

# The School Plan for Student Achievement

**School:** Franklin Elementary School  
**CDS Code:** 19-64980-6022552  
**District:** Santa Monica-Malibu Unified School District  
**Principal:** Deanna Sinfield  
**Revision Date:** 2/12/2018

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

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

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

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## School Mission Statement

### Franklin Elementary School's Vision and Mission Statements

Mission Statement:

Inspiring and equipping every student to become a life-long learner and positive contributor to society.

We will accomplish this through:

- \* High expectations and rigorous academics
- \* Engaging and individualized instruction
- \* Shared Franklin values
- \* Strong and supportive community

## **School Profile**

Franklin Elementary School is located on Montana Avenue in Santa Monica. We are a California Distinguished School, with our most recent receipt of the award in 2014. We are a public elementary school serving 784 students in grades K-5. Franklin also has two preschool classes. Our K-3 classes have an average of 24 students each, and our fourth- and fifth-grade classes have an average of 28 students each. In addition to our general education program, we offer classes for special education, Occupational Therapy, English Language Learners (ELL), Specialized Academic Instruction (SAI), counseling and Speech and Language Special Services. We also have a Literacy Coach who coaches teachers in the areas of English/Language Arts. During Student Success Team meetings, we offer reading intervention, social skills groups, group and individual counseling, and before school reading intervention. Gifted and talented or high-achieving students are served within the regular classroom through differentiated instruction and supplemented by an enriched fine arts and science program.

Franklin School maintains a staff of 31 credentialed general education teachers, four special-education teachers and one half time special education teacher. Additionally, there is a full-time literacy coach on staff and a part-time language and literacy teacher. Six of these teachers have received National Board Certification. This highly qualified group of educators also includes 15 instructional assistants, a school psychologist, 1.5 speech pathologists, occupational therapist, eight lunchtime activity leaders, a computer-lab technologist, several paraprofessionals, and three physical-education specialists. Our classified staff includes office professionals, a library specialist, two health aides, and custodial and cafeteria workers. SMMUSD offers before school care for kindergarten through 5th grade students through School-Aged Programs. School- Aged Programs provides after school care for students in grades K-2nd grade. In addition, we offer, in conjunction with the City of Santa Monica, an after school child-care program (CREST). Sports programs and enrichment after school classes are offered through CREST.

Franklin School has an active Parent Teacher Association (PTA) as well as an enthusiastic volunteer program. In 2017-2018, the PTA membership included 100% of teachers and 667 total members. Parents support every aspect of our educational program and provide generous funding for many school-wide enhancements. Our Special Education PTA provides parent support and education. Our Site Governance Council meets regularly with a membership that includes 24 parents, teachers, and support staff. Our ELAC advises our Site Governance Council. Our parents are active in assisting in our classrooms and on the playground as well as assisting in developing and maintaining our anti-bullying program. We are in the process of implementing Restorative Justice at our school, a way to emphasize accountability, making amends, and — if they are interested — facilitated meetings between people who feel harmed and those who they feel harmed them, and other persons.

Franklin is dedicated to being an eco-friendly school. In 2014, Franklin Elementary received the Above and Beyond award from Grades of Green for reducing our lunchtime trash from 22 bags per day to two bags per day as part of a trash-free lunch challenge. We now divert 3,600 bags of lunchtime trash from the landfill each year! We accomplished this by using a sorting system that separates our liquids, recyclables, landfill waste and compostable food trays. We continue to sort our trash and reduce and recycle our waste.

## **SPSA Executive Summary with SLT Plan Narrative**

Our Site Leadership Team, based on faculty and staff input, has identified two focus areas for this year. Communicating through structured and elaborated writing is the first area of focus. This is based on reviewing writing samples. Further, the staff believes that students are often asked to respond in writing to listening tasks, reading, and even mathematics problems. The staff and faculty will keep portfolios for each student in order to ensure student growth. Writing has been an ongoing focus for Franklin Staff. Faculty and staff will keep a close eye on students with special needs and students who are English language learners. The use of academic language, requiring multiple explanations for answers, and making sure students know why they are learning what they

are learning are a few ways faculty will meet the above goals. Students who are English Language Learners continue to require more support in this area based on SBAC data.

The staff and faculty believe that in mathematics, students have the most difficulty with unpacking problems. Though we have seen growth in mathematics over the years, there is still room for growth. Mathematics is a focus this year. Our Site Leadership Team has also included a goal in the area of math. Incorporating Cognitively Guided Instructional techniques into our math repertoire has been made a formal SLT goal.

All students are assessed regularly during class instruction and classroom testing. Students are grouped in order to re-teach skills or modify instruction regularly. Groups can be based on skill or level, or students may be grouped in multi-level groups. Data is consistently reviewed and teachers modify their instruction to meet student needs.

## 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:

<b>SUBJECT: English/Language Arts/Math</b>
<b>District LCAP Goal 1:</b>
All graduates are ready for college and careers.
<b>Data and analysis used to form school-specific SMART goal(s)</b>
<p>In order to assist students in becoming college and career ready, the following SMART goals were established and will be continued:</p> <p>Smart goals:</p> <p>In order to assist students in becoming college and career ready and demonstrate reading and math proficiency, 90% of students will be proficient in both reading and math and less than 5% of students will be at or below the 25th percentile on the Fastbridge.</p> <p>CAASPP: Increase the percentage of students who meet or exceed standards on the CAASPP in ELA and Math by 2%</p> <ul style="list-style-type: none"><li>· CAASPP: Increase the percentage of students who are second language learners in math and ELA by 5% meeting or exceeding standards.</li></ul> <p>Writing: Communicating through structured and elaborated (examples, reasons, and evidence-based) writing. This will be measured by 85% of the students score 80% on the Write From The Beginning rubric at each student's grade level in 2 areas.</p> <p>All students will engage in 10 next generation science standards lessons.</p> <p>This will continue to use mini lessons and teaching techniques through Write From The Beginning and Writer's Workshop so that students will be able to write cohesive and comprehensive written work. Teachers will measure progress through three pre and post writing samples in the areas of narrative, opinion, and informative writing to be kept in a portfolio that will follow the student through the subsequent grades.</p> <p>In Math, teachers have agreed to track unpacking problems. We would like to see students deconstruct complex, real-world scenarios and construct and use mathematical models to interpret and solve problems. Through using CGI techniques, students can solve real-world word problems independently. Teachers have agreed do at least 2-3 problems per year and discuss results as a PLC team. As teachers become more skilled in CGI, the number of CGI problems provided will be increased.</p> <p>Previous goals:</p> <p>In order to assist students in becoming college and career ready and demonstrate reading and math proficiency, 90% of students will be proficient in both reading and math and less than 3% of students will be at or below the 25th percentile on the Fastbridge.</p> <p>CAASPP: Increase the percentage of students who meet or exceed standards on the CAASPP in ELA and Math by 2%</p> <ul style="list-style-type: none"><li>· CAASPP: Increase the percentage of students who are second language learners in math and ELA by 10% meeting or exceeding standards.</li></ul>

Writing: Communicating through structured and elaborated (examples, reasons, and evidence-based) writing. This will be measured by 85% of the students score 80% on the Write From The Beginning rubric at each student's grade level in 2 areas.

All students will engage in 10 next generation science standards lessons.

#### CURRENT DATA

##### Spring 2018

In Kindergarten, approximately 19% of students performed at or below the 25th percentile on the FastBridge.

In first grade, 10% of students performed at or below the 25th percentile on the FastBridge.

In second grade, 3% of students performed at or below the 25th percentile on the FastBridge.

In third grade, 5% of students performed at or below the 25th percentile on the FastBridge.

In fourth grade, 5% of students performed at or below the 25th percentile on the FastBridge.

In fifth grade, 8% of students performed at or below the 25th percentile on the FastBridge.

All students have received 11 lessons of next generation science standards lessons. That goal was met last year.

##### Spring 2018 data:

On the SBAC English Language Arts (2018), overall 87% of students met or exceeded standards. This is a 2% decrease from last year.

CAASPP 3rd grade:85% of students met or exceeded standards

CAASPP 4th grade: 92% of students met or exceeded standards

CAASPP 5th grade: 86 % of students met or exceeded standards

Students with Socioeconomic Disadvantage showed on average a 3 score which is at proficiency and a gain from last year. English language learners showed an average score of 2.3 which is below proficiency. Students with special needs showed a 2.8 average which shows just below proficiency scores and slightly lower than last year. There remains a gap between these groups and the school average.

In 2018 in math, 83% of students met or exceeded standard. This is a decrease from last year:

CAASPP 3rd grade: 85% of students met or exceeded standards

CAASPP 4th grade: 90% of students met or exceeded standards

CAASPP 5th grade: 76% of students met or exceeded standards

Students with Socioeconomic Disadvantages showed an average score of 2.8 on math ( a slight gain from the year before 2.7), students who are English language learners showed an average score of 2.3 which is below standards (a slight dip from the previous year of 2.4), and students with disabilities showed an average score of 2.7 which is slightly below meeting standards ( a dip from the year before which was 3.1).

Students who required tier III and many of those who were required tier II intervention were provided with the following interventions:

Small group instruction in the classroom by teacher and trained instructional assistants.

Small group provided by instructional assistants who are trained in literacy

Before school intervention programs for literacy

Computer programs that support learning- Google classroom, Lexia, Successmaker, Typing club, Tumble books, and Newsela, accelerated reader and math

Sentence frames to help students with academic language

Literacy coach pushes into classrooms and coaches the teachers in the area of literacy.

Data tracking of each student and progress based on formative and summative data.

Professional Learning Communities of teacher who review data and provide instruction based on data.

Thinking Maps

Mini lessons designed to meet student needs.

Homework club after school 1-2x per week to help students with their homework.

Students with individualized instruction have access to individualized learning interventions as well as the computer programs listed above. In 2018-19, we are provided before school executive functioning instruction for students who want to intend in order to help with organization, planning, task initiation, and task completion.

All students have access to the computer programs that support learning. These are individualized to the students.

STAR science is provided to all students in NGSS

Cognitively Guided Instruction in math along with My Math textbook use

Science Club extends learning after school

Reader's workshop/ Benchmark reading

Students who are exceeding standards are provided with learning opportunities that help foster their growth.

Small group instruction at the students level

Projects that students can complete and extend learning

Computer programs that extend learning and differentiate instruction

STAR science which is based on gifted education program and is NGSS.

Academic discourse in classrooms that are designed to push students to think deeply about information.

Cognitively Guided Instruction in math to meet each student where they are at- differentiated number sets for problems.

