

SARC School Accountability Report Card 2005-2006



Santa Monica High School

601 Pico Boulevard
Santa Monica CA 90405-1224

310.395.3204
310.395.5842 Fax
www.samohi.smmusd.org

Santa Monica-Malibu Unified School District

1651 Sixteenth Street
Santa Monica CA 90404
310.450.8338
www.smmusd.org

School Board Members

Kathy Wisnicki, *President*
Oscar de la Torre, *Vice President*
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José Escarce
Maria Leon-Vazquez
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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 Santa Monica 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.

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Principal's Message

Santa Monica High School (Samohi) is a school rich in diversity, strong in academic achievement, and committed to a personalized academically rigorous college preparatory program for all of our students. We offer a wide variety of sports and clubs; a nationally recognized fine and performing arts program; and a strong advanced placement program accessible to all students.

Since 2003, Samohi's Academic Performance Index has increased a total of 72 points and has for two years in a row met its API growth targets set for each of its sub-groups: African-American, American Indian, Asian, Filipino, Hispanic, Pacific Islander, White, and Socioeconomically Disadvantaged in the 2005-2006 school year. 90% of Samohi students passed the English Language Arts portion of the California High School Exit Exam (CAHSEE) in 2005, and again in 2006. 87% of Samohi students passed the math portion of the CAHSEE 2005, and 89% passed in 2006.

Santa Monica High School is organized into six houses of approximately 550 students each, grades 9-12, led by a House Principal, Teacher Leader, two advisors, the support of a Student Outreach Specialist and a House Assistant to coordinate, outreach, and support the work with students and families. Students benefit from the smaller, more personalized community while continuing to have access to the broader options of a large comprehensive high school. We are fortunate to have community support and involvement for our focus and direction. We are dedicated to ensuring that all of our students are college ready with strong post-secondary options.



Hugo Pedroza, Principal



School Description & Mission Statement

Santa Monica High School has been in existence for 115 years. The school began as the Sixth Street School in 1891 with the addition of upper level curriculum to complete a four-year high school program. The first class, called "The Immortal Five," graduated in 1894. From Sixth Street and Santa Monica Boulevard, the high school was moved to Eleventh Street and Arizona Avenue. The building, called Lincoln High School, was finished in 1898 and dedicated at the graduation exercise of that year. In its present day form, Santa Monica High School is a school of 3300 students who represent a diverse ethnic and socio-economic community. The school is located on a 33-acre campus with the Pacific Ocean in view. The staff is comprised of 160 certificated faculty and 75 classified staff members. Fondly referred to as "Samohi," the school is supported by a 4,000 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 2005. 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 to redesign Santa Monica High School into smaller, more personalized learning has a yearly external evaluation and set goals for the upcoming year's work. Along with these two external evaluations and goal setting processes, the school sets goals through the Single Plan for Student Achievement, incorporating steps to close the achievement gap while simultaneously improving the achievement of all of our students.

Opportunities for Parent Involvement

Our Parent Teacher Student Association (PTSA), English Language Advisory Committee (ELAC), and our African American Parent Student Support Group meet monthly to share information, and provide support to parents. Speakers, workshops, and meetings provide parents specific strategies to support their child's progress both academically and socially/emotionally. 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. The Student Outreach Specialists are also liaisons to Samohi families and participate in the parent group meetings.



School Enrollment & Demographic Information

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Racial / Ethnic Category	Percent of Total Enrollment
African-American	10.1
American Indian or Alaska Native	0.1
Asian	6.9
Filipino	0.2
Hispanic or Latino	31.2
Pacific Islander	0.3
White (Not Hispanic)	50.5
Multiple or No Response	0.7
Socioeconomically Disadvantaged	23.6
English Learners	10.0
Students with Disabilities	8.0

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	839
Grade 10	854
Grade 11	815
Grade 12	745
Total Enrollment	3,253



School Safety, Discipline & Climate for Learning

Samohi has high expectations for behavior and has implemented many strategies to infuse these on campus and throughout the community. A student Code of Conduct that sets expectations for student behavior on campus is posted in every classroom and teachers, advisors, and administrators enforce a school-wide tardy policy. A discipline rubric sets out progressive discipline steps that are followed by administrators to ensure consistency and fairness for all students. At the beginning of the school year, each House Principal meets with his/her House students to clarify expectations, introduce key staff members and student leaders, and to encourage students to engage in positive behavior. Administrators also educate students on Santa Monica – Malibu's Board of Education's Drug and Alcohol policy that includes both counseling and community service as interventions for students.

