

Olympic Continuation High School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Olympic Continuation High School
Street	721 Ocean Park Blvd.
City, State, Zip	Santa Monica, CA 90405
Phone Number	(310) 392-2494
Principal	Anthony Fuller, Principal
Email Address	AFuller@smmusd.org
School Website	
County-District-School (CDS) Code	9-64980-1933373

2021-22 District Contact Information

District Name	Santa Monica-Malibu Unified School District
Phone Number	(310) 450-8338
Superintendent	Ben Drati, Ed.D.
Email Address	bdrati@smmusd.org
District Website Address	www.smmusd.org

2021-22 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.

Principal's Message

Olympic High School opened in 1966 as the continuation school for the Santa Monica-Malibu Unified School District (SMMUSD) and was awarded a full six-year term of WASC accreditation in June 2016. In January 2011, the school was awarded Model Continuation High School status by the California Department of Education and was renewed in 2014. Olympic provides a small-school environment for students who are behind in academic credits. Students are provided individualized instruction with a strong emphasis on curriculum, collaborative engagement intensive guidance and counseling. Olympic High is unique among the state's continuation high schools in providing an array of elective course offerings designed to engage students in a program area of interest; in recognition of this effort it has received an Exemplary Program Award from the California Continuation Education Association.

Olympic High Schools' Mission Statement:

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

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	5
Grade 11	21
Grade 12	24
Total Enrollment	50

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42
Male	58
American Indian or Alaska Native	2
Asian	6
Black or African American	8
Hispanic or Latino	44
Two or More Races	8
White	32
English Learners	6
Foster Youth	2
Homeless	2
Socioeconomically Disadvantaged	60
Students with Disabilities	28

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

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

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)	2.3	57.8	435.1	86.5	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	1.6	0.3	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	33.6	6.7	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.6	42.0	8.8	1.8	12115.8	4.4
Unknown	0.0	0.0	23.7	4.7	18854.3	6.9
Total Teaching Positions	4.0	100.0	503.1	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	1.6
Total Out-of-Field Teachers	1.6

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students at Olympic High have access to district-provided Chromebooks and an A through G online learning system (Edgenuity) in all core academic areas. All students, including English learners, have their own Chromebooks. We have no visual or performing arts.

Year and month in which the data were collected

January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edgenuity Online Learning System	No	0%
Mathematics	Edgenuity Online Learning System	No	0%
Science	Edgenuity Online Learning System	No	0%
History-Social Science	Edgenuity Online Learning System	No	0%
Foreign Language	Edgenuity Online Learning System		
Health	Edgenuity Online Learning System		
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		0

