2023-2024

Franklin Middle School

School Plan for Student Achievement

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students.
The SPSA contains the following:

Needs Assessment·

- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

Accountability Measure I: Increase Achievement·

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: http://www.lbschools.net/Departments/Local_Control/. The LCAP Federal Addendum is presented at: http://www.lbschools.net/Departments/EACCR/lea_plan.cfm.

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

The LBUSD Strategic Plan (2017-2022), which can be viewed at http://www.lbschools.net/Departments/Strategic_Planning/ , has the following goals:

- Ensure equitable opportunities for every student
- Provide a safe, welcoming, respectful and rigorous learning environment for every member of the school community.
- Promote academic growth for every student.
- Establish college and career readiness for every student.
- Support effective communication throughout the district.

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

DCAC Recommendations:

Recommendation 1: Teachers/school staff train parents in English Language Arts, Math, and other critical topics (such as A-G, SAT, PSAT, Career Pathways, SBAC, etc.) in order for parents to assist students to succeed in school.

Recommendation 2: Execute technology purchases to bring computers up-to-date to meet students' needs. Also, provide parent training in the computer programs and applications that are used in school so parents can assist their children at home.

Recommendation 3: Create parent leadership programs for all parents, with an emphasis on assisting early childhood/preK parents to introduce the LBUSD system.

Recommendation 4: Create additional, continuous training for all teachers to better serve special education students, African American students,

Pacific Islander students, at-risk students, long-term English Learners, and English Learners (specifically emphasizing reclassification training).

Recommendation 5: Provide prevention and intervention support and services to continue to reduce the achievement gap for special education students, African American students, Pacific Islander students, long-term English Learners, English Learners, and other at-risk students.

Recommendation 6: Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

Recommendation 7: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 8: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

Recommendation 9: Expand Female and Male Leadership programs at schools to provide more opportunity for under-represented students.

Recommendation 10: Expand tutoring and other intervention programs that emphasize content-specific instruction to meet the individual needs of non-proficient students, including before/after school, Saturday school, "double dose" courses, and Summer school, also considering preK students.

Recommendation 11: Expand Summer School opportunities, especially for "transition" grade levels. Explore adding social-emotional and growth mindset instruction for summer programs.

Recommendation 12: Work with college partners to provide quality transitional counseling and mentoring services to students, including goal setting, course planning and guidance from current college students.

Recommendation 13: Expand programs of instruction to the educational system to new families, including civics education.

Recommendation 14: Ensure that school sites have resources that are necessary to implement recommended programs, especially programs designed to close the achievement gap.

Recommendation 15: Provide workshops on values and character building that contribute to a safe, civil and productive school.

DELAC Recommendations:

1. Monitor the implementation of the district's comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Continue to identify students in need of interventions in English language arts focusing on reading comprehension and math in order to provide individualized services for these students;

3. Provide and implement research-based intervention programs either before, after school and/or during summer months to ensure that all EL students' academic needs are being targeted and met through supplementary instructional programs;
4. Support a welcoming environment which includes bilingual office staff who speak the language and understand the services and resources available for parents and ELs at sites with high EL population; and staff to focus on a more personal approach when working with parents;
5. School sites need to invest time in parents and need to do a better job in providing communication between school and parents;
6. Provide and implement and monitor/assess highly effective instructional intervention programs in developing oral language proficiency, reading and writing in English for all ELs, RFEPS and LTELs; to include an update to parents and other advisory committees on what programs and services are being provided at schools sites to address;
7. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
8. Create additional continuous trainings for all teachers to better serve English Learners, Long Term English Learners and RFEPS in Math, English and English Language Development (ELD);
9. Continue to implement high quality teacher training for all adopted textbook series, with special emphasis on the new ELD curriculum adoption;
10. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
11. District to continue to promote parental engagement and to motivate parents to become more involved in their children's education and to increase opportunities for parents to attend parent workshops to ensure that they can support their children at home;
12. Provide more parent involvement and parent education training at all schools, including sending DELAC representatives to conferences in order to empower and train parent leaders;
13. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students;
14. Collaborate with our neighboring universities to coordinate mental health workshops for parents and students
15. Establish a structured program that is implemented districtwide for tutoring EL students (before, after-school) which ensures that teachers are delivering high-quality lessons addressing the needs of EL students. In addition, district to monitor these programs to ensure effective implementation as intended and are having a positive impact for EL students.
16. Continue to support the implementation and expansion of bilingual pathway programs with the passage of Proposition 58; not limited to only dual immersion programs but also to include developmental bilingual educational programs
17. To access the periodic review of the authorized and agreed upon DELAC recommendations in order to understand the effectiveness of programs and services for EL students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020.1, which contains the

following fifteen components:

1. Involving parents/guardians in the joint development of the district's planning efforts for providing programs that increase the academic quality of schools and including parents in the process of school review and improvement;
2. Consulting on an ongoing basis with parents/guardians concerning the manner in which the school and parents/guardians can work together to identify objectives, plan, design, implement, and evaluate school programs to ensure student academic achievement and school performance;
3. Providing the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent/family involvement activities to improve student academic achievement and school performance; at least 1 percent of the district's Title I, Part A funds will be reserved for parental involvement and 95% of those funds will be distributed to schools, where parents of Title I students shall be involved in the decisions to be used for parental involvement programs;
4. Supporting the efforts of parents/guardians in working with their children to understand/attain the State Academic Content and Performance Standards, assessments being used, the requirements of Title I, Part A, and the monitoring of their children's progress and work with teachers to improvement achievement and social development;
5. Building parent capacity for meaningful parental involvement and providing opportunities to help parents/guardians strengthen their parenting and literacy skills to improve their child's academic success and social development, including, but not limited to, such topics as ensuring appropriate learning conditions at home, helping their child at home with schoolwork, and fostering a growth mindset, self-efficacy and self-management skills.
6. Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; when 15 percent or more of the student population at the district or school site speak a single primary language other than English, all notices, reports, statements, or records sent to a parent/guardian of any such student by the school or school district, are in addition to being written in English, written in the primary language(s);
7. Informing parents/guardians of participating children of the (a) reasons their children are participating in the program(s), (b) specific instructional objectives and methods of the program(s), and (c) the academic performance of their child's school and of the options they have to ensure appropriate educational placement of their student;
8. Training parents/guardians and teachers to build a partnership between home and school to increase student achievement and promote effective two-way communication in a language all parents can understand; providing School-Home Compacts that set out the respective responsibilities of the school staff, parents and students in striving to raise student achievement;
9. Encouraging parents/guardians to assume school and district leadership roles in governance, advisory, and advocacy decision-making processes; providing parents with an opportunity to submit dissenting views to the district if a school's parent involvement guideline s or Single Plan for Student Achievement are not acceptable to them;

10. Providing professional development for teachers, pupil services personnel, principals and other staff, with the assistance of parent input, on ways to reach out to, communicate with and implement parent programs that build partnerships between parents and the schools;
11. Involving parents/guardians in annual evaluations of the content, effectiveness, and relevance of the District's Parent Involvement Policy and Parent Involvement Guidelines at the school site level in improving the academic quality of the schools, including identifying barriers to greater student achievement and using the findings of such evaluations to design strategies for more effective involvement of parents and families and uses the findings of the evaluation to design more effective parental involvement and revise the policy, as necessary;
12. Coordinating and integrating Title I, Part A parental involvement programs and strategies with parent involvement strategies of other programs, including with the district's Child Development Centers (CDC), Head Start, and other preschool programs that encourage parent participation, seamless transitions and greater success of preschoolers;
13. Coordinating and maintaining Parent Resource Centers (as budget allows) that provide literacy training, home-learning activities, and the guidance parents need to support their child's academic success.
14. Helping parents/guardians acquire needed services through identified school district and community resources; providing other reasonable support for parent involvement activities as parents may request;
15. Establishing a district parent advisory council (DCAC) with representatives from each school, to provide advice or input on matters related to parent involvement, allotted Title I funds at the school site level and awareness of funded programs.

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Findings

Written Analysis
36% of our students were met/exceeded on the 2023 SBAC. 6% of our ELL students were met/exceeded on the 2023 ELA SBAC. 29% of our AA students were met/exceeded on the 2023 ELA SBAC. Priorities: Increase achievement of all students with a focus on decreasing achievement gaps for our AA and EL students. Focus on literacy (reading, writing, listening, speaking) in all content areas. Focus on LBUSD Understandings, especially in Standards Aligned Instruction, Formative Assessments, Equity/Warm and Demanding, and Student Engagement. ELL students are placed in CCR courses, afterschool tutoring classes, Saturday School, and English learners new to the country are placed in the Beginning ELD course that Foundation Reading Skills as needed.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals

Written Analysis
By June 2024, 58% of our students including all subgroups in grades 6-8 will score Met/Exceeded on ELA SBAC, a 22% improvement from 2023. By June 2024, 49% of our AA students in grades 6-8 will score Met/Exceeded on ELA SBAC, a 20% improvement from 2023. By June 2024, 15% of our ELL students in grades 6-8 will score Met/Exceeded on ELA SBAC,a 9% improvement from 2023. Increasing ELA achievement is a priority at Franklin. ELA teachers will have 4-5 unit release days to plan units, lessons, common assessments, and analyze data. ELA Teachers will focus on, Collective Teacher Efficacy, Quality Core Instruction, Purposeful Student Engagement, Evidence of Student Learning, and Equity Lens.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings

Written Analysis
21% of our students were met/exceeded on the 2023 Math SBAC. 12% of our AA students were met/exceeded on the 2023 Math SBAC. 4% of our ELL students were met/exceeded on the 2023 Math SBAC. Priorities: Increase achievement for all students with a focus on decreasing achievement gaps, especially for our AA and ELL students. Focus on Concepts and Procedures, Problem Solving and on LBUSD Understandings, especially Standards-Aligned, Rigorous lessons, Formative Assessment, Equity/Warm and Demanding, and Student Engagement. Students needing additional support are placed in a math development support class afterschool, tutoring afterschool.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals

Written Analysis

By June 2024, 48% of our students including all subgroups in grades 6-8 will score Met/Exceeded on Math SBAC, a 27% improvement from 2023.
By June 2024, 36% of our AA students in grades 6-8 will score Met/Exceeded on Math SBAC, This is a 24% improvement from 2023.
By June 2024, 10% of our ELL students, in grades 6-8 will score Met/Exceeded on Math SBAC, this is a 6 % improvement from 2023.

Increasing Math achievement is a priority at Franklin. Our goal is to increase Math achievement for all subgroups. Math teachers will have 4-5 unit release days to plan units, lessons, common assessments, and analyze data. Math Teachers will focus on, Collective Teacher Efficacy, Quality Core Instruction, Purposeful Student Engagement, Evidence of Student Learning, with an Equity Lens.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings

Written Analysis

6% of our ELL students were met/exceeded on the 2023 ELA SBAC
4% of our ELL students were met/exceeded on the 2023 Math SBAC.

Supporting our English learners and increasing their achievement is a priority at Franklin. Teachers use ELLevation to analyze data and plan scaffolds to support English learners. Additionally, we created College and Career Readiness (CCR) courses for our English learners to provide Designated ELD. We have our ELL Tosa teaching ELD courses and supporting teachers teaching the CCR courses.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals

Written Analysis

By June 2024, 15% of our ELL students in grades 6-8 will score Met/Exceeded on ELA SBAC, a 9% improvement from 2023.
By June 2024, 10% of our ELL students in grades 6-8 will score Met/Exceeded on Math SBAC, a 6 % improvement from 2023.

Increasing ELL achievement is a priority at Franklin. Our goal is to increase ELL achievement for all levels. ELL teachers will have 4-5 unit release days to plan units, lessons, common assessments, and analyze data. ELL Teachers will focus on, Collective Teacher Efficacy, Quality Core Instruction, Purposeful Student Engagement, Evidence of Student Learning, with an Equity Lens, Ellevation ,and SDAIE stratagies.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings

Written Analysis

Priorities: Focus on building student-teacher relationships, social-emotional learning (SEL), and student engagement. Decrease chronic absenteeism and increase overall attendance. Increase students respecting each other.

Chronic Absenteeism: 38% of our students were chronically absent for 2022-23.
Respect: 44% of our students responded favorably about "How much respect do students in your school show you" on the 2023 Spring Pulse Survey.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals

Written Analysis

By June 2024, 54% of Franklin students will respond favorably to the Core Survey question, "How much respect do students in your school show you?" This is a 10% increase from the 2023 Spring Pulse Core Survey.
By June 2024, Attendance (ADA) Rate will improve to 93%. This is a 5% increase.
By June 2024, Chronic Absenteeism will decrease to 28%. This is a 10% decrease.

Franklin has implemented the following Accountability Teams to meet our goals.
Attendance Team
Restorative Justice Team
Safe & Civil Team
Franklin Scholars Team
Franklin Incentives Team
Period 1 Tardies Team
Franklin Community Outreach Team
Faculty Climate Culture Team
The following teams meet monthly to track our goals.

Comprehensive Needs Assessment

SPSA Effectiveness

SPSA Effectiveness	

Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	1) By June 2023, 45% of our students in grades 6-8 will score Met/Exceeded on ELA SBAC, a 4% improvement from 2022. By June 2023, 45% of our AA students in grades 6-8 will score Met/Exceeded on ELA SBAC, a 6% improvement from 2022. By June 2023, 45% of our ELL +RFEP students in grades 6-8 will score Met/Exceeded on ELA SBAC, a 7% improvement from 2022 Increasing ELA achievement is a priority at Franklin. We made gains on SBAC last year and want to continue increasing ELA achievement for all subgroups. ELA teachers will have 5-7 unit release days to plan units, lessons, common assessments, and analyze data. ELA Teachers will focus on, Collective Teacher Efficacy, Quality Core Instruction, Purposeful Student Engagement, Evidence of Student Learning, and Equity Lens.	Goal Partially or Not Met	Findings (analysis and priorities) - ELA 36% of our students were met/exceeded on the 2023 SBAC.	. ELA teachers will have 4 release days to plan units, lessons, common assessments, and analyze data. ELA Teachers will focus on, Collective Teacher Efficacy, Quality Core Instruction, Purposeful Student Engagement, Evidence of Student Learning, and Equity Lens.

Math	1) By June 2023, 35% of our students in grades 6-8 will score Met/Exceeded on Math SBAC, a 12% improvement from 2022. By June 2023, 85% of our AA students in grades 6-8 will score Met/Exceeded on Math SBAC, a 68% improvement from 2022. By June 2023, 14% of our ELL students in grades 6-8 will begin the RFEP monitoring process. By June 2023, 33% of our ELL +RFEP will score Met/Exceeded on Math SBAC, a 12% improvement from 2022. Increasing Math achievement is a priority at Franklin. Our goal is to increase Math achievement for all subgroups. Math teachers will have 5-7 unit release days to plan units, lessons, common assessments, and analyze data. Math Teachers will focus on, Collective Teacher Efficacy, Quality Core Instruction, Purposeful Student Engagement, Evidence of Student Learning, with an Equity Lens.	Goal Partially or Not Met	Findings - Math 21% of our students were met/exceeded on the 2023 SBAC.	Math teachers will have 4 release days to plan units, lessons, common assessments, and analyze data. Math Teachers will focus on, Collective Teacher Efficacy, Quality Core Instruction, Purposeful Student Engagement, Evidence of Student Learning, with an Equity Lens.

English Learner	1) By June 2023, 14% of our ELL students in grades 6-8 will begin the RFEP monitoring process. By June 2023, 45% of our ELL +RFEP students in grades 6-8 will score Met/Exceeded on ELA SBAC. By June 2023, 33% of our ELL +RFEP will score Met/Exceeded on Math SBAC, a 12% improvement from 2022. Teachers will use ELLevation to analyze data and monitor progress during planning sessions and meetings throughout the year; teachers will have professional development training throughout the year to support designated ELL courses.	Goal Partially or Not Met	Findings - EL 6% of our ELL students were met/exceeded on the 2023 ELA SBAC. 4% of our ELL students were met/exceeded on the 2023 Math SBAC.	.Teachers will use ELLevation to analyze data and monitor progress during planning sessions and meetings throughout the year; teachers will have professional development training throughout the year to support designated ELL courses.

Culture/Climate	1) By June 2023, Franklin's Chronic Absenteeism rate will decrease by at least 15% from 21-22 school year. By June 2023, 83% of our students in grades 6-8 will respond favorably to feeling safe at school (Pulse Survey) increase by 10% on the 2022 Spring Pulse Survey. By June 2023, 75% of our students in grades 6-8 will respond favorably to Belonging (Pulse Survey) increase by 7% on the 2022 Spring Pulse Survey. Franklin has implemented the following Accountability Teams to meet our goals. Attendance Team Restorative Justice Team Safe & Civil Team Franklin Scholars Team Faculty Climate Culture Team The following teams meet monthly to track our goals and Plan, Do, Study, Act.	Goal Partially or Not Met	.Franklin has implemented the following Accountability Teams to meet our goals. Attendance Team Restorative Justice Team Safe & Civil Team Franklin Scholars Team Faculty Climate Culture Team The following teams meet monthly to track our goals and Plan, Do, Study, Act.	Franklin has implemented the following Accountability Teams to meet our goals. Attendance Team Restorative Justice Team Safe & Civil Team Franklin Scholars Team Franklin Incentives Team Period 1 Tardies Team Franklin Community Outreach Team Faculty Climate Culture Team The following teams meet monthly to track our goals.

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
To provide students with replacement IDs throughhout the year, staff needs an ID printer system. (SM 3)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
The Computer Support Technician role is centered in serving the needs of our Title I needs and programs. This staff member directly supports students and families with access to chromebooks, wifi, hotspots, and technical support with our school and district tech programs. In addition to trouble shooting with students at school, the CST creates tutorials for families and community and utilizes technology to communicate and promote programs and services to meet our students' needs. (IN 7)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
1.0 FTE EL / Intervention Specialist needed to support all EL students academically and support all students with technology. Franklin has a large percentage of EL students that have not met the standards. The EL / Intervention specialist will work closely with core content teachers to ensure all teachers are using strategies to support EL students, monitoring progress of EL students and monitor recently FEPed students to ensure they are successful. In addition, the specialist will coordinate interventions for all students that may need support to catch up and meet high school readiness criteria. The EL Specialist will assist with the implementation of state test (ELPAC), SBAC, and coordinate additional services for EL students. The EL / Intervention Specialist will also work with parents on how to support their children. In addition, the specialist would help all students, coordinate interventions, and assist teachers in the use of technology within the classroom. (IN 4)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

To rebrand the school and create a positive learning environment that promotes and encourages school spirit, scholarliness, good character, high attendance, and school participation, a student recognition program is an important component of our positive school climate/culture, high school readiness program, and attendance program. We would like to increase school spirit signage, items promoting scholarliness, a wide variety of student recognition items that include but are not be limited to student medals, certificates, and incentive activities for meeting goals, high school readiness criteria, as well as improving grades, GPA, and meeting attendance goals, etc. We would like $12,000 to purchase school spirit and scholarliness items that includes incentive supplies and materials as well as student experiences, etc. in order to supplement and expand our Student Recognitionn program and begin the efforts to rebrand the school. (SM 4)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Additional school psychologist time (.4 FTE) is needed to provide additional services to our students. Many of our students experience trauma in their lives and are in need of services. The additional school psychologist services would provide help to those students experiencing trauma. The school psychologist would also hold specialized groups, such as an anger management, grief, coping strategies, etc. (IN 3)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Counselor from All-IN and IOA will conduct attendance home visits on Saturday's for chronically absent students. (PI 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Teachers need time to develop and sequence long-term and short-term instructional plans based on district guidelines to meet the learning needs of students. Teachers will look at assessment data and student work to guide instruction, adapt resources, and make the curriculum accessible to all students. All 48 teachers will be given 5 release days to plan, collaborate and/or participate in professional development in support of the implementation of quality core instruction. The total cost for 5 release days is $58,500 (PD 1)	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact	Strong Positive Impact
To provide families with access to a print copy of their child's academic progress and report card grades, school staff needs a report card printer. (SM 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
We need a digital marquee to keep students, families, community members, and staff, informed of school events, key calendar dates, important reminders, promoting public saftey information, district information, school policy, and positive SEL messages to all stakeholders. (SM 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact

Additional recreation aides are needed before school during breakfast and at lunch time to help supervise students to ensure all students have access and enough time to eat. After breakfast and lunch, recreation aides help monitor the blacktop, field area, restroom areas, and PE to ensure a climate that promotes safety for all students. (IN 5)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Many of our students experience adveristy in their lives-including poverty, health challenges, community violence, and difficult family circumstances that prevent them from coming to school. An additional Intermediate Office Assistant (1.0 FTE) is needed to support all students in grades 6-8 with chronic abseteeism. By working closely with counselor, the IIC, and administrative team, the IOA will build strong relationships with students that have high absenteeism rates and identify factors contributing to poor school attendance in order to provide applicable support services and interventions in partnership with students and their parents/guardians. (IN 9)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
To plan for and create school environments where students are emotionally and physically safe and that foster independence, integrity, confidence, self-control, kindness, and responsibility, the administrative team needs professional development in schoolwide leadership in behavior support, plannning to address absenteeism, CHAMPS, discipline in thhe secondary classroom, and individual student interventions through participation in the 26th Annual Safe & Civil Schools Conference. (PD 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Field Trips (IN 10)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
To implement the co-teaching model of servicing RSP students, general education amd RSP teachers need professional development in co-teaching strategies, as well as support in collaborating and planning. (PD 4)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Supplemental math manipulatives. (SM 5)	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Additional assistance is needed for our English learners as well as other students in need of intervention. We would like to hire college aides for primary language support and for other students in need of intervention in the classroom. College aides would be trained in strategies to help EL and other students in need of support, such as preview/review strategies, etc. (IN 6)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Additional school nurse time (.2 FTE) is needed to supplement current nursing services. The school nurse will provide individual or group interventions related to health problems that are interfering with academic, behavioral or social-emotional growth. In addition, the school nurse will reach out to community agencies to get additional health screenings, such as dental and vision screening, and free eye glasses. (IN 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
The administrative team, IIC, and Instructional Leadership Team need time to collaborate and plan data driven professional development for the staff based on teacher needs. The EL TOSA and 4 members of the IL Team will be provided with 5 planning release days to meet with the administrative team and IIC. (PD 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Data Assistant Principal (.5 FTE) to support all students in grades 6-8 by working closely with EL specialist to ensure that all EL students and underperforming subgroups are receiving additional services, working with parents to support their students, working with attendance clerk to improve high school readiness, attendance rates, and working with teachers and administrators to use data in order to monitor progress, implement interventions and provide professional development. (IN 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - English Language Arts		
Curriculum/Instruction	**Assessments**	**Resources/Materials**
All 6-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on: • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text, explored through academic discourse. • Reading and writing analysis grounded in evidence from text. • Regular practice with reading and producing complex text and its academic vocabulary with intensity. All 6-8 Language Arts classrooms will use: • District generated, grade level Scope & Sequence and Units of Instruction to ensure all students are engaged in standards-aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.	Formative and Interim assessments within the grade level Unit in both Reading and Writing, including: A cold-read Unit assessment, which assesses whether students can read "new" text(s) and apply the same level of understanding and mastery of the CCSS. Daily, weekly on-going checks for understanding (e.g., exit slips, learning logs, quizzes, other vocabulary, literary, grammar, spelling, or mechanics tasks) Diagnostic reading growth assessments 3x a year (iReady) Smarter Balanced Assessment Consortium summative assessment (Grades 6-8)	myPerspectives and associated ancillary materials, Pearson Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading. Content Area textbooks (e.g. Health, Science, Social Studies) Supplemental Reading materials matched to students' instructional Reading level - NewsELA Thinking Maps ELLevation iReady

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Writing		
Curriculum/Instruction	**Assessments**	**Resources/Materials**
All 6-8 ELA classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types: • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events All 6-8 ELA classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following: • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students	Formative and Interim Writing assessments within the grade level Unit of Instruction, including: Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays At least 3 pieces of processed writing that include the three writing genres, and may include research that will be analyzed using evidence. Students will craft written works that display logical integration and coherence, varying in length from answering brief questions to multi-paragraph responses. At least 3 pieces of "On Demand" Reading/Writing Culminating Writing Assessment that include the three writing genres. Students will craft written works that display logical integration and coherence, in a multi-paragraph response. Research Task & Presentation SBAC Summative assessment (Grades 3-8)	myPerspectives and associated ancillary materials, Pearson Write from the Beginning & Beyond supplemental Writing program materials Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading. Content Area textbooks (e.g. Health, Science, Social Studies) Thinking Maps

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Math		
Curriculum/Instruction	**Assessments**	**Resources/Materials**
All 6-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to: • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency All 6-8 students will receive standards aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the Math Standards and the Standards for Mathematical Practice. As part of the 6-8 Units of Instruction, all 6-8 students will engage in: • Mathematical Discourse	Formative Assessment Lessons embedded into each Unit of Instruction End of Unit Assessment embedded into each Unit of Instruction SBAC Summative Assessment (Grade 6-8)	Content area textbooks and online resources from Big Ideas Mathematics Khan Academy LBUSD Supplemental Instructional Resources

Accountability Measure 1: Increase Achievement

Interventions

Interventions

Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring

Our schoolwide goals for Academic achievement is at least a 2.5 GPA, no D's or F's in ELA or Math, and a 96% or higher Attendance Rate. High School Readiness|100	Academic Achievement/HS Readiness BMX Assembly. At Franklin, we are building a culture that it's cool to be a scholar. We are strongly encouraging all of our students to strive for academic excellence while in middle school so they will be better prepared for high school and beyond. Our schoolwide goals for Academic achievement is at least a 2.5 GPA, no D's or F's in ELA or Math, and a 96% or higher Attendance Rate. Students that meet these Academic Goals for Semester 1 will be invited to Franklin's Academic Achievement/HS Readiness BMX Assembly.	All Students	LCFF $4,650 Services - LCFF 100%	12/01/2023 - 07/01/2024 Semester	IIC/Principal	HS Ready Academic Goals for Semester 1 High School Readiness|100

Low SBAC scores SBAC ELA|100	6th Grade History is asking for $600 to provide 5 periods (across two classrooms) with a virtual assembly with Mr. Nicky. Mr. Daniel J. Nicky is a certificated History and Biology teacher. His unique brand of humorous educational songwriting reaches an international audience, providing exciting opportunities for students to learn through the medium of music. Mr. Nicky offers songs for each unit in the 6th grade curriculum. His songs highlight geography, political structures, vocabulary, achievements, and more. We use these songs to preview, monitor understanding, and review units.	All Students	Title 1 $600 Services - Title 1 100%	11/01/2023 - 07/01/2024 Annually	Principal	6th History Teachers SBAC ELA|100

All students and staff need equal access to updated technology that is in working condition. Culture-Climate Survey (Student-Staff)|100	A college technology aide is needed as supplemental technology support for students and staff. Given the increasing use of technology in the classroom, a tech aide is needed to trouble shoot tech issues and organinze maintentance to ensure that all students and staff have equal access to technology.	All Students, All Staff	LCFF $7,002 Technology College Student Aide (1) for 320 hours annually - LCFF 100%	07/01/2023 - 07/01/2024 Daily	Principal	Principal Culture-Climate Survey (Student-Staff)|100

Students with chronic abseeteism rates and their families needs additional support, provided to address factors preventing school attendance. Attendance/Chronic Absenteeism Rate|100	Many of our students experience adveristy in their lives-including poverty, health challenges, community violence, and difficult family circumstances that prevent them from coming to school. An School Community Liason(1.0 FTE) is needed to support all students in grades 6-8 with chronic abseteeism. By working closely with counselor, the IIC, and administrative team, the IOA will build strong relationships with students that have high absenteeism rates and identify factors contributing to poor school attendance in order to provide applicable support services and interventions in partnership with students and their parents/guardians.	Other Targeted Students, Targeted Parents	Title 1 $93,382 School Community Worker 1 FTE - Title 1 100%	07/01/2023 - 07/01/2024 Daily	Principal Counselor Assistant Principals IIC Office Supervisor	Daily attendance list Chronic Abseenteeism Referral to Support Service Attendance/Chronic Absenteeism Rate|100

Mentor Tier II and III students D/F Rate|50, Attendance/Chronic Absenteeism Rate|30, Culture-Climate Survey (Student-Staff)|20	Adding a 2nd Campus Staff Assistant to improve school safety, school culture and climate. The Campus Staff Assistant supports the educational process within the secondary schools of LBUSD by providing a safe and secure environment through building and establishing meaningful relationships with students and staff by using Positive Behavioral Intervention and Support strategies. 25% of each of the 2 CSAs' time will be to mentor Tier II and III students. â€¢ Build rapport with students and assist in promoting a positive, productive and safe campus climate. â€¢ Identify and resolve conflicts between students	Identified At-Risk Students	LCFF $48,415 Title 1 $48,416 Campus Staff Assistant 1 FTE - LCFF 50%; Title 1 50%	07/01/2023 - 07/01/2024 Daily	Principal	Grades, CORE Survey, SBAC D/F Rate|50, Attendance/Chronic Absenteeism Rate|30, Culture-Climate Survey (Student-Staff)|20

	and deescalate situations; assist students to problem-solve issues; maintain a high level of visibility. Provide weekly check-ins with students struggling with a sense of belonging as identified by grades D/F's. Provide weekly harm and conflict counseling to students having conflict in the classroom that impedes their learning and the learning of others.					

Support our Franklin students beyond high school. D/F Rate|40, A-G Rate|60	Exposure to local colleges field trips experience focused High Schoo Readiness, College and Career Readiness and to expose Franklin students to future opportunities . Many of our students experience adveristy in their lives-including poverty, health challenges, community violence, and difficult family circumstances that prevent them from having a college vision. 6th graders: To visit LBCC 7th graders: CSULB 8th graders: UC Irvine or UC Los Angeles	All Students	LCFF $15,000 Title 1 $15,000 Services - LCFF 50%; Title 1 50%	07/01/2023 - 07/01/2024 Daily	Principal Counselor Assistant Principals IIC Office Supervisor	Daily attendance list Chronic Abseenteeism Referral to Support Service D/F Rate|40, A-G Rate|60

Lack of engagment SBAC ELA|50, D/F Rate|50	Edpuzzle subcription to facilitate increased student engagement with video content. With the ability to personalize videos, add engaging assessment elements, and use created videos to track/grade student learning, videos can be enhanced to achieve targeted goals for learning.	All Students	Title 1 $2,800 Services - Title 1 100%	07/01/2023 - 07/01/2024 Quarterly	Principal	Teachers SBAC ELA| 50, D/F Rate|50
The FLC is part of the Moderate to Severe Special Education curriculum. Franklin currently has a room designated for the FLC Basic Services|100	Special Education Department $2000.00 for the Functional Living Classroom. The FLC is part of the Moderate to Severe Special Education curriculum. Franklin currently has a room designated for the FLC and the funds will be used to purchase additional household items for the students to use.	Special Education	LCFF $2,000 Materials - LCFF 100%	07/01/2023 - 07/01/2024 Daily	Assistant Principal	Assisatnt Principal Basic Services|100

Support of social-emotional learning and Restorative Justice and the well being of Franklin students. Culture-Climate Survey (Student-Staff)|100	$1200.00 to purchase materials in support of social-emotional learning and Restorative Justice. The materials will be used by the RJ team to support students and foster community building.	All Students	LCFF $1,200 Materials - LCFF 100%	07/01/2023 - 07/01/2024 Daily	Ms. Stokes RJ Coach	Ms. Stokes RJ Coach Culture-Climate Survey (Student-Staff)|100
EL students as well as other students need support in the classroom, especially primary language support. EL Reclassification|100	Additional assistance is needed for our English learners as well as other students in need of intervention. We would like to hire college aides for primary language support and for other students in need of intervention in the classroom. College aides would be trained in strategies to help EL and other students in need of support, such as preview/review strategies, etc.	English Learners	Title 1 $45,327 College Student Aide (4) for 600 hours annually - Title 1 100%	07/01/2023 - 07/01/2024 Daily	College Aide	Grades, ELPAC, SBAC EL Reclassification|100

All students and staff need equal access to updated technology that is in good working condition. Culture-Climate Survey (Student-Staff)|80, Other|20	Pay a teacher during thier conference daily to the Computer Support Technician role serving the needs of our Title I needs and programs. This staff member directly supports students and families with access to chromebooks, wifi, hotspots, and technical support with our school and district tech programs. In addition to trouble shooting with students at school, the CST creates tutorials for families and community and utilizes technology to communicate and promote programs and services to meet our students' needs.	All Students, All Staff, All Parents	LCFF $6,997 Teacher Hourly PD Stipend (1) for 148 hours annually - LCFF 100%	07/01/2023 - 07/01/2024 Daily	Teacher during confernce period	Administration team would provide general supervision and direct duties of computer support technician. Culture-Climate Survey (Student-Staff)|80, Other|20

Many of our students experience trauma in their lives and are in need of services. SEL Survey|100	Additional school psychologist time (.2FTE) is needed to provide additional services to our students. Many of our students experience trauma in their lives and are in need of services. The additional school psychologist services would provide help to those students experiencing trauma. The school psychologist would also hold specialized groups, such as an anger management, grief, coping strategies, etc.	All Students	Title 1 $33,409 Psychologist .2 FTE - Title 1 100%	07/01/2023 - 07/01/2024 Daily	School Psychologist	School Psychologist will provide documentation on student groups and specialized support being provided which will be monitored by the assistant principals and the principal. SEL Survey|100

Data collection and analysis needed to monitor progress, plan interventions for students, and next steps for professional development. Attendance/Chronic Absenteeism Rate|50, Culture-Climate Survey (Student-Staff)|50	Data Assistant Principal (.5 FTE) to support all students in grades 6-8 by working closely with EL specialist to ensure that all EL students and underperforming subgroups are receiving additional services, working with parents to support their students, working with attendance clerk to improve high school readiness, attendance rates, and working with teachers and administrators to use data in order to monitor progress, implement interventions and provide professional development.	All Students	Title 1 $94,832 Asst. Principal Middle .5 FTE - Title 1 100%	07/01/2023 - 07/01/2024 Daily	Assistant Principal	Regular meetings with Principal and Administrative team to discuss progress, next steps, interventions and professional development. Attendance/Chronic Absenteeism Rate|50, Culture-Climate Survey (Student-Staff)|50
EL students need support to meet ELA and math standards. Students will In additon, students and teachers need support in the use of technology within the classroom. EL	.5 FTE Parent Liaison Facilator support all EL students academically and support all students with technology. Franklin has a large	English Learners, All Students	Title 1 $85,379 Program Facilitator .5 FTE - Title 1 100%	07/01/2023 - 07/01/2024 Daily	Principal	Meetings with Administrative Team to discuss support and progress of programs, plan next steps, and implement interventions. EL

Reclassification|100	percentage of EL students that have not met the standards. The EL / Intervention specialist will work closely with core content teachers to ensure all teachers are using strategies to support EL students, monitoring progress of EL students and monitor recently FEPed students to ensure they are successful. In addition, the specialist will coordinate interventions for all students that may need support to catch up and meet high school readiness criteria. The EL Specialist will assist with the implementation of state test (ELPAC), SBAC, and coordinate additional services for EL students. The EL / Intervention					Reclassification|100

	Specialist will also work with parents on how to support their children. In addition, the specialist would help all students, coordinate interventions, and assist teachers in the use of technology within the classroom.					
Many students get ill, need assistance with medications or get injured throughout the year. Many of our students in the Moderate / Severe SPED program have medical conditions and many have seizures. Basic Services| 100	Additional school nurse time (.2 FTE) is needed to supplement current nursing services. The school nurse will provide individual or group interventions related to health problems that are interfering with academic, behavioral or social-emotional growth. In addition, the school nurse will reach out to community agencies to get additional health screenings, such as dental and vision screening, and free eye glasses.	All Students	LCFF $27,731 Nurse Inspector .2 FTE - LCFF 100%	07/01/2023 - 07/01/2024 Daily	School Nurse	Monthly updates to Administrative Team regarding health of students. Updates to staff as needed. Basic Services|100

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Program Description for Transitions		
Preschool Transition	**Gr. 5 to MS Transition**	**Gr. 8 to HS Transition**
No Data.	*Feeder elementary schools are invited to FCMS. Students receive a tour of the campus and an audiovisual presentation about the academic programs FCMS has to offer. *6th Grade Orientation - FCMS invites our incoming 5th graders and their parents to an orientation. 6th grade teachers come to meet their students and parents. School rules and procedures are discussed in detail to alleviate any anxiety in regards to starting middle school. A campus tour is provided and PE clothes and Franklin shirts are available for purchase. Families in need of the uniform assistance program are provided with applications and students are measured to receive adequate uniforms. *Participation in the Education Celebration - FCMS prepares a booth with flyers and handouts promoting academic programs to 5th grade students and parents. * Winter GATE/EXCEL Night - Students and Parents are invited to visit so they have an understanding of what the GATE/EXCEL program has to offer.	*8th Grade Student Meetings - Administrators meet with all 8th Grade students during their History and/or English classes. The administrator explains the process for applying to to the different high schools and give them an overview of all the Long Beach High Schools. Information on district high school nights is given out to parents along with shadow day information. Parents are able to visit with high school representatives and hear first hand from high school students about the school. Parents have the opportunity to register for ParentVue so that they can participate in the High school choice process * 8th Grade Parent Meetings - Administrators and parent liaison hold parent meetings in the evenings to explain the High School application process in detail. An overview of programs provided by Long Beach High Schools is provided. * High School Fair - FCMS encourages all 8th grade students and parents to attend the

		District's High School Choice Fair. * High School Scheduling - Once students are accepted to the various high schools, counselors from those high schools come to Franklin to meet with each student. The High School counselors discuss class schedules and elective choices with each student.

