

The School Plan for Student Achievement

School: Santa Monica Alternative School House (SMASH)
CDS Code: 19-64980-6093538
District: Santa Monica-Malibu Unified School District
Principal: Jessica Rishe
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The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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

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School Mission Statement

Santa Monica Alternative School House (SMASH)'s Vision and Mission Statements

At Santa Monica Alternative Schoolhouse, we strive to help children become active citizens in a democracy that is still being shaped. We want our students to be a part of that shaping in ethical, moral, creative and thoughtful ways. There are three important components that serve as a guide in the development of the SMASH alternative program. First, we have a curriculum that builds

upon student interest and real-life issues and problems. Next, we provide a structure that offers flexibility that includes heterogeneous and multi-age group arrangements for children. Finally, we offer an environment that embraces freedom with responsibility and addresses the balance between the needs of the individual and the needs of the community. Our instructional staff is continuously focused on these important elements in order to build a solid, yet ever-changing, innovative program.

SMASH was founded in 1973 by parents, teachers and students as a progressive school of choice in the Santa Monica-Malibu Unified School District. Teachers use a constructivist approach to learning with a curriculum developed collaboratively between teachers and students. Our ultimate goal is to nurture students to be competent, compassionate, confident and creative citizens in our continually changing world.

School Profile

SMASH (Santa Monica Alternative School House) is a K-8 school serving 225 students. Approximately 13% of our student body qualifies for the National School Lunch Program. Approximately 3% of our students are English learners. 21% of our population receive special education services. 8% of our students identify as Black or African American, 8% as Asian, 1% as Filipino, 20% as Latino or Hispanic, 1% as Native Hawaiian or Pacific Islander, 58% as white and 4% as 2 or More Races. We value learning via projects across subject areas, including student voice and choice in their learning, applying literacy and mathematical skills in real world settings, and partnering with community experts as mentors to our students.

SPSA Executive Summary with SLT Plan Narrative

In order for all students to be ready for college and careers, we are focusing on engaging in productive, persuasive oral and written communication with evidence and application of Social Justice Standards (SJS) and/or Next Generation Science Standards (NGSS).

We want to see the following elements from staff during their own Friday banked time sessions around Productive Communication, Social Justice Standards and Next Generation Science Standards and from students' in-class conversations and writing: reasoning, justification, evidence, connections, research citations, building upon the ideas of others, readability to the audience, clear and coherent/precise academic language.

In order for English Learners to become proficient in English while engaging in a rigorous, standards-aligned curriculum in the core content areas, culturally and linguistically diverse students will receive writing conferences with teachers that frontload Writing Workshop teaching points and offer additional personalized writing instruction.

In order for all students to engage in schools that are safe, well maintained and family friendly, students will learn and demonstrate Mindfulness Strategies within our Social-Emotional Curriculum to build focus/attention, emotional self-regulation, Growth Mindset, relationships and communication skills.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Productively communicate thoughts orally and/or in writing, using persuasion and evidence, with application of Social Justice Standards and/or Next Generation				
District LCAP Goal 1:				
All graduates are ready for college and careers.				
Data and analysis used to form school-specific SMART goal(s)				
CAASPP Multi-Year Comparison (All students tested grades 3-8 from 2015/16-2016/17)				
2015-16 ELA		2016-17 ELA		
2015-16 CAASPP ELA				
SMASH Met	SMASH Not Met	SMMUSD Met	SMMUSD Not Met	
3rd Grade (N=16)	56%	44%	67%	33%
4th Grade (N=16)	75%	25%	67%	33%
5th Grade (N=9)	67%	33%	74%	26%
6th Grade (N=17)	76%	24%	69%	31%
7th Grade (N=23)	87%	13%	70%	30%
8th Grade (N=28)	86%	14%	66%	34%
2016-17 CAASPP ELA				
SMASH Met	SMASH Not Met	SMMUSD Met	SMMUSD Not Met	
3rd Grade (N=7)	71%	29%	72%	28%
4th Grade (N=12)	83%	17%	72%	28%
5th Grade (N=14)	100%	0%	78%	22%
6th Grade (N=20)	65%	35%	69%	31%
7th Grade (N=20)	75%	25%	70%	30%
8th Grade (N=21)	76%	24%	69%	31%
2017-18 CAASPP ELA				
SMASH Met	SMASH Not Met	SMMUSD Met	SMMUSD Not Met	
3rd Grade (N=12)	58%	42%	71%	29%
4th Grade (N=17)	42%	58%	77%	21%

5th Grade (N=10)	70%	30%	79%	21%
6th Grade (N=10)	100%	0%	74%	26%
7th Grade (N=17)	82%	18%	71%	29%
8th Grade (N=18)	89%	11%	70%	30%

Possible goal areas according to 17-18 Target reports: 3rd grade Narrative Writing Target 2 COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, description), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events). Writing Target 8 LANGUAGE & VOCABULARY USE: Accurately use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. 4th grade Narrative Writing Target 2 COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, sensory or concrete details, description), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).

2015-16 CAASPP MATH

SMASH Met	SMASH Not Met	SMMUSD Met	SMMUSD Not Met	
3rd Grade (N=16)	50%	50%	67%	33%
4th Grade (N=16)	88%	12%	64%	36%
5th Grade (N=9)	50%	50%	60%	40%
6th Grade (N=16)	65%	35%	53%	47%
7th Grade (N=23)	48%	52%	55%	45%
8th Grade (N=28)	71%	29%	53%	47%

2016-17 CAASPP MATH

SMASH Met	SMASH Not Met	SMMUSD Met	SMMUSD Not Met	
3rd Grade (N=16)	86%	14%	74 %	30%
4th Grade (N=16)	64 %	36%	70%	30%
5th Grade (N=9)	64%	36%	63 %	37%
6th Grade (N=16)	58%	42%	54 %	46%
7th Grade (N=23)	80%	20%	57%	43%
8th Grade (N=28)	55%	45%	56%	44%

2017-18 CAASPP MATH

SMASH Met	SMASH Not Met	SMMUSD Met	SMMUSD Not Met	
3rd Grade (N=12)	17%	83%	69%	31%
4th Grade (N=17)	39%	61%	77%	23%

5th Grade (N=10)	80%	20%	69%	31%
6th Grade (N=10)	91%	9%	60%	40%
7th Grade (N=17)	75%	25%	55%	45%
8th Grade (N=18)	62%	38%	56%	44%

In thinking about Equity through Excellence, SMASH Subgroup Results show that for CAASPP performance,

1) 2 or more races subgroup had 73% ELA met or exceeds and 69% Math met or exceeds, Hispanic subgroup had 60% ELA met or exceeds and 27% Math met or exceeds, and white subgroup had 78% ELA met or exceeds and 65% Math met or exceeds (a gap of 5% in ELA/no gap for Math and 18% in ELA and 38% in Math respectively). SMMUSD results were 56% ELA and 37% Math met or exceeds for African American subgroup, 58% ELA and 40% Math for Hispanic subgroup, and 85% ELA and 73% Math for White subgroup. (The SMMUSD gap between Hispanic and White students is 27% ELA and 33% Math).

2) In 2016-17, 46% of our students with disabilities met or exceeded standards. [SMMUSD results were 32%] In 20017-18, 60% of SMASH students with disabilities met or exceeded standards in ELA and 30% in Math. [SMMUSD results were 38% ELA and 27% Math.]

Possible Goal area = further differentiating literacy supports (knowing that the math curriculum is also very language based) to support students with IEPs

How the school will measure progress toward this goal

CAASPP ELA for 3rd-8th grade, including writing claims results

Social Justice Standards/NGSS Learning Walk findings regarding student evidence-based conversation and/or writing samples

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student's minds are enhanced by learning to read music and by playing an instrument. SMASH will provide middle school orchestra instruction to match the band and choir instruction already provided through SMMUSD.	T/TH 2:00-3:30pm September 2018-May 2019	John Kibler Orchestra \$6200 Stretch Ryan Rowles Band (District funds) and \$1050 Stretch Jessi Spike Gravelle Choir (District funds) and	All three groups will receive 3 hours of instruction total per week.	None Specified	Stretch Grant (Ed Foundation)	8300

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		\$1050 Stretch				
Mock Trial facilitated by Special Education Teacher and SMASH parents from careers applying within judicial system (prosecution and defense). Curriculum challenges students to write out and present their arguments in a trial setting.	Tuesdays 3:30-5:30pm 6th-8th graders September-November 2018	Jennifer Gardner and parents	PTSA Funded materials	None Specified	Other	0
SAI Collaborative model: teacher to support writing workshops	Hybrid of pull out and push in as needed weekly	Anne Serapiglia and Orah Gidianian		None Specified	None Specified	0
STEP Collaborative model: Paras and teacher to support upper grade writing workshops	Mostly push in, some pull out as needed weekly	Jennifer Gardner and paraprofessionals	STEP = structured therapeutic education program for students with school refusal and anxiety	None Specified		0
SMMUSD Director of Assessments and SMASH Principal review CAASPP math and ELA results together. Results then reviewed with SMASH staff, PTSA and Site Council.	First Semester 2018	Jessica Rishe		None Specified	None Specified	0
Conduct K-8 Social Justice and NGSS Learning Walks. 12 Substitutes *\$169 = \$2,028 LCAP monies		Jessica Rishe		None Specified	Other	0
Monthly Literacy Meetings. Looking at student writing pieces at 4 of the 10 Literacy Coach-PLC meetings	September 2018-May 2019	Literacy Coach		None Specified	None Specified	0
Staff Productive Communication coach to improve our own skills and enhance our teaching techniques	September 2018-December 2019	Barbara Olinger \$2500 LCAP monies		None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Design integrated units (Dramatic Arts-Reading Workshop-Writing Workshop or Visual Arts-STEAM projects) with artists in residence and classroom teachers SMMEF Stretch grant for 6th-7th-8th graders SMMEF PS Arts is providing the matching visual arts and drama instruction for K-5 students	Each student receives 1 hour per week for one semester of art and one semester of drama	Julianna Ostrovsky Kristy Pace		None Specified	Stretch Grant (Ed Foundation) Stretch Grant (Ed Foundation)	2875 2200
Integrated Arts Coordinator (100 hrs * \$50 *.1275)	Social action visual art projects for 3-8 graders in partnership with museums	Marni Gittleman		None Specified	Site Formula Funds Stretch Grant (Ed Foundation)	4388 1265
Subs for Narrative Writing and Family Conferences (2 days * \$169 per day * 9 teachers)				None Specified	Site Formula Funds	3042
Purchase of new school library books (PTSA also sponsors \$2,000 worth of new book purchases)				None Specified	Site Formula Funds	690
				None Specified	Other	0
				None Specified	Other	0
				None Specified	Other	0
				None Specified	None Specified	0

Total Expenditures for Goal 1

Goal Number	Total Expenditures
Goal 1	22,760.00

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Fronloaded Writing Conferences for ELLs and Students with IEPs
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)
<p>On 2016 CAASPP ELA, 13 students with disabilities took CAASPP ELA. Of those 13 students, 46% of them met or exceeded standards. [SMMUSD results were 32%] In 2017-18, 60% of SMASH students with disabilities met or exceeded standards in ELA and 30% in Math. [SMMUSD results were 38% ELA and 27% Math.]</p> <p>We are in the process as a District of transitioning from CELDT to ELPAC.</p> <p>Reclassification Rate: Out of the 7 designated English Learners for 2015-16, 0 were Redesignated Fluent English Proficient. One was reclassified for 2016-17. Out of the 11 designated ELLs for 2017-18, one was reclassified.</p> <p>LTEs: 3 students from 2015-16 were at-risk of becoming Long Term English Learner. 1 student from 2016-17 was at-risk of being an LTEL. 1 student from 2017-18 was at-risk of being an LTEL. (paraphrased definition: student enrolled in school for six or more years and has remained at the same English language proficiency level for two or more consecutive years)</p>
How the school will measure progress toward this goal
Growth in scores for CAASPP ELA subgroup results for ELLs if there are enough to produce that subgroup report and for Students with IEPs, ELPAC results (18-19 will be the baseline year)

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
100% of SMASH teachers have ELL authorization/CLAD credential		Human Resources		None Specified	Other	
All students identified as English Language Learners receive ELPAC testing and receive designated classroom embedded instruction based on their language needs.	August 2018-June 2019	K-8 classroom teachers		None Specified	None Specified	0
Culturally and linguistically diverse students will receive writing conferences with teachers to frontload Writing Workshop teaching points and offer additional personalized writing instruction	August 2018-June 2019	K-8 classroom teachers (gen ed and special ed)		None Specified	Other	
Classroom teachers meet with the Literacy and Language Interventionist (LLI) quarterly to review student progress and make instructional adjustments	August 2018-June 2019	Cassandra Brown		None Specified	None Specified	0
Students who qualify receive pull out services with the LLI	August 2018-June 2019	Cassandra Brown		None Specified	Other	
Reading Partners--K-4 students who qualify receive 1:1 reading interventions 45 minutes twice a week	August 2018-June 2019	RP Coordinator		None Specified	Stretch Grant (Ed Foundation)	3000

Total Expenditures for Goal 2

Goal Number	Total Expenditures
Goal 2	3,000.00

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Mindfulness in the social-emotional curriculum and parent-staff study groups

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)

72 out of 83 6th-8th grade students responded to the K12 Insight Student Engagement Survey 2017

Overall Engagement Trends:

15-16 16-17

3.40 3.46

Cognitive Engagement Trends

15-16 16-17

3.28 3.33

Social and Emotional Engagement

15-16 16-17

3.44 3.51

Students answered positively to 3 questions about how SMASH helps them: discover strongest skills 82%, discover skills that need work 90%, become a better student 93%

Students answered positively to 3 questions about their persistence: willing to try new activities 94% , keep trying when something is difficult 90% , seek additional info if don't understand something 93%

102 parents responded to the 2017-18 SMMUSD School Climate Survey

89% of the respondents strongly agree or agree that SMASH gives quality support for student safety and behavior

95% of the respondents strongly agree or agree that at SMASH there is a teacher, counselor or other staff member to whom a student can go to for help with a problem

89% of the respondents strongly agree or agree that the school is safe

90% of the respondents strongly agree or agree that bullying is not tolerated

According to K12 Insight, two of the "Highest Ranking Indicators" are that staff members and families treat each other with respect (97%) and the school encourages parents to volunteer (98%)

According to K12 Insight, two of the "Lowest Ranking Indicators" are that 11% of respondents said students in this school don't receive support that addresses their individual needs and 12% of respondents said teachers don't give timely feedback on student work

Approximately 1/3 of SMASH households responded to the

October 2015 SMMUSD Parent Engagement Survey.

