Santa Monica Boulevard Community Charter
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	1022 North Van Ness Ave. Los Angeles, CA , 90038-3252	**Principal:**	Cary Rabinowitz, Director
Phone:	(323) 469-0971	**Grade Span:**	K-6

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.

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).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

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, and in Computer Science. 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 want you to know that we are always available to answer your questions.

Contact

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

Phone: (323) 469-0971
Email: crabinowitz@fentoncharter.net

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Reilly, Megan
Email Address	megan.reilly@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2021—2022)

School Name	Santa Monica Boulevard Community Charter
Street	1022 North Van Ness Ave.
City, State, Zip	Los Angeles, CA , 90038-3252
Phone Number	(323) 469-0971
Principal	Cary Rabinowitz, Director
Email Address	crabinowitz@fentoncharter.net
Website	http://smbccs.fentoncharter.net
County-District-School (CDS) Code	19647336019079

Last updated: 1/20/22

School Description and Mission Statement (School Year 2021—2022)

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.

Last updated: 1/20/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	130
Grade 2	115
Grade 3	115
Grade 4	140
Grade 5	134
Grade 6	82
Kindergarten	131
Total Enrollment	847
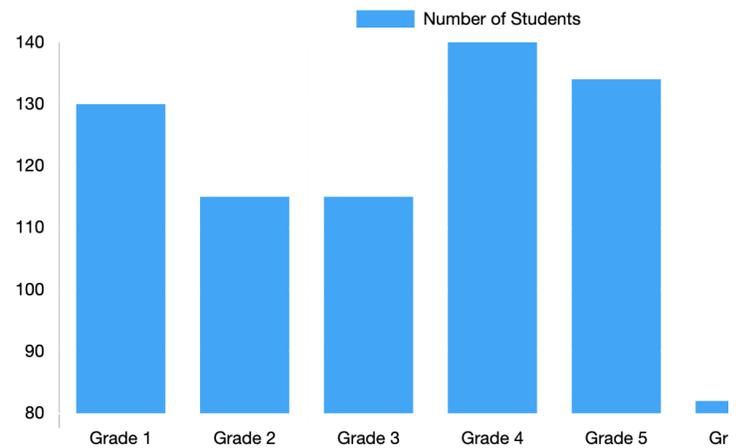
Last updated: 1/20/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	48.30%
Male	51.70%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.50%
Black or African American	0.70%
Filipino	0.90%
Hispanic or Latino	96.20%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	1.60%

Student Group (Other)	Percent of Total Enrollment
English Learners	49.70%
Foster Youth	0.80%
Homeless	0.60%
Migrant	0.00%
Socioeconomically Disavantaged	94.70%
Students with Disabilities	14.60%

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 Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Last updated:

Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Last updated:

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, a program of Benchmark Education, was adopted in2016 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. Benchmarkintegrates 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 the California Department ofEducation.	Yes	0%
Mathematics	My Math, published by McGraw Hill Education, is the schoolwideMathematics 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%
Science	Twig Science California is a complete TK–8 program built for the CA NGSS, in which students investigate, design, build, and understand phenomena using a blend of hands-on, digital, video, and print resources. It is the schoolwide science series and has been implemented in all grades since August 2020.	Yes	0%
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%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/19/22

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 atSMBCCS. Recommendations were made to repair the blacktop on the playground, bathrooms in the J-building, removal of the blacktop w here 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 2013-14school 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 bungalow s 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 StateArchitect 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 2018-19SARC - Santa Monica Boulevard Community Charter Page 7 of 23 Last updated: 1/24/2020 School Facility Good RepairStatus Year and month of the most recent FIT report: August 2019 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: plated 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.

The following upgrades were completed in 2019-2020: Artificial grass replacement in the Kindergarten Yard, whiteboards and corkboards were replaced in various areas across the school, custom cabinets were installed in the 2nd-grade classrooms to provide more storage in the classroom that was lost due to the new HVAC systems being installed, automatic soap and sanitizer dispensers installed across the schools, covid signage and plexiglass were installed throughout various areas of the school.

