

School Accountability Report Card

Reported for School Year 2010-11

Published During 2011-12



Roosevelt 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	Roosevelt Elementary	District Name	Santa Monica-Malibu Unified
Street	801 Montana Ave.	Phone Number	310 450-8338
City, State, Zip	Santa Monica, CA 90403-1502	Web Site	www.smmusd.org
Phone Number	310 395-0941	Superintendent	Sandra Lyon
Principal	Natalie Burton	E-mail Address	slyon@smmusd.org
E-mail Address	nburton@smmusd.org	CDS Code	19-64980-6022610

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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 STATEMENT

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, 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

Roosevelt School is a richly diverse community of learners that values the contributions of all its members. In an environment of teamwork, caring, trust, and respect, we provide the highest quality of education. Our aim is to empower students by facilitating the acquisition of knowledge, improving skills, and developing character so that they may lead quality lives and contribute to society. We promote visionary, versatile thinking and enthusiastic, lifelong learning. We appreciate the uniqueness of each student and set high expectations for all. We value parent and community members as essential partners in the educational process. At Roosevelt we are committed to continuous improvement of our school climate to insure the safety and well-being of our students. We foster a nurturing environment in which students feel safe. In addition to our Cool Tools curriculum, which encourages personal responsibility and self advocacy, we have introduced an anti-bullying program called, "Stand by Me: Together We Can Make a Difference."

At Roosevelt we strive to develop well-rounded students by providing excellent academic instruction combined with an array of extracurricular programs. At every grade level, our academic program is paired with art enrichment programs that build teamwork, foster respect, and inspire creativity and artistic expression. From ballroom dancing to instrumental music to fine arts, Roosevelt strives to provide students with a balanced program at every level of their education.

At Roosevelt we pride ourselves in helping children cultivate multiple intelligences through project-based acquisition of knowledge in and out of the classroom. Through our student council and classroom based, projects, Roosevelt students participate in service-learning endeavors, partner with national and international organizations, and connect with our broader community to address local and global issues. Projects include Pennies for Peace, Much Love Animal Rescue campaign, fundraising for Japan Tsunami and Earthquake Relief and weekly recycling programs.

Lastly, at Roosevelt we pride ourselves in our professional growth. Teachers and staff at Roosevelt attend regular professional development workshops in CGI and Pictorial Math and attend summer institutes in Reading and Writing Workshop at Columbia University's Teachers College. By integrating this training with professional protocols such as Learning Walk and Lesson Link, our Roosevelt team works collaboratively to provide the best possible instruction for all our students. This year we are conducting three school-wide cycles of Lesson Link.

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: Gerda Newbold

Contact Person Phone Number: 310-260-1414

There are numerous organized opportunities for parental involvement at Roosevelt. These opportunities include: PTA, Booster Club, Dads Club, Classroom and Campus Volunteers, Parent Education, Parent/Student Events, Roosevelt Campus Workdays, and Community Family gatherings. Parents interested in any of these groups may contact the main office or consult the PTA calendar where individual organizers and phone numbers are listed. Parents may also visit the website at myroosevelt.net to find out about what is happening at Roosevelt and how to get involved.

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

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	135	Grade 8	
Grade 1	142	Ungraded Elementary	
Grade 2	127	Grade 9	
Grade 3	134	Grade 10	
Grade 4	122	Grade 11	
Grade 5	123	Grade 12	
Grade 6		Ungraded Secondary	
Grade 7		Total Enrollment	783

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	3.70%	Two or More Races	4.70%
American Indian or Alaska Native	0.50%	White (not Hispanic)	65.80%
Asian	9.60%	Socioeconomically Disadvantaged	11.70%
Filipino	1.80%	English Learners	6.50%
Hispanic or Latino	13.50%	Students with Disabilities	10.70%
Pacific Islander	0.40%		

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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	18.0	7	0	0	22.0	1	6	0	22.5	1	5	0
1	19.0	6	0	0	21.0	1	5	0	23.7	0	6	0
2	20.0	6	0	0	23.0	0	5	0	20.8	1	5	0
3	20.0	6	0	0	22.6	0	5	0	22.7	1	5	0
4	31.0	0	2	1	30.5	0	4	0	29.8	0	4	0
5	29.0	0	5	0	31.8	0	4	1	25.4	1	4	0
6	--	--	--	--	--	--	--	--	--	--	--	--
k-3	--	--	--	--	15.5	1	1	0	--	--	--	--
3-4	--	--	--	--	--	--	--	--	--	--	--	--
4-8	--	--	--	--	--	--	--	--	--	--	--	--
Other	--	--	--	--	--	--	--	--	--	--	--	--

III. School Climate

School Safety Plan (School Year 2010-11)

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

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Roosevelt teachers and students are trained in conflict resolution (Cool Tools) and bullying prevention (Olweus). Cool Tools is a conflict mediation program that teaches students skills and strategies to use when they encounter difficult situations. Each year students receive instruction from the classroom teacher on the Cool Tools language. School staff facilitates mediation of conflict between students using the Cool Tools philosophy. The discipline plan and Cool Tools work in conjunction with each other. An additional way that we teach and reinforce positive behavior is through the Character Book of the Month Program.

