

Santa Monica Alternative School House (SMASH)

2525 5th Street • Santa Monica, CA 90405 • (310) 396-2640 • Grades K-8

Jessica Rische, Principal

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2017-18 School Accountability Report Card Published During the 2018-19 School Year

Santa Monica-Malibu Unified School District

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District Governing Board

Oscar de la Torre
Craig Foster
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**Asst. Superintendent, Educational
Services**
Dr. Mark Kelly
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Resources**
Melody Canady
**Asst. Superintendent, Business &
Fiscal Services**

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, life-long learners; effective, multilingual communicators and global citizens. We are a rich, culturally diverse community that values the contributions of all its members and strives to promote social justice. We exist to assist all students in their pursuit of academic achievement, strength of character, and personal growth, and to support them in their exploration of the 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	24
Grade 1	24
Grade 2	21
Grade 3	26
Grade 4	25
Grade 5	27
Grade 6	24
Grade 7	28
Grade 8	25
Total Enrollment	224

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.9
American Indian or Alaska Native	0.0
Asian	1.8
Filipino	0.4
Hispanic or Latino	18.8
Native Hawaiian or Pacific Islander	0.0
White	54.0
Socioeconomically Disadvantaged	9.4
English Learners	2.7
Students with Disabilities	19.2
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Santa Monica Alternative School House	16-17	17-18	18-19
With Full Credential	11		
Without Full Credential	0		
Teaching Outside Subject Area of Competence	0		
Santa Monica-Malibu Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Santa Monica Alternative School	16-17	17-18	18-19
Teachers of English Learners	0		
Total Teacher Misassignments	0		
Vacant Teacher Positions	0		

* Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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: October 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	California Collections, HMHCO, adopted 6/2017 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 3/5/2015 Connected Mathematics Project 3, Pearson 2014, adopted 5/15/2014 California Big Ideas Geometry, adopted 5/2015, 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

Note: Cells with N/A values do not require data.

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 2018, the upstairs decks were redone, the roof was repaired, drainage areas were upgraded. With the infusion of operational dollars we will continue to address deferred maintenance issues.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/6/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	317 BOYS: 2. AIR REGISTER IS DIRTY 7. HAND DRYER NOT WORKING 11. PAINT IS PEELING
Interior:	Poor	250 SPEECH: 4. CEILING TILE IS BROKEN

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/6/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Interior Surfaces		252 WORKROOM: 4. FLOOR TRANSITION IS DAMAGED 254 FACULTY LOUNGE: 4. CABINETS NEED REPAIR 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED 258 COUNSELOR: 4. CEILING TILE HAS STAIN 4. CEILING TILE IS LOOSE 4. DOORWAY TRANSITION IS DAMAGED 300 MPR: 4. WALL HAS HOLE PAINT 5. FLOOR IS EXCESSIVELY DIRTY 7. LIGHT IS OUT 9. FOUNTAIN IS NOT WORKING PROPERLY 15. DOOR IS BLOCKED 405: 4. CEILING TILE IS STAINED 11. DOOR JAM PAINT IS PEELING 415 SURF SHACK: 4. WALL HAS HOLES 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED 10. FIRE EXTINGUISHER IS OUT OF DATE 11. PAINT IS PEELING 455: 4. CABINET IS DAMAGED 4. FLOOR IS DAMAGED 5. FLOOR AT COVE BASE IS DIRTY 7. ELECTRICAL COVERS ARE LOOSE 462: 4. HOLE IN CEILING 4. CEILING TILE IS LOOSE 12. STRUCTURE SHOWS WATER DAMAGE 480: 11. PAINT IS PEELING 9. FAUCET IS LEAKING 4. TRANSITION IS DAMAGED RESTROOM: 4. FLOOR DOORWAY TRANSITION IS MISSING
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	255 RESTROOM: 5. FLOOR IS EXCESSIVELY DIRTY 11. HAND DRYER PAINT IS PEELING 300 MPR: 4. WALL HAS HOLE PAINT 5. FLOOR IS EXCESSIVELY DIRTY 7. LIGHT IS OUT 9. FOUNTAIN IS NOT WORKING PROPERLY 15. DOOR IS BLOCKED 410: 5. OVERHEAD OUSIDE RAILING USED AS SLIDE 421 GIRLS: 5. FLOOR IS EXCESSIVELY DIRTY 9. TOILET SEAT IS LOOSE 9. TOILET IS LEAKING AT VALVE 11. HAND DRYER PAINT IS PEELING 423 BOYS: 5. FLOOR IS EXCESSIVELY DIRTY AT COVE BASE 9. TOILET IS NOT WORKING 455: 4. CABINET IS DAMAGED 4. FLOOR IS DAMAGED 5. FLOOR AT COVE BASE IS DIRTY 7. ELECTRICAL COVERS ARE LOOSE 460: 6. TERMITE INFESTATION 11. PAINT IS PEELING BUILDING 400: 6. TERMITE INFESTATION 11. BUILDING PAINT IS PEELING
Electrical: Electrical	Poor	254 FACULTY LOUNGE: 4. CABINETS NEED REPAIR 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED 256 WORKROOM: 7. LIGHTS ARE MISSING REGISTERS 300 MPR: 4. WALL HAS HOLE PAINT 5. FLOOR IS EXCESSIVELY DIRTY 7. LIGHT IS OUT 9. FOUNTAIN IS NOT WORKING PROPERLY 15. DOOR IS BLOCKED

