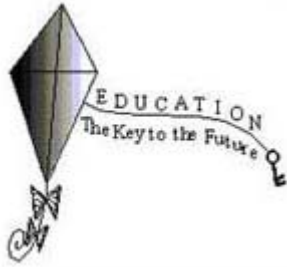


# Glendale Unified School District

"Excellence is Worth the Effort"



## Benjamin Franklin Elementary School

### 2001-2002 Annual School Report Card

1610 Lake St., Glendale, CA 91201-2610

(818) 243-1809

Kindergarten through Sixth Grade

Linda Russo Milano, Principal

[www.glendale.k12.ca.us](http://www.glendale.k12.ca.us)

#### 2001-02 Board of Education

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James R. Brown  
Superintendent

Mrs. Alice Petrossian  
Assistant Superintendent,  
Hoover Cluster

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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, 50 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 picturesque 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.

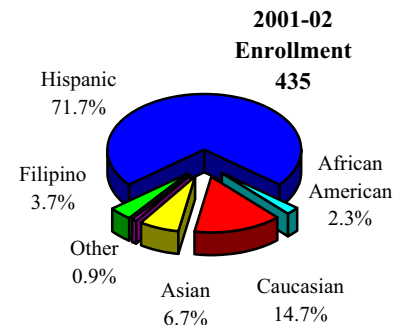
Glendale has become one of the largest financial, commercial, retail, and motion picture animation centers, featuring many large corporations such as Nestlé USA, Walt Disney Imagineering, Walt Disney Stores, DreamWorks SKG, International House of Pancakes, Cigna Healthcare, KABC-TV and Warner Bros Animation. The quaint downtown area of the city is unique for its social environment, beautiful landscaping, and dramatic towering 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. 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 School community is located in the northeast of the city of Glendale, serving over 400 kindergarten through sixth grade students. Opened in 1926 and operating on a traditional calendar system, the school offers educational programs that 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 School 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 School'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 School. 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.

Building a positive self-image, as well as respect for others, is important to a student's success. Glendale Unified School District supports the philosophy that students who have high self-esteem are more likely to become productive citizens and resist temptations such as abusing alcohol and dangerous drugs. The district participates in the Glendale Character and Ethics Project, a character education program that provides a strong link between the schools and the community. The project highlights one "guiding word" per month, including respect, honesty, self-discipline, citizenship, and responsibility. Glendale Character and Ethics teaches children to consider the consequences of their actions, encouraging them to choose behaviors that benefit themselves and others.

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

Benjamin Franklin Elementary School 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			Glendale USD		
	00	01	02	00	01	02
Suspensions (#)	17	24	19	4,444	3,647	3,425
Suspensions (%)	3.94	5.36	4.37	14.63	12.03	11.30
Expulsions (#)	0	0	0	40	47	40
Expulsions (%)	0.00	0.00	0.00	0.13	0.16	0.13

### 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
- Girl Scouts
- GATE program
- Chorus
- Intervention Literacy Academy
- Golden Readers

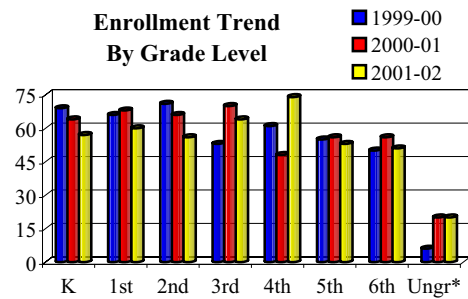
### Homework

Benjamin Franklin Elementary School 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 in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to review homework assignments with their child.

### School Enrollment & Attendance

Student enrollment over the past three years at Benjamin Franklin Elementary School has increased by 0.9%. Schoolwide enrollment at the beginning of the 2001-02 school year was 435 students. Benjamin Franklin Elementary School 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.



\*Ungraded includes any students enrolled in an ungraded program. May include special education students.