The Comprehensive School Safety Plan is evaluated and updated yearly, which sets goals for improvement of campus safety and positive school climate. Samohi practices evacuation, lockdowns, and fire drills regularly as part of our safety preparedness. Students at Santa Monica High School are safe on campus before, during and after school. Campus Security personnel are employed from 7:00 a.m. until 6:00 p.m. to assist administration in supervision and monitoring more than 3200 students on 33 acres. Administrators and security staff also provide supervision during morning break, lunch and at dismissal, as well as at scheduled evening and weekend activities. The administration works closely with community resources, including the Santa Monica Police Department to provide proactive intervention and situational response as necessary.

Newly installed campus security cameras help to monitor the exterior campus in an effort to reduce vandalism. During the school day there is no unauthorized access to the school campus, and security officers monitor the two entrances open during school hours. Visitors must sign in and/or show ID, as do students when they enter the school grounds. All staff wear identification badges every day while on campus. The Santa Monica High School facility provides dedicated classroom space for all sections of classes from 7:10 a.m. through evening hours. and high area need areas are cleaned daily and classrooms are cleaned every other day on a rotational basis. There is a well-stocked library, media center with technology and print resources, staffed by two certificated library-media teachers. In addition, there are five computer labs utilized on a regular basis supported by two full-time technicians. House offices are strategically located to support student advisement, personalization, and academic intervention.



Suspensions & Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Number of Suspensions	277	433	300	687	890	829
Rate of Suspensions	0.0803	0.1285	0.0922	0.0534	0.0709	0.0680
Number of Expulsions	4	9	8	4	10	9
Rate of Expulsions	0.0012	0.0027	0.0025	0.0003	0.0008	0.0007



School Facilities

Samohi's facility is maintained and in well-functioning condition. Needed maintenance includes routine roof maintenance to keep warranties in effect, and deferred maintenance projects include flooring replacement, interior and exterior painting, and some light asphalt repairs. We are proud that our school district takes great efforts to ensure that our school is clean, safe, and functional. There are no emergency needs as defined by the Office of Public School Construction. In its 115-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. On November 4, 2006, Measure BB passed with 67% of the vote providing 268 million dollars for the district dedicated to facilities, repairs, and improvements, in addition, Prop 1D passed allowing the district to receive matching funds from the state.

For more information please visit <http://www.cde.ca.gov/ta/ac/sa/sarcnews040005.asp>

School Facility Conditions - Results of Inspection & Evaluation

Evaluation Part	Facility in Good Repair?	Person Certifying	Date Certified	Deficiency and Remedial Actions Taken or Planned	Date Action Taken or Planned
Gas Leaks	Yes	J.W.Berriman	11/30/2006		
Mechanical Systems	Yes	J.W.Berriman	11/30/2006	Boilers Replaced/Retrofitted	4/06 - 5/06
Windows/Doors/Gates (interior and exterior)	Yes	J.W.Berriman	11/30/2006		
Interior Surfaces (walls, floors and ceilings)	Yes	J.W.Berriman	11/30/2006	Bus.102 tile ceiling badly deteriorated. Tile removed. Suspended ceiling to be installed	11/06 - 12/06
Hazardous Materials (interior and exterior)	Yes	J.W.Berriman	11/30/2006		
Structural Damage	Yes	J.W.Berriman	11/30/2006		
Fire Safety	Yes	J.W.Berriman	11/30/2006		
Electrical (interior/exterior)	Yes	J.W.Berriman	11/30/2006	Lighting retrofit completed	1/06 - 3/06
Pest/Vermin Infestation	Yes	J.W.Berriman	11/30/2006		
Drinking Fountains (inside/outside)	Yes	J.W.Berriman	11/30/2006		
Restrooms	Yes	J.W.Berriman	11/30/2006		
Sewer	Yes	J.W.Berriman	11/30/2006		
Playground/School Grounds	Yes	J.W.Berriman	11/30/2006		
Other	Yes	J.W.Berriman	11/30/2006		
How old is this school?	1913				
Deferred Maintenance Projects at this site?	Yes				
Modernization Projects?	No				



California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 4, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

The California Standards Tests in English-language arts, mathematics, science, and history-social science are administered only to students in California public schools. Except for a writing component that is administered as part of the grade four and seven English-language arts tests, all questions are multiple choice. These tests were developed specifically to assess students' knowledge of the California content standards. The State Board of Education adopted these standards that specify what all California children are expected to know and be able to do in each grade or course. The 2006 CSTs were required for students who were enrolled in the following grades/courses at the time of testing or who had completed a course during the 2005–06 school year, including 2005 summer school.

