2015-16 School Accountability Report Card
Published During the 2016-17 School Year

Santa Monica-Malibu Unified School District
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School Description

District Vision

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

Santa Monica Alternative Schoolhouse Mission Statement

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

Principal's Message

At Santa Monica Alternative Schoolhouse, we strive to help children become active citizens in a democracy that is still being shaped. We want our students to be a part of that shaping in ethical, moral, creative and thoughtful ways. There are three important components that serve as a guide in the development of the SMASH alternative program. First, we have a curriculum that builds upon student interest and real-life issues and problems. Next, we provide a structure that offers flexibility that includes heterogeneous and multi-age group arrangements for children. Finally, we offer an environment that embraces freedom with responsibility and addresses the balance between the needs of the individual and the needs of the community. Our instructional staff is continuously focused on these important elements in order to build a solid, yet ever-changing, innovative program.

SMASH was founded in 1973 by parents, teachers and students as a progressive school of choice in the Santa Monica-Malibu Unified School District. Teachers use a constructivist approach to learning with a curriculum developed collaboratively between teachers and students. Our ultimate goal is to nurture students to be competent, compassionate, confident and creative citizens in our continually changing world.

About the SARC

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

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

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	22
Grade 1	24
Grade 2	25
Grade 3	24
Grade 4	26
Grade 5	26
Grade 6	26
Grade 7	29
Grade 8	25
Total Enrollment	227

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.5
American Indian or Alaska Native	0.4
Asian	2.6
Filipino	0
Hispanic or Latino	15
Native Hawaiian or Pacific Islander	0
White	59.9
Two or More Races	18.5
Socioeconomically Disadvantaged	5.3
English Learners	3.1
Students with Disabilities	11
Foster Youth	0

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
	14-15	15-16	16-17
With Full Credential	11	11	11
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	1	0
Santa Monica-Malibu Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	565
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
	14-15	15-16	16-17
Teachers of English Learners	1	0	0
Total Teacher Misassignments	1	1	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	96.2	3.8
High-Poverty Schools	87.7	12.4
Low-Poverty Schools	98.9	1.1

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

All students at SMASH have access to state-approved and district-adopted textbooks and instructional materials in all core academic areas. The district follows the state guidelines and cycles for textbook adoptions with new science materials purchased and implemented in the 2007-08 school year and new math texts in 2008-09. The district adopted new English language arts texts for grades 6-8 for 2009-10. With the textbook-adoption process frozen due to budget constraints at the state level, the district refreshed the K-5 English language arts curriculum, using the existing texts. All students, including English learners, have their own copy of textbooks, except in the case where "Big Books" are used for the entire classroom at the early primary level. Textbooks and instructional materials are recommended for school board approval through a comprehensive process by a districtwide committee of teachers and administrators. Members of the public are invited to review recommended materials and make comments prior to board approval. As an alternative school, SMASH also provides its students with supplemental instructional materials that support cross-curricular and inquiry-based learning.

Textbooks and Instructional Materials Year and month in which data were collected: May 2014	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Houghton Mifflin Reading 2003, adopted 6/27/2002 California Literature, McDougal Littell 2009, adopted 5/21/2009 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	My Math, McGraw Hill, 2013, adopted 3/5/2015Connected Mathematics Project 3, Pearson 2014, adopted 5/15/2014 California Mathematics Geometry, Holt 2008, adopted 4/3/2008 CME Algebra, Pearson 2014, adopted 5/15/2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Science, Harcourt 2007, adopted 4/19/2007 Focus on Science, Prentice Hall 2007, adopted 4/19/2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Reflections, California Series; Harcourt 2006 History Alive!, TCI 2006, adopted 6/1/2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

School Facility Conditions and Planned Improvements (Most Recent Year)

SMASH is a progressive school of choice located just a few blocks from the beach. Constructed in 1997, the school buildings are accentuated by high, open-air ceilings in keeping with modern-style architecture. Classrooms are open and welcoming and are constructed to allow for classrooms to interconnect. This structure supports our practice of team teaching. A second phase of construction was completed in 2002, and three new classrooms were added to accommodate the student population. Our playground, restroom facilities, cafetorium and media center are cared for daily to provide for a safe and clean learning environment. To ensure the safety and preparedness of students and staff for all emergency situations, we have a school safety plan in place. We also conduct monthly fire evacuation drills and implement two comprehensive disaster preparedness drills each year. Our school safety plan is updated annually. The facility that supports our school is well maintained and is in well-functioning condition.

