

Glendale Unified School District

"Excellence is Worth the Effort"

Franklin Elementary School

2002-2003 Annual School Report Card

1610 Lake Street, Glendale, CA 91201-2610

(818) 243-1809

Kindergarten through Sixth Grade

www.gusd.net

School Administration

Dr. Maria G. Gandra, Principal
Mr. Stephen Williams, Assistant to the Principal

2002-03 Board of Education

Pam Ellis, President
Greg Krikorian, Vice President
Lina Harper, Clerk
Mary Boger, Member
Chakib Sambar, Member

District Administration

James R. Brown
Superintendent

Dr. Michael F. Escalante
Superintendent
(Effective February 1, 2004)

Alice Petrossian
Assistant Superintendent
Educational Services

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Principal's Message

I have the unique privilege of introducing you to the Annual School Accountability Report Card for Benjamin Franklin Elementary School. Whether student, parent, staff or community member, the data contained within these pages will prove useful in informing you about our school and community, including but not limited to: demographics, achievements, progress evaluation, ongoing goal realization, discipline, budget, and facility enhancement.

In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card. However, we view this as not only a means of complying with state legislature, but also as an opportunity to publish the accomplishments we take great pride in sharing with our community. In addition, the SARC sets forth goals and focal points for future endeavors that will be paramount in determining the effectiveness of next year's programs and activities. At Franklin we strongly believe that it is imperative that the school and the home work closely together to achieve our ultimate goal of student success.

-- Dr. Maria G. Gandra
Principal

Mission Statement

As a unifying force in our culturally diverse community, Benjamin Franklin Elementary School ensures that all students achieve academic success, develop good character traits and apply ethical behavior in order to reach their goals by building a firm foundation through a standards-based curriculum while creatively using technology, the arts, community resources, and research of the global community.

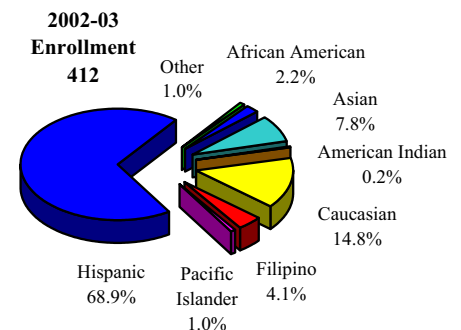
Community & School Profile

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 eight miles north of the city of 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 for families moving to the valley. Community pride and involvement are strong forces responding to educational issues, nonprofit causes, and city developments.

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 29,500 students in its 20 elementary schools, four middle schools, five high schools, and two specialized schools. Year-round and traditional calendar systems, complemented by a variety of creative programs, provide Glendale parents and students many choices for individual needs and achievements.

Franklin Elementary School, which opened in 1926, is located in the northeast section of the city of Glendale and serves students in kindergarten through sixth grade. Students from Franklin will move on to Toll Middle School and Hoover High School. For the past two years, Franklin has earned the distinction of being named a Title I Achieving School.

Operating on a traditional calendar system, the educational programs at Franklin are tailored to meet the needs of a changing school population. For the 2002-03 school year, the student popu-



lation of 412 included 53 percent English Language Learners and 68 percent eligible for free or reduced-priced meals.

Discipline & Climate for Learning

The District believes in preparing students to become responsible, productive citizens. Students at Franklin are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of Franklin's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Students who develop a sense of personal responsibility will mature both academically and emotionally. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual parent/student handbooks.

Building a positive self-image, as well as respect for others, is important to a student's success. The 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. In addition to sponsoring programs to eliminate bullying, resolve conflicts, and promote peace on its campuses, the district participates in the Glendale Character and Ethics Project. This character education program provides a strong link between the schools and the community. The project highlights one "guiding word" per month, such as *respect*, *honesty*, *self-discipline*, *citizenship*, and *responsibility*. The Glendale Character and Ethics Project teaches children to consider the consequences of their actions and encourages them to choose behaviors that benefit themselves and others.

Extracurricular & Enrichment Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular and enrichment activities include:

- Summer Academy
- Girl Scouts
- GATE Program
- Homework Club
- Franklin Scholars Club
- Chrous
- Golden Readers
- Orchestra
- Franklin Drill Team
- Ben's Book Buddies

To build self-esteem and recognize student achievement, 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
- Student of the Month
- Reclassification
- Most Improved Student

Homework

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 on time and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities.

