Benjamin Franklin Intermediate
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 Intermediate
Street	700 Stewart Ave.
City, State, Zip	Colma, CA 94015-3519
Phone Number	(650) 991-1202
Principal	Bettina Martinez
Email Address	bmartinez@jeffersonesd.org
Website	https://www.jsd.k12.ca.us/BFranklin
County-District-School (CDS) Code	41689166043723

Entity	Contact Information
District Name	Jefferson Elementary
Phone Number	(650) 991-1000
Superintendent	Bernardo Vidales
Email Address	bvidales@jeffersonesd.org
Website	https://www.jsd.k12.ca.us/

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

Ben Franklin is a one-story complex located in a lower-middle income area south of San Francisco. The surroundings consist of fairly even mix of closely-placed, single family houses and apartment complexes. Ben Franklin is a very diverse school. It is known for its strong academic standards. We celebrate student learning and success. Currently, thirty-four classroom teachers provide instruction to an enrollment of approximately 688 students. The support staff consists of a principal, an assistant principal, a dean, two counselors, a resource specialist program teacher, instructional aide, one administrative assistant and two custodians. All of our teachers have completed CLAD training enabling them to work more effectively with English Learners students. The ethnic composition includes White, African American, Hispanic, Filipino, Brazilian, Asian, (Chinese, Japanese, Korean, and Vietnamese), Arabic, East Indian and Pacific Islanders. Ben Franklin is proud of its diversity and long standing tradition of academic excellence..

We, the Benjamin Franklin Intermediate School community, are dedicated to educating our students in a positive and safe environment to prepare them for success now and in the future.

We dedicate ourselves to building students self-esteem by rewarding their positive behavior and by respecting and valuing individual differences. Students will believe in themselves when they are able to perform tasks and perfect strategies which will empower them to become lifelong learners in a technological world.

We envision a school that empowers students to become productive and responsible members of our richly diverse community and to give service to our community. The school, the home, business, and the community at large will work cooperatively for the benefit of our students.

The SARC is available on the district website at www.jsd.k12.ca.us and can be made available in hard copy upon request. Please contact the school at 650-991-1200 for information about the SARC.

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

Grade Level	Number of Students
Grade 6	233
Grade 7	245
Grade 8	213
Total Enrollment	691

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.6
Asian	18.7
Filipino	31.1
Hispanic or Latino	32.6
Native Hawaiian or Pacific Islander	1.2
White	9.7
Two or More Races	3.8
Socioeconomically Disadvantaged	53.8
English Learners	31.7
Students with Disabilities	8.4
Foster Youth	0.1
Homeless	0.6

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	30	28	31	31
Without Full Credential	1	1	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

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

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

Year and month in which data were collected: October 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	State Approved StudySync (6th-8th grade) published by McGraw Hill Education (April 2018) Excellent Condition. English Language Arts/English Language Development Board approved April 24, 2019		0%
Mathematics	State Approved Connected Mathematics Project 3 (6th-8th grade) published by Pearson (Board Adopted April 2018)		0%
Science	Prentice-Hall 2007- State Approved, Board Adopted 2007		0%
History-Social Science	Teacher Curriculum Institute (TCI) 2006- State Approved, Board Adopted April 24, 2019		0%
Health	Teen Talk Middle School (7th grade) published by Health Connected (Board Adopted March 2017)		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

School cleanliness standards are enforced district wide. Inspections are routinely conducted. The district maintenance crew assures that graffiti, broken windows, and other minor vandalism are repaired in less than 24 hours if at all possible.

Data reported are the determination of good repair as documented in a completed Facilities Inspection Tool (FIT) conducted every year. The most recent inspection was conducted in June 2019. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal. In the June 2019 the Ben Franklin campus has added decorative gating/fencing throughout the perimeter of the school.

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: June 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Storage in Boiler Room.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	53	46	49	48	50	50
Mathematics (grades 3-8 and 11)	31	26	36	37	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	678	666	98.23	1.77	46.25
Male	339	331	97.64	2.36	40.79
Female	339	335	98.82	1.18	51.64
Black or African American	16	16	100.00	0.00	43.75
American Indian or Alaska Native	--	--	--	--	--
Asian	124	123	99.19	0.81	63.41
Filipino	205	201	98.05	1.95	54.73
Hispanic or Latino	219	216	98.63	1.37	32.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	67	64	95.52	4.48	31.25
Two or More Races	34	34	100.00	0.00	47.06
Socioeconomically Disadvantaged	380	369	97.11	2.89	42.01
English Learners	388	377	97.16	2.84	38.73
Students with Disabilities	48	48	100.00	0.00	14.58
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.

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	678	671	98.97	1.03	26.46
Male	339	333	98.23	1.77	27.11
Female	339	338	99.71	0.29	25.82

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	16	16	100.00	0.00	13.33
American Indian or Alaska Native	--	--	--	--	--
Asian	124	124	100.00	0.00	47.58
Filipino	205	204	99.51	0.49	31.03
Hispanic or Latino	219	217	99.09	0.91	13.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	67	64	95.52	4.48	15.63
Two or More Races	34	34	100.00	0.00	32.35
Socioeconomically Disadvantaged	380	373	98.16	1.84	20.70
English Learners	388	383	98.71	1.29	21.99
Students with Disabilities	48	48	100.00	0.00	6.25
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
7	16.5	24.1	43.9

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)

The School Site Council (SSC) which is comprised of parents, students and staff member serves as our school's board of directors. The SSC makes all program decisions and decides on funding.

