

# The School Plan for Student Achievement

**School:** Malibu High School  
**CDS Code:** 19-64980-1995737  
**District:** Santa Monica-Malibu Unified School District  
**Principal:** Michelle Nye  
**Revision Date:** November 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:

**Contact Person:** Michelle Nye  
**Position:** Principal  
**Phone Number:** 310-457-6801  
**Address:** 30215 Morning View Dr.  
Malibu, CA 90265-3616  
**E-mail Address:** mnye@smmusd.org

**The District Governing Board approved this revision of the SPSA on November 16, 2017.**

## Table of Contents

School Mission Statement .....	2
School Profile .....	3
SPSA Executive Summary with SLT Plan Narrative .....	3
Planned Improvements in Student Performance .....	5
School Goal #1 .....	5
Total Expenditures for Goal 1 .....	7
School Goal #2 .....	8
Total Expenditures for Goal 2 .....	9
School Goal #3 .....	10
Total Expenditures for Goal 3 .....	11
School Site Council Membership .....	13
Recommendations and Assurances .....	14
Summary of Expenditures in this Plan .....	15
Total Allocations and Expenditures by Funding Source .....	15
Total Expenditures by Object Type .....	16
Total Expenditures by Object Type and Funding Source .....	17
Total Expenditures by Goal .....	18
School and Student Performance Data .....	19
CAASPP Results (All Students) .....	19
CAASPP Results (American Indian) .....	23
CAASPP Results (Asian) .....	25
CAASPP Results (African American) .....	29
CAASPP Results (Filipino) .....	33
CAASPP Results (Hispanic) .....	37
CAASPP Results (Pacific Islander) .....	41
CAASPP Results (White) .....	45
CAASPP Results (Student Disability) .....	49
ELPAC Results .....	53

## School Mission Statement

### Malibu High School's Vision and Mission Statements

Mission Statement:

Malibu High School strives to be a collaborative community that respects individuals, sets high expectations, encourages critical thinking, and fosters a passion for learning and creative expression.

Malibu High School Expected Schoolwide Learning Results (ESLRs):

Maturity: Students will analyze critically all types of information and respond appropriately; synthesize ideas and communicate effectively both orally and in writing; utilize all technology responsibly; collaborate effectively within a diverse community.

Humanity: Students will show respect for themselves and for others; demonstrate environmental and civic responsibility; exhibit honesty and integrity; learn through service to the community; explore a variety of activities including athletics, arts, and clubs.

Scholarship: Students will create high quality work and achieve success in a rigorous academic setting; apply critical thinking skills; exercise leadership and teamwork when working toward a common goal; demand excellence from themselves.

## **School Profile**

Malibu High School is a sixth through twelfth grade school operating in the Santa Monica Malibu Unified School District. MHS is a small school with 434 students in grades 6-8 and 655 students in grades 9-12. Malibu continues to be ranked in the top 100 schools in California and operates a college preparation program with a graduation rate at or near 100% annually.

The current year saw another change in administration at MHS, with a new principal for the school and a new assistant principal for the high school grades programs. Additionally, the school has been focused on improvement efforts centered around collaboration within professional learning communities (PLCs) and targeted professional development to meet the needs of staff and students. To this end, the school adopted a block schedule with a support period in order to give students additional assistance in academics. To help coordinate the needs of the instructional program, the professional development lead helped to schedule staff development on Fridays throughout the school year, organized professional development with administration, and attended district provided professional development to help ensure alignment between the district initiatives and site programs. Malibu High School looks to leverage this work on professional development within PLCs and the student instructional program to continue to achieve success and close the achievement gap for our student subgroups.

In 2016, Malibu High School participated in a WASC mid-cycle visit, where the intent of the staff was to demonstrate that despite challenges with environmental concerns, staff turn-over, and academic transitions, MHS is moving forward on a path toward success. Malibu High School mid-year review was verified and will be a new cycle for the 2018-2019 school year.

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

State assessment data has continued to show that while MHS performs well overall in CAASPP, AP scores, and graduation rate, there is still a need to address the gap between ELA and math performance, as well as an achievement gap among our subgroups (Socio-economically disadvantaged and Hispanic/Latino).

In January 2017, Malibu High School administered the Challenge Success Survey to all high school students, grades 9-12 and in January of 2018, this survey was administered to all middle school students, grades 6-8. The survey was analyzed by a research team out of Stanford University headed by Denise Pope. We received their findings in March 2017 and March 2018. The results were reviewed via phone conference with members of the school site council, administration and the research team. The data showed many areas of strength for Malibu High. One area of concern that presented from the data was students' perception of the work that they were being asked to complete in and out of class. The researchers articulated it as students feel personally supported and appreciated, but not academically supported or appreciated.

The administration and teachers from the site council took this information back to the whole school to determine next steps. As a staff, we reviewed the data and the conversations and interpretations from the researchers were relayed. As a staff, MHS decided to focus on examining the work that is given to students.

The PD Team (SLT) took this information and created a plan that focused the student learning on increasing the depth of knowledge through higher order thinking skills. In addition, the team focused the PLC teams on cycles of inquiry to ensure implementation and accountability to the work. Finally, the PD Team itself is focus on fostering a collaborative culture to promote PLC work.

In 2018, the PD Team examine the new Challenge Success Data, CAASPP data, and teacher feedback to modify and refocus the the SLT School Improvement Plan. The decision was to continue work with higher order thinking skills and depth of knowledge through three focus areas: Data Driven Decisions, Academic Language and Targeted Differentiation.

These goals primarily focus on Goal 1 on the SMMUSD LCAP. MHS will focus on increasing academic language in order to address Goal 2 and adding on to the Challenge Success survey, MHS will be looking to increase student and parent input and student voice opportunities, addressing Goal 3.

#### SMART GOALS:

##### 1) Academic Improvement

By June 2019, all students will be able demonstrate knowledge on a DOK 3/4 tasks in all subjects with minimal teacher guidance as determined by receiving a level 3 or 4 on department/school generated rubric for DOK tasks 3/4 with attention to academic language. In addition, by June 2019, all students will increase their performance on higher order thinking skills as measured by CAASSP subsections of Writing and Research/Inquiry of the ELA section and Problem Solving & Modeling Data and Communicating Reasoning of the Math Section and guided by the PLC's cycle of inquiry with a focus on the examining student work.

##### 2) EL Students and Academic Language

By June 2019, all students will demonstrate academic fluency through increase in knowledge and use of academic language as measured by either the CPAK and/or as determined by receiving a level 3 or 4 on department/school generated rubric for DOK tasks 3/4.

##### 3) Student Connectedness and Parent/Community Involvement.

By June 2019, increase communication of the platforms and process of student connectedness, parent involvement and monitor use and response measure by fluency of communication and website metrics.

## 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: Academic Improvements</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>
CAASPP, AP test results, course grades, UC A-G rates [See attachments]
<b>How the school will measure progress toward this goal</b>
Analysis of CAASP, grades and AP data as a school, departments, and PLCs.  Teachers will collect student samples to monitor progress of integration of targeted skills across content areas. This data will be monitored in PLCs.  Setting of goals for the use of support and modified block schedule, along with analysis of progress toward reaching specified goals.

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Substitutes to allow teachers to observe other teachers through Learning Walks, plan curriculum and analyze data.	August 2018-May 2019	Administration, PD Team, teaching staff		0000: Unrestricted	District Funded	4000

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development Coordinator to help with on-going improvement initiatives, including PLC structure, monitoring program needs, and systemic school feedback to plan/support staff professional development	August 2017-May 2018	Administration, PD Team		1000-1999: Certificated Personnel Salaries	Stretch Grant (Ed Foundation)	3056
Creation, planning and implementation of the professional development plan.	August 2017-May 2018	PD team		1000-1999: Certificated Personnel Salaries	Site Formula Funds	3000
Continue after school tutoring with Math and English teachers.	August 2017-May 2018	Teaching staff		1000-1999: Certificated Personnel Salaries	Stretch Grant (Ed Foundation)	9000
Analysis of master schedule to support conservation of staffing ratios for instructional purposes and students' needs.	August 2017-May 2018	Administration and counseling staff				
Increase access to appropriate teacher and student technology to support instruction and learning goals. To include wireless access in all classes and moving to 1:1 student to device ratio in all English classes. Establish ongoing funding source and annual costs.	August 2017-May 2018	Site and district administration	Labs, teacher laptops/tablets, student laptops/tablets	0000: Unrestricted	Site Formula Funds	25000
Monitor and evaluate support time within a modified schedule to determine best practices and increase student supports.	August 2017-May 2018	Administration, PD Team, teaching staff.				
Conferences related to AP classes, PLTW, ERWC and common core/NGSS implementation.	August 2017-May 2018	Administration, teaching staff				
Continue to identify essential standards, develop formative assessments, and analyze student work	Annually	Administration and counselors.				
Continue Community Service Coordinator and review current goals	August 2017 - May 2018	Administration, counselors				

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
and student participation						
Increase instructional assistant (one period)	August 2017 - May 2018	Administration		2000-2999: Classified Personnel Salaries	Stretch Grant (Ed Foundation)	5484
Maintain a high school graduation rate equal to or greater than district LCAP defined goals.	Annually	Administration, Counselors				

**Total Expenditures for Goal 1**

Goal Number	Total Expenditures
Goal 1	49,540.00

## Planned Improvements in Student Performance

### School Goal #2

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

<b>SUBJECT: EL Curriculum and Academic Language</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>
Attendance data, discipline data, student surveys.
<b>How the school will measure progress toward this goal</b>

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continued trainings on academic language and EL Standards through the PLC Inquiry Cycle	August 2017 - May 2018	Administration, Teaching Staff				
Trainings for ELAC on Academic Language and EL Standards to support success in ELA, Math Science, and History, A-G requirements and college and career readiness.	August 2017 - May 2018	Administration,				
Monitor EL Students including students who have been reclassified FEP in academics and attendance	August 2017 - May 2018	Administration, counselors				
Parents of Middle Schoolers and Coffee with Counselors meetings	Monthly	Administration and counselors		0000: Unrestricted	Site Formula Funds	1000



**Total Expenditures for Goal 2**

Goal Number	Total Expenditures
Goal 2	1,000.00

## Planned Improvements in Student Performance

### School Goal #3

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

<b>SUBJECT: Parent/Community Involvement</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>
District parent engagement survey. [see attachments] Website usage statistics.
<b>How the school will measure progress toward this goal</b>
Monitoring of feedback on district parent engagement survey. Monthly monitoring of website usage statistics. Monitoring of delivery of MHS Blackboard communication/outreach messages. Digital feedback from online resources from MHS. Monitor attendance reports on a monthly basis. Monitor student discipline reports on a monthly basis. Analyze student survey data from student representatives, Challenge/Success and CA Healthy Kids. Monitor student participation in clubs, programs, activities and athletics. Monitor students progress in service learning requirements.

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Administer student surveys (anti-bullying, CA Healthy Kids, Challenge/Success) and analyze data	August 2017 - May 2018	Administration, PD team, counselors, teaching staff		0000: Unrestricted	Site Formula Funds	3500

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
from these surveys and the district parent engagement survey.						
Continue Parents of Middle Schoolers and Coffee with Counselors meetings	August 2017 - May 2018	Administration, counselors				
Review and evaluate homework policy to set principles/standards around homework.	August 2017 - May 2018	Administration, counselors, teaching staff				
Continue Monday Memo, Shark Week, calendars, website, and Blackboard communications informing parents of school events and analyze the usage of Blackboard and website.	August 2017 - May 2018	Administration	Personnel to upkeep	5800: Professional/Consulting Services And Operating Expenditures	Site Formula Funds	5000
			Blackboard contract year 1	0000: Unrestricted	Site Formula Funds	13555
Continue with attendance incentives, parent emails on the importance of attendance, and parent conference for nearing threshold of chronic absenteeism.	August 2017 - May 2018	Administration, counselors		0000: Unrestricted	Site Formula Funds	1500
Continue Wellness Center and Substance abuse counseling for students and families	August 2017 - May 2018	Administration, counselors		0000: Unrestricted	Stretch Grant (Ed Foundation)	3500
				0000: Unrestricted	Parent-Teacher Association (PTA)	2500
Promote Student Voice and ASB as a way to increase student input. Communicate through meetings between these groups and administration to hear student concerns and disseminate information through Shark Week.	August 2017 - May 2018	Administration, teaching staff				
LA Sheriff's STAR program	August 2017 - May 2018	Administration, counselors		0000: Unrestricted	Stretch Grant (Ed Foundation)	10000

**Total Expenditures for Goal 3**

Goal Number	Total Expenditures
-------------	--------------------

Goal 3	39,555.00
--------	-----------

## 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
Michelle Nye	X				
Anna Deshautelle					
Kim Auer		X			
Juliacheri Hoos		X			
Seth Jacobsen				X	
Mindy Petersen				X	
Nancy Levy				X	
Kellye McKinna				X	
Beth Soloway			X		
Cindy Smith		X			
Ingred Peterson			X		
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>1</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

X 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 10/19/2017.

