School Year: **2024-25**

Franklin Elementary School

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School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Franklin Elementary School	43-69450-6047195	April 24, 2024	6/25/2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Franklin Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Franklin Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

This plan categorizes different types of interventions and support for schools under the Every Student Succeeds Act (ESSA) based on their need for improvement. Here is a brief description of each:

Schoolwide Program: This program provides comprehensive support to schools with a high percentage of students from low-income families. This program aims to improve academic achievement for all students, particularly those most at risk of falling behind. Franklin uses the MTSS framework to provide a solid Tier 1 program for all students, with success realized when more students meet or exceed standards. A targeted approach is implemented in order to support emerging multilingual learners and students with disabilities who are at disproportionately lower levels of academic achievement in ELA, Math, and attendance. Here are some strategies that are planned for implementation in the 2024-25 school year:

Provide language support: Emerging Multilingual Learners often struggle with academic language and vocabulary, hindering their understanding of ELA and Math content. Language support, such as bilingual dictionaries, graphic organizers, and vocabulary instruction, can help them better understand the content and improve their academic achievement.

Implement Universal Design for Learning (UDL): UDL is an instructional approach that provides multiple means of representation, expression, and engagement to support the diverse learning needs of all students, including those with disabilities. By implementing UDL, teachers can provide students with multiple ways to access and engage with content, leading to improved academic achievement. At Franklin, staff will also focus on integrating culturally sustaining pedagogy and Ethnic Studies curriculum.

Use data to inform instruction: At Tuesday Staff Meetings/grade level collaboration time, staff will assess student progress. Using data to inform instruction can help identify areas where students struggle and adjust instruction accordingly. By targeting instruction to address specific student needs, teachers will help improve academic achievement and attendance.

Provide additional academic support: Emerging Multilingual Learners and students with disabilities may benefit from extra educational support outside regular classroom instruction. This can include after-school tutoring, academic coaching, and summer programs. By providing additional support, students can get the extra help they need to improve their academic achievement. Franklin will use the planned intervention specialist and Student Support Specialist to support these students in their skill areas of greatest need, as measured in local and state assessments.

Build a supportive school culture: Franklin will continue to build a supportive school culture that values and celebrates diversity and can help emerging bilingual students and students with disabilities feel more included and supported through the Energy Bus for Schools initiative, anti-racism work, restorative practices, SEL, and Zones of Regulation curriculum. A positive school culture improves attendance and academic achievement as students feel more connected to their school and peers.

Educational Partner Involvement

How, when, and with whom did Franklin Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Various stakeholder group meetings were held to gather input for the school plan.

Coffee Talks with the Principal: October 25, January 24, March 20, April 17th
The principal met with the Franklin parent group throughout the year to discuss the school Safety Plan, Attendance expectations, current school site data, and the revised SPSA goals.

Title 1 Meeting: December 6, 2023
The Elementary and Secondary Act (ESSA) requires that each Title 1 funded school hold an Annual Meeting for Parents to inform about our school's participation in Title 1, explained that requirements of Title 1, and further discussed parents' rights to be involved.

SSC/ELAC: February 28, 2024
Reviewed the data on the CA Data Dashboard, highlighting focus areas and needs for improvement. Community partners provided input for updated SPSA Goals.

SSC/ELAC Meeting: April 24, 2024
Reviewed local data, including attendance. Community partner then reviewed the updated SPSA Goals and Action Plan, providing feedback and input for the final draft.

Staff Engagement February 28, March 16th, March 30th
Data was discusses and reviewed. Staff input was solicited via Google Forms, as well as provided in-person feedback to update the current SPSA Goals. In a survey, stakeholders were asked in a Google Form to determine where funding should begin, continue, and end. Staff was asked to prioritize blended learning applications used so that they could be streamlined to select core programs. Staff input was given more grade-level collaboration time to develop/plan lessons, analyze and interpret data, provide intervention opportunities for students performing below grade level, and continue providing full-day CORAL for our TK and Kindergarten students.

MTSS Meetings: September 7, October 12, November 28, December 7, January 23, March 6, April 24
The team met to plan and develop actionable steps for the 24-25 school year. SPSA Goals and the budget were discussed and developed based on the team's examination of the site's data points.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

School Wide Planning (SWP)

RED: Hispanic, Suspension Rates
RED: Hispanic, English Language Arts
RED: Students with Disabilities, Hispanic, Math
RED: Hispanic, Students with Disabilities, English Learner Progress

ORANGE: All Students, Suspension Rates
ORANGE: All students, English Language Arts
ORANGE: All students, Math
ORANGE: English Learners and Socioeconomically Disadvantaged, English Learner Progress

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

School-wide Planning (SWP)

RED: Hispanic, Suspension Rates
RED: Students with Disabilities, Hispanic, English Language Arts
RED: Students with Disabilities, Hispanic, Math
RED: Students with Disabilities, Hispanic, English Learner Progress

ORANGE: All studnets, Suspension Rates
ORANGE: All students, English, Language Arts
ORANGE: All students, Math
ORANGE: English Learning and Socioeconomically Disadvantage, English Learner Progress

To meet ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs. Franklin has developed a comprehensive plan in conjunction with educational partners to address the specific areas of low performing student groups to improve student outcomes.

Our plan begins with an analysis of the CA Data Dashboard, as well as local measures, which includes academic, attendance, and student behavior data. Through a root cause analysis and ongoing improvement cycles, our team has identified areas of need for students school-wide that may require targeted interventions. These needs include small group interventions for academic improvement in the area of both ELA and Math. To address student behavior concerns, the site uses restorative practices to ensure students learn from mistakes made on campus, using an alternative means of correction that does not included student suspension. The site holds regular SST meetings to address student academic concerns and/or behavioral concerns with parents. Many times counseling services are a result of such meetings. The staff has focused on English Learner Toolkit Strategies, with a new strategy begin unpacked at each Staff Meeting. The MTSS team hopes that with highlighting specific strategies, the staff will use these practices in their classroom, improving student outcomes.

