



# John Muir Elementary School Accountability Report Card (SARC) 2001-2002

## John Muir Elementary School

2526 Sixth Street • Santa Monica, CA 90405-3811 • (310) 399-7721  
webmuir@smmusd.org • <http://www.muir.smmusd.org>

### Santa Monica-Malibu Unified School District

1651 Sixteenth Street • Santa Monica, California 90404  
310.450.8338 • [sarc@smmusd.org](mailto:sarc@smmusd.org)  
[www.smmusd.org](http://www.smmusd.org)

### School Board Members

Maria Leon-Vazquez, President, José Escarce, Vice President,  
Emily Bloomfield, Julia Brownley,  
Oscar de la Torre, Mike Jordan, Shane McCloud  
John Deasy, Superintendent of Schools

## 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 Muir Elementary School.

## Principal's Message

Welcome to John Muir Elementary School and learning community - “The Best Kept Secret in Santa Monica”! We continue to focus our attention and efforts on STUDENT ACHIEVEMENT at John Muir. Here is a brief summary of our focus this year:  
**CLEAR EXPECTATIONS**



*Patty Flynn, Principal*

If we expect all students to achieve at high levels, then we need to define explicitly what we expect students to learn. Descriptive criteria and models of work that meets standards should be publicly displayed, and students should refer to these displays to help them analyze and discuss their work. With visible accomplishment targets to aim toward at each stage of learning, students can participate in evaluating their own work and setting goals for their own effort.  
**ACCOUNTABLE TALK**

Talking with others about ideas and work is fundamental to learning. For classroom talk to promote learning it must be accountable to the learning community, to accurate and appropriate knowledge, and to rigorous thinking. Accountable Talk seriously responds to and further develops what others in the group have said. It puts forth and demands knowledge that is accurate and relevant to the issue under discussion.  
**ACADEMIC RIGOR in a THINKING CURRICULUM**

This implies a curriculum organized around major concepts that students are expected to know deeply. Teaching must engage students in active reasoning about these concepts. In every subject, at every grade level, instruction and learning must include commitment to knowledge core, high thinking demand, and active use of knowledge.

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# About Our School

## School Description

The original John Muir School was built in 1923 and in December 1996 moved to its new location and building at 2526 Sixth Street, Santa Monica and is the neighborhood school for Ocean Park. We are a public elementary school serving the small student body of 350 students that reflects the cultural diversity of the surrounding community. In addition to our regular program are classes for Special Education: Special Day Classes (SDC), English as a Second Language (ESL), Resource and Speech. Gifted and Talented Education (GATE) and high achieving students are served within the regular classroom with differentiated curriculum and an enriched fine arts program. We also have a State Head Start Preschool on our campus, childcare for before and after school and co-sponsor, with the City of Santa Monica, an after school program. John Muir has an active PTA and volunteer program who are supportive of the educational program and provide funds for schoolwide enhancements. The Site Governance Council consists of 12 members including parents, teachers and support staff.

## School Mission Statement

The John Muir community works together to provide a safe, supportive learning environment for all children to become confident, self-directed learners who will make positive contributions to society.

## Opportunities for Parent Involvement

The John Muir PTA actively supports our school community. Meetings are generally held in the Media Center on the third Wednesday of each month, alternating at 7:00 pm and at 8:30 am so all can attend. Childcare is provided. The Bilingual Advisory Committee (BAC) holds meetings in the mornings on every third Tuesday of the month in the community room. Everyone is welcome and English translation is provided. Please call Christine Barot, PTA President, at (310) 644-6772 or Tila Carrol, Bilingual Community Liaison, at (310) 399-7721 ext. 220 for more information on how you can participate.

## Student Enrollment and Demographic Information

2001-2002	Number of Students	Percentage of Students	Grade Level	Enrollment
African-American	42	12.2	Kindergarten	51
Amer. Indian or Alaska Native	1	0.3	Grade 1	50
Asian-American	8	2.3	Grade 2	63
Filipino-American	2	0.6	Grade 3	60
Hispanic or Latino	127	12.2	Grade 4	64
Pacific Islander	0	0.3	Grade 5	56
White (Not Hispanic)	164	2.3	<b>Total</b>	<b>344</b>

The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data System (CBEDS) total enrollment.