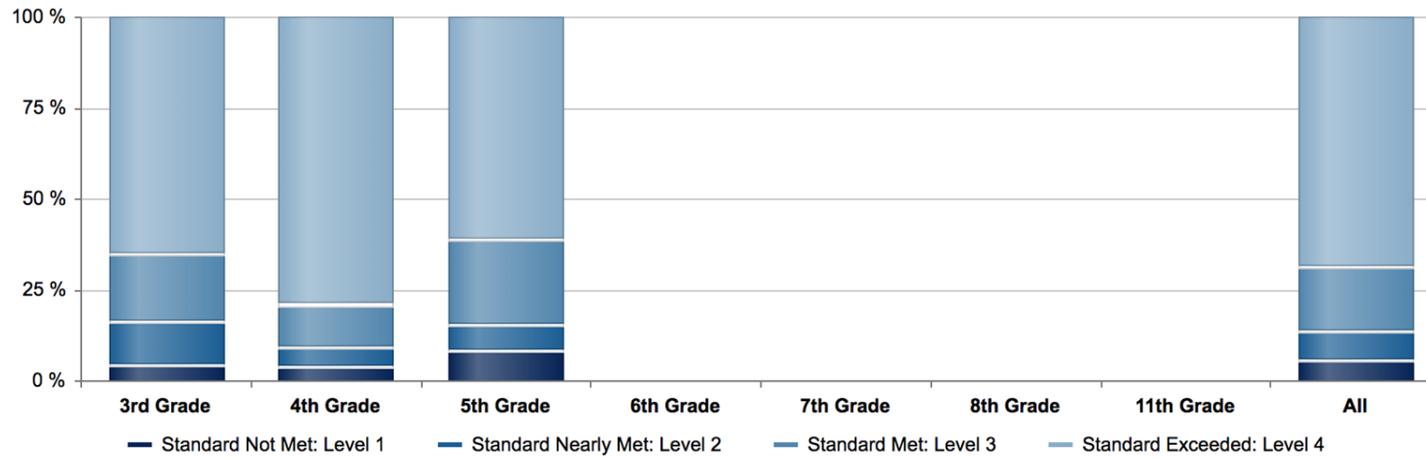
Leadership opportunities to teach a lesson or help in a classroom for younger students

Differentiated instruction and outcomes for students.

# Smarter Balanced Results (2018)

## ENGLISH LANGUAGE ARTS/LITERACY

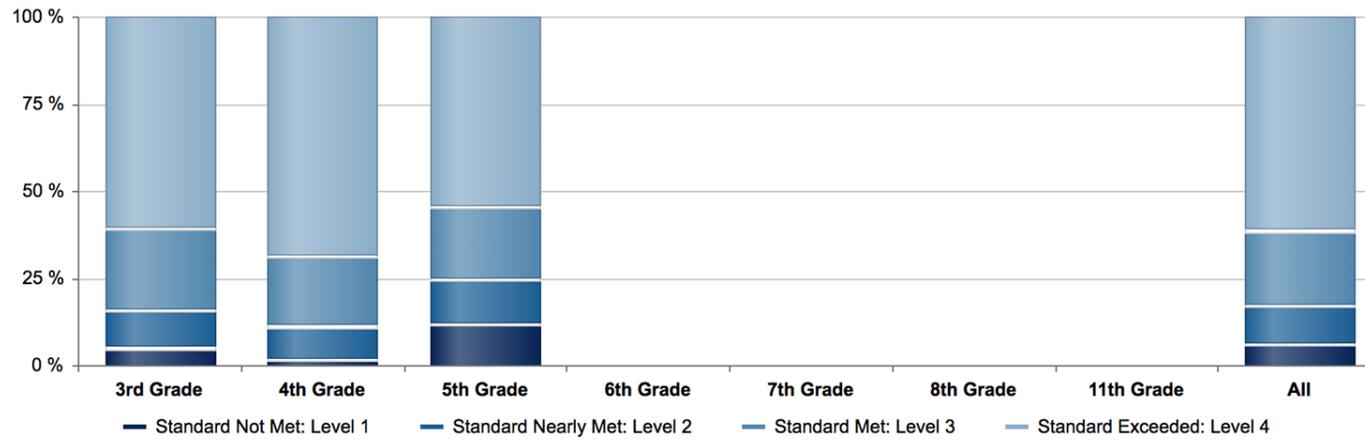
Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

# MATHEMATICS

## Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

► [Data Detail - All Students \(accessible data\)](#)

English Language Arts/Literacy Achievement Level Descriptors

**▼ Data Detail - All Students (accessible data)**

**Overall Achievement**

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled <sup>ⓘ</sup>	129	149	147	N/A	N/A	N/A	N/A	425
# of Students Tested <sup>ⓘ</sup>	125	146	144	N/A	N/A	N/A	N/A	415
# of Students With Scores <sup>ⓘ</sup>	125	146	144	N/A	N/A	N/A	N/A	415
Mean Scale Score	2516.9	2580.9	2596.4	N/A	N/A	N/A	N/A	N/A
 Standard Exceeded: Level 4 <sup>ⓘ</sup>	66.40 %	80.82 %	62.50 %	N/A	N/A	N/A	N/A	70.12 %
 Standard Met: Level 3 <sup>ⓘ</sup>	18.40 %	10.96 %	22.92 %	N/A	N/A	N/A	N/A	17.35 %
 Standard Nearly Met: Level 2 <sup>ⓘ</sup>	11.20 %	4.79 %	6.25 %	N/A	N/A	N/A	N/A	7.23 %
 Standard Not Met: Level 1 <sup>ⓘ</sup>	4.00 %	3.42 %	8.33 %	N/A	N/A	N/A	N/A	5.30 %

## Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled <sup>ⓘ</sup>	129	149	147	N/A	N/A	N/A	N/A	425
# of Students Tested <sup>ⓘ</sup>	126	148	147	N/A	N/A	N/A	N/A	421
# of Students With Scores <sup>ⓘ</sup>	126	148	146	N/A	N/A	N/A	N/A	420
Mean Scale Score	2519.5	2574.1	2583.4	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 <sup>ⓘ</sup>	61.90 %	70.27 %	55.48 %	N/A	N/A	N/A	N/A	62.62 %
Standard Met: Level 3 <sup>ⓘ</sup>	23.02 %	19.59 %	20.55 %	N/A	N/A	N/A	N/A	20.95 %
Standard Nearly Met: Level 2 <sup>ⓘ</sup>	10.32 %	8.78 %	12.33 %	N/A	N/A	N/A	N/A	10.48 %
Standard Not Met: Level 1 <sup>ⓘ</sup>	4.76 %	1.35 %	11.64 %	N/A	N/A	N/A	N/A	5.95 %

### Mathematics Scale Score Ranges

Areas

### How the school will measure progress toward this goal

Data from FastBridge and SBAC will be used to assess our goal. We will also review writing portfolios in order to determine proficiency of 80% of students. We will also look at data from how students performed on a common math problem per grade level.

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Tier III intervention to those who are within Tier III levels on Fast Bridge and SBAC data as well as teacher input.	June 2019	Administration, Literacy Coaches, Literacy Interventionist, Instructional Assistants, Special Ed. Teachers	LLI training	None Specified	None Specified	0
			SIPS training & use	None Specified	None Specified	0
			Academic Voabulary Training	4000-4999: Books And Supplies	None Specified	0
			Literacy Coach trainings	5000-5999: Services And Other Operating Expenditures	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coaching of teachers and aides in tier II & III interventions.	June 2019	Administration & Literacy Coaches	Training of Special Educators by Literacy Coach	None Specified	None Specified	0
			Literacy Coach train assistants.	None Specified	None Specified	0
			Literacy Coaches observe assistants working with students	None Specified	None Specified	0
Before school intervention- executive functioning	June 2019	SAI teacher	SAI teacher to provide before school intervention- stagger teacher hours	None Specified		0
Academic Vocabulary training- ongoing	June 2019	Administration/Literacy Coach/literacy and language coordinator	Professional Development using sentence frames	None Specified	None Specified	0
Data Meetings	June 2019	Literacy Coach	Literacy Coach will help teachers review their literacy data to plan smart goals, instruction, and provide interventions	0001-0999: Unrestricted: Locally Defined	Stretch Grant (Ed Foundation)	7200
Teacher Assessment Days	June 2019	All Teacher	Teachers have a day to give Fast Bridge assessment, Common grade level assessment, Fontas and Pinnell testing or Teacher's College Testing.	0001-0999: Unrestricted: Locally Defined	Site Formula Funds	20000
Technology Needs	June 2019	PTA, Teachers, Administration	Teachers will have access to needed technology in order to support ELA, Math, STEM, and other curricular areas.	0000: Unrestricted	Parent-Teacher Association (PTA)	85000

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Training in Cognitively Guided Instruction	August 2018-June 2019	Math Coaches/District Trainer	Math Leaders will work with 2 grade levels each to train teachers in CGI, create problems for use in the classroom, and analyze data. District trainer will work with teachers during PLC times.	0000: Unrestricted	Site Formula Funds	0
Training in Write From the Beginning	August 2018 -June 2019	WFTB trainers	WFTB trainers will work with 2 grade levels each to go over rubrics, discuss program and help with scoring writing prompts.	0000: Unrestricted	Site Formula Funds	0
			Each grade level will create one prompt per writing genre to give to classes as a pre- and post- assessment and will discuss results in PLCs.	None Specified		0
NGSS lessons to support student engagement and help with critical thinking	June 2019	STAR Science/Classroom teachers	Each grade level will participate in 10 NGSS lessons	0001-0999: Unrestricted: Locally Defined	Stretch Grant (Ed Foundation)	41000
			Supplies for NGSS lessons	0000: Unrestricted	Parent-Teacher Association (PTA)	6800
Books and reference materials for the library that are aligned with the curriculum	June 2019	Librarian	Librarian will be able to order materials that assist teachers with instruction	0001-0999: Unrestricted: Locally Defined	Site Formula Funds	2400
General supplies for teachers/staff	June 2019	Administration	This is for general supplies and materials as well as electronics	0001-0999: Unrestricted: Locally Defined	Site Formula Funds	7600
			Copy paper and ink for classrooms	0000: Unrestricted	Site Formula Funds	2000
			Other supplies	0000: Unrestricted	Site Formula Funds	1049

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Homework club	June 2019	Teacher	Teacher will be paid to help students with homework after school.	0000: Unrestricted	Parent-Teacher Association (PTA)	3000
Teacher supplies to support learning	June 2019	PTA	Funds are provided to enhance the learning of students	0000: Unrestricted	Parent-Teacher Association (PTA)	76000
Library books to support learning	June 2019	Librarian	Librarian receives funds to replenish leveled library books.	4000-4999: Books And Supplies	American Book Drive	1426.85

**Total Expenditures for Goal 1**

Goal Number	Total Expenditures
<b>Goal 1</b>	253,475.85

## 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:

<b>SUBJECT: ELA and Mathematics</b>
<b>District LCAP Goal 2</b>
English learners will become proficient in English while engaging in a rigorous, standards-aligned curriculum
<b>Data and analysis used to form school-specific SMART goal(s)</b>
<p>New goals for 2018-19:</p> <ul style="list-style-type: none"><li>* Less than 10% of English Language Learners will perform at the 25th% or lower on the Fastbridge.</li><li>* The percentage of ELs making progress towards proficiency in English will exceed the state target of 59% as measured by ELPAC.<ul style="list-style-type: none"><li>· * Reclassification rate: The EL reclassification rate will be no less than 12% by 18-19.</li></ul></li></ul> <p>Previous goals:</p> <p>School SMART goals established for 2017-18 school year:</p> <ul style="list-style-type: none"><li>* Less than 10% of English Language Learners will perform at the 25th% or lower on the Fastbridge.</li><li>* CELDT: The percentage of ELs making progress towards proficiency in English will exceed the state target of 59% as measured by CELDT.<ul style="list-style-type: none"><li>· * Reclassification rate: The EL reclassification rate will be no less than 12% by 17-18.</li></ul></li></ul> <p>In 2017-18, 5% of the student population is comprised of English Language Learners.</p> <p>In 2018-19, 4% of the student population is comprised of English Language Learners.</p> <p>Students who are English Language Learners comprise</p> <p>At the end of 2017-18, 31% of our English Language Learners scored at or below the 25th percentile on the FastBridge reading assessment. Because there weren't a lot of English Language Learners in each grade level, we looked the total number of students who are English Language Learners. Of those students who are English Language Learners, we looked at the percentage who scored at or below the 25th %ile. So out of the total number of students that are English Language Learners, 31% performed at or below the 25th percentile.</p> <p>Students who are second language learners performed in the following way on the data below. Scores are based on the number of students who scored below the 25th percentile out of the entire grade level.</p> <p>In kindergarten, 3% of students who were EL scored at or below the 25th percentile on the FastBridge out of the total K population</p> <p>In first grade, 2% of students who were EL scored at or below the 25th percentile on the FastBridge out of the total 1st grade population.</p> <p>In second grade, 2% of students who were EL scored at or below the 25th percentile on the FastBridge out of the total 2nd grade population.</p> <p>In third grade, 2% of students who were EL scored at or below the 25th percentile on the FastBridge out of the total 3rd grade population.</p> <p>In fourth grade, 2% of students who were EL scored at or below the 25th percentile on the FastBridge out of the total 4th grade population.</p>

In fifth grade, 2% of students who were EL scored at or below the 25th percentile on the FastBridge out of the total 5th grade population.

