



Franklin Middle School

School Plan for Student Achievement
2025-2026

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

The SPSA contains the following:

Needs Assessment-

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

Accountability Measure I: Increase Achievement-

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

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- School Site Council (SSC) Membership
- English Learner Advisory Committee (ELAC) Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and

subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Strategic Plan and the Local Control Accountability Plan (LCAP) of the Long Beach Unified School District (LBUSD) into the SPSA. The LCAP Goals are presented at: <https://www.lbschools.net/lcap>. The LCAP Federal Addendum is presented at: <https://www.lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans>

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

Progress and components of LBUSD's Strategic Plan, viewable at <https://www.lbschools.net/departments/vision-2035/strategic-plan>, are rooted in the following core values:

- Centering student needs and voice
- Authentic community engagement and collaboration
- Culture of innovation and creativity
- Diversity and inclusion
- Environment that fosters connection, respect and safety
- Equity and social justice
- Excellence and accountability through continuous improvement
- Fostering joy and commitment
- Integrity and responsible leadership

The Board of Education has set goals to help guide the district and schools:

Goal 1: Reading: Proficiency

The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC (Smarter Balanced Assessment System) will grow from 48% in June 2023 to 70% by June 2028.

Goal 2: Reading: Acceleration

The percentage of students in Grades 4-8 scoring at the “Not Met” achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

Goal 3: Algebra Proficiency

In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

Goal 4: College & Career Readiness

In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028

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

DCAC Recommendations:

- Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.
- Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

DELAC Recommendations:

Provide parent workshops to build capacity on specific topics such as the Local Control Funding Formula (LCFF), LCAP and SSC to better understand how each functions; ways to support English Learners in order to reclassify sooner; tips on effectively communicating and partnering with school staff.

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020:

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. For this reason, the Governing Board will have a written parent involvement policy developed jointly with and agreed upon by parents/guardians and applicable to non-Title I schools.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 United States Code (U.S.C.) § 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall

conduct outreach to all parents/guardians and family members.
California Education Code § 11503; 20 U.S.C. § 6318

When the district's Title I, Part A allocation exceeds the amount specified in 20 U.S.C. § 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 U.S.C. § 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities.
20 U.S.C § 6318

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

Comprehensive Needs Assessment: English-Language Arts

ELA Findings

ELA Findings – 2025 SBAC & iReady Reading Diagnostic

Overall Performance:

34% of students scored Met/Exceeded on the 2025 SBAC-ELA.

50% of students met their Above/Accelerated Growth Target on the 2025 SBAC-ELA.

23% of students who scored Not Met achieved their Scale Score Growth Target on the 2025 SBAC-ELA.

15% of students who scored Not Met achieved their Stretch Growth Target on the 2025 iReady Reading Diagnostic #3.

Subgroup Performance – SBAC-ELA

African American (AA):

2022–2023: 29.2% | 2024–2025: 29.0% | Change: -0.2%

English Learners (ELL):

2022–2023: 6.4% | 2024–2025: 3.0% | Change: -3.4%

Special Education (SPED):

2022–2023: N/A | 2024–2025: 9.7% | Change: —

Homeless Students:

2022–2023: 26.1% | 2024–2025: 20.9% | Change: -5.2%

Hispanic Students:

2022–2023: 34.4% | 2024–2025: 32.3% | Change: -2.1%

Socioeconomically Disadvantaged (SED):

2022–2023: 35.4% | 2024–2025: 34.4% | Change: -1.0%

Long-Term English Learners (LTEL):

2022–2023: 32.3% | 2024–2025: 32.3% | Change: 0.0%

Summary of Findings

Overall, ELA proficiency remains a challenge, with only 34% of students meeting or exceeding standards.

ELL and Homeless students showed the largest declines from 2022–2023 to 2024–2025.

AA, Hispanic, and SED students showed slight decreases, while LTEL performance remained stable.

Growth targets indicate that half of all students are meeting accelerated goals, but a smaller proportion of Not Met students are reaching scale or stretch growth targets, highlighting areas for targeted interventions.

ELA Goals

SBAC-ELA & Instructional Practice Action Plan 2025–2026

Goal 1: Increase Above/Accelerated Growth Target on SBAC-ELA

Objective: Increase the schoolwide percentage of students meeting their Above/Accelerated Growth Target from 50% (2025) to 57% by June 2026

Actions:

- * Implement targeted small group instruction for students near and above grade-level
- * Conduct quarterly SBAC-aligned performance task practice in ELA classrooms
- * Provide professional development on high-impact ELA strategies and differentiation

Progress Monitoring:

- * Quarterly SBAC interim assessments
- * Classroom observation feedback focused on differentiated instruction
- * Teacher data review meetings each quarter to track student progress

Goal 2: Increase Scale Score Growth for Not Met Students on SBAC-ELA

Objective: Increase the percentage of Not Met students meeting their Scale Score Growth Target from 23% (2025) to 45% by June 2026

Actions:

- * Provide targeted intervention blocks (e.g., Sunday Intervention) for Not Met students
- * Implement scaffolded writing and reading lessons aligned to SBAC standards
- * Incorporate progress-monitoring tools (i-Ready, formative assessments) in ELA classes

Progress Monitoring:

- * Bi-monthly review of i-Ready Reading Diagnostic data
- * Weekly progress check-ins with intervention teachers
- * Adjust intervention plans based on data trends

Goal 3: Increase Stretch Growth on i-Ready Reading

Objective: Increase the percentage of Not Met students meeting their Stretch Growth Target from 15% (2025) to 28% by June 2026

Actions:

- * Assign i-Ready adaptive lessons to all Not Met students and monitor completion
- * Provide teacher-led small group instruction focusing on Stretch skills
- * Integrate reading fluency and comprehension exercises into daily lessons

Progress Monitoring:

- * Monthly i-Ready Diagnostic reports and completion tracking
- * Teacher data meetings to review student Stretch growth
- * Adjust instruction weekly based on i-Ready skill gap analysis

Goal 4: Improve Student Performance on Department Common Quarterly Assessments

Objective: By June 2026, 70% of students will score Met/Exceeded on ELA, Science, and History common quarterly assessments

Actions:

- * Develop common quarterly assessments aligned to standards across ELA, Science, and History
- * Implement collaborative teacher planning to analyze student work

- * Provide targeted reteach sessions after each assessment

Progress Monitoring:

- * Quarterly assessment data reviewed by departments
- * Identify trends in standard mastery and plan interventions
- * Share results with leadership and adjust instruction as needed

Goal 5: Increase Daily SBAC Level Prove-It Performance

Objective: By June 2026, 70% of students will score Met/Exceeded on Daily SBAC Level Prove-Its in ELA, Science, History, Electives, and PE

Actions:

- * Integrate daily SBAC-aligned short assessments (“Prove-Its”) into all relevant classes
- * Provide immediate feedback and reteach based on student responses
- * Use results to guide small group instruction and intervention

Progress Monitoring:

- * Daily and weekly review of Prove-It results by classroom teachers
- * Identify students needing targeted support and adjust instruction
- * Monthly department review of overall trends and adjustments

Goal 6: Achieve Subgroup Growth Targets on SBAC-ELA

Objective: By June 2026, increase SBAC-ELA performance for specific subgroups:

- * African American (AA): 32.0%
- * English Learners (ELL): 6.0%
- * Special Education (SPED): 12.7%
- * Homeless Students: 23.9%
- * Hispanic Students: 35.3%
- * Socioeconomically Disadvantaged (SED): 37.4%
- * Long-Term English Learners (LTEL): 35.3%

Actions:

- * Monitor subgroup performance on SBAC interim assessments and Prove-Its
- * Provide targeted interventions and small group support for underperforming subgroups
- * Conduct quarterly meetings to analyze subgroup data and adjust instructional strategies

Progress Monitoring:

- * Quarterly review of subgroup growth toward targets
- * Adjust intervention and classroom strategies based on data trends
- * Share progress with leadership and instructional teams

Comprehensive Needs Assessment: Mathematics

Math Findings

Overall Performance:

22% of students scored Met/Exceeded on the 2025 SBAC-Math.

51% of students met their Above/Accelerated Growth Target on the 2025 SBAC-Math.

15% of Black/African American (AA) students were on or above grade level in the Algebra and Algebraic Thinking domain on the iReady Math Diagnostic #3.

Subgroup Performance – SBAC-Math

African American (AA):

2022–2023: 12.5% | 2024–2025: 15.0% | Change: +2.5%

English Learners (ELL):

2022–2023: 3.7% | 2024–2025: 3.8% | Change: +0.1%

Special Education (SPED):

2022–2023: 2.8% | 2024–2025: 2.8% | Change: 0.0%

Homeless Students:

2022–2023: 10.7% | 2024–2025: 17.1% | Change: +6.4%

Hispanic Students:

2022–2023: 19.5% | 2024–2025: 21.2% | Change: +1.7%

Socioeconomically Disadvantaged (SED):

2022–2023: 20.3% | 2024–2025: 22.8% | Change: +2.5%

Long-Term English Learners (LTEL):

2022–2023: 18.0% | 2024–2025: 22.9% | Change: +4.9%

Summary of Findings

Overall Math proficiency remains low, with only 22% of students meeting or exceeding standards.

AA and ELL students remain the lowest-performing subgroups, though AA students show slight growth.

Homeless and LTEL students show the most significant gains over the two-year period.

While over half of all students are meeting Above/Accelerated Growth Targets, there is a need to increase proficiency among Not Met students, particularly in Algebra and Algebraic Thinking.

Math Goals

SBAC-Math Action Plan 2025–2026

Goal 1: Increase Above/Accelerated Growth Target on SBAC-Math

Objective: Increase the schoolwide percentage of students meeting their Above/Accelerated Growth Target from 51% (2025) to 58% by June 2026

Actions:

- * Implement targeted small group instruction for students near and above grade-level
 - * Conduct quarterly SBAC-aligned performance task practice in Math classrooms
 - * Provide professional development on high-impact Math strategies and differentiation
- Progress Monitoring:
- * Quarterly SBAC interim assessments
 - * Classroom observation feedback focused on differentiated instruction
 - * Teacher data review meetings each quarter to track student progress

Goal 2: Increase Algebra/Algebraic Thinking Performance for Black/African American Students

Objective: Increase the percentage of Black/African American students who are on or above grade level in the Algebra and Algebraic Thinking domain on i-Ready Math Diagnostic #3 from 15% (2025) to 39% by June 2026

Actions:

- * Provide targeted intervention blocks focusing on Algebra and Algebraic Thinking
 - * Implement scaffolded lessons aligned to domain standards
 - * Monitor student progress using i-Ready and formative Math assessments
- Progress Monitoring:
- * Review i-Ready Math Diagnostic #3 data monthly
 - * Weekly teacher check-ins to monitor targeted subgroup progress
 - * Adjust interventions and instructional strategies based on data trends

Goal 3: Improve Student Performance on Department Common Quarterly Assessments

Objective: By June 2026, 70% of students will score Met/Exceeded on Math common quarterly assessments

Actions:

- * Develop common quarterly assessments aligned to Math standards
 - * Implement collaborative teacher planning to analyze student work
 - * Provide targeted reteach sessions after each assessment
- Progress Monitoring:
- * Quarterly assessment data reviewed by the Math Department
 - * Identify trends in standard mastery and plan interventions
 - * Share results with leadership and adjust instruction as needed

Goal 4: Increase Daily SBAC Level Prove-It Performance

Objective: By June 2026, 70% of students will score Met/Exceeded on Daily SBAC Level Prove-Its aligned to Math standards

Actions:

- * Integrate daily SBAC-aligned short assessments (“Prove-Its”) into all Math classes
- * Provide immediate feedback and reteach based on student responses
- * Use results to guide small group instruction and intervention

Progress Monitoring:

- * Daily and weekly review of Prove-It results by Math teachers
- * Identify students needing targeted support and adjust instruction
- * Monthly department review of overall trends and adjustments

Goal 5: Achieve Subgroup Growth Targets on SBAC-Math

Objective: By June 2026, increase SBAC-Math performance for specific subgroups:

- * African American (AA): 18.0%
- * English Learners (ELL): 6.8%
- * Special Education (SPED): 5.8%
- * Homeless Students: 20.1%
- * Hispanic Students: 24.2%
- * Socioeconomically Disadvantaged (SED): 25.8%
- * Long-Term English Learners (LTEL): 25.9%

Actions:

- * Monitor subgroup performance on SBAC interim assessments and Prove-Its
- * Provide targeted interventions and small group support for underperforming subgroups
- * Conduct quarterly meetings to analyze subgroup data and adjust instructional strategies

Progress Monitoring:

- * Quarterly review of subgroup growth toward targets
- * Adjust intervention and classroom strategies based on data trends
- * Share progress with leadership and instructional teams

Comprehensive Needs Assessment: English Learners

English Learner Findings

Data Findings:

ELA Performance

English Learners (ELLs): Performance decreased from 6.4% in 2022–2023 to 3.0% in 2024–2025, showing a decline of 3.4 percentage points.

Long-Term English Learners (LTELs): Performance remained stable at 32.3% between 2022–2023 and 2024–2025, with no change.

Math Performance

English Learners (ELLs): Performance slightly increased from 3.7% in 2022–2023 to 3.8% in 2024–2025, reflecting a +0.1 percentage point change.

Long-Term English Learners (LTELs): Performance improved from 18.0% in 2022–2023 to 22.9% in 2024–2025, showing a +4.9 percentage point increase.

Summary:

ELLs show a decline in ELA proficiency and minimal growth in Math, indicating a continued need for targeted support.

LTELs remain stable in ELA but demonstrate notable growth in Math, suggesting that interventions in Math may be yielding positive results.

English Learner Goals

ELL & LTEL Action Plan 2025–2026

Goal 1: Increase SBAC-ELA Performance for English Learners (ELLs)

Objective: By June 2026, 6% of Franklin’s ELLs will score Met/Exceeded on the SBAC-ELA, a 3% increase from 3% in 2025

Actions:

- * Provide targeted ELA interventions for ELL students using small group instruction
- * Implement scaffolded lessons aligned to SBAC standards with ELL supports (e.g., sentence frames, vocabulary previews)

* Monitor student progress using i-Ready Reading Diagnostic and formative assessments

Progress Monitoring:

- * Monthly review of i-Ready Reading Diagnostic data for ELLs
- * Teacher check-ins to monitor progress and adjust interventions
- * Quarterly review of SBAC interim assessment results

Goal 2: Increase SBAC-Math Performance for English Learners (ELLs)

Objective: By June 2026, 7% of Franklin's ELLs will score Met/Exceeded on the SBAC-Math, a 3% increase from 3.8% in 2025

Actions:

- * Provide targeted Math interventions for ELL students focusing on key standards
- * Use scaffolded instruction and visual/math supports to increase comprehension
- * Monitor student progress using i-Ready Math Diagnostic and formative assessments

Progress Monitoring:

- * Monthly review of i-Ready Math Diagnostic data for ELLs
- * Weekly teacher check-ins to review intervention effectiveness
- * Quarterly review of SBAC interim assessment results

Goal 3: Increase SBAC-ELA Performance for Long-Term English Learners (LTELs)

Objective: By June 2026, 35% of Franklin's LTELs will score Met/Exceeded on the SBAC-ELA, a 3% increase from 32.3% in 2025

Actions:

- * Provide intensive ELA interventions and small group instruction for LTELs
- * Implement scaffolded lessons and writing support aligned to SBAC standards
- * Use formative assessments and i-Ready Reading Diagnostic to track progress

Progress Monitoring:

- * Monthly review of LTEL i-Ready Reading Diagnostic data
- * Teacher check-ins to monitor student growth and adjust instruction
- * Quarterly review of SBAC interim assessment results

Goal 4: Increase SBAC-Math Performance for Long-Term English Learners (LTELs)

Objective: By June 2026, 26% of Franklin's LTELs will score Met/Exceeded on the SBAC-Math, a 3% increase from 22.9% in 2025

Actions:

- * Provide targeted Math interventions and small group instruction for LTELs
 - * Implement scaffolded instruction with visual supports for key Math standards
 - * Monitor progress using i-Ready Math Diagnostic and formative assessments
- Progress Monitoring:
- * Monthly review of LTEL i-Ready Math Diagnostic data
 - * Weekly teacher check-ins to review interventions and adjust instruction
 - * Quarterly review of SBAC interim assessment results

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Overall suspension rates increased from 7.0% in 2022–2023 to 16.1% in 2024–2025, representing more than a twofold increase.

Students with Disabilities (SPED) experienced an increase from 12.9% to 23.0%, highlighting a substantial rise in disciplinary removals for this subgroup.

Black/African American (AA) students saw the largest increase, rising from 15.4% to 25.0%, indicating a continued and widening disproportionality.

English Learners (ELLs) increased from 10.2% to 17.5%, while Long-Term English Learners (LTELs) rose from 8.2% to 12.7%.

Homeless students experienced a notable increase from 10.1% to 20.2%, nearly doubling over the two-year period.

Socioeconomically Disadvantaged (SES) students increased from 9.3% to 16.3%.

Asian students, while remaining the lowest among subgroups, increased from 4.1% to 9.5%.

Hispanic students saw an increase from 9.0% to 14.9%.

Summary of Findings

Suspension rates increased across every subgroup, with disproportionate impact on AA, SPED, ELL, Homeless, and SES students.

The data suggests a need for targeted behavioral supports, restorative practices, and consistent implementation of Tier 1 and Tier 2 interventions, particularly for high-impact subgroups.

The widening gaps between subgroups indicate an urgent need to review discipline practices, staff training, and intervention fidelity to reduce exclusionary discipline and improve student outcomes.

Chronic Absenteeism Findings – 2022–23 & 2024–25

Overall Performance:

31.7% of students were chronically absent in 2024–25, a decrease from 39.8% in 2022–23. This reflects an overall reduction of 8.1 percentage points over the two-year period. Despite improvement, chronic absenteeism remains above 20% across all reported subgroups.

Subgroup Performance – Chronic Absenteeism

All Students

2022–2023: 39.8% | 2024–2025: 31.7% | Change: -8.1%

African American (AA)

2022–2023: 47.8% | 2024–2025: 44.2% | Change: -3.6%

English Learners (ELL)

2022–2023: 43.0% | 2024–2025: 35.3% | Change: -7.7%

Long-Term English Learners (LTEL)

2022–2023: 35.7% | 2024–2025: 27.4% | Change: -8.3%

Special Education (SPED)

2022–2023: 45.4% | 2024–2025: 41.1% | Change: -4.3%

Hispanic Students

2022–2023: 39.6% | 2024–2025: 30.7% | Change: -8.9%

Homeless Students

2022–2023: 50.4%

2023–2024: 48.0%

2024–2025: 51.2%

Net Change (2022–23 to 2024–25): +0.8%

Summary of Findings

Overall chronic absenteeism declined significantly from 2022–2023 to 2024–2025, indicating positive progress in schoolwide attendance efforts. The largest reductions were observed among Hispanic students, LTEL, ELL, and All Students. However, SPED and African American students continue to experience persistently high rates of chronic absence. Notably, Homeless students exhibit the highest levels of chronic absenteeism across all years, with rates exceeding 50% in both 2022–23 and 2024–25. Unlike other subgroups, this population showed no sustained improvement over time, underscoring the need for intensive, targeted, and wraparound attendance supports that address housing instability, transportation, and access to services. Although overall improvement is evident, chronic absenteeism remains above 20% for all reported groups, highlighting the ongoing need for differentiated and equity-centered attendance interventions.

Culture/Climate Goals

Culture & Climate Action Plan 2025–2026

Goal 1: Reduce Schoolwide and Subgroup Suspension Rates

Objective: By June 2026, Franklin Middle School will reduce suspension rates schoolwide and across all student subgroups through consistent implementation of Tier 1 and Tier 2 behavioral supports, restorative practices, and data-driven interventions

Target Outcomes Based on 2024–2025 Baseline Data:

Groups Currently Above 16% (Reduce to 16%):

- * Overall: reduce from 16% to 13%
- * Students with Disabilities (SPED): reduce from 23% to 16%
- * Black/African American (AA): reduce from 25% to 16%
- * English Learners (ELL): reduce from 17.5% to 16%
- * Homeless Students: reduce from 20.2% to 16%
- * Socioeconomically Disadvantaged (SES): reduce from 16.3% to 16%

Groups Currently Below 16% (Reduce by 3 Percentage Points):

- * Long-Term English Learners (LTEL): reduce from 12.7% to 9.7%
- * Hispanic Students: reduce from 14.9% to 11.9%
- * Asian Students: reduce from 9.5% to 6.5%

Actions:

- * Implement Tier 1 schoolwide behavioral supports consistently across all classrooms
- * Provide targeted Tier 2 interventions for students at risk of suspension
- * Implement restorative practices for conflict resolution and behavior correction
- * Review and analyze monthly suspension data with the CCLT
- * Adjust interventions based on fidelity checks, student needs, and data trends

Progress Monitoring:

- * Monthly review of suspension data by CCLT
- * Quarterly analysis of subgroup trends to monitor equitable reductions
- * Intervention adjustments based on discipline data and student outcomes

Goal 2: Reduce Chronic Absenteeism

Objective: By June 2026, Franklin Middle School will reduce chronic absenteeism to 25% or lower for all students and each reported subgroup through consistent Tier 1 attendance practices, targeted Tier 2 interventions, and monthly data monitoring

Baseline (2024–2025) and Target (June 2026):

- * All Students: 31.7% ? 25%
- * African American (AA): 44.2% ? 25%
- * English Learners (ELL): 35.3% ? 25%
- * Long-Term English Learners (LTEL): 27.4% ? 25%
- * Special Education (SPED): 41.1% ? 25%
- * Hispanic Students: 30.7% ? 25%
- * Homeless Students: 51.2% ? 25%

Actions:

- * Implement consistent Tier 1 attendance practices for all students
- * Provide targeted Tier 2 interventions for chronically absent students
- * Monitor attendance data monthly and identify students at risk
- * Engage families and support staff to remove barriers to attendance

Progress Monitoring:

- * Monthly review of district attendance reports
- * Track subgroup attendance trends to ensure equitable improvement
- * Adjust interventions based on monthly data and student needs

Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	1) Action Plan Summary: Increase achievement of all students with a focus on decreasing achievement gaps for our AA, EL, and SpEd students. Focus on literacy (reading, writing, listening, speaking) in all content areas. We continue to go deeper in the work of all six LBUSD Understandings, especially U1: Planning Standards-Aligned Content, U3:	Goal Partially or Not Met	The 2025 ELA SBAC goals were not met, despite multiple systems and supports implemented to improve student outcomes. While some progress was observed in internal data and instructional practices, overall student achievement—particularly among African American, English Learner, and Students with Disabilities subgroups—did not reach the targeted levels of proficiency.	1. Plan and Deliver High-Quality Tier 1 Core Instruction Design and implement standards-aligned lessons with: Clear Learning Intentions & Success Criteria Engaging, collaborative, and cognitively demanding tasks Progressive questioning to reach SBAC rigor

Student Engagement, U4: Evidence of Student Learning, and U5: Collective Efficacy. We are building time into our system to increase Tier 1 Quality Core Instruction. Our teachers meet weekly during common conferences, and they also meet twice a month to plan Tier 1 Quality Core Instruction. Our Instructional Calendar follows the PDSA Cycle. Time is built-in to create a system of Plan, Do, Study, and Act. To support our English Language Learners, ELs are placed in CCR courses and English Learners new to the country are placed in the Beginning ELD course (ENLACE) providing support in Foundational Reading Skills as needed. We have strategically placed our EL aides and RSP Teachers in General Education classrooms so ELs and SpEd students have as much support as possible. Teachers attend Professional Development that focuses on supporting and scaffolding instruction so all students can access the learning, especially our ELs, AAs, and SpEd students. Students needing additional support are provided

Programs and services that positively impacted instructional capacity included:

- * Weekly common planning time focused on Tier 1 instruction
- * Implementation of Start-Its and Prove-Its as formative assessment tools
- * Targeted placement of EL aides and RSP teachers in general education settings
- * After-school interventions and literacy support programs

However, these services did not produce sufficient impact on closing achievement gaps or improving outcomes on statewide assessments. The quality and consistency of standards-based instruction varied across classrooms, and instructional rigor was not always aligned with SBAC expectations. Use of data to inform real-time instruction also showed inconsistency.

To address these gaps, the 2025–2026 plan includes the following modifications:

- * Increased focus on **standards-

Daily use of Start-Its & Prove-Its to assess student understanding and adjust instruction accordingly

2. Strengthen Literacy Across All Content Areas

Students will:

Read and respond to grade-level complex text

Write using evidence-based responses

Critique and discuss text orally and in writing

Teachers will embed SBAC-aligned writing tasks and rubric-based grading

3. Support Subgroup Achievement (AA, EL, SpEd)

Continue strategic placement of EL Aides and RSP teachers in Gen Ed classes

ELs placed in CCR and ENLACE courses for foundational reading and language development

Provide targeted academic interventions during PE/electives and after school (e.g., Sunday Program, Fluent Friends Club)

4. Professional Learning and Instructional Support

Academic Intervention during PE and Elective classes, afterschool tutoring, and afterschool clubs, like Sunday Reading Program and Fluent Friends Club.

Progress Monitoring Plan: iReady Data, District Unit Assessment Data, Daily Prove-Its (Formative Assessments), ABCDF Rate, Data Reflection & Analysis, Internal Learning Walks, Collaborative Data Studies 2) ELA SBAC Goal: By June 2025, 41% of Franklin students (including all our subgroups) will score Met/Exceeded on ELA SBAC. This is a 6% increase from 35% in 2024.
 By June 2025, 36% of our AA students will score Met/Exceeded on ELA SBAC, a 6% improvement from 2024.
 By June 2025, 14% of our ELL students will score Met/Exceeded on ELA SBAC, a 6% improvement from 2024.
 By June 2025, 13% of our Students with Disabilities will score Met/Exceeded on ELA SBAC, a 6% improvement from 2024.

based lesson design** with clear learning intentions and success criteria
 * Improved **alignment of classroom tasks to SBAC rigor**
 * Strengthened **job-embedded coaching** and model lessons to support implementation
 * More intentional **data cycles** to drive instructional decisions
 * Continued refinement of **literacy across content areas** and scaffolded support for EL and SpEd students

These adjustments are designed to increase instructional effectiveness and improve student outcomes as we work toward meeting our 2026 ELA achievement goals.

Provide PD and coaching focused on:

- Differentiation and scaffolding
- Progressive questioning
- Quality Prove-It design
- SBAC-aligned writing
- Use internal learning walks to monitor and calibrate instructional practices
- 5. Monitor Progress and Use Data to Drive Instruction

Frequent review of:

- iReady diagnostic and growth data
- District assessments
- Prove-It quantity and quality
- ABCDF rates

	<p>ELA Instructional Practice Goal: By June 2025, 100% of Franklin Literacy Teachers will be planning & implementing daily Prove-Its, increasing our Prove-It Quantity Index Score to 4.0 points (out of a total of 4.0 points).</p> <p>By June 2025, Franklin Literacy Teachers will be planning & implementing quality Prove-Its, increasing our Prove-It Quality Index Score to 3.5 points (out of a total of 4.0 points).</p>			
Math	<p>1) Action Plan Summary: Increase achievement of all students with a focus on decreasing achievement gaps for our AA, EL, SpEd students. Focus on higher-level rigorous tasks that require students to problem-solve and think. Focus on Student Engagement, Progressive & Strategic Questioning (Factual, Analytic, Evaluative), and the Supports & Scaffolds Needed for students to respond to SBAC-Level/Evaluative Questions. We continue to go deeper in the work of all six LBUSD Understandings, especially U1: Planning Standards-Aligned Content, U3: Student Engagement, U4:</p>	Goal Partially or Not Met	<p>Data Analysis of Goal Attainment</p> <p>Analysis of the 2025 SBAC Math results and related assessment data indicates partial progress toward the established Math SBAC goals, with evidence of improved student growth but continued need to accelerate proficiency outcomes.</p> <p>SBAC Math Performance: In 2025, 22% of Franklin students scored Met or Exceeded on the SBAC Math, representing progress toward the schoolwide goal of 25%, though the target was not fully met. This reflects incremental gains in student performance on SBAC-aligned tasks.</p>	<p>Planned Modifications to Programs and Services</p> <p>Individual Teacher Data Chats Continue and refine one-on-one data chats with teachers using District Quarter Exam data and Semester 1 and Semester 2 State of the School data to identify standards-level gaps and strengthen Tier 1 math instruction.</p> <p>PDSA Cycle Implementation Use the PDSA cycle more intentionally to narrow instructional focus areas based on data findings and ensure timely instructional adjustments to improve student outcomes.</p> <p>Instructional Learning Walks (ILWs) Conduct targeted Instructional Learning Walks focused on Tier 1 math look-fors, including student engagement, quality questioning, and evidence of student learning, with feedback used</p>

Evidence of Student Learning, and U5: Collective Efficacy. We are building time into our system to increase Tier 1 Quality Core Instruction. Our teachers meet weekly during common conferences, and they also meet twice a month to plan Tier 1 Quality Core Instruction. Our Instructional Calendar follows the PDSA Cycle. Time is built-in to create a system of Plan, Do, Study, and Act. To support our English Language Learners in the Math Classrooms, we have strategically placed our EL aides and our RSP Teachers in General Education classrooms so ELs and SpEd students have as much support as possible. Teachers attend Professional Development that focuses on supporting and scaffolding instruction so all students can access the learning, especially our ELs, AAs, and SpEd students. Students needing additional support are provided Academic Intervention during PE and Elective classes, and afterschool tutoring.

Progress Monitoring Plan:
iReady Data, District Unit

Student Growth:
51% of students met their Above or Accelerated Growth Target on the 2025 SBAC Math, demonstrating that over half of students made significant academic growth, even if they did not yet reach proficiency. This suggests that instructional practices and interventions positively impacted learning trajectories.

African American Student Data:
15% of Black/African American students were on or above grade level in the Algebra and Algebraic Thinking domain on i-Ready Diagnostic #3. While this indicates growth in foundational algebraic reasoning, achievement gaps persist, highlighting the need for continued targeted supports and rigorous Tier 1 instruction.

Overall, the data suggests that while growth measures improved, proficiency rates—especially for historically underserved subgroups—remain below desired outcomes. Continued emphasis on standards-aligned instruction, rigorous tasks, and strategic scaffolding is necessary to translate student growth into higher SBAC

to guide coaching and professional development.

Professional Development on the 3-Part Math Lesson
Continue professional development focused on modeling and implementing the 3-part math lesson (Launch, Collaborate, Consolidate) to increase access to rigorous, standards-aligned tasks and strengthen student discourse.

Alignment of PD and Classroom Practice
Increase opportunities for co-planning, modeling, and reflection to ensure professional development strategies are consistently implemented and aligned to classroom instruction.

Assessment Data, Daily Prove-Its (Formative Assessments), ABCDF Rate, Data Reflection & Analysis, Internal Learning Walks, Collaborative Data Studies 2) Math SBAC Goal: By June 2025, 25% of Franklin students (including all our subgroups) will score Met/Exceeded on Math SBAC. This is a 6% increase from 19% in 2024.
By June 2025, 25% of our AA students will score Met/Exceeded on Math SBAC, a 6% improvement from 2024.
By June 2025, 10% of our ELL students will score Met/Exceeded on Math SBAC, a 6% improvement from 2024.
By June 2025, 9% of our Students with Disabilities will score Met/Exceeded on Math SBAC, a 6% improvement from 2024.

Math Instructional Practice Goal: By June 2025, 100% of Franklin Math Teachers will be planning & implementing daily Prove-Its, increasing our Prove-It Quantity Index Score to 4.0 points (out of a total of 4.0 points).

proficiency rates.

	By June 2025, Franklin Math Teachers will be planning & implementing quality Prove-Its, increasing our Prove-It Quality Index Score to 3.5 points (out of a total of 4.0 points).			
English Learner	<p>1) By June 2025, 14% of Franklin English Language Learners (ELL) will score Met/Exceeded on ELA SBAC. This is a 6% increase from 8% in 2024.</p> <p>By June 2025, 9% of Franklin students will score Met/Exceeded on Math SBAC. This is a 6% increase from 3% in 2024.</p> <p>Instructional Practice</p> <p>By June 2025, 100% of Franklin Teachers will be planning & implementing daily Prove-Its, increasing our Prove-It Quantity Index Score to 4.0 points (out of a total of 4.0 points).</p> <p>By June 2025, Franklin Teachers will be planning & implementing quality Prove-Its, increasing our Prove-It Quality Index Score to 3.5 points (out of a total of 4.0 points).</p>	Goal Partially or Not Met	<p>Data Analysis of Goal Attainment and Selected Programs/Services</p> <p>Goal Attainment Analysis</p> <p>ELA SBAC – English Learners (ELs)</p> <p>2025 Goal: 14% Met/Exceeded (6% increase from 2024’s 8%)</p> <p>Actual Outcome: 3% Met/Exceeded</p> <p>Analysis: The goal was not met, and EL performance declined. Contributing factors include high numbers of ELs with limited academic language, inconsistent scaffolds, and the potential impact of subgroup changes due to referrals or reclassification.</p> <p>Math SBAC – English Learners (ELs)</p> <p>2025 Goal: 9% Met/Exceeded (6% increase from 2024’s 3%)</p> <p>Actual Outcome: 4% Met/Exceeded</p>	<p>Planned Modifications for Programs and Services to Impact Current Year Goals</p> <p>To achieve more positive outcomes for this school year, the following modifications and enhancements are planned:</p> <p>High-Quality Tier 1 Core Instruction</p> <p>Strengthen lesson planning to ensure clear learning intentions and success criteria are consistently communicated.</p> <p>Increase cognitive rigor through collaborative, standards-aligned tasks and progressive questioning that mirrors SBAC expectations.</p> <p>Ensure daily Start-Its and Prove-Its are not only implemented consistently but are also rigorous, scaffolded, and aligned to standards, allowing real-time adjustments to instruction.</p> <p>Literacy Across All Content Areas</p> <p>Embed grade-level complex text across all subjects, with structured supports for ELs and other struggling readers.</p>

Analysis: Minimal growth occurred. Persistent gaps in conceptual understanding, problem-solving skills, and academic vocabulary contributed to the shortfall.

Impact of Student Referrals

Referring students out of the tested group can affect overall percentages.

Removing higher-performing students may lower subgroup percentages.

Implement evidence-based writing tasks and SBAC-aligned rubrics to ensure students practice the type of responses assessed on state tests.

Increase oral and written discourse opportunities to strengthen academic language and reasoning skills.

Targeted Subgroup Support (EL, AA, SpEd)

Continue strategic placement of EL Aides and RSP teachers in general education classrooms to provide just-in-time support.

Enhance foundational reading and language courses (CCR, ENLACE) and monitor effectiveness through formative assessments.

Expand targeted interventions (e.g., Soliday Program, Fluent Friends Club) during PE/electives and after school, ensuring data-driven selection of students and progress monitoring to maximize impact.

Professional Learning and Instructional Support

Provide ongoing PD and coaching focused on differentiation, scaffolding, progressive questioning, and SBAC-aligned writing.

Strengthen Prove-It design quality to ensure tasks challenge students appropriately and promote critical thinking.

				<p>Conduct internal learning walks to monitor fidelity of implementation and calibrate instructional practices.</p> <p>Monitoring and Data-Driven Adjustments</p> <p>Use frequent review of iReady diagnostics, district assessments, Prove-It quantity and quality, and ABCDF rates to guide instructional decisions.</p> <p>Adjust groupings, interventions, and lesson pacing in real time based on student performance.</p> <p>Ensure data triangulation to identify gaps, particularly for ELs, and inform targeted instructional modifications.</p>
Culture/Climate	<p>1) Culture and Climate Goal: By June 2025, there will be a 50% decrease in students having to pick up their phones after school due to Franklin's No-Phone Zone Policy, bringing the number of phones down from 26 to 13.</p> <p>By June 2025, the Suspension Rate for all students overall will be 10%, a 3% decrease from 2023-2024.</p> <p>By June 2025, the Suspension Rate for AA students will be 19%, a 3% decrease from 2023-2024,</p>	Goal Partially or Not Met	<p>Data Analysis of Goal Attainment and Programs/Services Impacting Goals</p> <p>No-Phone Zone Policy</p> <p>Goal Attainment: Exceeded. Phone pickups reduced from 26 to 8 per day (69% reduction, surpassing the 50% target).</p> <p>Impacting Programs/Services: Enforcement of the policy, teacher/staff monitoring, engaging classroom activities.</p>	<p>Planned Modifications for Programs and Services to Improve Goal Attainment (2025–2026)</p> <p>Attendance (ADA) Goal – 95%</p> <p>Modification: Limit daily absences to no more than 45 students to meet the 95% target.</p> <p>Strategies Implemented:</p> <p>Daily printing of student attendance lists by Period 2, with the office contacting families to ensure students attend school.</p>

with the goal of closing the suspension gap between all students and AA students within 3 years.
 By June 2025, the Suspension Rate for SpEd students will be 17%, a 3% decrease from 2023-2024, with the goal of closing the suspension gap between all students and SpEd students within 3 years.

Action Plan Summary:

* By eliminating smartphone distractions, we expect students to engage more fully in their learning, concentrate better, and strengthen interpersonal connections. Research indicates that limiting phone use boosts focus and performance while reducing bullying, harassment, and disinformation, fostering a safer, more inclusive, and more respectful community.

* To lower our Suspension Rate for all students, especially the Suspension Rate of our AA and SpEd students, Administrators will conduct schoolwide, grade-level expectation assemblies twice a year, our Academic Counselor will conduct schoolwide, grade-level

Overall Suspension Rate

Goal Attainment: Not yet met. Overall suspension rate remains 16.1%, above the 10% target.

Impacting Programs/Services: Schoolwide assemblies, workshops on bullying/suicide/vaping/harassment, SSS Team weekly interventions, and Level Up point system.

Suspension Rate – Black/African American Students

Goal Attainment: Not yet met. Rate remains 25%, above the 19% target.

Impacting Programs/Services: Targeted SSS interventions, assemblies, workshops, Level Up system.

Suspension Rate – Special Education (SpEd) Students

Goal Attainment: Not yet met. Rate remains 22.9%, above the 17% target.

Impacting Programs/Services:

Monthly recognition of students with perfect attendance through free dress days.

Integration of attendance into the Level Up point system, rewarding consistent attendance with incentives.

Suspension Reduction / Behavior Goals

Modification: Shift from punitive to restorative practices.

Strategies Implemented:

Increase the use of restorative conflict circles to address behavioral issues and resolve conflicts.

Discontinue suspensions for vaping; instead, students must participate in a vaping intervention program.

Continue SSS Team monitoring and behavioral support alongside the Level Up system, reinforcing positive behaviors like respect, integrity, and empathy.

Expected Impact:

Attendance: Daily outreach and monthly recognition are expected to increase ADA and reduce chronic absenteeism.

Behavior/Suspensions: Restorative practices and programmatic interventions for minor

workshops around Suicide, Bullying Prevention, Sexual Harassment, and Vaping. Our Student Support Services Team (which consists of our Academic Counselor, Psychologist, Social Worker, and Intervention & Instruction Coordinator) will meet weekly to thoroughly discuss students referred, to create strategic next steps, and progress monitor students behaviorally and academically. The SSS Team will implement a schoolwide check-in system and progress monitor behavior. Schoolwide, we will implement a point system called Level Up, where students can earn and redeem points for incentives. Points are awarded for attendance, no tardies Periods 2-6, dressing out for PE, academic achievement in grades and assessments, attending afterschool clubs, sports, and activities, and exemplifying positive characteristics of Respect, Integrity, Scholarship, and Empathy.

Individualized SSS support, assemblies, workshops, Level Up system.

Chronic Absenteeism & Attendance

Goal Attainment: Partial progress. Chronic absenteeism remains high (Overall 31.7%; AA 44.2%; SpEd 40.9%), though ADA rates show moderate attendance (Overall 91.1%).

Impacting Programs/Services: Level Up incentives for attendance, SSS Team interventions, participation in afterschool clubs, sports, and activities.

Summary:

The No-Phone Zone goal was successfully exceeded.

Suspension reduction goals for all students, AA, and SpEd students have not yet been met but are being addressed through targeted interventions, workshops, and the Level Up incentive system.

Attendance/chronic absenteeism shows ongoing challenges, with incentive programs and support

infractions (like vaping) aim to reduce suspension rates, particularly for AA and SpEd students, while maintaining a safe and supportive school climate.

Engagement & Motivation: Continued use of Level Up points for attendance and positive behaviors will incentivize students to participate in school activities and follow expectations.

services in place to improve engagement and reduce gaps.

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Additional school nurse time (.2 FTE) is needed to supplement current nursing services. The school nurse will provide individual or group interventions related to health problems that are interfering with academic, behavioral or social-emotional growth. In addition, the school nurse will reach out to community agencies to get additional health screenings, such as dental and vision screening, and free eye glasses. (IN 2)	Limited or no impact	Limited or no impact	Limited or no impact	Strong Positive Impact
Pay a teacher during thier conference daily and summer as the role as the Computer Support Technician role serving the needs of our Title I needs and programs. This staff member directly supports students and families with access to chromebooks, wifi, hotspots, and technical support with our school and district tech programs. In addition to trouble shooting with students at school, the CST creates tutorials for families and community and utilizes technology to communicate and promote programs and services to meet our students' needs. (IN 7)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
A college technology aide is needed as supplemental technology support for students and staff. Given the increasing use of technology in the classroom, a tech aide is needed to trouble shoot tech issues and organinze maintentance to ensure that all students and staff have equal access to technology. (IN 6)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
.5 FTE Parent Liaison Facilator support all EL students academically and support all students with technology. Franklin has a large percentage of EL students that have not met the standards. The EL / Intervention specialist will work closely with core content teachers to ensure all teachers are using strategies to support EL students, monitoring progress of EL students and monitor recently FEPed students to ensure they are successful. In addition, the specialist will coordinate interventions for all students that may need support to catch up and meet high school readiness criteria. The EL Specialist will assist with the implementation of state test (ELPAC), SBAC, and coordinate additional services for EL students. The EL / Intervention Specialist will also work with parents on how to support their children. In addition, the specialist would help all students, coordinate interventions, and assist teachers in the use of technology within the classroom. (IN 4)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>Funds to compensate Franklin staff (Teachers, Facilitator, Admin, Classified staff) for their support in organizing the following events aimed at promoting parent involvement: Art Night, Math Night, Steam Night, Back-to-School Picnic, Academic Support Night, Mental Health Night, Science. We will also need to compensate staff for parent outreach related to attendance (during the summer), and academics. Parent monthly Zoom meetings and or in person. Parent workshops and community engagement events. (PI 2)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
<p>Student Planners are needed to help parents monitor their child's assignments, projects, and tests. Students will record daily assignments, projects, and upcoming tests along with weekly school goals. In addition, the planners provide information on school and district policies, anti-bullying strategies, GATE strategies, thinking maps, as well as information on ParentVue and Canvas. This helps bridge the home-school connection and helps parents have discussions with their child regarding goals, grades, time management, and other school related topics. (PI 1)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
<p>500.00 in materials is needed to support the hands-on, project-based learning in the middle school multimedia class. These items—including microphones, headphones, an audio interface, sound panels, and other organizational tools—will allow students to produce high-quality audio and video content, enhancing their skills in areas such as podcasting, filmmaking, and sound design. Additionally, items like a whiteboard, headphone stands, and coat racks will help keep the learning environment organized and efficient. This investment will directly support student creativity, collaboration, and technical growth in a modern multimedia curriculum. (SM 6)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>The WEB (Where Everybody Belongs) program is requesting \$1,200 in funding to purchase materials for our student leaders.</p> <p>WEB is a middle school transition program designed to welcome and support 6th-grade students as they enter our school. Our 8th-grade WEB Leaders serve as mentors and positive role models throughout the year, helping to create a school environment where every student feels included and connected.</p> <p>(SM 8)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
<p>Edpuzzle subscription to facilitate increased student engagement with video content. With the ability to personalize videos, add engaging assessment elements, and use created videos to track/grade student learning, videos can be enhanced to achieve targeted goals for learning. (SM 1)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful
<p>PE is in need of equipment to meet the PE standards. (SM 3)</p>	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful	Strong Positive Impact
<p>Additional assistance is needed for our English learners as well as other students in need of intervention. We would like to hire college aides for primary language support and for other students in need of intervention in the classroom. College aides would be trained in strategies to help EL and other students in need of support, such as preview/review strategies, etc. (IN 8)</p>	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact	Strong Positive Impact
<p>Safe & Civil Schools will provide professional development to Franklin Middle School staff to strengthen schoolwide safety, civility, and academic focus. This training will equip educators with proven strategies to proactively manage behavior, build positive relationships, and create a consistent, respectful environment for all students. By implementing these practices, staff will reduce disruptions, prevent conflicts, and foster a climate where students feel physically and emotionally secure. The program emphasizes clear expectations, effective communication, and collaboration among staff, which are critical to maintaining a safe and supportive school culture. Through this partnership, Franklin Middle School reaffirms its commitment to providing a learning environment where every student and family feels safe, respected, and valued. (PD 2)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>Many of our students experience adversity in their lives-including poverty, health challenges, community violence, and difficult family circumstances that prevent them from coming to school. A Billigual IOA 1.0 FTE) is needed to support all students in grades 6-8 with chronic absenteeism. By working closely with counselor, the IIC, and administrative team, the IOA will build strong relationships with students that have high absenteeism rates and identify factors contributing to poor school attendance in order to provide applicable support services and interventions in partnership with students and their parents/guardians. (IN 9)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
<p>Data Assistant Principal (.5 FTE) to support all students in grades 6-8 by working closely with EL specialist to ensure that all EL students and underperforming subgroups are receiving additional services, working with parents to support their students, working with attendance clerk to improve high school readiness, attendance rates, and working with teachers and administrators to use data in order to monitor progress, implement interventions and provide professional development. (IN 3)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
<p>Title I: Parent Involvement \$260.00 Purchase of a Chromebook cart using Title I: Parent Involvement funds will enhance family engagement by providing greater access to technology for students and parents. This resource will support parent workshops, digital literacy training, and communication efforts, ensuring families stay informed and involved in their child's education. Additionally, it will facilitate student access to online learning platforms, assessments, and intervention programs that support academic success. This purchase aligns with Title I goals by promoting equitable access to technology and strengthening the home-school connection. (PI 3)</p>	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact
<p>Buses total 6,860. The planned field trips to Ladera Linda Park, Cabrillo Aquarium, and California State University, Long Beach (CSULB), along with shuttle transportation to the 8th grade dance at First Congregational Church, are integral to enhancing students' educational experiences. These activities provide students with opportunities to apply classroom knowledge in real-world settings, fostering critical thinking and problem-solving skills. Engaging with diverse environments and professionals encourages intellectual curiosity and reinforces the relevance of academic subjects. Additionally, participating in these events promotes social-emotional development by encouraging collaboration, communication, and self-confidence, contributing to a holistic educational experience. Such experiences are essential in building resilience and empowering students to reach their full potential. (IN 10)</p>	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact	Strong Positive Impact

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>Funding: \$3,600 The educational trip to Knott’s Berry Farm for Franklin Middle School students in grades 6–8 supports our LEVEL UP program, which recognizes students who are consistently following our guidelines for success. This trip serves as both an academic enrichment opportunity and a reward for positive behavior and effort. Students will participate in the “Early American Heritage” and “Energy in Motion” tours, which align with California academic standards in history and STEM. These tours provide hands-on, guided learning experiences that connect classroom instruction to real-world applications. The total cost of \$3,600 covers transportation and group admission, ensuring all eligible students can benefit equally from this experience.</p> <p>(IN 11)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
<p>Teachers, ICC, TOSA and administration team need time to develop and sequence long-term and short-term instructional plans based on district guidelines to meet the learning needs of students. Teachers will look at assessment data and student work to guide instruction, adapt resources, and make the curriculum accessible to all students. Teachers will be given 2-3 release days to plan, collaborate and/or participate in professional development in support of the implementation of quality core instruction. And an additional 6 hours per staff (summer to prepare). (PD 1)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
<p>\$535.00 Lanyards are needed to ensure all middle school students wear their school IDs visibly at all times, which is essential for maintaining a secure and easily monitored campus environment. This measure helps staff quickly identify students, prevent unauthorized access, and promote a culture of accountability and safety throughout the school day. (SM 7)</p>	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
<p>Academic Achievement/HS Readiness Assembly. At Franklin, we are building a culture that it's "cool to be a scholar". We are strongly encouraging all of our students to strive for academic excellence while in middle school so they will be better prepared for high school and beyond. Our schoolwide goals for Academic achievement is at least a 2.5 GPA, no D's or F's in ELA or Math, and a 96% or higher Attendance Rate. Students that meet these Academic Goals for Semester 2 will be invited to Franklin's Academic Achievement/HS Readiness Assembly. (SM 5)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Academic Achievement/HS Readiness BMX Assembly. At Franklin, we are building a culture that it's "cool to be a scholar". We are strongly encouraging all of our students to strive for academic excellence while in middle school so they will be better prepared for high school and beyond. Our schoolwide goals for Academic achievement is at least a 2.5 GPA, no D's or F's in ELA or Math, and a 96% or higher Attendance Rate. Students that meet these Academic Goals for Semester 1 will be invited to Franklin's Academic Achievement/HS Readiness BMX Assembly. (SM 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Additional recreation aides are needed before school during breakfast and at lunch time to help supervise students to ensure all students have access and enough time to eat. After breakfast and lunch, recreation aides help monitor the blacktop, field area, restroom areas, and PE to ensure a climate that promotes safety for all students. (IN 5)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All 6-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text, explored through academic discourse. • Reading and writing analysis grounded in evidence from text. • Regular practice with reading and producing complex text and its academic vocabulary with intensity. <p>All 6-8 Language Arts classrooms will use:</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction to ensure all students are engaged in standards-aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. 	<p>Formative and Interim assessments within the grade level Unit in both Reading and Writing, including:</p> <p>A cold-read Unit assessment, which assesses whether students can read “new” text(s) and apply the same level of understanding and mastery of the CCSS.</p> <p>Daily, weekly on-going checks for understanding (e.g., exit slips, learning logs, quizzes, other vocabulary, literary, grammar, spelling, or mechanics tasks)</p> <p>Diagnostic reading growth assessments 3x a year (iReady)</p> <p>Smarter Balanced Assessment Consortium summative assessment (Grades 6-8)</p>	<p>myPerspectives and associated ancillary materials, Pearson</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level</p> <p>NewsELA</p> <p>ELLevation</p> <p>iReady</p>

Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All 6-8 ELA classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events <p>All 6-8 ELA classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students 	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>At least 3 pieces of processed writing that include the three writing genres, and may include research that will be analyzed using evidence. Students will craft written works that display logical integration and coherence, varying in length from answering brief questions to multi-paragraph responses.</p> <p>At least 3 pieces of “On Demand” Reading/Writing Culminating Writing Assessment that include the three writing genres. Students will craft written works that display logical integration and coherence, in a multi-paragraph response.</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>myPerspectives and associated ancillary materials, Pearson</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p>

Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All 6-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency <p>All 6-8 students will receive standards aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the Math Standards and the Standards for Mathematical Practice.</p> <p>As part of the 6-8 Units of Instruction, all 6-8 students will engage in:</p> <ul style="list-style-type: none"> • Daily Math Routines • Math Tasks • Mathematical Discourse 	<p>Formative Assessment Lessons embedded into each Unit of Instruction</p> <p>Quarter Assessments</p> <p>SBAC Summative Assessment (Grade 6-8)</p>	<p>Content area textbooks and online resources from Big Ideas Mathematics</p> <p>LBUSD Supplemental Instructional Resources</p>

