

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

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 at the California Department of Education (CDE) Web site 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. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Santa Monica Alternative (K-8)	District Name	Santa Monica-Malibu Unified
Street	2525 Fifth St.	Phone Number	(310)450-8338
City, State, Zip	Santa Monica, CA 90405-	Web Site	www.smmusd.org
Phone Number	310-396-2640	Superintendent	Dianne Talarico
Principal	Carrie Ferguson	E-mail Address	dianne.talarico@smmusd.org
E-mail Address	cferguson@smmusd.org		

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School Description and Mission Statement

This section provides information about the school's goals and programs.

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.

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.

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 works with the tension and balance that exists between the needs of the individual and the needs of the community. Our ultimate goal is to nurture students to be competent, compassionate, confident and creative citizens in our continually changing world.

Opportunities for Parental Involvement

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

Contact Person Name: Ofer Grossman

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 student's portfolio and help set new goals, both academic and social.

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Student Enrollment by Grade Level

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	20	Grade 5	26
Grade 1	20	Grade 6	22
Grade 2	20	Grade 7	20
Grade 3	20	Grade 8	22
Grade 4	24	Total Enrollment	194

Student Enrollment by Group

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	9.00%	White (Not Hispanic)	59.28%
American Indian or Alaska Native	1.03%	Multiple or No Response	5.15%
Asian	8.76%	Economically Disadvantaged	19.00%
Filipino	2.00%	English Learners	3.00%
Hispanic or Latino	14.00%	Students With Disabilities	12.00%

Average Class Size and Class Size Distribution

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

No Data Available

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II. School Climate

School Safety Plan

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 curb-side valet for families to ensure that families can drop off their children quickly and safely. Staff members are also on the yard to help supervise children for 15 minutes before school. During school, staff members provide supervision during break and lunch in order to maintain a safe environment for all children. Children are supervised for 15 minutes after school on the yard and after school care is available for all children.

All staff 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		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	3.10%	1.00%	0.00%	7.09%	6.80%	6.10%
Expulsions	0.00%	0.00%	0.00%	0.07%	0.07%	0.04%

III. School Facilities

School Facility Conditions and Improvements

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, cafeteria and media center are cared for daily to provide for a safe and clean learning environment. To ensure the safety and preparedness of students and staff for all emergency situations, we have a school safety plan in place. We also conduct monthly fire evacuation drills and implement two comprehensive disaster preparedness drills each year. Our school safety plan is updated annually. The facility that supports our school is well-maintained and is in well-functioning condition. Needed maintenance includes routine roof maintenance to keep warranties in effect, and deferred maintenance projects include flooring replacement, interior and exterior painting, and some light asphalt repairs. We are proud that our school district takes great efforts to ensure that our school is clean, safe, and functional. There are no emergency needs as defined by the Office of Public School Construction.

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School Facility Good Repair Status

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	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status

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

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary	X			

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IV. 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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	9	8	9	604
Without Full Credential	1	1	0	20
Teachers Teaching Outside Subject Area	0	0	0	--

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	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	2	2	--
Total Teacher Misassignments	2	2	--
Vacant Teacher Positions	0	0	--

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0%
All Schools in District	97.0%	3.0%
Low-Poverty Schools in District	96.5%	3.5%

V. Support Staff

Academic Counselors and Other Support Staff

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

Title	Number of FTE Assigned to School
Resource Specialist (non-teaching)	1.0

VI. Curriculum and Instructional Materials

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Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays 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.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	SMASH utilizes Houghton Mifflin Literacy for K-5 and Holt Literacy for 6-8. In addition, SMASH utilizes a variety of other texts including Lucy Calkins The Teachers College Reading and Writing Project, Readers Workshop by Lucy Calkins, Fountas & Pinnell Guiding Readers and Writers, 6 + 1 Traits Writing by Ruth Culham, trade books, multiple book sets, and technological resources to deliver a standards based curriculum to all students. All children have access to developmentally appropriate instructional materials.	0
Mathematics	SMASH utilizes Harcourt Math for K-5, McDougal/Little for 6&7, and Prentice Hall for 8th grade Algebra. In addition, SMASH utilizes TERC Math Investigations by Scott Foresman for students in grades K-5 and Connected Math to deliver a standards based curriculum to all students. All children have access to developmentally appropriate instructional materials.	0
Science	SMASH utilizes Harcourt California Science for K-5 and Harcourt Earth, Life, and Physical Science for 6-8 grades. SMASH also utilizes a variety of resources to deliver a real-world, hands-on science curriculum. Teacher resources include GEMS Lawrence Hall of Science and Interact Interaction Publications. The science curriculum is largely supported by working with experts in the field including the staff at Heal the Bay and UCLA.	0

