



# Franklin Elementary School Accountability Report Card (SARC) 2001-2002

## Franklin Elementary School

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### Santa Monica-Malibu Unified School District

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### School Board Members

Maria Leon-Vasquez, *President*, Jose Escarce, *Vice President*,  
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John Deasy, *Superintendent of Schools*

## 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.

### SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

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.

### Principal's Message

Franklin School is the largest elementary school in the Santa Monica-Malibu Unified School District. Our motto is "the children come first." This is exemplified by the outstanding programs for our students provided by a strong, well qualified staff of experienced teachers and assistants. Our values program is visible throughout the school on a daily basis, with literature, classroom discussions and modeling by all adults on campus. We hold high expectations for our students and ourselves, always striving for the best with a quality education, social and emotional security and a safe environment. Our students demonstrate:



Pat Samarge, *Principal*

- Positive self esteem, self discipline and self expression
- Critical/creative thinking, problem solving, decision making and risk taking
- Information literacy through the use of technology
- Individual excellence and life-long learning

Franklin School expects all students to learn at high levels with the Principles of Learning

focused on clear expectations, Accountable Talk, and Academic Rigor in a thinking curriculum.

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# About Our School

## School Description

Franklin Elementary School is located on Montana Ave. in Santa Monica. We are a public elementary school serving 807 students in grades K-5. Our class sizes are 20 in K-3<sup>rd</sup> and 30 in 4<sup>th</sup> & 5<sup>th</sup>. In addition to our regular program, there are classes for Special Education (SDC), ESL, Resource and Speech. GATE and high achieving students are served within the regular classroom with differentiated curriculum and an enriched fine arts program. Franklin has a staff of 40 credentialed teachers. The staff also includes 20 Instructional Assistants, a part-time nurse, school psychologist, speech pathologist, and three physical education assistants; classified includes office staff, custodial and cafeteria workers. We also have child care for before and after school and co-sponsor with the City of Santa Monica an after school program. Franklin has an active PTA and volunteer program. They are supportive of the educational program and provide funds for many schoolwide enhancements. The Site Governance Council consists of 22 parents, teachers and support staff.

## 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 to 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.

## Opportunities for Parent Involvement

Contact: (310) 828-2841

Patricia Samarge, Principal;  
Barry Yates, Assistant Principal

Parent involvement:

Leslie Wizan, PTA President

(The PTA meets the first Wednesday of the month 7:00 p.m.)

Melissa Dinolfo, & Abby Klein Governance Chairs

(The Governance Council meets the second Tuesday from 3:00-5:00 p.m.)

## Student Enrollment and Demographic Information

2000-2001	Number of Students	Percentage of Students
African-American	25	3.1
Amer. Indian or Alaska Native	0	0.0
Asian-American	88	10.9
Filipino-American	1	0.1
Hispanic or Latino	59	7.3
Pacific Islander	1	0.1
White (Not Hispanic)	633	78.4

The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data System (CBEDS) total enrollment.

Grade Level	Enrollment
Kindergarten	119
Grade 1	124
Grade 2	124
Grade 3	138
Grade 4	151
Grade 5	151
<b>Total</b>	<b>807</b>

## School Safety, Discipline and Climate for Learning

The Franklin School Safety Plan is continually updated and revised to address the changes in personnel, classroom locations and evacuation location adjustments. Our plan had been revised in 2001, the updated plan was completed in November 2002 and presented to the staff in December. Once again our plan has been selected as a model plan for the district, the Santa Monica Police and Fire Departments.

## Programs and Practices that Promote a Positive Learning Environment

Franklin School provides a variety of experiences and programs for all children. Students gain leadership experience by participation in the Student Committee. These students plan school-wide activities including the Character Education Values program. Each month students expand their understanding of Respect, Responsibility, Kindness, Sportsmanship, Appreciation, Personal Best, Honesty and Cooperation through class discussions, literature and the arts. Students who exemplify these values are given positive reinforcements with notes. The majority of the classes pair

up with a "buddy" class. The older students write letters, create small books, and read with their buddies. The younger students make drawings, share their work and visit with their buddies several times throughout the school year.

Parents and volunteers are actively involved in our Safety and School Climate Committees ensuring we provide a safe and supportive environment for learning.

## Suspensions and Expulsions

While the District has Board approved policies for student behavior, individual school sites establish procedures that are developed with the participation of staff, parents and students.

