

Glendale Unified School District

"Excellence is Worth the Effort"

Benjamin Franklin Elementary School

2000-2001 Annual School Report Card

1610 Lake St., Glendale, CA 91201-2610

(818) 243-1809

Kindergarten through Sixth Grade

Linda Milano, Principal

www.glendale.k12.ca.us

2000-01 Board of Education

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James R. Brown
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Mission Statement

As a unifying force in our culturally diverse community, Benjamin Franklin Elementary School ensures that all students achieve academic success and develop self-esteem in order to reach their goals by building a firm foundation through a performance-based curriculum, creatively using the arts, community resources and research of the global educational community.

Community & School Profile

The City of Glendale, the third largest city in Los Angeles County, is situated on the eastern border of the San Fernando Valley at the base of the Verdugo mountains - only 8 miles north of downtown Los Angeles. Embracing cultural diversity, fifty percent of the city's 200,000 residents were born outside the United States, challenging local educational agencies to offer and support over 60 foreign languages. National studies, residents, and realtors concur that Glendale's reputation for quaint neighborhoods, excellent schools, commercial industries, shopping facilities, strong municipal agencies, and its multitude of local attractions are motivating factors to families moving to the valley. Community pride and involvement are strong forces responding to educational issues, non-profit causes, and city developments.

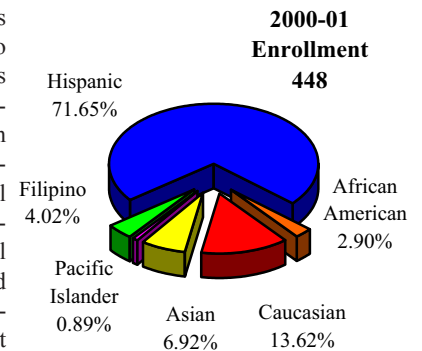
Glendale has become one of the largest financial, commercial, retail, and motion picture animation centers, featuring many large corporations such as Nestle USA, Walt Disney Imagineering, Walt Disney Stores, DreamWorks SKG, International House of Pancakes, Cigna Healthcare, KABC-TV and Warner Bros Animation. The quaint downtown area of the city is unique for its social environment, beautiful landscaping, and towering dramatic office buildings.

The Glendale Unified School District is proud of its excellent quality of education and award winning schools. Its commitment to providing safe and effective learning environments for students is unmatched. Located in the heart of the city, the district serves approximately 30,000 students in its 20 elementary schools, four middle schools, five high schools, and two special schools. Year round and traditional calendar systems complimented by a variety of creative programs provide Glendale parents and students many choices for individual needs and achievements.

The Benjamin Franklin Elementary community is located in the northeast of the city of Glendale, serving over 400 kindergarten through sixth grade students. Benjamin Franklin Elementary teachers and staff are committed to providing a safe and productive learning experience. Opened in 1926 and operating on a traditional calendar system, the educational programs are designed to provide the skills and tools necessary for students to explore their creativity while developing a strong educational base.

Discipline & Climate for Learning

Students at Benjamin Franklin Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Benjamin Franklin Elementary's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline



policies at the beginning of each school year through classroom orientation and individual student handbooks.

The district annually provides a Student Conduct Code for each of its sites which is supplemented by a set of behavioral standards developed by Benjamin Franklin Elementary. The program's design establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives, as well as assertive discipline and conflict resolution tools to further develop personal growth.

Attendance

Regular attendance at Benjamin Franklin Elementary is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Independent study is available for students who require extended leaves from school. The school monitors student attendance very closely and reports excessive unexcused absences to designated authorities.

Punctuality and promptness are desirable traits to develop. The students of Benjamin Franklin Elementary are expected to be in their seats and ready for instruction at the designated time.

Glendale Unified's School Attendance Review Board (SARB) is composed of parents, representatives from the school district and members of the community, including representatives from law enforcement, welfare, probation and mental health. Students are referred to SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school and district counseling are not effective. The members of the SARB, the referred students and their parents or guardians meet regularly to work collaboratively to evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems.

