



School Accountability Report Card (SARC) 2002-2003

SMASH (Santa Monica Alternative School House)

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

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.

Santa Monica-Malibu Unified School District

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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



Carrie Ferguson, Principal

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.

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ABOUT OUR SCHOOL

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.

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.

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: 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.

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 Enrollment and Demographic Information

Racial/Ethnic Category	Number of Students	Percent of Students	Grade Level	Enrollment
African-American	27	15.0	Kindergarten	20
American Indian or Alaska Native	3	1.7	Grade 1	19
Asian	22	12.2	Grade 2	20
Filipino	2	1.1	Grade 3	20
Hispanic or Latino	34	18.9	Grade 4	23
Pacific Islander	0	0.0	Grade 5	25
White (Not Hispanic)	92	51.1	Grade 6	21
Multiple or No Response	0	0.0	Grade 7	17
			Grade 8	15
			Total Enrollment	180

School Safety

The dates that the School Safety plan was last reviewed, updated and discussed with school faculty as well as a brief description of key elements included in the plan. Safe Schools: A Planning Guide for Action, 2002 Edition provides a two-component model and step-by-step guidance for schools to develop a comprehensive safe school plan. It also reviews the legal requirements and the benefits of safety planning to help schools annually revise and amend their safe school plan. The document and a list of regional safe school plan development training sessions are located on the Safe Schools and Violence Prevention Web site at:

Discipline and Climate for Learning

The discipline policy at SMASH is based on the premise that we do not hurt anyone in any way. We believe positive change occurs most readily when it is fostered in a supportive setting. Therefore, our discipline style is one of cooperative problem solving. Students and staff at SMASH strive to create a learning environment in which all students learn and progress. Integral to this process is that students be responsible for their behaviors and be cognizant of the consequences of their actions. As a learning community, our goal is to nurture our students to become self-directed, to develop lifelong learning skills, a strong sense of self-esteem, responsibility to self and community and to demonstrate strong interpersonal skills.

Notes regarding the source and currency of data: Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/datasources.asp>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years (2000-01 and 2001-02). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02. Data used for suspensions and expulsions, instructional minutes, types of services funded, minimum day and class size reduction were provided by the District staff.





Suspensions

Principles of accountability, respect for others and personal responsibility form the basis for all our schools. Understanding about student behavior. While the District has Board approved policies for student behavior, individual school sites establish procedures that are developed with the participation of staff, parents and students.

The table to the right shows the number of incidents and rate. The number of suspensions is the total number of incidents. The rate of suspensions is the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) total enrollment for the given year and multiplied by 100. The District does not expel elementary students.

	School			District		
	2001	2002	2003	2001	2002	2003
Number of Suspensions	2	2	5	119	121	97
Rate of Suspensions	1.03	1.03	2.78	2.25	2.19	1.79

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.



ABOUT OUR STUDENTS

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English-language arts and mathematics in grades 2-11, science and history/social science in grades 9-11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding results for each grade and proficiency level and percent of students not tested can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
English Language Arts	47	43	44	54	55	56	30	32	35
Mathematics		13	21		48	51		31	35

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Mathematics							11

CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	Male	Female	English Learners	Socio-economically Disadvantaged		Students With Disabilities	
				Yes	No	Yes	No
English Language Arts	35	60			42		47
Mathematics	19	25			20		25

Norm-Referenced Test (NRT)

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	68	64	55	68	67	62	44	45	43
Mathematics	50	36	33	72	73	68	53	55	50

NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading							73
Mathematics							41

NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Performance Level	Male	Female	English Learners	Socio-economically Disadvantaged		Students with Disabilities	
				Yes	No	Yes	No
Reading	52	60			54		55
Mathematics	38	27			33		33

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-in-action 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 our-

selves 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.

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education 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.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5									
7									



Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Percent Tested	100			Percent Tested			
API Base Score	706			API Growth Score			
Growth Target	5			Actual Growth			
Statewide Rank	6						
Similar Schools Rank	1						

API Subgroups - Racial/Ethnic Groups

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
African-American				African-American			
API Base Score				API Base Score			
Growth Target				Growth Target			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Base Score			
Growth Target				Growth Target			
Asian				Asian			
API Base Score				API Base Score			
Growth Target				Growth Target			
Filipino				Filipino			
API Base Score				API Base Score			
Growth Target				Growth Target			
Hispanic or Latino				Hispanic or Latino			
API Base Score				API Base Score			
Growth Target				Growth Target			
Pacific Islander				Pacific Islander			
API Base Score				API Base Score			
Growth Target				Growth Target			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	782			API Base Score			
Growth Target	4			Growth Target			





API Subgroups - Socioeconomically Disadvantaged

2003 Base API cannot be reported because for at least one STAR content area used in API calculations, this school failed to test a significant portion of students who were not exempt from testing in 2003.

