

# Franklin Elementary School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

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, 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/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 <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**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Franklin Elementary School
<b>Street</b>	850 East Colton Avenue
<b>City, State, Zip</b>	Redlands, CA 92374
<b>Phone Number</b>	(909) 307-5530
<b>Principal</b>	Heidi Vazquez
<b>E-mail Address</b>	heidi_vazquez@redlands.k12.ca.us
<b>Web Site</b>	<a href="http://franklin.redlandsusd.net/">http://franklin.redlandsusd.net/</a>
<b>CDS Code</b>	36-67843-6036503

<b>District Contact Information</b>	
<b>District Name</b>	Redlands Unified School District
<b>Phone Number</b>	(909) 307-5300
<b>Superintendent</b>	Lori Rhodes
<b>E-mail Address</b>	lori_rhodes@redlands.k12.ca.us
<b>Web Site</b>	www.redlands.k12.ca.us

### **School Description and Mission Statement (School Year 2016-17)**

The Accountability Report Card is designed to inform our parents and community about Franklin Elementary School. We have high academic and social standards for our students. Our goal is for students to become effective and productive members of our community. In order to accomplish our goal, a mission statement was developed for every member of our school community to know and achieve. Our Mission Statement is a product of a combined effort of student leadership and adults in our school community. It reflects a desire for our students to become socially and academically responsible.

Franklin's Mission Statement: "The mission of Franklin Elementary School is to provide the experiences necessary for students to become Friendly, Responsible, Achieving, Nice, Knowledgeable, Loyal, Imaginative, and Noble."

Our school community is committed to making every child a reader and all of our resources are directed toward this goal. We have uniform staff development and hard work to become a community of readers with curriculum grounded in the Common Core State Standards. Our dedicated staff embraces the resources of our community and sets high standards for academic growth for all children. The result of our teamwork is dramatic. Because of the schools continued success and innovative programs, our preschool program received the 2001 California School Board Association Golden Bell Award and our outstanding community partnerships and collaborations earned us the 2006 California School Board Association Golden Bell Award. Franklin received the Golden Bell award again in 2012 for Bridging the Achievement Gap through our "H.E.A.R.T" philosophy (Honoring Excellence, Achievement, Relationship and Teamwork). Franklin School was recognized as both a 2002 and 2011 California Achieving School and a 2002, 2006, and 2010 California Distinguished School. In 2013 and 2015 we were named a California Business for Education Excellence Honor Roll school. Most recently we were awarded the Gold Ribbon Award in 2015. Our school has a strong sense of school pride, a dedicated teaching staff, and a safe and caring learning environment. We are proud of our school and welcome the opportunity to share our programs with visitors and guests. Please stop by to learn more about Franklin Elementary School and our volunteer programs.

School Summary: Franklin Elementary School was established in 1903 and has been an integral part of Redlands' history. Franklin School is situated in a residential suburban area near the University of Redlands. The school neighborhood consists of single family dwellings, apartment buildings, duplex homes, shopping areas, and churches. Busing is provided only for our special day class pre-school students. Franklin's original turn-of-the-century buildings have been replaced with twin hexagonal structures. Classrooms surround a large library/media center in one section and a fully networked technology center in the other. There are thirty classrooms, one portable resource room, a preschool building, and a multipurpose building. A teaching and support staff of 40, in a traditional calendar setting, serves approximately 645 children in grades Pre K-5. Approximately 90% of the students participate in the Federal School Breakfast and Lunch Program. Franklin Elementary School is a School-wide Title I school and has adopted the Single School Plan for Student Achievement. Parents and staff work together at School Site Council and English Learner Advisory Council meetings to make decisions on programs, staffing and critical expenditures. Special Education services are offered to identified students in Specialized Academic Instruction and Speech and Language Programs. School programs include: America Reads Tutors, English Language Development Program, Enrichment: (Mandarin Chinese, Music, P.E.), Family Resource Center, Friendly Helpers, GATE Classes, High School Cross-Age Tutors, Instrumental Music, Intervention Support Team, Accelerated Reader, Roots and Shoots Club, School Based Counseling Services, PBIS, Social Worker and Case Manager, State Preschool, THINK Together, WFTB (Write From the Beginning), Thinking Maps, Title I Intervention and South Coast Counseling. Franklin Elementary School has an active volunteer program. Our daily volunteers include parents, community members, University of Redlands students, and Redlands High School cross-age tutors. Redlands Rotary Club hosts a Breakfast and a Book event once a month. We also have parent education workshops, School Site Council meetings, PTA Family Nights/Dinner for \$2 Dollars, English Language Learner Advisory Committee meetings, Read Across America, PTA meetings, award assemblies, Junior Olympics, and Back to School Night, which are all examples of our active volunteer programs. Franklin School staff members are proud of their efforts to provide informative programs and encourage parent/community involvement. Franklin School also has community sponsors and an established partnership with the University of Redlands. School pride, respect for others, and cooperation are most important in the daily interaction between students and staff to maintain a safe learning environment. The implementation of PBIS has been a catalyst toward the development of this particular goal. Students and staff work toward a school climate that will produce positive role models.

