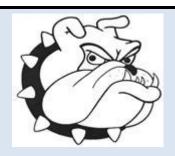# Franklin Elementary School

**332 N. Township Road • Yuba City, CA 95993 • (530) 822-5151 • Grades K-8**
**Lisa Shelton, Principal**
lshelton@franklin.k12.ca.us
www.franklin.k12.ca.us

## 2018-19 School Accountability Report Card
## Published During the 2019-20 School Year

**Franklin Elementary School District**
332 North Township Road
Yuba City, CA 95993
(530) 822-5151
www.franklin.k12.ca.us

### District Governing Board

Mr. Joseph Oates
**Board Trustee**

Mr. Chris Zunino
**Board Trustee**

Mr. Glenn Houston
**Board President**

Mrs. Jill Patrick
**Board Clerk**

Mr. Ryan O'Neal
**Board Trustee**

### District Administration

Lisa Shelton
**Superintendent**

Erick Dahl
**Teaching Vice Principal**

## Principal's Message

The purpose of the School Accountability Report Card (SARC) is to provide parents and community members with information about the instructional program, academic achievement, facilities, and staff in the Franklin Elementary School District. Franklin School has a long tradition of academic excellence and we welcome the opportunity to share our program with the community.

The staff at Franklin School believes that each student is unique and deserving of a rich educational program. To this end, each student is provided with a rigorous core curriculum in language arts, mathematics, science, social science, fine arts, and physical education. Exposure to this curriculum helps students gain the skills they need to be successful in school and in life. We are fortunate to have an experienced and knowledgeable staff that is eager to make a difference in the lives of children.

Franklin School has been recognized as a California Distinguished School by the California Department of Education. This recognition is the result of students attaining high levels of performance and sustained growth over time. This award is a direct reflection of the hard work and vision of the staff, Board of Trustees, and parents of the Franklin Elementary School District.

Parents and community members play an important role in our school. Having a better understanding of the school's educational program, student achievement, and curriculum development can only assist both the school and community in ongoing program improvement. If you have any questions or concerns, don't hesitate to contact me at Franklin School.

## Beliefs

- Family is the primary influence in a person's development.
- Academic proficiency combined with social skills development enhances a person's ability to succeed.
- Education is a shared responsibility of staff, students, family and community.
- Personal accountability is essential in developing responsible and productive citizens.
- The process of setting and attaining goals is a valuable experience.
- A safe, caring, respectful environment optimizes learning.
- Hard work and perseverance builds character.
- One's concept of self has a significant influence on his or her life.
- Everyone has intrinsic worth and value.

## Mission Statement
Making a Difference for All Students!

## Vision Statement
Our vision is to prepare all students for the future demands of career, college and life in the 21st century. We will provide an exceptional educational experience in a caring, engaging, safe and healthy environment in partnership with family and community. Students will be technologically competent and will develop creative, collaborative, and problem-solving skills to consistently meet standards of excellence.

## About the SARC

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.

### 2018-19 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 49 |
| Grade 1 | 47 |
| Grade 2 | 49 |
| Grade 3 | 51 |
| Grade 4 | 52 |
| Grade 5 | 58 |
| Grade 6 | 58 |
| Grade 7 | 60 |
| Grade 8 | 62 |
| Total Enrollment | 486 |

### 2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 0.6 |
| American Indian or Alaska Native | 0.6 |
| Asian | 9.7 |
| Hispanic or Latino | 23.9 |
| White | 55.3 |
| Two or More Races | 8.4 |
| Socioeconomically Disadvantaged | 26.3 |
| English Learners | 8.2 |
| Students with Disabilities | 7.6 |
| Foster Youth | 1.4 |

## 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 for Franklin Elementary | 17-18 | 18-19 | 19-20 |
|---|---|---|---|
| With Full Credential | 21 | 21 | 21 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 21 | 21 |

| Teacher Credentials for Franklin Elementary | 17-18 | 18-19 | 19-20 |
|---|---|---|---|
| With Full Credential | ♦ | ♦ | 21 |
| Without Full Credential | ♦ | ♦ | 0 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 21 |

