



# Olympic HS/OCLC/ISP/Pine Street

721 Ocean Park Blvd. • Santa Monica, CA 90405 • (310) 392-2494 • Grades 9-12

Anthony Fuller, Principal, Principal

AFuller@smmusd.org

## 2017-18 School Accountability Report Card Published During the 2018-19 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  
Dr. Richard Tahvildaran-Jesswein,  
President  
Ralph Mechur  
Jon Kean, Vice President  
Laurie Lieberman

#### **District Administration**

Ben Drati, Ed.D.  
**Superintendent**  
Dr. Jacqueline Mora  
**Asst. Superintendent, Educational  
Services**  
Dr. Mark Kelly  
**Asst. Superintendent, Human  
Resources**  
Melody Canady  
**Asst. Superintendent, Business &  
Fiscal Services**

### **District Vision**

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

### **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 2016. 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, collaborative engagement 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.

### **Olympic High Schools' Mission Statement:**

Culturally responsive instruction, academic rigor, and equitable access in a safe, supportive learning environment in every classroom, everyday, all the time.

## 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 10	1
Grade 11	14
Grade 12	35
<b>Total Enrollment</b>	<b>50</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	14.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	60.0
Native Hawaiian or Pacific Islander	0.0
White	20.0
Socioeconomically Disadvantaged	42.0
English Learners	12.0
Students with Disabilities	12.0
Foster Youth	2.0

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials			
Olympic HS/OCLC/ISP/Pine Street	16-17	17-18	18-19
With Full Credential	9		
Without Full Credential	1		
Teaching Outside Subject Area of Competence	0		
Santa Monica-Malibu Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Olympic HS/OCLC/ISP/Pine	16-17	17-18	18-19
Teachers of English Learners	0		
Total Teacher Misassignments	0		
Vacant Teacher Positions	0		

\* Note: "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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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: October 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	myPerspectives, Pearson, adopted 6/2016 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	AGS Consumer Mathematics 2005 California Mathematics,CME Algebra, Pearson 2014, adopted 5/15/2014, Big Ideas Geometry, HMH, adopted 5/2015, Big Ideas Algebra 2, adopted 5/2015 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	Earth Science, Glencoe 2000 Biology, Prentice Hall 2002 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

Note: Cells with N/A values do not require data.

### 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: 11/7/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	112/ CONFERENCE: 4. WATER DAMAGE TO WALL (PAINT IS BUBBLING). 7. ONE LIGHT PANEL IS OUT.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 11/7/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>202: 4. CEILING TILE IS MISSING. 9. EXTERIOR DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>301: 4. CEILING TILE HAS A HOLE. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>303: 4. FLOOR TILE IS BROKEN. CEILING TILE HAS A HOLE. FLOOR TILE IS BROKEN. 7. ONE EXTERIOR LIGHT IS OUT. PHONE COVER IS LOOSE. 10. SMOKE DETECTOR HAS A PLASTIC BAG COVERING IT. 11. THERMOSTAT COVER IS MISSING EXPOSING MERCURY SWITCHES. PAINT IS PEELING ON WALL. 15. DOOR FRAME AND WEATHER STRIPING IS BROKEN.</p> <p>306: 4. FLOOR TILE HAS A HOLE. CEILING TILE HAS A HOLE. CEILING TILE IS LOOSE. 7. PHONE JACK IS LOOSE. 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE AND HAS NO FLOW. 11. PAINT IS PEELING ON CABINETS AND STORAGE DOOR. 12 (AND 6.) . POSSIBLE TERMITE DAMAGE TO EAVES SUPPORT BEAM.</p> <p>307: 4. CEILING TILE IS LOOSE (FALLEN ON DUCT). CEILING TILE HAS A HOLE. 7. ONE EXTERIOR LIGHT IS OUT. PHONE JACK IS LOOSE. 9. DRINKING FOUNTAIN HAS NO FLOW. 11. THERMOSTAT COVER IS BROKEN EXPOSING MERCURY SWITCHES.</p> <p>400: 4. CEILING TILE IS BROKEN. CEILING TILE TRIM IS BROKEN. 10. FIRE ALARM SYSTEM COVER IS MISSING.</p> <p>403: 4. FLOOR TILE HAS A HOLE. CEILING TILE IS MISSING.</p> <p>A: 4. CEILING TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. ONE FAUCET HAS A COMSTANT DRIP. 12. FLOOR IS WEAK/SAGGING NEAR TOILETS.</p> <p>B: 4. CEILING TILES HAVE WATER STAINS. 9. ONE FAUCET HAS A LOW FLOW. 14. TWO SPRINKLERS HEADS ARE BROKEN (FLOODING SAND BOX).</p> <p>BOYS REST ROOM: 4. FLOOR TILE IS MISSING. 7. ONE HAND DRYER IS NOT WORKING.</p> <p>CHILDREN'S REST ROOM: 4. CEILING TILE IS MISSING. CEILING TILES ARE LOOSE. 7. HAND DRYER HAS NO POWER. 9. TWO FAUCETS HAVE A LOW FLOW.</p> <p>GIRLS REST ROOM: 4. CEILING TILES ARE LOOSE. CEILING TILE IS MISSING. 8. ONE TOILET IS OUT OF ORDER. TOILETS LEAK AT WALL. 9. ONE FAUCET IS LOOSE AT THE BASE.</p> <p>OFFICE/ B: 4. CEILING TILE IS BROKEN.</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation</p>	<p align="center">Good</p>	<p>306: 4. FLOOR TILE HAS A HOLE. CEILING TILE HAS A HOLE. CEILING TILE IS LOOSE. 7. PHONE JACK IS LOOSE. 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE AND</p>

