



Olympic High School School Accountability Report Card (SARC) 2000-2001

Olympic High School

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

Santa Monica-Malibu Unified School District

1651 Sixteenth Street • Santa Monica, California 90404
310.450.8338 • sarc@smmusd.org
www.smmsud.org

School Board Members

Julia Brownley, *President*, Maria Leon-Vazquez, *Vice President*, Pam Brady,
Jose Escarce, Brenda Gottfried, Mike Jordan, Thomas Pratt
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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.

SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

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

Principal's Message

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

Accomplishments of Olympic include teaching youth the knowledge, skills and attitudes necessary to achieve personal and social objectives, such as setting goals and following through on projects. Such skills can lead to the attainment of literacy, employment, parenthood, and citizenship, which are also notable achievements for diverse students. The skills and achievements then allow students to acquire a personal sense of competence and success and to obtain a sense of identity and social connection.



Suzanne Toyryla, *Principal*

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About Our School

School Description

Olympic High School is the only continuation school in the Santa Monica Malibu Unified School District (SMMUSD). Enrolled at any one time are 135 students who need a smaller environment and a diverse delivery of curriculum, programs and counseling. Our high school diploma program is designed for students with specialized needs and is structured differently than the regular high schools. The primary focus is to provide individualized, educational programs with a strong emphasis on curriculum, intensive guidance, and counseling.

School Mission Statement

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

Opportunities for Parent Involvement

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

Student Enrollment and Demographic Information

2000-2001	Number of Students	Percentage of Students
African-American	26	17.2
Amer. Indian or Alaska Native	0	0.0
Asian-American	5	3.3
Filipino-American	0	0.0
Hispanic or Latino	83	55.0
Pacific Islander	0	0.0
White (Not Hispanic)	37	24.5

The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data System (CBEDS) total enrollment.

School Safety, Discipline and Climate for Learning

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

Programs and Practices that Promote a Positive Learning Environment

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



Suspensions and Expulsions

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

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

Data reported by the CDE does not differentiate between students who have been suspended for one day and those who have been suspended for twenty days. Neither does it differentiate between students who are disobedient from those who have committed an assault. The CDE SARC Advisory Committee is aware of this and is working to simplify data reporting to allow better comparisons between schools. The table below shows the number of incidents and rate. The number of suspensions is the total number of incidents. The rate of suspensions is the total number of incidents divided by the school's Basic Educational Data System (CBEDS) total enrollment for the given year and multiplied by 100.

	School			District All Secondary		
	1999	2000	2001	1999	2000	2001
Secondary Suspensions (Number)	0	0	0	506	534	478
Secondary Suspensions (Rate)	0	0	0	13.33	14.04	11.76
Secondary Expulsions (Number)	0	0	0	14	8	7
Secondary Expulsions (Rate)	0	0	0	.37	.21	.17



School Facilities

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

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

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



About Our Students

STAR 9 Report

For the fourth year, California public school students in grades 2 through 11 took part in the state's STAR Program. The spring 2001 administration included two major components: the Stanford Achievement Test, Ninth Edition, Form T (Stanford 9), and California Standards Tests. Subject areas tested on the Stanford 9 were the same as the previous year. Writing tests at grades 4 and 7 and science and history-social science tests at grades 9 through 11 were added to the California Standards Tests this spring.

California Standards Tests (CST)

The California Standards Tests, developed specifically for California public schools, are aligned to state-adopted standards that describe what students should know and be able to do in each grade and subject tested. The California Standards Tests in English-Language Arts and Mathematics for grades 2 through 11 became part of the STAR Program in 1999. Standards Tests in History-Social Science and Science for grades 9 through 11 were added in 2001. Writing tests for grades 4 and 7, requiring students to write an essay in response to an assigned task, also were added in 2001. Electronic versions of subject content standards adopted by the California State Board of Education are available at <http://www.cde.ca.gov/standards/> and http://www.cde.ca.gov/cdepress/standards_brochures.html. Additional information regarding the content standards is also available on-line at <http://www.cde.ca.gov/statetests/star/s2blueprt.html>.