Benjamin Franklin Elementary has not expelled any of its students during the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions and Expulsions					
	Franklin			GUSD		
	99	00	01	99	00	01
Suspensions (#)	38	17	24	5100	4444	3647
Suspensions (%)	8.92	3.94	5.36	16.83	14.63	12.03
Expulsions (#)	0	0	0	59	40	47
Expulsions (%)	0.00	0.00	0.00	0.19	0.13	0.16

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include:

- Extended Day Classes
- Drill Team
- Intervention Literacy Academy
- Golden Readers
- Chorus
- Girl Scouts
- GATE program

Certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include:

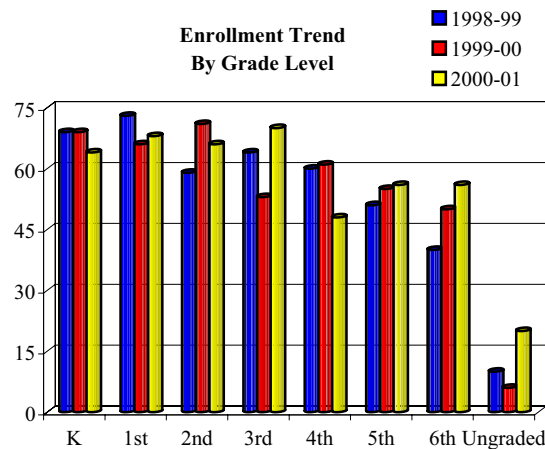
- Outstanding Attendance
- Franklin Friends
- Reclassification
- Super Citizen

Homework

Benjamin Franklin Elementary feels homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments timely and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child.

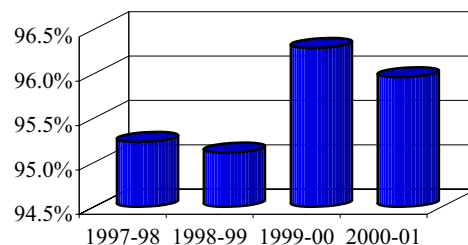
School Attendance

Student enrollment over the past three years at Benjamin Franklin Elementary has increased by 5.2%. Schoolwide enrollment at the beginning of the 2000-01 school year was 448 students. Benjamin Franklin Elementary is a school of choice and accepts students from neighboring districts provided space is available and class sizes do not exceed the school's maximum allowable class size.



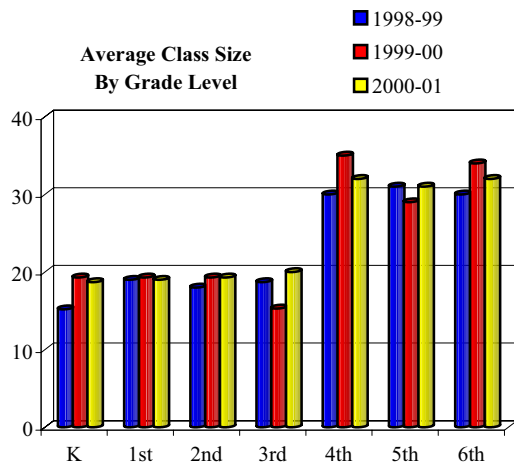
School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Benjamin Franklin Elementary. Student attendance is carefully monitored to identify those students exhibiting excessive absences. During the 2000-01 school year, the actual attendance rate for all grade levels for Benjamin Franklin Elementary was 95.96%.

Actual Attendance Rates



Class Size

Benjamin Franklin Elementary maintained a schoolwide average class size of 22 students and a student/teacher ratio of 19:1 for the 2000-01 school year. The ratio of students per teacher varies by grade level taught.

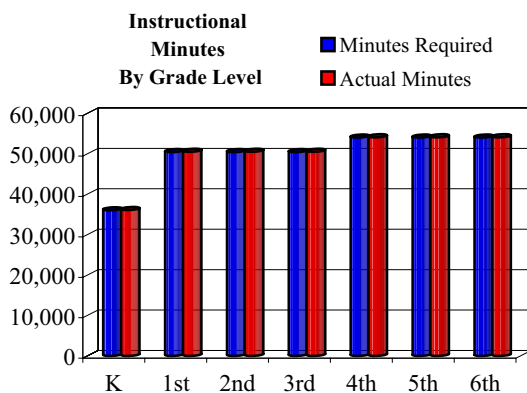


In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. At the beginning of the 2000-01 school year 100% of all K-3 classrooms participated in this program.