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	136
Grade 1	110
Grade 2	122
Grade 3	116
Grade 4	103
Grade 5	86
<b>Total Enrollment</b>	<b>673</b>

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	5.9
American Indian or Alaska Native	0.3
Asian	1.5
Filipino	0.7
Hispanic or Latino	71.5
Native Hawaiian or Pacific Islander	0.1
White	16.2
Two or More Races	3.6
Socioeconomically Disadvantaged	86.3
English Learners	16.6
Students with Disabilities	9.7
Foster Youth	1.2

## 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			District
	2014-15	2015-16	2016-17	2016-17
<b>With Full Credential</b>	27	26	27	17
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.6	0.5
High-Poverty Schools in District	99.6	0.4
Low-Poverty Schools in District	99.4	0.6

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

The California State Board of Education reviews elementary level textbooks and adopts those that meet standards defined in Common Core State Standards . Textbooks are selected in the Redlands Unified School District through a committee of teachers and administrators. They review the materials that have been approved for purchase. Teachers at each site have an opportunity to preview texts prior to selection. Textbooks are selected and purchased on a seven-year cycle, rotating by content area. All materials are aligned to the State Standards and copies of student books are available at the Instructional Resource Center for parent review. They feature a variety of instructional materials and technology to enhance the instructional program for our students. There are no shortages of text books. All students receive instruction in the core curriculum.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys Common Core Houghton Mifflin Harcourt (2014)	Yes	0%
Mathematics	Math In Focus Houghton Mifflin Harcourt (2015)	Yes	0%
Science	California Science Macmillian/McGraw-Hill (2008)	Yes	0%
History-Social Science	History - Social Science for California Scott Foresman (2006)	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	NA		NA

**School Facility Conditions and Planned Improvements (Most Recent Year)**

In addition to the unique physical structure of Franklin Elementary School, the interior of each hexagon supports a variety of habitats. The interior gardens were designed to display desert plants, chaparral, a pond with goldfish and plant life, citrus trees, deciduous and evergreen trees. Students and parents participate in the maintenance of the gardens. Recently, the fifth grade team created a working garden with fruit trees, vines and a planting area. During the first trimester of the 2014-2015 school year, all interior and exterior doors had peep holes installed and old model doorknob style doors were replaced with lockable safety bars. These two additions to our doors increases our ability to keep our students and staff safe should there be a safety issue. All classrooms have projectors, document cameras and sound, enabling teachers to use technology in all curricular areas. Two full-time custodians perform routine maintenance of the school facilities and work orders are written to a central service office for additional repairs/replacements. Monthly safety inspections are completed by the lead custodian and staff members review the document.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<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> Electrical	X			
<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 Rating (Most Recent Year)**

Year and month of the most recent FIT report: December 2016				
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. 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 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	45	53	53	59	44	48
Mathematics	36	45	40	44	34	36

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.

