

Franklin Elementary School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Franklin Elementary School
Street	2400 Montana Ave.
City, State, Zip	Santa Monica, CA 90403-2124
Phone Number	(310) 828-2814
Principal	Cynthia McGregory
Email Address	dsinfield@smmusd.org
School Website	
County-District-School (CDS) Code	19-64980-6022552

2021-22 District Contact Information

District Name	Santa Monica-Malibu Unified School District
Phone Number	(310) 450-8338
Superintendent	Ben Drati, Ed.D.
Email Address	bdrati@smmusd.org
District Website Address	www.smmusd.org

2021-22 School Overview

District Vision

As a community of learners, the Santa Monica-Malibu Unified School District works together in a nurturing environment to help students be visionary, versatile thinkers; resourceful, life-long learners; effective, multilingual communicators and global citizens. We are a rich, culturally diverse community that values the contributions of all its members and strives to promote social justice. We exist to assist all students in their pursuit of academic achievement, strength of character, and personal growth, and to support them in their exploration of the intellectual, artistic, technological, physical and social expression.

Franklin Elementary School Mission Statement

Franklin Elementary School's Site Governance Council (SGC) adopted a school mission statement that has been approved by the faculty. Franklin's faculty and the SGC work together to create our vision statement. The vision statement is reviewed each year.

Franklin School Mission Statement

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

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

2021-22 School Overview

Principal's Message

Franklin Elementary School is located on Montana Avenue in Santa Monica. We are a California Distinguished School, with our most recent receipt of the award in 2014. We are a public elementary school serving 754 students in grades K-5. Franklin also has two preschool classes. Our K-3 classes have an average of 24 students each, and our fourth- and fifth-grade classes have an average of 30 students each. In addition to our regular education program, we offer classes for special education, Occupational Therapy, English Language Learners (ELL), Specialized Academic Instruction (SAI), counseling and Speech and Language Special Services. We also have a Literacy Coach who coaches teachers in the areas of English/Language Arts. During Student Success Team meetings, we offer reading intervention, social skills groups, group and individual counseling, and before school reading intervention. High-achieving students are served within the regular classroom through differentiated instruction and supplemented by an enriched fine arts and science program.

Franklin School maintains a staff of 31 credentialed general education classroom teachers, four special-education teachers and an additional ½ time SAI teacher. Additionally, there is a full-time equivalent literacy coach on staff and part time language and literacy teacher. Six of these 36 teachers have received National Board Certification. This highly qualified group of educators also includes 15 instructional assistants, a school psychologist, 1 full time speech pathologist and 2 part time speech pathologists, an occupational therapist, eight lunchtime activity leaders, 11 paraprofessionals, and three physical-education specialists. Our classified staff includes office professionals, a library specialist, two health aides, and custodial and cafeteria workers. SMMUSD offers before school care for kindergarten through 5th grade students through School-Aged Programs. School- Aged Programs offers after school care for students in kindergarten through 3rd grade. In addition, we offer, in conjunction with the City of Santa Monica, an after school child-care program (CREST). Sports programs and enrichment after school classes are offered through CREST.

Franklin School has an active Parent Teacher Association (PTA), Special Education Parent Teacher Association, as well as an enthusiastic volunteer program. Parents support every aspect of our educational program and provide generous funding for many school-wide enhancements. Our Site Governance Council meets regularly with a membership that includes 24 parents, teachers, and support staff. Our parents are active in assisting in our classrooms and on the playground as well as assisting in developing and maintaining our anti-bullying program.

