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.

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 2,800 students who represent our diverse ethnic and socioeconomic community.

The staff consists of 148 certificated faculty and 74 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. During ninth and 10th grade, students are primarily taught by the teachers within their House, thereby allowing students to be well-known and emotionally and academically supported by the adult members of their House.
In alignment with school and district visions, and in collaboration with the school’s Instructional Planning Committee (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 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

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>741</td>
</tr>
<tr>
<td>Grade 10</td>
<td>740</td>
</tr>
<tr>
<td>Grade 11</td>
<td>661</td>
</tr>
<tr>
<td>Grade 12</td>
<td>715</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>2,857</td>
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</table>

2018-19 Student Enrollment by Group

<table>
<thead>
<tr>
<th>Group</th>
<th>Percent of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African American</td>
<td>7.6</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0.1</td>
</tr>
<tr>
<td>Asian</td>
<td>6.6</td>
</tr>
<tr>
<td>Filipino</td>
<td>0.7</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>34.7</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0.3</td>
</tr>
<tr>
<td>White</td>
<td>40.4</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>8.4</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>28.1</td>
</tr>
<tr>
<td>English Learners</td>
<td>5</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>10.5</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>0.3</td>
</tr>
<tr>
<td>Homeless</td>
<td>1</td>
</tr>
</tbody>
</table>

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 Santa Monica High School

<table>
<thead>
<tr>
<th>Indicator</th>
<th>17-18</th>
<th>18-19</th>
<th>19-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>With Full Credential</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Without Full Credential</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Outside Subject Area of Competence</td>
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</table>

Teacher Misassignments and Vacant Teacher Positions at Santa Monica High School

<table>
<thead>
<tr>
<th>Indicator</th>
<th>17-18</th>
<th>18-19</th>
<th>19-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers of English Learners</td>
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<td></td>
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</tr>
<tr>
<td>Total Teacher Misassignments*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vacant Teacher Positions</td>
<td></td>
<td></td>
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</tbody>
</table>

* 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 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.

### Textbooks and Instructional Materials

**Year and month in which data were collected: January 2020**

<table>
<thead>
<tr>
<th>Core Curriculum Area</th>
<th>Textbooks and Instructional Materials/Year of Adoption</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading/Language Arts</strong></td>
<td>My Perspectives: English Language Arts Grade 9 (volumes 1 and 2), Pearson, adopted 6/2016</td>
</tr>
<tr>
<td></td>
<td>My Perspectives: English Language Arts Grade 10 (volumes 1 and 2), Pearson, adopted 6/2016</td>
</tr>
<tr>
<td></td>
<td>My Perspectives: English Language Arts Grade 11 (volumes 1 and 2), Pearson, adopted 6/2016</td>
</tr>
<tr>
<td></td>
<td>The textbooks listed are from most recent adoption: Yes</td>
</tr>
<tr>
<td></td>
<td>Percent of students lacking their own assigned textbook: 0</td>
</tr>
<tr>
<td></td>
<td>Big Ideas Geometry, adopted 5/2015</td>
</tr>
<tr>
<td></td>
<td>Big Ideas Algebra 2, adopted 5/2015</td>
</tr>
<tr>
<td></td>
<td>Multivariable Calculus (Larson), 8/2014</td>
</tr>
<tr>
<td></td>
<td>Elementary Statistics (Larson), 5/2015</td>
</tr>
<tr>
<td></td>
<td>Practice of Statistics (Larson), 5/2015</td>
</tr>
<tr>
<td></td>
<td>The textbooks listed are from most recent adoption: Yes</td>
</tr>
<tr>
<td></td>
<td>Percent of students lacking their own assigned textbook: 0</td>
</tr>
<tr>
<td></td>
<td>Chemistry (Zumdahl), adopted 4/2012</td>
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<tr>
<td></td>
<td>Physics for Scientists and Engineers 2000</td>
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<tr>
<td></td>
<td>Physical Science, McLaughlin</td>
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<tr>
<td></td>
<td>Physics: Principles with Applications (Giancoli)</td>
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<tr>
<td></td>
<td>Physics (Serway)</td>
</tr>
<tr>
<td></td>
<td>Marine Biology (Castro)</td>
</tr>
<tr>
<td></td>
<td>Environment (Raven), adopted 1/2011</td>
</tr>
<tr>
<td></td>
<td>The textbooks listed are from most recent adoption: Yes</td>
</tr>
<tr>
<td></td>
<td>Percent of students lacking their own assigned textbook: 0</td>
</tr>
<tr>
<td><strong>History-Social Science</strong></td>
<td>World History: The Modern Era (Ellis &amp; Esner) Pearson (5/2019)</td>
</tr>
<tr>
<td></td>
<td>Sources of Western Society-Since 1300 (McKay, Crowston, Wiesner-Hanks, &amp; Perry) Bedford (5/2019)</td>
</tr>
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<td></td>
<td>Revolutions and the Revolutionary Tradition in the West 1560-1991 (Parker) (5/2019)</td>
</tr>
<tr>
<td></td>
<td>A History of Western Society (McKay, Hill, Buckler, Crowston, Wiesner-Hanks, &amp; Perry) BFW (5/2019)</td>
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<tr>
<td></td>
<td>Give Me Liberty!: An American History (Foner) Norton (5/2019)</td>
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<td></td>
<td>Documenting United States History: Themes, Concepts and Skills for the AP Course (Stacy, Jason, &amp; Heller) BFW (5/2019)</td>
</tr>
<tr>
<td></td>
<td>Estados Unidos A Traves Del Lente (Hebert, Altoff, &amp; Fischer) National Geographic Foundation (5/2019)</td>
</tr>
<tr>
<td></td>
<td>Magruder’s American Government (Shea) Pearson (5/2019)</td>
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<tr>
<td></td>
<td>American Government: Stories of a Nation BFW (5/2019)</td>
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<tr>
<td></td>
<td>Cultural Landscape (Rubenstein) Pearson (5/2019)</td>
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<tr>
<td></td>
<td>Psychology in Everyday Life (Myers, David and DeWall) (5/2019)</td>
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<tr>
<td></td>
<td>Myer’s Psychology for the AP Course (Myers, David and DeWall, &amp; Nathan) (5/2019)</td>
</tr>
<tr>
<td></td>
<td>The textbooks listed are from most recent adoption: Yes</td>
</tr>
<tr>
<td></td>
<td>Percent of students lacking their own assigned textbook: 0</td>
</tr>
<tr>
<td>Core Curriculum Area</td>
<td>Textbooks and Instructional Materials/Year of Adoption</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Realidades 1-3, adopted 5/2004</td>
</tr>
<tr>
<td></td>
<td>Temas, adopted 10/2013</td>
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<tr>
<td></td>
<td>Bon Voyage Level 1 &amp; 2, adopted 2/2008</td>
</tr>
<tr>
<td>Health</td>
<td>Health, Holt 2007</td>
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<tr>
<td></td>
<td>The textbooks listed are from most recent adoption: Yes</td>
</tr>
<tr>
<td></td>
<td>Percent of students lacking their own assigned textbook: 0</td>
</tr>
<tr>
<td>Science Laboratory Equipment</td>
<td>Percent of students lacking their own assigned textbook: 0</td>
</tr>
</tbody>
</table>

