

# Franklin Elementary School

## 2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

<b>School Name</b>	Franklin Elementary School
<b>Street</b>	120 South Emerald Avenue
<b>City, State, Zip</b>	Modesto, CA 95351-1197
<b>Phone Number</b>	(209) 574-8112
<b>Principal</b>	Catherine Mullins
<b>Email Address</b>	mullins.c@monet.k12.ca.us
<b>School Website</b>	franklin.mcs4kids.com
<b>County-District-School (CDS) Code</b>	50711676052690

## 2023-24 District Contact Information

<b>District Name</b>	Modesto City School District
<b>Phone Number</b>	(209) 574-1500
<b>Superintendent</b>	Sara Noguchi, Ed.D
<b>Email Address</b>	MummaSolorio.L@monet.k12.ca.us
<b>District Website</b>	www.mcs4kids.com

## 2023-24 School Description and Mission Statement

School Mission Statement: Franklin Elementary School empowers students to reach their full potential through a safe, supportive, and inclusive environment while promoting academic excellence, social-emotional growth, and community involvement.

The aim of staff development at Franklin Elementary is to increase the skills and knowledge needed to implement effective teaching strategies in a safe, supportive, and nurturing environment.

School Vision Statement: At Franklin Elementary School, we prepare students for success in college and career through a challenging academic experience, while fostering a collaborative and welcoming school community.

School Description: Franklin Elementary School is an urban, public school located in west Modesto, California, approximately one mile from the District's central office, which was the original location of Franklin Elementary School. Our enrollment is 789 students in Transitional Kindergarten through sixth grade. Additionally, we have 94 Head Start and State Preschool children on our campus, for a school wide enrollment of 883 students.

Our campus is diverse and comprised of approximately 81% Hispanic or Latino, 4.0% Asian, 3.0% White, and 4.0% African American. 46.0% of our students are second language learners, 8.5% of our students have a diagnosed learning disability, and 97.5% are socioeconomically disadvantaged. Franklin Elementary has 48 certificated staff members and 40 classified staff.

Franklin Elementary is a generational school where the veteran faculty are now proudly teaching the children of former Franklin students. Many of the teachers have advanced graduate degrees and certificates (i.e. Masters) and our support staff members are passionate about meeting the academic, behavioral, and social-emotional needs of our students. Additionally, our dedicated Resource Specialists, Instructional Paraprofessionals, Instructional Coach, Itinerant Professionals (School Psychologist, Speech Therapist, Library Assistant, Mental Health Clinicians, Student Assistant Specialist, Family Support Specialist, Nurse, Health Clerks, Prep Providers, Computer Literacy, and Music teachers), and two site administrators work together with families and the community in a collaborative partnership to build a positive school community and strengthen student achievement.

## 2023-24 School Description and Mission Statement

Our large campus houses 35 Transitional Kindergarten through Sixth Grade classrooms, one Head Start class, three Preschool classes, a library, a resource classroom, three intervention centers, and two computer labs. Our emphasis on literacy is reinforced by three MTSS Intervention Instructional Paraprofessionals, four Title I Instructional Paraprofessionals, and a District MTSS Instructional Coach who all work closely with classroom teachers in using research-based intervention programs to support struggling readers in grades K-6. Teachers provide targeted intervention during the school day, as well as after school tutoring in the RISE (Rigorous Intervention for Student Excellence) program to promote proficiency in reading comprehension and fluency. The After School Education and Safety (ASES) program provides homework support, enrichment opportunities, performing arts, and sports activities for approximately 350 students. Our Healthy Start program offers parenting, nutrition, and empowerment classes and connects families to a variety of community services. Our collaborative network of business and community partnerships enables Franklin students to receive mentoring and additional literacy support. Collectively, we endeavor to: (1) provide each student with a relevant educational experience that addresses real-world problems; (2) cultivate life-long learners; and (3) develop a respectful and responsible citizenry.