**Teacher Misassignments and Vacant Teacher Positions at Franklin Elementary School**

| Indicator | 17-18 | 18-19 | 19-20 |
|---|---|---|---|
| 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)**

The Franklin Elementary School District sets a high priority on ensuring that current textbooks and materials are available to support the school's instructional program. On September 11, 2018 the Board of Trustees held a Public Hearing and determined that the District had sufficient and good quality textbooks and instructional materials pursuant to the settlement of Williams vs. the State of California. All textbooks at Franklin School are selected from a State-approved matrix and have been chosen by a committee of teachers, parents, and the administration. Adoptions are reviewed and formally approved by the District Board. Franklin School uses Wonders as the District adopted ELA/ELD program in grades K – 5. StudySync is the adopted ELA/ELD program for grades 6 - 8. In an attempt to align our math curriculum with the California Common Core Standards, the District adopted the College Preparatory Mathematics Program (CPM) in the 6th - 8th grades (adopted July 1, 2013) and GoMath for Grades K-5 (adopted July 1, 2014). This math curricula utilizes problem-based learning where students explore, discuss, and make sense of mathematical concepts. A sufficient number of textbooks and instructional materials are purchased to ensure that each student, including English Learners, has access to their own copy of the standards-aligned textbook in all the core curricular areas. For grades 7th & 8th, the District has chosen to purchase additional textbooks or e-books to allow students to access a book at home to reduce the amount of weight they are carrying in their backpacks.

The Franklin Elementary School District is continually in the process of upgrading the technology that is available to both students and staff . During the past year a great deal of time and money has been spent to continually upgrade and enhance the computer network to ensure that it continues to meet the needs of the educational program. During the 2018-2019 school year the District maintained contracts for the following programs or services:

- Renaissance Place
- Barracuda Web Filter
- Eagle Software/Aeries
- Follett Software/Destiny Library Program
- SentinelOne Anti-Virus
- Discovery Education/United Streaming
- Illuminate Data & Assessment
- Spelling City
- IXL Math & ELA

- CPM Math
- Titan Meal Service
- Zingy Learning
- Keyboarding Without Tears
- Mystery Science
- Smart Technology Software
- Starfall
- Catapult DNA (Website)
- Catapult EMS (Emergency Management Service)

Franklin School has three separate computer labs, each with a connection to the Internet. The first computer lab for the school houses 33 computers and is staffed by a part-time technology assistant who works with teachers and students to meet the technological needs of the educational program. A second computer lab was built during the summer of 2014. This lab houses 31 computers. An additional smaller computer lab is located in the junior high wing between the language arts and social science classrooms. This computer lab houses 8 computers which are available to students throughout their instructional day. All 3rd through 8th grade classrooms have one-to-one devices for student use. Currently, Franklin School has a total of over 760 computers which are connected to three different servers on campus. All teachers have laptops.

Franklin School continues to employ a full time Technology Coordinator to oversee all computer systems on site. The District has a State-Approved Technology Plan which clearly outlines the school's technological vision for the future. This Technology Plan was revised in March 2017 and received approval from the State of California. This plan is valid for three years (valid July 1, 2017 - June 30, 2020).

