Grant Elementary School

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2019-20 School Accountability Report Card
Published During the 2020-21 School Year

Santa Monica-Malibu Unified School District
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District Vision
As a community of learners, the Santa Monica-Malibu Unified School District works together in a nurturing environment to help students be visionary, versatile thinkers; resourceful, life-long learners; effective, multilingual communicators and global citizens. We are a rich, culturally diverse community that values the contributions of all its members and strives to promote social justice. We exist to assist all students in their pursuit of academic achievement, build strength of character, and personal growth, and to support them in their exploration of the intellectual, artistic, technological, physical and social expression.

Grant Elementary School Mission Statement
The Grant Elementary School community, which includes students, their families, staff, and community members, will work together to create a safe and caring learning environment in which students will become self-directed learners, collaborative workers, critical thinkers, and responsible citizens. Families will share in the responsibility for their child's success through their active support of the educational process.

Principal's Message
Grant Elementary School, located in Santa Monica, California, is a pre-school through 5th-grade elementary school in the Santa Monica Malibu Unified School District. The school administration and staff work to improve student achievement through ongoing cycles of inquiry that include collaboration time and Professional Learning Communities. The focus of Grant is student learning, family and community engagement, and implementing a culture of equity and access for all. Grant serves approximately 600 students. There are 25 general education classes including one fee-based preschool class and 1 transitional kindergarten class. Additionally, Grant offers a Special Education program consisting of two Specialized Academic Instruction (SAI) classes to serve students in kindergarten through 5th grade and two social skills classroom settings. The neighborhood surrounding Grant School is composed of single and multiple family units within a very active and family-oriented community.

With a blend of experienced and dedicated teachers, the Grant staff offers individualized programs; rigorous units of study; and the care, passion, and creativity that allow Grant students to thrive. Student council, Career Day, ballroom dancing, PS Arts, talent shows, cultural programs, character education plays, sustainability programs such as Green Gecko Recycling and water conservation, health awareness programs such as the Jog-a-Thon, and community service-learning projects give students and families an active role in the varied and in-depth educational program at Grant. Grant School educators and administrators believe that experiential learning opportunities are a critical component to developing well-rounded, engaged, and prepared students.

Grant School engages in the ongoing formal and informal assessments of our students' academic abilities and routinely evaluates staff, programs, opportunities for community involvement, and school climate in areas such as school connectedness and anti-bullying. All of these actions are critical to our students' success. The goals are part of a shared vision where students will be prepared to read and write, think and collaborate, speak and listen, compute and problem-solve. All stakeholders in the Grant School community work to combine the school's diversity, resources, positive energy, and talents and skills of its parent/guardian population to create a learning environment that fosters critical thinkers, caring citizens, and academically competitive students. This year, Grant School has engaged in the Deep Learning Global Network philosophy of education. This shift in teaching and learning pedagogy enables the staff at Grant to change the role of teachers to that of activators of learning who design learning experiences that build on learner strengths and needs, create new knowledge using real-life problem solving and help all students identify their talents, purpose, and passion. In addition, Grant students engage in Restorative Justice and Responsive Classroom practices and are exposed to the Social Justice standards. New to Grant this year is the creation of an Anti-Bias/Anti-Racist committee comprised of teachers and administrators with the purpose of focusing on recognizing the biases and privilege that permeate our interactions with families, staff, and children; supporting each other in understanding and dismantling our personal biases and privilege; restructuring our systems to eliminate barriers to accessing quality education; incorporating lessons that teach how to acknowledge, honor, and celebrate our students, staff, and family differences; and focusing on uplifting individuals to be proud of their uniqueness while honoring other individual's differences.

About the SARC

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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	109
Grade 1	91
Grade 2	101
Grade 3	104
Grade 4	92
Grade 5	85
Total Enrollment	582

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	10.8
American Indian or Alaska Native	0.3
Asian	8.2
Filipino	0.9
Hispanic or Latino	28.2
White	48.3
Two or More Races	2.9
Socioeconomically Disadvantaged	31.6
English Learners	9.6
Students with Disabilities	13.4
Homeless	0.5

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 for Grant Elementary School	18-19	19-20	20-21
With Full Credential	33.0	33.0	36.0
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Santa Monica-Malibu Unified School District	18-19	19-20	20-21
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Grant Elementary School

Indicator	18-19	19-20	20-21
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

All students at Grant have access to state-approved, district-adopted textbooks and instructional materials in all core academic areas. The district follows the state guidelines and cycles for textbooks. All students, including English Learners, have their own copy of textbooks. Textbooks and instructional materials are recommended for school board approval through a comprehensive process by a districtwide committee of teachers and administrators. Members of the public are invited to review the recommended materials and make comments prior to board approval. The District is currently in the process of reviewing and adopting STEM curriculum.

