

# **Benjamin Franklin Elementary**

## **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)**

<b>School Contact Information</b>	
<b>School Name</b>	Benjamin Franklin Elementary
<b>Street</b>	19661 Orange Terrace Parkway
<b>City, State, Zip</b>	Riverside, CA 92508-3256
<b>Phone Number</b>	(951) 571-6502
<b>Principal</b>	Dawn L. Smith
<b>E-mail Address</b>	dsmith@rusd.k12.ca.us
<b>Web Site</b>	
<b>Grades Served</b>	K-6
<b>CDS Code</b>	33-67215-6109011

District Contact Information	
District Name	Riverside Unified
Phone Number	(951) 788-7135
Superintendent	David C. Hansen, Ed.D.
E-mail Address	dchansen@rusd.k12.ca.us
Web Site	www.rusd.k12.ca.us

### School Description and Mission Statement (Most Recent Year)

#### MISSION

The mission of Benjamin Franklin Elementary is to foster the creative minds, healthy bodies, and ethical spirits needed to contribute wisdom, compassion and leadership to society. Our academic program is rigorous and constantly evolving; we lead students to be flexible and take responsibility for learning and good choices. Franklin Flyers are respectful; they resolve conflicts honestly and fairly, right their wrongs, and celebrate learning each day.

#### VISION

Benjamin Franklin Elementary aspires to be a school community in which:

Teachers and staff hold all students to the highest expectations that will prepare them to read, compute, and think critically at levels that prepare them for success on all measures of accountability as well as college and career.

Students learn not just academic content, but the value and joy inherent in learning. They develop perseverance, flexibility, a commitment to becoming the very best they can be, and an understanding of their role and responsibility in an increasingly connected world. They feel safe and cared for on campus, and we teach character skills.

Families commit and work toward the development of the school as a community. They understand the synergistic nature of working together for the benefit of all children. Families support their own child's success and contribute to the financial and volunteer needs of the school.

#### COLLECTIVE COMMITMENTS

-We commit to literacy and numeracy by 3rd grade as our primary focus, as these skills are the gateway to learning. By extension, we commit to reading for comprehension and conceptual understanding of mathematics at grade level rigor for all students.

-We commit to the highest standard of communication with our parents and community.

-We commit to a flexible and open-minded approach for teaching and learning that utilizes the best technology and research available to us.

-We commit to personal integrity, a positive attitude, and the highest caliber of professionalism in all areas.

### Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	96
Grade 1	127
Grade 2	102
Grade 3	135
Grade 4	109
Grade 5	130
Grade 6	139
Total Enrollment	838

### Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	7.2
American Indian or Alaska Native	0.8
Asian	8
Filipino	2
Hispanic or Latino	32.7
Native Hawaiian or Pacific Islander	1
White	44.7
Two or More Races	1.7
Socioeconomically Disadvantaged	27.2
English Learners	4.9
Students with Disabilities	9.4
Foster Youth	0.5

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	35	34	34	1855
Without Full Credential	0	0	0	1
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
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	93.6	6.4
<b>High-Poverty Schools in District</b>	93.3	6.7
<b>Low-Poverty Schools in District</b>	95.0	5.0

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:** 10/2015

The table displays information collected in October 5, 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Comprehensive curriculum (ELA, Math, Science, History-Social Science) Pearson: Opening the World of Learning (OWL) adopted in 2015.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Macmillan McGraw-Hill: California Treasures, K-2 (Adopted in 2013) Houghton Mifflin Reading: A Legacy of Literacy, 3-6 (Adopted in 2002) Scholastic - Read 180/System 44 (Adopted in 2010)	Yes	0%
<b>Mathematics</b>	Pearson Education: enVision Math California Common Core 2015, K-6	Yes	0%
<b>Science</b>	McGraw Hill: California Science, K-6 (Adopted in 2007)	Yes	0%
<b>History-Social Science</b>	Harcourt: Reflections, K-6 (Adopted in 2006)	Yes	0%
<b>Visual and Performing Arts</b>	Elementary Music Program and Standards-based Arts Lessons	Yes	0%

## School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 1992  
 Last Modernized: 2004  
 Lot Size: 10 Acres  
 21 Permanent Classrooms  
 12 Relocatable Classrooms  
 Completely Air Conditioned  
 Library  
 Outdoor/Indoor Cafeteria

“Riverside Unified School District maintains both 5 and 15 year major maintenance plans for all schools. These plans are located at the District’s Maintenance and Operations Office and are available for review.”

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities. Franklin Elementary School completed their school site inspection on 04/09/15.

