



# School Accountability Report Card (SARC) 2002-2003

## Olympic High School

721 Ocean Park Boulevard Santa Monica, CA 90405 (310) 392-2494  
 mailto:webolym@smmusd.org http://www.olympic.smmusd.org

### SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

The California Constitution requires that a School Accountability Report Card (SARC) be prepared annually for each school. The Education Code states that the SARC “shall provide data by which parents can make meaningful comparisons between public schools enabling them to make informed decisions on which school to enroll their children.” We believe that information contained in this report will enable you, the reader, to gain an accurate and realistic picture of Olympic High School.

### Vision Statement

As a community of learners, the Santa Monica-Malibu Unified School District works together in a nurturing environment to help students be visionary, versatile thinkers; resourceful, life-long learners; effective, multi-lingual 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-Malibu Unified School District

1651 Sixteenth Street Santa Monica, CA 90404 310.450.8338  
 mailto:sarc@smmusd.org http://www.smmusd.org

#### School Board Members

José Escarce, *President*, Emily Bloomfield, *Vice President*,  
 Julia Brownley, Oscar de la Torre, Mike Jordan, Maria Leon-Vazquez,  
 Shane McLoud, John Deasy, *Superintendent of Schools*

### Principal's Message

Olympic has developed strategies that include academic and social support for vulnerable students. This effort includes school-based reforms that enhance achievement, promote self-esteem and provide personalized discipline. Adults treat students with genuine empathy and this, in itself, acts to keep students attending school until graduation. We also address the obstacles to success that must be overcome so students can earn a diploma and continue on to post-secondary education.

Accomplishments of Olympic include teaching youth the knowledge, skills and attitudes necessary to achieve personal and social objectives, such as setting goals and following through on projects.



Such skills can lead to the attainment of literacy, employment, parenthood, and citizenship, which are also notable achievements for diverse students. The skills and achievements then allow students to acquire a personal sense of competence and success and to obtain a sense of identity and social connection.

Suzanne Toyryla, *Principal*

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# ABOUT OUR SCHOOL

## School Description

Olympic High School is the only continuation school in the Santa Monica Malibu Unified School District (SMMUSD). Enrolled are 146 students who need a smaller environment and a diverse delivery of curriculum, programs and counseling. Our high school diploma program is designed for students with specialized needs and is structured differently than the regular high schools. The primary focus is to provide individualized, educational programs with a strong emphasis on curriculum, intensive guidance, and counseling.

## School Mission Statement

Olympic High School delivers effective, alternative educational opportunities. We facilitate student potential and diversity and teach the building blocks necessary for life-long learning and success.

## Opportunities for Parent Involvement

Parents are frequently on campus to visit and confer about student progress. We invite active participation in the Site Governance Council, which meets on the second Monday of each month. Interested parents may phone Ms. Patty Vargas at (310) 392-2494 for more information.

## School Enrollment and Demographic Information

Racial/Ethnic Category	Number of Students	Percent of Students
African-American	25	17.1
American Indian or Alaska Native	0	0.0
Asian	0	0.0
Filipino	0	0.0
Hispanic or Latino	90	61.6
Pacific Islander	0	0.0
White (Not Hispanic)	31	21.2
Multiple or No Response	0	0.0

Grade Level	Enrollment
Grade 9	2
Grade 10	16
Grade 11	53
Grade 12	75
<b>Total Enrollment</b>	<b>146</b>

## School Safety

Our campus is home to a variety of programs so the School Safety Plan is incorporated into an overall Site Plan and is reviewed annually. Key components of the Plan include: Crisis and Disaster Team members and steps to follow in a crisis and/or disaster, action plans for crisis situations, sweep procedures, control center, communications, reunion gate, campus security, first aid, general emergency procedures, and specifically what to do in the event of a lockdown, earthquake, fire, or unknown intruder on campus.