Franklin is dedicated to being an eco-friendly school. Franklin Elementary has reduced our lunchtime trash from 22 bags per day to two bags per day. We now divert 3,600 bags of lunchtime trash from the landfill each year! We accomplished this by using a sorting system that separates our liquids, recyclables, landfill waste and compostable food trays. We recently purchased new sorting stations in order to expand our composting and make sure bins are clearly identifiable.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	78
Grade 1	114
Grade 2	122
Grade 3	109
Grade 4	104
Grade 5	137
Total Enrollment	664

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.1
Male	48.9
American Indian or Alaska Native	0.2
Asian	11.4
Black or African American	3.8
Filipino	1.1
Hispanic or Latino	8.4
Two or More Races	6.8
White	67.8
English Learners	3.6
Socioeconomically Disadvantaged	5.7
Students with Disabilities	14.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.6	91.1	435.1	86.5	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	1.6	0.3	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.0	8.9	33.6	6.7	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	8.8	1.8	12115.8	4.4
Unknown	0.0	0.0	23.7	4.7	18854.3	6.9
Total Teaching Positions	33.6	100.0	503.1	100.0	274759.1	100.0

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

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	3.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	3.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students at Franklin Elementary have access to state-approved and district-adopted textbooks and instructional materials in all core academic areas. The district follows the state guidelines and cycles for textbook adoptions with new science materials purchased and implemented in the 2007-08 school year and new math materials in 2015-16. With the textbook-adoption process frozen due to budget constraints at the state level, the district is currently in the process of refreshing the English language arts curriculum, using the existing texts. All students, including English learners, have their own copy of textbooks, except in the case where “Big Books” are used for the entire classroom at the early primary level. Textbooks and instructional materials are recommended for school board approval through a comprehensive process by a districtwide committee of teachers and administrators. Members of the public are invited to review recommended materials and make comments prior to board approval.

Year and month in which the data were collected

August 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance Reading, adopted 6/2017	Yes	0
Mathematics	My Math, McGraw Hill, 2013, adopted 3/5/2015	Yes	0
Science	Science, Harcourt 2007, adopted 4/19/2007	Yes	0
History-Social Science	Reflections, California Series; Harcourt 2006, adopted 6/1/2006	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Franklin School is a safe, clean, and modern learning environment. Our school's facilities adequately support the largest number of elementary students and teaching staff in the district. Our technology is supported by computers in every classroom. We also have one computer lab with 32-33 computers and one science/computer lab. Every K-5 classroom is equipped with two SMART Boards provided by SMMUSD. Students in grades 2-5 are each provided with chromebook to use at school. Kindergarten and first grade have at least 10 iPads in each classroom. In addition, our generous PTA funds software and technology for the school. We take pride in the cleanliness and appearance of our campus, which is maintained by an outstanding custodial staff and the cooperative effort of the students. Franklin has been in existence for more than 85 years! The facility is well maintained and is in good condition. Over 2018, many classrooms were painted and received new carpet, doors, and windows. Installation of air conditioning is in process.

We have two preschool classes, 31 regular education classes, one full-time literacy coach and two special day classes. In addition, we have two full-time and one part-time SAI classes, a speech program with one full-time and one part-time speech pathologist, a school library clerk, a part-time Language and Literacy Intervention teacher, three full-time physical-education specialists, a part-time occupational therapist, a full-time school psychologist, three part-time counselors, a part-time health office specialist, and an assistant principal. Each of these individuals has a dedicated space for his or her program or services. We also have a teachers' lounge, a cafetorium (used as a cafeteria and an auditorium), a multipurpose room (a double open classroom), a computer lab, a science/computer lab, a coaches' office/ball box, a conference/parent room, a workroom, five child-care rooms (three are shared rooms), and shared space for an instrumental music program. We have a large and small primary yard dedicated for the kindergarten and preschool children, and a large playground with a grass field and running track for students in grades 1-5.

In the 2018 2019 school year and beyond Franklin will be getting a complete window paint and floor project. Franklin will also get a full air condition as the school is not currently fully air conditioned. These projects will correct many of the deficiencies in the school facilities report.

