Santa Monica Malibu Schools

Santa Monica-Malibu Unified School District School Accountability Report Card (SARC) 2001-2002

Santa Monica -Malibu Unified School District

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School Board Members
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McLoud 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. A SARC has been prepared for each school in the District and is available at the school site and on the District's web site at www.smmusd.org under "School Accountability". 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," on a space-available basis. We believe that information contained in this report will enable you, the reader, to gain an accurate and realistic picture of the Santa Monica-Malibu Unified School District.

From the Superintendent

The 2002-2003 school year has been an exciting one, culminating with the passage of our School Funding Measure, Measure S. Congratulations and thank you to all! We are pleased to bring you the 2001-2002 School Accountability Report Card (SARC), which is created to provide an assessment of the quality education our students receive.

It is clear that our commitment to close the achievement gap, raise student achievement for all students, provide outstanding instruction, and increase leadership capacity has brought the Santa Monica-Malibu Unified School District to an even higher level of excellence. We are now seeing clear and compelling data to support our progress. With the continued commitment of the School District's entire staff and the communities of Santa Monica and Malibu, all students can and will reach their full potential.

Our focus for the immediate future is to address the continued State-funding shortfall. To that end, we will continue to seek additional funding sources. We were very fortunate to have obtained extremely valuable support from foundations that are taking a leadership role in educational reform. We provided our teachers and leadership team with outstanding professional growth opportunities, which allowed them to better prepare our students for success.

The Santa Monica-Malibu Unified School District has always been highly regarded. We now look forward to making it an outstanding model of what public education should be – it is what our community expects and what our students deserve.

The SARCs for all schools are available on the District's web site at www.smmusd.org.

Cordially,
John E. Deasy, *Superintendent*

About Our Schools

Description of the District

The Santa Monica-Malibu Unified School District is one of the premier school districts in the Los Angeles basin with two of its 16 schools recognized as National Blue Ribbon Schools of Excellence. The District's standardized test scores are among the highest in Los Angeles County. Approximately 12,000 students, in grades pre-K-12, attend the District's ten elementary, two middle, three high schools, and one alternative school. The District provides pre-school, extended day care and adult education classes as well. More than 90% of the District's high school graduates continue their education at institutions of higher learning. The District has a General Fund budget of more than $97 million.

Opportunities for Parent Involvement

The SMMUSD governing leadership and staff believe that the involvement of parents in the educational process of their children is an essential component of student success. Therefore, the Board of Education has adopted a policy on parental involvement that supports multiple opportunities that provide parents a wide variety of points of connection to their child's school on both site and District levels. Please contact Student and Family Services at (310) 450-8338, for further information.

Student Enrollment and Demographic Information

District	African American (not Hispanic)	American Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Total Enrollment
SANTA MONICA-MALIBU UNIFIED	1,041 (8.2%)	31 (0.2%)	720 (5.7%)	44 (0.3%)	3,467 (27.3%)	26 (0.2%)	7,379 (58.1%)	12,708
COUNTY TOTAL	187,817 (11.0%)	5,371 (0.3%)	133,042 (7.8%)	34,454 (2.0%)	1,027,562 (60.1%)	8,213 (0.5%)	311,104 (18.2%)	1,711,034
STATE TOTAL	512,966 (8.3%)	53,314 (0.9%)	495,313 (8.1%)	150,360 (2.4%)	2,717,602 (44.2%)	40,401 (0.7%)	2,138,085 (34.8%)	6,147,375

District	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Ungr. Elem.	Grade 9	Grade 10	Grade 11	Grade 12	Ungr. Sec.	Total Enroll.
SANTA MONICA-MALIBU UNIFIED	835	876	862	927	955	924	1,087	1,027	1,001	0	1,152	1,093	1,017	927	25	12,708
COUNTY TOTAL	127,542	140,069	144,987	139,600	134,950	138,134	136,457	127,892	124,307	26,198	142,599	121,472	104,949	88,352	13,526	1,711,034
STATE TOTAL	457,165	488,311	491,610	488,633	485,301	491,274	493,218	472,363	461,133	45,950	499,505	459,588	420,295	365,907	27,122	6,147,375

All data for this SARC, when available, were obtained from the California Basic Education Data System (CBEDS).

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School Facilities

The Santa Monica-Malibu Unified School District (SMMUSD) community has passed bonds and parcel taxes to repair, renovate and upgrade District schools. In 1990, $75 million was approved for renovation of all District schools and construction of two new schools. In 1998, $42 million was approved for new construction and further repairs. These funds have been augmented with local developer fees and State Modernization Funds. District schools have received upgrades for seismic safety, Americans with Disabilities Act compliance, incorporation of technology, class size reduction and playground safety. Roofing and HVAC systems have been repaired or replaced, lead paint and asbestos abated, and other building systems repaired or replaced. Consequently, safety and cleanliness have improved significantly over the last decade.

School Safety

The Disaster Assistance Rescue Training Program (D.A.R.T.) was first introduced into the Santa Monica-Malibu Schools in January, 1992. Written by Battalion Chief Jim Hone of the Santa Monica Fire Department, the program consists of twelve components on the topics of "Disaster First Aid" and "Urban Search and Rescue" techniques. Members of the SMFD have trained over 1,000 teachers, administrators, instructional aides, students, custodians and Board personnel in this six hour program on first aid and other important emergency procedures. Additionally, each site develops a comprehensive school safety plan that prepares staff to deal swiftly and effectively with a variety of circumstances. The plan is reviewed annually.

Individual School Site Information

A complete SARC for each of the District's sixteen schools is available for downloading and printing in PDF from the District's web site: www.smmusd.org under School Accountability. Links to helpful sites to better understand SARC data are also provided. The asterisk indicates a Spanish SARC is available.

John Adams Middle School
2425 16th Street
Santa Monica, CA 90405
(310) 452-2326
www.adams.smmusd.org
John Adams Middle School includes grades six, seven, and eight and has an enrollment of about 1,181 students, and a staff of 100. John Adams provides a smooth transition between the elementary and high school years. Site SARC: www.smmusd.org/sarc2002/pdf/adams2002sarc.pdf

Juan Cabrillo Elementary School 30237 Morning View Dr.
Malibu, CA 90265
(310) 457-0360
www.cabrillo.smmusd.org
Our small school community of 351 students in grades K-5 allows us to know all students personally as well as their families. We are next door to Malibu High School, and our proximity offers us opportunities such as swim lessons, classroom aides, and Big Buddies for our students. Site SARC: www.smmusd.org/sarc2002/pdf/cabrillo2002sarc.pdf

Edison Language Academy
2425 Kansas Avenue
Santa Monica, CA 90404
(310) 828-0335
www.edison.smmusd.org
Edison Language Academy offers a two-way Spanish immersion program for its 432 students in pre-K through 5th grade. There are 21 classroom teachers with a wide variety of bilingual classroom support personnel. Site SARC: www.smmusd.org/sarc2002/pdf/edison2002sarc.pdf *

Franklin Elementary School
2400 Montana Avenue
Santa Monica, CA 90403
(310) 828-2814
www.franklin.smmusd.org
Franklin Elementary School serves about 807 students in grades K-5 and has a staff of 40 credentialed teachers and a variety of support and student services personnel. Franklin has an active PTA and volunteer program. Site SARC: www.smmusd.org/sarc2002/pdf/franklin2002sarc.pdf

