data Bullying Referral data Suspension data Parent Survey data Counseling data
How the school will measure progress toward this goal
Healthy Kids' Survey Olweus Anti-Bullying Survey Attendance data Referral data Counselor logs Aggregated baseline data on student reporting and self-advocacy Aggregated baseline data on student reporting and/or intervening when bullying is observed Suspension data

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Mindfulness staff training	September 2018 Ongoing	School Psychologist Teachers Administrator Classified				
Restorative Justice Training for Staff	August 2018- leadership August 2018-Staff February 2019- leadership Ongoing	Administrators Community Liaison Teachers Classified	Staff Training and regular RJ practice- Building Relationships, articulating common core values and solving problems			
Family nights on effective parenting, Mindfulness, student coaching and parent outreach	8/18-6/19	Administrators Community Liaisons Administrators Community Liaisons Admin	Workshops for ELAC and PTSA			
Counseling groups on self advocacy and creating a positive narrative about school	8/19/16-6/9/17	Counselors	Project LEAD and PEERS groups			
Bi-Weekly classroom meetings- Olweus	8/19/16-6/9/17	Teachers Counselors Administrators				
Counseling Groups	8/19/16-6/9/17	Counselors Teachers Administrators				
Upstanders Club	8/19/16-6/9/17	Counselors Teachers Administrators				
Enrichment Clubs	10/16-6/17	Counselors Teachers Administrators		0000: Unrestricted	Parent-Teacher Association (PTA)	2500

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Restorative Justice Training	Fall and Spring	A. Beeman-Solano J. Turrise D. Smith M. Rodriguez	Practice in RJ Circles-building relationships and solving problems	0000: Unrestricted	Stretch Grant (Ed Foundation)	5000
St. Johns Providence Counseling	Ongoing	N. Saadi G. Rougier		0000: Unrestricted	Other	
Professional Development on Building Connection-Trauma Sensitive Schools	1/7/19	Principal SLT				

Total Expenditures for Goal 3

Goal Number	Total Expenditures
Goal 3	7,500.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Katherine Caulfield				X	
Aimee Koeplin				X	
Susan Gates				X	
Armando Moreno				X	
Steve Richardson	X				
Maria Rodriguez			X		
Joseph Eure			X		
Paul Karaiakoubian		X			
Margie Mathews		X			
Numbers of members of each category:					

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

Recommendations and Assurances

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

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

X English Learner Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 11/30/17.

Attested:

Steve Richardson

Typed Name of School Principal

Signature of School Principal

11/13/18

Date

Katherine Caulfield

Typed Name of SSC Chairperson

Signature of SSC Chairperson

11/13/18

Date

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
American Book Drive	1,939.57	1,939.57
Title II (Teacher Improvement)		
Site Formula Funds		
Stretch Grant (Ed Foundation)		

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	125,000.00
Lottery: Instructional Materials	8,500.00
Other	0.00
Parent-Teacher Association (PTA)	2,500.00
Site Formula Funds	124,400.00
Stretch Grant	26,500.00
Stretch Grant (Ed Foundation)	18,250.00
Title II Part A: Improving Teacher Quality	5,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	3,500.00
0000: Unrestricted	7,500.00
1000-1999: Certificated Personnel Salaries	204,000.00
4000-4999: Books And Supplies	25,200.00
5000-5999: Services And Other Operating Expenditures	5,400.00
5800: Professional/Consulting Services And Operating	58,550.00
None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	District Funded	112,500.00
5800: Professional/Consulting Services And	District Funded	12,500.00
None Specified	District Funded	0.00
	Lottery: Instructional Materials	3,500.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	5,000.00
None Specified	Other	0.00
0000: Unrestricted	Parent-Teacher Association (PTA)	2,500.00
	Site Formula Funds	6,000.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	86,500.00
4000-4999: Books And Supplies	Site Formula Funds	20,200.00
5000-5999: Services And Other Operating	Site Formula Funds	5,400.00
5800: Professional/Consulting Services And	Site Formula Funds	6,300.00
5800: Professional/Consulting Services And	Stretch Grant	26,500.00
0000: Unrestricted	Stretch Grant (Ed Foundation)	5,000.00
5800: Professional/Consulting Services And	Stretch Grant (Ed Foundation)	13,250.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	5,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	300,650.00
Goal 2	2,000.00
Goal 3	7,500.00

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	370	329	351	359	324	345	359	324	345	97	98.5	98.3
Grade 7	361	375	336	355	362	326	355	361	325	98.3	96.5	97
Grade 8	326	359	373	321	358	352	320	357	352	98.5	99.7	94.4
All Grades	1057	1063	1060	1035	1044	1023	1034	1042	1022	97.9	98.2	96.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2531.4	2557.9	2569.0	18	29.32	37.39	35	33.95	29.57	26	22.84	20.00	21	13.89	13.04
Grade 7	2573.2	2572.1	2574.0	23	22.44	25.85	40	39.61	37.54	20	21.05	16.31	17	16.90	20.31
Grade 8	2569.0	2583.1	2570.8	16	21.85	18.75	41	38.10	36.36	22	20.45	23.58	22	19.61	21.31
All Grades	N/A	N/A	N/A	19	24.38	27.30	38	37.33	34.44	22	21.40	20.06	20	16.89	18.20

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 6	20	33.64	40.70	51	46.60	38.95	29	19.75	20.35	
Grade 7	29	32.96	38.15	46	42.38	36.92	25	24.65	24.92	
Grade 8	30	34.17	29.60	40	42.58	42.53	30	23.25	27.87	
All Grades	26	33.59	36.09	46	43.76	39.53	28	22.65	24.39	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	26	33.95	37.90	46	44.75	42.27	28	21.30	19.83
Grade 7	36	35.73	39.44	48	45.98	41.61	15	18.28	18.94
Grade 8	30	33.61	25.97	49	44.82	49.85	21	21.57	24.18
All Grades	31	34.45	34.40	48	45.20	44.60	21	20.35	21.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	16	28.09	34.88	70	62.65	55.52	14	9.26	9.59
Grade 7	19	18.56	17.45	69	66.76	62.31	12	14.68	20.25
Grade 8	18	23.53	24.43	65	62.75	59.77	16	13.73	15.80
All Grades	18	23.22	25.77	68	64.11	59.13	14	12.67	15.10

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 6	31	41.36	51.74	55	47.84	37.50	14	10.80	10.76
Grade 7	35	37.67	44.14	48	45.98	41.36	17	16.34	14.51
Grade 8	33	36.69	31.09	44	42.30	47.21	22	21.01	21.70
All Grades	33	38.48	42.32	49	45.30	42.02	18	16.22	15.66

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	370	329	351	362	325	344	359	325	344	97.8	98.8	98
Grade 7	361	375	336	354	366	327	354	366	327	98.1	97.6	97.3
Grade 8	326	359	373	321	357	357	320	357	357	98.5	99.4	95.7
All Grades	1057	1063	1060	1037	1048	1028	1033	1048	1028	98.1	98.6	97

* 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 6	2517.4	2527.6	2553.6	14	17.54	28.49	21	28.00	27.03	37	29.85	25.00	28	24.62	19.48
Grade 7	2545.1	2542.8	2534.9	19	16.39	19.27	25	24.32	19.27	31	34.15	30.58	25	25.14	30.89
Grade 8	2540.5	2565.4	2563.5	15	24.93	21.85	23	19.05	22.69	29	24.93	25.21	32	31.09	30.25
All Grades	N/A	N/A	N/A	16	19.66	23.25	23	23.66	23.05	32	29.68	26.85	28	27.00	26.85

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 6	17	26.54	36.55	41	38.89	36.84	42	34.57	26.61		
Grade 7	24	23.14	24.23	40	41.32	35.89	35	35.54	39.88		
Grade 8	19	27.73	29.69	39	33.05	36.41	42	39.22	33.89		
All Grades	20	25.77	30.24	40	37.74	36.39	40	36.49	33.37		

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	17	17.54	29.36	47	49.23	45.06	35	33.23	25.58
Grade 7	25	21.58	22.63	44	50.27	44.04	31	28.14	33.33
Grade 8	22	31.93	25.21	52	36.69	49.02	27	31.37	25.77
All Grades	21	23.85	25.78	48	45.32	46.11	31	30.82	28.11

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 6	19	20.62	31.69	60	53.54	45.64	21	25.85	22.67
Grade 7	26	22.13	22.32	50	58.20	50.15	24	19.67	27.52
Grade 8	18	21.85	22.13	55	53.78	51.26	28	24.37	26.61
All Grades	21	21.56	25.39	55	55.25	49.03	24	23.19	25.58

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (American Indian)

English Language Arts/Literacy

Overall Participation for American Indian or Alaska Native												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2	*		2	*		2	*		100		
Grade 7	2	*	*	2	*	*	2	*	*	100		
Grade 8	1	*		1	*		1	*		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 American Indian or Alaska Native															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	*	*		*	*		*	*		*	*		*	*	
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*		*	*		*	*		*	*		*	*	
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 6	*	*		*	*		*	*		
Grade 7	*	*	*	*	*	*	*	*	*	
Grade 8	*	*		*	*		*	*		
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 6	*	*		*	*		*	*		
Grade 7	*	*	*	*	*	*	*	*	*	
Grade 8	*	*		*	*		*	*		
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 6	*	*		*	*		*	*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*		*	*		*	*	
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 6	*	*		*	*		*	*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (American Indian)

Mathematics

Overall Participation for American Indian or Alaska Native												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2	*		2	*		2	*		100		
Grade 7	2	*	*	2	*	*	2	*	*	100		
Grade 8	1	*		1	*		1	*		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 American Indian or Alaska Native															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	*	*		*	*		*	*		*	*		*	*	
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*		*	*		*	*		*	*		*	*	
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 6	*	*		*	*		*	*		
Grade 7	*	*	*	*	*	*	*	*	*	
Grade 8	*	*		*	*		*	*		
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 6	*	*		*	*		*	*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*		*	*		*	*	
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 6	*	*		*	*		*	*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

- 1.

School and Student Performance Data

CAASPP Results (Asian)

English Language Arts/Literacy

Overall Participation for Asian												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	10	*	*	9	*	*	9	*	*	90		
Grade 7	18	11	*	17	11	*	17	11	*	94.4	100	
Grade 8	13	18	*	13	18	*	13	18	*	100	100	
All Grades	41	38	28	39	38	28	39	38	28	95.1	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 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 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	2642.5	2618.9	*	35	45.45	*	65	36.36	*	0	9.09	*	0	9.09	*
Grade 8	2595.6	2651.8	*	38	50.00	*	31	38.89	*	8	11.11	*	23	0.00	*
All Grades	N/A	N/A	N/A	33	52.63	46.43	54	34.21	35.71	3	10.53	10.71	10	2.63	7.14

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 6	*	*	*	*	*	*	*	*	*	
Grade 7	47	72.73	*	47	18.18	*	6	9.09	*	
Grade 8	42	72.22	*	42	27.78	*	17	0.00	*	
All Grades	39	73.68	60.71	50	23.68	32.14	11	2.63	7.14	

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 6	*	*	*	*	*	*	*	*	*
Grade 7	59	63.64	*	41	18.18	*	0	18.18	*
Grade 8	50	61.11	*	42	27.78	*	8	11.11	*
All Grades	55	63.16	53.85	39	26.32	38.46	5	10.53	7.69

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 6	*	*	*	*	*	*	*	*	*
Grade 7	65	18.18	*	35	72.73	*	0	9.09	*
Grade 8	42	44.44	*	42	55.56	*	17	0.00	*
All Grades	47	36.84	33.33	47	60.53	55.56	5	2.63	11.11

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	53	54.55	*	47	36.36	*	0	9.09	*
Grade 8	42	77.78	*	50	22.22	*	8	0.00	*
All Grades	47	71.05	60.71	50	26.32	35.71	3	2.63	3.57

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (Asian)

Mathematics

Overall Participation for Asian												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	10	*	*	10	*	*	10	*	*	100		
Grade 7	18	11	*	17	11	*	17	11	*	94.4	100	
Grade 8	13	18	*	13	18	*	13	18	*	100	100	
All Grades	41	38	28	40	38	28	40	38	28	97.6	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 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 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	2627.9	2625.4	*	47	54.55	*	29	18.18	*	24	18.18	*	0	9.09	*
Grade 8	2620.5	2675.3	*	46	66.67	*	23	27.78	*	15	5.56	*	15	0.00	*
All Grades	N/A	N/A	N/A	43	63.16	60.71	28	21.05	14.29	18	10.53	3.57	13	5.26	21.43

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 6	*	*	*	*	*	*	*	*	*	
Grade 7	71	54.55	*	29	27.27	*	0	18.18	*	
Grade 8	38	66.67	*	38	33.33	*	23	0.00	*	
All Grades	53	63.16	64.29	33	26.32	14.29	15	10.53	21.43	

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 6	*	*	*	*	*	*	*	*	*
Grade 7	53	54.55	*	47	36.36	*	0	9.09	*
Grade 8	46	72.22	*	46	27.78	*	8	0.00	*
All Grades	45	63.16	57.14	45	31.58	25.00	10	5.26	17.86

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 6	*	*	*	*	*	*	*	*	*
Grade 7	53	63.64	*	47	27.27	*	0	9.09	*
Grade 8	46	61.11	*	38	38.89	*	15	0.00	*
All Grades	50	63.16	57.14	38	31.58	32.14	13	5.26	10.71

Conclusions based on this data:

- 1.

