

California Department of Education
School Accountability Report Card
Reported Using Data from the 2016-2017 School Year
Published During 2017-2018

For: Franklin Elementary

Address: 4011 Hood-Franklin Rd, Elk Grove, CA 95757

Principal: Lawrence Quismondo

Phone: (916) 684-6518

Grade Span: K-6

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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents 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 <http://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).

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.

About This School

District Contact Information (School Year 2017-2018)

| | |
|-----------------------|--|
| District Name | Elk Grove Unified |
| Phone Number | (916) 686-5085 |
| Web Site | www.egusd.net |
| Superintendent | Christopher R. Hoffman |
| E-mail Address | choffman@egusd.net |

School Contact Information (School Year 2017-2018)

| | |
|---|---|
| School Name | Franklin Elementary |
| Street | 4011 Hood-Franklin Rd |
| City, State, Zip | Elk Grove, CA 95757 |
| Phone Number | (916) 684-6518 |
| Principal | Lawrence Quismondo |
| E-mail Address | Lquismon@egusd.net |
| Web Site | http://blogs.egusd.net/franklin/ |
| County-District-School(CDS) Code | 34673146033062 |

School Description and Mission Statement (School Year 2017-2018)

Dear Families,

Welcome to Franklin Elementary School, a school that has been educating students in this community for over 150 years.

Franklin Elementary continues to provide a unique and wonderful educational experience for children, from the safety of the campus, to the warmth of the learning environment, to the rigor and breadth of the instructional programs. Our single most important goal is to ensure that your child enjoys academic success throughout his or her educational experience at Franklin Elementary. We work together with all parents/guardians to help all students achieve.

Our district's mission is to provide a learning community that challenges ALL students to realize their greatest potential.

Franklin Elementary School is dedicated to developing respectful and responsible citizens who seek to make positive contributions to our diverse society. We resolve to accomplish this by:

- maintaining a safe and supportive learning environment for everyone,
- developing life-long, independent learners and thinkers, and
- sustaining a strong and lasting sense of community and character through communication and collaboration with families.

Parent support and involvement are important aspects of the success at Franklin Elementary. Some parents help plan the programs and policies, while others serve as classroom and library volunteers, field trip chaperones, or plan family activities. Parents also support student success by providing space, time, and encouragement for daily homework and by sending a clear message that education and regular school attendance are important to the family.

A safe, positive learning environment is our school's first priority and our character development program reinforces good citizenship. We are a PBIS school which has three school rules of "Be Respectful. Be Responsible. Be Safe," as the cornerstone of all we do. The atmosphere of our school provides all children the opportunity to succeed.

Larry Quismondo, Principal
Franklin Elementary

Student Enrollment by Grade Level (School Year 2016-2017)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 119 |
| Grade 1 | 96 |
| Grade 2 | 96 |
| Grade 3 | 108 |
| Grade 4 | 125 |
| Grade 5 | 113 |
| Grade 6 | 112 |
| Grade 7 | 0 |
| Grade 8 | 0 |
| Ungraded Elementary | 0 |
| Grade 9 | 0 |
| Grade 10 | 0 |
| Grade 11 | 0 |
| Grade 12 | 0 |
| Ungraded Secondary | 0 |
| Total Enrollment | 769 |

School Enrollment by Student Group (School Year 2016-2017)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 8.60% |
| American Indian or Alaska Native | 0.10% |
| Asian | 17.20% |
| Filipino | 9.50% |
| Hispanic or Latino | 30.60% |
| Native Hawaiian or Pacific Islander | 0.90% |
| White | 22.50% |
| Two or More Races | 10.70% |
| Socioeconomically Disadvantaged | 41.00% |
| English Learners | 19.20% |
| Students with Disabilities | |
| Foster Youth | |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

| Teachers | School 2015-2016 | School 2016-2017 | School 2017-2018 | District 2017-2018 |
|--|------------------|------------------|------------------|--------------------|
| With Full Credential | 34 | 35 | 33 | 3105 |
| Without Full Credential | 0 | 0 | 0 | 17 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2015-2016 | 2016-2017 | 2017-2018 |
|--|-----------|-----------|-----------|
| Misassignments of 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, and Availability of Textbooks and Instructional Materials (School Year 2017-2018)

All students, including English learners, have sufficient textbooks to use at school and to take home in the following subject areas.

