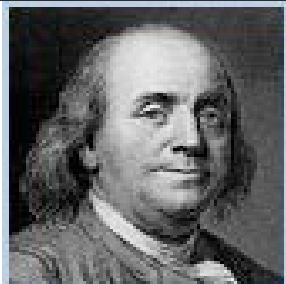


# School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08



## Franklin 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	Franklin Elementary	District Name	Santa Monica-Malibu Unified
Street	2400 Montana Ave.	Phone Number	(310)450-8338
City, State, Zip	Santa Monica, CA 90403-2124	Web Site	<a href="http://www.smmusd.org">www.smmusd.org</a>
Phone Number	(310) 828-2814	Superintendent	Dianne Talarico
Principal	Mrs. Tara Brown	E-mail Address	<a href="mailto:dianne.talarico@smmusd.org">dianne.talarico@smmusd.org</a>
E-mail Address	<a href="mailto:tara.brown@smmusd.org">tara.brown@smmusd.org</a>		

# School Accountability Report Card

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## School Description and Mission Statement

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

Franklin's Site Governance Council (SGC) adopted a school vision statement in the fall of 2004 that has been approved by the faculty. The faculty and the SGC review the school vision statement each year.

### Mission Statement:

"Franklin School is committed to providing students with exemplary instruction designed to educate the whole child so that he/she may become a productive member of the community. We guarantee for every child the right to learn, work, and play in a safe environment, and foster an appreciation for the value of diversity. We nurture intellectual curiosity, collaborative and critical thinking, and effective communication. Instruction is aimed at supporting each student's ability to achieve at the highest levels. We encourage all members of the community to contribute to the support of student learning and to act as collaborative partners in the education of our children. Students are guided in the exploration of their intellectual, artistic, technological skills, physical, social, and character development. Our rigorous, standards-based instructional program is geared toward enabling all students to meet the challenges of the future with confidence and compassion."

Franklin Elementary School is located on Montana Avenue in Santa Monica. We are a public elementary school serving nearly 800 students in Grades K-5th. Franklin also has 2 pre-school sessions of 20 children each. Our kindergarten through 3rd grade classes have 20 students each, and our 4th and 5th grade classes have 30 students each. In addition to our regular education program, we offer classes for Special Education, O.T., English as a Second Language (ESL), Resource, and Speech. Special Services for students as interventions during SST process include social skills groups, as well as group and individual counseling. Gifted and Talented (GATE) or high achieving students are served within the regular classroom through differentiated instruction supplemented by an enriched fine arts and science program.

Franklin School maintains a staff of 40 credentialed teachers. This highly qualified group of educators also includes 15 instructional assistants, a nurse (.6 FTE), a school psychologist, speech pathologist, occupational therapist, eight noon activity leaders, a computer lab technician, and a physical education specialist with two assistants. Our classified staff includes office, a library specialist, a nurse's aide, and custodial and cafeteria workers. In addition we offer, in conjunction with the City of Santa Monica, a before and after-school child care program (CREST) and we also offer STAR Enrichment after-school classes.

Franklin School has an active PTA as well as an enthusiastic volunteer program. We have 100% teacher membership and over 900 PTA memberships. Parents support every aspect of our educational program and provide generous funding for many school wide enhancements. Our Site Governance Council meets regularly with a membership that includes 24 parents, teachers and support staff.

## Opportunities for Parental Involvement

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

**Contact Person Name:** Aurelie Foucaut

**Contact Person Phone Number:** (310) 828-2814

The Franklin PTA supports a variety of committees that parents volunteer to serve on. Several examples include our annual Halloween Carnival, Family Fun Nights, a Multicultural Faire, Science Club, Technology, Direct Investment, and School Climate Committees. The School Climate Committee is broad-based and focuses on values, safety, anti-bullying programs, educational game supervision, and community service. Our parents also volunteer in classrooms, the library, and assist with lunch supervision. Parents' active roles include a Learning Differences group, serving as room parents, Kindergarten Round-up, new parent tours, the Franklin store, our annual Silent Auction, Movie Night, Snow Night, scrip sales, Gardening Angels, disaster preparation, partnering with the community on charitable fundraising efforts, Kids Care, Red Ribbon Week, and Lost and Found, just to name a few. Parents and the community are informed about all Franklin School events through the weekly newspaper, The Almanack, which is published by the PTA.