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 11/7/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>HAS NO FLOW. 11. PAINT IS PEELING ON CABINETS AND STORAGE DOOR. 12 (AND 6.) . POSSIBLE TERMITE DAMAGE TO EAVES SUPPORT BEAM.</p> <p>A: 4. CEILING TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. ONE FAUCET HAS A COMSTANT DRIP. 12. FLOOR IS WEAK/SAGGING NEAR TOILETS.</p> <p>BOYS REST ROOM: 5. GRAFFITI THROUGHOUT ROOM. 7. ONE LIGHT DIFFUSER IS MISSING. 8. ONE TOILET LEAKS AT HANDLE. 9. ONE FAUCET IS LOOSE AT THE BASE AND HAS NO FLOW. ONE FAUCET HAS A LOW FLOW. 12. DRY ROT ON FACIA BOARDS.</p> <p>ELECTRICAL BASEMENT: 5. ROOM HAS A STRONG ODOR.</p> <p>UNISEX REST ROOM: 5. ROOM HAS A STRONG ODOR. 8. TOILET IS LOOSE AT THE BASE.</p>
<p><b>Electrical:</b> Electrical</p>	<p align="center">Fair</p>	<p>104: 7. ONE LIGHT DIFFUSER IS BROKEN. 107: 7. TWO LIGHT PANELS ARE OUT 112/ CONFERENCE: 4. WATER DAMAGE TO WALL (PAINT IS BUBBLING). 7. ONE LIGHT PANEL IS OUT.</p> <p>114 COUNSELOR: 7. LIGHT COVERS ARE MISSING IN SMALL HALLWAYS.</p> <p>115/ JANITOR: 7. LIGHT IS UNABLE TO BE TURNED ON.</p> <p>303: 4. FLOOR TILE IS BROKEN. CEILING TILE HAS A HOLE. FLOOR TILE IS BROKEN. 7. ONE EXTERIOR LIGHT IS OUT. PHONE COVER IS LOOSE. 10. SMOKE DETECTOR HAS A PLASTIC BAG COVERING IT. 11. THERMOSTAT COVER IS MISSING EXPOSING MERCURY SWITCHES. PAINT IS PEELING ON WALL. 15. DOOR FRAME AND WEATHER STRIPING IS BROKEN.</p> <p>306: 4. FLOOR TILE HAS A HOLE. CEILING TILE HAS A HOLE. CEILING TILE IS LOOSE. 7. PHONE JACK IS LOOSE. 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE AND HAS NO FLOW. 11. PAINT IS PEELING ON CABINETS AND STORAGE DOOR. 12 (AND 6.) . POSSIBLE TERMITE DAMAGE TO EAVES SUPPORT BEAM.</p> <p>307: 4. CEILING TILE IS LOOSE (FALLEN ON DUCT). CEILING TILE HAS A HOLE. 7. ONE EXTERIOR LIGHT IS OUT. PHONE JACK IS LOOSE. 9. DRINKING FOUNTAIN HAS NO FLOW. 11. THERMOSTAT COVER IS BROKEN EXPOSING MERCURY SWITCHES.</p> <p>BOYS REST ROOM: 4. FLOOR TILE IS MISSING. 7. ONE HAND DRYER IS NOT WORKING.</p> <p>BOYS REST ROOM: 5. GRAFFITI THROUGHOUT ROOM. 7. ONE LIGHT DIFFUSER IS MISSING. 8. ONE TOILET</p>