Standards Tests for 2001 STAR include questions from the Stanford 9 English-Language Arts tests for grades 2 through 11 and Mathematics tests for grades 2 through 7 that are aligned to state-adopted standards and additional test questions that address the standards. The number of items used from the Stanford 9 for the Standards Tests vary by grade level and subject area.

English Language Arts (ELA)

The California English Language Arts Standards scores are based on 75 questions for grades 2 and 3 and 90 questions for grades 4 - 11. For all grades the California English Language Arts Standards Tests have 35 questions specifically written for assessing competency. The additional 40 questions for grades 2 and 3 and 55 questions for grades 4 - 11 are taken from the Stanford 9 reading and language tests. Stanford 9 spelling test questions are also used in grades 2 - 8. Language Arts experts matched the Stanford 9 questions to California's content standards and selected the specific questions to be used as part of the standards-based scores for each grade.

Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area.

A comprehensive chart on ELA scoring is available at: <http://www.cde.ca.gov/statetests/star/2001sbeela.html>.

The California Department of Education's Language Arts Standards are available at: <http://www.cde.ca.gov/statetests/star/blueprints/ela211.pdf>.

The table below shows the percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard) for groups of more than ten.

Grade Level	School			District			State		
11	--	--	11	--	--	44	--	--	29

ELA Subgroups

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Female	Not English Learners	Not Socio-economically Disadvantaged
11	18	12	8



Stanford 9

Reading and mathematics results from the Stanford 9 test are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels.

Reading

Percentage of students scoring at or above the 50th percentile
nd: no scores reported on groups of less than eleven.

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
10	18	ns	8	49	51	54	33	34	34
11	ns	6	6	48	53	53	35	36	37

Mathematics

Percentage of students scoring at or above the 50th percentile ns: scores are not reported on groups less than eleven.

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
10	8.0	ns	ns	58	62	63	44	46	45
11	9.0	ns	4	55	65	57	45	47	46

Stanford 9 Subgroups - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	Female	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged
10	ns	9	ns	9
11	11	6	9	5

Stanford 9 Subgroups - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	Female	Not English Learners
11	6	4

There are no tables of data for ethnic subgroup reporting of the California Standards Tests and the Stanford (SAT-9) tests as they are not compiled on groups of less than eleven.

California Fitness Test

Assembly Bill 265, signed into law in October 1995 (E.C. Section 2, Chapter 6. Section 60800) re-established the statewide physical performance test and mandated that: "during the month of March, April, or May, the governing board of each school district maintaining any of grades five, seven, and nine shall administer to each pupil in those grades the physical performance test designated by the State Board of Education."

Data are not reported on groups of ten or less.

Local Assessment

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

SAT 1

The SAT I Reasoning Test, formerly known as the Scholastic Assessment Test, is one of the tests available from The College Board that students voluntarily take for college entrance. The SAT I is designed to assess many of the skills that are important to a student's success in college. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation.

	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
Grade 12 Enrollment	59	0	0	901	883	922	334,852	347,813	357,789
% Grade 12 enrollment taking test	0.00	0.00	0.00	54.40	55.95	58.89	36.50	36.45	36.63
Avg. Verbal Score	0	0	0	520	531	519	492	492	492
Avg. Math Score	0	0	0	546	552	547	513	517	516

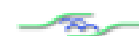
Academic Performance Index (API)

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

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

About Continuation Students

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



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

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

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

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

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

Dropout Rate and Graduation Rate

Our graduation rate has increased dramatically in the last three years. The class of 1999 was less than 20, in 2000, it was 23, and the class of 2001 graduated 41 students. Our students work tenaciously to complete high school. We reported only one drop-out for the current school year because we worked diligently with students to either remain at Olympic, or to enroll in another diploma program.

