



School Accountability Report Card (SARC) 2002-2003

John Muir Elementary School

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

The California Constitution requires that a School Accountability Report Card (SARC) be prepared annually for each school. The Education Code states that the SARC “shall provide data by which parents can make meaningful comparisons between public schools enabling them to make informed decisions on which school to enroll their children.” We believe that information contained in this report will enable you, the reader, to gain an accurate and realistic picture of John Muir Elementary School.

Vision Statement

As a community of learners, the Santa Monica-Malibu Unified School District works together in a nurturing environment to help students be visionary, versatile thinkers; resourceful, life-long learners; effective, multi-lingual communicators and global citizens. We are a richly varied community that values the contributions of all its members. We exist to prepare all students in their pursuit of academic achievement and personal health and to support and encourage them in their development of intellectual, artistic, technological, physical and social expression.

Santa Monica-Malibu Unified School District

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School Board Members

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

Principal’s Message

Welcome to John Muir Elementary School- “A Positive Learning Environment that Promotes Exceptional Learning.” To achieve our goal, we focus on three areas: Standards as the “what” we teach, the Principles of Learning and research-based good instruction is the “how” we teach, and creating and maintaining a rich learning environment as the “where” we teach.

Standards-Based Education is a curriculum of what students are expected to achieve. Because we have high standards in each area the teachers are strategic in their instruction to make sure that all students reach or surpass the standards. Each child is assessed using grade level assessments, District assessments, as well as the California State assessments. Teachers routinely use the information gathered from these assessments to guide them in their classroom instruction.

Our focus on the Principles of Learning; Clear Expectations, Accountable Talk, and Academic Rigor in a Thinking Curriculum are the basis for the instruction needed for children to achieve.

Students, teachers, and parents know what we expect students to learn. Models and rubrics are publicly displayed and available so that students can refer to them. Students naturally love to talk so we channel that talk into talking about what they are learning and why.



This accountable talk requires that students use accurate and relevant knowledge. All of this requires that the curriculum be organized around major concepts. Teachers engage students in high level thinking. When these areas are synchronized, exceptional learning occurs. John Muir Elementary School continues to promote high standards.

Martha Duran-Contreras, *Principal*

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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 362 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 second Wednesday of the month at 7:00 pm. Childcare is provided. The Bilingual Advisory Committee (BAC-ELAC) holds meetings in the mornings on every second Tuesday of the month in the community room. Everyone is welcome and English translation is provided. Please e-mail Meighan Maguire at meighan@beachnet.com, PTA President, or call our Bilingual Community Liaison, at (310) 399-7721 ext. 220 for more information on how you can participate.

School Enrollment and Demographic Information

Racial/Ethnic Category	Number of Students	Percent of Students	Grade Level	Enrollment
African-American	39	10.8	Kindergarten	60
American Indian or Alaska Native	1	0.3	Grade 1	57
Asian	12	3.3	Grade 2	54
Filipino	1	0.3	Grade 3	65
Hispanic or Latino	130	35.9	Grade 4	60
Pacific Islander	0	0.0	Grade 5	66
White (Not Hispanic)	179	49.4	Total Enrollment	362
Multiple or No Response	0	0.0		

Notes regarding the source and currency of data: Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/datasources.asp>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years (2000-01 and 2001-02). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02. Data used for suspensions and expulsions, instructional minutes, types of services funded, minimum day and class size reduction were provided by the District staff.

School Safety

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.

Discipline and Climate for Learning

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. The District does not expel elementary students.

	School			District		
	2001	2002	2003	2001	2002	2003
Number of Suspensions	21	17	5	119	121	97
Rate of Suspensions	5.92	4.79	1.38	2.25	2.19	1.79



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

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English-language arts and mathematics in grades 2-11, science and history/social science in grades 9-11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding results for each grade and proficiency level and percent of students not tested can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
English Language Arts	39	44	43	54	55	56	30	32	35
Mathematics		47	49		48	51		31	35

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English Language Arts	39				24		57
Mathematics	26				30		66

CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	Male	Female	English Learners	Socio-economically Disadvantaged		Students With Disabilities	
				Yes	No	Yes	No
English Language Arts	39	49	22	27	50	16	49
Mathematics	53	44	47	30	56	32	52



Norm-Referenced Test (NRT)