Franklin School's climate for learning is maintained by an overall positive reinforcement system in each classroom. Through the efforts of our School Climate Committee, we have implemented a system that recognizes students when they demonstrate cooperation, honesty, responsibility, sportsmanship, kindness, respect, appreciation and personal best. We have also established a Code of Conduct.

Data reported by the CDE does not differentiate between students who have been suspended for one day and those who have been suspended for twenty days. Neither does it differentiate between students who are disobedient from those who have committed an assault. The CDE SARC Advisory Committee is aware of this and is working to simplify data reporting to allow better comparisons between schools. The table below shows the number of incidents and rate. The number of suspensions is the total number of incidents. The rate of suspensions is the total number of incidents divided by the school's California Basic Educational Data System total enrollment for the given year and multiplied by 100. SMMUSD does not expel elementary students.

	School			District All Elementary		
	2000	2001	2002	2000	2001	2002
Elementary Suspensions (Number)	28	21	55	121	119	121
Elementary Suspensions (Rate)	3.36	2.53	6.63	2.18	2.25	2.19



## School Facilities

Franklin School is a safe, clean and modern learning environment. Our school's 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.



## About Our Students

### STAR 9 Report

For the fifth year, California public school students in grades 2 through 11 took part in the state's STAR Program. The spring 2002 administration included two major components: the Stanford Achievement Test, Ninth Edition, Form T (Stanford 9), and California Standards Tests. Subject areas tested on the Stanford 9 were the same as the previous year. Writing tests at grades 4 and 7 and science and history-social science tests at grades 9 through 11 were added to the California Standards Tests last spring.

#### California Standards Tests (CST)

The California Standards Tests, developed specifically for California public schools, are aligned to state-adopted standards that describe what students should know and be able to do in each grade and subject tested. The California Standards Tests in English-Language Arts and Mathematics for grades 2 through 11 became part of the STAR Program in 1999. Standards Tests in History-Social Science and Science for grades 9 through 11 were added in 2001. Writing tests for grades 4 and 7, requiring students to write an essay in response to an assigned task, also were added in 2001. Electronic versions of subject content standards adopted by the California State Board of Education are available at <http://www.cde.ca.gov/standards/> and [http://www.cde.ca.gov/cdepress/standards\\_brochures.html](http://www.cde.ca.gov/cdepress/standards_brochures.html). Additional information regarding the content standards is also available on-line at <http://www.cde.ca.gov/statetests/star/resources/blueprints.html>.

Standards Tests for 2002 STAR include questions from the Stanford 9 English-Language Arts tests for grades 2 through 11 and Mathematics tests for grades 2 through 7 that are aligned to state-adopted standards and additional test questions that address the standards. The number of items used from the Stanford 9 for the Standards Tests vary by grade level and subject area.

#### English Language Arts (ELA)

The California English Language Arts Standards scores are based on 75 questions for grades 2 and 3 and 90 questions for grades 4 - 11. For all grades the California English Language Arts Standards Tests have 35 questions specifically written for assessing competency. The additional 40 questions for grades 2 and 3 and 55 questions for grades 4 - 11 are taken from the Stanford 9 reading and language tests. Stanford 9 spelling test questions are also used in grades 2 - 8. Language Arts experts matched the Stanford 9 questions to California's content standards and selected the specific questions to be used as part of the standards-based scores for each grade. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. The California Department of Education's Language Arts Standards are available at: <http://www.cde.ca.gov/statetests/star/resources/blueprints/ela/ela2to10.pdf> The tables below show the percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard).

**CST English Language Arts**

**CST ELA Subgroups Racial/Ethnic**

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	---	77	66	---	57	54	---	32	32
3	---	77	74	---	51	53	---	30	34
4	---	83	84	---	59	58	---	33	36
5	---	75	79	---	54	58	---	28	31

Grade Level	Male	Female	English Learners	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Asian - American	Hispanic or Latino	White (not Hispanic)
2	66	63	ns	67	ns	67	91	55	64
3	79	71	ns	76	ns	78	87	47	78
4	82	86	ns	85	ns	85	80	ns	87
5	77	81	ns	81	ns	79	69	ns	81

ns: scores are not reported on groups of ten or less



### CST Mathematics

A high-quality mathematics program trains the mind to be analytical, providing the foundation for intelligent and precise thinking. California Mathematics Standards Tests address state-adopted content standards in mathematical reasoning, problem solving, and basic computational skills. More information is available on-line at <http://www.cde.ca.gov/statetests/star/resources/blueprints/math/math2to7.pdf>

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard).