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Increase test scores SBAC	To support the	All Staff	Title 1 \$16,656	07/01/2025 -	Principal	Principal SBAC ELA

<p>ELA 50, SBAC Math 50</p>	<p>effective implementation of Franklin’s School Plan for Student Achievement (SPSA), select staff will return to work prior to the start of their official assignments. These team members will focus on, analyzing student data, planning professional development, and supporting family engagement through tools like Canvas and ParentVue. Additionally, they will help ensure a smooth start to the year through climate and culture initiatives and student transition programs. Their early contributions are essential to achieving Franklin's SPSA goals and setting a positive tone for the year ahead. * 2 TOSAs (Teachers on Special Assignment) * 1 Office Supervisor</p>	<p>Teacher Hourly Extra Comp (3) for 32 hours annually - Title 1 100% Hourly - Intermediate Office Assistant (1) for 32 hours annually - Title 1 100% OT - Senior Office Assistant (1) for 32 hours annually - Title 1 100% Manager Additional Assignment (1) for 32 hours annually - Title 1 100%</p>	<p>07/01/2026 Semester</p>	<p>50, SBAC Math 50</p>
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	* 2 Intermediate Office Assistants (IOAs) * 3 WEB Teachers * 1 ICC (Intervention Instructional Coordinator)					
Students need positive reinforcement and recognition for meeting academic and behavioral expectations to maintain motivation and engagement. Attendance/Chronic Absenteeism Rate 50, Core Curriculum 50	Semester 1 Incentive event to recognize students for achievement in academics, attendance, and behavior. Students who earn 3,000 Level Up points and have no suspensions will be invited. The event will include engaging activities such as a Science/Magic Show and a Pizza/Ice-Cream Party to celebrate positive student outcomes and encourage continued success.	All Students	LCFF \$4,000 Materials - LCFF 100%	07/01/2025 - 07/01/2026 Other	IIC/Principal	Attendance records Behavior data (suspensions) Level Up points tracking Attendance/Chronic Absenteeism Rate 50, Core Curriculum 50
Students need to be exposed to VAPA enrichment to increase motivation in the classroom. Other 100	As part of Proposition 28, students will receive visual and performing arts lessons during the week.	All Students	Prop 28 \$175,433 Teacher - Secondary 1 FTE - Prop 28 100%	07/01/2025 - 06/30/2026 Daily	VAPA Teacher	Students Other 100

<p>175 students (approximately 18%) out of 968 students** having Individualized Education Programs (IEPs), Core Curriculum 100</p>	<p>Allocating one full-day and one half-day roving substitute teacher positions through first semester, funded by LCFF, is essential to support LBUSD's™s commitment to Vision 2035. With over **175 students (approximately 18%) out of 968 students** having Individualized Education Programs (IEPs), teachers need dedicated time to attend IEP meetings and provide specialized services. These roving substitutes will provide flexible, immediate classroom coverage throughout Semester 1, allowing teachers to fully engage in critical IEP-related activities without interrupting student learning. This ensures instructional continuity and a stable learning</p>	<p>All Staff, All Students</p>	<p>LCFF \$38,967 Substitute teacher full day (1) for 90 days - LCFF 100% Substitute teacher half day (1) for 90 days - LCFF 100%</p>	<p>08/26/2025 - 01/29/2026 Daily</p>	<p>Principal</p>	<p>Daily Core Curriculum 100</p>
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<p>environment for all students. This allocation directly advances the district's goals of equity, instructional excellence, and student-centered learning by minimizing disruptions and supporting culturally responsive education for every student. Furthermore, it promotes teacher well-being by alleviating the burden of balancing instructional duties with mandated IEP responsibilities, enabling educators to focus on delivering high-quality instruction aligned with VISION 2035.</p>					
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Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Teachers need portable tools to facilitate small-group instruction and provide visual support for English Language Learners. Core Curriculum 100	Purchase portable dry erase boards for CCR/ELD teachers to use during small-group instruction. These boards will support strategic work on Reading and Writing by allowing teachers to model and guide students effectively in flexible learning spaces. Each CCR/ELD teacher will receive one board to enhance engagement and instructional clarity.	English Learners, All Students	LCFF \$650 Materials - LCFF 100%	07/01/2026 - 07/01/2026 Daily	All CCR/ELD Teachers All Admin Members	Classroom observations Lesson plans Student progress in Reading and Writing Core Curriculum 100

<p>EL students as well as other students need support in the classroom, especially primary language support. EL Reclassification 100</p>	<p>Additional assistance is needed for our English learners as well as other students in need of intervention. We would like to hire college aides for primary language support and for other students in need of intervention in the classroom. College aides would be trained in strategies to help EL and other students in need of support, such as preview/review strategies, etc.</p>	<p>English Learners</p>	<p>Title 1 \$24,369 College Student Aide (2) for 566 hours annually - Title 1 100%</p>	<p>07/01/2025 - 06/30/2026 Daily</p>	<p>College Aide</p>	<p>Grades, ELPAC, SBAC EL Reclassification 100</p>
<p>Improve tardies, behaviors, suspensions. Culture-Climate Survey (Student-Staff) 100</p>	<p>Franklin Middle School will use MINGA a digital Platform to support and reinforce our RISE guidelinesâ€”Respect, Integrity, Scholarship, and Empathyâ€”through a digital points and incentives system that recognizes students who demonstrate these</p>	<p>All Students</p>	<p>LCFF \$6,500 Materials - LCFF 100%</p>	<p>07/01/2025 - 07/01/2026 Daily</p>	<p>Principal</p>	<p>Mr. Mountjoy, Level Up team, CCTeam Culture-Climate Survey (Student-Staff) 100</p>

<p>core values. The platform allows staff to easily acknowledge positive behavior in real time, encouraging a consistent and meaningful culture of recognition. MINGA's digital hall pass system also promotes integrity and responsibility by increasing accountability during instructional time. By aligning with our school values, MINGA directly supports LCAP goals of improving school climate, student engagement, and academic achievement.</p>					
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Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
All students and staff need equal access to updated technology that is in good working condition. Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50	Pay a teacher during thier conference daily and summer as the role as the Computer Support Technician role serving the needs of our Title I needs and programs. This staff member directly supports students and families with access to chromebooks, wifi, hotspots, and technical support with our school and district tech programs. In addition to trouble shooting with students at school, the CST creates tutorials for families and community and utilizes technology to communicate and promote programs and services to meet our students' needs.	All Students, All Staff, All Parents	LCFF \$7,774 Teacher Hourly Extra Comp (1) for 80 hours annually - LCFF 100%	07/01/2025 - 06/30/2026 Daily	Teacher during confrence period	Administration team would provide general supervision and direct duties of computer support technician. Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50

<p>Many students get ill, need assistance with medications or get injured throughout the year. Many of our students in the Moderate / Severe SPED program have medical conditions and many have seizures. Basic Services 100</p>	<p>Additional school nurse time (.2 FTE) is needed to supplement current nursing services. The school nurse will provide individual or group interventions related to health problems that are interfering with academic, behavioral or social-emotional growth. In addition, the school nurse will reach out to community agencies to get additional health screenings, such as dental and vision screening, and free eye glasses.</p>	<p>All Students</p>	<p>Title 1 \$31,195 Nurse Inspector .2 FTE - Title 1 100%</p>	<p>07/01/2025 - 07/01/2026 Daily</p>	<p>School Nurse</p>	<p>Monthly updates to Administrative Team regarding health of students. Updates to staff as needed. Basic Services 100</p>
<p>EL students need support to meet ELA and math standards. Students will In additon, students and teachers need support in the use of technology within the classroom. Culture-Climate Survey (Student-Staff) 100</p>	<p>.5 FTE Parent Liaison Facilitator support all EL students academically and support all students with technology. Franklin has a large percentage of EL students that have not met the standards. The EL / Intervention specialist</p>	<p>English Learners, All Students</p>	<p>Title 1 \$95,844 Program Facilitator .5 FTE - Title 1 100%</p>	<p>07/01/2025 - 07/01/2026 Daily</p>	<p>Principal</p>	<p>Meetings with Administrative Team to discuss support and progress of programs, plan next steps, and implement interventions. Culture-Climate Survey (Student-Staff) 100</p>

will work closely with core content teachers to ensure all teachers are using strategies to support EL students, monitoring progress of EL students and monitor recently FEPed students to ensure they are successful. In addition, the specialist will coordinate interventions for all students that may need support to catch up and meet high school readiness criteria. The EL Specialist will assist with the implementation of state test (ELPAC), SBAC, and coordinate additional services for EL students. The EL / Intervention Specialist will also work with parents on how to support their children. In addition, the specialist would

	help all students, coordinate interventions, and assist teachers in the use of technology within the classroom.					
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<p>Students with chronic abseeteism rates and their families needs additional support, provided to address factors preventing school attendance. Attendance/Chronic Absenteeism Rate 100</p>	<p>Many of our students experience adverstiy in their lives-including poverty, health challenges, community violence, and difficult family circumstances that prevent them from coming to school. A Billigual IOA 1.0 FTE) is needed to support all students in grades 6-8 with chronic abseteeism. By working closely with counselor, the IIC, and administrative team, the IOA will build strong relationships with students that have high absenteeism rates and identify factors contributing to poor school attendance in order to provide applicable support services and interventions in partnership with students and their parents/guardians.</p>	<p>Other Targeted Students, Targeted Parents</p>	<p>LCFF \$49,887 Title 1 \$49,887 Intermediate Office Assistant 1 FTE - LCFF 50%; Title 1 50%</p>	<p>07/01/2025 - 07/01/2026 Daily</p>	<p>Principal Counselor Assistant Principals IIC Office Supervisor</p>	<p>Daily attendance list Chronic Abseenteeism Referral to Support Service Attendance/Chronic Absenteeism Rate 100</p>
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Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
	W.E.B. Leaders, Site Night, we work with feeder schools. Regular communication is done through weekly parent meetings open to all parents, weekly newsletters to parents, and monthly Zoom meetings. Parents and guardians are invited to classes called Family Meals, Calm & Kind and Parenting Partners.	Counselor and facilitator invite parents to fill out high school choice applications onsite. Parents are encouraged to visit the High School Choice Fair and the site nights. Families are invited to weekly meetings where they can ask questions and receive information about high school requirements.

Accountability Measure 2: Organizational Climate

Organizational Climate

Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
Improve climate and culture Culture-Climate Survey (Student-Staff) 100	We are purchasing 50 instructional books and 5 coaching guides designed to support effective classroom and schoolwide practices. These resources align with LBUSD's core values by promoting equity through consistent expectations, excellence through improved instructional time, and integrity through respectful relationships. The books offer educators practical strategies to enhance student engagement, manage classrooms proactively, and build inclusive learning environments. The coaching guides help school leaders support staff development and foster a culture of collaboration and continuous improvement. This purchase supports LBUSD's vision of preparing every student for success in a thriving, student-centered educational community.	LCFF \$3,010 Materials - LCFF 100%	07/01/2025 - 07/01/2026 Daily	Principal	Princiapl

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
Additional supervision needed before school, during breakfast and at lunch time to ensure students supervised access, enough time to eat, and a climate that promotes safety for all students. Culture-Climate Survey (Student-Staff) 100	Additional recreation aides are needed before school during breakfast and at lunch time to help supervise students to ensure all students have access and enough time to eat. After breakfast and lunch, recreation aides help monitor the blacktop, field area, restroom areas, and PE to ensure a climate that promotes safety for all students.	LCFF Rec \$25,841 Hourly - Recreation Aide (2) for 630 hours annually - LCFF Rec 100%	07/01/2025 - 06/30/2026 Daily	Recreation Aides	Administrators on supervision will monitor recreation aides and the assigned duties.

Accountability Measure 3: Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Teachers need time to collaborate, share ideas, and learn strategies to support English Language Learners effectively. Core Curriculum 100	CCR/ELD teachers will attend one after-school workshop in November to collaborate and share resources and strategies for supporting English Language Learners. The session will focus on best practices for rotation/workshop models and introduce new platforms to strengthen instruction in the four ELPAC domains: Reading, Writing, Listening, and Speaking. This activity addresses the need for CCR/ELD teachers to have dedicated planning time to improve student proficiency in English and success on ELPAC.	Title 1 \$850 Teacher Hourly Extra Comp (8) for 1.094 hours annually - Title 1 100%	07/01/2025 - 07/01/2026 Other	CCR/ELD Teachers All Admin Members	Lesson plans Professional development logs Student ELPAC performance data

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Teachers need time to collaborate, plan instruction, look at student work, and analyze assessment data to improve literacy outcomes. Core Curriculum 100	Science and History teachers will attend three quarterly workshops (Q1, Q2, Q3) to plan common grade-level assessments aligned to ELA Priority Standards. Teachers will learn how to write SBAC-level questions, create quarterly assessments, and use assessment data to monitor student progress and adjust instruction. This supports literacy standards and SBAC ELA preparation.	Title 1 \$3,000 Teacher Hourly Extra Comp (12) for 2.573 hours annually - Title 1 100%	07/01/2025 - 07/01/2026 Quarterly	All classroom teachers All admin team members	Daily instruction Curriculum pacing guides Lesson plans Professional development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Teachers need time to collaborate, plan instruction, look at student work, and analyze assessment data to improve literacy outcomes. Core Curriculum 100	Science and History teachers will attend three quarterly workshops (Q1, Q2, Q3) to plan common grade-level assessments aligned to ELA Priority Standards. Teachers will learn how to write SBAC-level questions, create quarterly assessments, and use assessment data to monitor student progress and adjust instruction. This supports literacy standards and SBAC ELA preparation.	LCFF \$3,000 Teacher Hourly Extra Comp (12) for 2.573 hours annually - LCFF 100%	07/01/2025 - 07/01/2026 Quarterly	All classroom teachers All admin team members	Daily instruction Curriculum pacing guides Lesson plans Professional development

<p>High Suspension rates Culture-Climate Survey (Student-Staff) 100</p>	<p>Safe & Civil Schools will provide professional development to Franklin Middle School staff to strengthen schoolwide safety, civility, and academic focus. This training will equip educators with proven strategies to proactively manage behavior, build positive relationships, and create a consistent, respectful environment for all students. By implementing these practices, staff will reduce disruptions, prevent conflicts, and foster a climate where students feel physically and emotionally secure. The program emphasizes clear expectations, effective communication, and collaboration among staff, which are critical to maintaining a safe and supportive school culture. Through this partnership, Franklin Middle School reaffirms its commitment to providing a learning environment where every student and family feels safe, respected, and valued.</p>	<p>Title 1 \$20,000 Services - Title 1 100%</p>	<p>07/01/2025 - 07/01/2026 Quarterly</p>	<p>Principal</p>	<p>Principal</p>
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Describe Teacher Involvement

Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
To further Franklin's academic and climate goals and enrich its culture, it is essential to engage a greater number of parents. By involving parents more actively, we can create a stronger support system that will positively impact the academic progress and overall environment at Franklin. Culture-Climate Survey (Parent) 100	Funds to compensate Franklin staff (Teachers, Facilitator, Admin, Classified staff) for their support in organizing the following events aimed at promoting parent involvement: Art Night, Math Night, Steam Night, Back-to-School Picnic, Academic Support Night, Mental Health Night, Science. We will also need to compensate staff for parent outreach related to attendance (during the summer), and academics. Parent monthly Zoom meetings and or in person. Parent workshops and community engagement events.	Par Inv \$9,129 Teacher Hourly P Schedule (3) for 15.4 hours annually - Par Inv 100% Manager Additional Assignment (1) for 15 hours annually - Par Inv 100% OT - Intermediate Office Assistant (2) for 16 hours annually - Par Inv 100% OT - Senior Office Assistant (1) for 15.76 hours annually - Par Inv 100% OT - Campus Staff Assistant (1) for 12 hours annually - Par Inv 100%	07/01/2025 - 06/30/2026 Monthly	Parent Facilitator	Principal

School Budget for Categorical Programs

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

Federal Programs (to Consolidate)	Allocation
Title I (3010)	286986
Title I Parent and Family Involvement (3008)	9129

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

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Research LROIX Development.	NA
Centralized Services Share	Counselors, Family Resource Centers, Facilitators, Travel/Conferences, APEX Online, Youth Orchestra Travel/Conferences, CORE	NA

State Programs *	Allocation
LCFF	126560

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

Title I Reservations

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

Administrative Share & Reservations Title I Program Administration

Parent Involvement (additional funds beyond the required 1%)

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

Homeless Education

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

Research/TISB LROIX Development

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

Program Administration and Personnel to provide leadership:

- Curriculum Instruction and Professional Development (OCIPD): DELAC and EL services
- Early Learning (CDC, Educare, Head Start) - early childhood education, personnel including pre-K teachers of subsidized programs, office assistants
- Equity Engagement and Partnerships (EEP) - parent workshops and community engagement
- State and Federal Programs (SFP): state and federal supplemental programs

Centralized Services

Elementary CARE and Support Centers (formerly known as Family Resource Centers)

Services to address students' social, emotional, and behavioral needs at 32 schools, including short-term counseling. The centers work with families to connect them to community resources, school-based services and parent education workshops.

Assistance to Schools

Counselors

Addresses student well-being, provides and coordinates various mental health supports, and collaborates with the site team to promote academic, behavioral or social-emotional development.

Facilitators

Assists in site engagement and compliance tasks to improve communication, build and strengthen community partnerships, and address goals to improve student achievement.

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

Foster Youth Transportation

Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Health

Technology

Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Jorge Montanez	07-01-2025
Staff	Classroom Teacher	Maribel Rendon	07-01-2027
Staff	Classroom Teacher	Brenda Cornelison	07-01-2027
Staff	Classroom Teacher	Tracy Hibben	07-01-2027
Staff	Classroom Teacher	Ally Martinez	07-01-2027
Staff	Other School Personnel	Maria Camacho	07-01-2027
Community	Parent/Community Member	██████████ Torres	07-01-2026
Community	Parent/Community Member	██████████ Castaneda	07-01-2027
Community	Parent/Community Member	██████████ Emens	07-01-2027
Community	Student	G ██████████	07-01-2027
Community	Student	A ██████████	07-01-2026
Community	Student	B ██████████	07-01-2027

English Learner Advisory Committee Membership

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

Position	Representing	Name
Chair	Parent of EL Student (required)	█████ Guevera
DELAC Representative	Parent of EL Student (required)	█████ Mendez
Principal or Designee	Staff Member (required)	Ruth Lisha
Secretary	Parent of Non-EL Student (required)	█████ Torres

Name	Representing
█████ Jarmillio	Community Member
█████ Jarmillo	Community Member
█████ Berazas	Parent of EL Student
█████ Betancourt	Parent of EL Student
█████ Murillo	Parent of EL Student
█████ Velasco	Parent of EL Student
█████ Ramirez	Parent of EL Student
█████ Santana	Parent of EL Student
█████ Vazquez	Parent of Non-EL Student

Name	Representing
██████ Torres	Parent of Non-EL Student
██████ Garcia	Parent of Non-EL Student
██████ Pascal	Parent of Non-EL Student
██████ Aldaco	Parent of Non-EL Student
Jorge Montanez	Staff Member
Ruth Lisha	Staff Member

ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	11/17/2025
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<ol style="list-style-type: none"> 1. Continue the clubs. They practice speaking other English Skills 2. Continue the Level-up program to motivate our kids. 3. CCR classes share items they love. 4. A class that is a step between ENLACE and Mainstream Eng. <ol style="list-style-type: none"> 1. Students are motivated to attend school, explore new interests and practice listening and speaking skills. 2. Level-up rewards and motivates our students to attend school regularly using positive reinforcement. 3. Practice speaking about a topic they are familiar with 4. The students who are new to this country (18 months or less) are placed in a specialized English class to help them learn English. After the 18 months, these students are then in English classes with students who have been in this country their whole life. Although I have seen some students who have been here a few years do well in this class, a much larger majority of them struggle to keep up with the class. We would like for the school district to add an English class for students who have bee

Question	Answer
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	EL Student Grades CELDT/ELPAC Results Reclassification Data Language Census Data Other: Information about ENLACE and CCR Classes and parental experience with our EL's.
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	12/08/2025
6. What was SSC's response to ELAC recommendations?	We have ELOP funds and clubs will continue. We will continue to use Level Up via Minga. We will suggest the idea with teachers. CCR is a supplement for that class. This type of class needs to come from the district. Please note that no additional funds or materials were requested, therefore we did not need to place a vote.

Assurances & Approval

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

Assurances:

1. SSC received and considered **ELAC recommendations** at its meeting on 12/08/2025
2. SSC approved the **Home-School Compact** on 09/29/2025
3. SSC approved the **Parent Involvement Guidelines** on 09/29/2025
4. For Title 1 Schools: Our School held **two Title I Annual Parent Meetings** on 09/15/2025, 09/15/2025
5. SSC Participated in the **Annual Evaluation** of the SPSA on 12/15/2025
6. The SPSA was approved at its meeting on 12/15/2025

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

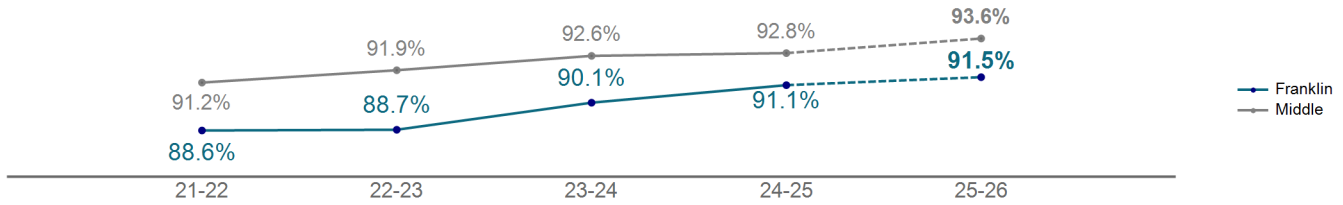
Printed Name: _____ Date: _____

ELAC Chair: _____

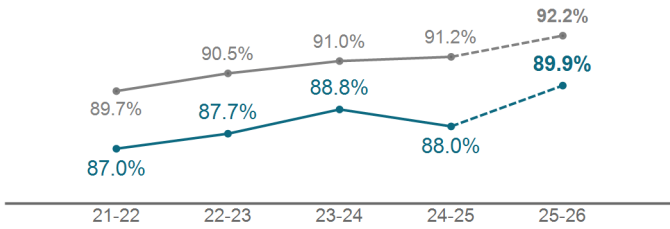
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Attendance Rate

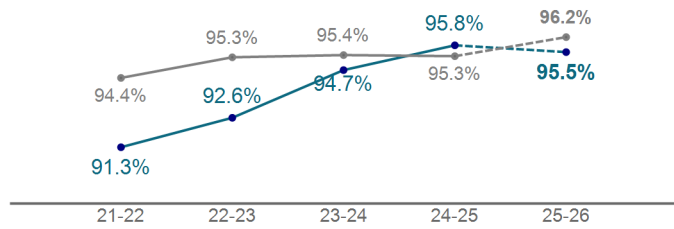
Franklin
All Students
N = 931



African American
N = 111



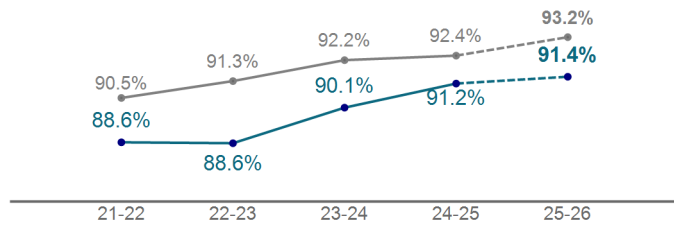
Asian
N = 52



Filipino

Subgroup with fewer than 20 students.

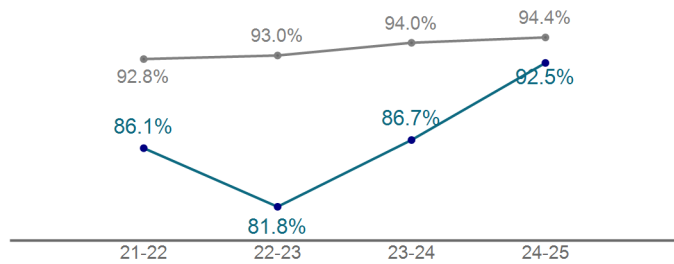
Hispanic
N = 715



Pacific Islander

Subgroup with fewer than 20 students.

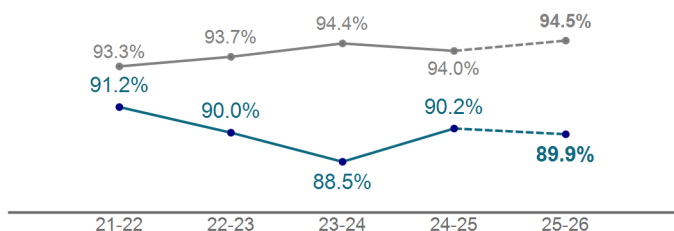
White



Native American

Subgroup with fewer than 20 students.

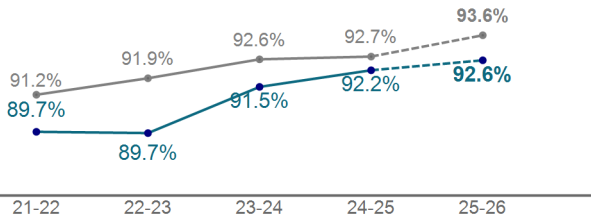
Other
N = 23



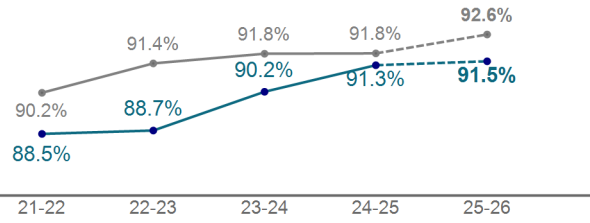
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Attendance Rate

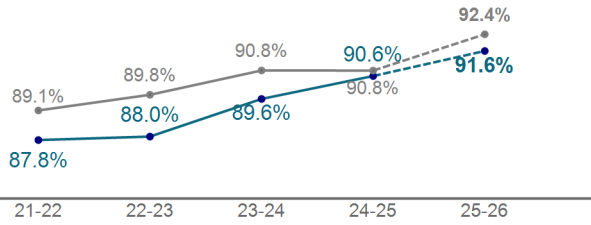
EL + RFEP
N = 476



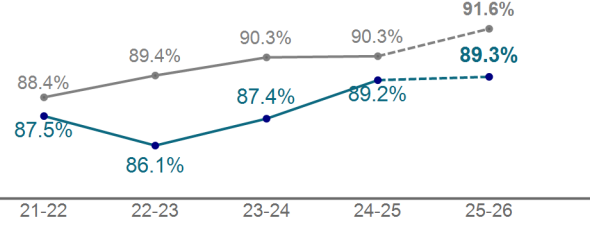
Low SES
N = 827



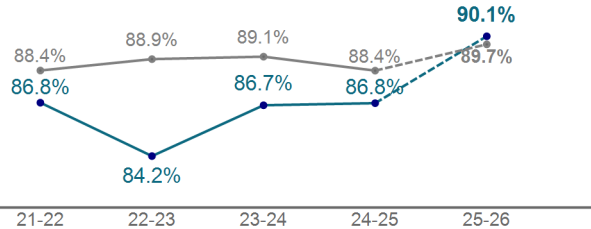
English Learner
N = 258



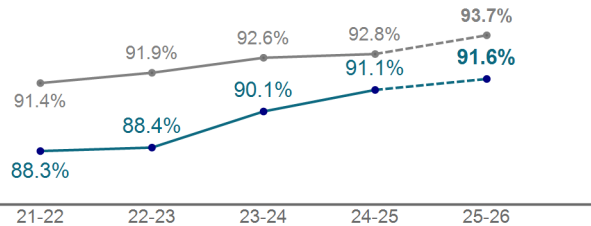
Special Education
N = 174



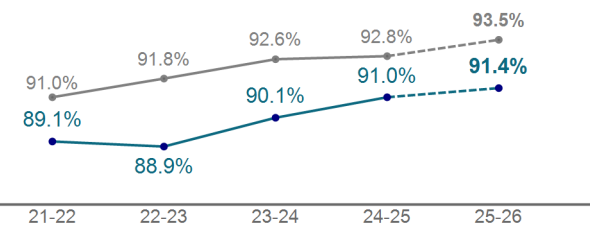
Homeless or Foster Youth
N = 63



Female
N = 441



Male
N = 489



N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Chronic Absence by Attendance Bands School Data by Subgroup Franklin 2024-2025

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Category	# Students		Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate	MS Chronic Rate		
All Students	1,033	1,033	12	19	13	18	38	31.7%	34.3%	44.6%	21.9%		
Grade	Gr. 06	341	11	19	15	18	38	29.3%	34.0%	44.0%	20.7%		
	Gr. 07	332	15	20	12	17	35	35.8%	33.1%	47.6%	23.0%		
	Gr. 08	360	11	19	13	17	40	30.0%	35.8%	42.5%	22.1%		
Ethnicity	African American	129	26	19	12	16	28	44.2%	47.0%	55.8%	31.7%		
	Asian	61			5	5	5	18	67	9.8%	12.5%	14.8%	11.9%
	Cambodian	60	5	10	7	18	60	15.0%	11.1%	21.7%	14.9%		
	Filipino	2			50		50	0.0%	0.0%	50.0%	6.3%		
	Hispanic	791	11	20	14	18	38	30.7%	32.4%	44.6%	23.1%		
	Pacific Islander	5	20	40	20	20		60.0%	60.0%	60.0%	37.4%		
	White	19	11	16	11	32	32	26.3%	63.6%	36.8%	13.6%		
	Other	26	8	42	12	8	31	50.0%	45.8%	61.5%	17.1%		
Gender	Female	490	12	18	14	16	40	30.2%	31.8%	44.1%	21.9%		
	Male	543	13	20	12	19	36	33.0%	36.5%	45.1%	22.0%		
Special Populations	Low SES	893	12	18	13	18	39	29.9%	33.9%	43.2%	26.5%		
	ELL	241	11	24	15	17	33	35.3%	34.3%	50.2%	30.4%		
	RFEP	300		7	14	9	17	53	21.0%	22.0%	30.3%	16.2%	
	EL + RFEP	541	9	18	12	17	44	27.4%	28.0%	39.2%	22.1%		
	Special Ed.	185	17	24	16	22	21	41.1%	44.7%	57.3%	33.1%		
	Spec Ed. Speech/RSP	107	18	22	16	23	21	40.2%	44.9%	56.1%	31.2%		
	Homeless/Foster	100	24	25	17	15	19	49.0%	50.4%	66.0%	39.3%		
	Foster	4	50	25	25			75.0%	85.7%	100.0%	48.1%		
	Homeless	96	23	25	17	16	20	47.9%	46.3%	64.6%	38.0%		
GATE/Excel	196			5	8	8	18	62	12.2%	16.3%	19.9%	9.9%	

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2024-2025

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate
All Elementary	25,767	6	18	17	23	36	24.3%	24.7%	41.1%
Addams	756	8	22	16	20	34	29.6%	28.9%	45.6%
Alvarado	406	5	22	20	20	33	26.6%	27.6%	46.6%
Barton	444	9	22	22	22	25	31.8%	37.4%	53.4%
Birney	519	5	22	16	25	31	27.2%	27.7%	43.4%
Bixby	559	3	13	15	25	44	15.4%	17.0%	30.6%
Bryant	396	7	24	16	24	28	31.3%	29.4%	47.7%
Burbank	577	7	22	17	20	34	29.3%	28.2%	46.3%
Burcham	425	4	12	17	23	45	16.0%	13.6%	32.7%
Carver	573	3	14	17	24	42	16.9%	13.7%	34.2%
Chavez	341	7	22	15	22	35	28.4%	33.2%	43.4%
Cleveland	460	5	17	12	27	39	21.5%	14.0%	33.7%
Dooley	693	8	24	19	22	27	32.3%	33.3%	51.2%
Edison	466	11	25	11	21	32	36.7%	29.9%	47.2%
Emerson	358	1	8	12	24	55	9.5%	9.9%	21.2%
Fremont	461	3	12	17	24	44	15.0%	14.5%	32.3%
Gant	669	1	12	13	26	47	13.0%	13.0%	26.5%
Garfield	563	8	16	19	21	36	24.0%	21.4%	42.8%
Gompers	387	5	13	20	25	37	18.1%	18.3%	38.2%
Grant	998	9	24	18	21	28	33.2%	31.8%	51.3%
Harte	772	9	20	19	22	30	28.9%	32.1%	47.7%
Henry	798	1	7	13	30	49	8.0%	7.0%	21.1%
Herrera	655	8	22	25	21	24	30.1%	30.6%	54.8%
Holmes	400	5	23	19	20	33	28.3%	26.5%	46.8%
Hudson	229	14	22	15	22	27	35.8%	32.9%	51.1%
Kettering	354	4	12	15	25	45	15.5%	17.5%	30.2%
King	625	12	20	18	23	26	31.8%	29.9%	50.2%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2024-2025

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate
Lafayette	883	7	20	17	20	35	27.2%	26.7%	44.2%
Lincoln	801	7	20	15	20	39	26.5%	33.7%	41.2%
Longfellow	918	3	13	14	25	45	15.7%	16.6%	30.1%
Los Cerritos	478	4	9	13	25	49	12.8%	12.9%	26.2%
Lowell	622	2	12	16	25	46	13.7%	14.3%	29.3%
Macarthur	345	3	20	17	23	37	23.2%	22.6%	39.7%
Madison	422	6	12	18	25	39	18.0%	21.2%	35.8%
Mann	335	6	18	15	26	36	23.6%	28.3%	38.5%
McKinley	497	7	21	19	24	30	28.2%	32.2%	46.7%
Naples	348	3	13	16	30	38	16.1%	14.2%	31.9%
Oropeza	559	11	27	15	16	31	37.6%	36.0%	52.8%
Prisk	477	2	11	14	27	45	13.0%	13.5%	27.5%
Riley	500	4	17	19	24	37	20.4%	20.1%	39.0%
Roosevelt	836	12	20	16	18	33	32.4%	34.6%	48.2%
Signal Hill	622	5	14	18	23	40	19.0%	21.3%	37.5%
Smith	676	8	20	19	20	34	27.1%	26.3%	46.2%
Stevenson	478	7	26	17	21	28	33.5%	31.6%	50.6%
Twain	483	3	16	18	25	38	19.0%	22.9%	36.9%
Webster	473	9	22	20	20	30	30.2%	29.1%	50.3%
Whittier	560	7	21	18	19	35	28.0%	27.8%	45.9%
Willard	570	10	22	18	20	30	31.8%	30.1%	49.6%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2024-2025

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate
All Middle	12,480	7	14	13	20	45	21.9%	22.8%	35.1%
Bancroft	822	5	12	14	22	47	17.0%	17.3%	30.5%
Franklin	1,033	12	19	13	18	38	31.7%	34.3%	44.6%
Hamilton	785	13	22	17	17	30	35.5%	27.5%	52.9%
Hoover	527	6	12	13	21	48	18.6%	17.4%	31.5%
Hughes	1,230	3	13	14	22	48	16.3%	14.9%	30.2%
Jefferson	1,028	5	13	13	21	48	18.4%	21.5%	30.9%
Keller	519	1	5	11	20	63	5.8%	6.5%	17.0%
Lindbergh	436	9	17	14	21	38	26.4%	29.5%	40.8%
Lindsey	718	8	13	10	18	51	21.4%	27.0%	31.5%
Marshall	958	3	13	13	21	50	16.3%	16.5%	28.9%
Nelson	855	10	18	13	17	42	28.2%	27.8%	41.6%
Rogers	785	3	8	13	22	54	11.5%	15.4%	24.5%
Stanford	1,196	5	9	11	21	54	13.8%	16.1%	24.9%
Stephens	681	11	21	16	19	34	31.3%	33.4%	47.3%
Washington	907	17	21	13	21	28	37.6%	35.6%	51.0%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2024-2025

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate
All K8	5,739	5	15	15	22	43	20.2%	20.2%	35.1%
Avalon	447	9	27	19	25	20	36.0%	31.5%	55.5%
Cubberley	967	2	10	12	22	55	11.7%	12.0%	23.6%
Muir	1,066	7	18	16	21	38	25.0%	22.7%	40.8%
Newcomb	928	3	8	16	23	51	10.8%	10.8%	26.6%
Powell	743	9	23	16	20	31	31.8%	33.9%	48.2%
Robinson	734	9	17	13	19	42	25.9%	26.3%	39.2%
Tincher	854	3	8	13	24	52	11.0%	11.0%	24.4%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2024-2025

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate
All High	20,036	12	15	13	19	40	27.0%	26.7%	40.4%
Browning	348	17	16	12	20	36	32.5%	32.1%	44.3%
Cabrillo	1,686	22	20	14	16	28	42.3%	42.0%	56.8%
CAMS	673	1	6	6	14	74	6.8%	5.2%	12.5%
Jordan	2,356	11	16	13	18	42	27.1%	25.7%	40.3%
Lakewood	2,385	9	17	17	22	35	26.9%	26.1%	43.5%
McBride	685	5	12	12	20	51	17.2%	16.9%	29.1%
Millikan	3,452	5	11	14	23	47	16.4%	16.3%	30.2%
PAAL	135	39	31	13	7	10	70.4%	75.6%	83.0%
Polytechnic	3,818	13	16	14	20	37	29.1%	27.3%	42.9%
Reid	124	87		12			99.2%	91.1%	99.2%
Renaissance	401	6	15	11	17	51	21.2%	21.7%	32.4%
Sato	553	2	4	7	17	69	6.3%	6.8%	13.6%
Wilson	3,420	15	18	13	20	34	33.1%	33.0%	46.5%

The percentages may not equal 100% due to rounding.

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Chronic Absence by Attendance Bands School Comparison by Subgroup All 2024-2025

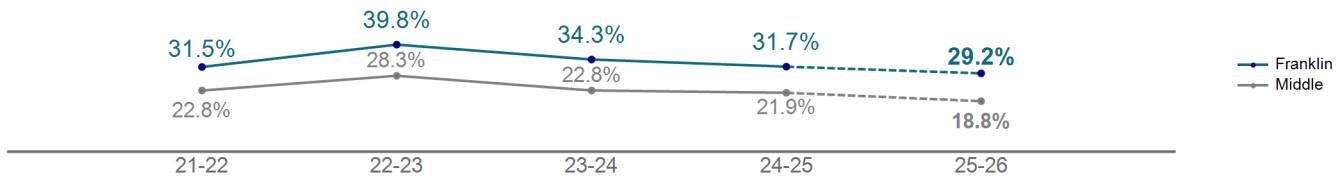
Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chonic + At-Risk Rate
District	64,022	8	16	15	21	40	24.3%	24.6%	39.2%

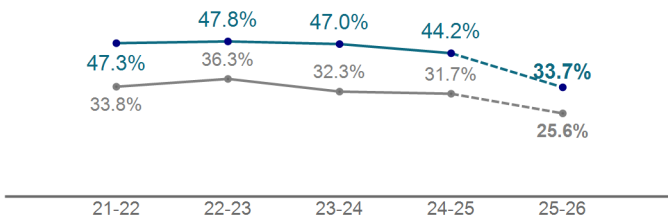
The percentages may not equal 100% due to rounding.

Percent of Students in the Moderately or Severely Chronic Categories

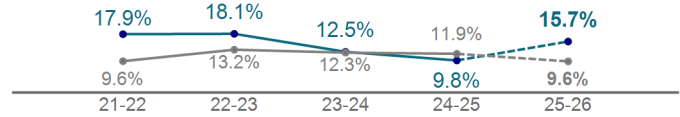
Franklin
All Students
N = 912



African American
N = 104



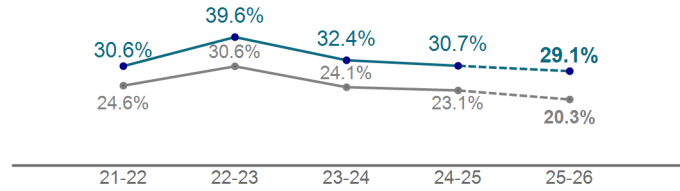
Asian
N = 51



Filipino

Subgroup with fewer than 20 students.

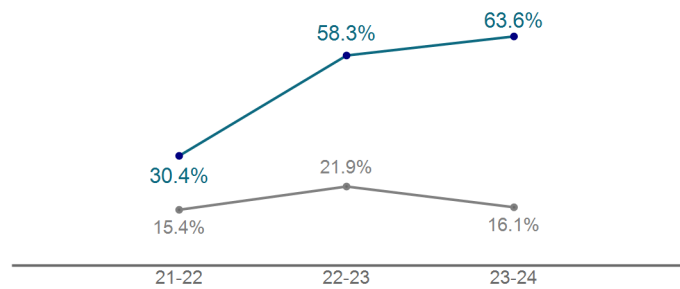
Hispanic
N = 705



Pacific Islander

Subgroup with fewer than 20 students.

White

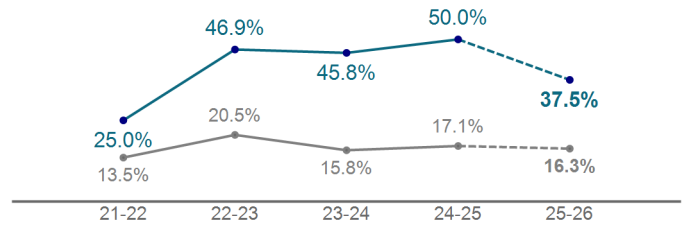


N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

Native American
Subgroup with fewer than 20 students.

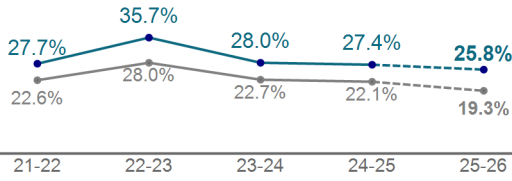
Other
N = 24



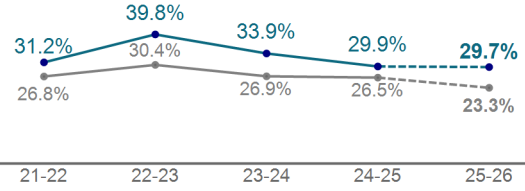
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

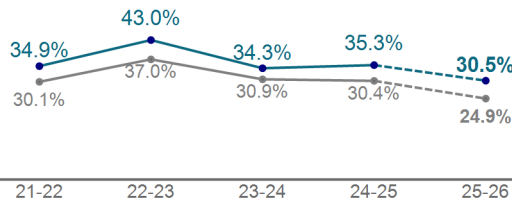
EL + RFEP
N = 472



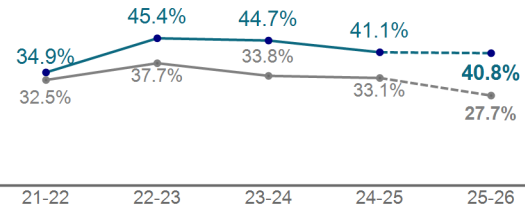
Low SES
N = 831



English Learner
N = 256



Special Education
N = 174



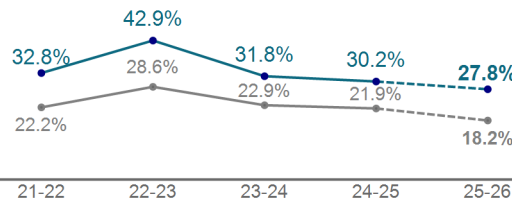
Homeless or Foster Youth

Subgroup with fewer than 20 students.

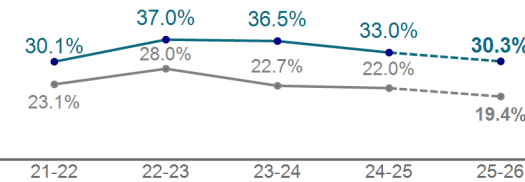
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 435



Male
N = 476



N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

SBAC ELA 2025 :: School Data by Subgroup

Franklin

Category	Tested		Percent by Achievement Level					2 yr	3 yr	% Cohort	
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Students	31,396	District	48%	27	22	28	24	52%	↑2		↑2
Gender	Female	District	44%	23	21	30	26	56%	↑2		↑2
	Male	District	52%	31	22	26	22	48%	↑3		↑3
	Nonbinary	District	31%	16	16	40	29	69%	↑14		-
Special Populations	EL + RFEP	District	62%	37	25	25	13	38%	↑1		↑4
	ELL	District	90%	67	23	8	1	10%	↓4		↑3
	RFEP	District	38%	12	26	38	23	62%	↑3		↑5
	Foster	District	74%	52	21	19	7	26%	↑3		↑12
	GATE/Excel	District	10%	2	8	31	59	90%	↑2		↓-
	Homeless	District	69%	45	24	21	10	31%	↑1		↑3
	Homeless/Foster	District	70%	46	24	20	9	30%	↑1		↑4
	Low SES	District	58%	34	24	27	15	42%	↑2		↑3
	Special Ed.	District	81%	62	20	13	6	19%	↑2		↑4
	Spec Ed. Speech/RSP	District	81%	57	24	15	4	19%	↓2		↑6

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

SBAC Math 2025 :: School Data by Subgroup

Franklin

Category	Tested		Percent by Achievement Level						2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Students	31,450	District	62%	36	25	19	19	38%	↑2		↓4
Gender	Female	District	64%	37	26	19	17	36%	↑2		↓5
	Male	District	59%	36	24	20	21	41%	↑2		↓2
	Nonbinary	District	67%	41	26	20	13	33%	↑1		↓28
Special Populations	EL + RFEP	District	74%	49	25	15	10	26%	↑2		↓3
	ELL	District	90%	70	21	8	2	10%	↓1		↑1
	RFEP	District	61%	32	29	22	17	39%	↑3		↓5
	Foster	District	80%	57	23	12	8	20%	↑3		↑7
	GATE/Excel	District	20%	5	15	27	53	80%	↑1		↓9
	Homeless	District	82%	59	24	11	7	18%	↑-		↓4
	Homeless/Foster	District	82%	58	24	11	7	18%	↑1		↓3
	Low SES	District	71%	44	26	17	12	29%	↑2		↓2
	Special Ed.	District	85%	68	17	9	6	15%	↑2		↑1
	Spec Ed. Speech/RSP	District	85%	66	20	10	5	15%	↓2		↑2

The percentages in each Claim may not equal 100% due to rounding.

Students without scores are not included in the graphical comparison of these results.

