

**Santa Monica Boulevard Community
Charter**

2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 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 K-6
Span:

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 and access to prior year reports, 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.

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.

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. Our school community is made up of staff, students, families and close partnerships such as Paramount Studios, Uplift Family Services, the Saban Community Clinic, Young Storytellers, and the Everybody Dance! LA working closely to provide high quality, rigorous, and innovative programming to our school community.

Contact

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

Phone: [\(323\) 469-0971](tel:3234690971)

Email: crabinowitz@fentoncharter.net

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Carvalho, Alberto
Email Address	superintendent@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2023–24)

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: 1/20/24

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, Math, and 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.

School Description and Mission Statement (School Year 2023–24)

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.

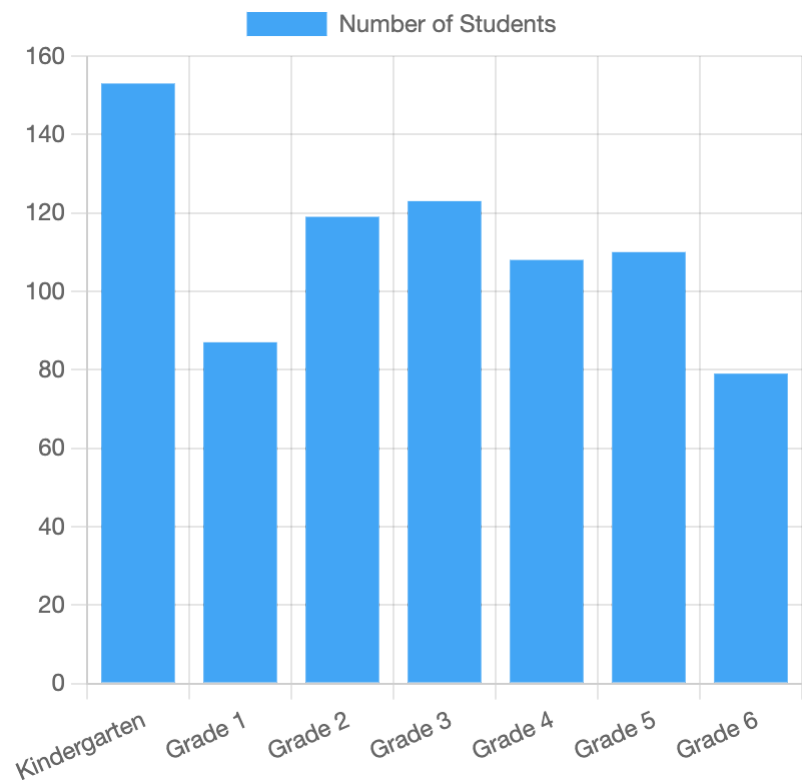
All members of Santa Monica Boulevard Community Charter School community are responsible for the school-wide vision:

- 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: 1/20/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	153
Grade 1	87
Grade 2	119
Grade 3	123
Grade 4	108
Grade 5	110
Grade 6	79
Total Enrollment	779



Last updated: 1/20/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	46.70%
Male	53.30%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.50%
Black or African American	0.60%
Filipino	0.60%
Hispanic or Latino	97.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.10%
White	1.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	58.50%
Foster Youth	1.20%
Homeless	0.50%
Migrant	0.00%
Socioeconomically Disadvantaged	96.80%
Students with Disabilities	15.50%

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 2020–21)

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)	38.90	97.50%	22369.20	82.26%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	714.60	2.63%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	1398.60	5.14%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.90	2.48%	1060.30	3.90%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	1651.30	6.07%	18854.30	6.86%
Total Teaching Positions	39.90	100.00%	27194.20	100.00%	274759.10	100.00%

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 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: 1/20/24

Teacher Preparation and Placement (School Year 2021–22)

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)	41.90	100.00%	23128.20	84.33%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	804.50	2.93%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	1474.90	5.38%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	1009.60	3.68%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	1009.30	3.68%	15831.90	5.67%
Total Teaching Positions	41.90	100.00%	27426.80	100.00%	279044.80	100.00%

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 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: 1/20/24

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2020– 21 Number	2021– 22 Number
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

Last updated: 11/2/23

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020– 21 Number	2021– 22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.90	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.90	0.00

Last updated: 11/2/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	0%

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: Not Available

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>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 the California Department of Education.</p>	Yes	0
Mathematics	iReady Classroom Mathematics, published by	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Curriculum Associates is the schoolwide Mathematics series and has been implemented in all grades since August 2022. 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.		
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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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: 1/20/24

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 daily. 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 and 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 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. August 2019 installed an additional drainage line for surface water runoff.

