School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Franklin Elementary School	42-76786-6045835		May 21, 2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

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

Our School Site Council, ELAC, School Leadership, and School Stakeholders have worked via meetings, presentations, think tanks, and surveys to align our school goals and expectations to the SBUSD LCAP plan. We reviewed areas of need and growth and aligned our spending with our most needy subgroups based on research based programs to see biggest growth. One phrase we use across groups is "More bang for our buck". With limited funding, we need to make sure our systems and expenditures need to be based on LCAP aligned goals for Academic and social emotional growth.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

I worked with members of ELAC (4/5/2019), School Site Council, Staff, Parents, and students to look at one specific questions: Are we getting our bang for the buck? Basically are we spending in ways that are producing results for students.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Cultivate our cultural proficient community as a safe and clean establishment to ensure their students have academic, enrichment, and emotional foundations.

Identified Need

Create a clean campus where students connect with their school community so their attendance and interactions improve and their discipline decreases. Provide social emotional support and aide students in finding their passions that we can help convert into secondary pathways. Connect behaviors throughout campus to help students behave similar and use self control regardless of supervision or location. In this area, we look at attendance and suspensions. Making school a fun, safe, and clean place to be where you feel connected is essential. Suspensions will decrease and attendance will increase if students feel connected and want to be at school. Their behavior will also increase as they feel part of the school community. Having goals that align with after school activities, professional development for staff, and cleanliness will all help more students want to be here.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff Safety Survey Results - % of staff strongly agree the campus is clean	19%	50%
Student Connectedness Survey - % of students feel connected to school	85%	90%
Staff Safety Survey Results - % of staff feel staff and students are safe	100%	100%
% of Students who leave Franklin with a focus (AVID Acceptance, Music Program, Art Class choice at Secondary Level)	78%	80%
% of Students in After-School Programs (based on entire enrollment)	217 (40% of our school population)	270 (50% of our school population)
% of students suspended for year-to date	2%	1%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of Franklin Students in 19-20 AVID program @ SBJHS	45%	50%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Improve staff supervision of students and provide tools to ensure students align behavior regardless to location or supervisor

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
61429.80	Site Categorical - 0899
8267.23	Lottery - 1100

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All School Community

Strategy/Activity

Improve Cleanliness and Strategize usage of facilities across programs

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9721	Lottery - 1100
14000	Lottery - 1100

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

After School Programs Students (40% of our total students)

Strategy/Activity

Realign academies to secondary pathways so students enter the secondary system with a passionate elective (AVID, Art, Music, Etc.)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15000	Donations Account

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Our school stakeholders feel happy and safe per CA CHKS Survey although we have three areas we need to improve: staff supervision PD, cleanliness, and secondary alignment to after school academies.

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

The only major difference between the intended implementation and actual implementation is the staff. We had to minimize hours due to new classified hourly regulations. This made the staff supervision during the day, nurses visits, and academy staff different than anticipated. People make the difference and the right people make the programs. Furthermore, we need a safe and clean campus. Staff and students feel safe but they do not feel like it is a clean campus. This is due to large amount of students and use on our campus.

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

Staff needs to be revisited. We need to revamp staff during the school day supervision and after school academies. Supervision staff needs to be trained in peaceful playgrounds to minimize injuries and maximize positive play. After school academies need to be realigned to secondary pathways and strength of staff. Lastly, custodian staff must improve their work performance and an additional custodian support will be hired for cafeteria duties.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Create a school environment that is viewed by the community as a one stop location for all services and needs for families and the community. We will focus on improving the quality of counseling services and referrals and how they are documented, adding health living connections to our parent programs, and increasing focus on the 5% of our families who require the most amount of time.

