

# School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

## Santa Monica High

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School		District	
School Name	Santa Monica High	District Name	Santa Monica-Malibu Unified
Street	601 Pico Blvd.	Phone Number	(310)450-8338
City, State, Zip	Santa Monica, CA 90405-1224	Web Site	<a href="http://www.smmusd.org">www.smmusd.org</a>
Phone Number	310-395-3204 ext. 301	Superintendent	Dianne Talarico
Principal	Dr. Hugo A. Pedroza	E-mail Address	<a href="mailto:dianne.talarico@smmusd.org">dianne.talarico@smmusd.org</a>
E-mail Address	<a href="mailto:hugo.pedroza@smmusd.org">hugo.pedroza@smmusd.org</a>		

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## School Description and Mission Statement

This section provides information about the school's goals and programs.

### District Vision

As a community of learners, the Santa Monica-Malibu Unified School District works together in a nurturing environment to help students be visionary, versatile thinkers; resourceful, life-long learners; effective, multilingual communicators and global citizens. We are a richly varied community that values the contributions of all its members. We exist to prepare all students in their pursuit of academic achievement and personal health, and to support and encourage them in their development of intellectual, artistic, technological, physical and social expression.

### School Vision

Santa Monica High School provides all students with academic and co-curricular opportunities to be successful in college and the world of work. We provide academic and social support systems so that every student perceives himself/herself as being capable of persevering through rigorous academic challenges, and graduates with a high-quality education.

### About Us

Santa Monica High School has been in existence for 116 years. The school began as the Sixth Street School, and in 1891 added an 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 3200 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 155 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 "houses", has a yearly external evaluation with set goals for our 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 Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

**Contact Person Name:** Judith Meister

**Contact Person Phone Number:** 310 395-3204 x 0

Our Parent Teacher Student Association (PTSA), English Language Advisory Committee (ELAC), and our African American Parent Student Support Group (AAPSSG) meet monthly to exchange and share information while providing support to parents. Speakers, workshops, and meetings provide parents specific strategies to support their child's progress both academically and socially/emotionally. Student Outreach Specialists work with a core group of students in each House in need of extra support as well as with students in the larger school. They are also liaisons to Samohi families and participate in the parent group meetings. Communication is shared in multiple formats including email, phone dialer system and our web site. For more information you may also contact Caroline Springer, the School Principal's Administrative Assistant at 310 395-3204 x302 or email her at [springer@smmusd.org](mailto:springer@smmusd.org).

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## 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 Level	Number of Students
Ungraded Elementary	1	Grade 11	820
Grade 9	805	Grade 12	741
Grade 10	834	Total Enrollment	3201

## Student Enrollment by Group

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	9.00%	White (Not Hispanic)	50.39%
American Indian or Alaska Native	0.16%	Multiple or No Response	1.19%
Asian	5.90%	Economically Disadvantaged	23.00%
Filipino	0.00%	English Learners	10.00%
Hispanic or Latino	31.00%	Students With Disabilities	7.00%
Pacific Islander	1.69%		

## Average Class Size and Class Size Distribution

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

Subject	2004-05				2005-06				2006-07			
	Number of Classrooms				Number of Classrooms				Number of Classrooms			
	Avg. Class Size	1-22	23-32	33+	Avg. Class Size	1-22	23-32	33+	Avg. Class Size	1-22	23-32	33+
English	29.3	19.0	42.0	54.0	27.8	27.0	58.0	34.0	28	25.0	52.0	39.0
Mathematics	33	12.0	23.0	63.0	29.5	12.0	52.0	37.0	29	16.0	50.0	36.0
Science	31.9	12.0	37.0	46.0	29	16.0	45.0	32.0	29	14.0	36.0	34.0
Social Science	34.6	2.0	16.0	59.0	30.9	7.0	46.0	28.0	31	7.0	38.0	35.0

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## II. School Climate

### School Safety Plan

This section provides information about the school's comprehensive safety plan.

