



Will Rogers Learning Community School Accountability Report Card (SARC) 2000-2001

Will Rogers Learning Community

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Jose Escarce, Brenda Gottfried, Mike Jordan, Thomas Pratt
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 Will Rogers Learning Community.

Principal's Message

Will Rogers has developed a philosophy of teaching and learning that is held by all adults that work in the school. At Will Rogers, we believe:

- In providing an active learning environment in which every child becomes an enthusiastic, lifelong learner
- In teachers that have high expectations for all students
- In an academically challenging curriculum that builds on individual strengths
- That students, parents and teachers share in the responsibility for each child's learning



Maureen L. Bradford
Principal

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About Our School

School Description

Will Rogers serves 676 students in grades K – 5. We are a National Blue Ribbon School of Excellence, as well as a California Distinguished School. Will Rogers receives additional funding under Title I of the Elementary and Secondary Education Act of 1965 that enables us to provide added supportive services for children from low-income or disadvantaged families. We have 35 classroom teachers including a Reading Specialist, English Language Development Specialist, Resource Specialist, and Speech and a support Language Specialist. Classrooms in grades K – 3 are staffed at a 20:1 ratio. Grades 4-5 are staffed at 30:1. We have 18 instructional aides who assist classroom teachers in providing individualized and small group instruction.

School Mission Statement

We have established a unity of purpose about the education of our students so that they become:

- Creative problem solvers
- Effective communicators
- Active participants in our democratic institutions
- Caretakers of the natural world
- Global citizens who share actively in a culturally diverse society

Opportunities for Parent Involvement

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

Student Enrollment and Demographic Information

2000-2001	Number of Students	Percentage of Students
African-American	103	15.2
Amer. Indian or Alaska Native	0	0.0
Asian-American	17	2.5
Filipino-American	1	0.1
Hispanic or Latino	323	47.8
Pacific Islander	0	0.0
White (Not Hispanic)	232	34.3

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 key components of the Safety Plan include:

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

Programs and Practices that Promote a Positive Learning Environment

Will Rogers has high expectations that each child will develop into a responsible citizen. This process begins with developmentally appropriate rules of behavior that all students can understand and follow. Logical and consistent consequences are then applied when the rules are not followed.

Our discipline program is called “Great Expectations” because we expect all students to develop self-discipline and self-control. We expect students to think before they act by asking themselves these five questions: Is it respectful? Is it kind? Is it safe? Does it protect property? Does it promote learning? The question format allows for critical thinking on the part of students and is open ended enough to address any inappropriate behavior. Specific behavior standards that relate to each question and specific consequences for not following school rules are spelled out in our behavior standards contract. Contracts are sent home at the beginning of each school year for students and parents to sign. Working together as a learning community, we can reach the high expectations we have set for each and every child.

Suspensions and Expulsions

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

Data reported by the CDE does not differentiate between students who have been suspended for one day and those who have been suspended for twenty days. Neither does it differentiate between students who are disobedient from those who have committed an assault. The CDE SARC Advisory Committee is aware of this and is working to simplify data reporting to allow better comparisons between schools.

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		
	1999	2000	2001	1999	2000	2001
Elementary Suspensions (Number)	6	21	13	61	121	119
Elementary Suspensions (Rate)	0.87	3.14	1.92	1.13	2.18	2.25



School Facilities

Will Rogers provides a safe, clean environment for its students and staff. Students have adequate space to learn and play throughout their school day. Restrooms, floors, walls, roofs, plumbing and electrical, lighting, heating and alarm systems are in good condition.

All classrooms and workspaces are equipped with telephone and data lines. Each classroom has four data ports to connect classroom computers to both a local area network and the internet.

A team of custodians works from 6:30 a.m. until 10:00 p.m. to insure that the school facilities are clean and well maintained. The principal, assistant principal and other staff members routinely inspect school grounds. Potential problems or hazards are reported to the District's maintenance department for repair.



About Our Students

STAR 9 Report

For the fourth 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 this 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/s2blueprt.html>.

Standards Tests for 2001 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)

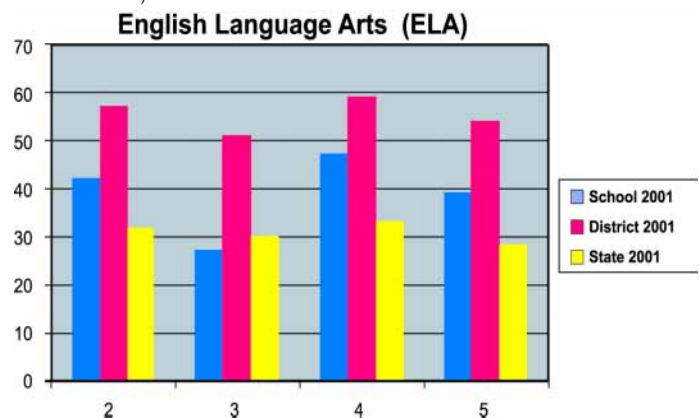
The California English Language Arts Standards scores are based on 75 questions for grades 2 and 3 and 90 questions for grades 4 - 11. For all grades the California English Language Arts Standards Tests have 35 questions specifically written for assessing competency. The additional 40 questions for grades 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.