**Notes regarding the source and currency of data:** Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/datasources.asp>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years (2000-01 and 2001-02). Due to the certification timelines for graduation, drop-out, and fiscal information, the data for these sections of the report were collected in 2001-02. Data used for suspensions and expulsions, instructional minutes, types of services funded, minimum day and class size reduction were provided by the District staff.

## Discipline and Climate for Learning

The Olympic staff has worked tirelessly to improve instruction, develop new programs, and connect students with the community. Our students are actively involved in academic classes, Work Experience, an environmental art program connected with the City of Santa Monica, Service Learning with Muir, Santa Monica Alternative School House (SMASH) and John Adams Middle School (JAMS). University of California at Los Angeles (UCLA) provides the classroom tutors. St. John's Hospital and Didi Hirsch Clinic conduct group and individual student counseling. A grant from the Department of Children and Family Services funds a filmmaking class that includes exploring healthy relationships. Sober Living is an elective class that introduces students to the journeys of recovering addicts. Students have created and maintained a café and student store on the campus. The program is sponsored by Project ECHO, Entrepreneurial Concepts Hands-On, and has operated at a profit since its opening in February, 2000.

## Suspensions and Expulsions

Principles of accountability, respect for others and personal responsibility form the basis for all our schools' understanding about student behavior. While the District has Board-approved policies for student behavior, individual school sites establish procedures that are developed with the participation of staff, parents, students and the Governance Council. Principles of accountability, respect for others and personal responsibility form the basis for all our schools' understanding about student behavior. While the District has Board-approved policies for student behavior, individual school sites establish procedures that are developed with the participation of staff, parents, students and the Governance Council.

Research tells us that our small school environment facilitates meaningful relationships among students and with staff. This supports our emphasis for personal responsibility and respect for others. Faculty meets regularly to assess the expected behaviors and student academic progress. Personal issues are considered and student plans are developed to teach responsibility. Teachers refer students with extreme behavioral issues to the office and a record of these referrals is maintained. Parent contacts and conferences are frequently utilized for behavior modification.

Data reported by the CDE does not differentiate between students who have been suspended for one day and those who have been suspended for twenty days. Neither does it differentiate between students who are disobedient from those who have committed an assault. The CDE SARC Advisory Committee is aware of this and is working to simplify data reporting to allow better comparisons between schools.

The table below shows the number of incidents and rate. The number of suspensions is the total number of incidents. The rate of suspensions is the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) total enrollment for the given year and multiplied by 100.

	School			District		
	2001	2002	2003	2001	2002	2003
Number of Suspensions	0	0	44	714	828	664
Rate of Suspensions	0	0	30.14	10.15	11.39	9.03
Number of Expulsions	0	0	2	7	1	9
Rate of Expulsions	0	0	1.36	0.17	0.00	0.12





## School Facilities

Olympic shares a clean and safe facility with a pre-school and the adult education center. Remodeling has improved the plumbing, electrical, heating, and alarm systems of the entire site. Handicapped access has been brought up to code. The floors, walls, lighting and restrooms are all in good condition.

All classrooms and workspaces are equipped with telephone and data lines. All classrooms also have multiple computers for student learning with internet access connected to our own server.

Custodial service is provided from 6:00 a.m. to 9:00 p.m. to insure that school facilities are clean and well-maintained as programs operate from 7:30 a.m. to 9:00 p.m. The principal and security personnel routinely inspect school grounds. Potential problems or hazards are reported to the District's maintenance department for repair.

# ABOUT OUR STUDENTS

## Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English-language arts and mathematics in grades 2-11, science and history/social science in grades 9-11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

## California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding results for each grade and proficiency level and percent of students not tested can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal.

*Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

## CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
English Language Arts	8	2	3	54	55	56	30	32	35
Mathematics				48	51		31	35	
Science				52	52		30	27	
History/Social Science		2	0	40	44		28	28	

## CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English Language Arts					0		13
Mathematics							
Science							
History/Social Science					0		0

## CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	Male	Female	English Learners	Socio-economically Disadvantaged		Students With Disabilities	
				Yes	No	Yes	No
English Language Arts	0	8	0	7	2	0	4
Mathematics							
Science							
History/Social Science	0	0	0	0	0	0	0



## Norm-Referenced Test (NRT)

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal.

*Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	7	5	6	68	67	62	44	45	43
Mathematics	8	6	8	72	73	68	53	55	50

### NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading					4		18
Mathematics					4		

### NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Socio-economically Disadvantaged		Students with Disabilities	
				Yes	No	Yes	No
Reading	0	15	0	0	8	0	8
Mathematics	9	6			6		9

## Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (Grades 9-12 Dropouts divided by Grades 9-12 Enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
Enrollment (9-12)	115	151	160	3803	4004	4214	1703492	1735576	1772417
Number of Dropouts		1	0	24	9	6	47282	47899	48454
Dropout Rate (1-year)		0.7	0.0	0.6	0.2	0.1	2.8	2.8	2.7
Graduation Rate	95.8	97.6	100.0	96.9	97.9	98.7	85.9	86.7	86.9

## Local Assessment

Olympic High School does not participate in the District's program of local assessment. It has developed a District approved alternative assessment program that is styled to each individual student.

### California Physical Fitness Test

Assembly Bill 265, signed into law in October 1995 (E.C. Section 2, Chapter 6, Section 60800) re-established the statewide physical performance test and mandated that: "during the month of March, April, or May, the governing board of each school district maintaining any of grades five, seven, and nine shall administer to each pupil in those grades the physical performance test designated by the State Board of Education." Data are not reported on groups of ten or less, and less than 10 students took the test.

### Academic Performance Index (API)

The Academic Performance Index (API) is the cornerstone of California's Public Schools Accountability Act (PSAA). The purpose of the API is to measure the academic performance and growth of schools. It is a numeric index (or scale) that ranges from a low of 200 to a high of 1000. A school's score or placement on the API is an indicator of a school's performance level.

There are no API scores for Olympic High School as there must be a minimum of 11 students to obtain an API score. API scores are not created for county-run schools, community day schools, alternative schools, continuation schools and independent study schools unless they specifically requested to be included in the main API Accountability System.



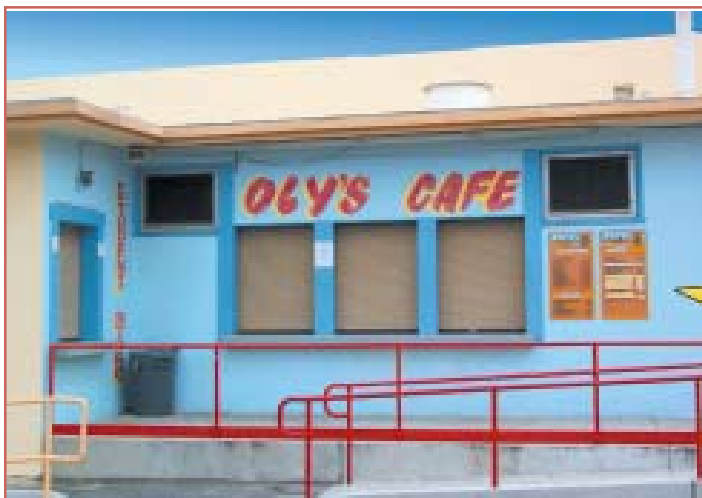
## Awards and Intervention Programs

School				District			
Federal Programs	2000	2001	2002	Federal Programs	2000	2001	2002
Recognition for Achievement (Title 1)	No	No	No	Number of Schools Identified for Program Improvement	0	0	1
Identified for Program Improvement (Title 1)	No	No	No	Percent of Schools Identified for Program Improvement	0.0	0.0	6.3
Exited Title 1 Program Improvement	No	No	No	Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year. The Immediate Intervention/Underperforming Schools Program was not funded for the year 2002 or 2003.			
California Programs	2001	2002	2003				
Eligible for Governor's Performance Award	N/A	N/A	N/A				
Eligible for II/USP	N/A	---	---				
Applied for II/USP Funding	N/A	---	---				
Received II/USP Funding	N/A	---	---				

## Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Groups	School			District		
	2000	2001	2002	2000	2001	2002
All Students	---	---	NO	---	---	YES
African American	---	---	N/A	---	---	NO
American Indian or Alaska Native	---	---	N/A	---	---	N/A
Asian	---	---	N/A	---	---	NO
Filipino	---	---	N/A	---	---	N/A
Hispanic or Latino	---	---	N/A	---	---	YES
Pacific Islander	---	---	N/A	---	---	N/A
White (not Hispanic)	---	---	N/A	---	---	YES
Socioeconomically Disadvantaged	---	---	N/A	---	---	YES
English Learners	---	---	N/A	---	---	YES
Students with Disabilities	---	---	N/A	---	---	NO



## About Continuation Students

Continuation high schools were originally established in 1919 for students who had to go to work and wished to stay in school. This provision now includes students unable to maintain a regular course of study at a comprehensive high school and who, therefore, are credit-deficient. The structure of our continuation high school offers a flexible educational environment that can be adapted for many types of students. Students may enroll voluntarily with parental permission for grades 9 through 12. However, students may also be involuntarily transferred when they are 16 years old or older. The local School Attendance Review Board may involuntarily transfer a habitually truant student. A local or district comprehensive high school may involuntarily transfer a student who is substantially credit deficient. A probation officer or therapist may request transfer for a client.

Alternative education students do not fit a single mold or an easily defined category. It is often because of this inability to fit the mold of a regular high school that they subsequently enroll in alternative schools. For students enrolled in continuation high schools, the reasons for enrollment are as varied as the number of students. A common denominator is that these students have fallen behind the timeline for earning credits toward graduation. A large percentage of the alternative school students are considered "at risk" because of the possibility they will not develop their potential and will not succeed in school. The range of characteristics for these students embraces all types and personalities. The students come from diverse cultural and socioeconomic backgrounds. They can include the seriously at-risk students who have reached the dropout and pre-expulsion stage or they can be considered at-risk because of their feelings of alienation toward school.

Olympic High School is an open-entry, open-exit program. This means that students may enroll at any time and may receive a diploma whenever graduation requirements are completed.

In continuation today, the small, flexible environment can be interventive, preventative, modified, personalized, and supportive. Alternative school structure can offer both preventative and interventive strategies. The programs provide remedial services to keep students from becoming chronic truants and serve also as an option for students who have dropped out or were at risk of dropping out of school because of academic deficiencies. Coursework is more flexible in design, using non-traditional methods for individualized instruction such as independent contracts. The delivery of the curriculum can be modified to include strategies that provide community service, business internships, childcare, and entrepreneurial projects.

Olympic High School has been substantially restructured so that the required curriculum is taught in a setting quite different from the traditional schools. Olympic teachers generally work with or tutor individual students. Each student is able to work at his/her own pace.

Continuation education develops a flexible educational setting that includes access to required courses, emphasis on career orientation, and counseling in a small environment. All these efforts seek to create a more personal curriculum that values each individual and his or her idiosyncratic learning technique.



## Instruction and Leadership/Curriculum Improvement

The Program Quality Review process was achieved in 2000-2001 and the entire staff continues to improve curriculum. Teachers and staff expand their professional skills through on-going District professional development with the Principles of Learning and the State Standards. Of note is the school-wide attention to improving the writing skills of all students. Staff has researched writing across the curriculum to develop rubrics, rethink expected outcomes and learn new methods of teaching writing to our diverse population. School-wide writing samples are used to measure the development of the students and the value of our writing curriculum. All teachers work together to implement agreed upon curriculum improvement, to assess the programs, and to develop additional improvements.

The small Olympic staff works as a Committee-of-the-Whole to improve programs and opportunities for students. Data is reviewed and student work is assessed. Expectations are clear and the curriculum is connected. The academic program is based on the State Standards.

