

SARC School Accountability Report Card 2005-2006



Santa Monica-Malibu Unified School District

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

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.

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Principal's Message

Welcome to John Muir Elementary School - “A Positive Learning Environment that Promotes Exceptional Learning.” To achieve our goal, we focus on three areas: Standards as the “what” we teach, the Principles of Learning and research-based good instruction is the “how” we teach, and creating and maintaining a rich learning environment as the “where” we teach. Standards-Based Education is a curriculum of what students are expected to achieve. Because we have high standards in each area the teachers are strategic in their instruction to make sure that all students reach or surpass the standards. Each child is assessed using grade level, District, as well as the California State assessments. Teachers routinely use the information gathered from these assessments to guide them in their classroom instruction. Our focus on the Principles of Learning; Clear Expectations, Accountable Talk, and Academic Rigor in a Thinking Curriculum are the basis for the instruction needed for children to achieve. Students, teachers, and parents know what we expect students to learn. Models and rubrics are publicly displayed and available so that students can refer to them. Students naturally love to talk so we channel that talk into talking about what they are learning and why. This accountable talk requires that students use accurate and relevant knowledge. All of this requires that the curriculum be organized around major concepts. Teachers engage students in high-level thinking. When these areas are synchronized, exceptional learning occurs.



Martha Duran-Contreras, Principal



School Mission Statement

John Muir School is an exceptional learning community. John Muir School is a beacon in our neighborhood that attracts, welcomes, and maintains our community children. All members of John Muir maintain and nurture a positive, supportive, and respectful environment that promotes powerful learning and exceptional achievement. All learners are challenged to go beyond expectations. Our diversity is recognized, celebrated and embraced. The John Muir Community goes beyond our physical boundaries and prepares all of our children for a prosperous future. All children are masters of all academic areas. They are artists in the visual and performing arts. All learners are capable of making incredible and indelible contributions to our society. Fiscal and personnel resources are ample. The vision is supported, challenged, and refined by all.

School Description

The original John Muir School was built in 1923 and in December 1996 moved to its new location and building at 2526 Sixth Street, Santa Monica and is the neighborhood school for Ocean Park. We are named after John Muir, a well-respected environmentalist and one of the father's of our National Park system. We are a public elementary school serving the small student body of 310 students that reflects the cultural diversity of the surrounding community. In addition to our regular program are classes for specialized needs: Special Day Classes (SDC), English Language Development (ELD), Resource Specialist Program, and Speech and Language. Gifted and Talented Education (GATE) and high achieving students are served within the regular classroom with differentiated curriculum as well as an after-school GATE program. John Muir is partnered with PSArts and offers an enriched fine arts program. We also have a State Head Start Preschool on our campus, childcare for before and after school and cosponsor, with the City of Santa Monica, CREST, an after school program. John Muir has an active PTA and volunteer program whom are supportive of the educational program and provide funds for school-wide enhancements. The Site Governance Council consists of 12 members including parents, teachers and support staff.

Opportunities for Parent Involvement

The John Muir PTA actively supports our school community. Meetings are generally held in the Media Center on the second Wednesday of the month at 6:30pm. Childcare is provided. The English Learners Advisory Committee (-ELAC) holds meetings in the mornings on every second Thursday of the month in Bungalow C at 8:30am. Everyone is welcome and English translation is provided. Please e-mail Marie Robinson at mlrn@adelphia.com, our PTA President.



School Enrollment & Demographic Information

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Racial / Ethnic Category	Percent of Total Enrollment
African-American	13.1
American Indian or Alaska Native	0.3
Asian	2.2
Filipino	0.0
Hispanic or Latino	33.1
Pacific Islander	0.0
White (Not Hispanic)	41.9
Multiple or No Response	9.4
Socioeconomically Disadvantaged	42.9
English Learners	19.0
Students with Disabilities	15.0

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	47
Grade 1	49
Grade 2	51
Grade 3	54
Grade 4	60
Grade 5	59
Total Enrollment	320



School Safety, Discipline & Climate for Learning

Annual staff review of the school's safety plan was conducted on September 6, 2005. School grounds are open at 7:00 am for Morning CREST, and close at 6:00 pm when After School CREST ends their program. Breakfast is served at 8:05 am, supervision is present, and the playground opens for all students at 8:05 am. Playground supervision is available before school, after school, at recess and for the lunch periods. During the school day there is no unauthorized access to the school campus. Only one entrance is open during school hours, and is monitored by the office staff and the day custodian. Visitors must sign in at the office and receive a visitor' badge. Adequate space exists for all school operations, activities and programs. Classroom space is allocated per the needs of each classroom teacher or support provider. (RSP and SDC). Appropriate space is available for designated services as well (Adaptive PE, Physical Therapy, Speech and Language and Occupational Therapy).

