Franklin Elementary School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://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 https://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).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Franklin Elementary School
Street	332 N. Township Road
City, State, Zip	Yuba City, CA 95993
Phone Number	(530) 822-5151
Principal	James Lohman
Email Address	jlohman@franklin.k12.ca.us
School Website	www.franklin.k12.ca.us
Grade Span	K-8
County-District-School (CDS) Code	51-71381-6053250

2025-26 District Contact Information

District Name	Franklin Elementary School District
Phone Number	(530) 822-5151
Superintendent	James Lohman
Email Address	jlohman@franklin.k12.ca.us
District Website	www.franklin.k12.ca.us

2025-26 School Description and Mission Statement

The School Accountability Report Card (SARC) serves as a vital communication tool for parents and community members, offering insights into Franklin Elementary School District's instructional programs, academic performance, facilities, and staff. Franklin School is proud of its longstanding tradition of academic excellence and welcomes the opportunity to share our educational vision and achievements with the broader community.

At Franklin School, we believe every student is unique and deserves access to a rich and rigorous educational experience. Our curriculum spans core subjects including language arts, mathematics, science, social studies, fine arts, and physical education. Through this comprehensive approach, students develop the skills necessary for success both in school and in life. We are fortunate to have a dedicated and experienced staff committed to making a meaningful difference in the lives of our students.

2025-26 School Description and Mission Statement

We recognize the essential role that parents and community members play in the success of our school. A deeper understanding of our educational programs, student achievement, and curriculum development fosters stronger partnerships and supports continuous improvement. If you have any questions or would like more information, please feel free to contact me directly at Franklin School.

Our Beliefs

Families are the primary influence in a child's development.
Academic proficiency, combined with strong social skills, enhances lifelong success.
Education is a shared responsibility among staff, students, families, and the community.
Personal accountability is key to developing responsible, productive citizens.
Goal-setting and achievement are valuable life experiences.
A safe, caring, and respectful environment is essential for optimal learning.
Hard work and perseverance build character.
Self-concept significantly influences life outcomes.
Every individual has intrinsic worth and value.

Mission Statement
Making a Difference for All Students!
Vision Statement
Our vision is to prepare all students for the future demands of career, college, and life in the 21st century. We are committed to providing an exceptional educational experience in a caring, engaging, safe, and healthy environment—built in partnership with families and the community. Our students will be technologically proficient and will develop creativity, collaboration, and problem-solving skills to consistently meet standards of excellence.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	20
Kindergarten	73
Grade 1	48
Grade 2	48
Grade 3	47
Grade 4	55
Grade 5	57
Grade 6	56
Grade 7	61
Grade 8	60
Total Enrollment	505

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7
Male	52.3
American Indian or Alaska Native	0.4
Asian	11.7
Black or African American	0.4
Hispanic or Latino	23.8
Native Hawaiian or Pacific Islander	0.2
Two or More Races	8.1
White	55.4
English Learners	7.7
Foster Youth	0.2
Homeless	0.4
Migrant	1.2
Socioeconomically Disadvantaged	25.7
Students with Disabilities	9.3

