

# Franklin Elementary School

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

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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### **Santa Monica-Malibu Unified School District**

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

#### **District Governing Board**

Oscar de la Torre  
Craig Foster  
Maria Leon-Vazquez  
Dr. Richard Tahvildaran-Jesswein,  
President  
Ralph Mechur  
Jon Kean, Vice President  
Laurie Lieberman

#### **District Administration**

Ben Drati, Ed.D.  
**Superintendent**  
Dr. Jacqueline Mora  
**Asst. Superintendent, Educational  
Services**  
Dr. Mark Kelly  
**Asst. Superintendent, Human  
Resources**  
Melody Canady  
**Asst. Superintendent, Business &  
Fiscal Services**

### **District Vision**

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 rich, culturally diverse community that values the contributions of all its members and strives to promote social justice. We exist to assist all students in their pursuit of academic achievement, strength of character, and personal growth, and to support them in their exploration of the 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 754 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 36 teachers have received National Board Certification. This highly qualified group of educators also includes 15 instructional assistants, a school psychologist, 1 full time speech pathologist and 2 part time speech pathologists, an 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

| 2017-18 Student Enrollment by Grade Level |                    |
|---|--------------------|
| Grade Level                               | Number of Students |
| Kindergarten                              | 114                |
| Grade 1                                   | 100                |
| Grade 2                                   | 140                |
| Grade 3                                   | 133                |
| Grade 4                                   | 149                |
| Grade 5                                   | 146                |
| <b>Total Enrollment</b>                   | <b>782</b>         |

| 2017-18 Student Enrollment by Group |                             |
|-------------------------------------|-----------------------------|
| Group                               | Percent of Total Enrollment |
| Black or African American           | 3.5                         |
| American Indian or Alaska Native    | 0.1                         |
| Asian                               | 12.5                        |
| Filipino                            | 0.4                         |
| Hispanic or Latino                  | 9.8                         |
| Native Hawaiian or Pacific Islander | 0.0                         |
| White                               | 67.4                        |
| Socioeconomically Disadvantaged     | 6.4                         |
| English Learners                    | 5.8                         |
| Students with Disabilities          | 13.7                        |
| Foster Youth                        | 0.1                         |

## 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                  | 16-17 | 17-18 | 18-19 |
| With Full Credential                        | 38    | 37    | 37    |
| Without Full Credential                     | 0     | 0     | 1     |
| Teaching Outside Subject Area of Competence | 0     | 0     | 0     |
| Santa Monica-Malibu Unified School District | 16-17 | 17-18 | 18-19 |
| With Full Credential                        | ♦     | ♦     | 36    |
| Without Full Credential                     | ♦     | ♦     | 1     |
| Teaching Outside Subject Area of Competence | ♦     | ♦     | 0     |

| Teacher Misassignments and Vacant Teacher Positions at this School |          |          |          |
|--|----------|----------|----------|
| Franklin Elementary School   | 16-17    | 17-18    | 18-19    |
| Teachers of English Learners                                       | 0        | 0        | 0        |
| <b>Total Teacher Misassignments</b>                                | <b>0</b> | <b>0</b> | <b>0</b> |
| <b>Vacant Teacher Positions</b>                                    | <b>0</b> | <b>0</b> | <b>0</b> |

\* Note: "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 2018-19)

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<br>Year and month in which data were collected: August 2018 |  |
|---|--|
| Core Curriculum Area  | Textbooks and Instructional Materials/Year of Adoption   |
| Reading/Language Arts   | Benchmark Advance Reading, adopted 6/2017<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0                       |
| Mathematics   | My Math, McGraw Hill, 2013, adopted 3/5/2015<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0                    |
| Science   | Science, Harcourt 2007, adopted 4/19/2007<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0                       |
| History-Social Science  | Reflections, California Series; Harcourt 2006, adopted 6/1/2006<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0 |
| Science Laboratory Equipment  | N/A<br><b>The textbooks listed are from most recent adoption:</b> 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/computer lab. Every K-5 classroom is equipped with two SMART Boards provided by SMMUSD. Students in grades 2-5 are each provided with chromebook to use at school. Kindergarten and first grade have at least 10 iPads in each classroom. 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. Over 2018, many classrooms were painted and received new carpet, doors, and windows. Installation of air conditioning is in process.