Identified Need

We need to implement our new counseling partnership into school completely. We need to use the motivation we have behind the community center to include healthy living elements. Lastly, 5% of our students require the most intervention, we will attack them with services and counseling for students and families so all school stakeholder experiences will improve.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of Students with a High Sense of Safety at School	89%	92%
% of Students with a High Sense of Connectedness to School	85%	90%
Chronic Absenteeism Rate	Green Declined 1.6%	Green Decline 2%
CA School Dashboard Suspension Indicator *I will suspend when necessary regardless of this measurement	Yellow Increased .4%	Yellow Maintain Insignificant Percentages
% of Parents Responding to the California School Parent Survey	Overall:163	Overall:200
% of Parents that Agree or Strongly Agree that this school allows input and welcomes parents' contributions	92%	95%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of Parents that Agree or Strongly Agree that this school actively seeks the input of parents before making important decisions	83%	90%
Counseling Referrals- % of student referred	15%	10%
% of Parent Teacher Conferences Attended by Parents	96%	99%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All School Stakeholders

Strategy/Activity

Keep Franklin Service Center as City Center for Services

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6514.20	Site Categorical - 0899
4565.52	Lottery - 1100
4000	Lottery - 1100

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All School Stakeholders

Strategy/Activity

Increase support to school stakeholders by offering Healthy Living Programs and Garden

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8000	Lottery - 1100
12599	Site Categorical - 0899

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Focus on 5% on students who require the most amount of intervention

Strategy/Activity

Use all staff to focus on 5% of students to provide interventions, referrals, counseling and mentorship for improvement of the 50 students who need the most support.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

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

We view our school in three phases. Phase One is the school day, Phase Two is after school until dinner, Phase Three is Dinner until 7:00 pm when PEAC tutorial is over. This goal has an overall connection to the entire day as all school stakeholders must feel connected and safe at the school as more than 10% of our students can be on campus from 7:30am to 7:00pm. In order to have stakeholders feel connected and safe at school, we need to focus on connectedness, safety, and cleanliness as many stakeholders are on campus daily and parents are concerned about academic growth but they are most concerned about the safety of their child.
During Phase One, we use approximately 20-25% of our school budget on playground supervisors as we have 4 recesses and 4 lunch periods that begin at 9:30 and do not end until 1:30. After many hours spent trying to minimize time, the truth is having over 150 students on the yard at once is not safe and supervision is minimal. Along with safety, we need to connect students with their passions to set ground work for secondary elective choices. We strongly believe that students will be more successful in secondary if they have a elective direction (i.e: Music, AVID, or Sports). We spend time and effort to align students with their passions and help them connect with an enrichment.
During Phase Two, Students are focused on from school dismissal until dinner. We have dedicated minimal site funds and have partnered with outside organizations to provide extended experiences in identified passions so students spend time after school exploring their passion. AO academies

have been developed so students spend time in an area of passion that can align with a secondary pathway. Music, Art, Dance, Engineering, and Sports are a few of our academies.

During Phase Three, we become the Community Resource Center. We offer PEAC tutoring, dinner, SBCC ESL classes for adults, and even a health clinic on Wednesdays. Some students take advantage of all three Phases and they are on school grounds for 12 hours.

Our model has been awarded the CA Golden Ribbon Award in 2017 for just that, community engagement. Although we are pleased with our model, we want to go from good to great. This year, we were successful at implementing the backdoor Wednesday program where Medical representative are here in the morning hours and we have a Physician on campus in the evening every week. Also, the implementation of FoodBank on Tuesdays provide another opportunities to connect with our families and provide quality produce into homes.

As we phase into year four of our model, we are looking to increase changing families eating habits and diets as we incorporate our garden and kitchen into our night program as well as collect data on student BMI's and offer support for families in transition.

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

The major difference between intended and realistic implementation was in two areas: transition to new family support staff and using internal SBUSD programs for parental advocacy. The new partnership which creates 1.5 counselors at our school site took a little while to transition into being blended into services and ways partnerships work. I have great hope in the future but feel this was a transition year. I am hopeful for more connections and interactions with families on the edge will be able to happen with ease. We originally planned to use Just Communities for parent advocacy group work and to help parents understand rights and reasonability in education. Due to the work that Maria Larios-Horton has lead, she was able to bring advocacy funded by SBUSD to our school. The various sessions have helped families understand their rights as well as advocate with Mayor Murillo for more safety precautions in their neighborhood.

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

Based on the advocacy work provided by the district and the new partnership in regards to counseling, we will focus in three areas: improving the quality of counseling services and referrals and how they are documented, adding health living connections to our parent programs, and increasing focus on the 5% of our families who require the most amount of time.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

We must engage, enrich, and empower students by holding each other accountable to make sure students are progressing in a rigorous and supportive environment to create life long learners that must be competitive in the secondary system.
Use our PLC's and Leadership teams to hyperfocus on DOK 3 & 4 via school-wide vulnerability walk-throughs and professional development.
Adventure into Individualized Learning and enhancing the STEAM experience.

