

Olympian High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Olympian High School
Street	1925 Magdalena Ave.
City, State, Zip	Chula Vista, Ca, 91913-3973
Phone Number	619-656-2400
Principal	Dianne Cordero
Email Address	dianne.cordero@sweetwaterschools.org and
Website	olh.sweetwaterschools.org
County-District-School (CDS) Code	37684110111831

Entity	Contact Information
District Name	Sweetwater Union High
Phone Number	(619) 691-5555
Superintendent	Karen Janney, Ed.D.
Email Address	karen.janney@sweetwaterschools.org
Website	www.sweetwaterschools.org/

School Description and Mission Statement (School Year 2019-20)

The mission of Olympian High School, a leading school in the State of California, is to guarantee that each graduate will qualify and be academically ready for success in a four year college or university, through a coherent system of learning distinguished by:

- A diverse set of learning experiences that will meet the academic and career needs of all students
- A school-wide Academic Literacy Plan (a common set of college readiness skills and habits of mind)
- A systematic network of student support
- A student-centered learning community that promotes leadership, involvement, integrity and respect

To support this mission, a coherent systematic set of frameworks have been developed to ensure the school’s curriculum, instruction and assessment programs are aligned. Primary to this outcome is the school-wide Academic Literacy Plan. In this effort, each teacher is contributing to the students’ acquisition of a set of vertical thinking skills, as well as the reading and writing skills students will need to be successful in college and in their future. Additionally, a safe and secure learning environment is valued and protected and a differentiated support system is in place to assist the academic achievement of each student. Faculty and staff have been carefully selected to work within this systematic approach and help each student reach their full potential. New faculty that joins Olympian participates in Eagle Camp to ensure that the instructional practices are systematic using the Academic Literacy Plan daily. We have continued to build our traditions, successes and to support and fulfill the promise of a bright future for all students. Students in the Sweetwater Union High School District are expected to master state and district standards which will prepare them to meet the challenges of the 21st century.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	616
Grade 10	625
Grade 11	604
Grade 12	631
Total Enrollment	2,476

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	5.5
American Indian or Alaska Native	0.1
Asian	3.4
Filipino	20.1
Hispanic or Latino	54.6
Native Hawaiian or Pacific Islander	0.5
White	7.3
Two or More Races	8.6
Socioeconomically Disadvantaged	27.1
English Learners	6.5
Students with Disabilities	8.8
Foster Youth	0.2
Homeless	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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	91	95		
Without Full Credential	5	8		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	3	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

Textbooks and instructional materials for all content areas were adopted and approved by the Sweetwater Union High School District (SUHSD) Board of Education. SUHSD continues to transition to the California State Standards/Common Core State Standards. In alignment with CA State Standards/Common Core and state adoption process, SUHSD adopted Math textbooks in 2014

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle 2002-03. Grades 9-12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhd.k12.ca.us/	Yes	0
Mathematics	Textbooks and instructional materials were adopted consistent with the textbook cycle 2008-09. High school texts for Algebra, Geometry, and Intermediate Algebra were approved by the Board of Trustees as being standardsbased. Textbooks for higher level math courses were adopted 2000-01. For the adopted textbook list go to http://curriculum.suhd.k12.ca.us/	Yes	0
Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhd.k12.ca.us/	Yes	0
History-Social Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhd.k12.ca.us/	Yes	0
Foreign Language	Textbooks and instructional materials were adopted consistent with the textbook cycle 2004-05. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhd.k12.ca.us/	Yes	0
Health	Textbooks and instructional materials were adopted consistent with the textbook cycle 2005-06. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhd.k12.ca.us/	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle as follows: 1998-99 art and photo; 2007-08 instrumental/vocal music, and theatre. Texts were approved by the Board of Trustees. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
Science Laboratory Equipment (grades 9-12)	One set of lab equipment per lab station.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, at the district office, or on the Internet at <http://www.opsc.dgs.ca.gov/>.

Age of School Buildings

The school opened in August 2006 with an administration building, ASB, 35 classrooms, no gym/PE facilities, no library, and no cafeteria.

