

Franklin Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Franklin Elementary School
Street	2385 Trousdale Dr.
City, State, Zip	Burlingame, CA 94010
Phone Number	(650) 259-3850
Principal	Anne Cildir
E-mail Address	acildir@burlingameschools.org
Web Site	https://fes-bsd-ca.schoolloop.com/
CDS Code	41 68882 6043541

District Contact Information	
District Name	Burlingame Elementary School District
Phone Number	(650) 259-3800
Superintendent	Maggie MacIsaac
E-mail Address	mmacisaac@bsd.k12.ca.us
Web Site	www.bsd.k12.ca.us

Principal's Message (School Year 2016-17)

Franklin Elementary is a small neighborhood school supported by a closeknit community. As represented in our school vision, children are at the heart of our efforts. The staff, district, parents, and community, work together to prepare students for the future, both academically and socially. A few carefully selected, high-quality programs help us focus our efforts and provide continuity throughout the school. We are currently working towards full implementation of the Common Core Standards in Reading/Language and Math. Common Core is a set of standards developed by the federal government in the hopes of unifying education standards nationwide. Standards-based instruction in all areas is the focus at Franklin. Standards provide teachers with a common language and assist in providing a balanced curriculum for all students. Schoolwide goals are made as a team and are based on analysis of student work, testing data, and collaboration. This focus reinforces our efforts in guiding creators, leaders and thinkers through their educational experience in Burlingame.

Anne Cildir, Principal

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

Grade Level	Number of Students
Kindergarten	92
Grade 1	90
Grade 2	111
Grade 3	95
Grade 4	109
Grade 5	112
Total Enrollment	609

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.3
Asian	33
Filipino	3.3
Hispanic or Latino	6.6
Native Hawaiian or Pacific Islander	0.2
White	50.6
Two or More Races	4.6
Socioeconomically Disadvantaged	3.4
English Learners	17.6
Students with Disabilities	3.6
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential		36	30	
Without Full Credential		0	0	
Teaching Outside Subject Area of Competence (with full credential)		0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners		0	
Total Teacher Misassignments *		0	
Vacant Teacher Positions		0	

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

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

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

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

Year and month in which data were collected:

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2013–2014 school year and whether those textbooks covered the California Content Standards.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Reading - Treasures - MacMillian / McGraw-Hill English/Language Arts 2010 2012	Yes	0
Mathematics	SWUN Math	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	California Science - Scott Foresman Science 2006 2007	Yes	0
History-Social Science	California Vistas - MacMillian/McGraw-Hill Social Studies 2005 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Franklin School was built in 1958. The building is clean, well maintained, and beautifully landscaped. Since 2007 the Burlingame School District, supported with bond measure money from the community, matching funds from the state, developer's fees, deferred maintenance, Prop 39, and general funds has spent \$12 million on new construction and remodeling. The school now enjoys new roofs, solar panels, a turf field, fully refurbished staff and student bathrooms, an outdoor shade structure, a new fire alarm, skylight replacements, all classrooms and office buildings were remodeled, exterior walk ways were replaced, the playground blacktop was resurfaced and new play structure installed, as well as, the front parking lot and front walkways were updated. 1.85 custodians work on varying shifts with two district gardeners and three district maintenance employees to maintain our facility. Franklin Elementary School is clean, maintained, and in good repair.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Parking lot, playground blacktop were in need of repair. Repairs were made in the summer of 2016

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	82	83	75	80	44	48
Mathematics	88	88	72	76	34	36

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

CAASPP Test Results in ELA by Student Group

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	94	92	97.9	82.6
	4	111	109	98.2	86.1
	5	112	108	96.4	81.5
Male	3	50	48	96.0	79.2
	4	60	60	100.0	86.7
	5	64	62	96.9	77.4
Female	3	44	44	100.0	86.4
	4	51	49	96.1	85.4
	5	48	46	95.8	87.0
Asian	3	39	37	94.9	81.1
	4	43	43	100.0	85.7
	5	36	35	97.2	85.7
Hispanic or Latino	3	11	11	100.0	63.6
	5	11	11	100.0	36.4
White	3	38	38	100.0	86.8
	4	50	49	98.0	85.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	51	49	96.1	85.7
Two or More Races	4	11	10	90.9	90.0
English Learners	3	20	19	95.0	68.4
	4	13	13	100.0	75.0
	5	14	12	85.7	25.0

