



# School Accountability Report Card (SARC) 2002-2003

## Franklin Elementary School

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### 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.

### 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.

#### Santa Monica-Malibu Unified School District

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#### School Board Members

José Escarce, *President*, Emily Bloomfield, *Vice President*,  
 Julia Brownley, Oscar de la Torre, Mike Jordan, Maria Leon-Vazquez,  
 Shane McLoud, John Deasy, *Superintendent of Schools*

### 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:

- 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 lifelong 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.



Patricia Samarge, *Principal*

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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 810 students in grades K-5. Our class sizes are 20 in K-3rd and 30 in 4th & 5th. In addition to our regular program, there are classes for Special Education, English as a Second Language, Resource and Speech. Gifted and Talented Education 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.

### Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/datasources.asp>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years (2000-01 and 2001-02). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02. Data used for suspensions and expulsions, instructional minutes, types of services funded, minimum day and class size reduction were provided by the District staff.

## Opportunities for Parent Involvement

The PTA has a variety of committees that parents volunteer to serve on: Carnival, Family Fun Nights, Multicultural Faire, Science Club, Technology, Direct Donation, School Climate (works on values, safety, bullying, lunch supervision, classroom volunteers, 5th grade culmination, Library volunteers, Learning differences (Parent Ed), Room Parents, Kindergarten Round Up, New Parent tours; Franklin Store, Silent Auction, Scrip, Gardening Angels, Disaster Preparation, Kids Care, Red Ribbon, Lost and Found to name a few.

Leslie Wizan, PTA President

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

Melissa Dinolfo, & Abby Klein Governance Chairs

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

Contact: (310) 828-2841, Patricia Samarge, Principal, Barry Yates, Assistant Principal

## School Enrollment and Demographic Information

Racial/Ethnic Category	Number of Students	Percent of Students	Grade Level	Enrollment
African-American	22	2.7	Kindergarten	123
American Indian or Alaska Native	0	0.0	Grade 1	134
Asian	104	12.8	Grade 2	133
Filipino	0	0.0	Grade 3	125
Hispanic or Latino	60	7.4	Grade 4	144
Pacific Islander	0	0.0	Grade 5	151
White (Not Hispanic)	624	77.0	Total Enrollment	810
Multiple or No Response	0	0.0		

## School Safety

The School Safe Plan was reviewed in February, 2003. We received the Grand Award (highest in the state) from the State PTA Council for our plan; the District and police have a copy of the plan.

## Discipline and Climate for Learning

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 (CBEDS) total enrollment for the given year

and multiplied by 100. The District does not expel elementary students.

	School			District		
	2001	2002	2003	2001	2002	2003
<b>Number of Suspensions</b>	21	55	30	119	121	97
<b>Rate of Suspensions</b>	2.53	6.63	3.7	2.25	2.19	1.79

## 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

## Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English-language arts and mathematics in grades 2-11, science and history/social science in grades 9-11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

## California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding results for each grade and proficiency level and percent of students not tested can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal.

*Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

## CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
<b>English Language Arts</b>	78	76	78	54	55	56	30	32	35
<b>Mathematics</b>		73	79		48	51		31	35

## CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
<b>English Language Arts</b>	56		77		66		80
<b>Mathematics</b>	56		82		59		81

## CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	Male	Female	English Learners	Socio-economically Disadvantaged		Students With Disabilities	
				Yes	No	Yes	No
<b>English Language Arts</b>	72	85	29	35	80	37	82
<b>Mathematics</b>	80	78	51	41	80	37	83



## Norm-Referenced Test (NRT)

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent 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. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal.

*Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	89	91	73	68	67	62	44	45	43
Mathematics	91	93	84	72	73	68	53	55	50

### NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	53		77		57		75
Mathematics	53		84		80		85

### NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Performance Level	Male	Female	English Learners	Socio-economically Disadvantaged		Students with Disabilities	
				Yes	No	Yes	No
Reading	67	80	37	18	75	31	78
Mathematics	84	84	66	47	85	40	88

## Local Assessment

For the 2002-3 school year, the District opted to use the Norm-Referenced Test (NRT) and the California Standards Tests (CST) for its local assessment. Those results are listed in the previous section. The District will be instituting a new, local assessment in the 2003-04 school year and results will be included in the SARC for that year.