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

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 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.
<table>
<thead>
<tr>
<th>System Inspected</th>
<th>Repair Status</th>
<th>Repair Needed and Action Taken or Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Systems:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gas Leaks,</td>
<td>Good</td>
<td>AD 101: 2. VENT COVER IS MISSING.</td>
</tr>
<tr>
<td>Mechanical/HVAC</td>
<td></td>
<td>4. FLOORING IS DAMAGED.</td>
</tr>
<tr>
<td>Sewer</td>
<td></td>
<td>AD 404: 2. VENT COVER IS MISSING.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>VENT COVER IS LOOSE.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. ACCESS TO ELECTRICAL PANEL IS BLOCKED.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ALL GENDER REST ROOM: 2. EXHAUST FAN IS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NOT WORKING. 7. LIGHT COVER IS MISSING.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HAND DRYER COVER IS LOOSE.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AD 208: 2. HVAC COVER IS MISSING.</td>
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<tr>
<td></td>
<td></td>
<td>4. CEILING TILE IS MISSING. WATER</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DAMAGE TO WINDOW SILL. FLOOR TILES</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ARE BROKEN. 10. FIRE EXTINGUISHER IS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MISSING. 15. WINDOW LOCKS ARE BROKEN.</td>
</tr>
<tr>
<td></td>
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<td>WINDOW BLINDS DO NOT WORK (PER TEACHER).</td>
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<td></td>
<td>M100D/ WOMENS REST ROOM: 2. VENT COVER</td>
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<tr>
<td></td>
<td></td>
<td>IS MISSING. 4. CEILING TILE IS BROKEN.</td>
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<tr>
<td></td>
<td></td>
<td>8. ONE TOILET IS LOOSE AT THE BASE.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9. ONE FAUCET HAS A LOW FLOW.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11. PAINT IS PEELING ON HAND DRYER.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SG120/ SOUTH GYM: 2. FLOOR VENT COVERS</td>
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<tr>
<td></td>
<td></td>
<td>ARE MISSING AND LOOSE.</td>
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<tr>
<td></td>
<td></td>
<td>7. ONE LIGHT PANEL IS OUT.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11. PAINT IS PEELING ON THE WALL.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14. RAILING IS RUSTED AND BROKEN ON EXTERIOR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>STAIRWELL CREATING AN INJURY HAZARD.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SG14/ FITNESS CENTER: 2. VENT COVER IS</td>
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<tr>
<td></td>
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<td>LOOSE. 4. CEILING TILES HAVE WATER STAINS.</td>
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<tr>
<td></td>
<td></td>
<td>CEILING TILES ARE MISSING. RUBBER MOLDING</td>
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<tr>
<td></td>
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<td>MISSING. MULTIPLE LIGHT BULBS ARE MISSING.</td>
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<tr>
<td></td>
<td>Poor</td>
<td>A012: 4. CEILING TILES HAVE WATER STAINS.</td>
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<tr>
<td></td>
<td></td>
<td>CEILING TILES HAVE HOLES.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CEILING TILES ARE BROKEN. 11. PAINT IS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PEELING ON INTERIOR. 14. EXTERIOR STAIRWELL RAILING IS BROKEN CREATING AN INJURY HAZARD.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A015: 4. SECTIONS OF CEILING ARE MISSING.</td>
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<tr>
<td></td>
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<td>HOLE IN WALL. CEILING TILES ARE MISSING.</td>
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<td>11. PAINT IS PEELING ON INTERIOR WALL.</td>
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<tr>
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<td>A101: 4. CEILING TILE IS MISSING. COVER</td>
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<tr>
<td></td>
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<td>IS MISSING IN CEILING.</td>
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<td></td>
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<td>A101B: 4. STUCCO IS CHIPPING EXPOSING METAL.</td>
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<td></td>
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<td>CEILING TILE HAS A HOLE.</td>
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<td></td>
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<td>A102: 4. CEILING TILES ARE MISSING.</td>
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<tr>
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<td>CEILING TILES ARE LOOSE. 7. SWITCH PLATE IS BROKEN.</td>
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<td>A103: 4. FLOOR TILE IS BROKEN. CEILING</td>
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<td></td>
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<td>WALL EXPOSING METAL. 11.</td>
</tr>
<tr>
<td></td>
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<td>A107/ OFFICE: 4. CEILING TILES HAVE WATER</td>
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<tr>
<td></td>
<td></td>
<td>STAINS. 7. ONE LIGHT PANEL IS OUT.</td>
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<tr>
<td></td>
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</tr>
<tr>
<td><strong>Interior:</strong></td>
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<tr>
<td>Interior Surfaces</td>
<td>Poor</td>
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<td>A012: 4. CEILING TILES HAVE WATER STAINS.</td>
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<td>CEILING TILES HAVE HOLES.</td>
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<tr>
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<td>CEILING TILES ARE BROKEN. 11. PAINT IS</td>
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<td></td>
<td>PEELING ON INTERIOR. 14. EXTERIOR STAIRWELL RAILING IS BROKEN CREATING AN INJURY HAZARD.</td>
</tr>
<tr>
<td>System Inspected</td>
<td>Repair Status</td>
<td>Repair Needed and Action Taken or Planned</td>
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<td>System Inspected</td>
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<td>Repair Needed and Action Taken or Planned</td>
</tr>
<tr>
<td>------------------</td>
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<td>------------------------------------------</td>
</tr>
</tbody>
</table>
| ELECTRICAL ROOM/ HALL: 4. CEILING TILES ARE MISSING.  
ENROLLMENT/ AD100: 4. FORMICA TRIM IS CHIPPING ON COUNTER TOP. 7. ONE LIGHT PANEL IS OUT.  
GIRLS REST ROOM: 4. WALL TILES ARE MISSING. 9. TWO FAUCETS HAVE A LOW FLOW. ONE FAUCET HAS A DRIP. 11. PAINT IS PEELING ON CEILING, WALL, AND HAND DRYERS. 15. WINDOW IS BROKEN.  
H100: 4. FLOOR TILES ARE BROKEN. 11. PAINT IS PEELING ON THE INTERIOR WALL.  
H101: 4. FLOOR TILES ARE BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL.  
H102: 4. FLOOR TILES ARE BROKEN. 11. PAINT IS PEELING ON WINDOW SILLS.  
H105: 4. CEILING TILES ARE DAMAGED (HALKWAY). 7. TWO LIGHT PANELS ARE OUT.  
H106: 4. FLOOR TILES ARE BROKEN. 11. PAINT IS PEELING ON CEILING.  
H109: 4. CEILING TILE IS MISSING (HALKWAY).  
H114: 4. CEILING TILE HAS A WATER STAIN. FLOOR TILES ARE BROKEN. CEILING TILE IS MISSING (HALKWAY). 7. ELECTRICAL COVER IS MISSING. 11. PAINT IS PEELING ON WINDOW SILL.  
H116: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON INTERIOR WALL.  
H118: 4. CEILING TILE IS BROKEN.  
H119: 4. CEILING TILE IS LOOSE. FLOOR TILES ARE BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL.  
H120: 4. CEILING TILES ARE LOOSE. FLOOR TILES ARE BROKEN. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON INTERIOR WALL.  
AD 300 A/ STORAGE: 4. FLOOR TILES ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH.  
AD 502: 5. WINDOW SILL IS DIRTY. 7. ELECTRICAL COVER IS MISSING. 12. DRY ROT ON WINDOW FRAME.  
AD 503: (NO ACCESS) 4. CEILING TILE IS LOOSE. 5. ROOM IS EXTREMELY CLUTTERED. UNSECURED ITEMS ARE DAISY CHAINED.  
AD 514: 5. UNSECURED ITEMS ARE STORED TOO HIGH.  
AD 515: 4. CEILING TILES HAVE HOLES. 5. ROOM IS CLUTTERED. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED.  |