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	---	---	73	---	---	60	---	---	43
3	---	---	76	---	---	54	---	---	38
4	---	---	75	---	---	60	---	---	37
5	---	---	72	---	---	53	---	---	29

### CST - Subgroups Mathematics

Grade Level	Male	Female	English Learners	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged
2	76	67	ns	75	ns	75
3	82	70	ns	77	ns	78
4	76	72	ns	76	ns	76
5	72	69	ns	72	ns	72

### CST - Racial Ethnic groups - Mathematics

Grade Level	Asian - American	Hispanic or Latino	White (not Hispanic)
2	91	64	75
3	100	60	76
4	85	ns	74
5	77	ns	72

ns: scores are not reported on groups of less than ten

### Stanford 9

Reading and mathematics results from the Stanford 9 test are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels.

#### Reading

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	89	88	87	75	78	77	49	51	53
3	87	89	91	71	71	72	44	46	47
4	89	88	92	73	73	74	45	47	49
5	87	90	93	71	75	75	44	45	46

#### Mathematics

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	89	90	87	80	82	80	57	58	62
3	95	92	94	76	74	74	56	59	62
4	90	88	93	75	79	81	51	54	58
5	87	92	96	76	79	81	50	54	57

### Sat 9 Racial/Ethnic - Groups

#### Mathematics

Grade Level	Asian - American	Hispanic or Latino	White (not Hispanic)
2	91	ns	89
3	99	93	94
4	94	ns	93
5	99	ns	95

#### Reading

Grade Level	Asian - American	Hispanic or Latino	White (not Hispanic)
2	99	ns	86
3	93	86	93
4	94	ns	95
5	92	ns	94

ns: scores are not reported on groups of less than ten

### Stanford 9 Subgroups - Reading

Grade Level	Male	Female	English Learners	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged
2	86	87	ns	89	ns	89
3	91	92	ns	92	ns	93
4	95	88	ns	94	ns	93
5	90	96	ns	94	ns	92

ns: scores are not reported on groups of less than ten

### Stanford 9 Subgroups - Mathematics

Grade Level	Male	Female	English Learners	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged
2	92	82	ns	89	ns	89
3	95	92	ns	94	ns	95
4	95	91	ns	95	ns	94
5	96	96	ns	96	ns	95

ns: scores are not reported on groups of less than ten



### California Fitness Test

Assembly Bill 265, signed into law in October 1995 (E.C. Section 2, Chapter 6. Section 60800) re-established the statewide physical performance test and mandated that: "during the month of March, April, or May, the governing board of each school district maintaining any of grades five, seven, and nine shall administer to each pupil in those grades the physical performance test designated by the State Board of Education."

AB265 also required that the physical fitness testing data be collected at least once every two years. In February 1996, the State Board of Education designated the *Fitnessgram* as the required physical performance test to be administered to California students. For a complete copy of this report, please see <http://www.cde.ca.gov/stateTests/pe/>.

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.” Physical fitness consists of three components: 1) aerobic capacity, 2) body composition, and 3) muscular strength, endurance, and flexibility. Activities used to measure these components may be found at <http://www.cde.ca.gov/challenge/pe.html>

Percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards)

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	31.1	31.5	30.7	30.5	33.6	27.7	22.2	23.4	21.5

## Local Assessment

Teachers use a variety of assessment tools throughout the school year and in various grade levels in making a determination of whether a student meets or exceeds District standards in Language Arts (Reading and Writing) and Mathematics.

Percentage of students meeting or exceeding the District standard

Grade Level	Language Arts (Reading & Writing)			Mathematics		
	2000	2001	2002	2000	2001	2002
	K	89.2	93.3	87.9	93.4	92.9
1	89.8	85.2	85.2	90.2	88.0	90.4
2	86.2	89.8	91.0	89.0	88.1	86.1
3	85.0	83.5	84.0	88.4	82.9	85.1
4	82.6	82.8	85.1	87.5	80.4	89.2
5	88.1	91.4	98.1	86.2	87.8	88.5

## Academic Performance Index (API)

The Academic Performance Index (API) is the cornerstone of California’s Public Schools Accountability Act (PSAA). The purpose of the API is to measure the academic performance and growth of schools. It is a numeric index (or scale) that ranges from a low of 200 to a high of 1000. A school’s score or placement on the API is an indicator of a school’s performance level. The interim statewide API performance target for all schools is 800. A school’s growth is measured by how well it is moving toward that goal. Annual growth targets for future academic improvement are determined for schools based on the API. Schools that reach their annual targets may be rewarded. Schools that do not meet their targets may be eligible for interventions or subject to sanctions. The 2001 Base APIs include results from the California Standards Test in English Language Arts (CST ELA), which was given in spring 2001. Previous APIs had relied solely on results from the Stanford 9. The 2001 Base API determines the targets for the spring 2002 testing and provides new school rankings.

