

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08



Edison Elementary

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Edison Elementary	District Name	Santa Monica-Malibu Unified
Street	2425 Kansas Ave.	Phone Number	(310)450-8338
City, State, Zip	Santa Monica, CA 90404-5204	Web Site	www.smmusd.org
Phone Number	310/ 828-0335	Superintendent	Dianne Talarico
Principal	Lori Orum	E-mail Address	dianne.talarico@smmusd.org
E-mail Address	orum@smmusd.org		

School Description and Mission Statement

This section provides information about the school's goals and programs.

Edison Language Academy maintains a K through 5th grade instructional program that is closely matched with the academic, social and emotional needs of young children. The entire K-5th grade program is part of a dual immersion program which is designed to provide students with an academically challenging program that promotes high achievement, develops language proficiency in English and Spanish, and imbues children with an awareness and appreciation for diverse cultures and communities. The instructional model is based on research on second language acquisition, bilingual education and foreign language acquisition. Now in its 22nd year as a Dual Immersion school, Edison operates as a modified magnet school, accepting students from its immediate neighborhood, other areas in Santa Monica, and surrounding school districts.

Edison Language Academy offers a dual immersion program in a Kindergarten through 5th grade setting. In the 2006-2007 school year, there were 19 classroom teachers in Kindergarten through 5th grades. In addition, the school has the following support personnel: a half-time Spanish Reading Teacher, an English Language Development Coach, a Library Coordinator, a half-time Technology Coordinator, a Bilingual Community Liaison, a Physical Activities Specialist, a bilingual Special Education Resource Specialist, a part-time Nurse, a part-time Bilingual Speech Pathologist, a part-time Bilingual School Psychologist, and a full-time Family Therapist provided through collaboration with El Nido. There are also eight bilingual Instructional Assistants working in all classrooms at various times throughout the school day. Additionally 2.5 custodial staff and 3 cafeteria staff provide support services and various part-time vocal and instrumental music and theater arts teachers provide enrichment classes.

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Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name: Yoly Gutierrez

Contact Person Phone Number: (310) 828-0335.

Edison offers many parent involvement opportunities. The school has the following organizations that support parent involvement: PTA, English Learner Advisory Council (ELAC), and a School Site Council. In addition, parents participate as classroom volunteers, supplemental playground supervisors, room parents, Gardening Angels, Safety and Beautification Team members, and tutors. The school provides an orientation for all parents wishing to volunteer in classrooms and has a volunteer code of conduct. For more information about parent involvement opportunities, please contact Yoly Gutierrez, Bilingual Community Liaison, Christopher Jimenez y West or Lisa Balfus Co-PTA Presidents or Ofelia Rodriguez or Margarita Tellez, ELAC Co-Presidents.

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	Grade Level	Number of Students
Kindergarten	79	Grade 4	60
Grade 1	75	Grade 5	56
Grade 2	59	Total Enrollment	394
Grade 3	65		

Student Enrollment by Group

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	5.00%	Multiple or No Response	4.06%
Asian	1.02%	Economically Disadvantaged	64.00%
Hispanic or Latino	67.00%	English Learners	68.00%
Pacific Islander	0.25%	Students With Disabilities	6.00%
White (Not Hispanic)	22.59%		

Average Class Size and 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	2004-05			2005-06			2006-07		
	Number of Classrooms			Number of Classrooms			Number of Classrooms		
	Avg. Class Size	1-20	21-32	Avg. Class Size	1-20	21-32	Avg. Class Size	1-20	21-32
K	17.8	4	--	20	4	--	20	4	--
1	19.2	5	--	16.3	4	--	19	4	--
2	19	2	--	17.8	4	--	19.7	3	--
3	18	3	--	16.5	4	--	18.5	4	--
4	24.5	--	2	20.3	1	3	25	--	2
5	27	--	2	27.5	--	2	28	--	2

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II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Edison's Emergency Safety Plan was updated March 2006 and submitted to the District's Student Services Director and the Santa Monica Police Department for approval. The review process involves all staff. The plan includes evacuation routes and procedures, search and rescue teams, assembly areas, and a parent/student reunion station. Staff and students practice procedures and routines for fire and earthquake evacuation and lock down on a regular basis. Edison students learn on a campus that is safe and secure. Students are supervised in the morning beginning at 7:45 am up until classes begin at 8:15 am. All gates are locked at 8:30 am. All visitors must enter through the main office, sign-in, receive a visitors badge, and state the purpose of their visit. After student dismissal, all gates but one which is supervised by an after-school security staff person, are locked again at 3:00 pm. for the protection of students in the afterschool care, recreation, academic and enrichment programs. Edison facilities fully support teaching and learning at all levels. Classrooms are provided adequate materials in order to optimize student achievement. Our campus playground contains grade-appropriate games and equipment, and our staff has a workroom and lounge in which to work and relax. Edison was built in 1951. The school facilities are in good working order. Major repairs are conducted by district personnel and minor repairs are serviced by the schools custodians. All classrooms, restrooms and playground are cleaned on a regular basis

