

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	1433 San Antonio Ave.
City, State, Zip	Alameda, CA 94501
Phone Number	(510) 748-4004
Principal	Lynnette Chirrick
Email Address	lchirrick@alamedaunified.org
School Website	https://franklin-alamedausd-ca.schoolloop.com/
County-District-School (CDS) Code	01611196090039

2021-22 District Contact Information

District Name	Alameda Unified School District
Phone Number	(510) 337-7000
Superintendent	Pasquale Scuderi
Email Address	pscuderi@alamedaunified.org
District Website Address	https://www.alamedaunified.org

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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 fifth 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 a feeling of community for our Falcon families. 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 300 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 1.5 classes in 4th and 5th grades. 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 80% intervention lead, and eight 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 and teacher collaboration. 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

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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 in March of 2020, 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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	44
Grade 1	50
Grade 2	50
Grade 3	47
Grade 4	50
Grade 5	70
Total Enrollment	311

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.5
Male	49.5
Asian	18
Black or African American	1.3
Filipino	2.3
Hispanic or Latino	18.3
Two or More Races	13.2
White	42.4
English Learners	10.6
Socioeconomically Disadvantaged	20.9
Students with Disabilities	8.4

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>

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)	13.8	98.9	448.7	83.2	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	9.4	1.8	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	48.9	9.1	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.1	1.1	17.8	3.3	12115.8	4.4
Unknown	0.0	0.0	14.2	2.6	18854.3	6.9
Total Teaching Positions	13.9	100.0	539.2	100.0	274759.1	100.0

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.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.1
Total Out-of-Field Teachers	0.1

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

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

Year and month in which the data were collected		October 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Collaborative Literacy Suite, Center for the Collaborative Classroom (CCC), 2016 Includes Being a Reader, Being a Writer, and Making Meaning programs	Yes	0.00 %
Mathematics	Eureka Math (2013) - Grades K-5 - Josey-Bass/Common Core Inc./Great Minds	Yes	0.00 %
Science	Full Option Science System (FOSS) Adopted in 2007 and updated in 2014	Yes	0.00 %
History-Social Science	Pearson/Scott Foresman (2003) K-5 Series including Our Community, Our California, Our Nation We are currently in the process of adopting new materials for our K-5 Social Studies/History program.	Yes	0.00 %
Health	Family Life Grade 5 (2006) Toolbox Social Emotional Learning Program (2019) Physical Education District crafted program based on California State Standards We are currently in the process of adopting new materials for our K-5 Health Program.	Yes	0.00 %
Visual and Performing Arts	We use the VAPA standards to guide our arts programming.	No	0.00 %

School Facility Conditions and Planned Improvements

The Franklin Elementary School was built in 1950 on a 1.22 acres site. The building area is 18,146 sf. The school 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.

Year and month of the most recent FIT report

11/2/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Boys Restroom: Boys restroom floor needs to be replaced.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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	162	NT	NT	NT	NT
Female	80	NT	NT	NT	NT
Male	82	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	30	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	31	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	25	NT	NT	NT	NT
White	71	NT	NT	NT	NT
English Learners	17	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	38	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	NT	NT	NT	NT

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	162	NT	NT	NT	NT
Female	80	NT	NT	NT	NT
Male	82	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	30	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	31	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	25	NT	NT	NT	NT
White	71	NT	NT	NT	NT
English Learners	17	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	38	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	NT	NT	NT	NT

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	161	159	98.8%	1.2%	74.2%
Female	80	79	98.8%	1.2%	69.6%
Male	81	80	98.8%	1.2%	78.8%
Asian	25	25	100.0%	0.0%	56.0%
Black or African American	2				
Filipino	3				
Hispanic or Latino	30	29	96.7%	3.3%	65.5%
Two or More Races	21	21	100.0%	0.0%	100.0%

White	71	70	98.6%	1.4%	77.1%
English Learners	17	17	100.0%	0.0%	23.5%
Military	2		0.0%		
Socioeconomically Disadvantaged	4		0.0%		
Students with Disabilities	19	18	94.7%	5.3%	44.4%

