

Grant Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information	
School Name	Grant Elementary School
Street	2368 Pearl St.
City, State, Zip	Santa Monica, CA 90405-2853
Phone Number	(310) 450-7651
Principal	Mr. Christian Fuhrer
Email Address	cfuhrer@smmusd.org
School Website	https://www.smmusd.org/grant
Grade Span	
County-District-School (CDS) Code	19-64980-6022560

2024-25 District Contact Information	
District Name	Santa Monica-Malibu Unified School District
Phone Number	(310) 450-8338
Superintendent	Dr. Antonio Shelton, Superintendent
Email Address	p.miller@smmusd.org
District Website	www.smmusd.org

2024-25 School Description and Mission Statement
<p>District Vision</p> <p>As a community of learners, the Santa Monica-Malibu Unified School District works together in a nurturing environment to help students be visionary, versatile thinkers; resourceful, life-long learners; effective, multilingual communicators, and global citizens. We are a rich, culturally diverse community that values the contributions of all its members and strives to promote social justice. We exist to assist all students in their pursuit of academic achievement, build strength of character, and personal growth, and to support them in their exploration of intellectual, artistic, technological, physical, and social expression.</p>

Grant Elementary School Mission Statement

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

Principal's Message

Grant Elementary School, located in Santa Monica, California, is a preschool through 5th-grade elementary school in the Santa Monica Malibu Unified School District. The school administration and staff work to improve student achievement through ongoing cycles of inquiry that include collaboration time and Professional Learning Communities. The focus of Grant is student learning, family and community engagement, and implementing a culture of equity and access for all. Grant serves approximately 560 students. There are 22 general education classes, which include two Transitional Kindergarten classes and one fee-based preschool class. Additionally, Grant offers a Special Education program consisting of three Specialized Academic Instruction (SAI) classes to serve our neurodiverse students in Transitional Kindergarten through 5th grade and three social skills classroom settings. The neighborhood surrounding Grant School is composed of single and multiple-family units within a very active and family-oriented community.

With a blend of experienced and dedicated teachers, the Grant staff offers individualized programs, rigorous units of study, and the care, passion, and creativity that allow Grant students to thrive. A world-class STEAM Expo and Science Fair, Student Council, Career Day, musical theater, Jazz, and World dance, PS Arts, talent shows, cultural programs, character education plays, sustainability programs such as recycling and water conservation, health awareness programs such as the Jog-a-Thon, and community service-learning projects give students and families an active role in the varied and in-depth educational program at Grant. Grant School educators and administrators 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 student's 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, talents, and skills of its parent/caregiver population to create a learning environment that fosters critical thinkers, caring citizens, and academically competitive students. Over the last few years, Grant School has engaged in the Gold-Standard Project-Based Learning 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 educational experiences that build on our student's 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. The Grant staff has also created a Social/Emotional Learning, Diversity, Equity, and Inclusion, and anti-bullying committee committed to focusing on 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

2023-24 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	124
Grade 1	78
Grade 2	80
Grade 3	90
Grade 4	92
Grade 5	106
Total Enrollment	570

2023-24 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	48.1
Male	51.8
American Indian or Alaska Native	0.2
Asian	10.5
Black or African American	10
Filipino	0.5
Hispanic or Latino	26.5
Two or More Races	5.3
White	47
English Learners	6.8
Foster Youth	0.7
Homeless	0.4
Socioeconomically Disadvantaged	28.1
Students with Disabilities	18.4

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.70	98.29	435.10	86.49	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.60	0.33	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	1.71	33.60	6.70	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	8.80	1.76	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	23.70	4.72	18854.30	6.86
Total Teaching Positions	29.20	100.00	503.10	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.00	89.29	413.90	85.71	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.60	0.34	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	16.10	3.35	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	3.57	13.90	2.89	11953.10	4.28
Unknown/Incomplete/NA	2.00	7.14	37.10	7.70	15831.90	5.67
Total Teaching Positions	28.00	100.00	482.90	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.30	94.98	408.20	85.38	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.60	0.34	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	20.50	4.30	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	9.10	1.90	11746.90	4.23
Unknown/Incomplete/NA	1.50	5.02	38.60	8.08	14303.80	5.15
Total Teaching Positions	29.80	100.00	478.10	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.50	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.50	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	1.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 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 has recently adopted a new Science/STEM and Social Studies curriculum and is currently in the process of identifying and adopting a new English Language Development curriculum.