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 and one part-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, three 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.

In the 2018 2019 school year and beyond Franklin will be getting a complete window paint and floor project. Franklin will also get a full air condition as the school is not currently fully air conditioned. These projects will correct many of the deficiencies in the school facilities report.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 11/5/2018**

| System Inspected                                     | Repair Status | Repair Needed and Action Taken or Planned   |
|--|---------------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer | Good          | 12: 2. AIR REGISTER IS DIRTY 4. FLOOR IS MISSING COVE BASE 5. UNSECURE ITEMS ARE STORED TOO HIGH 9. FAUCET AND HALLWAY FAUCETS ARE LOW FLOW/LACK ADEQUATE WATER PRESSURE 11. PAINT IS PEELING<br>220 SPEECH THERAPY: 4. LIGHT IS OUT 9: 2. AIR REGISTER IS DIRTY 4. CABINET IS DAMAGED 5. UNSECURE ITEMS ARE STORED TOO HIGH<br>HVAC: 2. EXHAUST VENTING BROKEN<br>STAFF RESTROOM: 2. AIR REGISTER IS DIRTY 4. COVE BASE IS MISSING TILES. 5. FLOOR COVE BASE IS DIRTY  |
| <b>Interior:</b><br>Interior Surfaces                | Poor          | 10: 10. PLUGIN AIR FRESHENER FOUND IN CLASSROOM 10. EVACUATION MAP MISSING. 4. VENT PANEL TO ATTIC OPEN 4. FLOOR COVE BASE IS MISSING<br>11: 7. LIGHT IS MISSING DIFFUSER 5. UNSECURE ITEMS STORED TOO HIGH 11. HAZARDOUS CHEMICALS STORED 4. FLOOR COVE BASE IS MISSING<br>12: 2. AIR REGISTER IS DIRTY 4. FLOOR IS MISSING COVE BASE 5. UNSECURE ITEMS ARE STORED TOO HIGH 9. FAUCET AND HALLWAY FAUCETS ARE LOW FLOW/LACK ADEQUATE WATER PRESSURE 11. PAINT IS PEELING<br>125 CUSTODIAN: 4. WALLS HAVE HOLES 11. PAINT IS PEELING<br>134 CAFETORIUM: 4. CEILING TILES HAVE STAINS AND ARE LOOSE<br>19: 4. CEILING TILES HAVE STATINS. 4. COVE BASE IS MIISSING. 4. FLOOR HAS HOLE<br>220 SPEECH THERAPY: 4. LIGHT IS OUT 221: 4. LIGHT IS MISSING DIFFUSER 5. UNSECURED ITEMS ARE STORED TOO HIGH<br>23: 4. CEILING TILES HAVE STAINS. 4. CEILING TILES ARE LOOSE<br>24A: 4. CEILING TILE HAS STAIN 5. UNSECURED ITEM STORED TOO HIGH<br>24B: 4. CEILING TILE IS LOOSE<br>27: 4. CEILING TILES HAVE STAINS 5. UNSECURE ITEMS ARE STORED TOO HIGH<br>31: 4. CEILING TILES ARE LOOSE, STAINED AND MISSING<br>37: 4. LIGHT IS MISSING DIFFUSER<br>38: 4. CEILING TILE HAS HOLE<br>39: 4. CEILING TILES HAVE STAINS<br>4: f4. CABINET IS DAMAGED. 9. FAUCET IS DRIPPING<br>40: 4. CEILING TILES ARE LOOSE<br>43: 4. CEILING TILES HAVE STAINS AND ARE LOOSE<br>44: 4. CEILING TILES HAVE STAINS, HOLES. 4. WALLS ARE DAMAGED |

