

The School Plan for Student Achievement

School: Franklin Elementary School

CDS Code: 24657716025621

District: Merced City School District

Principal: Cesar Hernandez

Revision Date: March 8, 2022

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on June 21, 2022.

School Vision and Mission

Franklin Elementary School's Vision and Mission Statements

The Vision of Franklin School is to guide students to SOAR through life successfully.

The Mission of Franklin School is to meet children at their academic level and guide them to reach their full potential in an environment that promotes the development of responsible citizens.

School Profile

Welcome to Franklin Elementary School, home of the Eagles. We intend to provide a positive educational environment that fosters student learning and promotes positive self-esteem. Our staff and community are dedicated to continually supporting Franklin students in "striving for academic excellence". Franklin Elementary services preschool through third-grade students on a traditional school schedule. Franklin is a Professional Learning Community in which all persons are learners and focused on student achievement. Our staff and community understand the importance of challenging, supporting, and positively nurturing students, and we encourage parents and the community to become actively engaged in the education of our students. Franklin School is a place where all students and their abilities are valued. Staff members are highly qualified and provide an outstanding educational foundation for all students. Franklin School staff members concern themselves with the entire well-being of students and promote high academic achievement, positive social behavior, as well as emotional and physical wellness. Franklin School is rich in tradition and one of the oldest schools in our district. We continue to strive to find better ways to assist our English learner students in mastering English language skills so they can maximize their access to learning. Our mission is to meet children at their academic level and guide them to reach their full potential in an environment that promotes responsible citizens.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The California Healthy Kids Survey (CHKS) focused on important areas for guiding school and student improvement. Our 3rd-grade students, Staff, and Parents responded to the California Healthy Kids Survey provided to them.

The areas of strength from the California Healthy Kids Survey:

3rd-grade students: rule clarity-92%, academic motivation-89%, high expectations-adults in school- 89%, feeling safe on the way to and from school-88%, and feeling safe at school-83%.

Franklin Staff: student learning environment-56%, a safe place for students-50%, high expectations-adult in school-45%, providing adequate counseling and support services-40%, and a safe place for staff-40%.

Franklin parents: teachers responding to children's social and emotional needs-86%, providing parents with advice and resources to support their child's social and emotional needs-62%, school motivating students to learn-46%, and a school is a safe place for their children-45%.

The areas of concern from the California Healthy Kids Survey:

3rd-grade students: meaningful participation-60%, school boredom-31%, mean rumors spread about them-37%, cyberbullying-20%, and seeing a weapon at school-6%.

Franklin staff: support for social-emotional learning-30%, anti-bullying climate-28%, student depression moderate/severe problem-20%, facility upkeep-10%, and students' readiness to learn-8%.

Franklin's parents: the school actively seeks the input of parents-25%, the school promotes respect for cultural beliefs/practices-21% parental involvement in school-16%, and harassment or bullying of students-11%.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Informal walkthroughs occur almost daily. All probationary and permanent teachers are formally observed twice throughout the school year. Permanent teachers are formally observed every other year. Classroom observation monitors the standards-based adopted curriculum aligned to the CSTP standards and provides teachers with effective feedback to continue to improve and support instruction and student learning.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Data from state and local assessments, including (CAASPP) California assessment of Students Performance and Progress, (ELPAC) English Language Proficiency Assessment of California, District Progress Assessment, Dynamic Indicators of Basic Early Literacy Skills (Acadience), SIPPS, English Language Arts, and Math performance tasks, are analyzed to guide and modify instruction as well as determine necessary interventions and /or additional opportunities for learning. The site administration and intervention teams, review data and make decisions about placing students in tiered learning groups with appropriate interventions to ensure the academic success of all students. We will analyze data during the current 2021-2022 school year.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The District and school sites adhere to a calendar of assessments that includes curriculum-based measures, weekly and unit assessments, and formative assessments. The adopted ELA/ELD program provides common formative and summative assessments. Teachers use assessments to monitor student progress and modify instruction. DPA assessments are used to establish student baseline scores and monitor for growth throughout the school year. Math Performance Tasks provide student achievement data as well as progress monitoring. Tier II intervention materials for reading include WonderWorks, SIPPS (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words). and Flex.

Data are systematically collected and analyzed by PLCs to ensure proper student placement and appropriate instructional delivery based on individual student needs. DuFour's Essential Questions guide PLCs:

1. What do we expect our students to learn?
2. How will we know they are learning?
3. How will we respond when they do not learn?
4. How will we respond if they already know it?

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

Most Full-Time equivalent teachers of the Merced City School District meet or exceed the requirements of the Every Student Succeeds Act (ESSA, 2015) and are considered highly qualified. Teachers on a Provisional Intern Permit work with the Personnel Department to ensure proper credentialing and licensing. At Franklin School, there are 27 full-time highly qualified teachers.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Franklin school meets the requirements of sufficiently credentialed teachers. In 2015 the District adopted State Board of Education approved materials for mathematics. During the 2016-2017 school year the District adopted ELA English Language Development (ELD) materials, also approved by the State Board of Education. The District adopted Teacher Created Materials TK-5th. Teachers received training by grade level and professional development opportunities during the current school year and during the summer. Evidence of formal professional development can be retrieved for each individual teacher through accessing the District's Online Management System (OMS). All professional development offerings are documented in the School Accountability Report Card for each school site. Site-based activities occur during allocated weekly teacher collaboration times, faculty meetings, and Professional Learning Community work.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All staff development activities are aligned to the Common Core State Standards. Merced City School emphasizes the disciplines of English Language Arts/English Language Development and Mathematics as essential and all grade levels have collaboratively identified essential standards for the 2020-2021 school year. 2017-2018 Next Generation Science Standards were implemented. Merced City School District has also emphasized a focus on Science, Technology, Engineering, the Arts, and Mathematics (STEAM). Student mastery of standards is measured several times throughout the year through the administration of standardized state tests, district progress assessments, district and grade level performance tasks, and common formative assessments. In conjunction, Franklin Staff will continue to develop weekly Social-Emotional Lessons and implement Conscious Discipline training, emphasizing effective academic and equitable socio-emotional support for all students.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

During the current 2021-2022 school year, staff received ongoing instructional support through MCSD's Professional Development Center (PDC). Teachers had the opportunities to refine their craft through access to content-specific professional development in a variety of settings: Conferences (AVID), Online Elementary Reading Academy (OERA), SIPPS, Diversity Equity Inclusion, and Conscious Discipline training. We had a few staff members and the administration attended the virtual AVID Summer Institute.

7. Teacher collaboration by grade level (kindergarten through grade eight [K-8]) and department (grades nine through twelve) (EPC)

During the 2021-2022 school year, teachers collaborated every other week during their designated Professional Learning Community (PLC) time. Regular PLC time is scheduled throughout the year. Professional development also occurs during faculty meetings. Articulation of student achievement information occurs routinely, as teachers, and support staff, monitor student progress data to meet the student's needs.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

District-wide adopted ELA and math materials were selected based on State Board of Education adoption recommendations. The curriculum is aligned to Common Core State Standards and includes tiered materials to facilitate adaptive learning. Instructional pacing guidelines are utilized by teachers to ensure students access standards at a similar pace. Research-based methods, such as Direct Instruction, Close Reading, Repeated Interactive Read Aloud, Academic Discourse, and numerous other strategies are applied during day-to-day practices during Distance Learning and In-Person instruction by teachers. District Progress Assessment data indicate a need to provide further instruction in the area of vocabulary development across disciplines.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Franklin School follows a detailed master calendar that adheres to the California Department of Education instructional minutes requirements for all subjects. During Distance Learning, We have followed and adjusted our instructional minutes required as provided by SB98. These minutes consist of 180 minutes for TK-K, and 230 minutes for 1st-3rd grade.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

In the fall 2022-2023 school year, teachers will use the same target instruction to adjust students' learning needs such as implementing lessons that are aligned to the district's recommended instructional pacing guide. Students who require further support to access grade-level standards receive the targeted intervention. A flexible intervention schedule, complementary to the master schedule, is implemented.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-based instructional materials are available to all student groups at Franklin School. All core standards-based materials contain digital and text options that allow for instructional differentiation, and support and many are adaptable to accommodate student achievement levels. State Board approved and District adoptions include:

Reading

McGraw Hill

Wonders with Integrated ELD

World of Wonders

WonderWorks

Flex

Mathematics

Houghton Mifflin Harcourt Go Math

Connecting Math Concept

Social Science

Teacher Created Materials-Exploring Social Studies K-5

Science

Twig TK-5

Discovery 6

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Students access standards through the adopted English Language Arts/English Language Development and Mathematics core materials. Intervention-adopted materials are available for students who require further support such as: (SIPPS, Wonderworks, Flex, and Go Math Reteach).

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Within the regular program, services such as the support of counselors, RTI, and instructional aides, are offered to support underperforming students to have access to and meet standards. Students may also access support through a variety of extended day activities focusing on increasing student achievement in literacy, mathematics, science, technology, and other integrated disciplines that complement standards. Students will receive social-emotional support through group lessons, family outreach, monitoring daily student self-reports of emotional state, and providing teachers with Conscious Discipline lessons to support students' social-emotional well-being.

