



School Accountability Report Card (SARC) 2002-2003

McKinley Elementary School

2401 Santa Monica Boulevard Santa Monica, CA 90404-2044 (310) 828-5011 (310) 449-1251 (fax)
 mailto:oyenoki@smmusd.org http://www.mckinley.smmusd.org

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 McKinley Elementary 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

1651 Sixteenth Street Santa Monica, CA 90404 310.450.8338
 mailto:sarc@smmusd.org http://www.smmusd.org

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

McKinley Elementary continues to have great success in student achievement, and focused energy in teaching and learning. We celebrate the unique characteristics of each child, family and culture within our learning environment. Our focus on academic rigor across all areas of the curriculum is demonstrated by continual student achievement as shown in this SARC. We provide each child with the opportunity to master the content standards and to develop a strong, healthy personal character in multiple ways throughout our curriculum. We are responsible for assuring a high-quality education which provides intellectual growth, leading to life-long learning and respect for cultural diversity. McKinley offers a strong sense of family and community.



Francisco D. Garcia, Principal

Table of Contents

About Our School	Pages 2-3
School Description	
Mission Statement	
Opportunities for Parent Involvement	
Student Enrollment & Demographics	
School Safety	
Discipline & Climate for Learning	
Suspensions & Expulsions	
School Facilities	
About Our Students	Pages 4-6
STAR Report	
Norm-Referenced Test (NRT)	
Local Assessment	
Physical Fitness	
Academic Performance Index (API)	
Adequate Yearly Progress (AYP)	
What We Teach	Pages 7
Instruction & Leadership/Curriculum Improvement	
Quality of & Currency of Textbooks	
Instructional Minutes/Minimum Day	
Teachers and Staff	Pages 8-9
Class Size, Distribution & Class Size Reduction	
Teacher Credentials	
Highly Qualified Teachers	
Teacher Evaluations	
Availability of Substitutes	
Counselors & Support Staff	
Professional Development	
Use of Technology	
Fiscal Services	Page 10
Salaries	
Revenues & Expenditures	
Types of Services Funded	

ABOUT OUR SCHOOL

School Description

McKinley Elementary is a beautiful, mission style, urban, pre K-5 school in Santa Monica, with approximately 425 students. We are situated a few miles from the beach on a main street in the center of the city. This location affords us the opportunity to make regular use of public transportation in order to access the abundant community resources. Our current ethnic breakdown is: 7.1% Asian, 37.2% Hispanic, 10.8% African American, 43.8% Caucasian, and 1.2% Filipino. We have a variety of Special Education programs throughout the grade levels as well as specialized reading and language programs. There are twenty students in each pre-K-3rd classroom and up to 31 in grades 4 and 5.

School Mission Statement

Mission: To know each student and family well, and create a safe, nurturing physical and emotional environment.

Vision: To promote maximum student development in all areas for all learners. PRIDE is our motto: **P**eaceful, **R**espectful, **I**ntelligent, **D**iverse, **E**nthusiastic

Opportunities for Parent Involvement

Lily Marquez, Community Liaison, and Francisco D. García, Principal, are the contact persons for anyone who wants to assist us as a Volunteer, a member of our Parent Teacher Association (PTA), our English Language Advisory Committee (ELAC), or our School Site Governance Committee. To contact us at McKinley School, you may do so by calling us at 310.828.5011.

School Enrollment and Demographic Information

Racial/Ethnic Category	Number of Students	Percent of Students	Grade Level	Enrollment
African-American	46	10.8	Kindergarten	78
American Indian or Alaska Native	0	0.0	Grade 1	61
Asian	30	7.1	Grade 2	81
Filipino	5	1.2	Grade 3	62
Hispanic or Latino	158	37.2	Grade 4	81
Pacific Islander	0	0.0	Grade 5	62
White (Not Hispanic)	186	43.8	Total Enrollment	425
Multiple or No Response	0	0.0		

School Safety

School Safe Plan was first reviewed by the Governance Committee on March 2, 2003 for the first reading, and adopted on March 30, 2003.

The School Safe Plan was first discussed with the full staff on February 18, 2003. Staff directed members of the Governance Committee to move forward with the new review and updates. Changes were made in regards to Emergency Procedures as new staff are now present. Roles and responsibilities were also reviewed. Staff also formed a Discipline Board to better monitor and guide students who demonstrate discipline and behavior problems. We continue to work to provide a safe and clean learning environment for all students. The Faculty Advisory Committee (FAC) and our School Site Governance Committee continue to provide guidance for faculty, parents, and students as to the high expectations that we provide.

