



# Grant Elementary School Accountability Report Card (SARC) 2001-2002

## Grant Elementary School

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### Santa Monica-Malibu Unified School District

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## Vision Statement

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, multi-lingual communicators and global citizens. We are a richly varied community that values the contributions of all its members. We exist to prepare all students in their pursuit of academic achievement and personal health and to support and encourage them in their development of intellectual, artistic, technological, physical and social expression.

### SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

The California Constitution requires that a School Accountability Report Card (SARC) be prepared annually for each school. The Education Code states that the SARC "shall provide data by which parents can make meaningful comparisons between public schools enabling them to make informed decisions on which school to enroll their children." We believe that information contained in this report will enable you, the reader, to gain an accurate and realistic picture of Grant Elementary School.

## Principal's Message

Grant School is a dynamic and student-centered school that has become a leader in instructional excellence and community spirit. We offer a balanced curriculum that teaches children the basics and how to apply those skills in real world projects and units. We are a school that utilizes all its resources to create programs that are challenging, motivational and balanced. Grant is a school that is kid-oriented; from dance, ceramics, ballet and art, to computer classes, a community learning service curriculum to gifted classes for all 4th and 5th graders. When one needs to find the center of Santa Monica, you'll find it at Grant. We have a little bit of everything; an economically and socially diverse student population, an Academic Performance Index that ranks Grant in the top 16% of the state's public schools, purposeful fund-raising and an attractive campus. Finally, Grant is a place where people come together. Our kids are genuinely respectful and cooperative, our staff is talented, devoted and focused, and our parents are extremely supportive and involved.



Alan Friedenberg, *Principal*

## TABLE OF CONTENTS

<b>About Our School</b>	<b>Pages 2-3</b>
School Description and Mission Statement	
Opportunities for Parent Involvement	
Student Enrollment and Demographic Information	
School Safety, Discipline and Climate for Learning	
Programs and Practices that Promote a Positive Learning Environment	
Suspensions and Expulsions	
School Facilities	
<b>About Our Students</b>	<b>Pages 3-6</b>
STAR9 Report	
California Fitness Test	
Local Assessment	
Academic Performance Index (API)	
Class Size (Class Size Reduction)	
<b>What We Teach</b>	<b>Page 6-7</b>
Instruction and Leadership	
Curriculum Improvement	
Quality of and Currency of Textbooks and Other Instructional Material and Technology	
Minimum Days	
Instructional Time	
<b>Teachers and Staff</b>	<b>Page 7</b>
Credentials	
Pupil Support Staff	
Teacher Evaluations	
Substitutes	
Professional Development	
<b>Fiscal Services</b>	<b>Page 8</b>
Revenues and Expenditures	
Salaries	

# About Our School

## School Description

Grant Elementary School in Santa Monica, California, is a pre-kindergarten to fifth grade school serving 673 students. The campus is located in the Sunset Park area of the city, a predominately middle to upper middle class neighborhood with some areas of lower income housing and apartments. There are 29 regular education classes and 2 preschool classrooms. Grant also offers a Special Education program consisting of 2 Special Day Classes: a K-2nd, and a 3rd-5th, a Resource teacher, Speech Pathologist, Psychologist, two reading teachers, and two English Language Development teachers.

## School Mission Statement

The Grant 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.

## Opportunities for Parent Involvement

Grant has an incredibly active parent group. From volunteering in classrooms, to participating in fund-raisers, gardening projects, field trips and taking part in goal setting for the school, parents play a vital role in the overall success of students at Grant School. Six major parent organizations: The PTA, Booster Club, Bilingual Advisory Council, African American Student-Parent Group, Grant Advisory Council and the Community Service Learning Committee, all contribute scores of volunteers and hundreds of hours of time in helping create a truly community school. Patti Braun, president of the PTA (310) 450-7906, or Nancy Guitierrez, the Community Liaison (310) 477-6046, can be contacted to help answer or direct any inquiries.

