



Santa Monica
Malibu Schools

McKinley Elementary School Accountability Report Card (SARC) 2001-2002

McKinley Elementary 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 McKinley Elementary School.

Principal's Message

McKinley Elementary is alive with a productive, focused energy felt by all who visit or attend. We are committed to celebrating the unique characteristics of each child and family. Our focus on literacy across all areas of the curriculum has been demonstrated by continual achievement growth as is demonstrated in our scores on the following pages. We provide each child with the opportunity to master standards and develop a strong, positive self-concept in multiple ways woven throughout the curriculum. We feel we are responsible for assuring a high-quality education which provides intellectual stimulation, resulting in lifelong learning and instills respect for cultural diversity. McKinley offers a strong sense of community.

Wendy Wax, *Principal*



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About Our School

School Description

McKinley Elementary is a beautiful, mission style, urban, pre-K-5 school in Santa Monica, with approximately 457 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: 5% Asian, 40% Hispanic, 9% African American, 44% Caucasian, and 2% Other. 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

Parents are involved in our learning community through many avenues. We have parent leaders in PTA, our Bilingual Advisory Council, Site Governance and many parent volunteers. Tuesday "Coffee with the Principal" offers parents opportunities to share thoughts and ideas as well as to problem solve. Our extensive parent e-mail list fosters regular communication in addition to paper, web site and telephone communications. Parents are included in forums with select teachers as well as enjoying home visits through our Nell Soto Parent Connection grant. Family Literacy nights engage staff, parents and children in collaborative learning opportunities. Please contact Liz Oyenoki at (310) 828-5011 for more information.

Student Enrollment and Demographic Information

2000-2001	Number of Students	Percentage of Students	Grade Level	Enrollment
African-American	41	9.0	Kindergarten	67
Amer. Indian or Alaska Native	0	0.0	Grade 1	89
Asian-American	24	5.3	Grade 2	65
Filipino-American	5	1.1	Grade 3	78
Hispanic or Latino	183	40.0	Grade 4	62
Pacific Islander	1	0.2	Grade 5	96
White (Not Hispanic)	203	44.4	Total	457

School Safety, Discipline and Climate for Learning

A comprehensive safe schools plan is submitted annually for District approval. Staff is regularly briefed on the plan, parents are informed of the plan and periodically we add to the plan as circumstances warrant modifications. Each classroom has an abridged version of the plan for easy accessibility. Practice drills are held monthly and school-wide disaster drills are held at least three times per year. Our earthquake/disaster bin is filled with necessary supplies and equipment.

Programs and Practices that Promote a Positive Learning Environment

Classroom teachers employ a variety of systems within our progressive behavior plan to promote a positive learning environment. Teachers recognize positive behavior traits and teach tolerance, respect, as well as conflict resolution.

Monthly Awards assemblies honor children for character and academic improvement. Children collect MAC (positive recognition) slips for prizes from the principal. Visual and Performing Arts programs reflect a multicultural perspective. The focus on learning and caring is evident in our Literacy Nights, PTA family activities and morning assembly gatherings. Our PRIDE motto is interwoven throughout the curriculum as well as during assemblies and events to promote school spirit.

Suspensions and Expulsions

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.

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. SMMUSD does not expel elementary students.

	School			District All Elementary		
	2000	2001	2002	2000	2001	2002
Elementary Suspensions (Number)	10	2	4	121	119	121
Elementary Suspensions (Rate)	2.29	0.43	.86	2.18	2.25	2.19



School Facilities

McKinley School is located approximately three miles from the beach. Constructed in 1936, the two-story building is accentuated by an enclosed patio in keeping with the Mission-style architecture. Classrooms are ample and welcoming. We have recently upgraded our media center, playground, restroom facilities and parent-learning center. Two very large grassy areas are complimented by hardtop for playground equipment. The grounds are spacious enough to accommodate nine bungalows and ample parking. McKinley School is a peaceful, pleasant and fine place for learning.



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 2001 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 (ELA)

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	---	64	68	---	57	54	---	32	32
3	---	40	39	---	51	53	---	30	34
4	---	51	51	---	59	58	---	33	36
5	---	52	55	---	54	58	---	28	31

CST ELA Subgroups

Grade Level	Male	Female	English Learners	Nbt English Learners	Socio-economically Disadvantaged	Nbt Socio-economically Disadvantaged	Hspanic or Latino	White (not Hspanic)
2	71	66	53	81	55	82	45	92
3	46	30	23	52	14	66	10	70
4	43	60	27	58	37	60	45	57
5	52	58	8	62	38	65	28	77



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
2	---	---	71	---	---	60	---	---	43
3	---	---	45	---	---	54	---	---	38
4	---	---	46	---	---	60	---	---	37
5	---	---	48	---	---	53	---	---	29

CST - Subgroups Mathematics

Grade Level	Male	Female	English Learners	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged
2	72	70	68	79	70	72
3	55	30	33	54	25	65
4	47	46	16	56	31	54
5	51	45	23	52	24	61

CST - Racial Ethnic groups - Mathematics

Grade Level	Hispanic or Latino	White (not Hispanic)
2	65	84
3	24	70
4	38	57
5	25	66