At SMASH, the weekly newsletter (Friday Letter) is email blasted, posted on the school web site and sent home in hard copy to families who request the paper copy.

- 84% of parent respondents say they access the newsletter more than 10 times per year (that's the highest category included in the survey).
- 92% of parent respondents say SMASH staff are available to discuss their child's learning needs
- 84% say the school encourages feedback. 13% say SMASH "somewhat" encourages feedback.
- 94% say staff are open and willing to answer questions.
- 92% are comfortable asking questions and requesting help.
- 90% say cultural diversity is appreciated at the school
- 95% are satisfied or very satisfied with the quality of their child's education

Approximately 1/3 of SMASH households responded to the

February 2016 SMMUSD Parent Climate Survey.

95% of parent respondents rate the overall quality of SMASH as good or excellent.

90% or more of parent respondents agree or strongly agree that SMASH has in terms of Academic Support:

- High learning standards for all students
- Teachers set high expectations for all students
- Learning expectations are clearly explained to all students
- Teachers give timely and helpful feedback about student work
- Teachers successfully show students how lessons relate to life outside school

93% or more of parent respondents agree or strongly agree that SMASH has in terms of Student Support:

- Staff members to whom a student can go to for help with a school or personal problem
- Students at SMASH are treated fairly regardless of their race, culture, religion, sexual orientation, gender or disabilities

93% or more of parent respondents agree or strongly agree that in terms of School Leadership the SMASH administration:

- Makes decisions in the best interest of students
- Clearly communicates the school mission and vision

- Is available, courteous, and responsive when parents have concerns

98% of parent respondents agree or strongly agree that in terms of Family Involvement SMASH:

- Families are encouraged to attend school sponsored activities
- Families are encouraged to volunteer
- Staff members and families treat each other with respect
- 95% say SMASH respects and values input provided by families
- 83% say SMASH uses family input to improve instruction. 10% say they “don’t know” if SMASH uses family input to improve instruction

In terms of Safety and Behavior, SMASH parent respondents feel that:

- 88% of their children are aware of safety and security procedures. 8% “don’t know”
- 93% agree or strongly agree that SMASH is safe
- 97% agree or strongly agree that staff and students treat each other with respect
- 88% agree or strongly agree that bullying is not tolerated

SMASH 3rd through 8th grade students have participated in a multiple-choice questionnaire provided through the Department of Mental Health Spring 2011, Spring 2012, Spring 2013, Spring 2016, Spring 2017, and Spring 2018. In addition, 3rd through 5th grade students completed this same survey Spring 2015 and 6th and 8th grade students completed the SMMUSD School Climate Survey Spring 2015. These were anonymous surveys with questions that address topics such as:

- What types of negative behaviors are most common at SMASH? Where do these incidents occur?
- To what degree do students have positive peer relationships and feel able to act as “Upstanders” when they see an injustice?
- What are their feelings about school?
- How responsive do students feel adults are in these situations?

SMASH submitted the student answers and received reports of the overall findings to guide us as we considered next steps in furthering our physically and emotionally safe and nurturing environment.

Definition of bullying: A pattern of behaviors where there is a power imbalance and there is intention to harm.

Olweus anti-bullying survey data Spring 2018 for 142 of SMASH 3rd-8th students: 14% of student respondents (14% of 142 = 20 students) anonymously reported they have been involved in bullying or been bullied. Of these students the types of bullying identified include:

28% said verbal

26% said exclusion

15% said another way

13% said physical

9% said rumor

6% said racial

1% said cyber

0% said sexual

Of the 20 students who reported bullying, they say this occurs on the playground during break times (50% for girls and 72% for boys)

Olweus anti-bullying survey data March 2017 for SMASH 3rd-8th students: 18% of students anonymously reported they have been involved in bullying or been bullied. Of these students the types of bullying identified include:

#1 "called mean names, made fun of, teased..." 26% of bullied students.

#2 "told lies or rumors about me, tried to make others dislike me..." 13% of bullied students.

#3 "mean names, comments with a sexual meaning..." 10% of bullied students.

#4 "left me out, excluded, ignored me..." 17% of bullied students.

On the March 2017 survey, 3.6% of girls say they have been cyberbullied 2-3 times per month. 0% of boys say they have.

On the March 2017 survey, what do SMASH students say they do if there is bullying:

36.0% Never noticed bullying

1.5% I take part/think it's OK / I just watch

12.5% I don't do anything, but I think ought to help

50.0% I try to help

Olweus anti-bullying survey data March 2016 for SMASH 3rd-8th students indicated relatively low levels of student concerns about aggressive behaviors with two notable exceptions.

The Class of 2020 (2015-16 4th graders) reported an elevated amount of feeling bullied compared to the SMASH average over previous years. (Page 22 girls who have bullied another student)

Students within the same multiage Core 3 had notably different reporting:

0% of students in 6th grade say they have been bullied or bullied someone else

5th graders say 13% of them have been bullied

SMASH Students 2012-13 2013-14 2014-15 2015-16 2016-17 2017-18

Male Students Suspended 0 2 2 0 0 0

Female Students Suspended 0 0 0 0 0 0

SMASH K-8 SST Referral Data Emphasis was Social-Emotional-Behavioral Referrals Emphasis was Academic Referrals Total # of Student SST Referrals

2011-12 5 15 20

2013-14 5 11 16

2014-15 5 10 15

2015-16 10 28 38

2016-17 9 13 22

2017-18 10 20 30

How the school will measure progress toward this goal

Measured by reaching a 25% or less rate of SST referrals for social-emotional-behavioral concerns (as opposed to academic concerns).

Measured by a decrease in survey reported student concerns to less than 5% of students reporting receiving verbal insults or feeling excluded.

Measured by parent survey data increasing from 88% to over 90% that student aggressive behaviors (bullying) is addressed and not tolerated at SMASH.

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
10 weeks of Mindfulness lessons in student advisory meetings facilitated by trained Mindfulness counselors and classroom teachers	September 2018-December 2018	3 Mindfulness Counselors and K-8 Classroom teachers	Walking and music meditations, mindful breathing and other self regulation techniques	None Specified	Site Formula Funds	6009
Administer and then Review Department of Mental Health Olweus	March 2019	Jessica Rishe and Olweuse Trainer	3-8th grade anti-bullying on-line survey	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
survey results and SMMUSD School Climate survey results.		Christian Carter				
Promote participation in the SMMUSD Parent Climate/Parent Engagement on-line surveys. Review the parent survey results	Per Ed Services timeline	Jessica Rishe		None Specified	None Specified	0
Practice the social contract and logical consequences with students during Morning Meetings to clarify the proactive (social curriculum) and reactive (logical consequences) implemented across the K-8 continuum. As Responsive Classroom says, "To be successful academically and socially, children need to learn a set of social and emotional skills that include cooperation, assertiveness, responsibility, empathy, and self-control."	August 2018-September 2018	K-8 Classroom teachers		None Specified	None Specified	0
Practice staff agreements and hold reflective conversations during whole staff banked time about how we use the Professional Learning Community (PLC) model to develop best practices around classroom and school-wide student academic and pro-social engagement. As Responsive Classroom says, "How we, the adults at school, work together is as important as our individual competence. Lasting change begins with the adult community."	Friday banked time	K-8 teachers and paraprofessionals with Principal	Staff social contract	None Specified	None Specified	0
Provide individual student counseling regarding peer pressure, lack of social cueing, competitive nature, and family changes to students. Provide small group counseling to 5 students	(5 hours * 30 weeks) funded through SMMUSD Pupil Services.	Women's Clinic		None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
at a time for 10 week sessions.						
Superflex social skills curriculum K-2 (push in by School Psychologist)	September 2018-May 2019	Rebecca Nelson		None Specified	None Specified	0
Parent Education (Exploring Privilege/Race Conscious Parenting, Inquiry Based Learning)	PTSA sponsored	Shuli Lotan, SMMUSD Coordinator of Mental Health Resources and Andrea Purcell SMASH Parent Ed Chair		None Specified	None Specified	0
Continue strategic yard supervision. Yard supervisors communicate with Principal during monthly meetings where Upstander observations as well as patterns of concern for specific students are reviewed		Paraprofessionals, PE coach, K-8 gen ed and special ed teachers		None Specified	None Specified	0
Peer Mediators as peacekeepers and those who facilitate problem solving circles based on student request for their support.		25 trained 6-7-8 grade peer mediators		None Specified	Other	0
				None Specified	None Specified	0
				None Specified	Other	
				None Specified	Other	
				None Specified	Other	0
				None Specified	Other	0
				None Specified	None Specified	0
				None Specified	Other	

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				None Specified	Other	
				None Specified	None Specified	0
				None Specified	Other	
				None Specified	None Specified	0
				None Specified	None Specified	0
				None Specified	Other	

Total Expenditures for Goal 3

Goal Number	Total Expenditures
Goal 3	6,009.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Christian Carter		X			
Anne Serapiglia		X			
Jennifer Gardner		X			
Chrysta Powell		X			
Malaika Boyer			X		
Jessica Rishe	X				
Arati Desai				X	
Michon Herman				X	
Kirsten Sheridan				X	
Mira Wagabaza					X
Maya Gillerman					X
Nico Lombard					X
Numbers of members of each category:	1	4	1	3	3

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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

English Learner Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Jessica Rishe

Typed Name of School Principal

Jessica Rishe

Signature of School Principal

9.13.17

Date

Malaika Boyer

Typed Name of SSC Chairperson

Malaika Boyer

Signature of SSC Chairperson

9.13.17

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	408.72	408.72
Title II (Teacher Improvement)		
Site Formula Funds		
Stretch Grant (Ed Foundation)		

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
None Specified	0.00
Other	0.00
Site Formula Funds	14,129.00
Stretch Grant (Ed Foundation)	17,640.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
None Specified	28,304.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
None Specified		0.00
None Specified	None Specified	0.00
	Other	0.00
None Specified	Other	0.00
None Specified	Site Formula Funds	14,129.00
	Stretch Grant (Ed Foundation)	3,465.00
None Specified	Stretch Grant (Ed Foundation)	14,175.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	22,760.00
Goal 2	3,000.00
Goal 3	6,009.00

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	24	25	26	7	17	12	7	17	12	29.2	68	46.2
Grade 4	26	*	25	12	*	17	12	*	17	46.2		68
Grade 5	26	26	*	14	11	*	14	11	*	53.8	42.3	
Grade 6	29	29	*	20	15	*	20	15	*	69	51.7	
Grade 7	29	28	28	20	15	17	20	15	17	69	53.6	60.7
Grade 8	25	28	25	21	18	18	21	18	18	84	64.3	72
All Grades	159	161	156	94	85	84	94	85	84	59.1	52.8	53.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	2411.4	2436.5	*	23.53	33.33	*	11.76	25.00	*	41.18	16.67	*	23.53	25.00
Grade 4	2535.0	*	2471.8	67	*	23.53	17	*	17.65	17	*	35.29	0	*	23.53
Grade 5	2566.4	2533.4	*	36	27.27	*	64	27.27	*	0	36.36	*	0	9.09	*
Grade 6	2586.2	2590.7	*	35	46.67	*	30	26.67	*	30	26.67	*	5	0.00	*
Grade 7	2602.1	2635.3	2616.8	25	40.00	35.29	50	46.67	47.06	20	13.33	5.88	5	0.00	11.76
Grade 8	2609.0	2618.2	2632.8	19	16.67	33.33	57	66.67	55.56	10	11.11	5.56	14	5.56	5.56
All Grades	N/A	N/A	N/A	35	31.76	38.10	43	36.47	34.52	17	24.71	14.29	5	7.06	13.10

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	23.53	33.33	*	41.18	58.33	*	35.29	8.33
Grade 4	50	*	23.53	42	*	52.94	8	*	23.53
Grade 5	57	9.09	*	43	54.55	*	0	36.36	*
Grade 6	35	40.00	*	45	60.00	*	20	0.00	*
Grade 7	35	53.33	41.18	55	40.00	47.06	10	6.67	11.76
Grade 8	38	33.33	55.56	43	61.11	38.89	19	5.56	5.56
All Grades	44	34.12	44.05	44	51.76	44.05	13	14.12	11.90

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	17.65	25.00	*	58.82	33.33	*	23.53	41.67
Grade 4	42	*	17.65	58	*	52.94	0	*	29.41
Grade 5	36	54.55	*	57	36.36	*	7	9.09	*
Grade 6	40	53.33	*	40	40.00	*	20	6.67	*
Grade 7	50	73.33	47.06	45	20.00	41.18	5	6.67	11.76
Grade 8	38	33.33	33.33	52	61.11	55.56	10	5.56	11.11
All Grades	40	43.53	40.48	51	45.88	41.67	9	10.59	17.86

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	17.65	33.33	*	58.82	50.00	*	23.53	16.67
Grade 4	17	*	11.76	83	*	76.47	0	*	11.76
Grade 5	36	36.36	*	64	63.64	*	0	0.00	*
Grade 6	45	46.67	*	55	53.33	*	0	0.00	*
Grade 7	20	26.67	35.29	80	66.67	52.94	0	6.67	11.76
Grade 8	19	16.67	33.33	81	83.33	66.67	0	0.00	0.00
All Grades	30	29.41	28.57	70	63.53	61.90	0	7.06	9.52

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	17.65	0.00	*	58.82	91.67	*	23.53	8.33
Grade 4	50	*	23.53	42	*	58.82	8	*	17.65
Grade 5	36	45.45	*	64	36.36	*	0	18.18	*
Grade 6	50	40.00	*	50	60.00	*	0	0.00	*
Grade 7	50	53.33	70.59	45	46.67	29.41	5	0.00	0.00
Grade 8	29	33.33	44.44	57	61.11	50.00	14	5.56	5.56
All Grades	41	40.00	46.43	53	51.76	46.43	5	8.24	7.14

Conclusions based on this data:

