



Olympic High School

721 Ocean Park Blvd. • Santa Monica, CA 90405 • (310) 392-2494 • Grades 9-12
Anthony Fuller, Principal, Principal
AFuller@smmusd.org

2015-16 School Accountability Report Card Published During the 2016-17 School Year

Santa Monica-Malibu Unified School District

1651 16th St.
Santa Monica, CA 90404-3891
(310) 450-8338
www.smmusd.org

District Governing Board

Oscar de la Torre
Craig Foster
Maria Leon-Vazquez
Richard Tahvildaran-Jesswein
Ralph Mechur, Vice President
Jon Kean
Laurie Lieberman, President

District Administration

Ben Drati, Ed.D.
Superintendent
Dr. Terry Deloria
**Asst. Superintendent, Educational
Services**
Dr. Mark Kelly
**Asst. Superintendent, Human
Resources**
Janece Maez
**Associate Superintendent, Business
& Fiscal Services/CFO**

School Description

District Vision

As a community of learners, the Santa Monica-Malibu Unified School District works together in a nurturing environment to help students be visionary, versatile thinkers; resourceful, lifelong learners; effective, multilingual communicators; and global citizens. We are a richly varied community that values the contributions of all its members. We exist to prepare all students in their pursuit of academic achievement and personal health and to support and encourage them in their development of intellectual, artistic, technological, physical and social expression.

Principal's Message

Olympic High School opened in 1966 as the continuation school for the Santa Monica-Malibu Unified School District (SMMUSD) and was awarded a full six-year term of WASC accreditation in June 2010. In January 2011, the school was awarded Model Continuation High School status by the California Department of Education and was renewed in 2014. Olympic provides a small-school environment for students who are behind in academic credits. Students are provided individualized instruction with a strong emphasis on curriculum, intensive guidance and counseling. Olympic High is unique among the state's continuation high schools in providing an array of elective course offerings designed to engage students in a program area of interest; in recognition of this effort it has received an Exemplary Program Award from the California Continuation Education Association.

Parental Involvement

Parents are frequently on campus to visit and confer about student progress, often without the need to make an appointment. We invite active participation in the Site Governance Council and in any area in which a parent would like to volunteer. Parent meetings are held once a month focused on topics of interest requested by parents. All meetings are conducted in both Spanish and English to assist parents in support of their students.

For more information on how to become involved, contact Community Liaison Joanna De La Rosa at (310) 392-2494, ext. 66214.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

| 2015-16 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Grade 10 | 1 |
| Grade 11 | 18 |
| Grade 12 | 72 |
| Total Enrollment | 91 |

| 2015-16 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 9.9 |
| American Indian or Alaska Native | 0 |
| Asian | 0 |
| Filipino | 0 |
| Hispanic or Latino | 59.3 |
| Native Hawaiian or Pacific Islander | 0 |
| White | 27.5 |
| Two or More Races | 3.3 |
| Socioeconomically Disadvantaged | 49.5 |
| English Learners | 13.2 |
| Students with Disabilities | 25.3 |
| Foster Youth | 2.2 |

A. Conditions of Learning

State Priority: Basic

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

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

| Teacher Credentials | | | |
|---|-------|-------|-------|
| Olympic High School | 14-15 | 15-16 | 16-17 |
| With Full Credential | 10 | 8 | 9 |
| Without Full Credential | 1 | 1 | 1 |
| Teaching Outside Subject Area of Competence | 2 | 2 | 0 |
| Santa Monica-Malibu Unified School District | 14-15 | 15-16 | 16-17 |
| With Full Credential | ♦ | ♦ | 565 |
| Without Full Credential | ♦ | ♦ | 9 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Olympic High School | 14-15 | 15-16 | 16-17 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

| 2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers | | |
|---|-------------------------------------|---|
| Location of Classes | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 69.3 | 30.7 |
| Districtwide | | |
| All Schools | 96.2 | 3.8 |
| High-Poverty Schools | 87.7 | 12.4 |
| Low-Poverty Schools | 98.9 | 1.1 |

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

All students at Olympic High have access to district-adopted textbooks and instructional materials in all core academic areas. All students, including English learners, have their own copy of textbooks. Texts and alternative instructional materials for Olympic students are carefully mapped to standards and designed to meet the needs of continuation students. The materials are reviewed by a school site committee and submitted for review and approval by the school board. Members of the public are invited to review recommended materials and make comments prior to board approval.