The instructional program at Franklin is built upon an infrastructure of Response to Intervention (RTI). We believe that all students can, and will, learn at high levels in a safe, supportive, and nurturing environment. In Tier I, students are taught through high-quality and research-based instruction in all areas, but focusing particularly on English Language Arts curriculum and standards. In Tier 2, every student is strategically placed into intervention reading groups, using data, and are given differentiated small-group instruction based on their reading levels. This allows all students to receive the instruction they need to continue to grow in the ELA standards. Students needing additional support receive Tier 3 interventions from a Resource Specialist or Instructional Paraprofessional. The focus on Tier 3 is for those who have not responded to all other interventions.

Franklin embraces the Peace Builder philosophy, which includes several tiers of support, including Restorative Practices. Teachers use the district-adopted materials in English Language Arts, Mathematics, Science, and Social Studies. The school also has two computer labs, which are used to teach students keyboarding, word processing, and presentation skills. In addition, the school has three reading intervention centers, which are used to provide students with reading intervention support throughout the day.

During the 2018/19 school year, all 2nd Grade teachers received professional development from DataWORKS in Explicit Direct Instruction (EDI) with a focus on English Language Learners. This professional development model focused on Learning Objectives, Student Engagement, Checking for Understanding, and the various phases of effective EDI lessons. In addition, all K-3 teachers continued to receive support in Dynamic Indicators of Basic Early Literacy Skills (DIBELS), which is an assessment/evaluation tool used to help teachers recognize the needs of our youngest readers.

Migrant Education/Title Part C supplemental instructional and support services are provided to the Modesto City Schools migrant students through a Memorandum of Understanding with the Merced County Office of Education/Migrant Education Region 3. These services are directly provided by Migrant Education Region 3 staff to preschool and elementary students. Migrant Education supplemental instructional services are provided through a combination of site and home base models. Migrant students are identified and recruited by two Support Services Liaisons that are housed at Pearson Education Center. The current migrant student eligibility list is maintained on a monthly basis and is cross referenced with the district student data base to keep student lists current. The Supportive Services Liaisons additionally provide referrals for supplemental health and social services to migrant families identified in the Modesto City Schools attendance area. The migrant parents assist the district and region in evaluating migrant educational services through their participation in the Migrant Parent Advisory Committee that meets six times per year. Migrant Education services are determined each year in collaboration with the Modesto City Schools District to maintain or modify them based on a review of prior year services and funding allocations.

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	125
Grade 1	116
Grade 2	125
Grade 3	90
Grade 4	123
Grade 5	85
Grade 6	102
Total Enrollment	766

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	50%
Male	50%
American Indian or Alaska Native	0.3%
Asian	4.8%
Black or African American	4.2%
Filipino	0.1%
Hispanic or Latino	80.7%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	3.7%
White	2.9%
English Learners	46.3%
Foster Youth	0.3%
Homeless	1.2%
Migrant	0.7%
Socioeconomically Disadvantaged	96.5%
Students with Disabilities	7.4%

A. Conditions of Learning

State Priority: Basic

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	28.90	93.54	614.30	89.07	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	11.60	1.69	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	3.23	13.70	1.99	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	31.90	4.64	12115.80	4.41
<b>Unknown</b>	1.00	3.23	17.90	2.61	18854.30	6.86
<b>Total Teaching Positions</b>	30.90	100.00	689.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	28.70	95.32	608.70	88.15	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	14.20	2.06	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	20.90	3.03	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.40	1.39	32.70	4.75	11953.10	4.28
<b>Unknown</b>	1.00	3.32	13.90	2.01	15831.90	5.67
<b>Total Teaching Positions</b>	30.10	100.00	690.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.40
Total Out-of-Field Teachers	0.00	0.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.5	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.2	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

### 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Governing Board recognizes that students' educational opportunities are enhanced when they have sufficient access to high-quality textbooks, equipment and other instructional materials for each of the subjects they are studying. To adequately support the Board-approved curriculum, instructional materials must also be up to date. For further information about the selection and adoption of instructional materials at all Modesto City Schools, please reference Board Policies 6161, 6161.1, and 6161.11. All board policies are located at <https://www.mcs4kids.com/district/board/board-policies/board-policies>.

