

Santa Monica High School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Santa Monica High School
Street	601 Pico Blvd.
City, State, Zip	Santa Monica, CA 90405-1224
Phone Number	(310) 395-3204
Principal	Dr. Antonio Shelton
Email Address	ashelton@smmusd.org
School Website	
County-District-School (CDS) Code	19-64980-1938000

2021-22 District Contact Information

District Name	Santa Monica-Malibu Unified School District
Phone Number	(310) 450-8338
Superintendent	Dr. Ben Drati, Ed.D.
Email Address	bdrati@smmusd.org
District Website Address	www.smmusd.org

2021-22 School Overview

District Vision

As a community of learners, the Santa Monica-Malibu Unified School District works together in a nurturing environment to help students be visionary, versatile thinkers; resourceful, life-long learners; effective, multilingual communicators and global citizens. We are a rich, culturally diverse community that values the contributions of all its members and strives to promote social justice. We exist to assist all students in their pursuit of academic achievement, strength of character, and personal growth, and to support them in their exploration of the intellectual, artistic, technological, physical and social expression.

Santa Monica High School Mission Statement

Santa Monica High School believes that all students can learn at high levels, and we are willing to do what it takes to achieve this.

Santa Monica High School Vision Statement

Santa Monica High will offer every student experiences to grow creatively, ethically and academically. Prepare academically productive students who:

- Read, write, speak and listen effectively
- Think critically and independently
- Identify and use available resources, including technology, to manage, research and synthesize knowledge
- Develop the habits of mind necessary to meet the challenges of the 21st century

Santa Monica High School prepares ethical students who are socially aware and sensitive to the needs of others; and work democratically and collaboratively to improve school, community and society.

Santa Monica High School prepares creative students who: are inspired, impassioned, and motivated while expressing a unique and perceptive vision.

2021-22 School Overview

Principal's Message

Santa Monica High School is a U.S. News & World Report Gold Medal School, placing in the top 500 schools in the nation. It is a large four-year, comprehensive high school located in the city of Santa Monica. The student body consists of 2,800 students who represent our diverse ethnic and socioeconomic community.

The staff consists of 148 certificated faculty and 74 classified staff members. Fondly referred to as Samohi, the school is supported by a 5,000-member alumni association, as well as the citizens of Santa Monica and Malibu. Santa Monica High School received a six-year accreditation from the Western Association of Schools and Colleges (WASC) in the fall of 2017. As part of the accreditation process, goals were set for the next six years of work. In addition, a Smaller Learning Communities Grant, received in 2003 from the federal government helped to redesign Santa Monica High School into smaller, more personalized Houses, which are still going strong today. These Houses consist of randomly assigned students across all four grade levels. Once assigned to a House as an incoming ninth grader, students remain with the House, as well as their House advisor (counselor) throughout their high school years. During ninth and 10th grade, students are primarily taught by the teachers within their House, thereby allowing students to be well-known and emotionally and academically supported by the adult members of their House.

In alignment with school and district visions, and in collaboration with the school's Instructional Planning Committee (which consists of every department chair, teacher leader and administrator), all major parent groups, and school's Site Governance committee, goals are established for the school. These goals, and the resources and steps necessary to achieve them, are articulated in the school's School Plan for Student Achievement.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	729
Grade 10	699
Grade 11	701
Grade 12	734
Total Enrollment	2,863

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8
Male	50.1
American Indian or Alaska Native	0.1
Asian	5.1
Black or African American	6.6
Filipino	0.8
Hispanic or Latino	35.1
Native Hawaiian or Pacific Islander	0.2
Two or More Races	9.7
White	41.2
English Learners	5.7
Foster Youth	0.1
Homeless	0.2
Socioeconomically Disadvantaged	25.6
Students with Disabilities	11

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	101.2	77.3	435.1	86.5	228366.1	83.1
Intern Credential Holders Properly Assigned	0.1	0.1	1.6	0.3	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	12.3	9.4	33.6	6.7	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.5	3.5	8.8	1.8	12115.8	4.4
Unknown	12.5	9.6	23.7	4.7	18854.3	6.9
Total Teaching Positions	130.9	100.0	503.1	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	12.3
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	12.3

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.6
Local Assignment Options	3.9
Total Out-of-Field Teachers	4.5

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students at Santa Monica High School have access to district-adopted textbooks and instructional materials in all core academic areas. All students, including English learners, have their own copy of textbooks. Texts and instructional materials are reviewed by a school site committee and submitted for review and approval by the school board. Members of the public are invited to review recommended materials and make comments prior to board approval.

