



Santa Monica High School

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

Dr. Antonio Shelton, Principal

ashelton@smmusd.org

2016-17 School Accountability Report Card Published During the 2017-18 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

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Craig Foster

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Dr. Mark Kelly

**Asst. Superintendent, Human
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Melody Canady

**Associate Superintendent, Business
& Fiscal Services/CFO**

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	701
Grade 10	710
Grade 11	708
Grade 12	705
Total Enrollment	2,824

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	8.8
American Indian or Alaska Native	0.1
Asian	7.2
Filipino	0.9
Hispanic or Latino	36.4
Native Hawaiian or Pacific Islander	0.2
White	38.1
Two or More Races	7.4
Socioeconomically Disadvantaged	28.5
English Learners	5
Students with Disabilities	10.5
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Santa Monica High School	15-16	16-17	17-18
With Full Credential	124.5	145	
Without Full Credential	2	2	
Teaching Outside Subject Area of Competence	1	2	
Santa Monica-Malibu Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Santa Monica High School	15-16	16-17	17-18
Teachers of English Learners	3	7	
Total Teacher Misassignments	3	7	
Vacant Teacher Positions	0	0	

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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	
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 & 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 & 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 & 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 & language arts - 4th course - Teachers Ed : mastering the California standards /. Textbook for English literature. BOE adopted,2/20/2003, Middle School/High School.</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
	<p>Holt Literature & 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 & 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. Textbook for English literature."</p> <p>The Language of Composition (Textbook) BOE adoption date : 7/20/2016</p> <p>A Lesson Before Dying (Textbook) Textbook for English literature. BOE Adopted, 5/5/2002, High School.</p> <p>A Long Way Gone : memoirs of a boy soldier (Textbook) "Sarah Crichton books." adopted BOE June 3 2010 High School. Textbook for English literature.</p> <p>Macho! (Textbook) BOE Adopted, 5/19/2005, High School. Textbook for English literature.</p> <p>Many Californias : literature from the Golden State (Textbook) BOE adopted 9/18/08 High School. Textbook for English literature.</p> <p>Maus : a survivor's tale : my father bleeds history BOE adopted 05/01/2014 middle school</p> <p>The McGraw-Hill reader : issues across the disciplines (Textbook) BOE Adopted, 8/21/2003, High School. Textbook for English literature.</p> <p>Mother Tongue (Textbook) BOE Adopted, 8/5/1999, High School. Textbook for English literature.</p> <p>The pact : three young men make a promise and fulfill a dream BOE Adopted, 5/5/2005, High School.</p> <p>Parrot in the Oven : mi vida : a novel (Textbook) "Joanna Cotler books." BOE Adopted, 4/10/1997, High School. Textbook for English literature.</p> <p>The pastures of heaven "Reprint. Originally published New York : Viking Press, 1963. BOE Adopted, 9/18/2008, High School. (paperback)"</p> <p>Pastures of Heaven, The Reprint. Originally published New York : Viking Press, 1963. BOE Adopted 9/18/2008, High School.(school / library binding)</p> <p>The Plague Translation of: La peste. BOE Adopted, 6/8/1995, High School.</p> <p>Preparing for the California High School Exit Examination. "October 2003." BOE adopted, 2/6/2003, High School.</p> <p>Reading and writing sourcebook BOE adopted, 11/2/2006, High School.</p> <p>The Red Badge of Courage Textbook for English literature. BOE Adopted, 11/12/1973.</p> <p>Secret life of bees : a novel (Textbook) BOE Adopted, 5/19/2005, High School. Textbook for English literature.</p> <p>The Sound of Waves BOE Adopted, 6/26/2003, Middle School. Textbook for English literature.</p> <p>Stargirl BOE Adopted, 5/2/2002, Middle School.</p> <p>This Boy's Life : a memoir "A hardcover edition of this book was originally published in 1989 by the Atlantic Monthly Press"--T.p. verso. BOE Adopted, 11/1/2001, High School. Textbook for English literature.</p> <p>The Trial (Textbook) BOE Adopted, 6/8/1995, High School. Textbook for English literature.</p> <p>The True Confessions of Charlotte Doyle (Textbook) BOE approved April 25, 2002. True Confessions of Charlotte Doyle by Avi 6-8. Textbook for English literature.</p> <p>Voices in literature "Silver"--Cover. BOE Adopted, 6/26/1997, No level specified.</p> <p>White Fang BOE Adopted 05/21/2009 high school</p> <p>Zeitoun (Textbook) BOE adopted 05/19/2011 high school</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Ramp-Up to Algebra, America's Choice 2008, adopted</p> <p>Statistics Through Applications 2006, adopted 9/14/2006</p> <p>Calculus: Graphical, Numerical, Algebraic 2006, adopted 9/14/2004</p> <p>California Mathematics (Algebra, Geometry, Algebra II) 2008, adopted 4/3/2008</p> <p>Before Calculus 3 2001, adopted</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</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
Science	Chemistry, Holt 2007, adopted 9/6/2007 Biology, Prentice Hall 2002, adopted Physics for Scientists and Engineers 2000 Earth Science, Glencoe 2000 Physical Science, Glencoe 2000 Physics: Principles with Applications 2000 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Modern World History 2004 Conflict & Consensus in American History 2001 Economics 2002 Economics: Principles & Practices 2001 Government in America: People, Politics, and Policy 2001 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Health, Holt 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