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/6/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		310 FOOD SERVICE: 7. LIGHTS OUT 9. GARBAGE DISPOSAL IS MISSING FLANGE 313 STORAGE: 7. LIGHT MISSING BULB AND DIFFUSER 317 BOYS: 2. AIR REGISTER IS DIRTY 7. HAND DRYER NOT WORKING 11. PAINT IS PEELING 415 SURF SHACK: 4. WALL HAS HOLES 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED 10. FIRE EXTINGUISHER IS OUT OF DATE 11. PAINT IS PEELING 440: 7. ELECTRICAL CORDS CAUSING TRIP HAZARD 9.FAUCET IS NOT WORKING 455: 4. CABINET IS DAMAGED 4. FLOOR IS DAMAGED 5. FLOOR AT COVE BASE IS DIRTY 7. ELECTRICAL COVERS ARE LOOSE 490: 7. LIGHTS ARE OUT 9. FAUCET IS BROKEN 11. HAZARDOUS MATERIAL STORED WITHIN REACH OF CHILDREN
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	300 MPR: 4. WALL HAS HOLE PAINT 5. FLOOR IS EXCESSIVELY DIRTY 7. LIGHT IS OUT 9. FOUNTAIN IS NOT WORKING PROPERLY 15. DOOR IS BLOCKED 310 FOOD SERVICE: 7. LIGHTS OUT 9. GARBAGE DISPOSAL IS MISSING FLANGE 315 GIRLS: 11. HAND DRYER PAINT IS PEELING BATHROOM 9. TOILET IS BROKEN 421 GIRLS: 5. FLOOR IS EXCESSIVELY DIRTY 9. TOILET SEAT IS LOOSE 9. TOILET IS LEAKING AT VALVE 11. HAND DRYER PAINT IS PEELING 423 BOYS: 5. FLOOR IS EXCESSIVELY DIRTY AT COVE BASE 9. TOILET IS NOT WORKING 440: 7. ELECTRICAL CORDS CAUSING TRIP HAZARD 9.FAUCET IS NOT WORKING 480: 11. PAINT IS PEELING 9. FAUCET IS LEAKING 4. TRANSITION IS DAMAGED 490: 7. LIGHTS ARE OUT 9. FAUCET IS BROKEN 11. HAZARDOUS MATERIAL STORED WITHIN REACH OF CHILDREN
Safety: Fire Safety, Hazardous Materials	Fair	255 RESTROOM: 5. FLOOR IS EXCESSIVELY DIRTY 11. HAND DRYER PAINT IS PEELING 315 GIRLS: 11. HAND DRYER PAINT IS PEELING BATHROOM 9. TOILET IS BROKEN 317 BOYS: 2. AIR REGISTER IS DIRTY 7. HAND DRYER NOT WORKING 11. PAINT IS PEELING 405: 4. CEILING TILE IS STAINED 11. DOOR JAM PAINT IS PEELING 415 SURF SHACK: 4. WALL HAS HOLES 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED 10. FIRE EXTINGUISHER IS OUT OF DATE 11. PAINT IS PEELING 415: 10. WALL PENETRATION NEEDS FIRE PROTECTION CAULKING 421 GIRLS: 5. FLOOR IS EXCESSIVELY DIRTY 9. TOILET SEAT IS LOOSE 9. TOILET IS