School Leadership

Leadership at Franklin is a responsibility shared between district administration, the principal, the assistant to the principal, instructional staff, students, and parents. The school's Leadership Team, comprised of teachers, classified staff, parents, and principal, meets regularly to share decision-making on instructional programs, school policy, budget recommendations, and to advise the School Site Council.

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. These committees include:

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

Community Involvement

Parents and the community are very supportive of the educational program at Franklin. Numerous programs and activities are enriched by the generous contributions made by the following organizations:

- Parent Teacher Association
- School Site Council
- Fire Station 27, Platoon B
- Disney Readers
- Parent Center
- Mama's Club

Contact Information

Parents who wish to participate in Franklin's leadership teams, school committees, school activities, or become volunteers may contact Principal Dr. Maria G. Gandra at (818) 243-1809.

Curriculum Development

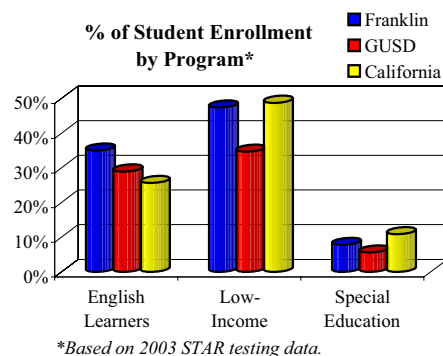
Throughout Glendale schools, curricula in all of the core content areas have been aligned with the California State Content Standards. The district's emphasis is on analyzing student work, using data effectively, and working collaboratively to plan and improve instruction. Once a year in August, district and school representatives conduct a formal review of each school's program by looking at how well students performed on district benchmark assessments and state standardized tests, identifying areas of strength and areas where improvements are needed.

When districtwide curriculum changes are planned, committees form with district and school representatives to oversee planning and implementation. These steering committees establish the long-range plan and objectives and create a timeline for implementation. Each committee reviews curriculum content to verify that new programs are consistent with Board policy. Curriculum committees make certain that curriculum is well-articulated among grade levels, with content specialists identifying and correcting gaps to ensure continuity. The committees recommend textbooks for adoption and develop the districtwide curriculum guides used in each classroom.

School administrators and teachers use the curriculum guides and data analysis to set goals and modify instruction in order to address students' needs. At grade level and faculty meetings, and meetings of the school's Leadership Team and School Site Council, members of the school community continually evaluate the school's success in meeting curricular objectives.

No Child Left Behind

Title I funding plays a critical role in the landmark education act more popularly known as No Child Left Behind (NCLB). Title I is federal money used to support additional staffing and programs to meet the needs of low-income, low-achieving, and other designated students with special needs. Franklin meets specific criteria for federal Title I schoolwide eligibility. As a Schoolwide Title I school, Franklin uses Title I funds to increase the achievement of all students. Information regarding Title I designation assists our parents and school community members to understand the impact NCLB will have on the school. NCLB requires evaluation of student performance both schoolwide and by specific subgroups participating in Title I programs. A profile of Franklin Elementary School's enrollment, as defined by these subgroups, is provided to create an appropriate context for evaluating the overall success of the school's educational program.



Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Franklin Elementary School. These assessments provide a measurement of students' actual progress and evaluate the effectiveness of the instructional program.

In addition to the academic measurements required by the State of California, the school and the district administer other assessments to determine the progress of each student. These include:

- Kindergarten - District-developed kindergarten inventory
- 1st-6th Grade - District Math and Writing Benchmarks, report card grades

Annually, the district evaluates the results of these assessments, and state testing, to determine whether each student is meeting the district's grade level standards.

Language Arts			Math		
01	02	03	01	02	03
57	67	64	66	71	69

Math & Writing Benchmark % of Students At or Above Proficiency Level 2002-2003

	Math			Writing		
	01	02	03	01	02	03
K	91	100	84	49	78	
1st	84	58	58	58	50	
2nd	91	68	84	89	67	67
3rd	77	86	66	84		
4th	71	85	60	77	79	57
5th	30	51	55	49		
6th	37	48	37	53	60	48

Not tested in 2002-03.

