



# Santa Monica High School

601 Pico Blvd. • Santa Monica, CA 90405-1224 • (310) 395-3204 • Grades 9-12

Dr. Antonio Shelton, Principal

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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year

### **Santa Monica-Malibu Unified School District**

1651 16th St.  
Santa Monica, CA 90404-3891  
(310) 450-8338  
www.smmusd.org

#### **District Governing Board**

Oscar de la Torre  
Craig Foster  
Maria Leon-Vazquez  
Richard Tahvildaran-Jesswein  
Ralph Mechur, Vice President  
Jon Kean  
Laurie Lieberman, President

#### **District Administration**

Ben Drati, Ed.D.  
**Superintendent**  
Dr. Terry Deloria  
**Asst. Superintendent, Educational  
Services**  
Dr. Mark Kelly  
**Asst. Superintendent, Human  
Resources**  
Janece Maez  
**Associate Superintendent, Business  
& Fiscal Services/CFO**

### **School Description**

#### **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, lifelong learners; effective, multilingual communicators; and global citizens. We are a richly varied community that values the contributions of all its members. We exist to prepare all students in their pursuit of academic achievement and personal health and to support and encourage them in their development of 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 3,000 students who represent our diverse ethnic and socioeconomic community.

The staff consists of 152 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 spring of 2011. 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 Single 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

| 2015-16 Student Enrollment by Grade Level |                    |
|---|--------------------|
| Grade Level                               | Number of Students |
| Grade 9                                   | 717                |
| Grade 10                                  | 744                |
| Grade 11                                  | 727                |
| Grade 12                                  | 762                |
| <b>Total Enrollment</b>                   | <b>2,950</b>       |

| 2015-16 Student Enrollment by Group |                             |
|-------------------------------------|-----------------------------|
| Group                               | Percent of Total Enrollment |
| Black or African American           | 9.4                         |
| American Indian or Alaska Native    | 0.1                         |
| Asian                               | 6.8                         |
| Filipino                            | 1.2                         |
| Hispanic or Latino                  | 36.3                        |
| Native Hawaiian or Pacific Islander | 0.1                         |
| White                               | 38.3                        |
| Two or More Races                   | 6.8                         |
| Socioeconomically Disadvantaged     | 29.8                        |
| English Learners                    | 4.3                         |
| Students with Disabilities          | 10.5                        |
| Foster Youth                        | 0.2                         |

### A. Conditions of Learning

#### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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                         |       |       |       |
|---|-------|-------|-------|
| Santa Monica High School                    | 14-15 | 15-16 | 16-17 |
| With Full Credential                        | 130   | 124.5 | 145   |
| Without Full Credential                     | 2     | 2     | 2     |
| Teaching Outside Subject Area of Competence | 2     | 1     | 2     |
| Santa Monica-Malibu Unified School District | 14-15 | 15-16 | 16-17 |
| With Full Credential                        | ♦     | ♦     | 565   |
| Without Full Credential                     | ♦     | ♦     | 9     |
| Teaching Outside Subject Area of Competence | ♦     | ♦     | 0     |

| Teacher Misassignments and Vacant Teacher Positions at this School |          |          |          |
|--|----------|----------|----------|
| Santa Monica High School   | 14-15    | 15-16    | 16-17    |
| Teachers of English Learners                                       | 5        | 3        | 7        |
| <b>Total Teacher Misassignments</b>                                | <b>5</b> | <b>3</b> | <b>7</b> |
| <b>Vacant Teacher Positions</b>                                    | <b>0</b> | <b>0</b> | <b>0</b> |

\* "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.

#### Core Academic Classes Taught by Highly Qualified Teachers

| 2015-16 Percent of Classes In Core Academic Subjects<br>Core Academic Classes Taught by Highly Qualified Teachers |                                     |   |
|---|-------------------------------------|---|
| Location of Classes   | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School   | 98.1                                | 1.9                                     |
| Districtwide  |                                     |   |
| All Schools   | 96.2                                | 3.8                                     |
| High-Poverty Schools  | 87.7                                | 12.4                                    |
| Low-Poverty Schools   | 98.9                                | 1.1                                     |

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

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: October 2016**

| <b>Core Curriculum Area</b> | <b>Textbooks and Instructional Materials/Year of Adoption</b> |
|-----------------------------|---|
|-----------------------------|---|

