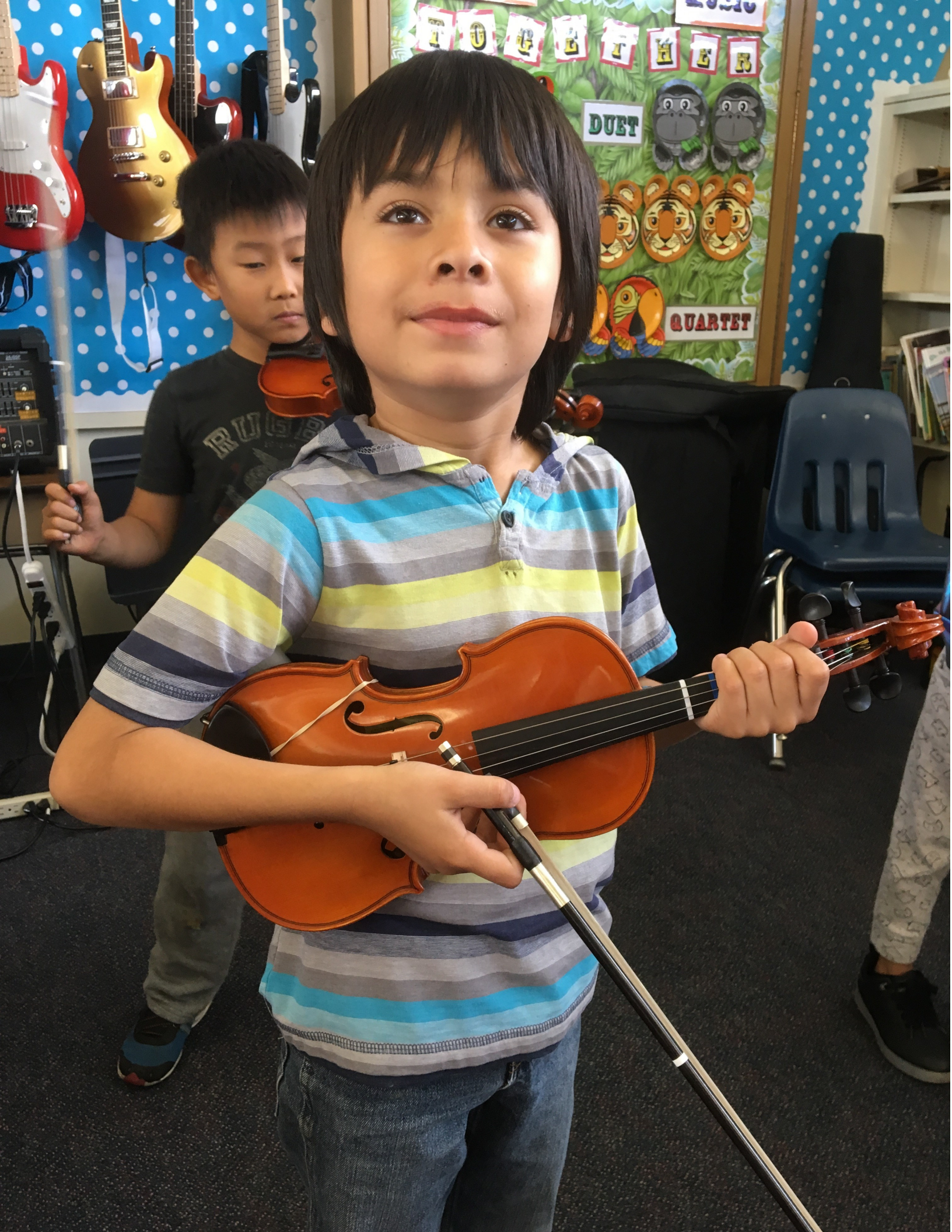




Roosevelt Elementary School Music Immersion Experience

San Gabriel Unified School District

2018 Data and Evaluation Report



Introduction

Program Mission

The mission of the Music Immersion Experience Program (MIE) at Roosevelt Elementary in San Gabriel, California, is to enhance the school wide goal of creating and maintaining a culture of **Empathy, Respect, Responsibility**, and habitual **High Achievement**. It is through high quality, comprehensive, daily music education for all students that this mission will be achieved.

Program Background

The MIE program was created to provide student support in an effort to close a persistent achievement gap between Roosevelt and the other district elementary schools. The idea of MIE was inspired in part by the positive results of El Sistema programs nationwide, and recent scientific studies involving music and the brain. After more than a year of discussion and research (including a visit to the Boston Conservatory Lab Charter School in Boston), the MIE Program was partially rolled out in August of 2015 for transitional kindergarten (TK) through grade three. 2017-2018 marked the second year of full implementation for grades TK through fifth, and the third year overall. The program is funded through LCFF Supplemental and Concentration funds, as well as a growing number of community partners such as the D'Addario Foundation.

Program Structure

The traditional school day was extended to accommodate the MIE program, which consists of a "fundamental period" for all students, plus an optional "elective period" for grades 2-5. During the fundamental period, TK and traditional kindergarten students receive daily general music lessons, grades 1-3 receive lessons in violin, choir and percussion, 4th and 5th graders choose between woodwind, brass, or stringed instruments to play in concert

band or orchestra. 4th and 5th graders also have one additional weekly class of choir or percussion during the regular school day.

After the fundamental period, students in 2nd-5th grade can choose up to 2 elective classes that meet 2 or 3 times each per week. Choices include: Mariachi, Rock Band, Dance, Guitar, Ukulele, Drumline, Orff Percussion Ensemble, Camerata (chamber music), Hand Bell Choir, Latin Percussion, Pre Band (recorder), and Music Exploration.

There was one 4/5 Special Day Class (SDC) at Roosevelt during the school year 2017-2018. An MIE Resident Artist provided music instruction during the school day, 3 days per week. Several of the SDC students also participated in violin classes, and electives as per their interest. Customized schedules were created to accommodate their individual needs.

At the end of the 2017-2018 school year, the MIE Staff included 1 Coordinator, 18 Resident Artists, and 3 Assistants serving approximately 415 students in TK-5th Grade.

Program Evaluation and Data Report

The information included in this report was collected at the culmination of the 2017-2018 school year. This is the second Program Evaluation and Data Report used to evaluate the Music Immersion Experience Program (MIE) of Roosevelt Elementary School in San Gabriel, California.