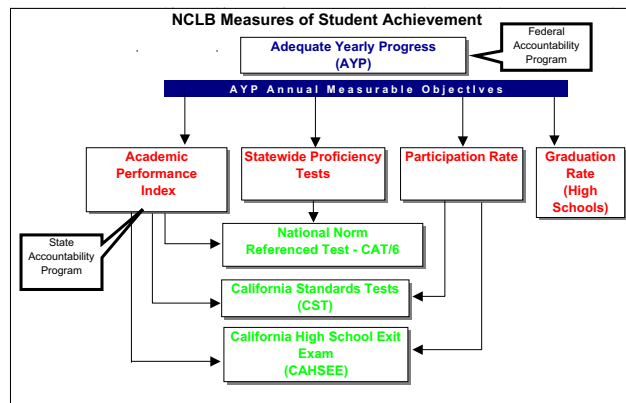
Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires all students to perform at or above the proficient level on the State's standards-based assessment by 2014. To reach that goal, districts and schools must achieve Adequate Yearly Progress (AYP). This means annually increasing the percentage of students achieving academic proficiency. AYP requires evaluating and reporting all students' academic progress, including students in subgroups, such as English language learners, socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups. Beginning with the 2003 AYP reporting cycle, schools receiving Title I revenue that fail to make AYP for two consecutive years will be identified for Program Improvement. In 2002 and 2003, Franklin was named a Title I Achieving School, recognizing students' ongoing improvement in meeting state and federal standards.

California's AYP

In California, AYP is determined by: California Standards Tests (CST) for grades 2-8, California High School Exit Exam (CAHSEE) for tenth grade students, Academic Performance Index scores, percentages of students participating in standardized testing, and high school graduation rates. Beginning with the 2003-04 school year, elementary and middle schools must achieve a 13.6% at-or-above proficiency rate in English Language Arts and 16.0% for Mathematics on CST, a participation rate of 95% or greater on CST, and an API of 560 or one point of API growth. Over the next several years, these standards of achievement increase until 2014 when all students will be required to meet or exceed state standards. Franklin achieved Adequate Yearly Progress for 2003.

	01	02
Recognition for Achievement (Title I)	Yes	Yes
Identified for Program Improvement	No	No
Exited Title I Program Improvement	N/A	N/A
Number of Years in Program Improvement	0	0



	English/Language Arts		Mathematics	
	Participation	% Prof. & Adv.	Participation	% Prof. & Adv.
Target	95%	13.6%	95%	16.0%
Met Target Yes (Y) or No (N)				
	Met	%	Met	%
All Students	Y	100%	Y	53%
Subgroups:				
Hispanic or Latino	Y	100%	Y	49.7%
Caucasian	Y	100%	Y	49%
SED	Y	100%	Y	48.5%
English Learners	Y	100%	Y	47.2%

SED = Socioeconomically Disadvantaged

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 based on CAT/6 and California Standards Tests results. The Immediate Intervention/Underperforming Schools Program (II/USP) and Governor's Performance Award Program are the two remaining components of the PSAA. API and STAR results determine a school's eligibility for each program. II/USP-eligible schools may apply for funding to provide the necessary resources to improve student performance. The Governor's Performance Award acknowledges those schools that demonstrate significant improvement based on several specific measures. In recognition of its students' outstanding efforts, Franklin Elementary School qualified to participate in the 2000, 2001, and 2002 Governor's Performance Award.



Standardized State Testing

Franklin participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA). The CAT/6 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. Prior to 2003, the STAR included the SAT-9 norm-referenced test, which has been replaced by CAT/6. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit: <http://star.cde.gov/>.

API School Results

All Students

	Base				Growth		
	2000	2001	2002		00-01	01-02	02-03
Students Tested	274	273	285	Percent Tested	100	100	100
API Score	676	696	736	API Growth Score	694	737	751
Growth Target	6	5	3	Actual Growth	18	41	15
Statewide Rank	6	6	7				
Similar Schools Rank	10	10	10				

Subgroups

Socioeconomically Disadvantaged

Base API Score	647	673	704	API Growth Score	667	702	704
Growth Target	5	4	2	Actual Growth	20	29	19

Caucasian

Base API Score			736	API Growth Score			
Growth Target			2	Actual Growth			

Hispanic

Base API Score	647	672	713	API Growth Score	667	712	723
Growth Target	5	4	2	Actual Growth	20	40	19

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.