#### CAASPP Test Results in ELA by Student Group

##### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	116	115	99.1	52.2
	4	108	106	98.2	47.2
	5	90	90	100.0	61.1
Male	3	62	62	100.0	53.2
	4	52	50	96.2	42.0
	5	46	46	100.0	50.0
Female	3	54	53	98.2	50.9
	4	56	56	100.0	51.8
	5	44	44	100.0	72.7
Hispanic or Latino	3	82	81	98.8	46.9
	4	83	81	97.6	43.2
	5	65	65	100.0	56.9
White	3	19	19	100.0	84.2
	4	15	15	100.0	73.3
	5	15	15	100.0	86.7
Socioeconomically Disadvantaged	3	98	97	99.0	49.5
	4	95	93	97.9	41.9
	5	79	79	100.0	57.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	3	17	17	100.0	29.4
	4	19	18	94.7	22.2
	5	14	14	100.0	50.0
Students with Disabilities	3	20	20	100.0	25.0
	4	14	14	100.0	7.1
	5	14	14	100.0	21.4

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 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 Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	116	115	99.1	53.9
	4	108	107	99.1	36.5
	5	90	90	100.0	42.2
Male	3	62	62	100.0	54.8
	4	52	51	98.1	37.3
	5	46	46	100.0	39.1
Female	3	54	53	98.2	52.8
	4	56	56	100.0	35.7
	5	44	44	100.0	45.5
Hispanic or Latino	3	82	81	98.8	45.7
	4	83	82	98.8	30.5
	5	65	65	100.0	32.3
White	3	19	19	100.0	100.0
	4	15	15	100.0	60.0
	5	15	15	100.0	73.3
Socioeconomically Disadvantaged	3	98	97	99.0	51.5
	4	95	94	99.0	29.8
	5	79	79	100.0	43.0
English Learners	3	17	17	100.0	35.3
	4	19	19	100.0	26.3
	5	14	14	100.0	28.6

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Students with Disabilities	3	20	20	100.0	25.0
	4	14	14	100.0	
	5	14	14	100.0	7.1

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 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 Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	70	68	71	72	71	68	60	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.

### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
<b>All Students</b>	90	90	100.0	71.1
<b>Male</b>	46	46	100.0	71.7
<b>Female</b>	44	44	100.0	70.5
<b>Hispanic or Latino</b>	65	65	100.0	67.7
<b>White</b>	15	15	100.0	80.0
<b>Socioeconomically Disadvantaged</b>	79	79	100.0	70.9
<b>English Learners</b>	14	14	100.0	57.1
<b>Students with Disabilities</b>	14	14	100.0	78.6

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.



## 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.8	23.3	10

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 2016-17)

Opportunities include: PTA, School Site Council, English Learner Advisory Council, Family Night with PTA sponsored dinner for \$2 Dollars, Book Fair, various fundraisers, classroom volunteer, GATE classes, Junior Olympic volunteers, Building a Generation coffee and breakfasts, and fieldtrips.

### 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.6	1.0	1.6	4.8	3.7	4.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

Franklin School utilizes data from ELAC, SSC and Leadership team input, suspension/expulsion reports to evaluate the current status of school climate. A Disaster Preparedness Plan is adopted in March of each school year and is reflective of the school's safety needs. The key components of Franklin's Disaster Preparedness Plan include a description of school disaster response procedures and the responsibilities of each Disaster Preparedness Response Team. Fire drills are conducted on a monthly basis with additional drills (earthquake, shelter in place) done every other month.

## 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 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	56.3

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	13	10			21	2	4		21		5	
1	26		4		24		4		24		4	
2	25		4		28		4		26		4	
3	22		4		25		4		24		5	
4	34			3	29		3		34		3	
5	33		2	1	31		2	1	34		0	3
Other					25		1		25		3	

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	1	N/A
Other	0	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 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,198.72	\$1,397.90	\$4,800.82	\$76,309.96
District	N/A	N/A	\$4,800.82	\$80,558
Percent Difference: School Site and District	N/A	N/A	0.0	-5.3
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-15.4	0.6

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

**Types of Services Funded (Fiscal Year 2015-16)**

Federal and State Categorical funds are provided for supplemental services for School Improvement (SI), Title 1, Economic Impact AID (EIA) for English Language Learners (ELL), and the Gifted and Talented Education (GATE) programs. Categorical funds are budgeted after review and consideration by staff, site council, and site administration. Categorical funds bring in approximately \$245,000 to our school annually. Personnel funded for the past few years with categorical money include a Categorical Resource Teacher, school based counselor, Librarian, and an English Language Development Coordinator.

