

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09



Will Rogers Learning Community

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available 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	Will Rogers Learning Community	District Name	Santa Monica-Malibu Unified
Street	2401 14th St.	Phone Number	310 450-8338
City, State, Zip	Santa Monica, CA 90405-2615	Web Site	www.smmusd.org
Phone Number	(310) 452-2364	Superintendent	Tim Cuneo
Principal	Irma Lyons	E-mail Address	tim.cuneo@smmusd.org
E-mail Address	lyons@smmusd.org	CDS Code	19-64980-6022644

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

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

VISION STATEMENT

As a community of learners, the Santa Monica-Malibu Unified School District works together in a nurturing environment to help students be visionary, versatile thinkers; resourceful, life-long learners; effective, multilingual communicators and global citizens. We are a richly varied community that values the contributions of all its members. We strive to be an inclusive and caring learning community by fostering a safe, democratic school culture that

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promotes social justice. We exist to prepare all students in their pursuit of academic achievement and personal health and to support and encourage them in their development of intellectual, artistic, technological, physical and social expression.

WILL ROGERS MISSION STATEMENT

As a SmART and STEM-focused School we provide an interdisciplinary approach to learning that fully engages students and develops literacy by integrating the arts, the sciences, technology, engineering and mathematics across the curriculum.

SCHOOL PROFILE

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

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

Will Rogers is a school-wide Title I elementary school and receives additional funding under the Elementary and Secondary Education Act, now known as No Child Left Behind (NCLB). Title 1 funds enable us to provide additional support services for children who need assistance in reaching grade level standards. We have 10 instructional aides who assist K-3 classroom teachers in providing individualized and small group instruction.

We currently have 30 full and part-time classroom teachers, including an English Language Development Coach, one Resource Specialist, and Speech and Language Specialist. Additionally, we have a school nurse, two community liaisons, and three part-time literacy coaches. Classrooms in grades K-3 are currently staffed at a 20:1 ratio. Classrooms in grades 4-5 are staffed at a ratio of 25:1. Our highly qualified teachers participate in ongoing professional development tied to research based instructional practices. Every teacher is a member of a focused instructional group on campus. These groups provide teachers a unique opportunity to collaborate and engage in learning activities that increase pedagogical content knowledge.

As part of our work toward becoming a STEM focused School (Science, Technology, Engineering, and Math), we provide students with hands-on science investigations. We incorporate Cognitively Guided Instruction or CGI into our math STEM focus, which is built on the belief that a high level of conceptual understanding best occurs when new knowledge is linked to existing knowledge. In our math work we look at problem types, solution strategies, and how children develop cognitively. The integration of technology is evident throughout the school in all content areas through the interactive Smart Boards, Elmo's and computers and laptops which provide our students another medium for learning.

We are also proud to be a SmART School. For the last three years we have been involved with the SmART Schools program which has provided intensive, hands-on training and on-site support which has helped our teachers advance the academic and social success of every student through the visual performing arts. Music and art are an important part of our children's development. All children are exposed to vocal and instrumental music instruction through the district and PTA sponsored programs. The artist-in-residence program allows our students to receive instruction in art history, art interpretation, and art production

In addition to the rigorous school day, we offer a G.A.T.E. program before school (on Fridays), after school care, team sports opportunities, and homework assistance. Chess club and student leadership are also popular offerings.

Understanding that parents are their children's first teachers, Will Rogers is committed to working with parents as partners in their children's education. We provide ongoing parent education, parent sponsored school events, numerous volunteer opportunities and training.

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

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their collaborative lesson designs and data analysis.