All Students in Grades 2 – 11	English-Language Arts
All Students in Grades 2 – 9	Mathematics
All Students in Grades 5, 8, and 10	Science
Grade 8 – 11 students who completed	Algebra I, Geometry, Algebra II, or Integrated Mathematics 1, 2, or 3
Grade 8 and 9 students who did not complete one of the above math courses during the school year	General Mathematics
Grade 9 and 10 students who completed Algebra II or Integrated Mathematics 3 during the previous grade and grade 11 students who completed Algebra II or Integrated Mathematics 3 anytime before 2006 testing began, including students taking higher mathematics courses or no mathematics course	Summative High School Mathematics
All Students in Grades 8, 10, and 11	History-Social Science
Grade 9 – 11 students who completed	Earth Science, Biology, Chemistry, Physics, or Integrated/Coordinated Science 1, 2, 3, or 4

CST scores are reported as one of five performance levels from advanced to far below basic. The scores are used for calculating each school's Academic Performance Index (API). Only the results of the California English-Language Arts and Mathematics Standards Tests are used to determine the progress elementary and middle schools are making toward meeting the federal No Child Left Behind (NCLB) Act of 2001 adequate yearly progress (AYP) requirement of having all students score at proficient or above on these tests.



CST Results for All Students -- Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	45	53	60	56	61	64	36	40	42
Mathematics	24	25	25	48	51	53	34	38	40
Science	39	35	57	43	40	54	25	27	35
History-Social Science	38	45	52	46	49	54	29	32	33

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History - Social Science
African American	33	7	30	30
American Indian or Alaska Native	*	*	*	*
Asian	72	50	75	62
Filipino	*	*	*	*
Hispanic or Latino	38	11	35	31
White (Not Hispanic)	76	33	73	67
Male	54	27	60	55
Female	65	23	55	49
Economically Disadvantaged	36	11	36	31
English Learners	20	16	28	27
Students with Disabilities	20	11	18	18



Non-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less.

NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	72			61	63	60	43	41	42
Mathematics	59			67	68	68	51	52	53



NRT Results by Student Group -- Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	*	*
Asian	*	*
Hispanic or Latino	40	27
White (not Hispanic)	70	75
Male	57	68
Female	78	73
Economically Disadvantaged	31	38
English Learners	*	*
Students with Disabilities	36	23



California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

For more information regarding Physical Fitness Tasks, please see: http://data1.cde.ca.gov/dataquest/PhysFitness/gls_pft_tasks.asp

HFZ: The "Healthy Fitness Zone" The Fitnessgram uses criterion-referenced standards to evaluate fitness performance. The standards were established by the Cooper Institute for Aerobics Research to represent a level of fitness that offers some degree of protection against diseases that result from sedentary living. Findings from current research based on the United States national norms have been used as the basis for establishing the Fitnessgram standards. Performance is classified into two general areas: "in the healthy fitness zone (HFZ)" and "needs improvement." For a list of the standards for the HFZ, see [Fitnessgram Standards for Healthy Fitness Zone](#). All students should strive to achieve a score within the HFZ. It is possible that some students score above the HFZ. For the purpose of this report, scores are reported as meeting the standard (falling in the fitness zone) or not meeting the standard (falling lower than the HFZ).

Physical Fitness Tasks	Grade 9		
	Total Tested	% in HFZ	% Not in HFZ
Aerobic Capacity	746	67.0	33.0
Body Composition	746	70.5	29.5
Abdominal Strength	746	85.3	14.7
Trunk Extension Strength	746	89.7	10.3
Upper Body Strength	746	46.6	53.4
Flexibility	746	73.7	26.3
Number of fitness standards achieved	Grade 9		
	Number	Percent	Cum. Percent
6 of 6 fitness standards	179	24.0	24.0
5 of 6 fitness standards	193	25.9	49.9
4 of 6 fitness standards	180	24.1	74.0
3 of 6 fitness standards	115	15.4	89.4
2 of 6 fitness standards	53	7.1	96.5
1 of 6 fitness standards	19	2.5	99.1
0 of 6 fitness standards	7	0.9	100.0
Total tested	746	100.0	



Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	1	8	8
Similar Schools	1	4	3

API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: * means that the student group is not numerically significant. "A" means the subgroup scored at or above the interim statewide performance target of 800.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	20	21	25	767
African American	22	14	20	638
Asian	4	6	18	864
Hispanic or Latino	44	24	40	680
White (not Hispanic)	2	28	16	833
Socioeconomically Disadvantaged	47	25	31	666
English Learners	--	--	48	711
Students with Disabilities	--	--	59	540



State Award & Intervention Programs

No schools in the Santa Monica-Malibu Unified School District qualified for the Immediate Intervention Underperforming Schools Program (II/USP). Although state award programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report. Two Title I elementary schools in SMMUSD, Edison Language Academy and McKinley Elementary School received the Academic Achievement Award from the state.