	Class Size Distribution								
	Number of Classrooms by Size								
	1-20			21-30			31+		
	99	00	01	99	00	01	99	00	01
K	4	3	3	0	0	0	0	0	0
1st	3	4	3	0	0	0	0	0	0
2nd	3	4	3	0	0	0	0	0	0
3rd	4	3	4	0	0	0	0	0	0
4th	0	0	0	1	0	0	1	1	2
5th	0	0	0	0	2	0	1	1	2
6th	0	0	0	1	0	0	1	1	2
K-3	1	1	1	0	0	0	0	0	0
4th-8th	1	1	1	0	0	0	0	0	0

Instructional Minutes

During the 2000-01 school year, all instructional minutes offered at Benjamin Franklin Elementary either met or exceeded state requirements.



Some students in grades kindergarten through fourth grade receive instruction in instrumental music in addition to the core subjects. Benjamin Franklin Elementary provides instruction for kindergarten through sixth grade in a self-contained classroom environment, where students receive all instruction by a homeroom teacher.

Minimum Days

For the 2000-01 school year, Benjamin Franklin Elementary offered 180 days of instruction comprised of 175 regular days and 5 minimum days. All instructional days either met or exceeded the daily instructional minute requirements specified in the California Education Code.

Textbooks & Instructional Materials

Benjamin Franklin Elementary sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program as well as provide students with their own textbooks. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks as well as the school's curriculum council standards. Benjamin Franklin Elementary follows the State Instructional Materials Adoption Cycle which reviews instructional materials in each curricular area within a seven-year cycle.

A committee consisting of administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Education for final adoption.

The school's library is stocked with 6,678 books that are available for students to check out. In addition there are seven available computers and it is used for research and other related areas of study. The school's library contains a large collection of video and audio tapes for classroom use that tie into curricular areas of study. Computer resources within the library are connected to the Internet so students are able to access resources and information on-line to improve their research skills. Glendale Unified School District assigns a teacher specialist to each 'cluster' of schools to advise on equipment and troubleshooting.

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule. Software includes programs to develop critical thinking skills, technological skills, and mathematical proficiency. The district recently adopted and integrated new software in the areas of reading and math for high school level students.

	1998-99	1999-00	2000-01
Computers	34	43	45
Students per computer	12.5	10.0	10.0
Classrooms connected to Internet	0	1	24

Benjamin Franklin Elementary's website provides a variety of resources and information for parents, staff, students, and community members.

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Benjamin Franklin Elementary. Multiple measures are much more authentic in terms of students' actual progress as well as a measurement of the effectiveness of the instructional program.

In addition to the academic measurements given by the State of California, the Glendale Unified School District provides other assessments to determine the progress of each individual student:

- **Benchmark tests** - The district is annually administering the math test to grades K-6th and writing test to grades K-8th. The results determine whether the student is meeting the district's grade level standards.
- **Multiple Measures** - The teacher is administering the math and language arts tests three times a year to grades K-11th. The results determine whether the student is meeting the grade level standard goals of Benjamin Franklin Elementary.

Standardized State Testing

Benjamin Franklin Elementary participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the Stanford Achievement Test Series (SAT-9), California Standards Test, and the Spanish Assessment of Basic Education (SABE). The SAT-9 measures achievement based on student comparison; the California Standards Tests aid in determining the level of individual student comprehension and knowledge of skills required by the California Content Standards for each grade or course.

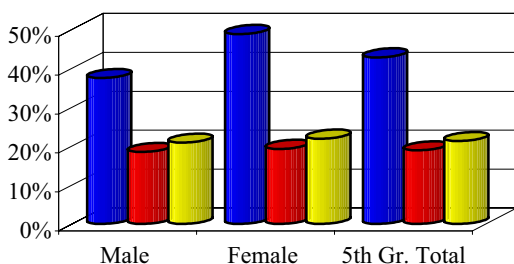
Physical Fitness

In the spring of each year, Benjamin Franklin Elementary is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided options to perform tasks in each area. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ). Test results for the 2000-01 school year indicate that although there were no Franklin students in the HFZ for all six tasks, 62.9% of female students tested and 42.9% of males successfully completed five of six tasks.