School and Student Performance Data

CAASPP Results (African American)

English Language Arts/Literacy

Overall Participation for Black or African American												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	35	35	22	34	35	22	34	35	22	97.1	100	100
Grade 7	30	33	33	28	32	32	28	32	32	93.3	97	97
Grade 8	39	29	34	39	29	33	39	29	33	100	100	97.1
All Grades	104	97	89	101	96	87	101	96	87	97.1	99	97.8

* 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 6	2492.8	2529.8	2495.3	12	11.43	4.55	21	42.86	45.45	35	28.57	13.64	32	17.14	36.36
Grade 7	2554.5	2523.9	2545.9	11	12.50	9.38	46	21.88	37.50	21	31.25	34.38	21	34.38	18.75
Grade 8	2534.6	2558.7	2511.1	3	6.90	6.06	38	48.28	21.21	33	24.14	36.36	26	20.69	36.36
All Grades	N/A	N/A	N/A	8	10.42	6.90	35	37.50	33.33	31	28.13	29.89	27	23.96	29.89

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 6	15	17.14	4.76	44	54.29	52.38	41	28.57	42.86	
Grade 7	18	18.75	15.63	46	34.38	53.13	36	46.88	31.25	
Grade 8	13	17.24	12.50	47	58.62	37.50	39	24.14	50.00	
All Grades	15	17.71	11.76	46	48.96	47.06	39	33.33	41.18	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	18	25.71	9.52	41	48.57	47.62	41	25.71	42.86
Grade 7	29	25.00	21.88	54	40.63	56.25	18	34.38	21.88
Grade 8	24	20.69	10.00	50	55.17	53.33	26	24.14	36.67
All Grades	23	23.96	14.46	48	47.92	53.01	29	28.13	32.53

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 6	3	8.57	9.52	76	82.86	71.43	21	8.57	19.05
Grade 7	14	9.38	12.50	75	68.75	71.88	11	21.88	15.63
Grade 8	8	10.34	9.38	71	72.41	62.50	21	17.24	28.13
All Grades	8	9.38	10.59	74	75.00	68.24	18	15.63	21.18

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
Grade 6	15	28.57	23.81	62	54.29	47.62	24	17.14	28.57
Grade 7	21	21.88	28.13	64	40.63	59.38	14	37.50	12.50
Grade 8	18	24.14	12.90	53	55.17	51.61	29	20.69	35.48
All Grades	18	25.00	21.43	59	50.00	53.57	23	25.00	25.00

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (African American)

Mathematics

Overall Participation for Black or African American												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	35	35	22	34	35	22	34	35	22	97.1	100	100
Grade 7	30	33	33	28	32	33	28	32	33	93.3	97	100
Grade 8	39	29	34	39	29	32	38	29	32	100	100	94.1
All Grades	104	97	89	101	96	87	100	96	87	97.1	99	97.8

* 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 6	2480.5	2490.5	2481.2	3	2.86	4.55	15	11.43	18.18	38	60.00	36.36	44	25.71	40.91
Grade 7	2501.0	2483.0	2486.7	4	6.25	6.06	21	15.63	15.15	32	37.50	33.33	43	40.63	45.45
Grade 8	2496.7	2515.2	2503.1	5	6.90	6.25	8	20.69	12.50	42	31.03	37.50	45	41.38	43.75
All Grades	N/A	N/A	N/A	4	5.21	5.75	14	15.63	14.94	38	43.75	35.63	44	35.42	43.68

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 6	9	5.71	13.64	21	45.71	40.91	71	48.57	45.45	
Grade 7	4	6.25	6.06	54	28.13	39.39	43	65.63	54.55	
Grade 8	11	10.34	12.50	24	31.03	34.38	66	58.62	53.13	
All Grades	8	7.29	10.34	31	35.42	37.93	61	57.29	51.72	

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 6	9	5.71	4.55	38	42.86	45.45	53	51.43	50.00
Grade 7	14	9.38	6.06	29	34.38	42.42	57	56.25	51.52
Grade 8	11	17.24	6.25	50	44.83	53.13	39	37.93	40.63
All Grades	11	10.42	5.75	40	40.63	47.13	49	48.96	47.13

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 6	6	8.57	4.55	59	48.57	54.55	35	42.86	40.91
Grade 7	14	6.25	12.12	50	62.50	51.52	36	31.25	36.36
Grade 8	8	3.45	3.13	55	65.52	50.00	37	31.03	46.88
All Grades	9	6.25	6.90	55	58.33	51.72	36	35.42	41.38

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (Filipino)

English Language Arts/Literacy

Overall Participation for Filipino												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	3	*		2	*		2	*		66.7		
Grade 7	2	*		2	*		2	*		100		
Grade 8	1	*	*	1	*	*	1	*	*	100		
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 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 6	*	*		*	*		*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
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 6	*	*		*	*		*	*		
Grade 7	*	*		*	*		*	*		
Grade 8	*	*	*	*	*	*	*	*	*	
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 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
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 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
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 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (Filipino)

Mathematics

Overall Participation for Filipino												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	3	*		3	*		3	*		100		
Grade 7	2	*		2	*		2	*		100		
Grade 8	1	*	*	1	*	*	1	*	*	100		
All Grades	6	*	*	6	*	*	6	*	*	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 6	*	*		*	*		*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
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 6	*	*		*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*
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 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
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 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

- 1.

School and Student Performance Data

CAASPP Results (Hispanic)

English Language Arts/Literacy

Overall Participation for Hispanic or Latino												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	176	157	182	175	157	181	175	157	181	99.4	100	99.5
Grade 7	173	176	169	173	172	166	173	171	165	100	97.7	98.2
Grade 8	156	174	175	155	173	170	155	173	170	99.4	99.4	97.1
All Grades	505	507	526	503	502	517	503	501	516	99.6	99	98.3

* 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 6	2506.0	2526.4	2540.2	10	16.56	24.31	31	33.76	29.28	30	28.03	29.83	29	21.66	16.57
Grade 7	2544.3	2549.1	2542.3	14	12.87	14.55	34	42.11	36.36	27	23.98	18.79	24	21.05	30.30
Grade 8	2548.4	2555.3	2548.0	11	10.98	10.59	39	39.31	35.88	23	23.12	25.29	28	26.59	28.24
All Grades	N/A	N/A	N/A	12	13.37	16.67	34	38.52	33.72	27	24.95	24.81	27	23.15	24.81

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 6	9	24.20	28.73	51	46.50	43.09	39	29.30	28.18
Grade 7	19	19.30	26.67	49	49.12	39.39	32	31.58	33.94
Grade 8	21	21.97	21.30	44	47.40	40.83	34	30.64	37.87
All Grades	16	21.76	25.63	48	47.70	41.17	35	30.54	33.20

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	16	21.02	22.65	47	47.77	49.72	37	31.21	27.62
Grade 7	24	23.39	28.83	57	56.73	44.17	20	19.88	26.99
Grade 8	19	20.81	19.39	54	51.45	50.30	27	27.75	30.30
All Grades	20	21.76	23.58	52	52.10	48.13	28	26.15	28.29

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 6	13	23.57	26.52	69	61.15	60.22	18	15.29	13.26
Grade 7	11	14.04	9.20	70	66.67	59.51	19	19.30	31.29
Grade 8	14	14.45	18.93	62	69.36	62.13	23	16.18	18.93
All Grades	13	17.17	18.52	67	65.87	60.62	20	16.97	20.86

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 6	24	30.57	38.67	57	53.50	48.07	19	15.92	13.26
Grade 7	26	26.90	34.15	51	52.05	45.12	23	21.05	20.73
Grade 8	27	23.12	20.36	47	49.71	55.69	26	27.17	23.95
All Grades	25	26.75	31.25	52	51.70	49.61	23	21.56	19.14

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (Hispanic)

Mathematics

Overall Participation for Hispanic or Latino												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	176	157	182	176	157	180	174	157	180	100	100	98.9
Grade 7	173	176	169	172	174	166	172	174	166	99.4	98.9	98.2
Grade 8	156	174	175	155	173	173	155	173	173	99.4	99.4	98.9
All Grades	505	507	526	503	504	519	501	504	519	99.6	99.4	98.7

* 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 6	2487.5	2501.3	2524.4	5	11.46	15.56	16	25.48	26.67	42	28.03	31.11	37	35.03	26.67
Grade 7	2515.3	2515.2	2504.7	8	5.17	13.25	23	24.71	14.46	36	36.78	30.72	34	33.33	41.57
Grade 8	2513.0	2529.8	2529.6	8	12.14	10.40	19	17.92	24.86	33	28.32	21.97	40	41.62	42.77
All Grades	N/A	N/A	N/A	7	9.52	13.10	19	22.62	22.16	37	31.15	27.94	37	36.71	36.80

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 6	8	19.75	24.16	41	35.03	39.33	52	45.22	36.52	
Grade 7	12	12.72	18.18	40	45.09	29.09	48	42.20	52.73	
Grade 8	10	13.29	18.50	41	36.99	35.84	49	49.71	45.66	
All Grades	10	15.11	20.35	40	39.17	34.88	50	45.73	44.77	

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 6	6	10.83	18.89	48	46.50	47.22	47	42.68	33.89
Grade 7	15	12.07	15.66	47	53.45	39.76	38	34.48	44.58
Grade 8	12	19.08	15.03	55	37.57	50.29	34	43.35	34.68
All Grades	11	14.09	16.57	50	45.83	45.86	40	40.08	37.57

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 6	9	13.38	20.00	64	51.59	48.89	27	35.03	31.11
Grade 7	15	12.64	14.46	52	60.92	50.60	33	26.44	34.94
Grade 8	10	10.40	9.83	56	57.80	56.07	34	31.79	34.10
All Grades	11	12.10	14.84	57	56.94	51.83	31	30.95	33.33

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (Pacific Islander)

English Language Arts/Literacy

Overall Participation for Native Hawaiian or Pacific Islander												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	1			1			1			100		
Grade 7	3	*		3	*		3	*		100		
Grade 8		*	*		*	*		*	*			
All Grades	4	*	*	4	*	*	4	*	*	100		

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

Overall Achievement for Native Hawaiian or Pacific Islander															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	*			*			*			*			*		
Grade 7	*	*		*	*		*	*		*	*		*	*	
Grade 8		*	*		*	*		*	*		*	*		*	*
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 6	*			*			*			
Grade 7	*	*		*	*		*	*		
Grade 8		*	*		*	*		*	*	
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 6	*			*			*		
Grade 7	*	*		*	*		*	*	
Grade 8		*	*		*	*		*	*
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 6	*			*			*		
Grade 7	*	*		*	*		*	*	
Grade 8		*	*		*	*		*	*
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 6	*			*			*		
Grade 7	*	*		*	*		*	*	
Grade 8		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (Pacific Islander)

Mathematics

Overall Participation for Native Hawaiian or Pacific Islander												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	1			1			1			100		
Grade 7	3	*		3	*		3	*		100		
Grade 8		*	*		*	*		*	*			
All Grades	4	*	*	4	*	*	4	*	*	100		

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

Overall Achievement for Native Hawaiian or Pacific Islander															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	*			*			*			*			*		
Grade 7	*	*		*	*		*	*		*	*		*	*	
Grade 8		*	*		*	*		*	*		*	*		*	*
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 6	*			*			*			*		
Grade 7	*	*		*	*		*	*		*	*	
Grade 8		*	*		*	*		*	*		*	*
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 6	*			*			*		
Grade 7	*	*		*	*		*	*	
Grade 8		*	*		*	*		*	*
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 6	*			*			*		
Grade 7	*	*		*	*		*	*	
Grade 8		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (White)

English Language Arts/Literacy

Overall Participation for White												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	117	111	109	111	107	104	111	107	104	94.9	96.4	95.4
Grade 7	114	124	102	111	118	98	111	118	98	97.4	95.2	96.1
Grade 8	100	113	117	97	113	105	96	112	105	97	100	89.7
All Grades	331	348	328	319	338	307	318	337	307	96.4	97.1	93.6

* 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 6	2578.4	2597.4	2623.0	32	46.73	61.54	44	32.71	28.85	20	16.82	5.77	5	3.74	3.85
Grade 7	2605.5	2612.0	2619.3	34	35.59	41.84	43	41.53	41.84	13	16.10	9.18	10	6.78	7.14
Grade 8	2611.4	2609.1	2612.0	27	33.93	32.38	45	32.14	39.05	16	19.64	18.10	13	14.29	10.48
All Grades	N/A	N/A	N/A	31	38.58	45.28	44	35.61	36.48	16	17.51	11.07	9	8.31	7.17

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 6	41	43.93	62.50	50	50.47	31.73	10	5.61	5.77	
Grade 7	43	51.69	55.10	42	36.44	34.69	14	11.86	10.20	
Grade 8	46	46.43	44.66	34	34.82	44.66	20	18.75	10.68	
All Grades	43	47.48	54.10	42	40.36	37.05	14	12.17	8.85	