## Student Enrollment and Demographic Information

2001-2002	Number of Students	Percentage of Students	Grade Level	Enrollment
African-American	30	4.5	Kindergarten	113
Amer. Indian or Alaska Native	0	0.0	Grade 1	110
Asian-American	31	4.6	Grade 2	118
Filipino-American	2	0.3	Grade 3	105
Hispanic or Latino	217	32.2	Grade 4	131
Pacific Islander	0	0.0	Grade 5	96
White (Not Hispanic)	393	58.4	<b>Total</b>	<b>673</b>

The percentage of students in the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data System (CBEDS) total enrollment.

## School Safety, Discipline and Climate for Learning

We have a comprehensive Safety/Disaster Preparedness Plan that has been approved by the Grant Advisory Council October 2001 and was last discussed with staff on June 2, 2002. The plan includes disaster preparedness protocol in the areas of fire, earthquake, emergency crisis procedures and other potential threats to the safety of our students and faculty. The staff, PTA and Governance Council have reviewed and discussed the Safety Plan and are aware of their responsibilities in case of an emergency.

## Programs and Practices that Promote a Positive Learning Environment

Grant is a school that cares a great deal about each of its children. The positive learning environment can be felt when one enters the school, a classroom, a parent meeting or the schoolyard. There is a feeling of inclusion and acceptance by students, parents and staff. Grant has provided its students with a number of opportunities to participate in school and feel successful. There is a Student Council, lunchtime sports leagues, book clubs, after school enrichment classes, fifth grade outdoor science camp,

cross-age tutoring, awards assemblies that recognize every child, a state of the art computer lab, an Arts program that includes dance, ceramics, recorder, art and ballet, class plays and a talent show. Student achievement is celebrated through music programs, art exhibits, a science expo and a public speaking celebration.

## Suspensions and Expulsions

Principles of accountability, respect for others and personal responsibility form the basis for all our schools' understanding about student behavior. While the District has Board approved policies for student behavior, individual school sites establish procedures that are developed with the participation of staff, parents and students.

Grant's school environment is based on mutual respect, tolerance, inclusion, safety and clear expectations. Students are given opportunities to participate in classroom discussions, peer mediation and counseling. The Code of Conduct is a school-wide effort to create cooperation and positive behavior. Students are aware of the rules and consequences for their actions. The principal, teacher and parent work as a team to help students who are having difficulties. Suspensions are the last resort for students who have difficulty following the rules.

Data reported by the CDE does not differentiate between students who have been suspended for one day and those who have been suspended for twenty days. Neither does it differentiate between students who are disobedient from those who have committed an assault. The CDE SARC Advisory Committee is aware of this and is working to simplify data reporting to allow better comparisons between schools.

The table below shows the number of incidents and rate. The number of suspensions is the total number of incidents. The rate of suspensions is the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) total enrollment for the given year and multiplied by 100. SMMUSD does not expel elementary students.

	School			District All Elementary		
	2000	2001	2002	2000	2001	2002
Elementary Suspensions (Number)	23	19	10	121	119	121
Elementary Suspensions (Rate)	3.38	2.82	1.49	2.18	2.25	2.19



## School Facilities

Grant School was a National Public Works Project built in 1940, in the heart of the Sunset Park neighborhood in Santa Monica. Thanks in large part to local Proposition X and Modernization Funds, the school has made over \$2 million in improvements since 1999, including new classrooms, new windows and doors, a renovated auditorium, a new state of the art computer lab, major improvements in seismic safety and accessibility, and a beautiful new playground, grass sports field, running track, and new climbing structures. All classrooms, the office and the library are connected to the internet through a high speed T-1 line. Students are regularly expected to assist school and District staff in keeping the grounds free of litter and safe. The buildings and grounds are cheerful and well kept with hand-made ceramic tiles created from children’s artwork and murals depicting the diversity of the Grant community and the Grant mascot, the gecko.



## About Our Students

### STAR 9 Report

For the fifth year, California public school students in grades 2 through 11 took part in the state’s STAR Program. The spring 2002 administration included two major components: the Stanford Achievement Test, Ninth Edition, Form T (Stanford 9), and California Standards Tests. Subject areas tested on the Stanford 9 were the same as the previous year. Writing tests at grades 4 and 7 and science and history-social science tests at grades 9 through 11 were added to the California Standards Tests last spring.

