The School Plan for Student Achievement

School: Santa Monica High School

CDS Code: 19-64980-1938000

District: Santa Monica-Malibu Unified School District

Principal: Dr. Antonio Shelton

Revision Date: January 2019

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

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

Contact Person: Dr. Antonio Shelton

Position: Principal

Phone Number: 310-395-3204

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Santa Monica, CA 90405-1224

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

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School Mission Statement

Santa Monica High School's Vision and Mission Statements
School Mission Statement:

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

School Vision Statement

Santa Monica High will offer every student experiences to grow creatively, ethically and academically. Prepare academically productive students who:
- Read, write, speak and listen effectively
- Think critically and independently
- Identify and use available resources, including technology, to manage, research and synthesize knowledge
- Develop the habits of mind necessary to meet the challenges of the 21st century

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

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

School Profile

Santa Monica High School Profile 2018-2019
601 Pico Boulevard Santa Monica, CA 90405
Telephone: 310.395.3204
FAX: 310.395.5842

School Community and Description
Santa Monica High School (Samohi), founded in 1891, is located on a 26-acre-spreading campus in the City of Santa Monica. The school enjoys the strong support of a 4,000-member Alumni Association as well as the citizens of Santa Monica and Malibu. Samohi is divided into Small Learning Communities, five in total, known as Houses. Each House is comprised of approximately 600 students, one administrator, and two advisors. The student body of 2,800+ represents a diverse cultural and socio-economic community which consists of the following ethnic backgrounds: 7% Asian (from various Asian countries), 9% African American; 36% Latino (from various regions of the Americas), 38% Caucasian (of European and Middle Eastern ethnicity), 7% two or more races, and 3% Other. Some students are of multi-generational American descent; while others are first generation Americans. The families of students at Samohi range from affluent to low income. Twenty-four percent of the student body participates in the federal free or reduced lunch program.

Faculty
There are about 170 certificated staff members, including 10 advisors, 3 college counselors, 7 administrators, and 3 student support counselors. The teacher to student ratio is 35 to 1. Samohi is accredited by the Western Association of Schools and Colleges. The school enjoys a balance of both younger teachers and their more experience counterparts.

Special Programs
The Immersion program is designed to allow its students to continue their educational experience in a dual-language environment. The AVID program was established Samohi to assist students who will be the first in their families to attend a university. Additionally, students may enroll in CTE courses, which include Marketing and Retail, Small Business and Entrepreneurship. Several have taken dual enrollment courses for high school and college credit through nearby Santa Monica College. Courses are taken on the high school or the college campus. Other students take classes at UCLA or summer programs like those offered by various colleges. Many students enter college with several college credits.

Highlights
Students earn recognition for outstanding achievement in national testing programs such as National Merit Scholarship Corporation and Advanced Placement exams.
Local, State, and national recognition in visual/performing arts, including band, orchestra and choir.
All Samohi athletics have been recognized for outstanding achievement, including CIF Championships, National Championships, State recognitions.
ROP/CTE has won regional and national competitions over the past five years.

Administration
Antonio Shelton—Lead Principal
Hector Medrano—S House Principal

Lissette Bravo—M House Principal
Lauren Paule Sheahan—O House Principal
Tristan Komlos—H House Principal
Vivian Choi—I House Principal
Catherine Baxter —Dean of Students

GRADUATION REQUIREMENTS
English 40 credits (9-12)
Social Studies 30 credits (9-12) Math 30 credits (9-12)
Science 20 credits (9-12)
Fine Arts/Lang 10 credits Health 5 credits
P.E. 20 credits
Total Credits required 9-12: 220 Class Size 770

Transcript Legend
P=CollegePreparatory
CC=CollegeClass
IM=ImmersionProgram
HP = Honors Placement
AP=AdvancedPlacement

Advanced Placement Courses*

English Language
English Literature

Calculus AB
Calculus BC
Statistics

Biology
Chemistry
Physics C: Mechanics

World History
U.S. History
U.S. Government
Psychology

Japanese
Spanish Language
Spanish Literature

Studio Art
*A challenging and rigorous curriculum consists of 3 or more APs in 11th and 12tth Grade.

SAT/ACT Test Results:

ACT:
Samohi   California
English   24.1   22.1
Math   24.2   22.7
Reading   24.3   22.6
Science   23.4   22.0
Composite 24.1   22.5

SAT:
Samohi   California

Reading	531	495
Math	541	511
Writing	524	491

GRADING SYSTEM & CLASS RANK

An unweighted GPA is used and determined by including all grades, except for physical education and teacher assistant duties. A cumulative GPA is computed using a 4-point scale (A=4, B =3, C=2, D=1, F=0); plus and minus grades are neutral). If a course is repeated, the grades are averaged. In compliance with district policy, class rank is not computed; but, upon request, a GPA percentile range can be provided for colleges to determine approximate ranking.

College Acceptances

Over 92% of graduates enter higher education institutions; below is a partial list of four-year institutions attended by our most recent graduates

Adams State College Allegheny College
Alliant International University
American University
Amherst College
Antioch College
Arizona State University
Art Center College of Design
Azusa Pacific University Babson College
Bard College
Barnard College
Bates College
Bellevue College
Beloit College Bennington College Berklee College of Music Biola University
Boston Architectural Center
Boston College
Boston Conservatory
Boston University
Bowdoin College
Brandeis University
BYU
Brown University
Bucknell University
California Baptist College
California College of the Arts
California Culinary Academy
California Institute of the Arts
California School of Culinary Arts
California State Universi- ties
California Technical Institute
Capitol University Carleton College
Carnegie Mellon University
Case Western Reserve University
Chaminade University
Chapman University
Charles R. Drew University
Claremont McKenna College
Clark Atlanta University
Clark University
Colby College
Colgate University
College of the Canyons
College of the Sequoias
Colorado College

Colorado State University
Columbia University
Connecticut College
Cornell College
Cornell University
Cornish College of the Arts
Dakota Wesleyan University
Daniel Webster College
Dartmouth College
DePauw University
Dixie College
Dominican University
Drexel University
Duke University
El Camino Community College
Embrey-Riddle Aeronautical University
Emerson College
Emory University
Eugene Lang College Evergreen State College Fairfield University
Five Towns College
Florida State University Florida International University Fordham University
Franklin College of Switzerland (New York)
George Washington University Georgetown University
Georgia Institute of Technolo- gy
Goucher College
Grambling State University
Grinnell College
Guilford College
Gonzaga University
Hamilton College
Hamline University
Hampshire College
Hampton University
Harvard College
Harvey Mudd College
Haverford College
Hawaii Pacific
Hobart & William Smith College
Hofstra University
Howard University
Indiana University
Ithaca College
Johns Hopkins University Johnson and Wales University Julliard School of Music Kalamazoo College
Kenyon College
La Champania de San Luis Petosi
Lafayette College Lawrence University
Le Cordon Blue College of Culinary Arts
Lewis & Clark College
Lehigh University
List College
London College of Fashion, UK
Louisiana A&M State Univer- sity
Loyola Marymount University Loyola University
Macalester College Manhattanville College Manhattan School of Music Marquette University
Mary Washington College Maryland College of the Arts Marymount Manhattan College Mass. Institute of Technology McGill University, Canada Miami University, Ohio Michigan State University Middlebury College
Mills College
Morehouse College

Mount Holyoke
Mount St. Mary's College
New England Conservatory
New York University
Northeastern University
Northern Arizona University
Northwestern University
Oberlin College
Oberlin Conservatory of Music
Occidental College
Ohio State University
Ohio Wesleyan University
Oregon State University
Otis College of Art and Design
Pacific Lutheran University
Parsons School of Design
Paul Quinn College
Pennsylvania State University
Pepperdine University
Pitzer College
Pomona College
Princeton University
Purdue University
Reed College
Regis University
Rensselear Polytechnic Institute
Rhode Island School of Design
Rice University
Richmond American International University
Ripon College
Riverside Community College Rochester Institute of Technology
Rutgers University
Saint Mary's College
Salve Regina University
San Joaquin Delta College
Santa Clara University
Santa Fe University of Art and Design
Santa Monica College Sarah Lawrence College
Savanna College of Art and Design
School of Art Engineering Institute
Scripps College
Seattle University
Shepherd School of Music
Skidmore College
Smith College
Soka University
Southern Methodist Universi- ty
Southern Oregon University Southwest College
St. Edwards University
St. John's College
St. John's University
St. Martins College of Art, UK
St. Mary's College
Stanford University
Stephens College
Stevens Institute of Technol- ogy
Swarthmore College Syracuse University Temple University
Texas Christian University Texas Southern University Trinity College, CT

Tufts University Tulane University
United States Air Force Academy
United States Marine Corps
United States Naval Academy
Universal Technical Institute
University of Alaska
University of Albany
University of Arizona
University of British Colum- bia
University of Connecticut
Universities of California
University of Chicago
University of Colorado
University of Denver
University of Findley
University of Haifa, Israel
University of Hawaii
University of Illinois
University of Iowa
University of Kansas
University of La Verne
University of Maine
University of Massachusetts
University of Maryland
University of Miami
University of Michigan
University of Minnesota
University of Mississippi
University of Nevada
University of New England
University of New Mexico
University of North Dakota
University of North Texas
University of North Carolina
University of Northern Carolina
University of Oregon University of Pennsylvania University of Pittsburgh University of Portland University of Puget Sound University of Queensland University of Redlands University of Richmond University of San Diego University of San Francisco
University of Southern California
University of Southern Mississippi
University of St. Andrews, UK
University of the Arts
University of the Pacific
University of Texas
University of Toledo
University of Vermont
University of Virginia
University of Washington
University of Wisconsin
US International University
US Coast Guard Academy
US Merchant Marine Acade- my
Vanderbilt University
Vanguard University
Vassar College
Villanova University
Wake Forest University
Washington and Lee Univer- sity
Washington State University

Washington University at St. Louis
Weber State University Wesleyan College Wellesley College
Wells College
Wesleyan University West Los Angeles College Westmont College Wheaton College Willamette University Williams College
Woodbury University Xavier University
Yale College

SPSA Executive Summary with SLT Plan Narrative

The Santa Monica High School Site Leadership Team (SLT) has selected three primary areas of focus that align with the three LCAP and SPSA goal areas:

To address college and career readiness, the SLT has identified a focus on creating high-functioning Professional Learning Communities (PLC) within departments and the development of common assessments. Using the assessment data, the PLCs will go through the inquiry cycle, creating common learning experiences to address students' learning needs and monitor progress of student learningThe PLCs will create a common course website with course descriptions, expectations, and pacing. Teachers will also incorporate AVID strategies into all courses.