## School Safety, Discipline and Climate for Learning

The John Muir Comprehensive School Safety Plan was updated and reviewed with staff and district administrators in September 2002. We have monthly evacuation drills at our site to practice and review our safety procedures. We have two complete earthquake simulation drills with search and rescue teams, one in the Fall trimester and one in the Spring trimester. John Muir parents and staff have been diligent in planning for the safety of our children in the event of an earthquake or other emergency situation. We will keep emergency supplies in a central location and we encourage parents to donate materials for the emergency bin. Each family is given three options to provide the necessary emergency items for their children which are outlined in a letter that goes home with all students regarding disaster and earthquake preparedness.

## Programs and Practices that Promote a Positive Learning Environment

John Muir School provides a variety of experiences and programs for all children. Parents and volunteers are actively involved in our school Safety committee and School Climate ensuring we provide a safe and supportive environment for learning.

Students are regularly assessed regarding their progress in meeting local and state grade-level standards. Those needing additional assistance are provided resources and extended learning opportunities such as homework club to master skills needed for matriculation.

## Suspensions and Expulsions

Providing a safe environment that is conducive to learning is supported by the consistent application of a known and accepted policy regarding discipline. 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, John Muir has established procedures that are developed with the participation of staff, parents and students. These procedures are reviewed and approved by the schools' Site Governance Councils to insure the whole school community understands expectations for student behavior.

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)	20	21	17	121	119	121
Elementary Suspensions (Rate)	5.59	5.92	4.79	2.18	2.25	2.19



## School Facilities

The facility is adequately maintained by our site full-time day custodian and two night custodians and our District maintenance and operations department. Our school site was newly built and completed in 1997. The classroom space and playground space are more than adequate for high caliber teaching and instruction. All teachers have a shared office space with a direct phone line and voice mail access. All staff members have either a desktop computer or laptop computer with internet capability and email access. All classrooms have technology access with a 5:1 student to computer ratio. The principal and staff work closely with the site custodians and district maintenance and operations department to ensure that the school building and grounds are clean and free of litter and graffiti, etc. We have an active Safety Committee that includes staff members and parents to ensure that our school facilities are safe for all students and staff.



## 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 years. 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](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>.

### ELA Subgroups

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

Grade Level	School			District			State			ELA Racial/Ethnic Subgroups		
	2000	2001	2002	2000	2001	2002	2000	2001	2002	Grade Level	Hispanic or Latino	White (not Hispanic)
2	-	46	45	-	57	54	-	32	32	2	19	59
3	-	37	39	-	51	53	-	30	34	3	20	52
4	-	42	42	-	59	58	-	33	36	4	14	58
5	-	35	51	-	54	58	-	28	31	5	37	83

Grade Level	Male	Female	English Learners	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged
2	37	54	31	49	14	62
3	40	38	25	43	25	50
4	42	40	ns	48	27	50
5	53	48	ns	54	37	65

ns: scores are not reported on groups of less than ten



## 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>.

### CST - Mathematics

The tables below show 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	-	-	59	-	-	60	-	-	43
3	-	-	44	-	-	54	-	-	38
4	-	-	50	-	-	60	-	-	37
5	-	-	35	-	-	53	-	-	29

### CST Subgroups - Mathematics

Grade Level	Male	Female	English Learners	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged
2	53	66	69	57	46	67
3	47	40	42	44	48	40
4	50	50	ns	54	30	61
5	37	32	ns	37	21	50

ns: scores are not reported on groups of less than ten

### CST - Racial/Ethnic Groups - Mathematics

Grade Level	Hispanic or Latino	White (not Hispanic)
2	69	60
3	25	58
4	27	68
5	16	57

## 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

The following tables show 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	52	67	68	75	78	77	49	51	53
3	58	59	64	71	71	72	44	46	47
4	47	58	70	73	73	74	45	47	49
5	53	61	71	71	75	75	44	45	46

