



Franklin Elementary School

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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.

Santa Monica-Malibu Unified School District

1651 Sixteenth Street Santa Monica, CA 90404 310.450.8338 <mailto:sarc@smmusd.org> <http://www.smmusd.org>

School Board Members

Julia Brownley, *President*, Kathy Wisnicki, *Vice President*, Emily Bloomfield, Oscar de la Torre, José Escarce, Maria Leon-Vazquez, Shane McLoud, 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, multilingual 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) 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.



Patricia Samarge, *Principal*

About Our School

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 have 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.



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.

Contact us at (310) 828-2814

Patricia Samarge, Principal ext. 200

Barry Yates, Asst. Principal ext. 207

Bette Fruchtman, Adm. Assistant ext. 203

Parent contacts:

Pattie Fitzgerald, PTA President

School Enrollment and Demographic Information

| Racial/Ethnic Category | Number of Students | Percent of Students | Grade Level | Enrollment |
|----------------------------------|--------------------|---------------------|-------------------------|------------|
| African-American | 24 | 3.1 | Kindergarten | 134 |
| American Indian or Alaska Native | 0 | 0.0 | Grade 1 | 134 |
| Asian | 89 | 11.3 | Grade 2 | 120 |
| Filipino | 3 | 0.4 | Grade 3 | 143 |
| Hispanic or Latino | 59 | 7.5 | Grade 4 | 134 |
| Pacific Islander | 0 | 0.0 | Grade 5 | 120 |
| White (Not Hispanic) | 609 | 77.6 | Total Enrollment | 785 |
| Multiple or No Response | 1 | 0.1 | | |

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 (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>. Most data presented in this report were collected from the 2004-05 school year and from the two preceding years (2003-04 and 2002-03). Data used for suspensions and expulsions, instructional minutes, minimum day and class size reduction were provided by the District 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.



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 Safety, Discipline and Climate for Learning

Annual staff review of the school's safety plan was conducted on September 6, 2005. Supervision begins at 8:15am, gates are locked by 8:50am and unlocked after 2:45pm. 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 pre-school classes, 35 regular education classes, grades 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/preschool children and a large playground with a grass field and running track for the students in grades 1-5.



Suspensions and Expulsions

The Santa Monica-Malibu Unified School District's Board of Education has approved policies and guidelines for appropriate student behavior; however, individual school sites establish discipline procedures that have been developed by the 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 also recognize students exhibiting the positive aspects of the Cool Tools program. We have 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 distinguish 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 among schools.

The table here 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 | | |
|------------------------------|--------|------|------|----------|------|------|
| | 2003 | 2004 | 2005 | 2003 | 2004 | 2005 |
| Number of Suspensions | 30 | 26 | 37 | 761 | 687 | 890 |
| Rate of Suspensions | 3.70 | 3.30 | 4.70 | 5.95 | 5.34 | 7.09 |

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 80th birthday this year. The facility which 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.

| 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 | 1/6/2006 | | |
| Mechanical Systems | Yes | J.W.Berriman | 1/6/2006 | | |
| Windows/Doors/Gates (interior & exterior) | Yes | J.W.Berriman | 1/6/2006 | | |
| Interior Surfaces (walls, floors, & ceilings) | Yes | J.W.Berriman | 1/6/2006 | | |
| Hazardous Materials (interior & exterior) | Yes | J.W.Berriman | 1/6/2006 | | |
| Structural Damage | Yes | J.W.Berriman | 1/6/2006 | | |
| Fire Safety | Yes | J.W.Berriman | 1/6/2006 | | |
| Electrical (interior & exterior) | Yes | J.W.Berriman | 1/6/2006 | | |
| Pest / Vermin Infestation | Yes | J.W.Berriman | 1/6/2006 | | |
| Drinking Fountains (inside & outside) | Yes | J.W.Berriman | 1/6/2006 | | |
| Restrooms | Yes | J.W.Berriman | 1/6/2006 | | |
| Sewer | Yes | J.W.Berriman | 1/6/2006 | | |
| Playground / School Grounds | Yes | J.W.Berriman | 1/6/2006 | | |
| Other | Yes | J.W.Berriman | 1/6/2006 | | |
| School Facility Conditions — Results of Inspection and Evaluation | | | | | |
| How old is this school? | 1927 | Data reported are the determination of good repair as documented in a completed Interim Evaluation Instrument, including the school site inspection date, the Interim Evaluation Instrument completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal. | | | |
| Deferred Maintenance Projects at this site? | Yes | | | | |
| Modernization Projects | No | | | | |

