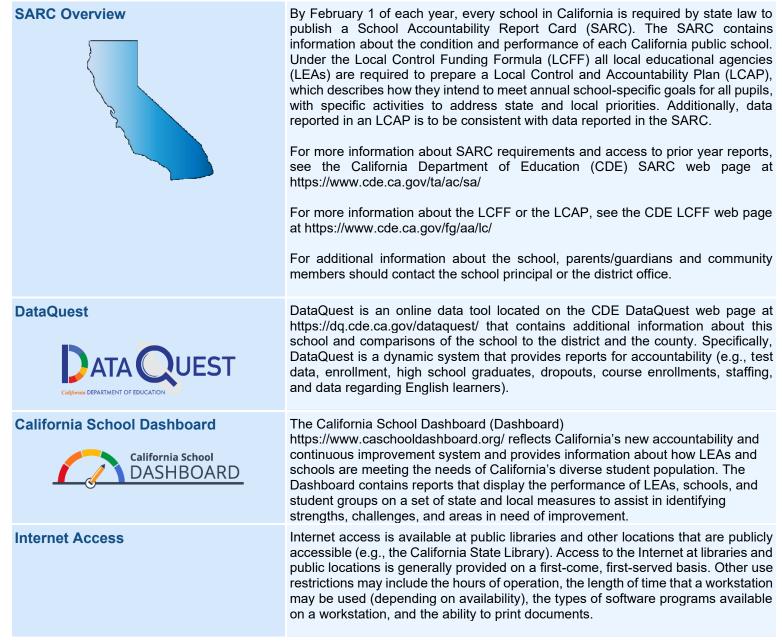# Santa Monica High School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

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 and access to prior year reports, 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 the 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.

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).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Santa Monica High School
Street	601 Pico Blvd.
City, State, Zip	Santa Monica, CA 90405-1224
Phone Number	(310) 395-3204
Principal	Ms. Marae Cruce
Email Address	mcruce@smmusd.org
School Website	https://www.smmusd.org/samohi
County-District-School (CDS) Code	19-64980-1938000

2022-23 District Contact Information

District Name	Santa Monica-Malibu Unified School District
Phone Number	(310) 450-8338
Superintendent	Dr. Mark Kelly, Interim Superintendent
Email Address	swilliamson@smmusd.org
District Website Address	www.smmusd.org

2022-23 School Overview

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.

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

Santa Monica High School Vision Statement
Santa Monica High will offer every student experiences to grow creatively, ethically and academically. Prepare academically productive students who:

- Read, write, speak and listen effectively

- Think critically and independently

- Identify and use available resources, including technology, to manage, research and synthesize knowledge

- Develop the habits of mind necessary to meet the challenges of the 21st century

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

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

2022-23 School Overview

Principal's Message

Santa Monica High School is a U.S. News & World Report Gold Medal School, placing in the top 500 schools in the nation. It is a large four-year, comprehensive high school located in the city of Santa Monica. The student body consists of approximately 2,800 students who represent our diverse ethnic and socioeconomic community.

The staff consists of 156 certificated faculty and 94 classified staff members. Fondly referred to as Samohi, the school is supported by a 5,000-member alumni association, as well as the citizens of Santa Monica and Malibu. Santa Monica High School received a six-year accreditation from the Western Association of Schools and Colleges (WASC) in the fall of 2017. As part of the accreditation process, goals were set for the next six years of work. In addition, a Smaller Learning Communities Grant, received in 2003 from the federal government helped to redesign Santa Monica High School into smaller, more personalized Houses, which are still going strong today. These Houses consist of randomly assigned students across all four grade levels. Once assigned to a House as an incoming ninth grader, students remain with the House, as well as their House advisor (counselor) throughout their high school years, allowing students to build relationships and be supported both emotionally and academically by the adults in their House Office.

