

Franklin Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

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.

Admission Requirements for the University of California (UC)

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 <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

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 <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Franklin Elementary School
Street	2400 Montana Ave.
City, State, Zip	Santa Monica, CA 90403-2124
Phone Number	(310) 828-2814
Principal	Natalie Burton
Email Address	nburton@smmusd.org
School Website	https://www.smmusd.org/franklin
Grade Span	P-5
County-District-School (CDS) Code	19-64980-6022552

2025-26 District Contact Information

District Name	Santa Monica-Malibu Unified School District
Phone Number	(310) 450-8338
Superintendent	Dr. Antonio Shelton, Superintendent
Email Address	aogrady@smmusd.org
District Website	www.smmusd.org

2025-26 School Description and Mission Statement

District Vision

As a community of learners, the Santa Monica–Malibu Unified School District works together in a nurturing environment to help students become visionary, versatile thinkers; resourceful, lifelong 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 as they explore intellectual, artistic, technological, physical, and social expression.

Franklin Elementary School Mission Statement

2025-26 School Description and Mission Statement

Franklin's mission is to inspire and equip every student to become a lifelong learner and positive contributor to society through high expectations and rigorous academics, engaging 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. The faculty and SGC work together to create our vision statement, which is reviewed annually.

Franklin School Vision Statement
Currently in development

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

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

Principal's Message

Franklin Elementary School is located on Montana Avenue in Santa Monica. We are a California Distinguished School, most recently recognized in 2014. We are a public elementary school serving 630 students in grades TK–5. Our K–3 classes average 23 students, and our fourth- and fifth-grade classes average 28 students.

In addition to our general education program, Franklin offers services for Special Education, Occupational Therapy, English Language Learners (ELL), Specialized Academic Instruction (SAI), counseling, and Speech and Language Special Services. We have a part-time Instructional Coach who supports teachers in English/Language Arts. Through Student Success Team meetings, we provide reading intervention, social skills groups, group and individual counseling, and before-school reading intervention. High-achieving students are supported through differentiated instruction in the classroom and enriched by robust fine arts and science programs.

Franklin maintains a staff of 27 credentialed general education classroom teachers, six special education teachers, and an additional half-time SAI teacher. We also have a part-time instructional coach and a part-time language and literacy teacher. Six of our 32 teachers have received National Board Certification. Our highly qualified staff includes 13 instructional assistants, a school psychologist, two full-time speech pathologists, an occupational therapist, three campus monitors, 26 paraprofessionals, and two physical education specialists. Classified staff include office professionals, a library specialist, one health aide, and custodial and cafeteria staff.

The district offers before-school care for TK–5 students through School-Aged Programs. After-school care is provided by School-Aged Programs (K–3), Right At School (grades 3–5), and the City of Santa Monica's CREST program. CREST also offers sports programs and enrichment classes.

Franklin has an active Parent Teacher Association (PTA) and a strong 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 membership including parents, teachers, and support staff. Parents are active in classrooms, on the playground, and in supporting our anti-bullying initiatives. Families also participate in Franklin's English Learner Advisory Committee (ELAC), which meets quarterly.

Franklin is dedicated to being an eco-friendly school. We have reduced our lunchtime trash from 22 bags per day to just two. This means we divert approximately 3,600 bags of lunchtime waste from the landfill each year. We achieved this through a sorting system that separates liquids, recyclables, landfill waste, and compostable food trays. We recently purchased new sorting stations to expand composting efforts and ensure that bins are clearly identifiable.

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	133
Grade 1	82
Grade 2	92
Grade 3	93
Grade 4	94
Grade 5	103
Total Enrollment	597

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	50.3
Male	49.7
American Indian or Alaska Native	0.3
Asian	14.4
Black or African American	2.8
Filipino	1.2
Hispanic or Latino	11.7
Two or More Races	8
White	61.5
English Learners	5.2
Foster Youth	0.3
Homeless	1.8
Socioeconomically Disadvantaged	13.1
Students with Disabilities	16.4

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.2	86.78	413.9	85.71	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1.6	0.34	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	6.61	16.1	3.35	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	13.9	2.89	11953.1	4.28
Unknown/Incomplete/NA	2	6.61	37.1	7.7	15831.9	5.67
Total Teaching Positions	30.2	100	482.9	100	279044.8	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.3	96.47	408.2	85.38	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1.6	0.34	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	20.5	4.3	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	9.1	1.9	11746.9	4.23
Unknown/Incomplete/NA	1	3.53	38.6	8.08	14303.8	5.15
Total Teaching Positions	28.3	100	478.1	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28	96.55	380.8	84.12	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1.9	0.43	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	23.8	5.26	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	10.7	2.38	12112.8	4.34
Unknown/Incomplete/NA	1	3.45	35.3	7.8	13705.8	4.91
Total Teaching Positions	29	100	452.7	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	2.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	11.1	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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>.