Students In Healthy Fitness Zone

■ GUSD
■ Los Angeles Co.
■ California



Meeting Grade Level Standards % of Students At or Above Proficiency Level

	Language Arts		Math	
	00	01	00	01
K	91	94	75	90
1st	69	78	83	71
2nd	75	76	78	69
3rd	65	45	69	45
4th	55	52	67	57
5th	55	49	35	52
6th	35	61	27	49

Math & Writing Benchmark % of Students At or Above Proficiency Level 2000-2001

	Math		Writing	
	00	01	00	01
K	88	90	36	49
1st	89	71	58	58
2nd	80	77	72	89
3rd	83	53	85	66
4th	63	58	81	77
5th	30	21	55	55
6th	25	19	43	53

SAT-9 Results

All Students

1999, 2000, 2001

% At or Above National Average

Grade	Reading														
	2			3			4			5			6		
	99	00	01	99	00	01	99	00	01	99	00	01	99	00	01
Year Ending															
Benjamin Franklin	24	48	52	38	37	43	53	52	43	31	35	45	50	40	34
Glendale Unified	47	54	58	46	50	51	47	50	53	48	46	51	52	55	53
California	44	49	51	41	44	46	41	45	47	42	44	45	44	46	47
	Math														
Benjamin Franklin	32	56	59	56	71	65	33	64	62	40	40	42	60	55	67
Glendale Unified	60	68	68	57	64	63	51	63	65	57	61	64	67	70	71
California	49	57	58	48	56	59	44	51	54	45	50	55	50	55	58
	Language														
Benjamin Franklin	37	64	64	40	61	59	52	56	70	36	40	49	53	55	60
Glendale Unified	55	62	67	52	58	58	58	62	65	61	61	63	66	67	67
California	47	52	53	43	48	51	47	51	54	47	50	53	49	52	54
	Spelling														
Benjamin Franklin	41	61	58	40	43	53	46	59	52	28	40	44	35	30	43
Glendale Unified	50	58	62	47	54	57	42	51	55	50	50	55	49	54	52
California	43	50	52	40	46	51	38	43	46	42	45	49	41	44	46

SAT-9 Disaggregated Results

2001

% At or Above National Average

	Reading					Math				
	2	3	4	5	6	2	3	4	5	6
Gender										
Male	50	46	27	40	31	57	71	61	45	69
Female	53	41	56	49	38	61	59	63	40	66
Ethnicity	<i>data currently unavailable</i>									
Language Fluency										
Limited English Proficient	38	33	11	18	6	56	56	40	18	53
Non Limited English Proficient	67	68	63	58	69	63	86	77	53	85
Socioeconomic Status										
Economically Disadvantaged	37	41	32	40	31	51	65	59	34	62
Non Economically Disadvantaged	84	48	67	55	46	79	65	69	55	85
Migrant Education	<i>data currently unavailable</i>									

California Standards Test Results											
All Students											
2001											
English/Language Arts											
		2		3		4		5		6	
% of Students Scoring at:		A	P	A	P	A	P	A	P	A	P
Benjamin Franklin		3	23	3	29	4	29	4	24	9	19
Glendale Unified		12	26	12	24	13	26	9	26	11	28
California		10	22	9	21	11	22	7	21	8	23

California Standards Test Results											
Disaggregated											
2001											
English/Language Arts											
		2		3		4		5		6	
% of Students Scoring at:		A	P	A	P	A	P	A	P	A	P
Gender											
Male		0	25	0	29	0	23	5	11	10	17
Female		6	21	5	28	7	33	3	31	7	21
Ethnicity											
<i>data currently unavailable</i>											
Language Fluency											
Limited English Proficient		3	9	0	24	0	6	0	0	0	6
Non Limited English Proficient		3	37	9	41	7	43	5	35	19	35
Migrant Education											
<i>data currently unavailable</i>											
Socioeconomic Status											
Economically Disadvantaged		5	14	2	28	0	18	0	20	4	18
Non Economically Disadvantaged		0	42	4	30	13	53	11	32	23	23

A = Advanced P = Proficient

Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time. If a school meets its growth targets, including subgroup targets, it may be eligible to receive monetary and non-monetary awards.