In alignment with school and district visions, and in collaboration with the school's Site Leadership Team (which consists of every department chair, teacher leader and administrator), all major parent groups, and school's Site Governance committee, goals are established for the school. These goals, and the resources and steps necessary to achieve them, are articulated in the school's School Plan for Student Achievement.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	728
Grade 10	691
Grade 11	668
Grade 12	719
Total Enrollment	2,806

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	50.5
American Indian or Alaska Native	0.1
Asian	4.8
Black or African American	6.5
Filipino	0.7
Hispanic or Latino	34.7
Native Hawaiian or Pacific Islander	0.1
Two or More Races	10.3
White	42.3
English Learners	5.0
Foster Youth	0.1
Homeless	0.3
Migrant	0.0
Socioeconomically Disadvantaged	27.7
Students with Disabilities	12.8

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	101.20	77.32	435.10	86.49	228366.10	83.12
Intern Credential Holders Properly Assigned	0.10	0.12	1.60	0.33	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	12.30	9.42	33.60	6.70	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.50	3.50	8.80	1.76	12115.80	4.41
Unknown	12.50	9.62	23.70	4.72	18854.30	6.86
Total Teaching Positions	130.90	100.00	503.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	107.60	80.87	413.90	85.71	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	0.75	1.60	0.34	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.70	5.10	16.10	3.35	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	5.40	4.09	13.90	2.89	11953.10	4.28
Unknown	12.20	9.17	37.10	7.70	15831.90	5.67
Total Teaching Positions	133.10	100.00	482.90	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	12.30	6.70
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	12.30	6.70

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.60	0.00
Local Assignment Options	3.90	5.40
Total Out-of-Field Teachers	4.50	5.40

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.40	5.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.20

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students at Santa Monica High School 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 instructional 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.

Year and month in which the data were collected	January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	My Perspectives: English Language Arts Grade 9 (volumes 1 and 2), Pearson, adopted 6/2016 My Perspectives: English Language Arts Grade 10 (volumes 1 and 2), Pearson, adopted 6/2016	Yes	0

	My Perspectives: English Language Arts Grade 11 (volumes 1 and 2), Pearson, adopted 6/2016		
Mathematics	CME Algebra, Pearson 2014, adopted 5/2014 Big Ideas Geometry, adopted 5/2015 Big Ideas Algebra 2, , adopted 5/2015 Precalculus with Limits, A Graphing Approach 7th ed by Ron Larson 5/2015. Calculus: Graphical, Numerical, Algebraic 2006, adopted 4/3/2008 Multivariable Calculus (Larson), 8/2014 Elementary Statistics (Larson), 5/2015 Practice of Statistics (Larson), 5/2015	Yes	0
Science	Chemistry in the Earth System, Discovery Education, adopted 6/24/2021 Chemistry AP Edition Updated, Cengage Learning, adopted 3/17/2022 Experience Biology of the Living Earth, adopted 8/13/2020 Biology in Focus, Pearson, adopted 6/4/2020 Physics of the Universe, adopted 6/24/2021 Physics for Scientists and Engineers, Saunders College Publishing College Physics a Strategic Approach, Prentice Hall, adopted 6/24/2020 Marine Science, McGraw Hill, adopted 6/4/2020 Environment, Pearson, adopted 6/4/2020 Human Body in Health and Disease, Elsevier, adopted 6/4/2020	Yes	0
History-Social Science	World History P: World History - BOE Adoption Date: 5/2/2019 - Pearson Learning : 2019 World History P IM: Historia Del Mundo - BOE Adopted, 12/13/2007 – Prentice Hall 2007 - Ellis, Elisabeth Gaynor AP World History: Ways of the World - BOE Adoption Date:3/05/2020 - Bedford/St. Martins : 2019 - Robert W. Strayer and Eric W. Nelson U.S. History P: United States History - BOE Adoption Date: 5/2/2019 - Prentice Hall, : 2019 U.S. History AP: Give Me Liberty! - BOE Adoption date: 7/19/2018 - Norton, W.W. : 2017 U.S. History P IM: Gobierno de Estados Unidos - McGraw-Hill Education, : 2018 - Remy, Ritchie, Arbetman, Hanson, and Scott Economics P / IM: Economics - BOE Adoption Date: 5/2/2019 - Pearson Learning : 2019 AP Economics: Krugmans Economics for Ap - BOE Adoption date: 07/20/16 - Worth Publishing CO. : 2016 - Ray/Anderson Government P: American Government - BOE Adoption Date: 5/2/2019 - Prentice Hall, : 2019 AP Government: AP American Government: Stories of a Nation - BOE Adoption date: 6/27/2019 - Abernathy, Scott F. AP Government: Government in America - BOE Adoption date: 6/27/2019 - Pearson Higher Education : 2018 - Edwards, George C Psychology P: Psychology in Everyday Life - BOE Adoption date: 7/19/2018 - Worth Publishers : 2016 - David G. Myers, C. Nathan DeWall AP Psychology: Myers' Psychology - BOE Adoption date: 7/19/2018 - Worth Publishers : 2018 - David G. Myers, C. Nathan DeWall	Yes	0