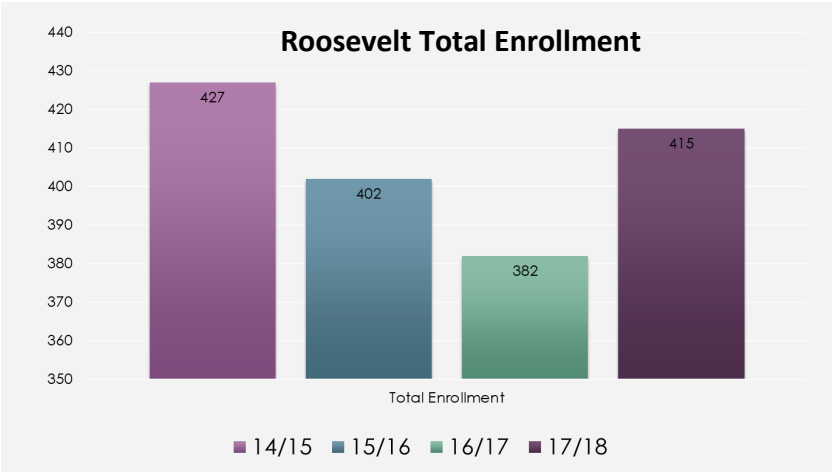
The qualitative data used in this evaluation include: parent, student, and staff surveys, the annual School Climate Survey taken by 4th and 5th graders, discipline data, and visual documentation. Quantitative data includes a 3-4 year comparison of each of the following: CAASPP scores (ELA and Math) for grades 3-5, attendance rates, school enrollment and opt-out information.



School Enrollment and MIE Opt-outs

Enrollment

Like many school districts across California, San Gabriel Unified has experienced a steady decline in enrollment in recent years. Even considering these statistics, Roosevelt Elementary experienced a 9% increase of enrolled students from the 2016-2017 to the 2017-2018 school year. (See chart, top right)



Opt-Outs

All Roosevelt students are automatically enrolled in the MIE program. However, participation is not mandated, and students may “opt-out.” 2 students opted out of the program in 2017/2018, down from 6 in the first year of the MIE program. (See chart, bottom right). Reasons given for opting out include transportation, and child care issues.

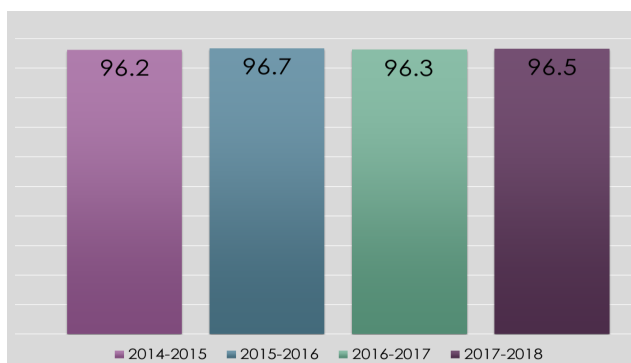
School Year	School Enrollment	MIE Program Opt Outs
2015-2016	402	6
2016-2017	382	4
2017-2018	415	2



Attendance and Discipline

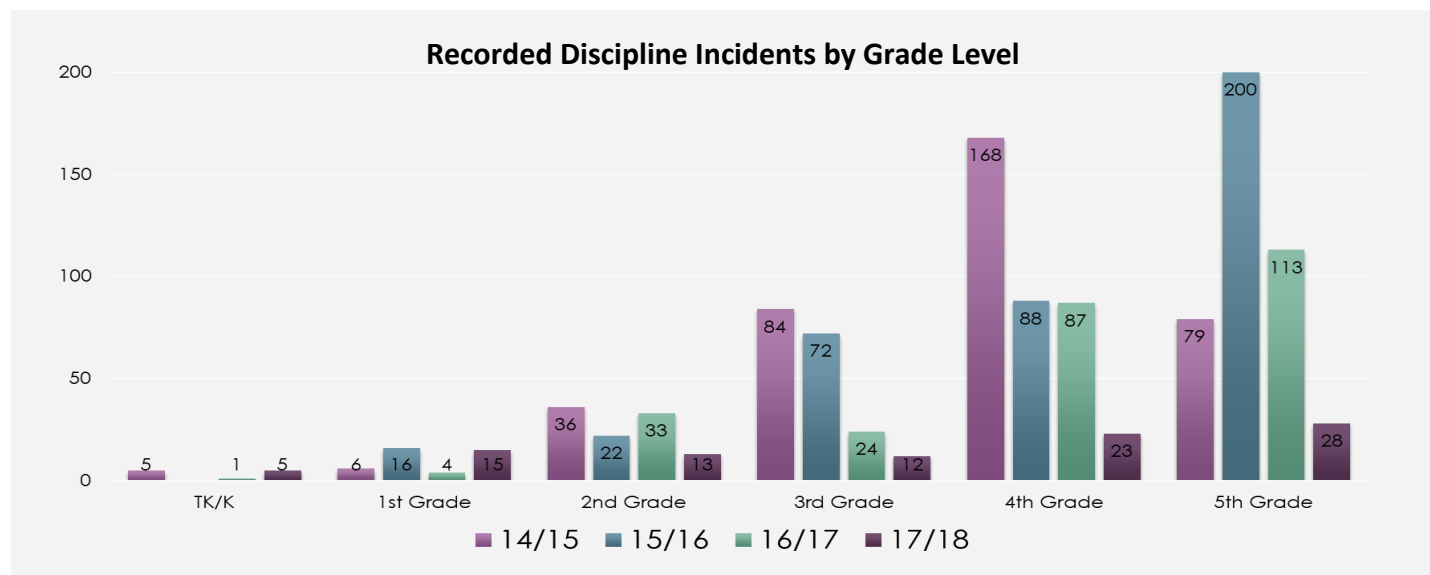
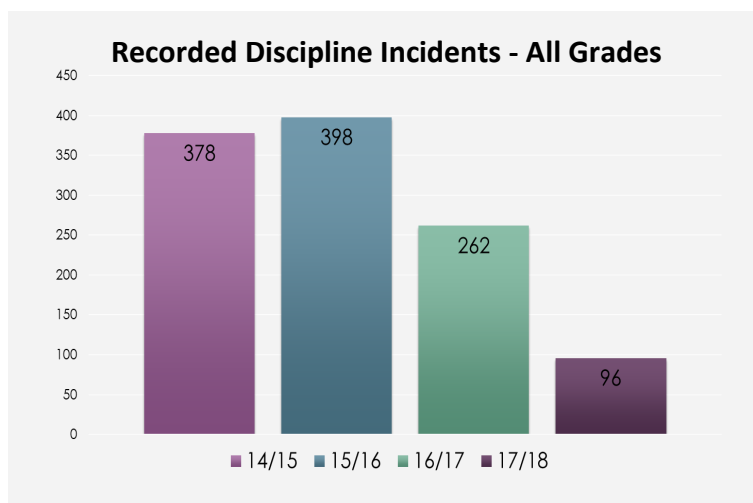
Attendance