## California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education 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.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	36.6	39.7	33.8	32.6	33.7	31.5	23.8	25.2	22.3

## Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

**Growth Targets:** The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 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 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. There was no money allocated to the II/USP Program in 2002 or 2003.

**Subgroup APIs and Targets:** In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

**Percent Tested:** In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

**Statewide Rank:** Schools receiving a Base 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).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 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.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

## Schoolwide API

	API Base Data				API Growth Data		
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Percent Tested	100	100	98	Percent Tested	100	98	100
API Base Score	897	902	892	API Growth Score	914	910	905
Growth Target	A	A	A	Actual Growth	17	8	13
Statewide Rank	10	10	10				
Similar Schools Rank	6	8	8				

*"A" means the school or subgroup scored at or above the interim statewide performance Target of 800.*



## API Subgroups - Racial/Ethnic Groups

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
<b>African-American</b>				<b>African-American</b>			
API Base Score				API Base Score			
Growth Target				Growth Target			
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
API Base Score				API Base Score			
Growth Target				Growth Target			
<b>Asian</b>				<b>Asian</b>			
API Base Score				API Base Score			
Growth Target				Growth Target			
<b>Filipino</b>				<b>Filipino</b>			
API Base Score				API Base Score			
Growth Target				Growth Target			
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
API Base Score				API Base Score			
Growth Target				Growth Target			
<b>Pacific Islander</b>				<b>Pacific Islander</b>			
API Base Score				API Base Score			
Growth Target				Growth Target			
<b>White (Not Hispanic)</b>				<b>White (Not Hispanic)</b>			
API Base Score	909	908	898	API Base Score	921	914	910
Growth Target	A	A	A	Growth Target	12	6	12

"A" means the school or subgroup scored at or above the interim statewide performance Target of 800.

## API Subgroups - Socioeconomically Disadvantaged

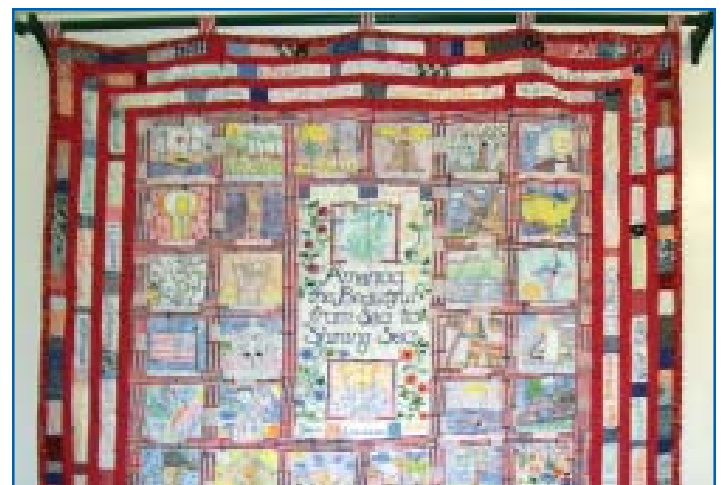
Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
API Base Score				API Base Score			
Growth Target				Growth Target			



## Awards and Intervention Programs

School				District			
Federal Programs	2000	2001	2002	Federal Programs	2000	2001	2002
Recognition for Achievement (Title 1)	No	No	No	Number of Schools Identified for Program Improvement	0	0	1
Identified for Program Improvement (Title 1)	No	No	No	Percent of Schools Identified for Program Improvement	0.0	0.0	6.3
Exited Title 1 Program Improvement	No	No	No	Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year. The Immediate Intervention/Underperforming Schools Program was not funded for the year 2002 or 2003.			
California Programs	2001	2002	2003				
Eligible for Governor's Performance Award	Yes	Yes	N/A				
Eligible for II/USP	No	---	---				
Applied for II/USP Funding	No	---	---				
Received II/USP Funding	No	---	---				



## Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Groups	School			District		
	2000	2001	2002	2000	2001	2002
All Students	---	---	YES	---	---	YES
African American	---	---	N/A	---	---	NO
American Indian or Alaska Native	---	---	N/A	---	---	N/A
Asian	---	---	N/A	---	---	NO
Filipino	---	---	N/A	---	---	N/A
Hispanic or Latino	---	---	N/A	---	---	YES
Pacific Islander	---	---	N/A	---	---	N/A
White (not Hispanic)	---	---	YES	---	---	YES
Socioeconomically Disadvantaged	---	---	N/A	---	---	YES
English Learners	---	---	N/A	---	---	YES
Students with Disabilities	---	---	N/A	---	---	NO



# 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 and Currency of Textbooks

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.

## Instructional Minutes and 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 here shows the number of minimum days at Franklin Elementary 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.

2002-2003 Grade Level	Number of minimum days	Total Instructional Minutes	1982/83 Required by State
K	14	44,850	36,000
1, 2	10	53,400	53,100
3	10	55,050	53,100
4, 5	10	58,650	54,480

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.

## Use of Technology

“The Santa Monica-Malibu Unified School District will prepare students for life in the information age. Through effective and creative use of multi-media, telecommunication, computer and other related technologies to facilitate learning, students will build a working foundation of knowledge and prepare for future success.” *SMMUSD Technology Use Plan* <http://www.tech.smmusd.org/Site%20Folder/Pages/TUP.html>

The Santa Monica-Malibu Unified School District continues to provide rich resources to all school sites: filtered Internet access, on-line electronic resources, multimedia computers in every classroom, 100% district Internet connectivity, well managed school libraries, school web sites, and laptops for teachers. SMMUSD has set high standards in technology for all students and teachers. The district's goals for technology include:

- All students will have access to technology.
  - Technology will be integrated into all curricular areas.
  - Students will use a variety of technology tools for learning, literacy, intellectual growth and problem solving.
  - Teachers will be trained in the use of technology and how to integrate it into all curricular areas.
  - Public and private partnerships will be established and maintained in order to develop resources and stay current with workforce technology needs.
  - Students and staff will practice positive, ethical attitudes about technology.
  - Students and staff will practice appropriate and safe use of technology.
- SMMUSD access to technology continues to positively impact student achievement.



# TEACHERS AND STAFF

## Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2001			2002			2003					
	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	19.83	6			19.67	6			20.17	5	1	
1	19.60	5			20.00	5			20.00	5		
2	19.00	6			20.00	5			20.00	5		
3	20.00	7			19.86	7			20.00	6		
4	30.00		5		29.20		5		28.20		5	
5	29.60		5		29.60		5		29.80		5	
K-3	20.00	3			20.00	3			20.00	4		
3-4												

## Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2001	2002	2003
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

## Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is 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.

	2001	2002	2003
<b>Total Teachers</b>	39	40	39
<b>Teachers with Full Credential</b> (full credential and teaching in subject area)	36	39	37
<b>Teachers Teaching Outside Subject Area</b> (full credential but teaching outside subject area)	0	0	0
<b>Teachers with Emergency Credential</b> (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)	3	1	2
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	1	0	0

## Highly Qualified Teachers

The No Child Left Behind Act (NCLB) requires local educational agencies (LEAs) to report specific data regarding highly qualified teachers. As of December of 2003, the State Board of Education (SBE) had not approved a definition for use in reporting data pertaining to highly qualified teachers. Therefore, the requirement that LEAs include these data will not apply to reports published during the 2003-04 school year.