**Statewide Rank:** Schools receiving an API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

**Growth Targets:** The annual growth target for a school is 5% of the distance between its base API and 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. For an explanation of terms please see: <http://www.cde.ca.gov/psaa/api/api0203/base/expn02b.htm>. A number of changes have occurred that impact the 2002 Base Academic Performance Index (API). In addition, California’s proposal to respond to No Child Left Behind (NCLB) requirements could create further changes. A brief summary of current changes in the 2002 API Base and changes that could impact the API in the near future may be found at <http://www.cde.ca.gov/psaa/api/api0203/base/infog02b.pdf>.

## School Wide API

	API Base Data				API Growth Data		
	1999	2000	2001		1999	2000	2001
Percentage Tested	98	100	100	Percentage Tested	100	100	98
Base API Score	884	897	902	Growth API Score	897	914	910
Growth Target	A	A	A	Actual Growth	13	17	8
Statewide Rank	10	10	10	Eligible for Awards	Yes	Yes	--
Similar Schools Rank	10	6	8	Eligible for II/USP	NO	NO	--

A: means the school scored at or above the interim Statewide Performance Target of 800.

\*Please note: Because the 2001 Base API includes the new California standards-based English Language Arts test and because the calculation of the 2001 Base API is different from the 2001 Growth API calculation, any comparison of the two would be inappropriate.

**Subgroup APIs and Targets:** In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.

## API Subgroups

API Base Data				API Growth Data			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	890	909	908	API Growth Score	909	921	914
Growth Target	A	A	A	Actual Growth	19	12	6

A means the school scored at or above the interim statewide Performance Target of 800

**Similar Schools Rank:** This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.



## Class Size (Class Size Reduction)

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms for each range of students, by grade level as reported by CBEDS.

Grade	2000				2001				2002			
	Avg.	1-20	21-32	33+	Avg.	1-20	21-32	33+	Avg.	1-20	21-32	33+
K	19.50	6			19.83	6			19.67	6		
1	18.60	5			19.60	5			20.00	5		
2	19.20	5			19.00	6			20.00	5		
3	19.57	7			20.00	7			19.86	7		
4	30.00		5		30.00		5		29.20		5	
5	28.60		5		29.60		5		29.60		5	
K-3	19.80	5			20.00	3			20.00	3		
3-4												

### Class Size Reduction Participation

California's K-3 Class Size Reduction program was established in 1996 to improve the educational program, especially in reading and mathematics, for children in kindergarten and grades one through three. Incentive funding is provided to participating school districts for the purpose of implementing an average pupil-teacher ratio of twenty to one in up to four grade levels.

Grade Level	Percentage of Pupils Participating		
	2000	2001	2002
K	100	100	100
1	100	100	100
2	100	100	100
3	100	100	100

More information is available at <http://www.cde.ca.gov/classize/>

## What We Teach

### Instruction and Leadership/Curriculum Improvement

Franklin School goals for this year are:

- Literacy-Language Arts – students will be successful readers, writers, listeners and speakers through various media, including technology.
- Mathematics – to provide all students with a comprehensive math program that develops skills and mathematical understanding
- School as a Community of Learners – students will have a deeper understanding and appreciation of themselves, their community and the world around them.

Franklin Teachers meet regularly by grade levels discussing the current curriculum standards, sharing new strategies and/or techniques and working on rubrics for the assessing of student work. We are working towards a standards-based curriculum. Several teachers are piloting a new Standards Based Report Card this year for implementation districtwide next year.

The school leadership teams consist of the Governance Chairs (teacher and a parent), PTA President, grade level chairs, the Assistant Principal and the Principal. Teachers are studying the Principles of Learning and will experience a Walk Through at least once this year.