Attested:

Michelle Nye

Typed Name of School Principal



Signature of School Principal

10/19/2017

Date

Seth Jacobsen

Typed Name of SSC Chairperson



Signature of SSC Chairperson

10/19/2017

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	1,735.22	1,735.22
Title II (Teacher Improvement)		
Site Formula Funds		
Stretch Grant (Ed Foundation)		
Parent-Teacher Association (PTA)		

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	4,000.00
Parent-Teacher Association (PTA)	2,500.00
Site Formula Funds	52,555.00
Stretch Grant (Ed Foundation)	31,040.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	64,555.00
1000-1999: Certificated Personnel Salaries	15,056.00
2000-2999: Classified Personnel Salaries	5,484.00
5800: Professional/Consulting Services And Operating	5,000.00



## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0000: Unrestricted	District Funded	4,000.00
0000: Unrestricted	Parent-Teacher Association (PTA)	2,500.00
0000: Unrestricted	Site Formula Funds	44,555.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	3,000.00
5800: Professional/Consulting Services And	Site Formula Funds	5,000.00
0000: Unrestricted	Stretch Grant (Ed Foundation)	13,500.00
1000-1999: Certificated Personnel Salaries	Stretch Grant (Ed Foundation)	12,056.00
2000-2999: Classified Personnel Salaries	Stretch Grant (Ed Foundation)	5,484.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	49,540.00
Goal 2	1,000.00
Goal 3	39,555.00

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	123	102	107	120	101	97	120	101	97	97.6	99	90.7
Grade 7	161	117	105	158	106	99	158	106	99	98.1	90.6	94.3
Grade 8	150	159	116	143	152	104	143	152	104	95.3	95.6	89.7
Grade 11	164	151	149	156	144	140	156	144	140	95.1	95.4	94
All Grades	598	529	477	577	503	440	577	503	440	96.5	95.1	92.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2570.9	2589.5	2586.4	23	38.61	39.18	52	33.66	39.18	18	25.74	12.37	8	1.98	9.28
Grade 7	2604.9	2594.6	2596.9	32	22.64	31.31	44	51.89	42.42	15	19.81	16.16	8	5.66	10.10
Grade 8	2616.3	2641.1	2631.7	25	46.05	35.58	50	34.21	44.23	22	15.79	16.35	3	3.95	3.85
Grade 11	2668.8	2663.3	2662.5	47	50.00	49.29	37	29.17	30.00	14	11.11	12.14	2	9.72	8.57
All Grades	N/A	N/A	N/A	33	40.76	39.77	45	36.38	38.18	17	17.30	14.09	5	5.57	7.95

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	27	36.63	42.27	57	53.47	46.39	17	9.90	11.34
Grade 7	43	38.68	41.41	44	46.23	42.42	13	15.09	16.16
Grade 8	41	56.58	50.00	47	34.87	42.31	13	8.55	7.69
Grade 11	49	54.86	57.14	46	35.42	32.86	5	9.72	10.00
All Grades	41	48.31	48.64	48	41.15	40.23	12	10.54	11.14

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	33	44.55	44.33	58	50.50	46.39	8	4.95	9.28
Grade 7	56	39.62	45.45	36	56.60	44.44	8	3.77	10.10
Grade 8	46	62.50	43.27	49	30.92	45.19	5	6.58	11.54
Grade 11	56	57.64	57.14	39	29.17	33.57	4	13.19	9.29
All Grades	49	52.68	48.41	45	39.76	41.59	6	7.55	10.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	26	32.67	36.08	68	61.39	56.70	6	5.94	7.22
Grade 7	24	21.70	25.25	72	69.81	63.64	4	8.49	11.11
Grade 8	27	34.21	35.58	70	61.84	60.58	3	3.95	3.85
Grade 11	33	42.36	40.00	63	50.69	52.86	4	6.94	7.14
All Grades	27	33.60	34.77	68	60.24	57.95	4	6.16	7.27

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 6	48	56.44	55.67	48	40.59	37.11	3	2.97	7.22
Grade 7	37	42.45	45.45	53	48.11	45.45	10	9.43	9.09
Grade 8	35	55.26	59.62	57	38.16	34.62	8	6.58	5.77
Grade 11	55	59.03	57.86	40	31.94	35.00	4	9.03	7.14
All Grades	44	53.88	55.00	49	38.97	37.73	7	7.16	7.27

Conclusions based on this data:

1.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	123	102	107	120	101	98	120	101	98	97.6	99	91.6
Grade 7	161	117	105	158	106	100	158	106	100	98.1	90.6	95.2
Grade 8	150	159	116	141	151	102	141	151	102	94	95	87.9
Grade 11	164	151	149	156	144	138	154	144	138	95.1	95.4	92.6
All Grades	598	529	477	575	502	438	573	502	438	96.2	94.9	91.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2554.4	2573.5	2579.8	21	39.60	41.84	33	19.80	25.51	34	25.74	21.43	12	14.85	11.22
Grade 7	2603.5	2580.5	2594.8	46	25.47	36.00	21	33.02	26.00	23	32.08	23.00	10	9.43	15.00
Grade 8	2606.3	2627.1	2593.6	35	48.34	34.31	26	18.54	19.61	23	19.21	28.43	16	13.91	17.65
Grade 11	2639.7	2621.5	2616.9	29	25.69	18.12	27	25.69	31.88	24	18.75	21.01	20	29.86	28.99
All Grades	N/A	N/A	N/A	33	35.26	31.28	26	23.90	26.26	26	23.11	23.29	15	17.73	19.18

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	36	48.51	46.94	44	31.68	36.73	20	19.80	16.33
Grade 7	53	42.45	47.00	29	36.79	31.00	18	20.75	22.00
Grade 8	43	52.98	40.20	34	26.49	34.31	23	20.53	25.49
Grade 11	45	38.19	36.96	28	27.78	28.99	27	34.03	34.06
All Grades	45	45.62	42.24	33	30.08	32.42	22	24.30	25.34

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	21	38.61	40.82	64	44.55	42.86	15	16.83	16.33
Grade 7	45	28.30	41.00	45	57.55	44.00	10	14.15	15.00
Grade 8	36	50.33	36.27	51	33.77	50.98	13	15.89	12.75
Grade 11	32	26.39	18.12	51	45.83	55.80	18	27.78	26.09
All Grades	34	36.45	32.65	52	44.42	49.09	14	19.12	18.26

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	16	40.59	41.84	67	43.56	38.78	18	15.84	19.39
Grade 7	44	28.30	39.00	44	59.43	50.00	11	12.26	11.00
Grade 8	37	50.33	40.20	50	36.42	39.22	13	13.25	20.59
Grade 11	33	29.86	23.91	54	54.17	53.62	13	15.97	22.46
All Grades	34	37.85	35.16	53	47.81	46.12	14	14.34	18.72

**Conclusions based on this data:**

1. Overall our students are doing well schoolwide.
2. Significant gap (>10%) exists between ELA and math.
3. Although not shown on this data, CAASPP data online shows a significant gap between socio-economically disadvantaged students, Hispanic/Latino students, and their same aged peers (>15%).

## 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 11	3			3			3			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 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 11	*			*			*			*			*		
All Grades	N/A	N/A	N/A	*			*			*			*		

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

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

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

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

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CAASPP Results (American Indian)

#### Mathematics

Overall Participation for American Indian or Alaska Native												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	3			3			3			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 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 11	*			*			*			*			*		
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	17-18

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

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

Conclusions based on this data:

1.



## School and Student Performance Data

### CAASPP Results (Asian)

#### English Language Arts/Literacy

Overall Participation for Asian												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	4	*	*	4	*	*	4	*	*	100		
Grade 7	2	*	*	2	*	*	2	*	*	100		
Grade 8	5	*	*	4	*	*	4	*	*	80		
Grade 11	3	*	*	3	*	*	3	*	*	100		
All Grades	14	*	12	13	*	11	13	*	11	92.9		91.7

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

Overall Achievement for Asian															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	31	*	45.45	54	*	45.45	15	*	9.09	0	*	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 6	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*
All Grades	38	*	36.36	46	*	63.64	15	*		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 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	69	*	72.73	31	*	18.18	0	*	9.09

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	31	*	18.18	69	*	81.82	0	*	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 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	54	*	72.73	38	*	27.27	8	*	0.00

Conclusions based on this data:

1.

## School and Student Performance Data

### CAASPP Results (Asian)

#### Mathematics

Overall Participation for Asian												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	4	*	*	4	*	*	4	*	*	100		
Grade 7	2	*	*	2	*	*	2	*	*	100		
Grade 8	5	*	*	4	*	*	4	*	*	80		
Grade 11	3	*	*	3	*	*	3	*	*	100		
All Grades	14	*	12	13	*	11	13	*	11	92.9		91.7

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

Overall Achievement for Asian															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	46	*	27.27	31	*	45.45	23	*	27.27	0	*	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 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	62	*	63.64	31	*	27.27	8	*	9.09

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	38	*	36.36	54	*	63.64	8	*	0.00

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	46	*	45.45	46	*	54.55	8	*	0.00

Conclusions based on this data:

1.

## School and Student Performance Data

### CAASPP Results (African American)

#### English Language Arts/Literacy

Overall Participation for Black or African American												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	1	*	*	1	*	*	1	*	*	100		
Grade 7			*			*			*			
Grade 8		*			*			*				
Grade 11	5	*	*	5	*	*	5	*	*	100		
All Grades	6	*	*	6	*	*	6	*	*	100		

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

Overall Achievement for Black or African American															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7			*			*			*			*			*
Grade 8		*			*			*			*			*	
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7			*			*			*
Grade 8		*			*			*	
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7			*			*			*
Grade 8		*			*			*	
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7			*			*			*
Grade 8		*			*			*	
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7			*			*			*
Grade 8		*			*			*	
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1.

## School and Student Performance Data

### CAASPP Results (African American)

#### Mathematics

Overall Participation for Black or African American												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	1	*	*	1	*	*	1	*	*	100		
Grade 7			*			*			*			
Grade 8		*			*			*				
Grade 11	5	*	*	5	*	*	5	*	*	100		
All Grades	6	*	*	6	*	*	6	*	*	100		

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

Overall Achievement for Black or African American															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7			*			*			*			*			*
Grade 8		*			*			*			*			*	
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7			*			*			*
Grade 8		*			*			*	
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7			*			*			*
Grade 8		*			*			*	
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7			*			*			*
Grade 8		*			*			*	
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1.



## School and Student Performance Data

### CAASPP Results (Filipino)

#### English Language Arts/Literacy

Overall Participation for Filipino												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6			*			*			*			
Grade 7	1			1			1			100		
Grade 8		*			*			*				
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 Filipino															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6			*			*			*			*			*
Grade 7	*			*			*			*			*		
Grade 8		*			*			*			*			*	
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6			*			*			*
Grade 7	*			*			*		
Grade 8		*			*			*	
All Grades	*	*	*	*	*	*	*	*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6			*			*			*
Grade 7	*			*			*		
Grade 8		*			*			*	
All Grades	*	*	*	*	*	*	*	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6			*			*			*
Grade 7	*			*			*		
Grade 8		*			*			*	
All Grades	*	*	*	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6			*			*			*
Grade 7	*			*			*		
Grade 8		*			*			*	
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1.

## School and Student Performance Data

### CAASPP Results (Filipino)

#### Mathematics

Overall Participation for Filipino												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6			*			*			*			
Grade 7	1			1			1			100		
Grade 8		*			*			*				
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 Filipino															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6			*			*			*			*			*
Grade 7	*			*			*			*			*		
Grade 8		*			*			*			*			*	
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6			*			*			*
Grade 7	*			*			*		
Grade 8		*			*			*	
All Grades	*	*	*	*	*	*	*	*	*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6			*			*			*
Grade 7	*			*			*		
Grade 8		*			*			*	
All Grades	*	*	*	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6			*			*			*
Grade 7	*			*			*		
Grade 8		*			*			*	
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1.

## School and Student Performance Data

### CAASPP Results (Hispanic)

#### English Language Arts/Literacy

Overall Participation for Hispanic or Latino												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	12	14	18	12	14	16	12	14	16	100	100	88.9
Grade 7	21	12	14	21	12	14	21	12	14	100	100	100
Grade 8	16	20	13	16	19	11	16	19	11	100	95	84.6
Grade 11	16	18	21	16	18	20	16	18	20	100	100	95.2
All Grades	65	64	66	65	63	61	65	63	61	100	98.4	92.4

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

Overall Achievement for Hispanic or Latino															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2505.0	2547.9	2542.3	0	21.43	12.50	42	21.43	43.75	25	42.86	25.00	33	14.29	18.75
Grade 7	2562.5	2546.0	2567.8	10	8.33	21.43	48	41.67	35.71	24	33.33	28.57	19	16.67	14.29
Grade 8	2602.4	2611.6	2579.8	25	31.58	9.09	38	36.84	45.45	31	26.32	36.36	6	5.26	9.09
Grade 11	2644.8	2621.1	2621.6	31	27.78	35.00	44	38.89	15.00	19	27.78	35.00	6	5.56	15.00
All Grades	N/A	N/A	N/A	17	23.81	21.31	43	34.92	32.79	25	31.75	31.15	15	9.52	14.75

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	0	21.43	12.50	42	50.00	68.75	58	28.57	18.75
Grade 7	19	16.67	28.57	62	58.33	42.86	19	25.00	28.57
Grade 8	25	42.11	9.09	50	47.37	72.73	25	10.53	18.18
Grade 11	44	38.89	40.00	44	55.56	40.00	13	5.56	20.00
All Grades	23	31.75	24.59	51	52.38	54.10	26	15.87	21.31

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	17	28.57	31.25	58	42.86	50.00	25	28.57	18.75
Grade 7	38	16.67	35.71	48	75.00	42.86	14	8.33	21.43
Grade 8	44	47.37	27.27	50	42.11	36.36	6	10.53	36.36
Grade 11	38	38.89	45.00	56	55.56	45.00	6	5.56	10.00
All Grades	35	34.92	36.07	52	52.38	44.26	12	12.70	19.67

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	25	35.71	12.50	58	35.71	68.75	17	28.57	18.75
Grade 7	10	16.67	14.29	81	58.33	57.14	10	25.00	28.57
Grade 8	31	15.79	27.27	69	78.95	72.73	0	5.26	0.00
Grade 11	25	16.67	20.00	69	61.11	70.00	6	22.22	10.00
All Grades	22	20.63	18.03	71	60.32	67.21	8	19.05	14.75

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	25	42.86	31.25	67	42.86	50.00	8	14.29	18.75
Grade 7	14	33.33	35.71	67	50.00	57.14	19	16.67	7.14
Grade 8	44	42.11	27.27	44	42.11	54.55	13	15.79	18.18
Grade 11	56	55.56	40.00	44	33.33	50.00	0	11.11	10.00
All Grades	34	44.44	34.43	55	41.27	52.46	11	14.29	13.11

Conclusions based on this data:

1.

