Benjamin Franklin Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Benjamin Franklin Elementary School
Street	19661 Orange Terrace Parkway
City, State, Zip	Riverside, CA 92508-3256
Phone Number	(951) 571-6502
Principal	Sarah Zuetel
Email Address	szuetel@riversideunified.org
School Website	franklin.riversideunified.org
County-District-School (CDS) Code	33-67215-6109011

2023-24 District Contact Information

District Name	Riverside Unified School District
Phone Number	(951) 788-7135
Superintendent	Ms. Renee Hill
Email Address	rhill@riversideunified.org
District Website	http://riversideunified.org/

2023-24 School Description and Mission Statement

MISSION

Through our Core Virtues and Core Knowledge Curriculum students will create, reflect, and innovate. We will provide a safe and equitable learning environment that both develops students' academic growth and supports a strong social-emotional well-being for all.

VISION

We believe in fostering the growth of the whole child to be successful, inclusive, kind and intrinsically motivated contributors to society.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	122
Grade 1	114
Grade 2	134
Grade 3	111
Grade 4	124
Grade 5	89
Grade 6	118
Total Enrollment	812

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.4%
Male	53.6%
American Indian or Alaska Native	0.2%
Asian	12.2%
Black or African American	4.9%
Filipino	1.8%
Hispanic or Latino	42.4%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	3.6%
White	32.4%
English Learners	10.6%
Foster Youth	1.4%
Homeless	1.8%
Socioeconomically Disadvantaged	45.9%
Students with Disabilities	12.7%

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.

2020-21 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)	32.10	98.95	1509.80	87.78	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.30	0.19	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	38.00	2.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	17.00	0.99	12115.80	4.41
Unknown	0.30	1.02	151.80	8.83	18854.30	6.86
Total Teaching Positions	32.40	100.00	1720.00	100.00	274759.10	100.00

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.

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)	28.30	90.42	1505.40	87.33	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	8.80	0.51	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	6.38	44.30	2.57	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	38.00	2.21	11953.10	4.28
Unknown	1.00	3.19	127.00	7.37	15831.90	5.67
Total Teaching Positions	31.30	100.00	1723.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	2.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	2.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	3.3
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	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The table displays information collected in September and approved by the Riverside Unified School District Board of Education on 10/05/23 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 currently 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)

Year and month in which the data were collected	10/05/23

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Amplify Education, Inc.: CA Core Knowledge, TK-6)	Yes	0%
Mathematics	Great Minds: Eureka, TK-6 / Eureka	Yes	0%
Science	McGraw Hill: California Science Amplify Education, Inc.: Amplify Science 6	Yes	0%
History-Social Science	Saavas: California History Social-Science, TK-6	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

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

Riverside Unified School District maintains both short and long-term 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 15 building components typically found in school 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).

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

Year and month of the most recent FIT report	12/12/2023 - 12/12/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			FRAA-1B (Administration): 7: (D) Light fixture not working (possible ballast) FRAC-28 (Utility): 7: (D) Lighting is flickering FRAP-28-28 (Classroom): 7: (D) Light fixture not working (possible ballast)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			FRAP-33-33 (Classroom): 15: (D) Door closer needs adjustment

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes	### State Priority: Pupil Achievement

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.

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.

ELA and 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 CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	60	59	46	44	47	46
Mathematics (grades 3-8 and 11)	62	58	30	31	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	452	446	98.67	1.33	58.97
Female	218	215	98.62	1.38	63.72
Male	234	231	98.72	1.28	54.55
American Indian or Alaska Native	0	0	0	0	0
Asian	41	41	100.00	0.00	80.49
Black or African American	23	22	95.65	4.35	54.55
Filipino	--	--	--	--	--
Hispanic or Latino	196	196	100.00	0.00	46.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	29	100.00	0.00	65.52
White	153	148	96.73	3.27	67.57
English Learners	33	33	100.00	0.00	18.18
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	28	28	100.00	0.00	64.29
Socioeconomically Disadvantaged	227	224	98.68	1.32	50.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	68	64	94.12	5.88	17.19

