

2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

School Accountability Report Card

Reported Using Data from the 2019–2020 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/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).

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.

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.

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

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
Email Address	austin.beutner@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2020–2021)	
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

School Description and Mission Statement (School Year 2020–2021)

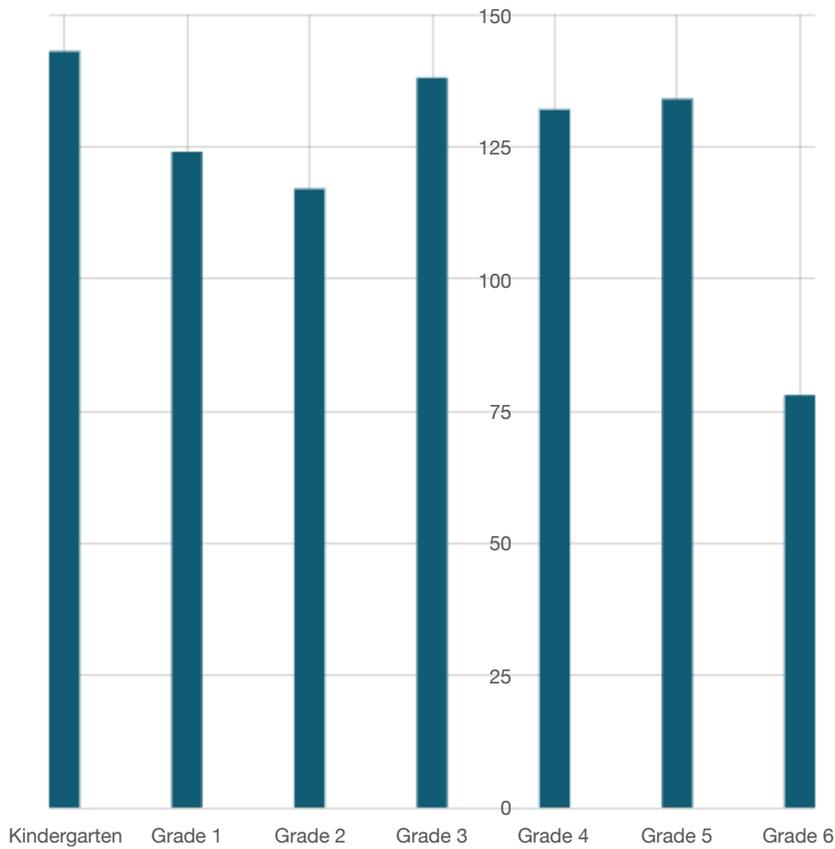
The mission of Santa Monica Boulevard Community Charter School is to promote academic achievement in a collaborative environment that creates self-confident, self-reliant learners who will become positive contributors to their communities.

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 2019–2020)

Grade Level	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Total Enrollment
Number of Students	143	124	117	138	132	134	78	866



Last updated: 1/23/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or L
Percent of Total Enrollment	0.30 %	%	0.70 %	0.70 %	97.00 %
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	
Percent of Total Enrollment	96.30 %	49.90 %	14.70 %	1.00 %	