Year and month in which the data were collected

January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	My Perspectives: English Language Arts Grade 9 (volumes 1 and 2), Pearson, adopted 6/2016 My Perspectives: English Language Arts Grade 10 (volumes 1 and 2), Pearson, adopted 6/2016 My Perspectives: English Language Arts Grade 11 (volumes 1 and 2), Pearson, adopted 6/2016	Yes	0
Mathematics	CME Algebra, Pearson 2014, adopted 5/2014 Big Ideas Geometry, adopted 5/2015 Big Ideas Algebra 2, , adopted 5/2015 Precalculus with Limits, A Graphing Approach 7th ed by Ron Larson 5/2015. Calculus: Graphical, Numerical, Algebraic 2006, adopted 4/3/2008 Multivariable Calculus (Larson), 8/2014 Elementary Statistics (Larson), 5/2015 Practice of Statistics (Larson), 5/2015	Yes	0
Science	Chemistry, Holt 2007, adopted 9/6/2007 Chemistry (Zumdahl), adopted 4/2012 Biology, Prentice Hall 2002, adopted 4/2012 Physics for Scientists and Engineers 2000 Physical Science, McLaughlin Physics: Principles with Applications (Giancoli) Physics (Serway) Marine Biology (Castro) Environment (Raven), adopted 1/2011 Fundamentals of Anatomy and Physiology, adopted 10/1998	Yes	0
History-Social Science	World History: The Modern Era (Ellis & Esner) Pearson (5/2019) Sources of Western Society-Since 1300 (McKay, Crowston, Wiesner-Hanks, & Perry) Bedford (5/2019) Revolutions and the Revolutionary Tradition in the West 1560-1991 (Parker) (5/2019) A History of Western Society (McKay, Hill, Buckler, Crowston, Wiesner-Hanks, & Perry) BFW (5/2019) United States History: The Twentieth Century (Lapsansky-Werner, Levy, Roberts, & Taylor) Pearson (5/2019) Give Me Liberty!: An American History (Foner) Norton (5/2019) Documenting United States History: Themes, Concepts and Skills for the AP Course (Stacy, Jason, & Heller) BFW (5/2019)	Yes	0

	Estados Unidos A Traves Del Lente (Hebert, Altoff, & Fischer) National Geographic Foundation (5/2019) Magruder's American Government (Shea) Pearson (5/2019) American Government: Stories of a Nation BFW (5/2019) Government in People, Politics, and Policy, AP*Edition (Edwards & Wattenberg) Pearson (5/2019) Economics: Principles in Action (O'Sullivan & Sheffrin) Prentice Hall (5/2019) Krugman's Economics for AP (Ray & Anderson) Worth (5/2019) Cultural Landscape (Rubenstein) Pearson (5/2019) Psychology in Everyday Life (Myers, David and DeWall) (5/2019) Myer's Psychology for the AP Course (Myers, David and DeWall, & Nathan) (5/2019)		
Foreign Language	Realidades 1-3, adopted 5/2004 El Espanol para Nostoros Level 1 & 2, adopted 4/2006 Temas, adopted 10/2013 Bon Voyage Level 1 & 2, adopted 2/2008 Cambridge Latin Course 1 - 4, adopted 4/1991 Integrated Chinese Level 1 & 2, adopted 11/2009		
Health	Health, Holt 2007	Yes	0
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			0

School Facility Conditions and Planned Improvements

In its 128-year history, Samohi has benefited from a number of bond measures that have upgraded facilities, added new classrooms and buildings, and renovated the historic Barnum Hall. In 2013, we added a new football field and track, and in 2015 we opened of our multi-wing classroom, and science and technology building. Christened "Innovation," this building will feature state-of-the-art technology in every classroom and laboratory, which will include laptops for students, document readers, LCD projectors and cutting-edge probeware for all science classes. Additionally, the buildings will house a new state-of-the-art auto shop as well as special-education facilities for severely disabled students.

Currently we are about to break ground on the New Discovery Building which will have two floors of classrooms, a new cafeteria and kitchen, a rooftop classroom, textbook and distribution center, 50 meter pool, and two floors of underground parking.

