

# 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>	1433 San Antonio Ave.
<b>City, State, Zip</b>	Alameda, CA 94501
<b>Phone Number</b>	(510) 748-4004
<b>Principal</b>	Lynnette Chirrick
<b>Email Address</b>	lchirrick@alamedaunified.org
<b>School Website</b>	<a href="https://franklin.alamedaunified.org/">https://franklin.alamedaunified.org/</a>
<b>County-District-School (CDS) Code</b>	01611196090039

## 2022-23 District Contact Information

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

## 2022-23 School Overview

### Principal's Message

Thank you for taking a moment to look at Franklin School's School Accountability Report Card. This is my sixth year as principal of this school; my fifteenth 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. The Franklin community 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, and an itinerant media center teacher for all 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

## 2022-23 School Overview

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. Necessary computer skills to access academic instruction using Common Core Standards are developed and Common Core instruction is enhanced to provide the most engaging environment possible, while allowing teachers the ability to intervene and extend for students in small groups.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	44
Grade 1	49
Grade 2	47
Grade 3	46
Grade 4	44
Grade 5	50
<b>Total Enrollment</b>	<b>280</b>

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.4
Male	49.6
American Indian or Alaska Native	0.0
Asian	16.8
Black or African American	2.9
Filipino	2.9
Hispanic or Latino	17.1
Native Hawaiian or Pacific Islander	0.0
Two or More Races	15.0
White	40.7
English Learners	8.2
Foster Youth	0.4
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	19.3
Students with Disabilities	4.6



## **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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	13.80	98.93	448.70	83.21	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	9.40	1.75	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	48.90	9.07	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.10	1.07	17.80	3.32	12115.80	4.41
<b>Unknown</b>	0.00	0.00	14.20	2.64	18854.30	6.86
<b>Total Teaching Positions</b>	13.90	100.00	539.20	100.00	274759.10	100.00

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	12.20	92.45	432.20	83.39	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	9.90	1.93	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	7.55	37.10	7.17	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	12.80	2.48	11953.10	4.28
<b>Unknown</b>	0.00	0.00	26.00	5.03	15831.90	5.67
<b>Total Teaching Positions</b>	13.20	100.00	518.40	100.00	279044.80	100.00

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
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	1.00

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.10	0.00
<b>Total Out-of-Field Teachers</b>	0.10	0.00

### 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)	0.00	11.10
<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	0.00

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

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
<b>Reading/Language Arts</b>	Collaborative Literacy Suite, Center for the Collaborative Classroom (CCC), 2016 Includes Being a Reader, Being a Writer, and Making Meaning programs	Yes	0.00 %
<b>Mathematics</b>	Eureka Math (2013) - Grades K-5 - Josey-Bass/Common Core Inc./Great Minds	Yes	0.00 %
<b>Science</b>	Full Option Science System (FOSS) Adopted in 2007 and updated in 2014	Yes	0.00 %
<b>History-Social Science</b>	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 %
<b>Foreign Language</b>	N/A	Yes	0.00 %
<b>Health</b>	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 %
<b>Visual and Performing Arts</b>	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: 8/1/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			Classroom 4: One light fixture is not working.

### School Facility Conditions and Planned Improvements

				Classroom 8: Two light fixtures are not working.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



### 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	77	N/A	65	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	66	N/A	53	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>	139	137	98.56	1.44	76.64
<b>Female</b>	67	66	98.51	1.49	74.24
<b>Male</b>	72	71	98.61	1.39	78.87
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	23	23	100.00	0.00	73.91
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	24	24	100.00	0.00	58.33
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	22	22	100.00	0.00	86.36
<b>White</b>	64	64	100.00	0.00	82.81
<b>English Learners</b>	12	11	91.67	8.33	27.27
<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>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	33	33	100.00	0.00	54.55
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	--	--	--	--	--

## 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>	139	138	99.28	0.72	65.94
<b>Female</b>	67	67	100.00	0.00	56.72
<b>Male</b>	72	71	98.61	1.39	74.65
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	23	23	100.00	0.00	60.87
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	24	24	100.00	0.00	50.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	22	22	100.00	0.00	86.36
<b>White</b>	64	64	100.00	0.00	70.31
<b>English Learners</b>	12	12	100.00	0.00	25.00
<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>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	33	33	100.00	0.00	42.42
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	--	--	--	--	--

