



Franklin Elementary School

1433 San Antonio Ave. • Alameda, CA 94501 • (510) 748-4004 • Grades K-5

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<https://franklin-alamedaunified-ca.schoolloop.com/>

2019-20 School Accountability Report Card Published During the 2020-21 School Year



Alameda Unified School District

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Principal's Message

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

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

School Description and Mission Statement

Franklin is a neighborhood school of approximately 330 students, maintained by a close-knit community in central Alameda. We currently have 2 classes in each grade, with the exception of 4th and 5th grades, where we have a combination class resulting in 2.5 classes in 5th grade and 1.5 in 4th. The school includes 13 classrooms, a cafeteria, a media center, an administration office, and an outside meeting area. School staff includes: a principal, thirteen certificated teachers, two paraprofessionals, a 20% health office assistant, a 20% speech teacher, a 20% school psychologist, an office manager, a 60% intervention lead, and nine other support staff, which includes our cafeteria, custodial, and noon duty staff members. Itinerant music and P.E. teachers provide services each week for students in first through fifth grades. The school year consists of 180 instructional days with minimum days for parent conferencing. Schedules this year are dependent on if we are in on-site learning or Distance Learning.

Our school mission is to form a partnership with school, home and community committed to providing effective instruction and quality programs which recognize and celebrate individual differences, develop respect for self and others, create an inclusive, safe community, and celebrate the accomplishments of all students. We are dedicated to maintaining high academic and behavior standards. We strive to help students discover and achieve their personal best. We promote Lifelong Guidelines and use Lifeskill learning to create a safe learning community at our school. Franklin School's Positive Behavior Intervention and Supports (PBIS) team provides professional development to the staff in each of these areas, and the committee works to ensure students, staff, and families are supported and that all children are successful. Franklin School staff and community created an innovate plan for our school in the area of Blended Learning. The plan has sunset but has resulted in an ongoing educational approach combining traditional brick and mortar instruction with current technological opportunities: sites, applications and computer skills. We provide academic instruction using Common Core Standards, enhanced with technology integration as well as content delivered electronically to provide the most engaging environment possible, while allowing teachers the ability to intervene and extend for students in small groups. This was particularly helpful in our transition to distance learning, as many of our teachers had already included software like Google Classroom in their daily instruction, and we had 1:1 devices ready to deploy to students for home learning.

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

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	50
Grade 1	50
Grade 2	49
Grade 3	50
Grade 4	76
Grade 5	45
Total Enrollment	320

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.3
Asian	16.9
Filipino	1.6
Hispanic or Latino	18.4
White	47.2
Two or More Races	12.5
Socioeconomically Disadvantaged	15.6
English Learners	10.9
Students with Disabilities	9.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Franklin Elementary	18-19	19-20	20-21
With Full Credential	17	15	14
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	1	1	0

Teacher Credentials for Alameda Unified	18-19	19-20	20-21
With Full Credential	♦	♦	409
Without Full Credential	♦	♦	18
Teaching Outside Subject Area of Competence	♦	♦	8

Teacher Misassignments and Vacant Teacher Positions at Franklin Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: November 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Collaborative Literacy Suite, Center for the Collaborative Classroom (CCC), 2016 Includes Being a Reader, Being a Writer, and Making Meaning programs The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.00 %
Mathematics	Eureka Math (2013) - Grades K-5 - Josey-Bass/Common Core Inc./Great Minds The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.00 %
Science	Full Option Science System (FOSS) Adopted in 2007 and updated in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.00 %
History-Social Science	Pearson/Scott Foresman (2003) K-5 Series including Our Community, Our California, Our Nation We are currently in the process of adopting new materials for our K-5 Social Studies/History program. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.00 %
Health	Family Life Grade 5 (2006) Toolbox Social Emotional Learning Program (2019) Physical Education District crafted program based on California State Standards We are currently in the process of adopting new materials for our K-5 Health Program. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.00 %
Visual and Performing Arts	We use the VAPA standards to guide our arts programming. The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.00 %

