



Olympic HS/OCLC/ISP

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

Anthony Fuller, Principal, Principal

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2018-19 School Accountability Report Card Published During the 2019-20 School Year

Santa Monica-Malibu Unified School District

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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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	1
Grade 10	3
Grade 11	17
Grade 12	23
Total Enrollment	44

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	25
American Indian or Alaska Native	2.3
Hispanic or Latino	31.8
White	34.1
Two or More Races	6.8
Socioeconomically Disadvantaged	56.8
English Learners	4.5
Students with Disabilities	15.9
Homeless	9.1

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 for Olympic HS/OCLC/ISP	17-18	18-19	19-20
With Full Credential			
Without Full Credential			
Teaching Outside Subject Area of Competence			

Teacher Credentials for Santa Monica-Malibu	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Olympic HS/OCLC/ISP

Indicator	17-18	18-19	19-20
Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			

* 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 2019-20)

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 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, CME Algebra, Pearson 2014, adopted 5/15/2014, Big Ideas Geometry, HMH, adopted 5/2015, Big Ideas Algebra 2, adopted 5/2015 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	World History: The Modern Era (Ellis & Esner) Pearson (5/2019) United States History: The Twentieth Century (Lapsansky-Werner, Levy, Roberts, & Taylor) Pearson (5/2019) Magruder’s American Government (Shea) Pearson (5/2019) Economics: Principles in Action (O’Sullivan & Sheffrin) Prentice Hall(5/2019) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	Percent of students lacking their own assigned textbook: 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: 1/18/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	UNISEX REST ROOM: 2. DIRTY VENT. 8. TOILET IS LOOSE AT THE BASE.
Interior: Interior Surfaces	Poor	100: 4. CEILING TILE IS MISSING.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>112/ CONFERENCE: 4. BURN MARK ON COUNTERTOP BACK SPLASH. 7. ONE LIGHT PANEL IS OUT. ELECTRICAL COVER IS MISSING IN RR. 8. TOILET DOESN'T FLUSH PROPERLY. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>113 CAREER CENTER: 4. CEILING TILES ARE LOOSE.</p> <p>202: 4. CEILING TILE HAS A HOLE. CEILING TILES HAVE WATER STAINS. 9. EXTERIOR DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>203/ ADULT ED OFFICE: 4. CEILING TILE IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALLS.</p> <p>301: 4. CEILING TILE HAS A HOLE. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>306: 4. FLOOR TILE IS BROKEN. 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. 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. PHONE JACK IS LOOSE. 9. DRINKING FOUNTAIN HAS NO FLOW AND A DRIP. 11. THERMOSTAT COVER IS BROKEN EXPOSING MERCURY SWITCHES.</p> <p>400: 4. CEILING TILE IS BROKEN. CEILING TILE TRIM IS BROKEN. FLOOR TILE IS BROKEN. 10. FIRE ALARM SYSTEM COVER IS MISSING.</p> <p>402/ JANITOR: 4. WATER DAMAGE TO WALL.</p> <p>403: 4. FLOOR TILES ARE BROKEN. CEILING TILE IS MISSING.</p> <p>A: 4. CEILING TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. FLOOR IS WEAK/SAGGING. DRY ROT ON WINDOW FRAME.</p> <p>B: 4. CEILING TILES HAVE WATER STAINS. 9. ONE FAUCET HAS A LOW FLOW.</p> <p>BOYS REST ROOM: 4. FLOOR TILE IS MISSING. WALL TILE IS MISSING. 9. ONE FAUCET HAS A LOW FLOW.</p> <p>C: 4. CEILING TILE IS BROKEN. CARPET IS WORN AND LIFTING. 12. DRY ROT ON SIDING.</p> <p>CHILDREN'S REST ROOM: 4. CEILING TILES ARE LOOSE. 7. HAND DRYER HAS NO POWER. 9. TWO FAUCETS HAVE A LOW FLOW.</p> <p>D: 4. FLOOR TILES ARE BROKEN.</p> <p>GIRLS REST ROOM: 4. CEILING TILES ARE LOOSE. CEILING TILES ARE MISSING. OLD SINK BRACKET IS CREATING AN INJURY HAZARD. 8. TOILETS LEAK AT WALL. 9. ONE FAUCET IS LOOSE AT THE BASE.</p> <p>OFFICE/ B: 4. CEILING TILE IS BROKEN.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<p>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</p>	<p>Good</p>	<p>306: 4. FLOOR TILE IS BROKEN. 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. 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. 12. FLOOR IS WEAK/SAGGING. DRY ROT ON WINDOW FRAME. ELECTRICAL BASEMENT: 5. ROOM HAS A STRONG ODOR.</p>