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 11/5/2018**

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned   |
|------------------|---------------|---|
|                  |               | <p>45: 4. CEILING TILES HAVE STAINS 7. LIGHT DIFFUSER IS LOOSE 10. FIRE EXTINGUISHER IS NOT MOUNTED 7 LIFT: 4. CEILING TILES LOOSE IN HALLWAY</p> <p>9: 2. AIR REGISTER IS DIRTY 4. CABINET IS DAMAGED 5. UNSECURE ITEMS ARE STORED TOO HIGH</p> <p>BOYS RESTROOM: 4. FLOOR HAS HOLE 4. COVE BASE IS DAMAGED 9. SINK IS RUSTED 11. PAINT IS PEELING</p> <p>BOYS RESTROOM: 4. FLOOR TILES ARE MISSING 9. FAUCET IS BROKEN</p> <p>BOYS: 4. FLOOR TILES ARE CRACKED 4. LIGHT IS OUT</p> <p>CONFERENCE ROOM: 4. CEILING TILE HAS HOLE. 4. CEILING TILE IS LOOSE 4. ACCESS PANEL TO ATTIC IS OPEN 11. PAINT IS PEELING</p> <p>GIRLS RESTROOM: 4. FLOORING IS BROKEN 4. FLOOR DRAIN IS BROKEN 9. SINK IS RUSTED</p> <p>GIRLS: 4. SINK IS RUSTED</p> <p>GIRLS: 4.FLOOR DRAIN IS DAMAGED 4.FLOOR IS CRACKED 9. TOILET IS LEAKING</p> <p>K29: 4. WALLS HAVE HOLES 4. CEILING HAS HOLES. WALL TILES HAVE STAINS 7. ELECTRICAL BOX IS OPEN</p> <p>K31: 4. ACCESS TO CEILING OPEN 4. CARPET IS TORN 7 . LIGHT BULB IS MISSING 9. FAUCET IS LEAKING</p> <p>KIDS RESTROOM: 4. FLOOR IS MISSING TILES. 9. SINK FAUCET IS BROKEN</p> <p>KIDS RESTROOM: 4. FLOORING IS MISSING</p> <p>MPR: 4. CEILING TILES HAVE STAINS, CEILING TILES ARE MISSING, CEILING TILES HAVE STAINS</p> <p>STAFF RESTROOM: 2. AIR REGISTER IS DIRTY 4. COVE BASE IS MISSING TILES. 5. FLOOR COVE BASE IS DIRTY</p> <p>STAFF RESTROOM: 4. FLOOR COVE BASE IS MISSING 5. FLOOR IS DIRTY, MAYBE MOLD</p> <p>STAFF RESTROOM: 4. FLOOR TIES ARE MISSING 4. COVE BASE IS MISSING 9. FAUCET IS BROKEN</p> <p>STAFF RESTROOM: 4. FLOORING IS MISSING 5. FLOOR IS DIRTY</p> <p>STAGE: 4 LADDER IS IMPROPERLY STORED</p> <p>TEACHER CLOSET: 4. WALLS HAVE HOLES 5 UNSECURED ITEMS STORED TOO HIGH 7. ELECTRICAL CONDUIT HANGING FROM CEILING UNSECURED 11. HAZARDIOUS CHEMICALS NOT PROPERLY STORED</p> <p>TEACHER RESTROOM: 4. LIGHT IS MISSING DIFFUSER 4. FLOOR IS RUSTED 7. ELECTRICAL CONDUIT IS UNATTACHED. 9. SINK IS LEAKING</p> |