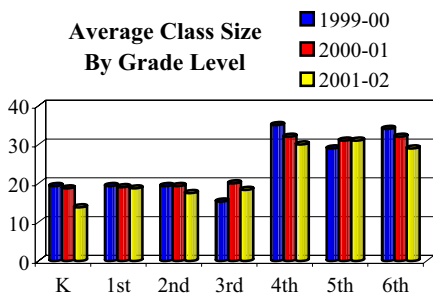
Regular attendance at Benjamin Franklin Elementary School is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Independent study is available for students who require extended leaves from school. School districts receive financial support from the state for the education of the students they serve based on how many students attend school each day. Student attendance is carefully monitored to identify those students exhibiting excessive absences. During the 2001-02 school year, the actual attendance rate for all grade levels for Benjamin Franklin Elementary School was 95.77%.

Glendale Unified School District'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 agencies. 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 evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems.

### Class Size

Benjamin Franklin Elementary School maintained a schoolwide average class size of 21 students and a student/teacher ratio of 18:1 for the 2001-02 school year. The ratio of students per teacher varies by grade level.

**Average Class Size  
By Grade Level**



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 2001-02 school year 100% of all K-3 classrooms participated in this program.

	1-20			21-30			31+		
	00	01	02	00	01	02	00	01	02
<b>K</b>	3	3	4	0	0	0	0	0	0
<b>1st</b>	4	3	3	0	0	0	0	0	0
<b>2nd</b>	4	3	3	0	0	0	0	0	0
<b>3rd</b>	3	4	3	0	0	0	0	0	0
<b>4th</b>	0	0	0	0	0	3	1	2	0
<b>5th</b>	0	0	0	2	0	1	1	2	0
<b>6th</b>	0	0	0	0	0	2	1	2	0
<b>K-3</b>	1	1	1	0	0	0	0	0	0
<b>4th-8th</b>	1	1	1	0	0	0	0	0	0

### Instructional Time

During the 2001-02 school year, all instructional time offered at Benjamin Franklin Elementary School 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 School provides instruction for kindergarten through sixth grade in a self-contained classroom environment, where students receive all instruction by a homeroom teacher.

	Required	Minutes
<b>K</b>	36,000	36,060
<b>1st - 3rd</b>	50,400	50,476
<b>4th - 6th</b>	54,000	54,064

For the 2001-02 school year, Benjamin Franklin Elementary School offered 180 days of instruction comprised of 175 regular days and 5 minimum days. Minimum days are used for Back to School Night, Open House, report card preparation, and the last day of school. In addition, Benjamin Franklin Elementary School modifies its schedule each Thursday. Students are dismissed one hour earlier in the afternoon. Each month "Banking Days" allow teachers additional time to meet once by grade level and once for a full faculty meeting. The other "Banking Days" each month can be used for ad hoc meetings or classroom planning.

### Textbooks & Instructional Materials

Benjamin Franklin Elementary School 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. Glendale Unified School District follows the State Instructional Materials Adoption Cycle which reviews instructional materials in each curricular area within a seven-year cycle.

#### District Adopted Textbooks

Subject/ Year Adopted Series	Grades
<b>Language Arts</b>	
1998 Harcourt Brace: <i>Signatures</i>	K-6
<b>Mathematics</b>	
1997 Everyday Learning Corp.: <i>Everyday Mathematics</i>	K-6
<b>History/Social Studies</b>	
2000 McGraw Hill: <i>Adventures in Time and Place</i>	K-6
<b>Science</b>	
2000 Holt, Rinehart & Winston: <i>Earth Science</i>	6
2001 Harcourt Brace: <i>Harcourt Science</i>	K-5

Each textbook is formally adopted by the Board of Education following a comprehensive review process. 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 thousands of books that are available for students to check out. In addition, there are seven available computers used for research and other related areas of study. The school's library contains a large collection of videos 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. 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.

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

#### Computer Resources

	1999-00	2000-01	2001-02
Computers for student access	43	45	54
Students per computer	10.0	10.0	8.0
Classroom areas connected to Internet	1	24	28

## Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Benjamin Franklin Elementary School. These assessments are used to measure student progress and evaluate the effectiveness of the instructional program.

In addition to the academic measurements given by the State of California, the school and the district provide other assessments to determine the progress of each individual student. Students in grades K-6 are evaluated based on the results of Writing and Math Benchmark tests administered each trimester and their report card grades in Reading, Writing, and Math. Kindergarteners also participate in a district-developed kindergarten inventory. Students in grades 2-6 are evaluated on state standardized tests, trimester Reading tests, Writing and Math Benchmark tests, and report card grades in Reading, Writing and Math. Annually, the district evaluates results on these assessments to determine whether each student is meeting the district's grade level standards.