We also looked at the total number of students who attend Franklin in each grade level. The following data is how students overall performed on the FastBridge. This is from 2017-18 school year.

In Kindergarten, approximately 19% of students performed at or below the 25th percentile on the FastBridge.

In first grade, 10% of students performed at or below the 25th percentile on the FastBridge.

In second grade, 3% of students performed at or below the 25th percentile on the FastBridge.

In third grade, 5% of students performed at or below the 25th percentile on the FastBridge.

In fourth grade, 5% of students performed at or below the 25th percentile on the FastBridge.

In fifth grade, 8% of students performed at or below the 25th percentile on the FastBridge.

Currently (2018-19 school year), in 1st and 2nd grade, 25 students will receive Tier III intervention.

Of those who received Tier III intervention in 2017-2018,

14/21 students were no longer in the high risk range by the end of Kindergarten.

14/18 students were no longer in the high risk range by the end of First Grade.

4/6 students were no longer in the high risk range by the end of Second Grade.

3/7 students were no longer in the high risk range by the end of Third Grade.

5/7 students were no longer in the high risk range by the end of Fourth Grade.

We had 4 new students reclassified by the end of the 2017-18 school year.

43% of EL's assessed scored a 4 or 5 on the CELDT.

We continue to need to grow in this area in order to meet our goal of 10% or less of our students performing below the 25th%ile.

Interventions that are and will be offered are:

Instructional aide was trained to help newcomers develop English Language Vocabulary (done in small group or individually)

English Language Interventionist worked with students in grades 2-5 with English language development tools and comprehension.

Literacy Coach worked with teachers in the classroom to help with English Language development in the classrooms.

Before school intervention was offered in literacy 3 days a week for approximately 6-8 weeks per session. There were 3 sessions.

Two instructional assistants were trained by the literacy coach to work with students who required tier III intervention.

Progress of students receiving tier III intervention has been tracked all year.

Professional Learning Communities (teachers working together to discuss data and instruction) discussed literacy and interventions for students who require further intervention.

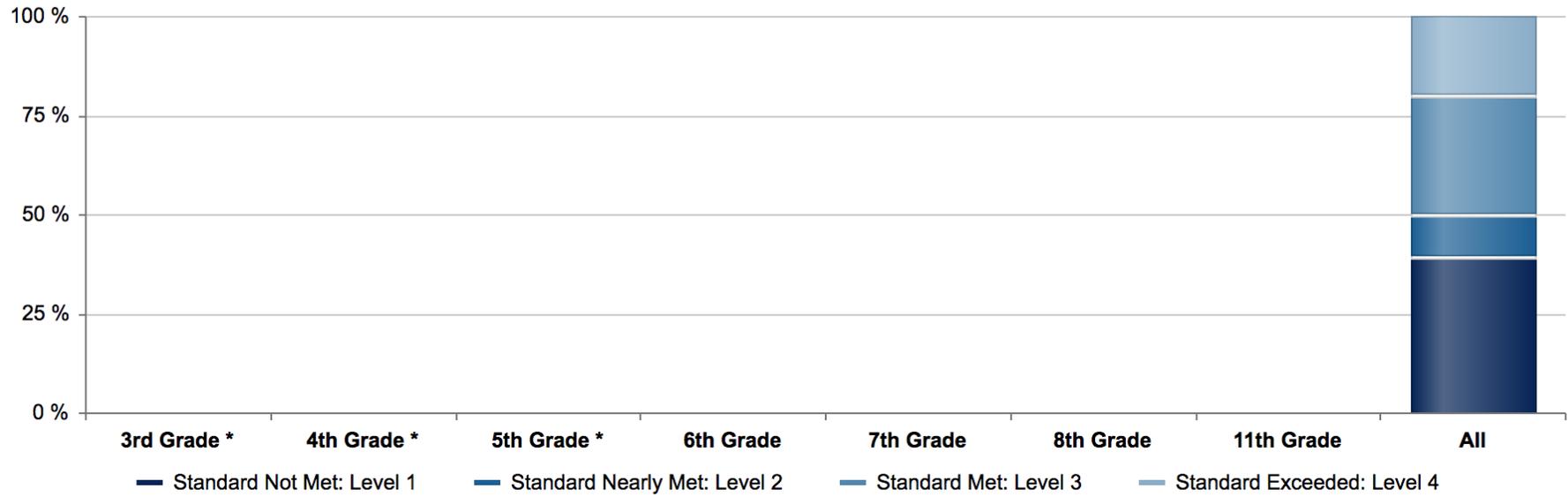
Students went to the library and were able to check out books at least 2 times per month. The library often read to the students. The library is open most days during recess.

ELAC group focused on what students need to succeed at school. Data was discussed.

Computer programs including Lexia, SuccessMaker, Typing Club, Reflex math, Newela, and Tumblebooks are provided for all students at school and can be accessed at home.

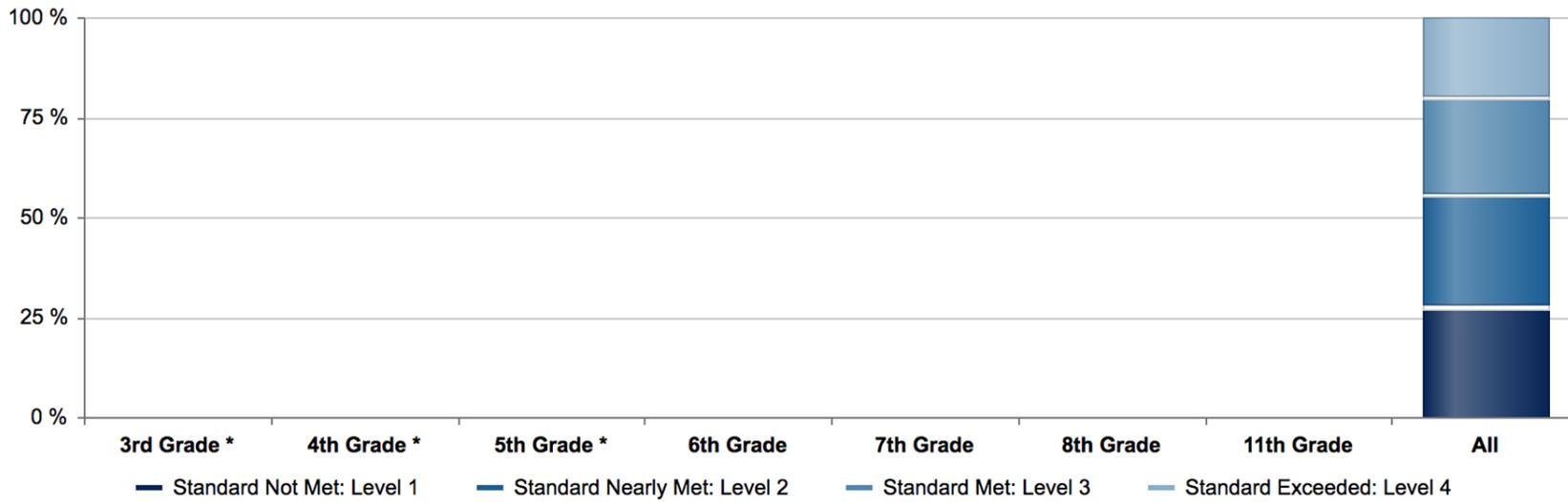
▼ English learner

**Achievement Level Distribution**



▼ English learner

**Achievement Level Distribution**



[Mathematics Achievement Level Descriptors](#)

English Language Arts/Literacy Achievement Level Descriptors

**Overall Achievement**

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled <sup>(i)</sup>	*	*	*	N/A	N/A	N/A	N/A	26
# of Students Tested <sup>(i)</sup>	*	*	*	N/A	N/A	N/A	N/A	20
# of Students With Scores <sup>(i)</sup>	*	*	*	N/A	N/A	N/A	N/A	20
Mean Scale Score	*	*	*	N/A	N/A	N/A	N/A	N/A
 Standard Exceeded: Level 4 <sup>(i)</sup>	*	*	*	N/A	N/A	N/A	N/A	20.00 %
 Standard Met: Level 3 <sup>(i)</sup>	*	*	*	N/A	N/A	N/A	N/A	30.00 %
 Standard Nearly Met: Level 2 <sup>(i)</sup>	*	*	*	N/A	N/A	N/A	N/A	10.00 %
 Standard Not Met: Level 1 <sup>(i)</sup>	*	*	*	N/A	N/A	N/A	N/A	40.00 %

English Language Arts/Literacy Scale Score Ranges

Mathematics Achievement Level Descriptors

**Overall Achievement**

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	*	*	*	N/A	N/A	N/A	N/A	26
# of Students Tested ⓘ	*	*	*	N/A	N/A	N/A	N/A	26
# of Students With Scores ⓘ	*	*	*	N/A	N/A	N/A	N/A	25
Mean Scale Score	*	*	*	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4 ⓘ	*	*	*	N/A	N/A	N/A	N/A	20.00 %
Standard Met: Level 3 ⓘ	*	*	*	N/A	N/A	N/A	N/A	24.00 %
Standard Nearly Met: Level 2 ⓘ	*	*	*	N/A	N/A	N/A	N/A	28.00 %
Standard Not Met: Level 1 ⓘ	*	*	*	N/A	N/A	N/A	N/A	28.00 %

Mathematics Scale Score Ranges

**How the school will measure progress toward this goal**

portfolios, SBAC testing, grades, and curriculum-based assessments, progress on CELDT, Fastbridge assessments, and number of students reclassified.

