



SCHOOL ACCOUNTABILITY REPORT CARD

Short Version, Issued Spring 2009 for Academic Year 2007-08

Dr. Terry Grier, Superintendent

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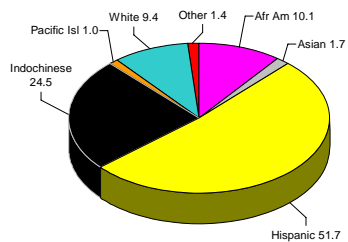
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 Jean Small, Principal

Franklin Elementary School

At A Glance: 2007-08

School type: Elementary
Schedule: Traditional
Grade level: K-5
Total enrollment: 286
Total teachers: 22
Per-pupil expenditure (06-07): \$9,018

Enrollment Breakdown



Attendance

Year	Percent Attendance Over the Course of the Year
03-04	95.35
04-05	95.25
05-06	95.01
06-07	95.91
07-08	95.72

Business and Community Partners

Washington Mutual Bank

USS Peleliu

Kiwanis Club of Grantville-Allied Gardens

Chili's Restaurant

Talmadge Sisters

Our school gratefully acknowledges the tremendous support we receive from our partners, parents, and community volunteers.

Principal's Statement

Welcome to Benjamin Franklin Elementary School! We are proud to serve families from the Kensington/City Heights residential areas. Our school's central location consists of single-family dwellings and apartments. For 2008-09, our enrollment is 260 students. Our school has a diverse population, supportive parents, talented staff, and motivated students all working together to reach common goals. Franklin prides itself on our challenging curriculum where teachers nurture each individual student's strengths, skills, and talents. Our faculty is committed to meeting the needs of all students in a rapidly changing world, and helping them learn how to soar to success! Students are challenged to lead, to serve, to make decisions, and to accept responsibilities for their actions. Students are taught and encouraged to show respectful and responsible behavior by making good choices, cooperating with others, and doing their best at all times.

The mission of Franklin Elementary is:

- To provide a safe, caring, and academically challenging environment.
- To prepare respectful, responsible, and productive students who strive for excellence in a global society.
- To develop a community-based approach, in concert with parents and community members, that fosters growth of the whole child.

We actively celebrate academic and social achievement. Our staff works cooperatively to build high expectations and a sense of connection with all stakeholders. We are most proud of how we celebrate and respect all cultures and people. The Franklin Elementary learning community provides a comfortable and family-friendly environment where everyone feels safe and secure.

Instruction and Curriculum

The San Diego Unified School District Board of Education has formally adopted California State Board of Education-approved academic standards and curriculum frameworks for all subject areas. District curriculum materials, instructional strategies and supports, professional development, and student assessments are aligned with state standards and focused on ensuring that every student has access to a high-quality, rigorous, and engaging instructional program. A range of support opportunities is available for students needing additional assistance.

We strongly believe all students can learn and achieve state standards through improved instructional practices in every classroom. We offer a comprehensive, standards-based academic program that emphasizes academic English to promote proficiency in literacy and mathematics. Our English language support teachers assist our English learners in acquiring standard and academic English. Our staff monitors student progress closely and addresses student needs.

Opportunities for Parent Involvement

Parents have many opportunities to be involved at their children's school site (for example, governance committees, special events, fundraising events, parent organizations, and in classrooms) and at the district level (for example, district councils/committees, Parent University, and special events). We also encourage parents to support their children at home by making their expectations about school clear and creating a positive homework and learning environment.

We at Franklin Elementary are committed to obtaining community resources for our school and invite all constituencies to assist us in the education of our students.

Franklin's parents are actively involved on the School Site Council, Site Governance Team, and the English Learner Advisory Committee. Our Parent Teacher Organization organizes activities and fundraisers each year. Highlights of the school year include Science Night, Art Walk, Jog-a-Thon, and the Winter Celebration. Franklin's parents and community members actively volunteer in our classrooms. Our community partnerships provide a wealth of support for our children.

If you want to get involved, please contact Jean Small at (619) 284-9279.

Teacher Credentials

This table displays the number of teachers assigned to the school who are fully credentialed, who are working without a full credential, and who are credentialed but teaching outside of their subject area of competence. District totals do not include charter schools.

Number of Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
Full credential and teaching in subject area	27	22	20	6,392
Full credential but teaching outside subject area	0	0	1	177
Without full credential	2	0	1	756
Total	29	22	22	7,325

Academic Performance Index (API)

The API is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide API performance target of 800. Detailed information about the API can be found at the CDE Web site at www.cde.ca.gov/ta/ac/ap/.

This table displays the school's statewide and similar-schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar-schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar-schools rank of 1 means that the school's academic performance is in the lowest 10 percent of the 100 similar schools, while a similar-schools rank of 10 means that the school's academic performance is in the highest 10 percent of the 100 similar schools.

API Rank	2005-06	2006-07	2007-08
Statewide	5	5	6
Similar Schools	8	8	8

Standardized Testing and Reporting (STAR) Program

Through the California STAR Program, students in Grades 2–11 are tested annually in various subjects. The California Standards Tests (CST) include English language arts and mathematics (Grades 2–11), grade-level science (Grades 5, 8, and 10), end-of-course science (Grades 9, 10, and 11), and history–social science (Grades 8, 9, 10, and 11). To protect student privacy, “–” is used in the following tables instead of the percentage when the number of students tested is 10 or less in that category.

California Standards Tests (CST): English Language Arts and Mathematics

Percentage of students achieving at the proficient or advanced levels (meeting or exceeding state standards):

Gr	ENGLISH LANGUAGE ARTS									Gr	MATHEMATICS								
	School			District			State				School			District			State		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08		05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
2	35.7	47.1	42.1	49.0	49.9	49.5	47	48	48	2	65.7	66.0	63.2	62.3	61.3	62.4	59	59	59
3	13.8	11.3	25.0	38.8	39.5	40.8	36	37	38	3	49.2	73.6	70.8	61.1	60.6	62.4	58	58	61
4	45.7	52.0	38.8	52.3	53.1	56.9	49	51	55	4	46.9	60.0	51.0	54.9	56.5	61.1	54	56	61
5	39.5	48.4	34.6	45.5	46.5	49.3	43	44	48	5	53.9	56.5	48.1	50.9	49.4	52.3	48	49	51

The complete SCHOOL ACCOUNTABILITY REPORT CARD (SARC) may be obtained from the school or from the Internet (studata.sandi.net/research/sarcs/). The complete SARC is roughly 14 pages long and provides information on enrollment, parent and community involvement, school safety and climate for learning, academic performance, class size, teachers and staffing, curriculum and instruction, and school finance. In addition, SARCs for secondary schools include dropout data and post-secondary preparation information (i.e., enrollment in courses that meet University of California or California State University entrance requirements, as well as Advanced Placement or International Baccalaureate programs; college test-preparation courses; and the degree to which students are prepared to enter the workforce).