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: October 2016**

| Core Curriculum Area  | Textbooks and Instructional Materials/Year of Adoption   |
|-----------------------|--|
| Reading/Language Arts | <p>The adventures of Huckleberry Finn (Textbook) Textbook for English literature. BOE Adopted 05/21/2009 high school</p> <p>The adventures of Huckleberry Finn (Textbook) Textbook for English literature. BOE Adopted 05/21/2009 high school</p> <p>The adventures of Huckleberry Finn (Textbook) Textbook for English literature. BOE Adopted 05/21/2009 high school</p> <p>AGS Basic English Includes index. BOE adopted, 10/20/2005, Middle School/High School.</p> <p>AGS English to Use BOE Adopted, 11/1/2001, Middle School.</p> <p>AGS English to use Includes index. BOE adopted, 10/20/2005, Middle School/High School.</p> <p>And still we rise : The trials and triumphs of twelve gifted inner-city students (Textbook) Textbook for English literature. BOE Adopted, 11/15/2001, High School.</p> <p>The autobiography of Miss Jane Pittman BOE Adopted, 12/5/2002, Middle School.</p> <p>Barron's how to prepare for the AP English : literature and composition, language and composition. "Advanced placement examinations." BOE adopted, 1/24/2002, High School.</p> <p>Beat voices : an anthology of beat poetry (Textbook) Textbook for English literature. BOE Adopted 6/26/1997</p> <p>Beloved (Textbook) Textbook for English literature. BOE Adopted, 10/10/1996, High School.</p> <p>Best-loved folktales of the world (Textbook) : selected and with an introduction by Textbook for English literature. BOE Adopted, 8/21/2003, High School.</p> <p>Black folktales (Textbook) Textbook for English literature. BOE Adopted, 6/26/1997.</p> <p>Bread Givers, The (Textbook) Textbook for English literature. BOE Adopted, 8/22/2002, High School</p> <p>Buried onions : (Textbook) Textbook for English literature. BOE Adopted,11/1/2001 High School.</p> <p>California grammar and usage review Textbook for English literature. BOE Adopted, 2/6/2003, High School.</p> <p>California reading review : Textbook for English literature. BOE Adopted, 2/6/2003, High School.</p> <p>California Writing Review Textbook for English literature. BOE Adopted, 2/2/2003, High School.</p> <p>The Call of the Wild (Textbook) Textbook for English or literature. BOE approved 4/25/2002. The Call of the Wild by Jack London 6-8, 9-12. BOE Adopted 05/21/2009 high school.</p> <p>The cay. BOE adopted, 6/24/1999, Middle School.</p> <p>Code Talker : a novel about the Navajo Marines of World War Two BOE adopted 05/19/2011 middle school</p> <p>Cool salsa: bilingual poems on growing up Latino in the United States : (Textbook). Textbook for English or Spanish. BOE Adopted, 11/13/1997.</p> <p>Cool Salsa : bilingual poems on growing up Latino in the United States (Textbook) Textbook for English or Spanish. BOE Adopted, 11/13/1997.</p> <p>The curious incident of the dog in the night-time BOE Adopted, 8/18/2005, High School.</p> <p>The curious incident of the dog in the night-time : (Textbook). Textbook for English literature. BOE Adopted, 8/18/2005, High School.</p> <p>The Dharma bums (Textbook) Textbook for English literature. "First published in the United States of America by the Viking Press, 1958"--T.p. verso. BOE Adopted, 6/26/1997, High School.</p> <p>Edmark reading Program : Level 1. BOE adopted, 7/22/2004, Elementary.</p> <p>English to use : Teacher's edition. BOE Adopted, 11/1/2001, Middle School.</p> <p>The glass castle : a memoir Textbook for English literature. BOE adopted 05/03/2012 high school</p> <p>The Glass Menagerie (Textbook) Textbook for English literature. BOE adoption date : 5-3-12</p> <p>Great American short stories BOE Adopted, 8/18/2005, High School.</p> <p>The Great expectations Textbook for English literature. BOE Adopted 05/21/2009 high school</p> <p>Holt Literature and Language arts - 5th course : mastering the California standards Textbook for English literature. BOE adopted,2/20/2003, Middle School/High School.</p> <p>Holt literature and language arts - 5th course - Teacher's edition : Mastering the California standards /. Textbook for English literature. BOE adopted,2/20/2003, Middle School/High School.</p> <p>Holt Literature &amp; Language Arts - 3rd course : mastering the California standards /. Textbook for English literature. BOE adopted,2/20/2003, Middle School/High School.</p> <p>Holt literature &amp; language arts 3rd course Teachers Ed : mastering the California standards Textbook for English literature. BOE adopted,2/20/2003, Middle School/High School.</p> <p>Holt literature &amp; language arts - 4th course : mastering the California standards /. Textbook for English literature. BOE adopted,2/20/2003, Middle School/High School.</p> <p>Holt literature &amp; language arts - 4th course - Teachers Ed : mastering the California standards /. Textbook for English literature. BOE adopted,2/20/2003, Middle School/High School.</p> <p>Holt Literature &amp; Language arts 4th course : Universal access - Interactive reading. Textbook for English literature. BOE adopted,2/20/2003, Middle School/High School.</p> <p>Holt Literature &amp; Language Arts, Fifth Course: Universal Access Interactive Reading Textbook for English literature. BOE adopted, 2/20/2003, High School.</p> <p>Houghton Mifflin reading (Grade 3.1) Rewards student edition "Reading 3.1." BOE Adopted, 6/27/2002, District Elementary Language Arts Adoption.</p> <p>Joe Turner's Come and Gone : a play in two acts ""A Plume book."" BOE Adopted, 3/17/2005, High School.</p> <p>Textbook for English literature."</p> |

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: October 2016**

| Core Curriculum Area          | Textbooks and Instructional Materials/Year of Adoption  |
|-------------------------------|---|
| <b>Mathematics</b>            | Ramp-Up to Algebra, America's Choice 2008, adopted<br>Statistics Through Applications 2006, adopted 9/14/2006<br>Calculus: Graphical, Numerical, Algebraic 2006, adopted 9/14/2004<br>California Mathematics (Algebra, Geometry, Algebra II) 2008, adopted 4/3/2008<br>Before Calculus 3 2001, adopted<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0 |
| <b>Science</b>                | Chemistry, Holt 2007, adopted 9/6/2007<br>Biology, Prentice Hall 2002, adopted<br>Physics for Scientists and Engineers 2000<br>Earth Science, Glencoe 2000<br>Physical Science, Glencoe 2000<br>Physics: Principles with Applications 2000<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0   |
| <b>History-Social Science</b> | Modern World History 2004<br>Conflict & Consensus in American History 2001<br>Economics 2002<br>Economics: Principles & Practices 2001<br>Government in America: People, Politics, and Policy 2001<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0   |
| <b>Health</b>                 | Health, Holt 2007<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0  |

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

In its 121-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 later this school year will see the opening of our multiwing 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.

