

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08



Roosevelt 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	Roosevelt Elementary	District Name	Santa Monica-Malibu Unified
Street	801 Montana Ave.	Phone Number	(310)450-8338
City, State, Zip	Santa Monica, CA 90403-1502	Web Site	www.smmusd.org
Phone Number	310-395-0941	Superintendent	Dianne Talarico
Principal	Natalie R. Burton	E-mail Address	dianne.talarico@smmusd.org
E-mail Address	webroos@smmusd.org		

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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 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 MISSION STATEMENT

Roosevelt School is a richly diverse community of learners that values the contributions of all its members. In an environment of teamwork, caring, trust, and respect, we provide the highest quality of education possible. Our aim is to empower students by facilitating the acquisition of knowledge, improving skills, and developing character so that they may lead quality lives and contribute to society. We promote visionary, versatile thinking and enthusiastic, lifelong learning. We appreciate the uniqueness of each student and set high expectations for all. Parents and community members are a valuable part of our journey as we work together.

CHARACTERISTICS OF ROOSEVELT:

Roosevelt is a uniquely diverse school with 731 students from a wide variety of home experiences. Our school profile includes 11.0% Hispanic, 5.0% African American, 10.0% Asian, 7.0% Multiple and 65.0% Caucasian, comprising 23 different languages, including Spanish, Farsi, and Russian. The staff consists of 43 certificated classroom teachers. We have 1 full-time resource specialist, a part-time nurse, a psychologist and 3 part-time counselors. Additionally, Roosevelt has 1 speech therapist, a part-time English Language Development teacher, ten part-time instrumental and vocal music teachers, and 1.5 literacy specialists. We also have 9 instructional classroom assistants, 10 special education assistants, 2 physical education instructors, 2 full-time office staff members, 2 part-time office staff members, 3 custodial staff, 3 cafeteria assistants, 5 child development teachers, 4 child care instructional assistants (one child care instructional assistant vacancy, 1 library coordinator and 2 computer technicians. Students at Roosevelt continue to test well on the state mandated tests. Our Academic Performance Index scores have increased from 777 in 2001 to 923 in 2007. All grade levels at Roosevelt made meaningful gains in their test scores last year. Our school has increased 146 points in the past six years.

Opportunities for Parental Involvement

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

Contact Person Name: Jon Kean

Contact Person Phone Number: (310) 451-8769

There are numerous organized opportunities for parental involvement at Roosevelt. These opportunities include: PTA, Booster Club, Dads Club, Classroom and Campus Volunteers, Parent Education, Parent/Student Events, Roosevelt Campus Workdays, and Community Family gatherings. Parents interested in any of these groups may contact the main office or consult the PTA calendar where individual organizers and phone numbers are listed. Parents may also visit the website at rooseveltptanews.org to find out about what is happening at Roosevelt and how to get involved.

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	126	Grade 4	130
Grade 1	115	Grade 5	149
Grade 2	117	Total Enrollment	752
Grade 3	115		

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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%	White (Not Hispanic)	65.43%
Asian	7.98%	Multiple or No Response	7.98%
Filipino	1.00%	Economically Disadvantaged	10.00%
Hispanic or Latino	11.00%	English Learners	12.00%
Pacific Islander	1.99%	Students With Disabilities	9.00%

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	33+	Avg. Class Size	1-20	21-32
K	20	6	--	31.3	6	--	1	20	7	--
1	19.8	5	--	20	6	--	--	19	6	--
2	19.8	8	--	19.5	4	--	--	19	5	--
3	19.8	5	--	19.8	6	--	--	19.2	5	--
4	29.3	--	4	28.4	--	5	--	31.5	--	4
5	29.8	--	4	30	--	4	--	29	--	5

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II. School Climate

School Safety Plan

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

Annual staff review of the schools safety plan was conducted in the fall of 2006.

Supervision on the yard is available before and after school for 15 minutes. There are assigned faculty members each day to monitor student safety. If students require supervision earlier than 15 minutes before or after school, we have several options available.

i. Primary and Upper CREST Child Care: These programs service students from 7:00 a.m.- 6:00 p.m. There are lead teachers assigned to each of these programs.

ii. Playground Access: This program is available for students in grades 3,4 & 5 to use the playground after school until 5:30 p.m.

iii. Enrichment Programs: There are numerous enrichment classes offered throughout the week, in which students can participate. Applications for these sessions are sent at least 4 weeks prior to the beginning of the program.

iv. Boys and Girls Homework Club: The program is available after school and closes at 5:30 p.m. These students meet in the cafeteria.

v. During school hours, students are supervised by their classroom teachers while inside their classrooms. During recess, teachers are assigned duty on the playground to ensure student safety. During lunch, instructional aides and staff from Boys and Girls club monitor student safety in the cafeteria and outside play areas. The administrators monitor these areas during lunch supervision.

