

# Santa Monica Boulevard Community Charter

## School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 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.



### Cary Rabinowitz, Director

Principal, Santa Monica Boulevard Community Charter

### About Our School

Welcome to Santa Monica Boulevard Community Charter School (SMBCCS); one of five Fenton Charter Public Schools (FCPS) in the Los Angeles area. SMBCCS became a Fenton school in 2012, an organization with over twenty-five years of successful Charter management, instructional practice, and high standards. At our school, students will be exposed to the same level of high quality education and enriching lessons that can be found at all of our Fenton schools, with an added instructional focus on developing proficiency in the areas of Science, Technology, Engineering, Art, and Math. SMBCCS will provide students with the tools they need to be successful in elementary school and beyond. We look forward to making you a part of the learning process as we create more educational opportunities for our students. We are excited to have you meet our teachers and want you to know that we are always available to answer your questions. Mrs. Sumida will continue to serve as the Executive Director working on fiscal management, long range planning, and future projects. Mrs. Sumida will also continue to oversee the growth of the Fenton Charter Public Schools. Our Chief Academic Officer, Dr. David Riddick, is responsible for overseeing the instructional programs and academic achievement across the Fenton Organization.

Cary Rabinowitz, Director

### Contact

*Santa Monica Boulevard Community Charter  
1022 North Van Ness Ave.  
Los Angeles, CA 90038-3252*

*Phone: 323-469-0971  
Email: [crabinowitz@fentoncharter.net](mailto:crabinowitz@fentoncharter.net)*

## About This School

### Contact Information (School Year 2019—20)

| District Contact Information (School Year 2019—20) |  |
|--|--|
| <b>District Name</b>                               | Los Angeles Unified  |
| <b>Phone Number</b>                                | 213-241-1000   |
| <b>Superintendent</b>                              | Austin Beutner   |
| <b>Email Address</b>                               | <a href="mailto:austin.beutner@lausd.net">austin.beutner@lausd.net</a> |
| <b>Website</b>                                     | <a href="http://www.lausd.net">www.lausd.net</a>                       |

| School Contact Information (School Year 2019—20) |  |
|--|--|
| <b>School Name</b>                               | Santa Monica Boulevard Community Charter   |
| <b>Street</b>                                    | 1022 North Van Ness Ave.   |
| <b>City, State, Zip</b>                          | Los Angeles, Ca, 90038-3252  |
| <b>Phone Number</b>                              | 323-469-0971   |
| <b>Principal</b>                                 | Cary Rabinowitz, Director  |
| <b>Email Address</b>                             | <a href="mailto:crabinowitz@fentoncharter.net">crabinowitz@fentoncharter.net</a> |
| <b>Website</b>                                   | <a href="http://smbccs.fentoncharter.net">http://smbccs.fentoncharter.net</a>    |
| <b>County-District-School (CDS) Code</b>         | 19647336019079   |

*Last updated: 1/17/2020*

### School Description and Mission Statement (School Year 2019—20)

Santa Monica Boulevard Community Charter School (SMBCCS) promotes academic achievement in a collaborative environment that creates self-confident, self-reliant learners who will become positive contributors to their communities.

In May 2012, LAUSD approved the divestiture of SMBCCS to come under the governance of Fenton Charter Public Schools (FCPS). SMBCCS is one of five schools under the governance of FCPS. The SMBCCS leadership team, teachers, parents, and students share a spirit of optimism and a strong focus on student learning. SMBCCS has a full-time certificated staff consisting of 4 administrators, 41 classroom teachers, and 4 Educational Specialists. The school provides students with additional full time certificated staff members including two school psychologists, a school counselor, a science teacher, a music teacher, and two Instructional Technology Coaches. In 2014, SMBCCS was granted six-year accreditation status by the Western Association of Schools and Colleges (WASC), and our school charter petition was renewed by the Los Angeles Unified District in 2017 to serve our community for the next 5 years.

#### Mission and Vision

The mission of Santa Monica Boulevard Community Charter School is to promote academic achievement in a collaborative environment that creates self-confident, self-reliant learners who will become positive contributors to their communities.

