

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

John Muir 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	John Muir Elementary	District Name	Santa Monica-Malibu Unified
Street	2526 Sixth St.	Phone Number	310 450-8338
City, State, Zip	Santa Monica, CA 90405-3811	Web Site	www.smmusd.org
Phone Number	310 399.7721	Superintendent	Tim Cuneo
Principal	Tristan Komlos	E-mail Address	tim.cuneo@smmusd.org
E-mail Address	tristan.komlos@smmusd.org	CDS Code	1-964980602257

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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.

School Mission Statement

John Muir School is an exceptional learning community. John Muir School is a beacon in our neighborhood that attracts, welcomes, and maintains our community children. All members of John Muir maintain and nurture a positive, supportive, and respectful environment that promotes powerful learning and exceptional achievement. All learners are challenged to go beyond expectations. Our diversity is recognized, celebrated and embraced. The John Muir Community goes beyond our physical boundaries and prepares all of our children for a prosperous future. All children are masters of all academic areas. They are artists in the visual and performing arts. All learners are capable of making incredible and indelible contributions to our society. Fiscal and personnel resources are ample. The vision is supported, challenged, and refined by all.

What Makes Muir Unique

The original John Muir School was built in 1923 and in December 1996 moved to its new location and building at 2526 Sixth Street, Santa Monica and is the neighborhood school for Ocean Park. We are named after John Muir, a well-respected environmentalist and one of the fathers of our National Park system. We are a public elementary school serving the small student body of 301 students that reflects the cultural diversity of the surrounding community. In addition to our regular program are classes for specialized needs: Special Day Classes (SDC), English Language Development (ELD), Resource Specialist Program, and Speech and Language. Gifted and Talented Education (GATE) and high achieving students are served within the regular classroom with differentiated curriculum as well as an after-school GATE program. John Muir is partnered with PSArts and offers an enriched fine arts program. All students have an opportunity to participate in music, work in the technology lab, and visit our newly renovated Media Center. There is a State Head Start Preschool on our campus, childcare for before and after school and co-sponsored, with the City of Santa Monica, CREST, an after school program. John Muir has an active PTA and volunteer corp who are supportive of the educational program and provide funds for school-wide enrichment. Our ELAC meets regularly for both parental education and in order to make recommendations for our ELL program. The Site Governance Council consists of 12 members including parents, teachers and support staff. The SPSA includes eight goals in the areas of: English Language Development, GATE, Social Science, Library Improvement, Mathematics, Parental Involvement, Reading and Writing, and Technology. Our progress indicators include but are not limited to: a yearly increase in English Language proficiency, increase in the collection of books in our library, more parental involvement by all groups, increased achievement on district-wide assessments, and the CSTs.

These progress indicators are monitored on a regular basis, such as after a district-wide assessment, and at our parent conferences, through Standards Based Report Card periods, and at ELAC and Site Governance meetings.

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: Helene Seisay

Contact Person Phone Number: (310) 399-7721

The John Muir PTA actively supports our school community. Meetings are generally held in the Media Center on the second Wednesday of the month at 6:30 pm. Childcare is provided. The English Learners Advisory Committee (ELAC) holds meetings in the mornings on every second Thursday of the month in the Media Center at 8:30 am. Everyone is welcome and English translation is provided. Parent volunteers are welcome and encouraged in our classrooms. Once trained and cleared, teachers coordinate classroom volunteers.

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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	47	Grade 8	0
Grade 1	50	Ungraded Elementary	0
Grade 2	41	Grade 9	0
Grade 3	46	Grade 10	0
Grade 4	62	Grade 11	0
Grade 5	49	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	295

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	13.90%	White (not Hispanic)	40.34%
American Indian or Alaska Native	--	Multiple or No Response	9.83%
Asian	1.69%	Socioeconomically Disadvantaged	34.00%
Filipino	--	English Learners	13.00%
Hispanic or Latino	32.54%	Students with Disabilities	10.00%
Pacific Islander	1.69%	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	16.0	3	0	0	19.7	3	0	0	19.3	3	0	0
1	15.0	3	0	0	17.7	3	0	0	19.5	2	0	0
2	20.5	1	1	0	18.0	1	0	0	19.0	2	0	0
3	18.0	3	0	0	18.7	3	0	0	21.0	0	2	0
4	30.0	0	1	0	24.0	0	1	0	28.5	0	2	0
5	27.0	0	3	0	26.3	0	3	0	23.5	0	2	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
k-3	0.0	0	0	0	0.0	0	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	0.0	0	0	0	0.0	0	0	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 comprehensive safety plan was conducted on September 6, 2007. School grounds are open at 7:00 am for Morning CREST, and close at 6:00 pm when After School CREST ends their program. Breakfast is served at 8:05 am, supervision is present, and supervision provided for all students starting at 8:05 am. Playground supervision is available before school, after school, at recess and for the lunch periods. During the school day there is no unauthorized access to the school campus. Only one entrance is open during school hours, and is monitored by the office staff and the day custodian. Visitors must sign in at the office and receive a visitor badge. Adequate space exists for all school operations, activities and programs. Classroom space is allocated per the needs of each classroom teacher or support provider. (RSP and SDC). Appropriate space is available for designated services as well (Adaptive PE, Physical Therapy, Speech and Language and Occupational Therapy).