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 11/5/2018**

| System Inspected  | Repair Status              | Repair Needed and Action Taken or Planned   |
|---|----------------------------|---|
| <p><b>Cleanliness:</b><br/> Overall Cleanliness, Pest/ Vermin Infestation</p> | <p align="center">Good</p> | <p>11: 7. LIGHT IS MISSING DIFFUSER 5. UNSECURE ITEMS STORED TOO HIGH 11. HAZARDOUS CHEMICALS STORED 4. FLOOR COVE BASE IS MISSING<br/> 12: 2. AIR REGISTER IS DIRTY 4. FLOOR IS MISSING COVE BASE 5. UNSECURE ITEMS ARE STORED TOO HIGH 9. FAUCET AND HALLWAY FAUCETS ARE LOW FLOW/LACK ADEQUATE WATER PRESSURE 11. PAINT IS PEELING<br/> 13: 5. UNSECURE ITEMS STORED TOO HIGH 11. HAZARDOUS MATERIALS ARE WITHIN REACH OF CHILDREN<br/> 221: 4. LIGHT IS MISSING DIFFUSER 5. UNSECURED ITEMS ARE STORED TOO HIGH<br/> 24A: 4. CEILING TILE HAS STAIN 5. UNSECURED ITEM STORED TOO HIGH<br/> 26: 5. UNSECURE ITEMS STORED TOO HIGH 9. DRINKING FAUCET IS LOW FLOW 11. HAZARDOUS CHEMICALS ARE STORED WITHIN REACH OF CHILDREN<br/> 27: 4. CEILING TILES HAVE STAINS 5. UNSECURE ITEMS ARE STORED TOO HIGH<br/> 5: 5. UNSECURE ITEMS ARE STORED TOO HIGH 7. LIGHT IS MISSING DIFFUSER 9. SINK FAUCET IS LEAKING 11. PAINT IS PEELING ON DOOR<br/> 8: 11. PAINT IS PEELING ON CABINETS 7. LIGHT BULB IS OUT 5. UNSECURE ITEMS ARE STORED TOO HIGH<br/> 9: 2. AIR REGISTER IS DIRTY 4. CABINET IS DAMAGED 5. UNSECURE ITEMS ARE STORED TOO HIGH<br/> STAFF RESTROOM: 2. AIR REGISTER IS DIRTY 4. COVE BASE IS MISSING TILES. 5. FLOOR COVE BASE IS DIRTY<br/> STAFF RESTROOM: 4. FLOOR COVE BASE IS MISSING 5. FLOOR IS DIRTY, MAYBE MOLD<br/> STAFF RESTROOM: 4. FLOORING IS MISSING 5. FLOOR IS DIRTY<br/> TEACHER CLOSET: 4. WALLS HAVE HOLES 5 UNSECURED ITEMS STORED TOO HIGH 7. ELECTRICAL CONDUIT HANGING FROM CEILING UNSECURED 11. HAZARDIOUS CHEMICALS NOT PROPERLY STORED</p> |
| <p><b>Electrical:</b><br/> Electrical</p>                                     | <p align="center">Fair</p> | <p>11: 7. LIGHT IS MISSING DIFFUSER 5. UNSECURE ITEMS STORED TOO HIGH 11. HAZARDOUS CHEMICALS STORED 4. FLOOR COVE BASE IS MISSING<br/> 137 CUSTODIAN OFFICE: 7. LIGHT IS OUT 45: 4. CEILING TILES HAVE STAINS 7. LIGHT DIFFUSER IS LOOSE 10. FIRE EXTINGUISHER IS NOT MOUNTED<br/> 5: 5. UNSECURE ITEMS ARE STORED TOO HIGH 7. LIGHT IS MISSING DIFFUSER 9. SINK FAUCET IS LEAKING 11. PAINT IS PEELING ON DOOR</p>  |

