

Franklin Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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.

About This School

School Contact Information (School Year 2019-20)

| Entity | Contact Information |
|--|---|
| School Name | Franklin Elementary School |
| Street | 850 East Colton Avenue |
| City, State, Zip | Redlands, CA 92374 |
| Phone Number | (909) 307-5530 |
| Principal | Dr. Heidi Vazquez |
| Email Address | heidi_vazquez@redlands.k12.ca.us |
| Website | http://franklin.redlandsusd.net/ |
| County-District-School (CDS) Code | 36-67843-6036503 |

| Entity | Contact Information |
|----------------|--------------------------------------|
| District Name | Redlands Unified School District |
| Phone Number | (909) 307-5300 |
| Superintendent | Mauricio Arellano |
| Email Address | mauricio_arellano@redlands.k12.ca.us |
| Website | www.redlands.k12.ca.us |

School Description and Mission Statement (School Year 2019-20)

The Accountability Report Card is designed to inform our parents and community about Franklin Elementary School. We have high academic and social standards for our students. Our goal is for students to become effective and productive members of our community. In order to accomplish our goal, a mission statement was developed for every member of our school community to know and achieve. Our Mission Statement is a product of a combined effort of student leadership and adults in our school community. It reflects a desire for our students to become socially and academically responsible.

The mission of Franklin Elementary School is to provide a safe learning environment and the experiences necessary for students to become Friendly, Responsible, Achieving, Nice, Knowledgeable, Loyal, Imaginative and Noble. Franklin School students wrote this acrostic and all school community members embrace the message. The community envisions our school as a partnership in which students and their parents can learn in an environment that educates, nurtures, and develops the assets necessary to become responsible community members. We expect our students to be proficient readers, writers, and mathematicians at their grade level and adopt the principles of our PBIS program. Franklin students believe that they should all be Respectful, Responsible, and Positive.

Franklin Elementary School was established in 1903 and is situated near the center of the town of Redlands, two blocks from the University of Redlands. The school neighborhood consists of single family dwellings, apartment buildings, duplexes, a shopping area, three churches, and a university. We are pleased that we can truly be a neighborhood school.

Franklin Elementary School employs a principal, 1 assistant principal, 28 regular education teachers, 1 innovation specialist, 1 math intervention teacher, 1 state preschool teacher, 2 SDC preschool teachers, 2 special education teachers (SAI), and an elementary school counselor. Additionally, the district provides a speech therapist, school psychologist, and credentialed enrichment teachers. Franklin has community based tutoring through the University of Redlands, THINK Together, YMCA, Micah House 1, Micah House 2, America Reads, and Redlands High School service learning. Parent community volunteers, an active PTA, and local service clubs also play an important and active role in providing support for our students. We have an average of 15 community volunteers on our campus daily.

Our school community is committed to making every child proficient in math and reading. All personnel and resources are directed toward this goal. Our uniform staff development demonstrates our commitment to be a community of learners with curriculum aligned to the Common Core State Standards. The climate of the school is positive for all members and there is a strong sense of school pride. Our dedicated staff continues to embrace the resources of our community and sets high standards for academic growth for all children.

Franklin Elementary has adopted the Positive Behavior Intervention and Support philosophy (PBIS) where all students are taught how to exhibit appropriate behaviors in Respectful, Responsible, and Positive ways throughout the campus. A team of teachers provide professional development focused on tiered interventions and strategies to the staff on a monthly basis. Students are given positive reinforcements, both verbally and tangible to help shape their social and emotional development.

Last year, Franklin Elementary has opened up the Garner Holt Innovation Lab. The Garner Holt Innovation Lab at Franklin Elementary is a partnership between Redlands Unified School District and Garner Holt Education through Imagination. This partnership will bring a whole new world of experiences to our students. All students in TK through 5th grade will have experiences with engineering and the engineering process through activities provided by Garner Holt. These engineering challenges will spark curiosity and iteration potential for students to bring to the AniMakerspace to design and/or create a new component or prototype that will improve on the original design. Teachers can use the AniMakerspace to extend their lessons in innovative ways as well. Imagine students writing a script, design period piece costumes, programming an animatronic figure, and utilizing green screen techniques to tell the story of the life of a gold miner during California's Gold Rush. What an amazing new way for students to demonstrate their learning.