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 6	40	49.53	64.08	50	41.12	32.04	11	9.35	3.88
Grade 7	53	53.39	56.12	38	36.44	36.73	9	10.17	7.14
Grade 8	49	44.64	38.78	38	41.07	45.92	14	14.29	15.31
All Grades	47	49.26	53.18	42	39.47	38.13	11	11.28	8.70

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 6	27	37.38	49.04	66	60.75	49.04	7	1.87	1.92
Grade 7	24	27.97	29.90	69	64.41	61.86	6	7.63	8.25
Grade 8	25	33.93	33.01	73	55.36	59.22	2	10.71	7.77
All Grades	25	32.94	37.50	69	60.24	56.58	5	6.82	5.92

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 6	43	55.14	75.00	53	42.06	21.15	4	2.80	3.85
Grade 7	47	53.39	57.14	40	40.68	35.71	14	5.93	7.14
Grade 8	46	49.11	49.49	39	33.04	34.34	16	17.86	16.16
All Grades	45	52.52	60.80	44	38.58	30.23	11	8.90	8.97

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (White)

Mathematics

Overall Participation for White												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	117	111	109	111	108	104	110	108	104	94.9	97.3	95.4
Grade 7	114	124	102	111	120	98	111	120	98	97.4	96.8	96.1
Grade 8	100	113	117	97	113	108	97	113	108	97	100	92.3
All Grades	331	348	328	319	341	310	318	341	310	96.4	98	94.5

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

Overall Achievement for White															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2571.0	2562.1	2606.3	31	24.07	46.15	34	37.96	35.58	26	25.00	16.35	9	12.96	1.92
Grade 7	2582.0	2590.7	2577.1	33	32.50	22.45	29	27.50	32.65	22	30.00	29.59	16	10.00	15.31
Grade 8	2582.4	2607.5	2618.1	26	39.82	39.81	32	18.58	22.22	25	21.24	24.07	18	20.35	13.89
All Grades	N/A	N/A	N/A	30	32.26	36.45	31	27.86	30.00	24	25.51	23.23	14	14.37	10.32

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 6	33	35.51	53.85	49	46.73	40.38	18	17.76	5.77	
Grade 7	41	41.53	29.59	35	39.83	48.98	24	18.64	21.43	
Grade 8	33	44.25	48.15	40	29.20	37.04	27	26.55	14.81	
All Grades	36	40.53	44.19	42	38.46	41.94	23	21.01	13.87	

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 6	37	24.07	45.19	49	58.33	47.12	14	17.59	7.69
Grade 7	38	36.67	31.63	42	49.17	54.08	20	14.17	14.29
Grade 8	34	46.90	41.67	52	33.63	46.30	14	19.47	12.04
All Grades	36	36.07	39.68	47	46.92	49.03	16	17.01	11.29

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 6	36	28.70	51.92	55	60.19	43.27	9	11.11	4.81
Grade 7	39	36.67	26.53	47	55.83	56.12	14	7.50	17.35
Grade 8	28	36.28	41.67	55	45.13	44.44	18	18.58	13.89
All Grades	35	34.02	40.32	52	53.67	47.74	14	12.32	11.94

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (Student Disability)

English Language Arts/Literacy

Overall Participation for Students with Disability												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	45	38	49	45	38	48	45	38	48	100	100	98
Grade 7	45	47	49	45	47	48	45	46	48	100	100	98
Grade 8	46	43	52	46	43	49	46	43	49	100	100	94.2
All Grades	136	128	150	136	128	145	136	127	145	100	100	96.7

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

Overall Achievement for Students with Disability															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2443.9	2470.3	2465.7	7	10.53	10.42	16	18.42	18.75	13	26.32	25.00	64	44.74	45.83
Grade 7	2429.9	2483.7	2474.3	0	13.04	4.17	7	10.87	18.75	18	21.74	22.92	76	54.35	54.17
Grade 8	2453.1	2441.9	2491.6	0	2.33	10.20	13	9.30	10.20	11	16.28	24.49	76	72.09	55.10
All Grades	N/A	N/A	N/A	2	8.66	8.28	12	12.60	15.86	14	21.26	24.14	72	57.48	51.72

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 6	9	13.16	12.50	31	34.21	33.33	60	52.63	54.17	
Grade 7	0	13.04	16.67	18	39.13	22.92	82	47.83	60.42	
Grade 8	9	6.98	12.24	20	18.60	24.49	70	74.42	63.27	
All Grades	6	11.02	13.79	23	30.71	26.90	71	58.27	59.31	

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 6	4	7.89	10.42	27	31.58	27.08	69	60.53	62.50
Grade 7	0	15.22	8.33	33	21.74	45.83	67	63.04	45.83
Grade 8	2	4.65	12.24	36	23.26	28.57	61	72.09	59.18
All Grades	2	9.45	10.34	32	25.20	33.79	66	65.35	55.86

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	9	13.16	6.25	47	50.00	58.33	44	36.84	35.42
Grade 7	2	10.87	2.08	51	47.83	47.92	47	41.30	50.00
Grade 8	2	4.65	6.12	45	39.53	67.35	52	55.81	26.53
All Grades	4	9.45	4.83	48	45.67	57.93	48	44.88	37.24

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 6	13	15.79	22.92	38	52.63	37.50	49	31.58	39.58
Grade 7	4	15.22	8.33	27	36.96	47.92	69	47.83	43.75
Grade 8	5	2.33	12.24	30	37.21	34.69	66	60.47	53.06
All Grades	7	11.02	14.48	31	41.73	40.00	61	47.24	45.52

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (Student Disability)

Mathematics

Overall Participation for Students with Disability												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	45	38	49	45	38	48	45	38	48	100	100	98
Grade 7	45	47	49	45	47	49	45	47	49	100	100	100
Grade 8	46	43	52	46	43	51	45	43	51	100	100	98.1
All Grades	136	128	150	136	128	148	135	128	148	100	100	98.7

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

Overall Achievement for Students with Disability															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2426.0	2460.6	2454.0	7	7.89	6.25	7	13.16	12.50	20	26.32	25.00	67	52.63	56.25
Grade 7	2400.3	2450.0	2445.9	0	8.51	6.12	9	8.51	2.04	4	19.15	28.57	87	63.83	63.27
Grade 8	2413.4	2423.4	2449.8	0	2.33	7.84	7	4.65	7.84	16	9.30	11.76	78	83.72	72.55
All Grades	N/A	N/A	N/A	2	6.25	6.76	7	8.59	7.43	13	17.97	21.62	77	67.19	64.19

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 6	11	13.16	10.42	13	26.32	25.00	76	60.53	64.58	
Grade 7	0	12.77	8.16	11	12.77	12.24	89	74.47	79.59	
Grade 8	0	2.33	15.69	16	11.63	11.76	84	86.05	72.55	
All Grades	4	9.38	11.49	13	16.41	16.22	83	74.22	72.30	

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 6	4	5.26	10.42	22	31.58	27.08	73	63.16	62.50
Grade 7	0	10.64	6.12	13	25.53	32.65	87	63.83	61.22
Grade 8	0	4.65	7.84	47	11.63	23.53	53	83.72	68.63
All Grades	1	7.03	8.11	27	22.66	27.70	71	70.31	64.19

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 6	13	7.89	8.33	36	42.11	35.42	51	50.00	56.25
Grade 7	2	8.51	4.08	20	36.17	42.86	78	55.32	53.06
Grade 8	2	0.00	5.88	27	39.53	25.49	71	60.47	68.63
All Grades	6	5.47	6.08	27	39.06	34.46	67	55.47	59.46

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 6	1539.1	1535.0	1542.8	34
Grade 7	1549.9	1541.7	1557.5	28
Grade 8	1587.1	1582.2	1591.6	25
All Grades				87

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 6	*	*	17	50.00	*	*	*	*	34
Grade 7	12	42.86	11	39.29	*	*	*	*	28
Grade 8	21	84.00	*	*			*	*	25
All Grades	42	48.28	31	35.63	*	*	*	*	87

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 6	18	52.94	12	35.29	*	*	*	*	34
Grade 7	16	57.14	*	*	*	*			28
Grade 8	23	92.00	*	*			*	*	25
All Grades	57	65.52	22	25.29	*	*	*	*	87

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 6	*	*	13	38.24	*	*	*	*	34
Grade 7	*	*	11	39.29	*	*	*	*	28
Grade 8	16	64.00	*	*	*	*	*	*	25
All Grades	27	31.03	28	32.18	20	22.99	12	13.79	87

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 6	14	41.18	16	47.06	*	*	34
Grade 7	12	42.86	14	50.00	*	*	28
Grade 8	18	72.00	*	*			25
All Grades	44	50.57	37	42.53	*	*	87

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 6	24	70.59	*	*	*	*	34
Grade 7	19	67.86	*	*			28
Grade 8	24	96.00			*	*	25
All Grades	67	77.01	18	20.69	*	*	87

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 6	*	*	16	47.06	12	35.29	34
Grade 7	*	*	11	39.29	*	*	28
Grade 8	19	76.00	*	*	*	*	25
All Grades	33	37.93	29	33.33	25	28.74	87

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 6	*	*	27	79.41	*	*	34
Grade 7	*	*	22	78.57			28
Grade 8	11	44.00	13	52.00	*	*	25
All Grades	23	26.44	62	71.26	*	*	87

Conclusions based on this data:

- 1.

School Climate Report Card (Middle School)—2017-2018

District: Santa Monica-Malibu Unified

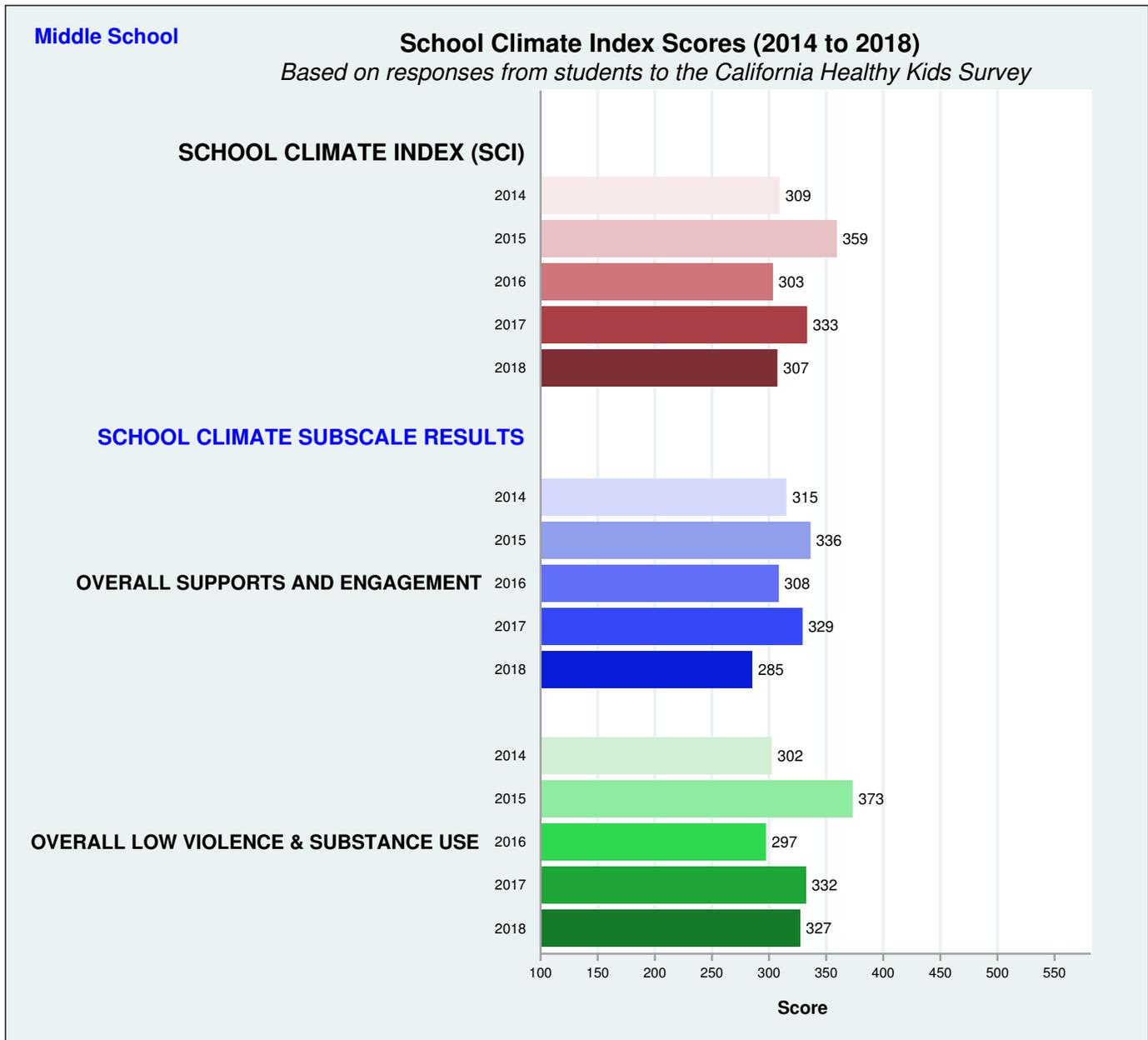
Date Prepared: 4 Jun 2018

School: John Adams Middle

Response Rate: 59% (2014), 85% (2015), 89% (2016), 83% (2017), 88% (2018)

School Climate Index (SCI)

	2014	2015	2016	2017	2018	Change
SCI Score ^A	309	359	303	333	307	-2
SCI State Percentile ^B	59	90	55	77	57	-2
SCI Similar Schools Percentile ^B	54	93	51	74	51	-3



^AScores range from approximately 100 to 500, with **high scores representing more positive school climates**; higher supports and engagement; and lower levels of violence and substance use at school.