State Awards and Intervention Programs

	01	02
Eligible for Governor's Performance Award	Yes	Yes
Eligible for II/USP	No	No
Applied for II/USP \$	No	No
Received II/USP \$	No	No

Norm Referenced Test (SAT-9 & CAT/6)

% At or Above 50th Percentile

	Reading												Math																	
	2			3			4			5			6			2			3			4			5			6		
	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03
All Students	52	42	38	43	56	26	43	56	38	45	38	51	34	58	44	59	45	42	65	78	51	62	79	57	42	58	45	67	65	71
Franklin Elementary	52	42	38	43	56	26	43	56	38	45	38	51	34	58	44	59	45	42	65	78	51	62	79	57	42	58	45	67	65	71
GUSD	58	58	52	51	56	39	53	54	44	51	52	45	53	57	57	68	70	62	63	73	64	65	69	62	64	68	62	71	73	72
California	51	53	46	46	47	34	47	49	35	45	46	41	47	48	45	58	62	57	59	62	52	54	58	48	54	57	49	57	60	51
Gender																														
Male	50	38	36	46	67	19	27	58	39	40	29	44	31	45	32	57	44	52	71	88	44	61	86	74	45	67	53	69	55	82
Female	53	47	40	41	48	34	56	55	37	49	45	58	38	68	55	61	47	33	59	71	59	63	74	46	40	52	36	66	72	61
Language Fluency																														
English Learners (EL)	38	31	29	33	48	16	11	28	13	18	5	18	6	14	24	56	42	34	56	75	51	40	58	33	18	45	24	53	29	62
Non EL	67	71	64	68	65	50	63	81	47	58	58	62	69	76	55	63	53	64	86	81	50	77	98	65	53	67	52	85	80	76
Socioeconomic Status																														
SED	37	41	34	41	45	23	32	47	31	40	36	44	31	43	47	51	44	34	65	74	46	59	79	54	34	58	44	62	55	68
Non SED	84	43	50	48	71	32	67	69	48	55	41	60	46	80	38	79	48	64	65	84	59	69	80	61	55	59	47	85	80	76
Ethnicity																														
African American																														10
Caucasian					62			40	45			33					71			40			73						83	
Hispanic		39	33		50	28		50	34		32	44		47	45		41	35		77	51		74	60		47	42		55	66

SED - Socioeconomically Disadvantaged

Ethnicity data not reported for 2001.

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

California Standards Test

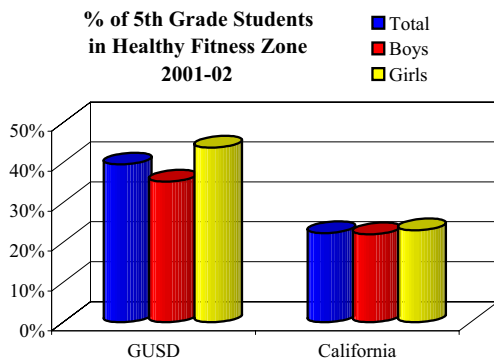
The California Standards Tests in the subject areas of Language Arts, Mathematics, Science, and Social Science assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the subject areas tested. The state target for every student is to score at the Advanced or Proficient level.

How to Read CST Results

All school districts in the State of California are required to report their CST results in comparison to the state average. In this report, the percentage of Franklin students achieving Advanced (A) and Proficient (P) levels is reported. Data are broken out by gender, language fluency, participation in special education, socioeconomic status, ethnicity, and participation in migrant education. District level and statewide scores may be found in Glendale Unified School District's Report Card.

Physical Fitness

In the spring of each year, Franklin 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 in six major areas; students are provided several options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).



Instructional Programs

Glendale Unified School District's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. The district's goal is to ensure that all students are provided the support they need in order to experience success in their academic career. The district structures its educational program so that all students receive instruction appropriate to their learning level. Through teacher training, monitoring of student achievement, and modification of instruction, Franklin is able to offer programs to meet the individual needs of its students.

The 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 in grades four through six who have been recognized as capable of attaining high levels of achievement by their teachers and identified through state testing programs. Students in the GATE program receive differentiated instruction in their classrooms and may participate in district-sponsored GATE activities. Franklin provides additional after school activities for GATE students.