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Franklin Elementary School was built in 1950 on a 1.22 acres site. The building area is 18,146 sf. The school underwent modernization in summer 2020, including new electrical and HVAC units, and the work is continuing. A new play structure was installed, improvements were made to flooring in some classrooms, and windows were filled in for structural reasons. Areas marked in need of improvement on the most recent FIT tool from CDE (undated) such as the HVAC units, were addressed in the modernization.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 8/3/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	Admin Office: Hallway lights have low illumination. Site is under modernization
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	74	N/A	66	N/A	50	N/A
Math	64	N/A	58	N/A	39	N/A

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

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

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	47	N/A	48	N/A	30	N/A

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

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)

Parents are a critical and welcome key element in the success of Franklin School, and they work tirelessly with the staff to support student success. They serve as members of School Site Council to budget school funds and as members of the site and English Learner Advisory Committees (ELAC) to support our English Learners within the school and the district. The PTA sponsors community building events such as Heritage Night and family fun occasions like the Spooktacular. Moreover, the PTA is the driving force for several fund-raisers like our Walk-a-Thon and the Book Fair to support math and reading interventions, field trips, assemblies, and more. In a "normal year" parents volunteer in the classrooms to assist in small-group work, teach art in the Art Docent Program, and assist in the math and science fairs. This has been reimagined in this year of distance learning, as parents have made virtual Art Docent lessons, made segments of videos like our art galleries for part of our virtual Wednesday morning assemblies, and helped in our virtual classrooms with presentations or support. Our Spooktacular event was even reimagined as a drive in movie event. Our PTA currently uses a communication application called Konstella and push out information to parents, from parents, as well as a Franklin PTA Facebook page. Parent attendance at Back-to-School Night and conferences is almost 100 percent every year. In addition to all of this, they also have helped with our supply distributions, and coordinate activities designed to help our students feel a connection to the community. The Franklin community is a family where volunteerism is accepted as a parent responsibility and greatly appreciated by the staff and children. Additionally, our PTA president and co-president are a willing source of information and our best cheerleaders. They can be contacted through the Franklin PTA Website, at <http://www.franklinpta.org/>.

State Priority: School Climate

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

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

School Safety Plan (School Year 2020-2021)

Safety is an important priority at Franklin School; in fact, the "S" in our SOAR PBIS acronym, stands for "safe". In addressing this priority, students are directly taught safe and non-safe behaviors during PE, assemblies, and during class for all locations on campus. Teachers regularly review the rules for safe, responsible behavior. The staff is participating in PBIS, a school climate support program to increase positive behavior and improve school climate as part of our Multi-Tiered Systems of Support (MTSS). Through this program, staff consistently look at school rules, policies, and procedures to ensure a safe and productive climate. Staff members monitor the school grounds before and after school, at recesses, and at lunch time. Students are trained as Conflict Managers to resolve student disagreements during recesses. We also have "Junior Coaches/Conflict Managers," students who are trained to assist children in locating and learning the rules of traditional and alternate activities at lunch recess and Kindergarten Helpers who help oversee the kindergarten students at lunch recess. Additionally, three hired noon supervisors and some parent volunteers monitor the cafeteria and playground during lunch. In this time of Distance Learning, parents of students in grades K-5 and students in grades 3-5 are given monthly wellness surveys to ensure our school is referring students and families to the proper resources if there are safety concerns.

Franklin School is a fully fenced closed campus; visitors must enter the school through the main door and sign in and out at the office, where they receive a visitor's badge. We revise our School Safety Plan each year in the fall. Our last plan was revised in September, 2020 and includes procedures for emergencies, exit routes, and inventories of emergency supplies. We practice monthly drills including fire, earthquake, and lock downs, and staff are provided training during staff meetings. We use the Share 911 app to help facilitate drills and are trained in the use of it in case of an actual emergency. Parents are provided with emergency procedure information, and some participate in the annual full-scenario earthquake drill during the Great Shakeout. Parents rotate morning drop off duty to ensure the children's safe exit from their cars and entry to the campus. This improves safety during the morning rush by preventing double parking and jaywalking. Parents have been strong supporters and advocates of traffic safety by collaborating with city agencies to secure adequate road signage and crossing guards. In this year of Hybrid Learning, our safety focus has been on staff and the small learning cohorts on campus and following up to date COVID safety procedures. Upgrades have been made to HVAC units to provide more air exchanges and air purifiers and hand sanitizers are provided for every classroom. For additional information on safety in the time of COVID, please see District COVID Response and Reopening Plans.