	Freshmen Seminar: Facing history and ourselves: holocaust and human behavior - BOE Adopted: 7/22/2004 - Facing History and Ourselves: : 1994 Freshmen Seminar: Facing history and ourselves: Race and membership in American history - BOE Adopted: 7/22/2004 - Facing History and Ourselves: : 1994 Ethnic Studies: Voices of a people's history of the United States - BOE adopted 09/19/2013 - Seven Stories ; : 2004 - Howard Zinn, Anthony Arnove Ethnic Studies: Different Mirror for Young People - BOE Adoption date: 9/13/2013 - SEVST : 2012 – Takaki AP Human Geography: Human Geography of the AP Course
Foreign Language	Spanish 1 P: Encuentros 1 - BOE Adoption Date: 6-30-2022 - Vista Higher Learning : 2022 Spanish 2 P: Encuentros 2 - BOE Adoption Date: 6-30-2022 - Vista Higher Learning : 2022 Spanish 3 P: Encuentros 3 - BOE Adoption Date: 6-30-2022 - Vista Higher Learning : 2022 Spanish 4 P: Perspectivas Intermediate Spanish - A Cultural Approach - BOE Adoption Date: 6-30-2022 - Vista Higher Learning : 2022 Spanish 5 AP: Temas : AP Spanish Language and Culture - BOE Adoption Date: 6-30-2022 - Vista Higher Learning : 2020 – Draggett, Conlin, Ehrsam, Millan Spanish 5 AP: Abriendo paso : gramatica - Prentice Hall, : 2000 - Diaz, Jose M. Spanish 6 Lit AP: Reflexiones Introduccion a La Literatura Hispanica - BOE adopted 10/12/2014 - Prentice Hall, : 2013 Spanish 1 P SS: Galeria A - BOE Adoption Date: 6-30-2022 - Vista Higher Learning : 2020 Spanish 2 P SS: Galeria B - BOE Adoption Date: 6-30-2022 - Vista Higher Learning : 2020 Spanish 3 P SS: Galeria C - BOE Adoption Date: 6-30-2022 - Vista Higher Learning : 2020 Spanish 4 P SS: Perspectivas Intermediate Spanish - A Cultural Approach - BOE Adoption Date: 6-30-2022 - Vista Higher Learning : 2022 Japanese 1 P: Marugoto Japanese Language and Culture - (STARTER - A1) - BOE Adoption Date: 6-30-2022 – Japan Foundation : 2021 Japanese 2 P: Marugoto: Elementary1 A2 Coursebook Katsudoo - BOE Adoption Date: 6-30-2022 – Japan Foundation : 2021 Japanese 3 P: Marugoto - Elementary 2 A2 – Katsudoo - BOE Adoption Date: 6-30-2022 – Japan Foundation : 2021 Japanese 4 HP: Marugoto Intermediate 1 - B1 - BOE Adoption Date: 6-30-2022 – Japan Foundation : 2021 Japanese 5 AP: Marugoto Intermediate 2 - B1 - BOE Adoption Date: 6-30-2022 – Japan Foundation : 2021 French 1 P: Pilot French 2 P: Pilot French 3 P: Pilot French Ideas HP: Pilot Chinese 1 P: Integrated Chinese 1 - BOE Adoption Date: 6-30-2022 – Cheng and Tsui : 2017 Chinese 2 P: Integrated Chinese 2 - BOE Adoption Date: 6-30-2022 – Cheng and Tsui : 2017 Chinese 3 P: Integrated Chinese 3 - BOE Adoption Date: 6-30-2022 – Cheng and Tsui : 2017

