

Franklin Elementary School

2400 Montana Ave. • Santa Monica, CA 90403-2124 • (310) 828-2814 • Grades P-5

Deanna Sinfield, Principal
dsinfield@smmusd.org
franklin.smmusd.org



2016-17 School Accountability Report Card Published During the 2017-18 School Year

Santa Monica-Malibu Unified School District

1651 16th St.
Santa Monica, CA 90404-3891
(310) 450-8338
www.smmusd.org

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Dr. Mark Kelly
**Asst. Superintendent, Human
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**Associate Superintendent, Business
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School Description

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, lifelong 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.

Franklin Elementary School Mission Statement

Franklin Elementary School's Site Governance Council (SGC) adopted a school mission statement that has been approved by the faculty. Franklin's faculty and the SGC work together to create our vision statement. The vision statement is reviewed each year.

Franklin School Mission Statement

Inspiring and equipping every student to become a life-long learner and positive contributor to society. We will accomplish this through:

- High expectations and rigorous academics
- Engaging and individualized instruction
- Shared Franklin values
- Strong and supportive community

Principal's Message

Franklin Elementary School is located on Montana Avenue in Santa Monica. We are a California Distinguished School, with our most recent receipt of the award in 2014. We are a public elementary school serving 785 students in grades K-5. Franklin also has two preschool classes. Our K-3 classes have an average of 24 students each, and our fourth- and fifth-grade classes have an average of 30 students each. In addition to our regular education program, we offer classes for special education, Occupational Therapy, English Language Learners (ELL), Specialized Academic Instruction (SAI), counseling and Speech and Language Special Services. We also have a Literacy Coach who coaches teachers in the areas of English/Language Arts. During Student Success Team meetings, we offer reading intervention, social skills groups, group and individual counseling, and before school reading intervention. High-achieving students are served within the regular classroom through differentiated instruction and supplemented by an enriched fine arts and science program.

Franklin School maintains a staff of 31 credentialed general education classroom teachers, four special-education teachers and an additional ½ time SAI teacher. Additionally, there is a full-time equivalent literacy coach on staff and part time language and literacy teacher. Six of these 38 teachers have received National Board Certification. This highly qualified group of educators also includes 15 instructional assistants, a school psychologist, 1.5 speech pathologists, occupational therapist, eight lunchtime activity leaders, 11 paraprofessionals, and three physical-education specialists. Our classified staff includes office professionals, a library specialist, two health aides, and custodial and cafeteria workers. SMMUSD offers before school care for kindergarten through 5th grade students through School-Aged Programs. School- Aged Programs offers after school care for students in kindergarten through 3rd grade. In addition, we offer, in conjunction with the City of Santa Monica, an after school child-care program (CREST). Sports programs and enrichment after school classes are offered through CREST.

Franklin School has an active Parent Teacher Association (PTA), Special Education Parent Teacher Association, as well as an enthusiastic volunteer program. 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 24 parents, teachers, and support staff. Our parents are active in assisting in our classrooms and on the playground as well as assisting in developing and maintaining our anti-bullying program.

Franklin is dedicated to being an eco-friendly school. Franklin Elementary has reduced our lunchtime trash from 22 bags per day to two bags per day. We now divert 3,600 bags of lunchtime trash from the landfill each year! We accomplished this by using a sorting system that separates our liquids, recyclables, landfill waste and compostable food trays. We recently purchased new sorting stations in order to expand our composting and make sure bins are clearly identifiable.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	104
Grade 1	142
Grade 2	136
Grade 3	146
Grade 4	145
Grade 5	135
Total Enrollment	808

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0
Asian	10.5
Filipino	0.6
Hispanic or Latino	8.7
Native Hawaiian or Pacific Islander	0
White	71
Two or More Races	6.3
Socioeconomically Disadvantaged	4.5
English Learners	5.1
Students with Disabilities	11.6
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Franklin Elementary School	15-16	16-17	17-18
With Full Credential	37.5	38	37
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Monica-Malibu Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	38
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Franklin Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