School Facility Conditions and Planned Improvements

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

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

Year and month of the most recent FIT report

10/11/2021

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		202: 4. CEILING FALLING

School Facility Conditions and Planned Improvements

			<p>203 ADULT SCHOOL: NOTE: CHAIR RAIL 400: 15. DOOR LATCH TO RESTROOM BAD. 4. FLOOR PATCH 7. M15 NEED WIRE MOLD TO PA SPEAKER 400: 4. CEILING TILE IS BROKEN. CEILING TILE TRIM IS BROKEN. 10. FIRE ALARM SYSTEM COVER IS MISSING. 403: 4. FLOOR TILE HAS A HOLE. CEILING TILE IS MISSING. 13. HALLWAY LEAK CEILING PAINT 10. NEED FIRE EXTINGUISHER HOOK 7D OFFICE: 4. STORAGE NEEDS FLOORING A: 4. CEILING TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. ONE FAUCET HAS A COMSTANT DRIP. 12. FLOOR IS WEAK/SAGGING NEAR TOILETS. B: 4. CEILING TILES HAVE WATER STAINS. 9. ONE FAUCET HAS A LOW FLOW. 14. TWO SPRINKLERS HEADS ARE BROKEN (FLOODING SAND BOX). C: 4. CEILING TILE HAS A HOLE. CARPET IS LIFTING. 7. ONE LIGHT PANEL IS OUT. CHILDREN'S REST ROOM: 4. CEILING TILE IS MISSING. CEILING TILES ARE LOOSE. 7. HAND DRYER HAS NO POWER. 9. TWO FAUCETS HAVE A LOW FLOW. GIRLS REST ROOM: 4. CEILING TILES ARE LOOSE. CEILING TILE IS MISSING. 8. ONE TOILET IS OUT OF ORDER. TOILETS LEAK AT WALL. 9. ONE FAUCET IS LOOSE AT THE BASE. OFFICE B: 4. CEILING TILE IS BROKEN. OFFICE D: 4. FLOOR TILES ARE BROKEN. CEILING TILE HAS A WATER STAIN. 7. THREE LIGHT PANELS ARE OUT.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>A: 4. CEILING TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. ONE FAUCET HAS A COMSTANT DRIP. 12. FLOOR IS WEAK/SAGGING NEAR TOILETS. ELECTRICAL BASEMENT: 5. ROOM HAS A STRONG ODOR.</p>
<p>Electrical</p>	<p>X</p>		<p>117: 7. CLOSET MISSING LIGHTING 204 STAFF LOUNGE: 7. REMOVE ABUNDANT CONDUIT/ELECTRICAL PIPE IN BACK FILES.</p>

School Facility Conditions and Planned Improvements

			<p>400: 15. DOOR LATCH TO RESTROOM BAD. 4. FLOOR PATCH 7. M15 NEED WIRE MOLD TO PA SPEAKER</p> <p>C: 4. CEILING TILE HAS A HOLE. CARPET IS LIFTING. 7. ONE LIGHT PANEL IS OUT.</p> <p>CHILDREN'S REST ROOM: 4. CEILING TILE IS MISSING. CEILING TILES ARE LOOSE. 7. HAND DRYER HAS NO POWER. 9. TWO FAUCETS HAVE A LOW FLOW.</p> <p>OFFICE D: 4. FLOOR TILES ARE BROKEN. CEILING TILE HAS A WATER STAIN. 7. THREE LIGHT PANELS ARE OUT.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		X	<p>A: 4. CEILING TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. ONE FAUCET HAS A COMSTANT DRIP. 12. FLOOR IS WEAK/SAGGING NEAR TOILETS.</p> <p>B: 4. CEILING TILES HAVE WATER STAINS. 9. ONE FAUCET HAS A LOW FLOW. 14. TWO SPRINKLERS HEADS ARE BROKEN (FLOODING SAND BOX).</p> <p>BOYS REST ROOM: 9. FAUCET BROKEN</p> <p>BOYS REST ROOM: 9. NO WATER AT SINK; 8. URINAL LEAK, TOILET NEEDS REPLACEMENT.</p> <p>CHILDREN'S REST ROOM: 4. CEILING TILE IS MISSING. CEILING TILES ARE LOOSE. 7. HAND DRYER HAS NO POWER. 9. TWO FAUCETS HAVE A LOW FLOW.</p> <p>GIRLS REST ROOM: 4. CEILING TILES ARE LOOSE. CEILING TILE IS MISSING. 8. ONE TOILET IS OUT OF ORDER. TOILETS LEAK AT WALL. 9. ONE FAUCET IS LOOSE AT THE BASE.</p> <p>UNISEX REST ROOM: 8. TOILET DOESN'T FLUSH PROPERLY AND LEAKS AT THE WALL. 15. INTERIOR LOCK COVER IS MISSING.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		X	<p>304 TEACHERS LOUNGE: 10. FIRE EXTINGUISHER NEEDS HOOK</p> <p>400: 15. DOOR LATCH TO RESTROOM BAD. 4. FLOOR PATCH 7. M15 NEED WIRE MOLD TO PA SPEAKER</p> <p>400: 4. CEILING TILE IS BROKEN. CEILING TILE TRIM IS BROKEN. 10. FIRE ALARM SYSTEM COVER IS MISSING.</p>