The yearly rate of attendance for all students has not been impacted by the MIE program either positively or negatively. (See chart, below)



Discipline

The charts below and to the right show the total number of discipline incidents requiring an administrative action, occurring during the traditional school day, and recorded into Aeries (online database software used by SGUSD). The number of recorded incidents dropped dramatically the first year of full MIE program implementation (2016-2017, colored in green), and has dropped 75% since the 2014-2015 school year.



School Climate Survey

Each year, students in grades 4 and 5 are asked to complete a “School Climate Survey” where they answer questions regarding safety on campus. The two tables on this page show the results for Roosevelt over the past 4 years (*see chart, right*), as well as a side by side comparison of all 5 elementary schools in San Gabriel Unified (*see chart, below*). The most dramatic change is the percentage of students who responded that they had been bullied, or cyberbullied at school, which dropped by 10% and 100% respectively, since 2015.

School Climate Survey - Roosevelt Elementary School

	14/15	15/16	16/17	17/18
Number of Respondents	140	136	77 (Missing data from 1 entire class)	122 (100% Response rate)
Feel Safe, or Very Safe at school	84%	85%	73%	85%
Bullied	38%	34%	37%	28%
Cyberbullied	13%	5%	7%	0%

School Climate Survey 2018 - All 5 San Gabriel Unified Elementary Schools

	Roosevelt	Coolidge	McKinley	Washington	Wilson
Number of Respondents	122	120	185	180	97
Feel Safe, or Very Safe at school	85% (9 points above district average)	79%	78%	71%	68%
Bullied	28% (8 points below average)	35%	36%	32%	50%
Cyberbullied	0% (3 points below average)	3%	5%	3%	6%



CAASPP Test Results

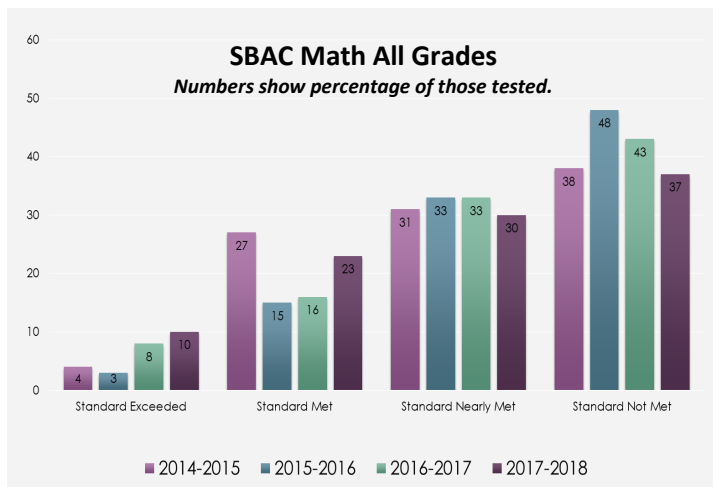
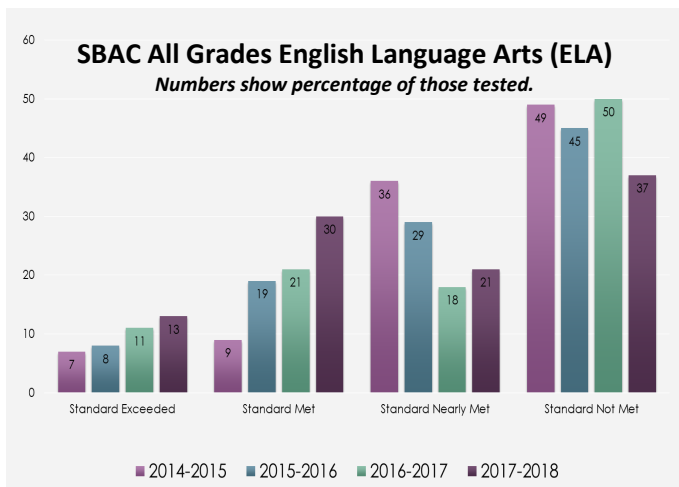
The **California Assessment of Student Performance and Progress (CAASPP)** system uses the **Smarter Balanced Assessment Consortium (SBAC)** test to assess students in grades 3-5 annually in the subjects of English Language Arts (ELA) and Math. The charts below and on the following pages demonstrate the results of Roosevelt students from 2015-2018. Roosevelt has demonstrated consistent improvement each year since the 2015 exam, which coincides with the implementation of the MIE program.

English Language Arts

The percentage of students in the 3rd-5th grade that “met” or “exceeded” the standards for English Language arts in the 2018 SBAC exam has **increased 27 points since 2015**. (See chart below, left).

Math

In 2016, the SBAC exam changed, causing data to be skewed. When compared to the 2016 year, the percentage of students in grades 3-5 who “met” or “exceeded” the standards **increased 15 points** in 2018. (See chart, below right).