Year and month in which the data were collected	November 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
<b>Reading/Language Arts</b>	World of Wonders, Maravillas, Wonders, Wonder Works, 2017	Yes	0
<b>Mathematics</b>	SWUN Math, 2020	Yes	0
<b>Science</b>	Discovery Ed, 2019	Yes	0
<b>History-Social Science</b>	Studies Weekly, 2019	Yes	0

## School Facility Conditions and Planned Improvements

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are included within this report. The results of this survey are available at the District Office and on the internet at [mcs4kids.com](http://mcs4kids.com).

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

### Age of School/Buildings:

This school has classrooms, a cafeteria, library, an early childhood education program, family learning center and an administration office. The main campus was built in 1951 and opened in 1951.

### Maintenance and Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority. The school facility is in overall exemplary repair.

### Cleaning Process and Schedule:

The Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Maintenance & Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

### Deferred Maintenance:

The District participated in the State School Deferred Maintenance Program, which provided flexible state matching funds to assist school districts with expenditures for major repair or replacement of existing school facilities components. State contributions to this Program ended in the 2012-13 school year. Deferred Maintenance typically includes paving, roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting and floor systems. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund (Fund 01) to annually contribute \$2 million to Facility Maintenance (Fund 14) to be used for new construction and maintenance projects throughout the District, \$2 million to Routine Restricted Maintenance (Fund 14) for maintenance projects throughout the District and \$2 million to Facility Improvements (Fund 40) for the District's high schools. Identified needed repairs are weighed against all other District site repairs and the most urgent repairs are addressed first.

### Future campus updates:

The previous bond measure work is scheduled to begin during the summer of 2024. This plan includes a reconstruction/development of a safer alternative for parent and staff parking, student drop off/pick up and bus drop offs. In addition to the creation of new entrance/exits on the main roads, this proposal plans to build a new MPR, administrative building and redesign the campus building layouts to offer necessary updates to the campus. Additionally, multiple buildings will be redesigned to support other providers such as counselors and student support providers.

Data provided by LEA. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

**Year and month of the most recent FIT report**

9/2/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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School Facility Conditions and Planned Improvements				
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
X			

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	18	19	28	27	47	46
Mathematics (grades 3-8 and 11)	13	13	18	19	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	393	389	98.98	1.02	18.51
<b>Female</b>	203	201	99.01	0.99	21.89
<b>Male</b>	190	188	98.95	1.05	14.89
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	25	25	100.00	0.00	24.00
<b>Black or African American</b>	17	17	100.00	0.00	17.65
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	311	308	99.04	0.96	17.86
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	24	23	95.83	4.17	26.09
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	191	190	99.48	0.52	10.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	380	377	99.21	0.79	18.57
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	43	43	100.00	0.00	2.33

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	393	388	98.73	1.27	12.89
<b>Female</b>	203	201	99.01	0.99	11.94
<b>Male</b>	190	187	98.42	1.58	13.90
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	25	25	100.00	0.00	12.00
<b>Black or African American</b>	17	17	100.00	0.00	5.88
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	311	307	98.71	1.29	13.03
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	24	23	95.83	4.17	21.74
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	191	190	99.48	0.52	7.37
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	380	376	98.95	1.05	13.03
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	43	43	100.00	0.00	2.33

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	5.26	4.60	15.01	15.26	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	88	87	98.86	1.14	4.60
<b>Female</b>	40	40	100.00	0.00	2.50
<b>Male</b>	48	47	97.92	2.08	6.38
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	67	66	98.51	1.49	4.55
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	51	51	100.00	0.00	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	86	85	98.84	1.16	4.71
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	42.50%	90.80%	90.80%	93.10%	88.50%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

