

# School Accountability Report Card

Reported for School Year 2010-11

Published During 2011-12



## Juan Cabrillo 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 2011-12)

This section provides the school's contact information.

School		District	
<b>School Name</b>	Juan Cabrillo Elementary	<b>District Name</b>	Santa Monica-Malibu Unified
<b>Street</b>	30237 Morningview Dr.	<b>Phone Number</b>	310 450-8338
<b>City, State, Zip</b>	Malibu, CA 90265-3616	<b>Web Site</b>	<a href="http://www.smmusd.org">www.smmusd.org</a>
<b>Phone Number</b>	310 457-0360	<b>Superintendent</b>	Sandra Lyon
<b>Principal</b>	Barry Yates	<b>E-mail Address</b>	<a href="mailto:slyon@smmusd.org">slyon@smmusd.org</a>
<b>E-mail Address</b>	<a href="mailto:byates@smmusd.org">byates@smmusd.org</a>	<b>CDS Code</b>	19-64980-6022537

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## School Description and Mission Statement (School Year 2010-11)

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

### District Vision:

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:

The mission at Juan Cabrillo is to provide the highest quality education possible for all students, one that allows each child to meet his or her potential in a safe and beautiful environment. We appreciate and acknowledge the uniqueness of each student and family in our school and welcome all as partners in our community. We believe in the importance of positive self-esteem and of instilling in children the desire to be life-long learners and visionary thinkers who see themselves as global citizens.

Juan Cabrillo is a beautiful school with an exceptionally clean campus and beautifully decorated and well-kept classrooms. Gardens of flowers and fruit trees are outside each classroom with vistas to the Pacific Ocean in front of us and the Santa Monica Mountains just behind the playground. The campus features impressive, professionally painted murals depicting the history of Malibu and the heritage of the Chumash Indians, who are a part of our local history. We are located on more than 15 acres of land with a large, grassy playground and a separate playground for kindergarten children. A remarkable environment supports an equally impressive educational program.

## Opportunities for Parental Involvement (School Year 2010-11)

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

**Contact Person Name:** Kim Bonewitz

**Contact Person Phone Number:** 310-457-0360 x60104

It is the spirit of cooperation and mutual support that makes our school exceptional. We encourage and welcome parent involvement in all aspects of school life. We pride ourselves in our ability to provide a safe and supportive learning environment for our students. Juan Cabrillo's parents are encouraged to participate in the Dolphin Club/PTA, Site Governance and volunteer in the classrooms and on the playground. Parents may also work in the office, art cottage, science lab, computer lab, Homework Club or help maintain our beautiful gardens and library. Juan Cabrillo welcomes and encourages parent participation at all levels. A major contributing factor to the success of our school is the active involvement of our parent community. Parents support the school with time, money and enthusiasm. This is truly a family school where everyone is welcome.

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## Student Enrollment by Grade Level (School Year 2010-11)

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	42	Grade 8	
Grade 1	31	Ungraded Elementary	
Grade 2	41	Grade 9	
Grade 3	51	Grade 10	
Grade 4	46	Grade 11	
Grade 5	44	Grade 12	
Grade 6		Ungraded Secondary	
Grade 7		<b>Total Enrollment</b>	255

## Student Enrollment by Group (School Year 2010-11)

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	2.00%	Two or More Races	7.80%
American Indian or Alaska Native	0.00%	White (not Hispanic)	69.80%
Asian	0.80%	Socioeconomically Disadvantaged	20.80%
Filipino	0.00%	English Learners	11.40%
Hispanic or Latino	19.20%	Students with Disabilities	15.30%
Pacific Islander	0.00%		

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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	2008-09				2009-10				2010-11			
	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	19.0	2	0	0	21.0	0	1	0	20.5	2	0	0
1	19.0	3	0	0	22.0	0	1	0	22.0	1	0	0
2	19.0	2	0	0	20.0	1	1	0	23.5	0	2	0
3	21.0	0	1	0	25.5	0	2	0	25.0	0	2	0
4	24.0	0	2	0	21.5	0	2	0	22.0	2	0	0
5	28.0	0	2	0	28.0	0	2	0	22.0	2	0	0
6	--	--	--	--	--	--	--	--	--	--	--	--
k-3	--	--	--	--	--	--	--	--	--	--	--	--
3-4	--	--	--	--	--	--	--	--	--	--	--	--
4-8	--	--	--	--	--	--	--	--	--	--	--	--
Other	--	--	--	--	--	--	--	--	--	--	--	--

## III. School Climate

### School Safety Plan (School Year 2010-11)

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

Annual staff review of the school's safety plan was conducted on September 21, 2011. The staff of Juan Cabrillo Elementary insure that all students are safe on school grounds before, during and after school. The teachers and staff members monitor and supervise students before, during and after school. Parent volunteers and instructional assistants help teachers supervise students during the school day and during lunch. Parents also volunteer to help with dismissal procedures at the end of each school day. During the school day there is no unauthorized access to the school campus. Only one electronically controlled entrance is available during school hours.