For more information please visit <http://www.cde.ca.gov/ta/ac/sa/sarcnews040005.asp>



About Our Students

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

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. Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency 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.*

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported 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. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. 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.*

CST - All Students

| Subject | School | | | District | | | State | | |
|-----------------------|--------|------|------|----------|------|------|-------|------|------|
| | 2003 | 2004 | 2005 | 2003 | 2004 | 2005 | 2003 | 2004 | 2005 |
| English Language Arts | 78 | 74 | 83 | 56 | 56 | 61 | 35 | 36 | 40 |
| Mathematics | 79 | 81 | 86 | 51 | 48 | 51 | 35 | 34 | 38 |
| Science | | 82 | 71 | 52 | 43 | 40 | 27 | 25 | 27 |

CST - Racial/Ethnic Groups

| Subject | African American | American Indian or Alaska Native | Asian | Filipino | Hispanic or Latino | Pacific Islander | White (not Hispanic) |
|-----------------------|------------------|----------------------------------|-------|----------|--------------------|------------------|----------------------|
| English Language Arts | 62 | | 91 | * | 61 | | 85 |
| Mathematics | 69 | | 93 | * | 66 | | 87 |
| Science | * | | * | | * | | 71 |

CST - Subgroups

| Subject | Male | Female | English Learners | Economically Disadvantaged | Students with Disabilities |
|-----------------------|------|--------|------------------|----------------------------|----------------------------|
| English Language Arts | 78 | 89 | 59 | 46 | 33 |
| Mathematics | 84 | 87 | 71 | 62 | 46 |
| Science | 74 | 69 | * | * | * |

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

NRT - All Students

| Subject | School | | | District | | | State | | |
|-------------|--------|------|------|----------|------|------|-------|------|------|
| | 2003 | 2004 | 2005 | 2003 | 2004 | 2005 | 2003 | 2004 | 2005 |
| Reading | 73 | 78 | 74 | 62 | 61 | 63 | 43 | 43 | 41 |
| Mathematics | 84 | 85 | 86 | 68 | 67 | 68 | 50 | 51 | 52 |

NRT - Racial/Ethnic Groups

| Subject | African American | American Indian or Alaska Native | Asian | Filipino | Hispanic or Latino | Pacific Islander | White (not Hispanic) |
|-------------|------------------|----------------------------------|-------|----------|--------------------|------------------|----------------------|
| Reading | * | | 80 | * | 55 | | 75 |
| Mathematics | * | | 100 | * | 55 | | 86 |

NRT - Subgroups

| Subject | Male | Female | English Learners | Economically Disadvantaged | Students with Disabilities |
|-------------|------|--------|------------------|----------------------------|----------------------------|
| Reading | 68 | 82 | 55 | 45 | 38 |
| Mathematics | 83 | 89 | 75 | 67 | 65 |

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



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 | 20.7 | 28.1 | 14.1 | 29.6 | 33.6 | 25.5 | 24.5 | 26.7 | 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 API Base 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.

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 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in 10 categories of equal size (deciles) from 1 (lowest) to 10 (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 1 (lowest) to 10 (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. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE 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 | | |
|----------------------|---------------|------|------|------------------|-------------------|-------------------|-------------------|
| | 2002 | 2003 | 2004 | | From 2002 to 2003 | From 2003 to 2004 | From 2004 to 2005 |
| Percent Tested | 98 | 100 | 100 | Percent Tested | 100 | 100 | 100 |
| API Base Score | 892 | 910 | 887 | API Growth Score | 905 | 891 | 924 |
| Growth Target | A | A | A | Actual Growth | 13 | -19 | 37 |
| Statewide Rank | 10 | 10 | 10 | | | | |
| Similar Schools Rank | 8 | 9 | 6 | | | | |