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	94	92	97.9	91.3
	4	111	109	98.2	92.7
	5	112	108	96.4	80.6
Male	3	50	48	96.0	87.5
	4	60	60	100.0	91.7
	5	64	62	96.9	79.0
Female	3	44	44	100.0	95.5
	4	51	49	96.1	93.9
	5	48	46	95.8	82.6
Asian	3	39	37	94.9	97.3
	4	43	43	100.0	97.7
	5	36	35	97.2	94.3
Hispanic or Latino	3	11	11	100.0	72.7
	5	11	11	100.0	27.3
White	3	38	38	100.0	89.5
	4	50	49	98.0	91.8
	5	51	49	96.1	83.7
Two or More Races	4	11	10	90.9	70.0
English Learners	3	20	19	95.0	84.2
	4	13	13	100.0	100.0
	5	14	12	85.7	50.0

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	93	84	88	88	84	83	60	56	54

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

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

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

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	112	107	95.5	87.9
Male	64	61	95.3	85.3
Female	48	46	95.8	91.3
Asian	36	35	97.2	88.6
Hispanic or Latino	11	11	100.0	54.6
White	51	48	94.1	91.7
English Learners	14	11	78.6	54.6

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.8	33	45.9

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

We have a very active Parent Teacher Association and Franklin Dad's Club that plan and prepare many school wide events throughout the year in support of building community at Franklin. Each classroom has a lead room representative to contact all parents and assure success with field trips, class projects, and school wide activities. There are many opportunities to volunteer, including yard duty, library support, and other community events.

Parents may join our School Site Council and assist with the implementation of our annual school site goals. The Burlingame Community for Education (BCE) is a district foundation that supports the school district's goals.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.3	0.3	0.5	0.6	0.5	0.9	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Our School Safety Plan is reviewed annually and copies are in all classrooms and the school office. The Big Five Drills are conducted monthly throughout the year with the support of the Central County Fire Department. The Safety Plan is reviewed with staff throughout the year and was last updated in October 2016. The plan is also reviewed annually with our School Site Council and through the parent weekly bulletin.

All classrooms are equipped with emergency supply backpacks, and there are emergency supplies on campus. Our parent volunteers updates disaster supplies annually.

All staff wear picture identification badges while on campus. Visitors to campus must first sign in at the school office and receive an orange visitor badge that is to be worn while on campus. Visitors must sign out upon their departure. Staff and parent volunteers supervise the school playground during recess, lunch, and dismissal times.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement*		Year 1
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	66.7

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23		5		22	1	3		22	1	3	
1	23		4		22		5		22		5	
2	22		5		23		4		23		4	
3	23		4		21	1	4		21	1	4	
4	29		3		28		4		28		4	
5	32		4		32		3		32		3	

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.3	N/A
Social Worker	0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	0.8	N/A
Other	1.0	N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,487	\$2,297	\$6,190	\$72,448
District	N/A	N/A	\$6,148	\$71,605
Percent Difference: School Site and District	N/A	N/A	0.7	1.2
State	N/A	N/A	\$5,677	\$71,610
Percent Difference: School Site and State	N/A	N/A	9.0	1.2

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

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,517	\$44,507
Mid-Range Teacher Salary	\$74,159	\$68,910
Highest Teacher Salary	\$88,644	\$88,330
Average Principal Salary (Elementary)	\$131,180	\$111,481
Average Principal Salary (Middle)	\$133,313	\$115,435
Average Principal Salary (High)		\$113,414
Superintendent Salary	\$191,080	\$169,821
Percent of Budget for Teacher Salaries	45%	39%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

We believe that ongoing professional development is the hallmark of our educational system in Burlingame. Teachers and administrators review student achievement data and choose topics relating to the most pressing issues from the previous year. Our teachers attend conferences outside the district and workshops within the district. Faculty meetings include professional development activities, and the staff collaborates on a regular basis.