Accountability Measure 2: Organizational Climate

Organizational Climate

Organizational Climate					
Indentified Need(s)	**Program & Materials**	**Funding Source & Cost**	**Time Frame**	**Personnel**	**Progress Monitoring for Assessing Effectiveness**
Many of our families do not have access to the college path. High School Readiness|100	60 Books to support Parents: In this fun how-to guide, expert college advisor, Dr. Cynthia ColoÂ´n, offers 30 entertaining stories filled with inspiration, behind-the-scenes truths, and actionable to-dos, helping teens everywhere to: Create a 4-year academic plan designed for maximum success. Produce a strategic resume that highlights their uniqueness. Get admitted to amazing colleges they could only dream of! Follow this 7-step plan and teens are sure to have a stress-free senior year! Teens will walk away feeling more confident, excited about creating college application	Par Inv $600 Materials - Par Inv 100%	11/01/2023 - 07/01/2024 Monthly	Counselor Adminstrative Team	Quarter progress report cards as well as semeter report cards will be printed and mailed to families.

Our tech needs to be updated Other|100	Tech: We currently have no extra stock of basic tech items needed in classrooms. These items are already being requested by teachers. We need HDMI Ã USB-C adaptors for teachers/guests to connect their laptops to our projectors. We need speakers that can fill up a classroom so students sitting in the back of classroom can hear the audio being played over the computer/projector. The currently available speakers (projector speakers and desktop soundbar) are not sufficient enough to project audio around the classroom. Our classroom headphones are falling apart, broken, or missing. They need to be replaced.	LCFF $600 Materials - LCFF 100%	11/01/2023 - 07/01/2024 Weekly	Teacher Tech	Teacher Tech
Franklin PE equipment is old and needs to be replaced to meet our student needs. Core Curriculum| 100	PE is in need of equipment to meet the PE standards. Volleyball/Table tennis net (portable).	LCFF $530 Materials - LCFF 100%	10/02/2023 - 07/01/2024 Semester	PE DH	PE teachers
ENLACE ELL class is in need of a color printer, to print in color SDAIE pictures, phrases, images to support our ELL students. EL Reclassification|100	ENLACE ELL class is in need of a color printer, to print in color SDAIE pictures, phrases, images to support our ELL students.	Title 1 $750 Materials - Title 1 100%	10/02/2023 - 07/01/2024 Annually	ENLACE Teacher	ELPAC

Additional supervision needed before school, during breakfast and at lunch time to ensure students supervised access, enough time to eat, and a climate that promotes safety for all students. Culture-Climate Survey (Student-Staff)|100	Additional recreation aides are needed before school during breakfast and at lunch time to help supervise students to ensure all students have access and enough time to eat. After breakfast and lunch, recreation aides help monitor the blacktop, field area, restroom areas, and PE to ensure a climate that promotes safety for all students.	LCFF Rec $45,964 Hourly - Recreation Aide (4) for 635 hours annually - LCFF Rec 100%	07/01/2023 - 07/01/2042 Daily	Recreation Aides	Administrators on supervision will monitor recreation aides and the assigned duties.
To rebrand the school and create a positive school environment for students, families, and all staff, an incentive program and rebranding materials are needed to promote school spirit and recognize student effort and academic achievement. Culture-Climate Survey (Student-Staff)| 80, Culture-Climate Survey (Parent)|20	To rebrand the school and create a positive learning environment that promotes and encourages school spirit, scholarliness, good character, high attendance, and school participation, a student recognition program is an important component of our positive school climate/culture, high school readiness program, and attendance program. We would like to increase school spirit signage, items promoting scholarliness, a wide variety of student recognition items that include but are not be limited to student medals, certificates,	LCFF $5,000 Materials - LCFF 100%	07/01/2023 - 07/01/2024 Weekly	Admin Teachers	Weekly incentives will be given students meeting different effort, attendance, and academic criteria.

	and incentive activities for meeting goals, high school readiness criteria, as well as improving grades, GPA, and meeting attendance goals, etc. We would like $12,000 to purchase school spirit and scholarliness items that includes incentive supplies and materials as well as student experiences, etc. in order to supplement and expand our Student Recognitionn program and begin the efforts to rebrand the school.				

Accountability Measure 3: Professional Development

Professional Development

Professional Development

Indentified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Teachers need time to collaborate, plan instruction, look at student work and analyze assessment data. SBAC ELA|50, SBAC Math|50	Teachers need time to develop and sequence long-term and short-term instructional plans based on district guidelines to meet the learning needs of students. Teachers will look at assessment data and student work to guide instruction, adapt resources, and make the curriculum accessible to all students. All 48 teachers will be given 5 release days to plan, collaborate and/or participate in professional development in support of the implementation of quality core instruction. The total cost for 5 release days is $58,500	Title 1 $57,771 Substitute teacher full day (38) for 6 days - Title 1 100%	07/01/2023 - 07/01/2024 Quarterly	All classroom teachers All admin team members	Daily instruction Curriculum pacing guides Lesson plans Professional development

The administrative team, the IIC and Instructional Leadership team needs time to analyze school-wide data, students needs, and staff feedback to plan staff professional development. SBAC ELA|50, SBAC Math|50	The administrative team, IIC,Teachers, Intervention Dean Instructional Leadership Team need time to collaborate and plan data driven professional development for the staff based on teacher needs. ILT Team will be provided with 5 planning release days to meet with the administrative team and IIC and 24 hours.	Title 1 $12,530 Teacher Hourly P Schedule (8) for 20 hours annually - Title 1 100%	07/01/2023 - 07/01/2024 Monthly	Principal Instructional Leadership Team Assistant Principals IIC	Professional development plan School Calendar Agendas Exit Tickets

Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement
Written Analysis

Accountability Measure 4: Parent & Community

Parent and Community

Parent and Community Involvement					
Indentified Need(s)	**Program & Materials**	**Funding Source & Cost**	**Time Frame**	**Personnel**	**Method for Assessing Effectiveness**
A tool to help parents monitor their child's goals, grades, school work, and communicate school and district policies is needed. Core Curriculum|100	Student Planners are needed to help parents monitor their child's assignments, projects, and tests. Students will record daily assignments, projects, and upcoming tests along with weekly school goals. In addition, the planners provide information on school and district policies, anti-bullying strategies, GATE strategies, thinking maps, as well as information on ParentVue and Canvas. This helps bridge the home-school connection and helps parents have discussions with their child regarding goals, grades, time management, and other school related topics.	Par Inv $3,500 Materials - Par Inv 100%	07/01/2023 - 07/01/2024 Daily	Teachers, Students and Parents.	Parents will monitor their child's progress regularly (daily or weekly depending on their child's needs)

School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA's budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	488379
Title I Parent and Family Involvement (3008)	9069

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Foster Care Social Worker; TK Teachers; Behavioral Specialist; Male/Female Leadership Academy; Research LROIX Development.	NA
Centralized Services Share	Middle School Summer Bridge, Homework Helpline 562.437.2859, Travel/Conferences, Education Celebration, CORE, Data PD/ Summer Admin PD, Supplemental Examinations (GORT), Kinder Festival, Robotics, SEAL Summer Program, SSC Institute, APEX Online, Harmony Project.	NA

State Programs *	Allocation
LCFF	132580

* It is understood that LCFF funding are district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Spring Adjustment:
During the beginning of the school year, the state projects the amount that the district receives in Title I and other resources and sometimes adjustments are made mid-year to the allotment, as a result of the Consolidated Application (completed annually in February). Although most years, there is no difference in the site allocations. In the event that there is an adjustment, LBUSD will notify all site principals, who will announce the adjustment to the SSC.

Title I Reservations
Title I Reservations are used for required or Board-approved services. These reservations are made prior to Title I allocations to school sites and are designed to provide central services to Title I and/or underserved, underperforming schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need changes and budget adjustments.

Administrative Share & Reservations Title I Program Administration
Equity, Engagement & Partnerships (EEP), **State and Federal Programs** (SFP): Personnel to provide leadership for state and federal supplemental programs, Parent University offering parent workshops and community engagement. Early Childhood Education (CDC, Educare, Head Start): Personnel (incl. pre-K teachers of subsidized program, office assistants)

Parent Involvement (additional funds beyond the required 1%)
Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

Homeless Education
Providing homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

Social Worker: Foster Care
Provides ongoing intensive case management services for foster youth and families, maintaining compliance with AB216 and AB490 regarding foster rights. In addition, collaborates with community partners to address foster youth needs, including with DCFS for tracking and consultation. Provides trainings for site counselors and staff.

Behavior Specialist
Works with elementary schools to ensure that schools are using best practices when working with Tier 2 students not experiencing success with self-control.

Male and Female Leadership Academy
The leadership academies strive to improve the graduation rate of underrepresented promising students and develop successful leaders by addressing the multi-faceted issues facing young women and men. The reservation provides personnel at high needs schools to coordinate the

academies.

Research LROIX Development
LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

Centralized Services

Middle School Summer Bridge
Provides a summer math program focusing on students needing a "head start" prior to entering the next middle school grade level.

Homework Helpline 562.437.2859
Homework Helpline consists of teachers guiding students through homework assignments via the telephone. The service is free to LBUSD students.

Travel/Conferences
Enables staff to develop requisite knowledge about the program(s) they lead.

Education Celebration
The annual Education Celebration features K-8 schools in one location to engage parents about site programs and features. In addition to the schools, city representatives and district resources are also present to engage parents.

CORE
The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

Data PD / Summer Admin PD
This pre-service professional development is designed for site leaders to engage in analyzing new data and begin the planning process for student needs assessment, closing the achievement gap and addressing school goals.

Supplemental Examinations
These specialized exams are supplemental and are intended to augment district formative assessments to better understand student

achievement and skill acquisition.

Kinder Festivals
The K-Fests are a series of parent involvement activities designed to introduce entering Kinder families to the system, including live student groups with teachers, parent resources and training to understand the kinder curriculum and expectations.

Robotics
These supplemental materials are designed to assist in research and special programs related to STEM.

SEAL Summer Program
The Summer Enrichment and Learning (SEAL) program provides students instruction in a variety of coursework during the summer break. Students are provided learning opportunities to strengthen skills.

APEX Online
APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

Youth Orchestra
Music instruction and opportunities on weekends. Students receive instruction from professional music performers in string instruments.

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Jorge Montanez	06-30-2024
Staff	Classroom Teacher	Jackie Bellin	06-30-2025
Staff	Classroom Teacher	Tamara Hall-Wilkie	06-30-2025
Staff	Classroom Teacher	Tracy Hibbens	06-30-2025
Staff	Classroom Teacher	Maribel Rendon	06-30-2025
Staff	Non Classroom Teacher	Hannah Komancheck	06-30-2025
Community	Parent	Rosalba [redacted]	06-30-2025
Community	Parent	Demitrius [redacted]	06-30-2024
Community	Parent	Gabriela [redacted]	06-30-2025
Community	Student	[redacted]	06-30-2024
Community	Student	[redacted]	06-30-2024
Community	Student	[redacted]	06-30-2024

English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	Maria [redacted]
DELAC Representative	Parent of EL Student (required)	Elizabeth [redacted]
Principal or Designee	Staff Member (required)	Ruth Lisha
Secretary	Parent of EL Student (required)	Elizabeth [redacted]

Name	Representing
Alina [redacted]	Parent of EL Student
Dulce [redacted]	Parent of EL Student

ELAC Recommendations

Pursuant to Education Code, Section 52176, the school's English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	10/03/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	Site to provide an off-campus celebration in the form of a field trip for students who were reclassified into the 2022-2023 ELPAC. Not only will this be a celebration and serve as an incentive for those who passed, but it will be used as an incentive by those who are taking the test this year. Parents would like the field trip to take place at the Science Center in L.A. Students will be given a survey with field trip options. Approximately 50 students (1 out of 6 EL's) will be reclassifying this year. Site to provide a movie day (or other incentive) for the students who improved 35 points or more on the 2022-2023 ELPAC. The parents would like the school to provide snacks like popcorn, candy and possibly nachos during a movie. Students will be given a survey with incentive options in their CCR class. This will affect approximately 125 students.
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	Reclassification Data
5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations	10/23/2023

6. What was SSC's response to ELAC recommendations?	SSC provided funding for both incentives. A student in SSC suggested that we give the eligible students a survey with options for each incentive. The survey will be given to select students. SSC awarded $1200 to students who passed last year's ELPAC which will pay for a bus for a field trip. $250 was designated for an incentive to reward students who improved 35 points or more on the ELPAC.

Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the resources available to the school. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 10/23/2023
2. The SSC approved the **Home-School Compact** on 10/02/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/02/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 10/17/2023, 10/17/2023
5. SSC Participated in the Annual Evaluation of SPSA:12/04/2023
6. The SPSA was approved at the following SSC Meeting: 12/04/2023

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____ Printed Name: _____ Date: _____

SSC Chair: _____ Printed Name: _____ Date: _____

ELAC Chair: _____ Printed Name: _____ Date: _____

SBAC ELA 2023 :: School Data by Subgroup

Franklin

Category		Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Students	1,035	1035	64%	40	25	26	9	36%	↓5		↓1
		All Middle	54%	29	25	29	16	46%	↓1		↓2
		District	52%	29	23	26	22	48%	↑-		↓1
Grade	Gr. 06	337	66%	37	28	24	10	34%	↓8		↓3
		All Middle	57%	30	27	27	16	43%	↓2		↓8
		District	56%	29	27	27	17	44%	↓2		↓8
	Gr. 07	352	61%	36	24	29	10	39%	↑3		-
		All Middle	51%	28	24	32	17	49%	↓1		↑4
		District	50%	27	23	32	18	50%	↓2		↑4
	Gr. 08	346	67%	45	22	25	8	33%	↓12		↓1
		All Middle	55%	29	25	30	16	45%	↓-		↓4
		District	53%	28	25	30	17	47%	↓1		↓4
Ethnicity	Hispanic	793	66%	40	25	26	9	34%	↓5		↓2
		All Middle	60%	32	28	28	11	40%	↓1		↓3
		District	58%	33	25	26	16	42%	↓-		↓1
	African American	120	71%	49	22	25	4	29%	↓10		↑1
		All Middle	70%	43	27	22	8	30%	↓3		↓3
		District	67%	42	25	21	12	33%	↓-		↓1
	Cambodian	72	44%	22	22	28	28	56%	↓6		↑3
		All Middle	39%	18	21	35	26	61%	↑-		↑1
		District	39%	19	20	32	29	61%	↑1		↑3
	Asian	70	49%	26	23	23	29	51%	↓15		-
		All Middle	36%	17	19	35	29	64%	↓2		↓-
		District	34%	17	18	30	36	66%	↑-		↑1

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SBAC ELA 2023 :: School Data by Subgroup

Franklin

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Ethnicity	Other	27	41%	11	30	48	11	59%	↑18		↑4
		All Middle	36%	16	20	34	30	64%	↑-		↓1
		District	33%	16	17	29	38	67%	↑1		↓-
	White	18*	61%	22	39	33	6	39%	↓8		-
		All Middle	27%	12	15	37	36	73%	↑-		↓2
		District	26%	11	15	30	44	74%	↑1		↓2
	Pacific Islander	3*	100%	67	33			0%	-		-
		All Middle	60%	31	29	36	5	40%	↓-		↓3
		District	63%	31	32	28	9	38%	↓2		↓2
	American Indian	3*	67%	67		33		33%	↑33		-
		All Middle*	47%	32	16	47	5	53%	↑26		↑17
		District	41%	25	16	41	18	59%	↑18		↑11
	Filipino	1*	0%			100	100%		-		-
		All Middle	32%	10	21	34	35	68%	↑2		↑2
		District	28%	11	17	31	41	72%	↑2		↑1
Gender	Female	512	60%	35	25	30	10	40%	↓5		↓-
		All Middle	49%	25	24	32	19	51%	↓2		↓2
		District	47%	25	22	28	24	53%	↓-		↓1
	Male	521	69%	44	25	22	9	31%	↓5		↓2
		All Middle	59%	33	26	27	14	41%	↑-		↓3
		District	56%	33	23	25	19	44%	↑1		↓1
	Nonbinary	2*	50%	50		50		50%	↓50		-
		All Middle	43%	17	26	48	9	57%	↓4		↓7
		District	40%	13	27	38	22	60%	↑6		↓6

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Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC ELA 2023 :: School Data by Subgroup

2/16/24

Franklin

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Special Populations	EL + RFEP	585	68%	43	25	23	9	32%	↓6		↓3
		All Middle	64%	35	29	26	10	36%	↓2		↓2
		District	64%	38	26	24	12	36%	↓1		↓1
	ELL	267	94%	69	24	6		6%	↑1		↓3
		All Middle	92%	65	26	8		8%	↑3		↑1
		District	86%	60	25	11	3	14%	↑4		↑2
	RFEP	318	46%	20	26	38	16	54%	↓4		↓3
		All Middle	48%	18	30	36	16	52%	↓1		↓4
		District	44%	17	27	35	21	56%	↑-		↓4
	Foster	11*	91%	55	36	9		9%	↓11		-
		All Middle	76%	49	27	20	4	24%	↓3		↓6
		District	75%	50	25	16	9	25%	↓3		↓4
	GATE/Excel	225	20%	7	13	50	30	80%	↓6		↓3
		All Middle	16%	4	12	40	44	84%	↓3		↓3
		District	14%	3	11	32	54	86%	↓-		↓4
	Homeless	111	74%	46	28	23	3	26%	↓-		↓5
		All Middle	68%	40	28	25	7	32%	↓3		↓2
		District	64%	40	24	24	12	36%	↓1		-
	Homeless/Foster	122	75%	47	29	22	2	25%	↓1		↓4
		All Middle	69%	41	28	25	7	31%	↓3		↓3
		District	65%	41	24	23	12	35%	↓1		↓-
	Low SES	988	65%	40	25	26	9	35%	↓5		↓1
		All Middle	59%	32	27	28	13	41%	↑1		↓2
		District	59%	34	25	25	16	41%	↑1		↓1

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Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC ELA 2023 :: School Data by Subgroup

Franklin

Category		Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Special Populations	Special Ed.	144	93%	77	16	6		7%	↓4		↑2
		All Middle	87%	66	21	10	3	13%	↑1		↑-
		District	84%	65	19	11	5	16%	↑1		↑1
	Spec Ed. Speech/RSP	98	91%	76	15	8	1	9%	↓7		↑2
		All Middle	82%	57	25	14	4	18%	↑1		↑-
		District	79%	56	23	14	7	21%	↑2		↑1

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SBAC Math 2023 :: School Data by Subgroup

Franklin

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
All Students	1,033	1033	79%	54	26	11	9	21%	↓2		↓2
		All Middle	70%	44	25	16	14	30%	↓-		↓2
		District	66%	40	26	19	16	34%	↑1		↓5
Grade	Gr. 06	339	76%	49	26	12	12	24%	↓4		↑-
		All Middle	68%	41	27	17	14	32%	↑-		↓2
		District	67%	39	27	18	15	33%	↑1		↓1
	Gr. 07	349	77%	51	26	13	9	23%	↑6		↓4
		All Middle	68%	42	26	18	14	32%	↑1		↑-
		District	68%	42	26	18	15	32%	↑1		↑-
	Gr. 08	345	85%	61	24	8	7	15%	↓7		↓2
		All Middle	73%	50	23	13	13	27%	↓2		↓4
		District	72%	49	23	14	14	28%	↓2		↓3
Ethnicity	Hispanic	790	81%	54	27	11	8	19%	↓2		↓3
		All Middle	77%	50	27	14	9	23%	↓-		↓2
		District	72%	45	27	17	11	28%	↑2		↓5
	African American	120	88%	70	18	5	8	13%	↓5		↓1
		All Middle	84%	62	22	10	6	16%	↓-		↓-
		District	82%	57	25	12	6	18%	↑1		↓4
	Cambodian	72	54%	31	24	22	24	46%	↑-		-
		All Middle	57%	30	27	22	22	43%	↓3		↓4
		District	55%	28	27	23	23	45%	↓2		↓5
	Asian	70	57%	33	24	19	24	43%	↓5		-
		All Middle	52%	28	24	21	27	48%	↓4		↓2
		District	49%	25	24	22	29	51%	↓1		↓6

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Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Math 2023 :: School Data by Subgroup

Franklin

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Ethnicity	Other	27	67%	41	26	22	11	33%	↑4		↓4
		All Middle	50%	25	25	23	27	50%	↑-		↓3
		District	45%	23	22	24	31	55%	↑-		↓5
	White	19*	68%	47	21	26	5	32%	↑14		-
		All Middle	39%	20	20	28	33	61%	↑2		↑1
		District	38%	17	21	27	35	62%	↑3		↓6
	Pacific Islander	3*	100%	33	67			0%	-		-
		All Middle	79%	45	33	15	7	21%	↓1		↓3
		District	76%	46	30	17	8	24%	↓-		↓5
	American Indian	3*	100%	67	33			0%	-		-
		All Middle*	84%	63	21	5	11	16%	↑2		↑6
		District	73%	41	31	14	14	27%	↑1		↓8
	Filipino	1*	0%			100	100%		-		-
		All Middle	51%	22	29	20	29	49%	↓2		↓4
		District	44%	19	25	24	33	56%	↓-		↓6
Gender	Female	511	83%	56	27	9	8	17%	↓5		↓4
		All Middle	71%	45	26	16	13	29%	↓1		↓1
		District	67%	41	26	18	14	33%	↑1		↓5
	Male	520	75%	51	24	14	11	25%	↑1		↓-
		All Middle	69%	44	25	16	15	31%	↑-		↓2
		District	64%	39	25	19	17	36%	↑2		↓5
	Nonbinary	2*	100%	50	50			0%	↓33		-
		All Middle	61%	43	17	22	17	39%	↓1		↑3
		District	62%	42	20	22	16	38%	↑4		↓2

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Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Math 2023 :: School Data by Subgroup

2/16/24

Franklin

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Special Populations	EL + RFEP	585	81%	56	26	10	8	19%	↓3		↓3
		All Middle	79%	53	26	13	8	21%	↓1		↓2
		District	77%	52	26	14	8	23%	↑1		↓6
	ELL	269	96%	81	16	3	1	4%	↑2		↓1
		All Middle	97%	82	15	3		3%	↑1		↓1
		District	90%	68	22	8	2	10%	↑3		↓-
	RFEP	316	69%	34	34	17	14	31%	↓2		↓5
		All Middle	69%	36	33	19	12	31%	↑-		↓3
		District	66%	36	30	20	14	34%	↑1		↓9
	Foster	11*	91%	64	27	9		9%	↑2		-
		All Middle	87%	67	20	10	3	13%	↑1		↓2
		District	85%	62	23	13	2	15%	↑2		↓3
	GATE/Excel	224	44%	13	31	24	33	56%	↓6		↓6
		All Middle	29%	9	20	29	42	71%	↓3		↓4
		District	26%	8	18	28	47	74%	↑2		↓9
	Homeless	112	89%	61	29	8	3	11%	↓2		↓2
		All Middle	83%	57	26	11	6	17%	↓1		↓2
		District	78%	52	26	14	8	22%	↑-		↓4
	Homeless/Foster	123	89%	61	28	8	2	11%	↓1		↓2
		All Middle	84%	58	26	11	6	16%	↓1		↓2
		District	79%	53	25	14	7	21%	↑1		↓4
	Low SES	986	80%	54	26	11	9	20%	↓2		↓2
		All Middle	75%	49	26	14	10	25%	↑2		↓2
		District	73%	46	27	17	11	27%	↑2		↓5

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Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Math 2023 :: School Data by Subgroup

Franklin

Category		Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Special Populations	Special Ed.	144	97%	89	8	2		3%	↓4		↓1
		All Middle	92%	79	13	5	3	8%	↑1		↑1
		District	88%	72	16	8	5	12%	↑2		↓1
	Spec Ed. Speech/RSP	98	97%	86	11	3		3%	↓6		↓1
		All Middle	89%	72	17	7	4	11%	↑1		↑1
		District	84%	64	20	10	6	16%	↑2		↓1

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Science 2023 :: School Data by Subgroup

Franklin

Category		Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Students	331	331	85%	29	56	12	3	15%	↓-		-
		District	74%	17	57	18	8	26%	↑1		-
		All Middle	78%	22	57	16	6	22%	↓1		-
Grade	Gr. 08	331	85%	29	56	12	3	15%	↓-		-
		All Middle	78%	22	57	16	6	22%	↓1		-
		District	77%	21	56	16	7	23%	↓1		-
Ethnicity	Hispanic	254	87%	30	56	11	3	13%	↓-		-
		District	81%	19	62	15	4	19%	↑1		-
		All Middle	85%	24	61	12	3	15%	↓-		-
	African American	37	92%	35	57	5	3	8%	↓14		-
		District	86%	29	57	12	2	14%	↑1		-
		All Middle	88%	38	50	10	2	12%	↓1		-
	Cambodian	27	67%	15	52	30	4	33%	↑16		-
		District	65%	9	56	25	10	35%	↑-		-
		All Middle	71%	14	58	21	8	29%	↓2		-
	Asian	25	60%	16	44	36	4	40%	↑14		-
		District	57%	6	50	28	15	43%	↑2		-
		All Middle	61%	10	51	28	11	39%	↓-		-
	Other	10*	80%	20	60	20		20%	↓13		-
		District	56%	11	46	25	18	44%	↓-		-
		All Middle	62%	14	48	23	15	38%	↓-		-
	White	5*	80%	80		20		20%	↓5		-
		District	51%	6	45	29	20	49%	↑1		-
		All Middle	53%	8	45	28	19	47%	↓1		-

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Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Science 2023 :: School Data by Subgroup

Franklin

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Gender	Female	169	85%	30	55	14	1	15%	↑3		-
		District	75%	15	60	18	7	25%	↑1		-
		All Middle	78%	19	59	16	6	22%	↑-		-
	Male	161	85%	29	57	11	4	15%	↓4		-
		District	74%	19	55	18	8	26%	↑1		-
		All Middle	79%	24	54	15	6	21%	↓2		-
	Nonbinary	1*	100%	100				0%	-		-
		All Middle*	82%	18	64	18		18%	↓11		-
		District	68%	18	50	14	18	32%	↑11		-
Special Populations	EL + RFEP	210	87%	32	55	11	2	13%	↑1		-
		District	84%	21	63	13	3	16%	↑1		-
		All Middle	87%	26	61	11	2	13%	↓1		-
	ELL	94	100%	54	46			0%	-		-
		District	98%	40	58	2		2%	↑-		-
		All Middle	100%	52	48			0%	↓-		-
	RFEP	116	76%	14	62	20	4	24%	↑6		-
		District	75%	10	66	20	5	25%	↑3		-
		All Middle	80%	12	68	17	4	20%	↑1		-
	Foster	5*	100%	40	60			0%	-		-
		All Middle	96%	37	59	4		4%	↓6		-
		District	88%	31	58	8	4	12%	↓3		-
	GATE/Excel	77	60%	6	53	32	8	40%	↓9		-
		District	43%	3	41	34	23	57%	↓2		-
		All Middle	47%	3	44	33	19	53%	↓11		-

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Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Science 2023 :: School Data by Subgroup

Franklin

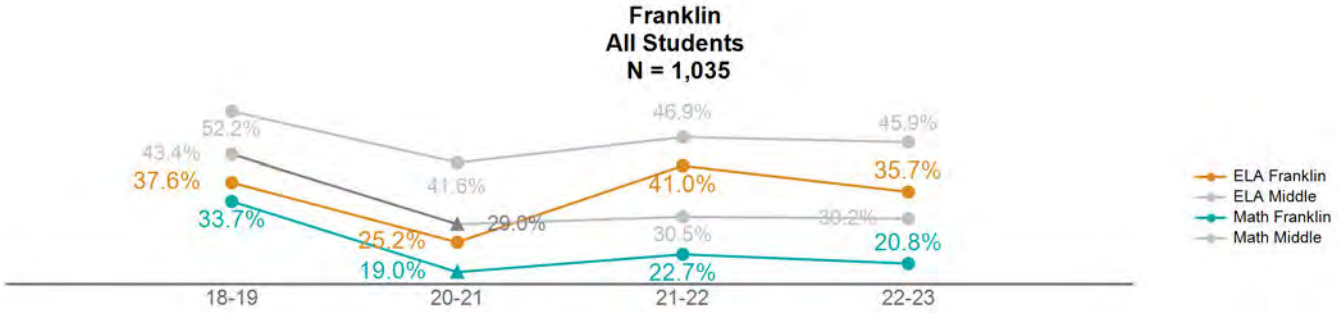
Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Special Populations	Homeless	30	90%	43	47	7	3	10%	↓1		-
		All Middle	91%	34	57	6	2	9%	↓4		-
		District	86%	24	62	10	3	14%	↓1		-
	Homeless/Foster	35	91%	43	49	6	3	9%	↓1		-
		All Middle	91%	34	57	6	2	9%	↓4		-
		District	87%	25	62	10	3	13%	↓1		-
	Low SES	319	85%	29	55	13	3	15%	↑-		-
		All Middle	83%	24	59	13	4	17%	↑1		-
		District	81%	20	61	15	4	19%	↑2		-
	Special Ed.	50	100%	48	52			0%	↓11		-
		All Middle	96%	50	46	4		4%	↓1		-
		District	93%	47	46	5	2	7%	↑1		-
	Spec Ed. Speech/RSP	33	100%	48	52			0%	↓14		-
		All Middle	94%	41	53	5		6%	↓2		-
		District	90%	37	53	7	3	10%	↑1		-

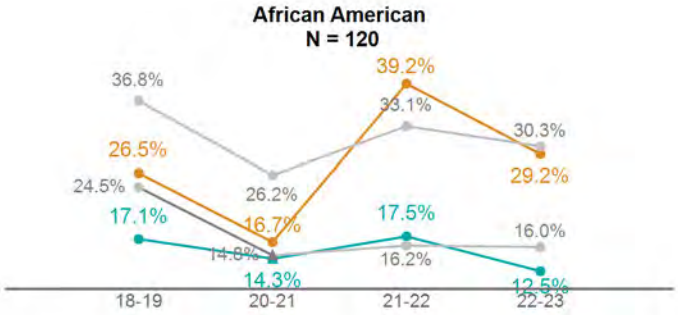
The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

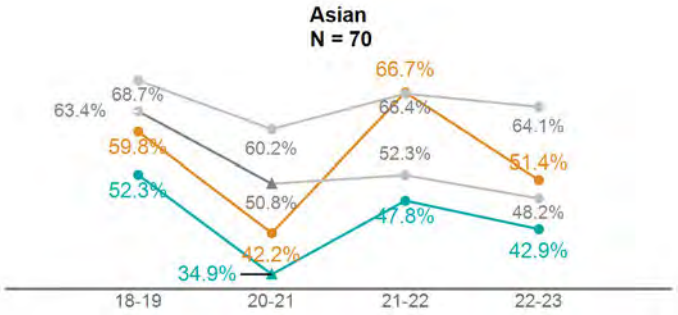
Report Name:SBAC - Achievement_Report - ARC Report #1006

Submit Feedback

Percent of Students with Achievement Level of Met or Exceeded in SBAC

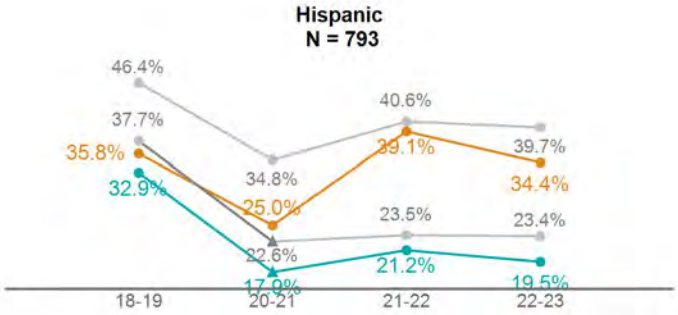






Filipino

Subgroup with fewer than 20 students.



Pacific Islander

Subgroup with fewer than 20 students.

N's are from the current year. SBAC was not administered durring the 19-20 school year, due to the COVID-19 emergency closure.
Subgroups under 20 students are not included.

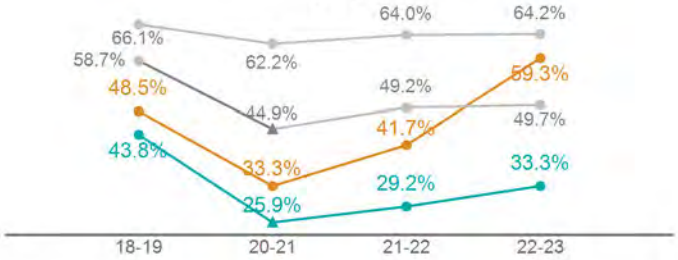
Submit Feedback

Percent of Students with Achievement Level of Met or Exceeded in SBAC

Native American

Subgroup with fewer than 20 students.

Other
N = 27

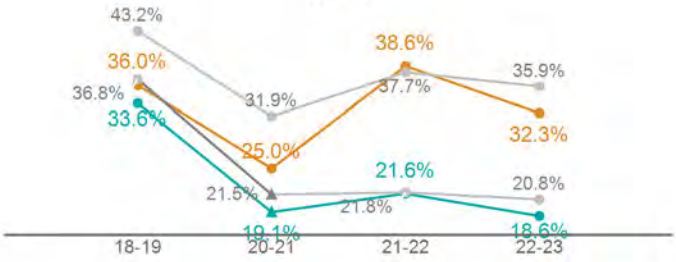


N's are from the current year. SBAC was not administered durring the 19-20 school year, due to the COVID-19 emergency closure.
Subgroups under 20 students are not included.

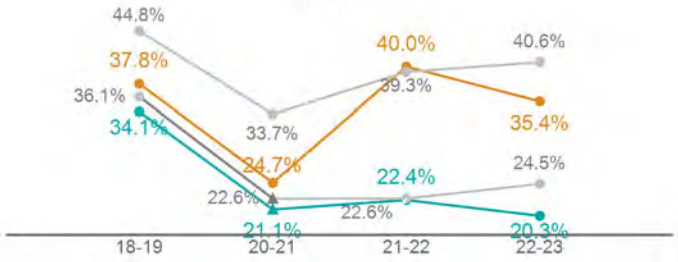
Submit Feedback

Percent of Students with Achievement Level of Met or Exceeded in SBAC

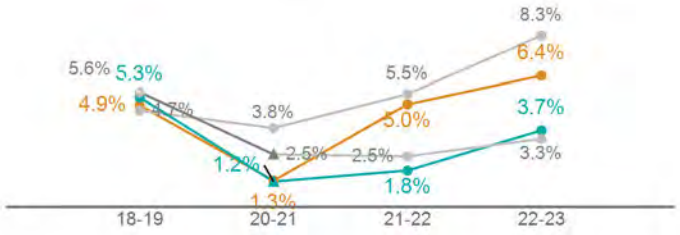
EL + RFEP
N = 585



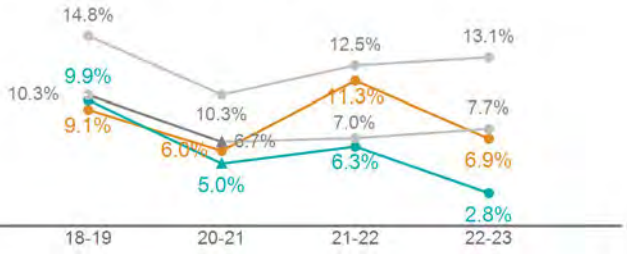
Low SES
N = 988



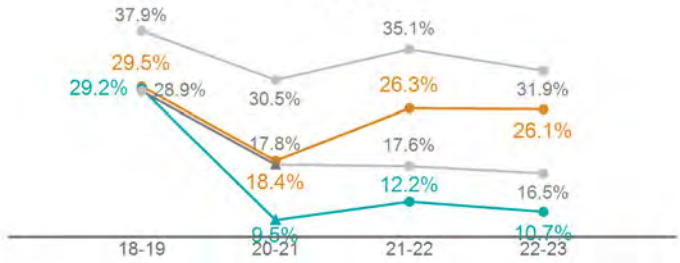
English Learner
N = 269



Special Education
N = 144



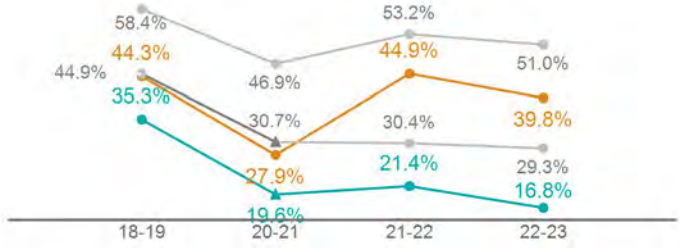
Homeless
N = 112



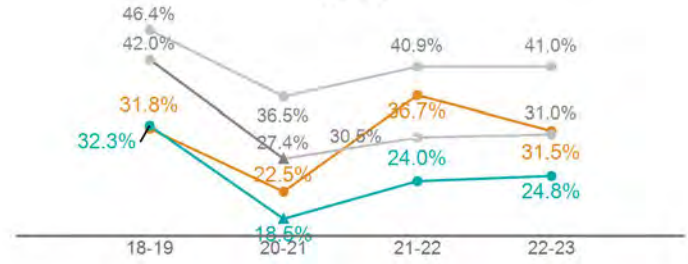
Foster Youth

Subgroup with fewer than 20 students.