Suspensions & Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	0.0087	0.0028	0.0125	0.0534	0.0709	0.0680
Expulsions	0	0	0	0.0003	0.0008	0.0007

School Facilities

Our school site was newly built and completed in 1997. The classroom space and playground space are more than adequate for high caliber teaching and instruction. All teachers have a shared office space with a direct phone line and voice mail access. All staff members have either a desktop computer or laptop computer with Internet capability and email access. All classrooms have technology access with a 5:1 student to computer ratio. There is a newly equipped computer lab. Our Site Governance oversees the Safety Committee that includes staff members and parents to ensure that our school facilities are safe for all students and staff. The facility which supports our school is well-maintained and is in well-functioning condition. Needed maintenance includes routine roof maintenance to keep warranties in effect, and deferred maintenance projects include flooring replacement, interior and exterior painting, and some light asphalt repairs. We are proud that our school district takes great efforts to ensure that our school is clean, safe, and functional. The facility is adequately maintained by our site full-time day custodian, one night custodians and our District maintenance and operations department. The principal and staff work closely with the site custodians and district maintenance and operations department to ensure that the school building and grounds are clean and free of litter and graffiti. There are no emergency needs as defined by the Office of Public School Construction.

For more information please visit <http://www.cde.ca.gov/ta/ac/sa/sarcnews040005.asp>

School Facility Conditions - Results of Inspection & Evaluation

Evaluation Part	Facility in Good Repair?	Person Certifying	Date Certified	Deficiency and Remedial Actions Taken or Planned	Date Action Taken or Planned
Gas Leaks	Yes	J.W.Berriman	11/30/2006		
Mechanical Systems	Yes	J.W.Berriman	11/30/2006		
Windows/Doors/Gates (interior and exterior)	Yes	J.W.Berriman	11/30/2006		
Interior Surfaces (walls, floors and ceilings)	Yes	J.W.Berriman	11/30/2006		
Hazardous Materials (interior and exterior)	Yes	J.W.Berriman	11/30/2006		
Structural Damage	Yes	J.W.Berriman	11/30/2006		
Fire Safety	Yes	J.W.Berriman	11/30/2006		
Electrical (interior/exterior)	Yes	J.W.Berriman	11/30/2006		
Pest/Vermin Infestation	Yes	J.W.Berriman	11/30/2006		
Drinking Fountains (inside/outside)	Yes	J.W.Berriman	11/30/2006		
Restrooms	Yes	J.W.Berriman	11/30/2006		
Sewer	Yes	J.W.Berriman	11/30/2006		
Playground/School Grounds	Yes	J.W.Berriman	11/30/2006		
Other	Yes	J.W.Berriman	11/30/2006	Exterior painting required	12/06-3/07
How old is this school?	1997				
Deferred Maintenance Projects at this site?	No				
Modernization Projects?	No				



California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 4, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

The California Standards Tests in English-language arts, mathematics, science, and history-social science are administered only to students in California public schools. Except for a writing component that is administered as part of the grade four and seven English-language arts tests, all questions are multiple choice. These tests were developed specifically to assess students' knowledge of the California 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 in each grade or course. The 2006 CSTs 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 2005–06 school year, including 2005 summer school.

All Students in Grades 2 – 11	English-Language Arts
All Students in Grades 2 – 9	Mathematics
All Students in Grades 5, 8, and 10	Science
Grade 8 – 11 students who completed	Algebra I, Geometry, Algebra II, or Integrated Mathematics 1, 2, or 3
Grade 8 and 9 students who did not complete one of the above math courses during the school year	General Mathematics
Grade 9 and 10 students who completed Algebra II or Integrated Mathematics 3 during the previous grade and grade 11 students who completed Algebra II or Integrated Mathematics 3 anytime before 2006 testing began, including students taking higher mathematics courses or no mathematics course	Summative High School Mathematics
All Students in Grades 8, 10, and 11	History-Social Science
Grade 9 – 11 students who completed	Earth Science, Biology, Chemistry, Physics, or Integrated/Coordinated Science 1, 2, 3, or 4

CST scores are reported as one of five performance levels from advanced to far below basic. The scores are used for calculating each school's Academic Performance Index (API). Only the results of the California English-Language Arts and Mathematics Standards Tests are used to determine the progress elementary and middle schools are making toward meeting the federal No Child Left Behind (NCLB) Act of 2001 adequate yearly progress (AYP) requirement of having all students score at proficient or above on these tests.