Once the Innovation building opens, Phase II of the project will immediately commence, which will entail construction of a new girls' softball field and on-campus 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 GSH, the district will now be able to begin addressing the deferred maintenance funding that changed with the statewide implementation of LCFF.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 7/17/2013**

| System Inspected                                     | Repair Status |      |      | Repair Needed and Action Taken or Planned  |
|--|---------------|------|------|--|
|  | Good          | Fair | Poor |  |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer | X             |      |      | AD206 Mens Staff Restroom:<br>B 109: ventilation issue<br>E200: carpet old, light bulbs out, cover plate by door loose, carpet transition strip missing, HVAC loose cover<br>L206 Boys restroom: Graffiti, vents dirty, difuser missing<br>S102: thermostat damaged,<br>S200: thermostat cover missing, bulbs out, wall damage<br>S204: floor old, door closer needs adjustment, ceiling tiles missing, HVAC condensation issue, wall damage<br>Womens Staff restroom: |

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 7/17/2013**

| System Inspected               | Repair Status |      |      | Repair Needed and Action Taken or Planned  |
|--------------------------------|---------------|------|------|--|
|                                | Good          | Fair | Poor |  |
| Interior:<br>Interior Surfaces |               |      | X    | A102: Ceiling tiles missing<br>A107:<br>A12 Photo Lab: chemical storage, floors old<br>A15: peeling paint wall damage<br>AD 104: lights out extinguisher not mounted<br>AD102: carpet old<br>AD201: unsecure cabinet<br>AD202: unsecure cabinets<br>AD208 Custodian: ceiling Damage in Hallway from water leak<br>AD402 Conference: Water stains on ceiling tiles<br>AD501: carpet old<br>AD503: carpet old, clutter unsecure cabinet<br>AD511: ceiling tile missing<br>AD514 Storage: dirty vent, light bulbs out<br>B 204A: remove unsafe ladder<br>B 207: wall damage<br>B10: bulbs out repair light switch, overhead storage, windows old, clock broken<br>B102: art hanging from lights, ceiling tile missing<br>B110: lights out<br>B200: Data port pulled out, outlets not working<br>B202: ceiling tiles missing floor tiles cupped<br>B205: bulbs out ceilint tiles missing, floor old, unsecure cabinets<br>B206: lights out, extinguisher not mounted, floor tile missing, floor old, ceiling tile missing<br>BH 14: lights out, broken fixtures<br>BH 15: broken fixtures<br>BH 19: unsecure shelves<br>BH Backstage: unapproved shelves blocking fire sprinkler,<br>C110A: light cover missing<br>Cafeteria: Wall Damage ceiling tile damaged no fire extinguisher<br>E100: floor tiles old<br>E101: floor tiles old, lights out, broken window latch, paint peeling, unsecure shelve<br>E103: ceiling tile stained, wall damage<br>E107: light bulbs out, floor tiles broken, unscure shelves, wall damage<br>E109 Office: wall damage, unsecure cabinets<br>E109 South:<br>E113: floor tile cupping, light bulbs out, paint peeling<br>E115 Office: extinguisher not mounted floor tile damage, lights missing,<br>E117: floor tiles old, paint peeling, need outlet coverplate |



**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 7/17/2013**

| System Inspected | Repair Status |      |      | Repair Needed and Action Taken or Planned   |
|------------------|---------------|------|------|---|
|                  | Good          | Fair | Poor |   |
|                  |               |      |      | E200: carpet old, light bulbs out, cover plate by door loose, carpet transition strip missing, HVAC loose cover<br>E201: light bulbs out, peeling paint, carpet old and stained<br>E213: extinguisher blocked, paint chipping<br>E215: lights out, carpet old and dirty, extinguisher not mounted<br>E217: carpet old and stained transition strip missing, light bulbs out, peeling paint<br>H100: floor tiles old, paint peeling<br>H101: floor tile damage<br>H102: floor old paint peeling<br>H102: Floor tile damage, wall damage<br>H103: floor tiles old<br>H106: floor tiles old, lights out, chipped paint<br>H114: difuser missing, extinguisher missing, paint peeling old, lights out unsecure cabinets<br>H116: light bulbs out, door knob broken, floor old, unsecure cabinets<br>H118 Office: light bulbs out<br>H119: floortiles old, wall damage,<br>H120: paint peeling, floor tiles old, wall damage<br>H121: excessive artwork, overhead storage, floor tiles old, wall damage<br>H122: wall damage, floor tiles old, ceiling tiles stained<br>H125: light bulbs out paint chipping<br>H200: overhead storage, wall damage, Fire extinguisher not mounted<br>H201: wasp nest, lights out<br>H202: old floor tiles, extinguisher blocked<br>H203: floor tiles old<br>H204: floor tiles old<br>H205: floor tiles cracked, paint peeling<br>H207 Workroom: lights out<br>H208: floor tiles old<br>H209: unsecure shelve, Hanging low voltae wires<br>H210: paint needed<br>H213: light bulbs out, floor old<br>H214: posters on ceiling, window hardware broken, floor tiles old, wall paint peeling<br>H215: floor tiles old<br>H216: floor tiles old, wall damage<br>H217: wall damage, floor tiles old, extinguisher not mounted<br>H218: wall damage from tape, floor tiles old, broken window<br>Hallway: wall damage, cover plate to light switch missing<br>L100: floor old<br>L104: lights out, fire extinguisher not mounted, unsecure cabinet<br>L105: light bulbs out extinguisher not mounted, rusty vents cabinets delaminating |