*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Science 2025 :: School Data by Subgroup

Franklin

Category	Tested		Percent by Achievement Level						2 yr	3 yr	% Cohort	
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	13,317	District	72%	15	57	19	9	28%	↑2		-	
Gender	Female	District	73%	13	59	19	8	27%	↑1		-	
	Male	District	71%	17	54	19	10	29%	↑3		-	
	Nonbinary	District	79%	3	76	7	14	21%	↓20		-	
Special Populations	EL + RFEP	District	83%	20	63	13	3	17%	↑1		-	
	ELL	District	99%	43	56			1%	↓1		-	
	RFEP	District	75%	9	66	20	5	25%	↑-		-	
	Foster	District	87%	27	60	12	1	13%	↑4		-	
	GATE/Excel	District		35%	2	33	38	27	65%	↑1		-
	Homeless	District	86%	26	60	11	3	14%	↑1		-	
	Homeless/Foster	District	86%	26	60	11	3	14%	↑1		-	
	Low SES	District	81%	19	61	15	4	19%	↑1		-	
	Special Ed.	District	92%	37	55	6	2	8%	↓-		-	
	Spec Ed. Speech/RSP	District	92%	32	60	7	2	8%	↓2		-	

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

SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup Franklin

2/12/26

Category		Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)					
		N	Growth Target					
			Declined	Below Target	Above Target	Accelerated*		
E L A	All Students	875	-	37	13	13	36	
		All Middle	18	33	13	14	40	
		District	28	30	15	17	38	
	Grade	Gr. 06 <small>(Minimum Growth Target: 27) (Min Accelerated Growth Target: 55) (Minimum Board Goal 2 Target: 81)</small>	287	-	48	15	14	23
			All Middle	12	38	16	16	30
			District	15	36	16	17	31
		Gr. 07 <small>(Minimum Growth Target: 25) (Min Accelerated Growth Target: 51) (Minimum Board Goal 2 Target: 80)</small>	283	-	28	16	18	39
			All Middle	33	25	14	16	45
			District	37	25	14	16	45
		Gr. 08 <small>(Minimum Growth Target: 14) (Min Accelerated Growth Target: 29) (Minimum Board Goal 2 Target: 83)</small>	305	-	36	9	9	47
			All Middle	12	38	9	9	44
			District	11	38	9	9	44
	Ethnicity	Hispanic	682	-	37	14	13	35
			All Middle	19	33	13	14	40
			District	28	30	14	17	38
African American		101	-	37	10	12	42	
		All Middle	19	35	12	14	39	
		District	25	32	14	15	39	
Cambodian		53	-	38	11	13	38	
		All Middle	7	33	15	14	38	
		District	23	29	15	18	38	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup

Franklin

2/12/26

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)					
		N		Growth Target					
				Declined	Below Target	Above Target	Accelerated*		
E L A	Ethnicity	Asian	51	-	39	8	18	35	
			All Middle	11		34	14	13	39
			District	28		29	15	17	39
	Other	23	-	39	9	9	43		
		All Middle	7		36	14	13	38	
		District	25		31	15	17	37	
	White	13 [^]	-	31	15	23	31		
		All Middle	23		32	13	16	39	
		District	27		30	15	19	37	
	Pacific Islander	3 [^]	-	67		33	0		
		All Middle	25		30	19	14	36	
		District	39		30	18	15	37	
	Filipino	2 [^]	-	50		50			
		All Middle	25		31	14	13	42	
		District	37		29	14	17	41	
Gender	Female	422	-	35	14	12	39		
		All Middle	19		32	13	14	41	
		District	28		30	15	17	38	
	Male	453	-	39	12	14	34		
		All Middle	16		35	13	14	39	
		District	26		31	14	17	38	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

[^]Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup Franklin

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Gender	Nonbinary	All Middle [^]	72	25	25	50	
		District	19	33	18	48	
Special Populations	EL + RFEP	456	-	37	13	13	37
		All Middle	22	31	12	14	43
	District	28	31	13	16	41	
	ELL	173	-	39	17	12	32
		All Middle	22	32	13	13	42
	District	31	30	15	17	38	
	RFEP	283	-	36	10	13	41
		All Middle	23	31	12	14	44
	District	27	31	11	15	43	
	Foster	1 [^]	-	100	0		
		All Middle	14	45	16	5	34
	District	35	38	18	9	35	
	GATE/Excel	187	-	36	11	14	39
		All Middle	17	33	13	15	39
	District	30	29	16	19	36	
	Homeless	47	-	45	11	19	26
All Middle		23	31	14	14	40	
District	34	30	15	16	40		
Homeless/Foster	48	-	46	10	19	25	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

[^]Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup

Franklin

2/12/26

Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
				Declined	Below Target	Above Target	Accelerated*	
E L A	Special Populations	Homeless/Foster	All Middle	23	33	14	13	40
			District	34	31	15	15	39
	Low SES	779	-	38	12	13	37	
		All Middle	18	34	13	14	40	
		District	28	30	15	16	39	
	Special Ed.	133	-	35	11	17	37	
		All Middle	19	33	13	14	40	
		District	31	30	14	17	39	
	Spec Ed. Speech/RSP	91	-	36	11	16	36	
		All Middle	19	34	13	13	40	
		District	31	31	13	16	41	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup Franklin

2/12/26

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Math	All Students	886	14	37	12	14	37	
		All Middle	19	38	12	13	36	
		District	20	34	20	19	27	
	Grade	Gr. 06 (Minimum Growth Target: 24) (Min Accelerated Growth Target: 49)	293	-	43	13	16	29
			All Middle	24	40	15	15	29
			District	29	39	15	16	30
		Gr. 07 (Minimum Growth Target: 17) (Min Accelerated Growth Target: 35)	284	10	36	12	14	38
			All Middle	18	34	11	12	43
			District	19	34	11	12	43
		Gr. 08 (Minimum Growth Target: 19) (Min Accelerated Growth Target: 39)	309	25	34	11	13	42
			All Middle	14	40	10	12	38
			District	14	41	10	12	37
	Ethnicity	Hispanic	690	16	39	12	14	36
			All Middle	17	40	12	13	35
			District	19	36	19	19	27
African American		102	-	34	10	20	36	
		All Middle	22	40	12	12	36	
		District	23	35	20	17	28	
Cambodian		54	-	26	17	15	43	
		All Middle	15	31	15	16	38	
		District	18	30	20	20	30	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup Franklin

2/12/26

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Math	Ethnicity	Asian	53	-	25	17	15	43
			All Middle	21	31	15	14	40
			District	22	31	21	20	29
	Other	23	-	30	13	9	48	
		All Middle	26	32	13	14	41	
		District	21	31	20	20	28	
	White	13^	-	46		54		
		All Middle	20	37	12	13	38	
		District	16	34	20	19	26	
	Pacific Islander	3^	-	67		33		
		All Middle	-1	36	10	15	39	
		District	4	35	22	20	23	
Filipino	2^	-	50		50	0		
	All Middle	11	31	15	13	42		
	District	18	30	19	21	30		
Gender	Female	428	23	34	12	15	39	
		All Middle	20	37	13	13	37	
		District	17	34	20	18	27	
	Male	458	4	41	11	14	35	
		All Middle	17	39	12	13	36	
		District	22	35	19	19	27	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup Franklin

2/12/26

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Gender	Nonbinary	All Middle [^]	18	38	13	13	38
		District	-12	52	12	15	21
Math Special Populations	EL + RFEP	468	16	37	12	15	37
		All Middle	16	40	12	13	36
	District	17	37	18	18	27	
	ELL	186	14	46	11	13	31
		All Middle	11	46	11	11	33
	District	25	37	18	18	26	
	RFEP	282	17	31	12	16	40
		All Middle	20	36	13	13	38
	District	14	36	18	18	28	
	Foster	1 [^]	-	100	0		
		All Middle	21	38	15	14	33
	District	60	35	19	18	28	
	GATE/Excel	187	16	36	13	12	39
		All Middle	23	33	14	14	39
	District	16	31	21	21	27	
	Homeless	56	-	32	14	16	38
All Middle		18	42	12	11	35	
District	12	38	19	16	27		
Homeless/Foster	57	-	33	14	16	37	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

[^]Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup Franklin

2/12/26

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Math at Special Populations	Homeless/Foster	All Middle	18	42	12	11	35
		District	18	38	19	16	27
	Low SES	789	9	37	12	14	37
		All Middle	18	40	12	13	35
		District	19	35	19	19	27
	Special Ed.	132	-6	45	11	16	29
		All Middle	12	43	10	12	35
		District	25	36	17	17	29
	Spec Ed. Speech/RSP	89	-	44	9	17	30
		All Middle	15	44	9	12	35
		District	21	37	18	17	29

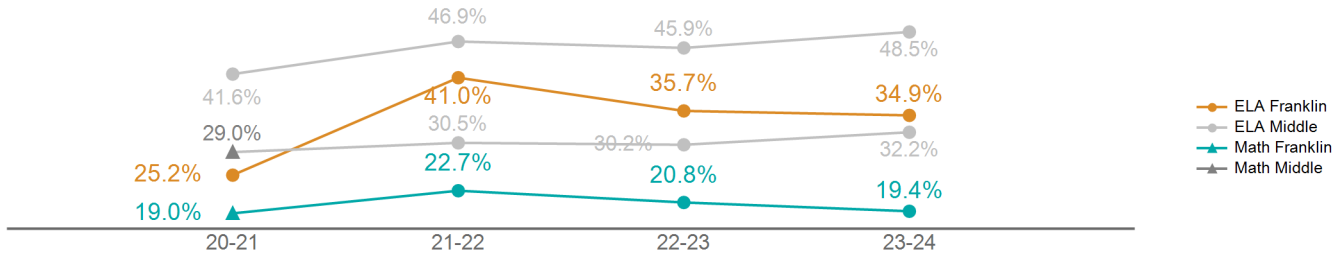
The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

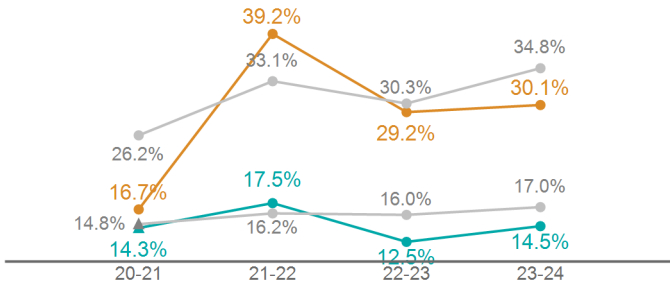
*Accelerated Growth = At least double the minimum growth target for the grade level.

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

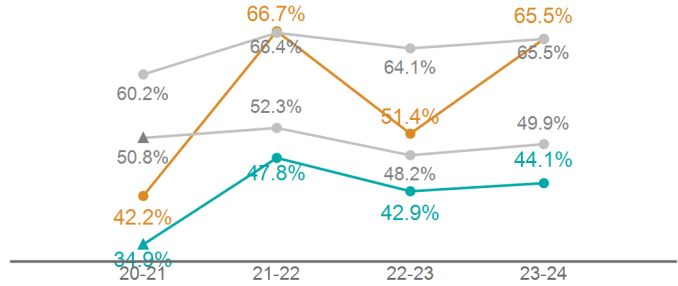
Franklin All Students



African American



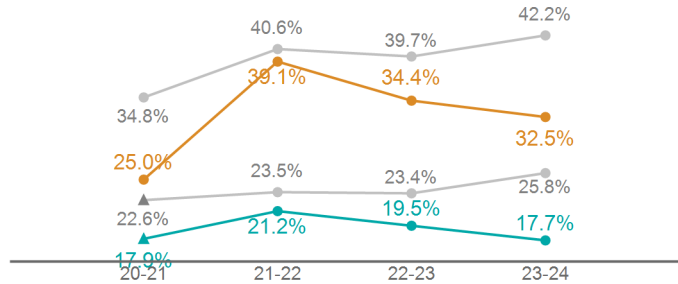
Asian



Filipino

Subgroup with fewer than 20 students.

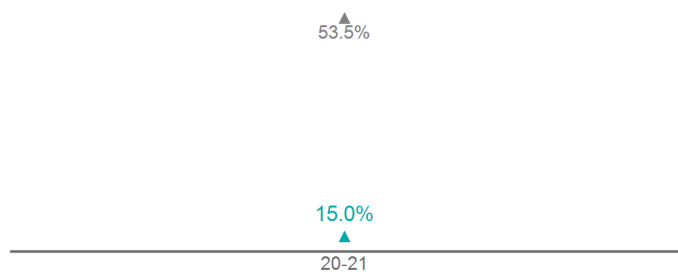
Hispanic



Pacific Islander

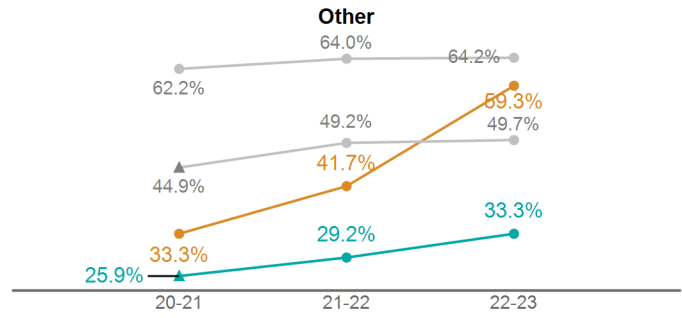
Subgroup with fewer than 20 students.

White



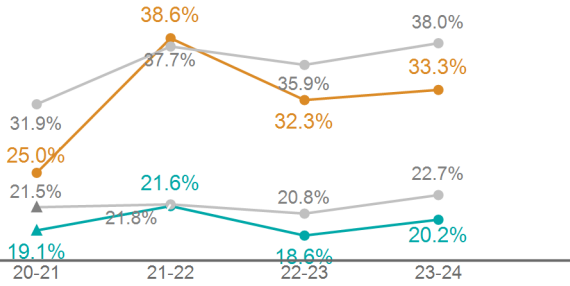
Percent of Students with Achievement Level of Met or Exceeded in SBAC

Native American
Subgroup with fewer than 20 students.

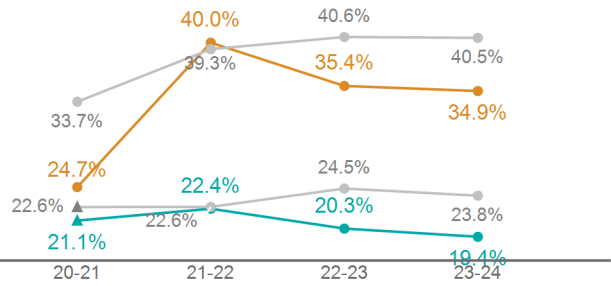


Percent of Students with Achievement Level of Met or Exceeded in SBAC

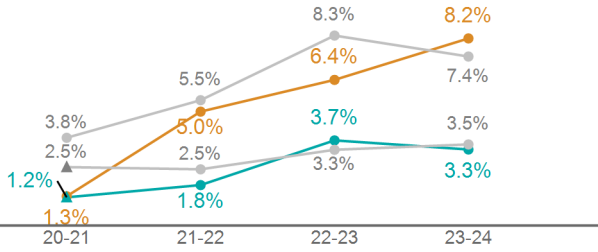
EL + RFEP



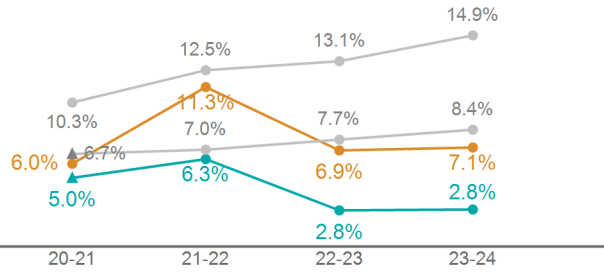
Low SES



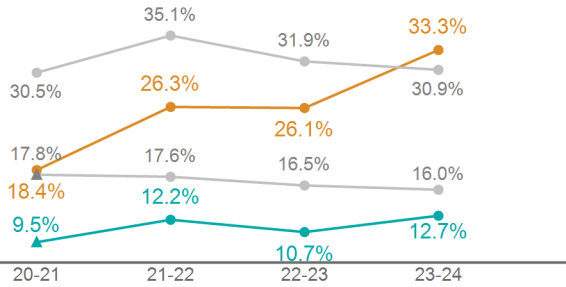
English Learner



Special Education



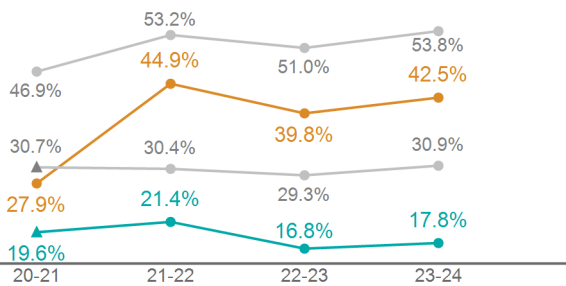
Homeless



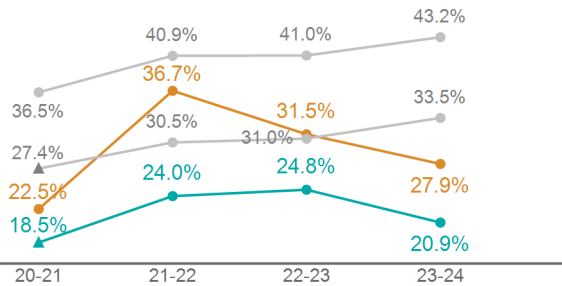
Foster Youth

Subgroup with fewer than 20 students.

Female



Male



N's are from the current year.
Subgroups under 20 students are not included.

SBAC ELA 2024-2025 :: School Comparison by Subgroup

2/12/26

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Elementary	11,695	50%	29	21	24	26	50%	↑2		↑3

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2024-2025 :: School Comparison by Subgroup

2/12/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All Elementary	11,758	55%	29	26	23	22	45%	↑1	↓3

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2024-2025 :: School Comparison by Subgroup

2/12/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded			
All Elementary	3,904	68%	17	52	20	12	32%	↑2	-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2024-2025 :: School Comparison by Subgroup

2/12/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All Middle	11,560	49%	26	23	32	19	51%	↑3	↓2

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2024-2025 :: School Comparison by Subgroup

2/12/26

All


School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded			
All Middle	11,563	65%	40	25	17	18	35%	↑2	↑1

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2024-2025 :: School Comparison by Subgroup

2/12/26

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Middle	3,859	72%	15	58	19	8	28%	↑3		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2024-2025 :: School Comparison by Subgroup

2/12/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All K-8	3,576	44%	25	20	27	29	56%	↑4	↑-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2024-2025 :: School Comparison by Subgroup

2/12/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded			
All K-8	3,573	54%	31	23	20	25	46%	↑4	↑3

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2024-2025 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All K-8	1,218	65%	14	51	23	13	35%	↑3		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2024-2025 :: School Comparison by Subgroup

2/12/26

All


School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All High	4,565	46%	25	21	29	25	54%	↑2	↑5

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2024-2025 :: School Comparison by Subgroup

2/12/26

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All High	4,556	73%	50	23	16	11	27%	↑3		↓7

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2024-2025 :: School Comparison by Subgroup

2/12/26

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All High	4,336	76%	15	62	18	6	24%	↑-		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2024-2025 :: School Comparison by Subgroup

2/12/26

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	31,396	48%	27	22	28	24	52%	↑2		↑2

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2024-2025 :: School Comparison by Subgroup

2/12/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded			
District	31,450	62%	36	25	19	19	38%	↑2	↓4

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2024-2025 :: School Comparison by Subgroup

2/12/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded			
District	13,317	72%	15	57	19	9	28%	↑2	-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2025

School Name	Overall		Grade 6		Grade 7		Grade 8		Lowest Performing		
	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Ethnic Group	Met Exceeded	Change
Avalon	19.0%	-4.6%	16.7%	-1.0%	12.5%	-16.5%	36.0%	18.5%	Hispanic	16.0%	-4.2%
Bancroft	57.7%	4.6%	54.0%	6.9%	56.8%	1.6%	62.4%	5.3%	African American	38.5%	0.5%
Cubberley	70.5%	1.6%	68.7%	-3.0%	73.4%	6.2%	69.8%	9.9%	African American	26.5%	-16.7%
Franklin	34.5%	-0.5%	26.9%	0.0%	32.4%	-7.6%	43.6%	6.3%	African American	29.2%	-0.8%
Hamilton	39.2%	2.4%	37.6%	3.7%	40.0%	3.0%	39.9%	0.7%	African American	29.6%	-3.4%
Hoover	42.6%	-2.5%	42.9%	4.1%	41.4%	-9.5%	43.4%	-1.8%	African American	27.1%	-5.6%
Hughes	55.4%	5.5%	54.7%	6.0%	60.1%	10.8%	51.3%	-0.1%	African American	38.6%	1.2%
Jefferson	55.9%	5.1%	48.6%	7.4%	58.8%	6.0%	60.1%	1.9%	African American	45.7%	0.9%
Keller	68.8%	3.7%	67.0%	10.0%	71.2%	0.5%	68.6%	0.1%	Hispanic	65.5%	3.8%
Lindbergh	35.3%	0.8%	35.5%	0.3%	36.3%	-0.6%	33.9%	2.4%	African American	26.5%	1.5%
Lindsey	37.0%	2.0%	31.1%	-2.7%	41.8%	4.6%	38.2%	4.3%	African American	24.3%	3.9%
Marshall	61.7%	-0.5%	62.1%	4.2%	64.8%	1.9%	58.3%	-7.6%	African American	42.2%	-13.0%
Muir	46.6%	6.0%	48.6%	8.4%	49.1%	5.2%	53.2%	1.7%	African American	42.3%	5.8%
Nelson	36.1%	3.3%	33.9%	4.1%	39.8%	1.5%	34.4%	4.1%	African American	25.3%	8.9%
Newcomb	81.1%	1.9%	80.8%	-3.4%	83.7%	1.9%	80.6%	-0.9%	African American	71.9%	9.4%
Powell	36.9%	4.5%	40.7%	18.8%	33.3%	-2.2%	41.6%	15.5%	African American	28.2%	-0.9%
Robinson	32.8%	4.0%	35.8%	14.4%	44.0%	-5.5%	43.8%	15.2%	African American	28.7%	3.3%
Rogers	70.7%	5.4%	64.8%	4.4%	78.0%	12.1%	69.4%	0.2%	African American	58.1%	21.2%
Stanford	67.7%	-0.1%	60.6%	-3.9%	73.2%	0.1%	69.6%	3.9%	African American	49.6%	5.4%
Stephens	53.3%	-0.8%	46.5%	-2.8%	55.1%	-1.4%	58.6%	2.3%	African American	39.4%	-10.6%
Tincher	73.8%	1.5%	69.5%	-1.1%	73.9%	1.7%	64.4%	-3.4%	African American	53.8%	2.6%
Washington	32.5%	3.4%	27.9%	0.1%	33.2%	4.4%	36.1%	5.4%	African American	26.9%	6.0%

SBAC ELA 2025

	Difference	Highest Performing		ELL + RFEP		Homeless - Foster		Spec Ed: Speech/RSP		Spec Ed	
N	Highest & Lowest Ethnic Group	Ethnic Group	N	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change
169	17.4%	White	33	11.8%	-2.6%	0.0%	0.0%	3.6%	-2.9%	3.3%	-3.1%
91	47.6%	Filipino	36	49.5%	8.4%	24.1%	-6.6%	21.8%	-3.8%	22.0%	-1.1%
49	62.8%	Asian	28	55.3%	11.1%	38.9%	-13.1%	32.1%	-18.7%	24.0%	-7.4%
106	33.3%	Asian,Cambodian	56, 56	32.3%	-1.0%	20.6%	-10.7%	12.4%	2.7%	9.7%	2.5%
81	56.1%	Asian	21	33.6%	0.3%	20.5%	-5.0%	13.2%	0.7%	9.0%	0.8%
118	44.7%	Cambodian	39	42.0%	-1.2%	50.0%	8.6%	11.8%	-11.5%	12.9%	-3.8%
202	45.3%	White	93	45.5%	4.6%	46.6%	13.2%	13.5%	-4.3%	13.7%	-1.2%
151	30.3%	Asian	79	50.7%	3.8%	40.8%	5.2%	24.4%	4.2%	19.5%	3.6%
394	16.3%	White	55	62.2%	11.8%	66.7%	20.5%	7.7%	1.8%	13.3%	7.5%
83	17.0%	Cambodian	23	32.9%	-1.3%	9.3%	-19.3%	10.0%	2.5%	7.5%	1.1%
103	31.7%	Cambodian	25	36.2%	0.2%	24.2%	-8.1%	9.6%	0.8%	9.4%	1.2%
90	41.1%	Filipino	24	48.7%	2.1%	37.5%	-1.7%	22.2%	-8.0%	26.6%	3.1%
52	22.2%	Filipino	79	35.8%	1.2%	35.1%	-0.2%	4.3%	-0.4%	6.1%	3.1%
91	30.7%	Asian	150	30.8%	3.3%	23.1%	8.8%	17.9%	4.3%	11.3%	1.0%
32	24.6%	Asian	28	54.5%	-9.5%	80.0%	-10.9%	41.7%	8.9%	51.6%	18.8%
110	11.7%	Hispanic	331	31.7%	2.2%	24.4%	4.0%	6.3%	-4.4%	5.4%	-6.6%
80	4.4%	Hispanic	380	28.3%	2.2%	15.8%	-15.8%	10.5%	0.7%	11.3%	1.5%
43	23.1%	White	309	41.3%	0.6%	52.4%	19.0%	30.8%	-0.2%	27.6%	5.8%
119	30.5%	White	291	41.7%	-1.6%	36.8%	4.7%	33.9%	-3.2%	31.5%	2.4%
71	42.9%	Filipino	68	51.1%	-0.3%	44.7%	12.8%	12.5%	-0.6%	9.9%	0.3%
39	46.2%	Cambodian	24	60.5%	7.4%	50.0%	-8.3%	19.1%	-6.8%	26.4%	1.0%
93	6.0%	Hispanic	629	31.4%	1.7%	21.3%	3.8%	4.2%	-9.5%	8.1%	-2.5%

SBAC ELA 2025

Gender Diff
6.9%
10.3%
10.4%
11.8%
12.9%
17.1%
10.6%
7.0%
16.3%
3.2%
10.2%
9.4%
6.3%
12.5%
8.2%
9.3%
7.6%
12.7%
15.1%
9.3%
6.1%
15.1%

Franklin

2024-2025

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2024-2025	YR	All	All	28	332	123	
		Grade	Gr. 06	5	104	40	
			Gr. 07	14	136	25	
			Gr. 08	9	92	58	
		Ethnicity	African American	15	79	45	
			Asian	3	11	5	
			Hispanic	10	228	61	
			Other		10	10	
			Pacific Islander		1		
			White		3	2	
		Gender	Female	18	126	52	
			Male	10	206	71	
		Fluency	EL + RFEP	6	122	35	
			ELL	5	78	24	
			RFEP	1	44	11	
		Foster	Foster	2	12	2	
		GATE/Excel	GATE/Excel	4	17	6	
		Homeless	Homeless	2	42	12	
		LowSES	Low SES	18	286	101	
		SPED	Special Ed.	15	116	50	
		SPED-Speech/RSP	Spec Ed. Speech/RSP	11	61	26	

Franklin

2023-2024

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome.

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2023-2024	YR	All	All	21	250	50	6
		Grade	Gr. 06	1	98	19	1
			Gr. 07	8	85	7	1
			Gr. 08	12	67	24	4
		Ethnicity	African American	8	60	5	1
			Asian		4		
			Hispanic	12	179	43	4
			Other	1	2	1	
			Pacific Islander		3	1	1
			White		2		
		Gender	Female	9	80	21	
			Male	12	170	29	6
		Fluency	EL + RFEP	2	108	23	3
			ELL		61	14	1
			RFEP	2	47	9	2
		Foster	Foster		6	1	
		GATE/Excel	GATE/Excel	4	9	8	
		Homeless	Homeless	3	27	3	
		LowSES	Low SES	16	217	43	4
		SPED	Special Ed.	3	73	15	1
SPED-Speech/RSP	Spec Ed. Speech/RSP	2	43	8			

Franklin

2022-2023

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome.

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken	
2022-2023	YR	All	All	8	134	25		
		Grade	Gr. 06	2	63	4		
			Gr. 07	6	39	10		
			Gr. 08		32	11		
		Ethnicity	African American	2	30	4		
			Asian		3	2		
			Hispanic	6	97	18		
			Other		4			
			White			1		
		Gender	Female			56	19	
			Male	8		78	6	
		Fluency	EL + RFEP	5		65	12	
			ELL	3		41	5	
			RFEP	2		24	7	
		Foster	Foster			9	2	
		GATE/Excel	GATE/Excel			10	1	
		Homeless	Homeless	1		10	3	
		LowSES	Low SES	8		127	24	
		SPED	Special Ed.	2		26	2	
		SPED-Speech/RSP	Spec Ed. Speech/RSP	2		20	2	

Franklin

2021-2022

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2021-2022	YR	All	All	52	108	131	25
		Grade	Gr. 06	18	33	40	5
			Gr. 07	18	61	55	10
			Gr. 08	16	14	36	10
		Ethnicity	African American	16	21	45	2
			Asian	1	2	6	1
			Hispanic	30	74	72	18
			Other	2	10	7	1
			White	3	1	1	3
		Gender	Female	35	31	41	11
			Male	17	77	90	14
		Fluency	EL + RFEP	22	60	59	12
			ELL	14	33	40	5
			RFEP	8	27	19	7
		Foster	Foster		2	1	
		GATE/Excel	GATE/Excel	3	7	7	5
		Homeless	Homeless	7	12	8	3
		LowSES	Low SES	45	88	111	21
		SPED	Special Ed.	9	29	54	4
		SPED-Speech/RSP	Spec Ed. Speech/RSP	7	14	12	3

Franklin

2020-2021

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2020-2021	YR	All	All			7	1
		Grade	Gr. 06			1	1
			Gr. 07			6	
		Ethnicity	African American			2	
			Hispanic			5	1
		Gender	Female			1	
			Male			6	1
		Fluency	EL + RFEP			5	1
			ELL			2	
			RFEP			3	1
		Foster	Foster			1	
		Homeless	Homeless			2	1
		LowSES	Low SES			2	1
		SPED	Special Ed.			2	
SPED-Speech/RSP	Spec Ed. Speech/RSP			1			

Franklin

2019-2020

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome.

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2019-2020	YR	All	All		66	114	
		Grade	Gr. 06		16	26	
			Gr. 07		14	46	
			Gr. 08		35	42	
			Gr. 09		1		
		Ethnicity	African American		35	61	
			Asian			5	
			Hispanic		26	45	
			Other		2	2	
			White		3	1	
		Gender	Female		24	49	
			Male		42	65	
		Fluency	EL + RFEP		20	35	
			ELL		9	19	
			RFEP		11	16	
		Foster	Foster		2	3	
		GATE/Excel	GATE/Excel		5	3	
		Homeless	Homeless		7	20	
		LowSES	Low SES		40	73	
		SPED	Special Ed.		15	25	
		SPED-Speech/RSP	Spec Ed. Speech/RSP		10	14	
		SLC	Wilson - ARTS		1		

Franklin

24-25

Legend
Exclusionary
Other Action
No Action Taken
Restorative Justice

Count of Unique Student-Incidents by Action Type (disposition type). Each student is counted once per incident; each incident is categorized based on the most severe outcome for the student. Incidents missing dispositions are counted under "No Action Taken" type.

		YR		
subgroup				
Category		# Records	Percent by Category	
All Students	All	483	69 25 6	
	Grade	Gr. 06	149	70 27 3
		Gr. 07	175	78 14 8
Gr. 08		159	58 36 6	
Ethnicity	African American	139	57 32 11	
	Asian	19	58 26 16	
	Hispanic	299	76 20 3	
	Other	20	50 50	
	Pacific Islander	1	100	
	White	5	60 40	
Gender	Female	196	64 27 9	
	Male	287	72 25 3	

Franklin

24-25

Legend
Exclusionary
Other Action
No Action Taken
Restorative Justice













Count of Unique Student-Incidents by Action Type (disposition type). Each student is counted once per incident; each incident is categorized based on the most severe outcome for the student. Incidents missing dispositions are counted under "No Action Taken" type.

		YR			
subgroup					
Category		# Records	Percent by Category		
Special Populations	EL + RFEP	163	75	21	4
	ELL	107	73	22	5
	Foster	16	75	13	13
	GATE/Excel	27	63	22	15
	Homeless	56	75	21	4
	Low SES	405	71	25	4
	RFEP	56	79	20	2
	Spec Ed. Speech/RSP	98	62	27	11
	Special Ed.	181	64	28	8

Franklin

24-25

Students by Subgroup Categorized by 1 or more than 1 incident

		YR	
subgroup			
Category		# Students	Percent by Category
All Students	All	217	
Grade	Gr. 06	60	
	Gr. 07	75	
	Gr. 08	82	
Ethnicity	African American	47	
	Asian	7	
	Hispanic	149	
	Other	9	
	Pacific Islander	1	
	White	4	
Gender	Female	94	
	Male	123	

Franklin

24-25

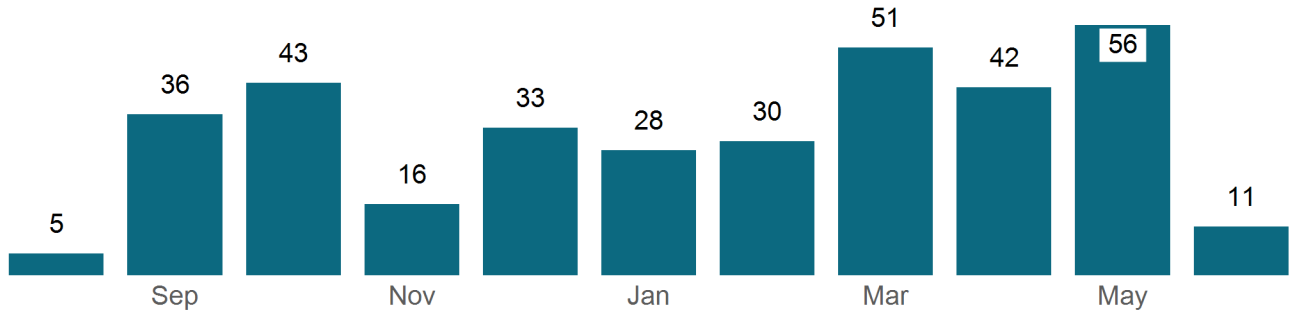
Students by Subgroup Categorized by 1 or more than 1 incident

		YR	
subgroup			
Category		# Students	Percent by Category
Special Populations	EL + RFEP	85	38 62
	ELL	54	37 63
	Foster	3	100
	GATE/Excel	18	22 78
	Homeless	23	65 35
	Low SES	189	47 53
	RFEP	31	39 61
	Spec Ed. Speech/RSP	36	69 31
	Special Ed.	61	62 38

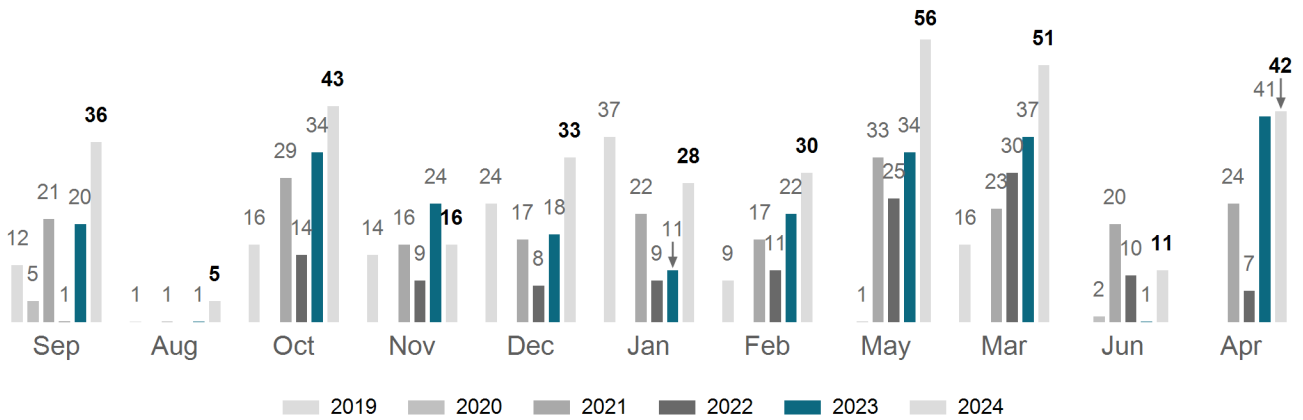
Franklin

24-25

By Month for 24-25



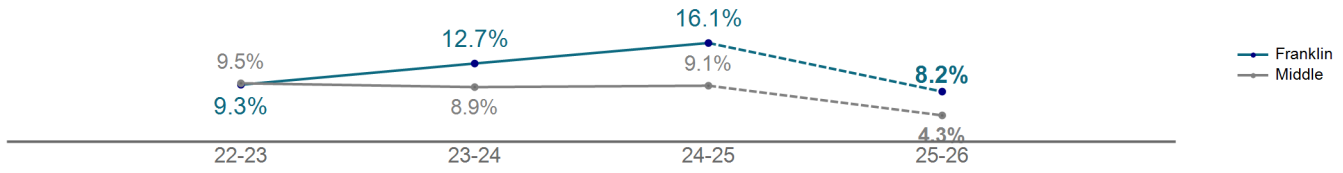
By Month- 5-year comparison



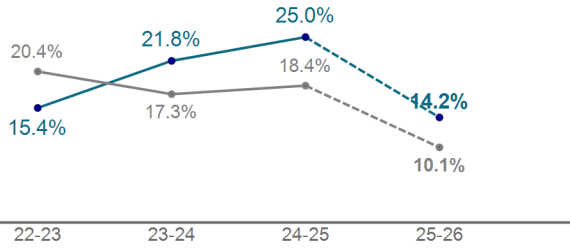
	19-20	20-21	21-22	22-23	23-24	24-25
Sep		12	5	21	1	20
Aug		1		1		1
Oct		16		29	14	34
Nov		14		16	9	24
Dec		24		17	8	18
Jan		37		22	9	11
Feb		9		17	11	22
May			1	33	25	34
Mar		16		23	30	37
Jun			2	20	10	1
Apr				24	7	41

Suspension Rate

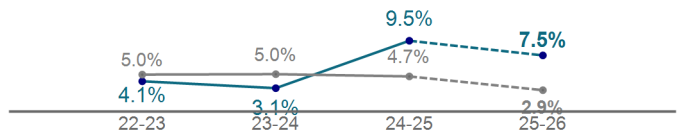
Franklin
All Students
N = 944



African American
N = 113



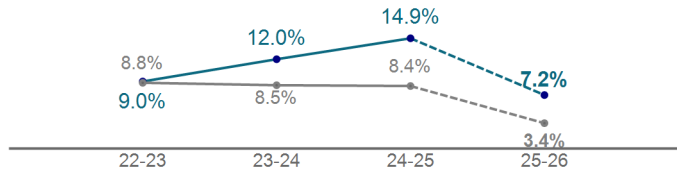
Asian
N = 53



Filipino

Subgroup with fewer than 20 students.

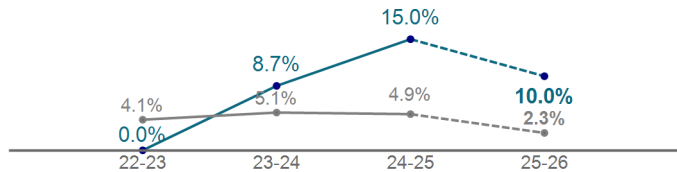
Hispanic
N = 723



Pacific Islander

Subgroup with fewer than 20 students.

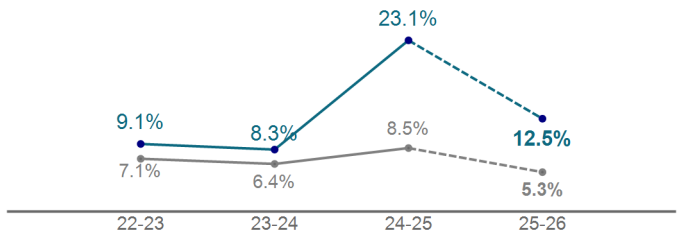
White
N = 20



Native American

Subgroup with fewer than 20 students.

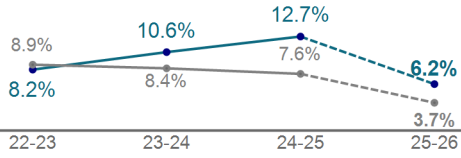
Other
N = 24



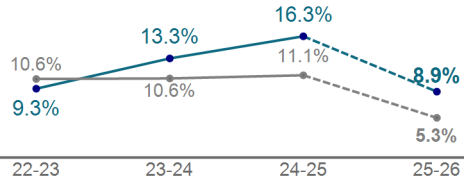
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

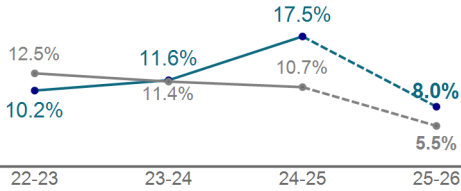
EL + RFEP
N = 481



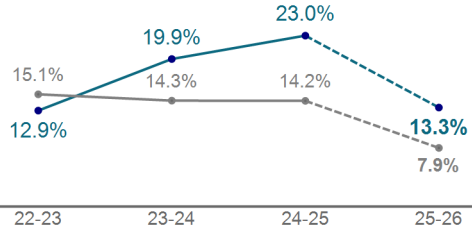
Low SES
N = 835



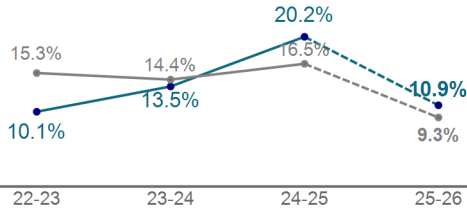
English Learner
N = 261



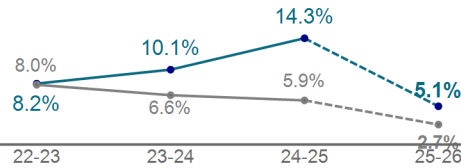
Special Education
N = 180



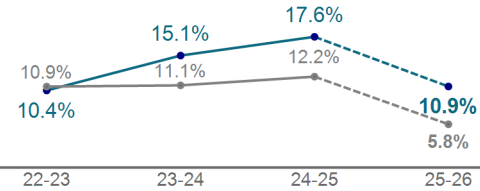
Homeless or Foster Youth
N = 64



Female
N = 448



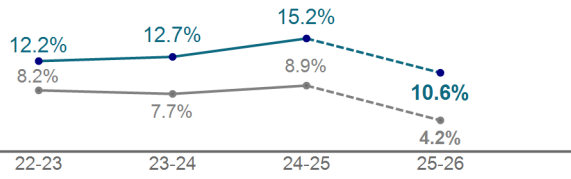
Male
N = 495



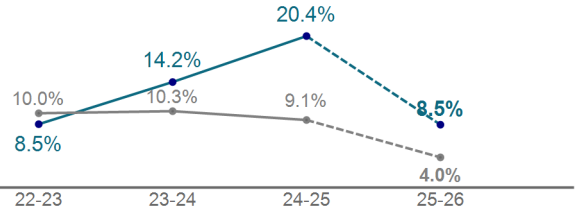
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
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Suspension Rate

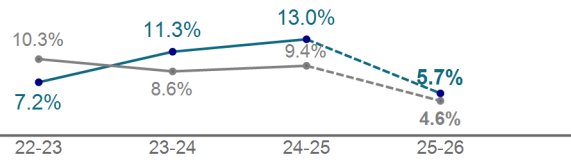
Gr. 06
N = 283



Gr. 07
N = 343



Gr. 08
N = 318



N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.



i-Ready Math Overall Relative Placement

School Data by Subgroup

Franklin 2024-2025 Grade 6

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
6	All Students	All	1	298	37	21	30	11	2	
			2	304	34	17	33	14	2	
			3	292	31	17	32	15	5	
	Teacher	Atwood, A	1	3	100					
			2	4	100					
			3	4	100					
		Chavarria Ucles, J	1	9	100					
			2	8	100					
			3	10	100					
		Jacinto, E	1	7	100					
			2	7	100					
			3	8	100					
		Kolsky, L	1	142	37	21	32	8	1	
			2	147	27	19	35	17	1	
			3	135	22	17	39	17	5	
			1	135	27	25	31	14	2	
			2	137	29	20	35	13	3	
			3	137	27	21	32	14	6	
	Ethnicity	African American	1	34	50	12	29	6	3	
			2	32	41	22	19	19		
			3	30	43	13	33	7	3	
		Asian	1	17	18	18	35	24	6	
			2	17	12	18	41	18	12	
			3	17	6	24	29	24	18	
		Filipino	1	2	50			50		
			2	2	50			50		
			3	2	50			50		
	Hispanic	1	232	37	22	29	11	1		
		2	237	33	16	35	14	2		
		3	227	30	17	33	16	5		
Pacific Islander	1	1	100							
	2	1	100							
	3	1	100							

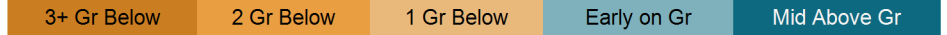


i-Ready Math Overall Relative Placement

School Data by Subgroup

Franklin 2024-2025 Grade 6

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
6	Ethnicity	White	1	6	50	17	33		
			2	8	63	13	25		
			3	8	63	13	13	13	
		Other	1	6	33	33	33		
			2	7	43	29	29		
			3	7	43	29	29		
	Gender	Female	1	150	40	25	28	6	1
			2	149	36	19	36	8	1
			3	142	32	19	35	14	
		Male	1	148	34	17	31	16	2
			2	155	31	16	31	19	3
			3	150	31	15	29	16	9

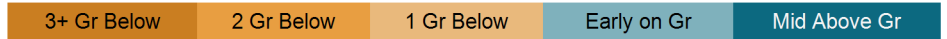
i-Ready Math Overall Relative Placement

School Data by Subgroup

Franklin 2024-2025 Grade 6



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
6	Special Populations	Low SES	1	272	39	20	29	11	2
			2	282	34	18	32	13	2
			3	266	31	17	32	14	5
		ELL	1	84	61	25	13	1	
			2	86	59	19	21	1	
			3	83	49	22	23	6	
		RFEP	1	71	7	23	46	23	1
			2	73	7	10	49	32	3
			3	71	8	10	46	27	8
		EL + RFEP	1	155	36	24	28	11	
			2	159	35	14	34	15	1
			3	154	31	16	34	16	4
		Special Ed.	1	64	70	13	16	2	
			2	63	63	14	14	8	
			3	65	63	15	18	2	
		Spec Ed. Speech/RSP	1	39	64	18	18		
			2	35	54	23	11	11	
			3	36	50	25	22	3	
		Homeless	1	26	69	12	12	8	
			2	28	64	14	18	4	
3	26		54	8	23	12	4		
GATE/Excel	1	58	2	53	36	7			
	2	58	2	48	41	9			
	3	55	24	36	40	18			
Foster	3	1	100						

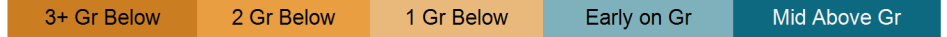


i-Ready Math Overall Relative Placement

School Data by Subgroup

Franklin 2024-2025 Grade 7

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
7	All Students	All	1	289	47	15	29	8	1	
			2	282	47	12	29	10	2	
			3	282	44	13	27	11	4	
	Teacher	Atwood, A	1	2	100					
			2	2	100					
			3	2	100					
		Chavarria Ucles, J	1	15	100					
			2	15	93	7				
			3	14	93	7				
		Fuchs, L	1	129	39	18	31	12		
			2	126	43	16	29	10	2	
			3	131	40	18	28	11	3	
		Jacinto, E	1	2	100					
			2	2	100					
			3	2	100					
		Januszewski, A	1	131	48	13	31	6	2	
			2	137	44	12	31	11	3	
			3	133	44	11	29	12	5	

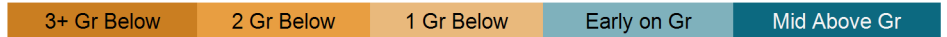
i-Ready Math Overall Relative Placement

School Data by Subgroup

Franklin 2024-2025 Grade 7



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
7	Ethnicity	African American	1	31	45	10	45			
			2	35	37	26	31	33		
			3	36	44	11	31	8	6	
		Asian	1	18		22	17	17	28	17
			2	18		22	17	22	22	17
			3	17		29	6	24	18	24
		Hispanic	1	224	50	16	26	8		
			2	216	51	10	28	9	1	
			3	215	47	14	27	10	3	
		Pacific Islander	1	2	50		50			
			2	1	100					
			3	2	50		50			
		White	1	7	14	29	57			
			2	6	33	17	50			
			3	6	17	17	50	17		
		Other	1	7	43		43	14		
			2	6	17		50		33	
			3	6		33	17		50	
	Gender	Female	1	133	47	20	26	7		
			2	133	49	16	27	8		
			3	134	48	15	27	10		
Male		1	156	47	11	31	9	2		
		2	149	45	9	30	11	4		
		3	148	41	12	27	12	7		
Special Populations	Low SES	1	252	46	16	28	8	2		
		2	245	46	14	28	9	3		
		3	239	45	13	27	10	5		
	ELL	1	69	78		12	10			
		2	65	69		17	12	2		
		3	61	69		18	11	2		
	RFEP	1	84	24	21	32	20	2		
		2	81	26	10	36	25	4		
		3	84	25	14	35	19	7		

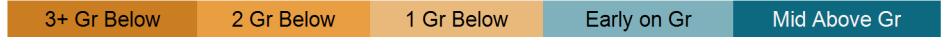


i-Ready Math Overall Relative Placement

School Data by Subgroup

Franklin 2024-2025 Grade 7

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
7	Special Populations	EL + RFEP	1	153	48	17	22	11	1	
			2	146	45	13	25	14	3	
			3	145	43	16	25	11	5	
		Special Ed.	1	53	87				13	
			2	54	83		4	11		2
			3	52	77		4	13		24
		Spec Ed. Speech/RSP	1	35	83				17	
			2	34	79		3		18	
			3	34	71		6	21		3
		Foster	1	2	100					
			2	2	100					
			3	2	100					
		Homeless	1	19	63		11	16		11
			2	19	53		16	16		11
			3	16	38		25	19	6	13
GATE/Excel	1	56	25		50		36	7		
	2	56	4	7	39		43	7		
	3	58	52		47		31	16		

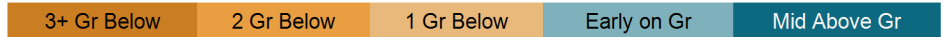
i-Ready Math Overall Relative Placement

School Data by Subgroup

Franklin 2024-2025 Grade 8



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
8	All Students	All	1	308	54	13	23	8	3
			2	300	48	12	22	13	5
			3	293	41	12	28	12	7
	Teacher	Alvizo, H	1	148	48	16	24	9	3
			2	141	43	16	22	12	7
			3	140	38	15	29	9	9
		Atwood, A	1	5	100				
			2	5	100				
			3	5	100				
		Chavarria Ucles, J	1	9	100				
			2	9	89				11
			3	10	100				
	Jacinto, E	1	1	100					
		2	1	100					
	Martin Del Campo, I	1	143	53	11	24	9	2	
		2	142	49	11	23	15	3	
		3	141	40	9	28	16	6	
	Ethnicity	African American	1	37	68	14	11	8	
			2	36	58	6	19	11	6
			3	35	51	17	14	11	6
		Asian	1	22	27	9	32	23	9
			2	21	24	5	33	19	19
			3	20	15	10	30	30	15
		Hispanic	1	234	54	13	24	6	2
			2	230	50	14	20	12	3
			3	226	42	12	29	11	6
		White	1	4	75			25	
			2	3	33		33	33	
			3	2				100	
		Other	1	11	45	9	27	9	9
2			10	40	10	30	10	10	
3			10	40		40	10	10	

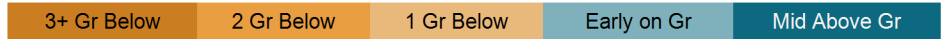
i-Ready Math Overall Relative Placement

School Data by Subgroup

Franklin 2024-2025 Grade 8



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr		
8	Gender	Female	1	151	56	14	24	5	2		
			2	143	49	14	23	11	3		
			3	143	41	10	34	10	6		
		Male	1	157	52	11	22	11	3		
			2	157	48	11	20	14	7		
			3	150	42	13	21	15	9		
	Special Populations	Low SES	1	270	55	13	22	7	3		
			2	263	49	13	21	12	5		
			3	248	42	11	27	13	7		
		ELL	1	52	92				6	2	
			2	53	100						
			3	55	84			11	4	2	
		RFEP	1	113	37	17	30	12	4		
			2	112	30	16	27	20	7		
			3	111	23	14	32	17	13		
		EL + RFEP	1	165	55	13	21	8	3		
			2	165	53	11	18	13	5		
			3	166	43	13	23	11	9		
		Special Ed.	1	42	93				7		
			2	41	85			2	7	5	
			3	38	84			5	8	3	
		Spec Ed. Speech/RSP	1	23	91				9		
			2	21	81			5	14		
			3	22	77			9	9	5	
		Homeless	1	25	80			8	8	4	
			2	24	75			8	8	4	4
			3	27	59			11	22	4	4
GATE/Excel	1	66	12	12	45		23	8			
	2	66	8	12	32		36	12			
	3	65	8	3	40		32	17			

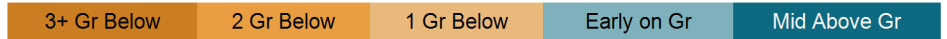
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Franklin 2024-2025 Grade 6



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
6	All Students	All	1	295	53	11	20	7	9	
			2	302	49	13	18	11	8	
			3	284	46	13	21	10	9	
	Teacher	Atwood, A	1	4	100					
			2	4	100					
			3	4	100					
		Chavarria Ucles, J	1	9	100					
			2	9	89		11			
			3	10	90		10			
		Hall-Wilkie, T	1	135	45	12	19	9	16	
			2	136	41	13	18	17	11	
			3	133	43	9	24	11	13	
		Hyson, J	1	11	100					
			2	11	91		9			
			3	12	92		8			
		Jacinto, E	1	8	100					
			2	7	100					
			3	8	100					
		Rendon, M	1	4	100					
			2	4	100					
			3	4	75		25			
	Towner, D	1	139	54	11	25	6	4		
		2	146	50	16	20	8	7		
		3	138	42	19	22	10	7		
	Ethnicity	African American	1	32	63	6	9	13	9	
			2	34	62	6	12	12	9	
			3	28	64	4	21	4	7	
		Asian	1	17	29	12	35	12	12	
			2	17	29	18	12	29	12	
			3	16	19	13	19	25	25	
Filipino		1	2	50				50		
		2	2	100						
		3	2	50				50		

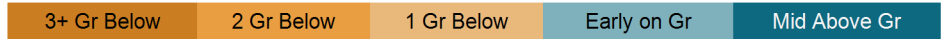
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Franklin 2024-2025 Grade 6



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
6	Ethnicity	Hispanic	1	229	53	11	21	6	8	
			2	236	49	14	20	10	8	
			3	223	46	14	23	9	8	
		Pacific Islander	1	1	100					
			2	1	100					
			3	1	100					
		White	1	7	57	14	14	14		
			2	6	67		17	17		
			3	8	63		13	25		
		Other	1	7	71	14	14			
			2	6	33	33	17	17		
			3	6	50	33	17			
		Gender	Female	1	149	50	15	21	4	9
				2	151	46	17	19	11	6
				3	136	46	11	25	10	8
	Male		1	146	56	5	18	10	10	
			2	151	52	9	17	11	11	
			3	148	47	15	18	10	10	
	Special Populations	Low SES	1	269	54	10	20	7	9	
			2	279	50	13	18	11	8	
			3	264	47	13	22	10	8	
		ELL	1	86	91	5	5			
			2	89	85	9	6			
			3	83	80	16	4	1		
		RFEP	1	68	19	16	47	9	9	
			2	70	10	19	37	23	11	
			3	69	9	19	43	14	14	
EL + RFEP		1	154	59	10	23	4	4		
		2	159	52	13	19	10	5		
		3	152	47	17	22	7	7		
Special Ed.		1	66	86	2	8	5			
		2	65	85	6	3	5	2		
		3	65	86	3	9	2			

