

Benjamin Franklin Elementary

California Department of Education 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](#) 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

District Contact Information - Most Recent Year	
District Name	Glendale Unified
Phone Number	(818) 241-3111
Superintendent	Marc Winger
E-mail Address	mwinger@gusd.net
Web Site	www.gusd.net

School Contact Information - Most Recent Year	
School Name	Benjamin Franklin Elementary
Street	1610 Lake St.
City, State, Zip	Glendale, Ca, 91201-2610
Phone Number	818-243-1809
Principal	Vickie Atikian-Aviles, Principal
E-mail Address	vatikian@gusd.net
County-District-School (CDS) Code	19645686013676

Last updated: 1/25/2016

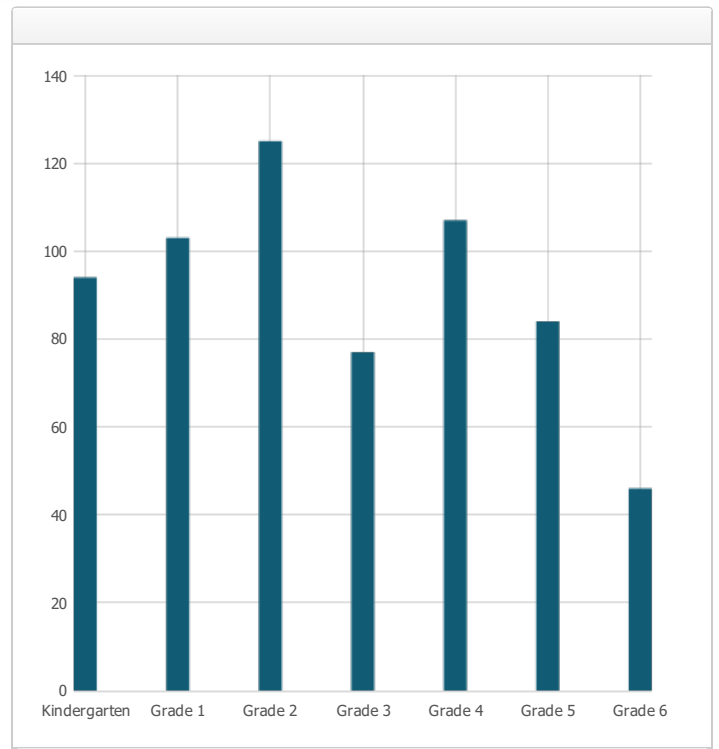
School Description and Mission Statement - Most Recent Year

As a unifying force in our culturally diverse community, Franklin Magnet School will provide a rigorous and relevant multilingual/multicultural curriculum that prepares students with a strong foundation for future learning and 21st century career readiness.

Last updated: 1/25/2016

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

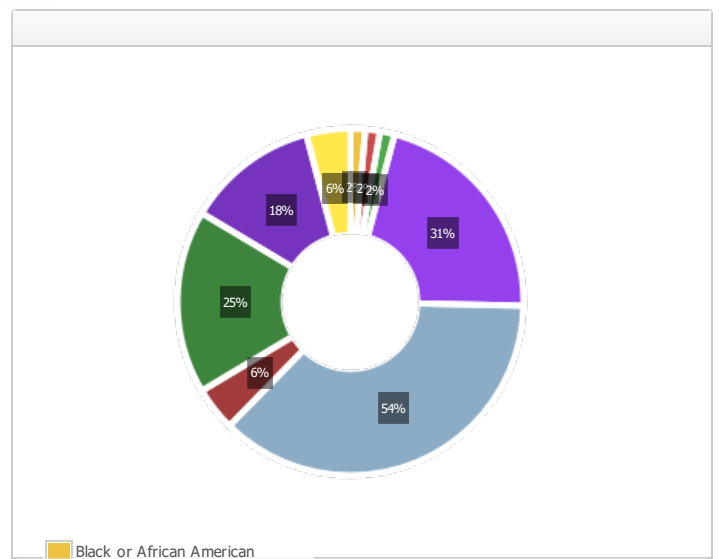
Grade Level	Number of Students
Kindergarten	94
Grade 1	103
Grade 2	125
Grade 3	77
Grade 4	107
Grade 5	84
Grade 6	46
Total Enrollment	636



