



School Accountability Report Card (SARC) 2002-2003

Grant Elementary School

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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.

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.

Santa Monica-Malibu Unified School District

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School Board Members

José Escarce, *President*, Emily Bloomfield, *Vice President*,
 Julia Brownley, Oscar de la Torre, Mike Jordan, Maria Leon-Vazquez,
 Shane McLoud, John Deasy, *Superintendent of Schools*

Principal’s Message

Grant is a dynamic and student-centered school that brings together an outstanding staff, an economically and socially diverse population, and an energy and spirit that equates into academic excellence and a true sense of community. Our goals and accomplishments are many:

- A sustained growth in test scores and the API index for every subgroup, grade level and school.
- A school ranked in the top 16% of all California public elementary schools.
- A teaching staff dedicated to a standards-based curriculum that applies skills and concepts learned to real world projects and units.
- A phenomenal parent support system including a volunteer demonstrates the commitment of the community to the children of Grant.
- A school environment that represents inclusion, understanding, safety and caring.
- We are a school that utilizes all its resources to create programs that are challenging, motivational and balanced.
- A willingness to extend the school day with enrichment activities, intervention classes, homework club and special drama and music productions.
- An emphasis on open communication, parent training and strong leadership.



When one needs to find the center of Santa Monica, you’ll find it at Grant. From our diverse student and family population to our talented teaching and support staff, Grant continues to grow, improve and meet the needs of all children. Finally, Grant is a place where people come together. Our kids are genuinely respectful and cooperative, our staff is devoted and focused, and our parents are extremely supportive and involved.

Alan Friedenberg, Principal

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ABOUT OUR SCHOOL

School Description

Grant Elementary School in Santa Monica, California, is a pre-kindergarten to fifth grade school serving 672 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. Our population reflects the overall population of the city. Approximately 56% of the students are Caucasian, 32% Hispanic, 6% Asian, and 5% African-American. 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, reading teacher, school psychologist, speech therapist and one English Language Development teacher.

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. Five 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. Kristin Kanjo, president of the PTA (310.314.3351), or Nancy Guiterrez, the Community Liaison (310.450.7651), can be contacted to help answer or direct any inquiries.

School Enrollment and Demographic Information

Racial/Ethnic Category	Number of Students	Percent of Students	Grade Level	Enrollment
African-American	34	5.1	Kindergarten	111
American Indian or Alaska Native	0	0.0	Grade 1	113
Asian	29	4.3	Grade 2	111
Filipino	2	0.3	Grade 3	111
Hispanic or Latino	215	32.0	Grade 4	100
Pacific Islander	0	0.0	Grade 5	126
White (Not Hispanic)	392	58.3	Total Enrollment	672
Multiple or No Response	0	0.0		

Notes regarding the source and currency of data: Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/datasources.asp>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years (2000-01 and 2001-02). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02. Data used for suspensions and expulsions, instructional minutes, types of services funded, minimum day and class size reduction were provided by the District staff.

School Safety

We have a comprehensive Safety/Disaster Preparedness Plan that has been approved by the Grant Advisory Council December, 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.

Discipline and Climate for Learning

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. The District does not expel elementary students.