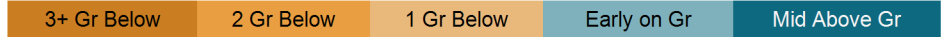
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Franklin 2024-2025 Grade 6



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
6	Special Populations	Spec Ed. Speech/RSP	1	38	84	3	11	3		
			2	36	83	8	3	6		
			3	36	86	3	11			
		Homeless	1	28	71	7	14	4	4	
			2	28	75	4	11	7	4	
			3	24	63	13	8	13	4	
		GATE/Excel	1	55		7	7	35	16	35
			2	59		5	10	31	29	25
			3	55		2	9	40	16	33
		Foster	3	1	100					

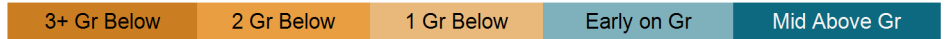
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Franklin 2024-2025 Grade 7



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr		
7	All Students	All	1	283	51	15	16	12	7		
			2	280	50	13	15	13	9		
			3	260	45	12	17	12	13		
		Teacher	Atwood, A	1	2	100					
				2	2	100					
				3	2	100					
			Cuautle, R	1	15	93				7	
				2	15	93				7	
				3	13	100					
	Den Bosch-Verdicchio, M		1	144	44	16	20	12	8		
			2	146	44	16	16	14	10		
			3	138	39	17	17	13	14		
	Teacher	Hyson, J	1	13	100						
			2	13	100						
			3	12	100						
		Jacinto, E	1	1	100						
			2	2	100						
			3	1	100						
		Rendon, M	1	1	100						
			2	3	100						
			3	3	100						
	Rowerdink, M	1	124	54	15	12	13	6			
		2	126	52	9	16	14	9			
		3	115	47	10	18	10	14			
	Ethnicity	African American	1	32	31	9	28	19	13		
			2	32	25	16	31	6	22		
			3	29	38	14	14	17	17		
Asian		1	18	22	11	22	22	22			
		2	18	33	11	33	22	22			
		3	17	24	12	24	18	24			
Hispanic		1	218	57	15	13	11	5			
		2	215	57	13	12	13	6			
		3	201	50	12	16	11	11			

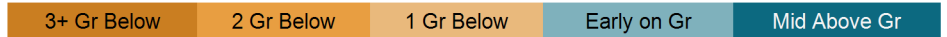
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Franklin 2024-2025 Grade 7



Legend

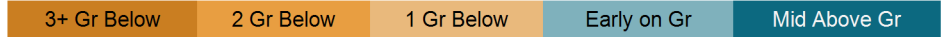


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
7	Ethnicity	Pacific Islander	1	3	100				
			2	2	100				
			3	1	100				
		White	1	6	17	50	17	17	
			2	7	29	29	29	14	
			3	6	17	33	33	17	
		Other	1	6	17	17	50	17	
			2	6		17	33	33	17
			3	6		17	33	50	
	Gender	Female	1	132	46	21	14	13	5
			2	134	49	11	14	16	10
			3	123	43	12	17	15	12
		Male	1	151	54	9	17	11	9
			2	146	51	14	16	11	9
			3	137	47	12	17	9	15
	Special Populations	Low SES	1	247	51	15	15	12	7
			2	243	50	13	15	13	9
			3	219	45	14	17	11	14
		ELL	1	65	97				2
			2	66	92				8
			3	56	96				2
		RFEP	1	82	22	27	20	22	10
			2	85	25	16	19	26	14
			3	82	17	16	23	24	20
		EL + RFEP	1	147	55	16	12	12	5
			2	151	54	13	11	15	8
			3	138	49	10	14	14	12
Special Ed.		1	50	92			4	2	
		2	52	87			8	4	
		3	49	84			8	4	
Spec Ed. Speech/RSP	1	32	91			6	3		
	2	33	82			9	6		
	3	32	78			9	6		

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Franklin 2024-2025 Grade 7



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr		
7	Special Populations	Foster	1	1	100						
			2	2	100						
			3	1	100						
		Homeless	1	18	67	17	6	11			
			2	19	68	5	11	11	5		
			3	15	67	13	20				
		GATE/Excel	1	56	2	9	29	34	27		
			2	57	7	2	16	42	33		
			3	57	4	5	21	32	39		

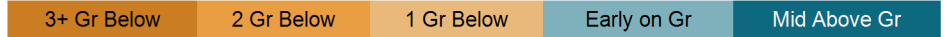
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Franklin 2024-2025 Grade 8



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
8	All Students	All	1	306	52	8	19	12	9	
			2	304	48	7	18	13	13	
			3	280	44	8	18	16	15	
	Teacher	Atwood, A	1	4	100					
			2	5	100					
			3	5	100					
		Ballew, D	1	132	47	11	18	14	11	
			2	138	47	9	17	12	15	
			3	123	42	7	15	17	19	
		Hyson, J	1	20	90				10	
			2	20	90				10	
			3	22	100					
		Jacinto, E	1	1	100					
			2	1	100					
		Rendon, M	1	5	100					
			2	8	100					
			3	9	100					
		Wall, A	1	153	50	8	19	13	10	
			2	154	47	6	20	16	11	
			3	142	38	8	23	18	13	

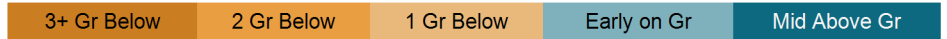
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Franklin 2024-2025 Grade 8



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
8	Ethnicity	African American	1	39	56	3	23	15	3
			2	38	61	5	16	5	13
			3	33	55	12	15	6	12
		Asian	1	23	39	22	4	35	
			2	22	27	9	18	14	32
			3	20	30	10	15	5	40
		Hispanic	1	229	53	10	17	14	7
			2	233	49	8	19	14	10
			3	218	44	7	18	19	12
		White	1	4	75	25			
			2	2	50	50			
			3	2	50	50			
	Other	1	11	27	9	45	18		
		2	9	22	11	33	33		
		3	7	14	43	14	29		
	Gender	Female	1	143	44	13	21	12	10
			2	149	43	9	21	15	12
			3	139	35	6	23	21	14
		Male	1	163	58	3	17	13	9
			2	155	54	6	16	11	14
			3	141	52	9	13	12	15
Special Populations	Low SES	1	262	52	8	19	12	10	
		2	267	49	7	18	12	13	
		3	237	43	8	18	16	15	
	ELL	1	52	100					
		2	56	98	2				
		3	53	94	24				
	RFEP	1	116	41	12	19	16	13	
		2	114	32	8	25	18	16	
		3	110	29	7	23	22	19	
	EL + RFEP	1	168	59	8	13	11	9	
		2	170	54	5	18	12	11	
		3	163	50	6	17	15	13	

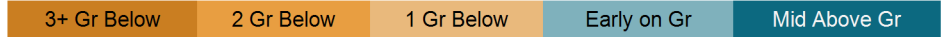
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Franklin 2024-2025 Grade 8



Legend

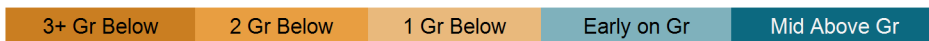


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
8	Special Populations	Special Ed.	1	40	88	3	10			
			2	40	85	3	5	5	3	
			3	33	85	6	9			
		Spec Ed. Speech/RSP	1	21	81	5	14			
			2	22	77	5	9	9		
			3	17	71	12	18			
		Homeless	1	25	76	16	4	4		
			2	25	84	4	8	4		
			3	24	67	4	13	13	4	
		GATE/Excel	1	69		10	7	26	26	30
			2	69		16	3	22	22	38
			3	63		8	5	22	27	38

i-Ready Math Overall Relative Placement School Data by Subgroup Franklin 2024-2025



Legend



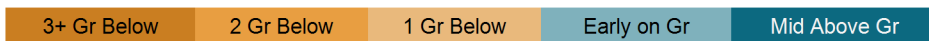
Category		Diagnostic Window	# Students	Percent by Category				
All Students	882	3	882	39	14	29	13	5
Grade	Gr. 06	3	298	31	17	32	15	5
	Gr. 07	3	287	45	14	27	11	4
	Gr. 08	3	297	42	11	27	12	7
Ethnicity	African American	3	104	45	15	26	9	5
	Asian	3	55	18	13	27	24	18
	Hispanic	3	679	40	14	29	12	4
	Other	3	23	39	9	30	17	4
Gender	Female	3	423	40	14	32	11	2
	Male	3	459	38	14	26	14	8
Special Populations	Low SES	3	766	39	14	29	12	6
	ELL	3	200	65	18	14	3	
	RFEP	3	270	20	13	37	20	10
	EL + RFEP	3	470	39	15	27	13	6
	Special Ed.	3	160	73	9	14	2	
	Spec Ed. Speech/RSP	3	93	63	15	18	2	
	Homeless	3	71	52	14	21	7	6
	GATE/Excel	3	181	5	3	41	34	17

The percentages may not equal 100% due to rounding.

i-Ready Reading Overall Relative Placement School Data by Subgroup Franklin 2024-2025



Legend



Category		Diagnostic Window	# Students	Percent by Category				
All Students	868	3	868	46	11	18	12	12
Grade	Gr. 06	3	302	47	13	21	10	9
	Gr. 07	3	275	47	13	16	11	13
	Gr. 08	3	291	45	7	17	16	14
Ethnicity	African American	3	99	52	11	16	10	11
	Asian	3	55	25	13	18	15	29
	Hispanic	3	674	48	11	18	13	10
	Other	3	20	30	10	25	10	25
Gender	Female	3	414	43	10	21	15	11
	Male	3	454	50	12	15	10	12
Special Populations	Low SES	3	756	46	12	18	12	12
	ELL	3	200	88	8	3	1	
	RFEP	3	269	21	13	28	20	17
	EL + RFEP	3	469	50	11	17	12	10
	Special Ed.	3	156	85	5	7	2	
	Spec Ed. Speech/RSP	3	89	81	7	10	2	
	Homeless	3	67	67	6	10	9	7
	GATE/Excel	3	181		6	7	27	25

The percentages may not equal 100% due to rounding.



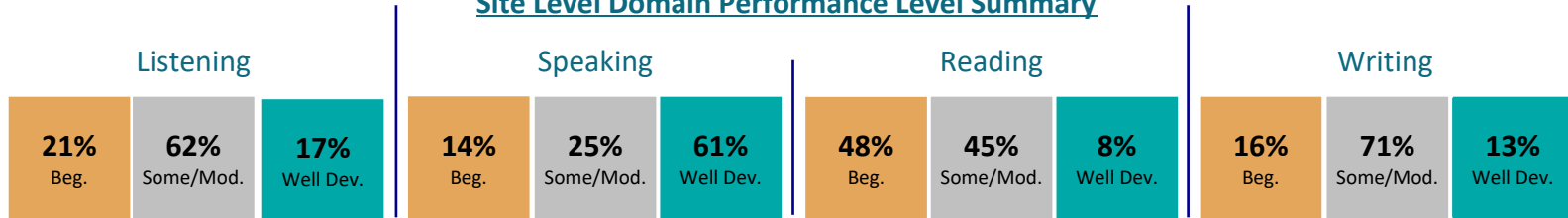
ELPAC Summative Assessment Grade Level Summary 2024-2025

Site :: Franklin

Site Level Overall Performance Level Summary



Site Level Domain Performance Level Summary



Grade Level Performance Summary (Overall and by Domain)

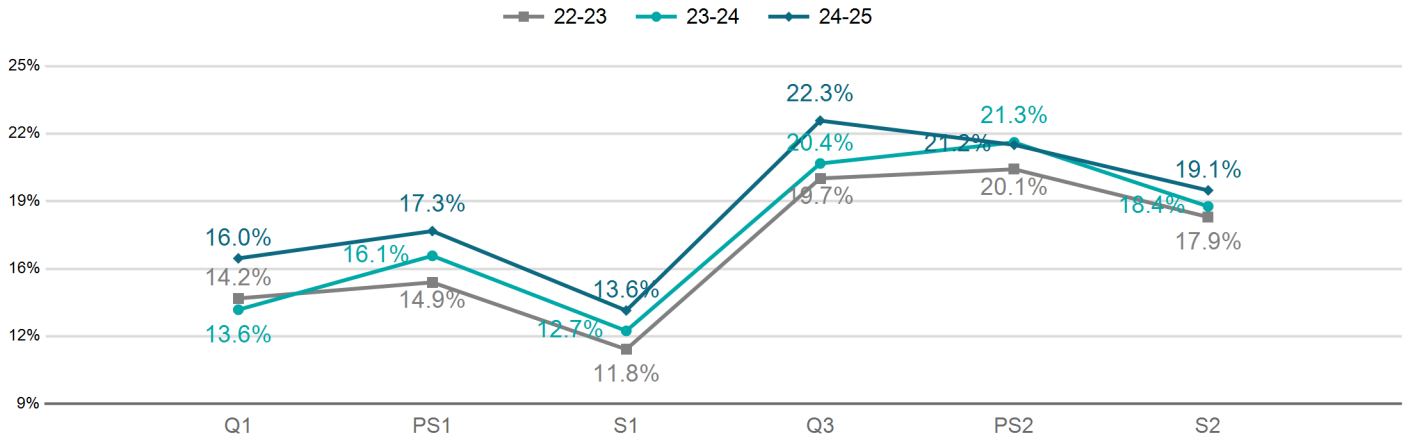
Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
06	19%	34%	35%	13%	13%	65%	18%	15%	25%	55%	37%	51%	7%	22%	64%	9%
07	15%	22%	49%	13%	19%	59%	19%	10%	25%	62%	56%	36%	5%	6%	76%	15%
08	19%	26%	35%	20%	32%	52%	11%	15%	20%	60%	46%	38%	11%	14%	65%	15%

Franklin D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

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

Category: All Students



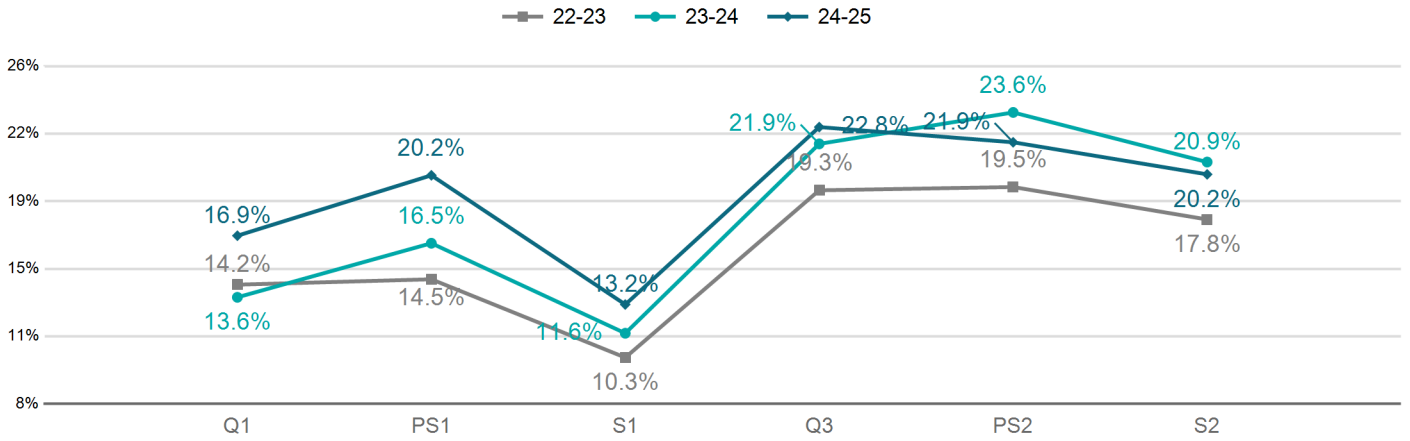
Graphs for subgroups on following pages.

Franklin D/F Rate - 3 year Comparison

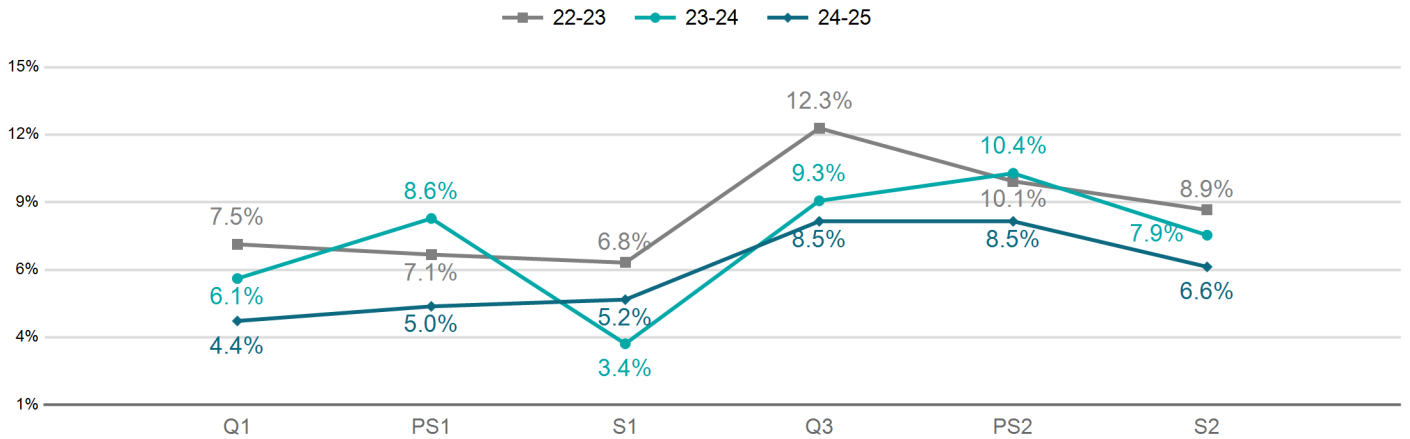
Percent of total grades that are Ds or Fs

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

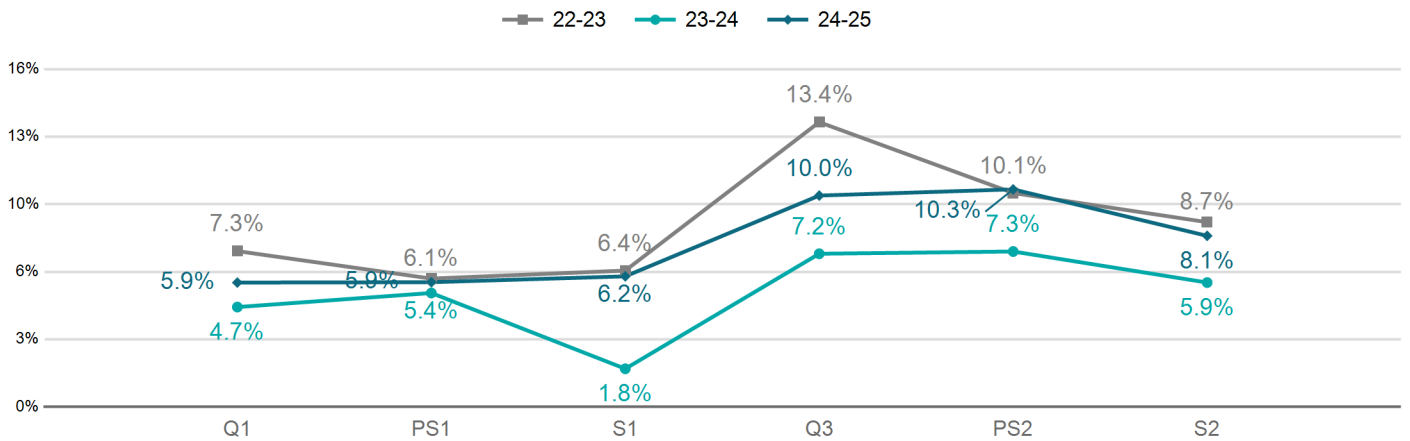
Category: Ethnicity - Subgroup: African American



Category: Ethnicity - Subgroup: Asian



Category: Ethnicity - Subgroup: Cambodian

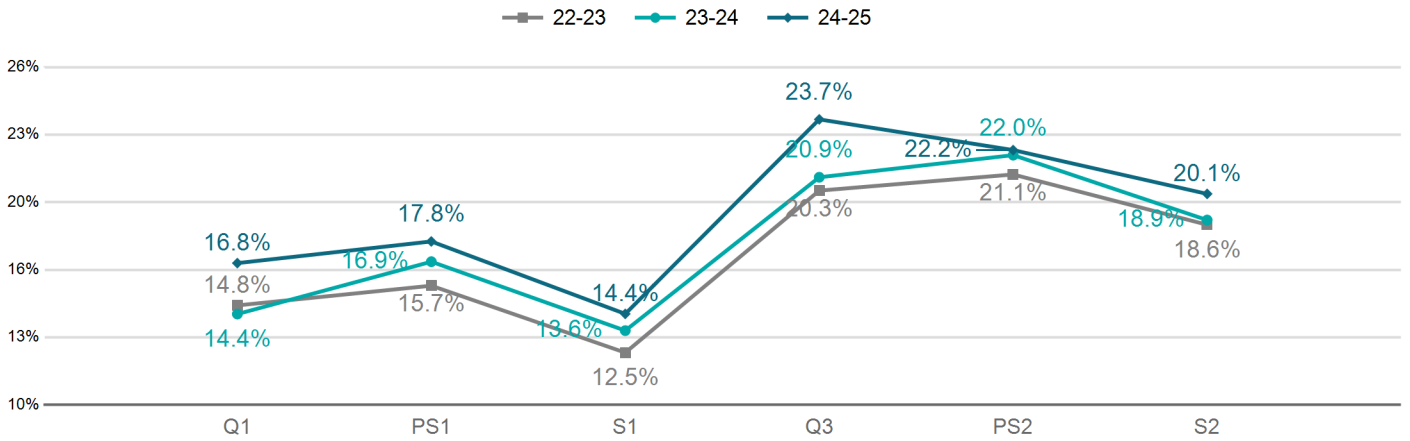


Franklin D/F Rate - 3 year Comparison

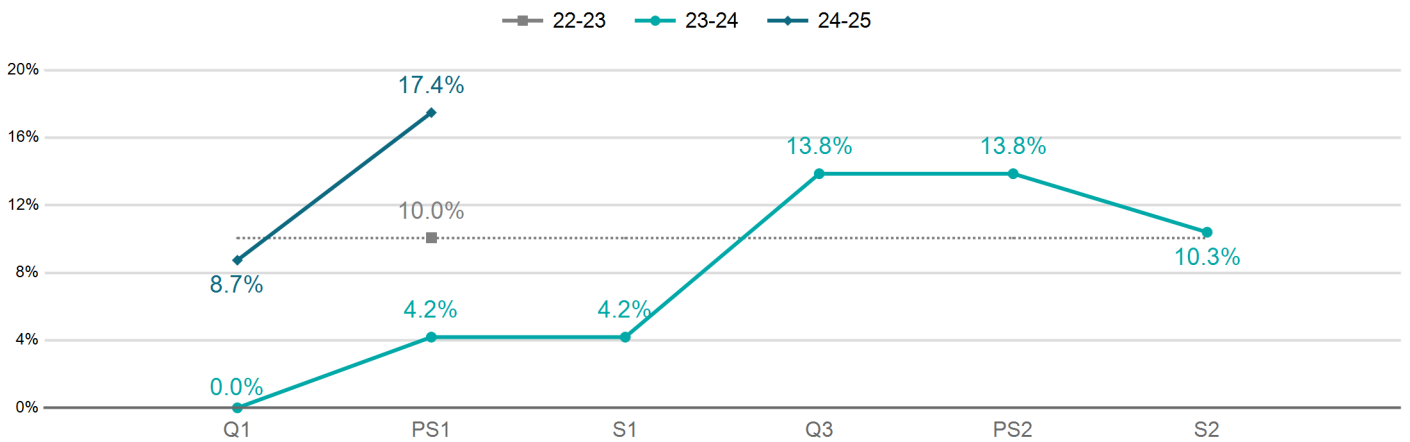
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial
Cambodian students are a subset of Asian students, and are also included in the Asian subgroup counts.

Category: Ethnicity - Subgroup: Hispanic



Category: Ethnicity - Subgroup: Pacific Islander

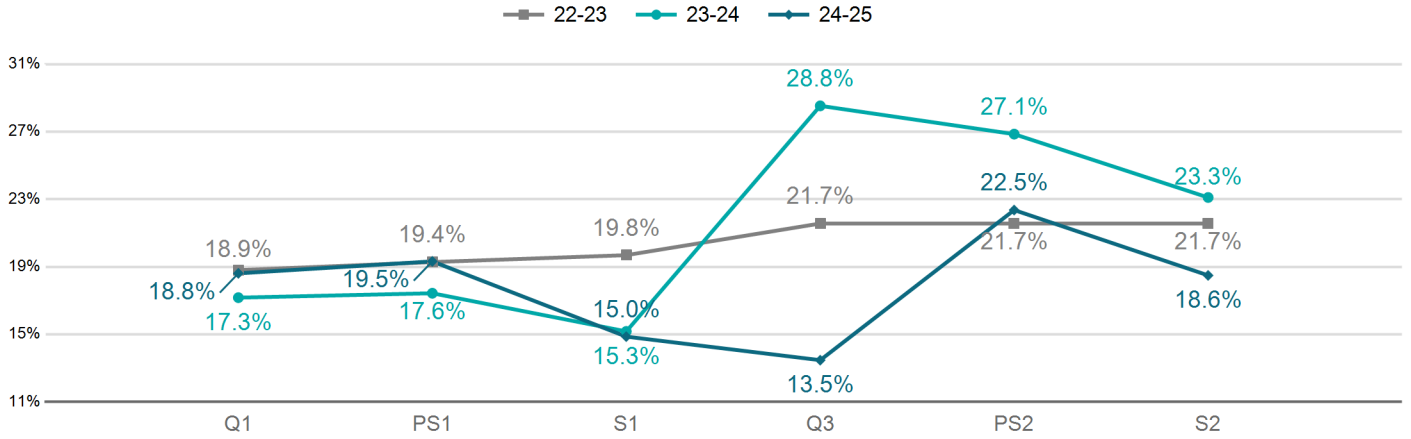


Category: Ethnicity - Subgroup: White

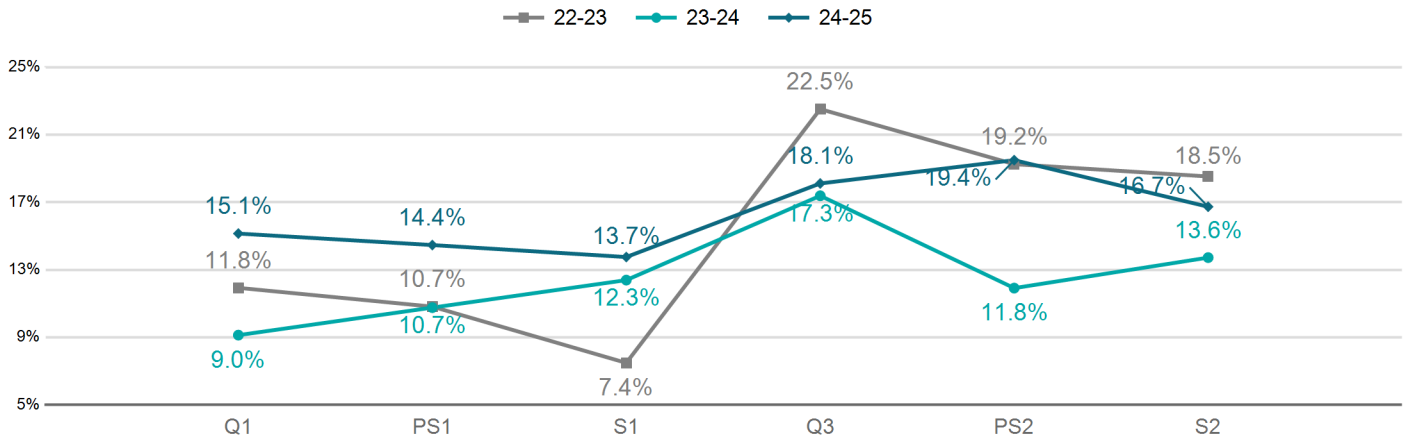
Franklin D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

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



Category: Ethnicity - Subgroup: Other

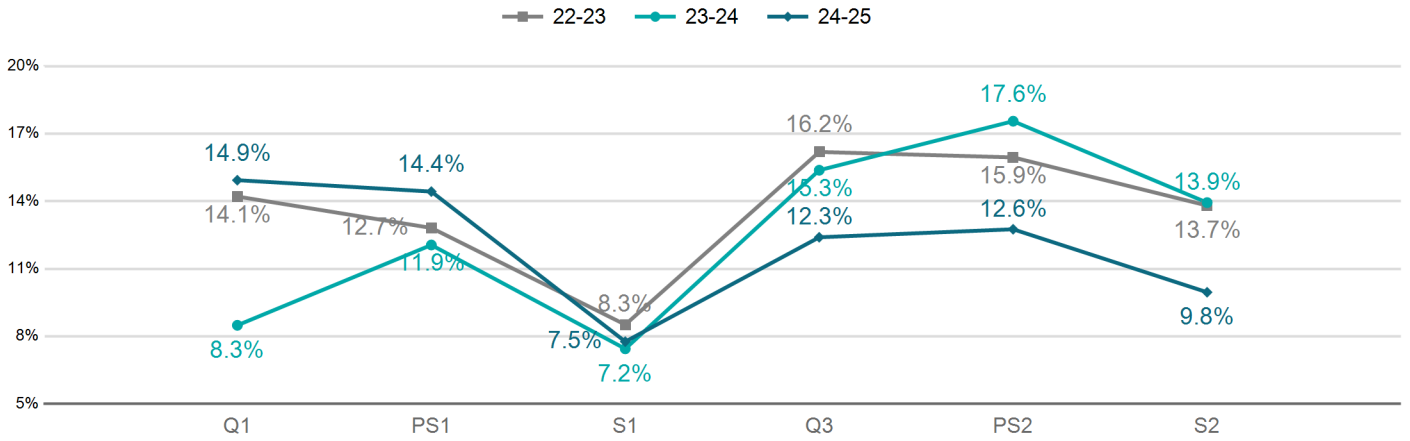


Franklin D/F Rate - 3 year Comparison

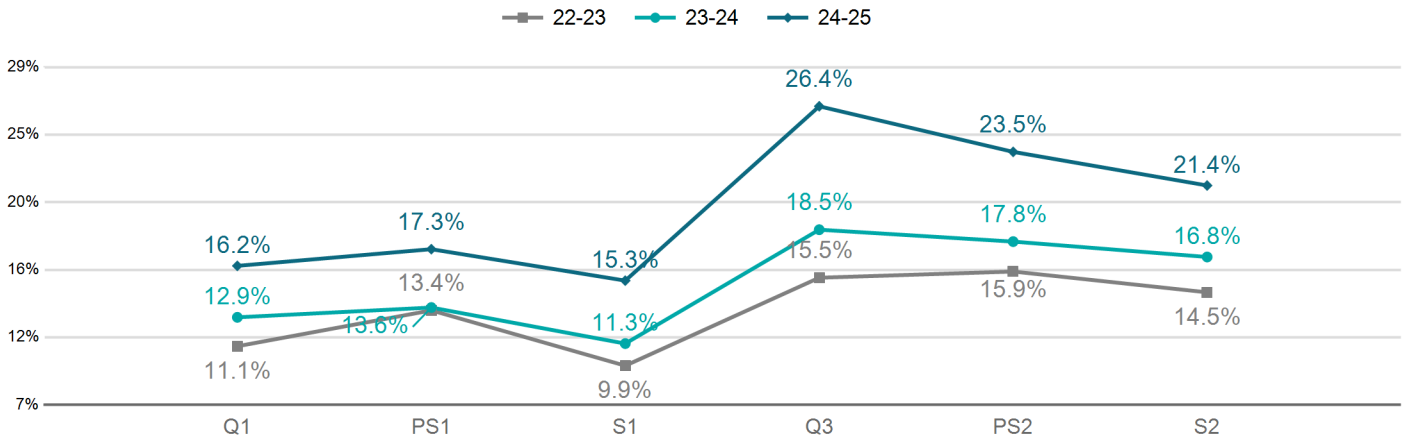
Percent of total grades that are Ds or Fs

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

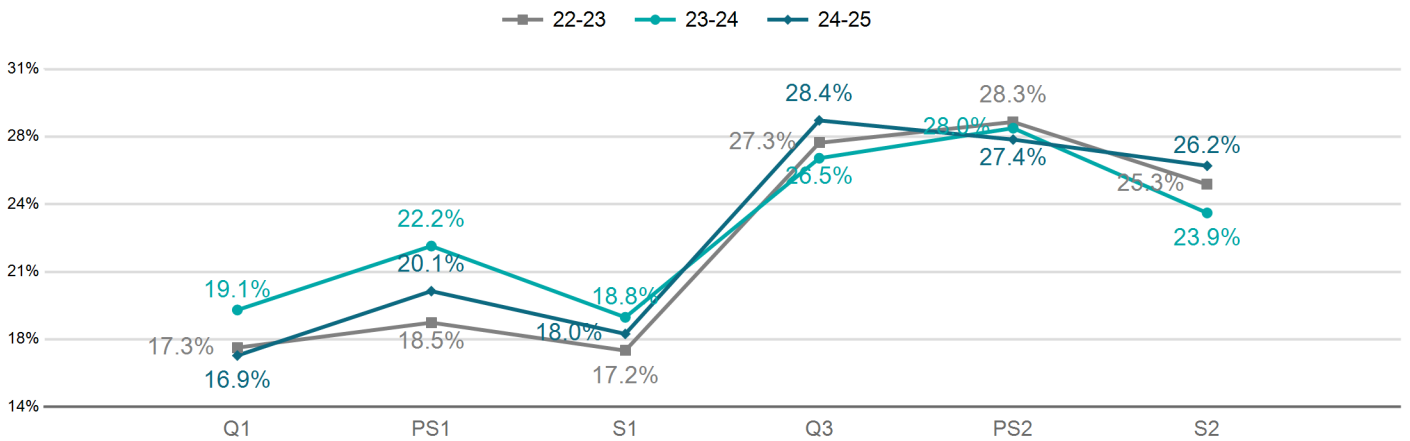
Category: Grade - Subgroup: Gr. 06



Category: Grade - Subgroup: Gr. 07



Category: Grade - Subgroup: Gr. 08

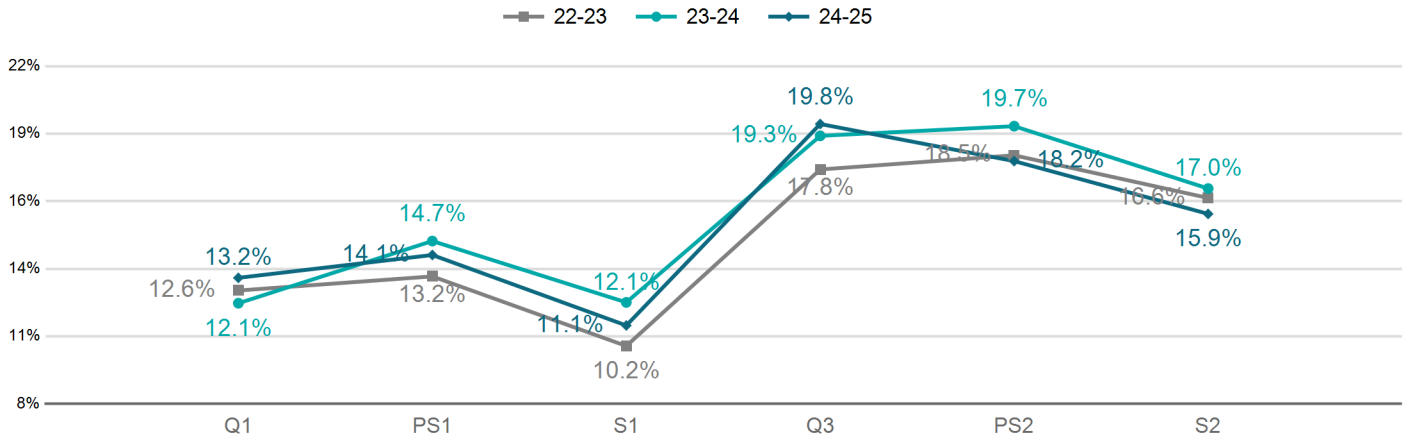


Franklin D/F Rate - 3 year Comparison

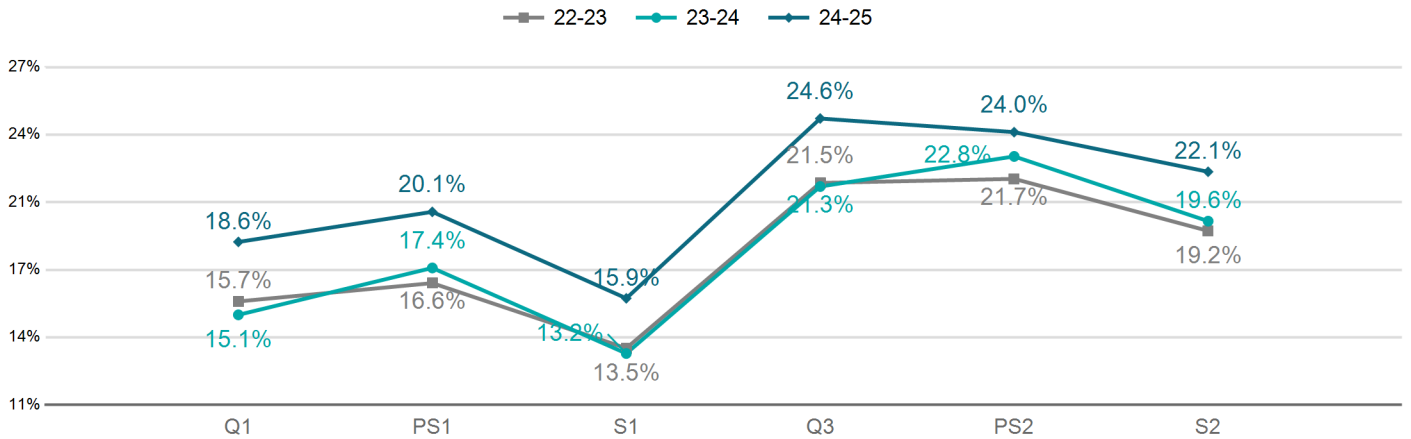
Percent of total grades that are Ds or Fs

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

Category: Gender - Subgroup: Female



Category: Gender - Subgroup: Male

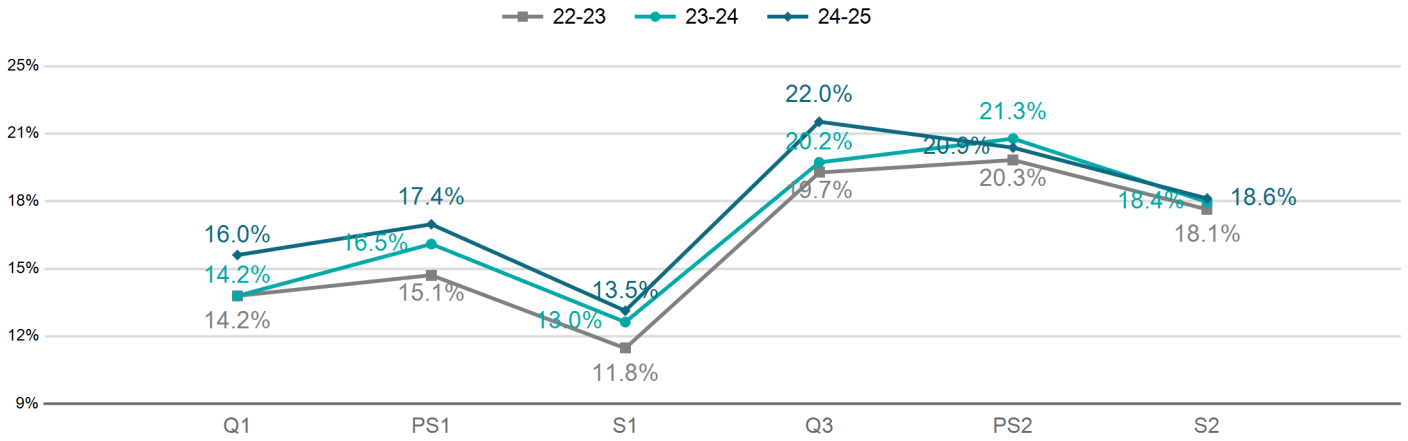


Franklin D/F Rate - 3 year Comparison

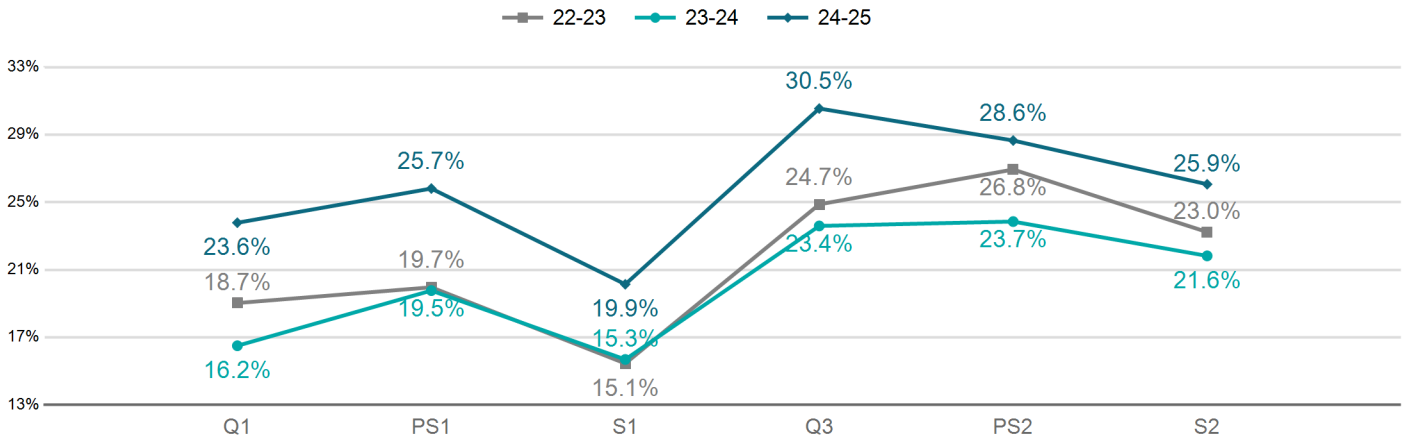
Percent of total grades that are Ds or Fs

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

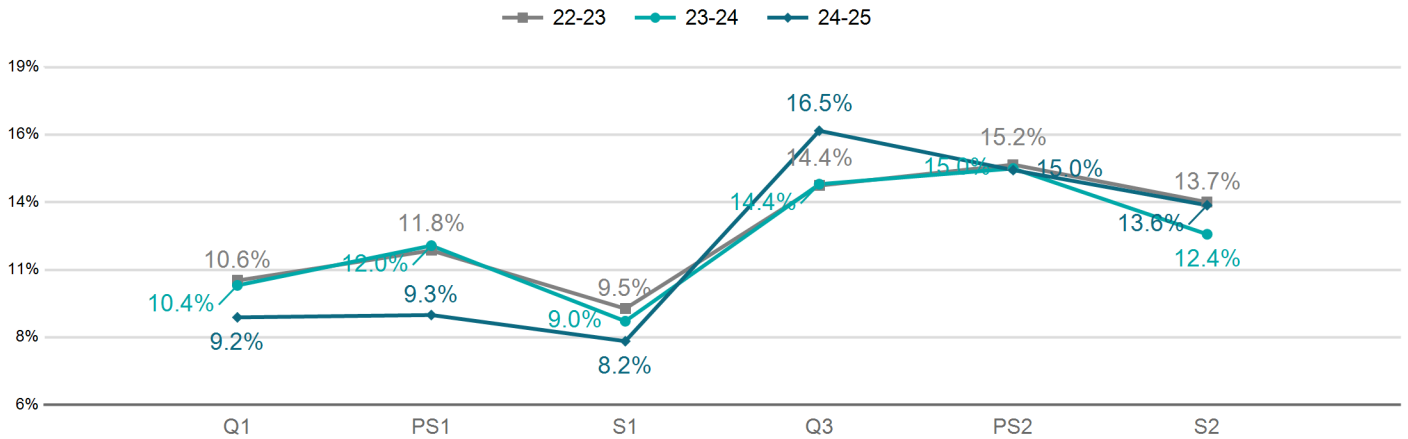
Category: Special Populations - Subgroup: Low SES



Category: Special Populations - Subgroup: ELL



Category: Special Populations - Subgroup: RFEP

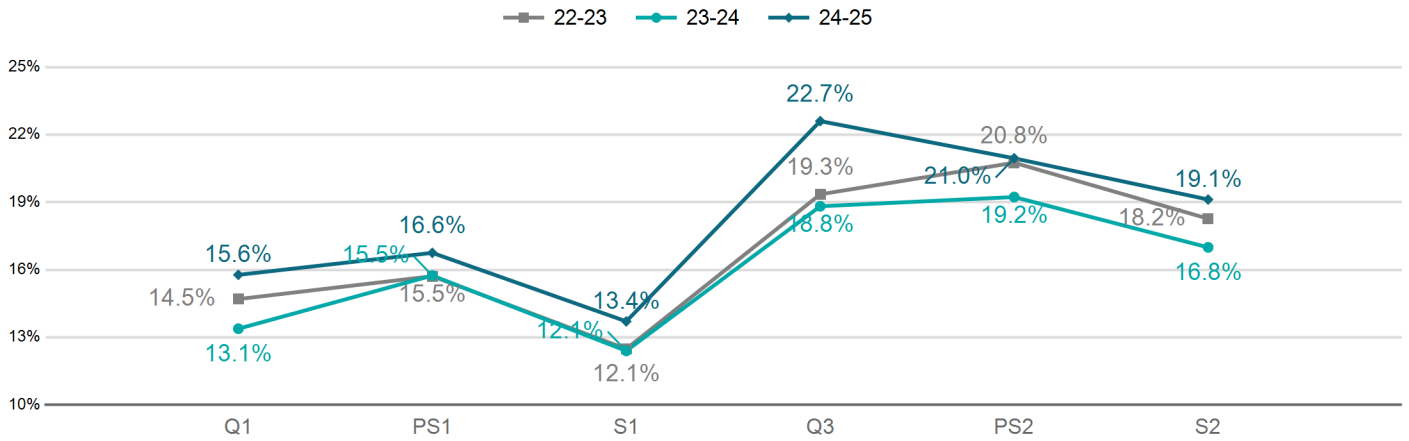


Franklin D/F Rate - 3 year Comparison

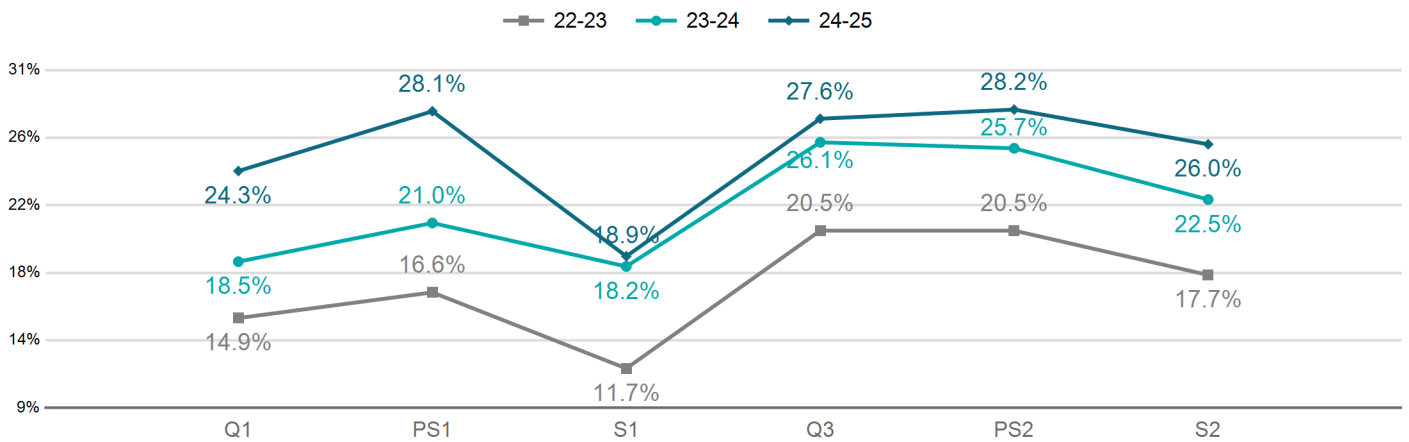
Percent of total grades that are Ds or Fs

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

Category: Special Populations - Subgroup: EL + RFEP



Category: Special Populations - Subgroup: Special Ed.

