

# SARC School Accountability Report Card 2005-2006



## Santa Monica-Malibu Unified School District

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## SMASH

(Santa Monica Alternative School House)

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The California Constitution requires that a School Accountability Report Card (SARC) be prepared annually for each school. The Education Code states that the SARC "shall provide data by which parents can make meaningful comparisons between public schools enabling them to make informed decisions on which school to enroll their children." We believe that information contained in this report will enable you, the reader, to gain an accurate and realistic picture of Santa Monica Alternative School House.

### 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, multi-lingual 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.

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## Principal's Message

SMASH is a progressive school of choice in the Santa Monica-Malibu Unified School District. We utilize a constructivist approach to learning that provides opportunities for students to take ownership of their education.

Our curriculum is co-constructed with teachers and students sharing in the process. We are committed to creating a learning environment that embraces each child's learning style and promotes their individual growth. We have an extremely dedicated teaching staff who strive to meet each child's individual needs.

Our teachers are life-long learners themselves and have high expectations for each of their students. They spend quality time working collaboratively in team teaching environments and explore innovative teaching practices to help our students reach their potential. The result of their work is evident as one walks through the campus.

Students are engaged in learning activities that require them to think, construct meaning, and communicate what they have learned as it relates to real-life situations. Students take active roles in their learning and are part of both the creation of the activities as well as the assessment of their own growth.

We believe that this active involvement will create life-long learners and successful, productive citizens in our ever changing world.



Carrie Ferguson, Principal



## School Description

SMASH was founded in 1973 by parents, teachers and students as a progressive school of choice in the Santa Monica-Malibu Unified School District. Teachers use a constructivist approach to learning with a curriculum that builds upon and grows from student interest and real life issues and problems. This curriculum is developed collaboratively between teachers and students. Our structure is flexible including heterogeneous and multi-age groupings of children and we promote an environment that embraces freedom with responsibility and deals with the tension and balance that exists between the needs of the individual and the needs of the community. Our ultimate goal is to nurture students to be competent, compassionate, confident and creative citizens in our continually changing world.



## Opportunities for Parent Involvement

There are numerous ways to be involved as a parent at SMASH. We have an extremely active PTSA that consistently has 100% participation. The SMASH PTSA is founded upon the goals and values of the state and national PTA. This common goal for parents, teachers and students is to improve the lives of students, not only at SMASH, but within the larger community as well. Some of the ways to be involved include being a PTSA officer, committee chair, or attending meetings. Our PTSA has very committed individuals who work hard to promote the education of all students. In addition to our officers, SMASH has several PTSA committees including: Fund raising, Earthquake safety, Parent Education, and Diversity Advisory. Parents can also be involved in our Site Council that meets monthly to develop goals for the school and to follow up on the effects of those goals. SMASH knows that parents are the most important part of a child's education and they are part of the process in determining student goals. This is done in a collaborative way where students, parents and teachers look at a student's portfolio and help set new goals, both academic and social.

## School Mission Statement

At SMASH, we strive to help children become active citizens in a democracy that is still being shaped. We want our students to be a part of that shaping in ethical, moral, creative and thoughtful ways. There are three important components that serve as a guide in the development of the SMASH alternative program. First, is a curriculum that builds upon student interest and real life issues and problems. Next, a structure that offers flexibility that includes heterogeneous and multi-age group arrangements for children. Finally, an environment that embraces freedom with responsibility and addresses the balance between the needs of the individual and the needs of the community. Our instructional staff is continuously focused on these important elements in order to build a solid, yet ever-changing, innovative program.

## School Enrollment & Demographic Information

### Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Racial / Ethnic Category	Percent of Total Enrollment
African-American	11.4
American Indian or Alaska Native	0.5
Asian	6.7
Filipino	2.1
Hispanic or Latino	17.6
Pacific Islander	0.0
White (Not Hispanic)	57.5
Multiple or No Response	4.1
Socioeconomically Disadvantaged	12.0
English Learners	5.0
Students with Disabilities	12.0

### Student Enrollment by Grade Level

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

Grade Level	Number of Students
Kindergarten	20
Grade 1	20
Grade 2	20
Grade 3	20
Grade 4	22
Grade 5	23
Grade 6	20
Grade 7	24
Grade 8	24
<b>Total Enrollment</b>	<b>193</b>



## School Safety, Discipline & Climate for Learning

Children at SMASH are in a safe environment before, during and after school every day. In the mornings, staff members provide curb-side valet for families to ensure that families can drop off their children quickly and safely. Staff members are also on the yard to help supervise children for 15 minutes before school. During school, staff members provide supervision during break and lunch in order to maintain a safe environment for all children. Children are supervised for 15 minutes after school on the yard and after school care is available for all children. All staff at SMASH have been trained in "Responsive Classroom" techniques and use conflict resolution strategies to help children resolve conflicts. Older students are trained to work with younger children to help them resolve minor conflicts as well. At SMASH, students are groups in Cores of mixed-aged children and are taught by a team of teachers. The classrooms interconnect to allow for flexible grouping and easy transitions between rooms, which supports SMASH's constructivist curriculum.