School Facility Conditions and Planned Improvements

			<p>403: 4. FLOOR TILE HAS A HOLE. CEILING TILE IS MISSING. 13. HALLWAY LEAK CEILING PAINT 10. NEED FIRE EXTINGUISHER HOOK NURSE: 10. FIRE EXTINGUISHER IS NOT MOUNTED.</p>
<p>Structural: Structural Damage, Roofs</p>	X		<p>403: 4. FLOOR TILE HAS A HOLE. CEILING TILE IS MISSING. 13. HALLWAY LEAK CEILING PAINT 10. NEED FIRE EXTINGUISHER HOOK A: 4. CEILING TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. ONE FAUCET HAS A COMSTANT DRIP. 12. FLOOR IS WEAK/SAGGING NEAR TOILETS.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>100: 15. CONCRETE STOOP NEEDS PATCH & PAINT; NOTE: STORAGE DOOR FOR CHEMICAL STORAGE 161: 15. DOOR HANDLE UPSIDE DOWN 162: 15. DOOR HANDLE UPSIDE DOWN 164A: 15. DOOR HANDLE UPSIDE DOWN 205 OFFICE: 5. PPBL BLACK TOP REMOVE DEBRIS 400: 15. DOOR LATCH TO RESTROOM BAD. 4. FLOOR PATCH 7. M15 NEED WIRE MOLD TO PA SPEAKER B: 4. CEILING TILES HAVE WATER STAINS. 9. ONE FAUCET HAS A LOW FLOW. 14. TWO SPRINKLERS HEADS ARE BROKEN (FLOODING SAND BOX). PLAYGROUNDS: 14. PATCH CONCRETE RAMP, TRAMP HAZARD AT MAIN ENTR., VENT SCREENS TO SUB FLOOR BROKEN, DRAIN AT HIGH POINT PRINCIPAL: 15. RAISED FENCE AROUND PPBL BLACK TOP; INSTALL NEW 8" FENCE TO WEST SIDE OF CAMPUS. NOTE: UPGRADE SECURITY VIDEO CAM, CONVERT 401 RESTROOM FROM PRESCHOOL TO ADULT RESTROOM. ALRAM SYSTEM, SECURITY KIOSK AT GATE FOR PARKING LOT. STORAGE: 15. DOOR SWEEP UNISEX REST ROOM: 15. HATCH DOOR NEEDS SECURITY UNISEX REST ROOM: 8. TOILET DOESN'T FLUSH PROPERLY AND LEAKS AT THE WALL. 15. INTERIOR LOCK COVER IS MISSING.</p>

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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	29	NT	NT	NT	NT
Female	18	NT	NT	NT	NT
Male	11	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	17	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	29	NT	NT	NT	NT
Female	18	NT	NT	NT	NT
Male	11	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	17	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star Renaissance Student Groups	Star Renaissance Total Enrollment	Star Renaissance Number Tested	Star Renaissance Percent Tested	Star Renaissance Percent Not Tested	Star Renaissance Percent At or Above Grade Level
All Students	31	<11	13%	87%	0%
Female	19	<11	21%	79%	0%
Male	12		0%	100%	0%
Asian	<11		0%	100%	0%

Black or African American	<11		0%	100%	0%
Hispanic or Latino	17	<11	18%	82%	0%
Two or More Races	<11		0%	100%	0%
White	<11	<11	10%	90%	0%
English Learners	<11		0%	100%	0%
Homeless	<11		0%	100%	0%
Socioeconomically Disadvantaged	25	<11	16%	84%	0%
Students with Disabilities	<11	<11	17%	83%	0%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star Renaissance Student Groups	Star Renaissance Total Enrollment	Star Renaissance Number Tested	Star Renaissance Percent Tested	Star Renaissance Percent Not Tested	Star Renaissance Percent At or Above Grade Level
All Students	31		0%	100%	0%
Female	19		0%	100%	0%
Male	12		100%	0%	
Asian	<11		0%	100%	0%
Black or African American	<11		0%	100%	0%
Hispanic or Latino	17		0%	100%	0%
Two or More Races	0%	100%		<11	0%
White	0%	100%		<11	0%
English Learners	<11		0%	100%	0%
Homeless	<11		0%	100%	0%
Socioeconomically Disadvantaged			<11	25	
Students Receiving Migrant Education Services	0%				
Students with Disabilities	0%	60%		<11	40%