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
African American	36	55	*
American Indian or Alaska Native	*	*	
Asian	*	*	*
Hispanic or Latino	38	48	42
White (Not Hispanic)	64	57	46
Male	45	50	53
Female	50	57	32
Economically Disadvantaged	39	41	38
English Learners	39	38	38
Students with Disabilities	24	24	*

CST Results for All Students -- Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	47	44	47	56	61	64	36	40	42
Mathematics	42	49	53	48	51	53	34	38	40
Science	27	37	44	43	40	54	25	27	35



Non-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less.

NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	48	48	35	61	63	60	43	41	42
Mathematics	58	57	40	67	68	68	51	52	53



NRT Results by Student Group -- Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	*	*
Asian	*	*
Hispanic or Latino	25	3
White (not Hispanic)	30	50
Male	26	48
Female	44	32
Economically Disadvantaged	29	21
English Learners	*	*
Students with Disabilities	*	*



California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

For more information regarding Physical Fitness Tasks, please see: http://data1.cde.ca.gov/dataquest/PhysFitness/gls_pft_tasks.asp

HFZ: The "Healthy Fitness Zone" 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." For a list of the standards for the HFZ, see [Fitnessgram Standards for Healthy Fitness Zone](#). All students should strive to achieve a score within the HFZ. It is possible that some students score above the HFZ. For the purpose of this report, scores are reported as meeting the standard (falling in the fitness zone) or not meeting the standard (falling lower than the HFZ).

Physical Fitness Tasks	Grade 5		
	Total Tested	% in HFZ	% Not in HFZ
Aerobic Capacity	54	70.4	29.6
Body Composition	54	81.5	18.5
Abdominal Strength	54	92.6	7.4
Trunk Extension Strength	54	94.4	5.6
Upper Body Strength	54	83.3	16.7
Flexibility	54	64.8	35.2
Number of fitness standards achieved	Grade 5		
	Number	Percent	Cum. Percent
6 of 6 fitness standards	18	33.3	33.3
5 of 6 fitness standards	23	42.6	75.9
4 of 6 fitness standards	4	7.4	83.3
3 of 6 fitness standards	6	11.1	94.4
2 of 6 fitness standards	3	5.6	100.0
1 of 6 fitness standards	0	0.0	100.0
0 of 6 fitness standards	0	0.0	100.0
Total tested	54	100.0	



Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	7	7	7
Similar Schools	3	6	7

State Award & Intervention Programs

No schools in the Santa Monica-Malibu Unified School District qualified for the Immediate Intervention Underperforming Schools Program (II/USP). Although state award programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report. Two Title I elementary schools in SMMUSD, Edison Language Academy and McKinley Elementary School received the Academic Achievement Award from the state.

Federal Intervention Programs

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	n/a	0
First Year of Program Improvement Implementation	n/a	0
Year in Program Improvement	n/a	0
Number of Schools Currently in Program Improvement	0	0
Percent of Schools Currently in Program Improvement	0.0	0.0

Adequate Yearly Progress (AYP)

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: * means that the student group is not numerically significant. "A" means the subgroup scored at or above the interim statewide performance target of 800.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	-4	24	2	784
Hispanic or Latino	33	42	-14	754
White (not Hispanic)	-28	15	11	819
Socioeconomically Disadvantaged	21	17	0	734
English Learners	--	--		
Students with Disabilities	--	--		



AYP Overall & by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes



Local Assessment

At three points during the year (November, January, and June), all students in grades 1-5 participate in literacy assessment. These assessments are aligned with our adopted English Language Arts series, Houghton Mifflin READING, A Legacy of Literacy, California Edition. Both the assessments and the text are aligned to California State Content Standards. Formative literacy assessment provides teachers with detailed data about the performance of individual students and the class as a whole on the following dimensions of English Language Arts instruction:

- Decoding and Phonemic Awareness
- Reading Comprehension
- Sentence Structure
- Spelling
- Vocabulary
- Writing Strategies
- Grammar
- Listening

Teachers use the data from formative assessment in many ways, such as to identify students who are in need of academic support or to plan and pace classroom instruction.

The first two tables below summarize, grade-by-grade, overall results from the formative literacy assessments from the February and June administrations in the 2003-2004, 2004-2005 and 2005-2006 academic years. The number in each box is the percentage of students who met or exceeded the district benchmark of 75% correct on the formative assessment. Data are included for John Muir Elementary School and for the district as a whole.

