Benjamin 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	Benjamin Franklin Elementary School
Street	19661 Orange Terrace Parkway
City, State, Zip	Riverside, CA 92508-3256
Phone Number	(951) 571-6502
Principal	Dawn L. Smith
Email Address	dlsmith@rusd.k12.ca.us
Website	franklin.riversideunified.org
County-District-School (CDS) Code	33-67215-6109011

Entity	Contact Information
District Name	Riverside Unified School District
Phone Number	(951) 788-7135
Superintendent	David C. Hansen, Ed.D.
Email Address	dchansen@rusd.k12.ca.us
Website	www.rusd.k12.ca.us

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

MISSION

The mission of Benjamin Franklin Elementary is to foster the creative minds, healthy bodies, and ethical spirits needed to contribute wisdom, compassion and leadership to society. Our academic program is rigorous and constantly evolving; we lead students to be flexible and take responsibility for learning and good choices. Franklin Flyers are respectful; they resolve conflicts honestly and fairly, right their wrongs, and celebrate learning each day.

Our vision is to fulfill our mission by meeting all of the requirements necessary to become a Core Knowledge School of Distinction, following the guidelines in the implementation guide set forth by the Core Knowledge Foundation.

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

Grade Level	Number of Students
Kindergarten	125
Grade 1	81
Grade 2	111
Grade 3	106
Grade 4	123
Grade 5	150
Grade 6	123
Total Enrollment	819

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	6.5
American Indian or Alaska Native	0.4
Asian	8.9
Filipino	1.7
Hispanic or Latino	36.9
Native Hawaiian or Pacific Islander	0.7
White	40.3
Two or More Races	3.2
Socioeconomically Disadvantaged	28.2
English Learners	4.6
Students with Disabilities	11.6
Foster Youth	0.2
Homeless	3.5

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	36	36	37	1768
Without Full Credential	0	0	0	13
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	38

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: September 2019

The table displays information collected in in September 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan McGraw-Hill: Wonders, 3-6 / Maravillas (adopted 2016) Amplify Education, Inc.: CA Core Knowledge, (Adams, Bryant , Franklin, K-6) (adopted 2016) Houghton Mifflin Harcourt: Read 180 Universal/Next Generation System 44 (adopted 2017) McGraw Hill: California Wonders TK-2 (adopted 2019)	Yes	0%
Mathematics	Great Minds: Eureka, TK-6 / Eureka (adopted 2018) Pearson: Opening the World of Learning (OWL), TK (adopted 2015)	No	0%
Science	McGraw Hill: California Science, K-5 / Ciencias (adopted 2007) Pearson: Opening the World of Learning (OWL), TK (adopted 2015) Amplify Science 6 only (adopted 2019)	No	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Harcourt: Reflections, K-6 / Reflexiones (adopted 2006) CKHG Core Knowledge Foundation History Geography (adopted 2017) Pearson: Opening the World of Learning (OWL), TK (adopted 2015)	No	0%
Health	Healthy Me 3-6 Family Life (adopted 2009)	No	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 1992
Last Modernized: 2004
Lot Size: 10 Acres
26 Permanent Classrooms
10 Relocatable Classrooms
Completely Air Conditioned
Library
Outdoor/Indoor Cafeteria

Riverside Unified School District maintains both 5 and 15 year major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review.

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

Franklin has a full time custodial staff who along with other district personnel maintain the grounds and facilities.

# of Work Orders = 375
Labor Hours = 1320.05
Assessed Value of Work = $58598.60

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: 12/21/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	FRAA-1 (Administration): 4: (D) Ceiling tiles missing, damaged or loose 13: (D) Wet ceiling tiles or walls inside the classroom indicating an active roof leak FRAA-1D (Administration): 4: (D) Ceiling tiles missing, damaged or loose FRAA-1J (Administration): 4: (D) Flooring has damage from cracks, tears, holes, or water damage FRAC-19 (Classroom): 4: (D) Ceiling tiles are stained FRAC-20 (Classroom): 4: (D) Ceiling tiles are stained (D) Movable wall trim is damaged and coming off. FRAC-23 (Classroom): 4: (D) Ceiling tiles are stained FRAC-25 (Classroom): 4: (D) Ceiling tiles are stained
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	FRAA-1B (Administration): 7: (D) lighting fixture or bulbs are not working or missing FRAA-1G (Administration): 7: (D) lighting fixture or bulbs are not working or missing FRAB-10 (Classroom): 7: (D) lighting fixture or bulbs are not working or missing FRAC-17 (Classroom): 7: (D) lighting fixture or bulbs are not working or missing 9: (D) Sink/fountain fixture is loose (D) Drinking fountain does not shut off FRAC-26 (Classroom):