## Suspensions & 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		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	0.0053	0.0314	0.0104	0.0534	0.0709	0.0680
Expulsions	0	0	0	0.0003	0.0008	0.0007



## School Facilities

SMASH is a progressive school of choice located just a few blocks from the beach. Constructed in 1997, the school buildings are accentuated by high, open-air ceilings in keeping with the Modern style architecture. Classrooms are open and welcoming and are constructed to allow for classrooms to interconnect. This structure supports our practice of team teaching. A second phase of construction was completed in 2002 and three new classrooms were added to accommodate the student population. Our playground, restroom facilities, cafeteria and media center are cared for daily to provide for a safe and clean learning environment. To ensure the safety and preparedness of students and staff for all emergency situations, we have a school safety plan in place. We also conduct monthly fire evacuation drills and implement two comprehensive disaster preparedness drills each year. Our school safety plan is updated annually. The facility that supports our school is well-maintained and is in well-functioning condition. Needed maintenance includes routine roof maintenance to keep warranties in effect, and deferred maintenance projects include flooring replacement, interior and exterior painting, and some light asphalt repairs. We are proud that our school district 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.

For more information please visit <http://www.cde.ca.gov/ta/ac/sa/sarcnews040005.asp>

## School Facility Conditions - Results of Inspection & Evaluation

Evaluation Part	Facility in Good Repair?	Person Certifying	Date Certified	Deficiency and Remedial Actions Taken or Planned	Date Action Taken or Planned
Gas Leaks	Yes	J.W.Berriman	11/30/2006		
Mechanical Systems	Yes	J.W.Berriman	11/30/2006		
Windows/Doors/Gates (interior and exterior)	Yes	J.W.Berriman	11/30/2006		
Interior Surfaces (walls, floors and ceilings)	Yes	J.W.Berriman	11/30/2006		
Hazardous Materials (interior and exterior)	Yes	J.W.Berriman	11/30/2006		
Structural Damage	Yes	J.W.Berriman	11/30/2006		
Fire Safety	Yes	J.W.Berriman	11/30/2006		
Electrical (interior/exterior)	Yes	J.W.Berriman	11/30/2006		
Pest/Vermin Infestation	Yes	J.W.Berriman	11/30/2006		
Drinking Fountains (inside/outside)	Yes	J.W.Berriman	11/30/2006		
Restrooms	Yes	J.W.Berriman	11/30/2006		
Sewer	Yes	J.W.Berriman	11/30/2006		
Playground/School Grounds	Yes	J.W.Berriman	11/30/2006		
Other	Yes	J.W.Berriman	11/30/2006	Exterior painting required	12/06 - 3/07
How old is this school?	1997				
Deferred Maintenance Projects at this site?	No				
Modernization Projects?	No				



## California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 4, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

The California Standards Tests in English-language arts, mathematics, science, and history-social science are administered only to students in California public schools. Except for a writing component that is administered as part of the grade four and seven English-language arts tests, all questions are multiple choice. These tests were developed specifically to assess students' knowledge of the California content standards. The State Board of Education adopted these standards that specify what all California children are expected to know and be able to do in each grade or course. The 2006 CSTs were required for students who were enrolled in the following grades/courses at the time of testing or who had completed a course during the 2005–06 school year, including 2005 summer school.

All Students in Grades 2 – 11	English-Language Arts
All Students in Grades 2 – 9	Mathematics
All Students in Grades 5, 8, and 10	Science
Grade 8 – 11 students who completed	Algebra I, Geometry, Algebra II, or Integrated Mathematics 1, 2, or 3
Grade 8 and 9 students who did not complete one of the above math courses during the school year	General Mathematics
Grade 9 and 10 students who completed Algebra II or Integrated Mathematics 3 during the previous grade and grade 11 students who completed Algebra II or Integrated Mathematics 3 anytime before 2006 testing began, including students taking higher mathematics courses or no mathematics course	Summative High School Mathematics
All Students in Grades 8, 10, and 11	History-Social Science
Grade 9 – 11 students who completed	Earth Science, Biology, Chemistry, Physics, or Integrated/Coordinated Science 1, 2, 3, or 4

CST scores are reported as one of five performance levels from advanced to far below basic. The scores are used for calculating each school's Academic Performance Index (API). Only the results of the California English-Language Arts and Mathematics Standards Tests are used to determine the progress elementary and middle schools are making toward meeting the federal No Child Left Behind (NCLB) Act of 2001 adequate yearly progress (AYP) requirement of having all students score at proficient or above on these tests.

