

School Accountability Report Card

Reported for School Year 2010-11

Published During 2011-12



John Muir 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	
School Name	John Muir Elementary	District Name	Santa Monica-Malibu Unified
Street	2526 Sixth St.	Phone Number	310 450-8338
City, State, Zip	Santa Monica, CA 90405-3811	Web Site	www.smmusd.org
Phone Number	310 399.7721	Superintendent	Sandra Lyon
Principal	Tristan Komlos	E-mail Address	slyon@smmusd.org
E-mail Address	tkomlos@smmusd.org	CDS Code	19-64980-6022578

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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 Statement:

The John Muir Elementary School is a community of caring and challenge for each child. John Muir School is a beacon in our neighborhood that attracts, welcomes, and maintains our community children. All members of John Muir maintain and nurture a positive, supportive, and respectful environment that promotes powerful learning and exceptional achievement. We recognize and celebrate the diversity that makes our community strong and vibrant while preparing them to be compassionate and productive members of our community. We believe that all children are readers, writers, mathematicians, and artists. We provide fiscal and personnel resources to support the mission of our school. This vision is created, supported and revisited by all.

What Makes Muir Unique:

The original John Muir School was built in 1923 and in December 1996 moved to its new location and building at 2526 Sixth Street, Santa Monica and is the neighborhood school for Ocean Park. We are named after John Muir, a well-respected environmentalist and one of the fathers of our National Park system. We are a public elementary school serving the small student body of over 300 students that reflects the cultural diversity of the surrounding community.

In addition to our regular program are classes for specialized needs:

Specialized Academic Instruction for students with special needs (SAI), Reading Intervention and Support both with a Reading Instructor and Reading Partners, and Speech and Language. Gifted and Talented Education (GATE) and high achieving students are served within the regular classroom with differentiated curriculum. GATE students also have the option of specialized classes both during and after the school day (Math Olympiad, book clubs,). John Muir partners with PSArts and offers a weekly visual arts program. All students have an opportunity to participate in music on a weekly basis, work in the 28-station technology lab, and visit our newly renovated Media Center. John Muir Elementary school also encompasses a State Head Start Preschool, before and after school childcare, and, with the City of Santa Monica, CREST, a structured after school program.

John Muir has an active PTA and volunteer corps who are supportive of the educational program and provide funds for school-wide enrichment. Our ELAC meets regularly for both parental education and in order to make recommendations for our ELL program. The School Site Council consists of 12 members including parents, teachers and support staff.

The SPSA includes three goals in the areas of: Reading, Mathematics, and School Climate. Our progress indicators include, but are not limited to: a yearly increase in Math and English Language Arts proficiency, implementation of Responsive Classroom pedagogy, and increased opportunities for GATE-qualified students. The School Site Council reviews progress regularly and makes recommendations.

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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: Noelle Wright

Contact Person Phone Number: 310-314-7749

The John Muir Parent-Teacher Association actively supports our school through planning community-wide celebrations, organizing fund (and fun) raising activities, and providing hours of volunteer support in our classrooms. Meetings are generally held in the Media Center on the second Wednesday of the month alternating between morning (8:30AM) and evening (6:30PM). Childcare is provided in the evenings. This past year, we had 100% participation in the PTA through membership. The English Learners Advisory Committee (ELAC) holds meetings in the mornings on every second Thursday of the month in the Media Center at 8:30 am. Everyone is welcome and English translation is provided. Parent volunteers are welcome and encouraged in our classrooms. Once trained and cleared, teachers coordinate classroom volunteers.

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	43	Grade 8	
Grade 1	61	Ungraded Elementary	
Grade 2	57	Grade 9	
Grade 3	53	Grade 10	
Grade 4	49	Grade 11	
Grade 5	53	Grade 12	
Grade 6		Ungraded Secondary	
Grade 7		Total Enrollment	316

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	11.40%	Two or More Races	8.50%
American Indian or Alaska Native	0.00%	White (not Hispanic)	36.70%
Asian	1.90%	Socioeconomically Disadvantaged	46.50%
Filipino	0.30%	English Learners	12.30%
Hispanic or Latino	40.50%	Students with Disabilities	19.30%
Pacific Islander	0.30%		