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

	Math		Writing	
	01	02	01	02
K	91	100	49	78
1st	84	58	58	50
2nd	91	68	89	67
3rd	77	86	66	84
4th	71	85	77	79
5th	30	51	55	49
6th	37	48	53	60

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

Language Arts			Math		
00	01	02	00	01	02
58	57	67	66	66	71

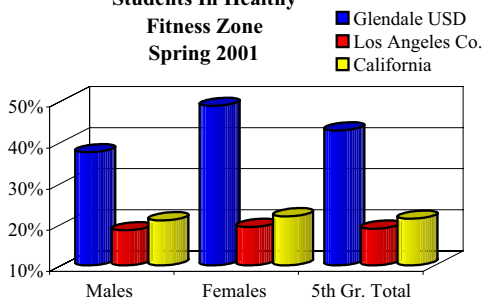
## Standardized State Testing

Benjamin Franklin Elementary School 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 School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to perform fitness tasks. 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  
Spring 2001



## 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.

### SAT-9 Results All Students 2000, 2001, 2002

% At or Above National Average

Grade Year Ending	Reading														
	2			3			4			5			6		
	00	01	02	00	01	02	00	01	02	00	01	02	00	01	02
Benjamin Franklin	48	52	42	37	43	56	52	43	56	35	45	38	40	34	58
Glendale USD	54	58	58	50	51	56	50	53	54	46	51	52	55	53	57
California	49	51	54	44	46	47	45	47	49	44	45	47	46	47	48
Math															
Benjamin Franklin	56	59	45	71	65	78	64	62	79	40	42	58	55	67	65
Glendale USD	68	68	70	64	63	73	63	65	69	61	64	68	70	71	73
California	57	58	62	56	59	62	51	54	58	50	55	57	55	58	60
Language															
Benjamin Franklin	64	64	60	61	59	63	56	70	72	40	49	51	55	60	65
Glendale USD	62	67	66	58	58	65	62	65	68	61	63	67	67	67	70
California	52	53	55	48	51	53	51	54	57	50	53	55	52	54	56
Spelling															
Benjamin Franklin	61	58	53	43	53	58	59	52	59	40	44	42	30	43	51
Glendale USD	58	62	63	54	57	62	51	55	55	50	55	59	54	52	58
California	50	52	56	46	51	54	43	46	49	45	49	52	44	46	49

### SAT-9 Disaggregated Results 2001 & 2002

% At or Above National Average

	Reading						Math									
	2	3	4	5	6		2	3	4	5	6					
	01	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02
<b>Gender</b>																
Male	50	38	46	67	27	58	40	29	31	45	57	44	41	88	61	86
Female	53	47	41	48	56	55	49	45	38	68	61	47	59	71	63	74
<b>Ethnicity</b>																
Hispanic	41	35	33	43	30		60	60	53	38	63					
Caucasian	50	*	*	*	*		30	*	*	*	*					
<b>Language Fluency</b>																
English Learners (EL)	38	31	33	48	11	28	18	5	6	14	56	42	56	75	40	58
Non EL	57	71	68	65	63	81	58	58	69	76	63	53	86	81	77	98
<b>Socioeconomic Status</b>																
SED	37	41	41	45	32	47	40	36	31	43	51	44	65	74	59	79
Non SED	84	43	48	71	67	69	55	41	46	80	79	48	65	84	69	80
<b>Migrant Education</b>	No data reported															

SED = Socioeconomically Disadvantaged

\*Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

Ethnic data for 2001-02 currently unavailable.