Our current facilities include general-education classrooms, music rooms for both choral and instrumental programs, science labs, art rooms, a photography setup with a darkroom, three computer labs and a media center/library. Our outdoor and physical education facilities include a swimming pool, tennis courts, a baseball field, two gymnasiums and our outdoor Greek theater. With the approval of Measure SMS, the district will now be able to begin addressing the deferred maintenance funding that changed with the statewide implementation of LCFF.

Year and month of the most recent FIT report

10/22/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			B115C: 2. ROOM TOO HOT D204: 2. ROOM TOO HOT 15. 2ND WINDOW WILL NOT LATCH

School Facility Conditions and Planned Improvements

			<p>D206: 4. UNABLE TO REGULATE ROOM TEMPERATURE</p> <p>D210: 4. ROOM TOO HOT</p> <p>L109D IDF: 2. ROOM TOO HOT</p>
<p>Interior: Interior Surfaces</p>	X		<p>:</p> <p>AD208 CUSTODIAN: 4. REPAIRS NEEDED TO WALL BEHIND SINK</p> <p>AD405: 4. TWO CEILING TILES MISSING</p> <p>B200: 7. PROJECTOR ISSUES 4. PATCH & PAINT</p> <p>BOYS RESTROOM: 4. HOLE IN WALL, NEED TILES</p> <p>E201: 4. PAINT IS PEELING</p> <p>E209: 4. PAINT IS PEELING</p> <p>E210 PRODUCTION: 4. PATCH & PAINT</p> <p>ENROLLMENT: 4. FORMICA TRIM IS CHIPPING ON COUNTER TOP.</p> <p>GIRLS RESTROOM: 4. ADA STALL DOOR NEEDS LOCK REPLACE</p> <p>I221: 4. CEILING TILE MISSING</p> <p>L104: 4. CEILING TILE STAINED</p> <p>L105: 4. CEILING TILE MISSING</p> <p>L106:</p> <p>L107: 4. CEILING TILE MISSING</p> <p>L108: 4. CEILING TILE MISSING</p> <p>L204: 4. LOOSE COMMUNICATION BOX</p> <p>L207B: 4. CEILING TILE MISSING</p> <p>T-1: 4. WARPED CEILING TILE. 15. SCREW MISSING ON WINDOW.</p> <p>T-2: 4. WARPED CEILING TILE.</p> <p>U102: 4. BATTERY SERVICING</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>AD502: 5. WINDOW SILL IS DIRTY. 7. ELECTRICAL COVER IS MISSING. 12. DRY ROT ON WINDOW FRAME.</p> <p>I311E ELECTRICAL: 5. CLEAR OUT ALL FURNITURE</p>
<p>Electrical</p>		X	<p>14 DRESSING ROOM: 7. INSTALL A 3-WAY SWITCH FOR LIGHT</p> <p>AD502: 5. WINDOW SILL IS DIRTY. 7. ELECTRICAL COVER IS MISSING. 12. DRY ROT ON WINDOW FRAME.</p> <p>AD503: NO ACCESS DEADBOLT</p> <p>B200: 7. PROJECTOR ISSUES 4. PATCH & PAINT</p> <p>CUSTODIAL: 7. LIGHT OUT</p> <p>D302: 7. EOM WIRE LOOSE</p> <p>I221A CUSTODIAL: 7. LIGHT OUT</p>

School Facility Conditions and Planned Improvements

			<p>L109A ELECTRICAL: 7. ELECTRICAL PANEL BLOCKED</p> <p>L109D IDF: 2. ROOM TOO HOT</p> <p>STORAGE: 7. LIGHT OUT</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	X		<p>AD12B RESTROOM: 8. TOILET DOESN'T FLUSH PROPERLY.</p> <p>E302A STORAGE: 9. HOT WATER DOES NOT WORK</p> <p>GIRLS RESTROOM: 9. MIDDLE SINK TURNED OFF</p> <p>I211B PREP ROOM: 7. WATER TURNED OFF</p> <p>I215: 9. FAUCET LEAKS</p> <p>I311A: 9. WATER HEATER TURNED OFF</p> <p>MENS RESTROOM: 9. ONE SINK TAGGED OUT</p> <p>MENS RESTROOM: 9. SINK BASIN IS RUSTED.</p> <p>N201 GIRLS RESTROOM: 9. FAUCETS HAVE NO FLOW WITH A CONSTAN DRIP. SINK BASE COVER IS MISSING.</p> <p>WOMENS RESTROOM: 9. SINK BASINS ARE RUSTED.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	X		<p>AD501: 11. PAINT IS PEELING ON CABINETS.</p> <p>I211F:</p> <p>I211F1:</p>
<p>Structural: Structural Damage, Roofs</p>	X		<p>AD502: 5. WINDOW SILL IS DIRTY. 7. ELECTRICAL COVER IS MISSING. 12. DRY ROT ON WINDOW FRAME.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>D204: 2. ROOM TOO HOT 15. 2ND WINDOW WILL NOT LATCH</p> <p>I111: 15. ADJUST HOT WATER HANDLE (BACKWARDS)</p> <p>I313P: 15. ADJUST COLD WATER HANDLE (BACKWARDS)</p> <p>L115: 15. BROKEN WINDOW</p> <p>L203: 15. 2 HANDLES MISSING ON WINDOWS</p> <p>M105C PRACTICE: 15. BROKEN WINDOW</p> <p>T-1: 4. WARPED CEILING TILE. 15. SCREW MISSING ON WINDOW.</p>