California Standards Test (CST) Major Content Areas Combined % of Students Scoring at Advanced & Proficient Levels

	2			3			4			5			6		
	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03
All Students															
English/Language Arts															
Franklin Elementary	26	22	27	32	32	27	33	48	56	28	25	38	28	35	32
GUSD	38	38	41	36	42	43	39	44	52	35	37	47	39	42	47
California	32	32	36	30	34	33	33	36	39	28	31	36	31	30	36
Mathematics															
Franklin Elementary		27	59		36	46		57	66		43	43		53	56
GUSD		51	61		50	58		50	63		48	56		53	57
California		43	53		38	46		37	45		29	35		32	34

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

Data unavailable through the California Department of Education.

California Standards Test (CST) - Major Subgroups English/Language Arts Combined % of Students Scoring at Advanced & Proficient Levels

	2			3			4			5			6		
	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03
Franklin Elementary															
Male	25	12	28	29	33	21	23	44	52	16	21	30	27	30	18
Female	27	33	27	33	30	34	40	53	58	34	27	45	28	40	45
English Learners	12	15	15	24	23	21	5	17	19	0	0	6	6	7	0
Non English Learners	40	41	58	50	43	33	50	77	57	40	39	68	54	47	38
SED	19	20	22	30	30	25	18	42	51	20	19	28	22	21	26
Non SED	42	29	43	34	33	32	66	57	63	43	35	48	46	55	43
Caucasian					38				47		36				50
Hispanic		23	21		26	28		39	58		15	31		28	24

SED - Socioeconomically Disadvantaged

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

Data unavailable through the California Department of Education.

California Standards Test (CST) - Major Subgroups Math Combined % of Students Scoring at Advanced & Proficient Levels

	2		3		4		5		6	
	02	03	02	03	02	03	02	03	02	03
Franklin Elementary										
Male	19	52	32	38	53	74	46	43	45	54
Female	37	63	38	55	60	61	41	42	58	58
English Learners	20	51	38	49	39	38	25	11	14	33
Non English Learners	47	75	34	29	71	70	54	74	69	50
SED	22	56	32	44	52	60	41	36	42	55
Non SED	38	64	40	50	63	75	47	52	70	57
Caucasian				21		60		45		67
Hispanic	25	56	34	42	50	64	38	37	42	50

SED - Socioeconomically Disadvantaged

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

Franklin offers assistance and specialized instruction to students with special needs. Teachers receive assistance in developing research-based intervention strategies for at-risk students so that all students have the opportunity to meet rigorous standards. After school intervention programs enhance students' understanding and mastery of core subject matter. Students in grades kindergarten through sixth may participate in the Summer Academy, a districtwide program that provides additional learning opportunities for students having difficulty achieving grade level performance.

Because Franklin has a large population of English Language Learners, all teachers have specialized training in teach students learning English as a second language. English Language Development is taught in the regular classroom setting.

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 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. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction a child will receive which may include working with a resource specialist, speech/language therapist, or behaviorist, or enrollment in a Special Day Class. All work together to ensure that the needs of special students are being met. All students receive instruction in the least restrictive environment and all students are mainstreamed as often as possible, based upon the guidelines set forth in each student's IEP.

Textbooks & Instructional Materials

The District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program and to provide students with their own textbooks. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. Glendale Unified School District follows the State Instructional Materials Adoption Cycle and reviews instructional materials in each curricular area within a seven-year cycle.

Each textbook is formally adopted by the Board of Education following a comprehensive review process. A committee of teachers establishes selection criteria based on state standards, evaluates instructional materials on the state list and discusses the effectiveness of the materials in meeting educational standards. To conclude the process, the committee submits a recommendation to the Board of Education for final adoption.

District Adopted Textbooks			
Subject/	Year Adopted	Series	Grades
Language Arts			
	2002	Houghton Mifflin	K-5
		McDougal Littell	6
Mathematics			
	2001	Everyday Learning Corp.: <i>Everyday Mathematics, Revised</i>	K-6
History/Social Studies			
	2000	McGraw Hills: <i>Adventures in Time and Place</i>	K-6
Science			
	2000	Holt, Rinehart & Winston: <i>Earth Science</i>	6
	2001	Harcourt Brace: <i>Harcourt Science</i>	K-5

The school's library, staffed by a part-time library assistant, is stocked with more than 10,000 books that are available for students to check out, including books in Spanish and Armenian in addition to English. The library is automated using the Spectrum tracking software system. Computers in the library are connected to the Internet so students are able to access resources and information online. Students visit the library on a weekly basis and receive instruction on research techniques and library usage. The library/teacher resource room contains a collection of videos and audiotapes for classroom use that tie into curricular areas of study.