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 7/17/2013**

| System Inspected | Repair Status |      |      | Repair Needed and Action Taken or Planned  |
|------------------|---------------|------|------|--|
|                  | Good          | Fair | Poor |  |
|                  |               |      |      | L107: extinguisher not mounted, ceiling tile missing<br>L108: ceiling tiles stained, extinguisher not mounted, door needs paint<br>L109: extinguisher not mounted, floor tiles old<br>L110: extinguisher not mounted cabinet delaminating, excessive art<br>L114: extinguisher not mounted, flor tiles old<br>L117: kitchen needs extinguisher, unsafew water dispenser<br>L201: wall painted with mural, overhead storage<br>L202 computer: Dirty vents, missing ceiling tiles<br>L202 computer: vents dirty, ceiling tile missing<br>L202: wall damage<br>L203: wall damage, overhead storage<br>L204: extinguisher not mounted, wall damage, paint needed<br>L205C: ceiling tiles loose and missing<br>L206: extinguisher not mounted, ceiling tile missing<br>L207: extinguisher not mounted cabinet delaminating, unsecure shelves<br>L208: ceilin tiles missing, extinguisher not mounted , wall damage<br>L210 Library: extinguisher not mounted, missing cover plates,<br>Locker room: Wall Damage<br>M 102A:<br>M100: unsecure TV<br>M101: extinguisher missing, ceiling tiles stained, overhead storgae<br>M102: light bulbs out<br>Music entry: Doors etched with graffiti, ceiling tiles stained and missing<br>N129: Hole in wall to girls locker room<br>N220 Wrestling: vents dirty, wall damage, difuser missing, door broken<br>NG100 Soccer: Wall and locker damage<br>NG100: Wall damage, drinking fountain not working<br>NG101 trainer: wall damage<br>NG102 football: Wall damage, lockers damaged<br>NG103: Wall and locker damage, extinguisher not mounted<br>NG105: wall and locker damage<br>NG106:<br>P111: Floor damage, bench damaged (vandalism) door does not close wall damage<br>P112 Girls locker room: shower leaks, base board missing<br>Pool: lights out damage at masonry wall rusty vents<br>ROP: extinguisher not mounted lights out |

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 7/17/2013**

| System Inspected | Repair Status |      |      | Repair Needed and Action Taken or Planned   |
|------------------|---------------|------|------|---|
|                  | Good          | Fair | Poor |   |
|                  |               |      |      | <p>S 200P: lights out overhead storage clutter</p> <p>S100:</p> <p>S101: lights out, light switch broken, unsecure cabinet, mold smell</p> <p>S102: thermostat damaged,</p> <p>S102P: Overhead storage and clutter lights out</p> <p>S103: light bulbs out, extinguisher not mounted</p> <p>S104: floor old</p> <p>S105: light bulbs out, ceiling tile stained, extinguisher not mounted</p> <p>S107: light bulbs out, light fixture loose, floor old</p> <p>S200: thermostat cover missing, bulbs out, wall damage</p> <p>S201: wall damage, Ceiling tile missing</p> <p>Blinds damaged, electrical raceway damaged</p> <p>S202: light bulbs out</p> <p>S204: floor old, door closer needs adjustment, ceiling tiles missing, HVAC condensation issue, wall damage</p> <p>S204P: overhead storage, ceiling tile missing</p> <p>S207: lights out hanging art work excessive, vents dirty, floor tiles old</p> <p>SG 14: ceiling tile missing, floor tiles broken, extinguisher expired</p> <p>SG 15: Exit door covered with cloth, unsecure shelves, unapproved painting of class</p> <p>SG205 Dance studio: damage from cheer attachments to beam, holes in walls cover plate missing, ceiling tiles missing lights out</p> <p>South Gym: ceiling tiles missing, wall damage, peeling paint, vents dirty, drinking fountain not working</p> <p>Staff lounge: floor tiles old</p> |

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 7/17/2013**

| System Inspected   | Repair Status |      |      | Repair Needed and Action Taken or Planned   |
|--|---------------|------|------|---|
|  | Good          | Fair | Poor |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation | X             |      |      | AD204: overhead storage<br>AD514 Storage: dirty vent, light bulbs out<br>E106 Electrical Room Server: storage in front of electrical panels<br>E117: floor tiles old, paint peeling, need outlet coverplate<br>E201: light bulbs out, peeling paint, carpet old and stained<br>L103: vents dirty<br>L201: wall painted with mural, overhead storage<br>L202 computer: Dirty vents, missing ceiling tiles<br>M101: extinguisher missing, ceiling tiles stained, overhead storgae<br>N160: messy clutter<br>P 101:<br>Pool: lights out damage at masonry wall rusty vents<br>S107 Storage: excessive clutter, overhead storage<br>S202P: Overhead storage, light bulbs out<br>S204: floor old, door closer needs adjustment, ceiling tiles missing, HVAC condensation issue, wall damage<br>S204P: overhead storage, ceiling tile missing |
| <b>Electrical:</b><br>Electrical                                     | X             |      |      | B10: bulbs out repair light switch, overhead storage, windows old, clock broken<br>B200: Data port pulled out, outlets not working<br>BH 14: lights out, broken fixtures<br>BH 15: broken fixtures<br>E208: peeling paint, clock not working<br>H104: GFCI missing<br>H119: floortiles old, wall damage, Hallway: wall damage, cover plate to light switch missing<br>L206 Boys restroom: Graffiti, vents dirty, difuser missing<br>Lower hallway: motion sensor destroyed<br>S101: lights out, light switch broken, unsecure cabinet, mold smell<br>S202P: Overhead storage, light bulbs out<br>Womens Staff restroom:   |