Grant Elementary School
2368 Pearl Street
Santa Monica, CA 90405
(310) 450-7684
www.grant.smmusd.org
Grant Elementary School is a pre-Kindergarten to fifth grade school serving 673 students. There are 29 regular education classes and two preschool classrooms. Grant also offers a Special Education program consisting of two Special Day Classes: a K-2nd, and a 3rd-5th. Site SARC: www.smmusd.org/sarc2002/pdf/grant2002sarc.pdf

Lincoln Middle School
2425 16th Street
Santa Monica, CA 90405
(310) 393-9227
www.lincoln.smmusd.org
Lincoln Middle School serves 1,318 students enrolled in grades six through eight. Lincoln received the 2001 Disney Spotlight School of the Year Award, the 2000 National Blue Ribbon School of Excellence Award, and the State Distinguished School Award in the years 1994 and 1999. Site SARC: www.smmusd.org/sarc2002/pdf/lincoln2002sarc.pdf

Malibu High School
30215 Morningview Dr.
Malibu, CA 90265
(310) 457-6801
http://malibuhigh.smmusd.org/
Malibu High School serves 1,222 students in grades 6 - 12 with a teaching staff of 58. Nearly 70% of students participate in athletics and 40% in music or drama. Graduating candidates present portfolios that demonstrate the depth and diversity of their learning. Site SARC: www.smmusd.org/sarc2002/pdf/malibu2002sarc.pdf

McKinley Elementary School
2401 Santa Monica Blvd.
Santa Monica, CA 90404
(310) 828-5011
www.mckinley.smmusd.org
McKinley serves about 457 students in grades pre-K through 5. A wonderfully diverse student population brings high energy and opportunities to all who attend and is supported by a very active PTA. Site SARC: www.smmusd.org/sarc2002/pdf/mckinley2002sarc.pdf *

John Muir Elementary School
2526 Sixth Street
Santa Monica, CA 90405
(310) 399-7721
www.muir.smmusd.org
Continuing in its new site, its 344 students in grades K-5 reflect the diversity of the neighborhood. Muir has a Head Start program and childcare, and an active and supportive PTA. www.smmusd.org/sarc2002/pdf/muir2002sarc.pdf

Olympic High School
721 Ocean Park Blvd.
Santa Monica, CA 90405
(310) 392-2494
www.olympic.smmusd.org
Olympic is the District's only continuation high school and thrives on the opportunity to serve its 160 students in grades 9 -12 with highly individualized programming. Site SARC: www.smmusd.org/sarc2002/pdf/olympic2002sarc.pdf

*Spanish version available

Pt. Dume Marine Science Elementary School
6955 Fernhill Road
Malibu, CA 90265
(310) 457-9370
www.pointdumesmmusd.org
Pt. Dume serves 301 students in grades K-5. Its academically rigorous program is supported by parent volunteers who are site-trained to insure their successful inclusion into the classroom. Site SARC: www.smmusd.org/sarc2002/pdf/pointdume2002sarc.pdf

Will Rogers Learning Community
2401 14th Street
Santa Monica, CA 90405
(310) 452-2346
www.rogers.smmusd.org
This National Blue Ribbon School of Excellence serves 682 students in grades K-5. Rogers receives funding under Title I which enables it to provide added services to children from low-income or disadvantaged families. Site SARC: www.smmusd.org/sarc2002/pdf/pointdume2002sarc.pdf *

Roosevelt Elementary School
801 Montana Avenue
Santa Monica, CA 90403
(310) 395--0941
www.roosevelt.smmusd.org
Roosevelt's 763 students in grades K-5 speak 23 different languages, providing many opportunities for multicultural exploration. A variety of parent groups include: PTA, Booster Club, Dad's Club, Tutoring, Classroom and Campus Volunteers. Site SARC: www.smmusd.org/sarc2002/pdf/roosevelt2002sarc.pdf

Santa Monica High School
601Pico Blvd.
Santa Monica, CA 90404
(310) 395-3204
www.samohi.smmusd.org
"SAMOHI" is a 110 year-old school on 33 acres overlooking the Pacific that serves 3387 students in grades 9 -12. Its graduates garnered over $2.5 million in scholarships this year. Site SARC: www.smmusd.org/sarc2002/pdf/samohi2002sarc.pdf

SMASH
(Santa Monica Alternative School House)
2525 5th Street
Santa Monica, CA 90405
(310) 396-2640
www.smash.smmusd.org
SMASH is the alternative, progressive school-of-choice in the District. Its 186 students in grades K-8 are taught in a humanistic, non-authoritarian, non-competitive environment and are supported by a very active PTA. Site SARC: www.smmusd.org/sarc2002/pdf/smash2002sarc.pdf *

Webster Elementary School
3602 Winter Canyon
Malibu, CA 90265
(310) 456-6494
www.webster.smmusd.org
A committed and active PTA contributes significantly to the success of Webster's 444 students in grades K-5. Site SARC: www.smmusd.org/sarc2002/pdf/websster2002sarc.pdf

**Spanish version available*

Discipline and Climate for Learning

It is the District's belief that students learn best in environments that are safe, orderly, nurturing and pleasant. These conditions are most readily created when staff, students, parents, and members of the community participate in crafting and sustaining a sense of community and feeling of belonging for all. Providing a safe environment that is conducive to learning is supported in our schools by the consistent application of a known and accepted policy regarding discipline. The underlying basis of the discipline policies and related procedures in our schools is the synthesis of principles of accountability, respect for others, and personal responsibility to and for oneself and the broader school community. While the Board of Education sets all governing policies related to student conduct, each school site develops and implements site-specific discipline plans.

Programs and Practices that Promote a Positive Learning Environment

Positive learning environments in SMMUSD schools are created through the purposeful, ongoing attention to: the promotion of excellence of the teaching staff, provision of sufficient high quality instructional materials and equipment to students, the improvement and maintenance of District facilities, and the development and nurturance of respectful communities of learners. In order to promote excellence in the teaching staff, the District recruits and selects outstanding teachers and provides ongoing professional development to enhance/improve their skills. The provision of sufficient high quality instructional materials is accomplished through the systematic adoption, purchase and implementation of materials, as well as long-range planning for the purchase of equipment, such as computers and other technological hardware. Some programs implemented in District schools to promote, develop, and nurture a respectful community of learners include The Peace Games, Project REACH, NCCJ activities, and Character Education.

Suspensions and Expulsions

Principles of accountability, respect for others and personal responsibility form the basis for the District's 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. 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 improve data reporting to allow better comparisons between schools.

SANTA MONICA-MALIBU UNIFIED	2000	2001	2002
Elementary Suspensions (Number)	121	119	121
Elementary Suspensions (Rate)	2.81	2.2	2.19
Middle 6-8 Suspensions (Number)	280	360	252
Middle 6-8 Suspensions (Rate)	9.67	11.88	8.84
Middle 6-8 Expulsions (Number)	0	0	1
Middle 6-8 Expulsions (Rate)	0.00	0.00	0.00
Secondary Suspensions (Number)	534	478	586
Secondary Suspensions (Rate)	14.04	11.78	12.63
Secondary Expulsions (Number)	8	7	1
Secondary Expulsions (Rate)	0.21	9.10	0.00

The table shows the number of incidents and rate. The number of suspensions is the total number of incidents. The rate of suspensions/expulsions 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.

