

# Franklin Elementary School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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

### 2024-25 School Contact Information

<b>School Name</b>	Franklin Elementary School
<b>Street</b>	850 East Colton Avenue
<b>City, State, Zip</b>	Redlands, CA 92374
<b>Phone Number</b>	(909) 307-5530
<b>Principal</b>	Rebecca Acosta, Ed.D.
<b>Email Address</b>	rebecca_acosta@redlands.k12.ca.us
<b>School Website</b>	<a href="https://www.redlandsusd.net/franklin">https://www.redlandsusd.net/franklin</a>
<b>Grade Span</b>	K-5
<b>County-District-School (CDS) Code</b>	36-67843-6036503

### 2024-25 District Contact Information

<b>District Name</b>	Redlands Unified School District
<b>Phone Number</b>	(909) 307-5300
<b>Superintendent</b>	Juan Cabral
<b>Email Address</b>	juan_cabral@redlands.k12.ca.us
<b>District Website</b>	www.redlands.k12.ca.us

### 2024-25 School Description and Mission Statement

The Accountability Report Card is designed to inform our parents and community about Franklin Elementary School. We have high academic and social standards for our students. Our goal is for students to become effective and productive members of our community. In order to accomplish our goal, a mission statement was developed for every member of our school community to know and achieve. Our Mission Statement is a product of a combined effort of student leadership and adults in our school community. It reflects a desire for our students to become socially and academically responsible.

The mission of Franklin Elementary School is to provide a safe learning environment and the experiences necessary for

## 2024-25 School Description and Mission Statement

students to become Friendly, Responsible, Achieving, Nice, Knowledgeable, Loyal, Imaginative and Noble. Franklin Elementary School students wrote this acrostic and all school community members embrace the message. The community envisions our school as a partnership in which students and their parents can learn in an environment that educates, nurtures, and develops the assets necessary to become responsible community members. We expect our students to be proficient readers, writers, and mathematicians at their grade level and adopt the principles of our P.B.I.S. program. Franklin students believe that they should all be Respectful, Responsible, and Positive.

Franklin Elementary School was established in 1903 and is situated near the center of the town of Redlands, two blocks from the University of Redlands. The school neighborhood consists of single family dwellings, apartment buildings, duplexes, a shopping area, three churches, and a university. We are pleased that we can truly be a neighborhood school.

Franklin Elementary School employs a principal, assistant principal, general education teachers, special education teachers, an innovation specialist, SDC preschool teachers, and two elementary school counselors. Additionally, the district provides a speech and language pathologist, school psychologist, credentialed Expanded Learning Opportunity (ELO-P) teachers and an ELO program specialist. Franklin has community based tutoring through Micah House 1, Micah House 2 and Redlands High School service learning. Parent community volunteers, an active PTA, and local service clubs also play an important and active role in providing support for our students. We have community volunteers regularly.

Our school community is committed to making every child proficient in math and reading. All personnel and resources are directed toward this goal. Our uniform staff development demonstrates our commitment to be a community of learners with curriculum aligned to the Common Core State Standards. The climate of the school is positive for all members and there is a strong sense of school pride. Our dedicated staff continues to embrace the resources of our community and sets high standards for academic growth for all children.

Franklin Elementary has adopted the Positive Behavior Intervention and Support (P.B.I.S.) philosophy where all students are taught how to exhibit appropriate behaviors in respectful, responsible, and positive ways throughout the campus. A team of teachers provide professional development focused on tiered interventions and strategies to the staff on a monthly basis. Students are given positive reinforcements, both verbally and tangible to help shape their social and emotional development.

Franklin Elementary is a Garner Holt Imagination through Innovation Demonstration School. The Garner Holt Innovation Lab at Franklin Elementary is a partnership between Redlands Unified School District and Garner Holt Education through Imagination. This partnership brings a whole new world of experiences to our students. Students in grades three through five have experiences with engineering and the engineering process through activities provided by Garner Holt. These engineering challenges spark curiosity and iteration potential for students to bring to the AniMakerspace to design and/or create a new component or prototype that will improve on the original design. Teachers can use the AniMakerspace to extend their lessons in innovative ways as well. Imagine students writing a script, design period piece costumes, programming an animatronic figure, and utilizing green screen techniques to tell the story of the life of a gold miner during California's Gold Rush. What an amazing new way for students to demonstrate their learning.