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.4	80.06	14.4	80.06	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.2	1.39	0.2	1.39	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0	11953.1	4.28
Unknown/Incomplete/NA	3.3	18.5	3.3	18.5	15831.9	5.67
Total Teaching Positions	18	100	18	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.1	81.86	17.1	81.86	231142.4	83.24
Intern Credential Holders Properly Assigned	1	4.76	1	4.76	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.1	0.81	0.1	0.81	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0	11746.9	4.23
Unknown/Incomplete/NA	2.6	12.52	2.6	12.52	14303.8	5.15
Total Teaching Positions	21	100	21	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.4	82.2	16.4	82.2	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0	0	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	3.5	17.75	3.5	17.75	13705.8	4.91
Total Teaching Positions	20	100	20	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.20	0.1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.20	0.1	0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.8	2.5	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	8.7	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Franklin Elementary School District sets a high priority on ensuring that current textbooks and materials are available to support the school's instructional program. On September 09, 2025 the Board of Trustees held a Public Hearing and determined that the District had sufficient and good quality textbooks and instructional materials pursuant to the settlement of Williams vs. the State of California. All textbooks at Franklin School are selected from a State-approved matrix and have been chosen by a committee of teachers, parents, and the administration. Adoptions are reviewed and formally approved by the District Board. Franklin School uses Wonders as the District adopted ELA/ELD program in grades K – 5. StudySync is the adopted ELA/ELD program for grades 6 - 8. In an attempt to align our math curriculum with the California Common Core Standards, the District adopted the College Preparatory Mathematics Program (CPM) in the 6th - 8th grades (adopted July 1, 2013) and GoMath for Grades K-5 (adopted July 1, 2014). This math curriculum utilizes problem-based learning where students explore, discuss, and make sense of mathematical concepts. A sufficient number of textbooks and instructional materials are purchased to ensure that each student, including English Learners, has access to their own copy of the standards-aligned textbook in all the core curricular areas. For grades 7th & 8th, the District has chosen to purchase additional textbooks or e-books to allow students to access a book at home to reduce the amount of weight they are carrying in their backpacks.

The Franklin Elementary School District is continually in the process of upgrading the technology that is available to both students and staff . During the past year a great deal of time and money has been spent to continually upgrade and enhance the computer network to ensure that it continues to meet the needs of the educational program. During the 2024-2025 school year the District maintained contracts for the following programs or services:

*Renaissance Place
*Barracuda Web Filter
*Eagle Software/Aeries
*Follett Software/Destiny Library Program
*SentinelOne Anti-Virus
*I-Ready Math & ELA data assessment
*IXL Math & ELA
*CPM Math
*ESGI
*Mystery Science
*Smart Technology Software
*Starfall
*Catapult CMS (Website)
*Catapult EMS (Emergency Management Service)

All classrooms have one-to-one Chromebook devices for student use. Currently, Franklin School has a total of over 750 computers on campus. All teachers have desktop computers and laptops. All classrooms have 75inch Interactive SmartBoards. Additional staff including the Technology Coordinator, lunch program supervisor, librarian, maintenance supervisor, intervention specialists, office staff, and administration have desktop computers. Some additional staff have laptops also.

Franklin School continues to employ a full time Technology Coordinator to oversee all computer systems on site and facilitate curriculum applications and deployments.

Year and month in which the data were collected	8/1/20

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders – McGraw - Hill Education (K-5) Adopted 2016 Study Sync- McGraw - Hill Education (6-8) Adopted 2016	0%
Mathematics	Go Math (K-5) Adopted 2014 College Preparatory Mathematics (CPM) Adopted 2013	0%
Science	Publisher: Amplify Education (K-5) Program: Amplify Science: California Integrated Course Model Adopted 2020 Publisher: Activate Learning (6-8) Program: IQWST California Edition Adopted 2020	0%
History-Social Science	Studies Weekly (K-5) Adopted 2020 Social Studies, McGraw Hill (6-8) Adopted 2019	0%

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

School Facility Conditions and Planned Improvements

In the summer of 2025, Franklin Elementary School District successfully completed construction on a new Modular Classroom Project designed to serve both Kindergarten and Transitional Kindergarten students. This $5 million initiative was made possible through significant support from the California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program, which funded approximately 80% of the total cost.
The project was completed in two key phases:
Increment #1 – Site Preparation
This phase involved all necessary site work to accommodate the installation of two modular classroom buildings, each measuring 72' x 40' and totaling 2,880 square feet.
Site work was performed by JPB Design, Inc., based in Orangevale, California, and included:

Demolition and pad preparation
Utility connections
Concrete installation
Fencing and landscaping
Construction of a new asphalt parking area adjacent to the buildings

Increment #2 – Modular Building Construction

School Facility Conditions and Planned Improvements

The design and construction of the modular classrooms were carried out by Meehleis Modular Buildings, Inc., located in Lodi, California. The Board of Trustees selected Meehleis for their high-quality modular construction, which features a slab-on-grade foundation—a notable upgrade from traditional modular designs.

