Franklin Elementary

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

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.

Lynnette Chirrick, Principal

Principal, Franklin Elementary

About Our School

Thank you for taking a moment to look at Franklin School's School Accountability Report Card. This is my third year as principal of this school; my thirteenth as a principal in grades K-12, and I could not be more proud to be the leader of this school. Franklin School is an unexpected gem among public schools. It's small size makes it a unique experience for children, families, and staff. Each child is known and nurtured by all community members in an effort to ensure no child falls through the cracks. The strong bridge between home and school at Franklin ensures success.

This truth is demonstrated by our outstanding achievements, supports, climate, variety of interventions, and opportunities for students to contribute to their community through leadership. The data within this report supports these claims of success. As an educational community, Franklin's diverse population outperforms both the State and many local schools. These results are evidence of the conscientous communal efforts between home, school, and District. Franklin is a family working to raise excellent citizens: citizens wtih mature socials skills, broad academic knowledge, and the flexibility and understanding of their roles in society now and into the future.

Contact

Franklin Elementary
1433 San Antonio Ave.
Alameda, CA 94501-4039

Phone: 510-748-4004
Email: lchirrick@alamedaunified.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Alameda Unified
Phone Number	(510) 337-7000
Superintendent	Pasquale Scuderi
Email Address	pscuderi@alamedaunified.org
Website	http://www.alameda.k12.ca.us

School Contact Information (School Year 2019—20)	
School Name	Franklin Elementary
Street	1433 San Antonio Ave.
City, State, Zip	Alameda, Ca, 94501-4039
Phone Number	510-748-4004
Principal	Lynnette Chirrick, Principal
Email Address	lchirrick@alamedaunified.org
Website	http://franklin.alamedausd.ca.schoolloop.com
County-District-School (CDS) Code	01611196090039

Last updated: 1/30/2020

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

Franklin is a neighborhood school of approximately 340 students, maintained by a close-knit community in central Alameda. We currently have 2 classes in each grade, with the exception of 4th and 5th grades, where we have a combination class resulting in 2.5 classes in 4th grade and 1.5 in fifth. The school includes 13 classrooms, a cafeteria, a media center, an administration office, and an outside meeting area. School staff includes: a principal, thirteen certificated teachers, two paraprofessionals, one 70% media center teacher, a 60% health office assistant, a 20% speech teacher, a 20% school psychologist, an office manager, a 50% intervention lead, and nine other support staff, which includes our cafeteria, custodial, and noon duty staff members. Media Center and itinerant music and P.E. teachers provide services each week for students in first through fifth grades. Our Franklin PTA provides funds for music instruction for our kindergarteners. The school year consists of 180 instructional days with minimum days for parent conferencing and professional development. Students in 1st through 5th grades are in school for 315 instructional minutes per day. The kindergarten schedule is an A/B schedule with students arriving at 8:20 each day and being released at 12:40 three days per week, and 1:40 two days per week.

Our school mission is to form a partnership with school, home and community committed to providing effective instruction and quality programs which recognize individual differences, develop respect for self and others and celebrate the accomplishments of all students. We are dedicated to maintaining high academic and behavior standards. We strive to help students discover and achieve their personal best. We promote Lifelong Guidelines and use Lifeskill learning to create a safe learning community at our school. Franklin School's Positive Behavior Intervention and Supports (PBIS) team provides professional development to the staff in each of these areas, and the committee works to ensure students, staff, and families are supported and that all children are successful.

