

Franklin Elementary School

School Accountability Report Card

Reported for School Year 2010-11

Published During 2011-12

Franklin Elementary School

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Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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

School Description and Mission Statement (School Year 2010-11)

At Franklin Elementary School, we believe that all children can learn and achieve academic excellence. To accomplish this, we are committed to:

1. creating a safe and orderly learning environment in which all students can achieve high standards;
2. communicating student performance expectations based on standardized assessment data to all stakeholders;
3. implementing a standards-based instructional program which emphasizes skill mastery in reading, writing and mathematics;
4. administering ongoing assessment, as well as, coordinating ongoing analysis of student work to guide instruction;

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5. providing ongoing intervention opportunities (tutorials) for students in need of continued instruction to achieve skill mastery;
6. providing ongoing enrichment opportunities for students demonstrating skill mastery that promote higher-order thinking;
7. providing staff with opportunities to assess student achievement and share effective teaching practices;
8. providing staff with professional development opportunities and on-site literacy coaching to continually enhance professional skills;
9. developing partnerships with local businesses and community agencies that support the learning goals.

Franklin School serves approximately 530 students in grades kindergarten through sixth. The staff is comprised of 23 regular education teachers, two resource specialists and one special day class teacher.

Other certificated staff members include a technology teacher, music teacher, art teacher, one school psychologist, a speech therapist, and five Title 1 reading teachers under the leadership of a principal.

The classified staff includes an office manager, an office clerk, health assistant, library technician, , three custodians, and several regular and special education instructional assistants. Other services available to Franklin students and families are our two Family Service Agency school-based counselors and a Healthy Start advocate. Santa Barbara Diabetes Resource Center houses the Eastside Obesity Initiative onsite, and the Endowment for Youth Committee's Counseling and Family Support Services center is located on campus as well. A cafeteria manager supervises a food service staff responsible for preparing meals for Franklin as well as other area schools.

Franklin School is dedicated to providing a learning environment where students achieve academic and personal success. We realize that collaboration amongst staff, parents and the community is essential to increased student achievement.

Opportunities for Parental Involvement (School Year 2010-11)

Contact Person Name: Ms. Casie Killgore, principal

Contact Person Phone Number: (805) 963-4283

Franklin School recognizes that parent involvement is critical to the success of the students. Consequently, parent participation is encouraged and appreciated in the Parent-Teacher Association (PTA), School Site Council/English Learner Advisory Committee (SSC/ELAC), and as a school or classroom volunteer.

The Franklin PTA has two main goals: (1) increasing parent involvement, and (2) enhancing the educational experience of all students. The PTA is responsible for sponsoring a variety of events, sales, etc., that provide teachers with funds to support educational excursions and cultural arts program that enhance academic achievement. In addition, the PTA funds school-wide cultural arts assemblies to further supplement the classroom instruction. All parents are invited to become members and participate in PTA sponsored events.

The SSC is comprised of ten members including five parents/community members, three teachers, one classified staff member and the principal. The SSC is responsible for developing a plan for school improvement and establishing a budget to support its implementation.

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The PODER/ELAC is responsible for advising the principal and the staff in the development of instructional programs and services that support English learners, increasing parental knowledge and support about their child's education, and promoting parent volunteers.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Kindergarten	84
Grade 1	73
Grade 2	66
Grade 3	67
Grade 4	62
Grade 5	71
Grade 6	77
Total Enrollment	500

Student Enrollment by Subgroup (School Year 2010-11)

Group	Percent of Total Enrollment
Black or African American	1.6%
American Indian or Alaska Native	1.2%
Asian	0.2%
Filipino	0.0%
Hispanic or Latino	96.0%
Native Hawaiian/Pacific Islander	0.0%
White	0.6%
Two or More Races	0.0%
Socioeconomically Disadvantaged	99.8%
English Learners	82.2%
Students with Disabilities	14.6%

Average Class Size and Class Size Distribution

Grade Level	2008-09				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+
K	20.0	3	0	0	27.7	0	3	0
1	20.0	2	0	0	18.3	1	3	0
2	19.7	3	0	0	21.7	2	1	0
3	20.0	2	0	0	18.4	5	0	0
4	25.0	0	2	0	31.0	0	3	0
5	30.0	0	1	0	23.0	0	3	0
6	29.0	0	3	0	25.0	0	3	0

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School Climate

School Safety Plan (School Year 2010-11)

Date of Last Review/Update: March 2009

Date Last Discussed with Staff: March 2009

In preparation for emergencies, Franklin School has a plan for the supervision of children and for access to local news media. First aid kits and fire extinguishers are in place throughout the campus. All emergency storage areas (rations, tool kits, bedding, etc.) are reviewed each year. In addition, students and staff participate in monthly emergency drills to practice in the event of an actual emergency.