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History-Social Science	SMASH utilizes Harcourt Brace Social Studies, the recently adopted State text for Social Studies. It is accessible and available for all students. Because SMASH is an alternative school, textbooks are not the main source of information for students. Textbooks may be used to supplement the curriculum as needed. SMASH also uses real-world materials to support the thematic, project-based curriculum. These materials include resources such as technology, current newspapers and magazines, and expert interviews.	0
Foreign Language	SMASH has not adopted any texts in this area. This is one of the goals for this year.	N/A
Health	SMASH has not adopted materials in this area. This is one of the goals for this year.	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A

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VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$4,579.00	\$464.00	\$4,115.00	\$61,498.00
District	--	--	--	\$61,498.00
Percent Difference - School Site and District	--	--	--	0%
State	--	--	\$4,943.00	\$59,934.00
Percent Difference - School Site and State	--	--	17%	-3%

Types of Services Funded

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

No Data Available

Teacher and Administrative Salaries (Fiscal Year 2005-06)

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,999.00	\$38,478.00
Mid-Range Teacher Salary	\$61,216.00	\$60,735.00
Highest Teacher Salary	\$82,418.00	\$76,906.00
Average Principal Salary (Elementary)	\$104,551.00	\$96,766.00
Average Principal Salary (Middle)	\$111,415.00	\$102,730.00
Average Principal Salary (High)	\$122,813.00	\$110,489.00
Superintendent Salary	\$162,181.00	\$169,243.00
Percent of Budget for Teacher Salaries	41.0%	42.0%
Percent of Budget for Administrative Salaries	7.0%	5.0%

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VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students – Three-Year Comparison

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

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	51%	43%	50%	61%	64%	65%	40%	42%	43%
Mathematics	14%	21%	14%	51%	53%	52%	38%	40%	40%
Science	23%	38%	39%	40%	54%	58%	27%	35%	38%
History-Social Science	13%	25%	18%	49%	54%	50%	32%	33%	33%

CST Results by Student Group – Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African-American	27%	0%	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	7%	0%	--	--
White (Not Hispanic)	63%	19%	40%	--
Male	46%	14%	43%	--
Female	53%	14%	33%	--
Economically Disadvantaged	30%	4%	9%	--
English Learners	--	--	--	--
Students With Disabilities	--	--	--	--

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Norm-Referenced Test

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

NRT Results for All Students – Three-Year Comparison

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

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	55%	41%	38%	63%	60%	61%	41%	42%	42%
Mathematics	45%	30%	58%	68%	68%	68%	52%	53%	53%

NRT Results by Student Group – Most Recent Year

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

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African-American	--	--
Asian	--	--
White (Not Hispanic)	62%	75%
Male	46%	69%
Female	31%	46%
Students With Disabilities	--	--

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: 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.

Grade Level	Percent of Students Meeting Fitness Standards
5	64.0%
7	36.0%

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IX. 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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

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

API Rank	2004
Statewide	1
Similar Schools	N/A

API Changes by Student Group – Three-Year Comparison

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

Group	API Score
	2007
All Students	667
White (Not Hispanic)	705

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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

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AYP Overall and by Criteria

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

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

Federal Intervention Program

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

Indicator	District
Program Improvement Status	Not In PI

Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

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All teachers and staff at school sites participate in ongoing professional development and curriculum and instructional improvement efforts through banked time, a total of 90 minutes of meeting and professional development time each week at each site. In addition, there are three days set aside in our academic calendar for intensive professional development and planning. One of these days is a district-wide focused professional development; the other two are developed by and conducted at individual school sites. In 2006, with the support of District's Education Services Department, elementary sites elected to pool resources and dedicated one of the site-based days. The professional development activities were conducted in several focused areas, including writers workshop, cognitively guided math instruction, and school climate.

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

- * The Principles of Learning -- with special focus on Academic Rigor in a Thinking Curriculum, Clear Expectations, and Accountable Talk
- *Lesson Link -- teachers work together to co-plan, teach, revise and publish lessons with one another
- *Academic Conferences -- teachers review data, discuss options and select additional areas of instructional focus
- *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
- *Safe schools and healthy students
- *Character education
- *Frontloading instruction for English Language Learners
- *Differentiated Instruction for all students
- *Curriculum development and refinement in all content areas

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

Each August, all teachers new to Santa Monica-Malibu are invited to participate in Teacher Academy, a three-day 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.

In addition, each year, at individual school sites, teachers and administrators review data, discuss options and select additional areas of focus for the staff as a whole as well as for departments and/or grade level teams as appropriate.