

# Franklin Elementary School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



### 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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the 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).

#### 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.

#### 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.

## 2022-23 School Contact Information

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

## 2022-23 District Contact Information

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

## 2022-23 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!

## 2022-23 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

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	52
Grade 1	42
Grade 2	45
Grade 3	51
Grade 4	52
Grade 5	58
Grade 6	59
Grade 7	56
Grade 8	61
Total Enrollment	476

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.1
Male	52.9
American Indian or Alaska Native	1.1
Asian	10.7
Black or African American	0.2
Filipino	0.0
Hispanic or Latino	23.9
Native Hawaiian or Pacific Islander	0.0
Two or More Races	8.6
White	54.6
English Learners	7.8
Foster Youth	0.2
Homeless	0.0
Migrant	2.1
Socioeconomically Disadvantaged	27.1
Students with Disabilities	10.3

### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.60	93.00	18.60	93.00	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	5.00	1.00	5.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.40	2.00	0.40	2.00	18854.30	6.86
<b>Total Teaching Positions</b>	<b>20.00</b>	<b>100.00</b>	<b>20.00</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
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						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
<b>Permits and Waivers</b>	0.00	
<b>Misassignments</b>	1.00	
<b>Vacant Positions</b>	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	
<b>Local Assignment Options</b>	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

### 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.80	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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 13, 2022 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 2021-2022 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
- \*SentinelOne Anti-Virus
- \*Illuminate Data & Assessment
- \*Spelling City
- \*IXL Math & ELA
- \*CPM Math
- \*Titan Meal Service
- \*Keyboarding Without Tears
- \*Mystery Science
- \*SeeSaw
- \*Smart Technology Software
- \*Starfall
- \*GoGuardian
- \*Catapult DNA (Website)
- \*Catapult EMS (Emergency Management Service)

Franklin School has a student computer lab with 33 desktop computers, each with a connection to the Internet. The computer lab also houses a computer cart of 36 laptop computers, which is mobile. 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. Additional staff including the Technology Coordinator, lunch program supervisor, librarian, maintenance supervisor, intervention specialists, office staff, and administration have desktop computers. Some additional staff have laptops also.

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
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Wonders – McGraw - Hill Education (K-5) Adopted 2016	Yes	0%
	Study Sync- McGraw - Hill Education (6-8) Adopted 2016		
<b>Mathematics</b>	Go Math (K-5) Adopted 2014	Yes	0%
	College Preparatory Mathematics (CPM) Adopted 2013		
<b>Science</b>	Publisher: Amplify Education (K-5) Program: Amplify Science: California Integrated Course Model Adopted 2020	Yes	0%
	Publisher: Activate Learning (6-8) Program: IQWST California Edition Adopted 2020		
<b>History-Social Science</b>	Studies Weekly (K-5) Adopted 2020	Yes	0%
	Social Studies, McGraw Hill (6-8) Adopted 2019		

### School Facility Conditions and Planned Improvements

In early 2022 the District conducted a Request for Qualifications for Architectural Services. A total of four different Architectural Firms were interviewed, and ultimately the District selected Harrington Design Associates, Inc. Since early 2022 the District, in conjunction with Harrington Design Associates, has been working on a Facilities Master Plan. This Master Plan has focused on two general areas; Site Security and Parking & Future Facility Needs. The Site Security and Parking portion of this Plan is currently addressing issues related to bus and vehicular circulation, parking, pedestrian and student access, and general school security and safety. The District has involved the Sutter County Development Services Department in this planning process, and as a result there will most likely be major improvements on the roadways surrounding Franklin School. Initial designs call for new sidewalks, parking, exterior fencing, and an improved student drop off / pick up area.