About Our Students

STAR 9 Report

For the fifth year, California public school students in grades 2 through 11 stook part in the state's Standardized Testing and Reporting (STAR) Program. The Program included three components: California Standards Tests, Stanford Achievement Test, Ninth Edition, Form T, Spanish Assessment of Basic Education, 2nd Edition (SABE/2). For a complete overview of the 2002 STAR Program please visit: http://star.cde.ca.gov/star2002/help/AboutSTAR.html and http://star.cde.ca.gov/star2002/help/AboutScores.html.

California Standards Tests (CST)

The California Standards Tests in English-language arts, mathematics, science, and history-social science are comprised of items that were developed specifically to assess students' performance on California's Academic Content Standards. The State Board of Education adopted these standards that specify what all California children are expected to know and be able to do. The Academic Content Standards are grade or course specific. The 2002 standards tests were required for students who were enrolled in the following grades/courses at the time of testing or who had completed a course during the 2001-2002 school year including 2001 summer school.

All Students in Grades 2 - 11	English Language Arts
All Students in Grades 2 - 9	Mathematics
Grade 8 - 11 students who completed specific Math courses were tested	Algebra I, Geometry, Algebra II or 1st, 2nd, or 3rd year Integrated Math
Grade 9-11 students who completed Algebra II or 3rd Year Integrated Math anytime prior to testing	High School Mathematics
All Students in Grades 9 - 11	History-Social Science
Grade 9 - 11 students who completed specific Science and Social Studies courses were tested	Earth Science, Biology, Chemistry, Physics or Integrated Science Courses

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 and at http://www.cde.ca.gov/statetests/star/resources/blueprints.html

English Language Arts (ELA)

The California English-language arts standards scores are based on 75 questions for grades 2 and 3, 90 questions for grades 5, 6 and 8-11, and 98 points for grades 4 and 7. For all grades the California English Language Arts Standards Tests have 35 questions. An 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 Academic Content Standards and selected the specific questions to be used as part of the standards-based scores for each grade. The California Department of Education's Language Arts Standards are available at: http://www.cde.ca.gov/statetests/star/resources/blueprints/ela/

GRADES	2	3	4	5	6	7	8	9	10	11
English Language Arts Standards										
% of Enrollment	85%	92%	91%	95%	97%	93%	96%	93%	89%	84%
% Advanced	19%	20%	30%	23%	20%	19%	24%	23%	23%	24%
% Proficient	35%	33%	28%	35%	34%	41%	32%	31%	27%	25%
% Basic	31%	28%	31%	30%	32%	25%	29%	24%	24%	22%
% Below Basic	11%	15%	9%	10%	9%	11%	10%	11%	14%	13%
% Far Below Basic	4%	5%	2%	2%	5%	4%	5%	10%	12%	17%
Mathematics Standards										
% of Enrollment	88%	95%	95%	96%	98%	95%				
% Advanced	27%	22%	26%	17%	21%	14%				
% Proficient	33%	32%	34%	36%	30%	34%				
% Basic	26%	27%	26%	29%	28%	29%				
% Below Basic	11%	16%	12%	16%	17%	19%				
% Far Below Basic	3%	2%	1%	3%	4%	4%				
General Mathematics										
% of Enrollment							61%	23%		
% Advanced							1%	0%		
% Proficient							32%	7%		
% Basic							40%	26%		
% Below Basic							21%	45%		
% Far Below Basic							6%	21%		

CST Mathematics

The California Mathematics Standards Tests are grade specific for grades 2 - 7. Each of these tests has 50 standards-based questions. Fifteen (15) Stanford 9 questions are added to the 50 questions to give standards-based scores based on a total of 65 questions (50 + 15). Like language arts, mathematics experts matched the Stanford 9 questions to California's Academic Content Standards and identified the 15 specific questions to be used as Math Foundation Skills for the academic content standards for each grade 2-7. These questions are less rigorous than the standards-based questions on the California Standards Tests.

All of the California Mathematics Standards Tests for grades 8 - 11 were comprised of 65 standards-based questions with no Stanford 9 questions used in the standards-based scores.

• For the 2001-2002 school year, a new test was added, the California General Mathematics Standards Test. All students in grades 8 and 9 who had not yet completed or were not enrolled in discipline specific, standards-based math courses were required to take this test.

• Students in grades 8 - 11 who had completed or were enrolled in discipline specific standards-based math courses took California Mathematics Standards Tests in either Algebra I, Geometry, Algebra II, or 1st, 2nd, or 3rd year Integrated Mathematics.

• Students in grades 9-11 who completed Algebra II or 3rd Year Integrated Mathematics at any time, including during an earlier grade, before testing began in 2002 were required to take the California High School Mathematics Standards Test. This was a change from 2001 when this test was only given to grade-11 students and was called the Grade 11 Mathematics Standards Test. Scores are not shown for groups of less than ten.

• More information is available on-line at http://www.cde.ca.gov/statetests/star/resources/blueprints/math/math2to7.pdf

	GRADES			
	8	9	10	11
Algebra I				
% of Enrollment	34%	30%	16%	5%
% Advanced	35%	1%	0%	0%
% Proficient	48%	22%	5%	0%
% Basic	12%	47%	32%	23%
% Below Basic	2%	22%	43%	60%
% Far Below Basic	2%	9%	20%	16%
Geometry				
% of Enrollment	1%	36%	29%	8%
% Advanced	*	35%	2%	0%
% Proficient	*	39%	27%	7%
% Basic	*	19%	46%	24%
% Below Basic	*	6%	21%	50%
% Far Below Basic	*	1%	3%	19%
Algebra II				
% of Enrollment	0%	2%	29%	22%
% Advanced	*	12%	15%	0%
% Proficient	*	35%	38%	5%
% Basic	*	12%	29%	38%
% Below Basic	*	18%	15%	42%
% Far Below Basic	*	24%	4%	15%
History-Social Science Grade 9 Cumulative				
% of Enrollment		79%		
% Advanced		8%		
% Proficient		32%		
% Basic		37%		
% Below Basic		15%		
% Far Below Basic		8%		
World History				
% of Enrollment			94%	
% Advanced			12%	
% Proficient			23%	
% Basic			35%	
% Below Basic			14%	
% Far Below Basic			16%	
U.S. History				
% of Enrollment				90%
% Advanced				21%
% Proficient				25%
% Basic				30%
% Below Basic				14%
% Far Below Basic				10%

	GRADES		
	9	10	11
Biology / Life Sciences			
% of Enrollment	31%	49%	11%
% Advanced	36%	18%	39%
% Proficient	43%	33%	17%
% Basic	19%	35%	23%
% Below Basic	2%	11%	11%
% Far Below Basic	1%	4%	11%
Chemistry			
% of Enrollment	0%	21%	38%
% Advanced	*	11%	17%
% Proficient	*	30%	17%
% Basic	*	48%	45%
% Below Basic	*	7%	12%
% Far Below Basic	*	3%	8%
Physics			
% of Enrollment	0%	0%	3%
% Advanced			6%
% Proficient			42%
% Basic			35%
% Below Basic			3%
% Far Below Basic			13%

*Scores are not reported on groups of less than 10.