Franklin has a full time custodial staff who along with other district personnel maintain the grounds and facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

# of Work Orders = 374  
 Labor Hours = 1,113.22  
 Assessed Value of Work = \$45,129.35

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

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 4/9/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 4/9/2015				
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	58	43	44
Mathematics	57	33	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	139	139	100.0	19	25	28	27
	4	108	108	100.0	22	27	27	24
	5	130	129	99.2	22	16	40	22
	6	142	140	98.6	17	21	44	18
Male	3		82	59.0	24	24	24	27
	4		63	58.3	24	33	24	19
	5		62	47.7	27	13	35	24
	6		70	49.3	19	26	43	13
Female	3		57	41.0	12	26	33	28
	4		45	41.7	20	18	31	31
	5		67	51.5	16	19	43	21
	6		70	49.3	16	17	44	23
Black or African American	3		9	6.5	--	--	--	--
	4		8	7.4	--	--	--	--
	5		9	6.9	--	--	--	--
	6		10	7.0	--	--	--	--
American Indian or Alaska Native	3		1	0.7	--	--	--	--
	4		3	2.8	--	--	--	--
Asian	3		11	7.9	18	45	9	27
	4		10	9.3	--	--	--	--
	5		12	9.2	17	8	50	25
	6		9	6.3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Filipino	4		3	2.8	--	--	--	--
	5		3	2.3	--	--	--	--
	6		6	4.2	--	--	--	--
Hispanic or Latino	3		41	29.5	22	29	27	22
	4		29	26.9	34	21	31	14
	5		47	36.2	23	19	45	13
	6		40	28.2	15	25	40	20
Native Hawaiian or Pacific Islander	3		2	1.4	--	--	--	--
	4		1	0.9	--	--	--	--
	5		1	0.8	--	--	--	--
	6		1	0.7	--	--	--	--
White	3		73	52.5	16	21	30	33
	4		53	49.1	23	32	26	19
	5		48	36.9	21	10	40	29
	6		63	44.4	21	19	46	14
Two or More Races	3		1	0.7	--	--	--	--
	5		5	3.8	--	--	--	--
	6		4	2.8	--	--	--	--
Socioeconomically Disadvantaged	3		38	27.3	29	29	24	18
	4		28	25.9	39	39	7	14
	5		38	29.2	29	26	24	21
	6		30	21.1	27	33	27	13
Students with Disabilities	3		16	11.5	56	19	13	13
	4		7	6.5	--	--	--	--
	5		17	13.1	100	0	0	0
	6		16	11.3	69	31	0	0
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
<b>All Students</b>	<b>3</b>	139	139	100.0	15	17	43	24
	<b>4</b>	108	108	100.0	14	34	31	21
	<b>5</b>	130	129	99.2	25	28	19	28
	<b>6</b>	142	140	98.6	11	30	28	31
<b>Male</b>	<b>3</b>		82	59.0	17	17	41	24
	<b>4</b>		63	58.3	17	25	37	21
	<b>5</b>		62	47.7	26	26	18	31
	<b>6</b>		70	49.3	11	29	30	30
<b>Female</b>	<b>3</b>		57	41.0	12	18	46	25
	<b>4</b>		45	41.7	9	47	22	22
	<b>5</b>		67	51.5	24	30	21	25
	<b>6</b>		70	49.3	10	31	26	33
<b>Black or African American</b>	<b>3</b>		9	6.5	--	--	--	--
	<b>4</b>		8	7.4	--	--	--	--
	<b>5</b>		9	6.9	--	--	--	--
	<b>6</b>		10	7.0	--	--	--	--
<b>American Indian or Alaska Native</b>	<b>3</b>		1	0.7	--	--	--	--
	<b>4</b>		3	2.8	--	--	--	--
<b>Asian</b>	<b>3</b>		11	7.9	0	18	55	27
	<b>4</b>		10	9.3	--	--	--	--
	<b>5</b>		12	9.2	17	42	17	25
	<b>6</b>		9	6.3	--	--	--	--
<b>Filipino</b>	<b>4</b>		3	2.8	--	--	--	--
	<b>5</b>		3	2.3	--	--	--	--
	<b>6</b>		6	4.2	--	--	--	--
<b>Hispanic or Latino</b>	<b>3</b>		41	29.5	27	20	34	20
	<b>4</b>		29	26.9	21	48	24	7
	<b>5</b>		47	36.2	28	32	19	21
	<b>6</b>		40	28.2	10	28	35	28
<b>Native Hawaiian or Pacific Islander</b>	<b>3</b>		2	1.4	--	--	--	--
	<b>4</b>		1	0.9	--	--	--	--
	<b>5</b>		1	0.8	--	--	--	--
	<b>6</b>		1	0.7	--	--	--	--
<b>White</b>	<b>3</b>		73	52.5	11	15	44	30
	<b>4</b>		53	49.1	15	32	32	21
	<b>5</b>		48	36.9	23	19	23	35



Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		63	44.4	13	29	30	29
Two or More Races	3		1	0.7	--	--	--	--
	5		5	3.8	--	--	--	--
	6		4	2.8	--	--	--	--
Socioeconomically Disadvantaged	3		38	27.3	18	21	50	11
	4		28	25.9	32	36	25	7
	5		38	29.2	34	32	16	18
	6		30	21.1	13	43	23	20
Students with Disabilities	3		16	11.5	50	25	13	13
	4		7	6.5	--	--	--	--
	5		17	13.1	100	0	0	0
	6		16	11.3	56	31	13	0
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.