Santa Monica High School is committed to providing a safe school driven by positive interactions between and among faculty, students and parents. Our Comprehensive School Safety Plan is evaluated and updated yearly. This process assists us in setting goals to improve campus safety and to continue to provide a positive school climate. There are numerous opportunities for students and their families to engage in enriching activities through athletics, visual and performing arts, clubs and other events. With consideration for safety, students, faculty and community are made to feel welcome and safe at Samohi. We practice evacuation, lockdown and fire drills regularly as part of our safety preparedness. Our students are safe on campus before, during and after school. Campus Security personnel are employed from 7:00 a.m. until 6:00 p.m. to assist administration in supervision and monitoring our 3200 students on 33 acres during their school day and while they participate in our many extracurricular activities. Administrators and security staff supervise before school, during morning break, lunch time and at dismissal, in addition to scheduled evening and weekend activities. The administration works closely with community resources, including the Santa Monica Police Department and the City of Santa Monica to provide proactive intervention and situational response as necessary. Security cameras help to monitor the exterior campus in an effort to reduce vandalism. As a closed campus, during the school day, there is no unauthorized access to the school campus, and security officers monitor the two open entrances during school hours. Visitors must sign in and/or show ID, as do students when they enter the school grounds. All staff wears identification badges daily 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. Classrooms meet specific square footage guidelines and are equipped with whiteboards, classroom materials, audiovisual equipment, computers, and laboratory equipment as needed. Classroom settings are arranged by teachers to meet particular program needs. Restrooms and other high need areas are cleaned daily while classrooms are cleaned every other day on a rotational basis. Physical education areas, including gyms, the pool and fields provide areas for class, practice and competitions and other instructional activities. There is a well-stocked library/ media center with technology and print resources, staffed by two certificated library-media teachers and a classified staff member. In addition, there are four computer labs utilized on a regular basis supported by two full-time technicians. House offices are strategically located across the campus in order to support student advisement, personalization, and academic intervention.

### Suspensions and 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.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
<b>Suspensions</b>	12.50%	9.20%	7.90%	7.09%	6.80%	6.10%
<b>Expulsions</b>	0.27%	0.25%	0.12%	0.07%	0.07%	0.04%

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## III. School Facilities

### School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Samohi's facility is maintained and in well-functioning condition. Needed maintenance includes routine roof maintenance to keep warranties current; 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 116-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. Our facilities include general education classrooms, music rooms for both choral and instrumental programs, science labs, art rooms, a photography setting with a dark room, five computer labs and a media center/library. Our outdoor and physical education facilities include a swimming pool, tennis courts, a baseball field, a softball field, gymnasiums and our outdoor Greek Theatre.

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.

### School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation		X		Remove cats from building
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

### Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary		X		

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## IV. Teachers

### 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
	2004-05	2005-06	2006-07	2006-07
With Full Credential	124	129	133	604
Without Full Credential	13	12	8	20
Teachers Teaching Outside Subject Area	11	9	20	--

### Teacher Misassignments and 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	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	20	--
Total Teacher Misassignments	11	37	--
Vacant Teacher Positions	2	0	--

### Core Academic Classes Taught by No Child Left Behind 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 the CDE Web site 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	95.4%	4.6%
All Schools in District	97.0%	3.0%
Low-Poverty Schools in District	96.5%	3.5%

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## V. Support Staff

### Academic Counselors and 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	Academic Counselor
Academic Counselor	15.0	216
Nurse	1.0	--
Psychologist	2.0	--
Speech/Language/Hearing Specialist	0.8	--

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays 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.

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Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
<p><b>Reading/Language Arts</b></p>	<p>Our English Language Arts department has developed and continues to refine standards-aligned common assessments that are given at the end of each semester. The ELA Department has one to two meetings each month where teachers collaborate in curriculum alignment of subject matter/grade- alike standards. All teachers have access to, and knowledge of the standards, and post them as appropriate in their classrooms. Our district Literacy Coordinators work with teachers, as needed, in department meetings to further discuss and align their work with the curriculum and the state content standards. For students in grades 9-12, following district review of the materials and their alignment with state content standards as required, instructional materials were adopted by the local governing board. Instructional materials, including textbooks as well as assigned readings, are appropriate, sufficient and available to all student groups. Textbooks used in this department include Holt Readers, varying authors for fiction and non fiction materials and High Point for the ELL program.</p>	<p>0%</p>