A comprehensive chart on ELA scoring is available at: <http://www.cde.ca.gov/statetests/star/2001sbeela.html>.

The California Department of Education's Language Arts Standards are available at: <http://www.cde.ca.gov/statetests/star/blueprints/ela211.pdf>.

The table below shows the percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard).



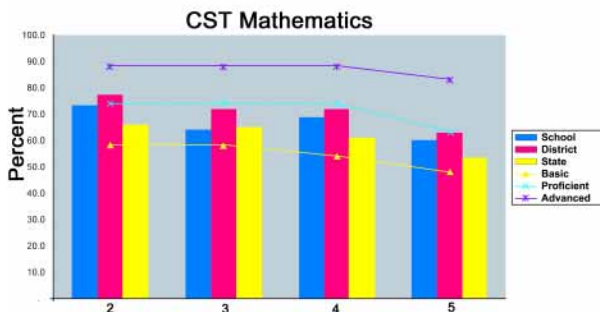
ELA Subgroups

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

Grade Level	Male	Female	English Learners	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged
2	38	49	17	50	32	50
3	30	23	8	32	11	42
4	45	50	18	57	21	66
5	37	41	4	50	18	56

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/blueprints/mathblueprints27.pdf>.



CST Writing Test

At grade 4, the writing applications standards require students to produce four types of writing: narratives, summaries, information reports, and responses to literature. Students were asked to summarize an article. Student responses were scored using a four-point rubric, with four being the highest.

% of 4th Grade Enrollment	Scoring
93%	8
0%	7
18%	6-7
71%	4-5
11%	2-3

Two readers scored each student paper and the student's reported score was the sum of the two readers' scores. If the two readers assigned scores that differed by more than one point, a third reader scored the paper. More information is available on-line at <http://www.cde.ca.gov/statetests/star/resources.html>.

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

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
2	55	55	67	68	75	78	44	49	51
3	48	61	47	68	71	71	41	44	46
4	56	56	61	69	73	73	41	45	47
5	44	63	63	68	71	75	42	44	45

Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
2	67	71	73	69	80	82	49	57	58
3	55	68	54	67	76	74	48	56	59
4	57	60	69	71	75	79	44	51	54
5	36	68	69	68	76	79	45	50	54

Stanford 9 Subgroups - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learners	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged
2	62	72	42	74	50	78
3	48	44	13	56	28	64
4	57	64	33	70	37	78
5	57	69	33	72	44	77

Stanford 9 Subgroups - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learners	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged
2	76	69	58	77	67	77
3	55	53	22	64	40	68
4	74	65	52	75	57	78
5	74	64	38	78	54	79

Data for ethnic subgroup reporting of the California Standards Tests and the Stanford (SAT-9) tests is not yet available from Standards and Assessment Division and there is no information on when these data will be provided.

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."

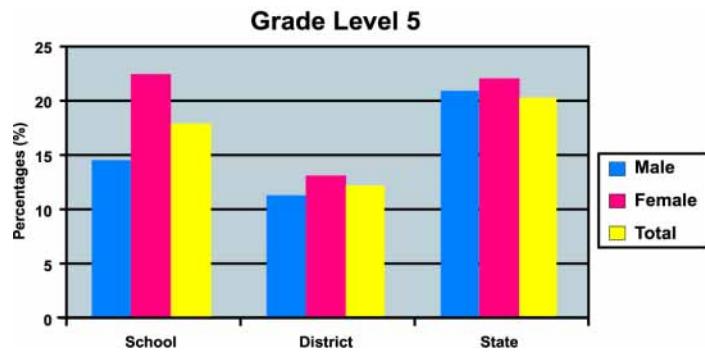
AB265 also required that the physical fitness testing data be collected at least once every two years. In February 1996, the State Board of Education designated the *Fitnessgram* as the required physical performance test to be administered to California students. For a complete copy of this report, please see <http://www.cde.ca.gov/stateTests/pe>. More about the *Fitnessgram* may be found at http://164.109.154.248/fitnessrpt2001/more_fitnessgram.htm.