Date of Public Hearing on Sufficiency: August 15 and September 5, 2017

Year and month in which data were collected: August 15, 2017

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|--|--|----------------------------|--|
| Reading/Language Arts | All English/Language Arts books K-12 are provided one per student. | | |
| <i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education. | TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016 | Yes | 0 |
| <i>California Wonders</i> by McGraw Hill © 2017 in grades K-6. This program is from the current SBE adoption. The following materials are provided one per student by grade level: | K- <i>Your Turn Practice Book, Close Reading Companion</i> 1st- <i>Literature Anthology units 1-4, Reading Writing Workshop units 1-4, Your Turn Practice Book, Close Reading Companion</i> . 2nd-6th: <i>Literature Anthology, Reading Writing Workshop, Your Turn Practice Book, Close Reading Companion</i> . Adopted EGUSD 2016 | Yes | 0 |
| <i>CA StudySync</i> by McGraw Hill, © 2017 in grades 7-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level: | 7th-8th - Student Edition Adopted EGUSD 2017 | No | 0 |
| <i>CA StudySync</i> by McGraw Hill, © 2017 in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | 9th-12th - Student Edition Adopted EGUSD 2003 | Yes | 0 |
| AP English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | AP Courses: 11th - <i>Language of Composition</i> , Bedford/St. Martins ©2013 Adopted EGUSD 2015 12th - <i>Bedford Introduction to Literature</i> , Bedford/St. Martins ©2016 Adopted EGUSD 2017 | Yes | 0 |
| IB English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | IB Courses: <i>Theory of Knowledge</i> , Cambridge University Press © 2009 Adopted EGUSD 2010 <i>English A: Literature for the IB Diploma</i> , Oxford University Press © 2012; Adopted EGUSD 2016 <i>Bedford Introduction to Literature</i> , Bedford/St. | Yes | 0 |

| | | | |
|---|---|-----|---|
| | Martins © 2016 Adopted EGUSD 2017 | | |
| Mathematics | All Math books K-12 are provided one per student. | | |
| <i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education. | TK – <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016 | Yes | 0 |
| <i>CA GoMath</i> , © 2015 in grades K-6. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | K-6th – Student Edition and Practice workbook Adopted EGUSD 2015 | Yes | 0 |
| Mathematics books by multiple publishers in grades 7-12. All high school math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | 7th-8th <i>Go Math</i> , Houghton Mifflin Harcourt Publishing © 2015; Adopted EGUSD 2015 <i>Integrated Math 1</i> Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2015 | Yes | 0 |
| | 9th-12th <i>Algebra 2</i> , McDougal/Littell © 2001; Adopted EGUSD 2002 <i>Trigonometry 5th Edition, Precalculus with Limits</i> © 2005, McDougal/Littell; Adopted EGUSD 2006 Elementary Statistics Glencoe/McGraw Hill © 2006; <i>Integrated Math 1</i> , <i>Integrated Math 2</i> , <i>Integrated Math 3</i> , Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2016 | Yes | 0 |
| AP mathematics books by multiple publishers in grades 10-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | AP Courses: <i>Calculus</i> 8th edition McDougal Littell © 2006 Adopted EGUSD 2012 <i>Calculus: Graphical, Numerical</i> , Pearson 2016; <i>Practice of Statistics</i> , 5th Ed., WH Freeman & Co. © 2015 Adopted EGUSD 2016 | Yes | 0 |
| IB mathematics books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | IB Courses: <i>Mathematics for the IB Student</i> , Haese Mathematics © 2012, 3rd Edition, <i>Standard Level Mathematics</i> , <i>Higher Level Mathematics</i> , Pearson © 2012; Adopted EGUSD 2012 <i>Calculus</i> 7th edition, McDougal Littell © 2002 Adopted EGUSD 2002 | Yes | 0 |
| Science | All 2-12 Science books are provided one per student. | | |
| <i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education | TK – <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016 | Yes | 0 |

