

# School Accountability Report Card

Reported for School Year 2010-11

Published During 2011-12

## Santa Monica Alternative (K-8)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## II. About This School

### Contact Information (School Year 2011-12)

This section provides the school's contact information.

School		District	
<b>School Name</b>	Santa Monica Alternative (K-8)	<b>District Name</b>	Santa Monica-Malibu Unified
<b>Street</b>	2525 Fifth St.	<b>Phone Number</b>	310 450-8338
<b>City, State, Zip</b>	Santa Monica, CA 90405	<b>Web Site</b>	<a href="http://www.smmusd.org">www.smmusd.org</a>
<b>Phone Number</b>	310 396-2640	<b>Superintendent</b>	Sandra Lyon
<b>Principal</b>	Jessica Rishe	<b>E-mail Address</b>	<a href="mailto:slyon@smmusd.org">slyon@smmusd.org</a>
<b>E-mail Address</b>	<a href="mailto:jrishe@smmusd.org">jrishe@smmusd.org</a>	<b>CDS Code</b>	19-64980-6093538

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## School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

### DISTRICT VISION STATEMENT:

As a community of learners, the Santa Monica-Malibu Unified School District works together in a nurturing environment to help students be visionary, versatile thinkers; resourceful, life-long learners; effective, 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.

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, we have a curriculum that builds upon student interest and real life issues and problems. Next, we provide a structure that offers flexibility that includes heterogeneous and multi-age group arrangements for children. Finally, we offer 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.

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 developed collaboratively between teachers and students. Our ultimate goal is to nurture students to be competent, compassionate, confident and creative citizens in our continually changing world.

## Opportunities for Parental Involvement (School Year 2010-11)

This section provides information about opportunities for parents to become involved with school activities.

**Contact Person Name:** PTSA President Dan McGee

**Contact Person Phone Number:** 310-396-2640

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: Fundraising, 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. Many parents volunteer in our classrooms on a regular basis. Parents often assist the teachers as well as offer their expertise in areas that support the curriculum. 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 students' portfolio and help set new goals, both academic and social.

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

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	23	Grade 8	21
Grade 1	25	Ungraded Elementary	
Grade 2	25	Grade 9	
Grade 3	23	Grade 10	
Grade 4	25	Grade 11	
Grade 5	28	Grade 12	
Grade 6	28	Ungraded Secondary	
Grade 7	25	Total Enrollment	223

## Student Enrollment by Group (School Year 2010-11)

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	4.00%	Two or More Races	16.60%
American Indian or Alaska Native	0.40%	White (not Hispanic)	60.50%
Asian	5.40%	Socioeconomically Disadvantaged	10.80%
Filipino	0.00%	English Learners	4.90%
Hispanic or Latino	13.00%	Students with Disabilities	10.80%
Pacific Islander	0.00%		

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## Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
Kindergarten	--	--	--	--	23.0	0	1	0	23.0	0	1	0
1	--	--	--	--	23.0	0	1	0	25.0	0	1	0
2	--	--	--	--	23.0	0	1	0	25.0	0	1	0
3	--	--	--	--	23.0	0	1	0	23.0	0	1	0
4	--	--	--	--	29.0	0	1	0	25.0	0	1	0
5	--	--	--	--	30.0	0	1	0	28.0	0	1	0
6	--	--	--	--	26.0	0	1	0	28.0	0	1	0
k-3	20.0	4	0	0	--	--	--	--	--	--	--	--
3-4	--	--	--	--	--	--	--	--	--	--	--	--
4-8	23.0	1	4	0	22.0	1	1	0	19.0	1	1	0
Other	--	--	--	--	--	--	--	--	--	--	--	--

## III. School Climate

### School Safety Plan (School Year 2010-11)

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

Children at SMASH are in a safe environment before, during and after school every day. In the mornings, staff members provide curbside 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 members are trained for emergencies including earthquakes, fires, and other potential issues. Drills are conducted regularly to make sure that all adults and children know what to do in the event of an emergency.

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	2.07	6.79	0.90	4.45	4.05	4.39
Expulsions	1.04	0.00	0.45	0.07	0.03	0.03

Date School Safety Plan last reviewed: 10/14/2011

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## IV. School Facilities

### School Facility Conditions

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

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, cafetorium 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.