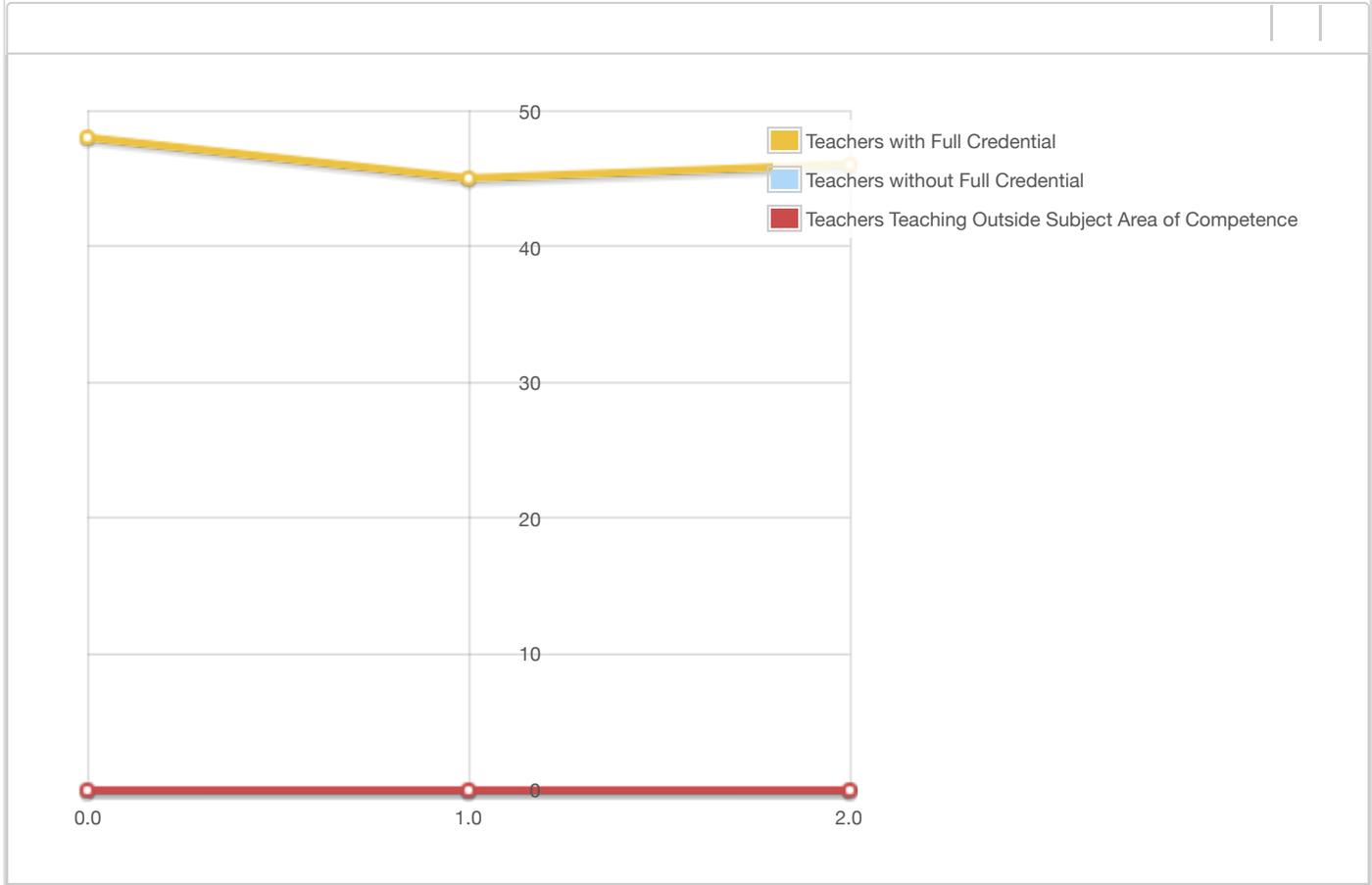
State Priority: Basic

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

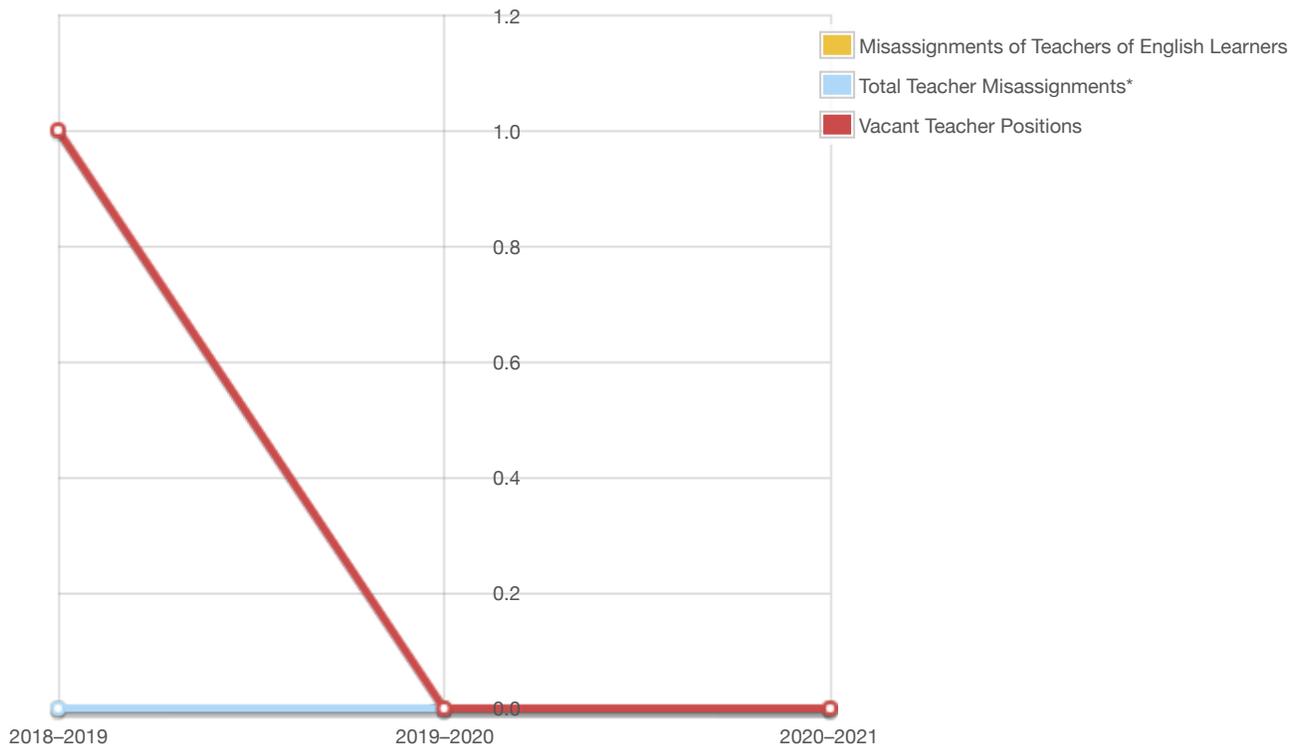
Teachers	School 2018– 2019	School 2019– 2020	School 2020– 2021	District 2020– 2021
With Full Credential	48	45	46	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/23/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	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: 1/23/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: August 2020