		Subject	All Students	Special Education Students	Title 1 Students	GATE Students	Limited English Proficient (LEP) Students	Redesignated Fluent-English Proficient (FEP) Students	Class Size Reduction	Socio-economically Disadvantaged	Nonsocio-economically Disadvantaged
Santa Monica-Malibu Unified	Number Tested	Math	8,993	771	1,117	1,268	927	937	1,524	1,791	7,202
	% at or above 50 NPR		73%	39%	71%	96%	47%	78%	80%	52%	78%
	Number Tested	Reading	8,921	753	1,106	1,262	912	933	1,496	1,771	7,150
	% at or above 50 NPR		67%	35%	60%	93%	27%	63%	75%	38%	75%
County	Number Tested	Math	1,210,229	65,681	677,568	93,074	380,477	116,234	271,738	777,774	432,455
	% at or above 50 NPR		49%	23%	38%	92%	33%	64%	59%	40%	65%
	Number Tested	Reading	1,200,400	64,707	669,735	93,031	374,449	115,668	267,576	769,538	430,862
	% at or above 50 NPR		38%	18%	26%	87%	16%	55%	45%	27%	58%
Statewide	Number Tested	Math	4,371,203	278,714	1,855,061	365,048	1,047,490	355,502	913,498	2,176,152	2,195,051
	% at or above 50 NPR		55%	27%	41%	94%	34%	65%	62%	41%	69%
	Number Tested	Reading	4,334,406	275,523	1,829,953	364,923	1,028,003	353,828	896,927	2,148,292	2,186,114
	% at or above 50 NPR		45%	21%	28%	89%	15%	54%	50%	28%	62%

		Subject	All Students	Female	Male	African/ African American	American Indian or Alaskan Native	Asian/ Asian American	Filipino/ Filipino American	Hispanic/ Latino	Pacific Islander	White (not of Hispanic origin)
Santa Monica–Malibu Unified	Number Tested	Math	8,993	4,514	4,478	698	21	512	31	2,368	19	5,261
	% at or above 50 NPR		73%	73%	72%	44%	57%	90%	65%	52%	84%	84%
	Number Tested	Reading	8,921	4,483	4,437	685	21	514	31	2,341	18	5,224
	% at or above 50 NPR		67%	71%	64%	40%	71%	79%	74%	39%	78%	82%
County	Number Tested	Math	1,210,229	601,329	608,455	126,844	3,643	101,684	25,977	712,460	6,474	226,713
	% at or above 50 NPR		49%	49%	49%	33%	49%	84%	71%	39%	49%	72%
	Number Tested	Reading	1,200,400	596,937	603,021	125,780	3,621	101,153	25,905	705,145	6,451	225,951
	% at or above 50 NPR		38%	40%	36%	30%	45%	65%	57%	27%	37%	65%
Statewide	Number Tested	Math	4,371,203	2,161,966	2,208,456	637,377	36,636	369,734	113,498	1,893,475	29,449	1,542,506
	% at or above 50 NPR		55%	55%	55%	37%	50%	79%	70%	40%	52%	71%
	Number Tested	Reading	4,334,406	2,145,652	2,187,984	629,610	36,329	367,830	113,156	1,869,594	29,230	1,536,112
	% at or above 50 NPR		45%	47%	43%	24%	44%	59%	56%	27%	39%	65%

	GRADES	2	3	4	5	6	7	8	9	10	11
	Reading										
Santa Monica-Malibu Unified	Number Tested	706	801	832	834	1043	983	906	1062	934	820
	% at or above 50th NPR	77	72	74	75	73	73	74	56	51	52
County	Number Tested	62685	58833	53099	55576	52007	48156	46597	52619	38319	27369
	% at or above 50th NPR	44	33	35	31	29	29	31	19	22	29
Statewide	Number Tested	455457	462182	451029	458732	461057	439546	429596	437965	395372	343472
	% at or above 50th NPR	53	47	49	46	48	48	49	34	34	37
	Mathematics										
Santa Monica-Malibu Unified	Number Tested	718	816	837	837	1044	982	913	1071	946	829
	% at or above 50th NPR	80	80	81	81	76	71	66	71	63	62
County	Number Tested	64466	59191	53800	56227	52304	48201	46632	53138	38388	27270
	% at or above 50th NPR	53	52	46	42	39	30	29	32	33	38
Statewide	Number Tested	469196	466374	458346	463487	463635	439674	429528	440646	396386	343931
	% at or above 50th NPR	62	62	58	57	60	52	50	52	46	47
	Language										
Santa Monica-Malibu Unified	Number Tested	704	810	836	840	1047	985	909	1041	918	793
	% at or above 50th NPR	78	75	79	80	76	77	76	69	59	63
County	Number Tested	64182	58501	53742	56248	51932	47888	46387	52832	38199	27284
	% at or above 50th NPR	47	45	47	43	41	40	36	37	30	43
Statewide	Number Tested	465945	461936	458734	464260	462735	438341	428651	438969	394644	342972
	% at or above 50th NPR	55	53	57	55	56	57	52	53	42	50
	Spelling										
Santa Monica-Malibu Unified	Number Tested	715	816	838	842	1050	986	915			
	% at or above 50th NPR	73	63	68	72	65	70	57			
County	Number Tested	64542	59113	53938	56451	52606	48522	46981			
	% at or above 50th NPR	54	51	41	40	34	34	25			
Statewide	Number Tested	468668	466694	461030	465996	466575	442951	432819			
	% at or above 50th NPR	55	53	49	52	49	51	40			

Stanford Achievement Test, Ninth Edition, Form T

In November 1997, the State Board of Education designated the Stanford 9 published by Harcourt Educational Measurement as the STAR Program's achievement test. The test was first administered to all California students during spring 1998 and has been administered each spring since then. Spring 2002 is the last administration of this test as part of the STAR Program. It will be replaced with the California Achievement Test, Sixth Edition (CAT/6) for the 2003 program. The Stanford 9 is a national norm-referenced achievement test, and the test questions and scoring are the same from year-to-year. Therefore, results from the 2002 administration may be compared with the results from any of the previous four years. For information on making year-to-year comparisons, see http://star.cde.ca.gov/star2002/help/ScoreComparisons.html. Students in grades 2 - 11 are tested in reading, language (written expression) and mathematics. Students in grades 2 - 8 are also tested in spelling, and students in grades 9 - 11 are tested in science and social science. The purpose of the Stanford 9 is to determine how well each California student is achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. More information is available at http://data1.cde.ca.gov/dataquest/gls_achieve.htm.

	GRADES	9	10	11
	Science			
Santa Monica-Malibu Unified	Number Tested	1045	913	787
	% at or above 50th NPR	57	58	51
County	Number Tested	52900	38159	27152
	% at or above 50th NPR	24	33	32
Statewide	Number Tested	438988	395241	342441
	% at or above 50th NPR	41	46	43
	Social Science			
Santa Monica-Malibu Unified	Number Tested	1073	949	842
	% at or above 50th NPR	62	52	67
County	Number Tested	52939	38379	27155
	% at or above 50th NPR	32	25	54
Statewide	Number Tested	439589	395570	342632
	% at or above 50th NPR	46	37	59

California Fitness Test

The State Board of Education mandates that a physical performance test be given to each pupil in grades five, seven, and nine and designated the *Fitnessgram* as the required physical performance test. For a complete copy of this report, please see http://www.cde.ca.gov/stateTests/pe/. The *Fitnessgram* uses criterion-referenced standards to evaluate fitness performance. The standards were established by the Cooper Institute for Aerobics Research to represent a level of fitness that offers some degree of protection against diseases that result from sedentary living. Findings from current research based on the United States national norms have been used as the basis for establishing the *Fitnessgram* standards. Performance is classified into two general areas: "in the healthy fitness zone (HFZ)" and "needs improvement." Physical fitness consists of three components: 1) aerobic capacity, 2)

body composition, and 3) muscular strength, endurance, and flexibility. Activities used to measure these components may be found at http://www.cde.ca.gov/challenge/pe.html.