### 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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	2.69	1.10	3.14	4.45	4.05	4.39
Expulsions	0.00	0.00	0.00	0.07	0.03	0.03

Date School Safety Plan last reviewed: 9/21/2011

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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.

Juan Cabrillo is an exceptionally clean and attractive campus in excellent condition overall, with beautifully decorated and well maintained classrooms. The school opened in September, 1954, with five classrooms. Over the years the number of classrooms has grown to 25 along with the addition of a library and multipurpose room. Gardens of grass, flowers and fruit trees are outside each classroom with vistas of the Pacific Ocean to the south and west and the Santa Monica Mountains, encircling the playground on the east and north. The campus features impressive, professionally created murals, depicting the history of Malibu and the heritage of the Chumash Indians, who are an important part of our local history. We are located on more than 15 acres of land, with a large, grassy playground for grades 1-5 and a separate playground for the kindergarten children. Classrooms at Juan Cabrillo are clean and comfortable and are maintained on a daily basis by two full-time custodians on AM and PM shifts. There is ample classroom space for students. In addition, our campus has state of the art Smart-Board technology and Elmo projectors in every classroom. The campus features a library, multipurpose room, conference rooms, psychologist's office, reading tutorial rooms, vocal music room, art cottage, before/after school Child Development Center, computer lab, science lab, Specialized Academic Instruction (SAI) and Life Skills classrooms, nurse's office, Community Liaison office, PTA office, teacher workroom, teacher lounge, outdoor and indoor cafeteria eating areas, track and field, two playground areas, outdoor reading areas, PE office, and Principal's office. Our perimeter fencing provides security for the campus and the outside gates are locked each morning following the final bell. Visitors are required to check-in at the office before entering the campus and must wear a visitor's badge or district I.D. while on campus. The staff is trained to challenge anyone not wearing a badge.

### Planned Improvements (School Year 2011-2012)

The district continues to keep its Deferred Maintenance fund open, however flexibility provided by the State has allowed us to use balances in this fund to relieve the General Fund, due to shortages in State funding. This flexibility was used during the 2010-11 fiscal year and is expected to be used in 2011-12. The district did not transfer any of the fund balance back to the General Fund, but has not made new contributions in the past two years. The balances in the Deferred Maintenance fund are still being used on approved maintenance projects. The district is carefully deciding which projects to move forward, as we do not expect to contribute additional funds from the district or receive new state Deferred Maintenance any time soon.

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## School Facility Good Repair Status (School Year 2011-12)

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	
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	X			
<b>Interior: Interior Surfaces</b>	X			
<b>Cleanliness: Overall Cleanliness, Pest/Vermin</b>		X		Proper storage method: Train staff on proper storage (on-going)
<b>Electrical: Electrical</b>	X			
<b>Restrooms/Fountains: Restrooms, Sinks</b>	X			
<b>Safety: Fire Safety, Hazardous Materials</b>	X			
<b>Structural: Structural Damage, Roofs</b>	X			
<b>External: Playground/School Grounds</b>	X			

## Overall Summary of School Facility Good Repair Status (School Year 2011-12)

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
<b>Overall Summary</b>		X		

Date of inspection: 12/5/2012

Completion date of inspection form: 12/5/2012

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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
	2008-09	2009-10	2010-11	2010-11
<b>With Full Credential</b>	17	14	14	520
<b>Without Full Credential</b>	0	0	0	7
<b>Teaching Outside Subject Area of Competence</b>	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	2009-10	2010-11	2011-12
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0
<b>Total Teacher Misassignments</b>	1	1	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2010-11)

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>	100.00%	0.00%
<b>All Schools in District</b>	100.00%	0.00%
<b>High-Poverty Schools in District</b>	100.00%	0.00%
<b>Low-Poverty Schools in District</b>	100.00%	0.00%

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## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010-11)

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	0.00	--
Counselor (Social/Behavioral or Career Development)	0.00	--
Library Media Teacher (Librarian)	0.00	--
Library Media Services Staff (paraprofessional)	0.00	--
Psychologist	1.00	--
Social Worker	0.00	--
Nurse	1.00	--
Speech/Language/Hearing Specialist	1.00	--
Resource Specialist (non-teaching)	1.00	--
Other	1.00	--

## VII. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2011-12)

#### 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 Cabrillo 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 in 2008-09. With the textbook adoption process frozen, due to budget constraints at the state level, the district is currently in the process of refreshing the English Language Arts curriculum, using the existing texts. 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.

Juan Cabrillo has no textbook insufficiency for the 2011-12 school year.

