

SARC School Accountability Report Card 2005-2006



Santa Monica-Malibu Unified School District

1651 Sixteenth Street
Santa Monica CA 90404
310.450.8338
www.smmusd.org

School Board Members

Kathy Wisnicki, *President*
Oscar de la Torre, *Vice President*
Emily Bloomfield
José Escarce
Maria Leon-Vazquez
Kelly McMahon Pye
Barry Snell
Superintendent of Schools
Dianne Talarico



Franklin Elementary School

2400 Montana Avenue
Santa Monica CA 90403-2124

310.828.2814
310.449.1252 Fax
www.franklin.smmusd.org

The California Constitution requires that a School Accountability Report Card (SARC) be prepared annually for each school. The Education Code states that the SARC “shall provide data by which parents can make meaningful comparisons between public schools enabling them to make informed decisions on which school to enroll their children.” We believe that information contained in this report will enable you, the reader, to gain an accurate and realistic picture of Franklin Elementary School.

Vision Statement

As a community of learners, the Santa Monica-Malibu Unified School District works together in a nurturing environment to help students be visionary, versatile thinkers; resourceful, life-long learners; effective, multi-lingual communicators and global citizens. We are a richly varied community that values the contributions of all its members. We exist to prepare all students in their pursuit of academic achievement and personal health and to support and encourage them in their development of intellectual, artistic, technological, physical and social expression.

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Principal's Message

Franklin is the largest elementary school in the Santa Monica Malibu Unified School District. Our motto is THE CHILD COMES FIRST. This is exemplified through the outstanding instruction and programs our students receive from our strong, highly qualified staff of experienced teachers and support staff.

Our Values Program is evident on a daily basis through literature, classroom discussions, modeling by the adults on campus, as well as the integration of Cool Tools (conflict resolution) “Franklin 5 for Success” and “I CARE” guidelines and expectations. We hold high expectations for every student as well as for ourselves. Our instructional program is aligned with the California State Standards. We ensure social and emotional security and maintain a safe, secure and clean learning environment.

Our students demonstrate positive self-esteem, self-discipline and self-expression, critical and creative thinking, problem solving, decision-making and appropriate risk-taking skills, information literacy, through the use of technology, with the overall goal of individual excellence and lifelong learning. Franklin School maintains the expectation that all students will learn at high levels with the Principles of Learning focused on Clear Expectations, Accountable Talk and Academic Rigor in a thinking curriculum.

The parents of our students are committed, appropriately involved and supportive of all children and the many aspects of their child's school. Franklin School is an excellent example of a strong learning community.



Tara Brown, Principal



School Description

Franklin Elementary School is located on Montana Avenue in Santa Monica. We are a public elementary school serving nearly 800 students in two preschools and Grades k-5th. Our kindergarten through 3rd grade classes has 20 students each and the 4th and 5th grade classes have 30 students each. In addition to our regular education program, we offer classes for Special Education, O.T., English as a Second Language (ESL), Resource and Speech. Gifted and Talented (GATE) or high achieving students are served within the regular classroom through differentiated curriculum supplemented by an enriched fine arts program. Franklin School maintains a staff of 40 credentialed teachers. This highly qualified group of educators also includes 20 instructional assistants, a nurse (.6 FTE), a school psychologist, speech pathologist, occupational therapist and a physical education specialist with two assistants. Our classified staff includes office, custodial and cafeteria workers. In addition we offer, in conjunction with the City of Santa Monica, a before and after school child care program (CREST) and we also have STAR Enrichment after school classes.

Franklin School has an active PTA as well as an enthusiastic volunteer program. These parents support every aspect of our educational program and provide generous funding for many school wide enhancements. Our Site Governance Council meets regularly with a membership that includes 22 parents, teachers and support staff.

Vision Statement

Franklin's Site Governance Council (SGC) adopted a school vision statement in the fall of 2004 that has been approved by the faculty. The faculty and the SGC review the school vision statement each year.

Franklin School is committed to providing students with exemplary instruction designed to educate the whole child so that he/she may become a productive member of the community. We nurture intellectual curiosity, collaborative and critical thinking, and effective communication. Instruction is aimed at supporting each student's ability to achieve at the highest levels. We encourage all members of the community to contribute to the support of student learning and to act as collaborative partners in the education of our children. Students are guided in the exploration of their intellectual, artistic, technological, physical, social, and character development. Our rigorous, standards-based instructional program is geared toward enabling all students to meet the challenges of the future with confidence and compassion.



Opportunities for Parent Involvement

The Franklin PTA supports a variety of committees that parents volunteer to serve on. Several examples include our annual Halloween Carnival, Family Fun Nights a Multicultural Faire, Science Club, Technology, Direct Investment and School Climate committees. The School Climate is broad-based and focuses on values, safety, bullying, educational game supervision and community service. Our parents also volunteer in classrooms, the library and with lunch supervision. Parents' active roles include (Learning Differences), room parents, Kindergarten Round-up, new parent tours, the Franklin store, silent auction, scrip sales, Gardening Angels, disaster preparation, Kids Care, Red Ribbon Week, and Lost and Found, just to name a few. Parents and the community are informed about all Franklin School events through the weekly newspaper The Almanack, published by the PTA.