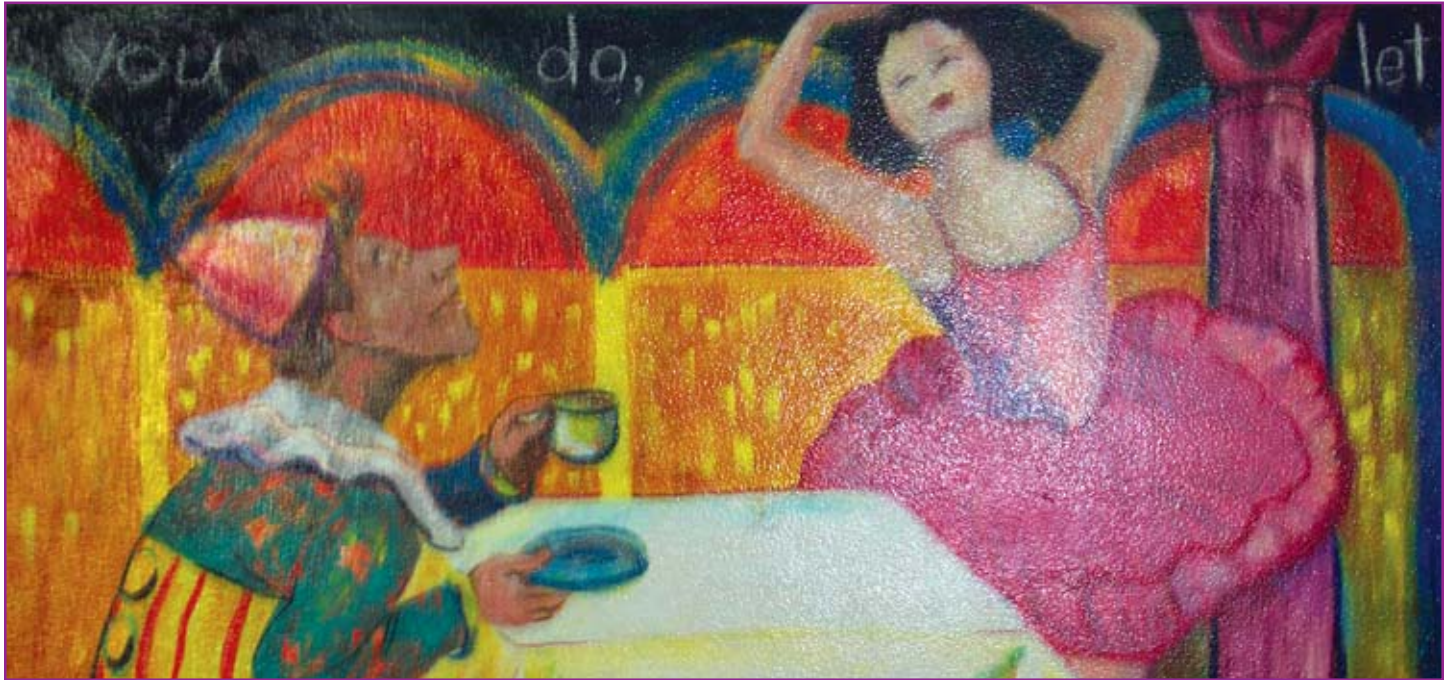
	School			District		
	2001	2002	2003	2001	2002	2003
Number of Suspensions	19	10	18	119	121	97
Rate of Suspensions	2.82	1.49	2.68	2.25	2.19	1.79



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

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English-language arts and mathematics in grades 2-11, science and history/social science in grades 9-11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding results for each grade and proficiency level and percent of students not tested can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
English Language Arts	49	52	61	54	55	56	30	32	35
Mathematics		54	65		48	51		31	35

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English Language Arts	59		57		34		76
Mathematics	44		76		48		77

CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	Male	Female	English Learners	Socio-economically Disadvantaged		Students With Disabilities	
				Yes	No	Yes	No
English Language Arts	54	67	29	27	69	30	65
Mathematics	69	62	51	41	71	45	68



Norm-Referenced Test (NRT)

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent 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. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	65	69	60	68	67	62	44	45	43
Mathematics	74	78	68	72	73	68	53	55	50

NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	59		57		33		76
Mathematics	48		76		53		79

NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Performance Level	Male	Female	English Learners	Socio-economically Disadvantaged		Students with Disabilities	
				Yes	No	Yes	No
Reading	58	62	26	25	68	26	65
Mathematics	67	70	46	41	75	41	72

Local Assessment

For the 2002-3 school year, the District opted to use the Norm-Referenced Test (NRT) and the California Standards Tests (CST) for its local assessment. Those results are listed in the previous section. The District will be instituting a new, local assessment in the 2003-04 school year and results will be included in the SARC for that year.

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	44.8	47.9	40.4	32.6	33.7	31.5	23.8	25.2	22.3

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 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 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. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards. **Percent Tested:** In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base 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: Schools also receive a ranking that compares that school to 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.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

Schoolwide API

	API Base Data				API Growth Data		
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Percent Tested	100	100	100	Percent Tested	100	100	100
API Base Score	786	796	801	API Growth Score	801	808	833
Growth Target	1	1	A	Actual Growth	15	12	32
Statewide Rank	8	8	9				
Similar Schools Rank	7	6	6				

"A" means the school or subgroup scored at or above the interim statewide performance Target of 800.