In addition to the multifaceted learning opportunities, students will be exposed to entrepreneurship experiences through the experience of running a business. Students will design and create products that will be sold. They will determine price based on materials costs, time, and machinery maintenance. Students will create advertisement, run web pages, and learn real world applications to their math, reading, science, social studies, digital citizenship, and art lessons. All products sold will be created using the various machines in the AniMakerspace. The possibilities for our Franklin Falcons is truly endless with the Garner Holt AniMakerspace.

Franklin Elementary School has adopted the School Plan for Student Achievement format in developing the goals and objectives for our school. Through this process, Franklin School continues to provide an exemplary, coordinated comprehensive program that will best meet the needs of the school and its clients. The School Plan for student achievement ensures categorical services and all school personnel present a cohesive and articulated program that provides all students access to the core curriculum. The coordination of services is facilitated through monthly staff meetings, written communication and dialogues designed for collaboration of services. Our school provides and directs specific personnel, services and programs to students diagnosed as having special needs. The programs and approaches are designed to enhance our students success and growth by developing prescriptive approaches, which supplement and/or modify classroom instruction to enable the students to learn the district core curriculum and supporting their successful learning experiences. All students with special needs are referred to the appropriate person/program. Special Education, Intervention programs, English Language Development, Alternative Core, Gifted and Talented Education, and Counseling Services are organized to maximize the educational services of the student learner and minimize the disruption to programs and class instruction.

English Learner Program:

Students receive classroom instruction appropriate for their needs through a collaborative, coordinated effort of the classroom teacher, extra support teacher, and support staff as appropriate. All EL students have access to the core curriculum. Limited English Proficient students will acquire second language proficiency in listening, speaking, reading, and writing. Their self-esteem will be enhanced as they study to become viable members of a multi-cultural society. A variety of instructional methods, such as SDAIE strategies and other activities are used to increase English proficiency. The EL Advisory Council (ELAC) meets on a regular basis with an agenda designed to address the concerns of the bilingual community, parent education, and student success. The council actively recruits parents for classroom volunteers and PTA, School Site Council, and the District English Language Advisory Council (DELAC).

Title 1 School-Wide Program:

Parents and staff work together at School Site Council and English Learner Advisory Council meetings to make decisions on programs, staffing, and critical expenditures. Special Education services are offered to identified students in the Specialized Academic Instruction and Speech and Language programs. School programs implemented to assist Title 1 students include, but are not limited to the following: America Reads, South Coast Counseling, and PBIS.

Special Education:

Students with special needs receive services from our Specialized Academic Instruction teachers, speech therapist and other support staff. At risk students are identified through the Intervention Support Team or through the IEP process to determine the most appropriate intervention or remediation. Counseling services are also offered through our school counselor, Building a Generation social worker or South Coast counselor. The Family Resource Center also supports the well being of all students, pre-school through 5th grade by offering social services and community outreach programs.

Our school community is committed to making every child a reader and all of our resources are directed toward this goal. We have uniform staff development and hard work to become a community of readers with curriculum grounded in the Common Core State Standards. Our dedicated staff embraces the resources of our community and sets high standards for academic growth for all children. The result of our teamwork is dramatic. Because of the schools continued success and innovative programs, our preschool program received the 2001 California School Board Association Golden Bell Award and our outstanding community partnerships and collaborations earned us the 2006 California School Board Association Golden Bell Award. Franklin received the Golden Bell award again in 2012 for Bridging the Achievement Gap through our "H.E.A.R.T" philosophy (Honoring Excellence, Achievement, Relationship and Teamwork). Franklin School was recognized as both a 2002 and 2011 California Achieving School and a 2002, 2006, and 2010 California Distinguished School. In 2013 and 2015 we were named a California Business for Education Excellence Honor Roll school. Most recently we were awarded the Gold Ribbon Award in 2015. Our school has a strong sense of school pride, a dedicated teaching staff, and a safe and caring learning environment. We are proud of our school and welcome the opportunity to share our programs with visitors and guests.