1. CAASPP ELA data analysis is included in Goal #1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	24	25	26	7	17	12	7	17	11	29.2	68	46.2
Grade 4	26	*	25	11	*	18	11	*	18	42.3		72
Grade 5	26	26	*	14	11	*	14	11	*	53.8	42.3	
Grade 6	29	29	*	20	14	*	19	14	*	69	48.3	
Grade 7	29	28	28	20	15	17	20	15	17	69	53.6	60.7
Grade 8	25	28	25	21	17	18	21	17	18	84	60.7	72
All Grades	159	161	156	93	83	85	92	83	84	58.5	51.6	54.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	2424.4	2399.6	*	17.65	0.00	*	23.53	18.18	*	41.18	54.55	*	17.65	27.27
Grade 4	2500.7	*	2459.9	27	*	11.11	36	*	27.78	18	*	33.33	18	*	27.78
Grade 5	2538.4	2553.1	*	14	45.45	*	50	27.27	*	29	18.18	*	7	9.09	*
Grade 6	2570.3	2584.1	*	37	28.57	*	21	50.00	*	32	14.29	*	11	7.14	*
Grade 7	2615.2	2661.3	2603.1	45	66.67	29.41	35	20.00	47.06	15	13.33	11.76	5	0.00	11.76
Grade 8	2584.5	2650.2	2654.9	24	52.94	55.56	33	41.18	5.56	19	0.00	33.33	24	5.88	5.56
All Grades	N/A	N/A	N/A	30	39.76	36.90	36	36.14	23.81	21	15.66	25.00	13	8.43	14.29

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	23.53	0.00	*	35.29	45.45	*	41.18	54.55
Grade 4	45	*	22.22	18	*	33.33	36	*	44.44
Grade 5	29	36.36	*	57	45.45	*	14	18.18	*
Grade 6	37	35.71	*	37	57.14	*	26	7.14	*
Grade 7	60	73.33	52.94	35	26.67	35.29	5	0.00	11.76
Grade 8	24	52.94	55.56	43	41.18	33.33	33	5.88	11.11
All Grades	40	46.99	44.05	38	38.55	33.33	22	14.46	22.62

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	35.29	18.18	*	52.94	54.55	*	11.76	27.27
Grade 4	36	*	16.67	55	*	72.22	9	*	11.11
Grade 5	21	54.55	*	64	36.36	*	14	9.09	*
Grade 6	37	35.71	*	47	57.14	*	16	7.14	*
Grade 7	45	60.00	58.82	45	40.00	29.41	10	0.00	11.76
Grade 8	29	58.82	55.56	52	35.29	38.89	19	5.88	5.56
All Grades	35	49.40	46.43	52	43.37	41.67	13	7.23	11.90

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	17.65	9.09	*	52.94	54.55	*	29.41	36.36
Grade 4	45	*	22.22	36	*	50.00	18	*	27.78
Grade 5	14	54.55	*	64	27.27	*	21	18.18	*
Grade 6	32	42.86	*	58	50.00	*	11	7.14	*
Grade 7	45	66.67	35.29	50	33.33	47.06	5	0.00	17.65
Grade 8	24	64.71	50.00	52	29.41	44.44	24	5.88	5.56
All Grades	34	45.78	35.71	51	42.17	48.81	15	12.05	15.48

Conclusions based on this data:

1. CAASPP Math data analysis is included in Goal #1.

School and Student Performance Data

CAASPP Results (American Indian)

English Language Arts/Literacy

Overall Participation for American Indian or Alaska Native												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	1			0			0			0		
Grade 8		*			*			*				
All Grades	1	*		0	*		0	*		0		

* 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 7	*			*			*			*			*		
Grade 8		*			*			*			*			*	
All Grades	N/A	N/A	N/A	*	*		*	*		*	*		*	*	

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

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

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

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 7	*			*			*		
Grade 8		*			*			*	
All Grades	*	*		*	*		*	*	

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (American Indian)

Mathematics

Overall Participation for American Indian or Alaska Native												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	1			0			0			0		
Grade 8		*			*			*				
All Grades	1	*		0	*		0	*		0		

* 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 7	*			*			*			*			*		
Grade 8		*			*			*			*			*	
All Grades	N/A	N/A	N/A	*	*		*	*		*	*		*	*	

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (Asian)

English Language Arts/Literacy

Overall Participation for Asian												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3		*			*			*				
Grade 4			*			*			*			
Grade 5	1			0			0			0		
Grade 6	1	*		1	*		1	*		100		
Grade 7	1	*	*	1	*	*	1	*	*	100		
Grade 8	2	*	*	1	*	*	1	*	*	50		
All Grades	5	*	*	3	*	*	3	*	*	60		

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

Overall Achievement for Asian															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3		*			*			*			*			*	
Grade 4			*			*			*			*			*
Grade 5	*			*			*			*			*		
Grade 6	*	*		*	*		*	*		*	*		*	*	
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3		*			*			*	
Grade 4			*			*			*
Grade 5	*			*			*		
Grade 6	*	*		*	*		*	*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3		*			*			*	
Grade 4			*			*			*
Grade 5	*			*			*		
Grade 6	*	*		*	*		*	*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3		*			*			*	
Grade 4			*			*			*
Grade 5	*			*			*		
Grade 6	*	*		*	*		*	*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3		*			*			*	
Grade 4			*			*			*
Grade 5	*			*			*		
Grade 6	*	*		*	*		*	*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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 3		*			*			*				
Grade 4			*			*			*			
Grade 5	1			0			0			0		
Grade 6	1	*		1	*		1	*		100		
Grade 7	1	*	*	1	*	*	1	*	*	100		
Grade 8	2	*	*	1	*	*	1	*	*	50		
All Grades	5	*	*	3	*	*	3	*	*	60		

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

Overall Achievement for Asian															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3		*			*			*			*			*	
Grade 4			*			*			*			*			*
Grade 5	*			*			*			*			*		
Grade 6	*	*		*	*		*	*		*	*		*	*	
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3		*			*			*	
Grade 4			*			*			*
Grade 5	*			*			*		
Grade 6	*	*		*	*		*	*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3		*			*			*	
Grade 4			*			*			*
Grade 5	*			*			*		
Grade 6	*	*		*	*		*	*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3		*			*			*	
Grade 4			*			*			*
Grade 5	*			*			*		
Grade 6	*	*		*	*		*	*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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 3	1	*	*	0	*	*	0	*	*	0		
Grade 4	1	*	*	1	*	*	1	*	*	100		
Grade 5	1	*	*	0	*	*	0	*	*	0		
Grade 6		*	*		*	*		*	*			
Grade 7			*			*			*			
Grade 8	1		*	1		*	1		*	100		
All Grades	4	*	*	2	*	*	2	*	*	50		

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

Overall Achievement for Black or African American															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6		*	*		*	*		*	*		*	*		*	*
Grade 7			*			*			*			*			*
Grade 8	*		*	*		*	*		*	*		*	*		*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6		*	*		*	*		*	*
Grade 7			*			*			*
Grade 8	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6		*	*		*	*		*	*
Grade 7			*			*			*
Grade 8	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6		*	*		*	*		*	*
Grade 7			*			*			*
Grade 8	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6		*	*		*	*		*	*
Grade 7			*			*			*
Grade 8	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (African American)

Mathematics

Overall Participation for Black or African American												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	1	*	*	0	*	*	0	*	*	0		
Grade 4	1	*	*	1	*	*	1	*	*	100		
Grade 5	1	*	*	0	*	*	0	*	*	0		
Grade 6		*	*		*	*		*	*			
Grade 7			*			*			*			
Grade 8	1		*	1		*	1		*	100		
All Grades	4	*	*	2	*	*	2	*	*	50		

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

Overall Achievement for Black or African American															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6		*	*		*	*		*	*		*	*		*	*
Grade 7			*			*			*			*			*
Grade 8	*		*	*		*	*		*	*		*	*		*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6		*	*		*	*		*	*
Grade 7			*			*			*
Grade 8	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6		*	*		*	*		*	*
Grade 7			*			*			*
Grade 8	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6		*	*		*	*		*	*
Grade 7			*			*			*
Grade 8	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (Filipino)

English Language Arts/Literacy

Overall Participation for Filipino												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18

* 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
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 (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

* 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
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 (Hispanic)

English Language Arts/Literacy

Overall Participation for Hispanic or Latino												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2	*	*	0	*	*	0	*	*	0		
Grade 4	5	*	*	0	*	*	0	*	*	0		
Grade 5	2	*	*	2	*	*	2	*	*	100		
Grade 6	4	*	*	1	*	*	1	*	*	25		
Grade 7	2	*	*	2	*	*	2	*	*	100		
Grade 8	4	*	*	2	*	*	2	*	*	50		
All Grades	19	22	26	7	13	14	7	13	14	36.8	59.1	53.8

* 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 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	38.46	35.71	*	23.08	21.43	*	23.08	21.43	*	15.38	21.43

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	*	15.38	35.71	*	69.23	50.00	*	15.38	14.29

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	*	46.15	42.86	*	38.46	28.57	*	15.38	28.57

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	*	15.38	35.71	*	84.62	35.71	*	0.00	28.57

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	*	30.77	21.43	*	53.85	64.29	*	15.38	14.29

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 3	2	*	*	0	*	*	0	*	*	0		
Grade 4	5	*	*	0	*	*	0	*	*	0		
Grade 5	2	*	*	2	*	*	2	*	*	100		
Grade 6	4	*	*	1	*	*	1	*	*	25		
Grade 7	2	*	*	2	*	*	2	*	*	100		
Grade 8	4	*	*	2	*	*	2	*	*	50		
All Grades	19	22	26	7	12	14	7	12	14	36.8	54.5	53.8

* 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 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	16.67	7.14	*	33.33	21.43	*	41.67	35.71	*	8.33	35.71

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	*	25.00	7.14	*	50.00	42.86	*	25.00	50.00

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	*	16.67	21.43	*	75.00	50.00	*	8.33	28.57

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	*	33.33	21.43	*	41.67	50.00	*	25.00	28.57

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

* 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
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 (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

* 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
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 (White)

English Language Arts/Literacy

Overall Participation for White												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	19	*	*	5	*	*	5	*	*	26.3		
Grade 4	11	*	*	6	*	*	6	*	*	54.5		
Grade 5	16	*	*	9	*	*	9	*	*	56.3		
Grade 6	18	*	*	13	*	*	13	*	*	72.2		
Grade 7	21	*	16	16	*	11	16	*	11	76.2		68.8
Grade 8	16	20	13	15	14	11	15	14	11	93.8	70	84.6
All Grades	101	98	88	64	48	46	64	48	46	63.4	49	52.3

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

Overall Achievement for White															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	2571.6	*	*	31	*	*	31	*	*	31	*	*	8	*	*
Grade 7	2605.1	*	2625.5	25	*	18.18	50	*	72.73	25	*	9.09	0	*	0.00
Grade 8	2615.3	2619.6	2617.3	27	14.29	9.09	53	71.43	81.82	0	14.29	9.09	20	0.00	0.00
All Grades	N/A	N/A	N/A	31	27.08	28.26	44	43.75	50.00	19	25.00	15.22	6	4.17	6.52

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	23	*	*	62	*	*	15	*	*
Grade 7	38	*	36.36	56	*	63.64	6	*	0.00
Grade 8	40	35.71	45.45	40	57.14	54.55	20	7.14	0.00
All Grades	39	33.33	41.30	48	56.25	50.00	13	10.42	8.70

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	31	*	*	46	*	*	23	*	*
Grade 7	50	*	45.45	44	*	45.45	6	*	9.09
Grade 8	40	28.57	18.18	53	71.43	72.73	7	0.00	9.09
All Grades	38	37.50	34.78	55	52.08	52.17	8	10.42	13.04

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	38	*	*	62	*	*	0	*	*
Grade 7	19	*	36.36	81	*	63.64	0	*	0.00
Grade 8	27	21.43	27.27	73	78.57	72.73	0	0.00	0.00
All Grades	28	35.42	26.09	72	56.25	69.57	0	8.33	4.35

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	46	*	*	54	*	*	0	*	*
Grade 7	56	*	81.82	44	*	18.18	0	*	0.00
Grade 8	33	35.71	36.36	53	64.29	63.64	13	0.00	0.00
All Grades	44	41.67	50.00	52	52.08	47.83	5	6.25	2.17

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 3	19	*	*	5	*	*	5	*	*	26.3		
Grade 4	11	*	*	6	*	*	6	*	*	54.5		
Grade 5	16	*	*	9	*	*	9	*	*	56.3		
Grade 6	18	*	*	13	*	*	12	*	*	72.2		
Grade 7	21	*	16	16	*	11	16	*	11	76.2		68.8
Grade 8	16	20	13	15	13	11	15	13	11	93.8	65	84.6
All Grades	101	98	88	64	47	46	63	47	46	63.4	48	52.3

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

Overall Achievement for White															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	2558.6	*	*	33	*	*	17	*	*	33	*	*	17	*	*
Grade 7	2617.8	*	2604.2	38	*	27.27	44	*	54.55	19	*	9.09	0	*	9.09
Grade 8	2572.0	2666.3	2631.6	20	53.85	36.36	27	46.15	9.09	27	0.00	54.55	27	0.00	0.00
All Grades	N/A	N/A	N/A	27	40.43	34.78	37	44.68	30.43	22	10.64	28.26	14	4.26	6.52

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	33	*	*	42	*	*	25	*	*
Grade 7	56	*	63.64	44	*	27.27	0	*	9.09
Grade 8	20	53.85	36.36	40	46.15	54.55	40	0.00	9.09
All Grades	37	48.94	45.65	43	42.55	39.13	21	8.51	15.22

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	33	*	*	50	*	*	17	*	*
Grade 7	50	*	54.55	44	*	36.36	6	*	9.09
Grade 8	20	53.85	36.36	53	46.15	63.64	27	0.00	0.00
All Grades	32	53.19	45.65	56	44.68	47.83	13	2.13	6.52

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	25	*	*	58	*	*	17	*	*
Grade 7	38	*	36.36	56	*	45.45	6	*	18.18
Grade 8	20	61.54	27.27	53	38.46	72.73	27	0.00	0.00
All Grades	30	42.55	30.43	52	51.06	60.87	17	6.38	8.70