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	690	2	0.29	99.71	--
Female	346	0	0	100	--
Male	344	2	0.58	99.42	--
American Indian or Alaska Native	0	0	0	0	0
Asian	29	0	0	100	--
Black or African American	38	1	2.63	97.37	--
Filipino	--	--	--	--	--
Hispanic or Latino	225	0	0	100	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	83	0	0	100	--
White	307	1	0.33	99.67	--
English Learners	32	0	0	100	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	198	1	0.51	99.49	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	65	2	3.08	96.92	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	690	2	0.29	99.71	--
Female	346	0	0.00	100.00	--
Male	344	2	0.58	99.42	--
American Indian or Alaska Native	0	0	0	0	0
Asian	29	0	0.00	100.00	--
Black or African American	38	1	2.63	97.37	--
Filipino	--	--	--	--	--
Hispanic or Latino	225	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	83	0	0.00	100.00	--
White	307	1	0.33	99.67	--
English Learners	32	0	0.00	100.00	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	198	1	0.51	99.49	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	65	2	3.08	96.92	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star Renaissance Student Groups	Star Renaissance Total Enrollment	Star Renaissance Number Tested	Star Renaissance Percent Tested	Star Renaissance Percent Not Tested	Star Renaissance Percent At or Above Grade Level
All Students	712	546	77%	23%	57%
Female	354	278	79%	21%	62%
Male	358	268	75%	25%	53%
Asian	31	27	87%	13%	84%

Black or African American	39	26	67%	33%	28%
Filipino	<11	<11	67%	33%	67%
Hispanic or Latino	230	177	77%	23%	43%
Native Hawaiian or Pacific Islander	<11	<11	100%	0%	50%
Two or More Races	80	64	80%	20%	70%
White	323	245	76%	24%	64%
English Learners	32	23	72%	28%	13%
Foster Youth	<11	<11	67%	33%	67%
Homeless	<11		0%	100%	0%
Socioeconomically Disadvantaged	304	222	73%	27%	41%
Students with Disabilities	64	37	58%	42%	19%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star Renaissance Student Groups	Star Renaissance Total Enrollment	Star Renaissance Number Tested	Star Renaissance Percent Tested	Star Renaissance Percent Not Tested	Star Renaissance Percent At or Above Grade Level
All Students	712	471	66%	34%	9%
Female	354	240	68%	32%	9%
Male	358	231	35%	8%	30
Asian	31	16	52%	48%	16%
Black or African American	39	26	67%	33%	8%
Filipino	<11	<11	100%	0%	0%
Hispanic or Latino	230	156	68%	32%	5%
Native Hawaiian or Pacific Islander			<11	<11	
Two or More Races	5%	48%	54	80	52%
White	19%	33%	210	323	68%
English Learners	32	25	78%	22%	0%
Foster Youth	<11	<11	67%	33%	0%
Homeless	<11	<11	50%	50%	0%
Socioeconomically Disadvantaged	0%	0%	216	304	100%
Students Receiving Migrant Education Services	65%				
Students with Disabilities	6%	29%	33	64	71%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	54.70	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	702	NT	NT	NT	NT
Female	342	NT	NT	NT	NT
Male	359	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	48	NT	NT	NT	NT
Black or African American	44	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	260	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	79	NT	NT	NT	NT
White	263	NT	NT	NT	NT
English Learners	30	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	16	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	206	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	NT	NT	NT	NT

2020-21 Career Technical Education Programs

New and revised CTE program pathways are being developed through a strong collaborative partnership between SMMUSD and Santa Monica College. The purpose and focus of our CTE collaborative pathways is to educate and help to prepare our students for STEM careers involving sophisticated scientific, engineering and technological skills and knowledge, as well as a focus on fostering, nurturing and valuing imagination, creativity and innovation. Furthermore, our joint collaborative pathways enable dual enrollment academic opportunities for our secondary students with congruent transferability and bachelor degree goals.