Elementary Formative Literacy Assessment Overall Scores --- Winter Administration (2004, 2005 and 2006) School and District Comparison

Grade Level	John Muir Elementary School			District		
	2004 - Feb	2005 - Feb	2006-Jan	2004 - Feb	2005 - Feb	2006 - Jan
1st grade	87%	70%	74%	85%	77%	82%
2nd grade	59%	46%	47%	71%	70%	70%
3rd grade	69%	67%	62%	80%	78%	77%
4th grade	50%	53%	51%	61%	61%	66%
5th grade	45%	41%	41%	62%	60%	52%

Elementary Formative Literacy Assessment Overall Scores --- June Administration (2004, 2005 and 2006) School and District Comparison

Grade Level	John Muir Elementary School			District		
	2004 - June	2005 - June	2006-June	2004 - June	2005- June	2006- June
1st grade	92%	77%	92%	86%	82%	86%
2nd grade	74%	84%	76%	87%	89%	88%
3rd grade	63%	60%	50%	72%	75%	76%
4th grade	43%	38%	65%	66%	67%	71%
5th grade	47%	30%	58%	64%	65%	70%

Overall, scores on the February and June literacy assessments at Muir have varied considerably from year-to-year. Fourth grade students' scores on the June assessment have trended upward from 43% at or above the district benchmark in 2004 to 65% in 2006.

The third table summarizes grade-by-grade, overall results from the District Writing Assessment (DWA) for administrations in the 2005-2005 and 2005-2006 academic years. The scores are mean rubric scores out of a total possible 8. For second grade the writing assessment was in the Narrative Genre, third grade was in the Descriptive Genre and fifth grade was in the Persuasive Genre. Fourth grade was not administered the DWA as this is the only grade that is assessed from the State Writing Assessment. Data are included for John Muir Elementary School and for the district as a whole.

Elementary District Writing Assessment --- Winter Administration (2004-2005 and 2005-2006) and District Comparison

Grade Level	John Muir Elementary School		District	
	2005—March	2006 - Jan	2005 - March	2006-Jan
2nd grade	4.02	3.78	4.65	4.66
3rd grade	4.78	3.88	4.52	4.62
5th grade	4.81	5.63	4.55	5.00



Quality of School Instruction & Leadership

The goals enumerated in Muir's school improvement plan for 2005-2006 were:

1. Increase overall academic achievement for ALL students in English Language Arts and Mathematics.
2. Increase academic achievement for socio-economically disadvantaged students in English Language Arts and Mathematics.
3. Increase academic achievement for English Learners in English Language Arts and Mathematics.
4. Increase academic achievement for Students with Disabilities in English Language Arts and Mathematics.
5. Increase student achievement in English Language Arts and Mathematics by using culturally responsive practices.

John Muir is committed to providing each student with a rich and rigorous curriculum that is aligned with the State's content standards and frameworks for literacy, mathematics, science and social studies. Textbooks and supplemental materials are aligned with the content standards. Staff members work diligently reviewing and refining the instructional program through collaborative planning and evaluation.. It is our intention to provide access to the core curriculum for all students at the school.

The underpinnings of much of our current work to strengthen and align the curricular and instructional program come from the Principles of Learning research of Dr. L. Resnick from the University of Pittsburgh. Classrooms reflect clear expectations, academic rigor in a thinking curriculum, and accountable talk. Staff members participate in Learning Walks – organized visits through the school's learning areas – using the Principles of Learning to focus on areas of success and areas in need of improvement. Other strategies staff members are using to strengthen teaching and learning include: staff analysis of data on student performance; grade level curriculum and assessment planning; classroom visitations, including Learning Walks; review and analysis of student work; and targeted professional development based on observed needs.

Leadership at John Muir is distributed. The school's instructional leader, Martha Durán-Contreras, has been an educator for 29 years, including 3 years as principal at this site; 11 additional years in administrative positions, and 18 years as a classroom teacher. The principal involves staff members and parents in decision-making at the site through formal mechanisms such as the site's leadership team, governance, and parent organizations, including PTA and ELAC. Muir's school-wide leadership team consists of grade level leaders and instructional leaders. Grade level leaders work with members in their same grade and help develop their agendas for meetings and staff development. Instructional leaders work with the principal as leaders of the school-wide Learning Walks.

Students identified as academically low achieving are provided with increased learning opportunities with special emphasis on expanded learning experiences. Under-performing students and special needs students who are at-risk in academic achievement are provided with an extended day program and summer school programs as interventions. The extended day program also provides enrichment opportunities for all students. To ensure equal access to the core curriculum, special needs students and English Learners receive appropriate supports and/or accommodations that correspond to their specific needs within the least restrictive learning environment. Muir's has Special Day Classes for students in first through fifth grade. Students in these programs are involved in team-taught situations and are mainstreamed for parts of their day.