		7: (D) lighting fixture or bulbs are not working or missing FRAC-27 (Restroom): 7: (D) fan and heal lamp needs to be removed from ADA stall in girls restroom 8: (D) Remove cabinet from ADA stall in girls restroom. FRAP-27-27 (Classroom): 7: (D) lighting fixture or bulbs are not working or missing FRAP-33-33 (Classroom): 7: (D) lighting fixture or bulbs are not working or missing
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	FRAA-4 (Multi Purpose Room): 9: (D) Water pressure too high or low FRAA-6 (Restroom): 8: (D) Cabinet installed in ADA stall needs to be removed FRAB-14 (Restroom): 8: (D) Electric hand dryers are damaged or broken FRAB-2 (Classroom): 9: (D) Drinking fountain does not shut off FRAC-16 (Classroom): 9: (D) Drinking fountain does not shut off FRAC-17 (Classroom): 7: (D) lighting fixture or bulbs are not working or missing 9: (D) Sink/fountain fixture is loose (D) Drinking fountain does not shut off FRAC-27 (Restroom): 7: (D) fan and heal lamp needs to be removed from ADA stall in girls restroom 8: (D) Remove cabinet from ADA stall in girls restroom.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	FRAA-1 (Administration): 4: (D) Ceiling tiles missing, damaged or loose 13: (D) Wet ceiling tiles or walls inside the classroom indicating an active roof leak FRAA-2 (Library): 13: (D) Wet ceiling tiles or walls inside the classroom indicating an active roof leak FRAP-30-30 (Classroom): 13: (D) Wet ceiling tiles or walls inside the classroom indicating an active roof leak

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	FRAGR-KPLAYYARD (Play Yard): 14: (D) Significant cracks, trip hazards, holes or deterioration (D) Open "S" hooks, protruding bolt ends, sharp points and edges in playground equipment FRAK-13 (Classroom): 15: (D) Loose or sticky door locks and latches (back door to room swells when wet and cannot be opened) FRAK-13A (Restroom): 15: (D) Locks and other security hardware are not functioning properly
Overall Rating	Good	

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)	63	68	49	51	50	50
Mathematics (grades 3-8 and 11)	61	64	35	36	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	506	500	98.81	1.19	68.20
Male	250	247	98.80	1.20	67.61
Female	256	253	98.83	1.17	68.77
Black or African American	32	31	96.88	3.12	61.29
American Indian or Alaska Native	--	--	--	--	--
Asian	47	45	95.74	4.26	84.44
Filipino	--	--	--	--	--
Hispanic or Latino	189	188	99.47	0.53	62.23
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	204	203	99.51	0.49	71.92
Two or More Races	12	12	100.00	0.00	75.00
Socioeconomically Disadvantaged	149	146	97.99	2.01	54.79
English Learners	49	47	95.92	4.08	53.19
Students with Disabilities	77	75	97.40	2.60	25.33
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	61.54

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	506	500	98.81	1.19	63.60
Male	250	247	98.80	1.20	65.18
Female	256	253	98.83	1.17	62.06

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	32	31	96.88	3.12	38.71
American Indian or Alaska Native	--	--	--	--	--
Asian	47	45	95.74	4.26	82.22
Filipino	--	--	--	--	--
Hispanic or Latino	189	188	99.47	0.53	59.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	204	203	99.51	0.49	67.49
Two or More Races	12	12	100.00	0.00	58.33
Socioeconomically Disadvantaged	149	146	97.99	2.01	48.63
English Learners	49	47	95.92	4.08	57.45
Students with Disabilities	77	75	97.40	2.60	22.67
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	53.85

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	12.0	28.7	28.7

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)

There are many opportunities for parental involvement at Benjamin Franklin Elementary School, beginning with our Benjamin Franklin Parent Teacher Organization. The PTO supports various school events such as the Welcome Tea, Book Fair, Red Ribbon Week, Read Across America, "Oh the Places You Will Go!" College and Career Fair, after school enrichment classes, and many other family-oriented events such as the Father/Daughter Dance, Mother /Son Sports Day, and school-wide Winter Festival. They also raise money to help fund field trips, assemblies, awards, and science camp. Every classroom invites parents in to support student achievement as well as enrichment.

Our Parent Advisory Committee is a branch of PTO and is another opportunity for parents to participate in the development of student centered programs and the monitoring of instructional programs. Parents are also invited to volunteer in their child's classroom. When children see their parents participating at the school, they recognize that school is an important part of their lives and that a good education is a family value. Parents can contact the school Principal, Dawn Smith, or PTO President, Farrah Stewart, at 951-571-6502 for more information.