The following upgrades were completed in 2016-2017: installed additional security cameras to increase student safety and 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, and installation of the 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 the 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, and 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.

In 2021-2022, our custodial and maintenance teams continue to review and update the school campus to ensure a safe and inviting environment for our students. Several COVID related mitigations continue to be maintained in 2021-2022 including ensuring proper air quality and circulation in rooms and sanitization.

In 2022-2023, our custodial and maintenance teams continue to review and update the school campus to ensure a safe and inviting environment for our students. Regular maintenance is conducted on the schools HVAC systems, main building, and bungalows including resealing and structuring of four bungalow roofs and general maintenance on doors to all offices and classrooms.

Last updated: 1/20/24

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: June 2023

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: June 2023

Overall Rating	Exemplary
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Last updated: 1/20/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **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 completed state-
administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	33%	38%	41%	41%	47%	46%
Mathematics (grades 3-8 and 11)	27%	35%	27%	29%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/21/24

**CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	425	420	98.82%	1.18%	37.86%
Female	202	198	98.02%	1.98%	36.36%
Male	223	222	99.55%	0.45%	39.19%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	409	408	99.76%	0.24%	37.75%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	204	199	97.55%	2.45%	14.57%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	409	406	99.27%	0.73%	37.68%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	71	71	100.00%	0.00%	8.45%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/20/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	425	424	99.76%	0.24%	34.67%
Female	202	201	99.50%	0.50%	29.85%
Male	223	223	100.00%	0.00%	39.01%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	409	409	100.00%	0.00%	34.72%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	204	203	99.51%	0.49%	13.30%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	409	408	99.76%	0.24%	34.80%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	71	71	100.00%	0.00%	9.86%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/20/24

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 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
Science (grades 5, 8, and high school)	14.07%	22.81%	20.02%	20.46%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/20/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	114	114	100.00%	0.00%	22.81%
Female	57	57	100.00%	0.00%	14.04%
Male	57	57	100.00%	0.00%	31.58%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	107	107	100.00%	0.00%	23.36%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	56	56	100.00%	0.00%	1.79%
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	108	108	100.00%	0.00%	24.07%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with	16	16	100.00%	0.00%	0.00%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Disabilities					

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/20/24

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 2022–23) Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	96%	96%	96%	97%	97%

Note: The administration of the PFT during 2021–22 and 2022–23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/20/24

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

SMBCCS has an extremely active and involved community of parents. The school encourages parent involvement on a high level via various activities and events as well as attendance and participation in our Family Center led by our Family Center Director.

The Family 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.

Year to year parent workshops include: Monthly Parent Forums on various topics, workshops focused on mental health through our partnership with Uplift Family Services, "Preparing your Child for the SBAC" and "Preparing your Child for the ELPAC."

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 school's 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.

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	817	808	26	3.2%
Female	386	382	7	1.8%
Male	431	426	19	4.5%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	6	5	0	0.0%
Black or African American	7	7	1	14.3%
Filipino	5	5	0	0.0%
Hispanic or Latino	789	782	24	3.1%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	0	0	0	0.0%
White	10	9	1	11.1%
English Learners	478	475	16	3.4%
Foster Youth	15	15	1	6.7%
Homeless	5	5	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	793	784	26	3.3%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	143	143	4	2.8%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/20/24

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 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	0.00%	0.12%	0.00%	0.46%	0.55%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.02%	0.02%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/20/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.12%	0.00%
Female	0.00%	0.00%
Male	0.23%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.13%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.21%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.13%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.70%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/20/24

School Safety Plan (School Year 2023–24)

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 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 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.

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 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00	1	5	0
1	22.00	0	6	0
2	19.00	6	0	0
3	23.00	0	5	0
4	23.00	0	6	0
5	23.00	1	5	0
6	27.00	0	3	0
Other**	0.00	0	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 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	20.00	2	4	0
1	24.00	0	5	0
2	21.00	2	4	0
3	18.00	6	0	0
4	22.00	1	4	0
5	23.00	0	6	0
6	26.00	0	3	0
Other**	0.00	0	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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	17.00	5	4	0
1	22.00	0	4	0
2	20.00	1	5	0
3	18.00	7	0	0
4	18.00	4	2	0
5	18.00	2	4	0
6	20.00	1	3	0
Other**	0.00	0	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.