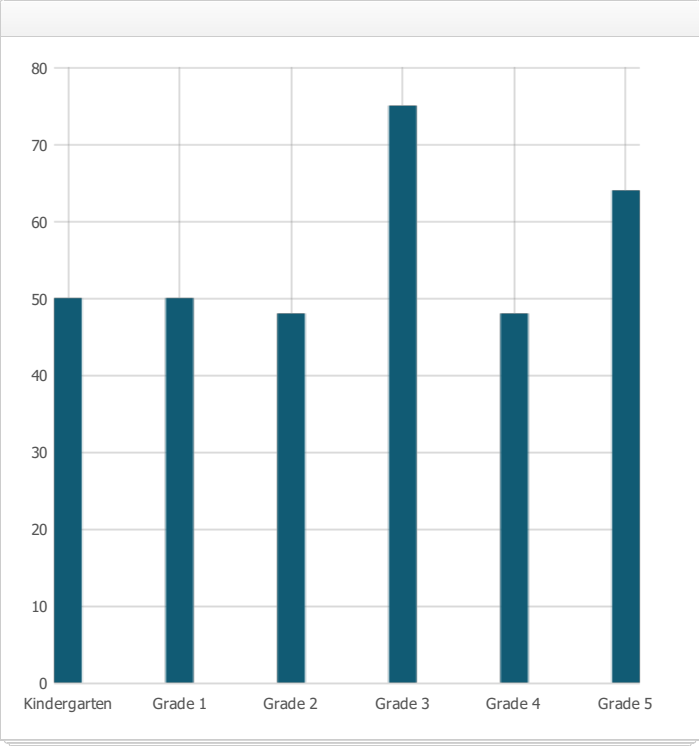
With a strong Parent Teacher Association and parent engagement in the classrooms, we enjoy collaborative efforts between staff and families. The school has a Parent Teacher Association that supports extra curricular programs, classroom budgets, special events, and facilities for the school. They also support us in ensuring students understand their role in the greater community, such as with our valuable community based projects to teach children that they are part of the global community. We hold an Ability Awareness Week filled with activities to increase student awareness of the learning differences and challenges that many people face. The events of the week foster understanding, raise consciousness, and establish a sense of community through the mutual support of all our members. Like all schools, we face the challenge of improving academic success for every child with fewer funds and limited resources. Our parent community is a model of involvement and commitment providing labor, time, and money. Their efforts ensure that our children not only have the basics, but also experience an enriched school environment. Our PTA provides funding for staff to provide academic and social skills support for students who demonstrate a need, in addition to the many other supports detailed in our family engagment portion of this document.

Franklin School staff and community created an innovate plan for our school in the area of Blended Learning. The plan has sunset but has resulted in an ongoing educational approach combining traditional brick and mortar instruction with current technological opportunities: sites, applications and computer skills. We provide academic instruction using Common Core Standards, enhanced with technology integration as well as content delivered electronically to provide the most engaging environment possible, while allowing teachers the ability to intervene and extend for students in small groups. The district and site continually provide professional development opportunities for all district employees in an effort to ensure high quality instruction for all students.

Last updated: 1/30/2020

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

Grade Level	Number of Students
Kindergarten	50
Grade 1	50
Grade 2	48
Grade 3	75
Grade 4	48
Grade 5	64
Total Enrollment	335



Last updated: 1/21/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	1.50 %
American Indian or Alaska Native	0.00 %
Asian	15.80 %
Filipino	2.40 %
Hispanic or Latino	19.70 %
Native Hawaiian or Pacific Islander	0.00 %
White	47.20 %
Two or More Races	11.00 %
Student Group (Other)	**Percent of Total Enrollment**
Socioeconomically Disadvantaged	20.90 %
English Learners	13.40 %
Students with Disabilities	9.60 %
Foster Youth	0.00 %
Homeless	0.00 %