vi. During the school day all persons must check in through the office. Only one entrance is open during school hours.

vii. During school hours, each teacher has his/her own classroom space to provide instruction and may arrange the rooms accordingly. There is a separate Kindergarten yard designed to meet their developmental needs. Our main playground yard is used by 1st - 5th graders. We have 2 separate recess times and 3 lunch periods to limit the number of students on the yard at one time.

viii. The school facility is considered a shared space to support student learning. After school programs share some of these same classrooms and are also given the space needed to effectively run their programs. The library, cafeteria and auditorium are also used for several of the enrichment classes. Both yards are also utilized by the after school programs. School staff utilizes the school library twice a month for professional development purposes on Wednesday mornings when the space is not used for students.

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	1.90%	1.30%	2.30%	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.

Roosevelt provides a safe, clean, and positive learning environment for students, staff and volunteers. School gates are secured during the day. Campus visitors check in at the office and wear badges to identify themselves. Play and drop off areas are monitored before and after school and all recess times. School facilities are up-to-date and provide adequate space for students and staff. The school's custodial staff ensures that classrooms and campus grounds are kept clean and safe. Students and staff demonstrate Roosevelt pride in their school and have been most successful in their efforts to improve our campus environment. Our school is well maintained and in very good condition. Needed maintenance includes, routine roof maintenance to keep warranties in effect, deferred maintenance projects, including 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 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	39	40	43	604
Without Full Credential	0	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	15	12
Total Teacher Misassignments	15	12
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	1.0
Psychologist	0.7
Speech/Language/Hearing Specialist	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	Availability of standards-based instructional materials appropriate to all student groups include, Houghton Mifflin: Reading, A Legacy of Literacy, California Edition has been adopted and purchased as the English Language Arts curriculum for students in Kindergarten through 5th grade. All texts are state-adopted and have been made accessible and available to all students in grades K-5. Currently, Grade Level Teams have one to two meetings each month, where teachers have time for collaboration and curriculum alignment to 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 staff meetings to further discuss and align their work with the curriculum and the state content standards. Other supplementary materials include, Reading Workshop, Writing Workshop, High Point for English Language Development & Accelerated Reader Program.	0

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Mathematics	<p>Harcourt Brace has been adopted and purchased as the Mathematics curriculum for SMMUSD for students in Kindergarten through 5th grade. Currently, Grade Level Teams have one to two meetings each month , where teachers have time for collaboration and curriculum alignment to 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 Math Coordinator works with teachers at different grade level and staff meetings to further discuss and align their work with the curriculum and the state content standards. Other supplementary materials include, Accelerated Math Program as well as Marilyn Burns units of math investigations and Marcy Cook tile math projects.</p>	<p>0</p>
Science	<p>Harcourt Brace has been adopted and purchased as the Science curriculum for SMMUSD. All grade levels have access to textbooks and science manipulatives, which include but not limited to: batteries, rocks, thermometers and other supplies for experiments. Teachers also have access to Foss Science kits that support the curriculum.</p>	<p>0</p>
History-Social Science	<p>Harcourt has been purchased for History/Social Studies. All texts are state-adopted and have been made accessible and available to all students in grades K-5.</p>	<p>0</p>
Foreign Language	<p>N/A</p>	<p>N/A</p>
Health	<p>N/A</p>	<p>N/A</p>
Science Laboratory Equipment (grades 9-12)	<p>N/A</p>	<p>N/A</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	\$4,323.00	\$479.00	\$3,844.00	\$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	--	--	22%	-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.

- Special Education
- Music Enrichment
- Gate
- Literacy Intervention
- Summer School Intensive Intervention

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	78%	81%	84%	61%	64%	65%	40%	42%	43%
Mathematics	83%	85%	86%	51%	53%	52%	38%	40%	40%
Science	68%	68%	80%	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	74%	70%	--
Asian	88%	96%	--
Filipino	--	--	--
Hispanic or Latino	59%	61%	57%
Pacific Islander	--	--	--
White (Not Hispanic)	88%	89%	85%
Male	81%	87%	82%
Female	87%	84%	78%
Economically Disadvantaged	53%	53%	47%
English Learners	76%	79%	69%
Students With Disabilities	45%	50%	--

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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	71%	80%	70%	63%	60%	61%	41%	42%	42%
Mathematics	78%	79%	85%	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	--	--
Hispanic or Latino	33%	67%
Pacific Islander	--	--
White (Not Hispanic)	77%	91%
Male	64%	86%
Female	78%	85%
Economically Disadvantaged	33%	40%
English Learners	36%	79%
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	26.0%

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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	10	10	10
Similar Schools	8	10	8

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	38	9	8	923
White (Not Hispanic)	35	2	9	943

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	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.

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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.