Ratio of Pupils to Academic Counselor (School Year 2022–23)

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*	779

* 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: 1/20/24

Student Support Services Staff (School Year 2022–23)

Santa Monica Boulevard Community Charter Schools is fortunate to have strong relationships with various organizations such as Cross Country Education and PRN Nursing allowing the school to provide students with a school nurse five days-a-week, Speech and Language Pathologists, Occupational Therapists, Adaptive P.E. Teachers, Deaf and Hard of Hearing Therapists and many other providers to service needs. The numbers below represent full-time school employees, but do not reflect staffing from outside vendors that are also available to the community.

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.00

Title	Number of FTE* Assigned to School
Other	0.00

* 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: 1/20/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16233.00	\$6406.00	\$9827.00	\$78675.00
District	N/A	N/A	\$9920.00	\$81337.00
Percent Difference – School Site and District	N/A	N/A	0.94%	3.30%
State	N/A	N/A	\$7606.62	\$87885.00
Percent Difference – School Site and State	N/A	N/A	22.60%	10.48%

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

Last updated: 1/21/24

Types of Services Funded (Fiscal Year 2022–23)

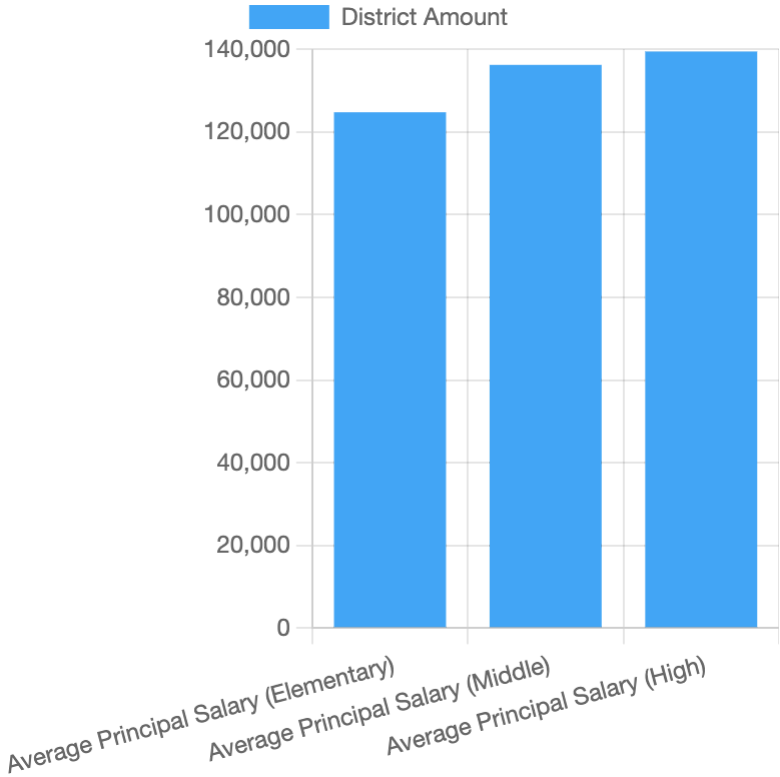
A variety of supplemental programs and services are available at the school site, such as instructional technology coaches that integrate computer science lessons in the iLab, into the classrooms and teach coding as part of our core program. Before-school and after-school programs include the school-funded afterschool playground, LA's Best, and Think Together. We have also implemented added support for our students with extended learning. Programs held afterschool to tutor and enhance student learning and experiences. Such programs include Mathnasium tutoring, Dance, Drumming, Piano, and Jazz Band. Additional support staff includes one full-time psychologist, a school counselor, speech and language services, and a Family Center Director. Students also benefit from full-day paraprofessional support both in the classroom and in the yard.

Last updated: 1/20/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48916.00	\$55549.60
Mid-Range Teacher Salary	\$78133.00	\$80702.84
Highest Teacher Salary	\$97008.00	\$109417.68
Average Principal Salary (Elementary)	\$124723.00	\$137703.47
Average Principal Salary (Middle)	\$136178.00	\$143759.63
Average Principal Salary (High)	\$139415.00	\$159020.77
Superintendent Salary	\$440000.00	\$319442.91
Percent of Budget for Teacher Salaries	25.32%	30.35%
Percent of Budget for Administrative Salaries	4.83%	4.87%

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



Last updated: 1/20/24

Professional Development

Measure	2021– 22	2022– 23	2023– 24
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

Last updated: 1/20/24