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 3	7	*	*	1	*	*	1	*	*	14.3		
Grade 4	5	*	*	1	*	*	1	*	*	20		
Grade 5	3	*	*	1	*	*	1	*	*	33.3		
Grade 6	5	*	*	3	*	*	3	*	*	60		
Grade 7	2	*	*	1	*	*	1	*	*	50		
Grade 8	7	*	*	6	*	*	6	*	*	85.7		
All Grades	29	*	38	13	*	19	13	*	19	44.8		50

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

Overall Achievement for Students with Disability															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	15	*	15.79	31	*	42.11	31	*	15.79	23	*	26.32

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	23	*	36.84	54	*	36.84	23	*	26.32

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	8	*	15.79	62	*	52.63	31	*	31.58

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	15	*	10.53	85	*	63.16	0	*	26.32

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	15	*	31.58	69	*	52.63	15	*	15.79

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 3	7	*	*	1	*	*	1	*	*	14.3		
Grade 4	5	*	*	1	*	*	1	*	*	20		
Grade 5	3	*	*	1	*	*	1	*	*	33.3		
Grade 6	5	*	*	3	*	*	2	*	*	60		
Grade 7	2	*	*	1	*	*	1	*	*	50		
Grade 8	7	*	*	6	*	*	6	*	*	85.7		
All Grades	29	*	38	13	*	19	12	*	19	44.8		50

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

Overall Achievement for Students with Disability															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	0	*	10.53	33	*	21.05	25	*	36.84	42	*	31.58

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*
All Grades	17	*	21.05	42	*	36.84	42	*	42.11	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	0	*	10.53	67	*	63.16	33	*	26.32

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	17	*	21.05	33	*	57.89	50	*	21.05

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 2	*	*	*	*
Grade 3	*	*	*	*
All Grades				*

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 2	*	*							*
Grade 3			*	*					*
All Grades	*	*	*	*					*

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 2	*	*							*
Grade 3			*	*					*
All Grades	*	*	*	*					*

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 2			*	*					*
Grade 3					*	*			*
All Grades			*	*	*	*			*

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 2	*	*					*
Grade 3			*	*			*
All Grades	*	*	*	*			*

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 2	*	*					*
Grade 3	*	*					*
All Grades	*	*					*

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 2	*	*	*	*			*
Grade 3			*	*			*
All Grades	*	*	*	*			*

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 2			*	*			*
Grade 3			*	*			*
All Grades			*	*			*

Conclusions based on this data:

1.

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

District: Santa Monica-Malibu Unified

Date Prepared: 4 Jun 2018

School: Santa Monica Alternative (K-8)

Response Rate: 70% (2015), 93% (2016), 86% (2017), 88% (2018)

School Climate Index (SCI)

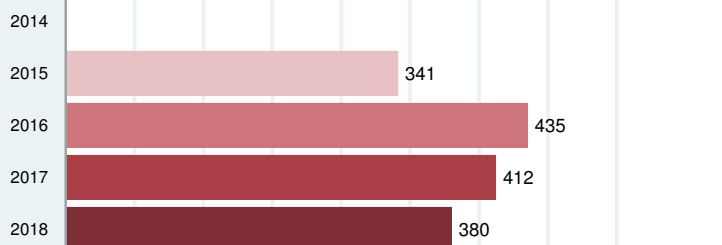
	2014	2015	2016	2017	2018	Change
SCI Score ^A	—	341	435	412	380	+39
SCI State Percentile ^B	—	82	99	99	95	+13
SCI Similar Schools Percentile ^B	—	49	98	91	78	+29

Middle School

School Climate Index Scores (2014 to 2018)

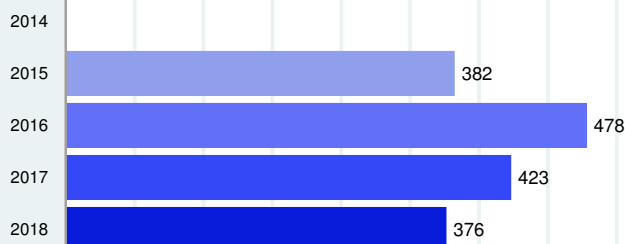
Based on responses from students to the California Healthy Kids Survey

SCHOOL CLIMATE INDEX (SCI)

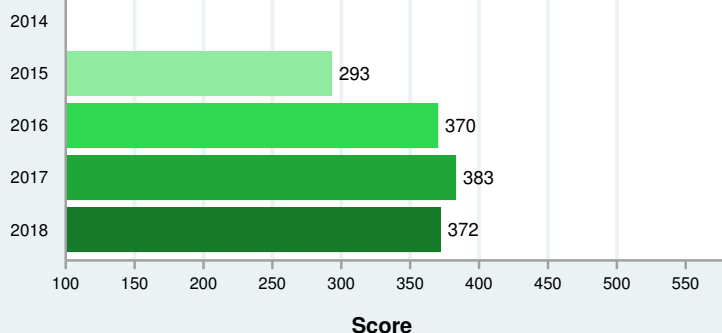


SCHOOL CLIMATE SUBSCALE RESULTS

OVERALL SUPPORTS AND ENGAGEMENT



OVERALL LOW VIOLENCE & SUBSTANCE USE



^AScores 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.

^BA school's *State Percentile* compares that school to other middle schools in the state. A school's *Similar Schools Percentile* compares that school to other middle schools in the state with similar demographic characteristics.

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

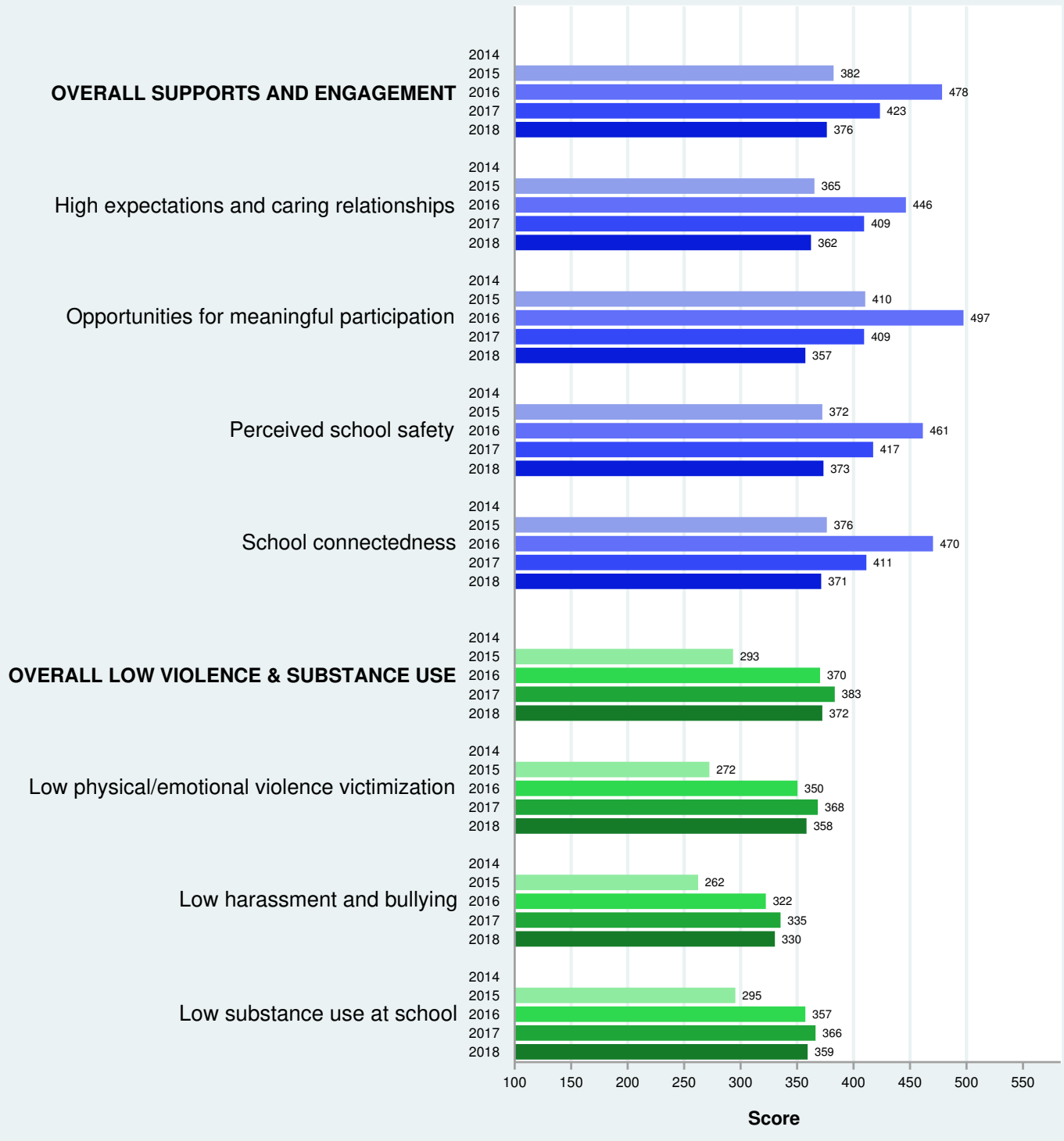
District: Santa Monica-Malibu Unified
School: Santa Monica Alternative (K-8)

Date Prepared: 4 Jun 2018

Middle School

School Climate Subscale Results (2014 to 2018)

Based on responses from students to the California Healthy Kids Survey



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

District: Santa Monica-Malibu Unified
School: Santa Monica Alternative (K-8)

Date Prepared: 4 Jun 2018

School Climate Index Subscale Results

	SCI Scores					
	2014	2015	2016	2017	2018	Change
Overall Supports and Engagement	–	382	478	423	376	-6
High expectations and caring relationships	–	365	446	409	362	-3
Opportunities for meaningful participation	–	410	497	409	357	-53
Perceived school safety	–	372	461	417	373	+1
School connectedness	–	376	470	411	371	-5
Overall Low Violence and Substance Use	–	293	370	383	372	+79
Low physical/emotional violence victimization	–	272	350	368	358	+86
Low harassment and bullying	–	262	322	335	330	+68
Low substance use at school	–	295	357	366	359	+64

Other Indicators

Selected Student-Reported Indicators (California Healthy Kids Survey)

	2014	2015	2016	2017	2018	Change
	(%)	(%)	(%)	(%)	(%)	
Try hard on school work	–	80	89	79	93	+13
Truant more than a few times	–	0	7	4	0	0
Feel a part of the school	–	81	89	79	82	+1
Safety at school	–	90	96	92	86	-4
Harassed or bullied at school	–	24	19	21	19	-5
Parents feel welcome to participate at this school	~	~	96	96	71	-25
School is usually clean and tidy	~	~	67	83	64	-3
Experienced chronic sadness/hopelessness	–	14	4	25	11	-3

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: 19649806093538

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 middle schools in California was 300.

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

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

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

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

State Percentile

The *State Percentile* shows what percentage of middle 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 middle 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 middle 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 middle schools serving students with similar demographic characteristics had the same SCI score as, or a lower SCI score than, the school referenced on the report card.

Explanation of Other Indicators

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

Selected Student-Reported School Climate Measures (CHKS)

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

Selected Staff-Reported School Climate Measures (CSSS)