| Textbooks and Instructional Materials Year and month in which data were collected: May 2015 | |
|--|--|
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | Language of Literature, McDougal Littell 2008 Write Ahead 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Mathematics | AGS Consumer Mathematics 2005 California Mathematics, Algebra II 2008 Geometry, Holt 2011 California Mathematics, Algebra I 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Science | Earth Science, Glencoe 2000 Biology, Prentice Hall 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| History-Social Science | U.S. Government: Democracy in Action, Glencoe 2011 Modern World History 2004 The American Vision: Modern Times 2011 The American Nation in the 20th Century 2008 Understanding Economics, Globe Fearon 2011 Health, Holt 2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

Remodeling has occurred to improve the electrical, heating and alarm systems of the entire site. Handicapped access has been brought up to code. All classrooms and workspaces are equipped with telephone and data lines. All classrooms also have multiple computers for student learning with Internet access connected to our server. Custodial staff is on-site from 6 a.m. to 7:30 p.m. The administrator and security personnel routinely inspect school grounds. Potential problems or hazards are reported to the district maintenance department for repair. Olympic celebrated its 48th birthday this year. The facility is well maintained. We are proud that our school district takes great efforts to ensure our school is clean, safe and functional.

The Olympic High School site began renovations through Measure BB funding in the fall of 2014. The work includes upgrading access to technology in Rooms 1, 2, 3, 3C, 5, 15, 16 and 17, along with major renovations to Rooms 4, 6, 11, 12, 13, 14, the kitchen, the Olympic High office and the Adult Education Center office. In addition, the parking lot will be transformed into a recreational space with a new tennis court, a paddle tennis court and an outdoor eating/performance area. East-facing patios behind Rooms 12, 13, 14, 15, 16 and 17, will also be upgraded to encourage use by students and staff. With the approval of Measure GSH, the district will now be able to begin addressing the deferred maintenance funding that changed with the statewide implementation of LCFF.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 9/8/2014

| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|--|---------------|------|------|---|
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | 3C: carpet stained , ceiling tiles stained, carpet transition strip missing, light bulbs out,cover plate missing, drinking fountain off |

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 9/8/2014

| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|--|---------------|------|------|---|
| | Good | Fair | Poor | |
| Interior: Interior Surfaces | | | X | 1: light bulbs out 10: floer tiles old, unsecure fridge/cabinets 11 computer: difuser missing, carpet old and stained, wall damage, unsecure cabinet 12: carpet old, transition strip missing, low pressure on drinking fountain 13: light bulbs out, carpet old and stained, paint on cabinets chipping, cover plate missing 14: Carpet stained, light bulbs out 15: paint pealing, floor tiles seperating 16 empty: door closer missing, bulbs out, counter top old and chipped 2: light bulbs out, extinguisher not mounted, paint pealing/old 24 Office: carpet stained carpet transition strip missing 3: Carpet stained, wall damage, window sill damage, floor tiles loose and old, holes in floor from removed pipes, paint old, rats 32: stained ceiling tiles, roof leak, extinguisher not mounted, 3C: carpet stained, carpet transition strip missing, out,cover plate missing, drinking fountain off 5: Carpet stained, wall damage north west corner, lights out, fire extinguisher no mounted 6 Art: light bulbs out carpet old difuser missing, tiles old, wall damage from tape 7A: unsecure cabinets 8: carpet old and worn, lights out 9: paint pealing, exit signs missing, floor tile old Auditorium Storage: ceiling damage, floor tiles damaged (9x9), ceiling damage from water leak, door drags on floor Auditorium: Ceiling tiles broken, light bulbs out, difusers broken, emergency lights out, floor tiles cracked (9x9), exit door blocked Boys Restroom: Graffitti on windows, ceiling access panel open, ceiling tile missing Boys restroom: paint pealing tole damage at floor C: carpet old and stained ceilint tile stained, unsecure cabinet D: tile old and seperating Library: carpet old, floor electrical outlets tripping hazzard holes in ceiling nurse: paint pealing |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | 14: Carpet stained, light bulbs out 15 A Lounge: carpet stained, termites at window Basement: rats |