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<b>Mathematics</b>	<p>Our high Math department team has developed standards-aligned course common assessments that are given at the end of each semester. Department teams have one to two meetings each month, where teachers collaborate in curriculum alignment to subject matter standards. All teachers have access to, and knowledge of the standards, and post them as appropriate in their classrooms. Our district Math Coordinators work with teachers as needed in department meetings to align their work with the curriculum and the state content standards. For students in grades 9-12, following district review of the materials and their alignment with state content standards as required, instructional materials were adopted by the local governing board. All instructional materials are appropriate, sufficient and available to all student groups. Textbooks used in this department Algebra (Holt), Algebra (Foerster), Discovering Geometry (Serra), Algebra and Trig (Foerster), Advanced Mathematics (Brown), Precalculus with Limits (Larson), Calculus (Finney), Statistics through Application (Yates), The Practice of Statistics (Yates), AGS Algebra</p>	0%
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<b>Science</b>	<p>Our science department has developed and continues to refine standards-aligned common assessments that given at the end of each semester. Department teams have one to two meetings each month, where teachers collaborate in curriculum alignment to subject matter standards. All teachers have access to, and knowledge of the standards, and post them as appropriate in their classrooms. For students in grades 9-12, following district review of the materials and their alignment with state content standards as required, instructional materials were adopted by the local governing board. All instructional materials are appropriate, sufficient and available to all student groups. Textbooks used in this department include Physical Science (Glencoe), Earth Science (Glencoe), Biology (AGS), Health (Gold), Biology (Miller-Levine), Biology (Campbell), Chemistry (Myers), Modern Chemistry (Davis), Chemistry (Zumdahl), Physics (Giancoli), Physics (Serway), Marine Biology (Castro), Fundamentals of Anatomy and Physics)</p>	0%
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<p><b>History-Social Science</b></p>	<p>Our Social Studies department has developed standards-aligned and performance-based common assessments that are given at the end of each semester. Department teams have one to two meetings each month, where teachers collaborate in curriculum alignment to subject matter standards. All teachers have access to, and knowledge of their course standards, and post them as appropriate in their classrooms. For students in grades 9-12, following district review of the materials and their alignment with state content standards as required, instructional materials were adopted by the local governing board. All instructional materials are appropriate, sufficient and available to all student groups. Textbooks used in this department include Facing History &amp; Ourselves: Holocaust and Human Behavior, Race &amp; Membership, Modern World History &amp; Geography (McDougal), The American Vision, A People and a Nation, History of Our Nation, Economic Principles and Practices, American Government, Economics, Government in America, Understanding Psychology, Psychology</p>	<p>0%</p>
<p><b>Foreign Language</b></p>	<p>The Foreign Language Department uses state and district adopted materials and have aligned their curriculum using the National Language Standards of Listening, Speaking, Reading and Writing. They use current texts including Realidades, El Espanolpara Nosotros, Abriendo Puertas, Jeunes Voix, Juenes Visages, Fenetres sur la France, Tresors du temps, Cambridge Latin Course Unit 1-4, Yookoso, NTC basic Japanese II, Yookoso! (media ed. All instructional materials are appropriate, sufficient and available to all student groups.</p>	<p>0%</p>
<p><b>Health</b></p>	<p>Health is taught through our Freshman Seminar program using guest speakers,community resources, the school nurse, agencies and a text entitled Health (Gold.</p>	<p>0%</p>

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<b>Science Laboratory Equipment (grades 9-12)</b>	Our laboratory technician maintains and replenishes our equipment and supply inventory. We have classroom sets of materials needed for each of our lab sciences. A checkout system allows for us to share those items we cannot have for each lab setting.	0%
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## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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 school expenditures and teacher 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	\$4,650.00	\$201.00	\$4,449.00	\$61,498.00
District	--	--	--	\$61,498.00
Percent Difference - School Site and District	--	--	--	0%
State	--	--	\$4,943.00	\$59,934.00
Percent Difference - School Site and State	--	--	10%	-3%

### Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

**No Data Available**

### Teacher and Administrative Salaries (Fiscal Year 2005-06)

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 may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,999.00	\$38,478.00
Mid-Range Teacher Salary	\$61,216.00	\$60,735.00
Highest Teacher Salary	\$82,418.00	\$76,906.00
Average Principal Salary (Elementary)	\$104,551.00	\$96,766.00
Average Principal Salary (Middle)	\$111,415.00	\$102,730.00
Average Principal Salary (High)	\$122,813.00	\$110,489.00
Superintendent Salary	\$162,181.00	\$169,243.00
Percent of Budget for Teacher Salaries	41.0%	42.0%
Percent of Budget for Administrative Salaries	7.0%	5.0%

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## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) 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 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, 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, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

### 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		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	53%	60%	61%	61%	64%	65%	40%	42%	43%
Mathematics	25%	25%	25%	51%	53%	52%	38%	40%	40%
Science	35%	57%	54%	40%	54%	58%	27%	35%	38%
History-Social Science	45%	52%	46%	49%	54%	50%	32%	33%	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%	9%	24%	19%
American Indian or Alaska Native	--	--	--	--
Asian	73%	49%	69%	59%
Filipino	--	--	--	--
Hispanic or Latino	41%	11%	34%	28%
Pacific Islander	--	--	--	--
White (Not Hispanic)	78%	33%	71%	60%
Male	58%	27%	58%	49%
Female	65%	23%	50%	42%
Economically Disadvantaged	37%	12%	31%	24%
English Learners	17%	10%	15%	14%
Students With Disabilities	21%	5%	22%	18%

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## Norm-Referenced Test

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, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

## 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	District			State		
	2005	2006	2007	2005	2006	2007
Reading	63%	60%	61%	41%	42%	42%
Mathematics	68%	68%	68%	52%	53%	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.