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 11/7/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>LEAKS AT HANDLE. 9. ONE FAUCET IS LOOSE AT THE BASE AND HAS NO FLOW. ONE FAUCET HAS A LOW FLOW. 12. DRY ROT ON FACIA BOARDS.</p> <p>CHILDREN'S REST ROOM: 4. CEILING TILE IS MISSING. CEILING TILES ARE LOOSE. 7. HAND DRYER HAS NO POWER. 9. TWO FAUCETS HAVE A LOW FLOW.</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>	<p align="center">Poor</p>	<p>202: 4. CEILING TILE IS MISSING. 9. EXTERIOR DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>301: 4. CEILING TILE HAS A HOLE. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>306: 4. FLOOR TILE HAS A HOLE. CEILING TILE HAS A HOLE. CEILING TILE IS LOOSE. 7. PHONE JACK IS LOOSE. 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE AND HAS NO FLOW. 11. PAINT IS PEELING ON CABINETS AND STORAGE DOOR. 12 (AND 6.) . POSSIBLE TERMITE DAMAGE TO EAVES SUPPORT BEAM.</p> <p>307: 4. CEILING TILE IS LOOSE (FALLEN ON DUCT). CEILING TILE HAS A HOLE. 7. ONE EXTERIOR LIGHT IS OUT. PHONE JACK IS LOOSE. 9. DRINKING FOUNTAIN HAS NO FLOW. 11. THERMOSTAT COVER IS BROKEN EXPOSING MERCURY SWITCHES.</p> <p>A: 4. CEILING TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. ONE FAUCET HAS A COMSTANT DRIP. 12. FLOOR IS WEAK/SAGGING NEAR TOILETS.</p> <p>B: 4. CEILING TILES HAVE WATER STAINS. 9. ONE FAUCET HAS A LOW FLOW. 14. TWO SPRINKLERS HEADS ARE BROKEN (FLOODING SAND BOX).</p> <p>BOYS REST ROOM: 5. GRAFFITI THROUGHOUT ROOM. 7. ONE LIGHT DIFFUSER IS MISSING. 8. ONE TOILET LEAKS AT HANDLE. 9. ONE FAUCET IS LOOSE AT THE BASE AND HAS NO FLOW. ONE FAUCET HAS A LOW FLOW. 12. DRY ROT ON FACIA BOARDS.</p> <p>CHILDREN'S REST ROOM: 4. CEILING TILE IS MISSING. CEILING TILES ARE LOOSE. 7. HAND DRYER HAS NO POWER. 9. TWO FAUCETS HAVE A LOW FLOW.</p> <p>GIRLS REST ROOM: 4. CEILING TILES ARE LOOSE. CEILING TILE IS MISSING. 8. ONE TOILET IS OUT OF ORDER. TOILETS LEAK AT WALL. 9. ONE FAUCET IS LOOSE AT THE BASE.</p> <p>UNISEX REST ROOM: 5. ROOM HAS A STRONG ODOR. 8. TOILET IS LOOSE AT THE BASE.</p> <p>UNISEX REST ROOM: 8. TOILET DOESN'T FLUSH PROPERLY AND LEAKS AT THE WALL. 15. INTERIOR LOCK COVER IS MISSING.</p>