Our PTA President for 2005-2006 is Pattie Fitzgerald. The PTA meets the first Wednesday of each month at either 8:45 a.m. or 7:00 p.m. Our Site Governance Council is co-chaired by Cynthia Torres, parent and Lauren Berman, teacher. The Council meets the second Tuesday from 3:15-5:00 p.m. Bette Fruchtmann, Adm. Assistant ext. 203

Parent contacts: Pattie Fitzgerald, PTA President

School Mission Statement

Franklin School is committed to the delivery of a quality public education and pursuit of academic excellence. We are a community of life long learners dedicated to helping all students reach their potential as educated, responsible and caring citizens, in a safe, supportive environment. We nurture intellectual curiosity, collaborative and critical thinking, and effective communication. The core of our work is centered on helping every student achieve the highest level of his/her ability. We value the contributions of all in our diverse community. We aim to assist all students in the exploration of their intellectual, artistic, technological, physical and social expression, and to enable all students to meet the challenges of their future with confidence and compassion.

School Enrollment & Demographic Information

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Racial / Ethnic Category	Percent of Total Enrollment
African-American	2.6
American Indian or Alaska Native	0.0
Asian	11.2
Filipino	0.4
Hispanic or Latino	7.3
Pacific Islander	0.0
White (Not Hispanic)	78.1
Multiple or No Response	0.4
Socioeconomically Disadvantaged	7.9
English Learners	9.0
Students with Disabilities	11.0

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	137
Grade 1	122
Grade 2	131
Grade 3	129
Grade 4	139
Grade 5	137
Total Enrollment	795



School Safety, Discipline & Climate for Learning

Annual staff review of the school's safety plan was conducted on September 6, 2006. Supervision begins at 8:15 a.m.; gates are locked by 8:50 a.m. and unlocked after 2:45 p.m. During the school day the only access to the campus is through the front door. All visitors are required to sign in and wear a badge while on campus. Safety is a priority at Franklin and for the past five years our school has been recognized by the National PTA and received their National Award for Safety, First Place or Honorable Mention. There is yard supervision at all recesses, lunch breaks and during the school day the Physical Education assistants are on the playground. After-school the playground is supervised by the city CREST program. During the school day there is no unauthorized access to the school campus. Visitors must sign in and/or show ID. Franklin is the largest elementary school in SMMUSD. We have two preschool classes, 35 regular education classes, gr. K-5 and two special day classes. In addition we have two resource classes, a speech program, school library clerk, a part-time ELL coach, three part time physical education assistants, a part time school psychologist, a school nurse and an assistant principal. Each of these individuals has a dedicated space for their program or services. We also have a teachers' lounge, a cafetorium (used as a café and auditorium) a multipurpose room (a double open classroom) a computer lab a coaches office/ball box, a conference/parent room, a workroom, three childcare rooms and shared space for an instrumental music program. We have a large and small primary yard dedicated for the Kindergarten/pre-school children and a large playground with a grass field and running track for the students in grades 1-5.

Suspensions & Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	0.0330	0.0471	0.0176	0.0534	0.0709	0.0680
Expulsions	0	0	0	0.0003	0.0008	0.0007



School Facilities

Franklin School is a safe, clean and modern learning environment. Our schools facilities adequately support the largest number of elementary students and teaching staff in the District. The buildings and playground have recently undergone improvement and expansion projects that enhance the learning environment through the upgrading of the overall infrastructure. Our technology is supported by computers in every classroom, a new computer lab and by a Technology Committee that receives funding from our dedicated PTA. We take pride in the cleanliness and appearance of our campus maintained by an outstanding custodial staff and the cooperative effort of the students. Franklin celebrated its 81st birthday this year. The facility that supports our school is well maintained and is in well-functioning condition. Needed maintenance includes routine roof maintenance to keep warranties in effect, and deferred maintenance projects include flooring replacement, interior and exterior painting, and some light asphalt repairs. We are proud that our school district takes great efforts to ensure that our school is clean, safe, and functional. There are no emergency needs as defined by the Office of Public School Construction. For more information please visit <http://www.cde.ca.gov/ta/ac/sa/sarcnews040005.asp>

School Facility Conditions - Results of Inspection & Evaluation

Evaluation Part	Facility in Good Repair?	Person Certifying	Date Certified	Deficiency and Remedial Actions Taken or Planned	Date Action Taken or Planned
Gas Leaks	Yes	J.W.Berriman	11/30/2006		
Mechanical Systems	Yes	J.W.Berriman	11/30/2006		
Windows/Doors/Gates (interior and exterior)	Yes	J.W.Berriman	11/30/2006		
Interior Surfaces (walls, floors and ceilings)	Yes	J.W.Berriman	11/30/2006		
Hazardous Materials (interior and exterior)	Yes	J.W.Berriman	11/30/2006		
Structural Damage	Yes	J.W.Berriman	11/30/2006		
Fire Safety	Yes	J.W.Berriman	11/30/2006		
Electrical (interior/exterior)	Yes	J.W.Berriman	11/30/2006		
Pest/Vermin Infestation	Yes	J.W.Berriman	11/30/2006		
Drinking Fountains (inside/outside)	Yes	J.W.Berriman	11/30/2006		
Restrooms	Yes	J.W.Berriman	11/30/2006		
Sewer	Yes	J.W.Berriman	11/30/2006		
Playground/School Grounds	Yes	J.W.Berriman	11/30/2006		
Other	Yes	J.W.Berriman	11/30/2006	Bungalows 23 & 24 are 30 years old & should be demolished within 2-3 yrs	2008/09
How old is this school?	1927				
Deferred Maintenance Projects at this site?	No				
Modernization Projects?	No				