To address the needs of of English Learners, the SLT has identified a variety of strategies. These include a school-wide focus on academic language; the use of academic engagement strategies; additional academic tutors; student shadowing; learning walks and a series of professional development workshops to increase teacher understanding of how best to serve our English Learners.

Finally to ensure that all students engage in schools that are safe, well-maintained and family-friendly, the SLT has identified a focus on investment strategies during first two weeks of school; the continued implementation of Restorative Justice; the use of community circles in classrooms; the use of academic circles in classrooms; and the application of practices from Dr. Noguera's work, surrounding Culturally Responsive Education.

Planned Improvements in Student Performance

<u>**School Goal #1**</u>

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

SUBJECT: Improve learning for all students across the curriculum
District LCAP Goal 1:
All graduates are ready for college and careers.
Data and analysis used to form school-specific SMART goal(s)
CAASPP ELA & Math Results; AP Results; UC/CSU a-g completion rate (see attachments 1, 2, 3 and 4) SMART Goal: The number of 11th graders Meeting or Exceeding Standard on the CAASPP ELA and Math assessment for Grade 11 will increase 1% for our historically underperforming subgroups (African American, Hispanic/Latino, Students with Disabilities). SMART Goal: The percentage of seniors completing an AP test with a score of 3 or higher will increase by 2%. SMART Goal: The percentage of students receiving a D/F in math will decrease by 2%.

Focus: Increase college and career readiness through implementing a guaranteed and viable curriculum, incorporating academic talk and routines, and implementing student engagement strategies.

Rationale: Based on a comparison of the CAASPP data over the last 4 years.

Supporting Data:

Overall percent Met or Exceeded Standard on Math and ELA CAASPP:

- 2014-2015 CAASPP data: Math = 49%, ELA = 62%
- 2015-2016 CAASPP data: Math = 49%, ELA = 62%
- 2016-2017 CAASPP data: Math = 53%, ELA = 82%
- 2017-2018 CAASPP data: Math = 51%, ELA = 79%

Overall percent Met or Exceeded Standard on Math and ELA CAASPP:

Years	White	Hispanic/Latino	Black/African American
2014-2015 (Year 1)	60% Math 74% ELA	30% Math 45% ELA	20% Math 45% ELA
2015-2016 (Year 2)	65% Math 73% ELA	35% Math 52% ELA	21% Math 37% ELA
2016-2017 (Year 3)	64% Math 91% ELA	33 % Math 71 % ELA	26% Math 57% ELA
2017-2018 (Year 4)	65% Math 89% ELA	28% Math 64% ELA	23% Math 59% ELA

Change in Achievement Gap Between Subgroups Compared to White:

Years	Hispanic/Latino	Black/African American
Year 1 to Year 2	0% Math -8% ELA	+4% Math +7% ELA
Year 2 to Year 3	+1% Math -1% ELA	-6% Math -2% ELA
Year 3 to Year 4	+6% Math +5% ELA	+4% Math -4% ELA

For Year 4 to Year 5… -1% or less is Good!!!

Growth Target:

Overall percent Met or Exceeded Standards on Math and ELA CAASPP:
- increase 2% in 2018-2019, decrease achievement gap by 1%
- increase 3% in 2019-2020, decrease achievement gap by at least 1%
- increase 5% in 2020-2021, decrease achievement gap by at least 1%

How the school will measure progress toward this goal

1a) Evaluate subject-alike student work portfolios of each PLC collaborative group; Evaluate PLC collaborative group's end of year self-evaluation (position on each PLC rubric) and reflection;
1b) Harvest and evaluate the percentage of students earning end of year D or Fail grades in all core area P level courses as compared to previous year's data set.
1c) Harvest and evaluate student by student CELDT overall and subtest data sets as compared to previous years

Actions to be Taken to Reach This Goal	**Timeline**	**Responsible Parties**	**Proposed Expenditure(s)**			
			Description	**Type**	**Funding Source**	**Amount**
a) Guide and support the growth and efficacy of Samohi's PLC teams through ongoing PD, collaboration, and support, of PLC leaders within each department.			b) Provide PLC teacher leadership collaboration and planning time to support one another in support of their respective departments. (Formula, 30 hours at $55.12)		Site Formula Funds	1653.60
b) Provide support for department as they implement claims/evidence writing and critical thinking, using nonfiction readings and authentic data, with prompts, readings, and data targeted to each department's particular curricular goals.			c) Provide an expert teacher planning and department chair coordination time to develop professional development (PD) in claims/evidence writing aligned to the curricular goals of every department. (Ideally 25 hours at $55.12)			

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
c) Provide PD calendar that reflects department, schoolwide/House meetings, thereby enhancing frequency of collaborative planning, review of student work, and development, commitment, discussion, and response to results of common micro formative assessments. e) Provide additional planning opportunities to support collaboration around alignment of goals, strategies, grading, and practice.			a) Provide subject-alike collaborative teams time to collaborate around development of common essential standards, key lesson and/or rubric development, formative assessments, analysis of student work, and responsive next steps to further student mastery. (i.e. English norming baseline essays) (Formula, 40 hours at $55.12)		Site Formula Funds	2204.80
d) Each departmental administrator meets with the department chair to discuss progress made related to pre-assessments, common assessments, EL strategies implemented within the department, and the use of engagement strategies (RJ). The team will consistently reflect on progress and strategies to address areas of need.			e) Departmental administrators will schedule bi-weekly meetings with the department chair. (No budget costs)			
f) Develop a master schedule that supports collaboration.			f) Enhance frequency of collaboration between co-teachers within general ed/special ed collaborative classes, by embedding daily common planning time for partners into the master schedule (No budget costs)			

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
g) Develop a master schedule that promotes content knowledge and alignment of practice by special education teachers to the learning expectations and opportunities provided by their general ed colleagues.			g) Schedule SAI teachers to also teach at least one general ed/special ed collaborative course in that same subject area. Provide common planning time for the team, both within the structure of the master schedule, as well as additional release time. (No site cost, District Special Ed Department to pay for release time to provide each team additional collaborative time)			
b) Reduce class size in targeted math and English courses.			a) Add additional sections to reduce class size of English 11 P, Algebra P, and Algebra II P (As FTE allows)			
d) Provide English students support in their writing process and AP preparation.			a) Provide a space for volunteers to work with students and support them through the writing process. (no cost -- volunteers) b) Provide summer bootcamp for potential AP students of color and low SES backgrounds that could be successful in their first AP class with additional support throughout the course of the year. (2 teachers 20 hours each at $55.12)		Site Formula Funds	2204.80

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			c) Provide a space for volunteers to work one-on-one with 11th grade AP students to develop their writing skills during their English class. (no cost - volunteers)			
e) Provide after school intervention support and library/technology/supply support.			a) Provide students access to technology, printing, paper, and study/project resources free through the library (Formula, $4432.20)		Site Formula Funds	4432.20
			b) Provide after-school tutoring through UCLA Xinachtli tutors (Stretch, 2 hours/2 mtg. wk (30 weeks) for certificated supervision at $55.12)		Stretch Grant (Ed Foundation)	6502.80
			c) Provide after school math support by math teachers from Samohi in the library two days a week. (Supplemented by PTSA)		Parent-Teacher Association (PTA)	5000.00
			e) Provide students after-school credit recovery opportunities through APEX online courses. (Stretch, 130 hours at $55.12)		Stretch Grant (Ed Foundation)	7165.60

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a) Add an additional ELD teaching period, thereby providing separation of the ELD beginning and intermediate students for one period each day, and allowing the teacher to target the unique needs of each individual group. The second period of the standard ELD block, would still allow both groups to be brought together, thereby allowing interactive modeling, and growth in a workshop setting.			a) Alter the master schedule to allow for 3 ELD periods, one uniquely for Beginning ELD students, one uniquely for Intermediate ELD students, and one period where both Beginning and Intermediate are together. (Additional 0.2 FTE for ELD)			
b) Schedule beginning and intermediate ELD students, as well as students who no longer need ELD English, but who still require additional support, in cohorts as defined by the ELD coordinator.			f) Site Governance/IPC/Admin/ TL-ELD Coordinator teams will explore SST-like reclassification and pre-CELDT testing/progress meetings for and in support of EL students.			

