



School Accountability Report Card (SARC) 2002-2003

Santa Monica High School

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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 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.

Santa Monica-Malibu Unified School District

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School Board Members

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

Principal's Message

Santa Monica High School 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. Recently ranked among America's top high schools in the Challenge Index, which measures a school's effort to expose its students to challenging courses, Samohi was 165 of the top 700 high schools in the country.

In the recent High School Exit Exam given to 10th grade students, 91% passed English-Language Arts and 90% passed Mathematics in the first administration. Santa Monica High School is organized into six houses of 550 students each, grades 9-12, led by a House Principal, Teacher Leader and two advisors, with 25 certificated staff. Students benefit from the smaller more personalized community of staff and continue to have access to the broader options available in a large comprehensive high school. These efforts are focused on increased academic achievement for all students, preparation for college and post-secondary options, and a more personalized connection for our students.

We are fortunate to have committed community involvement with strong support for our focus and direction. We stand tall in our dedication to improve, in our commitment to a broad community of students, and our efforts to ensure that all of our students are college ready with strong post-secondary options.



Ilene Straus, Principal

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ABOUT OUR SCHOOL

School Description and Mission Statement

Santa Monica High School has been in existence for 112 years. We are located on a 33-acre campus in the City of Santa Monica and serve 3401 students who represent a diverse ethnic and socio-economic community. The staff is comprised of 173 certificated faculty, and 75 classified staff members. Fondly referred to as "SAMOHI", our school is strongly supported by a 4,000 member Alumni Association, as well as the citizens of Santa Monica of Santa Monica and Malibu. Members of the Samohi community strive to create a value of life continually enriched by endeavors of mind, body, and spirit. This includes dealing with others honorably and working democratically to improve our school, our community, and society at large. Samohi is a fellowship of lifelong learners who use reason, information, and creativity to solve problems.

Opportunities for Parent Involvement

Our Parent Teacher Student Association (PTSA), SOL Bilingual Advisory Committee and our African American Parent Student Support Group meet monthly to share information, provide support to parents, and guide the high school program for their children. Speakers, workshops, and meetings provide parents specific strategies to support their child's progress both academically and socially/emotionally. Our community liaisons work school days and evenings to provide support and contact for parents to facilitate good communication, help access support services, and resolve issues for students. Each group is led by elected parent leaders who provide leadership, organization, and communication to parents, staff members, and administration.

Contact Persons: Tere Viramontes-Gutierrez and Pam Allen Jones
Phone Number: (310) 395-3204

School Enrollment and Demographic Information

Racial/Ethnic Category	Number of Students	Percent of Students	Grade Level	Enrollment
African-American	378	11.1	Grade 9	827
American Indian or Alaska Native	9	0.3	Grade 10	947
Asian	239	7.0	Grade 11	862
Filipino	16	0.5	Grade 12	765
Hispanic or Latino	1,054	31.0	Total Enrollment	3401
Pacific Islander	5	0.1		
White (Not Hispanic)	1,700	50.0		
Multiple or No Response	0	0.0		

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

School Safety

Date of Last Review/Update: May 2004

Date Last Discussed with Staff: September 2003

Samohi completed a comprehensive review and revision of its school safety plan in May 2004. Emergency drills and procedures are reviewed at the opening of each school year and are practiced with students, faculty and staff in the Fall and Spring of each school year.

Discipline and Climate for Learning

Samohi has a variety of programs and practices that promote a positive learning environment. Notable programs include a substantial number of advanced placement courses, Advancement Via Individual Determination (AVID), dual language immersion, English Language development, Special Education, and the Regional Occupational Program (ROP). Associated Student Body (ASB) supports more than 40 student-led clubs, and the school has a complete, multi-season athletic program. Samohi's music program includes orchestra, band, and vocal music and it internationally recognized for its successes in preparing world-class musicians. Our school's College and Career Center is extremely successful in its effort to transition students to post-secondary opportunities. The City of Santa Monica support our Alliance Program that targets 150 students for extensive support services who are in danger of not graduating.

Suspensions and Expulsions

The number of suspensions and expulsions is the total number of incidents that result in a suspension or expulsion. The rate of suspensions and expulsions is the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) total enrollment for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

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

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

School Facilities

Samohi has recently completed \$16 million worth of new construction and facilities modernization. New construction resulted in eight additional classrooms, a Futures Center (a comprehensive center designed to provide services and resources related to college, career, workplace, military, internships, regional occupations, and scholarships) and a state-of-the-art music building that provides high-quality practice facilities for our instrumental and vocal music programs. In addition to upgrades to lighting and electrical systems and new windows, the modernization project included restoring our historic Barnum Hall, built in the 1930's. Barnum Hall is once again becoming an important performing arts center serving the school, the community and the entire Westside.