**Cleanliness:**  
Overall Cleanliness, Pest/Vermin Infestation: Good
<table>
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<tr>
<th>System Inspected</th>
<th>Repair Status</th>
<th>Repair Needed and Action Taken or Planned</th>
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<td></td>
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<td><strong>B010</strong>: 4. CEILING TILES ARE TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT AND PLASTER ARE PEELING ON WINDOW SILL. 12. HOLES ARE RUSTED THROUGH COVERED WALKWAY. 15. WINDOW FRAMES ARE RUSTED.</td>
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<td><strong>B102</strong>: 4. CEILING TILES ARE LOOSE (HALLWAY ALSO). CEILING TILES HAVE WATER STAINS (ALSO IN HALLWAY). CEILING TILES ARE MISSING (HALLWAY). 5. WINDOW SILLS ARE DIRTY. 11. PAINT/PLASTER IS CHIPPING ON INTERIOR WALL.</td>
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<td><strong>B106</strong>: 4. CEILING TILE IS MISSING (HALLWAY ALSO). CEILING TILES HAVE WATER STAINS. 5. WINDOW SILLS ARE DIRTY. 7. THREE OUTLET COVERS ARE MISSING. GROUND PRONG IS BROKEN OFF IN OUTLET. 11. PAINT/PLASTER IS CHIPPING ON WALL.</td>
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<td><strong>B106B/ STORAGE</strong>: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</td>
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<td><strong>B111</strong>: 4. CEILING TILES HAVE WATER STAINS. 5. WINDOW SILL IS DIRTY. 7. SWITCH PLATE IS BROKEN.</td>
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<td><strong>B201/ OFFICE</strong>: 6. MUD WASP NEST IN FIRE EXTINGUISHER CASE. 11. PAINT AND PLASTER ARE PEELING/CHIPPING ON WALL.</td>
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<td><strong>B205</strong>: 4. CEILING TILES ARE MISSING. CEILING TILES ARE LOOSE. CEILING TILES ARE TORN. CABINET HANDLE IS MISSING. 5. WINDOW SILLS ARE DIRTY. 9. SINK BASIN IS RUSTED. 11. PAINT IS PEELING ON THE WALL.</td>
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<td><strong>BOYS REST ROOM</strong>: 5. GRAFFITI ON TOILET SEAT. 8. TOILET VALVE COVER IS MISSING.</td>
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<td><strong>E105/ STORAGE</strong>: 5. ROOM IS CLUTTERED. 9. PIPES ARE DRIPPING IN CEILING.</td>
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<td><strong>E110/ WOMENS REST ROOM</strong>:</td>
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<td><strong>H200</strong>: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON THE WALL.</td>
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<td><strong>I-213P</strong>: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</td>
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<td><strong>I-301</strong>: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</td>
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<td><strong>I-303</strong>: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</td>
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<td><strong>I-306</strong>: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</td>
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<td><strong>I-308</strong>: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT.</td>
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<td><strong>L103</strong>: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. ACCESS TO FIRE PULL IS BLOCKED.</td>
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<td>TILES ARE BROKEN (ALSO IN HALLWAY). 7. ETHERNET COVER IS MISSING. 11. PAINT IS PEELING ON THE WALL AND COLUMNS.</td>
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<td>B104/ MENS REST ROOM</td>
<td>4. CEILING TILES ARE MISSING. WATER DAMAGE TO CEILING. 7. ONE LIGHT FIXTURE IS OUT. ONE HAND DRYER BUTTON IS BROKEN. 8. ONE TOILET LEAKS AT FITTING. 11. PAINT IS PEELING ON THE DOOR.</td>
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<td>B105/ ELECTRICAL ROOM: 7. ELECTRICAL EQUIPMENT IS RUSTED.</td>
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<td>B106: 4. CEILING TILE IS MISSING (HALLWAY ALSO). CEILING TILES HAVE WATER STAINS. 5. WINDOW SILLS ARE DIRTY. 7. THREE OUTLET COVERS ARE MISSING. GROUND PRONG IS BROKEN OFF IN OUTLET. 11. PAINT/PLASTER IS CHIPPING ON WALL.</td>
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<td>B111: 4. CEILING TILES HAVE WATER STAINS. 5. WINDOW SILL IS DIRTY. 7. SWITCH PLATE IS BROKEN.</td>
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<td>B124/ OFFICE: 10. PLUG IN AIR FRESHENER. BURNED CANDLE IN OFFICE.</td>
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<td>B200: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. FORMICA TRIM IS MISSING ON COUNTER TOP. 7. ELECTRICAL COVER IS MISSING. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</td>
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<td>BOYS REST ROOM: 4. TOILET PAPER DISPENSER IS BROKEN. 7. LIGHT DIFFUSER IS MISSING (HALLWAY). 8. TOILET IS LOOSE FROM THE WALL. 11. PAINT IS PEELING ON WALL (HALLWAY). PAINT IS PEELING ON CEILING AND WINDOW FRAMES.</td>
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<td>BOYS REST ROOM: 7. ONE HAND DRYER HAS NO POWER.</td>