Federal Intervention Programs

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	n/a	0
First Year of Program Improvement Implementation	n/a	0
Year in Program Improvement	n/a	0
Number of Schools Currently in Program Improvement	0	0
Percent of Schools Currently in Program Improvement	0.0	0.0



Adequate Yearly Progress (AYP)

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall & by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

Local Assessment

The district began development of local, secondary common assessments during the 2004-2005 academic year. Courses in English Language Arts, History/Social Science, Science and Mathematics engaged in limited pilot testing during the 2005-2006 academic year. Data from the implementation of the 2006-2007 local, secondary common assessments will be reported in the 2007-2008 School Accountability Report Cards.



Quality of School Instruction & Leadership

In September 2003, Samohi reorganized into six smaller learning communities, or “Houses.” This structure enhances personalization and promotes relationships between students and teachers, advisors. It is also an additional strategy intended to close the achievement gap and to providing each student with a rich and rigorous curriculum that is aligned with the State’s content standards and frameworks.

The administrative team includes six House Principals and one Dean of Administrative Services. Each House is led by a House Principal, a Teacher-Leader, two student advisors, a Student Outreach Specialist and a House Assistant. Each House Principal supervises and evaluates a faculty of 25 teachers, and is the administrator for 550 students. Samohi’s Teacher-Leaders are a critical part of the Samohi model, dedicating extensive time to implementing and supporting professional development, providing Beginning Teacher Support and Assistance (BTSA) support to new teachers, and taking leadership roles on many school-wide initiatives.

Samohi has a number of academic programs designed to meet a wide variety of student needs. Samohi offers a wide variety of Advanced Placement and Honors courses and has as many as 18 AP course offerings, and 15 Honors course offerings. Samohi has an Advancement Via Individual Determination (AVID) program designed to support students who come from families where no parent has yet attended college. AVID students are identified in the middle school or at the high school and are then part of the AVID community with its support mechanisms, including an AVID class that teaches them questioning strategies and opportunities to meet with tutors for extra help. Samohi’s summer school program is designed to provide students the opportunity to recover credit for required courses, and to receive additional instruction in English Language Arts and math skills to improve their chances of academic success. A strong community of teachers work together to support English Language Learners (ELL) students.

Beyond these official programs, Samohi offers after-school tutoring in the library and through a UCLA supported program called Xinachtli. Teachers, of course, meet with students at lunch and after school, and many of the Houses formalize this support structure by posting these hours and communicating them to both students and their families. At Samohi, each advisor has a small case load compared to other high schools. Each advisor supports approximately 275 students, working with two grade levels in the house (9/11 and 10/12). The advisors follow the students for four years and are expected to be knowledgeable and supportive of all the students assigned to them. Advisors work with the two school psychologists to monitor IEPs and the 504 plans. The House system creates a collaborative structure where House Principals work with the students assigned to their house; special teams of support are created for each special education student that involves a Teacher of Record, an advisor, and the House Principal.

The underpinnings of much of our current work to strengthen and align the curricular and instructional program come from the Principles of Learning research of Dr. Lauren Resnick from the University of Pittsburgh. Professional development in each of the Houses focus on Clear Expectations, Academic Rigor in a Thinking Curriculum, and Accountable Talk. Staff members participate in Learning Walks using the Principles of Learning to focus on areas of success, improvement, and instructional strategies. With district support, Samohi has implemented district-wide common assessments at the end of each semester in the following core subject areas: Algebra, Geometry, Algebra II, World History, U.S. History, Economics, Government, Biology, Chemistry, Spanish 1 and French 1, and English 9, 10, 11, and 12.



Quality, Availability & Currency of Textbooks

The following is information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. This information was presented in a public hearing on Oct. 27, 2005 at 5:30 pm in the District Board room.

Malibu Middle and High School:

No students have insufficient textbooks and/or instructional materials in the following areas of study: Mathematics, Social Studies, Science, Foreign Language, and Health.

For students in K-8, the instructional materials were purchased from an approved standards-aligned state adoption list as required by CCR, Title 5, and Section 9531.

Instructional Minutes/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 for this 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.

Grade Level	Number of Minimum Days	Total Instructional Minutes	Required by State
9, 10, 11, 12	0	64,957	64,800



Use of Technology

The school district embarked on a number of technology projects that are having great success and address a broad spectrum of students and teachers across the district.

The district received an EETT (Enhancing Education Through Technology) grant which targets grades 4-8 at John Adams Middle School and its pathway schools Edison, Grant, Muir, Rogers, and additionally McKinley. The grant focuses on mathematics using Riverdeep's award winning Destination Math software in conjunction with SmartBoards. Over 40 SmartBoards were purchased and installed with over 150 laptop and desktop computers. Extensive training and support are included in the grant. Other schools not included in the grant have also joined in the project ordering the software and SmartBoards for their schools as well. The math software is accessible for students and parents from outside the school via home, public libraries, or other public access locations.