Year and month of the most recent FIT report

10/1/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		39:00:00 43:00:00 44:00:00 : 13: 4. CLOSET TELEPHONE WIRE HANGING 23: 4. CEILING TILES STAINED 25: 4. WINDOW NEEDS SCREEN 27: 4. CEILING TILES STAINED 45: 4. WINDOW SCREED BROKEN K30: 4. GIRLS RESTROOM PAINT PEELING & STAFF RESTROOM PAINT PEELING. 7. BOYS RESTROOM LIGHT SWITCH INTERMITTEN. K31: 4. GIRLS RESTROOM PATCH AND PAINT.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			132B: 7. LIGHT SWITCH INTERMITTEN 9: 7. SMALL CLOSET SWITCH BUZZES K29: 7. LIGHT OUT

School Facility Conditions and Planned Improvements

				K30: 4. GIRLS RESTROOM PAINT PEELING & STAFF RESTROOM PAINT PEELING. 7. BOYS RESTROOM LIGHT SWITCH INTERMITTEN. LIBRARY OFFICE: 7. LIGHT OUT WOMENS RESTROOM: 7. ADJUST HAND DRYER SENSITIVITY
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		8:00 38: 8. BOYS RESTROOM- BACKUP URINAL GIRLS RESTROOM: 8. ADA STALL LOCKED GIRLS RESTROOM: 8. ADJUST FLUSH VALVE AT 1ST STALL. 4. PATCH & PAINT
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			PLAYGROUND: 14. CRACKS IN ASPHALT SITE REQUESTS: 14. ASPHALT REPAIRS & NEW BACKBOARDS/NETS

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	340	4	1.18	98.82	--
Female	178	0	0	100	--
Male	162	4	2.47	97.53	--
American Indian or Alaska Native	--	--	--	--	--
Asian	43	0	0	100	--
Black or African American	14	0	0	100	--
Filipino	--	--	--	--	--
Hispanic or Latino	31	0	0	100	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	21	1	4.76	95.24	--
White	229	3	1.31	98.69	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	0	0	100	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	59	4	6.78	93.22	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	340	4	1.18	98.82	--
Female	178	0	0.00	100.00	--
Male	162	4	2.47	97.53	--
American Indian or Alaska Native	--	--	--	--	--
Asian	43	0	0.00	100.00	--
Black or African American	14	0	0.00	100.00	--
Filipino	--	--	--	--	--
Hispanic or Latino	31	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	21	1	4.76	95.24	--
White	229	3	1.31	98.69	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	0	0.00	100.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	59	4	6.78	93.22	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

FastBridge Student Groups	FastBridge Total Enrollment	FastBridge Number Tested	FastBridge Percent Tested	FastBridge Percent Not Tested	FastBridge Percent At or Above Grade Level
All Students	351	323	92%	8%	87%
Female	183	173	95%	5%	89%
Male	168	150	89%	11%	86%
American Indian or Alaska Native	1	1	100%	0%	100%
Asian	42	38	90%	10%	88%

Black or African American	13	11	85%	15%	62%
Hispanic or Latino	33	33	100%	0%	88%
Two or More Races	28	28	100%	0%	100%
White	233	211	91%	9%	87%
English Learners	<11	<11	67%	33%	44%
Socioeconomically Disadvantaged	46	40	87%	13%	76%
Students with Disabilities	58	48	83%	17%	66%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

FastBridge Student Groups	FastBridge Total Enrollment	FastBridge Number Tested	FastBridge Percent Tested	FastBridge Percent Not Tested	FastBridge Percent At or Above Grade Level
All Students	351	324	92%	8%	84%
Female	183	173	95%	5%	83%
Male	168	151	10%	85%	142
American Indian or Alaska Native	<11	<11	100%	0%	100%
Asian	42	38	90%	10%	88%
Black or African American	13	<11	85%	15%	46%
Hispanic or Latino	33	33	100%	0%	82%
Two or More Races	59%	17%	28	28	83%
White	100%	0%	212	233	100%
English Learners	<11	<11	67%	33%	44%
Socioeconomically Disadvantaged			44	46	
Students Receiving Migrant Education Services	90%				
Students with Disabilities	67%	4%	48	58	96%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	54.70	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	134	NT	NT	NT	NT
Female	72	NT	NT	NT	NT
Male	62	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	22	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	--	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	94	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