The Future Facility Needs portion of this Facilities Master Plan is currently focusing on the design and construction of a new Transitional Kindergarten / Full-Day Kindergarten classroom complex that adheres to the Standards for the Construction of School Facilities / Title 5. During 2022 the District applied for Grant Funding through the California Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program. The District was successful in its Application and has been awarded a Grant in the amount of \$3,942,621 to be utilized for the design and construction of four new classrooms to serve TK and K students. The District is required to contribute \$82,243 to this project which will bring the total construction budget to \$4,024,864. Initial designs for this classroom complex are for a 5,502 square foot facility which includes classroom instructional space, a teacher work area, two adult restrooms, and a restroom complex in both the Kindergarten and Transitional Kindergarten Classrooms. An age appropriate outdoor play area will be designed to serve the needs of these four new classrooms. The play area will be directly off of the classrooms providing good visibility and supervision. Finally, new curbs, gutters, sidewalks, and parking will be developed to create a student drop off / pick up area for this classroom complex. Construction is slated to begin early in 2024 with completion in early 2025.

Year and month of the most recent FIT report

January 6, 2023



## School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Virtually all of the wall mounted HVAC units have been replaced at Franklin School over the past couple of years. The only older HVAC units on site consist of the roof top units located on areas of asphalt roofing. These units are 20 years old, but due to regular preventative maintenance they are still in good operating condition. The District will need to replace these roof top units within the next three to five years. .
<b>Interior:</b> Interior Surfaces	X			The interior surfaces in general are in very good shape. During the summer of 2022 a major remodel of Room #18 was completed. This project consisted of new interior walls, electrical outlets, doors, paint, windows, and carpet. This project created two new office spaces for Speech Services and IEP meetings, as well as a new classroom space for the Resource Specialist Program. (RSP)
<b>Cleanliness:</b> 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.
<b>Electrical</b>	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.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		The restrooms at Franklin School are well maintained. The District's Architect is currently developing plans for the replacement of the drinking fountain on the primary playground. It is the intention of the District to install this new fountain in the near future.
<b>Safety:</b> 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.
<b>Structural:</b> Structural Damage, Roofs	X			Structural damage at the end of Room #21 was repaired. The T-111 siding on this portable building was removed and replaced. The new siding was flashed, calked, and painted. All asphalt roofing on site was installed in 2003, so it is 20 years old. The District does a good job maintaining the asphalt roofing and it currently is only experiencing minor failure around roof penetrations. All failures are repaired in a timely manner.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			During the summer of 2022 a new play area was designed and installed to serve the Transitional Kindergarten students on site. This play area has paths for trike riding, a sand play area, a grass play area, planter and landscape areas, a storage shed, and a site for the eventual installation of a small play structure. A new sink / counter was constructed in the TK classroom to provide storage space, a large sink for art projects, and a drinking fountain for the students.

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).
4. **College and Career Ready**  
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.

#### 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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	63	N/A	63	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	56	N/A	56	N/A	33

## 2021-22 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.

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.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	339	329	97.05	2.95	62.61
<b>Female</b>	162	155	95.68	4.32	63.87
<b>Male</b>	177	174	98.31	1.69	61.49
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	40	38	95.00	5.00	68.42
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	81	76	93.83	6.17	53.95
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	33	33	100.00	0.00	57.58
<b>White</b>	180	177	98.33	1.67	66.10
<b>English Learners</b>	28	26	92.86	7.14	23.08
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	101	95	94.06	5.94	46.32
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	33	31	93.94	6.06	25.81

## 2021-22 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.

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.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	339	330	97.35	2.65	56.06
<b>Female</b>	162	156	96.30	3.70	55.13
<b>Male</b>	177	174	98.31	1.69	56.90
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	40	38	95.00	5.00	52.63
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	81	76	93.83	6.17	51.32
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	33	33	100.00	0.00	57.58
<b>White</b>	180	178	98.89	1.11	59.55
<b>English Learners</b>	28	26	92.86	7.14	19.23
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	101	95	94.06	5.94	42.11
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	33	32	96.97	3.03	34.38

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	43.69	34.75	43.69	34.75	28.5	29.47

## 2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	119	118	99.16	0.84	34.75
<b>Female</b>	58	58	100	0	31.03
<b>Male</b>	61	60	98.36	1.64	38.33
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	17	16	94.12	5.88	37.5
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	33	33	100	0	33.33
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	57	57	100	0	38.6
<b>English Learners</b>	11	10	90.91	9.09	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	29	28	96.55	3.45	14.29
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	55	49	55	54	55
Grade 7	54	54	54	51	56
Grade 9	N/A	N/A	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.