Female
N = 512



Male
N = 521



N's are from the current year. SBAC was not administered durring the 19-20 school year, due to the COVID-19 emergency closure.
Subgroups under 20 students are not included.

Feb 16, 2024

ELPAC Summative Assessment Grade Level Summary 2022-2023

Site :: Franklin

Site Level Overall Performance Level Summary

12%	39%	37%	13%
Beginning Stage	Somewhat Developed	Moderately Developed	Well Developed

Site Level Domain Performance Level Summary

Listening			Speaking			Reading			Writing		
22% Beg.	67% Some/Mod.	11% Well Dev.	8% Beg.	29% Some/Mod.	63% Well Dev.	48% Beg.	46% Some/Mod.	7% Well Dev.	17% Beg.	73% Some/Mod.	10% Well Dev.

Grade Level Performance Summary (Overall and by Domain)

	Overall Development				Listening			Speaking			Reading			Writing		
Grade	Beg.	Some.	Mod.	Well	Beg.	Some/ Mod.	Well	Beg.	Some/ Mod.	Well	Beg.	Some/ Mod.	Well	Beg.	Some/ Mod.	Well
06	13%	40%	40%	8%	13%	72%	13%	10%	36%	52%	39%	51%	8%	23%	67%	8%
07	13%	39%	30%	18%	22%	61%	13%	5%	30%	61%	60%	31%	5%	16%	62%	18%
08	11%	37%	38%	14%	29%	59%	7%	7%	18%	69%	43%	46%	6%	11%	78%	6%

Reclassifcation Criteria

ELPAC Results (CDE Site)

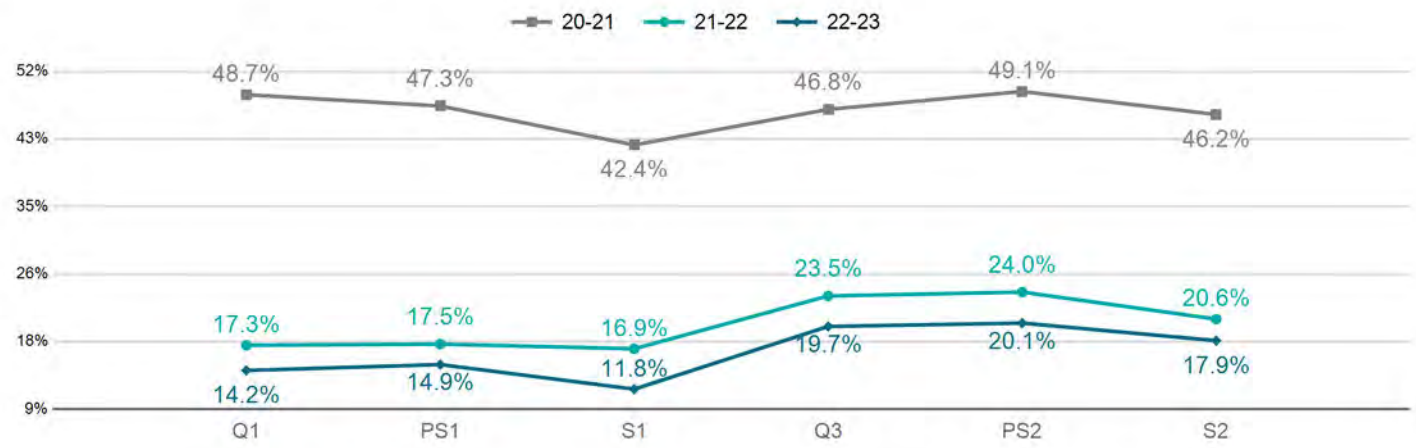
Submit Feedback

Franklin D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: All Students



Graphs for subgroups on following pages.

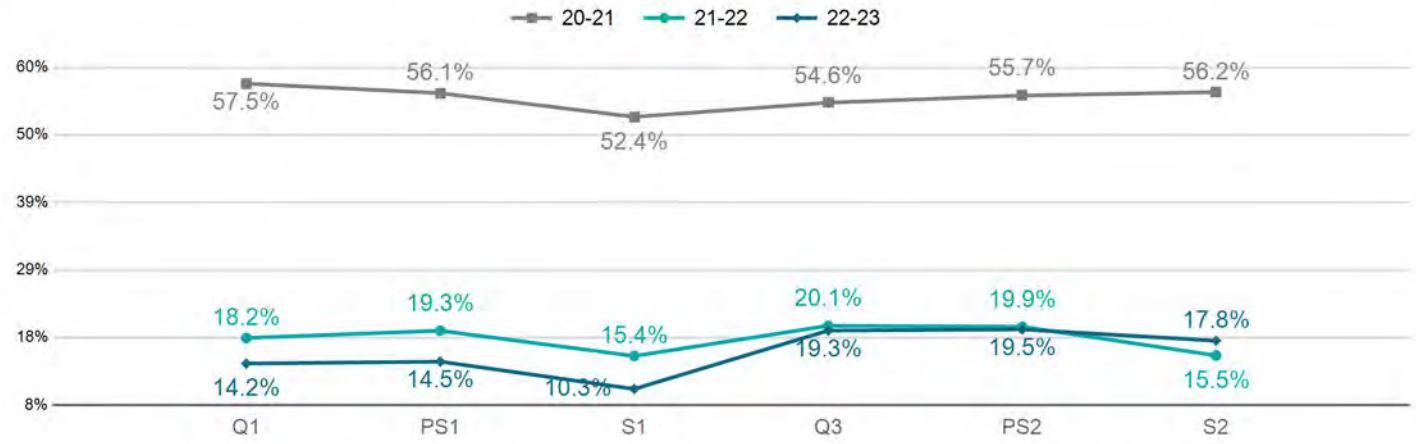
Submit Feedback

Franklin D/F Rate - 3 year Comparison

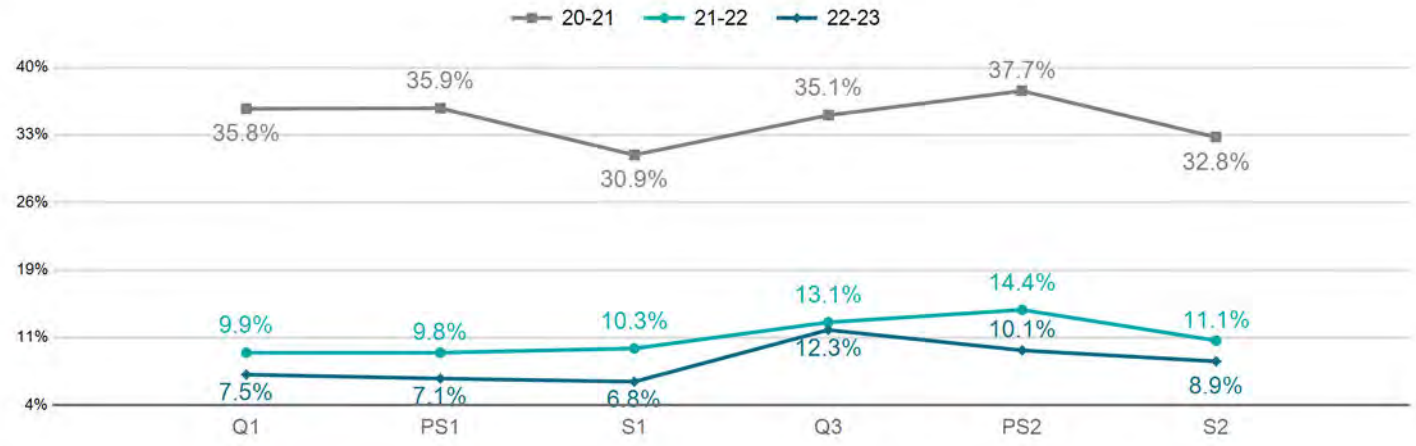
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

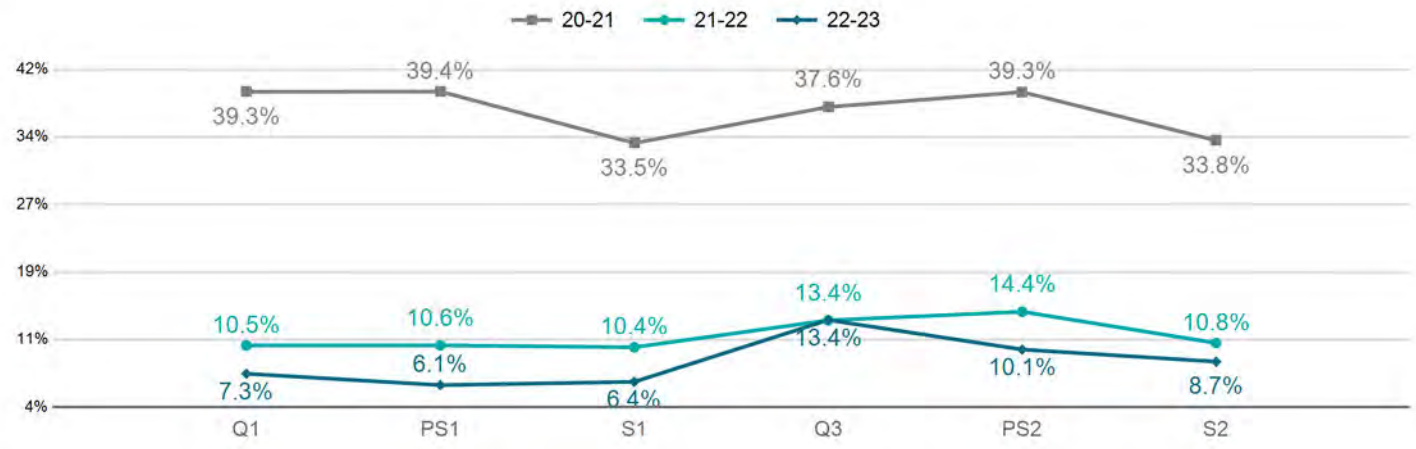
Category: Ethnicity - Subgroup: African American



Category: Ethnicity - Subgroup: Asian



Category: Ethnicity - Subgroup: Cambodian



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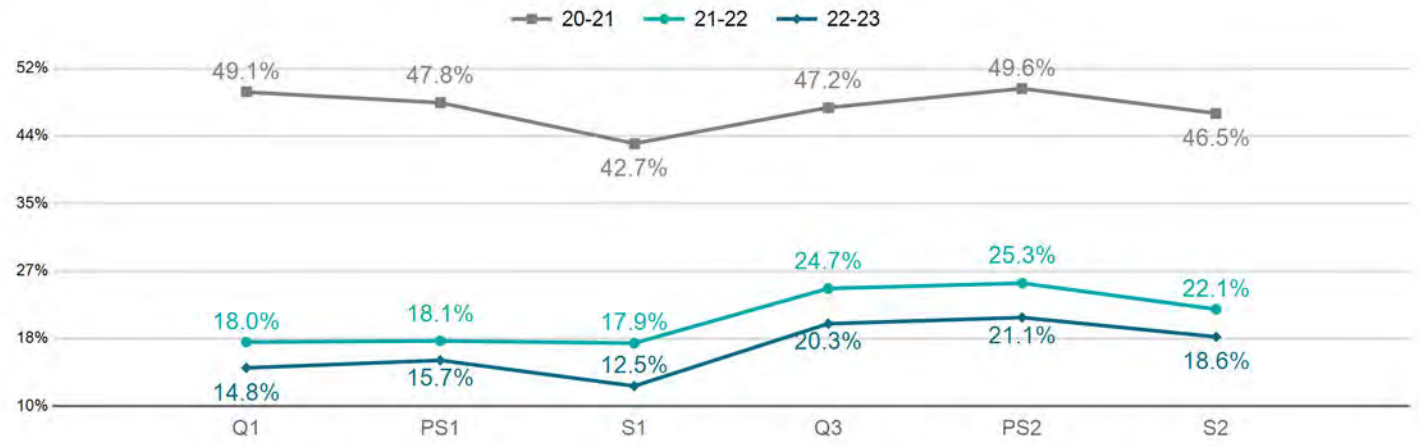
Franklin D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

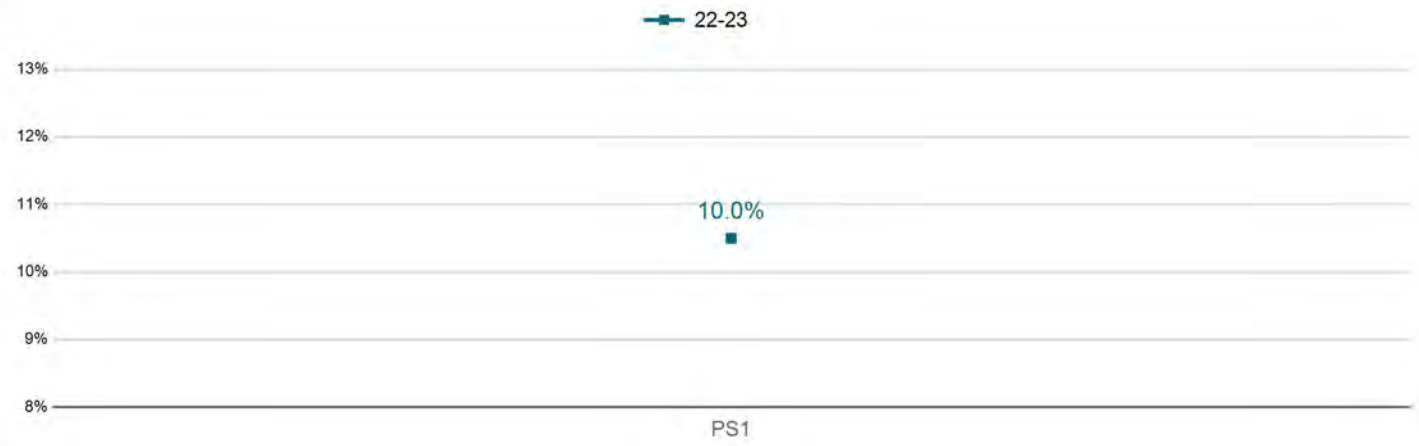
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Cambodian students are a subset of Asian students, and are also included in the Asian subgroup counts.

Category: Ethnicity - Subgroup: Hispanic



Category: Ethnicity - Subgroup: Pacific Islander



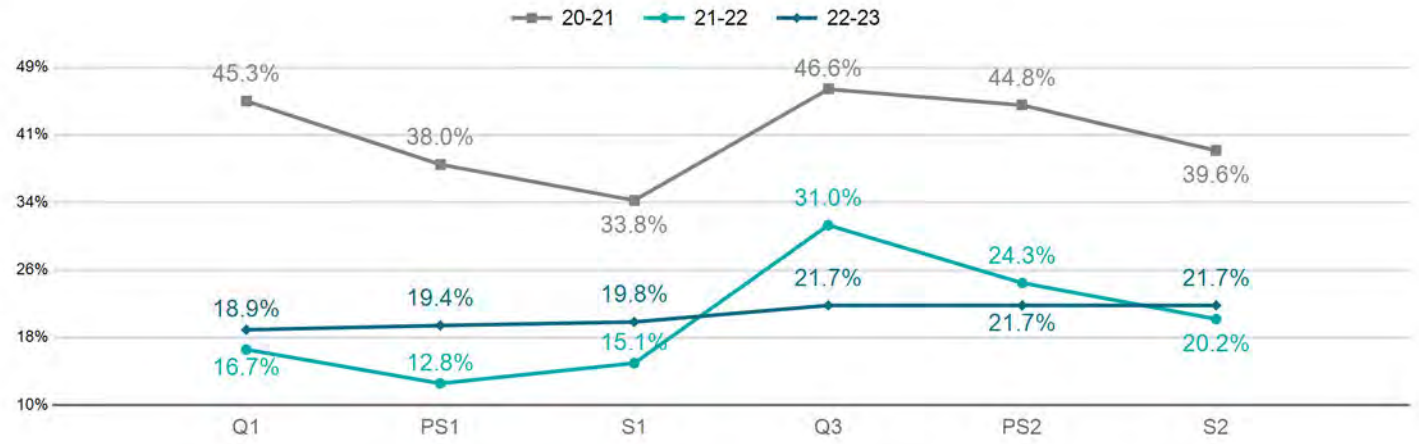
Category: Ethnicity - Subgroup: White

Submit Feedback

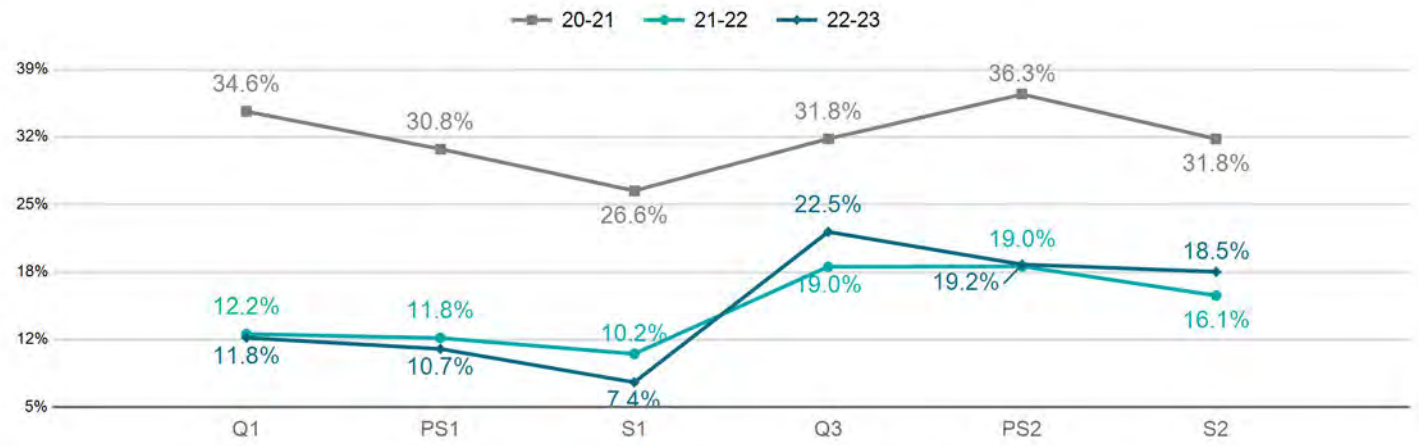
Franklin D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



Category: Ethnicity - Subgroup: Other



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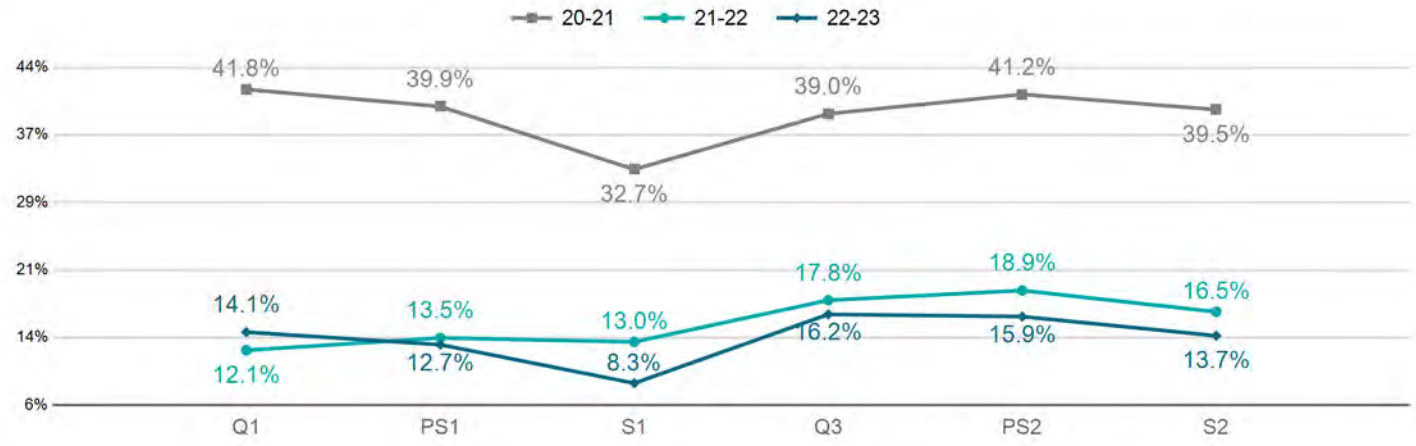
Franklin D/F Rate - 3 year Comparison

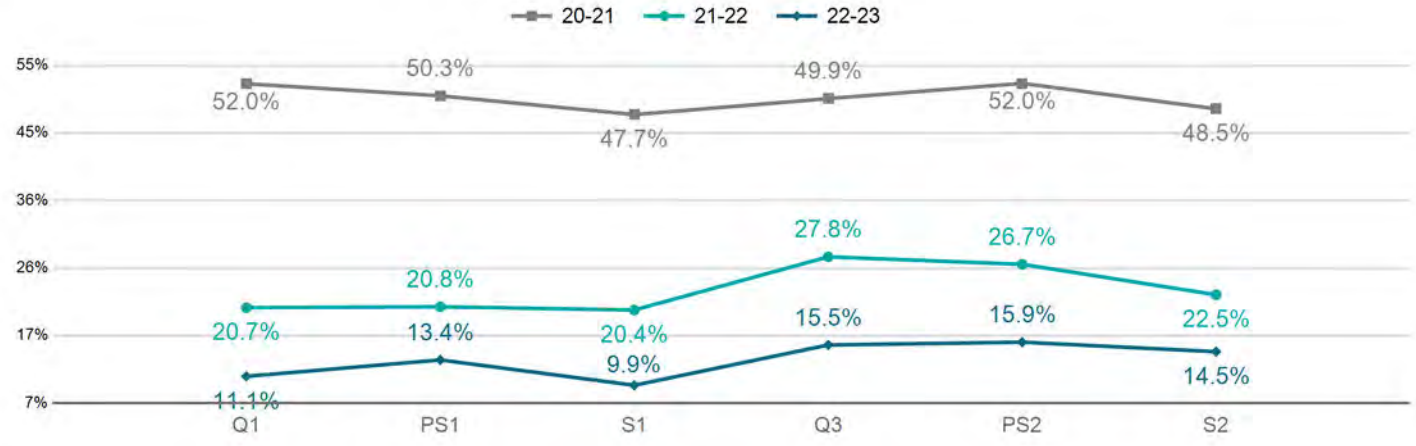
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

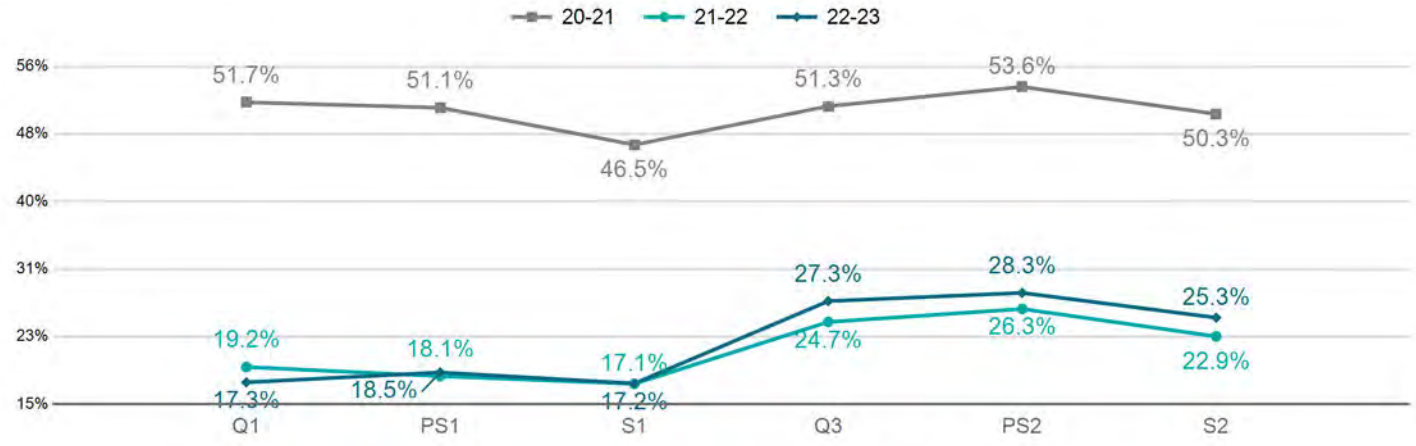
Category: Grade - Subgroup: Gr. 06



Category: Grade - Subgroup: Gr. 07



Category: Grade - Subgroup: Gr. 08



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Franklin D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

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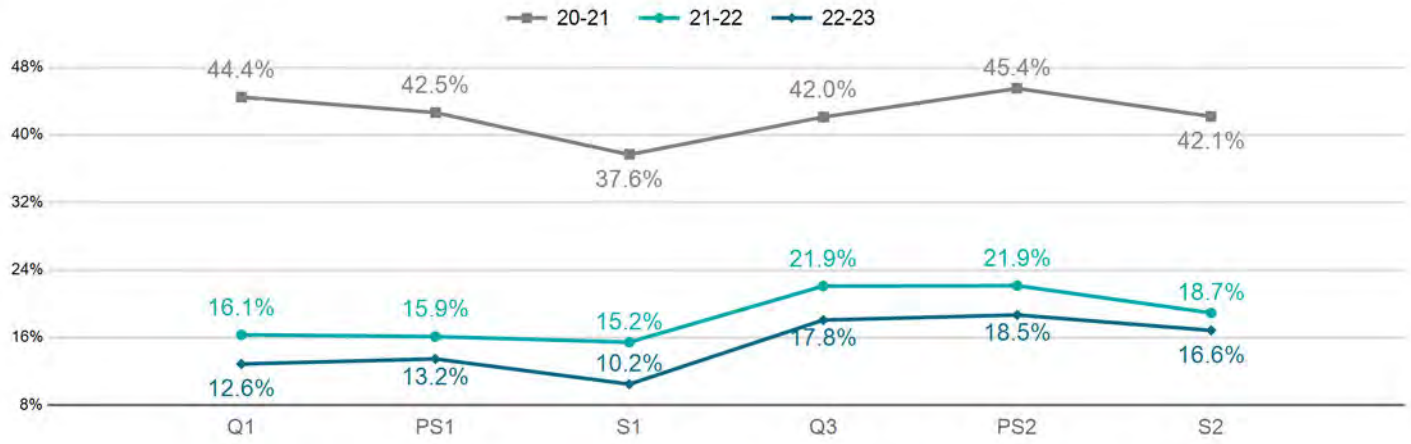
Franklin D/F Rate - 3 year Comparison

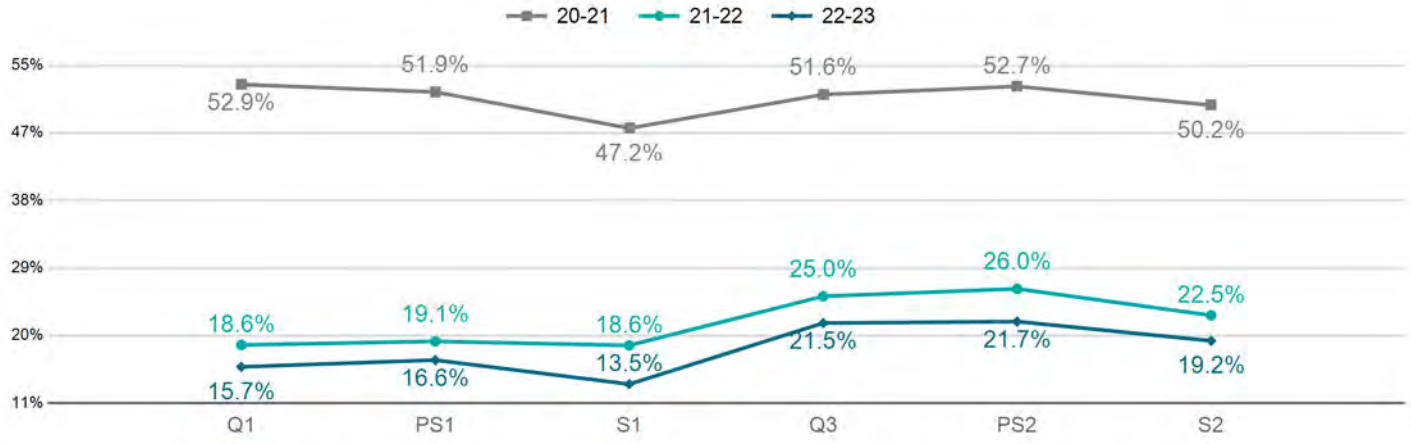
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: Gender - Subgroup: Female



Category: Gender - Subgroup: Male



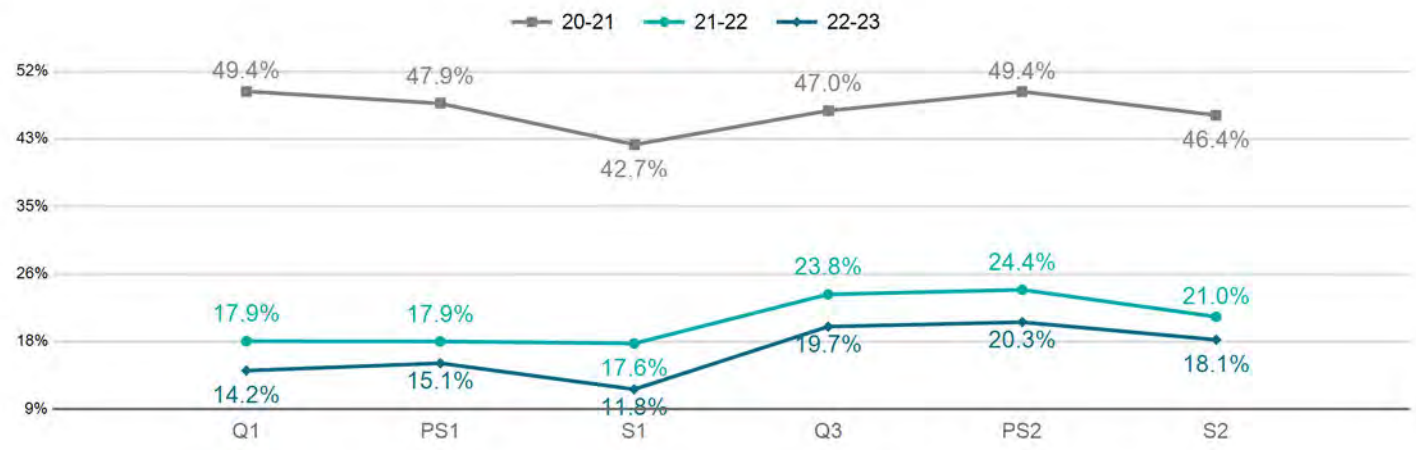
Submit Feedback

Franklin D/F Rate - 3 year Comparison

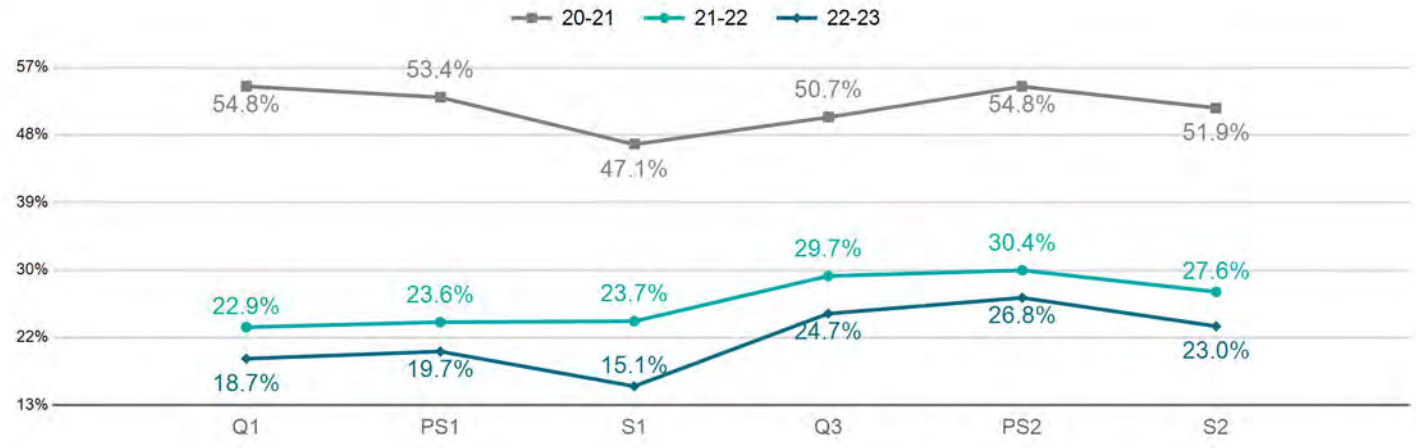
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

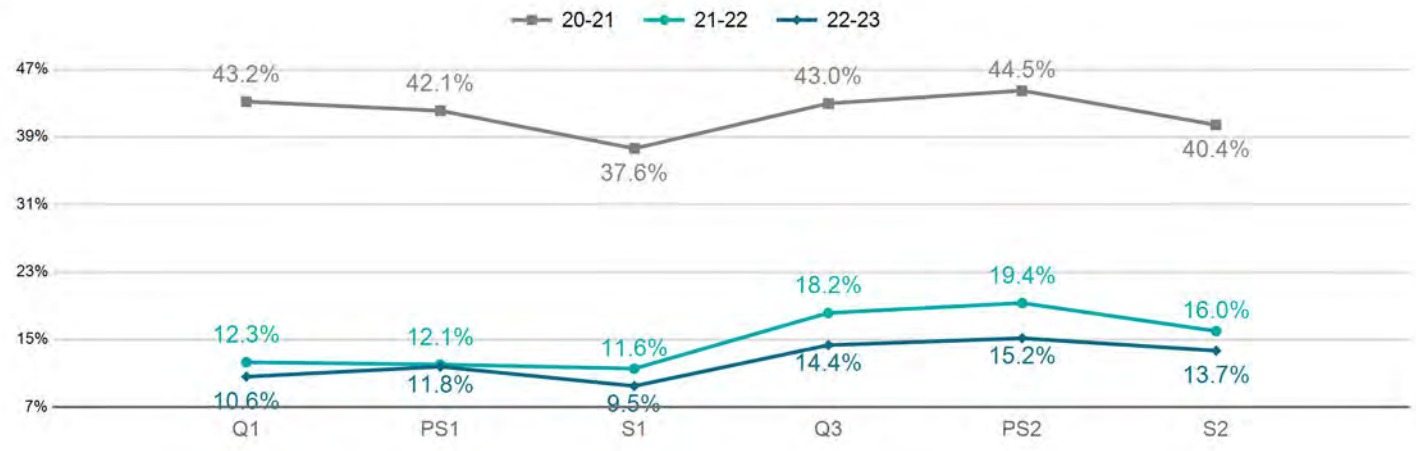
Category: Special Populations - Subgroup: Low SES



Category: Special Populations - Subgroup: ELL



Category: Special Populations - Subgroup: RFEP



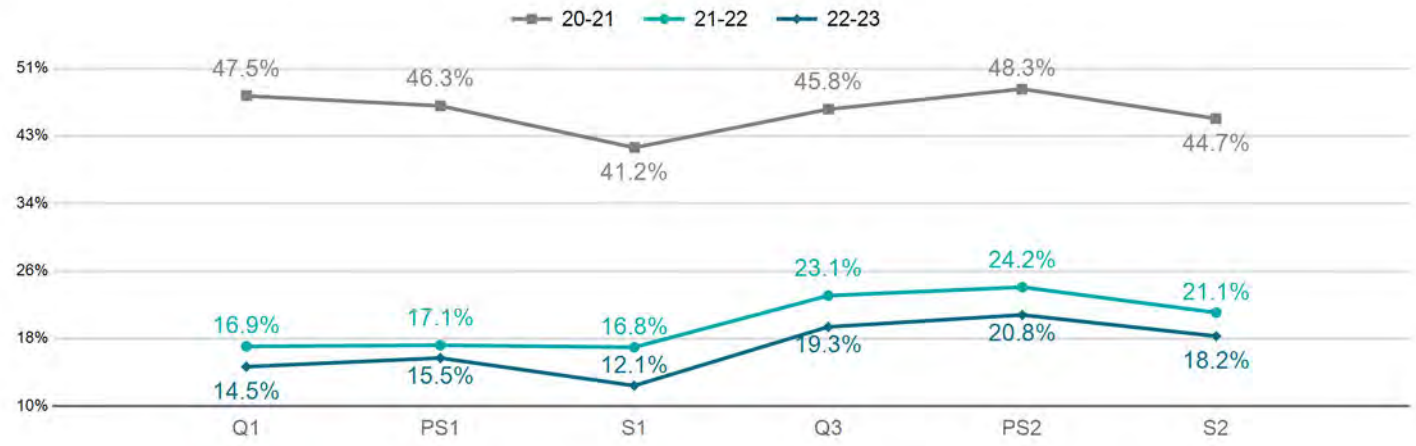
Submit Feedback

Franklin D/F Rate - 3 year Comparison

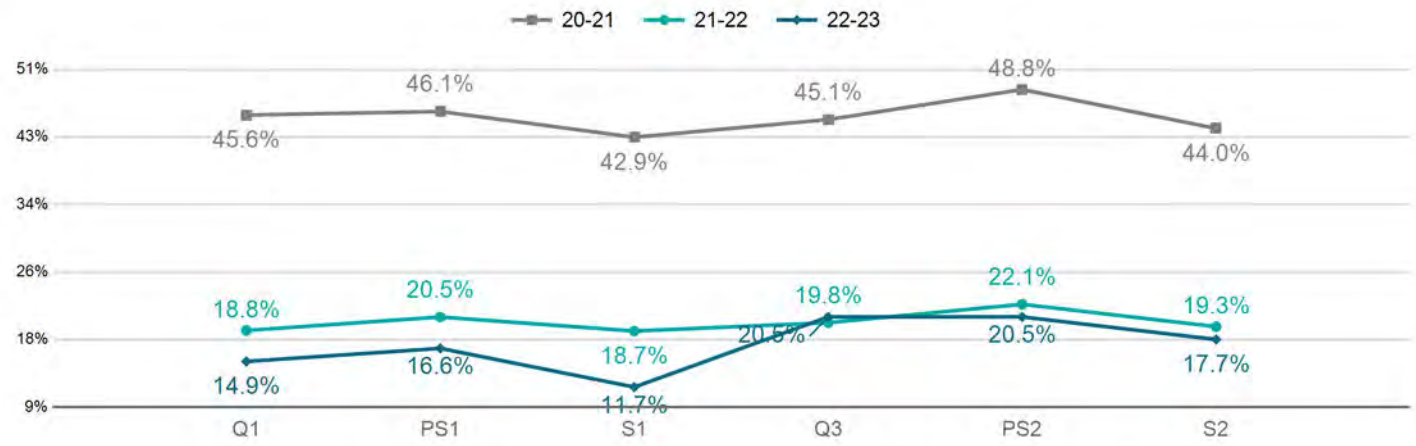
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: Special Populations - Subgroup: EL + RFEP



Category: Special Populations - Subgroup: Special Ed.



