



Santa Monica High School (SAMOHI) School Accountability Report Card (SARC) 2001-2002

Santa Monica High School

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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 SAMOHI, as Santa Monica High School is affectionately called.

Principals' 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, 90% passed English-Language Arts and 74% passed Mathematics in the first administration. In the Fall of 2003, Santa Monica High School will reorganize 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 will benefit from the smaller more personalized community of staff and 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.



*Dr. 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 3,400 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.

Student Enrollment and Demographic Information

2001-2002	Number of Students	Percentage of Students
African-American	378	11.2
Amer. Indian or Alaska Native	7	0.2
Asian-American	223	6.6
Filipino-American	12	0.4
Hispanic or Latino	1,080	31.9
Pacific Islander	6	0.2
White (Not Hispanic)	1,681	49.6
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.		

Grade Level	Enrollment
Grade 9	934
Grade 10	910
Grade 11	819
Grade 12	724
Total	3387



School Safety, Discipline and Climate for Learning

Samohi completed a comprehensive review and revision of its school safety plan in June 2003. 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.

Programs and Practices that Promote a Positive Learning Environment

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

Principles of accountability, respect for others and personal responsibility form the basis for our District's 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 and students.

Discipline is administered by an assistant principal with support from other administrators who collaborate with faculty and staff on strategies for creating a safe and secure campus that ensures a positive climate for learning. The assistant principal oversees discipline and the application of consequences in a manner that is firm and yields positive changes in student behavior.

	School			District All Secondary		
	2000	2001	2002	2000	2001	2002
Secondary Suspensions (Number)	353	311	392	534	478	576
Secondary Suspensions (Rate)	11.44	9.6	12.10	14.04	11.76	12.63
Secondary Expulsions (Number)	4	4	1	8	7	1
Secondary Expulsions (Rate)	0.13	0.12	0.00	0.21	0.17	0.00

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.



About Our Students

STAR 9 Report

For the fifth year, California public school students in grades 2 through 11 took part in the state's STAR Program. The spring 2002 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 last 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/resources/blueprints.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.

The California Department of Education's Language Arts Standards are available at: <http://www.cde.ca.gov/statetests/star/resources/blueprints/ela/ela2to10.pdf>.

The following tables show percentage of students achieving at the Proficient or Advanced level, meeting or exceeding the state standard.

English Language Arts

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	--	47	53	--	48	54	--	28	33
10	--	52	50	--	53	50	--	31	33
11	--	43	50	--	44	49	--	29	31

CST Mathematics

A high-quality mathematics program trains the mind to be analytical, providing the foundation for intelligent and precise thinking. California Mathematics Standards Tests address state-adopted content standards in mathematical reasoning, problem solving, and basic computational skills. More information is available on-line at <http://www.cde.ca.gov/statetests/star/resources/blueprints/math/math2to7.pdf>.

Math

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	--	--	36	--	--	39	--	--	21
10	--	--	32	--	--	33	--	--	21
11	--	--	6	--	--	9	--	--	18

Science

9	--	--	78	--	--	78	--	--	22
10	--	--	43	--	--	48	--	--	26
11	--	--	40	--	--	39	--	--	25

History/Social Science

9	--	--	40	--	--	40	--	--	24
10	--	--	32	--	--	35	--	--	24
11	--	--	45	--	--	46	--	--	31

Subgroups

ELA

Grade Level	Male	Female	English Learners	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged
9	50	56	13	57	27	59
10	42	57	11		20	55
11	45	56	9		23	55

Math

9	37	37	9	40	11	43
10	32	31	7		5	35
11	6	6			3	6

Science

9	42	38	7	43	18	44
10	37	28	5		10	36
11	48	44	8		20	51

History/Social Science

9	42	38	7	43	18	44
10	37	28	5		10	36
11	48	44	8		20	51



CST - Racial/Ethnic Groups

	Grade Level	African-American	Asian-American	Hispanic or Latino	White (not Hispanic)
English Language Arts	9	27	75	29	73
	10	16	67	24	68
	11	15	80	22	69
Mathematics	9	9	90	22	60
	10		67	15	38
	11			3	9
Science	9	73	87	71	80
	10	28	54	27	52
	11	6	52	11	56
History/Social Science	9	21	58	19	57
	10	10	40	11	48
	11	29	66	24	59

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.