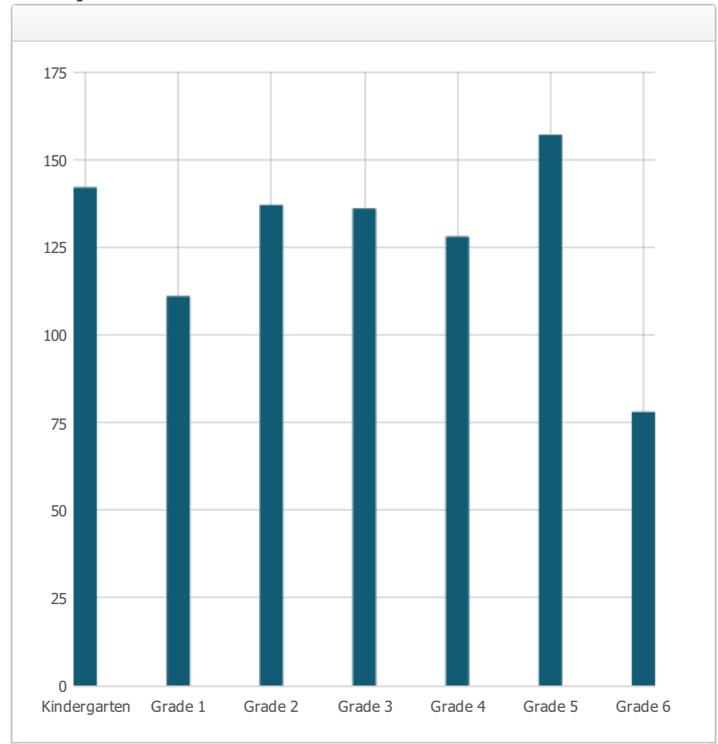
All members of Santa Monica Boulevard Community Charter School community are responsible for the school-wide vision:

- The students of Santa Monica Boulevard Community Charter School will actively seek learning opportunities by working cooperatively, thinking critically, and striving to master rigorous academic standards.
- The students, parents and employees of Santa Monica Boulevard Community Charter School will collaboratively establish and model the highest standards for student achievement, positive self-esteem, pro-social values, and respect for cultural diversity.
- The employees of Santa Monica Boulevard Community Charter School will demonstrate their belief in the value of lifelong learning and model the appropriate and desired behaviors and attitudes expected of students.
- The Santa Monica Boulevard Community Charter School community will work cooperatively and collaboratively to create a child-centered environment in which all partners are empowered by their own sense of ownership and responsibility to the Charter School.
- The Santa Monica Boulevard Community Charter School community and partners will maintain the highest level of integrity in fiscal management while seeking all available resources and using them effectively to support the instructional program.



### Student Enrollment by Grade Level (School Year 2018—19)

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 142                |
| Grade 1                 | 111                |
| Grade 2                 | 137                |
| Grade 3                 | 136                |
| Grade 4                 | 128                |
| Grade 5                 | 157                |
| Grade 6                 | 78                 |
| <b>Total Enrollment</b> | <b>889</b>         |



Last updated: 1/24/2020

### Student Enrollment by Student Group (School Year 2018—19)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 0.40 %                      |
| American Indian or Alaska Native    | %                           |
| Asian                               | 1.10 %                      |
| Filipino                            | 0.40 %                      |
| Hispanic or Latino                  | 96.00 %                     |
| Native Hawaiian or Pacific Islander | %                           |
| White                               | 2.00 %                      |
| Two or More Races                   | %                           |
| Student Group (Other)               | Percent of Total Enrollment |
| Socioeconomically Disadvantaged     | 96.70 %                     |
| English Learners                    | 55.70 %                     |
| Students with Disabilities          | 12.90 %                     |
| Foster Youth                        | 0.10 %                      |
| Homeless                            | %                           |