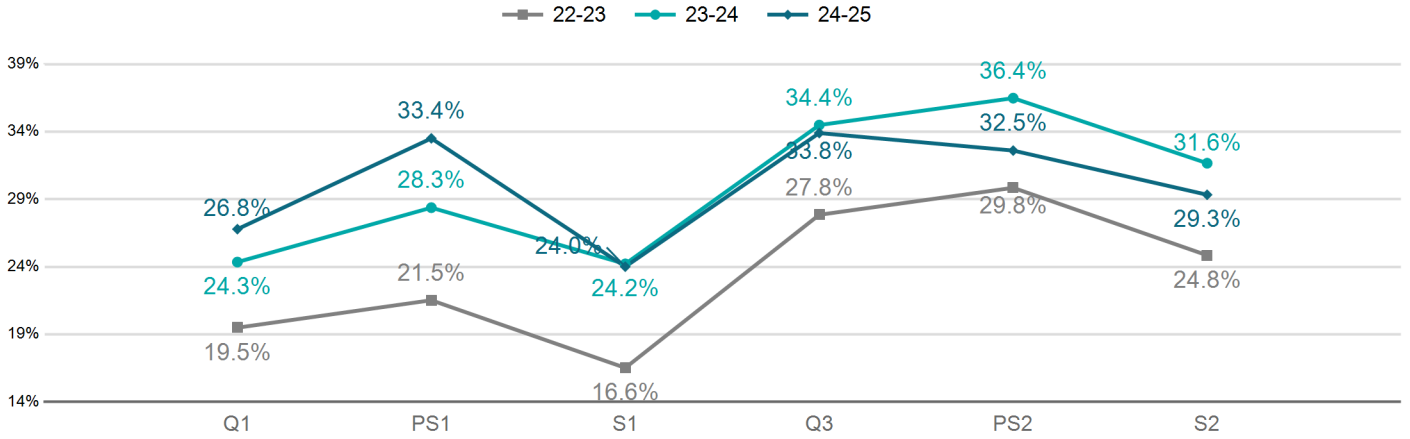


Category: Special Populations - Subgroup: Spec Ed. Speech/RSP

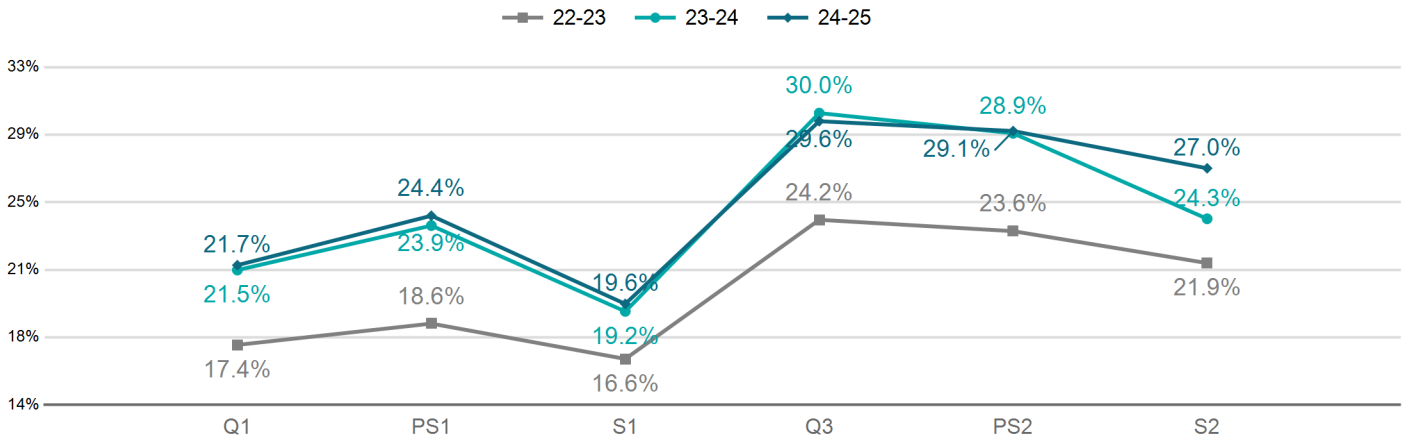
Franklin D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

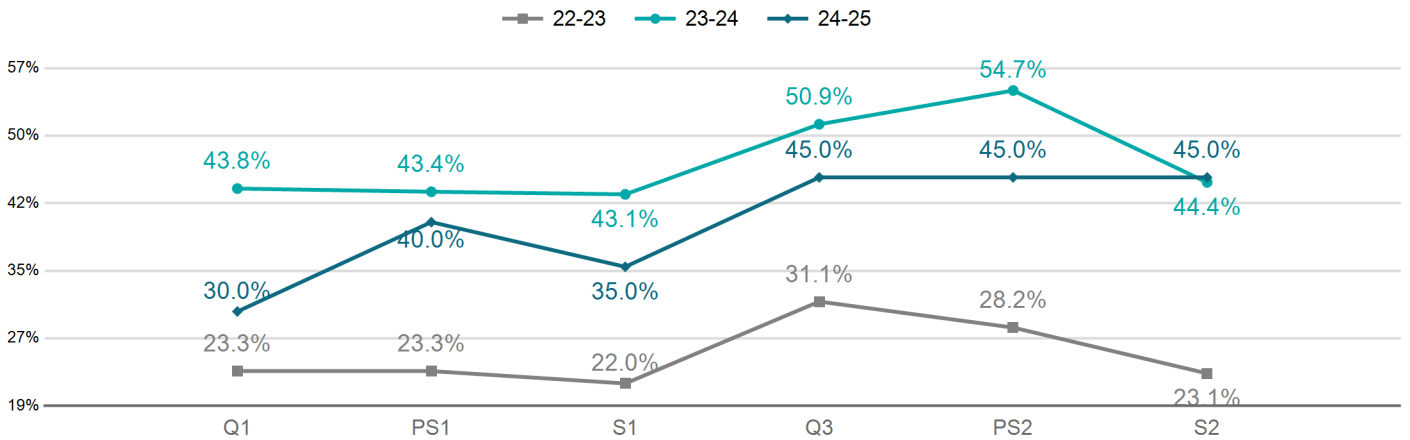
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



Category: Special Populations - Subgroup: Homeless/Foster



Category: Special Populations - Subgroup: Foster

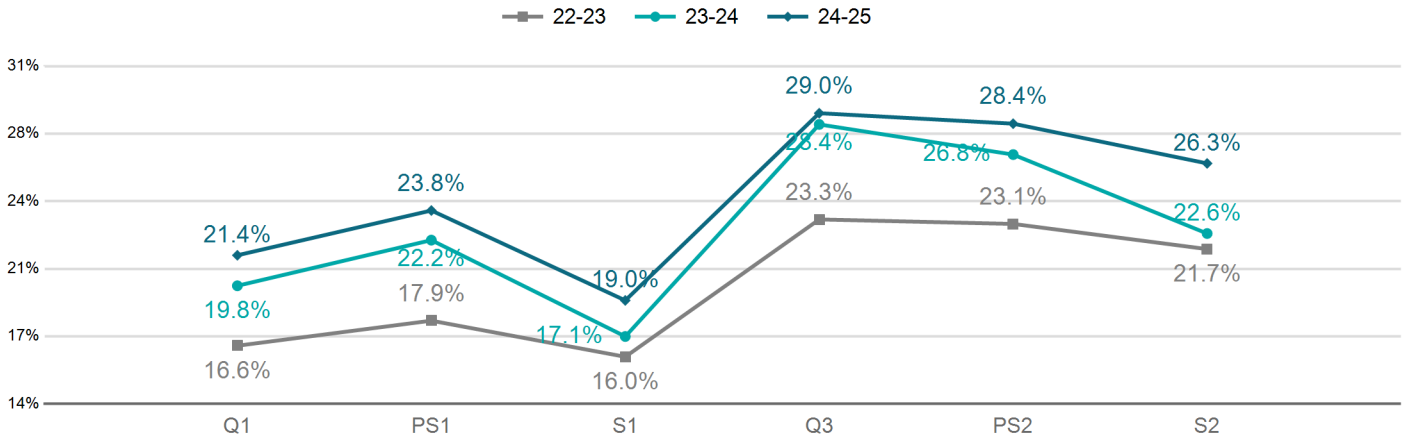


Category: Special Populations - Subgroup: Homeless

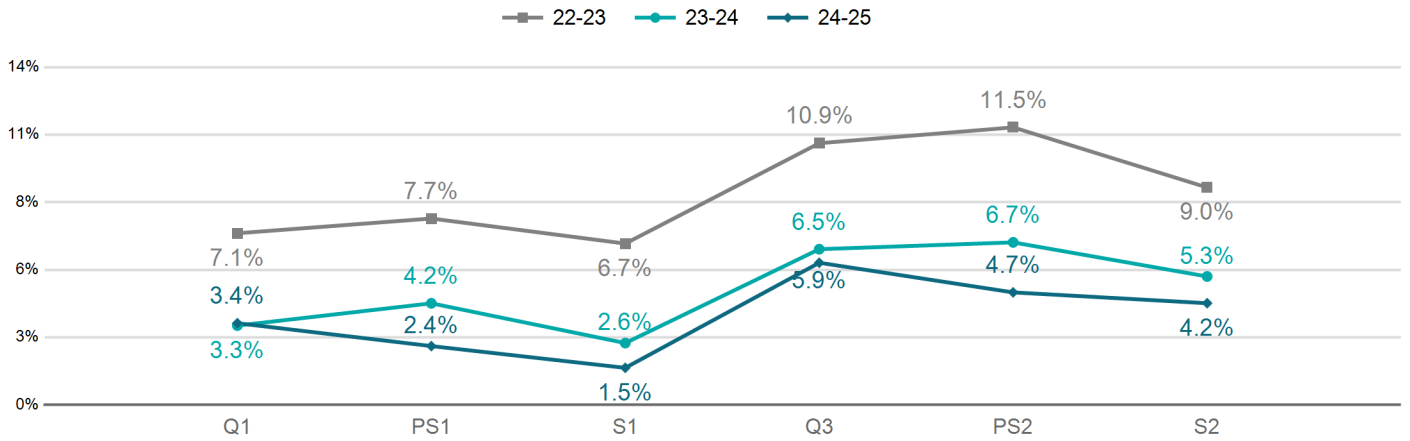
Franklin D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

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



Category: Special Populations - Subgroup: GATE/Excel



Legend
F
D
C
B
A

Grade Distribution - Franklin 2024-2025 S2

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

Category	Count of Marks	Percent by Category					D/F Rate	A/B/C Rate	
All Students	5,804	5,804	8	11	21	25	29	18.6%	81.4%
Grade	Gr. 06	1,962	3	6	21	30	33	9.2%	90.8%
	Gr. 07	1,816	11	10	21	25	27	20.7%	79.3%
	Gr. 08	2,026	10	16	20	21	27	25.8%	74.2%
Ethnicity	African American	673	7	13	23	28	22	20.1%	79.9%
	Asian	349	15	11	23	55		6.6%	93.4%
	Cambodian	347	17	13	23	52		8.1%	91.9%
	Filipino	12		8	33	58		0.0%	100.0%
	Hispanic	4,507	9	11	21	24	27	19.5%	80.5%
	Pacific Islander	17	6	18	12	59		5.9%	94.1%
	White	102	5	14	11	25	39	18.6%	81.4%
	Other	144	5	12	26	28	26	16.7%	83.3%
Gender	Female	2,770	7	9	19	26	33	15.6%	84.4%
	Male	3,034	9	12	22	24	25	21.3%	78.7%
Special Populations	Low SES	5,030	8	10	21	25	29	18.1%	81.9%
	ELL	1,389	11	13	24	21	14	24.0%	76.0%
	RFEP	1,737	5	8	16	24	44	13.4%	86.6%
	EL + RFEP	3,126	8	10	19	22	31	18.1%	81.9%
	Special Ed.	1,113	11	14	22	21	16	25.0%	75.0%
	Spec Ed. Speech/RSP	676	14	14	20	17	12	28.3%	71.7%
	Homeless/Foster	507	13	13	21	21	16	26.4%	73.6%
	Foster	20	35	10	5	15	15	45.0%	55.0%
	Homeless	487	12	13	21	21	16	25.7%	74.3%
GATE/Excel	1,114		2	311	23	61	4.2%	95.8%	

The percentages may not equal 100% due to rounding.

Legend
F
D
C
B
A

Grade Distribution - Franklin 2024-2025 PS2

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

Category	Count of Marks	Percent by Category					D/F Rate	A/B/C Rate	
All Students	5,788	5,788	9	11	21	25	27	20.4%	79.6%
Grade	Gr. 06	1,953	4	7	20	29	32	11.8%	88.2%
	Gr. 07	1,816	11	12	21	26	23	22.6%	77.4%
	Gr. 08	2,019	12	15	20	21	26	26.6%	73.4%
Ethnicity	African American	670	8	14	25	26	21	21.9%	78.1%
	Asian	343	3	6	12	22	54	8.5%	91.5%
	Cambodian	341	3	7	13	23	51	10.3%	89.7%
	Filipino	12			17	33	50	0.0%	100.0%
	Hispanic	4,500	10	11	21	25	26	21.2%	78.8%
	Pacific Islander	17		6	24	29	35	5.9%	94.1%
	White	102	8	15	11	27	33	22.5%	77.5%
	Other	144	8	12	25	29	24	19.4%	80.6%
Gender	Female	2,769	8	10	20	27	29	17.6%	82.4%
	Male	3,019	10	13	21	24	25	23.0%	77.0%
Special Populations	Low SES	5,030	9	11	21	25	27	20.1%	79.9%
	ELL	1,376	13	13	23	20	15	25.4%	74.6%
	RFEP	1,737	6	9	16	25	41	14.8%	85.2%
	EL + RFEP	3,113	9	11	19	23	29	19.5%	80.5%
	Special Ed.	1,104	12	15	21	18	16	26.9%	73.1%
	Spec Ed. Speech/RSP	673	16	15	19	16	12	30.8%	69.2%
	Homeless/Foster	506	16	12	19	22	16	27.7%	72.3%
	Foster	20	25	20	10	10	15	45.0%	55.0%
	Homeless	486	16	11	19	22	16	27.0%	73.0%
	GATE/Excel	1,114	2	3	12	26	56	4.7%	95.3%

The percentages may not equal 100% due to rounding.

Legend
F
D
C
B
A

Grade Distribution - Franklin 2024-2025 Q3

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

Category	Count of Marks	Percent by Category					D/F Rate	A/B/C Rate	
All Students	5,787	5,787	10	11	21	25	27	21.0%	79.0%
Grade	Gr. 06	1,954	5	6	23	28	32	10.8%	89.2%
	Gr. 07	1,824	11	13	20	26	23	24.8%	75.2%
	Gr. 08	2,009	13	14	19	20	26	27.4%	72.6%
Ethnicity	African American	659	10	12	24	27	20	22.5%	77.5%
	Asian	343	4	4	14	22	52	8.5%	91.5%
	Cambodian	341	5	5	16	22	50	10.0%	90.0%
	Filipino	12	8	8	8	33	50	8.3%	91.7%
	Hispanic	4,516	10	12	21	24	26	22.0%	78.0%
	Pacific Islander	17	6	12	12	18	47	17.6%	82.4%
	White	96	7	6	16	24	41	13.5%	86.5%
	Other	144	8	10	27	26	26	18.1%	81.9%
Gender	Female	2,772	9	10	20	26	29	18.5%	81.5%
	Male	3,015	11	13	21	23	25	23.3%	76.7%
Special Populations	Low SES	5,036	10	11	21	24	27	20.8%	79.2%
	ELL	1,374	14	12	22	20	14	25.8%	74.2%
	RFEP	1,732	6	10	16	24	41	16.1%	83.9%
	EL + RFEP	3,106	10	11	19	22	29	20.4%	79.6%
	Special Ed.	1,102	14	11	20	20	17	25.8%	74.2%
	Spec Ed. Speech/RSP	671	18	13	17	18	11	31.4%	68.6%
	Homeless/Foster	507	16	11	19	20	18	27.6%	72.4%
	Foster	20	25	20	5	30		45.0%	55.0%
	Homeless	487	16	11	20	21	17	26.9%	73.1%
GATE/Excel	1,119	2	4	12	27	55	5.9%	94.1%	

The percentages may not equal 100% due to rounding.

Legend
F
D
C
B
A

Grade Distribution - Franklin 2024-2025 S1

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

Category	Count of Marks		Percent by Category				D/F Rate	A/B/C Rate	
All Students	5,686	5,686	5	9	20	27	33	13.1%	86.9%
Grade	Gr. 06	1,909	3	4	21	28	38	6.9%	93.1%
	Gr. 07	1,812	5	10	17	27	33	14.8%	85.2%
	Gr. 08	1,965	6	12	22	25	29	17.7%	82.3%
Ethnicity	African American	630	5	8	26	28	27	13.2%	86.8%
	Asian	343	5	8	22	61		5.2%	94.8%
	Cambodian	341	5	10	24	57		6.2%	93.8%
	Filipino	12			17	42	42	0.0%	100.0%
	Hispanic	4,438	5	9	20	27	32	13.7%	86.3%
	Pacific Islander	17			6	29	59	0.0%	100.0%
	White	107	6	9	15	23	41	15.0%	85.0%
	Other	139	5	9	19	29	36	13.7%	86.3%
Gender	Female	2,703	3	7	19	28	36	10.7%	89.3%
	Male	2,983	5	10	21	26	30	15.4%	84.6%
Special Populations	Low SES	5,060	5	8	20	27	33	13.1%	86.9%
	ELL	1,364	6	12	24	23	17	18.0%	82.0%
	RFEP	1,698	2	6	15	25	48	8.1%	91.9%
	EL + RFEP	3,062	4	8	19	24	34	12.5%	87.5%
	Special Ed.	1,066	6	12	25	23	16	18.2%	81.8%
	Spec Ed. Speech/RSP	646	8	15	21	20	13	22.9%	77.1%
	Homeless/Foster	499	9	11	22	22	21	19.2%	80.8%
	Foster	20	20	15	15	30		35.0%	65.0%
	Homeless	479	8	10	23	23	20	18.6%	81.4%
	GATE/Excel	1,107	1	8	23	66		1.5%	98.5%

The percentages may not equal 100% due to rounding.

Legend
F
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Grade Distribution - Franklin 2024-2025 PS1

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

Category	Count of Marks	Percent by Category					D/F Rate	A/B/C Rate	
All Students	5,719	5,719	6	11	20	26	31	16.3%	83.7%
Grade	Gr. 06	1,922	5	8	19	27	35	13.1%	86.9%
	Gr. 07	1,827	6	10	19	27	30	16.3%	83.7%
	Gr. 08	1,970	6	14	22	26	28	19.4%	80.6%
Ethnicity	African American	645	6	14	23	28	25	20.0%	80.0%
	Asian	342	4	12	23	57		5.0%	95.0%
	Cambodian	340	1	4	14	26	51	5.9%	94.1%
	Filipino	12	8	17	33	42		8.3%	91.7%
	Hispanic	4,438	6	11	20	26	30	16.6%	83.4%
	Pacific Islander	23	9	9	9	26	43	17.4%	82.6%
	White	113	8	12	19	18	39	19.5%	80.5%
	Other	146	6	8	23	32	27	14.4%	85.6%
Gender	Female	2,729	4	9	19	28	34	13.3%	86.7%
	Male	2,990	7	12	21	25	28	19.1%	80.9%
Special Populations	Low SES	5,107	6	11	20	27	31	16.4%	83.6%
	ELL	1,368	9	14	23	21	17	22.2%	77.8%
	RFEP	1,693	2	7	17	26	44	9.0%	91.0%
	EL + RFEP	3,061	5	10	20	24	32	14.9%	85.1%
	Special Ed.	1,069	8	18	23	21	16	26.8%	73.2%
	Spec Ed. Speech/RSP	637	11	21	20	19	13	31.7%	68.3%
	Homeless/Foster	491	10	13	21	21	20	23.0%	77.0%
	Foster	20	20	20	10	30		40.0%	60.0%
	Homeless	471	10	13	22	22	20	22.3%	77.7%
GATE/Excel	1,107	2	8	27	61		2.3%	97.7%	

The percentages may not equal 100% due to rounding.

Legend
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Grade Distribution - Franklin 2024-2025 Q1

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

Category	Count of Marks	Percent by Category					D/F Rate	A/B/C Rate	
All Students	5,779	5	10	20	25	34	15.0%	85.0%	
Grade	Gr. 06	1,956	5	9	21	23	36	13.7%	86.3%
	Gr. 07	1,836	6	10	19	26	33	15.3%	84.7%
	Gr. 08	1,987	6	11	19	25	32	16.1%	83.9%
Ethnicity	African American	669	4	12	25	25	28	16.4%	83.6%
	Asian	343	3	10	21	61		4.4%	95.6%
	Cambodian	341	1	4	12	21	58	5.9%	94.1%
	Filipino	12			33	25	42	0.0%	100.0%
	Hispanic	4,474	6	10	19	25	32	15.6%	84.4%
	Pacific Islander	23	9	4	22	57		8.7%	91.3%
	White	112	7	12	21	16	40	18.8%	81.3%
	Other	146	6	9	25	21	36	15.1%	84.9%
Gender	Female	2,774	4	8	18	25	37	12.3%	87.7%
	Male	3,005	7	11	21	24	31	17.5%	82.5%
Special Populations	Low SES	5,123	6	10	20	25	33	15.0%	85.0%
	ELL	1,365	8	13	22	20	19	20.5%	79.5%
	RFEP	1,710	3	6	16	26	46	8.8%	91.2%
	EL + RFEP	3,075	5	9	19	23	34	14.0%	86.0%
	Special Ed.	1,092	6	16	24	20	17	22.6%	77.4%
	Spec Ed. Speech/RSP	654	9	15	22	18	13	24.3%	75.7%
	Homeless/Foster	492	9	11	22	22	20	20.1%	79.9%
	Foster	20	15	10	25	10	20	25.0%	75.0%
	Homeless	472	9	11	22	22	20	19.9%	80.1%
GATE/Excel	1,121	2	8	23	65		3.3%	96.7%	

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2024-2025 S2

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

Category	Count of Marks		Percent by Category				D/F Rate	
All Middle	78,300	78,300	6	9	17	23	37	15.6%
Bancroft	5,265	5,265	8	9	15	19	34	17.1%
Franklin	5,804	5,804	8	11	21	25	29	18.6%
Hamilton	5,107	5,107	6	10	16	21	28	16.9%
Hoover	2,980	2,980	3	8	18	24	45	10.5%
Hughes	7,246	7,246	4	10	17	25	43	14.0%
Jefferson	5,975	5,975	9	12	21	26	31	20.6%
Keller	4,104	4,104		15	15	28	50	6.0%
Lindbergh	3,257	3,257	6	12	23	23	27	17.8%
Lindsey	3,987	3,987	9	11	19	24	31	20.2%
Marshall	6,605	6,605	4	8	16	24	44	12.8%
Nelson	4,906	4,906	10	14	20	19	31	24.8%
Rogers	4,549	4,549	5	5	12	21	55	10.3%
Stanford	8,120	8,120	6	7	12	19	40	12.5%
Stephens	5,080	5,080	3	6	17	23	42	8.8%
Washington	5,305	5,305	10	12	17	21	28	22.3%
All K8	14,921	14,921	5	8	14	20	45	13.0%
Cubberley	2,877	2,877	2	6	12	19	54	8.4%
Muir	2,658	2,658	8	9	16	20	31	17.1%
Newcomb	2,126	2,126		2	6	15	70	3.3%
Powell	1,971	1,971	6	12	20	25	33	17.3%
Robinson	2,108	2,108	11	11	18	20	32	21.9%
Tincher	2,450	2,450	4	6	13	18	51	9.8%
All High	127,165	127,165	8	9	18	23	42	17.1%
Avalon	1,087	1,087	7	10	17	20	47	16.4%
		724	7	10	15	23	37	16.6%
Browning	1,933	1,933	13	13	27	25	22	25.6%
Cabrillo	10,531	10,531	12	12	21	21	33	24.5%
CAMS	4,555	4,555		1	6	16	77	1.8%
Jordan	14,966	14,966	11	13	23	23	28	24.9%
Lakewood	14,569	14,569	8	11	21	23	37	19.2%
McBride	4,364	4,364		25	15	25	53	6.2%
Millikan	22,203	22,203	4	7	16	24	47	11.7%
PAAL	447	447	7	15	36	25	14	22.1%

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2024-2025 S2

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

Category		A/B/C Rate
All Middle	78,300	84.4%
Bancroft	5,265	82.9%
Franklin	5,804	81.4%
Hamilton	5,107	83.1%
Hoover	2,980	89.5%
Hughes	7,246	86.0%
Jefferson	5,975	79.4%
Keller	4,104	94.0%
Lindbergh	3,257	82.2%
Lindsey	3,987	79.8%
Marshall	6,605	87.2%
Nelson	4,906	75.2%
Rogers	4,549	89.7%
Stanford	8,120	87.5%
Stephens	5,080	91.2%
Washington	5,305	77.7%
All K8	14,921	87.0%
Cubberley	2,877	91.6%
Muir	2,658	82.9%
Newcomb	2,126	96.7%
Powell	1,971	82.7%
Robinson	2,108	78.1%
Tincher	2,450	90.2%
All High	127,165	82.9%
Avalon	1,087	83.6%
		83.4%
Browning	1,933	74.4%
Cabrillo	10,531	75.5%
CAMS	4,555	98.2%
Jordan	14,966	75.1%
Lakewood	14,569	80.8%
McBride	4,364	93.8%
Millikan	22,203	88.3%
PAAL	447	77.9%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/12/2026



Grade Distribution - All 2024-2025 S2

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

Category		Count of Marks	Percent by Category					D/F Rate
Polytechnic	24,596	24,596	8	9	18	23	42	17.5%
Reid	186	186	23		48	23	6	22.6%
Renaissance	2,611	2,611	4	6	18	26	45	10.1%
Sato	3,628	3,628	2	11		26	59	3.1%
Wilson	21,631	21,631	10	10	18	21	41	19.4%
District	220,386	220,386	7	9	17	23	40	16.3%



Grade Distribution - All 2024-2025 S2

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

Category		A/B/C Rate
Polytechnic	24,596	82.5%
Reid	186	77.4%
Renaissance	2,611	89.9%
Sato	3,628	96.9%
Wilson	21,631	80.6%
District	220,386	83.7%



Grade Distribution - All 2024-2025 PS2

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

Category	Count of Marks		Percent by Category					D/F Rate	
All Middle	78,007	78,007	8	10	17	23	33	18.3%	
Bancroft	5,074	5,074	9	11	15	21	30	20.3%	
Franklin	5,788	5,788	9	11	21	25	27	20.4%	
Hamilton	5,106	5,106	8	11	18	20	25	18.9%	
Hoover	2,978	2,978	5	10	19	24	40	14.8%	
Hughes	7,246	7,246	5	11	18	26	39	16.2%	
Jefferson	5,987	5,987	11	14	21	24	28	24.3%	
Keller	4,096	4,096		2	6	17	31	44	7.4%
Lindbergh	3,265	3,265	9	13	23	22	23	22.8%	
Lindsey	3,892	3,892	13	12	18	23	27	25.4%	
Marshall	6,611	6,611	6	9	16	25	40	15.1%	
Nelson	4,900	4,900	13	16	18	20	28	28.2%	
Rogers	4,548	4,548	6	7	14	24	48	13.0%	
Stanford	8,114	8,114	6	8	12	20	38	13.6%	
Stephens	5,079	5,079	4	8	18	23	38	11.7%	
Washington	5,279	5,279	13	12	17	21	25	24.8%	
All K8	14,892	14,892	7	8	15	20	42	15.2%	
Cubberley	2,871	2,871	4	7	13	21	50	10.2%	
Muir	2,642	2,642	9	11	16	21	27	20.1%	
Newcomb	2,126	2,126		2	3	7	15	68	4.3%
Powell	1,974	1,974	9	11	20	25	31	19.8%	
Robinson	2,101	2,101	14	11	18	20	29	25.7%	
Tincher	2,441	2,441	4	7	14	19	49	10.6%	
All High	126,095	126,095	11	11	18	23	36	22.0%	
Avalon	1,064	1,064	12	12	16	20	41	23.7%	
		716	9	12	20	24	28	21.4%	
Browning	1,899	1,899	17	15	25	24	19	31.4%	
Cabrillo	10,468	10,468	17	13	20	19	29	30.6%	
CAMS	4,552	4,552		3	8	22	66	4.0%	
Jordan	14,722	14,722	17	16	21	22	24	32.8%	
Lakewood	14,493	14,493	11	13	21	23	32	23.9%	
McBride	4,362	4,362		3	7	19	29	43	9.8%
Millikan	22,042	22,042	7	9	18	25	41	15.6%	
PAAL	378	378	18	14	25	19	16	31.5%	

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2024-2025 PS2

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

Category		A/B/C Rate
All Middle	78,007	81.7%
Bancroft	5,074	79.7%
Franklin	5,788	79.6%
Hamilton	5,106	81.1%
Hoover	2,978	85.2%
Hughes	7,246	83.8%
Jefferson	5,987	75.7%
Keller	4,096	92.6%
Lindbergh	3,265	77.2%
Lindsey	3,892	74.6%
Marshall	6,611	84.9%
Nelson	4,900	71.8%
Rogers	4,548	87.0%
Stanford	8,114	86.4%
Stephens	5,079	88.3%
Washington	5,279	75.2%
All K8	14,892	84.8%
Cubberley	2,871	89.8%
Muir	2,642	79.9%
Newcomb	2,126	95.7%
Powell	1,974	80.2%
Robinson	2,101	74.3%
Tincher	2,441	89.4%
All High	126,095	78.0%
Avalon	1,064	76.3%
		78.6%
Browning	1,899	68.6%
Cabrillo	10,468	69.4%
CAMS	4,552	96.0%
Jordan	14,722	67.2%
Lakewood	14,493	76.1%
McBride	4,362	90.2%
Millikan	22,042	84.4%
PAAL	378	68.5%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/12/2026



Grade Distribution - All 2024-2025 PS2

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

Category	Count of Marks		Percent by Category					D/F Rate
Polytechnic	24,541	24,541	11	11	19	23	37	21.8%
Reid	163	163	23		44	26	7	22.7%
Renaissance	2,610	2,610	5	8	17	27	43	13.1%
Sato	3,626	3,626	1	4	13	29	53	4.9%
Wilson	21,255	21,255	13	12	18	21	36	24.7%
District	218,994	218,994	10	11	18	23	36	20.2%



Grade Distribution - All 2024-2025 PS2

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

Category		A/B/C Rate
Polytechnic	24,541	78.2%
Reid	163	77.3%
Renaissance	2,610	86.9%
Sato	3,626	95.1%
Wilson	21,255	75.3%
District	218,994	79.8%



Grade Distribution - All 2024-2025 Q3

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

Category	Count of Marks		Percent by Category					D/F Rate
All Middle	78,273	78,273	8	10	17	23	35	18.3%
Bancroft	5,375	5,375	9	10	15	20	32	19.1%
Franklin	5,787	5,787	10	11	21	25	27	21.0%
Hamilton	5,069	5,069	8	11	17	20	27	18.7%
Hoover	2,983	2,983	5	9	19	23	41	14.8%
Hughes	7,218	7,218	6	9	16	25	43	14.6%
Jefferson	5,986	5,986	11	13	20	24	28	24.9%
Keller	4,120	4,120	2	6	15	30	45	8.2%
Lindbergh	3,215	3,215	10	15	21	22	24	24.1%
Lindsey	3,775	3,775	15	11	18	23	28	26.1%
Marshall	6,591	6,591	7	9	15	24	42	15.9%
Nelson	4,944	4,944	12	13	18	21	29	25.7%
Rogers	4,550	4,550	6	7	14	24	48	13.3%
Stanford	8,085	8,085	5	7	11	21	40	12.4%
Stephens	5,079	5,079	6	7	18	22	38	13.2%
Washington	5,297	5,297	14	11	17	21	24	25.1%
All K8	14,861	14,861	7	8	14	20	43	15.0%
Cubberley	2,837	2,837	3	6	11	21	52	9.3%
Muir	2,617	2,617	9	9	16	21	28	18.5%
Newcomb	2,126	2,126	1	4	7	15	67	5.1%
Powell	1,975	1,975	10	10	16	24	35	19.7%
Robinson	2,111	2,111	13	12	19	19	29	25.4%
Tincher	2,441	2,441	5	7	12	18	49	11.9%
All High	127,043	127,043	11	11	17	22	38	21.8%
Avalon	1,075	1,075	12	8	14	21	45	20.4%
		725	8	12	18	21	33	20.3%
Browning	1,943	1,943	17	13	21	25	22	30.7%
Cabrillo	10,577	10,577	19	12	18	20	31	31.0%
CAMS	4,555	4,555	3	9	22	22	64	3.9%
Jordan	14,853	14,853	16	14	21	21	27	29.6%
Lakewood	14,537	14,537	12	12	19	23	34	23.9%
McBride	4,362	4,362	3	8	17	27	45	10.9%
Millikan	22,153	22,153	7	9	16	25	43	15.7%
PAAL	498	498	7	14	31	26	16	20.7%

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2024-2025 Q3

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

Category		A/B/C Rate
All Middle	78,273	81.7%
Bancroft	5,375	80.9%
Franklin	5,787	79.0%
Hamilton	5,069	81.3%
Hoover	2,983	85.2%
Hughes	7,218	85.4%
Jefferson	5,986	75.1%
Keller	4,120	91.8%
Lindbergh	3,215	75.9%
Lindsey	3,775	73.9%
Marshall	6,591	84.1%
Nelson	4,944	74.3%
Rogers	4,550	86.7%
Stanford	8,085	87.6%
Stephens	5,079	86.8%
Washington	5,297	74.9%
All K8	14,861	85.0%
Cubberley	2,837	90.7%
Muir	2,617	81.5%
Newcomb	2,126	94.9%
Powell	1,975	80.3%
Robinson	2,111	74.6%
Tincher	2,441	88.1%
All High	127,043	78.2%
Avalon	1,075	79.6%
		79.7%
Browning	1,943	69.3%
Cabrillo	10,577	69.0%
CAMS	4,555	96.1%
Jordan	14,853	70.4%
Lakewood	14,537	76.1%
McBride	4,362	89.1%
Millikan	22,153	84.3%
PAAL	498	79.3%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/12/2026



Grade Distribution - All 2024-2025 Q3

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

Category	Count of Marks		Percent by Category					D/F Rate
Polytechnic	24,517	24,517	12	10	18	22	39	21.7%
Reid	148	148	14		40	37	9	14.2%
Renaissance	2,608	2,608	6	9	16	25	44	14.9%
Sato	3,642	3,642	1	4	11	28	55	5.5%
Wilson	21,368	21,368	14	11	16	20	38	25.0%
District	220,177	220,177	10	10	17	22	37	20.1%



Grade Distribution - All 2024-2025 Q3

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

Category		A/B/C Rate
Polytechnic	24,517	78.3%
Reid	148	85.8%
Renaissance	2,608	85.1%
Sato	3,642	94.5%
Wilson	21,368	75.0%
District	220,177	79.9%



Grade Distribution - All 2024-2025 S1

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

Category	Count of Marks		Percent by Category				D/F Rate	
All Middle	78,600	78,600	5	9	17	24	38	14.0%
Bancroft	5,425	5,425	6	10	15	21	33	15.8%
Franklin	5,686	5,686	5	9	20	27	33	13.1%
Hamilton	4,994	4,994	5	10	18	24	25	15.0%
Hoover	2,926	2,926	2	9	20	28	39	10.5%
Hughes	7,218	7,218	2	9	17	25	45	11.3%
Jefferson	5,947	5,947	7	13	19	25	34	20.0%
Keller	4,112	4,112	1	4	12	25	56	5.3%
Lindbergh	3,184	3,184	6	13	25	22	26	18.7%
Lindsey	3,948	3,948	8	11	20	24	30	19.3%
Marshall	6,554	6,554	4	8	14	23	48	11.4%
Nelson	4,926	4,926	6	12	20	25	32	18.2%
Rogers	4,527	4,527	4	5	12	22	56	9.1%
Stanford	8,056	8,056	4	7	11	20	42	11.5%
Stephens	5,085	5,085	2	7	17	25	41	9.3%
Washington	5,267	5,267	6	13	18	23	29	19.0%
All K8	14,960	14,960	4	7	14	21	46	11.0%
Cubberley	2,888	2,888	2	4	12	24	52	6.2%
Muir	2,663	2,663	7	8	16	22	32	14.6%
Newcomb	2,121	2,121	2	5	12	19	76	2.1%
Powell	1,948	1,948	5	12	18	25	36	16.4%
Robinson	2,100	2,100	7	12	20	22	32	19.3%
Tincher	2,413	2,413	2	5	12	19	55	6.8%
All High	131,361	131,361	7	9	18	24	41	16.4%
Avalon	1,120	1,120	8	12	17	19	43	20.3%
		704	3	11	18	24	35	14.5%
Browning	2,393	2,393	9	11	25	28	26	19.9%
Cabrillo	10,960	10,960	11	12	19	22	35	23.0%
CAMS	4,611	4,611	1	6	19	74	1.5%	
Jordan	15,355	15,355	11	13	22	24	28	24.6%
Lakewood	14,785	14,785	6	11	20	26	37	17.2%
McBride	4,397	4,397	1	5	17	26	51	6.3%
Millikan	22,543	22,543	3	7	16	25	49	10.1%
PAAL	499	499	9	16	33	20	12	25.1%

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2024-2025 S1

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

Category		A/B/C Rate
All Middle	78,600	86.0%
Bancroft	5,425	84.2%
Franklin	5,686	86.9%
Hamilton	4,994	85.0%
Hoover	2,926	89.5%
Hughes	7,218	88.7%
Jefferson	5,947	80.0%
Keller	4,112	94.7%
Lindbergh	3,184	81.3%
Lindsey	3,948	80.7%
Marshall	6,554	88.6%
Nelson	4,926	81.8%
Rogers	4,527	90.9%
Stanford	8,056	88.5%
Stephens	5,085	90.7%
Washington	5,267	81.0%
All K8	14,960	89.0%
Cubberley	2,888	93.8%
Muir	2,663	85.4%
Newcomb	2,121	97.9%
Powell	1,948	83.6%
Robinson	2,100	80.7%
Tincher	2,413	93.2%
All High	131,361	83.6%
Avalon	1,120	79.7%
		85.5%
Browning	2,393	80.1%
Cabrillo	10,960	77.0%
CAMS	4,611	98.5%
Jordan	15,355	75.4%
Lakewood	14,785	82.8%
McBride	4,397	93.7%
Millikan	22,543	89.9%
PAAL	499	74.9%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/12/2026



Grade Distribution - All 2024-2025 S1

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

Category		Count of Marks	Percent by Category				D/F Rate	
Polytechnic	24,799	24,799	6	9	18	24	43	14.7%
Reid	96	96	16		25	35	16	15.6%
Renaissance	2,576	2,576	4	7	17	26	46	10.7%
Sato	3,684	3,684	3		13	27	56	3.8%
Wilson	21,853	21,853	9	10	18	22	40	19.0%
District	224,921	224,921	6	9	17	23	41	15.2%



Grade Distribution - All 2024-2025 S1

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

Category		A/B/C Rate
Polytechnic	24,799	85.3%
Reid	96	84.4%
Renaissance	2,576	89.3%
Sato	3,684	96.2%
Wilson	21,853	81.0%
District	224,921	84.8%



Grade Distribution - All 2024-2025 PS1

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

Category		Count of Marks	Percent by Category					D/F Rate	
All Middle	79,010	79,010	6	10	16	24	37	15.8%	
Bancroft	5,449	5,449	7	10	15	21	31	17.0%	
Franklin	5,719	5,719	6	11	20	26	31	16.3%	
Hamilton	5,047	5,047	6	11	16	23	27	17.0%	
Hoover	2,957	2,957	4	12	20	25	37	15.2%	
Hughes	7,230	7,230	4	9	16	25	45	13.3%	
Jefferson	5,992	5,992	10	13	18	23	34	22.4%	
Keller	4,104	4,104		25	12	27	53	6.7%	
Lindbergh	3,192	3,192	7	13	21	24	25	20.3%	
Lindsey	4,039	4,039	10	12	17	23	30	22.2%	
Marshall	6,539	6,539	4	8	14	23	47	12.7%	
Nelson	4,944	4,944	6	11	18	26	32	17.6%	
Rogers	4,527	4,527	5	6	12	25	51	10.5%	
Stanford	8,028	8,028	5	7	11	20	41	12.1%	
Stephens	5,106	5,106	4	6	15	23	40	10.1%	
Washington	5,274	5,274	11	12	18	23	25	22.3%	
All K8	15,010	15,010	5	8	14	21	45	12.4%	
Cubberley	2,880	2,880		25	13	24	51	6.8%	
Muir	2,653	2,653	7	9	15	20	32	16.2%	
Newcomb	2,128	2,128		25	14		73	2.5%	
Powell	1,969	1,969	6	12	18	26	34	17.8%	
Robinson	2,115	2,115	9	14	20	21	28	22.8%	
Tincher	2,414	2,414		25	11	20	55	6.7%	
All High	130,810	130,810	9	10	17	24	38	19.9%	
Avalon	1,123	1,123	10	12	17	21	38	21.5%	
		694	6	11	15	19	41	17.3%	
Browning	2,320	2,320	14	12	22	26	22	26.0%	
Cabrillo	11,100	11,100	15	13	18	21	33	27.5%	
CAMS	4,610	4,610		2	8	23	66	2.6%	
Jordan	14,874	14,874	14	14	21	23	27	28.5%	
Lakewood	14,795	14,795	9	12	19	25	35	20.9%	
McBride	4,404	4,404		2	7	17	27	47	9.2%
Millikan	22,420	22,420	5	8	15	26	46	12.4%	
PAAL	382	382	23	15	28	18	10	38.2%	

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2024-2025 PS1

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

Category		A/B/C Rate
All Middle	79,010	84.2%
Bancroft	5,449	83.0%
Franklin	5,719	83.7%
Hamilton	5,047	83.0%
Hoover	2,957	84.8%
Hughes	7,230	86.7%
Jefferson	5,992	77.6%
Keller	4,104	93.3%
Lindbergh	3,192	79.7%
Lindsey	4,039	77.8%
Marshall	6,539	87.3%
Nelson	4,944	82.4%
Rogers	4,527	89.5%
Stanford	8,028	87.9%
Stephens	5,106	89.9%
Washington	5,274	77.7%
All K8	15,010	87.6%
Cubberley	2,880	93.2%
Muir	2,653	83.8%
Newcomb	2,128	97.5%
Powell	1,969	82.2%
Robinson	2,115	77.2%
Tincher	2,414	93.3%
All High	130,810	80.1%
Avalon	1,123	78.5%
		82.7%
Browning	2,320	74.0%
Cabrillo	11,100	72.5%
CAMS	4,610	97.4%
Jordan	14,874	71.5%
Lakewood	14,795	79.1%
McBride	4,404	90.8%
Millikan	22,420	87.6%
PAAL	382	61.8%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/12/2026



Grade Distribution - All 2024-2025 PS1

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

Category		Count of Marks	Percent by Category					D/F Rate
Polytechnic	24,801	24,801	9	10	18	24	39	19.1%
Reid	75	75	9		41	39	11	9.3%
Renaissance	2,605	2,605	6	10	16	24	44	15.1%
Sato	3,675	3,675	6		16	29	49	6.4%
Wilson	21,484	21,484	11	10	17	23	38	21.7%
District	224,830	224,830	8	10	17	24	38	18.0%



Grade Distribution - All 2024-2025 PS1

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

Category		A/B/C Rate
Polytechnic	24,801	80.9%
Reid	75	90.7%
Renaissance	2,605	84.9%
Sato	3,675	93.6%
Wilson	21,484	78.3%
District	224,830	82.0%



Grade Distribution - All 2024-2025 Q1

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

Category	Count of Marks		Percent by Category				D/F Rate		
All Middle	79,016	79,016	6	9	15	22	41	14.9%	
Bancroft	5,435	5,435	6	8	14	21	37	14.5%	
Franklin	5,779	5,779	5	10	20	25	34	15.0%	
Hamilton	5,077	5,077	7	9	15	21	32	15.3%	
Hoover	2,964	2,964	4	11	18	22	43	15.1%	
Hughes	7,199	7,199	5	9	14	23	48	13.6%	
Jefferson	5,941	5,941	8	11	17	22	40	19.8%	
Keller	4,102	4,102		24	10	22	61	6.0%	
Lindbergh	3,223	3,223	7	11	20	23	30	18.0%	
Lindsey	4,004	4,004	9	13	16	24	31	21.7%	
Marshall	6,549	6,549	5	7	12	20	53	11.8%	
Nelson	4,943	4,943	6	10	18	28	33	15.8%	
Rogers	4,519	4,519	4	5	11	23	56	9.1%	
Stanford	8,012	8,012	5	7	10	19	44	11.3%	
Stephens	5,084	5,084	4	8	14	21	40	12.5%	
Washington	5,184	5,184	11	11	17	23	26	22.3%	
All K8	15,002	15,002	5	7	12	19	49	11.7%	
Cubberley	2,864	2,864		1	4	11	21	55	5.4%
Muir	2,666	2,666	7	8	15	19	35	15.5%	
Newcomb	2,127	2,127		1	2	5	12	75	3.1%
Powell	1,953	1,953	7	10	17	23	38	17.4%	
Robinson	2,067	2,067	10	11	18	22	31	21.2%	
Tincher	2,423	2,423		24	8	18	60	6.1%	
All High	132,672	132,672	9	10	16	23	42	18.9%	
Avalon	1,135	1,135	9	10	15	19	47	19.3%	
		735	7	11	16	18	42	17.7%	
Browning	2,313	2,313	14	10	22	23	24	24.0%	
Cabrillo	11,102	11,102	14	12	18	20	35	26.3%	
CAMS	4,607	4,607		2	8	20	69	3.1%	
Jordan	15,175	15,175	14	13	19	22	30	27.4%	
Lakewood	14,668	14,668	8	11	17	24	40	18.7%	
McBride	4,396	4,396		2	6	15	26	51	8.3%
Millikan	22,475	22,475	4	7	13	25	51	10.4%	
PAAL	529	529	6	14	28	27	16	20.0%	

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2024-2025 Q1

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

Category		A/B/C Rate
All Middle	79,016	85.1%
Bancroft	5,435	85.5%
Franklin	5,779	85.0%
Hamilton	5,077	84.7%
Hoover	2,964	84.9%
Hughes	7,199	86.4%
Jefferson	5,941	80.2%
Keller	4,102	94.0%
Lindbergh	3,223	82.0%
Lindsey	4,004	78.3%
Marshall	6,549	88.2%
Nelson	4,943	84.2%
Rogers	4,519	90.9%
Stanford	8,012	88.7%
Stephens	5,084	87.5%
Washington	5,184	77.7%
All K8	15,002	88.3%
Cubberley	2,864	94.6%
Muir	2,666	84.5%
Newcomb	2,127	96.9%
Powell	1,953	82.6%
Robinson	2,067	78.8%
Tincher	2,423	93.9%
All High	132,672	81.1%
Avalon	1,135	80.7%
		82.3%
Browning	2,313	76.0%
Cabrillo	11,102	73.7%
CAMS	4,607	96.9%
Jordan	15,175	72.6%
Lakewood	14,668	81.3%
McBride	4,396	91.7%
Millikan	22,475	89.6%
PAAL	529	80.0%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 2/12/2026



Grade Distribution - All 2024-2025 Q1

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

Category	Count of Marks		Percent by Category				D/F Rate	
Polytechnic	24,914	24,914	8	9	17	23	42	17.6%
Reid	32	32	9		38	34	19	9.4%
Renaissance	2,613	2,613	6	8	14	23	48	13.7%
Sato	3,686	3,686	26		13	28	52	7.4%
Wilson	21,929	21,929	12	10	16	21	41	21.2%
District	226,690	226,690	8	9	15	22	42	17.0%

The percentages may not equal 100% due to rounding.



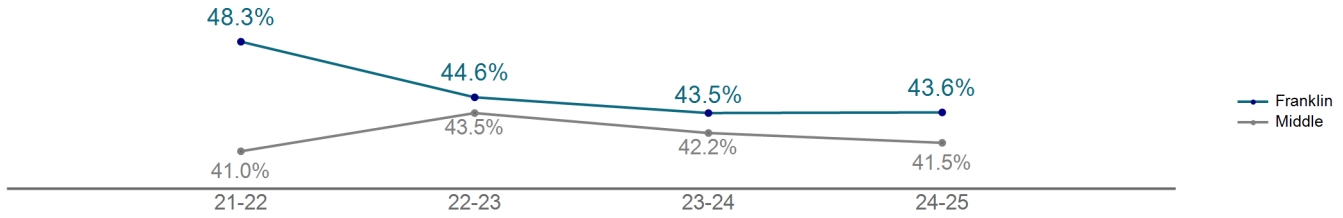
Grade Distribution - All 2024-2025 Q1

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

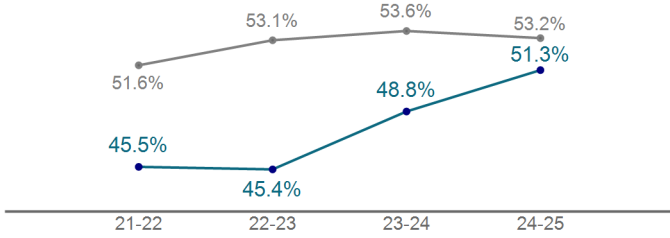
Category		A/B/C Rate
Polytechnic	24,914	82.4%
Reid	32	90.6%
Renaissance	2,613	86.3%
Sato	3,686	92.6%
Wilson	21,929	78.8%
District	226,690	83.0%

Semester 2 Students with One or More D/F

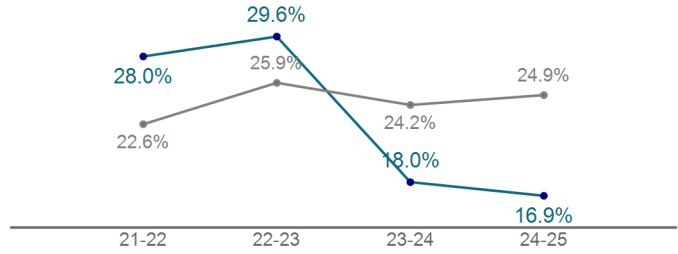
**Franklin
All Students
N = 980**



**African American
N = 115**



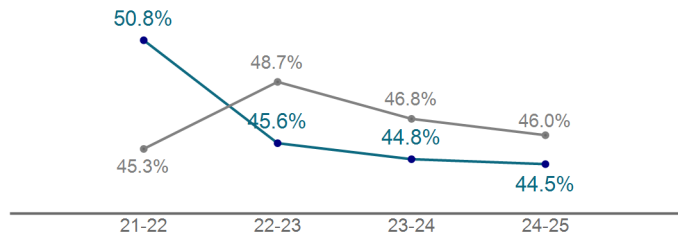
**Asian
N = 59**



Filipino

Subgroup with fewer than 20 total grades.

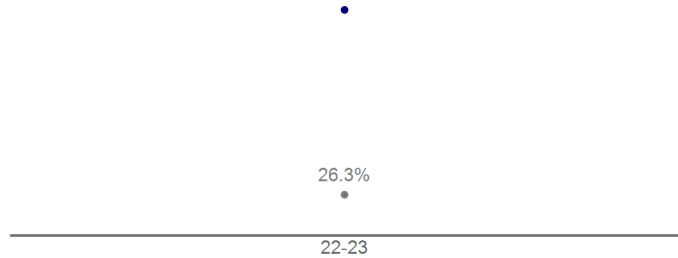
**Hispanic
N = 759**



Pacific Islander

Subgroup with fewer than 20 total grades.

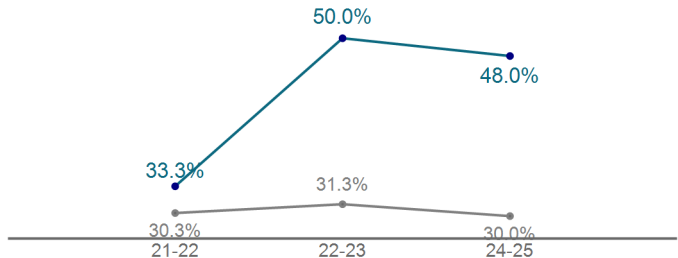
**White
47.8%**



Native American

Subgroup with fewer than 20 total grades.

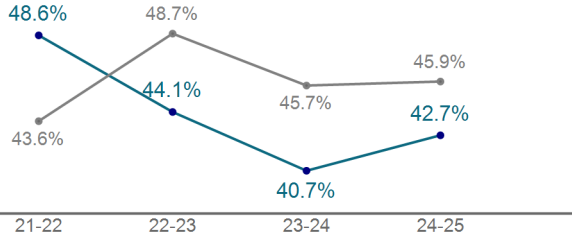
**Other
N = 25**



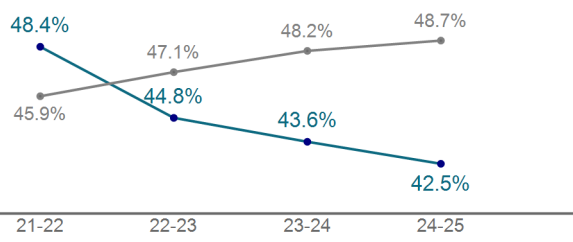
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups with fewer than 20 students are not included.

