



## Juan Cabrillo Elementary School Accountability Report Card (SARC) 2001-2002

### Juan Cabrillo Elementary School

30237 Morningview Drive • Malibu, CA 90265-3616 • (310) 457-0360 • (310) 457-0367 (fax)  
webcabr@smmusd.org • <http://www.cabrillo.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-Vasquez, *President*, Jose 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 Juan Cabrillo Elementary School.

### Principal’s Message

The moment you walk onto our campus, you will feel the welcoming attitude and family atmosphere for which we are well known. Cabrillo is a “familyschool” where all are welcome. We provide a safe and caring environment for all our students in a school that emphasizes all the academics as well as the fine arts. Cabrillo offers a balanced academically rich program which is carefully aligned with state standards. The children at Cabrillo demonstrate exceptional competency in the academics as our test scores demonstrate. Children have an exceptionally strong foundation in information literacy as a result of our technology program. They experience a hands-on approach to science in our new science lab with our science teacher. Vocal music is a part of every child’s experience at our school. Problem solving skills, higher level thinking skills, and an ability to analyze thoughtfully and creatively are a part of every child’s program. We emphasize care and concern for others, positive self-esteem, self-discipline and a terrific attitude about themselves and their school. We are the Dolphins, and we welcome each and every one of you to our school and look forward to sharing our “Dolphin Pride” with you.



This is a special place with special children taught by a special staff.

Pat Cairns,  
Principal

### TABLE OF CONTENTS

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

# About Our School

## School Description & Mission Statement

Juan Cabrillo enjoys an ocean view from almost every vantage with the Santa Monica Mountains at our back door. We are a small school community, which allows us to know personally all students and their families. We are proud of our diversity and feel this provides our students with an enriching social experience. The mission at Cabrillo is to provide the highest quality education possible for all students, one that allows each child to meet his or her potential in a safe and beautiful environment. We appreciate and acknowledge the uniqueness of each student and family in our school and welcome all as partners in our community. We believe in the importance of positive self-esteem and of instilling in children the desire to be life-long learners and visionary thinkers who see themselves as global citizens.

## Opportunities for Parent Involvement

Contact the following people about participating in our school:

Principal: Pat Cairns 310-457-0360

Parent involvement: Laurie Hayes and Linda Willig,

Co PTA Pres. 310-457-0360 ext. 104

Site Governance: Rochelle Jacobs or Nancy Levy,

Co Chairs 310-457-0360

Bilingual Parent Committee: Siugen Constanza 310-457-0360

General School Information:

Judith Slosser, Admin. Assistant 310-457-0360 ext 130

## Student Enrollment and Demographic Information

2001-2002	Number of Students	Percentage of Students
African-American	3	0.9
Amer. Indian or Alaska Native	4	1.1
Asian-American	8	2.3
Filipino-American	2	0.6
Hispanic or Latino	58	16.5
Pacific Islander	0	0.0
White (Not Hispanic)	276	78.6

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.

Grade Level	Enrollment
Kindergarten	47
Grade 1	56
Grade 2	46
Grade 3	48
Grade 4	72
Grade 5	82
<b>Total</b>	<b>351</b>

## School Safety, Discipline and Climate for Learning

The School Safety Plan is updated in September and October and reviewed with staff at that time as well as at various faculty meetings through the year. It specifically identifies safety needs with the Malibu Community and this school in particular. Parents are encouraged to review safety and emergency procedures regularly with their children. Letters about safety and emergencies are sent home by the principal twice a year. The school participates in fire drills each month and in earthquake drills at least twice a year. Other safety programs are held throughout the year for all students. We take a positive approach to discipline with students given strategies to work and play together cooperatively. We feel it is important that children be respectful to all and they recognize themselves as positive students performing positive activities. Staff and teachers support all students in developing positive behavior.



## Programs and Practices that Promote a Positive Learning Environment

Juan Cabrillo prides itself in its positive learning environment. Beginning in second grade students may take advantage of Student Council activities to develop leadership skills. Upper grade students pair with "buddies" in the lower grades. A character education program is in place in every classroom and supported by our PTA. We offer counseling and support programs to students and families as needed and requested. Two of our local service clubs provide financial support for these programs. Our Bilingual Committee and PTA present parent education programs. We have an active safety committee of parents and staff who have purchased and organized supplies for our school in time of emergency. A major part of the success of our school is the active involvement of our parent community. Parents support the school with time, with money, with enthusiasm, and with dedication. The PTA funds our outstanding science teacher and science lab, creative vocal music teacher and program, state of the art technology lab and program, and our popular PE Teacher. Additionally, they see that all teachers have extra supply money to spend for their classes. This is a family school where is welcome. You feel this the moment you step foot on our campus and become a part of our Cabrillo family

## 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.

Juan Cabrillo takes a positive approach to discipline with students given strategies to work and play together cooperatively. "Flipper Slips" are given to students for positive behavior during lunch and on the playground. Special rewards are given to the classes with the greatest number of slips. All classrooms have positive behavior programs in place. Students who are on time every day are eligible to attend the Principal's Pizza Party once a month.