Category: Special Populations - Subgroup: Spec Ed. Speech/RSP

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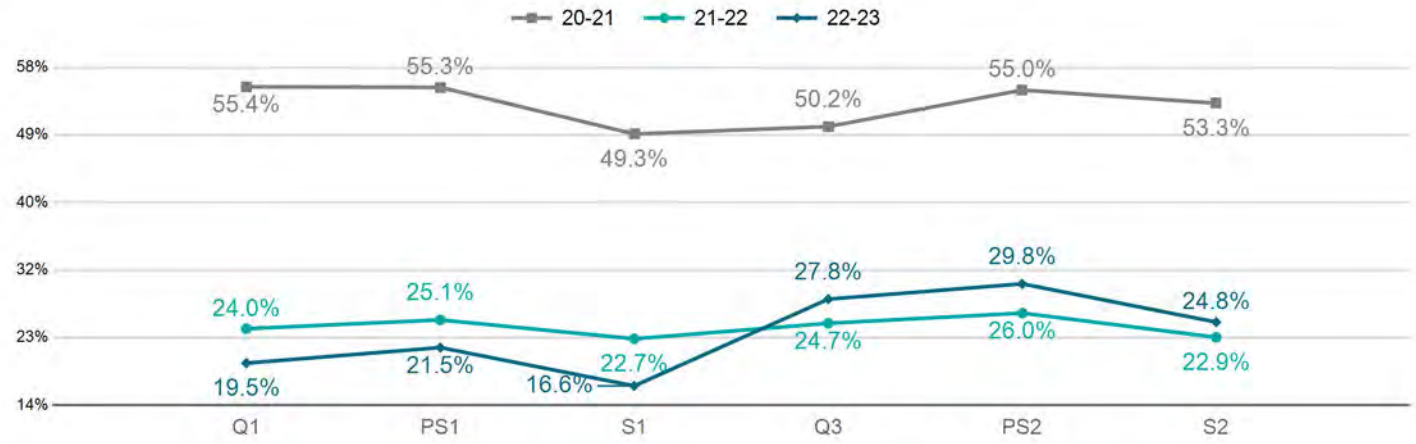
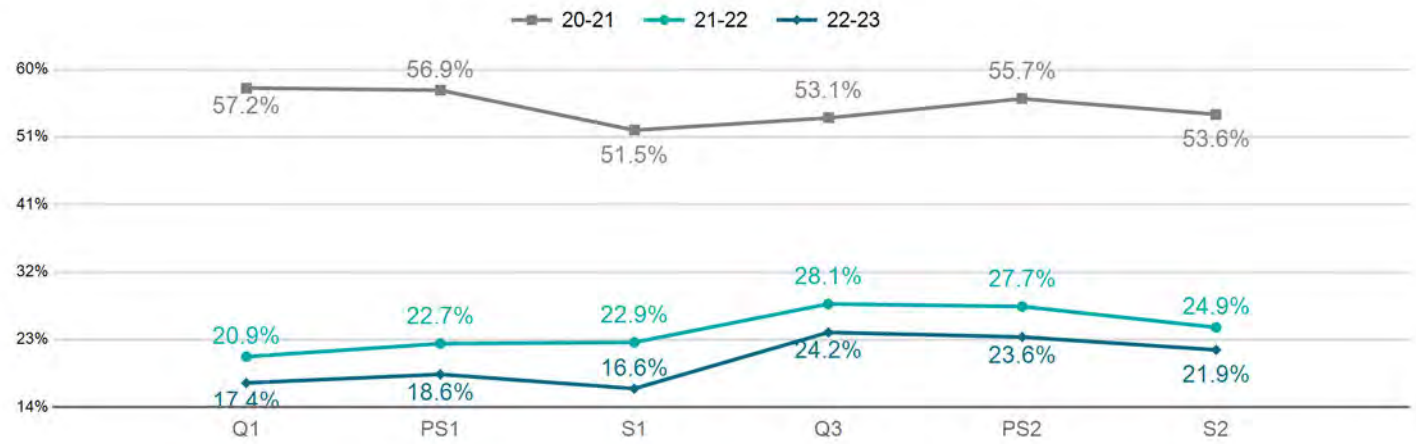
Franklin D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

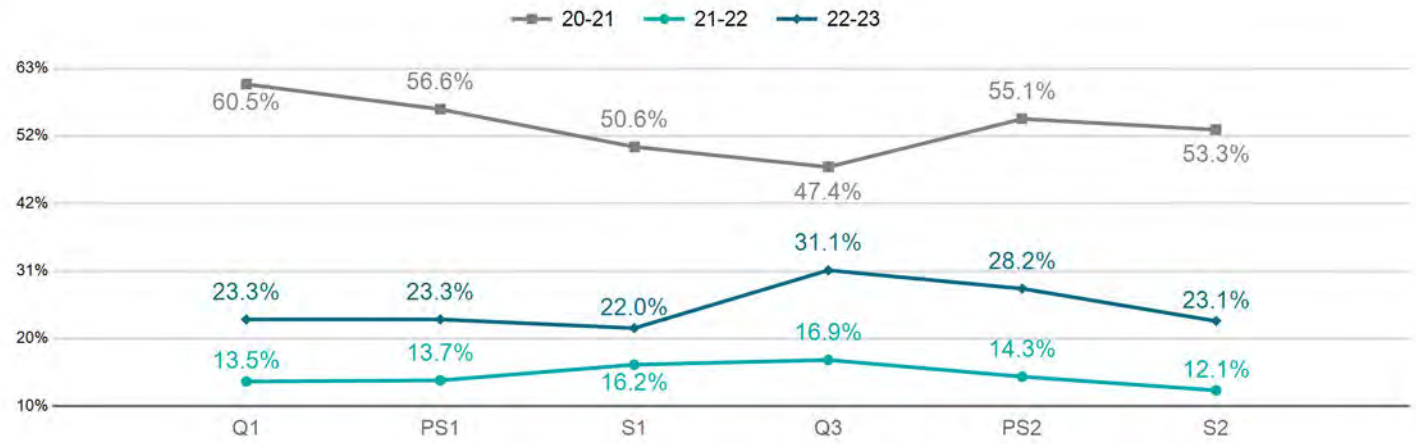
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



Category: Special Populations - Subgroup: Homeless/Foster



Category: Special Populations - Subgroup: Foster



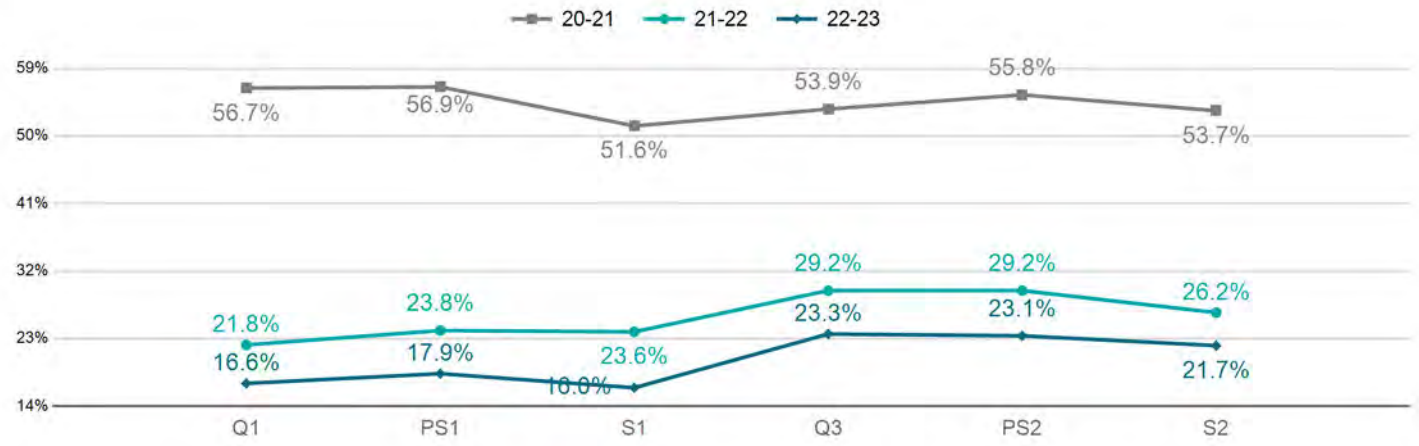
Category: Special Populations - Subgroup: Homeless

Submit Feedback

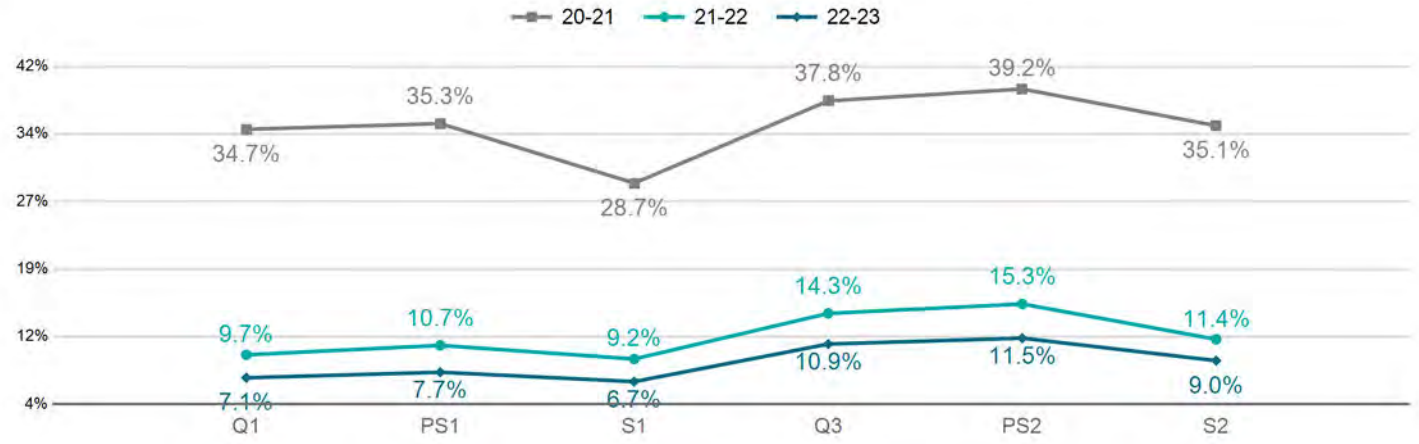
Franklin D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



Category: Special Populations - Subgroup: GATE/Excel



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Grade Distribution - Franklin
2022-2023 S2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category	D/F Rate	A/B/C Rate
All Students	6,468	6,468	8 9 21 26 31	17.7%	82.3%
Grade	Gr. 06	2,091	6 7 23 24 34	13.4%	86.6%
	Gr. 07	2,187	6 8 19 27 36	14.1%	85.9%
	Gr. 08	2,190	13 12 21 26 22	25.2%	74.8%
Ethnicity	African American	771	8 10 25 33 21	17.5%	82.5%
	American Indian	18	22 50 22	0.0%	100.0%
	Asian	426	3 5 14 18 55	8.7%	91.3%
	Cambodian	436	3 6 13 20 55	8.5%	91.5%
	Filipino	6	100	0.0%	100.0%
	Hispanic	4,934	9 9 21 25 30	18.4%	81.6%
	Pacific Islander	18	22 17 17 44	22.2%	77.8%
	White	138	13 9 18 30 22	21.7%	78.3%
	Other	157	4 14 12 22 43	18.5%	81.5%
Gender	Female	3,191	8 8 20 26 32	16.3%	83.7%
	Male	3,265	9 10 21 26 29	19.0%	81.0%
	Nonbinary	12	17 17 25 42	16.7%	83.3%
Special Populations	Low SES	6,156	9 9 21 26 30	17.8%	82.2%
	ELL	1,750	12 11 23 25 20	22.5%	77.5%
	RFEP	1,897	6 8 18 24 42	13.7%	86.3%
	EL + RFEP	3,647	9 9 20 25 32	17.9%	82.1%
	Special Ed.	1,030	7 10 28 30 22	17.7%	82.3%
	Spec Ed. Speech/RSP	604	11 13 30 23 18	24.8%	75.2%
	Homeless/Foster	773	12 9 23 25 25	21.3%	78.7%
	Foster	78	13 9 33 19 14	21.8%	78.2%
	Homeless	695	12 9 22 25 26	21.3%	78.7%
	GATE/Excel	1,363	4 5 12 23 55	9.0%	91.0%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary - ARC Report GRD03-BAND

Run date: 2/16/2024

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Grade Distribution - Franklin
2022-2023 PS2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category	D/F Rate	A/B/C Rate
All Students	6,464	6,464	9 11 21 26 29	19.8%	80.2%
Grade	Gr. 06	2,080	7 9 23 25 32	15.6%	84.4%
	Gr. 07	2,193	7 9 20 26 35	15.5%	84.5%
	Gr. 08	2,191	14 14 21 26 20	28.3%	71.7%
Ethnicity	African American	753	9 11 25 31 21	19.5%	80.5%
	American Indian	18	22 39 33	0.0%	100.0%
	Asian	426	4 6 15 20 52	9.9%	90.1%
	Cambodian	436	4 6 15 21 52	9.9%	90.1%
	Filipino	6	17 83	0.0%	100.0%
	Hispanic	4,954	10 11 21 25 28	20.8%	79.2%
	Pacific Islander	18	6 33 6 22 33	38.9%	61.1%
	White	138	15 7 22 29 22	21.7%	78.3%
	Other	151	5 14 16 23 40	19.2%	80.8%
Gender	Female	3,181	9 9 20 27 31	18.3%	81.7%
	Male	3,271	10 12 23 25 27	21.4%	78.6%
	Nonbinary	12	17 25 25 33	16.7%	83.3%
Special Populations	Low SES	6,158	9 11 21 25 29	20.0%	80.0%
	ELL	1,757	13 13 22 25 18	26.1%	73.9%
	RFEP	1,897	7 8 18 25 40	15.1%	84.9%
	EL + RFEP	3,654	10 11 20 25 30	20.4%	79.6%
	Special Ed.	1,030	8 12 27 30 22	20.5%	79.5%
	Spec Ed. Speech/RSP	604	13 17 27 25 15	29.8%	70.2%
	Homeless/Foster	750	13 11 23 24 24	23.2%	76.8%
	Foster	78	13 15 24 28 9	28.2%	71.8%
	Homeless	672	13 10 23 24 26	22.6%	77.4%
	GATE/Excel	1,363	5 7 12 25 50	11.5%	88.5%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary - ARC Report GRD03-BAND

Run date: 2/16/2024

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Grade Distribution - Franklin
2022-2023 Q3

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category	D/F Rate	A/B/C Rate
All Students	6,536	6,536	10 10 20 26 30	19.5%	80.5%
Grade	Gr. 06	2,110	8 8 22 25 31	16.0%	84.0%
	Gr. 07	2,223	7 8 17 26 38	15.2%	84.8%
	Gr. 08	2,203	14 13 21 25 21	27.2%	72.8%
Ethnicity	African American	765	9 10 22 33 22	19.2%	80.8%
	American Indian	18	22 17 56	0.0%	100.0%
	Asian	432	4 8 13 21 51	12.0%	88.0%
	Cambodian	454	7 6 13 22 49	13.0%	87.0%
	Filipino	6	100	0.0%	100.0%
	Hispanic	4,990	10 10 21 25 29	20.1%	79.9%
	Pacific Islander	18	11 17 17 11 44	27.8%	72.2%
	White	138	17 5 15 32 27	21.7%	78.3%
	Other	169	12 9 18 21 36	21.9%	78.1%
Gender	Female	3,223	9 9 19 26 33	17.7%	82.3%
	Male	3,301	11 11 21 25 28	21.3%	78.7%
	Nonbinary	12	8 33 8 50	8.3%	91.7%
Special Populations	Low SES	6,212	10 10 20 26 30	19.6%	80.4%
	ELL	1,757	13 12 24 23 20	24.3%	75.7%
	RFEP	1,915	7 7 16 26 41	14.3%	85.7%
	EL + RFEP	3,672	10 9 20 24 31	19.1%	80.9%
	Special Ed.	1,030	8 12 24 29 23	20.5%	79.5%
	Spec Ed. Speech/RSP	604	13 15 26 27 16	27.8%	72.2%
	Homeless/Foster	768	13 11 21 25 24	24.0%	76.0%
	Foster	90	23 8 27 23 12	31.1%	68.9%
	Homeless	678	12 11 21 26 26	23.0%	77.0%
	GATE/Excel	1,381	6 5 11 25 52	10.9%	89.1%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary - ARC Report GRD03-BAND

Run date: 2/16/2024

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Grade Distribution - Franklin
2022-2023 S1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category	D/F Rate	A/B/C Rate
All Students	6,475	6,475	5 7 21 28 35	11.8%	88.2%
Grade	Gr. 06	2,105	3 6 21 27 37	8.3%	91.7%
	Gr. 07	2,172	4 6 19 27 41	9.8%	90.2%
	Gr. 08	2,198	7 10 22 29 27	17.1%	82.9%
Ethnicity	African American	747	3 7 24 34 27	10.3%	89.7%
	American Indian	18	6 6 33 50	5.6%	94.4%
	Asian	429	2 4 12 24 56	6.5%	93.5%
	Cambodian	451	2 4 12 25 54	6.2%	93.8%
	Filipino	6	17 83	0.0%	100.0%
	Hispanic	4,968	5 7 21 27 34	12.5%	87.5%
	Pacific Islander	18	22 28 50	0.0%	100.0%
	White	126	7 13 24 29 24	19.8%	80.2%
	Other	163	2 5 17 31 42	7.4%	92.6%
Gender	Female	3,202	4 6 20 27 38	10.2%	89.8%
	Male	3,261	5 8 22 28 32	13.4%	86.6%
	Nonbinary	12	25 42 33	0.0%	100.0%
Special Populations	Low SES	6,187	5 7 21 28 35	11.8%	88.2%
	ELL	1,724	7 8 24 29 22	15.1%	84.9%
	RFEP	1,932	4 6 16 24 48	9.5%	90.5%
	EL + RFEP	3,656	5 7 20 26 36	12.1%	87.9%
	Special Ed.	997	3 8 25 37 23	11.7%	88.3%
	Spec Ed. Speech/RSP	580	6 11 27 33 20	16.6%	83.4%
	Homeless/Foster	757	8 8 23 28 26	16.5%	83.5%
	Foster	82	12 10 28 35 12	22.0%	78.0%
	Homeless	675	8 8 22 27 28	15.9%	84.1%
	GATE/Excel	1,404	2 4 11 21 60	6.7%	93.3%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary - ARC Report GRD03-BAND

Run date: 2/16/2024

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Grade Distribution - Franklin
2022-2023 PS1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category	D/F Rate	A/B/C Rate
All Students	6,528	6,528	7 7 19 26 35	14.6%	85.4%
Grade	Gr. 06	2,093	5 7 19 24 40	12.0%	88.0%
	Gr. 07	2,226	6 7 19 25 39	13.0%	87.0%
	Gr. 08	2,209	11 7 19 29 27	18.5%	81.5%
Ethnicity	African American	736	7 8 21 31 30	14.3%	85.7%
	American Indian	18	11 39 44	0.0%	100.0%
	Asian	423	4 3 11 25 53	7.1%	92.9%
	Cambodian	446	4 2 12 26 52	5.8%	94.2%
	Filipino	7	43 43	0.0%	100.0%
	Hispanic	5,017	8 7 19 26 35	15.4%	84.6%
	Pacific Islander	20	5 5 25 5 60	10.0%	90.0%
	White	139	11 8 27 24 24	18.7%	81.3%
	Other	168	5 4 17 28 44	9.5%	90.5%
Gender	Female	3,268	7 6 17 27 38	12.9%	87.1%
	Male	3,247	8 8 21 25 33	16.2%	83.8%
	Nonbinary	13	8 38 31 23	7.7%	92.3%
Special Populations	Low SES	6,277	8 7 19 26 35	14.8%	85.2%
	ELL	1,722	10 9 22 27 22	19.3%	80.7%
	RFEP	1,939	6 5 14 25 46	11.7%	88.3%
	EL + RFEP	3,661	8 7 18 26 35	15.2%	84.8%
	Special Ed.	972	7 9 27 30 23	16.4%	83.6%
	Spec Ed. Speech/RSP	576	11 10 26 28 21	21.2%	78.8%
	Homeless/Foster	754	9 9 22 27 28	18.4%	81.6%
	Foster	90	10 13 23 38 12	23.3%	76.7%
	Homeless	664	9 8 22 25 30	17.8%	82.2%
	GATE/Excel	1,435	5 3 10 21 60	7.7%	92.3%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary - ARC Report GRD03-BAND

Run date: 2/16/2024

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Grade Distribution - Franklin
2022-2023 Q1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category	D/F Rate	A/B/C Rate
All Students	6,437	6,437	7 7 17 25 40	13.8%	86.2%
Grade	Gr. 06	2,073	5 8 16 24 42	13.4%	86.6%
	Gr. 07	2,190	6 5 17 23 46	11.1%	88.9%
	Gr. 08	2,174	9 8 18 28 32	17.0%	83.0%
Ethnicity	African American	723	6 8 18 29 35	14.0%	86.0%
	American Indian	18	33 22 39	0.0%	100.0%
	Asian	426	34 10 24 55	7.3%	92.7%
	Cambodian	449	34 10 23 55	6.9%	93.1%
	Filipino	6	17 17 67	0.0%	100.0%
	Hispanic	4,945	7 7 17 25 39	14.5%	85.5%
	Pacific Islander	18	6 28 6 61	5.6%	94.4%
	White	132	13 5 24 27 24	17.4%	82.6%
	Other	169	5 6 11 24 51	10.7%	89.3%
Gender	Female	3,204	6 7 16 25 42	12.4%	87.6%
	Male	3,221	8 8 18 25 38	15.3%	84.7%
	Nonbinary	12	8 17 50 17	8.3%	91.7%
Special Populations	Low SES	6,203	7 7 17 25 40	13.8%	86.2%
	ELL	1,708	9 9 19 27 27	18.3%	81.7%
	RFEP	1,910	5 6 14 23 51	10.4%	89.6%
	EL + RFEP	3,618	7 7 16 25 39	14.1%	85.9%
	Special Ed.	971	7 8 23 30 29	14.8%	85.2%
	Spec Ed. Speech/RSP	569	10 9 22 29 27	19.3%	80.7%
	Homeless/Foster	741	8 9 20 25 34	17.1%	82.9%
	Foster	90	10 13 23 31 19	23.3%	76.7%
	Homeless	651	8 8 20 24 36	16.3%	83.7%
	GATE/Excel	1,404	3 4 10 19 63	7.1%	92.9%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary - ARC Report GRD03-BAND

Run date: 2/16/2024

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Grade Distribution - All
2022-2023 S2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category	D/F Rate
All Middle	79,185	79,185	8 9 18 23 38	17.4%
Bancroft	5,157	5,157	10 8 14 22 44	18.1%
Franklin	6,468	6,468	8 9 21 26 31	17.7%
Hamilton	4,651	4,651	8 11 20 22 32	19.7%
Hoover	3,116	3,116	3 8 21 29 37	10.8%
Hughes	7,784	7,784	9 10 16 23 39	19.4%
Jefferson	5,897	5,897	8 11 23 24 34	18.9%
Keller	3,508	3,508	6 7 13 24 50	13.1%
Lindbergh	3,190	3,190	5 12 23 27 27	16.7%
Lindsey	4,272	4,272	12 15 19 22 29	26.8%
Marshall	6,351	6,351	4 6 15 25 46	10.7%
Nelson	4,810	4,810	15 13 22 21 24	28.1%
Rogers	4,568	4,568	8 6 11 18 57	13.7%
Stanford	8,166	8,166	8 7 11 19 41	14.5%
Stephens	5,531	5,531	5 9 18 21 40	13.3%
Washington	5,674	5,674	7 12 21 26 31	18.5%
All K8	14,697	14,697	6 7 13 18 47	12.6%
Cubberley	2,896	2,896	4 8 14 19 48	11.9%
Muir	2,373	2,373	8 7 11 16 40	15.0%
Newcomb	2,031	2,031	1 6 12 74	2.3%
Powell	1,985	1,985	6 10 20 23 35	15.9%
Robinson	2,131	2,131	12 10 20 21 31	21.5%
Tincher	2,358	2,358	6 4 9 15 55	10.4%
All High	132,687	132,687	11 9 16 21 43	19.4%
Avalon	1,200	1,200	6 9 17 23 46	14.6%
		887	4 5 15 25 47	9.2%
Browning	1,893	1,893	12 11 24 28 25	22.9%
Cabrillo	11,596	11,596	19 11 18 19 31	30.0%
CAMS	4,683	4,683	1 6 15 77	2.3%
Jordan	14,905	14,905	15 13 20 22 29	27.9%
Lakewood	17,118	17,118	11 11 18 22 38	21.3%
McBride	4,625	4,625	3 4 15 23 54	7.6%
Millikan	22,019	22,019	5 6 15 22 52	11.2%
PAAL	721	721	17 16 25 16 19	32.5%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/16/2024

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Grade Distribution - All
2022-2023 S2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Middle	79,185	82.6%
Bancroft	5,157	81.9%
Franklin	6,468	82.3%
Hamilton	4,651	80.3%
Hoover	3,116	89.2%
Hughes	7,784	80.6%
Jefferson	5,897	81.1%
Keller	3,508	86.9%
Lindbergh	3,190	83.3%
Lindsey	4,272	73.2%
Marshall	6,351	89.3%
Nelson	4,810	71.9%
Rogers	4,568	86.3%
Stanford	8,166	85.5%
Stephens	5,531	86.7%
Washington	5,674	81.5%
All K8	14,697	87.4%
Cubberley	2,896	88.1%
Muir	2,373	85.0%
Newcomb	2,031	97.7%
Powell	1,985	84.1%
Robinson	2,131	78.5%
Tincher	2,358	89.6%
All High	132,687	80.6%
Avalon	1,200	85.4%
		90.8%
Browning	1,893	77.1%
Cabrillo	11,596	70.0%
CAMS	4,683	97.7%
Jordan	14,905	72.1%
Lakewood	17,118	78.7%
McBride	4,625	92.4%
Millikan	22,019	88.8%
PAAL	721	67.5%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/16/2024

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Grade Distribution - All
2022-2023 S2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category	D/F Rate
Polytechnic	25,099	25,099	10 8 16 20 46	18.3%
Reid	680	680	7 9 11 11 31	15.9%
Renaissance	2,920	2,920	8 8 18 23 43	15.8%
Sato	3,171	3,171	2 2 11 22 63	3.7%
Wilson	22,650	22,650	15 9 16 19 41	24.0%
District	226,571	226,571	9 9 17 21 41	18.2%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/16/2024

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Grade Distribution - All
2022-2023 S2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
Polytechnic	25,099	81.7%
Reid	680	84.1%
Renaissance	2,920	84.2%
Sato	3,171	96.3%
Wilson	22,650	76.0%
District	226,571	81.8%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/16/2024

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Grade Distribution - All
2022-2023 PS2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category	D/F Rate
All Middle	77,995	77,995	10 10 18 23 35	20.0%
Bancroft	5,144	5,144	12 10 16 23 39	22.0%
Franklin	6,464	6,464	9 11 21 26 29	19.8%
Hamilton	3,115	3,115	13 14 22 21 22	27.3%
Hoover	3,119	3,119	4 11 22 29 32	14.7%
Hughes	7,835	7,835	12 11 17 23 35	22.8%
Jefferson	5,911	5,911	10 11 22 24 32	21.4%
Keller	3,529	3,529	7 8 14 24 47	14.8%
Lindbergh	3,186	3,186	7 11 23 26 25	18.5%
Lindsey	4,392	4,392	14 15 18 21 28	28.9%
Marshall	6,346	6,346	6 8 15 26 41	13.2%
Nelson	4,895	4,895	16 14 21 21 22	29.7%
Rogers	4,550	4,550	9 6 13 20 52	15.4%
Stanford	8,141	8,141	8 7 11 20 39	15.3%
Stephens	5,520	5,520	7 10 18 21 38	16.1%
Washington	5,668	5,668	9 12 19 25 30	20.9%
All K8	14,695	14,695	8 7 14 19 44	14.8%
Cubberley	2,883	2,883	5 7 14 20 47	11.7%
Muir	2,385	2,385	9 8 13 16 38	17.0%
Newcomb	2,025	2,025	2 27 14 70	3.9%
Powell	1,971	1,971	8 12 20 23 32	19.5%
Robinson	2,131	2,131	13 11 18 22 30	23.8%
Tincher	2,358	2,358	8 6 10 17 50	14.2%
All High	131,959	131,959	15 10 16 21 37	25.4%
Avalon	1,200	1,200	11 10 17 22 40	20.3%
		894	7 6 14 24 46	13.3%
Browning	1,880	1,880	16 13 24 25 20	29.3%
Cabrillo	11,367	11,367	26 12 17 18 27	37.9%
CAMS	4,639	4,639	33 8 19 67	6.4%
Jordan	14,735	14,735	22 14 19 20 24	36.2%
Lakewood	17,108	17,108	16 13 17 22 31	28.5%
McBride	4,620	4,620	6 6 15 22 50	11.9%
Millikan	21,994	21,994	8 8 15 22 47	15.6%
PAAL	581	581	38 13 17 12 17	51.5%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/16/2024

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Grade Distribution - All
2022-2023 PS2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Middle	77,995	80.0%
Bancroft	5,144	78.0%
Franklin	6,464	80.2%
Hamilton	3,115	72.7%
Hoover	3,119	85.3%
Hughes	7,835	77.2%
Jefferson	5,911	78.6%
Keller	3,529	85.2%
Lindbergh	3,186	81.5%
Lindsey	4,392	71.1%
Marshall	6,346	86.8%
Nelson	4,895	70.3%
Rogers	4,550	84.6%
Stanford	8,141	84.7%
Stephens	5,520	83.9%
Washington	5,668	79.1%
All K8	14,695	85.2%
Cubberley	2,883	88.3%
Muir	2,385	83.0%
Newcomb	2,025	96.1%
Powell	1,971	80.5%
Robinson	2,131	76.2%
Tincher	2,358	85.8%
All High	131,959	74.6%
Avalon	1,200	79.7%
		86.7%
Browning	1,880	70.7%
Cabrillo	11,367	62.1%
CAMS	4,639	93.6%
Jordan	14,735	63.8%
Lakewood	17,108	71.5%
McBride	4,620	88.1%
Millikan	21,994	84.4%
PAAL	581	48.5%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/16/2024

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Grade Distribution - All
2022-2023 PS2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category	D/F Rate
Polytechnic	24,984	24,984	14 10 16 21 39	24.2%
Reid	764	764	5 13 11 13 33	17.5%
Renaissance	2,865	2,865	11 10 18 23 38	20.9%
Sato	3,156	3,156	4 12 25 57	6.2%
Wilson	22,596	22,596	20 10 15 20 35	29.4%
District	224,649	224,649	13 10 16 22 37	22.8%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/16/2024

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Grade Distribution - All
2022-2023 PS2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
Polytechnic	24,984	75.8%
Reid	764	82.5%
Renaissance	2,865	79.1%
Sato	3,156	93.8%
Wilson	22,596	70.6%
District	224,649	77.2%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/16/2024

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Grade Distribution - All
2022-2023 Q3

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category	D/F Rate
All Middle	79,332	79,332	10 10 17 23 36	19.8%
Bancroft	4,911	4,911	13 10 16 23 38	23.1%
Franklin	6,536	6,536	10 10 20 26 30	19.5%
Hamilton	4,631	4,631	11 12 21 21 28	22.9%
Hoover	3,117	3,117	5 11 20 30 32	15.8%
Hughes	7,835	7,835	12 11 16 23 36	23.1%
Jefferson	5,892	5,892	11 12 20 24 33	22.5%
Keller	3,527	3,527	8 8 14 22 49	15.7%
Lindbergh	3,194	3,194	7 9 20 27 30	16.3%
Lindsey	4,292	4,292	14 14 16 21 32	28.1%
Marshall	6,348	6,348	6 8 14 25 43	13.8%
Nelson	4,826	4,826	15 14 20 22 25	28.8%
Rogers	4,535	4,535	9 6 11 20 53	15.3%
Stanford	8,189	8,189	8 7 11 20 40	14.6%
Stephens	5,525	5,525	6 10 17 20 40	16.4%
Washington	5,680	5,680	8 12 19 26 31	20.1%
All K8	14,707	14,707	8 7 12 19 45	14.9%
Cubberley	2,895	2,895	5 6 12 19 50	11.2%
Muir	2,406	2,406	9 7 10 15 40	16.3%
Newcomb	2,028	2,028	2 27 13 71	4.3%
Powell	1,950	1,950	8 12 19 25 32	19.2%
Robinson	2,087	2,087	14 11 17 22 29	25.5%
Tincher	2,364	2,364	8 7 10 17 49	14.3%
All High	132,956	132,956	16 10 15 20 39	25.8%
Avalon	1,180	1,180	9 11 15 24 42	19.4%
		904	8 6 13 26 46	13.2%
Browning	1,877	1,877	18 12 22 23 23	29.4%
Cabrillo	11,353	11,353	29 12 16 16 27	40.1%
CAMS	4,655	4,655	3 3 7 16 70	6.3%
Jordan	14,939	14,939	21 13 17 20 27	33.4%
Lakewood	17,151	17,151	17 12 16 21 34	28.5%
McBride	4,627	4,627	7 6 14 22 50	13.4%
Millikan	22,011	22,011	8 7 13 22 50	15.1%
PAAL	706	706	20 14 23 16 18	34.1%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/16/2024