## School and Student Performance Data

### CAASPP Results (Hispanic)

#### Mathematics

Overall Participation for Hispanic or Latino												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	12	14	18	12	14	17	12	14	17	100	100	94.4
Grade 7	21	12	14	21	12	14	21	12	14	100	100	100
Grade 8	16	20	13	16	19	11	16	19	11	100	95	84.6
Grade 11	16	18	21	16	18	19	16	18	19	100	100	90.5
All Grades	65	64	66	65	63	61	65	63	61	100	98.4	92.4

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

Overall Achievement for Hispanic or Latino															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2510.9	2535.2	2510.3	8	21.43	17.65	8	14.29	17.65	50	35.71	35.29	33	28.57	29.41
Grade 7	2550.5	2520.9	2552.0	19	0.00	21.43	24	25.00	14.29	33	50.00	42.86	24	25.00	21.43
Grade 8	2585.1	2571.9	2560.6	25	26.32	18.18	25	15.79	18.18	38	36.84	45.45	13	21.05	18.18
Grade 11	2613.4	2594.3	2569.9	19	11.11	10.53	31	27.78	21.05	19	22.22	15.79	31	38.89	52.63
All Grades	N/A	N/A	N/A	18	15.87	16.39	23	20.63	18.03	34	34.92	32.79	25	28.57	32.79

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	17	21.43	17.65	42	28.57	35.29	42	50.00	47.06
Grade 7	29	8.33	35.71	38	50.00	35.71	33	41.67	28.57
Grade 8	31	36.84	27.27	50	26.32	54.55	19	36.84	18.18
Grade 11	31	33.33	31.58	31	16.67	15.79	38	50.00	52.63
All Grades	28	26.98	27.87	40	28.57	32.79	32	44.44	39.34

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	0	28.57	17.65	83	42.86	52.94	17	28.57	29.41
Grade 7	24	8.33	21.43	52	58.33	50.00	24	33.33	28.57
Grade 8	19	21.05	18.18	50	63.16	72.73	31	15.79	9.09
Grade 11	38	5.56	10.53	31	61.11	42.11	31	33.33	47.37
All Grades	22	15.87	16.39	52	57.14	52.46	26	26.98	31.15

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	17	28.57	23.53	25	42.86	23.53	58	28.57	52.94
Grade 7	19	8.33	21.43	52	66.67	64.29	29	25.00	14.29
Grade 8	25	42.11	27.27	63	36.84	54.55	13	21.05	18.18
Grade 11	25	22.22	15.79	63	72.22	47.37	13	5.56	36.84
All Grades	22	26.98	21.31	52	53.97	45.90	26	19.05	32.79

Conclusions based on this data:

1.



## School and Student Performance Data

### CAASPP Results (Pacific Islander)

#### English Language Arts/Literacy

Overall Participation for Native Hawaiian or Pacific Islander												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7			*			*			*			
Grade 8	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 7			*			*			*			*			*
Grade 8	*			*			*			*			*		
Grade 11			*			*			*			*			*
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 7			*			*			*
Grade 8	*			*			*		
All Grades	*		*	*		*	*		*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7			*			*			*
Grade 8	*			*			*		
All Grades	*		*	*		*	*		*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7			*			*			*
Grade 8	*			*			*		
All Grades	*		*	*		*	*		*

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
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 7			*			*			*
Grade 8	*			*			*		
All Grades	*		*	*		*	*		*

**Conclusions based on this data:**

1.

## School and Student Performance Data

### CAASPP Results (Pacific Islander)

#### Mathematics

Overall Participation for Native Hawaiian or Pacific Islander												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7			*			*			*			
Grade 8	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 7			*			*			*			*			*
Grade 8	*			*			*			*			*		
Grade 11			*			*			*			*			*
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 7			*			*			*
Grade 8	*			*			*		
All Grades	*		*	*		*	*		*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7			*			*			*
Grade 8	*			*			*		
All Grades	*		*	*		*	*		*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7			*			*			*
Grade 8	*			*			*		
All Grades	*		*	*		*	*		*

Conclusions based on this data:

1.

## School and Student Performance Data

### CAASPP Results (White)

#### English Language Arts/Literacy

Overall Participation for White												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	95	77	77	93	76	70	93	76	70	97.9	98.7	90.9
Grade 7	124	94	78	122	83	73	122	83	73	98.4	88.3	93.6
Grade 8	117	123	92	111	117	82	111	117	82	94.9	95.1	89.1
Grade 11	130	125	113	122	119	107	122	119	107	93.8	95.2	94.7
All Grades	466	419	360	448	395	332	448	395	332	96.1	94.3	92.2

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

Overall Achievement for White															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2577.6	2595.7	2592.8	25	40.79	44.29	53	34.21	37.14	18	25.00	10.00	4	0.00	8.57
Grade 7	2613.3	2600.5	2600.4	38	25.30	31.51	43	51.81	45.21	11	19.28	13.70	7	3.61	9.59
Grade 8	2615.7	2647.7	2637.6	25	49.57	39.02	50	33.33	43.90	22	12.82	13.41	4	4.27	3.66
Grade 11	2673.8	2670.5	2666.4	51	53.78	49.53	35	27.73	33.64	13	8.40	8.41	1	10.08	8.41
All Grades	N/A	N/A	N/A	35	44.05	41.87	45	35.70	39.46	16	15.19	11.14	4	5.06	7.53

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	30	38.16	51.43	58	53.95	37.14	12	7.89	11.43
Grade 7	48	42.17	43.84	39	43.37	41.10	13	14.46	15.07
Grade 8	41	58.12	54.88	47	33.33	40.24	12	8.55	4.88
Grade 11	52	57.98	59.81	44	31.93	30.84	4	10.08	9.35
All Grades	44	50.89	53.31	46	38.99	36.75	10	10.13	9.94

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	30	47.37	45.71	63	52.63	47.14	6	0.00	7.14
Grade 7	61	42.17	46.58	32	54.22	43.84	7	3.61	9.59
Grade 8	44	65.81	43.90	50	28.21	46.34	5	5.98	9.76
Grade 11	58	60.50	56.07	38	25.21	34.58	4	14.29	9.35
All Grades	50	55.70	48.80	45	37.47	42.17	6	6.84	9.04

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	26	31.58	41.43	70	65.79	52.86	4	2.63	5.71
Grade 7	27	21.69	28.77	70	72.29	63.01	3	6.02	8.22
Grade 8	23	38.46	36.59	73	57.26	58.54	5	4.27	4.88
Grade 11	34	47.06	42.06	61	48.74	50.47	4	4.20	7.48
All Grades	28	36.20	37.65	68	59.49	55.72	4	4.30	6.63

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	51	57.89	58.57	47	40.79	35.71	2	1.32	5.71
Grade 7	42	45.78	46.58	49	45.78	43.84	9	8.43	9.59
Grade 8	35	59.83	60.98	56	34.19	34.15	9	5.98	4.88
Grade 11	55	58.82	59.81	40	32.77	32.71	5	8.40	7.48
All Grades	46	56.20	56.93	48	37.47	36.14	6	6.33	6.93

Conclusions based on this data:

1.

## School and Student Performance Data

### CAASPP Results (White)

#### Mathematics

Overall Participation for White												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	95	77	77	93	76	70	93	76	70	97.9	98.7	90.9
Grade 7	124	94	78	122	83	73	122	83	73	98.4	88.3	93.6
Grade 8	117	123	92	109	117	81	109	117	81	93.2	95.1	88
Grade 11	130	125	113	122	119	106	120	119	106	93.8	95.2	93.8
All Grades	466	419	360	446	395	330	444	395	330	95.7	94.3	91.7

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

Overall Achievement for White															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2557.8	2574.8	2590.5	23	42.11	44.29	37	19.74	28.57	31	23.68	18.57	10	14.47	8.57
Grade 7	2613.1	2588.6	2597.5	50	28.92	38.36	20	34.94	26.03	21	28.92	19.18	8	7.23	16.44
Grade 8	2602.3	2634.1	2598.2	34	52.14	37.04	26	17.95	19.75	21	15.38	24.69	19	14.53	18.52
Grade 11	2645.9	2626.8	2618.5	30	28.57	18.87	27	24.37	31.13	26	19.33	22.64	18	27.73	27.36
All Grades	N/A	N/A	N/A	35	38.23	33.03	27	23.80	26.67	25	21.01	21.52	14	16.96	18.79

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	39	52.63	50.00	44	30.26	38.57	17	17.11	11.43
Grade 7	58	48.19	50.68	26	33.73	26.03	16	18.07	23.29
Grade 8	41	56.41	43.21	33	23.08	30.86	26	20.51	25.93
Grade 11	46	38.66	34.91	28	30.25	31.13	26	31.09	33.96
All Grades	47	48.61	43.64	32	28.86	31.52	21	22.53	24.85

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	24	39.47	45.71	61	43.42	41.43	15	17.11	12.86
Grade 7	49	30.12	43.84	42	59.04	41.10	9	10.84	15.07
Grade 8	36	55.56	39.51	53	26.50	48.15	11	17.95	12.35
Grade 11	33	29.41	17.92	53	43.70	56.60	14	26.89	25.47
All Grades	36	39.24	34.85	52	41.77	47.88	12	18.99	17.27

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	15	42.11	44.29	71	42.11	41.43	14	15.79	14.29
Grade 7	48	32.53	41.10	43	57.83	47.95	8	9.64	10.96
Grade 8	39	51.28	40.74	46	35.04	38.27	16	13.68	20.99
Grade 11	34	30.25	23.58	53	52.10	55.66	13	17.65	20.75
All Grades	35	39.24	36.06	52	46.33	46.67	12	14.43	17.27

Conclusions based on this data:

1.



## School and Student Performance Data

### CAASPP Results (Student Disability)

#### English Language Arts/Literacy

Overall Participation for Students with Disability												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	6	*	*	6	*	*	6	*	*	100		
Grade 7	15	*	*	15	*	*	15	*	*	100		
Grade 8	7	14	*	7	12	*	7	12	*	100	85.7	
Grade 11	10	*	18	10	*	15	10	*	15	100		83.3
All Grades	38	33	44	38	30	33	38	30	33	100	90.9	75

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

Overall Achievement for Students with Disability															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	2506.5	*	*	20	*	*	0	*	*	33	*	*	47	*	*
Grade 8	*	2532.8	*	*	16.67	*	*	16.67	*	*	41.67	*	*	25.00	*
Grade 11	*	*	2527.8	*	*	0.00	*	*	20.00	*	*	46.67	*	*	33.33
All Grades	N/A	N/A	N/A	13	6.67	3.03	16	26.67	24.24	39	40.00	36.36	32	26.67	36.36

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 6	*	*	*	*	*	*	*	*	*	*
Grade 7	13	*	*	27	*	*	60	*	*	*
Grade 8	*	16.67	*	*	50.00	*	*	33.33	*	*
Grade 11	*	*	13.33	*	*	53.33	*	*	33.33	*
All Grades	11	13.33	15.15	45	46.67	48.48	45	40.00	36.36	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	13	*	*	53	*	*	33	*	*
Grade 8	*	25.00	*	*	33.33	*	*	41.67	*
Grade 11	*	*	6.67	*	*	46.67	*	*	46.67
All Grades	11	10.00	9.09	61	53.33	33.33	29	36.67	57.58

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	13	*	*	53	*	*	33	*	*
Grade 8	*	8.33	*	*	75.00	*	*	16.67	*
Grade 11	*	*	6.67	*	*	73.33	*	*	20.00
All Grades	8	10.00	3.03	68	70.00	66.67	24	20.00	30.30

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	7	*	*	47	*	*	47	*	*
Grade 8	*	25.00	*	*	41.67	*	*	33.33	*
Grade 11	*	*	6.67	*	*	66.67	*	*	26.67
All Grades	8	16.67	9.09	63	63.33	60.61	29	20.00	30.30

Conclusions based on this data:

1.