All students at Franklin Elementary have access to state-approved and district-adopted textbooks and instructional materials in all core academic areas. The district follows the state guidelines and cycles for textbook adoptions with new science materials purchased and implemented in the 2007-08 school year and new math materials in 2015-16. With the textbook-adoption process frozen due to budget constraints at the state level, the district is currently in the process of refreshing the English language arts curriculum, using the existing texts. All students, including English learners, have their own copy of textbooks, except in the case where “Big Books” are used for the entire classroom at the early primary level. Textbooks and instructional materials are recommended for school board approval through a comprehensive process by a districtwide committee of teachers and administrators. Members of the public are invited to review recommended materials and make comments prior to board approval.

Textbooks and Instructional Materials Year and month in which data were collected: March 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Reading, adopted 6/2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	My Math, McGraw Hill, 2013, adopted 3/5/2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Science, Harcourt 2007, adopted 4/19/2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Reflections, California Series; Harcourt 2006, adopted 6/1/2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

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. Our technology is supported by computers in every classroom. We also have one computer lab with 32-33 computers and one science/conputer lab. Every K-5 classroom is equipped with two SMART Boards provided by SMMUSD. In addition, our generous PTA funds software and technology for the school. We take pride in the cleanliness and appearance of our campus, which is maintained by an outstanding custodial staff and the cooperative effort of the students. Franklin has been in existence for more than 85 years! The facility is well maintained and is in good condition.

We have two preschool classes, 31 regular education classes, one full-time literacy coach and two special day classes. In addition, we have two full-time SAI classes, a speech program with one full-time and one part-time speech pathologist, a school library clerk, a part-time Language and Literacy Intervention teacher, three full-time physical-education specialists, a part-time occupational therapist, a full-time school psychologist, two part-time counselors, a part-time health office specialist, and an assistant principal. Each of these individuals has a dedicated space for his or her program or services. We also have a teachers' lounge, a cafetorium (used as a cafeteria and an auditorium), a multipurpose room (a double open classroom), a computer lab, a science/computer lab, a coaches' office/ball box, a conference/parent room, a workroom, five child-care rooms (three are shared rooms), and shared space for an instrumental music program. We have a large and small primary yard dedicated for the kindergarten and preschool children, and a large playground with a grass field and running track for students in grades 1-5.

With the approval of Measure GSH, the district will now be able to begin addressing the deferred maintenance funding that changed with the statewide implementation of LCFF.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 9/22/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			2: minor paint peeling, carpet old, paint peeling by sink, heat issues
Interior: Interior Surfaces			X	10: wall damage minor from tape, unsecured cabinets 108 Vice Principal: unsecure shelves overhead storage 11: Minor wall damage, paint needed 116 basement: light bulbs out ceiling tiles stained 12: excessive wall coverings, carpet old, wall damage, 125: Peeling paint at entry, drinking fountain in hallway does not work 14: carpet old, wall damage, leak in corner 146 crest: light bulbs out wall damage 15: carpet old rusty vents 16: carpet old, needs paint rusty vents water cooler not connected 17: carpet old water cooler not connected 18: carpet old 19: ceiling tiles stained, water leak excessive heat 2: minor paint peeling, carpet old, paint peeling by sink, heat issues 20: carpet old, paint needed 21: no emergency lighting, needs paint unsecured cabinets 24A: Ceiling tiles stained, 25: exterior paneling needs repair 26: carpet old 27: carpet old, 28: carpet transition strip missing, carpet old, Skirt needs repair 3: unsecure shelve, carpet old missing cover plate 31: Paint peeling on cabinets, carpets old