"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 | | | |
|---|------|------|------|---|-------------------|-------------------|-------------------|
| | 2002 | 2003 | 2004 | | From 2002 to 2003 | From 2003 to 2004 | From 2004 to 2005 |
| African-American | | | | African-American | | | |
| API Base Score | | | | API Growth Score | | | |
| Growth Target | | | | Actual Growth | | | |
| American Indian or Alaska Native | | | | American Indian or Alaska Native | | | |
| API Base Score | | | | API Growth Score | | | |
| Growth Target | | | | Actual Growth | | | |
| Asian | | | | Asian | | | |
| API Base Score | | | | API Growth Score | | | |
| Growth Target | | | | Actual Growth | | | |
| Filipino | | | | Filipino | | | |
| API Base Score | | | | API Growth Score | | | |
| Growth Target | | | | Actual Growth | | | |
| Hispanic or Latino | | | | Hispanic or Latino | | | |
| API Base Score | | | | API Growth Score | | | |
| Growth Target | | | | Actual Growth | | | |
| Pacific Islander | | | | Pacific Islander | | | |
| API Base Score | | | | API Growth Score | | | |
| Growth Target | | | | Actual Growth | | | |
| White (Not Hispanic) | | | | White (Not Hispanic) | | | |
| API Base Score | 898 | 916 | 900 | API Growth Score | 910 | 902 | 931 |
| Growth Target | A | A | A | Actual Growth | 12 | -14 | 31 |

"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 | | | |
|----------------|------|------|------|------------------|-------------------|-------------------|-------------------|
| | 2002 | 2003 | 2004 | | From 2002 to 2003 | From 2003 to 2004 | From 2004 to 2005 |
| API Base Score | | | | API Growth Score | | 787 | |
| Growth Target | | | | Actual Growth | | | |

State Award and Intervention Programs

Although state intervention and awards 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.



Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
 - Requirement 2: Percent proficient on the state's standards-based assessments
 - Requirement 3: API as an additional indicator
 - Requirement 4: Graduation rate (for secondary schools)
- Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used.

Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

| | Schoolwide | | | School | | | District | | |
|----------------------------------|------------|------|------|----------|------|------|----------|------|------|
| | 2003 | 2004 | 2005 | 2003 | 2004 | 2005 | 2003 | 2004 | 2005 |
| All Students | Yes | Yes | Yes | No | No | Yes | | | |
| Schoolwide and Subgroups | School | | | District | | | | | |
| | 2003 | 2004 | 2005 | 2003 | 2004 | 2005 | | | |
| All Students | Yes | Yes | Yes | Yes | Yes | Yes | | | |
| African American | N/A | N/A | Yes | No | Yes | Yes | | | |
| American Indian or Alaska Native | N/A | N/A | Yes | N/A | N/A | Yes | | | |
| Asian | N/A | N/A | Yes | Yes | Yes | Yes | | | |
| Filipino | N/A | N/A | Yes | Yes | N/A | Yes | | | |
| Hispanic or Latino | N/A | N/A | Yes | Yes | Yes | Yes | | | |
| Pacific Islander | N/A | N/A | Yes | N/A | N/A | Yes | | | |
| White (not Hispanic) | Yes | Yes | Yes | Yes | Yes | Yes | | | |
| Socioeconomically Disadvantaged | N/A | N/A | Yes | Yes | Yes | Yes | | | |
| English Learners | N/A | N/A | Yes | Yes | Yes | Yes | | | |
| Students with Disabilities | N/A | N/A | Yes | No | No | Yes | | | |



Federal Intervention Programs

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, 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.

| | School | District |
|---|--------|----------|
| Year Identified for Program Improvement | n/a | --- |
| Year in Program Improvement | n/a | --- |
| Year Exited Program Improvement | n/a | --- |
| Number of Schools Currently in Program Improvement | --- | 0 |
| Percent of Schools Identified for Program Improvement | --- | 0.0 |

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's *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:

- Vocabulary
- Reading Comprehension
- Writing Strategies
- Sentence Structure
- Grammar
- Spelling
- 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 adjacent tables summarize, grade-by-grade, overall results from the formative literacy assessments from the February and June administrations in the 2002-2003, 2003-2004 and 2004-2005 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.