Dina Brambila (Healthy Start Coordinator) (209) 575-7365

Brenda Patton (Community Aide/ Attendance Liaison) (209) 574-8112

There are multiple opportunities for parent involvement. Through the Healthy Start Program, parents may participate in classes to learn about nutrition, CPR, First Aid, positive parenting, stress management, self-esteem, and strategies to assist in the education of their children. Other venues for parent involvement include: Parents Making A Difference Conference; bi-monthly Parent Café meetings, and the English Learner Advisory Committee (ELAC) informational meetings; the Promotoras Network group meets monthly and empowers parents to develop their 'voice' in the community; the Latino Family Literacy Project and Fit Families sessions encourage literacy, health, and fitness. Additional parent/student activities and events are held throughout the school year under the direction of the Healthy Start Coordinator.

Parents may also become involved in: the School Site Council meetings where the school plan and site needs are addressed; informal gatherings called the Franklin Family Fellowship where families discuss ideas for school improvement over breakfast; monthly Parent meetings are held to plan and promote family-oriented activities, including Family Movie/Literacy/Science Nights. Through these meetings, parents may also support fundraising activities, a Volunteer Luncheon to recognize the contributions of other parents and community members, and a host of other events designed to provide the parents/community with information about literacy and math, as well as intervention and enrichment services designed to promote student success. Currently, several teachers and parents are working together to develop a parent-teacher organization to support further the school's opportunities for student activities and parental involvement.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	858	812	271	33.4
Female	426	408	121	29.7
Male	432	404	150	37.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	40	39	10	25.6
Black or African American	40	34	18	52.9
Filipino	2	2	0	0.0
Hispanic or Latino	691	654	212	32.4
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	30	30	9	30.0
White	26	25	11	44.0
English Learners	393	380	117	30.8
Foster Youth	2	2	1	50.0
Homeless	25	20	14	70.0
Socioeconomically Disadvantaged	824	782	266	34.0
Students Receiving Migrant Education Services	13	13	3	23.1
Students with Disabilities	89	84	37	44.0

### C. Engagement

#### State Priority: School Climate

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

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

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.12	3.23	2.33	0.06	2.94	4.08	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.01	0.00	0.00	0.07	0.08



## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.33	0
Female	0.23	0
Male	4.4	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	2.5	0
Black or African American	2.5	0
Filipino	0	0
Hispanic or Latino	2.46	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	3.33	0
White	0	0
English Learners	2.29	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.43	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.37	0

## 2023-24 School Safety Plan

Franklin's five-member Safety Committee reviewed and updated the comprehensive School Safety Plan on September 28, 2023. Key elements in the plan include providing a secure campus, school crisis procedures, evacuation plans, and visitor policies. A copy of the plan is available for review on our district's webpage.

Once school has begun, all campus exterior gates are locked. When visitors enter campus, they must come into the office, register through the Raptor Visitor system, and wear a Visitor's sticker, which is dated and/or initialed by office staff. The school grounds are also monitored by our Campus Assistant and Yard Duty Supervisors who supervise the morning, lunch, and afternoon recess duty. Before and after school, the Campus Assistant, the student Safety Patrol members, and the adult Safety Patrol Coordinator serve as crossing guards in front of the school to help students and adults cross at the busy intersection. Students in the ASES Program are supervised until they are picked up by their parents by 6:00 PM. School wide fire/evacuation drills are held each month and at least three lockdown drills are conducted every year with two occurring during the 1st trimester.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	4	4	
1	17	2	3	
2	19	2	5	
3	19	1	4	
4	18	3	3	
5	24	2		3
6	24	1	3	
Other	9	4		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	3	5	
1	14	4	4	
2	17	2	4	
3	18	2	5	
4	15	3	3	
5	20	2	3	
6	21	2		2
Other	9	4		