Semester 2 Students with One or More D/F

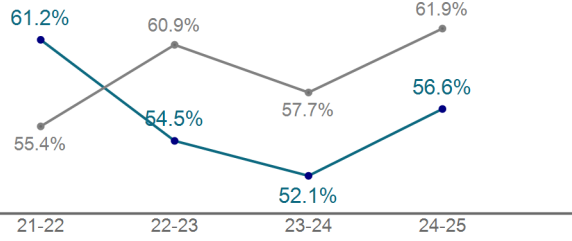
EL + RFEP
N = 524



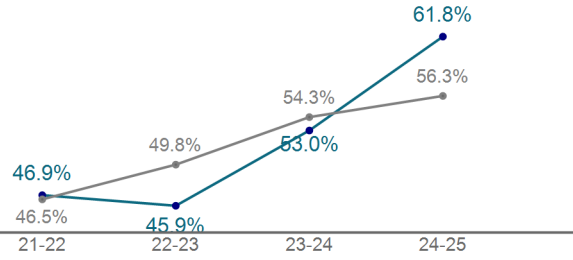
Low SES
N = 850



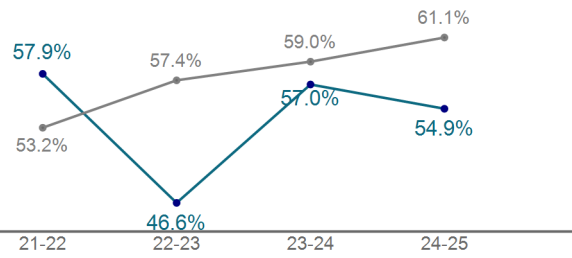
English Learner
N = 228



Special Education
N = 173



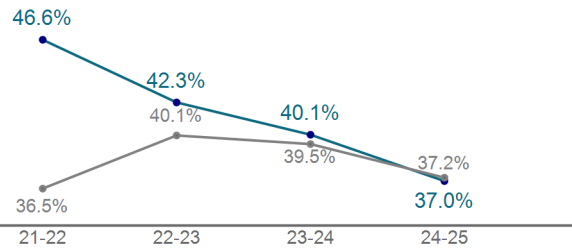
Homeless
N = 82



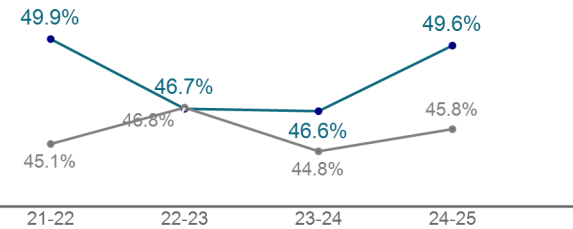
Foster Youth

Subgroup with fewer than 20 total grades.

Female
N = 468



Male
N = 512



N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups with fewer than 20 students are not included.

Grade Distribution - Franklin 2024-2025 S2

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

Category	Student Count	Percent by Category	1 or more D or F
All Students	980	11 12 9 11 56	43.6%
Grade	Gr. 06	4 9 5 11 72	28.4%
	Gr. 07	16 14 6 11 53	46.9%
	Gr. 08	13 14 16 12 45	54.9%
Ethnicity	African American	12 9 11 19 49	51.3%
	Asian	25 7 3 83	16.9%
	Cambodian	7 10 7 76	23.7%
	Filipino	100	0.0%
	Hispanic	12 13 9 11 55	44.5%
	Pacific Islander	33 67	33.3%
	White	6 18 12 6 59	41.2%
	Other	4 12 20 12 52	48.0%
Gender	Female	9 11 6 11 63	37.0%
	Male	13 14 12 12 50	49.6%
Special Populations	Low SES	11 12 9 11 58	42.5%
	ELL	16 18 10 13 43	56.6%
	RFEP	6 9 7 9 68	32.1%
	EL + RFEP	10 13 8 11 57	42.7%
	Special Ed.	19 15 12 16 38	61.8%
	Spec Ed. Speech/RSP	28 15 10 15 32	68.0%
	Homeless/Foster	15 21 8 11 45	55.3%
	Foster	67 33	66.7%
	Homeless	13 22 9 11 45	54.9%
GATE/Excel	3 2 6 87	13.2%	

Grade Distribution - Franklin 2024-2025 PS2

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

Category	Student Count	Percent by Category					1 or more D or F	
All Students	979	979	14	13	9	12	52	47.6%
Grade	Gr. 06	326	4	14	6	13	63	37.1%
	Gr. 07	309	19	13	6	11	51	48.9%
	Gr. 08	344	19	12	14	11	44	56.4%
Ethnicity	African American	115	13	10	12	16	50	50.4%
	Asian	58	7	33	7	79	20.7%	
	Cambodian	58	5	9	7	9	71	29.3%
	Filipino	2				100	0.0%	
	Hispanic	759	15	14	8	11	51	49.0%
	Pacific Islander	3			33	67	33.3%	
	White	17	12	18	6	24	41	58.8%
	Other	25	4	24	20	4	48	52.0%
Gender	Female	469	12	12	7	11	58	41.8%
	Male	510	16	14	11	12	47	52.9%
Special Populations	Low SES	851	14	13	8	12	53	47.0%
	ELL	226	20	19	8	12	40	59.7%
	RFEP	296	8	10	7	11	64	36.5%
	EL + RFEP	522	13	14	8	11	53	46.6%
	Special Ed.	173	23	14	12	10	41	59.0%
	Spec Ed. Speech/RSP	101	32	15	11	12	31	69.3%
	Homeless/Foster	85	24	18	5	14	40	60.0%
	Foster	3	67	33				66.7%
	Homeless	82	22	18	5	15	40	59.8%
GATE/Excel	190			2	3	84	15.8%	

The percentages may not equal 100% due to rounding.

Grade Distribution - Franklin 2024-2025 Q3

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

Category	Student Count	Percent by Category	1 or more D or F
All Students	981	15 15 8 12 49	50.6%
Grade	Gr. 06	5 15 5 9 67	33.3%
	Gr. 07	18 16 9 14 43	57.1%
	Gr. 08	22 13 11 15 39	61.1%
Ethnicity	African American	17 12 8 22 41	58.8%
	Asian	9 5 7 79	20.7%
	Cambodian	7 12 2 72	27.6%
	Filipino	50 50	50.0%
	Hispanic	16 15 9 12 48	51.7%
	Pacific Islander	50 50	50.0%
	White	6 19 13 63	37.5%
	Other	4 28 8 16 44	56.0%
Gender	Female	14 13 7 11 56	44.5%
	Male	16 17 10 13 44	56.2%
Special Populations	Low SES	14 15 8 12 50	49.8%
	ELL	22 22 5 11 40	60.4%
	RFEP	9 11 9 12 59	41.4%
	EL + RFEP	15 16 7 12 50	49.6%
	Special Ed.	26 17 7 10 40	60.1%
	Spec Ed. Speech/RSP	34 19 8 7 32	68.0%
	Homeless/Foster	22 20 8 11 38	61.8%
	Foster	67 33	66.7%
	Homeless	21 21 8 12 38	61.6%
GATE/Excel	25 5 7 81	19.3%	

The percentages may not equal 100% due to rounding.

Grade Distribution - Franklin 2024-2025 S1

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

Category	Student Count	Student Count	Percent by Category				1 or more D or F	
All Students	972	972	7	9	8	11	65	34.8%
Grade	Gr. 06	323	3	8	3	11	75	25.4%
	Gr. 07	314	7	11	9	11	62	37.9%
	Gr. 08	335	10	8	11	12	59	40.9%
Ethnicity	African American	112	8	13	5	14	59	41.1%
	Asian	59	2	8	7		83	16.9%
	Cambodian	58	2	29	5		83	17.2%
	Filipino	2					100	0.0%
	Hispanic	753	7	8	9	11	65	35.2%
	Pacific Islander	4				25	75	25.0%
	White	18	6	22	17		56	44.4%
	Other	24	8	13	4	8	67	33.3%
Gender	Female	461	5	8	6	11	70	29.9%
	Male	511	9	10	10	11	61	39.1%
Special Populations	Low SES	865	8	9	7	11	66	34.3%
	ELL	225	9	13	12	15	51	49.3%
	RFEP	290	4	4	6	8	78	22.1%
	EL + RFEP	515	6	8	9	11	66	34.0%
	Special Ed.	171	12	15	10	13	50	50.3%
	Spec Ed. Speech/RSP	97	19	14	12	13	41	58.8%
	Homeless/Foster	90	13	12	9	12	53	46.7%
	Foster	4	25		50		25	75.0%
	Homeless	86	13	10	9	13	55	45.3%
GATE/Excel	191				1	4	94	5.8%

The percentages may not equal 100% due to rounding.

Grade Distribution - Franklin 2024-2025 PS1

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

Category	Student Count	Percent by Category	1 or more D or F	
All Students	984	8 11 10 13 57	42.9%	
Grade	Gr. 06	328	6 14 7 15 58	42.4%
	Gr. 07	318	9 11 9 13 59	41.2%
	Gr. 08	338	9 10 14 12 55	45.0%
Ethnicity	African American	115	8 14 17 14 47	53.0%
	Asian	60	25 7 3 83	16.7%
	Cambodian	59	27 7 5 80	20.3%
	Filipino	2	50 50	50.0%
	Hispanic	758	9 11 9 14 56	43.5%
	Pacific Islander	5	20 20 60	40.0%
	White	19	16 16 16 53	47.4%
	Other	25	8 16 4 8 64	36.0%
Gender	Female	467	6 10 8 12 64	36.4%
	Male	517	11 13 11 14 51	48.7%
Special Populations	Low SES	878	9 11 9 13 58	42.5%
	ELL	229	14 17 10 18 41	59.4%
	RFEP	290	4 6 7 10 74	25.9%
	EL + RFEP	519	8 11 8 13 59	40.7%
	Special Ed.	175	15 18 15 18 33	66.9%
	Spec Ed. Speech/RSP	99	20 22 15 19 23	76.8%
	Homeless/Foster	90	14 18 11 12 44	55.6%
	Foster	4	25 25 25 25	75.0%
	Homeless	86	14 17 10 13 45	54.7%
GATE/Excel	191	1 27 89	11.0%	

Grade Distribution - Franklin 2024-2025 Q1

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

Category	Student Count	Percent by Category	1 or more D or F
All Students	995	9 11 9 14 56	43.5%
Grade	Gr. 06	7 14 8 17 54	45.9%
	Gr. 07	10 9 9 12 60	39.7%
	Gr. 08	9 10 11 15 55	44.8%
Ethnicity	African American	8 12 14 20 47	53.3%
	Asian	3 5 3 5 83	16.7%
	Cambodian	2 8 5 7 78	22.0%
	Filipino	100	0.0%
	Hispanic	9 11 9 15 56	44.0%
	Pacific Islander	40 60	40.0%
	White	11 16 5 21 47	52.6%
	Other	8 20 8 8 56	44.0%
Gender	Female	5 10 8 13 64	36.2%
	Male	12 11 11 16 50	50.2%
Special Populations	Low SES	9 11 9 14 57	42.8%
	ELL	14 16 13 20 38	62.3%
	RFEP	4 7 8 8 74	25.9%
	EL + RFEP	8 11 10 13 58	41.8%
	Special Ed.	12 20 16 20 32	67.8%
	Spec Ed. Speech/RSP	18 26 8 20 28	72.0%
	Homeless/Foster	15 13 15 11 45	54.9%
	Foster	50 25 25	75.0%
	Homeless	14 13 16 11 46	54.0%
GATE/Excel	1 37 88	11.9%	

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 S2

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

School Name	Student Count	Student Count	Percent by Category					> 1 D or F	
All Middle	12,021	12,021	10	11	9	12	58	41.5%	
Bancroft	793	793	13	15	8	13	52	48.0%	
Franklin	980	980	11	12	9	11	56	43.6%	
Hamilton	746	746	10	15	11	13	51	49.5%	
Hoover	499	499	3	8	8	12	68	31.9%	
Hughes	1,208	1,208	6	8	10	12	64	36.0%	
Jefferson	999	999	10	20	8	12	49	51.3%	
Keller	513	513			24	5	12	76	23.8%
Lindbergh	414	414	11	12	15	18	44	56.0%	
Lindsey	674	674	14	10	10	13	54	46.4%	
Marshall	944	944	7	9	9	13	61	38.6%	
Nelson	818	818	16	12	13	11	48	52.3%	
Rogers	768	768		7	6	3	7	76	24.3%
Stanford	1,169	1,169	11	8	6	10	65	34.7%	
Stephens	651	651		6	4	8	11	71	28.9%
Washington	845	845	14	17	9	15	44	55.7%	
All K8	1,973	1,973	10	9	8	10	63	36.8%	
Cubberley	382	382		5	4	9	5	76	23.6%
Muir	311	311	14	19	5	15	47	53.1%	
Newcomb	312	312			2	3	4	89	10.9%
Powell	278	278	11	10	11	12	55	44.6%	
Robinson	311	311	21	11	10	14	45	55.3%	
Tincher	288	288		9	7	7	13	65	35.4%
All High	19,046	19,046	11	11	8	11	59	41.4%	
Avalon	156	156	10	9	8	17	56	44.2%	
		91	13	8	9	13	57	42.9%	
Browning	311	311	17	24	6	12	41	58.5%	
Cabrillo	1,542	1,542	20	13	10	11	46	54.0%	
CAMS	666	666				2	25	92	8.0%
Jordan	2,192	2,192	17	14	12	15	42	57.8%	
Lakewood	2,222	2,222	11	17	9	14	49	50.9%	
McBride	666	666			24	6	8	79	20.9%
Millikan	3,333	3,333		6	9	6	11	68	31.9%
PAAL	110	110	7	14	11	19	49	50.9%	

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 S2

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

School Name	Student Count		Percent by Category					> 1 D or F
Polytechnic	3,725	3,725	12	9	8	10	61	38.9%
Reid	62	62	13			29	58	41.9%
Renaissance	375	375	6	6	6	9	73	26.7%
Sato	541	541				33	68	12.2%
Wilson	3,207	3,207	14	13	8	11	54	45.9%
District	33,040	33,040	11	11	8	11	59	41.2%

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 PS2

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

School Name	Student Count	Student Count	Percent by Category					> 1 D or F
All Middle	12,017	12,017	13	13	9	13	52	47.6%
Bancroft	791	791	16	15	8	13	48	51.8%
Franklin	979	979	14	13	9	12	52	47.6%
Hamilton	746	746	15	16	10	13	46	54.3%
Hoover	499	499	8	13	7	13	59	40.9%
Hughes	1,208	1,208	8	10	10	12	60	40.2%
Jefferson	1,002	1,002	15	21	7	15	41	58.6%
Keller	512	512	4	5	8	11	72	27.7%
Lindbergh	416	416	16	22	13	19	30	70.2%
Lindsey	674	674	20	15	8	12	45	54.7%
Marshall	944	944	10	14	9	12	55	44.7%
Nelson	817	817	19	14	12	12	42	57.8%
Rogers	768	768	10	7	5	11	67	33.2%
Stanford	1,168	1,168	12	9	7	10	62	37.8%
Stephens	652	652	9	8	9	15	60	40.2%
Washington	841	841	19	20	8	14	39	60.9%
All K8	1,972	1,972	14	11	8	12	56	44.0%
Cubberley	382	382	8	5	7	10	70	30.4%
Muir	308	308	17	21	8	15	39	60.7%
Newcomb	314	314	3	4	2	5	86	14.3%
Powell	278	278	18	10	10	14	47	52.9%
Robinson	313	313	26	17	11	12	35	64.9%
Tincher	287	287	10	7	9	14	59	40.8%
All High	19,043	19,043	17	14	8	13	48	51.5%
Avalon	155	155	17	17	5	20	41	59.4%
		90	20	9	14	14	42	57.8%
Browning	311	311	23	26	6	13	32	68.2%
Cabrillo	1,541	1,541	28	16	9	12	35	65.0%
CAMS	666	666	2	4	9	84	15.9%	
Jordan	2,192	2,192	27	18	11	14	30	70.2%
Lakewood	2,226	2,226	16	21	9	14	39	60.8%
McBride	666	666	4	7	8	11	70	30.3%
Millikan	3,331	3,331	10	11	7	13	59	41.0%
PAAL	108	108	18	20	5	14	44	56.5%

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 PS2

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

School Name	Student Count		Percent by Category					> 1 D or F
Polytechnic	3,727	3,727	17	12	8	12	51	49.0%
Reid	59	59			10	24	66	33.9%
Renaissance	375	375	9	7	10	9	65	34.7%
Sato	541	541			4	12	80	20.3%
Wilson	3,204	3,204	20	16	8	13	44	56.5%
District	33,032	33,032	15	14	8	13	50	49.7%

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 Q3

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

School Name	Student Count	Student Count	Percent by Category					> 1 D or F
All Middle	12,011	12,011	14	15	8	13	51	48.8%
Bancroft	789	789	16	15	7	14	48	51.8%
Franklin	981	981	15	15	8	12	49	50.6%
Hamilton	740	740	15	16	10	15	44	55.7%
Hoover	502	502	9	12	7	15	57	43.0%
Hughes	1,203	1,203	8	12	7	13	60	40.3%
Jefferson	1,004	1,004	16	22	8	15	39	60.8%
Keller	517	517	4	7	8	13	69	31.3%
Lindbergh	410	410	17	20	16	20	26	74.4%
Lindsey	667	667	23	17	7	11	42	57.7%
Marshall	940	940	10	17	8	13	52	48.1%
Nelson	825	825	20	14	9	11	46	54.4%
Rogers	768	768	10	7	6	10	67	33.2%
Stanford	1,166	1,166	10	10	6	11	63	37.2%
Stephens	654	654	12	13	6	12	57	42.8%
Washington	845	845	22	20	7	12	39	60.8%
All K8	1,972	1,972	13	12	8	10	56	44.5%
Cubberley	381	381	8	4	8	8	72	28.1%
Muir	308	308	19	19	7	12	43	56.8%
Newcomb	315	315	3	5	4	7	82	18.1%
Powell	277	277	17	17	9	14	42	57.8%
Robinson	312	312	23	19	12	11	36	64.4%
Tincher	288	288	12	11	9	10	58	42.4%
All High	19,120	19,120	17	16	7	13	46	53.6%
Avalon	156	156	17	17	6	11	49	50.6%
	91	91	14	18	11	18	40	60.4%
Browning	318	318	25	26	7	11	31	69.2%
Cabrillo	1,556	1,556	30	18	8	11	33	67.0%
CAMS	666	666	4	3	8	8	84	16.1%
Jordan	2,206	2,206	25	21	9	14	32	68.4%
Lakewood	2,236	2,236	19	20	9	15	37	63.0%
McBride	665	665	4	9	8	15	64	36.2%
Millikan	3,342	3,342	10	13	7	14	56	44.3%
PAAL	113	113	11	13	6	24	46	54.0%

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 Q3

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

School Name	Student Count		Percent by Category					> 1 D or F	
Polytechnic	3,726	3,726	17	15	7	12	49	51.0%	
Reid	61	61			10	11	79	21.3%	
Renaissance	376	376	10	11	10	13	57	43.1%	
Sato	543	543			17	4	13	75	24.9%
Wilson	3,217	3,217	22	17	7	14	41	59.1%	
District	33,103	33,103	16	15	8	13	49	51.3%	

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 S1

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

School Name	Student Count	Student Count	Percent by Category					> 1 D or F
All Middle	12,043	12,043	8	10	9	13	61	39.3%
Bancroft	800	800	11	12	9	11	58	42.3%
Franklin	972	972	7	9	8	11	65	34.8%
Hamilton	742	742	8	12	10	14	55	44.6%
Hoover	499	499	10	10	17	64	36.5%	
Hughes	1,210	1,210	3	8	10	12	68	31.7%
Jefferson	1,002	1,002	11	15	10	14	51	49.3%
Keller	516	516	24	7	9	77	22.9%	
Lindbergh	410	410	12	12	17	15	44	56.3%
Lindsey	675	675	14	12	9	13	53	46.8%
Marshall	935	935	5	12	6	15	61	38.7%
Nelson	830	830	10	11	12	13	54	46.4%
Rogers	775	775	7	7	3	7	76	23.9%
Stanford	1,169	1,169	8	10	7	11	64	35.8%
Stephens	658	658	5	7	9	11	67	32.7%
Washington	850	850	10	12	11	18	49	51.3%
All K8	1,980	1,980	7	8	9	11	66	34.0%
Cubberley	385	385	52	6	9	78	21.8%	
Muir	312	312	13	14	7	12	54	45.8%
Newcomb	315	315	2	33	91	8.6%		
Powell	275	275	9	9	12	14	56	44.4%
Robinson	312	312	14	13	13	13	47	52.9%
Tincher	286	286	4	6	8	13	70	30.4%
All High	19,473	19,473	10	11	8	13	58	41.9%
Avalon	159	159	13	16	10	12	50	50.3%
		95	8	5	18	16	53	47.4%
Browning	332	332	18	20	8	17	37	63.0%
Cabrillo	1,611	1,611	18	14	9	12	47	52.9%
CAMS	673	673	2	14	93	7.4%		
Jordan	2,251	2,251	18	15	11	16	39	60.6%
Lakewood	2,279	2,279	9	17	10	17	48	52.2%
McBride	671	671	1	46	12	77	23.1%	
Millikan	3,377	3,377	5	7	7	11	70	30.0%
PAAL	121	121	15	13	12	17	42	57.9%

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 S1

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

School Name	Student Count		Percent by Category					> 1 D or F	
Polytechnic	3,774	3,774	9	9	8	11	63	37.3%	
Reid	46	46			7	20	74	26.1%	
Renaissance	385	385	8	9	6	11	65	34.5%	
Sato	550	550				34	10	83	17.1%
Wilson	3,290	3,290	14	13	8	12	53	47.1%	
District	33,496	33,496	9	11	8	12	59	40.5%	

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 PS1

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

School Name	Student Count	Student Count	Percent by Category					> 1 D or F
All Middle	12,111	12,111	10	13	9	13	55	44.6%
Bancroft	804	804	12	15	8	12	53	47.3%
Franklin	984	984	8	11	10	13	57	42.9%
Hamilton	750	750	11	14	10	14	51	48.9%
Hoover	506	506	5	14	13	12	57	43.1%
Hughes	1,212	1,212	6	11	9	11	64	36.3%
Jefferson	1,012	1,012	15	18	8	14	45	54.5%
Keller	515	515	3	6	9	11	71	28.7%
Lindbergh	414	414	16	16	15	18	35	64.7%
Lindsey	692	692	17	16	9	14	44	56.1%
Marshall	936	936	7	11	8	14	59	40.9%
Nelson	832	832	10	12	12	13	53	47.5%
Rogers	775	775	7	9	4	9	70	29.7%
Stanford	1,164	1,164	9	10	6	12	63	37.4%
Stephens	661	661	7	11	7	13	62	37.8%
Washington	854	854	15	25	7	15	39	61.2%
All K8	1,989	1,989	8	9	8	13	61	38.9%
Cubberley	383	383	4	4	7	12	73	26.9%
Muir	312	312	14	13	10	16	47	53.2%
Newcomb	318	318	4	25		89	11.3%	
Powell	279	279	13	10	11	15	51	49.1%
Robinson	315	315	15	19	14	12	40	60.0%
Tincher	286	286	3	8	5	14	69	30.8%
All High	19,609	19,609	14	15	8	13	49	50.5%
Avalon	159	159	15	18	7	16	45	55.3%
		96	13	7	11	25	44	56.3%
Browning	331	331	26	28	7	9	30	70.4%
Cabrillo	1,652	1,652	26	16	8	13	37	63.4%
CAMS	673	673	3	36		88	11.6%	
Jordan	2,250	2,250	22	20	10	15	32	68.1%
Lakewood	2,290	2,290	13	21	11	15	41	59.1%
McBride	676	676	2	8	8	14	68	32.2%
Millikan	3,394	3,394	7	11	7	13	62	38.1%
PAAL	125	125	22	28	5	12	33	67.2%

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 PS1

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

School Name	Student Count		Percent by Category					> 1 D or F	
Polytechnic	3,802	3,802	14	14	7	13	51	49.1%	
Reid	37	37				19	81	18.9%	
Renaissance	389	389	11	12	10	15	52	47.6%	
Sato	549	549			4	7	14	74	26.4%
Wilson	3,319	3,319	18	16	7	13	46	53.9%	
District	33,709	33,709	12	14	8	13	52	47.7%	

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 Q1

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

School Name	Student Count	Student Count	Percent by Category					> 1 D or F
All Middle	12,107	12,107	10	14	8	14	55	45.1%
Bancroft	803	803	11	14	7	12	56	44.3%
Franklin	995	995	9	11	9	14	56	43.5%
Hamilton	755	755	12	14	8	11	55	45.4%
Hoover	507	507	7	13	13	12	56	44.4%
Hughes	1,209	1,209	6	13	6	14	61	39.2%
Jefferson	1,004	1,004	13	17	10	13	47	53.5%
Keller	516	516	3	8	6	13	70	29.8%
Lindbergh	419	419	13	22	11	18	36	63.7%
Lindsey	687	687	16	16	10	16	42	57.6%
Marshall	940	940	9	13	6	12	59	41.0%
Nelson	833	833	10	13	9	13	55	44.8%
Rogers	773	773	5	9	4	10	71	28.7%
Stanford	1,165	1,165	9	10	6	13	63	37.4%
Stephens	659	659	8	16	8	18	51	49.5%
Washington	842	842	17	25	6	16	36	63.8%
All K8	1,983	1,983	9	11	7	12	61	38.6%
Cubberley	383	383	4	4	7	8	78	22.2%
Muir	313	313	14	17	10	12	47	53.4%
Newcomb	319	319	2	6	6	85	14.7%	
Powell	276	276	13	16	8	12	50	49.6%
Robinson	307	307	19	18	8	17	39	61.2%
Tincher	287	287	4	7	5	16	68	31.7%
All High	19,776	19,776	14	15	7	14	50	50.5%
Avalon	161	161	16	12	7	14	52	48.4%
		98	16	5	12	18	48	52.0%
Browning	332	332	29	27	5	10	29	71.4%
Cabrillo	1,645	1,645	24	16	9	12	38	62.1%
CAMS	673	673	3	27	86	13.5%		
Jordan	2,268	2,268	23	22	9	16	30	70.1%
Lakewood	2,309	2,309	13	20	8	17	42	57.8%
McBride	679	679	3	7	8	14	68	31.7%
Millikan	3,410	3,410	6	10	6	13	65	34.9%
PAAL	130	130	8	18	12	17	45	55.4%

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 Q1

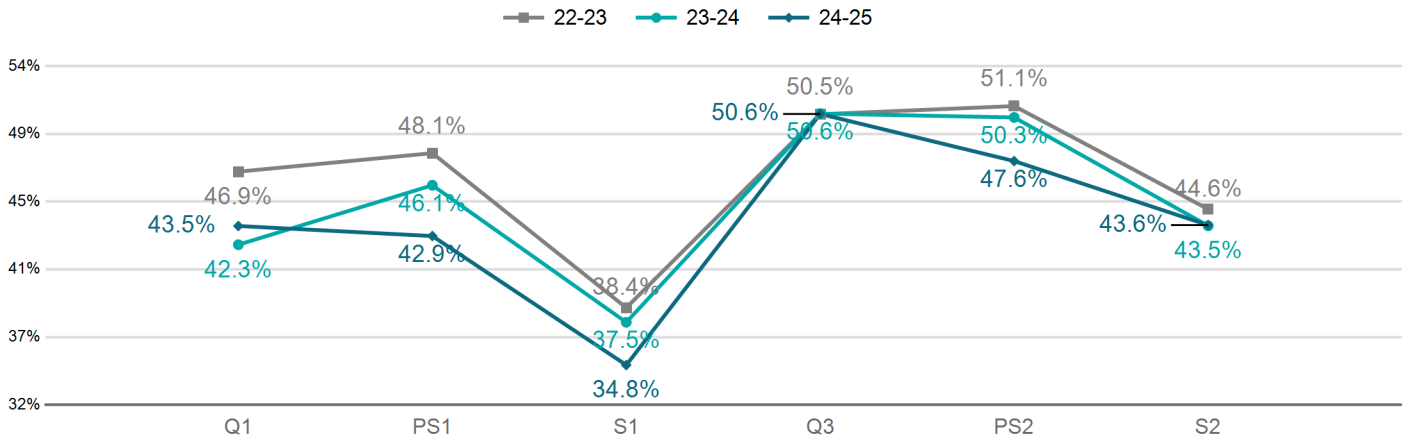
Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count		Percent by Category					> 1 D or F	
Polytechnic	3,821	3,821	13	15	7	14	50	49.5%	
Reid	25	25				12	88	12.0%	
Renaissance	397	397	13	12	5	20	51	49.1%	
Sato	552	552		1	9	6	14	69	31.2%
Wilson	3,399	3,399	20	17	6	13	44	55.6%	
District	33,866	33,866	13	15	7	14	52	47.9%	

The percentages may not equal 100% due to rounding.

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

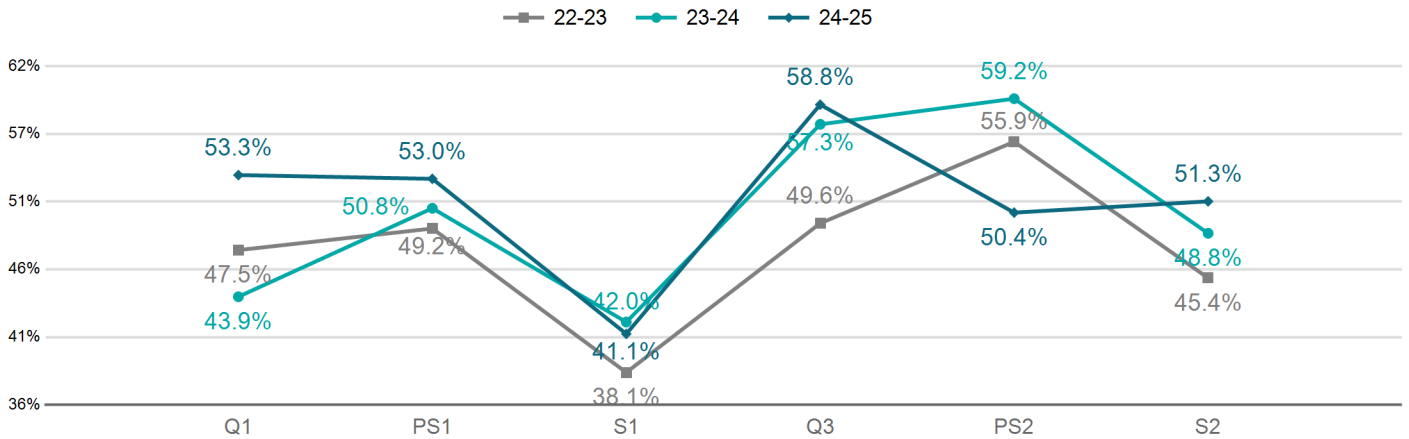
Category: All Students



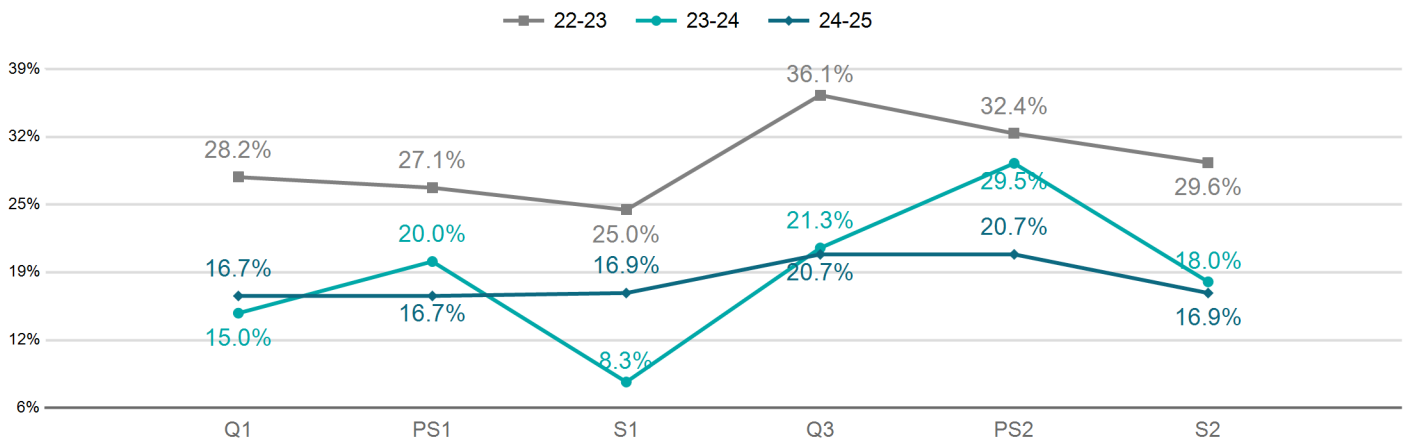
Graphs for subgroups on following pages.

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

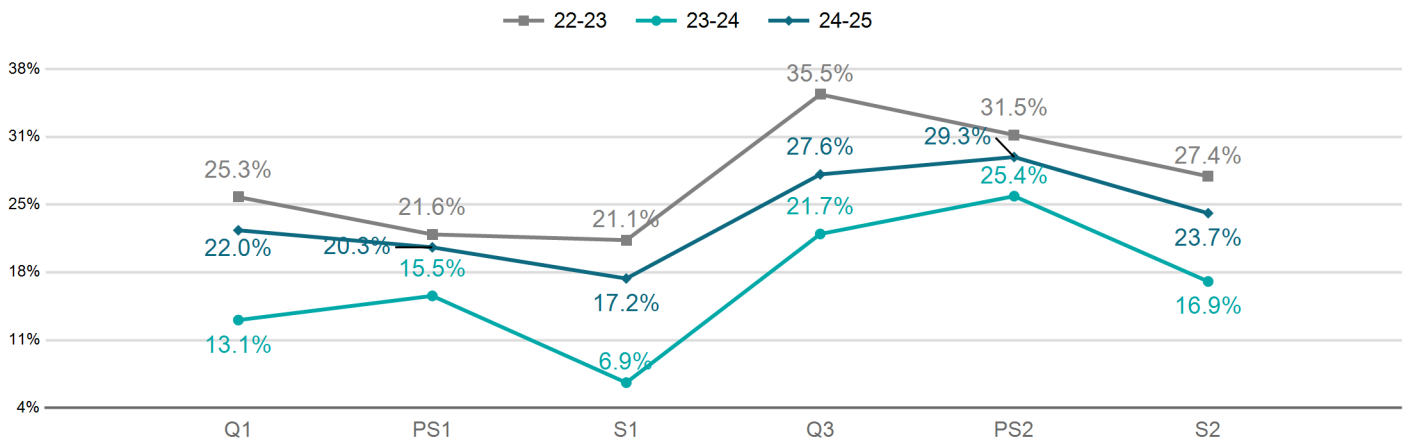
Category: Ethnicity - Subgroup: African American



Category: Ethnicity - Subgroup: Asian



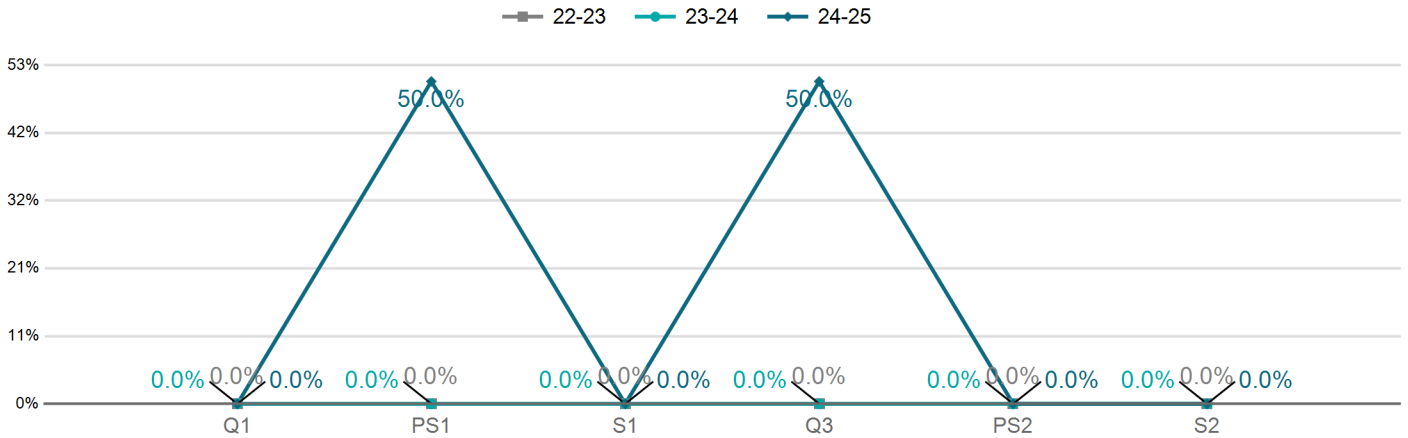
Category: Ethnicity - Subgroup: Cambodian



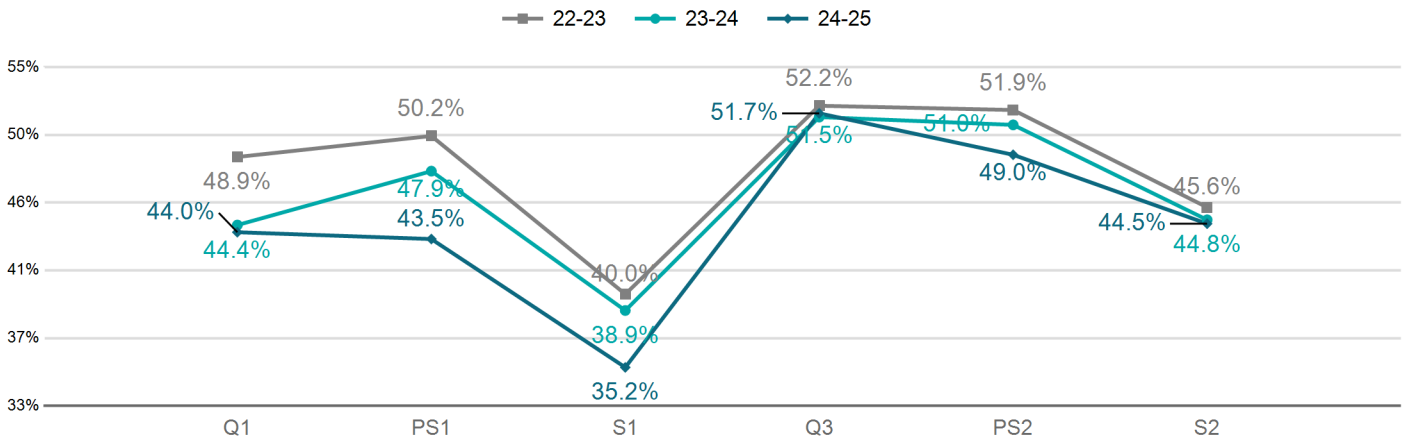
Cambodian students are a subset of Asian students, and are also included in the Asian subgroup counts.

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

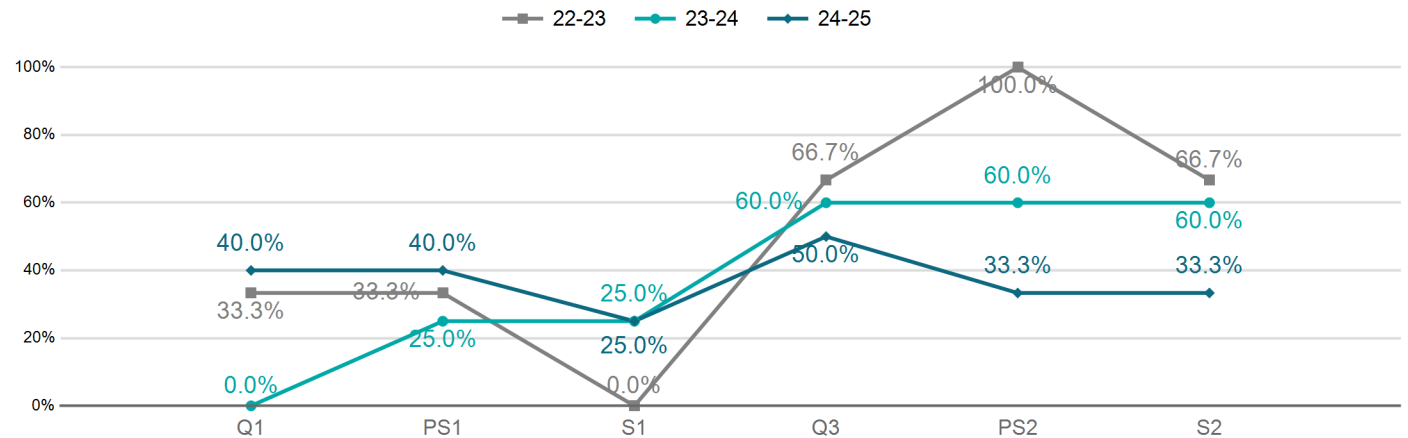
Category: Ethnicity - Subgroup: Filipino