| | | | |
|--|--|-----|---|
| California Science by McGraw Hill © 2008 for grades K-5. This program is from the current SBE adoption. The following materials are provided one per student by grade level: | K - Literature Big Book Package 1st - Unit Big Book Package 2nd - 5th - Student Edition Adopted EGUSD 2008 | Yes | 0 |
| Science text by Holt © 2007 in grades 6-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level: | 6th - <i>Earth Science</i> 7th - <i>Life Science</i> 8th - <i>Physical Science</i> Adopted EGUSD 2008 | Yes | 0 |
| Science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | <p><i>Biology: Dynamics of Life</i>, © 2000, <i>Physics: Principles and Problems</i> © 1999, McGraw Hill, <i>Modern Chemistry</i>, <i>Modern Biology</i>, HRW © 1999; Adopted EGUSD 2000</p> <p><i>Agriscience & Technology</i> © 1998, Delmar/Thompson, <i>Essentials in Geology</i>, Prentice Hall © 2000; Adopted EGUSD 2001</p> <p><i>Astronomy Today</i>, Prentice Hall © 2002; Adopted EGUSD 2002</p> <p><i>Agriscience: Fundamentals & Applications</i>, Prentice Hall © 2002; Adopted EGUSD 2004</p> <p><i>Criminalistics</i>, Prentice Hall © 2004, <i>Environmental Science</i>, McGraw Hill © 2005; <i>Fundamentals of Anatomy & Physiology</i> © 2006, Prentice Hall; <i>Modern Biology</i> © 2006, HRW; Adopted EGUSD 2006</p> <p><i>Foundations in Microbiology</i>, McGraw Hill, © 2005, <i>Earth Science</i>, Prentice Hall © 2006; Adopted EGUSD 2008</p> | Yes | 0 |
| AP science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | <p>AP Courses: <i>Biology by Campbell</i>, Pearson © 2011; Adopted EGUSD 2012</p> <p><i>Chemistry: A Molecular Approach</i>, Pearson © 2014; Adopted EGUSD 2013</p> <p><i>College Physics, 9th Ed.</i>, Cengage © 2012 Adopted EGUSD 2014</p> | Yes | 0 |
| IB science books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | <p>IB Courses:</p> <p><i>College Physics, 9th Ed.</i>, Cengage © 2012; Adopted EGUSD 2014</p> <p><i>Higher Level Biology, 2nd Ed.</i>, Pearson © 2014;</p> <p><i>Standard Level Chemistry, 2nd Edition</i>, Pearson © 2014; <i>Higher Level Chemistry, 2nd Edition</i>, Pearson © 2014; Adopted EGUSD 2015</p> <p>Supplemental for English Learners:</p> | Yes | 0 |