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 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)	1	1	3	121	119	121
Elementary Suspensions (Rate)	0.27	0.28	0.83	2.18	2.25	2.19

### School Facilities

Cabrillo is a beautiful school, which is freshly painted and well maintained. We are located on more than 15 acres of land with a large, grassy playground as well as a black top area for playing ball and other games. The school has lovely gardens filled with flowers and fruit trees maintained by student, parent and teacher volunteers. We have beautifully professionally painted murals that depict the history of Malibu and the heritage of the Chumash Indians who are part of our local history. The school has been renovated thanks to bond measures passed by our community. Recent projects have enhanced the learning environment by upgrading the overall infrastructure. All classes have computers, printers, televisions, VCRs, and other technology appropriate to each grade level. Our technology program and lab serve as a model for other schools and are headed by a credentialed teacher as well as a technology expert who maintains our computer lab with precision. Dolphin pride abounds at Juan Cabrillo.

## About Our Students

### STAR 9 Report

For the fifth year, California public school students in grades 2 through 11 took part in the state's STAR Program. The spring 2002 administration included two major components: the Stanford Achievement Test, Ninth Edition, Form T (Stanford 9), and California Standards Tests. Subject areas tested on the Stanford 9 were the same as the previous year. Writing tests at grades 4 and 7 and science and history-social science tests at grades 9 through 11 were added to the California Standards Tests last spring.

#### California Standards Tests (CST)

The California Standards Tests, developed specifically for California public schools, are aligned to state-adopted standards that describe what students should know and be able to do in each grade and subject tested. The California Standards Tests in English-Language Arts and Mathematics for grades 2 through 11 became part of the STAR Program in 1999. Standards Tests in History-Social Science and Science for grades 9 through 11 were added in 2001. Writing tests for grades 4 and 7, requiring students to write an essay in response to an assigned task, also were added in 2001. Electronic versions of subject content standards adopted by the California State Board of Education are available at <http://www.cde.ca.gov/standards/> and [http://www.cde.ca.gov/cdepress/standards\\_brochures.html](http://www.cde.ca.gov/cdepress/standards_brochures.html). Additional information regarding the content standards is also available on-line at <http://www.cde.ca.gov/statetests/star/resources/blueprints.html>.

Standards Tests for 2002 STAR include questions from the Stanford 9 English-Language Arts tests for grades 2 through 11 and Mathematics tests for grades 2 through 7 that are aligned to state-adopted standards and additional test questions that address the standards. The number of items used from the Stanford 9 for the Standards Tests vary by grade level and subject area.

#### English Language Arts (ELA)

The California English Language Arts Standards scores are based on 75 questions for grades 2 and 3 and 90 questions for grades 4 - 11. For all grades the California English Language Arts Standards Tests have 35 questions specifically written for assessing competency. The additional 40 questions for grades 2 and 3 and 55 questions for grades 4 - 11 are taken from the Stanford 9 reading and language tests. Stanford 9 spelling test questions are also used in grades 2 - 8. Language Arts experts matched the Stanford 9 questions to California's content standards and selected the specific questions to be used as part of the standards-based scores for each grade. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. The California Department of Education's Language Arts Standards are available at: <http://www.cde.ca.gov/statetests/star/resources/blueprints/ela/ela2to10.pdf>. The table below shows the percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard).

CST English Language Arts

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	---	66	46	---	57	54	---	32	32
3	---	58	53	---	51	53	---	30	34
4	---	67	62	---	59	58	---	33	36
5	---	41	68	---	54	58	---	28	31

CST ELA Subgroups Racial/Ethnic

Grade Level	Male	Female	English Learners	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	white (not Hispanic)
2	47	44	ns	56	ns	46	57
3	45	71	ns	55	ns	60	56
4	62	63	ns	71	ns	69	75
5	44	91	ns	69	ns	69	70

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



## 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>

The table below shows the 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	---	---	37	---	---	60	---	---	43
3	---	---	56	---	---	54	---	---	38
4	---	---	58	---	---	60	---	---	37
5	---	---	39	---	---	53	---	---	29

### CST - Subgroups Mathematics

Grade Level	Male	Female	English Learners	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged
2	38	37	ns	44	ns	38
3	51	65	ns	59	ns	62
4	60	55	ns	60	ns	60
5	29	49	ns	42	ns	42

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

### CST - Racial Ethnic groups - Mathematics

Grade Level	White (not Hispanic)
2	42
3	61
4	59
5	42

### Stanford 9

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

#### Reading

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	87	85	71	75	78	77	49	51	53
3	79	91	82	71	71	72	44	46	47
4	86	84	85	73	73	74	45	47	49
5	81	74	86	71	75	75	44	45	46