## CST Results by Student Group - Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History - Social Science
African American	9	9	*	*
American Indian or Alaska Native	*	*	*	
Asian	*	*	*	*
Filipino	*	*		
Hispanic or Latino	16	0	*	*
White (Not Hispanic)	59	29	43	27
Male	49	24	55	31
Female	36	17	18	*
Economically Disadvantaged	20	8	*	*
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*

## CST Results for All Students -- Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	45	51	43	56	61	64	36	40	42
Mathematics	16	14	21	48	51	53	34	38	40
Science	18	23	38	43	40	54	25	27	35
History-Social Science	*	13	25	46	49	54	29	32	33



## Non-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less.

### NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	51	55	41	61	63	60	43	41	42
Mathematics	34	45	30	67	68	68	51	52	53



### NRT Results by Student Group -- Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	*	*
Asian	*	*
Filipino	*	*
Hispanic or Latino	*	*
White (not Hispanic)	58	25
Male	21	36
Female	62	23
Economically Disadvantaged	*	*
English Learners	*	*
Students with Disabilities	*	*



## California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

For more information regarding Physical Fitness Tasks, please see: [http://data1.cde.ca.gov/dataquest/PhysFitness/gls\\_pft\\_tasks.asp](http://data1.cde.ca.gov/dataquest/PhysFitness/gls_pft_tasks.asp)

HFZ: The "Healthy Fitness Zone" The Fitnessgram uses criterion-referenced standards to evaluate fitness performance. The standards were established by the Cooper Institute for Aerobics Research to represent a level of fitness that offers some degree of protection against diseases that result from sedentary living. Findings from current research based on the United States national norms have been used as the basis for establishing the Fitnessgram standards. Performance is classified into two general areas: "in the healthy fitness zone (HFZ)" and "needs improvement." For a list of the standards for the HFZ, see [Fitnessgram Standards for Healthy Fitness Zone](#). All students should strive to achieve a score within the HFZ. It is possible that some students score above the HFZ. For the purpose of this report, scores are reported as meeting the standard (falling in the fitness zone) or not meeting the standard (falling lower than the HFZ).

Physical Fitness Tasks	Grade 5			Grade 7		
	Total Tested	% in HFZ	% Not in HFZ	Total Tested	% in HFZ	% Not in HFZ
Aerobic Capacity	23	78.3	21.7	23	52.2	47.8
Body Composition	23	78.3	21.7	23	65.2	34.8
Abdominal Strength	23	100.0	0.0	23	95.7	4.3
Trunk Extension Strength	23	91.3	8.7	23	100.0	0.0
Upper Body Strength	23	91.3	8.7	23	100.0	0.0
Flexibility	23	73.9	26.1	23	73.9	26.1
Number of fitness standards achieved	Grade 5			Grade 7		
	Number	Percent	Cum. Percent	Number	Percent	Cum. Percent
6 of 6 fitness standards	10	43.5	43.5	7	30.4	30.4
5 of 6 fitness standards	8	34.8	78.3	8	34.8	65.2
4 of 6 fitness standards	3	13.0	91.3	6	26.1	91.3
3 of 6 fitness standards	2	8.7	100.0	2	8.7	100.0
2 of 6 fitness standards	0	0.0	100.0	0	0.0	100.0
1 of 6 fitness standards	0	0.0	100.0	0	0.0	100.0
0 of 6 fitness standards	0	0.0	100.0	0	0.0	100.0
Total tested	23	100.0		23	100.0	



## Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide			
Similar Schools			

### State Award & Intervention Programs

No schools in the Santa Monica-Malibu Unified School District qualified for the Immediate Intervention Underperforming Schools Program (II/USP). Although state award programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report. Two Title I elementary schools in SMMUSD, Edison Language Academy and McKinley Elementary School received the Academic Achievement Award from the state.

### Federal Intervention Programs

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	n/a	0
First Year of Program Improvement Implementation	n/a	0
Year in Program Improvement	n/a	0
Number of Schools Currently in Program Improvement	0	0
Percent of Schools Currently in Program Improvement	0.0	0.0

### Adequate Yearly Progress (AYP)

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

### API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: \* means that the student group is not numerically significant. "A" means the subgroup scored at or above the interim statewide performance target of 800.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School				
African American				
Asian				
Hispanic or Latino				
White (not Hispanic)				
Socioeconomically Disadvantaged				
English Learners	--	--		
Students with Disabilities	--	--		



### AYP Overall & by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	Yes
Participation Rate - English-Language Arts	No	Yes
Participation Rate - Mathematics	No	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	No	Yes
API	No	Yes
Graduation Rate	N/A	Yes



## Local Assessment

### SMASH Student Assessment Process

Our goal in assessment is to understand and know the complexity of each child's development rather than to compare children with each other. If we are to uphold the tenet that each child is unique, then it is imperative that this belief be reflected in our practices of assessment, as well as in our instruction. Therefore, we have worked and are continuing to work to develop an assessment process that is more congruent with our school philosophy and helps students, teachers, and parents identify the qualities of children's growth and learning. At SMASH we follow a process of inquiry in development of our school, school programs and activities. This process means questioning the taken-for-granted ideas about learning and schooling and not assuming we all know or agree upon the answers.