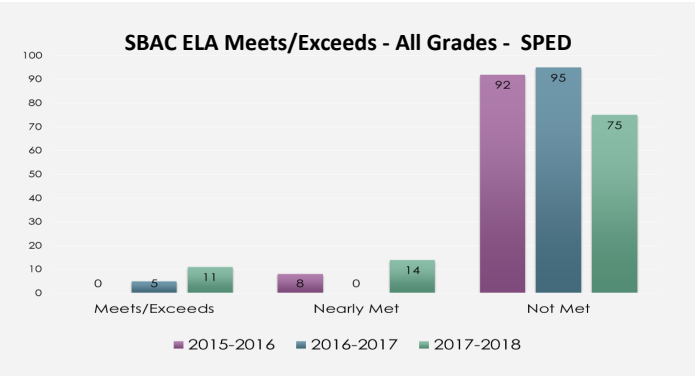
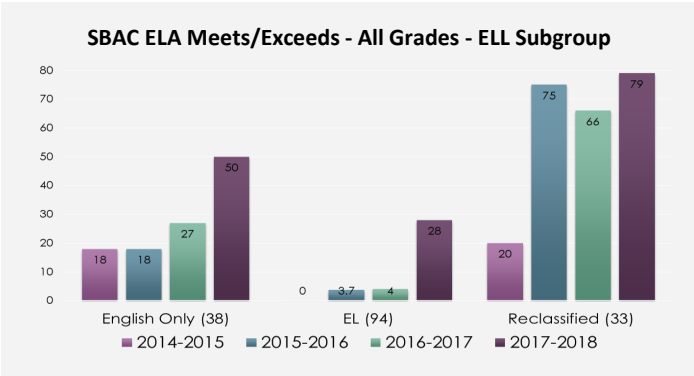
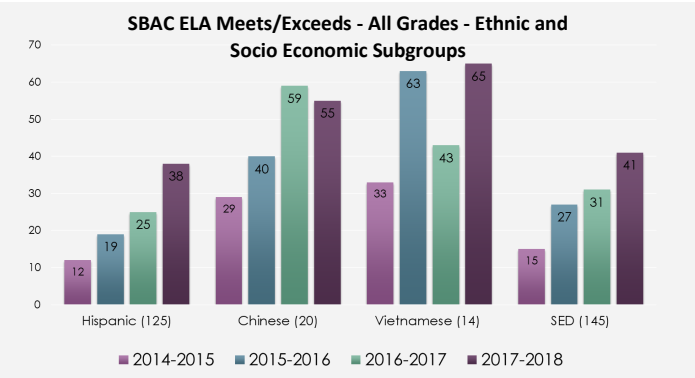
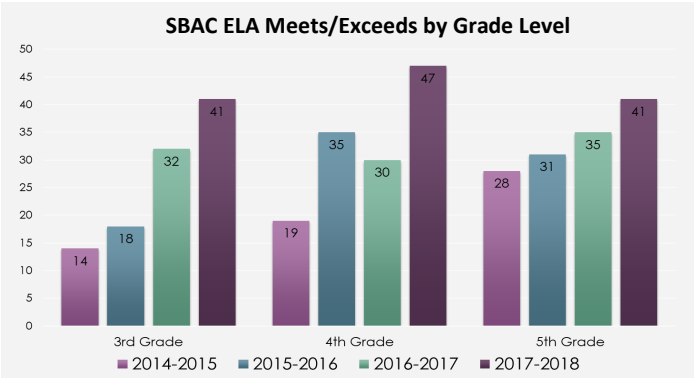


SBAC ELA Test Results by Subgroup

The charts below show Roosevelt SBAC - English Language Arts (ELA) test results by the following subgroups: **Grade Level**, **Ethnic/Socio Economically Disadvantaged (SED)**, **English Language Learner (ELL)**, and **Special Education (SPED)**. Each chart shows the percentage of students who met/exceeded the standards in each group each year since the 2015 exam.

Summary of ELA Results by Subgroup

- Since the 2015 test, 3rd grade results have increased 27 points, 4th grade increased 28 points, and 5th grade is up 13 points. (See chart below, bottom left).
- Each of Roosevelt’s largest ethnic subgroups in grades 3-5 have seen a minimum 26 point increase of students meeting/exceeding the standards since the 2015 test. (See chart below, top right).
- Our Socio Economically Disadvantaged (SED) students, the largest subgroup at Roosevelt Elementary, demonstrated a 26 point increase. (See chart below, top right).
- Students in grades 3-5, who are classified English Only (EO) saw an increase of 32 points since the 2015 ELA exam and English Learners (EL) increased 28 points. (See chart below, bottom left).
- An average of 73% of Reclassified (formerly Limited English Proficient (LEP) or English Learner (EL)) students have met/exceeded the ELA standards since 2015.
- The number of Special Education (SPED) students, or students with documented disabilities, who met/exceeded the ELA standards in 2018 is up by 11 points since 2016, and the number of students who did NOT meet the standard is down 17 points. (See chart below, bottom right).

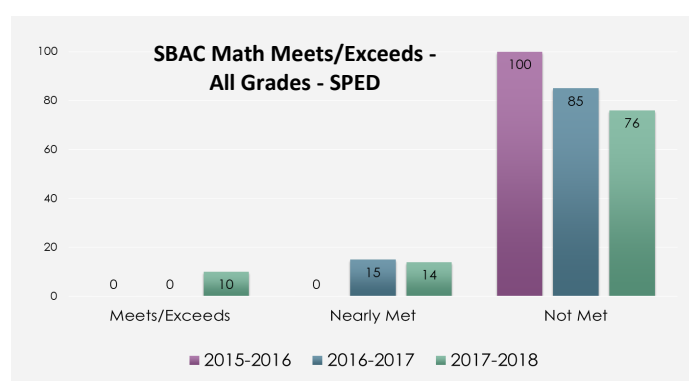
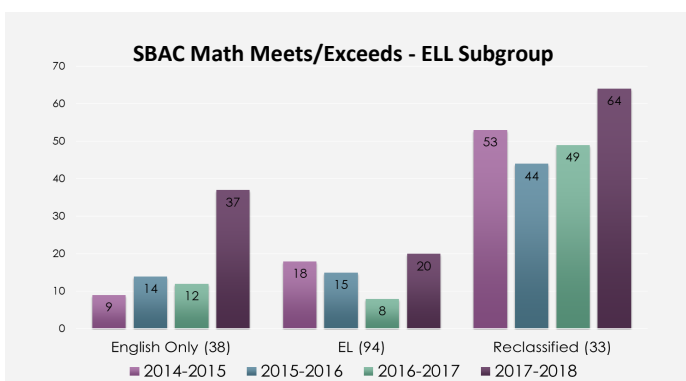
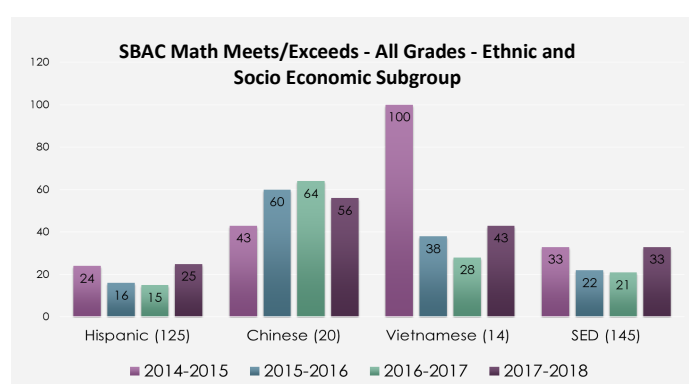
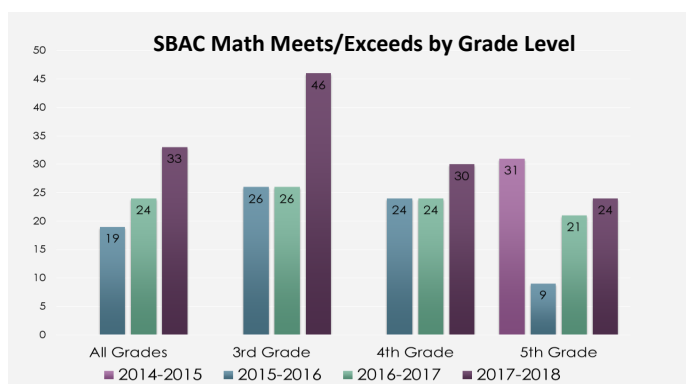