State-approved CTE courses offered by the district include the following:

- Automotive Technology 1 and 2 (Sequence)
- Business Entrepreneurship (UC)
- Commercial Photography 1 and 2 (UC) (Sequence)
- Digital Design 1 and 2 (UC) (Sequence)
- Film and Video Production 1 and 2 (UC) (Sequence)
- Intro to Marketing
- Professional Dance 1, 2, and 3 (UC) (Sequence)

A Superintendent's working committee co-chaired by the district's CTE Coordinator is in the process of reconstructing the district's CTE advisory committee. An interim board is being named by the site CTE program to include representatives from the local Arts, Media, and Entertainment industry, as well as business and automotive industry.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	469
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	53.3

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	98.93
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	75.2

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Our Parent Teacher Student Association (PTSA), English Language Advisory Committee (ELAC), African American Parent Student Staff Support Group (AAPSSSG) and Parents for Inclusion Diversity and Access (PIDA) meet monthly to exchange and share information while providing support to parents and students. Speakers, workshops and meetings provide parents specific strategies to support their child's progress both academically, socially and emotionally. Student outreach specialists work with a core group of students in each House in need of extra support, as well as with students in the larger school. They are also liaisons to Samohi families and participate in the parent group meetings. Communication is shared in multiple formats including email, phone dialer system and our website.

For more information on how to become involved at the school, please contact Dr. Antonio M. Shelton, Principal, at (310) 395-3204.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	3.9	2.1	1.3	4.7	2.5	2.2	9.0	8.9	9.4
Graduation Rate	95.3	95.0	97.2	93.8	94.2	96.1	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	713	693	97.2
Female	345	339	98.3
Male	367	353	96.2
American Indian or Alaska Native	--	--	--
Asian	51	46	90.2
Black or African American	46	45	97.8
Filipino	--	--	--
Hispanic or Latino	264	260	98.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	68	67	98.5
White	263	256	97.3
English Learners	42	41	97.6
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	274	266	97.1
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	73	63	86.3

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2855	2836	183	6.5
Female	1415	1412	84	5.9
Male	1439	1423	99	7.0
American Indian or Alaska Native	2	2	0	0.0
Asian	148	146	5	3.4
Black or African American	189	186	23	12.4
Filipino	24	24	2	8.3
Hispanic or Latino	999	993	70	7.0
Native Hawaiian or Pacific Islander	6	6	0	0.0
Two or More Races	288	287	15	5.2
White	1167	1160	64	5.5
English Learners	165	165	18	10.9
Foster Youth	4	4	0	0.0
Homeless	16	15	5	33.3
Socioeconomically Disadvantaged	800	792	78	9.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	326	322	45	14.0

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	3.70	0.04	1.98	0.20	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.22	1.55	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.04	0.00
Female	0.00	0.00
Male	0.07	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.35	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.31	0.00

2021-22 School Safety Plan

Santa Monica High School is committed to providing a safe school driven by positive interactions between and among faculty, students, and parents. Our comprehensive School Safety Plan is being evaluated and updated for a January 2019 approval. This process assists us in setting goals to improve campus safety and to continue to provide a positive school climate. There are numerous opportunities for students and their families to engage in enriching activities through athletics, visual and performing arts, clubs, and other events. With consideration for safety, students, faculty and community are made to feel welcome and safe at Samohi. We practice evacuation, lockdown, active shooter, and fire drills regularly as part of our safety preparedness. Our students are safe on campus before, during and after school. Campus security personnel are employed from 7 a.m. until 6 p.m. to assist administration in supervision and monitoring our more than 2,800 students on 26 acres during their school day and while they participate in our many extracurricular activities. Administrators and security staff supervise before school, during morning break, lunchtime and at dismissal, in addition to scheduled evening and weekend activities. The administration works closely with community resources, including the Santa Monica Police Department, Santa Monica Fire Department, and the City of Santa Monica to provide proactive intervention and situational response as necessary. As a closed campus, during the school day there is no unauthorized access to the campus, and security officers monitor the one open entrance during school hours. Visitors must sign in and show ID, as do students when they enter the school grounds. Staff members wear identification badges daily while on campus.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	21	31	51
Mathematics	32	8	25	53
Science	28	16	39	27
Social Science	31	7	35	45