### Mathematics

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	63	74	78	80	82	80	57	58	62
3	76	53	64	76	74	74	56	59	62
4	42	69	78	75	79	81	51	54	58
5	48	65	71	76	79	81	50	54	57

## Stanford 9 Subgroups - Reading

Grade Level	Male	Female	English Learners	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged
2	56	81	75	66	48	81
3	63	65	ns	68	57	69
4	70	70	ns	76	55	78
5	68	78	ns	75	55	85

ns: scores are not reported on groups of less than ten

## Stanford 9 Subgroups - Mathematics

Grade Level	Male	Female	English Learners	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged
2	74	81	92	74	62	88
3	67	61	ns	59	76	55
4	79	77	ns	82	68	83
5	69	74	ns	70	73	71

ns: scores are not reported on groups of less than ten

### Racial/Ethnic Groups - Reading

Grade Level	Hispanic or Latino	White (not Hispanic)
2	60	74
3	53	73
4	53	79
5	59	91

### Racial/Ethnic Groups - Mathematics

Grade Level	Hispanic or Latino	White (not Hispanic)
2	87	75
3	60	73
4	68	83
5	76	87

## 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	39.7	52.2	31.4	30.5	33.6	27.7	22.2	23.4	21.5

ns: scores are not reported on groups of less than ten



## 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	75.8	71.7	84.7	86.2	87.0	88.3
1	66.7	73.3	88.0	79.6	88.7	81.9
2	83.3	89.1	84.6	78.5	91.1	95.2
3	67.7	71.4	61.1	71.4	80.0	68.4
4	58.5	65.1	78.9	57.4	73.8	82.5
5	71.4	48.4	66.0	69.8	62.5	76.8

## 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.

**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>.

**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.

**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.

## School Wide API

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
Percentage Tested	90	100	97	Percentage Tested	100	97	91
Base API Score	602	683	721	Growth API Score	683	737	787
Growth Target	10	6	4	Actual Growth	81	54	60
Statewide Rank	5	6	7	Eligible for Awards	Yes	Yes	N/R
Similar Schools Rank	5	6	8	Eligible for II/USP	No	No	--

\*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.

		API Base Data				API Growth Data		
		1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
Hispanic or Latino	API Base Score	514	592	635	API Growth Score	592	641	729
	Growth Target	8	5	3	Actual Growth	78	49	94
White (Not Hispanic)	API Base Score	715	787	826	API Growth Score	787	839	846
	Growth Target	8	5	A	Actual Growth	72	52	20
Socio-economically Disadvantaged	API Base Score	498	607	664	API Growth Score	607	675	731
	Growth Target	8	5	3	Actual Growth	109	68	67

A: Means the school or subgroup scored at or above 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	19.8	12	0	0	18.4	7	0	0	20.0	4	0	0
1	0.0	0	0	0	0.0	0	0	0	20.0	1	0	0
2	0.0	0	0	0	20.0	3	0	0	19.0	3	0	0
3	0.0	0	0	0	19.7	3	0	0	19.7	3	0	0
4	32.0	0	3	0	31.0	0	2	0	30.0	0	2	0
5	0.0	0	0	0	0.0	0	0	0	28.0	0	2	0
K-3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3-4	19.8	12	0	0	18.4	7	0	0	20.0	4	0	0
4-8	0.0	0	0	0	15.0	1	0	0	0.0	0	0	0

### 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.

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

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

## What We Teach

### Instruction and Leadership/Curriculum Improvement

Our curriculum improvement program for this year provides two wonderful and unique opportunities for our students to grow.