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

The following tables show the percentage of students scoring at or above the 50th percentile.

California Fitness Test

The State Board of Education mandated that a physical performance test be given to each pupil in grades five, seven, and nine and designated the *Fitnessgram* as the required physical performance test. For a complete copy of this report, please see <http://www.cde.ca.gov/stateTests/pe/>. More about the *Fitnessgram* may be found at <http://www.cde.ca.gov/statetests/pe/pftrptgov2002.pdf>.

The *Fitnessgram* uses criterion-referenced standards to evaluate fitness performance and represent a level of fitness that offers some degree of protection against diseases that result from sedentary living. Performance is classified into two general areas: "in the healthy fitness zone (HFZ)" and "needs improvement."

Physical fitness consists of three components: 1) aerobic capacity, 2) body composition, and 3) muscular strength, endurance, and flexibility. Activities used to measure these components may be found at <http://www.cde.ca.gov/challenge/pe.html>.

Percentage of 9th grade students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards)

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
9	34.2	31.2	37.7	30.6	28.5	32.9	22.7	21.0	24.6

Local Assessment

Teachers use a variety of assessment tools throughout the school year and in various grade levels in making a determination of whether a student meets or exceeds District standards in Language Arts (Reading and Writing) and Mathematics.

Percentage of students meeting or exceeding the District standard

Grade Level	Language Arts (Reading & Writing)			Mathematics		
	2000	2001	2002	2000	2001	2002
9	80.9	80.6	79.7	80.0	76.1	82.5
10	81.7	79.5	79.7	69.0	79.5	81.1
11	77.5	82.3	77.0	70.3	78.7	80.3

SATI

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		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
Grade 12 Enrollment	687	720	724	883	922	927	347813	357789	365907
% Grade 12 enrollment taking test	56	62	64	56	59	61	36	37	37
Avg. Verbal Score	528	518	525	531	519	530	492	492	490
Avg. Math Score	549	550	554	552	547	554	517	516	516

Reading

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	55	51	53	56	53	56	35	35	34
10	48	53	48	51	54	51	34	34	34
11	55	53	52	53	53	52	36	37	37

Mathematics

9	76	69	69	74	70	71	51	51	52
10	61	63	63	62	63	63	46	45	46
11	64	58	63	65	57	62	47	46	47

Subgroups

Reading

Grade Level	Male	Female	English Learners	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged
9	49	56	11	57	22	59
10	43	53	12	53	18	53
11	47	57	6	56	24	57

Mathematics

9	65	73	30	73	50	73
10	58	67	38	66	41	66
11	62	64	28	66	44	66

Racial/Ethnic Groups

Reading

Grade Level	African-American	Asian-American	Hispanic or Latino	White (not Hispanic)
9	32	76	27	72
10	23	57	23	68
11	29	77	28	66

Mathematics

9	46	92	50	85
10	37	91	41	78
11	31	89	44	76



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. The interim statewide API performance target for all schools is 800. A school's growth is measured by how well it is moving toward that goal. Annual growth targets for future academic improvement are determined for schools based on the API. Schools that reach their annual targets may be rewarded. Schools that do not meet their targets may be eligible for interventions or subject to sanctions. The 2001 Base APIs include results from the California Standards Test in English Language Arts (CST ELA), which was given in spring 2001. Previous APIs had relied solely on results from the Stanford 9. The 2001 Base API determines the targets for the spring 2002 testing and provides new school rankings.

School Wide API

	API Base Data				API Growth Data		
	1999	2000	2001*		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
Percentage Tested	93	100	97	Percentage Tested	100	97	100
Base API Score	683	717	711	Growth API Score	717	712	705
Growth Target	6	4	4	Actual Growth	34	-5	-6
Statewide Rank	8	8	8	Eligible for Awards	Yes	No	No
Similar Schools Rank	8	9	7	Eligible for II/USP	na	na	na

*Please note: Because the 2001 Base API includes the new California standards-based English Language Arts test and because the calculation of the 2001 Base API is different from the 2001 Growth API calculation, any comparison of the two would be inappropriate.

Growth Targets: The annual growth target for a school is 5% of the distance between its base API and 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 monetary 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.