### Planned Improvements (School Year 2011-2012)

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

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

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

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	X			
<b>Interior: Interior Surfaces</b>		X		Paint, flooring, deck leaks: Work orders submitted; revise deferred maintenance plan for flooring and deck work (1-27-2011)
<b>Cleanliness: Overall Cleanliness, Pest/Vermin</b>				
<b>Electrical: Electrical</b>	X			Replace lights in vaulted ceiling: Rent lift to replace lights (2-1-2012)
<b>Restrooms/Fountains: Restrooms, Sinks</b>		X		
<b>Safety: Fire Safety, Hazardous Materials</b>	X			
<b>Structural: Structural Damage, Roofs</b>	X			
<b>External: Playground/School Grounds</b>	X			

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## Overall Summary of School Facility Good Repair Status (School Year 2011-12)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Excellent	Good	Fair	Poor
Overall Summary		X		

Date of inspection: 10/02/2011

Completion date of inspection form: 10/02/2011

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## V. Teachers

### Teacher Credentials

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

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
<b>With Full Credential</b>	10	10	10	520
<b>Without Full Credential</b>	0	1	1	7
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	n/a

### Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2009-10	2010-11	2011-12
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0

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

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	100.00%	0.00%
<b>All Schools in District</b>	100.00%	0.00%
<b>High-Poverty Schools in District</b>	100.00%	0.00%
<b>Low-Poverty Schools in District</b>	100.00%	0.00%

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## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010-11)

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.00	--
Counselor (Social/Behavioral or Career Development)	0.00	--
Library Media Teacher (Librarian)	0.00	--
Library Media Services Staff (paraprofessional)	0.33	--
Psychologist	0.20	--
Social Worker	0.00	--
Nurse	0.20	--
Speech/Language/Hearing Specialist	0.20	--
Resource Specialist (non-teaching)	0.80	--
Other	0.00	--

## VII. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2011-12)

#### Textbook Information

This section provides information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

All students at SMASH 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. The district adopted new English Language Arts texts for grades 6 - 8 for 2009-10. With the textbook adoption process frozen, due to budget constraints at the state level, the district is currently in the process of refreshing the K – 5 English Language Arts curriculum, using the existing texts. All students, including English Learners, have their own copy of textbooks, except in the case where "Big Books" are used for the entire classroom at the early primary level. Textbooks and instructional materials are recommended for Board approval through a comprehensive process by a district-wide committee of teachers and administrators. Members of the public are invited to review recommended materials and make comments prior to Board approval. As an alternative school, SMASH also provides its students with standards-mapped instructional materials that support cross-curricular and inquiry-based learning.

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This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials.

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

## Textbook Availability

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

Subject Area	Textbook Title and/or Publisher	Year of Adoption
English-Language Arts	Houghton Mifflin Reading (K - 5)	2003
English-Language Arts	CA McDougal-Littell Literature (6 - 8)	2009
History-Social Science	California Reflections (K - 5)	2006
History-Social Science	History Alive (6 - 8)	2006
Mathematics	Everyday Math (K - 5)	2008
Mathematics	CA Mathematics/Holt (6 - 8)	2008
Science	Focus On Science/Prentice Hall	2007
Science	Harcourt Science	2007

## Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

This table displays information about the percent of pupils who lack their own assigned textbooks and instructional materials

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual & Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

Textbook Information Collection Date: 10/20/2011

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## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Subject Area	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	\$5,134.00	\$358.00	\$4,776.00	\$66,544.00
District	--	--	\$6,352.00	\$68,595.00
Percent Difference - School and District	--	--	-33.00 %	-3.08 %
State	--	--	\$5,455.00	\$67,667.00
Percent Difference - School and State	--	--	-14.22 %	-1.69 %

### Types of Services Funded (Fiscal Year 2010-11)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

PTSA funds provide Instructional Assistants to each classroom, the SMASHing K-8 Arts Program (drama and visual arts), Reading Interventionists, and outdoor learning trips. Categorical and SMMUSD Equity Funds provide direct literacy and counseling services to students.