John Muir is involved in long-term partnerships with PSArts, a non-profit organization that is committed to restoring arts in public schools. The students are provided both visual arts and performing arts. Student progress in mastering state standards is regularly monitored through daily classroom work, classroom and grade level assessments, district formative assessments, and participation in state mandated testing. Grade level teams use much of their meeting time to review student work and assessment data and to plan modifications to instruction to meet identified student needs. All elementary schools report student progress to parents at three points in the year, and parents are encouraged to arrange meetings with teachers if there are questions or concerns that they would like to discuss.



Quality, Availability & Currency of Textbooks

The following is information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. This information was presented in a public hearing on Oct. 27, 2005 at 5:30 pm in the District Board room.

No students have insufficient textbooks and/or instructional materials in the following areas of study: English Language Arts, Mathematics, Social Studies, Science, and Health.

For students in K-8, the instructional materials were purchased from an approved standards-aligned state adoption list as required by CCR, Title 5, and Section 9531.

Instructional Minutes/Minimum Days

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

The table below shows the number of minimum days for this school. These days allow teachers and administrators to collaborate on curriculum and instructional issues, to review school goals and progress in meeting those goals. Minimum days also provide school staff the opportunity to prepare for educational programs, parent conferences and school and District sponsored events.

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

Grade Level	Number of Minimum Days	Total Instructional Minutes	Required by State
K	13	42,550	36,000
1, 2, 3	9	53,660	53,100
4, 5	9	55,700	54,480



Use of Technology

The school district embarked on a number of technology projects that are having great success and address a broad spectrum of students and teachers across the district.

The district received an EETT (Enhancing Education Through Technology) grant which targets grades 4-8 at John Adams Middle School and its pathway schools Edison, Grant, Muir, Rogers, and additionally McKinley. The grant focuses on mathematics using Riverdeep's award winning Destination Math software in conjunction with SmartBoards. Over 40 SmartBoards were purchased and installed with over 150 laptop and desktop computers. Extensive training and support are included in the grant. Other schools not included in the grant have also joined in the project ordering the software and SmartBoards for their schools as well. The math software is accessible for students and parents from outside the school via home, public libraries, or other public access locations.

Another important project has been the implementation of broad data access tool called DataDirector from Achieve Data Solutions. This system provides access via the web for all teachers and administrators to over 5 years of demographic and assessment data for all our students with powerful tools for disaggregation and analysis. The new system also includes a new elementary standards based report card.

The district's library system was upgraded to the latest versions which allow greater flexibility in terms of accessing library and textbook resources throughout the district. It is primarily web based for students and is accessible from outside of school as well. All library and textbooks are barcoded and tracked efficiently through this system. Along with the district library system, all school libraries offer a wide variety of online commercial databases and research resources.

The Special Education department moved to new software for tracking students and providing state reporting for all special education students. The new system is entirely web based and serves the entire Tri-City SELPA including Santa Monica-Malibu, Beverly Hills and Culver City. The new system includes online IEPs that teachers and special education staff can use from anywhere they have Internet access.

School	# of Computers	# of Students per Computer	# of Classrooms with Internet
JOHN MUIR ELEMENTARY	77	4.2	17
District Total:	2,970	4.1	604
County Total:	383,792	4.5	79,482
State Totals:	1,389,805	4.5	320,997



Average Class Size & Class Size Distribution

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2003-04			2004-05			2005-06					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	2			20.5	1	1		16.0	3		
1	20.0	1			20.0	2			15.0	3		
2	19.5	2			19.5	2			20.5	1	1	
3	20.0	2			20.0	3			18.0	3		
4	25.5		2		24.0		2		30.0		1	
5	28.0		2		28.0		2		27.0		3	
K-3	19.8	4			20.0	1						

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2003-04	2004-05	2005-06
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%



Teacher Evaluations

Teacher evaluation procedures are defined in the SMMCTA-SMMUSD Bargaining Agreement. Non-permanent teachers (temporary and probationary) are formally evaluated at least two times a year. Tenured teachers are evaluated every two years, and they have an option of a formal (2-year) professional growth cycle every other evaluation. The district, in cooperation with the Santa Monica-Malibu Classroom Teachers Association (SMMCTA), has developed and implemented a new standards-based evaluation system, which is being phased in for all classroom teachers, based on their hire date in the district. This system evaluates teachers based on the California Standards for the Teaching Profession (CSTP). All evaluations are confidential. Teachers may receive final ratings of satisfactory, needs improvement, or unsatisfactory.