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<td>C100/ DINING ROOM: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. 7. ONE LIGHT FIXTURE IS OUT. TWO LIGHT FIXTURE CAPS ARE LOOSE. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 11. PAINT AND PLASTER ARE CHIPPING EXPOSING RUSTED FLASHING.</td>
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<td></td>
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<td>C110/ STAFF DINING: 4. CEILING TILE IS MISSING. 7. THREE LIGHT PANELS AREN OUT. ONE LIGHT DIFFUSER IS LOOSE. 10. EMERGENCY EXIT SIGN IS NOT FUNCTIONING PROPERLY.</td>
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<td>C121/ OFFICE: 7. ONE OF TWO LIGHT BULBS IS OUT.</td>
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<td>C122/ STORAGE: 7. ONE LIGHT PANEL IS OUT.</td>
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<td>IS OUT. 11. PAINT IS PEELING ON THE DOOR. 12. DRY ROT ON WINDOW FRAME.</td>
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<td>H200: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.</td>
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<td>10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON THE WALL.</td>
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<td>H201: 4. FLOOR TILES ARE BROKEN. 7. TWO LIGHT FIXTURE CAPS ARE LOOSE.</td>
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<td>H202: 4. FLOOR TILES ARE BROKEN. 7. SWITCH PLATE IS BROKEN. THREE LIGHT</td>
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<td>PANELS ARE OUT. 11. PAINT IS PEELING ON WALL.</td>
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<td>H203: 7. ONE LIGHT FIXTURE CAP IS LOOSE. TWO LIGHT PANELS ARE OUT. 11.</td>
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<td>PAINT IS PEELING ON WALL.</td>
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<td>H204: 4. FLOOR TILES ARE BROKEN. LOCKER IS BROKEN IN HALLWAY. 7. ONE LIGHT</td>
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<td>PANEL IS OUT.</td>
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<td>H207: 7. ONE LIGHT PANEL IS OUT. H209: 4. CEILING TILES ARE MISSING.</td>
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<td>CEILING TILE IS LOOSE. FORMICA TRIM IS PEELING. FLOOR TILES ARE BROKEN.</td>
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<td>7. ELECTRICAL COVER IS MISSING.</td>
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<td>H213: 4. CEILING TILES HAVE WATER STAINS. 7. SIX LIGHT PANELS ARE OUT.</td>
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<td>11. PAINT IS PEELING ON WINDOW FRAME.</td>
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<td>H214: 4. CEILING TILE IS MISSING. FLOOR TILES ARE BROKEN. 7. TWO LIGHT</td>
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<td>PANELS ARE OUT. ONE LIGHT FIXTURE CAP IS LOOSE.</td>
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<td>H215: 7. THREE LIGHT PANELS ARE OUT. ONE LIGHT FIXTURE COVER IS LOOSE.</td>
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<td>11. PAINT IS PEELING ON INTERIOR WALL.</td>
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<td>H217: 4. FLOOR TILES ARE BROKEN. FORMICA IS CHIPPING ON COUNTER TOP.</td>
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<td>7. TWO LIGHT PANELS ARE OUT.</td>
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<td>H218: 4. CEILING TILES ARE LOOSE. FLOOR TILES ARE BROKEN. 7. TWO LIGHT</td>
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<td>PANELS ARE OUT. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING</td>
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<td>A TRIP HAZARD. 11. PAINT IS PEELING ON THE INTERIOR WALL.</td>
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<td>I-105: 7. ONE LIGHT PANEL IS OUT. I-208B: 7. TWO CAN LIGHTS ARE OUT.</td>
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<td>I-219: 7. TWO LIGHT PANELS ARE OUT. I-223: 7. TWO LIGHT PANELS ARE OUT.</td>
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<td>I-305: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP</td>
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<td>HAZARD. 10. PLUG IN AIR FRESHENER.</td>
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<td>I-308: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT.</td>
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<td>KITCHEN: 7. TWELVE LIGHT PANELS ARE OUT. FOUR HOOD LIGHTS ARE OUT. TWO LIGHT</td>
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<td>DIFFUSERS ARE LOOSE. 15. SIDE DOOR IS HARD TO OPEN/CLOSE.</td>
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<td>MULTIPLE LIGHT PANELS ARE OUT (THROUGHOUT HALLWAY). 10. PLUG IN AIR FRESHENER</td>
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<td>11. PAINT IS PEELING ON INTERIOR WALL.</td>
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<td>MENS REST ROOM: 9. FAUCETS HAVE A LOW FLOW. ONE FAUCET HAS A CONSTANT DRIP.</td>
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<td>N201 GIRLS REST ROOM: 9. ONE FAUCET HAS NO FLOW. SINK BASE COVER IS MISSING.</td>
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<td>P113/ WOMENS REST ROOM: 8. TWO TOILETS ARE LOOSE AT THE BASE. 9. FAUCET HANDLE IS BROKEN. 15. DOOR FRAME HAS DRY ROT AT BASE.</td>
