



# SMASH (Santa Monica Alternative School House) School Accountability Report Card (SARC) 2001-2002

## SMASH (Santa Monica Alternative School House)

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### Santa Monica-Malibu Unified School District

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Emily Bloomfield, Julia Brownley,  
Oscar de la Torre, Mike Jordan, Shane McLoud  
John Deasy, Superintendent of Schools

## 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.

### 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 SMASH.

## Principal's Message

SMASH is a progressive school of choice in the Santa Monica-Malibu Unified School District. We focus on a student-centered learning environment with an emphasis on building a true community of learners. We are extremely proud of our school and welcome the opportunity to tell you more about our programs and school community.

We have a wonderful teaching staff that is committed to meeting the individual needs of all of our students. Our teachers are enthusiastic about the teaching and learning process and hold high learning expectations for all students. They spend quality time working collaboratively in a team teaching environment and explore innovative teaching practices to help our students grow and learn on an individual basis.

The result of their work is evident as one walks throughout the campus. Our students are regularly engaged in learning activities that require them to think, construct meaning and communicate what they've learned as it relates to real life situations. Our staff



Ruben Valles, Principal

is committed to professional growth, with regular inquiry into our educational practices to ensure that each student is adequately prepared to be a successful, productive citizen.

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# About Our School

## School Description

The Santa Monica Alternative School House (SMASH) was conceived in 1973 by a community group composed of educators, students, and parents who were seeking an educational program significantly different from the standard programs offered. The group wanted a humanistic school where non-authoritarian, non-competitive, and progressive educational methods would be emphasized. Since its inception, the Santa Monica-Malibu Unified School District (SMMUSD) Board of Education has been committed to maintaining alternative education in Santa Monica and Malibu by offering community members a choice in learning environments.

SMASH has gone through many changes over the years including several location changes. The most recent move, in the fall of 1997, was to its current site at 5<sup>th</sup> Street and Ocean Park Blvd. SMASH has also changed from a K-12 school to its current status as a K-8 school. We have a current student population of 186 students in 3 Cores of multi-age classroom settings. There are three teachers each in Core one (K-2) and Core two (3-5), and two and a half teachers in Core three (6-8).

In addition to our regular classroom teachers, we have two, half-time, special-education personnel: a speech and language teacher, and a Resource Specialist Program (RSP) teacher who meet the needs of identified students. We also have after-school childcare and a partnership with the City of Santa Monica to provide after-school programs for our students. Parent involvement at SMASH is evidenced by an active Parent Teacher Student Association (PTSA) and School Site Council made up of 12 members including parents, students, and staff.

## 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

The SMASH PTSA is in place to support and positively impact the lives of our children. Meetings are generally held on the first Wednesday of every month in our Media Center, beginning at 6:30 p.m. Subcommittees of the PTSA, such as Fundraising, Earthquake Safety, Diversity Advisory, and Alternative Education hold meetings on an as-needed basis. We also have an active School Site Council that meets on a monthly basis. Please call the SMASH office, at (310) 396-2640 for more information on how you can participate.

## Student Enrollment and Demographic Information

2000-2001	Number of Students	Percentage of Students	Grade Level	Enrollment
African-American	23	12.4	Kindergarten	19
Amer. Indian or Alaska Native	3	1.6	Grade 1	20
Asian-American	24	12.9	Grade 2	20
Filipino-American	0	0.0	Grade 3	18
Hispanic or Latino	32	17.2	Grade 4	25
Pacific Islander	0	0.0	Grade 5	23
White (Not Hispanic)	104	55.9	Grade 6	20
			Grade 7	15
			Grade 8	26
<small>The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data System (CBEDS) total enrollment.</small>			<b>Total</b>	<b>186</b>

## School Safety, Discipline and Climate for Learning

The SMASH Comprehensive School Safety Plan was updated and reviewed by staff and presented to the School Site Council in October, 2002. Our Site Safety Plan outlines school procedures and protocols in dealing with campus emergencies. We have monthly evacuation drills at our site to practice and review our safety procedures. We have two disaster preparedness drills each year, one in the fall trimester and one in the spring trimester. SMASH parents and staff have worked diligently in assuring that we are prepared in case of a natural disaster. All emergency supplies are kept in a central location so that our search and rescue, campus security, and first aid teams can meet before attending to their assigned duties.

## Programs and Practices that Promote a Positive Learning Environment

We use multiple teaching techniques to ensure that instruction is differentiated to meet the diverse needs of all learners. The learning environment at SMASH is student centered. Students often work in collaboration with peers in learning projects they construct and in which the teacher acts as a facilitator. In various activities related to real life experiences, the students become active participants in the learning process.

In our classrooms, teachers use a variety of systems to promote a positive learning environment. The operative principle is that students are allowed to work on projects based on their personal interests. With this freedom comes responsibility, a value we desire all students at SMASH to develop as a result of their tenure here.