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
c) House Teacher Leaders will increase efficacy in strategies to support EL students, observation of EL cohorts across each curricular department, support of EL cohort teachers, and coordination and communication with the ELD coordinator, and ELD teachers around faculty and student needs based on these observation, as well as co-development of House PD to support the highest priority needs observed.			b) Alter the master schedule to allow for daily common planning and communication between teacher leaders, ELD coordinator, and both ELD teachers (Beginning, Intermediate, and Advanced). Additionally, facilitate coordination and planning with Admin Team by scheduling this common planning time during window of the standing weekly Admin meeting. (No Budget Cost) c) Since subject matter cohorts are scheduled during a different period throughout the day, and we want teacher leaders to have the opportunity to collectively observe each, alter the master schedule to allow for each of the 5 teacher leaders to have their teacher leader period staggered across 5 periods of the day, with their common planning period covering the 6th period. (No Budget Cost)			

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			d) Provide opportunity, and substitute coverage, for Teacher Leaders to attend professional development in ELD student and teacher support strategies. (No Site Cost, District Provided registration and substitute coverage costs.)			
			e) Provide monthly lunch meetings between EL Cohort teachers, Teacher Leaders, ELD teachers, ELD Coordinator, and Principal, to allow for coordination, communication, and response planning around EL student and EL teachers needs (PTSA Principal's Budget, Lunch).			
			f) Create posters of sentence frames to be used by teachers to support instructional practices for EL students. The sentence frame posters are to be visible and incorporated into all classrooms.		Site Formula Funds	1111.70

Total Expenditures for Goal 1

Goal Number	Total Expenditures
Goal 1	30,275.50

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Improve Equity and Access for All
District LCAP Goal 2
English learners will become proficient in English while engaging in a rigorous, standards-aligned curriculum
Data and analysis used to form school-specific SMART goal(s)
CELDT Annual Assessment Results (See attachment 5)
How the school will measure progress toward this goal
1) Continue to track EOS Opportunity gap changes across all subgroups 2) Continue to track Change of AP Enrollment and %C or better changes across all subgroups

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
a) Work with data from PSAT, report cards, teacher recommendations, self-section, AP Potential, and AP English Bootcamp: • Review data to create a target list of students to recruit for AP classes. • Develop and publicize (across students, parents, and staff) additional support mechanisms for under-represented			a) Provide additional summer Advisor hours to input schedule changes (which include student's late opting into AP classes, as well as other late changes). (Formula, 15 hours at $55.12)		Site Formula Funds	826.80

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
students enrolled in AP classes.			b) Organize meetings with representatives of under-represented groups, who:

i-Are currently in at least 1 AP course, to determine what helped them to be successful, and what would have helped them to feel and be even more supported and successful this year;

ii-Opted out of AP classes this year to determine what could have been done to better support them;

iii-Are current outreach targets for 2017-2018, to
- determine their perspective relative to needs for.
 next year;
- connect them with AP Ambassadors (current AP students from under-represented groups, who have

 agreed to support new AP scholars

(Overall: Formula, $2000) | | Site Formula Funds | 2000 |

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a) Strengthen and calibrate techniques within the AVID program			a) Create and support an AVID Coordinator position to track, analyze and report AVID data, coordinate and facilitate AVID teacher (and AVID tutor) meetings and training based on observed needs. (Formula, $3000)		Site Formula Funds	3000
			b) Support AVID student success by providing AVID tutors for all AVID classes. (Stretch, $7120)		Stretch Grant (Ed Foundation)	7120
			c) Support effective AVID Tutorology by training all AVID tutors and teachers, and provide AVID teacher planning, calibration, and growth meetings (Stretch, $9346.85)		Stretch Grant (Ed Foundation)	9346.85
a) Improve existing AP Language press-in, walk-in, and email intervention support by former AP English Language teachers			a) Fund and support an AP intervention coordinator position to enhance and schedule AP Language intervention support, facilitate effective teacher/supporter communication and organization, and support teachers in effective use of this support mechanism. (Stretch, $30,000)		Stretch Grant (Ed Foundation)	30000

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			b) Provide collaboration and planning time for AP English Language teachers and AVID 11 teachers to better utilize and strategize around effective press-in intervention support, as well as work on norming and teacher/intervention responses to student writing. (Formula, $6,198)		Site Formula Funds	6198
			c) Support the cost of printing a full length practice AP English Language Exam for all students to take in an authentic test setting (Formula, $500)		Site Formula Funds	500
a) Provide targeted support for student athletes who are showing early signs of academic struggle.			a) Provide late night (after practice) tutoring opportunities for athletes (Formula, 2 hours/twice a wk/16 weeks at $55.12)		Site Formula Funds	3527.68

Total Expenditures for Goal 2

Goal Number	Total Expenditures
Goal 2	67,019.33

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Provide a safe and engaging school for students.
District LCAP Goal 3
All students engage in schools that are safe, well-maintained and family-friendly.
Data and analysis used to form school-specific SMART goal(s)
See CAASPP Results for English Language Arts and Mathematics at the beginning of the SPSA Plan.
How the school will measure progress toward this goal
Track CAASPP data sets disaggregated by subgroups across years. Monitor Freshmen Seminar classes for evidence of civic inquiry, civic action, and the Get Focused; Stay Focused curriculum

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
a) Implement claims-based writing using critical thinking, and citing evidence from multiple nonfiction, and authentic, sources, across every department school-wide.			a) Upgrade library holdings to support implementation of CCSS across all curricular areas, as informed by each Collaborative Team within the Samohi PLC. (Lottery, $7929)			

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			c) Augment library holdings to support EL students and Spanish for Immersion program		American Book Drive	2748
b) Support student growth by supporting every department in the implementation of engaging lessons and facilitating speaking the same "common" language around expectations that writing and academic talk regarding reading, and analysis in every area, be evidence-based. School-wide implementation supports student understanding of expectations, and generalization of process.			d) Provide school-wide Turnitin.com access, as well as curricular resources and supplies required by teachers in each department to implement lessons that will promote college and career readiness for all students. (Formula, $11,495.82; Stretch, $11,623; Lottery, $34,604.01)		Site Formula Funds	11495.82
					Stretch Grant (Ed Foundation)	11623
			e) Provide paper, ink, and copier access (including provisions for maintenance agreements) for generation of teaching materials and readings aligned to CCSS. (Formula, $62,722)		Site Formula Funds	62722
c) Use District-based Interim Common Core Assessments in ELA and Math across grades 9-11 as benchmark data to inform discussion, hone in on teacher needs, and develop responsive practice to support student growth and confidence.			g) Work with English and Math department chairs to develop and implement a schedule for Interim assessments that will support learning and instruction. (No budget costs)			

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
d) Use of mechanisms of the Samohi PLC as the vehicle to effectively refine and enhance teaching practice, develop rubrics, and norm and respond to Interim Assessments, claims/evidence writing, logic, and critical thinking in ways that maximize student college and career preparedness.			f) Support departmental growth, by providing key members who are committed to bringing learning back, the opportunity to attend conferences that will support departmental growth needs in Common Core and College and Career readiness strategies and techniques. (Stretch, $1740)		Stretch Grant (Ed Foundation)	1740
			h) Create a professional development calendar indicating when each department will receive their initial and follow-up PD on Claims/Evidence writing. (No budget costs)			
			i) Support Samohi PD Leader Team in attending District PD meetings (Stretch, $1000)		Stretch Grant (Ed Foundation)	1000
e) Support PD planning, PD implementation, and PD follow-up for civic inquiry and civic action implementation			a) Provide the committee of World History teachers time to plan and implement a project-based learning opportunity of Model UN (10 hours total at $55.12)		Stretch Grant (Ed Foundation)	551.20

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			b) Provide sub coverage for Model UN team to facilitate experience (Formula, $200)		Site Formula Funds	200
a) Enhance College Counselor outreach and support for under-represented students.			a) College Counselors will target under-represented students who are not self-advocating for support, and provide them dedicated support time. (No budget costs)			
			b) College Counselors will provide local college visits for under-represented students (Formula, $2000)		Site Formula Funds	2000
b) Increase early outreach and improve awareness of college admissions requirements and the importance of meeting a-g requirements for all students.			c) College Center will maintain tech and printer access for students (Formula, $257)		Site Formula Funds	257
			d) Provide access to Naviance for all students Exploration of college and career opportunities, requirements, acceptance profiles of previous applicants to colleges, letter of recommendation and college application uploading.) (District, $10,387.50)		District Funded	

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			e) Support Advisor growth in college ready expectations by supporting attendance at both UC and CSU Conferences (Stretch, $810)		Stretch Grant (Ed Foundation)	810
			f) Provide diplomas, covers, chairs for graduation		District Funded	17000
a) Support Get Focused; Stay Focused implementation preparations			a) Departmental principal will expand messaging beyond key lead teachers (who attended a workshop last year), to include all teachers who will teach follow-up modules in 10th, 11th, and 12th grade, as well as key parents. (No budget cost)			
			b) Form and meet with Freshmen Seminar planning committee, consisting of key Freshmen Seminar teachers, to establish critical components to keep from Facing History, to add from Ethnic Studies, and to maintain from the Civic Democracy Initiative. Train the committee on the Get Focused curriculum. (Stretch, 40 hours at $55.12)		Stretch Grant (Ed Foundation)	2204.80