## A. Conditions of Learning

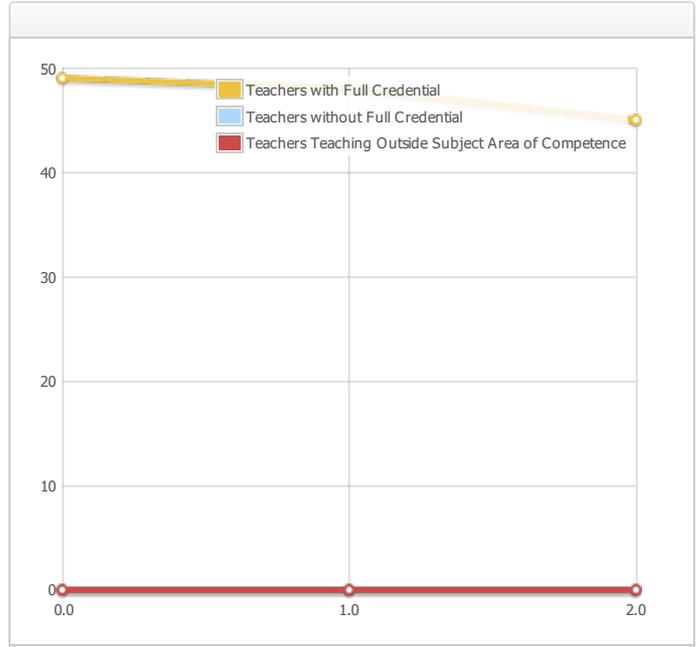
### State Priority: Basic

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

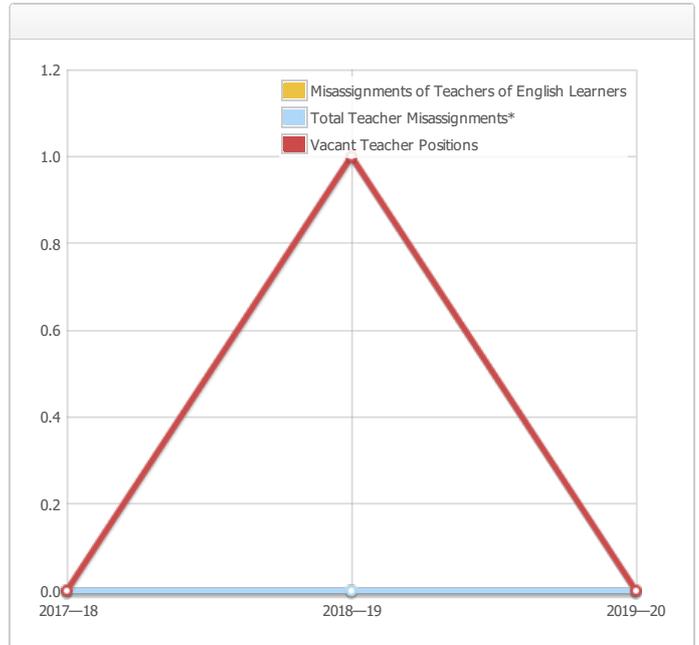
| Teachers  | School 2017—18 | School 2018—19 | School 2019—20 | District 2019—20 |
|---|----------------|----------------|----------------|------------------|
| With Full Credential  | 49             | 48             | 45             | 24740            |
| Without Full Credential   | 0              | 0              | 0              |                  |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0              | 0              | 0              |                  |



Last updated: 1/24/2020

#### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2017—18 | 2018—19 | 2019—20 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments*                  | 0       | 0       | 0       |
| Vacant Teacher Positions                       | 0       | 1       | 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.

Last updated: 1/24/2020

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)**

Year and month in which the data were collected: August 2019

| <b>Subject</b>                  | <b>Textbooks and Other Instructional Materials/year of Adoption</b>  | <b>From Most Recent Adoption?</b> | <b>Percent Students Lacking Own Assigned Copy</b> |
|---------------------------------|--|-----------------------------------|---|
| Reading/Language Arts           | Benchmark Advance, a program of Benchmark Education, was adopted in 2016 as the school-wide language arts series. Benchmark is a research-based comprehensive language arts program that integrates instruction in all areas of the discipline. It incorporates high quality, multi-cultural, award-winning literature with explicit instruction and ample practice. Benchmark integrates the components of a balanced literacy program under a single umbrella: phonemic awareness and phonics, fluency, reading comprehension strategies, English language development and mainstreaming strategies, differentiated instruction techniques and materials, small group strategies and resources, and vocabulary tools and strategies. Benchmark is on the approved Language Arts adoption list from California Department of Education. | Yes                               | 0.00 %  |
| Mathematics                     | My Math, published by McGraw Hill Education, is the schoolwide Mathematics series and has been implemented in all grades since August 2015. The series utilizes hands-on activities to introduce new concepts with rich mathematical conversations actively engaging students in the learning process while concepts are developed, reviewed, and practiced over time. The series is aligned with the Common Core State Standards for Mathematics and has been approved through the California Dept. of Education.   | Yes                               | 0.00 %  |
| Science                         | SMBCCS adopted Scott Foresman CA Science in 2006   | Yes                               | 0.00 %  |
| History-Social Science          | California Studies Weekly - Social Studies, published by Studies Weekly, is the schoolwide Social Studies series and has been implemented in all grades since August 2017.   | Yes                               | 0.00 %  |
| Foreign Language                |  |                                   | 0.00 %  |
| Health                          |  |                                   | 0.00 %  |
| Visual and Performing Arts      |  |                                   | 0.0 %   |
| Science Lab Eqpmt (Grades 9-12) | N/A  | N/A                               | 0.0 %   |