*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	161	161	100.0%	0.0%	46.6%
Female	80	80	100.0%	0.0%	37.5%
Male	81	81	100.0%	0.0%	55.6%
Asian	25	25	100.0%	0.0%	60.0%
Black or African American	2				
Filipino	3				
Hispanic or Latino	30	30	100.0%	0.0%	23.3%
Two or More Races	21	21	100.0%	0.0%	85.7%
White	71	71	100.0%	0.0%	43.7%
English Learners	17	17	100.0%	0.0%	17.6%
Military	2				
Socioeconomically Disadvantaged	4				
Students with Disabilities	19	19	100.0%	0.0%	5.3%

*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	NT	N/A	NT	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	68	NT	NT	NT	NT
Female	34	NT	NT	NT	NT
Male	34	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	12	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	16	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	27	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	13	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	NT	NT	NT	NT

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

With a strong Parent Teacher Association and parent engagement in the classrooms, we enjoy collaborative efforts between staff and families. 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 give input into school focus areas within our Site Plan for Student Achievement, 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. 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 reimaged in this year, as parents have been allowed to volunteer for outdoor Art Docent lessons, load e-wallets for their children for the Book Faire, volunteering at the registers in the outdoor hallway, hosting a Lego and art table outside during lunch recesses, and even hosting centers in outdoor spaces as practicable. Our Spooktacular event was even continued as a drive in movie event.

Like all schools, we face the challenge of improving academic success for every child with fewer funds and limited resources. The PTA is the driving force for several fundraisers like our Walk-a-Thon and the Book Fair to support math and reading interventions, field trips, assemblies, and more. 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 our virtual Back-to-School Night was slightly lower at at 90 percent this year, but our parent-teacher conferences boasted 98 percent. In addition to all of this, parents also have helped with distributing home COVID test kits before breaks, "drop-off duty" to keep our drop off lane safe, and coordinated 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. Additional information, including contact information can be found through the Franklin PTA Website, at <http://www.franklinpta.org/>.

Parents 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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	318	315	10	3.2
Female	160	157	4	2.5
Male	158	158	6	3.8
American Indian or Alaska Native	0	0	0	0.0
Asian	58	58	1	1.7
Black or African American	5	4	0	0.0
Filipino	7	7	0	0.0
Hispanic or Latino	57	57	2	3.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	42	42	2	4.8
White	135	133	4	3.0
English Learners	41	40	2	5.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	68	68	5	7.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	30	30	2	6.7

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	1.99	0.00	2.62	0.09	3.47	0.20
Expulsions	0.00	0.00	0.01	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	0.59	1.63	2.45
Expulsions	0.00	0.02	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

Safety is an important priority at Franklin School; in fact, the "S" in our SOAR PBIS acronym, stands for "safe". One of our main priorities in the area of safety this year has been on following up to date COVID safety procedures. Although it is not required, students eat outside daily at this time and wear masks in all locations, including on the playground during recesses unless actively eating or drinking. Signage is visible throughout the school to remind students to mask, wash hands, use sanitizer, and follow additional COVID protocols. Illness results in immediately being sent home and requiring a negative COVID test to return to class. Responses to COVID cases follow current public health guidelines. HVAC units provide four air exchanges per hour and air purifiers and hand sanitizer is provided for every classroom. Classrooms are fogged with sanitizer nightly and custodial staff follows District protocols for sanitization and cleaning of high touch surfaces throughout the day. For additional information on safety in the time of COVID, please see District COVID Response Plans.

Because our students had not had the experience of being on site with less than six feet of distance for over a year, we noticed that students needed additional instruction and reinforcement on 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 participates 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. We also have "Junior Coaches/Conflict Managers," students who are trained to assist children in locating and learning the rules of activities at lunch recess and "Kindergarten Helpers" who help oversee the kindergarten students at lunch recess. Additionally, three hired noon supervisors and a parent volunteer monitors the eating area and playground during lunch. Parents of 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, 2021 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.