API Subgroups - Racial/Ethnic Groups

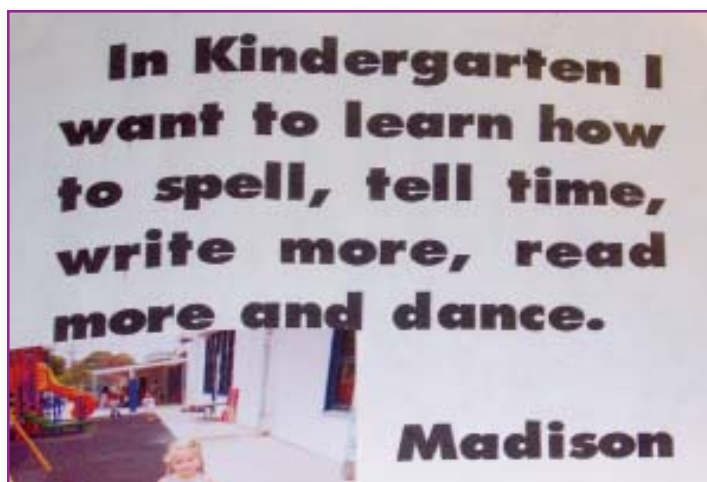
Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
African-American				African-American			
API Base Score				API Base Score			
Growth Target				Growth Target			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Base Score			
Growth Target				Growth Target			
Asian				Asian			
API Base Score				API Base Score			
Growth Target				Growth Target			
Filipino				Filipino			
API Base Score				API Base Score			
Growth Target				Growth Target			
Hispanic or Latino				Hispanic or Latino			
API Base Score	624	666	684	API Base Score	663	689	737
Growth Target	1	1	1	Growth Target	39	23	53
Pacific Islander				Pacific Islander			
API Base Score				API Base Score			
Growth Target				Growth Target			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	858	860	871	API Base Score	868	878	888
Growth Target	A	A	A	Growth Target	10	18	17

"A" means the school or subgroup scored at or above the interim statewide performance Target of 800.

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
API Base Score	656	683	686	API Base Score	682	688	713
Growth Target	1	1	1	Growth Target	26	5	27



Awards and Intervention Programs

School				District			
Federal Programs	2000	2001	2002	Federal Programs	2000	2001	2002
Recognition for Achievement (Title 1)	No	No	No	Number of Schools Identified for Program Improvement	0	0	1
Identified for Program Improvement (Title 1)	No	No	No	Percent of Schools Identified for Program Improvement	0.0	0.0	6.3
Exited Title 1 Program Improvement	No	No	No	Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year. The Immediate Intervention/Underperforming Schools Program was not funded for the year 2002 or 2003.			
California Programs	2001	2002	2003				
Eligible for Governor's Performance Award	Yes	Yes	N/A				
Eligible for II/USP	No	---	---				
Applied for II/USP Funding	No	---	---				
Received II/USP Funding	No	---	---				



Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Groups	School			District		
	2000	2001	2002	2000	2001	2002
All Students	---	---	YES	---	---	YES
African American	---	---	N/A	---	---	NO
American Indian or Alaska Native	---	---	N/A	---	---	N/A
Asian	---	---	N/A	---	---	NO
Filipino	---	---	N/A	---	---	N/A
Hispanic or Latino	---	---	YES	---	---	YES
Pacific Islander	---	---	N/A	---	---	N/A
White (not Hispanic)	---	---	YES	---	---	YES
Socioeconomically Disadvantaged	---	---	YES	---	---	YES
English Learners	---	---	YES	---	---	YES
Students with Disabilities	---	---	N/A	---	---	NO



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 and Currency of Textbooks

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.

Instructional Minutes and Minimum Days

The California Education Code establishes a required number of minutes per year for each grade. The table 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.

2002-2003 Grade Level	Number of minimum days	Total Instructional Minutes	1982/83 Required by State
K	17	41,610	36,000
1, 2	10	53,290	53,100
3	10	53,290	53,100
4, 5	10	54,940	54,480

The table here shows the number of minimum days at Grant Elementary School. These days allow teachers and administrators to

collaborate on curriculum and instructional issues, 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.