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 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 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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	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	0.00 %
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: 1/23/2021

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 student 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 2018-19 SARC - Santa Monica Boulevard Community Charter Page 7 of 23 Last updated: 1/24/2020 School Facility Good Repair Status 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: 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.

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 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.

Last updated: 1/23/2021

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 2020

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 2020

Overall Rating	Exemplary
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Last updated: 1/23/2021

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 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
English Language Arts / Literacy (grades 3-8 and 11)	41.0%	N/A	45.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	37.0%	N/A	34.0%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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: 1/23/2021

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/23/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/23/2021

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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	18	N/A	23	N/A	30	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/23/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/23/2021

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2019–2020)

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	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/23/2021

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 2020–2021)

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."

In 2019-2020 and currently, virtual parent forums are held monthly covering various school related and community topics. Forum topics include such areas as Special Education, community services offered in the area, support for parents during the pandemic, and so forth. Parents have the opportunity to join members of the school community and each other to share their thoughts, concerns, ideas, and questions. The school also welcomes parents as volunteers with explicit guidelines as specified in the schools Volunteer Handbook. Student of the Month Assemblies and Semester Awards are among other opportunities for parents to share in the success of their students and the school community.

Last updated: 1/23/2021

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

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	Suspensions	Expulsions
School 2017–2018	0.10%	0.00%
School 2018–2019	0.20%	0.00%
District 2017–2018	0.70%	0.00%
District 2018–2019	3.50%	0.10%

**State
2017–2018**

Suspensions and Expulsions for School Year 2019–2020 Only

**State
2018–2019**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
School 2019–2020	0.30%	0.00%
District 2019–2020	--	--

**State
2019–2020**

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

Last updated: 1/23/2021

School Safety Plan (School Year 2020–2021)

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: 1/23/2021

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 (2017–2018)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	22.00	18.00	19.00	19.00	24.00	57.00	113.00	
Number of Classes * 1-20	3	2	3	1	1	1	1	
Number of Classes * 21-32	5	6	4	5	6	6	3	
	2					1	1	

Number of Classes *
33+

* 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 (2018–2019)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	22.00	22.00	23.00	22.00	25.00	54.00	26.00	11.00
Number of Classes * 1-20								2
	6	5	6	6	5	7	3	
Number of Classes * 21-32	2					1	1	

Number of Classes *
33+

* 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	K	1	2	3	4	5	6	Other**
Average Class Size	24.00	21.00	23.00	23.00	22.00	26.00	25.00	261.00
Number of Classes * 1-20	1	2			1			1
			5	6		5	3	
Number of Classes * 21-32	5	4			5			3

Number of Classes *
33+

* 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.

Last updated: 1/23/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

The school enrolled 866 students in 2019-2020. The school employed one school counselor providing legally required services to a caseload of approximately 20-25 students.

Title	Ratio
Pupils to Academic Counselor*	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.

Last updated: 1/23/2021

Student Support Services Staff (School Year 2019–2020)

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
Speech/Language/Hearing Specialist
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: 1/23/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11843.00	\$2854.00	\$8989.00	\$62371.00
District	N/A	N/A	--	\$78962.00
Percent Difference – School Site and District	N/A	N/A	27.00%	13.00%

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7750.12	\$83052.00
Percent Difference – School Site and State	N/A	N/A	16.00%	33.00%

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

Last updated: 1/23/2021

Types of Services Funded (Fiscal Year 2019–2020)

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 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.