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 9/8/2014

| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|--|------------------|-------------|-------------|--|
| | Good | Fair | Poor | |
| Electrical: Electrical | X | | | 3: Carpet stained, wall damage, window sill damage, floor tiles loose and old, holes in floor from removed pipes, paint old, rats 33: GFCI missing, excessive storage in closet Auditorium: Ceiling tiles broken, light bulbs out, difusers broken, emergency lights out, floor tiles cracked (9x9), exit door blocked |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | 12: carpet old, transition strip missing, low pressure on drinking fountain 3C: carpet stained, carpet transition strip missing, out,cover plate missing, drinking fountain off |
| Safety: Fire Safety, Hazardous Materials | X | | | 2: light bulbs out, extinguisher not mounted, paint peeling/old 32: stained ceiling tiles, roof leak, extinguisher not mounted, 9: paint peeling, exit signs missing, floor tile old Auditorium Storage: ceiling damage, floor tiles damaged (9x9), ceiling damage from water leak, door drags on floor Auditorium: Ceiling tiles broken, light bulbs out, difusers broken, emergency lights out, floor tiles cracked (9x9), exit door blocked |
| Structural: Structural Damage, Roofs | X | | | 32: stained ceiling tiles, roof leak, extinguisher not mounted, Auditorium Storage: ceiling damage, floor tiles damaged (9x9), ceiling damage from water leak, door drags on floor |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | | X | | 16 empty: door closer missing, bulbs out, counter top old and chipped 3: Carpet stained, wall damage, window sill damage, floor tiles loose and old, holes in floor from removed pipes, paint old, rats Auditorium Storage: ceiling damage, floor tiles damaged (9x9), ceiling damage from water leak, door drags on floor Boys Restroom: Graffiti on windows, ceiling access panel open, ceiling tile missing |
| Overall Rating | Exemplary | Good | Fair | Poor |
| | | | X | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

| 2015-16 CAASPP Results for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 14-15 | 15-16 | 14-15 | 15-16 | 14-15 | 15-16 |
| ELA | 9 | 39 | 68 | 71 | 44 | 48 |
| Math | 0 | 19 | 57 | 60 | 34 | 36 |

| 2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10) | | | | |
|--|--------------------|-------------------|---------------------|------------------------|
| Group | Number of Students | | Percent of Students | |
| | Enrolled | with Valid Scores | w/ Valid Scores | Proficient or Advanced |
| | | | | |

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven | | | | | |
|---|-------|--------------------|--------|---------------------|--------------------------|
| Student Group | Grade | Number of Students | | Percent of Students | |
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 11 | 34 | 26 | 76.5 | 39.1 |
| Male | 11 | 17 | 13 | 76.5 | 54.5 |
| Female | 11 | 17 | 13 | 76.5 | 25.0 |
| Black or African American | 11 | -- | -- | -- | -- |
| Hispanic or Latino | 11 | 17 | 16 | 94.1 | 43.8 |
| White | 11 | 13 | 7 | 53.9 | 40.0 |
| Two or More Races | 11 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 11 | 11 | 10 | 90.9 | 33.3 |
| English Learners | 11 | -- | -- | -- | -- |

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| CAASPP Results for All Students - Three-Year Comparison | | | | | | | | | |
|---|--|-------|-------|----------|-------|-------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
| | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 |
| Science | -- | -- | -- | 77 | 78 | 77 | 60 | 56 | 54 |

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | 2015-16 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| | | | |

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Grade | Number of Students | | Percent of Students | |
|----------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| Students with Disabilities | 11 | -- | -- | -- | -- |
| Foster Youth | 11 | -- | -- | -- | -- |

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 11 | 33 | 23 | 69.7 | 19.1 |
| Male | 11 | 17 | 11 | 64.7 | 30.0 |
| Female | 11 | 16 | 12 | 75.0 | 9.1 |
| Black or African American | 11 | -- | -- | -- | -- |
| Hispanic or Latino | 11 | 17 | 16 | 94.1 | 14.3 |
| White | 11 | 12 | 5 | 41.7 | 40.0 |
| Two or More Races | 11 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 11 | 11 | 9 | 81.8 | |
| English Learners | 11 | -- | -- | -- | -- |
| Students with Disabilities | 11 | -- | -- | -- | -- |
| Foster Youth | 11 | -- | -- | -- | -- |

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

First Wednesday of every month is "Coffee with The Principal." Principal and other staff engage parents dropping off their students for school. Upcoming events, parent teacher meetings and issues relevant to their students' success are discussed. Further conferences are scheduled.

Parents are frequently on campus to visit and confer about student progress, often without the need to make an appointment. We invite active participation in the Site Governance Council and in any area in which a parent would like to volunteer. Parent meetings are held once a month focused on topics of interest requested by parents. All meetings are conducted in both Spanish and English to assist parents in support of their students.