## 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)	NT	48.98	NT	50.32	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>	49	49	100	0	48.98
<b>Female</b>	22	22	100	0	59.09
<b>Male</b>	27	27	100	0	40.74
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	27	27	100	0	51.85
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<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	95.9%	100.0%	100.0%	98.0%	98.0%

## 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

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 our annual Spooktacular, family bike rides, and socials. They support our families with donations for Book Fair general accounts to make sure all students have access to books at home, funding so all families can access fingerprinting so all parents can volunteer, and support the idea that all families, regardless of their socioeconomic status, should have access to all opportunities. Parents also 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. Parents also support us in ensuring students understand their role in the greater community and to teach children about the global community they are a part of. Families partner with us for 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. 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 first in person Back-to-School Night post-COVID was slightly lower at 80 percent this year, but some attended on Zoom as well. In addition to all of this, parents also have helped "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/>.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	295	292	39	13.4
Female	150	149	21	14.1
Male	145	143	18	12.6
American Indian or Alaska Native	0	0	0	0.0
Asian	50	49	2	4.1
Black or African American	9	9	3	33.3
Filipino	10	10	2	20.0
Hispanic or Latino	50	49	9	18.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	43	42	7	16.7
White	120	120	14	11.7
English Learners	30	29	5	17.2
Foster Youth	1	1	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	70	67	16	23.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	15	15	3	20.0

### 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
Suspensions	0.59	1.63	2.45
Expulsions	0.00	0.02	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
Suspensions	0.00	0.00	0.09	1.76	0.20	3.17
Expulsions	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
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



## 2022-23 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 for the past few years has been on following up to date COVID safety procedures. Although it is not required, students eat outside daily at this time and masks are "strongly recommended" 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, and use sanitizer. 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 still provide four air exchanges per hour and air purifiers and hand sanitizer is provided for every classroom. For additional information on safety in the time of COVID, please see District COVID Response Plans.

With the social and behavior impacts of COVID still visible for some of our students, we notice an ongoing need for additional instruction and reinforcement on safe and non-safe behaviors during PE and recess. 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 "Recess Coaches," 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 quarterly 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, 2022 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.

## 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	
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	
Other	30		1	

## 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	22		2	
1	25		2	
2	24		2	
3	23		2	
4	32		1	
5	32		1	
Other	30		1	

## 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
Pupils to Academic Counselor	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
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.8

## 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
School Site	\$14,307.58	\$5,675.83	\$8,631.75	\$87,375.70
District	N/A	N/A	\$8,294.39	\$88,572
Percent Difference - School Site and District	N/A	N/A	4.0	-1.4
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	26.8	5.0

## 2021-22 Types of Services Funded

During the 2021-2022 school year, general fund dollars (\$16,614) 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 (\$3,597), in conjunction with one-time COVID relief funds (\$37,539), were used to pay for hourly after school intervention to students identified by our Coordination of Services team for assistance in reading, writing, and math. COVID relief funds were also used for Orton-Gillingham training for primary grade teachers in order to better equip them to meet the needs of students who struggled to learn phonics in distance learning.

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. Field trip busses and assemblies are also funded by our PTA.

## 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>	\$58,975	\$52,478
<b>Mid-Range Teacher Salary</b>	\$82,694	\$80,810
<b>Highest Teacher Salary</b>	\$107,969	\$101,276
<b>Average Principal Salary (Elementary)</b>	\$132,773	\$127,080
<b>Average Principal Salary (Middle)</b>	\$148,389	\$134,264
<b>Average Principal Salary (High)</b>	\$150,371	\$147,200
<b>Superintendent Salary</b>	\$240,000	\$242,351
<b>Percent of Budget for Teacher Salaries</b>	34%	33%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

## Professional Development

Professional development at Franklin has been 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 seeing?" Professional development and collaboration time was 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). 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.

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. The resulting Professional Development focus in the 2022-2023 school year is on Culturally and Linguistically Responsive Teaching Practices. 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 and predictable outcomes.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	4