Last updated: 1/25/2016

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

Student Group	Percent of Total Enrollment
Black or African American	2.8 %
American Indian or Alaska Native	0.0 %
Asian	2.4 %
Filipino	2.7 %
Hispanic or Latino	31.4 %
Native Hawaiian or Pacific Islander	0.2 %
White	54.2 %
Two or More Races	6.3 %
Socioeconomically Disadvantaged	25.5 %
English Learners	18.4 %
Students with Disabilities	6.1 %
Foster Youth	0.0 %



Last updated: 1/25/2016

A. Conditions of Learning

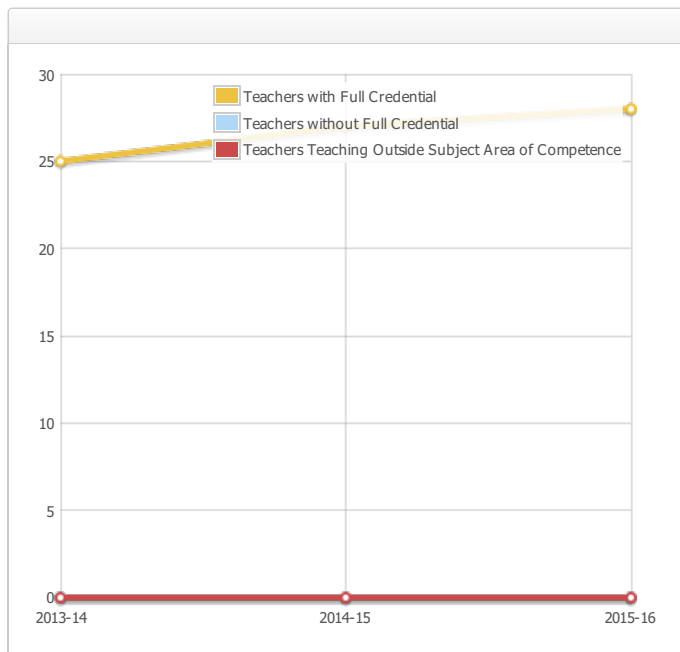
State Priority: Basic

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

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

Teacher Credentials

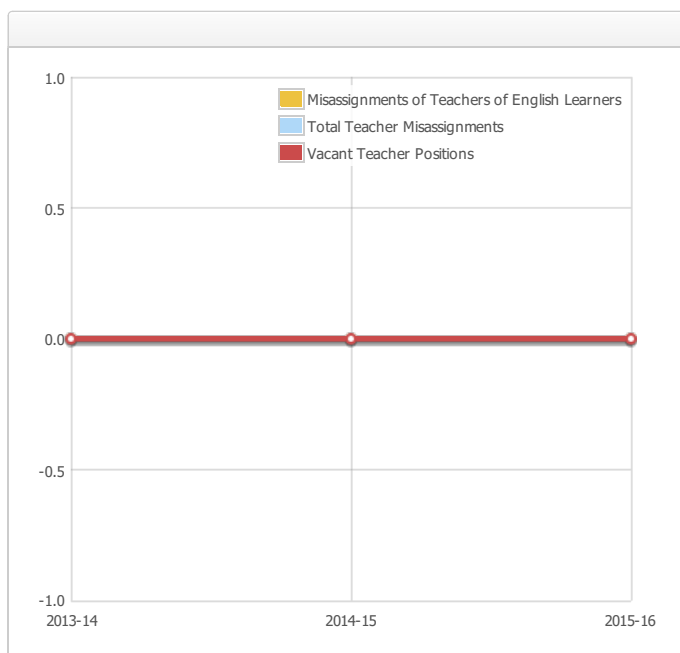
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	25	27	28	1089
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	65



Last updated: 1/25/2016

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.