Identified Need

Our students have progressed rapidly over the last few years. We are pleased with their improvements but feel we need to extend each classroom to use more DOK 3 & 4 activities to expand rigor. This will help students improve in their literacy skills but more importantly make them successful in the secondary system.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard Academic Indicator, ELA	Overall Color, Status & Change: Green Above: 55% Near: 26% Below:19%	Overall Color, Status & Change: Green Above: 62% Near: 26% Below:12%
CA School Dashboard Academic Indicator, Math	Overall Color, Status & Change: Green Above:45% Near: 35% Below:20%	Overall Color, Status & Change:Green Above:50% Near:35% Below:15%
CA School Dashboard English Learner Progress Indicator (% of English Learners that Met or Exceeded ELD Standards via ELPAC)	Overall: 74%	Overall: 80%
Number and % of Long Term English Learners (LTEL)	Number: 37 Percentage:13%	Number: 25 Percentage:9%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of Students Reading at or Above Grade Level (As of mid-year)	Overall: 62%	Overall: 70%
% of Students Math at or Above Grade Level (As of mid-year) *I feel this test is inflated and not consistent marking for CAASP alignment	Overall :80%	Overall: 85%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Lowest 30% of every grade level

Strategy/Activity

Provide Intervention to limit Special Education and improve academic success - RTI Staff

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
32610.64	Supplemental/Concentration Grant - 0790
7822.00	Title I - 3010
5482.01	Supplemental/Concentration Grant - 0790
2407.99	

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All EL and reclassified students

Strategy/Activity

ELPAC Coordinating and Testers

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
16,024.33	Supplemental/Concentration Grant - 0790

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Instructional Supplies

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
19300	
13395.31	Lottery - 1100
1,429.94	Lottery - 1100
1200	
5000	Lottery - 1100
2000	Lottery - 1100
200.00	Lottery - 1100

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Support embedded teacher release time for professional collaboration
which will focus on student work analysis, in addition to analysis of formative and summative data.
It will also provide all students with a balanced educational program that encompasses each
curricular area, including the Arts, ELA/ELD, Science, Mathematics, History, Social Sciences
PE/Health and Technology

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Library Books

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2700	Restrict Lottery - 6300

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Technology Support Class

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
14460.61	Supplemental/Concentration Grant - 0790

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

This goal will never be completed. We completed our work on aligning the STEAM and garden experience to the Science Scope and Sequence. For example, when a grade level is learning about plants..they are in the garden and when they are learning about electricity, they are in the STEAM lab. This work has broken down the curriculum into 6 week sessions that align with the garden/STEAM schedule for maximum alignment. We also began to follow the students as they move into secondary system to make sure their English fluency and math skills are successful

enough for secondary success. We don't want students to only do well while here but make them long life learners. Lastly, we did work with our SLT around DOK but our progress is not up to par.

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

We intended to be farther with learning rounds and class walk throughs with staff in relation to our work around DOK. Although this isn't a site expense, it is still part of our overall budget and the necessary next step for success.

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

We will refine work with our STEAM/garden curriculum to align with latest version of Scope and Sequence. We will need more garden hours to align with the healthy living iniative. We need to add data progress to our plan and implement work to have more of our instruction time in DOK 3 & 4.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

75% of outgoing Kindergarten students will be at grade level and ready for first grade curriculum.

Identified Need

Provide support and small groups for our highest number of students who need differentiation and support due to lack of formal schooling.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Early Literacy - % of Probable and Transitional Readers in August	4%	10%
STAR Early Literacy - % of Probable and Transitional Readers in March	80%	80%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All TK and Kinder students

Strategy/Activity

Kinder RTI Support

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10000.00	Title I - 3010

Strategy/Activity 2
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All TK and Kinder students

Strategy/Activity

Kinder All Morning Support

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5976.85	Supplemental/Concentration Grant - 0790
5976.85	Supplemental/Concentration Grant - 0790
5976.85	Supplemental/Concentration Grant - 0790
5976.85	Supplemental/Concentration Grant - 0790

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Some of our Kindergarteners come to us with limited language and school experience. Providing them a small group setting where they can be successful and learn the school procedures is important and helps them be successful long term.