## School and Student Performance Data

### CAASPP Results (Student Disability)

#### Mathematics

Overall Participation for Students with Disability												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	6	*	*	6	*	*	6	*	*	100		
Grade 7	15	*	*	15	*	*	15	*	*	100		
Grade 8	7	14	*	7	11	*	7	11	*	100	78.6	
Grade 11	10	*	18	10	*	14	9	*	14	100		77.8
All Grades	38	33	44	38	29	32	37	29	32	100	87.9	72.7

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

Overall Achievement for Students with Disability															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	2485.7	*	*	20	*	*	7	*	*	13	*	*	60	*	*
Grade 8	*	2476.5	*	*	18.18	*	*	0.00	*	*	18.18	*	*	63.64	*
Grade 11	*	*	2504.5	*	*	0.00	*	*	7.14	*	*	28.57	*	*	64.29
All Grades	N/A	N/A	N/A	8	6.90	6.25	14	0.00	9.38	14	27.59	34.38	65	65.52	50.00

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 6	*	*	*	*	*	*	*	*	*
Grade 7	20	*	*	13	*	*	67	*	*
Grade 8	*	18.18	*	*	9.09	*	*	72.73	*
Grade 11	*	*	7.14	*	*	21.43	*	*	71.43
All Grades	14	6.90	9.38	19	20.69	31.25	68	72.41	59.38

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	13	*	*	33	*	*	53	*	*
Grade 8	*	18.18	*	*	9.09	*	*	72.73	*
Grade 11	*	*	7.14	*	*	35.71	*	*	57.14
All Grades	11	6.90	9.38	51	24.14	43.75	38	68.97	46.88

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	20	*	*	27	*	*	53	*	*
Grade 8	*	18.18	*	*	18.18	*	*	63.64	*
Grade 11	*	*	0.00	*	*	57.14	*	*	42.86
All Grades	8	6.90	6.25	35	34.48	50.00	57	58.62	43.75

Conclusions based on this data:

1.

## School and Student Performance Data

### ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 6	*	*	*	*
Grade 7	*	*	*	*
Grade 8	*	*	*	*
Grade 9	*	*	*	*
Grade 10	*	*	*	*
Grade 11	*	*	*	*
All Grades				21

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*	*	*			*
Grade 7	*	*	*	*			*	*	*
Grade 8	*	*							*
Grade 9			*	*					*
Grade 10	*	*							*
Grade 11	*	*	*	*					*
All Grades	13	61.90	*	*	*	*	*	*	21

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*					*
Grade 7	*	*	*	*					*
Grade 8	*	*							*
Grade 9			*	*					*
Grade 10	*	*							*
Grade 11	*	*	*	*					*
All Grades	15	71.43	*	*					21

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*	*	*			*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*					*
Grade 9			*	*					*
Grade 10	*	*							*
Grade 11			*	*					*
All Grades	*	*	*	*	*	*	*	*	21

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*			*
Grade 7	*	*	*	*			*
Grade 8	*	*					*
Grade 9			*	*			*
Grade 10	*	*					*
Grade 11	*	*	*	*			*
All Grades	12	57.14	*	*			21

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*			*
Grade 7	*	*	*	*			*
Grade 8	*	*					*
Grade 9	*	*					*
Grade 10	*	*					*
Grade 11	*	*					*
All Grades	18	85.71	*	*			21

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*
Grade 8	*	*	*	*			*
Grade 9			*	*			*
Grade 10	*	*					*
Grade 11			*	*			*
All Grades	*	*	13	61.90	*	*	21

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*			*
Grade 7	*	*	*	*	*	*	*
Grade 8	*	*	*	*			*
Grade 9	*	*					*
Grade 10	*	*					*
Grade 11	*	*	*	*			*
All Grades	*	*	12	57.14	*	*	21

Conclusions based on this data:

1.

# School Climate Report Card (High School)—2017-2018

District: Santa Monica-Malibu Unified

Date Prepared: 4 Jun 2018

School: Malibu High

Response Rate: 81% (2014), 71% (2015), 82% (2016), 83% (2017), 77% (2018)

## School Climate Index (SCI)

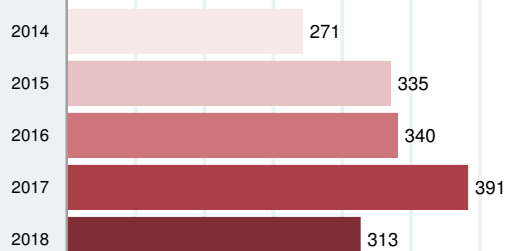
	2014	2015	2016	2017	2018	Change
SCI Score <sup>A</sup>	271	335	340	391	313	+42
SCI State Percentile <sup>B</sup>	27	76	80	95	61	+34
SCI Similar Schools Percentile <sup>B</sup>	13	61	65	92	41	+28

### High School

### School Climate Index Scores (2014 to 2018)

Based on responses from students to the California Healthy Kids Survey

#### SCHOOL CLIMATE INDEX (SCI)

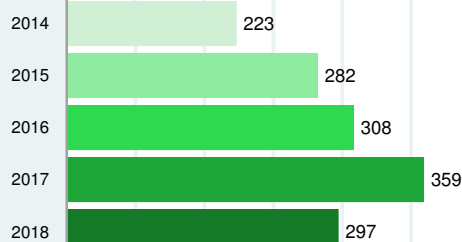


#### SCHOOL CLIMATE SUBSCALE RESULTS

#### OVERALL SUPPORTS AND ENGAGEMENT



#### OVERALL LOW VIOLENCE & SUBSTANCE USE



Score

<sup>A</sup>Scores range from approximately 100 to 500, with **high scores representing more positive school climates**; higher supports and engagement; and lower levels of violence and substance use at school.

<sup>B</sup>A school's *State Percentile* compares that school to other high schools in the state. A school's *Similar Schools Percentile* compares that school to other high schools in the state with similar demographic characteristics.



# School Climate Report Card (High School)—2017-2018

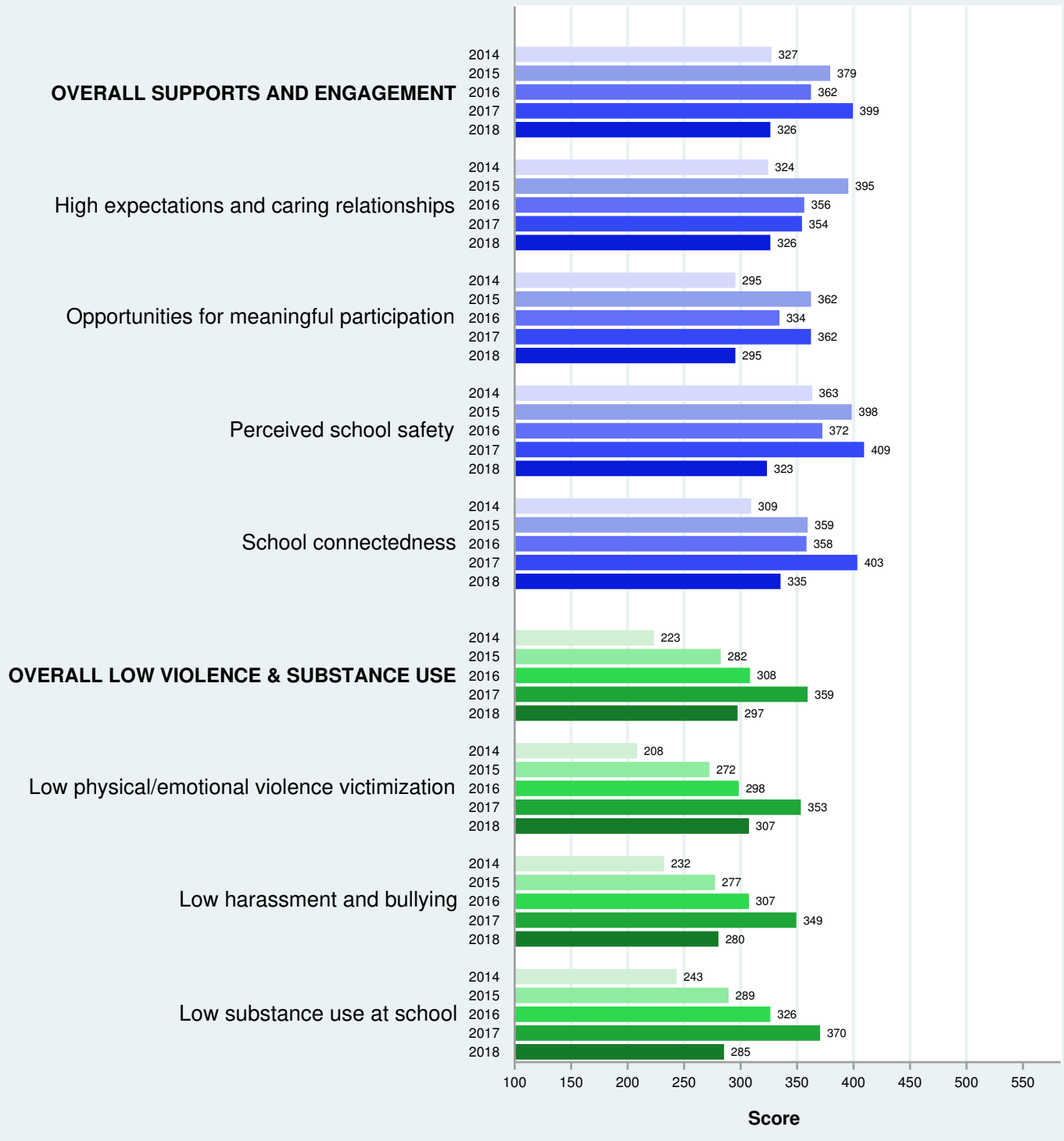
District: Santa Monica-Malibu Unified  
School: Malibu High

Date Prepared: 4 Jun 2018

## High School

### School Climate Subscale Results (2014 to 2018)

*Based on responses from students to the California Healthy Kids Survey*



# School Climate Report Card (High School)—2017-2018

District: Santa Monica-Malibu Unified  
School: Malibu High

Date Prepared: 4 Jun 2018

## School Climate Index Subscale Results

	SCI Scores					
	2014	2015	2016	2017	2018	Change
<b>Overall Supports and Engagement</b>	<b>327</b>	<b>379</b>	<b>362</b>	<b>399</b>	<b>326</b>	<b>-1</b>
High expectations and caring relationships	324	395	356	354	326	+2
Opportunities for meaningful participation	295	362	334	362	295	0
Perceived school safety	363	398	372	409	323	-40
School connectedness	309	359	358	403	335	+26
<b>Overall Low Violence and Substance Use</b>	<b>223</b>	<b>282</b>	<b>308</b>	<b>359</b>	<b>297</b>	<b>+74</b>
Low physical/emotional violence victimization	208	272	298	353	307	+99
Low harassment and bullying	232	277	307	349	280	+48
Low substance use at school	243	289	326	370	285	+42

## Other Indicators

### Selected Student-Reported Indicators (California Healthy Kids Survey)

	2014	2015	2016	2017	2018	Change
	(%)	(%)	(%)	(%)	(%)	
Try hard on school work	79	80	84	90	86	+7
Truant more than a few times	13	9	10	10	7	-6
Feel a part of the school	55	63	67	67	60	+5
Safety at school	80	86	80	84	65	-15
Harassed or bullied at school	25	26	23	22	28	+3
Parents feel welcome to participate at this school	~	~	56	54	46	-10
School is usually clean and tidy	~	~	37	44	28	-9
Experienced chronic sadness/hopelessness	24	29	28	24	36	+12

### Selected Staff-Reported Indicators (California School Staff Survey)

	2014	2015	2016	2017	2018	Change
	(%)	(%)	(%)	(%)	(%)	
Students are motivated to learn	~	~	~	~	—	—
Truancy is moderate/severe problem	—	—	—	—	—	—
School is a supportive/inviting place for students to learn	~	~	~	~	—	—
School is a supportive/inviting place for staff to work	~	~	~	~	—	—
School is a safe place for students	~	~	~	~	—	—
Harassment/bullying is moderate/severe problem	—	—	—	—	—	—
School is welcoming to/facilitates parental involvement	~	~	~	~	—	—
School has clean and well-maintained facilities	~	~	~	~	—	—

Notes: ID—Insufficient data.

~—Data were not collected.

A hyphen (—) is shown if no data are available.

CDS code: 19649801995737

## What is the School Climate Index (SCI)?

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

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

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

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

Further information about the methodology used to construct the SCI can be obtained in [Construction of California's School Climate Index \(surveydata.wested.org/resources/SCI\\_Methodology\\_071712b.pdf\)](https://surveydata.wested.org/resources/SCI_Methodology_071712b.pdf) or by contacting Tom Hanson at 562-799-5170 or [thanson@WestEd.org](mailto:thanson@WestEd.org).