A. Conditions of Learning

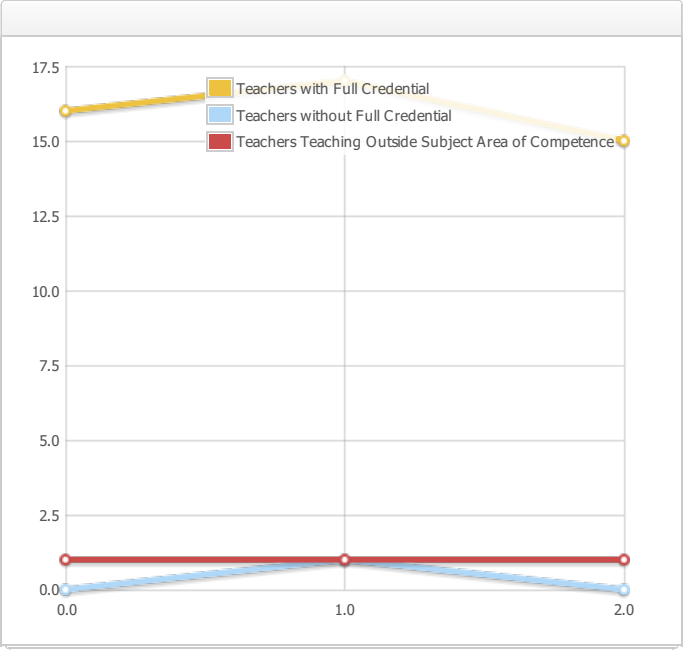
State Priority: Basic

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

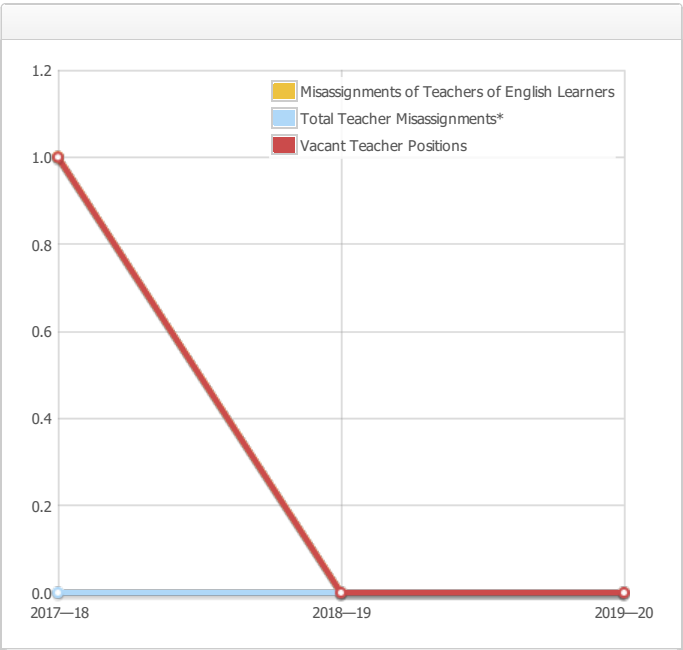
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	16	17	15	452
Without Full Credential	0	1	0	23
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	1	1	12



Last updated: 1/24/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	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.

Last updated: 1/24/2020

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

Year and month in which the data were collected: November 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Collaborative Literacy Suite, Center for the Collaborative Classroom (CCC), 2016 Includes Being a Reader, Being a Writer, and Making Meaning programs	Yes	0.00 %
Mathematics	Eureka Math (2013) - Grades K-5 - Josey-Bass/Common Core Inc,/Great Minds	Yes	0.00 %
Science	Full Option Science System (FOSS) Adopted in 2007 and updated in 2014	Yes	0.00 %
History-Social Science	Pearson/Scott Foresman (2003) K-5 Series including Our Community, Our California, Our Nation We are currently in the process of adopting new materials for our K-5 Social Studies/History program.	Yes	0.00 %
Foreign Language	N/A		0.00 %
Health	Family Life Grade 5 (2006) Toolbox Social Emotional Learning Program (2019) Physical Education District crafted program based on California State Standards We are currently in the process of adopting new materials for our K-5 Health Program.	Yes	0.00 %
Visual and Performing Arts	We use the VAPA standards to guide our arts programming.	No	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/28/2020

School Facility Conditions and Planned Improvements

The Franklin Elementary School was built in 1950 on a 1.22 acres site. The building area is 18,146 sf. The school will undergo modernization in summer 2020. The replacement of the play structure is in progress. The school is fairly clean.

Last updated: 1/17/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Storage room sewer pipe has a leak. Repair ticket has been entered.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Boys restroom has strong odor, servicing company has been scheduled.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Classroom 1 small gate needs repair.

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Good

Last updated: 1/17/2020

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)	74.0%	74.0%	66.0%	66.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	68.0%	64.0%	58.0%	58.0%	38.0%	39.0%

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.