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	0.1	0.7	0.0	3.6	3.8	4.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.2	0.2	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The School Site Council or the Site Safety Committee is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Pupil Services Department to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by January 31 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, lockdown, and active shooter/intruder drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any school wide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; visitors on campus; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy, discrimination/harassment, and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

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 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22	1	4		23	1	3		21	1	5	
1	28		3		23		4		26		3	
2	21	1	4		21	1	4		23	1	4	
3	29		4		27		4		25		4	
4	28	1	2	2	26	1	5		27	1	2	1
5	33		1	3	29		4		33		1	4
6	24	1	4		30	1		4	26	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)	.4

*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	7015.85	1102.10	5913.75	95770.02
District	N/A	N/A	6650.57	$94,861.00
Percent Difference - School Site and District	N/A	N/A	-11.7	-4.2
State	N/A	N/A	$7,506.64	$82,403.00
Percent Difference - School Site and State	N/A	N/A	15.7	9.0

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)

Benjamin Franklin Elementary School received the following Categorical Program/Supplemental funds which can be used to provide the following services:

$45,237   Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$59,843	$48,612
Mid-Range Teacher Salary	$88,263	$74,676
Highest Teacher Salary	$115,432	$99,791
Average Principal Salary (Elementary)	$133,086	$125,830
Average Principal Salary (Middle)	$143,359	$131,167
Average Principal Salary (High)	$149,282	$144,822

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	$303,086	$275,796
Percent of Budget for Teacher Salaries	38%	34%
Percent of Budget for Administrative Salaries	6%	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	9	13	6

Professional development is an ongoing effort at Benjamin Franklin Elementary School. Areas for Professional Development are determined from student achievement data and staff surveys. During the 2017-18 school year teachers participated in a variety of Professional Development offerings through the school site as well as the District. These trainings included the following:

1. Our staff attending publisher presentations for Amplify, the publisher of an ELA program that incorporates Core Knowledge content, in preparation for Frankin becoming a Core Knowledge school.

2. RTI Model Training for all grade levels, including the mClass platform for administering DIBELS, and "Burst" and RtI program for early intervention of reading difficulties.

3. Grade Level planning for the new language arts adoption, training in the Eureka mathematics program, and the use of Zearn and Dreambox for intervention and acceleration.

4. Targeting English Learners (ongoing)

5. Personalized Learning with Discovery Education, Pear Deck, Kids Discover, and Dreambox (staff meetings, team meetings)

8. CCSS implementation and academic vocabulary training

9. We continue our focus on research, listening comprehension, and writing instruction. One of our LCAP strategies to support ELA achievement focus this year is writing, and we are using a graphic organizer model systematically throughout the grades.

10. We are now a Core Knowledge school. This involved switching to the Amplify CKLA (Cpre Knowledge Language Arts) in grades K-5 and Amplify 6-8 digital middle school curriculum for our 6th graders. We prepared an application for the school board that was presented in January of 2017. We anticipated that this will support our reading comprehension and writing goals. Core Knowledge has a specific body of knowledge that starts in Kindergarten and builds each year, giving students a broad knowledge background in literature, history, geography, and the arts. End of year scores indicating growth across all grade levels.

In the 2018-19 and 19-20 School Year, teachers attended professional development in the areas of:
- Project Read (support for early reading intervention)
- mClass
- Google Apps for Education through RUSD's Innovation and Learner
- Three full days of textbook adoption review for one teacher per grade level for Amplify CKLA
- Training in Amplify English Language Arts

- STEP (training for teaching students computer coding skills)
- Continued training in NGSS science using the FOSS program and Amplify Science with additional follow-up days during the school year.
- Danielson Framework
- Eureka mathematics

Depending on the grade level, subject or school focus, teachers participated in 3 – 10 days of professional development.

Franklin is now a full Core Knowledge school, which means we have adopted the Amplify Core Knowledge Language Arts program for grades K-5 as well as Amplify ELA middle school curriculum for grade 6. All teachers have had access to a third day of professional development and planning.

We continue to have a 1 FTE Reading Intervention TOSA to support our mClass reading diagnostic and intervention program. With the help of our R.I. teacher, all staff members are being trained in the use of the mClass digital platform for DIBELS. Through this we are able to drill down and identify more specific skill deficits, create groups by name and need, and use the Burst program to generate 10 day cycles of lessons. After each "Burst" students are monitored for progress in mClass. In-class coaching will be provided through the R.I. teacher and administration.

Additionally, we work collaboratively with the .4 TOSA's from the other two Core Knowledge to provide ongoing staff development and planning during staff meetings and planning time.