Last updated: 1/25/2016

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	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	99.0%	1.0%

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 - Most Recent Year

Year and month in which data were collected: December 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin - California Excursions/2011 McDougal Littell - The Language of Literature/2003 SRA - Spanish: Tesoros/2010	Yes	0.0 %
Mathematics	MacMillan McGraw-Hill-Everyday Mathematics/1997	Yes	0.0 %
Science	MacMillan McGraw-Hill - California Science/2007 Prentice Hall - California Earth Science/2007	Yes	0.0 %
History-Social Science	Harcourt-Reflections: California Series/2006 MacMillan McGraw-Hill; California Vista/2006 McDougal Littell; World History; Ancient Civilizations/2006	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 1/25/2016

School Facility Conditions and Planned Improvements - Most Recent Year

Franklin was built in 1927 and went through modernization in early 2000. The school is maintained regularly. New windows were installed on the east wing of the main building during the summer of 2008. Work orders are submitted to the district for any problems, and they are usually resolved within a week. Restrooms are cleaned daily and spot checked for cleaning throughout the day. Several bungalows were added to the campus to help provide space for the expanding immersion program. The Green Team consisting of parents, student and teachers planted 21 trees and an instructional garden on campus. Construction of a new two-story 16 classroom building will be completed in the Spring of 2016. The school's foundation was awarded with a million dollar Urban Greening Grant which will begin after construction of the two-story building is completed.

Last updated: 1/25/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Replace some ceiling tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	No GFI plugs in the restrooms
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	holes in the walls, water damage, peeling paint
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: January 2015

Overall Rating	Exemplary
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Last updated: 1/25/2016

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		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	63.0%	58.0%	44.0%
Mathematics (grades 3-8 and 11)	47.0%	49.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/25/2016

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	78	76	97.4%	13.0%	28.0%	26.0%	33.0%
Male	78	39	50.0%	13.0%	28.0%	28.0%	31.0%
Female	78	37	47.4%	14.0%	27.0%	24.0%	35.0%
Black or African American	78	1	1.3%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	78	2	2.6%	--	--	--	--
Filipino	78	2	2.6%	--	--	--	--
Hispanic or Latino	78	27	34.6%	26.0%	22.0%	26.0%	26.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	78	35	44.9%	3.0%	40.0%	20.0%	37.0%
Two or More Races	78	9	11.5%	--	--	--	--
Socioeconomically Disadvantaged	78	16	20.5%	31.0%	19.0%	25.0%	25.0%
English Learners	78	12	15.4%	50.0%	42.0%	8.0%	0.0%
Students with Disabilities	78	5	6.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/25/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	105	102	97.1%	14.0%	17.0%	32.0%	37.0%
Male	105	54	51.4%	15.0%	22.0%	35.0%	28.0%
Female	105	48	45.7%	13.0%	10.0%	29.0%	48.0%
Black or African American	105	4	3.8%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	105	3	2.9%	--	--	--	--
Filipino	105	2	1.9%	--	--	--	--
Hispanic or Latino	105	34	32.4%	29.0%	18.0%	32.0%	21.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	105	52	49.5%	8.0%	12.0%	33.0%	48.0%
Two or More Races	105	7	6.7%	--	--	--	--
Socioeconomically Disadvantaged	105	29	27.6%	24.0%	24.0%	28.0%	24.0%
English Learners	105	14	13.3%	43.0%	21.0%	29.0%	7.0%
Students with Disabilities	105	5	4.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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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.