^BA school's *State Percentile* compares that school to other middle schools in the state. A school's *Similar Schools Percentile* compares that school to other middle schools in the state with similar demographic characteristics.

School Climate Report Card (Middle School)—2017-2018

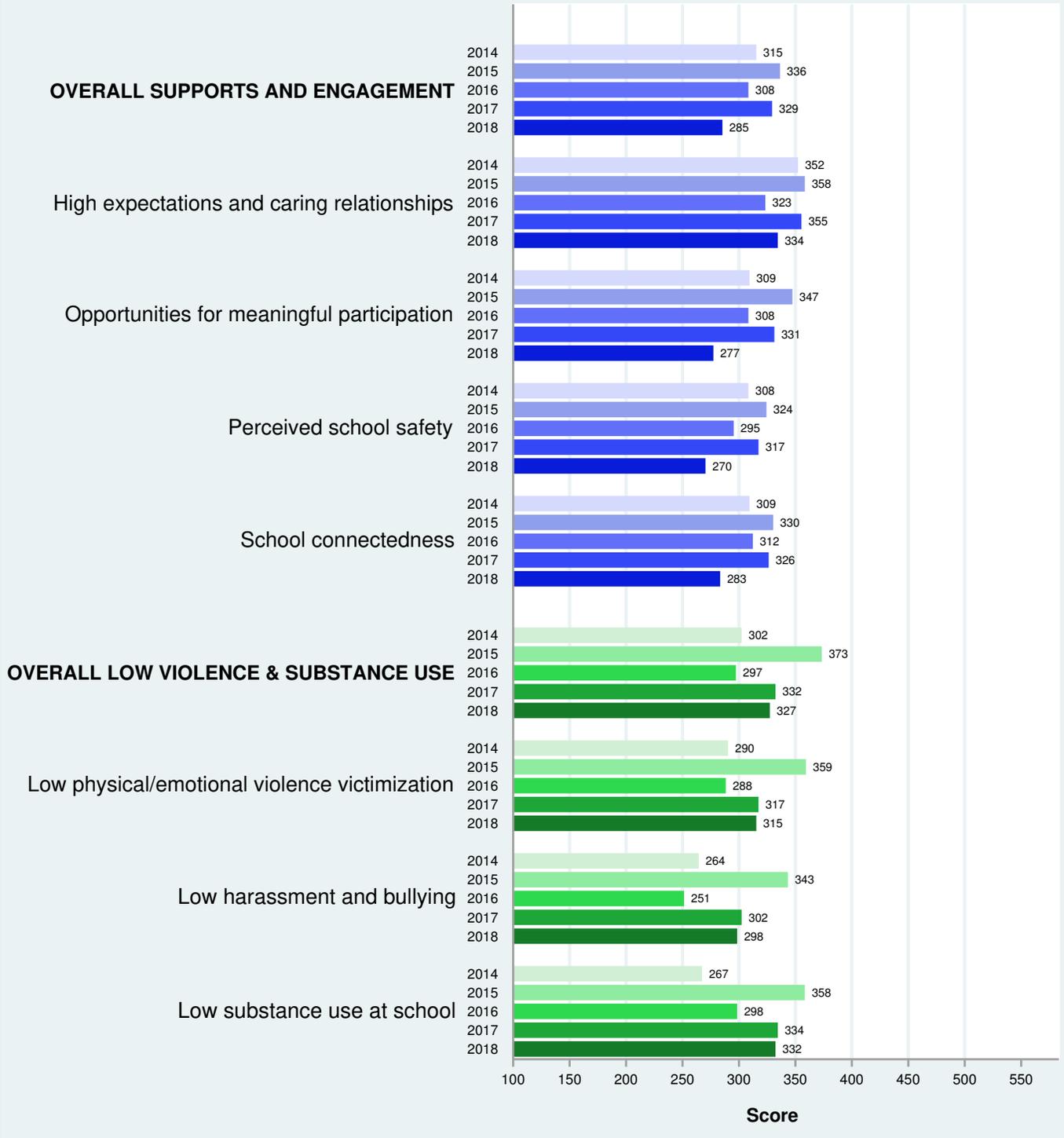
District: Santa Monica-Malibu Unified
 School: John Adams Middle

Date Prepared: 4 Jun 2018

Middle School

School Climate Subscale Results (2014 to 2018)

Based on responses from students to the California Healthy Kids Survey



School Climate Report Card (Middle School)—2017-2018

District: Santa Monica-Malibu Unified
School: John Adams Middle

Date Prepared: 4 Jun 2018

School Climate Index Subscale Results

	SCI Scores					
	2014	2015	2016	2017	2018	Change
Overall Supports and Engagement	315	336	308	329	285	-30
High expectations and caring relationships	352	358	323	355	334	-18
Opportunities for meaningful participation	309	347	308	331	277	-32
Perceived school safety	308	324	295	317	270	-38
School connectedness	309	330	312	326	283	-26
Overall Low Violence and Substance Use	302	373	297	332	327	+25
Low physical/emotional violence victimization	290	359	288	317	315	+25
Low harassment and bullying	264	343	251	302	298	+34
Low substance use at school	267	358	298	334	332	+65

Other Indicators

Selected Student-Reported Indicators (California Healthy Kids Survey)

	2014	2015	2016	2017	2018	Change
	(%)	(%)	(%)	(%)	(%)	
Try hard on school work	84	87	88	89	90	+6
Truant more than a few times	5	2	2	3	2	-3
Feel a part of the school	66	71	69	70	60	-6
Safety at school	72	76	69	72	58	-14
Harassed or bullied at school	29	18	32	25	24	-5
Parents feel welcome to participate at this school	~	~	63	64	59	-4
School is usually clean and tidy	~	~	36	38	37	+1
Experienced chronic sadness/hopelessness	18	17	19	20	16	-2

Selected Staff-Reported Indicators (California School Staff Survey)

	2014	2015	2016	2017	2018	Change
	(%)	(%)	(%)	(%)	(%)	
Students are motivated to learn	~	~	~	~	-	-
Truancy is moderate/severe problem	-	-	-	-	-	-
School is a supportive/inviting place for students to learn	~	~	~	~	-	-
School is a supportive/inviting place for staff to work	~	~	~	~	-	-
School is a safe place for students	~	~	~	~	-	-
Harassment/bullying is moderate/severe problem	-	-	-	-	-	-
School is welcoming to/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: 19649806058531

What is the School Climate Index (SCI)?

The School Climate Index (SCI) provides a state normed, school-level description of several factors that are known to influence learning success in schools. Scores on the SCI are based on **student CHKS data**. SCI scores can range from 100 to 500, with higher scores representing more positive school climates. During the 2015-2017 period, the average SCI score for all middle schools in California was 300.

The SCI is calculated by computing the weighted average of two domains: (1) *Supports and Engagement* (50%); and (2) *Violence and Substance Use at School* (50%). The two domains are measured based on a statistical model applied to CHKS items. These two domains are themselves each measured by three or four subdomains, as listed below.

- (1) Overall Supports and Engagement (50%)
 - o High expectations and caring relationships (6 items)
 - o Opportunities for meaningful participation (3 items)
 - o Perceived school safety (2 items)
 - o School connectedness (4 items)
- (2) Overall Low Violence and Substance Use at School (50%)
 - o Low physical and emotional violence victimization at school (6 items)
 - o Low harassment and bullying at school (5 items)
 - o Low substance use at school (3 items)

Results are not included if less than 50% of students participated in the survey.

Further information about the methodology used to construct the SCI can be obtained in [Construction of California's School Climate Index \(surveydata.wested.org/resources/SCI_Methodology_071712b.pdf\)](https://surveydata.wested.org/resources/SCI_Methodology_071712b.pdf) or by contacting Tom Hanson at 562-799-5170 or thanson@WestEd.org.

State Percentile

The *State Percentile* shows what percentage of middle schools had the same SCI score as, or a lower SCI score than, the school referenced on the report card. Percentiles range from 1 to 99. For example, a *State Percentile* of 25 means that 25 percent of middle schools in the state had the same SCI score as, or a lower SCI score than, the score listed. Percentiles are based on the distribution of SCI scores across all middle schools that administered the CHKS in the 2015-16 or 2016-17 school years. High percentile scores represent schools with more positive school climates.

Similar Schools Percentile

The *Similar Schools Percentile* is the school rank relative to 100 other schools with similar demographic characteristics. For example, a *Similar Schools Percentile* of 70 means that 70 percent of middle schools serving students with similar demographic characteristics had the same SCI score as, or a lower SCI score than, the school referenced on the report card.

Explanation of Other Indicators

Results are provided on selected key student- and staff-reported school climate items as a complement to the normative SCI scores. Staff results are not included if less than 50% of staff or less than 5 staff members provided data. These measures and their sources are described below.

Selected Student-Reported School Climate Measures (CHKS)

- Try hard on school work – “agree” or “strongly agree” that I try hard to make sure I am good at school work.
- Truant more than a few times – skipped or cut classes more than a few times in the past 12 months.
- Feel a part of the school – “agree” or “strongly agree” that I am a part of this school.
- Safety at school – feel “safe” or “very safe” when I am at school.
- Harassed or bullied at school – harassed or bullied on school property in past 12 months for any of the following reasons: (a) race, ethnicity, or national origin; (b) religion; (c) gender; (d) gay or lesbian or someone thought you were; (e) physical or mental disability.
- Parents feel welcome to participate at this school – “agree” or “strongly agree” that parents feel welcome to participate at this school.
- School is usually clean and tidy – “agree” or “strongly agree” that school is usually clean and tidy.
- Experienced chronic sadness/hopelessness – felt sad or hopeless almost every day for two weeks or more during the past 12 months.

Selected Staff-Reported School Climate Measures (CSSS)

- Students are motivated to learn – “strongly 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” 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” that this school is a supportive and inviting place for staff to work.
- School is a safe place for students – “strongly 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” that this school is welcoming to and facilitates parental involvement.
- School has clean and well-maintained facilities – “strongly agree” that this school has clean and well-maintained facilities and property.

