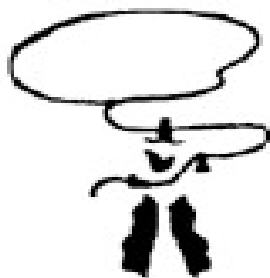


School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08



Will Rogers Learning Community

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	Will Rogers Learning Community	District Name	Santa Monica-Malibu Unified
Street	2401 14th St.	Phone Number	(310)450-8338
City, State, Zip	Santa Monica, CA 90405-2615	Web Site	www.smmusd.org
Phone Number	(310) 452-2364	Superintendent	Dianne Talarico
Principal	Irma Lyons	E-mail Address	dianne.talarico@smmusd.org
E-mail Address	lyons@smmusd.org		

School Description and Mission Statement

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

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, multilingual communicators and global citizens. We are a richly varied community that values the contributions of all its members. We strive to be an inclusive and caring learning community by fostering a safe, democratic school culture that promotes social justice. We exist to prepare all students in their pursuit of academic achievement and personal health and to support and encourage them in their development of intellectual, artistic, technological, physical and social expression.

SCHOOL PROFILE

Will Rogers Learning Community is located in the Sunset Park area of Santa Monica and is within walking distance of the beach and our educational community -- John Adams Middle School and Santa Monica College.

Will Rogers Learning Community is devoted to increasing student achievement for all by looking deeply into our instructional practices. To achieve this we follow a standards-based curriculum in which students are actively engaged and accountable for their work. Our school community currently serves students in grades K-5. We also have 2 state and Head Start funded preschool classrooms on site.

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Will Rogers is a school-wide Title I elementary school and receives additional funding under the Elementary and Secondary Education Act, now known as No Child Left Behind (NCLB). Title 1 funds enable us to provide additional support services for children who need assistance in reaching grade level standards.

We currently have 38 full and part-time classroom teachers, including an English Language Development Coach, two Resource Specialists, and Speech and Language Specialists. Additionally, we have a school nurse, two community liaisons, and three part-time literacy coaches. Classrooms in grades K-5 are currently staffed at a 20:1 ratio. We have 10 instructional aides who assist K-3 classroom teachers in providing individualized and small group instruction. In addition to the rigorous school day, we offer a G.A.T.E. program before school (on Fridays), after school care, team sports opportunities, and homework assistance. Chess club and student leadership are also popular offerings.

Music and arts are also an important part of our children's development. The artist-in-residence program allows our students to receive instruction in art history, art interpretation, and art production.

We are proud to be a SmART School. The SmART Schools program provides intensive, hands-on training and onsite support that helps teachers advance the academic and social success of every student; and teach for deep understanding in and through the visual and performing arts.

As part of our emphasis on science and math, this year we have begun developing a science lab to provide a necessary hands-on science experience for our students K-5. We have incorporated cognitively guided instruction as a structured framework of children's thinking in Mathematics.

Understanding that parents are their children's first teachers, Will Rogers is committed to working with parents as partners in their children's education. Toward that end, a Parents Room has been established on campus to provide a welcoming, on-campus space for PTA events, parent education, preparation area for parent-sponsored school events, and before and after-school student enrichment classes.

The Will Rogers Learning Community is an environment dedicated to ensuring that our students become well-rounded, participatory individuals in the world. Our highly qualified teachers participate in ongoing professional development tied to research-based instructional practices. Every teacher is a member of a focused instructional group on campus. This group provides teachers a unique opportunity to collaborate and engage in learning activities that increase pedagogical content knowledge. Every teacher is a member of a professional learning community that meets every week on campus.

Many of our staff members have been selected as Cotsen Fellows through the Cotsen Family Foundation. This foundation devotes their resources to supporting great teachers in the public school setting. Like Cotsen, Will Rogers recognizes that great teachers make a significant difference in the lives of children. Many teachers are also participating in the district-wide Lesson Link Model adapted from the Japanese Lesson Study. Lesson Link gives teachers an opportunity to collaborate, dialogue, and reflect on their instructional practice through data analysis.