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

Student Engagement Survey: SMASH

Results

School Year 2017 - 2018



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

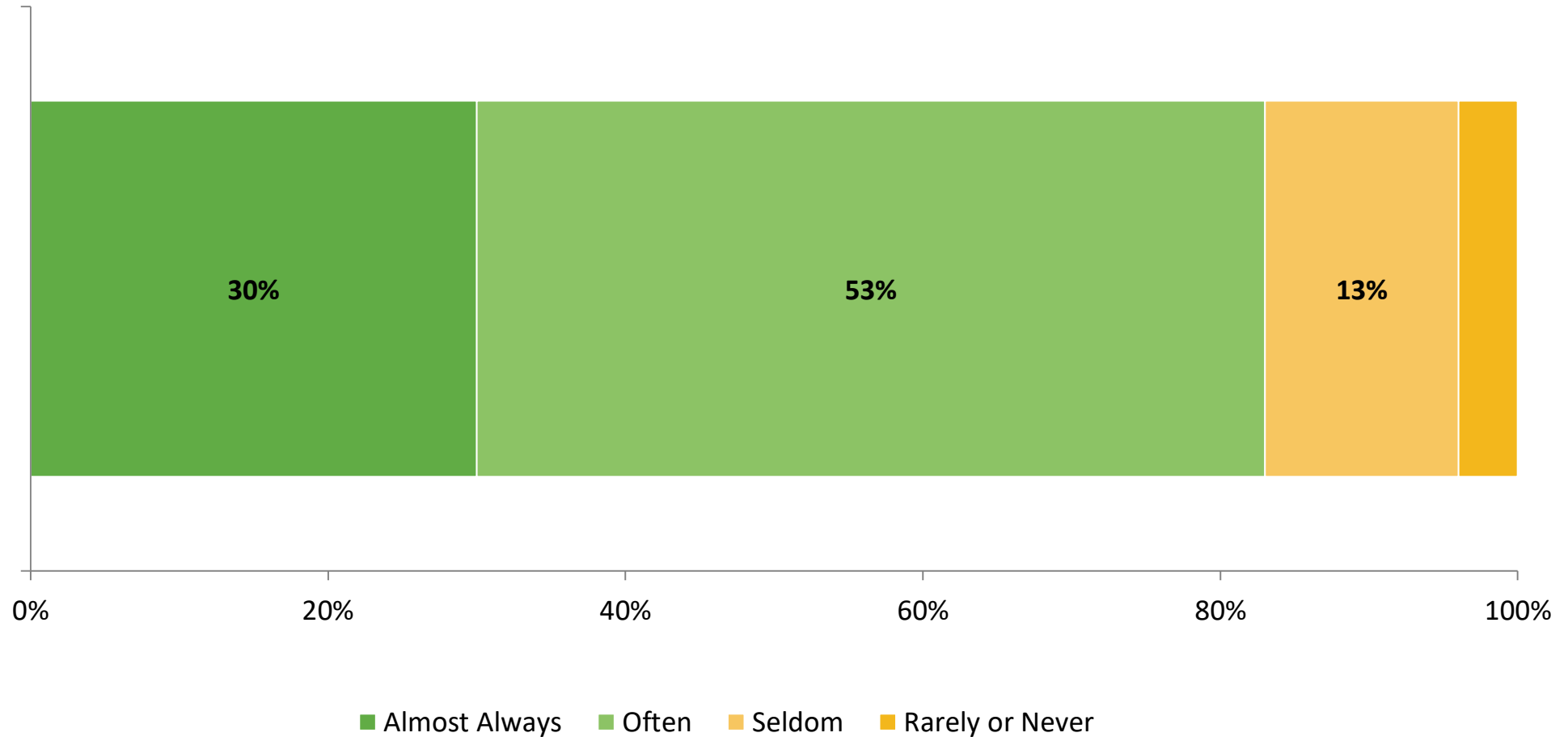


Participation

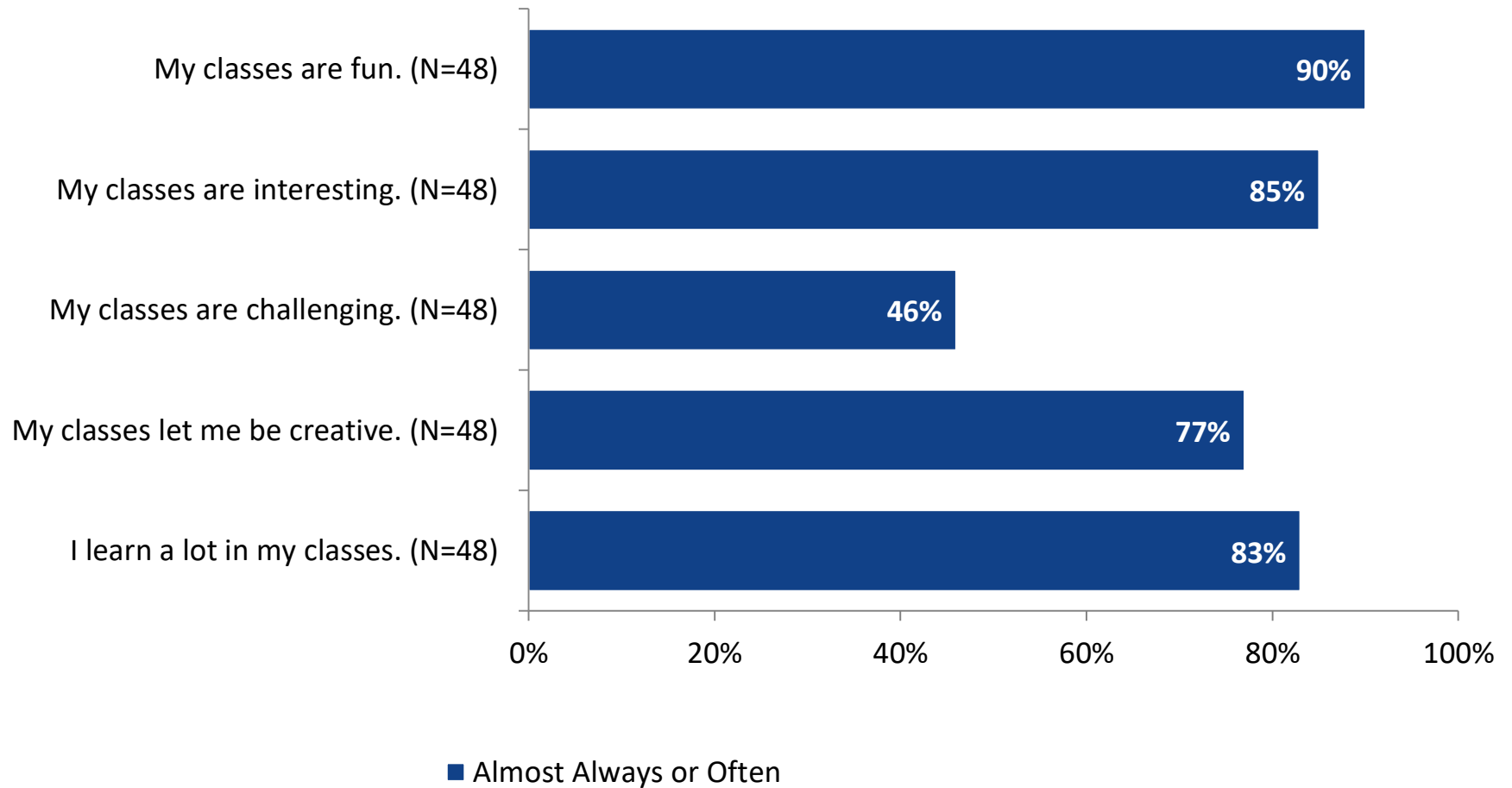
Responding Group	Number of Invitations Delivered (NMax)	Number of Responses (N)	Response Rate	Total Responses
Students	78	48	62%	48

Feelings About School

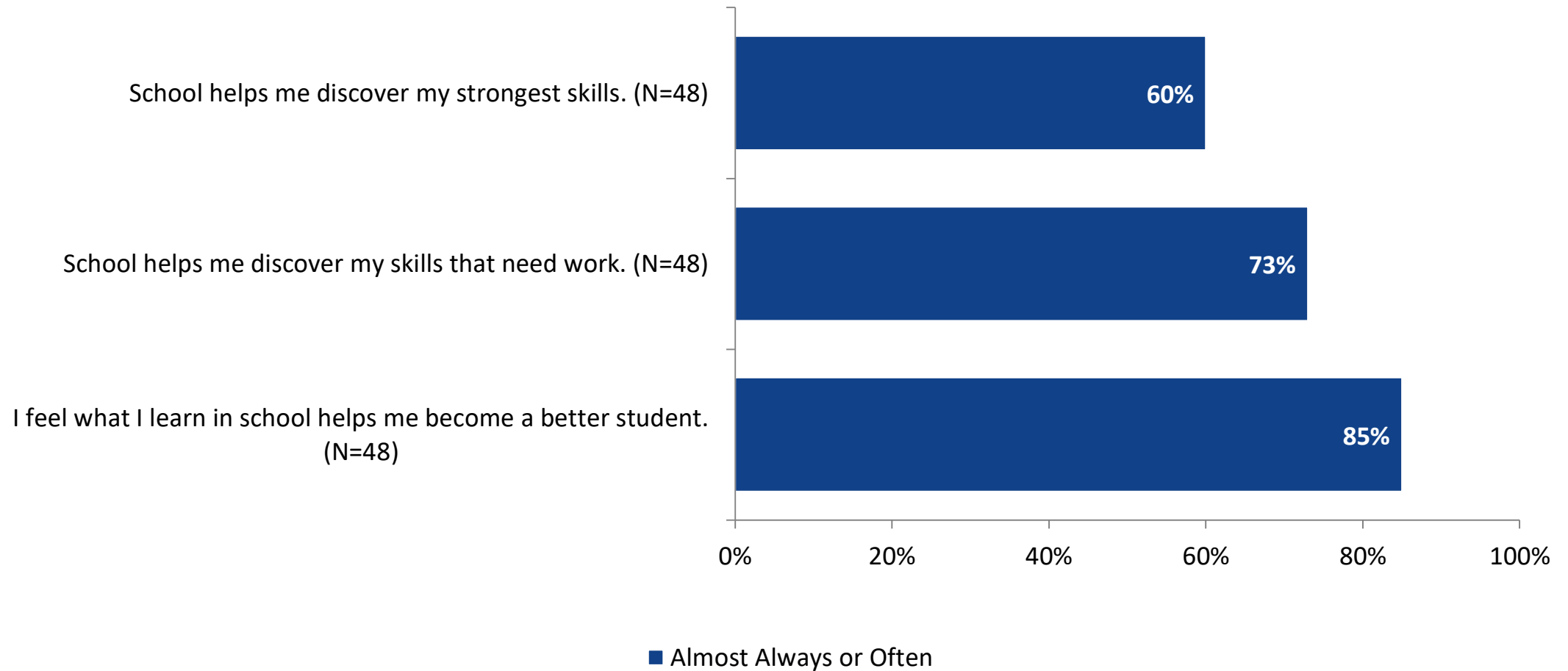
Generally, I like school. (N=47)