### Purposes of Student Assessment

- To increase student, teacher, and parent awareness of a child's strengths and growth
- To gain insight into a child's thinking and understanding
- To assist children's authentic development of self-knowledge
- To inform teachers about the need for programmatic/instructional changes or activities
- To increase students' and teachers' thoughtfulness about their work
- To communicate to children and families expectations and standards
- To promote students' active involvement in the assessment process

Keeping these purposes in mind, it is important to establish a set of principles that serve as guides in the creation of assessment procedures and activities. These guides ensure congruency of these activities with our purposes, our school program and philosophy, and throughout the school. Each of these principles grows out of our knowledge about how children learn, what promotes individual development, and how we come to know ourselves.

### Guiding Principles

- The assessment process/activity will be child-centered. The focus will not be on the outside knowledge given to a child, but what the child is coming to know, understand, and do.
- The assessment process/activity will focus on a child's assets and growth.
- The assessment process/activity will be interactive in nature. It will involve discussions, conversations, and writing with students, teachers, and parents.
- There will consistently be an opportunity for children's self-assessment. The teacher will help guide this process, but the child will be an active participant in the assessment activity rather than a passive receiver of an outside evaluation.
- As much as possible the assessment will be contextualized, in that it will take place within the process of learning-inaction rather than solely on a final product.
- The assessment process will be on going throughout the child's time at SMASH. This process will be qualitative and will involve both formal and informal assessment opportunities.

### Rationale for Alternative Assessment

Noted researcher on human development, Robert Bills, has stated that the most important ideas are the ones that children have about themselves. We believe in the power of that statement. If we are consistently unsure or doubtful of ourselves or judge ourselves by what others say of our strengths and challenges, we are limiting ourselves in many ways. In school, we often send the message to children that it is others' opinions of us that count. In our work to foster efficacious human beings, we understand the importance of providing children with ample and consistent opportunities to critically assess themselves with the support of other adults. Student self-assessment and reflection on their work and development is an important component for all of the assessment activities.

The focus of our assessments on assets is extremely important in the fostering of a supportive climate for children. The constructivist view of learning sees children as resources and full of knowledge. Rather than beginning with what children don't know or do not have, we begin with what children do know and can do and we build from there. By identifying children's assets or strengths we encourage children to be resourceful and recognize the resources they have. From year to year we look for information that relates to these resources and their growth and development. At SMASH we are turning our thinking upside down for the benefit of the child by identifying children's assets rather than their deficits.



## Quality of School Instruction & Leadership

The SMASH program is designed to address the long-term development of a child. We work with children over a nine-year period of time. During those years we promote the knowledge, skills, and dispositions identified in our curricular framework. The child, who is viewed as a developing citizen, is at the center of our framework. Surrounding the child (citizen) are the knowledge, skills, and dispositions that will enhance that child's growth into an ethical, moral, thoughtful, and creative active citizen.

Knowledge is viewed as a way of understanding the world. Knowledge also involves various lenses through which to see and know the world. Children learn to look at the world, an issue, or a problem through these lenses (historically, mathematically, scientifically, artistically, sociologically, and politically). By utilizing these disciplines in understanding their world, children will become more resourceful and critical. The skills children will need to apply and transform their understandings are embedded in and grow out of the work in which they are engaged daily. Children will also become skillful readers, writers, problem-solvers, communicators, and critical thinkers.

One's dispositions are qualities and habits of one's mind and spirit that distinguish an individual or a group. At SMASH, we believe in the education of the whole child. Therefore, the dispositions promoted directly or indirectly in school are of equal importance in the child's development and well-being as are skills and knowledge. In a community there is a constant tension between the individual (character) and the community. It is our intent to help children consciously wrestle with and reconcile these tensions in ways that encourage efficacy rather than complacency.



## Quality, Availability & Currency of Textbooks

The following is 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. This information was presented in a public hearing on Oct. 27, 2005 at 5:30 pm in the District Board room.

The SMASH staff has mapped the curriculum and determined that the standards for each grade level in each subject area (English Language Arts, Mathematics, Science, Social Studies and Health) are met with the instructional materials that each teachers uses. Every child has sufficient textbooks and/or instructional materials.

For students in K-8, the instructional materials were purchased from an approved standards-aligned state adoption list as required by CCR, Title 5, and Section 9531.

## Instructional Minutes/Minimum Days

The California Education Code establishes a required number of minutes per year for each grade. The table below compares the number of instructional minutes offered at the school level to the state requirement for each grade. Each site considers these requirements when scheduling minimum days to insure that standards are maintained or exceeded.