14. Research-based educational practices to raise student achievement

Research-based educational practices promoted by the school and district include Direct Instruction, Close Reading, Academic Discourse, Selection of Random non-volunteers, Justification of Answers, Repeated Interactive Read Aloud, completion of Performance Tasks, integration of technology, Research, and Inquiry activities, and WICOR strategies from AVID.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The Merced City School District and Franklin Elementary School recognize parents as their child's first teacher and encourage parents to participate in the educational program of their children, especially to help promote the achievement of underachieving students. Many opportunities exist for parents to participate in the educational and decision-making process at Franklin Elementary School. Franklin Elementary School partners with Parent Teacher Club, which coordinates fundraisers and other school events to benefit the student body, and further, build the relationship of the school with parents and students. Opportunities for parental involvement include: Back to School Night, Parent-Teacher Conferences, workshops, awards ceremonies, Open House, academic fairs. Additional opportunities to participate in district-wide Local Control Accountability Plan (LCAP) forums, as well as site-based LCAP activities, are available. Parental involvement will be supported through Parent Square and continued zoom meetings. In addition, the district Title 1 student/family coordinator works with the schools to increase student and parent access to resources, such as programs designed to support families in a multitude of ways (educational, health, and wellness). Franklin also has a Family Help Station. This station supports parents in creating an email, registering their students, and having access to Aeries and other resources.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Stakeholders have had adequate opportunities to participate in the development of schoolwide programs at Title I schools and categorical programs at Franklin Elementary schools as described in federal law (No Child Left Behind Act of 2001 and subsequent Every Student Succeeds Act of 2015), California Education Code, and the policies and regulations of the Merced City School District. Parents elected to the School Site Council advise the administration of the school and approve the categorical program's budget. Parents of English Learners may participate in Franklin Elementary School's English Learner Advisory Committee. The English Learner Advisory Committee advises the administration in regard to the English Language Development program and matters relevant to English Learner students. A member of this committee is selected to represent Franklin Elementary School at the District English Learner Advisory Committee. School representatives are included at the district level, meetings numerous times per year. The District's Consolidated Application is reviewed each Spring by DELAC.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Franklin School and the District provide numerous programs to benefit underperforming students. These services include:

- *Teach grade-level standards
- *Offer a robust educational program during the summer months, providing more time to learn
- *Establish and routinely implement collaborative structures and processes to monitor student academic progress at all levels
- *Track and trend disaggregated student achievement data and provide all students in the “standard not met” or “standard nearly met” performance levels with the following ELA and Math interventions
- *Implement intervention best practices based on the District's RTI2 Self-Reflection Tool, as part of the district-wide Response to Intervention (RTI) and Multi-Tiered System of Support (MTSS) framework
- *Develop and implement tiered levels of academic intervention support at each site, by grade level, based on findings from standard-based multiple measures
- *Develop and maintain an Instructional Leadership Team representing various grade and subject levels
- *Provide administrative instructional coaching and professional learning opportunities that are aligned with research-based practices
- *Use data-driven decision making to identify supplemental services and materials for students
- *Institutionalize research supported and District preferred lesson design and delivery models
- *Use of AVID strategies and establish AVID goals
- *PBIS (Positive Behavioral Interventions and Supports) Systems
- *Conscious Discipline models Adopted

18. Fiscal support (EPC)

The school and District's general and Local Control Accountability Plan are coordinated, prioritized, and allocated to align with the results of the California School Dashboard for the subjects of English Language Arts/English Language Development, Mathematics, Suspension Rate, Chronic Absenteeism, the Local Control Accountability Plan, and the School Plan for Student Achievement.

Description of Barriers and Related School Goals

Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's website if they were determined to be valid and reliable.

During the current 2021-2022 school year, we have been assessing our students using I-Ready District Progress Assessment three times a year. According to the current assessment, our students are making progress toward their typical growth in English Language Arts from 45% to 96%. Our students made more than 50% increase in the annual typical growth.

In Mathematics, students went from 56% to 100% in their annual typical growth. An increase of 44% in their annual typical growth.

41% of our English Learners have met their annually typical growth in English Language Arts. 47% of our English Learners have made their annual typical growth in Mathematics. Our student in grades TK-3rd is currently taking their third District Progress Assessment.

In grades, TK-3rd 24% of our students have been severely chronic, 23% Chronic, 30% Concerning and 23% are acceptable with good attendance. We are currently at 90% average school attendance. We are not meeting our 97% average attendance for the current school year. We are meeting our suspension rate goal at 0.32%.

School and Student Performance Data

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1397.7	1422.4	1381.4	1406.9	1424.5	1399.2	1376.3	1417.1	1339.7	33	31	25
1	1445.2	1450.2	1425.7	1441.3	1454.1	1445.7	1448.5	1445.9	1405.1	38	30	23
2	1453.3	1484.3	1452.0	1464.2	1481.5	1454.2	1442.2	1486.6	1449.3	32	34	32
3	1474.6	1486.4	1471.9	1469.2	1484.8	1479.3	1479.8	1487.5	1463.9	17	11	26
All Grades										120	106	106

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	6.45	4.00	*	48.39	28.00	36.36	35.48	36.00	*	9.68	32.00	33	31	25
1	*	0.00	8.70	39.47	50.00	21.74	*	36.67	30.43	*	13.33	39.13	38	30	23
2	*	5.88	0.00	56.25	61.76	46.88	*	29.41	34.38	*	2.94	18.75	32	34	32
3	N/A	0.00	0.00	*	54.55	26.92	*	36.36	57.69	*	9.09	15.38	17	11	26
All Grades	15.00	3.77	2.83	37.50	53.77	32.08	30.00	33.96	39.62	17.50	8.49	25.47	120	106	106

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	6.45	8.00	*	51.61	40.00	*	25.81	24.00	*	16.13	28.00	33	31	25
1	28.95	13.33	26.09	*	46.67	26.09	*	30.00	17.39	*	10.00	30.43	38	30	23
2	37.50	35.29	6.25	43.75	35.29	56.25	*	26.47	21.88	*	2.94	15.63	32	34	32
3	*	27.27	23.08	*	36.36	46.15	*	18.18	19.23	*	18.18	11.54	17	11	26
All Grades	27.50	19.81	15.09	31.67	43.40	43.40	21.67	26.42	20.75	19.17	10.38	20.75	120	106	106

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	6.45	0.00	*	51.61	12.00	54.55	32.26	32.00	*	9.68	56.00	33	31	25
1	*	3.33	4.35	31.58	33.33	13.04	*	50.00	26.09	*	13.33	56.52	38	30	23
2	*	2.94	0.00	*	55.88	34.38	*	35.29	34.38	34.38	5.88	31.25	32	34	32
3	N/A	0.00	0.00	N/A	18.18	0.00	*	54.55	61.54	*	27.27	38.46	17	11	26
All Grades	13.33	3.77	0.94	20.00	44.34	16.04	37.50	40.57	38.68	29.17	11.32	44.34	120	106	106

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	9.68	8.00	54.55	83.87	56.00	*	6.45	36.00	33	31	25
1	39.47	36.67	26.09	55.26	53.33	52.17	*	10.00	21.74	38	30	23
2	34.38	20.59	6.25	56.25	73.53	78.13	*	5.88	15.63	32	34	32
3	*	0.00	7.69	70.59	63.64	73.08	*	36.36	19.23	17	11	26
All Grades	31.67	19.81	11.32	57.50	69.81	66.04	10.83	10.38	22.64	120	106	106

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	22.58	20.00	54.55	58.06	52.00	33.33	19.35	28.00	33	31	25
1	*	3.33	26.09	47.37	83.33	47.83	*	13.33	26.09	38	30	23
2	50.00	38.24	28.13	*	55.88	56.25	*	5.88	15.63	32	34	32
3	*	63.64	34.62	*	36.36	53.85	*	0.00	11.54	17	11	26
All Grades	29.17	26.42	27.36	45.00	62.26	52.83	25.83	11.32	19.81	120	106	106

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	3.23	0.00	66.67	93.55	48.00	*	3.23	52.00	33	31	25
1	44.74	3.33	8.70	34.21	76.67	30.43	*	20.00	60.87	38	30	23
2	*	0.00	3.13	43.75	85.29	59.38	40.63	14.71	37.50	32	34	32
3	N/A	0.00	0.00	*	54.55	34.62	70.59	45.45	65.38	17	11	26
All Grades	20.83	1.89	2.83	45.00	82.08	44.34	34.17	16.04	52.83	120	106	106

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	70.97	20.00	51.52	19.35	12.00	*	9.68	68.00	33	31	25
1	*	3.33	4.35	63.16	80.00	43.48	*	16.67	52.17	38	30	23
2	*	14.71	9.38	68.75	82.35	59.38	*	2.94	31.25	32	34	32
3	*	9.09	0.00	82.35	72.73	73.08	*	18.18	26.92	17	11	26
All Grades	15.83	27.36	8.49	64.17	62.26	48.11	20.00	10.38	43.40	120	106	106

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Overall due to the pandemic ELPAC growth slightly reduced.
2. More students were performing at level 1 than in prior years.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Achievement
LEA/LCAP GOAL:
Increase the percentage of students who meet Key Performance Indicators by providing an equitable, guaranteed, and viable curriculum, assessment, and high-quality instruction to prepare students to successfully enter the next grade level, high school, college, and career path.
SCHOOL GOAL #1:
During the 2022-2023 school year, seventy percent of students in transitional kindergarten (TK) through third grade will meet their annual typical growth targets as reported in District Progress Assessment III.
Data Used to Form this Goal:
2021-2022 District Performance Assessment Local Data for English Language and Mathematics from the prior DPA 2 to the current DPA 3 assessment: Progress to Annual Typical Growth in Reading: 45% of all students made progress to the Annual Typical Growth in grades K-3rd grade in DPA 2 96% of all students have made progress to the Annual Typical Growth in grades K-3rd in DPA 3 In Kindergarten Overall, 76% of Kindergarten met their Annual Typical Growth. 36% of the student in Kindergarten met their Annual Typical Growth. 1st grade Overall, 81% in first grade met their Annual Typical Growth. 38% of the students in first grade met their Annual Typical Growth. 2nd grade Overall, 126% in second grade met their Annual Typical Growth. 65% of the students in second grade met their Annual Typical Growth. 3rd grade Overall, 114% in third grade met their Annual Typical Growth. 57% of the student in third grade met their Annual Typical Growth. English Learners Overall, 82% of English Learners met their Annual Typical Growth 42% of our students met their Annual Typical Growth. Economically Disadvantaged Overall, 93% of our Economically Disadvantaged met their Annual Typical Growth 47% of our students met their Annual Typical Growth.