2025-26 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 across all core academic areas. The district follows state adoption guidelines and cycles, with new science materials purchased in 2022 and math materials adopted in 2015–16. The district is currently exploring updated math adoptions. The English language arts curriculum is also under review, with schools continuing to use existing materials during the evaluation period.

All students, including English learners, receive their own copy of each required textbook, except in early primary grades where shared “Big Books” are used for whole-class instruction. Textbooks and instructional materials are selected through a comprehensive districtwide review process involving teachers and administrators before being recommended for school board approval. Members of the public are invited to review proposed materials and provide feedback prior to adoption. Upper-grade students also use Google Classroom to access supplemental instructional resources.

Year and month in which the data were collected

November 2025

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

School Facility Conditions and Planned Improvements

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

9/17/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: 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 Assessments 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.						
Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	82	83	72	72	47	48
Mathematics (grades 3-8 and 11)	81	80	59	59	35	37

2024-25 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

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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
All Students	298	293	98.32	1.68	83.28
Female	146	142	97.26	2.74	90.14
Male	152	151	99.34	0.66	76.82
American Indian or Alaska Native	--	--	--	--	--
Asian	48	48	100.00	0.00	89.58
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	25	25	100.00	0.00	64.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	19	100.00	0.00	84.21
White	192	189	98.44	1.56	85.71
English Learners	12	11	91.67	8.33	45.45
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	29	28	96.55	3.45	67.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	43	97.73	2.27	41.86

2024-25 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
All Students	298	292	97.99	2.01	79.79
Female	146	141	96.58	3.42	81.56
Male	152	151	99.34	0.66	78.15
American Indian or Alaska Native	--	--	--	--	--
Asian	48	48	100.00	0.00	97.92
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	25	25	100.00	0.00	52.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	19	100.00	0.00	84.21
White	192	188	97.92	2.08	80.85
English Learners	12	11	91.67	8.33	63.64
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	29	28	96.55	3.45	53.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	43	97.73	2.27	46.51

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	79.31	74.26	57.44	54.74	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	104	101	97.12	2.88	74.26
Female	47	44	93.62	6.38	79.55
Male	57	57	100.00	0.00	70.18
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	75	73	97.33	2.67	71.23
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	12	11	91.67	8.33	72.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2024-25 California Physical Fitness Test Participation Rates					
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	100	100	100	100	100

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.

2025-26 Opportunities for Parental Involvement

The Franklin PTA supports a wide range of volunteer opportunities for parents. These include our annual Halloween Celebration and Parade, Family Fun Nights such as the Back-to-School Picnic and Movie Night, the Multicultural Fair, Science Club, Chess Club, Gardening Club, Mile Club, Library Crafts, Book Fairs, the annual Move-A-Thon, and participation on the School Climate and Safety Committees. The Safety Committee focuses on school values, anti-bullying initiatives, Restorative Justice practices, supervision of educational games, emergency preparedness, and community service. Many parents also volunteer in classrooms, the library, and during lunch supervision. Additional opportunities include involvement in the Parent Education and Special Education groups, serving as room parents, leading Kindergarten Round-Up and new parent tours, supporting community charitable efforts, and organizing or sorting items in the Lost and Found.

Parents and the community stay informed about Franklin School events through a weekly newsletter published by the Franklin Administration in collaboration with the PTA. Timely information is also communicated via periodic emails and text messages through ParentSquare. Additionally, we keep families updated through our Instagram social media platform.

At the start of the school year, parents receive a master calendar of events, which is also posted on our website. Important and upcoming information is displayed in cases and on bulletin boards throughout the campus. Franklin offers parent education opportunities several times a year, featuring speakers who address topics relevant to our community. These well-attended events are planned in response to parent interests and concerns. We also host a support group for parents of students with special needs, which collaborates with the parent education group to bring informative speakers to campus. Parents from across SMMUSD are welcome to attend these sessions. Our bilingual community liaison conducts parent outreach activities, and ELAC meetings provide additional opportunities for parents of English learners to become actively involved.