Textbooks and Instructional Materials
Year and month in which data were collected: October 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance Reading, adopted 6/2017 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	My Math, McGraw Hill, 2013, adopted 3/5/2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Science, Harcourt 2007, adopted 4/19/2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Reflections, California Series; Harcourt 2006, adopted 6/1/2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The current Grant School facility was built in 1937 as a Public Works Administration project in the heart of the Sunset Park neighborhood in Santa Monica. The entire campus has high-speed Internet connectivity, access to technology, and has recently undergone improvements in modern windows, floors, and paint. In 2018, new playground equipment with impact-resistant synthetic turf was installed on the main play yard. Additionally, in 2019, impact-resistant synthetic turf was installed on the Kindergarten playground. Also, during the 2018 - 2019 school year, the entire exterior of the campus was painted and new lunch tables were purchased to replace old and rusting tables. The school's educationally-focused wall and ground murals have been repainted and the landscaping has undergone major improvements through parents' efforts during multiple School Beautification Days. The school administration will continue to work closely with the District's Facilities department to ensure that all repairs to the existing systems are completed in a timely manner.

Planned facility improvements for the 2020 - 2021 and 2021 - 2022 school years include the introduction of HVAC, modern electronic door locks on all rooms, a higher courtyard wall in the front of the school to improve security, security cameras, and a buzzer entry system, and an updated fire alarm and PA system. Future plans include a major remodel of the campus which may include a new two-story building that will house classrooms, a science lab, and music and art classrooms. This remodel may also include the expansion of outdoor learning spaces extended out from the classrooms and a reimagining of the library to become a state-of-the-art media center.

