John Muir Elementary School

2526 Sixth St. • Santa Monica, CA 90405-3811 • (310) 399-7721 • Grades P-5
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2014-15 School Accountability Report Card
Published During the 2015-16 School Year

Santa Monica-Malibu Unified School District
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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, lifelong 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.

John Muir Elementary School Mission Statement

Our mission is to ensure high levels of meaningful learning and flexible thinking for every student by nurturing creativity, collaboration, resilience, and diverse relationships.

Principal's Message

Our mission at John Muir Elementary is to ensure high levels of meaningful learning and flexible thinking for every student by nurturing creativity, collaboration, resilience, perseverance, and diverse relationships. We are a small and diverse community with no more than two classes per grade level.

We focus on student learning—what students need to know, what they already know, how we know that they know it, and how we respond when they meet standards, exceed standards, and approach standards—and the community in which this learning occurs. We use innovative teaching methods to help each student meet our mission and reach grade-level standards such as Cognitively Guided Instruction in mathematics and Readers and Writers Workshop models in literacy. Social and emotional growth is supported by the Responsive Classroom philosophy that recognizes that each student must feel a sense of belonging, significance, and fun while providing structure for that connection to happen. In addition to our regular program, we offer Specialized Academic Instruction (SAI) for students with special needs and Reading Intervention and support, both with a reading instructor and our partnership with the nonprofit organization Reading Partners and Speech and Language Instruction. Students with emotional needs are supported by a part-time social worker/therapist provided our partnership with Family Service of Santa Monica and the City of Santa Monica. High-achieving students are served within the regular classroom with differentiated curriculum. High-achieving students also have the option of specialized offerings during and after the school day (Junior Great Books and Math Olympiad). 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 with technology at every grade level, and visit our newly renovated Media Center. John Muir Elementary also encompasses a state Head Start Preschool; two preschool classrooms for students with special needs; before and after-school child care for grades K-3; and with the City of Santa Monica, CREST, a structured after-school program for fourth and fifth graders; as well numerous after-school enrichment classes for all grades.

At John Muir, we are extremely fortunate, through the collective efforts of our wider community, to have additional staff and enrichment opportunities for our students through funding provided by the Santa Monica-Malibu Education Foundation (SMMEF). Our literacy coach; many instructional assistants; art teacher; primary music teacher; and our new Science, Technology, Engineering and Math (STEM) facilitators are all funded through SMMEF. Our Parent Teacher Association (PTA) is focusing on providing the "stuff" that makes classrooms and schools run smoothly—providing supplies and copies for teachers, computers for students, upgrades to our staff lounge, subscriptions for student computer programs, and a portion of our Reading Partners collaboration.

The original John Muir School was built in 1923, and in December 1996 moved to its new location and building at 2526 Sixth Street in Santa Monica, and it 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 Service. We are a public elementary school serving the small student body of around 300 students that reflects the cultural diversity of the surrounding community.

The School Plan 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, and decrease in bullying behaviors as indicated by the Olweus student survey. The School Site Council reviews progress regularly and makes recommendations.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school at (310) 399-7721 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	38
Grade 1	34
Grade 2	51
Grade 3	54
Grade 4	28
Grade 5	60
Total Enrollment	265

2014-15 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	7.9
American Indian or Alaska Native	0.4
Asian	1.5
Filipino	0.8
Hispanic or Latino	39.6
Native Hawaiian or Pacific Islander	0.8
White	43.4
Two or More Races	5.7
Socioeconomically Disadvantaged	49.4
English Learners	17.7
Students with Disabilities	11.7
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
John Muir Elementary School	**13-14**	**14-15**	**15-16**
With Full Credential	15	16	16.6
Without Full Credential	0	1	2
Teaching Outside Subject Area of Competence	0	0	0
Santa Monica-Malibu Unified School District	**13-14**	**14-15**	**15-16**
With Full Credential	♦	♦	537.5
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	8

