

Santa Monica Alternative Schoolhouse

2525 Fifth St. • Santa Monica, CA 90405 • (310) 396-2640 • Grades K-8

Jessica Rishe, Principal

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2014-15 School Accountability Report Card Published During the 2015-16 School Year

Santa Monica-Malibu Unified School District

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District Governing Board

Oscar de la Torre
Craig Foster
Maria Leon-Vazquez
Richard Tahvildaran-Jesswein
Ralph Mechur, Vice President
Dr. Jose Escarce
Laurie Lieberman, President

District Administration

Sandra Lyon
Superintendent
Dr. Terry Deloria
**Asst. Superintendent, Educational
Services**
Dr. Mark Kelly
**Asst. Superintendent, Human
Resources**
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**Associate Superintendent, Business
& Fiscal Services/CFO**

District Vision

As a community of learners, the Santa Monica-Malibu Unified School District works together in a nurturing environment to help students be visionary, versatile thinkers; resourceful, lifelong learners; effective, multilingual communicators; and global citizens. We are a richly varied community that values the contributions of all its members. We exist to prepare all students in their pursuit of academic achievement and personal health and to support and encourage them in their development of intellectual, artistic, technological, physical and social expression.

Santa Monica Alternative Schoolhouse Mission 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, lifelong learners; effective, multilingual communicators and global citizens. We are a richly varied community that values the contributions of all its members. We exist to prepare all students in their pursuit of academic achievement and personal health and to support and encourage them in their development of intellectual, artistic, technological, physical and social expression.

Principal's Message

At Santa Monica Alternative Schoolhouse, 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.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (310) 396-2640 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	21
Grade 1	25
Grade 2	24
Grade 3	26
Grade 4	25
Grade 5	25
Grade 6	27
Grade 7	24
Grade 8	28
Total Enrollment	225

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0.4
Asian	3.6
Filipino	0.9
Hispanic or Latino	11.6
Native Hawaiian or Pacific Islander	0.4
White	60.4
Two or More Races	20
Socioeconomically Disadvantaged	4.4
English Learners	2.7
Students with Disabilities	10.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Santa Monica Alternative Schoolhouse	13-14	14-15	15-16
With Full Credential	10	11	11
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	1
Santa Monica-Malibu Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	537.5
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	8

Teacher Misassignments and Vacant Teacher Positions at this School			
Santa Monica Alternative	13-14	14-15	15-16
Teachers of English Learners	0	1	0
Total Teacher Misassignments	0	1	1
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers

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

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

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

All students at 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 refreshed 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 school board approval through a comprehensive process by a districtwide committee of teachers and administrators. Members of the public are invited to review recommended materials and make comments prior to board approval. As an alternative school, SMASH also provides its students with supplemental instructional materials that support cross-curricular and inquiry-based learning.

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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 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.

In January 2011, a new pedestrian gate was installed. In the fall of 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.

In August 2014, the upstairs decks were redone, the roof was repaired, drainage areas were upgraded.

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

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 09/01/2015

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	77	66	44
Math	62	56	33

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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	46	65	80	78	77	78	59	60	56

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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	11.50	46.20	38.50
7	28.00	20.00	36.00

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

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	78
All Student at the School	80
Male	84
Female	93
Asian	--
Filipino	--
Hispanic or Latino	--
Native Hawaiian or Pacific	--
White	89
Two or More Races	--
Socioeconomically Disadvantaged	--
Students with Disabilities	--
Foster Youth	--

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

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	27	16	59.3	44	0	25	31
	4	25	16	64.0	6	19	25	50
	5	26	18	69.2	6	28	39	28
	6	27	17	63.0	6	18	53	24
	7	25	23	92.0	4	9	74	13
	8	28	27	96.4	0	11	33	56
Male	3		8	29.6	--	--	--	--
	4		6	24.0	--	--	--	--
	5		9	34.6	--	--	--	--
	6		8	29.6	--	--	--	--
	7		9	36.0	--	--	--	--
	8		13	46.4	0	8	54	38