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	54.70	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	22	NT	NT	NT	NT
Female	--	NT	NT	NT	NT
Male	16	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	--	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

2020-21 Career Technical Education Programs

CTE is not available to Olympic High school students. Olympic students are not allowed to access the CTE elective offerings of the other secondary schools. We do not offer District funded Electives for our students.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	37.78
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	4.55

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Olympic is an open campus. Parents are frequently on campus to visit and confer about student progress, without the need to make an appointment. While we invite active participation in the School Site Council, we encourage more informal participation. As a staff, we are cognizant of the fact that many families have grown weary of the many communications they have received by the time their child winds up at Olympic. Our staff actively seek out parents involvement in order to better serve our students.. Meetings may be conducted in both Spanish and English to assist parents in support of their students.

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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	30.0	15.6	34.8	4.7	2.5	2.2	9.0	8.9	9.4
Graduation Rate	50.0	75.0	47.8	93.8	94.2	96.1	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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	23	11	47.8
Female	--	--	--
Male	15	6	40.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--

Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	18	9	50.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	62	59	30	50.8
Female	28	26	11	42.3
Male	34	33	19	57.6
American Indian or Alaska Native	1	1	1	100.0
Asian	1	1	0	0.0
Black or African American	4	3	2	66.7
Filipino	0	0	0	0.0
Hispanic or Latino	28	26	14	53.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	5	5	5	100.0
White	23	23	8	34.8
English Learners	5	5	3	60.0
Foster Youth	1	1	1	100.0
Homeless	3	3	0	0.0
Socioeconomically Disadvantaged	32	30	17	56.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	14	14	6	42.9

C. Engagement

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	7.79	0.00	1.98	0.20	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	9.21	1.55	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

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

The School Safety Plan was last reviewed, updated and discussed with the school faculty in January of 2022.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	4	10		
Mathematics	4	8		
Science	3	6		
Social Science	6	6		

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	3	17		
Mathematics	4	11		
Science	5	4		
Social Science	8	6		

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	5	8		
Mathematics	4	10		
Science	4	7		
Social Science	7	7		

2020-21 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	

2020-21 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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	22353	22	22331	60656
District	N/A	N/A	\$8,432	\$86,443
Percent Difference - School Site and District	N/A	N/A	90.4	-35.1
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	90.2	-28.8

2020-21 Types of Services Funded

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

SMMUSD has purchased the Edgenuity online learning system to educate Olympic students.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$50,980	\$51,029
Mid-Range Teacher Salary	\$76,119	\$78,583
Highest Teacher Salary	\$102,483	\$99,506
Average Principal Salary (Elementary)	\$124,753	\$124,576
Average Principal Salary (Middle)	\$130,846	\$131,395
Average Principal Salary (High)	\$153,122	\$144,697
Superintendent Salary	\$240,000	\$240,194
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	5%	6%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses

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	0
Fine and Performing Arts	2
Foreign Language	0
Mathematics	0
Science	1
Social Science	0
Total AP Courses Offered	3

Professional Development

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

Professional Development (2021-2022)

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

Among the primary focus areas for professional development in SMMUSD are the following:

- Using data to improve classroom instruction and determine school goals
- Culturally relevant and responsive pedagogy
- Supporting students with special needs
- Differentiated instruction for all students, including English learners
- Technology integration

Utilizing the Edgenuity online learning system to address the credit deficits of our students

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

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	

Santa Monica-Malibu Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Student Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Santa Monica-Malibu Unified School District
Phone Number	(310) 450-8338
Superintendent	Ben Drati, Ed.D.
Email Address	bdrati@smmusd.org
District Website Address	www.smmusd.org