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	632	628	74	11.8
Female	315	313	29	9.3
Male	317	315	45	14.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	91	90	9	10.0
Black or African American	18	18	9	50.0
Filipino	--	--	--	--
Hispanic or Latino	72	72	10	13.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	48	48	5	10.4
White	394	391	38	9.7
English Learners	35	35	7	20.0
Foster Youth	--	--	--	--
Homeless	18	18	5	27.8
Socioeconomically Disadvantaged	93	92	20	21.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	123	123	26	21.1

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.16	0	0.16	2.12	1.85	1.47	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0.01	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.16	0.00
Female	0.00	0.00
Male	0.32	0.00
Non-Binary	0.00	0.00
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	0.25	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.08	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.

2025-26 School Safety Plan

Franklin’s Emergency Safety Plan is updated annually during August and September and submitted to the SMMUSD Board at the end of January. The plan is communicated to families through newsletters, social media blasts, PTA meetings, and Site Council meetings.

Daily supervision begins at 8:15 a.m. All gates are locked at 8:30 a.m. and reopened at 2:40 p.m. for dismissal. We have implemented a safety protocol where parents drop off their children at one of three entrances staffed by a Franklin team member each morning. In the afternoon, parents meet their children at the same gates. The interior of the school remains locked until 3:00 p.m. During the school day, the only access point is the front entrance. All visitors must sign in, be buzzed through the security door, and wear a visitor badge while on campus. Volunteers go through a multi-step process to be cleared to participate in classrooms, school activities and field trips.

Safety remains a top priority at Franklin. Our school has been recognized by the National PTA, receiving their National Award for Safety—either First Place or Honorable Mention—in past years. Yard supervision is provided during all recess and lunch periods by staff wearing bright orange vests for visibility. Franklin implements the Olweus Bullying Prevention Program school-wide. Throughout the school day, the physical-education teacher and specialists supervise students on the playground, and after school, the area is supervised by the city’s CREST program. During school hours, there is no unauthorized access to the campus. Although Franklin is one of the largest elementary schools in SMMUSD, it maintains a small-school feel with personalized attention and strong community relationships.

Our Safety Committee meets regularly to review anti-bullying policies, Restorative Justice practices, disaster preparedness, and emergency supplies. Monthly drills are conducted, and the school participates annually in The Great California ShakeOut. All stakeholders are encouraged to provide feedback following drills. Franklin maintains a disaster shed equipped with emergency supplies. Each classroom contains a portable toilet, food, water, and other essentials that may be needed if students and staff must remain in place. All staff receive a copy of the school’s safety plan and understand their roles in an emergency. Substitute teachers are provided with a disaster summary, and parents receive ongoing communication about emergency procedures through newsletters and e-blasts.

School-wide guidelines are reviewed with students several times a year. Each student learns the definition of bullying, which is also included in the student handbook, and is taught strategies for responding to bullying behavior. Positive behavior is reinforced through “yellow slips” (recognizing students who demonstrate Franklin values) and “purple slips” (acknowledging students who intervene appropriately in a potential bullying situation). Staff members wear orange vests during recess to ensure visibility and help prevent issues from arising. Anti-bullying policies are reinforced through Student Committee assemblies and classroom meetings.

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.

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	0
1	21	0	4	0
2	22	0	4	0
3	25	0	4	0
4	20	8	4	2
5	17	8	6	0
6	0	0	0	0
Other	8	2	0	0

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	20	5	1	0
1	20	4	0	0
2	22	1	3	0
3	23	0	4	0
4	24	0	4	0
5	30	0	4	0
6	0	0	0	0
Other	10	2	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	19	1	4	
1	32	4		1
2	36		4	1
3	39		4	3
4	25	6	4	1
5	31	4	5	1
Other	8	3		

2024-25 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

2024-25 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
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	4.1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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
School Site	\$9,069	\$318	\$8,751	\$90,464
District	N/A	N/A	\$7,242	\$100,861
Percent Difference - School Site and District	N/A	N/A	18.9	-199.6
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-20.7	-199.6

Fiscal Year 2024-25 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 frameworks. Additionally, professional development supports teachers in designing lessons that meet the needs of the entire class while providing opportunities for students to be challenged within the classroom. Franklin employs science specialists for kindergarten through 5th grade. These specialists work with each class for 10 weeks, focusing on hands-on experiments and explorations that deepen student understanding and mastery of the state science standards. This program is funded by the Santa Monica-Malibu Education Foundation (SMMEF) Stretch Grant.