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
API SUBGROUPS - RACIAL / ETHNIC GROUPS WHEN LARGER THAN 10							
African-America							
Base API Score	538	545	527	Growth API Score	545	517	536
Growth Target	5	3	3	Actual Growth	7	-28	9
Asian-American							
Base API Score	789	812	829	Growth API Score	812	838	848
Growth Target	5	#	A	Actual Growth	23	26	19
Hispanic or Latino							
Base API Score	526	560	573	Growth API Score	560	566	553
Growth Target	5	3	3	Actual Growth	34	6	-20
White (Not Hispanic)							
Base API Score	809	833	813	Growth API Score	833	819	807
Growth Target		#	A	Actual Growth	24	-14	-6
API SUBGROUPS - SOCIOECONOMICALLY DISADVANTAGED							
Base API Score	516	546	554	Growth API Score	546	546	551
Growth Target	5	3	3	Actual Growth	30	0	-3
# = group scored at or above the interim Statewide Performance Target of 800. A = group scored at or above Statewide Performance Target of 800							

More detailed and current information about the API and public school accountability in California can be found at the California Department of Education website at <http://api.cde.ca.gov/>. The California Department of Education's Policy and Evaluation section offers further information at <http://www.cde.ca.gov/psaa/api/>.

Dropout Rate and Graduation Rate

Samohi enjoys a nearly 0% dropout rate. Students are identified as dropouts when they leave our school and fail to inform us regarding provisions they have made for continuing their education after leaving our school. This definition is consistent with that used by the California Department of Education. Students who leave our school prior to receiving a high school diploma may enroll in another school (including continuation or alternative school), complete a high school proficiency examination, or participate in an authorized, independent study 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		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
Enrollment (9-12)	3106	3087	3240	3795	3803	4004	1659030	1703492	1735576
Number of Dropouts	24	24	8	28	24	9	46470	47282	47899
Dropout Rate	0.8	0.8	0.2	0.7	0.6	0.2	2.8	2.8	2.8



What We Teach

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. The table, right, shows the number of classes offered and the enrollment in various AP and IB classes. The data for Fine and Performing Arts includes AP Art and AP Music, and the data for Social Science includes IB Humanities.

Subject	Number of Courses	Number of Classes	Enrollment
Fine & Performing Arts	1	2	38
Computer Science	1	1	23
English	2	12	407
Foreign Language	2	4	118
Mathematics	3	7	230
Science	2	5	158
Social Science	3	8	276

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

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.

# Enrolled in all courses	# Enrolled in courses Req. for UC/CSU admission	% Enrolled in courses Req. for UC/CSU admission
17274	13408	77.6

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

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.

# of Grads	# of grads who passed reqs. for UC/CSU admission	% of grads who passed reqs. for UC/CSU admission
642	374	58.3

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 which 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.

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	2000				2001				2002			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
English	26.54	52	29	43	27.85	48	38	41	28.11	39	34	53
Mathematics	29.08	22	32	43	28.30	34	31	39	28.35	26	41	43
Science	29.40	11	32	47	29.77	18	34	39	33.34	4	23	63
Social Science	33.12	3	17	45	34.82	3	15	54	33.76	3	12	56

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.



Instruction and Leadership/ Curriculum Improvement

In the Spring of 2002, the CEO/Principal was appointed for the 2002-2003 school year. For the Fall of 2003, as part of the total school redesign of our large comprehensive high school into six small houses of 550 students each. The administrative team has been reorganized. There will be one CEO/Principal, six house principals (with one serving as second in charge of the total school), 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. 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 will work with the Instructional Planning Committee (IPC), comprised of department chairs, to coordinate instructional programs and professional development. The administration will continue to work 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.

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 six technology standards for all students. These goals address technology use, access, curriculum integration, training, depth, partnerships, and ethics.

Instructional Time and Minimum Days

The California Education Code require 64,800 minutes of instructional time per year for grades 9-12. Santa Monica High School has 64,870 per year for grades 9-12. Samohi had two minimum days for grades 9-12. 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.

Teachers and Staff

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% of full time. Two staff persons working 50% of full time also equals one FTE. The ratio of pupils per academic counselor is enrollment as reported in the most recent California Basic Educational Data System (CBEDS) data collection divided by the number of academic counselors. There are also two full time college counselors on site and one who provides counseling for ROP, the Regional Occupational Program.

Number of Academic Counselors (FTE)	Ratio of Pupils per Academic Counselor
12.00	283.33

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.