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 7/17/2013**

| System Inspected                                    | Repair Status |      |      | Repair Needed and Action Taken or Planned   |
|---|---------------|------|------|---|
|   | Good          | Fair | Poor |   |
| Restrooms/Fountains:<br>Restrooms, Sinks/ Fountains | X             |      |      | A13: :Leaky faucet<br>Drinking Fountain by admin offices:<br>overpressure<br>N Gym: Drinking fountains not<br>workinghand pull cover broken<br>NG100: Wall damage, drinking fountain<br>not working<br>P 111: Mens shower leaks<br>South Gym: ceiling tiles missing, wall<br>damage, peeling paint, vents dirty,<br>drinking fountain not working |

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 7/17/2013**

| System Inspected                                   | Repair Status |      |      | Repair Needed and Action Taken or Planned   |
|--|---------------|------|------|---|
|  | Good          | Fair | Poor |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials | X             |      |      | A12 Photo Lab: chemical storage, floors old<br>AD 104: lights out extinguisher not mounted<br>AD104: extinguisher not mounted<br>B 208: extinguisher not mounted, hanf pull blocked<br>B100: lights out, unsecure cabintesBroken window<br>B201: extinguisher not mounted<br>B206: lights out, extinguisher not mounted, floor tile missing, floor old, ceiling tile missing<br>BH Backstage: unapproved shelves blocking fire sprinkler,<br>E109 South:<br>E115 Office: extinguisher not mounted floor tile damage, lights missing,<br>E208: pealing paint, clock not working<br>E209: extinguisher expired<br>E213: extinguisher blocked, paint chipping<br>E215: lights out, carpet old and dirty, extinguisher not mounted<br>H114: difuser missing, extinguisher missing, paint pealing old, lights out unsecure cabinets<br>H121: excessive artwork, overhead storager, floor tiles old, wall damage<br>H202: old floor tiles, extinguisher blocked<br>H217: wall damage, floor tiles old, extinguisher not mounted<br>H218: wall damage from tape, floor tiles old, broken window<br>L104: lights out, fire extinguisher not mounted, unsecure cabinet<br>L105: light bulbs out extinguisher not mounted, rusty vents cabinets delaminating<br>L107: extinguisher not mounted, ceiling tile missing<br>L108: ceiling tiles stained, extinguisher not mounted, door needs paint<br>L109: extinguisher not mounted, floor tiles old<br>L110: extinguisher not mounted cabinet delaminating, excessive art<br>L111: extinguisher not mounted<br>L112: extinguisher not mounted, paint on door pealing<br>L113: extinguisher not mounted<br>L114: extinguisher not mounted, flor tiles old<br>L115: door closer broken, extinguisher not mounted,, window cracked<br>L116: extinguisher missing<br>L117: kitchen needs extinguisher, unsafew water dispenser<br>L202: wall damage<br>L204: extinguisher not mounted, wall damage, paint needed |

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 7/17/2013**

| System Inspected                               | Repair Status |      |      | Repair Needed and Action Taken or Planned  |
|--|---------------|------|------|--|
|  | Good          | Fair | Poor |  |
|  |               |      |      | L206: extinguisher not mounted, ceiling tile missing<br>L207: extinguisher not mounted cabinet delaminating, unsecure shelves<br>L208: ceilin tiles missing, extinguisher not mounted , wall damage<br>L210 Library: extinguisher not mounted, missing cover plates,<br>M101: extinguisher missing, ceiling tiles stained, overhead storgae<br>M200: extinguisher missing<br>N Gym: Drinking fountains not workinghand pull cover broken<br>NG103: Wall and locker damage, extinguisher not mounted<br>ROP: extinguisher not mounted lights out<br>S103: light bulbs out, extinguisher not mountedfire<br>S105: light bulbs out, ceiling tile stained, extinguisher not mounted<br>S201: wall damage, Ceiling tile missing<br>Blinds damaged, electrical raceway damaged<br>S201P: extinguisher missing<br>SG 14: ceiling tile missing, floor tiles broken, extinguisher expired<br>SG 15: Exit door covered with cloth, unsecure shelve, unapproved painting of class |
| <b>Structural:</b><br>Structural Damage, Roofs | X             |      |      | AD208 Custodian: ceiling Damage in Hallway from water leak<br>AD402 Conference: Water stains on ceiling tiles  |