Targeted goals outlined in this plan include:
Goal 1: In order to increase in EO and EL student academic achievement by 10% in both reading and math. Franklin must bring awareness and increase understanding of the diversity that makes up the Franklin school community by increasing the percentage of students feeling emotionally safe and increasing student sense of belonging at school at least 70%, through culturally sustaining and social-emotional curriculum, as indicated by the Panorama survey.
Goal 2: By Winter 24-25, Franklin will increase the school-wide attendance percentage to at least 95%, based on YTD attendance data and the percentage of chronic absentee students will reduce by 1%. By Winter of 24-25. students will have confidence in the systems implemented at school, as demonstrated by at least 80% favorable responses in Knowledge and Fairness of Discipline, Rules, and Norms questions in the Panorama Survey. By Winter of 24-25, Franklin will increase the percentage of staff who feel supported professionally both with instruction and in establishing systems to maintain the safety of all, both in and outside of the classroom by 5%, based on Panorama survey data.
Goal 3: By Winter 24-25, parents/guardians will be provided more opportunities to positively engage with the school's academic curriculum in order to support the educational outcomes of their children. The amount of parents/guardians who feel the school offers opportunities to help parents/guardians learn how to support student learning and the amount of parents/guardians who have participated in school activities other than parent-teacher conferences at least twice during the school year will be at or above 95%.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Collecting and utilizing locally gathered data can offer valuable insights beyond what's available through a standard dashboard. This data, tailored to measure pupil outcomes, allows educational authorities (LEAs) to delve deeper into specific areas of interest or concern. By customizing data collection, LEAs can identify nuanced needs and trends that might not be captured by broader dashboard metrics. This approach enables a more targeted and responsive approach to addressing pupil outcomes and educational challenges. In examining our Panorama Student Survey data, which measures students' perceptions of safety, belonging, and academic/social-emotional outcomes, the following needs have been identified:

Safety: 43% of students reported safety as favorable.
Sense of Belonging: 61% of students reported a sense of belonging as favorable
Knowledge of Fairness of Discipline, Rules, and Norms: 69% of students reported Knowledge of Fairness of Discipline, Rules, and Norms as favorable
Climate of Support for Academic Learning: 76% of students reported Climate of Support for Academic Learning as favorable

To improve safety perceptions, sense of belonging, knowledge of fairness of discipline, rules, and norms, and the climate of support for academic learning among students, Franklin is committed to implementing safety measures such as improved lighting, security patrols, and emergency response protocols and will further offer safety workshops or trainings

for students, teachers, and staff on personal safety and emergency procedures. Additionally, Franklin will foster a positive school culture through community-building activities like assemblies, clubs, and events. The site will create inclusive policies and initiatives that celebrate diversity and encourage respect for all individuals.

To address fairness of discipline, rules, and norms, the MTSS team will review existing disciplinary policies and norms to ensure fairness and transparency and provide training for staff on consistent and equitable application of rules and consequences.

The site will conduct periodic evaluations to measure the impact of interventions on safety, sense of belonging, disciplinary fairness, and academic support and will adjust strategies based on evaluation findings to ensure continuous improvement.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Franklin Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	0.19%		0	1
African American	3.05%	2.69%	2.65%	16	14	14
Asian	47.05%	43.95%	45.27%	247	229	239
Filipino	2.67%	2.88%	2.65%	14	15	14
Hispanic/Latino	43.62%	47.02%	45.45%	229	245	240
Pacific Islander	0.19%	0.58%	0.76%	1	3	4
White	1.33%	0.38%	0.76%	7	2	4
Multiple/No Response	2.10%	2.5%	2.27%	11	13	12
			Total Enrollment	525	521	528

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	49	56	69
Grade 1	66	59	63
Grade 2	69	72	71
Grade3	74	76	77
Grade 4	80	81	86
Grade 5	98	83	80
Grade 6	89	94	82
Total Enrollment	525	521	528

Conclusions based on this data:

1. Total enrollment has declined by 4 students from the previous year and 46 from two years prior.
2. The enrollment of most subgroups have maintained fairly constant in relation to the overall enrollment.
3. The enrollment of the percentage of the Asian subgroup has flopped with the percentage of the Hispanic/Latino subgroup.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	296	293	282	46.60%	56.4%	53.4%
Fluent English Proficient (FEP)	107	87	92	24.20%	20.4%	17.4%
Reclassified Fluent English Proficient (RFEP)	8	31		9.1%	3.0%	

Conclusions based on this data:

1. The percentage of students identified as English Learners has remained consistent from the previous year.
2. The enrollment of students identified as Fluent English Proficient has declined from which indicates a change in overall enrollment at Franklin.
3. The percentage and enrollment of students identified as Reclassified Fluent English Proficient has increased, demonstrating that we are reclassifying students at a higher rate than previous years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	75	74	80	0	74	75	0	74	75	0.0	100.0	93.8
Grade 4	108	76	84	0	73	80	0	73	80	0.0	96.1	95.2
Grade 5	93	86	85	0	85	80	0	85	80	0.0	98.8	94.1
Grade 6	95	87	90	0	85	90	0	85	90	0.0	97.7	100.0
All Grades	371	323	339	0	317	325	0	317	325	0.0	98.1	95.9

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2382.	2377.		9.46	14.67		21.62	16.00		21.62	25.33		47.30	44.00
Grade 4		2460.	2411.		26.03	8.75		20.55	17.50		21.92	22.50		31.51	51.25
Grade 5		2455.	2487.		12.94	20.00		17.65	27.50		27.06	16.25		42.35	36.25
Grade 6		2512.	2471.		14.12	6.67		30.59	27.78		31.76	18.89		23.53	46.67
All Grades	N/A	N/A	N/A		15.46	12.31		22.71	22.46		25.87	20.62		35.96	44.62

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.81	10.67		59.46	58.67		29.73	30.67
Grade 4		17.81	8.75		60.27	56.25		21.92	35.00
Grade 5		10.59	13.75		60.00	58.75		29.41	27.50
Grade 6		12.94	8.89		62.35	40.00		24.71	51.11
All Grades		12.93	10.46		60.57	52.92		26.50	36.62

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.46	13.33		44.59	42.67		45.95	44.00
Grade 4		17.81	11.25		56.16	51.25		26.03	37.50
Grade 5		11.76	17.50		47.06	58.75		41.18	23.75
Grade 6		14.12	15.56		58.82	42.22		27.06	42.22
All Grades		13.25	14.46		51.74	48.62		35.02	36.92

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.41	5.33		68.92	73.33		25.68	21.33
Grade 4		12.33	2.50		67.12	81.25		20.55	16.25
Grade 5		9.41	10.00		65.88	77.50		24.71	12.50
Grade 6		17.65	7.78		63.53	61.11		18.82	31.11
All Grades		11.36	6.46		66.25	72.92		22.40	20.62

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.81	10.67		58.11	56.00		31.08	33.33
Grade 4		13.70	7.50		69.86	55.00		16.44	37.50
Grade 5		10.59	16.25		58.82	62.50		30.59	21.25
Grade 6		15.29	13.33		64.71	57.78		20.00	28.89
All Grades		12.62	12.00		62.78	57.85		24.61	30.15