Student Engagement Survey: JOHN ADAMS MIDDLE SCHOOL

Results

School Year 2017 - 2018



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

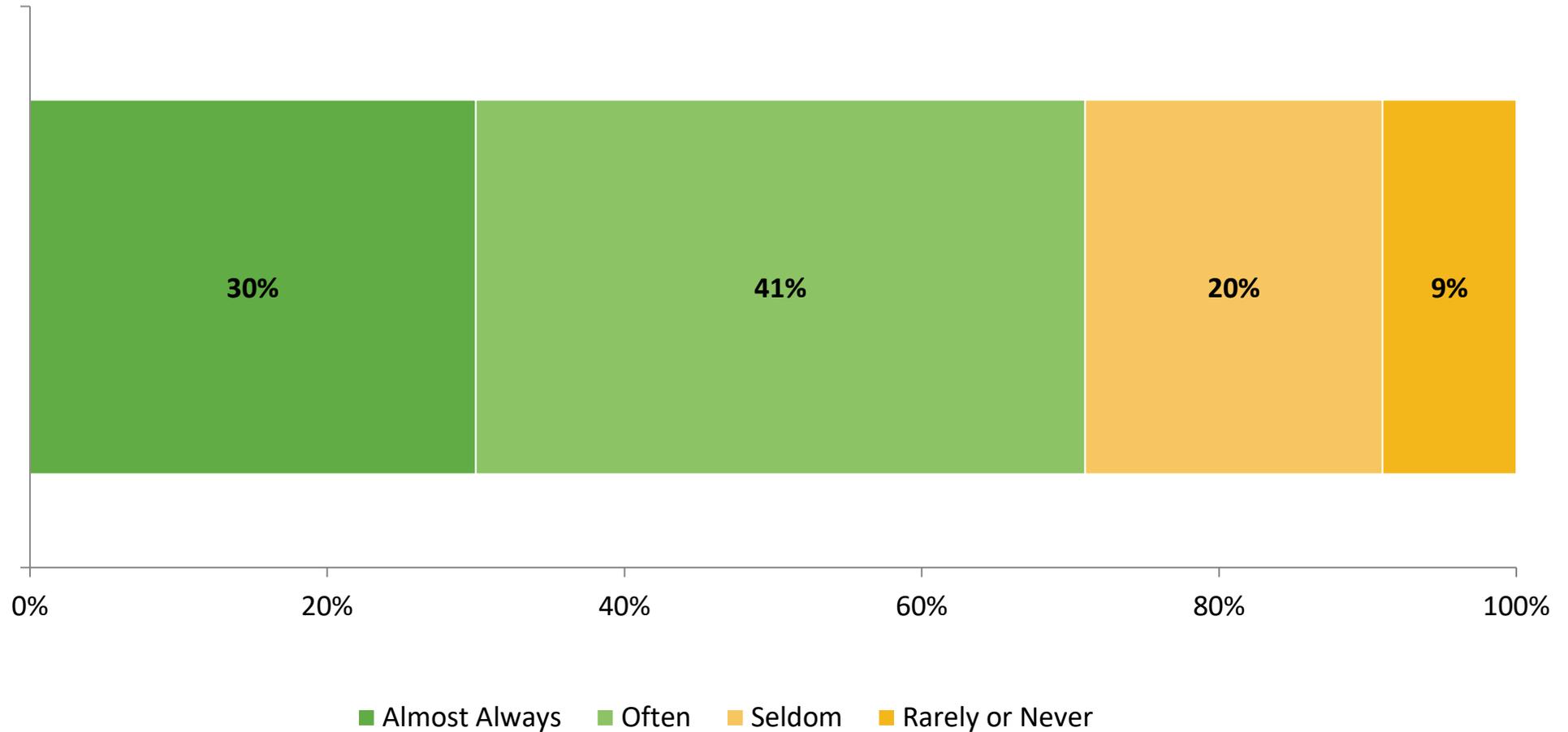


Participation

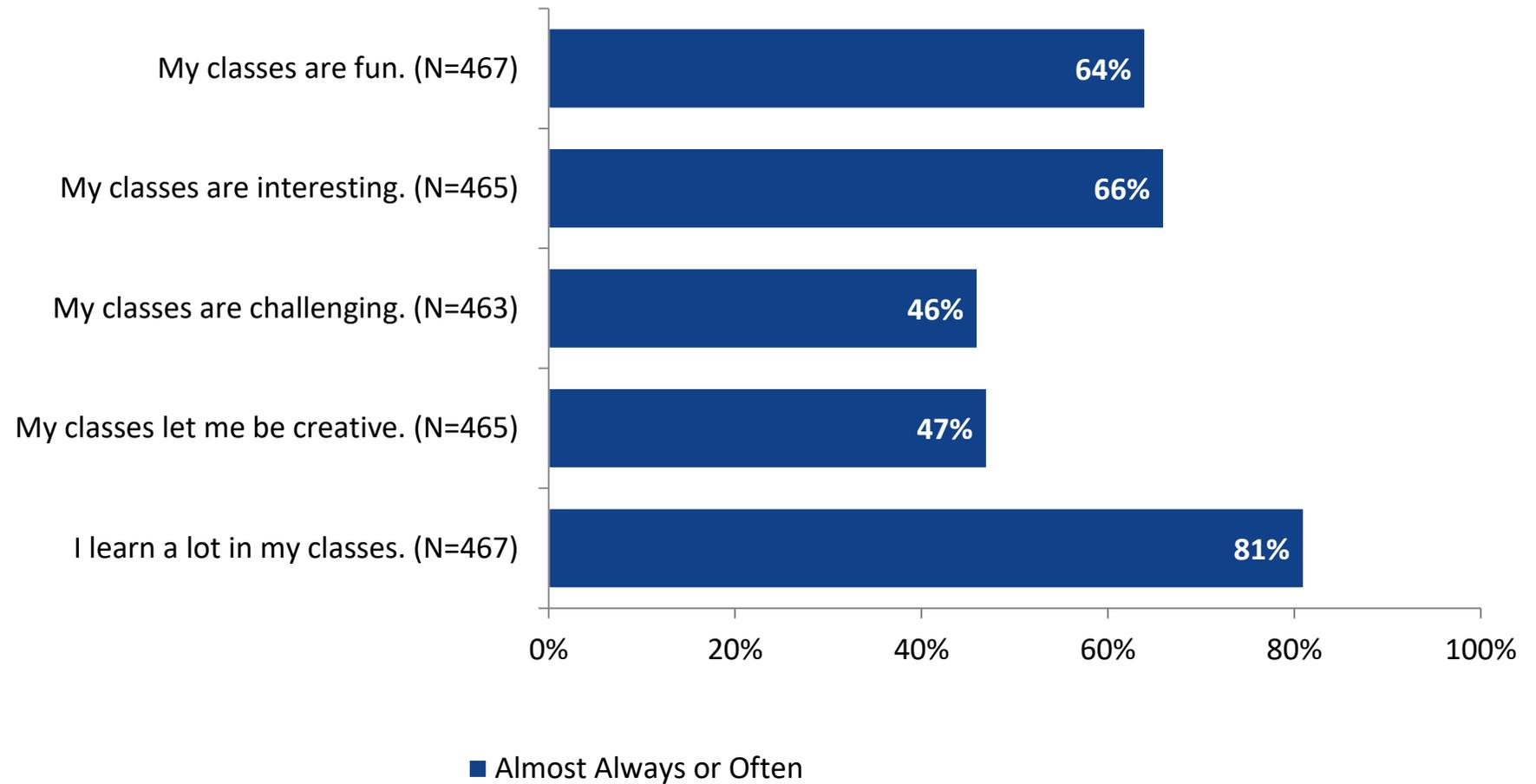
Responding Group	Number of Invitations Delivered (NMax)	Number of Responses (N)	Response Rate	Total Responses
Students	1,055	471	45%	471

Feelings About School

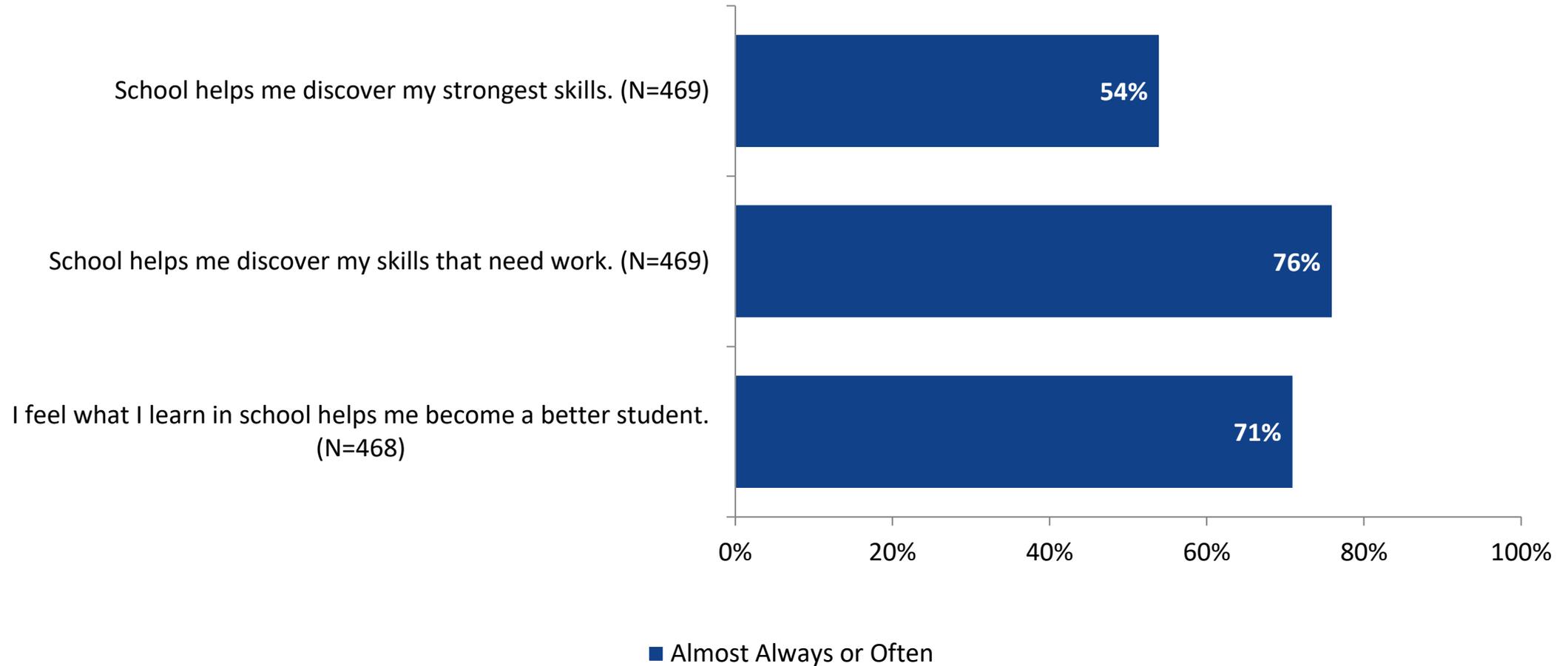
Generally, I like school. (N=466)