The table below shows the number of minimum days for this school. These days allow teachers and administrators to collaborate on curriculum and instructional issues, to review school goals and progress in meeting those goals. Minimum days also provide school staff the opportunity to prepare for educational programs, parent conferences and school and District sponsored events.

The California Education Code establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Number of Minimum Days	Total Instructional Minutes	Required by State
K	9	46,280	36,000
1, 2, 3	9	55,800	53,100
4, 5, 6, 7, 8	9	55,800	54,480



## Use of Technology

The school district embarked on a number of technology projects that are having great success and address a broad spectrum of students and teachers across the district.

The district received an EETT (Enhancing Education Through Technology) grant which targets grades 4-8 at John Adams Middle School and its pathway schools Edison, Grant, Muir, Rogers, and additionally McKinley. The grant focuses on mathematics using Riverdeep's award winning Destination Math software in conjunction with SmartBoards. Over 40 SmartBoards were purchased and installed with over 150 laptop and desktop computers. Extensive training and support are included in the grant. Other schools not included in the grant have also joined in the project ordering the software and SmartBoards for their schools as well. The math software is accessible for students and parents from outside the school via home, public libraries, or other public access locations.

Another important project has been the implementation of broad data access tool called DataDirector from Achieve Data Solutions. This system provides access via the web for all teachers and administrators to over 5 years of demographic and assessment data for all our students with powerful tools for disaggregation and analysis. The new system also includes a new elementary standards based report card.

The district's library system was upgraded to the latest versions which allow greater flexibility in terms of accessing library and textbook resources throughout the district. It is primarily web based for students and is accessible from outside of school as well. All library and textbooks are barcoded and tracked efficiently through this system. Along with the district library system, all school libraries offer a wide variety of online commercial databases and research resources.

The Special Education department moved to new software for tracking students and providing state reporting for all special education students. The new system is entirely web based and serves the entire Tri-City SELPA including Santa Monica-Malibu, Beverly Hills and Culver City. The new system includes online IEPs that teachers and special education staff can use from anywhere they have Internet access.

School	# of Computers	# of Students per Computer	# of Classrooms with Internet
SMASH	55	3.5	9
District Total:	2,970	4.1	604
County Total:	383,792	4.5	79,482
State Totals:	1,389,805	4.5	320,997



## Average Class Size & Class Size Distribution

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2003-04			2004-05			2005-06					
	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+
5								23.0		1		
K-3	20.0	4		41.0			4	20.5	3	1		
4-8	22.2	1	4	42.0			2	22.0	2	2		

## Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2003-04	2004-05	2005-06
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%



## Teacher Evaluations

Teacher evaluation procedures are defined in the SMMCTA-SMMUSD Bargaining Agreement. Non-permanent teachers (temporary and probationary) are formally evaluated at least two times a year. Tenured teachers are evaluated every two years, and they have an option of a formal (2-year) professional growth cycle every other evaluation. The district, in cooperation with the Santa Monica-Malibu Classroom Teachers Association (SMMCTA), has developed and implemented a new standards-based evaluation system, which is being phased in for all classroom teachers, based on their hire date in the district. This system evaluates teachers based on the California Standards for the Teaching Profession (CSTP). All evaluations are confidential. Teachers may receive final ratings of satisfactory, needs improvement, or unsatisfactory.