Staff Education Level & Service Report for Certificated Staff

School	Gender	Education Level							Total Staff	Years of Service	
		Doctorate	Master's Degree +30	Master's Degree	Bachelor's Degree +30	Bachelor's Degree	Less than Bachelor's	None Reported		Avg. Years of Ed. Service	Avg. Years in the District
John Muir Elementary	Female	1 (6.7 %)	2 (13.3 %)	5 (33.3 %)	3 (20.0 %)	4 (26.7 %)	0 (0.0 %)	0 (0.0 %)	15	10.1	7.3
	Male	0 (0.0 %)	0 (0.0 %)	1 (33.3 %)	2 (66.7 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	3	8.3	8.3
Total		1 (5.6 %)	2 (11.1 %)	6 (33.3 %)	5 (27.8 %)	4 (22.2 %)	0 (0.0 %)	0 (0.0 %)	18	9.8	7.5
Districtwide	Female	8 (1.7 %)	87 (18.8 %)	164 (35.4 %)	142 (30.7 %)	62 (13.4 %)	0 (0.0 %)	0 (0.0 %)	463	13.1	9.6
	Male	8 (4.8 %)	35 (21.1 %)	45 (27.1 %)	54 (32.5 %)	24 (14.5 %)	0 (0.0 %)	0 (0.0 %)	166	14.0	11.7
Total		16 (2.5 %)	122 (19.4 %)	209 (33.2 %)	196 (31.2 %)	86 (13.7 %)	0 (0.0 %)	0 (0.0 %)	629	13.4	10.1
Countywide	Female	472 (0.8 %)	10,466 (18.4 %)	10,007 (17.6 %)	22,321 (39.2 %)	13,633 (23.9 %)	44 (0.1 %)	2 (0.0 %)	56,945	12.2	10.7
	Male	534 (2.3 %)	4,319 (18.2 %)	3,590 (15.2 %)	8,532 (36.1 %)	6,632 (28.0 %)	55 (0.2 %)	4 (0.0 %)	23,666	12.0	10.5
	None Reported	3 (4.4 %)	13 (19.1 %)	12 (17.6 %)	24 (35.3 %)	16 (23.5 %)	0 (0.0 %)	0 (0.0 %)	68	2.0	2.0
Total		1,009 (1.3 %)	14,798 (18.3 %)	13,609 (16.9 %)	30,877 (38.3 %)	20,281 (25.1 %)	99 (0.1 %)	6 (0.0 %)	80,679	12.2	10.6
Statewide	Female	1,259 (0.6 %)	31,057 (14.0 %)	41,212 (18.6 %)	105,462 (47.6 %)	42,019 (19.0 %)	543 (0.2 %)	51 (0.0 %)	221,603	12.6	10.4
	Male	1,326 (1.5 %)	13,038 (15.1 %)	15,171 (17.6 %)	37,879 (44.0 %)	18,260 (21.2 %)	474 (0.5 %)	38 (0.0 %)	86,186	13.0	10.8
	None Reported	3 (4.0 %)	13 (17.3 %)	12 (16.0 %)	27 (36.0 %)	19 (25.3 %)	0 (0.0 %)	1 (1.3 %)	75	5.7	4.3
Total		2,588 (0.8 %)	44,108 (14.3 %)	56,395 (18.3 %)	143,368 (46.6 %)	60,298 (19.6 %)	1,017 (0.3 %)	90 (0.0 %)	307,864	12.7	10.5



Availability of Substitutes

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

Teacher Credentials

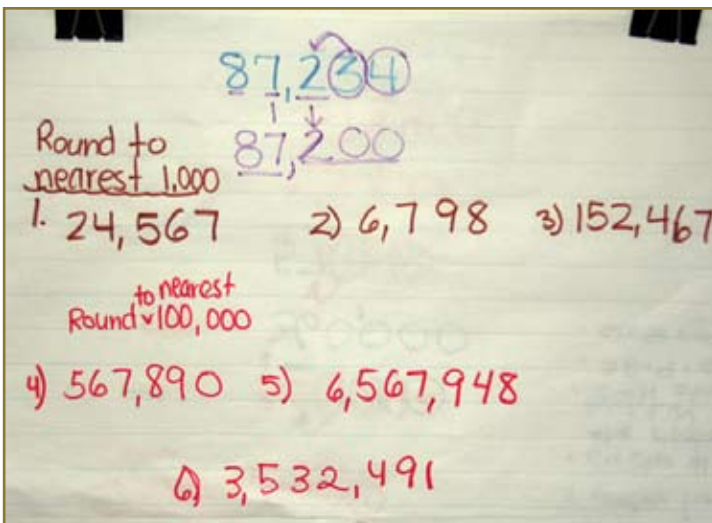
This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	13	15	18	602
Without Full Credential	4	1	0	27
Teaching Outside Subject Area of Competence	0	0	1	---

