

# School Accountability Report Card

Reported for School Year 2008-09

Published During 2009-10



## 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 2009-10)

This section provides the school's contact information.

School		District	
<b>School Name</b>	Grant Elementary	<b>District Name</b>	Santa Monica-Malibu Unified
<b>Street</b>	2368 Pearl Street	<b>Phone Number</b>	310 450-8338
<b>City, State, Zip</b>	Santa Monica, CA 90405-2853	<b>Web Site</b>	<a href="http://www.smmusd.org">www.smmusd.org</a>
<b>Phone Number</b>	310 450-7651	<b>Superintendent</b>	Tim Cuneo
<b>Principal</b>	Alan Friedenber	<b>E-mail Address</b>	<a href="mailto:tcuneo@smmusd.org">tcuneo@smmusd.org</a>
<b>E-mail Address</b>	<a href="mailto:afriedenberg@smmusd.org">afriedenberg@smmusd.org</a>	<b>CDS Code</b>	19-64980-6022560

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## School Description and Mission Statement (School Year 2008-09)

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 653 K-5 students and 59 Pre K 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 54% of the students are Caucasian, 32.2% Hispanic, 6% Asian, and 7.8% African American. There are 26 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 104 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 2008-09)

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 11,000 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 Parent Learning Resources Network has been established to work with parents of special needs children. 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 2008-09)

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	101	Grade 8	0
Grade 1	99	Ungraded Elementary	0
Grade 2	101	Grade 9	0
Grade 3	123	Grade 10	0
Grade 4	106	Grade 11	0
Grade 5	112	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	<b>Total Enrollment</b>	642

## Student Enrollment by Group (School Year 2008-09)

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	7.48%	White (not Hispanic)	54.83%
American Indian or Alaska Native	0.31%	Multiple or No Response	4.83%
Asian	4.52%	Socioeconomically Disadvantaged	30.00%
Filipino	1.09%	English Learners	7.00%
Hispanic or Latino	26.01%	Students with Disabilities	12.00%
Pacific Islander	0.93%	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	2006-07				2007-08				2008-09			
	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	19.2	6	0	0	17.8	5	0	0	20.0	5	0	0
1	20.0	4	0	0	19.2	5	0	0	19.0	5	0	0
2	18.8	5	0	0	18.8	6	0	0	19.4	5	0	0
3	18.6	5	0	0	20.0	5	0	0	20.0	6	0	0
4	31.0	0	3	0	31.0	0	3	0	29.7	0	3	0
5	29.7	0	3	0	29.3	0	3	0	30.3	0	3	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
k-3	19.7	3	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	30.0	0	1	0	29.0	0	1	0	30.0	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 2008-09)

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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
<b>Suspensions</b>	1.4	1.6	1.6	2.9	5.3	4.4
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.1	0.1

Date School Safety Plan last reviewed: 10/10/2008

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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 excellent 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 Improvements (School Year 2009-2010)

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 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	x			
Mechanical Systems	x			
Windows/Doors/Gates (interior and exterior)	x			
Interior Surfaces (walls, floors, and ceilings)		x		
Hazardous Materials (interior and exterior)	x			
Structural Damage	x			
Fire Safety	x			
Electrical (interior and exterior)	x			
Pest/Vermin Infestation	x			
Drinking Fountains (inside and outside)	x			
Restrooms	x			
Sewer	x			
Playground/School Grounds	x			
Roofs	x			
Overall Cleanliness	x			

## Overall Summary of School Facility Good Repair Status (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: 10/9/2009

Completion date of inspection form: 10/9/2009

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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/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
<b>With Full Credential</b>	33	32	32	568
<b>Without Full Credential</b>	0	1	1	14
<b>Teaching Outside Subject Area of Competence</b>	--	--	--	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	2007-08	2008-09	2009-10
<b>Misassignments of Teachers of English Learners</b>	10	0	0
<b>Vacant Teacher Positions</b>	0	0	0
<b>Total Teacher Misassignments</b>	11	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

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. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality 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
<b>This School</b>	96.9%	3.1%
<b>All Schools in District</b>	90.3%	9.7%
<b>High-Poverty Schools in District</b>	--	--
<b>Low-Poverty Schools in District</b>	89.6%	10.4%

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## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2008-09)

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)	1.0	--
Psychologist	1.3	--
Social Worker	--	--
Nurse	0.7	--
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 2009-10)

#### 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 in the 2008-09 school year. The district is currently in the process of selecting and adopting new English Language Arts materials for the 2010-11 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.

