

# Grant Elementary School

## 2021 School Accountability Report Card



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

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fq/aa/lc/](http://www.cde.ca.gov/fq/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2021-22 School Contact Information

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

## 2021-22 District Contact Information

<b>District Name</b>	Santa Monica-Malibu Unified School District
<b>Phone Number</b>	(310) 450-8338
<b>Superintendent</b>	Ben Drati, Ed.D.
<b>Email Address</b>	bdrati@smmusd.org
<b>District Website Address</b>	www.smmusd.org

## 2021-22 School Overview

### District Vision

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

### Grant Elementary School Mission Statement

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

### Principal's Message

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

## 2021-22 School Overview

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

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

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	98
Grade 1	90
Grade 2	88
Grade 3	96
Grade 4	106
Grade 5	94
<b>Total Enrollment</b>	<b>572</b>

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7
Male	52.3
American Indian or Alaska Native	0.3
Asian	8.7
Black or African American	10
Filipino	0.7
Hispanic or Latino	27.1
Two or More Races	2.6
White	50.2
English Learners	8.6
Socioeconomically Disadvantaged	25
Students with Disabilities	16.6

### 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

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected

October 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance Reading, adopted 6/2017	Yes	0
<b>Mathematics</b>	My Math, McGraw Hill, 2013, adopted 3/5/2015	Yes	0
<b>Science</b>	Science, Harcourt 2007, adopted 4/19/2007	Yes	0
<b>History-Social Science</b>	Reflections, California Series; Harcourt 2006, adopted 6/1/2006	Yes	0

<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment</b> (grades 9-12)			

## School Facility Conditions and Planned Improvements

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

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

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

<b>Year and month of the most recent FIT report</b>	10/26/2021
---	------------

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	: 1 AUDITORIUM: 4. CEILING TILE HAS HOLE 10: 4. CEILING TILE IS LOOSE 14 TEACHERS LOUNGE: 4. CEILING TILE IS BROKEN 16C: 25: 4. PEALING & CEILING STAINED 25A: 4. PEALING & CEILING STAINED 29: 4. PAINT PEALING 39: 4. DOOR LOCK STICKS 46: 4. CLOSET DOOR HANDLE LOOSE & PAINT PEALING 50 COMP LAB: 4. CEILING TILE IS LOOSE 7. LIGHT IS OUT 10. FIRE EXTINGUISHER IS OUT OF DATE 51B:

## School Facility Conditions and Planned Improvements

			<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 STAINING 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. MIRROR BACKGROUD SHOWS DAMAGE. 8. TOILET SEAT COVER IS LOOSE.</p> <p>GIRLS: 4. MIRRORS BACKGROUND SHOWS DAMAGE 7. LIGHT OUT</p> <p>MENS:</p> <p>PARKING LOT:</p> <p>PLAY FIELDS:</p> <p>PLAYGROUND:</p> <p>RESTROOM: 4. MISSING TILE</p> <p>RESTROOM: 4. SEAL AROUND TOILET IS MISSING</p> <p>WOMENS:</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>64: 4. CEILING TILES ARE MISSING 5. UNSECURE ITEMS ARE STORED TOO HIGH</p> <p>68: 5. UNSECURED ITEMS ARE STORED TOO HIGH</p> <p>BOYS: 5. FLOOR SHOWS MOLD AT COVE BASE 5. AIR REGISTER IS DIRTY 11. PAINT PEELING ON DOOR</p> <p>GIRLS: 5. FLOOR IS EXCESSIVELY DIRTY</p>
<p><b>Electrical</b></p>		X	<p>24:00:00</p> <p>:</p> <p>1 AUDITORIUM: 4. CEILING TILE HAS HOLE</p>

