

Santa Monica Boulevard Community Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Dr. David Riddick, Director

Principal, Santa Monica Boulevard Community Charter

About Our School

Santa Monica Boulevard Community Charter School (SMBCCS) is an independent charter school servicing students in PreK to 6th grade. The school serves over 1,050 students in the Hollywood district of Los Angeles. SMBCCS has been in existence as a public school since 1910. In 2002, SMBCCS converted to independent charter status. In 2012, the school was notified by the Los Angeles Unified School District (LAUSD) that its charter was not going to be renewed and the school would revert back to a traditional public school. When responding to obstacles, many schools close their doors to scrutiny and collaboration with outsiders. Rather than responding with cyclical blame, Santa Monica proactively sought to merge with an organization with a history of success at increasing student achievement. By being proactive, Santa Monica was able to remain an independent charter school while overhauling its instructional program with effective research based practices to increase student learning. As an alternative to reverting to a traditional public school, SMBCCS proposed that they merge with and come under the governance of the Fenton Charter Public Schools (FCPS). The SMBCCS Board of Directors sought to merge with FCPS because the schools service very similar students, yet FCPS had demonstrated a history of academic success. Within one year of SMBCCS under the governance of FCPS, the school went from being one of the lowest performing schools in the area to one of the highest. SMBCCS exited Program Improvement status during the 2014-2015 school year. In 2016, the SMBCCS charter petition was renewed for five years by LAUSD. SMBCCS is proud of our instructional program and the relationships we have forged with the community.

SMBCCS has implemented a STEAM program. STEAM is an acronym for Science, Technology, Engineering, the Arts and Mathematics. The origin of STEAM was driven by the business community to have an agile and competitive workforce. Our dynamic future rests in the creativity, ingenuity, and education of our youth to see things we cannot yet imagine. In the real world, the application of knowledge is interwoven and multidisciplinary. Learners will need to acquire skills in science, technology, engineering, the arts, and mathematics to embrace and conquer the challenges of tomorrow.

Contact

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

*Phone: 323-469-0971
E-mail: driddick@fentoncharter.net*

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Michelle King
E-mail Address	michelle.king@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2017-18)	
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	Dr. David Riddick, Director
E-mail Address	driddick@fentoncharter.net
Web Site	http://smbccs.net
County-District-School (CDS) Code	19647336019079

Last updated: 1/8/2018

School Description and Mission Statement (School Year 2017-18)

Mission Statement:

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

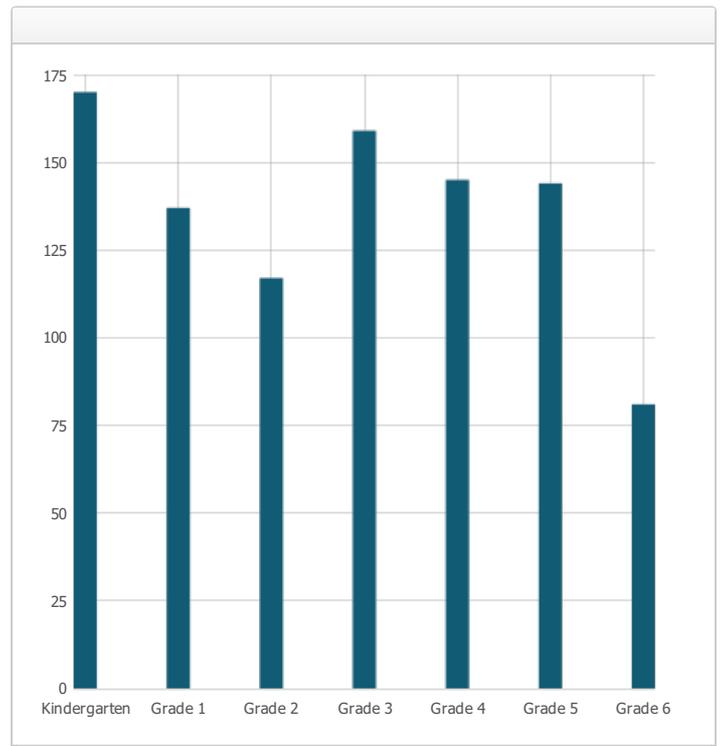
In May 2012, LAUSD approved the divestiture of SMBCCS to come under the governance of Fenton Charter Public Schools (FCPS). SMBCCS is one of five schools under the governance of FCPS. The SMBCCS leadership team, teachers, parents, and students share a renewed spirit of optimism in a stronger focus on student learning that has developed at the school. SMBCCS has a full time certificated staff consisting of 3 administrators, 41 classroom teachers, and 4 Educational Specialists. The school provides students with additional full time certificated staff members including a school psychologist, school counselor, science teacher, music teacher, and two Instructional Technology Coaches. SMBCCS strives to provide students with a rigorous instructional program that embodies social/emotional learning, acceleration, and differentiated instruction to cultivate self-reliant learners who will become positive contributors to their communities.