| | | | |
|---|--|-----|---|
| | <i>Concepts and Challenges in Earth Science</i> , Pearson/Globe Fearon © 2003 Adopted EGUSD 2008 | | |
| History-Social Science | All 1-12 History-Social Science books are provided one per student. | | |
| <i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education | TK – <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016 | Yes | 0 |
| California Reflections by Harcourt Brace © 2007 in K-5 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level: | K- Our World: Now and Long Ago, California Big Book 1st - <i>A Child's View</i> 2nd - <i>People We Know</i> 3rd - <i>Our Community</i> 4th - <i>California: A Changing State</i> 5th - <i>The United States: Making a Nation</i> Adopted EGUSD 2007 | Yes | 0 |
| Holt © 2006 in 6-8 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level: | 6th - <i>Ancient Civilizations</i> 7th - <i>Medieval to Early Modern Times</i> 8th - <i>United States History</i> Adopted EGUSD 2007 | Yes | 0 |
| Social science books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | <i>World Geography and Cultures, Understanding Psychology</i> , Glencoe © 2008, <i>Modern World History - Patterns of Interaction</i> , McDougal Littell© 2006, <i>American Anthem- Modern American History</i> , HRW © 2007, <i>Magruder's American Government</i> © 2006, <i>Economics - Principles in Action</i> © 2007, Prentice/Pearson; Adopted EGUSD 2008 | Yes | 0 |
| AP social science books by multiple publishers in grades 10-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | AP Courses <i>Essentials of Comparative Politics</i> , W.W. Norton © 2015, <i>Myer's Psychology</i> © 2014, Bedford, Freeman & Worth; Adopted EGUSD 2016 <i>Krugman's Economics</i> © 2015, <i>America's History</i> , © 2014, Bedford Freeman & Worth, <i>Worlds Together Worlds Apart</i> © 2016, <i>American Politics Today</i> © 2017, W.W. Norton; Adopted EGUSD 2017 | Yes | 0 |
| IB social science books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | IB Courses: <i>20th Century World History</i> © 2009, Oxford University Press; Adopted EGUSD 2012 <i>History of the Americas</i> © 2015; Adopted EGUSD 2017 | Yes | 0 |
| | Supplemental for English Learners <i>World Geography & Cultures</i> © 2002, <i>World History</i> © 2008, <i>US History</i> © 2004, <i>American Government</i> © 2001, <i>Economics</i> © 2001, Pacemaker Series, AGS Globe Fearon; Adopted EGUSD 2008 | Yes | 0 |
| Foreign Language | All 7-12 World language books are provided one | | |

| | | | |
|--|--|-----|---|
| | per student. | | |
| World language books by multiple publishers in grades 7-12. All textbooks are from the most recent adoption of the local governing Board of Education. | <p><i>Adventures in Japanese</i> III, Cheng & Tsui, © 1998; Adopted EGUSD 2000</p> <p><i>Realidades</i> I, II, III, IV, Pearson © 2014, <i>Bien dit!</i> I, II, III, HMH © 2013, <i>Intrigue</i> 3rd Ed., Pearson © 2011, <i>Deutsch Aktuell</i> I, II, III, EMC-Paradigm, © 2010, <i>Haruichiban and Ginga</i>, Kisetu, © 2014; Adopted EGUSD 2014</p> <p><i>Genki II</i>, Japanese Times © 2011; Adopted EGUSD 2017</p> | Yes | 0 |
| AP world language books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. | <p>AP Courses: <i>Abriendo Puertas</i>, McDougal Littell © 2003; Adopted EGUSD 2002</p> <p><i>Kaleidoskop</i>, Houghton Mifflin © 2007; Adopted EGUSD 2006</p> <p><i>Yookoso!</i>, McGraw-Hill © 2006; Adopted EGUSD 2007</p> <p><i>Temas</i>, Vista Higher Learning © 2014, <i>Intrigue</i> 3rd Ed., Pearson © 2011; Adopted EGUSD 2014</p> | Yes | 0 |
| IB world language books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. | <p>IB Courses: <i>Adventures in Japanese</i> III, Cheng & Tsui © 1998; Adopted EGUSD 2000</p> <p><i>Yookoso!</i> McGraw-Hill © 2006; Adopted EGUSD 2007</p> <p><i>Manana, LeMonde de Francais</i>, Advanced Materials © 2011; Adopted EGUSD 2012</p> <p><i>Abriendo pasa Grammatica</i>, Pearson © 2014; Adopted EGUSD 2012</p> | Yes | 0 |
| Visual and Performing Arts | | | |
| All 7th - 12th school textbooks are from the most recent adoption of the local governing Board of Education. | <p>7th-8th: <i>Exploring Visual Design</i>, Davis ©2000; <i>Exploring Theatre</i>, McGraw-Hill © 1997; Adopted EGUSD 2000</p> | Yes | 0 |
| | <p>9-12th: <i>Jazz Dance Today</i> © 1994, West Publ., <i>Photographic Eye</i>, Davis Publ, © 1995, <i>Playing Contemporary Scenes</i>, Merwetter © 1996, <i>Play Production Today</i>, Nat'l © 1996, <i>Choreography</i>, Human Kinetic © 1997, <i>Dance – the Art of Production</i>, Princeton © 1998; Adopted EGUSD 1999</p> <p><i>Make It In Clay</i>, McGraw Hill © 2000, <i>Black and White Photography</i>, Delmar © 2002, <i>Hands in Clay</i>, McGraw Hill © 2004, <i>Art Talk</i>, Glencoe, © 2005, <i>The Stage & The School</i>, McGraw Hill © 2005, <i>A Sense of Dance</i>, Human Kinetic © 2005; Adopted EGUSD 2004</p> | Yes | 0 |