Discipline and Climate for Learning

At McKinley Elementary School we have the services of a part time counselor and interns provided by Family Services of Santa Monica, this team of personnel are exceptional in the services they provide to groups and one-on-one counseling to our students and their families. As a result of increasing discipline issues and bullying, our staff has formed a Committee to review and revise our policies as they relate to inappropriate behavior, consequences, guidance, and interventions. Our home school communications are numerous: classroom newsletters, PTA Monthly Newsletter, parent forums after-school, classroom forums directed by the teacher, and discussions as needed during parent centered meeting, parent conferences, Student Study Team Meetings, and in conversations as they arise. Our Student Council also has placed a new focus on activities that center of student positive reinforcement. Student of the Month Awards Assemblies also focus on positive recognition, and involve parents, teachers, and students.

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.



Suspensions and Expulsions

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

We hold high expectations for our caring school community. It is our practice to recognize and praise appropriate behavior. Our parents, students and staff work together to accomplish these goals. We believe in a just and fair process of learning which allows us to take care of problems without many suspensions. At McKinley, we have these goals to guide us.

- Focus on learning and be prepared to learn
- Respect the rights of others to learn
- Be kind to yourself and others
- Show respect for yourself, others and property
- Behave in a safe manner and have regard for the safety of others

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. Students typically are cited for infractions of the Ed. Code Section 48900.i

– Committed and obscene act/vulgarity, and 48900.k – Disrupted school activity or willfully defied the valid authority of school personnel.

The table to the right 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 schools California Basic Educational Data System (CBEDS) total enrollment for the given year and multiplied by 100. The District does not expel elementary students.

	School			District		
	2001	2002	2003	2001	2002	2003
Number of Suspensions	2	4	7	119	121	97
Rate of Suspensions	0.43	0.86	1.65	2.25	2.19	1.79



School Facilities

McKinley Elementary School provides a variety of before and after-school programs for our parents and their students. The Boys and Girls Club of Santa Monica provides a Homework Club after school. The CREST Program run and funded by the City of Santa Monica also provides for before school, and after school programs, homework assistance, playground access, and enrichment programs in the arts, activities, and presenters. We also provide an academic intervention program for students needing assistance with reading, language arts, and mathematics as part of our after-school program.

To insure a safe learning environment only one gate is open after the start of classes. The perimeter gates are locked during the regular school day, and one rear gate and the main gate to the office area are the only ones open at the end of the school day.

All visitors on campus must sign in at the main office and receive a 'Visitors Badge' which must be worn while they are on campus.

McKinley Elementary School has adequate space for classroom use for teaching and learning. Our playground areas are ample, and the small playground in the front of the school is in the process of being upgraded to better meet the needs of the younger pupils who currently use this area.

McKinley Elementary School has a full time day custodian and a full time night custodian. Both of these persons have ample time to clean and maintain the school as needed, cleaning schedules are periodically reviewed to assure cleanliness. We occasionally receive additional assistance to 'deep clean' areas during holidays. We also receive the service of two gardeners one day per week (Thursday), lawns are mowed, edged, plants are pruned and trimmed, and maintained as needed.



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	52	53	61	54	55	56	30	32	35
Mathematics		52	65		48	51		31	35

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)
Mathematics	36		76		57		78

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
Mathematics	67	62	60	54	70	26	69

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	74	71	56	68	67	62	44	45	43
Mathematics	86	81	69	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	37		71		47		69
Mathematics	44		76		60		81

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
Mathematics	70	67	58	54	76	32	72

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.





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	98	99	Percent Tested	98	99	100
API Base Score	809	825	817	API Growth Score	832	817	829
Growth Target	A	A	A	Actual Growth	23	-8	12
Statewide Rank	9	9	9				
Similar Schools Rank	10	10	10				

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



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
5	27.6	17.9	36.7	32.6	33.7	31.5	23.8	25.2	22.3

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.



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				API Base Score			
Growth Target				Growth Target			
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				API Base Score			
Growth Target				Growth Target			
Filipino				Filipino			
API Base Score				API Base Score			
Growth Target				Growth Target			
Hispanic or Latino				Hispanic or Latino			
API Base Score	750	799	753	API Base Score	801	767	777
Growth Target	1	1	1	Growth Target	51	-32	24
Pacific Islander				Pacific Islander			
API Base Score				API Base Score			
Growth Target				Growth Target			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	881	869	878	API Base Score	878	882	886
Growth Target	A	A	A	Growth Target	-3	13	8

"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	759	799	767	API Base Score	800	778	766
Growth Target	1	1	1	Growth Target	41	-21	-1



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	---	---				



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



WHAT WE TEACH

Instruction and Leadership/Curriculum Improvement

A challenging, rigorous curriculum is provided for all learners with special interventions for children not currently meeting grade level standards. School leadership is generated and delegated in many ways including grade level team leaders, parent groups, Governance, support staff and our Leadership Team, which is composed of our principal and six teachers. The Leadership Team promotes collaboration among teachers, guides staff development improves communication with families, organizes intervention practices, and provides direction in assessment. The team meets monthly to stay informed with District practices and expectations. The staff stays informed of standards, assessments, curriculum improvements, best teaching strategies and material adoptions through site, District and County meetings. Opportunities to make improvements in curricular decisions are explored with each of these leadership groups.