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
English Language support	June 2019	LLI specialist, instructional assistant	LLI specialist will work with small groups	None Specified	District Funded	
			Instructional Assistant support	None Specified	District Funded	
			Before school groups-voluntary for students. Stagger staff hours	None Specified	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Training in Write From the Beginning	June 2019	WFTB teacher trainers	Periodic trainings will occur to help teachers implement WFTB	None Specified	Other	0
English Language instruction in the classroom with support	June 2019	Teachers with support from District office	Teachers will provide designated and integrated English instruction in the classroom.	None Specified	Other	0
Sub days for IEPs to be held during the day	June 2019	classroom teachers/specialists / administration	Classroom teachers will be subbed out of class to attend IEPs when possible	0001-0999: Unrestricted: Locally Defined	Site Formula Funds	3000
Before school intervention	June 2019	Teacher/administration	Students come in before school to work with a teacher in the area of reading	0001-0999: Unrestricted: Locally Defined	Site Formula Funds	3500
Literacy coach to help with interventions for students who are second language learners	June 2019	Literacy coach	Literacy coach helps with planning, interventions, English instruction plans, coaching and modeling of strategies	0000: Unrestricted		0
Substitute teachers so teachers can have data planning meetings/assessment days	June 2019	Administration	Allow teachers time to plan with the literacy coach as well as assess students/PLC meetings	0001-0999: Unrestricted: Locally Defined	Site Formula Funds	8252

**Total Expenditures for Goal 2**

Goal Number	Total Expenditures
<b>Goal 2</b>	14,752.00

## 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:

<b>SUBJECT: School Climate</b>
<b>District LCAP Goal 3</b>
All students engage in schools that are safe, well-maintained and family-friendly.
<b>Data and analysis used to form school-specific SMART goal(s)</b>
<p>SMART goals established for 2018-2019 school year:</p> <ul style="list-style-type: none"><li>* Continue to promote family engagement through family events.</li><li>* Continue to keep students safe by providing coverage of the health office throughout the day by a health office specialist and additional playground supervision through paid aides and parent volunteerism.</li><li>* Continue to increase communication with Franklin families as measured by at least 50% of parents volunteering 1 or more times during the year.</li><li>* Continue to have class meetings based on the Olweus Anti-bullying program in at least 80% of classrooms at least 1 time per month.</li></ul> <p>Previous goals for 2017-2018 school year:</p> <ul style="list-style-type: none"><li>* Continue to promote family engagement through family events.</li><li>* Continue to keep students safe by providing coverage of the health office throughout the day by a health office specialist and additional playground supervision through paid aides and parent volunteerism.</li><li>* Continue to increase communication with Franklin families as measured by at least 50% of parents volunteering 1 or more times during the year.</li><li>* Continue to have class meetings based on the Olweus Anti-bullying program in at least 80% of classrooms at least 1 time per month.</li></ul> <p>The following family events have taken place in 2017-18 and will take place in 2018-19. Families are encouraged to attend these events:</p> <ul style="list-style-type: none"><li>• Carnival</li><li>• Kindergarten playdate</li><li>• Kindergarten welcome party in conjunction with Santa Monica-Malibu Ed Foundation</li><li>• New parent party</li><li>• All parent party at the Moose Lodge</li></ul>

- Movie Night
- First day orientation
- Science Club meetings
- Follies
- Welcome Back Picnic
- Back To School Night
- Beautification Day
- Science Fair
- Multicultural Fair
- Open House
- K & 1 Before School Meet & Greet
- PTA Meetings
- Special Ed PTA Meetings
- Parent Education
- Site Governance
- School Smarts
- ELAC Meetings

\* Individual class parties for entire class at the beginning of the school year

We continue to pay for one health office specialist on top of the one provided by the District. We continue to fund one 3.5 hour health office specialist.

Volunteering- from 8/2017-6/2018, we had over 450 people who have signed in the volunteer book at the office. That does not include carnival volunteers and all multicultural fair volunteers. Some of the volunteers are grandparents or former parents too. Each of our classrooms are assigned 1-2 weeks of valet drop off duty. At least 3 parents show up each morning to assist.

In 2018-19, we are adding coffee mornings on the front and back lawns to maintain parent connectedness. We have increased coffees with the principal from 3 times a year to 6 times per year in 2017-18. We had a successful multicultural fair in 2017-18. We will have a multicultural fair in 2018-19, but the event will be outside because there were so many families that attended, we can't fit into one room.

All teachers have at least 1 Class Meeting per month at this point in the year. Many reported having them 3-4 times per month.

2017-18 Olweus data was used and analyzed. From this data, we determined that certain areas of the school needed more supervision during recesses. A plan to include parents in supervision duty alongside of the noon aides (we purchased additional help in this area) was defined based on the data.----

13% of students reported being bullied 2-3 times a month or more often.

4% of students reported bullying others 2-3 times a month or more.

2018

Grade 3 20% said they were bullied 2-3 X/month or more

Grade 4 10% were bullied 2-3 X/month or more

Grade 5 8% were bullied 2-3 X/month or more

2017

Grade 3 13.4% said they were bullied 2-3 X/month or more

Grade 4 9.2% said they were bullied 2-3 X/month or more

Grade 5 8.6% said they were bullied 2-3 X/month or more

2018

Grade 3 6% indicated they bullied others 2-3 X/month or more

Grade 4 5% indicated they bullied others 2-3 X/month or more

Grade 5 0% indicated they bullied others 2-3 X/month or more

2017

Grade 3 1.5% indicated they bullied others 2-3 X/month or more

Grade 4 0.0% indicated they bullied others 2-3 X/month or more

Grade 5 0.8 % indicated they bullied others 2-3 X/month or more

In 2018, 50-52% of students told a family member about their bullying. 32% of students told an adult at school. 56% of students felt that an adult tried to intervene in the bullying.

The most common forms of perceived bullying were verbal, exclusion, physical, and rumors. Most perceived bullying occurred on the playground or lunch room.

¥ Girls:

1.7% have been cyberbullied 2-3 X/mo. or more

0.0% have cyberbullied others 2-3 X/mo. or more

¥ Boys:

2.0% (compare % to girls' responses) had been cyberbullied 2-3 X/mo. or more

0.0% had cyberbullied others 2-3 X/mo. or more

94% of students felt empathy with the victim of bullying.

In order to support Franklin with the anti-bullying, teachers have implemented class meetings at least one time a week. All students are educated about what bullying is and what it is not through meetings with the administration, outdoor assemblies and intercom announcements that reinforce anti-bullying, Franklin values, and school safety. Parents are educated about bullying. Students are encouraged to report what they see whether it be teasing or more. Students are encouraged to intervene in bullying situations by telling an adult at home and school, asking a student who is alone or needing support to play, and/or standing up to those who are not being kind. Students who intervene in potential bullying situations are rewarded with a purple slip and have their names announced over the loud speaker during announcements or at the outdoor assemblies. They have their pictures taken and hung in the front office. Students can earn yellow slips for demonstrating the Franklin values. Their names announced over the loud speaker during announcements or at the outdoor assemblies. Students are given demerits for violating school rules and values. Those are sent home for parent signature. Those who maintain 90-100 merits are rewarded with a "Franklin Friend" t-shirt that they wear on Wednesdays to remind them of Franklin's values. Parents are educated about use of technology and cyberbullying through parent education. DARE education through SMPD has been provided to our students to help them with decision making and cyber safety.

Assemblies are provided by the Franklin PTA that emphasize global issues and multiculturalism. Each grade level and the Student Committee do a play, dance or song in order of the value of the month at our outdoor all-school assemblies held once per month. Walk-It, Bike It! days are held for a solid week in October as well as every Friday. Students are encouraged to walk, scooter, skate, or bike to school on those days. A running club at recess emphasizes taking care of your body through exercise. This is run by teachers and parents at recess. Also at recess, we have parent volunteers running arts and crafts, games, and building activities for students who would prefer not to take part in athletics. Along with this, music is played on Wednesdays for students to dance and sing to.

Franklin has an active Student Committee. Students are elected by their peers as student representatives and officers. The student committee is responsible for conveying the ideas of their peers to the teaching staff and administration. They help with outdoor assemblies and announcements. They help provide feedback about the cafeteria food to the District Food Services staff. They help with recess patrol where they can give yellow slips to other students for doing positive things. They also help with conflict resolution. In 2018-19, student committee members will also assist with greeting students at the back gate in the morning and participating in PTA meetings and school tours. This will help students with additional leadership opportunities.

Most upper grade classrooms have a "little buddy" classes where older students can read to and provide support to younger students. This helps build a Franklin community where older students are responsible for younger students. We also provide opportunities for former students who are now in middle school to come back and volunteer in the classrooms one time per week. These visits are pre-arranged with teachers.

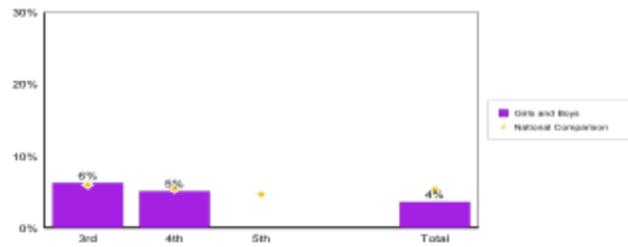
In 2018, a new way to enter and exit campus was put into place and only 3 entrances (the back gate, the kindergarten gate for kindergarteners only, and the office door) are open daily. Adults drop off their children at the gates or office and children walk themselves to class. Each entrance has at least one adult at it and students are greeted. Adults who must enter campus, must have a purpose for being on campus, must sign in and take a visitor's badge. In the afternoon, adults cannot enter the interior. (Kindergarten parents may go to their children's rooms to pick up their children and an employee watches the gate.) Adults picking up students in grades 1-5 may enter to pick up their children if required and must take a visitor's badge. This new way of exiting and entering has helped make the campus quieter during the day which in turn provides extra teaching time with less noise. Students can now play in the morning for 30 minutes in a more open space with fewer people on campus. With this new way of entering and exiting, we have also seen a drop in tardies, fewer discipline issues (all students are greeted at one of two entrances), and volunteerism has gone up. Parents continue to be invited to participate in the outdoor all-school assemblies at drop off one time per month.

In 2018-19, all of the above will be provided and the Franklin PTA is providing student education about "tricky people" or people who try to get you to do things you don't want to do, body safety and cyber safety. In 2018-19, we are beginning Restorative Justice. First we are working on building community in each classroom using Olweus group lessons. Restorative Justice is when a wrongdoing occurs, the focus is on the harm that has been done to people and relationships. When harm has been done, it creates obligations and liabilities. The way forward involves wrongdoers, victims and the community in efforts to heal the harm and put things right (adapted from Zehr and Mika, 1997).

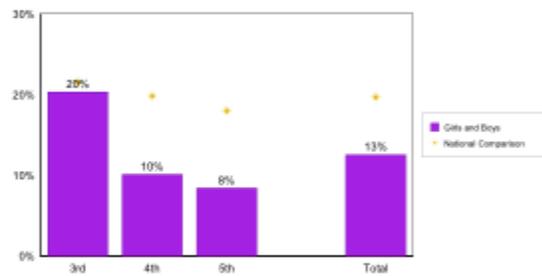
In order to be "green," three different types of bins are located around school. There are recycling, composting, and trash bins. Students are educated on where to put their waste.

Franklin has an active community. We really want to make sure to include ALL families and students in the community.

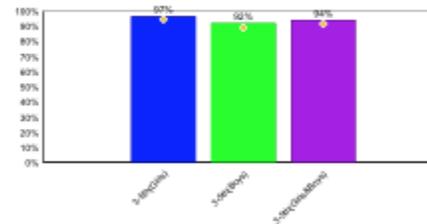
**Graph 5c. Percentage of girls and boys who have bullied another student(s) "2-3 times a month" or more (Q24 dichotomized)**



**Graph 3c. Percentage of girls and boys who have been bullied "2-3 times a month" or more (Q4 dichotomized)**



**Graph 13. Empathy with victims. Percentage of students who responded "feel a bit sorry" or "feel sorry and want to help" to Q23: When you see a student your age being bullied at school, what do you feel or think?**



**Graph 11c. Percentage of bullied girls and boys (according to Table 3b) who have told/not told anybody about the bullying**



**Graph 8. The ways that bullied students (defined as being bullied 2-3 times or more (Q4)) are being bullied by others (Q5 to Q13). Percentages represent girls bullied by girls, girls bullied by boys, and boys bullied by boys.**



**How the school will measure progress toward this goal**

Will track data on Olweus Anti-bullying survey, monitor parent sign in logs to see increase in volunteerism, and count the number of community events. Also, we will review community satisfaction survey.

