

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

District Contact Information	
District Name	Soledad Unified School District
Phone Number	831.678.3987
Superintendent	Mr. Jorge Guzman
E-mail Address	jzguzman@soledad.k12.ca.us
Web Site	soledadusd.org

#### School Description and Mission Statement (School Year 2016-17)

The mission of Jack Francioni 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" where teachers, students, administrators, and parents work together to ensure all students experience success. Great focus is placed 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 2015-16)

Grade Level	Number of Students
Kindergarten	70
Grade 1	71
Grade 2	71
Grade 3	85
Grade 4	93
Grade 5	91
Grade 6	70
Total Enrollment	551

#### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.2
Asian	2.5
Filipino	1.1
Hispanic or Latino	90.6
Native Hawaiian or Pacific Islander	0
White	4.7
Two or More Races	0.4
Socioeconomically Disadvantaged	66.8
English Learners	57.5
Students with Disabilities	13.6
Foster Youth	0.4

## 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	20	19	20	
Without Full Credential	4	5	5	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 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	78.3	21.7
All Schools in District	78.1	21.9
High-Poverty Schools in District	78.1	21.9
Low-Poverty Schools in District	0.0	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: 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 for Grades K-5 in English. 6th Grade has Houghton Mifflin Harcourt California Collections with ELD in English. ELA Intervention is Sopris West Language! Fourth Edition for Grades 4-6 in English. A textbook inventory was conducted in June 2016. 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>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 2016. 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 2016. 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 2016. 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 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. Data is collected continuously throughout the year (work orders).

### 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: July 2016				
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			None
<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: July 2016				
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	27	39	28	32	44	48
Mathematics	23	28	19	20	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	87	83	95.4	26.5
	4	94	94	100.0	31.9
	5	89	89	100.0	49.4
	6	72	71	98.6	50.7
Male	3	54	51	94.4	23.5
	4	57	57	100.0	22.8
	5	45	45	100.0	42.2
	6	40	39	97.5	38.5
Female	3	33	32	97.0	31.3
	4	37	37	100.0	46.0
	5	44	44	100.0	56.8
	6	32	32	100.0	65.6
Hispanic or Latino	3	80	76	95.0	23.7
	4	85	85	100.0	30.6
	5	78	78	100.0	48.7
	6	65	64	98.5	48.4
Socioeconomically Disadvantaged	3	67	63	94.0	25.4
	4	74	74	100.0	29.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	73	73	100.0	49.3
	6	60	59	98.3	49.1
English Learners	3	39	37	94.9	5.4
	4	38	38	100.0	23.7
	5	26	26	100.0	11.5
	6	18	18	100.0	11.1
Students with Disabilities	3	21	20	95.2	10.0
	4	23	23	100.0	17.4
	5	11	11	100.0	
	6	18	18	100.0	

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	87	83	95.4	26.5
	4	94	94	100.0	27.7
	5	89	89	100.0	29.2
	6	72	71	98.6	31.0
Male	3	54	51	94.4	21.6
	4	57	57	100.0	24.6
	5	45	45	100.0	28.9
	6	40	39	97.5	28.2
Female	3	33	32	97.0	34.4
	4	37	37	100.0	32.4
	5	44	44	100.0	29.6
	6	32	32	100.0	34.4
Hispanic or Latino	3	80	76	95.0	25.0
	4	85	85	100.0	24.7
	5	78	78	100.0	32.0
	6	65	64	98.5	26.6
Socioeconomically Disadvantaged	3	67	63	94.0	28.6

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	74	74	100.0	21.6
	5	73	73	100.0	30.1
	6	60	59	98.3	30.5
English Learners	3	39	37	94.9	8.1
	4	38	38	100.0	10.5
	5	26	26	100.0	15.4
	6	18	18	100.0	5.6
Students with Disabilities	3	21	20	95.2	13.0
	4	23	23	100.0	
	5	11	11	100.0	
	6	18	18	100.0	

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)	54	70	45	48	41	32	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	90	88	97.8	45.5
Male	46	44	95.7	50.0
Female	44	44	100.0	40.9
Hispanic or Latino	79	77	97.5	42.9
Socioeconomically Disadvantaged	74	72	97.3	43.1
English Learners	27	26	96.3	3.9
Students with Disabilities	11	9	81.8	11.1

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	14.9	18.4	35.6

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)**

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 for parents to 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	1.0	0.0	1.4	3.8	3.2	3.9	4.4	3.8	3.7
<b>Expulsions</b>	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)

The Jack Frascioni 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.

## 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
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2008-2009	2007-2008
<b>Year in Program Improvement*</b>	Year 4	Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	5
<b>Percent of Schools Currently in Program Improvement</b>	N/A	62.5

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+
<b>K</b>	26		3		24		3		24		3	
<b>1</b>	29		3		24		3		24		3	
<b>2</b>	27		3		20	3	1		20	3	1	
<b>3</b>	28		3		25		3		25		3	
<b>4</b>	35			2	27		3		27		3	
<b>5</b>	33		1	1	22	2	2		22	2	2	
<b>6</b>	22	2	1	1	25	1	2		25	1	2	
<b>Other</b>	16	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 2015-16)**

<b>Title</b>	<b>Number of FTE Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0.69	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	0.25	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 2014-15)**

<b>Level</b>	<b>Expenditures Per Pupil</b>			<b>Average Teacher Salary</b>
	<b>Total</b>	<b>Supplemental/ Restricted</b>	<b>Basic/ Unrestricted</b>	
School Site	6,823	1,786	5,037	65,000
District	N/A	N/A	9,536	\$65,900
Percent Difference: School Site and District	N/A	N/A	-47.2	-1.4
State	N/A	N/A	\$5,677	\$67,348
Percent Difference: School Site and State	N/A	N/A	-11.3	-3.5

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

**Types of Services Funded (Fiscal Year 2015-16)**

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 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,604	\$42,063
Mid-Range Teacher Salary	\$66,158	\$64,823
Highest Teacher Salary	\$96,075	\$84,821
Average Principal Salary (Elementary)	\$99,790	\$101,849
Average Principal Salary (Middle)	\$96,020	\$107,678
Average Principal Salary (High)	\$125,049	\$115,589
Superintendent Salary	\$180,000	\$169,152
Percent of Budget for Teacher Salaries	31%	35%
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)**

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.