The API Scale is 200-1000; calculations for which only include scores for students in the district the prior school year. Rankings are presented in deciles (high of 10, low of 1), each of which contains 10% of all schools. The growth target is equal to 5% of the difference between the current API and the interim Statewide Performance Target of 800.

The Immediate Intervention/Underperforming School's Program and the Governor's Performance Award Program are the remaining two components of the PSAA Act. Due to specific criteria, including API and SAT-9 results, Benjamin Franklin Elementary qualified to participate in the Governor's Performance Award program which allocates up to \$150 per student for schoolwide use in 2001.

School Facilities & Safety

Benjamin Franklin Elementary provides a safe, clean environment for students, staff, and volunteers. School facilities are all up-to-date and provide adequate space for students and staff. Split into day and evening shifts, a team of two custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Glendale Unified to ensure that all classrooms and facilities are maintained to a high degree of adequacy that provides for good learning.

Measure K funds have been approved and allocated for the following improvements at Benjamin Franklin Elementary:

- Ceiling, lighting, and electrical upgrades
- Heating and air conditioning upgrades
- Computer networking and wiring for Internet access

Safety of students and staff is a primary concern of Benjamin Franklin Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

The School Safety Plan is updated and amended during the month of October to ensure that it is compliant with the safety law. The School Safety Plan is designed to help in preparing for any emergency situation and managing emergency response efforts. The plan will provide and maintain the high level of safety, assess current school crime occurring within and around the school campus. A copy of the plan is available to the public at the district office.

API School Results					
Base	Base		Growth	Growth	
	1999	2000		1999	2000
Percent Tested	100	100	Percent Tested	100	100
API Score	616	676	API Growth Score	676	694
Growth Target	9	6	Actual Growth	60	18
Statewide Rank	5	6	Eligible for Awards	Yes	Yes
Similar Schools Rank	10	10	Eligible for II/USP	No	No

API Subgroup Results					
Base	Base		Growth	Growth	
	1999	2000		1999	2000
Hispanic or Latino					
Base API Score	592	647	API Growth Score	647	667
Growth Target	7	5	Actual Growth	55	20
Socioeconomically Disadvantaged					
Base API Score	583	647	API Growth Score	647	667
Growth Target	7	5	Actual Growth	64	20

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

Counseling & Other Support Services

It is the goal of Benjamin Franklin Elementary to assist students in their social and personal development as well as academics. The district provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The principal coordinates the counseling and support services at each school site.

Counseling and Support Services Staff			
Franklin Support Staff	Number of Staff		Availability
	Staff	FTE	Days Per Week
Counselor	1	0.2	1
Health Aide	1	0.63	5
Nurse	1	0.2	1
Psychologist	1	0.4	2
Speech/Language Specialist	1	0.6	3
Special Education Teacher	3	3	5
Teacher Specialist	1	1	5
Teacher Specialist	1	1	5

*FTE = Full-Time Equivalent

The school provides qualified personnel to provide counseling and support services, on a part-time and/or full-time basis. Psychologists and counselors are devoted to helping students deal with problems and assisting them to reach positive goals.

Teacher Assignment

Glendale Unified recruits and employs the most qualified credentialed teachers. For the 2000-01 school year, Benjamin Franklin Elementary had 16 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status			
	1998-99	1999-00	2000-01
Fully Credentialed	15	16	16
Emergency Permits	9	8	8
Without Credentials	0	0	0
Intern Credentials	0	0	0
District Interns	0	0	0
Working Outside Subject	0	0	0
Total Teachers	24	24	24
Average Years Teaching	8.2	9.3	9.2
Average Years in District	7.5	8.0	8.2

Some teachers hold multiple credentials; various teachers supplement their regular credential with a special education credential.

Benjamin Franklin Elementary supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their personal growth as well as for the benefit of the school. During the 2000-01 school year, certificated staff consisted of 25 employees: 56 percent with 30+ additional units beyond their bachelor's degree and 24 percent holding advanced graduate degrees such as a masters or doctorate degree.