Student Enrollment by Grade Level (School Year 2018-19)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 115 |
| Grade 1 | 98 |
| Grade 2 | 104 |
| Grade 3 | 114 |
| Grade 4 | 122 |
| Grade 5 | 132 |
| Total Enrollment | 685 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American | 8.8 |
| American Indian or Alaska Native | 0.3 |
| Asian | 2 |
| Filipino | 0.6 |
| Hispanic or Latino | 72.3 |
| White | 12.4 |
| Two or More Races | 3.5 |
| Socioeconomically Disadvantaged | 87.9 |
| English Learners | 12.7 |
| Students with Disabilities | 10.4 |
| Foster Youth | 1.9 |
| Homeless | 23.1 |

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

Teacher Credentials

| Teachers | School 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 29 | 27 | 31 | 4 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: December 2019

The California State Board of Education reviews elementary level textbooks and adopts those that meet standards defined in Common Core State Standards . Textbooks are selected in the Redlands Unified School District through a committee of teachers and administrators. They review the materials that have been approved for purchase. Teachers at each site have an opportunity to preview texts prior to selection. Textbooks are selected and purchased on a seven-year cycle, rotating by content area. All materials are aligned to the State Standards and copies of student books are available at the Instructional Resource Center for parent review. They feature a variety of instructional materials and technology to enhance the instructional program for our students. There are no shortages of text books. All students receive instruction in the core curriculum.

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-----------------------|--|----------------------------|--|
| Reading/Language Arts | Journeys Common Core Houghton Mifflin Harcourt (2014) | Yes | 0% |
| Mathematics | Math In Focus Houghton Mifflin Harcourt (2015) | Yes | 0% |
| Science | California Science Macmillian/McGraw-Hill (2008) | Yes | 0% |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------|--|----------------------------|--|
| History-Social Science | Social Studies Alive! TCI (2016) | Yes | 0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

In addition to the unique physical structure of Franklin Elementary School, the interior of each hexagon supports a variety of habitats. The interior gardens were designed to display desert plants, chaparral, a pond with goldfish and plant life, citrus trees, deciduous and evergreen trees. Students and parents participate in the maintenance of the gardens. During the first trimester of the 2014-2015 school year, all interior and exterior doors had peep holes installed and old model doorknob style doors were replaced with lockable safety bars. These two additions to our doors increases our ability to keep our students and staff safe should there be a safety issue. All classrooms have flexible seating, projectors, document cameras and sound, thus enabling teachers to use technology in all curricular areas. The governing board has adopted cleaning standards for all schools in RUSD. A summary of these standards is available at the school office, at the District Office, or at www.redlands.k12.ca.us. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Two full-time custodians perform routine maintenance of the school facilities and work orders are written to a central service office for additional repairs/replacements. Monthly safety inspections are completed by the lead custodian and staff members review the document. During the first trimester of the 2018-2019 school year, the exterior of the entire campus was repainted. Also, a mural representing our Garner Holt Animatronics Lab was painted on the wall adjacent to Colton Avenue. In addition, water tolerant landscape was installed on our campus.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: November 2019

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|------------------|---|
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |
| Overall Rating | Exemplary | |

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 46 | 45 | 59 | 57 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 42 | 44 | 45 | 44 | 38 | 39 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 353 | 352 | 99.72 | 0.28 | 45.17 |
| Male | 201 | 201 | 100.00 | 0.00 | 43.28 |
| Female | 152 | 151 | 99.34 | 0.66 | 47.68 |
| Black or African American | 27 | 27 | 100.00 | 0.00 | 33.33 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Asian | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 253 | 253 | 100.00 | 0.00 | 42.29 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 51 | 51 | 100.00 | 0.00 | 58.82 |
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 312 | 312 | 100.00 | 0.00 | 41.67 |
| English Learners | 53 | 53 | 100.00 | 0.00 | 37.74 |
| Students with Disabilities | 56 | 56 | 100.00 | 0.00 | 12.50 |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 85 | 85 | 100.00 | 0.00 | 41.18 |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 353 | 351 | 99.43 | 0.57 | 43.87 |
| Male | 201 | 201 | 100.00 | 0.00 | 45.27 |
| Female | 152 | 150 | 98.68 | 1.32 | 42.00 |
| Black or African American | 27 | 27 | 100.00 | 0.00 | 33.33 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 253 | 252 | 99.60 | 0.40 | 40.48 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 51 | 51 | 100.00 | 0.00 | 66.67 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 312 | 311 | 99.68 | 0.32 | 40.51 |
| English Learners | 53 | 52 | 98.11 | 1.89 | 40.38 |
| Students with Disabilities | 56 | 56 | 100.00 | 0.00 | 17.86 |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 85 | 85 | 100.00 | 0.00 | 35.29 |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

| 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 |
|-------------|--|--|---|
| 5 | 22.8 | 20.5 | 21.3 |