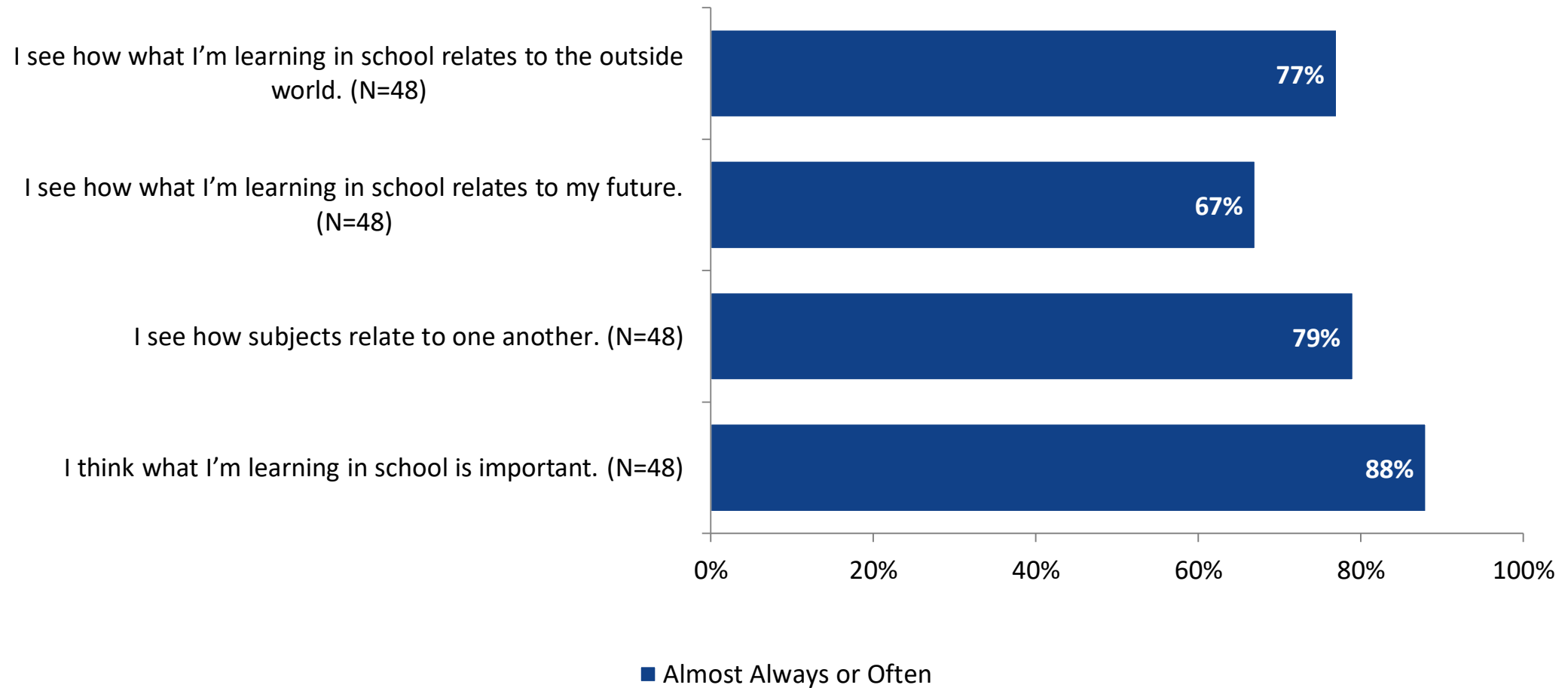
Class Experience



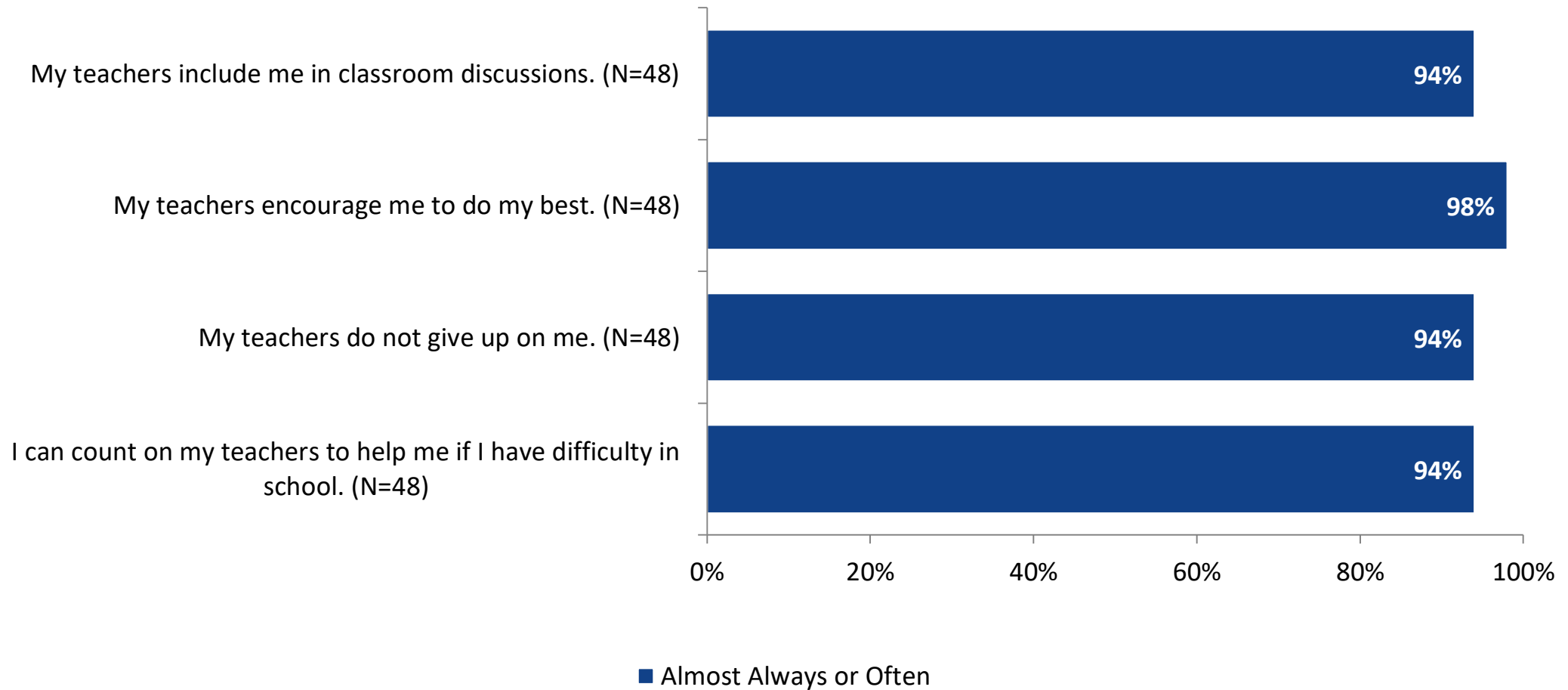
Student Experience



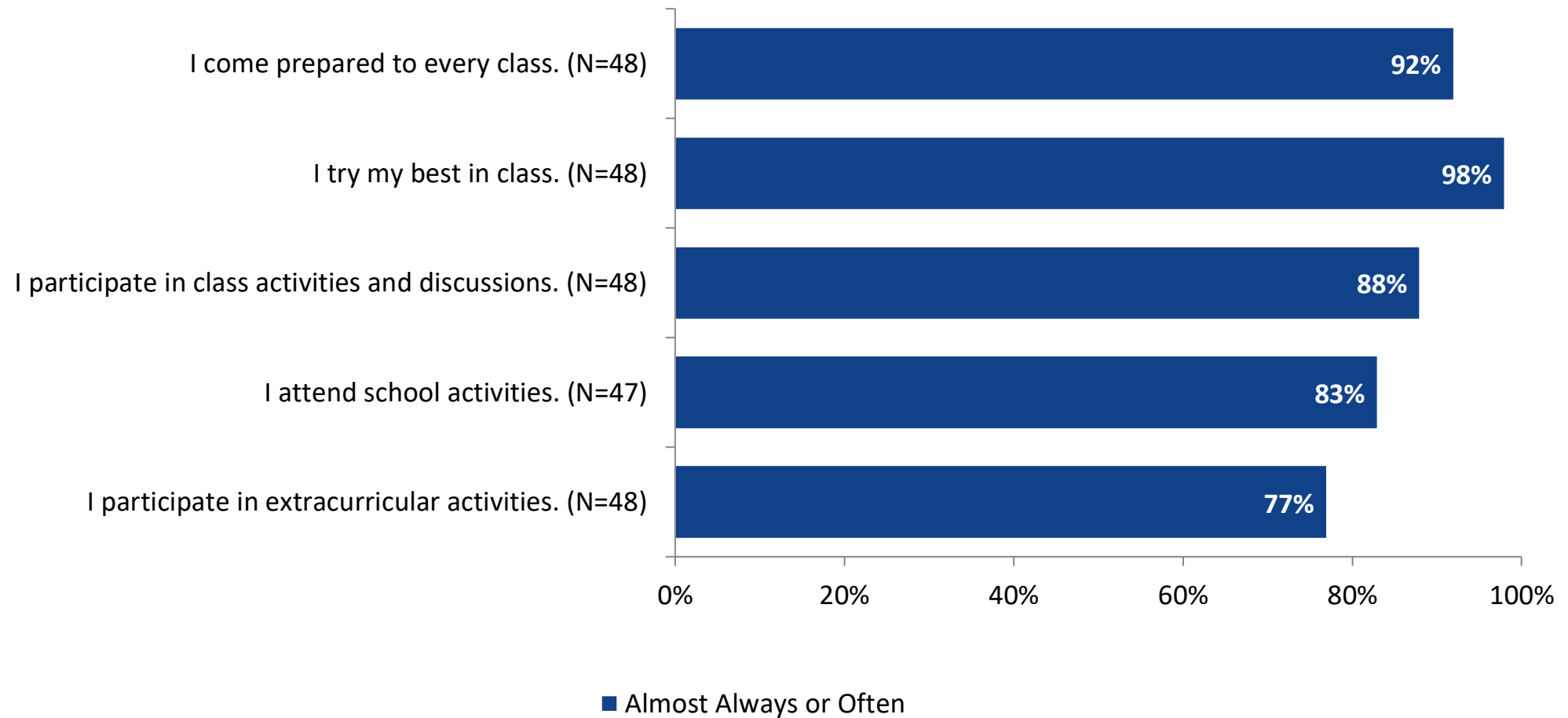
Relevance



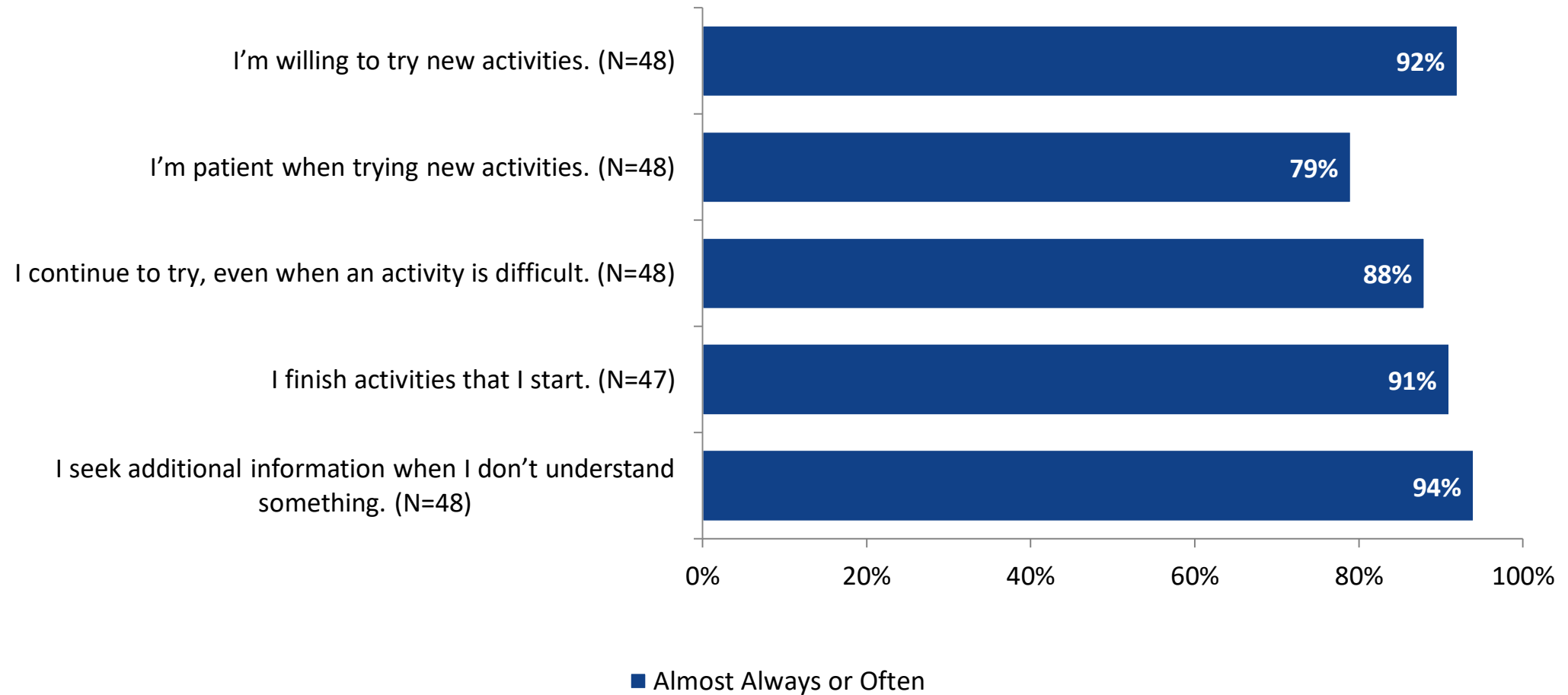
Academic Support



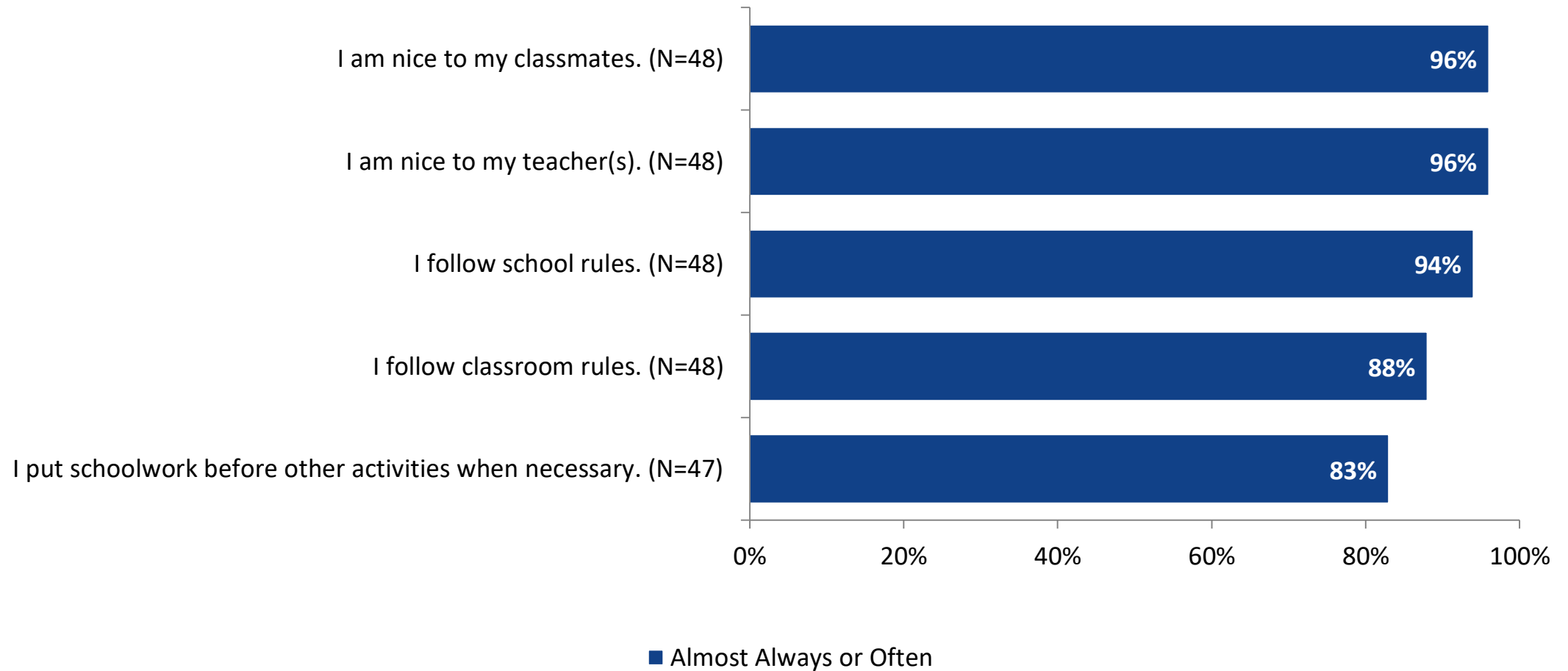
Involvement



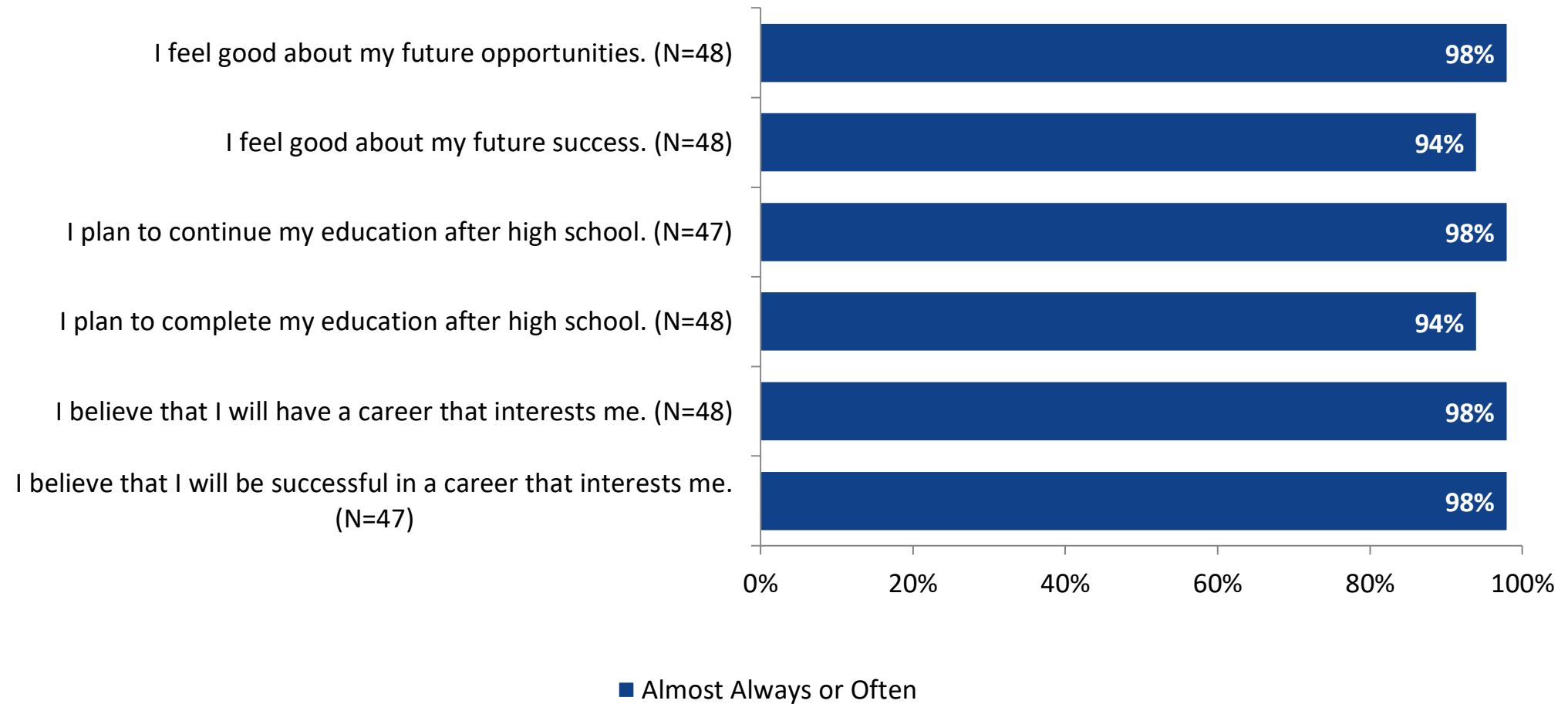
Persistence



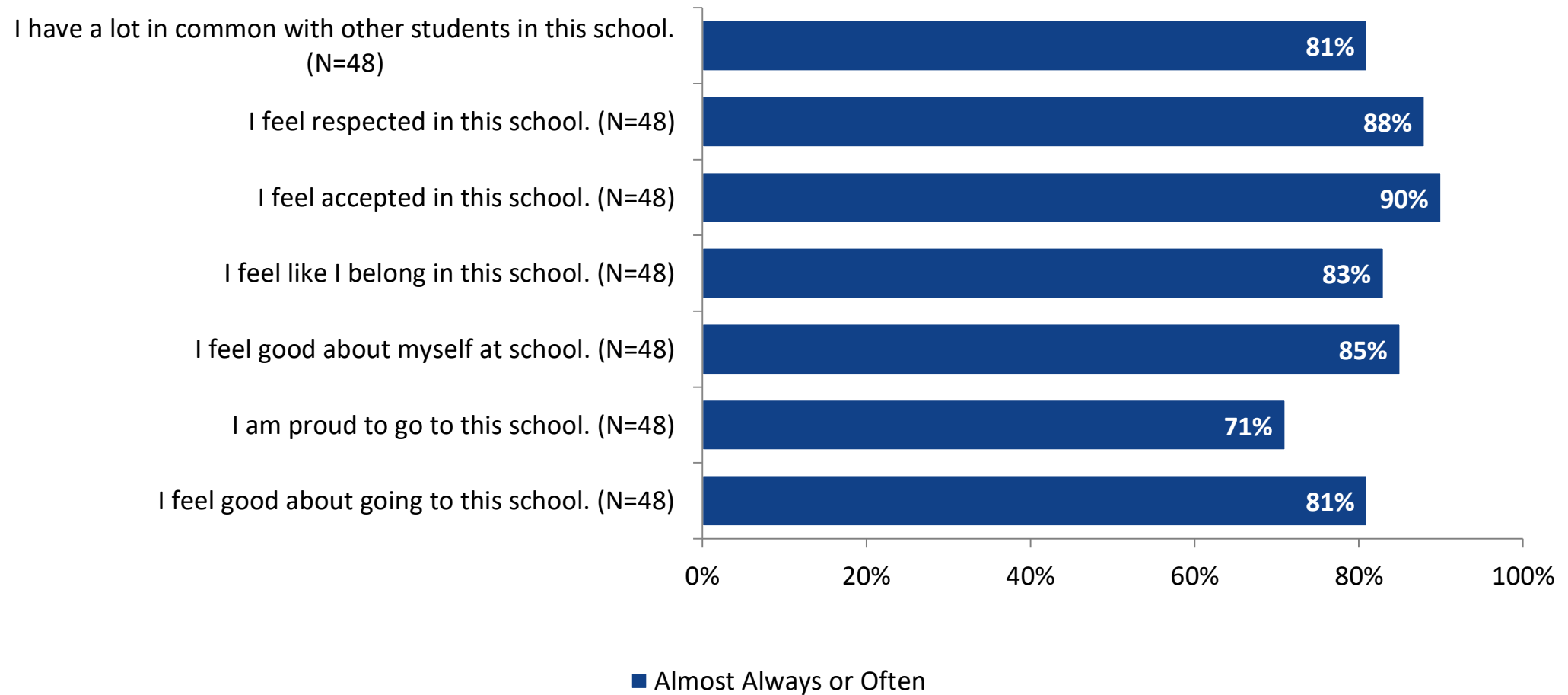
Self-Management



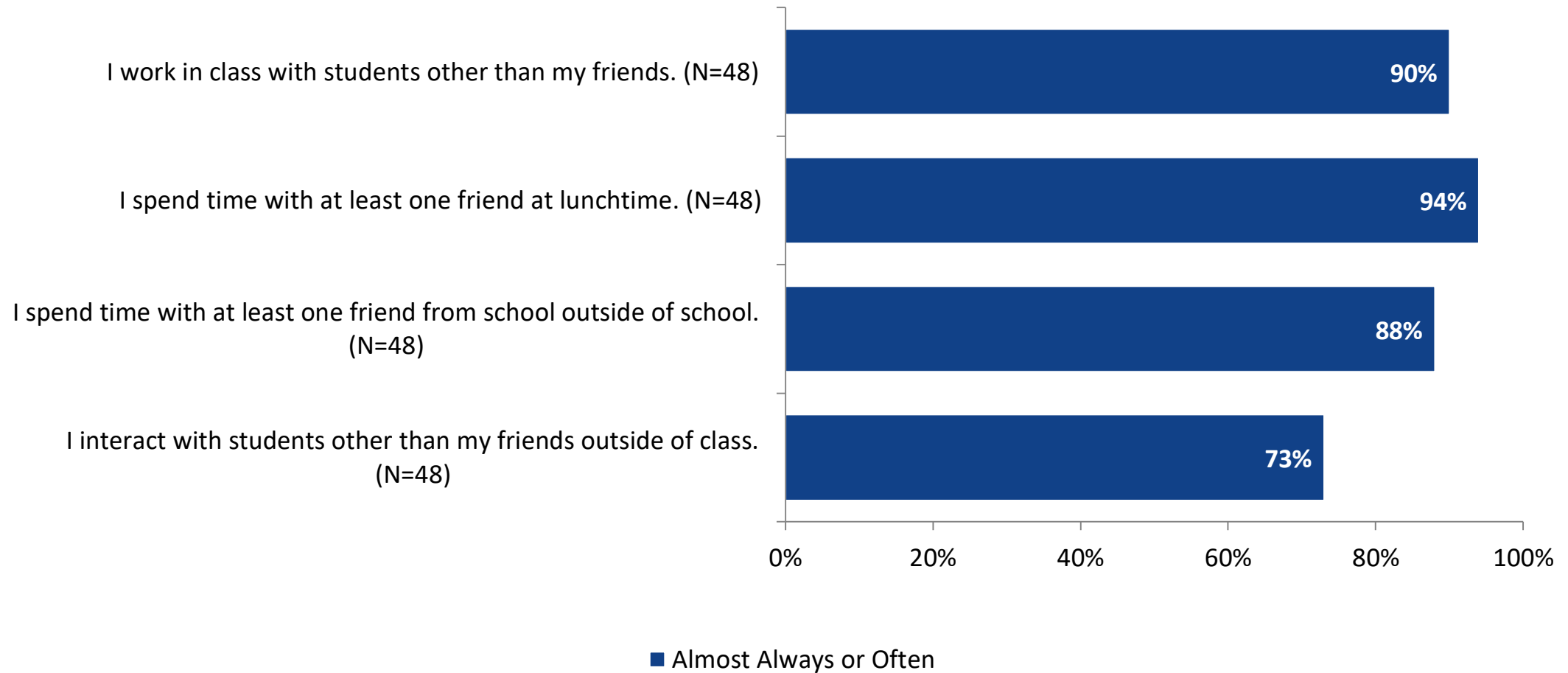
Future Aspirations



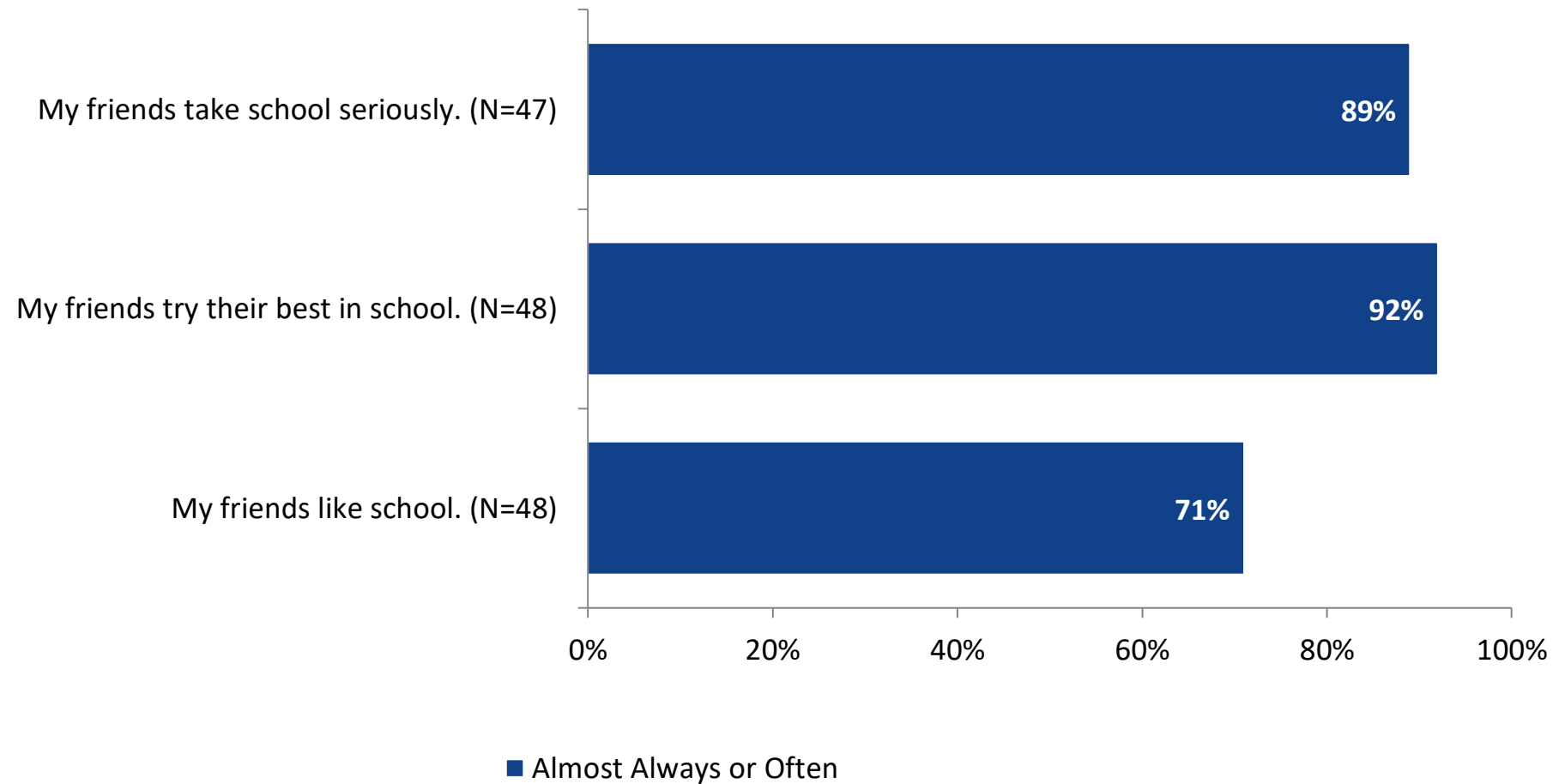
Acceptance