For more information on how to become involved, contact Community Liaison Joanna De La Rosa at (310) 392-2494, ext. 66214.

State Priority: School Climate

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

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

School Safety Plan

Our campus is home to Olympic High School, the Off Campus Learning Center, the Independent Study Program, the Adult Education Program and the Pine Street Preschool. The School Safety Plan for these programs is included in an overall Site Plan, which identifies Crisis and Disaster Team members and steps to be followed in the event of a crisis or disaster. The team has practiced movement and communication for campus sweeps, management of a control center, reunion locations, site security, first aid, and general emergency procedures. The strategies to be employed in the event of a lockdown, earthquake, fire or the presence of an unknown intruder are all covered in our Safety Plan. However, the absence of a public address system does hinder the process, though we're expecting one to be installed soon. The campus is well managed and supervised by staff and security making it safe for students before, during and after school. Visitors must sign in and show ID.

The School Safety Plan was last reviewed, updated and discussed with the school faculty in October 2016.

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate | 5.0 | 11.9 | 2.0 |
| Expulsions Rate | 0.0 | 0.8 | 0.0 |
| District | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate | 1.4 | 1.8 | 1.9 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| State | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate | 4.4 | 3.8 | 3.7 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

| 2016-17 Federal Intervention Program | | |
|---|--------|-----------|
| Indicator | School | District |
| Program Improvement Status | | In PI |
| First Year of Program Improvement | | 2011-2012 |
| Year in Program Improvement | | Year 3 |
| Number of Schools Currently in Program Improvement | | 4 |
| Percent of Schools Currently in Program Improvement | | 100.0 |

| Academic Counselors and Other Support Staff at this School | |
|--|------|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | 1.0 |
| Counselor (Social/Behavioral or Career Development) | 0.0 |
| Library Media Teacher (Librarian) | 0.0 |
| Library Media Services Staff (Paraprofessional) | 0.0 |
| Psychologist | 0.5 |
| Social Worker | 0.0 |
| Nurse | 0.2 |
| Speech/Language/Hearing Specialist | 0.0 |
| Resource Specialist | 0.0 |
| Other | |
| Average Number of Students per Staff Member | |
| Academic Counselor | 72:1 |

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

| Subject | Average Class Size | | | Number of Classrooms* | | | | | | | | |
|----------------|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| | | | | 1-22 | | | 23-32 | | | 33+ | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| English | 4 | 3 | 4 | 30 | 39 | 42 | | | | | | |
| Mathematics | 4 | 4 | 4 | 22 | 24 | 31 | | | | | | |
| Science | 4 | 7 | 4 | 8 | 7 | 18 | | | | | | |
| Social Science | 6 | 7 | 5 | 17 | 15 | 25 | | | 2 | | | |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Economic Impact Aid funds are used for additional textbooks and professional development. Tier III funds are used to purchase supplemental art materials and copy-machine maintenance.

Professional Development (2015-16)

All teachers and staff in SMMUSD participate in ongoing professional development through banked time, a total of 90 minutes of meeting and professional development time each week at each site. Areas of districtwide focus for teacher and administrator professional development include implementation of curriculum guides and other areas that are determined by a review of summative and formative data from all school sites and the collection of input from teachers and administrators. Among the primary focus areas for professional development in SMMUSD are the following:

- Developing Instructional Leadership Teams and Professional Learning Communities through Lesson Link, Academic Conferences and Learning Walks
- Literacy and Mathematics— standards-based curriculum and instructional delivery; linking to the Common Core Standards
- Using data to improve classroom instruction
- Culturally relevant and responsive pedagogy
- Supporting students with special needs
- Differentiated instruction for all students, including English learners
- Technology integration

A variety of methodologies are used to provide professional development, including coaching and mentoring. SMMUSD provides coaching through several programs such as BTSA, National Boards, literacy and ELD coaching, Instructional Leadership Teams, and such specialized programs as Cotsen Fellows and EETT Mentor/Coaches. Additionally, professional development occurs through workshop series during banked time and/or afterschool opportunities. Each August, all teachers new to Santa Monica-Malibu are invited to participate in Teacher Academy, a professional development and orientation to districtwide curriculum and instructional initiatives. All eligible new teachers are encouraged to participate in BTSA. Teachers interested in applying for National Board Certification may participate in the process and can elect to be supported by teachers who have already achieved National Board Certification.