Franklin Elementary School has adopted the Single Plan for Student Achievement format in developing the goals and objectives for our school. Through this process, Franklin School continues to provide an exemplary, coordinated comprehensive program that will best meet the needs of the school and its clients. The single plan for student achievement ensures categorical services and all school personnel present a cohesive and articulated program that provides all students access to the core curriculum. The coordination of services is facilitated through monthly staff meetings, written communication and dialogues designed for collaboration of services. Our school provides and directs specific personnel, services and programs to students diagnosed as having special needs. The programs and approaches are designed to enhance our students success and growth by developing prescriptive approaches, which supplement and/or modify classroom instruction to enable the students to learn the district core curriculum and supporting their successful learning experiences. All students with special needs are referred to the appropriate person/program. Special Education, Intervention programs, English Language Development, Alternative Core, Gifted and Talented Education, and Counseling Services are organized to maximize the educational services of the student learner and minimize the disruption to programs and class instruction.

### English Learner Program:

Students receive classroom instruction appropriate for their needs through a collaborative, coordinated effort of the classroom teacher, extra support teacher, and support staff as appropriate. All EL students have access to the core curriculum. Limited English Proficient students will acquire second language proficiency in listening, speaking, reading, and writing. Their self-esteem will be enhanced as they study to become viable members of a multi-cultural society. A variety of instructional methods, such as SDAIE strategies and other activities are used to increase English proficiency. The EL Advisory Council (ELAC) meets on a regular basis with an agenda designed to address the concerns of the bilingual community, parent education, and student success. The council actively recruits parents for classroom volunteers and PTA, School Site Council, and the District English Language Advisory Council (DELAC).

## 2024-25 School Description and Mission Statement

### Title 1 School-Wide Program:

Parents and staff work together at School Site Council and English Learner Advisory Council meetings to make decisions on programs, staffing, and critical expenditures. Special Education services are offered to identified students in the Specialized Academic Instruction and Speech and Language programs. School programs implemented to assist Title 1 students include, but are not limited to the following: ELOP, South Coast Counseling, and P.B.I.S.

### Special Education:

Students with special needs receive services from our Specialized Academic Instruction teachers, speech therapist and other support staff. At risk students are identified through the Intervention Support Team or through the IEP process to determine the most appropriate intervention or remediation. Counseling services are also offered through our school counselor, ERMHS or South Coast Counselor.

Our school community is committed to making every child a reader and all of our resources are directed toward this goal. We have uniform staff development and hard work to become a community of readers with curriculum grounded in the Common Core State Standards. Our dedicated staff embraces the resources of our community and sets high standards for academic growth for all children. Because of the schools continued success and innovative programs, our preschool program received the 2001 California School Board Association Golden Bell Award and our outstanding community partnerships and collaborations earned us the 2006 and 2022 California School Board Association Golden Bell Award. Franklin received the Golden Bell award in 2012 for Bridging the Achievement Gap through our "H.E.A.R.T" philosophy (Honoring Excellence, Achievement, Relationship and Teamwork). Franklin School was recognized as both a 2002 and 2011 California Achieving School and a 2002, 2006, and 2010 California Distinguished School. In 2013 and 2015 we were named a California Business for Education Excellence Honor Roll school. Most recently we were awarded the Gold Ribbon Award in 2015 and P.B.I.S. Platinum recognition in 2024. Our school has a strong sense of school pride, a dedicated teaching staff, and a safe and caring learning environment. We are proud of our school and welcome the opportunity to share our programs with visitors and guests.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	122
Grade 1	102
Grade 2	105
Grade 3	98
Grade 4	100
Grade 5	93
<b>Total Enrollment</b>	<b>620</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1
Male	51.9
American Indian or Alaska Native	0.3
Asian	1.9
Black or African American	6.3
Filipino	0.8
Hispanic or Latino	77.1
Native Hawaiian or Pacific Islander	0.8
Two or More Races	4
White	7.6
English Learners	13.2
Foster Youth	1
Homeless	4.7
Socioeconomically Disadvantaged	86
Students with Disabilities	14.5

