

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08



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 at the California Department of Education (CDE) Web site 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. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Grant Elementary	District Name	Santa Monica-Malibu Unified
Street	2368 Pearl St.	Phone Number	(310)450-8338
City, State, Zip	Santa Monica, CA 90405-2853	Web Site	www.smmusd.org
Phone Number	310.450.7651	Superintendent	Dianne Talarico
Principal	Alan Friedenber	E-mail Address	dianne.talarico@smmusd.org
E-mail Address	friedenberg@smmusd.org		

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School Description and Mission Statement

This section provides information about the school's goals and programs.

For 102 years, Grant School has been a leader in education, parent involvement and innovative programs. From the 10,000 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 experience 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.

As a community of learners, the Santa Monica-Malibu Unified School District works together in a nurturing environment to help students be visionary, versatile thinkers; resourceful, life-long learners; effective, multilingual communicators and global citizens. We are a richly varied community that values the contributions of all its members. We exist to prepare all students in their pursuit of academic achievement and personal health and to support and encourage them in their development of intellectual, artistic, technological, physical and social expression.

Grant Elementary School in Santa Monica, California, is a pre-kindergarten to fifth grade school serving 634 students. The campus is located in the Sunset Park area of the city, a predominately middle to upper middle class neighborhood, with some areas of lower income housing and apartments. Our population reflects the overall population of the city. Approximately 53% of the students are Caucasian, 31.1% Hispanic, 6% Asian, and 5.8% African-American. There are 28 regular education classes and 2 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, a resource teacher, three reading teachers, a school psychologist, a speech pathologist and an English Language Development coordinator.

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

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

Contact Person Name: Becky Turk

Contact Person Phone Number: (310) 581-4909

Grant has an incredibly active parent group. Last year parents logged over 10,000 volunteer hours. From volunteering in classrooms, to participating in fund-raisers, gardening projects, field trips and taking part in goal-setting for the school, parents play a vital role in the overall success of students at Grant School. 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.

Student Enrollment by Grade Level

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	96	Grade 4	109
Grade 1	114	Grade 5	114
Grade 2	107	Total Enrollment	656
Grade 3	116		

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Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	6.00%	White (Not Hispanic)	53.66%
American Indian or Alaska Native	0.30%	Multiple or No Response	4.57%
Asian	3.66%	Economically Disadvantaged	29.00%
Filipino	1.00%	English Learners	15.00%
Hispanic or Latino	29.00%	Students With Disabilities	11.00%
Pacific Islander	1.22%		

Average Class Size and Class Size Distribution

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	2004-05			2005-06				2006-07		
	Number of Classrooms			Number of Classrooms				Number of Classrooms		
	Avg. Class Size	1-20	21-32	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32
K	19.8	5	--	19.5	6	--	--	19	6	--
1	19.5	4	--	20	4	--	--	20	4	--
2	19.5	4	--	19	4	--	--	18.8	5	--
3	19.2	5	--	20	5	--	--	18.6	5	--
4	30.8	--	4	27.3	--	4	--	31	--	3
5	29	--	2	32.7	--	1	2	29.7	--	3

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II. School Climate

School Safety Plan

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

Annual staff review of the school's safety plan was conducted in November 2006. Grant School's number one priority is the safety of every child. A secure gated campus allows for one entrance during school hours.

All parent volunteers wear special badges and all staff members display photo identity cards. 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. 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 there is no unauthorized access to the school campus. Only one 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 a fully equipped classroom. 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 are fully used by all children. Both the preschool and kindergarten 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		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0.45%	1.51%	1.37%	7.09%	6.80%	6.10%
Expulsions	0.00%	0.00%	0.00%	0.07%	0.07%	0.04%

III. School Facilities

School Facility Conditions and Improvements

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. Thanks in large part to local Proposition X and Modernization Funds, the school has made over \$2 million in improvements since 1999, including new classrooms, new windows and doors, shade structures, self-flushing toilets, electric hand dryers, a renovated auditorium, a new state of the art computer lab, major improvements in seismic safety and accessibility, and a beautiful new playground, grass sports field, running track, and new climbing structures. All classrooms, the office and the library are connected to the internet through a high speed T-1 line. Students are regularly expected to assist school and District staff in keeping the grounds safe and free of litter. The buildings and grounds are cheerful and well kept with hand-made ceramic tiles created from children's artwork and murals depicting the diversity of the Grant community and the Grant mascot, the gecko. The facility is well maintained and in good condition. 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. We are proud that our school district takes great efforts to ensure that our school is clean, safe, and functional. There are no emergency needs as defined by the Office of Public School Construction.