Unlike typical modular buildings, much of the construction was completed on-site after the buildings were placed on their foundations. On-site work included:

Roofing and stucco
Installation of doors, cabinets, and flooring
Restroom construction
Ceilings, HVAC systems, lighting, and interior plumbing

Each modular building houses two individual classrooms, each equipped with its own instructional space, restroom, and handwashing station. Between the classrooms is a shared teacher work area, which includes:

Individual workstations for each teacher
An adult restroom
Custodial/storage space
A large sink
Extensive cabinetry and counter space

This project reflects Franklin School District's commitment to expanding early education opportunities and providing modern, functional learning environments for its youngest students.

Year and month of the most recent FIT report	January 9, 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Virtually all of the wall mounted HVAC units have been replaced at Franklin School over the past couple of years. In 2023 five roof top HVAC units were replaced on the Office Wing and duct work was repaired and painted. The roof top units on the Kindergarten Classroom Wing and Quad are next in line for replacement. These units are 20 years old, but due to regular preventative maintenance they are still still in good operating condition. The District will need to replace these roof top units within the next three to five years. .
Interior: Interior Surfaces	X			The interior surfaces in general are in very good shape. All interior surfaces are cleaned on a daily basis and deep cleaned during the summer. Interior painting is completed as needed during the summer.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			The custodial staff at Franklin School does an excellent job of keeping all classrooms and interior surfaces clean. All interior classrooms, bathrooms, offices, and the M.P. Building are cleaned daily. Minor pest/vermin infestations are dealt with in a timely fashion.
Electrical	X			Electrical systems are in excellent condition. Many of the building on campus are relatively new so the electrical systems are in very good shape. All lighting on campus has been upgraded to LED. The older electrical systems on campus were totally upgraded in 2003 during a major modernization project.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			The restrooms at Franklin School are well maintained. During the summer of 2023 the District replaced the bathroom partitions in the restroom that serves 1st -

School Facility Conditions and Planned Improvements

			3rd grade boys. It is the intention of the District to replace the girls partitions during the summer of 2025. The new Modular Classroom Project will add two new handicapped accessible drinking fountains, and six new classroom bathrooms for students.
Safety: Fire Safety, Hazardous Materials	X		The Asbestos Report on file in the District Office indicates that all asbestos has been removed from campus. All fire safety systems and extinguishers are inspected and charged on a regular basis. The new Modular Construction Project will install a new fire lane for access by fire department vehicles.
Structural: Structural Damage, Roofs	X		All of the asphalt roofs at Franklin School were replaced in 2003, during a modernization of the entire campus. While these roofs are expected to last 25 years, the District does a good job maintaining the asphalt roofing and it currently is only experiencing minor failure around roof penetrations. All failures are repaired in a timely manner.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		During the current school year, the playground area for K-3 students is somewhat limited due to the Modular Classroom Construction Project. This project will add new play areas, grass and field areas, landscaping, fencing, and hardscape. This project will be ready for use during the 2025-2026 school year.

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	63	58	63	58	47	48
Mathematics (grades 3-8 and 11)	61	57	61	57	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	339	333	98.23	1.77	58.26
Female	157	153	97.45	2.55	64.05
Male	182	180	98.90	1.10	53.33
American Indian or Alaska Native	--	--	--	--	--
Asian	39	39	100.00	0.00	64.10
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	78	75	96.15	3.85	48.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	31	31	100.00	0.00	67.74
White	187	184	98.40	1.60	60.33
English Learners	20	19	95.00	5.00	21.05
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	78	74	94.87	5.13	37.84
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	41	41	100.00	0.00	19.51