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 11/5/2018**

| System Inspected  | Repair Status              | Repair Needed and Action Taken or Planned   |
|---|----------------------------|---|
|   |                            | <p>8: 11. PAINT IS PEELING ON CABINETS 7. LIGHT BULB IS OUT 5. UNSECURE ITEMS ARE STORED TOO HIGH<br/>           BOYS RESTROOM: 8 TOILET SEAT IS LOOSE<br/>           9. FACUCET IS BROKEN 7. HAND DRYERS INOPERABLE<br/>           GIRLS RESTROOM: 7. LIGHT IS MISSING DIFFUSER 7. ELECTRICAL CONDUIT UNATTACHED<br/>           K29: 4. WALLS HAVE HOLES 4. CEILING HAS HOLES. WALL TILES HAVE STAINS 7. ELECTRICAL BOX IS OPEN<br/>           K31: 4. ACCESS TO CEILING OPEN 4. CARPET IS TORN 7 . LIGHT BULB IS MISSING 9. FAUCET IS LEAKING<br/>           TEACHER CLOSET: 4. WALLS HAVE HOLES 5 UNSECURED ITEMS STORED TOO HIGH 7. ELECTRICAL CONDUIT HANGING FROM CEILING UNSECURED 11. HAZARDIOUS CHEMICALS NOT PROPERLY STORED<br/>           TEACHER RESTROOM: 4. LIGHT IS MISSING DIFFUSER 4. FLOOR IS RUSTED 7. ELECTRICAL CONDUIT IS UNATTACHED. 9. SINK IS LEAKING</p>   |
| <p><b>Restrooms/Fountains:</b><br/>           Restrooms, Sinks/ Fountains</p> | <p align="center">Poor</p> | <p>12: 2. AIR REGISTER IS DIRTY 4. FLOOR IS MISSING COVE BASE 5. UNSECURE ITEMS ARE STORED TOO HIGH 9. FAUCET AND HALLWAY FAUCETS ARE LOW FLOW/LACK ADEQUATE WATER PRESSURE 11. PAINT IS PEELING<br/>           26: 5. UNSECURE ITEMS STORED TOO HIGH 9. DRINKING FAUCET IS LOW FLOW 11. HAZARDOUS CHEMICALS ARE STORED WITHIN REACH OF CHILDREN<br/>           4: f4. CABINET IS DAMAGED. 9. FAUCET IS DRIPPING<br/>           5: 5. UNSECURE ITEMS ARE STORED TOO HIGH 7. LIGHT IS MISSING DIFFUSER 9. SINK FAUCET IS LEAKING 11. PAINT IS PEELING ON DOOR<br/>           BOYS RESTROOM: 4. FLOOR HAS HOLE 4. COVE BASE IS DAMAGED 9. SINK IS RUSTED 11. PAINT IS PEELING<br/>           BOYS RESTROOM: 4. FLOOR TILES ARE MISSING 9. FAUCET IS BROKEN<br/>           BOYS RESTROOM: 8 TOILET SEAT IS LOOSE 9. FACUCET IS BROKEN 7. HAND DRYERS INOPERABLE<br/>           GIRLS RESTROOM: 4. FLOORING IS BROKEN 4. FLOOR DRAIN IS BROKEN 9. SINK IS RUSTED<br/>           GIRLS: 4. SINK IS RUSTED<br/>           GIRLS: 4.FLOOR DRAIN IS DAMAGED<br/>           4.FLOOR IS CRACKED 9. TOILET IS LEAKING<br/>           K31: 4. ACCESS TO CEILING OPEN 4. CARPET IS TORN 7 . LIGHT BULB IS MISSING 9. FAUCET IS LEAKING<br/>           KIDS RESTROOM: 4. FLOOR IS MISSING TILES. 9. SINK FAUCET IS BROKEN</p> |