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Franklin Elementary School welcomes and embraces parental involvement. Opportunities include: PTA, School Site Council, English Learner Advisory Council, Family Night with PTA sponsored dinner for \$2 Dollars, Book Fair, various fundraisers, classroom volunteers, library volunteers, GATE classes, Junior Olympic volunteers, Building a Generation coffee and breakfasts, and field trips.

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

| Rate | School 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|--------------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | 1.0 | 0.8 | 2.0 | 2.6 | 2.9 | 3.6 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.1 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

Franklin School utilizes data from our monthly School Safety Committee meetings, ELAC meetings, SSC meetings, Leadership team input, and suspension/expulsion reports to evaluate the current status of school climate. A Disaster Preparedness Plan is adopted in March of each school year and is reflective of the school's safety needs. The key components of Franklin's Disaster Preparedness Plan include a description of school disaster response procedures and the responsibilities of each Disaster Preparedness Response Team. Fire drills are conducted on a monthly basis with additional drills (earthquake, shelter in place) done every other month.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2016-17 | 2016-17 | 2016-17 | 2016-17 | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|
| | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| K | 19 | 2 | 5 | | 19 | 2 | 5 | | 23 | 1 | 4 | |
| 1 | 24 | | 4 | | 23 | | 4 | | 25 | | 4 | |
| 2 | 25 | | 4 | | 23 | | 4 | | 26 | | 4 | |
| 3 | 25 | | 6 | | 24 | | 5 | | 23 | | 5 | |
| 4 | 33 | | 1 | 2 | 30 | | 3 | 1 | 30 | | 4 | |
| 5 | 33 | | 1 | 3 | 34 | | | 4 | 29 | 1 | | 4 |
| Other** | | | | | | | | | | | | |

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | .0 |

*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.

Student Support Services Staff (School Year 2018-19)

| Title | Number of FTE* Assigned to School |
|---|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | 1.5 |
| Other | 2.5 |

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|-------------|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$6,660.59 | \$1,683.00 | \$4,977.59 | \$73,456.00 |
| District | N/A | N/A | 5,815.78 | \$85,061.00 |

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| Percent Difference - School Site and District | N/A | N/A | -15.5 | -14.6 |
| State | N/A | N/A | \$7,506.64 | \$82,031.00 |
| Percent Difference - School Site and State | N/A | N/A | -40.5 | -11.0 |

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Federal and State Categorical funds are provided for supplemental services for School Improvement (SI), Title 1, Economic Impact AID (EIA) for English Language Learners (ELL), and the Gifted and Talented Education (GATE) programs. Categorical funds are budgeted after review and consideration by staff, site council, and site administration. Categorical funds bring in approximately \$245,000 to our school annually. Personnel funded for the past few years with categorical money include intervention teachers, after school tutoring, Spring Break SOAR Academy personnel, librarian professional, and an English Language Development Coordinator.

Grade level meetings are held to evaluate the curriculum-standard match for each content area. Teachers regularly meet to further align the curriculum with the standards and develop timelines and lesson plans. Professional development opportunities increase their understanding and implementation of the content standards. Information is shared at grade level and staff meetings. At family nights, parent conferences, and Back-to-School Night, parents not only review the standards but see examples of how preparation for college/career readiness opportunities begins in elementary school. Teachers from our site serve on several district committees that adopt new curriculum and align curriculum to reflect the standards. Our teachers also meet by grade level to standardize grading, develop benchmarks for report cards, and reach consensus regarding proficient standards performance levels for their students.