California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 4, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

The California Standards Tests in English-language arts, mathematics, science, and history-social science are administered only to students in California public schools. Except for a writing component that is administered as part of the grade four and seven English-language arts tests, all questions are multiple choice. These tests were developed specifically to assess students' knowledge of the California content standards. The State Board of Education adopted these standards that specify what all California children are expected to know and be able to do in each grade or course. The 2006 CSTs were required for students who were enrolled in the following grades/courses at the time of testing or who had completed a course during the 2005–06 school year, including 2005 summer school.

All Students in Grades 2 – 11	English-Language Arts
All Students in Grades 2 – 9	Mathematics
All Students in Grades 5, 8, and 10	Science
Grade 8 – 11 students who completed	Algebra I, Geometry, Algebra II, or Integrated Mathematics 1, 2, or 3
Grade 8 and 9 students who did not complete one of the above math courses during the school year	General Mathematics
Grade 9 and 10 students who completed Algebra II or Integrated Mathematics 3 during the previous grade and grade 11 students who completed Algebra II or Integrated Mathematics 3 anytime before 2006 testing began, including students taking higher mathematics courses or no mathematics course	Summative High School Mathematics
All Students in Grades 8, 10, and 11	History-Social Science
Grade 9 – 11 students who completed	Earth Science, Biology, Chemistry, Physics, or Integrated/Coordinated Science 1, 2, 3, or 4

CST scores are reported as one of five performance levels from advanced to far below basic. The scores are used for calculating each school's Academic Performance Index (API). Only the results of the California English-Language Arts and Mathematics Standards Tests are used to determine the progress elementary and middle schools are making toward meeting the federal No Child Left Behind (NCLB) Act of 2001 adequate yearly progress (AYP) requirement of having all students score at proficient or above on these tests.

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
African American	56	72	*
Asian	90	95	80
Filipino	*	*	
Hispanic or Latino	71	69	*
White (Not Hispanic)	85	85	71
Male	79	82	65
Female	88	88	75
Economically Disadvantaged	58	58	53
English Learners	73	80	*
Students with Disabilities	38	35	25

CST Results for All Students -- Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	74	83	83	56	61	64	36	40	42
Mathematics	81	86	84	48	51	53	34	38	40
Science	82	71	70	43	40	54	25	27	35



Non-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less.

NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	78	74	78	61	63	60	43	41	42
Mathematics	85	86	86	67	68	68	51	52	53



NRT Results by Student Group -- Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	*	*
Asian	88	88
Hispanic or Latino	55	73
White (not Hispanic)	80	89
Male	76	83
Female	79	90
Economically Disadvantaged	*	*
English Learners	55	82
Students with Disabilities	*	*



California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

For more information regarding Physical Fitness Tasks, please see: http://data1.cde.ca.gov/dataquest/PhysFitness/gls_pft_tasks.asp

HFZ: The "Healthy Fitness Zone" The Fitnessgram uses criterion-referenced standards to evaluate fitness performance. The standards were established by the Cooper Institute for Aerobics Research to represent a level of fitness that offers some degree of protection against diseases that result from sedentary living. Findings from current research based on the United States national norms have been used as the basis for establishing the Fitnessgram standards. Performance is classified into two general areas: "in the healthy fitness zone (HFZ)" and "needs improvement." For a list of the standards for the HFZ, see [Fitnessgram Standards for Healthy Fitness Zone](#). All students should strive to achieve a score within the HFZ. It is possible that some students score above the HFZ. For the purpose of this report, scores are reported as meeting the standard (falling in the fitness zone) or not meeting the standard (falling lower than the HFZ).

Physical Fitness Tasks	Grade 5		
	Total Tested	% in HFZ	% Not in HFZ
Aerobic Capacity	139	90.6	9.4
Body Composition	139	90.6	9.4
Abdominal Strength	139	89.9	10.1
Trunk Extension Strength	139	97.1	2.9
Upper Body Strength	139	92.1	7.9
Flexibility	139	21.6	78.4
Number of fitness standards achieved	Grade 5		
	Number	Percent	Cum. Percent
6 of 6 fitness standards	26	18.7	18.7
5 of 6 fitness standards	84	60.4	79.1
4 of 6 fitness standards	18	12.9	92.1
3 of 6 fitness standards	5	3.6	95.7
2 of 6 fitness standards	2	1.4	97.1
1 of 6 fitness standards	3	2.2	99.3
0 of 6 fitness standards	1	0.7	100.0
Total tested	139	100.0	



Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	10	10	10
Similar Schools	9	6	10

State Award & Intervention Programs

No schools in the Santa Monica-Malibu Unified School District qualified for the Immediate Intervention Underperforming Schools Program (II/USP). Although state award programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report. Two Title I elementary schools in SMMUSD, Edison Language Academy and McKinley Elementary School received the Academic Achievement Award from the state.

