

Point Dume Marine Science Elementary School

6955 Fernhill Dr. • Malibu, CA 90265 • (310) 457-9370 • Grades K-5

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2018-19 School Accountability Report Card Published During the 2019-20 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, life-long learners; effective, multilingual communicators and global citizens. We are a rich, culturally diverse community that values the contributions of all its members and strives to promote social justice. We exist to assist all students in their pursuit of academic achievement, strength of character, and personal growth, and to support them in their exploration of the intellectual, artistic, technological, physical and social expression.

Our mission is to empower all students by balancing a culture of academic excellence, marine and environmental sciences and the arts to become globally conscious citizens who shape our world by making positive, innovative, and responsible choices.

Point Dume Marine Science School - a two time recipient of the California Distinguished School Award and is located in central Malibu. Our highly qualified and professional staff work collaboratively to ensure that each of our 200 students is afforded the highest quality, well-rounded academic program - that bridges classroom learning with the real world. Our mission is to empower ALL students by balancing a culture of academic excellence, marine and environmental science, technology, instrumental and vocal music, visual art and dance, to become globally conscious citizens who shape our world by making positive, innovative, and responsible choices. In addition to a standards-based academic program, Point Dume Marine Science School has an integrated marine and environmental science program that begins in kindergarten and continues through grade 5. Being located less than a mile from an environmentally sensitive state park and fragile oceanic ecosystem allows us the opportunity to educate our students both inside the classroom, in the marine science lab located on campus, and outside in the local marine habitats, effectively bridging learning with real-world applications. Student achievement is our highest priority with a theme of environmental sustainability for our planet. We have installed solar panels on our campus and advocate for environmental actions to save our planet via beach cleanup; zero-waste lunches; reducing, reusing, and recycling; creating and sustaining our organic edible garden; and being a monarch butterfly way station.

Moreover, PDMSS students have enriched the lives of hundreds of people by participating in projects that exemplify a commitment to people, animals, and the environment.

At PDMSS our collective academic goal is for students to proficiently construct and communicate reasoning using evidence and elaboration both orally and in writing across all disciplines." Socially our goal at PDMSS is to continue to teach our students the importance of every student feeling Important and Included through our Character Counts and Olweus Program and training.

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 and 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	21
Grade 1	24
Grade 2	33
Grade 3	26
Grade 4	34
Grade 5	33
Total Enrollment	171

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.8
Asian	3.5
Filipino	1.8
Hispanic or Latino	7
White	83.6
Two or More Races	1.2
Socioeconomically Disadvantaged	8.8
English Learners	6.4
Students with Disabilities	11.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 for Point Dume Marine	17-18	18-19	19-20
With Full Credential	12		
Without Full Credential	1		
Teaching Outside Subject Area of Competence	0		

Teacher Credentials for Santa Monica-Malibu	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Point Dume Marine Science Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0		
Total Teacher Misassignments*	1		
Vacant Teacher Positions	0		

* Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

All students at Point Dume Marine Science School 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. A districtwide committee of teachers and administrators recommends textbooks and instructional materials for school board approval through a comprehensive process. 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: October 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance Reading, adopted 6/2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	My Math, McGraw Hill, 2013, adopted 3/5/2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Science, Harcourt 2007, adopted 4/19/2007 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%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: November 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Poor	BOYS REST ROOM: 2. EXHAUST FAN IS NOT WORKING. BOYS REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 7.TWO LIGHT DIFFUSERS ARE MISSING. GIRLS REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 9. SINK IS LOOSE FROM WALL. 11. PAINT IS PEELING ON EXTERIOR WALL IN STAIRWELL. SOLAR ELECTRICAL ROOM (19): 2. ROOM IS HOT AND STUFFY (NO VENTILATION). 4. CEILING TILE HAS A WATER STAIN. 7. LIGHT DIFFUSER IS MISSING. 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED. SMOKE DETECTOR IS WRAPPED IN PLASTIC AND TAPED.
Interior: Interior Surfaces	Poor	10/ OCEAN LAB: 4. CEILING TILE IS MISSING. 11: 4. CEILING TILE IS LOOSE. 7. SURGE PROTECTORS ARE DAISY CHAINED. 14: 4. CEILING TILES ARE LOOSE. CEILING TILE IS MISSING. 7. ONE LIGHT DIFFUSER IS LOOSE. 9. DRINKING FOUNTAIN HANDLE IS BROKEN.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>15: 4. CEILING TILE IS MISSING. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. VARNISH IS PEELING ON CABINETS.</p> <p>17: 4. CEILING TILES HAVE WATER STAINS. 7. EXTERIOR OUTLET COVER IS MISSING. 9. DRINKING FOUNTAIN HANDLE IS BROKEN.</p> <p>18: 4. CEILING TILE IS MISSING. 7. ONE LIGHT PANEL IS OUT.</p> <p>2: 4. FORMICA TRIM IS MISSING ON COUNTER TOP. 6. ANTS ARE PRESENT. 9. DRINKING FOUNTAIN HANDLE IS BROKEN.</p> <p>4: 4. CEILING TILE IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.</p> <p>5: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>9/ CCW: 4. CEILING TILES HAVE WATER STAINS. 7. THREE LIGHT PANELS ARE OUT. TWO LIGHT DIFFUSERS ARE LOOSE.</p> <p>K2: 4. CEILING TILE IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING IN CEILING (STORAGE)</p> <p>LIBRARY OFFICE: 4. CEILING TILES ARE MISSING. CEILING TILES ARE BROKEN. CEILING TILE HAS A HOLE. 7. TWO LIGHT PANELS ARE OUT. LIGHT FIXTURE IS LOOSE AND HANGING BY LIVE WIRES.</p> <p>LIBRARY: 4. CEILING TILES ARE LOOSE. CEILING TILES ARE BROKEN. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY.</p> <p>MPR: 4. CEILING TILES HAVE HOLES. 7. WIRE HANGING THROUGH CEILING. 10. FIRE EXTINGUISHER IS MISSING (STAGE). 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON STORAGE.</p> <p>SOLAR ELECTRICAL ROOM (19): 2. ROOM IS HOT AND STUFFY (NO VENTILATION). 4. CEILING TILE HAS A WATER STAIN. 7. LIGHT DIFFUSER IS MISSING. 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED. SMOKE DETECTOR IS WRAPPED IN PLASTIC AND TAPED.</p> <p>WORKROOM: 4. CEILING TILE IS LOOSE. 11. PESTICIDES ARE PRESENT.</p>
<p>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</p>	<p>Good</p>	<p>1: 6. ANTS PRESENT IN SINK BASIN. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>2: 4. FORMICA TRIM IS MISSING ON COUNTER TOP. 6. ANTS ARE PRESENT. 9. DRINKING FOUNTAIN HANDLE IS BROKEN.</p> <p>4: 4. CEILING TILE IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.</p> <p>5: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES. K1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED (STORAGE). K2: 4. CEILING TILE IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING IN CEILING (STORAGE)</p>