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	452	446	98.67	1.33	58.07
Female	218	215	98.62	1.38	58.14
Male	234	231	98.72	1.28	58.01
American Indian or Alaska Native	0	0	0	0	0
Asian	41	41	100.00	0.00	82.93
Black or African American	23	22	95.65	4.35	50.00
Filipino	--	--	--	--	--
Hispanic or Latino	196	196	100.00	0.00	48.98
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	29	100.00	0.00	55.17
White	153	148	96.73	3.27	65.54
English Learners	33	33	100.00	0.00	24.24
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	28	28	100.00	0.00	64.29
Socioeconomically Disadvantaged	227	224	98.68	1.32	50.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	68	64	94.12	5.88	23.44

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	39.82	53.19	26.85	27.64	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	95	94	98.95	1.05	53.19
Female	52	52	100.00	0.00	48.08
Male	43	42	97.67	2.33	59.52
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	39	39	100.00	0.00	33.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	83.33
White	34	33	97.06	2.94	60.61
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	45	45	100.00	0.00	37.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	10	90.91	9.09	--

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.

2022-23 California Physical Fitness Test Results

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 during 2021-22 and 2022-23 school years, only participation results are required 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	98.90%	98.90%	98.90%	98.90%	98.90%

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.

2023-24 Opportunities for Parental Involvement

There are many opportunities for parental involvement at Benjamin Franklin Elementary School, beginning with our Benjamin Franklin Parent Teacher Organization. We have strong involvement in events such as ELAC meetings, PTO meetings, Coffee with the Principals, Room Parent meetings and Kinder Welcome and Back to School Night. The PTO helps to foster the PBIS schoolwide system through prizes and handing out prizes. The PTO has supported Franklin in various school events such as the Welcome Tea, Book Fair, Red Ribbon Week, Read Across America, "Oh the Places You Will Go!" College and Career Fair, and many other family-oriented events such as the guardian-student events i.e. Paint Night, dances, etc. and school-wide Winter Festival. They also raise money to help fund field trips, assemblies, and awards. Every classroom invites parents in to support student achievement as well as enrichment.

Our Parent Advisory Committee is another opportunity for parents to participate in the development of student centered programs and the monitoring of instructional programs. The ELAC committee will continue to meet to provide community connection for a wider community presence and to address the needs of our English Learner population. 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 administration and PTO President at 951-571-6502 or at ask.franklin.pto@gmail.com for more information.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	860	843	115	13.6
Female	403	394	53	13.5
Male	457	449	62	13.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	104	102	3	2.9
Black or African American	42	41	3	7.3
Filipino	17	15	3	20.0
Hispanic or Latino	366	362	66	18.2
Native Hawaiian or Pacific Islander	2	2	2	100.0
Two or More Races	30	30	3	10.0
White	273	268	31	11.6
English Learners	95	92	11	12.0
Foster Youth	21	16	3	18.8
Homeless	22	22	4	18.2
Socioeconomically Disadvantaged	405	399	78	19.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	127	121	22	18.2

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.12	1.44	1.05	0.18	4.11	4.60	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.20	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.05	0
Female	0.25	0
Male	1.75	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.82	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	3.33	0
White	1.83	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.99	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0.79	0

2023-24 School Safety Plan

The Parent Advisory Committee and/or the Site Safety Committee is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Pupil Services Department 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 January 31 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, lockdown, and active shooter/intruder 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; visitors on campus; 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, discrimination/harassment, and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school has a campus supervisor and has an assigned School Resource Officer (SRO).

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.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	12	7	3	
1	21	3	2	1
2	15	4	3	
3	13	6	1	
4	24	1	4	
5	16	4	1	
6	20	2	1	
Other	15	3	1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	24		5	
1	30		4	1
2	23	1	3	
3	23		5	
4	32		1	
5	33			
6	33			1
Other	15	3	1	

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	24	0	5	0
1	22	0	5	0
2	31	0	4	1
3	26	0	4	0
4	29	0	4	0
5	32	0	2	0
6	24	1	2	0
Other	17	3	0	1

2022-23 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

2022-23 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.