Federal Intervention Programs

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	n/a	0
First Year of Program Improvement Implementation	n/a	0
Year in Program Improvement	n/a	0
Number of Schools Currently in Program Improvement	0	0
Percent of Schools Currently in Program Improvement	0.0	0.0

Adequate Yearly Progress (AYP)

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: * means that the student group is not numerically significant. "A" means the subgroup scored at or above the interim statewide performance target of 800.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	-19	37	3	927
African American				
Asian				
Hispanic or Latino				
White (not Hispanic)	-14	31	0	932
Socioeconomically Disadvantaged				
English Learners	--	--		
Students with Disabilities	--	--		



AYP Overall & by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes



Local Assessment

At three points during the year (November, January, and June), all students in grades 1-5 participate in literacy assessment. These assessments are aligned with our adopted English Language Arts series, Houghton Mifflin READING, A Legacy of Literacy, California Edition. Both the assessments and the text are aligned to California State Content Standards. Formative literacy assessment provides teachers with detailed data about the performance of individual students and the class as a whole on the following dimensions of English Language Arts instruction:

- Decoding and Phonemic Awareness
- Reading Comprehension
- Sentence Structure
- Spelling
- Vocabulary
- Writing Strategies
- Grammar
- Listening

Teachers use the data from formative assessment in many ways, such as to identify students who are in need of academic support or to plan and pace classroom instruction.

The first two tables below summarize, grade-by-grade, overall results from the formative literacy assessments from the February and June administrations in the 2003-2004, 2004-2005 and 2005-2006 academic years. The number in each box is the percentage of students who met or exceeded the district benchmark of 75% correct on the formative assessment. Data are included for Franklin Elementary School and for the district as a whole.

Elementary Formative Literacy Assessment Overall Scores --- Winter Administration (2004, 2005 and 2006) School and District Comparison

Grade Level	Franklin Elementary School			District		
	2004 - Feb	2005 - Feb	2006- Jan	2004 - Feb	2005 - Feb	2006 - Jan
1st grade	84%	84%	89%	85%	77%	82%
2nd grade	82%	82%	82%	71%	70%	70%
3rd grade	85%	81%	91%	80%	78%	77%
4th grade	74%	73%	76%	61%	61%	66%
5th grade	83%	82%	76%	62%	60%	52%

Elementary Formative Literacy Assessment Overall Scores --- June Administration (2004, 2005 and 2006) School and District Comparison

Grade Level	Franklin Elementary School			District		
	2004 - June	2005 - June	2006- June	2004 - June	2005- June	2006- June
1st grade	88%	86%	88%	86%	82%	86%
2nd grade	94%	98%	91%	87%	89%	88%
3rd grade	78%	86%	87%	72%	75%	76%
4th grade	83%	77%	83%	66%	67%	71%
5th grade	85%	88%	83%	64%	65%	70%

At all grade levels, in both the winter and June of 2006, Franklin students outperformed the district as a whole. There were increases in the percentage of students who met or exceeded the district benchmark in June 2006 compared with June 2005, at three grade levels (1st, 3rd, and 4th).

The third table summarizes grade-by-grade, overall results from the District Writing Assessment (DWA) for administrations in the 2005-2005 and 2005-2006 academic years. The scores are mean rubric scores out of a total possible 8. For second grade the writing assessment was in the Narrative Genre, third grade was in the Descriptive Genre and fifth grade was in the Persuasive Genre. Fourth grade was not administered the DWA as this is the only grade that is assessed from the State Writing Assessment. Data are included for Franklin Elementary School and for the district as a whole.

Elementary District Writing Assessment – Winter Administration (2004-2005 and 2005-2006) and District Comparison

Grade Level	Franklin Elementary School		District	
	2005—March	2006 - Jan	2005 - March	2006-Jan
2nd grade	5.24	4.93	4.65	4.66
3rd grade	4.96	4.37	4.52	4.62
5th grade	5.33	5.33	4.55	5.00



Quality of School Instruction & Leadership

The goals enumerated in Franklin's school improvement plan for 2005-2006 were:

1. Increase overall academic achievement for ALL students in English Language Arts and Mathematics.
2. Expand the student writing program using Writers Workshop techniques, creating appropriate grade level writing rubrics based on the state standards and the writing process.
3. Increase academic achievement in English/Language Arts and Mathematics for English Language learners, socio-economically disadvantaged students and students with disabilities.
4. Regularly analyze student data using state, district and teacher created assessments.
5. Continue implementing Principles of Learning including Accountable Talk, Clear Expectations, Academic Rigor in a Thinking Curriculum and observing these through Learning Walks.