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Grade Distribution - All
2022-2023 Q3

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Middle	79,332	80.2%
Bancroft	4,911	76.9%
Franklin	6,536	80.5%
Hamilton	4,631	77.1%
Hoover	3,117	84.2%
Hughes	7,835	76.9%
Jefferson	5,892	77.5%
Keller	3,527	84.3%
Lindbergh	3,194	83.7%
Lindsey	4,292	71.9%
Marshall	6,348	86.2%
Nelson	4,826	71.2%
Rogers	4,535	84.7%
Stanford	8,189	85.4%
Stephens	5,525	83.6%
Washington	5,680	79.9%
All K8	14,707	85.1%
Cubberley	2,895	88.8%
Muir	2,406	83.7%
Newcomb	2,028	95.7%
Powell	1,950	80.8%
Robinson	2,087	74.5%
Tincher	2,364	85.7%
All High	132,956	74.2%
Avalon	1,180	80.6%
		86.8%
Browning	1,877	70.6%
Cabrillo	11,353	59.9%
CAMS	4,655	93.7%
Jordan	14,939	66.6%
Lakewood	17,151	71.5%
McBride	4,627	86.6%
Millikan	22,011	84.9%
PAAL	706	65.9%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/16/2024

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Grade Distribution - All
2022-2023 Q3

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category	D/F Rate
Polytechnic	25,117	25,117	15 10 15 21 40	24.9%
Reid	752	752	5 13 12 12 32	17.7%
Renaissance	2,852	2,852	13 10 16 21 40	22.7%
Sato	3,157	3,157	3 5 11 25 56	7.5%
Wilson	22,578	22,578	21 10 15 19 35	30.6%
District	226,995	226,995	13 10 15 21 38	23.0%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/16/2024

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Grade Distribution - All
2022-2023 Q3

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
Polytechnic	25,117	75.1%
Reid	752	82.3%
Renaissance	2,852	77.3%
Sato	3,157	92.5%
Wilson	22,578	69.4%
District	226,995	77.0%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/16/2024

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Grade Distribution - All
2022-2023 S1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category	D/F Rate
All Middle	80,043	80,043	6 9 17 24 40	14.4%
Bancroft	5,174	5,174	7 7 15 24 46	14.0%
Franklin	6,475	6,475	5 7 21 28 35	11.8%
Hamilton	4,702	4,702	6 9 19 26 33	15.5%
Hoover	3,168	3,168	2 7 19 30 38	9.3%
Hughes	7,810	7,810	7 10 17 23 42	16.2%
Jefferson	5,878	5,878	7 12 20 27 34	18.6%
Keller	3,547	3,547	4 5 12 22 57	9.2%
Lindbergh	3,189	3,189	6 8 19 26 33	14.2%
Lindsey	4,318	4,318	12 15 19 24 27	26.7%
Marshall	6,336	6,336	3 6 14 24 49	9.5%
Nelson	4,863	4,863	8 11 21 25 29	18.8%
Rogers	4,540	4,540	6 6 11 20 57	11.5%
Stanford	8,109	8,109	6 6 10 18 45	11.7%
Stephens	5,512	5,512	3 8 17 22 44	10.7%
Washington	5,639	5,639	5 10 18 29 35	14.9%
All K8	14,640	14,640	4 6 13 20 49	9.6%
Cubberley	2,861	2,861	3 6 11 21 53	8.4%
Muir	2,374	2,374	6 6 12 15 43	11.9%
Newcomb	2,025	2,025	1 5 13 75	2.1%
Powell	1,934	1,934	5 9 21 27 31	14.5%
Robinson	2,036	2,036	6 8 19 25 34	14.0%
Tincher	2,377	2,377	3 5 9 17 58	7.2%
All High	138,296	138,296	10 9 16 22 42	19.5%
Avalon	1,259	1,259	7 8 17 22 44	14.9%
		894	3 4 14 25 46	7.4%
Browning	2,125	2,125	11 12 25 25 28	22.4%
Cabrillo	12,078	12,078	16 10 19 21 31	26.2%
CAMS	4,834	4,834	1 5 15 78	1.7%
Jordan	15,329	15,329	14 14 21 23 27	28.1%
Lakewood	17,374	17,374	9 10 18 24 39	19.7%
McBride	4,707	4,707	3 4 15 24 53	7.4%
Millikan	22,267	22,267	4 6 14 22 53	10.6%
PAAL	628	628	16 20 25 18 18	35.4%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/16/2024

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Grade Distribution - All
2022-2023 S1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Middle	80,043	85.6%
Bancroft	5,174	86.0%
Franklin	6,475	88.2%
Hamilton	4,702	84.5%
Hoover	3,168	90.7%
Hughes	7,810	83.8%
Jefferson	5,878	81.4%
Keller	3,547	90.8%
Lindbergh	3,189	85.8%
Lindsey	4,318	73.3%
Marshall	6,336	90.5%
Nelson	4,863	81.2%
Rogers	4,540	88.5%
Stanford	8,109	88.3%
Stephens	5,512	89.3%
Washington	5,639	85.1%
All K8	14,640	90.4%
Cubberley	2,861	91.6%
Muir	2,374	88.1%
Newcomb	2,025	97.9%
Powell	1,934	85.5%
Robinson	2,036	86.0%
Tincher	2,377	92.8%
All High	138,296	80.5%
Avalon	1,259	85.1%
		92.6%
Browning	2,125	77.6%
Cabrillo	12,078	73.8%
CAMS	4,834	98.3%
Jordan	15,329	71.9%
Lakewood	17,374	80.3%
McBride	4,707	92.6%
Millikan	22,267	89.4%
PAAL	628	64.6%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/16/2024

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Grade Distribution - All
2022-2023 S1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category	D/F Rate
Polytechnic	25,369	25,369	8 9 16 22 44	17.4%
Reid	618	618	5 12 13 12 26	17.5%
Renaissance	2,937	2,937	5 10 20 25 40	15.3%
Sato	3,240	3,240	3 10 26 60	3.3%
Wilson	22,893	22,893	14 9 16 19 40	23.3%
District	232,983	232,983	8 9 16 22 42	17.1%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/16/2024

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Grade Distribution - All
2022-2023 S1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
Polytechnic	25,369	82.6%
Reid	618	82.5%
Renaissance	2,937	84.7%
Sato	3,240	96.7%
Wilson	22,893	76.7%
District	232,983	82.9%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/16/2024

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Grade Distribution - All
2022-2023 PS1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category	D/F Rate
All Middle	79,174	79,174	7 9 16 24 40	16.0%
Bancroft	4,794	4,794	9 9 14 25 43	17.2%
Franklin	6,528	6,528	7 7 19 26 35	14.6%
Hamilton	4,674	4,674	6 9 18 26 33	15.9%
Hoover	2,948	2,948	4 9 17 25 40	13.6%
Hughes	7,798	7,798	8 9 16 23 41	17.7%
Jefferson	5,603	5,603	8 12 18 26 36	20.3%
Keller	3,408	3,408	5 7 13 22 53	11.4%
Lindbergh	3,165	3,165	7 10 18 28 31	16.1%
Lindsey	4,259	4,259	13 15 17 25 27	27.8%
Marshall	6,331	6,331	4 6 13 24 49	10.1%
Nelson	4,881	4,881	9 12 19 26 30	20.5%
Rogers	4,505	4,505	7 6 12 21 54	12.5%
Stanford	8,109	8,109	6 7 11 19 43	13.3%
Stephens	5,547	5,547	4 8 18 21 42	12.2%
Washington	5,638	5,638	5 10 17 29 35	15.1%
All K8	14,640	14,640	5 6 13 20 47	11.3%
Cubberley	2,866	2,866	3 6 11 21 52	9.4%
Muir	2,383	2,383	8 6 9 15 44	13.9%
Newcomb	2,033	2,033	15 14 74	2.2%
Powell	1,935	1,935	6 10 21 26 31	16.4%
Robinson	1,980	1,980	9 9 18 26 31	17.9%
Tincher	2,377	2,377	3 5 11 17 54	8.2%
All High	137,237	137,237	14 10 15 21 39	24.1%
Avalon	1,162	1,162	12 9 17 26 35	20.7%
		912	4 6 16 27 43	9.9%
Browning	1,846	1,846	19 14 22 22 22	33.5%
Cabrillo	11,471	11,471	23 12 18 20 27	34.4%
CAMS	4,630	4,630	1 2 6 17 74	3.0%
Jordan	15,137	15,137	20 14 19 21 26	34.3%
Lakewood	17,362	17,362	13 11 17 23 35	24.0%
McBride	4,674	4,674	5 6 14 24 51	11.3%
Millikan	22,224	22,224	7 7 14 23 50	13.5%
PAAL	556	556	36 13 18 14 18	49.5%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/16/2024

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Grade Distribution - All
2022-2023 PS1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Middle	79,174	84.0%
Bancroft	4,794	82.8%
Franklin	6,528	85.4%
Hamilton	4,674	84.1%
Hoover	2,948	86.4%
Hughes	7,798	82.3%
Jefferson	5,603	79.7%
Keller	3,408	88.6%
Lindbergh	3,165	83.9%
Lindsey	4,259	72.2%
Marshall	6,331	89.9%
Nelson	4,881	79.5%
Rogers	4,505	87.5%
Stanford	8,109	86.7%
Stephens	5,547	87.8%
Washington	5,638	84.9%
All K8	14,640	88.7%
Cubberley	2,866	90.6%
Muir	2,383	86.1%
Newcomb	2,033	97.8%
Powell	1,935	83.6%
Robinson	1,980	82.1%
Tincher	2,377	91.8%
All High	137,237	75.9%
Avalon	1,162	79.3%
		90.1%
Browning	1,846	66.5%
Cabrillo	11,471	65.6%
CAMS	4,630	97.0%
Jordan	15,137	65.7%
Lakewood	17,362	76.0%
McBride	4,674	88.7%
Millikan	22,224	86.5%
PAAL	556	50.5%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/16/2024

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Grade Distribution - All
2022-2023 PS1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category	D/F Rate
Polytechnic	25,256	25,256	11 10 16 22 42	21.1%
Reid	593	593	10 13 12 12 26	23.3%
Renaissance	2,886	2,886	10 10 17 23 40	20.0%
Sato	3,133	3,133	1 3 12 28 56	4.3%
Wilson	23,309	23,309	18 10 15 20 37	27.8%
District	231,051	231,051	11 9 15 22 40	20.5%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/16/2024

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Grade Distribution - All
2022-2023 PS1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
Polytechnic	25,256	78.9%
Reid	593	76.7%
Renaissance	2,886	80.0%
Sato	3,133	95.7%
Wilson	23,309	72.2%
District	231,051	79.5%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/16/2024

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Grade Distribution - All
2022-2023 Q1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category	D/F Rate
All Middle	79,977	79,977	7 8 14 22 44	14.7%
Bancroft	5,149	5,149	8 7 12 22 50	15.5%
Franklin	6,437	6,437	7 7 17 25 40	13.8%
Hamilton	4,699	4,699	7 9 16 24 38	15.6%
Hoover	3,173	3,173	4 9 17 24 41	12.7%
Hughes	7,781	7,781	8 8 14 22 46	15.9%
Jefferson	5,894	5,894	8 10 16 24 42	17.9%
Keller	3,539	3,539	5 6 12 20 56	11.5%
Lindbergh	3,110	3,110	7 9 16 24 38	15.1%
Lindsey	4,236	4,236	12 13 16 23 33	25.3%
Marshall	6,319	6,319	4 6 11 23 53	9.4%
Nelson	4,849	4,849	8 12 17 23 36	20.4%
Rogers	4,511	4,511	6 5 11 21 58	10.6%
Stanford	8,081	8,081	6 6 10 18 46	11.7%
Stephens	5,544	5,544	4 7 15 20 45	11.6%
Washington	5,567	5,567	5 8 16 26 42	12.9%
All K8	14,612	14,612	6 6 11 18 51	11.4%
Cubberley	2,822	2,822	3 5 10 20 56	7.7%
Muir	2,377	2,377	9 5 10 14 44	14.3%
Newcomb	2,032	2,032	1 4 10 78	2.1%
Powell	1,943	1,943	7 10 20 24 33	16.8%
Robinson	1,973	1,973	11 8 17 23 34	19.6%
Tincher	2,387	2,387	3 3 8 14 61	6.7%
All High	137,889	137,889	13 9 14 21 43	21.7%
Avalon	1,155	1,155	7 10 13 28 42	16.8%
		919	8 7 15 24 39	15.7%
Browning	1,908	1,908	17 15 20 20 29	31.2%
Cabrillo	11,612	11,612	22 11 17 19 31	33.0%
CAMS	4,709	4,709	1 2 5 14 78	3.0%
Jordan	15,280	15,280	18 13 17 22 30	30.3%
Lakewood	17,392	17,392	12 9 16 22 41	21.0%
McBride	4,688	4,688	4 6 13 23 53	9.8%
Millikan	22,266	22,266	6 6 12 21 55	11.9%
PAAL	632	632	17 14 22 23 24	30.5%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/16/2024

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Grade Distribution - All
2022-2023 Q1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Middle	79,977	85.3%
Bancroft	5,149	84.5%
Franklin	6,437	86.2%
Hamilton	4,699	84.4%
Hoover	3,173	87.3%
Hughes	7,781	84.1%
Jefferson	5,894	82.1%
Keller	3,539	88.5%
Lindbergh	3,110	84.9%
Lindsey	4,236	74.7%
Marshall	6,319	90.6%
Nelson	4,849	79.6%
Rogers	4,511	89.4%
Stanford	8,081	88.3%
Stephens	5,544	88.4%
Washington	5,567	87.1%
All K8	14,612	88.6%
Cubberley	2,822	92.3%
Muir	2,377	85.7%
Newcomb	2,032	97.9%
Powell	1,943	83.2%
Robinson	1,973	80.4%
Tincher	2,387	93.3%
All High	137,889	78.3%
Avalon	1,155	83.2%
		84.3%
Browning	1,908	68.8%
Cabrillo	11,612	67.0%
CAMS	4,709	97.0%
Jordan	15,280	69.7%
Lakewood	17,392	79.0%
McBride	4,688	90.2%
Millikan	22,266	88.1%
PAAL	632	69.5%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/16/2024

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Grade Distribution - All
2022-2023 Q1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category	D/F Rate
Polytechnic	25,178	25,178	10 8 15 21 46	18.4%
Reid	573	573	4 16 11 10 27	19.4%
Renaissance	2,876	2,876	9 9 15 22 44	17.7%
Sato	3,146	3,146	1 3 8 24 63	4.5%
Wilson	22,991	22,991	16 9 14 20 41	25.0%
District	232,478	232,478	10 8 14 21 44	18.7%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/16/2024

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Grade Distribution - All
2022-2023 Q1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

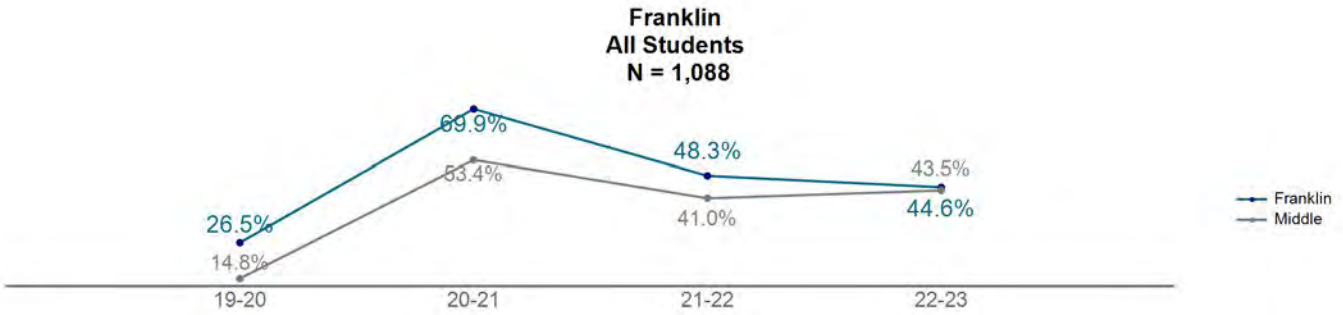
Category		A/B/C Rate
Polytechnic	25,178	81.6%
Reid	573	80.6%
Renaissance	2,876	82.3%
Sato	3,146	95.5%
Wilson	22,991	75.0%
District	232,478	81.3%

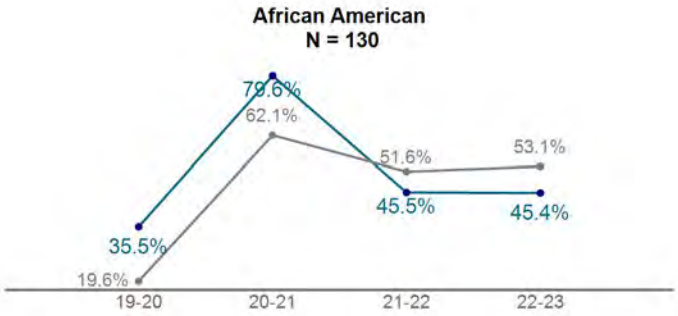
The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

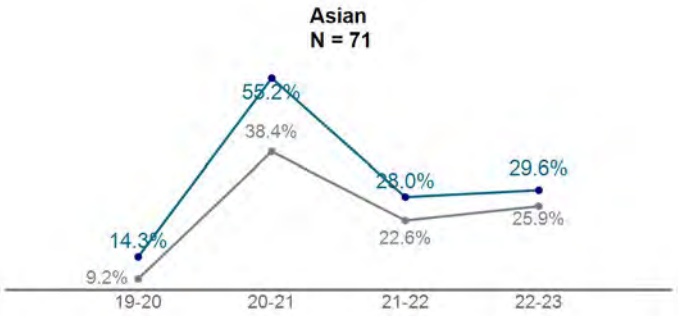
Run date: 2/16/2024

[About this report]

Semester 2 Students with One or More D/F

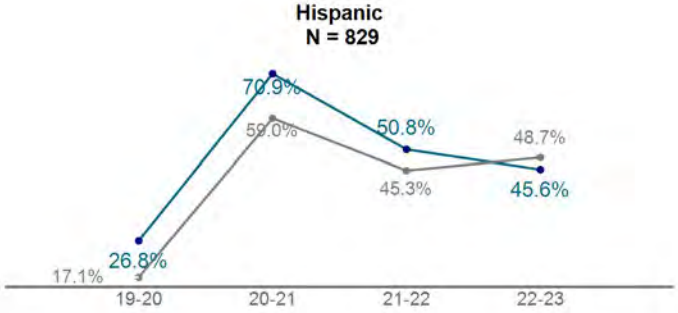






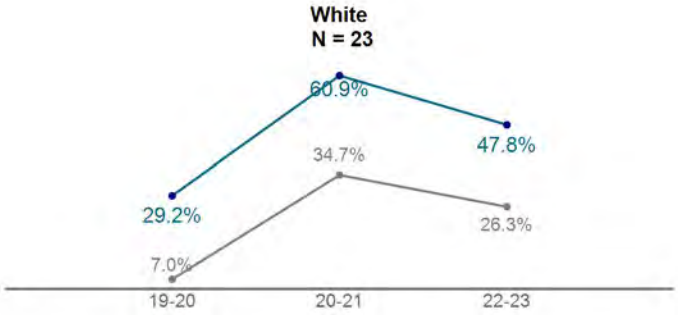
Filipino

Subgroup with fewer than 20 total grades.



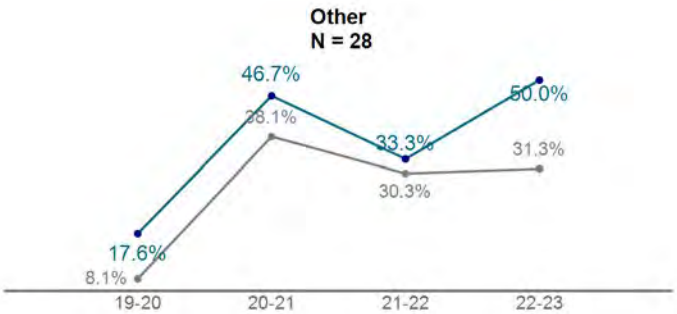
Pacific Islander

Subgroup with fewer than 20 total grades.



Native American

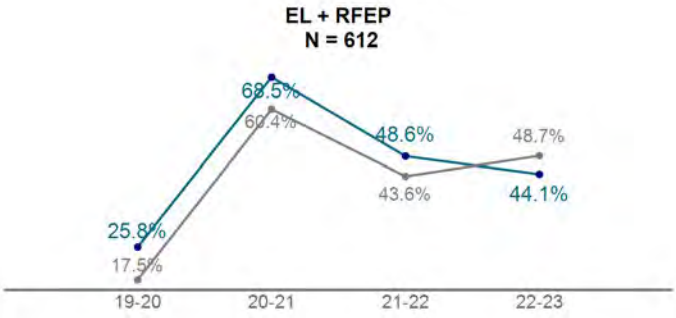
Subgroup with fewer than 20 total grades.

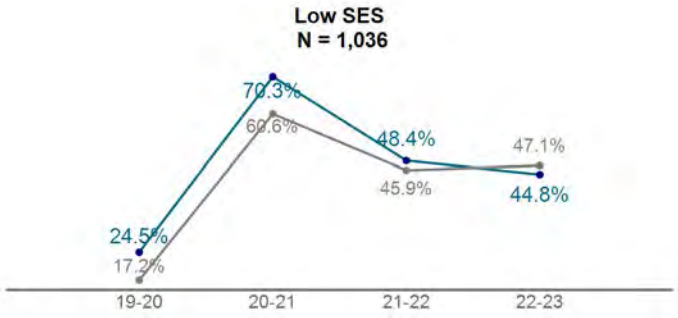


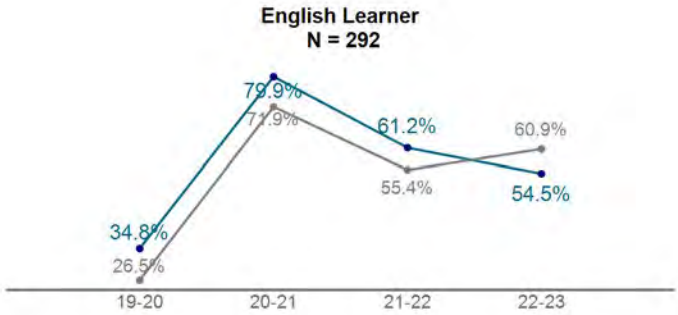
N's are from the current year. Grading in semester 2 of the 19-20 school year was Pass/Fail, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups with fewer than 20 students are not included

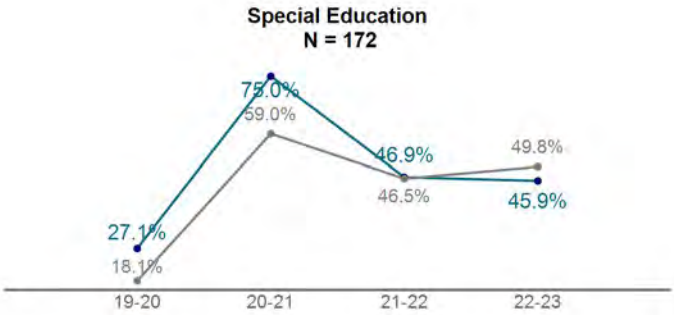
[About this report]

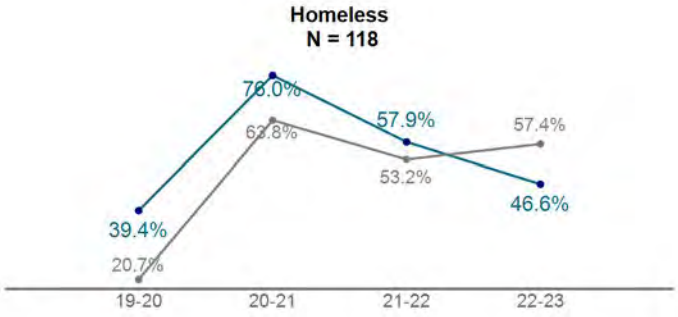
Semester 2 Students with One or More D/F





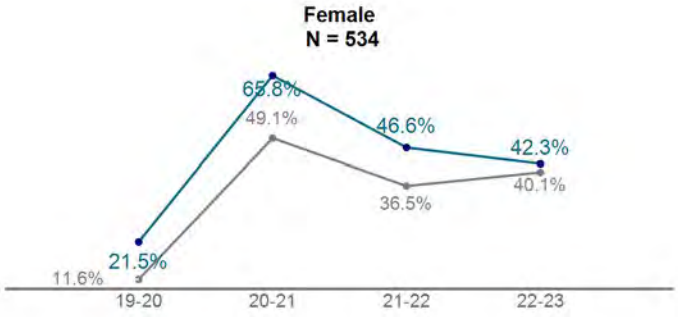


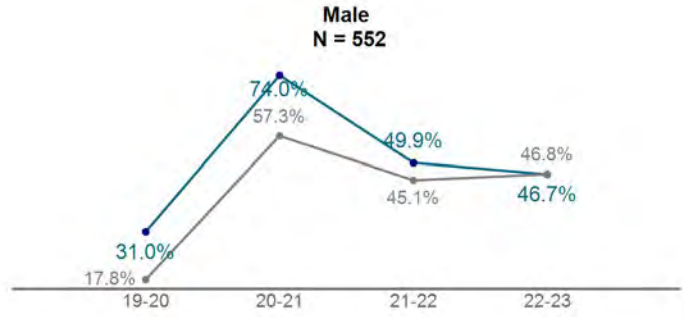




Foster Youth

Subgroup with fewer than 20 total grades.





N's are from the current year. Grading in semester 2 of the 19-20 school year was Pass/Fail, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups with fewer than 20 students are not included

Submit Feedback

Grade Distribution - Franklin
2022-2023 S2

Category		Student Count	Percent by Category	1 or more D or F
All Students	1,088	1,088	12 14 7 11 55	44.6%
Grade	Gr. 06	351	10 8 7 13 63	37.0%
	Gr. 07	369	9 12 6 11 61	39.0%
	Gr. 08	368	18 21 8 10 43	57.3%
Ethnicity	African American	130	11 16 8 10 55	45.4%
	American Indian	3	100	0.0%
	Asian	71	1 15 3 10 70	29.6%
	Cambodian	73	1 14 3 10 73	27.4%
	Filipino	1	100	0.0%
	Hispanic	829	14 14 7 11 54	45.6%
	Pacific Islander	3	33 33 33	66.7%
	White	23	17 4 9 17 52	47.8%
	Other	28	11 14 11 14 50	50.0%
Gender	Female	534	12 15 4 12 58	42.3%
	Male	552	13 13 9 11 53	46.7%
	Nonbinary	2	50 50	50.0%
Special Populations	Low SES	1,036	13 14 7 11 55	44.8%
	ELL	292	18 14 8 14 46	54.5%
	RFEP	320	8 12 7 8 65	34.7%
	EL + RFEP	612	13 13 7 11 56	44.1%
	Special Ed.	172	13 8 11 14 54	45.9%
	Spec Ed. Speech/RSP	101	20 14 13 17 37	63.4%
	Homeless/Foster	131	19 11 7 13 50	49.6%
	Foster	13	15 38 23 23	76.9%
	Homeless	118	19 8 8 12 53	46.6%
	GATE/Excel	230	6 7 5 7 76	23.9%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Mark_Band_Distribution_Summary - ARC Report GRD07-BAND

Run date: 2/16/2024

Submit Feedback

Grade Distribution - Franklin
2022-2023 PS2

Category		Student Count	Percent by Category	1 or more D or F
All Students	1,087	1,087	14 15 8 15 49	51.1%
Grade	Gr. 06	349	9 13 7 15 56	44.4%
	Gr. 07	370	11 14 6 15 55	45.4%
	Gr. 08	368	22 16 11 14 37	63.0%
Ethnicity	African American	127	13 17 9 17 44	55.9%
	American Indian	3	100	0.0%
	Asian	71	3 14 4 11 68	32.4%
	Cambodian	73	4 12 3 12 68	31.5%
	Filipino	1	100	0.0%
	Hispanic	832	16 14 8 14 48	51.9%
	Pacific Islander	3	33 33 33	100.0%
	White	23	17 4 4 17 57	43.5%
	Other	27	7 22 4 26 41	59.3%
Gender	Female	532	13 15 5 14 52	47.6%
	Male	553	16 14 10 15 46	54.4%
	Nonbinary	2	50 50	50.0%
Special Populations	Low SES	1,036	15 14 8 15 49	51.3%
	ELL	293	20 15 10 15 39	61.1%
	RFEP	320	10 13 7 12 59	41.3%
	EL + RFEP	613	15 14 8 14 49	50.7%
	Special Ed.	172	13 10 10 18 48	51.7%
	Spec Ed. Speech/RSP	101	20 16 13 24 28	72.3%
	Homeless/Foster	127	19 13 7 16 45	55.1%
	Foster	13	8 38 15 8 31	69.2%
	Homeless	114	20 11 6 17 46	53.5%
	GATE/Excel	230	7 8 5 12 68	31.7%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Mark_Band_Distribution_Summary - ARC Report GRD07-BAND

Run date: 2/16/2024

Submit Feedback

Grade Distribution - Franklin
2022-2023 Q3

Category		Student Count	Percent by Category	1 or more D or F
All Students	1,102	1,102	16 16 7 13 49	50.5%
Grade	Gr. 06	357	13 12 7 13 55	44.8%
	Gr. 07	375	12 14 5 11 58	42.4%
	Gr. 08	370	22 20 9 13 36	64.3%
Ethnicity	African American	129	14 18 7 11 50	49.6%
	American Indian	3	100	0.0%
	Asian	72	4 14 7 11 64	36.1%
	Cambodian	76	9 9 5 12 64	35.5%
	Filipino	1	100	0.0%
	Hispanic	841	17 16 7 13 48	52.2%
	Pacific Islander	3	33 33 33	66.7%
	White	23	17 4 4 13 61	39.1%
	Other	30	20 20 3 13 43	56.7%
Gender	Female	539	14 16 5 10 55	45.3%
	Male	561	18 15 8 15 44	55.6%
	Nonbinary	2	50 50	50.0%
Special Populations	Low SES	1,048	16 16 7 12 49	50.6%
	ELL	296	21 17 8 16 39	61.5%
	RFEP	323	11 11 7 8 62	38.4%
	EL + RFEP	619	16 14 8 12 51	49.4%
	Special Ed.	173	13 12 10 19 46	53.8%
	Spec Ed. Speech/RSP	102	20 20 13 17 31	68.6%
	Homeless/Foster	132	21 17 5 11 45	54.5%
	Foster	16	44 19 6 6 25	75.0%
	Homeless	116	18 17 5 11 48	51.7%
	GATE/Excel	233	9 10 3 7 71	29.2%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Mark_Band_Distribution_Summary - ARC Report GRD07-BAND

Run date: 2/16/2024

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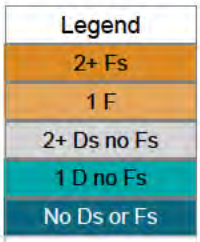
Grade Distribution - Franklin
2022-2023 S1



Category		Student Count	Percent by Category	1 or more D or F
All Students	1,097	1,097	5 14 5 14 62	38.4%
Grade	Gr. 06	357	3 7 4 14 71	28.6%
	Gr. 07	370	5 14 4 13 65	34.9%
	Gr. 08	370	8 21 7 16 49	51.4%
Ethnicity	African American	126	3 13 8 13 62	38.1%
	American Indian	3	33 67	33.3%
	Asian	72	1 8 3 13 75	25.0%
	Cambodian	76	1 9 3 8 79	21.1%
	Filipino	1	100	0.0%
	Hispanic	841	6 15 5 14 60	40.0%
	Pacific Islander	3	100	0.0%
	White	21	10 10 5 24 52	47.6%
	Other	30	7 7 3 10 73	26.7%
Gender	Female	541	4 12 5 13 66	34.2%
	Male	554	6 16 5 15 57	42.6%
	Nonbinary	2	100	0.0%
Special Populations	Low SES	1,049	5 14 5 14 61	38.5%
	ELL	293	8 21 4 14 53	47.4%
	RFEP	328	4 11 4 12 70	30.5%
	EL + RFEP	621	6 15 4 13 62	38.5%
	Special Ed.	170	1 17 7 15 59	40.6%
	Spec Ed. Speech/RSP	99	2 28 7 21 41	58.6%
	Homeless/Foster	130	10 20 6 8 55	44.6%
	Foster	15	7 40 13 7 33	66.7%
	Homeless	115	10 17 5 9 58	41.7%
	GATE/Excel	236	4 4 5 7 81	19.1%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Mark_Band_Distribution_Summary - ARC Report GRD07-BAND

Run date: 2/16/2024

Submit Feedback

Grade Distribution - Franklin
2022-2023 PS1

Category		Student Count	Percent by Category	1 or more D or F
All Students	1,104	1,104	10 20 5 13 52	48.1%
Grade	Gr. 06	356	9 12 6 17 57	43.0%
	Gr. 07	375	9 13 6 12 60	40.0%
	Gr. 08	373	13 36 2 10 39	61.1%
Ethnicity	African American	126	10 21 6 12 51	49.2%
	American Indian	3	100	0.0%
	Asian	70	4 13 4 6 73	27.1%
	Cambodian	74	5 11 1 4 78	21.6%
	Filipino	1	100	0.0%
	Hispanic	848	11 21 5 13 50	50.2%
	Pacific Islander	3	33 67	33.3%
	White	23	13 30 17 39	60.9%
	Other	30	10 7 7 7 70	30.0%
Gender	Female	550	9 19 4 11 56	43.6%
	Male	552	11 21 6 14 47	52.5%
	Nonbinary	2	50 50	50.0%
Special Populations	Low SES	1,062	11 20 5 13 51	48.6%
	ELL	292	15 25 6 16 37	62.7%
	RFEP	327	7 19 3 9 61	39.1%
	EL + RFEP	619	11 22 4 13 50	50.2%
	Special Ed.	166	9 22 5 18 46	53.6%
	Spec Ed. Speech/RSP	98	14 34 3 17 32	68.4%
	Homeless/Foster	128	14 22 5 16 42	57.8%
	Foster	16	19 25 19 13 25	75.0%
	Homeless	112	13 21 4 17 45	55.4%
	GATE/Excel	239	6 15 5 74	25.9%

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Report Name:Grades - Mark_Band_Distribution_Summary - ARC Report GRD07-BAND

Run date: 2/16/2024

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Grade Distribution - Franklin
2022-2023 Q1

Category		Student Count	Percent by Category	1 or more D or F
All Students	1,093	1,093	9 17 5 15 53	46.9%
Grade	Gr. 06	352	8 12 8 17 55	45.5%
	Gr. 07	372	9 13 3 13 62	38.4%
	Gr. 08	369	10 27 5 15 43	56.9%
Ethnicity	African American	122	7 16 10 15 52	47.5%
	American Indian	3	100	0.0%
	Asian	71	4 8 1 14 72	28.2%
	Cambodian	75	5 7 1 12 75	25.3%
	Filipino	1	100	0.0%
	Hispanic	841	10 19 5 15 51	48.9%
	Pacific Islander	3	33 67	33.3%
	White	22	23 27 5 45	54.5%
	Other	30	7 10 3 17 63	36.7%
Gender	Female	543	8 16 5 15 56	44.0%
	Male	548	11 19 6 15 50	49.8%
	Nonbinary	2	50 50	50.0%
Special Populations	Low SES	1,054	9 18 5 15 53	47.1%
	ELL	291	11 27 6 16 38	61.5%
	RFEP	326	6 12 3 16 63	37.1%
	EL + RFEP	617	9 19 5 16 51	48.6%
	Special Ed.	165	10 19 6 16 48	51.5%
	Spec Ed. Speech/RSP	97	15 29 7 14 34	66.0%
	Homeless/Foster	127	13 17 6 22 43	57.5%
	Foster	16	19 31 13 13 25	75.0%
	Homeless	111	12 15 5 23 45	55.0%
	GATE/Excel	237	5 6 2 11 77	23.2%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Mark_Band_Distribution_Summary - ARC Report GRD07-BAND