## Staff Education Level & Service Report for Certificated Staff

School	Gender	Education Level							Years of Service		
		Doctorate	Master's Degree +30	Master's Degree	Bachelor's Degree +30	Bachelor's Degree	Less than Bachelor's	None Reported	Total Staff	Avg. Years of Ed. Service	Avg. Years in the District
SMASH	Female	1 (14.3 %)	0 (0.0 %)	3 (42.9 %)	2 (28.6 %)	1 (14.3 %)	0 (0.0 %)	0 (0.0 %)	7	6.4	5.4
	Male	0 (0.0 %)	1 (50.0 %)	0 (0.0 %)	1 (50.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	2	7.5	3.0
<b>Total</b>		1 (11.1 %)	1 (11.1 %)	3 (33.3 %)	3 (33.3 %)	1 (11.1 %)	0 (0.0 %)	0 (0.0 %)	9	6.7	4.9
Districtwide	Female	8 (1.7 %)	87 (18.8 %)	164 (35.4 %)	142 (30.7 %)	62 (13.4 %)	0 (0.0 %)	0 (0.0 %)	463	13.1	9.6
	Male	8 (4.8 %)	35 (21.1 %)	45 (27.1 %)	54 (32.5 %)	24 (14.5 %)	0 (0.0 %)	0 (0.0 %)	166	14.0	11.7
<b>Total</b>		16 (2.5 %)	122 (19.4 %)	209 (33.2 %)	196 (31.2 %)	86 (13.7 %)	0 (0.0 %)	0 (0.0 %)	629	13.4	10.1
Countywide	Female	472 (0.8 %)	10,466 (18.4 %)	10,007 (17.6 %)	22,321 (39.2 %)	13,633 (23.9 %)	44 (0.1 %)	2 (0.0 %)	56,945	12.2	10.7
	Male	534 (2.3 %)	4,319 (18.2 %)	3,590 (15.2 %)	8,532 (36.1 %)	6,632 (28.0 %)	55 (0.2 %)	4 (0.0 %)	23,666	12.0	10.5
	None Reported	3 (4.4 %)	13 (19.1 %)	12 (17.6 %)	24 (35.3 %)	16 (23.5 %)	0 (0.0 %)	0 (0.0 %)	68	2.0	2.0
<b>Total</b>		1,009 (1.3 %)	14,798 (18.3 %)	13,609 (16.9 %)	30,877 (38.3 %)	20,281 (25.1 %)	99 (0.1 %)	6 (0.0 %)	80,679	12.2	10.6
Statewide	Female	1,259 (0.6 %)	31,057 (14.0 %)	41,212 (18.6 %)	105,462 (47.6 %)	42,019 (19.0 %)	543 (0.2 %)	51 (0.0 %)	221,603	12.6	10.4
	Male	1,326 (1.5 %)	13,038 (15.1 %)	15,171 (17.6 %)	37,879 (44.0 %)	18,260 (21.2 %)	474 (0.5 %)	38 (0.0 %)	86,186	13.0	10.8
	None Reported	3 (4.0 %)	13 (17.3 %)	12 (16.0 %)	27 (36.0 %)	19 (25.3 %)	0 (0.0 %)	1 (1.3 %)	75	5.7	4.3
<b>Total</b>		2,588 (0.8 %)	44,108 (14.3 %)	56,395 (18.3 %)	143,368 (46.6 %)	60,298 (19.6 %)	1,017 (0.3 %)	90 (0.0 %)	307,864	12.7	10.5

## Availability of Substitutes

Our solid pool of substitute teachers are competent professionals, some of whom are fully credentialed. They exhibit a true understanding of SMASH and of our educational philosophy and have a positive rapport with both students and staff.



## Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	8	9	8	602
Without Full Credential	1	1	1	27
Teaching Outside Subject Area of Competence	0	0	0	---

## Teacher Misassignments & 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	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	2	2	2
Total Teacher Misassignments	2	2	2
Vacant Teacher Positions	0	0	0



## Core Academic Courses Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	93.0	7.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	94.0	6.0

## Counselors & Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Academic Counselor	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (paraprofessional)	0.0
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist (non-teaching)	1.0
Other	0.0



## Professional Development

All teachers and staff at each of our school sites participate in ongoing professional development and curriculum and instructional improvement efforts through "banked time," 90 minutes of meeting and professional development time each week at each site. In addition, there are three days set aside in our calendar for intensive professional development and planning. One of these days is a district-wide day, the other two are developed by, and conducted at, individual sites.

Areas of district-wide focus for teacher and administrator professional development are determined by a needs assessment conducted by Educational Services. The needs assessment consisted of a review of summative and formative data from all school sites and the collection of input from teachers and administrators. Among the primary focus areas for professional development in SMMUSD schools are the following:

- The Principles of Learning, especially Academic Rigor in a Thinking Curriculum, Clear Expectations, and Accountable Talk
- Lesson Link where teachers work together to co-plan, teach, revise and publish lessons for one another
- Academic Conferences where teachers review data, discuss options and select additional areas of focus for instructing students in their classes
- Literacy and Mathematics
- Using data to improve classroom instruction
- Culturally Relevant Pedagogy
- Supporting students with special needs
- Safe schools and healthy students
- Character education
- Frontloading instruction for English Language Learners
- Differentiated Instruction

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.

A variety of methodologies are used to provide professional development. It is a goal for the SMMUSD to provide coaching to teachers through a variety of mechanisms. Coaching and mentoring occur through several programs – BTSA, National Boards, literacy and ELD coaching, teacher leadership, and such specialized programs as Cotsen Fellows and Mentors and Lesson Link. Additionally, professional development occurs through workshop series during banked time or as after school opportunities. Teachers may also attend workshops or conferences as school improvement and grant funding permit. Occasionally, teachers will attend a full-day professional development opportunity offered by our own staff or appropriately selected consultants. We have worked closely with the Writing Workshop program out of Teachers College of Columbia as well as the Six Traits of Writing out of Great Source programs.

Each August, all teachers new to Santa Monica-Malibu are invited to participate in Teacher Academy – three days of 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.



