

# Franklin Elementary School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, 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 the 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

2024-25 School Contact Information	
<b>School Name</b>	Franklin Elementary School
<b>Street</b>	2400 Montana Ave.
<b>City, State, Zip</b>	Santa Monica, CA 90403-2124
<b>Phone Number</b>	(310) 828-2814
<b>Principal</b>	Eran Zeevi
<b>Email Address</b>	ezeevi@smmusd.org
<b>School Website</b>	<a href="https://www.smmusd.org/franklin">https://www.smmusd.org/franklin</a>
<b>Grade Span</b>	
<b>County-District-School (CDS) Code</b>	19-64980-6022552

2024-25 District Contact Information	
<b>District Name</b>	Santa Monica-Malibu Unified School District
<b>Phone Number</b>	(310) 450-8338
<b>Superintendent</b>	Dr. Antonio Shelton, Superintendent
<b>Email Address</b>	p.miller@smmusd.org
<b>District Website</b>	<a href="http://www.smmusd.org">www.smmusd.org</a>

2024-25 School Description and Mission Statement
<p><b>District Vision</b></p> <p>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.</p>

## 2024-25 School Description and Mission Statement

Franklin Elementary School Mission Statement: Franklin's mission is to inspire and equip every student to become a life-long learner and positive contributor to society through high expectations and rigorous academics, engaged and individualized instruction, shared Franklin values, and a strong and supportive community.

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 Vision Statement is currently in development

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 604 students in grades TK-5. Franklin also has one preschool class. Our K-3 classes have an average of 23 students each, and our fourth- and fifth-grade classes have an average of 28 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 will be reinstating a part time Instructional 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 was a part-time equivalent instructional coach on staff who will be reinstated for the 2024 -2025 school year, and part time language and literacy teacher. Six of these 31 teachers have received National Board Certification. This highly qualified group of educators also includes 12 instructional assistants, a school psychologist, two full time speech pathologist,, an occupational therapist, eight lunchtime activity leaders, 24 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 TK 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. Parents are also involved in Franklin's ELAC, English Language Advisory Committee which meets quarterly throughout the year.

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

2024-25 School Description and Mission Statement

purchased new sorting stations in order to expand our composting and make sure bins are clearly identifiable.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	124
Grade 1	85
Grade 2	89
Grade 3	92
Grade 4	102
Grade 5	120
Total Enrollment	612

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.8
Male	49.2
American Indian or Alaska Native	0.3
Asian	15
Black or African American	4.1
Filipino	1.5
Hispanic or Latino	9
Two or More Races	7.4
White	62.7
English Learners	5.1
Homeless	1
Socioeconomically Disadvantaged	8.8
Students with Disabilities	16.5

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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	30.60	91.08	435.10	86.49	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.60	0.33	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.00	8.92	33.60	6.70	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	8.80	1.76	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	23.70	4.72	18854.30	6.86
<b>Total Teaching Positions</b>	33.60	100.00	503.10	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	26.20	86.78	413.90	85.71	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.60	0.34	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.00	6.61	16.10	3.35	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	13.90	2.89	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	2.00	6.61	37.10	7.70	15831.90	5.67
<b>Total Teaching Positions</b>	30.20	100.00	482.90	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	27.30	96.47	408.20	85.38	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.60	0.34	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	20.50	4.30	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	9.10	1.90	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	1.00	3.53	38.60	8.08	14303.80	5.15
<b>Total Teaching Positions</b>	28.30	100.00	478.10	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	3.00	2.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	3.00	2.00	0

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.60	11.1	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 in 2022. New math materials in 2015-16 were adopted and the district is currently looking for a new adoption for the area of math. The district is currently in the process of evaluating the English language arts curriculum, and 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. Upper grades also utilize google classroom to access materials.

Year and month in which the data were collected

September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance Reading, adopted 6/2017	Yes	0
<b>Mathematics</b>	My Math, McGraw Hill, 2013, adopted 3/5/2015	Yes	0
<b>Science</b>	Science, Amplify, adopted 3/17/2022	Yes	0
<b>History-Social Science</b>	Savvas Learning-MyWorld Interactive and Three Cheers for TK- 5th, adopted 6/2/2022	Yes	0

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



## School Facility Conditions and Planned Improvements

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 lab. Every TK-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 25 regular education classes, 3 special day class teachers, and 2 SAI teachers. In addition, we have a speech program with two and a half full-time speech pathologists, a school library clerk, a part-time Language and Literacy Intervention teacher, three full-time physical-education specialists, a full time occupational therapist, a full-time school psychologist, three part-time counselors, two 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 TK, and a large playground with a grass field and running track for students in grades 1-5.

Year and month of the most recent FIT report				September, 2024
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X		
<b>Electrical</b>		X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains			X	
<b>Safety:</b> Fire Safety, Hazardous Materials		X		
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

Overall Facility Rate			
Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	82	82	72	72	46	47
Mathematics (grades 3-8 and 11)	82	81	57	59	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	322	313	97.20	2.80	82.43
<b>Female</b>	163	159	97.55	2.45	89.94
<b>Male</b>	159	154	96.86	3.14	74.68
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	50	47	94.00	6.00	85.11
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	23	23	100.00	0.00	69.57
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	26	26	100.00	0.00	92.31
<b>White</b>	206	202	98.06	1.94	82.67
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	31	31	100.00	0.00	58.06
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	55	53	96.36	3.64	50.94