### A. Conditions of Learning **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	29.60	99.53	832.10	85.87	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	6.70	0.70	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.10	0.47	35.20	3.63	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	29.80	3.08	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	65.10	6.72	18854.30	6.86
<b>Total Teaching Positions</b>	29.70	100.00	969.10	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	25.80	96.28	852.60	87.88	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	6.30	0.66	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	22.20	2.29	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	3.72	31.80	3.28	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	57.10	5.89	15831.90	5.67
<b>Total Teaching Positions</b>	26.80	100.00	970.20	100.00	279044.80	100.00

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	28.70	100.00	850.20	87.12	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	7.50	0.77	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	34.30	3.52	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	30.00	3.08	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	53.70	5.50	14303.80	5.15
<b>Total Teaching Positions</b>	28.70	100.00	975.90	100.00	277698	100

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

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.10	0.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.10	0.00	0

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	1.00	0
<b>Total Out-of-Field Teachers</b>	0.00	1.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The California State Board of Education reviews elementary level textbooks and adopts those that meet standards defined in Common Core State Standards . Textbooks are selected in the Redlands Unified School District through a committee of teachers and administrators. They review the materials that have been approved for purchase. Teachers at each site have an opportunity to preview texts prior to selection. Textbooks are selected and purchased on a seven-year cycle, rotating by content area. All materials are aligned to the State Standards and copies of student books are available at the Instructional Resource Center for parent review. They feature a variety of instructional materials and technology to enhance the instructional program for our students. There are no shortages of text books. All students receive instruction in the core curriculum.

Year and month in which the data were collected

December 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Journeys Common Core Houghton Mifflin Harcourt (2013)***Not from a most recent state adoption for K-5 but is considered from the most recent local adoption for TK. ***The Current Adoption is considered to be aligned to the Common Core State Standards.	No	0%
<b>Mathematics</b>	Math In Focus Houghton Mifflin Harcourt (2014)	Yes	0%
<b>Science</b>	Inspire Science by McGraw-Hill (2021)	Yes	0%
<b>History-Social Science</b>	Social Studies Alive! TCI (2019)	Yes	0%
<b>Foreign Language</b>	N/A		N/A
<b>Health</b>	N/A		N/A
<b>Visual and Performing Arts</b>	N/A		0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	NA

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



## School Facility Conditions and Planned Improvements

In addition to the unique physical structure of Franklin Elementary School, the interior of each hexagon supports a variety of habitats. The interior gardens were designed to display desert plants, chaparral, plant life, trees, deciduous and evergreen trees. During the first trimester of the 2014-2015 school year, all interior and exterior doors had peep holes installed and old model doorknob style doors were replaced with lockable safety bars. These two additions to our doors increases our ability to keep our students and staff safe should there be a safety issue. All classrooms have flexible seating, projectors, document cameras and sound, thus enabling teachers to use technology in all curricular areas. The governing board has adopted cleaning standards for all schools in RUSD. A summary of these standards is available at the school office, at the District Office, or at [www.redlands.k12.ca.us](http://www.redlands.k12.ca.us). The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Three full-time custodians perform routine maintenance of the school facilities and work orders are written to a central service office for additional repairs/replacements. Monthly safety inspections are completed by the lead custodian and staff members review the document. During the first trimester of the 2020-2021 school year, the interior of the entire campus was repainted. Also, a mural representing our Garner Holt Animatronics Lab was painted on the wall adjacent to Colton Avenue. In addition, water tolerant landscape was installed on our campus. During the summer of 2022, the interior of all buildings was painted. In the Fall of 2023, the preschool/kindergarten playground was remodeled. This project included tree removal and the addition of new trees, cement and artificial turf. Recently, the blacktop on the playground was restriped for all basketball courts, volleyball court, four square, dodgeball, hopskotch and more.