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			c) Secure 2017-2018 funding for textbooks and consumables. (LCAP)			
a) Provide all science teachers professional development in utilizing technology to support inquiry-based labs in every science classroom.			a) Provide science teachers (including Special Ed science teachers) professional development that will familiarize them with NGSS, the Vernier interface system, as well as science content area specific Probewear, and the mathematical data analysis software features specific to each. (Stretch, 60 hours at $55.12)		Stretch Grant (Ed Foundation)	3307.20
b) Cultivate interest, recruit, hire, and prepare teachers interested in teaching Computer Science, and STEM-based classes for 2018-2019 school year and in the future.			b) Provide summer PD for teachers to set foundation of year 4 of the Project Lead the Way Engineering Pathway. (No budget cost) c) Recruit and hire teachers interested in teaching Computer Science and STEM courses. (No budget cost) d) Work with SMC to establish computer and tech based pathways across 4 semesters. (No budget cost)			

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			e) Work with SMC and Samohi teachers to develop a Gaming dual enrollment pathway for 2018. (No budget cost)			
			f)　PLTW training an additional teacher		Stretch Grant (Ed Foundation)	7000
			g)　PLTW year 4 project development and supplies (Stretch, $3000; Formula, $2000)		Stretch Grant (Ed Foundation)	3000
					Site Formula Funds	2000

Total Expenditures for Goal 3

Goal Number	Total Expenditures
Goal 3	129,659.02

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
Shelton, Antonio	X				
Chapman, Amy		X			
Corrigan, Charles		X			
Cruce, Marae		X			
Gonzalez, Angelica			X		
Nesbitt, Cheryl		X			
Rodriguez, Carolina			X		
Shore, Andrea		X			
Durst, Elizabeth				X	
Field, Bailey				X	
Krenik, Joan				X	
Miller, Sally				X	
Blain, Aidan					X
Brine, James					X
Henley, Kindyl					X
Kapelonis, Genia					X
Krstic, Ana / Martin, Cambria					X
Neville, Ireland / Ogata, Sarah					X
Rockwell, Lily / Rothschild, Rachel					X
Yamashiro, Lea					X
Numbers of members of each category:	**1**	**5**	**2**	**4**	**11**

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)s to the district governing board for approval and assures the board of the following:

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

English Learner Advisory Committee

_____
Signature

District/School Liaison Team for schools in Program Improvement

_____
Signature

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

IPC

_____
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 November 13, 2018.

Attested:

		November 12, 2018
Dr. Antonio Shelton		
Typed Name of School Principal	Signature of School Principal	Date

		November 12, 2018
Mrs. Marae Cruce		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	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	5,156.38	2,408.38
Title II (Teacher Improvement)		
Site Formula Funds		
Stretch Grant (Ed Foundation)		

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
American Book Drive	2,748.00
District Funded	17,000.00
Parent-Teacher Association (PTA)	5,000.00
Site Formula Funds	110,434.40
Stretch Grant (Ed Foundation)	91,771.45

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	American Book Drive	2,748.00
	District Funded	17,000.00
	Parent-Teacher Association (PTA)	5,000.00
	Site Formula Funds	110,434.40
	Stretch Grant (Ed Foundation)	91,771.45

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	30,275.50
Goal 2	67,019.33
Goal 3	129,659.02

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 11	701	689	689	671	648	659	657	645	657	95.7	94	95.6
All Grades	701	689	689	671	648	659	657	645	657	95.7	94	95.6

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

Overall Achievement for All Students												
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**		**% Standard Not Met**
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 11	2616.9	2671.5	2666.6	30	50.54	53.12	32	32.56	26.03	27	11.01	12.63
All Grades	N/A	N/A	N/A	30	50.54	53.12	32	32.56	26.03	27	11.01	12.63

(Note: %Standard Not Met columns — Grade 11: 11 | 5.89 | 8.22; All Grades: 11 | 5.89 | 8.22)

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 11	37	57.61	54.03	50	36.11	35.31	13	6.28	10.65
All Grades	37	57.61	54.03	50	36.11	35.31	13	6.28	10.65

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 11	35	56.45	60.43	46	33.81	29.83	18	9.75	9.74
All Grades	35	56.45	60.43	46	33.81	29.83	18	9.75	9.74

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 11	27	47.12	39.12	62	47.28	54.19	10	5.60	6.70
All Grades	27	47.12	39.12	62	47.28	54.19	10	5.60	6.70

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 11	41	63.84	59.51	51	30.97	32.42	8	5.19	8.07
All Grades	41	63.84	59.51	51	30.97	32.42	8	5.19	8.07

Conclusions based on this data:

1. Of the 4 tested areas, writing had the lowest percent of students in the above standard and at/near standard categories (81%). Reading, Listening, and Research/Inquiry had 87, 89, and 92% respectively. These data point to the urgency around Samohi's need to implement a school-wide focus on writing across the curriculum.

2. Samohi's 2nd weakest performance was in the area of Listening and Demonstrating Effective Communication Skills, with 62% of all students tested at or near standard and only 27% above standard. Students need to be provided ample and regular opportunities to speak, listen, critically think, and respond to one another.

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 11	701	688	689	671	630	664	658	628	663	95.7	91.6	96.4
All Grades	701	688	689	671	630	664	658	628	663	95.7	91.6	96.4

* 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 11	2620.1	2628.2	2628.0	21	27.07	29.71	28	26.11	21.27	26	21.50	22.32	24	25.32	26.70
All Grades	N/A	N/A	N/A	21	27.07	29.71	28	26.11	21.27	26	21.50	22.32	24	25.32	26.70

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 11	36	40.58	42.21	33	26.68	23.75	31	32.75	34.04
All Grades	36	40.58	42.21	33	26.68	23.75	31	32.75	34.04

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 11	23	31.15	31.01	53	43.93	42.06	24	24.92	26.93
All Grades	23	31.15	31.01	53	43.93	42.06	24	24.92	26.93

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 11	26	31.58	32.58	59	51.04	50.38	15	17.38	17.04
All Grades	26	31.58	32.58	59	51.04	50.38	15	17.38	17.04

Conclusions based on this data:

1. In overall achievement, there was an increase, from only 61% to now, 75% of all students scored in Exceeded, Met, and Nearly Met the Standard, but that still leaves 24% in the lowest category of Standard Not Met. Furthermore, only 21% of all students ranked in the Exceeded Category, and only 49% ranked in either Exceeded or Met the Standard. The majority of Samohi students are struggling to thrive in mathematics.

2. Samohi students were strongest in communicating mathematical reasoning, with 85% earning Above Standard or At or Near Standard. The majority of these students, however, ranked in the At or Near Standard Categories (59%), indicating a need to provide students enhanced opportunity and support in supporting their mathematical conclusions.

3. Although the weakest overall area is no longer problem solving, modeling, and data analysis (raised from 65% to 76% of all students are Above Standard or At or Near Standard), there is still need in this area since 53% of students were At or Near Standard. This indicates that students need more opportunities to engage in problem solving and applying mathematics to the real world.

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**

* 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**

* 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**

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**

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**

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 11	49	45	59	47	43	57	47	43	57	95.9	95.6	96.6
All Grades	49	45	59	47	43	57	47	43	57	95.9	95.6	96.6

* 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 11	2663.7	2725.8	2713.7	43	74.42	71.93	36	20.93	22.81	17	2.33	1.75	4	2.33	3.51
All Grades	N/A	N/A	N/A	43	74.42	71.93	36	20.93	22.81	17	2.33	1.75	4	2.33	3.51

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 11	50	72.09	73.68	43	25.58	21.05	7	2.33	5.26
All Grades	50	72.09	73.68	43	25.58	21.05	7	2.33	5.26

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 11	58	76.19	80.70	36	21.43	15.79	7	2.38	3.51
All Grades	58	76.19	80.70	36	21.43	15.79	7	2.38	3.51

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 11	33	55.81	43.86	67	41.86	54.39	0	2.33	1.75
All Grades	33	55.81	43.86	67	41.86	54.39	0	2.33	1.75

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 11	59	83.72	71.93	37	13.95	24.56	4	2.33	3.51
All Grades	59	83.72	71.93	37	13.95	24.56	4	2.33	3.51

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 11	49	45	59	47	43	58	45	43	58	95.9	95.6	98.3
All Grades	49	45	59	47	43	58	45	43	58	95.9	95.6	98.3

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

Overall Achievement for 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 11	2699.8	2733.3	2731.2	44	72.09	62.07	36	13.95	25.86	13	4.65	10.34	7	9.30	1.72
All Grades	N/A	N/A	N/A	44	72.09	62.07	36	13.95	25.86	13	4.65	10.34	7	9.30	1.72

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 11	69	80.95	84.48	24	9.52	12.07	7	9.52	3.45
All Grades	69	80.95	84.48	24	9.52	12.07	7	9.52	3.45

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 11	47	73.81	62.07	44	19.05	36.21	9	7.14	1.72
All Grades	47	73.81	62.07	44	19.05	36.21	9	7.14	1.72

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 11	42	73.81	58.62	56	21.43	39.66	2	4.76	1.72
All Grades	42	73.81	58.62	56	21.43	39.66	2	4.76	1.72

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 11	70	53	55	64	52	53	62	51	52	91.4	98.1	96.4
All Grades	70	53	55	64	52	53	62	51	52	91.4	98.1	96.4

* 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 11	2561.4	2605.6	2629.3	13	17.65	34.62	24	41.18	26.92	39	29.41	25.00	24	11.76	13.46
All Grades	N/A	N/A	N/A	13	17.65	34.62	24	41.18	26.92	39	29.41	25.00	24	11.76	13.46

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 11	23	30.00	42.31	60	54.00	42.31	18	16.00	15.38
All Grades	23	30.00	42.31	60	54.00	42.31	18	16.00	15.38

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 11	15	28.00	44.23	48	48.00	38.46	38	24.00	17.31
All Grades	15	28.00	44.23	48	48.00	38.46	38	24.00	17.31