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	3		8	29.6	--	--	--	--
	4		10	40.0	--	--	--	--
	5		9	34.6	--	--	--	--
	6		9	33.3	--	--	--	--
	7		14	56.0	0	7	71	21
	8		14	50.0	0	14	14	71
Black or African American	3		1	3.7	--	--	--	--
	4		0	0.0	--	--	--	--
	7		1	4.0	--	--	--	--
American Indian or Alaska Native	6		0	0.0	--	--	--	--
Asian	4		0	0.0	--	--	--	--
	5		1	3.8	--	--	--	--
	6		1	3.7	--	--	--	--
	7		2	8.0	--	--	--	--
	8		2	7.1	--	--	--	--
Filipino	4		1	4.0	--	--	--	--
	5		1	3.8	--	--	--	--
Hispanic or Latino	3		1	3.7	--	--	--	--
	4		2	8.0	--	--	--	--
	5		2	7.7	--	--	--	--
	6		2	7.4	--	--	--	--
	7		3	12.0	--	--	--	--
	8		1	3.6	--	--	--	--
Native Hawaiian or Pacific Islander	8		1	3.6	--	--	--	--
White	3		6	22.2	--	--	--	--
	4		9	36.0	--	--	--	--
	5		10	38.5	--	--	--	--
	6		13	48.1	0	15	62	23
	7		15	60.0	0	13	67	20
	8		18	64.3	0	11	33	56
Two or More Races	3		8	29.6	--	--	--	--
	4		4	16.0	--	--	--	--
	5		4	15.4	--	--	--	--
	6		1	3.7	--	--	--	--
	7		2	8.0	--	--	--	--
	8		5	17.9	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	3		1	3.7	--	--	--	--
	4		1	4.0	--	--	--	--
	5		2	7.7	--	--	--	--
	6		0	0.0	--	--	--	--
	7		3	12.0	--	--	--	--
	8		2	7.1	--	--	--	--
English Learners	6		1	3.7	--	--	--	--
Students with Disabilities	3		3	11.1	--	--	--	--
	4		2	8.0	--	--	--	--
	5		1	3.8	--	--	--	--
	6		1	3.7	--	--	--	--
	7		3	12.0	--	--	--	--
	8		3	10.7	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	27	16	59.3	44	6	38	13
	4	25	16	64.0	6	6	69	19
	5	26	18	69.2	6	44	22	28
	6	27	17	63.0	12	24	47	18
	7	25	23	92.0	9	43	26	22
	8	28	28	100.0	21	7	7	64
Male	3		8	29.6	--	--	--	--
	4		6	24.0	--	--	--	--
	5		9	34.6	--	--	--	--
	6		8	29.6	--	--	--	--
	7		9	36.0	--	--	--	--
	8		13	46.4	23	15	8	54

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	3		8	29.6	--	--	--	--
	4		10	40.0	--	--	--	--
	5		9	34.6	--	--	--	--
	6		9	33.3	--	--	--	--
	7		14	56.0	14	36	21	29
	8		15	53.6	20	0	7	73
Black or African American	3		1	3.7	--	--	--	--
	4		0	0.0	--	--	--	--
	7		1	4.0	--	--	--	--
American Indian or Alaska Native	6		0	0.0	--	--	--	--
Asian	4		0	0.0	--	--	--	--
	5		1	3.8	--	--	--	--
	6		1	3.7	--	--	--	--
	7		2	8.0	--	--	--	--
	8		2	7.1	--	--	--	--
Filipino	4		1	4.0	--	--	--	--
	5		1	3.8	--	--	--	--
Hispanic or Latino	3		1	3.7	--	--	--	--
	4		2	8.0	--	--	--	--
	5		2	7.7	--	--	--	--
	6		2	7.4	--	--	--	--
	7		3	12.0	--	--	--	--
	8		1	3.6	--	--	--	--
Native Hawaiian or Pacific Islander	8		1	3.6	--	--	--	--
White	3		6	22.2	--	--	--	--
	4		9	36.0	--	--	--	--
	5		10	38.5	--	--	--	--
	6		13	48.1	8	31	54	8
	7		15	60.0	13	40	27	20
	8		19	67.9	21	11	0	68
Two or More Races	3		8	29.6	--	--	--	--
	4		4	16.0	--	--	--	--
	5		4	15.4	--	--	--	--
	6		1	3.7	--	--	--	--
	7		2	8.0	--	--	--	--
	8		5	17.9	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	3		1	3.7	--	--	--	--
	4		1	4.0	--	--	--	--
	5		2	7.7	--	--	--	--
	6		0	0.0	--	--	--	--
	7		3	12.0	--	--	--	--
	8		2	7.1	--	--	--	--
English Learners	6		1	3.7	--	--	--	--
Students with Disabilities	3		3	11.1	--	--	--	--
	4		2	8.0	--	--	--	--
	5		1	3.8	--	--	--	--
	6		1	3.7	--	--	--	--
	7		3	12.0	--	--	--	--
	8		4	14.3	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

There are numerous ways to be involved as a parent at SMASH. We have an extremely active PTSA that consistently has close to 100 percent 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. Parents can also be involved in our Site Council that meets regularly 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 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.

For more information on how to become involved at the school, please contact Jessica Rische, Principal, at (310) 396-2640.

State Priority: School Climate

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

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, all gates are locked with a video-monitored doorbell at the front gate. Visitors sign in and receive visitor badges while on campus. 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.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in October 2015.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.00	0.43	0.86
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	2.53	1.37	1.81
Expulsions Rate	0.03	0.02	0.03
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

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

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

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

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	25	25	21				1	1	1			
1	25	25	25				1	1	1			
2	25	26	24				1	1	1			
3	26	25	26				1	1	1			
4	26	25	25				1	1	1			
5	25	26	25				1	1	1			
6	27	25	27				1	1	1			

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.30
Psychologist	0.20
Social Worker	
Nurse	0.18
Speech/Language/Hearing Specialist	0.20
Resource Specialist	
Other	

Average Number of Students per Staff Member

Academic Counselor	
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* 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.

FY 2013-14 Teacher and Administrative Salaries

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

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

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,759	\$515	\$5,244	\$72,653
District	♦	♦	\$7,252	\$76,471
State	♦	♦	\$5,348	\$71,529
Percent Difference: School Site/District				
Percent Difference: School Site/ State				

* Cells with ♦ do not require data.

Types of Services Funded

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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