## Teacher & Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$39,805	\$37,172
Mid-Range Teacher Salary	\$59,432	\$58,436
Highest Teacher Salary	\$80,017	\$73,583
Average Principal Salary (Elementary)	\$101,500	\$93,347
Average Principal Salary (Middle)	\$106,756	\$97,873
Average Principal Salary (High)	\$117,424	\$105,556
Superintendent Salary	\$155,717	\$159,227
Percent of Budget for Teacher Salaries	41.2	42.1
Percent of Budget for Administrative Salaries	6.3	5.3

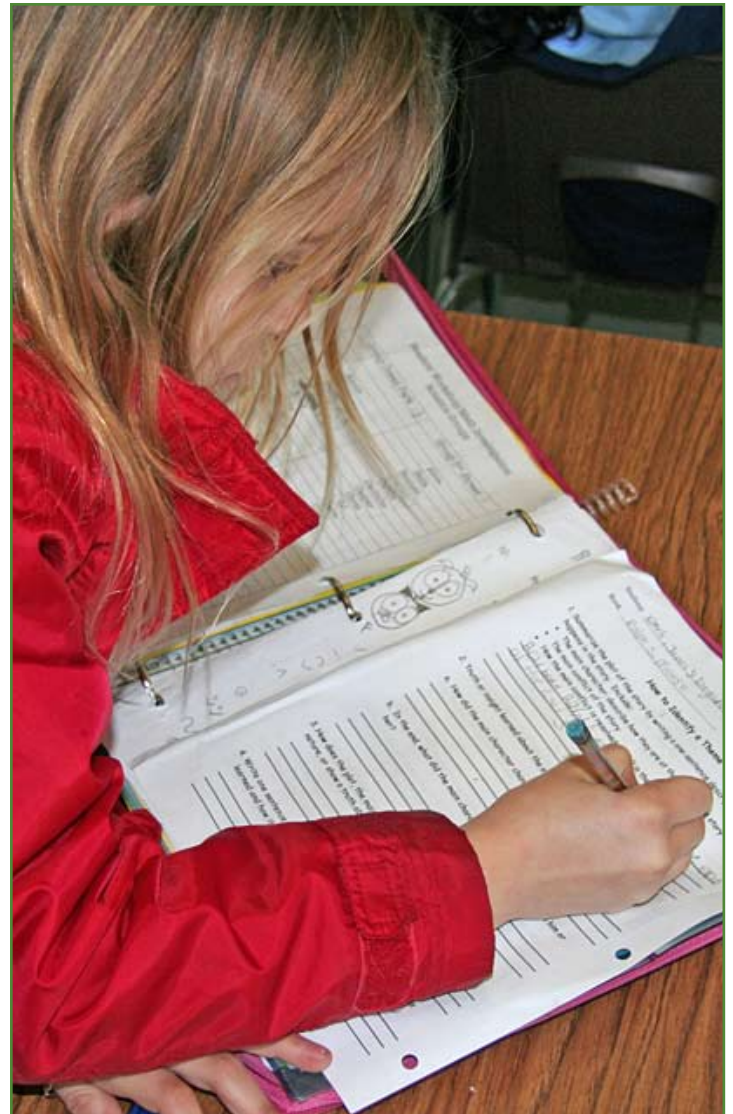
Districts and county offices report their revenues and expenditures to the California Department of Education (CDE) prior to the completion of their annual audit. Every effort is made by the CDE to catch errors or misinterpretations. However, the unaudited information is not changed after it has been certified and released by CDE. Therefore, this report may include some uncorrected data.



## Expenditures Per Pupil & School Site Teacher Salaries (Fiscal Year 2004-05)

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 salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$4,662	\$404	\$4,258	\$62,124
District	---	---	\$4,339	\$59,528
Percent Difference - School Site and District	---	---	-1.91%	4.18%
State	---	---	\$4,743	\$57,838
Percent Difference - School Site and State	---	---	-11.39%	6.90%



Each school district must submit its financial data to the California Department of Education (CDE) in a uniform format called Standardized Account Code Structure (SACS). Although some districts choose to track school site expenditures, the CDE does not collect that data. Districts report their revenues and expenditures to the CDE prior to the completion of their annual audit. Every effort is made by the CDE to catch errors or misinterpretations. However, the unaudited information is not changed after it has been certified and released by CDE. Therefore, the SACS financial reports may include data that districts later correct, based on their audits. For more information:

<http://www.ed-data.k12.ca.us/Navigation/fsTwoPanel.asp?bottom=%2Fprofile%2Easp%3Flevel%3D06%26reportNumber%3D16>

A school district's budget is a local spending plan that is revised throughout the year. The budget is approved at the district level and reviewed by the county office of education; it is not sent to the California Department of Education (CDE).

The financial data submitted to the CDE and presented here are unaudited actuals. These are revenues and expenditures for the entire year in the standardized account code structure (SACS) format, as reported by the school district prior to its annual audit.