Western Association of Schools and Colleges (WASC): In 2014, SMBCCS was granted a six year accreditation status by the Western Association of Schools and Colleges (WASC). We are proud of the exceptional work of our students, staff, and parents.

Last updated: 1/8/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	170
Grade 1	137
Grade 2	117
Grade 3	159
Grade 4	145
Grade 5	144
Grade 6	81
Total Enrollment	953



Last updated: 1/8/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.9 %
American Indian or Alaska Native	0.0 %
Asian	1.2 %
Filipino	0.3 %
Hispanic or Latino	95.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	2.6 %
Two or More Races	0.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	97.3 %
English Learners	63.6 %
Students with Disabilities	14.2 %
Foster Youth	0.2 %

Last updated: 1/8/2018

A. Conditions of Learning

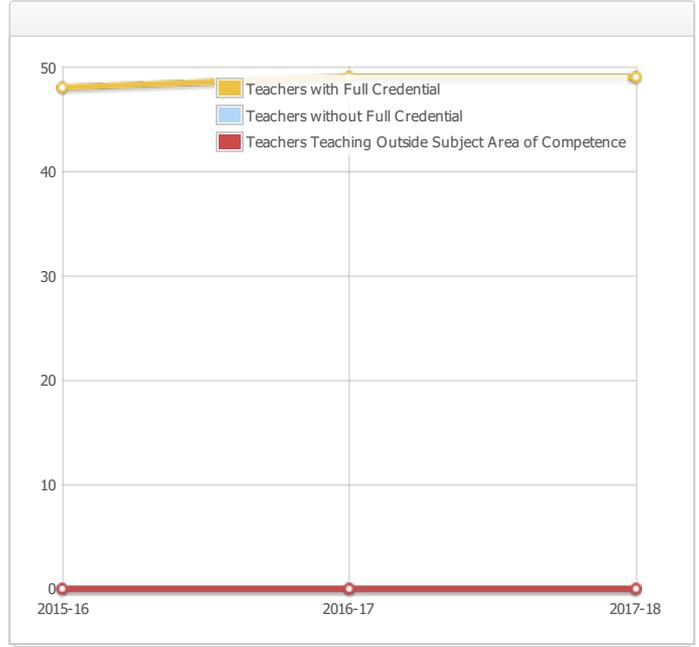
State Priority: Basic

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

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

Teacher Credentials

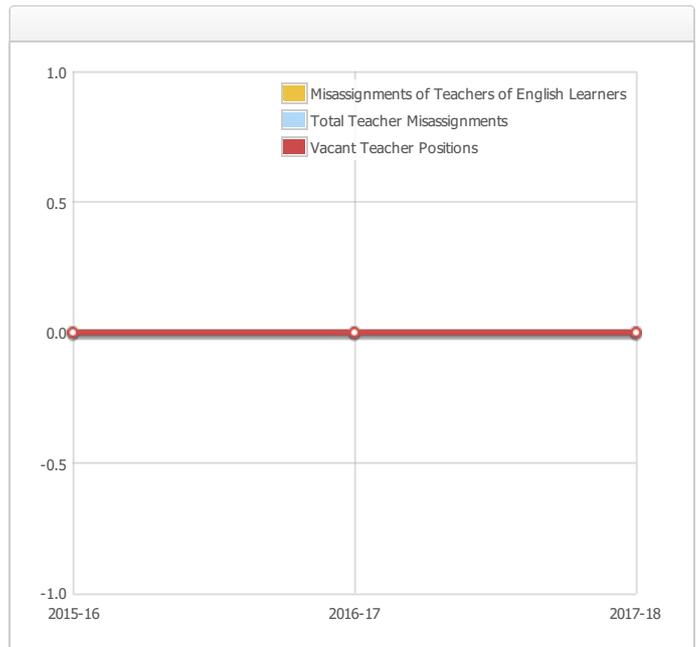
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	48	49	49	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/8/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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: 1/8/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: January 2018

