

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09



Grant 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 on the SARC Web page 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.

I. Data and Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2008-09)

This section provides the school's contact information.

| School | | District | |
|------------------|--|----------------|--|
| School Name | Grant Elementary | District Name | Santa Monica-Malibu Unified |
| Street | 2368 Pearl St. | Phone Number | 310 450-8338 |
| City, State, Zip | Santa Monica, CA 90405-2853 | Web Site | www.smmusd.org |
| Phone Number | 310 450-7651 | Superintendent | Tim Cuneo |
| Principal | Alan Friedenberg | E-mail Address | tim.cuneo@smmusd.org |
| E-mail Address | friedenberg@smmusd.org | CDS Code | 1-964980602256 |

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School Description and Mission Statement (School Year 2007-08)

This section provides information about the school, its programs and its goals.

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.

Grant Elementary School in Santa Monica, California, is a pre-kindergarten to fifth grade school serving 634 students. The campus is located in the Sunset Park area of the city, a predominately middle to upper middle class neighborhood, with some areas of lower income housing and apartments. Our population reflects the overall population of the city. Approximately 53% of the students are Caucasian, 31.1% Hispanic, 6% Asian, and 5.8% African American. There are 28 regular education classes and 3 preschool classrooms. Grant also offers a Special Education program consisting of 4 Special Day Classes: a K-2nd, a 3rd-5th and two primary communication disorder classes. Support staff include a resource teacher, three reading teachers, a school psychologist, a speech pathologist and an English Language Development coordinator.

For 103 years, Grant School has been a leader in education, parent involvement and innovative programs. From the 11,000 parent volunteer hours given to the children of Grant, to the comprehensive arts program, Grant has always striven to combine academic excellence with challenging and motivating programs. Students are involved in an array of activities, clubs and programs. Drama, art, music, dance, instrumental music, chorus, public speaking, book clubs and intramural sports are all part of the incredible program at Grant. With a blend of experienced and young, energetic teachers, the Grant staff offers individualized programs, incredible units of study, and the care, passion and creativity that allow Grant children to thrive. Students and parents have the ability to be part of the learning environment. Student council, Gecko Patrol, talent shows, plays, music productions, student film festivals and the Green Gecko Recycling Program give students and parents an active role in the phenomenal program at Grant.

Ongoing assessment of programs and goals are conducted by staff, parents and students. The goals are part of a shared vision where students will be prepared to read and write, think and collaborate, speak and listen and compute and problem solve. Grant is a school that combines the diversity, energy and talents of the community to create a school where learning is part of a life experience.

Opportunities for Parental Involvement (School Year 2007-08)

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

Contact Person Name: Monicka Guevara

Contact Person Phone Number: (310) 399-5903

Grant has an incredibly active parent group. Last year parents logged over 10,000 volunteer hours. From volunteering in classrooms, to participating in fund-raisers, gardening projects, field trips and taking part in goal-setting for the school, parents play a vital role in the overall success of students at Grant School. An additional group of parents of special needs students, called the Learning Resources Committee, has been formed this year. It has joined our five major parent organizations: The PTA, Booster Club, English Learner Advisory Committee, African American Student-Parent Group, Grant Advisory Council and the Community Service Learning Committee, all contribute scores of volunteers and hundreds of hours of time in helping create a truly community school.

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Student Enrollment by Grade Level (School Year 2007-08)

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 | 93 | Grade 8 | 0 |
| Grade 1 | 101 | Ungraded Elementary | 0 |
| Grade 2 | 116 | Grade 9 | 0 |
| Grade 3 | 103 | Grade 10 | 0 |
| Grade 4 | 112 | Grade 11 | 0 |
| Grade 5 | 105 | Grade 12 | 0 |
| Grade 6 | 0 | Ungraded Secondary | 0 |
| Grade 7 | 0 | Total Enrollment | 630 |

Student Enrollment by Group (School Year 2007-08)

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 | 6.19% | White (not Hispanic) | 55.56% |
| American Indian or Alaska Native | 0.32% | Multiple or No Response | 3.81% |
| Asian | 4.29% | Socioeconomically Disadvantaged | 25.00% |
| Filipino | 0.95% | English Learners | 13.00% |
| Hispanic or Latino | 28.10% | Students with Disabilities | 4.00% |
| Pacific Islander | 0.79% | n/a | n/a |