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 11	18	35.29	26.92	66	45.10	57.69	16	19.61	15.38
All Grades	18	35.29	26.92	66	45.10	57.69	16	19.61	15.38

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 11	19	48.00	46.15	66	46.00	42.31	15	6.00	11.54
All Grades	19	48.00	46.15	66	46.00	42.31	15	6.00	11.54

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 11	70	53	55	63	50	53	62	50	53	90	94.3	96.4
All Grades	70	53	55	63	50	53	62	50	53	90	94.3	96.4

* 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 11	2551.4	2536.1	2543.5	8	14.00	5.66	13	12.00	16.98	34	18.00	32.08	45	56.00	45.28
All Grades	N/A	N/A	N/A	8	14.00	5.66	13	12.00	16.98	34	18.00	32.08	45	56.00	45.28

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 11	10	16.00	16.98	45	22.00	28.30	45	62.00	54.72
All Grades	10	16.00	16.98	45	22.00	28.30	45	62.00	54.72

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	8	12.00	9.43	48	40.00	49.06	44	48.00	41.51
All Grades	8	12.00	9.43	48	40.00	49.06	44	48.00	41.51

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 11	8	14.00	7.55	63	50.00	66.04	29	36.00	26.42
All Grades	8	14.00	7.55	63	50.00	66.04	29	36.00	26.42

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 11	11	*	*	11	*	*	11	*	*	100		
All Grades	11	*	*	11	*	*	11	*	*	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 11	2625.2	*	*	36	*	*	18	*	*	45	*	*	0	*	*
All Grades	N/A	N/A	N/A	36	*	*	18	*	*	45	*	*	0	*	*

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 11	45	*	*	36	*	*	18	*	*
All Grades	45	*	*	36	*	*	18	*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	45	*	*	36	*	*	18	*	*
All Grades	45	*	*	36	*	*	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
Grade 11	18	*	*	73	*	*	9	*	*
All Grades	18	*	*	73	*	*	9	*	*

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 11	45	*	*	55	*	*	0	*	*
All Grades	45	*	*	55	*	*	0	*	*

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 11	11	*	*	11	*	*	11	*	*	100		
All Grades	11	*	*	11	*	*	11	*	*	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 11	2617.4	*	*	36	*	*	0	*	*	36	*	*	27	*	*
All Grades	N/A	N/A	N/A	36	*	*	0	*	*	36	*	*	27	*	*

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 11	36	*	*	27	*	*	36	*	*
All Grades	36	*	*	27	*	*	36	*	*

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 11	27	*	*	36	*	*	36	*	*
All Grades	27	*	*	36	*	*	36	*	*

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 11	27	*	*	55	*	*	18	*	*
All Grades	27	*	*	55	*	*	18	*	*

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 11	266	250	239	263	231	226	262	231	226	98.9	92.4	94.6
All Grades	266	250	239	263	231	226	262	231	226	98.9	92.4	94.6

* 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 11	2582.9	2631.0	2615.4	15	31.17	31.86	37	42.42	32.74	32	16.45	20.80	16	9.96	14.60
All Grades	N/A	N/A	N/A	15	31.17	31.86	37	42.42	32.74	32	16.45	20.80	16	9.96	14.60

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 11	21	45.13	38.05	58	46.46	42.92	21	8.41	19.03
All Grades	21	45.13	38.05	58	46.46	42.92	21	8.41	19.03

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 11	21	39.82	42.48	56	43.81	39.82	23	16.37	17.70
All Grades	21	39.82	42.48	56	43.81	39.82	23	16.37	17.70

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	16	36.52	19.47	70	56.09	71.24	14	7.39	9.29
All Grades	16	36.52	19.47	70	56.09	71.24	14	7.39	9.29

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 11	31	47.79	43.36	57	42.48	42.48	11	9.73	14.16
All Grades	31	47.79	43.36	57	42.48	42.48	11	9.73	14.16

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 11	266	249	239	266	228	229	264	228	228	100	91.6	95.8
All Grades	266	249	239	266	228	229	264	228	228	100	91.6	95.8

* 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 11	2578.4	2578.0	2567.1	8	11.84	11.40	27	23.25	17.54	29	27.19	29.39	35	37.72	41.67
All Grades	N/A	N/A	N/A	8	11.84	11.40	27	23.25	17.54	29	27.19	29.39	35	37.72	41.67

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 11	21	26.43	19.30	34	24.23	27.63	44	49.34	53.07
All Grades	21	26.43	19.30	34	24.23	27.63	44	49.34	53.07

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 11	9	14.54	12.72	58	46.70	44.74	33	38.77	42.54
All Grades	9	14.54	12.72	58	46.70	44.74	33	38.77	42.54

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 11	18	15.35	14.91	62	57.89	57.46	20	26.75	27.63
All Grades	18	15.35	14.91	62	57.89	57.46	20	26.75	27.63

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 11	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 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 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 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 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 11	*	*	*	*	*	*	*	*	*
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 11	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 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 11	*	*	*	*	*	*	*	*	*
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 11	*	*	*	*	*	*	*	*	*
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 11	*	*	*	*	*	*	*	*	*
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 11	246	264	273	230	248	261	221	246	260	93.5	93.9	95.6
All Grades	246	264	273	230	248	261	221	246	260	93.5	93.9	95.6

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

Overall Achievement for White											
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 11	2652.4	2704.3	2698.3	46	67.89	66.54	27	23.98	22.69	21	5.28	7.31	6	2.85	3.46
All Grades	N/A	N/A	N/A	46	67.89	66.54	27	23.98	22.69	21	5.28	7.31	6	2.85	3.46

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 11	52	70.20	63.08	41	26.53	31.54	7	3.27	5.38
All Grades	52	70.20	63.08	41	26.53	31.54	7	3.27	5.38

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 11	51	71.72	71.15	39	24.18	25.00	11	4.10	3.85
All Grades	51	71.72	71.15	39	24.18	25.00	11	4.10	3.85

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 11	40	55.10	53.85	52	41.63	41.15	7	3.27	5.00
All Grades	40	55.10	53.85	52	41.63	41.15	7	3.27	5.00

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 11	49	74.59	70.38	46	23.36	25.38	5	2.05	4.23
All Grades	49	74.59	70.38	46	23.36	25.38	5	2.05	4.23

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 11	246	264	273	228	239	262	222	237	262	92.7	90.5	96
All Grades	246	264	273	228	239	262	222	237	262	92.7	90.5	96

* 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 11	2664.8	2664.5	2662.4	32	33.76	38.17	33	31.65	25.57	23	21.94	18.32	11	12.66	17.94
All Grades	N/A	N/A	N/A	32	33.76	38.17	33	31.65	25.57	23	21.94	18.32	11	12.66	17.94

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 11	52	47.68	53.64	31	32.91	22.99	17	19.41	23.37
All Grades	52	47.68	53.64	31	32.91	22.99	17	19.41	23.37

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 11	36	40.93	39.85	52	46.84	40.61	12	12.24	19.54
All Grades	36	40.93	39.85	52	46.84	40.61	12	12.24	19.54

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 11	34	38.82	43.51	58	51.48	45.04	8	9.70	11.45
All Grades	34	38.82	43.51	58	51.48	45.04	8	9.70	11.45

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 11	60	72	57	56	60	54	56	59	53	93.3	83.3	94.7
All Grades	60	72	57	56	60	54	56	59	53	93.3	83.3	94.7

* 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 11	2487.6	2535.9	2518.9	4	8.47	9.43	7	25.42	16.98	30	27.12	24.53	59	38.98	49.06
All Grades	N/A	N/A	N/A	4	8.47	9.43	7	25.42	16.98	30	27.12	24.53	59	38.98	49.06

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 11	11	18.18	15.09	36	56.36	35.85	53	25.45	49.06
All Grades	11	18.18	15.09	36	56.36	35.85	53	25.45	49.06

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 11	6	8.93	9.43	31	46.43	35.85	63	44.64	54.72
All Grades	6	8.93	9.43	31	46.43	35.85	63	44.64	54.72

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 11	2	12.28	11.32	60	59.65	58.49	38	28.07	30.19
All Grades	2	12.28	11.32	60	59.65	58.49	38	28.07	30.19

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 11	5	18.18	18.87	64	54.55	33.96	31	27.27	47.17
All Grades	5	18.18	18.87	64	54.55	33.96	31	27.27	47.17

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 11	60	72	57	57	58	55	56	57	55	95	80.6	96.5
All Grades	60	72	57	57	58	55	56	57	55	95	80.6	96.5

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

Overall Achievement for 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 11	2473.3	2473.2	2475.8	4	1.75	3.64	7	3.51	5.45	9	15.79	12.73	80	78.95	78.18
All Grades	N/A	N/A	N/A	4	1.75	3.64	7	3.51	5.45	9	15.79	12.73	80	78.95	78.18

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 11	5	3.51	3.77	11	12.28	9.43	84	84.21	86.79
All Grades	5	3.51	3.77	11	12.28	9.43	84	84.21	86.79

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 11	4	1.75	9.43	29	36.84	20.75	68	61.40	69.81
All Grades	4	1.75	9.43	29	36.84	20.75	68	61.40	69.81

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 11	2	1.75	5.45	50	54.39	47.27	48	43.86	47.27
All Grades	2	1.75	5.45	50	54.39	47.27	48	43.86	47.27