Suspensions and 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		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	1.00%	2.50%	0.76%	7.09%	6.80%	6.10%
Expulsions	0.00%	0.00%	0.00%	0.07%	0.07%	0.04%

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

There are 2 full-time custodians assigned to the Edison Language Academy: one daytime and one nighttime, and a part-time night custodian who assists with the facilities used for pre-school and after-school care. They are responsible for the general overall cleanliness of the school facility. Daily they check all parts of the school campus for graffiti, damage, and cleanliness. All staff members are asked to immediately report any facility or rooms in need of repair or that may be a health or safety concern. There is a school safety committee that meets periodically throughout the school year to review and make recommendation regarding school safety issues. The School District employs a Maintenance and Operations staff that oversees the maintenance and upkeep of all school district facilities. The district employs a technically trained staff of maintenance personnel to attend to the regular maintenance needs of the facility. The district also employs a staff and grounds persons who are responsible for grounds care and maintenance. A parent beautification committee assists in this area and maintains several special gardens created as low-water use teaching spaces (the native plants garden along the west quad and Carolina's Garden in the library courtyard). With support from the City of Santa Monica, SMMUSD, the Edison PTA, a local foundation and donations from individual families, community and business members, in 2006 Edison re-designed its central cafeteria courtyard to create another low-water use space. The space is now surrounded with murals of the Santa Monica Bay and the courtyard has drainage and landscaping features that reduce water use and runoff to the Bay. Edison has many murals on its walls created by professional artists and children. Edison celebrated its 55th birthday this year. The facility that 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. There are no emergency needs as defined by the Office of Public School Construction.

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School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary		X		

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IV. Teachers

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
	2004-05	2005-06	2006-07	2006-07
With Full Credential	20	21	21	604
Without Full Credential	2	1	1	20
Teachers Teaching Outside Subject Area	0	0	0	--

Teacher Misassignments and 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	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	1	0	--
Total Teacher Misassignments	1	0	--
Vacant Teacher Positions	0	0	--

Core Academic Classes Taught by No Child Left Behind 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 the CDE Web site 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	100.0%	0.0%
All Schools in District	97.0%	3.0%
Low-Poverty Schools in District	96.5%	3.5%

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V. Support Staff

Academic Counselors and 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
Nurse	0.8
Speech/Language/Hearing Specialist	1.0
Other	1.0

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays 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.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	In English reading and language arts in grades 3-5, Edison uses the Houghton Mifflin Reading series. While Kindergarten materials are kit-based, in grades 1-5 each student is provided with his or her own textbook. The Houghton Mifflin reading series is supplemented by a large collection of leveled books which teachers use with students to build reading fluency and comprehension. English language arts materials is also supplemented by a collection of core literature. All Edison students use Houghton Mifflin Lectura as the basis for Spanish reading and language arts instruction -- supplemented by literature and a large collection of leveled books in Spanish.	0%
Mathematics	Edison uses Harcourt Matematicas math series. Each student is provided with his or her own text book in this standards-based series. The fourth and fifth grade math instruction is supplemented with the use of Riverdeep Destination Math materials.	0%

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Science	Science instruction involves standards-based curriculum units developed by teachers with support from the school's FOSS Kits. At the end of the 2006-2007 school year, SMMUSD will adopt Harcourt Science for its standards-based science curriculum. Science is taught in Spanish at Edison in all grades except 4th grade.	Kit-based program
History-Social Science	Along with all SMMUSD schools, Edison adopted new social studies materials in the 2006-2007 school year. Edison's 5th graders use the state adopted materials in English and children in grades K-4 use textbooks and receive instruction in social studies in Spanish.	0%
Foreign Language	All students in Edison study through two languages. For some students, English is their second language, for others, it is Spanish. ELD instruction is offered using Rigby kits and staff use a variety of strategies to make instruction provided through students' second language comprehensible. All staff have been trained in "Frontloading: A Focused Approach" and have specialized training in teaching second language learners. Houghton Mifflin's Lectura program is used for language study in Spanish, supplemented by content-based study in math, social studies and science.	0%
Health		
Science Laboratory Equipment (grades 9-12)		

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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 school expenditures and teacher 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	\$4,964.00	\$990.00	\$3,974.00	\$61,498.00
District	--	--	--	\$61,498.00
Percent Difference - School Site and District	--	--	--	0%
State	--	--	\$4,943.00	\$59,934.00
Percent Difference - School Site and State	--	--	20%	-3%