| | | | |
|---|--|-----|---|
| | <p><i>The Visual Experience</i>, Davis © 2005; Adopted EGUSD 2006</p> <p><i>Exploring Painting</i>, Davis © 2003, <i>Theatrical Design & Production</i>, McGraw Hill, © 2005, <i>Art in Focus</i>, Glencoe © 2006; Adopted EGUSD 2007</p> | | |
| AP Visual and Performing Arts books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. | <p>AP Courses: <i>Art Context & Criticism</i>, Brown & Benchmark © 1996 Adopted EGUSD 1999 <i>Music in Theory & Practice</i>, Glencoe © 2003, Adopted EGUSD 2002 <i>Gardner's Art Through the Ages</i>, Thomson/Wadsworth © 2005; Adopted EGUSD 2005</p> | Yes | 0 |
| Health | All 9-12 Health books are provided one per student. | | |
| All high school textbooks are from the most recent adoption of the local governing Board of Education. | <p><i>Health</i>, Glencoe © 2004 Adopted EGUSD 2004</p> | Yes | 0 |
| Science Laboratory Equipment (grades 9-12) | All 9-12 students utilizing a lab have access to appropriate equipment. | | |

School Facility Conditions and Planned Improvements (School Year 2017-2018)

"Franklin School District" was established in 1859 and since that time has undergone relocation, renovations, and modernization. "Franklin Union School" was constructed on the current site in 1955, with the addition of portables in six different phases over the course of many years, and the construction of a multipurpose room in 1991. Our latest project was the addition of three portables on the north end of our campus in the summer of 2014. Currently, our school has 30 classrooms, a library, a computer classroom, an office, a multipurpose room, staff workroom, and a staff lounge. All classrooms and buildings have Wi-Fi access. We have an all-weather track surrounding our field, a school Life Lab garden, a large blacktop area, a ball wall and two basketball courts, in addition to a bark-filled playground structure for students in grades one through six and a separate playground for our Pre K, TK and kinder students.

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office. Included is information from the facility survey instrument on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Our school received an "Exemplary" status based on the State's definitions for each of the eight categories evaluated, which is the highest rating possible.