**California Standards Test Results**  
**% of Students Scoring at Advanced and Proficient Levels**  
**2001 & 2002**

	English/Language Arts						Math														
	2		3		4		5		6		2		3		4		5		6		
	01	02	01	02	01	02	01	02	01	02	02	02	02	02	02	02	02	02	02	02	
<b>All Students</b>	26	22	32	32	33	48	28	25	28	35	27	36	57	43	53						
Benjamin Franklin	38	38	36	42	39	44	35	37	39	42	51	50	50	48	53						
Glendale USD	32	32	30	34	33	36	28	31	31	31	43	38	38	29	32						
California																					
<b>Gender</b>																					
Male	25	12	29	33	23	44	16	21	27	30	19	32	53	46	45						
Female	27	33	33	30	40	53	34	27	28	40	37	38	60	41	58						
<b>Ethnicity</b>	<i>Data unavailable</i>																				
<b>Language Fluency</b>																					
English Learners (EL)	12	15	24	23	5	17	0	0	6	7	20	38	39	25	14						
Non EL	40	41	50	43	50	77	40	39	54	47	47	34	71	54	69						
<b>Socioeconomic Status</b>																					
SED	19	20	30	30	18	42	20	19	22	21	22	32	52	41	42						
Non SED	42	29	34	33	66	57	43	35	46	55	38	40	63	47	70						
<b>Migrant Education</b>	<i>Data unavailable</i>																				

*SED = Socioeconomically Disadvantaged*

**API School Results**

Base	Base			Growth	Growth	
	1999	2000	2001		99-00	00-01
Percent Tested	100	100	100	Percent Tested	100	100
API Score	616	676	696	API Growth Score	676	694
Growth Target	9	6	5	Actual Growth	60	18
Statewide Rank	5	6	6	Eligible for Awards	Yes	Yes
Similar Schools Rank	10	10	10	Eligible for II/USP	No	No

**API Subgroup Results**

*Hispanic or Latino*

Base API Score	592	647	672	API Growth Score	647	667
Growth Target	7	5	4	Actual Growth	55	20

*Socioeconomically Disadvantaged*

Base API Score	583	647	673	API Growth Score	647	667
Growth Target	7	5	4	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.*

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 Schools Program and the Governor's Performance Award Program are the remaining two components of the PSAA. Due to specific criteria, including API and SAT-9 results, Benjamin Franklin Elementary School qualified to participate in the 1999-00 and the 2000-01 Governor's Performance Award program receiving a combined total of \$39,255 for schoolwide use.



## School Facilities & Safety

Benjamin Franklin Elementary School provides a safe, clean environment for students, staff, and volunteers. The campus includes 27 classrooms, a multipurpose room, an outdoor lunch shelter, administrative offices, and blacktop playground. Buildings encompass more than 30,000 square feet on the 4.3-acre site. School facilities are up-to-date and provide adequate space for students and staff. Split into day and evening shifts, a team of two full-time and one part-time custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Glendale Unified School District to ensure that all classrooms and facilities are maintained to a high degree of adequacy that provides for good learning.

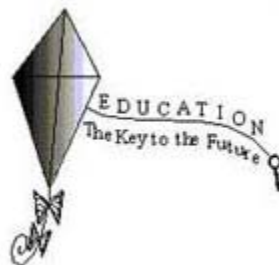
Measure K funds are being used for a variety of improvements at Benjamin Franklin Elementary School. The most recent included replacing aging portable classrooms with nine new modular classrooms, remodeling the front of the school buildings, and modifying the entrance to the school office.

Benjamin Franklin Elementary School is a closed campus. All visitors are required to sign-in at the school's office and to wear visitor badges during their stay. While the school welcomes visits by parents and community members, anyone wishing to be on campus during school hours should notify school staff ahead of time. Visitors are restricted at certain times of the year to minimize classroom disruption during activities such as SAT-9 testing. Before and after school and during lunch, campus supervisors, teachers and noon aides monitor the school grounds and ensure student safety.

A Comprehensive School Safety Plan was developed by the school staff in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include the following:

- Child abuse reporting procedures
- Teacher notification of dangerous pupils procedures
- Disaster response procedures
- Procedures for safe entering to, and exiting from, school
- Sexual harassment policy
- Suspension and expulsion policies
- Dress code
- Discipline policies

School and district personnel evaluate the plan annually and update the plan as needed. The plan was updated and submitted for Board approval in the spring of 2002 and reviewed with school staff at the beginning of the 2002-03 school year. A copy of the plan is available to the public at the district office.



## Counseling & Other Support Services

It is the goal of Benjamin Franklin Elementary School 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.