## Suspensions and Expulsions

Principles of accountability, respect for others and personal responsibility form the basis for District 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 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.

Data reported by the CDE does not differentiate between students who have been suspended for one day and those who have been suspended for twenty days. Neither does it differentiate between students who are disobedient from those who have committed an assault. The CDE SARC Advisory Committee is aware of this and is working to simplify data reporting to allow better comparisons between schools.

The table on 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. SMMUSD does not expel elementary students.

	School			District All Elem/Mid		
	2000	2001	2002	2000	2001	2002
Elem/Mid Suspensions (Number)	1	2	2	121	119	121
Elem/Mid Suspensions (Rate)	.55	1.03	1.03	2.25	2.18	2.19



## 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. We are currently upgrading our facilities with Prop X funding. As a result of this process, three new classrooms will be added to accommodate our current student population. Our playground, restroom facilities, cafetorium, and media center are attended to daily to provide 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.

## About Our Students

### STAR 9 Report

For the fifth year, California public school students in grades 2 through 11 took part in the state's STAR Program. The spring 2002 administration included two major components: the Stanford Achievement Test, Ninth Edition, Form T (Stanford 9), and California Standards Tests. Subject areas tested on the Stanford 9 were the same as the previous year. Writing tests at grades 4 and 7 and science and history-social science tests at grades 9 through 11 were added to the California Standards Tests last spring.

### California Standards Tests (CST)

The California Standards Tests, developed specifically for California public schools, are aligned to state-adopted standards that describe what students should know and be able to do in each grade and subject tested. The California Standards Tests in English-Language Arts and Mathematics for grades 2 through 11 became part of the STAR Program in 1999. Standards Tests in History-Social Science and Science for grades 9 through 11 were added in 2001. Writing tests for grades 4 and 7, requiring students to write an essay in response to an assigned task, also were added in 2001. Electronic versions of subject content standards adopted by the California State Board of Education are available at <http://www.cde.ca.gov/standards/> and [http://www.cde.ca.gov/cdepress/standards\\_brochures.html](http://www.cde.ca.gov/cdepress/standards_brochures.html). Additional information regarding the content standards is also available on-line at <http://www.cde.ca.gov/statetests/star/resources/blueprints.html>.

Standards Tests for 2001 STAR include questions from the Stanford 9 English-Language Arts tests for grades 2 through 11 and Mathematics tests for grades 2 through 7 that are aligned to state-adopted standards and additional test questions that address the standards. The number of items used from the Stanford 9 for the Standards Tests vary by grade level and subject area.



## English Language Arts (ELA)

The California English Language Arts Standards scores are based on 75 questions for grades 2 and 3 and 90 questions for grades 4 - 11. For all grades the California English Language Arts Standards Tests have 35 questions specifically written for assessing competency. The additional 40 questions for grades 2 and 3 and 55 questions for grades 4 - 11 are taken from the Stanford 9 reading and language tests. Stanford 9 spelling test questions are also used in grades 2 - 8. Language Arts experts matched the Stanford 9 questions to California's content standards and selected the specific questions to be used as part of the standards-based scores for each grade.

Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area.

The California Department of Education's Language Arts Standards are available at: <http://www.cde.ca.gov/statetests/star/resources/blueprints/ela/ela2to10.pdf>.

### CST ELA

The tables below show percentage of students achieving at the Proficient or Advanced level, meeting or exceeding the state standard.

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	---	ns	ns	---	57	54	---	32	32
3	---	ns	ns	---	51	53	---	30	34
4	---	ns	ns	---	59	58	---	33	36
5	---	51	ns	---	54	58	---	28	31
6	---	ns	ns	---	56	54	---	31	30
7	---	ns	ns	---	57	60	---	32	33
8	---	ns	18	---	57	56	---	32	32

ns: scores are not reported on groups of less than 11.

### CST - Mathematics

As no data is reported for groups of 10 or less the table below has been modified

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	---	---	ns	---	---	60	---	---	43
3	---	---	ns	---	---	54	---	---	38
4	---	---	ns	---	---	60	---	---	37
5	---	---	ns	---	---	53	---	---	29
6	---	---	ns	---	---	51	---	---	32
7	---	---	ns	---	---	48	---	---	30
8	---	---	ns	---	---	50	---	---	27

ns: scores are not reported on groups of less than 11.

### CST Subgroups - English Language Arts

Grade Level	Male	Female	English Learners	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged
8	ns	ns	18	ns	ns	ns

ns: scores are not reported on groups of less than 11.

## Stanford 9

Reading and mathematics results from the Stanford 9 test are reported for each grade level as the percentage 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.

### Stanford 9 - Reading

The tables below show the percentage of students scoring at or above the 50th percentile for groups larger than 10.