At almost all grade levels, in both February and June of 2003, 2004, and 2005, Franklin students outperformed the district as a whole. There were increases in the percentage of students who met the district benchmark in June 2005 compared with June 2004, at three grade levels (2nd, 3rd, and 5th).

| Grade Level | Franklin Elementary School | | | District | | |
|-------------|----------------------------|----------|----------|----------|----------|----------|
| | 2003-Feb | 2004-Feb | 2005-Feb | 2003-Feb | 2004-Feb | 2005-Feb |
| 1 | 86% | 84% | 84% | 75% | 85% | 77% |
| 2 | 75% | 82% | 82% | 65% | 71% | 69% |
| 3 | 84% | 85% | 81% | 72% | 80% | 78% |
| 4 | 78% | 74% | 73% | 56% | 61% | 61% |
| 5 | 81% | 83% | 82% | 59% | 62% | 60% |

Elementary Formative Literacy Assessment Overall Scores — February Administration (2003, 2004 and 2005) School and District Comparison

| Grade Level | Franklin Elementary School | | | District | | |
|-------------|----------------------------|----------|----------|----------|----------|----------|
| | 2003-Jun | 2004-Jun | 2005-Jun | 2003-Jun | 2004-Jun | 2005-Jun |
| 1 | 87% | 88% | 86% | 82% | 86% | 82% |
| 2 | 92% | 94% | 98% | 87% | 87% | 89% |
| 3 | 80% | 78% | 86% | 71% | 72% | 75% |
| 4 | 78% | 83% | 77% | 60% | 66% | 67% |
| 5 | 84% | 85% | 88% | 61% | 64% | 65% |

Elementary Formative Literacy Assessment Overall Scores — June Administration (2003, 2004 and 2005) School and District Comparison



Quality of School Instruction and Leadership

The goals enumerated in Franklin's school improvement plan for 2004-2005 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, socioeconomically 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, Patricia Samarge, has been an educator for over 40 years, including 7 years as principal at this site, 19 additional years in administrative positions, and 15 years as a classroom teacher. 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 schoolwide leadership team consists of grade level chairs, staff leadership team consisting of National Board Certified teacher, 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 and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

| Core Curriculum Areas | Availability of Sufficient Textbooks and Instructional Materials | Percent of Pupils Who Lack Sufficient Textbooks and Instructional Materials |
|------------------------|---|---|
| Reading/Language Arts | "To the extent that the required data are available, District's are required to prepare and distribute this revised reporting element as part of their 2004-05 report cards to be published in the 2005-06 school year. If the required data are not available, District's are required to collect the required data for inclusion in the 2005-06 report cards to be published in the 2006-07 school year." The District did not collect these data. For the 2004-05 school year, however they were collected for the current school year and will be reported in the 2005-06 SARC, to be issued next year. | |
| Mathematics | | |
| Science | | |
| History-Social Science | | |
| Health | | |

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 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.

| 2003-2004 Grade Level | Number of minimum days | Total Instructional Minutes | 1982/83 Required by State |
|-----------------------|------------------------|-----------------------------|---------------------------|
| K | 8 | 45,900 | 36,000 |
| 1,2 | 9 | 53,312 | 53,100 |
| 3 | 9 | 54,890 | 53,100 |
| 4,5 | 10 | 54,900 | 54,480 |

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 multimedia, 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.

| School | # of Computers | # of Students per Computer | # of Classrooms with Internet |
|---------------------|----------------|----------------------------|-------------------------------|
| Franklin Elementary | 255 | 3.1 | 40 |
| District Total | 3,179 | 3.9 | 652 |
| County Total | 358,234 | 4.8 | 74,403 |
| State Total | 1,320,360 | 4.8 | 310,593 |



Teachers and Staff

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*), is piloting a new standards-based evaluation system. The current evaluation system evaluates teachers on instructional effectiveness, classroom management, and professional activities. Although it is not required, most formal observations are scheduled. All evaluations are confidential. Teachers may receive ratings of *satisfactory*, *needs improvement*, or *unsatisfactory*.

Teacher Education Level

Data reported are the percent of teachers by education level.

| | School | District |
|--|--------|----------|
| Doctorate | 5.4 | 2.3 |
| Master's Degree plus 30 or more semester hours | 21.6 | 21.0 |
| Master's Degree | 18.9 | 31.8 |
| Bachelor's Degree plus 30 or more semester hours | 43.2 | 32.6 |
| Bachelor's Degree | 10.8 | 12.4 |
| Less than Bachelor's Degree | 0.0 | 0.0 |



