

Jack Franscioni 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	Jack Franscioni Elementary School
Street	779 Orchard Ln.
City, State, Zip	Soledad, CA 93960
Phone Number	831.678.6340
Principal	Jamie Iverson
Email Address	jiverson@soledad.k12.ca.us
Website	jack.soledadusd.org
County-District-School (CDS) Code	27 75440 0111088

Entity	Contact Information
District Name	Soledad Unified School District
Phone Number	831.678.3987
Superintendent	Timothy J. Vanoli
Email Address	tvanoli@soledad.k12.ca.us
Website	soledadusd.org

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

The vision of Jack Francioni School: We are a community of Life-long Learners, committed to excellence, each valued for our humanity, with the strength of one becoming a strength of all and the need of one eliciting the support of all.

The mission of Jack Francioni School: We prepare students to promote with appropriate strategies to meet the challenges of secondary school, college and careers, relationships, and life events.

Our school motto, "PRIDE in Excellence" showcases the focus of teachers, students, administrators, and parents working together to support ALL students socially, emotionally and academically, prepared to reach their potential. Teachers also have the belief that "Academic Success for ALL" is key to their teaching.

We value initiatives that drive student excellence by the collaborative efforts of school staff, students and parents working together, first to identify student needs and then to adjust and improve instruction.

Teachers, staff and administrators take part in ongoing professional development. Common core standards have been fully implemented in all subject areas. Local assessments are administered and analyzed during Professional Learning Communities (PLC) meetings. It is our goal to maintain a healthy and positive school climate where students thrive academically, socially and emotionally.

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

Grade Level	Number of Students
Kindergarten	49
Grade 1	82
Grade 2	77
Grade 3	74
Grade 4	83
Grade 5	92
Grade 6	114
Total Enrollment	571

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.2
Asian	2.6
Filipino	1.8
Hispanic or Latino	92.1
White	1.9
Socioeconomically Disadvantaged	86.2
English Learners	43.6
Students with Disabilities	18.2
Foster Youth	0.5
Homeless	0.9

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	25	27	24	206
Without Full Credential	3	1	2	18
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	7

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	1

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: June 2019

Every student has a textbook that is in good condition and consistent with the content and cycles of the curriculum frameworks adopted by the State board of Education.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2016 - Houghton Mifflin Harcourt California Journeys with ELD Edition for grades K-5 in English. 2016- 6th Grade uses Houghton Mifflin Harcourt California Collections with ELD and English 3D Course A from Houghton Mifflin Harcourt for Grades 2-6. Reading intervention program is 2017-Houghton Mifflin Harcourt READ 180 CA Universal ELA/ELD for Grades 4-6. A textbook inventory was conducted in June 2019. All students are provided a textbook or instructional materials as determined by the verification of classroom instructional material inventory surveys - All textbooks are state-adopted and standards-based.	Yes	0
Mathematics	2015 - Houghton Mifflin California Go Math (grades K-5 in English). 6th Grade uses CA Go Math Middle School Edition. New Common Core Standards aligned. Adoption also has a Technology component called Think Central. A textbook inventory was conducted in June 2019. All students are provided a textbook or instructional material as determined by the verification of classroom instructional material inventory surveys.	Yes	0
Science	2008 - Scott Foresman California Science for grades K-5 in English and for 6th grade is Pearson Scott Foresman: Focus on Earth Science California Edition in English. A textbook inventory was conducted in June 2019. All students are provided a textbook or instructional materials as determined by the verification of classroom instructional material inventory surveys - All textbooks are state-adopted and standards-based.	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	2019 California History-Social Science My World Interactive Grades K-5 in English and California American History-Growth & Conflict for Grade 6 is Pearson. A textbook inventory was conducted in June 2019. All students are provided a textbook or instructional materials as determined by the verification of classroom instructional material inventory surveys - All textbooks are state-adopted and standards-based.	Yes	0
Foreign Language	2019 CA Go Math Spanish Grade K is CA Houghton Mifflin Harcourt Print and Digital, Language Arts Benchmark Advance / Adelante Grade K is Benchmark Education Co., CA NGSS 3D Spanish STEMscopes Grade K Accelerated Learning Inc. Designated Kinder classes are provided with a textbook or instructional material - All textbooks are state-adopted and standards-based.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school facility has ten modules, main office facility, and multipurpose/cafeteria module. Our main office facility houses the health clerk's office, conference room, school offices, library, library storage room, and staff lounge. A team of custodians provides regular cleaning. The district provides maintenance and grounds staff for routine upkeep and care. All buildings are in good repair; the campus is maintained to assure that it is clean, safe, and functional. Our campus environment is clean and well maintained and thus fully supports teaching and learning. A work order process is in place to attend to maintenance issues in a timely manner with urgent and emergency repairs given top priority. We have adequate classroom and playground space for our students. Data is collected continuously throughout the year using SchoolDude, the work order system. The annual FIT (Facilities Inspection Tool) completed in September 2019 confirmed the school's status in safe condition with only minor maintenance required.