Run date: 2/16/2024

Submit Feedback

Grade Distribution - All
2022-2023 S2

School Name		Student Count	Percent by Category	> 1 D or F
All Middle	12,475	12,475	13 12 8 11 56	43.5%
Bancroft	848	848	16 9 7 11 57	42.9%
Franklin	1,088	1,088	12 14 7 11 55	44.6%
Hamilton	799	799	11 16 9 15 49	51.1%
Hoover	527	527	2 10 8 11 68	32.1%
Hughes	1,290	1,290	13 12 8 10 57	43.1%
Jefferson	998	998	11 11 9 16 53	47.0%
Keller	452	452	11 11 6 9 64	36.3%
Lindbergh	404	404	8 14 16 15 47	52.7%
Lindsey	723	723	19 15 12 13 40	59.8%
Marshall	911	911	8 11 5 10 66	33.6%
Nelson	814	814	21 16 7 10 45	55.0%
Rogers	773	773	12 9 3 7 69	31.2%
Stanford	1,174	1,174	16 11 4 9 61	39.0%
Stephens	730	730	9 8 11 13 59	40.8%
Washington	944	944	10 11 10 14 56	44.4%
All K8	1,967	1,967	12 10 7 10 62	38.0%
Cubberley	384	384	7 8 10 10 64	35.9%
Muir	279	279	20 8 8 11 53	46.6%
Newcomb	293	293	1 2 2 3 92	7.5%
Powell	301	301	6 22 10 14 48	51.8%
Robinson	305	305	24 10 5 15 46	54.1%
Tincher	294	294	15 9 3 7 66	34.0%
All High	19,734	19,734	16 12 6 10 56	43.8%
Avalon	148	148	11 10 9 18 52	48.0%
		111	7 8 6 11 68	32.4%
Browning	301	301	16 16 7 11 49	50.8%
Cabrillo	1,708	1,708	29 15 6 9 40	60.1%
CAMS	668	668	2 3 3 92	8.4%
Jordan	2,151	2,151	25 14 9 12 40	60.2%
Lakewood	2,614	2,614	15 14 8 13 49	50.6%
McBride	709	709	6 6 4 7 77	22.7%
Millikan	3,243	3,243	7 10 4 10 69	31.4%
PAAL	159	159	25 13 12 16 35	65.4%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Mark_Band_Distribution_Summary_School_List - ARC Report GRD08-BAND

Run date: 2/16/2024

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Grade Distribution - All
2022-2023 S2

School Name		Student Count	Percent by Category	> 1 D or F
Polytechnic	3,789	3,789	15 11 6 10 58	42.1%
Reid	126	126	11 13 6 17 53	46.8%
Renaissance	420	420	12 9 8 10 61	39.0%
Sato	478	478	2 3 6 2 88	12.3%
Wilson	3,346	3,346	21 13 5 9 51	48.6%
District	34,177	34,177	15 12 7 11 57	43.4%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Mark_Band_Distribution_Summary_School_List - ARC Report GRD08-BAND

Run date: 2/16/2024

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Grade Distribution - All
2022-2023 PS2

School Name		Student Count	Percent by Category	> 1 D or F
All Middle	12,406	12,406	16 14 7 12 51	49.3%
Bancroft	846	846	19 13 7 11 51	49.3%
Franklin	1,087	1,087	14 15 8 15 49	51.1%
Hamilton	688	688	14 19 8 14 44	56.0%
Hoover	529	529	5 10 11 15 59	40.8%
Hughes	1,296	1,296	19 13 6 10 51	49.4%
Jefferson	1,000	1,000	15 14 8 15 48	52.1%
Keller	451	451	16 10 6 9 60	40.4%
Lindbergh	404	404	15 17 11 14 43	56.7%
Lindsey	749	749	23 16 11 16 34	66.4%
Marshall	911	911	10 15 6 10 59	41.1%
Nelson	826	826	25 17 6 13 38	62.0%
Rogers	771	771	16 10 2 8 64	35.5%
Stanford	1,176	1,176	15 14 3 9 58	41.9%
Stephens	728	728	13 11 10 13 54	46.2%
Washington	944	944	12 17 10 13 48	51.9%
All K8	1,970	1,970	15 13 6 10 55	44.7%
Cubberley	385	385	11 9 6 10 64	36.4%
Muir	282	282	22 14 6 12 46	53.9%
Newcomb	292	292	3 3 2 6 85	14.7%
Powell	300	300	11 26 11 12 40	60.3%
Robinson	304	304	26 16 7 13 38	62.2%
Tincher	295	295	18 14 4 8 56	44.1%
All High	19,756	19,756	24 15 6 11 44	55.7%
Avalon	148	148	19 24 11 9 36	63.5%
		112	13 12 4 13 60	40.2%
Browning	303	303	23 17 9 13 38	61.7%
Cabrillo	1,704	1,704	40 17 6 8 28	71.8%
CAMS	668	668	6 8 2 9 75	24.7%
Jordan	2,160	2,160	36 18 7 12 28	72.3%
Lakewood	2,616	2,616	25 19 7 12 37	62.5%
McBride	708	708	10 12 4 9 65	35.3%
Millikan	3,244	3,244	12 13 6 11 57	42.7%
PAAL	159	159	40 23 3 11 24	76.1%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Mark_Band_Distribution_Summary_School_List - ARC Report GRD08-BAND

Run date: 2/16/2024

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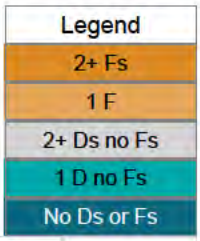
Grade Distribution - All
2022-2023 PS2



School Name		Student Count	Percent by Category	> 1 D or F
Polytechnic	3,784	3,784	22 15 6 11 45	54.7%
Reid	129	129	5 16 15 18 47	53.5%
Renaissance	421	421	20 14 7 9 51	49.4%
Sato	478	478	3 6 4 8 79	21.3%
Wilson	3,363	3,363	29 15 5 10 41	59.2%
District	34,132	34,132	20 15 6 11 47	52.7%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Mark_Band_Distribution_Summary_School_List - ARC Report GRD08-BAND

Run date: 2/16/2024

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Grade Distribution - All
2022-2023 Q3

Legend
- 2+ Fs
- 1 F
- 2+ Ds no Fs
- 1 D no Fs
- No Ds or Fs

School Name		Student Count	Percent by Category	> 1 D or F
All Middle	12,515	12,515	16 15 7 12 50	49.9%
Bancroft	847	847	21 11 6 13 49	50.5%
Franklin	1,102	1,102	16 16 7 13 49	50.5%
Hamilton	803	803	16 22 9 12 41	59.0%
Hoover	528	528	5 14 10 15 55	44.9%
Hughes	1,299	1,299	19 15 7 10 49	50.7%
Jefferson	996	996	16 15 7 14 48	51.9%
Keller	451	451	16 11 7 9 57	42.6%
Lindbergh	405	405	13 21 10 14 42	58.0%
Lindsey	733	733	23 16 10 16 35	64.8%
Marshall	912	912	11 15 5 12 57	42.9%
Nelson	819	819	23 18 7 12 40	59.8%
Rogers	768	768	15 10 2 9 63	36.6%
Stanford	1,177	1,177	15 13 4 8 60	40.4%
Stephens	728	728	13 12 11 12 53	47.3%
Washington	947	947	12 15 9 15 49	51.3%
All K8	1,968	1,968	15 14 6 11 54	46.2%
Cubberley	387	387	10 9 6 11 64	35.9%
Muir	285	285	22 18 6 9 46	53.7%
Newcomb	292	292	4 4 8 83	17.1%
Powell	298	298	10 27 10 12 41	59.1%
Robinson	299	299	28 18 8 13 33	66.9%
Tincher	294	294	19 14 5 11 52	48.3%
All High	19,868	19,868	26 16 5 10 42	57.5%
Avalon	148	148	16 20 9 15 40	60.1%
		113	14 11 3 17 56	44.2%
Browning	304	304	28 19 5 12 37	63.2%
Cabrillo	1,724	1,724	46 18 5 9 22	77.6%
CAMS	670	670	6 9 2 9 76	24.5%
Jordan	2,174	2,174	36 18 7 10 29	70.7%
Lakewood	2,633	2,633	27 20 6 12 36	63.9%
McBride	709	709	12 14 3 11 61	39.5%
Millikan	3,246	3,246	13 14 4 10 58	42.5%
PAAL	162	162	29 17 10 13 30	69.8%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Mark_Band_Distribution_Summary_School_List - ARC Report GRD08-BAND

Run date: 2/16/2024

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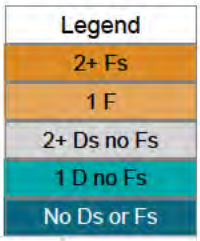
Grade Distribution - All
2022-2023 Q3



School Name		Student Count	Percent by Category	> 1 D or F
Polytechnic	3,810	3,810	24 17 6 11 43	57.0%
Reid	130	130	7 10 14 16 53	46.9%
Renaissance	421	421	22 17 3 11 48	52.5%
Sato	478	478	4 9 3 11 73	27.2%
Wilson	3,389	3,389	33 16 5 10 37	63.0%
District	34,351	34,351	21 16 6 11 46	54.1%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Mark_Band_Distribution_Summary_School_List - ARC Report GRD08-BAND

Run date: 2/16/2024

Submit Feedback

Grade Distribution - All
2022-2023 S1

School Name		Student Count	Percent by Category	> 1 D or F
All Middle	12,582	12,582	9 11 7 12 61	39.1%
Bancroft	853	853	12 8 5 10 65	35.3%
Franklin	1,097	1,097	5 14 5 14 62	38.4%
Hamilton	824	824	9 13 9 13 56	44.3%
Hoover	536	536	2 8 7 10 72	28.2%
Hughes	1,301	1,301	11 11 7 11 60	39.8%
Jefferson	995	995	10 11 10 14 55	45.4%
Keller	454	454	7 11 4 7 71	28.6%
Lindbergh	413	413	13 12 11 12 53	47.5%
Lindsey	739	739	19 16 10 16 38	61.6%
Marshall	913	913	6 8 6 10 71	29.4%
Nelson	828	828	12 12 8 12 56	43.7%
Rogers	773	773	10 9 4 8 69	30.7%
Stanford	1,175	1,175	11 12 5 8 64	35.7%
Stephens	732	732	5 8 10 14 63	37.2%
Washington	949	949	8 10 8 14 60	39.6%
All K8	1,963	1,963	7 10 6 10 67	33.3%
Cubberley	386	386	6 7 6 9 72	27.7%
Muir	285	285	12 16 6 10 56	44.2%
Newcomb	294	294	1 2 4 92	8.2%
Powell	296	296	8 18 8 17 49	51.4%
Robinson	292	292	12 12 6 14 56	44.2%
Tincher	296	296	6 7 6 9 73	27.4%
All High	20,267	20,267	16 12 6 10 55	44.8%
Avalon	150	150	12 17 9 15 47	53.3%
		114	8 5 6 11 70	29.8%
Browning	315	315	21 16 6 12 45	54.6%
Cabrillo	1,782	1,782	29 16 6 9 40	60.0%
CAMS	672	672	1 3 3 93	7.4%
EPHS	1	1	100	0.0%
Jordan	2,225	2,225	26 16 9 12 38	62.1%
Lakewood	2,721	2,721	17 13 8 13 49	50.7%
McBride	730	730	5 8 4 6 76	24.0%
Millikan	3,300	3,300	8 10 4 11 67	32.9%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Mark_Band_Distribution_Summary_School_List - ARC Report GRD08-BAND

Run date: 2/16/2024

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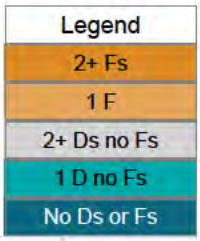
Grade Distribution - All
2022-2023 S1



School Name		Student Count	Percent by Category	> 1 D or F
PAAL	158	158	20 19 14 16 31	69.0%
Polytechnic	3,821	3,821	14 12 6 10 58	42.4%
Reid	126	126	6 13 11 13 56	44.4%
Renaissance	433	433	11 9 9 13 58	41.8%
Sato	482	482	41 9 85	14.9%
Wilson	3,477	3,477	23 12 6 9 51	49.2%
District	34,813	34,813	13 12 6 11 58	42.1%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Mark_Band_Distribution_Summary_School_List - ARC Report GRD08-BAND

Run date: 2/16/2024

Submit Feedback

Grade Distribution - All
2022-2023 PS1

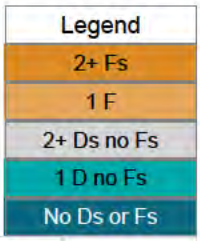
School Name		Student Count	Percent by Category	> 1 D or F
All Middle	12,602	12,602	11 14 7 13 55	44.6%
Bancroft	851	851	14 11 5 11 60	40.4%
Franklin	1,104	1,104	10 20 5 13 52	48.1%
Hamilton	818	818	10 17 9 13 52	48.0%
Hoover	537	537	4 16 7 12 61	38.5%
Hughes	1,299	1,299	14 13 5 12 55	44.6%
Jefferson	1,001	1,001	12 16 7 17 48	51.7%
Keller	454	454	8 12 4 11 64	35.7%
Lindbergh	413	413	13 16 11 18 42	57.9%
Lindsey	732	732	22 16 13 14 35	64.6%
Marshall	912	912	9 9 5 10 67	32.7%
Nelson	839	839	13 15 8 12 52	48.2%
Rogers	768	768	11 12 4 8 66	34.4%
Stanford	1,181	1,181	11 14 5 12 58	41.8%
Stephens	739	739	8 11 10 15 56	44.2%
Washington	954	954	8 10 9 13 59	40.8%
All K8	1,962	1,962	10 12 6 11 61	38.6%
Cubberley	387	387	7 7 6 10 69	31.3%
Muir	286	286	17 17 7 8 50	49.7%
Newcomb	295	295	1 3 25 90	9.8%
Powell	295	295	11 17 8 17 47	52.9%
Robinson	289	289	15 22 7 16 41	58.8%
Tincher	296	296	7 7 6 11 68	32.1%
All High	20,331	20,331	23 15 5 11 45	54.6%
Avalon	150	150	27 17 5 15 37	63.3%
		114	9 12 6 12 61	39.5%
Browning	316	316	35 16 6 14 29	70.6%
Cabrillo	1,779	1,779	39 17 5 9 30	69.6%
CAMS	672	672	1 4 2 7 86	14.0%
Jordan	2,232	2,232	36 20 6 11 26	74.1%
Lakewood	2,735	2,735	24 17 7 13 39	60.5%
McBride	724	724	9 12 4 10 65	34.5%
Millikan	3,306	3,306	12 13 5 11 60	40.4%
PAAL	156	156	43 23 4 8 21	78.8%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Mark_Band_Distribution_Summary_School_List - ARC Report GRD08-BAND

Run date: 2/16/2024

Submit Feedback

Grade Distribution - All
2022-2023 PS1



School Name		Student Count	Percent by Category	> 1 D or F
Polytechnic	3,799	3,799	18 16 6 12 48	52.3%
Reid	117	117	16 19 8 17 40	59.8%
Renaissance	433	433	16 20 5 12 46	53.8%
Sato	481	481	14 3 10 82	17.9%
Wilson	3,548	3,548	31 15 5 9 40	59.7%
District	34,895	34,895	18 15 6 11 50	50.1%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Mark_Band_Distribution_Summary_School_List - ARC Report GRD08-BAND

Run date: 2/16/2024

Submit Feedback

Grade Distribution - All
2022-2023 Q1

School Name		Student Count	Percent by Category	> 1 D or F
All Middle	12,576	12,576	11 14 6 13 56	43.6%
Bancroft	850	850	13 13 4 10 60	40.5%
Franklin	1,093	1,093	9 17 5 15 53	46.9%
Hamilton	823	823	11 17 7 14 51	49.2%
Hoover	539	539	4 12 9 16 59	40.8%
Hughes	1,297	1,297	12 14 5 11 58	42.0%
Jefferson	1,003	1,003	13 12 7 14 53	46.7%
Keller	454	454	11 12 5 9 63	37.4%
Lindbergh	409	409	14 17 7 19 43	57.0%
Lindsey	729	729	22 16 10 15 36	63.5%
Marshall	910	910	7 10 4 11 68	31.9%
Nelson	835	835	13 14 10 13 51	49.2%
Rogers	771	771	10 11 3 8 68	32.0%
Stanford	1,178	1,178	10 14 4 11 62	38.2%
Stephens	742	742	8 14 9 16 52	47.6%
Washington	943	943	6 13 6 13 61	38.9%
All K8	1,963	1,963	11 13 4 10 61	38.6%
Cubberley	387	387	6 8 5 8 72	27.6%
Muir	285	285	20 18 5 10 48	52.3%
Newcomb	295	295	1 36 89	10.5%
Powell	295	295	13 17 8 15 48	52.2%
Robinson	289	289	19 22 5 12 42	58.5%
Tincher	297	297	6 10 3 9 72	27.9%
All High	20,460	20,460	21 16 5 10 48	52.1%
Avalon	150	150	12 22 8 18 40	60.0%
		115	21 20 2 13 44	55.7%
Browning	326	326	29 18 8 13 33	67.5%
Cabrillo	1,789	1,789	39 17 5 8 31	68.8%
CAMS	673	673	2 5 6 86	13.8%
Jordan	2,264	2,264	33 20 6 12 29	71.1%
Lakewood	2,767	2,767	22 17 6 12 43	56.7%
McBride	728	728	8 11 5 9 67	32.6%
Millikan	3,311	3,311	10 14 4 10 62	38.4%
PAAL	160	160	21 20 8 14 36	63.8%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Mark_Band_Distribution_Summary_School_List - ARC Report GRD08-BAND

Run date: 2/16/2024

Submit Feedback

Grade Distribution - All
2022-2023 Q1

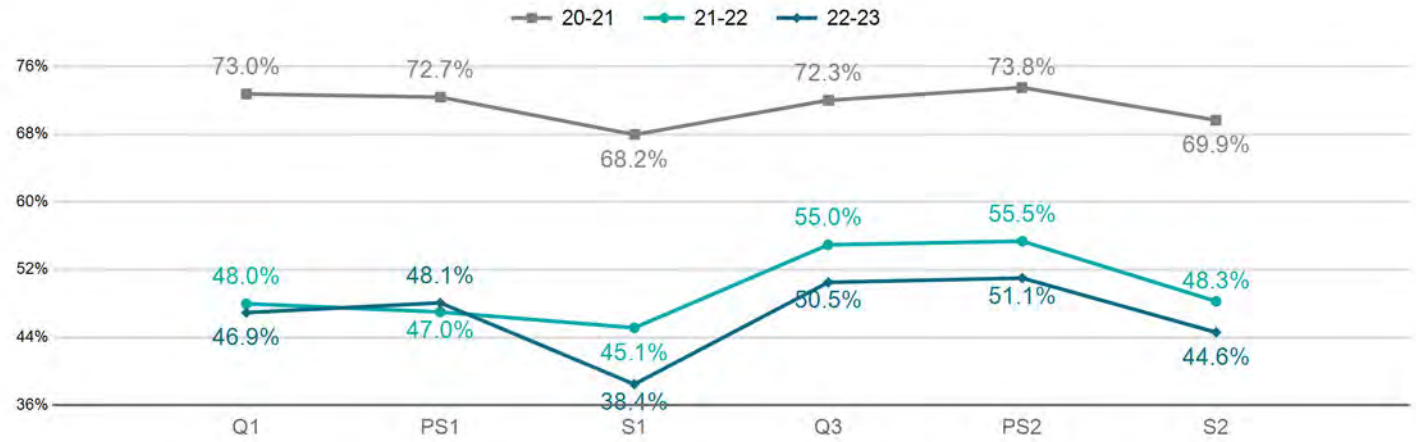
School Name		Student Count	Percent by Category	> 1 D or F
Polytechnic	3,843	3,843	17 16 5 11 51	49.1%
Reid	114	114	4 12 17 25 42	57.9%
Renaissance	436	436	18 15 6 11 50	50.0%
Sato	483	483	2 6 2 8 82	17.8%
Wilson	3,530	3,530	29 16 4 10 42	58.0%
District	34,999	34,999	17 15 5 11 52	48.3%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Mark_Band_Distribution_Summary_School_List - ARC Report GRD08-BAND

Run date: 2/16/2024

Submit Feedback

Percent of Students with 1+ D or F - 3 year Comparison
Franklin
Category: All Students

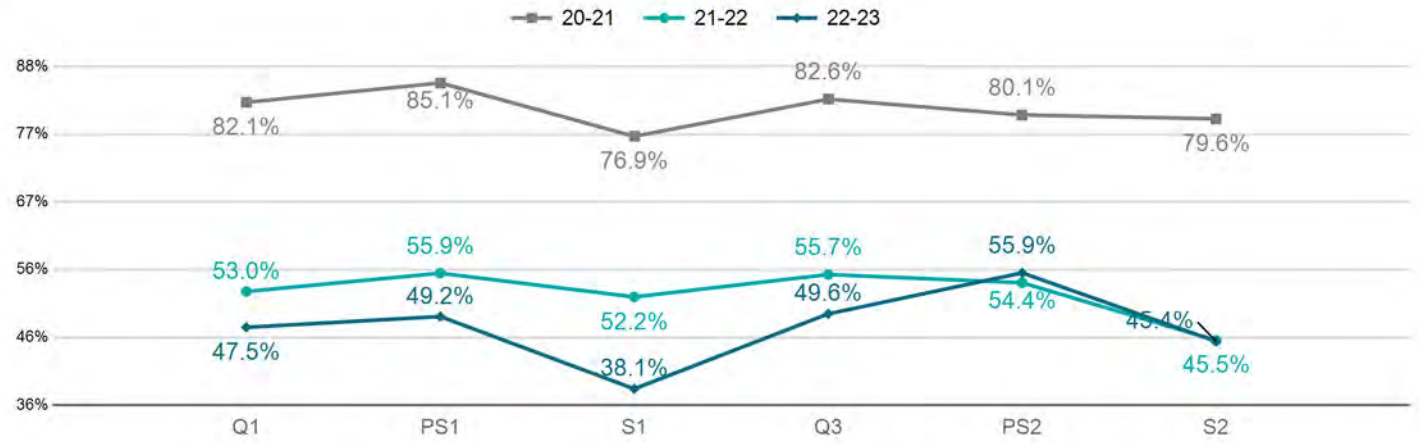


Graphs for subgroups on following pages.

Submit Feedback

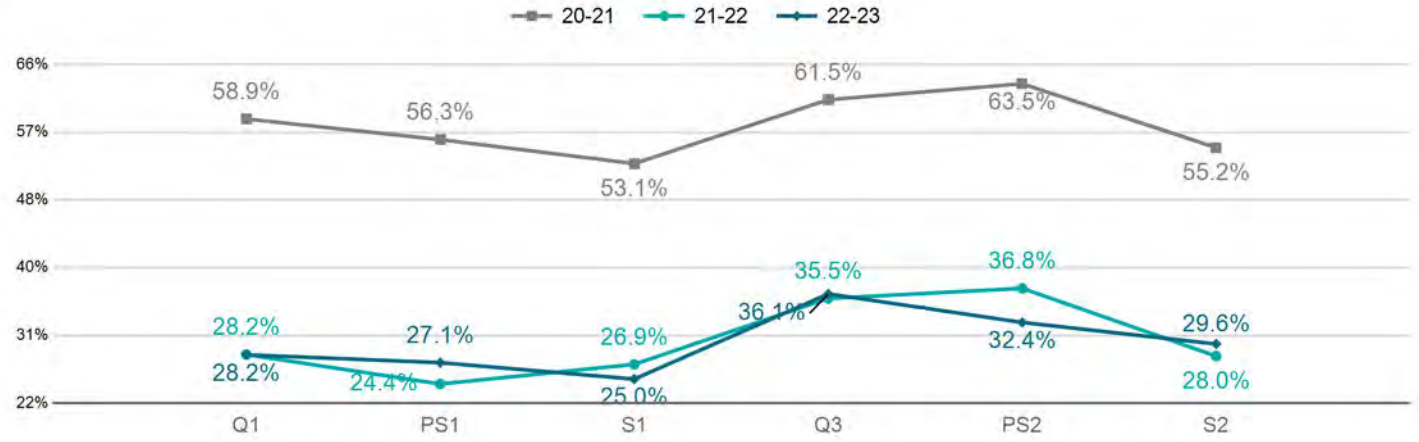
Percent of Students with 1+ D or F - 3 year Comparison
Franklin

Category: Ethnicity - Subgroup: African American



Category: Ethnicity - Subgroup: American Indian

Category: Ethnicity - Subgroup: Asian



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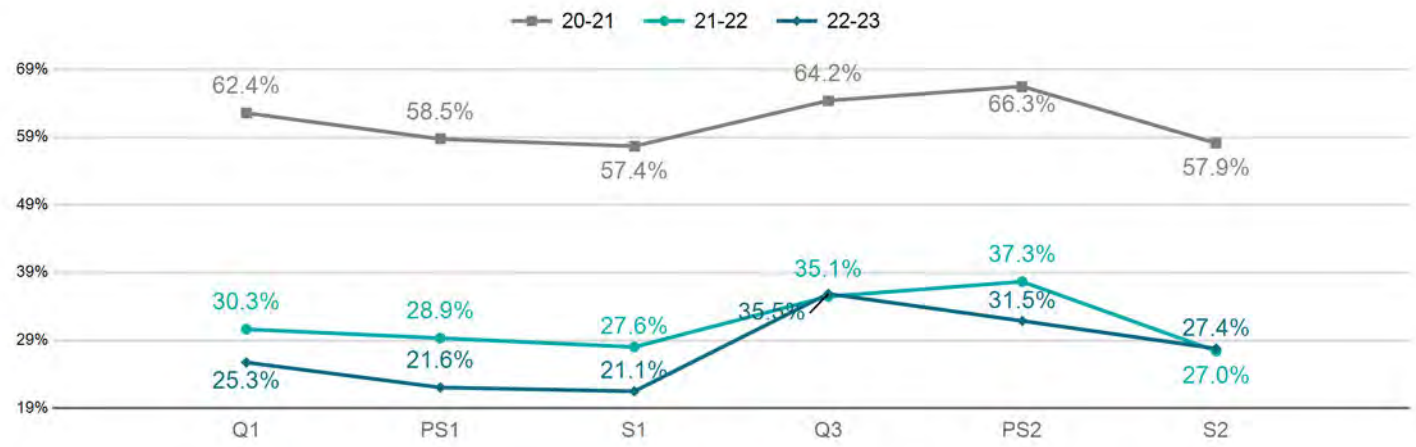
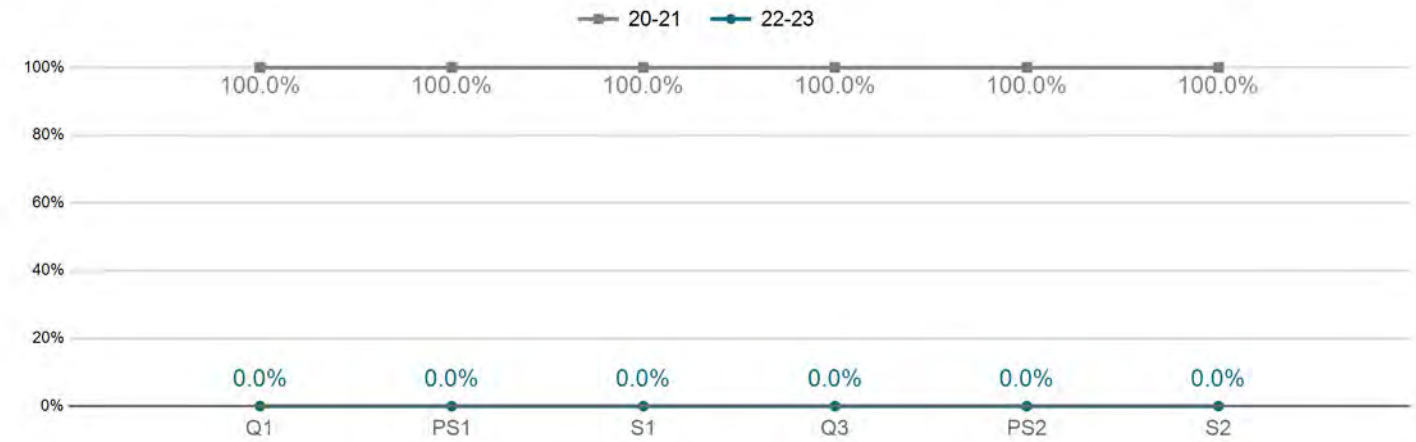
Percent of Students with 1+ D or F - 3 year Comparison
Franklin
Category: Ethnicity - Subgroup: Cambodian

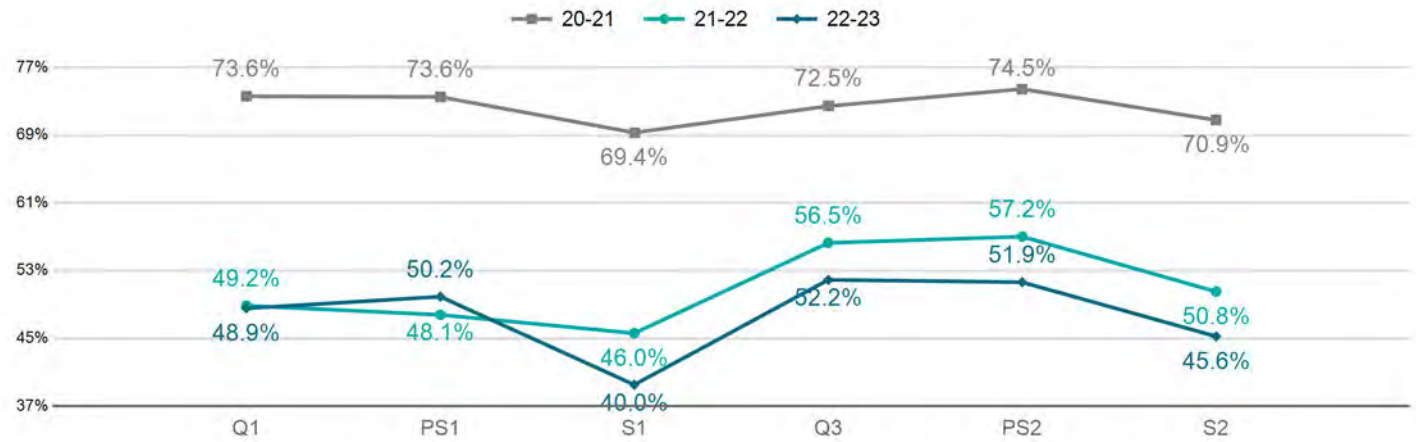


Cambodian students are a subset of Asian students, and are also included in the Asian subgroup counts.

Category: Ethnicity - Subgroup: Filipino



Category: Ethnicity - Subgroup: Hispanic



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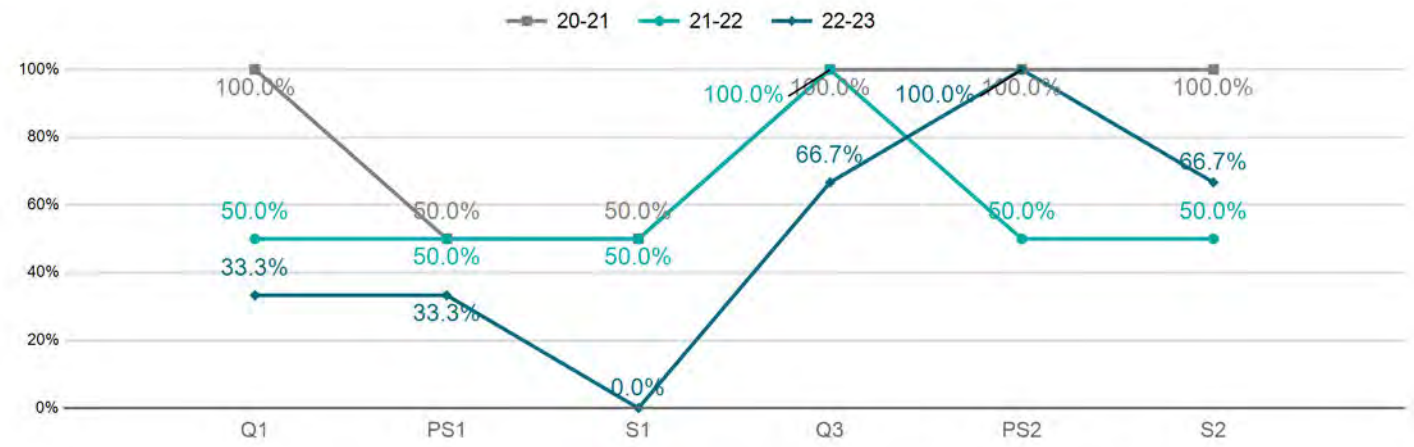
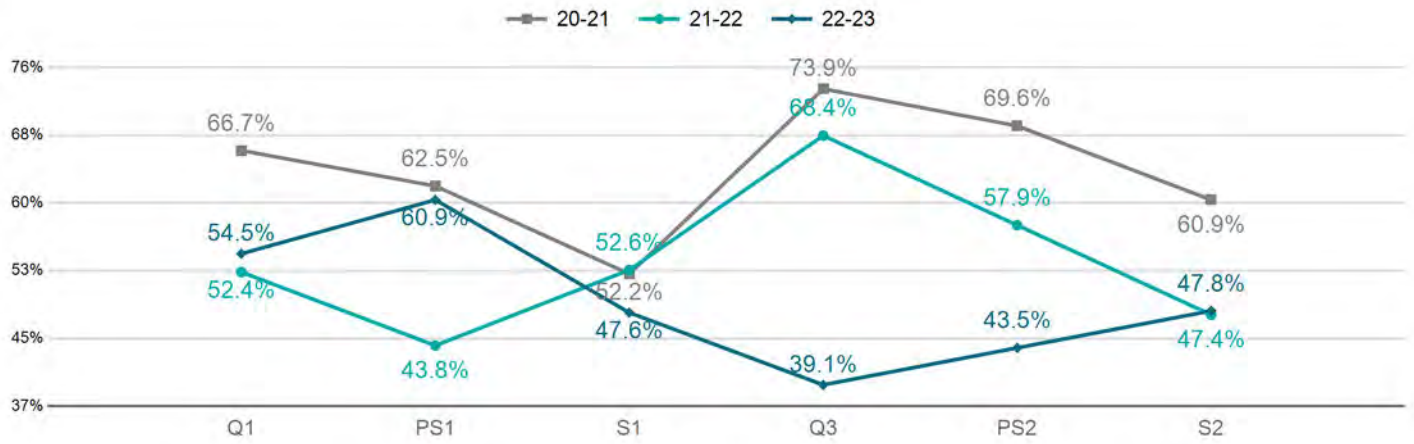
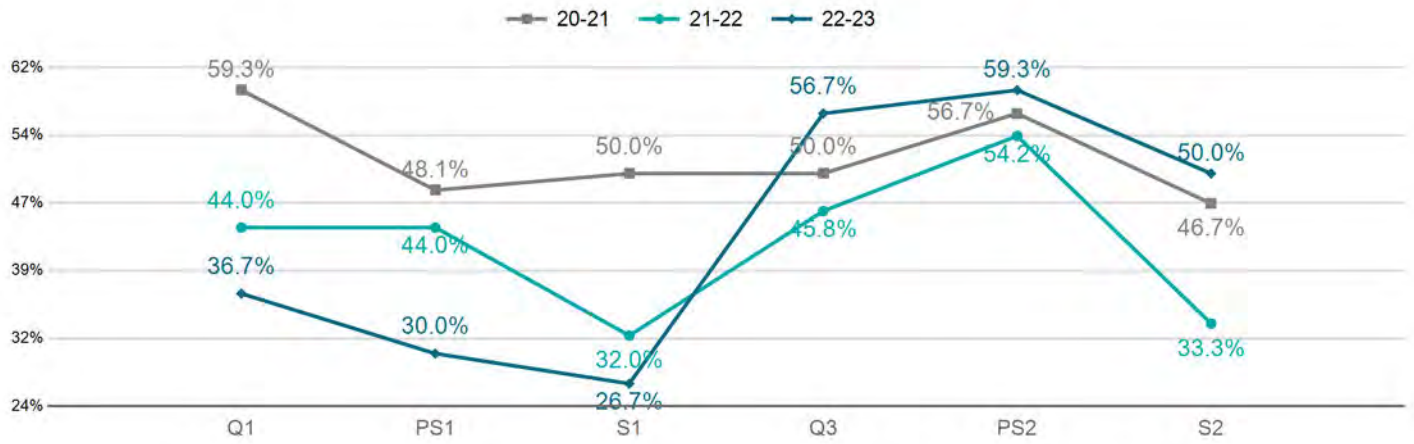
Percent of Students with 1+ D or F - 3 year Comparison
Franklin
Category: Ethnicity - Subgroup: Pacific Islander