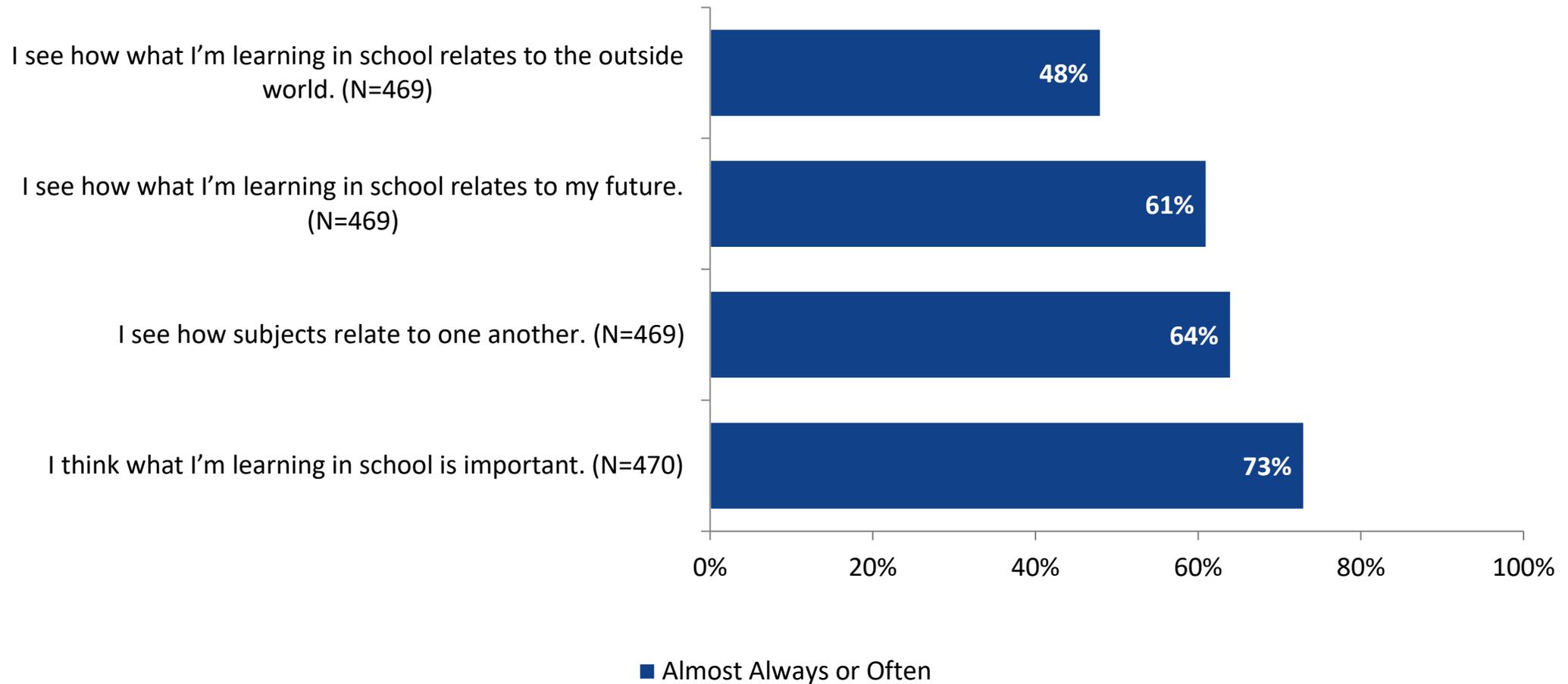
Class Experience



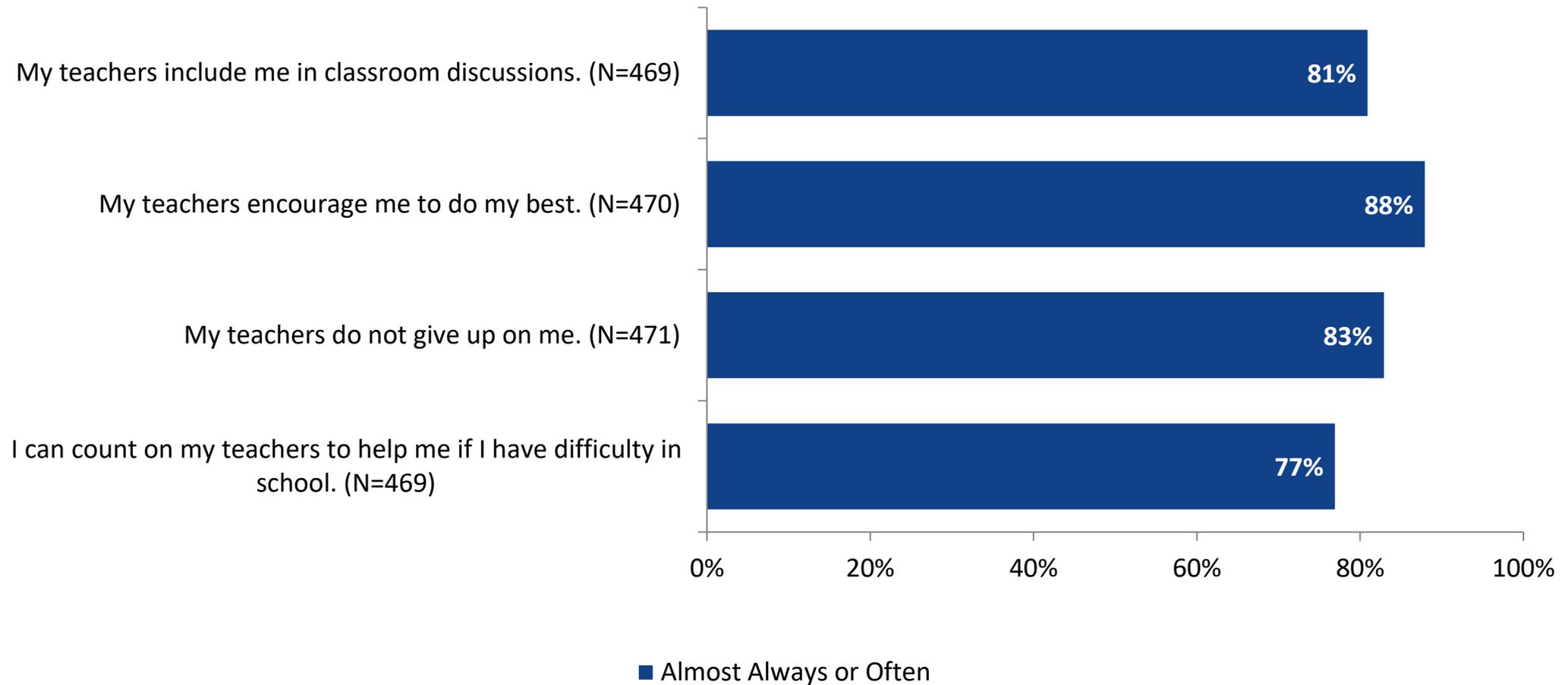
Student Experience



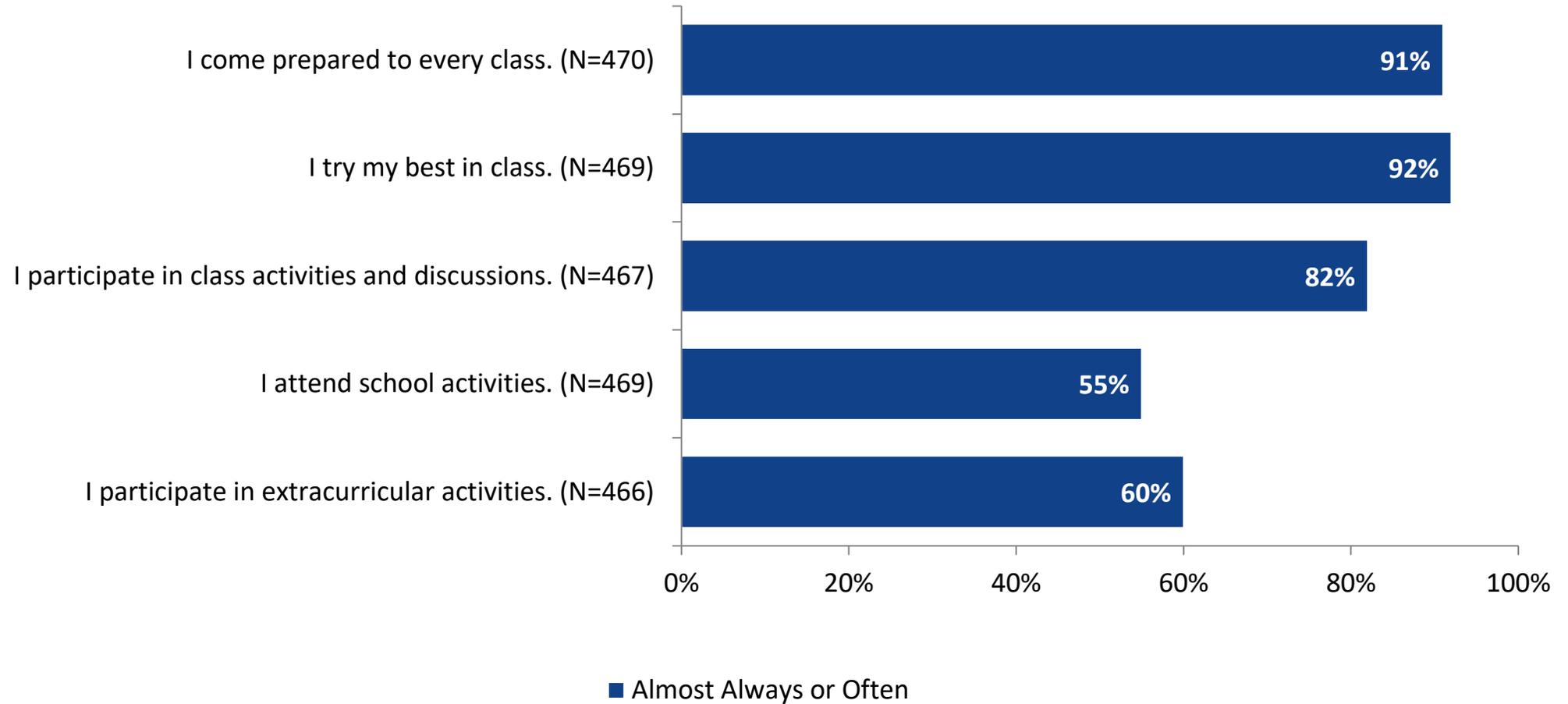
Relevance



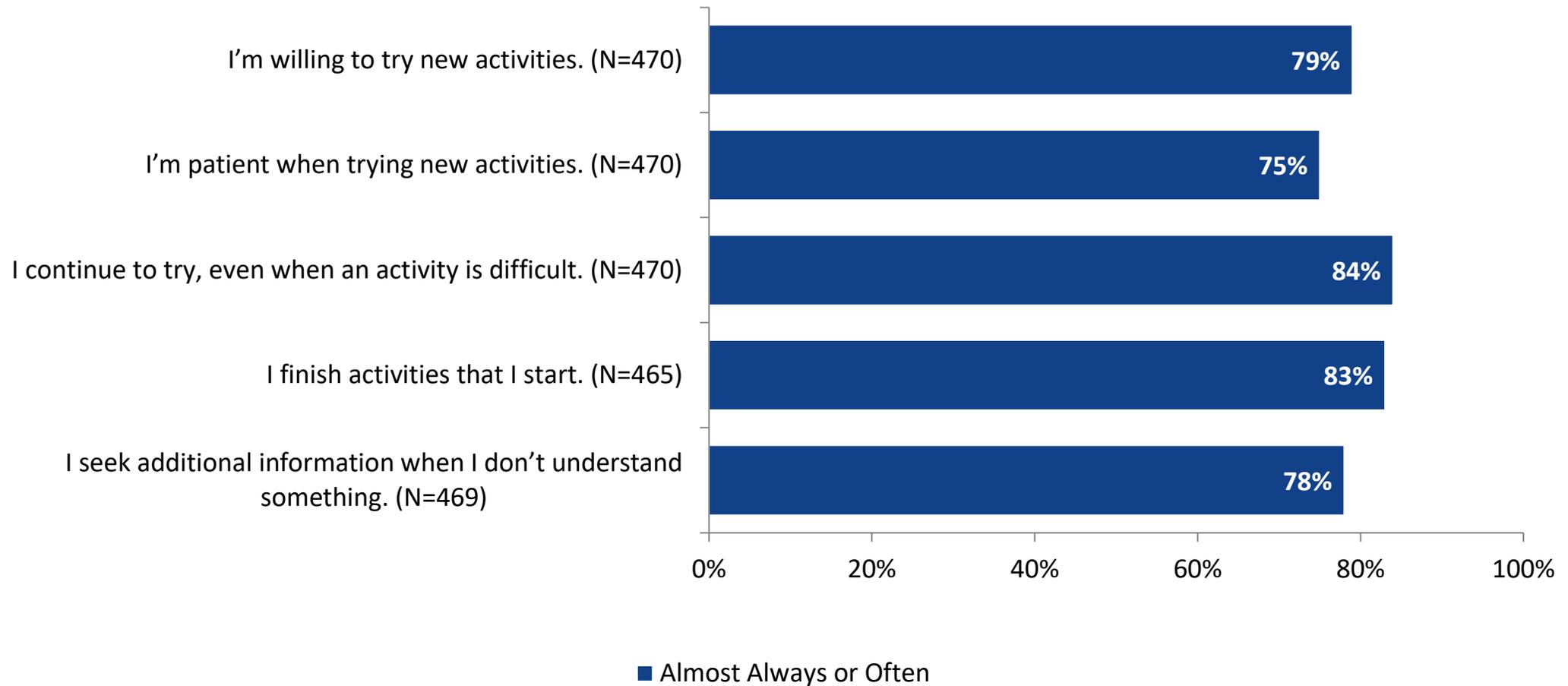
Academic Support



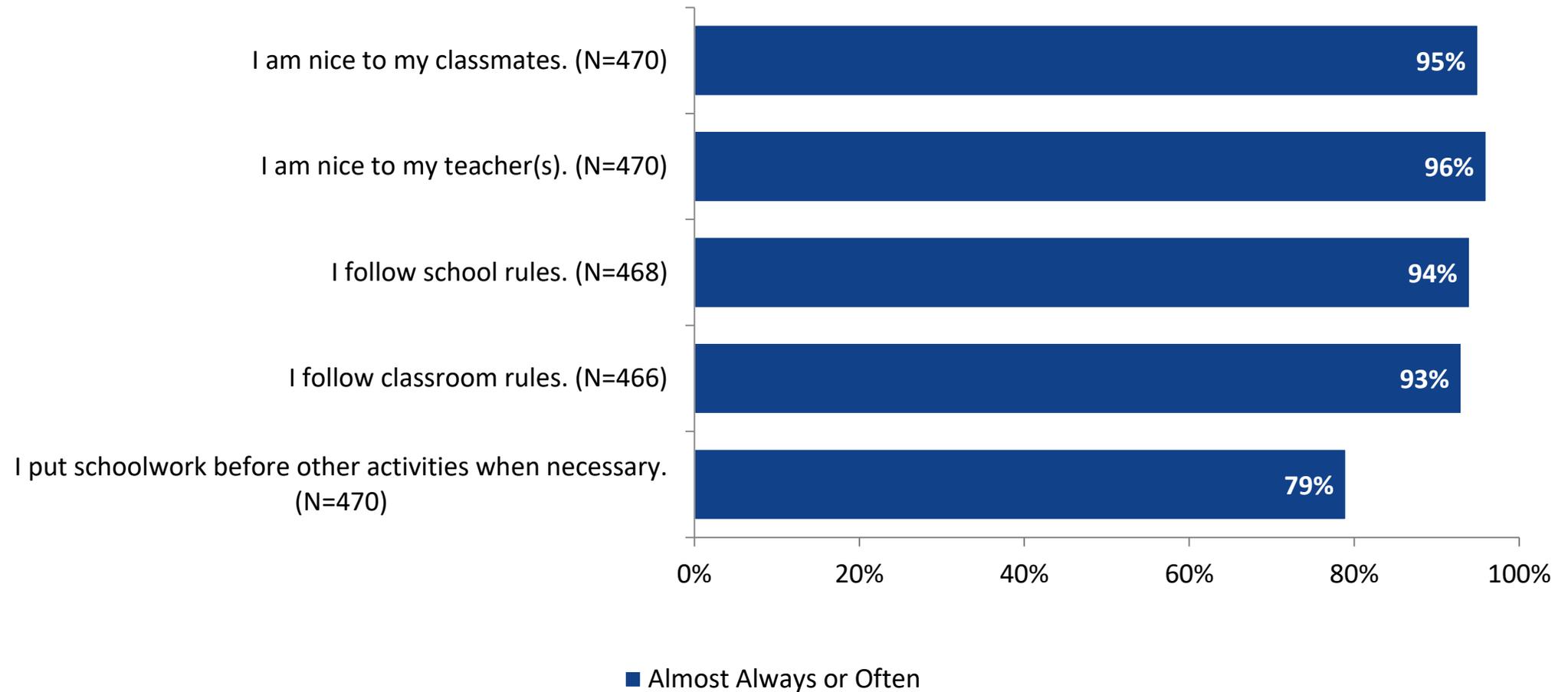
Involvement



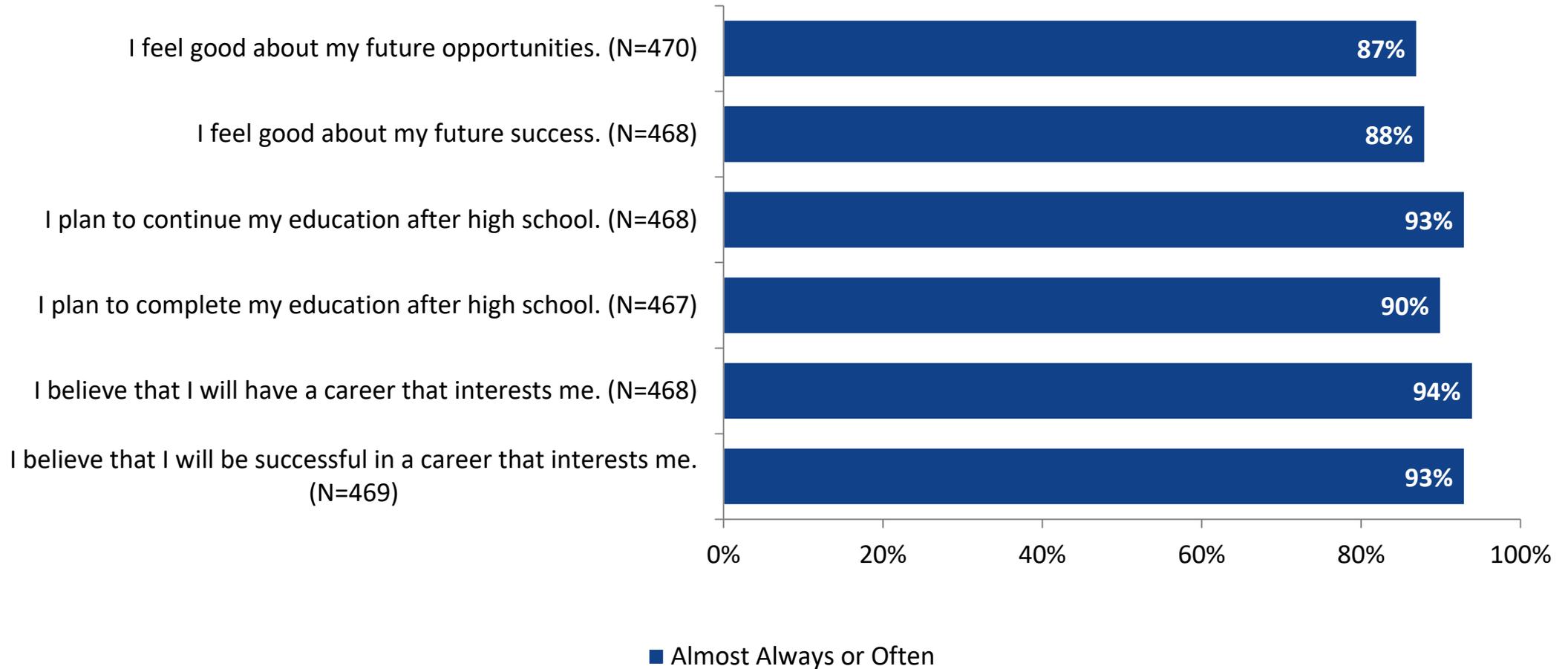
Persistence



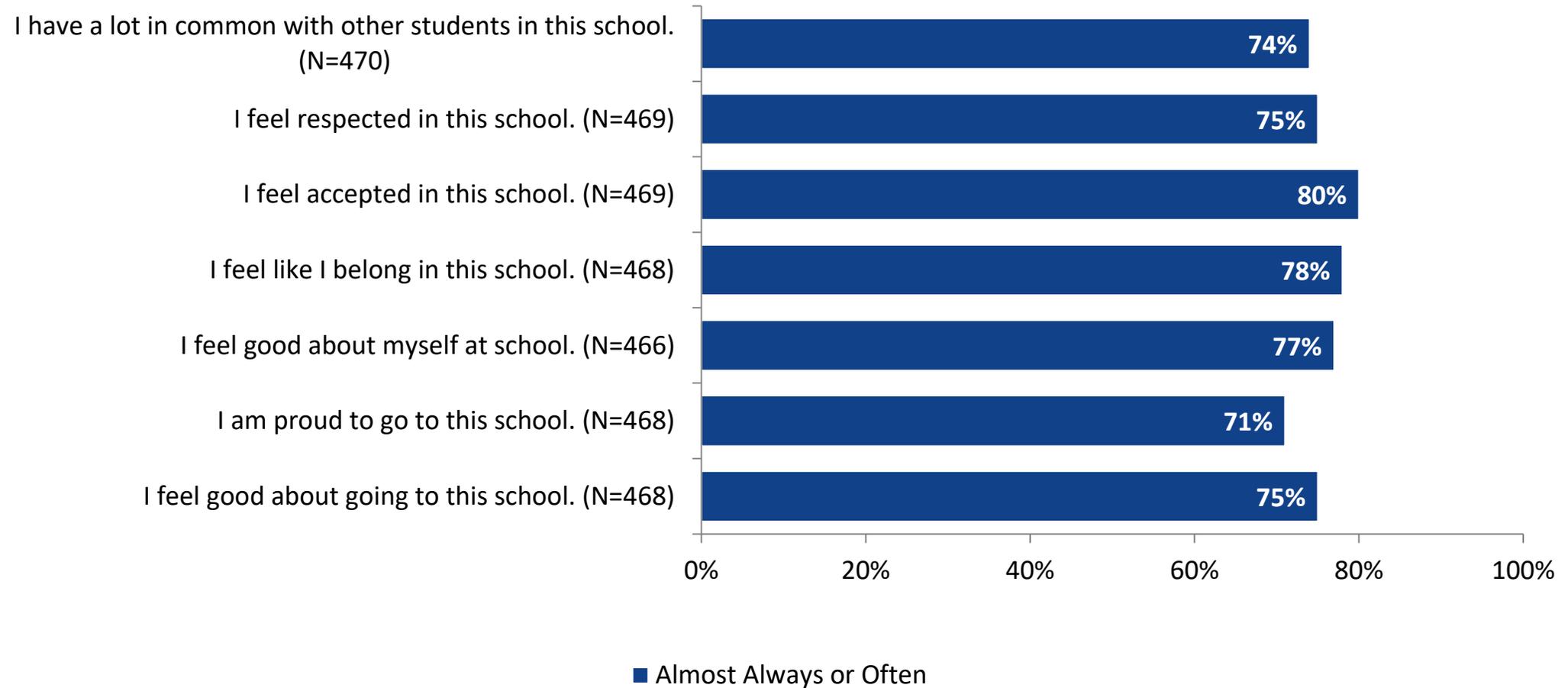
Self-Management



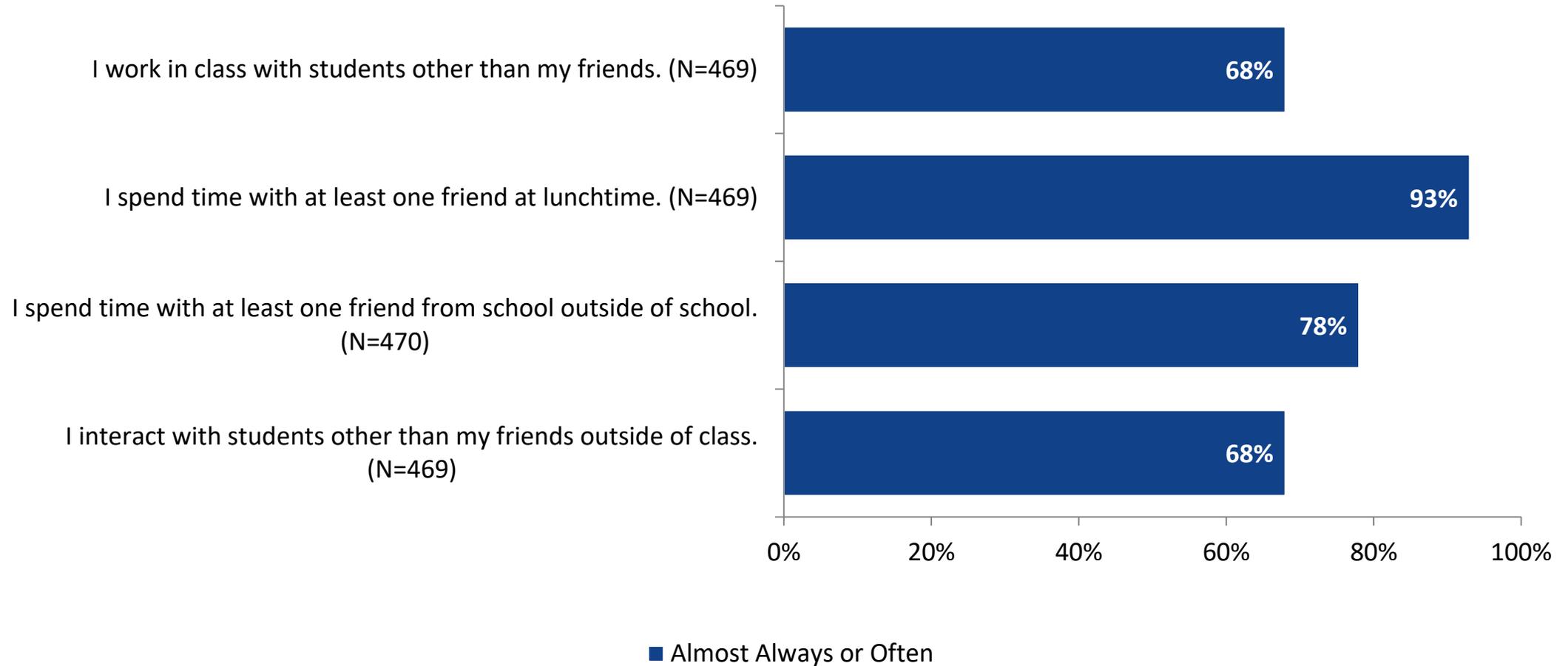
Future Aspirations



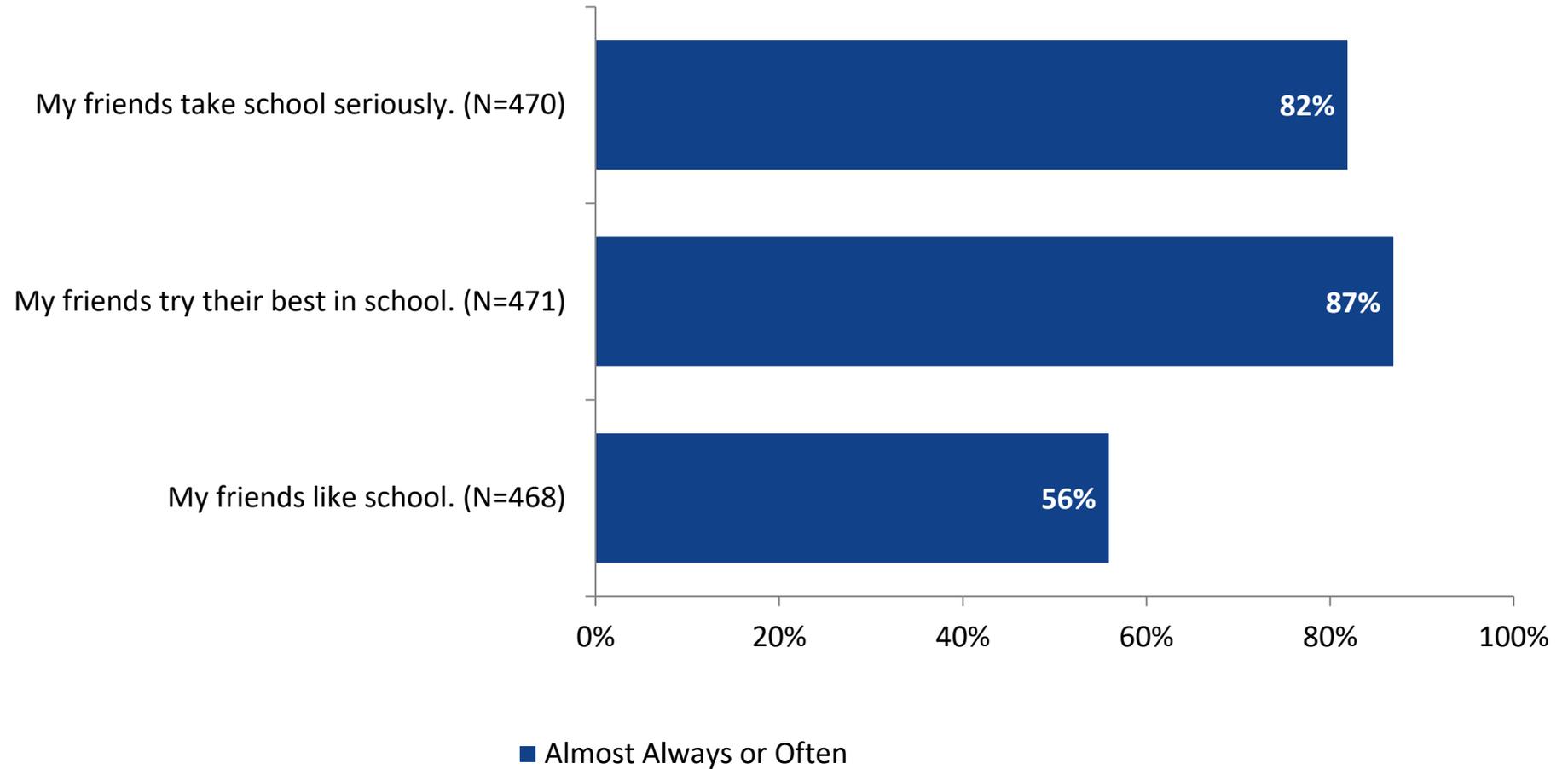
Acceptance



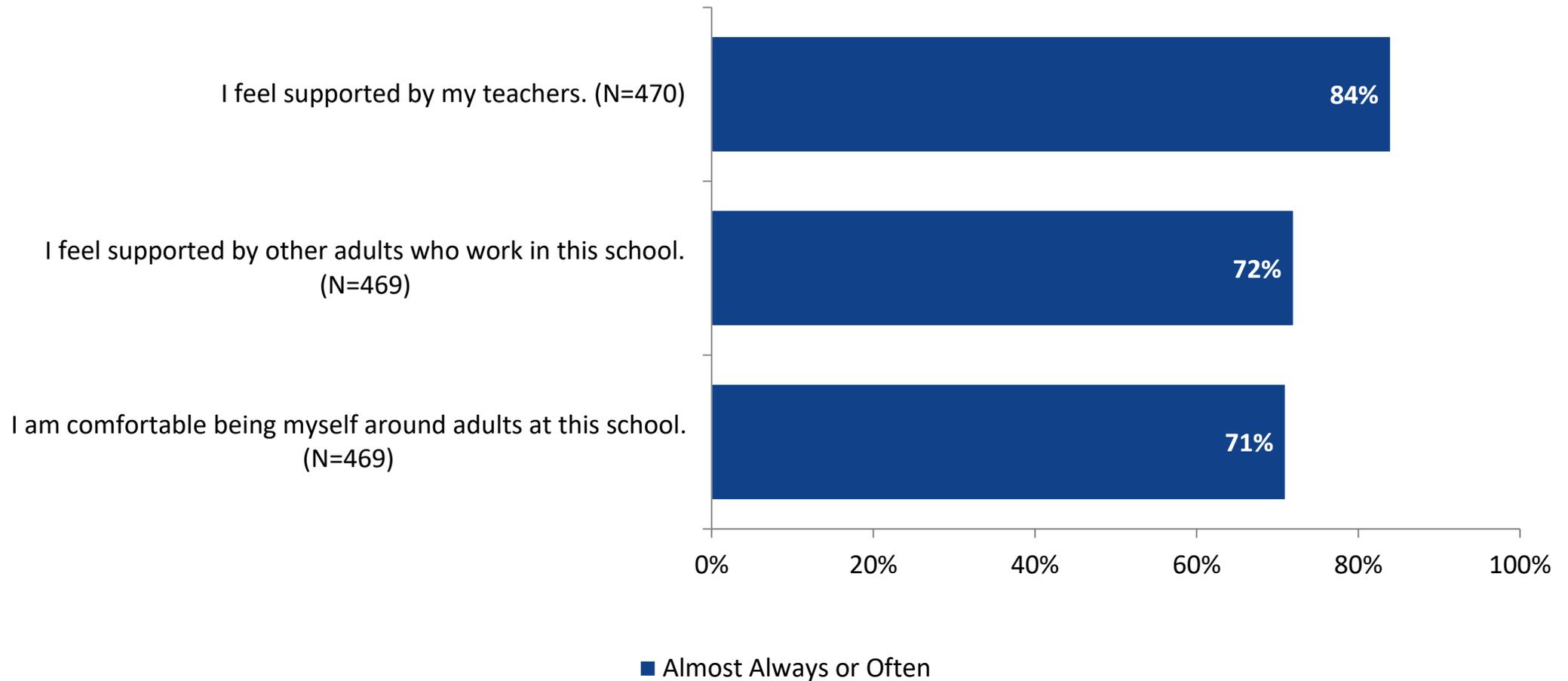
Relationship Management



Relationship with Peers



Relationship with Adults



Highest Ranking Indicators

Survey Item	Percentage Almost Always or Often (%)	School Climate Topic
I am nice to my teacher(s).	96%	Self-Management
I am nice to my classmates.	95%	Self-Management
I follow school rules.	94%	Self-Management
I believe that I will have a career that interests me.	94%	Future Aspirations
I follow classroom rules.	93%	Self-Management

Lowest Ranking Indicators

Survey Item	Percentage Rarely or Never or Seldom (%)	School Climate Topic
My classes are challenging.	54%	Class Experience
My classes let me be creative.	53%	Class Experience
I see how what I'm learning in school relates to the outside world.	52%	Relevance
School helps me discover my strongest skills.	46%	Student Experience
I attend school activities.	45%	Involvement



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

ELPAC Summative 17-18

Overall Performance Level

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

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

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

By Ethnicity

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

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

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

Socio-Economically Disadvantage

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

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

Budget By Expenditures

John Adams Middle School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
	1000-1999: Certificated Personnel Salaries	\$100,000.00	Improving Literacy across all Core Content Areas	Literacy Coach to provide direct support and capacity building with teachers
	1000-1999: Certificated Personnel Salaries	\$12,500.00	Improving Literacy across all Core Content Areas	Publication of Cross Currents (Student Anthology) Additional non-fiction texts
	None Specified	\$0.00	Improving Literacy across all Core Content Areas	Collaboration Time (Lesson Link) for all core departments-Two rounds Author Visit-"Red Scarf Girl" Professional Development on Close Reading and Vocabulary Instruction
	5800: Professional/Consulting Services And Operating Expenditures	\$12,500.00	Improving Literacy across all Core Content Areas	Independent Reading-Seminar

District Funded Total Expenditures: \$125,000.00

District Funded Allocation Balance: \$0.00

Funding Source: Lottery: Instructional Materials **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Continue expanding classroom libraries in the Immersion Spanish Language Arts classes.	4000-4999: Books And Supplies	\$3,000.00	Improving Literacy across all Core Content Areas	Purchase Immersion classroom novels and nonfiction

John Adams Middle School

High interest, low lexile books	4000-4999: Books And Supplies	\$2,000.00	All content areas	Purchase classroom libraries
		\$3,500.00	Improving Literacy across all Core Content Areas	ST Math Annual License Department Planning Days