Maintenance and Repair

District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The school administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

For the 2017-18 school year, there were six portable classrooms installed. The track and turf field are scheduled to be replaced before the 2018-19 school year.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 1/25/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	1556: Work Order#13179-HVAC not woking properly. Heater and a/c does not turn on 409 Kitchen: Check stoves and ovens/check washer/dryer too. 409 Kitchen
Interior: Interior Surfaces	Good	:
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	933: Teachr reported"mice"- will set traps. Back of the classroom double door is not closing, still need adjustment: WO #
Electrical: Electrical	Good	300 Girls Restroom: Hand dryer not working: Wrk Order#: 614: 7. flickering lights & few out: District project in progress. No work order needed. Staff Room: 600 mens restroom- 9. low pressure on right sink: Adjust or WO#:
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	924: Fount not working; WO#: ASB: Outside water fountain low plugged, inside sink plugged. School fix. Girls Softball Restroom: Sink not working: WO#: MPR: Boys restroom water sink right not working-Gils same thing right side sink water not working Work Order#12668 sliding glass doors in front of MPR are not locking prperly. WO#:
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	156: 13. One ceiling tile replacement. Site fix 605: 13.stained ceiling tile. Site fix.

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	303: 15. Door hinge is loose. Wor order #: or site fix? 933: Teachr reported"mice"- will set traps. Back of the classroom double door is not closing, still need adjustment: WO #
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	77	77	52	54	50	50
Mathematics (grades 3-8 and 11)	51	49	33	33	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	594	584	98.32	1.68	76.67
Male	309	302	97.73	2.27	71.43
Female	285	282	98.95	1.05	82.27

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	34	34	100.00	0.00	73.53
American Indian or Alaska Native					
Asian	26	25	96.15	3.85	80.00
Filipino	109	108	99.08	0.92	91.67
Hispanic or Latino	313	310	99.04	0.96	68.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	41	40	97.56	2.44	80.00
Two or More Races	67	64	95.52	4.48	87.50
Socioeconomically Disadvantaged	179	176	98.32	1.68	64.20
English Learners	68	66	97.06	2.94	36.36
Students with Disabilities	50	48	96.00	4.00	37.50
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	594	579	97.47	2.53	48.79
Male	309	300	97.09	2.91	46.82
Female	285	279	97.89	2.11	50.90
Black or African American	34	32	94.12	5.88	34.38
American Indian or Alaska Native					
Asian	26	25	96.15	3.85	76.00
Filipino	109	108	99.08	0.92	69.16
Hispanic or Latino	313	307	98.08	1.92	39.41

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	41	40	97.56	2.44	45.00
Two or More Races	67	64	95.52	4.48	59.38
Socioeconomically Disadvantaged	179	173	96.65	3.35	33.14
English Learners	68	67	98.53	1.47	19.40
Students with Disabilities	50	47	94.00	6.00	6.38
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

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.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

Sweetwater Union High School District (SUHSD) offers eleven of fifteen industry sectors. Schools offer programs of study that involve a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to post-secondary education and careers.

The main focus of Career Technical Education (CTE) is to prepare students for academic achievement, career exploration, career preparation, and leadership development. The successful transition to post-secondary education and the workplace will be accomplished through the principles of college and career readiness: communication, collaboration, problem-solving, professionalism, job shadowing, internships, business partnerships and receiving industry certification(s). Additionally, CTE pathways integrate Common Core State Standards with industry specific knowledge and skills.

Olympian High School offers programs in five industry sectors, Arts, Media and Entertainment (Design, Visual, and Media Arts), Business and Finance (Business Management), Engineering and Architecture (Engineering Technology), Health Science and Medical Technology (Patient Care) and Information and Communication Technologies (Software and Systems Development).

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	781
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	64.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.87
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	69.73

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	12.5	33.3	45.6

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

A major emphasis at Olympian High School is to build the home-school partnership and embrace parents as full partners in the educational learning of their students. One of the primary goals of the school is to open access to the school's system and provide timely, open communication to all parents. To this end, Olympian High School produces a weekly newsletter (The Eagle's Eye) to keep information, dates and events current in every home. The newsletters are posted on the website. Many of the events are open to the community and parent participation is encouraged. Every year Olympian invites parents to Parent Visitation Day. This year it is scheduled for Friday, February 7, 2020. Every year PTSO hosts Coffee with Principal. Six (6) have been scheduled throughout the 18-19 school year, half are in the morning and half are in the afternoon to accommodate the busy schedules of parents.