## School Facility Conditions and Planned Improvements

			<p>14 TEACHERS LOUNGE: 4. CEILING TILE IS BROKEN</p> <p>16C:</p> <p>46: 4. CLOSET DOOR HANDLE LOOSE &amp; PAINT PEALING</p> <p>5: 7. RESTROOM MISSING ELECTRICAL COVER</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>59 STORAGE: 7. LIGHT IS OUT</p> <p>59: 7. LIGHTS ARE OUT IN HALLWAY</p> <p>59B RESTROOM: 4. MIRROR BACKGROUND SHOWS DAMAGE 7. LIGHT IS OUT</p> <p>67: 7. LIGHT DIFFUSER IS MISSING</p> <p>GIRLS: 4. MIRRORS BACKGROUND SHOWS DAMAGE 7. LIGHT OUT</p> <p>MENS:</p> <p>PARKING LOT:</p> <p>PLAY FIELDS:</p> <p>PLAYGROUND:</p> <p>WOMENS:</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>	X		<p>73: 4. CEILING TILES ARE LOOSE 9. FOUNTAIN IS BROKEN</p> <p>BOYS: 4. MIRROR BACKGROUD SHOWS DAMAGE. 8. TOILET SEAT COVER IS LOOSE.</p> <p>BOYS: 5. FLOOR SHOWS MOLD AT COVE BASE 5. AIR REGISTER IS DIRTY 11. PAINT PEELING ON DOOR</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>	X		<p>:</p> <p>1 AUDITORIUM: 4. CEILING TILE HAS HOLE</p> <p>14 TEACHERS LOUNGE: 4. CEILING TILE IS BROKEN</p> <p>16C:</p> <p>46: 4. CLOSET DOOR HANDLE LOOSE &amp; PAINT PEALING</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>58 ELECT: 10. CEILING HOLES LACK FIRE PROTECTION MATERIAL</p> <p>72: 4. WALL IS DAMAGED 4. CEILING TILE HAS HOLE 11. HAZARDOUS MATERIAL STORED WITHIN REACH OF CHILDREN</p>



## School Facility Conditions and Planned Improvements

			83: 4. CEILING HAS HOLE 11. HAZARDOUS MATERIAL STORED WITHING 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	X		60: 4. CABINET IS DAMAGED 11. HAZARDOUS MATERIAL STORED WITHIN REACH OF CHILDREN
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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

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

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

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

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

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

#### Options

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

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

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

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

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	287	5	1.74	98.26	--
Female	147	0	0	100	--
Male	140	5	3.57	96.43	--
American Indian or Alaska Native	--	--	--	--	--
Asian	18	0	0	100	--
Black or African American	33	3	9.09	90.91	--
Filipino	--	--	--	--	--
Hispanic or Latino	91	1	1.1	98.9	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	0	0	100	--
White	128	1	0.78	99.22	--
English Learners	25	2	8	92	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	83	3	3.61	96.39	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	5	8.62	91.38	--

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	287	5	1.74	98.26	--
Female	147	0	0.00	100.00	--
Male	140	5	3.57	96.43	--
American Indian or Alaska Native	--	--	--	--	--
Asian	18	0	0.00	100.00	--
Black or African American	33	3	9.09	90.91	--
Filipino	--	--	--	--	--
Hispanic or Latino	91	1	1.10	98.90	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	0	0.00	100.00	--
White	128	1	0.78	99.22	--
English Learners	25	2	8.00	92.00	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	83	3	3.61	96.39	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	5	8.62	91.38	--

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

FastBridge Student Groups	FastBridge Total Enrollment	FastBridge Number Tested	FastBridge Percent Tested	FastBridge Percent Not Tested	FastBridge Percent At or Above Grade Level
All Students	298	260	87%	13%	68%
Female	151	141	93%	7%	74%
Male	147	119	81%	19%	62%
American Indian or Alaska Native	1	1	100%	0%	0%
Asian	20	16	80%	20%	70%