The California *Education Code* establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Use of Technology

“The Santa Monica-Malibu Unified School District will prepare students for life in the information age. Through effective and creative use of multi-media, telecommunication, computer and other related technologies to facilitate learning, students will build a working foundation of knowledge and prepare for future success.” *SMMUSD Technology Use Plan* <http://www.tech.smmusd.org/Site%20Folder/Pages/TUP.html>

The Santa Monica-Malibu Unified School District continues to provide rich resources to all school sites: filtered Internet access, on-line electronic resources, multimedia computers in every classroom, 100% district Internet connectivity, well managed school libraries, school web sites, and laptops for teachers. SMMUSD has set high standards in technology for all students and teachers. The district's goals for technology include:

- All students will have access to technology.
 - Technology will be integrated into all curricular areas.
 - Students will use a variety of technology tools for learning, literacy, intellectual growth and problem solving.
 - Teachers will be trained in the use of technology and how to integrate it into all curricular areas.
 - Public and private partnerships will be established and maintained in order to develop resources and stay current with workforce technology needs.
 - Students and staff will practice positive, ethical attitudes about technology.
 - Students and staff will practice appropriate and safe use of technology.
- SMMUSD access to technology continues to positively impact student achievement.



TEACHERS AND STAFF

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2001			2002			2003					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.00	6			20.00	6			19.50	6		
1	20.00	5			19.50	4			19.75	4		
2	20.00	5			20.00	4			19.75	4		
3	20.00	5			20.00	4			20.00	5		
4	30.33		3		29.50		4		32.00		3	
5	27.50	1	3		31.33		3		31.25		4	
K-3	20.00	2			20.00	4			20.00	4		
3-4					20.00	1						

Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2001	2002	2003
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is 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.

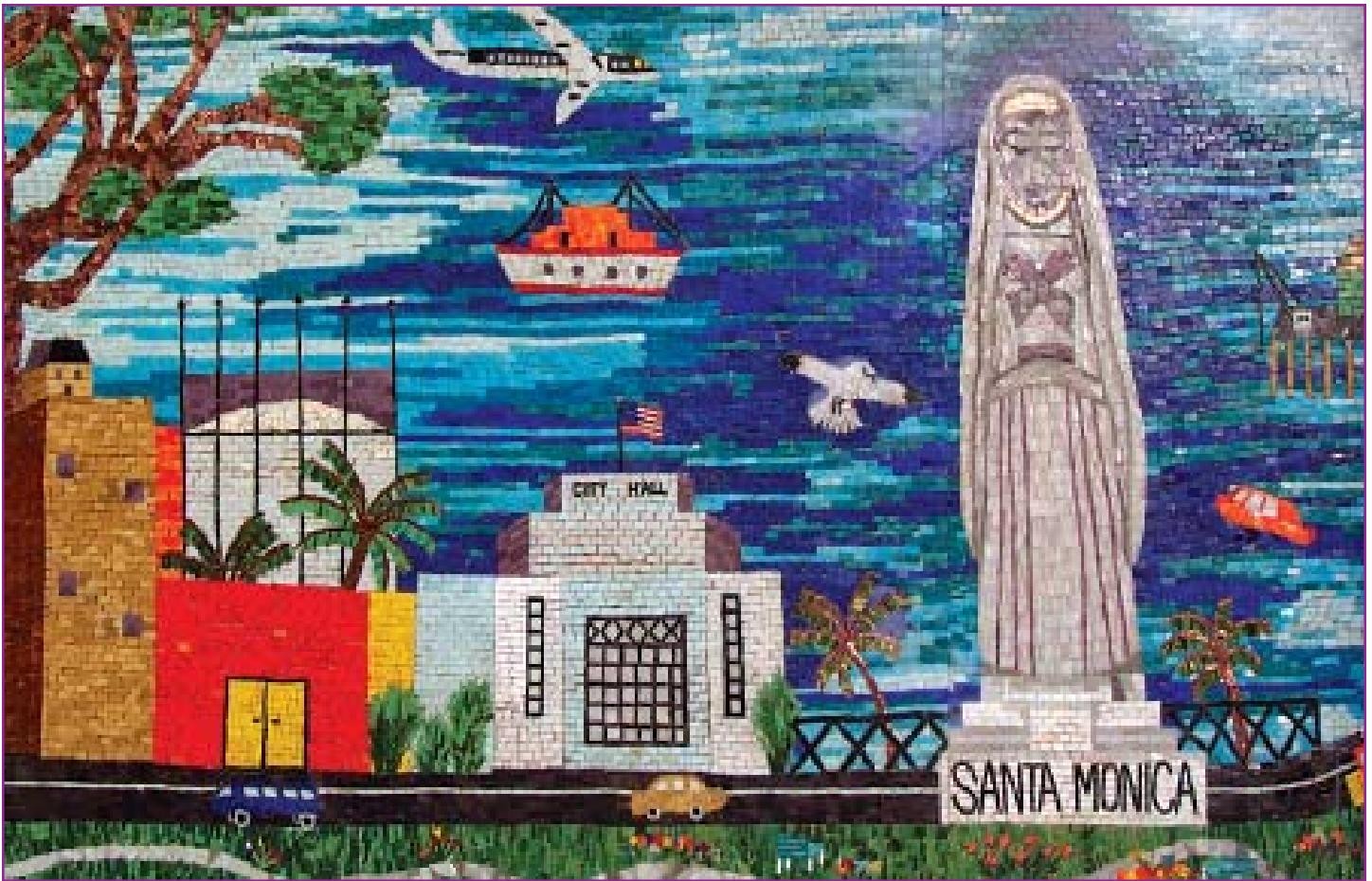
	2001	2002	2003
Total Teachers	34	35	33
Teachers with Full Credential (full credential and teaching in subject area)	32	34	29
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)	0	0	0
Teachers with Emergency Credential (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)	2	1	3
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	1