### California Standards Tests (CST)

The California Standards Tests, developed specifically for California public schools, are aligned to state-adopted standards that describe what students should know and be able to do in each grade and subject tested. The California Standards Tests in English-Language Arts and Mathematics for grades 2 through 11 became part of the STAR Program in 1999. Standards Tests in History-Social Science and Science for grades 9 through 11 were added in 2001. Writing tests for grades 4 and 7, requiring students to write an essay in response to an assigned task, also were added in 2001. Electronic versions of subject content standards adopted by the California State Board of Education are available at <http://www.cde.ca.gov/standards/> and [http://www.cde.ca.gov/cdepress/standards\\_brochures.html](http://www.cde.ca.gov/cdepress/standards_brochures.html). Additional information regarding the content standards is also available on-line at <http://www.cde.ca.gov/statetests/star/resources/blueprints.html>.

Standards Tests for 2002 STAR include questions from the Stanford 9 English-Language Arts tests for grades 2 through 11 and Mathematics tests for grades 2 through 7 that are aligned to state-adopted standards and additional test questions that address the standards. The number of items used from the Stanford 9 for the Standards Tests vary by grade level and subject area.

### English Language Arts (ELA)

The California English Language Arts Standards scores are based on 75 questions for grades 2 and 3 and 90 questions for grades 4 - 11. For all grades the California English Language Arts Standards Tests have 35 questions specifically written for assessing competency. The additional 40 questions for grades 2 and 3 and 55 questions for grades 4 - 11 are taken from the Stanford 9 reading and language tests. Stanford 9 spelling test questions are also used in grades 2 - 8. Language Arts experts matched the Stanford 9 questions to California’s content standards and selected the specific questions to be used as part of the standards-based scores for each grade. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. The California Department of Education’s Language Arts Standards are available at: <http://www.cde.ca.gov/statetests/star/resources/blueprints/ela/ela2to10.pdf> The tables below shows the percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard).

**CST English Language Arts (ELA)**

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	---	43	47	---	57	54	---	32	32
3	---	52	56	---	51	53	---	30	34
4	---	48	53	---	59	58	---	33	36
5	---	52	53	---	54	58	---	28	31

**CST ELA Subgroups Racial/Ethnic**

Grade Level	Male	Female	English Learners	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Hispanic or Latino	White (not Hispanic)
2	42	51	20	54	30	52	19	63
3	55	57	39	61	45	60	42	62
4	48	56	6	61	12	68	23	75
5	47	60	15	59	18	68	17	70



### CST Mathematics

A high-quality mathematics program trains the mind to be analytical, providing the foundation for intelligent and precise thinking. California Mathematics Standards Tests address state-adopted content standards in mathematical reasoning, problem solving, and basic computational skills. More information is available on-line at <http://www.cde.ca.gov/statetests/star/resources/blueprints/math/math2to7.pdf>

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard).

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	---	---	49	---	---	60	---	---	43
3	---	---	57	---	---	54	---	---	38
4	---	---	54	---	---	60	---	---	37
5	---	---	57	---	---	53	---	---	29

### CST - Subgroups Mathematics

Grade Level	Male	Female	English Learners	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged
2	50	51	20	54	30	52
3	58	57	39	61	45	60
4	63	56	6	61	12	68
5	50	60	15	59	18	68

### CST - Racial Ethnic groups - Mathematics

Grade Level	Hispanic or Latino	White (not Hispanic)
2	21	71
3	43	64
4	29	73
5	21	75

### Stanford 9

Reading and mathematics results from the Stanford 9 test are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels.

### Reading

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	64	63	72	75	78	77	49	51	53
3	62	69	74	71	71	72	44	46	47
4	70	60	66	73	73	74	45	47	49
5	62	66	65	71	75	75	44	45	46

### Mathematics

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	71	74	70	80	82	80	57	58	62
3	74	72	85	76	74	74	56	59	62
4	72	72	77	75	79	81	51	54	58
5	84	79	80	76	79	81	50	54	57

### Sat 9 Racial/Ethnic - Groups

#### Mathematics

Grade Level	Hispanic or Latino	White (not Hispanic)
2	44	87
3	77	88
4	60	91
5	67	89

#### Reading

Grade Level	Hispanic or Latino	White (not Hispanic)
2	55	85
3	57	83
4	40	83
5	30	83

