

Grant Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

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/>.

2025-26 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	P-5
County-District-School (CDS) Code	19-64980-6022560

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

District Vision

As a community of learners, the Santa Monica-Malibu Unified School District works collaboratively in a nurturing environment to help students become visionary, versatile thinkers; resourceful, lifelong learners; effective, multilingual communicators; and engaged global citizens. We are a richly diverse community that values the contributions of all its members and strives to promote social justice. Our purpose is to support all students in their pursuit of academic achievement, the development of strength of character, and personal growth, while encouraging exploration across intellectual, artistic, technological, physical, and social domains.

2025-26 School Description and Mission Statement

Grant Elementary School Mission Statement

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

Principal's Message

Grant Elementary School, located in Santa Monica, California, serves Transitional Kindergarten through 5th-grade students as part of the Santa Monica-Malibu Unified School District. Our administration and staff focus on improving student achievement through ongoing inquiry cycles that include collaboration time and Professional Learning Communities. Our priorities center on student learning, family and community engagement, and the cultivation of a culture of equity and access for all.

Grant serves approximately 560 students across 22 general education classes, including three Transitional Kindergarten classes. We also offer a Special Education program with three Specialized Academic Instruction (SAI) classes serving neurodiverse students from Transitional Kindergarten through 5th grade, as well as three social skills classrooms. The surrounding neighborhood consists of single- and multi-family homes in a vibrant, family-oriented community.

Our experienced and dedicated staff provides individualized programs, rigorous units of study, and the care, passion, and creativity that allow our students to thrive. Grant offers a world-class STEAM Expo and Science Fair, Student Council, Career Day, musical theater, jazz and world dance, PS Arts programs, talent shows, cultural celebrations, character education plays, and sustainability initiatives such as recycling and water conservation. Health awareness programs like the Jog-a-Thon and community service-learning projects actively engage students and families, enriching our diverse educational experience.

Grant prioritizes both formal and informal assessments of student academic abilities and regularly evaluates staff performance, program effectiveness, community involvement, and school climate factors such as school connectedness and anti-bullying efforts. These actions are fundamental to our students' success. Our shared vision is for students to be prepared to read and write, think critically and collaborate, speak and listen effectively, and compute and solve problems.

The entire Grant community combines its diversity, resources, positive energy, and the talents and skills of parents and caregivers to create a learning environment that fosters critical thinkers, caring citizens, and academically competitive students. In recent years, Grant has embraced the Gold-Standard Project-Based Learning philosophy. This approach transforms teachers into activators of learning who design educational experiences that build on students' strengths and needs, engage real-life problem-solving, and help students discover their talents, purpose, and passion.

Additionally, Grant students participate in Restorative Justice and Responsive Classroom practices and are introduced to Social Justice standards. Our staff has established a Social/Emotional Learning, Diversity, Equity, and Inclusion, and Anti-Bullying Committee dedicated to incorporating lessons that recognize, honor, and celebrate the unique identities of our students, staff, and families. This committee focuses on helping individuals feel proud of their uniqueness while respecting and honoring others' differences.

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Transitional Kindergarten (TK)	45
Kindergarten	87
Grade 1	76
Grade 2	82
Grade 3	88
Grade 4	93
Grade 5	91
Total Enrollment	562

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	47.3
Male	52.5
Non-Binary	0.2
American Indian or Alaska Native	0.2
Asian	9.8
Black or African American	6.8
Filipino	0.4
Hispanic or Latino	28.5
Two or More Races	7.8
White	46.6
English Learners	6
Homeless	0.7
Socioeconomically Disadvantaged	24.9
Students with Disabilities	20.3

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.

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	89.29	413.9	85.71	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1.6	0.34	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	16.1	3.35	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	3.57	13.9	2.89	11953.1	4.28
Unknown/Incomplete/NA	2	7.14	37.1	7.7	15831.9	5.67
Total Teaching Positions	28	100	482.9	100	279044.8	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.

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)	28.3	94.98	408.2	85.38	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1.6	0.34	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	20.5	4.3	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	9.1	1.9	11746.9	4.23
Unknown/Incomplete/NA	1.5	5.02	38.6	8.08	14303.8	5.15
Total Teaching Positions	29.8	100	478.1	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	24.7	94.29	380.8	84.12	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1.9	0.43	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	23.8	5.26	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	10.7	2.38	12112.8	4.34
Unknown/Incomplete/NA	1.5	5.71	35.3	7.8	13705.8	4.91
Total Teaching Positions	26.2	100	452.7	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	1.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	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>.