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	28	29	51
Mathematics	32	15	31	49
Science	32	10	33	39
Social Science	34	12	25	44

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	25	28	56
Mathematics	33	19	20	58
Science	32	11	29	40
Social Science	35	10	26	50

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	188.4

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	15.2
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	1.2

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7059	1	7058	83560
District	N/A	N/A	\$8,432	\$86,443
Percent Difference - School Site and District	N/A	N/A	-17.7	-3.4
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-17.9	3.1

2020-21 Types of Services Funded

A combination of state and federal funding is used to cover all aspects of our instructional program. For example, we use Lottery funds to purchase supplemental instructional materials for our core classes as well as other programs focused on college and career readiness. Our stretch grant funds help provide our teachers with professional development opportunities such as attending conferences, and working in teacher teams to reflect, collaborate on the guaranteed and viable curriculum, and norm grading practices. These funds cover subs needed, hourly teacher pay, and/or conference and travel monies. In addition to supporting teacher teams, some of the stretch grant funds are used to support our AVID program by funding tutors and their training. These funds also helped establish an AP tutoring center for our AP English courses. We use site funding to support student groups who are underperforming their peers through support programs. An example of this is AP support for underrepresented students through an AP tutoring center, and a boot camp for the eleventh grade AP English course, the first AP course for many of our students. Additionally, these funds helped fund a college admission retreat to help expose underrepresented students to a college visit and provide guidance to the application process. Furthermore, our PTSA generously provides teachers accounts to purchase extra supplies that are not covered by the school, as well as fund many other activities including parent educational evenings and enrichment activities.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,980	\$51,029
Mid-Range Teacher Salary	\$76,119	\$78,583
Highest Teacher Salary	\$102,483	\$99,506
Average Principal Salary (Elementary)	\$124,753	\$124,576
Average Principal Salary (Middle)	\$130,846	\$131,395
Average Principal Salary (High)	\$153,122	\$144,697
Superintendent Salary	\$240,000	\$240,194
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	5%	6%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	42.7
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	18
Fine and Performing Arts	0
Foreign Language	5
Mathematics	12
Science	10
Social Science	21
Total AP Courses Offered	66

Professional Development

All teachers and staff in SMMUSD participate in ongoing professional development through banked time, a total of 90 minutes of professional development time each week at each site. The professional development at Santa Monica High School is linked to the school focus to increase college and career readiness through implementing a guaranteed and viable curriculum, incorporating academic talk and routines, and implementing student engagement strategies. This focus is in line with the three overarching district goals from LCAP.

Among the primary focus areas for professional development in SMMUSD are the following:

- Developing Instructional Leadership Teams and Professional Learning Communities through the Cycle of Inquiry and Learning Walks
- Guaranteed and viable curriculum—standards-based curriculum and instructional delivery
- Using data to improve classroom instruction
- Culturally relevant and responsive pedagogy
- Supporting students with special needs
- Differentiated instruction for all students, including English learners
- Technology integration to 21st century skills

A variety of methodologies are used to provide professional development, including coaching and mentoring. SMMUSD provides coaching through several programs such as BTSA, National Board Teachers, literacy and ELD coaching, Instructional Planning Committee, Site Leadership Team, and additional district educational services. Additionally, professional development occurs through cohorts focused on Social Justice implementation, blended learning model, matrix of bias training, and project-based learning. Each August, all teachers new to Santa Monica-Malibu are invited to participate in Teacher Academy, a professional development and orientation to districtwide curriculum and instructional initiatives. All eligible new teachers are encouraged to participate in BTSA. Teachers interested in applying for National Board Certification are supported in their efforts. In addition, each year at individual school sites teachers and administrators review data, discuss options and select additional areas of focus for the staff as a whole as well as for departments and/or grade-level teams as appropriate.

