

Franklin Elementary School

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

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Santa Monica-Malibu Unified School District

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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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	120
Grade 1	115
Grade 2	104
Grade 3	135
Grade 4	130
Grade 5	140
Total Enrollment	744

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0.1
Asian	11.6
Filipino	0.5
Hispanic or Latino	9.3
White	68
Two or More Races	7.4
Socioeconomically Disadvantaged	5.2
English Learners	4.6
Students with Disabilities	14.1
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 for Franklin Elementary	17-18	18-19	19-20
With Full Credential	37	37	
Without Full Credential	0	1	
Teaching Outside Subject Area of Competence	0	0	

Teacher Credentials for Santa Monica-Malibu	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Franklin Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	

* 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 2019-20)

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: August 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance 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

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: 1/20/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	103/ WORKROOM: 4. FORMICA TRIM IS CHIPPING/MISSING ON COUNTERTOP. 105/ MAIL ROOM: 4. CEILING TILE HAS A HOLE. 125/ CUSTODIAN: 4. HOLES IN WALL. 132/ KITCHEN: 4. CEILING TILES HAVE HOLES. CEILING TILES ARE BROKEN. CEILING TILE HAS A WATER STAIN. CEILING TILE IS MISSING. TWO DRAWERS ARE MISSING. 133/ SERVING: 4. CEILING TILE IS BROKEN. 134/ CAFETORIUM: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS MISSING. 7. ONE LIGHT DIFFUSER IS MISSING. 10. FIRE EXTINGUISHER TAG IS OUTDATED (AUGUST/15/2017). EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 147 (BASEMENT): 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE MISSING. 19: 4. CEILING TILES HAVE WATER STAINS. 10. FIRE EXTINGUISHER IS MISSING. 2: 4. ATTIC COVER IS MISSING (STORAGE). 23: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE T-BAR IS LOOSE. 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHT DIFFUSERS ARE BROKEN. 24A: 4. CEILING TILES HAVE WATER STAINS. 24B: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. HOLE IN WALL. 25: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. 26: 4. CEILING TILES HAVE WATER STAINS. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 27: 4. CEILING TILES HAVE WATER STAINS. 6. TERMITE DAMAGE TO SIDING TRIM. 28: 4. CEILING TILES HAVE WATER STAINS. 10. PLUG IN AIR FRESHENER. 3: 4. CEILING TILE HAS A HOLE. 11. PAINT IS PEELING ON DOOR. 31: 4. CEILING TILE IS MISSING. CEILING TILE IS LOOSE. 32: 4. CEILING TILE IS MISSING. CEILING TILE IS LOOSE. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 11. IMPROPERLY STORED CLEANING SUPPLIES. 35: 4. CEILING TILE IS LOOSE. 7. OUTLET COVER IS BROKEN. 36: 4. CEILING TILE IS LOOSE. 11. IMPROPERLY STORED CLEANING SUPPLIES. 40: 4. CEILING TILE IS TORN. 42: 4. CEILING TILES ARE TORN. 7. THREE ELECTRICAL COVERS ARE MISSING. LIGHT DIFFUSER IS BROKEN. 9. DRINKING