Peace Games, an innovative violence prevention and peace and justice education program, is founded on the notion that young people have the power to change the world. Our vision is of a day when every child has the skills, knowledge, relationships and opportunities to be a peacemaker. To accomplish this we form partnerships with elementary schools, families and young adult volunteers (high school/college students) to empower children to create their own safe classrooms and schools. The goals of Peace Games are: (1) to empower children with the skills, knowledge, relationships and opportunities; (2) engage all community members in supporting children as peacemakers; (3) inspire a new generation of educators and activists through community service, and (4) change how society thinks about violence and young people. Our model is a simple one; Peace Games invests resources to prepare elementary school students to be peacemakers. We build a school's capacity for safety through weekly curriculum lessons (taught by volunteer college students), professional development for teacher, families, and after-school and summer programs. You can learn more at: <http://www.peacegames.org>.

PS Arts - Restoring the Arts to Public Education

Can you imagine life without the beauty of color, the lyrical strains of music, the imaginative leaps of dance, or the creative expression of theater? Few public school children in our nation's cities have these critical life experiences due to declining public support for arts education. P.S. Arts, a project of the Crossroads Community Foundation, is committed to restoring arts education and the joy and achievement it can bring to the lives of under-served, ethnically diverse public school children. More information is available at <http://www.PSARTS.org>.

### 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 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 on the right shows the number of minimum days at John Muir 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.

2000-2001 Grade Level	Number of minimum days	Total Instructional Minutes	1982/83 Required by/State
Kindergarten	10	42,805	36,000
1st, 2nd, 3rd	10	52,790	53,100
4th, 5th	12	54,675	54,480

# 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
<b>Total Number of Teachers</b>	16	17	18
<b>Full Credential</b> (Fully credentialed and teaching in subject area)	13	13	13
<b>Teaching Outside Subject Area</b> (fully credentialed but teaching outside of subject area)	0	0	0
<b>Emergency Credential</b> (includes district internship, university internship, pre-interns and emergency permits)	3	4	5
<b>Teachers and Waivers</b> (does not have credential and does not qualify for an emergency permit)	1	0	0

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	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

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

During their probationary years, a teacher is formally evaluated twice with several informal observations following District competencies and California State Standards of Excellence. Tenured teachers are on an evaluation rotation according to contract.

## Substitutes

We have a group of consistent and competent substitute teachers who we call upon as necessary. These substitute teachers have established a positive rapport with our students and staff.



## Professional Development

The state allows three full days or 12 hours of staff development throughout the year. Teachers are also provided funds to attend professional conferences throughout the school year. Our teachers are continuing their professional growth with some in the District Leadership Program (LEAD), and others applying for National Board Certification and still others working on Master Degrees.



# 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
<b>SUBTOTAL, REVENUE LIMIT SOURCES</b>	<b>\$56,506,092</b>	<b>\$4,613</b>	<b>103%</b>	<b>\$4,487</b>	<b>\$4,525</b>
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
<b>TOTAL</b>	<b>\$97,026,644</b>	<b>\$7,920</b>	<b>112%</b>	<b>\$7,066</b>	<b>\$7,054</b>

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
<b>SUBTOTAL</b>	<b>\$84,749,088</b>	<b>\$6,918</b>	<b>106%</b>	<b>\$6,509</b>	<b>\$6,454</b>
<b>OTHER</b>	<b>\$4,381,532</b>				
<b>TOTAL</b>	<b>\$89,130,620</b>				
	\$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 Average	
			All Unified - Districts	All Districts
Total Dollars	Current Expense ADA	\$ / Student (ADA)	\$ / Student (ADA)	\$ / Student (ADA)
\$83,372,176	\$12,250	\$6,806	\$6,414	\$6,360

By law, "current expense of education" must be calculated annually for every district; it is a measure of the cost of direct educational services to students. This figure is then matched with average daily attendance (ADA) for the district to arrive at an expenditure per pupil figure. Since the current expense figure excludes food services, facilities, acquisition and construction, and certain other expenditures, the current expense per ADA amount is lower than the total expenditure per ADA shown in the preceding table on the left.

Source: California Department of Education, School Fiscal Services Division, J200/SACS Repts.

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

## Types of Services Funded

Per-pupil expenditures from categorical funds, based on district averages for services such as special education, counseling, library services, social work, psychology, child welfare and attendance, and LEP services is about \$2,342.

## Salaries

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

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