The Franklin PTA supports a variety of committees that parents volunteer to serve on. Several examples include our annual Halloween Carnival, Family Fun Nights, a Multicultural Committee, Science Club, Annual Fund, Green Team, daily art and table-top activities on the playground, and School Climate/ Safety Committees. The Safety Committee focuses on values, safety, anti-bullying programs, Restorative Justice, educational game supervision, and community service. Many parents volunteer in classrooms, the library, and assist with lunch supervision. Other ways to volunteer include planning and/or participating in our Parent Education group and Special Education group, serving as room parents, leading Kindergarten Round-up tour and new parent tours, participating in Gardening Angels, attending disaster preparation activities, partnering with the community on charitable fundraising efforts, planning Red Ribbon Week, and sorting the items in Lost and Found, just to name a few. We also have a Franklin Care Corps where parents supervise outdoor activities such as art, blocks, and games for students who want alternate activities to participate in.

Parents and the community are informed about all Franklin School events through the once-a-week newsletter that is published by the Franklin Administration. Weekly email informational email blasts, Blackboard Connect, and our electronic school marquee are all used to facilitate effective communication. Parents are given a master calendar of events at the beginning of the school year, and this information is also posted on our website. We have several enclosed cases and bulletin boards around school which house important and upcoming information. Franklin provides parent education opportunities several times a year. Speakers provide information to parents about topics relevant to the community. These meetings are very well attended and are planned in response to parent concerns and interests. We have a group for parents of students with special needs. This group works in conjunction with the parent education group to bring speakers to school in order to provide information that can help parents of students who may need more assistance. Parents throughout SMMUSD are invited to attend the meetings. Our ELAC meetings help parents of English Language Learners become more involved as well. Our bilingual community liaison conducts parent outreach activities and a School Smarts program.

For more information on how to become involved at the school, please contact our PTA president at franklinpresidentpta@gmail.com. We have a Franklin Facebook page and Twitter is used as well.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	670	652	14	2.1
Female	342	336	8	2.4
Male	328	316	6	1.9
American Indian or Alaska Native	1	1	0	0.0
Asian	83	80	1	1.3
Black or African American	23	23	1	4.3
Filipino	7	7	0	0.0
Hispanic or Latino	61	61	5	8.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	41	40	0	0.0
White	450	436	6	1.4
English Learners	25	24	2	8.3
Foster Youth	0	0	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	47	47	6	12.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	109	108	9	8.3

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.13	0.00	1.98	0.20	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.14	1.55	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

Annual staff review of the school's safety plan was conducted in August of 2018. The plan is shared with the parents in newsletters, first day packets, and at Site Council meetings at the beginning of the school year. Daily supervision begins at 8:00 a.m., gates are locked by 8:30 a.m., and unlocked at 2:40 p.m. We have implemented a new safety policy where parents drop their children off at one of three entrances manned by a staff member. In the afternoon, parents are allowed on the playground to meet their children, but the interior of the school is locked until 3pm. During the school day the only access to the campus is through the front door. All visitors are required to sign in, be buzzed through our security door, and wear a badge while on campus. Safety is a priority at Franklin. In the past, our school has been recognized by the National PTA and received their National Award for Safety, First Place or Honorable Mention. There is yard supervision at all recesses and lunch breaks. Yard supervisors wear bright-colored orange vests for increased visibility by the students. Parents who volunteer at recesses wear orange vests as well. Franklin implements the Olweus Bullying Prevention Program school-wide. A new team was trained in October of 2017 in Olweus. During the school day the physical-education specialists are on the playground. After school, the playground is supervised by the city's CREST program. During the school day there is no unauthorized access to the school campus. Franklin is the one of largest elementary schools in SMMUSD, but maintains a small school feel with personalized attention.

