

# Santa Monica Alternative School House (SMASH)

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

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year

### **Santa Monica-Malibu Unified School District**

1651 16th St.

Santa Monica, CA 90404-3891

(310) 450-8338

[www.smmusd.org](http://www.smmusd.org)

#### **District Governing Board**

Oscar de la Torre

Craig Foster

Maria Leon-Vazquez

Dr. Richard Tahvildaran-Jesswein

Ralph Mechur

Jon Kean, President

Laurie Lieberman, Vice-President

#### **District Administration**

Ben Drati, Ed.D.

**Superintendent**

Dr. Jacqueline Mora

**Asst. Superintendent, Educational  
Services**

Dr. Mark Kelly

**Asst. Superintendent, Human  
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**

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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	22
Grade 1	25
Grade 2	25
Grade 3	22
Grade 4	26
Grade 5	24
Grade 6	29
Grade 7	26
Grade 8	26
<b>Total Enrollment</b>	<b>225</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.3
American Indian or Alaska Native	0.4
Asian	3.1
Filipino	0.4
Hispanic or Latino	19.6
White	53.3
Two or More Races	17.8
Socioeconomically Disadvantaged	12.4
English Learners	2.2
Students with Disabilities	23.1
Foster Youth	0.4
Homeless	0.9

### 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 for Santa Monica	17-18	18-19	19-20
With Full Credential			
Without Full Credential			
Teaching Outside Subject Area of Competence			

Teacher Credentials for Santa Monica-Malibu	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

#### Teacher Misassignments and Vacant Teacher Positions at Santa Monica Alternative School House (SMASH)

Indicator	17-18	18-19	19-20
Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			

\* 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 2019-20)**

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
<b>Reading/Language Arts</b>	California Collections, HMHCO, adopted 6/2017 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	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 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	Science, Harcourt 2007, adopted 4/19/2007 Focus on Science, Prentice Hall 2007, adopted 4/19/2007 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	Reflections, California Series; Harcourt 2006 History Alive!, TCI 2006, adopted 6/1/2006 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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: 1/16/2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	400: 4. FLOOR TILES ARE BROKEN. 7. ONE CAN LIGHT IS OUT. 9. FAUCET HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 410: 4. FORMICA TRIM IS CHIPING ON COUNTERTOP. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT FIXTURE CAP IS LOOSE. 415: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 423/ BOYS REST ROOM: 4. FLOOR TILE IS BROKEN. 5. ROOM HAS A STRONG ODOR. 455: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. FLOOR TILES ARE BROKEN AT ENTRY. 460: 4. FORMICA TRIM TRIM IS MISSING ON COUNTERTOP. 7. ONE LIGHT CAP IS LOOSE. SWITCH PLATE IS BROKEN. 11. PAINT IS PEELING ON THE WALL. 462/ TEACHER PREP: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 480: 4. TILES ARE BROKEN. 9. FAUCET LEAKS AT FITTING. ADMIN/ 100: 4. FLOOR TILE IS MISSING. PLASTER IS CHIPPING EXPOSING METAL ON WINDOW SILL. TEACHER PREP: 4. CEILING TILES HAVE WATER STAINS. TECHNICAL (400): 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	410: 4. FORMICA TRIM IS CHIPING ON COUNTERTOP. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT FIXTURE CAP IS LOOSE. 420/ TECHNICAL: 7. ALL CAN LIGHTS ARE OUT. 423/ BOYS REST ROOM: 4. FLOOR TILE IS BROKEN. 5. ROOM HAS A STRONG ODOR.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Electrical:</b> Electrical	Fair	400: 4. FLOOR TILES ARE BROKEN. 7. ONE CAN LIGHT IS OUT. 9. FAUCET HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 410: 4. FORMICA TRIM IS CHIPING ON COUNTERTOP. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT FIXTURE CAP IS LOOSE. 421/ GIRLS REST ROOM: 7. HAND DRYER HAS NO POWER. 8. TWO TOILETS LEAK AT FITTING. 460: 4. FORMICA TRIM TRIM IS MISSING ON COUNTERTOP. 7. ONE LIGHT CAP IS LOOSE. SWITCH PLATE IS BROKEN. 11. PAINT IS PEELING ON THE WALL. 465/ TECHNICAL: 7. TWO CAN LIGHTS ARE OUT.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	400: 4. FLOOR TILES ARE BROKEN. 7. ONE CAN LIGHT IS OUT. 9. FAUCET HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 405: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 421/ GIRLS REST ROOM: 7. HAND DRYER HAS NO POWER. 8. TWO TOILETS LEAK AT FITTING. 425: 9. FAUCET LEAKS AT HANDLE. 440: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 480: 4. TILES ARE BROKEN. 9. FAUCET LEAKS AT FITTING.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	400: 4. FLOOR TILES ARE BROKEN. 7. ONE CAN LIGHT IS OUT. 9. FAUCET HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 405: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 460: 4. FORMICA TRIM TRIM IS MISSING ON COUNTERTOP. 7. ONE LIGHT CAP IS LOOSE. SWITCH PLATE IS BROKEN. 11. PAINT IS PEELING ON THE WALL. 471/ GIRLS REST ROOM: 11. PAINT IS PEELING ON INTERIOR WALL. TECHNICAL (400): 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	73	75	75	74	50	50
Math	61	66	61	61	38	39