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Conclusions based on this data:

1. Overall, 65.24% nearly met or did not meet standards in overall achievement in ELA (Nearly Met: 20.62 and 44.62 Not Met).
2. In Reading, 36.62% of students are below standard; 52.92% of students are at or near standard.
3. The 5th-grade level saw a 10% increase in 2022-2023 compared to 2021-2022.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	75	74	80	0	74	79	0	74	79	0.0	100.0	98.8
Grade 4	108	76	84	0	76	84	0	76	84	0.0	100.0	100.0
Grade 5	93	86	85	0	86	85	0	86	85	0.0	100.0	100.0
Grade 6	95	87	90	0	85	90	0	85	90	0.0	97.7	100.0
All Grades	371	323	339	0	321	338	0	321	338	0.0	99.4	99.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2406.	2384.		17.57	10.13		20.27	21.52		27.03	22.78		35.14	45.57
Grade 4		2462.	2432.		15.79	9.52		30.26	15.48		26.32	36.90		27.63	38.10
Grade 5		2451.	2485.		11.63	17.65		12.79	12.94		26.74	31.76		48.84	37.65
Grade 6		2494.	2458.		9.41	8.89		23.53	20.00		28.24	20.00		38.82	51.11
All Grades	N/A	N/A	N/A		13.40	11.54		21.50	17.46		27.10	27.81		38.01	43.20

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		24.32	13.92		41.89	40.51		33.78	45.57
Grade 4		26.32	14.29		47.37	41.67		26.32	44.05
Grade 5		8.14	18.82		44.19	47.06		47.67	34.12
Grade 6		11.76	7.78		45.88	43.33		42.35	48.89
All Grades		17.13	13.61		44.86	43.20		38.01	43.20

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		13.51	12.66		51.35	45.57		35.14	41.77
Grade 4		19.74	9.52		46.05	48.81		34.21	41.67
Grade 5		12.79	9.41		40.70	56.47		46.51	34.12
Grade 6		12.94	12.22		52.94	44.44		34.12	43.33
All Grades		14.64	10.95		47.66	48.82		37.69	40.24

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.11	11.39		63.51	56.96		28.38	31.65
Grade 4		14.47	14.29		60.53	53.57		25.00	32.14
Grade 5		6.98	15.29		56.98	51.76		36.05	32.94
Grade 6		11.76	5.56		56.47	48.89		31.76	45.56
All Grades		10.28	11.54		59.19	52.66		30.53	35.80

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. In overall Math achievement, 71.01% nearly met and not met standards in math (27.81% nearly met and 43.20% not met).
2. In Problem Solving & Modeling/Data Analysis, 40.2% are below standard; 48.8 are at or near standard.
3. In Concepts & Procedures 43.2 % are below standard, 48.8 are at or near standard.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1413.2	1440.8	1443.5	1422.0	1435.1	1434.0	1392.6	1453.8	1465.6	42	30	34
1	1466.0	1458.8	1410.6	1447.5	1456.0	1409.8	1483.8	1460.9	1410.8	44	42	32
2	1495.8	1494.3	1459.2	1485.9	1482.1	1464.8	1505.2	1505.8	1453.3	41	42	46
3	1480.5	1491.8	1472.2	1473.4	1492.0	1468.5	1487.1	1491.0	1475.4	46	33	44
4	1477.4	1515.7	1496.7	1469.8	1504.6	1490.7	1484.5	1526.3	1502.2	53	48	40
5	1499.7	1511.8	1510.0	1495.5	1506.9	1492.7	1503.6	1516.2	1526.9	38	42	40
6	1503.0	1525.0	1515.3	1496.9	1516.2	1519.1	1508.5	1533.4	1511.2	34	33	46
All Grades										298	270	282

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	2.38	20.00	29.41	38.10	33.33	35.29	45.24	36.67	26.47	14.29	10.00	8.82	42	30	34
1	11.36	11.90	3.13	50.00	35.71	21.88	27.27	38.10	43.75	11.36	14.29	31.25	44	42	32
2	17.07	19.05	10.87	48.78	50.00	39.13	31.71	26.19	26.09	2.44	4.76	23.91	41	42	46
3	4.35	12.12	6.82	43.48	45.45	36.36	32.61	30.30	31.82	19.57	12.12	25.00	46	33	44
4	5.66	25.00	17.50	32.08	43.75	45.00	28.30	18.75	17.50	33.96	12.50	20.00	53	48	40
5	10.53	9.52	22.50	26.32	42.86	40.00	36.84	38.10	20.00	26.32	9.52	17.50	38	42	40
6	0.00	15.63	10.87	29.41	43.75	32.61	50.00	31.25	36.96	20.59	9.38	19.57	34	32	46
All Grades	7.38	16.36	14.18	38.59	42.38	36.17	35.23	30.86	28.72	18.79	10.41	20.92	298	269	282

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
K	2.38	20.00	20.59	45.24	33.33	41.18	42.86	33.33	29.41	9.52	13.33	8.82	42	30	34
1	9.09	19.05	12.50	43.18	42.86	31.25	40.91	33.33	31.25	6.82	4.76	25.00	44	42	32
2	17.07	28.57	21.74	43.90	38.10	41.30	36.59	28.57	19.57	2.44	4.76	17.39	41	42	46
3	10.87	24.24	27.27	50.00	54.55	31.82	21.74	12.12	22.73	17.39	9.09	18.18	46	33	44
4	18.87	39.58	37.50	33.96	39.58	37.50	20.75	10.42	10.00	26.42	10.42	15.00	53	48	40
5	23.68	26.19	25.00	39.47	59.52	50.00	31.58	7.14	7.50	5.26	7.14	17.50	38	42	40
6	2.94	40.63	32.61	61.76	28.13	39.13	17.65	31.25	21.74	17.65	0.00	6.52	34	32	46
All Grades	12.42	28.62	25.89	44.63	42.75	39.01	30.20	21.56	19.86	12.75	7.06	15.25	298	269	282