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
2	87	81	84	75	78	77	49	51	53
3	65	80	54	71	71	72	44	46	47
4	70	73	72	73	73	74	45	47	49
5	55	65	75	71	75	75	44	45	46

Mathematics

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	93	88	93	80	82	80	57	58	62
3	82	78	72	76	74	74	56	59	62
4	88	90	72	75	79	81	51	54	58
5	66	83	84	76	79	81	50	54	57

Sat 9 Racial/Ethnic - Groups

Mathematics

Grade Level	Hispanic or Latino	White (not Hispanic)
2	90	99
3	62	83
4	67	87
5	78	92

Reading

Grade Level	Hispanic or Latino	White (not Hispanic)
2	70	99
3	28	83
4	71	78
5	58	92

Stanford 9 Subgroups - Reading

Grade Level	Male	Female	English Learners	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged
2	82	86	84	91	83	86
3	60	44	33	67	29	81
4	61	85	58	78	74	71
5	68	81	15	85	62	82

Stanford 9 Subgroups - Mathematics

Grade Level	Male	Female	English Learners	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged
2	93	93	95	100	93	93
3	93	41	70	74	63	81
4	71	73	67	76	63	77
5	91	79	69	87	82	86



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 5th 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
5	16.7	15.2	18.2	30.5	33.6	27.7	22.2	23.4	21.5

Local Assessment

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

Percentage of students meeting or exceeding the district standard

Grade Level	Language Arts (Reading & Writing)			Mathematics		
	2000	2001	2002	2000	2001	2002
K	93.7	87.0	80.0	93.8	89.5	85.7
1	76.9	83.3	81.9	89.2	89.4	82.3
2	68.4	84.2	84.2	76.6	80.5	96.4
3	86.0	82.8	79.5	81.2	83.6	69.0
4	88.2	86.5	96.2	94.1	89.7	77.4
5	93.2	95.9	96.8	90.5	95.8	97.8

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	100	98	Percentage Tested	100	98	99
Base API Score	753	809	825	Growth API Score	809	832	817
Growth Target	2	A	A	Actual Growth	56	23	8
Statewide Rank	8	9	9	Eligible for Awards	Yes	No	No
Similar Schools Rank	10	10	10	Eligible for II/USP	No	No	--

A means the school scored at or above the interim Statewide Performance Target of 800 in 2001.

*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		
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
Hispanic or Latino				Hispanic or Latino			
API Base Score	687	750	799	API Growth Score	750	801	767
Growth Target	2	1	1	Actual Growth	63	51	-32
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	825	881	869	API Growth Score	881	878	882
Growth Target	A	A	A	Actual Growth	56	-3	13
API Subgroups - Socioeconomically Disadvantaged							
API Base Score	692	759	799	API Growth Score	759	800	778
Growth Target	2	1	1	Actual Growth	67	41	-21

A means the school scored at or below the interim statewide performance target of 800



Class Size (Class Size Reduction)

Average Class Size and Class Size Distribution

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

Grade	2000				2001				2002			
	Avg.	1-20	21-32	33+	Avg.	1-20	21-32	33+	Avg.	1-20	21-32	33+
K	19.00	1			17.67	3			19.50	2		
1	19.00	1			19.50	2			19.75	4		
2	18.67	3			19.75	4			20.00	3		
3	19.25	4			19.67	3			19.00	3		
4	29.00		2		31.00		2		29.00		2	
5	29.00		2		28.00		2		30.67		3	
K-3		4	0	1	18.5	6	0	0	19.5	4	0	0
3-4												
4-8	29.00		1		30.00		1					

Class Size Reduction Participation

California's K-3 Class Size Reduction program was established in 1996 to improve the educational program, especially in reading and mathematics, for children in kindergarten and grades one through three. Incentive funding is provided to participating school districts for the purpose of implementing an average pupil-teacher ratio of twenty to one in up to four grade levels.

More information is available at <http://www.cde.ca.gov/classsize/>

Grade Level	Percentage of Pupils Participating		
	2000	2001	2002
K	100	100	100
1	100	100	100
2	100	100	100
3	100	100	100

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 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.



Instructional Time & Minimum Days

The California Education Code establishes a required number of minutes per year for each grade. The table 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
K	41,920	36,000	16
1,2	55,740	53,100	12
3	55,740	53,100	12
4-5	55,740	54,480	12

The table on the right 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.

Teachers and Staff

Credentials

Part-time teachers are counted as '.5'. 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	26	28	29
Full Credential (Fully credentialed and teaching in subject area)	24	24	25
Teaching Outside Subject Area (fully credentialed but teaching outside of subject area)	0	0	0
Emergency Credential (includes district internship, university internship, pre-interns and emergency permits)	2	4	4
Teachers and Waivers (does not have credential and does not qualify for an emergency permit)	0	0	0

Teacher credential data may not have been submitted or a teacher may hold one or more types of credential. As a result, percentages on this report may not add up to Total Number of Teachers.

Pupil Support Staff (Counselors/Support Staff)

Title	FTE
Counselor	1.00
Library Coordinator	1.00
Psychologist	0.40
Social Worker	0.00
Nurse	0.40
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	1.00
Miller-Unruh Reading Teacher	1.00

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 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.

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.

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

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.