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

There are no major changes to the model, money, or personnel.

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

One change was the data. We finally have set the model where we see results. In March, 80% of our students were probable or transitional readers.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$17,822.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$299,628.99

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
	$20,500.00
Donations Account	$15,000.00
Lottery - 1100	$70,579.00
Restrict Lottery - 6300	$2,700.00
Site Categorical - 0899	$80,543.00
Supplemental/Concentration Grant - 0790	$92,484.99
Title I - 3010	$17,822.00

Subtotal of state or local funds included for this school: $299,628.99

Total of federal, state, and/or local funds for this school: $299,628.99

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Appendix D: School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

Name of Members	Role
Casie Killgore	Principal
Lauren Thal	Classroom Teacher
Jackie Lapkin	Classroom Teacher
Brendan Carroll	Classroom Teacher
Estela Angeles	Other School Staff
Ivette Martinak	Parent or Community Member
Christina Caratachea	Parent or Community Member
Debbie Esparza	Parent or Community Member
Pattty Coronado	Parent or Community Member

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

Appendix E: Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

	Principal, Casie Killgore on
	SSC Chairperson, Estela Angeles on

Appendix G: School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
554	**87.5%**	**54.3%**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	301	54.3%
Homeless	174	31.4%
Socioeconomically Disadvantaged	485	87.5%
Students with Disabilities	70	12.6%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.5%
American Indian	3	0.5%
Asian	1	0.2%
Hispanic	498	89.9%
Two or More Races	2	0.4%
White	24	4.3%

Appendix G: School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts

Green

Mathematics

Green

English Learner Progress

No Performance Color

Academic Engagement

Chronic Absenteeism

Green

Conditions & Climate

Suspension Rate

Yellow

Appendix G: School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
Student Group Performance for State Indicator							
All Students	⬤	⬤			⬤	⬤	
English Learners	⬤	⬤			⬤	⬤	
Foster Youth	⬤	⬤			⬤	⬤	
Homeless	⬤	⬤			⬤	⬤	
Socioeconomically Disadvantaged	⬤	⬤			⬤	⬤	
Students with Disabilities	⬤	⬤			⬤	⬤	
African American	⬤	⬤			⬤	⬤	
American Indian	⬤	⬤			⬤	⬤	
Asian	⬤	⬤			⬤	⬤	
Filipino	⬤	⬤			⬤	⬤	
Hispanic	⬤	⬤			⬤	⬤	
Pacific Islander	⬤	⬤			⬤	⬤	
Two or More Races	⬤	⬤			⬤	⬤	
White	⬤	⬤			⬤	⬤	

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

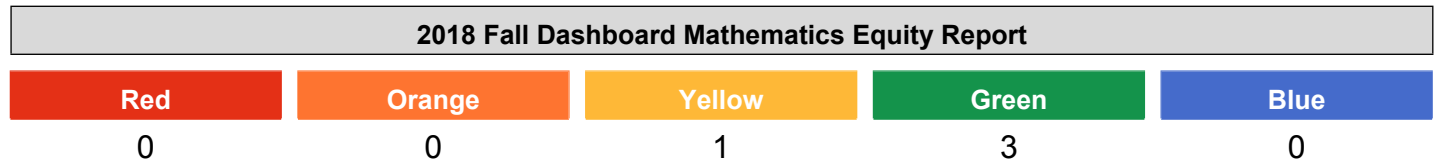Performance Levels: Red (Lowest Performance)   Orange   Yellow   Green   Blue (Highest Performance)

Appendix G: School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance										Highest Performance
	Red		Orange		Yellow		Green		Blue	

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	3	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
0.2 points below standard	4.8 points below standard	0 Students
Increased 18.5 points	Increased 18 points	
317 students	265 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Yellow
8.6 points below standard	2.5 points below standard	67.3 points below standard
86 students	Increased 17.6 points	Increased 29.6 points
	277 students	61 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