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Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Edison has a Title I Schoolwide Program. Funds available through this program enrich instruction by providing instructional aides for classrooms to facilitate small group instruction, a half-time Spanish reading teacher, a summer intervention program in Spanish reading for grades K and 1, support the school's English Language Development Coach, make possible a full-time bilingual community liaison, and additional supplies and materials for teachers. Funding through the School Improvement Block Grant also supports the bilingual community liaison so that Edison has a full time parent liaison, and a 25% health aide to provide emergency health services to students when the nurse is not on campus. Categorical support through the GATE program enriches the Edison program for gifted and talented program by helping support assemblies, special field trips, computers, and supplemental enrichment materials. Additional funding through the SMMUSD Equity Fund supports technology, writing instruction, and intervention programs. Funding from the Edison PTA provides additional support for instructional aides, intervention programs, arts enrichment programming, instructional supplies, assemblies and field trips.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

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 may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,999.00	\$38,478.00
Mid-Range Teacher Salary	\$61,216.00	\$60,735.00
Highest Teacher Salary	\$82,418.00	\$76,906.00
Average Principal Salary (Elementary)	\$104,551.00	\$96,766.00
Average Principal Salary (Middle)	\$111,415.00	\$102,730.00
Average Principal Salary (High)	\$122,813.00	\$110,489.00
Superintendent Salary	\$162,181.00	\$169,243.00
Percent of Budget for Teacher Salaries	41.0%	42.0%
Percent of Budget for Administrative Salaries	7.0%	5.0%

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VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) 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 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, 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, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

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		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	41%	46%	50%	61%	64%	65%	40%	42%	43%
Mathematics	55%	57%	67%	51%	53%	52%	38%	40%	40%
Science	22%	26%	42%	40%	54%	58%	27%	35%	38%
History-Social Science	--	--	--	49%	54%	50%	32%	33%	33%

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	67%	50%	--
Asian	--	--	--
Hispanic or Latino	39%	62%	28%
White (Not Hispanic)	84%	88%	83%
Male	44%	63%	41%
Female	56%	70%	42%
Economically Disadvantaged	30%	57%	27%
English Learners	32%	62%	17%
Students With Disabilities	47%	59%	--

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Norm-Referenced Test

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, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

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		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	42%	46%	45%	63%	60%	61%	41%	42%	42%
Mathematics	55%	58%	58%	68%	68%	68%	52%	53%	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	--	--
Hispanic or Latino	35%	51%
White (Not Hispanic)	85%	85%
Male	44%	56%
Female	45%	61%
Economically Disadvantaged	22%	42%
English Learners	36%	54%
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: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	37.0%

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IX. Accountability

Academic Performance Index

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	2004	2005	2006
Statewide	6	6	6
Similar Schools	9	7	7

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: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students	11	16	34	815
Hispanic or Latino	20	12	42	780
Economically Disadvantaged	16	4	37	753
English Learners	--	23	44	764

Adequate Yearly Progress

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/>.

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AYP Overall and 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

Federal Intervention Program

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	Not in PI	Not In PI

Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

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All teachers and staff at school sites participate in ongoing professional development and curriculum and instructional improvement efforts through banked time, a total of 90 minutes of meeting and professional development time each week at each site. In addition, there are three days set aside in our academic calendar for intensive professional development and planning. One of these days is a district-wide focused professional development; the other two are developed by and conducted at individual school sites. In 2006, with the support of District's Education Services Department, elementary sites elected to pool resources and dedicated one of the site-based days. The professional development activities were conducted in several focused areas, including writers workshop, cognitively guided math instruction, and school climate.

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 the SMMUSD schools are the following:

- * The Principles of Learning -- with special focus on Academic Rigor in a Thinking Curriculum, Clear Expectations, and Accountable Talk
- *Lesson Link -- teachers work together to co-plan, teach, revise and publish lessons with one another
- *Academic Conferences -- teachers review data, discuss options and select additional areas of instructional focus
- *Literacy and Mathematics -- standards based curriculum and instructional delivery
- *Using data to improve classroom instruction
- *Culturally relevant and responsive pedagogy
- *Supporting students with special needs
- *Safe schools and healthy students
- *Character education
- *Frontloading instruction for English Language Learners
- *Differentiated Instruction for all students
- *Curriculum development and refinement in all content areas

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 such as 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 after school opportunities. Teachers may also attend workshops or conferences that are relevant to their instructional focus. In addition, teachers have the opportunity to attend a full-day professional development activities offered by our own staff or appropriately selected consultants. The District has worked closely with the Writing Workshop program of Teachers College, Columbia University 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, a three-day 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.

In addition, each year, 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.