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/6/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		LEAKING AT VALVE 11. HAND DRYER PAINT IS PEELING 460: 6. TERMITE INFESTATION 11. PAINT IS PEELING 480: 11. PAINT IS PEELING 9. FAUCET IS LEAKING 4. TRANSITION IS DAMAGED 490: 7. LIGHTS ARE OUT 9. FAUCET IS BROKEN 11. HAZARDOUS MATERIAL STORED WITHIN REACH OF CHILDREN BUILDING 400: 6. TERMITE INFESTATION 11. BUILDING PAINT IS PEELING
Structural: Structural Damage, Roofs	Good	462: 4. HOLE IN CEILING 4. CEILING TILE IS LOOSE 12. STRUCTURE SHOWS WATER DAMAGE BUILDING 400: 13. GUTTERS NEED CLEANING
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	300 MPR: 4. WALL HAS HOLE PAINT 5. FLOOR IS EXCESSIVELY DIRTY 7. LIGHT IS OUT 9. FOUNTAIN IS NOT WORKING PROPERLY 15. DOOR IS BLOCKED 405: 4. CEILING TILE IS STAINED 11. DOOR JAM PAINT IS PEELING 410: 5. OVERHEAD OUSIDE RAILING USED AS SLIDE 415: 10. WALL PENETRATION NEEDS FIRE PROTECTION CAULKING 425: 14. WATER METER COVER IS BROKEN
Overall Rating	Fair	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	68.0	73.0	74.0	75.0	48.0	50.0
Math	76.0	61.0	61.0	61.0	37.0	38.0

Note: 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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	156	84	53.85	72.62
Male	65	37	56.92	67.57
Female	91	47	51.65	76.60
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	26	14	53.85	57.14
White	88	46	52.27	78.26
Two or More Races	33	18	54.55	72.22
Socioeconomically Disadvantaged	14	5	35.71	60.00
English Learners	--	--	--	--
Students with Disabilities	38	19	50.00	57.89

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	34.6	23.1	30.8
7	18.5	37.0	11.1

* 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.

Note: 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.

Note: 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.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	156	85	54.49	60.71
Male	65	37	56.92	59.46
Female	91	48	52.75	61.7
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	26	14	53.85	28.57
White	88	46	52.27	65.22
Two or More Races	33	19	57.58	72.22
Socioeconomically Disadvantaged	14	5	35.71	40
English Learners	--	--	--	--
Students with Disabilities	38	19	50	31.58

Note: 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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

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' work 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 State priority: School Climate (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 2018.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.9	2.1	2.4
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	0.4
Social Worker	
Nurse	0.25
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
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)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	22	22	24				1	1	1			
1	24	23	24				1	1	1			
2	25	25	21				1	1	1			
3	24	25	26				1	1	1			
4	25	24	25				1	1	1			
5	26	25	26				1	1	1			
6	13	25	24	1			1	1	1			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

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, Social Justice Standards 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 and Culturally Responsive Teaching

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, Site Instructional Leadership Teams (SLTs), and such specialized programs as Tech Jedis 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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,859	\$49,512
Mid-Range Teacher Salary	\$74,444	\$77,880
Highest Teacher Salary	\$100,278	\$96,387
Average Principal Salary (ES)	\$124,840	\$123,139
Average Principal Salary (MS)	\$138,074	\$129,919
Average Principal Salary (HS)	\$150,077	\$140,111
Superintendent Salary	\$200,000	\$238,324
Percent of District Budget		
Teacher Salaries	34.0	36.0
Administrative Salaries	6.0	5.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,327	\$209	\$7,118	\$82,444
District	◆	◆	\$7,252	\$82,581
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			-1.9	-0.2
Percent Difference: School Site/ State			-0.1	3.4

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

A combination of state and federal funding is used to cover all aspects of our instructional program.

SMMUSD uses Title II funds to support a Math and Secondary Support Coordinator to:

- work with teachers/administrators to support student learning around math content and practices for all students
- facilitate and review the guaranteed and viable curriculum that includes use of common formative assessments to gauge student achievement
- support ongoing intervention/enrichment opportunities to address student growth and needs

Title III funds are utilized to expand educational opportunities that increase language and academic proficiency of our English learners, and to expand parent engagement opportunities.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.