**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 11/5/2018**

| System Inspected                                   | Repair Status | Repair Needed and Action Taken or Planned   |
|--|---------------|---|
|  |               | STAFF RESTROOM: 4. FLOOR TIES ARE MISSING 4. COVE BASE IS MISSING 9. FAUCET IS BROKEN<br>TEACHER RESTROOM: 4. LIGHT IS MISSING DIFFUSER 4. FLOOR IS RUSTED 7. ELECTRICAL CONDUIT IS UNATTACHED. 9. SINK IS LEAKING  |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials | Good          | 10: 10. PLUGIN AIR FRESHENER FOUND IN CLASSROOM 10. EVACUATION MAP MISSING. 4. VENT PANEL TO ATTIC OPEN 4. FLOOR COVE BASE IS MISSING<br>11: 7. LIGHT IS MISSING DIFFUSER 5. UNSECURE ITEMS STORED TOO HIGH 11. HAZARDOUS CHEMICALS STORED 4. FLOOR COVE BASE IS MISSING<br>12: 2. AIR REGISTER IS DIRTY 4. FLOOR IS MISSING COVE BASE 5. UNSECURE ITEMS ARE STORED TOO HIGH 9. FAUCET AND HALLWAY FAUCETS ARE LOW FLOW/LACK ADEQUATE WATER PRESSURE 11. PAINT IS PEELING<br>125 CUSTODIAN: 4. WALLS HAVE HOLES 11. PAINT IS PEELING<br>13: 5. UNSECURE ITEMS STORED TOO HIGH 11. HAZARDOUS MATERIALS ARE WITHIN REACH OF CHILDREN<br>14: 11. HAZARDOUS MATERIAL STORED WITHIN REACH OF CHILDREN. 11. PAINT IS PEELING IN HALLWAY<br>18: 11. HAZARDOUS MATERIAL STORED WITHIN REACH OF CHILDREN.<br>20: 11. HAZARDOUS MATERIAL STORED WITHIN REACH OF CHILDREN<br>26: 5. UNSECURE ITEMS STORED TOO HIGH 9. DRINKING FAUCET IS LOW FLOW 11. HAZARDOUS CHEMICALS ARE STORED WITHIN REACH OF CHILDREN<br>33: 11. CHEMICALS STORED IN UNLOCKED CABINET, ceiling tile hole and stain carpet stained hole in wall<br>45: 4. CEILING TILES HAVE STAINS 7. LIGHT DIFFUSER IS LOOSE 10. FIRE EXTINGUISHER IS NOT MOUNTED<br>5: 5. UNSECURE ITEMS ARE STORED TOO HIGH 7. LIGHT IS MISSING DIFFUSER 9. SINK FAUCET IS LEAKING 11. PAINT IS PEELING ON DOOR<br>8: 11. PAINT IS PEELING ON CABINETS 7. LIGHT BULB IS OUT 5. UNSECURE ITEMS ARE STORED TOO HIGH<br>BOYS RESTROOM: 4. FLOOR HAS HOLE 4. COVE BASE IS DAMAGED 9. SINK IS RUSTED 11. PAINT IS PEELING<br>CONFERENCE ROOM: 4. CEILING TILE HAS HOLE. 4. CEILING TILE IS LOOSE 4. ACCESS PANEL TO ATTIC IS OPEN 11. PAINT IS PEELING<br>GIRLS RESTROOM: 11. PAINT IS PEELING 11. HAND DRYER PAINT IS PEELING |

| School Facility Good Repair Status (Most Recent Year)<br>Year and month in which data were collected: 11/5/2018 |               |   |
|---|---------------|---|
| System Inspected  | Repair Status | Repair Needed and Action Taken or Planned   |
|   |               | TEACHER CLOSET: 4. WALLS HAVE HOLES<br>5 UNSECURED ITEMS STORED TOO HIGH<br>7. ELECTRICAL CONDUIT HANGING FROM CEILING UNSECURED 11. HAZARDIOUS CHEMICALS NOT PROPERLY STORED |
| <b>Structural:</b><br>Structural Damage, Roofs  | Good          | K31: 13. GUTTER IS LEAKING  |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences                                      | Good          |   |
| <b>Overall Rating</b>   | <b>Fair</b>   |   |

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

| 2017-18 CAASPP Results for All Students |  |       |          |       |       |       |
|---|--|-------|----------|-------|-------|-------|
| Subject                                 | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) |       |          |       |       |       |
|   | School   |       | District |       | State |       |
|   | 16-17  | 17-18 | 16-17    | 17-18 | 16-17 | 17-18 |
| ELA                                     | 88.0   | 87.0  | 74.0     | 75.0  | 48.0  | 50.0  |
| Math                                    | 87.0   | 84.0  | 61.0     | 61.0  | 37.0  | 38.0  |

Note: 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.