We have a safety committee that continually reviews our anti-bullying policies, Restorative Justice, disaster preparedness, and disaster supplies. Monthly drills are conducted as well as participating in The Great California ShakeOut. All stakeholders are invited to provide feedback on drills. Franklin has a disaster bin with supplies needed in case of an emergency. Each classroom is equipped with a portable toilet, food, water, and other supplies that may be needed in case students and adults cannot vacate the classrooms. Each staff member is provided with a copy of the safety plan and understands his or her role in a disaster or crisis situation. Substitute teachers are left with a disaster summary. Parents are informed of emergency procedures in ongoing articles in the school newsletter and e-blasts.

Each student is trained in the definition of bullying. The definition is also printed in the student handbook. During the first three weeks of school, each child is trained in the school rules as well as what bullying is, and what to do in the case of bullying. Students are rewarded for positive behavior with yellow slips (caught demonstrating Franklin values) and purple slips (intervening in a potential bullying situation by telling an adult at home and at school, helping remove the student victim from the situation, or standing up to the bully). Students take an anti-bullying pledge as well. Franklin has a merit program. If students keep 90-100 merits during a 12-15 week period, they are rewarded first with a Franklin "I'm a Franklin Friend" T-shirt and then other rewards. All employed adults on campus wear orange vests during recesses to ensure that they are visible as well as to prevent situations. Anti-bullying policies are reinforced through Student Committee assemblies, classroom meetings, and DARE instruction. Franklin's Emergency Safety Plan is updated each year in August and September and are submitted to the SMMUSD Board at the end of January.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	5	
1	23		5	
2	25		4	
3	22		6	
4	22	1	5	
5	28		5	
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		5	
1	24		5	
2	23		5	
3	26		4	
4	29		4	
5	29		4	
6				
Other	16	2	1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	5		
1	21	2	3	
2	23		5	
3	21	3	2	
4	28		3	
5	30		4	
6				
Other	15	2	1	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6847	13	6834	88096
District	N/A	N/A	\$8,432	\$86,443
Percent Difference - School Site and District	N/A	N/A	-20.9	1.9
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-21.1	8.3

2020-21 Types of Services Funded

High Achieving students receive differentiation within the general education classrooms. Many of our teachers have received training in depth and complexity. Further, our Literacy Coach assists teachers in developing lessons that meet the needs of the entire class and provide opportunities for students to be challenged within the classroom. Franklin employs science specialists for kindergarten through 5th grade. The specialists work with each of our classes for 10 weeks. They focus on hands-on experiments and explorations that further enhance student understanding and mastery of the state science standards. This program is funded by the our Santa Monica-Malibu Education Foundation (SMMEF) stretch grant.

Franklin offers a Lexia Reading, Success Maker Reading, Tumble Books, Accelerated Reader and Math, Newela, and Reflex Math computer programs in the classroom and at home. We also offer targeted before school intervention in reading for small groups. During the school day, students who require Tier III intervention are assisted in many ways. In third through fifth grade, a Literacy Interventionist works directly with students. She also assist students who are English Language Learners and require assistance with acquiring language skills. Our instructional assistants are trained in supplemental programs to assist students who require support within the classrooms. Our teachers are using Thinking Maps, Write From The Beginning and Beyond as well as many use Reader's and Writer's Workshop to assist Tier III students. Many teachers are trained in Words Their Way, Haggarty, and other phonics and phonemic awareness curriculums. Our Literacy Coach helps coach teachers in their own classrooms. Furthermore, SMMUSD uses Title II funds to support a Math and Secondary Support Coordinator to:

- work with teachers/administrators to support student learning around math content and practices for all students
- facilitate and review the guaranteed and viable curriculum that includes use of common formative assessments to gauge student achievement
- support ongoing intervention/enrichment opportunities to address student growth and needs