Progress to Annual Typical Growth in Math

58% of all students have made progress to the Annual Typical Growth in grades K-3rd in DPA 2
100% of All students have made progress to the Annual Typical Growth in grades K-3rd in DPA 3

In Kindergarten Overall, 88% of Kindergarten met their Annual Typical Growth.
40% of the students in Kindergarten met their Annual Typical Growth.

1st grade Overall, 81% in first grade met their Annual Typical Growth.
39% of the students in first grade met their Annual Typical Growth.

2nd grade 131% in second grade met their Annual Typical Growth.
66% of the students in second grade met their Annual Typical Growth.

3rd grade 121% in third grade met their Annual Typical Growth.
68% of the students in third grade met their Annual Typical Growth.

English Learners Overall, 97% of our English Learners met their Annual Typical Growth.
49% of our students met their Annual Typical Growth.

Economically Disadvantaged 100% of our Economically Disadvantaged met their Annual Typical Growth.
51% of the students met their Annual Typical Growth.

2020-2021 ELPAC levels percentage by grade

Emerging Expanding Exp/Bridge Bridging

Kindergarten	37.50%	62.50%		
1st grade	21.70%	21.70%	47.80%	8.70%
2nd grade	29%	25.80%	25.80%	19.40%
3rd grade	20%	46.70%	13.30%	20%

Findings from the Analysis of this Data:

Based on the 2021-2022 analysis of the data that was measured by the District Progress Assessment (DPA) III, students have made measurable growth in English Language Arts and Mathematics.

How the School will Evaluate the Progress of this Goal:

Franklin staff will conduct continuous monitoring of academic growth in the content areas through the analysis of data: DPA, ELPAC, curriculum embedded measures, common formative assessment, and progress monitoring assessments through SIPPS, Acadience, and ST Math puzzle completions.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Hire two part time instructional aides to support our RTI students who are one or two grade levels below. English learners and students with disabilities are to be provided with intensive intervention instruction.</p> <p>Ancillary materials and technologies include but are not limited to speakers, earphone/speaker, headset, monitors as needed, intensive vocabulary instructional support for TK-3rd grade in reading and math intervention. These materials and technologies are used for universal access, meeting the needs of students with Disability, English Learners and Economically Disadvantaged with one or two grades below grade level in Reading and Mathematics.</p> <p>Site Base Implementation of AVID program and materials/supplies</p> <p>The school provides intensive intervention (Tier 3) for students in grades TK through 3rd, using research-based instructional materials (SIPPS).</p>	2022-2023	Principal, Learning Director and Staff	Support Staff	1000-1999: Certificated Personnel Salaries	3010	16,999
			Classified Salaries	2000-2999: Classified Personnel Salaries	3010	114,526
			Certificated and Classified Benefits	3000-3999: Employee Benefits	3010	36,677
			Materials and Supplies	4000-4999: Books And Supplies	3010	12,821
			Conferences & Excursions	5000-5999: Services And Other Operating Expenditures	3010	14,100
			Support Staff	1000-1999: Certificated Personnel Salaries	0824	49,700
			Classified Salaries	2000-2999: Classified Personnel Salaries	0824	500
			Certificated & Classified Benefits	3000-3999: Employee Benefits	0824	7,100
			Materials and Supplies	4000-4999: Books And Supplies	0824	10,050
			Conference & Excursion	5000-5999: Services And Other Operating Expenditures	0824	10,500
Funding educational excursions as their aligned to their content grade level						
Purchase of materials and programs to supplement the Core Curriculum.						
Implement our extended day STEAM Program and provide materials and supplies for our all Students, English Learners and Socio-Economically						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Disadvantaged Students.						
Offer professional Development of SIPPS, AVID, SEL, Conscious Discipline, Adopted Core Curriculum Support, and Planning during their PLC						
Fund our Extended Day STEAM program and materials for staff and students						
Fund our Categorical Program Office (CPO) Clerk to support and manage our English Learners and Socio-Economically Disadvantaged Students throughout the school year.						

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Social Emotional Learning and Student Wellness

LEA/LCAP GOAL:

We will provide a welcoming positive safe, culturally responsive environment where students are personally affirmed, explicitly taught social and emotional skills, and receive additional supports to increase their engagement in learning as measured by attendance and suspension rates and the results of student, staff, and stakeholder surveys. The expectation for all staff is to attend professional development opportunities that will promote a positive learning environment: Conscious Discipline, PBIS, AVID, and Diversity Equity Inclusion Training.

SCHOOL GOAL #2:

By May 2023, Franklin School will provide a safe, more culturally responsive environment, where students learn social and emotional skills and receive additional support to increase their engagement in learning as measured by attendance and suspension rates, and results of student, staff, and CHKS (California Healthy Kids Survey).

By May 2023 students will meet or exceed 95% positive daily attendance.

By May 2023 we will provide Social Emotional Learning Lesson to all TK-3rd grade students.

By May 2023 we will decrease our suspension rates below 2.0%.

By May 2023 we provide a safe environment for all students using the CHKS results.

Data Used to Form this Goal:

Attendance Data

Overall Attendance Rates by ADA Month 2021-2022.

ADA 1 79%, ADA 2 89%, ADA 3 92%, ADA 4 94%, ADA 5 89%, ADA 6 79%, ADA 7 90%, ADA 8 90%, ADA 9 94%

2021-2022 Home Suspension Rates:

2 suspension 0.32%

2021-2022 Chronic Absenteeism

Severe Chronic 21.4% 121 students

Chronic 26.7% 151 students

Concerning 29.9% 169 students

Acceptable 18.8% 106 students

Very Good 3.2% 18 students

Counseling Referrals 2021-2022
 30 referrals were submitted to meet with our school counselor

Social-Emotional Lesson by grades

TK/K 26 lessons
 1st grade 18 lessons
 2nd grade 16 lessons
 3rd grade 2 lessons

Findings from the Analysis of this Data:

During the 2021-2022 school year, We maintained 88% average attendance in grades TK-3rd. Many of our students were out due to Covid-19. Students were provided with an Independent packet for the students to complete. Our school counselor scheduled social-emotional lessons during the current school year.

How the School will Evaluate the Progress of this Goal:

To evaluate the progress of this goal, will conduct continuous monitoring attendance, discipline, grades, social-emotional check-ins, risk assessments and other referrals for social-emotional services.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Fund materials and supplies to implement Conscious Discipline with materials and supplies.	2022-2023	Principal, Learning Director and Staff				
Fund our Health and Wellness lunch activities and purchasing play equipment.						
Fund student assemblies to promote anti-bulling, character building and recognize student achievement.						
Fund incentives, supplies and materials to support our site PBIS program.						
Hire a behavior Clinician to support Tier 2/3 student behavior.						
Funds our support staff with supplies						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
and materials for Social-Emotional Learning Lessons for all students.						

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Family and Community Empowerment
LEA/LCAP GOAL:
Empower families and community stakeholders to become full partners in the education of students to ensure all students excel academically, build character, and are productive members of our community.
SCHOOL GOAL #3:
During the 2022-2023 school year, our goal is to increase parental involvement. This will be achieved through enhanced communication through Parent Square, engagement, and more diverse parental education offerings. Franklin School will promote a positive learning environment that values parent involvement, and provides opportunities for students to demonstrate excellent behavior and character.
Data Used to Form this Goal:
Parents/Guardian attendees measured with sign-in sheets for events such as: Back to School Night, Parent-Teacher Conferences, Open House, Parent Teacher Club (PTC), ELAC, SSC, and any other school events.
Findings from the Analysis of this Data:
<p>This 2021-2022 school year, parents attended our first In-Person Open-House. Each classroom had a sign-in sheet for parents.</p> <p>During parent conferences in October and March, parents were allowed to meet with their student's assigned teacher In-Person or via Zoom.</p> <p>Our School Site Council was scheduled monthly to meet via Zoom.</p> <p>Our English Language Advisory Committee was scheduled monthly to meet via Zoom.</p> <p>Our Parent-Teacher Committee was scheduled monthly to meet via Zoom.</p>
How the School will Evaluate the Progress of this Goal:
During the 2022-2023 school year, we will keep track of families and community involvement through sign-in sheets and other attendance records in order to evaluate the total engagement. We will continue to work on improving our partnerships with families and community stakeholders.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Fund postage to mail parent information to attend School	2022-2023					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>activities/Committees. *PTC/SSC/ELAC/.</p> <p>Other family empowerment activities take place throughout the year, such as: Back to School Night, Parent-Teacher Conferences, Open House, Literacy Night, Winter Program, Awards assemblies, movie nights, ASSETS events, and Fall Festival.</p> <p>Support to Interpret during Parent meetings</p> <p>Annual parent and staff surveys are used to evaluate, monitor, and modify school-wide and grade-level specific programs.</p>						
<p>Fund Staff to provide Parent Education Workshop and School Committees and provide Child Care.</p>						
<p>Fund our Family Help Station District established Family Help Station in the front office. School Staff maintains equipment and information being provided at the Family Help Station. The Family Help Station serves purposes, such as, but not limited to:</p> <ul style="list-style-type: none"> • Creating an e-mail account • Registration 						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> • Access to Aeries • Community Resources • Checking student grades • Register through Parent Square 						

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Services

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts/English Language Development, Mathematics, Science, Social

(Applicable to all goals.)