Suspensions and Expulsions

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

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.8	2.0	2.9	2.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

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

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.6	1.3	
Expulsions	0.0	0.0	

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

D. Other SARC Information

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

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.5

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*			2019-20 Average Class Size	2019-20 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
K	25		2		25		2		25		2	
1	25		2		25		2		25		2	
2	25		3		24		2		25		2	
3	25		2		25		3		25		2	
4	32		2		24		2		31		2	
5	30		2		32		2		30		1	
Other**									29		1	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

In the 2020-2021 school year, professional development at Franklin is focused around our Problem of Practice: "What evidence do we see of students engaging in academic discussion or observable thinking related to the task or standard during partner talk or in a small group seeing?" Professional development and collaboration time is dedicated to collaborating on the types of data collected, disaggregation and conclusions drawn from the data. District wide, we have instituted weekly collaboration time in addition to our staff meeting time, and professional development days were captured prior to school beginning to focus on District and Distance Learning priorities. Our Wednesday collaboration time rotates focus weekly between our site Problem of Practice, grade level professional development surrounding assessment or software necessary learnings, equity learning or affinity groups, and District focuses. At Franklin School, we are committed to doing the learning necessary to ensure equity and antiracist practices are part of our everyday experiences for children and staff. Teachers are supported through coaching, teacher-principal meetings, consultation with our Coordination of Services Team and the associated supports, and student data reporting and consultation with our Intervention Lead for struggling students. The site based collaboration time is in addition to staff meeting time and our four day Learning Summit prior to the start of school. The four day Learning Summit focused on strategies, priority standards, and goal setting to accelerate student learning with consideration of distance learning in a hybrid model. Additional focuses were on how we create classroom communities, foster relationships with our students, establish classroom routines and procedures using the PBIS framework, promoting discourse around equity and take action to interrupt inequity .

In the 2018-2019 and 2019-2020 school year, the primary focuses for staff development were on modes of response and explicit routines for student discourse in flexible groupings, and on curricular support. These focus areas were created in collaboration with site staff and based on data from site walkthroughs. The professional development occurred during staff meetings and staff development days in an effort to implement most effective strategies for ensuring equity for our students. The curricular support was focused on the new adoption of our SEL curriculum and implementation of the associated strategies, like Restorative Practices. Instructional coaches provided support, and teachers worked whole staff in grade level to learn and practice research based strategies for English Learners and struggling students. That said, when we pivoted to distance learning in March of 2020, our focus shifted to providing professional development on the various software and new procedures needed, and effective instructional strategies for distance learning. We left the 19-20 school year knowing we still have work to do in these areas. To provide the professional development necessitated by Distance Learning, our District changed the instructional calendar and created a week long professional development workshop for teachers across the District.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,966	\$49,782
Mid-Range Teacher Salary	\$72,867	\$76,851
Highest Teacher Salary	\$95,138	\$97,722
Average Principal Salary (ES)	\$106,679	\$121,304
Average Principal Salary (MS)	\$129,891	\$128,629
Average Principal Salary (HS)	\$133,136	\$141,235
Superintendent Salary	\$230,000	\$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	33.0
Administrative Salaries	6.0	6.0

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

Types of Services Funded

During the 2019-2020 school year, general fund dollars were spent on supplies such as paper, pencils, markers, crayons, laminating film, butcher paper, copy paper, construction and writing paper. It was also used for postage, a copier lease, and copy machine per copy charges. LCFF funds were used for a portion of the hourly pay of a paraprofessional to support whole group math instruction, allowing teachers to focus on math intervention and small group support. Funding was also used to provide substitutes for staff who was participating in professional development, and substitutes for participation in Professional Development such as our District Instructional Leadership Team.

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.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$12,410.97	\$3,537.93	\$8,873.04	\$76,415.77
District	N/A	N/A	\$8,905.50	\$77,156
State	N/A	N/A	\$7,750	\$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-0.4	-1.0
School Site/ State	13.5	-3.6

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