Specially trained staff who provide additional instruction or services include:

- Teacher Specialist
- Community Liaison
- Bilingual Teacher Specialist
- Bilingual Community Liaison

- Instrumental Music Teacher
- Physical Education Teacher
- Library Assistant
- Child Development Program (CDP) Teachers and Assistants

This assemblage at Benjamin Franklin Elementary is dedicated to providing the very best education possible for the students.

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by principals and assistant principals. District administrators evaluate central office certificated employees; these administrators have been trained and certified for competency to perform teacher evaluations.

Evaluation criteria are:

- Engaging and Supporting All Students In Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Developing as a Professional Educator

Staff members build teaching skills and content knowledge by participating in many conferences and workshops throughout the year and then sharing their experiences and knowledge with district colleagues. The district schedules three staff development days annually. Professional development focuses on curriculum and teaching strategies to enhance learning in a standards-based system.

Substitute Teachers

Glendale Unified School District has not experienced any difficulties retaining qualified substitute teachers thus far. The current district pool consists of over 300 substitutes. On rare occasions when a substitute teacher is not available for an absent teacher, credentialed staff or administrators take the role of the substitute. Substitute teachers must hold a Bachelor's degree and have successfully passed the California Basic Educational Skills Test.

Training & Curriculum Improvement

All training and curriculum development at Benjamin Franklin Elementary revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

The writing and implementation of Benjamin Franklin Elementary's curriculum is an ongoing process. The school's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

Curriculum Study Committees in the various subject areas meet regularly to review course content, recommend the adoption of new courses and textbooks, and discuss methods of assessing student progress. Potential innovations and modifications to existing programs are reviewed by principals, presented to the superintendent for consideration, and submitted to the Board of Education for adoption.

The Glendale Unified School District implemented a new curriculum and adopted new materials in history/social studies, grades K-6, during the 2000-01 school year. The curriculum and materials are aligned with state content standards and frameworks. Curricula in all of the core content areas have been aligned with the state standards, and a standards-based grading and reporting system has been adopted.

The Glendale Unified School District provides high-quality professional development to promote powerful teaching and learning. Each school prepares a site-based staff development plan which is aligned with district strategic targets, and which uses a variety of resources to assist teachers in refining instructional practice. District and site inservices are based on research and established learning theories.

Professional development in the Glendale Unified School District focuses on strategies to promote literacy and critical thinking skills in all subject areas. There is also an emphasis on using data effectively to plan instruction and working collaboratively to improve instruction by analyzing student work. Teachers receive assistance in developing intervention strategies for at-risk students, so that all students have the opportunity to meet rigorous standards.

Two teacher induction programs provide specialized support for new teachers. The Beginning Teacher Support and Assessment Program (BTSA) is a two-year program which provides ongoing support from Consulting Teachers, with an emphasis on formative assessment and reflection. All activities are based on the California Standards for the Teaching Profession. The Pre-Intern Program prepares emergency permit teachers to demonstrate mastery of subject matter competencies. In addition, the Paraprofessional Teacher Training Program (PTTP) offers opportunities for teacher preparation and certification to education assistants. This program sponsors enrollment in required university courses and provides peer support and training. During the 2000-01 school year, almost 200 employees participated in these three programs.

The Glendale Unified School District participates in the Peer Assistance and Review (PAR) program. This program allows outstanding teachers to help veteran teachers to refine subject matter knowledge and teaching strategies.

For the 2000-01 school year, staff at Benjamin Franklin Elementary will continue to make a strong commitment to providing guidance for all staff in an effort to develop an instructional program that fosters creativity and academic excellence.

Special Education

The district's Special Education program addresses the needs of those students with special needs through appropriate assessment, identification of problem areas, placement, and program implementation. The director administers the program of the district and assigns a teacher specialist and a special coordinator to support the school principal and teachers. The director is also available to answer any questions and provide support to the principal and teachers. They all work together to ensure that the needs of special students are being met.

Quality of Instruction & Leadership

Leadership at Benjamin Franklin Elementary is a responsibility shared between district administration, the principal, school administration, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards.

The district requires various levels of participation from school site staff to regularly assemble and address specific issues for each site as well as districtwide issues.