Centralized Services are provided by the District Office, including the departments of Information Technology, State and Federal Programs, Curriculum and Staff Development, Special Education and Pupil Services, and Student Support Services.

In order to receive funds through the Application for Funding Consolidated Categorical Aid Programs, the District assures that it has developed a management system to support and monitor compliant school and district plan development and implementation. The district is accountable for funds used to hire staff and to purchase equipment and services that supplement general fund programs and ensure that all eligible students are served.

Centralized Services are provided by the District Office to comply with these requirements are:

1. Secure funding through Application for Funding Consolidated Categorical Aide Programs.
2. Allocate funds to sites and programs; develop and monitor processes for sites to submit budgets and purchase orders.
3. Monitor programs for compliance and quality; approve expenditures to monitor compliance.
4. Provide staff development support for programs.
5. Provide supplementary services, training and support for parent involvement.
6. Monitor and coordinate Title I, II, III and IV Non-Public School programs.
7. Provide support services to improve academic achievement for all students.
8. Provide professional development and coaching training for staff.
9. Develop and implement the Local Control and Accountability Plan (LCAP) and Federal Addendum.
10. Coordinate intervention programs through a Multi Tiered System of Support
11. Provide assistance to schools identified as Additional Target Support Improvement or Comprehensive Support Improvement
12. Support sites with technical assistance in plan development, implementation and monitoring..
13. Collect data for measurement and evaluation of categorical programs.

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	0824	49,700.00
2000-2999: Classified Personnel Salaries	0824	500.00
3000-3999: Employee Benefits	0824	7,100.00
4000-4999: Books And Supplies	0824	10,050.00
5000-5999: Services And Other Operating	0824	10,500.00
1000-1999: Certificated Personnel Salaries	3010	16,999.00
2000-2999: Classified Personnel Salaries	3010	114,526.00
3000-3999: Employee Benefits	3010	36,677.00
4000-4999: Books And Supplies	3010	12,821.00
5000-5999: Services And Other Operating	3010	14,100.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	272,973.00

Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for School Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Questions for SPSA Annual Evaluation

Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)

- *English Language Arts, Mathematics, English Language Development (ELD), and Social-Emotional Learning
- *Maintain and improve chronic absenteeism in all grade levels
- *Professional Development to support best practices strategies and bridge academic gaps

Identify the major expenditures supporting these priorities.

- *ESG program to track student progress during SIPPS
- *AVID Supplies
- *Nicky Folders
- *PBIS Incentives
- *Health and Wellness Physical Education Equipment
- *Classified Personnel Salaries

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

- *Implementing AVID School-Wide
- *First good teaching Direct Instruction and TAPPLE Strategies
- *PBIS Incentives
- *Provide our site with an Intervention Teacher/Clinician
- *Support our Health and Wellness with PE Equipment
- *Social-Emotional Learning
- *Provide information to our parents through ParentSquare

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

- *We did not hire a behavior Clinician
- *We did not implement our After School STEAM Program
- *Parent Workshop
- *School Assemblies
- *Attendance/Chronic Absentees

What specific actions related to those strategies were eliminated or modified during the year?
We hired an Intervention Teacher and a full time Instructional Aide to support our Tier 2/3 students.

Identify barriers to full or timely implementation of the strategies identified above.
Ongoing home visits with our severe and chronic absenteeism.
Schedule parent workshops to support our parents with Literacy, Math, and Absenteeism.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
We will review our School Site Plan with all stakeholders during the current school year.

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?
*Students returning to school in person and learning routines was challenging.
*Social-Emotional Learning
*RTI in Reading/Math is a concern
*We are using /District Progress Assessments Reading/Math/ WPA/Acadience/ ELPAC/ CFA's

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
We establish AVID goals, Direct Instruction, TAPPLE Strategies, Math and Writing Performance Task, RTI and SIPP's implementation.

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
All strategies are equally important if they are fully implemented.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

- X Lack of timely implementation
- Limited or ineffective professional development to support implementation
- X Lack of effective follow-up or coaching to support implementation
- Not implemented with fidelity
- Not appropriately matched to student needs/student population
- Other:

Based on the analysis of this practice, would you recommend:

Eliminating it from next year's plan

X Continuing it with the following modifications:

Involvement/Governance

How was the SSC involved in development of the plan?

Consistently reviewing and evaluation the School Site Plane throughout the school year.

How were advisory committees involved in providing advice to the SSC?

The advisory committee would provide feedback and recommendation to our School Site Council team.

How was the plan monitored during the school year?

The School Site Plan was monitored monthly during our scheduled SSC, ELA, Leadership, and Staff meetings.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

It is important to review our academic goals periodically throught the school year and monitor our progress and achievements.

Outcomes

Identify any goals in the most recent board approved SPSA that were met.

We are working towards meeting all goals at this time.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.

*ELA/Math/ELD

*Chronic Absenteeism

*Parent involvement

*Daily Attendance Rate

List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.

We are still working on meeting our goals for the current school year.

Based on this information, what might be some recommendations for future steps to meet this goal?

Professional Development on teaching strategies for our entire staff, Student Attendance Review Team (SART) meeting with our severe and chronic absentees. Rigorous instructions for ELA and Math. Continue to focus on AVID, Conscious Discipline and PBIS.

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Cesar Hernandez, Principal	X				
Lee Vang, Learning Director			X		
Inez Ramirez Chair				X	
Janae Rhode, Parent				X	
Catherine Friedman, Teacher		X			
Mary Moua, Teacher		X			
r					
Numbers of members of each category:	1	2	1	2	0

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature



X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

X Other committees established by the school or district (list):

Leadership Team

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on June 21, 2022.

Attested:

Cesar Hernandez

Typed Name of School Principal



Signature of School Principal

April 6, 2022

Date

Inez Ramirez

Typed Name of SSC Chairperson



Signature of SSC Chairperson

April 6, 2022

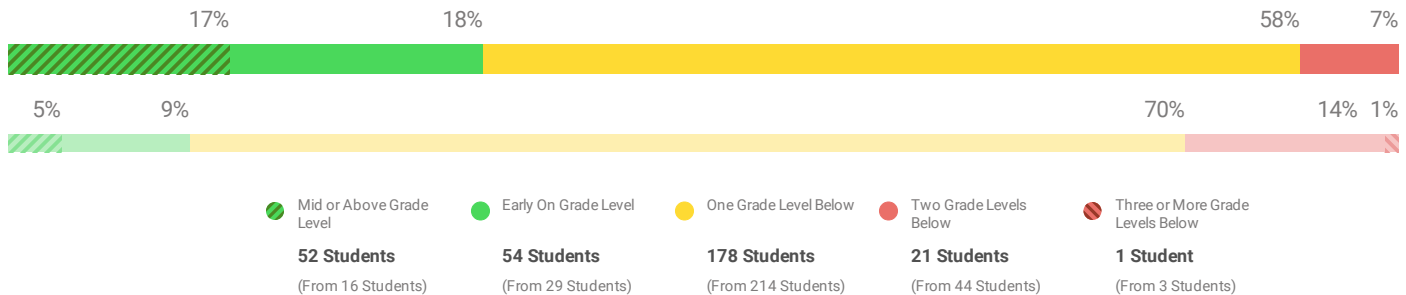
Date

Diagnostic Results

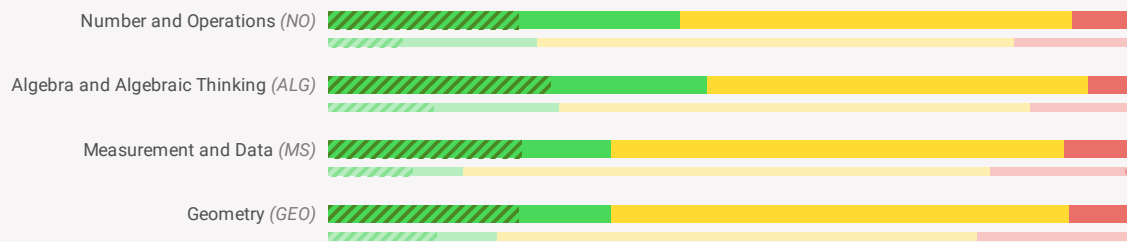
School: FRANKLIN ELEM SCHOOL
 Subject: Math
 Academic Year: 2021 - 2022
 Diagnostic: DPA 3 (K-8)
 Prior Diagnostic: DPA 2