Data reported regarding progress over the most recent three-year period toward reducing dropout rates includes: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate listed in the California Basic Educational Data

System (CBEDS). The formula for the one-year dropout rate is (Grades 9-12 Dropouts/Grades 9-12 Enrollment) multiplied by 100. Graduation rate data will be reported after the California State Board of Education approves a graduation rate formula.

	School			District			State		
	1998	1999	2000	1998	1999	2000	1998	1999	2000
Enrollment (9-12)	114	87	115	3,583	3,795	3,803	1,610,501	1,659,030	1,703,492
Number of Dropouts	5	4	0	21	28	24	47,306	46,470	47,282
Dropout Rate	4.4	4.6	0.0	0.6	0.7	0.6	2.9	2.8	2.8

What We Teach

Postsecondary Preparation

Advanced Placement/International Baccalaureate Courses Offered Olympic does not offer AP courses.

Percentage of Pupils Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission (Grades 9-12)

The percentage of pupils enrolled in courses required for UC and/or CSU admission is calculated by dividing the total number of pupils in courses required for UC and/or UC admission (duplicated count) by the total number of pupils in all courses (also a duplicated count) for the most recent year.

# Enrolled in all courses	# Enrolled in courses Req. for UC/CSU admission	% Enrolled in courses Req. for UC/CSU admission
443	84	18.96

Percentage of Graduates Who Have Passed Courses Required for University of California (UC) and California State University (CSU) Admission

The percentage of graduates is the number of graduates who have passed course requirements for UC and/or CSU admission divided by the school's California Basic Educational Data System (CBEDS) total graduates for the most recent year.

# of Grads	# of grads who passed reqs. for UC/CSU admission	% of grads who passed reqs. for UC/CSU admission
23	0	0

College Admission Test Preparation Course Program

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



Degree to Which Students are Prepared to Enter Workforce

A large percentage of students at continuation high school are in the workforce, either part-time or full-time. Of necessity, many must support themselves or help to support their families. The California program of Work Experience includes employment and class work, and is available to any employed student. To prepare students for the workforce, Olympic has programs within the school and in the community. The Regional Occupational Program offers classes that develop skills for the workplace. The intern program sponsored by the City of Santa Monica arranges paying jobs for students and uses class time to teach employable skills.

In addition, the Consumer Skills program is offered during the regular school day. Consumer Skills teaches students about finding a job, writing resumes and letters of introduction, securing letters of recommendation, estimating net earnings, and living on their own. The Career Advisor mentors students with finding jobs, completing applications, practicing interviews, applying to college, or acquiring post secondary information.

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms for each range of students, by grade level as reported by CBEDS.

Grade	1999				2000				2001			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
English	16.0	1	0	0	0.0	0	0	0	0.0	0	0	0
Mathematics	11.0	1	0	0	18.0	2	0	0	19.3	2	1	0
Science	0.0	0	0	0	13.0	3	0	0	0.0	0	0	0
Social Science	14.0	1	0	0	10.0	3	0	0	21.5	1	1	0



Instruction and Leadership/Curriculum Improvement

The Program Quality Review process was achieved in 2000-2001 and we continue to work on improving curriculum. Teachers and staff expand their professional skills through on-going District professional development, by attending conferences and workshops, and three are earning additional teaching credentials and advanced degrees from major universities. Of note is our school-wide attention to improving the writing skills of all students. Staff has researched writing across the curriculum to develop rubrics, rethink expected outcomes and learn new methods of teaching writing to our diverse population. School-wide writing samples are used to measure the development of the students and teachers alike. All teachers work together to plan and implement agreed upon improvement programs. They also reassess and develop additional improvements.

The small Olympic staff works as a Committee-of-the-Whole to improve programs and opportunities for students. Data is reviewed and student work is assessed. Teachers collaborate so that expectations are clear and curriculum is connected. The academic program is based on State and District standards.

As a small continuation school, we are able to design and implement new curriculum and programs to meet the immediate needs of our transient population. Students work either with specific contracts of required courses, or with project-based instruction. These contracts and projects are aligned with State standards so that students may receive an equitable education, even though delivery of curriculum may be dissimilar.