Each classroom at Franklin contains a minimum of two computers. Students visit the school's 6-workstation computer lab, located in the library, on a weekly basis. Computer skills and concepts prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule to enhance instruction in reading comprehension skills and mathematical proficiency.

Counseling & Other Support Services

It is the goal of Franklin Elementary School to assist students in their social, personal, and academic development. The district makes available professional guidance and counseling personnel to work with students who experience achievement problems, classroom behavior concerns, difficulty coping with personal and family problems, trouble with decision-making and peer pressure. The principal coordinates counseling and support services.

Counseling & Support Services Staff			
Franklin Support Staff	Number	Days Available Per Week	Full Time Equivalent
	of Staff		
Health/Clerk Typist	1	5	0.6
Psychologist	1	2	0.4
Nurse	1	2	0.4
Speech/Language Specialist	1	5	1
Special Education Teacher	3	5	3
Teacher Specialist	1	5	1

The District offers a variety of programs, training, activities, and services to provide for students emotional, physical, and academic needs. In addition to counseling services provided by the district or through community-based organizations, the district participates in the state's Healthy Start, Healthy Families, and Healthy Kids programs. These programs, based at the district office and Toll Middle School, serve qualifying students and their families throughout the district, providing medical and nutrition services along with a variety of other assistance and referrals.

A recently developed program at Glendale Unified School District assists homeless families to enroll their children in school, to overcome obstacles that might keep their child from attending school, and to allow their child to stay in one school while the family is transitioning into a more stable environment. Another new program is a federally funded grant project to combat alcohol abuse in high school students. Four of the five district high schools will be participating in the three-year program.

Teacher Assignment

The District recruits and employs the most qualified credentialed teachers. For the 2002-03 school year, Franklin had 17 fully credentialed teachers.

Franklin 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 2002-03 school year, certificated staff consisted of 23 employees: 52.2 percent with 30+ additional units beyond their bachelor's degree and 30.4 percent holding advanced graduate degrees, such as a master's or doctorate degree.

Teacher Credential Status			
	01	02	03
Fully Credentialed	16	18	17
Working Outside Subject	0	0	0
Emergency Credentials	8	6	3
Interns	0	0	3
Waivers	0	0	0
Total Teachers	24	24	23
Average Years Teaching	9.3	10.0	11.2
Average Years in District	8.2	9.0	10.2

Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.

Teacher Evaluation

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. These administrators have 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

The District has not experienced any difficulties retaining qualified substitute teachers. On rare occasions when a substitute 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. Prior to a substitute's first assignment in the district, he/she attends a three-hour training session on district policies and expectations. A pool of over 300 qualified substitutes is available to Glendale's schools.

Staff Development

The 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. The district schedules three staff development days annually.

Franklin 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 Writer's Workshop training, assisting teachers with strategies for allowing students self-expression while learning phonetics, sequencing, editing and publishing.

Franklin 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. Franklin further supports teachers and paraprofessionals by participating in several district programs.

The Peer Assistance and Review (PAR) program utilizes Consulting Teachers to help veteran teachers refine subject matter knowledge and instructional strategies. 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 Paraprofessional Teacher Training Program (PTTP) offers assistance to education assistants interested in pursuing a teaching career. This program sponsors enrollment in required university courses and provides peer support and training to prepare participants to enter an intern or pre-intern program.

School Facilities & Safety

Franklin provides a safe, clean environment for students, staff, and volunteers. School facilities, originally built in 1926, but added to and modernized many times over the intervening years, sit on 4.3 acres and include 27 classrooms, a multipurpose room, an outdoor lunch shelter, administrative offices, and a blacktop playground.

This school year, the Measure K project is making it possible for Franklin to improve the facilities of the school. Projects scheduled for the 2002-03 year include:

- Increasing handicap accessibility
- Replacing portable classrooms with modular classrooms
- Remodeling and modifying the school offices

These improvements are in addition to ongoing maintenance and improvements that are part of the district's scheduled maintenance program. The maintenance schedule, which included a new public address system for 2002-03 ensures that all classroom and facilities are well-maintained and provide a suitable learning environment. On a daily basis, Franklin has two full-time and one part-time custodians on duty to ensure school facilities remain clean and safe.