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT - All Students

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

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	61	68	48	68	67	62	44	45	43
Mathematics	65	73	60	72	73	68	53	55	50

NRT - Racial/Ethnic Groups

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

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	33				27		65
Mathematics	37				52		71

NRT - Subgroups

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

Performance Level	Male	Female	English Learners	Socio-economically Disadvantaged		Students with Disabilities	
				Yes	No	Yes	No
Reading	45	51	29	27	55	22	53
Mathematics	59	61	63	44	66	42	63

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	43.9	41.7	45.2	32.6	33.7	31.5	23.8	25.2	22.3

Local Assessment

For the 2002-3 school year, the District opted to use the Norm-Referenced Test (NRT) and the California Standards Tests (CST) for its local assessment. Those results are listed in the previous section. The District will be instituting a new, local assessment in the 2003-04 school year and results will be included in the SARC for that year.

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

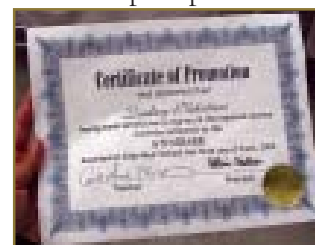
Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.



Schoolwide API

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Percent Tested	100	97	91	Percent Tested	97	91	100
API Base Score	683	727	776	API Growth Score	737	787	778
Growth Target	6	4	1	Actual Growth	54	60	2
Statewide Rank	6	7	8				
Similar Schools Rank	6	8	9				

API Subgroups - Racial/Ethnic Groups

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
African-American				African-American			
API Base Score				API Base Score			
Growth Target				Growth Target			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Base Score			
Growth Target				Growth Target			
Asian				Asian			
API Base Score				API Base Score			
Growth Target				Growth Target			
Filipino				Filipino			
API Base Score				API Base Score			
Growth Target				Growth Target			
Hispanic or Latino				Hispanic or Latino			
API Base Score	592	635	719	API Base Score	641	729	718
Growth Target	5	3	1	Growth Target	49	94	-1
Pacific Islander				Pacific Islander			
API Base Score				API Base Score			
Growth Target				Growth Target			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	787	826	831	API Base Score	839	846	829
Growth Target	5	A	A	Growth Target	52	20	-2

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

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
API Base Score	607	664	719	API Base Score	675	731	708
Growth Target	5	3	1	Growth Target	68	67	-11

Awards and Intervention Programs

School				District			
Federal Programs	2000	2001	2002	Federal Programs	2000	2001	2002
Recognition for Achievement (Title 1)	No	No	No	Number of Schools Identified for Program Improvement	0	0	1
Identified for Program Improvement (Title 1)	No	No	No	Percent of Schools Identified for Program Improvement	0.0	0.0	6.3
Exited Title 1 Program Improvement	No	No	No	Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year. The Immediate Intervention/Underperforming Schools Program was not funded for the year 2002 or 2003.			
California Programs	2001	2002	2003				
Eligible for Governor's Performance Award	Yes	No	N/A				
Eligible for II/USP	No	---	---				
Applied for II/USP Funding	No	---	---				
Received II/USP Funding	No	---	---				



Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Groups	School			District		
	2000	2001	2002	2000	2001	2002
All Students	---	---	YES	---	---	YES
African American	---	---	N/A	---	---	NO
American Indian or Alaska Native	---	---	N/A	---	---	N/A
Asian	---	---	N/A	---	---	NO
Filipino	---	---	N/A	---	---	N/A
Hispanic or Latino	---	---	YES	---	---	YES
Pacific Islander	---	---	N/A	---	---	N/A
White (not Hispanic)	---	---	YES	---	---	YES
Socioeconomically Disadvantaged	---	---	NO	---	---	YES
English Learners	---	---	YES	---	---	YES
Students with Disabilities	---	---	N/A	---	---	NO



WHAT WE TEACH

Instruction and Leadership/Curriculum Improvement

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

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 and Currency of Textbooks

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



Instructional Minutes and Minimum Days

The California Education Code establishes a required number of minutes per year for each grade. The table below compares the number of instructional minutes offered at the school level to the state requirement for each grade. Each site considers these requirements when scheduling minimum days to insure that standards are maintained or exceeded.

The table below shows the number of minimum days at 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.