Parents are invited and welcome to be on campus and consult with staff at any time. Each semester the Counseling and Administrative teams host a parent training series called Parenting Teens Workshop and Building Student Success. More formal opportunities are also available to serve on the PTSO, SSC, ELAC and be involved in any of our active parent booster organizations (academic decathlon, band, football or baseball). In addition, we ask that parents participate in our grade-level activities including the Freshman Student-Led Conference, Sophomore College and Career Readiness Series, Junior Portfolio and Common Senior Experience.

We believe that when our school has a strong working relationship with our parents and community, student achievement increases. We pledge to promote and support this core value at Olympian High School.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	3.5	3	1.5	6.3	6.8	5.1	9.7	9.1	9.6
Graduation Rate	92.5	94.7	92	82.8	83.7	84.3	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	3.1	3.7	2.9	4.2	4.4	4.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Each year, Sweetwater schools review and update their Comprehensive School Safety Plans. The plan is submitted to the Superintendent each year. Staff orientation and training must be completed by October 30 each year. Disaster and evacuation drills are scheduled periodically throughout the school year.

Key Elements of the Plan:

- Review and revise Site Safety Binder (to be distributed to all school staff)
- Train all staff on emergency procedures during a 3 day inservice or during first staff meeting
- Comply with 3 in 1 safety drills
- Assessment of current crime in school
- Identify strategies and programs that provide safety on campus

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	23	43	25	48	22	54	26	44	24	39	27	42
Mathematics	17	38	4	21	21	57	33	37	21	54	39	30
Science	22	26	65		21	29	59		22	19	66	
Social Science	24	40	24	50	24	34	37	42	24	34	36	43

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	309.5

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	8.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.9
Other	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	5852.64	196.69	5655.95	87,617.00
District	N/A	N/A	9754.53	\$87,617.00
Percent Difference - School Site and District	N/A	N/A	-53.2	0.0
State	N/A	N/A	\$7,506.64	\$88,538.00
Percent Difference - School Site and State	N/A	N/A	-28.1	-1.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Olympian High School funds a menu of services to support each student's academic achievement and social well-being. Math workshops are provided to 9th and 10th grade students scoring below proficient on ELA/math assessments (including but not limited to: District Performance Tasks, District Finals, SBAC, Summative Assessments, etc.) or who have other identifying characteristics in order to increase the students' proficiency level. The Attendance Coordinator works with students and support staff to avoid chronic absenteeism, place students on independent study contracts and refers students to the School Attendance Review Board. In addition, the Coordinated Intervention Specialist implements progress monitoring and interventions to assist all students in reaching mastery of standards, especially EL, LI, FY, HY, and SWD.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,365	\$52,466

Category	District Amount	State Average For Districts In Same Category
Mid-Range Teacher Salary	\$81,199	\$87,373
Highest Teacher Salary	\$106,297	\$109,803
Average Principal Salary (Elementary)	\$0	\$
Average Principal Salary (Middle)	\$151,136	\$142,025
Average Principal Salary (High)	\$163,614	\$153,904
Superintendent Salary	\$254,784	\$241,221
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	7	N/A
Fine and Performing Arts	2	N/A
Foreign Language	5	N/A
Mathematics	7	N/A
Science	6	N/A
Social Science	21	N/A
All courses	48	38.4

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

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	4	6

For the past three school years, targeted professional development activities to support district initiatives included restorative practices and quality first instruction. Staff also participated in District Cohort and Zone training in all subject areas.

All new staff participate in a Eagle Camp which provides in-depth professional training on using the Academic Literacy Plan and college readiness skills to teach the content. Staff also reads current research articles on rigor and participates in group activities to strengthen their instructional practices.

All departments have regularly scheduled PLC's every Monday. During PLCs, staff share best practices, develop common lessons, daily learning targets and analyze student data to inform instruction and assessment practices. Also a portion (30-40 minutes) of monthly staff meetings (11 scheduled) are used as professional development.

During the 2018-19 school year, PLCs have engaged in Learning Team professional development. This work continued in the 19-20 school year with a focus on social emotional learning (SEL) and improvement in SBAC scores.

