Franklin Elementary School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.
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.

2021-22 School Contact Information

School Name	Franklin Elementary School
Street	332 N. Township Road
City, State, Zip	Yuba City, CA 95993
Phone Number	(530) 822-5151
Principal	Lisa Shelton
Email Address	lshelton@franklin.k12.ca.us
School Website	https://www.franklin.k12.ca.us
County-District-School (CDS) Code	51-71381-6053250

2021-22 District Contact Information

District Name	Franklin Elementary School District
Phone Number	(530) 822-5151
Superintendent	Lisa Shelton
Email Address	lshelton@franklin.k12.ca.us
District Website Address	https://www.franklin.k12.ca.us

2021-22 School Overview

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.

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!

2021-22 School Overview

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 this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	39
Grade 1	46
Grade 2	45
Grade 3	49
Grade 4	53
Grade 5	55
Grade 6	56
Grade 7	60
Grade 8	61
Total Enrollment	464

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.7
Male	54.3
American Indian or Alaska Native	1.3
Asian	10.8
Black or African American	0.4
Hispanic or Latino	23.1
Native Hawaiian or Pacific Islander	0.2
Two or More Races	8.4
White	55
English Learners	8.6
Homeless	0.6
Socioeconomically Disadvantaged	26.1
Students with Disabilities	8.8

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 8, 2020 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 curriculum 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 2020-2021 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
*SeeSaw
*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 desktop 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 houses 36 laptop computers, which is mobile. An additional smaller computer lab is located in the junior high wing between the language arts and social science classrooms. This computer lab is available to students throughout their instructional day for a quiet place to work using their Chromebooks. All classrooms have one-to-one Chromebook devices for student use. Currently, Franklin School has a total of over 700 computers on campus. All teachers have desktop computers and laptops.

Franklin School continues to employ a full time Technology Coordinator to oversee all computer systems on site.

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders – McGraw - Hill Education (K-5) Adopted 2016 Study Sync- McGraw - Hill Education (6-8) Adopted 2016	Yes	0%
Mathematics	Go Math (K-5) Adopted 2014 College Preparatory Mathematics (CPM) Adopted 2013	Yes	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	Yes	0%
History-Social Science	Studies Weekly (K-5) Adopted 2020 Social Studies, McGraw Hill (6-8) Adopted 2019	Yes	0%

School Facility Conditions and Planned Improvements

In 2010 the Franklin Elementary School District developed a Five Year Facility Master Plan. This Plan provides guidance for the District as it identifies and prioritizes facility projects and ongoing maintenance needs at Franklin School. Since its inception, this Plan has facilitated painting projects, carpet replacement, HVAC replacement, roof repairs, door replacement, repair of dry rot damage, and additional facility repairs. This Facility Master Plan is updated yearly and will provide guidance to the District through the year 2024. To assist with the implementation of this Plan, the Franklin Elementary School District has established a Facilities Committee. This Committee is comprised of all stakeholder groups and meets a couple times per year to prioritize facility projects. Each year this Committee brings recommendations to the Board of Trustees for their consideration.

The Franklin Elementary School District is currently taking the steps necessary to secure the services of an architectural firm. Once selected, this firm will guide the District in the development of a Facilities Master Plan. This Plan will focus on two general areas; Site Security and Parking & Future Facility Needs. The Site Security and Parking portion of this Plan will address issues related to bus and vehicular circulation, parking, pedestrian and student access and control points, and general school site security and safety. The Future Facility Needs portion of this Plan will identify the future classroom and building needs of the District and how to most effectively utilize Franklin School's relatively small school site. Particular attention will be devoted to the design of new or retrofitted preschool, transitional kindergarten, and kindergarten classrooms that meet the requirements outlined in the Standards for the Construction of School Facilities / Title 5. It is the ultimate goal of the District to qualify for funding from the Office of Public School Construction for the design and construction of new or retrofitted facilities for our youngest learners.

Year and month of the most recent FIT report	1/11/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Major HVAC replacement and upgrade has taken place over the past year. New HVAC units were installed in a total of 9 classrooms during the summer of 2021.
Interior: Interior Surfaces	X			The interior surfaces in general are in very good shape. Over the past year carpet has been replaced in both the Quad (4th & 5th grades) and in the Jr. High Classroom Wing.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			The custodial staff at Franklin School does an excellent job of keeping all classrooms and interior surfaces clean. All interior classrooms, bathrooms, offices, and the M.P. Building are cleaned daily.
Electrical	X			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	X			The restrooms at Franklin School are well maintained. The restroom that serves students in grades 1-3 could use a partition upgrade in both the boys and girls restrooms in the coming years. New doors and locks need to be installed

School Facility Conditions and Planned Improvements

			in the portable restroom facility used by the Jr. High students.
Safety: Fire Safety, Hazardous Materials	X		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. All fire safety systems and extinguishers are inspected and charged on a regular basis.
Structural: Structural Damage, Roofs	X		Structural damage at the end of the administrative wing was repaired. Covered walkway was repaired and new roofing was installed. Some areas of roofing are in need of preventative maintenance to extend their useful life.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		New siding and doors were installed at the end of the Jr. High Classroom Wing. New doors were also installed in the two 6th grade classrooms. Doors on the Jr. High bathroom could use replacement in the future.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	324	312	96.3	3.7	64.42
Female	148	142	95.95	4.05	71.13
Male	176	170	96.59	3.41	58.82
American Indian or Alaska Native	--	--	--	--	--
Asian	35	34	97.14	2.86	58.82
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	78	73	93.59	6.41	64.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	29	29	100	0	65.52
White	176	170	96.59	3.41	65.29
English Learners	24	22	91.67	8.33	9.09
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	40	40	100	0	40
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	31	27	87.1	12.9	44.44