The comprehensive safety plan is reviewed and updated annually. There are regular earthquake, fire and lockdown drills. Parents are notified in advance of each drill. Yearly we participate in a district-wide earthquake drill where all of the safety teams are put into action. After each drill the staff gives and is given feed-back and we improve on our implementation. Our State Pre-School and our CREST program are informed and participate in all of our drills.

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	1.3	1.0	0.3	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: 8/29/2008

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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.

Our school site was newly built and completed in 1997. The classroom space and playground space are more than adequate for high caliber teaching and instruction. All teachers have a shared office space with a direct phone line and voice mail access. All staff members have either a desktop computer or laptop computer with Internet capability and email access. All classrooms have technology access with a 5:1 student to computer ratio. There is a newly equipped computer lab. Our Site Governance oversees the Safety Committee that includes staff members and parents to ensure that our school facilities are safe for all students and staff. The facility which supports our school is well-maintained and is in well-functioning 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. Projects completed during the year included flooring replacement in all of our buildings, interior and exterior painting, fencing, 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. The facility is adequately maintained by our site full-time day custodian, one night custodian and our District maintenance and operations department. The principal and staff work closely with the site custodians and district maintenance and operations department to ensure that the school building and grounds are clean and free of litter and graffiti. There are no emergency needs as defined by the Office of Public School Construction.

Planned Improvement

Initial plans have been approved to provide an additional layer of security on campus through the installation of a secure entrance system to the site with voice and visual access from the entrance gate to the main office. This safety improvement will be finalized, approved, and installed by the end of 2009.

In future bond measures, plans have initially approved to replace the portable buildings on campus with a state of the art facility for our preschool and primary grade classrooms.

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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			
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: 8/25/2008

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	18	17	17	565
Without Full Credential	0	0	0	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	3	2	2
Vacant Teacher Positions	0	0	0
Total Teacher Misassignments	3	2	2

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	100.0%	0.0%
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)	--	--
Library Media Services Staff (paraprofessional)	0.9	--
Psychologist	0.4	--
Social Worker	--	--
Nurse/a	0.6	--
Speech/Language/Hearing Specialist	1.0	--
Resource Specialist (non-teaching)	1.0	--
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 John Muir 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 new math materials for 2008-09. 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/Harcourt	2006
Mathematics	enVison Math/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	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
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	\$6,227.00	\$1,027.00	\$5,200.00	\$65,136.00
District	n/a	n/a	--	\$65,461.00
Percent Difference – School Site and District	--	--	--	0.5%
State	n/a	n/a	\$5,300.00	\$63,458.00
Percent Difference – School Site and State	--	--	1.9%	2.6%

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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.

The programs and services provided at the school either through categorical funding or other sources that support and assist students (Title I, GATE, Class Size Reduction, Equity, PTA) include but are not limited to providing a limit of 20 children to a classroom in grades K-3; instructional assistant support in each classroom; reading specialist instruction; standards-based music for all students, grades K -5; weekly visual arts instruction through PSArts; weekly technology instruction in the fully equipped computer lab; weekly standards-based hands-on science enrichment; drama enrichment; homework assistance after school; and additional student support in math and reading.

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	47%	57%	53%	64%	65%	67%	42%	43%	46%
Mathematics	53%	61%	64%	53%	52%	55%	40%	40%	43%
Science	44%	52%	48%	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	43%	50%	*	--
American Indian or Alaska Native	*	*	*	--
Asian	*	*	*	--
Filipino	--	--	--	--
Hispanic or Latino	34%	54%	25%	--
Pacific Islander	*	*	--	--
White (not Hispanic)	70%	77%	56%	--
Male	49%	69%	46%	--
Female	49%	57%	50%	--
Economically Disadvantaged	30%	48%	42%	--
English Learners	28%	55%	*	--
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	38.10%
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	7	6	8
Similar Schools	7	7	10

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	2	40	1	836
African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	-14	25	2	793
Pacific Islander	--	--	--	--
White (not Hispanic)	11	47	11	881
Socioeconomically Disadvantaged	0	41	-47	751
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	Not in PI	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.

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.

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