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- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/25/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	85	81	95.3%	16.0%	16.0%	36.0%	32.0%
Male	85	37	43.5%	22.0%	16.0%	43.0%	19.0%
Female	85	44	51.8%	11.0%	16.0%	30.0%	43.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	85	3	3.5%	--	--	--	--
Filipino	85	2	2.4%	--	--	--	--
Hispanic or Latino	85	28	32.9%	25.0%	25.0%	32.0%	18.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	85	42	49.4%	5.0%	10.0%	43.0%	43.0%
Two or More Races	85	6	7.1%	--	--	--	--
Socioeconomically Disadvantaged	85	26	30.6%	27.0%	31.0%	31.0%	12.0%
English Learners	85	7	8.2%	--	--	--	--
Students with Disabilities	85	13	15.3%	54.0%	0.0%	38.0%	8.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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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.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/25/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	46	46	100.0%	17.0%	35.0%	28.0%	20.0%
Male	46	23	50.0%	22.0%	35.0%	17.0%	26.0%
Female	46	23	50.0%	13.0%	35.0%	39.0%	13.0%
Black or African American	46	1	2.2%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	46	2	4.3%	--	--	--	--
Filipino	46	1	2.2%	--	--	--	--
Hispanic or Latino	46	30	65.2%	27.0%	30.0%	23.0%	20.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	46	12	26.1%	0.0%	50.0%	25.0%	25.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	46	27	58.7%	30.0%	33.0%	26.0%	11.0%
English Learners	46	9	19.6%	--	--	--	--
Students with Disabilities	46	4	8.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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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.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/25/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	78	76	97.4%	11.0%	25.0%	24.0%	41.0%
Male	78	39	50.0%	10.0%	18.0%	31.0%	41.0%
Female	78	37	47.4%	11.0%	32.0%	16.0%	41.0%
Black or African American	78	1	1.3%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	78	2	2.6%	--	--	--	--
Filipino	78	2	2.6%	--	--	--	--
Hispanic or Latino	78	27	34.6%	19.0%	30.0%	30.0%	22.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	78	35	44.9%	6.0%	29.0%	11.0%	54.0%
Two or More Races	78	9	11.5%	--	--	--	--
Socioeconomically Disadvantaged	78	16	20.5%	25.0%	19.0%	38.0%	19.0%
English Learners	78	12	15.4%	58.0%	25.0%	17.0%	0.0%
Students with Disabilities	78	5	6.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/25/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	105	102	97.1%	9.0%	35.0%	30.0%	25.0%
Male	105	54	51.4%	11.0%	30.0%	31.0%	28.0%
Female	105	48	45.7%	6.0%	42.0%	29.0%	23.0%
Black or African American	105	4	3.8%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	105	3	2.9%	--	--	--	--
Filipino	105	2	1.9%	--	--	--	--
Hispanic or Latino	105	34	32.4%	21.0%	59.0%	12.0%	9.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	105	52	49.5%	2.0%	19.0%	38.0%	40.0%
Two or More Races	105	7	6.7%	--	--	--	--
Socioeconomically Disadvantaged	105	29	27.6%	17.0%	41.0%	28.0%	14.0%
English Learners	105	14	13.3%	36.0%	64.0%	0.0%	0.0%
Students with Disabilities	105	5	4.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/25/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	85	81	95.3%	32.0%	38.0%	14.0%	16.0%
Male	85	37	43.5%	30.0%	43.0%	11.0%	16.0%
Female	85	44	51.8%	34.0%	34.0%	16.0%	16.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	85	3	3.5%	--	--	--	--
Filipino	85	2	2.4%	--	--	--	--
Hispanic or Latino	85	28	32.9%	46.0%	32.0%	14.0%	7.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	85	42	49.4%	19.0%	43.0%	17.0%	21.0%
Two or More Races	85	6	7.1%	--	--	--	--
Socioeconomically Disadvantaged	85	26	30.6%	54.0%	23.0%	15.0%	8.0%
English Learners	85	7	8.2%	--	--	--	--
Students with Disabilities	85	13	15.3%	69.0%	15.0%	8.0%	8.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 1/25/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	46	46	100.0%	33.0%	39.0%	17.0%	11.0%
Male	46	23	50.0%	35.0%	26.0%	22.0%	17.0%
Female	46	23	50.0%	30.0%	52.0%	13.0%	4.0%
Black or African American	46	1	2.2%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	46	2	4.3%	--	--	--	--
Filipino	46	1	2.2%	--	--	--	--
Hispanic or Latino	46	30	65.2%	43.0%	33.0%	13.0%	10.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	46	12	26.1%	17.0%	42.0%	25.0%	17.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	46	27	58.7%	44.0%	33.0%	15.0%	7.0%
English Learners	46	9	19.6%	--	--	--	--
Students with Disabilities	46	4	8.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/25/2016

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)	53.0%	58.0%	72.0%	73.0%	72.0%	70.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/25/2016

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	70.0%
All Students at the School	72.0%
Male	70.0%
Female	75.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	64.0%
Native Hawaiian or Pacific Islander	--
White	83.0%
Two or More Races	--
Socioeconomically Disadvantaged	57.0%
English Learners	--
Students with Disabilities	46.0%
Students Receiving Migrant Education Services	--
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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/25/2016