	School			District		
	2001	2002	2003	2001	2002	2003
Number of Suspensions	311	392	240	714	828	664
Rate of Suspensions	9.6	12.10	7.06	10.15	11.39	9.03
Number of Expulsions	4	1	2	7	1	9
Rate of Expulsions	0.12	0.00	0.06	0.17	0.00	0.12



ABOUT OUR STUDENTS

Standardized Testing and Reporting (STAR)

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

California Standards Tests (CST)

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

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

CST - All Students

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

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
English Language Arts	48	51	45	54	55	56	30	32	35
Mathematics		30	29		48	51		31	35
Science		52	53		52	52		30	27
History/Social Science		38	42		40	44		28	28

CST - Racial/Ethnic Groups

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

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English Language Arts	21		58		22		63
Mathematics	6		61		11		39
Science	21		74		26		66
History/Social Science	18		62		20		58

CST - Subgroups

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

Subject	Male	Female	English Learners	Socio-economically Disadvantaged		Students With Disabilities	
				Yes	No	Yes	No
English Language Arts	40	51	3	18	50	11	48
Mathematics	30	28	12	11	32	4	30
Science	54	51	20	23	56	28	53
History/Social Science	45	38	5	17	46	15	44

Norm-Referenced Test (NRT)

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

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

NRT - All Students

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

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	52	51	61	68	67	62	44	45	43
Mathematics	64	65	64	72	73	68	53	55	50

NRT - Racial/Ethnic Groups

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

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	38		77	64	38		78
Mathematics	43		89		39		79

NRT - Subgroups

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

Subject	Male	Female	English Learners	Socio-economically Disadvantaged		Students with Disabilities	
				Yes	No	Yes	No
Reading	55	68	17	37	65	25	64
Mathematics	62	65	33	37	68	20	67

Local Assessment

For the 2002-3 school year, the District opted to use the Norm-Referenced Test (NRT) and the California Standards Tests (CST) for its local assessment. Those results are listed in the previous section. The District will be instituting a new, local assessment in the 2003-04 school year and results will be included in the SARC for that year.



California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education 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.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
9	31.7	26.0	37.4	31.7	28.2	35.4	24.8	23.3	26.2

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school). **Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Percent Tested	100	97	100	Percent Tested	97	100	93
API Base Score	717	711	694	API Growth Score	712	705	689
Growth Target	4	4	5	Actual Growth	-5	-6	-5
Statewide Rank	8	8	7				
Similar Schools Rank	9	7	3				

API Subgroups - Racial/Ethnic Groups

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

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
African-American				African-American			
API Base Score	545	527	565	API Base Score	517	536	570
Growth Target	3	3	4	Growth Target	-28	9	5
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Base Score			
Growth Target				Growth Target			
Asian				Asian			
API Base Score	812	829	807	API Base Score	838	848	797
Growth Target	A	A	A	Growth Target	26	19	-10
Filipino				Filipino			
API Base Score				API Base Score			
Growth Target				Growth Target			
Hispanic or Latino				Hispanic or Latino			
API Base Score	560	573	571	API Base Score	566	553	552
Growth Target	3	3	4	Growth Target	6	-20	-19
Pacific Islander				Pacific Islander			
API Base Score				API Base Score			
Growth Target				Growth Target			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	833	813	779	API Base Score	819	807	785
Growth Target	A	A	4	Growth Target	-14	-6	6

"A" means the school or subgroup scored at or above the interim statewide performance Target of 800.