In emergencies, students are to remain on the school site until a designated person signs for their release. We appreciate the cooperation of parents in providing current phone numbers, addresses, and names of trusted people to care for children in case of emergency.

Students in the third grade will participate in the Fire House Safety Program.

Key Elements of School Safety Plan:

- disaster plan
- fire drills
- other emergency drills (earthquake, campus intruder “lock down”)
- information on hazardous materials, infectious diseases, health and safety
- exposure control
- harassment/hate crimes
- sexual harassment
- visitors on campus
- playground uses
- student field trips
- tobacco-free schools
- conduct code

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	14.6	8.9	4.8	4.1	4.0	1.9
Expulsions	0	0	0	0	0	0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

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School Facilities

School Facility Conditions and Planned Improvement (School Year 2011-12)

Franklin School is committed to creating a safe and orderly learning environment in which all students can achieve high standards. To ensure the safety of all students, before school and after school supervision is provided. The school provides morning supervision beginning at 7:30 a.m., five days per week. Recess and lunch recess are supervised by campus supervisors paid from both district and site funds. Authorized supervisors do their best to ensure that visitors have been directed to notify the office when on campus. As a result, all visitors are required to check in at the main office.

Franklin School maintains a closed campus. Gates are locked shortly after the start of the school day, and unlocked shortly before dismissal. Access to the campus is limited to the front office entrance located on Mason Street during school hours.

Franklin School houses 34 classrooms, a library, computer lab, main office, and cafeteria/kitchen. The site administration as well as the custodial staff is responsible for ensuring that the school facility is in proper condition to support student learning. All toilets are in working order. Both classroom and playground space is assessed on a daily basis. Every day the site custodial staff adheres to a regular cleaning schedule of classroom, bathroom, and general use spaces. In addition, the district maintenance team addresses other repair issues on a regularly scheduled basis. District gardeners visit the campus weekly to ensure that the grounds are properly maintained.

School Facility Good Repair Status (2011-12)

Repairs will be done with the existing Routine Restricted Maintenance funds currently budgeted for this fiscal year.

Item Inspected	Repair Status			Repair Needed
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	√			
Interior: Interior Surfaces		√		Many floor tiles missing in Multi-Purpose Room.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	√			
Electrical: Electrical		√		Diffuser missing in mens' staff restroom. Ceiling light out in computer lab.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	√			
Safety: Fire Safety, Hazardous Materials	√			
Structural: Structural Damage, Roofs	√			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		√		Cracked window in girls' restroom 35-B. Renovation planned for kindergarten play area. Swing area matting needs to be repaired.
Date of inspection: September 2011				

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Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	27	27	27	281
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
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 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at:

<http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	100.00%	0.00%
High-Poverty Schools in District	100.00%	0.00%
Low-Poverty Schools in District	100.00%	0.00%

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 25 percent or less in the free and reduced price meals program.

Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School
Library Media Teacher (librarian)	0.9
Psychologist	0.8
Nurse	1.0
Healthy Start Family Advocate	1.0

One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2011-12)

All textbooks were selected from the most recent State Board of Education list of standards-based materials. There are sufficient textbooks for all students. Data collected in October 2011.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials
All textbooks were selected from the State Board of Education list of standards-based materials. There are sufficient textbooks for all students. Data collected in October 2011.	
Reading/Language Arts	SRA/McGraw-Hill, <i>SRA Open Court 2002</i> Intervention: Scholastic <i>READ 180 California Enterprise Edition, 2009</i>
Mathematics	Pearson Scott Foresman, Scott Foresman–Addison Wesley <i>enVision Math California, 2009</i>
Science	Houghton-Mifflin Harcourt, <i>California Science, 2007</i>
History-Social Science	Houghton-Mifflin Harcourt, <i>Reflections: California Series, 2007</i>

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8,935	\$3,534	\$5,401	69,249
District			\$5,611	\$67,787
Percent Difference Between School Site and District			-4%	+2%
State			\$5,455	\$69,419
Percent Difference Between School Site and State			-1%	+0%

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

Franklin School provides a variety of services enabling students to meet standards including:

- Title I resource teachers provide students in need in grades K, 1, 2, and 4 with additional intervention in reading-language arts.
- Reading Plus teacher to provide English learner students (K-6) with additional support to acquire the necessary language skills to meet grade level standards.
- Healthy Start family advocate provides students and families in need of school and community resources.