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Average Class Size and Class Size Distribution (Elementary)

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 | 2005-06 | | | | 2006-07 | | | | 2007-08 | | | |
|---------------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| Kindergarten | 19.5 | 6 | 0 | 0 | 19.2 | 6 | 0 | 0 | 17.8 | 5 | 0 | 0 |
| 1 | 20.0 | 4 | 0 | 0 | 20.0 | 4 | 0 | 0 | 19.2 | 5 | 0 | 0 |
| 2 | 19.0 | 4 | 0 | 0 | 18.8 | 5 | 0 | 0 | 18.8 | 6 | 0 | 0 |
| 3 | 20.0 | 5 | 0 | 0 | 18.6 | 5 | 0 | 0 | 20.0 | 5 | 0 | 0 |
| 4 | 27.3 | 0 | 4 | 0 | 31.0 | 0 | 3 | 0 | 31.0 | 0 | 3 | 0 |
| 5 | 32.7 | 0 | 1 | 2 | 29.7 | 0 | 3 | 0 | 29.3 | 0 | 3 | 0 |
| 6 | 0.0 | 0 | 0 | 0 | 0.0 | 0 | 0 | 0 | 0.0 | 0 | 0 | 0 |
| k-3 | 20.0 | 3 | 0 | 0 | 19.7 | 3 | 0 | 0 | 0.0 | 0 | 0 | 0 |
| 3-4 | 0.0 | 0 | 0 | 0 | 0.0 | 0 | 0 | 0 | 0.0 | 0 | 0 | 0 |
| 4-8 | 0.0 | 0 | 0 | 0 | 30.0 | 0 | 1 | 0 | 29.0 | 0 | 1 | 0 |
| Other | 0.0 | 0 | 0 | 0 | 0.0 | 0 | 0 | 0 | 0.0 | 0 | 0 | 0 |

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III. School Climate

School Safety Plan (School Year 2007-08)

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

Annual staff review of the school's safety plan was conducted in November, prior to our participation in the Great Southern California ShakeOut. Grant School's number one priority is the safety of every child. Our school board approved funding to create a secure courtyard entrance at the front of the school to maintain secure gated campus that will allow one entrance during school hours.

All parent volunteers and visitors wear special badges. A safety review is conducted for all staff members and students. Children are taught safety rules on outdoor equipment. Safety drills (fire, earthquake, lock-down) are conducted on a monthly basis. Key staff members serve as members of a crisis team and are trained in search and rescue and first aid. Grant hires campus supervisors during lunch, and teachers and classified staff supervise the playground before school and during the morning recess.

During the school day access to the school campus is limited. Only the front entrance is open during school hours . Visitors must sign in and/or show ID. Grant school is a comprehensive facility where pre-school through 5th grade teachers each have fully equipped classrooms. A high-tech computer lab, state of the art library-media center, cafeteria, auditorium and conference rooms are all available for staff and student use. Our playground is very large with a grass field, a jogging track and asphalt area which are fully used by all children. Both the preschool and kindergarten have self-contained play yards.

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 | | |
|-------------|---------|---------|---------|----------|---------|---------|
| | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 |
| Suspensions | 1.5 | 1.4 | 1.7 | 7.0 | 6.2 | 6.3 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

Date School Safety Plan last reviewed: 11/7/2008

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IV. School Facilities

School Facility Conditions

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.

Grant School was a National Public Works Project built in 1937, in the heart of the Sunset Park neighborhood in Santa Monica. All classrooms, the office and the library are connected to the internet through a high speed T-1 line. Students are expected to assist school and District staff in keeping the grounds safe and free of litter. The buildings and grounds are cheerful and well kept with hand-made ceramic tiles created from children's artwork and murals depicting the diversity of the Grant community and the Grant mascot, the gecko. The facility is well maintained and in good condition.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the district budgeted \$500,000 for the deferred maintenance program. This represents 0.4 percent of the district's general fund budget. 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.

Planned Improvement

The SMMUSD board has approved funding, through proposition BB, for the construction of a low wall enclosing the multiple entrances in front of the school. This will create a courtyard and a single, secure entrance to the school.