SBAC Math Test Results by Subgroup

The charts below show Roosevelt SBAC - Math test results by the following subgroups: **Grade Level**, **Ethnic/Socio Economically Disadvantaged (SED)**, **English Language Learner (ELL)**, and **Special Education (SPED)**. Each chart shows the percentage of students who met/exceeded the standards in each group. In 2016, there were significant changes to the exam, which is evident by the skewed data shown. For consistency, we have opted to not include 2015 results in the summary below.

Summary of Math Results by Subgroup

- Since the 2016 test, 3rd grade results have increased 20 points, 4th grade increased 6 points, and 5th grade is up 15 points. (See chart below, top left).
- While our Chinese population has dipped slightly, Hispanic students, Roosevelt's largest ethnic subgroup, increased math results by 9 points. Vietnamese students have improved their results by 5 points since 2016. (See chart below, top right).
- Our Socio Economically Disadvantaged (SED) students, the largest subgroup at Roosevelt Elementary, demonstrated an 11 point increase. (See chart below, top right).
- English Only (EO) students saw an increase of 23 points since the 2016 Math exam and English Learners (EL) increased 5 points. (See chart below, bottom left).
- Reclassified EL students have seen a consistent upward trend in results since the 2016 Math exam, rising 20 points overall. (See chart below, bottom left).
- The number of Special Education (SPED) students, or students with documented disabilities, who met/exceeded the Math standards is up from 0 in 2016 to 10 percent in 2018, and the percentage of students who did NOT meet the standard is down 24 points. (See chart below, bottom right).



Roosevelt Staff Survey

The entire staff of Roosevelt Elementary, including administration, general education teachers, classroom aides, campus supervisors and support staff, participate in the MIE program as observers and collaborators and are surveyed annually in May. The results on the following pages are from the 52 staff respondents who were asked to “rate” the level of impact they felt the MIE program had on the community at large, school climate/culture, and academic growth of the students. For the purpose of this summary, the responses of **Very True/Pretty True**, or **Strongly Agree/Agree** are considered “Affirmative” responses.

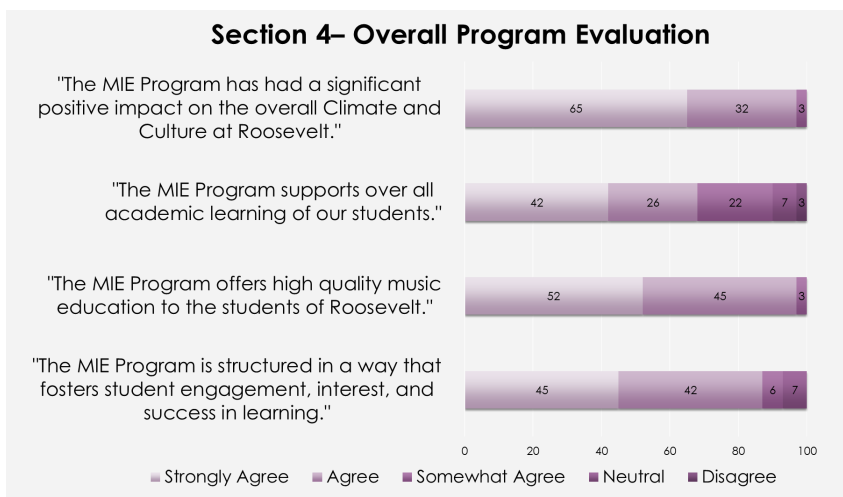
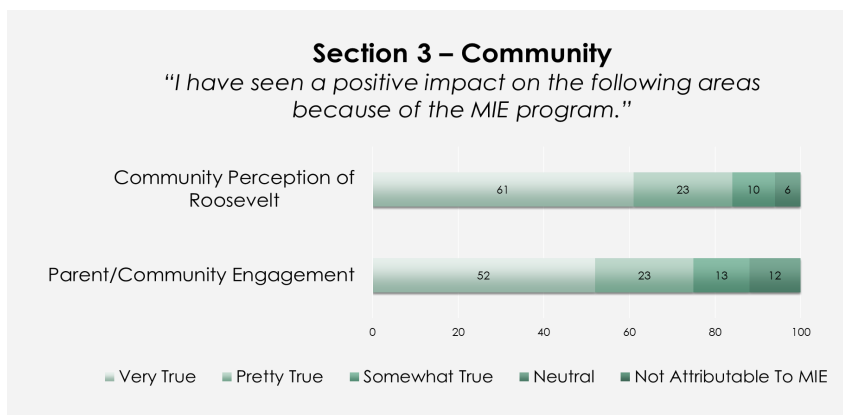
Community

84% of the Roosevelt staff answered affirmatively to the statement: “I have seen a positive impact on the **Community Perception of Roosevelt**, and 75% believe that MIE has positively impacted **Parent and Community Engagement**. (See chart to right, top).