	Chinese 4 P: Integrated Chinese 4 - BOE Adoption Date: 6-30-2022 – Cheng and Tsui : 2018 Chinese 5 AP: Integrated Chinese 4 - BOE Adoption Date: 6-30-2022 – Cheng and Tsui : 2018	
Health		0
Visual and Performing Arts		
Science Laboratory Equipment (grades 9-12)		0

School Facility Conditions and Planned Improvements

In its 128-year history, Samohi has benefited from a number of bond measures that have upgraded facilities, added new classrooms and buildings, and renovated the historic Barnum Hall. In 2013, we added a new football field and track, and in 2015 we opened of our multi-wing classroom, and science and technology building. Christened "Innovation," this building will feature state-of-the-art technology in every classroom and laboratory, which will include laptops for students, document readers, LCD projectors and cutting-edge probeware for all science classes. Additionally, the buildings will house a new state-of-the-art auto shop as well as special-education facilities for severely disabled students.

Currently we are about to break ground on the New Discovery Building which will have two floors of classrooms, a new cafeteria and kitchen, a rooftop classroom, textbook and distribution center, 50 meter pool, and two floors of underground parking.

Our current facilities include general-education classrooms, music rooms for both choral and instrumental programs, science labs, art rooms, a photography setup with a darkroom, three computer labs and a media center/library. Our outdoor and physical education facilities include a swimming pool, tennis courts, a baseball field, two gymnasiums and our outdoor Greek theater. With the approval of Measure SMS, the district will now be able to begin addressing the deferred maintenance funding that changed with the statewide implementation of LCFF.

Year and month of the most recent FIT report	November 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
    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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

*   Aligned with CA CCSS for ELA and mathematics;
*   Available to students in grades 3 through 8, and grade 11; and
*   Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

*   Smarter Balanced ELA and mathematics summative assessments;
*   Other assessments meeting the SBE criteria; or
*   Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	82	N/A	75	N/A	47
Mathematics (grades 3-8 and 11)	N/A	51	N/A	58	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	662	589	88.97	11.03	81.80
Female	336	300	89.29	10.71	89.63
Male	326	289	88.65	11.35	73.70
American Indian or Alaska Native	--	--	--	--	--
Asian	38	32	84.21	15.79	93.75
Black or African American	55	48	87.27	12.73	58.33
Filipino	--	--	--	--	--
Hispanic or Latino	235	204	86.81	13.19	74.88
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	60	57	95.00	5.00	91.23
White	267	241	90.26	9.74	87.97
English Learners	35	26	74.29	25.71	34.62
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	212	179	84.43	15.57	72.07
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	71	56	78.87	21.13	33.93

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	662	592	89.43	10.57	51.18
Female	336	301	89.58	10.42	51.83
Male	326	291	89.26	10.74	50.52
American Indian or Alaska Native	--	--	--	--	--
Asian	38	32	84.21	15.79	87.50
Black or African American	55	48	87.27	12.73	22.92
Filipino	--	--	--	--	--
Hispanic or Latino	235	208	88.51	11.49	33.65
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	60	57	95.00	5.00	77.19
White	267	240	89.89	10.11	60.42
English Learners	35	27	77.14	22.86	11.11
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	212	181	85.38	14.62	34.81
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	71	56	78.87	21.13	10.71

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	52.35	54.7	55.03	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1344	1150	85.57	14.43	52.35
Female	676	568	84.02	15.98	51.94
Male	668	582	87.13	12.87	52.75
American Indian or Alaska Native	--	--	--	--	--
Asian	68	57	83.82	16.18	78.95
Black or African American	94	78	82.98	17.02	21.79
Filipino	13	13	100	0	38.46
Hispanic or Latino	457	397	86.87	13.13	33.5
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	135	117	86.67	13.33	70.09
White	573	484	84.47	15.53	65.91
English Learners	62	53	85.48	14.52	5.66
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	427	361	84.54	15.46	32.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	130	94	72.31	27.69	17.02