Grade level meetings are held to evaluate the curriculum-standard match for each content area. Teachers regularly meet to further align the curriculum with the standards and develop timelines and lesson plans. Professional development opportunities increase their understanding and implementation of the content standards. Information is shared at grade level and staff meetings. At family nights, parent conferences, and Back-to-School Night, parents not only review the standards but see examples of how preparation for the high school exit exam begins in elementary school. Teachers from our site serve on several district committees that adopt new curriculum and align curriculum to reflect the standards. Our teachers also meet by grade level to standardize grading, develop benchmarks for report cards, and reach consensus regarding proficient standards performance levels for their students. Critical Needs Our school-wide plan was a collaborative effort between all school members. Teachers, students, parents, support personnel, School Site Council members, and the English Language Advisory Committee members all gave input. Data was gathered through surveys, written evaluations, observations, norm referenced test scores, criterion referenced test scores, and running records. The overall profile for Franklin Elementary School is very positive. Although Franklin School has excellent dedicated teachers that provide a Thinking-Meaning centered curriculum to all students, the profile indicates the following priority needs: Students will continue to improve their literacy skills to become proficient grade level readers. Consistent monitoring and evaluation to meet the needs of At-Risk students. To ensure regular attendance, absence and tardy warning letters will be generated by the attendance clerk once a month. The principal will make phone contact with families who are having difficulties getting their students to school and families with tardy issues. Franklin School's Building a Generation case worker will also assist in working with identified students and families in providing information and checking on them on a weekly basis. School Attendance Review Team (SART) will conduct parent/student conferences for students who are identified as habitually truant. Student attendance goal is to increase the attendance rate to 96% for the school's average daily attendance.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,473	\$45,092
Mid-Range Teacher Salary	\$76,873	\$71,627
Highest Teacher Salary	\$96,912	\$93,288
Average Principal Salary (Elementary)	\$118,476	\$115,631
Average Principal Salary (Middle)	\$127,244	\$120,915
Average Principal Salary (High)	\$138,146	\$132,029
Superintendent Salary	\$184,914	\$249,537
Percent of Budget for Teacher Salaries	40%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

## Professional Development (Most Recent Three Years)

---

During the 2015-2016 school year, professional development has focused on three areas. The first is on the new Math in Focus adoption. There will be a total of 3 all day follow-up trainings that teachers will attend throughout the school year. These trainings are done by the publisher, with each training having a specific focus that teachers can take back to their classrooms and implement. The second focus of professional development is with the CORE program in first through third grade. First through third grade will have three follow-up trainings during the school year. The CORE trainings will also be done with Kindergarten, beginning this year, five separate settings. Each training focuses on areas that will achieve the LCAP goal of students being able to read at grade level by the end of third grade. The program and trainings focus on assessing to find the area of need, lessons and strategies to meet the need, and progress monitoring for growth. The other focus of staff development involves rigor. Principals are presenting the professional development to their staffs at their site. The presentations have been done by the district office, and are done as a whole staff on a professional development day at the site. Teachers are supported by Math, English/Language Arts, and Reading TOAs. The TOAs meet with grade levels and discuss the implementation, strategies ways to address areas of need, do modeled lessons in the classroom, collaborate on lesson planning, and provide resources that teachers can utilize in their classrooms.

A team representing each grade level has also been formed to begin the training and implementation of PBIS. The team will attend three trainings throughout the year and will come back and work with staff to prepare Franklin for full implementation of the PBIS principles and practices at the beginning of the 2016-2017 school year.