Category: Ethnicity - Subgroup: Hispanic

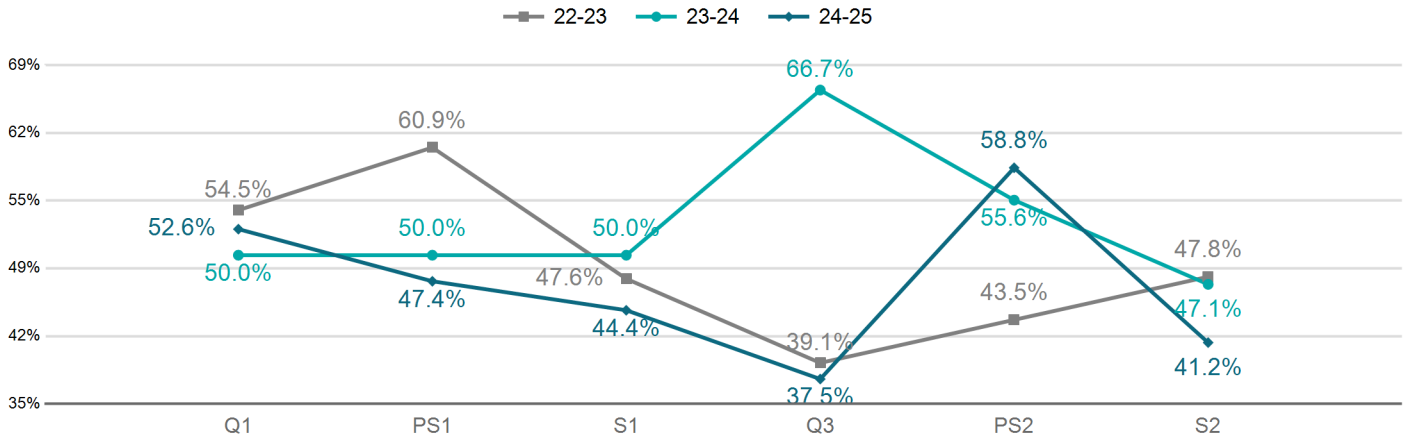


Category: Ethnicity - Subgroup: Pacific Islander

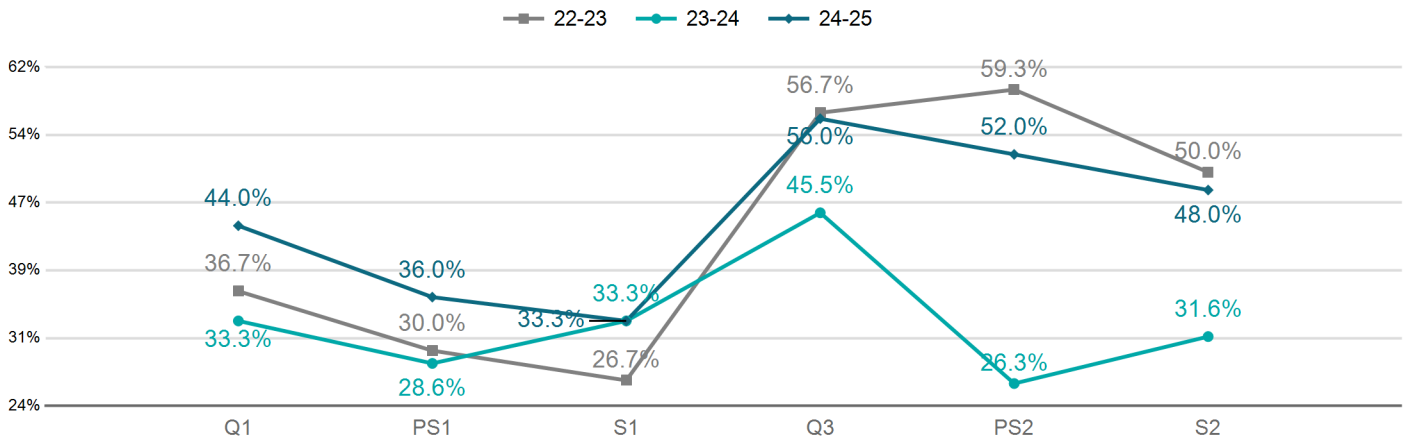


Percent of Students with 1+ D or F - 3 year Comparison Franklin

Category: Ethnicity - Subgroup: White

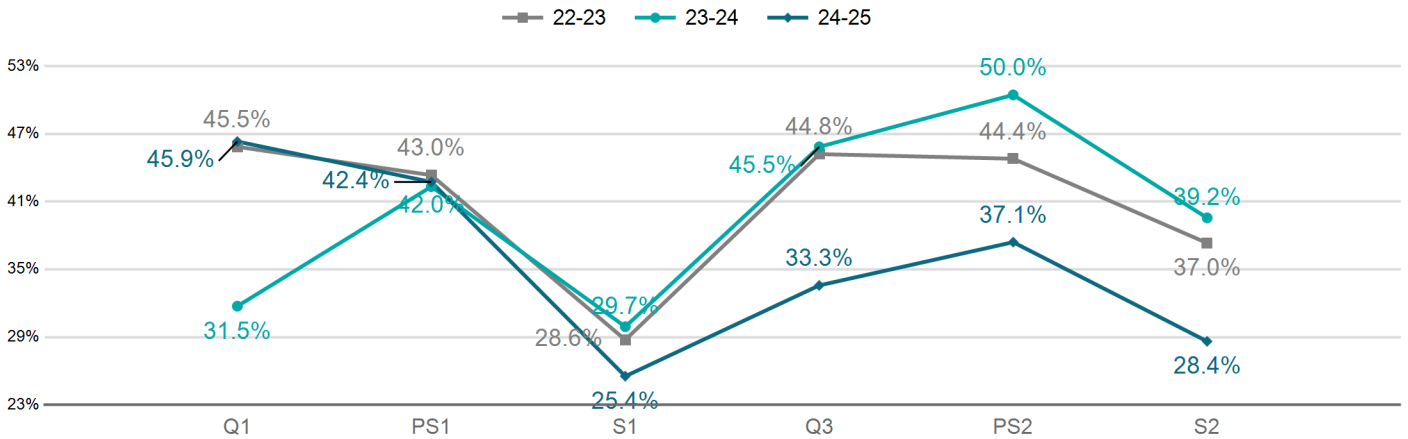


Category: Ethnicity - Subgroup: Other

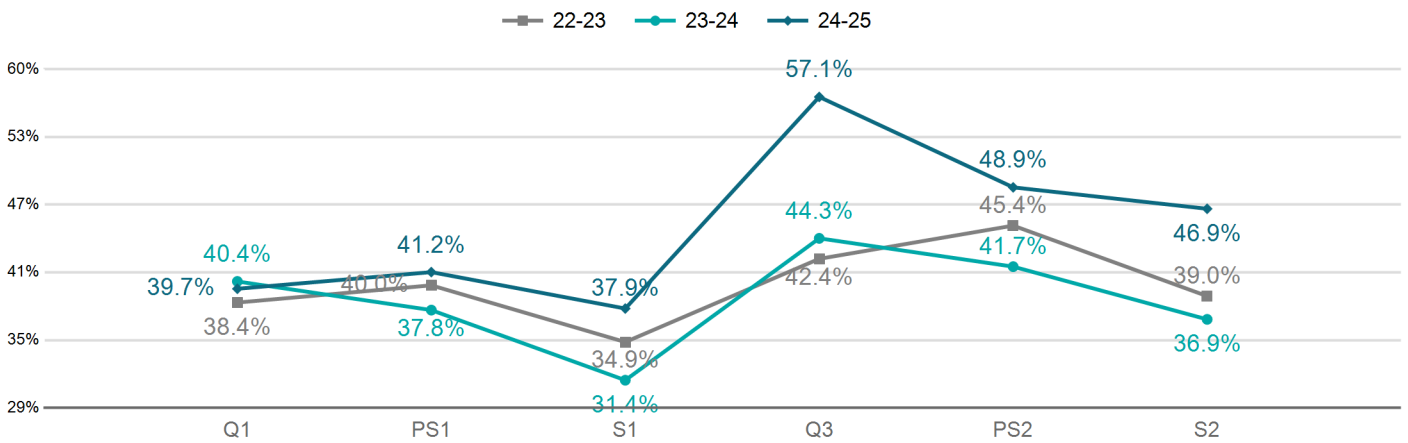


Percent of Students with 1+ D or F - 3 year Comparison Franklin

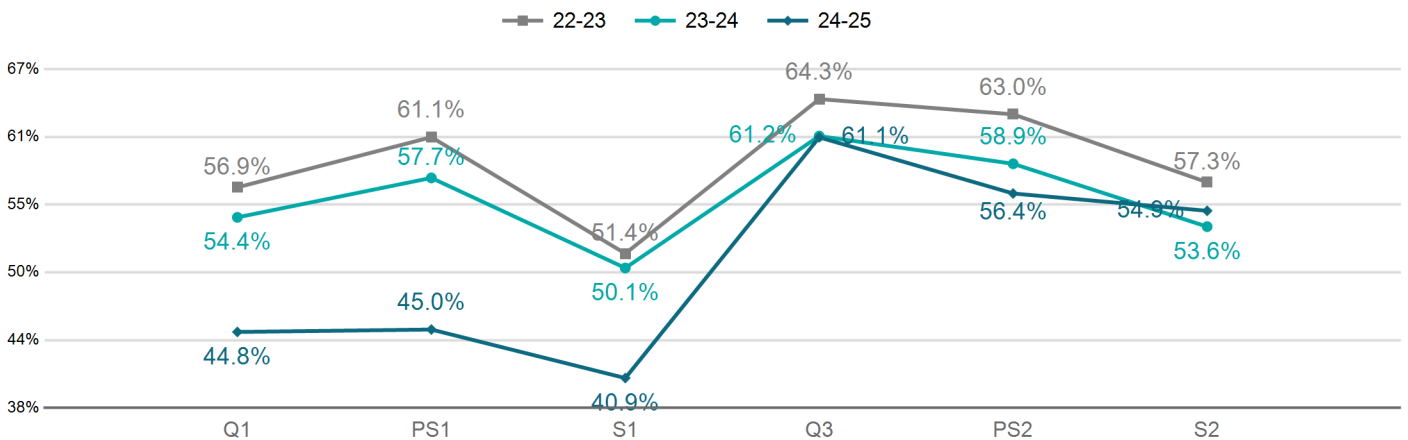
Category: Grade - Subgroup: Gr. 06



Category: Grade - Subgroup: Gr. 07

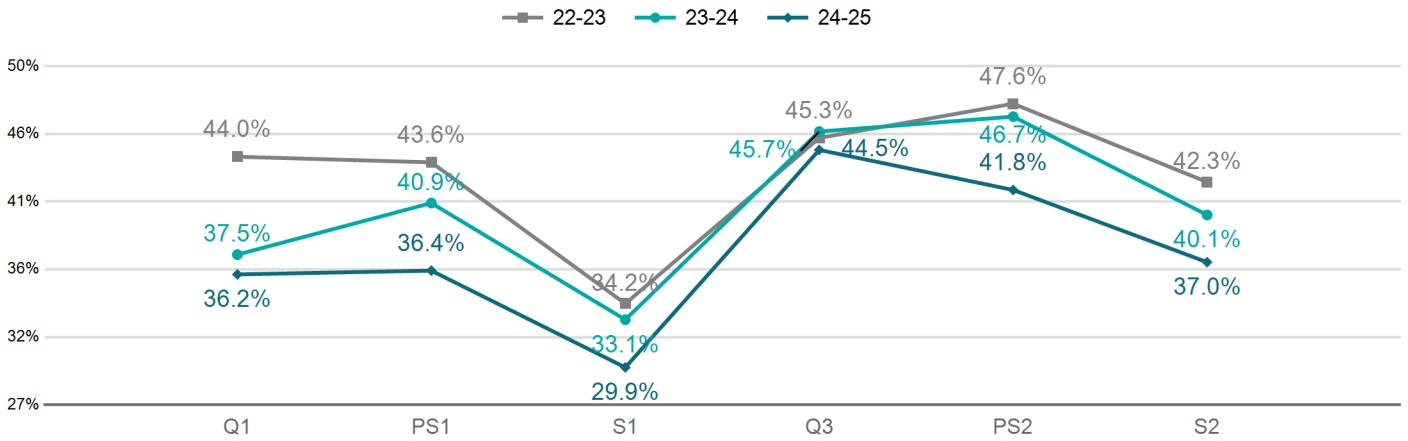


Category: Grade - Subgroup: Gr. 08

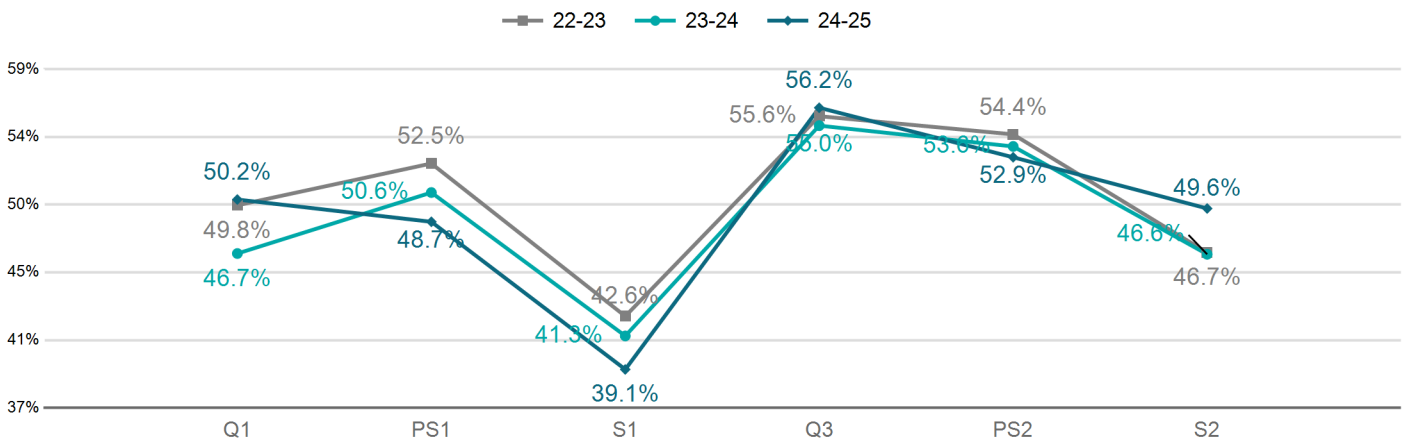


Percent of Students with 1+ D or F - 3 year Comparison Franklin

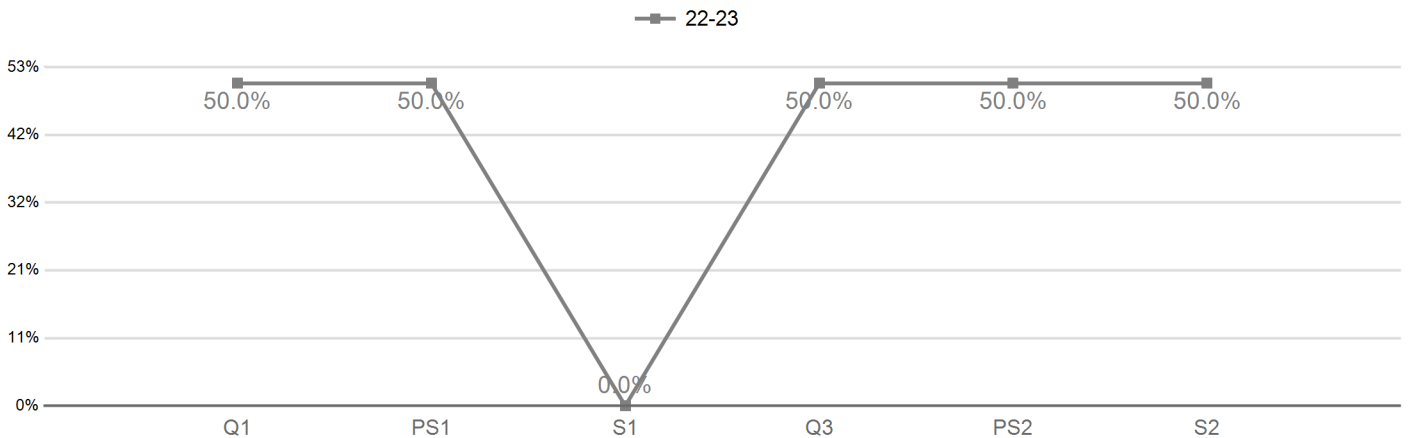
Category: Gender - Subgroup: Female



Category: Gender - Subgroup: Male

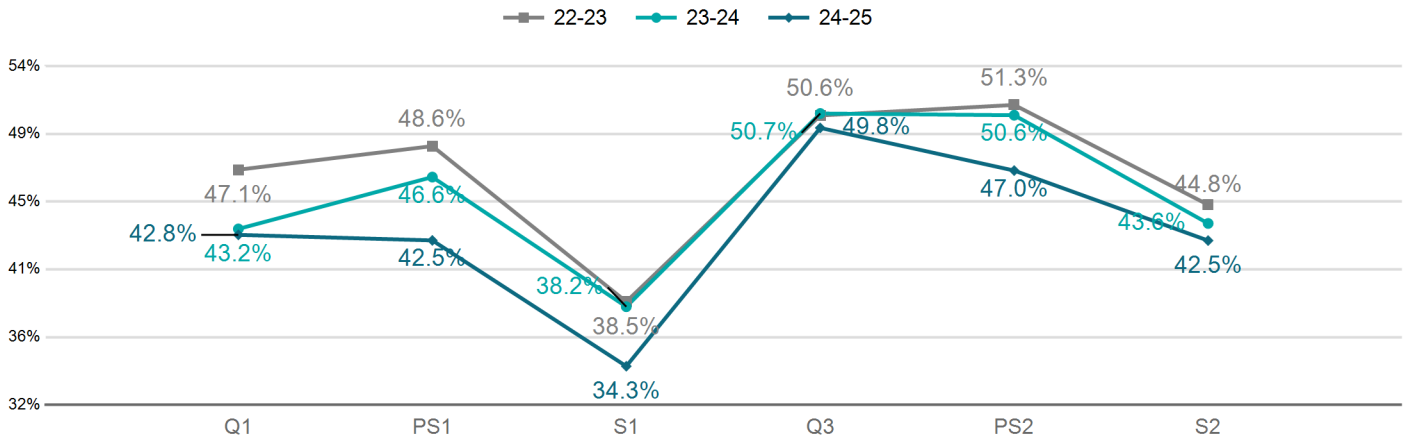


Category: Gender - Subgroup: Nonbinary

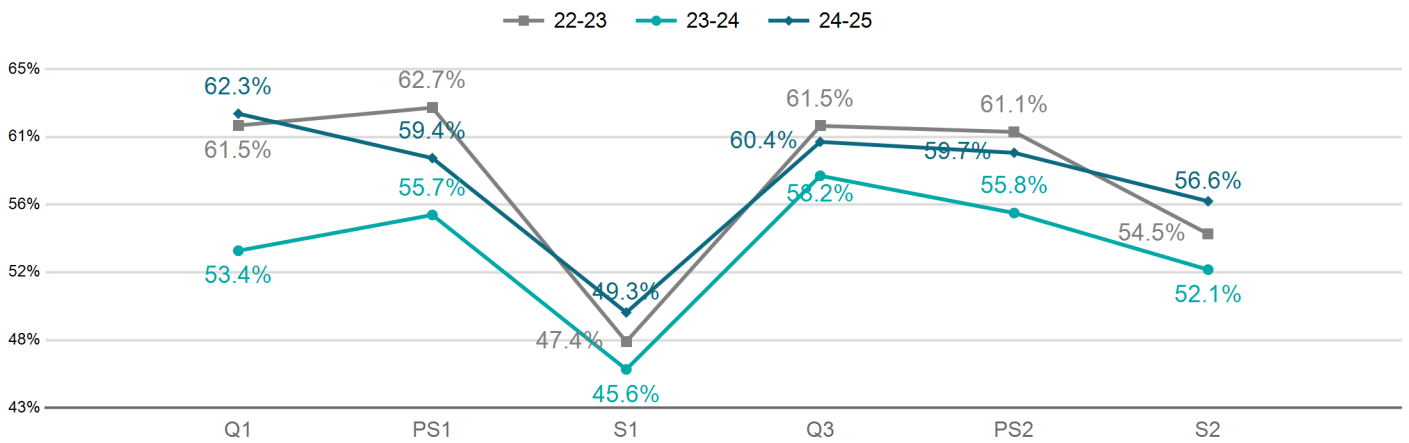


Percent of Students with 1+ D or F - 3 year Comparison Franklin

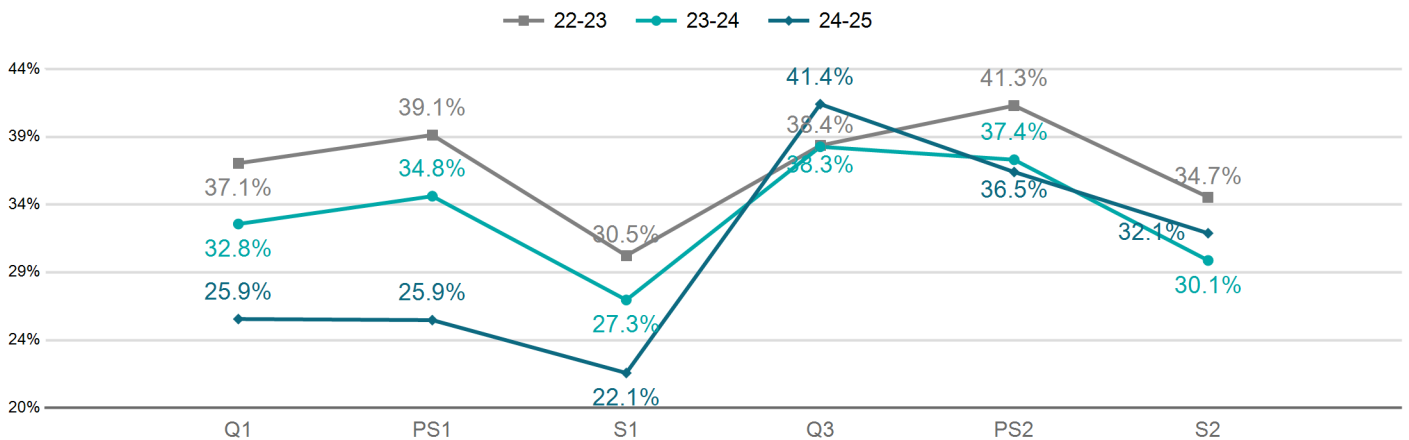
Category: Special Populations - Subgroup: Low SES



Category: Special Populations - Subgroup: ELL

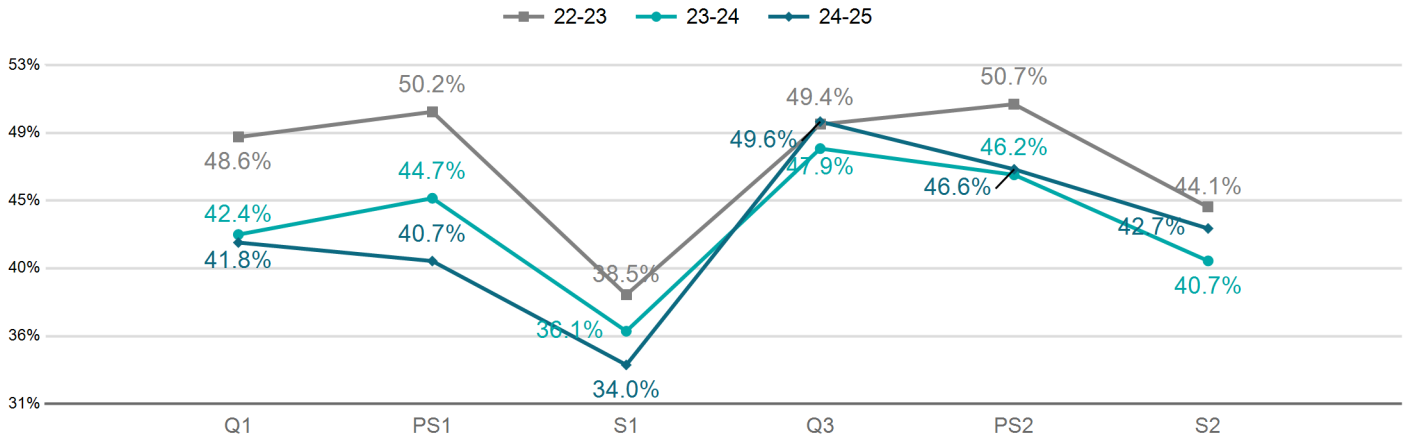


Category: Special Populations - Subgroup: RFEP

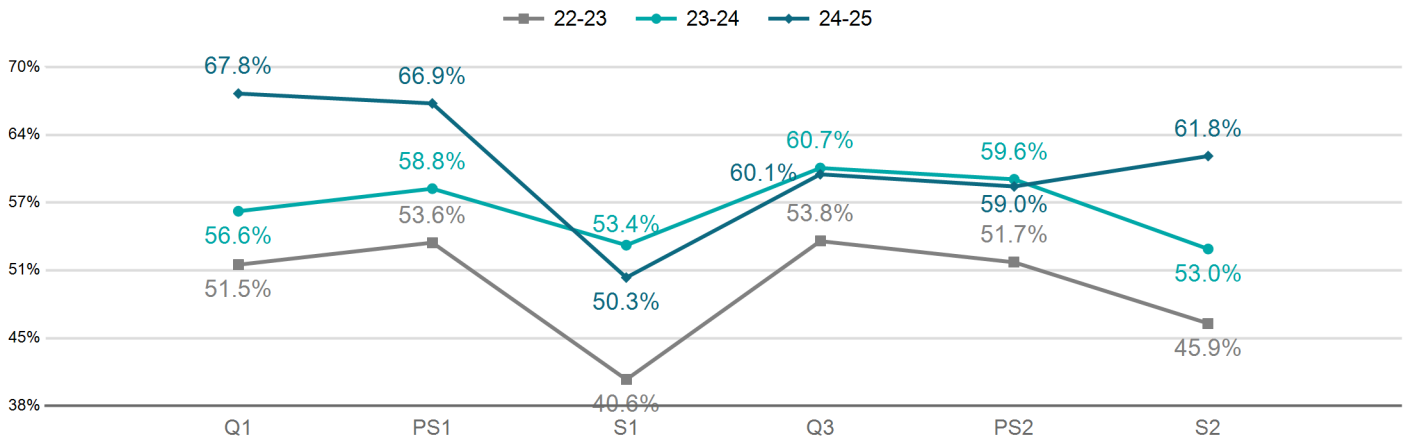


Percent of Students with 1+ D or F - 3 year Comparison Franklin

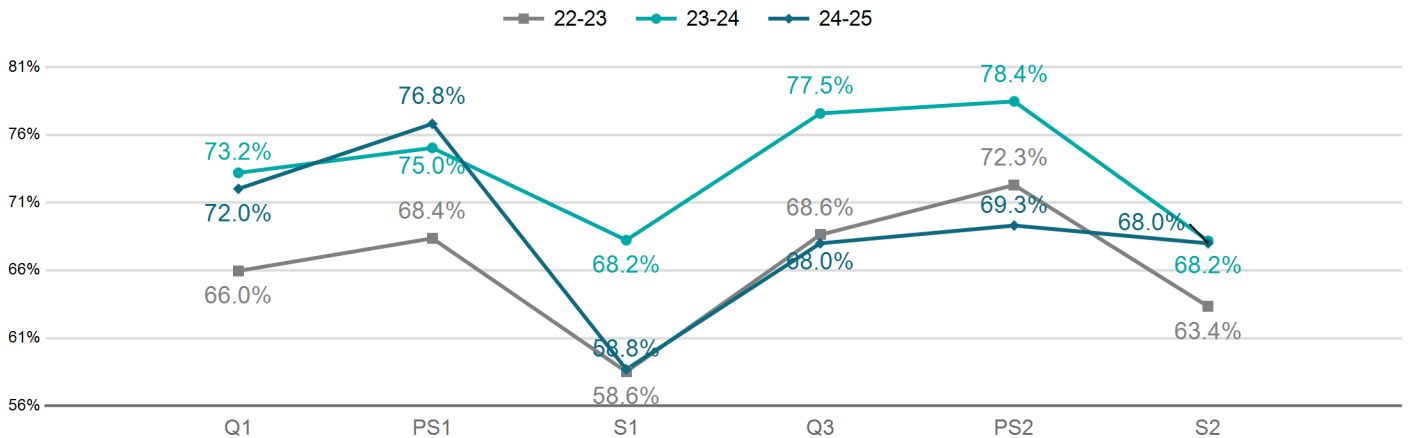
Category: Special Populations - Subgroup: EL + RFEP



Category: Special Populations - Subgroup: Special Ed.

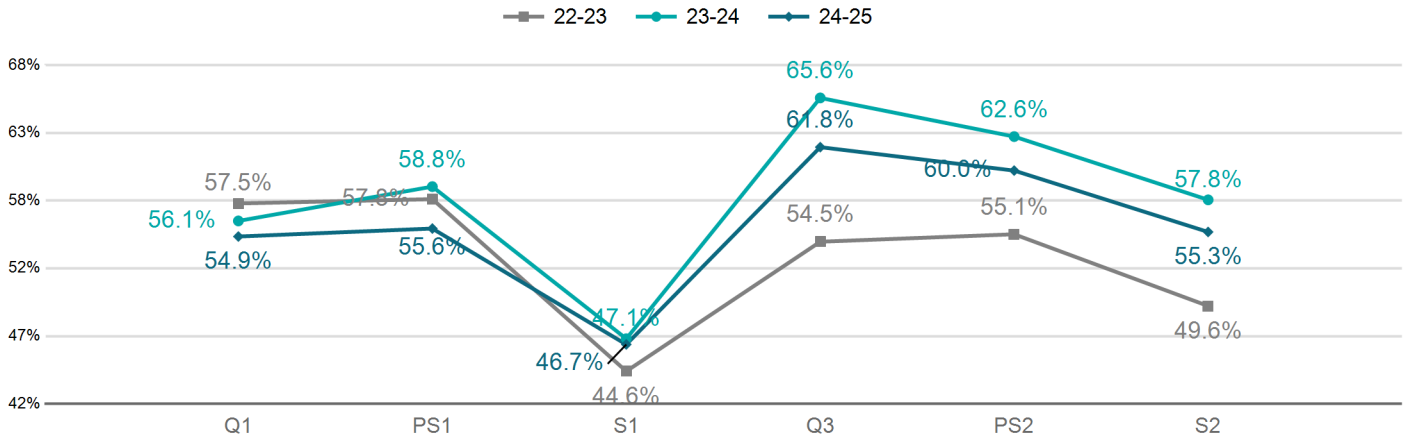


Category: Special Populations - Subgroup: Spec Ed. Speech/RSP

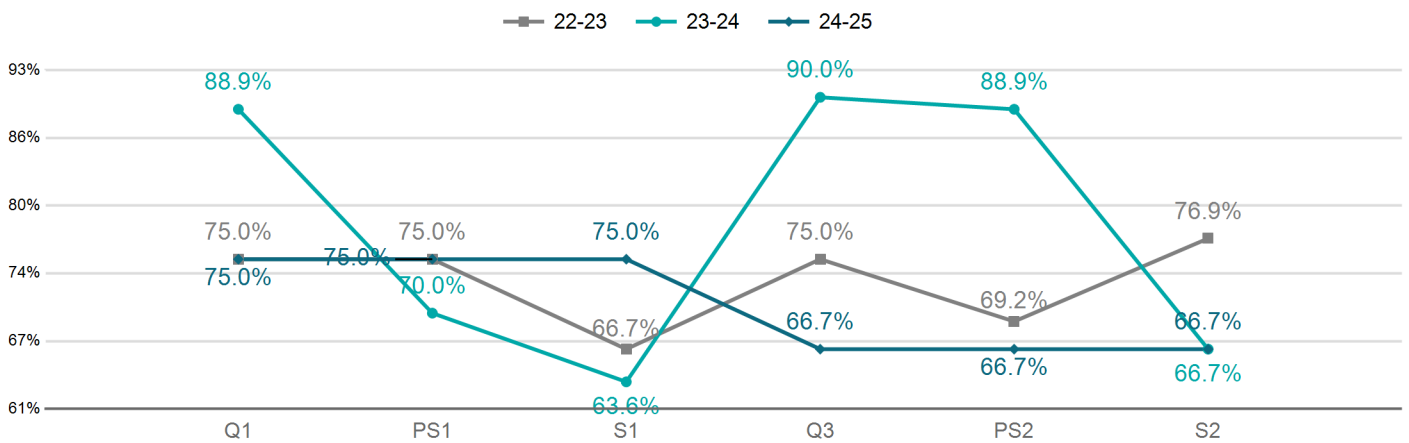


Percent of Students with 1+ D or F - 3 year Comparison Franklin

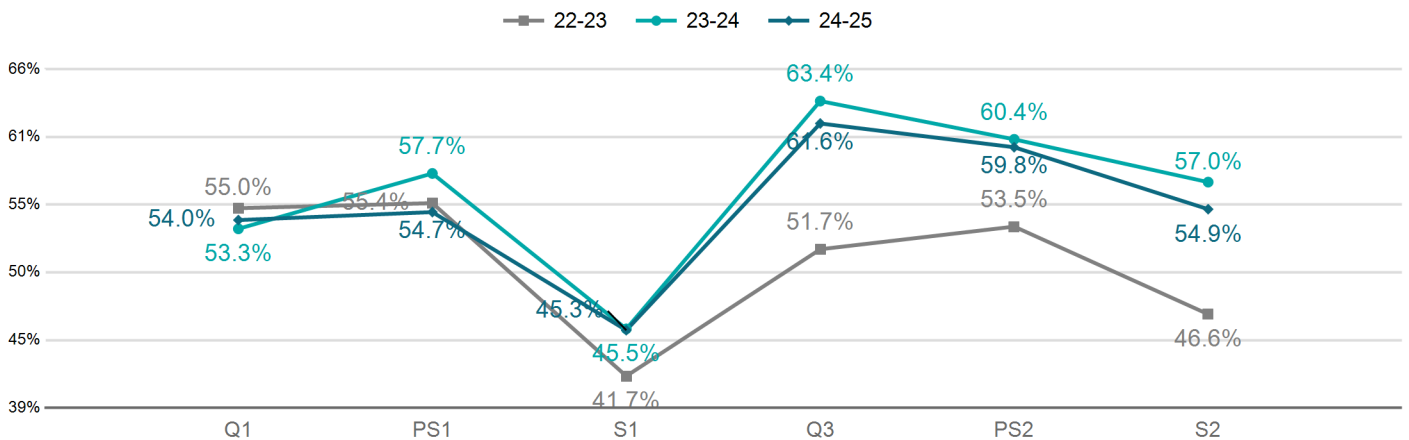
Category: Special Populations - Subgroup: Homeless/Foster



Category: Special Populations - Subgroup: Foster

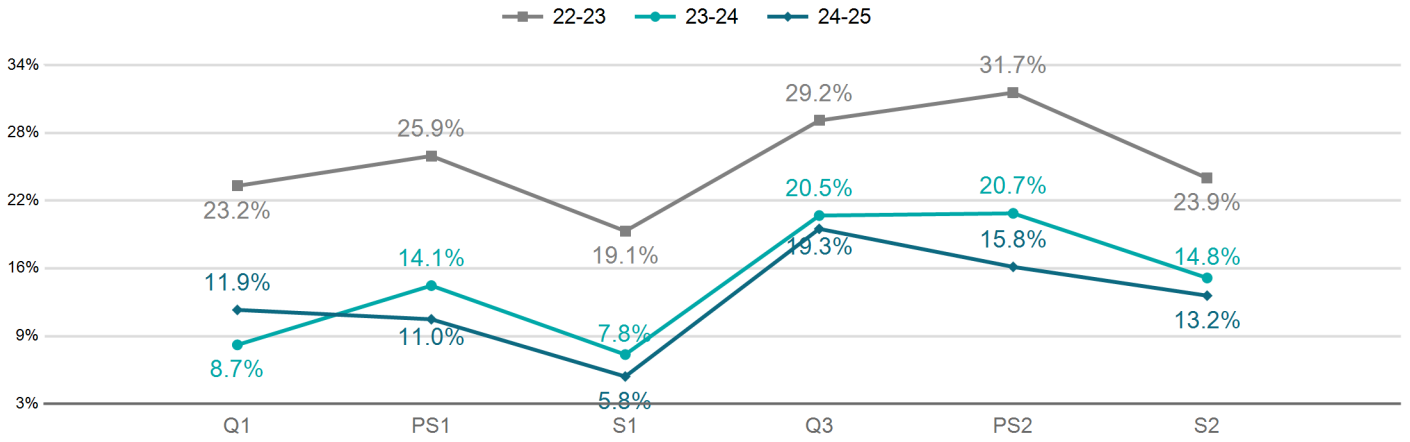


Category: Special Populations - Subgroup: Homeless



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

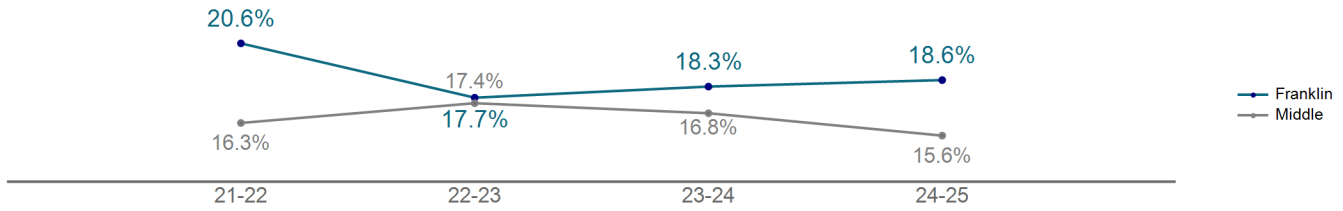
Category: Special Populations - Subgroup: GATE/Excel



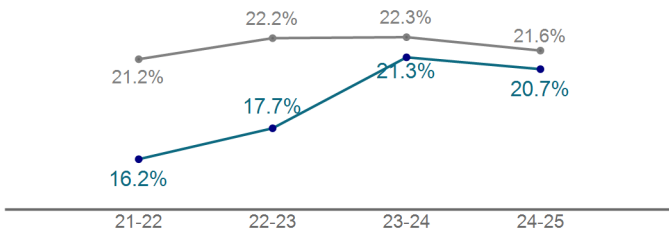
Semester 2 - D/F Rate

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

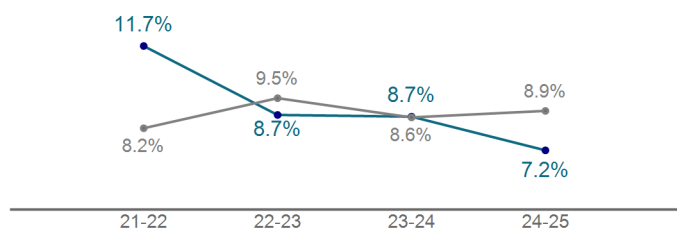
**Franklin
All Students
N = 5,804**



**African American
N = 643**



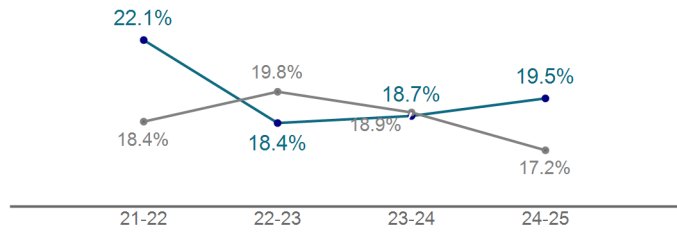
**Asian
N = 304**



Filipino

Subgroup with fewer than 20 total grades.

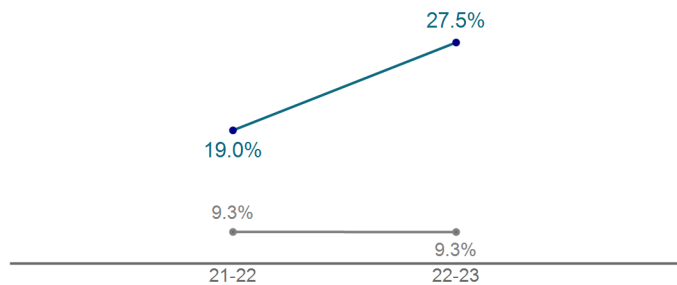
**Hispanic
N = 4,507**



Pacific Islander

Subgroup with fewer than 20 total grades.

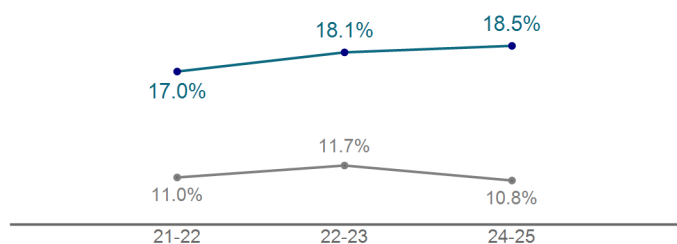
White



Native American

Subgroup with fewer than 20 total grades.

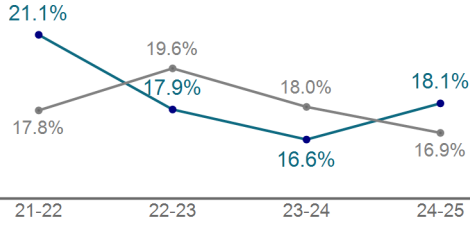
**Other
N = 119**



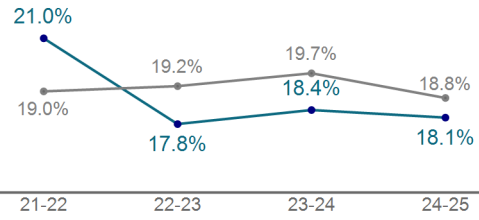
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups with fewer than 20 total grades are not included.

Semester 2 - D/F Rate

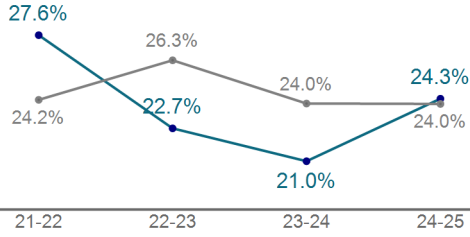
EL + RFEP
N = 3,126



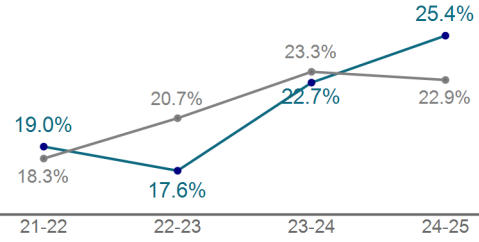
Low SES
N = 5,030



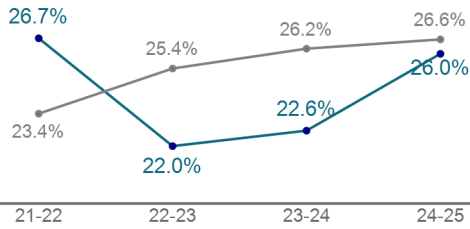
English Learner
N = 1,367



Special Education
N = 1,087



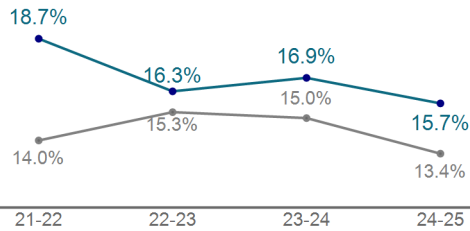
Homeless
N = 450



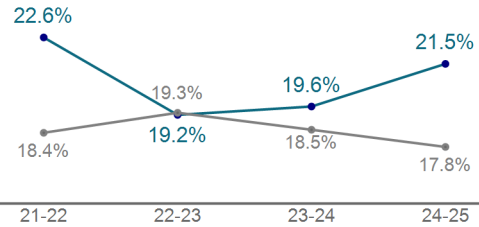
Foster Youth

Subgroup with fewer than 20 total grades.

Female
N = 2,754



Male
N = 3,015

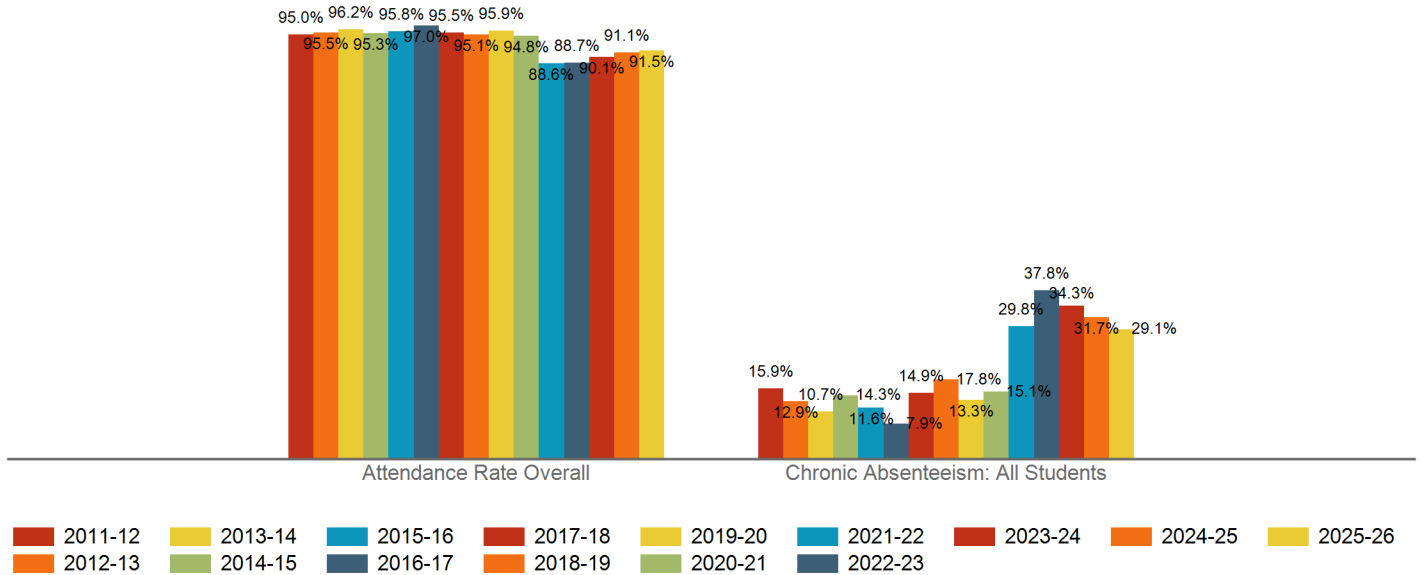


N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups with fewer than 20 total grades are not included.

Attendance/Chronic Absenteeism Rate

School Year: 24-25

Goals	
Area	Description
Culture/Climate Goals	<p>Culture and Climate Goal: By June 2025, there will be a 50% decrease in students having to pick up their phones after school due to Franklin's No-Phone Zone Policy, bringing the number of phones down from 26 to 13. By June 2025, the Suspension Rate for all students overall will be 10%, a 3% decrease from 2023-2024. By June 2025, the Suspension Rate for AA students will be 19%, a 3% decrease from 2023-2024, with the goal of closing the suspension gap between all students and AA students within 3 years. By June 2025, the Suspension Rate for SpEd students will be 17%, a 3% decrease from 2023-2024, with the goal of closing the suspension gap between all students and SpEd students within 3 years.</p> <p>Action Plan Summary: * By eliminating smartphone distractions, we expect students to engage more fully in their learning, concentrate better, and strengthen interpersonal connections. Research indicates that limiting phone use boosts focus and performance while reducing bullying, harassment, and disinformation, fostering a safer, more inclusive, and more respectful community. * To lower our Suspension Rate for all students, especially the Suspension Rate of our AA and SpEd students, Administrators will conduct schoolwide, grade-level expectation assemblies twice a year, our Academic Counselor will conduct schoolwide, grade-level workshops around Suicide, Bullying Prevention, Sexual Harassment, and Vaping. Our Student Support Services Team (which consists of our Academic Counselor, Psychologist, Social Worker, and Intervention & Instruction Coordinator) will meet weekly to thoroughly discuss students referred, to create strategic next steps, and progress monitor students behaviorally and academically. The SSS Team will implement a schoolwide check-in system and progress monitor behavior. Schoolwide, we will implement a point system called Level Up, where students can earn and redeem points for incentives. Points are awarded for attendance, no tardies Periods 2-6, dressing out for PE, academic achievement in grades and assessments, attending afterschool clubs, sports, and activities, and exemplifying positive characteristics of Respect, Integrity, Scholarship, and Empathy.</p>

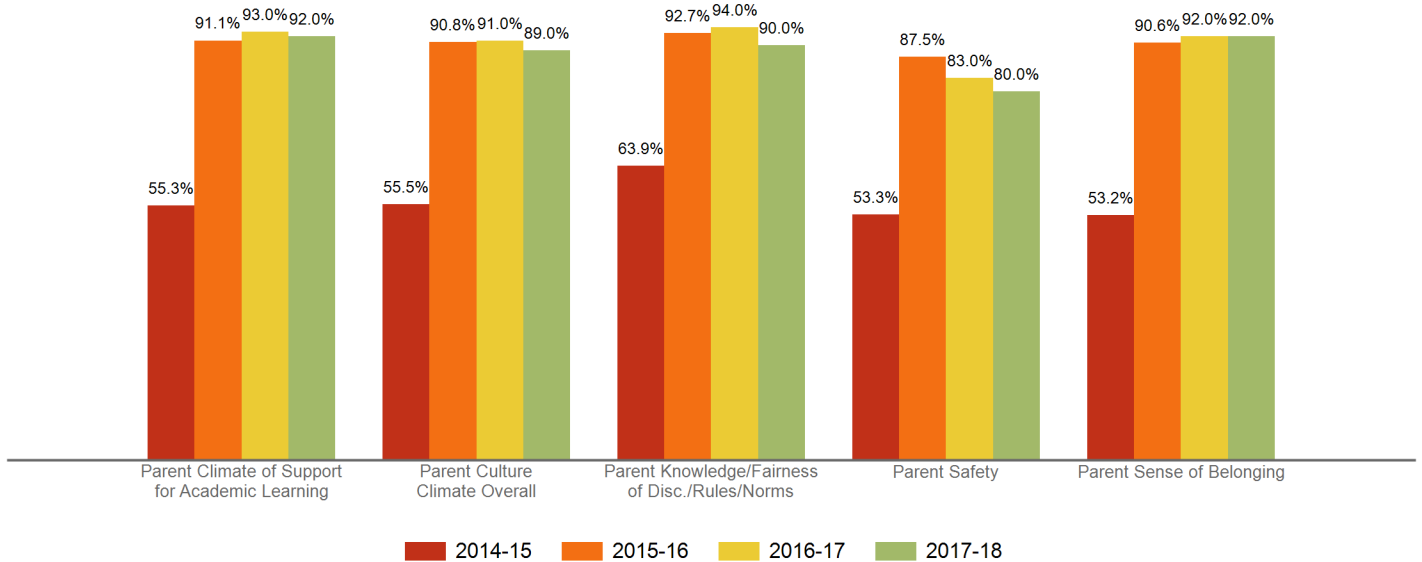


Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	Data Assistant Principal (.5 FTE) to support all students in grades 6-8 by working closely with EL specialist to ensure that all EL students and underperforming subgroups are receiving additional services, working with parents to support their students, working with attendance clerk to improve high school readiness, attendance rates, and working with teachers and administrators to use data in order to monitor progress, implement interventions and provide professional development.		Asst. Principal Middle
9	Many of our students experience adversity in their lives-including poverty, health challenges, community violence, and difficult family circumstances that prevent them from coming to school. A Billigual IOA 1.0 FTE) is needed to support all students in grades 6-8 with chronic abseteeism. By working closely with counselor, the IIC, and administrative team, the IOA will build strong relationships with students that have high absenteeism rates and identify factors contributing to poor school attendance in order to provide applicable support services and interventions in partnership with students and their parents/guardians.		Intermediate Office Assistant
Total			

Culture-Climate Survey (Parent)

School Year: 24-25

Goals	
Area	Description
Culture/Climate Goals	<p>Culture and Climate Goal: By June 2025, there will be a 50% decrease in students having to pick up their phones after school due to Franklin's No-Phone Zone Policy, bringing the number of phones down from 26 to 13. By June 2025, the Suspension Rate for all students overall will be 10%, a 3% decrease from 2023-2024. By June 2025, the Suspension Rate for AA students will be 19%, a 3% decrease from 2023-2024, with the goal of closing the suspension gap between all students and AA students within 3 years. By June 2025, the Suspension Rate for SpEd students will be 17%, a 3% decrease from 2023-2024, with the goal of closing the suspension gap between all students and SpEd students within 3 years.</p> <p>Action Plan Summary: * By eliminating smartphone distractions, we expect students to engage more fully in their learning, concentrate better, and strengthen interpersonal connections. Research indicates that limiting phone use boosts focus and performance while reducing bullying, harassment, and disinformation, fostering a safer, more inclusive, and more respectful community. * To lower our Suspension Rate for all students, especially the Suspension Rate of our AA and SpEd students, Administrators will conduct schoolwide, grade-level expectation assemblies twice a year, our Academic Counselor will conduct schoolwide, grade-level workshops around Suicide, Bullying Prevention, Sexual Harassment, and Vaping. Our Student Support Services Team (which consists of our Academic Counselor, Psychologist, Social Worker, and Intervention & Instruction Coordinator) will meet weekly to thoroughly discuss students referred, to create strategic next steps, and progress monitor students behaviorally and academically. The SSS Team will implement a schoolwide check-in system and progress monitor behavior. Schoolwide, we will implement a point system called Level Up, where students can earn and redeem points for incentives. Points are awarded for attendance, no tardies Periods 2-6, dressing out for PE, academic achievement in grades and assessments, attending afterschool clubs, sports, and activities, and exemplifying positive characteristics of Respect, Integrity, Scholarship, and Empathy.</p>



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Student Planners are needed to help parents monitor their child's assignments, projects, and tests. Students will record daily assignments, projects, and upcoming tests along with weekly school goals. In addition, the planners provide information on school and district policies, anti-bullying strategies, GATE strategies, thinking maps, as well as information on ParentVue and Canvas. This helps bridge the home-school connection and helps parents have discussions with their child regarding goals, grades, time management, and other school related topics.		Materials
2	Funds to compensate Franklin staff (Teachers, Facilitator, Admin, Classified staff) for their support in organizing the following events aimed at promoting parent involvement: Art Night, Math Night, Steam Night, Back-to-School Picnic, Academic Support Night, Mental Health Night, Science. We will also need to compensate staff for parent outreach related to attendance (during the summer), and academics. Parent monthly Zoom meetings and or in person. Parent workshops and community engagement events.		Hourly - Intermediate Office Assistant, Manager Additional Assignment, Teacher Hourly P Schedule

Culture-Climate Survey (Parent)

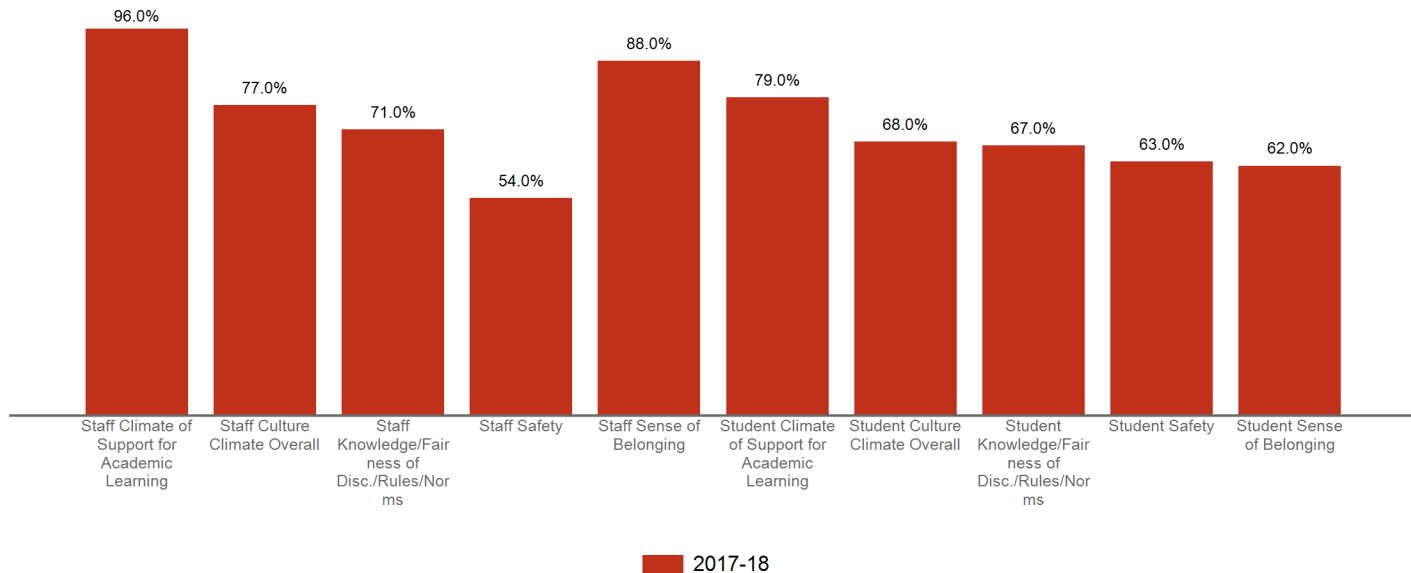
School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	Title I: Parent Involvement \$260.00 Purchase of a Chromebook cart using Title I: Parent Involvement funds will enhance family engagement by providing greater access to technology for students and parents. This resource will support parent workshops, digital literacy training, and communication efforts, ensuring families stay informed and involved in their child's education. Additionally, it will facilitate student access to online learning platforms, assessments, and intervention programs that support academic success. This purchase aligns with Title I goals by promoting equitable access to technology and strengthening the home-school connection.		Materials
4	.5 FTE Parent Liaison Facilitator support all EL students academically and support all students with technology. Franklin has a large percentage of EL students that have not met the standards. The EL / Intervention specialist will work closely with core content teachers to ensure all teachers are using strategies to support EL students, monitoring progress of EL students and monitor recently FEPed students to ensure they are successful. In addition, the specialist will coordinate interventions for all students that may need support to catch up and meet high school readiness criteria. The EL Specialist will assist with the implementation of state test (ELPAC), SBAC, and coordinate additional services for EL students. The EL / Intervention Specialist will also work with parents on how to support their children. In addition, the specialist would help all students, coordinate interventions, and assist teachers in the use of technology within the classroom.		Program Facilitator
7	Pay a teacher during thier conference daily and summer as the role as the Computer Support Technician role serving the needs of our Title I needs and programs. This staff member directly supports students and families with access to chromebooks, wifi, hotspots, and technical support with our school and district tech programs. In addition to trouble shooting with students at school, the CST creates tutorials for families and community and utilizes technology to communicate and promote programs and services to meet our students' needs.		Teacher Hourly Extra Comp
Total			

Culture-Climate Survey (Student-Staff)

School Year: 24-25

Goals	
Area	Description
Culture/Climate Goals	<p>Culture and Climate Goal: By June 2025, there will be a 50% decrease in students having to pick up their phones after school due to Franklin's No-Phone Zone Policy, bringing the number of phones down from 26 to 13. By June 2025, the Suspension Rate for all students overall will be 10%, a 3% decrease from 2023-2024. By June 2025, the Suspension Rate for AA students will be 19%, a 3% decrease from 2023-2024, with the goal of closing the suspension gap between all students and AA students within 3 years. By June 2025, the Suspension Rate for SpEd students will be 17%, a 3% decrease from 2023-2024, with the goal of closing the suspension gap between all students and SpEd students within 3 years.</p> <p>Action Plan Summary: * By eliminating smartphone distractions, we expect students to engage more fully in their learning, concentrate better, and strengthen interpersonal connections. Research indicates that limiting phone use boosts focus and performance while reducing bullying, harassment, and disinformation, fostering a safer, more inclusive, and more respectful community. * To lower our Suspension Rate for all students, especially the Suspension Rate of our AA and SpEd students, Administrators will conduct schoolwide, grade-level expectation assemblies twice a year, our Academic Counselor will conduct schoolwide, grade-level workshops around Suicide, Bullying Prevention, Sexual Harassment, and Vaping. Our Student Support Services Team (which consists of our Academic Counselor, Psychologist, Social Worker, and Intervention & Instruction Coordinator) will meet weekly to thoroughly discuss students referred, to create strategic next steps, and progress monitor students behaviorally and academically. The SSS Team will implement a schoolwide check-in system and progress monitor behavior. Schoolwide, we will implement a point system called Level Up, where students can earn and redeem points for incentives. Points are awarded for attendance, no tardies Periods 2-6, dressing out for PE, academic achievement in grades and assessments, attending afterschool clubs, sports, and activities, and exemplifying positive characteristics of Respect, Integrity, Scholarship, and Empathy.</p>



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
2	Safe & Civil Schools will provide professional development to Franklin Middle School staff to strengthen schoolwide safety, civility, and academic focus. This training will equip educators with proven strategies to proactively manage behavior, build positive relationships, and create a consistent, respectful environment for all students. By implementing these practices, staff will reduce disruptions, prevent conflicts, and foster a climate where students feel physically and emotionally secure. The program emphasizes clear expectations, effective communication, and collaboration among staff, which are critical to maintaining a safe and supportive school culture. Through this partnership, Franklin Middle School reaffirms its commitment to providing a learning environment where every student and family feels safe, respected, and valued.		Services
5	Additional recreation aides are needed before school during breakfast and at lunch time to help supervise students to ensure all students have access and enough time to eat. After breakfast and lunch, recreation aides help monitor the blacktop, field area, restroom areas, and PE to ensure a climate that promotes safety for all students.		Hourly - Recreation Aide
6	A college technology aide is needed as supplemental technology support for students and staff. Given the increasing use of technology in the classroom, a tech aide is needed to trouble shoot tech issues and organize maintenance to ensure that all students and staff have equal access to technology.		Technology College Student Aide