Quality and Currency of Textbooks

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.



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 McKinley Elementary 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.

2002-2003 Grade Level	Number of minimum days	Total Instructional Minutes	1982/83 Required by State
K	19	41,965	36,000
1, 2	11	53,340	53,100
3	11	55,030	53,100
4, 5	11	55,030	54,480

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.



TEACHERS AND STAFF

Average Class Size and Class Size 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.

Grade	2001			2002			2003					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	17.67	3			19.50	2			20.00	2		
1	19.50	2			19.75	4			18.50	2		
2	19.75	4			20.00	3			20.00	4		
3	19.67	3			19.00	3			20.00	3		
4	31.00		2		29.00		2		25.67		3	
5	28.00		2		30.67		3		29.00		2	
K-3	19.50	4			19.20	5			20.00	3		
3-4												
4-8	30.00		1									
Other	16.00	1										

Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2001	2002	2003
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

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	28	29	25
Teachers with Full Credential (full credential and teaching in subject area)	24	25	23
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)	4	4	2
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

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
McKinley Elementary	Female	2 (8.7 %)	5 (21.7 %)	5 (21.7 %)	10 (43.5 %)	1 (4.3 %)	0 (0.0 %)	0 (0.0 %)	23	16.0	13.0
	Male	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	2 (100.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	2	17.0	14.5
Total		2 (8.0 %)	5 (20.0 %)	5 (20.0 %)	12 (48.0 %)	1 (4.0 %)	0 (0.0 %)	0 (0.0 %)	25	16.1	13.2
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



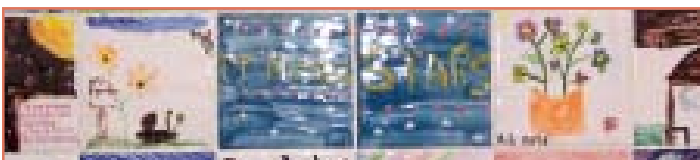


Teacher Evaluations

Teachers are evaluated in accordance to State and District guidelines. Many partake in the District teachers' union contract professional growth plan. Clear expectations, tied to the California Standards for the Teaching Profession, are used to assess progress. Two full days and monthly staff meetings are allocated for staff development determined by our needs assessment and school plan. Teachers work with local universities, participate in our district-wide learning opportunities, including Beginning Teacher Support and Assessment (BTSA) as well as attend outside seminars.

Availability of Substitutes

From an approved District list, teachers select preferred substitutes, "guest teachers," in order to provide consistency and familiarity for the students when teachers are absent for illness or school business. Teachers provide folders with each individual class routine, nametags and school procedures. This assists our substitutes to be prepared for any situation. Our guest teachers wear badges to be easily identified by children and faculty. As a rule, we are fortunate to have qualified substitutes in our classrooms.



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

Professional Development

Professional development includes faculty, parents, and volunteers. Professional development seminars are designed to support our Site Governance and District goals. Language Arts professional development includes reciprocal teaching, early literacy development, cross cultural understanding in children's literature, technology and integration of art and literature. Mathematics professional development includes early number sense, algebraic thinking, assessment, and technology. Multicultural professional development training includes Project REACH, character education, support from our community liaison and Bilingual Advisory Committee. Over the last few years, we have had three full days of staff development each year as well as learning time at regularly scheduled staff meetings throughout the year.



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>.

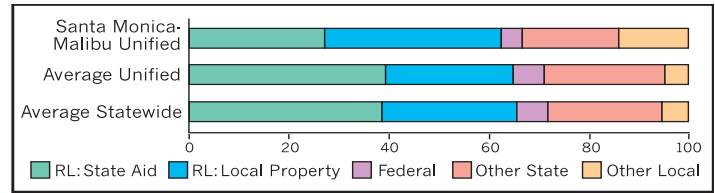
*There are three kinds of districts in California: Elementary, High School and Unified.

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



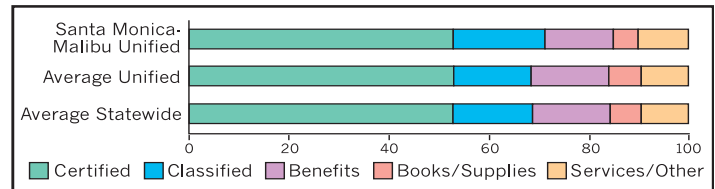
The table below roughly shows the cost of educating one pupil per year in SMMUSD and compares it with the statewide average for all unified school districts and for all districts in the state combined.

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.