Category: Ethnicity - Subgroup: White



Category: Ethnicity - Subgroup: Other



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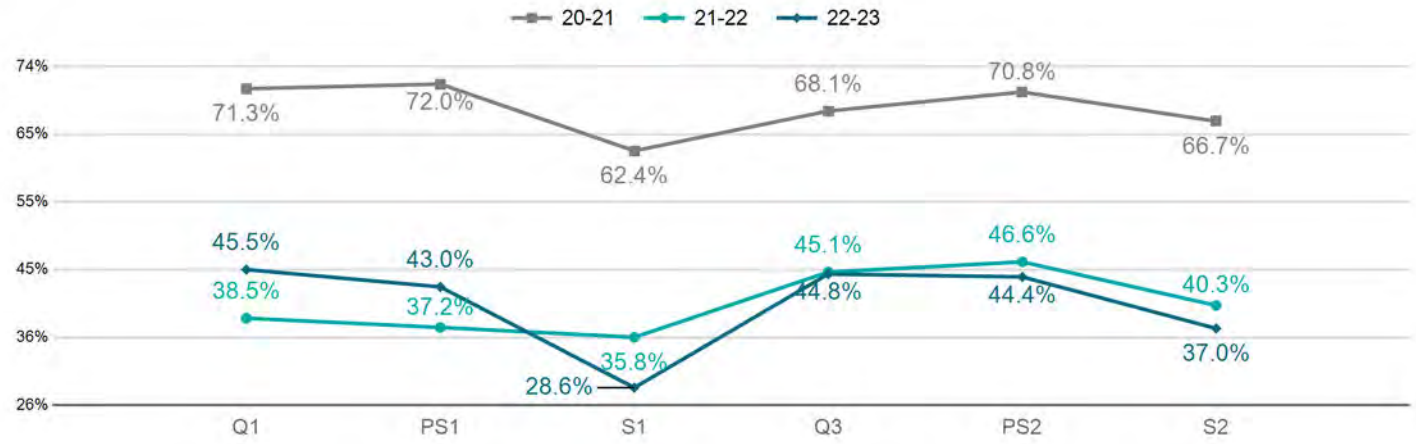
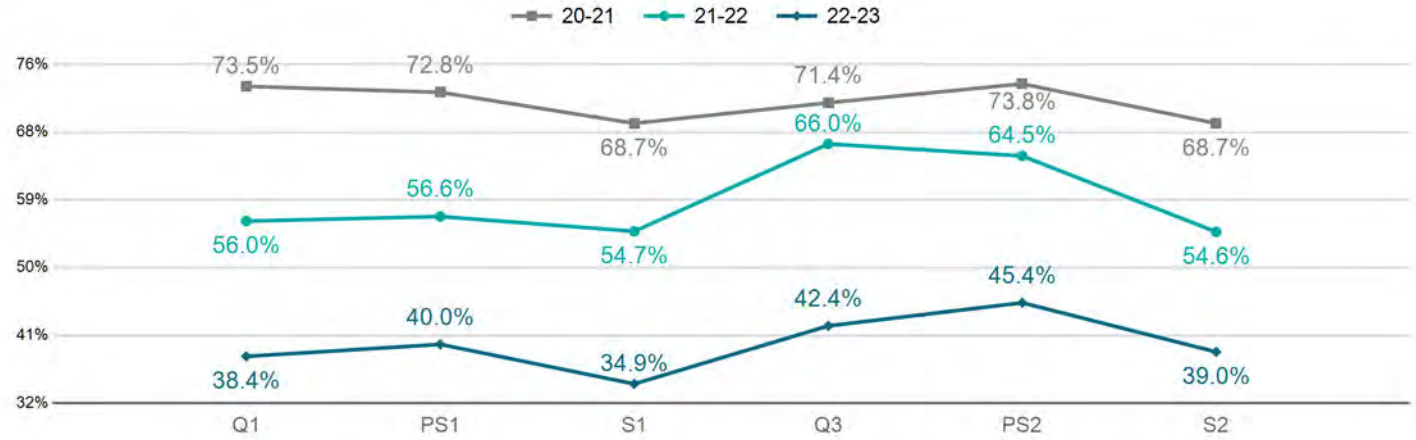
Percent of Students with 1+ D or F - 3 year Comparison
Franklin

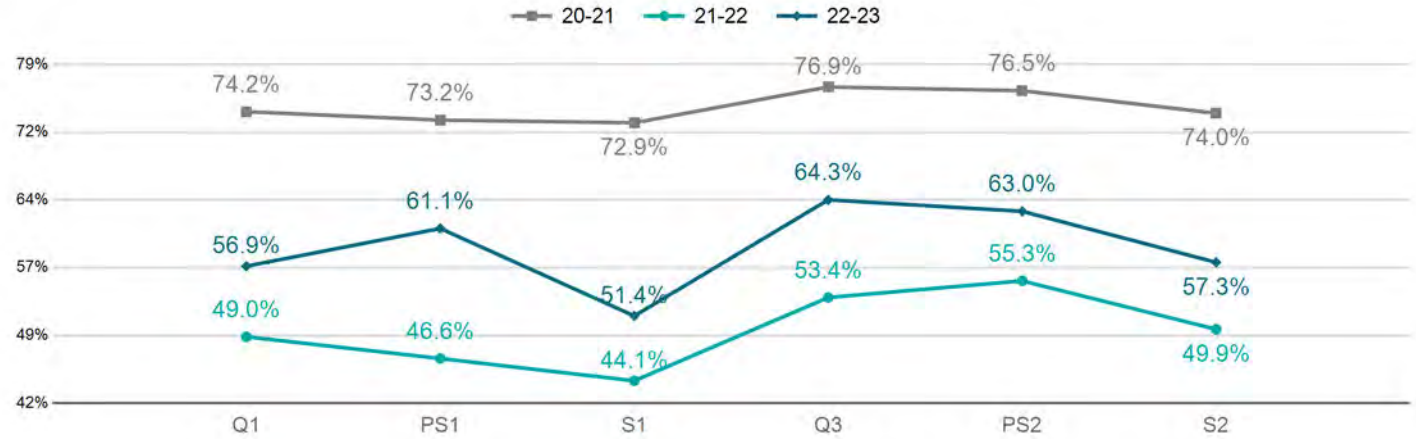
Category: Grade - Subgroup: Gr. 06



Category: Grade - Subgroup: Gr. 07



Category: Grade - Subgroup: Gr. 08



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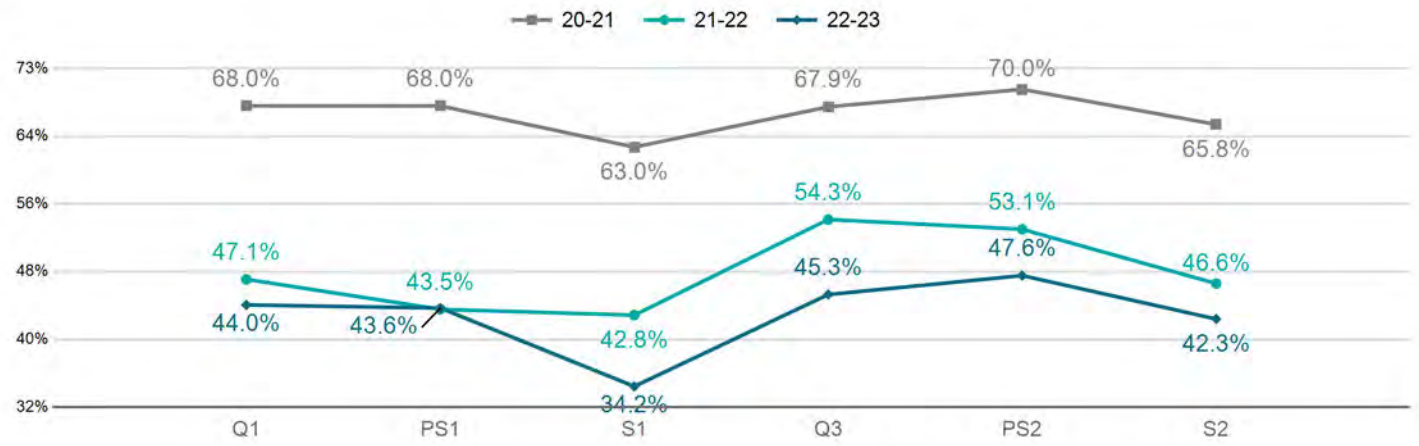
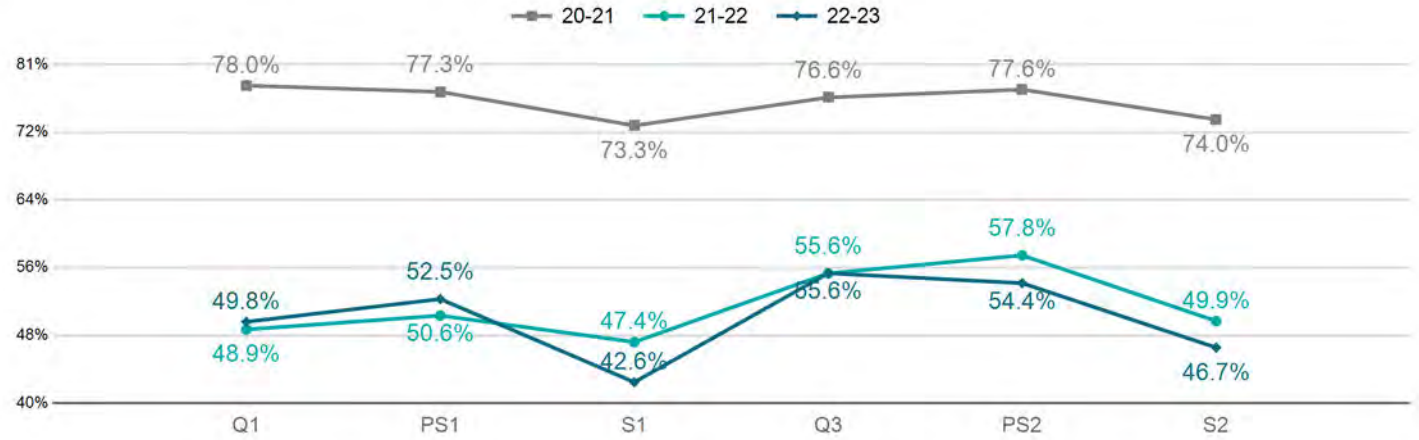
Percent of Students with 1+ D or F - 3 year Comparison
Franklin

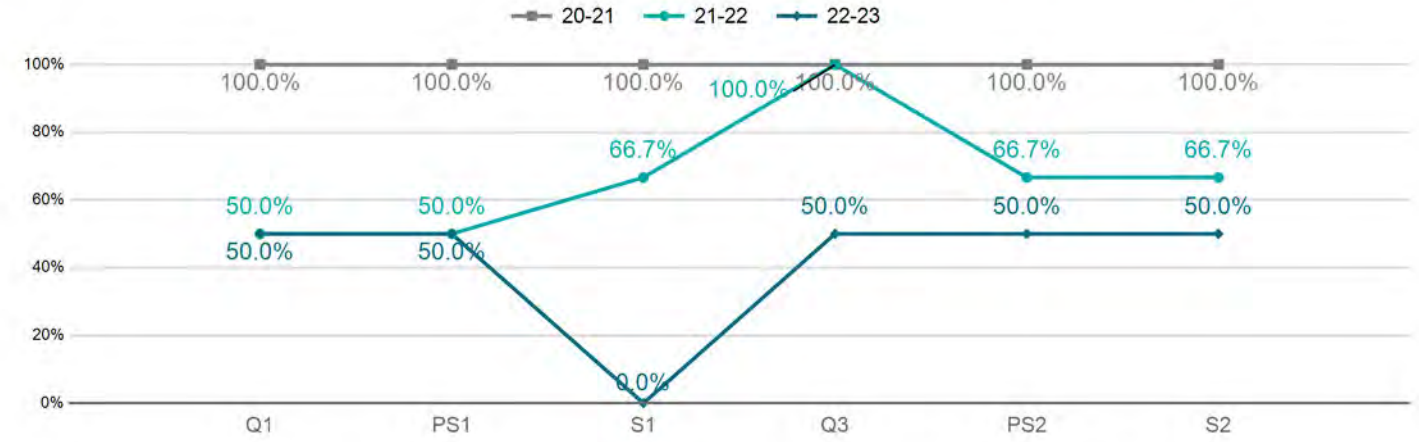
Category: Gender - Subgroup: Female



Category: Gender - Subgroup: Male



Category: Gender - Subgroup: Nonbinary



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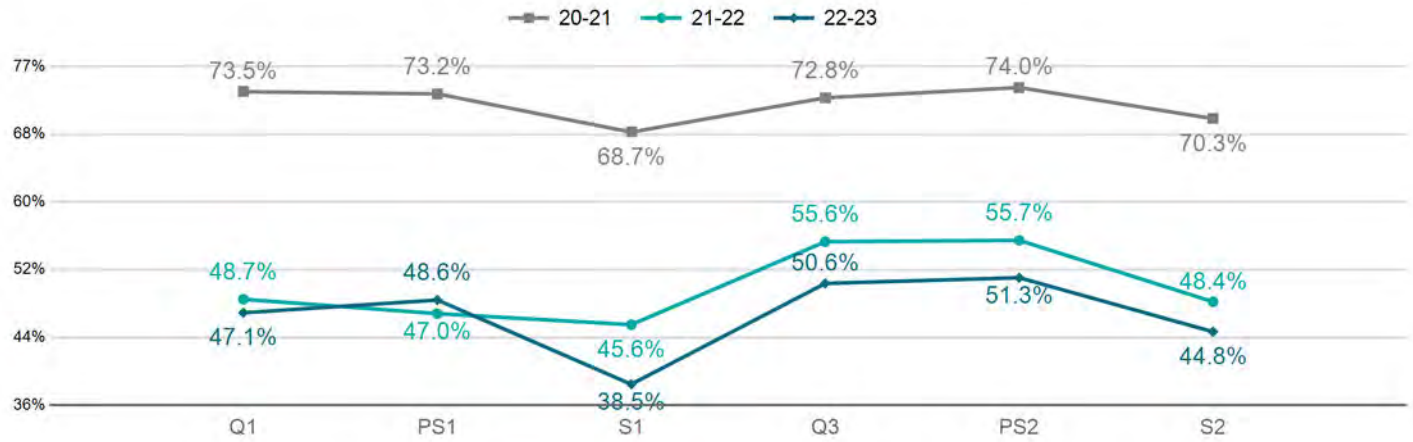
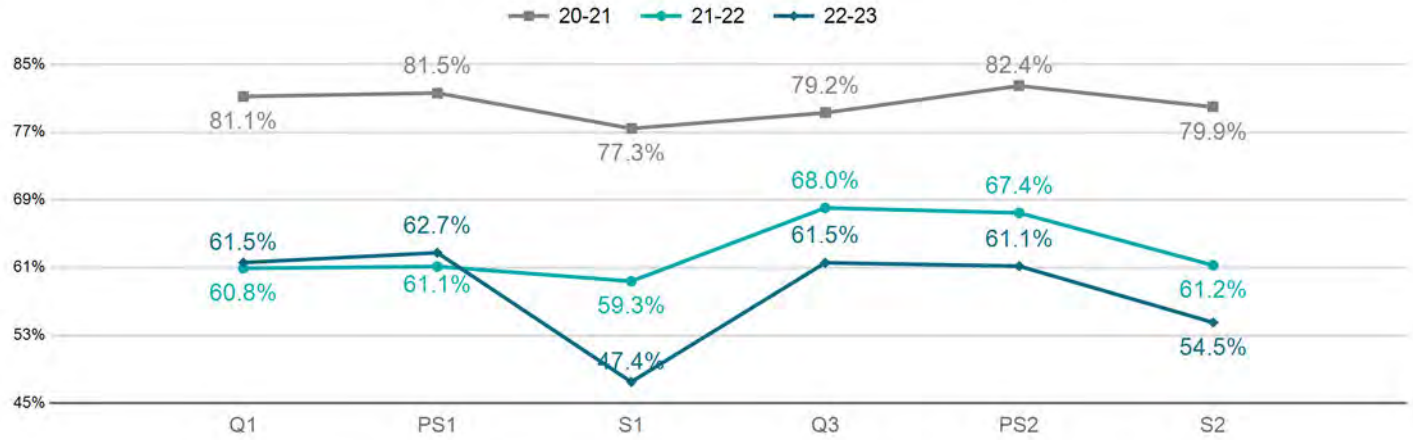
Percent of Students with 1+ D or F - 3 year Comparison
Franklin

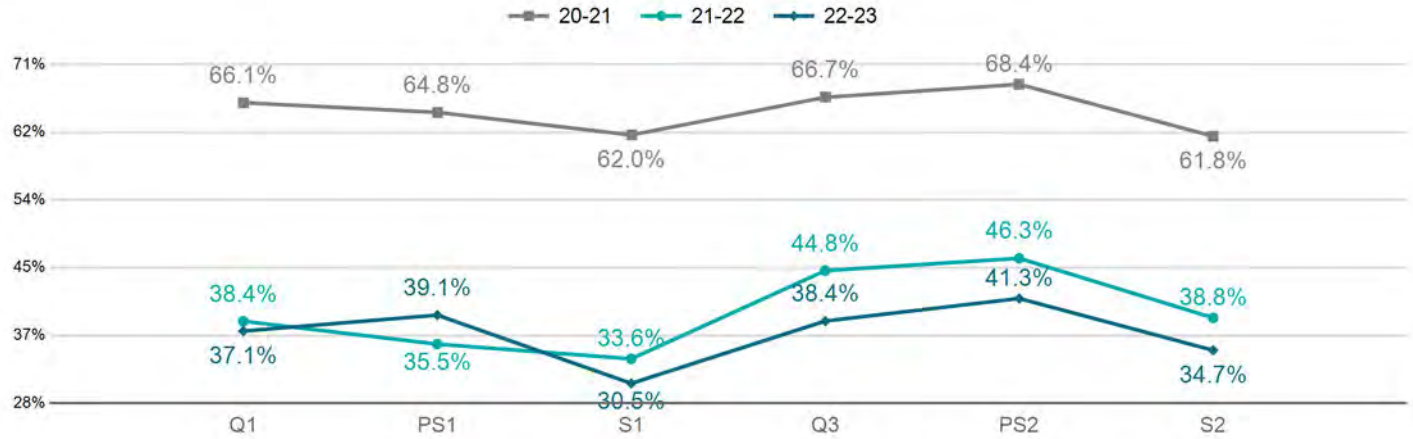
Category: Special Populations - Subgroup: Low SES



Category: Special Populations - Subgroup: ELL



Category: Special Populations - Subgroup: RFEP



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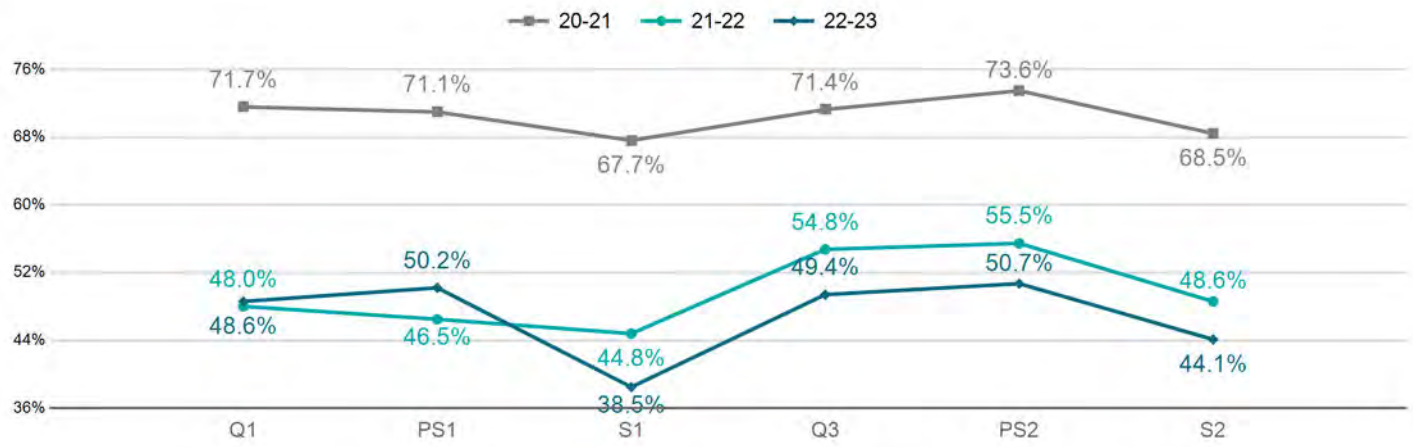
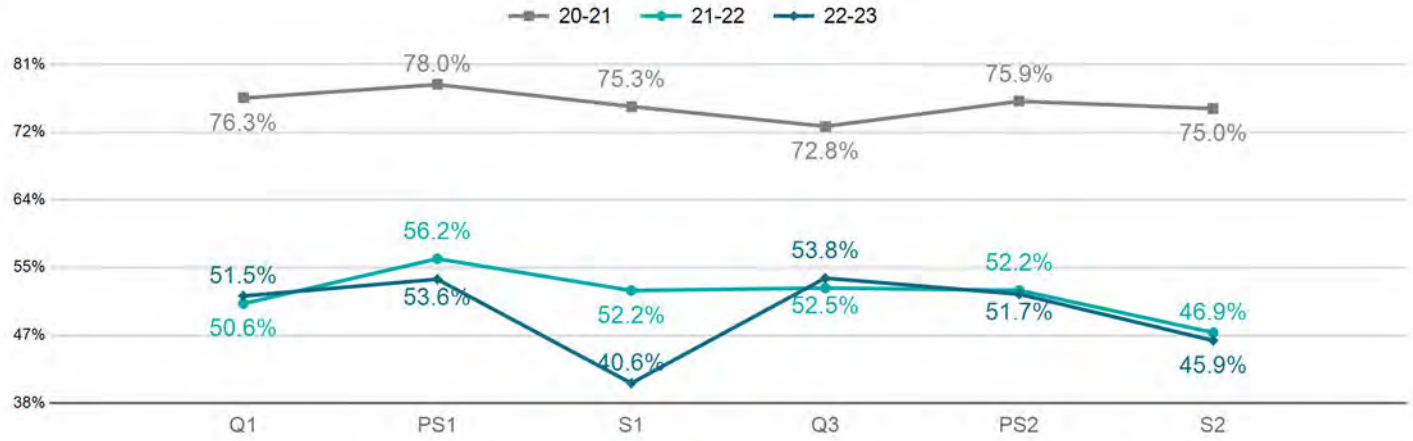
Percent of Students with 1+ D or F - 3 year Comparison
Franklin

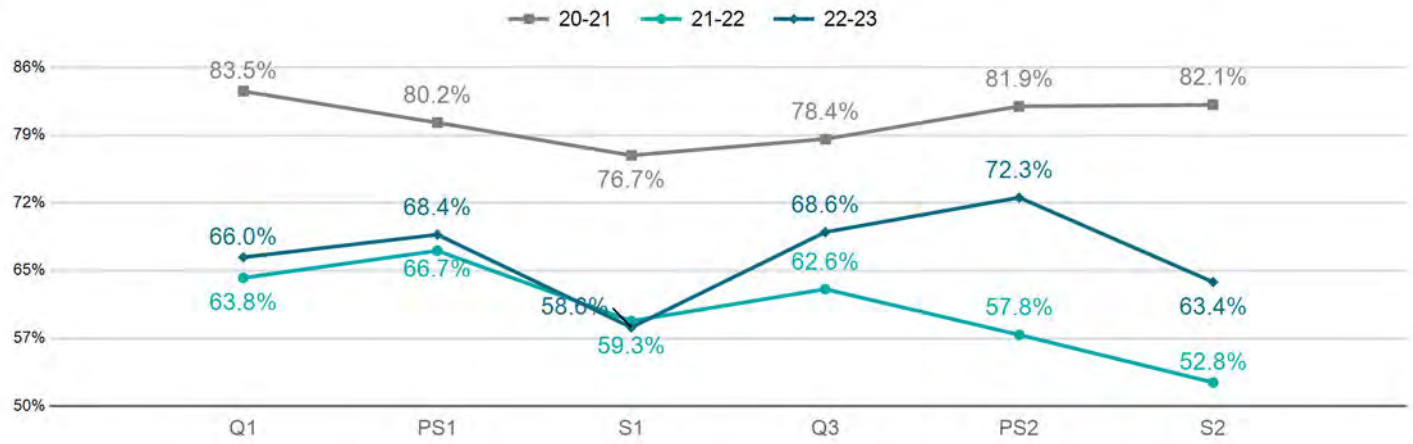
Category: Special Populations - Subgroup: EL + RFEP



Category: Special Populations - Subgroup: Special Ed.



Category: Special Populations - Subgroup: Spec Ed. Speech/RSP



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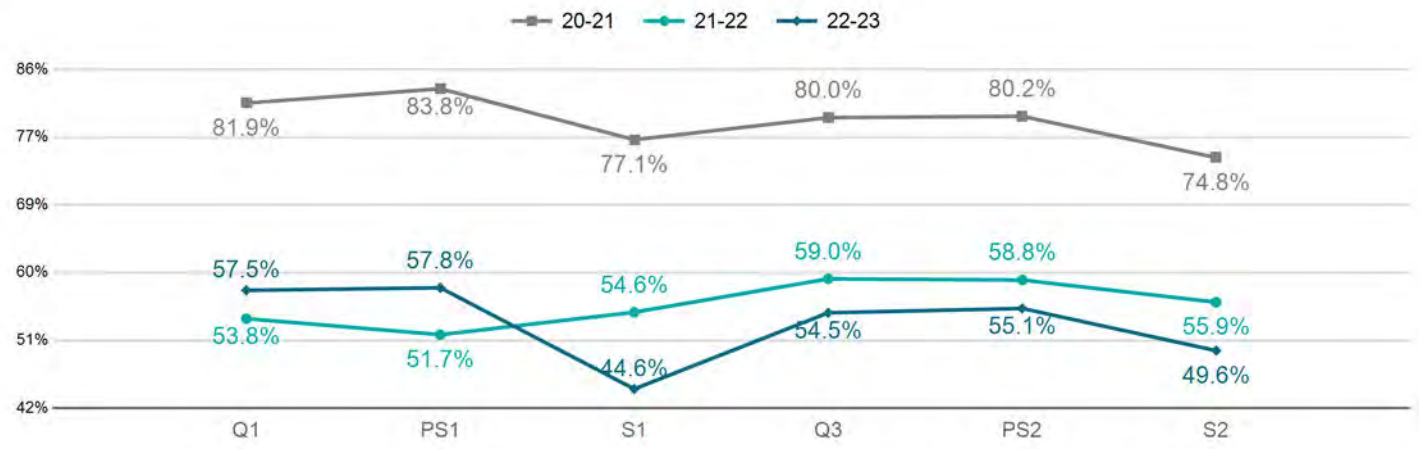
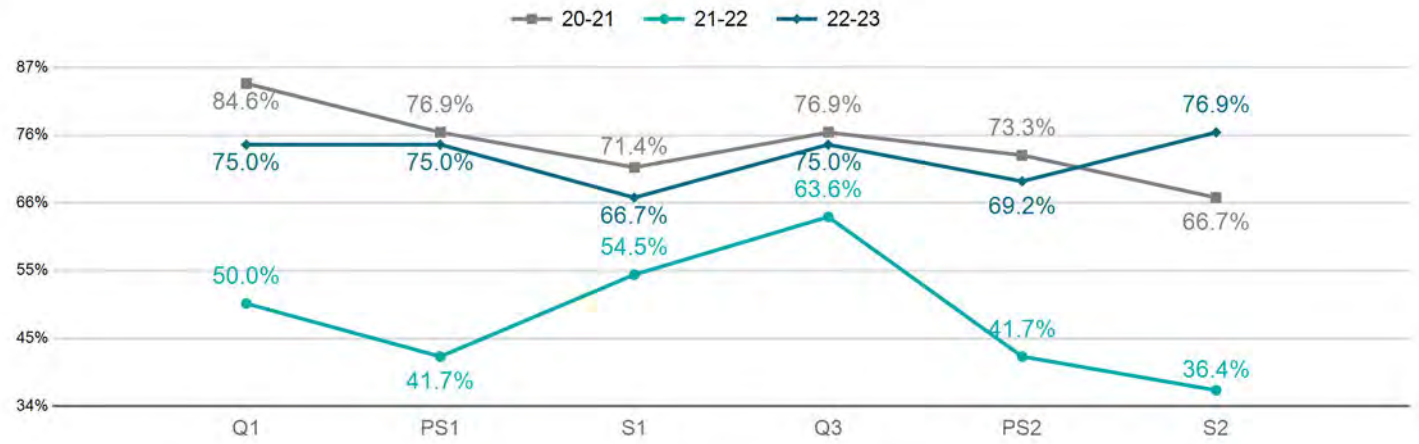
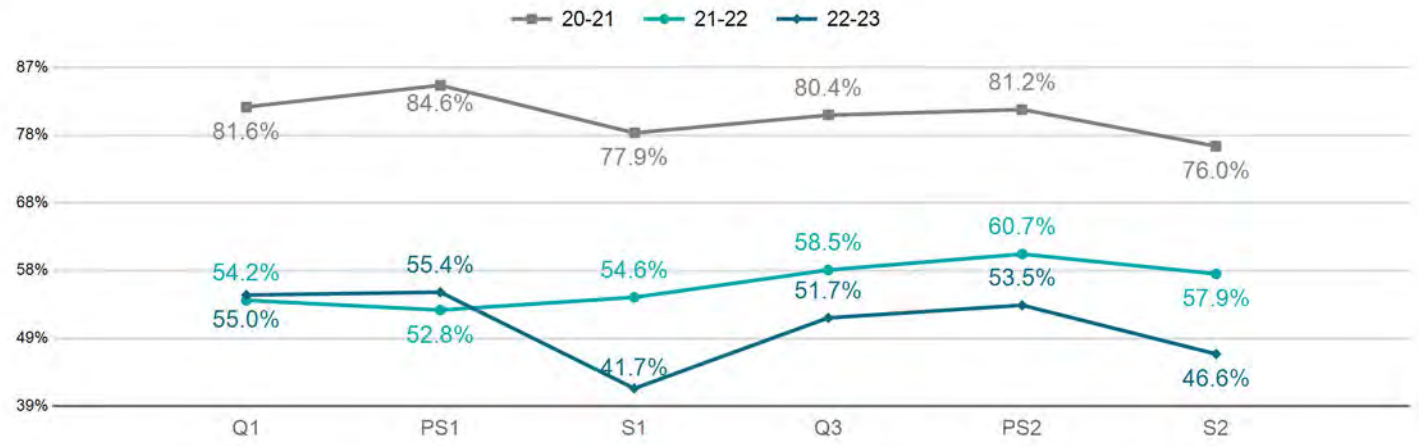
Percent of Students with 1+ D or F - 3 year Comparison
Franklin
Category: Special Populations - Subgroup: Homeless/Foster



Category: Special Populations - Subgroup: Foster



Category: Special Populations - Subgroup: Homeless



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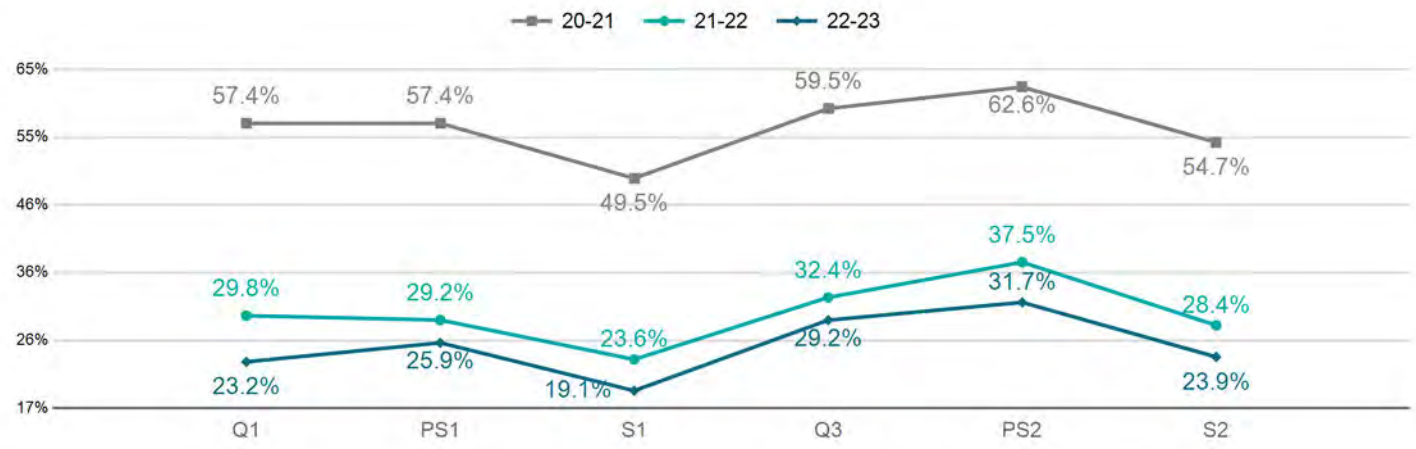
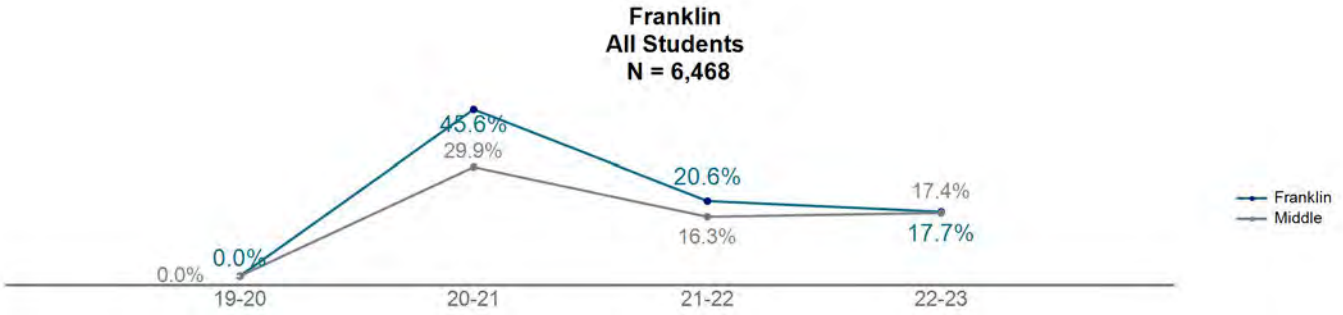
Percent of Students with 1+ D or F - 3 year Comparison
Franklin
Category: Special Populations - Subgroup: GATE/Excel

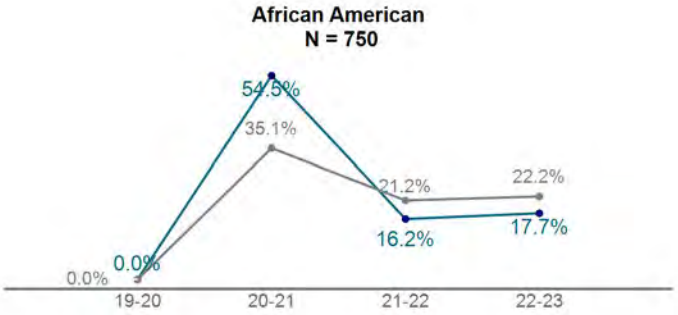


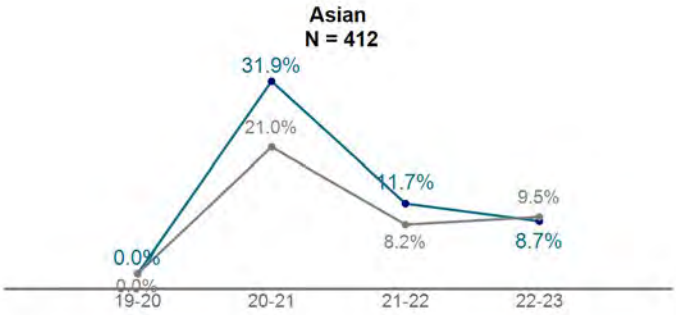
[About this report]

Semester 2 - D/F Rate

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

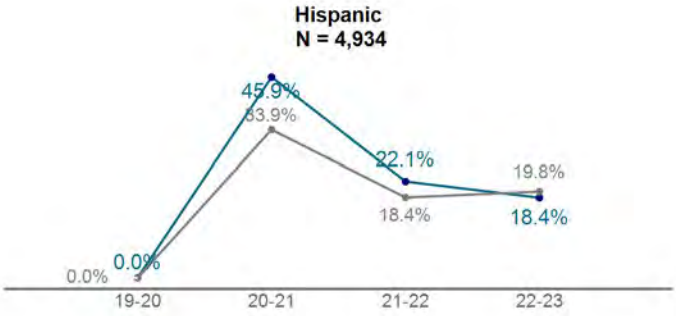






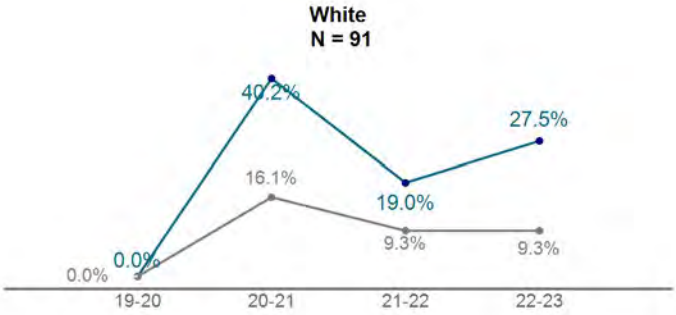
Filipino

Subgroup with fewer than 20 total grades.