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## Teacher and Administrative Salaries (Fiscal Year 2009-10)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Range	District	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$43,129.00	\$41,035.00
<b>Mid-Range Teacher Salary</b>	\$64,397.00	\$65,412.00
<b>Highest Teacher Salary</b>	\$86,700.00	\$84,837.00
<b>Average Principal Salary (Elementary)</b>	\$107,067.00	\$106,217.00
<b>Average Principal Salary (Middle)</b>	\$115,686.00	\$111,763.00
<b>Average Principal Salary (High)</b>	\$127,150.00	\$121,538.00
<b>Superintendent Salary</b>	\$213,994.00	\$197,275.00
<b>Percent of Budget for Teacher Salaries</b>	40.0%	39.0%
<b>Percent of Budget for Administrative Salaries</b>	6.0%	5.0%

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## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

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

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	64%	66%	73%	68%	70%	72%	50%	52%	54%
Mathematics	36%	36%	49%	56%	59%	60%	46%	48%	50%
Science	48%	50%	74%	69%	70%	74%	50%	53%	56%
History-Social Science	31%	25%	56%	57%	54%	62%	41%	44%	48%

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

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

Group	Percentage of Students Scoring At Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	68%	21%		
Pacific Islander				
Two or More Races	88%	69%		
White (not Hispanic)	74%	52%	84%	50%
Male	70%	43%	73%	58%
Female	76%	54%	75%	
Economically Disadvantaged	36%	8%		
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

## California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.40%	39.30%	35.70%
7	16.00%	24.00%	40.00%
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## X. Accountability

### Academic Performance Index

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

### API Ranks – Three-Year Comparison

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

API Rank	2008	2009	2010
Statewide	--	--	4
Similar Schools	--	--	1

N/A means a number is not applicable or not available due to missing data.

### API Performance Index Growth by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	School		District		State		School - Actual API Change		
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API	08-09	09-10	10-11
All Students at the School	--	--	8,528	855	4,683,676	778	--	B	--
African American	--	--	516	731	317,856	696	--	--	--
American Indian or Alaska Native	--	--	12	831	33,774	733	--	--	--
Asian	--	--	498	929	398,869	898	--	--	--
Filipino	--	--	44	890	123,245	859	--	--	--
Hispanic or Latino	--	--	2,639	784	2,406,749	729	--	--	--
Pacific Islander	--	--	32	881	26,953	764	--	--	--
Two or More Races	--	--	533	885	76,766	836	--	--	--
White (not Hispanic)	--	--	4,246	902	1,258,831	--	--	--	--
Socioeconomically Disadvantaged	--	--	2,356	756	2,731,843	726	--	--	--
English Learners	--	--	1,491	780	1,521,844	707	--	--	--
Students with Disabilities	--	--	911	621	521,815	595	--	--	--

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## Adequate Yearly Progress

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

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

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

## AYP Overall and by Criteria (School Year 2010-11)

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

AYP Criteria	School	District
<b>Overall</b>	No	No
<b>Participation Rate - English-Language Arts</b>	No	Yes
<b>Participation Rate - Mathematics</b>	No	Yes
<b>Percent Proficient - English-Language Arts</b>	No	No
<b>Percent Proficient - Mathematics</b>	No	No
<b>API</b>	No	Yes
<b>Graduation Rate</b>	n/a	Yes

## Federal Intervention Program (School Year 2011-12)

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

Indicator	School	District
<b>Program Improvement Status</b>	Not Title I	
<b>First Year of Program Improvement</b>		2012
<b>Year in Program Improvement</b>		1
<b>Number of Schools Currently in Program Improvement</b>		1
<b>Percent of Schools Currently in Program Improvement</b>		6.3%

# School Accountability Report Card

Reported for School Year 2010-11

Published During 2011-12

## XI. Instructional Planning and Scheduling

### Professional Development

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

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

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

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

At SMASH, grade level teams work with a) consultants from Teachers College on the Reading and Writing Workshop process, b) math consultants on problem-solving strategies for students, c) action researchers on student-lead investigations, and d) national trainers from Responsive Classroom, Developmental Designs, and OLWES regarding our social curriculum.

### Professional Development Days

This table displays information on the annual number of school days dedicated to staff development for the most recent three-year period.

	Instructional Days With At Least 180 Instructional Minutes		
	2008-09	2009-10	2010-11
<b>Annual number of school days dedicated to staff development</b>	3	1	1