Overall Placement

Students Assessed/Total: 306/565



Placement by Domain



Switch Table View

Show Results By

Placement Summary

Grade

Showing 4 of 4

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K	DPA 3 (K-8)	26%	15%	59%	0%	0%	78/182
	DPA 2	9%	12%	79%	0%	0%	
Grade 1	DPA 3 (K-8)	14%	12%	69%	6%	0%	121/167
	DPA 2	4%	9%	68%	19%	0%	

Diagnostic Results



School FRANKLIN ELEM SCHOOL
Subject Math
Academic Year 2021 - 2022
Diagnostic DPA 3 (K-8)
Prior Diagnostic DPA 2

Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade 2	DPA 3 (K-8)		18%	31%	38%	13%	0%	68/172
	DPA 2		4%	10%	66%	19%	0%	
Grade 3	DPA 3 (K-8)		8%	18%	59%	13%	3%	39/44
	DPA 2		3%	5%	64%	21%	8%	

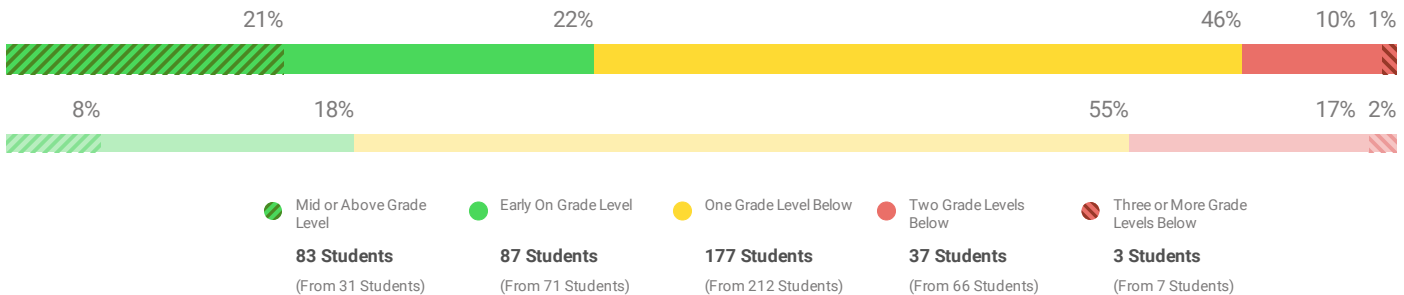
Diagnostic Results



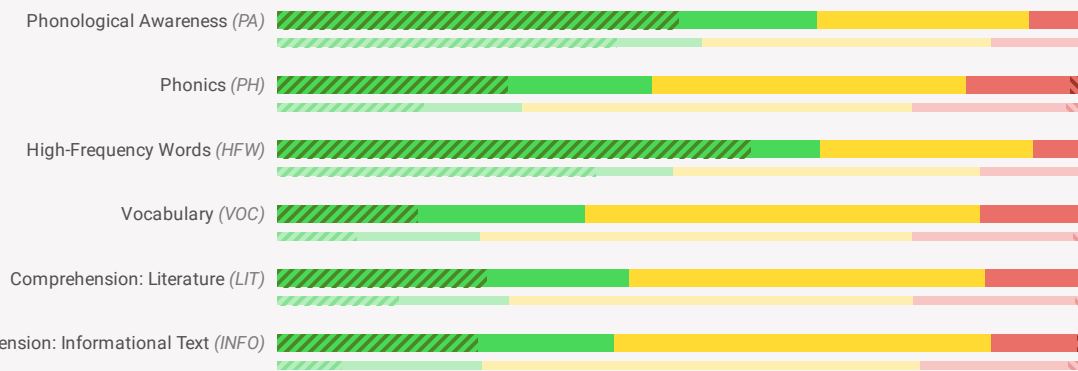
School: FRANKLIN ELEM SCHOOL
 Subject: Reading
 Academic Year: 2021 - 2022
 Diagnostic: DPA 3 (K-8)
 Prior Diagnostic: DPA 2

Overall Placement

Students Assessed/Total: 387/565



Placement by Domain



Switch Table View

Show Results By

Placement Summary

Grade

Showing 4 of 4

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K	DPA 3 (K-8)		25%	38%	36%	0%	107/182
	DPA 2		7%	25%	68%	0%	

Diagnostic Results



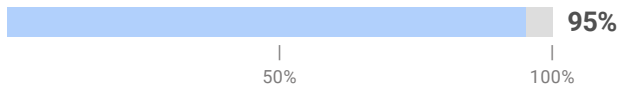
School: FRANKLIN ELEM SCHOOL
 Subject: Reading
 Academic Year: 2021 - 2022
 Diagnostic: DPA 3 (K-8)
 Prior Diagnostic: DPA 2

Grade	Overall Grade-Level Placement						Students Assessed/Total	
Grade 1	DPA 3 (K-8)		14%	11%	69%	6%	0%	121/167
	DPA 2		7%	6%	68%	20%	0%	
Grade 2	DPA 3 (K-8)		30%	18%	35%	17%	0%	115/172
	DPA 2		12%	19%	42%	27%	0%	
Grade 3	DPA 3 (K-8)		11%	27%	32%	23%	7%	44/44
	DPA 2		5%	34%	20%	25%	16%	

School: FRANKLIN ELEM SCHOOL
 Subject: Reading
 Academic Year: 2021 - 2022
 Comparison Diagnostic: DPA 3 (K-8)

Students Assessed/Total: 413/565

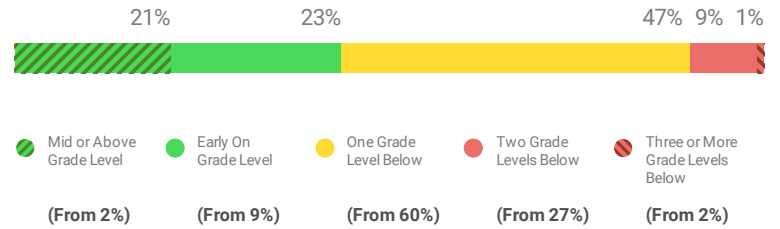
Progress to Annual Typical Growth (Median)



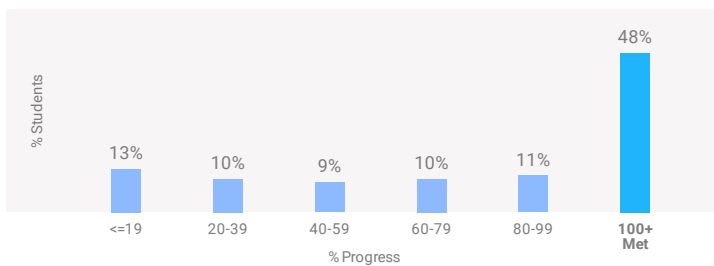
The median percent progress towards Typical Growth for this school is 95%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

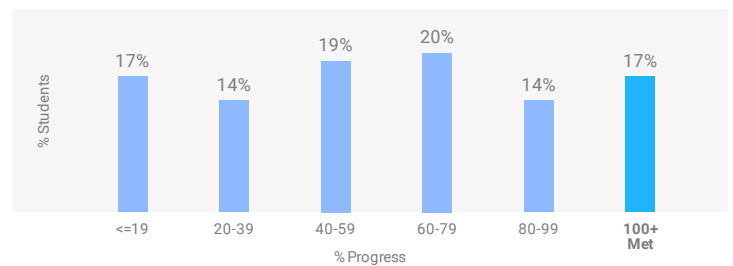
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Show Results By

Grade

Showing 4 of 4

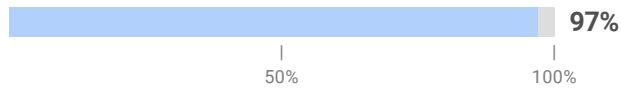
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	78%	38%	56%	11%	58%	122/182
Grade 1	87%	40%	54%	11%	53%	131/167
Grade 2	122%	65%	78%	32%	67%	116/172
Grade 3	114%	57%	57%	11%	61%	44/44

Diagnostic Growth

School: FRANKLIN ELEM SCHOOL
 Subject: Math
 Academic Year: 2021 - 2022
 Comparison Diagnostic: DPA 3 (K-8)

Students Assessed/Total: 341/565

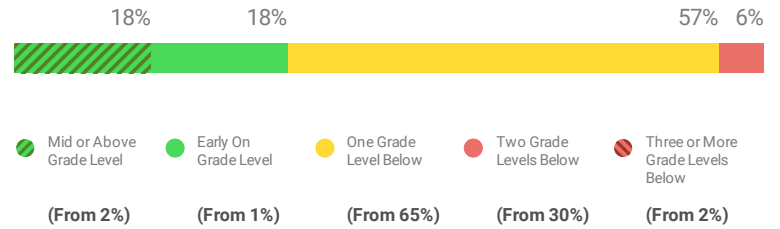
Progress to Annual Typical Growth (Median)



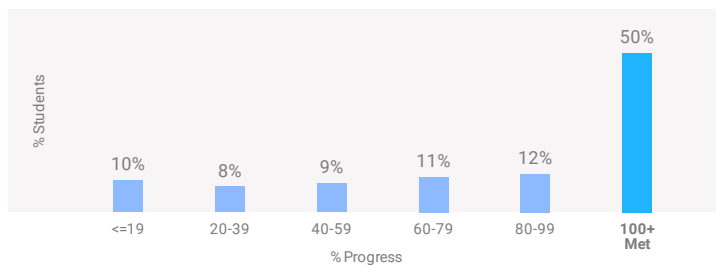
The median percent progress towards Typical Growth for this school is 97%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