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 7/17/2013**

| System Inspected   | Repair Status    |             |             | Repair Needed and Action Taken or Planned   |
|--|------------------|-------------|-------------|---|
|  | Good             | Fair        | Poor        |   |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | X                |             |             | AD102: carpet old<br>B10: bulbs out repair light switch, overhead storage, windows old, clock broken<br>B101 workroom: Water intrusion at windows<br>B106: window latch broken<br>BH 6:<br>E101: floor tiles old, lights out, broken window latch, paint peeling, unsecure shelve<br>E117: floor tiles old, paint peeling, need outlet coverplate<br>H114: difuser missing, extinguisher missing, paint peeling old, lights out unsecure cabinets<br>H116: light bulbs out, door knob broken, floor old, unsecure cabinets<br>H119: floortiles old, wall damage,<br>H214: posters on ceiling, window hardware broken, floor tiles old, wall paint peeling<br>L108: ceiling tiles stained, extinguisher not mounted, door needs paint<br>L112: extinguisher not mounted, paint on door peeling<br>L115: door closer broken, extinguisher not mounted,, window cracked<br>L118: door glass scratched<br>L207A Girls restroom: paint scratched on door<br>N220 Wrestling: vents dirty, wall damage, difuser missing, door broken<br>P111: Floor damage, bench damaged (vandalism) door does not close wall damage<br>S204: floor old, door closer needs adjustment, ceiling tiles missing, HVAC condensation issue,wall damage |
| <b>Overall Rating</b>  | <b>Exemplary</b> | <b>Good</b> | <b>Fair</b> | <b>Poor</b>   |
|  |                  | 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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

| 2015-16 CAASPP Results for All Students |  |       |          |       |       |       |
|---|--|-------|----------|-------|-------|-------|
| Subject                                 | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) |       |          |       |       |       |
|   | School   |       | District |       | State |       |
|   | 14-15  | 15-16 | 14-15    | 15-16 | 14-15 | 15-16 |
| ELA                                     | 62   | 62    | 68       | 71    | 44    | 48    |
| Math                                    | 47   | 50    | 57       | 60    | 34    | 36    |

| 2015-16 CAASPP Results by Student Group<br>Science (grades 5, 8, and 10) |                    |                   |                     |                        |
|--|--------------------|-------------------|---------------------|------------------------|
| Group  | Number of Students |                   | Percent of Students |                        |
|  | Enrolled           | with Valid Scores | w/ Valid Scores     | Proficient or Advanced |
| All Students   | 738                | 701               | 95.0                | 68.5                   |
| Male   | 379                | 359               | 94.7                | 70.2                   |
| Female   | 359                | 342               | 95.3                | 66.7                   |
| Black or African American  | 61                 | 58                | 95.1                | 39.7                   |
| Asian  | 45                 | 43                | 95.6                | 90.7                   |
| Hispanic or Latino   | 266                | 259               | 97.4                | 52.9                   |
| White  | 297                | 277               | 93.3                | 83.8                   |
| Two or More Races  | 53                 | 50                | 94.3                | 80.0                   |
| Socioeconomically Disadvantaged  | 199                | 195               | 98.0                | 48.7                   |
| English Learners   | 35                 | 29                | 82.9                | 20.7                   |
| Students with Disabilities   | 86                 | 81                | 94.2                | 39.5                   |

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

\* 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.

| CAASPP Results for All Students - Three-Year Comparison |  |       |       |          |       |       |       |       |       |
|---|--|-------|-------|----------|-------|-------|-------|-------|-------|
| Subject   | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |       |       |          |       |       |       |       |       |
|   | School   |       |       | District |       |       | State |       |       |
|   | 13-14  | 14-15 | 15-16 | 13-14    | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 |
| Science   | 70   | 71    | 68    | 77       | 78    | 77    | 60    | 56    | 54    |

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | 2015-16 Percent of Students Meeting Fitness Standards |        |        |
|-------------|---|--------|--------|
|             | 4 of 6  | 5 of 6 | 6 of 6 |
| 9           | 12.1  | 22.8   | 54.9   |

\* 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group                       | Grade | Number of Students |        | Percent of Students |                          |
|-------------------------------------|-------|--------------------|--------|---------------------|--------------------------|
|                                     |       | Enrolled           | Tested | Tested              | Standard Met or Exceeded |
| All Students                        | 11    | 707                | 670    | 94.8                | 61.6                     |
| Male                                | 11    | 366                | 347    | 94.8                | 55.7                     |
| Female                              | 11    | 341                | 323    | 94.7                | 68.0                     |
| Black or African American           | 11    | 70                 | 64     | 91.4                | 37.1                     |
| Asian                               | 11    | 50                 | 47     | 94.0                | 78.7                     |
| Filipino                            | 11    | 11                 | 11     | 100.0               | 54.5                     |
| Hispanic or Latino                  | 11    | 267                | 263    | 98.5                | 51.9                     |
| Native Hawaiian or Pacific Islander | 11    | --                 | --     | --                  | --                       |
| White                               | 11    | 250                | 229    | 91.6                | 72.8                     |
| Two or More Races                   | 11    | 51                 | 49     | 96.1                | 76.6                     |
| Socioeconomically Disadvantaged     | 11    | 199                | 187    | 94.0                | 42.1                     |
| English Learners                    | 11    | 35                 | 31     | 88.6                | 13.3                     |
| Students with Disabilities          | 11    | 67                 | 56     | 83.6                | 10.7                     |
| Foster Youth                        | 11    | --                 | --     | --                  | --                       |