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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,980	\$51,029
Mid-Range Teacher Salary	\$76,119	\$78,583
Highest Teacher Salary	\$102,483	\$99,506
Average Principal Salary (Elementary)	\$124,753	\$124,576
Average Principal Salary (Middle)	\$130,846	\$131,395
Average Principal Salary (High)	\$153,122	\$144,697
Superintendent Salary	\$240,000	\$240,194
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	5%	6%

All teachers and staff in SMMUSD participate in ongoing professional development through banked time, a total of 90 minutes of meeting and professional development time each week at each site. Areas of districtwide focus for teacher and administrator professional development include implementation of curriculum guides and other areas that are determined by a review of summative and formative data from all school sites and the collection of input from teachers and administrators. Among the primary focus areas for professional development in SMMUSD are the following:

- Developing Professional Learning Communities
- California Standards for ELA and Math and Next Generation Science Standards—standards-based curriculum and instructional delivery
- Math coaching—expanding our understanding of the standards for mathematical practice
- Using data to improve classroom instruction and holding data meetings with the Literacy Coach at least 3 times per year.
- PLC's review writing using rubrics.
- Shared math equations used for evaluating math instruction
- Supporting students with special needs
- Differentiated instruction for all students, including English Learners and High Achievers

A variety of methodologies are used to provide professional development, including coaching and mentoring. SMMUSD provides coaching through several programs such as BTSA, National Boards, literacy and ELD coaching, Site Leadership Team, and Math Leaders. Additionally, SMMUSD provides professional development occurs throughout the year.

Each August, all teachers new to Santa Monica-Malibu are invited to participate in Teacher Academy, a professional development and orientation to districtwide curriculum and instructional initiatives. All eligible new teachers are encouraged to participate in BTSA. Teachers interested in applying for National Board Certification may participate in the process and can elect to be supported by teachers who have already achieved National Board Certification.

Franklin teachers have chosen to focus on written language and mathematics for this school year. Data was used in order to determine areas that could be improved. Because students must justify their thinking in writing in all subjects, the teachers believe writing is an essential skill. Three years ago, teachers chose to engage in lesson studies with a trainer from Write From the Beginning, the writing program provided by Thinking Maps. Consequently, each grade level worked with a consultant from WFTB for 2 hours a day over a three day period. During that training, the grade level chose a lesson they would like to see, taught the lesson in one classroom, used the rubrics to score the finished products, and then determined next steps. This was done twice over the school year. This year, 2018-2019, teachers, within their PLC's, have developed common assessments to evaluate writing. A baseline writing assessment was completed at the beginning of the year so teachers can determine growth. There will be two writing pieces for each genre within each student portfolio that will kept with the student throughout their time at Franklin. The staff meets twice per month in their grade level or multi-grade level PLC. During this time, teachers review data, co-plan, and brainstorm ideas to assist students. The site leadership team meets one time a month. During the meeting, these grade level representatives along with specialists and the Literacy Coach determine what type of professional development the teachers would benefit for that month. The team plans the professional development and works with staff to determine who will deliver the PD to the teachers.

In mathematics, Teachers are focusing on unpacking problems. Cognitively Guided Instruction will continue to be the focus in math with assistance from the Math Leaders and district math trainer. Teachers are developing monthly math problems to provide to students and then discussing student progress at grade-level and cross-grade level PLC meetings. At every all-staff PLC meeting, there is a math minute where the math coaches share a new approach or a lesson that can easily be implemented in the classroom. The math leaders also attend grade level PLC meetings to provide guidance to each grade level on lesson planning, data review, and differentiation.