Teacher Misassignments & Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	6	5	3
Total Teacher Misassignments	6	5	3
Vacant Teacher Positions	0	0	0



Core Academic Courses Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	96.9	3.1
All Schools in District	93.0	7.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	94.0	6.0

Counselors & Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Academic Counselor	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (paraprofessional)	0.0
Psychologist	0.0
Social Worker	0.0
Nurse	1.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist (non-teaching)	0.0
Other	0.0



Professional Development

All teachers and staff at each of our school sites participate in ongoing professional development and curriculum and instructional improvement efforts through “banked time,” 90 minutes of meeting and professional development time each week at each site. In addition, there are three days set aside in our calendar for intensive professional development and planning. One of these days is a district-wide day, the other two are developed by, and conducted at, individual sites.

Areas of district-wide focus for teacher and administrator professional development are determined by a needs assessment conducted by Educational Services. The needs assessment consisted of a review of summative and formative data from all school sites and the collection of input from teachers and administrators. Among the primary focus areas for professional development in SMMUSD schools are the following:

- The Principles of Learning, especially Academic Rigor in a Thinking Curriculum, Clear Expectations, and Accountable Talk
- Lesson Link where teachers work together to co-plan, teach, revise and publish lessons for one another
- Academic Conferences where teachers review data, discuss options and select additional areas of focus for instructing students in their classes
- Literacy and Mathematics
- Using data to improve classroom instruction
- Culturally Relevant Pedagogy
- Supporting students with special needs
- Safe schools and healthy students
- Character education
- Frontloading instruction for English Language Learners
- Differentiated Instruction

At individual school sites, teachers and administrators review data, discuss options and select additional areas of focus for the staff as a whole as well as for departments and/or grade level teams as appropriate.

A variety of methodologies are used to provide professional development. It is a goal for the SMMUSD to provide coaching to teachers through a variety of mechanisms. Coaching and mentoring occur through several programs – BTSA, National Boards, literacy and ELD coaching, teacher leadership, and such specialized programs as Cotsen Fellows and Mentors and Lesson Link. Additionally, professional development occurs through workshop series during banked time or as after school opportunities. Teachers may also attend workshops or conferences as school improvement and grant funding permit. Occasionally, teachers will attend a full-day professional development opportunity offered by our own staff or appropriately selected consultants. We have worked closely with the Writing Workshop program out of Teachers College of Columbia as well as the Six Traits of Writing out of Great Source programs.

Each August, all teachers new to Santa Monica-Malibu are invited to participate in Teacher Academy – three days of professional development and orientation to district wide curriculum and instructional initiatives. All eligible new teachers are encouraged to participate in BTSA. Teachers interested in applying for National Board Certification may participate in the process and can elect to be supported by teachers who have already achieved National Board Certification.



Teacher & Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$39,805	\$37,172
Mid-Range Teacher Salary	\$59,432	\$58,436
Highest Teacher Salary	\$80,017	\$73,583
Average Principal Salary (Elementary)	\$101,500	\$93,347
Average Principal Salary (Middle)	\$106,756	\$97,873
Average Principal Salary (High)	\$117,424	\$105,556
Superintendent Salary	\$155,717	\$159,227
Percent of Budget for Teacher Salaries	41.2	42.1
Percent of Budget for Administrative Salaries	6.3	5.3

Expenditures Per Pupil & School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$4,809	\$947	\$3,862	\$56,112
District	---	---	\$4,339	\$59,528
Percent Difference - School Site and District	---	---	-12.37%	-6.09%
State	---	---	\$4,743	\$57,838
Percent Difference - School Site and State	---	---	-22.83%	3.08%

Districts and county offices report their revenues and expenditures to the California Department of Education (CDE) prior to the completion of their annual audit. Every effort is made by the CDE to catch errors or misinterpretations. However, the unaudited information is not changed after it has been certified and released by CDE. Therefore, this report may include some uncorrected data.



Each school district must submit its financial data to the California Department of Education (CDE) in a uniform format called Standardized Account Code Structure (SACS). Although some districts choose to track school site expenditures, the CDE does not collect that data. Districts report their revenues and expenditures to the CDE prior to the completion of their annual audit. Every effort is made by the CDE to catch errors or misinterpretations. However, the unaudited information is not changed after it has been certified and released by CDE. Therefore, the SACS financial reports may include data that districts later correct, based on their audits. For more information:

<http://www.ed-data.k12.ca.us/Navigation/fsTwoPanel.asp?bottom=%2Fprofile%2Easp%3Flevel%3D06%26reportNumber%3D16>

A school district's budget is a local spending plan that is revised throughout the year. The budget is approved at the district level and reviewed by the county office of education; it is not sent to the California Department of Education (CDE).