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group                       | Grade | Number of Students |        | Percent of Students |                          |
|-------------------------------------|-------|--------------------|--------|---------------------|--------------------------|
|                                     |       | Enrolled           | Tested | Tested              | Standard Met or Exceeded |
| All Students                        | 11    | 708                | 671    | 94.8                | 49.5                     |
| Male                                | 11    | 366                | 347    | 94.8                | 47.9                     |
| Female                              | 11    | 342                | 324    | 94.7                | 51.3                     |
| Black or African American           | 11    | 70                 | 63     | 90.0                | 21.0                     |
| Asian                               | 11    | 50                 | 47     | 94.0                | 80.0                     |
| Filipino                            | 11    | 11                 | 11     | 100.0               | 36.4                     |
| Hispanic or Latino                  | 11    | 267                | 266    | 99.6                | 35.6                     |
| Native Hawaiian or Pacific Islander | 11    | --                 | --     | --                  | --                       |
| White                               | 11    | 251                | 228    | 90.8                | 65.8                     |
| Two or More Races                   | 11    | 51                 | 49     | 96.1                | 60.4                     |

**School Year 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group                          | Grade     | Number of Students |        | Percent of Students |                          |
|--|-----------|--------------------|--------|---------------------|--------------------------|
|  |           | Enrolled           | Tested | Tested              | Standard Met or Exceeded |
| <b>Socioeconomically Disadvantaged</b> | <b>11</b> | 199                | 189    | 95.0                | 31.7                     |
| <b>English Learners</b>                | <b>11</b> | 35                 | 33     | 94.3                | 16.1                     |
| <b>Students with Disabilities</b>      | <b>11</b> | 67                 | 57     | 85.1                | 10.7                     |
| <b>Foster Youth</b>                    | <b>11</b> | --                 | --     | --                  | --                       |

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

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

#### Opportunities for Parental Involvement (School Year 2016-17)

Our Parent Teacher Student Association (PTSA), English Language Advisory Committee (ELAC), African American Parent Student Staff Support Group (AAPSSSG) and the Black Academia Movement (BAM) 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 Eve Mayoral, Principal, at (310) 395-3204.

#### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (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 March 2016 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 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 3,000 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 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/or show ID, as do students when they enter the school grounds. Staff members wear identification badges daily while on campus.

| Suspensions and Expulsions |         |         |         |
|----------------------------|---------|---------|---------|
| School                     | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate           | 1.3     | 3.3     | 3.5     |
| Expulsions Rate            | 0.1     | 0.1     | 0.0     |
| District                   | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate           | 1.4     | 1.8     | 1.9     |
| Expulsions Rate            | 0.0     | 0.0     | 0.0     |
| State                      | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate           | 4.4     | 3.8     | 3.7     |
| Expulsions Rate            | 0.1     | 0.1     | 0.1     |

#### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

| 2016-17 Federal Intervention Program                |        |           |
|---|--------|-----------|
| Indicator   | School | District  |
| Program Improvement Status                          |        | In PI     |
| First Year of Program Improvement                   |        | 2011-2012 |
| Year in Program Improvement                         |        | Year 3    |
| Number of Schools Currently in Program Improvement  |        | 4         |
| Percent of Schools Currently in Program Improvement |        | 100.0     |

| Academic Counselors and Other Support Staff at this School |       |
|--|-------|
| Number of Full-Time Equivalent (FTE)                       |       |
| Academic Counselor   | 13.0  |
| Counselor (Social/Behavioral or Career Development)        |       |
| Library Media Teacher (Librarian)                          | 1.5   |
| Library Media Services Staff (Paraprofessional)            | 1.0   |
| Psychologist   | 2.0   |
| Social Worker  |       |
| Nurse  | 2.0   |
| Speech/Language/Hearing Specialist                         | 1.5   |
| Resource Specialist  |       |
| Other  |       |
| Average Number of Students per Staff Member                |       |
| Academic Counselor   | 228:1 |

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

| Average Class Size and Class Size Distribution (Secondary) |                    |         |         |                       |         |         |         |         |         |         |         |         |
|--|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Subject  | Average Class Size |         |         | Number of Classrooms* |         |         |         |         |         |         |         |         |
|  |                    |         |         | 1-22                  |         |         | 23-32   |         |         | 33+     |         |         |
|  | 2013-14            | 2014-15 | 2015-16 | 2013-14               | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| English  | 29                 | 31      | 30      | 33                    | 23      | 19      | 10      | 6       | 20      | 73      | 80      | 64      |
| Mathematics  | 33                 | 35      | 34      | 17                    | 9       | 9       | 10      | 6       | 10      | 70      | 76      | 71      |
| Science  | 35                 | 33      | 34      | 5                     | 10      | 7       | 8       | 5       | 7       | 61      | 67      | 65      |
| Social Science   | 34                 | 34      | 34      | 12                    | 9       | 4       | 9       | 14      | 15      | 76      | 74      | 60      |

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

#### Professional Development provided for Teachers

All teachers and staff in SMMUSD participate in ongoing professional development through banked time, a total of 70 minutes of meeting and professional development time each week at each site. Areas of districtwide focus for teacher and administrator professional development include implementation of curriculum guides and other areas that are determined by a review of summative and formative data from all school sites and the collection of input from teachers and administrators. Among the primary focus areas for professional development in SMMUSD are the following:

- Developing Instructional Leadership Teams and Professional Learning Communities through Lesson Link and Learning Walks
- Literacy and Mathematics—standards-based curriculum and instructional delivery, as well as transitioning from California State Standards to Common Core State Standards.
- 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