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

Last updated: 1/24/2020

## School Facility Conditions and Planned Improvements

The custodial and maintenance staff of Santa Monica Blvd. Community Charter School (SMBCCS) makes every effort to ensure a safe, clean, and secure environment for students and staff. Classrooms are cleaned daily, and student restrooms are cleaned three to five times a day. Classroom floors and hallways are stripped and waxed four times a year, and all carpets are professionally cleaned four times a year and additionally as needed. The facility is maintained by the SMBCCS custodial and maintenance staff, with the added assistance of a gardener one full day a week. The gardener trims plants and trees, weeds, rakes and mows the two grass areas, and removes and replaces plants and flowers as needed. Professional tree trimmers are hired to trim the twenty mature trees (almost as old as the 50-year old campus) every three years. Any areas of the school that are in need of repair are cared for immediately and routine maintenance such as interior and exterior painting are conducted regularly and as needed.

On May 10, 2012, after the divestiture of SMBCCS to FCPS, Kelly Schmader, LAUSD's Chief Facilities Executive and Roger Finstad, Director of Maintenance and Operations for LAUSD, visited SMBCCS to review repairs needed at SMBCCS. Recommendations were made to repair the blacktop on the playground, bathrooms in the J-building, removal of the blacktop where a bungalow was to be extracted, repair the leaking roof in the "Towers", and refurbish the windows in the two-story building. These renovations took place during the 2012-13 school year. We are very fortunate to have a positive relationship with LAUSD's facilities division and commend the district on their proactive approach to ensure the safety of our students. The windows and exterior doors of the "Towers" were replaced during the 2013-14 school year.

In addition to the LAUSD upgrades, Santa Monica completed the following upgrades to the facility in 2012-2013:

installation of an intrusion alarm system for the campus as well as the parent center

re-keying of the campus to ensure school safety

improvement to the technology infrastructure, including switching from LAUSD to Time Warner's network and ensuring internet connectivity and phone service to all classrooms

The following upgrades were completed in 2014-2015:

installation of a walkway behind the north and south towers to ensure safety during emergency drills and afternoon dismissal

technology upgrades in the auditorium, including the installation of Apple TV, a backward-facing projection screen and projector, media panel, and microphones

New paint to the main building and bungalows

installation of awnings to all bungalow doors

completion and grand opening of the new Parent Center

installation of digital clocks in all classrooms

The following upgrades were completed in 2015-2016:

replacement of three bungalows with approved Div. of the State Architect bungalows, adding two additional students bathrooms and one staff bathroom to campus

installed to large grass areas - one on the main yard and one at a dismissal gate

upgraded equipment and grass area on Kindergarten play area

installed computer counters in every room

Added three Apple iMac desktop computers per class

installed additional drainage line for surface water runoff

The following upgrades were completed in 2016-2017:

installed additional security cameras to increase student safety

installed interactive short-throw projectors in every classroom

The following upgrades were completed in 2017-2018:

planted trees for additional security along the school perimeter fence

Added LED lighting around the perimeter of the school

added additional iPads and laptop computers for a 1:1, student: digital device ratio

installed an automatic entry/exit gate at the staff parking lot

purchased new outside tables in our outdoor PreK/K play area

installation of main office security buzzer and visitor camera

The following upgrades were completed in 2018-2019:

New roof installation on our 6th grade two-story federal building

re-installation of two large grass areas at dismissal gate and on the main play yard

purchase of 160 additional laptops to be used to increase efficiency in state testing

renovation of student bathrooms with new tile floors, walls, upgraded ceiling and lighting, stalls, urinals, and toilets

renovation of staff bathrooms with new tile floors, walls, upgraded ceiling and lighting, and paint

Parking lot resurfacing

re-installation of an upgraded speaker system on the main play yard

*Last updated: 1/24/2020*

## School Facility Good Repair Status

Year and month of the most recent FIT report: August 2019

| System Inspected                                  | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer | Good   |   |
| <b>Interior:</b> Interior Surfaces                | Good   |   |

|  |      |
|--|------|
| <b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation       | Good |
| <b>Electrical:</b> Electrical  | Good |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains                 | Good |
| <b>Safety:</b> Fire Safety, Hazardous Materials                        | Good |
| <b>Structural:</b> Structural Damage, Roofs                            | Good |
| <b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences | Good |

### Overall Facility Rate

Year and month of the most recent FIT report: August 2019

|                |           |
|----------------|-----------|
| Overall Rating | Exemplary |
|----------------|-----------|

*Last updated: 1/24/2020*

## 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<br>2017–18 | School<br>2018–19 | District<br>2017–18 | District<br>2018–19 | State<br>2017–18 | State<br>2018–19 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | 46.0%             | 41.0%             | 43.0%               | 45.0%               | 50.0%            | 50.0%            |
| Mathematics (grades 3-8 and 11)                      | 32.0%             | 37.0%             | 32.0%               | 34.0%               | 38.0%            | 39.0%            |

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.