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All students will receive an assembly by the administration on anti-bullying rules	By Oct 1, 2018	Administration	Rules assembly	None Specified		0
Train parents in how to volunteer	August 2018- June 2019	Administration	Training for volunteers	None Specified		0
Create parent party for parent engagement	By October 2018	PTA/Administration / Community partners	Party for parents	None Specified	Other	0
Extra music/arts for student engagement	June 2019	Teachers/providers	Students will receive extra music and arts and history lessons per grade level.	0001-0999: Unrestricted: Locally Defined	Stretch Grant (Ed Foundation)	11655
Playground supervision	June 2019	Administration	Provide extra supervision on the playground.	0001-0999: Unrestricted: Locally Defined	Stretch Grant (Ed Foundation)	7000
Health Office Specialist	June 2019	Administration	Provide extra support in the Health office	0001-0999: Unrestricted: Locally Defined	Stretch Grant (Ed Foundation)	18000
Counseling services	June 2019	Administration	Provide counseling services through Farsi-speaking counselor	0000: Unrestricted	Site Formula Funds	10000
Counseling services	June 2019	Administration	Provide counseling through Family Services of Santa Monica	0001-0999: Unrestricted: Locally Defined	District Funded	0
School support to get ready for school opening and enrollment	August 2018	Administration/Office Staff	Office staff assistance to prepare for school opening and enrollment.	0001-0999: Unrestricted: Locally Defined	Site Formula Funds	2000
Nurse office supplies	June 2019	Nurse	Provide the proper amount of supplies for the nurse's office	0001-0999: Unrestricted: Locally Defined	Site Formula Funds	1000

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				None Specified	Parent-Teacher Association (PTA)	4000
General environment	June 2019	Administration	Provide new furniture for all classrooms to help improve school environment.	None Specified	Parent-Teacher Association (PTA)	108700

**Total Expenditures for Goal 3**

Goal Number	Total Expenditures
Goal 3	162,355.00

## 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
Deanna Sinfield	X				
Cynthia McGregory	X				
Craig Zund				X	
Lynne Hampton		X			
Alexis Elsea				X	
Bill Demsky				X	
Lisa Demsky				X	
Candice Nulsen				X	
Katherine Rosenfeld				X	
John Jericiau				X	
Giles Auffret, ELAC Chair				X	
Sue Both		X			
Chris Knauf				X	
Craig Boreth				X	
Roksana Ebrahemi				X	
<b>Numbers of members of each category:</b>	<b>2</b>	<b>2</b>		<b>11</b>	

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**):

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 .

Attested:

Deanna Sinfield  
\_\_\_\_\_  
Typed Name of School Principal

  
\_\_\_\_\_  
Signature of School Principal

10/25/18  
\_\_\_\_\_  
Date

Craig Zund  
\_\_\_\_\_  
Typed Name of SSC Chairperson

  
\_\_\_\_\_  
Signature of SSC Chairperson

10/25/18  
\_\_\_\_\_  
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	1,426.85	0.00
Title II (Teacher Improvement)		
Site Formula Funds	60,801	0.00
Stretch Grant (Ed Foundation)	84,855	0.00
Parent-Teacher Association (PTA)	283,500	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
American Book Drive	1,426.85
District Funded	0.00
None Specified	0.00
Other	0.00
Parent-Teacher Association (PTA)	283,500.00
Site Formula Funds	60,801.00
Stretch Grant (Ed Foundation)	84,855.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
0000: Unrestricted	183,849.00
0001-0999: Unrestricted: Locally Defined	132,607.00
4000-4999: Books And Supplies	1,426.85
5000-5999: Services And Other Operating Expenditures	0.00
None Specified	112,700.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0000: Unrestricted		0.00
None Specified		0.00
4000-4999: Books And Supplies	American Book Drive	1,426.85
0001-0999: Unrestricted: Locally Defined	District Funded	0.00
4000-4999: Books And Supplies	None Specified	0.00
5000-5999: Services And Other Operating	None Specified	0.00
None Specified	None Specified	0.00
None Specified	Other	0.00
0000: Unrestricted	Parent-Teacher Association (PTA)	170,800.00
None Specified	Parent-Teacher Association (PTA)	112,700.00
0000: Unrestricted	Site Formula Funds	13,049.00
0001-0999: Unrestricted: Locally Defined	Site Formula Funds	47,752.00
0001-0999: Unrestricted: Locally Defined	Stretch Grant (Ed Foundation)	84,855.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	253,475.85
<b>Goal 2</b>	14,752.00
<b>Goal 3</b>	162,355.00

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	133	148	129	126	142	125	126	142	125	94.7	95.9	96.9
Grade 4	134	150	149	132	146	146	132	146	146	98.5	97.3	98
Grade 5	135	132	147	130	132	144	130	132	144	96.3	100	98
All Grades	402	430	425	388	420	415	388	420	415	96.5	97.7	97.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2533.7	2525.0	2516.9	79	69.01	66.40	13	21.13	18.40	9	4.93	11.20	0	4.93	4.00
Grade 4	2587.9	2555.6	2580.9	84	68.49	80.82	11	14.38	10.96	3	9.59	4.79	2	7.53	3.42
Grade 5	2596.9	2615.3	2596.4	63	71.97	62.50	25	21.21	22.92	8	3.79	6.25	3	3.03	8.33
All Grades	N/A	N/A	N/A	75	69.76	70.12	16	18.81	17.35	7	6.19	7.23	2	5.24	5.30

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18			
Grade 3	62	67.61	60.80	36	28.17	34.40	2	4.23	4.80			
Grade 4	73	63.01	71.92	24	30.82	24.66	2	6.16	3.42			
Grade 5	58	68.94	59.03	36	26.52	31.94	6	4.55	9.03			
All Grades	64	66.43	64.10	32	28.57	30.12	4	5.00	5.78			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	75	70.42	72.00	25	24.65	20.00	0	4.93	8.00
Grade 4	79	59.59	71.92	19	34.25	24.66	2	6.16	3.42
Grade 5	73	77.27	70.83	23	21.21	23.61	4	1.52	5.56
All Grades	76	68.81	71.57	22	26.90	22.89	2	4.29	5.54

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	51	47.18	50.40	48	50.00	43.20	1	2.82	6.40
Grade 4	52	49.32	53.42	46	41.10	43.84	2	9.59	2.74
Grade 5	40	58.33	43.75	55	39.39	52.08	5	2.27	4.17
All Grades	48	51.43	49.16	50	43.57	46.51	3	5.00	4.34

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	63	65.49	61.60	33	30.28	34.40	3	4.23	4.00
Grade 4	77	58.90	70.55	21	36.99	27.40	2	4.11	2.05
Grade 5	69	73.48	61.81	28	22.73	31.94	2	3.79	6.25
All Grades	70	65.71	64.82	28	30.24	31.08	2	4.05	4.10

**Conclusions based on this data:**

1. The area of greatest need is demonstrating effective communication skills under the Listening area.
2. The greatest number of students that scored below standards were in the area of Reading- demonstrating understanding of literary & non-fictional texts.
3. The fewest number of students who performed below standard were in the research/inquiry category.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	133	148	129	127	144	126	127	144	126	95.5	97.3	97.7
Grade 4	134	150	149	132	149	148	132	149	148	98.5	99.3	99.3
Grade 5	135	132	147	132	132	147	132	132	146	97.8	100	100
All Grades	402	430	425	391	425	421	391	425	420	97.3	98.8	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2525.9	2530.6	2519.5	62	68.06	61.90	28	25.00	23.02	9	4.86	10.32	1	2.08	4.76
Grade 4	2576.7	2555.1	2574.1	73	55.03	70.27	17	28.86	19.59	10	9.40	8.78	0	6.71	1.35
Grade 5	2574.8	2603.0	2583.4	52	65.91	55.48	23	18.18	20.55	14	12.12	12.33	11	3.79	11.64
All Grades	N/A	N/A	N/A	62	62.82	62.62	23	24.24	20.95	11	8.71	10.48	4	4.24	5.95

Concepts & Procedures Applying mathematical concepts and procedures											
Grade Level	% Above Standard			% At or Near Standard			% Below Standard				
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18		
Grade 3	76	80.56	76.19	22	15.97	18.25	2	3.47	5.56		
Grade 4	81	68.46	81.76	14	19.46	15.54	5	12.08	2.70		
Grade 5	55	73.48	58.90	29	18.94	26.03	16	7.58	15.07		
All Grades	71	74.12	72.14	22	18.12	20.00	8	7.76	7.86		

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	72	70.83	65.08	28	27.78	30.95	1	1.39	3.97
Grade 4	67	63.76	68.24	28	26.85	29.05	5	9.40	2.70
Grade 5	55	62.12	53.42	31	31.06	38.36	14	6.82	8.22
All Grades	65	65.65	62.14	29	28.47	32.86	6	5.88	5.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	67	70.83	64.29	31	27.08	30.95	2	2.08	4.76
Grade 4	80	59.73	72.97	18	31.54	22.30	2	8.72	4.73
Grade 5	52	61.36	54.79	36	34.85	33.56	12	3.79	11.64
All Grades	66	64.00	64.05	28	31.06	28.81	6	4.94	7.14

**Conclusions based on this data:**

1. Fourth grade had the greatest number of students who performed below standard in the area of listening and communicating reasoning and concepts and procedures in math.
2. Third grade performed better than fourth and fifth grade on Problem Solving & Modeling/Data Analysis.

## School and Student Performance Data

### CAASPP Results (American Indian)

#### English Language Arts/Literacy

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

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

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

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

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

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

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

#### Conclusions based on this data:

1. There was not a large enough population in this area to report.

## School and Student Performance Data

### CAASPP Results (American Indian)

#### Mathematics

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

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

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

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

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

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

#### Conclusions based on this data:

1. There was not a large enough population in this area to report.

## School and Student Performance Data

### CAASPP Results (Asian)

#### English Language Arts/Literacy

Overall Participation for Asian												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	18	12	17	18	12	16	18	12	16	100	100	94.1
Grade 4	11	20	15	11	19	15	11	19	15	100	95	100
Grade 5	9	*	21	9	*	20	9	*	20	100		95.2
All Grades	38	42	53	38	41	51	38	41	51	100	97.6	96.2

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

Overall Achievement for Asian															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2550.7	2532.9	2546.6	89	75.00	81.25	6	25.00	18.75	6	0.00	0.00	0	0.00	0.00
Grade 4	2588.1	2605.6	2589.6	82	89.47	93.33	18	5.26	6.67	0	5.26	0.00	0	0.00	0.00
Grade 5	*	*	2641.3	*	*	85.00	*	*	15.00	*	*	0.00	*	*	0.00
All Grades	N/A	N/A	N/A	84	80.49	86.27	13	14.63	13.73	3	2.44	0.00	0	2.44	0.00

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	67	75.00	81.25	33	25.00	18.75	0	0.00	0.00	
Grade 4	82	84.21	86.67	18	15.79	13.33	0	0.00	0.00	
Grade 5	*	*	85.00	*	*	15.00	*	*	0.00	
All Grades	68	78.05	84.31	32	19.51	15.69	0	2.44	0.00	

Writing										
Producing clear and purposeful writing										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	89	83.33	87.50	11	16.67	12.50	0	0.00	0.00	
Grade 4	82	94.74	80.00	18	5.26	20.00	0	0.00	0.00	
Grade 5	*	*	85.00	*	*	15.00	*	*	0.00	
All Grades	84	87.80	84.31	16	12.20	15.69	0	0.00	0.00	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	61	50.00	62.50	39	50.00	37.50	0	0.00	0.00
Grade 4	64	63.16	46.67	36	36.84	53.33	0	0.00	0.00
Grade 5	*	*	60.00	*	*	40.00	*	*	0.00
All Grades	58	58.54	56.86	42	39.02	43.14	0	2.44	0.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	78	75.00	68.75	17	16.67	31.25	6	8.33	0.00
Grade 4	55	89.47	80.00	45	10.53	20.00	0	0.00	0.00
Grade 5	*	*	90.00	*	*	10.00	*	*	0.00
All Grades	71	82.93	80.39	26	12.20	19.61	3	4.88	0.00

**Conclusions based on this data:**

1. No students performed below the 25th percentile in the listening area; however, there was a large number of students at or below grade level.
2. Students performed best in the area of writing.

