



# Franklin Elementary School

7050 Franklin School Rd. • Loomis, CA 95650 • (916) 652-1818 • Grades K-8

Brittaney Meyer, Principal

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<http://franklin.loomis-usd.k12.ca.us>

## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Loomis Union Elementary School District

3290 Humphrey Rd.  
Loomis, CA 95650  
(916) 652-1800

[www.loomis-usd.k12.ca.us](http://www.loomis-usd.k12.ca.us)

#### District Governing Board

Jim Foster, Area 1: Citrus Colony

Kurt Turner, Area 2: Loomis

Jacob Hardey, Area 3: Rock Springs

Todd Wilson, Area 4: Placer

Ann Baker, Area 5: Franklin

#### District Administration

Gordon Medd  
Superintendent

Jay Stewart  
Associate Superintendent -  
Business Services

Jean Crouse  
Assistant Superintendent -  
Educational Services

### School Description

#### Principal's Message

Franklin School is a family-oriented school where the enthusiasm, support, and involvement of teachers and parents inspire Franklin students to do their best. Teachers spend countless hours designing learning experiences that are academically challenging to help students successfully achieve Common Core Standards.

In addition to core academic subjects, students at Franklin partake in primary music, instrumental music, and choral music programs. Students in grades 3 through 8 also receive Spanish instruction twice per week. With the support of an active PTC, Franklin students also participate in enrichment activities, such as Starstruck, Art Docent, Leadership, Science Docent, and Garden Docent. At Franklin School, we strive to promote successful learning in a safe and caring environment through the Positive Behavioral Interventions and Support (PBIS) program.

Franklin Elementary School, in partnership with the community, will continue to work to empower every student to become a life-long learner who is a responsible, productive, and engaged citizen within the community.

#### Franklin Mission Statement:

The mission of Franklin Elementary School is to provide a safe and supportive environment in which students can develop socially, emotionally, and intellectually whereby they become responsible citizens who contribute positively to the world around them.

#### District & School Profile

The Loomis Union School District is located in the Town of Loomis, a quaint, family-oriented community. Established in 1850 and incorporated in 1984, Loomis retains its rural character and charm with its large residential lots and custom homes, an old-fashioned downtown, and woodlands with natural streams and rolling hillsides. Loomis is located about 25 miles northeast of Sacramento and is only ten minutes from Folsom Lake and a little over an hour away from either Lake Tahoe or the San Francisco Bay.

Loomis Union School District is comprised of six elementary schools and a charter school, serving students in transitional kindergarten through eighth grade. Franklin School opened its doors for students in 1967. The school is proud to be educating students whose families have chosen the beauty of the Loomis Basin for their home. Franklin School students are fortunate to have a community-centered environment to grow up in. Parents and teachers focus on the needs of the students and work to continually better the "Franklin Community." At the beginning of the 2017-18 school year, 498 students were enrolled at Franklin Elementary.

## About the SARC

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

- For more information about SARC requirements, 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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	44
Grade 1	44
Grade 2	50
Grade 3	56
Grade 4	56
Grade 5	65
Grade 6	62
Grade 7	51
Grade 8	61
<b>Total Enrollment</b>	<b>489</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.6
Asian	1.8
Filipino	0.8
Hispanic or Latino	8.6
Native Hawaiian or Pacific Islander	0
White	80.8
Two or More Races	5.7
Socioeconomically Disadvantaged	10.4
English Learners	4.9
Students with Disabilities	4.5
Foster Youth	0

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials			
Franklin Elementary School	15-16	16-17	17-18
With Full Credential	22	22	22
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Loomis Union Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	141
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Franklin Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

The school district held a public hearing on August 10, 2017 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September, 2017 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials Year and month in which data were collected: September, 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Reading Wonders (TK - 5) - Adopted 2017 McGraw Hill Study Sync (6 - 8) - Adopted 2017  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Everyday Math - Adopted 2015 College Preparatory Mathematics (CPM) - Adopted 2014  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Delta Education: Foss - Adopted 2007 Glencoe - Adopted 2007  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Holt - Adopted 2006 Scott Foresman - Adopted 2006  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

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

Franklin Elementary was originally constructed in 1967 and is comprised of 19 classrooms, 9 portable classrooms, a library/media center, a gym/multipurpose room, a staff/work room, a computer lab, and a cafeteria. School facilities are all up-to-date, clean, safe, and provide adequate space for students and staff.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 2/8/2017				
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			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 2/8/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	70	73	65	62	48	48
Math	66	69	57	59	36	37