- District Advisory Committee
- District English Language Advisory Committee
- Facilities Advisory Council
- Superintendent's Advisory Committee
- GATE Advisory Committee
- District Textbook Adoption Committee

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

- School Site Council
- Leadership Team
- Conflict Management
- MAMA's Club
- Safety Committee
- 504 Team
- Individual Education Plan (IEP) Teams
- Math Committee
- Franklin 2005
- Franklin Tutors
- Parent Teacher Association
- Math Field Day Committee

Expenditures & Services Funded

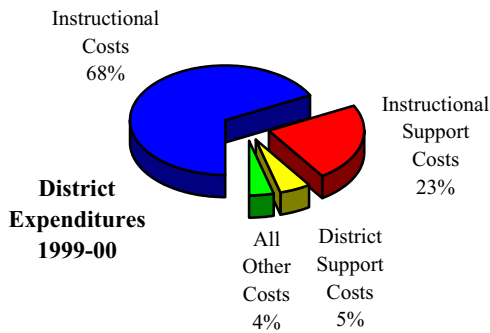
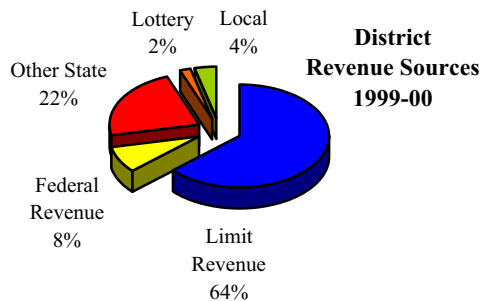
For the 1999-00 school year, Glendale Unified spent an average of \$5,354 to educate each student (based on 1999-00 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

Current Expense of Education Per Student*		
1999-00		
Statewide Average		
Glendale Unified	All Unified Districts	All Districts
\$5,354	\$5,758	\$5,705

**Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

In addition to general fund state funding, Glendale Unified receives state and federal categorical funding for special programs. For the 1999-00 school year, the district received approximately \$1,892 per student in federal and state aid for the following categorical, special education, and support programs:

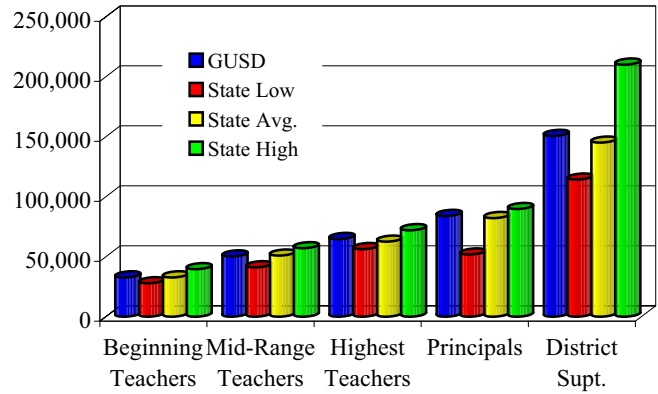
- Special Education
- EESA/Math & Science
- Drug/Alcohol/Tobacco
- Vocational & Applied Technology
- Gifted & Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Demo. Programs, Reading & Math
- Other Instructional Allowances
- Mandated Costs Reimbursements
- Instructional Materials
- Staff Development
- Tenth Grade Counseling
- Educational Technology Assistance Grants
- Mentor Teacher
- Year Round School Incentive
- Class Size Reduction
- Instructional Television
- School Based Coordination Program
- Healthy Start



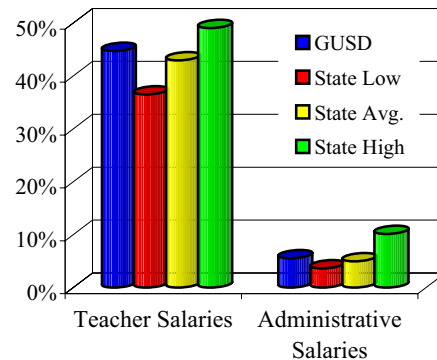
Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having greater than 20,000 average daily attendance throughout the state.

**Average Salary Information
Teachers - Principals - Superintendent
1999-00**



**Average Salary Information
Teachers & Administrative Salary Percentages
1999-00**



Contact Information

Parents who wish to participate in Benjamin Franklin Elementary's leadership teams, school committees, school activities, or become a volunteer may contact Principal Linda Russo Milano at (818) 243-1809.