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

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

With the approval of Measure GSH, the district will now be able to begin addressing the deferred maintenance funding that changed with the statewide implementation of LCFF.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 09/01/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			256: blocked roof access, hvac unit blocked
Interior: Interior Surfaces			X	250:00:00 105 Nurse: counter at sink delaminating 2: blinds missing 200 library: unsecure shelves, lights out 200 office: unsecure shelves lights out 205: paint pealing minor, roaches 400: floor tiles damaged no extinguisher, light bulbs out HVAC cl
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		205: paint pealing minor, roaches 254 lounge: ants 256: blocked roof access, hvac unit blocked 400: floor tiles damaged no extinguisher, light bulbs out HVAC closet dirty, roaches termites 410: light bulbs out HVAC closet dirty, unsecure cabinet, door
Electrical: Electrical	X			400 workroom: cluttered, light bulbs out 565: electrical cover plate missing sink delaminating, paint pealing B: overhead storage, extension cords across floor surf shack: pealing paint from tape, light bulbs out overhead storage unsecure shelves, exti
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			565: electrical cover plate missing sink delaminating, paint pealing Cafeteria: HVAC vent dirty hand pull blocked stage lift blocked
Safety: Fire Safety, Hazardous Materials	X			400: floor tiles damaged no extinguisher, light bulbs out HVAC closet dirty, roaches termites 415: minor wall damage, ripped partitions, extinguisher not charged 490: extinguisher not charged Cafeteria: HVAC vent dirty hand pull blocked stage lift bloc
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			571 boys restroom: rusty door vent 605: window leak playground: gate at north entrance needs repair

Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	76	78	68	71	44	48
Math	62	66	57	60	34	36

2015-16 CAASPP Results for All Students

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	65	80	78	77	78	77	60	56	54

CAASPP Results for All Students - Three-Year Comparison

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	16	12	60
7	3.6	25	53.6

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

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	51	36	70.6	77.8
Male	18	10	55.6	70.0
Female	33	26	78.8	80.8
White	32	24	75.0	75.0

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

		Number of Students		Percent of Students	
Student Group	**Grade**	**Enrolled**	**Tested**	**Tested**	**Standard Met or Exceeded**
All Students	3	24	7	29.2	71.4
	4	26	12	46.1	83.3
	5	26	14	53.9	100.0
	6	29	20	69.0	65.0
	7	29	20	69.0	75.0
	8	25	21	84.0	76.2
Male	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	13	11	84.6	54.5
	7	12	9	75.0	66.7
	8	--	--	--	--
Female	3	16	6	37.5	83.3
	4	16	7	43.8	85.7
	5	17	11	64.7	100.0
	6	16	9	56.3	77.8
	7	17	11	64.7	81.8
	8	16	14	87.5	85.7
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	7	--	--	--	--
Asian	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	**3**	19	5	26.3	60.0
	4	11	6	54.5	66.7
	5	16	9	56.3	100.0
	6	18	13	72.2	61.5
	7	21	16	76.2	75.0
	8	16	15	93.8	80.0
Two or More Races	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	**3**	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
English Learners	**3**	--	--	--	--
	7	--	--	--	--
Students with Disabilities	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	24	7	29.2	85.7
	4	26	11	42.3	63.6
	5	26	14	53.9	64.3
	6	29	20	69.0	57.9
	7	29	20	69.0	80.0
	8	25	21	84.0	57.1
Male	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	13	11	84.6	40.0
	7	12	9	75.0	88.9
	8	--	--	--	--
Female	3	16	6	37.5	83.3
	4	16	6	37.5	50.0
	5	17	11	64.7	63.6
	6	16	9	56.3	77.8
	7	17	11	64.7	72.7
	8	16	14	87.5	57.1
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	7	--	--	--	--
Asian	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Table title: School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	**Grade**	**Number of Students**		**Percent of Students**	
		Enrolled	**Tested**	**Tested**	**Standard Met or Exceeded**
White	3	19	5	26.3	80.0
	4	11	6	54.5	66.7
	5	16	9	56.3	66.7
	6	18	13	72.2	50.0
	7	21	16	76.2	81.3
	8	16	15	93.8	46.7
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
English Learners	3	--	--	--	--
	7	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)
There are numerous ways to be involved as a parent at SMASH. We have an extremely active PTSA that consistently has close to 100 percent participation. The SMASH PTSA is founded upon the goals and values of the state and national PTA. This common goal for parents, teachers and students is to improve the lives of students, not only at SMASH, but within the larger community as well. Parents can also be involved in our Site Council that meets regularly to develop goals for the school and to follow up on the effects of those goals. Many parents volunteer in our classrooms on a regular basis. Parents often assist teachers as well as offer their expertise in areas that support the curriculum. SMASH knows that parents are the most important part of a child's education and they are part of the process in determining student goals. This is done in a collaborative way where students, parents and teachers look at a students' portfolio and help set new goals, both academic and social.