The school staff will continue to instill in our students a pride of ownership of their school and are expected to assist staff in keeping the grounds safe and litter-free. The buildings and grounds are well-maintained and in fair operable condition. Grant School has a unique appearance as evidenced by the hundreds of handpainted ceramic tiles by the students depicting self-portraits, murals, and images of the school mascot, the Grant Gecko.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** 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 in which data were collected: 1/19/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	11/ LOUNGE: 4. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. 9. FAUCET LEAKS AT FITTING.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		12: 4. CEILING TILE IS LOOSE. COUNTERTOP HAS WATER DAMAGE NEAR FAUCET. 14: 4. WALL TILE IS MISSING. WALL TILE IS LOOSE. WALL TILE HAS A HOLE. 16D/ ELECTRICAL: 4. WATER DAMAGE TO CEILING. 2: 4. CEILING TILES ARE MISSING. CEILING TILES ARE TORN. 11. PAINT IS PEELING ON GUTTER. IMPROPERLY STORED CLEANING SUPPLIES. 24: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS MISSING. CEILING TILES ARE LOOSE. 25: 4. CEILING TILES HAVE WATER STAINS. HOLE IN WALL. 9. FAUCET HAS A DRIP. DRINKING FOUNTAIN HAS A LOW FLOW. 11. PAINT IS PEELING ON THE INTERIOR WALL. 26: 4. CEILING TILES ARE BROKEN (STORAGE). 9. FAUCET IS LOOSE AT BASE AND HAS A DRIP IN RR. 27: 4. CEILING TILES HAVE HOLES. 28: 4. CEILING TILE IS LOOSE. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. STORAGE ROOM IS OVERLY CLUTTERED. 29: 4. CEILING TILES ARE LOOSE. FORMICA TRIM IS MISSING ON COUNTERTOP. 3: 4. CEILING TILES ARE TORN. CEILING TILE IS LOOSE. 38: 4. FORMICA IS CHIPPING ON COUNTERTOPS. 7. ONE LIGHT PANEL IS OUT. 39: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 4: 4. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 40: 4. CEILING TILE IS MISSING. CEILING TILE IS LOOSE. FORMICA IS CHIPPING ON COUNTERTOP. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 46: 4. CEILING TILES ARE TORN. CEILING TILE IS LOOSE. 11. PAINT IS PEELING ON THE DOOR. 5: 4. CEILING TILES ARE LOOSE. 5. STORAGE ROOM IS OVERLY CLUTTERED. 55/ CAFETERIA: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON INTERIOR WALL. 60: 4. CEILING TILE IS LOOSE. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 61: 4. CEILING TILES ARE MISSING. 62: 4. CEILING TILES ARE LOOSE. 63: 4. CEILING TILE IS MISSING. CEILING TILES ARE LOOSE. 5. AREAS OF ROOM ARE OVERLY CLUTTERED. 70: 4. CEILING TILES HAVE WATER STAINS. 71: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON RAMP RAILING. 72: 4. CEILING TILE HAS A HOLE. FORMICA TRIM IS MISSING ON COUNTERTOP. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. PAINT IS PEELING ON RAMP RAILING.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		80: 4. CEILING TILES HAVE WATER STAINS. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 81: 4. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. 9. FAUCET LEAKS OUT THE SIDE OF DIFFUSER ONTO WALL. 82: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 83: 4. CEILING TILES HAVE HOLES. CEILING TILES ARE BROKEN. BOYS REST ROOM: 4. SOAP DISPENSRRS ARE BROKEN (NO SOAP). BOYS REST ROOM: 4. STALL PARTITION IS BROKEN. GIRLS REST ROOM: 4. STALL PARTITIONS ARE DETERIORATING/RUSTED. 11. PAINT IS PEELING ON DOOR. MENS REST ROOM: 4. WALL TILES ARE MISSING. WOMENS REST ROOM: 4. WALL TILES ARE MISSING. 9. FAUCET IS LOOSE AT BASE.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	13: 5. STORAGE ROOMS ARE OVERLY CLUTTERED. 11. IMPROPERLY STORED CLEANING SUPPLIES. 15. DOOR DOESN'T SHUT PROPERLY. 28: 4. CEILING TILE IS LOOSE. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. STORAGE ROOM IS OVERLY CLUTTERED. 5: 4. CEILING TILES ARE LOOSE. 5. STORAGE ROOM IS OVERLY CLUTTERED. 63: 4. CEILING TILE IS MISSING. CEILING TILES ARE LOOSE. 5. AREAS OF ROOM ARE OVERLY CLUTTERED. 75: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 12. DRY ROT ON SIDING. 14. EXTERIOR BACK PACK HOOK IS BROKEN.
Electrical: Electrical	Fair	21: 7. SWITCH PLATE IS MISSING. ELECTRICAL COVER IS MISSING IN CEILING. LIGHTS ARE NOT WORKING. 31: 7. HALF OF LIGHTS (ONE SWITCH) ARE OUT. 32 CUSTODIAN: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 37: 7. ONE LIGHT PANEL IS OUT. 38: 4. FORMICA IS CHIPPING ON COUNTERTOPS. 7. ONE LIGHT PANEL IS OUT. 58/ ELECTRICAL: 7. USED FOR STORAGE BLOCKING ACCESS TO ELECTRICAL PANELS. 59: 7. ONE LIGHT PANEL IS OUT. 64: 7. ONE LIGHT DIFFUSER IS MISSING. 7/ CUSTODIAN: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 15. DOOR IS BROKEN. 73: 7. OUTLET COVER IS MISSING. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 74: 7. ONE LIGHT PANEL IS OUT.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	11/ LOUNGE: 4. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. 9. FAUCET LEAKS AT FITTING. 16: 9. DRINKING FOUNTAIN HAS A LEAK. 25: 4. CEILING TILES HAVE WATER STAINS. HOLE IN WALL. 9. FAUCET HAS A DRIP. DRINKING FOUNTAIN HAS A LOW FLOW. 11. PAINT IS PEELING ON THE INTERIOR WALL. 26: 4. CEILING TILES ARE BROKEN (STORAGE). 9. FAUCET IS LOOSE AT BASE AND HAS A DRIP IN RR. 40: 4. CEILING TILE IS MISSING. CEILING TILE IS LOOSE. FORMICA IS CHIPPING ON COUNTERTOP. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 80: 4. CEILING TILES HAVE WATER STAINS. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 81: 4. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. 9. FAUCET LEAKS OUT THE SIDE OF DIFFUSER ONTO WALL. BOYS REST ROOM: 9. EXTERIOR DRINKING FOUNTAIN HAS A LEAK. GIRLS REST ROOM: 8. TOILET IS LOOSE AT THE BASE. 9. EXTERIOR DRINKING FOUNTAIN HAS A LOW FLOW AND LEAK. GIRLS REST ROOM: 9. ONE FAUCET IS LOOSE AT THE BASE. MENS REST ROOM: 9. FAUCET LEAKS AT HANDLE. WOMENS REST ROOM: 4. WALL TILES ARE MISSING. 9. FAUCET IS LOOSE AT BASE. WOMENS REST ROOM: 9. FAUCET LEAKS AT HANDLE.
Safety: Fire Safety, Hazardous Materials	Good	13: 5. STORAGE ROOMS ARE OVERLY CLUTTERED. 11. IMPROPERLY STORED CLEANING SUPPLIES. 15. DOOR DOESN'T SHUT PROPERLY. 2: 4. CEILING TILES ARE MISSING. CEILING TILES ARE TORN. 11. PAINT IS PEELING ON GUTTER. IMPROPERLY STORED CLEANING SUPPLIES. 25: 4. CEILING TILES HAVE WATER STAINS. HOLE IN WALL. 9. FAUCET HAS A DRIP. DRINKING FOUNTAIN HAS A LOW FLOW. 11. PAINT IS PEELING ON THE INTERIOR WALL. 46: 4. CEILING TILES ARE TORN. CEILING TILE IS LOOSE. 11. PAINT IS PEELING ON THE DOOR. 55/ CAFETERIA: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON INTERIOR WALL. 71: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON RAMP RAILING. 72: 4. CEILING TILE HAS A HOLE. FORMICA TRIM IS MISSING ON COUNTERTOP. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. PAINT IS PEELING ON RAMP RAILING. 73: 7. OUTLET COVER IS MISSING. 10. FIRE EXTINGUISHER IS NOT MOUNTED.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		75: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 12. DRY ROT ON SIDING. 14. EXTERIOR BACK PACK HOOK IS BROKEN. GIRLS REST ROOM: 4. STALL PARTITIONS ARE DETERIORATING/RUSTED. 11. PAINT IS PEELING ON DOOR.
Structural: Structural Damage, Roofs	Good	75: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 12. DRY ROT ON SIDING. 14. EXTERIOR BACK PACK HOOK IS BROKEN.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	13: 5. STORAGE ROOMS ARE OVERLY CLUTTERED. 11. IMPROPERLY STORED CLEANING SUPPLIES. 15. DOOR DOESN'T SHUT PROPERLY. 60: 4. CEILING TILE IS LOOSE. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 7/ CUSTODIAN: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 15. DOOR IS BROKEN. 75: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 12. DRY ROT ON SIDING. 14. EXTERIOR BACK PACK HOOK IS BROKEN.
Overall Rating	**Good**	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	78	N/A	74	N/A	50	N/A
Math	73	N/A	61	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.

