

Jack Franscioni Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, the county, and the state. 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 (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	Dr. Patricia Moreno
E-mail Address	pmoreno@soledad.k12.ca.us
Web Site	jack.soledadusd.org
Grades Served	K-6
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	soledadusd.org

School Description and Mission Statement (Most Recent Year)

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" explains that teachers, students, administrators, and parents work together to ensure all students are successful. Teachers, parents, 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 continuous 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 2014-15)

Grade Level	Number of Students
Kindergarten	72
Grade 1	72
Grade 2	81
Grade 3	85
Grade 4	85
Grade 5	75
Grade 6	69
Total Enrollment	539

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Asian	2.2
Filipino	1.3
Hispanic or Latino	89.4
White	6.1
Two or More Races	0.4
Socioeconomically Disadvantaged	86.6
English Learners	51.8
Students with Disabilities	13.4
Foster Youth	0.2

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	23	20	19	181
Without Full Credential	0	4	5	34
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	91.3	8.7
All Schools in District	92.4	7.6
High-Poverty Schools in District	92.4	7.6
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 2015-16)

Year and month in which data were collected: June 2015

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 2015. 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	2015 - Houghton Mifflin California Go Math (grades K-6 in English). New Common Core Standards aligned. Adoption also has a Technology component called Think Central. A textbook inventory was conducted in June 2015. All students are provided a textbook or instructional material as determined by the verification of classroom instructional material inventory surveys.	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 2015. 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 2015. 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. 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 in which data were collected: September 14, 2015				
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			No findings
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Fill in holes in grass playing fields. Room 5 - broken window. Holes filled in on 9/15/15. Window repaired on 9/15/15.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: September 14, 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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	27	28	44
Mathematics	23	19	33

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 Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	79	78	98.7	38	40	13	9
	4	85	84	98.8	56	23	15	6
	5	75	70	93.3	36	30	23	11
	6	66	65	98.5	34	34	26	5
Male	3		50	63.3	40	40	12	8
	4		42	49.4	67	26	2	5
	5		39	52.0	46	33	15	5
	6		39	59.1	44	31	18	5
Female	3		28	35.4	36	39	14	11
	4		42	49.4	45	19	29	7
	5		31	41.3	23	26	32	19
	6		26	39.4	19	38	38	4
Asian	3		3	3.8	--	--	--	--
	4		2	2.4	--	--	--	--
	5		3	4.0	--	--	--	--
	6		2	3.0	--	--	--	--
Filipino	4		1	1.2	--	--	--	--
	5		2	2.7	--	--	--	--
	6		1	1.5	--	--	--	--
Hispanic or Latino	3		70	88.6	41	40	13	6
	4		72	84.7	58	24	14	4
	5		61	81.3	39	30	21	10
	6		57	86.4	37	33	26	2
White	3		5	6.3	--	--	--	--
	4		8	9.4	--	--	--	--
	5		3	4.0	--	--	--	--
	6		5	7.6	--	--	--	--
Two or More Races	5		1	1.3	--	--	--	--
Socioeconomically Disadvantaged	3		67	84.8	43	39	9	9
	4		73	85.9	62	23	12	3
	5		59	78.7	39	27	24	10
	6		58	87.9	34	34	24	5
English Learners	3		43	54.4	51	42	2	5
	4		34	40.0	79	12	9	0
	5		22	29.3	68	27	5	0
	6		21	31.8	76	19	0	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	3		11	13.9	91	9	0	0
	4		8	9.4	--	--	--	--
	5		15	20.0	87	7	7	0
	6		10	15.2	--	--	--	--
Students Receiving Migrant Education Services	3		1	1.3	--	--	--	--
	4		2	2.4	--	--	--	--
	6		1	1.5	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	79	78	98.7	38	32	22	8
	4	85	84	98.8	38	45	15	1
	6	66	65	98.5	40	34	18	6
Male	3		50	63.3	44	26	22	8
	4		42	49.4	40	48	12	0
	6		39	59.1	46	31	15	5
Female	3		28	35.4	29	43	21	7
	4		42	49.4	36	43	19	2
	6		26	39.4	31	38	23	8
Asian	3		3	3.8	--	--	--	--
	4		2	2.4	--	--	--	--
	6		2	3.0	--	--	--	--
Filipino	4		1	1.2	--	--	--	--
	6		1	1.5	--	--	--	--
Hispanic or Latino	3		70	88.6	40	34	23	3
	4		72	84.7	42	42	15	1
	6		57	86.4	42	35	18	4
White	3		5	6.3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		8	9.4	--	--	--	--
	6		5	7.6	--	--	--	--
Socioeconomically Disadvantaged	3		67	84.8	43	31	19	6
	4		73	85.9	44	41	14	1
	6		58	87.9	38	36	17	7
English Learners	3		43	54.4	49	30	21	0
	4		34	40.0	59	29	12	0
	6		21	31.8	76	19	0	0
Students with Disabilities	3		11	13.9	73	27	0	0
	4		8	9.4	--	--	--	--
	6		10	15.2	--	--	--	--
Students Receiving Migrant Education Services	3		1	1.3	--	--	--	--
	4		2	2.4	--	--	--	--
	6		1	1.5	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	49	54	70	51	48	41	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	41
All Students at the School	70
Male	77
Female	62
Asian	--
Filipino	--
Hispanic or Latino	66
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	26
Students with Disabilities	68
Foster Youth	--

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.10	22.50	31.00

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.55	0.99	0.00	7.45	3.81	3.18	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.16	0.02	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

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 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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

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	2012-13				2013-14				2014-15			
	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	25	1	3		26		3		24		3	
1	28		3		29		3		24		3	
2	28		3		27		3		20	3	1	
3	23		3		28		3		25		3	
4	25	1	2		35			2	27		3	
5	36			2	33		1	1	22	2	2	
6	24	2		2	22	2	1	1	25	1	2	
Other					16	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 2014-15)

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)	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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	5,447.32	2,462.53	2,984.79	61,796
District	N/A	N/A	4,882.54	\$65,288
Percent Difference: School Site and District	N/A	N/A	-38.9	-5.3
State	N/A	N/A	\$5,348	\$65,267
Percent Difference: School Site and State	N/A	N/A	-44.2	-5.3

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

Types of Services Funded (Fiscal Year 2014-15)

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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,729	\$40,379
Mid-Range Teacher Salary	\$64,861	\$62,323
Highest Teacher Salary	\$94,191	\$81,127
Average Principal Salary (Elementary)	\$94,648	\$99,192
Average Principal Salary (Middle)	\$103,963	\$91,287
Average Principal Salary (High)	\$105,642	\$112,088
Superintendent Salary	\$150,000	\$159,821
Percent of Budget for Teacher Salaries	35%	36%
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 (Most Recent Three Years)

The staff members at Jack Francioni 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.