The teachers examined the data from the SAT 9, Multiple Measures and the previous years' teachers' comments and have recommended students to attend the afterschool Intensive Reading and/or Math program. These classes will be taught by teachers twice a week for at least 10 weeks in the Winter/Spring semesters. All students who speak another language have been assessed by the new California Assessment for LE students. Those scoring at level 1 or 2 will receive services by the ESL teacher.

Our Special Education Team consisting of the School Psychologist, Resource teachers, Speech, Occupational Therapist, Special Day Class teachers, Inclusion Specialist and the Principal meet weekly to evaluate the progress of students with special needs and address the concerns of teachers on ways to provide the appropriate, least restrictive environment and quality education for all students.

### Quality of and Currency of Textbooks and Other Instructional Material

The District adopts basic textbooks and instructional materials for students in grades K-8 in compliance with the adoption cycle of the State Department of Education. Textbooks and instructional materials are reviewed and selected by ad hoc committees consisting of teachers, administrators, and parents and/or community members. Textbooks for students in grades 9-12, which are also approved and adopted by the Board of Education, meet the curricular requirements of each course. Subject matter teachers and department chairs meet on a continuing basis to evaluate and make recommendations for textbook adoptions. Students in all of our schools have access to all basic and supplemental textbooks, as well as other instructional materials in sufficient quantity to effectively support the schools' instructional programs and promote student learning and achievement. At each of our schools, additional resources (materials, supplies and equipment) are provided to support the instructional program. These resources are generally funded through categorical funds, such as School Improvement (SI), Title I, and Title VI; grants from the state, such as AB3482, The Santa Monica-Malibu Education Foundation, and other agencies, as well as community and local school efforts.



## Technology

The Santa Monica-Malibu Unified School District's Vision for Technology states that SMMUSD will prepare students for life in the information age. Rich resources, that include filtered Internet access, on-line electronic resources, multimedia, well managed school libraries, school web sites, and after school hours access to computers are available to all children in the School District. To support the vision, the Board of Education approved the Technology Use Plan that includes a set of goals for all students. These goals address technology use, access, curriculum integration, training, depth, partnerships, and ethics. There are six technology standards from which specific technology outcomes for elementary, middle, and high school students are derived.

## Instructional Time & Minimum Days

The California Education Code establishes a required number of minutes per year for each grade. The graph on the right 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.



Franklin Elementary had ten minimum days in the 2000 - 2001 school year. 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.

Grade Level	Instructional Minutes	State Required	Minimum Day
K	44,895	36,000	10
1-2	53,340	53,100	9
3	54,975	53,100	9
4-5	54,975	54,480	9

## Teachers and Staff

### Credentials

Part-time teachers are counted as '.1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2000	2001	2002
<b>Total Number of Teachers</b>	41	39	40
<b>Full Credential</b> (Fully credentialed and teaching in subject area)	39	36	39
<b>Teaching Outside Subject Area</b> (fully credentialed but teaching outside of subject area)	0	0	0
<b>Emergency Credential</b> (includes district internship, university internship, pre-interns and emergency permits)	3	3	1
<b>Teachers and Waivers</b> (does not have credential and does not qualify for an emergency permit)	0	1	0

Teacher credential data may not have been submitted or a teacher may hold one or more types of credential. As a result, percentages on this report may not add up to Total Number of Teachers.

### Pupil Support Staff (Counselors/Support Staff)

Title	FTE
Counselor	0.00
Librarian	0.80
Psychologist	0.75
Social Worker	0.00
Nurse	0.60
Speech/Language/Hearing Specialist	0.80
Resource Specialist (non-teaching)	1.50
Other	0.00

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% full time. Two staff persons working 50% of full time also equals one FTE.

### Teacher Evaluations

During their Probationary years a teacher is formally evaluated twice with several informal observations following District competencies and California State Standards of Excellence. Tenured teachers are on an evaluation rotation according to contract.

The state allows 3 full days or 18 hours of staff development throughout the year. Teachers are also provided funds to attend professional conferences throughout the school year.

Our teachers are continuing their professional growth with others in the District Leadership Program (LEAD), those applying for National Board Certification along with teachers working on Master Degrees.

### 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.

### Professional Development

During the past three years we have focused our staff development days on Literacy and Language Arts. Teachers have participated in district and school workshops on ways to improve the reading and writing of all students. With the recent selection of a new Math Series, this year's workshops have focused on addressing the Math Standards and implementing a textbook selected by all schools. At Franklin School we have provided inservices on addressing the special needs students, bullying, diversity, State Standards and correlating the curriculum between grade levels.