2025-26 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 state guidelines and adoption cycles for textbooks. Each student, including English Learners, receives their own copy of the required textbooks. Textbooks and instructional materials are recommended for school board approval through a comprehensive review process conducted by a districtwide committee of teachers and administrators. Members of the public are invited to review the recommended materials and provide feedback prior to board approval. The district has recently adopted new Science/STEM and Social Studies curricula and is currently in the process of selecting and adopting a new English Language Development curriculum.

Year and month in which the data were collected

November 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance Reading, adopted 6/2017	0
Mathematics	My Math, McGraw Hill, 2013, adopted 3/5/2015	0
Science	Amplify Science, adopted 3/17/22	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	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

School Facility Conditions and Planned Improvements

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

8/27/2025

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	76	73	72	72	47	48
Mathematics (grades 3-8 and 11)	70	65	59	59	35	37

2024-25 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	270	266	98.52	1.48	72.93
Female	125	124	99.20	0.80	76.61
Male	145	142	97.93	2.07	69.72
American Indian or Alaska Native	--	--	--	--	--
Asian	34	32	94.12	5.88	75.00
Black or African American	25	25	100.00	0.00	52.00
Filipino	0	0	0	0	0
Hispanic or Latino	73	73	100.00	0.00	50.68
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	30.77
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	46	44	95.65	4.35	43.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	57	56	98.25	1.75	37.50

2024-25 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	270	267	98.89	1.11	65.17
Female	125	124	99.20	0.80	59.68
Male	145	143	98.62	1.38	69.93
American Indian or Alaska Native	--	--	--	--	--
Asian	34	33	97.06	2.94	69.70
Black or African American	25	25	100.00	0.00	36.00
Filipino	0	0	0	0	0
Hispanic or Latino	73	73	100.00	0.00	39.73
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	133	131	98.50	1.50	83.21
English Learners	14	14	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	46	45	97.83	2.17	28.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	57	56	98.25	1.75	37.50

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	65.69	55.56	57.44	54.74	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	90	90	100.00	0.00	55.56
Female	36	36	100.00	0.00	52.78
Male	54	54	100.00	0.00	57.41
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	28	28	100.00	0.00	32.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	41	41	100.00	0.00	75.61
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	16	100.00	0.00	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	18	100.00	0.00	27.78

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.

2024-25 California Physical Fitness Test Participation Rates

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	100	94	99	95	65

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.

2025-26 Opportunities for Parental Involvement

At Grant School, we believe that student success is closely connected to parent engagement, and we view parents and guardians as essential partners in their child’s learning, growth, and achievement. Families are encouraged and welcomed to actively participate through involvement in the School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), Parent-Teacher Association (PTA), Santa Monica Education Foundation (SMEF), Grant School Special Education Parent Support and Resource Group, and parent education nights.

Additionally, parents are encouraged to volunteer regularly in classrooms. Other opportunities for adult involvement include leading and serving on various school committees such as Student Health and Wellness, World Cultural Events, Jogathon, Hispanic Heritage and Black History Month celebrations, 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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	572	564	50	8.9
Female	267	263	18	6.8
Male	304	300	32	10.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	55	55	2	3.6
Black or African American	37	36	7	19.4
Filipino	--	--	--	--
Hispanic or Latino	161	158	24	15.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	49	49	3	6.1
White	267	263	14	5.3
English Learners	40	39	6	15.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	148	145	31	21.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	139	137	23	16.8

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.17	0.17	2.12	1.85	1.47	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0.01	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.17	0.00
Female	0.00	0.00
Male	0.33	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	2.70	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	0.00	0.00
English Learners	2.50	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.68	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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.

2025-26 School Safety Plan

Grant School's top priority is the safety of every student and staff member. In August 2025, the entire school staff—including all support personnel—conducted an annual review of the school's safety plan. Grant School maintains a secure campus throughout school hours. All visitors are required to wear official identification badges. Campus access during the school day is closely monitored and strictly limited. Before entering, visitors must check in with office staff, present valid identification, and be cleared through the Raptor Identification System, which is linked to the Megan's Law database. All district staff are required to wear their official identification badges at all times while on campus.