# School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

## 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	120	Grade 4	132
Grade 1	141	Grade 5	142
Grade 2	136	Total Enrollment	800
Grade 3	129		

## 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	3.00%	White (Not Hispanic)	76.63%
Asian	10.75%	Multiple or No Response	2.00%
Filipino	0.00%	Economically Disadvantaged	7.00%
Hispanic or Latino	7.00%	English Learners	10.00%
Pacific Islander	0.75%	Students With Disabilities	10.00%

## 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	20	5	--	19.3	7	--	20	6	--
1	20	6	--	20	6	--	20	6	--
2	20	5	--	19.8	5	--	20	5	--
3	19.9	7	--	19.7	6	--	19.5	6	--
4	26.6	--	5	29.8	--	4	29.5	--	4
5	29.3	--	4	30	--	4	30.5	--	4

# School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

## II. School Climate

### School Safety Plan

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

Annual staff review of the school's safety plan was conducted on September 4, 2006. Daily supervision begins at 8:15 a.m., gates are locked by 8:40 a.m., and unlocked after 2:45 p.m. During the school day the only access to the campus is through the front door. All visitors are required to sign in and wear a badge while on campus. Safety is a priority at Franklin, and for the past five years our school has been recognized by the National PTA and received their National Award for Safety, First Place or Honorable Mention. There is yard supervision at all recesses and lunch breaks, and during the school day the Physical Education assistants are on the playground. After-school the playground is supervised by the city's CREST program. During the school day there is no unauthorized access to the school campus. Visitors must sign in and/or show ID. Franklin is the largest elementary school in SMMUSD. We have two preschool classes, 35 regular education classes, gr. K-5 and two special day classes. In addition we have two resource classes, a speech program, school library clerk, a part-time ELL coach, three part-time physical education assistants, a full time school psychologist, a school nurse, and an assistant principal. Each of these individuals has a dedicated space for his or her program or services. We also have a teachers' lounge, a cafeteria (used as a cafe and an auditorium), a multipurpose room (a double open classroom) two computer labs, a coaches' office/ball box, a conference/parent room, a workroom, three childcare rooms, and shared space for an instrumental music program. We have a large and small primary yard dedicated for the Kindergarten/preschool children and a large playground with a grass field and running track for the students in grades 1-5.

### 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	3.30%	1.70%	1.50%	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.

Franklin School is a safe, clean and modern learning environment. Our school's facilities adequately support the largest number of elementary students and teaching staff in the District. The buildings and playground have recently undergone improvement and expansion projects that enhance the learning environment through the upgrading of the overall infrastructure. Our technology is supported by computers in every classroom, a new computer lab and by a Technology Committee that receives funding from our dedicated PTA. We take pride in the cleanliness and appearance of our campus maintained by an outstanding custodial staff and the cooperative effort of the students. Franklin celebrated its 82nd birthday this year. 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. There are no emergency needs as defined by the Office of Public School Construction.

# School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

## 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			

# School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

## 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	36	38	37	604
Without Full Credential	1	0	0	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
Misassignments of Teachers of English Learners	20	18
Total Teacher Misassignments	20	18
Vacant Teacher Positions	1	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%

# School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

## 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
Psychologist	1.0
Resource Specialist (non-teaching)	2.0
Speech/Language/Hearing Specialist	0.8

# School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

## 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
<b>Reading/Language Arts</b>	Houghton Mifflin is used at Franklin K-5. It is the most recent State Adoption for Language Arts. It is accessible and available to all students grade K-5. We are Williams compliant in this area.	0
<b>Mathematics</b>	Harcourt Brace Mathematics is used at Franklin K-5. It is the most recent State Adopted text for Math. It is accessible and available to all students grades K-5. We are Williams compliant in this area.	0
<b>Science</b>	Harcourt Brace Science is used at Franklin in the upper grades and lower grades. This will be a new adoption as of Fall of 2007. There is a Health component included as well for all grades K-5 that satisfies the State Standard requirements for Health Instruction. We are Williams compliant in this area.	0
<b>History-Social Science</b>	Harcourt Brace Social Studies is used at Franklin K-5. It is the most recent State Adopted text for Social Studies. It is accessible and available to all students grades K-5. We are Williams compliant in this area.	0
<b>Foreign Language</b>	Franklin Kindergarten teachers will use the Muzzy curriculum in Spanish beginning in the fall of 2007. This will be a pilot program. The goal is to add one grade level per year.	N/A
<b>Health</b>	See Science description above.	N/A
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A

# School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

## 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	\$4,464.00	\$398.00	\$4,066.00	\$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	--	--	18%	-3%

### 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.

### 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%

# School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

## 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	83%	83%	82%	61%	64%	65%	40%	42%	43%
Mathematics	86%	84%	85%	51%	53%	52%	38%	40%	40%
Science	71%	70%	78%	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	44%	50%	--
Asian	89%	92%	81%
Filipino	--	--	--
Hispanic or Latino	74%	81%	--
White (Not Hispanic)	83%	86%	81%
Male	79%	84%	74%
Female	85%	86%	84%
Economically Disadvantaged	59%	59%	47%
English Learners	73%	87%	62%
Students With Disabilities	38%	35%	39%

# School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

## 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	74%	78%	73%	63%	60%	61%	41%	42%	42%
Mathematics	86%	86%	84%	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	--	--
Asian	75%	83%
Filipino	--	--
Hispanic or Latino	69%	77%
White (Not Hispanic)	73%	86%
Male	75%	88%
Female	70%	77%
English Learners	62%	85%
Students With Disabilities	38%	38%

## 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	45.0%

# School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

## 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	10	10	10
Similar Schools	6	10	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	37	3	0	925
White (Not Hispanic)	31	0	1	930

### 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/>.

# School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

## 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	District
Program Improvement Status	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.

# School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

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.