Year and month of the most recent FIT report

July 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

## State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	35	33	50	50	46	47
<b>Mathematics</b> (grades 3-8 and 11)	28	27	37	37	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	303	298	98.35	1.65	32.89
Female	147	143	97.28	2.72	33.57
Male	156	155	99.36	0.64	32.26
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	24	24	100.00	0.00	12.50
Filipino	--	--	--	--	--
Hispanic or Latino	225	221	98.22	1.78	31.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	46.67
White	27	27	100.00	0.00	48.15
English Learners	37	32	86.49	13.51	18.75
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	254	253	99.61	0.39	29.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	54	100.00	0.00	9.26

## 2023-24 CAASPP Test Results in Math by Student Group

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	303	301	99.34	0.66	27.33
<b>Female</b>	147	145	98.64	1.36	22.76
<b>Male</b>	156	156	100.00	0.00	31.61
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	24	24	100.00	0.00	16.67
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	225	223	99.11	0.89	22.07
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	15	15	100.00	0.00	46.67
<b>White</b>	27	27	100.00	0.00	55.56
<b>English Learners</b>	37	36	97.30	2.70	8.33
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	254	253	99.61	0.39	23.81
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	54	53	98.15	1.85	15.09

## CAASPP Test Results in Science for All Students

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

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

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	20.65	26.09	31.39	32.96	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	92	92	100.00	0.00	26.09
<b>Female</b>	37	37	100.00	0.00	13.51
<b>Male</b>	55	55	100.00	0.00	34.55
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	72	72	100.00	0.00	22.22
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	11	11	100.00	0.00	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	77	77	100.00	0.00	20.78
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	21	21	100.00	0.00	4.76

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96%	96%	97%	95%	97%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2024-25 Opportunities for Parental Involvement

Franklin Elementary School actively encourages and embraces parental involvement as an essential component of fostering a supportive and thriving school community. Here are some opportunities for engagement, each designed to strengthen the partnership between families and the school:

##### PTA (Parent-Teacher Association)

The PTA serves as a dynamic platform for parents to collaborate with teachers and administrators to support school initiatives. Parents can join committees, assist in organizing events, and contribute ideas to enhance the educational experience for all students.

##### School Site Council (SSC)

The SSC invites parents to participate in decision-making processes that shape the school's academic and financial priorities. Members of the council work alongside staff to develop and implement strategies that align with the school's mission and goals.

##### English Learner Advisory Council (ELAC)

This council offers parents of English learners a voice in advising the school on programs and resources that best support their children's academic success and language development.

##### Family Night with PTA-Sponsored Dinner

Family Night provides a warm and welcoming environment where parents, students, and staff come together to celebrate community spirit. The PTA sponsors dinner, creating an opportunity for families to enjoy a meal together while engaging in fun activities.

##### Book Fair

Parents can support literacy by volunteering at the school's Book Fair, helping to organize and manage the event. The fair provides students and families with access to affordable books while fostering a love of reading.

##### Fundraisers

Parents are instrumental in planning and executing various fundraisers throughout the year. These events, ranging from fun

## 2024-25 Opportunities for Parental Involvement

runs to bake sales, help raise critical funds for school programs, supplies, and extracurricular activities.

### Classroom Volunteers

Parents can offer direct support to teachers by assisting in classrooms with tasks such as organizing materials, working with small groups of students, or contributing their unique skills to enhance learning experiences.

### Library Volunteers

Parents who love books and organization can assist in the library by shelving books, maintaining inventory, or helping students discover their next great read.

### Junior Olympic Volunteers

The school's Junior Olympics event offers parents the chance to assist with organizing and running activities, ensuring students enjoy a fun and memorable experience.

### Coffee with the Counselors

Parents can join informal gatherings with the school's counselors to discuss topics relevant to student well-being, share feedback, and build connections within the school community.

### Pastries with the Principal

This casual event provides parents the opportunity to meet with the principal over coffee and pastries, fostering open communication about school goals, policies, and any concerns parents may have.

### Field Trips

Parents can chaperone field trips, helping to ensure a safe and engaging experience for students while gaining insight into their children's learning outside the classroom.

Each of these opportunities demonstrates Franklin Elementary's commitment to creating an inclusive environment where parents play an integral role in their children's education and the broader school community.



## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	681	670	165	24.6
Female	332	330	92	27.9
Male	349	340	73	21.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	16	13	1	7.7
Black or African American	48	48	19	39.6
Filipino	--	--	--	--
Hispanic or Latino	517	510	122	23.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	25	25	7	28.0
White	55	54	9	16.7
English Learners	99	95	19	20.0
Foster Youth	--	--	--	--
Homeless	32	32	8	25.0
Socioeconomically Disadvantaged	576	568	152	26.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	117	113	25	22.1

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

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.9	4.04	2.2	3.67	4.39	3.21	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.03	0.07	0	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.20	0.00
Female	1.81	0.00
Male	2.58	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.93	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	12.00	0.00
White	1.82	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	3.13	0.00
Socioeconomically Disadvantaged	2.26	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.13	0.00

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

## 2024-25 School Safety Plan

Franklin School utilizes data from our monthly School Safety Committee meetings, ELAC meetings, SSC meetings, Leadership team input, and suspension/expulsion reports to evaluate the current status of school climate. A Disaster Preparedness Plan is adopted in March of each school year and is reflective of the school's safety needs. The key components of Franklin's Disaster

## 2024-25 School Safety Plan

Preparedness Plan include a description of school disaster response procedures and the responsibilities of each Disaster Preparedness Response Team. Fire drills are conducted on a monthly basis with additional drills (earthquake, shelter in place) done every other month.

The Comprehensive School Safety Plan (CSSP) was updated and reviewed with staff, students and community partners on September 23, 2024. It was then taken to the school board and approved in October 2024.

The 2024-2025 Comprehensive School Safety Plan for Franklin Elementary School, part of the Redlands Unified School District, outlines measures to ensure a secure learning environment. The plan focuses on crime prevention, disaster preparedness, and adherence to safety protocols mandated by California law. Key components include child abuse reporting, disaster procedures, suspension and expulsion guidelines, and strategies for maintaining an orderly and inclusive school climate. It emphasizes collaboration with law enforcement, fire authorities, and the broader community to address safety issues effectively. Franklin Elementary also integrates Positive Behavior Interventions and Support (PBIS) to monitor and improve safety data.

The plan includes detailed policies on hate crime reporting, bullying prevention, and emergency responses, with regular drills for fire, earthquake, and lockdown scenarios. It highlights the school's commitment to equity and student welfare through tailored programs and services, including mental health resources. Additionally, it specifies the annual review and update process to align with evolving safety needs. Overall, the plan prioritizes the well-being of students and staff, fostering a supportive and hazard-free educational environment.

## D. Other SARC Information Information Required in the SARC

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

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	3	4	
1	20	2	3	
2	21	2	3	
3	24		4	
4	29		3	
5	28		3	
Other	9	1		

## 2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	6	1	
1	22	1	4	
2	20	5		
3	24		4	
4	32		2	
5	31		3	

## 2023-24 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		4	
1	21	3	2	
2	21		5	
3	25		4	
4	33			1
5	31		3	

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	413.33

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,484.86	\$3,395.17	\$8,089.69	\$83,084.51
District	N/A	N/A	\$9,931.68	\$102,103
Percent Difference - School Site and District	N/A	N/A	-4.5	-20.5
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-28.4	-16.2

## Fiscal Year 2023-24 Types of Services Funded

Federal and State Categorical funds are provided for supplemental services for School Improvement (SI), Title 1, Economic Impact AID (EIA) for English Language Learners (ELL), and the Gifted and Talented Education (GATE) programs. Categorical funds are budgeted after review and consideration by staff, site council, and site administration. Personnel funded for the past few years with categorical money include intervention teacher, librarian professional, and an English Language Development Coordinator.

Grade level meetings are held to evaluate the curriculum-standard match for each content area. Teachers regularly meet to further align the curriculum with the standards and develop timelines and lesson plans. Professional development opportunities increase their understanding and implementation of the content standards. Information is shared at grade level and staff meetings. At family nights, parent conferences, and Back-to-School Night, parents not only review the standards but see examples of how preparation for college/career readiness opportunities begins in elementary school. Teachers from our site serve on several district committees that adopt new curriculum and align curriculum to reflect the standards. Our teachers also meet by grade level to standardize grading, develop benchmarks for report cards, and reach consensus regarding proficient standards performance levels for their students.