Average Class Size & 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 | 2003 | | | 2004 | | | 2005 | | | | | |
|-------|-----------------|----------------------|-------|------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | 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 | 20.2 | 5 | 1 | | 20.0 | 6 | | | 20.0 | 5 | | |
| 1 | 20.0 | 5 | | | 19.4 | 5 | | | 20.0 | 6 | | |
| 2 | 20.0 | 5 | | | 19.7 | 6 | | | 20.0 | 5 | | |
| 3 | 20.0 | 6 | | | 19.4 | 7 | | | 19.9 | 7 | | |
| 4 | 28.2 | | 5 | | 29.8 | | 4 | | 26.6 | | 5 | |
| 5 | 29.8 | | 5 | | 29.2 | | 5 | | 29.3 | | 4 | |
| K-3 | 20.0 | 4 | | | 20.0 | 3 | | | 20.0 | 3 | | |



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 | | |
|-------------|-----------------------------------|------|------|
| | 2003 | 2004 | 2005 |
| K | 100% | 100% | 100% |
| 1 | 100% | 100% | 100% |
| 2 | 100% | 100% | 100% |
| 3 | 100% | 100% | 100% |



Staff Education Level and Service Report for Certificated Staff by School for the Year 2004-05

| 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 (2.9 %) | 8 (23.5 %) | 7 (20.6 %) | 15 (44.1 %) | 3 (8.8 %) | 0 (0.0 %) | 0 (0.0 %) | 34 | 17.9 | 13.4 |
| | Male | 1 (12.5 %) | 3 (37.5 %) | 2 (25.0 %) | 1 (12.5 %) | 1 (12.5 %) | 0 (0.0 %) | 0 (0.0 %) | 8 | 15.8 | 12.6 |
| Total | | 2 (4.8 %) | 11 (26.2 %) | 9 (21.4 %) | 16 (38.1 %) | 4 (9.5 %) | 0 (0.0 %) | 0 (0.0 %) | 42 | 17.5 | 13.3 |
| Districtwide | Female | 10 (1.9 %) | 127 (23.7 %) | 185 (34.5 %) | 159 (29.7 %) | 55 (10.3 %) | 0 (0.0 %) | 0 (0.0 %) | 536 | 13.9 | 10.1 |
| | Male | 13 (6.8 %) | 52 (27.4 %) | 48 (25.3 %) | 53 (27.9 %) | 24 (12.6 %) | 0 (0.0 %) | 0 (0.0 %) | 190 | 15.1 | 11.4 |
| Total | | 23 (3.2 %) | 179 (24.7 %) | 233 (32.1 %) | 212 (29.2 %) | 79 (10.9 %) | 0 (0.0 %) | 0 (0.0 %) | 726 | 14.2 | 10.4 |
| Countywide | Female | 912 (1.4 %) | 12,803 (19.2 %) | 13,257 (19.9 %) | 23,667 (35.4 %) | 15,310 (22.9 %) | 824 (1.2 %) | 2 (0.0 %) | 66,775 | 13.0 | 11.2 |
| | Male | 825 (3.0 %) | 5,336 (19.6 %) | 4,883 (17.9 %) | 8,832 (32.4 %) | 6,977 (25.6 %) | 391 (1.4 %) | 1 (0.0 %) | 27,245 | 12.8 | 11.1 |
| | None Reported | 0 (0.0 %) | 24 (14.7 %) | 36 (22.1 %) | 40 (24.5 %) | 51 (31.3 %) | 12 (7.4 %) | 0 (0.0 %) | 163 | 7.0 | 5.3 |
| Total | | 1,737 (1.8 %) | 18,163 (19.3 %) | 18,176 (19.3 %) | 32,539 (34.5 %) | 22,338 (23.7 %) | 1,227 (1.3 %) | 3 (0.0 %) | 94,183 | 12.9 | 11.1 |
| Statewide | Female | 2,791 (1.1 %) | 41,777 (16.5 %) | 51,827 (20.5 %) | 111,420 (44.0 %) | 43,698 (17.3 %) | 1,663 (0.7 %) | 29 (0.0 %) | 253,205 | 13.2 | 10.7 |
| | Male | 2,611 (2.6 %) | 18,297 (18.3 %) | 19,683 (19.7 %) | 39,600 (39.7 %) | 18,633 (18.7 %) | 885 (0.9 %) | 11 (0.0 %) | 99,720 | 14.0 | 11.2 |
| | None Reported | 0 (0.0 %) | 25 (14.5 %) | 36 (20.9 %) | 43 (25.0 %) | 51 (29.7 %) | 12 (7.0 %) | 5 (2.9 %) | 172 | 7.0 | 5.3 |
| Total | | 5,402 (1.5 %) | 60,099 (17.0 %) | 71,546 (20.3 %) | 151,063 (42.8 %) | 62,382 (17.7 %) | 2,560 (0.7 %) | 45 (0.0 %) | 353,097 | 13.4 | 10.8 |