Subject	Textbooks and 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 Advance 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 the California Department of Education.	Yes	0.0 %
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.	Yes	0.0 %
Science	Santa Monica Boulevard Community Charter School adopted Scott Foresman's California Science in 2006.	Yes	0.0 %
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	0.0 %
Foreign Language			0.0 %
Health			0.0 %
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: 1/8/2018

School Facility Conditions and Planned Improvements

The custodial and maintenance staff of Santa Monica Blvd. Community Charter School (SMBCCS) make 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 (most 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 is 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 black top on the playground, bathrooms in the J-building, removal of the black top 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 LAUSD upgrades, Santa Monica completed the following upgrades to the facility in 2012-13:

- Installation of an intrusion alarm system for the campus as well as the parent center
- Re-keying of the campus to ensure school safety
- Improvements to the technology infrastructure. This includes switching from LAUSD to Time Warner's network and ensuring internet connectivity and phone service to all classrooms.

Santa Monica completed the following upgrades to the facility during the 2014-15 school year:

1. Installation of a walkway behind the north and south towers to ensure safety during emergency drills and afternoon dismissal
2. Technology upgrades in the auditorium
 - Installation of Apple TV; Backward Facing Projection Screen and Projector; Media Panel; Microphones
 - New Paint to the Main Building and bungalows
 - Installation of awnings to all bungalows doors
 - Completion and Grand Opening of the new Parent Center in November 2015 and parking lot
 - Installation of digital clocks in all classrooms and offices

Santa Monica completed the following upgrades to the facility during the 2015-16 school year:

- Replaced three bungalows with new bungalows approved through the Division of the State Architect; Added two additional student bathrooms and one adult bathroom
- Added two large grass areas - one on the main yard and one at a dismissal gate
- Upgraded the grass area and playground equipment on the Kindergarten yard
- Installed computer counters in every room
- Added three additional Apple iMac computers per class to meet our 3 to 1 student-to-computer ratio
- Installed additional drainage line for surfacewater runoff

Santa Monica completed the following upgrades to the facility during the 2016-17 school year:

- Added additional LED lighting for additional safety

- Repaved a section of the school yard
- Installed additional security cameras to increase student safety throughout the day and during dismissal.
- Installed Ultra Short Throw Interactive projectors in all classrooms.

Santa Monica completed the following upgrades to the facility during the 2017-18 school year:

- Planted trees for additional security along the school perimeter fence on Van Ness Avenue
- Added additional LED lighting around the perimeter of the school
- Added additional iPads and Laptop computers for a 1 to 1 student-to-digital device ratio
- Installed an automatic entry/exit gate at the staff parking lot
- Purchased new outside tables in our outdoor PreK/Kinder play area

Last updated: 1/9/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2018

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: January 2018

Overall Rating	Exemplary
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Last updated: 1/9/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	33%	35%	39%	40%	48%	48%
Mathematics (grades 3-8 and 11)	27%	30%	29%	30%	36%	37%

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.

Last updated: 1/9/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	540	524	97.04%	35.11%
Male	286	275	96.15%	29.09%
Female	254	249	98.03%	41.77%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	520	508	97.69%	34.84%
Native Hawaiian or Pacific Islander				
White		--	81.82%	33.33%
Two or More Races				
Socioeconomically Disadvantaged	534	522	97.75%	35.25%
English Learners	441	425	96.37%	30.82%
Students with Disabilities	110	110	100.00%	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/9/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	540	540	100.00%	30.00%
Male	286	286	100.00%	32.17%
Female	254	254	100.00%	27.56%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	520	520	100.00%	29.62%
Native Hawaiian or Pacific Islander				
White			100.00%	45.45%
Two or More Races				
Socioeconomically Disadvantaged	534	534	100.00%	29.96%
English Learners	441	441	100.00%	26.30%
Students with Disabilities	110	110	100.00%	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/9/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	60.0%	47.0%	46.0%	46.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/9/2018

Career Technical Education Programs (School Year 2016-17)

N/A

Last updated: 1/9/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/9/2018

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	18.8%	23.6%	8.3%

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.