## State Percentile

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

## Similar Schools Percentile

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

## Explanation of Other Indicators

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

### Selected Student-Reported School Climate Measures (CHKS)

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

### Selected Staff-Reported School Climate Measures (CSSS)

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

# Student Engagement Survey: MALIBU HIGH SCHOOL

## Results

School Year 2017 - 2018



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT



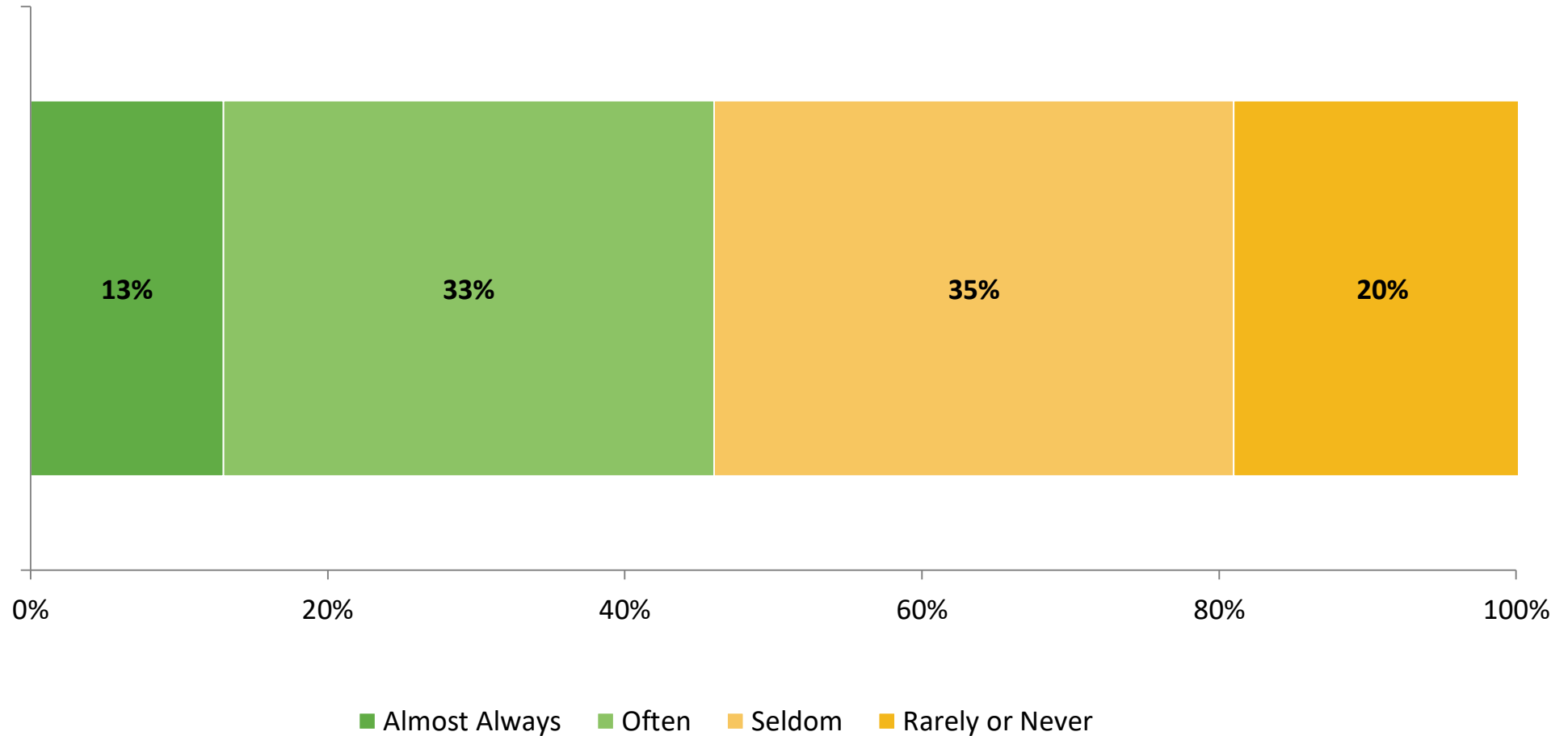
# Participation

---

Responding Group	Number of Invitations Delivered (NMax)	Number of Responses (N)	Response Rate	Total Responses
Students	619	134	22%	134

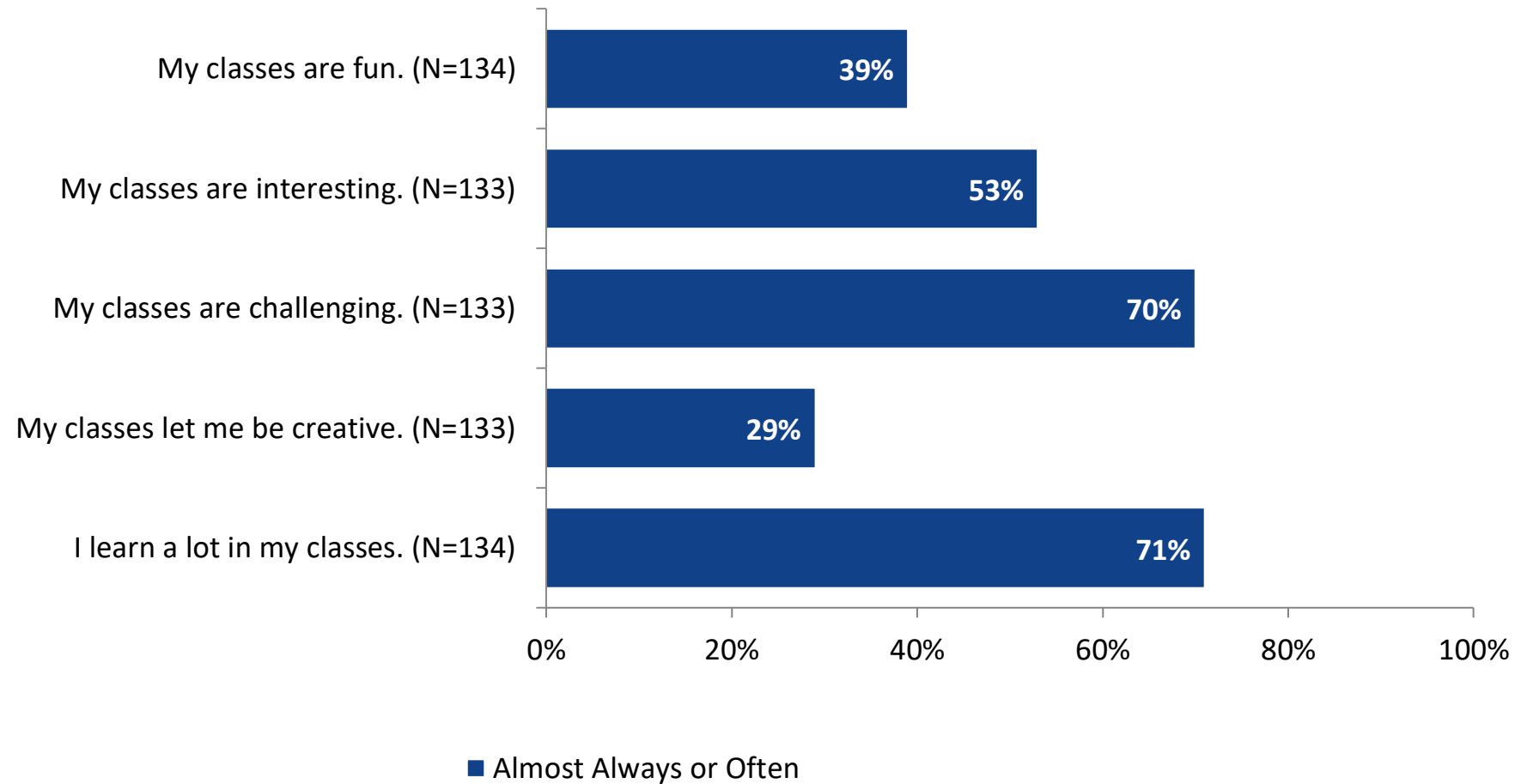
# Feelings About School

Generally, I like school. (N=133)