**Textbooks and Instructional Materials**
**Year and month in which data were collected: 8/1/19**

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|---|---|
| **Reading/Language Arts** | Wonders – McGraw - Hill Education (K-5)<br>Adopted 2016<br><br>Study Sync- McGraw - Hill Education (6-8)<br>Adopted 2016<br><br>**The textbooks listed are from most recent adoption:**  Yes<br>**Percent of students lacking their own assigned textbook:**  0% |
| **Mathematics** | Go Math (K-5)<br>Adopted 2014<br><br>College Preparatory Mathematics (CPM)<br>Adopted 2013<br><br>**The textbooks listed are from most recent adoption:**  Yes<br>**Percent of students lacking their own assigned textbook:**  0% |

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|---|---|
| Science | Houghton Mifflin (K-5)<br>Adopted 2008<br><br>Pearson/Prentice Hall (6-8)<br>Adopted 2008<br><br>**The textbooks listed are from most recent adoption:**     Yes<br>**Percent of students lacking their own assigned textbook:**     0% |
| History-Social Science | Glencoe (K-5)<br>Adopted 2006<br><br>Social Studies, McGraw Hill (6-8)<br>Adopted 2019<br><br>**The textbooks listed are from most recent adoption:**     Yes<br>**Percent of students lacking their own assigned textbook:**     0% |

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

## School Facility Conditions and Planned Improvements (Most Recent Year)

It is the belief of the staff, administration, and Board of Trustees that the public school should be the centerpiece of the community. Effective educational programs, combined with adequate facilities, are essential to creating a positive and safe learning environment for children. The District is committed to providing students with a safe, clean, and well-maintained facility in which to learn and play. Sufficient custodial time is available to keep buildings and grounds clean and well maintained. Currently the District employs three full-time custodians.

Franklin School has never received a formal parent complaint per the Williams Uniform Complaint Procedure and all audits conducted by the Sutter County Superintendent of Schools Office have found the District to be compliant in all areas.

Franklin School has been in operation at its current location since 1864. The oldest buildings presently on campus were constructed in 1948. Out of the 23 classrooms on campus, 14 are permanent buildings and 9 are portable facilities. The two computer labs and library are housed in portable buildings.

A number of major facility improvement projects have been completed at Franklin School over the past 13 years. These major projects have created a physical environment that is conducive to student learning and success as well as extracurricular activities. A track and field project was completed during the summer of 2015. Costs for the track and field were funded from the General Fund. Two new portable buildings were added to the campus during June 2016, adding more classroom space for students including the After School Program.

During he summer of 2018 a new parking lot was constructed at Franklin School. This new parking facility added an additional 62 parking spaces, new handicapped parking, sidewalks, lighting, landscaping and drainage. The total cost of the project was $555,741. The project was funded by a Facility Hardship Grant, support from the Sutter County Public Works Department, and the District's General Fund. This new parking facility has enhanced the safety of the staff, students, parents, and visitors who come to Franklin School on a regular basis.

The District currently operates its own food service program offering meals to both students and staff that comply with the nutrition standards established by the United States Department of Agriculture for the National School Lunch Program.

A facility plan is being created to address the needs of the campus for, at least, the next five years.

### School Facility Good Repair Status (Most Recent Year)
### Year and month in which data were collected: 1/23/2020

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|---|---|---|
| **Systems:**<br>Gas Leaks, Mechanical/HVAC, Sewer | Good | Roofs and electrical conduit repaired summer of 2019. HVAC Duct work could use some minor repair and painting. Some supports on gas line need replacing. |
| **Interior:**<br>Interior Surfaces | Good | |
| **Cleanliness:**<br>Overall Cleanliness, Pest/ Vermin Infestation | Good | The new kitchen in the M.P. building is maintained very well as is inspected on a regular basis by the Health Department. No issues in this area. |

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|---|---|---|
| **Electrical:** Electrical | Good | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | Good | |
| **Safety:** Fire Safety, Hazardous Materials | Good | |
| **Structural:** Structural Damage, Roofs | Good | Penetrations in roof need to be coated in asphalt and fiberglass. HVAC duct work needs repair in some areas and painting. |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | The windows in the old M.P. building were installed in 1949 and are due for replacement. Building was deep cleaned during the summer of 2020. |
| **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 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---|---|---|---|---|---|---|
| ELA | 70 | 69 | 70 | 69 | 50 | 50 |
| Math | 66 | 68 | 66 | 68 | 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 Science for All Students
### Grades Five, Eight, and Ten
### Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---|---|---|---|---|---|---|
| Science | 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 area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|---|---|---|---|
| 5 | | | |