Last updated: 1/30/2020

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	190	185	97.37%	2.63%	73.51%
Male	88	84	95.45%	4.55%	70.24%
Female	102	101	99.02%	0.98%	76.24%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	35	34	97.14%	2.86%	64.71%
Filipino	--	--	--	--	
Hispanic or Latino	37	37	100.00%	0.00%	72.97%
Native Hawaiian or Pacific Islander					
White	86	82	95.35%	4.65%	76.83%
Two or More Races	25	25	100.00%	0.00%	76.00%
Socioeconomically Disadvantaged	41	40	97.56%	2.44%	70.00%
English Learners	35	34	97.14%	2.86%	52.94%
Students with Disabilities	28	25	89.29%	10.71%	44.00%
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.

Last updated: 1/30/2020

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	190	186	97.89%	2.11%	63.98%
Male	88	85	96.59%	3.41%	65.88%
Female	102	101	99.02%	0.98%	62.38%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	35	34	97.14%	2.86%	73.53%
Filipino	--	--	--	--	
Hispanic or Latino	37	37	100.00%	0.00%	51.35%
Native Hawaiian or Pacific Islander					
White	86	83	96.51%	3.49%	66.27%
Two or More Races	25	25	100.00%	0.00%	64.00%
Socioeconomically Disadvantaged	41	40	97.56%	2.44%	42.50%
English Learners	35	34	97.14%	2.86%	58.82%
Students with Disabilities	28	26	92.86%	7.14%	46.15%
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.

Last updated: 1/30/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
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.

Last updated: 1/30/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

ALAMEDA UNIFIED SCHOOL DISTRICT
CTE INFORMATION FOR SARC
SY 2019-2020

CTE COURSES OFFERED UC A - G
Biotechnology 1 D
Computer Science Discoveries CTE 1 D
Computer Science Discoveries CTE 2 D
Digital Filmmaking 1 G
Digital Filmmaking 2
Multimedia Art 1 G
Advanced Multimedia Art 2 G
Advanced Multimedia Projects
Sports Medicine 1 G
Sports Medicine 2
Marketing 1 G
Marketing 2 G
Radio Broadcast Journalism 1 G
Radio Broadcast Journalism 2 G
Physchological Development of Children 1
Physchological Development of Children 1
Life After High School
Exploring Computer Science
Art
Photography
Economics of Business Ownership G
Sports and Entertainment Marketing

ALAMEDA UNIFIED SCHOOL DISTRICT
CTE INFORMATION FOR SARC
Career Technical Education Pathways
SY 2019-2020

Industry Sector CTE Pathway Course 1 Course 2
Health Science & Medical Technology Biotechnology Biotech 1 Biotech 2 *
Health Science & Medical Technology Sports Medicine Sports Medicine 1 Sports Medicine 2
Information Computer Technology Computer Science Computer Science Discoveries CTE 1 Computer Science Discoveries CTE 2
Arts Media & Entertainment Multimedia Multimedia Art 1 Advanced Multimedia Art 2
Arts Media & Entertainment Digital Filmmaking Digital Filmmaking 1 Digital Filmmaking 2
Arts Media & Entertainment Radio Broadcast Journalism Radio 1 Radio 2
Marketing Marketing Marketing 1 Marketing 2
Child Development Early Childhood Education Psychological Development of Children 1 Psychological Development of Children 2