<b>Black or African American</b>	33	27	82%	18%	45%
<b>Filipino</b>	<11	<11	100%	0%	50%
<b>Hispanic or Latino</b>	96	83	86%	14%	56%
<b>Two or More Races</b>	12	<11	83%	17%	83%
<b>White</b>	132	119	90%	10%	81%
<b>English Learners</b>	24	18	75%	25%	25%
<b>Socioeconomically Disadvantaged</b>	116	97	84%	16%	47%
<b>Students with Disabilities</b>	58	43	74%	26%	21%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>FastBridge Student Groups</b>	<b>FastBridge Total Enrollment</b>	<b>FastBridge Number Tested</b>	<b>FastBridge Percent Tested</b>	<b>FastBridge Percent Not Tested</b>	<b>FastBridge Percent At or Above Grade Level</b>
<b>All Students</b>	298	252	85%	15%	60%
<b>Female</b>	151	134	89%	11%	61%
<b>Male</b>	147	118	20%	60%	88
<b>American Indian or Alaska Native</b>	<11	<11	100%	0%	0%
<b>Asian</b>	20	14	70%	30%	60%
<b>Black or African American</b>	33	25	76%	24%	45%
<b>Filipino</b>	<11	<11	100%	0%	25%
<b>Hispanic or Latino</b>	96	82	85%	15%	49%
<b>Two or More Races</b>	21%	29%	<11	12	71%
<b>White</b>	75%	8%	115	132	92%
<b>English Learners</b>	24	17	71%	29%	25%
<b>Socioeconomically Disadvantaged</b>			103	116	
<b>Students Receiving Migrant Education Services</b>	80%				
<b>Students with Disabilities</b>	43%	11%	41	58	89%

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	54.70	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	94	NT	NT	NT	NT
<b>Female</b>	48	NT	NT	NT	NT
<b>Male</b>	46	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	34	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	40	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	25	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	15	NT	NT	NT	NT

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

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

#### 2021-22 Opportunities for Parental Involvement

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



## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	586	576	23	4.0
Female	279	277	10	3.6
Male	307	299	13	4.3
American Indian or Alaska Native	2	2	0	0.0
Asian	58	54	1	1.9
Black or African American	59	59	2	3.4
Filipino	4	4	1	25.0
Hispanic or Latino	162	161	11	6.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	15	15	0	0.0
White	286	281	8	2.8
English Learners	52	51	4	7.8
Foster Youth	0	0	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	161	160	10	6.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	117	115	7	6.1

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.00	0.34	1.98	0.20	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.00	1.55	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.34	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.65	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.70	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.85	0.00

## 2021-22 School Safety Plan

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

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

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

## D. Other SARC Information

### Information Required in the SARC

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

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	4	
1	24		4	
2	24		4	
3	23		4	
4	28		3	
5	24	1	3	
6				
Other	5	1		

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

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

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

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

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

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

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7056	10	7046	85011
District	N/A	N/A	\$8,432	\$86,443
Percent Difference - School Site and District	N/A	N/A	-17.9	-1.7
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-18.1	4.8

## 2020-21 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.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$50,980	\$51,029
<b>Mid-Range Teacher Salary</b>	\$76,119	\$78,583
<b>Highest Teacher Salary</b>	\$102,483	\$99,506
<b>Average Principal Salary (Elementary)</b>	\$124,753	\$124,576
<b>Average Principal Salary (Middle)</b>	\$130,846	\$131,395
<b>Average Principal Salary (High)</b>	\$153,122	\$144,697
<b>Superintendent Salary</b>	\$240,000	\$240,194
<b>Percent of Budget for Teacher Salaries</b>	33%	34%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

## Professional Development

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

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

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

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

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	

# Santa Monica-Malibu Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

### 2021-22 District Contact Information

<b>District Name</b>	Santa Monica-Malibu Unified School District
<b>Phone Number</b>	(310) 450-8338
<b>Superintendent</b>	Ben Drati, Ed.D.
<b>Email Address</b>	bdrati@smmusd.org
<b>District Website Address</b>	www.smmusd.org



## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	5229	139	2.66	97.34	65.22
<b>Female</b>	2569	62	2.41	97.59	77.42
<b>Male</b>	2660	77	2.89	97.11	55.26
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	300	4	1.33	98.67	--
<b>Black or African American</b>	332	7	2.11	97.89	--
<b>Filipino</b>	33	0	0.00	100.00	--
<b>Hispanic or Latino</b>	1586	25	1.58	98.42	52.00
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	445	11	2.47	97.53	45.45
<b>White</b>	2515	92	3.66	96.34	74.73
<b>English Learners</b>	403	13	3.23	96.77	23.08
<b>Foster Youth</b>	12	0	0.00	100.00	--
<b>Homeless</b>	52	0	0.00	100.00	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	1317	29	2.20	97.80	46.43
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	764	35	4.58	95.42	22.86