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 11/7/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>	<p align="center">Good</p>	<p>203/ ADULT ED OFFICE: 11. PAINT IS PEELING ON WALLS.            204/ STAFF LOUNGE: 10. FIRE EXTINGUISHER TAG IS OUTDATED (AUGUST/17/2017).            303: 4. FLOOR TILE IS BROKEN. CEILING TILE HAS A HOLE. FLOOR TILE IS BROKEN.            7. ONE EXTERIOR LIGHT IS OUT. PHONE COVER IS LOOSE. 10. SMOKE DETECTOR HAS A PLASTIC BAG COVERING IT. 11. THERMOSTAT COVER IS MISSING EXPOSING MERCURY SWITCHES. PAINT IS PEELING ON WALL. 15. DOOR FRAME AND WEATHER STRIPING IS BROKEN.            304/ TEACHERS LOUNGE: 11. PAINT IS PEELING ON THE CEILING.            306: 4. FLOOR TILE HAS A HOLE. CEILING TILE HAS A HOLE. CEILING TILE IS LOOSE.            7. PHONE JACK IS LOOSE. 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE AND HAS NO FLOW. 11. PAINT IS PEELING ON CABINETS AND STORAGE DOOR. 12 (AND 6.) . POSSIBLE TERMITE DAMAGE TO EAVES SUPPORT BEAM.            307: 4. CEILING TILE IS LOOSE (FALLEN ON DUCT). CEILING TILE HAS A HOLE. 7. ONE EXTERIOR LIGHT IS OUT. PHONE JACK IS LOOSE. 9. DRINKING FOUNTAIN HAS NO FLOW. 11. THERMOSTAT COVER IS BROKEN EXPOSING MERCURY SWITCHES.            400: 4. CEILING TILE IS BROKEN. CEILING TILE TRIM IS BROKEN. 10. FIRE ALARM SYSTEM COVER IS MISSING.            NURSE: 10. FIRE EXTINGUISHER IS NOT MOUNTED.</p>
<p><b>Structural:</b> Structural Damage, Roofs</p>	<p align="center">Good</p>	<p>306: 4. FLOOR TILE HAS A HOLE. CEILING TILE HAS A HOLE. CEILING TILE IS LOOSE.            7. PHONE JACK IS LOOSE. 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE AND HAS NO FLOW. 11. PAINT IS PEELING ON CABINETS AND STORAGE DOOR. 12 (AND 6.) . POSSIBLE TERMITE DAMAGE TO EAVES SUPPORT BEAM.            A: 4. CEILING TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. ONE FAUCET HAS A COMSTANT DRIP. 12. FLOOR IS WEAK/SAGGING NEAR TOILETS.            BOYS REST ROOM: 5. GRAFFITI THROUGHOUT ROOM. 7. ONE LIGHT DIFFUSER IS MISSING. 8. ONE TOILET LEAKS AT HANDLE. 9. ONE FAUCET IS LOOSE AT THE BASE AND HAS NO FLOW. ONE FAUCET HAS A LOW FLOW. 12. DRY ROT ON FACIA BOARDS.</p>

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**Year and month in which data were collected: 11/7/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	113 CAREER CENTER: 15. BACK DOOR CLOSER IS BROKEN. 303: 4. FLOOR TILE IS BROKEN. CEILING TILE HAS A HOLE. FLOOR TILE IS BROKEN. 7. ONE EXTERIOR LIGHT IS OUT. PHONE COVER IS LOOSE. 10. SMOKE DETECTOR HAS A PLASTIC BAG COVERING IT. 11. THERMOSTAT COVER IS MISSING EXPOSING MERCURY SWITCHES. PAINT IS PEELING ON WALL. 15. DOOR FRAME AND WEATHER STRIPING IS BROKEN. B: 4. CEILING TILES HAVE WATER STAINS. 9. ONE FAUCET HAS A LOW FLOW. 14. TWO SPRINKLERS HEADS ARE BROKEN (FLOODING SAND BOX). UNISEX REST ROOM: 8. TOILET DOESN'T FLUSH PROPERLY AND LEAKS AT THE WALL. 15. INTERIOR LOCK COVER IS MISSING.
<b>Overall Rating</b>	Fair	



## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	5.0	0.0	74.0	75.0	48.0	50.0
Math	0.0	0.0	61.0	61.0	37.0	38.0