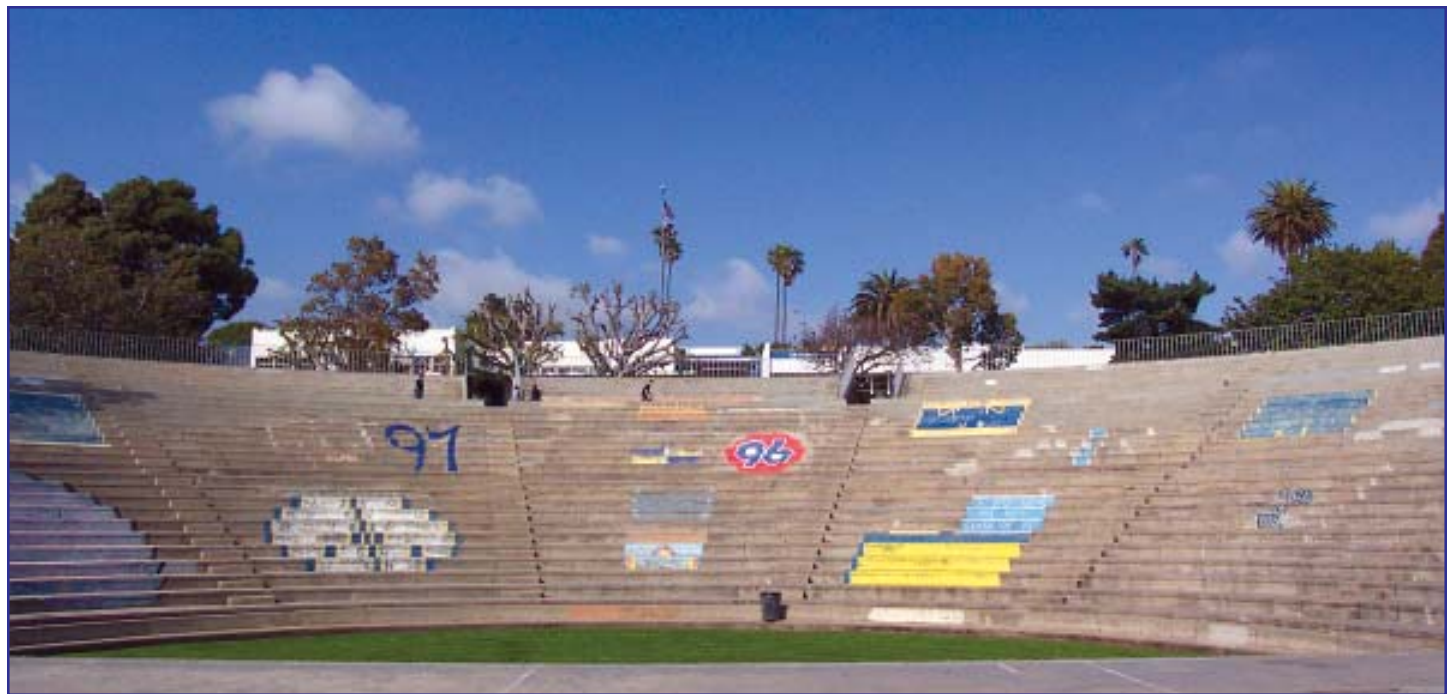
API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
API Base Score	546	554	559	API Base Score	546	551	546
Growth Target	3	3	4	Growth Target	0	-3	-13



Awards and Intervention Programs

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



Dropout Rate and Graduation Rate

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

	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
Enrollment (9-12)	3087	3240	3387	3803	4004	4214	1703492	1735576	1772417
Number of Dropouts	24	8	6	24	9	6	47282	47899	48454
Dropout Rate (1-year)	0.8	0.2	0.2	0.6	0.2	0.1	2.8	2.8	2.7
Graduation Rate	96.2	97.6	98.4	96.9	97.9	98.7	85.9	86.7	86.9

Adequate Yearly Progress (AYP)

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

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



WHAT WE TEACH

Instruction and Leadership/Curriculum Improvement

Santa Monica High School is led by CEO/Principal Dr. Ilene Straus. In the Fall of 2003, as part of the total school redesign of our large comprehensive high school, Samohi was divided into six small houses of 550 students each. There is a CEO/Principal, six house), and one Dean of Administrative Services. Each House Principal will supervise and evaluate a faculty of 25 teachers, and will be the administrator for 550 students. Two advisors are assigned to each house, with a caseload of 75 students per advisor. Each small house has one teacher leader who helps to guide the professional development activities for the 25 teachers in the house. The administrative and teacher leader team works with the Instructional Planning Committee (IPC), comprised of department chairs, to coordinate instructional programs and professional development. The administration works with the site governance council to identify school-wide needs for the targeting of resources for programmatic support. Instructional leadership is focused on effective teaching strategies to improve student achievement, alignment and consistency of course expectations, and targeted support for students.

Quality and Currency of Textbooks

All classes have current textbooks and materials designed to meet the academic goals of the course. Departments periodically review textbook needs, adopt new materials, and purchase new books. For the 2004-05 school year, purchases for additional new textbooks and materials will be focused on newly revised courses and needed texts for Spanish and Social Studies, should State funding provide expected resources.



Instructional Minutes and Minimum Days

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

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

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

2001-2002 Grade Level	Number of minimum days	Total Instructional Minutes	1982/83 Required by State
9 - 12	8	65,416	64,800

Use of Technology

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

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

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

SMMUSD access to technology continues to positively impact student achievement.