Our Single Plan for Student Achievement outlines specific targeted goals, instructional strategies, and programs for continuous improvement in the coming year. This plan is organized into specific goal areas. Our aim is to integrate and monitor these goals across the curriculum for maximum effect and efficiency.

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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: MaryAnna Noveck

Contact Person Phone Number: (310) 452-2364

We welcome parent involvement in many different ways. Last year our parents logged over 10,000 volunteer hours. Parents are active members of our PTA, English Learner Advisory Committee (ELAC), and African American Support Group. The PTA continuously lends support and financial assistance to a variety of school programs such as music, art, assemblies and field trips. Parents are also encouraged to volunteer in some of the following ways: the classroom, school congress, our Back to School Hoe Down, school-wide book fair, gardening, and cinco de mayo celebration, parent education nights, and numerous school-wide events. Research shows that students with involved parents, no matter what the parent's education or background are more likely to have better attendance records, earn higher grades and test scores, and have better social skills than those whose parents are not involved. Working together as a learning community, we can reach the high expectations we have set for each and every child.

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	80	Grade 4	98
Grade 1	92	Grade 5	101
Grade 2	81	Total Enrollment	553
Grade 3	101		

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	12.00%	White (Not Hispanic)	31.46%
Asian	2.35%	Multiple or No Response	1.99%
Filipino	1.00%	Economically Disadvantaged	59.00%
Hispanic or Latino	51.00%	English Learners	30.00%
Pacific Islander	0.72%	Students With Disabilities	16.00%

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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 Class	
	Avg. Class Size	1-20	21-32	Avg. Class Size	1-20	21-32	Avg. Class Size	1-20
K	20	3	--	18.2	5	--	20	4
1	20	5	--	20	4	--	18.2	5
2	19.3	6	--	20	5	--	19.8	5
3	18.8	5	--	18.8	6	--	19.2	5
4	28.5	--	4	19.2	5	--	18.4	5
5	27.7	--	3	23.8	--	5	19.2	5

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II. School Climate

School Safety Plan

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

Will Rogers is in compliance with standards delineated in Education Code 35294.2. As part of our maintenance plan, each staff member has a copy of our disaster preparedness plan. In our disaster preparedness plan, each staff member receives a folder with outlined procedures, defined roles and responsibilities and a map of the school for evacuation locations. We have established a classroom buddy system, crisis and disaster teams, and a plan of action for various situations such as fire, earthquake, and unsafe situations that would warrant a lockdown. Annual staff review of the school's safety plan was conducted on October of 2006.

During the school day administrators, certificated staff and playground supervisors provide supervision during lunch and recess time periods. All visitors are required to enter through the front office and sign in to a visitor's log. Visitors must wear district employee badges or receive a visitors' badge from the office staff when visiting the school campus.

Classrooms are well lit, carpeted and stocked with an assortment of learning resources, including classroom computers and other technological teaching aids. The school library collection includes a variety of fiction, nonfiction and reference materials. The school also has a computer lab with workstations available for all students. Students also have access to a Smart Board, an interactive whiteboard in the computer lab.

Outdoors, our students have age-appropriate play equipment, including handball, basketball, and four square courts, swings, slides, climbing apparatus, and a large, grassy playfield and track as part of our playground area.

After school, Will Rogers offers a complete wrap around day care service through our CREST program. Families may enroll students in before and after care programs on a sliding fee scale. In addition, for students in grades 2 – 5, we offer our after school Playground Access program through Santa Monica's Parks and Recreation at no cost to families.

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	1.70%	2.60%	5.80%	7.09%	6.80%	6.10%
Expulsions	0.00%	0.00%	0.00%	0.07%	0.07%	0.04%

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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.

Will Rogers provides a safe, clean environment for its students and staff. Students have adequate space to learn and play throughout their school day. Restrooms, floors, walls, roofs, plumbing and electrical, lighting, heating and alarm systems are monitored and maintained regularly. All classrooms and workspaces are equipped with telephone and data lines. Each classroom has four data ports to connect classroom computers to both a local area network and the internet. A team of custodians works from 6:30 a.m. until 10:00 p.m. to insure that the school facilities are clean and well maintained. The principal, assistant principal and other staff members routinely inspect school grounds. Potential problems or hazards are reported to the District's Maintenance and Operations Department for repair. 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.