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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	56	N/A	51	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.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	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.

Pending: Information on Teacher Credentials and Misassignments for 2020-21

CAASPP Test Results in Science 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.

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.

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 waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
  • Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)
Parents and guardians are afforded the opportunity, and encouraged, to participate in their child's learning experience through active engagement on the School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC); Parent-Teacher Association (PTA), the Santa Monica Education Foundation (SMEF), Grant School Special Education Parent Support and Resource Group, Grant Technology Advisory Committee (GTAC), and parent education nights. In addition, parents are encouraged to volunteer regularly in the classroom. Other opportunities for adult involvement at school include helming and serving on the following various school committees: Student Health and Wellness, Multi-cultural events, Jogathon, Black History Month, STEAM Expo Fair, Fall Festival, Talent Show, School Safety, Multicultural celebrations, classroom parent representatives, the Grant School Growing Great gardening program, and many more.

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.

School Safety Plan (School Year 2020-2021)

Grant School's paramount priority is the safety of every student and staff member. An annual review of the school's safety plan was conducted by the entire school staff, including all support staff, in August 2020. Grant School is a secure campus during school hours. All visitors are required to wear official identification badges. During the school day, access to the school campus is closely monitored and limited. Before entering the campus, all visitors are required to check-in with office staff by showing a valid form of identification and be cleared through the Raptor identification system which is tied into the Meghan's Law database. All school district staff are required to wear their official identification badge at all times while on campus. The 2020 - 2021 school year started in Distance Learning due to the ongoing COVID-19 pandemic. Students did not attend school on-campus.

All staff and students, including parents on the Safety Committee, engage in disaster and emergency drills which include fire, earthquake, lockdown and active shooter scenarios, on a monthly basis. Key staff members serve as members of crisis teams that are trained in search and rescue, first aid, and community engagement. Grant School employs Campus Monitors that supervise entrances and playgrounds before school and during lunch and Classified staff supervise the playgrounds before school and during the morning recess periods. Grant School enjoys a close working relationship with the Santa Monica Police Department and the Santa Monica Fire Department.