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School Facility Good Repair Status

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

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

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary		X		

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IV. 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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	32	32	33	604
Without Full Credential	1	0	0	20
Teachers Teaching Outside Subject Area	0	0	0	--

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	2005-06	2006-07
Misassignments of Teachers of English Learners	14	10
Total Teacher Misassignments	14	10
Vacant Teacher Positions	0	1

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site 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	97.0%	3.0%
Low-Poverty Schools in District	96.5%	3.5%

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V. Support Staff

Academic Counselors and Other Support Staff

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
Nurse	1.0
Psychologist	1.0
Speech/Language/Hearing Specialist	1.0

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays 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.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Availability of standards-based instructional materials appropriate to all student groups include, Houghton Mifflin: Reading, A Legacy of Literacy, California Edition has been adopted and purchased as the English Language Arts curriculum for students in Kindergarten through 5th grade. All texts are state-adopted and have been made accessible and available to all students in grades K-5. Currently, Grade Level Teams have one to two meetings each month, where teachers have time for collaboration and curriculum alignment to grade level standards. All teachers have access to, and knowledge of the grade level standards, and post them as appropriate in their classrooms. Additionally, our district Literacy Coordinator works with teachers at different grade level and staff meetings to further discuss and align their work with the curriculum and the state content standards. Other supplementary materials include, Core Literature Novels, Writing Workshop, & Accelerated Reader Program.	

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Mathematics	<p>Harcourt Brace has been adopted and purchased as the Mathematics curriculum for SMMUSD for students in Kindergarten through 5th grade. Currently, Grade Level Teams have one to two meetings each month , where teachers have time for collaboration and curriculum alignment to grade level standards. All teachers have access to, and knowledge of the grade level standards, and post them as appropriate in their classrooms. Additionally, our district Math Coordinator works with teachers at different grade level and staff meetings to further discuss and align their work with the curriculum and the state content standards. Other supplementary materials include, Destination Math furnished through the Education Enhanced Through Technology (EETT) grant, as well as Marilyn Burns units of math investigations and Marcy Cook tile math projects.</p>	
Science	<p>Harcourt Brace has been adopted and purchased as the Science curriculum for SMMUSD. All grade levels have access to textbooks and science manipulatives, which include but not limited to: batteries, rocks, thermometers and other supplies for experiments. Teachers also have access to Foss Science kits that support the curriculum.</p>	
History-Social Science	<p>Harcourt has been purchased for History/Social Studies. All texts are state-adopted and have been made accessible and available to all students in grades K-5. Teachers supplement their history program with Interact units and teacher made units and projects.</p>	
Foreign Language		
Health		
Science Laboratory Equipment (grades 9-12)		

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VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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 and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$4,405.00	\$303.00	\$4,102.00	\$61,498.00
District	--	--	--	\$61,498.00
Percent Difference - School Site and District	--	--	--	0%
State	--	--	\$4,943.00	\$59,934.00
Percent Difference - School Site and State	--	--	17%	-3%

Types of Services Funded

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

No Data Available

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information 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 at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,999.00	\$38,478.00
Mid-Range Teacher Salary	\$61,216.00	\$60,735.00
Highest Teacher Salary	\$82,418.00	\$76,906.00
Average Principal Salary (Elementary)	\$104,551.00	\$96,766.00
Average Principal Salary (Middle)	\$111,415.00	\$102,730.00
Average Principal Salary (High)	\$122,813.00	\$110,489.00
Superintendent Salary	\$162,181.00	\$169,243.00
Percent of Budget for Teacher Salaries	41.0%	42.0%
Percent of Budget for Administrative Salaries	7.0%	5.0%

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VIII. 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 and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 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 at the CDE Web site 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.

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	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	64%	68%	65%	61%	64%	65%	40%	42%	43%
Mathematics	74%	75%	77%	51%	53%	52%	38%	40%	40%
Science	46%	58%	65%	40%	54%	58%	27%	35%	38%
History-Social Science	--	--	--	49%	54%	50%	32%	33%	33%

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	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
African-American	43%	50%	--
American Indian or Alaska Native	--	--	--
Asian	96%	91%	--
Filipino	--	--	--
Hispanic or Latino	36%	64%	27%
White (Not Hispanic)	81%	86%	86%
Male	62%	78%	66%
Female	68%	76%	64%
Economically Disadvantaged	35%	59%	28%
English Learners	31%	59%	29%
Students With Disabilities	26%	33%	20%

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Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site 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.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	56%	51%	54%	63%	60%	61%	41%	42%	42%
Mathematics	73%	71%	67%	68%	68%	68%	52%	53%	53%

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African-American	--	--
American Indian or Alaska Native	--	--
Asian	--	--
Filipino	--	--
Hispanic or Latino	29%	32%
White (Not Hispanic)	68%	81%
Male	53%	67%
Female	54%	66%
Economically Disadvantaged	24%	38%
English Learners	18%	18%
Students With Disabilities	17%	25%

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California Physical Fitness Test Results

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 fitness standards (scoring in 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 CDE Web site 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.

Grade Level	Percent of Students Meeting Fitness Standards
5	51.0%

IX. 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 CDE Web site 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	2004	2005	2006
Statewide	9	9	9
Similar Schools	9	9	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			API Score
	2004-05	2005-06	2006-07	2007
All Students	8	15	-6	861
Hispanic or Latino	-27	27	7	766
White (Not Hispanic)	24	13	-9	918
Economically Disadvantaged	-4	29	-14	748

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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

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AYP Overall and by Criteria

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

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program

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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	District
Program Improvement Status	Not In PI

Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

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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 2006, 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 a 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.