

# Jack Francioni Elementary School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Jack Francioni Elementary School
<b>Street</b>	779 Orchard Ln.
<b>City, State, Zip</b>	Soledad, CA 93960
<b>Phone Number</b>	831.678.6340
<b>Principal</b>	Leslie Davis
<b>E-mail Address</b>	ldavis@soledad.k12.ca.us
<b>Web Site</b>	jack.soledadusd.org
<b>CDS Code</b>	27 75440 0111088

<b>District Contact Information</b>	
<b>District Name</b>	Soledad Unified School District
<b>Phone Number</b>	831.678.3987
<b>Superintendent</b>	Timothy J. Vanoli
<b>E-mail Address</b>	tvanoli@soledad.k12.ca.us
<b>Web Site</b>	soledadusd.org

### School Description and Mission Statement (School Year 2017-18)

The vision of Jack Francioni School: We are a community of Life-long Learners, committed to excellence, each valued for our humanity, with the strength of one becoming a strength of all and the need of one eliciting the support of all.

The mission of Jack Francioni School is to send forth students who are prepared with positive strategies to meet the challenges of secondary school, college and careers, relationships, and life events. Our school motto, "PRIDE in Excellence" encourages teachers, students, administrators, and parents to work together to support the success of all students.

We place great focus is on initiatives meant to drive student success by school staff, students and parents, students working collaboratively to identify needs and adjust and improve instruction as needed. Teachers, staff and administrators take part in ongoing professional development. Common core standards have been fully implemented in all subject areas. Local assessments are administered and analyzed during Professional Learning Communities (PLC) meetings. It is our goal to maintain a healthy and positive school climate where students thrive socially and emotionally.

### Student Enrollment by Grade Level (School Year 2016-17)

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	72
Grade 1	72
Grade 2	72
Grade 3	81
Grade 4	101
Grade 5	102
Grade 6	91
<b>Total Enrollment</b>	<b>591</b>

### Student Enrollment by Group (School Year 2016-17)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	0.3
American Indian or Alaska Native	0
Asian	2.4
Filipino	1.4
Hispanic or Latino	91.2
Native Hawaiian or Pacific Islander	0
White	4.1
Two or More Races	0.2
Socioeconomically Disadvantaged	95.4
English Learners	53.5
Students with Disabilities	15.1
Foster Youth	0.3

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
<b>With Full Credential</b>	19	20	25	198
<b>Without Full Credential</b>	5	5	3	15
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	8

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments *</b>	0	0	0
<b>Vacant Teacher Positions</b>	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.

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

**Year and month in which data were collected:** June 2016

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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	2016 - Houghton Mifflin Harcourt California Journeys with ELD Edition for grades K-5 in English. 2016- 6th Grade uses Houghton Mifflin Harcourt California Collections with ELD. A textbook inventory was conducted in June 2017. Reading intervention program is Sopris West Language! Fourth Edition Levels A-F in English and 2017-Houghton Mifflin Hartcourt READ 180 CA Universal ELA/ELD for Grades 4-6.. All students are provided a textbook or instructional materials as determined by the verification of classroom instructional material inventory surveys - All textbooks are state-adopted and standards-based.	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Mathematics</b>	2015 - Houghton Mifflin California Go Math (grades K-5 in English). 2016- 6th Grade has CA Go Math Middle School Edition. New Common Core Standards aligned. Adoption also has a Technology component called Think Central. A textbook inventory was conducted in June 2017. All students are provided a textbook or instructional material as determined by the verification of classroom instructional material inventory surveys.	Yes	0
<b>Science</b>	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 2017. 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
<b>History-Social Science</b>	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 2017. 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
<b>Foreign Language</b>	N/A		N/A
<b>Health</b>	N/A		N/A
<b>Visual and Performing Arts</b>	N/A		
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		N/A

#### 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 room, school offices, library, computer lab, and staff lounge. A team of custodians provides 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. Data is collected continuously throughout the year using SchoolDude, the work order system. The annual FIT (Facilities Inspection Tool) completed in April, 2017 confirmed the school's status in safe condition with only minor maintenance required.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 4/13/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			No findings
<b>Interior:</b> Interior Surfaces	X			No findings
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			No findings
<b>Electrical:</b> Electrical	X			No findings
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			No findings
<b>Safety:</b> Fire Safety, Hazardous Materials	X			No findings
<b>Structural:</b> Structural Damage, Roofs	X			No findings
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No findings