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School Facility Good Repair Status (School Year 2008-09)

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 | | The school exterior is scheduled to be painted this spring. |
| Interior Surfaces (walls, floors, and ceilings) | X | | | |
| Hazardous Materials (interior and exterior) | X | | | |
| Structural Damage | X | | | |
| Fire Safety | X | | | |
| Instalación eléctrica (interior y 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 (School Year 2008-09)

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

| Item Inspected | Facility Condition | | | |
|-----------------|--------------------|------|------|------|
| | Excellent | Good | Fair | Poor |
| Overall Summary | | X | | |

Date of inspection: 8/29/2008

Completion date of inspection form:

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V. 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 on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

| | School | | | District |
|---|---------|---------|---------|----------|
| | 2005-06 | 2006-07 | 2007-08 | 2007-08 |
| Teachers | | | | |
| With Full Credential | 32 | 33 | 32 | 565 |
| Without Full Credential | 0 | 0 | 1 | 19 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 | n/a |

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 | 2006-07 | 2007-08 | 2008-09 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 10 | 10 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |
| Total Teacher Misassignments | 10 | 11 | 0 |

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2007-08)

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

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|----------------------------------|--|---------------------------------------|
| | Taught by NCLB Compliant Teachers | Taught by Non-NCLB Compliant Teachers |
| This School | 96.9% | 3.1% |
| All Schools in District | 88.9% | 11.1% |
| High-Poverty Schools in District | -- | -- |
| Low-Poverty Schools in District | 88.8% | 11.2% |

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VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

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 | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | -- | -- |
| Library Media Teacher (Librarian) | 0.0 | -- |
| Library Media Services Staff (paraprofessional) | 0.9 | -- |
| Psychologist | 1.0 | -- |
| Social Worker | -- | -- |
| Nurse/a | 0.6 | -- |
| Speech/Language/Hearing Specialist | 1.0 | -- |
| Resource Specialist (non-teaching) | 0.0 | -- |
| Other | -- | -- |

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

Textbook Information

This section provides 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.

All students at Grant have access to state-approved and district adopted textbooks and instructional materials in all core academic areas. The district follows the state guidelines and cycles for textbook adoptions with new science materials purchased and implemented in the 2007-08 school year and math materials for the 2008-09 school year. All students, including English Learners, have their own copy of textbooks, except in the case where "Big Books" are used for the entire classroom at the early primary level. Textbooks and instructional materials are recommended for Board approval through a comprehensive process by a district-wide committee of teachers and administrators. Members of the public are invited to review recommended materials and make comments prior to Board approval.

This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials.

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Textbook Availability

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

| Subject Area | Textbook Title and/or Publisher | Year of Adoption |
|------------------------|---------------------------------|------------------|
| English-Language Arts | Houghton Mifflin Reading | 2003 |
| History-Social Science | California Reflections | 2006 |
| Mathematics | enVision Marth/Scott Foresman | 2008 |
| Science | Harcourt Science | 2007 |

Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

This table displays information about the percent of pupils who lack their own assigned textbooks and instructional materials

| Core Curriculum Area | Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials |
|--|---|
| Reading/Language Arts | 100% |
| Mathematics | 100% |
| Science | 100% |
| History-Social Science | 100% |
| Foreign Language | 100% |
| Health | 100% |
| Visual and Performing Arts | 100% |
| Science Laboratory Equipment (grades 9-12) | n/a |

Textbook Information Collection Date: 10/16/2008

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

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 can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Subject Area | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|---|------------------------------|---------------------------------------|--------------------------------|------------------------|
| School | \$5,732.00 | \$573.00 | \$5,159.00 | \$69,764.00 |
| District | n/a | n/a | -- | \$65,461.00 |
| Percent Difference – School Site and District | -- | -- | -- | 6.2% |
| State | n/a | n/a | \$5,300.00 | \$63,458.00 |
| Percent Difference – School Site and State | -- | -- | 2.7% | 9.0% |

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Types of Services Funded (Fiscal Year 2007-08)

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

Gifted and Talented Education (GATE Funds)

