

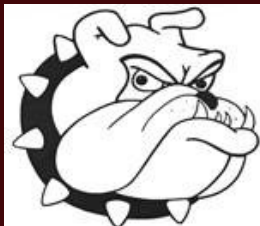


Franklin Elementary School

332 N. Township Road • Yuba City, CA 95993 • (530) 822-5151 • Grades K-8

Lisa Shelton, Principal
lshelton@franklin.k12.ca.us

2019-20 School Accountability Report Card Published During the 2020-21 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. Ryan O'Neal
Board President

Mr. Chris Zunino
Clerk

Mr. Glenn Houston
Board President

Mrs. Jill Patrick
Board Trustee

Mr. Joe Oates
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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	53
Grade 1	49
Grade 2	50
Grade 3	52
Grade 4	61
Grade 5	55
Grade 6	60
Grade 7	60
Grade 8	58
Total Enrollment	498

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	1.2
Asian	10.6
Hispanic or Latino	24.1
White	54.8
Two or More Races	7.6
Socioeconomically Disadvantaged	30.3
English Learners	8.4
Students with Disabilities	0.4
Foster Youth	0.4
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	18-19	19-20	20-21
With Full Credential	21	21	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

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

Teacher Misassignments and Vacant Teacher Positions at Franklin Elementary School

Indicator	18-19	19-20	20-21
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 2020-21)

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 2019-2020 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
- *Sentinel One 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
- *GoGuardian
- *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.

Textbooks and Instructional Materials

Year and month in which data were collected: 8/1/20

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Wonders – McGraw - Hill Education (K-5) Adopted 2016 Study Sync- McGraw - Hill Education (6-8) Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Mathematics	Go Math (K-5) Adopted 2014 College Preparatory Mathematics (CPM) Adopted 2013 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Publisher: Amplify Education (K-5) Program: Amplify Science: California Integrated Course Model Adopted 2020 Publisher: Activate Learning (6-8) Program: IQWST California Edition Adopted 2020 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Studies Weekly (K-5) Adopted 2020 Social Studies, McGraw Hill (6-8) Adopted 2019 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)

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 15 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 the 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)

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 rate for each system inspected
- The overall rating

Year and month in which data were collected: 1/14/21

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Roofs and electrical conduit repaired summer of 2019. HVAC Duct work could use some minor repair and painting. Gas lines leading to HVAC units were repaired during 2020.
Interior: Interior Surfaces	Fair	The interior surfaces in general are in very good shape. The only areas that were indicated as deficient were carpet and paint that is nearing the end of its useful life. The District has a regular program of painting and carpet replacement.
Cleanliness: 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.
Electrical: Electrical	Good	Electrical systems are in excellent condition. Many of the building on campus are relatively new so the electrical systems are in very good shape. All lighting on campus has been upgraded to LED. The older electrical systems on campus were totally upgraded in 2003 during a major modernization project.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	The restrooms at Franklin School are well maintained. The restroom that serves students in grades 1-3 could use a partition upgrade in the coming years.
Safety: Fire Safety, Hazardous Materials	Good	Asbestos tile in two classrooms were removed when carpet was replaced in 2020. The Asbestos Report on file in the District Office indicates that all asbestos has now been removed from campus.
Structural: Structural Damage, Roofs	Fair	Penetrations in roof need to be coated in asphalt and fiberglass. HVAC duct work needs repair in some areas and painting. At current time roofs are not experiencing failure, however preventative maintenance is needed.
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. Some exterior doors in the 6th grade and Jr. High are nearing the end of their useful live due to separation and rusting.
Overall Rating	<p style="text-align: center;">Good</p>	The Franklin Elementary School District takes pride in maintaining its facilities to the highest degree possible. The District continues to provide a safe, dry, and comfortable environment for learning to take place.

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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	69	N/A	69	N/A	50	N/A
Math	68	N/A	68	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	50	N/A	50	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

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 (School Year 2020-2021)

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 2020. 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	2.1	0.0	2.1	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	6	6	
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

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	1

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	25		2		25		2		27		2	
1	25		2		24		2		25		2	
2	25		2		25		2		25		2	
3	24		2		26		2		26		2	
4	26		2		26		2		30		12	
5	28		2		29		2		28		12	
6	28	1	12		29		10		26	2	12	
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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	6	10

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.

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.

Wednesday afternoons have been set aside for teacher collaboration days. Wednesday afternoons are used to analyze data, discuss student progress and continue to work on RTI strategies.

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 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,099	\$46,965
Mid-Range Teacher Salary	\$72,621	\$67,638
Highest Teacher Salary	\$94,138	\$88,785
Average Principal Salary (ES)		\$112,524
Average Principal Salary (MS)		\$117,471
Average Principal Salary (HS)		
Superintendent Salary	\$138,994	\$128,853

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	30.0
Administrative Salaries	3.0	6.0

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

FY 2018-19 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	\$80,439
State	N/A	N/A	\$7,750	\$71,448

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	-11.9
School Site/ State	-41.3	0.0

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

Types of Services Funded

Revenue for the Franklin Elementary School District came from four different areas during the 2019-2020 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 2019-2020 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

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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.