### Stanford 9 Subgroups - Reading

Grade Level	Male	Female	English Learners	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged
2	66	77	67	75	65	75
3	71	76	50	81	53	80
4	70	63	20	73	22	79
5	60	71	36	69	35	78

### Stanford 9 Subgroups - Mathematics

Grade Level	Male	Female	English Learners	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged
2	73	67	55	75	52	75
3	88	83	74	88	84	86
4	85	72	40	83	43	88
5	76	86	82	80	65	86



### California Fitness Test

Assembly Bill 265, signed into law in October 1995 (E.C. Section 2, Chapter 6. Section 60800) re-established the statewide physical performance test and mandated that: "during the month of March, April, or May, the governing board of each school district maintaining any of grades five, seven, and nine shall administer to each pupil in those grades the physical performance test designated by the State Board of Education."

AB265 also required that the physical fitness testing data be collected at least once every two years. In February 1996, the State Board of Education designated the *Fitnessgram* as the required physical performance test to be administered to California students. For a complete copy of this report, please see <http://www.cde.ca.gov/stateTests/pe/>.

The *Fitnessgram* uses criterion-referenced standards to evaluate fitness performance. The standards were established by the Cooper Institute for Aerobics Research to represent a level of fitness that offers some degree of protection against diseases that result from sedentary living. Findings from current research based on the United



States national norms have been used as the basis for establishing the *Fitnessgram* standards. Performance is classified into two general areas: “in the healthy fitness zone (HFZ)” and “needs improvement.” Physical fitness consists of three components: 1) aerobic capacity, 2) body composition, and 3) muscular strength, endurance, and flexibility. Activities used to measure these components may be found at <http://www.cde.ca.gov/challenge/pe.html>

Percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards)

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	37.8	50.0	26.9	30.5	33.6	27.7	22.2	23.4	21.5

### Local Assessment

Teachers use a variety of assessment tools throughout the school year and in various grade levels in making a determination of whether a student meets or exceeds District standards in Language Arts (Reading and Writing) and Mathematics.

Percentage of students meeting or exceeding the District standard

Grade Level	Language Arts (Reading)			Mathematics		
	2000	2001	2002	2000	2001	2002
K	88.5	79.9	77.7	90.7	85.9	80.2
1	79.8	78.9	78.5	83.8	80.9	81.5
2	69.2	70.0	76.1	80.9	82.3	79.6
3	69.2	69.9	67.0	77.5	72.9	79.4
4	84.7	75.3	66.4	79.8	76.9	74.6
5	64.4	78.9	79.8	79.9	89.0	75.8

### Academic Performance Index (API)

The Academic Performance Index (API) is the cornerstone of California’s Public Schools Accountability Act (PSAA). The purpose of the API is to measure the academic performance and growth of schools. It is a numeric index (or scale) that ranges from a low of 200 to a high of 1000. A school’s score or placement on the API is an indicator of a school’s performance level. The interim statewide API performance target for all schools is 800. A school’s growth is measured by how well it is moving toward that goal. Annual growth targets for future academic improvement are determined for schools based on the API. Schools that reach their annual targets may be rewarded. Schools that do not meet their targets may be eligible for interventions or subject to sanctions. The 2001 Base APIs include results from the California Standards Test in English Language Arts (CST ELA), which was given in spring 2001. Previous APIs had relied solely on results from the Stanford 9. The 2001 Base API determines the targets for the spring 2002 testing and provides new school rankings.

**Statewide Rank:** Schools receiving an API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

**Growth Targets:** The annual growth target for a school is 5% of the distance between its base API and 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. For an explanation of terms please see: <http://www.cde.ca.gov/psaa/api/api0203/base/expn02b.htm>. A number of changes have occurred that impact the 2002 Base Academic Performance Index (API). In addition, California’s proposal to respond to No Child Left Behind (NCLB) requirements could create further changes. A brief summary of current changes in the 2002 API Base and changes that could impact the API in the near future may be found at <http://www.cde.ca.gov/psaa/api/api0203/base/infog02b.pdf>.