Lottery: Instructional Materials Total Expenditures: \$8,500.00

Lottery: Instructional Materials Allocation Balance: \$0.00

Funding Source: Other

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	None Specified	\$0.00	Improving Literacy across all Core Content Areas	Academic Work Shops

Other Total Expenditures: \$0.00

Other Allocation Balance: \$0.00

Funding Source: Parent-Teacher Association (PTA)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	0000: Unrestricted	\$2,500.00	School Climate	Enrichment Clubs

Parent-Teacher Association (PTA) Total Expenditures: \$2,500.00

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

John Adams Middle School

Funding Source: Site Formula Funds

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Build classroom libraries in Humanities and selected ELA classrooms for Independent Reading	4000-4999: Books And Supplies	\$5,000.00	Improving Literacy across all Core Content Areas	Purchase classroom libraries
	1000-1999: Certificated Personnel Salaries	\$6,500.00	Improving Literacy across all Core Content Areas	Additional non-fiction texts Collaboration Time (Lesson Link) for all core departments-Two rounds
	5800: Professional/Consulting Services And Operating Expenditures	\$6,000.00	Improving Literacy across all Core Content Areas	Author Visit-"Red Scarf Girl" ST Math Annual License Department Planning Days
		\$1,000.00	Improving Literacy across all Core Content Areas	Additional non-fiction texts Collaboration Time (Lesson Link) for all core departments-Two rounds
		1000-1999: Certificated Personnel Salaries	\$1,000.00	Improving Literacy across all Core Content Areas

John Adams Middle School

1000-1999: Certificated Personnel Salaries	\$61,000.00	Improving Literacy across all Core Content Areas	Science Magnet Seminars Instructional materials across all departments AVID Tutors for academic support Music Clinicians Online Subscriptions Discovery Ed and TCI Subs for collaboration and conferences Instructional materials-Science Teacher supplies
4000-4999: Books And Supplies	\$6,000.00	Improving Literacy across all Core Content Areas	Digital Dragon App Academy Science Magnet Seminars Instructional materials across all departments AVID Tutors for academic support Music Clinicians Online Subscriptions Discovery Ed and TCI Subs for collaboration and conferences Instructional materials-Science Teacher supplies Digital Dragon App Academy

John Adams Middle School

1000-1999: Certificated Personnel Salaries	\$12,000.00	Improving Literacy across all Core Content Areas	<p>Science Magnet Seminars</p> <p>Instructional materials across all departments</p> <p>AVID Tutors for academic support</p> <p>Music Clinicians</p> <p>Online Subscriptions Discovery Ed and TCI</p> <p>Subs for collaboration and conferences</p> <p>Instructional materials-Science</p> <p>Teacher supplies</p>
5800: Professional/Consulting Services And Operating Expenditures	\$5,300.00	Improving Literacy across all Core Content Areas	<p>Digital Dragon App Academy</p> <p>Science Magnet Seminars</p> <p>Instructional materials across all departments</p> <p>AVID Tutors for academic support</p> <p>Music Clinicians</p> <p>Online Subscriptions Discovery Ed and TCI</p> <p>Subs for collaboration and conferences</p> <p>Instructional materials-Science</p> <p>Teacher supplies</p> <p>Digital Dragon App Academy</p>

John Adams Middle School

5000-5999: Services And Other Operating Expenditures	\$5,400.00	Improving Literacy across all Core Content Areas	Science Magnet Seminars Instructional materials across all departments AVID Tutors for academic support Music Clinicians Online Subscriptions Discovery Ed and TCI Subs for collaboration and conferences Instructional materials-Science Teacher supplies