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- Family Service Agency school-based counselors provide individual and group counseling to students experiencing emotional and behavioral difficulties in the classroom.
- Grade level planning time provides teachers with opportunities to meet to plan and discuss instruction and assessment.
- After school tutorials provide students with additional support in meeting grade level standards.
- Instructional materials and equipment provides resources needed to complement classroom instruction including purchasing books for classroom libraries, supplemental classroom materials, educational software, etc.
- Various extended day programs
- Santa Barbara Diabetes Resource Center Eastside Initiative including new Franklin Fitness Center
- Endowment for Youth Committee's Counseling and Family Support Services center

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	43,986	41,035
Mid-Range Teacher Salary	67,910	65,412
Highest Teacher Salary	79,853	84,837
Average Principal Salary (Elementary)	110,532	106,217
Average Principal Salary (Middle)	118,325	111,763
Average Principal Salary (High)	123,822	121,538
Superintendent Salary	204,400	197,275
Percent of Budget for Teacher Salaries	37%	39%
Percent of Budget for Administrative Salaries	4.7%	5%

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

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

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For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three Year Comparison

Percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	30%	36%	41%	51%	52%	54%	49%	52%	54%
Mathematics	40%	48%	53%	56%	58%	61%	46%	48%	50%
Science	20%	43%	45%	49%	58%	59%	50%	54%	57%

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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
All Students in the LEA	54%	61%	59%
All Students at the School	41%	53%	45%
Male	40%	54%	43%
Female	42%	52%	48%
Hispanic or Latino	41%	53%	44%
Socioeconomically Disadvantaged	41%	53%	45%
English Learners	40%	54%	44%
Students with Disabilities	34%	43%	

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.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period.

For detailed information regarding this test, and comparisons of a school's test results to the district and state levels, see the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	30.60%	26.40%	22.20%

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

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Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	1	1	2
Similar Schools	2	3	6

Academic Performance Index Growth by Student Group -- Three Year Comparison

Group	Actual API Change 2008-09	Actual API Change 2009-10	Actual API Change 2010-11
All Students at the School	24	36	9
Hispanic or Latino	18	39	11
Socioeconomically Disadvantaged	24	31	8
English Learners	18	42	18
Students with Disabilities		-23	78

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	Number of Students	2011 Growth API	Number of Students	2011 Growth API	Number of Students	2011 Growth API
All Students at the School	328	743	3,104	793	4,683,676	778
Black or African American	5		32	815	317,856	696
American Indian or Alaska Native	5		24	797	33,774	733
Asian	1		39	924	398,869	898
Filipino	0		9		123,245	859

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Hispanic or Latino	312	741	2,202	749	2,406,749	729
Native Hawaiian or Pacific Islander	0		3		26,953	764
White	4		730	909	1,258,831	845
Two or More Races	0		54	872	76,766	836
Socioeconomically Disadvantaged	326	742	1,938	743	2,731,843	726
English Learners	269	739	1,715	734	1,521,844	707
Students with Disabilities	63	674	485	676	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	Yes

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page at <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement Implementation	2006-2007	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		61.5%

Instructional Planning and Scheduling

Professional Development

The primary areas of professional development are literacy across the curriculum, using technology in the classroom, and support for district initiatives: READ 180, 3D, AVID, and professional development to support implementation of the Common Core State Standards. Professional development is selected using student achievement data, as well as based on individual teacher needs. Professional development is offered as an integral part of site based Professional Learning Communities (PLC), during the school year in workshops with leading experts in the area literacy across the curriculum, conferences, as well as individual mentoring. Teachers are supported in a variety of ways including through in-class coaching, in PLCs, and teacher-principal or teacher-coach meetings.