The California *Education Code* establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

2002-2003 Grade Level	Number of minimum days	Total Instructional Minutes	1982/83 Required by State
K	11	46,330	36,000
1, 2, 3	11	53,545	53,100
4 - 5	11	55,525	54,480

Use of Technology

"The Santa Monica-Malibu Unified School District will prepare students for life in the information age. Through effective and creative use of multi-media, telecommunication, computer and other related technologies to facilitate learning, students will build a working foundation of knowledge and prepare for future success." *SMMUSD Technology Use Plan* <http://www.tech.smmusd.org/Site%20Folder/Pages/TUP.html>

The Santa Monica-Malibu Unified School District continues to provide rich resources to all school sites: filtered Internet access, on-line electronic resources, multimedia computers in every classroom, 100% district Internet connectivity, well managed school libraries, school web sites, and laptops for teachers. SMMUSD has set high standards in technology for all students and teachers. The district's goals for technology include:

- All students will have access to technology.
 - Technology will be integrated into all curricular areas.
 - Students will use a variety of technology tools for learning, literacy, intellectual growth and problem solving.
 - Teachers will be trained in the use of technology and how to integrate it into all curricular areas.
 - Public and private partnerships will be established and maintained in order to develop resources and stay current with workforce technology needs.
 - Students and staff will practice positive, ethical attitudes about technology.
 - Students and staff will practice appropriate and safe use of technology.
- SMMUSD access to technology continues to positively impact student achievement.



TEACHERS AND STAFF

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2001			2002			2003			
	Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms		
		1-20	21-32		33+	1-20		21-32	33+	1-20
K				19.00	1		20.00	1		
1	20.00	1		19.00	1		20.00	1		
2	19.00	3		19.50	4		20.00	2		
3	19.67	3		19.33	3		20.00	3		
4	30.00		2	30.00		2	29.00		2	
5	28.00		2	26.50		2	31.00		2	
K-3	20.00	4		20.00	3		20.00	4		
3-4										

Class Size Reduction Participation

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

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

Teacher Credentials

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

	2001	2002	2003
Total Teachers	17	18	17
Teachers with Full Credential (full credential and teaching in subject area)	13	13	12
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)	0	0	0
Teachers with Emergency Credential (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)	4	5	5
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Highly Qualified Teachers

The No Child Left Behind Act (NCLB) requires local educational agencies (LEAs) to report specific data regarding highly qualified teachers. As of December of 2003, the State Board of Education (SBE) had not approved a definition for use in reporting data pertaining to highly qualified teachers. Therefore, the requirement that LEAs include these data will not apply to reports published during the 2003-04 school year.

The State Board of Education is scheduled to approve a definition for "highly qualified teacher" in 2004. Once approved, LEAs will be required to use the definition to provide data on report cards published during the 2004-05 school year.

Staff Education Level and Service Report for Certificated Staff by School for the Year 2002-03