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		FOUNTAIN HAND IS BROKEN. 15. WINDOW SCREENS ARE MISSING. 43: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 44: 4. CEILING TILES HAVE WATER STAINS. 9. FAUCET HAS A DRIP AND LEAKS AT HANDLE. 45: 4. CEILING TILES HAVE WATER STAINS. ADMIN: 4. CEILING TILE IS MISSING. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	106/ NURSE: 5. REFRIDGERATOR IS LEAKING ONTO COUNTERTOP. 106A: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 15. THRESHOLD IS MISSING. 220/ 120: 6. TERMITE DAMAGE TO WINDOW SILL. 7. OITLET COVER IS BROKEN. ELECTRICAL COVER IS MISSING. 27: 4. CEILING TILES HAVE WATER STAINS. 6. TERMITE DAMAGE TO SIDING TRIM. 5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 14. TILES ARE BROKEN ON EXTERIOR STAIRCASE. BOYS REST ROOM: 6. TERMITE DAMAGE TO WINDOW SILL. 15. WINDOW LATCH IS BROKEN/MISSING. GIRLS REST ROOM: 6. TERMITE DAMAGE TO WINDOW SILL. 7. HAND DRYER HAS NO POWER. 9. FAUCET HAS A DRIP.
Electrical: Electrical	Fair	134/ CAFETORIUM: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS MISSING. 7. ONE LIGHT DIFFUSER IS MISSING. 10. FIRE EXTINGUISHER TAG IS OUTDATED (AUGUST/15/2017). EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 220/ 120: 6. TERMITE DAMAGE TO WINDOW SILL. 7. OITLET COVER IS BROKEN. ELECTRICAL COVER IS MISSING. 23: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE T-BAR IS LOOSE. 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHT DIFFUSERS ARE BROKEN. 35: 4. CEILING TILE IS LOOSE. 7. OUTLET COVER IS BROKEN. 4: 7. OUTLET COVER IS BROKEN. ETHERNET/PHONE JACK COVER IS MISSING. 41: 7. ELECTRICAL COVER IS MISSING. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 42: 4. CEILING TILES ARE TORN. 7. THREE ELECTRICAL COVERS ARE MISSING. LIGHT DIFFUSER IS BROKEN. 9. DRINKING FOUNTAIN HAND IS BROKEN. 15. WINDOW SCREENS ARE MISSING.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>BOYS REST ROOM: 7. HAND DRYER HAS NO POWER. 9. SINK CAP IS MISSING. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>BOYS REST ROOM: 7. HAND DRYERS HAVE NO POWER.</p> <p>GIRLS REST ROOM: 6. TERMITE DAMAGE TO WINDOW SILL. 7. HAND DRYER HAS NO POWER. 9. FAUCET HAS A DRIP.</p> <p>K29: 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW.</p> <p>STAFF REST ROOM: 7. HAND DRYER HAS NO POWER.</p> <p>STAFF REST ROOM: 7. LIGHT SWITCH IS BROKEN.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	<p>Fair</p>	<p>12: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. FIRE EXTINGUISHER IS NOT MOUNTED.</p> <p>26: 4. CEILING TILES HAVE WATER STAINS. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>32: 4. CEILING TILE IS MISSING. CEILING TILE IS LOOSE. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>34: 9. DRINKING FOUNTAIN HANDLE IS BROKEN.</p> <p>42: 4. CEILING TILES ARE TORN. 7. THREE ELECTRICAL COVERS ARE MISSING. LIGHT DIFFUSER IS BROKEN. 9. DRINKING FOUNTAIN HAND IS BROKEN. 15. WINDOW SCREENS ARE MISSING.</p> <p>44: 4. CEILING TILES HAVE WATER STAINS. 9. FAUCET HAS A DRIP AND LEAKS AT HANDLE.</p> <p>5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 14. TILES ARE BROKEN ON EXTERIOR STAIRCASE.</p> <p>7: 9. DRINKING FOUNTAIN HAS A SPORADIC FLOW.</p> <p>BOYS REST ROOM: 7. HAND DRYER HAS NO POWER. 9. SINK CAP IS MISSING. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>BOYS REST ROOM: 8. TOILETS ARE OUT OF ORDER (STROG ODOR). 11. PAINT IS PEELING ON EXTERIOR WALL AND WINDOW FRAME.</p> <p>GIRLS REST ROOM: 6. TERMITE DAMAGE TO WINDOW SILL. 7. HAND DRYER HAS NO POWER. 9. FAUCET HAS A DRIP.</p> <p>GIRLS REST ROOM: 9. FAUCET HAS A DRIP. 11. PAINT IS PEELING ON CEILING AND EXTERIOR WALL.</p> <p>K29: 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	<p>Fair</p>	<p>11: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 15. THRESHOLD IS MISSING.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>12: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. FIRE EXTINGUISHER IS NOT MOUNTED.</p> <p>134/ CAFETORIUM: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS MISSING. 7. ONE LIGHT DIFFUSER IS MISSING. 10. FIRE EXTINGUISHER TAG IS OUTDATED (AUGUST/15/2017). EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 14: 11. PAINT IS PEELING ON COVERED WALKWAY/EAVES. 14. TRIP HAZARD ON WALKWAY AT ASPHALT/CEMENT SEAM. 15. THRESHOLD IS MISSING. 155: 10. FIRE EXTINGUISHER IS NOT MOUNTED.</p> <p>16: 10. PLUG IN AIR FRESHENER. 18: 10. FIRE EXTINGUISHER IS NOT MOUNTED.</p> <p>19: 4. CEILING TILES HAVE WATER STAINS. 10. FIRE EXTINGUISHER IS MISSING. 28: 4. CEILING TILES HAVE WATER STAINS. 10. PLUG IN AIR FRESHENER. 3: 4. CEILING TILE HAS A HOLE. 11. PAINT IS PEELING ON DOOR. 32: 4. CEILING TILE IS MISSING. CEILING TILE IS LOOSE. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 11. IMPROPERLY STORED CLEANING SUPPLIES. 36: 4. CEILING TILE IS LOOSE. 11. IMPROPERLY STORED CLEANING SUPPLIES. 41: 7. ELECTRICAL COVER IS MISSING. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 8: 11. PAINT IS PEELING ON EXTERIOR WALL. 15. THRESHOLD IS MISSING. ADMIN: 4. CEILING TILE IS MISSING. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. BOYS REST ROOM: 7. HAND DRYER HAS NO POWER. 9. SINK CAP IS MISSING. 11. PAINT IS PEELING ON EXTERIOR WALL. BOYS REST ROOM: 8. TOILETS ARE OUT OF ORDER (STROG ODOR). 11. PAINT IS PEELING ON EXTERIOR WALL AND WINDOW FRAME. GIRLS REST ROOM: 11. PAINT IS PEELING ON EXTERIOR WALL. 12. LARGE CRACKS IN EXTERIOR STAIRWELL WALL. GIRLS REST ROOM: 9. FAUCET HAS A DRIP. 11. PAINT IS PEELING ON CEILING AND EXTERIOR WALL. LIBRARY OFFICE: 10. FIRE EXTINGUISHER IS NOT MOUNTED. LITERACY COACH: 10. FIRE EXTINGUISHER IS NOT MOUNTED.</p>
<p>Structural: Structural Damage, Roofs</p>	<p>Good</p>	<p>20: 12. STUCCO IS CHIPPING ON EXTERIOR WALL. GIRLS REST ROOM: 11. PAINT IS PEELING ON EXTERIOR WALL. 12. LARGE CRACKS IN EXTERIOR STAIRWELL WALL.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	<p>Good</p>	<p>10: 15. THRESHOLD IS MISSING. 11: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 15. THRESHOLD IS MISSING. 13: 15. THRESHOLD IS MISSING. 14: 11. PAINT IS PEELING ON COVERED WALKWAY/EAVES. 14. TRIP HAZARD ON WALKWAY AT ASPHALT/CEMENT SEAM. 15. THRESHOLD IS MISSING. 42: 4. CEILING TILES ARE TORN. 7. THREE ELECTRICAL COVERS ARE MISSING. LIGHT DIFFUSER IS BROKEN. 9. DRINKING FOUNTAIN HAND IS BROKEN. 15. WINDOW SCREENS ARE MISSING. 5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 14. TILES ARE BROKEN ON EXTERIOR STAIRCASE. 8: 11. PAINT IS PEELING ON EXTERIOR WALL. 15. THRESHOLD IS MISSING. 9: 15. THRESHOLD IS MISSING. BOYS REST ROOM: 6. TERMITE DAMAGE TO WINDOW SILL. 15. WINDOW LATCH IS BROKEN/MISSING.</p>
<p>Overall Rating</p>	<p>Fair</p>	