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 9/22/2017

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
					32: carpet old 33: Paint peeling on cabinets, carpet old 34: minor wall damage at windows paint peeling at cabinets, 35: wall damage, carpets old, lights out 36: carpet old, 38: wall damage at windows, carpet old 39: excessive artwork 4: canopy loose, carpet old, paint peeling 5: carpet old and worn, wall damage from tape and towel dispenser, peeling paint around windows 6: carpet old, cabinet paint peeling, wall damage 7: paint peeling, carpet old 8: Unsecured water cooler 9: minor wall damage Cafetorium: doors not painted, paint chipped K29: excessive art, overhead storage, wall tile missing, lights out K30: , shelves chipped and paint peeling, carpet old, unsecure shelves K31: overhead storage, excessive artwork, windows old and need repair Nurse: light bulbs out, wall damage floor damage
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				37: overhead storage Termites
Electrical: Electrical	X				34: minor wall damage at windows paint peeling at cabinets, no gfci, no extinguisher
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				125: Peeling paint at entry, drinking fountain in hallway does not work
Safety: Fire Safety, Hazardous Materials	X				K31: overhead storage, excessive artwork, windows old and need repair
Structural: Structural Damage, Roofs	X				14: carpet old, wall damage, leak in corner 24B: Carpet stained, exterior guard rail ruded badly vents dirty
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				Cafetorium: doors not painted, paint chipped K31: overhead storage, excessive artwork, windows old and need repair
Overall Rating	Exemplary	Good	Fair	Poor	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	91	88	71	74	48	48
Math	85	87	60	61	36	37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	139	134	96.4	94.0
Male	77	72	93.5	93.1
Female	62	62	100.0	95.2
Hispanic or Latino	16	15	93.8	86.7
White	106	102	96.2	96.1
Socioeconomically Disadvantaged	14	14	100.0	78.6
Students with Disabilities	20	19	95.0	84.2

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	96	94	78	77	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	12.3	32.3	50.8

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	431	421	97.68	88.36
Male	231	224	96.97	85.27
Female	200	197	98.5	91.88
Black or African American	11	10	90.91	70
American Indian or Alaska Native	--	--	--	--
Asian	42	41	97.62	95.12
Filipino	--	--	--	--
Hispanic or Latino	41	40	97.56	62.5
White	300	296	98.67	90.88
Two or More Races	31	31	100	93.55
Socioeconomically Disadvantaged	23	23	100	60.87
English Learners	43	38	88.37	68.42
Students with Disabilities	60	57	95	63.16
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

-Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	431	426	98.84	86.85
Male	231	227	98.27	82.82
Female	200	199	99.5	91.46
Black or African American	11	10	90.91	50
American Indian or Alaska Native	--	--	--	--
Asian	42	42	100	95.24
Filipino	--	--	--	--
Hispanic or Latino	41	40	97.56	65
White	300	298	99.33	90.27
Two or More Races	31	31	100	87.1
Socioeconomically Disadvantaged	23	23	100	47.83
English Learners	43	43	100	67.44
Students with Disabilities	60	57	95	63.16
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

-Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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 Committee, Science Club, Annual Fund, Green Team, daily art and table-top activities on the playground, Spelling Bee, and School Climate/ Safety Committees. The School Climate Committee and focuses on values, safety, anti-bullying programs, educational game supervision, and community service. Many parents volunteer in classrooms, the library, and assist with lunch supervision. Other ways to volunteer include planning and/or participating in our Parent Education group and Special Education group, serving as room parents, leading Kindergarten Round-up tour and new parent tours, participating in Gardening Angels, attending disaster preparation activities, partnering with the community on charitable fundraising efforts, planning Red Ribbon Week, and sorting the items in Lost and Found, just to name a few. We also have a Franklin Care Corps where parents supervise outdoor activities such as art, blocks, and games for students who want alternate activities to participate in.

Parents and the community are informed about all Franklin School events through the once-a-month newsletter, The Bolt, which is published by the Franklin Administration. Weekly email informational email blasts, Blackboard Connect, and our electronic school marquee are all used to facilitate effective communication. Parents are given a master calendar of events at the beginning of the school year, and this information is also posted on our website. We have several enclosed cases and bulletin boards around school which house important and upcoming information. Franklin provides parent education opportunities several times a year. Speakers provide information to parents about topics relevant to the community. These meetings are very well attended and are planned in response to parent concerns and interests. We have started a group for parents of students with special needs. This group works in conjunction with the parent education group to bring speakers to school in order to provide information that can help parents of students who may need more assistance. Parents throughout SMMUSD are invited to attend the meetings. Our ELAC meetings help parents of English Language Learners become more involved as well. Our bilingual community liaison conducts parent outreach activities.