### School Wide API

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
Percentage Tested	100	100	100	Percentage Tested	100	100	100
API Base Score	754	786	796	API Growth Score	786	801	808
Growth Target	2	1	1	Actual Growth	32	15	12
Statewide Rank	8	8	8	Eligible for awards	Yes	Yes	N/R
Similar Schools Rank	9	7	6	Eligible for II/USP	NA	NA	NA

\*Please note: Because the 2001 Base API includes the new California standards-based English Language Arts test and because the calculation of the 2001 Base API is different from the 2001 Growth API calculation, any comparison of the two would be inappropriate.

**Subgroup APIs and Targets:** In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.

### API Subgroups

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
Hispanic or Latino				Hispanic or Latino			
API Base Score	599	624	666	API Growth Score	624	663	689
Growth Target	2	1	1	Actual Growth	25	39	23
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	839	858	860	API Growth Score	858	868	878
Growth Target	A	A	A	Actual Growth	19	10	18
API Subgroups - Socioeconomically Disadvantaged							
API Base Score	624	656	683	API Growth Score	656	682	688
Growth Target	2	1	1	Actual Growth	32	26	5

A means the school or subgroup scored at or above the interim statewide Performance Target of 800



## Class Size (Class Size Reduction)

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms for each range of students, by grade level as reported by CBEDS.

Grade	2000				2001				2002			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
K	19.60	5			20.00	6			20.00	6		
1	20.00	4			20.00	5			19.50	4		
2	19.60	5			20.00	5			20.00	4		
3	20.00	4			20.00	5			20.00	4		
4	29.00		4		30.33		3		29.50		4	
5	28.50		4		27.50	1	3		31.33		3	
K-3	20.00	3			20.00	2			20.00	4	0	0

## Class Size Reduction Participation

California's K-3 Class Size Reduction program was established in 1996 to improve the educational program, especially in reading and mathematics, for children in kindergarten and grades one through three. Incentive funding is provided to participating school districts for the purpose of implementing an average pupil-teacher ratio of twenty to one in up to four grade levels.

Grade Level	Percentage of Pupils Participating		
	2000	2001	2002
K	100	100	100
	100	100	100
2	100	100	100
3	100	100	100

More information is available at <http://www.cde.ca.gov/classize/>

## What We Teach

### Instruction and Leadership/Curriculum Improvement

The Grant staff is devoted to improving instructional strategies and programs in every classroom. Grade level teams meet weekly to plan, share and develop curriculum. The staff looks at student work, analyzes student test data, and discusses grade level standards and expectations. Curriculum is aligned with State Standards in literacy, math, science and social studies. Newly adopted textbooks and supplemental materials have been purchased to support classroom instruction. Grant strives to work with students who are not meeting grade level standards in literacy and other areas.

After-school Intensive Intervention and Homework Club classes are offered to students not meeting grade level expectations. A unique summer reading camp is provided for incoming first grade emerging readers. A reading specialist meets with small groups of students focusing on specific skills in reading and comprehension. Two English Language Development (ELD) specialists serve English Language Learners (ELL). Counseling is available to students and their families on campus free of charge. A bilingual community liaison works closely with Spanish speaking families and outreach programs to create a better sense of connection to the school. Finally, Grant has a gifted program that offers Law, Journalism, Debate, Poetry and Science to its fourth and fifth graders.

Special Education services are provided in the least restrictive environment as prescribed by Federal and State law to students who qualify. There are two Special Day Classes on campus. The Resource Teacher and her instructional assistant work collaboratively with the classroom teachers to meet their students' needs. Speech and Language services are also provided to students at Grant. A special district preschool Speech program is also offered. When it is appropriate and with the necessary support, special needs students are fully included in the regular educational program.

### Quality of and Currency of Textbooks and Other Instructional Material

The District adopts basic textbooks and instructional materials for students in grades K-8 in compliance with the adoption cycle of the State Department of Education. Textbooks and instructional materials are reviewed and selected by ad hoc committees consisting of teachers, administrators, and parents and/or community members. Textbooks for students in grades 9-12, which are also approved and adopted by the Board of Education, meet the curricular requirements of each course. Subject matter teachers and department chairs meet on a continuing basis to evaluate and make recommendations for textbook adoptions. Students in all of our schools have access to all basic and supplemental textbooks, as well as other instructional materials in sufficient quantity to effectively support the schools' instructional programs and promote student learning and achievement. At each of our schools, additional resources (materials, supplies and equipment) are provided to support the instructional program. These resources are generally funded through categorical funds, such as School Improvement (SI), Title I, and Title VI; grants from the state, such as AB3482, The Santa Monica-Malibu Education Foundation, and other agencies, as well as community and local school efforts.

