



John Adams Middle School School Accountability Report Card (SARC) 2001-2002

John Adams Middle 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 John Adams Middle School.

Principal's Message

John Adams Middle School serves a wonderfully diverse population of over 1200 students. John Adams is a collaborative learning community that incorporates best instructional practices to meet the needs of and facilitate high academic achievement for all students. Our school is organized into interdisciplinary teams of teachers (cores) that support the academic, social and emotional development of our students. John Adams Middle School is structured on a block schedule. Students attend three longer classes per day, which provides them with opportunities for deeper understandings and greater focus in content areas.

John Adams Middle School has rigorous programs in all academic content areas. Additionally John Adams offers special programs such as the Santa Monica Science Magnet Program and the Spanish Language Immersion Program, which are unique to our school. John Adams has a magnificent music program, which provides opportunities in band, orchestra and choral music.



Professional development is a priority at our school. Our work as a staff is centered on learning and teaching and promoting high academic achievement for all students.

Students, staff and families are all partners in the wonderful John Adams Middle School community.

Lise Reilly, Principal

TABLE OF CONTENTS

About Our School	Pages 2-3
School Description and Mission Statement	
Opportunities for Parent Involvement	
Student Enrollment and Demographic Information	
School Safety, Discipline and Climate for Learning	
Programs and Practices that Promote a Positive Learning Environment	
Suspensions and Expulsions	
School Facilities	
About Our Students	Pages 3-6
STAR9 Report	
California Fitness Test	
Local Assessment	
Academic Performance Index (API)	
Class Size (Class Size Reduction)	
What We Teach	Pages 6-7
Instruction and Leadership	
Curriculum Improvement	
Quality of and Currency of Textbooks and Other Instructional Material and Technology	
Minimum Days	
Instructional Time	
Teachers and Staff	Page 7
Credentials	
Pupil Support Staff	
Teacher Evaluations	
Substitutes	
Professional Development	
Fiscal Services	Page 8
Revenues and Expenditures	
Salaries	

About Our School

School Description

John Adams Middle School is one of three middle schools in the Santa Monica-Malibu Unified School District and includes grades six, seven, and eight. Approximate enrollment is 1,200 students, with a staff of 100.

One of our primary goals is to provide a smooth transition between the elementary and high school years. The three-year program offers ample opportunity for students to grow both academically and socially.

School Mission Statement

The mission of John Adams Middle School is to provide a dynamic, multi-faceted education that allows each student to maximize his/her academic, social, emotional, and physical potential. The program is based on shared decision-making by interested community members, parents, teachers, and administrators to meet the unique needs of our diversified, early-adolescent population.

Our school motto is: "What you are to be, you are now becoming."

Opportunities for Parent Involvement

(310) 452-2326

Mr. Mejia, Community Liaison

Ms. McCoy, African-American Liaison

Both liaisons are involved with the Parent Teacher Student Association and the students and parents of Latino and African-American students. Plus, there are student (LUCHA and BSA) groups, as well as parent advisory groups that meet monthly in the evening. These opportunities are described on the school's web site: www.adams.smmusd.org.

Student Enrollment and Demographic Information

2001-2002	Number of Students	Percentage of Students
African-American	136	11.5
Amer. Indian or Alaska Native	2	0.2
Asian-American	58	4.9
Filipino-American	4	0.3
Hispanic or Latino	510	43.2
Pacific Islander	0	0.0
White (Not Hispanic)	471	39.9

Grade Level	Enrollment
Grade 6	409
Grade 7	407
Grade 8	365
Total	1181

School Safety, Discipline and Climate for Learning

John Adams Middle School has a comprehensive school safety plan prepared by a committee of parents, teachers and administrators. The plan prepares staff to deal with a variety of circumstances and provides procedures for implementing emergency measures. The plan is reviewed yearly and was last reviewed at the first faculty meeting on September 4th, 2001. It is available for inspection by interested parents.

Programs and Practices that Promote a Positive Learning Environment

Our school goal is to provide a curriculum that is well balanced with hands-on, challenging, high interest learning. Teacher expectations are high for all students, with equal access to all levels of curriculum. Students are exposed to a variety of experiences that lead to positive self-image, self-confidence, and an awareness of their cultural heritage. Parents are active and visible at John Adams and are important partners in the educational process. We want our students to feel that they are succeeding and that their teachers care. Our school tone is positive and reflects quality education for all. John Adams Middle School is an exciting place to be.



