



Franklin Elementary School

7050 Franklin School Rd. • Loomis, CA 95650 • (916) 652-1818 • Grades K-8

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<http://franklin.loomis-usd.k12.ca.us>

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



Loomis Union Elementary School District

3290 Humphrey Road

Loomis, CA 95650

(916) 652-1800

www.loomis-usd.k12.ca.us

District Governing Board

Jim Foster, Area 1: Citrus Colony

Kelly Tomaszewski, Area 2: Loomis

Jacob Hardey, Area 3: Rock Springs

Todd Wilson, Area 4: Placer

Ann Baker, Area 5: Franklin

District Administration

Gordon Medd

Superintendent

Kevin Roche

**Assistant Superintendent -
Business Services**

Brittaney Meyer

**Assistant Superintendent -
Educational Services**

School Description

Principal's Message

Franklin School is a family-oriented school where the enthusiasm, support, and involvement of teachers and parents inspire Franklin students to do their best. Teachers spend countless hours designing learning experiences that are academically challenging to help students successfully achieve Common Core Standards.

In addition to core academic subjects, students at Franklin partake in primary music, instrumental music, and choral music programs. Students in grades 1 through 8 also receive Spanish instruction each week. With the support of an active PTC, Franklin students also participate in enrichment activities, such as Drama, Starstruck, Art Docent, Leadership, and Garden Docent. At Franklin School, we strive to promote successful learning in a safe and caring environment through the Positive Behavioral Interventions and Support (PBIS) program and school culture building programs.

Franklin Elementary School, in partnership with the community, will continue to work to empower every student to become a life-long learner who is a responsible, productive, and engaged citizen within the community.

Franklin Mission Statement:

The mission of Franklin Elementary School is to provide a safe and supportive environment in which students can develop socially, emotionally, and intellectually whereby they become responsible citizens who contribute positively to the world around them.

District & School Profile

The Loomis Union School District is located in the Town of Loomis, a quaint, family-oriented community. Established in 1850 and incorporated in 1984, Loomis retains its rural character and charm with its large residential lots and custom homes, an old-fashioned downtown, and woodlands with natural streams and rolling hillsides. Loomis is located about 25 miles northeast of Sacramento and is only ten minutes from Folsom Lake and a little over an hour away from either Lake Tahoe or the San Francisco Bay.

Loomis Union School District is comprised of six elementary schools and a charter school, serving students in transitional kindergarten through eighth grade. Franklin School opened its doors for students in 1967. The school is proud to be educating students whose families have chosen the beauty of the Loomis Basin for their home. Franklin School students are fortunate to have a community-centered environment to grow up in. Parents and teachers focus on the needs of the students and work to continually better the "Franklin Community." During 2018-19 school year, 511 students were enrolled at Franklin Elementary.

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	44
Grade 1	51
Grade 2	56
Grade 3	51
Grade 4	49
Grade 5	56
Grade 6	62
Grade 7	67
Grade 8	62
Total Enrollment	498

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.2
Asian	1.6
Filipino	1.2
Hispanic or Latino	11.2
Native Hawaiian or Pacific Islander	0.2
White	77.7
Two or More Races	6.8
Socioeconomically Disadvantaged	14.1
English Learners	4
Students with Disabilities	4.8
Foster Youth	0.2
Homeless	0.2

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	22	23	22
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	0	4	4

Teacher Credentials for Loomis Union	17-18	18-19	19-20
With Full Credential	♦	♦	134
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	23

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 school district held a public hearing on September 5, 2019 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment 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 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. The table displays information collected in September, 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials

Year and month in which data were collected: September, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Reading Wonders (TK - 5) - Adopted 2017 McGraw Hill Study Sync (6 - 8) - Adopted 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	McGraw Hill Everyday Math - Adopted 2015 College Preparatory Mathematics (CPM) - Adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Delta Education: Foss - Adopted 2007 Glencoe - Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Holt - Adopted 2006 Scott Foresman - Adopted 2006 The textbooks listed are from most recent adoption: Yes 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)