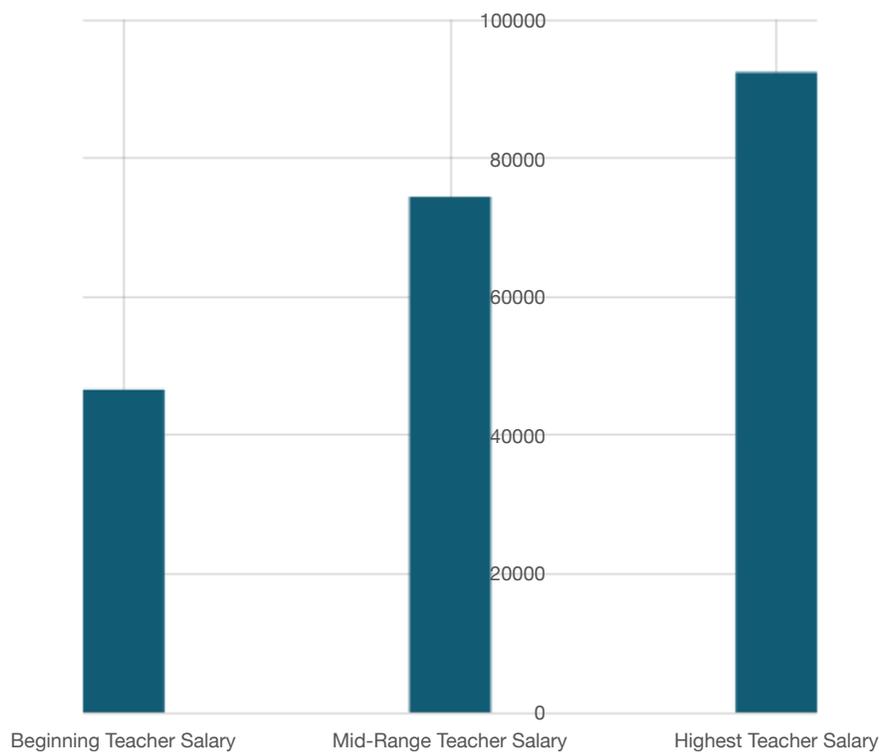
Last updated: 1/23/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

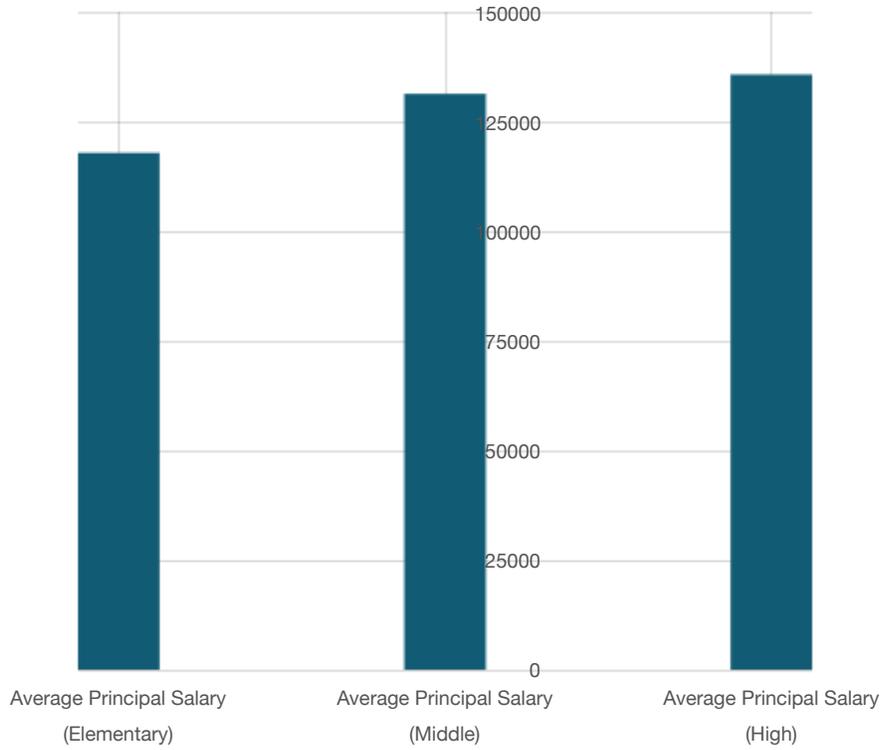
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,587	\$50,029
Mid-Range Teacher Salary	\$74,412	\$77,680
Highest Teacher Salary	\$92,389	\$102,143
Average Principal Salary (Elementary)	\$117,849	\$128,526
Average Principal Salary (Middle)	\$131,307	\$133,574
Average Principal Salary (High)	\$135,702	\$147,006
Superintendent Salary	\$350,000	\$284,736
Percent of Budget for Teacher Salaries	29.00%	33.00%
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/>.

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/23/2021

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

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