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	322	316	98.14	1.86	81.33
<b>Female</b>	163	160	98.16	1.84	83.75
<b>Male</b>	159	156	98.11	1.89	78.85
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	50	50	100.00	0.00	82.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	23	23	100.00	0.00	60.87
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	26	26	100.00	0.00	92.31
<b>White</b>	206	202	98.06	1.94	83.17
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	31	31	100.00	0.00	58.06
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	55	53	96.36	3.64	49.06

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	78.79	79.31	57.29	57.44	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	120	117	97.50	2.50	78.63
Female	66	64	96.97	3.03	81.25
Male	54	53	98.15	1.85	75.47
American Indian or Alaska Native	0	0	0	0	0
Asian	17	17	100.00	0.00	82.35
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	81.82
White	76	74	97.37	2.63	79.73
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	15	93.75	6.25	33.33

B. Pupil Outcomes

**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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99%	97%	98%	99%	98%

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

The Franklin PTA supports a variety of committees that parents volunteer to serve on. Several examples include our annual Halloween Celebration (Parade), Family Fun Nights that include Back to School Picnic and Movie Night, a Multicultural Fair, Science Club, Annual Fund, Green Team, daily art and table-top activities on the playground, Library Crafts, Book Fairs, Assemblies, Annual Move-A-Thon, and School Climate/ Safety Committees. The Safety Committee focuses on values, safety, anti-bullying programs, Restorative Justice, educational game supervision, and community service. Our DEI committee focuses on diversity, equity and inclusion. 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, attending disaster preparation activities, partnering with the community on charitable fundraising efforts, planning, 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 cart blocks, and games for students who want alternate activities to participate in including Mile Club, Chess Club and Franklin Friend Committee.

Parents and the community are informed about all Franklin School events through the once-a-week newsletter that is published by the Franklin Administration in conjunction with the schools PTA. 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.

We keep parents informed also through social media. We have a Franklin Facebook page and Twitter is used as well.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	634	630	64	10.2
Female	321	320	23	7.2
Male	313	310	41	13.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	95	94	6	6.4
Black or African American	26	26	5	19.2
Filipino	--	--	--	--
Hispanic or Latino	62	60	9	15.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	48	48	4	8.3
White	392	391	37	9.5
English Learners	34	34	2	5.9
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	76	75	17	22.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	131	130	21	16.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.68	0.16	0.00	2.34	2.12	1.85	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.07	0.08	0.07



## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

Annual staff review of the school's safety plan was conducted in September of 2023, and the next review will be completed in Spring 2025. 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. for dismissal. 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 2023 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.

2024-25 School Safety Plan

Each student on campus is involved in "I have 3 makes a stronger me", meaning that we assure that every student has connected with three adults on campus that they can go to with any concerns or questions in order to feel a safety net for all. Students are reminded of this throughout the school year. 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. 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.

D. Other SARC Information Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	4		
1	21	2	2	
2	19	5		
3	19	1	5	
4	26		4	
5	22		4	
Other	11	4		

### 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	4	1	
1	21		4	
2	22		4	
3	25		4	
4	20	8	4	2
5	17	8	6	
Other	8	2		

### 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	4	1	1
1	20	4		
2	22	1	3	
3	23		4	
4	24		4	
5	30		4	
Other	10	2		

### 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	0

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	1
<b>Social Worker</b>	
<b>Nurse</b>	1
<b>Speech/Language/Hearing Specialist</b>	2
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	4.4

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$9,069	\$318	\$8,751	\$90,464
<b>District</b>	N/A	N/A	\$7,242	\$95,359
<b>Percent Difference - School Site and District</b>	N/A	N/A	18.9	-199.6
<b>State</b>	N/A	N/A	\$10,771	\$94,694
<b>Percent Difference - School Site and State</b>	N/A	N/A	-20.7	-199.6

## Fiscal Year 2023-24 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, Professional Development supports 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, Newsela, and Dreambox computer programs in the classroom and at home through Clever. We also offer targeted 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. Franklin's PTA has also supported both math intervention classes for students who need extra support in math as well as Math Olympiad in order to provide enrichment opportunities for our 4th and 5th grade students. 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,

## Fiscal Year 2023-24 Types of Services Funded

Haggarty, and other phonics and phonemic awareness curriculums. All teachers have been trained in level 1 and level 2 Responsive Classroom strategies.

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.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$56,079	\$58,855
Mid-Range Teacher Salary	\$83,731	\$92,519
Highest Teacher Salary	\$112,731	\$114,665
Average Principal Salary (Elementary)	\$145,586	\$142,791
Average Principal Salary (Middle)	\$151,118	\$151,078
Average Principal Salary (High)	\$159,108	\$167,094
Superintendent Salary	\$246,996	\$281,086
Percent of Budget for Teacher Salaries	29%	31%
Percent of Budget for Administrative Salaries	5%	5%

## Professional Development

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 Instructional Coach and Administration at least 3 times per year.

Professional Development

- \* PLC's review writing using rubrics.
- \* Shared math equations used for evaluating math instruction (CGI Problems)
  - 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 Social Emotional Learning 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 and explaining/evidence in all subjects, the teachers believe CGI math is an essential skill. Four 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, 2024-2025, teachers, within their PLC's, will continue to participate in Learning Walks. Our focus for 2024-2025 is on Academic Vocabulary and Depth of Knowledge levels (DOK). 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 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. Franklin has shifted it's focus mid-year, and set aside the CGI monthly problems, and is taking direction towards becoming a school that serves the community and beyond, creating exceptional global citizens. Professional Development is and continues to focus on areas such as Social Justice Standards, Project Based Learning, and teaching Compassion and Empathy.

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
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Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	9	9	9
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