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

Grant's School Safety Plan is updated annually by February, with revisions finalized and approved by SMMUSD staff and the City of Santa Monica emergency services departments. Parents have the opportunity to review sections of the plan at a School Site Council meeting each February. Additionally, the community is invited to a public meeting in January to learn about the plan and provide input before it is approved by the School Site Council. Safety protocols are regularly reviewed and assessed throughout the school year and during 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.

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	0
1	18	3	1	0
2	21	1	3	0
3	23	0	4	0
4	14	9	4	0
5	14	10	3	0
6	0	0	0	0
Other	11	6	0	0

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	0	5	0
1	24	0	3	0
2	19	1	3	0
3	21	1	3	0
4	23	1	3	0
5	26	1	3	0
6	0	0	0	0
Other	12	6	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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
TK	23	0	2	0
K	20	1	3	
1	24		3	
2	20	4		
3	21	1	3	
4	15	9	3	
5	15	7	4	
Other	13	5		

2024-25 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

2024-25 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	5.2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$100,861
Percent Difference - School Site and District	N/A	N/A	11.0	9.1
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-28.5	9.8

Fiscal Year 2024-25 Types of Services Funded

A combination of state and federal funding supports all aspects of our instructional program.

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

Collaborates with teachers and administrators to enhance student learning in math content and practices for all students

Facilitates and reviews the guaranteed and viable curriculum, including the use of common formative assessments to measure student achievement

Supports ongoing intervention and enrichment opportunities to address student growth and needs

Title III funds are used to expand educational opportunities that improve the language and academic proficiency of our English learners, as well as to enhance parent engagement initiatives.

Fiscal Year 2024-25 Types of Services Funded

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$58,883	\$62,145
Mid-Range Teacher Salary	\$87,918	\$97,088
Highest Teacher Salary	\$118,368	\$120,436
Average Principal Salary (Elementary)	\$151,771	\$151,343
Average Principal Salary (Middle)	\$155,740	\$159,514
Average Principal Salary (High)	\$181,381	\$177,261
Superintendent Salary	\$275,000	\$294,805
Percent of Budget for Teacher Salaries	28.47%	29.95%
Percent of Budget for Administrative Salaries	5.18%	5.4%

Professional Development

All teachers and staff in SMMUSD participate in ongoing professional development during banked time, totaling 90 minutes of meetings and professional learning each week at every site. Grant School educators receive twenty 90-minute professional learning sessions annually, in addition to three all-district staff development days at the start of each school year.

District-wide focus areas for teacher and administrator professional development—determined through analysis of summative and formative data across all sites and input from educators—include:

Developing Professional Learning Communities (PLCs)

California Standards for ELA/ELD (Benchmark Advance, UFLI, PALS), Math, and Next Generation Science Standards—standards-based curriculum and instruction

Project-Based Learning (PBL) theory, philosophy, and practice, utilizing Gold-Standard PBL resources and training from The Buck Institute/PBLWorks

School Leadership Team (SLT): composed of teacher representatives across grade levels and specialties, charged with setting school goals and implementing a year-long professional development plan. The SLT meets monthly.

Math coaching to deepen understanding of standards and mathematical practices, including training in Cognitively Guided Instruction (CGI)

Instructional coaching across ELA/ELD, Mathematics, NGSS, Social Studies, and Physical Education standards, including strategies for designated and integrated ELD and PBL implementation

Weekly professional development in STEAM curriculum and instruction

Training in Bias, Diversity, Equity, and Inclusion (DEI) for staff

Using data to improve classroom instruction and individual student learning

Professional Development

Supporting our neurodiverse student population

Differentiated instruction for all students, including English learners and neurodivergent learners

Professional development in Restorative Justice practices and Social Justice standards

Training in Responsive Classroom strategies for effective classroom management and student engagement, as well as SEL programs like Second Step

A variety of methodologies deliver professional development, including coaching and mentoring. SMMUSD offers coaching through multiple programs such as BTSA, National Boards, literacy, math, ELD coaching, PBL, Instructional Leadership Teams, and specialized initiatives like Cotsen Fellows and Math Coaches. Staff professional learning is carefully targeted based on student data analysis. Additionally, workshops are offered during banked time meetings and after school.

Each August, all teachers new to SMMUSD are invited to New Teacher Academy—a professional development orientation covering district-wide curriculum, instructional initiatives, and Diversity, Equity, and Inclusion strategies. All eligible new teachers are encouraged to participate in BTSA. Teachers interested in National Board Certification may apply and receive support from certified colleagues.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5