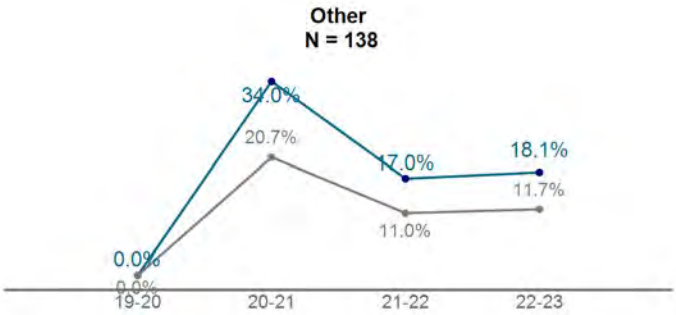
Pacific Islander

Subgroup with fewer than 20 total grades.



Native American

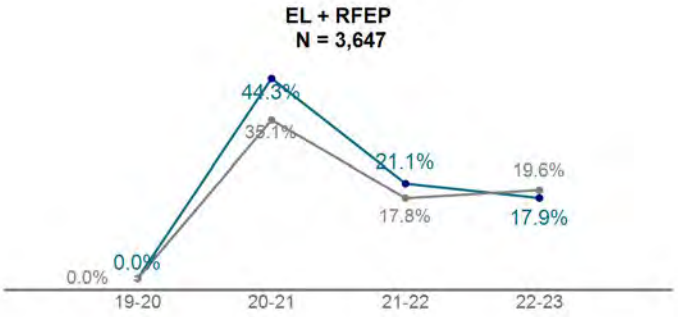
Subgroup with fewer than 20 total grades.

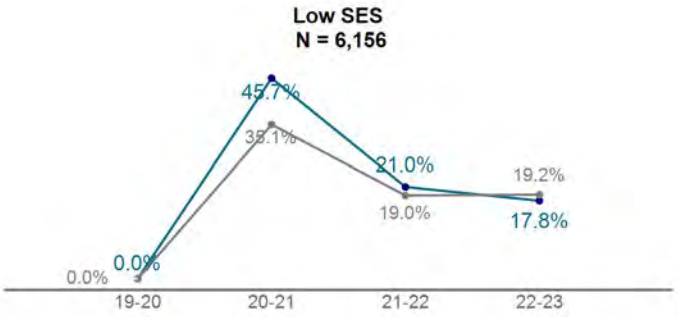


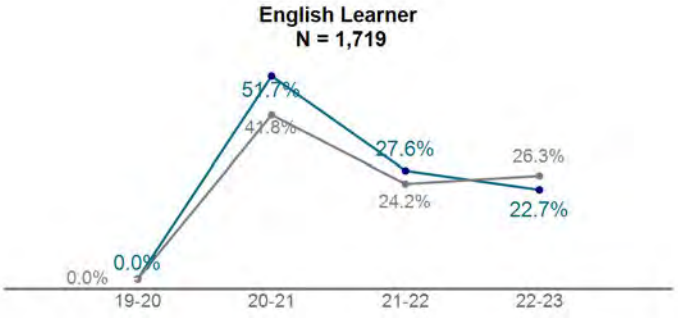
N's are from the current year. Grading in semester 2 of the 19-20 school year was Pass/Fail, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups with fewer than 20 total grades are not included

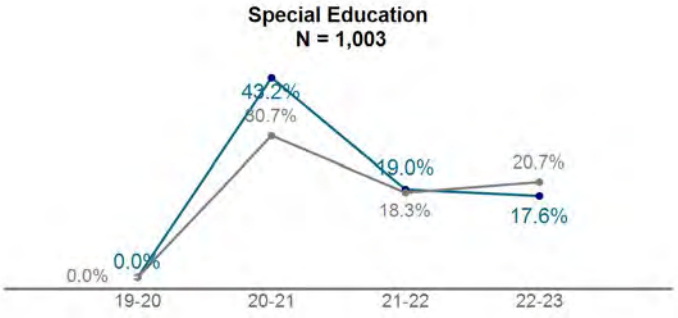
[About this report]

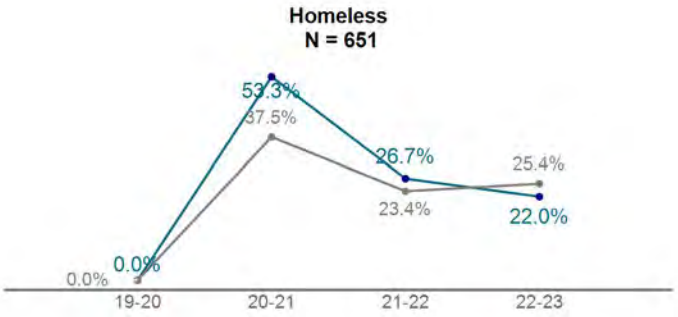
Semester 2 - D/F Rate





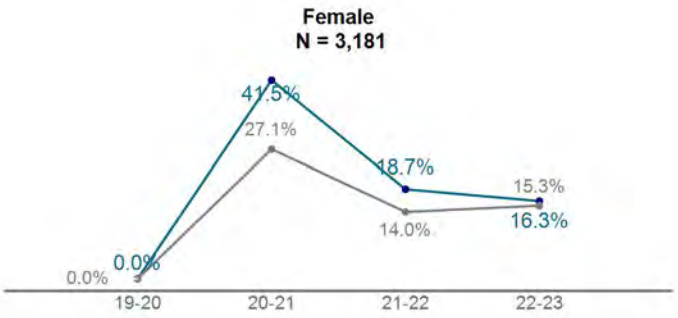


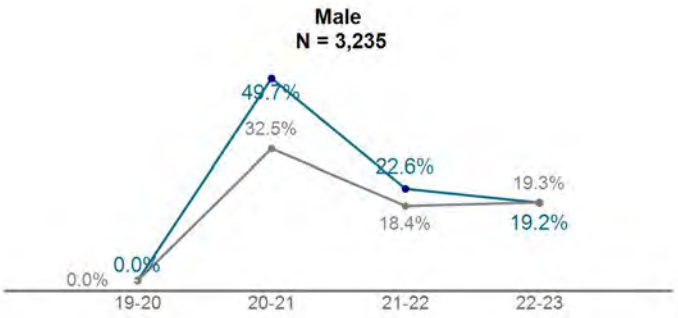




Foster Youth

Subgroup with fewer than 20 total grades.





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Dashed line represents data for current year still in progress.
Subgroups with fewer than 20 total grades are not included

School Plan for Student Achievement Addendum 2023-2024

Select Designation

Select School Name

If ATSI, identify subgroups:

- ☐ African-American
- ☐ American Indian
- ☐ Asian-American
- ☐ English Learner
- ☐ Filipino
- ☐ Foster Youth
- ☐ Hispanic
- ☐ Homeless
- ☐ Pacific Islander
- ☐ Socioeconomically Disadvantaged
- ☑ Students with Disabilities
- ☐ Two or More Races
- ☐ White

Attestation:

The School Site Council (SSC), during the process of developing a compliant School Plan for Student Achievement (SPSA), ensured that quality interventions and services for underachieving students are included in the SPSA, with particular focus on student groups who led to the CSI/ATSI identification.

SSC engaged in a thorough needs assessment, based on data, in order to prioritize student needs and analyze interventions/services.

In addition, the SSC engaged in discussions about resource inequalities and was informed about the supports listed in the District's LCAP regarding our identification as a CSI/ATSI school. Resource Inequities and LBUSD's CSI section are included in this Addendum.

In approving the SPSA for the school, the SSC specifically adds this Addendum to the SPSA as part of its CSI/ATSI responsibilities.

Date Approved by SSC

December 4, 2023

Signature of Principal

[redacted]

Signature of SSC Chair

[redacted]

Resource Inequities

Schools eligible for CSI or ATSI must identify and describe any resource inequities identified as a result of the required needs assessment. Consideration of resource inequities can inform the assessment of the effectiveness of actions in the SPSA and provide a basis for the establishment of goals and/or expected outcomes for CSI/ATSI Targeted student groups.

In our analysis of our SPSA services, our SSC found the following about resource inequalities for the targeted CSI/ATSI student groups:

☑ **There are no resource inequalities present in our SPSA.** Our CSI/ATSI targeted students are a priority and are receiving appropriate services/interventions through our Schoolwide Program.

☐ **There was evidence of resource inequalities prior to the SPSA being approved.** Our SSC made adjustments to the SPSA in order to correct the issue, and the SPSA is now providing appropriate services/interventions through our Schoolwide Program.

☐ **There is some evidence of resource inequalities in the current SPSA.** However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI targeted students are being given appropriate services/interventions through our Schoolwide Program.

☐ **There is some evidence of resource inequalities in the current SPSA.** However, our SSC has determined that the CSI/ATSI targeted students are receiving appropriate services/interventions through our Schoolwide Program.

Comments about Resource Inequities *(optional)*

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

Support for schools is grounded in coaching and professional learning communities. LBUSD has shifted from compliance and at-a-distance supervision practices to a deeply-rooted coaching orientation, partnership in addressing student achievement issues, and a strong emphasis on quality instruction in every classroom, as defined by the district's Understandings Continuum framework. Since 2014, LBUSD has sought to enhance time spent on campuses, with leaders dedicating an average of three to five hours per month on every campus – visits that include classroom observations alongside the principal, data collection related to instructional implementation, and pedagogical guidance for teachers. Comprehensive Support and Improvement (CSI) schools receive even more intense support, particularly in areas like English Language Arts, Mathematics, and graduation rates.

One crucial area of support centers on school-level needs assessments. LBUSD's Research Office provides in-depth data tailored to each site, which are then used to develop interventions in consultation with stakeholders. Academic measures include ELA and Math benchmarks, real-time grades (especially Ds and Fs), and whether students are on track to complete graduation requirements, while non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents. With assistance from district leaders, curriculum coaches, and other experts, CSI schools drill down by academic skill, by student group, and by logistical factors (e.g., the time of day and location of suspensions). Site staff receive tools and training to create "watch lists" – i.e., lists of classrooms to monitor closely and lists of students who require further interventions. The latter is connected to phone, email, and text communication systems that can help engage families in the process.

Here are specific supports that LBUSD delivered (and will continue to provide moving forward) to help CSI schools develop their plans:

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates. In light of the COVID-19 pandemic, learning loss and other similar issues were also explored.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program, particularly in a distance-learning environment.
- Based on the research and "gap" analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.
- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD's "intervention tracker" or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations will allow site teams to reflect upon their collective efforts and engage colleagues from other schools or district departments for objective feedback.

Quarterly visits will be customized by schools, but follow a common structure:

- **Whole Group Briefing**: The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions. They will help visitors develop an understanding of their priorities.
- **Classroom Visits**: School team members and visitors will observe classrooms, collecting data and examples that reinforce the school's CSI plans. They will take notes, collect images, and talk to students in order to summarize their observations.
- **Whole Group Debriefing**: School team members will facilitate a debriefing that allows them to understand and affirm the site's continuous improvement efforts. They will focus not only on content delivery, teaching practices, and student actions, but also the various interventions that are being implemented to support struggling learners.
- **Principal Debriefing**: Principals and/or principal supervisors will engage in further discussion regarding next steps. This dialogue will be folded into the regular coaching work described in the previous section.

More broadly, data dashboard tools developed by LBUSD's Research Office will feature "Watch Lists" that allow district and site leaders to monitor the progress of CSI schools, their teachers, and their students. The "Schools to Watch" function will enable appropriate stakeholders to track the percentage of students who are "at-risk," "severely at-risk," "high risk," and "cautiously at-risk" across a broad spectrum of measures, including chronic absenteeism, discipline, reading benchmarks, math facts, course grades, graduation requirements, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.

Franklin Classical Middle School *Approved by SSC: 10/23/23*

Student-Parent-Teacher-Administrator/Support Staff Compact

Partners in Learning, 2023-2024

We know that learning can take place only when there is a combination of effort, interest, and motivation. As we are all committed to students' success in school, we are going to do our best to promote high student achievement. This agreement is a promise to work together. Together we can improve teaching and learning.

As a student I pledge to:

- Work as hard as I can on my school assignments and my behavior in school.
- Discuss with my family what I am learning in school.
- Follow Franklin's "R.I.S.E" guidelines. Respect, Integrity, Scholarship and Empathy (Code for Conduct).
- Ask my teachers questions when I don't understand something.
- Read nightly for 30 – 60 minutes and limit my TV and computer non-academic activities.
- Come to school every day on time.
- Wear my school uniform and carry my I.D. every day and show it when asked.
- Bring and complete planner daily as directed by my teachers.
- Bring necessary materials in my backpack every day.
- Utilize CANVAS to access my grades, assignments, and other school information.
- Understand the importance of High School Readiness (HSR) Indicators.
- Understand the importance of "A-G Requirements" for college entrance.
- Strive for 5 or less absences per school year.

_____

Student's signature

As a parent or guardian I pledge to:

- Provide a quiet study time at home and encourage good study habits.
- Talk with my student about his/her school activities every day.
- Reinforce Franklin's Policies and Procedures.
- Participate in parent workshops and attend parent functions at Franklin.
- Limit my student's TV viewing and computer activities, and encourage my student to read 30 - 60 minutes a night.
- Support my student's teachers with their classroom expectations and communicate with them as needed.
- Make sure my student returns all school textbooks and library books at the end of the school year
- Make sure my student is at school every day and on time in school uniform.
- Access CANVAS weekly to check my student's progress in class and register for ParentVue.
- Understand and discuss with my child the importance of High School Readiness Indicators and of "A-G Requirements" for college entrance.
- Check planner daily.
- Read the weekly newsletter and/or attend meetings at the Parent Center.

_____

Parent's signature

As a teacher I pledge to:

- Provide motivating, interesting, and challenging learning experiences in my classroom.
- Explain my expectations, instructional goals, and grading system to students and parents.
- Explain Franklin's "R.I.S.E. Guidelines" to students and their parents.
- Communicate and work collaboratively with each parent to ensure the best education possible.
- Work to improve student academic success.
- Post homework and classwork daily.
- Check that each student in every period class has their classwork and homework in their planner.
- Update grades and communicate with parents using CANVAS.
- Encourage "Life Skills" in all aspects of the school environment.
- Teach HSR indicators and the importance of "A-G Requirements" for college entrance.

_____

Teacher's signature

As Principal or Support Staff I pledge to:

- Create a welcoming environment for students and parents.
- Improve student academic success.
- Ensure a safe and orderly learning environment.
- Act as the instructional leader by supporting teachers in their classrooms.
- Provide appropriate in-services and training for teachers and parents.
- Hold parent meetings where parents can share information.
- Explain and support Franklin's " R.I.S.E. Guidelines."
- Understand the importance of HSR indicators and "A-G Requirements" for college entrance.

_____

Principal's signature

Franklin Classical Middle School *Approved by SSC: 10/23/23*

Convenio entre estudiantes, padres, maestros, administradores y personal de apoyo

Socios en el aprendizaje, 2023-2024

Sabemos que el aprendizaje sólo puede tener lugar cuando hay una combinación de esfuerzo, interés y motivación. Como todos estamos comprometidos con el éxito de los estudiantes en la escuela, haremos todo lo posible para promover un alto rendimiento estudiantil. Este acuerdo es una promesa de trabajar juntos. Juntos podemos mejorar la enseñanza y el aprendizaje.

Como estudiante me comprometo a:

- Trabajar lo más duro que pueda en mis tareas escolares y en mi comportamiento en la escuela.
- Hablar con mi familia sobre lo que estoy aprendiendo en la escuela.
- Siga las pautas "R.I.S.E" de Franklin. Respeto, Integridad, Erudición y Empatía (Código de Conducta).
- Hacer preguntas a mis profesores cuando no entiendo algo.
- Leer todas las noches durante 30 a 60 minutos y limitar mis actividades no académicas frente a la televisión y la computadora.
- Ven a la escuela todos los días a tiempo.
- Usar mi uniforme escolar y portar mi identificación. todos los días y muéstralo cuando te lo pidan.
- Traer y completar la agenda diariamente según las indicaciones de mis maestros.
- Llevar los materiales necesarios en mi mochila todos los días.
- Utilice CANVAS para acceder a mis calificaciones, tareas y otra información escolar.
- Comprender la importancia de los indicadores de preparación para la escuela secundaria (HSR).
- Comprenda la importancia de los “Requisitos A-G” para el ingreso a la universidad.
- Esfuércese por tener 5 ausencias o menos por año escolar.

_____
Firma del estudiante

Como padre o tutor me comprometo a:

- Proporcione un tiempo de estudio tranquilo en casa y fomente buenos hábitos de estudio.
- Hablar con mi estudiante sobre sus actividades escolares todos los días.
- Reforzar las políticas y procedimientos de Franklin.
- Participe en talleres para padres y asista a funciones para padres en Franklin.
- Limitar la visualización de televisión y las actividades de computadora de mi estudiante, y alentar a mi estudiante a leer entre 30 y 60 minutos por noche.
- Apoyar a los maestros de mis alumnos con sus expectativas en el salón de clases y comunicarme con ellos según sea necesario.
- Asegurarse de que mi estudiante devuelva todos los libros de texto escolares y de la biblioteca al final del año escolar.
- Asegurarse de que mi estudiante esté en la escuela todos los días y a tiempo con el uniforme escolar.
- Acceder a CANVAS semanalmente para verificar el progreso de mi estudiante en clase y registrarse en ParentVue.
- Comprender y discutir con mi hijo la importancia de los indicadores de preparación para la escuela secundaria y de los "requisitos A-G" para el ingreso a la universidad.
- Consulte el planificador diariamente.
- Lea el boletín semanal y/o asista a reuniones en el Centro de Padres.

_____
Firma de los padres

Como profesor me comprometo a:

- Proporcionar experiencias de aprendizaje motivadoras, interesantes y desafiantes en mi salón de clases.
- Explicar mis expectativas, objetivos de instrucción y sistema de calificaciones a estudiantes y padres.
- Explique el “R.I.S.E. Directrices para los estudiantes y sus padres.
- Comunicarse y trabajar en colaboración con cada padre para garantizar la mejor educación posible.
- Trabajar para mejorar el éxito académico de los estudiantes.
- Publique tareas y trabajos de clase diariamente.
- Verifique que cada estudiante en cada período de clase tenga su trabajo de clase y tarea en su agenda.
- Actualice las calificaciones y comuníquese con los padres usando CANVAS.
- Fomentar las “habilidades para la vida” en todos los aspectos del entorno escolar.
- Enseñar indicadores de HSR y la importancia de los “Requisitos A-G” para el ingreso a la universidad.

_____
Firma del maestro

Como director o personal de apoyo me comprometo a:

- Crear un ambiente acogedor para estudiantes y padres.
- Mejorar el éxito académico de los estudiantes.
- Garantizar un ambiente de aprendizaje seguro y ordenado.
- Actuar como líder educativo apoyando a los maestros en sus aulas.
- Proporcionar servicios internos y capacitación adecuados para maestros y padres.
- Lleve a cabo reuniones de padres donde los padres puedan compartir información.
- Explique y apoye la estrategia “R.I.S.E. Pautas."
- Comprender la importancia de los indicadores HSR y los “Requisitos A-G” para el ingreso a la universidad.

_____
Firma del director

Franklin Middle Franklin
Family Involvement Guidelines

As a school that receives Title I, Part A (Title I) funds, Franklin has developed jointly with the members of Franklin Site Council and distributed to families of participating children Franklin Family Involvement Guidelines, that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The Guidelines establish Franklin's expectations for family involvement and describe how Franklin will implement several specific family involvement activities. The Home-School Compact is incorporated into the Franklin Family Involvement Guidelines.

PART I

Franklin agrees to implement the following requirements:

- Jointly develop with and distribute to families of participating children Franklin Family Involvement Guidelines that Franklin and families of participating children agree on.
- Notify families about the Franklin Family Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute these Guidelines to families in a language the family can understand.
- Make the Franklin Family Involvement Guidelines available to the local community.
- Periodically update the Franklin Family Involvement Guidelines to meet the changing needs of families and the Franklin.
- Adopt the Franklin's home-Franklin compact as a component of its Franklin Family Involvement Guidelines.
- Agrees to be governed by the following statutory definition of family involvement, and will carry out programs, activities, and procedures in accordance with this definition:

PART II.

DESCRIPTION OF HOW THE FRANKLIN WILL IMPLEMENT REQUIRED FRANKLIN FAMILY INVOLVEMENT GUIDELINES COMPONENTS

1. Franklin will take the following actions to involve families in the joint development and joint agreement of its Franklin Family Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
   (List actions that constitute planning, review, and improvement of the Title I program, e.g., gather and disseminate to parents for review the following materials.)
   - Attendance at one of the district trainings or Franklin site training. Topics include:
     i. Responsibilities & Roles of SSC and its members
     ii. Composition of SSCs
     iii. Budgetary considerations
     iv. Single Plan for Student Achievement
     v. Role of ELAC and other advisory committees

- Plan meeting with SSC & ELAC members to review previous year's guidelines and family involvement activities outlined in the Single Plan for Student Achievement
    i. Invite other families and stakeholders to attend the meeting
    ii. Advertise on the school website, at Back-to-School night, through SchoolMessenger, etc.
- At Meeting
    i. Review Single Plan for Student Achievement, and as a group, note changes and adjust (deletions or additions) as necessary
    ii. Write or update the Family Involvement Guidelines & Home-School Compact
    iii. Oral and written translations be made available for Spanish and Khmer families to allow for discussions

2. Franklin will take the following actions to distribute to families and the local community, the Franklin's Family Involvement Guidelines:
    - At an SSC & ELAC meeting
    - On the school website
    - Annual Title I Meeting
    - Main Office Counter
    - Back-to-School night
3. Franklin will update periodically its Family Involvement Guidelines to meet the changing needs of families and the school:
    - At SSC and ELAC meetings
    - Family information meetings
    - Franklin site council must vote to approve the guidelines
4. Franklin will convene an Annual Title I Public Meeting to inform families of the following:
    - The requirements of Title I, how Title I funds are used at this Franklin, and families' right to be involved
    - Hold a flexible number of meetings at varying times
    - Notifications/fliers sent home in language families can understand
    - Announcement made on Franklin marquee, through Canvas, and through SchoolMessenger
5. Franklin will provide updated information to families about Title I programs throughout the school year:
    - On the school website
    - On Main Office Counter
    - At SSC, ELAC meetings and other family meetings (PTA/PTO/CAAP, etc.)
6. Franklin will provide to families a description and explanation of the curriculum in use at Franklin, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Franklin will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children: (List Activities)
    - Family workshops; Family surveys
    - Principal chats
    - On the school website
    - Back-to-School night
    - At SSC & ELAC meetings
7. Franklin will submit to the district any family comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to families of participating children:
    - At School Site Council meetings

PART III

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Franklin will build the school's and families' capacity for strong family involvement, in order to ensure effective involvement of families and to support a partnership among the school, involved families, and the community to improve student academic achievement, through the following activities specifically described below: (List actions, such as describing processes, identify who will be responsible for conducting the activities, and explaining what role families will play.)
    - District trainings offered for families and staff
    - Family education workshops on site
    - Family-Teacher Conferences
    - Family Workshops posted on district website
    - DCAC, DELAC, and other district family forums/meetings
    - District website resources: click "P" for Parent University
2. Franklin will incorporate the Home-School Compact as a component of its Franklin Family Involvement Guidelines:
    - Outlines shared responsibility of home, Franklin and student in academic achievement
    - Developed, discussed and reviewed at first SSC and ELAC meetings
    - School Site Council must vote to approve compact
    - Describe distribution process
3. Franklin will, with the assistance of its district, help families of children served by the Franklin in understanding topics such as the following
    - the state's academic content standards
    - the state and local academic assessments including alternate assessments
4. Franklin will, with the assistance of the district, provide materials and training to help families work with their children to improve their children's academic achievement, as appropriate, to foster family involvement, by:
    - Family Workshops
5. Franklin will, with the assistance of the district and families, educate its teachers and other staff, in how to reach out to, communicate with, and work with families as equal partners, by:
    - Teacher/Staff In-services
6. Franklin will, to the extent feasible and appropriate, take the following actions to ensure that information related to the Franklin and family programs, meetings, and other activities, is sent to the families of participating children in an understandable format and in a language the families can understand:
    - District staff will be doing the translations of written materials/notifications that are sent to families

PART IV.

DISCRETIONARY FRANKLIN FAMILY INVOLVEMENT GUIDELINES COMPONENTS

The Franklin Family Involvement Guidelines may include additional paragraphs listing and describing other discretionary activities that Franklin, in consultation with its families, chooses to undertake to build families' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving families in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for families from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- training families to enhance the involvement of other families;
- in order to maximize family involvement and participation in their children's education, arranging Franklin meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with families who are unable to attend those conferences at Franklin;
- adopting and implementing model approaches to improving family involvement;
- establishing a district wide family advisory council (DCAC) to provide advice on all matters related to family involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in family involvement activities; and
- providing other reasonable support for family involvement activities under section 1118 as families may request.

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PART V.
ADOPTION

Franklin's Family Involvement Guidelines have been developed jointly with, and agreed upon by, families of children participating in Title I, Part A programs. The Guidelines were adopted by the site's Franklin Site Council members on **10/02/23** and will be in effect for the period of one school year. Franklin will distribute the Guidelines to all families on or before **10/02/23**. Franklin**,** when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

_____
Signature of Principal

_____
Date

Franklin Medio Franklin
PAUTAS DE PARTICIPACIÓN FAMILIAR

Como escuela que recibe fondos del Título I, Parte A (Título I), Franklin ha desarrollado junto con los miembros del Consejo Escolar de Franklin y distribuido a las familias de los niños participantes las Pautas de Participación Familiar de Franklin, que contienen información requerida por la sección 1118(b) de la Ley de Educación Primaria y Secundaria (ESEA). Las Pautas establecen las expectativas de Franklin para la participación familiar y describen cómo Franklin implementará varias actividades específicas de participación familiar. El Pacto Hogar-Escuela está incorporado a las Pautas de Participación Familiar de Franklin.

PARTE I

Franklin se compromete a implementar los siguientes requisitos:

- Desarrollar y distribuir conjuntamente con las familias de los niños participantes Pautas de participación familiar de Franklin que Franklin y las familias de los niños participantes acuerden.
- Notificar a las familias sobre las Pautas de participación familiar de Franklin en un formato comprensible y uniforme y, en la medida de lo posible, distribuirá estas Pautas a las familias en un idioma que la familia pueda entender.
- Poner las Pautas de Participación Familiar de Franklin a disposición de la comunidad local.
- Actualizar periódicamente las Pautas de participación familiar de Franklin para satisfacer las necesidades cambiantes de las familias y de Franklin.
- Adoptar el pacto entre el hogar y Franklin como componente de sus Pautas de participación familiar de Franklin.
- Acepta regirse por la siguiente definición legal de participación familiar y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición:

PARTE II.

DESCRIPCIÓN DE CÓMO FRANKLIN IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LAS PAUTAS DE PARTICIPACIÓN FAMILIAR DE FRANKLIN

1. franklin tomará las siguientes acciones para involucrar a las familias en el desarrollo conjunto y el acuerdo conjunto de sus Pautas de Participación Familiar de Franklin y su plan para toda la escuela, si corresponde, de manera organizada, continua y oportuna según la sección 1118(b) de la ESEA: (Enumere las acciones que constituyen planificación, revisión y mejora del programa Título I, por ejemplo, recopilar y difundir entre los padres para su revisión los siguientes materiales).
    - Asistencia a una de las capacitaciones del distrito o a la capacitación del sitio de Franklin. Los temas incluyen:
        i. Responsabilidades y funciones del SSC y sus miembros
        ii. Composición de las SSC
        iii. Consideraciones presupuestarias
        iv. Plan Único para el Rendimiento Estudiantil
        v. Papel del ELAC y otros comités asesores
    - Planificar una reunión con los miembros del SSC y ELAC para revisar las pautas del año anterior y las actividades de participación familiar descritas en el Plan Único para el Rendimiento Estudiantil.

i. Invite a otras familias y partes interesadas a asistir a la reunión.
ii. Anuncie en el sitio web de la escuela, en la noche de regreso a clases, a través de SchoolMessenger, etc.

- En la reunión
  i. Revise el Plan Único para el Rendimiento Estudiantil y, como grupo, observe los cambios y ajuste (eliminaciones o adiciones) según sea necesario.
  ii. Redactar o actualizar las Pautas de participación familiar y el Pacto entre el hogar y la escuela
  iii. Se pondrán a disposición de las familias españolas y jemeres traducciones orales y escritas para permitir el debate.

2. Franklin tomará las siguientes acciones para distribuir a las familias y la comunidad local las Pautas de participación familiar de Franklin:
   - En una reunión del SSC y ELAC
   - En el sitio web de la escuela
   - Reunión Anual de Título I
   - Mostrador de la oficina principal
   - Noche de regreso a clases
3. Franklin actualizará periódicamente sus Pautas de participación familiar para satisfacer las necesidades cambiantes de las familias y la escuela:
   - En las reuniones del SSC y ELAC
   - Reuniones informativas familiares
   - El consejo local de Franklin debe votar para aprobar las pautas
4. franklin convocará una reunión pública anual de Título I para informar a las familias lo siguiente:
   - Los requisitos del Título I, cómo se utilizan los fondos del Título I en este Franklin y el derecho de las familias a participar
   - Celebrar un número flexible de reuniones en distintos horarios
   - Notificaciones/folletos enviados a casa en un idioma que las familias puedan entender.
   - Anuncio realizado en la marquesina de Franklin, a través de Canvas y a través de SchoolMessenger
5. Franklin proporcionará información actualizada a las familias sobre los programas de Título I durante todo el año escolar:
   - En el sitio web de la escuela
   - En el mostrador de la oficina principal
   - En las reuniones del SSC, ELAC y otras reuniones familiares (PTA/PTO/CAAP, etc.)
6. Franklin proporcionará a las familias una descripción y explicación del plan de estudios que se utiliza en Franklin, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes. Franklin también brindará oportunidades para reuniones periódicas para formular sugerencias y participar, según corresponda, en decisiones relacionadas con la educación de sus hijos: (Listar actividades)
   - Talleres familiares; Encuestas familiares
   - Charlas principales
   - En el sitio web de la escuela
   - Noche de regreso a clases
   - En las reuniones del SSC y ELAC
7. Franklin presentará al distrito cualquier comentario familiar si el plan escolar según la sección (1114) (b) (2) no es satisfactorio para las familias de los niños participantes:
   - En las reuniones del Consejo Escolar

PARTE III

RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES

1. franklin desarrollará la capacidad de la escuela y las familias para una fuerte participación familiar, con el fin de garantizar la participación efectiva de las familias y apoyar una asociación entre la escuela, las familias involucradas y la comunidad para mejorar el rendimiento académico de los estudiantes, a través de las siguientes actividades que se describen específicamente a continuación: (Enumere acciones, como describir procesos, identificar quién será responsable de realizar las actividades y explicar qué papel desempeñarán las familias).
    - Capacitaciones del distrito ofrecidas para familias y personal.
    - Talleres de educación familiar en el sitio.
    - Conferencias de familia y maestros
    - Talleres familiares publicados en el sitio web del distrito
    - DCAC, DELAC y otros foros/reuniones familiares del distrito
    - Recursos del sitio web del distrito: haga clic en "P" para Universidad de padres
2. franklin incorporará el Pacto Hogar-Escuela como un componente de sus Pautas de Participación Familiar de Franklin:
    - Describe la responsabilidad compartida del hogar, Franklin y el estudiante en el rendimiento académico.
    - Desarrollado, discutido y revisado en las primeras reuniones del SSC y ELAC.
    - El Consejo Escolar debe votar para aprobar el pacto
    - Describir el proceso de distribución
3. Franklin, con la ayuda de su distrito, ayudará a las familias de niños atendidos por Franklin a comprender temas como los siguientes
    - los estándares de contenido académico del estado
    - las evaluaciones académicas estatales y locales, incluidas evaluaciones alternativas
4. Franklin, con la ayuda del distrito, proporcionará materiales y capacitación para ayudar a las familias a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos, según corresponda, para fomentar la participación familiar, al:
    - Talleres Familiares
5. Franklin, con la ayuda del distrito y las familias, educará a sus maestros y demás personal sobre cómo acercarse, comunicarse y trabajar con las familias como socios iguales, mediante:
    - Servicios de maestros/personal
6. Franklin, en la medida de lo posible y apropiado, tomará las siguientes medidas para garantizar que la información relacionada con los programas, reuniones y otras actividades de Franklin y sus familias se envíe a las familias de los niños participantes en un formato comprensible y en un idioma que las familias puede entender:
    - El personal del distrito hará las traducciones de los materiales escritos/notificaciones que se envían a las familias.

PARTE IV.
COMPONENTES DE LAS PAUTAS DISCRECIONALES DE PARTICIPACIÓN FAMILIAR DE FRANKLIN

Las Pautas de Participación Familiar de Franklin pueden incluir párrafos adicionales que enumeran y describen otras actividades discrecionales que Franklin, en consulta con sus familias, elige realizar para desarrollar la capacidad de las familias para participar en la escuela para apoyar el rendimiento académico de sus hijos, como las siguientes actividades discrecionales enumerados en la sección 1118 (e) de la ESEA:

- involucrar a las familias en el desarrollo de capacitación para maestros, directores y otros educadores para mejorar la efectividad de esa capacitación;
- proporcionar la capacitación necesaria en alfabetización para las familias con fondos del Título I, Parte A, si el distrito escolar ha agotado todas las demás fuentes de financiamiento razonablemente disponibles para esa capacitación;
- formar a las familias para mejorar la participación de otras familias;
- para maximizar la participación y participación de la familia en la educación de sus hijos, organizando reuniones de Franklin en una variedad de horarios o realizando conferencias en el hogar entre maestros u otros educadores, que trabajan directamente con los niños participantes, con familias que no pueden asistir a esas conferencias. en Franklin;
- adoptar e implementar enfoques modelo para mejorar la participación familiar;
- establecer un consejo asesor familiar (DCAC) para todo el distrito para brindar asesoramiento sobre todos los asuntos relacionados con la participación familiar en los programas del Título I, Parte A;
- desarrollar funciones apropiadas para las organizaciones y empresas comunitarias, incluidas las organizaciones religiosas, en las actividades de participación familiar; y
- Proporcionar otro apoyo razonable para las actividades de participación familiar según la sección 1118, según lo soliciten las familias.

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PARTE V.
ADOPCIÓN

Las Pautas de Participación Familiar de Franklin han sido desarrolladas conjuntamente y acordadas por familias de niños que participan en programas del Título I, Parte A. Las Pautas fueron adoptadas por los miembros del Consejo del Sitio de Franklin del sitio el **10/2/23** y tendrá vigencia durante el período de un año escolar.franklin distribuirá las Pautas a todas las familias en o antes **12/22/23**. franklin,cuando sea posible, proporcionará una copia de estas Pautas a las familias en un idioma que la familia pueda entender.

[redacted]
Firma del director

12/4/23
Fecha