2 students

American Indian

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

3 students

Asian

No Performance Color

0 Students

Filipino

No Performance Color

0 Students

Hispanic

Green

2.6 points above standard

Increased 21.7 points

283 students

Two or More Races

No Performance Color

0 Students

Pacific Islander

No Performance Color

0 Students

White

No Performance Color

14.8 points above standard

14 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner

53.5 points below standard

Increased 27.5 points

119 students

Reclassified English Learners

34.8 points above standard

Increased 12.7 points

146 students

English Only

17.8 points above standard

Increased 17.1 points

46 students

Appendix G: School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	3	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
16.1 points below standard	20.3 points below standard	0 Students
Increased	Increased	
15.4 points	15.6 points	
317 students	265 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Yellow
22.1 points below standard	19 points below standard	73 points below standard
86 students	Increased 13.1 points	Increased
	277 students	32.4 points
		61 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students
2 students	3 students		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	No Performance Color
12.8 points below standard	0 Students	0 Students	20.4 points below standard
Increased			14 students
18.4 points			
283 students			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
62.1 points below standard	13.7 points above standard	1.8 points below standard
Increased	Increased 14.2 points	Increased 7.3 points
19.5 points		
119 students	146 students	46 students

Appendix G: School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English Learners	403	388	301	70	66	54
Fluent English Proficient (FEP)	82	99	144	14	17	26
Reclassified Fluent English Proficient (RFEP)	88	58	98	18	14	25

The source of this data is the most recent California Department of Education (CDE) official report of the number of English Learner students Redesignated to Fluent English Proficient.

Franklin Elementary School	**2015-16**	**2016-17**	**2017-18**
	Number (Rate) Reclassified	**Number (Rate) Reclassified**	**Number (Rate) Reclassified**
English Learners Reclassified	88 (18.0 %)	98 (16%)	98 (25.3 %)

The source of this data is the most recent California Department of Education (CDE) official report of the number of English Learner students that are At-Risk of Becoming, or are, Long Term English Learners.

Franklin Elementary School	**2015-16**	**2016-17**	**2017-18**
	Number	**Number**	**Number**
Long Term English Learners (6 + Years)	10	17	13
At Risk of Becoming LTEL (4-5 Years)	82	72	37

Appendix G: School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
285	42.1%	32.3%	16.1%	9.5%

Appendix G: School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	1	1	2	0

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
8.4% chronically absent	9.4% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Declined 1.6%	Increased 1%	0 students
562 students	310 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Yellow
8.6% chronically absent	8.5% chronically absent	12.9% chronically absent
Declined 6.8%	Declined 1.2%	Declined 0.5%
174 students	492 students	85 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

3 students

American Indian

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

3 students

Asian

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

1 students

Filipino

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

0 students

Hispanic

Green

7.9% chronically absent

Declined 1.3%

505 students

Two or More Races

No Performance Color

8% chronically absent

Declined 0.7%

25 students

Pacific Islander

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

0 students

White

No Performance Color

12% chronically absent

Declined 13%

25 students

Appendix G: School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	4	0	0
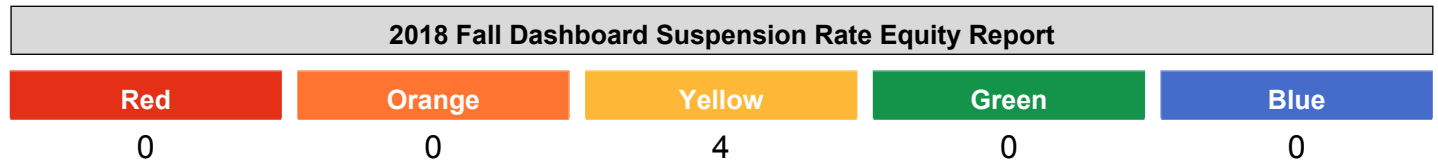
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
0.9% suspended at least once	0.9% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy
Increased 0.4%	Increased 0.4%	1 students
580 students	325 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Yellow
0.6% suspended at least once	1% suspended at least once	1.1% suspended at least once
Increased 0.6%	Increased 0.4%	Maintained 0%
174 students	509 students	89 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students
3 students	3 students	1 students	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	No Performance Color
1% suspended at least once	0% suspended at least once	0 Students	0% suspended at least once
Increased 0.4%	Maintained 0%		Maintained 0%
523 students	25 students		25 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0% suspended at least once	0.5% suspended at least once	0.9% suspended at least once