Jack Franscioni Elementary School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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/.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Jack Franscioni Elementary School
Street	779 Orchard Ln.
City, State, Zip	Soledad, CA 93960
Phone Number	831.678.6340
Principal	Mrs. Laura Cortez
E-mail Address	lcortez@soledad.k12.ca.us
Web Site	www.soledadusd.org
CDS Code	27 75440 0111088

District Contact Information	
District Name	Soledad Unified School District
Phone Number	831.678.3987
Superintendent	Dr. Rupi Boyd
E-mail Address	rboyd@soledad.k12.ca.us
Web Site	www.soledad.k12.ca.us

School Description and Mission Statement (Most Recent Year)

The mission of Jack Franscioni School is to work as a team to make this an exceptional school in which students are given the opportunity to reach their full potential, and their academic, social, and developmental needs are met. Our school motto, "Academic Success is Non-negotiable" explains that teachers, students, administrators, and parents work together to ensure all students are successful. Teachers, parens, students and administrators work collaboratively to identify student needs and make adjustments or improvements as needed. Great focus is placed on initiatives that will drive student success. Teachers, staff and administrators take part in continues professional development such as lesson studies, instructional walk throughs, and data analysis. Common core standards have been fully implemented in all subject areas. Local assessments are administered and analyzed during PLC meetings. PBIS maintains a healthy and positive school climate where students can thrive socially and emotionally.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	77
Grade 1	84
Grade 2	79
Grade 3	88
Grade 4	82
Grade 5	77
Grade 6	76
Total Enrollment	563

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.0
Asian	2.0
Filipino	1.2
Hispanic or Latino	89.7
Native Hawaiian orPacific Islander	0.2
White	5.0
Two or More Races	0.7
Socioeconomically Disadvantaged	84.7
English Learners	55.8
Students with Disabilities	12.1

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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	25	23	20	185
Without Full Credential	0	0	4	16
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	96.59	3.41
High-Poverty Schools in District	96.59	3.41
Low-Poverty Schools in District	0.00	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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: June 2014

Every student has a textbook that is in good condition and consistent with the content and cycles of the curriculum frameworks adopted by the State board of Education.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2009 - Houghton Mifflin Reading California Medallion Edition for grades K-6 in English. ELD is Pearson Language Central for grades K-6 in English and ELA Intervention is Sopris West Language! Fourth Edition for Grades 4-6 in English. A textbook inventory was conducted in June 2014. All students are provided a textbook or instructional material as determined by the verification of classroom instructional material inventory surveys. All textbooks are state-adopted and standards-based.	Yes	0
Mathematics	2009 - Houghton Mifflin California Math Edition for grades K-6 in English. Houghton Mifflin Technology, Destination Math for intervention for grades 4-6 in English. A textbook inventory was conducted in June 2014. All students are provided a textbook or instructional material as determined by the verification of classroom instructional material inventory surveys. All textbooks are state-adopted and standards-based.	Yes	0
Science	2008 - Scott Foresman California Science Edition for grades K-5 in English. In 6th grade they have Pearson Scott Foresman: Focus on Earth Science California Edition in English. A textbook inventory was conducted in June 2014. All students are provided a textbook or instructional material as determined by the verification of classroom instructional material inventory surveys. All textbooks are state-adopted and standards-based.	Yes	0
History-Social Science	2006 - McMillian/McGraw-Hill California Vistas for grades K-5 in English. 6th grade is McDougal Littell World History: Ancient Civilizations in English. A textbook inventory was conducted in June 2014. All students are provided a textbook or instructional material as determined by the verification of classroom instructional material inventory surveys. All textbooks are state-adopted and standards-based.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school facility has ten modules, main office facility, and multipurpose/cafeteria module. Our main office facility houses the health clerk's office, conference rooms, school offices, library, science lab, computer lab, and staff lounge. A team of custodians provide regular cleaning. The district provides maintenance and grounds staff for routine upkeep and care. All buildings are in good repair; the campus is maintained to assure that it is clean, safe, and functional. Our campus environment is clean and well maintained and thus fully supports teaching and learning. A work order process is in place to attend to maintenance issues in a timely manner with urgent and emergency repairs given top priority. We have adequate classroom and playground space for our students.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: November 14, 2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	No Findings
Interior: Interior Surfaces	[X]	[ ]	[ ]	No Findings
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	None
Electrical: Electrical	[X]	[ ]	[ ]	No Findings
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	No Findings
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	No Findings
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	Minor repairs needed. All deficiencies will be repaired by 12/31/14
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	Repairs needed. All deficiencies will be repaired by 12/31/14

Overall Facility Rating (Most Recent Year)

Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
	[ ]	[X]	[ ]	[ ]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**								
	School			**District**			**State**		
	2011-12	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**
Science (grades 5, 8, and 10)	43	51	59	50	52	49	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Student at the School	59
Male	65
Female	50
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	57
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	60
English Learners	37
Students with Disabilities	73
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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 for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	41	51	50	38	42	43	54	56	55
Mathematics	59	61	59	40	44	45	49	50	50
History-Social Science				28	30	34	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	3	4	5
Similar Schools	6	9	8

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

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

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	41	32	-4
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	46	31	0
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	44	32	-7
English Learners	44	24	5
Students with Disabilities	80	78	-30

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.