Franklin School is committed to providing each student with a rich and rigorous curriculum that is aligned with the State's content standards and frameworks for literacy, mathematics, science and social studies. Textbooks and supplemental materials are aligned with the content standards. Staff members work diligently reviewing and refining the instructional program through collaborative planning and evaluation in weekly meetings. It is our intention to provide access to the core curriculum for all students at the school. The underpinnings of much of our current work to strengthen and align the curricular and instructional program come from the Principles of Learning research of Dr. L. Resnick from the University of Pittsburgh. Classrooms reflect clear expectations, academic rigor in a thinking curriculum, and accountable talk. Staff members participate in Learning Walks – organized visits through the school's learning areas – using the Principles of Learning to focus on areas of success and areas in need of improvement. Other strategies staff members are using to strengthen teaching and learning include: staff analysis of data on student performance; grade level curriculum and assessment planning; classroom visitations, including Learning Walks; review and analysis of student work; and targeted professional development based on observed needs. Leadership at Franklin is distributed.

The school's instructional leader, Tara Brown, has been an educator for over 15 years, including five years as an elementary principal in Lancaster School District. This is her first year as Principal of Franklin School. The principal involves staff members and parents in decision-making at the site through formal mechanisms such as the site's leadership team, governance/ site council, and parent organizations, including the active PTA. Franklin's school wide leadership team consists of grade level chairs, staff leadership team consisting of National Board Certified teachers, teachers trained in various Language Arts and Mathematics programs, a union representative, and a teacher leader trained by the district in the Principles of Learning. Students identified as academically low achieving are provided with increased learning opportunities with special emphasis on expanded learning experiences. Under-performing students and special needs students who are at-risk in academic achievement are provided with an extended day program and summer school programs as interventions. The extended day program also provides enrichment opportunities for all students. To ensure equal access to the core curriculum, special needs students and English Learners receive appropriate supports and/or accommodations that correspond to their specific needs within the least restrictive learning environment.

All students have access to our Fine Arts program provided by parent donations, these include vocal music for a specific number of sessions for each grade, art and drama sessions for the upper grade classes and Multicultural Assemblies and programs throughout the school year. We also provide after school Homework and Technology clubs, and reading assistance on our banked time afternoons for students recognized as needing additional assistance. Our school psychologist and speech teacher lead a "lunch bunch" for students to help with social skills and our parents supervise time on the yard during lunch for students as they play educational board games. After school, the CREST and the STAR program provide fee based Enrichment classes and do offer scholarships so any student may participate. Student progress in mastering state standards is regularly monitored through daily classroom work, classroom and grade level assessments, district formative assessments, and participation in state mandated testing. Grade level teams use much of their meeting time to review student work and assessment data and to plan modifications to instruction to meet identified student needs. All elementary schools report student progress to parents at three points in the year, and parents are encouraged to arrange meetings with teachers if there are questions or concerns that they would like to discuss.



Quality, Availability & Currency of Textbooks

The following is information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. This information was presented in a public hearing on Oct. 27, 2005 at 5:30 pm in the District Board room.

No students have insufficient textbooks and/or instructional materials in the following areas of study: Mathematics, Social Studies, Science, and Health. 3 students have insufficient textbooks at grade 2 for English Language Arts.

The insufficient textbooks or instructional materials listed above were not provided at this school due to the following reason: Franklin Elementary School had an unexpected increase in the number of students and has replaced lost or damaged textbooks.

For students in K-8, the instructional materials were purchased from an approved standards-aligned state adoption list as required by CCR, Title 5, and Section 9531.

Instructional Minutes/Minimum Days

The California Education Code establishes a required number of minutes per year for each grade. The table below compares the number of instructional minutes offered at the school level to the state requirement for each grade. Each site considers these requirements when scheduling minimum days to insure that standards are maintained or exceeded.

The table below shows the number of minimum days for this school. These days allow teachers and administrators to collaborate on curriculum and instructional issues, to review school goals and progress in meeting those goals. Minimum days also provide school staff the opportunity to prepare for educational programs, parent conferences and school and District sponsored events.

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

Grade Level	Number of Minimum Days	Total Instructional Minutes	Required by State
K	7	43,540	36,000
1, 2	10	53,340	53,100
3	10	54,720	53,100
4, 5	10	54,720	54,480



Use of Technology

The school district embarked on a number of technology projects that are having great success and address a broad spectrum of students and teachers across the district.

The district received an EETT (Enhancing Education Through Technology) grant which targets grades 4-8 at John Adams Middle School and its pathway schools Edison, Grant, Muir, Rogers, and additionally McKinley. The grant focuses on mathematics using Riverdeep's award winning Destination Math software in conjunction with SmartBoards. Over 40 SmartBoards were purchased and installed with over 150 laptop and desktop computers. Extensive training and support are included in the grant. Other schools not included in the grant have also joined in the project ordering the software and SmartBoards for their schools as well. The math software is accessible for students and parents from outside the school via home, public libraries, or other public access locations.

