



School Accountability Report Card (SARC) 2002-2003

Will Rogers Learning Community

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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 Will Rogers Learning Community.

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

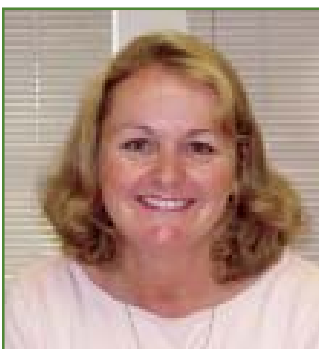
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School Board Members

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

Will Rogers students are active participants in a rigorous, standards-based curriculum. Highly qualified teachers and staff engage in ongoing professional development tied to research-based instructional practices that deepen conceptual development and accelerate student progress. Parents and community members work in partnership with the school to support student success. Our school leadership is confident, collegial and shared, giving voice to students, staff and families in a democratic process for continuous improvement. Because of the commitment and support from all our stakeholders, we've seen tremendous improvement and met our improvement targets on the Academic Performance Index for the past three years. When compared with other schools across the state, Will Rogers ranks



a seven out of ten. When compared with schools serving similar populations, we rank an eight out of ten. Our school improvement plan outlines specific instructional strategies and programs for continuous improvement in the coming years.

Maureen Bradford, Principal

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ABOUT OUR SCHOOL

School Description and School Mission Statement

Will Rogers Learning Community, a School-wide Title 1 elementary school, is a joyful, nurturing and powerful educational environment dedicated to extraordinary levels of achievement, lifelong learning, and personal well being for all its stakeholders, students, staff, parents and community serves 676 students in grades K-5. We are a National Blue Ribbon School of excellence, as well as a California Distinguished School. Will Rogers receives additional funding under Title 1 of the Elementary and Secondary Education Act. Title 1 funds enable us to provide additional support services for children who need assistance in reaching grade level standards. We have 35 classroom teachers, including a Reading Specialist, English Language Development Specialist, Resource Specialist, and Speech and Language Specialist. Classrooms in grades K-3 are staffed at a 20:1 ratio. Grades 4-5 are staffed at 30:1. We have 18 instructional aides who assist classroom teachers in providing individualized and small group instruction.

Opportunities for Parent Involvement

Parent involvement is highly accessible through a number of parent organizations and school events. Parents are active members of our PTA, Bilingual Advisory Committee (BAC), and African American support groups. Parents also serve as elected representatives on our site governance council. This group oversees the development and implementation of the Title 1 School-wide Plan for continuous improvement and the budgets to support this plan. Contact: Maureen L. Bradford, Principal (310) 452-2364.

School Enrollment and Demographic Information

Racial/Ethnic Category	Number of Students	Percent of Students	Grade Level	Enrollment
African-American	103	15.2	Kindergarten	104
American Indian or Alaska Native	1	0.1	Grade 1	107
Asian	15	2.2	Grade 2	122
Filipino	1	0.1	Grade 3	105
Hispanic or Latino	338	50.0	Grade 4	135
Pacific Islander	1	0.1	Grade 5	103
White (Not Hispanic)	217	32.1	Total Enrollment	676
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, Discipline and Climate for Learning

The key components of the Safety Plan include:

- Classroom buddies.
- Crisis and Disaster Team members and the steps they need to follow in case of a crisis and/or disaster
- Action Plans for Crisis situations, Sweep team procedures, Control Center, Classroom teachers, Communication Center, Call gate team, Reunion gate team, campus security, first aid are clear and concise
- What to do in a Lockdown situation, earthquake, fire, unknown intruder on campus, general emergency

Suspensions and Expulsions

Principles of accountability, respect for others and personal responsibility form the basis for all our schools. understanding about student behavior. While the District has Board approved policies for student behavior, individual school sites establish procedures that are developed with the participation of staff, parents and students. At Rogers, classroom teachers use the TRIBES program to develop students. social skills. Each teacher has also developed clear expectations for classroom behavior and grade-level appropriate consequences. Teachers may refer students with extreme behavior issues to the office. A database of office referrals is kept and parents are informed any time their child is sent to the office for disciplinary measures.

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.

This table 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. The District does not expel elementary students.

	School			District		
	2001	2002	2003	2001	2002	2003
Number of Suspensions	13	4	19	119	121	97
Rate of Suspensions	1.92	0.59	2.81	2.25	2.19	1.79

School Facilities

Will Rogers provides a safe, clean environment for its students and staff. Students have adequate space to learn and play throughout their school day. Restrooms, floors, walls, roofs, plumbing and electrical, lighting, heating and alarm systems are in good condition. All classrooms and workspaces are equipped with telephone and data lines. Each classroom has four data ports to connect classroom computers to both a local area network and the internet. A team of custodians works from 6:30 a.m. until 10:00 p.m. to insure that the school facilities are clean and well maintained. The principal, assistant principal and other staff members routinely inspect school grounds. Potential problems or hazards are reported to the District's maintenance department for repair.



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	39	40	47	54	55	56	30	32	35
Mathematics		47	50		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	34		91		41		68

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	43	51	29
Mathematics	54	45	34	39	56	24	53

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	59	59	47	68	67	62	44	45	43
Mathematics	66	71	58	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)
Mathematics	50		91		47		74

NRT - Subgroups

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

Performance Level	Male	Female	English Learners	Socio-economically Disadvantaged		Students with Disabilities	
				Yes	No	Yes	No
				Reading	42	53	21
Mathematics	61	54	35	43	66	32	61

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
5	22.4	21.3	23.5	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.