Overall Program Evaluation

The percentage of staff answering affirmatively to the statements regarding MIE Overall Program Evaluation are as follows (See chart to right, bottom):

- **The MIE Program has had a significant positive impact on the overall Climate and Culture of Roosevelt** - 97%.
- **The MIE Program supports overall academic learning of our students.** - 68%
- **The MIE Program offers high quality music education to the students of Roosevelt.** - 97%
- **The MIE Program is structured in a way that fosters student engagement, interest, and success in learning.** - 87%



Comments From Roosevelt Staff Members

“Overall, the music program at this school is amazing and the kids love their music time.”

“The MIE Program is such a wonderful addition to Roosevelt. They are doing a great job.”

“For some of my low students, MIE is a place for them to shine.”

“Many students see the connection between music, reading, math, science, etc. It is exciting to see them learning. Students feel like they belong to a group.”

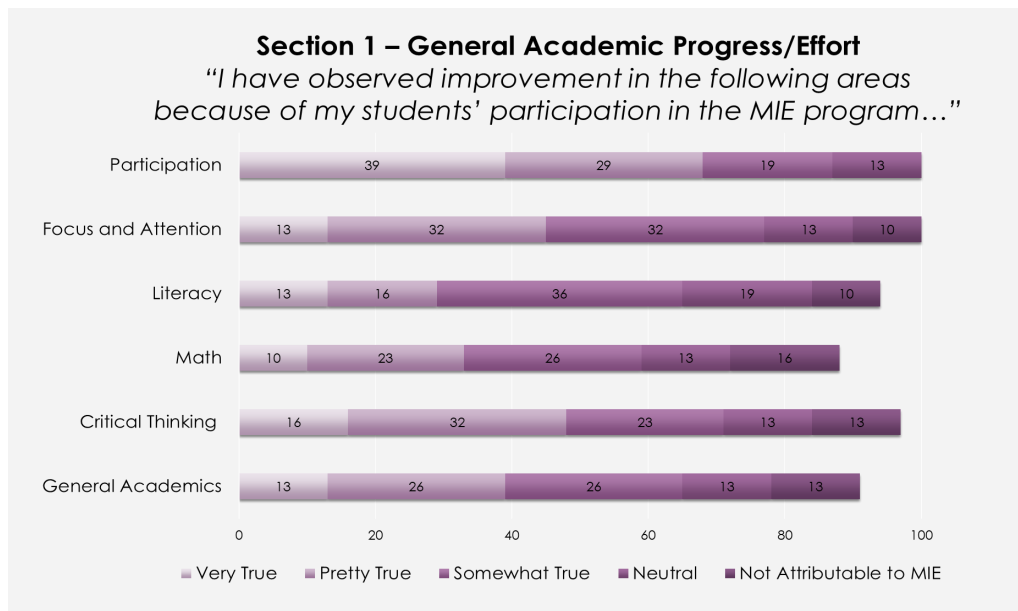
“I know for many of my students, MIE is a highlight of their day, especially the elective courses.”

“I am starting to see a positive change in perception of the community toward Roosevelt in a way I have never experienced since I have been here.”

Academic Skills

Regarding the statement, ***“I have observed improvement in the following areas because of my students’ participation in the MIE program...”*** the staff answered affirmatively as follows (See chart to right, top):

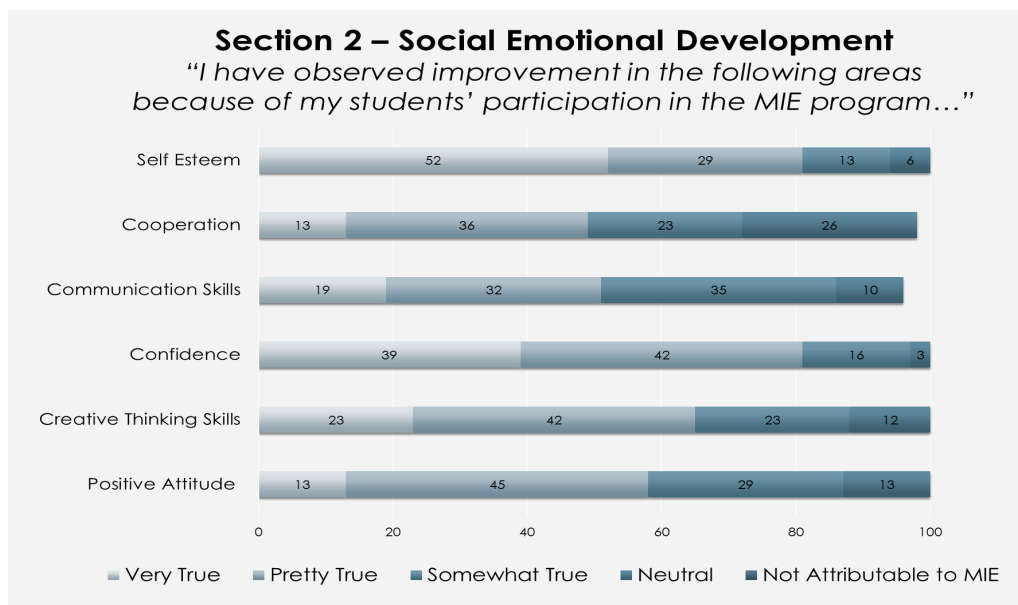
- **Participation:** 68%
- **Focus and Attention:** 45%
- **Literacy:** 29%
- **Math:** 23%
- **Critical Thinking:** 48%



Social Emotional Development

In regard to the statement, ***“I have observed improvement in the following areas because of my students’ participation in the MIE program...”*** the staff responded affirmatively as follows (See chart to right, bottom):

- **Self Esteem:** 81%
- **Cooperation:** 49%
- **Communication Skills:** 51%
- **Confidence:** 81%
- **Creative Thinking Skills:** 65%
- **Positive Attitude:** 58%.