#### Mathematics

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	83	95	75	80	82	80	57	58	62
3	69	92	95	76	74	74	56	59	62
4	71	81	91	75	79	81	51	54	58
5	85	70	75	76	79	81	50	54	57

## Sat 9 Racial/Ethnic - Groups

### Mathematics

Grade Level	White (not Hispanic)
2	85
3	97
4	91
5	81

### Reading

Grade Level	White (not Hispanic)
2	81
3	88
4	91
5	92

### Stanford 9 Subgroups - Reading

Grade Level	Male	Female	English Learners	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged
2	68	75	ns	81	ns	74
3	76	92	ns	83	ns	88
4	70	97	ns	90	ns	88
5	70	97	ns	90	ns	89

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

### Stanford 9 Subgroups - Mathematics

Grade Level	Male	Female	English Learners	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged
2	79	71	ns	78	ns	75
3	92	100	ns	94	ns	94
4	88	94	ns	92	ns	90
5	61	86	ns	80	ns	77

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



## 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



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	19.5	31.0	7.5	30.5	33.6	27.7	22.2	23.4	21.5

### Local Assessment

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

Percentage of students meeting or exceeding the District standard

Grade Level	Language Arts (Reading & Writing)			Mathematics		
	2000	2001	2002	2000	2001	2002
K	69.6	67.9	81.8	82.6	71.1	85.0
1	81.4	81.49	76.9	81.4	88.4	88.2
2	83.9	70.5	73.7	78.6	79.1	87.5
3	76.7	70.6	71.4	78.1	70.6	87.2
4	84.5	93.1	98.1	87.3	91.9	92.5
5	77.3	81.8	87.3	80.6	65.2	85.7

### Academic Performance Index (API)

The Academic Performance Index (API) is the cornerstone of California’s Public Schools Accountability Act (PSAA). The purpose of the API is to measure the academic performance and growth of schools. It is a numeric index (or scale) that ranges from a low of 200 to a high of 1000. A school’s score or placement on the API is an indicator of a school’s performance level. The interim statewide API performance target for all schools is 800. A school’s growth is measured by how well it is moving toward that goal. Annual growth targets for future academic improvement are determined for schools based on the API. Schools that reach their annual targets may be rewarded. Schools that do not meet their targets may be eligible for interventions or subject to sanctions. The 2001 Base APIs include results from the California Standards Test in English Language Arts (CST ELA), which was given in spring 2001. Previous APIs had relied solely on results from the Stanford 9. The 2001 Base API determines the targets for the spring 2002 testing and provides new school rankings.

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

**Growth Targets:** The annual growth target for a school is 5% of the distance between its base API and 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. For an explanation of terms please see: <http://www.cde.ca.gov/psaa/api/api0203/base/expn02b.htm>. A number of changes have occurred that impact the 2002 Base Academic Performance Index (API). In addition, California’s proposal to respond to No Child Left Behind (NCLB) requirements could create further changes. A brief summary of current changes in the 2002 API Base and changes that could impact the API in the near future may be found at <http://www.cde.ca.gov/psaa/api/api0203/base/infog02b.pdf>.

### School Wide API

	API Base Data				API Growth Data		
	1999	2000	2001*		1999	2000	2001
Percentage Tested	93	98	100	Percentage Tested	98	100	100
Base API Score	792	837	836	Growth API Score	837	851	841
Growth Target	1	A	A	Actual Growth	45	14	5
Statewide Rank	9	9	9	Eligible for Awards	---	Yes	No
Similar Schools Rank	8	10	6	Eligible for II/USP	---	No	No

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

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

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

### API Subgroups

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
Hispanic or Latino				Hispanic or Latino			
API Base Score		721		API Growth Score			
Growth Target		1		Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	817	865	856	API Growth Score	865	868	867
Growth Target		A	A	Actual Growth	48	3	11
API Subgroups - Socioeconomically Disadvantaged							
API Base Score	647			API Growth Score			
Growth Target	1			Actual Growth			

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

**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.



## Class Size (Class Size Reduction)

### Average Class Size and Class Size Distribution

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

Grade	2000				2001				2002			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
K	19.00	1	1	0	19.7	2	1	0	18.33	2	1	
1	20.00	1	0	0	22.0	0	2	0	19.00	3		
2	18.50	4	0	0	21.5	1	1	0	20.50	1	1	
3	19.67	3	0	0	21.2	2	3	0	20.00	2		
4	29.00	0	1	0	26.5	0	2	0	26.00		1	
5	30.50	0	2	0	30.5	0	2	0	28.50		2	
K-3	20.67	1	2		19.00	2			17.67	3		
3-4	25.00		1									
4-8	29.00		1		34.00			1	30.00		1	