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

*\*FTE = Full-Time Equivalent*

## Teacher Assignment

Glendale Unified School District recruits and employs the most qualified credentialed teachers. For the 2001-02 school year, Benjamin Franklin Elementary School had 18 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status	1999-00 2000-01 2001-02		
	Fully Credentialed	16	16
Emergency Permits	8	8	6
Without Credentials	0	0	0
Intern Credentials	0	0	0
University Interns	0	0	0
District Interns	0	0	0
Working Outside Subject	0	0	0
Total Teachers	24	24	24
Average Years Teaching	9.3	9.2	10.0
Average Years in District	8.0	8.2	9.0

Benjamin Franklin Elementary School 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 2001-02 school year, certificated staff consisted of 25 employees: 52 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
- Instrumental Music Teacher
- Physical Education Teacher
- Library Assistant
- Child Development Program (CDP) Teachers and Assistants

Glendale Unified School District assigns a technology teacher specialist to each 'cluster' of schools.

## 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, probationary, and non-credentialed teachers are evaluated annually. Permanent teachers are evaluated every other year. Provisions exist for qualified tenured teachers who meet specific criteria to be evaluated every third year. Evaluations are conducted by the principal who has been trained and certified for competency to perform teacher evaluations.

Evaluation criteria in the Glendale Unified School District Standards for Educators include:

- Engaging All Students In The Learning Process
- Understanding and Organizing Content Knowledge for Student Learning
- Assessing Student Learning To Determine Instruction
- Creating and Maintaining an Effective Environment for Student Learning
- Planning Instruction and Designing Effective Learning Experiences for All Students
- Developing as a Professional Educator
- Fulfilling Professional Responsibilities

## Substitute Teachers

Glendale Unified School District has not experienced any difficulties retaining qualified substitute teachers. 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. A pool consists of over 300 qualified substitutes is available to Glendale's schools.

## Training & Curriculum Improvement

The Glendale Unified School District provides high-quality professional development to promote powerful teaching and learning. Professional development in the district focuses on standards-based instruction and 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. The district schedules three staff development days annually.

Throughout Glendale Unified School District's elementary schools, 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 adopted new materials in science, grades K-6, during the 2000-01 school year. Implementation of the curriculum for the science adoption continued during the 2001-02 school year.

Benjamin Franklin Elementary School Curriculum Study Committees meet regularly to review course content in the various subject areas, recommend the adoption of new courses and textbooks, and discuss methods of assessing student progress.

To ensure that curriculum is implemented in the most effective manner, the school and the district provide teachers with opportunities to acquire needed knowledge, upgrade skills, and develop professionally. Benjamin Franklin Elementary School prepares a staff development

plan that is aligned with district strategic targets, and which uses a variety of resources to assist teachers in refining instructional practice. During the 2001-02 school year, staff development focused on improving students proficiency in math, including piloting a new textbook program for the school district, and analysis of state standardized testing data.

Benjamin Franklin Elementary School participates in district and school inservices that are based on research and established learning theories. 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. Benjamin Franklin Elementary School further supports teachers and paraprofessionals by participating in the following district programs:

- The Peer Assistance and Review (PAR) program utilizes Consulting Teachers to help veterans to refine subject matter knowledge and instructional strategies.

During the 2001-02 school year, over 150 new teachers and paraprofessionals participated in these the following programs:

- The Beginning Teacher Support and Assessment (BTSA) program is a two-year program that 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 teachers not yet credentialed to demonstrate mastery of subject matter competencies.
- 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.

## Specialized Instruction

Glendale Unified School 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 structures its educational program so that all students receive instruction appropriate to their learning level. Teachers use a variety of instructional techniques and supplemental instructional materials and programs to ensure the success of every student.

Glendale Unified School District recognizes that students with special gifts and talents need more challenging curriculum and instruction. The District's Gifted and Talented Education (GATE) program is offered to students capable of high levels of achievement. Students in the GATE program receive differentiated instruction in their classrooms.

Benjamin Franklin Elementary School offers assistance and specialized instruction to students with special needs. The school uses research-based programs to provide targeted assistance to students falling below grade level. Intervention programs to enhance students' understanding and mastery of core subject matter are offered and student may work with paraprofessionals in a one-on-one tutorial setting. Students in grades kindergarten through six may participate in the Glendale Summer Academy, a six-week program that provides additional learning opportunities for students having difficulty achieving grade level performance.

The district's Special Education Program addresses the needs of those students with special needs through appropriate assessment, identification of problems areas, placement, and program implementation. The director of special education 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. All work together to ensure that the needs of special students are being met.