Suspensions and Expulsions

Students have the following responsibilities:

1. Attend school regularly with a willing and positive attitude towards learning.
2. Know and obey all rules and regulations of the school at all times.
3. Seek solution of school-related problems by presenting them to the proper authority, and if unsatisfied, follow the appropriate line of referral.
4. Always show respect for all members of the school staff.
5. Pursue, in a satisfactory manner, the classes in which they are enrolled.
6. Understand that the authority of the school applies at all school functions, both on and off campus.
7. Arrive in class on time and be attentive.
8. Bring required materials to class and complete homework assignments.

Discipline for infractions is progressive and extends through warnings, detentions, and Saturday School, on to suspension and expulsion.

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

	School			District All Middle		
	2000	2001	2002	2000	2001	2002
Middle School Suspensions (Number)	80	78	79	196	236	252
Middle School Suspensions (Rate)	7.18	6.68	6.77	6.64	7.63	8.84
Middle School Expulsions (Number)	0	0	1	1	1	1
Middle School Expulsions (Rate)	0	0	.09	.03	.03	0

School Facilities

The twelve-acre campus utilizes every classroom. Our playing fields are shared with Santa Monica Parks and Recreation and Santa Monica College. Our school is prepared for all emergencies with drills held during each calendar month. Supplies are readily available for emergencies in and out of classrooms. The safety of our students is a primary concern to all staff members. Regular inspections of school buildings, grounds, and equipment are conducted to identify any possible safety hazards. Due to the increased safety awareness of our students and staff, an organized program of fire and safety drills, and an Earthquake Disaster Exercise is conducted during the year. The District is required to comply with new federal and state mandates regarding safety and school facilities. In many instances, District funds are used for the implementation of these mandates.



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 2002 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 tables below show the percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard).

CST English Language Arts

Grade Level	School		District		State	
	2001	2002	2001	2002	2001	2002
6	51	44	56	54	31	30
7	48	56	57	60	32	33
8	44	46	57	56	32	32

CST ELA Subgroups Racial/Ethnic

Grade Level	Male	Female	English Learners	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	African American	Asian Filipino	Hispanic or Latino	White (not Hispanic)
6	42	46	6	49	22	54	23	75	23	69
7	54	59	3	62	23	69	32	84	32	83
8	39	52	6	50	17	59	20	59	26	72

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>

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

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
6	---	---	39	---	---	51	---	---	32
7	---	---	44	---	---	48	---	---	30
8	---	---	44	---	---	50	---	---	27

CST - Subgroups Mathematics

Grade Level	Male	Female	English Learners	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged
6	42	36	4	45	25	45
7	47	41	5	49	18	53
8	45	43	13	48	32	49

CST - Racial Ethnic groups - Mathematics

Grade Level	African American	Asian - American	Hispanic or Latino	White (not Hispanic)
6	14	56	23	61
7	24	64	19	71
8	ns	100	75	86

ns: scores are not reported on groups less than ten

Stanford 9

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

Reading

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
6	58	66	63	70	74	73	46	47	48
7	54	59	66	72	73	73	46	48	48
8	56	56	60	72	73	74	49	50	49

Mathematics

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
6	63	69	68	72	78	76	55	57	60
7	51	57	66	71	70	71	48	50	52
8	45	44	52	65	66	66	48	49	50

Stanford 9 Subgroups - Reading

Grade Level	Male	Female	English Learners	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged
6	59	66	19	68	42	72
7	64	67	14	73	35	77
8	57	62	8	66	37	70

Stanford 9 Subgroups - Mathematics

Grade Level	Male	Female	English Learners	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged
6	65	71	25	74	50	76
7	67	65	13	73	43	74
8	55	50	11	58	36	59

Stanford 9 Ethnic - Reading

Grade-Level	African-American	Asian-American	Hispanic or Latino	White (not Hispanic)
6	45	94	43	85
7	44	85	43	92
8	43	78	42	79

Stanford 9 Ethnic - Math

Grade-Level	African-American	Asian-American	Hispanic or Latino	White (not Hispanic)
6	44	94	53	87
7	34	88	47	91
8	29	89	35	72



California Fitness Test

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

AB265 also required that the physical fitness testing data be collected at least once every two years. In February 1996, the State Board of Education designated the *Fitnessgram* as the required physical performance test to be administered to California students. For a complete copy of this report, please see <http://www.cde.ca.gov/stateTests/pe/>.