Postsecondary Preparation

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

Subject	Number of Courses	Number of Classes	Enrollment
Fine & Performing Arts	2	3	63
Computer Science			
English	2	13	391
Foreign Language	2	4	113
Mathematics	1	3	121
Science	3	10	336
Social Science	3	7	218

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

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

Number of students enrolled in all courses	Number of students enrolled in courses required for UC and/or CSU admission	Percent of students enrolled in courses required for UC and/or CSU admission
16815	13233	78.7

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

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

Number of graduates	Number of graduates who have completed all courses required for UC and/or CSU admission	Percent of graduates who have completed all courses required for UC and/or CSU admission
667	552	82.8

College Admission Test Preparation Course Program

Samohi provides facility use for Princeton Review to administer college admission test preparation courses. Samohi students may access these courses at a significantly reduced rate.

Degree to Which Students are Prepared to Enter Workforce

Samohi's teachers, College and Career Center, locally housed ROP program, Special Education, and the Alliance Program provide appropriate learning settings to prepare students to enter the workforce. In addition to extensive college prep courses, these programs have elements specifically designed for workplace preparation. The College and Career Center engages students in internships within the community. The ROP program places students into working environments in conjunction with classroom learning. A major highlight of the ROP program is our E.C.H.O. program that engages students in leading, managing, and operating on-campus businesses. Special education students are connected to workplace experiences through our workability program, and our Alliance Program connects students to jobs within the City.

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

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



SAT I Reasoning Test

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

	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Grade 12 enrollment	720	724	765	922	927	1004	357789	365907	385181
Percent of grade 12 enrollment taking test	62.08	63.67	67.20	58.89	60.84	63.55	36.66	37.26	36.63
Average verbal score	518	525	526	519	530	529	492	490	494
Average math score	550	554	555	547	554	557	516	516	518



TEACHERS AND STAFF

Average Teaching Load & Teaching Load Distribution

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

Subject	2001			2002			2003					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.48	48	33	34	27.50	39	32	43	27.55	43	21	49
Mathematics	27.95	34	30	35	28.04	25	40	38	27.08	42	32	39
Science	29.64	18	31	36	33.45	3	22	60	33.21	3	26	53
Social Science	33.43	3	13	51	33.67	3	10	50	33.97	2	13	52

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
15	225.80



Teacher Credentials

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

	2001	2002	2003
Total Teachers	141	144	143
Teachers with Full Credential (full credential and teaching in subject area)	120	127	119
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)	0	0	0
Teachers with Emergency Credential (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)	20	18	24
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	1	1	1

Highly Qualified Teachers

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

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

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

School	Gender	Education Level							Total Staff	Years of Service	
		Doctorate	Master's Degree +30	Master's Degree	Bachelor's Degree +30	Bachelor's Degree	Less than Bachelor's	None Reported		Avg. Years of Ed. Service	Avg. Years in the District
SANTA MONICA HIGH	Female	1 (1.3 %)	22 (28.6 %)	22 (28.6 %)	30 (39.0 %)	2 (2.6 %)	0 (0.0 %)	0 (0.0 %)	77	14.7	11.1
	Male	5 (7.6 %)	19 (28.8 %)	13 (19.7 %)	21 (31.8 %)	8 (12.1 %)	0 (0.0 %)	0 (0.0 %)	66	12.7	11.0
Total		6 (4.2 %)	41 (28.7 %)	35 (24.5 %)	51 (35.7 %)	10 (7.0 %)	0 (0.0 %)	0 (0.0 %)	143	13.8	11.0
Districtwide	Female	10 (2.1 %)	100 (21.4 %)	133 (28.5 %)	192 (41.1 %)	32 (6.9 %)	0 (0.0 %)	0 (0.0 %)	467	13.1	9.6
	Male	9 (5.5 %)	44 (27.0 %)	26 (16.0 %)	64 (39.3 %)	20 (12.3 %)	0 (0.0 %)	0 (0.0 %)	163	14.1	11.8
Total		19 (3.0 %)	144 (22.9 %)	159 (25.2 %)	256 (40.6 %)	52 (8.3 %)	0 (0.0 %)	0 (0.0 %)	630	13.4	10.2
Countywide	Female	494 (0.9 %)	9,570 (16.5 %)	8,620 (14.9 %)	21,826 (37.6 %)	17,178 (29.6 %)	298 (0.5 %)	0 (0.0 %)	57,986	12.2	10.5
	Male	541 (2.2 %)	4,270 (17.6 %)	3,199 (13.2 %)	7,942 (32.8 %)	8,039 (33.2 %)	242 (1.0 %)	1 (0.0 %)	24,234	11.8	10.4
	None Reported	3 (1.3 %)	32 (14.1 %)	32 (14.1 %)	35 (15.4 %)	122 (53.7 %)	3 (1.3 %)	0 (0.0 %)	227	3.0	3.0
Total		1,038 (1.3 %)	13,872 (16.8 %)	11,851 (14.4 %)	29,803 (36.1 %)	25,339 (30.7 %)	543 (0.7 %)	1 (0.0 %)	82,447	12.1	10.4
Statewide	Female	1,706 (0.8 %)	31,314 (14.1 %)	35,051 (15.8 %)	109,573 (49.4 %)	43,614 (19.7 %)	645 (0.3 %)	16 (0.0 %)	221,919	12.6	10.3
	Male	1,524 (1.7 %)	14,462 (16.5 %)	13,335 (15.2 %)	38,317 (43.7 %)	19,389 (22.1 %)	583 (0.7 %)	12 (0.0 %)	87,622	13.2	11.0
	None Reported	3 (1.3 %)	33 (14.2 %)	33 (14.2 %)	35 (15.1 %)	122 (52.6 %)	3 (1.3 %)	3 (1.3 %)	232	8.3	2.3
Total		3,233 (1.0 %)	45,809 (14.8 %)	48,419 (15.6 %)	147,925 (47.8 %)	63,125 (20.4 %)	1,231 (0.4 %)	31 (0.0 %)	309,773	12.8	10.5