Grant's School Safety Plan is updated each year at the end of January and revisions have been finalized and approved by SMMUSD staff and the City of Santa Monica emergency services departments for the 2020 - 2021 school year. Parents are given an opportunity to review sections of the School Safety Plan at a School Site Council meeting in December or January of each year. In addition, the community is given an opportunity at a public meeting in January to learn details of the plan and to provide input prior to the plan being approved by the School Site Council. Safety protocols are consistently reviewed and assessed throughout the school year and during the Summer break.

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

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.0	2.4	2.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

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

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0	1.5	2.5
Expulsions	0	0	0.1

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.

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.

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

Title	Ratio
Academic Counselor*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	23		5		21	1	4		21	2	3	
1	25		4		24		4		23		4	
2	24		4		24		4		25		4	
3	21	1	3		23		4		32		3	1
4	29		3		28		3		30		3	
5	25	1	4		24	1	3		28		3	
Other**	5	1			5	1			6	2		

*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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	5	5

All teachers and staff in SMMUSD participate in ongoing professional development through banked time, a total of 90 minutes of meeting and professional development time each week at each site. Grant School educators are afforded 20 days of staff professional learning each year, including all-district staff development at the start of each year. Areas of district-wide focus for teacher and administrator professional development include implementation of curriculum guides and other areas that are determined by a review of summative and formative data from all school sites and the collection of input from teachers and administrators. Among the primary focus areas for professional development in SMMUSD and Grant School are the following:

- Developing Professional Learning Communities
- California Standards for ELA and Math and Next Generation Science Standards—standards-based curriculum and instructional delivery
- School Leadership Team (SLT) made up of teacher representatives across grade levels and specialties whose charge it is to create school goals and implement a year-long professional development plan. The SLT meets monthly and engages in three full-day intensive working sessions facilitated by InnovateEd.
- Grade-level teams engage in a strategic focus on lesson design and implementation through InnovateEd mentoring
- Math coaching—expanding our understanding of the standards and strategies for mathematical practice including training in Cognitively Guided Instruction (CGI).
- Literacy coaching—expanding our understanding of the ELA/ELD standards and developing strategies to effectively deliver the curriculum, including designated and integrated ELD instruction.
- Professional development in STEAM curriculum and instruction
- Bias training for staff
- Using data to improve classroom instruction and individual student learning
- Supporting the neurodiverse student population
- Differentiated instruction for all students, including English Learners
- Professional development in Restorative Justice practices and the Social Justice standards
- Training in the Responsive Classroom strategies for classroom management and effective student interactivity

A variety of methodologies are used to provide professional development, including coaching and mentoring. SMMUSD provides coaching through several programs such as BTSA, National Boards, literacy, math and ELD coaching, Instructional Leadership Teams, and such specialized programs as Cotsen Fellows and Math Coaches. Student data is carefully analyzed and used to target focus-areas for professional learning opportunities for staff. Additionally, professional development occurs through workshop series during banked time and/or after-school opportunities.

Each August, all teachers new to SMMUSD are invited to participate in Teacher Academy, a professional development and orientation to district-wide curriculum and instructional initiatives. All eligible new teachers are encouraged to participate in BTSA. Teachers interested in applying for National Board Certification may participate in the process and can elect to be supported by teachers who have already achieved National Board Certification.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,859	$52,484
Mid-Range Teacher Salary	$74,444	$81,939
Highest Teacher Salary	$100,278	$102,383
Average Principal Salary (ES)	$124,840	$129,392
Average Principal Salary (MS)	$138,074	$136,831
Average Principal Salary (HS)	$150,077	$147,493
Superintendent Salary	$240,000	$254,706

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33.0	34.0
Administrative Salaries	6.0	5.0

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7056	10	7046	85011
District	N/A	N/A	$8,432	$83,374
State	N/A	N/A	$7,750	$84,577

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-17.9	1.9
School Site/ State	-9.5	0.5

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

Types of Services Funded

A combination of state and federal funding is used to cover all aspects of our instructional program.

SMMUSD uses Title II funds to support a Math and Secondary Support Coordinator to:
- work with teachers/administrators to support student learning around math content and practices for all students
- facilitate and review the guaranteed and viable curriculum that includes use of common formative assessments to gauge student achievement
- support ongoing intervention/enrichment opportunities to address student growth and needs

Title III funds are utilized to expand educational opportunities that increase language and academic proficiency of our English learners, and to expand parent engagement opportunities.

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.