As a small continuation school, we are able to design new curriculum and programs to meet the immediate needs of our transient population. Students work with individual required course contracts or with project-based learning. The work is aligned with State Standards so that so that the education is equitable even though delivery of curriculum may be dissimilar. Community agencies and sponsors support a program that includes the neighborhood as part of our school.

Teachers meet regularly to assess student work, collaborate on course content, establish expectations, and study alternative methods of teaching. Meetings are also held to assess the academic and behavioral progress of students. The team then develops individualized, quality instructional programs with assigned curriculum.

Each student has an assigned advisor in addition to the counselor on staff. Students receive personal attention from a variety of people including community volunteers, educational assistants, outside counselors, and UCLA tutors.

All students, including those with exceptional needs, may enroll in all classes. Students are integrated into programs that will best serve their needs. All students have access to the core curriculum leading to graduation. Diplomas may be earned in four or more years and Olympic encourages students to stay enrolled. The graduation rate is a quality indicator for continuation high school. The number of graduates increased from 23 to 50 students from 2000 to 2002.

## Quality and Currency of Textbooks

The District adopts basic textbooks and instructional materials for students in grades K-8 in compliance with the adoption cycle of the State Department of Education. Textbooks and instructional materials are reviewed and selected by ad hoc committees consisting of teachers, administrators, and parents and/or community members. Textbooks for students in grades 9-12, which are also approved and adopted by the Board of Education, meet the curricular requirements of each course. Subject matter teachers and department chairs meet on a continuing basis to evaluate and make recommendations for textbook adoptions. Students in all of our schools have access to all basic and supplemental textbooks, as well as other instructional materials in sufficient quantity to effectively support the schools. instructional programs and promote student learning and achievement. At each of our schools, additional resources (materials, supplies and equipment) are provided to support the instructional program. These resources are generally funded through categorical funds, such as School Improvement (SI), Title I, and Title VI; grants from the state, such as AB3482, The Santa Monica-Malibu Education Foundation, and other agencies, as well as community and local school efforts.

## Instructional Minutes and Minimum Days

The California Education Code establishes a required number of minutes per year for each grade. The table below compares the number of instructional minutes offered at the school level to the state requirement for each grade. Each site considers these requirements when scheduling minimum days to insure that standards are maintained or exceeded.

The table below shows the number of minimum days at Olympic High School. These days allow teachers and administrators to collaborate on curriculum and instructional issues, to review school goals and progress in meeting those goals. Minimum days also provide school staff the opportunity to prepare for educational programs, parent conferences and school and District sponsored events.

The California *Education Code* establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

2001-2002 Grade Level	Number of minimum days	Total Instructional Minutes	1982/83 Required by State
9 - 12	2	65,460	64,800

## Continuation School Instructional Days

2001-2002 Grade Level	Instructional Days with at least 180 Instructional Minutes	
	Offered	State Requirement
9-12	180	180

## Use of Technology

“The Santa Monica-Malibu Unified School District will prepare students for life in the information age. Through effective and creative use of multi-media, telecommunication, computer and other related technologies to facilitate learning, students will build a working foundation of knowledge and prepare for future success.” *SMMUSD Technology Use Plan* <http://www.tech.smmusd.org/Site%20Folder/Pages/TUP.html>

The Santa Monica-Malibu Unified School District continues to provide rich resources to all school sites: filtered Internet access, on-line electronic resources, multimedia computers in every classroom, 100% district Internet connectivity, well managed school libraries, school web sites, and laptops for teachers. SMMUSD has set high standards in technology for all students and teachers. The district's goals for technology include:

- All students will have access to technology.
- Technology will be integrated into all curricular areas.
- Students will use a variety of technology tools for learning, literacy, intellectual growth and problem solving.
- Teachers will be trained in the use of technology and how to integrate it into all curricular areas.
- Public and private partnerships will be established and maintained in order to develop resources and stay current with workforce technology needs.
- Students and staff will practice positive, ethical attitudes about technology.
- Students and staff will practice appropriate and safe use of technology.