Critical Needs - Our school-wide plan was a collaborative effort between all school members. Teachers, students, parents, support personnel, School Site Council members, and the English Language Advisory Committee members all gave input. Data was gathered through surveys, written evaluations, observations, norm referenced test scores, criterion referenced test scores, and running records. The overall profile for Franklin Elementary School is very positive. Although Franklin School has excellent dedicated teachers that provide a Thinking-Meaning centered curriculum to all students, the profile indicates the following priority needs: Students will continue to improve their literacy skills to become proficient grade level readers. Consistent monitoring and evaluation to meet the needs of At-Risk students. To ensure regular attendance, absence and tardy warning letters will be generated by the attendance clerk weekly. The principal will make phone contact with families who are having difficulties getting their students to school and families with tardy issues. Franklin School's Building a Generation case workers will also assist in working with identified students and families in providing information and checking on them on a weekly basis. School Attendance Review Team (SART) will conduct parent/student conferences for students who are identified as habitually truant. Student attendance goal is to increase the attendance rate to 96% for the school's average daily attendance.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---------------------------------|-----------------|--|
| Beginning Teacher Salary | \$46,120 | \$51,374 |
| Mid-Range Teacher Salary | \$81,554 | \$80,151 |
| Highest Teacher Salary | \$102,814 | \$100,143 |

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Average Principal Salary (Elementary) | \$124,240 | \$126,896 |
| Average Principal Salary (Middle) | \$133,386 | \$133,668 |
| Average Principal Salary (High) | \$141,684 | \$143,746 |
| Superintendent Salary | \$220,000 | \$245,810 |
| Percent of Budget for Teacher Salaries | 38% | 35% |
| Percent of Budget for Administrative Salaries | 4% | 5% |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 11 | 11 | 11 |

During the 2017-2018 school year, teachers met on an average of one minimum day per month and one full day per school year. These professional development meetings focused on three areas. The first is on the reading and math intervention program. The second focus of professional development was with PBIS in grades first through fifth grade. The program and trainings focus on assessing to find the area of need, lessons and strategies to meet the need, and progress monitoring for growth. The other focus of staff development involved rigor. Principals presented the professional development to their staffs at their site. Teachers are supported by Math, English/Language Arts, and support through the math intervention teacher. The math intervention teacher met with grade levels to discuss the implementation, strategies to address areas of need, do modeled lessons in the classroom, collaborate on lesson planning, and provide resources that teachers can utilize in their classrooms. A team representing each grade level has also been formed to begin the training and implementation of PBIS. The team continues to meet throughout the year and will come back and work with staff to prepare Franklin for full implementation of the PBIS principles and practices. New teachers are supported with coaches and are given PD from the district office. Classified employees have opportunities to participate in professional development through the district office.

During the 2018-2019 school year, professional development followed the same format as the year before. Teachers continued to meet on a regular basis to collaborate and align the curriculum with the Common Core State Standards. Math intervention teachers continued to work with teachers through math, ELA/writing, and reading. Technology support was also provided through a Technology TOA. Franklin continued to work on PBIS training and implementation by providing monthly PBIS meetings and additional meetings with the PBIS team.

During the 2019-2020 school year, Franklin had more of a focus on analyzing various test results in order to determine what standards need to be retaught and in what format these standards will be taught. Assessments included, but are not limited to IABs, Common Assessments, Chapter tests, informal assessments, work sample analysis, STAR Reading, STAR Early Literacy, Lexia, Front Row, and other teacher assessments. Teachers met as grade levels at least once per month to analyze assessment data, as well as met with the Principal once a month to look at student growth. Other professional development included PBIS training for Tier levels one through three, as well as how to help students going through trauma. Teachers were provided Professional Development in ELD instruction and the process for reclassifying students and the new ELPAC test given one time per year. District personnel provided professional development in technology, such as Google Classroom. District personnel also provided training on IABs and hand scoring the IABs. Professional development took place on minimum days, after school staff meetings, and during the instructional day as needed. Teachers were supported after the professional development with follow up meetings, data analysis, and classroom observations.

On an average, teachers were supported with professional development on minimum days one time per month, as well as one full day per school year. The professional development sessions were mandatory. There were also additional voluntary professional development sessions offered by the school site administration, math intervention teacher, and district personnel throughout the school year. Classified employees were given professional development opportunities throughout the year by district personnel. During the 2019-2020 school year, campus monitors have monthly meetings with the assistant principal to go over PBIS strategies and Tier 1, Tier 2, and Tier 3 interventions.