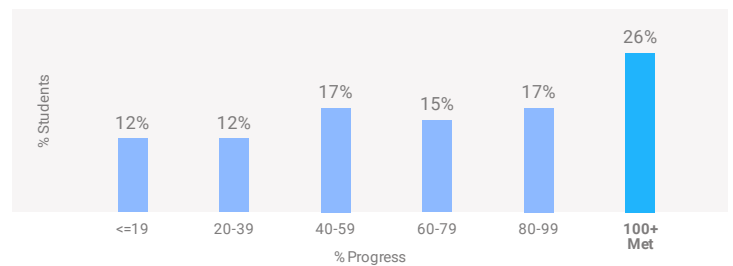
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Show Results By

Grade

Showing 4 of 4

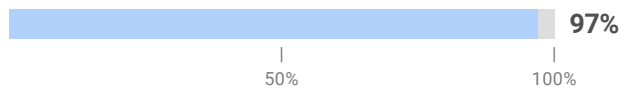
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	87%	39%	71%	28%	39%	104/182
Grade 1	83%	40%	59%	16%	53%	128/167
Grade 2	146%	74%	95%	43%	74%	70/172
Grade 3	115%	67%	74%	26%	79%	39/44

Diagnostic Growth

School: FRANKLIN ELEM SCHOOL
 Subject: Math
 Academic Year: 2021 - 2022
 Comparison Diagnostic: DPA 3 (K-8)

Students Assessed/Total: 341/565

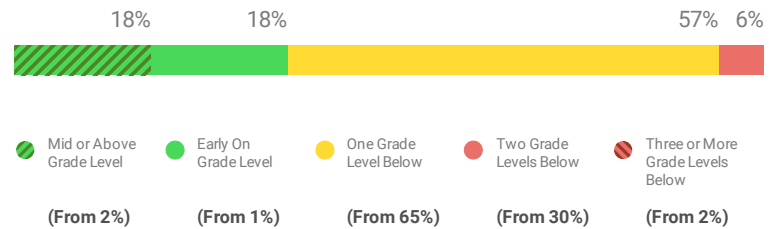
Progress to Annual Typical Growth (Median)



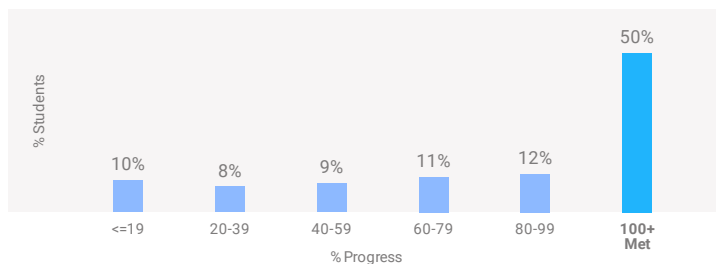
The median percent progress towards Typical Growth for this school is 97%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

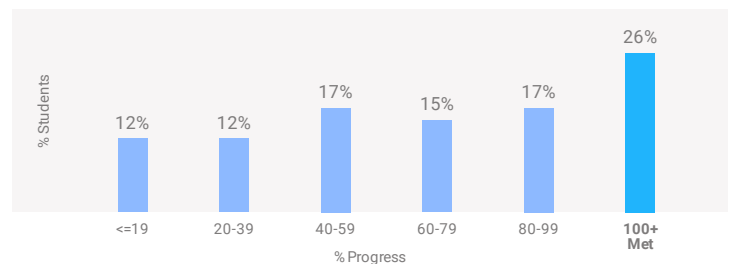
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Show Results By

Economically Disadvantaged

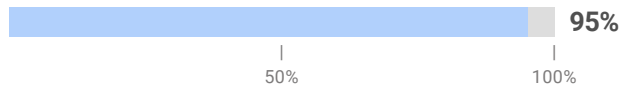
Showing 2 of 2

Economically Disadvantaged	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Economically Disadvantaged	97%	50%	72%	26%	54%	291/482
Not Reported	100%	51%	76%	25%	71%	51/83

School: FRANKLIN ELEM SCHOOL
 Subject: Reading
 Academic Year: 2021 - 2022
 Comparison Diagnostic: DPA 3 (K-8)

Students Assessed/Total: 413/565

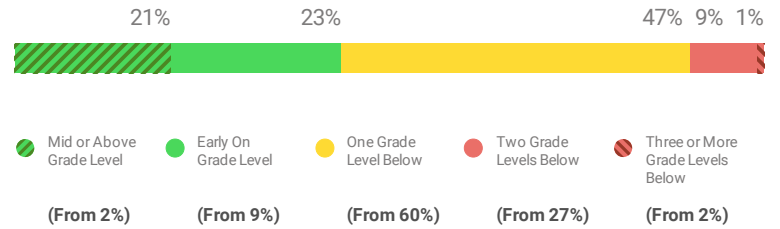
Progress to Annual Typical Growth (Median)



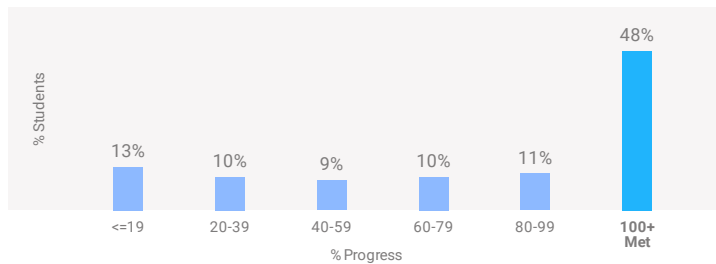
The median percent progress towards Typical Growth for this school is 95%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

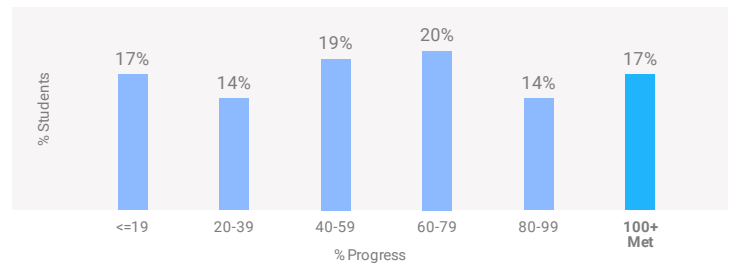
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Show Results By

Economically Disadvantaged

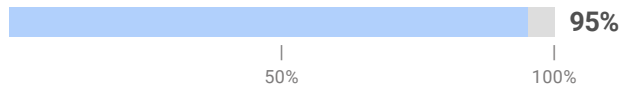
Showing 2 of 2

Economically Disadvantaged	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Economically Disadvantaged	93%	47%	59%	16%	59%	354/482
Not Reported	103%	56%	73%	21%	64%	61/83

School FRANKLIN ELEM SCHOOL
Subject Reading
Academic Year 2021 - 2022
Comparison Diagnostic DPA 3 (K-8)

Students Assessed/Total: **413/565**

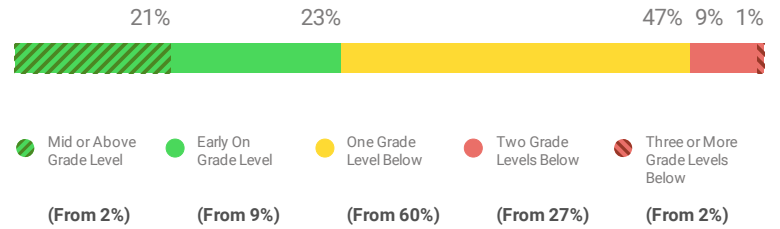
Progress to Annual Typical Growth (Median)



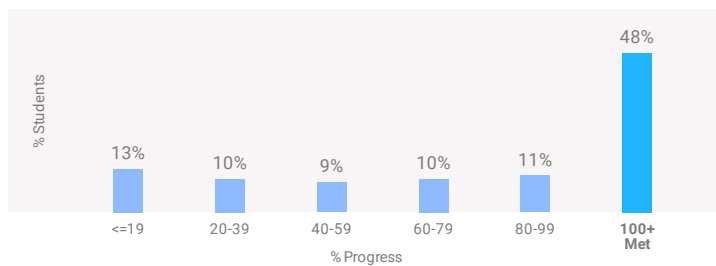
The median percent progress towards Typical Growth for this school is 95%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

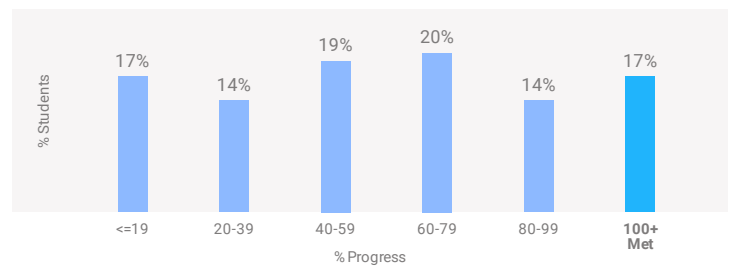
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Show Results By

English Learner

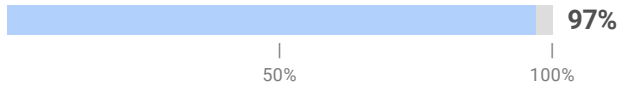
Showing 2 of 2

English Learner	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - English Learner	82%	40%	52%	10%	54%	78/98
No - English Learner	100%	50%	64%	19%	61%	337/467

School: FRANKLIN ELEM SCHOOL
 Subject: Math
 Academic Year: 2021 - 2022
 Comparison Diagnostic: DPA 3 (K-8)