The financial data submitted to the CDE and presented here are unaudited actuals. These are revenues and expenditures for the entire year in the standardized account code structure (SACS) format, as reported by the school district prior to its annual audit.

Expenditures (Fiscal Year 2004-05)

Current Expense of Education per ADA (Per Education Code Section 41372) Santa Monica-Malibu Unified, 2004-05				
By law, the "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 table above.				
Santa Monica-Malibu Unified School District		Statewide Avg All Unified School Districts	Statewide Avg All Districts	
Total Dollars	Average Daily Attendance	\$ / Student (ADA)	\$ / Student (ADA)	\$ / Student (ADA)
\$101,128,398	12,176	\$8,305	\$7,172	\$7,127

Types of Services Funded

In addition to funding for outstanding elementary education instruction – fully aligned to the State Frameworks (<http://www.smmusd.org/edservices/curriculumframeworks.html>), a wide variety of support staff and programming are available to each site. District and categorical funding supports centralized and direct services for students and teachers including: Special education programs, counseling, library services, psychologists, social work, child welfare and attendance services, literacy coaches, English language development coaches, programs for English language development, coordinators of teacher support for beginning teachers, district literacy coaches, formative assessment programs, professional development, physical education, after school intervention programs, and intensive intervention summer school programs. Contact the principal for more details on these exemplary programs.

General Fund - Revenues Santa Monica-Malibu Unified, 2004-05							
Type of Revenue	Revenues			Dollars/Student (ADA)			
	Unrestricted	Restricted	Total	This District	% of Avg for Unified School Districts	Statewide Avg Unified School Districts	Statewide Avg All Districts
Revenue Limit Sources	\$60,067,977	\$2,381,243	\$62,449,220	\$5,129	104%	\$4,927	\$5,062
Federal Revenue	195,943	4,673,132	4,869,075	400	54%	741	722
Other State Revenue	5,485,972	10,577,441	16,063,413	1,319	86%	1,540	1,457
Other Local Revenue	11,886,291	10,434,543	22,320,833	1,833	507%	361	417
Total Revenue	\$77,636,182	\$28,066,358	\$105,702,540	\$8,681	115%	\$7,569	\$7,658

Note: The revenues per ADA figure may include money that is passed through to other agencies for a specific use, such as some Special Education funds. Detail may not add to totals due to rounding.

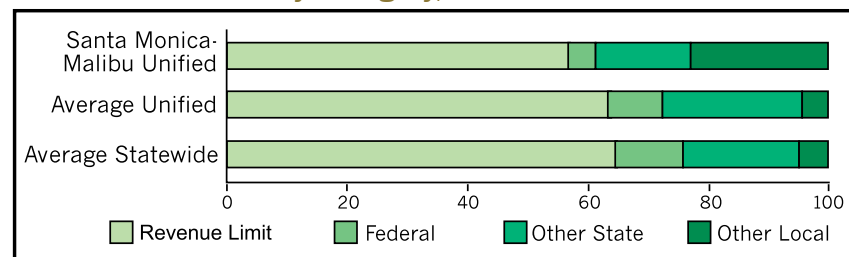
Source: California Department of Education, School Fiscal Services Division - SACS Unaudited Actual Data.

General Fund - Expenditures Santa Monica-Malibu Unified, 2004-05							
Type of Expense	Expenditures			Dollars/Student (ADA)			
	Unrestricted	Restricted	Total	This District	% of Avg for Unified School Districts	Statewide Avg Unified School Districts	Statewide Avg All Districts
Certificated Personnel Salaries	\$40,232,304	\$11,375,995	\$51,608,298	\$4,239	116%	\$3,663	\$3,696
Classified Personnel Salaries	8,945,662	8,790,718	17,736,380	1,457	133%	1,094	1,108
Employee Benefits	14,996,723	5,450,755	20,447,478	1,679	116%	1,445	1,443
Books and Supplies	762,761	2,446,203	3,208,965	264	69%	382	382
Services and Other Operating Expenses	4,235,484	5,949,116	10,184,600	836	123%	681	686
Subtotal, Expenditures	\$69,172,934	\$34,012,786	\$103,185,720	\$8,475	117%	\$7,265	\$7,315

Note: Detail may not add to totals due to rounding.

Source: California Department of Education, School Fiscal Services Division - SACS Unaudited Actual Data.

Percent Revenues - by Category, 2004-05



Percent Expenditures - by Category, 2004-05