Year and month in which the data were collected

November 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance Reading, adopted 6/2017	Yes	0
Mathematics	My Math, McGraw Hill, 2013, adopted 3/5/2015	Yes	0
Science	Amplify Science, adopted 3/17/22	Yes	0
History-Social Science	My World Interactive, Savvas, adopted 6/2/2022; myWorld Interactive Social Studies K-5 and Three Cheers for Pre-K SAVVAS, Savvas, adopted 6/2/2022	Yes	0

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

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 and 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 significant improvements due to parents' efforts during multiple School Beautification Days. The school administration will continue to work closely with the District's Facilities department to ensure that all repairs to the existing systems are completed in a timely manner.

Recent facility improvements include the introduction of HVAC, modern electronic door locks in all rooms, a higher courtyard wall in the front of the school to improve security, security cameras, 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 will 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, which depict self-portraits, murals, and images of the school mascot, the Grant Gecko.

Year and month of the most recent FIT report				September, 2024
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials			X	
Structural: Structural Damage, Roofs	X			
External: 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).

College and Career Ready

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

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	74	76	72	72	46	47
Mathematics (grades 3-8 and 11)	72	70	57	59	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	291	287	98.63	1.37	75.61
Female	135	132	97.78	2.22	75.76
Male	156	155	99.36	0.64	75.48
American Indian or Alaska Native	--	--	--	--	--
Asian	35	34	97.14	2.86	88.24
Black or African American	37	37	100.00	0.00	51.35
Filipino	0	0	0	0	0
Hispanic or Latino	83	82	98.80	1.20	60.98
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	133	131	98.50	1.50	88.55
English Learners	14	13	92.86	7.14	38.46
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	90	90	100.00	0.00	51.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	59	58	98.31	1.69	41.38

2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	291	288	98.97	1.03	69.79
Female	135	133	98.52	1.48	63.91
Male	156	155	99.36	0.64	74.84
American Indian or Alaska Native	--	--	--	--	--
Asian	35	35	100.00	0.00	82.86
Black or African American	37	37	100.00	0.00	37.84
Filipino	0	0	0	0	0
Hispanic or Latino	83	82	98.80	1.20	53.66
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	133	131	98.50	1.50	84.73
English Learners	14	14	100.00	0.00	35.71
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	90	90	100.00	0.00	44.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	59	58	98.31	1.69	41.38

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.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	54.32	65.69	57.29	57.44	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	106	104	98.11	1.89	65.38
Female	50	48	96.00	4.00	62.50
Male	56	56	100.00	0.00	67.86
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	17	17	100.00	0.00	29.41
Filipino	0	0	0	0	0
Hispanic or Latino	29	29	100.00	0.00	44.83
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	51	49	96.08	3.92	85.71
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	36	100.00	0.00	36.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	19	95.00	5.00	36.84

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98%	98%	98%	98%	98%

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.

2024-25 Opportunities for Parental Involvement

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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	584	580	68	11.7
Female	285	282	32	11.3
Male	298	297	36	12.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	62	61	1	1.6
Black or African American	58	57	11	19.3
Filipino	--	--	--	--
Hispanic or Latino	157	155	36	23.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	30	30	1	3.3
White	273	273	18	6.6
English Learners	42	42	4	9.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	170	168	47	28.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	136	136	24	17.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.36	0.00	0.17	2.34	2.12	1.85	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.17	0.00
Female	0.35	0.00
Male	0.00	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.37	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.59	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.74	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Grant School's 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 2024. 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 to the Meghan's Law database. All school district staff are required to wear their official identification badge at all times while on campus.