Another important project has been the implementation of broad data access tool called DataDirector from Achieve Data Solutions. This system provides access via the web for all teachers and administrators to over 5 years of demographic and assessment data for all our students with powerful tools for disaggregation and analysis. The new system also includes a new elementary standards based report card.

The district's library system was upgraded to the latest versions which allow greater flexibility in terms of accessing library and textbook resources throughout the district. It is primarily web based for students and is accessible from outside of school as well. All library and textbooks are barcoded and tracked efficiently through this system. Along with the district library system, all school libraries offer a wide variety of online commercial databases and research resources.

The Special Education department moved to new software for tracking students and providing state reporting for all special education students. The new system is entirely web based and serves the entire Tri-City SELPA including Santa Monica-Malibu, Beverly Hills and Culver City. The new system includes online IEPs that teachers and special education staff can use from anywhere they have Internet access.

School	# of Computers	# of Students per Computer	# of Classrooms with Internet
Santa Monica High School	870	3.7	131
District Total:	2,970	4.1	604
County Total:	383,792	4.5	79,482
State Totals:	1,389,805	4.5	320,997



School Completion & Post Secondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Dropout Rate (1-year)	0.5	0.8	0.4	0.6	0.7	0.5	3.2	3.3	3.1
Graduation Rate	977.5	98.3	97.9	97.4	98.5	97.9	86.7	85.3	84.9



Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2006		
	School	District	State
All Students	662	858	---
African American	64	78	---
American Indian or Alaska Native	0	0	---
Asian	66	69	---
Filipino	2	2	---
Hispanic or Latino	175	204	---
Pacific Islander	2	3	---
White (not Hispanic)	353	502	---
Socioeconomically Disadvantaged	5	7	---
English Learners	47	54	---
Students with Disabilities	7	8	---

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	78.7
Graduates Who Completed All Courses Required for UC/CSU Admission	74.2

Career Technical Education Programs

Malibu High School complements its college preparatory program with courses that provide students with knowledge, skills and abilities that are transferable to workplace settings. Courses include introductory and advanced photography, journalism, yearbook, woodshop, film and video production, drama, Stagecraft Technology (including sound, set and lighting preparation), and Audio Technology (including production in an on-campus music studio). The photography, theater and play production, and Audio Technology classes all meet the University of California visual and performing arts (VPA) requirement. Many of our students are transferring what they've learned directly to workplace settings including working with local news publications, in local theater, within the music industry and in other applied fields.

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

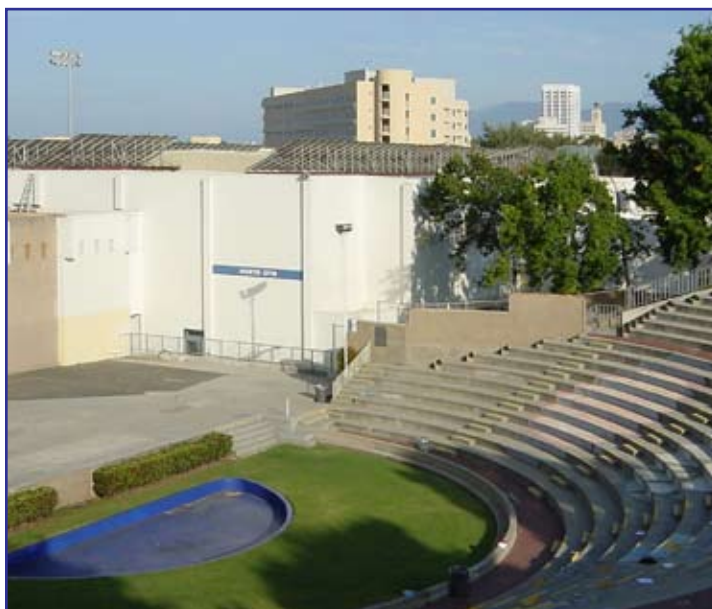
Measure	CTE Program Participation
Number of Pupils	864
Percent of pupils completing a CTE program and earning a high school diploma	Data Unavailable
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0



Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

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	2	---
Science	3	---
Social Science	5	---
All courses	15	9.6



College Admission Test Preparation Course Program

Malibu High School supports students' preparation for college admission by employing a full-time College and Career Advisor. The Advisor works with the school counselors to provide support in the admissions process. Each year they hosts College Information Nights and Financial Aid Workshops for students and parents in order to keep them apprised of the college admissions process. In addition, we hosts college admissions testing and preparation courses on our campus.

