

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08



Webster 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	Webster Elementary	District Name	Santa Monica-Malibu Unified
Street	3602 Winter Canyon	Phone Number	(310)450-8338
City, State, Zip	Malibu, CA 90265-4835	Web Site	www.smmusd.org
Phone Number	310-456-6494	Superintendent	Dianne Talarico
Principal	Philip Cott	E-mail Address	dianne.talarico@smmusd.org
E-mail Address	pcott@smmusd.org		

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School Description and Mission Statement

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

At Webster School, staff, parents, and community members work together to create a joyous and caring learning environment in which all students are supported, challenged, and successful. Webster students master California State standards, develop higher level thinking skills, and connect their learning to the real world in all areas of academic study, the arts, technology, and character development.

Webster Elementary School in Malibu is a kindergarten-5th grade school serving 400 students. The students are approximately 85% Caucasian, 5% Asian, 1% African-American, 6% Hispanic, 1% Pacific Islander. There are 19 regular education classrooms as well as instructors for Special Education students and English Language Learners. The program for students identified as Gifted and Talented (GATE) begins in 4th grade and includes about 40 students. Webster serves a predominantly middle to upper middle class community and enjoys a high level of parent involvement and community support.

Webster is distinguished by a highly professional staff of talented, creative teachers, tremendous parent involvement and support, and a highly supportive community in which our school enjoys a very positive reputation. Our students' test scores rank in the top 10% in California, with an API of 917. Children experience an exciting, stimulating curriculum that begins with high academic expectations. Webster students learn to connect their school experiences to the real world through field trips, community service projects, and guest speakers. Regular art, music, gardening, technology, and science lessons enrich every child's education. Character education is woven throughout the instructional program. Most important, every child is welcomed into our classrooms and valued for his/her unique gifts. Our students will tell you that school and learning are fun and that they know that the adults at Webster truly care about them.

Opportunities for Parental Involvement

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

Contact Person Name: Dorothy Reinhold

Contact Person Phone Number: (310) 456-6494
X313

Parents are deeply involved in every aspect of Webster School's effort to provide a rich, educational experience for every student. Parents raise significant sums of money to fund such programs as classroom instructional aides, vocal music, gardening, technology, and field trips. Well over 100 parents work every week as volunteer classroom assistants. Parents and community members contribute their talents, knowledge, and experience as classroom speakers. Parents help to supervise the playground and direct traffic. All of these activities and many others are coordinated through the Webster PTA.

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	62	Grade 4	53
Grade 1	67	Grade 5	78
Grade 2	60	Total Enrollment	404
Grade 3	84		

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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	1.00%	Multiple or No Response	1.24%
Asian	5.20%	Economically Disadvantaged	5.00%
Hispanic or Latino	6.00%	English Learners	4.00%
Pacific Islander	0.99%	Students With Disabilities	10.00%
White (Not Hispanic)	85.40%		

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	Avg. Class Size	1-20	21-32
K	19.3	4	--	18.3	4	--	18	3	--
1	18.4	5	--	17.3	4	--	19.5	4	--
2	19.3	3	--	17.8	4	--	20	3	--
3	19.5	4	--	17.7	3	--	19	4	--
4	29.5	--	2	25.3	--	3	29	--	1
5	27	--	2	31.5	--	2	30	--	2

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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 September, 2006. Students are supervised by school staff at all times while on the Webster campus. School grounds are open thirty minutes before school begins. Traffic, parking, and drop-off procedures have been developed in consultation with local law enforcement and the Webster PTA. Parent volunteers direct traffic and assist students as they are dropped off by parents. During the school day, all recesses are supervised by teachers and other school staff. Parents and guardians must sign students out of the office if they are picking them up during the school day. Physical education teachers, office staff, and teachers receive training in various areas related to student safety, including First Aid and CPR. The facilities have undergone major reconstruction projects in recent years, including upgrades in accessibility and seismic safety. After school, all students are required to be enrolled in supervised programs if they remain at school, such as child care, homework club, and school-sponsored enrichment classes. During the school day there is no unauthorized access to the school campus. All visitors must enter through the main office, sign in, and get a visitor's badge to be worn while on campus. Students are only released to parents or their designees. The facilities at Webster School are in the best condition since the school opened in 1949. Taxpayer-funded reconstruction projects have resulted in safe, clean, modern classrooms and other instructional facilities for our students. Each of our 19 classroom teachers has a dedicated classroom. Our new library is beautiful and spacious. Our computer lab provides 15 iMac desktop computers and 5 iMac laptops, all on line. Webster's playground includes two grass playfields and a large play structure. There is a classroom provided for our after school child care program so no regular classrooms have to be shared for this purpose. There are many outside garden areas and patios regularly used for small group activities and special projects and events. Our cafeteria/auditorium was recently remodeled with a new stage curtain, sound system, and lighting.