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.” A list of standards may be found at: <http://164.109.154.248/fitnessrpt2001/appendix1.htm>. 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://164.109.154.248/fitnessrpt2001/>.

Percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards)



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		
	1999	2000	2001	1999	2000	2001
K	81.0	80.6	81.1	84.5	85.5	83.0
1	71.3	83.5	81.9	78.3	87.7	83.0
2	80.5	82.1	84.3	85.0	84.9	83.3
3	80.4	78.3	85.8	74.8	80.9	80.2
4	70.0	64.6	90.3	78.2	79.2	89.6
5	68.2	69.4	77.7	60.0	70.4	79.8

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.

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.

Percentage Tested: In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. High schools must have at least 90% of their students in grades 9-11 tested.

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.

API criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education website at <http://api.cde.ca.gov/> or by speaking with the school principal. The California Department of Education’s Policy and Evaluation section offers further information at <http://www.cde.ca.gov/psaa/api/>.

School Wide API

	API Base Data				API Growth Data		
	1999	2000	2001*		1999	2000	2001
Percentage Tested	90	99	96	Percentage Tested	99	96	--
Base API Score	665	727	740	Growth API Score	727	744	--
Growth Target	7	4	3	Actual Growth	62	17	--
Statewide Rank	6	7	7	Eligible for Awards	Yes	Yes	--
Similar Schools Rank	8	9	8	Eligible for II/USP	NA	NA	--

*Please note: Because the 2001 Base API includes the new California standards-based English Language Arts test and because the calculation of the 2001 Base API is different from the 2001 Growth API calculation, any comparison of the two would be inappropriate.



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	1999				2000				2001			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
K	19.3	6	0	0	20.0	5	0	0	20.0	6	0	0
1	20.0	4	0	0	19.5	4	0	0	20.0	5	0	0
2	20.0	3	0	0	19.8	4	0	0	20.0	8	0	0
3	19.6	5	0	0	19.2	6	0	0	19.8	5	0	0
4	31.5	0	4	0	29.3	0	3	0	30.3	0	3	0
5	32.3	0	2	1	29.3	0	3	0	28.3	0	3	0
K-3	16.7	6	0	0	20.0	4	0	0	0.0	0	0	0
3-4	0.0	0	0	0	0.0	0	0	0	20.0	1	0	0
4-8	0.0	0	0	0	28.0	0	1	0	30.0	0	1	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		
	1999	2000	2001
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/classize/>

What We Teach

Instruction and Leadership/Curriculum Improvement

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

Quality of and Currency of Textbooks and Other Instructional Material

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

Technology

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

Minimum Days

The table on the right shows the number of minimum days at Will Rogers 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.

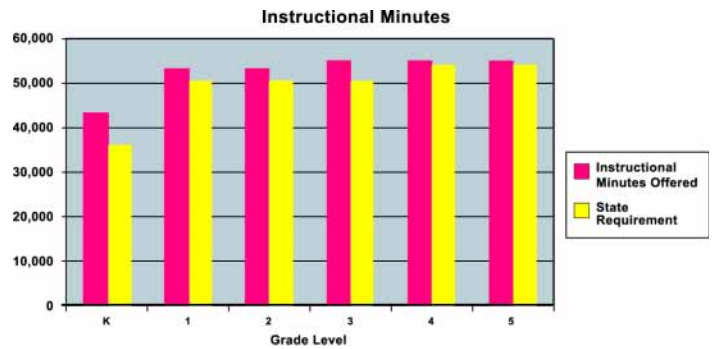
2000-2001 Grade Level	Number of minimum days
Kindergarten	10
1st, 2nd, 3rd	10
4th, 5th	10



Instructional Time

The California Education Code establishes a required number of minutes per year for each grade. The graph on the right compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Each site considers these requirements when scheduling minimum days to insure that standards are maintained or exceeded.



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.

	1999	2000	2001
Total Number of Teachers	36	35	35
Full Credential (Fully credentialed and teaching in subject area)	35	32	32
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)	1	4	3
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, 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	0.40
Social Worker	0.00
Nurse	0.60
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	0.00

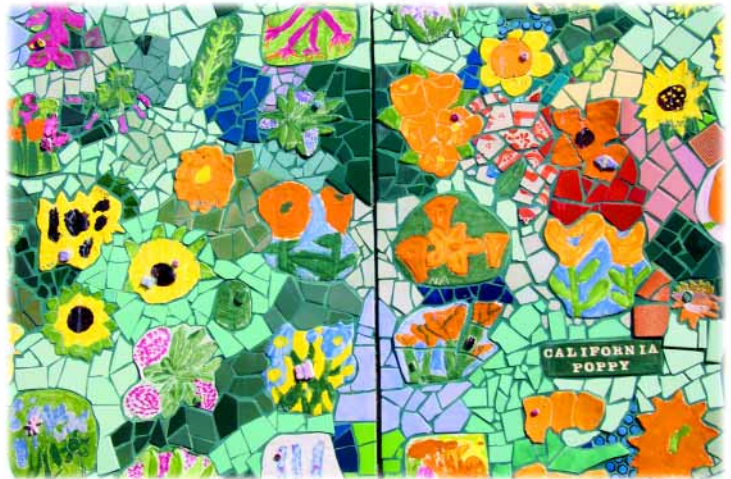
Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% full time. Two staff persons working 50% of full time also equals one FTE.