State Priority: Other Pupil Outcomes

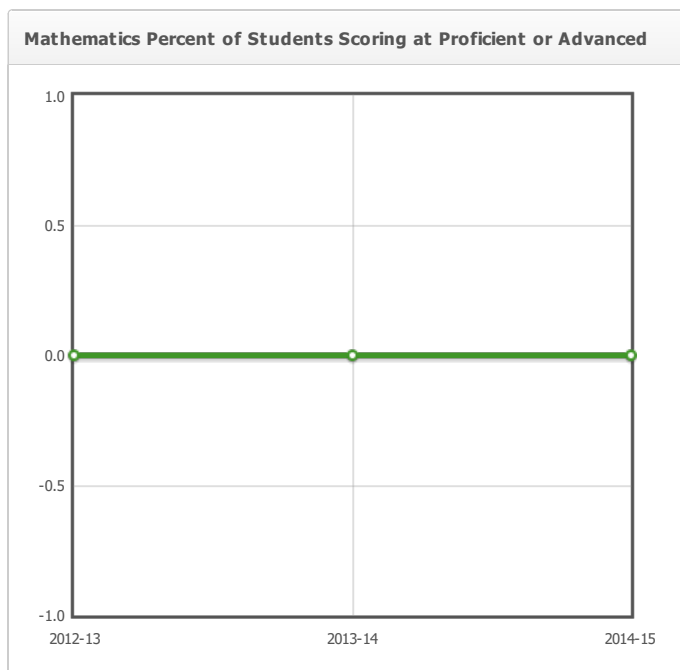
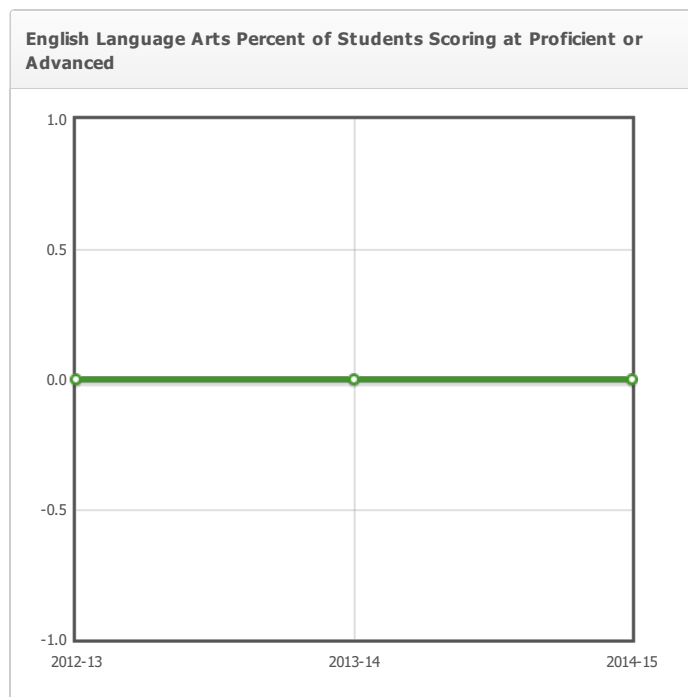
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	0.0%	0.0%	0.0%	74.0%	55.0%	58.0%	57.0%	56.0%	58.0%
Mathematics	0.0%	0.0%	0.0%	81.0%	60.0%	61.0%	60.0%	62.0%	59.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 1/25/2016

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	8.5%	23.2%	57.3%

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.

Last updated: 1/25/2016

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement - Most Recent Year

Parents are offered many opportunities to get involved at Franklin Magnet School which include Parent Teacher Association (PTA), Benjamin Franklin Elementary Foundation (BFEF), School Site council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), District Advisory Committee (DAC), Gifted and Talented Education (GATE), and Green Team. Parents are encouraged to attend parent-teacher conferences, Parent Education Nights, Back-to-School Night, and Open House. Parents assist with field trips and school activities. Parents may also support teachers in the classrooms. Parents can be host families for Franklin's Amity interns.