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Indicator	2004	2005	2006
Percent of Grade 12 Students Taking the Test	61.7	62.4	63.0
Average Verbal Score	530	540	535
Average Math Score	555	564	553
Average Writing Score	---	---	542



Subject	2003-04			2004-05			2005-06					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	25.3	53	28	34	28.6	19	38	43	26.7	27	56	19
Mathematics	27.6	35	36	39	31.9	12	21	56	29.5	11	50	34
Science	31.4	14	17	52	30.5	10	33	35	28.8	16	39	30
Social Science	32.1	5	20	38	34.0	1	13	40	29.5	7	39	14

Average Class Size & Class Size Distribution

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).



Teacher Evaluations

Teacher evaluation procedures are defined in the SMMCTA-SMMUSD Bargaining Agreement. Non-permanent teachers (temporary and probationary) are formally evaluated at least two times a year. Tenured teachers are evaluated every two years, and they have an option of a formal (2-year) professional growth cycle every other evaluation. The district, in cooperation with the Santa Monica-Malibu Classroom Teachers Association (SMMCTA), has developed and implemented a new standards-based evaluation system, which is being phased in for all classroom teachers, based on their hire date in the district. This system evaluates teachers based on the California Standards for the Teaching Profession (CSTP). All evaluations are confidential. Teachers may receive final ratings of satisfactory, needs improvement, or unsatisfactory.



Staff Education Level & Service Report for Certificated Staff

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
Santa Monica High School	Female	2 (2.5 %)	16 (20.0 %)	30 (37.5 %)	21 (26.2 %)	11 (13.8 %)	0 (0.0 %)	0 (0.0 %)	80	12.4	9.2
	Male	4 (6.6 %)	10 (16.4 %)	21 (34.4 %)	15 (24.6 %)	11 (18.0 %)	0 (0.0 %)	0 (0.0 %)	61	12.3	10.3
Total		6 (4.3 %)	26 (18.4 %)	51 (36.2 %)	36 (25.5 %)	22 (15.6 %)	0 (0.0 %)	0 (0.0 %)	141	12.4	9.7
Districtwide	Female	8 (1.7 %)	87 (18.8 %)	164 (35.4 %)	142 (30.7 %)	62 (13.4 %)	0 (0.0 %)	0 (0.0 %)	463	13.1	9.6
	Male	8 (4.8 %)	35 (21.1 %)	45 (27.1 %)	54 (32.5 %)	24 (14.5 %)	0 (0.0 %)	0 (0.0 %)	166	14.0	11.7
Total		16 (2.5 %)	122 (19.4 %)	209 (33.2 %)	196 (31.2 %)	86 (13.7 %)	0 (0.0 %)	0 (0.0 %)	629	13.4	10.1
Countywide	Female	472 (0.8 %)	10,466 (18.4 %)	10,007 (17.6 %)	22,321 (39.2 %)	13,633 (23.9 %)	44 (0.1 %)	2 (0.0 %)	56,945	12.2	10.7
	Male	534 (2.3 %)	4,319 (18.2 %)	3,590 (15.2 %)	8,532 (36.1 %)	6,632 (28.0 %)	55 (0.2 %)	4 (0.0 %)	23,666	12.0	10.5
	None Reported	3 (4.4 %)	13 (19.1 %)	12 (17.6 %)	24 (35.3 %)	16 (23.5 %)	0 (0.0 %)	0 (0.0 %)	68	2.0	2.0
Total		1,009 (1.3 %)	14,798 (18.3 %)	13,609 (16.9 %)	30,877 (38.3 %)	20,281 (25.1 %)	99 (0.1 %)	6 (0.0 %)	80,679	12.2	10.6
Statewide	Female	1,259 (0.6 %)	31,057 (14.0 %)	41,212 (18.6 %)	105,462 (47.6 %)	42,019 (19.0 %)	543 (0.2 %)	51 (0.0 %)	221,603	12.6	10.4
	Male	1,326 (1.5 %)	13,038 (15.1 %)	15,171 (17.6 %)	37,879 (44.0 %)	18,260 (21.2 %)	474 (0.5 %)	38 (0.0 %)	86,186	13.0	10.8
	None Reported	3 (4.0 %)	13 (17.3 %)	12 (16.0 %)	27 (36.0 %)	19 (25.3 %)	0 (0.0 %)	1 (1.3 %)	75	5.7	4.3
Total		2,588 (0.8 %)	44,108 (14.3 %)	56,395 (18.3 %)	143,368 (46.6 %)	60,298 (19.6 %)	1,017 (0.3 %)	90 (0.0 %)	307,864	12.7	10.5

Availability of Substitutes

Samohi enjoys a positive, mutual relationship with a number of regular substitutes who specifically request our school and who are requested, as well, by our teachers. When required, many of our substitutes have assumed long-term teaching assignments allowing nearly seamless disruption to instruction.



Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	126	124	129	602
Without Full Credential	22	13	12	27
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments & Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	6	11	9
Vacant Teacher Positions	3	2	0



Core Academic Courses Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	90.1	9.9
All Schools in District	93.0	7.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	94.0	6.0

Professional Development

All teachers and staff at each of our school sites participate in ongoing professional development and curriculum and instructional improvement efforts through “banked time,” 90 minutes of meeting and professional development time each week at each site. In addition, there are three days set aside in our calendar for intensive professional development and planning. One of these days is a district-wide day, the other two are developed by, and conducted at, individual sites.

Areas of district-wide focus for teacher and administrator professional development are determined by a needs assessment conducted by Educational Services. The needs assessment consisted of 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 schools are the following:

- The Principles of Learning, especially Academic Rigor in a Thinking Curriculum, Clear Expectations, and Accountable Talk
- Lesson Link where teachers work together to co-plan, teach, revise and publish lessons for one another
- Academic Conferences where teachers review data, discuss options and select additional areas of focus for instructing students in their classes
- Literacy and Mathematics
- Using data to improve classroom instruction
- Culturally Relevant Pedagogy
- Supporting students with special needs
- Safe schools and healthy students
- Character education
- Frontloading instruction for English Language Learners
- Differentiated Instruction

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.

A variety of methodologies are used to provide professional development. It is a goal for the SMMUSD to provide coaching to teachers through a variety of mechanisms. Coaching and mentoring occur through several programs – BTSAs, National Boards, literacy and ELD coaching, teacher leadership, and such specialized programs as Cotsen Fellows and Mentors and Lesson Link. Additionally, professional development occurs through workshop series during banked time or as after school opportunities. Teachers may also attend workshops or conferences as school improvement and grant funding permit. Occasionally, teachers will attend a full-day professional development opportunity offered by our own staff or appropriately selected consultants. We have worked closely with the Writing Workshop program out of Teachers College of Columbia as well as the Six Traits of Writing out of Great Source programs.

Each August, all teachers new to Santa Monica-Malibu are invited to participate in Teacher Academy – three days of professional development and orientation to district wide curriculum and instructional initiatives. All eligible new teachers are encouraged to participate in BTSAs. Teachers interested in applying for National Board Certification may participate in the process and can elect to be supported by teachers who have already achieved National Board Certification.

Academic Counselors & Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	14.8	219.8
Library Media Teacher (Librarian)	2.0	--
Library Media Services Staff (paraprofessional)	0.0	--
Psychologist	2.0	--
Social Worker	0.0	--
Nurse	1.0	--
Speech/Language/Hearing Specialist	1.0	--
Resource Specialist (non-teaching)	0.0	--
Other	0.0	--



Teacher & Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$39,805	\$37,172
Mid-Range Teacher Salary	\$59,432	\$58,436
Highest Teacher Salary	\$80,017	\$73,583
Average Principal Salary (Elementary)	\$101,500	\$93,347
Average Principal Salary (Middle)	\$106,756	\$97,873
Average Principal Salary (High)	\$117,424	\$105,556
Superintendent Salary	\$155,717	\$159,227
Percent of Budget for Teacher Salaries	41.2	42.1
Percent of Budget for Administrative Salaries	6.3	5.3

Expenditures Per Pupil & School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$5,879	\$1,134	\$4,746	\$60,377
District	---	---	\$4,339	\$59,528
Percent Difference - School Site and District	---	---	8.56%	1.41%
State	---	---	\$4,743	\$57,838
Percent Difference - School Site and State	---	---	0.05%	4.21%

Districts and county offices report their revenues and expenditures to the California Department of Education (CDE) prior to the completion of their annual audit. Every effort is made by the CDE to catch errors or misinterpretations. However, the unaudited information is not changed after it has been certified and released by CDE. Therefore, this report may include some uncorrected data.



Each school district must submit its financial data to the California Department of Education (CDE) in a uniform format called Standardized Account Code Structure (SACS). Although some districts choose to track school site expenditures, the CDE does not collect that data. Districts report their revenues and expenditures to the CDE prior to the completion of their annual audit. Every effort is made by the CDE to catch errors or misinterpretations. However, the unaudited information is not changed after it has been certified and released by CDE. Therefore, the SACS financial reports may include data that districts later correct, based on their audits. For more information:

<http://www.ed-data.k12.ca.us/Navigation/fsTwoPanel.asp?bottom=%2Fprofile%2Easp%3Flevel%3D06%26reportNumber%3D16>

A school district's budget is a local spending plan that is revised throughout the year. The budget is approved at the district level and reviewed by the county office of education; it is not sent to the California Department of Education (CDE).