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
K	7.14	16.67	20.59	28.57	43.33	38.24	45.24	33.33	35.29	19.05	6.67	5.88	42	30	34
1	18.18	19.05	3.13	43.18	28.57	18.75	13.64	26.19	31.25	25.00	26.19	46.88	44	42	32
2	12.20	19.05	8.70	51.22	47.62	36.96	29.27	26.19	13.04	7.32	7.14	41.30	41	42	46
3	2.17	6.06	0.00	23.91	27.27	31.82	45.65	48.48	25.00	28.26	18.18	43.18	46	33	44
4	1.89	16.67	5.00	15.09	31.25	40.00	39.62	33.33	32.50	43.40	18.75	22.50	53	48	40
5	5.26	2.38	25.00	13.16	21.43	12.50	36.84	54.76	37.50	44.74	21.43	25.00	38	42	40
6	0.00	6.25	4.35	11.76	37.50	15.22	55.88	31.25	41.30	32.35	25.00	39.13	34	32	46
All Grades	6.71	12.64	9.22	26.85	33.46	27.66	37.58	36.06	30.50	28.86	17.84	32.62	298	269	282

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.76	16.67	20.59	88.10	70.00	70.59	7.14	13.33	8.82	42	30	34
1	29.55	40.48	21.88	63.64	54.76	59.38	6.82	4.76	18.75	44	42	32
2	21.95	26.19	15.22	73.17	61.90	73.91	4.88	11.90	10.87	41	42	46
3	23.91	27.27	22.73	63.04	48.48	45.45	13.04	24.24	31.82	46	33	44
4	35.85	37.50	37.50	35.85	47.92	45.00	28.30	14.58	17.50	53	48	40
5	26.32	14.29	20.00	52.63	71.43	65.00	21.05	14.29	15.00	38	42	40
6	11.76	15.63	8.70	67.65	68.75	71.74	20.59	15.63	19.57	34	32	46
All Grades	22.82	26.39	20.57	62.42	59.85	61.70	14.77	13.75	17.73	298	269	282

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	2.38	16.67	14.71	80.95	66.67	70.59	16.67	16.67	14.71	42	30	34
1	2.27	2.38	15.63	84.09	90.48	53.13	13.64	7.14	31.25	44	42	32
2	17.07	28.57	36.96	80.49	66.67	43.48	2.44	4.76	19.57	41	42	46
3	13.04	63.64	27.27	69.57	33.33	52.27	17.39	3.03	20.45	46	33	44
4	16.98	35.42	45.00	60.38	56.25	42.50	22.64	8.33	12.50	53	48	40
5	28.95	69.05	60.00	57.89	19.05	22.50	13.16	11.90	17.50	38	42	40
6	29.41	46.88	57.78	58.82	53.13	37.78	11.76	0.00	4.44	34	32	45
All Grades	15.10	37.17	38.08	70.47	55.39	45.20	14.43	7.43	16.73	298	269	281

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	2.38	16.67	20.59	78.57	73.33	67.65	19.05	10.00	11.76	42	30	34
1	38.64	30.95	12.50	40.91	35.71	37.50	20.45	33.33	50.00	44	42	32
2	26.83	16.67	10.87	65.85	64.29	47.83	7.32	19.05	41.30	41	42	46
3	6.52	6.06	2.27	58.70	63.64	50.00	34.78	30.30	47.73	46	33	44
4	5.66	16.67	2.50	47.17	50.00	60.00	47.17	33.33	37.50	53	48	40
5	5.26	9.52	15.00	55.26	61.90	57.50	39.47	28.57	27.50	38	42	40
6	5.88	9.38	2.17	17.65	50.00	26.09	76.47	40.63	71.74	34	32	46
All Grades	13.09	15.61	8.87	52.68	56.13	48.94	34.23	28.25	42.20	298	269	282

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	33.33	56.67	58.82	40.48	40.00	35.29	26.19	3.33	5.88	42	30	34
1	15.91	17.07	6.25	65.91	60.98	56.25	18.18	21.95	37.50	44	41	32
2	21.95	40.48	21.74	70.73	50.00	45.65	7.32	9.52	32.61	41	42	46
3	8.70	9.09	13.64	67.39	81.82	59.09	23.91	9.09	27.27	46	33	44
4	3.77	31.25	17.50	58.49	54.17	62.50	37.74	14.58	20.00	53	48	40
5	5.26	7.14	25.00	63.16	73.81	55.00	31.58	19.05	20.00	38	42	40
6	0.00	25.00	24.44	79.41	68.75	60.00	20.59	6.25	15.56	34	32	45
All Grades	12.75	26.12	23.49	63.09	61.19	53.74	24.16	12.69	22.78	298	268	281

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Overall, 50.35% of students are at English proficiency level 3 and level 4.
2. Writing performance is an area of need. Well developed and somewhat/moderately developed as decreased performance compared to previous years, while the beginning performance levell has increased from 12.69% in 21/22 to 22.78% in 22/23.
3. In the listening domain, there are 61.7% in somewhat/moderately well developed. There is an opportunity to support these students to increase to well-developed proficiency.

School and Student Performance Data

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
521	**56.4**	**56.2**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Franklin Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	293	56.2
Foster Youth		
Homeless	18	3.5
Socioeconomically Disadvantaged	294	56.4
Students with Disabilities	61	11.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	14	2.7
Asian	229	44
Filipino	15	2.9
Hispanic	245	47
Two or More Races	13	2.5
Pacific Islander	3	0.6
White	2	0.4

Conclusions based on this data:

1. 56.44% of students are identified as Socioeconomically Disadvantaged based on free and reduced price meals.

2. The largest Race/Ethnicity group is Hispanic (47%) followed by Asian (44%).

3. 56.2% of students are identified as English Learners.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics Orange		
English Learner Progress Red		

Conclusions based on this data:

1. Chronic Absenteeism improved overall which is reflected as Yellow on the dashboard.
2. There is an opportunity to improved English Learner Progress.
3. We are orange in ELA, Mathematics, and Suspension Rate.

School and Student Performance Data

Academic Performance
English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	1	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
45.1 points below standard	56 points below standard	0 Students
Decreased Significantly -15.8 points	Decreased Significantly -23.1 points	
314 Students	193 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	Red
8 Students	51.9 points below standard	132.3 points below standard
	Decreased Significantly -18.4 points	Decreased Significantly -38.6 points
	196 Students	52 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 9 Students	No Performance Color 0 Students	Yellow 4.1 points below standard Decreased -8.6 points 139 Students	Less than 11 Students 8 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 76.6 points below standard Decreased -14.6 points 149 Students	Less than 11 Students 5 Students	Less than 11 Students 2 Students	Less than 11 Students 2 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
81.7 points below standard Decreased -12.2 points 151 Students	36.4 points above standard Decreased Significantly -25.2 points 42 Students	70.3 points below standard Decreased Significantly -29.4 points 72 Students

Conclusions based on this data:

1. Our Hispanic and students with disabilities scored in the red performance level; Hispanic students are 76.6 points below standard and SWD are 132.3 points below standard.
2. English Learners and SED students are in the orange performance level.
3. Our Reclassified English Learners were the only EL subgroup that scored above standard (36.4 points above).