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<td>UNISEX REST ROOM: 8. TOILET LEAKS AT FITTING.</td>
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<td>UNISEX REST ROOM: 8. TOILET LEAKS AT FITTING. 9. FAUCET LEAKS AT HANDLE.</td>
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<td>UNISEX REST ROOM: 9. FAUCET HAS A DRIP.</td>
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<td>WOMENS REST ROOM (2ND FLOOR): 8. ONE TOILET IS LOOSE AT THE BASE. 9. DRINKING FOUNTAIN HAS NO FLOW (HALLWAY).</td>
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<td>WOMENS REST ROOM: 4. FLOOR TILES ARE MISSING. 8. THREE TOILETS ARE LOOSE FROM THE WALL. 9. ONE FAUCET HAS A DRIP.</td>
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<td>WOMENS REST ROOM: 8. TOILET IS LOOSE AT THE BASE. 9. FAUCETS HAVE A LOW FLOW. 11. PAINT IS PEELING ON INTERIOR WALL AND WINDOW SILL.</td>
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<td>WOMENS REST ROOM: 9. SINK BASINS ARE RUSTED.</td>
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<td>Safety: Fire Safety, Hazardous Materials</td>
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<td>A012: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. CEILING TILES ARE BROKEN. 11. PAINT IS PEELING ON INTERIOR. 14. EXTERIOR STAIRWELL RAILING IS BROKEN CREATING AN INJURY HAZARD.</td>
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<td>A015: 4. SECTIONS OF CEILING ARE MISSING. HOLE IN WALL. CEILING TILES ARE MISSING. 11. PAINT IS PEELING ON INTERIOR WALL.</td>
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<td>A103: 4. FLOOR TILE IS BROKEN. CEILING TILE IS MISSING (STORAGE). 11. PAINT IS PEELING ON INTERIOR WALL.</td>
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<td>A105: 4. CEILING TILES ARE LOOSE. 11. PAINT AND STUCCO ARE CHIPPING ON INTERIOR WALL EXPOSING METAL.</td>
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<td>AD 103 C: 4. CEILING TILE IS LOOSE. 7. ONE LIGHT PANEL IS OUT. ELECTRICAL COVER IS MISSING IN CEILING. 11. PAINT IS PEELING ON WALL.</td>
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<td>AD 103E: 4. CEILING TILE IS MISSING. 11. COMPRESSED GAS CYLINDER IS UNSECURED.</td>
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<td>AD 104: 9. FAUCET LEAKS AT FITTING. 10. FIRE EXTINGUISHER IS NOT MOUNTED. FIRE EXTINGUISHER TAG IS OUTDATED (JUNE/24/2016).</td>
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<td>AD 201: 11. PAINT IS PEELING ON WALL.</td>
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<td>AD 206/ MENS STAFF REST ROOM: 11. PAINT IS PEELING ON DOOR</td>
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<td><strong>EXTINGUISHER IS NOT MOUNTED. PLUG IN AIR FRESHENER.</strong></td>
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<td><strong>B200: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. FORMICA TRIM IS MISSING ON COUNTER TOP. 7. ELECTRICAL COVER IS MISSING. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</strong></td>
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<td><strong>B201/ OFFICE: 6. MUD WASP NEST IN FIRE EXTINGUISHER CASE. 11. PAINT AND PLASTER ARE PEELING/CHIPPING ON WALL.</strong></td>
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<td><strong>B202: 4. FLOOR TILES ARE BROKEN. CEILING TILES ARE MISSING. 11. PAINT IS PEELING ON THE DOOR.</strong></td>
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<td><strong>B205: 4. CEILING TILES ARE MISSING. CEILING TILES ARE LOOSE. CEILING TILES ARE TORN. CABINET HANDLE IS MISSING. 5. WINDOW SILLS ARE DIRTY. 9. SINK BASIN IS RUSTED. 11. PAINT IS PEELING ON THE WALL.</strong></td>
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<td><strong>B208: 2. HVAC COVER IS MISSING. 4. CEILING TILE IS MISSING. WATER DAMAGE TO WINDOW SILL. FLOOR TILES ARE BROKEN. 10. FIRE EXTINGUISHER IS MISSING. 15. WINDOW LOCKS ARE BROKEN. WINDOW BLINDS DO NOT WORK (PER TEACHER).</strong></td>
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<td><strong>BOYS REST ROOM: 4. TOILET PAPER DISPENSER IS BROKEN. 7. LIGHT DIFFUSER IS MISSING (HALLWAY). 8. TOILET IS LOOSE FROM THE WALL. 11. PAINT IS PEELING ON WALL (HALLWAY). PAINT IS PEELING ON CEILING AND WINDOW FRAMES.</strong></td>
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<td><strong>C100/ DINING ROOM: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. 7. ONE LIGHT FIXTURE IS OUT. TWO LIGHT FIXTURE CAPS ARE LOOSE. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 11. PAINT AND PLASTER ARE CHIPPING EXPOSING RUSTED FLASHING.</strong></td>
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<td><strong>C110/ STAFF DINING: 4. CEILING TILE IS MISSING. 7. THREE LIGHT PANELS AREN OUT. ONE LIGHT DIFFUSER IS LOOSE. 10. EMERGENCY EXIT SIGN IS NOT FUNCTIONING PROPERLY.</strong></td>
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<td><strong>C125/ REST ROOM: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. HAND DRYER IS NOT WORKING. 11. PAINT IS PEELING ON WALL.</strong></td>
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<td><strong>E100: 4. FLOOR TILES ARE BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL.</strong></td>