Teacher Misassignments and Vacant Teacher Positions at this School			
John Muir Elementary School	**13-14**	**14-15**	**15-16**
Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	1	1
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	100.0	0.0
Districtwide		
All Schools	97.1	2.9
High-Poverty Schools	93.0	7.0
Low-Poverty Schools	98.4	1.6

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

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 in 2008-09. In the Spring of 2014, the district adopted a new Middle School Common Core Mathematics textbook as well as a new Algebra textbook. New English Language arts materials were adopted and implemented for the 2009-10 school year. All students, including English learners, have their own copy of textbooks. Textbooks and instructional materials are recommended for school board approval through a comprehensive process by a districtwide committee of teachers and administrators. Members of the public are invited to review recommended materials and make comments prior to board approval.

Textbooks and Instructional Materials Year and month in which data were collected: 10/2014	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Houghton Mifflin Reading 2003 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	My Math, McGraw Hill, 2013 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Science, Harcourt 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Reflections, California Series; Harcourt 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

School Facility Conditions and Planned Improvements (Most Recent Year)

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 or laptop computer with Internet capability and email access. All classrooms have technology access. There is computer access available in or adjacent to each classroom and mini- lab in the library/media center. The library/media center is maintained by the dedicated efforts of children's book illustrator and elementary library coordinator. Our School Site Council receives reports from the joint Muir/SMASH Safety Committee that includes staff members and parents to ensure that our school facilities are safe for all students and staff. The facility 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.

In January 2011, a new pedestrian gate was installed. In fall of 2011, a remoteaccess 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 and a video camera that enables staff to recognize visitors at the gate. Resurfacing of the upper walkways will continue with a completion date of August 2015. Infrastructure to allow multiple wireless points accessible from anywhere on campus are underway. That infrastructure, as well as designated teacher, classroom, and site technology upgrades are expected to be competed in August 2015. We are also working with our district to begin upgrading the window coverings on campus.

The district continues to keep its Deferred Maintenance fund open, however, the flexibility provided by the state allowed us to use balances in this fund to relieve the general fund, due to shortages in state funding. This flexibility was between 2010-11 and 2013-14 fiscal years. The district did not transfer any of the Deferred Maintenance fund balance back to the general fund, nor did the district make new contributions to the fund. With the change in the state's funding model for schools the amounts considered Deferred Maintenance in the past are now appropriated in the general fund of a school district through the Local Control Funding (LCFF) formula. It is at the discretion of the local school board to determine how much of their LCFF funding is used for deferred maintenance. In SMMUSD the decision was to contribute $175,000 in 2014-15 and increase that amount to $250,000 a year beginning in 2015-16. To facilitate tracking of those expenditures, the district will transfer the general fund contribution from LCFF to the existing Deferred Maintenance fund. The balances remaining in the Deferred Maintenance fund will continue to be used on approved maintenance projects. The district is carefully deciding which projects to move forward. Decisions about deferred maintenance type expenditures in the future will become part of the district's budget process.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 9/2/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			256: blocked roof access, hvac unit blocked
Interior: Interior Surfaces			X	250:00:00 105 Nurse: counter at sink delaminating 2: blinds missing 200 library: unsecure shelves, lights out 200 office: unsecure shelves lights out 205: paint pealing minor, roaches 400: floor tiles damaged no extinguisher, light bulbs out HVAC cl
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		205: paint pealing minor, roaches 254 lounge: ants 256: blocked roof access, hvac unit blocked 400: floor tiles damaged no extinguisher, light bulbs out HVAC closet dirty, roaches termites 410: light bulbs out HVAC closet dirty, unsecure cabinet, door
Electrical: Electrical	X			400 workroom: cluttered, light bulbs out 565: electrical cover plate missing sink delaminating, paint pealing B: overhead storage, extension cords across floor surf shack: pealing paint from tape, light bulbs out overhead storage unsecure shelves, exti
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			565: electrical cover plate missing sink delaminating, paint pealing Cafeteria: HVAC vent dirty hand pull blocked stage lift blocked
Safety: Fire Safety, Hazardous Materials	X			400: floor tiles damaged no extinguisher, light bulbs out HVAC closet dirty, roaches termites 415: minor wall damage, ripped partitions, extinguisher not charged 490: extinguisher not charged Cafeteria: HVAC vent dirty hand pull blocked stage lift bloc
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			571 boys restroom: rusty door vent 605: window leak playground: gate at north entrance needs repair

Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	46	66	44
Math	30	56	33

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	72	72	63	78	77	78	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	23.70	27.10	47.50

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	78
All Student at the School	63
Male	72
Female	54
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	38
Native Hawaiian or Pacific	--
White	89
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	57
Foster Youth	--

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	53	49	92.5	37	24	16	20
	4	28	28	100.0	36	14	25	25
	5	60	57	95.0	32	18	23	28
Male	3		23	43.4	35	17	22	26
	4		14	50.0	50	21	14	14
	5		29	48.3	28	14	34	24
Female	3		26	49.1	38	31	12	15
	4		14	50.0	21	7	36	36
	5		28	46.7	36	21	11	32
Black or African American	3		2	3.8	--	--	--	--
	5		5	8.3	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Asian	**3**		0	0.0	--	--	--	--
	4		1	3.6	--	--	--	--
	5		1	1.7	--	--	--	--
Filipino	**5**		2	3.3	--	--	--	--
Hispanic or Latino	**3**		17	32.1	53	41	6	0
	4		9	32.1	--	--	--	--
	5		24	40.0	42	29	25	4
Native Hawaiian or Pacific Islander	**5**		1	1.7	--	--	--	--
White	**3**		26	49.1	27	12	23	35
	4		18	64.3	17	17	33	33
	5		21	35.0	10	5	19	67
Two or More Races	**3**		4	7.5	--	--	--	--
	5		3	5.0	--	--	--	--
Socioeconomically Disadvantaged	**3**		10	18.9	--	--	--	--
	4		5	17.9	--	--	--	--
	5		17	28.3	47	24	24	6
English Learners	**3**		13	24.5	46	23	15	8
	4		3	10.7	--	--	--	--
	5		7	11.7	--	--	--	--
Students with Disabilities	**3**		6	11.3	--	--	--	--
	4		5	17.9	--	--	--	--
	5		11	18.3	64	9	18	9
Foster Youth	**3**		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	**3**	53	52	98.1	40	37	8	13
	4	28	24	85.7	38	25	25	8
	5	60	56	93.3	32	30	16	21
Male	**3**		25	47.2	44	24	12	20
	4		11	39.3	45	18	18	9
	5		29	48.3	31	21	24	24
Female	**3**		27	50.9	37	48	4	7
	4		13	46.4	31	31	31	8
	5		27	45.0	33	41	7	19
Black or African American	**3**		2	3.8	--	--	--	--
	5		5	8.3	--	--	--	--
Asian	**3**		1	1.9	--	--	--	--
	4		1	3.6	--	--	--	--
	5		1	1.7	--	--	--	--
Filipino	**5**		2	3.3	--	--	--	--
Hispanic or Latino	**3**		17	32.1	53	47	0	0
	4		9	32.1	--	--	--	--
	5		23	38.3	43	39	17	0
Native Hawaiian or Pacific Islander	**5**		1	1.7	--	--	--	--
White	**3**		28	52.8	36	29	14	21
	4		14	50.0	21	29	36	14
	5		21	35.0	10	14	19	57
Two or More Races	**3**		4	7.5	--	--	--	--
	5		3	5.0	--	--	--	--
Socioeconomically Disadvantaged	**3**		10	18.9	--	--	--	--
	4		4	14.3	--	--	--	--
	5		17	28.3	41	41	6	12
English Learners	**3**		15	28.3	33	47	7	7
	4		3	10.7	--	--	--	--
	5		7	11.7	--	--	--	--
Students with Disabilities	**3**		5	9.4	--	--	--	--
	4		4	14.3	--	--	--	--
	5		10	16.7	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	**3**		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement
John Muir Elementary families are an energetic group who look for ways to make our school a more equitable and enriched experience for each of our students. The most visible organizations include our SSC (School Site Council), PTA (Parent Teacher Association), our ELAC (English Learners Advisory Council, who conduct all meetings in Spanish), and our AAU (African American Union). Equally important, and assuredly less visible, are all of the supportive volunteers who work in the classrooms, chaperone field trips, share their expertise or their language and culture with our students, find outside sources of revenue and goods to further academic enrichment and support, or simply create a consistent expectation and space where students can do homework and daily reading.