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5229	134	2.56	97.44	44.03
Female	2569	61	2.37	97.63	49.18
Male	2660	73	2.74	97.26	39.73
American Indian or Alaska Native	--	--	--	--	--
Asian	300	4	1.33	98.67	--
Black or African American	332	7	2.11	97.89	--
Filipino	33	0	0.00	100.00	--
Hispanic or Latino	1586	26	1.64	98.36	23.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	445	11	2.47	97.53	27.27
White	2515	86	3.42		55.81
English Learners	403	13	3.23	96.77	15.38
Foster Youth	12	0	0.00	100.00	--
Homeless	52	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1317	27	2.05	97.95	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	764	35	4.58	95.42	8.57

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

FastBridge and Star Renaissance Student Groups	FastBridge and Star Renaissance Total Enrollment	FastBridge and Star Renaissance Number Tested	FastBridge and Star Renaissance Percent Tested	FastBridge and Star Renaissance Percent Not Tested	FastBridge and Star Renaissance Percent At or Above Grade Level
All Students	5503	4812	87%	13%	65%
Female	2685	2384	89%	11%	68%
Male	2810	2421	86%	14%	63%

<b>American Indian or Alaska Native</b>	9	5	56%	44%	44%
<b>Asian</b>	313	281	90%	10%	75%
<b>Black or African American</b>	350	283	81%	19%	43%
<b>Filipino</b>	29	26	90%	10%	72%
<b>Hispanic or Latino</b>	1672	1482	89%	11%	51%
<b>Native Hawaiian or Pacific Islander</b>	<11	<11	86%	14%	43%
<b>Two or More Races</b>	438	390	89%	11%	78%
<b>White</b>	2664	2318	87%	13%	74%
<b>English Learners</b>	364	311	85%	15%	26%
<b>Foster Youth</b>	<11	<11	83%	17%	83%
<b>Homeless</b>	<11		0%	100%	0%
<b>Socioeconomically Disadvantaged</b>	2001	1711	86%	14%	48%
<b>Students with Disabilities</b>	793	618	78%	22%	32%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>FastBridge and Star Renaissance Student Groups</b>	<b>FastBridge and Star Renaissance Total Enrollment</b>	<b>FastBridge and Star Renaissance Number Tested</b>	<b>FastBridge and Star Renaissance Percent Tested</b>	<b>FastBridge and Star Renaissance Percent Not Tested</b>	<b>FastBridge and Star Renaissance Percent At or Above Grade Level</b>
<b>All Students</b>	5503	4529	82%	18%	51%
<b>Female</b>	2685	2232	83%	17%	51%
<b>Male</b>	2810	2289	19%	52%	1449
<b>American Indian or Alaska Native</b>	<11	<11	67%	33%	33%
<b>Asian</b>	313	259	83%	17%	69%
<b>Black or African American</b>	350	278	79%	21%	36%
<b>Filipino</b>	29	29	100%	0%	59%
<b>Hispanic or Latino</b>	1672	1409	84%	16%	39%
<b>Native Hawaiian or Pacific Islander</b>			<11	<11	
<b>Two or More Races</b>	25%	31%	364	438	69%
<b>White</b>	61%	17%	2160	2664	83%
<b>English Learners</b>	364	295	81%	19%	26%
<b>Foster Youth</b>	<11	<11	83%	17%	33%
<b>Homeless</b>	<11	<11	60%	40%	0%
<b>Socioeconomically Disadvantaged</b>	0%	29%	1718	2001	71%

<b>Students Receiving Migrant Education Services</b>	81%				
<b>Students with Disabilities</b>	36%	14%	548	793	86%

\*At or above the grade-level standard in the context of the local assessment administered.