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<td>E103: 4. CEILING TILE IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY).</td>
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<td>E115: 4. FLOOR TILES ARE BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL.</td>
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<tr>
<td></td>
<td>E117: 4. FLOOR TILES ARE BROKEN. FLOOR TILE IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>E201: 4. FLOOR TILES ARE BROKEN. CARPET IS WORN. 7. TWO LIGHT PANELS ARE OUT. 9. DRINKING FOUNTAINS HAS A DRIP (HALLWAY). 11. PAINT IS PEELING ON INTERIOR WALL AND CEILING.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>E205/ WOMENS STAFF REST ROOM: 11. PAINT IS PEELING ON INTERIOR WALL.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>E208/ GREEN ROOM: 11. PAINT IS PEELING ON THE CEILING.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GIRLS REST ROOM: (REST ROOM DOOR LOCKED DURING SCHOOL HOURS) 7. ONE HAND DRYER HAS NO POWER. ONE LIGHT FIXTURE IS OUT. 8. ONE TOILET IS OUT OF ORDER. 9. TWO FAUCETS HAVE NO FLOW. 11. PAINT IS PEELING ON WALLS.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GIRLS REST ROOM: 4. WALL TILES ARE MISSING. 9. TWO FAUCETS HAVE A LOW FLOW. ONE FAUCET HAS A DRIP. 11. PAINT IS PEELING ON CEILING, WALL, AND HAND DRYERS. 15. WINDOW IS BROKEN.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>H100: 4. FLOOR TILES ARE BROKEN. 11. PAINT IS PEELING ON THE INTERIOR WALL.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>H101: 4. FLOOR TILES ARE BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>H102: 4. FLOOR TILES ARE BROKEN. 7. FIVE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON INTERIOR WALL. 15. WINDOW IS BROKEN.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>H106: 4. FLOOR TILES ARE BROKEN. 11. PAINT IS PEELING ON CEILING.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>H114: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. CEILING TILE IS MISSING (HALLWAY). 7. ELECTRICAL COVER IS MISSING. 11. PAINT IS PEELING ON WINDOW SILL.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>H116: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON INTERIOR WALL.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>H117/ WOMENS REST ROOM: 9. ONE FAUCET HAS NO FLOW. 11. PAINT IS PEELING ON CEILING.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>H119: 4. CEILING TILE IS LOOSE. FLOOR TILES ARE BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>H120: 4. CEILING TILES ARE LOOSE. FLOOR TILES ARE BROKEN. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON INTERIOR WALL.</td>
<td></td>
</tr>
<tr>
<td>System Inspected</td>
<td>Repair Status</td>
<td>Repair Needed and Action Taken or Planned</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>H122: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE.</td>
<td>H122: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. CEILING TILE IS MISSING. STUCCO IS CHIPPING EXPOSING METAL. 11. PAINT IS PEELING ON THE INTERIOR WALL.</td>
</tr>
<tr>
<td></td>
<td>H125: 7. FIVE LIGHT PANELS ARE OUT.</td>
<td>H125: 7. FIVE LIGHT PANELS ARE OUT. 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL.</td>
</tr>
<tr>
<td></td>
<td>H127: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. HOLE IN FLOOR AT ENTRY. 7. ONE LIGHT PANEL IS OUT.</td>
<td>H127: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. HOLE IN FLOOR AT ENTRY. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON THE DOOR.</td>
</tr>
<tr>
<td></td>
<td>H200: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.</td>
<td>H200: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 11. PLUG IN AIR FRESHENER.</td>
</tr>
<tr>
<td></td>
<td>H202: 4. FLOOR TILES ARE BROKEN. 7. SWITCH PLATE IS BROKEN. THREE LIGHT PANELS ARE OUT.</td>
<td>H202: 4. FLOOR TILES ARE BROKEN. 7. SWITCH PLATE IS BROKEN. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON WALL.</td>
</tr>
<tr>
<td></td>
<td>H203: 7. ONE LIGHT FIXTURE CAP IS LOOSE. TWO LIGHT PANELS ARE OUT.</td>
<td>H203: 7. ONE LIGHT FIXTURE CAP IS LOOSE. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON WALL.</td>
</tr>
<tr>
<td></td>
<td>H204: 4. FLOOR TILES ARE BROKEN.</td>
<td>H204: 4. FLOOR TILES ARE BROKEN. LOCKER IS BROKEN IN HALLWAY. 7. ONE LIGHT PANEL IS OUT.</td>
</tr>
<tr>
<td></td>
<td>H205: 11. PAINT IS PEELING ON THE WALL.</td>
<td>H205: 11. PAINT IS PEELING ON THE WALL.</td>
</tr>
<tr>
<td></td>
<td>H208: 4. FORMICA TRIM IS MISSING ON COUNTER TOP.</td>
<td>H208: 4. FORMICA TRIM IS MISSING ON COUNTER TOP. 11. PAINT IS PEELING ON WALLS AND WINDOW SILL.</td>
</tr>
<tr>
<td></td>
<td>H210: 11. PAINT IS PEELING ON WALL AND WINDOW FRAMES.</td>
<td>H210: 11. PAINT IS PEELING ON WALL AND WINDOW FRAMES.</td>
</tr>
<tr>
<td></td>
<td>H213: 4. CEILING TILES HAVE WATER STAINS. 7. SIX LIGHT PANELS ARE OUT.</td>
<td>H213: 4. CEILING TILES HAVE WATER STAINS. 7. SIX LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON WINDOW FRAME.</td>
</tr>
<tr>
<td></td>
<td>H215: 7. THREE LIGHT PANELS ARE OUT.</td>
<td>H215: 7. THREE LIGHT PANELS ARE OUT. ONE LIGHT FIXTURE COVER IS LOOSE. 11. PAINT IS PEELING ON WINDOW FRAME.</td>
</tr>
</tbody>
</table>