# Class Experience

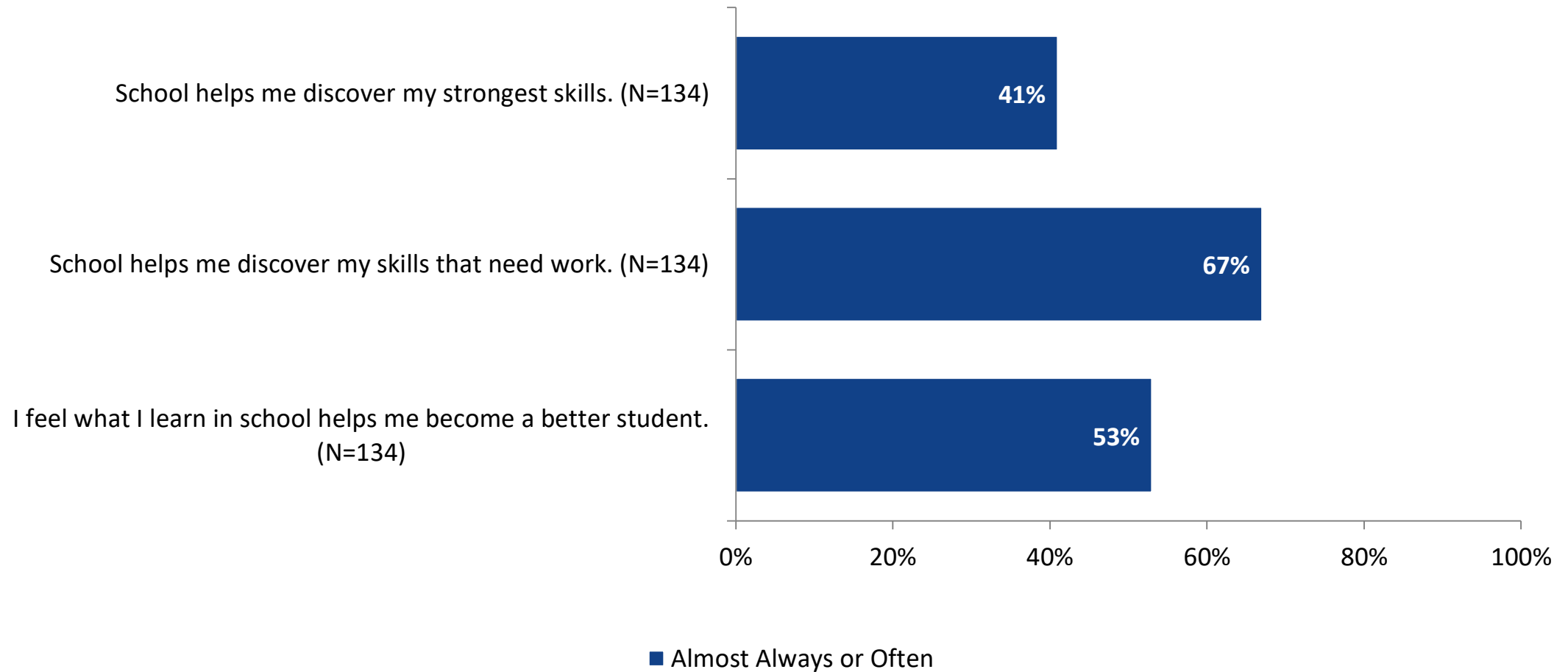
---





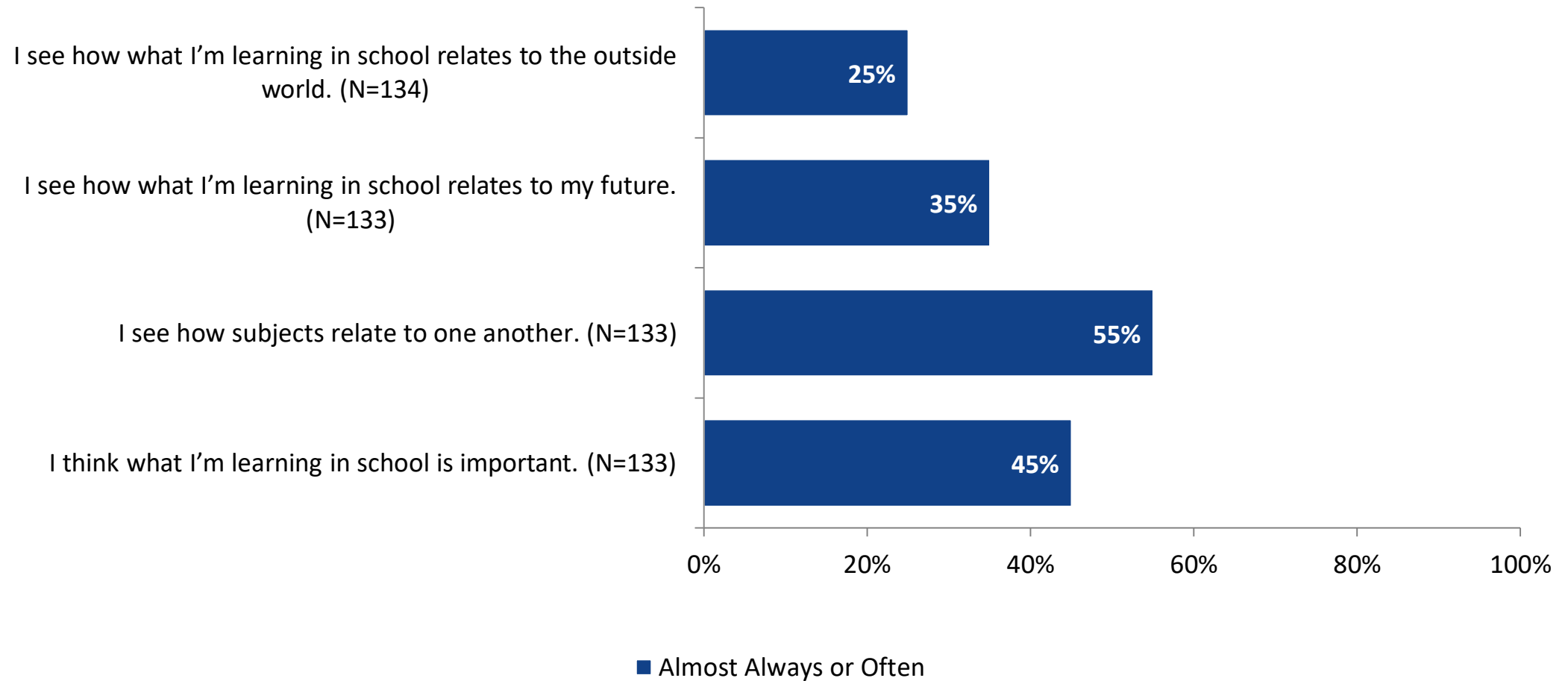
# Student Experience

---



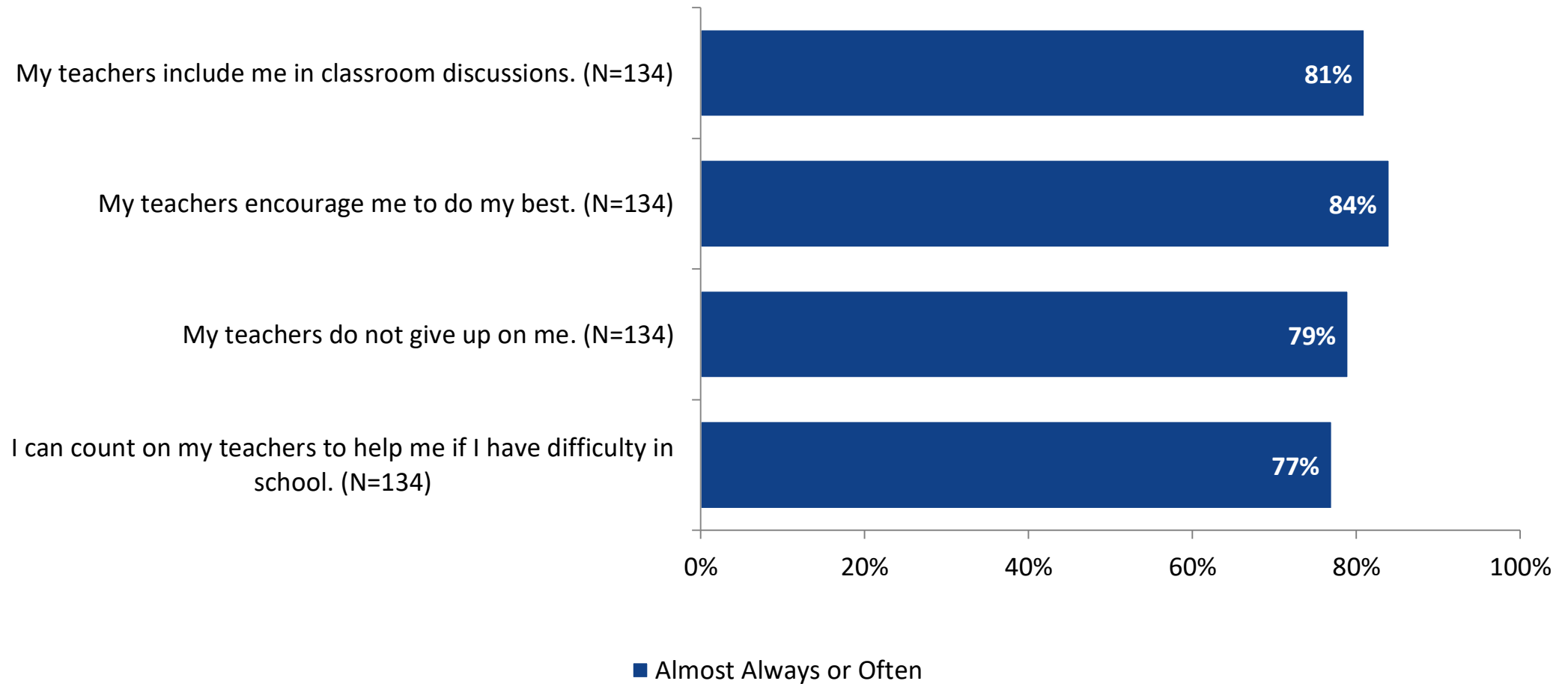
# Relevance

---

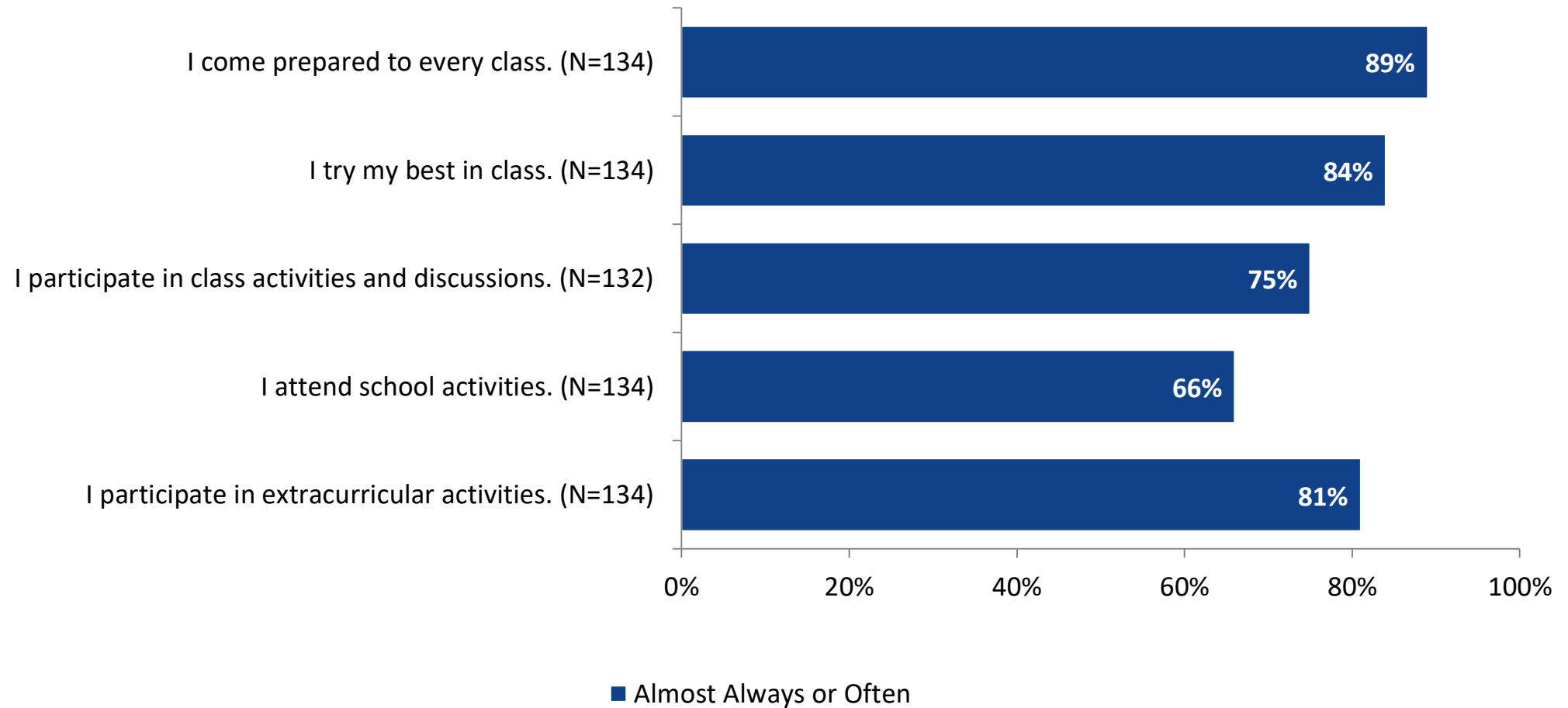


# Academic Support

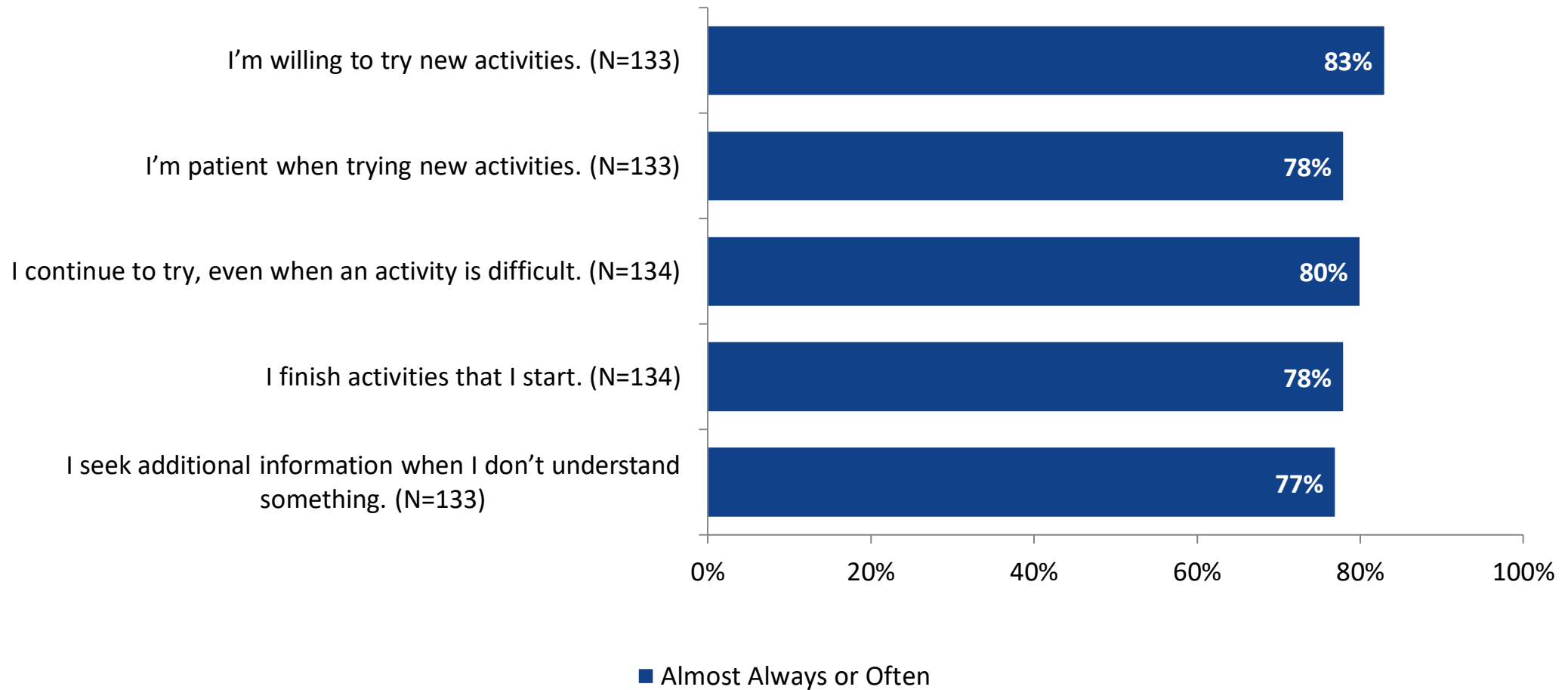
---



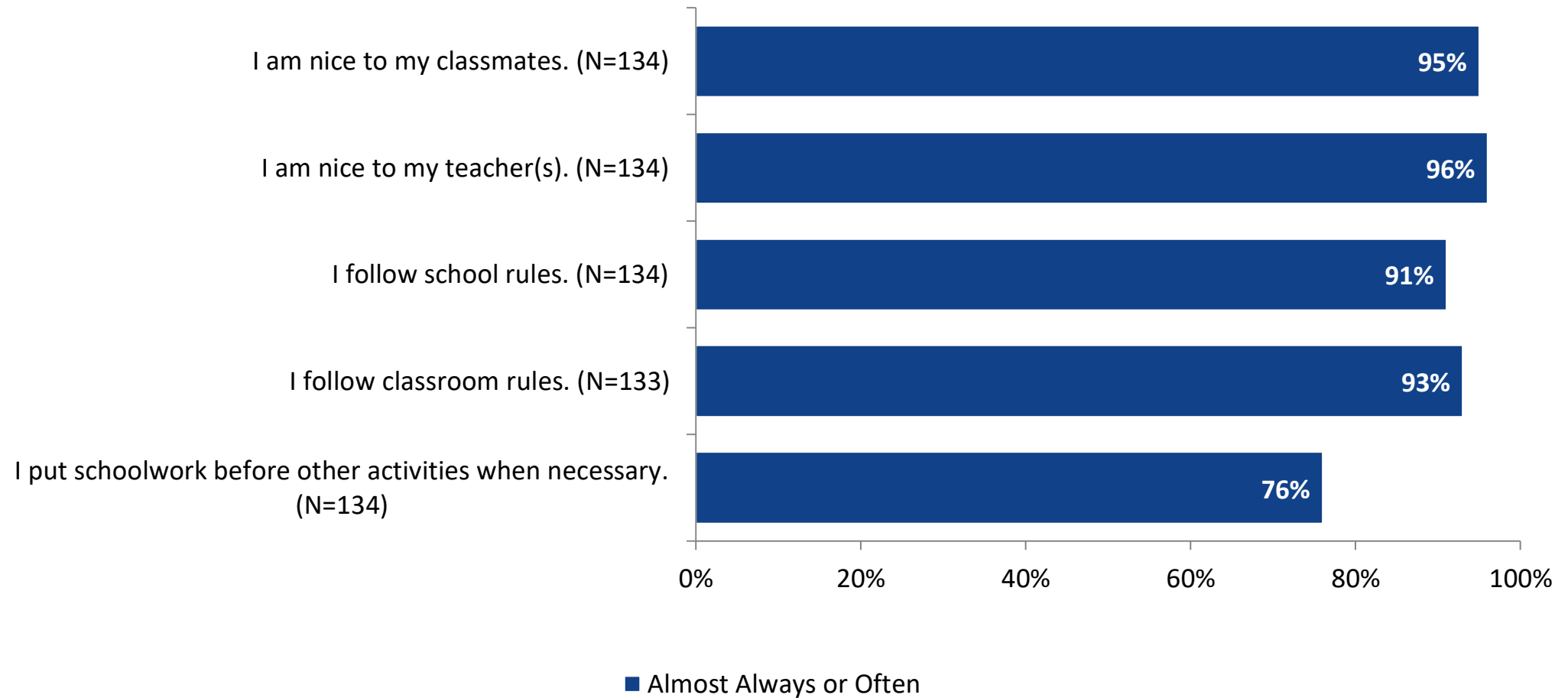
# Involvement



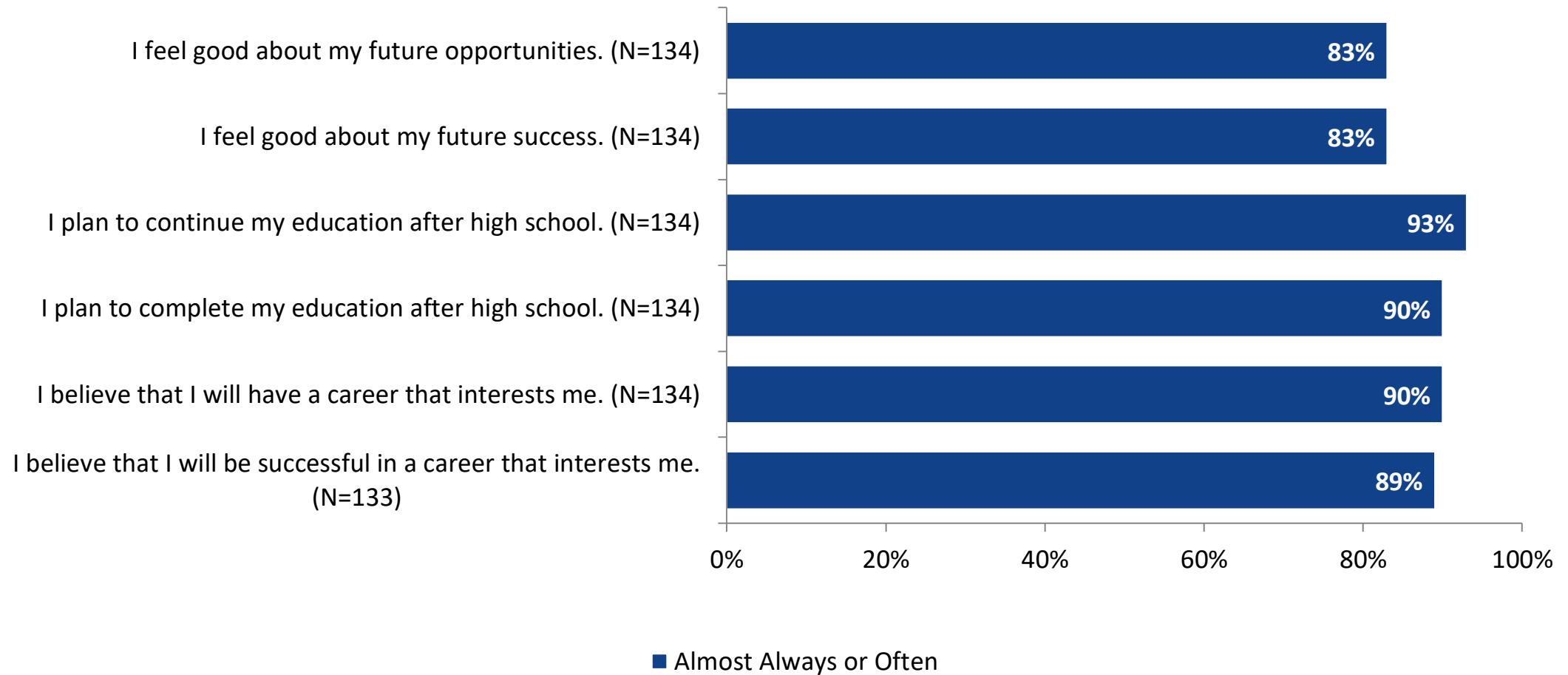
# Persistence



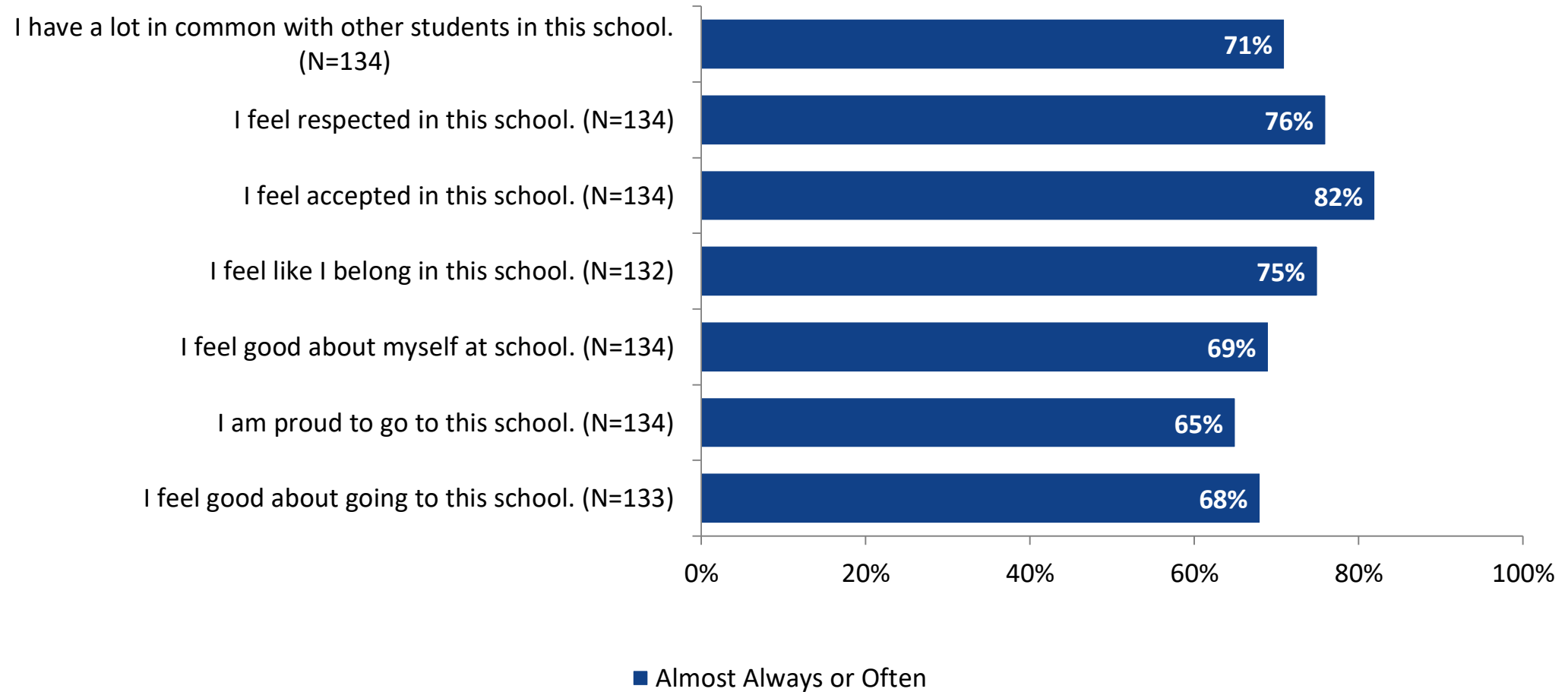
# Self-Management



# Future Aspirations

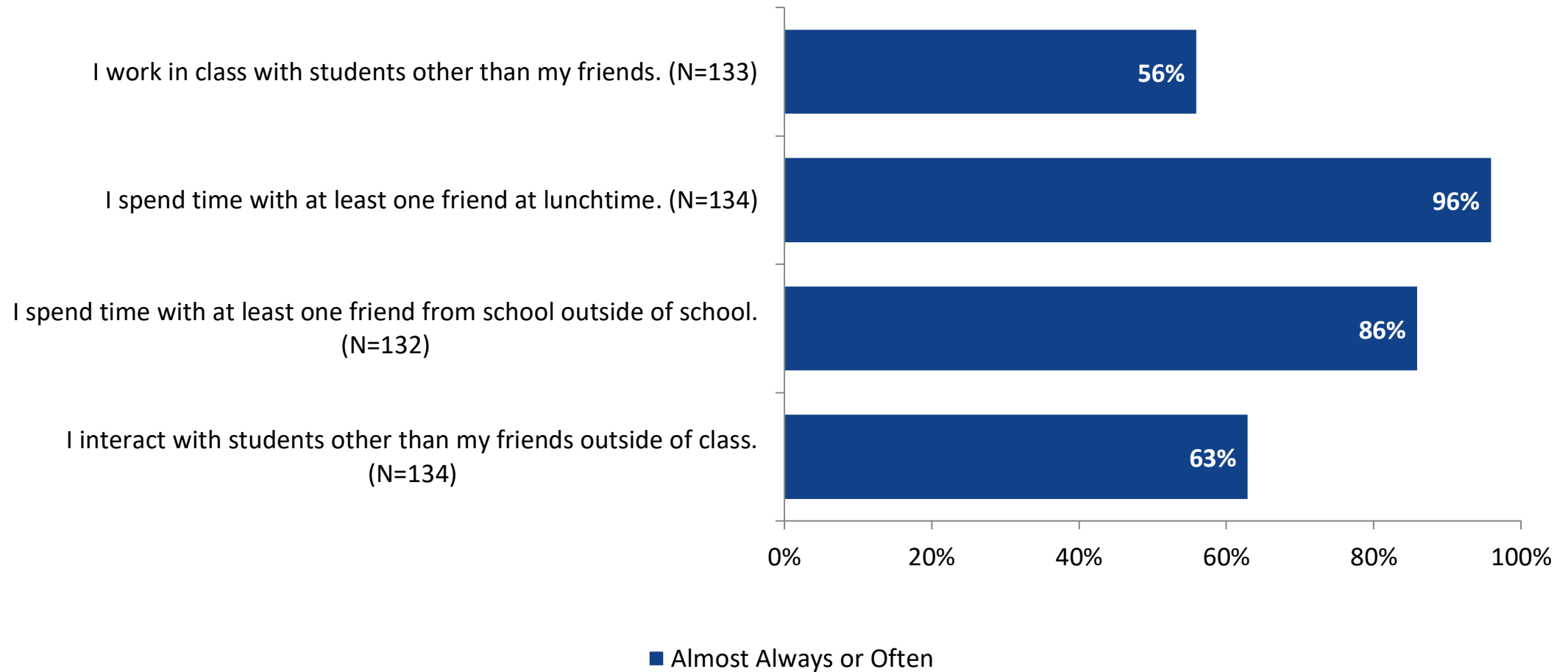


# Acceptance



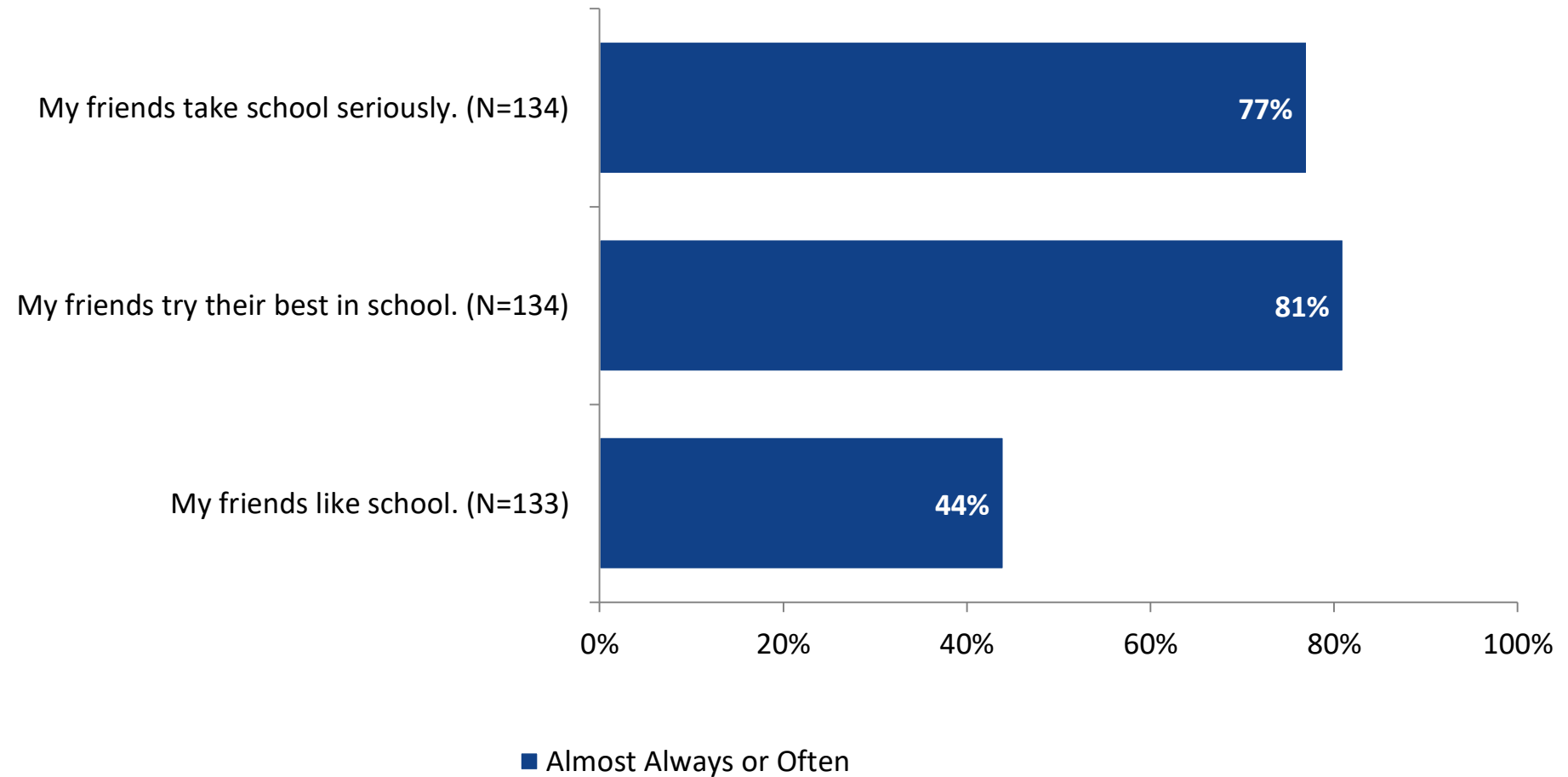


# Relationship Management



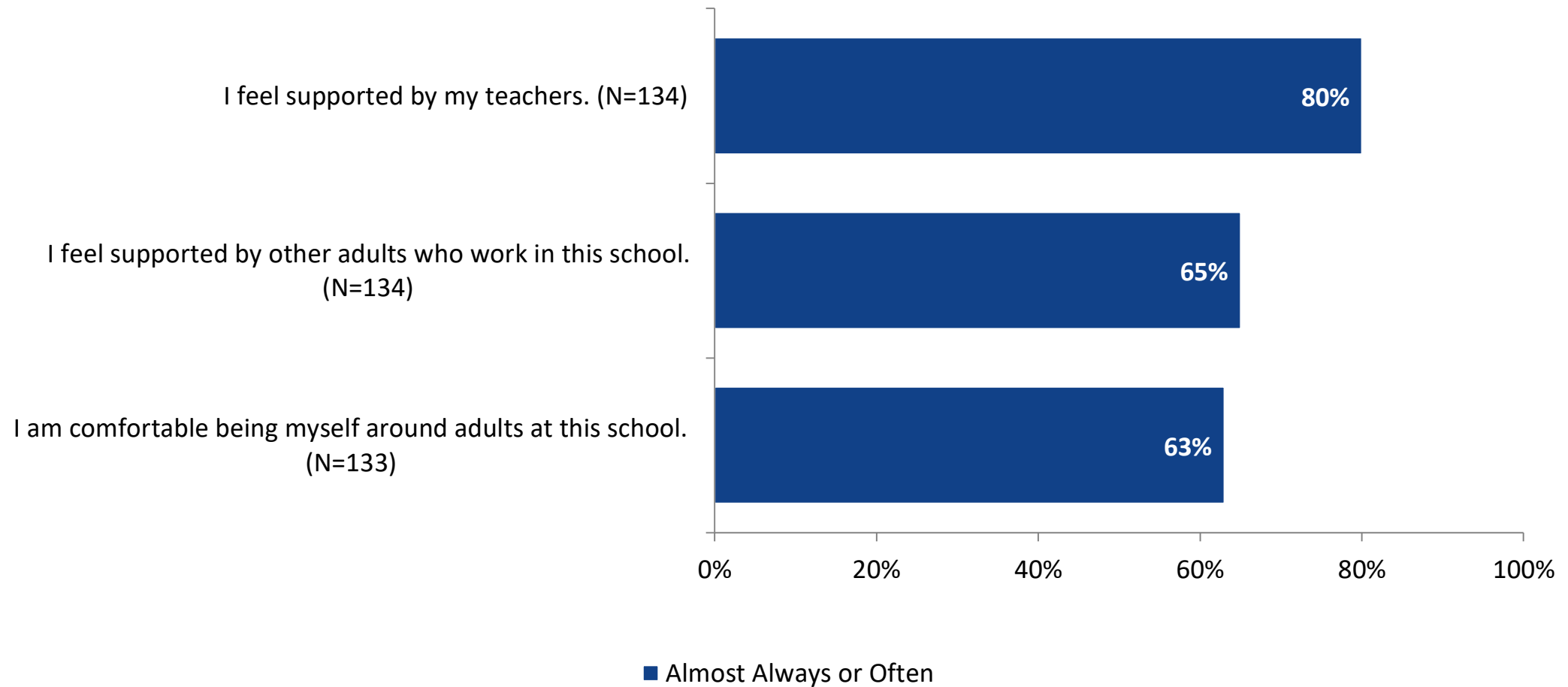
# Relationship with Peers

---



## Relationship with Adults

---



# Highest Ranking Indicators

---

Survey Item	Percentage Almost Always or Often (%)	School Climate Topic
I am nice to my teacher(s).	96%	Self-Management
I spend time with at least one friend at lunchtime.	96%	Relationship Management
I am nice to my classmates.	95%	Self-Management
I follow classroom rules.	93%	Self-Management
I plan to continue my education after high school.	93%	Future Aspirations

# Lowest Ranking Indicators

---

Survey Item	Percentage Rarely or Never or Seldom (%)	School Climate Topic
I see how what I'm learning in school relates to the outside world.	75%	Relevance
My classes let me be creative.	71%	Class Experience
I see how what I'm learning in school relates to my future.	65%	Relevance
My classes are fun.	61%	Class Experience
School helps me discover my strongest skills.	59%	Student Experience



Follow us on Twitter: @k12insight  
[www.k12insight.com](http://www.k12insight.com)

# Chronic Absenteeism Analysis Report

## 2017-18

**Santa Monica-Malibu Unified  
School District**

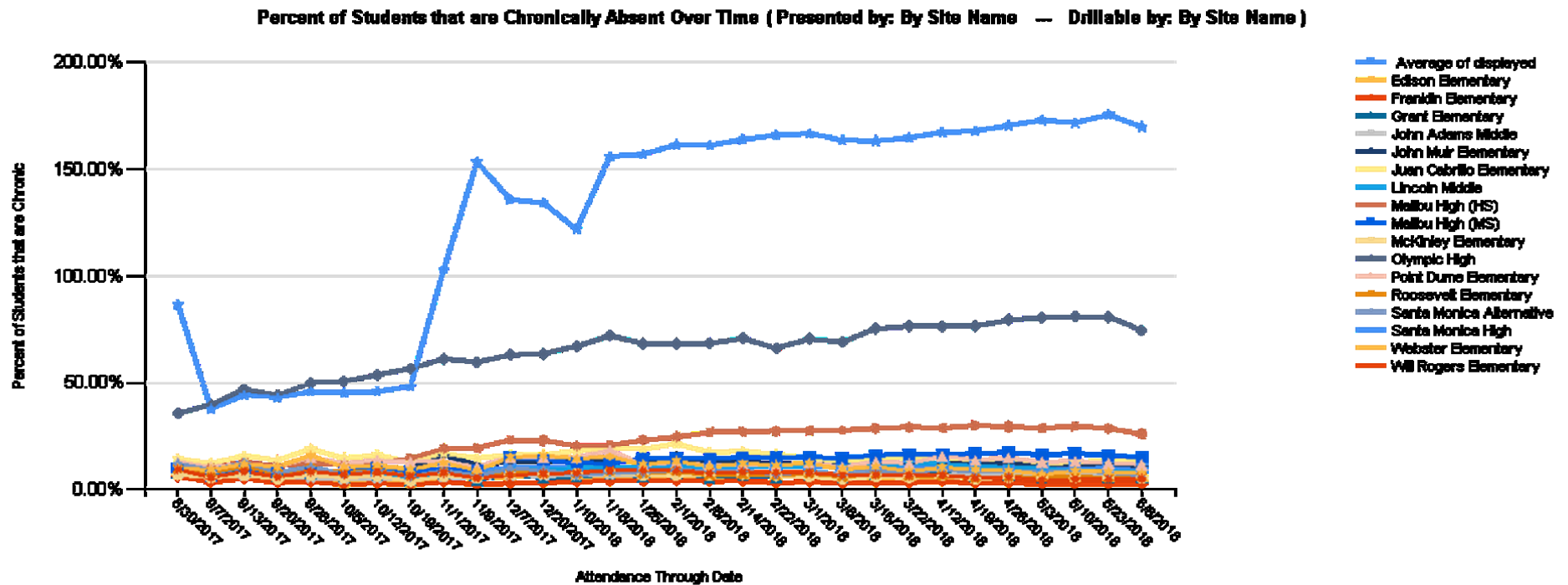
Report Date: 10/5/2018

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

Severe Chronic: A student who misses 20% or more of student instructional days

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

### District Level



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