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

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: MaryAnna Noveck

Contact Person Phone Number: MaryAnna Noveck

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

Student Enrollment by Grade Level (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	73	Grade 8	0
Grade 1	81	Ungraded Elementary	0
Grade 2	90	Grade 9	0
Grade 3	83	Grade 10	0
Grade 4	98	Grade 11	0
Grade 5	94	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	519

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	12.14%	White (not Hispanic)	29.67%
American Indian or Alaska Native	0.19%	Multiple or No Response	1.73%
Asian	2.50%	Socioeconomically Disadvantaged	56.00%
Filipino	0.39%	English Learners	29.00%
Hispanic or Latino	51.83%	Students with Disabilities	9.00%
Pacific Islander	1.54%	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	18.2	5	0	0	20.0	4	0	0	18.8	4	0	0
1	20.0	4	0	0	18.2	5	0	0	20.0	4	0	0
2	20.0	5	0	0	19.8	5	0	0	17.8	5	0	0
3	18.8	6	0	0	19.2	5	0	0	19.6	5	0	0
4	19.2	5	0	0	18.4	5	0	0	21.0	0	4	0
5	23.8	0	5	0	19.2	5	0	0	20.0	4	0	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	21.0	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.

Will Rogers is in compliance with standards delineated in Education Code 35294.2. As part of our maintenance plan, each staff member has a copy of our disaster preparedness plan. In our disaster preparedness plan, each staff member receives a folder with outlined procedures, defined roles and responsibilities and a map of the school for evacuation locations. We have established a classroom buddy system, crisis and disaster teams, and a plan of action for various situations such as fire, earthquake, and unsafe situations that would warrant a lockdown. Annual staff review of the school's safety plan was conducted on September 2007.

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

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

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	2.7	5.8	4.2	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: August 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.

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

Classrooms are well lit, carpeted and stocked with an assortment of learning resources, including classroom computers and other technological teaching aids. The school library collection includes a variety of fiction, nonfiction and reference materials. The school also has a computer lab with workstations available for all students. Students also have access to a Smart Board, in the computer lab. Outdoors, our students have age-appropriate play equipment, including handball, basketball, and four square courts, swings, slides, climbing apparatus, and a large, grassy play field and track as part of our playground area.

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

As part of a deferred maintenance plan we have received new fencing on some locations on campus. The beginning phase of school-wide painting has occurred and we anticipate the completion of the windows soon. Measure BB will begin construction on a new school entry and gate sometime in August 2009.

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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		Window replacement scheduled on deferred maintenance 2009
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		1st grade yard equipment needs replacement
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: January 2009

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	38	36	32	565
Without Full Credential	0	1	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	7	4	0
Vacant Teacher Positions	0	0	0
Total Teacher Misassignments	7	4	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	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	0.6	--
Social Worker	1.0	--
Nurse/a	0.6	--
Speech/Language/Hearing Specialist	0.8	--
Resource Specialist (non-teaching)	1.0	--
Other	0.8	--

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 Rogers 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 texts 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.

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

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	enVision 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)	--

Textbook Information Collection Date: 10/16/2008

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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	\$7,171.00	\$1,379.00	\$5,792.00	\$70,437.00
District	n/a	n/a	--	\$65,461.00
Percent Difference – School Site and District	--	--	--	7.1%
State	n/a	n/a	\$5,300.00	\$63,458.00
Percent Difference – School Site and State	--	--	8.5%	9.9%

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.

K-3 class size reduction, part-time literacy coaches, PTA funded art and vocal music, Gifted and talented students, ELL's, classroom aides, homework club, community liaisons, 0.2 of assistant principal.

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	48%	45%	58%	64%	65%	67%	42%	43%	46%
Mathematics	52%	55%	64%	53%	52%	55%	40%	40%	43%
Science	37%	42%	66%	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	33%	32%	50%	--
American Indian or Alaska Native	--	--	--	--
Asian	73%	64%	--	--
Filipino	--	--	--	--
Hispanic or Latino	45%	57%	61%	--
Pacific Islander	--	--	--	--
White (not Hispanic)	86%	85%	87%	--
Male	55%	66%	70%	--
Female	51%	61%	61%	--
Economically Disadvantaged	41%	52%	61%	--
English Learners	36%	55%	54%	--
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	22.00%
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	6	6	7
Similar Schools	8	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	-4	4	35	834
African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	2	-3	32	787
Pacific Islander	--	--	--	--
White (not Hispanic)	24	8	26	928
Socioeconomically Disadvantaged	2	-8	40	775
English Learners	-4	-2	47	785
Students with Disabilities	--	24	--	--

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	No
Participation Rate - English-Language Arts	Yes	No
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		
Year 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