The following upgrades were completed in 2020-2021, review and renovation of air purifier systems on campus including the installation of MERV-13 air filters in all classrooms and added mobile air filters throughout campus. Installation of Prop 13 Clean Energy HVAC systems in all 2nd-grade bungalows and installation of LED lighting throughout campus. Installation of school marquee on Van Ness Ave.

Last updated: 1/19/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: August 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: August 2021

Overall Rating	Exemplary

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 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).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**
  Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
  - Aligned with CA CCSS for ELA and mathematics;
  - Available to students in grades 3 through 8, and grade 11; and
  - Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
  - Smarter Balanced ELA and mathematics summative assessments;
  - Other assessments meeting the SBE criteria; or
  - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- **College and Career Ready:** 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 taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 1/20/22

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	474	NT	NT	NT	NT
Female	225	NT	NT	NT	NT
Male	249	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	457	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	223	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless					
Military	0	0	0	0	0
Socieconomically Disadvantages	439	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	88	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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.

Last updated: 1/20/22

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	474	NT	NT	NT	NT
Female	225	NT	NT	NT	NT
Male	249	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	457	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	223	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless					
Military	0	0	0	0	0
Socieconomically Disadvantages	439	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	88	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

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.

Last updated: 1/20/22

Local Assessment Test Results in ELA by Student Group
Assessment Name(s): Spring Diagnostic ELA 20-21
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	474	462	97.47	2.53	9.70
Female	225	215	95.56	4.44	9.33
Male	249	247	99.20	0.80	10.04
American Indian or Alaska Native	0	0	0	0	0
Asian	6	6	100	0	33.33
Black or African American	4	4	100	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	457	444	97.15	2.85	9.40
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	8	8	100	0	12.50
English Learners	223				
Foster Youth					
Homeless					
Military					
Socieconomically Disadvantages	439				
Students Receiving Migrant Education Services					
Students with Disabilities	88				

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/20/22

Local AssessmentTest Results in Mathematics by Student Group
Assessment Name(s): Spring Diagnostic Math 20-21
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	474	441	93.03	6.97	7.17
Female	225	208	92.44	7.56	6.67
Male	249	233	93.57	6.43	7.63
American Indian or Alaska Native	0	0	0	0	0
Asian	5	5	100	0	20
Black or African American	3	3	100	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	457	425	93	7	6.35
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	8	8	100	0	50
English Learners	223				
Foster Youth					
Homeless					
Military					
Socieconomically Disadvantages	439				
Students Receiving Migrant Education Services					
Students with Disabilities	88				

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/20/22

Local AssessmentTest Results in Mathematics by Student Group
Assessment Name(s):
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socieconomically Disadvantages					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.
Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/20/22

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

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
Science (grades 5, 8, and high school)	N/A	N/T	N/A	25.29	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 1/20/22

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

	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	134	NT	NT	NT	NT
Female	68	NT	NT	NT	NT
Male	66	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	131	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	60	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless					
Military	0	0	0	0	0
Socieconomically Disadvantages	123	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/20/22

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 2020—2021)

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	--	--	--
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 1/20/22

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 2021-2022)

undefined

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	863	854	139	16.3
Female	413	409	73	17.8
Male	450	445	66	14.8
American Indian or Alaska Native	4	4	0	14.8
Asian	0	0	0	0.0
Black or African American	6	6	3	50.0
Filipino	8	8	0	0.0
Hispanic or Latino	833	824	134	16.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	12	12	2	16.7
English Learners	478	471	97	20.6
Foster Youth	9	9	3	33.3
Homeless	4	4	3	75.0
Socieconomically Disadvantages	823	815	134	16.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	136	135	34	25.2

Last updated:

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
(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020–2021	District 2018-2019	District 2020–2021	State 2018-2019	State 2020–2021
Suspensions	0.32%		0.65%		3.47%	
Expulsions	0.00%		0.02%		0.08%	

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	0.55%	0.44%	2.45%
Expulsions	0.00%	0.02%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Last updated: 1/20/22

Suspensions and Expulsions by Student Group
(School Year 2020—2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socieconomically Disadvantages	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

School Safety Plan (School Year 2021-2022)

SMBCCS follows the established standards of health and safety as commonly practiced in the California public schools according to the California Education Code and California Health and Safety Code, including codes 44237, 45125.1 and45122.1. 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 full-time 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 negative TB test results 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: 1/20/22

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 2018—2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	25.00	6	5	0
1	23.00	5	5	0
2	23.00	6	6	0
3	22.00	6	6	0
4	26.00	5	5	0
5	22.00	7	7	0
6	26.00	3	3	0
Other**	11.00	1	0	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.