Franklin Elementary was originally constructed in 1967 and is comprised of 19 classrooms, 9 portable classrooms, a library/media center, a gym/multipurpose room, a staff/work room, a computer lab, and a cafeteria. School facilities are all up-to-date, clean, safe, and provide adequate space for students and staff.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 1/25/2019

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

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	75	83	66	69	50	50
Math	72	77	58	61	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	27.1	28.8	23.7
7	23.9	22.4	22.4

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	359	357	99.44	82.91
Male	198	197	99.49	81.22
Female	161	160	99.38	85.00
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	38	38	100.00	76.32
White	288	287	99.65	83.62
Two or More Races	17	17	100.00	76.47
Socioeconomically Disadvantaged	58	58	100.00	60.34
English Learners	18	18	100.00	38.89
Students with Disabilities	19	17	89.47	29.41
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	359	357	99.44	76.75
Male	198	197	99.49	76.65
Female	161	160	99.38	76.88
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	38	38	100.00	76.32
White	288	287	99.65	77.00
Two or More Races	17	17	100.00	76.47
Socioeconomically Disadvantaged	58	58	100.00	50.00
English Learners	18	18	100.00	22.22
Students with Disabilities	19	17	89.47	23.53
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)

Parents and the community are an integral component of the educational program at Franklin Elementary School. There are a multitude of ways parents can volunteer at Franklin: serving as volunteers in the classroom, serving on Site Council, serving on the PBIS committee, volunteering as a part of the Watch DOGS program, and participating in the Parent Teacher Club (PTC). The PTC helps facilitate community activities, raises money to support school enrichment programs, and improvements to the facilities. Franklin School also benefits from several community partnerships, such as the Loomis Basin Education Foundation, Loomis Lions, and Rotary Club.

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

The safety of students and staff is a primary concern at Franklin Elementary. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials, and state earthquake standards. The School Site Safety plan is reviewed and updated annually in the fall by the School Site Council and reviewed with staff at the start of the school year. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Shelter in Place drills are held at least twice a year.

Students are supervised before and after school and during recess by staff. Noon Duty Supervisors monitor students during lunch recess. All visitors must sign in at the school office and sign out upon leaving. The designated drop off and pick up area for students is at the front of the school.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.3	2.3	3.3
Expulsions Rate	0.0	0.0	0.00

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.5	2.1	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*	N/A

* 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)	.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	.3
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	
Other	.3

* 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	23		2		23		2		21		2	
1	22		2		26		2		26		2	
2	25		2		21	1	1		30		2	
3	28		2		26		2		27		2	
4	31		2		27		2		25		2	
5	32		2		30		2		30		2	
6	31		2		33			2	32		2	
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	28		4		31		3	1	32		2	2
Mathematics	28		4		31		3	1	32		2	2
Science	28		4		31		3	1	32		2	2
Social Science	28		4		31		3	1	32		2	2

* 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	5	3	3

As part of the professional growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, certificated and classified staff. The district offered five staff development days during the 2017-2018 school year and three staff development days during the 2018-19 and 2019-20 school years. During these staff development days staff members are offered professional growth opportunities to expand staff knowledge in curriculum, assessment and instructional strategies.

At the site level, Franklin School offers teachers specific training in Google Apps for Education (GAPE) and Positive Behavioral Intervention & Supports (PBIS) training.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,750	\$49,378
Mid-Range Teacher Salary	\$67,247	\$77,190
Highest Teacher Salary	\$93,638	\$96,607
Average Principal Salary (ES)	\$111,783	\$122,074
Average Principal Salary (MS)	\$0	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$161,476	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
Administrative Salaries	6%	6%

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

Types of Services Funded

Reading Specialist, Special Education, Music, Gifted and Talented Education (GATE) enrichment activities.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,556	\$1,107	\$5,449	\$73,595
District	N/A	N/A	\$6,996	\$71,955
State	N/A	N/A	\$7,506.64	\$77,619

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-24.9	2.3
School Site/ State	-31.8	-5.3

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.

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.