*Last updated: 1/23/2020*

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | 504              | 492           | 97.62%         | 2.38%              | 41.26%                  |
| Male  | 273              | 267           | 97.80%         | 2.20%              | 39.70%                  |
| Female  | 231              | 225           | 97.40%         | 2.60%              | 43.11%                  |
| Black or African American                     | --               | --            | --             | --                 |                         |
| American Indian or Alaska Native              |                  |               |                |                    |                         |
| Asian   | --               | --            | --             | --                 |                         |
| Filipino                                      | --               | --            | --             | --                 |                         |
| Hispanic or Latino                            | 483              | 471           | 97.52%         | 2.48%              | 40.55%                  |
| Native Hawaiian or Pacific Islander           |                  |               |                |                    |                         |
| White   | 12               | 12            | 100.00%        | 0.00%              | 50.00%                  |
| Two or More Races                             |                  |               |                |                    |                         |
| Socioeconomically Disadvantaged               | 485              | 475           | 97.94%         | 2.06%              | 40.63%                  |
| English Learners                              | 378              | 366           | 96.83%         | 3.17%              | 34.15%                  |
| Students with Disabilities                    | 103              | 103           | 100.00%        | 0.00%              | 4.85%                   |
| Students Receiving Migrant Education Services |                  |               |                |                    |                         |
| Foster Youth                                  | --               | --            | --             | --                 |                         |
| 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.

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.

*Last updated: 1/23/2020*

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | 504              | 504           | 100.00%        | 0.00%              | 36.51%                  |
| Male  | 273              | 273           | 100.00%        | 0.00%              | 39.19%                  |
| Female  | 231              | 231           | 100.00%        | 0.00%              | 33.33%                  |
| Black or African American                     | --               | --            | --             | --                 |                         |
| American Indian or Alaska Native              |                  |               |                |                    |                         |
| Asian   | --               | --            | --             | --                 |                         |
| Filipino                                      | --               | --            | --             | --                 |                         |
| Hispanic or Latino                            | 483              | 483           | 100.00%        | 0.00%              | 35.61%                  |
| Native Hawaiian or Pacific Islander           |                  |               |                |                    |                         |
| White   | 12               | 12            | 100.00%        | 0.00%              | 58.33%                  |
| Two or More Races                             |                  |               |                |                    |                         |
| Socioeconomically Disadvantaged               | 485              | 485           | 100.00%        | 0.00%              | 36.91%                  |
| English Learners                              | 378              | 378           | 100.00%        | 0.00%              | 32.28%                  |
| Students with Disabilities                    | 103              | 103           | 100.00%        | 0.00%              | 5.83%                   |
| Students Receiving Migrant Education Services |                  |               |                |                    |                         |
| Foster Youth                                  | --               | --            | --             | --                 |                         |
| 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.

*Last updated: 1/23/2020*

**CAASPP Test Results in Science for All Students  
Grades Five, Eight and High School  
Percentage of Students Meeting or Exceeding the State Standard**

| <b>Subject</b>                         | <b>School<br/>2017—18</b> | <b>School<br/>2018—19</b> | <b>District<br/>2017—18</b> | <b>District<br/>2018—19</b> | <b>State<br/>2017—18</b> | <b>State<br/>2018—19</b> |
|--|---------------------------|---------------------------|-----------------------------|-----------------------------|--------------------------|--------------------------|
| Science (grades 5, 8, and high school) | 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.

*Last updated: 1/23/2020*

**Career Technical Education (CTE) Participation (School Year 2018—19)**

| <b>Measure</b>  | <b>CTE Program Participation</b> |
|---|----------------------------------|
| Number of Pupils Participating in CTE   |                                  |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma  | --                               |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | --                               |

*Last updated: 1/23/2020*

**Courses for University of California (UC) and/or California State University (CSU) Admission**

| <b>UC/CSU Course Measure</b>  | <b>Percent</b> |
|---|----------------|
| 2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission          | 0.00%          |
| 2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission | --             |

# 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

## California Physical Fitness Test Results (School Year 2018—19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5           | 19.50%   | 23.40%   | 18.20%  |

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.