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 4/13/2017				
Overall Rating	Exemplary	Good	Fair	Poor
		X	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. 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); 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 Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	39	36	32	32	48	48
Mathematics (grades 3-8 and 11)	28	21	20	18	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	380	376	98.95	36.44
Male	215	212	98.6	28.3
Female	165	164	99.39	46.95
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	345	341	98.84	34.9
White	19	19	100	47.37
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	359	355	98.89	35.77
English Learners	264	262	99.24	29.01
Students with Disabilities	103	100	97.09	18
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	380	373	98.16	21.45
Male	215	210	97.67	17.62
Female	165	163	98.79	26.38
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	345	338	97.97	20.41
White	19	19	100	21.05
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	359	352	98.05	20.74
English Learners	264	259	98.11	16.22
Students with Disabilities	103	99	96.12	4.04
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	70	45	41	32	60	56

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

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

## 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.8	24.8	19.8

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 State priority: Parental Involvement (Priority 3):

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

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

Parents 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 and Spring Concerts and the Art Fair. Volunteering in the classrooms, in the office and for ongoing PTO events are additional ways for parents to be active participants in our school community.

### 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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0	1.4	2.2	3.2	3.9	4.3	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

The Jack Francioni 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 administrators, School Site Council and community members, 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 ingress and egress of students, parents and school employees, rules and procedures for a safe and orderly school environment, and procedures for holding a public meeting. The plan has been updated with an addendum guiding the After 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.

### Federal Intervention Program (School Year 2017-18)

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	N/A	5
Percent of Schools Currently in Program Improvement	N/A	62.5

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

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

Grade Level	2014-15				2015-16				2016-17			
	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	24		3		23		3		24		3	
1	24		3		24		3		24		3	
2	20	3	1		24		3		24		3	
3	25		3		24		3		25		3	
4	27		3		25	1	3		26	1	3	
5	22	2	2		29		3		29		3	
6	25	1	2		20	2	2		26	1	3	
Other									6	1		

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 2016-17)

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	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.5	N/A
Social Worker	0	N/A
Nurse	0.125	N/A
Speech/Language/Hearing Specialist	1.25	N/A
Resource Specialist	1	N/A
Other	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 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,904.00	\$1,581.00	\$5,323.22	65,000
District	N/A	N/A	\$10,495	\$67,532
Percent Difference: School Site and District	N/A	N/A	-49.3	-3.7
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	-19.0	-6.7

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

**Types of Services Funded (Fiscal Year 2016-17)**

The following types of services are provided to Jack Francioni 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 poverty 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 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,942	\$44,144
Mid-Range Teacher Salary	\$68,143	\$69,119
Highest Teacher Salary	\$98,957	\$86,005
Average Principal Salary (Elementary)	\$101,348	\$106,785
Average Principal Salary (Middle)	\$106,971	\$111,569
Average Principal Salary (High)	\$130,051	\$121,395
Superintendent Salary	\$187,200	\$178,104
Percent of Budget for Teacher Salaries	30%	34%
Percent of Budget for Administrative Salaries	7%	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)

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The staff members at Jack Francioni School are provided with a variety of professional development opportunities. There are 5 district wide full day staff professional development opportunities as well as monthly district wide grade level collaboration days. The staff has weekly PD on Tuesday and weekly collaboration on Wednesdays. The staff development plan is created with input from site and District staff and is reviewed and approved by the School Site Council members. Our needs for professional development are based on on-going data analysis of our students' mastery of standards and the individual needs of our staff members. All professional development training days are also aligned with the Single School Plan, the LCAP 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 groups. On early release Wednesdays, our teachers collaborate in Professional Learning Communities (PLCs) as single or mixed grade levels, 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, English Language learning strategies, student engagement strategies, language arts, math, technology in the classroom, classroom management strategies, Accelerated Reader, and the latest educational research.