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

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.

| | 2003 | 2004 | 2005 |
|---|------|------|------|
| Total Teachers | 39 | 38 | 37 |
| Teachers with Full Credential (full credential and teaching in subject area) | 37 | 37 | 36 |
| Teachers in Alternative Routes to Certification (district and university internship) | 0 | 0 | 0 |
| Pre-Internship | 0 | 0 | 0 |
| Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements) | 2 | 1 | 1 |
| Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit) | 0 | 0 | 0 |

Teacher Misassignments

In the table below, data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

| Elementary School | Number of Teachers Teaching Outside Subject Area (Full Credential) | | | Teacher Misassignments | | Vacant Teacher Positions |
|-------------------|---|------|------|------------------------|----------|--------------------------|
| | 2003 | 2004 | 2005 | 2005 Regular | 2005 ELD | 2005 |
| Edison | 0 | 0 | 0 | 1 | 18 | 0 |

Vacant Teacher Positions

In the table above, data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.



Core Academic Courses Not Taught by NCLB Compliant Teachers

The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be “highly qualified” not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor’s degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education’s Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school’s classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

| | Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers |
|----------------------------------|--|
| This School | 94.3 |
| All Schools in District | 87.4 |
| High-Poverty Schools in District | 0.0 |
| Low-Poverty Schools in District | 86.5 |

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

Counselors & 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.



Professional Development and Curriculum Improvement Programs

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;
- Literacy and Mathematics;
- Using data to improve classroom instruction;
- Culturally Relevant Pedagogy
- Special education and supports for English Language Learners;
- Safe schools and healthy students; and
- Character education.

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. 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 Writers Workshop program out of Teachers College of Columbia as well as the Six Traits of Writing out of Great Source programs.

Each August, all new teachers and any interested second year teachers are invited to participate in Teacher Academy – four 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 coaching through a cohort that works with a support network through teachers already Nationally Board Certified.

Fiscal Services

Salaries

Average Salaries (Fiscal Year 2003-2004) 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 | \$39,021 | \$36,416 |
| Mid-Range Teacher Salary | \$58,262 | \$57,615 |
| Highest Teacher Salary | \$78,442 | \$72,229 |
| Average Principal Salary (Elementary) | \$98,992 | \$92,400 |
| Average Principal Salary (Middle) | \$100,474 | \$96,144 |
| Average Principal Salary (High) | \$123,367 | \$103,778 |
| Superintendent Salary | \$154,351 | \$153,803 |
| Percent of Budget for Teacher Salaries | 41.9 | 42.5 |
| Percent of Budget for Administrative Salaries | 6.1 | 5.4 |

School Site Teacher Salaries (Fiscal Year 2003-04)

This information is intended to provide a comparison of the average teacher salary at a school site with the average teacher salaries at the district and state levels.

| Average Teacher Salary | | | Percent Difference Between School Site Average Teacher Salary and | |
|---|----------|-------|---|------------------------------|
| School Site | District | State | District Average Teacher Salary | State Average Teacher Salary |
| The requirement for this data was not established until September 2005 and the District did provide for its collection for the 2003-04 school year. However, data for the current year will be presented in the report cards next year. | | | | |

Data reported are to reflect actual salaries paid to certificated instructional personnel at the school site. The CDE will begin calculating district and state average teacher salaries, using 2004-05 data, for report cards published in the 2006-07 school year.



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.

| Financial Statement Charts: Revenues Santa Monica-Malibu Unified, 2003-04 | | | | | | |
|--|-----------------------------|-------------|-------------------|-------------|-------------------|-------------|
| | Santa Monica-Malibu Unified | | Average Unified | | Average Statewide | |
| | \$/ Student (ADA) | Percentage | \$/ Student (ADA) | Percentage | \$/ Student (ADA) | Percentage |
| Revenue Limit - State Aid | 1,722 | 21.3% | 2,676 | 36.8% | 2,631 | 36.3% |
| Revenue Limit - Local Property Taxes & Fees | 3,131 | 38.8% | 2,115 | 29.1% | 2,212 | 30.5% |
| Federal Revenues | 372 | 4.6% | 677 | 9.3% | 653 | 9.0% |
| Other State Revenues | 1,232 | 15.3% | 1,457 | 20.0% | 1,360 | 18.8% |
| Other Local Revenues | 1,609 | 20.0% | 351 | 4.8% | 395 | 5.4% |
| Total, Revenues | 8,066 | 100% | 7,276 | 100% | 7,251 | 100% |

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.