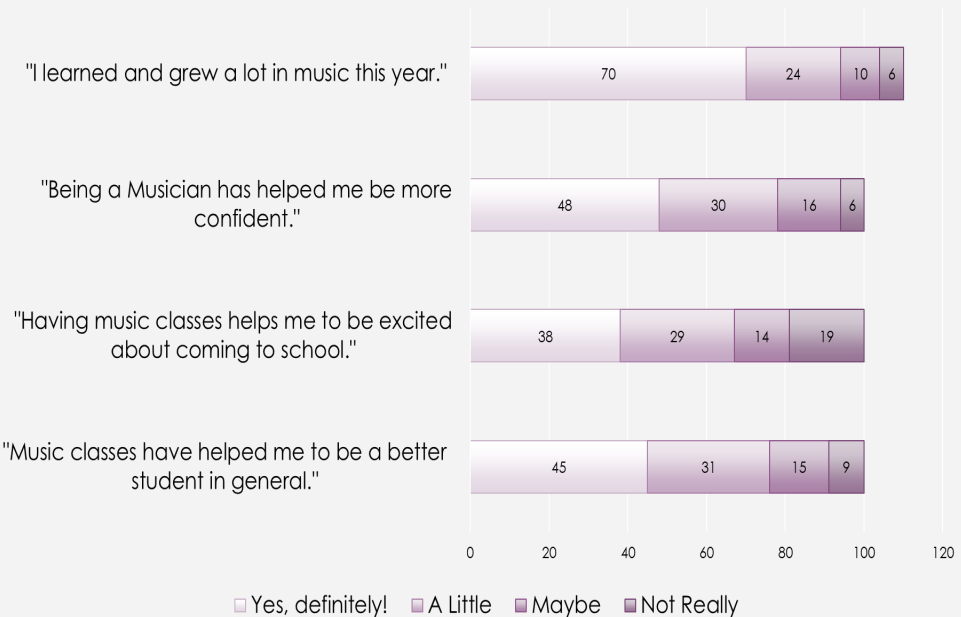


Roosevelt Student Survey

Students in grades 3-5 are surveyed annually in May, and asked to respond to the statements as shown (See chart, right) The percentage of students responding affirmatively (responding **Yes, definitely! / A Little**) to each statement in the 2018 survey are as follows:

- **"I learned and grew a lot in music this year."** -94%
- **"Being a Musician has helped me be more confident."** -78%
- **"Music classes helped me be a better student in general."** -76%.
- **"Having music classes helps me to be excited about coming to school."** - 67%

Student Responses Regarding Participation in MIE This Year (2017-2018) 160 responses from 3rd-5th graders



General Comments from Students 2017 and 2018

"I have more self confidence to perform in front of people. I got 5 certificates because of the music program. Because of music I have only missed 2 days." - 3rd grade student

"[MIE] has made school more fun. I've learned patience." - 4th grade student

"I have learned a lot, one is to believe in yourself. Music has helped me to be myself." -4th grade student

"I feel that I had a great teacher. [MIE] has made me more confident to be myself. Music has made me smarter in history. I'm doing better in math now. My dad is proud of me by doing music." - 4th grade student.

"Music helped me not to be shy in front of people. Music made my life better and fun. Every time I get picked up from my mom I tell her about everything I did in music." - 4th grade student

"Music has helped me to be more outgoing." - 4th grade student

"I am not shy anymore. My parents are really proud of music class." -5th grade student

"I feel confident about what I do in music. I don't want to miss school. I improved my reading and math this year and got an award!" -4th grade student

"MIE did help me to be confident. - 4th grade student

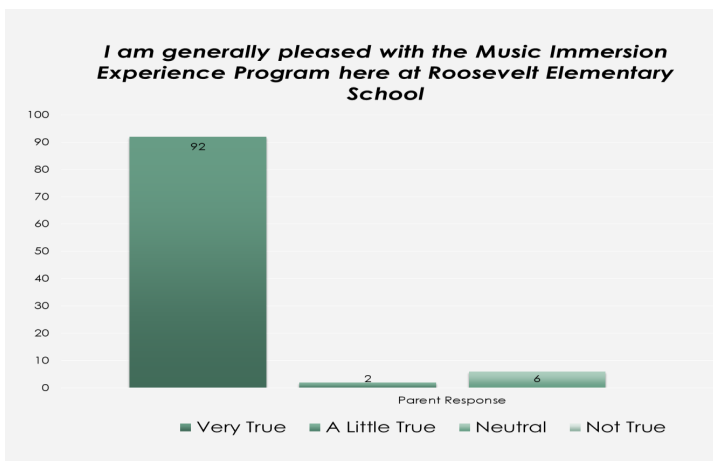
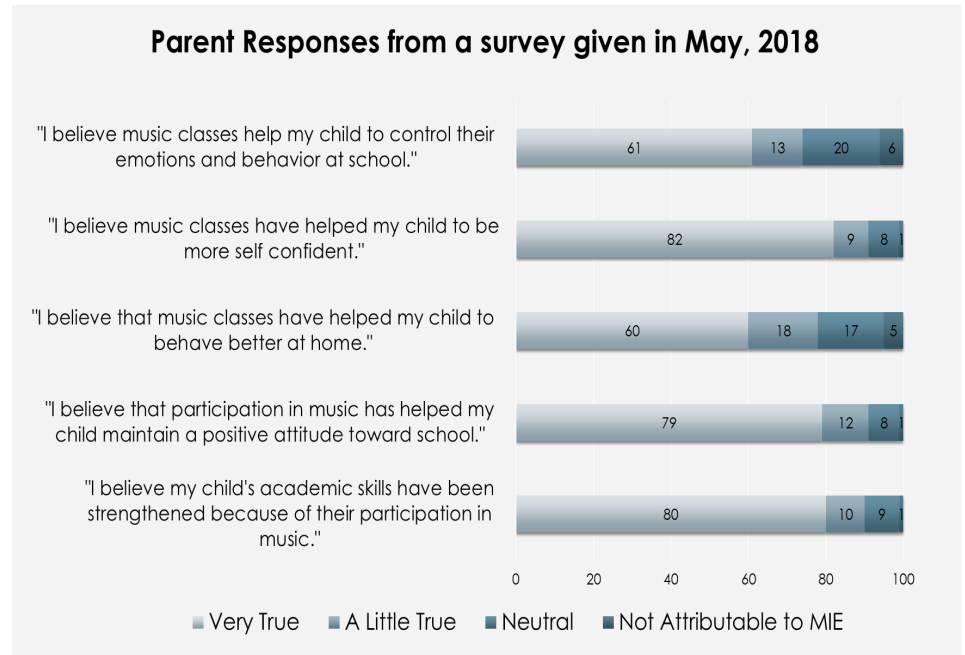


Roosevelt Parent Survey

Parents of Roosevelt students are also surveyed each year in May, and asked to respond to various statements as shown in the chart below. In 2018, there were 131 parent respondents, representing all grades, TK-5.