The John Muir PTA and parent groups actively support our school by planning communitywide 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 mornings (8:30 a.m.) and evenings (6 p.m.). Child care is provided in the evenings. The English Learners Advisory Council meets monthly on the second Thursday at 8:30 a.m. Everyone is welcome, and English translation is provided. The African American Union meets on the last Monday of each month at 6 p.m. Check local calendar for specifics. Parent and community volunteers are welcome and encouraged in our classrooms. Once trained and cleared by the school office, teachers coordinate classroom volunteers.

For more information on how to become involved at the school, please contact name, Jessie Alexander, PTA President, at (310) 399-7721 or jachilenews@yahoo.com.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan
John Muir Elementary'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 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
- Schoolwide standards for dress
- Procedures for student arrival at and dismissal from school
- A safe and orderly environment that is conducive to learning
- Schoolwide discipline plan
- Procedures for reporting hate crimes
- Sexual harassment policy
- Procedures for notifying teachers of dangerous students.

School grounds are open at 7 a.m. for Morning CREST, and close at 6 p.m., when After School CREST ends its program. Breakfast is served at 8:05 a.m. in the cafeteria, and supervision is also provided for all students at the lunch benches starting at that time. 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 available during school hours and is monitored by the office staff through an electronic entrance and video system. Visitors are required to sign in at the office and receive a visitor's 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.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in October 2014.

Suspensions and Expulsions			
School	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	1.21	0.33	0.00
Expulsions Rate	0.00	0.00	0.00
District	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	2.53	1.37	1.81
Expulsions Rate	0.03	0.02	0.03
State	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	**School**	**District**	**State**
English Language Arts			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2011-2012
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		100.0

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				**Number of Classrooms***								
				1-20			**21-32**			**33+**		
Grade	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
K	26	20	19		1	2	2	1				
1	25	25	17			2	2	2				
2	31	23	17			1	1	1	2			
3	28	27	27				2	2	2			
4	28	25	28				2	2	1			
5	26	18	29		1		2	2	2			
Other		6	4		1	1						

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.7
Psychologist	0.4
Social Worker	0.8
Nurse	0.2
Speech/Language/Hearing Specialist	0.8
Resource Specialist	1.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Professional Development provided for Teachers

All teachers and staff in SMMUSD 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 districtwide focus for teacher and administrator professional development include implementation of curriculum guides 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 SMMUSD are the following:

- Developing Professional Learning Communities
- California Standards for ELA and Math—standards-based curriculum and instructional delivery
- Math coaching—expanding our understanding of the standards for mathematical practice
- Using data to improve classroom instruction
- Supporting students with special needs
- Differentiated instruction for all students, including English Learners

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 Math 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 districtwide 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.

FY 2013-14 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$46,115	$43,062
Mid-Range Teacher Salary	$68,853	$67,927
Highest Teacher Salary	$92,701	$87,811
Average Principal Salary (ES)	$111,197	$110,136
Average Principal Salary (MS)	$121,010	$115,946
Average Principal Salary (HS)	$128,527	$124,865
Superintendent Salary	$230,000	$211,869
Percent of District Budget		
Teacher Salaries	37%	39%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$6,135	$617	$5,518	$73,326
District	♦	♦		$76,471
State	♦	♦	$5,348	$71,529
Percent Difference: School Site/District				
Percent Difference: School Site/ State				

* Cells with ♦ do not require data.

Types of Services Funded

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page 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., test data, enrollment, high school 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 may 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.