## School and Student Performance Data

### CAASPP Results (Asian)

#### Mathematics

Overall Participation for Asian												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	18	12	17	18	12	17	18	12	17	100	100	100
Grade 4	11	20	15	11	20	15	11	20	15	100	100	100
Grade 5	9	*	21	9	*	21	9	*	21	100		100
All Grades	38	42	53	38	42	53	38	42	53	100	100	100

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

Overall Achievement for Asian															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2545.6	2558.4	2541.8	78	75.00	58.82	17	25.00	41.18	6	0.00	0.00	0	0.00	0.00
Grade 4	2603.5	2590.8	2586.5	91	75.00	73.33	0	20.00	26.67	9	5.00	0.00	0	0.00	0.00
Grade 5	*	*	2611.1	*	*	61.90	*	*	28.57	*	*	9.52	*	*	0.00
All Grades	N/A	N/A	N/A	76	73.81	64.15	16	21.43	32.08	8	2.38	3.77	0	2.38	0.00

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	94	91.67	76.47	6	8.33	23.53	0	0.00	0.00	
Grade 4	91	85.00	93.33	9	15.00	6.67	0	0.00	0.00	
Grade 5	*	*	71.43	*	*	28.57	*	*	0.00	
All Grades	84	85.71	79.25	16	11.90	20.75	0	2.38	0.00	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	83	66.67	70.59	17	33.33	29.41	0	0.00	0.00
Grade 4	91	85.00	66.67	0	15.00	33.33	9	0.00	0.00
Grade 5	*	*	66.67	*	*	28.57	*	*	4.76
All Grades	79	73.81	67.92	18	23.81	30.19	3	2.38	1.89

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	78	75.00	58.82	22	25.00	41.18	0	0.00	0.00
Grade 4	91	80.00	80.00	9	20.00	20.00	0	0.00	0.00
Grade 5	*	*	57.14	*	*	38.10	*	*	4.76
All Grades	79	73.81	64.15	21	23.81	33.96	0	2.38	1.89

**Conclusions based on this data:**

1. In math, students performed best in the area of concepts and procedures.
2. All but, 2% of students performed at or above standard.

## School and Student Performance Data

### CAASPP Results (African American)

#### English Language Arts/Literacy

Overall Participation for Black or African American												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	4	*	*	4	*	*	4	*	*	100		
Grade 4	3	*	*	3	*	*	3	*	*	100		
Grade 5		*	*		*	*		*	*			
All Grades	7	*	15	7	*	15	7	*	15	100		100

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

Overall Achievement for Black or African American															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5		*	*		*	*		*	*		*	*		*	*
All Grades	N/A	N/A	N/A	*	*	33.33	*	*	33.33	*	*	26.67	*	*	6.67

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	*	*	*	*	*	*	*	*	*	
Grade 4	*	*	*	*	*	*	*	*	*	
Grade 5		*	*		*	*		*	*	
All Grades	*	*	33.33	*	*	53.33	*	*	13.33	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5		*	*		*	*		*	*
All Grades	*	*	40.00	*	*	40.00	*	*	20.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5		*	*		*	*		*	*
All Grades	*	*	46.67	*	*	46.67	*	*	6.67

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5		*	*		*	*		*	*
All Grades	*	*	33.33	*	*	60.00	*	*	6.67

**Conclusions based on this data:**

1. There are not enough students in this area to report.

## School and Student Performance Data

### CAASPP Results (African American)

#### Mathematics

Overall Participation for Black or African American												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	4	*	*	4	*	*	4	*	*	100		
Grade 4	3	*	*	3	*	*	3	*	*	100		
Grade 5		*	*		*	*		*	*			
All Grades	7	*	15	7	*	15	7	*	15	100		100

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

Overall Achievement for Black or African American															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5		*	*		*	*		*	*		*	*		*	*
All Grades	N/A	N/A	N/A	*	*	33.33	*	*	6.67	*	*	26.67	*	*	33.33

Concepts & Procedures Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18			
Grade 3	*	*	*	*	*	*	*	*	*			
Grade 4	*	*	*	*	*	*	*	*	*			
Grade 5		*	*		*	*		*	*			
All Grades	*	*	33.33	*	*	33.33	*	*	33.33			

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5		*	*		*	*		*	*
All Grades	*	*	33.33	*	*	40.00	*	*	26.67

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5		*	*		*	*		*	*
All Grades	*	*	26.67	*	*	46.67	*	*	26.67

**Conclusions based on this data:**

1. There are not enough students in this area to report.

# School and Student Performance Data

## CAASPP Results (Filipino)

### English Language Arts/Literacy

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

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

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

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

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

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

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

**Conclusions based on this data:**

1. There are not enough students in this area to report.

## School and Student Performance Data

### CAASPP Results (Filipino)

#### Mathematics

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

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

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

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

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

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

**Conclusions based on this data:**

1. There are not enough students in this area to report.

## School and Student Performance Data

### CAASPP Results (Hispanic)

#### English Language Arts/Literacy

Overall Participation for Hispanic or Latino												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	11	17	*	8	16	*	8	16	*	72.7	94.1	
Grade 4	11	13	19	11	13	17	11	13	17	100	100	89.5
Grade 5	15	11	14	14	11	13	14	11	13	93.3	100	92.9
All Grades	37	41	43	33	40	40	33	40	40	89.2	97.6	93

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

Overall Achievement for Hispanic or Latino															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	2495.4	*	*	62.50	*	*	12.50	*	*	6.25	*	*	18.75	*
Grade 4	2522.5	2486.7	2548.0	55	38.46	58.82	18	7.69	11.76	9	30.77	17.65	18	23.08	11.76
Grade 5	2560.9	2530.9	2509.5	43	27.27	23.08	29	36.36	30.77	21	9.09	7.69	7	27.27	38.46
All Grades	N/A	N/A	N/A	42	45.00	45.00	27	17.50	20.00	21	15.00	10.00	9	22.50	25.00

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	*	56.25	*	*	25.00	*	*	18.75	*	
Grade 4	45	38.46	58.82	45	38.46	35.29	9	23.08	5.88	
Grade 5	36	36.36	15.38	57	45.45	53.85	7	18.18	30.77	
All Grades	36	45.00	40.00	58	35.00	42.50	6	20.00	17.50	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	56.25	*	*	31.25	*	*	12.50	*
Grade 4	55	46.15	52.94	27	30.77	41.18	18	23.08	5.88
Grade 5	43	54.55	46.15	57	27.27	30.77	0	18.18	23.08
All Grades	45	52.50	50.00	48	30.00	35.00	6	17.50	15.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	37.50	*	*	62.50	*	*	0.00	*
Grade 4	18	46.15	35.29	64	30.77	58.82	18	23.08	5.88
Grade 5	36	27.27	7.69	50	54.55	76.92	14	18.18	15.38
All Grades	27	37.50	27.50	61	50.00	60.00	12	12.50	12.50

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	56.25	*	*	37.50	*	*	6.25	*
Grade 4	55	23.08	64.71	27	61.54	35.29	18	15.38	0.00
Grade 5	64	36.36	38.46	29	27.27	23.08	7	36.36	38.46
All Grades	55	40.00	52.50	33	42.50	30.00	12	17.50	17.50

**Conclusions based on this data:**

1. Only 62% of students performed at or above standard overall.
2. It appears that 5th grade students had the most difficulty with Research and Inquiry.
3. This group had the lowest number of students performing above standard on ELA assessments.

## School and Student Performance Data

### CAASPP Results (Hispanic)

#### Mathematics

Overall Participation for Hispanic or Latino												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	11	17	*	8	16	*	8	16	*	72.7	94.1	
Grade 4	11	13	19	11	13	19	11	13	19	100	100	100
Grade 5	15	11	14	14	11	14	14	11	13	93.3	100	100
All Grades	37	41	43	33	40	43	33	40	42	89.2	97.6	100

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

Overall Achievement for Hispanic or Latino															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	2509.4	*	*	62.50	*	*	12.50	*	*	18.75	*	*	6.25	*
Grade 4	2518.7	2514.6	2554.3	36	38.46	63.16	36	23.08	10.53	27	23.08	26.32	0	15.38	0.00
Grade 5	2517.7	2524.3	2503.2	21	18.18	23.08	21	36.36	15.38	29	18.18	15.38	29	27.27	46.15
All Grades	N/A	N/A	N/A	33	42.50	45.24	27	22.50	11.90	27	20.00	21.43	12	15.00	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 3	*	68.75	*	*	25.00	*	*	6.25	*	
Grade 4	45	53.85	68.42	45	23.08	31.58	9	23.08	0.00	
Grade 5	29	27.27	23.08	21	36.36	30.77	50	36.36	46.15	
All Grades	42	52.50	50.00	33	27.50	28.57	24	20.00	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 3	*	62.50	*	*	37.50	*	*	0.00	*
Grade 4	36	38.46	47.37	36	30.77	52.63	27	30.77	0.00
Grade 5	36	18.18	15.38	36	45.45	53.85	29	36.36	30.77
All Grades	36	42.50	35.71	42	37.50	47.62	21	20.00	16.67

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	62.50	*	*	25.00	*	*	12.50	*
Grade 4	36	38.46	57.89	55	46.15	26.32	9	15.38	15.79
Grade 5	29	27.27	30.77	29	45.45	46.15	43	27.27	23.08
All Grades	36	45.00	45.24	39	37.50	38.10	24	17.50	16.67

**Conclusions based on this data:**

1. Fifth grade students had more difficulty than other groups in mathematics.
2. Third grade students performed better than other groups in this area although the percentage of students below standard did slightly decrease.
3. We have 7 more students who are Hispanic/Latino than the year before.