State Priority: Pupil Engagement

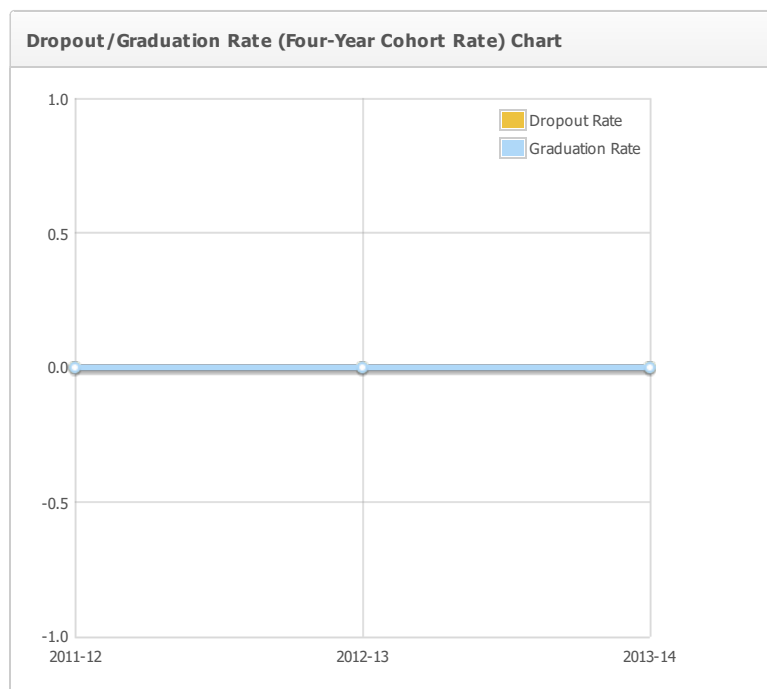
Last updated: 1/25/2016

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	0.00	91.90	0.00	78.87	80.44	80.95



Last updated: 1/25/2016

Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students	--	70	84
Black or African American	--	62	76
American Indian or Alaska Native	--	64	78
Asian	--	79	92
Filipino	--	90	96
Hispanic or Latino	--	72	81
Native Hawaiian or Pacific Islander	--	59	83
White	--	72	89
Two or More Races	--	74	82
Socioeconomically Disadvantaged	--	69	81
English Learners	--	38	50
Students with Disabilities	--	43	61
Foster Youth	--	--	--

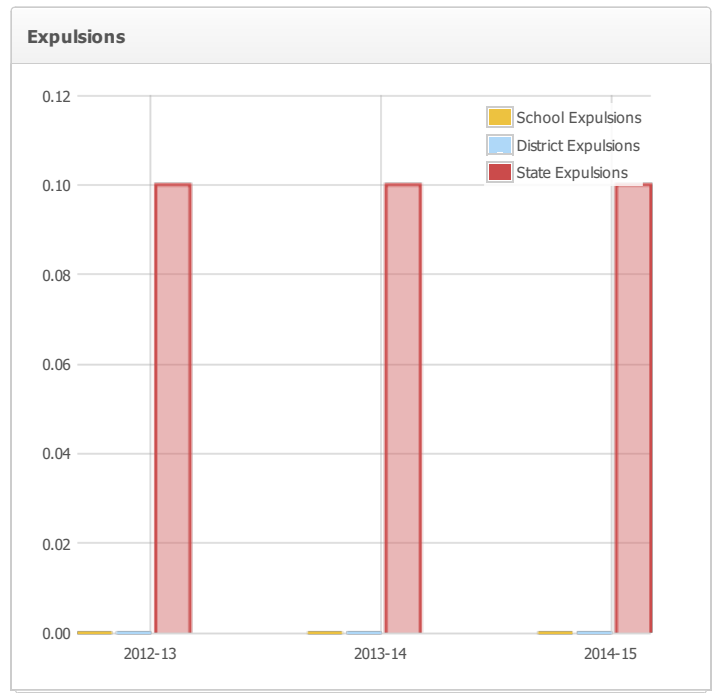
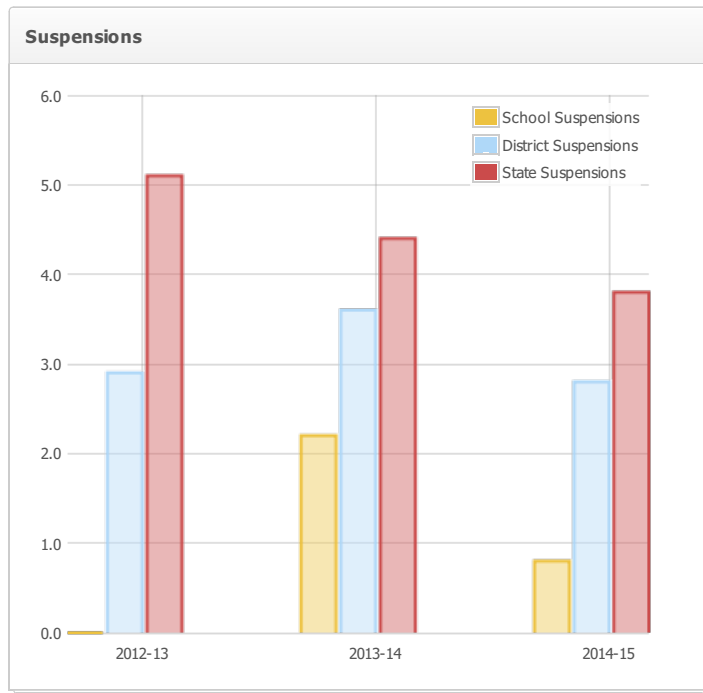
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.0	2.2	0.8	2.9	3.6	2.8	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/25/2016