*Biotech 2 will be offered in SY 2020-21

AUSD CTE Advisory Council Title/Affiliation CTE Pathway

Nicole Kidd, Chair Owner, NK Insights Marketing
Ana Bagtas Parent and Community Development Staff, City of Alameda All Sectors
Tim Karas President, College of Alameda All Sectors
Susan Haworth Owner, Cambios Life Coaching All Sectors
Michael McDonough President, Alameda Chamber of Commerce All Sectors
Madlen Saddik Exec. Director, Alameda Chamber of Commerce Marketing
Debbie Potter Community Development Director, City of Alameda All Sectors
Carolyn Hogg Information Technology Director, City of Alameda ICT
Eric Fonstein Development Manager, City of Alameda All sectors
Lois Butler Economic Development Office City of Alameda All sectors
Ana McClanahan Dean, College of Alameda ICT/Health Science
Dan Gerard Alameda Fire Dept Allied Health
Stan Bunger Radio Broadcaster, KCBS Arts Media & Entertainment
Vina Cera Co-Chair, Media Communications Department, Laney College Arts Media & Entertainment
Arthur Culang Owner, Arthur Culang Consulting Health Science
Damon Tighe Training Specialist, Bio-Rad Health Science
Robert J. Macey Genomics Professor, Merritt College Health Science
S. Brooke Briggance Parent AND Deputy Director, FACES for the Future, Public Health Institute Allied Health
Annie Thatcher-Stephens Athletic Trainer, Childrens' Hospital Allied Health
Shaun Daniels Owner, Castaway Creative Arts Media & Entertainment
Maggie Simpson Adams Owner, Decomp Films Arts Media & Entertainment

Vicki Sedlack Executive Director, Alameda Education Foundation All sectors
Derek Lee Executive Director, PilotCity ICT
Amanda Azerki Solution Engineer, Esri ICT
Robert Kreitz Former Superintendent, Tri-Valley ROP CTE Specialist
Tina Kreitz Retired Early Childhood Educator Early Childhood

Last updated: 1/30/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/30/2020

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	0.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

State Priority: Other Pupil Outcomes

Last updated: 1/30/2020

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

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

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.

Last updated: 1/30/2020

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 a critical and welcome key element in the success of Franklin School, and they work tirelessly with the staff to support student success. They serve as members of School Site Council to budget school funds and as members of the site and English Learner Advisory Committees (ELAC) to support our English Learners within the school and the district. The PTA sponsors community building events such as Heritage Night and family fun occasions like the Spooktacular. Moreover, the PTA is the driving force for several fund-raisers like our Walk-a-Thon, the annual Auction, and the Book Fair to support science enrichment, math and reading interventions, field trips, assemblies, and more. Parents volunteer in the classrooms to assist in small-group work, teach art in the Art Docent Program, and assist in the math and science fairs. We are piloting a communication application called Konstella and push out information through room parents to ensure timely communication. Parent attendance at Back-to-School Night and conferences is almost 100 percent every year. In addition to all of this, they also coordinate assemblies, help students get to school safely by monitoring and assisting in our drop off areas, and coordinate activities designed to help our students feel a connection to the community, as was discussed in the School Description section of this document. The Franklin community is a family where volunteerism is accepted as a parent responsibility and greatly appreciated by the staff and children. Erin Gilchrist Brown, the office manager, can be contacted at 510-748-4004 regarding volunteer information. Additionally, our PTA presidents are a willing source of information and our best cheerleaders. They can be contacted through the Franklin PTA Website, at http://www.franklinpta.org/.

Parents are a critical and welcome key element in the success of Franklin School, and they work tirelessly with the staff to support student success. They serve as members of School Site Council to budget school funds and as members of the site and English Learner Advisory Committees (ELAC) to support our English Learners within the school and the district. The PTA sponsors community building events such as Heritage Night and family fun occasions like the Spooktacular. Moreover, the PTA is the driving force for several fund-raisers like our Walk-a-Thon, the annual Auction, and the Book Fair to support science enrichment, math and reading interventions, field trips, assemblies, and more. Parents volunteer in the classrooms to assist in small-group work, teach art in the Art Docent Program, and assist in the math and science fairs. our PTA currently use a communication application called Konstella and push out information to parents, from parents. Parent attendance at Back-to-School Night and conferences is almost 100 percent every year. In addition to all of this, they also coordinate assemblies, help students get to school safely by monitoring and assisting in our drop off areas, and coordinate activities designed to help our students feel a connection to the community, as was discussed in the School Description section of this document. The Franklin community is a family where volunteerism is accepted as a parent responsibility and greatly appreciated by the staff and children. Erin Gilchrist Brown, the office manager, can be contacted at 510-748-4004 regarding volunteer information. Additionally, our PTA presidents are a willing source of information and our best cheerleaders. They can be contacted through the Franklin PTA Website, at http://www.franklinpta.org/.