For more information on how to become involved at the school, please contact our PTA president at franklinpresidentpta@gmail.com . We have a Franklin Facebook page as well.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Annual staff review of the school's safety plan was conducted in August of 2017. The plan is shared with the parents in newsletters, first day packets, and at Site Council meetings at the beginning of the school year. Daily supervision begins at 8:15 a.m.; gates are locked by 8:35 a.m., and unlocked at 2:45 p.m. During the school day the only access to the campus is through the front door. All visitors are required to sign in, be buzzed through our security door, and wear a badge while on campus. Safety is a priority at Franklin, and for six 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 and lunch breaks. Yard supervisors wear bright-colored orange vests for increased visibility by the students. Parents who volunteer at recesses wear orange vests as well. Franklin implements the Olweus Bullying Prevention Program school-wide. A new team was trained in October of 2015 in Olweus. Another team will be trained in October of 2017. During the school day the physical-education specialists are on the playground. After school, the playground is supervised by the city's CREST program. During the school day there is no unauthorized access to the school campus. Franklin is the largest elementary school in SMMUSD.

We have a safety committee that continually reviews our anti-bullying policies, disaster preparedness, and disaster supplies. Monthly drills are conducted as well as participating in The Great California ShakeOut. All stakeholders are invited to provide feedback on drills. Franklin has a disaster bin with supplies needed in case of an emergency. Each classroom is equipped with a portable toilet, food, water, and other supplies that may be needed in case students and adults cannot vacate the classrooms. Each staff member is provided with a copy of the safety plan and understands his or her role in a disaster or crisis situation. Substitute teachers are left with a disaster summary. Parents are informed of emergency procedures in ongoing articles in the school newsletter and e-blasts.

Each student is trained in the definition of bullying. The definition is also printed in the student handbook. During the first three weeks of school, each child is trained in the school rules as well as what bullying is, and what to do in the case of bullying. Students are rewarded for positive behavior with yellow slips (caught demonstrating Franklin values) and purple slips (intervening in a potential bullying situation by telling an adult at home and at school, helping remove the student victim from the situation, or standing up to the bully). Students take an anti-bullying pledge as well. Franklin has a merit program. If students keep 90-100 merits during a 12-15 week period, they are rewarded first with a Franklin "I'm a Franklin Friend" T-shirt and then other rewards. All employed adults on campus wear orange vests during recesses to ensure that they are visible as well as to prevent situations. Anti-bullying policies are reinforced through Student Committee assemblies, classroom meetings, and DARE instruction. Franklin's Emergency Safety Plan is updated each year in August and September and are submitted to the SMMUSD Board at the end of January.

Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	1.0	0.8	0.1
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.8	1.8	2.1
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		100

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	1.00
Social Worker	
Nurse	0.33
Speech/Language/Hearing Specialist	1.50
Resource Specialist	2.5
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	22	21	22	1	1	1	5	6	4			
1	25	26	23				6	5	6			
2	25	25	22				5	6	6			
3	25	23	24				6	6	6			
4	30	30	25			1	4	4	5			
5	26	26	27	1	1		5	5	5			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

All teachers and staff in SMMUSD participate in ongoing professional development through banked time, a total of 90 minutes of meeting and professional development time each week at each site. Areas of districtwide focus for teacher and administrator professional development include implementation of curriculum guides and other areas that are determined by 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 are the following:

- Developing Professional Learning Communities
- California Standards for ELA and Math and Next Generation Science Standards—standards-based curriculum and instructional delivery
- Math coaching—expanding our understanding of the standards for mathematical practice
- Using data to improve classroom instruction
- Supporting students with special needs
- Differentiated instruction for all students, including English Learners

A variety of methodologies are used to provide professional development, including coaching and mentoring. SMMUSD provides coaching through several programs such as BTSA, National Boards, literacy and ELD coaching, Site Leadership Team, and Math Coaches. Additionally, SMMUSD provides professional development occurs throughout the year.