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	339	332	97.94	2.06	57.23
Female	157	152	96.82	3.18	50.66
Male	182	180	98.90	1.10	62.78
American Indian or Alaska Native	--	--	--	--	--
Asian	39	39	100.00	0.00	58.97
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	78	75	96.15	3.85	38.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	31	31	100.00	0.00	70.97
White	187	183	97.86	2.14	62.84
English Learners	20	19	95.00	5.00	10.53
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	78	74	94.87	5.13	31.08
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	41	41	100.00	0.00	26.83

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	40.37	31.62	40.37	31.62	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	118	117	99.15	0.85	31.62
Female	59	59	100.00	0.00	28.81
Male	59	58	98.31	1.69	34.48
American Indian or Alaska Native	0	0	0	0	0
Asian	16	16	100.00	0.00	37.50
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	32	31	96.88	3.12	19.35
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	62	62	100.00	0.00	33.87
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	21	100.00	0.00	23.81
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	14	14	100.00	0.00	21.43

B. Pupil Outcomes

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 area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	93.1	87.93	86.21	91.38	96.55
Grade 7	91.6	91.6	96.6	91.6	91.6
Grade 9	N/A	N/A	N/A	N/A	N/A

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

At Franklin Elementary School, we believe that parent involvement is a cornerstone of student success. A strong partnership between home and school helps ensure that students thrive academically and socially. Research consistently shows that when parents are informed, engaged, and active participants in their child's education, students perform at higher levels and develop a deeper connection to learning.

We are committed to keeping families informed about our educational programs and providing multiple opportunities for meaningful involvement. When parents collaborate with educators—whether through decision-making, volunteering, or supporting learning at home—students benefit in powerful ways.

Franklin parents are encouraged to participate in their child's education through the following opportunities:

Join the School Site Council (SSC)
Volunteer in classrooms
Participate in the Franklin School Parents' Club
Attend parent-teacher conferences
Join English Language Advisory Committee (ELAC) meetings
Attend school events and performances, including Awards Assemblies
Visit your child's classroom regularly
Provide a quiet, well-lit space for homework and study
Monitor homework completion
Complete the annual parent survey

For more information on how to get involved, please contact:
James Lohman, Superintendent/Principal
(530) 822-5151
jlohman@franklin.k12.ca.us

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	516	512	30	5.9
Female	246	244	19	7.8
Male	270	268	11	4.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	61	61	3	4.9
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	125	122	9	7.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	44	44	3	6.8
White	280	279	15	5.4
English Learners	47	47	2	4.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	153	152	18	11.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	58	57	3	5.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.79	0.58	0.78	0.79	0.58	0.78	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.78	0.00
Female	0.00	0.00
Male	1.48	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.80	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.07	0.00
English Learners	2.13	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.96	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.72	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Franklin School takes a great deal of pride in the fact that we provide students with a safe and organized environment in which to learn and play. Nothing is more important to us than providing students with a safe physical environment, coupled with a school climate that is free of violence, intimidation, fear, and shaming.

Because school safety is such a high priority, we are constantly in a state of evaluating and critiquing our safety procedures and policies. We regularly conduct safety inspections of the site and playground and make corrections as needed. The School Safety Plan is updated at the beginning of each school year and is reviewed with staff. The last update and review is taking place in Spring of 2026. Emergency Response Binders are located in all classrooms for immediate use during an emergency. These binders have copies of all the necessary forms and directions to utilize in an emergency situation.

The District recognizes that an effective communication network is an important aspect of student safety. Franklin Elementary School has a schoolwide telephone and message system to facilitate communication and increase student and staff safety. In addition, wireless radios allow instant communication between yard duty supervisors, custodians, office staff, and administration. In an effort to further enhance safety and the maintenance of student information, a student management software program is networked throughout the school and is utilized by both the office and teaching staff . This software program enables the staff to quickly retrieve student information in case of an emergency. The District also utilizes the services of an internet-based communication system that can access the school's database and automatically call all the listed emergency phone numbers with a prerecorded message in a very short period of time. This system is regularly used for general informational messages as well.

Exit maps are developed and clearly posted in all classrooms. When students are on the playground, adequate adult supervision is always provided. All playground supervisors have received training in CPR, first aid, school safety, and playground discipline. This team is continually watching children to ensure that they are conducting themselves in a safe and responsible manner.