SMMUSD access to technology continues to positively impact student achievement.



## Postsecondary Preparation

### Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. No data were reported for Olympic for 2002-2003 school year.

### Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission by the total number of students enrolled in all courses.

Number of students enrolled in all courses	Number of students enrolled in courses required for UC and/or CSU admission	Percent of students enrolled in courses required for UC and/or CSU admission
175	19	10.9

### Enrollment and Program Completion in Career/Technical Education (CTE) Programs

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2001-2002 (CDE 101 E-1)*. Data are not available.

### Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of graduates	Number of graduates who have completed all courses required for UC and/or CSU admission	Percent of graduates who have completed all courses required for UC and/or CSU admission
50		

### College Admission Test Preparation Course Program

Olympic does not offer a college admission test preparation course. We do, however, host college classes taught on campus for our students by Santa Monica College (SMC) in addition to administering the SMC placement tests.

### Degree to Which Students are Prepared to Enter Workforce

Olympic counsels its graduates on the value of education and life-long learning. We do not have an extensive vocational program, but do offer electives in many areas.



## SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ope/research/sat/>.

	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Grade 12 enrollment	71	73	75	922	927	1004	357789	365907	385181
Percent of grade 12 enrollment taking test	0.0	0.0	0.0	58.89	60.84	63.55	36.66	37.26	36.63
Average verbal score	0.0	0.0	0.0	519	530	529	492	490	494
Average math score	0.0	0.0	0.0	547	554	557	516	516	518



# TEACHERS AND STAFF

## Average Teaching Load & Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

Subject	2001			2002			2003					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English				26.00		1		15.50	4			
Mathematics	19.33	2	1	27.00		2		24.33	1	2		
Science				30.00		2		38.00			2	
Social Science	21.50	1	1	24.00	2	1		26.00		2		

## Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2001	2002	2003
<b>Total Teachers</b>	5	7	8
<b>Teachers with Full Credential</b> (full credential and teaching in subject area)	4	6	6
<b>Teachers Teaching Outside Subject Area</b> (full credential but teaching outside subject area)	0	0	0
<b>Teachers with Emergency Credential</b> (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)	1	1	2
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	0	0	0



## Highly Qualified Teachers

The No Child Left Behind Act (NCLB) requires local educational agencies (LEAs) to report specific data regarding highly qualified teachers. As of December of 2003, the State Board of Education (SBE) had not approved a definition for use in reporting data pertaining to highly qualified teachers. Therefore, the requirement that LEAs include these data will not apply to reports published during the 2003-04 school year.

*The State Board of Education is scheduled to approve a definition for "highly qualified teacher" in 2004. Once approved, LEAs will be required to use the definition to provide data on report cards published during the 2004-05 school year.*