Last updated: 1/23/2020

## 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)

SMBCCS has an extremely active and involved community of parents. The school encourages parent involvement on a high level. SMBCCS recently renovated and relocated the parent center to share school property. The Parent Center provides parent classes in ESL Levels I, II, III, Health, Citizenship, GED, and Technology. The school also holds monthly meetings with parents to discuss student, parent, and school needs. The school has a parent committee that is represented on the school's governing board, the highest decision-making body at the school. Parents help design parent education courses, help organize community activities, recruit volunteers, support the parent center, help organize community fairs, participate in Parent Orientation meetings, and participate in the SMBCCS Open House. In 2018-2019 and today, parent involvement continues to increase with various parent workshops offered during the school day and after. Parent Workshops included: Parent Coding Class, RACER Writing Workshop, workshops focused on mental health through our partnership with Uplift Family Services, and our teacher's present workshops such as "Preparing your child for the SBAC" and "Preparing your child for the ELPAC."

### State Priority: Pupil Engagement

*Last updated: 1/23/2020*

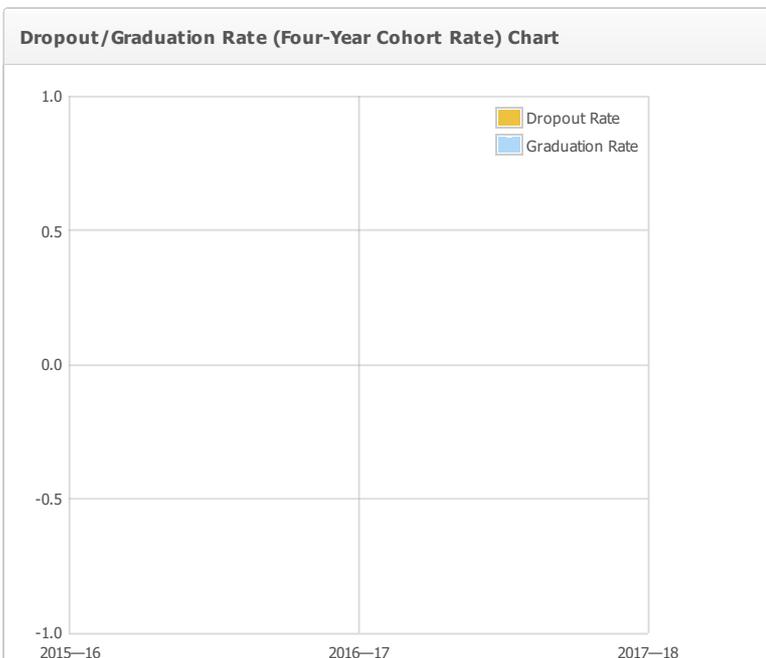
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator       | School 2015—16 | District 2015—16 | State 2015—16 |
|-----------------|----------------|------------------|---------------|
| Dropout Rate    | --             | 13.70%           | 9.70%         |
| Graduation Rate | --             | 77.30%           | 83.80%        |

| Indicator       | School 2016—17 | School 2017—18 | District 2016—17 | District 2017—18 | State 2016—17 | State 2017—18 |
|-----------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Dropout Rate    | --             | --             | 10.80%           | 11.30%           | 9.10%         | 9.60%         |
| Graduation Rate | --             | --             | 79.70%           | 96.00%           | 82.70%        | 83.00%        |



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

*Last updated: 1/23/2020*

# 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

## Suspensions and Expulsions

| Rate        | School<br>2016—17 | School<br>2017—18 | School<br>2018—19 | District<br>2016—17 | District<br>2017—18 | District<br>2018—19 | State<br>2016—17 | State<br>2017—18 | State<br>2018—19 |
|-------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | 0.00%             | 0.10%             | 0.30%             | 0.80%               | 0.80%               | 0.70%               | 3.60%            | 3.50%            | 3.50%            |
| Expulsions  | 0.00%             | 0.00%             | 0.00%             | 0.00%               | 0.00%               | 0.00%               | 0.10%            | 0.10%            | 0.10%            |