<p>Electrical: Electrical</p>	<p>Fair</p>	<p>112/ CONFERENCE: 4. BURN MARK ON COUNTERTOP BACK SPLASH. 7. ONE LIGHT PANEL IS OUT. ELECTRICAL COVER IS MISSING IN RR. 8. TOILET DOESN'T FLUSH PROPERLY. 11. PAINT IS PEELING ON INTERIOR WALL. 114 COUNSELOR: 7. LIGHT COVER IS MISSING IN SMALL HALLWAY. 115/ JANITOR: 7. LIGHT IS UNABLE TO BE TURNED ON. 303: 7. PHONE COVER IS LOOSE. ELECTRICAL COVER IS MISSING IN CEILING. 9. DRINKING FOUNTAIN HAS NO FLOW AND HANDLE IS BROKEN. 306: 4. FLOOR TILE IS BROKEN. 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. 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. PHONE JACK IS LOOSE. 9. DRINKING FOUNTAIN HAS NO FLOW AND A DRIP. 11. THERMOSTAT COVER IS BROKEN EXPOSING MERCURY SWITCHES. BOYS REST ROOM: 4. FLOOR TILE IS MISSING. WALL TILE IS MISSING. 9. ONE FAUCET HAS A LOW FLOW. CHILDREN'S REST ROOM: 4. CEILING TILES ARE LOOSE. 7. HAND DRYER HAS NO POWER. 9. TWO FAUCETS HAVE A LOW FLOW.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	<p>Poor</p>	<p>112/ CONFERENCE: 4. BURN MARK ON COUNTERTOP BACK SPLASH. 7. ONE LIGHT PANEL IS OUT. ELECTRICAL COVER IS MISSING IN RR. 8. TOILET DOESN'T FLUSH PROPERLY. 11. PAINT IS PEELING ON INTERIOR WALL. 202: 4. CEILING TILE HAS A HOLE. CEILING TILES HAVE WATER STAINS. 9. EXTERIOR DRINKING FOUNTAIN HAS A LOW FLOW. 301: 4. CEILING TILE HAS A HOLE. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>303: 7. PHONE COVER IS LOOSE. ELECTRICAL COVER IS MISSING IN CEILING. 9. DRINKING FOUNTAIN HAS NO FLOW AND HANDLE IS BROKEN.</p> <p>306: 4. FLOOR TILE IS BROKEN. 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. 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. PHONE JACK IS LOOSE. 9. DRINKING FOUNTAIN HAS NO FLOW AND A DRIP. 11. THERMOSTAT COVER IS BROKEN EXPOSING MERCURY SWITCHES.</p> <p>B: 4. CEILING TILES HAVE WATER STAINS. 9. ONE FAUCET HAS A LOW FLOW.</p> <p>BOYS REST ROOM: 8. ONE TOILET LEAKS AT HANDLE AND WALL CREATING A SLIP HAZARD. ONE URINAL LEAKS AT FITTING. 9. ONE FAUCET IS LOOSE AT THE BASE AND HAS NO FLOW. ONE FAUCET HAS A LOW FLOW.</p> <p>CHILDREN'S REST ROOM: 4. 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 TILES ARE MISSING. OLD SINK BRACKET IS CREATING AN INJURY HAZARD. 8. TOILETS LEAK AT WALL. 9. ONE FAUCET IS LOOSE AT THE BASE.</p> <p>NURSE: 9. FAUCET LEAKS AT HANDLE. 10. FIRE EXTINGUISHER IS NOT MOUNTED.</p> <p>UNISEX REST ROOM: 2. DIRTY VENT. 8. TOILET IS LOOSE AT THE BASE.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	<p>Good</p>	<p>112/ CONFERENCE: 4. BURN MARK ON COUNTERTOP BACK SPLASH. 7. ONE LIGHT PANEL IS OUT. ELECTRICAL COVER IS MISSING IN RR. 8. TOILET DOESN'T FLUSH PROPERLY. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>203/ ADULT ED OFFICE: 4. CEILING TILE IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALLS.</p> <p>307: 4. CEILING TILE IS LOOSE (FALLEN ON DUCT). CEILING TILE HAS A HOLE. 7. PHONE JACK IS LOOSE. 9. DRINKING FOUNTAIN HAS NO FLOW AND A DRIP. 11. THERMOSTAT COVER IS BROKEN EXPOSING MERCURY SWITCHES.</p> <p>400: 4. CEILING TILE IS BROKEN. CEILING TILE TRIM IS BROKEN. FLOOR TILE IS BROKEN. 10. FIRE ALARM SYSTEM COVER IS MISSING.</p> <p>NURSE: 9. FAUCET LEAKS AT HANDLE. 10. FIRE EXTINGUISHER IS NOT MOUNTED.</p>
<p>Structural:</p>	<p>Good</p>	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural Damage, Roofs		306: 4. FLOOR TILE IS BROKEN. 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. 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. 12. FLOOR IS WEAK/SAGGING. DRY ROT ON WINDOW FRAME. C: 4. CEILING TILE IS BROKEN. CARPET IS WORN AND LIFTING. 12. DRY ROT ON SIDING.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	0	0	75	74	50	50
Math	0	0.0	61	61	38	39