State Priority: Pupil Engagement

Last updated: 1/30/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

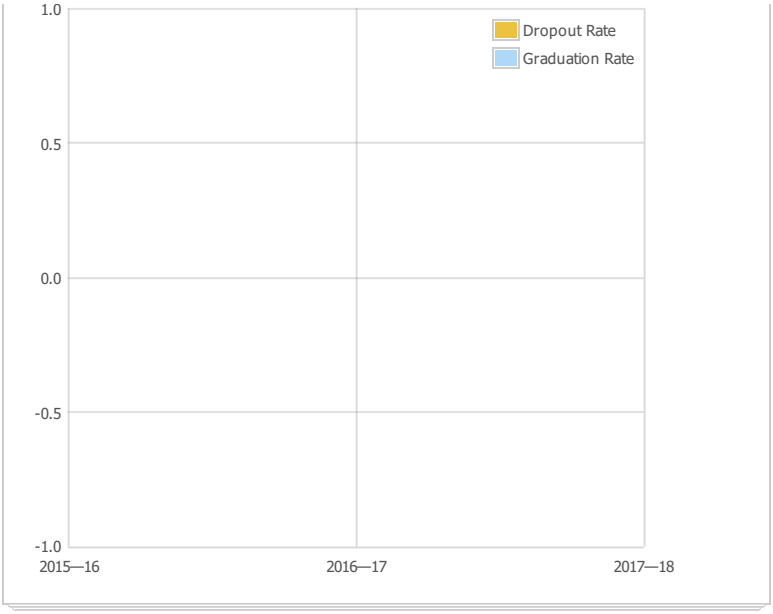
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	5.40%	9.70%
Graduation Rate	--	86.90%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	5.00%	3.50%	9.10%	9.60%
Graduation Rate	--	--	87.00%	91.40%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



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/.

Last updated: 1/30/2020

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.50%	0.80%	2.00%	3.00%	2.90%	2.60%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/30/2020

School Safety Plan (School Year 2019—20)

Safety is an important priority at Franklin School; in fact, the "S" in our SOAR PBIS acronym, stands for "safe". In addressing this priority, students are directly taught safe and non-safe behaviors during PE, assemblies, and during class for all locations on campus. Teachers regularly review the rules for safe, responsible behavior. The staff is participating in PBIS, a school climate support program to increase positive behavior and improve school climate as part of our Mult-Tiered Systems of Support (MTSS). Through this program, staff consistently look at school rules, policies, and procedures to ensure a safe and productive climate. Staff members monitor the schoolgrounds before and after school, at recesses, and at lunch time. Students are trained as Conflict Managers to resolve student disagreements during recesses. We also have "Junior Coaches/Conflict Managers," students who are trained to assist children in locating and learning the rules of traditional and alternate activities at lunch recess and Kindergarden Helpers who help oversee the kindergarten students at lunch recess. Additionally, three hired noon supervisors and some parent volunteers monitor the cafeteria and playground during lunch.
Franklin School is a fully fenced closed campus; visitors must enter the school through the main door and sign in and out at the office, where they receive a visitor’s badge. We revise our School Safety Plan each year in the fall. Our last plan was revised in September, 2018 and includes procedures for emergencies, exit routes, and inventories of emergency supplies. We practice monthly drills including fire, earthquake, and lock downs, and staff are provided training during staff meetings. We use the Share 911 app to help facilitate drills and are trained in the use of it in case of an actual emergency. Parents are provided with emergency procedure information, and some participate in the annual full-scenario earthquake drill during the Great Shakeout. Parents rotate morning drop off duty to ensure the children's safe exit from their cars and entry to the campus. This improves safety during the morning rush by preventing double parking and jaywalking. Parents have been strong supporters and advocates of traffic safety by collaborating with city agencies to secure adequate road signage and crossing guards.