The financial data submitted to the CDE and presented here are unaudited actuals. These are revenues and expenditures for the entire year in the standardized account code structure (SACS) format, as reported by the school district prior to its annual audit.

Expenditures (Fiscal Year 2004-05)

Current Expense of Education per ADA (Per Education Code Section 41372) Santa Monica-Malibu Unified, 2004-05				
By law, the "current expense of education" must be calculated annually for every district; it is a measure of the cost of direct educational services to students. This figure is then matched with average daily attendance (ADA) for the district to arrive at an expenditure per pupil figure. Since the current expense figure excludes food services, facilities acquisition and construction, and certain other expenditures, the current expense per ADA amount is lower than the total expenditure per ADA shown in the table above.				
Santa Monica-Malibu Unified School District			Statewide Avg All Unified School Districts	Statewide Avg All Districts
Total Dollars	Average Daily Attendance	\$/ Student (ADA)	\$/ Student (ADA)	\$/ Student (ADA)
\$101,128,398	12,176	\$8,305	\$7,172	\$7,127

Types of Services Funded

In addition to funding for outstanding secondary education instruction – fully aligned to the State Frameworks (<http://www.smmusd.org/edservices/curriculumframeworks.html>), a wide variety of support staff and programming are available to each site. District and categorical funding supports centralized and direct services for students and teachers including: Special education programs, counseling, library services, psychologists, social work, child welfare and attendance services, literacy coaches, English language development coaches, programs for English language development, coordinators of teacher support for beginning teachers, district literacy coaches, formative assessment programs, professional development, physical education, after school intervention programs, and intensive intervention summer school programs. Contact the principal for more details on these exemplary programs.

General Fund - Revenues Santa Monica-Malibu Unified, 2004-05							
Type of Revenue	Revenues			Dollars/Student (ADA)			
	Unrestricted	Restricted	Total	This District	% of Avg for Unified School Districts	Statewide Avg Unified School Districts	Statewide Avg All Districts
Revenue Limit Sources	\$60,067,977	\$2,381,243	\$62,449,220	\$5,129	104%	\$4,927	\$5,062
Federal Revenue	195,943	4,673,132	4,869,075	400	54%	741	722
Other State Revenue	5,485,972	10,577,441	16,063,413	1,319	86%	1,540	1,457
Other Local Revenue	11,886,291	10,434,543	22,320,833	1,833	507%	361	417
Total Revenue	\$77,636,182	\$28,066,358	\$105,702,540	\$8,681	115%	\$7,569	\$7,658

Note: The revenues per ADA figure may include money that is passed through to other agencies for a specific use, such as some Special Education funds. Detail may not add to totals due to rounding.

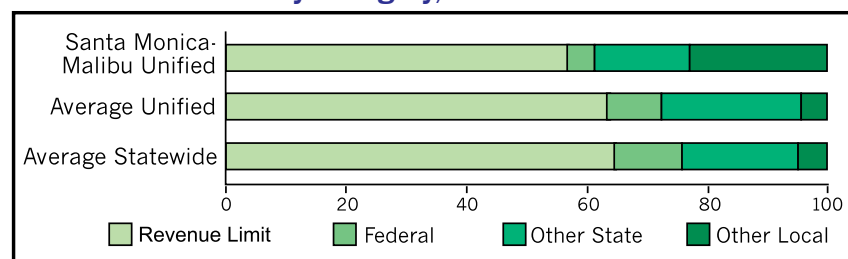
Source: California Department of Education, School Fiscal Services Division - SACS Unaudited Actual Data.

General Fund - Expenditures Santa Monica-Malibu Unified, 2004-05							
Type of Expense	Expenditures			Dollars/Student (ADA)			
	Unrestricted	Restricted	Total	This District	% of Avg for Unified School Districts	Statewide Avg Unified School Districts	Statewide Avg All Districts
Certificated Personnel Salaries	\$40,232,304	\$11,375,995	\$51,608,298	\$4,239	116%	\$3,663	\$3,696
Classified Personnel Salaries	8,945,662	8,790,718	17,736,380	1,457	133%	1,094	1,108
Employee Benefits	14,996,723	5,450,755	20,447,478	1,679	116%	1,445	1,443
Books and Supplies	762,761	2,446,203	3,208,965	264	69%	382	382
Services and Other Operating Expenses	4,235,484	5,949,116	10,184,600	836	123%	681	686
Subtotal, Expenditures	\$69,172,934	\$34,012,786	\$103,185,720	\$8,475	117%	\$7,265	\$7,315

Note: Detail may not add to totals due to rounding.

Source: California Department of Education, School Fiscal Services Division - SACS Unaudited Actual Data.

Percent Revenues - by Category, 2004-05



Percent Expenditures - by Category, 2004-05