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	0.00%	0.00%	0.25%	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.

Webster's classrooms and grounds are in the best overall condition since the school was built in 1949. Two major reconstruction projects in the past 15 years have resulted in all new plumbing, heating, electrical, and roofing systems. Major improvements in seismic safety and accessibility are in place. All classrooms, the office, and the library are connected to the internet through a high speed T-1 line. A new library and computer lab were completed in 2001. The playground includes two grass playfields and a newly constructed play structure. Students are regularly expected to assist school and District staff in keeping the grounds free of litter. Gardens and murals make the campus an especially beautiful and welcoming learning environment. The physical plant is well-maintained and is in well-functioning 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 makes the necessary 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	22	22	21	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	6	8
Total Teacher Misassignments	6	8
Vacant Teacher Positions	0	0

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%

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	0.6
Speech/Language/Hearing Specialist	0.6

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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	Standards-based instructional materials appropriate to all student groups have been adopted, purchased, and are available to all students. These include "Houghton Mifflin: Reading, A Legacy of Literacy, California Edition", which are the core materials in the Reading/Language Arts curriculum for students in Kindergarten through 5th grade. All textbooks are state adopted and have been made accessible and available to all students in grades K-5. Currently, Grade Level Teams hold one or two monthly meetings where teachers have time for collaboration and curriculum alignment to the grade level standards. All teachers have access to and knowledge of the grade level standards. Additionally, our District Literacy Coordinator works with teachers at different grade level and professional development meetings to further discuss and align their work with the curriculum and the state content standards. Additional supplementary materials include Writers' Workshop, Readers' Workshop, and a wide variety of children's literature.	0%

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<p>Mathematics</p>	<p>Standards-based instructional materials appropriate to all student groups have been adopted, purchased, and are available to all students. These include "Harcourt Math, California Edition", which are the core materials in the Mathematics curriculum for students in Kindergarten through 5th grade. All textbooks are state adopted and have been made accessible and available to all students in grades K-5. Currently, Grade Level Teams hold one or two monthly meetings where teachers have time for collaboration and curriculum alignment to the grade level standards. All teachers have access to and knowledge of the grade level standards. Additionally, our District Math Coordinator works with teachers at different grade level and professional development meetings to further discuss and align their work with the curriculum and the state content standards.</p>	<p>0%</p>
<p>Science</p>	<p>Standards-based instructional materials appropriate to all student groups have been adopted, purchased, and are available to all students. These include "Harcourt Science, California Edition", which are the core materials in the Science curriculum for students in Kindergarten through 5th grade. All textbooks are state adopted and have been made accessible and available to all students in grades K-5. All grade levels have access to textbooks and science manipulatives.</p>	<p>0%</p>
<p>History-Social Science</p>	<p>Standards-based instructional materials appropriate to all student groups have been adopted, purchased, and are available to all students. These include "Harcourt: Reflections, California Edition", which are the core materials in the History-Social Science curriculum for students in Kindergarten through 5th grade. All textbooks are state adopted and have been made accessible and available to all students in grades K-5.</p>	<p>0%</p>
<p>Foreign Language</p>		<p>N/A</p>

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Health	Standards-based instructional materials appropriate to all student groups have been adopted, purchased, and are available to all students. These include Scott Foresman: Health For Life" which are the core materials in the Health curriculum for students in Kindergarten through 5th grade. All textbooks are state adopted and have been made accessible and available to all students in grades K-5.	0%
Science Laboratory Equipment (grades 9-12)		N/A

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	\$4,831.00	\$899.00	\$3,932.00	\$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	--	--	20%	-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

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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%

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	77%	86%	80%	61%	64%	65%	40%	42%	43%
Mathematics	78%	83%	84%	51%	53%	52%	38%	40%	40%
Science	67%	76%	61%	40%	54%	58%	27%	35%	38%
History-Social Science	--	--	--	49%	54%	50%	32%	33%	33%

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CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
African-American	--	--	--
Asian	83%	83%	--
Hispanic or Latino	47%	73%	--
White (Not Hispanic)	82%	85%	62%
Male	80%	84%	67%
Female	80%	83%	53%
Economically Disadvantaged	27%	40%	--
English Learners	42%	58%	--
Students With Disabilities	54%	54%	--

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	75%	79%	83%	63%	60%	61%	41%	42%	42%
Mathematics	81%	81%	87%	68%	68%	68%	52%	53%	53%

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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	--	--
Asian	--	--
White (Not Hispanic)	86%	88%
Male	77%	85%
Female	90%	88%
Students With Disabilities	64%	55%

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	74.0%

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	10	10
Similar Schools	5	9	5

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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	38	16	4	918
White (Not Hispanic)	29	14	6	928

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/>.

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

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Professional Development

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

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.