All employees at Franklin School monitor those who enter and exit the school site. During the Fall of 2023 new fencing was installed in the front of the school. The new fencing forces all parents to enter campus through the office, allowing office personnel to monitor who is on campus at all times. Visitors are given badges that must be worn while they are on the school site. Access to the school site during the school day is also monitored by locking all gates after the start of the school day.

Fire, earthquake, bus evacuation, and disaster drills are conducted monthly throughout the school year. In the Fall of 2025 the Centegix Emergency Alert System in conjunction with Catapult EMS was implemented. All staff have a "panic" button on their person at all times. Staff can report that they need help, or that there is an emergency situation that requires a lockdown with the push of a button.

D. Other SARC Information | Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	2	6	0
1	24	0	6	0
2	23	0	6	0
3	25	0	6	0
4	26	0	14	0
5	29	0	15	0
6	29	0	12	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	0	4	0
1	25	0	4	0
2	25	0	4	0
3	24	0	4	0
4	27	0	12	0
5	27	0	12	0
6	30	0	10	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		4	
1	24		4	
2	24		4	
3	24		4	
4	28		12	
5	29		12	
6	28		13	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	14,352.00	3,962.00	10,390.00	$105,842
District	N/A	N/A	10,390.00	$99,655
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	$11,146	$85,291
Percent Difference - School Site and State	N/A	N/A	-3.6	10.6

Fiscal Year 2024-25 Types of Services Funded

During the 2024–2025 fiscal year, Franklin Elementary School District received funding from four primary sources:

Local Control Funding Formula (LCFF)
The State of California
The Federal Government
Local Sources

The majority of the district's revenue came through the LCFF, which serves as the foundational funding stream for California public schools. In addition to LCFF, Franklin School relied on state and federal categorical funds to support targeted programs and services. These funds are restricted in nature, meaning they must be used exclusively for the purposes for which they were allocated—often to serve specific student populations or programmatic needs.
Categorical funding supported initiatives such as:

Child nutrition
Instructional materials
Professional development
Technology upgrades

Franklin School also uses funds strategically to fund the following programs:

Reading Intervention Lab
Staff Development Opportunities
Classroom Aides
Library Aide
Books and Supplies
Two Intervention Teachers
Expanded After-School Program
English Language Development (ELD) Teacher

These investments reflect Franklin School's commitment to providing equitable and enriched learning experiences for all students.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$62,048	$55,248
Mid-Range Teacher Salary	$90,094	$80,746
Highest Teacher Salary	$115,329	$109,655
Average Principal Salary (Elementary)		$133,828
Average Principal Salary (Middle)		$142,253
Average Principal Salary (High)		
Superintendent Salary	$179,740	$155,954
Percent of Budget for Teacher Salaries	31.77%	25.26%
Percent of Budget for Administrative Salaries	2.8%	6.12%

Professional Development

Franklin Elementary School District is deeply committed to supporting instructional staff through meaningful professional development opportunities. The District utilizes a variety of formats and leverages both State and Federal funding to enhance the quality of its instructional programs through targeted professional learning.

In collaboration with the Sutter County Superintendent of Schools (SCSOS), Franklin has benefited from specialized training in academic vocabulary, English Language Development (ELD), Transitional Kindergarten, mathematics (aligned with the 2023 Math Framework), and science. As we prepare for a new math curriculum adoption, professional development focused on the updated Math Framework is a key priority. Additionally, our staff has engaged in school-wide initiatives centered on executive functioning and behavior support.

To foster collaboration and continuous improvement, Wednesday afternoons are designated for teacher collaboration. These sessions provide time for data analysis, student progress discussions, and refinement of Response to Intervention (RTI) strategies.

Throughout the school year, teachers are encouraged to pursue professional growth through conferences, college coursework, in-service trainings, and peer observations. These opportunities are designed to empower educators and enhance instructional practices across the District.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	36	36	36