Students Assessed/Total: 341/565

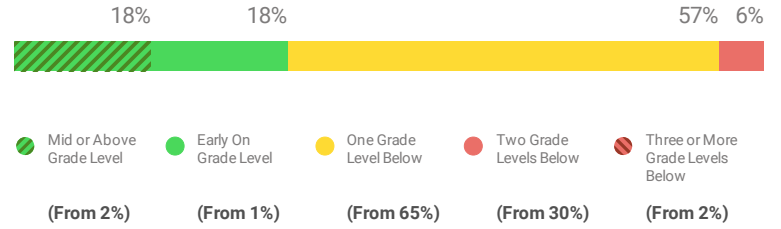
Progress to Annual Typical Growth (Median)



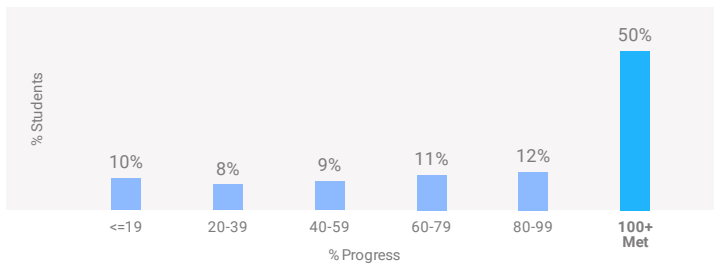
The median percent progress towards Typical Growth for this school is 97%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

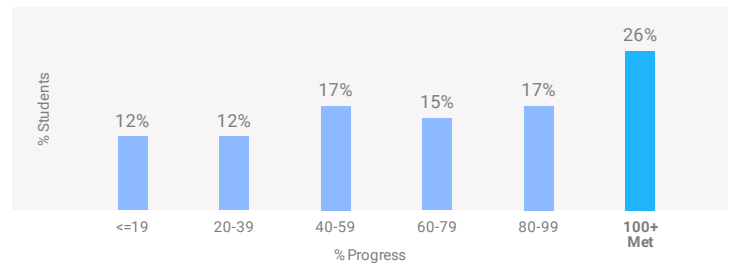
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Show Results By

English Learner

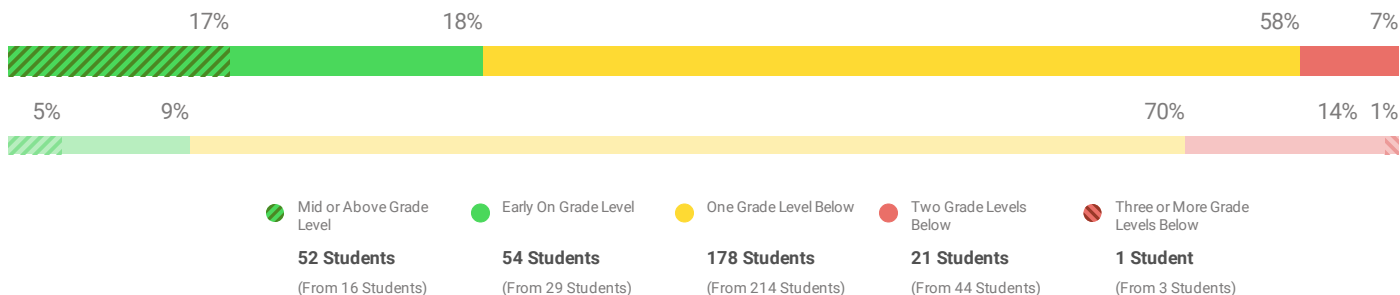
Showing 2 of 2

English Learner	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - English Learner	89%	42%	64%	23%	53%	57/98
No - English Learner	100%	51%	74%	27%	57%	284/467

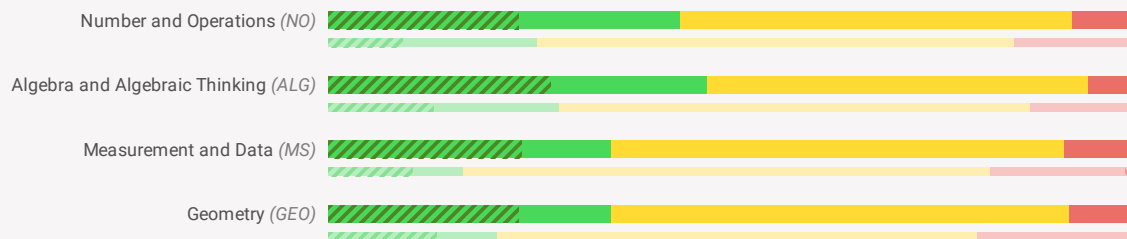
School: FRANKLIN ELEM SCHOOL
 Subject: Math
 Academic Year: 2021 - 2022
 Diagnostic: DPA 3 (K-8)
 Prior Diagnostic: DPA 2

Overall Placement

Students Assessed/Total: 306/565



Placement by Domain



Switch Table View

Show Results By

Placement Summary

Economically Disadvantaged

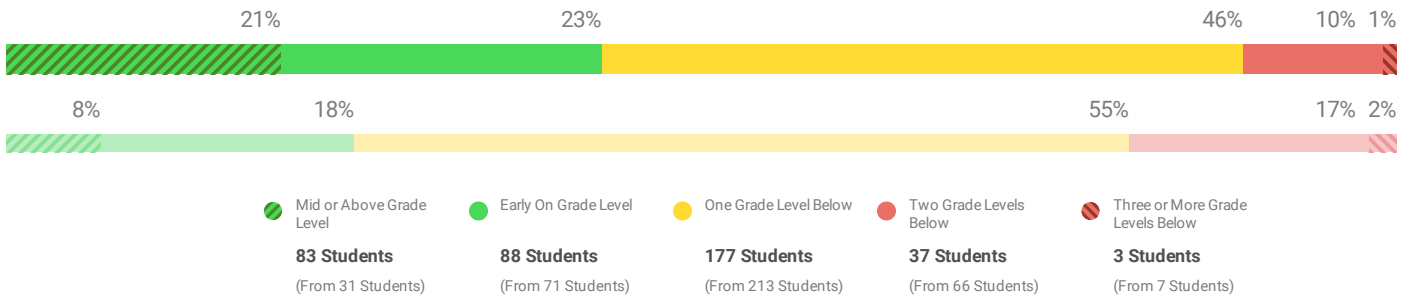
Showing 2 of 2

Economically Disadvantaged	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total	
Yes - Economically Disadvantaged	DPA 3 (K-8)		16%	17%	60%	7%	0%	262/482
	DPA 2		5%	10%	70%	15%	1%	
Not Reported	DPA 3 (K-8)		19%	26%	49%	4%	2%	47/83
	DPA 2		9%	6%	72%	11%	2%	

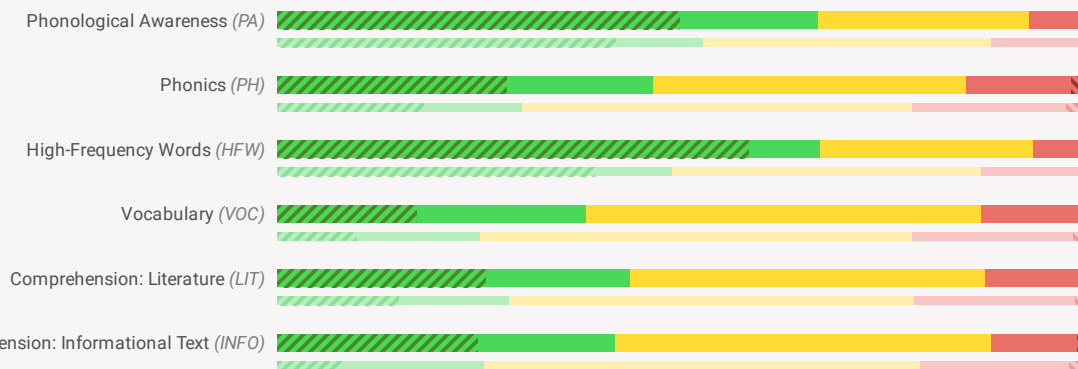
School: FRANKLIN ELEM SCHOOL
 Subject: Reading
 Academic Year: 2021 - 2022
 Diagnostic: DPA 3 (K-8)
 Prior Diagnostic: DPA 2

Overall Placement

Students Assessed/Total: 388/565



Placement by Domain



Switch Table View

Show Results By

Placement Summary

Economically Disadvantaged

Showing 2 of 2

Economically Disadvantaged		Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - Economically Disadvantaged	DPA 3 (K-8)		20%	22%	48%	10%	0%	331/482
	DPA 2		7%	17%	56%	18%	2%	

Diagnostic Results



School FRANKLIN ELEM SCHOOL
Subject Reading
Academic Year 2021 - 2022
Diagnostic DPA 3 (K-8)
Prior Diagnostic DPA 2

Economically Disadvantaged	Overall Grade-Level Placement						Students Assessed/Total	
Not Reported	DPA 3 (K-8)		31%	25%	34%	7%	3%	61/83
	DPA 2		11%	23%	51%	11%	3%	