School Safety Plan - Most Recent Year

The school Safety Plan is reviewed, revised and approved annually by the School Site Council. The safety team shares the plan with the staff. The teachers share key information with their classes and practice for different scenarios. The Site Team meets several times during the year to address safety concerns. The custodian inspects school grounds on a daily basis and immediately reports problems to the principal. The school emergency plan is now on the Rapid Responder National Emergency Management System. Police and fire units responding to any incident at Franklin will have immediate information, such as site maps, evacuation plans, and hazards available to them through this system. The school staff has been trained and has developed an Incident Command System for handling any type of disaster or emergency. Depending on the size and scope of an emergency, the school activates teams to conduct search and rescue, triage, supervision, and/or reunification of parents and students. Each month the school conducts an emergency drill (earthquake, fire and lockdown). In addition, a security camera system was installed to provide additional safety on campus.

Last updated: 1/25/2016

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	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	N/A	Yes	

Last updated: 1/25/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	14
Percent of Schools Currently in Program Improvement	N/A	77.8%

Note: Cells with NA values do not require data.

Last updated: 1/25/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15		
	Average Class Size	Number of Classes *		Average Class Size	Number of Classes *		Average Class Size	Number of Classes *	
		1-20	21-32		33+	1-20		21-32	33+
K	23.0	5		24.0	4		24.0	4	
1	24.0	4		25.0	5		26.0	4	
2	24.0	5		22.0	1	3	25.0	5	
3	21.0	1	3	22.0	5		19.0	3	1
4	23.0	3		26.0	1	1	27.0	4	
5	36.0	1		30.0	2	1	24.0	1	1
6	25.0	1		35.0	1		27.0	1	2
Other									

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/25/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
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Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		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.

Last updated: 1/25/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$4975.0	\$666.0	\$4308.0	--
District	N/A	N/A	\$4832.0	\$76630.0
Percent Difference – School Site and District	N/A	N/A	-0.1%	--
State	N/A	N/A	\$5348.0	\$72971.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/25/2016

Types of Services Funded (Fiscal Year 2014-15)

A combination of state and federal funding is used to cover all aspects of our instructional program. Strong PTA and school foundation support is evident in many of our schools' supplemental activities like gardening, music/drama, and technology instruction. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation, which offers enhanced programs in visual and performing arts, science technology, and health and fitness. The PTA supports the student body by providing assemblies and buses for each class to attend field trips.