The *Fitnessgram* uses criterion-referenced standards to evaluate fitness performance. The standards were established by the Cooper Institute for Aerobics Research to represent a level of fitness that offers some degree of protection against diseases that result from sedentary living. Findings from current research based on the United States national norms have been used as



the basis for establishing the *Fitnessgram* standards. 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 7th 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
7	18.5	18.6	18.4	18.0	16.7	19.4	25.9	27.3	25.0

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	2001	2000	2001	2001
6	86.9	88.7	88.4	79.9	82.3	79.6
7	82.37	83.8	83.0	81.1	65.8	77.6
8	82.2	81.8	85.0	65.8	64.9	69.4

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.

Statewide Rank: Schools receiving an 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: This is a comparison of each school with 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.

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. For an explanation of terms please see: <http://www.cde.ca.gov/psaa/api/api0203/base/expn02b.htm>. A number of changes have occurred that impact the 2002 Base Academic Performance Index (API). In addition, California's proposal to respond to No Child Left Behind (NCLB) requirements could create further changes. A brief summary of current changes in the 2002 API Base and changes that could impact the API in the near future may be found at <http://www.cde.ca.gov/psaa/api/api0203/base/infog02b.pdf>.

School Wide API

	API Base Data				API Growth Data		
	1999	2000	2001*		1999	2000	2001
Percentage Tested	97	99	100	Percentage Tested	99	100	99
Base API Score	646	679	716	Growth API Score	679	711	739
Growth Target	8	6	4	Actual Growth	33	32	23
Statewide Rank	6	6	7	Eligible for Awards	Yes	Yes	N/A
Similar Schools Rank	7	6	8	Eligible for II/USP	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.

Subgroup APIs and Targets: In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.

API Subgroups

API Base Data				API Growth Data			
African American				African American			
API Base Score	519	581	608	API Growth Score	581	610	617
Growth Target	6	5	3	Actual Growth	62	29	9
Hispanic or Latino				Hispanic or Latino			
API Base Score	529	552	617	API Growth Score	552	604	638
Growth Target	6	5	3	Actual Growth	23	52	21
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	788	828	847	API Growth Score	828	849	864
Growth Target	6	A	A	Actual Growth	40	21	17
API Subgroups - Socioeconomically Disadvantaged							
API Base Score	512	546	600	API Growth Score	546	584	620
Growth Target	6	5	3	Actual Growth	34	38	20
A means the school scored at or above the interim statewide Performance Target of 800							





Class Size (Class Size Reduction)

Average Teaching Load and Teaching Load Distribution

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

Grade	2000				2001				2002			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg.	21-22	23-32	33+
English	23.6	8	27	1	21.4	18	20	0	23.52	9	24	0
Mathematics	29.7	2	16	7	28.9	1	13	2	26.11	8	15	4
Science	32.2	0	8	9	30.9	1	14	9	29.77	2	19	10
Social Science	30.8	0	16	8	30.4	2	13	11	35.48	4	9	8

What We Teach

Instruction and Leadership/Curriculum Improvement

Our instructional program takes into account the needs of children as they make the transition from elementary school to high school. In grade six, we foster emotional security during the extended block of instructional time spent in a core curriculum setting. Electives, physical education, decisions, and exploratory curricula are also provided. Seventh grade students are involved in cores with an elective program that differs from those offered in sixth grade. Eighth grade students continue in a core, but are introduced to a more departmentalized curriculum designed to prepare them for their move to high school. Students may receive academic reinforcement from the honors programs, peer, cross-age, and Santa Monica College tutors. Dispute resolution is accomplished through mediation, emotional guidance through advisor-advisee sessions. Textbooks, library books, and reference and instructional materials are aligned with state curriculum standards to establish a learning focus. The process by which these materials are selected is consistent with state guidelines and the seven-year, State Textbook Adoption Cycle.