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

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan
Children at SMASH are in a safe environment before, during and after school every day. In the mornings, staff members provide curbside valet for families to ensure that families can drop off their children quickly and safely. Staff members are also on the yard to help supervise children for 15 minutes before school. During school, all gates are locked with a video-monitored doorbell at the front gate. Visitors sign in and receive visitor badges while on campus. Staff members provide supervision during break and lunch in order to maintain a safe environment for all children. Children are supervised for 15 minutes after school on the yard, and after-school care is available for all children. All staff members are trained for emergencies including earthquakes, fires and other potential issues. Drills are conducted regularly to make sure that all adults and children know what to do in the event of an emergency.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in October 2016.

Suspensions and Expulsions			
School	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	0.4	0.9	0
Expulsions Rate	0.0	0.0	0
District	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	1.4	1.8	
Expulsions Rate	0.0	0.0	
State	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2016-17 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		100.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.30
Psychologist	0.20
Social Worker	
Nurse	0.18

Academic Counselors and Other Support Staff at this School	
Speech/Language/Hearing Specialist	0.20
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)											
	Average Class Size			**Number of Classrooms***								
Grade				**1-20**			**21-32**			**33+**		
	2013-14	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
K	25	21	22				1	1	1			
1	25	25	24				1	1	1			
2	26	24	25				1	1	1			
3	25	26	24				1	1	1			
4	25	25	25				1	1	1			
5	26	25	26				1	1	1			
6	25	27	24				1	1	1			

Average Class Size and Class Size Distribution (Secondary)											
	Average Class Size			**Number of Classrooms***								
				1-22			**23-32**			**33+**		
Subject	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
English			27						2			
Mathematics			27						2			
Science			27						2			
Social Science			27						2			

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

All teachers and staff in SMMUSD participate in ongoing professional development through banked time, a total of 90 minutes of meeting and professional development time each week at each site. Areas of districtwide focus for teacher and administrator professional development include implementation of curriculum guides and other areas that are determined by a review of summative and formative data from all school sites and the collection of input from teachers and administrators. Among the primary focus areas for professional development in SMMUSD are the following:

- Developing Professional Learning Communities
- California Standards for ELA and Math and Next Generation Science Standards—standards-based curriculum and instructional delivery
- Math coaching—expanding our understanding of the standards for mathematical practice
- Using data to improve classroom instruction
- Supporting students with special needs
- Differentiated instruction for all students, including English Learners

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

Each August, all teachers new to Santa Monica-Malibu are invited to participate in Teacher Academy, a professional development and orientation to districtwide 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.

FY 2014-15 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$46,115	$44,958
Mid-Range Teacher Salary	$68,853	$70,581
Highest Teacher Salary	$92,701	$91,469
Average Principal Salary (ES)	$116,790	$113,994
Average Principal Salary (MS)	$127,261	$120,075
Average Principal Salary (HS)	$136,956	$130,249
Superintendent Salary	$239,200	$218,315
Percent of District Budget		
Teacher Salaries	36%	38%
Administrative Salaries	6%	5%

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$5,759	$515	$5,244	$72,653
District	♦	♦	$7,252	$75,968
State	♦	♦	$5,677	$74,216
Percent Difference: School Site/District				
Percent Difference: School Site/ State				

* Cells with ♦ do not require data.

Types of Services Funded

DataQuest

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

Internet Access

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