Another important project has been the implementation of broad data access tool called DataDirector from Achieve Data Solutions. This system provides access via the web for all teachers and administrators to over 5 years of demographic and assessment data for all our students with powerful tools for disaggregation and analysis. The new system also includes a new elementary standards based report card.

The district's library system was upgraded to the latest versions which allow greater flexibility in terms of accessing library and textbook resources throughout the district. It is primarily web based for students and is accessible from outside of school as well. All library and textbooks are barcoded and tracked efficiently through this system. Along with the district library system, all school libraries offer a wide variety of online commercial databases and research resources.

The Special Education department moved to new software for tracking students and providing state reporting for all special education students. The new system is entirely web based and serves the entire Tri-City SELPA including Santa Monica-Malibu, Beverly Hills and Culver City. The new system includes online IEPs that teachers and special education staff can use from anywhere they have Internet access.

School	# of Computers	# of Students per Computer	# of Classrooms with Internet
FRANKLIN ELEMENTARY	270	2.9	40
District Total:	2,970	4.1	604
County Total:	383,792	4.5	79,482
State Totals:	1,389,805	4.5	320,997



Average Class Size & Class Size Distribution

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2003-04			2004-05			2005-06					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	6			20.0	5			19.3	7		
1	19.4	5			20.0	6			20.0	6		
2	19.7	6			20.0	5			19.8	5		
3	19.4	7			19.9	7			19.7	6		
4	29.8		4		26.6		5		29.8		4	
5	29.2		5		29.3		4		30.0		4	
K-3	20.0	3			20.0	3			19.7	3		
4-8									30.0		1	

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2003-04	2004-05	2005-06
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%



Teacher Evaluations

Teacher evaluation procedures are defined in the SMMCTA-SMMUSD Bargaining Agreement. Non-permanent teachers (temporary and probationary) are formally evaluated at least two times a year. Tenured teachers are evaluated every two years, and they have an option of a formal (2-year) professional growth cycle every other evaluation. The district, in cooperation with the Santa Monica-Malibu Classroom Teachers Association (SMMCTA), has developed and implemented a new standards-based evaluation system, which is being phased in for all classroom teachers, based on their hire date in the district. This system evaluates teachers based on the California Standards for the Teaching Profession (CSTP). All evaluations are confidential. Teachers may receive final ratings of satisfactory, needs improvement, or unsatisfactory.

Staff Education Level & Service Report for Certificated Staff

School	Gender	Education Level							Years of Service		
		Doctorate	Master's Degree +30	Master's Degree	Bachelor's Degree +30	Bachelor's Degree	Less than Bachelor's	None Reported	Total Staff	Avg. Years of Ed. Service	Avg. Years in the District
Franklin Elementary	Female	1 (3.1 %)	5 (15.6 %)	7 (21.9 %)	16 (50.0 %)	3 (9.4 %)	0 (0.0 %)	0 (0.0 %)	32	17.4	13.2
	Male	1 (16.7 %)	3 (50.0 %)	1 (16.7 %)	1 (16.7 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	6	15.8	11.7
Total		2 (5.3 %)	8 (21.1 %)	8 (21.1 %)	17 (44.7 %)	3 (7.9 %)	0 (0.0 %)	0 (0.0 %)	38	17.2	12.9
Districtwide	Female	8 (1.7 %)	87 (18.8 %)	164 (35.4 %)	142 (30.7 %)	62 (13.4 %)	0 (0.0 %)	0 (0.0 %)	463	13.1	9.6
	Male	8 (4.8 %)	35 (21.1 %)	45 (27.1 %)	54 (32.5 %)	24 (14.5 %)	0 (0.0 %)	0 (0.0 %)	166	14.0	11.7
Total		16 (2.5 %)	122 (19.4 %)	209 (33.2 %)	196 (31.2 %)	86 (13.7 %)	0 (0.0 %)	0 (0.0 %)	629	13.4	10.1
Countywide	Female	472 (0.8 %)	10,466 (18.4 %)	10,007 (17.6 %)	22,321 (39.2 %)	13,633 (23.9 %)	44 (0.1 %)	2 (0.0 %)	56,945	12.2	10.7
	Male	534 (2.3 %)	4,319 (18.2 %)	3,590 (15.2 %)	8,532 (36.1 %)	6,632 (28.0 %)	55 (0.2 %)	4 (0.0 %)	23,666	12.0	10.5
	None Reported	3 (4.4 %)	13 (19.1 %)	12 (17.6 %)	24 (35.3 %)	16 (23.5 %)	0 (0.0 %)	0 (0.0 %)	68	2.0	2.0
Total		1,009 (1.3 %)	14,798 (18.3 %)	13,609 (16.9 %)	30,877 (38.3 %)	20,281 (25.1 %)	99 (0.1 %)	6 (0.0 %)	80,679	12.2	10.6
Statewide	Female	1,259 (0.6 %)	31,057 (14.0 %)	41,212 (18.6 %)	105,462 (47.6 %)	42,019 (19.0 %)	543 (0.2 %)	51 (0.0 %)	221,603	12.6	10.4
	Male	1,326 (1.5 %)	13,038 (15.1 %)	15,171 (17.6 %)	37,879 (44.0 %)	18,260 (21.2 %)	474 (0.5 %)	38 (0.0 %)	86,186	13.0	10.8
	None Reported	3 (4.0 %)	13 (17.3 %)	12 (16.0 %)	27 (36.0 %)	19 (25.3 %)	0 (0.0 %)	1 (1.3 %)	75	5.7	4.3
Total		2,588 (0.8 %)	44,108 (14.3 %)	56,395 (18.3 %)	143,368 (46.6 %)	60,298 (19.6 %)	1,017 (0.3 %)	90 (0.0 %)	307,864	12.7	10.5