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 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 after-school opportunities. 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 Lincoln, we focus on the above district initiatives as well as putting emphasis on incorporating technology into all curricular areas and strengthening school-home communication. For the 2012-13 school year, we dedicated one day to professional development. In the 2013-14 and 2014-15 school years, there were two days dedicated to professional development.

| FY 2014-15 Teacher and Administrative Salaries |                 |  |
|--|-----------------|--|
| Category                                       | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary                       | \$46,115        | \$44,958                                     |
| Mid-Range Teacher Salary                       | \$68,853        | \$70,581                                     |
| Highest Teacher Salary                         | \$92,701        | \$91,469                                     |
| Average Principal Salary (ES)                  | \$116,790       | \$113,994                                    |
| Average Principal Salary (MS)                  | \$127,261       | \$120,075                                    |
| Average Principal Salary (HS)                  | \$136,956       | \$130,249                                    |
| Superintendent Salary                          | \$239,200       | \$218,315                                    |
| Percent of District Budget                     |                 |  |
| Teacher Salaries                               | 36%             | 38%  |
| Administrative Salaries                        | 6%              | 5%   |

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

| FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries |                        |            |              |                        |
|--|------------------------|------------|--------------|------------------------|
| Level  | Expenditures Per Pupil |            |              | Average Teacher Salary |
|  | Total                  | Restricted | Unrestricted |                        |
| School Site  | \$5,661                | \$193      | \$5,469      | \$72,208               |
| District   | ♦                      | ♦          | \$7,252      | \$75,968               |
| State  | ♦                      | ♦          | \$5,677      | \$74,216               |
| Percent Difference: School Site/District                           |                        |            |              |                        |
| Percent Difference: School Site/ State                             |                        |            |              |                        |

\* Cells with ♦ do not require data.

### Types of Services Funded

| Dropout Rate and Graduation Rate (Four-Year Cohort Rate) |         |         |         |
|--|---------|---------|---------|
| Santa Monica High School                                 | 2011-12 | 2013-14 | 2014-15 |
| Dropout Rate   | 2.60    | 3.70    | 3.20    |
| Graduation Rate  | 96.45   | 95.40   | 95.00   |
| Santa Monica-Malibu Unified School                       | 2011-12 | 2013-14 | 2014-15 |
| Dropout Rate   | 3.50    | 5.30    | 5.20    |
| Graduation Rate  | 93.47   | 92.41   | 91.68   |
| California   | 2011-12 | 2013-14 | 2014-15 |
| Dropout Rate   | 11.40   | 11.50   | 10.70   |
| Graduation Rate  | 80.44   | 80.95   | 82.27   |

| Career Technical Education Participation   |                           |
|--|---------------------------|
| Measure  | CTE Program Participation |
| Number of pupils participating in CTE  | 855                       |
| % of pupils completing a CTE program and earning a high school diploma                                   | 94.8%                     |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 60.0%                     |

| Courses for University of California (UC) and/or California State University (CSU) Admission |         |
|--|---------|
| UC/CSU Course Measure  | Percent |
| 2015-16 Students Enrolled in Courses Required for UC/CSU Admission                           | 98.6    |
| 2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission                    | 80.9    |

\* Where there are student course enrollments.

| 2015-16 Advanced Placement Courses |                               |                                   |
|------------------------------------|-------------------------------|-----------------------------------|
| Subject                            | Number of AP Courses Offered* | Percent of Students In AP Courses |
| Computer Science                   |                               | ♦                                 |
| English                            | 13                            | ♦                                 |
| Fine and Performing Arts           |                               | ♦                                 |
| Foreign Language                   | 4                             | ♦                                 |
| Mathematics                        | 10                            | ♦                                 |
| Science                            | 16                            | ♦                                 |
| Social Science                     | 18                            | ♦                                 |
| All courses                        | 61                            | .7                                |

| Completion of High School Graduation Requirements |                          |          |       |
|---|--------------------------|----------|-------|
| Group   | Graduating Class of 2015 |          |       |
|   | School                   | District | State |
| All Students                                      | 95                       | 93       | 86    |
| Black or African American                         | 97                       | 97       | 78    |
| American Indian or Alaska Native                  | 0                        | 0        | 78    |
| Asian   | 97                       | 97       | 93    |
| Filipino  | 100                      | 100      | 93    |
| Hispanic or Latino                                | 95                       | 89       | 83    |

| Completion of High School Graduation Requirements |                          |          |       |
|---|--------------------------|----------|-------|
| Group   | Graduating Class of 2015 |          |       |
|   | School                   | District | State |
| Native Hawaiian/Pacific Islander                  | 100                      | 75       | 85    |
| White   | 94                       | 94       | 91    |
| Two or More Races                                 | 94                       | 94       | 89    |
| Socioeconomically Disadvantaged                   | 73                       | 73       | 66    |
| English Learners                                  | 85                       | 73       | 54    |
| Students with Disabilities                        | 31                       | 30       | 78    |

### 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
- Business Entrepreneurship (UC)
- Commercial Photography (UC)
- Film and Video Production (UC)
- Digital Design (UC)
- Information & Media Support Services
- Marketing Essentials
- Marketing – Career & Job Readiness (IEP & 504)
- Office Occupations
- Professional Actor
- Professional Dance (UC)
- Stagecraft Technology
- Technical Theater

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.