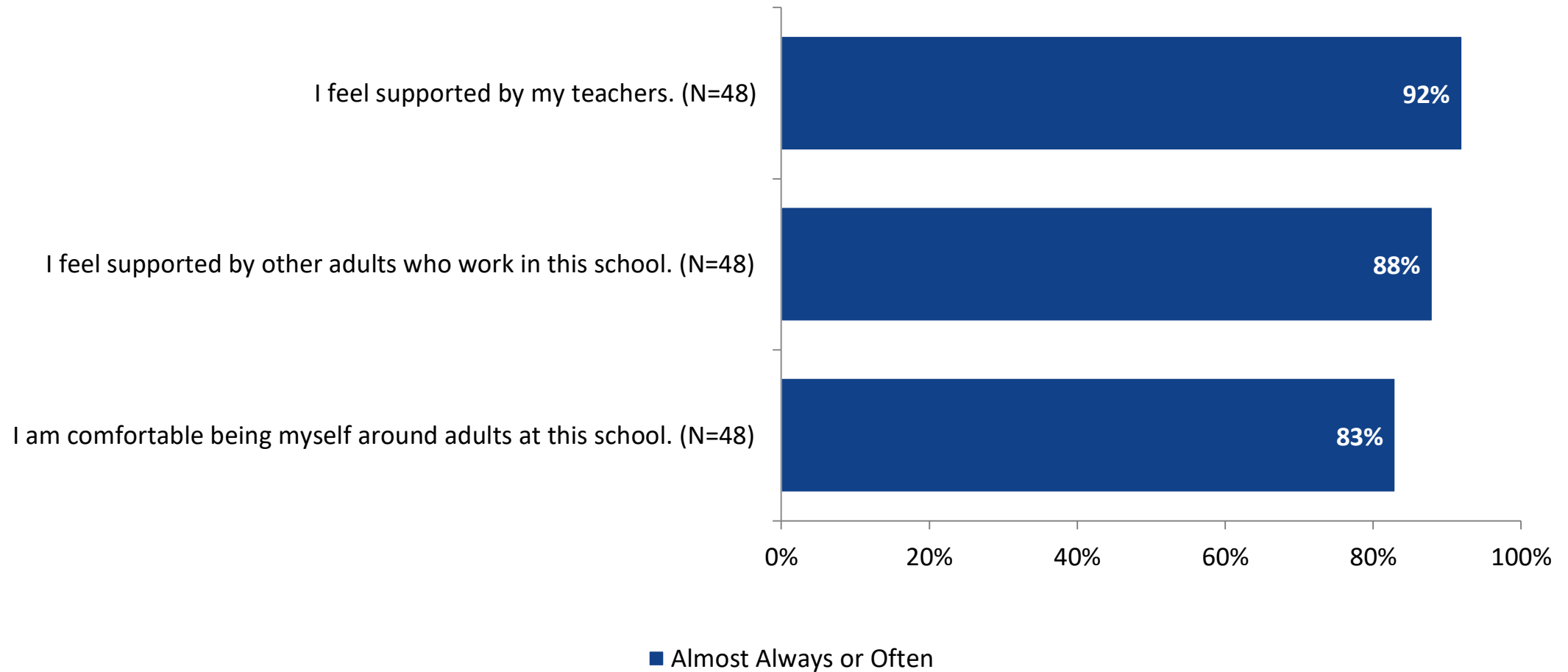
Relationship Management



Relationship with Peers



Relationship with Adults



Highest Ranking Indicators

Survey Item	Percentage Almost Always or Often (%)	School Climate Topic
My teachers encourage me to do my best.	98%	Academic Support
I try my best in class.	98%	Involvement
I feel good about my future opportunities.	98%	Future Aspirations
I plan to continue my education after high school.	98%	Future Aspirations
I believe that I will have a career that interests me.	98%	Future Aspirations