At Olympic, professional development topics have included Hattie's "List of influences on achievement," Fullan's capacity building, special education, APEX Learning, NEFE High School Financial Planning Program, Dealing with Trauma, WASC preparation and Sexual Harassment. The staff will engage in ongoing trainings this year focused on vocabulary building and writing-skill enhancement for students.

For the 2012-13 school year, we dedicated one day a month to professional development. In the 2014-15 and 2015-2016 school years, there were two days a month dedicated to professional development.

| FY 2014-15 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$46,115 | \$44,958 |
| Mid-Range Teacher Salary | \$68,853 | \$70,581 |
| Highest Teacher Salary | \$92,701 | \$91,469 |
| Average Principal Salary (ES) | \$116,790 | \$113,994 |
| Average Principal Salary (MS) | \$127,261 | \$120,075 |
| Average Principal Salary (HS) | \$136,956 | \$130,249 |
| Superintendent Salary | \$239,200 | \$218,315 |
| Percent of District Budget | | |
| Teacher Salaries | 36% | 38% |
| Administrative Salaries | 6% | 5% |

Types of Services Funded

| Dropout Rate and Graduation Rate (Four-Year Cohort Rate) | | | |
|--|---------|---------|---------|
| Olympic High School | 2011-12 | 2013-14 | 2014-15 |
| Dropout Rate | 3.50 | 5.30 | 5.20 |
| Graduation Rate | 93.47 | 92.41 | 91.68 |
| Santa Monica-Malibu Unified School | 2011-12 | 2013-14 | 2014-15 |
| Dropout Rate | 3.50 | 5.30 | 5.20 |
| Graduation Rate | 93.47 | 92.41 | 91.68 |
| California | 2011-12 | 2013-14 | 2014-15 |
| Dropout Rate | 11.40 | 11.50 | 10.70 |
| Graduation Rate | 80.44 | 80.95 | 82.27 |

| Career Technical Education Participation | |
|--|---------------------------|
| Measure | CTE Program Participation |
| Number of pupils participating in CTE | 0 |
| % of pupils completing a CTE program and earning a high school diploma | |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | |

| Courses for University of California (UC) and/or California State University (CSU) Admission | |
|--|---------|
| UC/CSU Course Measure | Percent |
| 2015-16 Students Enrolled in Courses Required for UC/CSU Admission | 56.52 |
| 2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission | 3.57 |

* Where there are student course enrollments.

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

| FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | | | \$1,370 | \$64,452 |
| District | ♦ | ♦ | \$7,252 | \$75,968 |
| State | ♦ | ♦ | \$5,677 | \$74,216 |
| Percent Difference: School Site/District | | | | |
| Percent Difference: School Site/ State | | | | |

* Cells with ♦ do not require data.

| 2015-16 Advanced Placement Courses | | |
|------------------------------------|-------------------------------|-----------------------------------|
| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
| Computer Science | | ♦ |
| English | | ♦ |
| Fine and Performing Arts | | ♦ |
| Foreign Language | | ♦ |
| Mathematics | | ♦ |
| Science | | ♦ |
| Social Science | | ♦ |
| All courses | | |

| Completion of High School Graduation Requirements | | | |
|---|--------------------------|----------|-------|
| Group | Graduating Class of 2015 | | |
| | School | District | State |
| All Students | 55 | 93 | 86 |
| Black or African American | 80 | 97 | 78 |
| American Indian or Alaska Native | 0 | 0 | 78 |
| Asian | 100 | 97 | 93 |
| Filipino | 0 | 100 | 93 |
| Hispanic or Latino | 35 | 89 | 83 |
| Native Hawaiian/Pacific Islander | 0 | 75 | 85 |
| White | 91 | 94 | 91 |
| Two or More Races | 0 | 94 | 89 |
| Socioeconomically Disadvantaged | 50 | 73 | 66 |
| English Learners | 0 | 73 | 54 |
| Students with Disabilities | 29 | 30 | 78 |

Career Technical Education Programs

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

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

- Automotive Technology
- Business Entrepreneurship (UC)
- Commercial Photography (UC)
- Film and Video Production (UC)
- Digital Design (UC)
- Information & Media Support Services
- Marketing Essentials
- Marketing – Career & Job Readiness (IEP & 504)
- Office Occupations
- Professional Actor
- Professional Dance (UC)
- Stagecraft Technology
- Technical Theater

DataQuest

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

Internet Access

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