

# Grant Elementary School

2368 Pearl St. • Santa Monica, CA 90405-2853 • (310) 450-7651 • Grades P-5

Mr. Christian Fuhrer, Principal

[cfuhrer@smmusd.org](mailto:cfuhrer@smmusd.org)

<http://www.grant.smmusd.org/>



## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### **Santa Monica-Malibu Unified School District**

1651 16th St.  
Santa Monica, CA 90404-3891  
(310) 450-8338  
[www.smmusd.org](http://www.smmusd.org)

#### **District Governing Board**

Oscar de la Torre  
Craig Foster  
Maria Leon-Vazquez  
Dr. Richard Tahvildaran-Jesswein,  
President  
Ralph Mechur  
Jon Kean, Vice President  
Laurie Lieberman

#### **District Administration**

Ben Drati, Ed.D.  
**Superintendent**  
Dr. Jacqueline Mora  
**Asst. Superintendent, Educational  
Services**  
Dr. Mark Kelly  
**Asst. Superintendent, Human  
Resources**  
Melody Canady  
**Asst. Superintendent, Business &  
Fiscal Services**

### **District Vision**

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

### **Grant Elementary School Mission Statement**

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

### **Principal's Message**

Grant Elementary School, located in Santa Monica, California, is a pre-school through 5th-grade elementary school in the Santa Monica Malibu Unified School District. The school administration and staff work to improve student achievement through ongoing cycles of inquiry that include collaboration time and Professional Learning Communities. The focus of Grant is student learning, family and community engagement, and implementing a culture of equity and access for all. Grant serves approximately 600 students. There are 24 general education classes including one fee-based preschool class, and 1 transitional kindergarten class. Additionally, Grant offers a Special Education program consisting of four Specialized Academic Instruction (SAI) classes to serve students in kindergarten through 5th grade and two social skills classroom settings. The neighborhood surrounding Grant School is composed of single and multiple family units within a very active and family-oriented community.

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

There is ongoing formal and informal assessment of programs and staff, parents and students. 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. Grant is a school that combines the diversity, energy, and talents of the community to create a school where learning is part of a life experience.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	116
Grade 1	100
Grade 2	93
Grade 3	85
Grade 4	98
Grade 5	114
<b>Total Enrollment</b>	<b>606</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	10.4
American Indian or Alaska Native	0.2
Asian	6.3
Filipino	1.2
Hispanic or Latino	29.4
Native Hawaiian or Pacific Islander	0.0
White	47.2
Socioeconomically Disadvantaged	29.9
English Learners	8.3
Students with Disabilities	15.5
Foster Youth	0.7

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Grant Elementary School	16-17	17-18	18-19
With Full Credential	31.5		33.0
Without Full Credential	0		0
Teaching Outside Subject Area of Competence	0		0
Santa Monica-Malibu Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Grant Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
<b>Total Teacher Misassignments</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>0</b>

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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. With the textbook-adoption process frozen, the district is currently in the process of refreshing the English language arts curriculum using the existing texts. 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 recommended materials and make comments prior to board approval. We will be completing an ELA adoption in 2016-17.

Textbooks and Instructional Materials Year and month in which data were collected: October 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance Reading, adopted 6/2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	My Math, McGraw Hill, 2013, adopted 3/5/2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Science, Harcourt 2007, adopted 4/19/2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Reflections, California Series; Harcourt 2006, adopted 6/1/2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

Grant School was a National Public Works Project built in 1937, in the heart of the Sunset Park neighborhood in Santa Monica. All classrooms, the office and the library are connected to the Internet through a high speed T-1 line. Students are expected to assist school and District staff in keeping the grounds safe and free of litter. The buildings and grounds are cheerful and well-kept with handmade ceramic tiles created from children's artwork and murals depicting the diversity of the Grant community and the Grant mascot, the gecko. The facility is well maintained and in good condition.

With the approval of Measure GSH, the district will now be able to begin addressing the deferred maintenance funding that changed with the statewide implementation of LCF.

Our local PTA has plans for funding minor grounds improvements to include tables and umbrellas to provide shaded areas on the yard. There are plans for an awning to help shade a row of classrooms which are facing the sun and collect excessive heat during hot days. Parents are also exploring renovation of our school garden to build an outdoor classroom with seating inside a fenced area.