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

Grant's School Safety Plan is updated each year by February, and revisions are finalized and approved by SMMUSD staff and the City of Santa Monica emergency services departments. Parents are afforded an opportunity to review sections of the School Safety Plan at a School Site Council meeting in February of each year. In addition, the community is provided 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.

2021-22 Elementary Average Class Size and Class Size Distribution

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

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	3	2	
1	18	3	1	
2	21	1	3	
3	23		4	
4	14	9	4	
5	14	10	3	
Other	11	6		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	24		5	
1	24		3	
2	19	1	3	
3	21	1	3	
4	23	1	3	
5	26	1	3	
Other	12	6		

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	4.3

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,310	224	\$8,086	\$104,401
District	N/A	N/A	\$7,242	\$95,359
Percent Difference - School Site and District	N/A	N/A	11.0	9.1
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	-28.5	9.8

Fiscal Year 2023-24 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 the 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, as well as to expand parent engagement opportunities.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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
Beginning Teacher Salary	\$56,079	\$58,855
Mid-Range Teacher Salary	\$83,731	\$92,519
Highest Teacher Salary	\$112,731	\$114,665
Average Principal Salary (Elementary)	\$145,586	\$142,791
Average Principal Salary (Middle)	\$151,118	\$151,078
Average Principal Salary (High)	\$159,108	\$167,094
Superintendent Salary	\$246,996	\$281,086
Percent of Budget for Teacher Salaries	29%	31%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

All teachers and staff in SMMUSD participate in ongoing professional development through banked time, a total of 90 minutes of meetings, and professional development time each week at each site. Grant School educators are afforded twenty 90-minute sessions of staff professional learning each year, in addition to 3 days of all-district staff development at the start of each year. Areas of district-wide focus for teacher and administrator professional development include the implementation of curriculum guides and other areas that are determined by a review of summative and formative data from all school sites and the collection of input from teachers and administrators. Among the primary focus areas for professional development in SMMUSD and Grant School are the following:

- Developing Professional Learning Communities
- California Standards for ELA/ELD (Benchmark Advance, UFLI, PALS), Math, and Next Generation Science Standards—standards-based curriculum and instructional delivery
- Project-Based Learning (PBL) theory, philosophy, and practice utilizing Gold-Standard PBL resources and training from The Buck Institute/PBL Works
- School Leadership Team (SLT) - Comprised of teacher representatives across grade levels and specialties whose charge it is to create school goals and implement a year-long professional development plan. The SLT meets monthly and engages in three full-day intensive working sessions facilitated by InnovateEd educational consultants.
- Grade-level teams engage in a strategic focus on lesson design and implementation through InnovateEd mentoring
- Math coaching—expanding our understanding of the standards and strategies for mathematical practice, including training in Cognitively Guided Instruction (CGI).
- Instructional coaching—expanding our understanding of the ELA/ELD, Mathematics, NGSS, Social Studies, and Physical Education standards, and developing strategies to effectively deliver the curriculum, including designated and integrated ELD instruction as well as professional development in the philosophy, implementation, and reflection of Project-Based Learning.
- Professional development in STEAM curriculum and instruction once per week
- Bias and Diversity, Equity, and Inclusion training for staff
- Using data to improve classroom instruction and individual student learning
- Supporting our neurodiverse student population
- Differentiated instruction for all students, including English Learners and neurodivergent learners
- Professional development in Restorative Justice practices and the Social Justice standards
- Training in Responsive Classroom strategies for classroom management and effective student interactivity, as well as SEL programs such as Second Step

A variety of methodologies are used to provide professional development, including coaching and mentoring. SMMUSD provides coaching through several programs such as BTSA, National Boards, literacy, math, ELD coaching, PBL, Instructional

Professional Development

Leadership Teams, and such specialized programs as Cotsen Fellows and Math Coaches. Student data is carefully analyzed and used to target focus areas for professional learning opportunities for staff. Additionally, professional development occurs through workshop series during the banked time meetings and/or after-school opportunities.

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

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5