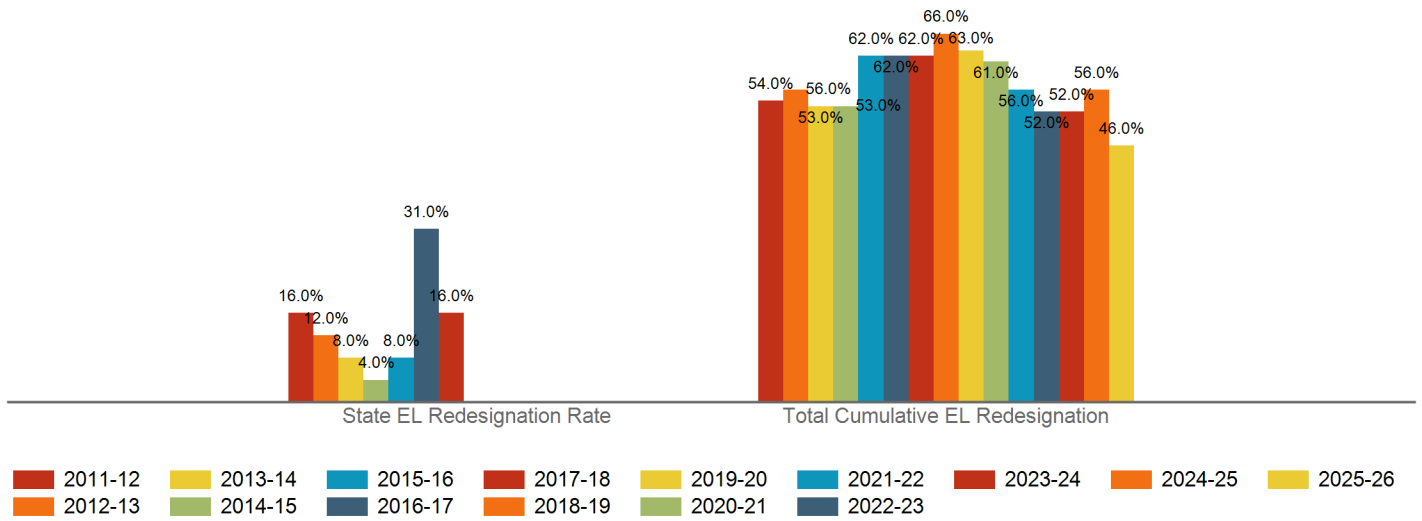
Culture-Climate Survey (Student-Staff)

School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
7	<p>\$535.00 Lanyards are needed to ensure all middle school students wear their school IDs visibly at all times, which is essential for maintaining a secure and easily monitored campus environment. This measure helps staff quickly identify students, prevent unauthorized access, and promote a culture of accountability and safety throughout the school day.</p>		Materials
	<p>Pay a teacher during thier conference daily and summer as the role as the Computer Support Technician role serving the needs of our Title I needs and programs. This staff member directly supports students and families with access to chromebooks, wifi, hotspots, and technical support with our school and district tech programs. In addition to trouble shooting with students at school, the CST creates tutorials for families and community and utilizes technology to communicate and promote programs and services to meet our students' needs.</p>		Teacher Hourly Extra Comp
Total			

EL Reclassification

School Year: 24-25

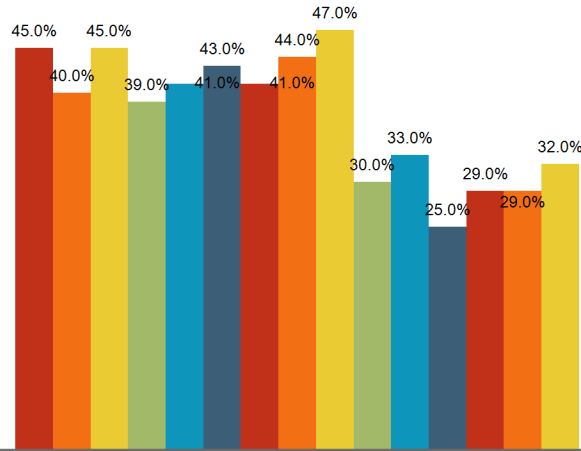


Budgeted Items

Line Number	Description	Cost	Personnel Summary
3	Data Assistant Principal (.5 FTE) to support all students in grades 6-8 by working closely with EL specialist to ensure that all EL students and underperforming subgroups are receiving additional services, working with parents to support their students, working with attendance clerk to improve high school readiness, attendance rates, and working with teachers and administrators to use data in order to monitor progress, implement interventions and provide professional development.		Asst. Principal Middle
4	.5 FTE Parent Liaison Facilitator support all EL students academically and support all students with technology. Franklin has a large percentage of EL students that have not met the standards. The EL / Intervention specialist will work closely with core content teachers to ensure all teachers are using strategies to support EL students, monitoring progress of EL students and monitor recently FEPed students to ensure they are successful. In addition, the specialist will coordinate interventions for all students that may need support to catch up and meet high school readiness criteria. The EL Specialist will assist with the implementation of state test (ELPAC), SBAC, and coordinate additional services for EL students. The EL / Intervention Specialist will also work with parents on how to support their children. In addition, the specialist would help all students, coordinate interventions, and assist teachers in the use of technology within the classroom.		Program Facilitator
8	Additional assistance is needed for our English learners as well as other students in need of intervention. We would like to hire college aides for primary language support and for other students in need of intervention in the classroom. College aides would be trained in strategies to help EL and other students in need of support, such as preview/review strategies, etc.		College Student Aide
10	Buses total 6,860. The planned field trips to Ladera Linda Park, Cabrillo Aquarium, and California State University, Long Beach (CSULB), along with shuttle transportation to the 8th grade dance at First Congregational Church, are integral to enhancing students' educational experiences. These activities provide students with opportunities to apply classroom knowledge in real-world settings, fostering critical thinking and problem-solving skills. Engaging with diverse environments and professionals encourages intellectual curiosity and reinforces the relevance of academic subjects. Additionally, participating in these events promotes social-emotional development by encouraging collaboration, communication, and self-confidence, contributing to a holistic educational experience. Such experiences are essential in building resilience and empowering students to reach their full potential.		Services
Total			

High School Readiness

School Year: 24-25



High School Readiness - Overall

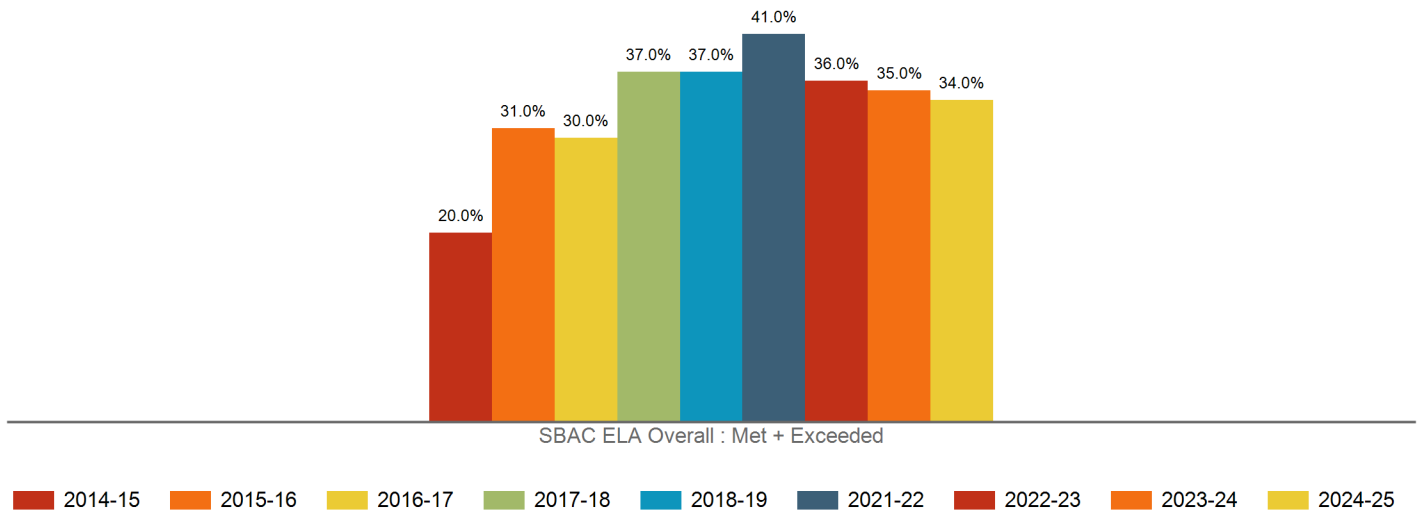


Budgeted Items			
Line Number	Description	Cost	Personnel Summary
2	Academic Achievement/HS Readiness BMX Assembly. At Franklin, we are building a culture that it's cool to be a scholar. We are strongly encouraging all of our students to strive for academic excellence while in middle school so they will be better prepared for high school and beyond. Our schoolwide goals for Academic achievement is at least a 2.5 GPA, no D's or F's in ELA or Math, and a 96% or higher Attendance Rate. Students that meet these Academic Goals for Semester 1 will be invited to Franklin's Academic Achievement/HS Readiness BMX Assembly.		Services
8	The WEB (Where Everybody Belongs) program is requesting \$1,200 in funding to purchase materials for our student leaders. WEB is a middle school transition program designed to welcome and support 6th-grade students as they enter our school. Our 8th-grade WEB Leaders serve as mentors and positive role models throughout the year, helping to create a school environment where every student feels included and connected.		Materials
11	Funding: \$3,600 The educational trip to Knott's Berry Farm for Franklin Middle School students in grades 6-8 supports our LEVEL UP program, which recognizes students who are consistently following our guidelines for success. This trip serves as both an academic enrichment opportunity and a reward for positive behavior and effort. Students will participate in the "Early American Heritage" and "Energy in Motion" tours, which align with California academic standards in history and STEM. These tours provide hands-on, guided learning experiences that connect classroom instruction to real-world applications. The total cost of \$3,600 covers transportation and group admission, ensuring all eligible students can benefit equally from this experience.		Services
Total			

SBAC ELA

School Year: 24-25

Goals	
Area	Description
ELA Goals	<p>ELA SBAC Goal: By June 2025, 41% of Franklin students (including all our subgroups) will score Met/Exceeded on ELA SBAC. This is a 6% increase from 35% in 2024. By June 2025, 36% of our AA students will score Met/Exceeded on ELA SBAC, a 6% improvement from 2024. By June 2025, 14% of our ELL students will score Met/Exceeded on ELA SBAC, a 6% improvement from 2024. By June 2025, 13% of our Students with Disabilities will score Met/Exceeded on ELA SBAC, a 6% improvement from 2024.</p> <p>ELA Instructional Practice Goal: By June 2025, 100% of Franklin Literacy Teachers will be planning & implementing daily Prove-Its, increasing our Prove-It Quantity Index Score to 4.0 points (out of a total of 4.0 points). By June 2025, Franklin Literacy Teachers will be planning & implementing quality Prove-Its, increasing our Prove-It Quality Index Score to 3.5 points (out of a total of 4.0 points).</p>
ELA Goals	<p>Action Plan Summary: Increase achievement of all students with a focus on decreasing achievement gaps for our AA, EL, and SpEd students. Focus on literacy (reading, writing, listening, speaking) in all content areas. We continue to go deeper in the work of all six LBUSD Understandings, especially U1: Planning Standards-Aligned Content, U3: Student Engagement, U4: Evidence of Student Learning, and U5: Collective Efficacy. We are building time into our system to increase Tier 1 Quality Core Instruction. Our teachers meet weekly during common conferences, and they also meet twice a month to plan Tier 1 Quality Core Instruction. Our Instructional Calendar follows the PDSA Cycle. Time is built-in to create a system of Plan, Do, Study, and Act. To support our English Language Learners, ELs are placed in CCR courses and English Learners new to the country are placed in the Beginning ELD course (ENLACE) providing support in Foundational Reading Skills as needed. We have strategically placed our EL aides and RSP Teachers in General Education classrooms so ELs and SpEd students have as much support as possible. Teachers attend Professional Development that focuses on supporting and scaffolding instruction so all students can access the learning, especially our ELs, AAs, and SpEd students. Students needing additional support are provided Academic Intervention during PE and Elective classes, afterschool tutoring, and afterschool clubs, like Sunday Reading Program and Fluent Friends Club.</p> <p>Progress Monitoring Plan: iReady Data, District Unit Assessment Data, Daily Prove-Its (Formative Assessments), ABCDF Rate, Data Reflection & Analysis, Internal Learning Walks, Collaborative Data Studies</p>



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Edpuzzle subscription to facilitate increased student engagement with video content. With the ability to personalize videos, add engaging assessment elements, and use created videos to track/grade student learning, videos can be enhanced to achieve targeted goals for learning.		Services
Total			

All Parents

School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Edpuzzle subscription to facilitate increased student engagement with video content. With the ability to personalize videos, add engaging assessment elements, and use created videos to track/grade student learning, videos can be enhanced to achieve targeted goals for learning.	\$3,000	Services
	Student Planners are needed to help parents monitor their child's assignments, projects, and tests. Students will record daily assignments, projects, and upcoming tests along with weekly school goals. In addition, the planners provide information on school and district policies, anti-bullying strategies, GATE strategies, thinking maps, as well as information on ParentVue and Canvas. This helps bridge the home-school connection and helps parents have discussions with their child regarding goals, grades, time management, and other school related topics.	\$3,500	
	Teachers, ICC, TOSA and administration team need time to develop and sequence long-term and short-term instructional plans based on district guidelines to meet the learning needs of students. Teachers will look at assessment data and student work to guide instruction, adapt resources, and make the curriculum accessible to all students. Teachers will be given 2-3 release days to plan, collaborate and/or participate in professional development in support of the implementation of quality core instruction. And an additional 6 hours per staff (summer to prepare).	\$22,828	
2	Academic Achievement/HS Readiness BMX Assembly. At Franklin, we are building a culture that it's cool to be a scholar. We are strongly encouraging all of our students to strive for academic excellence while in middle school so they will be better prepared for high school and beyond. Our schoolwide goals for Academic achievement is at least a 2.5 GPA, no D's or F's in ELA or Math, and a 96% or higher Attendance Rate. Students that meet these Academic Goals for Semester 1 will be invited to Franklin's Academic Achievement/HS Readiness BMX Assembly.	\$3,900	
	Additional school nurse time (.2 FTE) is needed to supplement current nursing services. The school nurse will provide individual or group interventions related to health problems that are interfering with academic, behavioral or social-emotional growth. In addition, the school nurse will reach out to community agencies to get additional health screenings, such as dental and vision screening, and free eye glasses.	\$29,778	
	Funds to compensate Franklin staff (Teachers, Facilitator, Admin, Classified staff) for their support in organizing the following events aimed at promoting parent involvement: Art Night, Math Night, Steam Night, Back-to-School Picnic, Academic Support Night, Mental Health Night, Science. We will also need to compensate staff for parent outreach related to attendance (during the summer), and academics. Parent monthly Zoom meetings and or in person. Parent workshops and community engagement events.	\$3,990	
	Safe & Civil Schools will provide professional development to Franklin Middle School staff to strengthen schoolwide safety, civility, and academic focus. This training will equip educators with proven strategies to proactively manage behavior, build positive relationships, and create a consistent, respectful environment for all students. By implementing these practices, staff will reduce disruptions, prevent conflicts, and foster a climate where students feel physically and emotionally secure. The program emphasizes clear expectations, effective communication, and collaboration among staff, which are critical to maintaining a safe and supportive school culture. Through this partnership, Franklin Middle School reaffirms its commitment to providing a learning environment where every student and family feels safe, respected, and valued.	\$10,000	
3	Data Assistant Principal (.5 FTE) to support all students in grades 6-8 by working closely with EL specialist to ensure that all EL students and underperforming subgroups are receiving additional services, working with parents to support their students, working with attendance clerk to improve high school readiness, attendance rates, and working with teachers and administrators to use data in order to monitor progress, implement interventions and provide professional development.	\$101,765	
	PE is in need of equipment to meet the PE standards.	\$700	
	Title I: Parent Involvement \$260.00 Purchase of a Chromebook cart using Title I: Parent Involvement funds will enhance family engagement by providing greater access to technology for students and parents. This resource will support parent workshops, digital literacy training, and communication efforts, ensuring families stay informed and involved in their child's education. Additionally, it will facilitate student access to online learning platforms, assessments, and intervention programs that support academic success. This purchase aligns with Title I goals by promoting equitable access to technology and strengthening the home-school connection.	\$260	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
4	.5 FTE Parent Liaison Facilitator support all EL students academically and support all students with technology. Franklin has a large percentage of EL students that have not met the standards. The EL / Intervention specialist will work closely with core content teachers to ensure all teachers are using strategies to support EL students, monitoring progress of EL students and monitor recently FEPed students to ensure they are successful. In addition, the specialist will coordinate interventions for all students that may need support to catch up and meet high school readiness criteria. The EL Specialist will assist with the implementation of state test (ELPAC), SBAC, and coordinate additional services for EL students. The EL / Intervention Specialist will also work with parents on how to support their children. In addition, the specialist would help all students, coordinate interventions, and assist teachers in the use of technology within the classroom.	\$90,298	
5	Academic Achievement/HS Readiness Assembly. At Franklin, we are building a culture that it's cool to be a scholar. We are strongly encouraging all of our students to strive for academic excellence while in middle school so they will be better prepared for high school and beyond. Our schoolwide goals for Academic achievement is at least a 2.5 GPA, no D's or F's in ELA or Math, and a 96% or higher Attendance Rate. Students that meet these Academic Goals for Semester 2 will be invited to Franklin's Academic Achievement/HS Readiness Assembly.	\$6,000	
	Additional recreation aides are needed before school during breakfast and at lunch time to help supervise students to ensure all students have access and enough time to eat. After breakfast and lunch, recreation aides help monitor the blacktop, field area, restroom areas, and PE to ensure a climate that promotes safety for all students.	\$53,634	
6	500.00 in materials is needed to support the hands-on, project-based learning in the middle school multimedia class. These itemsâ€”including microphones, headphones, an audio interface, sound panels, and other organizational toolsâ€”will allow students to produce high-quality audio and video content, enhancing their skills in areas such as podcasting, filmmaking, and sound design. Additionally, items like a whiteboard, headphone stands, and coat racks will help keep the learning environment organized and efficient. This investment will directly support student creativity, collaboration, and technical growth in a modern multimedia curriculum.	\$500	
	A college technology aide is needed as supplemental technology support for students and staff. Given the increasing use of technology in the classroom, a tech aide is needed to trouble shoot tech issues and organize maintenance to ensure that all students and staff have equal access to technology.	\$14,389	
7	\$535.00 Lanyards are needed to ensure all middle school students wear their school IDs visibly at all times, which is essential for maintaining a secure and easily monitored campus environment. This measure helps staff quickly identify students, prevent unauthorized access, and promote a culture of accountability and safety throughout the school day.	\$535	
	Pay a teacher during their conference daily and summer as the role as the Computer Support Technician role serving the needs of our Title I needs and programs. This staff member directly supports students and families with access to chromebooks, wifi, hotspots, and technical support with our school and district tech programs. In addition to trouble shooting with students at school, the CST creates tutorials for families and community and utilizes technology to communicate and promote programs and services to meet our students' needs.	\$7,478	
8	Additional assistance is needed for our English learners as well as other students in need of intervention. We would like to hire college aides for primary language support and for other students in need of intervention in the classroom. College aides would be trained in strategies to help EL and other students in need of support, such as preview/review strategies, etc.	\$46,856	
	The WEB (Where Everybody Belongs) program is requesting \$1,200 in funding to purchase materials for our student leaders. WEB is a middle school transition program designed to welcome and support 6th-grade students as they enter our school. Our 8th-grade WEB Leaders serve as mentors and positive role models throughout the year, helping to create a school environment where every student feels included and connected.	\$1,200	
9	Many of our students experience adversity in their lives-including poverty, health challenges, community violence, and difficult family circumstances that prevent them from coming to school. A Billigual IOA 1.0 FTE) is needed to support all students in grades 6-8 with chronic absenteeism. By working closely with counselor, the IIC, and administrative team, the IOA will build strong relationships with students that have high absenteeism rates and identify factors contributing to poor school attendance in order to provide applicable support services and interventions in partnership with students and their parents/guardians.	\$96,680	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
10	Buses total 6,860. The planned field trips to Ladera Linda Park, Cabrillo Aquarium, and California State University, Long Beach (CSULB), along with shuttle transportation to the 8th grade dance at First Congregational Church, are integral to enhancing students' educational experiences. These activities provide students with opportunities to apply classroom knowledge in real-world settings, fostering critical thinking and problem-solving skills. Engaging with diverse environments and professionals encourages intellectual curiosity and reinforces the relevance of academic subjects. Additionally, participating in these events promotes social-emotional development by encouraging collaboration, communication, and self-confidence, contributing to a holistic educational experience. Such experiences are essential in building resilience and empowering students to reach their full potential.	\$6,860	
11	Funding: \$3,600 The educational trip to Knott's Berry Farm for Franklin Middle School students in grades 6-8 supports our LEVEL UP program, which recognizes students who are consistently following our guidelines for success. This trip serves as both an academic enrichment opportunity and a reward for positive behavior and effort. Students will participate in the "Early American Heritage" and "Energy in Motion" tours, which align with California academic standards in history and STEM. These tours provide hands-on, guided learning experiences that connect classroom instruction to real-world applications. The total cost of \$3,600 covers transportation and group admission, ensuring all eligible students can benefit equally from this experience.	\$3,600	
Total		\$507,751	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Edpuzzle subcription to facilitate increased student engagement with video content. With the ability to personalize videos, add engaging assessment elements, and use created videos to track/grade student learning, videos can be enhanced to achieve targeted goals for learning.	\$3,000	Services
	Student Planners are needed to help parents monitor their child's assignments, projects, and tests. Students will record daily assignments, projects, and upcoming tests along with weekly school goals. In addition, the planners provide information on school and district policies, anti-bullying strategies, GATE strategies, thinking maps, as well as information on ParentVue and Canvas. This helps bridge the home-school connection and helps parents have discussions with their child regarding goals, grades, time management, and other school related topics.	\$3,500	
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2	Academic Achievement/HS Readiness BMX Assembly. At Franklin, we are building a culture that it's cool to be a scholar. We are strongly encouraging all of our students to strive for academic excellence while in middle school so they will be better prepared for high school and beyond. Our schoolwide goals for Academic achievement is at least a 2.5 GPA, no D's or F's in ELA or Math, and a 96% or higher Attendance Rate. Students that meet these Academic Goals for Semester 1 will be invited to Franklin's Academic Achievement/HS Readiness BMX Assembly.	\$3,900	
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Budgeted Items			
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	Student Planners are needed to help parents monitor their child's assignments, projects, and tests. Students will record daily assignments, projects, and upcoming tests along with weekly school goals. In addition, the planners provide information on school and district policies, anti-bullying strategies, GATE strategies, thinking maps, as well as information on ParentVue and Canvas. This helps bridge the home-school connection and helps parents have discussions with their child regarding goals, grades, time management, and other school related topics.	\$3,500	
	Teachers, ICC, TOSA and administration team need time to develop and sequence long-term and short-term instructional plans based on district guidelines to meet the learning needs of students. Teachers will look at assessment data and student work to guide instruction, adapt resources, and make the curriculum accessible to all students. Teachers will be given 2-3 release days to plan, collaborate and/or participate in professional development in support of the implementation of quality core instruction. And an additional 6 hours per staff (summer to prepare).	\$22,828	
2	Academic Achievement/HS Readiness BMX Assembly. At Franklin, we are building a culture that it's cool to be a scholar. We are strongly encouraging all of our students to strive for academic excellence while in middle school so they will be better prepared for high school and beyond. Our schoolwide goals for Academic achievement is at least a 2.5 GPA, no D's or F's in ELA or Math, and a 96% or higher Attendance Rate. Students that meet these Academic Goals for Semester 1 will be invited to Franklin's Academic Achievement/HS Readiness BMX Assembly.	\$3,900	
	Additional school nurse time (.2 FTE) is needed to supplement current nursing services. The school nurse will provide individual or group interventions related to health problems that are interfering with academic, behavioral or social-emotional growth. In addition, the school nurse will reach out to community agencies to get additional health screenings, such as dental and vision screening, and free eye glasses.	\$29,778	
	Funds to compensate Franklin staff (Teachers, Facilitator, Admin, Classified staff) for their support in organizing the following events aimed at promoting parent involvement: Art Night, Math Night, Steam Night, Back-to-School Picnic, Academic Support Night, Mental Health Night, Science. We will also need to compensate staff for parent outreach related to attendance (during the summer), and academics. Parent monthly Zoom meetings and or in person. Parent workshops and community engagement events.	\$3,990	
	Safe & Civil Schools will provide professional development to Franklin Middle School staff to strengthen schoolwide safety, civility, and academic focus. This training will equip educators with proven strategies to proactively manage behavior, build positive relationships, and create a consistent, respectful environment for all students. By implementing these practices, staff will reduce disruptions, prevent conflicts, and foster a climate where students feel physically and emotionally secure. The program emphasizes clear expectations, effective communication, and collaboration among staff, which are critical to maintaining a safe and supportive school culture. Through this partnership, Franklin Middle School reaffirms its commitment to providing a learning environment where every student and family feels safe, respected, and valued.	\$10,000	
3	Data Assistant Principal (.5 FTE) to support all students in grades 6-8 by working closely with EL specialist to ensure that all EL students and underperforming subgroups are receiving additional services, working with parents to support their students, working with attendance clerk to improve high school readiness, attendance rates, and working with teachers and administrators to use data in order to monitor progress, implement interventions and provide professional development.	\$101,765	
	PE is in need of equipment to meet the PE standards.	\$700	
	Title I: Parent Involvement \$260.00 Purchase of a Chromebook cart using Title I: Parent Involvement funds will enhance family engagement by providing greater access to technology for students and parents. This resource will support parent workshops, digital literacy training, and communication efforts, ensuring families stay informed and involved in their child's education. Additionally, it will facilitate student access to online learning platforms, assessments, and intervention programs that support academic success. This purchase aligns with Title I goals by promoting equitable access to technology and strengthening the home-school connection.	\$260	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
4	.5 FTE Parent Liaison Facilitator support all EL students academically and support all students with technology. Franklin has a large percentage of EL students that have not met the standards. The EL / Intervention specialist will work closely with core content teachers to ensure all teachers are using strategies to support EL students, monitoring progress of EL students and monitor recently FEPed students to ensure they are successful. In addition, the specialist will coordinate interventions for all students that may need support to catch up and meet high school readiness criteria. The EL Specialist will assist with the implementation of state test (ELPAC), SBAC, and coordinate additional services for EL students. The EL / Intervention Specialist will also work with parents on how to support their children. In addition, the specialist would help all students, coordinate interventions, and assist teachers in the use of technology within the classroom.	\$90,298	
5	Academic Achievement/HS Readiness Assembly. At Franklin, we are building a culture that it's cool to be a scholar. We are strongly encouraging all of our students to strive for academic excellence while in middle school so they will be better prepared for high school and beyond. Our schoolwide goals for Academic achievement is at least a 2.5 GPA, no D's or F's in ELA or Math, and a 96% or higher Attendance Rate. Students that meet these Academic Goals for Semester 2 will be invited to Franklin's Academic Achievement/HS Readiness Assembly.	\$6,000	
	Additional recreation aides are needed before school during breakfast and at lunch time to help supervise students to ensure all students have access and enough time to eat. After breakfast and lunch, recreation aides help monitor the blacktop, field area, restroom areas, and PE to ensure a climate that promotes safety for all students.	\$53,634	
6	500.00 in materials is needed to support the hands-on, project-based learning in the middle school multimedia class. These itemsâ€”including microphones, headphones, an audio interface, sound panels, and other organizational toolsâ€”will allow students to produce high-quality audio and video content, enhancing their skills in areas such as podcasting, filmmaking, and sound design. Additionally, items like a whiteboard, headphone stands, and coat racks will help keep the learning environment organized and efficient. This investment will directly support student creativity, collaboration, and technical growth in a modern multimedia curriculum.	\$500	
	A college technology aide is needed as supplemental technology support for students and staff. Given the increasing use of technology in the classroom, a tech aide is needed to trouble shoot tech issues and organize maintenance to ensure that all students and staff have equal access to technology.	\$14,389	
7	\$535.00 Lanyards are needed to ensure all middle school students wear their school IDs visibly at all times, which is essential for maintaining a secure and easily monitored campus environment. This measure helps staff quickly identify students, prevent unauthorized access, and promote a culture of accountability and safety throughout the school day.	\$535	
	Pay a teacher during their conference daily and summer as the role as the Computer Support Technician role serving the needs of our Title I needs and programs. This staff member directly supports students and families with access to chromebooks, wifi, hotspots, and technical support with our school and district tech programs. In addition to trouble shooting with students at school, the CST creates tutorials for families and community and utilizes technology to communicate and promote programs and services to meet our students' needs.	\$7,478	
8	Additional assistance is needed for our English learners as well as other students in need of intervention. We would like to hire college aides for primary language support and for other students in need of intervention in the classroom. College aides would be trained in strategies to help EL and other students in need of support, such as preview/review strategies, etc.	\$46,856	
	The WEB (Where Everybody Belongs) program is requesting \$1,200 in funding to purchase materials for our student leaders. WEB is a middle school transition program designed to welcome and support 6th-grade students as they enter our school. Our 8th-grade WEB Leaders serve as mentors and positive role models throughout the year, helping to create a school environment where every student feels included and connected.	\$1,200	
9	Many of our students experience adversity in their lives-including poverty, health challenges, community violence, and difficult family circumstances that prevent them from coming to school. A Bilingual IOA 1.0 FTE) is needed to support all students in grades 6-8 with chronic absenteeism. By working closely with counselor, the IIC, and administrative team, the IOA will build strong relationships with students that have high absenteeism rates and identify factors contributing to poor school attendance in order to provide applicable support services and interventions in partnership with students and their parents/guardians.	\$96,680	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
10	Buses total 6,860. The planned field trips to Ladera Linda Park, Cabrillo Aquarium, and California State University, Long Beach (CSULB), along with shuttle transportation to the 8th grade dance at First Congregational Church, are integral to enhancing students' educational experiences. These activities provide students with opportunities to apply classroom knowledge in real-world settings, fostering critical thinking and problem-solving skills. Engaging with diverse environments and professionals encourages intellectual curiosity and reinforces the relevance of academic subjects. Additionally, participating in these events promotes social-emotional development by encouraging collaboration, communication, and self-confidence, contributing to a holistic educational experience. Such experiences are essential in building resilience and empowering students to reach their full potential.	\$6,860	
11	Funding: \$3,600 The educational trip to Knott's Berry Farm for Franklin Middle School students in grades 6-8 supports our LEVEL UP program, which recognizes students who are consistently following our guidelines for success. This trip serves as both an academic enrichment opportunity and a reward for positive behavior and effort. Students will participate in the "Early American Heritage" and "Energy in Motion" tours, which align with California academic standards in history and STEM. These tours provide hands-on, guided learning experiences that connect classroom instruction to real-world applications. The total cost of \$3,600 covers transportation and group admission, ensuring all eligible students can benefit equally from this experience.	\$3,600	
Total		\$507,751	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Edpuzzle subscription to facilitate increased student engagement with video content. With the ability to personalize videos, add engaging assessment elements, and use created videos to track/grade student learning, videos can be enhanced to achieve targeted goals for learning.	\$3,000	Services
	Student Planners are needed to help parents monitor their child's assignments, projects, and tests. Students will record daily assignments, projects, and upcoming tests along with weekly school goals. In addition, the planners provide information on school and district policies, anti-bullying strategies, GATE strategies, thinking maps, as well as information on ParentVue and Canvas. This helps bridge the home-school connection and helps parents have discussions with their child regarding goals, grades, time management, and other school related topics.	\$3,500	
	Teachers, ICC, TOSA and administration team need time to develop and sequence long-term and short-term instructional plans based on district guidelines to meet the learning needs of students. Teachers will look at assessment data and student work to guide instruction, adapt resources, and make the curriculum accessible to all students. Teachers will be given 2-3 release days to plan, collaborate and/or participate in professional development in support of the implementation of quality core instruction. And an additional 6 hours per staff (summer to prepare).	\$22,828	
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Total		\$507,751	

School Plan for Student Achievement Addendum 2025-2026

Additional Targeted Support and Improvement (ATSI) ▾

Franklin Classical Middle School ▾

If TSI/ATSI, identify subgroups:

- | | | |
|---|---|--|
| <input type="checkbox"/> African-American | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Socioeconomically Disadvantaged |
| <input type="checkbox"/> American Indian | <input type="checkbox"/> Hispanic | <input checked="" type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian-American | <input type="checkbox"/> Homeless | <input type="checkbox"/> Two or More Races |
| <input type="checkbox"/> English Learner | <input type="checkbox"/> Pacific Islander | <input type="checkbox"/> White |
| <input type="checkbox"/> Filipino | | |

Attestation:

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

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

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

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

Date Approved by SSC

October 27, 2025

Signature of Principal

[Redacted Signature]

Signature of SSC Chair

[Redacted Signature]

Resource Inequities

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

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

- There are no resource inequalities in our SPSA.** Our CSI/ATSI/TSI targeted students are a priority and receive appropriate services/interventions through our Schoolwide Program.
- There was evidence of resource inequalities prior to the SPSA being approved.** Our SSC made adjustments to the SPSA in order to correct the issue, and the SPSA is now providing appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI/TSI targeted students are being given appropriate services/interventions through our Schoolwide Program.

Comments about Resource Inequities *(optional)*

What are we currently doing to support SPED?

1. Eight PDSA Cycles on QCI with a focus on formative assessments (Prove-its).
2. At Franklin, we merged ELA, History and Science into one department for SPED to plan and collaborate around literacy, making meaning out of the text, and to reduce the achievement gap.
3. Our school counselor is providing anti-bullying lessons.
4. Restorative practices
5. Sondag- Intensive literacy/phonics program just for SPED students
6. We will be kicking off the Level-up program point system to encourage positive behavior, attendance and incentives.
7. Use data from Minga to support tardiness and absenteeism
8. Tutoring Monday, Tuesday and Wednesday and 10 + clubs.

What are we implementing in the near future to support SPED?

1. MM are in co-taught classes with ELA & Math credentialed teachers.
2. Conflict remediation with Mrs. Ali.
3. Mrs. Sanchez will meet with all chronically absent students and mailed letters home.
4. Mrs. MDC. Is calling parents for chronic tardiness.

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

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

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

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

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program.
- Based on the research and "gap" analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year

timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.

- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD's "intervention tracker" or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations allow site teams to reflect upon their collective efforts and engage colleagues from other schools and district departments for objective feedback. Quarterly visits will be customized by schools but follow a common structure:

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

More broadly, the LROIX platform developed by LBUSD's Research Office features tools that allow district and site leaders to monitor the progress of CSI schools and their students. LROIX functions enable district & site administrators and teachers to track students who are "at-promise" across a broad spectrum of measures, including chronic absenteeism, discipline, course grades, graduation requirements, iReady growth, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Plan Escolar para el Logro Estudiantil Anexo 2025-2026

Apoyo y Mejora Específica Adicional (ATSI) ▾

Franklin Classical Middle School ▾

Si es TSI o ATSI, identifique los subgrupos::

- | | | |
|---|--|--|
| <input type="checkbox"/> Afroamericanos | <input type="checkbox"/> Jóvenes en hogares de crianza | <input type="checkbox"/> Desfavorecidos socioeconómicamente |
| <input type="checkbox"/> Indio americanos | <input type="checkbox"/> Hispanos | <input checked="" type="checkbox"/> Estudiantes con discapacidades |
| <input type="checkbox"/> Asiático-americanos | <input type="checkbox"/> Sin hogar | <input type="checkbox"/> Dos o más razas |
| <input type="checkbox"/> Estudiante que está aprendiendo inglés | <input type="checkbox"/> Isleños del pacífico | <input type="checkbox"/> Blancos |
| <input type="checkbox"/> Filipinos | | |

Atestación:

El Concilio de Plantel Escolar (SSC, por sus siglas en inglés), durante el proceso de desarrollo de un Plan Escolar para el Logro Estudiantil (SPSA, por sus siglas en inglés), se aseguró de que se incluyan intervenciones y servicios de calidad para los estudiantes de bajo rendimiento en el SPSA, con especial atención en los grupos de estudiantes que llevaron a la identificación Apoyo y Mejora Integral (CSI)* / Apoyo y Mejora Específica Adicional (ATSI)* / Apoyo y Mejora Específica (TSI)*.

SSC participó en una evaluación exhaustiva de las necesidades, basada en datos, con el fin de dar prioridad a las necesidades de los estudiantes y analizar las intervenciones / servicios.

Además, el SSC participó en conversaciones sobre las desigualdades de recursos y fue informado sobre los apoyos enumerados en el Plan Local de Control y Rendición de cuentas (LCAP, por sus siglas en inglés) del Distrito con respecto a nuestra identificación como escuela CSI/ATSI/TSI. Las inequidades de recursos y la sección CSI del LBUUSD se incluyen en este Anexo.

Al aprobar el SPSA para la escuela, el SSC agrega específicamente este Anexo al SPSA como parte de sus responsabilidades de CSI/ATSI/TSI.

**por sus siglas en inglés*

Fecha de aprobación por el SSC

October 27, 2025

Firma del director

[Redacted Signature]

Firma del presidente del SSC

[Redacted Signature]

Inequidad de recursos

Las escuelas elegibles para CSI, TSI o ATSI deben identificar y describir cualquier inequidad de recursos identificada como resultado de la evaluación de necesidades requerida. La consideración de las inequidades de recursos puede informar la evaluación de la eficacia de las acciones en el SPSA y proporcionar una base para el establecimiento de metas y/o resultados esperados para los grupos de estudiantes a los que CSI/ATSI/TSI está dirigido.

En nuestro análisis de nuestros servicios SPSA, nuestro SSC encontró lo siguiente sobre las desigualdades de recursos para los grupos de estudiantes a los que CSI/ATSI/TSI está dirigido:

- No hay inequidades de recursos presentes en nuestro SPSA.** Nuestros estudiantes a los que CSI/ATSI/TSI está dirigido son una prioridad y están recibiendo servicios / intervenciones apropiados a través de nuestro programa de toda la escuela.
- Había evidencia de inequidad de recursos antes de que se aprobara el SPSA.** Nuestro SSC hizo ajustes al SPSA con el fin de corregir el problema, y el SPSA ahora está proporcionando servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.
- Hay alguna evidencia de desigualdad de recursos en el SPSA actual.** Sin embargo, nuestro SSC continuó haciendo ajustes a la SPSA con el fin de asegurar que los estudiantes a los que CSI/ATSI/TSI está dirigido reciben servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.

Comentarios sobre la inequidad de recursos (*opcional*)

¿Qué estamos haciendo actualmente para apoyar a la Educación Especial (SPED)?

- Ocho ciclos PDSA en QCI con un enfoque en evaluaciones formativas (Prove-its).
- En Franklin, fusionamos Lengua y Literatura Inglesas (ELA), Historia y Ciencias en un solo departamento para que SPED planifique y colabore en torno a la lectoescritura, interpretando el texto y reduciendo la brecha de rendimiento académico.
- Nuestro consejero escolar está impartiendo clases contra el acoso escolar.
- Prácticas restaurativas
- Domingo: Programa intensivo de lectoescritura/fonética solo para estudiantes de SPED.
- Iniciaremos el sistema de puntos del programa Level-up para fomentar el comportamiento positivo, la asistencia y los incentivos.
- Utilizamos datos de Minga para controlar las tardanzas y el ausentismo.
- Tutorías los lunes, martes y miércoles, y clubes de más de 10.

¿Qué estamos implementando próximamente para apoyar a SPED?

- Los estudiantes de MM participan en clases conjuntas con maestros acreditados en ELA y Matemáticas.
- Resolución de conflictos con la Sra. Ali.
- La Sra. Sánchez se reunirá con todos los estudiantes con ausencias crónicas y enviará cartas a casa. La Sra. MDC está llamando a los padres por la tardanza crónica.

Apoyo para las escuelas según se identifica en el LCAP del LBUSD

Apoyo para Escuelas Identificadas

El apoyo a las escuelas está basado en asesoramiento y comunidades de formación profesional. El LBUSD ha pasado de prácticas de cumplimiento y supervisión a distancia a una orientación de asesoramiento profundamente arraigada, asociación para abordar problemas de logro estudiantil y un marcado énfasis en la instrucción de calidad en cada salón de clases, según lo definido por el marco del Continuo de Entendimientos del distrito. Desde 2014, el LBUSD ha buscado mejorar el tiempo dedicado a los planteles escolares, con líderes que dedican un promedio de tres a cinco horas al mes en cada plantel-visitas que incluyen observaciones en el salón de clases junto con el director, recopilación de datos relacionados con la implementación de la instrucción y orientación pedagógica para los maestros. Las escuelas de Apoyo y Mejora Integral (CSI) reciben un apoyo aún más intenso, particularmente en áreas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación.

Un área crucial de apoyo se centra en la evaluación de necesidades a nivel escolar. La Oficina de Investigación Escolar del LBUSD proporciona datos en profundidad adaptados a cada plantel, que luego se utilizan para desarrollar intervenciones en consulta con las partes interesadas. Las medidas académicas incluyen los parámetros de ELA y matemáticas, las calificaciones en tiempo real (especialmente las D y F), y si los estudiantes están en camino a completar los requisitos de graduación, mientras que las medidas no académicas cubren el ausentismo crónico, las suspensiones y los incidentes disciplinarios. Con la ayuda de líderes del distrito, asesores de plan de estudios y otros expertos, las escuelas de CSI examinan a fondo por habilidad académica, por grupo de estudiantes y por factores logísticos (por ejemplo, la hora del día y la ubicación de las suspensiones). El personal del plantel escolar recibe herramientas y capacitación para crear "listas de vigilancia", es decir, listas de salones de clases para supervisar de cerca y listas de estudiantes que requieren más intervenciones. Este último está conectado a sistemas de comunicación por teléfono, correo electrónico y texto que pueden ayudar a involucrar a las familias en el proceso.

Aquí hay apoyos específicos que el LBUSD presentó (y continuará proporcionando en el futuro) para ayudar a las escuelas de CSI a desarrollar sus planes:

- El personal de las oficinas por nivel pasó horas adicionales en las escuelas de CSI para ayudar a los directores a realizar análisis más profundos sobre el ausentismo crónico, las suspensiones, los incidentes disciplinarios y los datos de encuestas relacionados con la cultura y el ambiente escolar y el aprendizaje socioemocional. Dichos análisis fueron además de los realizados para medidas académicas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito les proporcionaron a las escuelas de CSI investigaciones sobre intervenciones exitosas basadas en evidencia en escuelas comparables, tanto en el LBUSD como en otros distritos de California. Dependiendo de los programas, la investigación incluyó estudios académicos o mejores prácticas. Esta información se combinó con la información presupuestaria, para que los programas puedan desarrollarse de manera sostenible.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a identificar las inequidades de recursos al proporcionar informes sobre los niveles actuales del personal, las cifras presupuestarias y los datos logísticos. Por medio de varias reuniones individuales, los planteles escolares fueron guiados por expertos en contenido para identificar brechas significativas en los recursos. Por ejemplo, una revisión de los apoyos para estudiantes que están aprendiendo inglés de un plantel escolar incorporaría los maestros adicionales que podrían ser necesarios, junto con los materiales de instrucción, el software tecnológico, el diseño de la programación de intervenciones y otros detalles que ayudarían a desarrollar el programa.

- Con base en la investigación y los análisis de “brechas” descritos en los dos puntos anteriores, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a elegir intervenciones basadas en evidencia. Entre los principios básicos que el LBUSD promovió en este proceso de toma de decisiones está la sostenibilidad, la importancia de desarrollar programas de alto impacto que puedan implementarse en plazos de varios años. Dada la intensidad de las necesidades de los estudiantes, era esencial tener una perspectiva a largo plazo y hacer ajustes en el camino. LBUSD luego se aseguró de que las escuelas de CSI tuvieran capacitación para la implementación del programa.
- Por último, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a establecer sistemas de supervisión y evaluación. Los apoyos incluyeron capacitación sobre cómo identificar los datos apropiados para recopilar (por ejemplo, la participación de los estudiantes en las intervenciones, los resultados de las pruebas relacionadas, etc.), cómo usar el “rastreador de intervención” del LBUSD o un sistema similar, cómo programar análisis de datos junto con las visitas al plantel escolar descritas anteriormente, y cómo usar la retroalimentación para mejorar el programa. En algunos casos, el LBUSD proporcionó a las escuelas de CSI ejemplos de la encuesta de muestra para reunir perspectivas de estudiantes, padres de familia y personal. El LBUSD también emparejó las escuelas CSI con planteles asociados similares para que los datos puedan compararse y las prácticas prometedoras puedan compartirse.

Supervisión y evaluación de la eficacia

Para supervisar y evaluar la eficiencia de los planes CSI, se realizarán visitas trimestrales. Estas visitas formales permitirán a los equipos del plantel escolar reflexionar sobre sus esfuerzos colectivos e involucrar a colegas de otras escuelas o departamentos del distrito para obtener comentarios objetivos.

Las visitas trimestrales serán personalizadas por las escuelas, pero siguen una estructura común:

- **Instrucciones a todo el Grupo:** El equipo de la escuela (director, maestros y personal de apoyo) proporcionará antecedentes para la visita compartiendo sus planes de CSI. Destacarán los datos de su plantel escolar, las actividades de formación profesional y las intervenciones clave. Ayudarán a los visitantes a desarrollar una comprensión de sus prioridades.
- **Visitas al salón de clases:** Los miembros del equipo escolar y los visitantes observarán los salones de clases, recopilando datos y ejemplos que refuerzan los planes de CSI de la escuela. Tomarán notas, recolectarán imágenes y hablarán con los estudiantes para resumir sus observaciones.
- **Informe de Grupo Completo:** Los miembros del equipo escolar facilitarán un informe que les permita comprender y afirmar los esfuerzos de mejora continua del plantel escolar. Se centrarán no sólo en la entrega de contenido, las prácticas de enseñanza y las acciones de los estudiantes, sino también en las diversas intervenciones que se están implementando para apoyar a los estudiantes con dificultades.
- **Informe del director:** Los directores y/o supervisores de directores participarán en más conversaciones sobre los próximos pasos. Este diálogo se integrará en el trabajo de orientación regular descrito en la sección anterior.

En términos más generales, las herramientas del tablero de datos desarrolladas por la Oficina de Investigación Escolar del LBUSD incluirán “Listas de Vigilancia” que permiten a los líderes del distrito y del plantel escolar supervisar el progreso de las escuelas de CSI, sus maestros y sus estudiantes. La función “escuelas a observar” permitirá a las partes interesadas apropiadas rastrear el porcentaje de estudiantes que están “en riesgo”, “severamente en riesgo”, “de alto riesgo” y “cautelosamente en riesgo” a través de un amplio espectro de medidas, incluyendo absentismo crónico, disciplina, indicadores de nivel de lectura, operaciones matemáticas, etc. calificaciones del curso, requisitos de graduación y preparación para la escuela preparatoria la universidad (según corresponda). Estos datos en tiempo real se utilizarán para ajustar los planes de CSI y desarrollar intervenciones adicionales para los estudiantes con dificultades.



Student-Parent-Teacher-Administrator/Support Staff Compact

Partners in Learning, 2025-2026

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

As a student I pledge to:

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

Student’s signature

As a parent or guardian I pledge to:

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

Parent’s signature

As a teacher I pledge to:

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

Teacher’s signature

As Principal or Support Staff I pledge to:

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

Principal’s signature



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

Socios en el aprendizaje, 2025-2026

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

Como estudiante me comprometo a:

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

Firma del estudiante

Como padre o tutor me comprometo a:

- Complete el formulario de verificación anual cada año.
- Proporcione un tiempo de estudio tranquilo en casa y fomente buenos hábitos de estudio.
- Hablar con mi estudiante sobre sus actividades escolares todos los días.
- Reforzar las políticas y procedimientos de Franklin, incluyendo la no utilización de teléfonos celulares en el campus.
- Participe en talleres para padres y asista a funciones para padres en Franklin.
- Limitar la visualización de televisión y las actividades de computadora de mi estudiante, y alentar a mi estudiante a leer entre 30 y 60 minutos por noche.
- Apoyar a los maestros de mis alumnos con sus expectativas en el salón de clases y comunicarme con ellos según sea necesario.
- Asegurarse de que mi estudiante devuelva todos los libros de texto escolares y de la biblioteca al final del año escolar.
- Asegurarse de que mi estudiante esté en la escuela todos los días y a tiempo con el uniforme escolar.
- Acceder a CANVAS semanalmente para verificar el progreso de mi estudiante en clase y registrarse en ParentVue.
- Comprender y discutir con mi hijo la importancia de los indicadores de preparación para la escuela secundaria y de los "requisitos A-G" para el ingreso a la universidad.
- Consulte el planificador diariamente.
- Lea el boletín semanal y/o asista a reuniones en el Centro de Padres.

Firma de los padres

Como profesor me comprometo a:

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

Firma del maestro

Como director o personal de apoyo me comprometo a:

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

Firma del director



Franklin Middle Franklin FAMILY INVOLVEMENT GUIDELINES

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

PART I

Franklin agrees to implement the following requirements:

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

PART II.

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

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

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

PART III

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

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

PART IV.

DISCRETIONARY FRANKLIN FAMILY INVOLVEMENT GUIDELINES COMPONENTS

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

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

* * * * *

**PART V.
ADOPTION**

Franklin's Family Involvement Guidelines have been developed jointly with, and agreed upon by, families of children participating in Title I, Part A programs. The Guidelines were adopted by the site's Franklin Site Council members on 9/29/25 and will be in effect for the period of one school year. Franklin will distribute the Guidelines to all families on or before 10/31/25. Franklin, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.



Signature of Principal

10/7/25

Date



Franklin Medio Franklin

PAUTAS DE PARTICIPACIÓN FAMILIAR

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

PARTE I

Franklin se compromete a implementar los siguientes requisitos:

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

PARTE II.

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

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

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

PARTE III

RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES

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

PARTE IV.

COMPONENTES DE LAS PAUTAS DISCRECIONALES DE PARTICIPACIÓN FAMILIAR DE FRANKLIN

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

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

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**PARTE V.
ADOPCIÓN**

Las Pautas de Participación Familiar de Franklin han sido desarrolladas conjuntamente y acordadas por familias de niños que participan en programas del Título I, Parte A. Las Pautas fueron adoptadas por los miembros del Consejo del Sitio de Franklin del sitio el 9/29/25 y tendrá vigencia durante el período de un año escolar. Franklin distribuirá las Pautas a todas las familias en o antes del 10/31/25. franklin, cuando sea posible, proporcionará una copia de estas Pautas a las familias en un idioma que la familia pueda entender.


Firma del director

10/7/25

Fecha