The school recently underwent improvement adding new windows paint and floors school wide. In 2018 a new playground was installed with new impact resistant surfacing. Also we painted the exterior of the entire school. With the infusion of new operational dollars we will continue to address deferred maintenance issues school wide.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/6/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	35 KILN: 2. EXHAUST PIPE IS BROKEN 2. ROOM IS VERY HOT
Interior: Interior Surfaces	Poor	: 1 AUDITORIUM: 4. CEILING TILE HAS HOLE 10: 4. CEILING TILE IS LOOSE 12: 4. CEILING TILE IS LOOSE 5. OVERHEAD ITEMS ARE STORED TOO HIGH 7. LIGHT IS OUT 14 TEACHERS LOUNGE: 4. CEILING TILE IS BROKEN 16C:

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 11/6/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>2: 4. CABINET IS DAMAGED 5. UNSECURED ITEMS STORED TOO HIGH 11. HAZARDOUS CHEMICALS STORED WITHIN REACH OF CHILDREN</p> <p>24: 4. CEILING TILE STAINED 7. LIGHT IS OUT 7. LIGHT DIFFUSER IS LOOSE 9. FAUCET IS LEAKING</p> <p>26: 4. CEILING TILE IS LOOSE AND STAINED</p> <p>27: 4. CEILING TILE IS LOOSE AND STAINED 5. UNSECURED ITEMS ARE STORED TOO HIGH</p> <p>29: 4. CEILING TILE IS LOOSE 7. ELECTRICAL PANEL IS OPEN 7. LIGHTS ARE OUT</p> <p>3: 4. PENCIL SHARPENER MISSING COVER</p> <p>4: 4. WALL HAS HOLE 9. FAUCET HANDLE IS BROKEN 11. HAZARDOUS CHEMICALS STORED WITHIN REACH OF CHILDREN</p> <p>40: 4. CEILING TILES ARE MISSING 5. UNSECURE ITEMS ARE STORED TOO HIGH</p> <p>50 COMP LAB: 4. CEILING TILE IS LOOSE 7. LIGHT IS OUT 10. FIRE EXTINGUISHER IS OUT OF DATE</p> <p>51B:</p> <p>57: 4. CEILING TILE IS LOOSE 7. LIGHT IS OUT</p> <p>59B RESTROOM: 4. MIRROR BACKGROUND SHOWS DAMAGE 7. LIGHT IS OUT</p> <p>60: 4. CABINET IS DAMAGED 11. HAZARDOUS MATERIAL STORED WITHIN REACH OF CHILDREN</p> <p>62: 4. LIGHTS ARE OUT</p> <p>64: 4. CEILING TILES ARE MISSING 5. UNSECURE ITEMS ARE STORED TOO HIGH</p> <p>71: 4. CEILING TILES ARE STAING AND LOOSE</p> <p>72: 4. WALL IS DAMAGED 4. CEILING TILE HAS HOLE 11. HAZARDOUS MATERIAL STORED WITHIN REACH OF CHILDREN</p> <p>73: 4. CEILING TILES ARE LOOSE 9. FOUNTAIN IS BROKEN</p> <p>74: 4. CEILING TILE IS LOOSE</p> <p>80: 4. CEILING TILE HAS HOLE</p> <p>81: 4. CEILING TILE IS BROKEN 4. CEILING TILE IS STAINED 4. CEILING TILE HAS HOLE</p> <p>82: 4. CEILING TILE HAS HOLE AND IS STAINED</p> <p>83: 4. CEILING HAS HOLE 11. HAZARDOUS MATERIAL STORED WITHING REACH OF CHILDREN</p> <p>BOYS: 4. CEILING IS STAINED 5. MIRROR BACKING IS DAMAGED</p> <p>BOYS: 4. MIRROR BACKGROUD SHOWS DAMAGE. 8. TOILET SEAT COVER IS LOOSE.</p> <p>GIRLS: 4. LIGHT IS OUT 8. RESTROOM TOILETS ARE LOOSE 8. RESTROOM STALLS ARE DAMAGED AND RUSTED</p>