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

<table>
<tr><td colspan="5" align="center">2017-18 Summative Assessment Data
Number of Students and Mean Scale Scores for All Students</td></tr>
<tr><td>Grade Level</td><td align="center">Overall</td><td align="center">Oral Language</td><td align="center">Written Language</td><td align="center">Number of Students Tested</td></tr>
<tr><td>Grade 9</td><td>1623.0</td><td>1660.3</td><td>1585.3</td><td>38</td></tr>
<tr><td>Grade 10</td><td>1600.4</td><td>1633.0</td><td>1567.3</td><td>30</td></tr>
<tr><td>Grade 11</td><td>1595.0</td><td>1604.0</td><td>1585.3</td><td>31</td></tr>
<tr><td>Grade 12</td><td>1553.2</td><td>1560.6</td><td>1545.4</td><td>25</td></tr>
<tr><td>All Grades</td><td></td><td></td><td></td><td>124</td></tr>
</table>

<table>
<tr><td colspan="10" align="center">Overall Language
Number and Percentage of Students at Each Performance Level for All Students</td></tr>
<tr><td rowspan="2">Grade Level</td><td colspan="2" align="center">Level 4</td><td colspan="2" align="center">Level 3</td><td colspan="2" align="center">Level 2</td><td colspan="2" align="center">Level 1</td><td rowspan="2" align="center">Total Number of Students</td></tr>
<tr><td>#</td><td>%</td><td>#</td><td>%</td><td>#</td><td>%</td><td>#</td><td>%</td></tr>
<tr><td>Grade 9</td><td>27</td><td>71.05</td><td>*</td><td>*</td><td>*</td><td>*</td><td></td><td></td><td>38</td></tr>
<tr><td>Grade 10</td><td>18</td><td>60.00</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>30</td></tr>
<tr><td>Grade 11</td><td>15</td><td>48.39</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>31</td></tr>
<tr><td>Grade 12</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>25</td></tr>
<tr><td>All Grades</td><td>69</td><td>55.65</td><td>30</td><td>24.19</td><td>17</td><td>13.71</td><td>*</td><td>*</td><td>124</td></tr>
</table>

<table>
<tr><td colspan="10" align="center">Oral Language
Number and Percentage of Students at Each Performance Level for All Students</td></tr>
<tr><td rowspan="2">Grade Level</td><td colspan="2" align="center">Level 4</td><td colspan="2" align="center">Level 3</td><td colspan="2" align="center">Level 2</td><td colspan="2" align="center">Level 1</td><td rowspan="2" align="center">Total Number of Students</td></tr>
<tr><td>#</td><td>%</td><td>#</td><td>%</td><td>#</td><td>%</td><td>#</td><td>%</td></tr>
<tr><td>Grade 9</td><td>32</td><td>84.21</td><td>*</td><td>*</td><td></td><td></td><td></td><td></td><td>38</td></tr>
<tr><td>Grade 10</td><td>22</td><td>73.33</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>30</td></tr>
<tr><td>Grade 11</td><td>24</td><td>77.42</td><td>*</td><td>*</td><td></td><td></td><td>*</td><td>*</td><td>31</td></tr>
<tr><td>Grade 12</td><td>14</td><td>56.00</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>25</td></tr>
<tr><td>All Grades</td><td>92</td><td>74.19</td><td>23</td><td>18.55</td><td>*</td><td>*</td><td>*</td><td>*</td><td>124</td></tr>
</table>

<table>
<tr><td colspan="10" align="center">Written Language
Number and Percentage of Students at Each Performance Level for All Students</td></tr>
<tr><td rowspan="2">Grade Level</td><td colspan="2" align="center">Level 4</td><td colspan="2" align="center">Level 3</td><td colspan="2" align="center">Level 2</td><td colspan="2" align="center">Level 1</td><td rowspan="2" align="center">Total Number of Students</td></tr>
<tr><td>#</td><td>%</td><td>#</td><td>%</td><td>#</td><td>%</td><td>#</td><td>%</td></tr>
<tr><td>Grade 9</td><td>*</td><td>*</td><td>20</td><td>52.63</td><td>*</td><td>*</td><td>*</td><td>*</td><td>38</td></tr>
<tr><td>Grade 10</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>30</td></tr>
<tr><td>Grade 11</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>31</td></tr>
<tr><td>Grade 12</td><td>*</td><td>*</td><td>*</td><td>*</td><td>11</td><td>44.00</td><td>*</td><td>*</td><td>25</td></tr>
<tr><td>All Grades</td><td>24</td><td>19.35</td><td>46</td><td>37.10</td><td>33</td><td>26.61</td><td>21</td><td>16.94</td><td>124</td></tr>
</table>

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 9	28	73.68	*	*			38
Grade 10	20	66.67	*	*	*	*	30
Grade 11	17	54.84	12	38.71	*	*	31
Grade 12	12	48.00	11	44.00	*	*	25
All Grades	77	62.10	39	31.45	*	*	124

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 9	34	89.47	*	*			38
Grade 10	24	80.00	*	*	*	*	30
Grade 11	26	83.87	*	*	*	*	31
Grade 12	17	68.00	*	*	*	*	25
All Grades	101	81.45	18	14.52	*	*	124

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 9	13	34.21	19	50.00	*	*	38
Grade 10	*	*	11	36.67	*	*	30
Grade 11	*	*	15	48.39	11	35.48	31
Grade 12	*	*	*	*	12	48.00	25
All Grades	30	24.19	55	44.35	39	31.45	124

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 9	16	42.11	19	50.00	*	*	38
Grade 10	*	*	20	66.67	*	*	30
Grade 11	14	45.16	16	51.61	*	*	31
Grade 12	*	*	17	68.00	*	*	25
All Grades	43	34.68	72	58.06	*	*	124

Conclusions based on this data:

1.

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

District: Santa Monica-Malibu Unified

School: Santa Monica High

Date Prepared: 4 Jun 2018

Response Rate: 83% (2014), 57% (2015), 74% (2016), 75% (2017), 74% (2018)

School Climate Index (SCI)

	2014	2015	2016	2017	2018	Change
SCI Score[A]	280	312	286	382	309	+29
SCI State Percentile[B]	34	59	39	93	56	+22
SCI Similar Schools Percentile[B]	31	53	34	93	51	+20

High School

School Climate Index Scores (2014 to 2018)
Based on responses from students to the California Healthy Kids Survey

SCHOOL CLIMATE INDEX (SCI)

Year	Score
2014	280
2015	312
2016	286
2017	382
2018	309
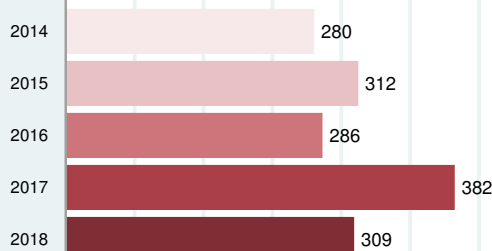
SCHOOL CLIMATE SUBSCALE RESULTS

OVERALL SUPPORTS AND ENGAGEMENT

Year	Score
2014	311
2015	320
2016	302
2017	367
2018	303

OVERALL LOW VIOLENCE & SUBSTANCE USE

Year	Score
2014	255
2015	300
2016	274
2017	374
2018	313
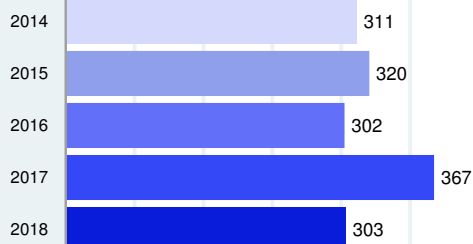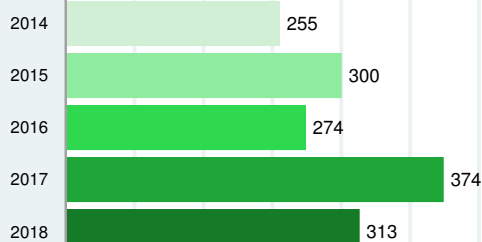
Score

[A]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.

[B]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: Santa Monica 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

OVERALL SUPPORTS AND ENGAGEMENT
- 2014: 311
- 2015: 320
- 2016: 302
- 2017: 367
- 2018: 303

High expectations and caring relationships
- 2014: 342
- 2015: 355
- 2016: 336
- 2017: 386
- 2018: 330

Opportunities for meaningful participation
- 2014: 301
- 2015: 312
- 2016: 291
- 2017: 349
- 2018: 301

Perceived school safety
- 2014: 315
- 2015: 321
- 2016: 298
- 2017: 358
- 2018: 282

School connectedness
- 2014: 303
- 2015: 312
- 2016: 300
- 2017: 368
- 2018: 312

OVERALL LOW VIOLENCE & SUBSTANCE USE
- 2014: 255
- 2015: 300
- 2016: 274
- 2017: 374
- 2018: 313

Low physical/emotional violence victimization
- 2014: 250
- 2015: 299
- 2016: 279
- 2017: 375
- 2018: 318

Low harassment and bullying
- 2014: 255
- 2015: 294
- 2016: 262
- 2017: 366
- 2018: 306

Low substance use at school
- 2014: 258
- 2015: 317
- 2016: 279
- 2017: 364
- 2018: 314

Score

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

District: Santa Monica-Malibu Unified   Date Prepared: 4 Jun 2018
School: Santa Monica High

School Climate Index Subscale Results

	SCI Scores					
	2014	2015	2016	2017	2018	Change
Overall Supports and Engagement	**311**	**320**	**302**	**367**	**303**	**-8**
High expectations and caring relationships	342	355	336	386	330	-12
Opportunities for meaningful participation	301	312	291	349	301	0
Perceived school safety	315	321	298	358	282	-33
School connectedness	303	312	300	368	312	+9
Overall Low Violence and Substance Use	**255**	**300**	**274**	**374**	**313**	**+58**
Low physical/emotional violence victimization	250	299	279	375	318	+68
Low harassment and bullying	255	294	262	366	306	+51
Low substance use at school	258	317	279	364	314	+56