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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 340 | 334 | 98.24 | 69.46 |
| Male | 186 | 183 | 98.39 | 68.31 |
| Female | 154 | 151 | 98.05 | 70.86 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 30 | 30 | 100.00 | 80.00 |
| Hispanic or Latino | 78 | 77 | 98.72 | 63.64 |
| White | 198 | 194 | 97.98 | 69.07 |
| Two or More Races | 27 | 26 | 96.30 | 76.92 |
| Socioeconomically Disadvantaged | 101 | 97 | 96.04 | 48.45 |
| English Learners | 37 | 37 | 100.00 | 54.05 |
| Students with Disabilities | 35 | 33 | 94.29 | 57.58 |
| 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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| **All Students** | 340 | 335 | 98.53 | 67.76 |
| **Male** | 186 | 184 | 98.92 | 70.11 |
| **Female** | 154 | 151 | 98.05 | 64.90 |
| **Black or African American** | -- | -- | -- | -- |
| **American Indian or Alaska Native** | -- | -- | -- | -- |
| **Asian** | 30 | 30 | 100.00 | 73.33 |
| **Hispanic or Latino** | 78 | 77 | 98.72 | 61.04 |
| **White** | 198 | 194 | 97.98 | 69.59 |
| **Two or More Races** | 27 | 27 | 100.00 | 70.37 |
| **Socioeconomically Disadvantaged** | 101 | 97 | 96.04 | 42.27 |
| **English Learners** | 37 | 37 | 100.00 | 51.35 |
| **Students with Disabilities** | 35 | 34 | 97.14 | 61.76 |
| **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.

## 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)**
Parent involvement is essential for a school to be successful. It is important that parents are not only regularly informed of the school's educational program, but are also given numerous opportunities to become actively involved in their child's education. Educational research clearly demonstrates that parents represent an important influence in helping their child achieve high academic standards. When schools collaborate with parents to help their child learn and when parents participate in school activities and decision making about their child's education, children achieve at higher levels. Parent involvement is one of the key ingredients to the academic success of Franklin Elementary School.

Franklin parents are encouraged to become involved in their child's education in the following ways:

- Serve as a member of the School Site Council (SSC).
- Volunteer in classrooms.
- Become active in the Franklin School Parents' Club.
- Attend parent teacher conferences.
- Attend school functions and performances, including Awards Assemblies.
- Visit your child's classroom on a regular basis.
- Provide a quiet, well-lit location for student study.
- Monitor student's completion of homework assignments.
- Complete yearly parent survey.

For more information on how to become involved, please contact Lisa Shelton, Superintendent/Principal, at (530) 822-5151 or lshelton@franklin.k12.ca.us.

**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.

**School Safety Plan**
Franklin School takes a great deal of pride in the fact that we provide students with a safe and organized environment in which to learn and play. Nothing is more important to us than providing students with a safe physical environment, coupled with a school climate that is free of violence, intimidation, fear, and shaming.

Because school safety is such a high priority, we are constantly in a state of evaluating and critiquing our safety procedures and policies. We regularly conduct safety inspections of the site and playground and make corrections as needed. The School Safety Plan is updated at the beginning of each school year and is reviewed with staff. The last update and review was in August 2019. Emergency Response Binders are located in all classrooms for immediate use during an emergency. These binders have copies of all the necessary forms and directions to utilize in an emergency situation.

The District recognizes that an effective communication network is an important aspect of student safety. Franklin Elementary School has a schoolwide telephone system to facilitate communication and increase student and staff safety. In addition, wireless radios allow instant communication between yard duty supervisors, custodians, office staff, and administration. In an effort to further enhance safety and the maintenance of student information, a student management software program is networked throughout the school and is utilized by both the office and teaching staff. This software program enables the staff to quickly retrieve student information in case of an emergency. The District also utilizes the services of an internet-based communication system that can access the school's database and automatically call all the listed emergency phone numbers with a prerecorded message in a very short period of time. This system is regularly used for general informational messages as well.