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	32	38	36	604
Without Full Credential	3	0	1	20
Teachers Teaching Outside Subject Area	0	1	1	--

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	11	7	--
Total Teacher Misassignments	11	7	--
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%

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
Speech/Language/Hearing Specialist	0.8

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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	Availability of standards-based instructional materials appropriate to all student groups include Houghton Mifflin: Reading, A Legacy of Literacy, California Edition and has been adopted and purchased as the English Language Arts curriculum for students in Kindergarten through 5th grade. All textbooks are state adopted and have been made accessible and available to all students in grades K-5. Currently, Grade Level Teams hold one or two monthly meetings where teachers have time for collaboration and curriculum alignment to the grade level standards. All teachers have access to and knowledge of the grade level standards and post them as appropriate in their classrooms. Additionally, our District Literacy Coordinator works with teachers at different grade level and professional development meetings to further discuss and align their work with the curriculum and the state content standards. Additional supplementary materials include Writer's Workshop, Reader's Workshop and the Accelerated Reader Program.	0

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Mathematics	<p>Harcourt Brace has been adopted and purchased as the Mathematics curriculum for SMMUSD students in grades K-5. Currently Grade Level Teams hold one or two monthly meetings where teachers have an opportunity for collaboration and curriculum alignment to the grade level standards. All teachers have access to and knowledge of the grade level standards and post them, as appropriate, in their classrooms. Additionally the District Math Coordinator works with teachers at grade level meetings and staff developments to further discuss and align their work with the curriculum and the state content standards.</p>	<p>0</p>
Science	<p>Harcourt Brace has been adopted and purchased as the Science curriculum for SMMUSD students in grades K-5. All grade levels have access to textbooks and science manipulatives, which include all the required supplies to conduct science experiments. Teachers have access to Foss Science Kits that support the curriculum. The PTA also provides a part-time credentialed Science teacher, lab supplies and a science lab classroom. All K-5 classes visit the lab on a weekly basis for approximately 60 minutes. The K-5 classroom teachers plan weekly lessons with the science lab teacher that supplement/enhance the science instruction in the regular classroom.</p>	<p>0</p>
History-Social Science	<p>Harcourt Brace has been adopted as the History/Social Studies curriculum for SMMUSD students in grades K-5. All texts are state adopted and have been made accessible and available to all students in grades K-5. Grade Level Teams hold one or two monthly meetings where teachers have time for collaborating and curriculum alignment to the grade level standards. All teachers have access to and knowledge of the grade level standards and post them as appropriate in their classrooms</p>	<p>0</p>
Foreign Language	<p>n/a</p>	<p>na</p>
Health	<p>na</p>	<p>0</p>
Science Laboratory Equipment (grades 9-12)	<p>na</p>	<p>na</p>

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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	\$4,684.00	\$633.00	\$4,051.00	\$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.

No Data Available

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	51%	48%	45%	61%	64%	65%	40%	42%	43%
Mathematics	49%	52%	55%	51%	53%	52%	38%	40%	40%
Science	36%	37%	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	17%	27%	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	33%	46%	31%
Pacific Islander	--	--	--
White (Not Hispanic)	77%	81%	78%
Male	47%	57%	40%
Female	44%	53%	44%
Economically Disadvantaged	29%	40%	25%
English Learners	24%	41%	17%
Students With Disabilities	14%	19%	0%

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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	38%	35%	34%	63%	60%	61%	41%	42%	42%
Mathematics	53%	58%	56%	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	18%	18%
Asian	--	--
Filipino	--	--
Hispanic or Latino	27%	55%
Pacific Islander	--	--
White (Not Hispanic)	57%	75%
Male	38%	66%
Female	30%	45%
Economically Disadvantaged	23%	45%
English Learners	20%	47%
Students With Disabilities	15%	15%

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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	10.0%

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	8	8	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	18	-4	2	773
Hispanic or Latino	26	2	-4	725
White (Not Hispanic)	2	24	8	887
Economically Disadvantaged	14	2	-8	706
English Learners	--	-4	-2	707
Students With Disabilities	--	--	23	554

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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/>.

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	No	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	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.