This year all staff and students have been implementing the Olweus Bullying Prevention Program, which we call Stand by Me: Together We Can Make a Difference. This is a research based bullying prevention program that has been proven to reduce bullying and is recognized by the U.S. Department of Education. The goals of the program are to reduce bullying, improve overall school climate, and build stronger relationships among all students and the overall school community. This school-wide program includes all members of the Roosevelt community including teachers, students, staff and parents.

Parent volunteers are required to receive Cool Tools Training and Stand By Me Training every two years in order to volunteer in the classroom or on the yard.

All students and parents reviewed and signed the Citizenship Handbook at the beginning of the year. The handbook includes rules of the playground and school community that help keep students safe. Supervision on the yard is available before and after school for 15 minutes. There are assigned faculty members each day to monitor student safety. During school hours, students are supervised by their classroom teachers while inside their classrooms. During recess, teachers are assigned duty on the playground to ensure student safety. During lunch, instructional aides and staff monitor student safety in the cafeteria and outside play areas. The administrators monitor these areas during lunch supervision. New this year, all yard duty supervisors wear orange safety vests to ensure that students can easily recognize adult helpers on the yard. In addition to wearing the orange safety vests, yard duty supervisors are all equipped with whistles, a staff safety folder that contains nurse's slips and an overview of safety rules. During the school day all persons must check in through the office. Only one entrance is open during school hours. Campus visitors check in at the office and wear badges to identify themselves. Play and drop off areas are monitored before and after school and all recess times. If students require supervision earlier than 15 minutes before or after school, we have several options available:

*Primary and Upper CREST Child Care programs service students from 7:00 a.m.- 6:00 p.m. There are lead teachers assigned to each of these programs.

*Playground Access: This program is available for students in grades 1-5 to use the playground after school until 5:15 p.m.

*Enrichment Programs: There are numerous enrichment classes offered throughout the week, in which students can participate. Applications for these sessions are sent at least 4 weeks prior to the beginning of the program.

*Homework Club: The program is available after school from 3-4 pm for grades 1-3 and 4-5p.m. for grades 4-5. These students meet in the library and cafeteria.

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	1.08	0.76	2.04	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: 10/5/2011

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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.

Roosevelt provides a safe, clean, and positive learning environment for students, staff and volunteers. School gates are secured during the day. School facilities are up-to-date and provide adequate space for students and staff. The school's custodial staff, consisting of 3 custodians, ensures that classrooms and campus grounds are kept clean and safe. Students and staff demonstrate Roosevelt pride in their school and have been most successful in their efforts to improve our campus environment. Our school is well maintained and in very good condition. 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. During school hours, each teacher has his/her own classroom space to provide instruction and may arrange the rooms accordingly. There is a separate Kindergarten yard designed to meet their developmental needs. Our main playground yard is used by 1st - 5th graders. We have 2 separate recess times and 3 lunch periods to limit the number of students on the yard at one time. The school consists of 41 classrooms including 9 portable classrooms. In addition we have an auditorium, cafeteria, a library, 2 computer labs and athletic fields. The school facility is considered a shared space to support student learning. After school programs share some of these same classrooms and are also given the space needed to effectively run their programs. The library, cafeteria and auditorium are also used for several of the enrichment classes. Both yards are also utilized by the after school programs. School staff utilizes the school library twice a month for professional development purposes on Wednesday mornings when the space is not used for students.

Planned Improvements (School Year 2011-2012)

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

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

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Flooring, paint, patchwork to walls: Work orders submitted; revise deferred maintenance plan for flooring and paint. (3-25-12)
Cleanliness: Overall Cleanliness, Pest/Vermin		X		Proper storage method: Staff training on proper storage method (3-25-12)
Electrical: Electrical	X			
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: 11/21/2011

Completion date of inspection form: 11/21/2011

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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	39	37	35	520
Without Full Credential	0	1	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	1	0
Vacant Teacher Positions	0	0	0
Total Teacher Misassignments	1	1	0

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

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
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)	1.00	--
Psychologist	1.20	--
Social Worker	0.00	--
Nurse	0.60	--
Speech/Language/Hearing Specialist	1.40	--
Resource Specialist (non-teaching)	1.00	--
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 Roosevelt 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 texts 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.