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	47	ns	ns	75	78	77	49	51	53
3	93	ns	ns	71	71	72	44	46	47
4	78	ns	ns	73	73	74	45	47	49
5	78	81	ns	71	75	75	44	45	46
6	47	ns	ns	70	74	73	46	47	48
7	63	ns	ns	72	73	73	46	48	48
8	79	ns	ns	72	73	74	49	50	49

ns: scores are not reported on groups of less than 11.

### Stanford 9 - Mathematics

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	40	ns	ns	80	82	80	57	58	62
3	33	ns	ns	76	74	74	56	59	62
4	39	ns	ns	75	79	81	51	54	58
5	56	63	ns	76	79	81	50	54	57
6	47	ns	ns	72	78	76	55	57	60
7	61	45	ns	71	70	71	48	50	52
8	71	ns	ns	65	66	66	48	49	50

ns: scores are not reported on groups of less than 11.

## California Fitness Test

Assembly Bill 265, signed into law in October 1995 (E.C. Section 2, Chapter 6. Section 60800) re-established the statewide physical performance test and mandated that: "during the month of March, April, or May, the governing board of each school district maintaining any of grades five, seven, and nine shall administer to each pupil in those grades the physical performance test designated by the State Board of Education."

AB265 also required that the physical fitness testing data be collected at least once every two years. In February 1996, the State Board of Education designated the *Fitnessgram* as the required physical performance test to be administered to California students. For a complete copy of this report, please see <http://www.cde.ca.gov/stateTests/pe/>.

The *Fitnessgram* uses criterion-referenced standards to evaluate fitness performance. The standards were established by the Cooper Institute for Aerobics Research to represent a level of fitness that offers some degree of protection against diseases that result from sedentary living. Findings from current research based on the United States national norms have been used as the basis for establishing the *Fitnessgram* standards. Performance is classified into two general areas: "in the healthy fitness zone (HFZ)" and "needs improvement."



Physical fitness consists of three components: 1) aerobic capacity, 2) body composition, and 3) muscular strength, endurance, and flexibility. Activities used to measure these components may be found at <http://www.cde.ca.gov/challenge/pe.html>. Physical fitness consists of three components: 1) aerobic capacity, 2) body composition, and 3) muscular strength, endurance, and flexibility. Activities used to measure these components may be found at <http://www.cde.ca.gov/challenge/pe.html>.

Percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards)

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	59.1		55.6	30.5	33.6	27.7	22.2	23.4	21.5
7	21.4			18.0	16.7	19.4	25.9	27.3	25.0

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

## 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 ourselves in many ways. In school, we often send the message to children that it is others' opinions of us that count. In our work to foster efficacious human beings, we understand the importance of providing children with ample and consistent opportunities to critically assess themselves with the support of other adults. Student self-assessment and reflection on their work and development is an important component for all of the assessment activities.

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



## Class Size (Class Size Reduction)

### Class Size Reduction Participation

California's K-3 Class Size Reduction program was established in 1996 to improve the educational program, especially in reading and mathematics, for children in kindergarten and grades one through three. Incentive funding is provided to participating school districts for the purpose of implementing an average pupil-teacher ratio of twenty to one in up to four grade levels. SMASH has had 100% participation in this program for the years 1999, 2000 and 2001. More information is available at <http://www.cde.ca.gov/classize/>

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms for each

Grade	2000				2001				2002			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
K	20.0	3	0	0	20.0	4	0	0	19.67	3	0	0
1	0.0	0	0	0	0.0	0	0	0	0	0	0	0
2	0.0	0	0	0	25.0	0	1	0	25.00	0	1	0
3	21.3	2	1	0	0.0	0	0	0	17.00	1	0	0
4	29.5	0	2	0	22.3	1	3	0	20.33	2	1	0
5	0.0	0	0	0	0.0	0	0	0	24.00	0	1	0
6	0.0	0	0	0	0.0	0	0	0	0	0	0	0
K-3	20.0	3	0	0	20.0	4	0	0	19.67	3	0	0
3-4	21.3	2	1	0	0.0	0	0	0	0	0	0	0
4-8	29.5	0	2	0	22.3	1	3	0	20.33	2	1	0

## 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 of and Currency of Textbooks and Other Instructional Material

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.

### Technology

The Santa Monica-Malibu Unified School District's Vision for Technology states that SMMUSD will prepare students for life in the information age. Rich resources, that include filtered Internet access, on-line electronic resources, multimedia, well managed school libraries, school web sites, and after school hours access to computers are available to all children in the School District. The Board of Education approved the Technology Use Plan that includes a set of goals for all students that address technology use, access, curriculum integration, training, depth, partnerships, and ethics.



## Instructional Time 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.

There were nine minimum days at SMASH in 2002. 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.