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 2018-19 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	154	77	50.00	75.32
Male	63	32	50.79	75.00
Female	91	45	49.45	75.56
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	30	15	50.00	66.67
White	84	37	44.05	78.38
Two or More Races	31	20	64.52	75.00
Socioeconomically Disadvantaged	17	5	29.41	40.00
English Learners	--	--	--	--
Students with Disabilities	42	15	35.71	46.67
Homeless	--	--	--	--

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

#### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	4.2	4.2	79.2
7	12.0	28.0	56.0

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

## Pending: Information on Teacher Credentials and Misassignments for 2019-20

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 2018-19 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	154	76	49.35	65.79
Male	63	32	50.79	68.75
Female	91	44	48.35	63.64
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	30	13	43.33	38.46
White	84	38	45.24	73.68
Two or More Races	31	21	67.74	71.43
Socioeconomically Disadvantaged	17	5	29.41	40.00
English Learners	--	--	--	--
Students with Disabilities	42	14	33.33	35.71
Homeless	--	--	--	--

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 2019-20)

There are numerous ways to be involved as a parent at SMASH. We have an extremely active PTSA that consistently has a high 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 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.1	2.4	2.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

**Ratio of Academic Counselors to Pupils (School Year 2018-19)**

Title	Ratio
Academic Counselor*	.0

\* 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.

**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.6
Other	.5

\* 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 Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22		1		24		1		22		1	
1	23		1		24		1		25		1	
2	25		1		21		1		25		1	
3	25		1		26		1		22		1	
4	24		1		25		1		26		1	
5	25		1		26		1		23		1	
6	25		1		24		1		25		1	
Other**												

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

\*\* "Other" category is for multi-grade level classes.

**Professional Development provided for Teachers**

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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
- Project-Based Learning (PBL)
- 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.

At SMASH, each teacher participates in chosen areas of District trainings then comes back to SMASH to share the learning with multi-age grade level teams via weekly Professional Learning Community (PLC) meetings.

In addition, during whole staff banked time meetings, the 2018-19 year-long focus on productive communication to support students in their writing and classroom conversations. This focus was selected after reviewing student writing samples and writing claim results on state testing.

**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,859	\$51,374
Mid-Range Teacher Salary	\$74,444	\$80,151
Highest Teacher Salary	\$100,278	\$100,143
Average Principal Salary (ES)	\$124,840	\$126,896
Average Principal Salary (MS)	\$138,074	\$133,668
Average Principal Salary (HS)	\$150,077	\$143,746
Superintendent Salary	\$240,000	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**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.

Also at SMASH supported by SMMUSD:

50% Literacy Coach -- developing supplemental literacy units for struggling readers

part time Language and Literacy Interventionist-- pull out ELD and reading instruction to 2nd-4th grade students at SMASH

math teacher leader hourly

Women's Clinic mental health counseling to students without IEPs

**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.

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7658	0	7658	79830
District	N/A	N/A	\$8,432	\$82,621.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-9.6	-3.4
School Site/ State	2.0	-2.7

Note: Cells with N/A values 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.