## Staff Education Level and Service Report for Certificated Staff by School for the Year 2002-03

School	Gender	Education Level							Years of Service		
		Doctorate	Master's Degree +30	Master's Degree	Bachelor's Degree +30	Bachelor's Degree	Less than Bachelor's	None Reported	Total Staff	Avg. Years of Ed. Service	Avg. Years in the District
OLYMPIC HIGH	Female	0 (0.0 %)	1 (20.0 %)	2 (40.0 %)	2 (40.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	5	13.8	9.8
	Male	0 (0.0 %)	1 (33.3 %)	1 (33.3 %)	1 (33.3 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	3	15.3	10.0
<b>Total</b>		0 (0.0 %)	2 (25.0 %)	3 (37.5 %)	3 (37.5 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	8	14.4	9.9
Districtwide	Female	10 (2.1 %)	100 (21.4 %)	133 (28.5 %)	192 (41.1 %)	32 (6.9 %)	0 (0.0 %)	0 (0.0 %)	467	13.1	9.6
	Male	9 (5.5 %)	44 (27.0 %)	26 (16.0 %)	64 (39.3 %)	20 (12.3 %)	0 (0.0 %)	0 (0.0 %)	163	14.1	11.8
<b>Total</b>		19 (3.0 %)	144 (22.9 %)	159 (25.2 %)	256 (40.6 %)	52 (8.3 %)	0 (0.0 %)	0 (0.0 %)	630	13.4	10.2
Countywide	Female	494 (0.9 %)	9,570 (16.5 %)	8,620 (14.9 %)	21,826 (37.6 %)	17,178 (29.6 %)	298 (0.5 %)	0 (0.0 %)	57,986	12.2	10.5
	Male	541 (2.2 %)	4,270 (17.6 %)	3,199 (13.2 %)	7,942 (32.8 %)	8,039 (33.2 %)	242 (1.0 %)	1 (0.0 %)	24,234	11.8	10.4
	None Reported	3 (1.3 %)	32 (14.1 %)	32 (14.1 %)	35 (15.4 %)	122 (53.7 %)	3 (1.3 %)	0 (0.0 %)	227	3.0	3.0
<b>Total</b>		1,038 (1.3 %)	13,872 (16.8 %)	11,851 (14.4 %)	29,803 (36.1 %)	25,339 (30.7 %)	543 (0.7 %)	1 (0.0 %)	82,447	12.1	10.4
Statewide	Female	1,706 (0.8 %)	31,314 (14.1 %)	35,051 (15.8 %)	109,573 (49.4 %)	43,614 (19.7 %)	645 (0.3 %)	16 (0.0 %)	221,919	12.6	10.3
	Male	1,524 (1.7 %)	14,462 (16.5 %)	13,335 (15.2 %)	38,317 (43.7 %)	19,389 (22.1 %)	583 (0.7 %)	12 (0.0 %)	87,622	13.2	11.0
	None Reported	3 (1.3 %)	33 (14.2 %)	33 (14.2 %)	35 (15.1 %)	122 (52.6 %)	3 (1.3 %)	3 (1.3 %)	232	8.3	2.3
<b>Total</b>		3,233 (1.0 %)	45,809 (14.8 %)	48,419 (15.6 %)	147,925 (47.8 %)	63,125 (20.4 %)	1,231 (0.4 %)	31 (0.0 %)	309,773	12.8	10.5





### Teacher Evaluations

Teachers are evaluated according to District Evaluation Procedures. Evaluation is based on both formal and informal classroom observations and conferences. Teachers write personal goals and student contracts based upon collaborative objectives for student expectations and standards.

### Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE.

Title	FTE
Counselor	0.00
Librarian	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	0.00

### Availability of Substitutes

Substitute teachers are available and easily accessed through the District's automated system. Substitute teachers are screened at the District level for appropriate qualifications and skills. Olympic has well-qualified substitute teachers.

### Professional Development

Professional development includes the District Strategic Plan, the Principles of Learning and study of the State Standards. Teachers work throughout the year to improve skills individually and by coaching each other. Staff created a template for the first Walk Through to observe students' understanding of expectations, relevance, and value of the curriculum.



# FISCAL SERVICES

## Salaries

**Average Salaries** (Fiscal Year 2001-2002) Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,225	\$35,278
Mid-Range Teacher Salary	\$55,446	\$56,381
Highest Teacher Salary	\$76,890	\$72,141
Average Principal Salary (Elementary)	\$97,254	\$88,747
Average Principal Salary (Middle)	\$93,863	
Average Principal Salary (High)	\$114,273	
Superintendent Salary	\$151,324	\$145,316
Percent of Budget for Teacher Salaries	41.63	43.30
Percent of Budget for Administrative Salaries	5.83	5.44

## Revenues and Expenditures

School districts rely on a variety of income sources for funding. The table below shows those sources for the most recently audited fiscal year and compares what SMMUSD receives to what all other unified school districts\* statewide receive and to all other districts statewide. More detailed information regarding school finances is available at <http://www.ed-data.k12.ca.us/welcome.asp>.