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	3	5	0
1	19	2	4	0
2	18	2	5	0
3	18	1	4	0
4	20	4	1	1
5	17	3	0	1
6	22	2	1	1
Other	8	9	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	1.5

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	15728.02	6109.59	9618.43	130323.93
District	N/A	N/A	11121.82	
Percent Difference - School Site and District	N/A	N/A	-14.5	25.9
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A	3.0	38.2

## Fiscal Year 2022-23 Types of Services Funded

The Modesto City Schools Local Control and Accountability Plan (LCAP) provides detailed information on actions, services, and expenditures that support and assist students. Actions, services, and expenditures funded through past year LCAPs can be found here: <https://www.mcs4kids.com/o/mcs/page/lcff-and-lcap>. The most recent LCAP can be found here: <https://www.mcs4kids.com/o/mcs/page/lcff-and-lcap>. While the LCAP is designed to support the educational progress of all students, there are specific actions and services principally directed toward meeting the needs of our unduplicated students in closing the achievement gap.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	67185.00	54906.00
Mid-Range Teacher Salary	95865.00	80703.00
Highest Teacher Salary	124545.00	109418.00
Average Principal Salary (Elementary)	139709.00	137703.00
Average Principal Salary (Middle)	142971.00	143760.00
Average Principal Salary (High)	164175.00	159021.00
Superintendent Salary	295437.00	319443.00
Percent of Budget for Teacher Salaries	29.20%	30.35%
Percent of Budget for Administrative Salaries	5.18%	4.87%

## Professional Development

Professional development in MCS is data driven using research-based best practices to ensure our students receive a guaranteed and viable curriculum in every grade, in every school. We use formative and summative data to drive our instructional decisions and focus for professional development. To this end, we utilize multiple structures to provide high-quality professional development to our staff including: summer training, preservice-days, district wide professional development days, after school workshops, Saturday workshops, substitute-release days, instructional coaching, Induction and intern mentor

Professional Development

programs, Peer Assistance Review (PAR) program, as well as an Administrative Induction Program. For the fourth year, MCS has provided the opportunity for 1% compensation for certificated and management who choose to complete an extra twelve hours of professional development outside of their normal work day. We offer the same incentive for classified, but at a flat rate compensation of \$400 for the first 6 hours and \$400 for the second 6 hours of voluntary professional development hours.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, English Learners, and building our capacity as professionals. This has been in addition to the needed training in new adoptions, curriculum and standard updates and the like. The professional development is sustained through site administration, district and site level instructional coaches, and intervention specialists. The Curriculum and Instruction & Professional Development Division is tasked with increasing the quality and quantity of professional development provided to classified, certificated, and managers alike.

Coming out of the COVID closures, we have focused our efforts on our Instructional Core:

- Instructional Core Vision: Every student deserves a guaranteed instructional program, not by chance, but by design, including Board-adopted curriculum, researched-based best practices, and authentic relationships and assessments that guide instruction.
- Supporting All Learners: Intentionally planning lessons with consideration for strategies, scaffolds, and interventions that create equitable learning opportunities for all students.
- Board-adopted Curriculum: Intentionally utilizing the currently adopted curriculum to ensure equitable access for all students to rigorous content standards. Understanding how the curriculum design supports students’ progression over time.
- Engaging Students using Language and Literacy: Designing lessons that engage and support all learners by providing daily opportunities to interact with content through reading, writing, listening, and speaking.
- Professional Learning Communities: PLCs are the vehicle we use to guarantee the success of the Instructional Core. Fully engaging in the process of identifying what students need to learn, how it is to be taught, what to do if they don’t reach mastery, and what to do if they excel, with regular review of student formative data to guide instruction.

All learners means every student regardless of gender, socio-economic level, at-risk status, racial, ethnic, or cultural background, exceptional ability, disability, or Limited English Proficiency.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	10	