*Last updated: 1/23/2020*

## School Safety Plan (School Year 2019—20)

SMBCCS follows the established standards of health and safety as commonly practiced in California public schools according to the California Education Code and California Health and Safety Code, including codes 44237, 45125.1 and 45122.1. All city, county and state building codes are also followed. To secure our campus, a full-time security employee patrols the campus and surrounding perimeter daily. Additionally, a security guard patrols the campus after the regular workday and on weekends. The school has an intrusion alarm with sensors in all classrooms, offices and supply areas. The result is a campus that is secure 24-hours a day, 7 days a week. Students are supervised at all times by administration and supervision staff when on the yard and they routinely participate in monthly emergency drills to ensure all stakeholders are aware of appropriate procedures in case of emergency. A school nurse serves students on a regular fulltime basis. The parent center provides some on-site health and social services to our students and their families and offers services and classes requested by the school community. The Safety Plan is reviewed yearly and revised as needed through input from all stakeholders. It is maintained in the Main Office. All employees are fingerprinted and cleared through the Department of Justice as required by Education Code 44237 and are required to provide a negative TB test result no more than 60 days prior to their first day of work. In addition to the ongoing and daily review of school facilities by the facilities plant manager and administrator of operations, SMBCCS is a member of ASCIP and participates in periodic health and safety reviews of the entire campus as part of ASCIP's risk management program. Risk managers inspect all interior and exterior areas of the school including playground equipment, asphalt, cement, food service areas (kitchen and lunch pavilion), custodial storage areas and office (including areas of storage of hazardous materials). The Illness and Injury Prevention program is regularly updated and a summary of the program is posted in the workplace. The procedures that SMBCCS follows to ensure the health and safety of pupils and staff include the requirement that each employee of the school furnishes the school with a criminal record summary as described in Ed. Code 44237.

*Last updated: 1/23/2020*

## 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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

| Grade Level | Average Class Size | Number of Classes *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K           | 24.30              | 0                           | 6                            | 0                          |
| 1           | 24.30              | 0                           | 6                            | 0                          |
| 2           | 21.20              | 1                           | 5                            | 0                          |
| 3           | 22.00              | 0                           | 7                            | 0                          |
| 4           | 23.50              | 0                           | 6                            | 0                          |
| 5           | 27.00              | 0                           | 5                            | 0                          |
| 6           | 25.60              | 0                           | 3                            | 0                          |
| 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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

| Grade Level | Average Class Size | Number of Classes *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K           | 23.20              | 0                           | 5                            | 0                          |
| 1           | 22.40              | 0                           | 7                            | 0                          |
| 2           | 22.20              | 1                           | 4                            | 0                          |
| 3           | 22.80              | 0                           | 5                            | 0                          |
| 4           | 26.10              | 0                           | 6                            | 0                          |
| 5           | 24.10              | 0                           | 6                            | 0                          |
| 6           | 22.60              | 0                           | 3                            | 0                          |
| 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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

| Grade Level | Average Class Size | Number of Classes *<br>1-20 | Number of Classes *<br>21-32 | Number of Classes *<br>33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K           | 24.00              |                             | 6                            | 0                          |
| 1           | 24.00              |                             | 5                            |                            |
| 2           | 24.00              |                             | 6                            |                            |
| 3           | 24.00              |                             | 6                            |                            |
| 4           | 24.00              |                             | 5                            |                            |
| 5           | 24.00              |                             | 7                            | 0                          |
| 6           | 24.00              |                             | 3                            | 0                          |
| Other**     | 0.00               | 0                           |                              |                            |

\* 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.



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

| Title       | Ratio** |
|-------------|---------|
| Counselors* | 1       |

\*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 Number of Pupils per Counselor

*Last updated: 1/23/2020*

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

| Title   | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1.00                              |
| Library Media Teacher (Librarian)                             |                                   |
| Library Media Services Staff (Paraprofessional)               |                                   |
| Psychologist  | 2.00                              |
| Social Worker   |                                   |
| Nurse   | 0.00                              |
| Speech/Language/Hearing Specialist                            | 0.00                              |
| Resource Specialist (non-teaching)                            | 4.00                              |
| Other   | 4.00                              |

\*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.

*Last updated: 1/23/2020*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)**

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | \$12248.00                   | \$3405.00                           | \$8844.00                             | \$65221.00             |
| District                                      | N/A                          | N/A                                 | --                                    | \$74789.00             |
| Percent Difference – School Site and District | N/A                          | N/A                                 | --                                    | --                     |
| State   | N/A                          | N/A                                 | \$7506.64                             | \$82403.00             |
| Percent Difference – School Site and State    | N/A                          | N/A                                 | 4.00%                                 | 8.00%                  |