Teacher Evaluations

The CEO and House Principals evaluate all non-tenured teachers. This evaluation consists of a minimum of two scripted observations, follow-up debriefings, and a final evaluation conference with in-depth discussion of strengths, as well as potentials for growth. Tenured teachers may opt for a cycle of alternate year observation and evaluation, or they may enter a five-year professional growth cycle that requires teachers to create a personal, professional growth plan. The associate and House principals evaluate all tenured teachers.

Counselors and Other Support Staff

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

Title	FTE
Counselor	15.00
Librarian	2.00
Psychologist	0.00
Social Worker	0.00
Nurse	1.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Other	0.00

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.

Professional Development

Time and resources limit teacher and staff training. For the last five years, Samohi has been allocated three professional development days per year, one of which is utilized by the District. The remaining two days are reserved for a faculty retreat designed to focus on how best to meet students’ needs in the smaller House structure and for teacher collaboration time by subject alike groups to discuss curriculum and instruction.

Substitutes are made available throughout the year so that teachers can meet and align curriculum to state standards and to determine effective practices to ensure rigorous classroom experiences for all students. Our Freshman Seminar/Health course is being integrated to provide an entry course for all 9th graders in their houses, integrating research skills, a four year college plan, health topics, and relevant curriculum regarding social and societal issues of diversity and respect for all.

Samohi is the recipient of a Federal Small Learning Communities grant of \$500,000 for three years to support the redesign, focusing on increased achievement for all, personalization for students, professional development to improve instructional strategies, intervention for students needing support, and rethinking the work of a large comprehensive high school.



FISCAL SERVICES

Salaries

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

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

Revenues and Expenditures

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

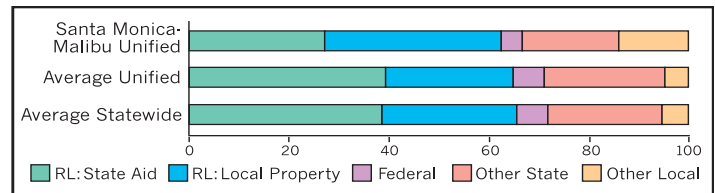
*There are three kinds of districts in California: Elementary, High School and Unified.

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

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

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

Revenues by Category



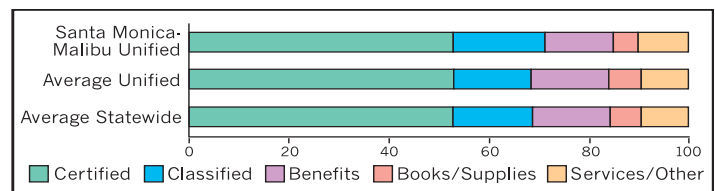
The table below roughly shows the cost of educating one pupil per year in SMMUSD and compares it with the statewide average for all unified school districts and for all districts in the state combined.

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

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

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

Expenditures by Category



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

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

Types of Services Funded

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