<p>Electrical: Electrical</p>	<p>Poor</p>	<p>11: 4. CEILING TILE IS LOOSE. 7. SURGE PROTECTORS ARE DAISY CHAINED. 14: 4. CEILING TILES ARE LOOSE. CEILING TILE IS MISSING. 7. ONE LIGHT DIFFUSER IS LOOSE. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 18: 4. CEILING TILE IS MISSING. 7. ONE LIGHT PANEL IS OUT. 3: 7. LIGHT DIFFUSER IS LOOSE. 4: 4. CEILING TILE IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 6: 7. ELECTRICAL COVER IS MISSING. ELECTRICAL COVER IS LOOSE. 11. IMPROPERLY STORED CLEANING SUPPLIES. 8/ CCW: 7. TWO LIGHT PANELS ARE OUT. TWO LIGHT DIFFUSERS ARE LOOSE. BOYS REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 7. TWO LIGHT DIFFUSERS ARE MISSING. CUSTODIAL: 7. NO LIGHT BULB. 13. HOLE RUSTED THROUGH COVERED WALKWAY. HEALTH OFFICE: 7. ONE LIGHT PANEL IS OUT. ETHERNET COVER IS LOOSE. 11. IMPROPERLY STORED CLEANING SUPPLIES. K1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED (STORAGE). K2: 4. CEILING TILE IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING IN CEILING (STORAGE) KITCHEN: 1. GAS ODOR (ALL PILOT LIGHTS ARE OUT). 2. VENT COVER IS MISSING. 7. ONE HOOD LIGHT IS OUT. ONE LIGHT PANEL IS BAD. ELECTRICAL COVER IS MISSING IN CEILING. MPR: 4. CEILING TILES HAVE HOLES. 7. WIRE HANGING THROUGH CEILING. 10. FIRE EXTINGUISHER IS MISSING (STAGE). 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON STORAGE. PE STORAGE: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. DRY ROT AT BASE OF DOOR FRAME. SOLAR ELECTRICAL ROOM (19): 2. ROOM IS HOT AND STUFFY (NO VENTILATION). 4. CEILING TILE HAS A WATER STAIN. 7. LIGHT DIFFUSER IS MISSING. 10. FLAMMABLE MATERIALS ARE</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		IMPROPERLY STORED. SMOKE DETECTOR IS WRAPPED IN PLASTIC AND TAPED.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	14: 4. CEILING TILES ARE LOOSE. CEILING TILE IS MISSING. 7. ONE LIGHT DIFFUSER IS LOOSE. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 16: 4. CEILING TILES HAVE WATER STAINS. 7. SIX LIGHT DIFFUSERS ARE LOOSE. 9. FAUCET HANDLE IS LOOSE. 11. IMPROPERLY STORED CLEANING SUPPLIES. 2: 4. FORMICA TRIM IS MISSING ON COUNTER TOP. 6. ANTS ARE PRESENT. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. BOYS REST ROOM: 9. ONE FAUCET HAS NO FLOW. GIRLS REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 9. SINK IS LOOSE FROM WALL. 11. PAINT IS PEELING ON EXTERIOR WALL IN STAIRWELL.
Safety: Fire Safety, Hazardous Materials	Fair	1: 6. ANTS PRESENT IN SINK BASIN. 11. IMPROPERLY STORED CLEANING SUPPLIES. 13: 11. IMPROPERLY STORED CLEANING SUPPLIES. 15: 4. CEILING TILE IS MISSING. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. VARNISH IS PEELING ON CABINETS. 16: 4. CEILING TILES HAVE WATER STAINS. 7. SIX LIGHT DIFFUSERS ARE LOOSE. 9. FAUCET HANDLE IS LOOSE. 11. IMPROPERLY STORED CLEANING SUPPLIES. 5: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES. 6: 7. ELECTRICAL COVER IS MISSING. ELECTRICALCOVER IS LOOSE. 11. IMPROPERLY STORED CLEANING SUPPLIES. FIRE ALARM PANEL: 2. ROOM IS HOT AND STUFFY. 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED. GIRLS REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 9. SINK IS LOOSE FROM WALL. 11. PAINT IS PEELING ON EXTERIOR WALL IN STAIRWELL. HEALTH OFFICE: 7. ONE LIGHT PANEL IS OUT. ETHERNET COVER IS LOOSE. 11. IMPROPERLY STORED CLEANING SUPPLIES. LIBRARY: 4. CEILING TILES ARE LOOSE. CEILING TILES ARE BROKEN. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>MPR: 4. CEILING TILES HAVE HOLES. 7. WIRE HANGING THROUGH CEILING. 10. FIRE EXTINGUISHER IS MISSING (STAGE). 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON STORAGE.</p> <p>PTA: 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>SOLAR ELECTRICAL ROOM (19): 2. ROOM IS HOT AND STUFFY (NO VENTILATION). 4. CEILING TILE HAS A WATER STAIN. 7. LIGHT DIFFUSER IS MISSING. 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED. SMOKE DETECTOR IS WRAPPED IN PLASTIC AND TAPED.</p> <p>WORKROOM: 4. CEILING TILE IS LOOSE. 11. PESTICIDES ARE PRESENT.</p>
<p>Structural: Structural Damage, Roofs</p>	<p>Good</p>	<p>ADMIN: 13. HOLES RUSTED THROUGH COVERED WALKWAY. 14. STEP IS BROKEN ON MAIN ENTRYWAY.</p> <p>CUSTODIAL: 7. NO LIGHT BULB. 13. HOLE RUSTED THROUGH COVERED WALKWAY.</p> <p>MPR: 4. CEILING TILES HAVE HOLES. 7. WIRE HANGING THROUGH CEILING. 10. FIRE EXTINGUISHER IS MISSING (STAGE). 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON STORAGE.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	<p>Good</p>	<p>ADMIN: 13. HOLES RUSTED THROUGH COVERED WALKWAY. 14. STEP IS BROKEN ON MAIN ENTRYWAY.</p> <p>PE STORAGE: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. DRY ROT AT BASE OF DOOR FRAME.</p>
<p>Overall Rating</p>	<p>Poor</p>	