Awards and Intervention Programs

School				District			
Federal Programs	2000	2001	2002	Federal Programs	2000	2001	2002
Recognition for Achievement (Title 1)	No	No	No	Number of Schools Identified for Program Improvement	0	0	1
Identified for Program Improvement (Title 1)	No	No	Yes	Percent of Schools Identified for Program Improvement	0.0	0.0	6.3
Exited Title 1 Program Improvement	No	No	No	Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year. The Immediate Intervention/Underperforming Schools Program was not funded for the year 2002 or 2003.			
Years Identified for Program Improvement			1				
California Programs	2001	2002	2003				
Eligible for Governor's Performance Award	N/A	N/A	N/A				
Eligible for II/USP	No	---	---				
Applied for II/USP Funding	No	---	---				
Received II/USP Funding	No	---	---				

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Groups	School			District		
	2000	2001	2002	2000	2001	2002
All Students	---	---	YES	---	---	YES
African American	---	---	N/A	---	---	NO
American Indian or Alaska Native	---	---	N/A	---	---	N/A
Asian	---	---	N/A	---	---	NO
Filipino	---	---	N/A	---	---	N/A
Hispanic or Latino	---	---	YES	---	---	YES
Pacific Islander	---	---	N/A	---	---	N/A
White (not Hispanic)	---	---	YES	---	---	YES
Socioeconomically Disadvantaged	---	---	YES	---	---	YES
English Learners	---	---	NO	---	---	YES
Students with Disabilities	---	---	N/A	---	---	NO



WHAT WE TEACH

Instruction and Leadership/Curriculum Improvement

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 and Currency of Textbooks

The District adopts basic textbooks and instructional materials for students in grades K-8 in compliance with the adoption cycle of the State Department of Education. Textbooks and instructional materials are reviewed and selected by ad hoc committees consisting of teachers, administrators, and parents and/or community members. Textbooks for students in grades 9-12, which are also approved and adopted by the Board of Education, meet the curricular requirements of each course. Subject matter teachers and department chairs meet on a continuing basis to evaluate and make recommendations for textbook adoptions. Students in all of our schools have access to all basic and supplemental textbooks, as well as other instructional materials in sufficient quantity to effectively support the schools' instructional programs and promote student learning and achievement. At each of our schools, additional resources (materials, supplies and equipment) are provided to support the instructional program. These resources are generally funded through categorical funds, such as School Improvement (SI), Title I, and Title VI; grants from the state, such as AB3482, The Santa Monica-Malibu Education Foundation, and other agencies, as well as community and local school efforts.

Instructional Minutes and 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 at SMASH. 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.

2002-2003 Grade Level	Number of minimum days	Total Instructional Minutes	1982/83 Required by State
K	9	44,100	36,000
1, 2, 3	9	54,150	53,100
4, 5	9	55,160	54,480
6 - 8	9	57,500	54,480

Use of Technology

"The Santa Monica-Malibu Unified School District will prepare students for life in the information age. Through effective and creative use of multi-media, telecommunication, computer and other related technologies to facilitate learning, students will build a working foundation of knowledge and prepare for future success." *SMMUSD Technology Use Plan* <http://www.tech.smmusd.org/Site%20Folder/Pages/TUP.html>

The Santa Monica-Malibu Unified School District continues to provide rich resources to all school sites: filtered Internet access, on-line electronic resources, multimedia computers in every classroom, 100% district Internet connectivity, well managed school libraries, school web sites, and laptops for teachers. SMMUSD has set high standards in technology for all students and teachers. The district's goals for technology include:

- All students will have access to technology.
- Technology will be integrated into all curricular areas.
- Students will use a variety of technology tools for learning, literacy, intellectual growth and problem solving.
- Teachers will be trained in the use of technology and how to integrate it into all curricular areas.
- Public and private partnerships will be established and maintained in order to develop resources and stay current with workforce technology needs.
- Students and staff will practice positive, ethical attitudes about technology.
- Students and staff will practice appropriate and safe use of technology.

SMMUSD access to technology continues to positively impact student achievement.



TEACHERS AND STAFF

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2001			2002			2003					
	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+
K												
1												
2	25.00		1		25.00		1					
3					17.00	1						
4									23.00		1	
5					24.00		1		24.00		1	
6												
K-3	20.00	4			19.67	3			20.00	3		
3-4												
4-8	22.25	1	3		20.33	2	1		17.67	1	2	

Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2001	2002	2003
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2001	2002	2003
Total Teachers	10	9	8
Teachers with Full Credential (full credential and teaching in subject area)	9	6	7
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)			
Teachers with Emergency Credential (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)		3	1
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	1		

Highly Qualified Teachers

The No Child Left Behind Act (NCLB) requires local educational agencies (LEAs) to report specific data regarding highly qualified teachers. As of December of 2003, the State Board of Education (SBE) had not approved a definition for use in reporting data pertaining to highly qualified teachers. Therefore, the requirement that LEAs include these data will not apply to reports published during the 2003-04 school year.