## 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 5	1			1			1			100		
All Grades	1			1			1			100		

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

Overall Achievement for 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 5	*			*			*			*			*		
All Grades	N/A	N/A	N/A	*			*			*			*		

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

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 5	*			*			*		

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 5	*			*			*		

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 5	*			*			*		

#### Conclusions based on this data:

1. There are not enough students in this area to report.

## 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 5	1			1			1			100		
All Grades	1			1			1			100		

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

Overall Achievement for 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 5	*			*			*			*			*		
All Grades	N/A	N/A	N/A	*			*			*			*		

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

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 5	*			*			*		

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 5	*			*			*		

#### Conclusions based on this data:

1. There are not enough students in this area to report.

## School and Student Performance Data

### CAASPP Results (White)

#### English Language Arts/Literacy

Overall Participation for White												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	93	102	89	89	99	86	89	99	86	95.7	97.1	96.6
Grade 4	95	102	97	93	101	96	93	101	96	97.9	99	99
Grade 5	103	96	100	99	96	99	99	96	99	96.1	100	99
All Grades	291	300	286	281	296	281	281	296	281	96.6	98.7	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 White															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2538.4	2527.5	2521.6	83	66.67	68.60	12	24.24	16.28	4	6.06	12.79	0	3.03	2.33
Grade 4	2593.7	2556.5	2584.6	87	70.30	82.29	11	14.85	12.50	2	7.92	2.08	0	6.93	3.13
Grade 5	2602.8	2624.6	2599.0	66	76.04	63.64	24	20.83	23.23	7	3.13	7.07	3	0.00	6.06
All Grades	N/A	N/A	N/A	78	70.95	71.53	16	19.93	17.44	5	5.74	7.12	1	3.38	3.91

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	65	66.67	61.63	34	31.31	33.72	1	2.02	4.65	
Grade 4	75	62.38	71.88	23	32.67	25.00	2	4.95	3.13	
Grade 5	62	76.04	60.61	32	20.83	32.32	6	3.13	7.07	
All Grades	67	68.24	64.77	30	28.38	30.25	3	3.38	4.98	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	78	70.71	74.42	22	25.25	19.77	0	4.04	5.81
Grade 4	81	56.44	75.00	19	38.61	21.88	0	4.95	3.13
Grade 5	77	78.13	71.72	18	21.88	23.23	5	0.00	5.05
All Grades	78	68.24	73.67	20	28.72	21.71	2	3.04	4.63

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	54	45.45	50.00	45	50.51	43.02	1	4.04	6.98
Grade 4	55	47.52	57.29	45	42.57	40.63	0	9.90	2.08
Grade 5	40	60.42	44.44	55	39.58	51.52	5	0.00	4.04
All Grades	49	51.01	50.53	48	44.26	45.20	2	4.73	4.27

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	66	65.66	62.79	33	31.31	34.88	1	3.03	2.33
Grade 4	83	62.38	70.83	17	33.66	26.04	0	3.96	3.13
Grade 5	70	76.04	59.60	28	23.96	36.36	2	0.00	4.04
All Grades	73	67.91	64.41	26	29.73	32.38	1	2.36	3.20

**Conclusions based on this data:**

1. More students performed below standard than in previous years.
2. Although the number of percentage of students performing above standard increased in Listening, there was an increase in the percentage of students performing below standard as well.
3. Students performed less well in writing than in the previous year.

## School and Student Performance Data

### CAASPP Results (White)

#### Mathematics

Overall Participation for White												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	93	102	89	90	100	86	90	100	86	96.8	98	96.6
Grade 4	95	102	97	93	102	96	93	102	96	97.9	100	99
Grade 5	103	96	100	101	96	100	101	96	100	98.1	100	100
All Grades	291	300	286	284	298	282	284	298	282	97.6	99.3	98.6

\* 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 3	2528.1	2532.7	2527.1	63	69.00	65.12	29	28.00	23.26	7	3.00	9.30	1	0.00	2.33
Grade 4	2581.5	2557.9	2577.5	75	54.90	71.88	18	31.37	19.79	6	7.84	7.29	0	5.88	1.04
Grade 5	2584.1	2611.1	2589.5	57	72.92	58.00	23	14.58	22.00	11	11.46	12.00	9	1.04	8.00
All Grades	N/A	N/A	N/A	65	65.44	64.89	23	24.83	21.63	8	7.38	9.57	4	2.35	3.90

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	76	82.00	81.40	23	16.00	15.12	1	2.00	3.49	
Grade 4	86	69.61	84.38	11	19.61	12.50	3	10.78	3.13	
Grade 5	60	79.17	61.00	29	17.71	27.00	11	3.13	12.00	
All Grades	74	76.85	75.18	21	17.79	18.44	5	5.37	6.38	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	74	73.00	69.77	24	27.00	29.07	1	0.00	1.16
Grade 4	70	64.71	73.96	29	28.43	22.92	1	6.86	3.13
Grade 5	59	69.79	57.00	29	26.04	38.00	12	4.17	5.00
All Grades	68	69.13	66.67	27	27.18	30.14	5	3.69	3.19

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 3	69	72.00	68.60	29	28.00	25.58	2	0.00	5.81
Grade 4	84	60.78	79.17	15	31.37	17.71	1	7.84	3.13
Grade 5	56	64.58	57.00	38	34.38	33.00	6	1.04	10.00
All Grades	69	65.77	68.09	27	31.21	25.53	3	3.02	6.38

**Conclusions based on this data:**

1. Overall, students performed slightly better in math overall compared with the previous year.
2. Over the last three years, we have seen that we steadily have 5% of this group performing below standard in the area of Concepts and Procedures.
3. Fifth grade performed better than other grades in the area of communicating reasoning.

## School and Student Performance Data

### CAASPP Results (Student Disability)

#### English Language Arts/Literacy

Overall Participation for Students with Disability												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	16	20	26	12	18	25	12	18	25	75	90	96.2
Grade 4	17	16	21	16	16	21	16	16	21	94.1	100	100
Grade 5	16	15	23	16	15	23	16	15	23	100	100	100
All Grades	49	51	70	44	49	69	44	49	69	89.8	96.1	98.6

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

Overall Achievement for Students with Disability															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2512.4	2481.1	2451.6	67	55.56	40.00	25	11.11	16.00	8	5.56	24.00	0	27.78	20.00
Grade 4	2550.8	2530.2	2512.4	69	43.75	57.14	13	25.00	0.00	13	31.25	19.05	6	0.00	23.81
Grade 5	2513.1	2568.2	2529.5	19	46.67	30.43	31	33.33	30.43	31	6.67	8.70	19	13.33	30.43
All Grades	N/A	N/A	N/A	50	48.98	42.03	23	22.45	15.94	18	14.29	17.39	9	14.29	24.64

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	42	61.11	36.00	58	11.11	48.00	0	27.78	16.00	
Grade 4	63	37.50	38.10	31	62.50	38.10	6	0.00	23.81	
Grade 5	6	46.67	39.13	75	33.33	39.13	19	20.00	21.74	
All Grades	36	48.98	37.68	55	34.69	42.03	9	16.33	20.29	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	67	50.00	40.00	33	27.78	32.00	0	22.22	28.00
Grade 4	63	37.50	57.14	31	56.25	23.81	6	6.25	19.05
Grade 5	25	66.67	34.78	63	26.67	43.48	13	6.67	21.74
All Grades	50	51.02	43.48	43	36.73	33.33	7	12.24	23.19

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	50	38.89	12.00	50	55.56	64.00	0	5.56	24.00
Grade 4	50	62.50	23.81	50	31.25	57.14	0	6.25	19.05
Grade 5	13	40.00	30.43	63	46.67	60.87	25	13.33	8.70
All Grades	36	46.94	21.74	55	44.90	60.87	9	8.16	17.39

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	67	50.00	36.00	25	44.44	48.00	8	5.56	16.00
Grade 4	38	31.25	47.62	56	68.75	42.86	6	0.00	9.52
Grade 5	31	46.67	30.43	50	40.00	47.83	19	13.33	21.74
All Grades	43	42.86	37.68	45	51.02	46.38	11	6.12	15.94

**Conclusions based on this data:**

1. More students with disabilities participated in testing in the 16-17 year than in previous years.
2. Overall achievement in ELA for grades 4th and 5th showed a decrease in students performing below standard.
3. More students performed above standard in listening than in previous years.

## School and Student Performance Data

### CAASPP Results (Student Disability)

#### Mathematics

Overall Participation for Students with Disability												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	16	20	26	12	18	25	12	18	25	75	90	96.2
Grade 4	17	16	21	16	16	21	16	16	21	94.1	100	100
Grade 5	16	15	23	16	15	23	16	15	23	100	100	100
All Grades	49	51	70	44	49	69	44	49	69	89.8	96.1	98.6

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

Overall Achievement for Students with Disability															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2528.3	2496.3	2471.9	58	50.00	36.00	33	22.22	20.00	8	22.22	24.00	0	5.56	20.00
Grade 4	2538.8	2543.2	2527.2	50	43.75	52.38	25	31.25	4.76	25	25.00	33.33	0	0.00	9.52
Grade 5	2494.6	2542.2	2513.5	25	33.33	26.09	6	26.67	13.04	25	20.00	26.09	44	20.00	34.78
All Grades	N/A	N/A	N/A	43	42.86	37.68	20	26.53	13.04	20	22.45	27.54	16	8.16	21.74

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	75	61.11	48.00	25	27.78	28.00	0	11.11	24.00	
Grade 4	63	56.25	52.38	25	31.25	33.33	13	12.50	14.29	
Grade 5	25	46.67	26.09	19	26.67	34.78	56	26.67	39.13	
All Grades	52	55.10	42.03	23	28.57	31.88	25	16.33	26.09	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	75	55.56	40.00	25	44.44	44.00	0	0.00	16.00
Grade 4	50	62.50	52.38	44	31.25	28.57	6	6.25	19.05
Grade 5	25	40.00	26.09	25	33.33	43.48	50	26.67	30.43
All Grades	48	53.06	39.13	32	36.73	39.13	20	10.20	21.74

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	67	44.44	36.00	33	44.44	48.00	0	11.11	16.00
Grade 4	56	43.75	52.38	38	50.00	19.05	6	6.25	28.57
Grade 5	31	20.00	26.09	25	66.67	47.83	44	13.33	26.09
All Grades	50	36.73	37.68	32	53.06	39.13	18	10.20	23.19

**Conclusions based on this data:**

1. Overall, there were fewer students who performed below standard in mathematics overall.
2. It appears that students made the most growth in Problem Solving and Modeling/Data Analysis.
3. In the area of Communicating Reasoning, the percentage of students who performed above standard decreased. However, the number of students who performed below standard decreased as well.

## School and Student Performance Data

### ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	*	*	*	*
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	1521.5	1521.8	1520.8	11
All Grades				40

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*							*
Grade 1	*	*	*	*			*	*	*
Grade 2	*	*							*
Grade 3	*	*	*	*	*	*			*
Grade 4	*	*	*	*					*
Grade 5	*	*	*	*	*	*	*	*	11
All Grades	23	57.50	13	32.50	*	*	*	*	40

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*					*
Grade 1	*	*					*	*	*
Grade 2	*	*							*
Grade 3	*	*	*	*					*
Grade 4	*	*	*	*					*
Grade 5	*	*	*	*	*	*	*	*	11
All Grades	32	80.00	*	*	*	*	*	*	40

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*							*
Grade 1	*	*			*	*			*
Grade 2	*	*	*	*					*
Grade 3			*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*			*
Grade 5	*	*	*	*	*	*	*	*	11
All Grades	19	47.50	*	*	12	30.00	*	*	40

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*			*	*	*
Grade 2	*	*					*
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			11
All Grades	26	65.00	13	32.50	*	*	40

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*					*
Grade 1	*	*	*	*			*
Grade 2	*	*					*
Grade 3	*	*	*	*			*
Grade 4	*	*					*
Grade 5	*	*	*	*	*	*	11
All Grades	36	90.00	*	*	*	*	40

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*					*
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*					*
Grade 3			*	*	*	*	*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*	*	*	11
All Grades	20	50.00	13	32.50	*	*	40

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*					*
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*	*	*	11
All Grades	21	52.50	17	42.50	*	*	40

**Conclusions based on this data:**

1.