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	324	312	96.30	3.70	52.56
Female	148	141	95.27	4.73	51.06
Male	176	171	97.16	2.84	53.80
American Indian or Alaska Native	--	--	--	--	--
Asian	35	34	97.14	2.86	44.12
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	78	75	96.15	3.85	49.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	29	28	96.55	3.45	53.57
White	176	169	96.02	3.98	56.21
English Learners	24	24	100.00	0.00	20.83
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	40	40	100.00	0.00	27.50
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	31	27	87.10	12.90	37.04

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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
Black or African American	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
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	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
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	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
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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
Black or African American	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
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	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
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	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
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	43.69	N/A	43.69	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	110	103	93.64	6.36	43.69
Female	52	48	92.31	7.69	43.75
Male	58	55	94.83	5.17	43.64
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	24	23	95.83	4.17	30.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	65	60	92.31	7.69	46.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	12	12	100.00	0.00	33.33
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	482	476	27	5.7
Female	221	217	12	5.5
Male	261	259	15	5.8
American Indian or Alaska Native	6	6	0	0.0
Asian	50	50	2	4.0
Black or African American	3	2	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	109	108	10	9.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	41	41	5	12.2
White	268	264	10	3.8
English Learners	40	40	2	5.0
Foster Youth	0	0	0	0.0
Homeless	4	3	0	0.0
Socioeconomically Disadvantaged	143	141	20	14.2
Students Receiving Migrant Education Services	11	11	2	18.2
Students with Disabilities	50	49	5	10.2

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.14	0.00	2.14	0.00	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.58	1.57	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

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

Because school safety is such a high priority, we are constantly in a state of evaluating and critiquing our safety procedures and policies. We regularly conduct safety inspections of the site and playground and make corrections as needed. The School Safety Plan is updated at the beginning of each school year and is reviewed with staff. The last update and review was in August 2021. 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.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		2	
1	24		2	
2	25		2	
3	26		2	
4	26		2	
5	29		2	
6	29		2	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	27		2	
1	25		2	
2	25		2	
3	26		2	
4	30		2	
5	28		2	
6	26	2	2	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2		
1	23		2	
2	23		2	
3	25		2	
4	27		2	
5	28		2	
6	28		2	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$5,474.75	376.43	5098.32	$71,435
District	N/A	N/A	5098.32	$81,345
Percent Difference - School Site and District	N/A	N/A	0.0	-13.0
State			$8,444	$72,352
Percent Difference - School Site and State	N/A	N/A	-49.4	-1.3

2020-21 Types of Services Funded

Revenue for the Franklin Elementary School District came from four different areas during the 2020-2021 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 to help support programs and services 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. In 2020 - 2021 Franklin School received one-time funding for Distance Learning and Covid Protocols. These came to us in the form of state and federal funds. At Franklin School, categorical funds and one-time funds were utilized to support in part the following programs during the 2020-2021 fiscal year:

- Reading Intervention Lab
- Staff Development Opportunities
- Classroom Aides
- Library Aide
- Computer Lab Aide
- Books and Supplies
- PPE, Cleaning Supplies, Fogger Machines for Disinfecting playground equipment
- Chromebooks, Kajeet Hot Spots, Charging Carts, Webcams, Professional Zoom, GoGuardian, Mice and Headphones, Additional Wireless Access Points, 27 Staff Computers, Wireless Keyboards and Mice, Monitors, New Storage Server
- ELD/Intervention Teacher

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$54,291	$47,265
Mid-Range Teacher Salary	$74,840	$69,813
Highest Teacher Salary	$97,502	$91,237
Average Principal Salary (Elementary)	$0	$113,466
Average Principal Salary (Middle)	$0	$115,186
Average Principal Salary (High)	$0	$0
Superintendent Salary	$143,164	$131,359
Percent of Budget for Teacher Salaries	34%	30%
Percent of Budget for Administrative Salaries	3%	7%

Professional Development

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, Accelerated Learning, and Social Emotional Learning.

For the 2020 -2021 school year, Solution Tree Presenter Joe Cuddemi provided staff development around the area of Common Formative Assessments, Response to Intervention, and Essential Standards. In the fall of 2020, an in-house training was provided by one of the classroom teachers on Google Classroom.

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.

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

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	6	10	

Franklin Elementary School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Franklin Elementary School District
Phone Number	(530) 822-5151
Superintendent	Lisa Shelton
Email Address	lshelton@franklin.k12.ca.us
District Website Address	https://www.franklin.k12.ca.us

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	324	312	96.30	3.70	64.42
Female	148	142	95.95	4.05	71.13
Male	176	170	96.59	3.41	58.82
American Indian or Alaska Native	--	--	--	--	--
Asian	35	34	97.14	2.86	58.82
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	78	73	93.59	6.41	64.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	29	29	100.00	0.00	65.52
White	176	170	96.59	3.41	65.29
English Learners	24	22	91.67	8.33	9.09
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	40	40	100.00	0.00	40.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	31	27	87.10	12.90	44.44

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	324	312	96.30	3.70	52.56
Female	148	141	95.27	4.73	51.06
Male	176	171	97.16	2.84	53.80
American Indian or Alaska Native	--	--	--	--	--
Asian	35	34	97.14	2.86	44.12
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	78	75	96.15	3.85	49.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	29	28	96.55	3.45	53.57
White	176	169	96.02		56.21
English Learners	24	24	100.00	0.00	20.83
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	40	40	100.00	0.00	27.50
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	31	27	87.10	12.90	37.04