**Structural:**

- Structural Damage, Roofs

**Good**

- AD S02: 5. WINDOW SILL IS DIRTY. 7. ELECTRICAL COVER IS MISSING. 12. DRY ROT ON WINDOW FRAME.
- ADMIN/ AD 400: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. RUBBER MOLDING IS LOOSE AT ENTRY (HALLWAY). 7. SURGE PROTECTORS ARE DAISY CHAINED. 12. WATER DAMAGE TO COVERED WALKWAY SUPPORT BEAM.
- 14. BRICKS ARE MISSING AND BROKEN ALONG EXTERIOR BRICK WALL. 15. DRY ROT ON EXTERIOR DOOR.
- B010: 4. CEILING TILES ARE TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT AND PLASTER ARE PEELING ON WINDOW SILL. 12. HOLES ARE RUSTED THROUGH COVERED WALKWAY. 15. WINDOW FRAMES ARE RUSTED.
- COUNSELOR: 12. CRACK ALONG WALL.
<table>
<thead>
<tr>
<th>System Inspected</th>
<th>Repair Status</th>
<th>Repair Needed and Action Taken or Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>System Inspected</td>
<td>Repair Status</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>---------------</td>
<td></td>
</tr>
<tr>
<td>KITCHEN: 7. TWELVE LIGHT PANELS ARE OUT. FOUR HOOD LIGHTS ARE OUT. TWO LIGHT DIFFUSERS ARE LOOSE. 15. SIDE DOOR IS HARD TO OPEN/CLOSE.</td>
<td>KITCHEN: 7. TWELVE LIGHT PANELS ARE OUT. FOUR HOOD LIGHTS ARE OUT. TWO LIGHT DIFFUSERS ARE LOOSE. 15. SIDE DOOR IS HARD TO OPEN/CLOSE.</td>
<td></td>
</tr>
<tr>
<td>L-202: 15. DOOR LOCK STRIKE PLATE IS LOOSE.</td>
<td>L-202: 15. DOOR LOCK STRIKE PLATE IS LOOSE.</td>
<td></td>
</tr>
<tr>
<td>M105: 7. ELECTRICAL COVER IS MISSING IN CEILING. 15. DOOR WINDOW IS BROKEN.</td>
<td>M105: 7. ELECTRICAL COVER IS MISSING IN CEILING. 15. DOOR WINDOW IS BROKEN.</td>
<td></td>
</tr>
<tr>
<td>N200/ MENS REST ROOM: 7. HAND DRYER IS NOT WORKING. LIGHT SWITCH IS BROKEN. 15. DOOR HANDLE IS MISSING.</td>
<td>N200/ MENS REST ROOM: 7. HAND DRYER IS NOT WORKING. LIGHT SWITCH IS BROKEN. 15. DOOR HANDLE IS MISSING.</td>
<td></td>
</tr>
<tr>
<td>SG120/ SOUTH GYM: 2. FLOOR VENT COVERS ARE MISSING AND LOOSE. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON THE WALL. 14. RAILING IS RUSTED AND BROKEN ON EXTERIOR STAIRWELL CREATING AN INJURY HAZARD.</td>
<td>SG120/ SOUTH GYM: 2. FLOOR VENT COVERS ARE MISSING AND LOOSE. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON THE WALL. 14. RAILING IS RUSTED AND BROKEN ON EXTERIOR STAIRWELL CREATING AN INJURY HAZARD.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>School 17-18</th>
<th>School 18-19</th>
<th>District 17-18</th>
<th>District 18-19</th>
<th>State 17-18</th>
<th>State 18-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>79</td>
<td>81</td>
<td>75</td>
<td>74</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Math</td>
<td>51</td>
<td>56</td>
<td>61</td>
<td>61</td>
<td>38</td>
<td>39</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>School 17-18</th>
<th>School 18-19</th>
<th>District 17-18</th>
<th>District 18-19</th>
<th>State 17-18</th>
<th>State 18-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>4 of 6</th>
<th>5 of 6</th>
<th>6 of 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>15.2</td>
<td>21.9</td>
<td>48.4</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percent Tested</th>
<th>Percent Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>639</td>
<td>609</td>
<td>95.31</td>
<td>81.28</td>
</tr>
<tr>
<td>Male</td>
<td>328</td>
<td>307</td>
<td>93.60</td>
<td>74.92</td>
</tr>
<tr>
<td>Female</td>
<td>311</td>
<td>302</td>
<td>97.11</td>
<td>87.75</td>
</tr>
<tr>
<td>Black or African American</td>
<td>53</td>
<td>51</td>
<td>96.23</td>
<td>70.59</td>
</tr>
<tr>
<td>Asian</td>
<td>47</td>
<td>47</td>
<td>100.00</td>
<td>85.11</td>
</tr>
<tr>
<td>Filipino</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>231</td>
<td>220</td>
<td>95.24</td>
<td>71.36</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>White</td>
<td>243</td>
<td>231</td>
<td>95.06</td>
<td>91.34</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>49</td>
<td>46</td>
<td>93.88</td>
<td>84.78</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>199</td>
<td>193</td>
<td>96.98</td>
<td>66.84</td>
</tr>
<tr>
<td>English Learners</td>
<td>47</td>
<td>44</td>
<td>93.62</td>
<td>36.36</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>64</td>
<td>54</td>
<td>84.38</td>
<td>18.52</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Homeless</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percent Tested</th>
<th>Percent Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>639</td>
<td>617</td>
<td>96.56</td>
<td>56.40</td>
</tr>
<tr>
<td>Male</td>
<td>328</td>
<td>313</td>
<td>95.43</td>
<td>53.99</td>
</tr>
<tr>
<td>Female</td>
<td>311</td>
<td>304</td>
<td>97.75</td>
<td>58.88</td>
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<tr>
<td>Black or African American</td>
<td>53</td>
<td>51</td>
<td>96.23</td>
<td>23.53</td>
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<tr>
<td>Asian</td>
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<td>47</td>
<td>100.00</td>
<td>78.72</td>
</tr>
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<td>Filipino</td>
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<tr>
<td>Hispanic or Latino</td>
<td>231</td>
<td>221</td>
<td>95.67</td>
<td>38.01</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>White</td>
<td>243</td>
<td>235</td>
<td>96.71</td>
<td>71.06</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>49</td>
<td>48</td>
<td>97.96</td>
<td>77.08</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>199</td>
<td>192</td>
<td>96.48</td>
<td>37.50</td>
</tr>
<tr>
<td>English Learners</td>
<td>47</td>
<td>45</td>
<td>95.74</td>
<td>22.22</td>
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<tr>
<td>Students with Disabilities</td>
<td>64</td>
<td>54</td>
<td>84.38</td>
<td>11.11</td>
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<tr>
<td>Foster Youth</td>
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<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Homeless</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