## Fiscal Year 2023-24 Types of Services Funded

Critical Needs - Our school-wide plan was a collaborative effort between all school members. Teachers, students, parents, support personnel, School Site Council members, and the English Language Advisory Committee members all gave input. Data was gathered through surveys, written evaluations, observations, norm referenced test scores and criterion referenced test scores. The overall profile for Franklin Elementary School is positive. Although Franklin School has excellent dedicated teachers, the profile indicates the following priority needs: Students will continue to improve their literacy skills to become proficient grade level readers. Consistent monitoring and evaluation to meet the needs of at-risk students. To ensure regular attendance, absence and tardy warning letters will be generated by the attendance clerk weekly. The principal, assistant principal, counselors or family and community engagement liaison make phone contact with families who are having difficulties getting their students to school and families with tardy issues. The School Attendance Review Team (SART) will conduct parent/student conferences for students who are identified as habitually truant. Student attendance goal is to increase the attendance rate to 94% for the school's average daily attendance.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$60,873	\$59,551
<b>Mid-Range Teacher Salary</b>	\$96,778	\$93,855
<b>Highest Teacher Salary</b>	\$127,774	\$120,219
<b>Average Principal Salary (Elementary)</b>	\$157,955	\$151,525
<b>Average Principal Salary (Middle)</b>	\$168,821	\$158,215
<b>Average Principal Salary (High)</b>	\$183,286	\$171,087
<b>Superintendent Salary</b>	\$330,064	\$300,043
<b>Percent of Budget for Teacher Salaries</b>	32%	31%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## Professional Development

During the 2017-2018 school year, teachers met on an average of one minimum day per month and one full day per school year. These professional development meetings focused on three areas. The first is on the reading and math intervention program. The second focus of professional development was with PBIS in grades first through fifth grade. The program and trainings focus on assessing to find the area of need, lessons and strategies to meet the need, and progress monitoring for growth. The other focus of staff development involved rigor. Principals presented the professional development to their staffs at their site. Teachers are supported by Math, English/Language Arts, and support through the math intervention teacher. The math intervention teacher met with grade levels to discuss the implementation, strategies to address areas of need, do modeled lessons in the classroom, collaborate on lesson planning, and provide resources that teachers can utilize in their classrooms. A team representing each grade level has also been formed to begin the training and implementation of PBIS. The team continues to meet throughout the year and will come back and work with staff to prepare Franklin for full implementation of the PBIS principles and practices. New teachers are supported with coaches and are given PD from the district office. Classified employees have opportunities to participate in professional development through the district office.

During the 2018-2019 school year, professional development followed the same format as the year before. Teachers continued to meet on a regular basis to collaborate and align the curriculum with the Common Core State Standards. Math intervention teachers continued to work with teachers through math, ELA/writing, and reading. Technology support was also provided through a Technology TOA. Franklin continued to work on PBIS training and implementation by providing monthly PBIS meetings and additional meetings with the PBIS team.

## Professional Development

During the 2019-2020 school year, Franklin had more of a focus on analyzing various test results in order to determine what standards need to be retaught and in what format these standards will be taught. Assessments included, but are not limited to IABs, Common Assessments, Chapter tests, informal assessments, work sample analysis, STAR Reading, STAR Early Literacy, Lexia, Front Row, and other teacher assessments. Teachers met as grade levels at least once per month to analyze assessment data, as well as met with the Principal once a month to look at student growth. Other professional development included PBIS training for Tier levels one through three, as well as how to help students going through trauma. Teachers were provided Professional Development in ELD instruction and the process for reclassifying students and the new ELPAC test given one time per year. District personnel provided professional development in technology, such as Google Classroom. District personnel also provided training on IABs and hand scoring the IABs. Professional development took place on minimum days, after school staff meetings, and during the instructional day as needed. Teachers were supported after the professional development with follow up meetings, data analysis, and classroom observations.

During the 2020-2021 school year, the focus was on Distance Learning strategies and instruction that engages and encourages all students' participation, integrating Technology into classroom instruction continues to be a focus, but is done differently during Distance Learning than when students are attending school in-person.