Teacher Evaluations

Teachers are regularly evaluated according to the District's Evaluation Procedures. Evaluation is based on both formal and informal classroom observations and conferences. Teachers write annual goals and objectives based on three essential questions that the faculty as a whole determines as a focus for staff development. Professional development begins with a three day pre-service in the summer and continues throughout the school year on a weekly basis, using banked time each Friday morning. Teachers work in grade level teams and cross grade level teams to develop and expand their skills and teaching repertoire.

Substitutes

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



Professional Development

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

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



Fiscal Services

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/dev/District.asp>.

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

SANTA MONICA-MALIBU UNIFIED Fiscal Year 1999-00		General Fund REVENUES		Statewide Avg All USD	Statewide Avg All Districts
	Total Dollars	\$ / Student (ADA*)	% of Avg Unified	\$ / Student (ADA*)	\$ / Student (ADA*)
State Aid	\$20,215,625	\$1,703	70%	\$2,418	\$2,371
Local Property Taxes & Fees	29,015,773	2,444	152%	1,613	1,700
SUBTOTAL, REVENUE LIMIT SOURCES	\$49,231,398	\$4,147	103%	\$4,031	\$4,071
Federal Revenues	\$2,521,038	\$212	55%	\$389	\$373
Other State Revenues	14,553,094	1,226	83%	1,477	1,377
Lottery	1,474,001	124	94%	132	131
Other Local Revenues	12,229,021	1,030	338%	305	342
TOTAL	\$80,008,552	\$6,739	106%	\$6,334	\$6,294

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 1999-00 EXPENDITURES				Statewide Avg All Unified Districts	Statewide Avg All Districts
	Total Dollars	\$ / Student (ADA)	% of Avg Unified	\$ / Student (ADA)	\$ / Student (ADA)
Certificated Salaries	\$40,603,001	\$3,420	109%	\$3,136	\$3,107
Classified Salaries	14,564,694	1,227	129%	948	937
Employee Benefits	9,343,835	787	89%	880	877
Books and Supplies	2,875,242	242	74%	327	324
Services, Other exp.	7,931,352	668	122%	546	538
SUBTOTAL	\$75,318,124	\$6,344	109%	\$5,837	\$5,783
OTHER	\$2,736,365				
TOTAL	\$78,054,489				
	\$1,954,063	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)			
By law, "Current Expense of Education per ADA" must be calculated annually for every district; it is a measure of the cost of direct educational services to students. Since the current expense figure excludes food services, facilities acquisitions and construction, and certain other expenditures, the amount is lower than the total expenditure per ADA shown in the table above.			
Santa Monica-Malibu Unified School District	Santa Monica-Malibu Unified School 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)
\$74,052,796	\$6,237	\$5,758	\$5,705
Source: California Department of Education, School Fiscal Services Division, J200/SACS Repts.			

Expenditures per Pupil, NEA-Adjusted				
	94/95	95/96	96/97	97/98
SMMUSD	\$5,350	\$5,400	\$5,750	\$6,150
Unif. Dist. Avg.	\$4,700	\$5,000	\$5,300	\$5,700
Statewide Avg.	\$4,724	\$4,977	\$5,327	\$5,627
Source: California Department of Education, School Fiscal Services Div. http://www.ed-data.k12.ca.us/				

For display (left), the CDE has adjusted these figures to be consistent with the National Education Association's definition of expenditures per student for operating the public schools.

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 \$2,210.

Salaries

Average Salaries (Fiscal Year 1999-2000)
Average Salary uses the statewide data category used for comparison by type and size of district.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,156	\$31,574
Mid-Range Teacher Salary	\$49,495	\$49,697
Highest Teacher Salary	\$68,641	\$62,217
Average Principal Salary	\$90,846	\$81,575
Superintendent Salary	\$142,870	\$122,833
Percentage of Budget for Teacher Salaries	43.8	44.1
Percentage of Budget for Administrative Salaries	6.2	5.2

Additional Compensation for Administrators

All administrators get health benefits that, on average, cost the district about \$4,715 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.