Franklin offers a variety of computer programs to support learning both in the classroom and at home through Clever, including Lexia Reading, SuccessMaker Reading, TumbleBooks, Accelerated Reader and Math, Newsela, and DreamBox. We also provide targeted school interventions in reading for small groups. During the school day, students requiring Tier III intervention receive support in multiple ways. For grades 3 through 5, a Literacy Interventionist works directly with students and also assists English Learners in developing language skills. Franklin's PTA supports math intervention classes for students needing additional help, as well as enrichment opportunities like Math Olympiad for 4th and 5th graders. Our instructional assistants are trained in supplemental programs to assist students requiring support within classrooms. Teachers use Thinking Maps, Write From the Beginning and Beyond, and many implement Reader's and Writer's Workshop to support Tier III students. Many are also trained in Words Their Way, Haggerty, and other phonics and phonemic awareness curricula. All teachers have completed Level 1 and Level 2 Responsive Classroom training.

Furthermore, SMMUSD uses Title II funds to support a Math and Secondary Support Coordinator who:

- Works with teachers and administrators to support student learning in math content and practices
- Facilitates and reviews the guaranteed and viable curriculum, including the use of common formative assessments to gauge student achievement
- Supports ongoing intervention and enrichment opportunities to address student growth and needs

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$58,883	\$62,145
Mid-Range Teacher Salary	\$87,918	\$97,088
Highest Teacher Salary	\$118,368	\$120,436
Average Principal Salary (Elementary)	\$151,771	\$151,343
Average Principal Salary (Middle)	\$155,740	\$159,514
Average Principal Salary (High)	\$181,381	\$177,261
Superintendent Salary	\$275,000	\$294,805
Percent of Budget for Teacher Salaries	28.47%	29.95%
Percent of Budget for Administrative Salaries	5.18%	5.4%

Professional Development

All teachers and staff in SMMUSD participate in ongoing professional development through weekly banked time, totaling 90 minutes of meetings and training at each site. Districtwide focus areas for teacher and administrator professional development include implementing curriculum guides and addressing needs identified through reviews of summative and formative data, as well as input gathered from teachers and administrators. At Franklin Elementary, the primary professional development focus areas include:

- Social Emotional Learning
- Positive Behavior Support Systems
- Benchmark Mark Express Designated ELD to support English Language Learners
- Using AI in the classroom
- University of Florida Literacy Institute (UFLI), an explicit and systematic program that teaches students the foundational skills necessary for proficient reading.
- Webb's Depth of Knowledge (DOK) Levels across the curriculum

A school-wide focus for 2025–2026 continues to be incorporating Webb's Depth of Knowledge (DOK) into teaching and learning. Teachers have received professional development on DOK from Franklin's Instructional Coach. Franklin also hosts regular Learning Walks with district staff and leaders to observe DOK in action and to gather valuable feedback on our strengths and areas for growth. This feedback directly informs our professional development planning and our classroom instruction. To further support this work, we are bringing in educator and author Dr. Karin Hess to provide professional development for our teachers. In addition, the entire staff is participating in a professional book study of *Rigor by Design* by Dr. Hess.

The staff meets twice per month in grade-level or multi-grade Professional Learning Communities (PLCs). During this time, teachers review data, co-plan instruction, and collaborate on strategies to support students. The Site Leadership Team (SLT) meets once a month. During SLT meetings, grade-level representatives and specialists identify the professional development needs for that month, plan the sessions, and work with staff to determine who will facilitate the training. Additionally, teachers meet with the instructional coach at key points throughout the school year to analyze multiple assessment measures and review student work in order to inform instruction.

Each August, all teachers new to Santa Monica-Malibu are invited to participate in Teacher Academy, a professional development program and orientation to districtwide curriculum and instructional initiatives. All eligible new teachers are encouraged to participate in BTSA. Teachers interested in pursuing National Board Certification may do so and have the option to receive support from colleagues who have already achieved certification

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

Professional Development

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	9