Teachers meet regularly to assess student work, collaborate on common lessons and consider expectations. Scheduled meetings are also held to assess the academic and behavioral progress of specific students. This allows the team to develop individualized, instructional programs that hold to a level of quality with the assigned curriculum.

Olympic provides students with advisors as well as a counselor, so they receive personal attention from a variety of people. Under-performing students are paired with community volunteers, educational assistants, and UCLA tutors.

Classes are open to all students including those with exceptional needs. We integrate all students into programs that will best serve their requirements. All students have access to the core curriculum leading to graduation. Some may need more than four years to complete requirements and Olympic encourages these students to stay enrolled. The graduation rate is a quality indicator for continuation high school. Our graduation rate increased more than 40% from 2000 to 2001.

Quality of and Currency of Textbooks and Other Instructional Material

The District adopts basic textbooks and instructional materials for students in grades K-8 in compliance with the adoption cycle of the State Department of Education. Textbooks and instructional materials are reviewed and selected by ad hoc committees consisting of teachers, administrators, and parents and/or community members. Textbooks for students in grades 9-12, which are also approved and adopted by the Board of Education, meet the curricular requirements of each course. Subject matter teachers and department chairs meet on a continuing basis to evaluate and make recommendations for textbook adoptions. Students in all of our schools have access to all basic and supplemental textbooks, as well as other



instructional materials in sufficient quantity to effectively support the schools' instructional programs and promote student learning and achievement. At each of our schools, additional resources (materials, supplies and equipment) are provided to support the instructional program. These resources are generally funded through categorical funds, such as School Improvement (SI), Title I, and Title VI; grants from the state, such as AB3482, The Santa Monica-Malibu Education Foundation, and other agencies, as well as community and local school efforts.

Technology

The Santa Monica-Malibu Unified School District's Vision for Technology states that SMMUSD will prepare students for life in the information age. Rich resources, that include filtered Internet access, on-line electronic resources, multimedia, well managed school libraries, school web sites, and after school hours access to computers are available to all children in the School District. To support the vision, the Board of Education approved the Technology Use Plan that includes a set of goals for all students. These goals address technology use, access, curriculum integration, training, depth, partnerships, and ethics. There are six technology standards from which specific technology outcomes for elementary, middle, and high school students are derived.

Instructional Time and Minimum Days

While the California Education Code establishes a required number of minutes per year for each grade in regular schools, considerable flexibility is allowed in scheduling to continuation high schools to accommodate the needs of their student populations.

Olympic has two minimum days. 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. Olympic staff and administrators meet weekly to review and assess student and program progress.

Teachers and Staff

Credentials

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

	1999	2000	2001
Total Number of Teachers	6	6	6
Full Credential (Fully credentialed and teaching in subject area)	5	5	5
Teaching Outside Subject Area (fully credentialed but teaching outside of subject area)			
Emergency Credential (includes district internship, university internship, pre-interns and emergency permits)	0	0	1
Teachers and Waivers (does not have credential and does not qualify for an emergency permit)	1	1	0

Teacher credential data may not have been submitted or a teacher may hold one or more types of credential. As a result, categories on this report may not add up to Total Number of Teachers.



Pupil Support Staff (Counselors/Support Staff)

Title	FTE
Counselor	1.00
Librarian	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	0.00

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

Academic Counselors

Olympic High School staff, as part of their daily teaching, includes reliable and helpful information regarding matriculation into two- and four-year colleges and universities.

Teacher Evaluations

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

Substitutes

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

Professional Development

Professional development begins with three days of pre-service in the summer and continues during the school year. Teachers work both in department teams and as a school-wide team to develop their skills and teaching repertoire. Staff members also attend workshops and conferences to improve their craft.