## 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	2004
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	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual & Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

Textbook Information Collection Date: 10/20/2011

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## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

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	\$6,211.00	\$685.00	\$5,527.00	\$68,124.00
District	--	--	\$6,352.00	\$68,595.00
Percent Difference - School and District	--	--	-14.93 %	-0.69 %
State	--	--	\$5,455.00	\$67,667.00
Percent Difference - School and State	--	--	1.30 %	0.67 %

### Types of Services Funded (Fiscal Year 2010-11)

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

Funds from PTA provide a PE assistant, classroom aides, art specialist, science specialist, vocal music specialist, computer lab specialist and a reading specialist. TIER III funding is used for a newspaper club, science club, book club and Singapore math club. Equity funds are used to provide before-school tutoring in the areas of reading, writing and math for students scoring below or far below basic on standardized testing in addition to an after-school homework club three days per week.

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## Teacher and Administrative Salaries (Fiscal Year 2009-10)

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>	\$43,129.00	\$41,035.00
<b>Mid-Range Teacher Salary</b>	\$64,397.00	\$65,412.00
<b>Highest Teacher Salary</b>	\$86,700.00	\$84,837.00
<b>Average Principal Salary (Elementary)</b>	\$107,067.00	\$106,217.00
<b>Average Principal Salary (Middle)</b>	\$115,686.00	\$111,763.00
<b>Average Principal Salary (High)</b>	\$127,150.00	\$121,538.00
<b>Superintendent Salary</b>	\$213,994.00	\$197,275.00
<b>Percent of Budget for Teacher Salaries</b>	40.0%	39.0%
<b>Percent of Budget for Administrative Salaries</b>	6.0%	5.0%

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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>

### 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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	62%	68%	74%	68%	70%	72%	50%	52%	54%
Mathematics	65%	76%	76%	56%	59%	60%	46%	48%	50%
Science	58%	78%	70%	69%	70%	74%	50%	53%	56%
History-Social Science				57%	54%	62%	41%	44%	48%

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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				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	53%	50%		
Pacific Islander				
Two or More Races	92%	100%		
White (not Hispanic)	77%	79%	76%	
Male	69%	72%	70%	
Female	80%	80%	71%	
Economically Disadvantaged	57%	57%	75%	
English Learners	50%	39%		
Students with Disabilities	48%	48%		
Students Receiving Migrant Education Services				

## California Physical Fitness Test Results (School Year 2010-11)

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	17.80%	35.60%	20.00%
7			
9			

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## 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	2008	2009	2010
Statewide	9	7	8
Similar Schools	7	2	5

### 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	School		District		State		School - Actual API Change		
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API	08-09	09-10	10-11
All Students at the School	174	884	8,528	855	4,683,676	778	-37	45	15
African American	2	--	516	731	317,856	696	--	--	--
American Indian or Alaska Native	0	--	12	831	33,774	733	--	--	--
Asian	1	--	498	929	398,869	898	--	--	--
Filipino	0	--	44	890	123,245	859	--	--	--
Hispanic or Latino	29	795	2,639	784	2,406,749	729	--	--	--
Pacific Islander	0	--	32	881	26,953	764	--	--	--
Two or More Races	13	984	533	885	76,766	836	N/D	--	--
White (not Hispanic)	129	895	4,246	902	1,258,831	--	-34	33	2
Socioeconomically Disadvantaged	37	815	2,356	756	2,731,843	726	--	--	--
English Learners	23	804	1,491	780	1,521,844	707	--	--	--
Students with Disabilities	25	738	911	621	521,815	595	--	--	--

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## 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 2010-11)

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
<b>Overall</b>	Yes	No
<b>Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Participation Rate - Mathematics</b>	Yes	Yes
<b>Percent Proficient - English-Language Arts</b>	Yes	No
<b>Percent Proficient - Mathematics</b>	Yes	No
<b>API</b>	Yes	Yes
<b>Graduation Rate</b>	n/a	Yes

## Federal Intervention Program (School Year 2011-12)

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
<b>Program Improvement Status</b>		
<b>First Year of Program Improvement</b>		2012
<b>Year in Program Improvement</b>		1
<b>Number of Schools Currently in Program Improvement</b>		1
<b>Percent of Schools Currently in Program Improvement</b>		6.3%

# School Accountability Report Card

Reported for School Year 2010-11

Published During 2011-12

## 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. Our focus for Professional Development this year centers on the areas of mathematics, ELA, technology and special education. With district support and mentoring, we are identifying areas of focus and improvement in mathematics and ELA instruction. We continue to explore advanced utilization of SmartBoard technology at all grade levels and finally, we are continuing to mainstream all of our SAI and Life Skills students in the regular education program with support and training provided by our special education team members.

### 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		
	2008-09	2009-10	2010-11
Annual number of school days dedicated to staff development	3	1	--