1000-1999: Certificated Personnel Salaries	\$6,000.00	Improving Literacy across all Core Content Areas	Digital Dragon App Academy Science Magnet Seminars Instructional materials across all departments AVID Tutors for academic support Music Clinicians Online Subscriptions Discovery Ed and TCI Subs for collaboration and conferences Instructional materials-Science Teacher supplies Digital Dragon App Academy

John Adams Middle School

4000-4999: Books And Supplies	\$1,200.00	Improving Literacy across all Core Content Areas	Science Magnet Seminars Instructional materials across all departments AVID Tutors for academic support Music Clinicians Online Subscriptions Discovery Ed and TCI Subs for collaboration and conferences Instructional materials-Science Teacher supplies
4000-4999: Books And Supplies	\$6,000.00	Improving Literacy across all Core Content Areas	Digital Dragon App Academy Science Magnet Seminars Instructional materials across all departments AVID Tutors for academic support Music Clinicians Online Subscriptions Discovery Ed and TCI Subs for collaboration and conferences Instructional materials-Science Teacher supplies Digital Dragon App Academy

John Adams Middle School

4000-4999: Books And Supplies	\$2,000.00	Improving Literacy across all Core Content Areas	<ul style="list-style-type: none"> Science Magnet Seminars Instructional materials across all departments AVID Tutors for academic support Music Clinicians Online Subscriptions Discovery Ed and TCI Subs for collaboration and conferences Instructional materials-Science Teacher supplies Digital Dragon App Academy
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Site Formula Funds Total Expenditures: \$124,400.00

Site Formula Funds Allocation Balance: \$0.00

Funding Source: Stretch Grant

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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John Adams Middle School

5800: Professional/Consulting Services And Operating Expenditures	\$26,500.00	Improving Literacy across all Core Content Areas	Science Magnet Seminars Instructional materials across all departments AVID Tutors for academic support Music Clinicians Online Subscriptions Discovery Ed and TCI Subs for collaboration and conferences Instructional materials-Science Teacher supplies Digital Dragon App Academy
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Stretch Grant Total Expenditures: \$26,500.00

Stretch Grant Allocation Balance: \$0.00

Funding Source: Stretch Grant (Ed Foundation)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	5800: Professional/Consulting Services And Operating Expenditures	\$13,250.00	Improving Literacy across all Core Content Areas	Social Justice Standards Pilot
Practice in RJ Circles-building relationships and solving problems	0000: Unrestricted	\$5,000.00	School Climate	Restorative Justice Training

Stretch Grant (Ed Foundation) Total Expenditures: \$18,250.00

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

John Adams Middle School

Funding Source: Title II Part A: Improving Teacher Quality **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	1000-1999: Certificated Personnel Salaries	\$5,000.00	Improving Literacy across all Core Content Areas	PD Leader Collaboration Time

Title II Part A: Improving Teacher Quality Total Expenditures:	\$5,000.00
Title II Part A: Improving Teacher Quality Allocation Balance:	\$0.00
John Adams Middle School Total Expenditures:	\$310,150.00