Note: 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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	24	9	37.50	0.00
Male	11	4	36.36	0.00
Female	13	5	38.46	0.00
Black or African American	--	--	--	--
Hispanic or Latino	11	1	9.09	0.00
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	15	4	26.67	0.00
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Note: 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 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	24	10	41.67	0
Male	11	5	45.45	0
Female	13	5	38.46	0
Black or African American	--	--	--	--
Hispanic or Latino	11	4	36.36	0
White	--	--	--	--
Two or More Races	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 State priority: Parental Involvement (Priority 3):

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

### Opportunities for Parental Involvement (School Year 2018-19)

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, depending on need, regularly and are 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 State priority: School Climate (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	2015-16	2016-17	2017-18
Suspensions Rate	3.1	9.1	14.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.9	2.1	2.4
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

#### Academic Counselors and Other Support Staff at this School

##### Number of Full-Time Equivalent (FTE)

Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

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

#### Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	6.0	6.0	4.0	27	14	17						
Mathematics	6.0	3.0	4.0	19	16	11						
Science	6.0	4.0	3.0	9	8	7						
Social Science	7.0	10.0	9.0	17	6	8	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 district wide 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 School Leadership Teams (PLC) and Professional Learning Communities through Lesson Link, Academic Conferences and Learning Walks
- Developing our area of focus through our agreed upon school goals; Evidence based writing and communicating using precise academic language.
- Using data to improve classroom instruction and determine school goals
- Culturally relevant and responsive pedagogy
- Supporting students with special needs
- Differentiated instruction for all students, including English learners
- Technology integration

**Use of the ERWC ELA curriculum**

Use of the Professional Learning Community to evaluate adherence to school goals and inform best practices

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, School 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 district wide 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 been tailored to support school goals as well as the weekly work of our Professional Learning Community. InnovateEd’s model of school leadership teams, 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 are all topics addressed in our professional development. The staff will engage in ongoing trainings this year focused on evidence based writing and communication using precise academic language.

For the 2012-13 school year, we dedicated one day a month to professional development. Since the 2014-2015 school year, we devote two days a month to professional development. Our PLC meets every week school is in session.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,859	\$49,512
Mid-Range Teacher Salary	\$74,444	\$77,880
Highest Teacher Salary	\$100,278	\$96,387
Average Principal Salary (ES)	\$124,840	\$123,139
Average Principal Salary (MS)	\$138,074	\$129,919
Average Principal Salary (HS)	\$150,077	\$140,111
Superintendent Salary	\$200,000	\$238,324
Percent of District Budget		
Teacher Salaries	34.0	36.0
Administrative Salaries	6.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**Types of Services Funded**

A combination of state and federal funding is used to cover all aspects of our instructional program.

SMMUSD uses Title II funds to support a Math and Secondary Support Coordinator to:

- work with teachers/administrators to support student learning around math content and practices for all students
- facilitate and review the guaranteed and viable curriculum that includes use of common formative assessments to gauge student achievement
- support ongoing intervention/enrichment opportunities to address student growth and needs

Title III funds are utilized to expand educational opportunities that increase language and academic proficiency of our English learners, and to expand parent engagement opportunities.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$13,280	\$94	\$13,187	\$59,964
District	◆	◆	\$7,252	\$82,581
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			58.1	-31.7
Percent Difference: School Site/ State			59.7	-28.2

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Olympic HS/OCLC/ISP/Pine Street	2014-15	2015-16	2016-17
Dropout Rate	32.6	37.8	27.5
Graduation Rate	32.6	39.2	37.5
Santa Monica-Malibu Unified School	2014-15	2015-16	2016-17
Dropout Rate	5.2	6.2	2.5
Graduation Rate	91.7	90.7	92.5
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1
% 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
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	79.2
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

\* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	0	♦
Social Science	0	♦
All courses	0	.0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	49.1	91.6	88.7
Black or African American	100.0	90.1	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	0.0	87.5	94.9
Filipino	0.0	90.0	93.5
Hispanic or Latino	37.1	90.3	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	58.3	92.7	92.1
Two or More Races	75.0	95.1	91.2
Socioeconomically Disadvantaged	50.0	96.9	88.6
English Learners	28.6	64.6	56.7
Students with Disabilities	50.0	87.0	67.1
Foster Youth	0.0	0.0	74.1

### 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 <https://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.