Last updated: 1/9/2018

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

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 parents 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 which is represented on the school’s governing board, the highest decision-making body at the school. In addition, parents have the opportunity to become members of the School Site Council. 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.

State Priority: Pupil Engagement

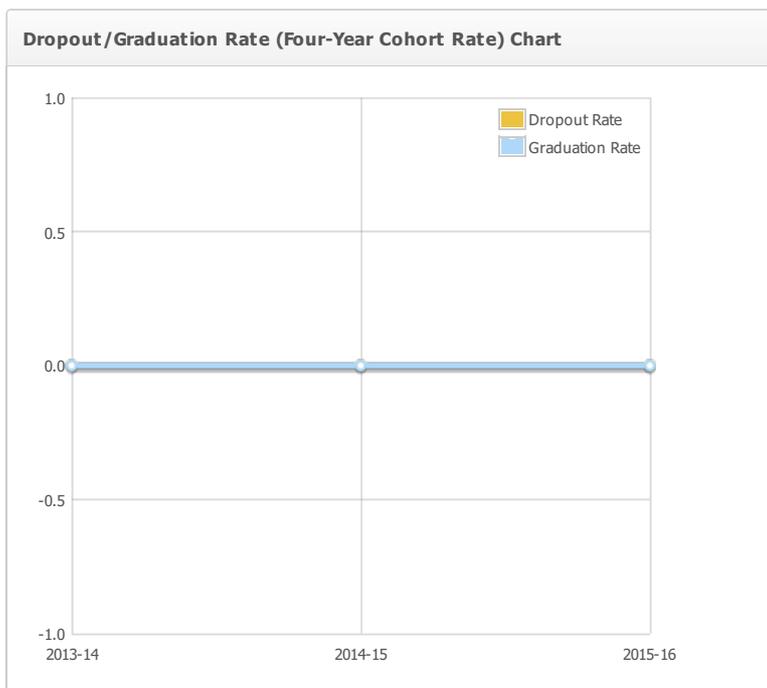
Last updated: 1/9/2018

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	70.2%	72.2%	77.3%	81.0%	82.3%	83.8%



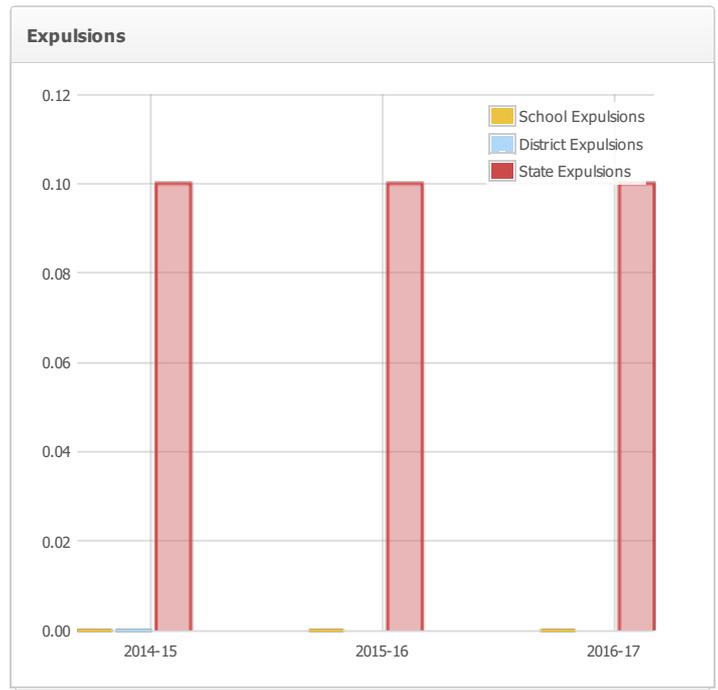
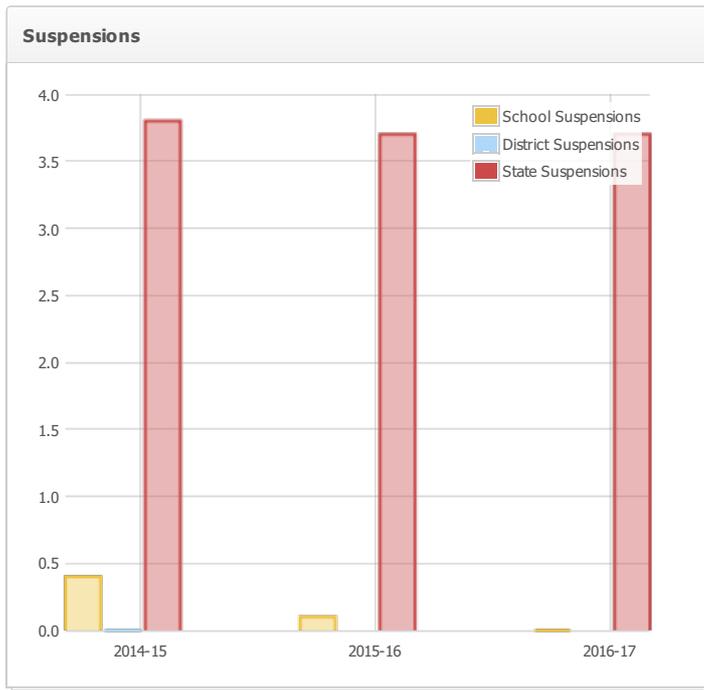
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.4%	0.1%	0.0%	--	--	--	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	--	--	--	0.1%	0.1%	0.1%