## School Leadership

Leadership at Benjamin Franklin Elementary School is a responsibility shared between district administration, the principal, school administration, instructional staff, students, and parents. Committees of teachers, administrators, and other staff work together on specific issues of policy or school operations. Committees bring their recommendations to the entire school staff, which participates in all decision-making.

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
- Glendale Teachers Association
- Math Field Day Committee

The School Site Council, consisting of school staff and parents, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and to act as a communication liaison between the community and the school.

Benjamin Franklin Elementary School staff and administrators worked with the district in the spring of 2002 to revise the district's strategic plan, Glendale Schools 2005. The plan articulates the district's goals and values for all schools. Elements of the plan include: Standards, Assessments, and Accountability; Teaching and Learning; Professional Development; Connections and Communication; Leadership, Governance, and Finance; and School Climate, Safety, and Facilities.



## Expenditures & Services Funded

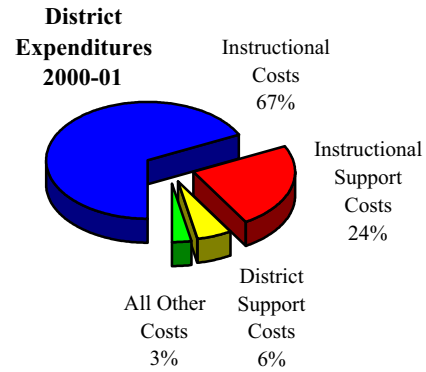
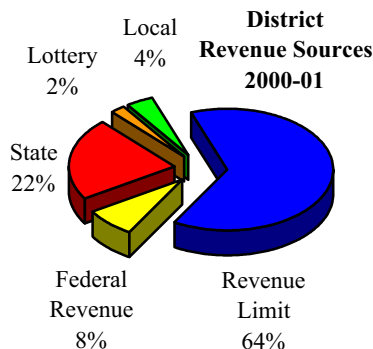
For the 2001-01 school year, Glendale Unified School District spent an average of \$6,143 to educate each student (based on 2000-01 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition 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* 2000-01		
Statewide Average		
Glendale USD	All Unified Districts	All Districts
\$6,143	\$6,414	\$6,360

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

In addition to general fund state funding, Glendale Unified School District receives state and federal categorical funding for special programs. For the 2000-01 school year, the district received approximately \$1,414 per student in federal and state aid for the following categorical, special education, and support programs:

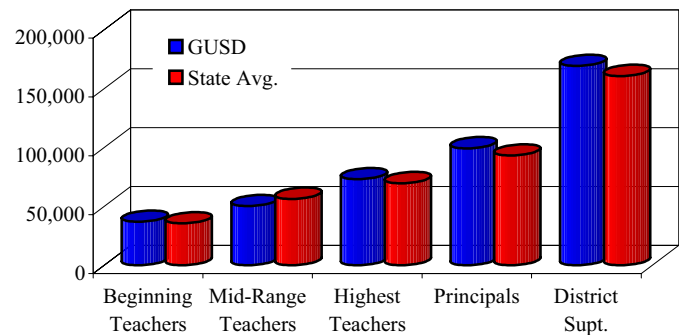
- Special Education
- EESA/Math & Science
- Drug/Alcohol/Tobacco Education
- Vocational & Applied Technology
- Gifted & Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Reading & Math Programs
- Instructional Materials
- Staff Development
- Educational Technology Assistance Grants
- Year Round School Incentive
- School Based Coordination Program
- Class Size Reduction
- Healthy Start
- Peer Assistance and Review
- Tenth Grade Counseling



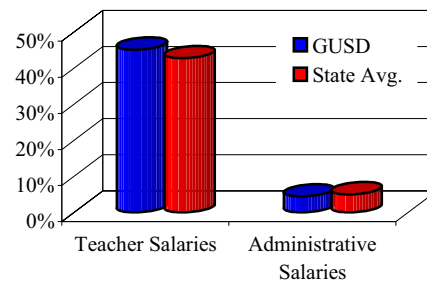
## Salary & Budget Comparison

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  
2000-01**



**Average Salary Information  
Teachers & Administrative Salary Percentages  
2000-01**



## Contact Information

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