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	87	90	75	74	50	50
Math	84	88	61	61	38	39

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

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	12.9	19.4	65.5

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	403	398	98.76	89.95
Male	224	220	98.21	87.73
Female	179	178	99.44	92.70
Black or African American	11	11	100.00	63.64
Asian	53	53	100.00	94.34
Filipino	--	--	--	--
Hispanic or Latino	37	37	100.00	75.68
White	277	272	98.19	91.54
Two or More Races	24	24	100.00	95.83
Socioeconomically Disadvantaged	31	31	100.00	67.74
English Learners	26	25	96.15	68.00
Students with Disabilities	69	67	97.10	71.64
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 2018-19 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	403	398	98.76	88.19
Male	224	220	98.21	88.64
Female	179	178	99.44	87.64
Black or African American	11	11	100.00	63.64
Asian	53	53	100.00	94.34
Filipino	--	--	--	--
Hispanic or Latino	37	37	100.00	70.27
White	277	272	98.19	90.81
Two or More Races	24	24	100.00	83.33
Socioeconomically Disadvantaged	31	31	100.00	48.39
English Learners	26	25	96.15	64.00
Students with Disabilities	69	67	97.10	61.19
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 school site

Opportunities for Parental Involvement (School Year 2019-20)

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. 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.1	0.0	0.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.1	2.4	2.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

* 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 Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22	1	4		20	1	5		21	1	5	
1	23		6		24		4		23		5	
2	22		6		23		6		25		4	
3	24		6		22		6		22		6	
4	25	1	5		30		5		22	1	5	
5	27		5		25	1	5		28		5	
Other**												

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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 BTSA, 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 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. 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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,859	\$51,374
Mid-Range Teacher Salary	\$74,444	\$80,151
Highest Teacher Salary	\$100,278	\$100,143
Average Principal Salary (ES)	\$124,840	\$126,896
Average Principal Salary (MS)	\$138,074	\$133,668
Average Principal Salary (HS)	\$150,077	\$143,746
Superintendent Salary	\$240,000	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	5%	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 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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6847	13	6834	88096
District	N/A	N/A	\$8,432	\$82,621.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-20.9	6.4
School Site/ State	-9.4	7.1

Note: Cells with N/A values 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.