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	0.6
Resource Specialist (non-teaching)	
Other	1.4

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	9,878.19	3,196.58	6,681.61	92,240.85
District	N/A	N/A	6,918.86	$98,845
Percent Difference - School Site and District	N/A	N/A	-3.5	-4.8
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	-10.3	7.7

Fiscal Year 2022-23 Types of Services Funded

Riverside Unified School District utilizes funds from Average Daily Attendance (ADA), the Local Control Funding Formula (LCFF) as well as State and Federal grants to provide services for students in alignment with the RUSD Local Control Accountability Plan, School Plans for Student Achievement, and the School Board's Ongoing Work Plan. Among these include support for English Learners, Foster and Homeless Youth, and Low-Income students. This also includes classroom instruction, after-school care and education, development and implementation of Multi-Tiered Systems of Support (MTSS), Career and Technical Education (CTE), Visual and Performing Arts (VAPA), Social-Emotional Wellness for students and staff, and ongoing district operations.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$62,701	$55,550
Mid-Range Teacher Salary	$92,477	$80,703
Highest Teacher Salary	$120,945	$109,418
Average Principal Salary (Elementary)	$141,865	$137,703
Average Principal Salary (Middle)	$149,298	$143,760
Average Principal Salary (High)	$161,115	$159,021
Superintendent Salary	$332,800	$319,443
Percent of Budget for Teacher Salaries	34.24%	30.35%
Percent of Budget for Administrative Salaries	5.44%	4.87%

Professional Development

Professional development is an ongoing effort at Benjamin Franklin Elementary School. Areas for Professional Development are determined from student achievement data and staff surveys.

All staff members at Benjamin Franklin Elementary participate in professional development training sponsored by RUSD and Franklin Elementary, all classroom teachers, new teachers in the BTSA program (beginning teacher support and assessment)

Professional Development

and non-classroom teachers. Many staff members participate in professional development offered by RUSD that are appropriate for their individual needs. Specific training related to research base instructions, standards, aligned lessons, English Language Arts, English language development and mathematics occur during monthly staff meetings.

2021-22
Staff had opportunities to participate in the following trainings:
- Sexual Harassment Training - All Staff certificated and classified
- Suicide Prevention - All Staff certificated and classified
- Mandated Reporter Training - All Staff certificated and classified
- Active Shooter Training - All Staff certificated and classified
- COVID 19 Training - symptoms, protocols, and safe practices - All Staff certificated and classified
- Trauma Resiliency Training (Part 3) - 1 day
- MTSS 6 days
- Fastbridge Assessment Training 2 days
- LAS Links Assessment Training - 1 day
- CK Training for new teachers - 1 day

2022-23
Staff had opportunities to participate in the following trainings:
- Gateway Training - 1 day
- Gateway Expanded Training - 1 day
- Grade level Planning Days - 3 days
- Second Step SEL Curriculum - 1 day
- 504 Training - 1 day
- SST Training - 1 day
- McKinney Vento Training - All staff
- Sexual Harassment Training - All staff
- Suicide Prevention Training - All Staff
- MTSS - 6 days
- Mandated Reporter Training - All Staff
- Fastbridge Training- All Staff
- Active Shooter training - All staff
- TK Training - 1 day (1 teacher & 1 aide)
- Project Read (Support for early reading intervention) (3 teachers)
- STEM technology
- Training in Units of Study/Writer's Workshop
- Second Step Social Emotional Support
- NGSS Science Standards training
- Danielson Framework
- Eureka mathematics and Reflex Math
- Lexia
- Dreambox
- No Place for Hate Equity Practices

2023-24
Staff had opportunities to participate in the following trainings:
- Grade level Planning Days - 2 days
- Second Step SEL Curriculum – All staff
- McKinney Vento Training - All staff
- Sexual Harassment Training - All staff
- Suicide Prevention Training - All Staff
- MTSS - 5 days (9 teachers)
- Mandated Reporter Training - All Staff
- Fastbridge Training- All Staff
- Active Shooter training - All staff
- TK Training - 1 day (1 teacher & 1 aide)
- STEM technology- All Staff

Professional Development

- Training in Units of Study/Writer's Workshop (4 days)
- Continued training in NGSS science using the District pilot materials for FOSS and OpenSciEd (1 teacher)
- Eureka mathematics Building Fluency and Reflex Math- All staff
- Lexia and Lexia English- All Staff
- SAVVAS History Training (2 partial days)

In the 2023-24 school year we will continue to support our students and teachers with the 4 site goals.
- Equity through the lens of Writing and Data Dives with RUSD Support and a schoolwide positive behavioral support system
- SMART goals on data, using data collected from District screeners and Interim assessments
- Reclassification through EL Development and LAS Links Data Dives
- No Place for Hate Equity Practices

Teachers will continue to attend professional development in the areas of need to meet the goals.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	7