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	29	8	27.59	0.00
Male	16	3	18.75	0.00
Female	13	5	38.46	0.00
Black or African American	--	--	--	--
Hispanic or Latino	13	5	38.46	0.00
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	15	4	26.67	0.00
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Homeless	--	--	--	--

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.

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 2018-19 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	29	0	0.00	0.00
Male	16	0	0.00	0.00
Female	13	0	0.00	0.00
Black or African American	--	--	--	--
Hispanic or Latino	13	0	0.00	0.00
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	15	0	0.00	0.00
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Homeless	--	--	--	--

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 2019-20)

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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	9.1	14.0	7.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.1	2.4	2.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	44.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	6	14			4	17			4	10		
Mathematics	3	16			4	11			4	8		
Science	4	8			3	7			3	6		
Social Science	10	6			9	8			6	6		

* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,859	\$51,374
Mid-Range Teacher Salary	\$74,444	\$80,151
Highest Teacher Salary	\$100,278	\$100,143
Average Principal Salary (ES)	\$124,840	\$126,896
Average Principal Salary (MS)	\$138,074	\$133,668
Average Principal Salary (HS)	\$150,077	\$143,746
Superintendent Salary	\$240,000	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Olympic HS/OCLC/ISP	2015-16	2016-17	2017-18
Dropout Rate	37.8	27.5	22.9
Graduation Rate	39.2	37.5	62.9

Rate for Santa Monica-Malibu Unified	2015-16	2016-17	2017-18
Dropout Rate	6.2	2.5	6.7
Graduation Rate	90.7	92.5	91

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	22353	22	22331	60656
District	N/A	N/A	\$8,432	\$82,621.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	90.4	-30.7
School Site/ State	99.4	-30.0

Note: Cells with N/A values 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.

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	48.84
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

*Where there are student course enrollments of at least one student.

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 1 and 2 (Sequence)
- Business Entrepreneurship (UC)
- Commercial Photography 1 and 2 (UC) (Sequence)
- Digital Design 1 and 2 (UC) (Sequence)
- Film and Video Production 1 and 2 (UC) (Sequence)
- Intro to Marketing
- Professional Dance 1, 2, and 3 (UC) (Sequence)

A Superintendent's working committee co-chaired by the district's CTE Coordinator is in the process of reconstructing the district's CTE advisory committee. An interim board is being named by the site CTE program to include representatives from the local Arts, Media, and Entertainment industry, as well as business and automotive industry.

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.