School Facility Good Repair Status (School Year 2017-2018)

Using the most recent 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 overall rating

Year and month of the most recent FIT report : 12/7/2017

| System Inspected | Repair Needed and Action Taken or Planned | | | |
|---|---|------|------|----|
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | x | | | NA |
| Interior: Interior Surfaces | x | | | NA |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | x | | | NA |
| Electrical: Electrical | x | | | NA |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | x | | | NA |
| Safety: Fire Safety, Hazardous Materials | x | | | NA |
| Structural: Structural Damage, Roofs | x | | | NA |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | x | | | NA |

Overall Facility (School Year 2017-2018)

Year and month of the most recent FIT report: 12/7/2017

| | Exemplary | Good | Fair | Poor |
|----------------|------------------|-------------|-------------|-------------|
| Overall Rating | x | | | |

The district's maintenance and grounds departments work together with the school site custodial team to ensure that school buildings, classrooms, and grounds are maintained to provide a safe and functional environment for all students. The district utilizes the latest electronic work order system enabling site administration and custodians to communicate maintenance needs, urgent repairs, or necessary projects. Emergency repair needs are immediately resolved by either the school custodian or district maintenance staff. The school's custodians work as a team along with the principal to develop a daily cleaning process and schedule. Each morning the custodian inspects the school prior to students and staff entering school grounds. Restrooms are inspected throughout the day to ensure that they are adequately stocked, safe, and sanitary. The Board of Education has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office, or at the district office.

The State Deferred Maintenance Program (DMP) was established in 1980 to aid districts in major maintenance projects. Beginning with the 2013-2014 fiscal year and the inception of the Local Control Funding Formula (LCFF) the State has intended for Deferred Maintenance needs and expenses to be included in the District's LCFF allotment. The district continues to fund routine projects previously considered as part of the State's former DMP at levels required by the State and continues to use local resources.

New construction and maintenance projects will be determined by EGUSD for 2017-18.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (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. CAA 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 English Language Arts/Literacy (ELA) and Mathematics for All Students (School Year 2016-2017)

| Subject | Percent of Students Meeting or Exceeding the State Standards | | | | | |
|---|--|-----------|-----------|-----------|-----------|-----------|
| | School | | District | | State | |
| | 2015-2016 | 2016-2017 | 2015-2016 | 2016-2017 | 2015-2016 | 2016-2017 |
| English Language Arts/Literacy (grades 3-8 and 11) | 62% | 64% | 52% | 54% | 48% | 48% |
| Mathematics (grades 3-8 and 11) | 53% | 55% | 42% | 44% | 36% | 37% |

Note: Percentages are not shown 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.

CAASPP Test Results in ELA by Student Group
 Grades Three through Eight and Grade Eleven
 (School Year 2016-2017)

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 460 | 456 | 99.13 | 63.82 |
| Male | 241 | 239 | 99.17 | 63.6 |
| Female | 219 | 217 | 99.09 | 64.06 |
| Black or African American | 41 | 41 | 100 | 36.59 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 75 | 75 | 100 | 77.33 |
| Filipino | 36 | 36 | 100 | 80.56 |
| Hispanic or Latino | 143 | 141 | 98.6 | 57.45 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 109 | 107 | 98.17 | 65.42 |
| Two or More Races | 51 | 51 | 100 | 70.59 |
| Socioeconomically Disadvantaged | 193 | 192 | 99.48 | 53.13 |
| English Learners | 131 | 129 | 98.47 | 54.26 |
| Students with Disabilities | 42 | 42 | 100 | 14.29 |
| Students Receiving Migrant Education Services | | | | |
| Foster Youth | | | | |

Note: 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 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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Test Results in Mathematics by Student Group
 Grades Three through Eight and Grade Eleven
 (School Year 2016-2017)

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 460 | 457 | 99.35 | 54.92 |
| Male | 241 | 240 | 99.59 | 58.75 |
| Female | 219 | 217 | 99.09 | 50.69 |
| Black or African American | 41 | 41 | 100 | 24.39 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 75 | 75 | 100 | 76 |
| Filipino | 36 | 36 | 100 | 63.89 |
| Hispanic or Latino | 143 | 141 | 98.6 | 43.26 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 109 | 108 | 99.08 | 65.74 |
| Two or More Races | 51 | 51 | 100 | 52.94 |
| Socioeconomically Disadvantaged | 193 | 192 | 99.48 | 42.19 |
| English Learners | 131 | 130 | 99.24 | 44.62 |
| Students with Disabilities | 42 | 42 | 100 | 9.52 |
| Students Receiving Migrant Education Services | | | | |
| Foster Youth | | | | |