SANTA MONICA-MALIBU UNIFIED Physical Fitness Tasks	Grade 5		Grade 7		Grade 9	
	Total Tested[1]	% In HFZ	Total Tested[1]	% In HFZ	Total Tested[1]	% In HFZ
Aerobic Capacity	916	65.4	1,005	56.2	880	59.2
Body Composition	916	73.9	1,005	72.2	880	78.4
Abdominal Strength	916	83.0	1,005	72.2	880	71.7
Trunk Extension Strength	916	87.2	1,005	73.1	880	83.5
Upper Body Strength	916	70.5	1,005	54.3	880	60.2
Flexibility	916	69.7	1,005	63.5	880	80.7
COUNTY Physical Fitness Tasks	**Grade 5**		**Grade 7**		**Grade 9**	
	Total Tested[1]	% In HFZ	Total Tested[1]	% In HFZ	Total Tested[1]	% In HFZ
Aerobic Capacity	135,919	54.5	118,285	52.7	103,880	39.4
Body Composition	135,919	64.7	118,285	64.2	103,880	63.0
Abdominal Strength	135,919	78.5	118,285	77.8	103,880	72.4
Trunk Extension Strength	135,919	83.3	118,285	84.8	103,880	75.8
Upper Body Strength	135,919	61.4	118,285	59.5	103,880	57.5
Flexibility	135,919	61.9	118,285	66.7	103,880	61.7
STATEWIDE Physical Fitness Tasks	**Grade 5**		**Grade 7**		**Grade 9**	
	Total Tested[1]	% In HFZ	Total Tested[1]	% In HFZ	Total Tested[1]	% In HFZ
Aerobic Capacity	464,850	56.6	426,119	57.7	378,246	47.6
Body Composition	464,850	66.3	426,119	66.4	378,246	64.8
Abdominal Strength	464,850	78.3	426,119	80.8	378,246	77.9
Trunk Extension Strength	464,850	84.2	426,119	86.5	378,246	79.9
Upper Body Strength	464,850	62.6	426,119	62.3	378,246	61.2
Flexibility	464,850	63.7	426,119	69.4	378,246	65.6

[1] *Includes partially tested students* *HFZ = Health Fitness Zone*

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	Year	Language Arts	Mathematics	Grade	Year	Language Arts	Mathematics
K	01-02	83.0	83.9	6	01-02	92.6	85.3
	00-01	76.0	*		00-01	86.6	*
	99-00	77.9	88.1		99-00	81.2	85.1
1	01-02	85.1	87.3	7	01-02	88.7	85.9
	00-01	81.7	*		00-01	93.2	*
	99-00	82.4	86.9		99-00	89.8	90.2
2	01-02	87.7	90.6	8	01-02	87.3	81.0
	00-01	92.2	*		00-01	74.2	*
	99-00	91.1	83.8		99-00	76.0	71.0
3	01-02	80.0	82.5	9	01-02	81.0	83.7
	00-01	74.8	*		00-01	73.8	*
	99-00	77.1	84.3		99-00	79.5	76.8
4	01-02	83.6	83.9	10	01-02	81.4	81.0
	00-01	81.9	*		00-01	84.5	*
	99-00	77.8	80.3		99-00	71.2	70.4
5	01-02	88.1	86.6	11	01-02	77.8	80.3
	00-01	85.1	*		00-01	88.7	*
	99-00	86.4	96.1		99-00	80.6	61.3

*There was no mathematics component to the Districtwide multiple measure assessment in 2000-01.

SAT I

The SAT I Reasoning Test, formerly known as the Scholastic Assessment Test, is one of the tests available from The College Board that students voluntarily take for college entrance. The SAT I is designed to assess many of the skills that are important to a student's success in college. Students may take the test more than once, but only the highest score is reported at the year of graduation.

	Grade 12 Enrollment	Number Tested	Percent Tested	Verbal Average	Math Average	Verbal/-Math Average	VM>= 1,000 Number	VM>= 1,000 Rate
2001-2002								
SANTA MONICA-MALIBU UNIFIED	927	564	60.84	530	554	1084	374	40.35
COUNTY	88,352	35,705	40.41	468	497	965	15,393	17.42
STATEWIDE	365,907	136,354	37.26	490	516	1006	70,223	19.19
2000-2001								
SANTA MONICA-MALIBU UNIFIED	922	543	58.89	519	547	1066	345	37.42
COUNTY	87,889	34,669	39.45	471	499	970	15,358	17.47
STATEWIDE	357,789	131,047	36.63	492	516	1008	68,366	19.11
1999-2000								
SANTA MONICA-MALIBU UNIFIED	883	494	55.95	531	552	1083	332	37.6
COUNTY	86,634	33,349	38.49	471	501	972	14,746	17.02
STATEWIDE	347,813	126,786	36.45	492	517	1009	65,861	18.94
1998-1999								
SANTA MONICA-MALIBU UNIFIED	901	490	54.4	520	546	1066	308	34.0

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 CDE does compile Districtwide reports on the API, however individual school scores are available on the District's web site at www. smmusd.org School Accountability. 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/ The California Department of Education's Policy and Evaluation section offers further information at http://www.cde.ca.gov/psaa/api/

Dropout Rate and Graduation Rate

	Gr. 9 Drop	Gr. 9 Enroll	%	Gr. 10 Drop	Gr. 10 Enroll	%	Gr. 11 Drop	Gr. 11 Enroll	%	Gr. 12 Drop	Gr. 12 Enroll	%	Total Drop (9-12)	Total Enroll (9-12)	4 Yr Derived Rate (9-12)	1 Yr Rate (9-12)
SANTA MONICA-MALIBU UNIFIED	3	1,152	0.3%	2	1,093	0.2%	1	1,017	0.1%	0	927	0.0%	6	4,214	0.5	0.1
COUNTY TOTALS	5,457	142,599	3.8	4,247	121,472	3.5	3,931	104,949	3.7	3,930	88,352	4.4	17,565	470,898	14.6	3.7
STATE TOTALS	12,029	499,505	2.4	10,881	459,588	2.4	11,232	420,295	2.7	14,312	365,907	3.9	48,454	1,772,417	10.9	2.7

Students are identified as dropouts when they leave school and fail to inform the District regarding provisions they have made for continuing their education. This definition is consistent with that used by the California Department of Education. Students who leave school prior to receiving a high school diploma may enroll in another school (including continuation or alternative school), complete a high school proficiency examination, or participate in an authorized, independent study program. Data reported regarding progress over the most recent three-year period toward reducing dropout rates includes: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate listed in the California Basic Educational Data System (CBEDS). The formula for the one-year dropout rate is (Grades 9-12 Dropouts/Grades 9-12 Enrollment) multiplied by 100. Graduation rate data will be reported after the California State Board of Education approves a graduation rate formula. For more information on drop-out data, please visit http://data1.cde.ca.gov/dataquest/gls_drpcriteria.htm

What We Teach

Postsecondary Preparation

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs, shown as UC/CSU classes, give students an opportunity to take college-level courses and exams while still in high school. The table, right, shows the number of classes offered and the enrollment in various AP and IB classes. Course descriptions may be viewed at: http://www.cde.ca.gov/demographics/coord/curriculum/subject-table.htm

The California Department of Education (CDE) receives Advanced Placement (AP) data at the student level from the College Board. The College Board offers AP tests in 33 different areas covering subjects from Economics to Music (see http://www.collegeboard.org/ap/ for more information on the AP program).