## Class Size Reduction Participation

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

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

Teachers work together to articulate the continuity of curriculum at each grade level by meeting weekly to discuss current curriculum standards and to share ideas, strategies, and techniques for meeting student needs. Our work is based on the Principles of Learning research of Dr. L. Resnick from the U. of Pittsburgh. Classrooms reflect clear expectations, academic rigor in a thinking curriculum, and accountable talk. Rubrics are developed and creative approaches are designed to teach state standards with analysis of student work and progress a part of the academic focus of teachers at Cabrillo. The leadership team consists of the principal, grade level chairs, and Site Governance members. Disaggregated data and discussions with last year's teachers help us design programs that support all learners. Students can choose to participate in our after school homework club; some are referred to after school reading or math programs. Former teachers volunteer to work with children needing extra support in reading. Volunteers from Pepperdine University work in our classes along with classroom aides paid for by our PTA. The special education team is very strong and works to ensure equal access to core curriculum for all students. Special education students, English language learners, and students needing additional support are placed in the least restrictive environment and given daily support from the school support team.

### 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.

### 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.

The table on the right shows the number of minimum days at Juan Cabrillo 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.

Grade Level	Instructional Minutes	State Required	Minimum Day
K	42,090	36,000	6
1	54,510	53,100	6
2-3	54,510	53,100	6
4-5	55,680	54,480	6



## 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.

## 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>	23	22	21
<b>Full Credential</b> (Fully credentialed and teaching in subject area)	21	18	18
<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)	2	3	3
<b>Teachers and Waivers</b> (does not have credential and does not qualify for an emergency permit)	0	1	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	1.00
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

We follow the district contract in evaluating teachers. Probationary teachers are formally evaluated twice with several informal observations during the year. Special attention is paid to district competencies and California State Standards of Excellence. Tenured teachers are evaluated on a five year rotation schedule designed to enhance their performance in the classroom and meet professional needs and expectations. The State of California currently allows schools three full days of professional development throughout the year. One day is spent in district training, while on the other two days the Cabrillo staff attends a retreat before school begins to review the school's mission, its goals, and to work with grade level teams in planning for the year. Teachers also attend conferences paid for by the District or our PTA. Some teachers are in the District Leadership Program (LEAD) or are working on Masters Degrees, while some are seeking .

specialized certifications including CLAD, GATE, and Reading. Our experienced teachers mentor beginning teachers throughout the district

### Substitutes

Credentialed teachers are eager to work at Juan Cabrillo. Many of our substitutes live in our community and have children in our school system. Substitutes report they enjoy coming to our school and some even ask to be considered exclusively for our school.



### Professional Development

Over the past four years the focus of staff development has been on literacy and math with special emphasis on differentiated instruction. Teachers have participated in district workshops, attended conferences, worked in grade level teams, and have had special training at the school site. When new textbooks are selected, teachers participate in the selection process as well as attend workshops on how to meet state standards with these new materials. We train teachers to work effectively with students with special needs. Our staff is committed to excellence for all students. Staff development plays a major role in our commitment to excellence. The State of California currently allows schools three full days of professional development in the year. One day is spent in district training, while on the other two days the Cabrillo staff attends a retreat before school begins to review the school's mission, its goals, and two work with grade level teams in planning for the year. As a part of the direction of the school, teachers are studying the Principles of Learning and are working on clear expectations, accountable talk, and academic rigor in a thinking curriculum. Additionally, teachers have committed to "walk throughs" - analyzing the quality of learning taking place in each classroom. Teachers, parents, and community members, and teachers from other schools participate in the walk through. A comment made this year by a teacher from another school was that "Cabrillo is light years ahead of other schools." We are proud of the work of our teachers and of our students.



# 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 Avg	
			All Unified - Districts	All Districts
Total Dollars	Current Expense (ADA)	\$ / Student (ADA)	\$ / Student - (ADA)	\$ / Student - (ADA)
\$83,372,176	\$12,250	\$6,806	\$6,414	\$6,360

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

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

## Types of Services Funded

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

## Salaries

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

Category	District	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,255	\$34,802
Mid-Range Teacher Salary	\$55,446	\$54,455
Highest Teacher Salary	\$76,890	\$68,873
Average Principal Salary (Elementary)	\$96,830	\$90,651
Average Principal Salary (Middle)	\$105,093	\$90,651
Average Principal Salary (High)	\$102,840	\$90,651
Superintendent Salary	\$161,322	\$135,657
Percentage of Budget for Teacher Salaries	43.41	43.85
Percentage of Budget for Administrative Salaries	5.61	5.35

## Additional Compensation for Administrators

All administrators get health benefits that, on average, cost the district about \$6,600 per year. The District does not contribute into any pension plan for employees. The Superintendent receives a \$6,000 per annum allowance for mileage reimbursement.