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	1	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
57.1 points below standard	63.5 points below standard	0 Students
Decreased -11.8 points	Decreased Significantly -19.6 points	
314 Students	193 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Red
6 Students	65 points below standard	145.2 points below standard
	Decreased Significantly -19.6 points	Decreased Significantly -23.5 points
	196 Students	52 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 9 Students	No Performance Color 0 Students	Yellow 6.1 points below standard Decreased -5.1 points 139 Students	Less than 11 Students 8 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 95.2 points below standard Decreased -10.3 points 149 Students	Less than 11 Students 5 Students	Less than 11 Students 2 Students	Less than 11 Students 2 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
89.7 points below standard Decreased Significantly -20 points 151 Students	30.8 points above standard Increased +7.8 points 42 Students	81.1 points below standard Decreased -4.7 points 72 Students

Conclusions based on this data:

1. Our Hispanic students and Students with Disabilities were the subgroups that scored in the red performance level.
2. The following subgroups scored in the orange performance level: All Students, English Learners, and Socioeconomically Disadvantaged.
3. Our Reclassified English Learners were the only EL subgroup that scored above standard (30.8 points above).

School and Student Performance Data

Academic Performance

English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Red
40.6% making progress towards English language proficiency
Number of EL Students: 224 Students
Performance Level: 2

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
57	75	5	84

Conclusions based on this data:

1. 84% of our EL students progressed at least one ELPI level.
2. Our English Learner Progress is in the red performance level.
3. 57% our our EL students decreased in one ELPI level.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
16.5% Chronically Absent	15.1% Chronically Absent	0 Students
Declined Significantly -16.8	Declined Significantly -17.5	
563 Students	325 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
48.6% Chronically Absent	Yellow	Yellow
0	20.8% Chronically Absent	20% Chronically Absent
37 Students	Declined Significantly -14.3	Declined -34.2
	366 Students	75 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
23.5% Chronically Absent Declined -7.7 17 Students	No Performance Color 0 Students	Green 5.4% Chronically Absent Declined Significantly -10.8 241 Students	6.7% Chronically Absent Declined -7.6 15 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 25% Chronically Absent Declined Significantly -25.6 272 Students	38.5% Chronically Absent Increased 2.1 13 Students	Less than 11 Students 3 Students	Less than 11 Students 2 Students

Conclusions based on this data:

1. EL students (15.1%), Socioeconomically Disadvantaged students (20.8%), and Students with Disabilities (20%) all ranked in the yellow performance level. Socioeconomically Disadvantaged are by far the largest group of students affected by chronic absenteeism.
2. Our Hispanic students are the largest Race/Ethnicity group impacted by chronic absenteeism (25%).
3. Our Asian students are our strength for chronic absenteeism (5.4%).

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	0	0	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
1.9% suspended at least one day	1.8% suspended at least one day	0 Students
Increased 1.2 587 Students	Increased 1.1 338 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
0% suspended at least one day	Orange	Orange
46 Students	2.1% suspended at least one day	5.1% suspended at least one day
	Increased 1.6 384 Students	Increased 4 78 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
0% suspended at least one day Maintained 0 18 Students	No Performance Color 0 Students	Blue 0.4% suspended at least one day Maintained 0 247 Students	0% suspended at least one day Maintained 0 16 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 3.5% suspended at least one day Increased Significantly 2.7 288 Students	0% suspended at least one day Maintained 0 13 Students	Less than 11 Students 3 Students	Less than 11 Students 2 Students

Conclusions based on this data:

1. Low suspension rates for our Asian student group.
2. The following subgroups scored in the orange performance level in suspensions: All Students, English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities.
3. The Hispanic subgroup increased by 2.7% of students suspended at least one day, thus scoring in the red performance level.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Pupil Outcomes
According to the California Data Dashboard, Franklin Elementary's English Learner Progress is currently categorized as "RED," with 40.6% of students making progress. This score shows a decline of 16.3% from the last reporting period. To increase in EO and EL student academic achievement by 10% in both reading and math, Franklin must bring awareness and increase understanding of the diversity that makes up the Franklin School community by increasing the percentage of students feeling emotionally safe and increasing student sense of belonging at school to at least 70%, through culturally sustaining and social-emotional curriculum, as indicated by Panorama survey data.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Achievement for All: With equity at the core, FMSD will increase the level of success for all students while addressing learning gaps.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students with disabilities have a disproportionately lower level of academic achievement than their general education peers.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Ren Star Reading (2-6)	2nd Grade: All Students - 50% 3rd Grade: All Students - 47.37% 4th Grade: All Students - 47.76 % 5th Grade: All Students - 37.29% 6th Grade: All Students - 43.59% Students with Disabilities: 6.24%	By the end of Trimester 2 2025, the percentage all students performing at/above grade level in reading will increase by 10%.
Ren Star Math (2-6)	2nd Grade: All Students - 53.13% 3rd Grade: All Students - 62.07%	By the end of Trimester 2 2025, the percentage of all students performing at/above grade level in math will increase by 10%.

	4th Grade: All Students - 57.335% 5th Grade: All Students - 57.81% 6th Grade: All Students - 70.51% Students with Disabilities: 20%	
EL Reclassification Rates	The percentage of EL students reclassified in March 2024 was 10.5%.	By March 2025, the percentage of EL students reclassified will be at or above 12%.
Panorama Survey (Student)	Climate of Support for Academic Learning Questions: 76% Knowledge and Fairness of Discipline, Rules, and Norms: 69% Sense of Belonging Questions: 61% Do you feel like you are part of this school? 65% Do you feel people care about you at school? 46% Safety Questions: 43% I feel safe talking about my feelings and ideas in class. 37% Have you seen or heard bullying in your classes this year? 34%	Increase of 10% for Climate of Support for Academic Learning. At least 85% favorable for Sense of Belonging and Safety questions.
Panorama Survey (Staff)	Communication avenues keep me in the know regarding school and district events. 89% My students use technology to create new levels of interaction, for example, connecting to a classroom not in FMSD to co-create projects using technology. 50% I am prepared to co-teach with special education and support staff. 46% Our school program meets the intervention needs of students in reading. 63% Our school program meets the intervention needs of students in mathematics. 65%	Increase communication avenues by 6% in March 2025. Increase the use of student technology by 30% in March 2025. Increase co-teaching with general education and special education teachers by 40% in March of 2025.
CA School Dashboard: Smarter Balanced Assessment (CAASPP)	Overall English Language Arts Meeting/Exceeding Standard: 3rd Grade: 32% 4th Grade: 26% 5th Grade: 48% 6th Grade: 34% SWD: 12% Math Meeting/Exceeding Standard: 3rd Grade: 33% 4th Grade: 26% 5th Grade: 33% 6th Grade: 30% SWD: 12%	Increase of 40%