Professional Development

Based on a teacher survey and parent input, STAR Education is providing science instruction based on Next Generation Science Standards. The STAR educators will provide 10 lessons for every student. We have added a lesson using a 3-D printer for all students.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	

Santa Monica-Malibu Unified School District 2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Santa Monica-Malibu Unified School District
Phone Number	(310) 450-8338
Superintendent	Ben Drati, Ed.D.
Email Address	bdrati@smmusd.org
District Website Address	www.smmusd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5229	139	2.66	97.34	65.22
Female	2569	62	2.41	97.59	77.42
Male	2660	77	2.89	97.11	55.26
American Indian or Alaska Native	--	--	--	--	--
Asian	300	4	1.33	98.67	--
Black or African American	332	7	2.11	97.89	--
Filipino	33	0	0.00	100.00	--
Hispanic or Latino	1586	25	1.58	98.42	52.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	445	11	2.47	97.53	45.45
White	2515	92	3.66	96.34	74.73
English Learners	403	13	3.23	96.77	23.08
Foster Youth	12	0	0.00	100.00	--
Homeless	52	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1317	29	2.20	97.80	46.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	764	35	4.58	95.42	22.86

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5229	134	2.56	97.44	44.03
Female	2569	61	2.37	97.63	49.18
Male	2660	73	2.74	97.26	39.73
American Indian or Alaska Native	--	--	--	--	--
Asian	300	4	1.33	98.67	--
Black or African American	332	7	2.11	97.89	--
Filipino	33	0	0.00	100.00	--
Hispanic or Latino	1586	26	1.64	98.36	23.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	445	11	2.47	97.53	27.27
White	2515	86	3.42		55.81
English Learners	403	13	3.23	96.77	15.38
Foster Youth	12	0	0.00	100.00	--
Homeless	52	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1317	27	2.05	97.95	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	764	35	4.58	95.42	8.57

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

FastBridge and Star Renaissance Student Groups	FastBridge and Star Renaissance Total Enrollment	FastBridge and Star Renaissance Number Tested	FastBridge and Star Renaissance Percent Tested	FastBridge and Star Renaissance Percent Not Tested	FastBridge and Star Renaissance Percent At or Above Grade Level
All Students	5503	4812	87%	13%	65%
Female	2685	2384	89%	11%	68%
Male	2810	2421	86%	14%	63%

American Indian or Alaska Native	9	5	56%	44%	44%
Asian	313	281	90%	10%	75%
Black or African American	350	283	81%	19%	43%
Filipino	29	26	90%	10%	72%
Hispanic or Latino	1672	1482	89%	11%	51%
Native Hawaiian or Pacific Islander	<11	<11	86%	14%	43%
Two or More Races	438	390	89%	11%	78%
White	2664	2318	87%	13%	74%
English Learners	364	311	85%	15%	26%
Foster Youth	<11	<11	83%	17%	83%
Homeless	<11		0%	100%	0%
Socioeconomically Disadvantaged	2001	1711	86%	14%	48%
Students with Disabilities	793	618	78%	22%	32%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

FastBridge and Star Renaissance Student Groups	FastBridge and Star Renaissance Total Enrollment	FastBridge and Star Renaissance Number Tested	FastBridge and Star Renaissance Percent Tested	FastBridge and Star Renaissance Percent Not Tested	FastBridge and Star Renaissance Percent At or Above Grade Level
All Students	5503	4529	82%	18%	51%
Female	2685	2232	83%	17%	51%
Male	2810	2289	19%	52%	1449
American Indian or Alaska Native	<11	<11	67%	33%	33%
Asian	313	259	83%	17%	69%
Black or African American	350	278	79%	21%	36%
Filipino	29	29	100%	0%	59%
Hispanic or Latino	1672	1409	84%	16%	39%
Native Hawaiian or Pacific Islander			<11	<11	
Two or More Races	25%	31%	364	438	69%
White	61%	17%	2160	2664	83%
English Learners	364	295	81%	19%	26%
Foster Youth	<11	<11	83%	17%	33%
Homeless	<11	<11	60%	40%	0%
Socioeconomically Disadvantaged	0%	29%	1718	2001	71%

Students Receiving Migrant Education Services	81%				
Students with Disabilities	36%	14%	548	793	86%

*At or above the grade-level standard in the context of the local assessment administered.