### Technology

The Santa Monica-Malibu Unified School District's Vision for Technology states that SMMUSD will prepare students for life in the information age. Rich resources, that include filtered Internet access, on-line electronic resources, multimedia, well managed school libraries, school web sites, and after school hours access to computers are available to all children in the School District. To support the vision, the Board of Education approved the Technology Use Plan that includes a set of goals for all students. These goals address technology use, access, curriculum integration, training, depth, partnerships, and ethics. There are six technology standards from which specific technology outcomes for elementary, middle, and high school students are derived.



## Instructional Time and Minimum Days

The California Education Code establishes a required number of minutes per year for each grade. The graph below compares the number of instructional minutes offered at the school level to the state requirement for each grade. Each site considers these requirements when scheduling minimum days to insure that standards are maintained or exceeded.

Grant Elementary's minimum days allowed teachers and administrators to collaborate on curriculum and instructional issues and to review school goals and progress in meeting those goals. Minimum days also provide school staff the opportunity to prepare for educational programs, parent conferences and school and District sponsored events.

Grade Level	Instructional Minutes	State Required	Minimum Day
K	42,265	36,000	17
1-2	53,350	53,100	10
3	53,300	53,100	10
4-5	55,000	54,480	10



## Teachers and Staff

### Credentials

Part-time teachers are counted as '.1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2000	2001	2002
<b>Total Number of Teachers</b>	33	34	35
<b>Full Credential</b> (Fully credentialed and teaching in subject area)	32	32	34
<b>Teaching Outside Subject Area</b> (fully credentialed but teaching outside of subject area)	0	0	0
<b>Emergency Credential</b> (includes district internship, university internship, pre-interns and emergency permits)	2	2	1
<b>Teachers and Waivers</b> (does not have credential and does not qualify for an emergency permit)	0	0	0

Teacher credential data may not have been submitted or a teacher may hold one or more types of credential. As a result, categories on this report may not add up to Total Number of Teachers.

### Pupil Support Staff (Counselors/Support Staff)

Title	FTE
Counselor	0.00
Librarian	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Other	0.00

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% full time. Two staff persons working 50% of full time also equals one FTE.

### Teacher Evaluations

All Grant teachers are evaluated regularly by the principal and assistant principal as required by School District policy and procedures. Grant teachers take full advantage of the three days each year that the State funds for staff development. In addition, the staff meets bimonthly to share successful teaching strategies, link budget items to goals and objectives, analyze current testing data and learn about innovative programs in education. Grant teachers attend a wide variety of workshops, conferences and in-services, as well as visit other classrooms and schools in order to maintain their individual programs of professional growth.

### Substitutes

Grant School secures its substitute teachers through the Certificated Personnel Office at the Santa Monica-Malibu Unified School District. A number of substitutes have worked at our school over the past few years and are very familiar with the students and teachers at Grant.

### Professional Development

The Grant staff takes full advantage of the three days the State provides for staff development. Teachers also have the opportunity to attend workshops, conferences, in-services, and visit other classes and schools to further their own professional development. Currently, the staff is involved in school reform through the "Principles of Learning" and other protocols that will enhance instructional effectiveness and curriculum in every classroom. Finally, a concerted effort to disaggregate and analyze test scores and student work is underway to create new curricular strategies and to maximize student achievement.



# Fiscal Services

## Revenues and Expenditures

School districts rely on a variety of income sources for funding. The table below shows those sources for the most recently audited fiscal year and compares what SMMUSD receives to what all other unified school districts\* statewide receive and to all other districts statewide. More detailed information regarding school finances is available at <http://www.ed-data.k12.ca.us/welcome.asp>.

\*There are three kinds of districts in California: Elementary, High School and Unified.