Availability of Substitutes

Credentialed teachers are anxious to work at Franklin Elementary School. We have a small turn over of staff each year due to the excellent students, supportive parents and professional peers. Obtaining substitutes is not a problem or issue at Franklin. Substitutes ask to come to our school.



Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	37	36	38	602
Without Full Credential	1	1	0	27
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments & Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	18	20	18
Total Teacher Misassignments	19	20	18
Vacant Teacher Positions	0	1	0



Core Academic Courses Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	93.0	7.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	94.0	6.0

Counselors & Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School
Academic Counselor	0.0
Technology Coordinator	0.0
Library Media Services Staff (paraprofessional)	0.0
Psychologist	1.0
Social Worker (El Nido)	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.0
Title 1 Coordinator	0.0
Bilingual Community Liaison	0.0
Physical Education Specialist	0.0
English Language Development Coach	0.0



Professional Development

All teachers and staff at each of our school sites participate in ongoing professional development and curriculum and instructional improvement efforts through “banked time,” 90 minutes of meeting and professional development time each week at each site. In addition, there are three days set aside in our calendar for intensive professional development and planning. One of these days is a district-wide day, the other two are developed by, and conducted at, individual sites.

Areas of district-wide focus for teacher and administrator professional development are determined by a needs assessment conducted by Educational Services. The needs assessment consisted of 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 schools are the following:

- The Principles of Learning, especially Academic Rigor in a Thinking Curriculum, Clear Expectations, and Accountable Talk
- Lesson Link where teachers work together to co-plan, teach, revise and publish lessons for one another
- Academic Conferences where teachers review data, discuss options and select additional areas of focus for instructing students in their classes
- Literacy and Mathematics
- Using data to improve classroom instruction
- Culturally Relevant Pedagogy
- Supporting students with special needs
- Safe schools and healthy students
- Character education
- Frontloading instruction for English Language Learners
- Differentiated Instruction

At individual school sites, teachers and administrators review data, discuss options and select additional areas of focus for the staff as a whole as well as for departments and/or grade level teams as appropriate.

A variety of methodologies are used to provide professional development. It is a goal for the SMMUSD to provide coaching to teachers through a variety of mechanisms. Coaching and mentoring occur through several programs – BTSA, National Boards, literacy and ELD coaching, teacher leadership, and such specialized programs as Cotsen Fellows and Mentors and Lesson Link. Additionally, professional development occurs through workshop series during banked time or as after school opportunities. Teachers may also attend workshops or conferences as school improvement and grant funding permit. Occasionally, teachers will attend a full-day professional development opportunity offered by our own staff or appropriately selected consultants. We have worked closely with the Writing Workshop program out of Teachers College of Columbia as well as the Six Traits of Writing out of Great Source programs.

Each August, all teachers new to Santa Monica-Malibu are invited to participate in Teacher Academy – three days of 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.



Teacher & Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$39,805	\$37,172
Mid-Range Teacher Salary	\$59,432	\$58,436
Highest Teacher Salary	\$80,017	\$73,583
Average Principal Salary (Elementary)	\$101,500	\$93,347
Average Principal Salary (Middle)	\$106,756	\$97,873
Average Principal Salary (High)	\$117,424	\$105,556
Superintendent Salary	\$155,717	\$159,227
Percent of Budget for Teacher Salaries	41.2	42.1
Percent of Budget for Administrative Salaries	6.3	5.3

Districts and county offices report their revenues and expenditures to the California Department of Education (CDE) prior to the completion of their annual audit. Every effort is made by the CDE to catch errors or misinterpretations. However, the unaudited information is not changed after it has been certified and released by CDE. Therefore, this report may include some uncorrected data.



Expenditures Per Pupil & School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$4,662	\$404	\$4,258	\$62,124
District	---	---	\$4,339	\$59,528
Percent Difference - School Site and District	---	---	-1.91%	4.18%
State	---	---	\$4,743	\$57,838
Percent Difference - School Site and State	---	---	-11.39%	6.90%



Each school district must submit its financial data to the California Department of Education (CDE) in a uniform format called Standardized Account Code Structure (SACS). Although some districts choose to track school site expenditures, the CDE does not collect that data. Districts report their revenues and expenditures to the CDE prior to the completion of their annual audit. Every effort is made by the CDE to catch errors or misinterpretations. However, the unaudited information is not changed after it has been certified and released by CDE. Therefore, the SACS financial reports may include data that districts later correct, based on their audits. For more information:

<http://www.ed-data.k12.ca.us/Navigation/fsTwoPanel.asp?bottom=%2Fprofile%2Easp%3Flevel%3D06%26reportNumber%3D16>

A school district's budget is a local spending plan that is revised throughout the year. The budget is approved at the district level and reviewed by the county office of education; it is not sent to the California Department of Education (CDE).