The revenues per ADA figure may include money that is passed through to a specific use, such as some Special Education funds. The expenditure of this money must be recorded as Other Outgo; it is therefore not part of the expenditures per ADA figure.

Note: For a short explanation of how school districts are funded, see A Guide to California's School Finance System.

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

| Financial Statement Charts: Expenditures Santa Monica-Malibu Unified, 2003-04 | | | | | | |
|--|-----------------------------|-------------|-------------------|-------------|-------------------|-------------|
| | Santa Monica-Malibu Unified | | Average Unified | | Average Statewide | |
| | \$/ Student (ADA) | Percentage | \$/ Student (ADA) | Percentage | \$/ Student (ADA) | Percentage |
| Certificated Salaries | 4,105 | 50.7% | 3,656 | 51.1% | 3,617 | 51.1% |
| Classified Salaries | 1,386 | 17.1% | 1,091 | 15.3% | 1,086 | 15.3% |
| Employee Benefits | 1,537 | 19.0% | 1,352 | 18.9% | 1,333 | 18.8% |
| Books and Supplies | 274 | 3.4% | 383 | 5.4% | 379 | 5.4% |
| Services, Other Operating Expenses | 797 | 9.8% | 673 | 9.4% | 661 | 9.3% |
| Subtotal, Expenditures | 8,098 | 100% | 7,155 | 100% | 7,077 | 100% |

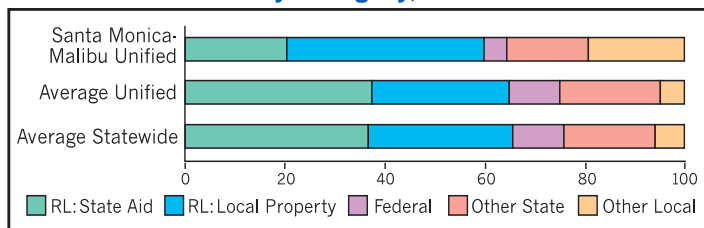
Note: These numbers reflect the costs of operating the school district (account codes 1000-5999). Not included are capital outlay (6000-6599), other outgo (7100-7299), and direct support/indirect costs (7300-7399). The charts below show the district amounts and percentages, the averages for the same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

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

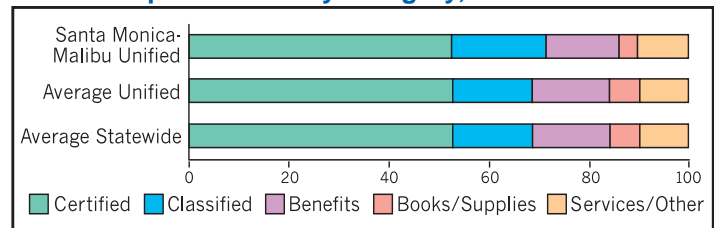
More detailed information regarding school finances is available at <http://www.ed-data.k12.ca.us/welcome.asp>.

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

Percent Revenues - by Category, 2003-04



Percent Expenditures - by Category, 2003-04



Expenditures (Fiscal Year 2003-04)

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) |
| \$96,756,133 | \$7,665 | \$6,882 | \$6,822 |

Expenditures Per Pupil (Fiscal Year 2003-04)

This information is intended to provide a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

| School Site Expenditures per Pupil | | | | | Percent Difference Between School Site and | |
|---|-------------------------|---------------------------|---|--|---|--|
| Total | From Restricted Sources | From Unrestricted Sources | District Expenditures per Pupil from Unrestricted Sources | State Expenditures per Pupil from Unrestricted Sources | District Expenditures per Pupil from Unrestricted Sources | State Expenditures per Pupil from Unrestricted Sources |
| The requirement for this data was not established until September 2005 and the District did provide for its collection for the 2003-04 school year. However, data for the current year will be presented in the report cards next year. | | | | | | |

Data reported are to include actual salaries of personnel assigned to the school site. The CDE will begin calculating state expenditures per pupil from unrestricted sources, using 2004-05 data, for report cards published in the 2006-07 school year.