2021-22 Career Technical Education Programs

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)
* Photography 1 and 2 (UC) (Sequence)
* Digital Design 1 and 2 (UC) (Sequence)
* Film and Video Production 1 and 2 (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.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	508
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.82
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	78.34

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	69%	70%	70%	70%	70%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Our Parent Teacher Student Association (PTSA), English Language Advisory Committee (ELAC), African American Parent Student Staff Support Group (AAPSSSG) and Latino Parent Support Group (Puente) meet monthly to exchange and share information while providing support to parents and students. Speakers, workshops and meetings provide parents specific strategies to support their child's progress both academically, socially and emotionally. Student outreach specialists work with a core group of students in each House in need of extra support, as well as with students in the larger school. They are also liaisons to Samohi families and participate in the parent group meetings. Communication is shared in multiple formats including email, phone dialer system and our website.

For more information on how to become involved at the school, please contact Ms. Marae Cruce, Principal, at (310) 395-3204.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		2.1	1		2.5	1.1		8.9	7.8
Graduation Rate		95	97.7		94.2	97.5		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	703	687	97.7
Female	349	345	98.9
Male	354	342	96.6
American Indian or Alaska Native	--	--	--
Asian	32	32	100.0
Black or African American	39	37	94.9
Filipino	--	--	--
Hispanic or Latino	228	226	99.1
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	78	76	97.4
White	316	307	97.2
English Learners	51	51	100.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	280	270	96.4
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	71	59	83.1

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2871	2842	871	30.6
Female	1409	1398	443	31.7
Male	1461	1443	428	29.7
American Indian or Alaska Native	2	2	0	0.0
Asian	141	139	21	15.1
Black or African American	193	189	78	41.3
Filipino	19	19	5	26.3
Hispanic or Latino	1001	985	336	34.1
Native Hawaiian or Pacific Islander	3	3	2	66.7
Two or More Races	293	293	71	24.2
White	1218	1211	357	29.5
English Learners	150	143	49	34.3
Foster Youth	5	5	2	40.0
Homeless	12	11	3	27.3
Socioeconomically Disadvantaged	927	914	342	37.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	372	363	125	34.4

C. Engagement	State Priority: School Climate

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.22	1.55	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.04	3.59	0.20	2.34	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.59	0.00
Female	2.63	0.00
Male	4.52	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.71	0.00
Black or African American	10.36	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.60	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.46	0.00
White	1.64	0.00
English Learners	4.67	0.00
Foster Youth	0.00	0.00
Homeless	8.33	0.00
Socioeconomically Disadvantaged	6.90	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.14	0.00

2022-23 School Safety Plan

Santa Monica High School is committed to providing a safe school driven by positive interactions between and among faculty, students, and parents. Our comprehensive School Safety Plan has been evaluated and reviewed. It was reviewed and approved by our School Site Council in November 2022, and is pending approval by the School Board in December 2022. This process assists us in setting goals to improve campus safety and to continue to provide a positive school climate.

There are numerous opportunities for students and their families to engage in enriching activities through athletics, visual and performing arts, clubs, and other events. With consideration for safety, students, faculty and community are made to feel welcome and safe at Samohi. We practice evacuation, lockdown, active shooter, and fire drills regularly as part of our safety preparedness. Our students are safe on campus before, during and after school. Campus security personnel are employed from 7 a.m. until 3:45 p.m. to assist administration in supervision and monitoring our approximately 2,800 students on 26 acres during their school day. Additionally, campus security personnel are scheduled to remain on campus as needed for after school events including our many extracurricular activities. Administrators and security staff supervise before school, during morning break, lunchtime and at dismissal, in addition to scheduled evening and weekend activities. The administration works closely with community resources, including the Santa Monica Police Department , Santa Monica Fire Department, and the City of Santa Monica to provide proactive intervention and situational response as necessary. As a closed campus, during the school day there is no unauthorized access to the campus, and security officers monitor the one open entrance during school hours. Visitors must have appointments, sign in and show ID, as do students when they enter the school grounds. Staff members wear identification badges daily while on campus.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	28	29	51
Mathematics	32	15	31	49
Science	32	10	33	39
Social Science	34	12	25	44