The State Board of Education is scheduled to approve a definition for "highly qualified teacher" in 2004. Once approved, LEAs will be required to use the definition to provide data on report cards published during the 2004-05 school year.

Staff Education Level and Service Report for Certificated Staff by School for the Year 2002-03

School	Gender	Education Level							Total Staff	Years of Service	
		Doctorate	Master's Degree +30	Master's Degree	Bachelor's Degree +30	Bachelor's Degree	Less than Bachelor's	None Reported		Avg. Years of Ed. Service	Avg. Years in the District
Santa Monica Alternative	Female	1 (12.5 %)	1 (12.5 %)	5 (62.5 %)	1 (12.5 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	8	4.8	4.4
Total		1 (12.5 %)	1 (12.5 %)	5 (62.5 %)	1 (12.5 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	8	4.8	4.4
Districtwide	Female	10 (2.1 %)	100 (21.4 %)	133 (28.5 %)	192 (41.1 %)	32 (6.9 %)	0 (0.0 %)	0 (0.0 %)	467	13.1	9.6
	Male	9 (5.5 %)	44 (27.0 %)	26 (16.0 %)	64 (39.3 %)	20 (12.3 %)	0 (0.0 %)	0 (0.0 %)	163	14.1	11.8
Total		19 (3.0 %)	144 (22.9 %)	159 (25.2 %)	256 (40.6 %)	52 (8.3 %)	0 (0.0 %)	0 (0.0 %)	630	13.4	10.2
Countywide	Female	494 (0.9 %)	9,570 (16.5 %)	8,620 (14.9 %)	21,826 (37.6 %)	17,178 (29.6 %)	298 (0.5 %)	0 (0.0 %)	57,986	12.2	10.5
	Male	541 (2.2 %)	4,270 (17.6 %)	3,199 (13.2 %)	7,942 (32.8 %)	8,039 (33.2 %)	242 (1.0 %)	1 (0.0 %)	24,234	11.8	10.4
	None Reported	3 (1.3 %)	32 (14.1 %)	32 (14.1 %)	35 (15.4 %)	122 (53.7 %)	3 (1.3 %)	0 (0.0 %)	227	3.0	3.0
Total		1,038 (1.3 %)	13,872 (16.8 %)	11,851 (14.4 %)	29,803 (36.1 %)	25,339 (30.7 %)	543 (0.7 %)	1 (0.0 %)	82,447	12.1	10.4
Statewide	Female	1,706 (0.8 %)	31,314 (14.1 %)	35,051 (15.8 %)	109,573 (49.4 %)	43,614 (19.7 %)	645 (0.3 %)	16 (0.0 %)	221,919	12.6	10.3
	Male	1,524 (1.7 %)	14,462 (16.5 %)	13,335 (15.2 %)	38,317 (43.7 %)	19,389 (22.1 %)	583 (0.7 %)	12 (0.0 %)	87,622	13.2	11.0
	None Reported	3 (1.3 %)	33 (14.2 %)	33 (14.2 %)	35 (15.1 %)	122 (52.6 %)	3 (1.3 %)	3 (1.3 %)	232	8.3	2.3
Total		3,233 (1.0 %)	45,809 (14.8 %)	48,419 (15.6 %)	147,925 (47.8 %)	63,125 (20.4 %)	1,231 (0.4 %)	31 (0.0 %)	309,773	12.8	10.5





Teacher Evaluations

Teachers are evaluated in accordance with State, District and contract guidelines. The California Standards for the Teaching Profession are utilized to guide teachers as they define and develop their progress. Three days are allocated for staff development and are utilized to enhance reflection on professional practice as it pertains to student academic growth and development. The staff also engages in bi-weekly Inquiry sessions that focus on staff development as determined by our needs assessment and school plan in conjunction with our site standards. Many teachers also attend instructional conferences and seminars, as well as District-wide learning opportunities to enhance their professional growth.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE.

Title	FTE
Counselor	0.00
Librarian	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Other	0.00

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.

Professional Development

The professional development program is designed to enhance the professional practice of teachers and improve instruction for all students. The goals of our professional development program are outlined in the Comprehensive School Plan approved by our School Site Council and the Board of Education. Goal #1 is to increase students' awareness, responsibility, and activity in their role as a member of the school community and the community at-large. Goal #2 is to further develop the alternative assessment process of the school to more accurately monitor student and school development. Goal #3 is to continue to seek and develop opportunities for authentic and integrated learning experiences for children by increasing contextualized and relevant learning activities.