Note: 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 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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Test Results in Science for All Students

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | |
|--------------------------------------|---|-----------|-----------|-----------|-----------|-----------|
| | School | | District | | State | |
| | 2014-2015 | 2015-2016 | 2014-2015 | 2015-2016 | 2014-2015 | 2015-2016 |
| Science (grades 5, 8, and 10) | 76% | 69% | 63% | 63% | 56% | 54% |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education.

California Physical Fitness Test Results (School Year 2016-2017)

| Grade Level | Percent of Students Meeting Four of Six Fitness Standards | Percent of Students Meeting Five of Six Fitness Standards | Percent of Students Meeting Six of Six Fitness Standards |
|-------------|---|---|--|
| 5 | 14.2 | 31 | 39.8 |
| 7 | | | |
| 9 | | | |

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-2018)

Franklin Elementary School values each family's involvement in their child's education. There are a number of ways to become involved. Back to School Night, Open House, and parent conferences provide parents an opportunity to become a partner in their child's education. Volunteering in your child's classroom, joining the PTA, SSC, or ELAC, serving as a Watch DOG or Art Docent, or helping with one of our many school-wide activities, supports the success of all of our students. For PTA information, please contact Kristi Jimenez at (916) 684-6518.

State Priority: School Climate

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

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

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | 2014-2015 | 2015-2016 | 2016-2017 | 2014-2015 | 2015-2016 | 2016-2017 | 2014-2015 | 2015-2016 | 2016-2017 |
| Suspensions | 0.5% | 0.24% | 0.72% | 4.78% | 4.28% | 4.72% | 3.79% | 3.65% | 3.65% |
| Expulsions | 0% | 0% | 0% | 0.05% | 0.04% | 0.03% | 0.09% | 0.09% | 0.09% |

School Safety Plan (School Year 2017-2018)

At Franklin Elementary, we believe that a safe, positive learning environment is essential to student success. Our staff and SSC reviews and updates our Comprehensive Safe School Plan annually which was updated in December, 2017. Our students and staff participate regularly in evacuation and lockdown drills. An "Emergency Kit", with a flipchart to reference emergency protocols, as well as accountability forms are easily accessible in every classroom. Gates are kept locked throughout the day and visitors are required to check-in through the school office and receive a visitor's badge before exiting out onto campus. Students are supervised beginning at 7:35 am by administration, teaching staff and support staff until school begins at 8:00 am, and again at 2:20 pm dismissal (Wednesdays at 1:30 pm) until 2:45 pm (Wednesdays at 1:50 pm).

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.

Federal Intervention Program (School Year 2017-2018)

| Indicator | School | District |
|---|--------|-----------|
| Program Improvement Status | NA | In PI |
| First Year of Program Improvement | NA | 2009-2010 |
| Year in Program Improvement | NA | Year 3 |
| Number of Schools Currently in Program Improvement | NA | 12 |
| Percent of Schools Currently in Program Improvement | NA | 44.4 |

Note: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | Avg. Class Size | 2014-2015 Number of Classes* | | | Avg. Class Size | 2015-2016 Number of Classes* | | | Avg. Class Size | 2016-2017 Number of Classes* | | |
|--------------|-----------------|------------------------------|-------|-----|-----------------|------------------------------|-------|-----|-----------------|------------------------------|-------|-----|
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 23 | | 5 | | 24 | | 5 | | 24 | | 5 | |
| 1 | 24 | | 4 | | 24 | | 4 | | 24 | | 4 | |
| 2 | 23 | 1 | 4 | | 21 | 1 | 4 | | 24 | | 4 | |
| 3 | 20 | 1 | 4 | | 23 | 1 | 4 | | 22 | 1 | 4 | |
| 4 | 27 | | 4 | | 28 | | 4 | | 25 | 1 | 4 | |
| 5 | 27 | 1 | 3 | | 28 | | 4 | | 28 | | 4 | |
| 6 | 24 | 1 | 3 | | 29 | | 4 | | 28 | | 4 | |
| Other | | | | | | | | | | | | |