ELPAC Summative 17-18

Overall Performance Level

School and Grade	Level 1	Level 2	Level 3	Level 4	Grand Total
<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

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

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

# Budget By Expenditures

## Malibu High School

### Funding Source: District Funded

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	0000: Unrestricted	\$4,000.00	Academic Improvements	Substitutes to allow teachers to observe other teachers through Learning Walks, plan curriculum and analyze data.

---

District Funded Total Expenditures: \$4,000.00

District Funded Allocation Balance: \$0.00

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

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	0000: Unrestricted	\$2,500.00	Parent/Community Involvement	Continue Wellness Center and Substance abuse counseling for students and families

---

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

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

### Funding Source: Site Formula Funds

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Labs, teacher laptops/tablets, student laptops/tablets	0000: Unrestricted	\$25,000.00	Academic Improvements	Increase access to appropriate teacher and student technology to support instruction and learning goals. To include wireless access in all classes and moving to 1:1 student to device ratio in all English classes. Establish ongoing funding source and annual costs.



## Malibu High School

	1000-1999: Certificated Personnel Salaries	\$3,000.00	Academic Improvements	Creation, planning and implementation of the professional development plan.
	0000: Unrestricted	\$1,000.00	EL Curriculum and Academic Language	Parents of Middle Schoolers and Coffee with Counselors meetings
	0000: Unrestricted	\$3,500.00	Parent/Community Involvement	Administer student surveys (anti-bullying, CA Healthy Kids, Challenge/Success) and analyze data from these surveys and the district parent engagement survey.