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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	20.0	3	0	0	13.8	1	3	0	24.0	0	2	0
1	20.0	2	0	0	24.5	0	2	0	25.0	0	2	0
2	20.0	2	0	0	24.0	0	2	0	20.3	1	2	0
3	20.0	2	0	0	22.0	0	2	0	24.0	0	2	0
4	32.0	0	1	0	23.0	0	2	0	24.0	0	2	0
5	30.0	0	2	0	22.5	0	2	0	20.0	1	2	0
6	--	--	--	--	--	--	--	--	--	--	--	--
k-3	--	--	--	--	--	--	--	--	--	--	--	--
3-4	--	--	--	--	--	--	--	--	--	--	--	--
4-8	--	--	--	--	--	--	--	--	--	--	--	--
Other	--	--	--	--	--	--	--	--	--	--	--	--

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III. School Climate

School Safety Plan (School Year 2010-11)

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

John Muir's faculty and staff are committed to providing all students with a safe learning environment. Teachers and students regularly participate in Responsive Classroom, Cool Tools, and OLWEUS Bullying Prevention Program training and deliver lessons designed to help students better manage their own behavior, mediate conflicts, and to develop social problem solving skills. Teachers incorporate the principles of all three across the curriculum. The common vocabulary of respect, patience, and good choices provides for a cohesive system of social development. Responsive Classroom and Cool Tools provides students with the ability to reflect on their decision-making, creating a sense of self-advocacy and resiliency.

In compliance with California Education Code, the John Muir staff and parents annually review and assess safety at our school through the update and revision of our school safety plan. John Muir Elementary School was determined to be a safe school. Our safety plan encompasses all mandated sections including:

- Child abuse reporting procedures
- Disaster procedures and regular drills for earthquake, fire, bomb threat, civil disobedience, and intruders on campus
- Policies related to suspension or expulsion
- School wide standards for dress
- Procedures for student arrival at and dismissal from school
- A safe and orderly environment that is conducive to learning
- School wide discipline plan
- Procedures for reporting hate crimes
- Sexual harassment policy
- Procedures for notifying teachers of dangerous students.

School grounds are open at 7:00 am for Morning CREST, and close at 6:00 pm when After School CREST ends their program. Breakfast is served at 8:05AM in the cafeteria and supervision is provided for all students starting at 8:05AM. Playground supervision is present during all recess periods as well as after school. During the school day there is limited access to the school campus. Only one entrance is open during school hours, and is monitored by the office staff and the day custodian. Visitors are required to sign in at the office and receive a visitor badge. Adequate space exists for all school operations, activities and programs. Classroom space is allocated per the needs of each classroom teacher or support provider.

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	1.97	1.18	5.06	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: 10/7/2011

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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.

Our school site was newly built and completed in 1997. The classroom space and playground space are more than adequate for high-caliber teaching and instruction. All teachers have a shared office space with a direct phone line and voice mail access. All staff members have either a desktop computer or laptop computer with Internet capability and email access. All classrooms have technology access with a 5:1 student to computer ratio. There is a computer lab equipped for a full class and a partial lab in the library/ media center. Our School Site Council oversees the Safety Committee that includes staff members and parents to ensure that our school facilities are safe for all students and staff. The facility which supports our school is well-maintained and is in well-functioning condition.

We are proud that our school district takes great efforts to ensure that our school is clean, safe, and functional. The facility is adequately maintained by our site's full-time day custodian, one night custodian, and by our district maintenance and operations department. The principal and staff work closely with the site custodians and district maintenance and operations department to ensure that the school building and grounds are clean and free of litter and graffiti. There are no emergency needs as defined by the Office of Public School Construction.

Planned Improvements (School Year 2011-2012)

In January 2011, a new pedestrian gate was installed. In Fall 2011, a remote access keypad was installed at the new pedestrian entry gate. This allows school staff to control access to the campus from the main office. The system includes two-way voice communication, keypad to access the school and a video camera that enables staff to recognize visitors at the gate.