*The State Board of Education is scheduled to approve a definition for "highly qualified teacher" in 2004. Once approved, LEAs will be required to use the definition to provide data on report cards published during the 2004-05 school year.*

## Staff Education Level and Service Report for Certificated Staff by School for the Year 2002-03

School	Gender	Education Level							Total Staff	Years of Service	
		Doctorate	Master's Degree +30	Master's Degree	Bachelor's Degree +30	Bachelor's Degree	Less than Bachelor's	None Reported		Avg. Years of Ed. Service	Avg. Years in the District
Franklin Elementary	Female	2 (6.1 %)	6 (18.2 %)	5 (15.2 %)	19 (57.6 %)	1 (3.0 %)	0 (0.0 %)	0 (0.0 %)	33	16.7	12.1
	Male	1 (16.7 %)	2 (33.3 %)	0 (0.0 %)	2 (33.3 %)	1 (16.7 %)	0 (0.0 %)	0 (0.0 %)	6	11.5	7.7
<b>Total</b>		3 (7.7 %)	8 (20.5 %)	5 (12.8 %)	21 (53.8 %)	2 (5.1 %)	0 (0.0 %)	0 (0.0 %)	39	15.9	11.4
Districtwide	Female	10 (2.1 %)	100 (21.4 %)	133 (28.5 %)	192 (41.1 %)	32 (6.9 %)	0 (0.0 %)	0 (0.0 %)	467	13.1	9.6
	Male	9 (5.5 %)	44 (27.0 %)	26 (16.0 %)	64 (39.3 %)	20 (12.3 %)	0 (0.0 %)	0 (0.0 %)	163	14.1	11.8
<b>Total</b>		19 (3.0 %)	144 (22.9 %)	159 (25.2 %)	256 (40.6 %)	52 (8.3 %)	0 (0.0 %)	0 (0.0 %)	630	13.4	10.2
Countywide	Female	494 (0.9 %)	9,570 (16.5 %)	8,620 (14.9 %)	21,826 (37.6 %)	17,178 (29.6 %)	298 (0.5 %)	0 (0.0 %)	57,986	12.2	10.5
	Male	541 (2.2 %)	4,270 (17.6 %)	3,199 (13.2 %)	7,942 (32.8 %)	8,039 (33.2 %)	242 (1.0 %)	1 (0.0 %)	24,234	11.8	10.4
	None Reported	3 (1.3 %)	32 (14.1 %)	32 (14.1 %)	35 (15.4 %)	122 (53.7 %)	3 (1.3 %)	0 (0.0 %)	227	3.0	3.0
<b>Total</b>		1,038 (1.3 %)	13,872 (16.8 %)	11,851 (14.4 %)	29,803 (36.1 %)	25,339 (30.7 %)	543 (0.7 %)	1 (0.0 %)	82,447	12.1	10.4
Statewide	Female	1,706 (0.8 %)	31,314 (14.1 %)	35,051 (15.8 %)	109,573 (49.4 %)	43,614 (19.7 %)	645 (0.3 %)	16 (0.0 %)	221,919	12.6	10.3
	Male	1,524 (1.7 %)	14,462 (16.5 %)	13,335 (15.2 %)	38,317 (43.7 %)	19,389 (22.1 %)	583 (0.7 %)	12 (0.0 %)	87,622	13.2	11.0
	None Reported	3 (1.3 %)	33 (14.2 %)	33 (14.2 %)	35 (15.1 %)	122 (52.6 %)	3 (1.3 %)	3 (1.3 %)	232	8.3	2.3
<b>Total</b>		3,233 (1.0 %)	45,809 (14.8 %)	48,419 (15.6 %)	147,925 (47.8 %)	63,125 (20.4 %)	1,231 (0.4 %)	31 (0.0 %)	309,773	12.8	10.5





### 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.

### 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.

### Counselors and Other Support Staff

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

Title	FTE
Counselor	0.00
Librarian	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Other	0.00