At Santa Monica High School, professional development activities are both schoolwide and departmentally based. Focus areas include:

- Incorporating sentence frames and talk protocols to strengthen students' academic language
- Using the cycles of inquiry focused on analysis of student work to drive instructional decisions
- Implementing claims-evidence writing across the curriculum

The numbers of days dedicated to professional development is determined by the district school calendar. In addition, we use site funds to allow additional opportunities for teachers to work together to impact student learning.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	

Santa Monica-Malibu Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Santa Monica-Malibu Unified School District
Phone Number	(310) 450-8338
Superintendent	Dr. Ben Drati, Ed.D.
Email Address	bdrati@smmusd.org
District Website Address	www.smmusd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5229	139	2.66	97.34	65.22
Female	2569	62	2.41	97.59	77.42
Male	2660	77	2.89	97.11	55.26
American Indian or Alaska Native	--	--	--	--	--
Asian	300	4	1.33	98.67	--
Black or African American	332	7	2.11	97.89	--
Filipino	33	0	0.00	100.00	--
Hispanic or Latino	1586	25	1.58	98.42	52.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	445	11	2.47	97.53	45.45
White	2515	92	3.66	96.34	74.73
English Learners	403	13	3.23	96.77	23.08
Foster Youth	12	0	0.00	100.00	--
Homeless	52	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1317	29	2.20	97.80	46.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	764	35	4.58	95.42	22.86

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5229	134	2.56	97.44	44.03
Female	2569	61	2.37	97.63	49.18
Male	2660	73	2.74	97.26	39.73
American Indian or Alaska Native	--	--	--	--	--
Asian	300	4	1.33	98.67	--
Black or African American	332	7	2.11	97.89	--
Filipino	33	0	0.00	100.00	--
Hispanic or Latino	1586	26	1.64	98.36	23.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	445	11	2.47	97.53	27.27
White	2515	86	3.42		55.81
English Learners	403	13	3.23	96.77	15.38
Foster Youth	12	0	0.00	100.00	--
Homeless	52	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1317	27	2.05	97.95	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	764	35	4.58	95.42	8.57

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

FastBridge and Star Renaissance Student Groups	FastBridge and Star Renaissance Total Enrollment	FastBridge and Star Renaissance Number Tested	FastBridge and Star Renaissance Percent Tested	FastBridge and Star Renaissance Percent Not Tested	FastBridge and Star Renaissance Percent At or Above Grade Level
All Students	5503	4812	87%	13%	65%
Female	2685	2384	89%	11%	68%
Male	2810	2421	86%	14%	63%

American Indian or Alaska Native	9	5	56%	44%	44%
Asian	313	281	90%	10%	75%
Black or African American	350	283	81%	19%	43%
Filipino	29	26	90%	10%	72%
Hispanic or Latino	1672	1482	89%	11%	51%
Native Hawaiian or Pacific Islander	<11	<11	86%	14%	43%
Two or More Races	438	390	89%	11%	78%
White	2664	2318	87%	13%	74%
English Learners	364	311	85%	15%	26%
Foster Youth	<11	<11	83%	17%	83%
Homeless	<11		0%	100%	0%
Socioeconomically Disadvantaged	2001	1711	86%	14%	48%
Students with Disabilities	793	618	78%	22%	32%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

FastBridge and Star Renaissance Student Groups	FastBridge and Star Renaissance Total Enrollment	FastBridge and Star Renaissance Number Tested	FastBridge and Star Renaissance Percent Tested	FastBridge and Star Renaissance Percent Not Tested	FastBridge and Star Renaissance Percent At or Above Grade Level
All Students	5503	4529	82%	18%	51%
Female	2685	2232	83%	17%	51%
Male	2810	2289	19%	52%	1449
American Indian or Alaska Native	<11	<11	67%	33%	33%
Asian	313	259	83%	17%	69%
Black or African American	350	278	79%	21%	36%
Filipino	29	29	100%	0%	59%
Hispanic or Latino	1672	1409	84%	16%	39%
Native Hawaiian or Pacific Islander			<11	<11	
Two or More Races	25%	31%	364	438	69%
White	61%	17%	2160	2664	83%
English Learners	364	295	81%	19%	26%
Foster Youth	<11	<11	83%	17%	33%
Homeless	<11	<11	60%	40%	0%
Socioeconomically Disadvantaged	0%	29%	1718	2001	71%

Students Receiving Migrant Education Services	81%				
Students with Disabilities	36%	14%	548	793	86%

*At or above the grade-level standard in the context of the local assessment administered.