For the 2021-2022 school year, our focus was on providing extended learning opportunities for our students after-school, STEM integration in grades TK-5, the continued integration of technology in classroom instruction, equity and student engagement. Teachers meet as collaborative grade level teams twice a month to plan and prepare engaging lessons that integrate STEM, tech and equitable practices for all. We have monthly Professional Development that focuses on one of these core areas and provides teachers with opportunities to learn new skills and strategies to support their students. We have utilized our Teachers on Assignment and equity support providers within the district to provide additional training to all staff. Teachers were supported with professional development on minimum days one time per month, as well as one full day per school year. The professional development sessions were mandatory. There were also additional voluntary professional development sessions offered by the school site administration, math intervention teacher, and district personnel throughout the school year. Classified employees were given professional development opportunities throughout the year by district personnel. Throughout the 2021-2022 school year, campus monitors have monthly meetings with the assistant principal to go over PBIS strategies and Tier 1, Tier 2, and Tier 3 interventions.

For the 2022-2023 school year, our focus was on Tier 1 instructional practices in literacy and mathematics, providing extended learning opportunities for our students after-school, STEAM integration in grades TK-5, the continued integration of technology in classroom instruction, equity and student engagement. Teachers meet as collaborative grade level teams twice a month to plan and prepare engaging lessons that integrate STEAM, tech Social Emotional Learning (SEL) and equitable practices for all. We have monthly Professional Development that focuses on one of these core areas and provides teachers with opportunities to learn new skills and strategies to support their students. We have utilized our Teachers on Assignment and equity support providers within the district to provide additional training to all staff.

In the 2023-2024 school year, our focus was to continue implementation that began last year. We will strive to improve upon Tier 1 instructional practices in literacy and mathematics, providing extended learning opportunities for our students after-school, STEAM integration in grades TK-5, the continued integration of technology in classroom instruction, equity and student engagement along with an increased focus on foundational literacy skills; specifically phonics instruction with Benchmark Phonics. Teachers meet as collaborative grade level teams twice a month to plan and prepare engaging lessons that integrate STEAM, tech Social Emotional Learning (SEL) and equitable practices for all. We have monthly Professional Development that focuses on one of these core areas and provides teachers with opportunities to learn new skills and strategies to support their students. We have utilized our Teachers on Assignment and equity support providers within the district to provide additional training to all staff.

In the 2024-2025 school year, our focus will be to build upon and refine the implementation efforts initiated in previous years. We are committed to enhancing Tier 1 instructional practices in literacy and mathematics, ensuring all students have access to high-quality, evidence-based teaching strategies. Our approach includes providing extended learning opportunities after school, integrating STEAM (Science, Technology, Engineering, Arts, and Mathematics) education across grades TK-5, and continuing the seamless integration of technology into daily classroom instruction. Equity, student engagement, and foundational literacy skills remain at the forefront of our priorities, with a specific emphasis on phonics instruction through Benchmark Phonics. To support these goals, teachers collaborate in grade-level teams twice a month to plan and design engaging lessons that incorporate STEAM activities, technology, Social Emotional Learning (SEL), and equitable practices tailored to meet the diverse needs of all students. Monthly Professional Development sessions are structured around these core areas, with an added focus on mathematics instruction guided by Kim Sutton, emphasizing foundational math skills, and writing instruction led by the Leverage Writing Group. These specialized trainings provide educators with innovative strategies and tools to strengthen student understanding and performance in both math and writing. Additionally, we continue to leverage

## Professional Development

the expertise of our Teachers on Assignment and district equity support providers to deliver targeted training and support for all staff members. By focusing on these key initiatives, we aim to foster an inclusive and dynamic learning environment that supports the academic and personal growth of every student.

On an average, teachers are supported with professional development on minimum days one time weekly, as well as one full day per school year. Professional Development is mandatory. There are additional voluntary professional development sessions offered by the school site administration, math intervention teacher, and district personnel throughout the school year. Classified employees are given professional development opportunities throughout the year by district personnel. Throughout the 2024-2025 school year, campus monitors are having monthly meetings with the assistant principal to review P.B.I.S. strategies and Tier 1, Tier 2, and Tier 3 interventions and supports.

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	11	11	11