#### 2022-23 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 English Language Advisory Committee (ELAC) Meetings

- 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 [lselton@franklin.k12.ca.us](mailto:lselton@franklin.k12.ca.us).

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	487	483	96	19.9
Female	230	229	55	24.0
Male	257	254	41	16.1
American Indian or Alaska Native	5	5	0	0.0
Asian	51	51	11	21.6
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	119	116	27	23.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	44	43	12	27.9
White	263	263	46	17.5
English Learners	39	39	9	23.1
Foster Youth	3	2	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	147	143	43	30.1
Students Receiving Migrant Education Services	10	10	5	50.0
Students with Disabilities	58	58	13	22.4

### 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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	1.58	1.57	2.45
<b>Expulsions</b>	0.00	0.00	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0.00	0.62	0.00	0.62	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.62	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	1.17	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	2.27	0.00
<b>White</b>	0.76	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.68	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

2022-23 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 2022. 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.

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.

Fire, earthquake, bus evacuation, and disaster drills are conducted monthly throughout the school year. In the Fall of 2022, all staff members participated in two ALICE trainings. The first ALICE training was an introduction/review of ALICE procedures. The second ALICE training allowed the staff to participate in two intruder on campus scenarios. Training was conducted by a team from the District Attorney's Office and Sherriff's Department, and provided the staff with valuable feedback on actions taken during the drills.

New school security cameras have been purchased for the 2022 - 2023 school year. The new cameras will replace the current security cameras to provide a greater level of campus safety. The new cameras will allow designated staff members to intelligently identify and search for individuals across camera footage. The new cameras have features such as Face Search, Person Attributes and Person History, and will allow staff personnel to find clips quickly for real-time or historical investigations.

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.

## 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		12	
5	28		12	
6	26	2	12	

## 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		3	
2	23		2	
3	25		2	
4	27		10	
5	28		12	
6	28		10	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	26		2	
1	21	1	1	
2	23		2	
3	26		2	
4	26		12	
5	29		12	
6	29		10	

## 2021-22 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
<b>Pupils to Academic Counselor</b>	0

## 2021-22 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	1.0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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
<b>School Site</b>	\$100.48	\$814.00	\$9,234.00	\$84,258.95
<b>District</b>	N/A	N/A	\$9,234.00	\$84,258.95
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.0	0.0
<b>State</b>	N/A	N/A		
<b>Percent Difference - School Site and State</b>	N/A	N/A		

## 2021-22 Types of Services Funded

Revenue for the Franklin Elementary School District came from four different areas during the 2021-2022 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 2021 - 2022 Franklin School received one-time funding Expanded Learning Opportunities Program, Expanded Learning Opportunities Grant, In Person Instruction Grant, Educator Effectiveness and Kitchen Infrastructure Grant. 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 2021-2022 fiscal year:

- Reading Intervention Lab
- Staff Development Opportunities
- Classroom Aides
- Library Aide
- Books and Supplies

\* Additional Paraprofessional hours for intervention

- Three Intervention teachers, tutoring after school, summer school, and an expanded after school program
- ELD/Intervention Teacher
- 

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
<b>Beginning Teacher Salary</b>	\$55,376	\$46,844
<b>Mid-Range Teacher Salary</b>	\$76,337	\$73,398
<b>Highest Teacher Salary</b>	\$97,718	\$93,345
<b>Average Principal Salary (Elementary)</b>		\$116,457
<b>Average Principal Salary (Middle)</b>		\$122,115
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>	\$147,459	\$136,296
<b>Percent of Budget for Teacher Salaries</b>	38%	30%
<b>Percent of Budget for Administrative Salaries</b>	3%	6%

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. SCSOS provided professional development in the areas of academic vocabulary, English Language Development (ELD) and science.

For the 2021 -2022 school year, Solution Tree Presenter Joe Cuddemi provided staff development around the area of Common Formative Assessments, Response to Intervention, and Essential Standards.

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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	10	37	36