Last updated: 1/30/2020

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) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.00		2	
1	25.00		3	
2	25.00		2	
3	25.00		2	
4	29.00		2	
5	31.00		2	
6				
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 (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	25.00		2	
1	25.00		2	
2	25.00		3	
3	25.00		2	
4	32.00		2	
5	30.00		2	
6				
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 (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	25.00		2	
1	25.00		2	
2	24.00		2	
3	25.00		3	
4	24.00		2	
5	32.00		2	
6				
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) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* 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.

Last updated: 1/30/2020

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

Title	Ratio**
Counselors*	0.00

*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 Number of Pupils per Counselor

Last updated: 1/30/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	0.50
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.

Last updated: 1/30/2020

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	$14349.38	$7433.41	$6915.97	$72497.41
District	N/A	N/A	$8605.52	$73425.00
Percent Difference – School Site and District	N/A	N/A	-21.77%	-1.27%
State	N/A	N/A	$7506.64	$78059.00
Percent Difference – School Site and State	N/A	N/A	-8.19%	-7.39%

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

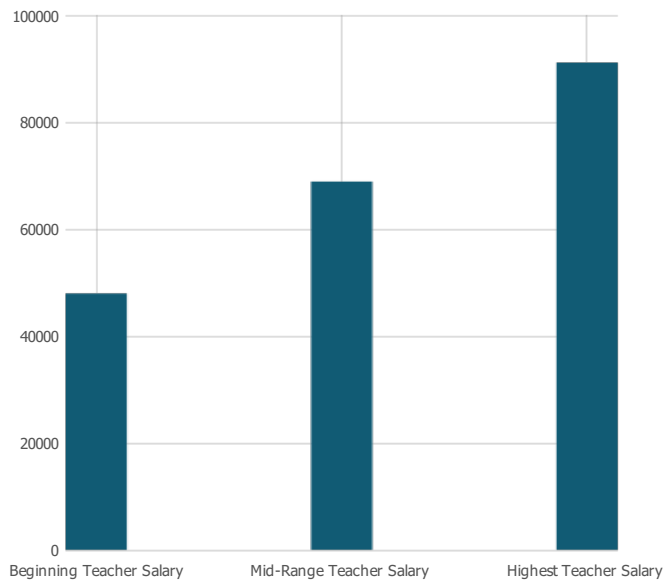
Last updated: 1/15/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

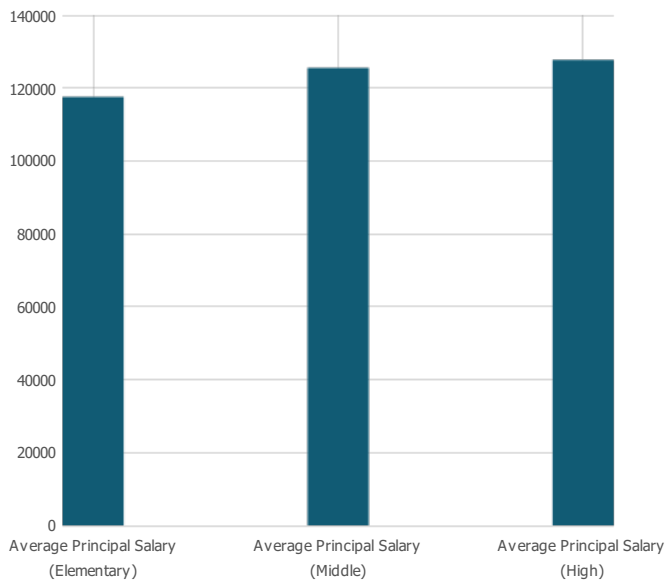
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$47,966	$49,084
Mid-Range Teacher Salary	$68,867	$76,091
Highest Teacher Salary	$91,138	$95,728
Average Principal Salary (Elementary)	$117,569	$118,990
Average Principal Salary (Middle)	$125,538	$125,674
Average Principal Salary (High)	$127,726	$137,589
Superintendent Salary	$238,311	$230,096
Percent of Budget for Teacher Salaries	38.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/30/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

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

Last updated: 1/30/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	4