CA School Dashboard: ELPI	2023 CA Dashboard ELPI: 40.6% making progress	2024 CA Dashboard ELPI: 50% making progress

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	The school will purchase books, instructional resources, and supplemental instructional materials (such as math manipulatives) for teachers in small group instruction, guided practices, and number talks.	All Students	5000 Title I 4000-4999: Books And Supplies
1.2	The district will utilize the SJ Learns Grant and ELOP funding to partner with Cultivating Literacy. It will provide its Individualized Literacy Plan Program to students K-2, where each family will be paired with a reading teacher to guide them throughout a 9-week reading program implemented using a provided reading kit and program plan.	All Students	29,260 District Funded 5000-5999: Services And Other Operating Expenditures
1.5	Schools will purchase web-based academic programs for students to use in guided practice and to provide teachers with more assessment data points to plan for small group assessments.	All Students	15,000 Title I 5000-5999: Services And Other Operating Expenditures IXL, Reflex Math, Brain Pop
1.6	School will stock an onsite supply closet for teachers to support learning needs.	All Students	15,000 LCFF Concentration 4000-4999: Books And Supplies Principal will provide students and teacher with adequate instructional materials throughout the academic school year.
1.8	School will pay for IKON Agreement (copier) to print materials for students.	All Students	13,000 LCFF Concentration 4000-4999: Books And Supplies Allocate funds to be able to provide Fall, winter, and spring homework packets for students during the long breaks: reinforce academic skills and content.
1.9	School will budget to fund educational field trips for students in order to enrich their educational experience.	All Students	2,500 LCFF Supplemental 5000-5999: Services And Other Operating Expenditures
1.10	The school and district will provide Science Camp Scholarships so that all 5th graders can attend. At the Science Camp, students will participate in experiential learning, which is aligned with the Next Generation Science Standards and focuses on recycling and sustainability.	Fifth Grade Students	15,000 District Funded 5000-5999: Services And Other Operating Expenditures

1.11	School will provide enrichment opportunities for students within the GATE Program.	GATE Students	0 District Funded
1.13	School will provide students with medals and certificates at our school-wide trimestrial academic recognition ceremonies.	All Students	1,000 LCFF Supplemental None Specified
1.15	District will provide MTSS Implementation for staff.	All Students	0 District Funded 1000-1999: Certificated Personnel Salaries
1.16	School will allot teacher release time for collaboration, data analysis, student grouping/regrouping, and planning.	All Students	15,000 Title I 5900: Communications
1.18	School will provide substitute teachers for teacher involvement at 504, SST, and IEP meetings to better serve the needs of our students with disabilities.	All Students	2,250 LCFF Concentration 1000-1999: Certificated Personnel Salaries
1.19	School will provide TK and Kindergarten paraeducators to increase student achievement.	TK and Kindergarten	6,107 LCFF Supplemental 2000-2999: Classified Personnel Salaries 500 LCFF Supplemental 3000-3999: Employee Benefits
1.20	The school will hire a 40% Intervention Teacher to provide additional small-group instruction for individualized attention and instruction. This teacher will work with groups of Newcomer students to help with their English language development, strategically grouped based on their language proficiency.	All Students, including Emerging Bilingual Students (ELs)	3,000 General Fund 3000-3999: Employee Benefits 20,000 LCFF Supplemental 1000-1999: Certificated Personnel Salaries 4,000 Title I 4000-4999: Books And Supplies
1.22	A Student Support Specialist, under the direction of Ed Services, plans, implements, monitors, assesses and provides direct intervention support for students who have not met the district's adopted standards of proficiency and require additional support to attain these standards.	Identified students with needs	150,000 District Funded

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The data shows that we did not meet our goal in English Learner Progress, with only 41% of our students making progress.
We will continue focusing on closing the achievement gap for our English Language Learners in ELA and math by:

- EL strategies will support our English Language Learners and our Newcomers.
- Assessment Release Days (per trimester) are used to administer multiple assessment measures, including the district benchmark assessments, to provide student achievement results in both formative and informative assessments.
- Tier 2 and Tier 3 student support groups will be discussed and formed during these structured collaboration days.
- Reading instruction is differentiated based on the mCLASS DIBELS and support from The Reading League.
- Substitute teachers are hired to support our Tier 2 and Tier 3 students with 504s, SSTs, and IEPs.
- Digital resources and books will be purchased for students or staff to support students.
- Trauma Skilled Schools was not implemented with fidelity for 2023-2024 due to a communication breakdown from the company's representative.

Franklin Elementary's English Learner Progress status suggests a significant challenge in its current status.
This ambitious goal is to increase academic achievement for English Learners (EO) and English Learners (EL) students by 10% in reading and math.
Strategies for improvement include increasing awareness and understanding of the diversity within the Franklin School community.
Enhancing the percentage of students feeling emotionally safe and fostering a sense of belonging at school to at least 70%.
Implementing culturally sustaining and social-emotional curriculum as indicated by Panorama survey data.

Increasing awareness and understanding of diversity will help create a more inclusive and supportive environment for all students, including English Learners, fostering a sense of belonging.
Improving emotional safety and a sense of belonging can positively impact students' well-being and academic engagement, potentially leading to improved educational outcomes.
Implementing a culturally sustaining and social-emotional curriculum aligns with research showing the importance of culturally relevant instruction and social-emotional learning in supporting diverse student populations.

Addressing the decline in English Learner progress requires a multifaceted approach beyond academic instruction, including socio-emotional support and cultural responsiveness.
Implementing culturally sustaining curricula and strategies to enhance emotional safety and belonging may require professional development for educators and additional resources.
Regular monitoring and assessment of progress toward the goal are essential to making necessary adjustments and ensuring the effectiveness of interventions.