School	Gender	Education Level							Total Staff	Years of Service	
		Doctorate	Master's Degree +30	Master's Degree	Bachelor's Degree +30	Bachelor's Degree	Less than Bachelor's	None Reported		Avg. Years of Ed. Service	Avg. Years in the District
John Muir Elementary	Female	0 (0.0 %)	1 (9.1 %)	3 (27.3 %)	6 (54.5 %)	1 (9.1 %)	0 (0.0 %)	0 (0.0 %)	11	11.5	9.8
	Male	0 (0.0 %)	0 (0.0 %)	2 (33.3 %)	2 (33.3 %)	2 (33.3 %)	0 (0.0 %)	0 (0.0 %)	6	5.2	4.7
Total		0 (0.0 %)	1 (5.9 %)	5 (29.4 %)	8 (47.1 %)	3 (17.6 %)	0 (0.0 %)	0 (0.0 %)	17	9.3	8.0
Districtwide	Female	10 (2.1 %)	100 (21.4 %)	133 (28.5 %)	192 (41.1 %)	32 (6.9 %)	0 (0.0 %)	0 (0.0 %)	467	13.1	9.6
	Male	9 (5.5 %)	44 (27.0 %)	26 (16.0 %)	64 (39.3 %)	20 (12.3 %)	0 (0.0 %)	0 (0.0 %)	163	14.1	11.8
Total		19 (3.0 %)	144 (22.9 %)	159 (25.2 %)	256 (40.6 %)	52 (8.3 %)	0 (0.0 %)	0 (0.0 %)	630	13.4	10.2
Countywide	Female	494 (0.9 %)	9,570 (16.5 %)	8,620 (14.9 %)	21,826 (37.6 %)	17,178 (29.6 %)	298 (0.5 %)	0 (0.0 %)	57,986	12.2	10.5
	Male	541 (2.2 %)	4,270 (17.6 %)	3,199 (13.2 %)	7,942 (32.8 %)	8,039 (33.2 %)	242 (1.0 %)	1 (0.0 %)	24,234	11.8	10.4
	None Reported	3 (1.3 %)	32 (14.1 %)	32 (14.1 %)	35 (15.4 %)	122 (53.7 %)	3 (1.3 %)	0 (0.0 %)	227	3.0	3.0
Total		1,038 (1.3 %)	13,872 (16.8 %)	11,851 (14.4 %)	29,803 (36.1 %)	25,339 (30.7 %)	543 (0.7 %)	1 (0.0 %)	82,447	12.1	10.4
Statewide	Female	1,706 (0.8 %)	31,314 (14.1 %)	35,051 (15.8 %)	109,573 (49.4 %)	43,614 (19.7 %)	645 (0.3 %)	16 (0.0 %)	221,919	12.6	10.3
	Male	1,524 (1.7 %)	14,462 (16.5 %)	13,335 (15.2 %)	38,317 (43.7 %)	19,389 (22.1 %)	583 (0.7 %)	12 (0.0 %)	87,622	13.2	11.0
	None Reported	3 (1.3 %)	33 (14.2 %)	33 (14.2 %)	35 (15.1 %)	122 (52.6 %)	3 (1.3 %)	3 (1.3 %)	232	8.3	2.3
Total		3,233 (1.0 %)	45,809 (14.8 %)	48,419 (15.6 %)	147,925 (47.8 %)	63,125 (20.4 %)	1,231 (0.4 %)	31 (0.0 %)	309,773	12.8	10.5





Teacher Evaluations

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.

Availability of 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.

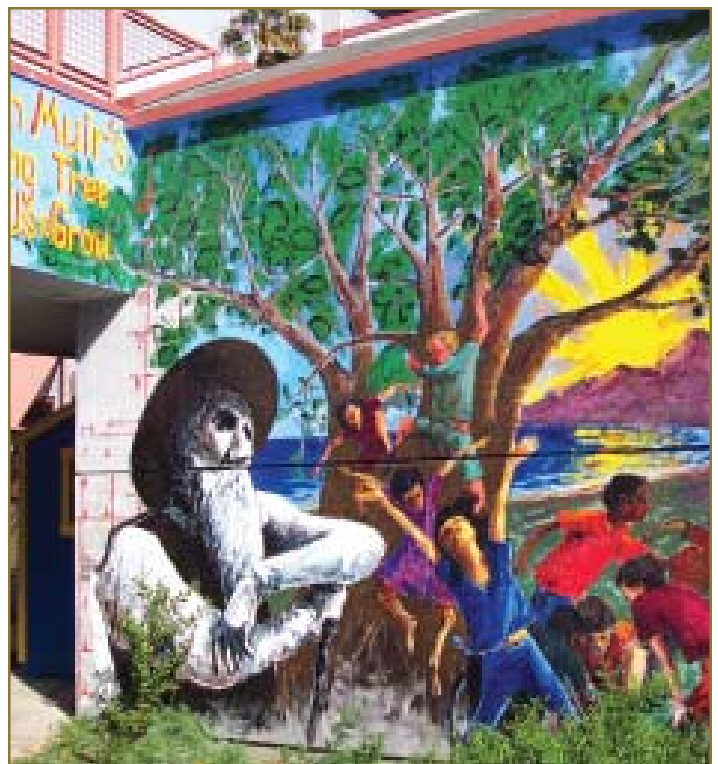
Counselors and Other Support Staff

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

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

Professional Development

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

Salaries

Average Salaries (Fiscal Year 2001-2002) Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,225	\$35,278
Mid-Range Teacher Salary	\$55,446	\$56,381
Highest Teacher Salary	\$76,890	\$72,141
Average Principal Salary (Elementary)	\$97,254	\$88,747
Average Principal Salary (Middle)	\$93,863	
Average Principal Salary (High)	\$114,273	
Superintendent Salary	\$151,324	\$145,316
Percent of Budget for Teacher Salaries	41.63	43.30
Percent of Budget for Administrative Salaries	5.83	5.44