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	25	28	56
Mathematics	33	19	20	58
Science	32	11	29	40
Social Science	35	10	26	50

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	60	32	41
Mathematics	22	48	44	32
Science	25	27	38	35
Social Science	20	64	37	44

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	215.85

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	13.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	5.5

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7,334	0	$7,334	$83,131.18
District	N/A	N/A	$7,242	$86,935
Percent Difference - School Site and District	N/A	N/A	1.3	-4.5
State	N/A	N/A	$6,594	$83,102
Percent Difference - School Site and State	N/A	N/A	10.6	0.0

2021-22 Types of Services Funded

A combination of state and federal funding is used to cover all aspects of our instructional program. For example, we use Lottery funds to purchase supplemental instructional materials for our core classes as well as other programs focused on college and career readiness. Our stretch grant funds help provide our teachers with professional development opportunities such as attending conferences, and working in teacher teams to reflect, collaborate on the guaranteed and viable curriculum, and norm grading practices. These funds cover subs needed, hourly teacher pay, and/or conference and travel monies. In addition to supporting teacher teams, some of the stretch grant funds are used to support our AVID program by funding tutors and their training. These funds also helped establish an AP tutoring center for our AP English courses. We use site funding to support student groups who are underperforming their peers through support programs. An example of this is AP support for underrepresented students through an AP tutoring center, and a boot camp for the eleventh grade AP English course, the first AP course for many of our students. Additionally, these funds helped fund a college admission retreat to help expose underrepresented students to a college visit and provide guidance to the application process. Furthermore, our PTSA generously provides teachers accounts to purchase extra supplies that are not covered by the school, as well as fund many other activities including parent educational evenings and enrichment activities.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$51,531	$52,478
Mid-Range Teacher Salary	$76,941	$80,810
Highest Teacher Salary	$103,590	$101,276
Average Principal Salary (Elementary)	$130,757	$127,080
Average Principal Salary (Middle)	$134,664	$134,264
Average Principal Salary (High)	$144,513	$147,200
Superintendent Salary	$243,648	$242,351
Percent of Budget for Teacher Salaries	31%	33%
Percent of Budget for Administrative Salaries	5%	6%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	41.3

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	20
Fine and Performing Arts	0
Foreign Language	5
Mathematics	13
Science	21
Social Science	29
Total AP Courses Offered Where there are student course enrollments of at least one student.	88

Professional Development

All teachers and staff in SMMUSD participate in ongoing professional development through banked time, a total of 90 minutes of professional development time each week at each site. The professional development at Santa Monica High School is linked to the school focus to increase college and career readiness by focusing on cognitive engagement, specifically problem solving with graphical data, informational text, timelines, etc. in all disciplines. This focus is in line with the three overarching district goals from LCAP.

Among the primary focus areas for professional development in SMMUSD are the following:
- Developing Instructional Leadership Teams and Professional Learning Communities through the Cycle of Inquiry and Learning Walks
- Guaranteed and viable curriculum—standards-based curriculum and instructional delivery
- 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 to 21st century skills

A variety of methodologies are used to provide professional development, including coaching and mentoring. SMMUSD provides coaching through several programs such as BTSA, National Board Teachers, literacy and ELD coaching, Site Leadership Team, and additional district educational services. Additionally, professional development occurs through cohorts focused on Social Justice implementation, blended learning model, matrix of bias training, and project-based learning. 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 are supported in their efforts. In addition, each year at individual school sites teachers and administrators review data, discuss options and select additional areas of focus for the staff as a whole as well as for departments and/or grade-level teams as appropriate.

At Santa Monica High School, professional development activities are both schoolwide and departmentally based. Focus areas include:
- Using the cycles of inquiry focused on analysis of student work to drive instructional decisions
- Incorporating and explicitly teaching tier 2 and 3 academic vocabulary related to the content
- Implementing questioning strategies and focusing on the depth of knowledge levels of questions
- Implementing a consistent annotation strategy in all courses to help students identify key information from a text and/or prompt

The numbers of days dedicated to professional development is determined by the district school calendar. In addition, we use site funds to allow additional opportunities for teachers to work together to impact student learning.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	4