The data in these reports reflects the accuracy of the data sent to CDE by the College Board. For some schools the College Board reported data on the number of tests taken, but reported no data on who took the tests (e.g., the grade level of the students). In cases like that CDE can only report the data that exists for that school. For more information on AP scoring, please visit http://data1.cde.ca.gov/dataquest/gls_ap.htm

Course Name	Male	Female	Total	Number of Classes	Number UC / CSU Classes
Advanced Placement History of Art	26	32	58	2	2
Advanced Placement Studio Art, Gen. Portfolio	20	41	61	3	3
Advanced Placement Studio Art, Draw Portfolio	8	23	31	1	1
Art Advanced Placement	54	96	150	6	6
Advanced Placement Computer Science A	21	2	23	1	1
Computer Science - Advanced Placement	21	2	23	1	1
Advanced Placement English Lang & Comp	123	197	320	10	10
Advanced Placement English Lit & Composition	63	118	181	6	6
English - Advanced Placement	186	315	501	16	16
Advanced Placement Spanish Language	70	113	183	7	7
Advanced Placement Spanish Literature	11	28	39	1	1
Foreign Language - Advanced Placement	81	141	222	8	8
Advanced Placement Calculus AB	61	43	104	3	3
Advanced Placement Calculus BC	32	28	60	3	3
Advanced Placement Statistics	36	37	73	2	2
Mathematics - Advanced Placement	129	108	237	8	8
Advanced Placement General Biology	39	70	109	3	3
Advanced Placement General Chemistry	7	5	12	1	1
Advanced Placement Physics C	31	18	49	2	2
Science - Advanced Placement	77	93	170	6	6
Advanced Placement U.S. Govt & Politics	15	27	42	2	2
Advanced Placement European History	16	17	33	1	1
Advanced Placement U. S. History	104	88	192	5	5
Advanced Placement Psychology	35	62	97	3	3
Social Science - Advanced Placement	170	194	364	11	11
Total District	718	949	1,1667	56	56
County	36,079	48,096	84,175	3,311	3,228
State	123,100	157,950	281,050	11,098	10,157

Number of UC/CSU Classes: A number in the column indicates that the course was certified as being required by the University of California and/or California State University for admission.

	Grade 12 Enr.	Grade 11 + 12 Enr.	Number of Test Takers	Number of Exams >=3	AP>=3 Rate (Gr.12)	AP>=3 Rate (Gr. 11+12)	Exams Scr=1	Exams Scr=2	Exams Scr=3	Exams Scr=4	Exams Scr=5
SANTA MONICA-MALIBU UNIFIED	927	1,944	817	1,057	114.0	54.4	149	355	461	374	222
COUNTY	88,352	193,301	42,484	42,087	47.6	21.8	16,289	17,413	17,739	14,228	10,120
STATEWIDE	365,907	786,202	140,853	147,603	40.3	18.8	43,227	59,530	64,159	49,882	33,562

Percentage of Pupils Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission (Grades 9-12)

	Female					Male					
Ethnic Group	Intermediate Algebra	Advanced Math	1st Year Chemistry	1st Year Physics	11-12 Enrollment	Intermediate Algebra	Advanced Math	1st Year Chemistry	1st Year Physics	11-12 Enrollment	Total 11-12 Enrollment
AM IND	1 (100.0 %)	0 (0.0 %)	1 (100.0 %)	0 (0.0 %)	1	4 (133.3 %)	0 (0.0 %)	3 (100.0 %)	0 (0.0 %)	3	4
ASIAN	29 (50.0 %)	38 (65.5 %)	39 (67.2 %)	11 (19.0 %)	58	25 (39.7 %)	45 (71.4 %)	31 (49.2 %)	16 (25.4 %)	63	121
PAC ISLD	4 (66.7 %)	0 (0.0 %)	2 (33.3 %)	0 (0.0 %)	6	2 (66.7 %)	1 (33.3 %)	0 (0.0 %)	0 (0.0 %)	3	9
FILIPINO	3 (60.0 %)	1 (20.0 %)	3 (60.0 %)	0 (0.0 %)	5	1 (50.0 %)	0 (0.0 %)	1 (50.0 %)	0 (0.0 %)	2	7
HISPANIC	87 (30.2 %)	56 (19.4 %)	73 (25.3 %)	12 (4.2 %)	288	74 (25.1 %)	51 (17.3 %)	66 (22.4 %)	18 (6.1 %)	295	583
BLACK	31 (30.4 %)	15 (14.7 %)	31 (30.4 %)	3 (2.9 %)	102	25 (27.2 %)	13 (14.1 %)	21 (22.8 %)	3 (3.3 %)	92	194
WHITE	212 (41.8 %)	220 (43.4 %)	243 (47.9 %)	22 (4.3 %)	507	211 (40.7 %)	233 (44.9 %)	245 (47.2 %)	82 (15.8 %)	519	1,026
SANTA MONICA-MALIBU UNIFIED Total	367 (38.0 %)	330 (34.1 %)	392 (40.5 %)	48 (5.0 %)	967	342 (35.0 %)	343 (35.1 %)	367 (37.6 %)	119 (12.2 %)	977	1,944
County Total	32,359 (33.7 %)	24,119 (25.1 %)	38,163 (39.8 %)	7,429 (7.7 %)	95,978	28,291 (29.1 %)	22,414 (23.0 %)	35,283 (36.3 %)	8,162 (8.4 %)	97,323	193,301
State Total	131,796 (34.0 %)	101,332 (26.1 %)	111,440 (28.7 %)	40,453 (10.4 %)	388,147	119,185 (29.9 %)	94,946 (23.9 %)	99,330 (25.0 %)	46,009 (11.6 %)	398,055	786,202

College Admission Test Preparation Course Program

The District high schools offer varied programs in conjunction with their College and Career Centers in addition to information on college admission tests (some of which are given on campus) including the Princeton Review, used to administer college admission test preparation courses. Students may access these courses at a significantly reduced rate.

Percentage of Graduates Who Have Passed Courses Required for University of California (UC) and California State University (CSU) Admission

	Gender	# of Grads	Grads with UC/CSU Required Courses
SANTA MONICA-MALIBU UNIFIED	Female	441	350 (79.4 %)
	Male	411	301 (73.2 %)
Total		852	651 (76.4 %)
County Total	Female	41,403	16,333 (39.4 %)
	Male	38,073	12,703 (33.4 %)
Total		79,476	29,036 (36.5 %)
State Total	Female	168,946	64,409 (38.1 %)
	Male	156,949	48,525 (30.9 %)
Total		325,895	112,934 (34.7 %)

Degree to Which Students are Prepared to Enter Workforce

The District's high schools provide appropriate learning settings to prepare students to enter the workforce through special programs such as: College and Career Center, Regional Occupational Program (ROP), Special Education and specially funded programs such as the Alliance Program. In addition to extensive college prep courses, these programs have elements specifically designed for workplace preparation. The College and Career Center engages students in internships within the community. The ROP program places students into working environments in conjunction with classroom learning. A major highlight of the ROP program is our Entrepreneurial Career Hands-On (E.C.H.O) program which engages students in leading, managing, and operating on-campus businesses. Special education students are connected to workplace experiences through our Workability Program, and our Alliance Program connects students to jobs within the City. Vocational class offerings include: Business Education - Office, Food and Beverage Production and Preparation, Home Economics Related Occupations, Woodworking, Industrial & Technology Education, Computer-aided Drafting/Design, Visual Communications, Drafting, Visual Communications, and Graphics.