Safety of students and staff is a primary concern of Franklin. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and earthquake drills are conducted on a regular basis throughout the school year. Administrators, teachers, and noon aides monitor school grounds before, during, and after school. All visitors must report to the front office, sign in, and obtain a visitor's pass before entering the campus.

The Comprehensive School Safety Plan was developed by the school staff in consultation with local law enforcement 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 child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy. Franklin reviews the plan annually; the plan was last updated and reviewed with school staff in March 2003. An updated copy of the plan is available to the public at the school and at the district office.

School Enrollment & Attendance

The District recognizes that regular attendance and punctuality are not only necessary parts of the learning process, but are critical to academic success. School districts receive financial support from the state for the education of students they serve based on how many students attend school each day. Attendance, tardiness, 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.

Absence reports are reviewed daily by school staff and the principal. Parents are advised of absences through teacher contact and meetings with the principal. Those students who continue to exhibit excessive absences are directed to the appropriate authorities including School Attendance Review Board (SARB). During the 2002-03 school year, the actual attendance rate for all grade levels for Franklin was 96.36%.

Franklin 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		
	01	02	03	01	02	03
Suspensions (#)	24	19	12	3647	3425	5489
Suspensions (%)	5.36	4.37	2.91	12.02	11.30	18.45
Expulsions (#)	0	0	0	47	40	46
Expulsions (%)	0.00	0.00	0.00	0.15	0.13	0.15

Class Size

Franklin maintained a schoolwide average class size of 22 students and a pupil-to-teacher ratio of 18:1 for the 2002-03 school year. The pupil-to-teacher ratio varies by grade level and subject area.

	Class Size Distribution								
	Number of Classrooms by Size								
	1-20 Students			21-32 Students			33+ Students		
	01	02	03	01	02	03	01	02	03
K	3	4		0	0		0	0	
1st	3	3		0	0		0	0	
2nd	3	3		0	0		0	0	
3rd	3	3		0	0		0	0	
4th	0	0		1	3		2	0	
5th	0	0		1	1		2	0	
6th	0	0		1	2		2	0	
K-3rd	2	1		0	0		0	0	
4th-6th	1	1		2	0		0	0	

Data unavailable at the time of publication.
Combination classes may be any combination of grades within the designated grade levels.

In 1996, the 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. Franklin has implemented CSR in 100% of all K-3 classrooms for the past three years.

Instructional Time

During the 2002-03 school year, all instructional minutes and days offered at Franklin (met/exceeded) state requirements as specified in the California Education Code. For the 2002-03 school year, Franklin offered 180 days of instruction comprised of 175 regular days and 5 minimum days. Minimum days are used for Back to School Night, Parent Conferences, Open House, report card preparation, and the last day of school. Each Thursday is a "Banking Day." Students are dismissed an hour earlier in the afternoon. Each month "Banking Days" allow teachers additional time to meet by grade level, and once for a full faculty meeting. Other "Banking Days" are used for ad hoc meetings and classroom planning.

	Instructional Minutes by Grade Level	
	Minutes Required	Actual Minutes
	K	36,000
1st-3rd	50,400	50,476
4th-6th	54,000	54,064

Expenditures & Services Funded

For the 2001-02 school year (the most recent year for which state comparison data is available), the District spent an average of \$6,315 to educate each student (based on 2001-02 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.

GUSD	Current Expense of Education Per Student*	
	2001-02	
	Statewide Average	
	All Unified School Districts	All Districts
\$6,315	\$6,767	\$6,719

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

In addition to general fund state funding, the District receives state and federal categorical funding for special programs. For the 2001-02 school year, the district received approximately \$2,371 per student in federal and state aid for the following categorical, special education, and support programs:

- Title I
- 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
- 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

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	
	2001-02	
	GUSD	State Average
Beginning Teachers	\$37,236	\$35,490
Mid-Range Teachers	\$57,164	\$56,244
Highest Teachers	\$73,765	\$69,568
Elementary Principals	\$95,958	\$93,094
Middle School Principals	\$99,731	\$93,094
High School Principals	\$103,973	\$93,094
Superintendent	\$177,526	\$160,607
Percentage of Total Budget		
Teacher Salaries	44.3%	42.7%
Administrative Salaries	5.5%	5.0%