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	25		2	
2	24		2	
3	25		3	
4	24		2	
5	32		2	
6				

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	25		2	
1	25		2	
2	25		2	
3	25		2	
4	31		2	
5	30		1	
6				
Other	29		1	

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	11	4		
1	13	2	2	
2	17	1	2	
3	16	1	2	
4	16	1	1	
5	19	1	2	
6				
Other	30		1	

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)	.58
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	1
Other	0.6

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	\$14,448.16	\$5,851.79	\$8,596.38	\$84,697.61
District	N/A	N/A	\$8,307.20	\$78,844
Percent Difference - School Site and District	N/A	N/A	3.4	7.2
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	1.8	4.4

2020-21 Types of Services Funded

During the 2020-2021 school year, general fund dollars (\$17,690) were spent on supplies such as paper, pencils, markers, crayons, laminating film, butcher paper, copy paper, construction and writing paper and playground balls. It was also used for postage, a copier lease, and copy machine per copy charges. LCFF funding (\$1,415) was also used to provide substitutes for staff to participate in Professional Development such as our District Instructional Leadership Team.

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 Parent Teacher Association (PTA) provided 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 parental involvement portion of this document. With such a small site budget, our PTA provided additional funds to support a part time paraprofessional to monitor independent work to support teachers' small group intervention in the classroom. The PTA also supports extra curricular programs, classroom budgets, special events (like our 5th grade promotion), and some facility needs for the school.

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	\$53,006	\$51,029
Mid-Range Teacher Salary	\$74,339	\$78,583
Highest Teacher Salary	\$97,088	\$99,506
Average Principal Salary (Elementary)	\$128,153	\$124,576
Average Principal Salary (Middle)	\$124,728	\$131,395
Average Principal Salary (High)	\$141,835	\$144,697
Superintendent Salary	\$230,000	\$240,194
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

In the 2021-2022 school year, professional development at Franklin continued to be focused around our Problem of Practice (POP): "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 setting?" Professional development and collaboration time is dedicated to collaborating on the POP and the types of data collected, disaggregation and conclusions drawn from the data. In addition to our staff meeting time, professional development days were captured prior to school beginning to focus on District priorities such as Universal Design for Learning (UDL). 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. Included in this work is 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 2018-2020 school years, 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.

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	4	4	4

Alameda Unified 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	Alameda Unified School District
Phone Number	(510) 337-7000
Superintendent	Pasquale Scuderi
Email Address	pscuderi@alamedaunified.org
District Website Address	https://www.alamedaunified.org

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	4634	3	0.06	99.94	--
Female	2272	1	0.04	99.96	--
Male	2360	2	0.08	99.92	--
American Indian or Alaska Native	13	0	--	100.00	--
Asian	1258	0	0.00	100.00	--
Black or African American	264	0	0.00	100.00	--
Filipino	203	0	0.00	100.00	--
Hispanic or Latino	748	1	0.13	99.87	--
Native Hawaiian or Pacific Islander	23	0	0.00	100.00	--
Two or More Races	800	0	0.00	100.00	--
White	1325	2	0.15	99.85	--
English Learners	449	0	0.00	100.00	--
Foster Youth	14	0	0.00	100.00	--
Homeless	62	0	0.00	100.00	--
Military	82	0	0.00	100.00	--
Socioeconomically Disadvantaged	1250	1	0.08	99.92	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	616	3	0.49	99.51	--

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	4634	3	0.06	99.94	--
Female	2272	1	0.04	99.96	--
Male	2360	2	0.08	99.92	--
American Indian or Alaska Native	13	0	--	100.00	--
Asian	1258	0	0.00	100.00	--
Black or African American	264	0	0.00	100.00	--
Filipino	203	0	0.00	100.00	--
Hispanic or Latino	748	1	0.13	99.87	--
Native Hawaiian or Pacific Islander	23	0	0.00	100.00	--
Two or More Races	800	0	0.00	100.00	--
White	1325	2	0.15		--
English Learners	449	0	0.00	100.00	--
Foster Youth	14	0	0.00	100.00	--
Homeless	62	0	0.00	100.00	--
Military	82	0	0.00	100.00	--
Socioeconomically Disadvantaged	1250	1	0.08	99.92	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	616	3	0.49	99.51	--

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.

*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.

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