Last updated: 1/9/2018

School Safety Plan (School Year 2017-18)

Santa Monica Blvd. Community Charter School (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 Education 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 routinely participates in monthly emergency drills to ensure students and staff 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 SMBCCS 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 for 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 includes the requirement that each employee of the school furnish the school with a criminal record summary as described in §44237 [Education Code §47605(b)(5)(F)].

Last updated: 1/9/2018

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	642
Percent of Schools Currently in Program Improvement	N/A	69.0%

Last updated: 1/9/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24.0	0	6	0	22.0	1	7	0	231.0	0	7	2
1	23.0	0	7	0	19.0	1	5	0	20.0	2	5	0
2	24.0	0	5	0	20.0	1	7	0	20.0	2	4	0
3	23.0	0	6	0	19.0	1	6	0	20.0	1	7	0
4	27.0	0	5	0	20.0	2	5	0	18.0	2	6	0
5	24.0	0	6	0	20.0	2	5	0	62.0	1	5	1
6	21.0	1	3	0	20.0	1	3	0	20.0	1	3	0
Other	8.0	1	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 1/9/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	4.0	N/A
Other	4.0	N/A

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

*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: 1/9/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11385.0	\$1745.0	\$9640.0	\$69389.0
District	N/A	N/A	\$7909.0	\$73658.0
Percent Difference – School Site and District	N/A	N/A	19.7%	-6.0%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	37.8%	-13.2%

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

Last updated: 1/9/2018

Types of Services Funded (Fiscal Year 2016-17)

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. After school programs include the school-funded afterschool playground, LA's BEST, the Youth Policy Institute with additional support through LA Promise Neighborhoods.

Additional support staff includes a full-time psychologist, school counselor, speech and language therapist, and a Parent Center Director.

