

# Grant Elementary School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 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.

## 2022-23 School Contact Information

<b>School Name</b>	Grant Elementary School
<b>Street</b>	2368 Pearl St.
<b>City, State, Zip</b>	Santa Monica, CA 90405-2853
<b>Phone Number</b>	(310) 450-7651
<b>Principal</b>	Mr. Christian Fuhrer
<b>Email Address</b>	cfuhrer@smmusd.org
<b>School Website</b>	<a href="https://www.smmusd.org/grant">https://www.smmusd.org/grant</a>
<b>County-District-School (CDS) Code</b>	19-64980-6022560

## 2022-23 District Contact Information

<b>District Name</b>	Santa Monica-Malibu Unified School District
<b>Phone Number</b>	(310) 450-8338
<b>Superintendent</b>	Dr. Mark Kelly, Interim Superintendent
<b>Email Address</b>	swilliamson@smmusd.org
<b>District Website Address</b>	www.smmusd.org

## 2022-23 School Overview

### 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 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 preschool 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 550 students. There are 24 general education classes, one fee-based preschool class, two transitional kindergarten classes. Additionally, Grant offers a Special Education program consisting of three Specialized Academic Instruction (SAI) classes to serve students in kindergarten through 5th grade and three 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, musical theater Jazz dance, PS Arts, talent shows, cultural programs, character education plays, sustainability programs such as 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

## 2022-23 School Overview

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. Over the last few years, 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 Social Justice standards. The Grant staff has also created a Diversity, Equity, and Inclusion committee committed to 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 this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	88
Grade 1	87
Grade 2	86
Grade 3	90
Grade 4	85
Grade 5	105
<b>Total Enrollment</b>	<b>541</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
American Indian or Alaska Native	0.2
Asian	11.5
Black or African American	9.6
Filipino	0.4
Hispanic or Latino	27.4
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.5
White	49.5
English Learners	7.9
Foster Youth	0.4
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	24.6
Students with Disabilities	18.1

### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	28.70	98.29	435.10	86.49	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.60	0.33	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.50	1.71	33.60	6.70	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	8.80	1.76	12115.80	4.41
<b>Unknown</b>	0.00	0.00	23.70	4.72	18854.30	6.86
<b>Total Teaching Positions</b>	29.20	100.00	503.10	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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	25.00	89.29	413.90	85.71	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.60	0.34	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	16.10	3.35	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	3.57	13.90	2.89	11953.10	4.28
<b>Unknown</b>	2.00	7.14	37.10	7.70	15831.90	5.67
<b>Total Teaching Positions</b>	28.00	100.00	482.90	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.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.50	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.50</b>	<b>0.00</b>

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>1.00</b>

## 2021-22 Class Assignments

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

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

November 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance Reading, adopted 6/2017	Yes	0

<b>Mathematics</b>	My Math, McGraw Hill, 2013, adopted 3/5/2015	Yes	0
<b>Science</b>	Science, Harcourt 2007, adopted 4/19/2007	Yes	0
<b>History-Social Science</b>	Reflections, California Series; Harcourt 2006, adopted 6/1/2006	Yes	0
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			

## School Facility Conditions and Planned Improvements

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.

Recent facility improvements include the introduction of HVAC, modern electronic door locks in 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.

**Year and month of the most recent FIT report**

November 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>		X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			

## School Facility Conditions and Planned Improvements

**External:**

Playground/School Grounds, Windows/  
Doors/Gates/Fences

X

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

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

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	78	N/A	75	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	70	N/A	58	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	275	267	97.09	2.91	77.53
<b>Female</b>	131	126	96.18	3.82	84.13
<b>Male</b>	144	141	97.92	2.08	71.63
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	20	20	100.00	0.00	90.00
<b>Black or African American</b>	27	24	88.89	11.11	66.67
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	80	77	96.25	3.75	61.04
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	139	137	98.56	1.44	86.13
<b>English Learners</b>	13	11	84.62	15.38	18.18
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	80	76	95.00	5.00	65.79
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	60	56	93.33	6.67	50.00