The percentage of parents responding affirmatively (answering **Very True**,/A Little True) to each statement are as follows:

- **"I believe music classes help my child regulate their emotions and behavior at school."** - 74%
- **"I believe music classes have helped my child to be more self confident."** - 91%
- **"I believe that music classes have helped my child to behave better at home."** - 78%
- **"I believe that participation in music has helped my child maintain a positive attitude toward school."** - 91%
- **"I believe my child's academic skills have been strengthened because of their participation in music."** - 90%



Overall Parent Satisfaction

Without a single parent stating that they felt negatively, 92% of all parents that responded to our survey stated **"Very True"** to the statement: **"I am generally pleased with the Music Immersion Experience Program here at Roosevelt Elementary School."** (See chart, left)



Roosevelt Parent Survey Continued

General Comments from Parents 2017 and 2018

"Thank you for caring about our children!" - 3rd grade Parent

"I am very grateful for the music classes. I've really seen a lot of improvement in my child. The staff are very supportive, professional, and are great with kids." - 5th grade parent

"Music teachers are amazing! The music program has helped in bringing our community, parents, teachers, all together for the sole purpose of our kids." -5th grade parent

"I am very satisfied and happy with the music program at our school. Thanks to the program, our children are more determined academically. This program will help open more opportunities for our kids toward their future." - 4th grade parent

"This program is building great young people and musicians. Great program, excellent. Very much appreciated." – 2nd and 5th grade parent

"The program gives [my daughter] a new vision. It opens up her sense of wonder. My daughter looks forward to her studies because she will have music afterward. She is engaged in all kinds of music, guitar, drums, singing, and dancing. She participates more openly and sings constantly. She does better work, knowing that the best she is in her studies, the more music she gets to do. It is a privilege to have the MIE program at our school. The teachers know all about music and the different levels, to teach all grades. Thank You!" – A. Salazar, 2nd and kinder parent

"My daughter has a disability and this program has helped her." – C. Martinez, 4th grade parent

"Music is one reason my kids don't want to miss school. Not missing a lesson is very important for them. The MIE program has helped them to be more outgoing in general." -3rd and 5th grade parent

"All of my children are in the program and love it. This program has really helped their self-confidence." – G. Crosby, K, 3rd, and 5th grade parent



2017 - 2018 Highlights

- Addition of Mariachi for 4th/5th Graders with over 20 students participating, and plans to include middle school students.
- MIE Program featured in California Music Educators Association magazine.
- 4th Graders and SDC class participate in Very Special Arts Festival at Walt Disney Hall.
- Expansion of K-5 music in all SGUSD elementary schools through the hiring of an additional teacher.
- Roosevelt receives Support Music Merit Award from the NAMM foundation, 2nd year in a row.
- MIE program awarded D'Addario Foundation grant/partnership.
- Elementary Music in SGUSD awarded SEF grant for "MIE expansion" to all 5 elementary schools.
- MIE featured at California State Music Educators Annual conference (CASMEC).
- MIE featured at CMEA Bay Area Section Conference.
- MIE partnered with San Gabriel Public Library for community "Unity Festival" engaging over 150 community members.



2018 Faculty/Staff

Roosevelt Elementary Administration

Cheryl Wilson, Principal
Darci Coppolo, Assistant Principal
Frances Sambilay, Counselor

MIE Coordinator

Samantha Theisen

Resident Artists

Matthew Allen
Jesse Ajamian
Victor Burguan
Albert Burrola
Jason Chavez
Iwen Chuang
Nicole George
Sara Jones

Taylor Hamilton

Phillip Menchaca

Paulina Nunez

Jacques Pradel

Erika Salas

George Silva

Ted Taforo

David Tranchina

Michael Urquidi

Argenta Walther

Yu-Ting Wu

MIE Assistants

Angeline Tran, Lead

Alex Sotelo

Jonathan Valdez

Roosevelt Classroom Teachers

Doris Banouvong, TK

Michele Vong, TK

Lisa Durandette, K

Lorena Gutierrez, K

Beti Martinez, K

Yasmin Maestro, 1st

Juliet Maldonado, 1st

Jennifer Lui, 1st/2nd

Michelle Low, 2nd

Estella Villena, 2nd

Christina Esparza, 3rd

Sara Poindexter, 3rd

Melissa Gordon, 4th

Bianca Tucker, 4th

Anna Velasco, 5th

Georgia Singleton, 5th

Michael Leung, SDC

Martha Covarrubias, aide

Jennifer Grijalva, aide

Mary Winchell, aide

Gianna Grimaldi, aide

Eileen Tran, aide

Linda Mireles, aide

Daniella Santana, aide

Office Staff

Sonia Ulloa, Office

Manager

Maggie Rodriguez, Clerk

Patricia Khazraei, Health

Aide

Campus Supervisors

Jerry Nava

Alida Lopez

Karen Bailey

Custodians

James Talavantes, Head

Danny Parker

Taurina Macias

Additional Staff

Mario Nova, Psychologist

Daniella Gallegos, Speech

Adrienne Rieble, Speech

Charlene Completo, Intervention

Yessica Pinedo, Library

Kristin Fyfe, Nutrition

Lara Tinoco, Cafeteria

Dolores Santillan, Cafeteria

Meralda Valverde, Cafeteria

Michael Cabral, Computer Tech

Esther Minwary, District

Music Coordinator

San Gabriel Unified School District Leadership

Dr. John Pappalardo, Superintendent

Dr. Joyce Yeh, Assistant Superintendent, Business Services

Yolanda Mendoza, Assistant Superintendent, Human Resources



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At the D'Addario Foundation, we believe in the transformative power of music. In 2017 alone, we awarded over **\$600,000** to a diverse range of music education programs serving **300,000 kids** across **40 states**. Bringing music to underserved communities means providing children with the kind of inspiration and creativity that lifts their confidence and elevates their lives.

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daddariofoundation.org