SANTA MONICA-MALIBU UNIFIED Fiscal Year 2000-01		General Fund REVENUES		Statewide Avg All USD	Statewide Avg All Districts
	Total Dollars	\$ / Student (ADA*)	% of Avg Unified	\$ / Student (ADA*)	\$ / Student (ADA*)
State Aid	\$24,088,355	\$1,966	71%	\$2,759	\$2,709
Local Property Taxes & Fees	32,417,737	2,646	153%	1,728	1,816
<b>SUBTOTAL, REVENUE LIMIT SOURCES</b>	<b>\$56,506,092</b>	<b>\$4,613</b>	<b>103%</b>	<b>\$4,487</b>	<b>\$4,525</b>
Federal Revenues	\$3,103,460	\$253	63%	\$403	\$392
Other State Revenues	20,522,894	1,675	100%	1,680	1,603
Lottery	1,793,021	146	98%	150	149
Other Local Revenues	15,101,177	1,233	356%	346	386
<b>TOTAL</b>	<b>\$97,026,644</b>	<b>\$7,920</b>	<b>112%</b>	<b>\$7,066</b>	<b>\$7,054</b>

The table below roughly shows the cost of educating one pupil per year in SMMUSD and compares it with the statewide average for all unified school districts and for all districts in the state combined.

SANTA MONICA-MALIBU UNIFIED Fiscal Year 2000-01 EXPENDITURES				Statewide Avg All Unified Districts	Statewide Avg All Districts
	Total Dollars	\$ / Student (ADA)	% of Avg Unified	\$ / Student (ADA)	\$ / Student (ADA)
Certificated Salaries	\$45,707,010	\$3,731	107%	\$3,503	\$3,467
Classified Salaries	16,661,468	1,360	129%	1,052	1,046
Employee Benefits	10,681,537	872	89%	983	977
Books and Supplies	3,144,453	257	70%	366	366
Services, Other exp.	8,554,620	698	115%	606	598
<b>SUBTOTAL</b>	<b>\$84,749,088</b>	<b>\$6,918</b>	<b>106%</b>	<b>\$6,509</b>	<b>\$6,454</b>
<b>OTHER</b>	<b>\$4,381,532</b>				
<b>TOTAL</b>	<b>\$89,130,620</b>				
	\$7,986,024	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES			

The table below shows how SMMUSD spends its money in comparison to other unified school districts in the state and to all districts in the state.

CURRENT EXPENSE OF EDUCATION PER ADA (Per Education Code Section 41372)				
Santa Monica-Malibu Unified School District			Statewide Avg	
			All Unified - Districts	All Districts
Total Dollars	Current Expense (ADA)	\$ / Student (ADA)	\$ / Student - (ADA)	\$ / Student - (ADA)
\$83,372,176	\$12,250	\$6,806	\$6,414	\$6,360

By law, the "current expense of education" must be calculated annually for every district; it is a measure of the cost of direct educational services to students. This figure is then matched with average daily attendance (ADA) for the district to arrive at an expenditure per pupil figure. Since the Current Expense figure excludes food services, facilities acquisition and construction, and certain other expenditures, the current expense per ADA amount is lower than the total expenditure per ADA shown in the preceding table on the left.

Source: California Department of Education, School Fiscal Services Division - J200/SACS Reports.

Extensive financial information at the state, county, district and school level is available at Ed Source <http://www.edsource.org/index.cfm>.

## Types of Services Funded

Per-pupil expenditures from categorical funds, based on district averages for services such as special education, counseling, library services, social work, psychology, child welfare and attendance, and LEP services is about \$2,342.

## Salaries

**Average Salaries** (Fiscal Year 2000-2001)  
Average Salary uses the statewide data category used for comparison by type and size of district.

Category	District	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,255	\$34,802
Mid-Range Teacher Salary	\$55,446	\$54,455
Highest Teacher Salary	\$76,890	\$68,873
Average Principal Salary (Elementary)	\$96,830	\$90,651
Average Principal Salary (Middle)	\$105,093	\$90,651
Average Principal Salary (High)	\$102,840	\$90,651
Superintendent Salary	\$161,322	\$135,657
Percentage of Budget for Teacher Salaries	43.41	43.85
Percentage of Budget for Administrative Salaries	5.61	5.35

## Additional Compensation for Administrators

All administrators get health benefits that, on average, cost the district about \$6,600 per year. The District does not contribute into any pension plan for employees. The Superintendent receives a \$6,000 per annum allowance for mileage reimbursement.