Staff Education Level and Service Report for Certificated Staff by School for the Year 2002-03

School	Gender	Education Level							Total Staff	Years of Service	
		Doctorate	Master's Degree +30	Master's Degree	Bachelor's Degree +30	Bachelor's Degree	Less than Bachelor's	None Reported		Avg. Years of Ed. Service	Avg. Years in the District
Grant Elementary	Female	2 (6.7 %)	4 (13.3 %)	10 (33.3 %)	12 (40.0 %)	2 (6.7 %)	0 (0.0 %)	0 (0.0 %)	30	12.2	8.9
Total		0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	3 (100.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	3	21.3	20.0
Districtwide	Female	2 (6.1 %)	4 (12.1 %)	10 (30.3 %)	15 (45.5 %)	2 (6.1 %)	0 (0.0 %)	0 (0.0 %)	33	13.0	9.9
	Male	10 (2.1 %)	100 (21.4 %)	133 (28.5 %)	192 (41.1 %)	32 (6.9 %)	0 (0.0 %)	0 (0.0 %)	467	13.1	9.6
Total		9 (5.5 %)	44 (27.0 %)	26 (16.0 %)	64 (39.3 %)	20 (12.3 %)	0 (0.0 %)	0 (0.0 %)	163	14.1	11.8
Countywide	Female	19 (3.0 %)	144 (22.9 %)	159 (25.2 %)	256 (40.6 %)	52 (8.3 %)	0 (0.0 %)	0 (0.0 %)	630	13.4	10.2
	Male	494 (0.9 %)	9,570 (16.5 %)	8,620 (14.9 %)	21,826 (37.6 %)	17,178 (29.6 %)	298 (0.5 %)	0 (0.0 %)	57,986	12.2	10.5
	None Reported	541 (2.2 %)	4,270 (17.6 %)	3,199 (13.2 %)	7,942 (32.8 %)	8,039 (33.2 %)	242 (1.0 %)	1 (0.0 %)	24,234	11.8	10.4
Total		3 (1.3 %)	32 (14.1 %)	32 (14.1 %)	35 (15.4 %)	122 (53.7 %)	3 (1.3 %)	0 (0.0 %)	227	3.0	3.0
Statewide	Female	1,038 (1.3 %)	13,872 (16.8 %)	11,851 (14.4 %)	29,803 (36.1 %)	25,339 (30.7 %)	543 (0.7 %)	1 (0.0 %)	82,447	12.1	10.4
	Male	1,706 (0.8 %)	31,314 (14.1 %)	35,051 (15.8 %)	109,573 (49.4 %)	43,614 (19.7 %)	645 (0.3 %)	16 (0.0 %)	221,919	12.6	10.3
	None Reported	1,524 (1.7 %)	14,462 (16.5 %)	13,335 (15.2 %)	38,317 (43.7 %)	19,389 (22.1 %)	583 (0.7 %)	12 (0.0 %)	87,622	13.2	11.0
Total		3 (1.3 %)	33 (14.2 %)	33 (14.2 %)	35 (15.1 %)	122 (52.6 %)	3 (1.3 %)	3 (1.3 %)	232	8.3	2.3





Highly Qualified Teachers

The No Child Left Behind Act (NCLB) requires local educational agencies (LEAs) to report specific data regarding highly qualified teachers. As of December of 2003, the State Board of Education (SBE) had not approved a definition for use in reporting data pertaining to highly qualified teachers. Therefore, the requirement that LEAs include these data will not apply to reports published during the 2003-04 school year.