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 English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.3	29.2	22.2

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 (Most Recent Year)

Parents are invited to be active participants in their child's education. They are encouraged to join the Parent Teacher Organization (PTO), the School Site Council (SSC), and English Learner Advisory Committee (ELAC). Parents can visit our school on: nights of our Parent University classes, First Day of School Celebration, Back to School Nights, Open House, Family Literacy Nights, Family Math Nights, Winter Program and Spring Program and Art Fair. Volunteering in the classrooms is another option that parents can be active participants.

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	9.1	1.6	1.0	10.1	7.4	3.8	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.0	0.2	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

The Jack Franscioni School Safety Plan is closely coordinated with the District Safety Plan, with specific details geared to the layout and geography of the school site. The plan is updated yearly by school site staff, community, and the District Leadership Team. All SB187 Comprehensive School Safety Plan Matrix Requirements and Planning Responsibilities are reviewed to ensure compliance, including assessment of current status of school crime, child abuse reporting procedures, disaster procedures, routine and emergency, policies related to suspension, expulsion or mandatory expulsion and other school-designated serious acts which could lead to suspension or expulsion, notification to teachers, sexual harassment policy, school wide dress code, safe egress and ingress of pupils, parents and school employees to and from school, safe and orderly school environment, rules and procedures, and holding a public meeting. Currently, as part of a district-wide grant we are participants in a walk-to-school with parent and safely riding bikes to school program.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2007-2008
Year in Program Improvement*	Year 4	Year 3
Number of Schools Currently in Program Improvement	---	5
Percent of Schools Currently in Program Improvement	---	62.5

Note: Cells with "---" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	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	26.7	0	3	0	25	1	3		26		3	
1	26	0	3	0	28		3		29		3	
2	23.7	1	2	0	21	1	3		27		3	
3	24	0	2	0	16	2	3		18	2	3	
4	32	0	2	0	17	2	2		21	2		2
5	31.5	0	1	1	20	2		2	19	2	1	1
6	31	1	0	2	21	2		2	19	2	1	1

Note: 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 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	1	---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (Paraprofessional)	0.69	---
Psychologist	0.5	---
Social Worker	0	---
Nurse	0.125	---
Speech/Language/Hearing Specialist	1.25	---
Resource Specialist	0.25	---
Other	0	---

Note: Cells with "---" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7,747	3,566	4,181	67,018
District	---	---	4,570	$63,059
Percent Difference: School Site and District	---	---	-5%	11%
State	---	---	$4,690	$63,037
Percent Difference: School Site and State	---	---	N/A	-1%

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

The following types of services are provided to Jack Franscioni School students from categorical funding:

Gifted and Talented Education – Students meeting the district's GATE criteria receive a differentiated program, within their classroom, focusing on depth and complexity to meet their special needs.
Special Education – Speech and language services, Special Day Class, and Resource Specialist Classroom are offered at this site.
Title I – Funds are used to meet the needs of low-achieving students enrolled in the highest povery schools.
Title III - Funds are used to assist English Learners to acquire English and achieve grade-level standards.
Migrant Education – Migrant students in need of additional services are served by Migrant Program services.
Tobacco-Use Prevention Education – These funds are used to purchase instructional materials relating to tobacco-use prevention.
Economic Impact Aid – These funds are used to support additional programs and services for English learners and economically disadvantaged students.
School Library Materials – These funds are used for site-level improvement and library material needs.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,047	$38,920
Mid-Range Teacher Salary	$62,366	$59,803
Highest Teacher Salary	$90,568	$78,096
Average Principal Salary (Elementary)	$91,008	$95,836
Average Principal Salary (Middle)	$99,965	$99,849
Average Principal Salary (High)	$101,579	$107,599
Superintendent Salary	$130,000	$151,912
Percent of Budget for Teacher Salaries	39	37
Percent of Budget for Administrative Salaries	5	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

The staff members at Jack Franscioni School are provided with a variety of professional development opportunities. The staff development plan is created with input from staff and School Site Council members. Our needs for professional development are based on on-going data analysis of our students' mastery of standards. All professional development training days are also aligned with the Single School Plan and the district's mission, goals and objectives. Mentor teachers provide assistance and trainings for the new teachers. New teachers are given support individually and in group sessions. On early release Thursdays our teachers mix grade levels and attend professional learning communities, and learn specific techniques, skills, or theories that are unique to their needs. Some of the topics of focus during professional development are: teaching students in poverty areas, engagement strategies, language arts, math, technology in the classroom, classroom management for class size reduction, Accelerated Reader, how to manage problematic students, explicit direct instruction, and brain research.