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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	81	82	75	74	50	50
Math	66	64	61	61	38	39

Note: 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	87	78	89.66	82.05
Male	49	44	89.80	79.55
Female	38	34	89.47	85.29
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
White	75	66	88.00	83.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	14	13	92.86	69.23

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	43.3	13.3	10.0

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

**School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	87	78	89.66	64.10
Male	49	44	89.80	68.18
Female	38	34	89.47	58.82
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
White	75	66	88.00	65.15
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	14	13	92.86	53.85

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The PDMSS school safety plan is reviewed and updated by our safety committee annually (September 2016, January 2017 and May 2017). Each year the plan is reviewed by staff (October) and implemented on a monthly basis per the districts emergency drill expectations. Key elements included classroom safety kits, entire school safety drill (October) and a progressive discipline philosophy involving the components of teaching exceptional social behavior, choice and parental involvement.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.5	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.1	2.4	2.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	.5

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21	1	1		24		1		21		1	
1	18	1			19	1			24		1	
2	17	2			20	1			23		1	
3	24		1		20	1	1		18	2		
4	25		2		24		1		20	1		
5	29		1		26		2		24		2	
Other**					19	1						

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

In addition to district provided training; PDMSS staff participate in monthly 90 minute seminars, as well as, 4 days of writing instruction during the year. Professional focus areas include:

2015 - 2016 Professional Development

1. California Standards for ELA and Math and Next Generation Science Standards—standards-based curriculum and instructional delivery
2. Math coaching—expanding our understanding of the standards for mathematical practice
3. Using data to improve classroom instruction
4. Implementation of Readers/Writer’s Workshop
5. Introduction of Kagan Structures for classroom discipline
6. Olweus Training

2016 - 2017 Professional Development

1. Supporting students with special needs through Leveled Literacy Support
2. California Standards for ELA and Math and Next Generation Science Standards—standards-based curriculum and instructional delivery
3. Math coaching—expanding our understanding of the standards for mathematical practice
4. Using data to improve classroom instruction
5. Supporting students with special needs through Leveled Literacy Support
6. Differentiated instruction for all students, including English Learners
7. School wide Thinking Map instruction for teachers
8. School wide Write From The Beginning Training
9. Introduction of Teachers College Instruction

2017 - 2018 Professional Development

1. Supporting students with special needs through Leveled Literacy Support
2. Differentiated instruction for all students, including English Learners
3. School wide Thinking Map instruction for teachers
4. School wide Write From The Beginning Training
5. Depth and Complexity Training
6. Readers/Writers Training (refinement)
7. Student Engagement Strategies in reading and math
8. Initial Equity Training
9. Character Counts Training
10. OLWEUS Training for new staff

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 math coaching, a professional development team and the beginnings of our Professional Development Team. 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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,859	\$51,374
Mid-Range Teacher Salary	\$74,444	\$80,151
Highest Teacher Salary	\$100,278	\$100,143
Average Principal Salary (ES)	\$124,840	\$126,896
Average Principal Salary (MS)	\$138,074	\$133,668
Average Principal Salary (HS)	\$150,077	\$143,746
Superintendent Salary	\$240,000	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	5%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10,163	\$43	\$10,120	\$86,642
District	N/A	N/A	\$8,432	\$82,621.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	18.2	
School Site/ State		

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Point Dume Marine Science School allocates the majority of funding it receives from the state of California to hire instructional assistants, a literacy coach, professional development and provide schoolwide computer instruction through PlanetBravo. Furthermore, SMMUSD uses Title II funds to support a Math and Secondary Support Coordinator to:

- work with teachers/administrators to support student learning around math content and practices for all students
- facilitate and review the guaranteed and viable curriculum that includes use of common formative assessments to gauge student achievement
- support ongoing intervention/enrichment opportunities to address student growth and needs

Title III funds are utilized to expand educational opportunities that increase language and academic proficiency of our English learners, and to expand parent engagement opportunities.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. 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.