Revenues and Expenditures

School districts rely on a variety of income sources for funding. The table below shows those sources for the most recently audited fiscal year and compares what SMMUSD receives to what all other unified school districts* statewide receive and to all other districts statewide. More detailed information regarding school finances is available at <http://www.ed-data.k12.ca.us/welcome.asp>.

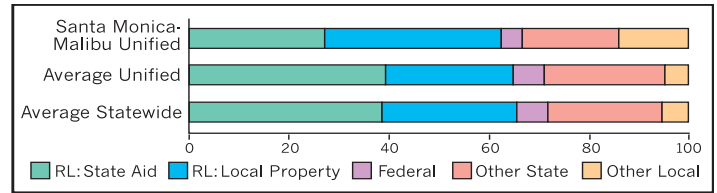
*There are three kinds of districts in California: Elementary, High School and Unified.

Financial Statement Charts: Revenues Santa Monica-Malibu Unified, 2001-02						
	Santa Monica-Malibu Unified		Average Unified		Average Statewide	
	\$/ Student (ADA)	Percentage	\$/ Student (ADA)	Percentage	\$/ Student (ADA)	Percentage
Revenue Limit - State Aid	2,094	26.6%	2,852	39.4%	2,802	38.7%
Revenue Limit - Local Property Taxes & Fees	2,802	35.6%	1,828	25.2%	1,924	26.6%
Federal Revenues	318	4.1%	485	6.7%	471	6.5%
Other State Revenues	1,536	19.5%	1,726	23.8%	1,646	22.7%
Other Local Revenues	1,109	14.1%	349	4.8%	393	5.4%
Total, Revenues	7,859	100%	7,239	100%	7,236	100%

Note: These numbers reflect the General Fund revenues for the school district (account codes 8010-8799). The charts below show the district amounts and percentages, the averages for the same type of district, and statewide averages for all districts.

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

Revenues by Category



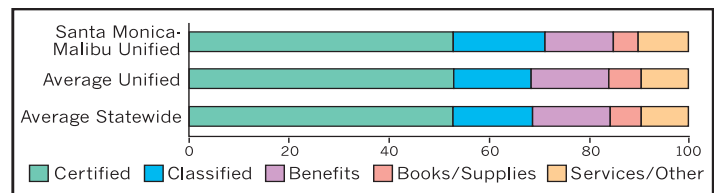
The table below roughly shows the cost of educating one pupil per year in SMMUSD and compares it with the statewide average for all unified school districts and for all districts in the state combined.

Financial Statement Charts: Expenditures Santa Monica-Malibu Unified, 2001-02						
	Santa Monica-Malibu Unified		Average Unified		Average Statewide	
	\$/ Student (ADA)	Percentage	\$/ Student (ADA)	Percentage	\$/ Student (ADA)	Percentage
Certificated Salaries	4,239	52.8%	3,621	52.6%	3,593	52.6%
Classified Salaries	1,497	18.6%	1,101	16.0%	1,097	16.1%
Employee Benefits	1,104	13.7%	1,070	15.5%	1,059	15.5%
Books and Supplies	398	4.9%	443	6.4%	437	6.4%
Services, Other Operating Expenses	797	9.9%	647	9.4%	644	9.4%
Subtotal, Expenditures	8,035	100%	6,882	100%	6,830	100%

Note: These numbers reflect the costs of operating the school district (account codes 1000-5999). Not included are capital outlay (6000-6599), other outgo (7100-7299), and direct support/indirect costs (7300-7399). The charts below show the district amounts and percentages, the averages for the same type of district, and statewide averages for all districts.

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

Expenditures by Category



Expenditures (Fiscal Year 2001-2002) Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$95,707,012	\$7,919	\$6,770	\$6,719

Types of Services Funded

Per-pupil expenditures from categorical funds, based on district averages for services such as special education, counseling, library services, social work, psychology, child welfare and attendance, and LEP services is about \$2,283.