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	275	266	96.73	3.27	69.55
<b>Female</b>	131	125	95.42	4.58	66.40
<b>Male</b>	144	141	97.92	2.08	72.34
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	20	20	100.00	0.00	85.00
<b>Black or African American</b>	27	24	88.89	11.11	50.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	80	77	96.25	3.75	58.44
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	139	136	97.84	2.16	76.47
<b>English Learners</b>	13	11	84.62	15.38	18.18
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	80	76	95.00	5.00	53.95
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	60	56	93.33	6.67	41.07

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	63	54.7	55.03	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	100	100	100	0	63
<b>Female</b>	48	48	100	0	68.75
<b>Male</b>	52	52	100	0	57.69
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	28	28	100	0	50
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	53	53	100	0	69.81
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	26	26	100	0	46.15
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	12	12	100	0	16.67

## B. Pupil Outcomes

### 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	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
Grade 5	92%	92%	92%	92%	92%

## 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.

#### 2022-23 Opportunities for Parental Involvement

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, 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, Hispanic Heritage and Black History Months, STEAM Expo Fair, Fall Festival, Talent Show, School Safety, Social/Emotional Learning, Multicultural celebrations, classroom parent representatives, the Grant School Growing Great gardening program, and many more.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	560	551	102	18.5
Female	271	269	46	17.1
Male	289	282	56	19.9
American Indian or Alaska Native	1	1	0	0.0
Asian	62	62	3	4.8
Black or African American	59	56	9	16.1
Filipino	2	2	1	50.0
Hispanic or Latino	150	147	52	35.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	9	9	2	22.2
White	277	274	35	12.8
English Learners	45	44	8	18.2
Foster Youth	2	2	0	0.0
Homeless	5	2	2	100.0
Socioeconomically Disadvantaged	164	159	58	36.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	129	128	39	30.5

### C. Engagement

#### 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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	1.55	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.34	0.36	0.20	2.34	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.36	0.00
Female	0.00	0.00
Male	0.69	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	0.67	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.36	0.00
English Learners	4.44	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.22	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.55	0.00



## 2022-23 School Safety Plan

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 October 2022. 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.

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 and Certificated 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 in October and revisions are finalized and approved by SMMUSD staff and the City of Santa Monica emergency services departments. Parents are given an opportunity to review sections of the School Safety Plan at a School Site Council meeting in October of each year. In addition, the community is given an opportunity at a public meeting in October 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.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	3	
1	23		4	
2	25		4	
3	32		3	1
4	30		3	
5	28		3	
6				
Other	6	2		

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	5		
1	22		4	
2	21	1	3	
3	23		4	
4	28		3	
5	26		3	
6				
Other	12	2	1	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	5		
1	21	2	2	
2	21	1	3	
3	22		4	
4	28		3	
5	26		4	
6				
Other	9	7		

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	1.0
<b>Social Worker</b>	
<b>Speech/Language/Hearing Specialist</b>	1.0
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	2.8

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$7,305	0	\$7,305	\$81,448.89
<b>District</b>	N/A	N/A	\$7,242	\$86,935
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.9	-6.5
<b>State</b>	N/A	N/A	\$6,594	\$83,102
<b>Percent Difference - School Site and State</b>	N/A	N/A	10.2	-2.0

## 2021-22 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.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$51,531	\$52,478
<b>Mid-Range Teacher Salary</b>	\$76,941	\$80,810
<b>Highest Teacher Salary</b>	\$103,590	\$101,276
<b>Average Principal Salary (Elementary)</b>	\$130,757	\$127,080
<b>Average Principal Salary (Middle)</b>	\$134,664	\$134,264
<b>Average Principal Salary (High)</b>	\$144,513	\$147,200
<b>Superintendent Salary</b>	\$243,648	\$242,351
<b>Percent of Budget for Teacher Salaries</b>	31%	33%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

## Professional Development

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 the 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) - Comprised 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 educational consultants.
- 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 once per week
- 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 Responsive Classroom strategies for classroom management and effective student interactivity as well as SEL programs such as Second Step

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 the banked time meetings and/or after-school opportunities.

Each August, all teachers new to SMMUSD are invited to participate in New Teacher Academy, a professional development and orientation to district-wide curriculum and instructional initiatives as well as concepts and strategies in Diversity, Equity, and Inclusion. 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	5