	2000	2001	2002
Total Number of Teachers	136	141	144
Full Credential (Fully credentialed and teaching in subject area)	116	120	127
Teaching Outside Subject Area (fully credentialed but teaching outside of subject area)			
Emergency Credential (includes district internship, university internship, pre-interns and emergency permits)	23	20	18
Teachers and Waivers (does not have credential and does not qualify for an emergency permit)	2	1	1

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)

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.

Title	FTE
Counselor	12
Librarian	2
Psychologist	2
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	5.5
College Advisor	

Teacher Evaluations

The CEO and Associate Principal 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 assistant principals evaluate all tenured teachers.

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. This year the remaining two days were reserved for a faculty retreat designed to focus on how best to meet students' needs and for teacher collaboration time so they could meet by subject alike groups or by departments to discuss curriculum and instruction. Also, substitutes were made available throughout the year so that teachers could meet and align curriculum to state standards and to redesign the Humanities class into a much more rigorous and academic class, Freshman Seminar.



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/welcome.asp>.

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

SANTA MONICA-MALIBU UNIFIED Fiscal Year 2000-01		General Fund REVENUES		Statewide Avg All USD	Statewide Avg All Districts
	Total Dollars	\$ / Student (ADA*)	% of Avg Unified	\$ / Student (ADA*)	\$ / Student (ADA*)
State Aid	\$24,088,355	\$1,966	71%	\$2,759	\$2,709
Local Property Taxes & Fees	32,417,737	2,646	153%	1,728	1,816
SUBTOTAL, REVENUE LIMIT SOURCES	\$56,506,092	\$4,613	103%	\$4,487	\$4,525
Federal Revenues	\$3,103,460	\$253	63%	\$403	\$392
Other State Revenues	20,522,894	1,675	100%	1,680	1,603
Lottery	1,793,021	146	98%	150	149
Other Local Revenues	15,101,177	1,233	356%	346	386
TOTAL	\$97,026,644	\$7,920	112%	\$7,066	\$7,054

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 2000-01 EXPENDITURES				Statewide Avg All Unified Districts	Statewide Avg All Districts
	Total Dollars	\$ / Student (ADA)	% of Avg Unified	\$ / Student (ADA)	\$ / Student (ADA)
Certificated Salaries	\$45,707,010	\$3,731	107%	\$3,503	\$3,467
Classified Salaries	16,661,468	1,360	129%	1,052	1,046
Employee Benefits	10,681,537	872	89%	983	977
Books and Supplies	3,144,453	257	70%	366	366
Services, Other exp.	8,554,620	698	115%	606	598
SUBTOTAL	\$84,749,088	\$6,918	106%	\$6,509	\$6,454
OTHER	\$4,381,532				
TOTAL	\$89,130,620				
	\$7,986,024	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" must be calculated annually for every district; it is a measure of the cost of direct educational services to students. This figure is then matched with average daily attendance (ADA) for the district to arrive at an expenditure per pupil figure. Since the current expense figure excludes food services, facilities, acquisition and construction, and certain other expenditures, the current expense per ADA amount is lower than the total expenditure per ADA shown in the preceding table on the left.				
Santa Monica-Malibu Unified School District			Statewide Average	
			All Unified - Districts	All Districts
Total Dollars	Current Expense ADA	\$ / Student (ADA)	\$ / Student (ADA)	\$ / Student (ADA)
\$83,372,176	\$12,250	\$6,806	\$6,414	\$6,360
Source: California Department of Education, School Fiscal Services Division, J200/SACS Repts.				

Extensive financial information at the state, county, district and school level is available at Ed Source <http://www.edsource.org/index.cfm>.

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 \$2,342.

Salaries

Average Salaries (Fiscal Year 2000-2001)
Average Salary uses the statewide data category used for comparison by type and size of district.

Category	District	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,255	\$34,802
Mid-Range Teacher Salary	\$55,446	\$54,455
Highest Teacher Salary	\$76,890	\$68,873
Average Principal Salary (Elementary)	\$96,830	\$90,651
Average Principal Salary (Middle)	\$105,093	\$90,651
Average Principal Salary (High)	\$102,840	\$90,651
Superintendent Salary	\$161,322	\$135,657
Percentage of Budget for Teacher Salaries	43.41	43.85
Percentage of Budget for Administrative Salaries	5.61	5.35

Additional Compensation for Administrators

All administrators get health benefits that, on average, cost the district about \$6,600 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.