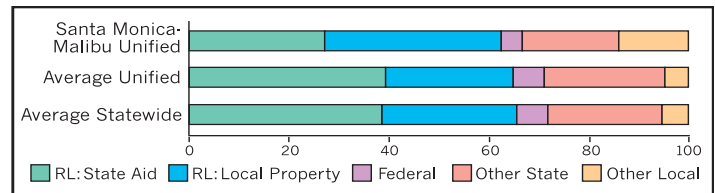
\*There are three kinds of districts in California: Elementary, High School and Unified.

Financial Statement Charts: Revenues Santa Monica-Malibu Unified, 2001-02						
	Santa Monica-Malibu Unified		Average Unified		Average Statewide	
	\$/ Student (ADA)	Percentage	\$/ Student (ADA)	Percentage	\$/ Student (ADA)	Percentage
Revenue Limit - State Aid	2,094	26.6%	2,852	39.4%	2,802	38.7%
Revenue Limit - Local Property Taxes & Fees	2,802	35.6%	1,828	25.2%	1,924	26.6%
Federal Revenues	318	4.1%	485	6.7%	471	6.5%
Other State Revenues	1,536	19.5%	1,726	23.8%	1,646	22.7%
Other Local Revenues	1,109	14.1%	349	4.8%	393	5.4%
<b>Total, Revenues</b>	<b>7,859</b>	<b>100%</b>	<b>7,239</b>	<b>100%</b>	<b>7,236</b>	<b>100%</b>

Note: These numbers reflect the General Fund revenues for the school district (account codes 8010-8799). The charts below show the district amounts and percentages, the averages for the same type of district, and statewide averages for all districts.

Source: California Department of Education, School Fiscal Services Division - J200/SACS Reports.

## Revenues by Category



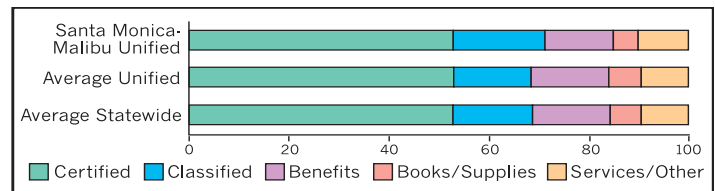
The table below roughly shows the cost of educating one pupil per year in SMMUSD and compares it with the statewide average for all unified school districts and for all districts in the state combined.

Financial Statement Charts: Expenditures Santa Monica-Malibu Unified, 2001-02						
	Santa Monica-Malibu Unified		Average Unified		Average Statewide	
	\$/ Student (ADA)	Percentage	\$/ Student (ADA)	Percentage	\$/ Student (ADA)	Percentage
Certificated Salaries	4,239	52.8%	3,621	52.6%	3,593	52.6%
Classified Salaries	1,497	18.6%	1,101	16.0%	1,097	16.1%
Employee Benefits	1,104	13.7%	1,070	15.5%	1,059	15.5%
Books and Supplies	398	4.9%	443	6.4%	437	6.4%
Services, Other Operating Expenses	797	9.9%	647	9.4%	644	9.4%
<b>Subtotal, Expenditures</b>	<b>8,035</b>	<b>100%</b>	<b>6,882</b>	<b>100%</b>	<b>6,830</b>	<b>100%</b>

Note: These numbers reflect the costs of operating the school district (account codes 1000-5999). Not included are capital outlay (6000-6599), other outgo (7100-7299), and direct support/indirect costs (7300-7399). The charts below show the district amounts and percentages, the averages for the same type of district, and statewide averages for all districts.

Source: California Department of Education, School Fiscal Services Division - J200/SACS Reports.

## Expenditures by Category



**Expenditures** (Fiscal Year 2001-2002) Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$95,707,012	\$7,919	\$6,770	\$6,719

## Types of Services Funded

Per-pupil expenditures from categorical funds, based on district averages for services such as special education, counseling, library services, social work, psychology, child welfare and attendance, and LEP services is about \$2,283.