Fiscal Services

Revenues and Expenditures

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

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

SANTA MONICA-MALIBU UNIFIED Fiscal Year 1999-00		General Fund REVENUES		Statewide Avg All USD	Statewide Avg All Districts
	Total Dollars	\$ / Student (ADA*)	% of Avg Unified	\$ / Student (ADA*)	\$ / Student (ADA*)
State Aid	\$20,215,625	\$1,703	70%	\$2,418	\$2,371
Local Property Taxes & Fees	29,015,773	2,444	152%	1,613	1,700
SUBTOTAL, REVENUE LIMIT SOURCES	\$49,231,398	\$4,147	103%	\$4,031	\$4,071
Federal Revenues	\$2,521,038	\$212	55%	\$389	\$373
Other State Revenues	14,553,094	1,226	83%	1,477	1,377
Lottery	1,474,001	124	94%	132	131
Other Local Revenues	12,229,021	1,030	338%	305	342
TOTAL	\$80,008,552	\$6,739	106%	\$6,334	\$6,294

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

SANTA MONICA-MALIBU UNIFIED Fiscal Year 1999-00 EXPENDITURES				Statewide Avg All Unified Districts	Statewide Avg All Districts
	Total Dollars	\$ / Student (ADA)	% of Avg Unified	\$ / Student (ADA)	\$ / Student (ADA)
Certificated Salaries	\$40,603,001	\$3,420	109%	\$3,136	\$3,107
Classified Salaries	14,564,694	1,227	129%	948	937
Employee Benefits	9,343,835	787	89%	880	877
Books and Supplies	2,875,242	242	74%	327	324
Services, Other exp.	7,931,352	668	122%	546	538
SUBTOTAL	\$75,318,124	\$6,344	109%	\$5,837	\$5,783
OTHER	\$2,736,365				
TOTAL	\$78,054,489				
	\$1,954,063	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES			



The table below shows how SMMUSD spends its money in comparison to other unified school districts in the state and to all districts in the state.

CURRENT EXPENSE OF EDUCATION PER ADA (Per Education Code Section 41372)			
By law, "Current Expense of Education per ADA" must be calculated annually for every district; it is a measure of the cost of direct educational services to students. Since the current expense figure excludes food services facilities, acquisitions and construction, and certain other expenditures, the amount is lower than the total expenditure per ADA shown in the table above.			
Santa Monica-Malibu Unified School District	Santa Monica-Malibu Unified School District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$74,052,796	\$6,237	\$5,758	\$5,705
Source: California Department of Education, School Fiscal Services Division, J200/SACS Repts.			

Expenditures per Pupil, NEA-Adjusted				
	94/95	95/96	96/97	97/98
SMMUSD	\$5,350	\$5,400	\$5,750	\$6,150
Unif. Dist. Avg.	\$4,700	\$5,000	\$5,300	\$5,700
Statewide Avg.	\$4,724	\$4,977	\$5,327	\$5,627
Source: California Department of Education, School Fiscal Services Div. http://www.ed-data.k12.ca.us/				

For display (left), the CDE has adjusted these figures to be consistent with the National Education Association's definition of expenditures per student for operating the public schools.

Types of Services Funded

Per-pupil expenditures from categorical funds, based on district averages for services such as special education, counseling, library services, social work, psychology, child welfare and attendance, and LEP services is about \$2,210.

Salaries

Average Salaries (Fiscal Year 1999-2000) Average Salary uses the statewide data category used for comparison by type and size of district.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,156	\$31,574
Mid-Range Teacher Salary	\$49,495	\$49,697
Highest Teacher Salary	\$68,641	\$62,217
Average Principal Salary	\$90,846	\$81,575
Superintendent Salary	\$142,870	\$122,833
Percentage of Budget for Teacher Salaries	43.8	44.1
Percentage of Budget for Administrative Salaries	6.2	5.2

Additional Compensation for Administrators

All administrators get health benefits that, on average, cost the district about \$4,715 per year. The District does not contribute into any pension plan for employees. The Superintendent receives a \$6,000 per annum allowance for mileage reimbursement.