Each August, all teachers new to Santa Monica-Malibu are invited to participate in Teacher Academy, a professional development and orientation to districtwide curriculum and instructional initiatives. All eligible new teachers are encouraged to participate in BTSA. Teachers interested in applying for National Board Certification may participate in the process and can elect to be supported by teachers who have already achieved National Board Certification.

Franklin teachers have chosen to focus on written language and mathematics for this school year. Data was used in order to determine areas that could be improved. Because students must justify their thinking in writing in all subjects, the teachers believe writing is an essential skill. Two years ago, teachers chose to engage in lesson studies with a trainer from Write From the Beginning, the writing program provided by Thinking Maps. Consequently, each grade level worked with a consultant from WFTB for 2 hours a day over a three day period. During that training, the grade level chose a lesson they would like to see, taught the lesson in one classroom, used the rubrics to score the finished products, and then determined next steps. This was done twice over the school year. This year, 2017-2018, teachers, within their PLC's, have developed common assessments to evaluate writing. A baseline writing assessment was completed at the beginning of the year so teachers can determine growth. There will be two writing pieces for each genre within each student portfolio that will kept with the student throughout their time at Franklin. The staff meets twice per month in their grade level or multi-grade level PLC. During this time, teachers review data, co-plan, and brainstorm ideas to assist students. The professional development leadership team meets one time a month. During the meeting, these grade level representatives along with specialists and the Literacy Coach determine what type of professional development the teachers would benefit for that month. The team plans the professional development and works with staff to determine who will deliver the PD to the teachers.

In mathematics, Teachers are focusing on unpacking problems. Cognitively Guided Instruction will continue to be the focus in math with assistance from the Math Coaches. At every all-staff PLC meeting, there is a math minute where the math coaches share a new approach or a lesson that can easily be implemented in the classroom. The math coaches also attend grade level PLC meetings to provide guidance to each grade level on lesson planning, data review, and differentiation.

Based on a teacher survey and parent input , STAR Education is providing science instruction based on Next Generation Science Standards. The STAR educators will provide 11 lessons for every student. We have added a lesson using a 3-D printer for all students.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,881	\$48,522
Mid-Range Teacher Salary	\$68,853	\$75,065
Highest Teacher Salary	\$98,263	\$94,688
Average Principal Salary (ES)	\$122,032	\$119,876
Average Principal Salary (MS)	\$133,390	\$126,749
Average Principal Salary (HS)	\$134,747	\$135,830
Superintendent Salary	\$255,460	\$232,390
Percent of District Budget		
Teacher Salaries	35%	37%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

High Achieving (gifted and talented) students receive differentiation within the general education classrooms. Many of our teachers have received training in depth and complexity. Further, our Literacy Coach assists teachers in developing lessons that meet the needs of the entire class and provide opportunities for students to be challenged within the classroom. Franklin employs science specialists for kindergarten through 5th grade. The specialists work with each of our classes for 11 weeks. They focus on hands-on experiments and explorations that further enhance student understanding and mastery of the state science standards. This program is funded by the our Santa Monica-Malibu Education Foundation (SMMEF) stretch grant.

Franklin offers a Lexia Reading, Success Maker Reading, Tumble Books, Accelerated Reader and Math, and Reflex Math computer programs in the classroom and at home. We also offer targeted before school intervention in reading for small groups. During the school day, students who require Tier III intervention are assisted in many ways. In third through fifth grade, a Literacy Interventionist works directly with students. She also assist students who are English Language Learners and require assistance with acquiring language skills. Our instructional assistants are trained in supplemental programs to assist students who require support within the classrooms. Our teachers are using Thinking Maps, Write From The Beginning and Beyond as well as many use Reader's and Writer's Workshop to assist Tier III students. Many teachers are trained in Words Their Way and other phonics and phonemic awareness curriculums.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,913	\$356	\$4,557	\$73,936
District	♦	♦	\$7,252	\$80,428
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site/District				
Percent Difference: School Site/ State				

* Cells with ♦ do not require data.