Quality of and Currency of Textbooks and Other Instructional Material

The District adopts basic textbooks and instructional materials for students in grades K-8 in compliance with the adoption cycle of the State Department of Education. Textbooks and instructional materials are reviewed and selected by ad hoc committees consisting of teachers, administrators, and parents and/or community members. Textbooks for students in grades 9-12, which are also approved and adopted by the Board of Education, meet the curricular requirements of each course. Subject matter teachers and department chairs meet on a continuing basis to evaluate and make recommendations for textbook adoptions. Students in all of our schools have access to all basic and supplemental textbooks, as well as other instructional materials in sufficient quantity to effectively support the schools' instructional programs and promote student learning and achievement. At each of our schools, additional resources (materials, supplies and equipment) are provided to support the instructional program. These resources are generally funded through categorical funds, such as School Improvement (SI), Title I, and Title VI; grants from the state, such as AB3482, The Santa Monica-Malibu Education Foundation, and other agencies, as well as community and local school efforts.

Technology

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

Minimum Days

In 2002, there were four minimum days at John Adams Middle School. These days allow teachers and administrators to collaborate on curriculum and instructional issues, to review school goals and progress in meeting those goals. Minimum days also provide school staff the opportunity to prepare for educational programs, parent conferences and school and District sponsored events.



Instructional Time

The California Education Code establishes a required number of minutes per year for each grade. The graph on the right 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.

Grade Level	Instructional Minutes	State Required	Minimum Day
6	60,240	54,480	4
7	60,240	54,480	4
8	60,240	54,480	4

Teachers and Staff

Credentials

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

	2000	2001	2002
Total Number of Teachers	54	54	52
Full Credential (Fully credentialed and teaching in subject area)	47	45	46
Teaching Outside Subject Area (fully credentialed but teaching outside of subject area)			
Emergency Credential (includes district internship, university internship, pre-interns and emergency permits)	8	9	8
Teachers and Waivers (does not have credential and does not qualify for an emergency permit)	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)

Title	FTE
Counselor	3.00
Librarian	1.00
Psychologist	0.00
Social Worker	0.00
Nurse	2.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Community Liaison	0.00

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

Teacher Evaluations

Teachers are evaluated in one of two ways. A regular evaluation schedule requires that probationary and temporary teachers be evaluated at least twice each year. Tenured teachers are evaluated at least once each year, or they may elect to enter a professional growth cycle to improve instructional skills. The latter requires teachers to be evaluated at least three times over a five year period. Courses for professional growth and salary advancement are sponsored each year by the District and the Santa Monica-Malibu Classroom Teachers Association. The District also provides a comprehensive staff development program coordinated by the Curriculum and Staff Development Department.

Substitutes

Substitute teachers are hired to fill in for teachers absent from the District for various reasons including illness,

pregnancy, family emergencies, and personal necessity. Substitute teachers also relieve teachers from daily assignments to attend staff development activities. Substitute teachers at John Adams meet District and State requirements.

Professional Development

During 2000-2001, Santa Monica-Malibu Unified School District teachers and student support personnel participated in a variety of workshops to improve their skills. Programs were held during the day, after school, on weekends, and in the summer. Staff development activities and curriculum improvement efforts are aligned with the District goals and state curriculum frameworks. A clearly articulated curriculum is provided for all students K-12. Special programs, such as Gifted And Talented Education (GATE) and Bilingual Education, offer additional resources to insure that all students are successful in the core curriculum. Our plan is to continue focusing curriculum improvement efforts on the subjects most recently addressed at the state level to reach the standards stated in each curriculum area

Current pupil-teacher staffing ratio is 30:1, with teachers instructing five separate classes of variable size, depending on the subject taught.

Teachers are assigned to instruct classes within their credentialed authorizations. Credentials are registered with the Los Angeles County Superintendent's Office during the employment process for new applicants.



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.

Number of Academic Counselors (FTE)	Ratio of Pupils per Academic Counselor
3	393.67

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)				
Santa Monica-Malibu Unified School District			Statewide Avg	
			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 Reports.				

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.