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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	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	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)	0%

Textbook Information Collection Date: 10/15/2009

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## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

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	\$5,406.13	\$605.36	\$4,800.77	\$69,764.00
District	n/a	n/a	\$6,650.05	\$67,842.00
Percent Difference – School Site and District	--	--	38.5%	2.8%
State	n/a	n/a	\$5,512.00	\$65,905.00
Percent Difference – School Site and State	--	--	14.8%	5.5%

### Types of Services Funded (Fiscal Year 2008-09)

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

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## Teacher and Administrative Salaries (Fiscal Year 2007-08)

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
<b>Beginning Teacher Salary</b>	\$44,341.00	\$40,786.00
<b>Mid-Range Teacher Salary</b>	\$66,205.00	\$65,726.00
<b>Highest Teacher Salary</b>	\$89,135.00	\$85,230.00
<b>Average Principal Salary (Elementary)</b>	\$112,623.00	\$106,548.00
<b>Average Principal Salary (Middle)</b>	\$115,538.00	\$112,237.00
<b>Average Principal Salary (High)</b>	\$133,042.00	\$121,617.00
<b>Superintendent Salary</b>	\$193,090.00	\$191,155.00
<b>Percent of Budget for Teacher Salaries</b>	40.9%	40.6%
<b>Percent of Budget for Administrative Salaries</b>	6.5%	5.3%

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## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The 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 two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. Note: Scores are not shown when the number of students tested is ten 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.

### Standardized Testing and Reporting 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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	65%	71%	70%	65%	67%	68%	43%	46%	50%
Mathematics	77%	78%	74%	52%	55%	56%	40%	43%	46%
Science	65%	69%	75%	58%	66%	69%	38%	46%	50%
History-Social Science	0%	0%	0%	50%	52%	57%	33%	36%	41%

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## Standardized Testing and Reporting 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	50%	69%	--	--
American Indian or Alaska Native	--	--	--	--
Asian	87%	87%	--	--
Filipino	--	--	--	--
Hispanic or Latino	47%	51%	51%	--
Pacific Islander	--	--	--	--
White (not Hispanic)	86%	87%	88%	--
Male	67%	72%	78%	--
Female	73%	77%	71%	--
Economically Disadvantaged	38%	50%	49%	--
English Learners	44%	53%	--	--
Students with Disabilities	47%	38%	50%	--
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		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8.00%	31.20%	48.20%
7	0.00%	0.00%	0.00%
9	0.00%	0.00%	0.00%

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## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

## National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

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## National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students with Disabilities	English Learners	Students with Disabilities	English Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

## 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/>.

### 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	2006	2007	2008
Statewide	9	9	9
Similar Schools	7	7	9

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## API Performance Index Growth 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
	2006-07	2007-08	2008-09	2009
All Students at the School	-6	14	-2	873
African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	6	19	-12	775
Pacific Islander	--	--	--	--
White (not Hispanic)	-9	8	6	929
Socioeconomically Disadvantaged	-14	6	-6	752
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/>.

## AYP Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	Yes
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	n/a	Yes

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## Federal Intervention Program (School Year 2009-10)

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 Title I	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	--	0
Percent of Schools Currently in Program Improvement	--	0

## XI. Instructional Planning and Scheduling

### Professional Development

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

All teachers and staff at school sites participate in ongoing professional development through banked time, a total of 90 minutes of meeting and professional development time each week at each site. In addition, there are up to three days set aside in our academic calendar for intensive professional development and planning.

Areas of district-wide focus for teacher and administrator professional development include implementation of newly adopted textbooks and other areas that are determined by 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:

- \*Developing Instructional Leadership Teams and Professional Learning Communities through Lesson Link, Academic Conferences and Learning Walks
- \*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
- \*Differentiated Instruction for all students, including English Learners
- \*Technology integration

A variety of methodologies are used to provide professional development, including coaching and mentoring. SMMUSD provides coaching through several programs such as BTSA, National Boards, literacy and ELD coaching, Instructional Leadership Teams, and such specialized programs as Cotsen Fellows and EETT Mentor/Coaches. Additionally, professional development occurs through workshop series during banked time and/or after school opportunities.

Each August, all teachers new to Santa Monica-Malibu are invited to participate in Teacher Academy, a 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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The Grant staff will have the opportunity to meet to discuss instructional strategies, develop units and projects, analyze student work and test data, create teaming and grouping strategies to improve student achievement and strengthen professional teaching abilities.

1. Develop a master calendar of monthly staff development topics focusing on differentiated instruction.
2. Create teacher planning teams that will help design, organize and implement staff development meetings
3. Implement staff development workshops in the areas of: differentiated instruction in the classroom (Frontloading and SOS strategies, Working with Advanced Learners, Flexible Grouping, Math and Literacy individualized instruction, Formative and Informative Assessments
4. Organize grade level team planning sessions to improve instruction incorporating differentiated learning strategies each other through lesson link, Japanese lesson design or Singapore Math Program.
5. Develop monthly math problem solving assessments that allow teachers to analyze student work and subsequently create leveled math challenges
6. Fund two release days per grade level for planning and writing new units and projects that incorporate differentiated instructional strategies
7. Offer a parent education night that focuses on differentiated instruction in the classroom
8. Discuss articles with staff on D.I.
9. Create lesson link and Japanese lesson design opportunities for grade level teams.
10. Observe and confer with teachers throughout the year on instructional innovations using differentiated instruction.

## 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		
	2006-07	2007-08	2008-09
<b>Annual number of school days dedicated to staff development</b>	3	3	3