# Fiscal Services

## Revenues and Expenditures

School districts rely on a variety of income sources for funding. The table below shows those sources for the most recently audited fiscal year and compares what SMMUSD receives to what all other unified school districts\* statewide receive and to all other districts statewide. More detailed information regarding school finances is available at <http://www.ed-data.k12.ca.us/welcome.asp>.

\*There are three kinds of districts in California: Elementary, High School and Unified.

SANTA MONICA-MALIBU UNIFIED Fiscal Year 2000-01		General Fund REVENUES		Statewide Avg All USD	Statewide Avg All Districts
	Total Dollars	\$ / Student (ADA*)	% of Avg Unified	\$ / Student (ADA*)	\$ / Student (ADA*)
State Aid	\$24,088,355	\$1,966	71%	\$2,759	\$2,709
Local Property Taxes & Fees	32,417,737	2,646	153%	1,728	1,816
<b>SUBTOTAL, REVENUE LIMIT SOURCES</b>	<b>\$56,506,092</b>	<b>\$4,613</b>	<b>103%</b>	<b>\$4,487</b>	<b>\$4,525</b>
Federal Revenues	\$3,103,460	\$253	63%	\$403	\$392
Other State Revenues	20,522,894	1,675	100%	1,680	1,603
Lottery	1,793,021	146	98%	150	149
Other Local Revenues	15,101,177	1,233	356%	346	386
<b>TOTAL</b>	<b>\$97,026,644</b>	<b>\$7,920</b>	<b>112%</b>	<b>\$7,066</b>	<b>\$7,054</b>

The table below roughly shows the cost of educating one pupil per year in SMMUSD and compares it with the statewide average for all unified school districts and for all districts in the state combined.

SANTA MONICA-MALIBU UNIFIED Fiscal Year 2000-01 EXPENDITURES			Statewide Avg All Unified Districts	Statewide Avg All Districts
	Total Dollars	\$ / Student (ADA)	% of Avg Unified	\$ / Student (ADA)
Certificated Salaries	\$45,707,010	\$3,731	107%	\$3,503
Classified Salaries	16,661,468	1,360	129%	1,052
Employee Benefits	10,681,537	872	89%	983
Books and Supplies	3,144,453	257	70%	366
Services, Other exp.	8,554,620	698	115%	606
<b>SUBTOTAL</b>	<b>\$84,749,088</b>	<b>\$6,918</b>	<b>106%</b>	<b>\$6,509</b>
OTHER	\$4,381,532			
<b>TOTAL</b>	<b>\$89,130,620</b>			
	\$7,986,024	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES		

The table below shows how SMMUSD spends its money in comparison to other unified school districts in the state and to all districts in the state.

CURRENT EXPENSE OF EDUCATION PER ADA (Per Education Code Section 41372)				
Santa Monica-Malibu Unified School District			Statewide Avg	
Total Dollars	Current Expense (ADA)	\$ / Student (ADA)	All Unified - Districts	All Districts
\$83,372,176	\$12,250	\$6,806	\$6,414	\$6,360

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 preceding table on the left.

Source: California Department of Education, School Fiscal Services Division - J200/SACS Reports.

Extensive financial information at the state, county, district and school level is available at Ed Source <http://www.edsource.org/index.cfm>.

## Types of Services Funded

Per-pupil expenditures from categorical funds, based on district averages for services such as special education, counseling, library services, social work, psychology, child welfare and attendance, and LEP services is about \$2,342.

## Salaries

**Average Salaries** (Fiscal Year 2000-2001)  
Average Salary uses the statewide data category used for comparison by type and size of district.

Category	District	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,255	\$34,802
Mid-Range Teacher Salary	\$55,446	\$54,455
Highest Teacher Salary	\$76,890	\$68,873
Average Principal Salary (Elementary)	\$96,830	\$90,651
Average Principal Salary (Middle)	\$105,093	\$90,651
Average Principal Salary (High)	\$102,840	\$90,651
Superintendent Salary	\$161,322	\$135,657
Percentage of Budget for Teacher Salaries	43.41	43.85
Percentage of Budget for Administrative Salaries	5.61	5.35

## Additional Compensation for Administrators

All administrators get health benefits that, on average, cost the district about \$6,600 per year. The District does not contribute into any pension plan for employees. The Superintendent receives a \$6,000 per annum allowance for mileage reimbursement.