Fire, earthquake, bus evacuation, and disaster drills are conducted monthly throughout the school year. Exit maps are developed and clearly posted in all classrooms. When students are on the playground, adequate adult supervision is always provided. All playground supervisors have received training in CPR, first aid, school safety, and playground discipline. This team is continually watching children to ensure that they are conducting themselves in a safe and responsible manner. All employees at Franklin School monitor those who enter and exit the school site. In an effort to limit access to the school site during the school day, all gates are locked after the start of the school day. The only exception to this is the front gate near the school office. All visitors are required to check in at the main office upon entering the campus. Visitors are given badges that must be worn at all times while they are on the school site.

School security cameras were installed over a two year period (2018 - 2019, 2019 -2020). The cameras provide an additional level of campus safety. The cameras allows designated staff members to review student misconduct as well as any campus disturbance that might occur during evening hours and/or on the weekends/holidays.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|
| Suspensions Rate | 1.0 | 0.0 | 2.1 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|
| Suspensions Rate | 1.0 | 0.0 | 2.1 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the State | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|
| Suspensions Rate | 3.6 | 3.5 | 3.5 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

## 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.

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

| Title | Ratio |
|---|---|
| Academic Counselor* | .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 Full-Time Equivalent (FTE) |
|---|---|
| Counselor (Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | |

\* 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.

**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 | 58 | | 2 | 3 | 25 | | 2 | | 25 | | 2 | |
| 1 | 24 | | 3 | | 25 | | 2 | | 24 | | 2 | |
| 2 | 24 | | 3 | | 25 | | 2 | | 25 | | 2 | |
| 3 | 23 | | 3 | | 24 | | 2 | | 26 | | 2 | |
| 4 | 45 | | 2 | 2 | 26 | | 2 | | 26 | | 2 | |
| 5 | 28 | | 3 | | 28 | | 2 | | 29 | | 2 | |
| 6 | 51 | | 4 | 2 | 28 | 1 | 12 | | 29 | | 10 | |
| 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.

**Average Class Size and Class Size Distribution (Secondary)**

| Subject | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-22 | 2016-17 # of Classes* Size 23-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-22 | 2017-18 # of Classes* Size 23-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-22 | 2018-19 # of Classes* Size 23-32 | 2018-19 # of Classes* Size 33+ |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| English | 29 | | 4 | | 29 | | 4 | | 31 | | 4 | |
| Mathematics | 29 | | 11 | | 29 | | 11 | | 30 | | 11 | |
| Science | 29 | | 4 | | 29 | | 4 | | 31 | | 4 | |
| Social Science | 29 | | 4 | | 29 | | 4 | | 31 | | 4 | |

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

## Professional Development provided for Teachers

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Number of school days dedicated to Staff Development and Continuous Improvement | 4 | 5 | 6 |

Providing the instructional staff with professional development opportunities is a high priority for the Franklin Elementary School District. The District provides staff development through a variety of venues, and uses a combination of State and Federal funds intended to provide support for professional development activities to improve the quality of the instructional program.

Sutter County Superintendent of Schools (SCSOS) has partnered with Single School Districts to help support staff development. Staff from SCSOS has provided support in science, Google Classroom, Social Science and math. SCSOS provided a two day workshop on the topic Response to Intervention (RTI) in August of 2018.

Over the past three years, staff development has focused around the key areas of English Language Arts, Math, Science and Response to Intervention (RTI).

During the 2017 -2018 and 2018-2019 school year a focus for staff development was the new Social Science Framework.

During the Fall of 2017 five teachers and the principal attended the Professional Learning Communities (PLC) at Work Conference in San Diego. Three additional teachers attended the PLC Conference in the Winter of 2018.