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

Academic Counselors and Other Support Staff (School Year 2016-2017)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|--|-----------------------------------|---|
| Academic Counselor | | |
| Counselor (Social/Behavioral or Career Development) | | N/A |
| Library Media Teacher (Librarian) | | N/A |
| Library Media Services Staff (paraprofessional) | 0.375 | N/A |
| Psychologist | | N/A |
| Social Worker | | N/A |
| Nurse | | N/A |
| Speech/Language/Hearing Specialist | | N/A |
| Resource Specialist (non-teaching) | 0 | N/A |
| Other | 3.75 | N/A |

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

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-2016)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/ Restricted) | Expenditures Per Pupil (Basic/ Unrestricted) | Average Teacher Salary |
|--|------------------------------|---|--|------------------------|
| School Site | \$6,102 | \$489 | \$5,613 | \$74,720 |
| District | N/A | N/A | \$6,376 | \$76,341 |
| Percent Difference - School Site and District | N/A | N/A | -12.73% | -2.15% |
| State | N/A | N/A | \$6,574 | \$79,228 |
| Percent Difference - School Site and State | N/A | N/A | -15.77% | -5.86% |

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

Types of Services Funded (Fiscal Year 2017-2018)

At our school we have highly qualified staff to assist students with special learning needs. Our Learning Center provides both "push-in" and "pull-out" services for our special education students, and English Language Learners receive 30 minutes of ELD instruction in their regular classrooms daily to support language acquisition skills. We currently partner with Migrant Education and MiniCorps to provide additional support and interventions for our Migrant Ed and EL students through in-class tutoring and an after-school ELD program. Gifted and Talented students participate in differentiated instruction in their regular classrooms. Our GATE Program provides STEM opportunities, along with art and music, and basketball programs after school. Our ASES Program (After School Education and Safety) provides after-school support to students. These students receive academic instruction, homework and tutoring support, and enrichment activities.

Teacher and Administrative Salaries (Fiscal Year 2015-2016)

| Category | District Amount | State Average For Districts In Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$43,546 | \$47,808 |
| Mid-Range Teacher Salary | \$64,573 | \$73,555 |
| Highest Teacher Salary | \$90,983 | \$95,850 |
| Average Principal Salary (Elementary) | \$117,260 | \$120,448 |
| Average Principal Salary (Middle) | \$119,438 | \$125,592 |
| Average Principal Salary (High) | \$132,951 | \$138,175 |
| Superintendent Salary | \$301,969 | \$264,457 |
| Percent of Budget for Teacher Salaries | 40.00% | 35.00% |
| Percent of Budget for Administrative Salaries | 4.00% | 5.00% |

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development

Our school offers a variety of professional learning opportunities for teachers, instructional aides, and non-instructional support staff. Our school has weekly grade level and twice monthly staff meetings with a focus on student learning. Teachers use this time to review student work, make determinations about students' strengths and weaknesses, and plan revised instruction to meet the needs of all students. Support staff may receive training in academics, CPR, first aid, behavior management, safety procedures, and health and nutrition. Our teachers also take part in district sponsored English language Arts and Math professional learning that supports the implementation of Common Core State Standards. Additionally, professional learning opportunities are offered to teachers to support our English Language learners, students with disabilities, Positive Behavior Intervention & Support, and Digital Learning. New teachers who have been teaching fewer than two years are supported by the district's beginning teacher program, BTSA.

| | 2015-2016 | 2016-2017 | 2017-2018 |
|---|-----------|-----------|-----------|
| School Days Dedicated to Staff Development | 3 | 3 | 3 |