Grade Level	Number of Minimum Days	Total Instructional Minutes	State Requirement
K	9	48,120	36,000
1, 2, 3	9	54,150	53,100
4, 5	9	57,500	54,480
6, 7, 8	9	64,870	54,480

## Teachers and Staff

### Credentials

Part-time teachers are 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.

	2000	2001	2002
<b>Total Number of Teachers</b>	9	10	9
<b>Full Credential</b> (Fully credentialed and teaching in subject area)	8	9	6
<b>Teaching Outside Subject Area</b> (fully credentialed but teaching outside of subject area)	0	0	0
<b>Emergency Credential</b> (includes district internship, university internship, pre-interns and emergency permits)	1	0	3
<b>Teachers and Waivers</b> (does not have credential and does not qualify for an emergency permit)	0	1	0

Teacher credential data may not have been submitted or a teacher may hold one or more types of credential. As a result, categories on this report may not add up to Total Number of Teachers.

### Pupil Support Staff (Counselors/Support Staff)

Title	FTE
Counselor	2.00
Librarian	1.00
Psychologist	0.20
Social Worker	0.00
Nurse	0.20
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	0.50
Other	0.00

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

### 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.

### 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

## 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.

SANTA MONICA-MALIBU UNIFIED Fiscal Year 2000-01		General Fund REVENUES		Statewide Avg All USD	Statewide Avg All Districts
	Total Dollars	\$ / Student (ADA*)	% of Avg Unified	\$ / Student (ADA*)	\$ / Student (ADA*)
State Aid	\$24,088,355	\$1,966	71%	\$2,759	\$2,709
Local Property Taxes & Fees	32,417,737	2,646	153%	1,728	1,816
<b>SUBTOTAL, REVENUE LIMIT SOURCES</b>	<b>\$56,506,092</b>	<b>\$4,613</b>	<b>103%</b>	<b>\$4,487</b>	<b>\$4,525</b>
Federal Revenues	\$3,103,460	\$253	63%	\$403	\$392
Other State Revenues	20,522,894	1,675	100%	1,680	1,603
Lottery	1,793,021	146	98%	150	149
Other Local Revenues	15,101,177	1,233	356%	346	386
<b>TOTAL</b>	<b>\$97,026,644</b>	<b>\$7,920</b>	<b>112%</b>	<b>\$7,066</b>	<b>\$7,054</b>

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.

SANTA MONICA-MALIBU UNIFIED Fiscal Year 2000-01 EXPENDITURES			Statewide Avg All Unified Districts	Statewide Avg All Districts	
	Total Dollars	\$ / Student (ADA)	% of Avg Unified	\$ / Student (ADA)	\$ / Student (ADA)
Certificated Salaries	\$45,707,010	\$3,731	107%	\$3,503	\$3,467
Classified Salaries	16,661,468	1,360	129%	1,052	1,046
Employee Benefits	10,681,537	872	89%	983	977
Books and Supplies	3,144,453	257	70%	366	366
Services, Other exp.	8,554,620	698	115%	606	598
<b>SUBTOTAL</b>	<b>\$84,749,088</b>	<b>\$6,918</b>	<b>106%</b>	<b>\$6,509</b>	<b>\$6,454</b>
OTHER	\$4,381,532				
<b>TOTAL</b>	<b>\$89,130,620</b>				
	\$7,986,024	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES			

The table below shows how SMMUSD spends its money in comparison to other unified school districts in the state and to all districts in the state.

CURRENT EXPENSE OF EDUCATION PER ADA (Per Education Code Section 41372)				
Santa Monica-Malibu Unified School District			Statewide Average	
			All Unified - Districts	All Districts
Total Dollars	Current Expense ADA	\$ / Student (ADA)	\$ / Student (ADA)	\$ / Student (ADA)
\$83,372,176	\$12,250	\$6,806	\$6,414	\$6,360

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

Extensive financial information at the state, county, district and school level is available at Ed Source <http://www.edsource.org/index.cfm>.

## 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 \$2,342.

## Salaries

**Average Salaries** (Fiscal Year 2000-2001)  
Average Salary uses the statewide data category used for comparison by type and size of district.

Category	District	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,255	\$34,802
Mid-Range Teacher Salary	\$55,446	\$54,455
Highest Teacher Salary	\$76,890	\$68,873
Average Principal Salary (Elementary)	\$96,830	\$90,651
Average Principal Salary (Middle)	\$105,093	\$90,651
Average Principal Salary (High)	\$102,840	\$90,651
Superintendent Salary	\$161,322	\$135,657
Percentage of Budget for Teacher Salaries	43.41	43.85
Percentage of Budget for Administrative Salaries	5.61	5.35

## Additional Compensation for Administrators

All administrators get health benefits that, on average, cost the district about \$,600 per year. The District does not contribute into any pension plan for employees. The Superintendent receives a \$6,000 per annum allowance for mileage reimbursement.