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

Textbook Availability

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

Subject Area	Textbook Title and/or Publisher	Year of Adoption
English-Language Arts	Houghton Mifflin Reading	2003
History-Social Science	California Reflections/Harcourt	2006
Mathematics	enVision 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	\$4,873.00	\$282.00	\$4,590.00	\$72,865.00
District	--	--	\$6,352.00	\$68,595.00
Percent Difference - School and District	--	--	-38.39 %	5.86 %
State	--	--	\$5,455.00	\$67,667.00
Percent Difference - School and State	--	--	-18.85 %	7.13 %

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.

- Special Education
- Music Enrichment
- Gate after school program for students identified as GATE
- Literacy Intervention-2.2 specialists to work with students in grades K-5
- Summer School Intensive Intervention
- 1 part-time counselor to help students
- Math intervention after school classes for students who are performing below grade level
- Fine arts instruction including ceramics, dance, and vocal music

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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	85%	82%	84%	68%	70%	72%	50%	52%	54%
Mathematics	85%	88%	91%	56%	59%	60%	46%	48%	50%
Science	88%	92%	89%	69%	70%	74%	50%	53%	56%
History-Social Science				57%	54%	62%	41%	44%	48%

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Standardized Testing and Reporting Results by Student Group – Most Recent Year

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

Group	Percentage of Students Scoring At Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	65%	85%		
American Indian or Alaska Native				
Asian	90%	94%	100%	
Filipino				
Hispanic or Latino	63%	76%	62%	
Pacific Islander				
Two or More Races	81%	92%		
White (not Hispanic)	89%	94%	95%	
Male	79%	91%	92%	
Female	89%	90%	87%	
Economically Disadvantaged	69%	82%	64%	
English Learners	66%	79%		
Students with Disabilities	54%	71%		
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	23.00%	41.80%	18.00%
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	10	10	10
Similar Schools	10	9	10

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	486	944	8,528	855	4,683,676	778	6	6	10
African American	20	863	516	731	317,856	696	--	--	--
American Indian or Alaska Native	3	--	12	831	33,774	733	--	--	--
Asian	45	968	498	929	398,869	898	--	--	--
Filipino	4	--	44	890	123,245	859	--	--	--
Hispanic or Latino	67	863	2,639	784	2,406,749	729	--	--	--
Pacific Islander	2	--	32	881	26,953	764	--	--	--
Two or More Races	35	940	533	885	76,766	836	n/a	--	--
White (not Hispanic)	308	963	4,246	902	1,258,831	--	1	9	11
Socioeconomically Disadvantaged	66	877	2,356	756	2,731,843	726	--	--	--
English Learners	24	923	1,491	780	1,521,844	707	--	--	--
Students with Disabilities	59	790	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	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	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		
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%

XI. Instructional Planning and Scheduling

Professional Development

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

School Accountability Report Card

Reported for School Year 2010-11

Published During 2011-12

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

Areas of district-wide focus for teacher and administrator professional development include implementation of newly adopted textbooks and other areas that are determined by a review of summative and formative data from all school sites and the collection of input from teachers and administrators. Among the primary focus areas for professional development in the SMMUSD schools are the following:

- *Developing Instructional Leadership Teams and Professional Learning Communities through Lesson Link, Academic Conferences and Learning Walks
- *Literacy and Mathematics -- standards based curriculum and instructional delivery
- *Using data to improve classroom instruction
- *Culturally relevant and responsive pedagogy
- *Supporting students with special needs
- *Differentiated Instruction for all students, including English Learners
- *Technology integration

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

Each August, all teachers new to Santa Monica-Malibu are invited to participate in Teacher Academy, a professional development and orientation to district wide curriculum and instructional initiatives. All eligible new teachers are encouraged to participate in BTSA. Teachers interested in applying for National Board Certification may participate in the process and can elect to be supported by teachers who have already achieved National Board Certification.

In addition, each year, at individual school sites, teachers and administrators review data, discuss options and select additional areas of focus for the staff as a whole as well as for departments and/or grade level teams as appropriate.

Once a month teachers at Roosevelt meet to further their development in Cognitively Guided Instruction (CGI) or Writing About Reading. A math focus group which consists of a teacher from each grade level, the principal and a CGI development consultant meets monthly to plan the agenda for professional development. The reading specialist and assistant principal meet monthly to plan the agenda for the Writing About Reading focus. Each group is reading a professional text to deepen the level of conversation.

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