Personnel to upkeep	5800: Professional/Consulting Services And Operating Expenditures	\$5,000.00	Parent/Community Involvement	Continue Monday Memo, Shark Week, calendars, website, and Blackboard communications informing parents of school events and analyze the usage of Blackboard and website.
Blackboard contract year 1	0000: Unrestricted	\$13,555.00	Parent/Community Involvement	Continue Monday Memo, Shark Week, calendars, website, and Blackboard communications informing parents of school events and analyze the usage of Blackboard and website.
	0000: Unrestricted	\$1,500.00	Parent/Community Involvement	Continue with attendance incentives, parent emails on the importance of attendance, and parent conference for nearing threshold of chronic absenteeism.

Site Formula Funds Total Expenditures: \$52,555.00

Site Formula Funds Allocation Balance: \$0.00

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

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	0000: Unrestricted	\$3,500.00	Parent/Community Involvement	Continue Wellness Center and Substance abuse counseling for students and families
	1000-1999: Certificated Personnel Salaries	\$9,000.00	Academic Improvements	Continue after school tutoring with Math and English teachers.
	1000-1999: Certificated Personnel Salaries	\$3,056.00	Academic Improvements	Professional Development Coordinator to help with on-going improvement initiatives, including PLC structure, monitoring program needs, and systemic school feedback to plan/support staff professional development
	2000-2999: Classified Personnel Salaries	\$5,484.00	Academic Improvements	Increase instructional assistant (one period)

## Malibu High School

0000: Unrestricted	\$10,000.00	Parent/Community Involvement	LA Sheriff's STAR program
--------------------	-------------	------------------------------	---------------------------

---

Stretch Grant (Ed Foundation) Total Expenditures:	\$31,040.00
---------------------------------------------------	-------------

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

Malibu High School Total Expenditures:	\$90,095.00
----------------------------------------	-------------