Other Indicators

Selected Student-Reported Indicators (California Healthy Kids Survey)

	2014	2015	2016	2017	2018	Change
	(%)	(%)	(%)	(%)	(%)	
Try hard on school work	78	77	80	83	81	+3
Truant more than a few times	7	8	10	6	6	-1
Feel a part of the school	50	52	54	61	54	+4
Safety at school	70	71	63	74	56	-14
Harassed or bullied at school	26	24	28	21	24	-2
Parents feel welcome to participate at this school	∼	∼	47	55	49	+2
School is usually clean and tidy	∼	∼	23	34	34	+11
Experienced chronic sadness/hopelessness	26	26	28	26	33	+7

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: 19649801938000

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) or by contacting Tom Hanson at 562-799-5170 or 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.
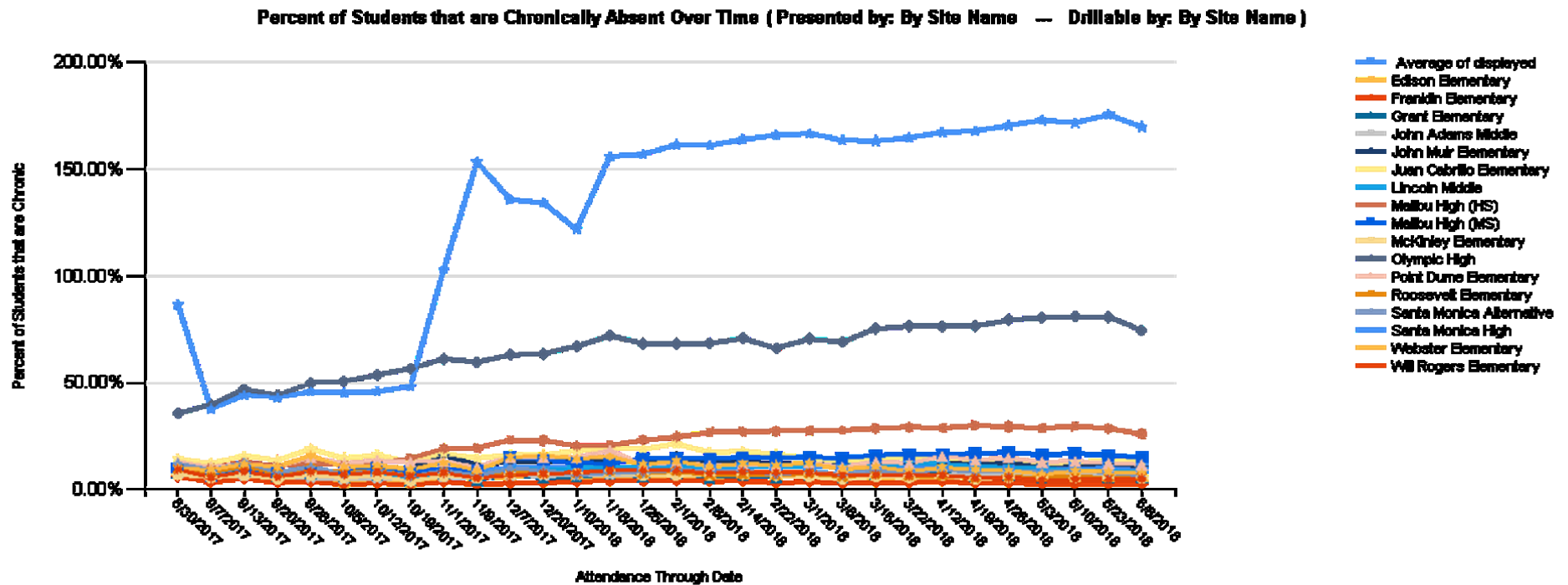
Chronic (based on excused and unexcused absences):
Chronic: A student who misses 10% or more of student instructional days
Severe Chronic: A student who misses 20% or more of student instructional days

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

Santa Monica-Malibu Unified School District

Report Date: 10/5/2018

District Level

Percent of Students that are Chronically Absent Over Time (Presented by: By Site Name — Drillable by: By Site Name)

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%

Overall Performance Level

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

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

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

By Ethnicity

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

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

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

Socio-Economically Disadvantage

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

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

Budget By Expenditures

Santa Monica High School

Funding Source: American Book Drive   **$5,156.38 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
c) Augment library holdings to support EL students and Spanish for Immersion program		$2,748.00	Provide a safe and engaging school for students.	a)Implement claims-based writing using critical thinking, and citing evidence from multiple nonfiction, and authentic, sources, across every department school-wide.

American Book Drive Total Expenditures:	$2,748.00
American Book Drive Allocation Balance:	$2,408.38

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

Proposed Expenditure	Object Code	Amount	Goal	Action
f) Provide diplomas, covers, chairs for graduation		$17,000.00	Provide a safe and engaging school for students.	b)Increase early outreach and improve awareness of college admissions requirements and the importance of meeting a-g requirements for all students.

District Funded Total Expenditures:	$17,000.00
District Funded Allocation Balance:	$0.00

Funding Source: Parent-Teacher Association (PTA)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
c)Provide after school math support by math teachers from Samohi in the library two days a week. (Supplemented by PTSA)		$5,000.00	Improve learning for all students across the curriculum	e) Provide after school intervention support and library/technology/supply support.

Santa Monica High School

Parent-Teacher Association (PTA) Total Expenditures: $5,000.00

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

Funding Source: Site Formula Funds $0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
b)Provide collaboration and planning time for AP English Language teachers and AVID 11 teachers to better utilize and strategize around effective press-in intervention support, as well as work on norming and teacher/intervention responses to student writing. (Formula, $6,198)		$6,198.00	Improve Equity and Access for All	a)Improve existing AP Language press-in, walk-in, and email intervention support by former AP English Language teachers
c)Support the cost of printing a full length practice AP English Language Exam for all students to take in an authentic test setting (Formula, $500)		$500.00	Improve Equity and Access for All	a)Improve existing AP Language press-in, walk-in, and email intervention support by former AP English Language teachers
a)Provide late night (after practice) tutoring opportunities for athletes (Formula, 2 hours/twice a wk/16 weeks at $55.12)		$3,527.68	Improve Equity and Access for All	a)Provide targeted support for student athletes who are showing early signs of academic struggle.
e)Provide paper, ink, and copier access (including provisions for maintenance agreements) for generation of teaching materials and readings aligned to CCSS. (Formula, $62,722)		$62,722.00	Provide a safe and engaging school for students.	b)Support student growth by supporting every department in the implementation of engaging lessons and facilitating speaking the same "common" language around expectations that writing and academic talk regarding reading, and analysis in every area, be evidence-based. School-wide implementation supports student understanding of expectations, and generalization of process.
b) Provide sub coverage for Model UN team to facilitate experience (Formula, $200)		$200.00	Provide a safe and engaging school for students.	e) Support PD planning, PD implementation, and PD follow-up for civic inquiry and civic action implementation
b)College Counselors will provide local college visits for under-represented students (Formula, $2000)		$2,000.00	Provide a safe and engaging school for students.	a)Enhance College Counselor outreach and support for under-represented students.

c)College Center will maintain tech and printer access for students (Formula, $257)	$257.00 — Provide a safe and engaging school for students.	b)Increase early outreach and improve awareness of college admissions requirements and the importance of meeting a-g requirements for all students.
b)Provide PLC teacher leadership collaboration and planning time to support one another in support of their respective departments. (Formula, 30 hours at $55.12)	$1,653.60 — Improve learning for all students across the curriculum	a)Guide and support the growth and efficacy of Samohi's PLC teams through ongoing PD, collaboration, and support, of PLC leaders within each department.
a)Provide subject-alike collaborative teams time to collaborate around development of common essential standards, key lesson and/or rubric development, formative assessments, analysis of student work, and responsive next steps to further student mastery. (i.e. English norming baseline essays) (Formula, 40 hours at $55.12)	$2,204.80 — Improve learning for all students across the curriculum	c)Provide PD calendar that reflects department, schoolwide/House meetings, thereby enhancing frequency of collaborative planning, review of student work, and development, commitment, discussion, and response to results of common micro formative assessments.

e)Provide additional planning opportunities to support collaboration around alignment of goals, strategies, grading, and practice. |
b) Provide summer bootcamp for potential AP students of color and low SES backgrounds that could be successful in their first AP class with additional support throughout the course of the year. (2 teachers 20 hours each at $55.12)	$2,204.80 — Improve learning for all students across the curriculum	d)Provide English students support in their writing process and AP preparation.
a)Provide students access to technology, printing, paper, and study/project resources free through the library (Formula, $4432.20)	$4,432.20 — Improve learning for all students across the curriculum	e) Provide after school intervention support and library/technology/supply support.
f) Create posters of sentence frames to be used by teachers to support instructional practices for EL students. The sentence frame posters are to be visible and incorporated into all classrooms.	$1,111.70 — Improve learning for all students across the curriculum	c)House Teacher Leaders will increase efficacy in strategies to support EL students, observation of EL cohorts across each curricular department, support of EL cohort teachers, and coordination and communication with the ELD coordinator, and ELD teachers around faculty and student needs based on these observation, as well as co-development of House PD to support the highest priority needs observed.
a)Provide additional summer Advisor hours to input schedule changes (which include student's late opting into AP classes, as well as other late changes). (Formula, 15 hours at $55.12)	$826.80 — Improve Equity and Access for All	a)Work with data from PSAT, report cards, teacher recommendations, self-section, AP Potential, and AP English Bootcamp:
-Review data to create a target list of students to recruit for AP classes.
-Develop and publicize (across students, parents, and staff) additional support mechanisms for under-represented students enrolled in AP classes.