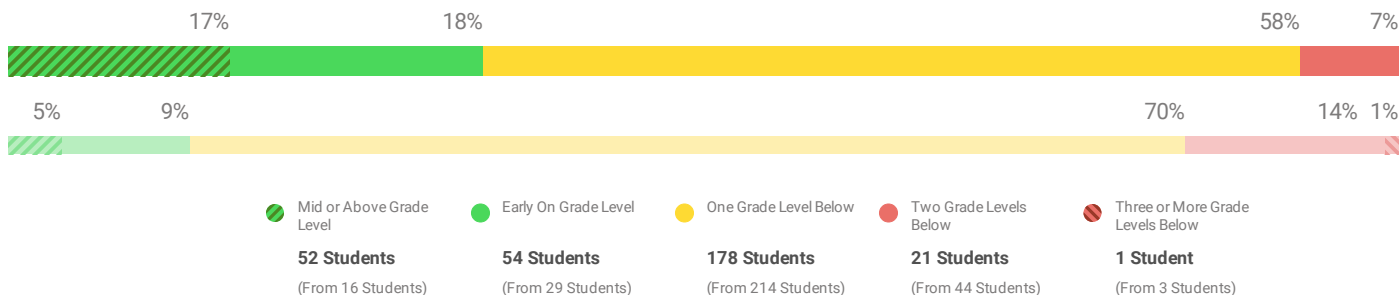
Diagnostic Results



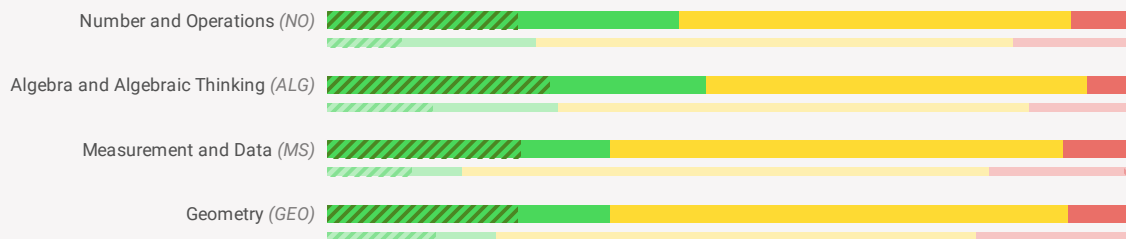
School: FRANKLIN ELEM SCHOOL
 Subject: Math
 Academic Year: 2021 - 2022
 Diagnostic: DPA 3 (K-8)
 Prior Diagnostic: DPA 2

Overall Placement

Students Assessed/Total: 306/565



Placement by Domain



Switch Table View

Show Results By

Placement Summary

English Learner

Showing 2 of 2

English Learner	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - English Learner	DPA 3 (K-8)	4%	13%	72%	11%	0%	47/98
	DPA 2	4%	2%	64%	26%	4%	
No - English Learner	DPA 3 (K-8)	19%	19%	55%	6%	0%	260/467
	DPA 2	5%	11%	71%	12%	0%	

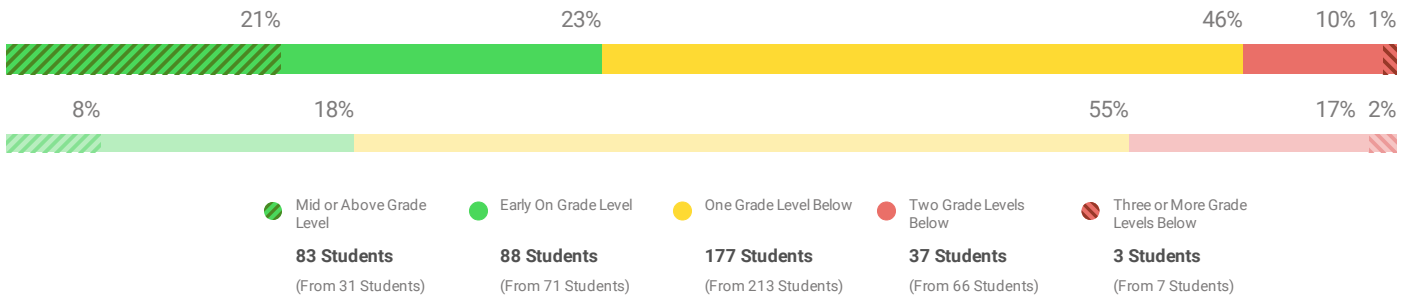
Diagnostic Results



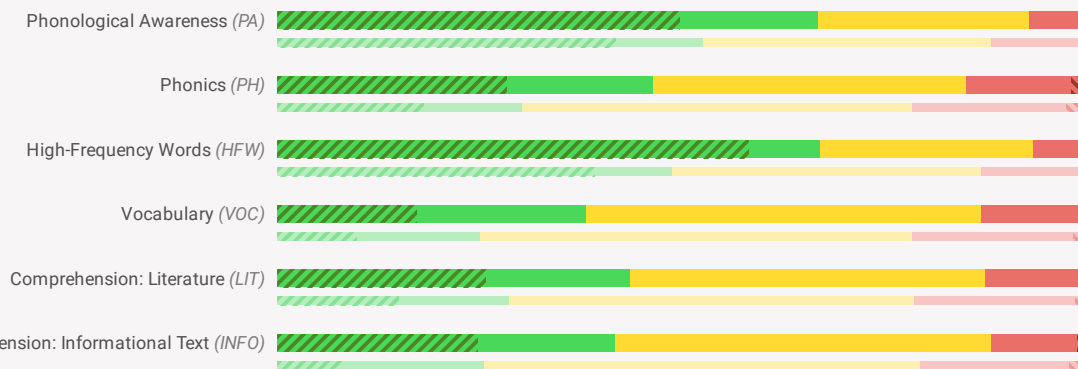
School: FRANKLIN ELEM SCHOOL
 Subject: Reading
 Academic Year: 2021 - 2022
 Diagnostic: DPA 3 (K-8)
 Prior Diagnostic: DPA 2

Overall Placement

Students Assessed/Total: 388/565



Placement by Domain



Switch Table View

Show Results By

Placement Summary

English Learner

Showing 2 of 2

English Learner		Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - English Learner	DPA 3 (K-8)		8%	12%	61%	18%	2%	66/98
	DPA 2		0%	11%	55%	30%	5%	

Diagnostic Results



School FRANKLIN ELEM SCHOOL
Subject Reading
Academic Year 2021 - 2022
Diagnostic DPA 3 (K-8)
Prior Diagnostic DPA 2

English Learner		Overall Grade-Level Placement						Students Assessed/Total
No - English Learner	DPA 3 (K-8)		24%	25%	43%	8%	1%	322/467
	DPA 2		10%	20%	55%	14%	1%	



Franklin Elementary School

2736 N. Franklin Road Merced, CA 95348 Phone: 209-385-6623,

Cesar Hernandez-Principal

Lee Vang- Learning Director

FRANKLIN ELEMENTARY SCHOOL School Site Council Bylaws

ARTICLE 1 – NAME

The name of this council is the Franklin Elementary School Site Council of the Merced City School District.

ARTICLE 2 – PURPOSE

The purpose of the committee is:

1. Participation in planning the school-wide programs;
2. Ongoing review of the implementation of the school-wide program and the periodic assessment of the effectiveness of the program;
3. Annual review of the Compensatory Education program, recommendation of the new budget consistent with state and federal guidelines, and, as necessary, modification of the school-wide plan to reflect changing needs and priorities;
4. Informing parents and providing opportunities for parental involvement;
5. Submit the plan for approval by the local governing board.

ARTICLE 3 – MEMBERSHIP REQUIREMENTS

1. At least one-half of the members will be parents/guardians of children currently enrolled at Franklin Elementary School.
2. The council may include parents, teachers, classified personnel, support personnel, administrators, and community members.
3. Members serve for two years. Half of each representative group shall be elected during odd years, and the remaining number elected during even years.
4. A member shall no longer hold membership should he/she cease to reside or work in the school area or resign by submitting a written resignation. Membership shall automatically terminate when a member has three unexcused absences from regular meetings.
5. Any vacancy on the committee shall be filled for the remainder of the unexpired term through appointment of SSC and by a two-thirds vote of the membership.

ARTICLE 4 – OFFICERS AND THEIR ELECTION

1. The officers of this committee shall be chairperson, vice chairperson, and a recording secretary. These officers shall be elected annually and shall serve in this capacity for one year. The term of office shall be from October 1st through September 30th.
2. Nomination and election of officers shall be made at the meeting held in October. Election shall be by ballot. If there is but one nominee for any office, the ballot for that office may be dispensed with and the election held by voice vote.
3. Officers shall serve a term of one year. Officers shall assume their duties the first meeting in the year. Vacancies in office shall be filled by the School Site Council.

ARTICLE 5 – DUTIES OF OFFICERS

1. The chairperson shall preside at all meetings of the committee.
2. In the absence of the chairperson, the vice chairperson shall assume the duties of the chairperson.
3. The recording secretary shall keep an accurate record of the proceedings of all meetings, and shall keep a current list of all members of the committee.

ARTICLE 6 – DUTIES OF COUNCIL MEMBERS

1. It is the duty of all council members to attend meetings, discuss issues presented to them, make motions and vote on each topic submitted to a vote.

ARTICLE 7 – MEETINGS

1. A simple majority of the membership constitutes a quorum. Each member, including the principal is entitled to one vote and may cast that vote on any matter submitted to a vote of the council. Absentee ballots shall not be permitted.

ARTICLE 8 – AMENDMENTS

1. These bylaws may be amended at any meeting by a two-thirds vote of the membership.
2. The meetings will be governed by these bylaws. Any dispute will be settled according to Robert's Rules of Order.