Average Class Size and Class Size Distribution

Elementary Classes

	District		County	State
Grade	# of Classes	Avg. Class Size	Avg. Class Size	Avg. Class Size
Kindergarten	38	19.5	17	18.7
Grade 1	38	19.8	19.3	19.1
Grade 2	38	19.8	18.4	18.7
Grade 3	46	19.5	19.1	19.1
Grade 4	30	28.2	28.8	28.3
Grade 5	29	28.5	29.4	28.8
Grades K-3	31	20	18.6	29.1
Grades 3-4	2	19.5	21.4	23.7
Grades 4-8	7	23.7	27.7	23.4
Total	259	198.5	199.7	208.9

Middle and High School Courses

Course Name	Male	Female	Total	# of Classes	Avg. Class Size
Art	710	752	1,462	55	26.6
Computer Education	181	125	306	12	25.5
Dance	0	10	10	1	10
Drama Theater	128	218	346	13	26.6
English	3,658	3,559	7,217	279	25.5
Foreign Language	1,428	1,628	3,056	104	29.4
Health Education	469	485	954	33	28.9
Humanities	1,524	1,585	3,109	106	29.3
Mathematics	3,210	3,265	6,475	228	28.4
Music	1,068	1,354	2,422	64	27.9
Physical Education	2,809	2,500	5,309	119	39.5
Safety Education	39	67	106	3	35.3
Science	3,218	3,191	6,409	204	31.4
Social Science	2,041	2,135	4,176	128	31.6
District Total	**20,483**	**20,874**	**41,357**	**1,349**	**29.3**
County	2,215,574	2,177,553	4,393,127	141,404	28.3
State	7,619,774	7,497,544	15,117,318	503,115	27.9

Class Size Reduction Participation

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

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

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, 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.

Instruction , Leadership and Currurriculum Improvement

The District is committed to improving the curriculum in its schools. The Central Office structure, as well as the work and training of principals, have been restructured to support a greater focus on improved instruction. Current work at school centers on aligning instructional programs and practices with state frameworks and content standards. At the heart of this improvement work is a focus on the principles of learning. Staffs are currently using the lens of these principles to work collaboratively to ensure that all students meet or exceed standards. To monitor the effects of a school's improvement work, sites participate in walkthroughs. An important tool in a school's improvement effort is the systematic analysis of student work and data. Examining and analyzing data in its disaggregated form allows staff to monitor the progress of subgroups of students including English Language Learners (ELL) and Title I (additional support funding for low-income and disadvantaged families), as well as to identify under-performing students. Students who have been identified as under-performing participate in targeted intervention before or after school and/or during the summer.

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.

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 after school hours access to computers are a few resources that are available to all children in the School District. SMMUSD has set high standards in technology for all students and teachers. To support the vision, the Board of Education approved the Technology Use Plan that includes technology standards for all students. These goals address technology use, access, curriculum integration, training, depth, partnerships, and ethics and 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

	# of Computers	# of Students per Computer	# of Computers with CD-ROM	# of Students per Computer with CD-ROM	# of Classrooms with Internet	# of Classrooms Connected to WAN
SANTA MONICA-MALIBU UNIFIED	2,673	4.8	1,914	6.6	689	468
County	269,454	6.4	171,217	10	47,106	40,313
State	1,074,841	5.7	842,909	7.3	240,796	203,404

Instructional Time and Minimum Days

Education Code section EC 46201 requires overall instructional minutes according to grade level for the school year: 36,000 minutes for Kindergarten; 50,400 minutes for grades 1 to 3 inclusive; 54,000 minutes for grades 4 to 8, inclusive; and 64,800 minutes for grades 9 to 12, inclusive. All schools in the District exceed these standards. Each site considers these requirements when scheduling minimum days to insure that standards are maintained or exceeded. Minimum 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 special educational programs, parent conference and school and District sponsored events.

Teachers and Staff

Teacher Longevity and Level of Education

The Santa Monica-Malibu Unified School District is highly regarded among teachers both nationwide and locally for its long history of success, its salubrious climate and its continued deep community support. Many highly qualified applicants apply annually and many of our teachers graduated from our high schools. The table below shows the educational level of our teaching staff and their longevity with the District.

		EDUCATION LEVEL								YEARS OF SERVICE	
	Gender	Doctorate	Master's Degree +30	Master's Degree	Bachelor's Degree +30	Bachelor's Degree	Less than Bachelor's	None Reported	Total Staff	Avg. Years of Ed. Service	Avg. Years in the District
SANTA MONICA-MALIBU UNIFIED	FEMALE	14 (2.6 %)	128 (23.8 %)	163 (30.3 %)	192 (35.7 %)	40 (7.4 %)	0	1 (0.2 %)	538	14.2	10.5
	MALE	13 (6.8 %)	65 (33.9 %)	36 (18.8 %)	62 (32.3 %)	16 (8.3 %)	0	0	192	16.3	12.9
TOTAL		27 (3.7 %)	193 (26.4 %)	199 (27.3 %)	254 (34.8 %)	56 (7.7 %)	0	1 (0.1 %)	730	14.7	11.1
COUNTYWIDE	FEMALE	871 (1.3 %)	11,859 (17.8 %)	11,376 (17.1 %)	22,130 (33.2 %)	19,541 (29.3 %)	834 (1.3 %)	5 (0.0 %)	66,616	12.9	10.9
	MALE	860 (3.1 %)	5,286 (19.0 %)	4,344 (15.6 %)	7,976 (28.7 %)	8,935 (32.2 %)	373 (1.3 %)	0	27,774	12.7	10.9
	NONE REPORTED	2 (1.7 %)	16 (13.6 %)	21 (17.8 %)	17 (14.4 %)	58 (49.2 %)	4 (3.4 %)	0	118	1.5	1.5
TOTAL		1,733 (1.8 %)	17,161 (18.2 %)	15,741 (16.7 %)	30,123 (31.9 %)	28,534 (30.2 %)	1,211 (1.3 %)	5 (0.0 %)	94,508	12.9	10.9
STATEWIDE	FEMALE	2,931 (1.2 %)	41,649 (16.6 %)	44,545 (17.8 %)	111,431 (44.5 %)	47,998 (19.2 %)	1,703 (0.7 %)	36 (0.0 %)	250,293	13.2	10.5
	MALE	2,896 (2.9 %)	20,025 (19.8 %)	17,511 (17.3 %)	39,115 (38.6 %)	20,682 (20.4 %)	960 (0.9 %)	26 (0.0 %)	101,215	14.2	11.4
	NONE REPORTED	2 (1.5 %)	19 (14.0 %)	21 (15.4 %)	26 (19.1 %)	60 (44.1 %)	4 (2.9 %)	4 (2.9 %)	136	7.8	2.6
TOTAL		5,829 (1.7 %)	61,693 (17.5 %)	62,077 (17.7 %)	150,572 (42.8 %)	68,740 (19.5 %)	2,667 (0.8 %)	66 (0.0 %)	351,644	13.5	10.7