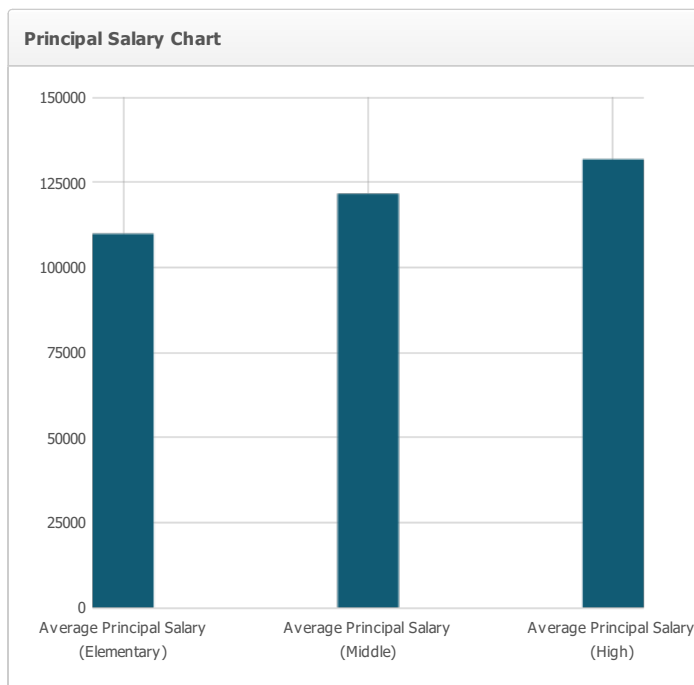
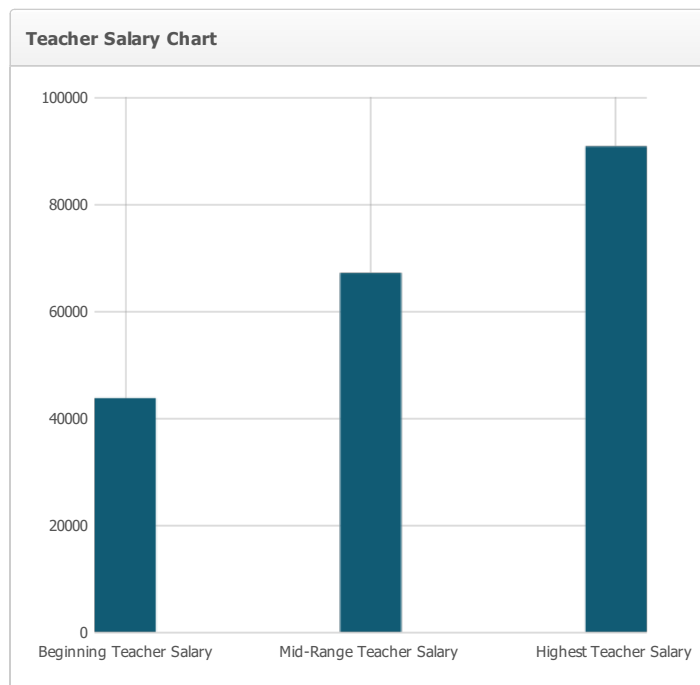
Franklin Magnet School was awarded a three-year federal magnet grant for the 2010-2011 school year. The funding from this grant is used to expand the German, Italian, French, and Spanish immersion programs, develop and purchase curriculum and assessments in German, French, and Italian. .

Last updated: 1/25/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,725	\$43,165
Mid-Range Teacher Salary	\$67,125	\$68,574
Highest Teacher Salary	\$90,802	\$89,146
Average Principal Salary (Elementary)	\$109,834	\$111,129
Average Principal Salary (Middle)	\$121,635	\$116,569
Average Principal Salary (High)	\$131,723	\$127,448
Superintendent Salary	\$259,000	\$234,382
Percent of Budget for Teacher Salaries	41.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/25/2016

Professional Development – Most Recent Three Years

The District-wide staff development has been focused on the implementation of the Common Core State Standards, adopted by the California Department of Education in 2010. In the past three years over 100 professional development opportunities have been available to teachers, and/or administrators to support the Common Core State Standard implementation.

Professional development has been delivered in various formats that include; Elementary grade-level trainings, Secondary content specific trainings, Staff and/or faculty meetings, Community/parent information meetings, Principal meetings, New Teacher Trainings, Teachers' Summer Academy workshops and Principal Summer Institutes.

Teacher Leaders were recruited to lead professional development efforts supporting the implementation of the new standards. Teachers have been supported through Grade-level and content-specific trainings by site based Teacher Leaders, Staff and/or faculty meetings, District-wide collaboration training days by grade-level or content area and Teachers' Summer Academy Workshops.

Last updated: 1/25/2016