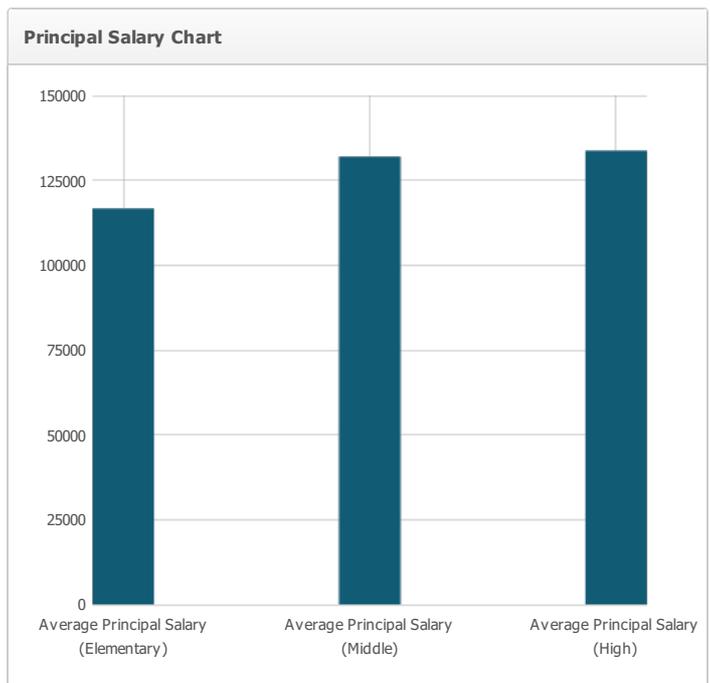
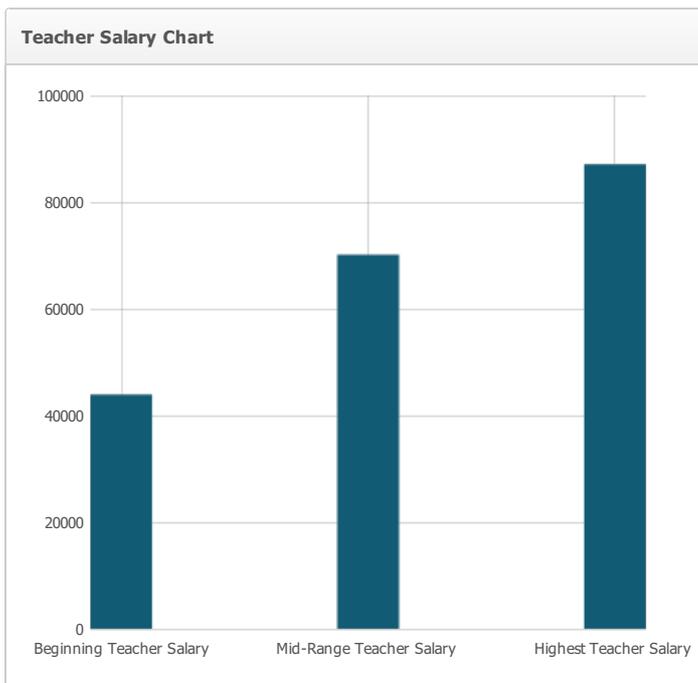
Three-hour paraprofessionals support the instructional program in most classrooms daily. A full-time technology specialist services the over 150 computers in classrooms.

Last updated: 1/9/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,808
Mid-Range Teacher Salary	\$70,141	\$73,555
Highest Teacher Salary	\$87,085	\$95,850
Average Principal Salary (Elementary)	\$116,684	\$120,448
Average Principal Salary (Middle)	\$131,969	\$125,592
Average Principal Salary (High)	\$133,725	\$138,175
Superintendent Salary	\$350,000	\$264,457
Percent of Budget for Teacher Salaries	32.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/9/2018

Professional Development

Professional development activities are scheduled on Wednesdays and supported two times a week during student psychomotor time. All programs and school-wide initiatives will be implemented with ongoing support from vendors and consultants. A trainer-of-trainers model is often used to make the most effective use of resources with Lead Teachers serving as the trainers and mentors.

Seven full days of professional development for all certificated staff are scheduled throughout the school year. The Instruction Committee recommends the focus areas for staff development days after careful analysis of CAASPP and ELPAC test results from the previous year and internal data analysis.

Professional development at SMBCCS primarily focuses on Common Core Instruction/Curriculum, Explicit Direct Instruction, Thinking Maps, Mutt-i-grees, Strategies for Academically High-Achieving Students, Discipline with Dignity, Sharing of Best Practices, and State Adopted Programs to increase student achievement.

STEAM Lead Teachers: SMBCCS has four STEAM Lead Teachers to facilitate the integration of science, technology, engineering, art, and mathematics into classroom instruction. Our dynamic future rests in the creativity, ingenuity, and education of our youth to see things we cannot yet imagine. In the real world, the application of knowledge is interwoven and multidisciplinary. Learners will need to acquire skills in science, technology, engineering, the arts, and mathematics to embrace and conquer the challenges of tomorrow.

ELD Lead Teachers: SMBCCS is committed to providing support in the area of ELD with "mentor" teachers to assist teachers with the implementation of effective strategies to support our English Language Learners. 60% of SMBCCS professional development is dedicated to English language learners. SMBCCS has three (3) mentor teachers fluent in Spanish and with a track record of success in working with English language learners.

Last updated: 1/9/2018