The financial data submitted to the CDE and presented here are unaudited actuals. These are revenues and expenditures for the entire year in the standardized account code structure (SACS) format, as reported by the school district prior to its annual audit.

Expenditures (Fiscal Year 2004-05)

Current Expense of Education per ADA (Per Education Code Section 41372) Santa Monica-Malibu Unified, 2004-05				
By law, the "current expense of education" must be calculated annually for every district; it is a measure of the cost of direct educational services to students. This figure is then matched with average daily attendance (ADA) for the district to arrive at an expenditure per pupil figure. Since the current expense figure excludes food services, facilities acquisition and construction, and certain other expenditures, the current expense per ADA amount is lower than the total expenditure per ADA shown in the table above.				
Santa Monica-Malibu Unified School District		Statewide Avg All Unified School Districts	Statewide Avg All Districts	
Total Dollars	Average Daily Attendance	\$/ Student (ADA)	\$/ Student (ADA)	\$/ Student (ADA)
\$101,128,398	12,176	\$8,305	\$7,172	\$7,127

Types of Services Funded

In addition to funding for outstanding elementary education instruction – fully aligned to the State Frameworks (<http://www.smmusd.org/edservices/curriculumframeworks.html>), a wide variety of support staff and programming are available to each site. District and categorical funding supports centralized and direct services for students and teachers including: Special education programs, counseling, library services, psychologists, social work, child welfare and attendance services, literacy coaches, English language development coaches, programs for English language development, coordinators of teacher support for beginning teachers, district literacy coaches, formative assessment programs, professional development, physical education, after school intervention programs, and intensive intervention summer school programs. Contact the principal for more details on these exemplary programs.

General Fund - Revenues Santa Monica-Malibu Unified, 2004-05							
Type of Revenue	Revenues			Dollars/Student (ADA)			
	Unrestricted	Restricted	Total	This District	% of Avg for Unified School Districts	Statewide Avg Unified School Districts	Statewide Avg All Districts
Revenue Limit Sources	\$60,067,977	\$2,381,243	\$62,449,220	\$5,129	104%	\$4,927	\$5,062
Federal Revenue	195,943	4,673,132	4,869,075	400	54%	741	722
Other State Revenue	5,485,972	10,577,441	16,063,413	1,319	86%	1,540	1,457
Other Local Revenue	11,886,291	10,434,543	22,320,833	1,833	507%	361	417
Total Revenue	\$77,636,182	\$28,066,358	\$105,702,540	\$8,681	115%	\$7,569	\$7,658

Note: The revenues per ADA figure may include money that is passed through to other agencies for a specific use, such as some Special Education funds. Detail may not add to totals due to rounding.

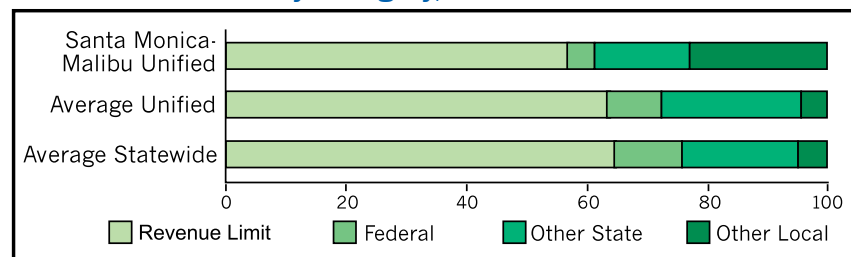
Source: California Department of Education, School Fiscal Services Division - SACS Unaudited Actual Data.

General Fund - Expenditures Santa Monica-Malibu Unified, 2004-05							
Type of Expense	Expenditures			Dollars/Student (ADA)			
	Unrestricted	Restricted	Total	This District	% of Avg for Unified School Districts	Statewide Avg Unified School Districts	Statewide Avg All Districts
Certificated Personnel Salaries	\$40,232,304	\$11,375,995	\$51,608,298	\$4,239	116%	\$3,663	\$3,696
Classified Personnel Salaries	8,945,662	8,790,718	17,736,380	1,457	133%	1,094	1,108
Employee Benefits	14,996,723	5,450,755	20,447,478	1,679	116%	1,445	1,443
Books and Supplies	762,761	2,446,203	3,208,965	264	69%	382	382
Services and Other Operating Expenses	4,235,484	5,949,116	10,184,600	836	123%	681	686
Subtotal, Expenditures	\$69,172,934	\$34,012,786	\$103,185,720	\$8,475	117%	\$7,265	\$7,315

Note: Detail may not add to totals due to rounding.

Source: California Department of Education, School Fiscal Services Division - SACS Unaudited Actual Data.

Percent Revenues - by Category, 2004-05



Percent Expenditures - by Category, 2004-05