b)Organize meetings with representatives of under-represented groups, who:
i-Are currently in at least 1 AP course, to determine what helped them to be successful, and what would have helped them to feel and be even more supported and successful this year;
ii-Opted out of AP classes this year to determine what could have been done to better support them;
iii-Are current outreach targets for 2017-2018, to
       - determine their perspective relative to needs for.
        next year;
  - connect them with AP Ambassadors (current AP
       students from under-represented groups, who have
       agreed to support new AP scholars
(Overall: Formula, $2000)
	$2,000.00	Improve Equity and Access for All	a)Work with data from PSAT, report cards, teacher recommendations, self-section, AP Potential, and AP English Bootcamp:
			-Review data to create a target list of students to recruit for AP classes.
			-Develop and publicize (across students, parents, and staff) additional support mechanisms for under-represented students enrolled in AP classes.

e)Hold meetings and trainings with AP teachers to develop skills, strategies, and mindsets that will enhance support of target students, and instill a sense of belonging and support amongst and between all students. (Formula, $1000)	$1,000.00	Improve Equity and Access for All	a)Work with data from PSAT, report cards, teacher recommendations, self-section, AP Potential, and AP English Bootcamp: -Review data to create a target list of students to recruit for AP classes. -Develop and publicize (across students, parents, and staff) additional support mechanisms for under-represented students enrolled in AP classes.
f)Develop additional support mechanisms for targeted students selecting AP courses next year. (Formula, $1000)	$1,000.00	Improve Equity and Access for All	a)Work with data from PSAT, report cards, teacher recommendations, self-section, AP Potential, and AP English Bootcamp: -Review data to create a target list of students to recruit for AP classes. -Develop and publicize (across students, parents, and staff) additional support mechanisms for under-represented students enrolled in AP classes.

g)Recruit and train, through summer workshops, additional equity champions to serve as AP teachers (Formula, $1700)		$1,700.00	Improve Equity and Access for All	a)Work with data from PSAT, report cards, teacher recommendations, self-section, AP Potential, and AP English Bootcamp: -Review data to create a target list of students to recruit for AP classes. -Develop and publicize (across students, parents, and staff) additional support mechanisms for under-represented students enrolled in AP classes.
h)Provide students access to AP testing through College Board membership (Formula, $400)		$400.00	Improve Equity and Access for All	a)Work with data from PSAT, report cards, teacher recommendations, self-section, AP Potential, and AP English Bootcamp: -Review data to create a target list of students to recruit for AP classes. -Develop and publicize (across students, parents, and staff) additional support mechanisms for under-represented students enrolled in AP classes.
a)Create and support an AVID Coordinator position to track, analyze and report AVID data, coordinate and facilitate AVID teacher (and AVID tutor) meetings and training based on observed needs. (Formula, $3000)		$3,000.00	Improve Equity and Access for All	a) Strengthen and calibrate techniques within the AVID program
d)Provide school-wide Turnitin.com access, as well as curricular resources and supplies required by teachers in each department to implement lessons that will promote college and career readiness for all students. (Formula, $11,495.82; Stretch, $11,623; Lottery, $34,604.01)		$11,495.82	Provide a safe and engaging school for students.	b)Support student growth by supporting every department in the implementation of engaging lessons and facilitating speaking the same "common" language around expectations that writing and academic talk regarding reading, and analysis in every area, be evidence-based. School-wide implementation supports student understanding of expectations, and generalization of process.
		$2,000.00	Provide a safe and engaging school for students.	b)Cultivate interest, recruit, hire, and prepare teachers interested in teaching Computer Science, and STEM-based classes for 2018-2019 school year and in the future.

Site Formula Funds Total Expenditures: $110,434.40

Site Formula Funds Allocation Balance: $0.00

Funding Source: Stretch Grant (Ed Foundation)   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

	$11,623.00	Provide a safe and engaging school for students.	b)Support student growth by supporting every department in the implementation of engaging lessons and facilitating speaking the same "common" language around expectations that writing and academic talk regarding reading, and analysis in every area, be evidence-based. School-wide implementation supports student understanding of expectations, and generalization of process.
b)Support AVID student success by providing AVID tutors for all AVID classes. (Stretch, $7120)	$7,120.00	Improve Equity and Access for All	a) Strengthen and calibrate techniques within the AVID program
c)Support effective AVID Tutorology by training all AVID tutors and teachers, and provide AVID teacher planning, calibration, and growth meetings (Stretch, $9346.85)	$9,346.85	Improve Equity and Access for All	a) Strengthen and calibrate techniques within the AVID program
a) Fund and support an AP intervention coordinator position to enhance and schedule AP Language intervention support, facilitate effective teacher/supporter communication and organization, and support teachers in effective use of this support mechanism. (Stretch, $30,000)	$30,000.00	Improve Equity and Access for All	a)Improve existing AP Language press-in, walk-in, and email intervention support by former AP English Language teachers
c)Organize and hold large informational meetings for targeted parents and students. Create intimacy and a safe setting to ask questions by setting up panels through which smaller groups of students and parents will rotate (Panels: Current AP teachers, Parents of AP students, Current AP students, Alum attending college who can speak to the benefits of completing 1 or more AP classes, and lastly a panel consisting of our College Counselors and 1 or 2 college representatives.) (Stretch, $400) d)Hold small group, and 1:1 meetings for target parents and students with advisors, administrators, AP teachers, current AP students, Samohi alumni, and other equity champions. (No cost)	$400.00	Improve Equity and Access for All	a)Work with data from PSAT, report cards, teacher recommendations, self-section, AP Potential, and AP English Bootcamp: -Review data to create a target list of students to recruit for AP classes. -Develop and publicize (across students, parents, and staff) additional support mechanisms for under-represented students enrolled in AP classes.

b)Provide after-school tutoring through UCLA Xinachtli tutors (Stretch, 2 hours/2 mtg. wk (30 weeks) for certificated supervision at $55.12)	$6,502.80	Improve learning for all students across the curriculum	e) Provide after school intervention support and library/technology/supply support.
e)Support Advisor growth in college ready expectations by supporting attendance at both UC and CSU Conferences (Stretch, $810)	$810.00	Provide a safe and engaging school for students.	b)Increase early outreach and improve awareness of college admissions requirements and the importance of meeting a-g requirements for all students.
b)Form and meet with Freshmen Seminar planning committee, consisting of key Freshmen Seminar teachers, to establish critical components to keep from Facing History, to add from Ethnic Studies, and to maintain from the Civic Democracy Initiative. Train the committee on the Get Focused curriculum. (Stretch, 40 hours at $55.12)	$2,204.80	Provide a safe and engaging school for students.	a) Support Get Focused; Stay Focused implementation preparations
a)Provide science teachers (including Special Ed science teachers) professional development that will familiarize them with NGSS, the Vernier interface system, as well as science content area specific Probewear, and the mathematical data analysis software features specific to each. (Stretch, 60 hours at $55.12)	$3,307.20	Provide a safe and engaging school for students.	a)Provide all science teachers professional development in utilizing technology to support inquiry-based labs in every science classroom.
f) PLTW training an additional teacher	$7,000.00	Provide a safe and engaging school for students.	b)Cultivate interest, recruit, hire, and prepare teachers interested in teaching Computer Science, and STEM-based classes for 2018-2019 school year and in the future.
g) PLTW year 4 project development and supplies (Stretch, $3000; Formula, $2000)	$3,000.00	Provide a safe and engaging school for students.	b)Cultivate interest, recruit, hire, and prepare teachers interested in teaching Computer Science, and STEM-based classes for 2018-2019 school year and in the future.
f)Support departmental growth, by providing key members who are committed to bringing learning back, the opportunity to attend conferences that will support departmental growth needs in Common Core and College and Career readiness strategies and techniques. (Stretch, $1740)	$1,740.00	Provide a safe and engaging school for students.	d)Use of mechanisms of the Samohi PLC as the vehicle to effectively refine and enhance teaching practice, develop rubrics, and norm and respond to Interim Assessments, claims/evidence writing, logic, and critical thinking in ways that maximize student college and career preparedness.

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i)Support Samohi PD Leader Team in attending District PD meetings (Stretch, $1000)	$1,000.00	Provide a safe and engaging school for students.	d)Use of mechanisms of the Samohi PLC as the vehicle to effectively refine and enhance teaching practice, develop rubrics, and norm and respond to Interim Assessments, claims/evidence writing, logic, and critical thinking in ways that maximize student college and career preparedness.
a) Provide the committee of World History teachers time to plan and implement a project-based learning opportunity of Model UN (10 hours total at $55.12)	$551.20	Provide a safe and engaging school for students.	e) Support PD planning, PD implementation, and PD follow-up for civic inquiry and civic action implementation
e)Provide students after-school credit recovery opportunities through APEX online courses. (Stretch, 130 hours at $55.12)	$7,165.60	Improve learning for all students across the curriculum	e) Provide after school intervention support and library/technology/supply support.

Stretch Grant (Ed Foundation) Total Expenditures: $91,771.45

Stretch Grant (Ed Foundation) Allocation Balance: $0.00

Santa Monica High School Total Expenditures: $226,953.85