Note: ELA and 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.

| 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 |       |
|   | 16-17  | 17-18 | 16-17    | 17-18 | 16-17 | 17-18 |
| Science   | N/A  | N/A   | N/A      | N/A   | N/A   | N/A   |

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

| Grade Level | 2017-18 Percent of Students Meeting Fitness Standards |        |        |
|-------------|---|--------|--------|
|             | 4 of 6  | 5 of 6 | 6 of 6 |
| 5           | 15.0  | 33.3   | 40.1   |

\* 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 2017-18 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                    | 425              | 415           | 97.65          | 87.47                   |
| Male                            | 231              | 223           | 96.54          | 83.41                   |
| Female                          | 194              | 192           | 98.97          | 92.19                   |
| Black or African American       | 15               | 15            | 100.00         | 66.67                   |
| Asian                           | 53               | 51            | 96.23          | 100.00                  |
| Filipino                        | --               | --            | --             | --                      |
| Hispanic or Latino              | 43               | 40            | 93.02          | 65.00                   |
| White                           | 286              | 281           | 98.25          | 88.97                   |
| Two or More Races               | 25               | 25            | 100.00         | 92.00                   |
| Socioeconomically Disadvantaged | 30               | 30            | 100.00         | 70.00                   |
| English Learners                | 42               | 36            | 85.71          | 69.44                   |
| Students with Disabilities      | 69               | 68            | 98.55          | 57.35                   |

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 2017-18 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                    | 425              | 421           | 99.06          | 83.57                   |
| Male                            | 231              | 228           | 98.7           | 81.14                   |
| Female                          | 194              | 193           | 99.48          | 86.46                   |
| Black or African American       | 15               | 15            | 100            | 40                      |
| Asian                           | 53               | 53            | 100            | 96.23                   |
| Filipino                        | --               | --            | --             | --                      |
| Hispanic or Latino              | 43               | 43            | 100            | 57.14                   |
| White                           | 286              | 282           | 98.6           | 86.52                   |
| Two or More Races               | 25               | 25            | 100            | 92                      |
| Socioeconomically Disadvantaged | 30               | 30            | 100            | 56.67                   |
| English Learners                | 42               | 42            | 100            | 56.1                    |
| Students with Disabilities      | 69               | 68            | 98.55          | 50                      |

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 school site

### Opportunities for Parental Involvement (School Year 2018-19)

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, and School Climate/Safety Committees. The Safety Committee focuses on values, safety, anti-bullying programs, Restorative Justice, 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-week newsletter that 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 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 and a School Smarts program.

For more information on how to become involved at the school, please contact our PTA president at [franklinpresidentpta@gmail.com](mailto:franklinpresidentpta@gmail.com). We have a Franklin Facebook page and Twitter is used 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 2018. 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 8:00 a.m., gates are locked by 8:30 a.m., and unlocked at 2:40 p.m. We have implemented a new safety policy where parents drop their children off at one of three entrances manned by a staff member. In the afternoon, parents are allowed on the playground to meet their children, but the interior of the school is locked until 3pm. 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. In the past, 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 2017 in Olweus. 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 one of largest elementary schools in SMMUSD, but maintains a small school feel with personalized attention.

We have a safety committee that continually reviews our anti-bullying policies, Restorative Justice, 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           | 2015-16 | 2016-17 | 2017-18 |
|------------------|---------|---------|---------|
| Suspensions Rate | 0.8     | 0.1     | 0.0     |
| Expulsions Rate  | 0.0     | 0.0     | 0.0     |
| District         | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate | 1.9     | 2.1     | 2.4     |
| Expulsions Rate  | 0.0     | 0.0     | 0.0     |
| State            | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate | 3.7     | 3.7     | 3.5     |
| 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.