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

*Last updated: 1/24/2020*

**Types of Services Funded (Fiscal Year 2018—19)**

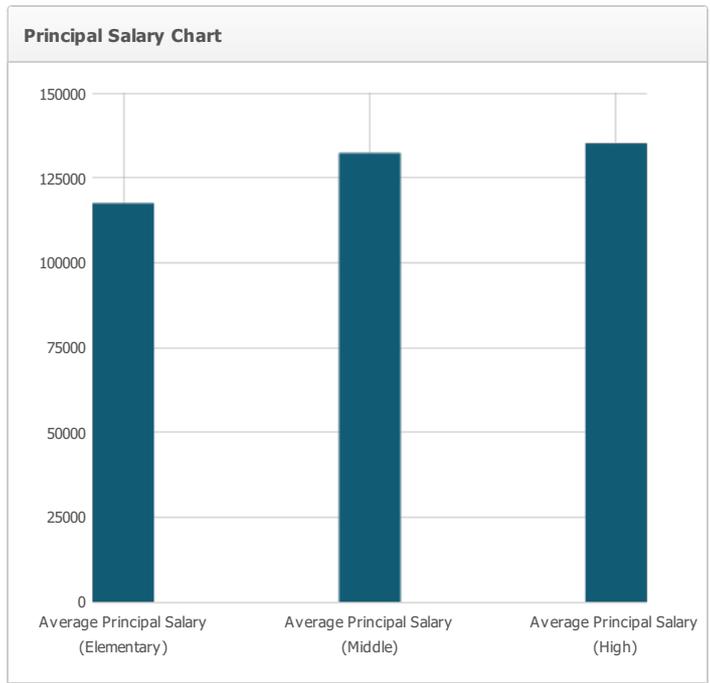
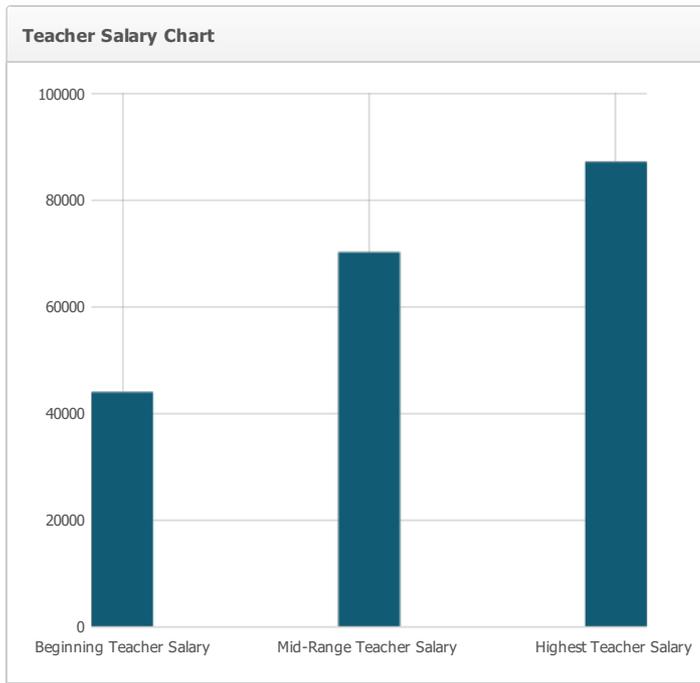
A variety of supplemental programs and services are available at the school site such as science and music specialists who work with all grade levels weekly and instructional technology coaches that integrate computer science lessons in the iLab, into the classrooms and teach coding as part of our core program. Before school and after school programs include the school-funded afterschool playground, Ready Set Go, LA's Best, and Think Together. Additional support staff includes two full-time psychologists, a school counselor, speech and language services, and a Parent Center Director. Students also benefit from full-day paraprofessional support both in the classroom and on the yard.

*Last updated: 1/24/2020*

### Teacher and Administrative Salaries (Fiscal Year 2017—18)

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$43,913        | \$48,612                                     |
| Mid-Range Teacher Salary                      | \$70,141        | \$74,676                                     |
| Highest Teacher Salary                        | \$87,085        | \$99,791                                     |
| Average Principal Salary (Elementary)         | \$117,494       | \$125,830                                    |
| Average Principal Salary (Middle)             | \$132,291       | \$131,167                                    |
| Average Principal Salary (High)               | \$135,145       | \$144,822                                    |
| Superintendent Salary                         | \$350,000       | \$275,796                                    |
| Percent of Budget for Teacher Salaries        | 30.00%          | 34.00%                                       |
| Percent of Budget for Administrative Salaries | 5.00%           | 5.00%  |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/23/2020

**Advanced Placement (AP) Courses (School Year 2018—19)**

| Subject                  | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science         | 0                             | N/A                               |
| English                  | 0                             | N/A                               |
| Fine and Performing Arts | 0                             | N/A                               |
| Foreign Language         | 0                             | N/A                               |
| Mathematics              | 0                             | N/A                               |
| Science                  | 0                             | N/A                               |
| Social Science           | 0                             | N/A                               |
| All Courses              | 0                             | 0.00%                             |

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

\*Where there are student course enrollments of at least one student.

*Last updated: 1/23/2020*

**Professional Development**

| Measure   | 2017—18 | 2018—19 | 2019—20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 7       | 7       | 7       |

*Last updated: 1/24/2020*