- 4th and 5th Grade art five-week classes
- Technology Mini-Courses

PTA Funds

- 3 Reading Teachers
- Classroom instructional assistants
- Arts Program (Dance, Music, Ceramics, Drama)

School Improvement Funds

- Intensive Intervention K-5 Classes

Equity Funds

- Homework Club
- Counseling Services

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district salaries 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 on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Range | District | State Average For Districts In Same Category |
|---|--------------|--|
| Beginning Teacher Salary | \$43,049.00 | \$39,708.00 |
| Mid-Range Teacher Salary | \$64,277.00 | \$63,805.00 |
| Highest Teacher Salary | \$86,539.00 | \$82,081.00 |
| Average Principal Salary (Elementary) | \$110,089.00 | \$102,166.00 |
| Average Principal Salary (Middle) | \$112,177.00 | \$107,816.00 |
| Average Principal Salary (High) | \$123,089.00 | \$116,474.00 |
| Superintendent Salary | \$187,460.00 | \$183,478.00 |
| Percent of Budget for Teacher Salaries | 40.8% | 40.6% |
| Percent of Budget for Administrative Salaries | 6.6% | 5.2% |

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IX. 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 (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 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 on the Standardized Testing and Reporting (STAR) Results Web page 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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 | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 |
| English-Language Arts | 68% | 65% | 71% | 64% | 65% | 67% | 42% | 43% | 46% |
| Mathematics | 75% | 77% | 78% | 53% | 52% | 55% | 40% | 40% | 43% |
| Science | 58% | 65% | 69% | 54% | 58% | 66% | 35% | 38% | 46% |
| History-Social Science | -- | -- | -- | 54% | 50% | 52% | 33% | 33% | 36% |

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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 | Percentage of Students Scoring At Proficient or Advanced | | | |
|---|--|-------------|---------|------------------------|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| African American | 64% | 58% | * | -- |
| American Indian or Alaska Native | * | * | -- | -- |
| Asian | 87% | 95% | * | -- |
| Filipino | * | * | * | -- |
| Hispanic or Latino | 44% | 57% | 41% | -- |
| Pacific Islander | -- | -- | -- | -- |
| White (not Hispanic) | 84% | 90% | 89% | -- |
| Male | 65% | 75% | 70% | -- |
| Female | 74% | 81% | 68% | -- |
| Economically Disadvantaged | 40% | 52% | 39% | -- |
| English Learners | 38% | 56% | 40% | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |

California Physical Fitness Test Results (School Year 2007-08)

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 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 Physical Fitness Testing Web page 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

| Grade Level | Percent of Students Meeting Fitness Standards |
|-------------|---|
| 5 | 44.90% |
| 7 | 0.00% |
| 9 | 0.00% |

X. 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 API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

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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 | 2005 | 2006 | 2007 |
|-----------------|------|------|------|
| Statewide | 9 | 9 | 9 |
| Similar Schools | 9 | 7 | 7 |

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

| Group | Actual API Change | | | Growth API Score 2007-08 |
|----------------------------------|-------------------|---------|---------|-----------------------------|
| | 2005-06 | 2006-07 | 2007-08 | |
| All Students at the School | 15 | -6 | 18 | 886 |
| African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 27 | 6 | 23 | 796 |
| Pacific Islander | -- | -- | -- | -- |
| White (not Hispanic) | 13 | -9 | 11 | 934 |
| Socioeconomically Disadvantaged | 29 | -14 | 11 | 774 |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |

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 AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

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AYP Overall and by Criteria (School Year 2007-08)

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 (School Year 2008-09)

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 AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

| Indicator | School | District |
|---|--------|-----------|
| Program Improvement Status | n/a | Not In PI |
| First Year of Program Improvement | | |
| Yearh in Program Improvement | | |
| Number of Schools Currently in Program Improvement | -- | |
| Percent of Schools Currently in Program Improvement | -- | |

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on how teachers and staff are trained for instructional improvement.

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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 2007-08, 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 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.

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Professional Development Days

This table displays information on the annual number of school days dedicated to staff development for the most recent three-year period.

| | Instructional Days With At Least 180 Instructional Minutes | | |
|---|--|---------|---------|
| | 2005-06 | 2006-07 | 2007-08 |
| Annual number of school days dedicated to staff development | 3 | 3 | 3 |