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: 10/11/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			AD206 Mens Staff Restroom: B 109: ventilation issue E200: carpet old, light bulbs out L206 Boys restroom: Graffiti, vents dirty, difuser missing S102: thermostat damaged, S200: thermostat cover missing, bulbs out, wall damage S204: floor old, door closer needs adjustment, ceiling tiles missing, Womens Staff restroom:
Interior: Interior Surfaces			X	A102: Ceiling tiles missing A107: A12 Photo Lab: chemical storage, floors old A15: peeling paint wall damage AD 104: lights out extinguisher not mounted AD102: carpet old AD201: unsecure cabinet AD202: unsecure cabinets AD208 Custodian: ceiling Damage in Hallway from water leak Roaches in closet AD402 Conference: Water stains on ceiling tiles AD501: carpet old AD503: carpet old, clutter unsecure cabinet AD511: ceiling tile missing AD514 Storage: dirty vent, light bulbs out B 204A: remove unsafe ladder B 207: wall damage B10: overhead storage, windows old, clock broken B102: ceiling tile missing B110: lights out B200: B202: tiles cupped B205: bulbs out ceilit tiles missing, floor old, unsecure cabinets B206: ceiling tile missing BH 14:

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/11/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				BH 15: BH 19: unsecure shelves BH Backstage: unapproved shelves blocking fire sprinkler, C110A: light cover missing Cafeteria: Wall Damage ceiling tile damaged E100: floor tiles old E101: floor tiles old, lights out, broken window latch, paint peeling, unsecure shelve E103: wall damage E107: light bulbs out, floor tiles broken wall damage E109 Office: wall damage, unsecure cabinets E109 South: E113: floor tile cupping, light bulbs out, paint peeling E115 Office: floor tile damage, lights missing, E117: floor tiles old, paint peeling, need outlet coverplate E200: carpet old, light bulbs out E201: peeling paint, carpet old and stained E215: lights out, carpet old and dirty E217: transition strip missing, light bulbs out, peeling paint H100: floor tiles old, paint peeling H101: floor tile damage H102: floor old paint peeling H102: Floor tile damage, wall damage H103: floor tiles old H106: floor tiles old, lights out, chipped paint H114: difuser missing, extinguisher missing, paint peeling old, lights out unsecure cabinets H116: door knob broken, floor old, H118 Office: light bulbs out H119: floortiles old, wall damage, H120: paint peeling, floor tiles old, wall damage H121: excessive artwork, overhead storager, floor tiles old, wall damage H122: wall damage, floor tiles old, ceiling tiles stained H125: light bulbs out paint chipping H200: wall damage H201: lights out H202: old floor tiles, extinguisher blocked H203: floor tiles old H204: floor tiles old H205: floor tiles cracked, paint peeling H207 Workroom: lights out H208: floor tiles old H209: H210: paint needed H213: light bulbs out, floor old

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/11/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				H214: posters on ceiling, window hardware broken, floor tiles old, wall paint peeling H215: floor tiles old H216: floor tiles old, wall damage H217: wall damage, floor tiles old H218: wall damage from tape, floor tiles old, broken window Hallway: wall damage, cover plate to light switch missing L100: floor old L104: lights out, fire extinguisher not mounted, unsecure cabinet L105: extinguisher not mounted, rusty vents cabinets delaminating L107: extinguisher not mounted, ceiling tile missing L108: ceiling tiles stained, extinguisher not mounted, door needs paint L109: floor tiles old L110: cabinet delaminating L114: extinguisher not mounted, floor tiles old L117: kitchen needs extinguisher L201: wall painted with mural L202 computer: Dirty vents, missing ceiling tiles L202 computer: vents dirty, ceiling tile missing L202: wall damage L203: wall damage L204: wall damage, paint needed L205C: ceiling tiles loose and missing L206: ceiling tile missing L207: cabinet delaminating, unsecure shelves L208: ceiling tiles missing, extinguisher not mounted, wall damage L210 Library: Locker room: Wall Damage M 102A: M100: unsecure TV M101: ceiling tiles stained, overhead storage M102: light bulbs out Music entry: Doors etched with graffiti, ceiling tiles stained and missing N129: Hole in wall to girls locker room N220 Wrestling: wall damage. Fire extinguisher NG100 Soccer: Wall and locker damage NG100: Wall damage NG101 trainer: wall damage NG102 football: Wall damage, lockers damaged NG103: Wall and locker damage NG105: wall and locker damage NG106: P111: Floor damage, bench damaged (vandalism) door does not close wall damage