Pupil Support Staff

Percent Fully Credentialed Teachers is the percent of teachers who hold a full credential. It excludes teachers in their assignment based on an emergency credential, a waiver, or because they are in an intern program. Please note that interns and teachers with a waiver or emergency credential may legally provide direct instruction to students. **FTE:** Full-Time Equivalent is the percentage of time a staff member works represented

	Counselor	Psychologist	Librarian Library Media Teacher	Nurse	Speech Language Hearing Specialist	Other
SANTA MONICA-MALIBU UNIFIED	19	14	5	6	8	3
County	2,080	1,037	279	825	869	1,421
Statewide	6,995	4,063	1,381	2,695	4,655	3,697
CBEDS data for middle and high schools						

as a decimal. A full-time person is 1.00, a half-time person is .50 and a quarter-time person is .25. **Administrators** are certificated employees who are not teachers or pupil services personnel. Administrators include principals, assistant principals, program directors or coordinators, and other certificated staff not providing direct services to students. A **classified employee** is an employee of a school district, in a position not requiring certification (a teacher). The classified staff data are collected in three subgroups, with an individual staff member counted in only one of the subgroups. The "Paraprofessional" subgroup includes teaching assistants, teacher aides, pupil services aides, and library aides. The "Office/Clerical" staff are those with clerical or administrative support duties, such as a school secretary. The "Other" subgroup includes all the remaining non-certificated staff, such as custodians, bus drivers, and cafeteria workers. The numbers of classified staff do not include preschool, adult education, or Regional Occupation Program classified employees. The data are not collected in a manner that will allow full-time equivalent (FTE) reporting. **Pupil services personnel** are certificated employees who provide direct services to students but are not teachers. Pupil services employees include counselors, nurses, psychologists, social workers, research specialists, speech specialists and other medical personnel.

District	% Fully Credentialed Teachers	FTE Admin	FTE Pupil Services	FTE Teachers	Classified Staff
SANTA MONICA-MALIBU UNIFIED	88.5	53.3	49.5	604.2	533
County	75.8	6,168	5,974.7	81,507.4	89,690
State	86.4	23,298	21,561.8	298,197	296,962

Professional Development

During 2000-2001, the District provided three staff-development days to all schools and all teachers and student support personnel participated in a variety of workshops to improve their skills. Programs are also held during the day, after school, on weekends, and in the summer. Staff development activities and curriculum improvement efforts are aligned with the District goals and state curriculum frameworks. A clearly articulated curriculum is provided for all students K-12. Special programs, such as Gifted And Talented Education (GATE), Special Education and Bilingual Education offer additional resources to insure that teachers are prepared to provide instruction so that special-need students are successful in the core curriculum. Our plan is to continue focusing curriculum improvement efforts on the subjects most recently addressed at the state level to reach the standards stated in each curriculum area.

Teachers are assigned to instruct classes within their credentialed authorizations. Credentials are registered with the Los Angeles County Superintendent's Office during the employment process for new applicants.

Substitutes

SMMUSD employs over 100 substitute teachers Districtwide. Though quality substitute teachers are typically in short supply throughout California, SMMUSD has been fortunate to have a sufficient candidate pool of substitutes. When required, many of our substitutes have assumed long term teaching assignments allowing seamless disruption of instruction. The District enjoys a positive, mutual relationship with a number of regular substitutes who specifically request our schools and who are requested, as well, by our teachers.

All applications for substitute teachers are paper-screened and qualified candidates are scheduled for interviews with school and District administrators. Candidates who are recommended for hire must then successfully complete a ten-hour course designed specifically for substitute teachers. Final candidates are then placed in the SMMUSD substitute pool.

Teacher Evaluations

Non-tenured teachers are evaluated each year with three formal observations in the first year and two in subsequent years. Goals are established, observations validate progress toward these goals and periodic conferences with the evaluating administrator guide instructional work. Once a teacher is tenured, and teaches five successful years he or she becomes eligible for a professional growth cycle of evaluation. All teachers participate in a formal evaluation on a regular basis to ensure effective instructional practice, classroom management and professional growth. Professional development takes place on a regular basis and may begin with several conference days before the opening of the school year or routine monthly meetings for the entire staff, one for each department and one for interdisciplinary teams. In addition, collaborative planning meetings occur so that department members can focus on improving instructional strategies, developing curriculum, reviewing assessments and analyzing student work.

Fiscal Services

Revenues and Expenditures

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

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

SANTA MONICA-MALIBU UNIFIED Fiscal Year 2000-01		General Fund REVENUES		Statewide Avg All USD	Statewide Avg All Districts
	Total Dollars	$ / Student (ADA*)	% of Avg Unified	$ / Student (ADA*)	$ / Student (ADA*)
State Aid	$24,088,355	$1,966	71%	$2,759	$2,709
Local Property Taxes & Fees	32,417,737	2,646	153%	1,728	1,816
SUBTOTAL, REVENUE LIMIT SOURCES	$56,506,092	$4,613	103%	$4,487	$4,525
Federal Revenues	$3,103,460	$253	63%	$403	$392
Other State Revenues	20,522,894	1,675	100%	1,680	1,603
Lottery	1,793,021	146	98%	150	149
Other Local Revenues	15,101,177	1,233	356%	346	386
TOTAL	$97,026,644	$7,920	112%	$7,066	$7,054

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

SANTA MONICA-MALIBU UNIFIED Fiscal Year 2000-01 EXPENDITURES				Statewide Avg All Unified Districts	Statewide Avg All Districts
	Total Dollars	$ / Student (ADA)	% of Avg Unified	$ / Student (ADA)	$ / Student (ADA)
Certificated Salaries	$45,707,010	$3,731	107%	$3,503	$3,467
Classified Salaries	16,661,468	1,360	129%	1,052	1,046
Employee Benefits	10,681,537	872	89%	983	977
Books and Supplies	3,144,453	257	70%	366	366
Services, Other exp.	8,554,620	698	115%	606	598
SUBTOTAL	$84,749,088	$6,918	106%	$6,509	$6,454
OTHER	$4,381,532				
TOTAL	$89,130,620				
	$7,986,024	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES			

The table below shows how SMMUSD spends its money in comparison to other unified school districts in the state and to all districts in the state.

CURRENT EXPENSE OF EDUCATION PER ADA (Per Education Code Section 41372)				
By law, "current expense of education" must be calculated annually for every district; it is a measure of the cost of direct educational services to students.This figure is then matched with average daily attendance (ADA) for the district to arrive at an expenditure per pupil figure. Since the current expense figure excludes food services, facilities, acquisition and construction, and certain other expenditures, the current expense per ADA amount is lower than the total expenditure per ADA shown in the preceeding table on the left.				
Santa Monica-Malibu Unified School District			Statewide Average	
			All Unified - Districts	All Districts
Total Dollars	Current Expense ADA	$ / Student (ADA)	$ / Student (ADA)	$ / Student (ADA)
$83,372,176	$12,250	$6,806	$6,414	$6,360
Source: California Department of Education, School Fiscal Services Division, J200/SACS Repts.				

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

Types of Services Funded

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

Salaries

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

Category	District 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 $6,600 per year. The District does not contribute into any pension plan for employees. The Superintendent receives a $6,000 per anum allowance for mileage reimbursement.