**No Data Available**

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## California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

### CAHSEE Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level.

Subject	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	73	74	51	71	72	49	71.5	72	49
Mathematics	66	67	47	68	68	50	62.1	64	45

### CAHSEE Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics separately for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	29	24	47	32	39	29
Male	37	23	40	30	40	31
Female	22	25	53	35	38	27
African American	52	34	15	61	30	10
Asian	19	21	60	4	46	50
Filipino	0	50	50	100	0	0
Hispanic or Latino	47	28	25	53	53	11
White (not Hispanic)	16	20	64	18	41	41
English Learners	51	28	21	46	38	16
Socioeconomically Disadvantaged	53	29	18	54	35	12
Students Receiving Migrant Education services	*	*	*	*	*	*
Students with Disabilities	82	10	8	85	10	4

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## 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: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
9	31.0%

## IX. Accountability

### Academic Performance Index

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	2004	2005	2006
Statewide	8	8	8
Similar Schools	4	3	7

### 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: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students	21	25	1	771
African-American	--	20	4	644
Asian	6	18	-1	862
Hispanic or Latino	24	40	1	684
White (Not Hispanic)	28	16	-1	833
Economically Disadvantaged	25	31	-3	668
English Learners	--	48	-6	701
Students With Disabilities	--	59	-6	539

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## Adequate Yearly Progress

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 and 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

## Federal Intervention Program

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	District
Program Improvement Status	Not In PI

## X. School Completion and Postsecondary 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 which data is available. 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		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)	0.8%	0.4%	0.2%	1.0%	1.0%	0.0%	3.0%	3.0%	4.0%
Graduation Rate	98.3%	97.9%	98.4%	99.0%	98.0%	98.0%	85.0%	85.0%	83.0%

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## Completion of High School Graduation Requirements

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 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent 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. 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 2007	
	School	District
All Students	94	94
African American	85	85
American Indian or Alaska Native	-	-
Asian	100	100
Filipino	-	-
Hispanic or Latino	99	92
Pacific Islander	-	-
White (not Hispanic)	92	95
Socioeconomically Disadvantaged	-	-
English Learners	83	79
Students with Disabilities	69	64

## Career Technical Education Participation

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

**No Data Available**

## 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 in 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	77.5%
Graduates Who Completed All Courses Required for UC/CSU Admission	78.4%

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## 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
Fine and Performing Arts	1.0	--
English	2.0	--
Foreign Language	2.0	--
Mathematics	3.0	--
Science	3.0	--
Social Science	4.0	--
All Courses	15.0	51.0%

## Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

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

- \* The Principles of Learning -- with special focus on Academic Rigor in a Thinking Curriculum, Clear Expectations, and Accountable Talk
- \*Lesson Link -- teachers work together to co-plan, teach, revise and publish lessons with one another
- \*Academic Conferences -- teachers review data, discuss options and select additional areas of instructional focus
- \*Literacy and Mathematics -- standards based curriculum and instructional delivery
- \*Using data to improve classroom instruction
- \*Culturally relevant and responsive pedagogy
- \*Supporting students with special needs
- \*Safe schools and healthy students
- \*Character education
- \*Frontloading instruction for English Language Learners
- \*Differentiated Instruction for all students
- \*Curriculum development and refinement in all content areas

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 such as BTSA, 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 after school opportunities. Teachers may also attend workshops or conferences that are relevant to their instructional focus. In addition, teachers have the opportunity to attend a full-day professional development activities offered by our own staff or appropriately selected consultants. The District has worked closely with the Writing Workshop program of Teachers College, Columbia University 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, a three-day professional development and orientation to district wide curriculum and instructional initiatives. All eligible new teachers are encouraged to participate in BTSA. 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.

In addition, each year, at individual school sites, teachers and administrators review data, discuss options and select additional areas of focus for the staff as a whole as well as for departments, houses and/or grade level teams as appropriate.

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## Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes
	State Requirement
9	180 Days
10	180 Days
11	180 Days
12	180 Days