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/11/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				P112 Girls locker room: shower leaks, base board missing Pool: lights out damage at masonry wall rusty vents ROP: extinguisher not mounted lights out S 200P: lights out overhead storage clutter S100: S101: lights out, light switch broken, unsecure cabinet, mold smell S102: thermostat damaged, S102P: Overhead storage and clutter lights out S103: light bulbs out, extinguisher not mounted fire S104: floor old S105: light bulbs out, ceiling tile stained, extinguisher not mounted S107: light bulbs out, light fixture loose, floor old S200: thermostat cover missing, bulbs out, wall damage S201: wall damage, Ceiling tile missing Blinds damaged, electrical raceway damaged S202: light bulbs out S204: floor old, door closer needs adjustment, ceiling tiles missing, S204P: overhead storage, ceiling tile missing S207: lights out hanging art work excessive, vents dirty, floor tiles old SG 14: ceiling tile missing SG 15: Exit door covered with cloth, unsecure shelves, unapproved painting of class SG205 Dance studio: damage from cheer attachments to beam, holes in walls cover plate missing, ceiling tiles missing South Gym: wall damage, peeling paint, vents dirty, drinking fountain not working Staff lounge: floor tiles old
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			AD204: overhead storage AD514 Storage: dirty vent, light bulbs out E106 Electrical Room Server: storage in front of electrical panels needs to be cleaned out L103: vents dirty L202 computer: Dirty vents, missing ceiling tiles N160: messy clutter P 101: Pool: lights out damage at masonry wall rusty vents S107 Storage: excessive clutter, overhead storage S202P: Overhead storage, light bulbs out

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/11/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical	X			E208: peeling paint, clock not working H104: GFCI missing H119: floortiles old, wall damage, L206 Boys restroom: Graffiti, vents dirty, difuser missing Lower hallway: motion sensor destroyed S101: lights out, light switch broken, unsecure cabinet, mold smell S202P: Overhead storage, light bulbs out Womens Staff restroom:
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			A13: :Leaky faucet Drinking Fountain by admin offices: overpressure N Gym: Drinking fountains not workinghand pull cover broken P 111: Mens shower leaks South Gym: wall damage, peeling paint, vents dirty, drinking fountain not working
Safety: Fire Safety, Hazardous Materials	X			A12 Photo Lab: chemical storage, floors old AD 104: lights out extinguisher not mounted B 208: extinguisher not mounted, hanf pull blocked B100: lights out, unsecure cabintesBroken window BH Backstage: unapproved shelves blocking fire sprinkler, E109 South: E208: peeling paint, clock not working H114: difuser missing, extinguisher missing, paint peeling old, lights out unsecure cabinets H121: excessive artwork, overhead storager, floor tiles old, wall damage H202: old floor tiles, extinguisher blocked H218: wall damage from tape, floor tiles old, broken window L104: lights out, fire extinguisher not mounted, unsecure cabinet L105: extinguisher not mounted, rusty vents cabinets delaminating L107: extinguisher not mounted, ceiling tile missing L108: ceiling tiles stained, extinguisher not mounted, door needs paint L111: extinguisher not mounted L112: extinguisher not mounted, paint on door peeling L113: extinguisher not mounted L114: extinguisher not mounted, flor tiles old L116: extinguisher missing L117: kitchen needs extinguisher L208: ceilin tiles missing, extinguisher not mounted , wall damage M200: extinguisher missing