In the Fall of 2018, fifteen staff members attended a three day Response to Intervention (RTI) conference in Sacramento.

All Instructional aides attended a Love and Logic Training on February 22, 2018 to help with positive, proactive discipline strategies.

Twenty minimum school days for the 2018-2019 school year allowed teachers time for regular training and collaboration.

For the 2019-2020 school year, Solution Tree Presenter, Joe Cuddemi visited the Franklin School campus four times throughout the year to present training (staff development) related to Professional Learning Communities.

During the school year teachers have access to conferences, college classes, in-service activities, and observations to provide them with opportunities to grow professionally.

**FY 2017-18 Teacher and Administrative Salaries**

| Category | District Amount | State Average for Districts In Same Category |
|---|---|---|
| **Beginning Teacher Salary** | $47,156 | $45,252 |
| **Mid-Range Teacher Salary** | $71,197 | $65,210 |
| **Highest Teacher Salary** | $92,322 | $84,472 |
| **Average Principal Salary (ES)** | $0 | $107,614 |
| **Average Principal Salary (MS)** | $0 | $112,242 |
| **Average Principal Salary (HS)** | $0 | $ |
| **Superintendent Salary** | $136,269 | $124,686 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|---|---|---|
| **Teacher Salaries** | 39% | 31% |
| **Administrative Salaries** | 3% | 7% |

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|---|---|---|---|---|
| **School Site** | $5,474.75 | 376.43 | 5098.32 | $71,435 |
| **District** | N/A | N/A | 5098.32 | $80,941.00 |
| **State** | N/A | N/A | $7,506.64 | $64,941.00 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|---|---|---|
| **School Site/District** | 0.0 | 2.8 |
| **School Site/ State** | -4.7 | 20.7 |

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

Revenue for the Franklin Elementary School District came from four different areas during the 2018-2019 fiscal year: LCFF, The State of California, the Federal Government, and Local Sources. While the vast majority of school funding came from the LCFF, Franklin School also depended upon funds received from the state and federal government that were earmarked for special purposes or categories of students. These "categorical" dollars were restrictive in nature and could only be utilized for the purposes for which they were given. Both state and federal categorical dollars funded additional programs for specific populations of students, child nutrition, instructional materials, professional development, technology improvements, drug education, etc. At Franklin School, categorical funds were utilized to support in part the following programs during the 2018 -2019 fiscal year:

- Reading Intervention Lab
- Staff Development Opportunities
- Classroom Aides
- Library Aide
- Computer Lab Aide
- Technology Coordinator
- Books and Supplies
- Technology Equipment
- ELD/Intervention Teacher

**Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

| Rate for Franklin Elementary School | 2015-16 | 2016-17 | 2017-18 |
|---|---|---|---|
| Dropout Rate | | | |
| Graduation Rate | | | |

| Rate for Franklin Elementary School | 2015-16 | 2016-17 | 2017-18 |
|---|---|---|---|
| Dropout Rate | | | |
| Graduation Rate | | | |

| Rate for California | 2015-16 | 2016-17 | 2017-18 |
|---|---|---|---|
| Dropout Rate | | | |
| Graduation Rate | | | |

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

**Career Technical Education Participation**

| Measure | CTE Program Participation |
|---|---|
| Number of pupils participating in CTE | |
| % of pupils completing a CTE program and earning a high school diploma | |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | |

**Career Technical Education Programs**

**Courses for University of California (UC) and/or California State University (CSU) Admission**

| UC/CSU Course Measure | Percent |
|---|---|
| 2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission | 0 |
| 2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission | |

**2018-19 Advanced Placement Courses**

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|---|---|---|
| Computer Science | | N/A |
| English | | N/A |
| Fine and Performing Arts | | N/A |
| Foreign Language | | N/A |
| Mathematics | | N/A |
| Science | | N/A |
| Social Science | | N/A |
| All courses | | |

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

*Where there are student course enrollments of at least one student.

**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.