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 11/6/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		GIRLS: 4. MIRRORS BACKGROUND SHOWS DAMAGE 7. LIGHT OUT GIRLS: 4. WALL HAS HOLE 8. RESTROOM STALLS ARE RUSTED MENS: PARKING LOT: PLAY FIELDS: PLAYGROUND: RESTROOM: 4. SEAL AROUND TOILET IS MISSING WOMENS: WOMENS: 4. FLOOR IS DAMAGED
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	12: 4. CEILING TILE IS LOOSE 5. OVERHEAD ITEMS ARE STORED TOO HIGH 7. LIGHT IS OUT 2: 4. CABINET IS DAMAGED 5. UNSECURED ITEMS STORED TOO HIGH 11. HAZARDOUS CHEMICALS STORED WITHIN REACH OF CHILDREN 27: 4. CEILING TILE IS LOOSE AND STAINED 5. UNSECURED ITEMS ARE STORED TOO HIGH 38: 5. UNSECURE ITEMS ARE STORED TOO HIGH 7. LIGHTS ARE OUT 40: 4. CEILING TILES ARE MISSING 5. UNSECURE ITEMS ARE STORED TOO HIGH 5: 5. STORAGE ROOM UNACCESSIBLE 64: 4. CEILING TILES ARE MISSING 5. UNSECURE ITEMS ARE STORED TOO HIGH 68: 5. UNSECURED ITEMS ARE STORED TOO HIGH BOYS: 4. CEILING IS STAINED 5. MIRROR BACKING IS DAMAGED BOYS: 5. FLOOR SHOWS MOLD AT COVE BASE 5. AIR REGISTER IS DIRTY 11. PAINT PEELING ON DOOR GIRLS: 5. FLOOR IS EXCESSIVELY DIRTY RESTROOM: 4. COVE BASE IS DIRTY
<b>Electrical:</b> Electrical	Poor	: 1 AUDITORIUM: 4. CEILING TILE HAS HOLE 11: 7. LIGHTS ARE OUT 9. FAUCET IS LEAKING 12: 4. CEILING TILE IS LOOSE 5. OVERHEAD ITEMS ARE STORED TOO HIGH 7. LIGHT IS OUT 14 TEACHERS LOUNGE: 4. CEILING TILE IS BROKEN 16C: 23 TEACHER'S WORKROOM: 7. LIGHT IS OUT 24: 4. CEILING TILE STAINED 7. LIGHT IS OUT 7. LIGHT DIFFUSER IS LOOSE 9. FAUCET IS LEAKING 29: 4. CEILING TILE IS LOOSE 7. ELECTRICAL PANEL IS OPEN 7. LIGHTS ARE OUT

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 11/6/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		31: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED 7.LIGHT DIFFUSER IS VERY LOOSE 37: 7. LIGHT IS OUT 11.PAINT IS PEELING 38: 5. UNSECURE ITEMS ARE STORED TOO HIGH 7. LIGHTS ARE OUT 46: 7. LIGHTS ARE OUT 11. HAZARDOUS MATERIAL STORED WITHIN REACH OF CHILDREN 50 COMP LAB: 4. CEILING TILE IS LOOSE 7. LIGHT IS OUT 10. FIRE EXTINGUISHER IS OUT OF DATE 51B: 57: 4. CEILING TILE IS LOOSE 7. LIGHT IS OUT 59 STORAGE: 7. LIGHT IS OUT 59: 7. LIGHTS ARE OUT IN HALLWAY 59B RESTROOM: 4. MIRROR BACKGROUND SHOWS DAMAGE 7. LIGHT IS OUT 67: 7. LIGHT DIFFUSER IS MISSING GIRLS: 4. MIRRORS BACKGROUND SHOWS DAMAGE 7. LIGHT OUT MENS: PARKING LOT: PLAY FIELDS: PLAYGROUND: WOMENS:
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	11: 7. LIGHTS ARE OUT 9. FAUCET IS LEAKING 24: 4. CEILING TILE STAINED 7. LIGHT IS OUT 7. LIGHT DIFFUSER IS LOOSE 9. FAUCET IS LEAKING 4: 4. WALL HAS HOLE 9.FAUCET HANDLE IS BROKEN 11. HAZARDOUS CHEMICALS STORED WITHIN REACH OF CHILDREN 73: 4. CEILING TILES ARE LOOSE 9. FOUNTAIN IS BROKEN BOYS: 4. MIRROR BACKGROUD SHOWS DAMAGE. 8. TOILET SEAT COVER IS LOOSE. BOYS: 5. FLOOR SHOWS MOLD AT COVE BASE 5. AIR REGISTER IS DIRTY 11. PAINT PEELING ON DOOR GIRLS: 4. LIGHT IS OUT 8. RESTROOM TOILETS ARE LOOSE 8. RESTROOM STALLS ARE DAMAGED AND RUSTED GIRLS: 4. WALL HAS HOLE 8. RESTROOM STALLS ARE RUSTED
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	: 1 AUDITORIUM: 4. CEILING TILE HAS HOLE 14 TEACHERS LOUNGE: 4. CEILING TILE IS BROKEN 16C: 2: 4. CABINET IS DAMAGED 5. UNSECURED ITEMS STORED TOO HIGH 11. HAZARDOUS CHEMICALS STORED WITHIN REACH OF CHILDREN