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	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Paint, flooring, deck leaks: Work orders submitted; revise deferred maintenance plan for flooring and deck work (11-27-11)
Cleanliness: Overall Cleanliness, Pest/Vermin	X			
Electrical: Electrical		X		Replace lights in vaulted ceiling: Rent lift to replace lights (2/1/2012)
Restrooms/Fountains: Restrooms, Sinks	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds	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
Overall Summary		X		

Date of inspection: 10/2/2011

Completion date of inspection form: 10/2/2011

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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
With Full Credential	16	18	16	520
Without Full Credential	0	0	0	7
Teaching Outside Subject Area of Competence	0	0	0	n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	1	0	0
Vacant Teacher Positions	0	0	0
Total Teacher Misassignments	1	0	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
This School	100.00%	0.00%
All Schools in District	100.00%	0.00%
High-Poverty Schools in District	100.00%	0.00%
Low-Poverty Schools in District	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)	0.88	--
Psychologist	0.50	--
Social Worker	0.00	--
Nurse	0.30	--
Speech/Language/Hearing Specialist	1.00	--
Resource Specialist (non-teaching)	0.00	--
Other	0.00	--

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 John Muir 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.

John Muir had 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	2003
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	\$5,276.00	\$744.00	\$4,531.00	\$63,363.00
District	--	--	\$6,352.00	\$68,595.00
Percent Difference - School and District	--	--	-40.19 %	-8.26 %
State	--	--	\$5,455.00	\$67,667.00
Percent Difference - School and State	--	--	-20.39 %	-6.79 %

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.

The programs and services provided at the school either through categorical funding or other sources that support and assist students (Title I, Tier III, Equity, PTA) include but are not limited to providing a limit of 25 children to a classroom in grades K-3; limit of 27 in grades 4 and 5; instructional assistant support in each classroom, but focused in the early grades; reading specialist instruction; standards-based music for all students, grades K -5; weekly visual arts instruction through PSArts; and technology instruction in the 28 station computer lab.

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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
Beginning Teacher Salary	\$43,129.00	\$41,035.00
Mid-Range Teacher Salary	\$64,397.00	\$65,412.00
Highest Teacher Salary	\$86,700.00	\$84,837.00
Average Principal Salary (Elementary)	\$107,067.00	\$106,217.00
Average Principal Salary (Middle)	\$115,686.00	\$111,763.00
Average Principal Salary (High)	\$127,150.00	\$121,538.00
Superintendent Salary	\$213,994.00	\$197,275.00
Percent of Budget for Teacher Salaries	40.0%	39.0%
Percent of Budget for Administrative Salaries	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	57%	61%	57%	68%	70%	72%	50%	52%	54%
Mathematics	63%	67%	60%	56%	59%	60%	46%	48%	50%
Science	56%	62%	65%	69%	70%	74%	50%	53%	56%
History-Social Science	0%	0%	0%	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	40%	37%		
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	51%	57%	47%	
Pacific Islander				
Two or More Races	69%	62%		
White (not Hispanic)	68%	75%	88%	
Male	53%	61%	67%	
Female	63%	59%	62%	
Economically Disadvantaged	47%	53%	67%	
English Learners	29%	58%		
Students with Disabilities	26%	38%		
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	18.50%	22.20%	50.00%
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	7	6	7
Similar Schools	9	6	4

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	201	812	8,528	855	4,683,676	778	-1	18	-18
African American	27	744	516	731	317,856	696	--	--	--
American Indian or Alaska Native	0	--	12	831	33,774	733	--	--	--
Asian	3	--	498	929	398,869	898	--	--	--
Filipino	0	--	44	890	123,245	859	--	--	--
Hispanic or Latino	90	781	2,639	784	2,406,749	729	-36	33	5
Pacific Islander	1	--	32	881	26,953	764	--	--	--
Two or More Races	15	817	533	885	76,766	836	N/D	--	--
White (not Hispanic)	64	875	4,246	902	1,258,831	--	21	-5	5
Socioeconomically Disadvantaged	104	762	2,356	756	2,731,843	726	4	14	15
English Learners	25	741	1,491	780	1,521,844	707	--	--	--
Students with Disabilities	40	637	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
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	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
Program Improvement Status	Not in PI	
First Year of Program Improvement		2012
Year in Program Improvement		1
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		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. 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. 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.

At John Muir Elementary, our focus is to find ways to connect, collaborate, and create through productive and rewarding professional development. This year, we are increasing our depth of understanding in mathematics through systematic lesson planning and observations using Lesson Study at the upper grades and Math Coaching at the primary grades. Intensive reading support for striving readers through Catching Readers is the focus for grades K-3.

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	1