### Expenditures (Fiscal Year 2004-05)

Current Expense of Education per ADA (Per Education Code Section 41372) Santa Monica-Malibu Unified, 2004-05				
By law, the "current expense of education" must be calculated annually for every district; it is a measure of the cost of direct educational services to students. This figure is then matched with average daily attendance (ADA) for the district to arrive at an expenditure per pupil figure. Since the current expense figure excludes food services, facilities acquisition and construction, and certain other expenditures, the current expense per ADA amount is lower than the total expenditure per ADA shown in the table above.				
Santa Monica-Malibu Unified School District		Statewide Avg All Unified School Districts	Statewide Avg All Districts	
Total Dollars	Average Daily Attendance	\$/ Student (ADA)	\$/ Student (ADA)	\$/ Student (ADA)
\$101,128,398	12,176	\$8,305	\$7,172	\$7,127

### Types of Services Funded

In addition to funding for outstanding elementary education instruction – fully aligned to the State Frameworks (<http://www.smmusd.org/edservices/curriculumframeworks.html>), a wide variety of support staff and programming are available to each site. District and categorical funding supports centralized and direct services for students and teachers including: Special education programs, counseling, library services, psychologists, social work, child welfare and attendance services, literacy coaches, English language development coaches, programs for English language development, coordinators of teacher support for beginning teachers, district literacy coaches, formative assessment programs, professional development, physical education, after school intervention programs, and intensive intervention summer school programs. Contact the principal for more details on these exemplary programs.

General Fund - Revenues Santa Monica-Malibu Unified, 2004-05							
Type of Revenue	Revenues			Dollars/Student (ADA)			
	Unrestricted	Restricted	Total	This District	% of Avg for Unified School Districts	Statewide Avg Unified School Districts	Statewide Avg All Districts
Revenue Limit Sources	\$60,067,977	\$2,381,243	\$62,449,220	\$5,129	104%	\$4,927	\$5,062
Federal Revenue	195,943	4,673,132	4,869,075	400	54%	741	722
Other State Revenue	5,485,972	10,577,441	16,063,413	1,319	86%	1,540	1,457
Other Local Revenue	11,886,291	10,434,543	22,320,833	1,833	507%	361	417
<b>Total Revenue</b>	<b>\$77,636,182</b>	<b>\$28,066,358</b>	<b>\$105,702,540</b>	<b>\$8,681</b>	<b>115%</b>	<b>\$7,569</b>	<b>\$7,658</b>

**Note:** The revenues per ADA figure may include money that is passed through to other agencies for a specific use, such as some Special Education funds. Detail may not add to totals due to rounding.

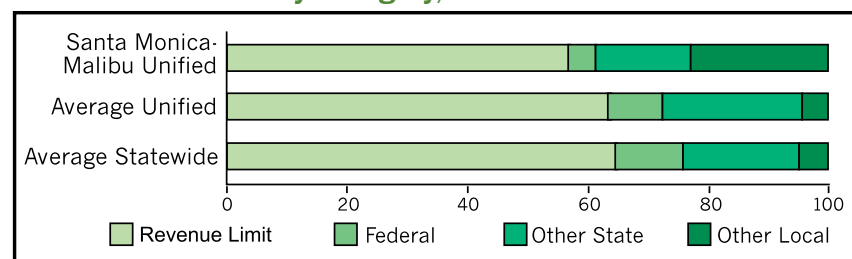
Source: California Department of Education, School Fiscal Services Division - SACS Unaudited Actual Data.

General Fund - Expenditures Santa Monica-Malibu Unified, 2004-05							
Type of Expense	Expenditures			Dollars/Student (ADA)			
	Unrestricted	Restricted	Total	This District	% of Avg for Unified School Districts	Statewide Avg Unified School Districts	Statewide Avg All Districts
Certificated Personnel Salaries	\$40,232,304	\$11,375,995	\$51,608,298	\$4,239	116%	\$3,663	\$3,696
Classified Personnel Salaries	8,945,662	8,790,718	17,736,380	1,457	133%	1,094	1,108
Employee Benefits	14,996,723	5,450,755	20,447,478	1,679	116%	1,445	1,443
Books and Supplies	762,761	2,446,203	3,208,965	264	69%	382	382
Services and Other Operating Expenses	4,235,484	5,949,116	10,184,600	836	123%	681	686
<b>Subtotal, Expenditures</b>	<b>\$69,172,934</b>	<b>\$34,012,786</b>	<b>\$103,185,720</b>	<b>\$8,475</b>	<b>117%</b>	<b>\$7,265</b>	<b>\$7,315</b>

**Note:** Detail may not add to totals due to rounding.

Source: California Department of Education, School Fiscal Services Division - SACS Unaudited Actual Data.

### Percent Revenues - by Category, 2004-05



### Percent Expenditures - by Category, 2004-05