\* 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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	82	85	78	75	60	56

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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	21.9	32.8	15.6
7	28.3	28.3	11.3

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	125	117	93.6	84.6
Male	73	70	95.9	85.7
Female	52	47	90.4	83.0
White	108	101	93.5	85.2
Socioeconomically Disadvantaged	11	10	90.9	70.0

\* 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. 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	356	353	99.16	72.52
Male	192	190	98.96	68.95
Female	164	163	99.39	76.69
Hispanic or Latino	27	26	96.3	61.54
White	296	295	99.66	75.25
Two or More Races	18	18	100	44.44
Socioeconomically Disadvantaged	39	37	94.87	45.95
English Learners	20	18	90	22.22
Students with Disabilities	21	20	95.24	25

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	356	354	99.44	68.64
Male	192	190	98.96	68.42
Female	164	164	100	68.9
Hispanic or Latino	27	26	96.3	42.31
White	296	295	99.66	72.54
Two or More Races	18	18	100	61.11
Socioeconomically Disadvantaged	39	37	94.87	45.95
English Learners	20	19	95	5.26
Students with Disabilities	21	20	95.24	25

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

### C. Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2017-18)

Parents and the community are an integral component of the educational program at Franklin Elementary School. There are a multitude of ways parents can volunteer at Franklin: serving as volunteers in the classroom, serving on Site Council, serving on the PBIS committee, and participating in the Parent Teacher Club (PTC). The PTC helps facilitate community activities, raises money to support school enrichment programs, and facilities improvement. Franklin School also benefits from several community partnerships, such as the Loomis Basin Education Foundation, Loomis Lions, and Rotary Club.

**State Priority: School Climate**

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

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

**School Safety Plan**

The safety of students and staff is a primary concern at Franklin Elementary. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated annually in the winter by the School Site Council and reviewed with staff at the start of the school year. The school’s disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Shelter in Place drills are held at least twice a year.

Students are supervised before and after school and during recess by staff. Noon Duty Supervisors monitor students during lunch recess. All visitors must sign in at the school office and sign out upon leaving. The designated drop off and pick up area for students is at the front of the school.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.61	1.19	3.33
Expulsions Rate	0	0	0
District	2014-15	2015-16	2016-17
Suspensions Rate	2.48	2.06	2.5
Expulsions Rate	0	0	0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

**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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not In PI
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		33.3

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.30
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.5625
Psychologist	.36
Social Worker	0
Nurse	.30
Speech/Language/Hearing Specialist	.60
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	N/A

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

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

Grade	Average Class Size			Number of Classrooms*								
	2014-15	2015-16	2016-17	1-20			21-32			33+		
				2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	22	19	23		2		2		2			
1	21	23	22				2	2	2			
2	25	25	24				2	2	2			
3	29	29	27				2	2	2			
4	33	30	28				2	2	2			
5	28	31	32				2	2	2			
6	30	32	32				2	2	2			

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

**Professional Development provided for Teachers**

As part of the professional growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, certificated and classified staff. The district offered three staff development days in 2015-2016, four staff development days in 2016-2017, and five staff development days during the 2017-2018 school year. During these staff development days staff members are offered professional growth opportunities to expand staff knowledge in curriculum, assessment and instructional strategies.

At the site level, Franklin School offers teachers specific training in Google Apps for Education (GAPE) and Positive Behavioral Intervention & Supports (PBIS) training.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,245	\$47,034
Mid-Range Teacher Salary	\$63,482	\$73,126
Highest Teacher Salary	\$88,395	\$91,838
Average Principal Salary (ES)	\$105,248	\$116,119
Average Principal Salary (MS)		\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary	\$170,822	\$178,388
Percent of District Budget		
Teacher Salaries	38%	37%
Administrative Salaries	7%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$ 5,192	\$ 490	\$ 4,702	\$ 66,303
District	♦	♦	\$ 6,315	\$67,298
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District			-25.5	-2.9
Percent Difference: School Site/ State			-14.4	-10.5

\* Cells with ♦ do not require data.

**Types of Services Funded**

Special Education, Music, Gifted and Talented Education (GATE) enrichment activities

**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.