### 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

## Salaries

**Average Salaries** (Fiscal Year 2001-2002) Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,225	\$35,278
Mid-Range Teacher Salary	\$55,446	\$56,381
Highest Teacher Salary	\$76,890	\$72,141
Average Principal Salary (Elementary)	\$97,254	\$88,747
Average Principal Salary (Middle)	\$93,863	
Average Principal Salary (High)	\$114,273	
Superintendent Salary	\$151,324	\$145,316
Percent of Budget for Teacher Salaries	41.63	43.30
Percent of Budget for Administrative Salaries	5.83	5.44

## 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>.

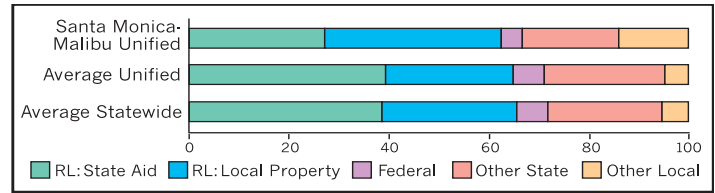
\*There are three kinds of districts in California: Elementary, High School and Unified.

Financial Statement Charts: Revenues Santa Monica-Malibu Unified, 2001-02						
	Santa Monica-Malibu Unified		Average Unified		Average Statewide	
	\$/ Student (ADA)	Percentage	\$/ Student (ADA)	Percentage	\$/ Student (ADA)	Percentage
Revenue Limit - State Aid	2,094	26.6%	2,852	39.4%	2,802	38.7%
Revenue Limit - Local Property Taxes & Fees	2,802	35.6%	1,828	25.2%	1,924	26.6%
Federal Revenues	318	4.1%	485	6.7%	471	6.5%
Other State Revenues	1,536	19.5%	1,726	23.8%	1,646	22.7%
Other Local Revenues	1,109	14.1%	349	4.8%	393	5.4%
<b>Total, Revenues</b>	<b>7,859</b>	<b>100%</b>	<b>7,239</b>	<b>100%</b>	<b>7,236</b>	<b>100%</b>

Note: These numbers reflect the General Fund revenues for the school district (account codes 8010-8799). The charts below show the district amounts and percentages, the averages for the same type of district, and statewide averages for all districts.

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

## Revenues by Category



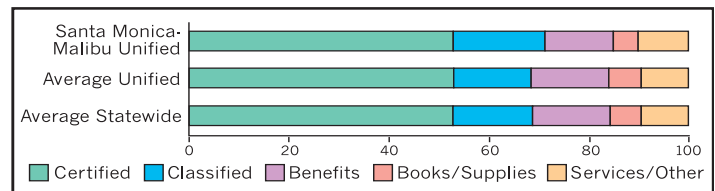
The table below roughly shows the cost of educating one pupil per year in SMMUSD and compares it with the statewide average for all unified school districts and for all districts in the state combined.

Financial Statement Charts: Expenditures Santa Monica-Malibu Unified, 2001-02						
	Santa Monica-Malibu Unified		Average Unified		Average Statewide	
	\$/ Student (ADA)	Percentage	\$/ Student (ADA)	Percentage	\$/ Student (ADA)	Percentage
Certificated Salaries	4,239	52.8%	3,621	52.6%	3,593	52.6%
Classified Salaries	1,497	18.6%	1,101	16.0%	1,097	16.1%
Employee Benefits	1,104	13.7%	1,070	15.5%	1,059	15.5%
Books and Supplies	398	4.9%	443	6.4%	437	6.4%
Services, Other Operating Expenses	797	9.9%	647	9.4%	644	9.4%
<b>Subtotal, Expenditures</b>	<b>8,035</b>	<b>100%</b>	<b>6,882</b>	<b>100%</b>	<b>6,830</b>	<b>100%</b>

Note: These numbers reflect the costs of operating the school district (account codes 1000-5999). Not included are capital outlay (6000-6599), other outgo (7100-7299), and direct support/indirect costs (7300-7399). The charts below show the district amounts and percentages, the averages for the same type of district, and statewide averages for all districts.

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

## Expenditures by Category



**Expenditures** (Fiscal Year 2001-2002) Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$95,707,012	\$7,919	\$6,770	\$6,719

## 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 \$2,283.