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5229	139	2.66	97.34	65.22
Female	2569	62	2.41	97.59	77.42
Male	2660	77	2.89	97.11	55.26
American Indian or Alaska Native	--	--	--	--	--
Asian	300	4	1.33	98.67	--
Black or African American	332	7	2.11	97.89	--
Filipino	33	0	0.00	100.00	--
Hispanic or Latino	1586	25	1.58	98.42	52.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	445	11	2.47	97.53	45.45
White	2515	92	3.66	96.34	74.73
English Learners	403	13	3.23	96.77	23.08
Foster Youth	12	0	0.00	100.00	--
Homeless	52	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1317	29	2.20	97.80	46.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	764	35	4.58	95.42	22.86

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5229	134	2.56	97.44	44.03
Female	2569	61	2.37	97.63	49.18
Male	2660	73	2.74	97.26	39.73
American Indian or Alaska Native	--	--	--	--	--
Asian	300	4	1.33	98.67	--
Black or African American	332	7	2.11	97.89	--
Filipino	33	0	0.00	100.00	--
Hispanic or Latino	1586	26	1.64	98.36	23.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	445	11	2.47	97.53	27.27
White	2515	86	3.42		55.81
English Learners	403	13	3.23	96.77	15.38
Foster Youth	12	0	0.00	100.00	--
Homeless	52	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1317	27	2.05	97.95	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	764	35	4.58	95.42	8.57

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

FastBridge and Star Renaissance Student Groups	FastBridge and Star Renaissance Total Enrollment	FastBridge and Star Renaissance Number Tested	FastBridge and Star Renaissance Percent Tested	FastBridge and Star Renaissance Percent Not Tested	FastBridge and Star Renaissance Percent At or Above Grade Level
All Students	5503	4812	87%	13%	65%
Female	2685	2384	89%	11%	68%
Male	2810	2421	86%	14%	63%

American Indian or Alaska Native	9	5	56%	44%	44%
Asian	313	281	90%	10%	75%
Black or African American	350	283	81%	19%	43%
Filipino	29	26	90%	10%	72%
Hispanic or Latino	1672	1482	89%	11%	51%
Native Hawaiian or Pacific Islander	<11	<11	86%	14%	43%
Two or More Races	438	390	89%	11%	78%
White	2664	2318	87%	13%	74%
English Learners	364	311	85%	15%	26%
Foster Youth	<11	<11	83%	17%	83%
Homeless	<11		0%	100%	0%
Socioeconomically Disadvantaged	2001	1711	86%	14%	48%
Students with Disabilities	793	618	78%	22%	32%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

FastBridge and Star Renaissance Student Groups	FastBridge and Star Renaissance Total Enrollment	FastBridge and Star Renaissance Number Tested	FastBridge and Star Renaissance Percent Tested	FastBridge and Star Renaissance Percent Not Tested	FastBridge and Star Renaissance Percent At or Above Grade Level
All Students	5503	4529	82%	18%	51%
Female	2685	2232	83%	17%	51%
Male	2810	2289	19%	52%	1449
American Indian or Alaska Native	<11	<11	67%	33%	33%
Asian	313	259	83%	17%	69%
Black or African American	350	278	79%	21%	36%
Filipino	29	29	100%	0%	59%
Hispanic or Latino	1672	1409	84%	16%	39%
Native Hawaiian or Pacific Islander			<11	<11	
Two or More Races	25%	31%	364	438	69%
White	61%	17%	2160	2664	83%
English Learners	364	295	81%	19%	26%
Foster Youth	<11	<11	83%	17%	33%
Homeless	<11	<11	60%	40%	0%
Socioeconomically Disadvantaged	0%	29%	1718	2001	71%

Students Receiving Migrant Education Services	81%				
Students with Disabilities	36%	14%	548	793	86%

*At or above the grade-level standard in the context of the local assessment administered.