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 11/6/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		37: 7. LIGHT IS OUT 11. PAINT IS PEELING 4: 4. WALL HAS HOLE 9. FAUCET HANDLE IS BROKEN 11. HAZARDOUS CHEMICALS STORED WITHIN REACH OF CHILDREN 46: 7. LIGHTS ARE OUT 11. HAZARDOUS MATERIAL STORED WITHIN REACH OF CHILDREN 50 COMP LAB: 4. CEILING TILE IS LOOSE 7. LIGHT IS OUT 10. FIRE EXTINGUISHER IS OUT OF DATE 51B: 58 ELECT: 10. CEILING HOLES LACK FIRE PROTECTION MATERIAL 72: 4. WALL IS DAMAGED 4. CEILING TILE HAS HOLE 11. HAZARDOUS MATERIAL STORED WITHIN REACH OF CHILDREN 83: 4. CEILING HAS HOLE 11. HAZARDOUS MATERIAL STORED WITHIN REACH OF CHILDREN BOYS: 5. FLOOR SHOWS MOLD AT COVE BASE 5. AIR REGISTER IS DIRTY 11. PAINT PEELING ON DOOR MENS: PARKING LOT: PLAY FIELDS: PLAYGROUND: WOMENS:
<b>Structural:</b> Structural Damage, Roofs	Good	60: 4. CABINET IS DAMAGED 11. HAZARDOUS MATERIAL STORED WITHIN REACH OF CHILDREN
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Fair</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	73.0	80.0	74.0	75.0	48.0	50.0
Math	73.0	74.0	61.0	61.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### 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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	17.9	18.8	39.3

\* 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.



**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	287	279	97.21	79.93
<b>Male</b>	168	161	95.83	73.29
<b>Female</b>	119	118	99.16	88.98
<b>Black or African American</b>	27	27	100.00	62.96
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	17	14	82.35	85.71
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	92	91	98.91	63.74
<b>White</b>	133	130	97.74	93.08
<b>Two or More Races</b>	13	12	92.31	83.33
<b>Socioeconomically Disadvantaged</b>	95	94	98.95	62.77
<b>English Learners</b>	32	30	93.75	60.00
<b>Students with Disabilities</b>	59	54	91.53	42.59
<b>Foster Youth</b>	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2017-18 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	287	281	97.91	73.67
Male	168	163	97.02	71.78
Female	119	118	99.16	76.27
Black or African American	27	27	100	55.56
American Indian or Alaska Native	--	--	--	--
Asian	17	16	94.12	81.25
Filipino	--	--	--	--
Hispanic or Latino	92	91	98.91	52.75
White	133	130	97.74	89.23
Two or More Races	13	12	92.31	83.33
Socioeconomically Disadvantaged	95	94	98.95	56.38
English Learners	32	32	100	50
Students with Disabilities	59	54	91.53	44.44
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### **C. Engagement**

#### **State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### **Opportunities for Parental Involvement (School Year 2018-19)**

For 109 years, Grant School has been a leader in education, parent involvement, and innovative programs. With 12,000 parent volunteer hours given to the children of Grant and comprehensive arts program, Grant strives to combine academic excellence with challenging and motivating programs. Students are involved in an array of activities and programs. Art, music, dance, instrumental music, chorus, a science expo, and intramural sports are all part of the incredible program at Grant and Grant parents are a large part of the success of these programs through volunteerism and active engagement in the PTA.