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

ELPAC Summative 17-18

Overall Performance Level

School and Grade	Level 1	Level 2	Level 3	Level 4	Grand Total
<b>Cabrillo</b>	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
<b>Edison</b>	<b>1</b>	<b>16</b>	<b>56</b>	<b>62</b>	<b>135</b>
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
<b>Franklin</b>	<b>1</b>	<b>2</b>	<b>10</b>	<b>22</b>	<b>35</b>
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
<b>Grant</b>	<b>3</b>	<b>3</b>	<b>12</b>	<b>31</b>	<b>49</b>
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
<b>John Adams Middle School</b>	<b>3</b>	<b>10</b>	<b>30</b>	<b>41</b>	<b>84</b>
6	2	6	16	9	33
7	1	4	11	12	28
8			3	20	23
<b>John Muir</b>	<b>4</b>	<b>5</b>	<b>10</b>	<b>29</b>	<b>48</b>
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
<b>Lincoln</b>		<b>3</b>	<b>5</b>	<b>27</b>	<b>28</b>	<b>63</b>
6		2	3	18	9	32
7		1	2	5	11	19
8				4	8	12
<b>MALIBU HS</b>		<b>1</b>	<b>1</b>	<b>6</b>	<b>13</b>	<b>21</b>
6			1	3	3	7
7		1		1	3	5
8					3	3
9				1		1
10					1	1
11				1	3	4
<b>McKinley</b>		<b>5</b>	<b>8</b>	<b>25</b>	<b>38</b>	<b>76</b>
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
<b>Olympic</b>					<b>1</b>	<b>1</b>
11					1	1
<b>Point Dume</b>				<b>2</b>	<b>7</b>	<b>9</b>
1					4	4
2					1	1
4				1	2	3
5				1		1
<b>Roosevelt</b>		<b>4</b>	<b>3</b>	<b>11</b>	<b>43</b>	<b>61</b>
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
<b>Santa Monica Alternative School House</b>				<b>1</b>	<b>2</b>	<b>3</b>
2					2	2
3				1		1

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

By Ethnicity

School	Level 1	Level 2	Level 3	Level 4	Grand Total
<b>Cabrillo</b>	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
<b>Edison</b>	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
<b>Franklin</b>	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
<b>Grant</b>	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
<b>John Adams Middle School</b>	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
<b>John Muir</b>	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
<b>Lincoln</b>	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
<b>MALIBU HS</b>	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
<b>Point Dume</b>			2	7	9
American Indian or Alaska Native				1	1
Hispanic or Latino			2	5	7
White				1	1
<b>Roosevelt</b>	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
<b>Santa Monica Alternative School House</b>			1	2	3
Hispanic or Latino			1	2	3
<b>Santa Monica High School</b>	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
<b>Will Rogers</b>		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
<b>Grand Total</b>	<b>39</b>	<b>94</b>	<b>260</b>	<b>439</b>	<b>832</b>

Socio-Economically Disadvantage

School	Level 1	Level 2	Level 3	Level 4	Grand Total
<b>Cabrillo</b>	4	10	10	12	36
No	2	6	4	9	21
Yes	2	4	6	3	15
<b>Edison</b>	1	16	56	62	135
No	1	3	12	22	38
Yes		13	44	40	97
<b>Franklin</b>	1	2	10	22	35
No	1	2	6	20	29
Yes			4	2	6
<b>Grant</b>	3	3	12	31	49
No	2	1	5	12	20
Yes	1	2	7	19	29
<b>John Adams Middle School</b>	3	10	30	41	84
No	2	2	4	10	18
Yes	1	8	26	31	66
<b>John Muir</b>	4	5	10	29	48
No	2	4	4	12	22
Yes	2	1	6	17	26
<b>Lincoln</b>	3	5	27	28	63
No	3	1	13	16	33
Yes		4	14	12	30
<b>MALIBU HS</b>	1	1	6	13	21
No	1	1	3	5	10
Yes			3	8	11
<b>McKinley</b>	5	8	25	38	76
No	1	3	6	16	26
Yes	4	5	19	22	50
<b>Olympic</b>				1	1
No				1	1
<b>Point Dume</b>			2	7	9
No				3	3
Yes			2	4	6
<b>Roosevelt</b>	4	3	11	43	61
No	3	2	7	37	49
Yes	1	1	4	6	12
<b>Santa Monica Alternative School House</b>			1	2	3
No			1	1	2
Yes				1	1
<b>Santa Monica High School</b>	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
<b>Grand Total</b>	<b>39</b>	<b>94</b>	<b>260</b>	<b>439</b>	<b>832</b>

# Budget By Expenditures

## Franklin Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
SAI teacher to provide before school intervention- stagger teacher hours	None Specified	\$0.00	English/Language Arts/Math	Before school intervention- executive functioning
Rules assembly	None Specified	\$0.00	School Climate	All students will receive an assembly by the administration on anti-bullying rules
Training for volunteers	None Specified	\$0.00	School Climate	Train parents in how to volunteer
Literacy coach helps with planning, interventions, English instruction plans, coaching and modeling of strategies	0000: Unrestricted	\$0.00	ELA and Mathematics	Literacy coach to help with interventions for students who are second language learners
Total Expenditures:		\$0.00		
Allocation Balance:		\$0.00		

**Funding Source: American Book Drive** **\$1,426.85 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Librarian receives funds to replenish leveled library books.	4000-4999: Books And Supplies	\$1,426.85	English/Language Arts/Math	Library books to support learning
American Book Drive Total Expenditures:		\$1,426.85		
American Book Drive Allocation Balance:		\$0.00		

# Franklin Elementary School

## Funding Source: District Funded

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide counseling through Family Services of Santa Monica	0001-0999: Unrestricted: Locally Defined	\$0.00	School Climate	Counseling services

District Funded Total Expenditures: \$0.00

District Funded Allocation Balance: \$0.00

## Funding Source: None Specified

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Professional Development using sentence frames	None Specified	\$0.00	English/Language Arts/Math	Academic Vocabulary training-ongoing
LLI training	None Specified	\$0.00	English/Language Arts/Math	Provide Tier III intervention to those who are within Tier III levels on Fast Bridge and SBAC data as well as teacher input.
SIPS training & use	None Specified	\$0.00	English/Language Arts/Math	Provide Tier III intervention to those who are within Tier III levels on Fast Bridge and SBAC data as well as teacher input.
Academic Voabulary Training	4000-4999: Books And Supplies	\$0.00	English/Language Arts/Math	Provide Tier III intervention to those who are within Tier III levels on Fast Bridge and SBAC data as well as teacher input.
Literacy Coach trainings	5000-5999: Services And Other Operating Expenditures	\$0.00	English/Language Arts/Math	Provide Tier III intervention to those who are within Tier III levels on Fast Bridge and SBAC data as well as teacher input.
Training of Special Educators by Literacy Coach	None Specified	\$0.00	English/Language Arts/Math	Coaching of teachers and aides in tier II & III interventions.
Literacy Coach train assistants.	None Specified	\$0.00	English/Language Arts/Math	Coaching of teachers and aides in tier II & III interventions.
Literacy Coaches observe assistants working with students	None Specified	\$0.00	English/Language Arts/Math	Coaching of teachers and aides in tier II & III interventions.

# Franklin Elementary School

None Specified Total Expenditures: \$0.00

None Specified Allocation Balance: \$0.00

## Funding Source: Other

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Periodic trainings will occur to help teachers implement WFTB	None Specified	\$0.00	ELA and Mathematics	Training in Write From the Beginning
Teachers will provide designated and integrated English instruction in the classroom.	None Specified	\$0.00	ELA and Mathematics	English Language instruction in the classroom with support
Party for parents	None Specified	\$0.00	School Climate	Create parent party for parent engagement

Other Total Expenditures: \$0.00

Other Allocation Balance: \$0.00

## Funding Source: Parent-Teacher Association (PTA)

**\$283,500.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	None Specified	\$4,000.00	School Climate	Nurse office supplies
Provide new furniture for all classrooms to help improve school environment.	None Specified	\$108,700.00	School Climate	General environment
Teachers will have access to needed technology in order to support ELA, Math, STEM, and other curricular areas.	0000: Unrestricted	\$85,000.00	English/Language Arts/Math	Technology Needs
Teacher will be paid to help students with homework after school.	0000: Unrestricted	\$3,000.00	English/Language Arts/Math	Homework club

## Franklin Elementary School

Funds are provided to enhance the learning of students	0000: Unrestricted	\$76,000.00	English/Language Arts/Math	Teacher supplies to support learning
Supplies for NGSS lessons	0000: Unrestricted	\$6,800.00	English/Language Arts/Math	NGSS lessons to support student engagement and help with critical thinking

Parent-Teacher Association (PTA) Total Expenditures: \$283,500.00

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

### Funding Source: Site Formula Funds

**\$60,801.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Librarian will be able to order materials that assist teachers with instruction	0001-0999: Unrestricted: Locally Defined	\$2,400.00	English/Language Arts/Math	Books and reference materials for the library that are aligned with the curriculum
This is for general supplies and materials as well as electronics	0001-0999: Unrestricted: Locally Defined	\$7,600.00	English/Language Arts/Math	General supplies for teachers/staff
Copy paper and ink for classrooms	0000: Unrestricted	\$2,000.00	English/Language Arts/Math	General supplies for teachers/staff
Other supplies	0000: Unrestricted	\$1,049.00	English/Language Arts/Math	General supplies for teachers/staff
Math Leaders will work with 2 grade levels each to train teachers in CGI, create problems for use in the classroom, and analyze data. District trainer will work with teachers during PLC times.	0000: Unrestricted	\$0.00	English/Language Arts/Math	Training in Cognitively Guided Instruction
WFTB trainers will work with 2 grade levels each to go over rubrics, discuss program and help with scoring writing prompts.	0000: Unrestricted	\$0.00	English/Language Arts/Math	Training in Write From the Beginning
Office staff assistance to prepare for school opening and enrollment.	0001-0999: Unrestricted: Locally Defined	\$2,000.00	School Climate	School support to get ready for school opening and enrollment
Provide the proper amount of supplies for the nurse's office	0001-0999: Unrestricted: Locally Defined	\$1,000.00	School Climate	Nurse office supplies

## Franklin Elementary School

Allow teachers time to plan with the literacy coach as well as assess students/PLC meetings	0001-0999: Unrestricted: Locally Defined	\$8,252.00	ELA and Mathematics	Substitute teachers so teachers can have data planning meetings/assessment days
Teachers have a day to give Fast Bridge assessment, Common grade level assessment, Fontas and Pinnell testing or Teacher's College Testing.	0001-0999: Unrestricted: Locally Defined	\$20,000.00	English/Language Arts/Math	Teacher Assessment Days
Provide counseling services through Farsi-speaking counselor	0000: Unrestricted	\$10,000.00	School Climate	Counseling services
Classroom teachers will be subbed out of class to attend IEPs when possible	0001-0999: Unrestricted: Locally Defined	\$3,000.00	ELA and Mathematics	Sub days for IEPs to be held during the day
Students come in before school to work with a teacher in the area of reading	0001-0999: Unrestricted: Locally Defined	\$3,500.00	ELA and Mathematics	Before school intervention

Site Formula Funds Total Expenditures: \$60,801.00

Site Formula Funds Allocation Balance: \$0.00

### Funding Source: Stretch Grant (Ed Foundation)

**\$84,855.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Students will receive extra music and arts and history lessons per grade level.	0001-0999: Unrestricted: Locally Defined	\$11,655.00	School Climate	Extra music/arts for student engagement
Provide extra supervision on the playground.	0001-0999: Unrestricted: Locally Defined	\$7,000.00	School Climate	Playground supervision
Provide extra support in the Health office	0001-0999: Unrestricted: Locally Defined	\$18,000.00	School Climate	Health Office Specialist
Each grade level will participate in 10 NGSS lessons	0001-0999: Unrestricted: Locally Defined	\$41,000.00	English/Language Arts/Math	NGSS lessons to support student engagement and help with critical thinking
Literacy Coach will help teachers review their literacy data to plan smart goals, instruction, and provide interventions	0001-0999: Unrestricted: Locally Defined	\$7,200.00	English/Language Arts/Math	Data Meetings

## Franklin Elementary School

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Stretch Grant (Ed Foundation) Total Expenditures: \$84,855.00

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

Franklin Elementary School Total Expenditures: \$430,582.85