#### 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)	76	83	84	56	60	58	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	58
All Students at the School	84
Male	86
Female	83
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	79
White	84
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	70
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.

### 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 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.10	29.50	38.80

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)

There are many opportunities for parental involvement at Benjamin Franklin Elementary School, beginning with our Benjamin Franklin Parent Teacher Organization. The PTO supports various school events such as the Welcome Tea, Book Fair, Red Ribbon Week, Read Across America, and many other family-oriented events such as the Father/Daughter Dance and Mother /Son Sports Day. They also raise money to fund field trips, assemblies, awards, and science camp.

School Site Council is another opportunity for parents to participate in the development of student centered programs and the monitoring of instructional programs. Our English Learner Advisory Committee serves the needs of the parents of our English Learners and includes them into the educational process and how to support their children in the acquisition of the English language. Parents are also invited to volunteer in their child's classroom. When children see their parents participating at the school, they recognize that school is an important part of their lives and that a good education is a family value. Parents can contact the school at 951-571-6502 for more information.

## 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
<b>Suspensions</b>	2.89	1.29	1.02	4.82	4.50	4.37	5.07	4.36	3.80
<b>Expulsions</b>	0.00	0.00	0.00	0.25	0.18	0.22	0.13	0.10	0.09

### School Safety Plan (Most Recent Year)

The School Site Council or its delegate is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Assistant Superintendent of Operations to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by March 1 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, and lockdown drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

## 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
<b>Made AYP Overall</b>	Yes	Yes	Yes
<b>Met Participation Rate: English-Language Arts</b>	Yes	Yes	Yes
<b>Met Participation Rate: Mathematics</b>	Yes	Yes	Yes
<b>Met Percent Proficient: English-Language Arts</b>	N/A	N/A	N/A
<b>Met Percent Proficient: Mathematics</b>	N/A	N/A	N/A
<b>Met Attendance Rate</b>	Yes	Yes	Yes
<b>Met Graduation Rate</b>	N/A	Yes	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
<b>Program Improvement Status</b>		In PI
<b>First Year of Program Improvement</b>		2007-2008
<b>Year in Program Improvement*</b>		Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	22
<b>Percent of Schools Currently in Program Improvement</b>	N/A	73.3

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	23		4		26		5		21	1	4	
1	32		3		27		3		28		4	
2	27	1	3		25	1	5		21	1	4	
3	30		4		27		4		25		5	
4	31	1		4	27	1	4		23	1	4	
5	30		4		32		2	2	30		4	
6	27	1	4		30	1	1	3	30	1	1	3
Other	28		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)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.18	N/A
Speech/Language/Hearing Specialist	0	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 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	4,937	834	4,104	79,634
District	N/A	N/A	\$4,709	\$79,035
Percent Difference: School Site and District	N/A	N/A	-15.8	-4.6
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	-25.8	3.4

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

**Types of Services Funded (Fiscal Year 2014-15)**

Benjamin Franklin Elementary School received the following Categorical Program/Supplemental funds which can be used to provide the following services:

\$10,906 Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,695	\$43,165
Mid-Range Teacher Salary	\$73,295	\$68,574
Highest Teacher Salary	\$95,855	\$89,146
Average Principal Salary (Elementary)	\$119,572	\$111,129
Average Principal Salary (Middle)	\$126,482	\$116,569
Average Principal Salary (High)	\$137,354	\$127,448
Superintendent Salary	\$239,574	\$234,382
Percent of Budget for Teacher Salaries	41%	38%
Percent of Budget for Administrative Salaries	6%	5%

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

**Advanced Placement (AP) Courses (School Year 2014-15)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

\* Cells with N/A values do not require data. Where there are student course enrollments.

**Professional Development (Most Recent Three Years)**

Professional development is an ongoing effort at Benjamin Franklin Elementary School. Areas for Professional Development are determined from student achievement data and staff surveys. During the 2012-13 school year teachers participated in a variety of Professional Development offerings through the school site as well as the District. These trainings included the following:

1. Grammar and Writing
2. RTI Model Training for all grade levels, including PAVII at first grade
3. Grade Level planning for the units of study, concept mapping in mathematics and diagnosing results of online learning programs
4. Targeting English Learners (ongoing)
5. Personalized Learning with Gooru, Haiku, Dreambox
6. Formative Assessment DIBELS testing and assessments in Illuminate and Pearson Realize
7. Technology training in the use of new instructional technology and monitoring student data online.
8. CCSS implementation and academic vocabulary training, Socratic Seminar