#### **State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### School Safety Plan

Annual staff review of the school's safety plan was conducted in August 2018, prior to our participation in the Great Southern California ShakeOut. Grant School's No. 1 priority is the safety of every child. A few years ago, our school board approved funding to create a secure courtyard entrance at the front of the school to maintain a secure, gated campus that will allow one point of entry during school hours. All parent volunteers and visitors wear special badges. An entry buzzer was installed in the fall of 2014 to improve safety. A safety review is conducted for all staff members and students. Children are taught safety rules on outdoor equipment. Safety drills (fire, earthquake, lockdown) are conducted on a monthly basis. Key staff members serve as members of a crisis team and are trained in search and rescue and first aid. Grant hires campus monitors during lunch, and teachers and classified staff supervise the playground before school and during the morning recess. During the school day, access to the school campus is limited. Only the front entrance is open during school hours. Visitors must sign in and show ID to get buzzed into the campus. Grant is a comprehensive facility where the teachers have fully equipped classrooms. A high-tech computer lab, library-media center, cafeteria, auditorium, and conference rooms are all available for staff and student use. The Grant School playground is very large with a grass field, play structure, handball and basketball courts, a jogging track, and an asphalt area which are fully used by all children. There are designated self-contained play yards preschool and kindergarten. Grant's Emergency Safety Plan is updated each year at the end of January and revisions have been finalized for the 2018-2019 school year.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.5	0.3	0.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.9	2.1	2.4
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

### D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	0.33
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	23	20	23		2		4	4	5			
1	24	23	25				4	4	4			
2	25	23	24				4	4	4			
3	17	24	21	2		1	5	4	3			
4	29	23	29		1		4	4	3			
5	23	29	25	1		1	4	4	4			
Other			5			1						

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

### Professional Development provided for Teachers

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. Areas of district-wide focus for teacher and administrator professional development include implementation of curriculum guides and other areas that are determined by a review of summative and formative data from all school sites and the collection of input from teachers and administrators. Among the primary focus areas for professional development in SMMUSD are the following:

- Developing Professional Learning Communities
- California Standards for ELA and Math and Next Generation Science Standards—standards-based curriculum and instructional delivery
- Math coaching—expanding our understanding of the standards for mathematical practice
- Literacy coaching—expanding our understanding of the ELA/ELD standards and developing strategies to effectively deliver the curriculum
- Using data to improve classroom instruction
- Supporting students with special needs
- Differentiated instruction for all students, including English Learners
- Professional development in Restorative Justice practices and the Social Justice standards

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. Additionally, professional development occurs through workshop series during banked time and/or after-school opportunities.

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

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,859	\$49,512
Mid-Range Teacher Salary	\$74,444	\$77,880
Highest Teacher Salary	\$100,278	\$96,387
Average Principal Salary (ES)	\$124,840	\$123,139
Average Principal Salary (MS)	\$138,074	\$129,919
Average Principal Salary (HS)	\$150,077	\$140,111
Superintendent Salary	\$200,000	\$238,324
Percent of District Budget		
Teacher Salaries	34.0	36.0
Administrative Salaries	6.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,982	\$24	\$6,958	\$87,376
District	◆	◆	\$7,252	\$82,581
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			-4.1	5.6
Percent Difference: School Site/ State			-2.4	9.2

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### **Types of Services Funded**

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

SMMUSD uses Title II funds to support a Math and Secondary Support Coordinator to:

- work with teachers/administrators to support student learning around math content and practices for all students
- facilitate and review the guaranteed and viable curriculum that includes use of common formative assessments to gauge student achievement
- support ongoing intervention/enrichment opportunities to address student growth and needs

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

### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### **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.