All community members are annually invited to assess the programs at Ben Franklin and make recommendations to the School Site Council for changes.

The English Learners Advisory Committee (ELAC) is comprised of parents and guardians of English Language Learners. ELAC advises the SSC on issues related to the needs of ELL students. Most are part of the SSC. Parent Education workshops are held throughout the year to support families in raising adolescents. Workshops offered, support their children to thrive and grow successful academically and socially. Parent Cafe meets six time throughout the year to families around important topics. In addition, we hold Parent Teacher Student Association meeting the first Thursday of each month.

The Ben Franklin Parent Teacher Student Association (PTSA) is very active at our school site in making the middle school experience empowering and engaging. All are welcome to attend monthly General Parent Meetings at the school site.

For more information about how to become involved, please contact the school at 650-991-1200.

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	3.7	3.1	7.7	2.1	1.9	2.1	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)

A full time Assistant Principal, Dean of Academics and three campus supervisors assist the staff in maintaining a safe campus for learning.

Ben Franklin Intermediate Middle School implements a PBIS program to promote a positive school climate. This includes developing SOAR Values which are school wide character assets of safety, ownership, achievement and respect. A school wide online student reward system is used to promote the development of these character assets at all grade levels. Inclusively, the school implements school wide presentations once per month to identify, define, and develop these character assets as well as discussing student issues in these forums. The school has implemented a Positive School Climate Team that coordinates, monitors, and implements programs that promote inclusion, safety, building community and promoting fair and respectful spaces on campus.

Ben Franklin has expanded efforts in supporting students in their transition to middle school by implementing a program called Where Everyone Belongs (WEB). The program supports student peers in assisting incoming students to transition to middle school. 8th grade students serve as role models and mentors to 6th grade students as they enter the campus in 6th grade Orientation. 6th graders are assigned a peer WEB Leader who supports their transition throughout the year. And, WEB Leaders organize and coordinate monthly activities for 6th graders that promote SOAR Values, and team building. WEB Leaders are recommended for this leadership role every year.

After school sports, intramurals and a wide variety of extra-curricular student activities provide a positive outlet for active adolescents. Safety is a very high priority at Ben Franklin. Monthly fire drills are conducted as well as earthquake and emergency drills. We have also adopted a plan for extreme emergencies, for example: bomb threats and/or code red. We also maintain a Safety Plan that contains our philosophy concerning safety and the measures to be taken. There is a district wide Disaster Preparedness Facilitator who oversees the Disaster Preparedness Plan for our district. Our schools is identified as a designated shelter by the Red Cross should an emergency occur. There is a detailed site plan of the school. There is also an ongoing program of chemical substance supervision that is consistent with state law and directed by the Director of Maintenance. The district maintains disaster supplies and equipment at our school. The supplies include food and water for three days for all students and staff, blankets, flashlights, communication devices and other important supplies.

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	22	14	32		19	18	29		22	11	30	2
Mathematics	23	5	17		20	7	15		21	9	14	
Science	23	4	17		22	4	15		20	10	12	1
Social Science	24	4	16	1	27	3	12	1	22	6	12	3

*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.

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

Title	Ratio
Academic Counselors*	345.5

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	2.0
Library Media Services Staff (Paraprofessional)	
Psychologist	3.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2.3
Resource Specialist (non-teaching)	
Other	.9

*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	$11361	3227	8134	74776
District	N/A	N/A	8673	77468
Percent Difference - School Site and District	N/A	N/A	-3.7	-5.6
State	N/A	N/A	7507	82663
Percent Difference - School Site and State	N/A	N/A	11.6	-12.3

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.

Types of Services Funded (Fiscal Year 2018-19)

Teachers stipends, substitutes, guidance service to pupils, textbooks, institutional materials, conferences, field trips, equipment, staff development, English Language Learners, after school tutoring and instructional materials.

District State Average For Districts In Same Category State Average All Districts Total Dollars per Student (ADA) Dollars per Student (ADA) Dollars per Student (ADA) $38,604,364; $6,279; $6,897; $7,127.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$54,645	$45,741
Mid-Range Teacher Salary	$75,080	$81,840
Highest Teacher Salary	$100,494	$102,065
Average Principal Salary (Elementary)	$136,572	$129,221
Average Principal Salary (Middle)	$142,640	$132,874
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$225,773	$224,581
Percent of Budget for Teacher Salaries	36%	36%
Percent of Budget for Administrative Salaries	7%	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			5

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

District and school professional development programs provided numerous opportunities to enhance and gain new teaching strategies. All staff development activities are tied to district and school goals. Ben Franklin School has focused staff development towards Literacy and Mathematics. During the current school year, we our focusing on analyzing student work by examining the Fastbridge Reading and Math Assessments. Ben Franklin has tried to center its thinking on how to implement effective teaching strategies into the curriculum through using Reading Apprenticeship Strategies and Constructing Meaning Training to address the California State Standards. Lastly, we have adopted one academic focus area that all can support: Student Structured Talk. In 2019-2020 we have aligned our biweekly meetings to focus on our Instructional Initiatives by promoting working sessions led by teachers to focus on our Best Practice instructional strategies in meeting our Literacy and Mathematics goals.