The State Board of Education is scheduled to approve a definition for "highly qualified teacher" in 2004. Once approved, LEAs will be required to use the definition to provide data on report cards published during the 2004-05 school year.

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.

Availability of 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.

Counselors and Other Support Staff

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

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

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

Salaries

Average Salaries (Fiscal Year 2001-2002) Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,225	\$35,278
Mid-Range Teacher Salary	\$55,446	\$56,381
Highest Teacher Salary	\$76,890	\$72,141
Average Principal Salary (Elementary)	\$97,254	\$88,747
Average Principal Salary (Middle)	\$93,863	
Average Principal Salary (High)	\$114,273	
Superintendent Salary	\$151,324	\$145,316
Percent of Budget for Teacher Salaries	41.63	43.30
Percent of Budget for Administrative Salaries	5.83	5.44

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>.

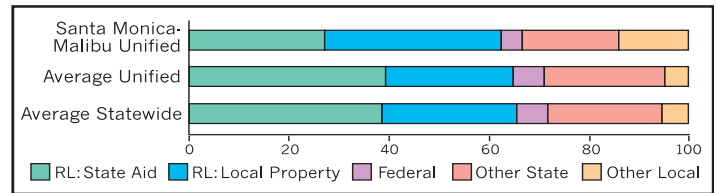
*There are three kinds of districts in California: Elementary, High School and Unified.

Financial Statement Charts: Revenues Santa Monica-Malibu Unified, 2001-02						
	Santa Monica-Malibu Unified		Average Unified		Average Statewide	
	\$/ Student (ADA)	Percentage	\$/ Student (ADA)	Percentage	\$/ Student (ADA)	Percentage
Revenue Limit - State Aid	2,094	26.6%	2,852	39.4%	2,802	38.7%
Revenue Limit - Local Property Taxes & Fees	2,802	35.6%	1,828	25.2%	1,924	26.6%
Federal Revenues	318	4.1%	485	6.7%	471	6.5%
Other State Revenues	1,536	19.5%	1,726	23.8%	1,646	22.7%
Other Local Revenues	1,109	14.1%	349	4.8%	393	5.4%
Total, Revenues	7,859	100%	7,239	100%	7,236	100%

Note: These numbers reflect the General Fund revenues for the school district (account codes 8010-8799). The charts below show the district amounts and percentages, the averages for the same type of district, and statewide averages for all districts.

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

Revenues by Category



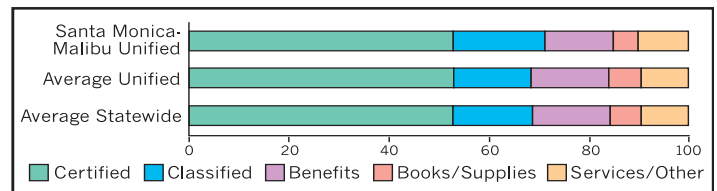
The table below roughly shows the cost of educating one pupil per year in SMMUSD and compares it with the statewide average for all unified school districts and for all districts in the state combined.

Financial Statement Charts: Expenditures Santa Monica-Malibu Unified, 2001-02						
	Santa Monica-Malibu Unified		Average Unified		Average Statewide	
	\$/ Student (ADA)	Percentage	\$/ Student (ADA)	Percentage	\$/ Student (ADA)	Percentage
Certificated Salaries	4,239	52.8%	3,621	52.6%	3,593	52.6%
Classified Salaries	1,497	18.6%	1,101	16.0%	1,097	16.1%
Employee Benefits	1,104	13.7%	1,070	15.5%	1,059	15.5%
Books and Supplies	398	4.9%	443	6.4%	437	6.4%
Services, Other Operating Expenses	797	9.9%	647	9.4%	644	9.4%
Subtotal, Expenditures	8,035	100%	6,882	100%	6,830	100%

Note: These numbers reflect the costs of operating the school district (account codes 1000-5999). Not included are capital outlay (6000-6599), other outgo (7100-7299), and direct support/indirect costs (7300-7399). The charts below show the district amounts and percentages, the averages for the same type of district, and statewide averages for all districts.

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

Expenditures by Category



Expenditures (Fiscal Year 2001-2002) Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$95,707,012	\$7,919	\$6,770	\$6,719

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 \$2,283.