Lowest Ranking Indicators

Survey Item	Percentage Rarely or Never or Seldom (%)	School Climate Topic
My classes are challenging.	54%	Class Experience
School helps me discover my strongest skills.	40%	Student Experience
I see how what I'm learning in school relates to my future.	33%	Relevance
I am proud to go to this school.	29%	Acceptance
My friends like school.	29%	Relationship with Peers



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Chronic Absenteeism Analysis Report

2017-18

**Santa Monica-Malibu Unified
School District**

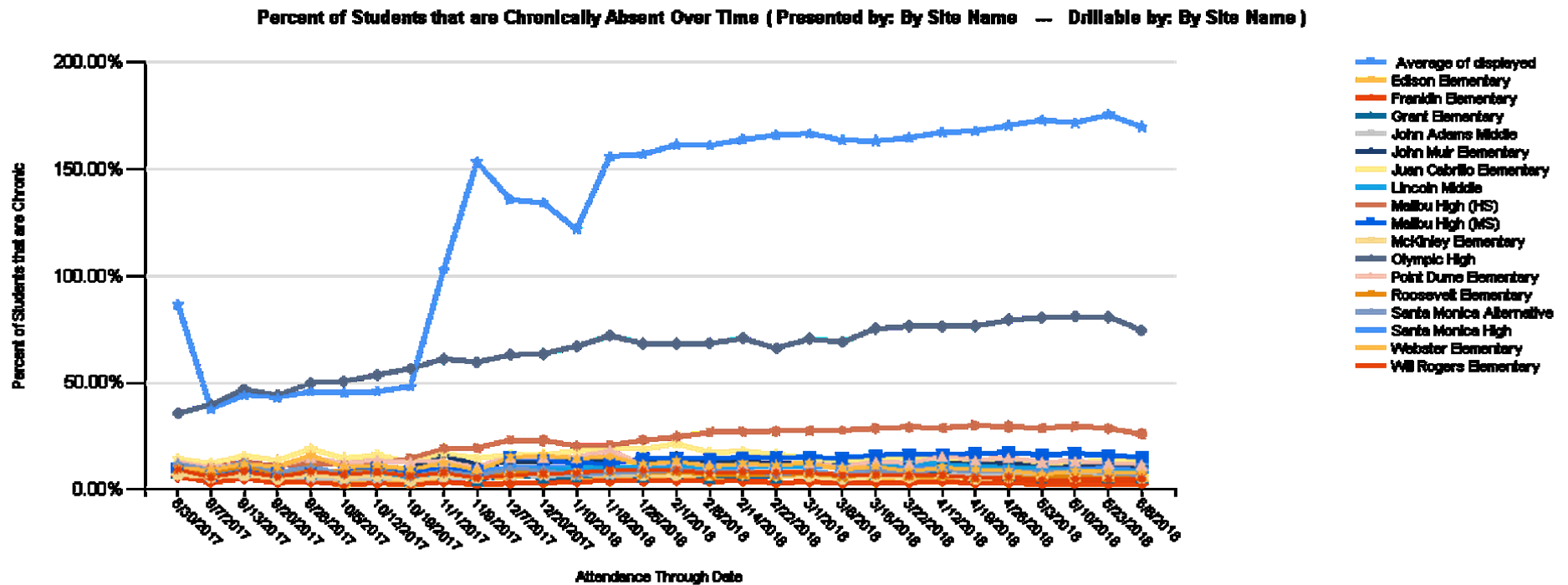
Report Date: 10/5/2018

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

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

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

District Level



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

ELPAC Summative 17-18

Overall Performance Level

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

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 Alternative School

Funding Source:

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
STEP = structured therapeutic education program for students with school refusal and anxiety	None Specified	\$0.00	Productively communicate thoughts orally and/or in writing, using persuasion and evidence, with application of Social Justice Standards and/or Next Generation Science Standards.	STEP Collaborative model: Paras and teacher to support upper grade writing workshops
Total Expenditures:		\$0.00		
Allocation Balance:		\$0.00		

Funding Source: None Specified

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	None Specified	\$0.00	Productively communicate thoughts orally and/or in writing, using persuasion and evidence, with application of Social Justice Standards and/or Next Generation Science Standards.	SMMUSD Director of Assessments and SMASH Principal review CAASPP math and ELA results together. Results then reviewed with SMASH staff, PTSA and Site Council.

Santa Monica Alternative School

None Specified	\$0.00	Productively communicate thoughts orally and/or in writing, using persuasion and evidence, with application of Social Justice Standards and/or Next Generation Science Standards.	Monthly Literacy Meetings. Looking at student writing pieces at 4 of the 10 Literacy Coach-PLC meetings
None Specified	\$0.00	Productively communicate thoughts orally and/or in writing, using persuasion and evidence, with application of Social Justice Standards and/or Next Generation Science Standards.	Staff Productive Communication coach to improve our own skills and enhance our teaching techniques
None Specified	\$0.00	Productively communicate thoughts orally and/or in writing, using persuasion and evidence, with application of Social Justice Standards and/or Next Generation Science Standards.	
None Specified	\$0.00	Fronloaded Writing Conferences for ELLs and Students with IEPs	All students identified as English Language Learners receive ELPAC testing and receive designated classroom embedded instruction based on their language needs.
None Specified	\$0.00	Fronloaded Writing Conferences for ELLs and Students with IEPs	Classroom teachers meet with the Literacy and Language Interventionist (LLI) quarterly to review student progress and make instructional adjustments

Santa Monica Alternative School

	None Specified	\$0.00	Productively communicate thoughts orally and/or in writing, using persuasion and evidence, with application of Social Justice Standards and/or Next Generation Science Standards.	SAI Collaborative model: teacher to support writing workshops
3-8th grade anti-bullying on-line survey	None Specified	\$0.00	Mindfulness in the social-emotional curriculum and parent-staff study groups	Administer and then Review Department of Mental Health Olweus survey results and SMMUSD School Climate survey results.
	None Specified	\$0.00	Mindfulness in the social-emotional curriculum and parent-staff study groups	Promote participation in the SMMUSD Parent Climate/Parent Engagement on-line surveys. Review the parent survey results
	None Specified	\$0.00	Mindfulness in the social-emotional curriculum and parent-staff study groups	Practice the social contract and logical consequences with students during Morning Meetings to clarify the proactive (social curriculum) and reactive (logical consequences) implemented across the K-8 continuum. As Responsive Classroom says, "To be successful academically and socially, children need to learn a set of social and emotional skills that include cooperation, assertiveness, responsibility, empathy, and self-control."
Staff social contract	None Specified	\$0.00	Mindfulness in the social-emotional curriculum and parent-staff study groups	Practice staff agreements and hold reflective conversations during whole staff banked time about how we use the Professional Learning Community (PLC) model to develop best practices around classroom and school-wide student academic and pro-social engagement. As Responsive Classroom says, "How we, the adults at school, work together is as important as our individual competence. Lasting change begins with the adult community."
	None Specified	\$0.00	Mindfulness in the social-emotional curriculum and parent-staff study groups	Provide individual student counseling regarding peer pressure, lack of social cueing, competitive nature, and family changes to students. Provide small group counseling to 5 students at a time for 10 week sessions.

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None Specified	\$0.00	Mindfulness in the social-emotional curriculum and parent-staff study groups	Superflex social skills curriculum K-2 (push in by School Psychologist)
None Specified	\$0.00	Mindfulness in the social-emotional curriculum and parent-staff study groups	Parent Education (Exploring Privilege/Race Conscious Parenting, Inquiry Based Learning)
None Specified	\$0.00	Mindfulness in the social-emotional curriculum and parent-staff study groups	Continue strategic yard supervision. Yard supervisors communicate with Principal during monthly meetings where Upstander observations as well as patterns of concern for specific students are reviewed
None Specified	\$0.00	Mindfulness in the social-emotional curriculum and parent-staff study groups	
None Specified	\$0.00	Mindfulness in the social-emotional curriculum and parent-staff study groups	
None Specified	\$0.00	Mindfulness in the social-emotional curriculum and parent-staff study groups	
None Specified	\$0.00	Mindfulness in the social-emotional curriculum and parent-staff study groups	
None Specified	\$0.00	Mindfulness in the social-emotional curriculum and parent-staff study groups	

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None Specified Total Expenditures: \$0.00

None Specified Allocation Balance: \$0.00

Funding Source: Other

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	None Specified	\$0.00	Mindfulness in the social-emotional curriculum and parent-staff study groups	
	None Specified	\$0.00	Mindfulness in the social-emotional curriculum and parent-staff study groups	
	None Specified	\$0.00	Mindfulness in the social-emotional curriculum and parent-staff study groups	Peer Mediators as peacekeepers and those who facilitate problem solving circles based on student request for their support.
	None Specified	\$0.00	Productively communicate thoughts orally and/or in writing, using persuasion and evidence, with application of Social Justice Standards and/or Next Generation Science Standards.	Conduct K-8 Social Justice and NGSS Learning Walks. 12 Substitutes *\$169 = \$2,028 LCAP monies

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\$0.00 Productively communicate thoughts orally and/or in writing, using persuasion and evidence, with application of Social Justice Standards and/or Next Generation Science Standards. Conduct K-8 Social Justice and NGSS Learning Walks. 12 Substitutes *\$169 = \$2,028 LCAP monies

PTSA Funded materials

None Specified

\$0.00 Productively communicate thoughts orally and/or in writing, using persuasion and evidence, with application of Social Justice Standards and/or Next Generation Science Standards. Mock Trial facilitated by Special Education Teacher and SMASH parents from careers applying within judicial system (prosecution and defense). Curriculum challenges students to write out and present their arguments in a trial setting.

None Specified

\$0.00 Productively communicate thoughts orally and/or in writing, using persuasion and evidence, with application of Social Justice Standards and/or Next Generation Science Standards.

	\$0.00	Productively communicate thoughts orally and/or in writing, using persuasion and evidence, with application of Social Justice Standards and/or Next Generation Science Standards.
None Specified	\$0.00	Productively communicate thoughts orally and/or in writing, using persuasion and evidence, with application of Social Justice Standards and/or Next Generation Science Standards.
	\$0.00	Productively communicate thoughts orally and/or in writing, using persuasion and evidence, with application of Social Justice Standards and/or Next Generation Science Standards.

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None Specified	\$0.00	Productively communicate thoughts orally and/or in writing, using persuasion and evidence, with application of Social Justice Standards and/or Next Generation Science Standards.
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Other Total Expenditures:	\$0.00
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Other Allocation Balance:	\$0.00
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Funding Source: Site Formula Funds

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	None Specified	\$4,388.00	Productively communicate thoughts orally and/or in writing, using persuasion and evidence, with application of Social Justice Standards and/or Next Generation Science Standards.	Integrated Arts Coordinator (100 hrs * \$50 *.1275)
Walking and music meditations, mindful breathing and other self regulation techniques	None Specified	\$6,009.00	Mindfulness in the social-emotional curriculum and parent-staff study groups	10 weeks of Mindfulness lessons in student advisory meetings facilitated by trained Mindfulness counselors and classroom teachers

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None Specified	\$3,042.00	Productively communicate thoughts orally and/or in writing, using persuasion and evidence, with application of Social Justice Standards and/or Next Generation Science Standards.	Subs for Narrative Writing and Family Conferences (2 days * \$169 per day * 9 teachers)
None Specified	\$690.00	Productively communicate thoughts orally and/or in writing, using persuasion and evidence, with application of Social Justice Standards and/or Next Generation Science Standards.	Purchase of new school library books (PTSA also sponsors \$2,000 worth of new book purchases)

Site Formula Funds Total Expenditures: \$14,129.00

Site Formula Funds Allocation Balance: \$0.00

Funding Source: Stretch Grant (Ed Foundation)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	None Specified	\$3,000.00	Fronloaded Writing Conferences for ELLs and Students with IEPs	Reading Partners--K-4 students who qualify receive 1:1 reading interventions 45 minutes twice a week

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		\$1,265.00	Productively communicate thoughts orally and/or in writing, using persuasion and evidence, with application of Social Justice Standards and/or Next Generation Science Standards.	Integrated Arts Coordinator (100 hrs * \$50 *.1275)
All three groups will receive 3 hours of instruction total per week.	None Specified	\$8,300.00	Productively communicate thoughts orally and/or in writing, using persuasion and evidence, with application of Social Justice Standards and/or Next Generation Science Standards.	Student's minds are enhanced by learning to read music and by playing an instrument. SMASH will provide middle school orchestra instruction to match the band and choir instruction already provided through SMMUSD.
	None Specified	\$2,875.00	Productively communicate thoughts orally and/or in writing, using persuasion and evidence, with application of Social Justice Standards and/or Next Generation Science Standards.	Design integrated units (Dramatic Arts-Reading Workshop-Writing Workshop or Visual Arts-STEAM projects) with artists in residence and classroom teachers SMMEF Stretch grant for 6th-7th-8th graders SMMEF PS Arts is providing the matching visual arts and drama instruction for K-5 students

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\$2,200.00	Productively communicate thoughts orally and/or in writing, using persuasion and evidence, with application of Social Justice Standards and/or Next Generation Science Standards.	Design integrated units (Dramatic Arts-Reading Workshop-Writing Workshop or Visual Arts-STEAM projects) with artists in residence and classroom teachers SMMEF Stretch grant for 6th-7th-8th graders SMMEF PS Arts is providing the matching visual arts and drama instruction for K-5 students
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Stretch Grant (Ed Foundation) Total Expenditures: \$17,640.00

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

Santa Monica Alternative School Total Expenditures: \$31,769.00