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/11/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				N Gym: Drinking fountains not workinghand pull cover broken ROP: extinguisher not mounted lights out S103: light bulbs out, extinguisher not mountedfire S105: light bulbs out, ceiling tile stained, extinguisher not mounted S201: wall damage, Ceiling tile missing Blinds damaged, electrical raceway damaged S201P: extinguisher missing SG 15: Exit door covered with cloth, unsecure shelve, unapproved painting of class
Structural: Structural Damage, Roofs	X			AD208 Custodian: ceiling Damage in Hallway from water leak Roaches in closet AD402 Conference: Water stains on ceiling tiles
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			AD102: carpet old B10: overhead storage, windows old, clock broken B101 workroom: Water intrusion at windows B106: window latch broken BH 6: E101: floor tiles old, lights out, broken window latch, paint peeling, unsecure shelve E117: floor tiles old, paint peeling, need outlet coverplate H114: difuser missing, extinguisher missing, paint peeling old, lights out unsecure cabinets H116: door knob broken, floor old, H119: floortiles old, wall damage, H214: posters on ceiling, window hardware broken, floor tiles old, wall paint peeling L108: ceiling tiles stained, extinguisher not mounted, door needs paint L112: extinguisher not mounted, paint on door peeling L115: door closer broken window cracked L118: door glass scratched L207A Girls restroom: paint scratched on door N220 Wrestling: wall damage. Fire extingushier P111: Floor damage, bench damaged (vandalism) door does not close wall damage S204: floor old, door closer needs adjustment, ceiling tiles missing,
Overall Rating	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, 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	62	83	71	74	48	48
Math	50	53	60	61	36	37

* 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.

2015-16 CAASPP Results by Student Group 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	71	68	78	77	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	11.9	23.8	53

* 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	692	650	93.93	82.84
Male	350	326	93.14	81.17
Female	342	324	94.74	84.52
Black or African American	53	52	98.11	58.82
Asian	45	43	95.56	95.35
Filipino	--	--	--	--
Hispanic or Latino	249	231	92.77	73.59
Native Hawaiian or Pacific Islander	--	--	--	--
White	268	250	93.28	91.13
Two or More Races	61	60	98.36	95
Socioeconomically Disadvantaged	195	180	92.31	65.92
English Learners	61	53	86.89	50.94
Students with Disabilities	76	62	81.58	32.79
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

-Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	692	632	91.33	53.02
Male	350	316	90.29	56.69
Female	342	316	92.4	49.37
Black or African American	53	50	94.34	26
Asian	45	43	95.56	86.05
Filipino	--	--	--	--
Hispanic or Latino	249	228	91.57	35.09
Native Hawaiian or Pacific Islander	--	--	--	--
White	268	241	89.93	64.85
Two or More Races	61	56	91.8	67.86
Socioeconomically Disadvantaged	195	172	88.21	33.14
English Learners	61	54	88.52	24.07
Students with Disabilities	76	60	78.95	5.08
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

-Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

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 Dr. Antonio M. Shelton, Principal, at (310) 395-3204.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Santa Monica High School is committed to providing a safe school driven by positive interactions between and among faculty, students and parents. Our comprehensive School Safety Plan is being evaluated and updated for a 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	2014-15	2015-16	2016-17
Suspensions Rate	3.3	3.5	3.9
Expulsions Rate	0.1	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.8	1.8	2.1
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 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

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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	31	30	28	23	19	19	6	21	23	80	65	59
Mathematics	35	34	30	9	9	10	6	11	36	76	70	43
Science	33	34	28	10	7	12	5	7	42	67	65	27
Social Science	34	34	29	9	5	11	14	16	42	74	67	37

* 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 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,881	\$48,522
Mid-Range Teacher Salary	\$68,853	\$75,065
Highest Teacher Salary	\$98,263	\$94,688
Average Principal Salary (ES)	\$122,032	\$119,876
Average Principal Salary (MS)	\$133,390	\$126,749
Average Principal Salary (HS)	\$134,747	\$135,830
Superintendent Salary	\$255,460	\$232,390
Percent of District Budget		
Teacher Salaries	35%	37%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 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	\$80,428
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site/District				
Percent Difference: School Site/ State				

* Cells with ♦ do not require data.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Santa Monica High School	2013-14	2014-15	2015-16
Dropout Rate	3.7	3.2	4.3
Graduation Rate	95.4	95	94.09
Santa Monica-Malibu Unified School	2013-14	2014-15	2015-16
Dropout Rate	5.3	5.2	6.2
Graduation Rate	92.41	91.68	90.7
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

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
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	98.16
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	70.04

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	2	♦
Fine and Performing Arts	1	♦
Foreign Language	2	♦
Mathematics	3	♦
Science	4	♦
Social Science	4	♦
All courses	16	36.5

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	93.31	90.78	87.11
Black or African American	87.8	85.57	79.19
American Indian or Alaska Native	100	100	80.17
Asian	98.04	96.55	94.42
Filipino	90	91.67	93.76
Hispanic or Latino	90.33	84.41	84.58
Native Hawaiian/Pacific Islander	0	100	86.57
White	95.3	94.74	90.99
Two or More Races	100	97.78	90.59
Socioeconomically Disadvantaged	90.95	86.24	85.45
English Learners	81.82	66.67	55.44
Students with Disabilities	72.22	73.68	63.9
Foster Youth	66.67	60	68.19

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.