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	99	96	99	Percent Tested	96	99	100
API Base Score	727	740	756	API Growth Score	744	759	774
Growth Target	4	3	2	Actual Growth	17	19	18
Statewide Rank	7	7	7				
Similar Schools Rank	9	8	8				



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			715
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	643	684	696	API Base Score	683	689	730
Growth Target	3	2	2	Growth Target	40	5	34
Pacific Islander				Pacific Islander			
API Base Score				API Base Score			
Growth Target				Growth Target			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	859	858	861	API Base Score	870	876	858
Growth Target	A	A	A	Growth Target	11	18	-3

"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	591	643	682	API Base Score	642	674	709
Growth Target	3	2	2	Growth Target	51	31	27



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				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	Yes	Yes	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	---	---	YES	---	---	YES
African American	---	---	YES	---	---	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	---	---	YES	---	---	YES
Students with Disabilities	---	---	N/A	---	---	NO



WHAT WE TEACH

Instruction and Leadership/Curriculum Improvement

Will Rogers offers a rich and challenging academic program based on state and district standards. Grade level performance standards have been established and assessments designed to measure student progress toward those standards. Students regularly participate in these performance-based assessments, as well as state-mandated standardized tests. Teachers meet to score, discuss and align student assessments. They then discuss and plan for instructional improvement, based on the results of student assessments. Students' progress toward standards is monitored with a school-wide database of assessment results each fall, winter and spring. Students' progress toward standards is reported to parents each fall, winter and spring through conferences and formal progress reports. Information from this database is also used to match students' strengths and needs with specific support programs, such as one-on-one tutoring, English Language Development (ELD) support, after school academic support, homework assistance club, etc.

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 Will Rogers Learning Community. 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	10	43,210	36,000
1, 2, 3	10	53,960	53,100
4 - 5	10	55,660	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	20.00	6			20.00	5			17.80	5		
1	20.00	5			20.00	6			19.80	5		
2	20.00	8			20.00	5			20.00	8		
3	19.80	5			18.13	8			19.75	4		
4	30.33		3		23.50	1	3		30.40		5	
5	28.33		3		24.50	1	3		31.67		3	
K-3									20.00	1		
3-4	20.00	1							20.00	1		
4-8	30.00		1		30.00		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	35	37	37
Teachers with Full Credential (full credential and teaching in subject area)	32	34	35
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)	3	3	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
Will Rogers Elementary	Female	0 (0.0 %)	6 (18.2 %)	12 (36.4 %)	15 (45.5 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	33	14.0	11.0
	Male	0 (0.0 %)	2 (50.0 %)	1 (25.0 %)	1 (25.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	4	15.0	12.5
Total		0 (0.0 %)	8 (21.6 %)	13 (35.1 %)	16 (43.2 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	37	14.1	11.2
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 regularly evaluated according to the District’s Evaluation Procedures. Evaluation is based on both formal and informal classroom observations and conferences. Teachers write annual goals and objectives based on three essential questions that the faculty as a whole determines as a focus for staff development. Professional development begins with a three day pre-service in the summer and continues throughout the school year on a weekly basis, using banked time each Friday morning. Teachers work in grade level teams and cross grade level teams to develop and expand their skills and teaching repertoire.

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

Availability of Substitutes

Substitute teachers are available and easily accessed through the district’s automated system. Substitute teachers are screened at the district level for appropriate qualifications and skills. Rogers has a cadre of well qualified teachers who are eager to substitute.

Professional Development

Teachers and staff participate in on-going professional development which focuses on agreed upon improvement goals. For the past three years, staff development has focused on differentiated instruction to meet the diverse learning needs of our student population. A three-day pre-service is held each summer. During the school year, teachers meet with their grade level teams to collect, score and reflect on student work in order to identify effective and ineffective instructional practices. Teachers are subbed out for this work three times a year. In addition, teachers meet for staff development each week for one and a half hours during banked time.

Lead teachers at each grade level work closely with school administrators to plan and implement improvement programs. Title 1 and School Improvement (SI) funds are used to supplement materials and staffing to provide differentiated instruction to students who are working below grade level. Lead teachers help to plan staff development and lead team-planning meetings twice each month.



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>.

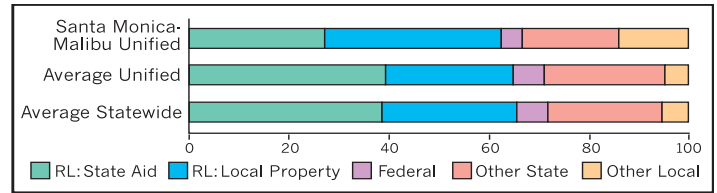
*There are three kinds of districts in California: Elementary, High School and Unified.

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



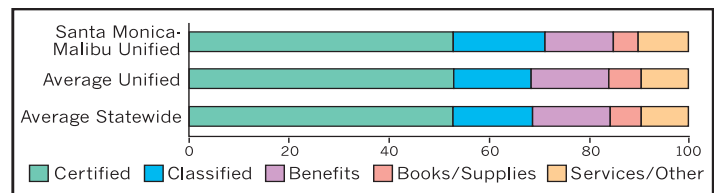
The table below roughly shows the cost of educating one pupil per year in SMMUSD and compares it with the statewide average for all unified school districts and for all districts in the state combined.

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 outlay (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.