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: 9/12/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No findings
Interior: Interior Surfaces	Good	No findings

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	No findings
Electrical: Electrical	Good	No findings
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Rm 3 drinking fountain loose (work order in place for repair), Rm 24 drinking fountain loose/leaking, drinking fountain not working Rm 18 (work order in place for repair)
Safety: Fire Safety, Hazardous Materials	Good	Admin. Bldg-paint chipping east door, Paint chipping on gutter Rm 11, 12, 13, 25, 26 (work order in place for repair)
Structural: Structural Damage, Roofs	Good	Gutter Leaking at Seam Rm 11, 12
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Door does not close properly Rm 25 (work order in place for repair)
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)	37	31	30	32	50	50
Mathematics (grades 3-8 and 11)	25	24	19	21	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	352	337	95.74	4.26	31.16
Male	182	170	93.41	6.59	22.35
Female	170	167	98.24	1.76	40.12
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	327	313	95.72	4.28	30.99
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	308	296	96.10	3.90	29.05
English Learners	227	218	96.04	3.96	25.23
Students with Disabilities	95	84	88.42	11.58	10.71
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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	352	336	95.45	4.55	23.51
Male	182	170	93.41	6.59	20.00
Female	170	166	97.65	2.35	27.11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	327	312	95.41	4.59	23.72
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	308	295	95.78	4.22	22.37
English Learners	227	217	95.59	4.41	18.43
Students with Disabilities	95	84	88.42	11.58	3.57
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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	12.6	14.9	14.9

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)

Parents are invited to be active participants in their child's education. They are encouraged to join the Parent Teacher Organization (PTO), the School Site Council (SSC), and English Learner Advisory Committee (ELAC). Parents can visit our school on nights of our Parent University classes, First Day of School Celebration, Back to School Nights, Open House, Family Literacy Nights, Family Math Nights, Winter and Spring Concerts and the Art Fair. All teachers have parent teacher conferences twice during the year to discuss academic progress. Students need additional academic supports are referred to the Student Study Team. Volunteering in the classrooms, and for ongoing school wide and PTO events are additional ways for parents to be active participants in our school community.

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	2.2	2.4	0.8	4.3	4.7	4.9	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Jack Francioni School Safety Plan is closely coordinated with the District Safety Plan, with specific details geared to the layout and geography of the school site. The plan is updated yearly by school site administrators, School Site Council and community members, and the District Leadership Team. All SB187 Comprehensive School Safety Plan Matrix Requirements and Planning Responsibilities are reviewed to ensure compliance, including assessment of current status of school crime, child abuse reporting procedures, disaster procedures, routine and emergency, policies related to suspension, expulsion or mandatory expulsion and other school-designated serious acts which could lead to suspension or expulsion, notification to teachers, sexual harassment policy, school wide dress code, safe ingress and egress of students, parents and school employees, rules and procedures for a safe and orderly school environment, and procedures for holding a public meeting. The plan has been updated with an addendum guiding the After School Program.

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	24		3		24		3		25		2	
1	24		3		25		3		24		3	
2	24		3		23		3		22	1	3	
3	25		3		21	1	3		25		3	
4	26	1	3		23	1	3		28		3	
5	29		3		22	1	3		29		3	
6	26	1	3		20	3	3		20	2	4	
Other**	6	1			8	1						

*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*	571.0

*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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	4.2
Other	1.1

*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	\$7,506.00	\$2,016.00	\$5,490.00	\$72,673.00
District	N/A	N/A	\$5,798.00	\$70,294.00
Percent Difference - School Site and District	N/A	N/A	-5.5	5.1
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-25.9	1.8

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)

The following types of services are provided to Jack Francioni School students from categorical funding:

- Gifted and Talented Education: Students meeting the district's GATE criteria receive a differentiated program, within their classroom, focusing on depth and complexity to meet their special needs.
- Special Education: Speech and language services, Special Day Class, and Resource Specialist Classroom, including two co-teaching classrooms are offered at this site.
- Title I: Funds are used to meet the needs of low-achieving students enrolled in the highest poverty schools.
- Title III - Funds are used to assist English Learners to acquire English and achieve grade-level standards.
- Migrant Education: Migrant students in need of additional services are served by Migrant Program services.
- Tobacco-Use Prevention Education: These funds are used to purchase instructional materials relating to tobacco-use prevention.
- Economic Impact Aid: These funds are used to support additional programs and services for English learners and economically disadvantaged students.
- School Library Materials: These funds are used for site-level improvement and library material needs.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,033	\$46,208
Mid-Range Teacher Salary	\$71,244	\$72,218
Highest Teacher Salary	\$103,460	\$92,742
Average Principal Salary (Elementary)	\$113,743	\$134,864
Average Principal Salary (Middle)	\$108,967	\$118,220

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (High)	\$139,985	\$127,356
Superintendent Salary	\$220,000	\$186,823
Percent of Budget for Teacher Salaries	31%	33%
Percent of Budget for Administrative Salaries	5%	6%

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			

The staff members at Jack Francioni School are provided with a variety of professional development opportunities. There are five district wide full day staff professional development opportunities as well as monthly district wide grade level collaboration days. The staff has weekly PD on Tuesday and weekly collaboration on Wednesdays. The staff development plan is created with input from site and District staff and is reviewed and approved by the School Site Council members. Our needs for professional development are based on on-going data analysis of our students' mastery of standards and the individual needs of our staff members. All professional development training days are also aligned with the Single School Plan, the LCAP and the district's mission, goals and objectives. District and Site Instructional Coaches and Mentor teachers provide assistance and trainings for the new teachers. New teachers are given support individually and in groups. On early release Wednesdays, our teachers collaborate in Professional Learning Communities (PLCs) as single or mixed grade levels, and learn specific techniques, skills, or theories that are unique to their needs. Topics of focus during professional development include: teaching students in poverty areas, English Language learning strategies, student engagement strategies, language arts, math, technology in the classroom, classroom management strategies, Accelerated Reader, and the latest educational research. Data analysis is used during PLCs to determine the area of focus at each grade level.