**Academic Counselors and Other Support Staff at this School**

**Number of Full-Time Equivalent (FTE)**

| Academic Counselor                                  | 0    |
|---|------|
| Counselor (Social/Behavioral or Career Development) | 0    |
| Library Media Teacher (Librarian)                   | 0    |
| Library Media Services Staff (Paraprofessional)     | 1    |
| Psychologist  | 1    |
| Social Worker                                       |      |
| Nurse   | 0.33 |
| Speech/Language/Hearing Specialist                  |      |
| Resource Specialist (non-teaching)                  |      |
| 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+     |         |         |
|       | 2015-16            | 2016-17 | 2017-18 | 2015-16               | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| K     | 21                 | 22      | 20      | 1                     | 1       | 1       | 6       | 4       | 5       |         |         |         |
| 1     | 26                 | 23      | 24      |                       |         |         | 5       | 6       | 4       |         |         |         |
| 2     | 25                 | 22      | 23      |                       |         |         | 6       | 6       | 6       |         |         |         |
| 3     | 23                 | 24      | 22      |                       |         |         | 6       | 6       | 6       |         |         |         |
| 4     | 30                 | 25      | 30      |                       | 1       |         | 4       | 5       | 5       |         |         |         |
| 5     | 26                 | 27      | 25      | 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 and holding data meetings with the Literacy Coach at least 3 times per year.

\* PLC's review writing using rubrics.

\* Shared math equations used for evaluating math instruction

- Supporting students with special needs
- Differentiated instruction for all students, including English Learners and High Achievers

A variety of methodologies are used to provide professional development, including coaching and mentoring. SMMUSD provides coaching through several programs such as BTSAs, National Boards, literacy and ELD coaching, Site Leadership Team, and Math Leaders. 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 BTSAs. 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. Three 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, 2018-2019, 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 site 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 Leaders and district math trainer. Teachers are developing monthly math problems to provide to students and then discussing student progress at grade-level and cross-grade level PLC meetings. 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 leaders 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 10 lessons for every student. We have added a lesson using a 3-D printer for all students.

| FY 2016-17 Teacher and Administrative Salaries |                 |  |
|--|-----------------|--|
| Category                                       | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary                       | \$49,859        | \$49,512                                     |
| Mid-Range Teacher Salary                       | \$74,444        | \$77,880                                     |
| Highest Teacher Salary                         | \$100,278       | \$96,387                                     |
| Average Principal Salary (ES)                  | \$124,840       | \$123,139                                    |
| Average Principal Salary (MS)                  | \$138,074       | \$129,919                                    |
| Average Principal Salary (HS)                  | \$150,077       | \$140,111                                    |
| Superintendent Salary                          | \$200,000       | \$238,324                                    |
| Percent of District Budget                     |                 |  |
| Teacher Salaries                               | 34.0            | 36.0   |
| Administrative Salaries                        | 6.0             | 5.0  |

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

High Achieving 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 10 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, Newela, 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, Haggarty, and other phonics and phonemic awareness curriculums. Our Literacy Coach helps coach teachers in their own classrooms. Furthermore, SMMUSD uses Title II funds to support a Math and Secondary Support Coordinator to:

- work with teachers/administrators to support student learning around math content and practices for all students
- facilitate and review the guaranteed and viable curriculum that includes use of common formative assessments to gauge student achievement
- support ongoing intervention/enrichment opportunities to address student growth and needs

Title III funds are utilized to expand educational opportunities that increase language and academic proficiency of our English learners, and to expand parent engagement opportunities.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries |                        |            |              |                        |
|--|------------------------|------------|--------------|------------------------|
| Level  | Expenditures Per Pupil |            |              | Average Teacher Salary |
|  | Total                  | Restricted | Unrestricted |                        |
| School Site  | \$6,385                | \$20       | \$6,365      | \$86,371               |
| District   | ♦                      | ♦          | \$7,252      | \$82,581               |
| State  | ♦                      | ♦          | \$7,125      | \$79,665               |
| Percent Difference: School Site/District                           |                        |            | -13.0        | 4.5                    |
| Percent Difference: School Site/ State                             |                        |            | -11.3        | 8.1                    |

\* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.