FISCAL SERVICES

Salaries

Average Salaries (Fiscal Year 2001-2002) Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,225	\$35,278
Mid-Range Teacher Salary	\$55,446	\$56,381
Highest Teacher Salary	\$76,890	\$72,141
Average Principal Salary (Elementary)	\$97,254	\$88,747
Average Principal Salary (Middle)	\$93,863	
Average Principal Salary (High)	\$114,273	
Superintendent Salary	\$151,324	\$145,316
Percent of Budget for Teacher Salaries	41.63	43.30
Percent of Budget for Administrative Salaries	5.83	5.44

Revenues and Expenditures

School districts rely on a variety of income sources for funding. The table below shows those sources for the most recently audited fiscal year and compares what SMMUSD receives to what all other unified school districts* statewide receive and to all other districts statewide. More detailed information regarding school finances is available at <http://www.ed-data.k12.ca.us/welcome.asp>.

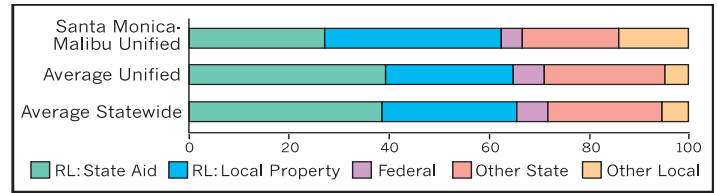
*There are three kinds of districts in California: Elementary, High School and Unified.

Financial Statement Charts: Revenues Santa Monica-Malibu Unified, 2001-02						
	Santa Monica-Malibu Unified		Average Unified		Average Statewide	
	\$/ Student (ADA)	Percentage	\$/ Student (ADA)	Percentage	\$/ Student (ADA)	Percentage
Revenue Limit - State Aid	2,094	26.6%	2,852	39.4%	2,802	38.7%
Revenue Limit - Local Property Taxes & Fees	2,802	35.6%	1,828	25.2%	1,924	26.6%
Federal Revenues	318	4.1%	485	6.7%	471	6.5%
Other State Revenues	1,536	19.5%	1,726	23.8%	1,646	22.7%
Other Local Revenues	1,109	14.1%	349	4.8%	393	5.4%
Total, Revenues	7,859	100%	7,239	100%	7,236	100%

Note: These numbers reflect the General Fund revenues for the school district (account codes 8010-8799). The charts below show the district amounts and percentages, the averages for the same type of district, and statewide averages for all districts.

Source: California Department of Education, School Fiscal Services Division - J200/SACS Reports.

Revenues by Category



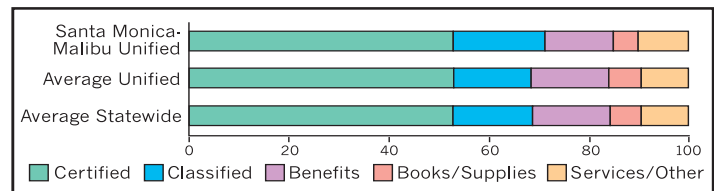
The table below roughly shows the cost of educating one pupil per year in SMMUSD and compares it with the statewide average for all unified school districts and for all districts in the state combined.

Financial Statement Charts: Expenditures Santa Monica-Malibu Unified, 2001-02						
	Santa Monica-Malibu Unified		Average Unified		Average Statewide	
	\$/ Student (ADA)	Percentage	\$/ Student (ADA)	Percentage	\$/ Student (ADA)	Percentage
Certificated Salaries	4,239	52.8%	3,621	52.6%	3,593	52.6%
Classified Salaries	1,497	18.6%	1,101	16.0%	1,097	16.1%
Employee Benefits	1,104	13.7%	1,070	15.5%	1,059	15.5%
Books and Supplies	398	4.9%	443	6.4%	437	6.4%
Services, Other Operating Expenses	797	9.9%	647	9.4%	644	9.4%
Subtotal, Expenditures	8,035	100%	6,882	100%	6,830	100%

Note: These numbers reflect the costs of operating the school district (account codes 1000-5999). Not included are capital outlay (6000-6599), other outgo (7100-7299), and direct support/indirect costs (7300-7399). The charts below show the district amounts and percentages, the averages for the same type of district, and statewide averages for all districts.

Source: California Department of Education, School Fiscal Services Division - J200/SACS Reports.

Expenditures by Category



Expenditures (Fiscal Year 2001-2002) Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$95,707,012	\$7,919	\$6,770	\$6,719

Types of Services Funded

Per-pupil expenditures from categorical funds, based on district averages for services such as special education, counseling, library services, social work, psychology, child welfare and attendance, and LEP services is about \$2,283.