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)  
Our Parent Teacher Student Association (PTSA), English Language Advisory Committee (ELAC), African American Parent Student Staff Support Group (AAPSSSG) and Parents for Inclusion Diversity and Access (PIDA) 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 Dr. Antonio M. Shelton, Principal, at (310) 395-3204.

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
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 is being evaluated and updated for a January 2019 approval. 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 6 p.m. to assist administration in supervision and monitoring our more than 2,800 students on 26 acres during their school day and while they participate in 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 sign in and show ID, as do students when they enter the school grounds. Staff members wear identification badges daily while on campus.

<table>
<thead>
<tr>
<th>Suspending and Expulsions for the School</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspensions Rate</td>
<td>3.9</td>
<td>4.8</td>
<td>3.7</td>
</tr>
<tr>
<td>Expulsions Rate</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suspending and Expulsions for the District</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspensions Rate</td>
<td>2.1</td>
<td>2.4</td>
<td>2.0</td>
</tr>
<tr>
<td>Expulsions Rate</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suspending and Expulsions for the State</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspensions Rate</td>
<td>3.6</td>
<td>3.5</td>
<td>3.5</td>
</tr>
<tr>
<td>Expulsions Rate</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Title</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Counselor*</td>
<td>225.0</td>
</tr>
</tbody>
</table>

* 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)

<table>
<thead>
<tr>
<th>Title</th>
<th>Number of Full-Time Equivalent (FTE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor (Social/Behavioral or Career Development)</td>
<td>12.7</td>
</tr>
<tr>
<td>Library Media Teacher (Librarian)</td>
<td></td>
</tr>
<tr>
<td>Library Media Services Staff (Paraprofessional)</td>
<td></td>
</tr>
<tr>
<td>Psychologist</td>
<td></td>
</tr>
<tr>
<td>Social Worker</td>
<td></td>
</tr>
<tr>
<td>Nurse</td>
<td>1.0</td>
</tr>
<tr>
<td>Speech/Language/Hearing Specialist</td>
<td></td>
</tr>
<tr>
<td>Resource Specialist (non-teaching)</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>1.0</td>
</tr>
</tbody>
</table>

* 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.
Professional Development provided for Teachers

The professional development program at Santa Monica High School is designed to support teachers in various areas, including academic talk and routines, using data to improve classroom instruction, and supporting students with special needs. The program also focuses on developing Instructional Leadership Teams and Professional Learning Communities through the Cycle of Inquiry and Learning Walks.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Measure</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of school days dedicated to Staff Development and Continuous Improvement</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 through implementing a guaranteed and viable curriculum, incorporating academic talk and routines, and implementing student engagement strategies. 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, Instructional Planning Committee, 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:

- Incorporating sentence frames and talk protocols to strengthen students’ academic language
- Using the cycles of inquiry focused on analysis of student work to drive instructional decisions
- Implementing claims-evidence writing across the curriculum

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.
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 our students 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.

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

<table>
<thead>
<tr>
<th>Rate for Santa Monica High School</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropout Rate</td>
<td>4.3</td>
<td>1</td>
<td>5.3</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>94.1</td>
<td>95</td>
<td>92.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rate for Santa Monica-Malibu Unified</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropout Rate</td>
<td>6.2</td>
<td>2.5</td>
<td>6.7</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>90.7</td>
<td>92.5</td>
<td>91</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rate for California</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropout Rate</td>
<td>9.7</td>
<td>9.1</td>
<td>9.6</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>83.8</td>
<td>82.7</td>
<td>83</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Measure</th>
<th>CTE Program Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of pupils participating in CTE</td>
<td>410</td>
</tr>
<tr>
<td>% of pupils completing a CTE program and earning a high school diploma</td>
<td>92</td>
</tr>
<tr>
<td>% of CTE courses sequenced or articulated between the school and institutions of postsecondary education</td>
<td>60.0%</td>
</tr>
</tbody>
</table>

Courses for University of California (UC) and/or California State University (CSU) Admission

<table>
<thead>
<tr>
<th>UC/CSU Course Measure</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission</td>
<td>97.83</td>
</tr>
<tr>
<td>2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission</td>
<td>70.27</td>
</tr>
</tbody>
</table>
## 2018-19 Advanced Placement Courses

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of AP Courses Offered*</th>
<th>Percent of Students In AP Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>English</td>
<td>16</td>
<td>N/A</td>
</tr>
<tr>
<td>Fine and Performing Arts</td>
<td>2</td>
<td>N/A</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>Mathematics</td>
<td>10</td>
<td>N/A</td>
</tr>
<tr>
<td>Science</td>
<td>14</td>
<td>N/A</td>
</tr>
<tr>
<td>Social Science</td>
<td>16</td>
<td>N/A</td>
</tr>
<tr>
<td>All courses</td>
<td>62</td>
<td>33.5</td>
</tr>
</tbody>
</table>

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

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/](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.