Average Class Size and Class Size Distribution (Elementary) School Year 2019—2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	24.00	5	5	0
1	20.00	6	1	0
2	24.00	5	5	0
3	23.00	6	6	0
4	26.00	5	5	0
5	27.00	5	5	0
6	25.00	3	3	0
Other**	21.00	1	1	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.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	23.00	5	5	0
1	21.00	6	6	0
2	19.00	6	0	0
3	23.00	5	5	0
4	23.00	6	6	0
5	22.00	6	5	0
6	26.00	3	3	0
Other**	14.00	1	0	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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	2.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	4.00
Other	6.00

Last updated: 1/20/22

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12819.00	$3264.00	$9555.00	$71481.00
District	N/A	N/A	$8823.00	$78721.00
Percent Difference – School Site and District	N/A	N/A	19.00%	5.00%
State	N/A	N/A	$8443.83	$84665.00
Percent Difference – School Site and State	N/A	N/A	20.00%	9.00%

Last updated: 1/20/22

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

**Types of Services Funded (Fiscal Year 2020–2021)**

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 in the yard.

Last updated: 1/20/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46587.00	$50897.00
Mid-Range Teacher Salary	$74412.00	$78461.00
Highest Teacher Salary	$92389.00	$104322.00
Average Principal Salary (Elementary)	$124955.00	$131863.00
Average Principal Salary (Middle)	$136210.00	$137086.00
Average Principal Salary (High)	$137581.00	--
Superintendent Salary	$350000.00	$297037.00
Percent of Budget for Teacher Salaries	28.00%	32.00%
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/.
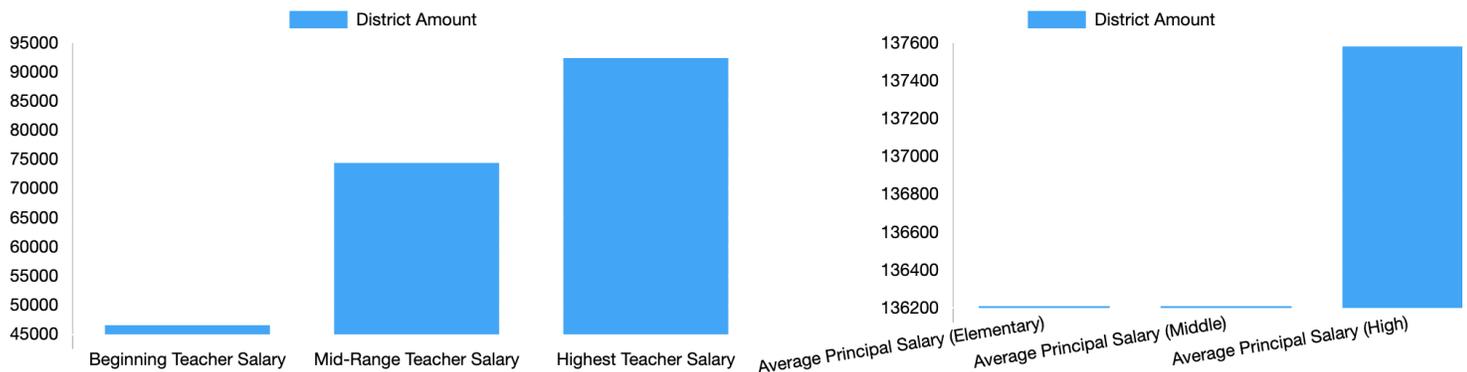
Last updated:

Professional Development

Measure	2019-2020	2020–2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	3

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

LEA-Level CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	222912	21007	9.42	90.58	52.72
Female	107922	11009	10.20	89.80	58.06
Male	114989	9997	8.69	91.31	46.83
American Indian or Alaska Native	233	29	12.45	87.55	57.14
Asian	7482	1076	14.38	85.62	77.27
Black or African American	17834	1438	8.06	91.94	41.01
Filipino	3888	548	14.09	85.91	74.11
Hispanic or Latino	171373	16293	9.51	90.49	50.00
Native Hawaiian or Pacific Islander	607	63	10.38	89.62	54.84
Two or More Races	4032	260	6.45	93.55	73.62
White	17463	1300	7.44	92.56	65.99
English Learners	43571	1512	3.47	96.53	6.91
Foster Youth	2078	106	5.10	94.90	38.24
Homeless					
Military	388	17	4.38	95.62	64.71
Socieconomically Disadvantages	191418	18049	9.43	90.57	50.47
Students Receiving Migrant Education Services	533	62	11.63	88.37	63.33
Students with Disabilities	31849	1893	5.94	94.06	15.06

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

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.

Last updated: 12/10/21

LEA-Level CAASPP Test Results in Mathematics by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	222916	19632	8.81	91.19	27.98
Female	107921	10327	9.57	90.43	28.50
Male	114994	9304	8.09	91.91	27.40
American Indian or Alaska Native	233	28	12.02	87.98	28.57
Asian	7482	838	11.20	88.80	72.88
Black or African American	17835	1360	7.63	92.37	17.42
Filipino	3888	499	12.83	87.17	49.70
Hispanic or Latino	171376	15409	8.99	91.01	23.85
Native Hawaiian or Pacific Islander	607	61	10.05	89.95	21.67
Two or More Races	4032	238	5.90	94.10	51.68
White	17463	1199	6.87	93.13	47.43
English Learners	43572	1432	3.29	96.71	5.94
Foster Youth	2079	100	4.81	95.19	9.09
Homeless					
Military	388	17	4.38	95.62	52.94
Socieconomically Disadvantages	191421	16889	8.82	91.18	25.38
Students Receiving Migrant Education Services	533	60	11.26	88.74	32.20
Students with Disabilities	31849	1830	5.75	94.25	5.18

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

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.

Last updated: 12/10/21

LEA-Level Local Assessment Test Results in ELA by Student Group
Assessment Name/s:
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socieconomically Disadvantages					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.
Note: LEAs/schools will populate double dashes (--) in this 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: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 1/1/01

LEA-Level Local Assessment Test Results in ELA by Student Group
Assessment Name/s:
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socieconomically Disadvantages					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.
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Last updated: 1/1/01

LEA-Level Local Assessment Test Results in ELA by Student Group
Assessment Name/s:
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socieconomically Disadvantages					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.
Note: LEAs/schools will populate double dashes (--) in this 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: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 1/1/01

LEA-Level Local Assessment Test Results in ELA by Student Group
Assessment Name/s:
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socieconomically Disadvantages					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.
Note: LEAs/schools will populate double dashes (--) in this 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: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 1/1/01

LEA-Level Local Assessment Test Results in ELA by Student Group
Assessment Name/s:
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socieconomically Disadvantages					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.
Note: LEAs/schools will populate double dashes (--) in this 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: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 1/1/01

LEA-Level Assessment Test Results in Mathematics by Student Group
Assessment Name/s:
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socieconomically Disadvantages					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.
Note: LEAs/schools will populate double dashes (--) in this 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: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 1/1/01

LEA-Level Assessment Test Results in Mathematics by Student Group
Assessment Name/s:
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socieconomically Disadvantages					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 1/1/01

LEA-Level Assessment Test Results in Mathematics by Student Group
Assessment Name/s:
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socieconomically Disadvantages					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.
Note: LEAs/schools will populate double dashes (--) in this 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: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 1/1/01

LEA-Level Assessment Test Results in Mathematics by Student Group
Assessment Name/s:
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socieconomically Disadvantages					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.
Note: LEAs/schools will populate double dashes (--) in this 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: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

LEA-Level Assessment Test Results in Mathematics by Student Group
Assessment Name/s:
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socieconomically Disadvantages					
Students Receiving Migrant Education Services					
Students with Disabilities					

*At or above the grade-level standard in the context of the local assessment administered.
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.
Note: LEAs/schools will populate double dashes (--) in this 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: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 1/1/01