The MTSS Team will develop a detailed action plan outlining specific steps, timelines, and responsible parties for implementing strategies to achieve the goal. Staff will receive ongoing support and professional development to implement a culturally sustaining and social-emotional curriculum effectively.
Progress will be monitored through regular data collection and analysis, adjusting strategies to ensure progress towards the goal.
Overall, Goal 1 presents a significant opportunity for Franklin Elementary to address the challenges faced by English Learners and improve their academic outcomes through a holistic approach that emphasizes cultural responsiveness and socio-emotional support.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The implementation of strategies will involve ongoing monitoring and evaluation of the SPSA plan whilst following our 2024-2025 budget. Adjustments will be made as needed to ensure the alignment between resources and goals.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes to the plan are intended at this time. We will continue to focus on closing the achievement gap for our English Language Learners.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Conditions For Learning
Attendance: As recorded on the California Data Dashboard, 16.5% of all Franklin Elementary students are considered Chronically Absent, a decline of 16.8%. By Winter 24-25, Franklin will increase the school-wide attendance percentage to at least 95%, based on YTD attendance data, and the percentage of chronically absent students will reduce by 1%.
Suspension: According to the California Data Dashboard, 1.9% of the student population has been suspended for at least one day, an increase of 1.2%. By Winter 24-25, Franklin will see a decrease in the number of school-wide suspensions, with a target of 1% or less being suspended.
Students: By Winter 24-25, students will have confidence in the systems implemented at school, as demonstrated by at least 80% favorable responses in Knowledge and Fairness of Discipline, Rules, and Norms questions in the Panorama survey.
Staff: Based on Panorama survey data, by Winter 24-25, Franklin will increase by 5% the percentage of staff who feel professionally supported both with instruction and in establishing systems to maintain the safety of all, both in and outside of the classroom.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Positive School Environment and School Culture: Prioritize and support the physical, mental, and social well-being of all students and staff by establishing a restorative and equitable systems and creating a safe, welcoming and inclusive environment that allows students to fully participate in learning and the school community.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students with disabilities have a disproportionate level of chronic absenteeism.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey (Students)	Knowledge and Fairness of Discipline, Rules, and Norms Questions: 74% Are rules in this school made clear to students? 74% Do students know how they are expected to act? 65% Do students know what the rules are? 76% Self Questions: (Self Management-59%, Growth Mindset-55%, Social Awareness-55%, Self-Efficacy-43%)	Increase of 5%
Panorama Survey (Staff)	Students know what the behavioral expectations are for them at school: 78%	Increase of 5%

	Current programming meets the social emotional needs of students: 83% Current programing meets the academic needs of students: 84%	
Panorama Survey (Families)	Classroom Climate Questions: 97% Engagement Questions: 97%	Maintain 98% or higher in both categories.
YTD Attendance Percentage	As of March 2024, the YTD school wide attendance percentage is 94.71%.	YTD Attendance Percentage of 95% or higher.
Chronic Absentee Percentage	As of March 2024, the percentage of chronic absentee students is 18% (14% Chronic, 4% Severe Chronic).	Percentage of chronic absentee students will be at or below 10%.
Behavior Incidents by Grade	As of May 2024, the number of incidents by type and grade level are: 1st Grade - 58 2nd Grade - 31 3rd Grade - 13 4th Grade - 33 5th Grade - 5 6th Grade - 63 Total - 199	Total number of incidents will reduce by 5%.
Suspension Data	As of May 2024, the number of incidents resulting in suspension (in-School and Out of School) was 15 incidents and 19 suspensions (14 In-School Suspensions, 5 Out of School Suspensions).	Total number of incidents resulting in suspension will reduce by 10%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	School Climate Initiative: The implementation of the Energy Bus for Schools program aims to cultivate a positive school climate for both students and staff.	All Students	1,000 Donations 1000-1999: Certificated Personnel Salaries Allocate dedicated time for teachers to collaborate and plan parent engagement activities, address students' instructional needs, and ensure vertical instruction alignment across grade levels.
2.2	The district will allocate Proposition 28 funds to implement visual and performing arts enrichment programs for students in grades K-3, delivered by organizations such as Starting Arts.	All Students	23,100 District Funded 5000-5999: Services And Other Operating Expenditures
2.3	The school will offer opportunities for student leadership through initiatives such as the Student Council and the Kindness Club, aiming to empower	All Students	500 Donations 0000: Unrestricted

	student leaders and foster a culture of kindness and positivity on campus.		Students will communicate the Monday Morning Announcements, support the Great Kindness Challenge Week, Family Festival Nights, Junior Achievement guides, and Read Across America.
2.4	Little Heroes will provide structured recess, lunch, and PE activities during the school day for all grade levels. In addition, it gives youth leadership opportunities that develop conflict resolution skill building that supports a positive school climate.	All Students	30,000 LCFF Supplemental 5000-5999: Services And Other Operating Expenditures 20,000 LCFF Concentration 5000-5999: Services And Other Operating Expenditures
2.5	School will have monthly Patriot Pass pulls to recognize positive student behavior.	All Students	1,000 Donations None Specified Review program with all student and the Core-Values which students are honored for displaying (Respect - Responsibility-Citizenship). Review with students reasons for suspension/expulsion and consequences.
2.7	School will hire three or four Noon Duty Supervisors to help enforce expected student behavior and keep students safe.	All Students	8,274 LCFF Supplemental 2000-2999: Classified Personnel Salaries 7,289 LCFF Concentration 2000-2999: Classified Personnel Salaries 7,000 General Fund 2000-2999: Classified Personnel Salaries
2.10	A full-time School Social Worker will be assigned to each school site. School Social Workers will support the needs of all students and families. Wellness is an essential part of learning, and as such, School Social Workers will foster a healthy community of students and adults where each person's mental, social, and emotional health is both safe and supported on their learning journey.	All Students	150,000 District Funded

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

- The Attendance Team (Principal, SSW, and Secretary I) will continue working to improve attendance, which is crucial for student success. We aim for a 95% attendance rate, which is both ambitious and achievable with the right strategies in place. Reducing chronic absenteeism by 1% indicates a commitment to addressing underlying issues causing students to miss school regularly.
- Suspension is proven to do more harm than good, which is why we look into the root cause of the behavior and offer help through restorative practices and support for our students' social-emotional needs, which are essential for creating a positive school climate.
- Panorama Survey results are based on students' perceptions of school systems. Students' perceptions directly impact their engagement and academic success. Our goal is to achieve at least 80% favorable responses, which indicates a positive school environment where students feel supported, respected, and engaged in the learning process.
- Staff satisfaction is crucial for retention and overall school effectiveness. Aiming to increase staff satisfaction by 5% demonstrates a commitment to supporting teachers professionally and personally, which can positively impact morale and student outcomes.

In summary, the goals outlined for attendance, suspension rates, student perception, and staff satisfaction are comprehensive and aligned with creating a positive and supportive school environment. Achieving these goals will require targeted interventions, effective communication, and a commitment to continuous improvement from staff and students. Regular monitoring and evaluation of progress will be essential to ensure these goals are met by Winter 2024-2025.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In 2023-2024 the district paid for our Little Heroes physical education program during the school day and the after school intramural sports program.
In 2024-2025, the district will pay $10,000.00 for our Little Heroes program and the school is required to pay the remaining funds of $40,000.00 due to budget cuts.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes to the plan are intended at this time.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Engagement
By Winter 2024-2025, parents/guardians will be provided more opportunities to positively engage with the school's academic curriculum to support their children's educational outcomes. The number of parents/guardians who feel the school offers opportunities to help parents/guardians learn how to support student learning and the number of parents/guardians who have participated in school activities other than parent-teacher conferences at least twice during the school year will be at or above 95%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Family and Community Engagement: FMSD will fully engage parents/guardians and community members in support of educational outcomes for all students.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Family engagement needs to be reflected in student attendance, which is below 95% YTD.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey (Families)	My child's school offers opportunities to help me learn how to support my child's learning: 97% I have participated in school activities other than parent-teacher conferences at least twice this past year: 91% Classroom Climate Questions: 97%	Minimum of 95% in offering opportunities to help learn how to support learning, participating in activities other than conferences, and classroom climate questions.
YTD Attendance Percentage	As of March 2023, the YTD school wide attendance percentage is 94.71%.	YTD Attendance Percentage of 95% or higher.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	The school will continue to provide parents with educational opportunities during our Principal-Parent Chats & Coffee series. Topics include, but are not limited to: Zones of Regulation; SJPD Anti-Bullying & Cyber Safety; Cultivating Literacy	All Students	2000 Title I 5900: Communications Hold monthly parent meeting to inform families and

	Reading Workshop; Mental Health Awareness; Importance of Attendance; State Testing; and School Site Council.		community on assessment, funding, and general school business.
3.2	The school will encourage community engagement through Parent Volunteer Clubs and Family Events such as the Mexican Independence Day Celebration/Fall Festival, Family Movie Nights, Lunar New Year Festival, Spring Festival, and two Julia Robinson Math Festivals (Fall and Spring).	All Students	1,000 General Fund 0000: Unrestricted
3.3	School will provide interpreters for parent meetings/events to allow for increased family participation.	All Students	600 LCFF Supplemental 2000-2999: Classified Personnel Salaries
3.5	School will pay extra secretary hours so that the secretaries can help plan and implement school-wide events.	All Students	1,500 LCFF Supplemental 2000-2999: Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

In August 2024, we will assess parental engagement and satisfaction with Franklin's opportunities using Google Forms, Principal-Parent Chat, and ParentSquare feedback from parents/guardians. We will determine barriers that may be hindering parental engagement through a comprehensive plan below:

- Define and develop strategies to address the identified barriers and increase parental engagement by informing parents about available opportunities.
- Develop a detailed plan outlining how the strategies will be implemented, including timelines, responsible parties, and allocated resources.
- Continuously monitor progress in parental engagement towards the established targets and adjust strategies as needed. We will regularly ask for feedback from parents/guardians to gauge satisfaction with the opportunities provided and identify areas for improvement.
- Acknowledge and celebrate successes to maintain momentum and motivation by highlighting positive outcomes and sharing success stories that can inspire further engagement from parents/guardians and school staff.
- Assess the impact of increased parental engagement on student outcomes, such as academic performance, attendance, and behavior.

Overall, Franklin Elementary can work towards providing more opportunities for parents/guardians to engage positively with the academic curriculum, ultimately supporting their children's educational outcomes.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences are found at this time.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes to the plan are intended at this time.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$549,880.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$41,000.00

Subtotal of additional federal funds included for this school: $41,000.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
District Funded	$367,360.00
Donations	$2,500.00
General Fund	$11,000.00
LCFF Concentration	$57,539.00
LCFF Supplemental	$70,481.00

Subtotal of state or local funds included for this school: $508,880.00

Total of federal, state, and/or local funds for this school: $549,880.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	35885	-5,115.00
LCFF Supplemental	132462	61,981.00
LCFF Concentration	53248	-4,291.00
General Fund	30600	19,600.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	367,360.00
Donations	2,500.00
General Fund	11,000.00
LCFF Concentration	57,539.00
LCFF Supplemental	70,481.00
Title I	41,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	150,000.00
0000: Unrestricted	1,500.00
1000-1999: Certificated Personnel Salaries	23,250.00
2000-2999: Classified Personnel Salaries	30,770.00
3000-3999: Employee Benefits	3,500.00
4000-4999: Books And Supplies	37,000.00
5000-5999: Services And Other Operating Expenditures	134,860.00
5900: Communications	17,000.00
None Specified	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

	District Funded	300,000.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
5000-5999: Services And Other Operating Expenditures	District Funded	67,360.00
0000: Unrestricted	Donations	500.00
1000-1999: Certificated Personnel Salaries	Donations	1,000.00
None Specified	Donations	1,000.00
0000: Unrestricted	General Fund	1,000.00
2000-2999: Classified Personnel Salaries	General Fund	7,000.00
3000-3999: Employee Benefits	General Fund	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF Concentration	2,250.00
2000-2999: Classified Personnel Salaries	LCFF Concentration	7,289.00
4000-4999: Books And Supplies	LCFF Concentration	28,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Concentration	20,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	20,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental	16,481.00
3000-3999: Employee Benefits	LCFF Supplemental	500.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	32,500.00
None Specified	LCFF Supplemental	1,000.00
4000-4999: Books And Supplies	Title I	9,000.00
5000-5999: Services And Other Operating Expenditures	Title I	15,000.00
5900: Communications	Title I	17,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	296,617.00
Goal 2	248,163.00
Goal 3	5,100.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Kristen Kovac	Principal
Minette Barrios	Classroom Teacher
Jocelyn Espadilla	Classroom Teacher
Cara Shinagawa	Classroom Teacher
Van Pham	Other School Staff
Maria Aguirre	Parent or Community Member
Suliquell Bautista	Parent or Community Member
Tina Buan	Parent or Community Member
Juan Sanchez	Parent or Community Member
Tracy Hernandez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 24, 2024.

Attested:

	Principal, Kristen Kovac on April 25, 2025
	SSC Chairperson, Suliquell Bautista on April 25, 2025